



SCHOOL MOTTO

‘विद्ययाऽमृतमश्नुते’

विद्या से अमृत की प्राप्ति होती है ।’

'Through knowledge one attains immortality.'

The Vedas have declared that attainment of immortality is possible for those who attain knowledge, so one must always strive to acquire learning by staying with one's preceptor or the 'Guru'



Hansraj - Vision & Mission

Vision

To inspire young students to be confident, considerate good human beings who would be lifelong learners with global attitude and responsible citizens.

Mission

HPS is committed to promote human values, provide a nurturing environment and engaging parents towards all round harmonious development of our students. To achieve this, the workforce at HPS:



- ☐ Ensures that each student acquires the knowledge, humane values and skills to achieve personal success and enrich community at national and international level.
- ☐ Prepares them to be responsible global citizens.
- ☐ Empowers learners to cope with both success and failure and prepares them to face the challenges of life.
- ☐ Instills the virtue of adaptability and

flexibility to enable students to excel in complex and interconnected changing world.

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GENERAL GUIDELINES FOR STUDENTS REGARDING NOTEBOOKS AND ASSIGNMENTS

1. Maintain the index of the notebook diligently. Fill in all the columns.
2. Label the work done properly.
3. Be careful about spellings while working in the notebooks.
4. Do corrections after the notebook is corrected by the teacher.
5. Don't scribble on the pages at the back of your notebook.
6. Don't tear pages from the notebook for any reason.
7. Maps/Graphs/diagrams should be marked neatly. Labeling of maps/graphs/diagrams should be done with pencil and in block letters.
8. Worksheet / assignments to be pasted in the notebooks.

Success is no accident.

***It is hard work, perseverance, learning, studying, sacrifice
And most of all, love of what you are doing or learning to do.***

Pele

ENGLISH

1.Objectives

- To build greater confidence and proficiency in oral and written communication
- To develop the ability and knowledge required in order to engage in independent reflection and inquiry
- To use appropriate English to communicate in various social settings
- Equip learners with essential language skills to question and to articulate their point of view
- To develop sensitivity towards, and appreciation for, other varieties of English like Indian English and the culture they reflect
- To enable the learners to access knowledge and information through reference skills(consulting a dictionary/thesaurus, library, internet etc)
- To develop curiosity and creativity through extensive reading
- To facilitate self learning to enable them to become independent learners
- To review, organize and edit their own work and work done by peers
- Understand exemplary practices of art integrated lessons across the curricular areas
- To enable learners to imagine and explore through planned or organized art experiences
- create and express themselves freely and thus be able to develop and evaluate various art integrated lessons
- To inculcate experiential learning of academic content leading to holistic learning

2.MONTH WISE DIVISION OF SYLLABUS

Lesson No./Topic	Name of the lesson	Month
1/FF/Prose 2/FF/Poetry 3/FWF/Prose	A Letter to God Dust of Snow, Fire and Ice Tenses	March

4 Grammar 5. Writing	Letter to the Editor	
1/FF/Prose 2/FF/Poetry 3/FF/Poetry 4/FF/Poetry 5/FF/Poetry 6 Grammar 7 Writing	Nelson Mandela A Tiger in the Zoo A Triumph of Surgery The Thief Story The Midnight's visitor Modals Letter of inquiry	April
1/FF/Prose 2/FF/Poetry 3/FF/Poetry 4 Grammar 5 Writing	Two stories about flying How to Tell Wild Animals A Question of Trust Passive Voice Analytical Writing	May
1/FF/Prose 2/FF/Poetry 3/FF/Poetry 4/FF/Poetry 5 Grammar 6 Writing	From the Diary of Anne Frank The Hundred Dresses 1& II Footprints Without Feet The Making of A Scientist Reported speech Letter for Placing orders	July
1/FF/Prose 2/FF/Poetry 3/FF/Poetry 4/FF/Poetry 5 Grammar 6 Writing 7Writing	The Glimpses Of India The Ball Poem Amanda The Necklace Clauses Letter of Complaint Analytical Writing	August

1/FF/Prose 2/FFW/Poetry 3 Grammar 4 Writing	Mijbil the Otter The Hack Driver Integrated grammar Letter Writing	September
1/FF/Prose 2/FF/Poetry 3/FF/Poetry 4/FF/Poetry 5/FF/Poetry 6/FFW/Prose 6 Grammar 7 Writing	Madam Rides the Bus Animals The Trees Fog The Tale of Custard the Dragon Bholi Subject Verb concord Letter of Complaint	October
1/FF/Prose 2/FF/Play 3/FF/Poetry 4/FF/Play 6 Grammar	The Sermon at Benares The Proposal For Anne Gregory The Book That Saved the Earth Integrated Grammar	November

3.(a) CHAPTER WISE ACTIVITIES (activities other than the enrichment activities to be taken up during the teaching and learning process): Details in *brief* as per the headings below:

Name of the AIL activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed

<p>WRITING A NOTE & Decorating it</p> <p>Related Chapters:</p> <p>A Letter to God</p> <p>The Hack Driver</p>	<ul style="list-style-type: none"> • To enable the students use grammar structures and other grammatical forms accurately and appropriately • To enable the students review, organize and edit their own work and work done by peers 	<ul style="list-style-type: none"> • Student is able to express ideas clearly, concisely, correctly and appropriately • Student is able to plan, organize and present ideas coherently 	Individual	On the basis of their reading of the chapter, students will be asked to write a note of Gratitude to God in their notebooks.	Writing
<p>SPEAKING ON ANY WORLD LEADER</p> <p>Based on</p> <p>Nelson Mandela : A Long Walk to Freedom</p>	<ul style="list-style-type: none"> • To enable the learners communicate effectively in English • To enable the learners use language fluently appropriately and confidently in real life situations 	<ul style="list-style-type: none"> • Students are able to speak with accuracy, fluency and clarity following the overall rhythm of spoken English • Students are able to express ideas and opinions with confidence 	Group	The class will be divided into groups, each group will be asked to speak on any Renowned Leader who contributed to World Peace in a significant manner.	Speaking
<p>WRITING A DIARY ENTRY of A Migrant Highlighting his</p>	<ul style="list-style-type: none"> • To enable the learners use grammar structures and other grammatical forms accurately and 	<ul style="list-style-type: none"> • Student is able to express ideas clearly, concisely, correctly and 	Individual	On the basis of their reading of the chapter, students will be asked to write a	Writing

<p>sufferings during COVID-19</p> <p>Related Chapters:</p> <p>The Hundred Dresses</p> <p>From the Diary of Anne Frank</p> <p>The Necklace</p>	<p>appropriately</p> <ul style="list-style-type: none"> To enable the students review, organize and edit their own work and work done by peers 	<p>appropriately</p> <ul style="list-style-type: none"> Student is able to plan, organize and present ideas coherently 		<p>diary entry sharing their experiences in their notebooks.</p>	
<p>WRITING AN ARTICLE</p> <p>Related Chapters :</p> <p>The Ball Poem</p> <p>The Sermon at Benaras</p> <p>Glimpses of India</p>	<ul style="list-style-type: none"> To enable the learners use grammar structures and other grammatical forms accurately and appropriately To enable the students review, organize and edit their own work and work done by peers 	<ul style="list-style-type: none"> Student is able to express ideas clearly, concisely, correctly and appropriately Student is able to plan, organize and present ideas coherently 	Individual	<p>On the basis of their reading of the chapter, students will asked to write an article on Diversity of India in their notebooks.</p>	Writing
<p>NARRATING AN</p>	<ul style="list-style-type: none"> To enable the learners communicate effectively 	<ul style="list-style-type: none"> Student is able to speak with 	Individual	<p>Each student will be asked to</p>	Speaking

<p>INTERESTING EXPERIENCE WITH ANY ANIMAL</p> <p>Related Chapters :</p> <p>A Tiger in the Zoo</p> <p>How to Tell Wild Animals</p> <p>Fog</p> <p>Animals</p>	<p>in English</p> <ul style="list-style-type: none"> To enable the learners use language fluently appropriately and confidently in real life situations 	<p>accuracy, fluency and clarity following the overall rhythm of spoken English</p> <ul style="list-style-type: none"> Student is able to express ideas and opinions with confidence 		<p>speak on an Interesting Experience with Animal.</p>	
<p>WRITING AN EXTENSION TO THE GIVEN STORY</p> <p>Related Chapters :</p> <p>Mijbil: The Otter</p> <p>The Thief Story</p>	<ul style="list-style-type: none"> To enable the learners use grammar structures and other grammatical forms accurately and appropriately To enable the students review, organize and edit their own work and work done by peers 	<ul style="list-style-type: none"> Student is able to express ideas clearly, concisely, correctly and appropriately Student is able to plan, organize and present ideas coherently 	Individual	<p>On the basis of their reading of the respective chapter, students will asked to write an extended paragraph to the story.</p>	Writing

A Question of Trust					
<p>LISTENING ACTIVITY</p> <p>Related Chapters :</p> <p>Madam Rides the Bus</p>	<ul style="list-style-type: none"> To enable the students Listen, converse and understand the topic and its main points To enable the students listen and extract relevant information with clarity and accuracy 	<ul style="list-style-type: none"> Student is able to extract relevant information with clarity and accuracy Student is able to acquire the ability to listen 	Individual	<ol style="list-style-type: none"> Each student will be given a worksheet They will listen to a recorded script They will fill up the worksheet according to the listened script that will be played twice 	Listening
<p>ROLE PLAY</p> <p>Related Chapters :</p> <p>The Proposal</p> <p>The Book That Saved the Earth</p>	<ul style="list-style-type: none"> To enable the learners communicate effectively in English To enable the learners use language fluently appropriately and confidently in real life situations 	<ul style="list-style-type: none"> Students are able to speak with accuracy, fluency and clarity following the overall rhythm of spoken English Students are able to express ideas and opinions with 	Group	The class will be divided into groups; each group will be allotted a part from the play. They will be given preparation time. At the end of which, they will present	Speaking

		confidence		their role play.	
<p>COMPOSING A POEM</p> <p>Related Chapters :</p> <p>The Trees</p> <p>Fire and Ice</p> <p>Dust of Snow</p>	<ul style="list-style-type: none"> To enable the learners use grammar structures and other grammatical forms accurately and appropriately To enable the students review, organize and edit their own work and work done by peers 	<ul style="list-style-type: none"> Students are able to express ideas clearly, concisely, correctly and appropriately Students are able to plan, organize and present ideas coherently 	Group	On the basis of their reading of Nature poems, the students will be asked to compose A Poem on Any Aspect of Nature in their notebooks	Writing
<p>JAM</p> <p>Related Chapters :</p> <p>Footprints Without Feet</p> <p>The Making of A Scientist</p> <p>Amanda</p> <p>Bholi</p>	<ul style="list-style-type: none"> To enable the learners communicate effectively in English To enable the learners use language fluently appropriately and confidently in real life situations 	<ul style="list-style-type: none"> Student is able to speak with accuracy, fluency and clarity following the overall rhythm of spoken English Student is able to express ideas and opinions with confidence 	Individual	Each student will be asked to speak on the given topic for 1 min.	Speaking

3 (b) Assessment parameters & Rubrics for respective Activity:

LISTENING SKILLS

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Understanding of the content 2. Ability to comprehend 3. Recollection of the content 4. Interpretation 5. Usage of linguistic and non-linguistic features (Cohesion, Keywords) 6. Listening for specific purpose (Radio, broadcast, Announcements, Commentaries)	<ul style="list-style-type: none"> • Accuracy in comprehension • Ability to recollect the main points • Spontaneity in reaction • Successful in differentiating between relevant and irrelevant • Identification of the theme and message of the delivered speech • Listened without 	<ul style="list-style-type: none"> • Displayed accuracy in comprehension and interpretation • Listened without distraction • Able to differentiate between relevant and irrelevant • Lacks spontaneity in discourse of action 	<ul style="list-style-type: none"> • Limited ability to differentiate between relevant and irrelevant • Impulsive listener • Listened with interruption • Accuracy couldn't be achieved perfectly 	<ul style="list-style-type: none"> • Distracted listener • Paid attention to irrelevant content • Reduced ability to interpret and recollect the main point • Didn't follow instructions 	<ul style="list-style-type: none"> • Unable to comprehend • Distracted listener • Lacks the ability to interpret and recollect the main points • Couldn't differentiate between relevant and irrelevant • Didn't follow instructions

etc.)	distraction				
7. Ability to differentiate between relevant and irrelevant					
8. Spontaneous discourse of action					

SPEAKING SKILLS

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
Originality of idea	Correct pronunciation with effective intonation	Correct pronunciation	Limited clarity of speech	Lacks fluency and coherence in the presentation of ideas	Lack of confidence
Pronunciation	Clarity of speech	Clarity of speech	Limited knowledge of the content	Lacks confidence of public speaking	Incorrect pronunciation
Intonation	Vast knowledge with impressive presentation	Fair degree of confidence	Not prompt enough		Irrelevant content
Confidence	Fluency and	Unable to use effective vocabulary	Needs to work on body		No clarity in speech
Content accuracy					Lacks coherence and fluency
Vast knowledge					

Promptly answered	accuracy in delivering the ideas	Didn't adhere to the time limit	language	Lacks knowledge of content	
Body language					
Voice modulation	Relevant vocabulary				
Appropriate gestures					
Coherence and fluency					
Clarity in the usage of active vocabulary					
Time bound delivery of speech					

READING SKILLS

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Reading for understanding	<ul style="list-style-type: none"> • Focused 	<ul style="list-style-type: none"> • Followed scanning and skimming 	<ul style="list-style-type: none"> • Lacks accuracy in attempting the worksheet given after reading 	<ul style="list-style-type: none"> • Distracted reader 	<ul style="list-style-type: none"> • Distracted reader
2. Ability to deduce the meaning	<ul style="list-style-type: none"> • Reading without distraction • Ability to deduce 	<ul style="list-style-type: none"> • Read without distraction 	<ul style="list-style-type: none"> • Couldn't follow 	<ul style="list-style-type: none"> • Unable to comprehend 	<ul style="list-style-type: none"> • Less attention span

3. Drawing inferences 4. Attentive and focussed 5. Scanning 6. Skimming 7. Explicitly 8. Task completion within stipulated time 9. Ability to differentiate between referential and inferential questions	the meaning <ul style="list-style-type: none"> • Followed scanning as well as • Skimming • Completed the task within stipulated time • Able to differentiate between referential and inferential questions 	<ul style="list-style-type: none"> • Couldn't complete the task within stipulated time • Couldn't deduce the meaning • Couldn't differentiate between referential and inferential questions 	scanning and skimming <ul style="list-style-type: none"> • Less ability to comprehend 	<ul style="list-style-type: none"> • Couldn't draw inferences 	<ul style="list-style-type: none"> • Unable to deduce the theme • Couldn't complete the task in stipulated time • Couldn't draw inferences
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WRITING SKILLS

Long Composition:

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Relevance of the content	<ul style="list-style-type: none"> • Correct format 	<ul style="list-style-type: none"> • Relevant answer with good explanation 	<ul style="list-style-type: none"> • Answer is relevant with a fair degree of explanation 	<ul style="list-style-type: none"> • Answer has a limited degree of relevance 	<ul style="list-style-type: none"> • Answer has a very limited degree of relevance
2. Accuracy	<ul style="list-style-type: none"> • Completely relevant answer 	<ul style="list-style-type: none"> • Word limit is met 	<ul style="list-style-type: none"> • Word limit is partially met 	<ul style="list-style-type: none"> • Word limit is partially met 	<ul style="list-style-type: none"> • Sentence structure lacks accuracy
3. Length of the answer according to marks	<ul style="list-style-type: none"> • Sentence structure is accurate 	<ul style="list-style-type: none"> • Fluency and coherence in writing 	<ul style="list-style-type: none"> • Presentation requires orderly organization 	<ul style="list-style-type: none"> • Presence of grammatical errors 	<ul style="list-style-type: none"> • Word limit is not met
4. Presentation	<ul style="list-style-type: none"> • Word limit is fully met 	<ul style="list-style-type: none"> • Sentence structure is correct 	<ul style="list-style-type: none"> • Lacks fluency 	<ul style="list-style-type: none"> • No coherence in writing 	<ul style="list-style-type: none"> • No coherence and fluency in writing
5. Fluency	<ul style="list-style-type: none"> • Fluency and coherence in presentation of ideas 	<ul style="list-style-type: none"> • Vocabulary is less effective 	<ul style="list-style-type: none"> • Average usage of effective vocabulary 	<ul style="list-style-type: none"> • Presentation is not orderly organized 	<ul style="list-style-type: none"> • Presentation is not orderly
6. Coherence	<ul style="list-style-type: none"> • Effective vocabulary 	<ul style="list-style-type: none"> • Less spelling errors 	<ul style="list-style-type: none"> • Some spelling errors 	<ul style="list-style-type: none"> • Multiple spelling errors 	<ul style="list-style-type: none"> • Multiple spelling errors
7. Format	<ul style="list-style-type: none"> • No spelling errors 				<ul style="list-style-type: none"> • Unable to comprehend the
8. Completion of work within the stipulated time					
9. Effective					

vocabulary					question's answer
10. Correct spellings					

Short Composition:

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Relevance of content 2. Accuracy 3. Length of the answer according to marks 4. Presentation 5. Fluency 6. Coherence 7. Format	<ul style="list-style-type: none"> • Correct format • Completely relevant answer • Sentence structure is accurate • Word limit is fully met • Fluency and coherence in presentation of ideas 	<ul style="list-style-type: none"> • Relevant answer with good explanation • Word limit is met • Fluency and coherence in writing • Sentence structure is correct • Vocabulary is less effective • Less spelling 	<ul style="list-style-type: none"> • Answer is relevant with a fair degree of explanation • Word limit is partially met • Presentation requires orderly organization • Lacks fluency • Average usage of 	<ul style="list-style-type: none"> • Answer has a limited degree of relevance • Word limit is partially met • Presence of grammatical errors • No coherence in writing • Presentation is not orderly organized 	<ul style="list-style-type: none"> • Answer has a very limited degree of relevance • Sentence structure lacks accuracy • Word limit is not met • No coherence and fluency in writing • Presentation is not orderly

8. Completion of work within the stipulated time 9. Effective vocabulary 10. Correct spellings	<ul style="list-style-type: none"> • Effective vocabulary • No spelling errors 	errors	effective vocabulary <ul style="list-style-type: none"> • Some spelling errors 	<ul style="list-style-type: none"> • Multiple spelling errors 	<ul style="list-style-type: none"> • Multiple spelling errors • Unable to comprehend the question's answer
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4.Number of Worksheets planned per chapter: One worksheet for each unit and each topic of Grammar

5.Syllabus for periodic tests

- Periodic -I (May)

PERIODIC 1

FIRST FLIGHT	Prose: Chapter-1,2&3Poetry: Chapter – 1,2&3
FOOTPRINTS WITHOUT FEET	Chapter1,2&3
GRAMMAR	Tenses, Modals, Passive Voice
WRITING	Analytical Writing, Letter to the Editor, Letter of Enquiry

- Periodic -II (September first week)

First Flight	Prose: Chapter 4,5,6,7 & 8 Poetry: Chapter 4, 5 & 6
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Footprints without Feet	Chapter 4, 5, 6 & 7
Grammar	Cloze gap filling, Editing, Omission, Sentence reordering, Change of Voice & Reported Speech
Writing	Analytical writing, Letter for Placing Orders & Letter of Complaint, Article Writing
<ul style="list-style-type: none"> Periodic -III (November(7th to 12th) (December for rest of the classes) 	
First Flight	Prose: Chapter 9 & 10 Poetry: Chapter 7, 8, 9 & 10
Footprints Without Feet	Chapter 8 & 9
Grammar	Integrated Grammar covering all the topics taught
Writing	Letters of complaint, enquiry, placing orders and Article

6.(a) Enrichment Activity

Minimum One activity per periodic to be given with details as under:

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
Turncoat	<ul style="list-style-type: none"> To enhance speaking skills of the students To enable the students express ideas clearly, concisely and 	1. Student is able to organize information and communicate with clarity	Individual	1. Topics of relevance will be announced in the class. 2. Students will be encouraged to choose any one topic and think for	Thinking Skills, Communication Skills, Self confidence

	<p>coherently</p> <ul style="list-style-type: none"> To enable the students speak with confidence with correct pronunciation and diction 	<p>2 Thinking skills of the students will be enhanced</p> <p>3 Student will be able to look at a situation from different perspectives</p>		<p>and against it</p> <p>3. 2 minutes of preparation time will be given. 1 minute of speaking time will be given to each child</p> <p>4. Each child will come forward and speak for and against the same topic for 30 seconds each. He/she will change as soon as the teacher will say turncoat.</p>	
Making Class Magazine (AIL Activity)	<ul style="list-style-type: none"> To enable the students review, organize and edit their own work and work done by peers 	<ul style="list-style-type: none"> Students are able to plan, organize and present ideas coherently 	Group	<p>1. Class discussion about the magazine.</p> <p>2. Some important ingredients of a magazine like articles, Interviews, Entertainment and Recipes etc appearing in</p>	Organizing

				<p>magazines will be discussed in the class</p> <p>3. Students will be instructed to make one page each for their class magazine.</p>	
Listening Activity	<ul style="list-style-type: none"> • To enable the students Listen, converse and understand the topic and its main points • To enable the students listen and extract relevant information with clarity and accuracy 	<p>1. Student is able to distinguish between main points from supporting ideas</p>	Individual	<p>1. Each student will be given a worksheet</p> <p>2. They will listen to a recorded script</p> <p>3. They will fill up the worksheet according to the listened script that will be played twice</p>	Listening, Thinking, Analyzing

7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

LISTENING SKILLS

Listening Activity

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
<p>Understanding of the content</p> <p>Ability to comprehend</p> <p>Recollection of the content</p> <p>Interpretation</p> <p>Usage of linguistic and non-linguistic features (Cohesion, Keywords)</p> <p>Listening for specific purpose (Radio, broadcast, Announcements, Commentaries etc.)</p>	<ul style="list-style-type: none"> • Accuracy in comprehension • Ability to recollect the main points • Spontaneity in reaction • Successful in differentiating between relevant and irrelevant • Identification of the theme and message of the delivered speech 	<ul style="list-style-type: none"> • Displayed accuracy in comprehension and interpretation • Listened without distraction • Able to differentiate between relevant and irrelevant • Lacks spontaneity in discourse of 	<ul style="list-style-type: none"> • Limited ability to differentiate between relevant and irrelevant • Impulsive listener • Listened with interruption • Accuracy couldn't be achieved perfectly 	<ul style="list-style-type: none"> • Distracted listener • Paid attention to irrelevant content • Reduced ability to interpret and recollect the main point • Didn't follow instructions 	<ul style="list-style-type: none"> • Unable to comprehend • Distracted listener • Lacks the ability to interpret and recollect the main points • Couldn't differentiate between relevant and irrelevant • Didn't follow instructions

Ability to differentiate between relevant and irrelevant	<ul style="list-style-type: none"> Listened without distraction 	action			
Spontaneous discourse of action					

SPEAKING SKILLS

Turncoat

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Originality of idea 2. Pronunciation 3. Intonation 4. Confidence 5. Content accuracy	<ul style="list-style-type: none"> Correct pronunciation with effective intonation Clarity of speech Vast knowledge with impressive 	<ul style="list-style-type: none"> Correct pronunciation Clarity of speech Fair degree of confidence Unable to use effective 	<ul style="list-style-type: none"> Limited clarity of speech Limited knowledge of the content Not prompt enough 	<ul style="list-style-type: none"> Lacks fluency and coherence in the presentation of ideas Lacks confidence of public 	<ul style="list-style-type: none"> Lack of confidence Incorrect pronunciation Irrelevant content No clarity in

6. Vast knowledge 7. Promptly answered 8. Body language 9. Voice modulation 10. Appropriate gestures 11. Coherence and fluency 12. Clarity in the usage of active vocabulary 13. Time bound delivery of speech	<p>presentation</p> <ul style="list-style-type: none"> • Fluency and accuracy in delivering the ideas • Relevant vocabulary 	<p>vocabulary</p> <ul style="list-style-type: none"> • Didn't adhere to the time limit 	<ul style="list-style-type: none"> • Needs to work on body language 	<p>speaking</p> <ul style="list-style-type: none"> • Lacks knowledge of content 	<p>speech</p> <ul style="list-style-type: none"> • Lacks coherence and fluency
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WRITING SKILLS**Making Class Magazine**

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Relevance of the content 2. Accuracy 3. Length of the answer according to marks 4. Presentation 5. Fluency 6. Coherence 7. Format	<ul style="list-style-type: none"> • Correct format • Completely relevant answer • Sentence structure is accurate • Word limit is fully met • Fluency and coherence in presentation of ideas 	<ul style="list-style-type: none"> • Relevant answer with good explanation • Word limit is met • Fluency and coherence in writing • Sentence structure is correct • Vocabulary is less effective • Less spelling errors 	<ul style="list-style-type: none"> • Answer is relevant with a fair degree of explanation • Word limit is partially met • Presentation requires orderly organization • Lacks fluency • Average usage of effective 	<ul style="list-style-type: none"> • Answer has a limited degree of relevance • Word limit is partially met • Presence of grammatical errors • No coherence in writing • Presentation is not orderly organized 	<ul style="list-style-type: none"> • Answer has a very limited degree of relevance • Sentence structure lacks accuracy • Word limit is not met • No coherence and fluency in writing • Presentation is not orderly

8. Completion of work within the stipulated time 9. Effective vocabulary 10. Correct spellings	<ul style="list-style-type: none"> • Effective vocabulary • No spelling errors 		vocabulary <ul style="list-style-type: none"> • Some spelling errors 	<ul style="list-style-type: none"> • Multiple spelling errors 	<ul style="list-style-type: none"> • Multiple spelling errors • Unable to comprehend the question's answer
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8.Chapter/ unit wise allocation of marks

Chapter/ Unit

SECTION	SKILL ASSESSED	MARKS
A	Reading Skill	20
B	Writing Skills & Grammar application	30
C	Literature Textbooks	30
	Total marks	80

9. Question paper design: (Typology of questions with respective weightage)

BLUE PRINT OF EXAM PAPER

SECTION A –READING

Q1. A factual passage of 300-350 words with eight very short answer type questions.

(8Marks)

Q2. A discursive passage of 350-400 words with four short answer type questions and four MCQs to test vocabulary.
(12 Marks)

SECTION B- WRITING AND GRAMMAR

Q3. Formal letter **Complaint/Inquiry/Placing orders/letter to the Editor/Article** in about 150-200 words. The questions will be thematically based on prescribed books. (8Marks)

Q4. An Analytical piece of writing based on given outlines or cue/s in 200 -250 words. (10 Marks)

Grammar may be tested through test types as given below:

Q5. Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses (4 Marks)

Q6. Editing or Omission (4 Marks)

Q7. Sentence reordering or Sentence transformation in context. (4 marks)

SECTION C- LITERATURE TEXT BOOKS

Q8. One out of two extracts from prose/ poetry/drama for reference to context. Four very short answer questions: Two questions of one mark each. (1x4=4 marks)

Q9. Four short answer type questions from First Flight and Footprints without Feet. (30-40 words each)
(2x4=8 marks)

Q10. One out of two long answer type questions from First Flight and Footprints without Feet in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the texts. (8 Marks)

10.

10. Prescribed Books

- a) Published by NCERT, New Delhi
- b) FIRST FLIGHT- Text for Class X

c) FOOTPRINTS WITHOUT FEET – Supplementary Reader for Class X

11. Suggested Books (If Applicable)

- a. BBC
- b. Suggested Reading Topics and Books at the end of the Chapters

12. Links for extended learning: (Related to curriculum)

<https://www.studyrankers.com/2014/11/triumph-of-surgery-class-10th-ncert-solutions.html>

<https://www.excellup.com/classten/englishten/footprints.aspx>

<https://www.studiestoday.com/assignment-english-cbse-class-10-english-writing-questions-165808.html>

HINDI

1.Objectives –

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

- कक्षा में बहुभाषिक ,बहु सांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना ।
- अपनी मातृभाषा और परिवेश गत भाषा को साथ रखकर हिंदी की रचनाओं की समझ बनाना।
- श्रवण और वाचन की योग्यताएं।
- प्रवाह के साथ बोली जाती हुई हिंदी को अर्थबोध के साथ समझना।
- हिंदी शब्दों का ठीक उच्चारण करना और हिंदी के स्वाभाविक अनुतान का प्रयोग करना।
- सामान्य विषय पर बातचीत करना और परिचर्चा में भाग लेना।
- हिंदी कविताओं को उचित लय, आरोह -अवरोह और भाव के साथ पढ़ना।
- हिंदी भाषा के प्रति रुचि जागृत करना।
- व्याकरण का समुचित ज्ञान एवं व्याकरण भाषा का प्रयोग करने की क्षमता का विकास करना ।
- शब्द भंडार में वृद्धि करना ।
- स्वाध्याय की प्रवृत्ति का विकास करना।
- मौलिक लेखन हेतु प्रेरित करना ।
- पाठ्यवस्तु से संबंधित विचारों की सहज अभिव्यक्ति एवं उनके व्यवहारिक प्रयोग की क्षमता का विकास करना।

2.Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Month
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1 बड स्पर्श गद्य खंड	बड़े भाई साहब	मार्च
व्याकरण	मुहावरे	मार्च
स्पर्श पद्य खण्ड	कबीर (साखी)	मार्च
	मीरा के पद	मार्च
रचनात्मक लेखन	संवाद , पत्र लेखन, अनुच्छेद लेखन, सूचना लेखन	मार्च
संचयन	हरिहर काका	अप्रैल
स्पर्श गद्य खण्ड	डायरी का एक पन्ना	अप्रैल
स्पर्श काव्य खण्ड (पद्य)	बिहारी के दोहे ,मनुष्यता	अप्रैल
व्याकरण	वाक्य प्रकार, समास (द्विगु ,द्वंद्व ,तत्पुरुष)	अप्रैल
रचनात्मक	विज्ञापन, सूचना लेखन ,अपठित गद्यांश ।	मई
गद्य खण्ड	ततारा वामीरो कथा	मई
व्याकरण	पदबंध	मई
	सामयिक परीक्षा--1	
स्पर्श गद्य खण्ड	अब कहाँ दूसरों के दुःख में दुखी होने वाले।	मई
स्पर्श काव्य खण्ड	पर्वत प्रदेश में पावस ,तोप	जुलाई

संचयन	सपनों के से दिन	जुलाई
व्याकरण	अलंकार (अनुप्रास, यमक, श्लेष, उपमा)	जुलाई
स्पर्श गद्य खण्ड	विज्ञापन लेखन, लघुकथा लेखन	जुलाई
स्पर्श काव्य खंड	पतझड़ में टूटी पत्तियां	अगस्त
अपठित बोध, व्याकरण	कर चले हम फिदा	अगस्त
रचनात्मक लेखन	अपठित गद्यांश, रचना के आधार पर वाक्य रूपांतर का अभ्यास अनुच्छेद लेखन, पत्र लेखन और सूचना लेखन का अभ्यास । अपठित गद्यांश, गद्य खण्ड और काव्य खण्ड की दोहराई कार्य ।	अगस्त
अपठित बोध	सामयिक परीक्षा --2	अगस्त
रचनात्मक लेखन	कारतूस एकांकी	अगस्त
स्पर्श गद्य खण्ड	आत्मत्राण	सितम्बर
स्पर्श काव्य खण्ड	टोपी शुक्ला	सितम्बर
संचयन	शब्द समास (कर्मधारय, अव्ययीभाव, बहुव्रीहि)	सितम्बर
व्याकरण	वाक अलंकार (रूपक, उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण)	सितम्बर

रचनात्मक लेखन	समास ।	अक्तूबर
स्प	मुहावरे ।	अक्तूबर
	अनुच्छेद लेखन, पत्र लेखन ,सूचना लेखन, विज्ञापन, लघुकथा लेखन ।	अक्तूबर
		अक्तूबर

3.(a) Chapter wise Activities(miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process): Give Details in *brief* as per the headings below:

Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group p)	Methodology/Procedure	Skills developed
1 बड़े भाई साहब (मुहावरे)	<ul style="list-style-type: none"> व्याकरण संबंधी जानकारी । विषय की पूर्ण जानकारी। ज्ञान में वृद्धि। 	पाठ में आए व्याकरण से संबंधित कार्य को समझेंगे ।	Individual/ group	एक या दो विद्यार्थी आगे आकर मुहावरे से संबंधित संकेत देंगे कक्षा में विद्यार्थी संकेतों को समझेंगे और मुहावरा बताएंगे जैसे पैरों पर कुल्हाड़ी मारना विद्यार्थी पैरों पर कुल्हाड़ी	वाचन कौशल <ul style="list-style-type: none"> वाचन में शुद्धता । उच्चारण की शुद्धता और

लोक कथा पर कक्षा चर्चा	जानकारी।			3 ततारा वामीरो एक लोककथा है विद्यार्थी अन्य द्वीपों या गांव के लोक कथाओं के बारे में छानबीन करेंगे और एक ही की लोक कथा कक्षा में सुनाएंगे।	<ul style="list-style-type: none"> वार्ताओ और संवादों का भी सही वाचन। पठन कौशल से स्वयं के ज्ञान के निर्माण की क्षमता पठन कौशल से आत्मावलोकन। पठन कौशल से कहानी अनुच्छेद यात्रा वर्णन जीवनी पत्र आदि को अर्थबोध के साथ पढ़ने की कुशलता
4 अब कहां दूसरों के दुख में दुखी होने वाले (वृक्षारोपण करें।)	<ul style="list-style-type: none"> मनुष्य द्वारा प्रकृति से की जाने वाली छेड़छाड़ से होने वाली प्राकृतिक आपदाओं की जानकारी। 	3 लोक कथाओं के प्रति रोचकता बढ़ेगी। बौद्धिक क्षमता का विकास होगा।	Individual	4 मानव प्रकृति से खिलवाड़ कर रहा है जिससे आए दिन जलजले ,तूफान और बेवक्त के बरसाते आती हैं। इन सब चीजों से बचने के लिए इंसान को ज्यादा से ज्यादा वृक्ष लगाने चाहिए ।अतः विद्यार्थी प्रकृति के बचाव के	
5 पतझड़ में टूटी पत्तियां (गांधी जी द्वारा लिखित		4. वातावरण के प्रति सचेत होंगे । अत्यधिक पेड़ कटने से वातावरण में आए बदलाव को महसूस करेंगे और विद्यार्थियों को ज्यादा	Group		

<p>पुस्तक सत्य के प्रयोग को पढ़ें और कक्षा में चर्चा करें।)</p> <p>6 कारतूस (एकांकी का मंचन)</p> <p>स्पर्श काव्य खंड</p> <p>1 कबीर साखी दोहों को याद</p>	<ul style="list-style-type: none"> ● आदर्शवादिता और व्यवहारिकता की जानकारी । ● गांधीजी के जीवन के बारे में जानेंगे। ● जापानियों की अनोखी झेन की देन के बारे में जानकारी। ● इतिहास से संबंधित घटनाओं की जानकारी। 	<p>से ज्यादा पेड़ लगाने के लिए उत्साहित किया जाएगा।</p> <p>5. गांधी जी के जीवन में आदर्शवादिता और व्यवहारिकता को समझेंगे और अपने जीवन में आदर्शवादिता को अपनाएंगे।</p> <p>रचनात्मक लेखन का विकास ।</p>	<p>लिए पेड़ लगाएंगे।</p> <p>5. विद्यार्थियों को पुस्तकें पढ़ने के लिए प्रेरित किया जाएगा महात्मा गांधी जी द्वारा लिखित पुस्तकों की चर्चा कक्षा में की जाएगी जिसमें सत्य के प्रयोग विद्यार्थियों को पढ़ने के लिए कहीं जाएगी और उसकी कक्षा में चर्चा भी होगी।</p>	<ul style="list-style-type: none"> ● लेखन कौशल से हिंदी भाषा के परिचित और अपरिचित शब्दों की सही वर्तनी का ज्ञान। ● लेखन कौशल में विराम चिन्हों का समुचित प्रयोग का ज्ञान। ● लिखते हुए व्याकरण सम्मत भाषा का प्रयोग । ● मातृभाषा हिंदी का सही अनुवाद कर।
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Individual

<p>करके कक्षा में सुनाएं ।</p> <p>2मीरा के पद विष्णु के 10 अवतारों के नाम A4 साइज शीट पर करें।</p> <p>3 बिहारी के दोहे (दोहे याद कर कक्षा में सुनाएं)</p> <p>4मनुष्यता (दानवीर कर्ण ऋषि दधीचि और महाराज</p>	<ul style="list-style-type: none"> ● नैतिक मूल्यों पर आधारित दोहे की जानकारी । ● भक्ति कालीन कवियों और मीरा की भगवान के प्रति भक्ति भावना से परिचित । ● जीवन मूल्यों पर आधारित दोहों से 	<p>1.नैतिक मूल्य का जीवन में कितना महत्व है इस बारे में जानेंगे ।</p> <p>2.भक्ति कालीन कवियों की विस्तृत जानकारी प्राप्त होगी ।</p>	<p>Group</p>	<p>6.कारतूस पाठ एक एकांकी है विद्यार्थियों को ग्रुप में बांटा जाएगा और कक्षा में ही पाठ को एकांकी के रूप में किया जाएगा विद्यार्थी अलग-अलग चरित्रों को अच्छी तरह से निभाएंगे।</p> <p>स्पर्श काव्य खण्ड</p> <p>1.अध्यापिका द्वारा दोहे के भावार्थ समझाएं जाएंगे। उनकी लय व ध्वनि से उन्हें परिचित करवाया जाएगा ।विद्यार्थी दोहे याद कर कक्षा में सुनाएंगे।</p>	<ul style="list-style-type: none"> ● श्रवण कौशल का विकास । ● विश्लेषणात्मक सोच और तार्किक सोच का विकास ● समय प्रबंधन का विकास।
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<p>शिवि पर आधारित एक एक चार्ट बनाएं।)</p> <p>5 पर्वत प्रदेश में पावस (बारिश झरने इंद्रधनुष बादल कोयल पानी पक्षी सूरज हरियाली फल-फूल आदि शब्दों का प्रयोग कर कविता की रचना करें।)</p> <p>6तोप (अपने</p>	<p>सीख की प्राप्ति ।</p> <ul style="list-style-type: none"> इतिहास में दानवीर कर्ण ऋषि दधीचि और महाराज शिवि की कहानियों से परिचित होना। पर्वत प्रदेश में पावस ऋतु अर्थात् वर्षा ऋतु में आए बदलाव की विस्तृत जानकारी। स्वयं लेखन से रचनात्मक लेखन का विकास। 	<p>3.जीवन मूल्य पर आधारित दोहे के भावार्थ को समझेंगे ।</p> <p>4.इतिहास में कितने ही दानवीर हुए हैं अतः उन दानवीरो के बारे में विस्तृत जानकारी प्राप्त करेंगे ।</p>	<p>Individual</p> <p>Pair</p>	<p>2.. मीरा पाठ में विष्णु के अलग-अलग अवतारों का वर्णन है अतः विद्यार्थी विष्णु के 10 अवतारों को A4 साइज शीट पर लिखेंगे।</p> <p>3. प्रत्येक विद्यार्थी दोहे याद करेगा और कवि बिहारी के कोई दो दोहे कक्षा में सुनाएंगे।</p> <p>4. मनुष्यता पाठ पर आधारित दानवीर कर्ण ,ऋषि दधीचि ,महाराज शिवि के जीवन से</p>	
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<p>शहर में कहीं रखी तो के इतिहास की जानकारी प्राप्त कर कक्षा चर्चा)</p>		<p>पर्वत प्रदेश में वर्षा ऋतु के की सुंदरता का आनंद लेंगे ।</p>		<p>संबंधित कहानी चार्ट पर लिखेंगे । ये चार्ट बच्चे अनुक्रमांक के अनुसार ही बनाएंगे।</p>	
<p>7कर चले हम फिदा भारत और चीन के युद्ध की ऐतिहासिक पृष्ठभूमि के बारे में बताएंगे।</p>	<ul style="list-style-type: none"> इतिहास में युद्ध के समय प्रयोग की जाने वाली तोपों की विस्तृत जानकारी प्राप्त होगी। 		Individual	<p>5. विद्यार्थी को कुछ शब्द दिए जाएंगे जो शब्द प्रकृति के साथ संबंधित होंगे विद्यार्थी उन शब्दों के आधार पर कविता का निर्माण करेंगे । कविता A4 साइज शीट पर बना कर देंगे।</p>	
<p>8आत्मत्राण (रविंद्र नाथ</p>			Individual		

<p>टैगोर के जीवन संबंधी जानकारी हासिल कर कक्षा में चर्चा)</p> <p>संचयन 1 हरिहर काका (भाषण प्रतियोगिता विषय समाज में रिश्तो की क्या अहमियत है)</p>	<ul style="list-style-type: none"> ● भारत और चीन के युद्ध 1962 की ऐतिहासिक पृष्ठभूमि से परिचित होंगे। ● रविंद्र नाथ टैगोर की रचनाओं की जानकारी। 	<p>6. ब्रिटिश समय में प्रयोग की जाने वाली तोपों की जानकारी और इतिहास में कई तोपों के बारे में विद्यार्थी जानकारी हासिल करेंगे।</p> <p>भारत और चीन के युद्ध की ऐतिहासिक पृष्ठभूमि को जानेंगे और उस युद्ध से संबंधित कुछ जानकारी हासिल करने से ज्ञान में वृद्धि होगी।</p>	<p>Individual</p>	<p>6.. यह गतिविधि दो दो बच्चे मिलकर करेंगे और शहर में रखें अलग-अलग स्थानों पर तोपों के इतिहास की जानकारी प्राप्त कर कक्षा चर्चा करेंगे। तोपों से संबंधित जानकारी विद्यार्थी को स्मार्ट</p>	
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<p>2 सपनों के से दिन पाठ में से मुहावरे छांट कर लिखें)</p>	<ul style="list-style-type: none"> समाज में रिश्तो की अहमियत को जानेंगे। 	<p>कविता के भावार्थ को समझेंगे। ये प्रार्थना अन्य प्रार्थनाओं से बिल्कुल भिन्न है जिसमें कवि परमात्मा से दुखों में सहारा नहीं मांगता बल्कि हिम्मत मांगता है।</p> <p>पाठ के द्वारा विद्यार्थी एकल परिवार और संयुक्त परिवार के बारे में भी जानेंगे कि इनके क्या-क्या फायदे होते हैं समाज में आज रिश्तो को लेकर मन में पनप रही कड़वाहट के</p>	<p>Pair</p>	<p>बोर्ड पर भी दिखाई जाएगी।</p> <p>13. 1962 में भारत और चीन के युद्ध से संबंधित घटनाओं की जानकारी विद्यार्थी को दी जाएगी। इसके लिए उन्हें हकीकत फिल्म भी देखने को कहा जाएगा। जिसके आधार पर यह गीत लिखा गया है । कक्षा में इस गीत को स्मार्ट बोर्ड पर दिखाया भी जाएगा।</p> <p>14. रविंद्र नाथ ठाकुर द्वारा रचित कविताओं में से कोई एक कविता कक्षा में सस्वर वाचन करेंगे।</p>	
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<p>उटोपी शुक्ला (लेख प्रतियोगिता विषय मित्रता का जीवन में महत्व)</p>	<ul style="list-style-type: none"> ● बचपन की शरारते और विद्यालय में बिताए हुए पलों की चर्चा पाठ के माध्यम से होगी। ● टोपी शुक्ला पाठ के माध्यम से जात पात संबंधित भेदभाव मिटाने पर 	<p>बारे में भी चर्चा करेंगे।</p> <p>विद्यार्थी लेखक के द्वारा अपने बचपन की चर्चा और उनकी शरारती को पढ़कर आनंद लेंगे और अपनी कुछ रातों की चर्चा भी कक्षा में करेंगे।</p> <p>टोपी शुक्ला पाठ के द्वारा धर्म की आड़ में आपसी रिश्तों में कड़वाहट का वर्णन और मित्रता में धर्म जाति का कोई स्थान नहीं, इसका वर्णन किया गया है।</p>	<p>Individual</p>	<p>15. हरिहर काका पाठ पर आधारित विद्यार्थियों को एक विषय दिया जाएगा जिस पर विद्यार्थी भाषण तैयार करेंगे और कक्षा में इसकी प्रतियोगिता करवाई जाएगी। भाषण का विषय रहेगा - 'समाज में रिश्तों की अहमियत।'</p> <p>16. बचपन में खेले गए कुछ पुराने खेलों की चर्चा करते हुए कुछ खेल विद्यार्थियों को ग्राउंड में ले जाकर खेले जाएंगे।</p> <p>17 पाठ में आए मुहावरों को रेखांकित कर A4 साइज शीट पर मुहावरे लिखेंगे और</p>	
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	जोर।		Individual	उनकी कक्षा में चर्चा कर बोर्ड पर सजाएंगे।	
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3 (b) Assessment parameters & Rubrics for respective Activity:

मूल्यांकन के आधार बिंदु :

प्रकार :

- (1) विषय भाव के अनुरूप- कविता स्वरचित कविता) वाद-विवाद, कविता लेखन कहानी लेखन इत्यादि।
- (2) लयात्मकता एवं भावात्मकता प्रस्तुति
- (3) उच्चारण की शुद्धता व स्वर की स्पष्टता।
- (4) हावभाव ।
- (5) आत्मविश्वास और प्रस्तुतीकरण।

अति उत्तम (5 अंक)

- (1) विषय भाव के अनुरूप ।
- (2) लय और भाव का पूरा ध्यान रखा गया।
- (3) शुद्ध उच्चारण व स्पष्ट स्वर ।
- (4) प्रभावशाली प्रस्तुतीकरण ।
- (5) आत्मविश्वास सहित।

उत्तम (4 अंक)

- (1) विषय के अनुकूल ।

- (2) लय और भाव का ध्यान।
- (3) शुद्ध उच्चारण।
- (4) प्रस्तुतीकरण सराहनीय ।
- (5) आत्मविश्वास की कमी (कहीं-कहीं रुकना)
- (6) लेखन में सुधार की आवश्यकता।
- (7) लेखन में त्रुटियां।

सराहनीय (3 अंक)

- (1) विषय से हटकर किसी अन्य विषय पर वाचन व लेखन ।
- (2) कविता स्वरचित ना होना।
- (3) लय और भावात्मकता का ध्यान रखा गया ।
- (4) उच्चारण की शुद्धता पर ध्यान देने की आवश्यकता।
- (5) त्रुटियों में सुधार की आवश्यकता ।
- (6) प्रस्तुतीकरण में कमी ।
- (7) आत्मविश्वास की कमी।

अच्छा प्रयास (2 अंक)

- (1) विषय के अनुरूप वाचन या लेखन का ना होना।
- (2) कविता का स्वरचित ना होना ।
- (3) भावात्मक और लयात्मकता की ओर ध्यान देने की आवश्यकता।
- (4) उच्चारण की शुद्धता में कमी।

(5) कविता, भाषण या लेखन इत्यादि की प्रस्तुति में त्रुटियाँ।

(6) आत्मविश्वास की कमी।

(7) लेखनी में सुधार की आवश्यकता।

सुधार आवश्यक (1अंक)

(1) विषय सामग्री का ज्यादा प्रभावशाली ना होना

(2) भाव और लय का अभाव।

(3) उच्चारण में शुद्धता की कमी।

(4) प्रस्तुतीकरण का प्रभावशाली ना होना और बीच-बीच में भूल जाना।

(5) आत्मविश्वास की कमी होना।

(6) लेखनी में सुधार की आवश्यकता।

4.Number of Worksheets planned per chapter: एक कार्य तालिका प्रति पाठ।

5.Syllabus for periodic tests

- Periodic -I (May)

सामयिक परीक्षा - 1 हेतु पाठ्यक्रम।

कुल अंक -40

- बड़े भाई साहब
- कबीर
- हरिहर काका

- अपठित गद्यांश (कुल 5 अंक)
- वाक्य रूपांतर (3 अंक)
- पदबंध (2 अंक)
- समास(4 अंक)
- पत्र लेखन ,सूचना(5,5 अंक के)
- पाठ संबंधी प्रश्न उत्तर कुल 16 अंक के पूछे जाएंगे।

● Periodic -II (September first week)

सामयिक परीक्षा- 2का पाठ्यक्रम।

कुल अंक- 80

अपठित गद्यांश। (कुल अंक 10)

व्यवहारिक व्याकरण। (कुल अंक 16)

- पदबंध। (2अंक)
- रचना के आधार पर वाक्य रूपांतर (3 अंक)
- समास। (4अंक)
- अलंकार । (3 अंक)
- मुहावरे। (4 अंक)

पाठ्यपुस्तक स्पर्श तथा पूरक पुस्तक संचयन।

(कुल अंक 28)

स्पर्श गद्य खंड।

(कुल अंक 11)

- बड़े भाई साहब
- डायरी का एक पन्ना
- ततारा वामीरो कथा
- अब कहां दूसरों के दुख में दुखी होने वाले
- पतझड़ की टूटी पत्तियां

काव्य खंड।

(कुल अंक 11)

- साखी (कबीर)
- मीरा के पद
- दोहे (बिहारी)
- मनुष्यता
- तोप

संचयन पूरक पुस्तक।

(कुल अंक 6)

- हरिहर काका

- सपनों के से दिन

रचनात्मक लेखन।

(कुल अंक 26)

- अनुच्छेद लेखन

(अंक 6)

- पत्र लेखन।

(अंक 5)

- कहानी लेखन।

(अंक 5)

- सूचना लेखन।

(अंक 5)

- विज्ञापन लेखन।

(अंक 5)

- Periodic -III (November(7th to 12th) (December for rest of the classes)

सामयिक परीक्षा-3 का पाठ्यक्रम

- अपठित गद्यांश।

अंक 5

- पतझड़ में टूटी पत्तियां।

अंक 15

- पर्वत प्रदेश में पावस

- कर चले हम फिदा

- टोपी शुक्ला।

- मुहावरे ,समास अलंकार, पदबंध ,वाक्य प्रकार।

अंक 10

- विज्ञापन ,पत्र लेखन ,सूचना लेखन।

अंक 10

Note: Mention the percentage of syllabus to be tested in final examination. (Specific for each class)

कक्षा दसवीं में संपूर्ण पाठ्यक्रम परीक्षा में आता है।

6.(a) Enrichment Activity

Minimum One activity per periodic to be given with details as under:

Name of the activity 1	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
गतिविधि का नाम आज से संबंधित कुछ विषयों पर पीपीटी रोल नंबर 1 से 10 डायरी का पन्ना 11 से 20 समास 21 से 30 मुहावरे 31	<ul style="list-style-type: none"> • नवीन प्रणाली के प्रति जागरूकता । • ज्ञान का विस्तार । • सकारात्मक दृष्टिकोण का विकास । • विषय की समझ • प्रकाशन अभिव्यक्ति व आत्मविश्वास 	<ul style="list-style-type: none"> • अभिव्यक्ति तथा प्रस्तुतीकरण • भाषाई दक्षता एवं संबद्धता • सहभागिता तथा सक्रिय योगदान 	सामूहिक गतिविधि	<p>छात्रों को 10 -10 के समूह में बांट कर प्रत्येक दल को एक एक विषय दिया जाएगा</p> <p>डायरी का पन्ना ,समास, मुहावरे और विज्ञापन पर एक -एक पीपीटी तैयार करेंगे।</p>	<ul style="list-style-type: none"> • तय समय में कार्य करना सीखना । • विषय संबंधी ज्ञान में वृद्धि ।

<p>से 40 विज्ञापन</p> <p>2 सामयिक गतिविधि 2 का नाम।</p> <p>भाषण प्रतियोगिता विषय शिक्षा रतन विद्या नहीं</p>	<ul style="list-style-type: none"> ● शुद्ध उच्चारण कौशल का विकास । ● प्रस्तुतीकरण शैली का विकास । ● सटीक वाक्य क्रम बद्धता का विकास । ● आत्मविश्वास में वृद्धि। 	<ul style="list-style-type: none"> ● अभिव्यक्ति तथा प्रस्तुतीकरण । ● भाषाई दक्षता ● आत्मविश्वास एवं हाव-भाव ● प्रभावशीलता तथा क्रमबद्धता ● विषय अनुसार विषय वस्तु। <p>*दिए गए शब्द पर कम से कम 10 मुहावरे बनाने पर छात्रों को 5 अंक दिए जाएंगे</p>	<p>सामूहिक कार्य</p>	<p>प्रक्रिया---</p> <p>विद्यार्थियों को विषय के बारे में संक्षेप में समझाया जाएगा ।</p> <p>भाषण के लिए कम से कम 1 मिनट और अधिकतम समय 2 मिनट रहेगा।</p> <p>मूल्यांकन के आधार बिंदुओं को पहले से ही बता दिया जाएगा</p> <p>कक्षा के प्रत्येक विद्यार्थी का भाग लेना अनिवार्य होगा।</p>	<ul style="list-style-type: none"> ● जिज्ञासु प्रवृत्ति का विकास। <p>*तार्किक क्षमता का विकास उपयुक्त उदाहरण देकर तर्क के लिए पुष्टि करना।</p> <p>*आत्मविश्वास तथा धाराप्रवाह अभिव्यक्ति का विकास ।</p> <p>*वाचन क्षमता का विकास।</p>
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<p>सामयिक गतिविधि 3 का नाम</p>	<p>*मुहावरों की पहचान।</p> <p>* शब्द भंडार में वृद्धि ।</p> <p>*चिंतन मनन प्रवृत्ति का विकास ।</p> <p>*स्मरण शक्ति का विकास ।</p> <p>*भाषा का प्रभावशाली और सशक्त होना।</p>	<p>*मुहावरों के सही अर्थ और वाक्य बनाने पर चार -चार अंक दिए जाएंगे</p> <p>*अभिव्यक्ति प्रस्तुतीकरण और सभ्यता के आधार पर एक अंक दिया जाएगा</p>	<p>सामूहिक कार्य</p>	<p>खेल विधि के माध्यम से मुहावरों का अभ्यास करवाया जाएगा।</p> <p>प्रक्रिया</p> <p>छात्रों को मैदान में ले कर 7 से 8 विद्यार्थियों के दल में बाँट दिया जाएगा ।</p> <p>प्रत्येक दल को एक विषय दिया जाएगा जैसे शरीर के अंग नाक ,कान, आंख आदि विषय पर प्रत्येक दल को 10 मुहावरे लिखने होंगे</p> <p>प्रत्येक दल मुहावरों की सूची तैयार करेगा</p>	<p>* भाषा के विकास के साथ-साथ बौद्धिक क्षमता का विकास।</p> <p>*शब्द भंडार में वृद्धि ।</p> <p>*लेखन, वाचन ,श्रवण ,कौशल का विकास</p> <p>कल्पनाशीलता रचनात्मकता का विकास।</p> <p>वाक्य संरचना का विकास।</p>
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मुहावरे				सभी दल मुहावरों के अर्थ बताकर उनके वाक्य भी बनाएंगे सबसे ज्यादा मुहावरे लिखने वाले को विजित घोषित किया जाएगा।	
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7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

- मूल्यांकन के आधार बिंदु
- 5 अंक विभाजन के आधार पर
- वाचन कौशल कविता पाठ (स्वरचित कविता को प्राथमिकता) भाषण ,वाद-विवाद ,मुहावरे।
- पीपीटी (दिए गए विषय पर)

प्रकार

- (1) विषय भाव के अनुरूप कविता भाषण वाद विवाद मुहावरे पीपीटी
- (2) लयात्मकता और भावात्मकता की प्रस्तुति।

(3) उच्चारण की शुद्धता व स्वर की स्पष्टता ।

(4) हावभाव ।

(5) आत्मविश्वास

अति उत्तम (5अंक)

(1) विषय भाव के अनुरूप(स्वरचित कविता को प्राथमिकता) ।

(2) लय और भाव का पूरा ध्यान रखा गया ।

(3) शुद्ध उच्चारण व स्पष्ट स्वर ।

(4) प्रभावशाली प्रस्तुतीकरण ।

(5) आत्मविश्वास सहित ।

उत्तम 4 अंक

(1) दिशा अनुरूप व विषय के अनुकूल ।

(2) लय और भाव का ध्यान ।

(3) शुद्ध उच्चारण ।

(4) प्रस्तुतीकरण सराहनीय ।

(5) आत्मविश्वास में कमी (कहीं कहीं रुक जाना)।

सराहनीय (3 अंक)

- (1) कविता स्वरचित नहीं परंतु विषय के अनुकूल थी /विषय से हटकर किसी अन्य विषय पर वाचन।
- (2) लय और भावात्मकता का ध्यान रखा गया ।
- (3) उच्चारण की शुद्धता पर ध्यान देने की आवश्यकता।
- (4) प्रस्तुतीकरण में कमी।
- (5) आत्मविश्वास की कमी ।

अच्छा प्रयास (2 अंक)

- (1) विषय के अनुरूप वाचन का ना होना/ कविता का स्वरचित ना होना।
- (2) भावात्मकता और लयात्मकता की ओर ध्यान देने की आवश्यकता ।
- (3) उच्चारण की शुद्धता में कमी ।
- (4) कविता ,भाषण इत्यादि की प्रस्तुतीकरण में कमी ।
- (5) आत्मविश्वास में कमी।

सुधार आवश्यक (1 अंक)

- (1) विषय सामग्री का ज्यादा प्रभावशाली ना होना/ कविता का स्वरचित ना होना।
- (2) भाव और लय का अभाव ।

- (3) उच्चारण में शुद्धता की कमी।
- (4) प्रस्तुतीकरण का प्रभावशाली ना होना और बीच-बीच में भूल जाना।
- (5) आत्मविश्वास की कमी होना।

8.Chapter/ unit wise allocation of marks

Chapter/ Unit	Allocation of Marks
खंड 'अ' (वस्तुपरक प्रश्न)	10 अंक
1.अपठित गद्यांश (चिंतन क्षमता एवं अभिव्यक्ति कौशल पर बहुवैकल्पिक प्रश्न पूछे जाएंगे) चार अपठित गद्यांशों में से कोई दो गद्यांश करने होंगे (200 से 250 शब्दों के) 2 गद्यांश × (1अंक × 5 प्रश्न)	16 अंक
2. व्याकरण के लिए निर्धारित विषय पर बहुवैकल्पिक विषय पूछे जाएंगे (1×16)	28 अंक
1.पदबंध (2 अंक)	
2 रचना के आधार पर वाक्य रूपांतर (3 अंक)	
3 समास (4 अंक)	
4अलंकार (3अंक)	
5 मुहावरे (4अंक)	

3. पाठ्यपुस्तक स्पर्श भाग- 2 व पूरक पाठ्य पुस्तक संचयन भाग- 2

(1) पाठ्यपुस्तक स्पर्श के पद्य पाठों के आधार पर बहुवैकल्पिक प्रश्न
(1×4=4)

(2) पाठ्यपुस्तक के गद्य खंड पाठों पर आधारित बहुवैकल्पिक प्रश्न दो गद्यांश (1अंक×5प्रश्न =10)

(3) स्पर्श के निर्धारित पाठों पर आधारित विषय वस्तु का ज्ञान बहुत अभिव्यक्ति आदि पर प्रश्न पूछे जाएंगे
2×2=4

(4) पाठ्यपुस्तक स्पर्श पर आधारित एक विस्तृत प्रश्न (विकल्प सहित) (4)

(5) पूरक पाठ्य पुस्तक संचयन भाग 2

पूरक पाठ्य पुस्तक संचयन के निर्धारित पाठों के आधार पर लघु प्रश्न ।
(3+3)

(4)रचनात्मक लेखन

(अ)संकेत बिंदुओं पर आधारित समसामयिक एवं

व्यवहारिक जीवन से जुड़े हुए किन्हीं तीन विषयों में से

किसी एक विषय पर 80 से 100 शब्दों में अनुच्छेद । (6)

(ब)औपचारिक विषय से

222 26अंक

संबंधित पत्र I (5×1)

(विकल्प सहित)

(स) एक विषय 20 -30 शब्दों में सूचना लेखन I (5×1)

(विकल्प सहित)

(द) किसी एक विषय पर 100 से 120 शब्दों में

कहानी लेखन। (5×1) (विकल्प सहित)

(ई) विषय से संबंधित 20-50 शब्दों के अंतर्गत

(विज्ञापन लेखन) (5×1) विकल्प सहित

नोट : निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएंगे ।

स्पर्श (भाग 2)

* मधुर मधुर मेरे दीपक जल

* तीसरी कसम के शिल्पकार शैलेंद्र

* गिरगिट

26

कुल अंक - 80

9. Question paper design: (Typology of questions with respective weightage)

प्रश्न पत्र प्रारूप

कुल अंक 80

1 अति लघु बहुवैकल्पिक (1 अंक) 40 प्रश्न

2 लघु। (2 अंक) 2 प्रश्न

3 निबंधात्मक। (4अंक) 1 प्रश्न

(3अंक) 2 प्रश्न

(5 अंक) 4 प्रश्न

(6 अंक) 1 प्रश्न

प्रश्नों के प्रारूप

क अपठित बोध 10 अंक

ख व्यावहारिक व्याकरण। 16 अंक

ग पाठ्य पुस्तक 28 अंक

घ रचनात्मक लेखन 26 अंक

10. Prescribed Books

स्पर्श ,संचयन ।

11. Suggested Books (If Applicable)

व्याकरण -व्याकरण अयन

12. Links for extended learning: (Related to curriculum)

MATHS

Objectives

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

- (i) consolidate the Mathematical knowledge and skills acquired at the middle stage.
- (ii) to develop positive ability to think, analyze and articulate logically.
- (iii) to develop interest in Mathematics as problem solving tool in various fields.
- (iv) to acquaint students with different aspects of Mathematics in daily life.
- (v) to develop an interest in students to study Mathematics as a discipline.
- (vi) to perform mathematical operations and manipulations with confidence.
- (vii) to develop speed and accuracy in Mathematical skills.
- (viii) to develop investigative skills in Mathematics.
- (ix) to appreciate the usefulness, power, and beauty of Mathematics.
- (x) to develop abstract, logical and critical thinking upon their work and the work of others.

1.Month wise division of syllabus

LESSON NO.	TOPIC	MONTH
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2	Polynomials	March
3	Linear equations in two variables	April
1	Real Numbers	April
4	Quadratic Equations	April, May
10	Circles	May
7	Coordinate geometry	May
6	Triangles	July
5	Arithmetic Progression Ex 5.1 ,5.2	July
5	Arithmetic Progression Ex 5.3,5.4	August
8	Trigonometry	August
9	Applications of Trigonometry	August
12	Area Related to Circles	October
13	Surface Area & Volume	October
11	Constructions	November
15	Probability	November
14	Statistics	November

2.(a) Chapter wise Activities:

NAMEAND MODE	LEARNING	LEARNING	METHODOLOGY	SKILLS
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OF ACTIVITY	OBJECTIVES	OUTCOMES		DEVELOPED
To find the zeros of the polynomial graphically (Individual)	To find the zeros of a polynomial by using graph sheet	Students will come to know that if graph does not intersect at x axis then there is no zero of quadratic polynomial but number of zeros of a polynomial is always less than or equal to the degree of the polynomial.	Students will draw the graph of linear equation (straight line), quadratic polynomial in the form of curve and represent it on the graph sheet by drawing their tables. <u>Art will be integrated by drawing this graphical activity</u>	Problem solving and graphical skills
To find H.C.F of two numbers experimentally based on Euclid division lemma. (Individual)	To find H.C.F of two numbers experimentally based on Euclid division lemma.	Students will come to know the H.C.F of two numbers by paper cutting method based on Euclid Division lemma	Students will take two different strips of different length and paste them one below the other and they will repeat the same method for the remaining portion, and they can prove Euclid division lemma $a = bq + r$ by. <u>This method helps the child apply</u>	Communicating skills and Spatial skills time management

			<u>art-based enquiry, investigation and exploration, critical.</u>	
<p>To show geometrically the factors of quadratic polynomial.</p> <p>(Individual)</p>	<p>To find the factors of quadratic polynomial by paper cutting and pasting.</p>	<p>Students will form rectangles of dimension $x+3$ and $x+5$ units and they will find the area of rectangle =</p> $x^2 + 8x + 15$	<p>Take a square of side x cm and then take 8 rectangular strips of dimension x cm X 1cm. Then take 15-unit squares and paste rectangles and squares to form the quadratic polynomial.</p> <p><u>This real-world problem-based lesson challenges students to learn how to create an equation from a quadratic graph using Angry Birds.</u></p>	<p>Analytical and Logical Thinking</p>

<p>To verify that the length of tangents drawn from external point to the circle are equal</p> <p>(Individual)</p>	<p>Students will find the length of tangents drawn from external point to the circle by paper cutting and folding method</p>	<p>Students can verify that length of tangents drawn from external point to circle are equal</p>	<p>By cutting a circle of any radius , take a point P outside the circle on the chart paper .Fold the paper in such a way that it passes through P and just touches the circle at A .Repeat the process to get another tangent PB .Measure length of both the tangents</p> <p><u>Tangent Lines from an Exterior Point are Equal ... There are many hooks in geometry that capture the student in much the same way as art</u></p>	<p>Analytical and observation skills</p>
<p>To find area of triangle by using formula in coordinate geometry</p> <p>(Individual)</p>	<p>To find area of triangle by plotting points on the graph sheet</p>	<p>Students will find out area of triangle by using concept of area of trapezium.</p>	<p>Take three coordinates of vertices of triangle on graph sheet, then draw perpendiculars from these vertices on x axis and find out area of required triangle by subtracting area of</p>	<p>Analytical reasoning skills</p>

			lower trapezium from sum of two above trapeziums	
To verify sum of First n natural numbers (Individual)	Students will find the sum of first n natural numbers by paper cutting and pasting method.	Students will verify that sum of n natural numbers is $n(n+1)/2$	Cut out a chart paper of size $n \times (n+1)$ units. Draw horizontal and vertical lines to mark squares of size 1×1 unit. On vertical line mark squares as 1, 2....n and on horizontal line mark as 1,2,3.....n+1. Starting from top left corner, shade squares of size 1×1 , rectangle of size $2 \times 1, 3 \times 1, \dots, n \times 1$ sq. units with different colours	Analytical and observation skills
To make a clinometer to find the height of a tall object. (Individual)	Students will make a clinometer to find the height of a tall object.	By using clinometers students can find height of a tree	Fix a hollow pipe along the diameter of a protractor. Fix a small nail at centre, then suspend a weight from the nail by means of thread and ensure that weight hangs below the protractor[look through	Communicating skills and Spatial skills management time

			<p>the hollow pipe and tilt it until the top of object[tree] whose height is to be determined. Hold the clinometers at some angle and find the height by trigonometric ratio]</p> <p><u>Art integrated concept used in trigonometry can provide learning experiences that engage the learner's mind, heart and body. ... Hence, it is experiential in nature and leads to the holistic development of every learner.</u></p>	
To find formula for area of circle (Individual)	Students will obtain area of circle by paper cutting and	Students will observe that by pasting all 16 equal sectors, a rectangle will be formed whose area	Cut a circle of radius r . Paint half circle with pink colour and other half blue and divide circle in 16 equal parts,	Inquiring skills

	pasting.	will be equal to area of circle.	then paste them in form of rectangle. Length of rectangle = $\frac{\text{circumference}}{2}$ and breadth = r . So area of circle is πr^2 .	
To find the probability of an event through experiment (Group activity)	To calculate probability for different months	Students will find probability for month of January by finding the number of students having birthdays in January then dividing it by total number of students.	By dividing students in different groups, they will collect data by visiting different classroom. Students will record the data in school of all the months. They will find the number of students in each class and find the probability of all the months. <u>It helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a child</u>	Analytical skills
To draw a	Students will draw	Students will observe	Collect the data on	Analytical skills

cumulative frequency curve (Individual)	an ogive of more than type.	that free hand curve obtained by joining different points is a falling curve, with cumulative frequencies falling from higher to lower.	weights of the students of a school and make a frequency distribution table, then make cumulative frequency table. Now plot the points and join them showing more than type ogive. <u>Relating classroom learning to real life situations and discourage rote and mechanical learning.</u>	
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3 (b) Assessment parameters & Rubrics for respective Activity:

RUBRICS FOR POLYNOMIALS AND LINEAR EQUATIONS

Assessment Category	Excellent	Very good	Good	Fair	Needs Improvement
Knowledge and Understanding for solving problems based on	Thorough knowledge and very good in	Considerable Knowledge and not	Some Knowledge	Limited knowledge and basics	No clarity about concept

polynomials. and linear equations	understanding the concept	able to solve only some problem sums	and not able to understan d most of the problem sums.	are not clear	
Accuracy in drawing graph	Thorough knowledge of plotting the points on graph	Do little mistakes while joining the points.	Do mistakes while plotting and joining the points.	Very less knowledge about plotting the points.	No idea about plotting points on graph.
Neatness	Plotting and drawing graph very neatly	No smudges	Some errors and cuttings	Do mistakes and not neat	So many cuttings and untidy work
Timeline	Always submit the work on time	Most of the time submit the work	Submit the work sometime s	Rarely submit the work	Never submits the work

RUBRICS IN MATHEMATICS FOR COORDINATE GEOMETRY

Category	Excellent	Very good	Good	Fair	Needs improvement
Knowledge and understanding	Student has complete knowledge and there is no mistake	Student has sufficient knowledge but makes 1 or 2 mistakes	Student has partial knowledge in understanding and makes some mistakes	Student has little knowledge about the content	No clarity about content
Presentation and accuracy	All coordinates are written properly in correct order	All coordinates are written correctly	Some are marked properly	Very few are marked properly	Student marks the axis in reverse order
Calculation	Quick and accurate	Accurate	Takes time to calculate	Takes time and makes some	Not able to calculate

				calculation errors	
Timeline	Always submit the work on time	Most of the time submit the work	Submit the work sometimes	Rarely submit the work	Never submits the work

RUBRICS IN MATHEMATICS FOR ALGEBRA

PARAMETERS	Excellent	very good	good	Fair	needs improvement
Knowledge and understanding about algebra	Extensive knowledge of the topic	thorough knowledge	considerable knowledge	Limited knowledge	little knowledge
problem solving skills	Can solve Complex problems easily	Can solve difficult problems but not Complex problems	Can solve general problems	Cannot solve problems till last step	Not able to move beyond the first or second step

calculation	quick and accurate	Accurate	takes time to calculate	Takes time and makes some calculation errors	not able to calculate
presentation and neatness	Very neat, systematic, and clear	systematic and neat presentation	Not very neat	Not systematic	Not clear and neat

4.Number of Worksheets planned per chapter: one worksheet per chapter.

5.Syllabus for periodic tests

- Periodic -I (May)

- **REAL NUMBERS [1]**
- **POLYNOMIALS [2]**
- **LINEAR EQUATIONS IN TWO VARIABLES [3]**
- **QUADRATIC EQUATIONS [4]**
- **COORDINATE GEOMETRY (7)**
- **CIRCLES [10]**

- Periodic -II (September first week)

- **TRIANGLES (6)**
- **ARITHMETIC PROGRESSION [5]**
- **TRIGONOMETRY [8]**
- **APPLICATIONS OF TRIGONOMETRY [9]**

**Topics already assessed in periodic test-1 will be tested again in periodic test-2 for limited weightage*

- Periodic -III (November)

- **AREA RELATED TO CIRCLES [12]**
- **SURFACE AREA AND VOLUME [13]**
- **CONSTRUCTIONS [11]**
- **STATISTICS [14]**
- **PROBABILITY [15]**

Note: Full syllabus will be tested for final examination

6. Enrichment Activity

NAME MODE ACTIVITY	AND OF	LEARNING OBJECTIVES	LEARNING OUTCOMES	METHODOLOGY	SKILLS DEVELOPED
1.To verify the conditions for		To verify the conditions for	Students will draw the graph of	Students will draw pair of two	Analytical thinking

<p>consistency for pair of linear equations in two variables by graphical method. [enrichment activity for periodic 1] (Individual)</p>	<p>consistency for pair of linear equations in two variables by graphical method.</p>	<p>intersecting lines, parallel lines and coinciding lines on the graph sheets.</p> <p><u><i>This framework of experiential learning which provides an equitable learning environment for all learners through their own access points. Students engage in art activities and construct personal meaning through their learning in an art integrated environment.</i></u></p>	<p>intersecting lines by using condition that ratio of coefficient of two variables are not equal then they will draw parallel lines if ratio of coefficient of variables are not equal to the constant terms and drawing coinciding lines if the ratio of coefficient of variables are equal their constant terms.</p> <p>[students will find equations of parallel lines for example parallel and opposite lines of notebook or desk and also find the condition</p>	<p>And logical thinking</p>
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			based on that]	
<p>2.To verify the basic proportionality theorem [Enrichment activity for periodic 2] (Individual)</p>	<p>Students will prove BPT by using paper cutting and pasting.</p>	<p>Students will come to know that if a line is parallel to one side of a triangle then ratio of corresponding sides are equal.</p> <p><u>One of the daily life applications of basic proportionality theorem is that everybody pays the same fare on a train journey. The total quantity is proportional to the number of people on the train</u></p>	<p>Cut three triangles of different type of different colours named as triangle ABC. In all triangles draw line PQ parallel to BC. Find AP/PB, AQ/QC. Students will find them equal.</p> <p>[students will observe the direction of the tree. They will place the ruler in such a way that end of its shadow is at same place as the end of shadow of tree]</p>	<p>Inquiring skills</p>

3.To find the volume of a sphere with the help of activity [enrichment activity for periodic 3] (Group activity)	Students will find the volume of sphere by using a hollow hemispherical ball and a cylinder	Students will observe that $3 \times \text{volume of hemisphere} = \text{volume of cylinder of radius } r \text{ and height } 2r$ <u>Art will be integrated through this activity and students can easily find out the volume and surface area of the objects in the surroundings.</u>	Take a hollow hemispherical ball and fill it with sand. Pour the sand into cylinder. Repeat the process till the cylinder completely fills with sand, so cylinder is completely filled by pouring three times	Analytical and inquiring skills
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7. Assessment parameters & Rubrics for Enrichment Activity:

PARAMETERS	Excellent	Very good	Good	Fair	Needs improvement

Understanding	Complete understanding of the problem and identifies all the elements of the problem and gives correct answer	Basic understanding of the problem - identifies most of the elements of the problem	Limited understanding of the problem identifies a few elements of the problem and may or may not get correct answer	rarely understands the problem	Response does not fit the given problem
Computation	All computation is complete and correct	computation is generally correct and complete	Computation may contain minor flaws	computation is generally incorrect or incomplete	Computation is incorrect

Organisation	organizes thinking using multiple representation for example diagram chart tables crafts number sentences	Organises thinking using at least one representation	Not organised in all representations	Incorrect attempt to represent thinking	No attempt
Explanation	Thorough and concise written explanation	Understandable written explanation	Unclear or incomplete in some written explanation	Incorrect written explanation	No attempt
Strategies	More than 1 appropriate strategies are completely shown or explain	One appropriate strategy is shown or explain	One strategy is shown with possible minor	Appropriate strategy is shown or explain	No evidence of strategies shown

8.Chapter/ unit wise allocation of marks

ANNUAL EXAMINATION: M.M 80

UNIT:NAME OF CHAPTERSMARKS

I	NUMBER SYSTEM	
	Real numbers	06
II	ALGEBRA	
	Polynomials	
	Quadratic Equations	20
	Pair of Linear Equations in Two Variables	
	Arithmetic Progression	
III	CO-ORDINATE GEOMETRY	06
IV	GEOMETRY	
	Triangles	
	Circles	15
	Constructions	
V	TRIGONOMETRY	
	Introduction to Trigonometry	12
	Application of Trigonometry	
VI	MENSURATION	
	Area related to Circles.	10

Surface Areas & Volumes**VII STATISTICS & PROBABILITY****Statistics****11****Probability****INTERNAL ASSESSMENTS****20****DIVISION OF MARKS:****Periodic test –****5marks****Notebook submission-****5 marks****Subject enrichment and lab activities –****5 marks****Portfolio--****5marks****9. Question paper design: (Typology of questions with respective weightage)****Total questions****36****One-mark questions****16****Case study based (MCQ Based)****4 (4X 4 Sub parts)**

Two marks questions	6
Three marks questions	7
Five marks questions	3
Total marks	80

10. Prescribed Books NCERT Book and NCERT Exemplar

11. Suggested Books:

1.R.D. Sharma 2. R.S. Aggarwal 3. S. Chand 4. X am Idea 5. Together with Mathematics

Note : Some prescribed activities will be done in mathematics laboratory manual.

SCIENCE

The objectives of study of sciences are to encourage and enable students to:

- develop inquiring minds and curiosity about science and the natural world
- acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- appreciate the benefits and limitations of science and its application in technological developments
- understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

- Develop well-defined abilities in cognitive, affective and psychomotor domains in children which augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.
- engage with the processes of Science like observing, recording observations, drawing, tabulation, plotting graphs, Using art etc.
- be effective in quantitative reasoning so as to occupy a more central place in the teaching and learning of Science.

The present syllabus has been around seven broad themes viz. Food; Materials; The World of The Living; How Things Work; Moving Things, People and Ideas; Natural Phenomenon and Natural Resources.

2. MONTH WISE SYLLABUS

PHYSICS

Chapter Number	Name of the Chapter	Month
10	Light reflection and refraction	March, April
11	Human Eye and colorful World	May
12	Electricity	July , August
13	Magnetic effect of electric current	August ,September
14	Sources of Energy	October

CHEMISTRY

Chapter Number	Name of the Chapter	Month
1	Chemical Reactions	March - May
2	Acid, Bases and salts	July
3	Metals and Non-metals	August
4	Carbon and its compounds	October
5	Periodic classification of elements	November

BIOLOGY

Chapter Number	Name of the Chapter	Month
6	Life processes	March - April
7	Control and coordination	May
8	How do organism reproduce	July
9	Heredity and evolution	July , August
15,16	Our environment and Management of resources	September -October

3 (a) CHAPTERWISE ACTIVITIES

Name Of The Activity	Learning Outcome	Learning Objective	Mode (Individual/Group)	Methodology	Skills Developed
Uses of mirrors/ lens(Light reflection and refraction)	Students will be more informed about different types of mirrors and lenses their uses	To help children know about different types of mirrors and lenses and their uses .	Individual	Students will be asked to develop one aid explaining any one use of lens or mirror as listed in NCERT book	Application of learned information while doing , Hands on with mirrors and lens

Know universe around you (Human Eye and colorful World)	Students will be able to understand phenomena like Twinkling of stars , difference in a star and a planet when seen through a naked eye, blue color of sky , white clouds.	Helping students to understand about natural phenomena happening around them.	Individual	Students will be given a set of questions to understand concepts related to natural phenomenon around them.	Application of learnt concept , Critical thinking.
Dependence of voltage and current in case of DC OHMS LAW (Electricity and heating	Children will study dependence of voltage and current with the help of set up and will draw graphs between voltage and	Children will understand Ohms law with clarity.	Individual	On the given setup of Ohms law apparatus children will take observations and draw graphs to see the dependence of current and voltage .	Observation , Application, learning by doing.

effect of currents)	current.				
Demonstration of magnetic field lines of a solenoid and different shape of conductor followed by a question sheet(Magnetic effect of electric current)	Children will familiarize the idea of magnetic field line of different shaped current carrying conductor	To make children understand the pattern of magnetic field lines due to current flowing in differed shapes of current carrying conductors .	Group	Patterns will be shown to children in groups and concepts will be made clear .	Observation ,Critical thinking. To work in groups .

Just one word (Sources of Energy)	Concepts of chapter will be made more clear, children will be able to attempt one mark question with confidence .	To impart in depth information	Individual	A work sheet will be given where answer to all the question will be in just one word.	Critical thinking, application ,memorizing.
Periodic 1 LESSON 1 DISPLACEMENT REACTIONS	They are able to understand that more reactive metal will displace less reactive one	To make them understand the reactivity series	Group	The iron nail will be dipped in copper sulphate solution , and kept for some time ,the colour changes , displacement occurs	observation and understanding skills

Periodic 1 Lesson 2 The reaction of metal carbonate with HCl	To make them understand the evolution of carbondioxide gas	To show reaction between sodium carb and HCl	individual	In test tube take pinch of metal carb and add HCl dropwise	Observation , apparatus handling ,learning
Periodic 2 Lesson 3 Rusting of iron conditions	They understand air and water are necessary for rusting	To show that air and water are necessary for rusting	Individual	Take to test tubes to one add oil and water to..second add water .add one nail and observe	Observation skills and remembering skills
Periodic 3 Lesson 4 Esterification	They understand that ester is formed when alcohol and carboxylic acid react	To make them understand the formation of ester	individual	To a beaker add 10 ml alcoho land put in water bath .to it slowly add ethanoic acid ..fruity smell	Observation , learning and analytical skills

Periodic 3 Lesson 5 reaction of sodium and charcoal with water to differentiate between metals and non metals	They can differentiate between metals and nonmetals	To make them understand that metals react with water and non metals donot	Individual	In a test tube take a pinch of charcoal and in another take a small piece of sodium metal add 5 drops water to both and observe	Observation skills, understanding, remembering skills
Lesson 6 Life Processes	To enable students to understand the structure and placement of stomata	Students will clearly see the structure of stomata and will thus understand the working and structure clearly	Students will perform the activity in pairs	First the preparation of slide will be demonstrated after which students will prepare their own slide and will watch it under microscope.	Scientific and observation skills

Lesson 7 Control and coordination Crossword	To enable students learn the functions of brain and various hormones	Students will be given clues to fill in the puzzle and in the process they will learn functions .	Individual activity	Crossword will be given in the form of printed worksheets .They will have to finish it in stipulated time	Learning and understanding skills will be enhanced.
Lesson 8 How do organisms reproduce Dissection of Flowers	It will enable the students to learn the structure of flower	Students will learn the different parts of flower and how their function is related to their structure.	Pair	The students will be shown different parts of flower one by one .They will be explained about their functions and how the functions re related to their structure. Two students will work on one flower. Later they will draw the different parts in their notebook.	Observation,critical thinking and drawing skills will be enhanced.

Lesson 9 Heredity and evolution natural selection activity	It will enable the students to understand the concept of natural selection	Students will learn how natural selection will help a certain character to increase in population	Pair	Students will be given colored papers and coloured thermocol balls . They will be told to place colored balls on colored paper and pick as many balls as possible in one minute .In the end we will see in most cases the maximum number of balls that will be left will be of same color as that of paper.So this concludes how a particular trait that gives survival advantage increases in number	Critical thinking and understanding
Lesson 15 Our environment Preparation of food	To enable the students understand how different organisms are linked in a food chain	Students will learn the concept of food chain and 10% law of energy transfer	Group	Students will be given different cards , each having a name of an animal.They will be told to construct a food chain and calculate the flow of energy.	Thinking, understanding and calculation

chain					
Lesson 16 Management of resources Ways to reduce waste	To enable the students to think different ways to reduce and dispose waste	Students will give ideas to reduce and dispose waste	Individual	Students will be told to write different ways to reduce waste and dispose waste at an individual level . It will be followed by discussion.	Critical thinking , responsibility towards environment.

ASSESSMENT PARAMETERS AND RUBRICS FOR LESSONS 1 TO 5 (LAB ACTIVITIES)

POINTS	5	4	3	2	1
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Performance Level	Excellent	Good	Average	Fair	Poor
Lab Activity: Followed all lab procedures safely					
Correctly measured or observed					
Worked in cooperation with others					
Cleaned up work area and equipment					
Lab Report: Correctly recorded data					

in a chart or table					
Made appropriate conclusions					
Applied critical thinking skills					
Total					

3 (b)Assessment parameters and Rubrics

Assessment tool model making Uses of mirrors/ lens(Light reflection and refraction)

Students create a science model. The model should be based on a scientific concept that is based on a topic of the student's choosing.

	Excellent 5	Very Good 4	Good 3	Fair 2	Need Improvement
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					1
MODEL	Model is completely finished, well thought out and is easily understood.	Model is well thought out and implemented correctly. Missing a component.	Model shows evidence of research in planning but is not finished.	Model shows evidence of partial research in planning and is not finished.	Model shows no research in planning.
Construction	The model is carefully constructed with materials that showcase student's creativity and are appropriate.	The model is carefully constructed with materials but does not showcase student's creativity.	The model is constructed but uses materials that are not chosen as per the need.	The model is constructed but uses materials that are not well chosen.	The model is poorly constructed.
Organization and Mechanics	Model is neat, accurate, easy to follow, and shows creativity.	Model is neat, accurate, and easy to follow.	Model is neat but contains maximum 2 errors.	Model is neat but contains more than 2 errors.	Model is messy or hard to follow.
Concept/Key			20-30% parts	50% parts	.60% parts

parameters	All formatted correctly. Comments	10-20% part is not formatted correctly	formatted incorrectly.	formatted incorrectly.	formatted incorrectly
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Assessment Tool: Paper Pen Test Know universe around you (Human Eye and colorful World) and Demonstration of field lines showing patterns in case of different shape of current carrying conductor

Criteria	Excellent	Very Good	Good	Fair	Needs improvement	Teachers remarks
Understanding	At This Level, Questions are not direct so they need to be understood well and if the child is able to comprehend them properly only then he would be able to answer it correctly	If the child does not have good command on the language or spelling but otherwise the answer is correct and supported with diagram.	If the answer is correctly understood written properly but not supported with bullet points or Diagrams	If the child has given answer which is partially correct but not to the point and is not supported with any diagrams	Child is not able to comprehend the question well and thus will not be able to write the correct answer.	
To the Point Answer	Answer has to be brief and to the point as there is time constraint.					

Answers Supported with Bullet Points/Diagrams etc	Sometimes answers need to be given in proper Points under suitable headings or well labeled diagrams.					
Language	While writing the answer the language is an important tool a good vocabulary is always considered plus point.					
Spellings	Spellings of important terms must be written correctly					

ASSESSMENT TOOL:-LAB WORK Dependence of voltage and current in case of DC **Ohms law (Electricity and heating effect of current)**

Criteria	Excellent	Very Good	Good	Fair	Needs Improvement	Teacher Remark

Procedure	If the student has mentioned the aim, materials required/apparatus, precautions and conclusion	If any one of the decided criteria is not fully fulfilled.	If any two of the decided criteria are not fully fulfilled	If any three of the decided criteria are not fully fulfilled or any one of the criteria is completely missing	If any two of the decided criteria are missing and others are partially filled.	
Observation	If the student has taken the accurate reading of the instrument/identify the changes occurred					
Recording the Data	If the student has drawn well-labelled diagrams / sketches/graph/ recorded data using proper units					
Presentation of Lab work in practical file	If the student has written step-by-step method neatly and accurately					

Interpretation	If the student has the ability and efficiency to understand the observations and interpret it correctly					
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Assessment Tool: Paper Pen Test For JUST ONE WORD (Sources of energy)

Criteria	Excellent	Very Good	Good	Fair	Needs improvement	Teachers remarks
Understanding	At This Level, Questions are not direct so they need to be understood well and if the child is able to comprehend them properly only then he would be able to answer it correctly	If the child does not have good command on the language but otherwise the answer is correct .	If the answer is correctly understood written properly but spelling errors are there .	If the child has given answer which is partially correct	Child is not able to comprehend the question well and thus will not be able to write the correct answer.	

To the Point Answer	Answer has to be brief and to the point as there is time constraint.					
Answers Supported with reason where ever required	Sometimes answers need to be given in proper format.					
Language	While writing the answer the language is an important tool a good vocabulary is always considered plus point.					
Spellings	Spellings of important terms must be written correctly					

Lesson 6 life processs : Slide Preparation

	Need Help 1 pts	Satisfactory 2 pts	Good 3 pts	Exemplary 4 pts
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Organization	Need Help Minimal organization of materials (slides, coverslips, handouts.)	Satisfactory Material is somewhat organized-workspace is neater.	Good Materials are organized and workspace is more conducive to the laboratory process.	Exemplary Materials are highly organized providing for an excellent laboratory environment.
Slide preparation	Need Help Difficulty with wet mount slide process. Specimen is not handled with care and patience. Process needed to be repeated several times. Cells are not visible under microscope.	Satisfactory Improved wet mount slides, minor difficulty with cells being visible under microscope. Minimal repetition of slide preparation.	Good Slide prep is more consistent. Care is taken with handling of slides and cells are more visible.	Exemplary Quality slides were prepared, with no need to repeat wet mount process. Cells were vivid and differentiated.
Lab Report	Need Help Lab report was incomplete.	Satisfactory Lab report was complete.	Good Complete lab report with minimal	Exemplary

	Drawings were missing, venn diagram used incorrectly, cell parts labeled incorrectly.	However, with a lack of neatness. Drawings and venn diagram were difficult visualize. Some cell parts incorrectly labeled.	errors. Improved detail with drawings and venn diagram. More accurate cell part labeling.	
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Lesson 7

Control and coordination: Crossword Puzzle

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Number of Words	Poor Puzzle includes less than 12 words.	Fair Puzzle includes at least between 12-14 words	Good Puzzle includes at least 15 words	Excellent Puzzle includes more than 15 words
Knowledge Gained	Poor Students in group could not easily and correctly	Fair Some students in group could easily and correctly	Good Most students in group could easily and correctly	Excellent All students in group could easily and correctly

	define most words used in the puzzle	define all words used in the puzzle	define all words used in the puzzle	define all words used in the puzzle
Questions are about the topic	Poor Questions are not about topic	Fair Questions are about the body system but do not make me think	Good Questions are about the body system and most make me think.	Excellent All questions are about the body system and they all require me to think.
Definitions	Poor Many definitions are missing or not accurate	Fair Most definitions are clear and accurate. Some definitions do not fit the body system context.	Good Most definitions are clear and accurate. Definitions relate to the context of the body system.	Excellent All definitions are clear and accurate. Definitions relate to the context of the body system.
Layout	Poor Layout does not connect many words OR Words in list do not match	Fair Layout of puzzle allows for most words to connect across or down. Some words listed	Good Layout of puzzle allows for most words to connect across or down. Words listed match	Excellent Layout of puzzle allows for all words to connect across or down. Words listed match

	words in puzzle	do not match the position of the words within the puzzle.	the position of the words within the puzzle.	the position of the words within the puzzle.
Hints used correctly	Poor Came up with less than 12 accurate hints	Fair Came up with 12-14 accurate hints	Good Came up with 15 accurate hints	Excellent Came up with more than 15 accurate hints

Lesson 8 How do organism reproduce : Dissection of Flower

	Excellent 5 pts	Good 4 pts	Fair 3 pts	Poor 1 pts
Flower dissection	Excellent The group/students completed the observation in the STEM lab by taking a "tulip" apart and identifying the 6 major parts.	Good The group/students partially completed the observation in the STEM lab by taking a "tulip" apart and identifying 5 of the 6 major parts.	Fair The group/students partially completed the observation in the STEM lab by taking a "tulip" apart and identifying 3-4 major parts.	Poor The group/students did not dissect the flower.

Describing petals and sepals	<p>Excellent</p> <p>The group/students labeled all 6 parts of the flower.</p>	<p>Good</p> <p>The group/students labeled 4-5 parts of the flower.</p>	<p>Fair</p> <p>The group/students labeled 2-3 parts of the flower.</p>	<p>Poor</p> <p>The group/students did not label parts of the flower.</p>
Display of Project	<p>Excellent</p> <p>The group/students neatly identified the 6 major parts of the flower. Used excellent technical skills when gluing on parts of the flower and labels.</p>	<p>Good</p> <p>The group/students identified parts of the flower. Used satisfactorily used glue and tools to identify the parts of the flower.</p>	<p>Fair</p> <p>The group/students identified parts of the flower fairly used glue and tools to identify the parts of the flower.</p>	<p>Poor</p> <p>The group/students did not glue parts of the flower or labels.</p>
Group Effort	<p>Excellent</p> <p>The group/students included all members and each student completed a task on the project.</p>	<p>Good</p> <p>The group/students mostly included all members of the group and each member completed some TASKS on</p>	<p>Fair</p> <p>The group/students had difficulty including all members of the team. One person did all the work without any</p>	<p>Poor</p> <p>The group/students did not follow directions and had difficulty working together to accomplish such a</p>

		the project.	discussion from group members.	huge task.
Identification of Parts	Excellent The group/students used arrows or lines to clearly match the label to the part of the plant making it easy to understand each part of the plant.	Good The group/students labeled using arrows with 1-2 mistakes.	Fair The group/students used arrows/lines with 3-4 mistakes	Poor The group/students did not clearly identify part of flower to label.
Members	Excellent The group/students identified STEM table # and Group Members on diagram.	Good Some identification was on diagram.	Fair Students/group only listed table number on diagram.	Poor No identification was on diagram.

Lesson 9 Heredity and evolution: Natural Selection

	Below Average 5-6	Average 7	Above Average 8	Exemplary 9-10	Points Earned
Benchmarks	One or more benchmarks are identified and developed in the game. Learner shows below average understanding of the benchmarks.	Two or more benchmarks are identified and developed in the game. Learner shows a rudimentary understanding of the benchmarks.	Three or more benchmarks are identified and developed in the game. Learner shows a strong understanding of the benchmarks.	All benchmarks are identified and well developed in the game. Learner has a deep and conceptualized understanding of the benchmarks.	
Key terms	Uses few key terms and few or no additional vocabulary; does not convey an understanding of the unit. Words are just presented, not defined or expanded; correct definitions are not applied.	Uses some or all key terms plus at least one additional vocabulary word to convey a basic understanding of the unit. Concept understanding is average, some terms are confused.	Uses most or all key terms plus some additional vocabulary to convey a good understanding of the unit. Concept understanding is strong and evident in game.	Uses all key terms plus additional vocabulary to convey a developed understanding of the unit. Concept understanding is evident; student demonstrates excellence.	

Mechanics	Material is poorly written. Too many spelling or grammatical errors are evidents (5+ errors).	Writing is satisfactory. Some spelling or grammatical errors are evident (4 errors).	Material is well written. Few spelling or grammatical errors are evident (2-3 errors).	Material is very well written. No spelling or grammatical errors are evident (0-1 errors).	
Work Quality	Few portions are neat and show commitment to personal best. Many stray marks or obvious mistakes/cover ups.	Some portions are neat and show commitment to personal best. Some stray marks or obvious mistakes/cover ups.	Most portions are neat and show commitment to personal best. Few stray marks or obvious mistakes/cover ups.	All portions are neat and show commitment to personal best. No stray marks or obvious mistakes/cover ups.	
Materials	Is not prepared to share game. The materials show a lack of understanding of the concepts studied.	Has some/all of the materials completed and ready to use on game day. The materials show a rudimentary understanding of the concepts studied.	Has most/all of the materials completed and ready to use on game day. The materials show thought and understanding of the concepts studied.	Has all materials completed and ready to use on game day. The materials show extensive thought and understanding of the concepts studied.	

Misc.	Poor, lacks color or originality; looks rushed and unplanned; obvious knowledge of content is absent. The material and vocabulary is not accurate (5+ mistakes).	Satisfactory use of color and some degree of originality; lacks evident planning, did minimum to show content knowledge. Most of the material is accurate (3-4 mistakes).	Good use of color, original concept, shows planning; knowledge of content is shown. Most of the material and vocabulary are accurate (0-2 mistakes).	Color is used to enhance game; original concept; shows obvious planning and thought; knowledge of subject area is obvious. All material and vocabulary are accurate.	
A 54-60 pts.	B 53-48 pts.	C 47-42	D/U 41-30	TOTAL (out of 60)	

Lesson 15 Our environment : Food Chain

Criteria	Below the Standard	Approaching the Standard	Meets the Standard	Exceeds the Standard
I can show how energy flows, or moves, through a food web or food chain.	Creates a food chain that shows one path of energy and includes 0 - 4 living things	Creates a food chain that shows one path of energy and includes 5 - 6 living things	Creates a food web that shows the overlapping path of energy and includes 7 - 8 living things	Creates a food web that shows the overlapping path of energy and includes 9 or more living things
I can identify the roles, or jobs, of sunlight, producers, consumers, and decomposers in a community.	Creates and identifies 0-1 elements of the food web	Creates and identifies 2-3 elements of the food web	Creates and identifies all 4 elements of the food web	Creates and identifies all four elements of the food chain and gives more than one example for web
I can predict how changes in the environment would affect a community of living things.	Does not present any before and after effects of natural event or human interaction	Presents 1 before and after effects of natural event or human interaction	Presents 2 before and after effects of natural event or human interaction	Presents 3 or more before and after effects of natural event or human interaction and offers solution for preventing these effects
I am an active and supportive member of my team.	Does not contribute to team project	Contributes minimally to project	Is an active and supportive member of team	Actively supports team by problem-solving when issues arise and cooperating/ compromising as necessary

Lesson 16 Management of resources: Debate

Classroom Debate Rubric						
Criteria	5 points	4 points	3 points	2 points	1 point	Total Points
Respect for Other Team	All statements, body language, and responses were respectful and were inappropriate language	Statements and responses were respectful and used appropriate language, but once or twice body language was not	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark	Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks	Statements, responses and/or body language were consistently not respectful	
Information	All information presented in this debate was clear, accurate and thorough	Most information presented in this debate was clear, accurate and thorough	Most information presented in the debate was clear and accurate, but was not usually thorough	Some information was accurate, but there were some minor inaccuracies	Information had some major inaccuracies OR was usually not clear	
Rebuttal	All counter-arguments were accurate, relevant and strong	Most counter-arguments were accurate, relevant, and strong	Most counter-arguments were accurate and relevant, but several were weak	Some counter arguments were weak and irrelevant	Counter-arguments were not accurate and/or relevant	
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples	Every major point was adequately supported with relevant facts, statistics and/or examples	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable	Some points were supported well, others were not	All points were not supported	
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	
Understanding of Topic	The team clearly understood the topic in depth and presented their information forcefully and convincingly	The team clearly understood the topic in depth and presented their information with ease	The team seemed to understand the main points of the topic and presented those with ease	The team seemed to understand the main points of the topic, but didn't present with ease	The team did not show an adequate understanding of the topic	
Total Points:						
Comments:						

4. One worksheet per chapter
5. SYLLABUS FOR PERIODIC TESTS

Periodic I (May)**Maximum Marks : 40****Physics :** Light ; Reflection and Refraction

Lesson No. 10

Chemistry : Chemical Reactions

Lesson No. 1

Biology : Life process

Lesson No. 6

Periodic – II (September First Week)**Maximum Marks : 80****Physics :**

Electricity

Human eye and colourful world

Lesson No. 11

Lesson No. 12

Chemistry : Acid, Bases and salts

Lesson No. 2

Metals and non-metals

Lesson No. 3

Biology : Control and co-ordination

Lesson No. 7

How do organisms reproduce

Lesson No. 8

Our Environment

Lesson No. 15

****Topics already assessed in Periodic I will be tested again in periodic II for limited weightage***

Periodic – III (November)**Maximum Marks : 80****Physics :** Magnetic effects of electric current

Lesson No. 13

Sources of energy

Lesson No. 14

Chemistry : Carbon and its compounds

Lesson No. 4

Periodic classification of elements

Lesson No. 5

Biology : Heredity and evolution

Lesson No. 9

Management of natural resources

Lesson No. 16

****Full syllabus to be assessed.*****6. Periodic Enrichment Activities****Periodic – I
Chemistry**

Name Of The Activity	Learning Outcome	Learning Objective	Mode (Individual/Group)	Methodology	Skills Developed
M.C.Q worksheet	They are able to practice the text which they have read	To make them revise the lesson taught	/Individual	A worksheet of 30 questions shall be given from lesson 1 and 2 for 30 minutes and students will be assessed on that	Observation , Application, learning decision making .

Assessment Tool: Paper Pen Test For M.C.Q'S

Criteria	Excellent	Very Good	Good	Fair	Needs improvement	Teachers remarks

Understanding	At This Level, Questions are not direct so they need to be understood well and if the child is able to comprehend them properly only the he would be able to answer it correctly	If the child does not have good command on the language but otherwise the answer is correct .	If the answer is correctly understood written properly but spelling errors are there .	If the child has given answer which is partially correct	Child is not able to comprehend the question well and thus will not be able to write the correct answer.	
To the Point Answer	Answer has to be brief and to the point as there is time constraint.					
Answers Supported with reason where ever required	Sometimes answers need to be given in proper format.					
Language	While writing the answer the language is an important tool a good vocabulary					

	is always considered plus point.					
Spellings	Spellings of important terms must be written correctly					

Biology : Periodic – I I

Name Of The Activity	Learning Outcome	Learning Objective	Mode (Individual/Group)	Methodology	Skills Developed
M.C.Q worksheet	They are able to practice the text which they have read	To make them revise the lesson taught	/Individual	A worksheet of 30 questions shall be given from lesson 1 and 2 for 30 minutes and students will be assessed on that	Observation , Application, learning decision making .

Periodic – III Physics

Name Of The Activity	Learning Outcome	Learning Objective	Mode (Individual/Gr	Methodology	Skills Developed
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			oup)		
Knowing various electrical meter (Electricity and heating effect of currents)	Children will study various meters ammeter ,voltmeter ,galvanometer. will find their least count ,range zero error if any	To make children aware about different simple electrical instruments	Group /Individual	Explanation followed by hands on with instruments. 1. Explaining least count ,range of voltmeter and ammeter. 5. Drawing conclusion	Observation , Application, learning by doing identification of apparatus 2.handling of apparatus. 3.decision making 4.applications of in daily life .

ASSESSMENT TOOL:-LAB WORK knowing electrical meters **(Electricity and heating effect of current)**

Criteria	Excellent	Very Good	Good	Fair	Needs Improvement	Teacher Remark
Procedure	If the student has mentioned the aim, materials required/apparatus, precautions and conclusion	If any one of the decided criteria is not fully fulfilled.	If any two of the decided criteria are not fully	If any three of the decided criteria are not fully fulfilled or	If any two of the decided criteria are missing and others are partially filled.	

Observation	If the student has taken the accurate reading of the instrument/identify the changes occurred		fulfilled	any one of the criteria is completely missing		
Recording the Data	If the student has drawn well-labelled diagrams / sketches/graph/ recorded data using proper units					
Presentation of Lab work in practical file	If the student has written step-by-step method neatly and accurately					
Interpretation	If the student has the ability and efficiency to understand the observations and interpret it correctly					

7.PRACTICALS

Practical to be conducted alongside the concepts taught in theory classes

List of Experiments

Periodic - I

Physics :

1. Determination of the focal length of :
 - i) Concave mirror
 - ii) Convex lensBy obtaining the image of a distant object.
2. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.
3. Find the image distance for varying object distances in case of a convex lens and drawing corresponding ray diagrams to show the nature of image formed.

Biology :

1. Preparing a temporary mount of a leaf peel to show stomata.
2. Experimentally show that carbon dioxide is given out during respiration.

Periodic - II

Physics :

1. Tracing the path of the ray of light through a glass prism.

Biology :

1. Studying (a) binary fission in Amoeba, and (b) budding in yeast and Hydra with the help of prepared slides.
2. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).

Chemistry :

1.A. Finding the pH of the following samples by using pH paper / universal indicator :

- (i) Dilute Hydrochloric Acid
- (ii) Dilute NaOH solution
- (iii) Dilute Ethanoic Acid solution
- (iv) Lemon juice
- (v) Water
- (vi) Dilute Hydrogen Carbonate solution

B. Studying the properties of acids and bases (HCL and NaOH) on the basis of their reaction with :

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

2. Performing and observing the following reactions and classifying them into :

- a) Combination reaction
- b) Decomposition reaction
- c) Displacement reaction
- d) Double displacement reaction

- i) Action of water on quick lime
- ii) Action of heat on ferrous sulphate crystals
- iii) Iron nails kept in copper sulphate solution
- iv) Reaction between sodium sulphate and barium chloride solutions

3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions:

- a) ZnSO_4 (aq)
- b) Fe SO_4 (aq)

- c) $\text{Cu SO}_4 \text{ (aq)}$
- d) $\text{Al}_2(\text{SO}_4)_3 \text{ (aq)}$

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

Periodic - III

Physics :

1. Studying the dependence of potential difference (v) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I.
2. Determination of the equivalent resistance of two resistors when connected in series and parallel.

Chemistry :

1. Study of the following properties of acetic acid (ethanoic acid)
 - a) odour
 - b) solubility in water
 - c) effect on litmus
 - d) reaction with Sodium Hydrogen Carbonate

8. MARKS DISTRIBUTION & BLUE PRINT FOR FINAL ASSESSMENT TEST ALLOCATION OF MARKS

Chemical Reactions(Lesson 1)	25 Marks
Acid, Bases and salts(Lesson 2)	
Metals and Non-metals(Lesson 3)	
Carbon and its compounds(Lesson 4)	

Periodic classification of elements(Lesson 5)	
Life process (Lesson 6)	23 Marks
Control and co-ordination(Lesson 7)	
How do organisms reproduce(Lesson 8)	
Herodity and evolution(Lesson 9)	
Light reflection and refraction (Lesson 10)	12 Marks
Human Eye and colorful World(Lesson 11)	
Electricity (Lesson 12)	
Magnetic effect of electric current(Lesson 13)	13 Marks
Sources of Energy(Lesson 14)	
Management of natural resources(Lesson 14)	7 Marks
Our Environment(Lesson 14)	

9 .MARKS DISTRIBUTION FOR ASSESSMENT TEST (FINAL)

Nature of the Question	Number of Questions	Total Marks
Very Short- Answer Questions (1 mark each)	20	20

Short Answer Questions II (3 marks each)	10	30
Long Answer Questions (5 marks each)	6	30
Total	36	80 Marks

10. ART INTEGRATION PROJECT (Chapter - 15 MANAGEMENT OF RESOURCES)

11. Prescribed Books :

Science -Textbook for class X -NCERT Publication

Assessment of Practical Skills in Science - Class X - CBSE Publication

Laboratory Manual - Science - Class X - NCERT Publication

12. Suggested Books:

Exemplar Problems Class X - NCERT Publication

13 .Links for extended learning

<https://www.youtube.com/playlist?list=PLepyL0xjIpIOcQuAXDvief0UAvA2ashVL>

<https://www.youtube.com/watch?v=4tSif-K6sOg>

<https://www.youtube.com/watch?v=HuyEnOZp7XY>

https://www.youtube.com/playlist?list=PLCzaIJYXP5YcW3p8AWKDz_jnEfu4D1_ol

SOCIAL SCIENCE

1. Learning Objectives & Outcomes

Social Science draws its content mainly from history, geography, political science and economics. Studying these components will allow the students to view society from different angles and yet develop a holistic perspective, e.g. the significance of sustainable development echoed by environmentalists is equally endorsed by economists and finds a vehement support from historians and even littérateur.

HISTORY:

- It helps young people to be informed and make reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.
- It deepens Knowledge about the India's freedom struggle and the values and ideals it represented.
- It also develops an appreciation of the contribution made by people of all sections and regions of the country.
- Understand historical developments in different periods of Indian history.

GEOGRAPHY:

- Understand the need for judicious utilization of resources as well as the need for conservation of the natural environment
- Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.
- Discuss the importance of industries in the national economy as well as understand the regional disparities which

resulted due to concentration of industries in some areas

- Understand the importance of transport and communication in the ever shrinking world
- Develop the skills of reading maps and globes and manipulating geographical instruments

POLITICAL SCIENCE:

- It helps to understand and cherish the values enshrined in the Indian constitution.
- It helps learners to prepare them for their roles and responsibilities as effective citizens of democratic society.
- Gain a sense of the working of Indian democracy, its institutions and processes at the local, state and union levels.

ECONOMICS:

Learners are able to:

- Understand the importance of quality of life and sustainable development.
- Identify major employment generating sectors & reason out the government investment needed in different sectors of economy.
- Understand money as an economic concept & the role of financial institutions from the point of view of day-to-day life.
- Acquaint with the working of the Global Economic phenomenon.
- Familiarize with the rights and duties as a consumer; and legal measures available to protect from being exploited in markets.

2.Month wise division of syllabus

Lesson No./ Topic	Name of the lesson	Month
History (UNIT 1)		
1	Nationalism In Europe	March/ April
2	Nationalism In India	April/ July
4	The Age Of Industrialisation	August
5	Print Culture And The Modern World	October
Geography (UNIT 2)		
1	Resources : Utilization And Development	March
2	Forest And Wildlife	April
3	Water Resources	July
4	Agriculture	July/ August
5	Mineral And Energy Resources	October
6	Manufacturing Industries	October/ November
7	Lifelines Of National Economy	November

Political Science (UNIT 3)		
1	Power Sharing	April
2	Federalism	April/ May
3	Democracy And Diversity (Note- " To Be Assessed In The Periodic Tests Only And Will Not Be Evaluated In The Board Examination.")	May
4	Gender , Religion And Caste	July / August
5	Popular Struggles And Movements (Note- "To Be Assessed In The Periodic Tests Only And Will Not Be Evaluated In The Board Examination.")	August
6	Political Parties	October
7	Outcomes Of Democracy	November
8	Challenges To Democracy (Note-" To Be Assessed In The Periodic Tests Only And Will Not Be Evaluated In The Board Examination.")	November
Economics (UNIT 4)		
1	Development	March/ April
2	Sectors Of The Indian Economy(Till Share Of Sectors In Gdp& Employment	May

)	
2	Sectors Of The Indian Economy	July
3	Money And Credit	July / August
4	Globalisation And The Indian Economy (Till Globalisation)	August
4	Globalisation And The Indian Economy	October/November
5	Consumer Rights (Project Work)	November

1.(a) Chapter wise Activities(miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process)::

UNIT: 1 (HISTORY)

NAME& MODE OF THE ACTIVITY	LEARNING OBJECTIVES	LEARNING OUTCOMES	METHODOLOGY/ PROCEDURE	SKILLS DEVELOPED
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LESSON-1 (History) Picture comprehension(Individual)	This activity will enable the students to: -Explore the ideas behind artist's imagination. -Understand the relationship between painting and theme.	After studying the cartoon, children are able to know the importance of freedom of speech and will be able to answer various questions.	Children will analyse the picture given in the chapter and explain it in their own words.	Comparison, Analytical, Reasoning.
LESSON-2 (History) Map work(Individual)	Children will be able to: -Identify various congress sessions and other important places during the Indian freedom struggle.	Children are able to know the exact location of the places related to congress sessions according to year and various important movements lead by Gandhiji.	Children will mark the places on the political map of India and will paste it in their fair notebook. There is an active involvement of children in this activity.	Understanding. Spatial skills.
Lesson-4 (History) Timeline(Individual)	Children will be able to learn: -chronological sequence of events along a drawn line. -also provides visual prompt to	Children develop a long range understanding of historic chronology. They are able to understand overall development of the events.	Children will write the sequence of events along a drawn line and then analyse the causes and effects, comprehend information and understand event	Understanding, Analytical.

	activate students' prior knowledge.		occurring sequence.	
LESSON-5 (History) Debate(Group)	<p>Children will be able to understand:</p> <ul style="list-style-type: none"> -the link between print culture and circulation of ideas. -get familiarised with pictures, cartoons and extracts from propaganda literature on important events and issues of the past. 	<p>Children are able to develop:</p> <ul style="list-style-type: none"> -the organisation of facts with effective communication skills. -comparison of ideas which verify the concepts. -effective critical thinking into primary issues of the given topic. 	<p>The class will be divided into 5-6 groups. Two speakers from each group will be selected to speak for and against the motion.</p> <p>"The future of reading."</p> <p>OR</p> <p>"Print media or electronic media."</p> <p>Topic will be given to the students in advance so that they can have enough time to develop knowledge into the concepts being explored to develop effective debate tactics and topics.</p>	Oratory, Logical, Reasoning & Collaborative

MAP WORK (GEOGRAPHY) (Individual) (Lesson1)	To develop the skill of locating different types of soils on map.	Students are able to locate and differentiate different types of soils. Students are able to integrate visual arts while marking different types of soils on the physical map with the help of different colour schemes and patterns.	A Physical map of India will be given to the students with the following questions : Locate and label the Areas of alluvial, Black, Arid, and laterite soils. Students will mark the areas of different types of soils and paste it in their fair notebook.	Observation, organization and Independent Thinking skill.
Name of the activity	Learning Objectives	Learning outcomes	Methodology /Procedure	Skills developed
Lesson2 (GEOGRAPHY) Collage Making on Initiatives taken by the government to protect flora and fauna	Develop concern about the need to protect the biodiversity of our country.	Students are able to Understand the importance of forests and wild life in one environment as well as develop concept towards depletion of	Students will collect relevant news clippings from newspapers or magazines related to the topic and they will paste these clippings under suitable	Developing Life skills and Skill of collecting and presenting information in a logical sequence.

(Individual)		resources. Students are able to represent their artistic skills through collage.	captions on A4 size sheet	
Debate (GEOGRAPHY) (Group activity) Lesson 3	The primary goal of a debate is to generate effective critical thinking into primary issues in the given topic. Enable the students to compare the advantages and disadvantages of multipurpose valley projects	Students are able to understand and explain the function and purpose of a dam and also scrutinize the major disadvantages in the long run. Children are able to enhance their knowledge about the impact of Dams on environment.	Topic will be given to the students a week in advance. The class will be divided into two groups .Two speakers from each group will be selected to speak –“for ‘the motion and “against” the motion. ‘ ‘ Dams are the best ways for utilization of River water” Or ‘ ‘ Dams have failed to become the temples of Modern India	Skill of organization of facts, Oratory, Reasoning & Analytical

Digital Mind Map chapter 4 (GEOGRAPHY) (Individual)	Familiarize the students with various types of farming	Students are able to Identify various types of Farming Students are able to implement various technological tools to make elaborated mind map on types of Farming.	Students will be guided to collect information on the following points : *Features of primitive subsistence farming , Intensive subsistence farming and Commercial farming.	*Creative Thinking *Presentation and technical Skills
Chapter 5 Dictation of Map filling items (GEOGRAPHY) (Individual)	Enable the students to familiar with the correct location of minerals.	Students are able to locate the places related to the distribution of minerals .	Teacher will give specific map filling items in advance to learn. For example distribution of iron ore ,Coal etc. Teacher will read out the questions and students will locate it on the map ,such as – a. Place where Coal deposits are found in West Bengal b. Iron ore mine of the part of Chhattisgarh	Spatial skills Organizing skills

Chapter 6 flow chart (GEOGRAPHY) (Individual)	To give knowledge about the classification of industries	Students are able to classify industries on various categories' /group	Students will prepare a flow chart in tabular form explaining the classification of industries on the basis of source of raw materials used, capital investment, ownership etc.	Organizing , Analytical Presentation skills
Chapter 7 Crossword Puzzle (GEOGRAPHY) (Individual)	To give knowledge about major sea ports	Students are able to identify the major sea ports of India based on their characteristic features	Students will be given printed sheet to complete the empty crossword with clues provided below the crossword to solve it.	Remembering & Recall skills
LESSON-1 (Political Science) Collage-making(Individual)	Students will be able to: -gain knowledge on why and how power is shared in democracies. -understand the working of power sharing mechanisms. -absence of power sharing leads to	Children are able to understand the: -advantages of power sharing. -understand the working of power sharing mechanisms. -absence of power sharing leads to conflict.	Children will collect pictures on any one of the topics mentioned below from the newspapers and magazines. They will paste these pictures in the form of a collage on an A-4 sized sheet. TOPICS: -Power sharing	Comparison, Understanding, Creativity.

	conflict.		<i>arrangements in India.</i> <i>-Power sharing arrangements in the neighbouring countries.</i> <i>-Ethnic composition (communities) in Belgium or Sri Lanka.</i>	
LESSON-2 (Political Science) Picture Analysis(Individual)	This activity will enable the students to: -Explore the ideas behind artist's imagination. -Understand the relationship between caricature and theme. - importance of the coalition government and the power sharing arrangements in our country.	After studying the caricature, children are able to know the importance of the coalition government and the power sharing arrangements in our country.	Children will analyse the picture given in the chapter and explain it in their own words.	Comparison, Analytical, Reasoning.

<p>LESSON-3 (Political Science) Class discussion (Group)</p>	<p>Students will: -gain knowledge on which all category people fall under minority list. -know the meaning of protective discrimination mentioned in our constitution.</p>	<p>Learners are able to gain knowledge on the advantages and disadvantages of the reservation system.</p>	<p>Children will be given the topic in advance to prepare. TOPICS: -“Minorities should be given reservations in the educational institutions and in jobs also.” They will be divided into groups and each group will collect information from newspapers and articles given in magazines.</p>	<p>Confidence, Understanding, Communication, Comparison.</p>
<p>LESSON-4 (Political Science) Role play (Group)</p>	<p>Students will be able to understand the social evils prevailing in the Indian society and their effects on politics.</p>	<p>Through this activity students gained wider knowledge and clarity on social issues like discrimination based on community or gender present in our society.</p>	<p>Children will be divided into various groups to perform short role play on any one of the topics mentioned below. Later, the social issues presented in the role play will be discussed. TOPICS: -Gender discrimination. -Communal politics in</p>	<p>Team work, Leadership, Analytical.</p>

			India. -Caste based discrimination.	
LESSON-5 (Political Science) Group discussion (Group)	Students will know the meaning of difficult terms mentioned in the movements. Knowledge on various organisations that supported the struggle.	While doing this activity students gained knowledge on the positive and the negative influence of pressure groups and movements on the politics.	Class will be divided into 2 groups. Groups will be given the topic respectively- -POPULAR STRUGGLES/ MOVEMENTS IN NEPAL. -POPULAR STRUGGLES/ MOVEMENTS IN BOLIVIA. Each group will explain	Cognitive, Analytical.
LESSON-6 (Political Science) Caricature (Individual)	Students will gain knowledge on various regional and national political parties of India.	Students are able to know various names of Indian politicians and the parties they belong, along with	Children will collect caricatures of Indian political leaders from newspapers and magazines and paste it on an A4 size sheet.	Creativity, Analytical.

		their party symbols.	They will also write in brief about each political leader and the party they belong to.	
LESSON-7 and 8 (Political Science) Crossword puzzle(Individual)	Students will be able to develop the skill of evaluating Indian Democracy on some key dimensions, factors strengthening Democratic traditions and other Constitutional provisions.	Students understand the functioning of Democracy and causes for its continuation. It creates an ability to think creatively. It also provides them with an opportunity to evaluate their level of knowledge.	Students will be given printed sheet to complete the empty crossword with clues provided below the crossword to solve it.	Understanding.

UNIT: 4 ECONOMICS

Name of the activity	Learning Objectives	Learning outcomes	Methodology /Procedure	Skills developed
CH 1 "Picture This" (Pair)	*Students will be able to apply their knowledge	*Students are able to identify the economic/ social	*Students will be asked to form pairs.	*Problem solving

	<p>about notions& goals of development</p> <p>*Students will develop a problem solving attitude.</p> <p>*Students will familiarize with the problems existing in society.</p> <p>*Integration of art with the subject</p>	<p>problems as depicted in the pictures.</p> <p>*students are able to set developmental goals as per the situation depicted in the pictures.</p> <p>*Students are able to display a problem solving attitude and hence add to their life skills.</p> <p>*Students are able to integrate art with the content.</p>	<p>*Students will then be given a set of pictures</p> <p>*students will be asked to read the pictures and come up with their own analysis of the situations depicted in the pictures.</p> <p>*students will answer the questions based on the pictures and discuss in the class.</p>	<p>* Creative thinking</p> <p>*Analyzing</p>
<p>CH 3</p> <p>"Barter to Bit Coins"</p> <p>(Individual)</p>	<p>*Students will be able to explain the evolution of money</p> <p>*Students will be able to present information in the pictorial</p>	<p>* Students are now familiar with evolution of money to its present form.</p> <p>*Students are able to integrate art with the content</p>	<p>*A class discussion on the evolution of money will be held to familiarize students with the concept.</p> <p>*Students will then be assigned to prepare a process chart to trace the evolution of money to its present form.</p>	<p>*Creative thinking</p> <p>*Organizing</p>

	<p>form.</p> <p>*Students will be able to relate to their real life experiences.</p>	<p>*They are able to explain how present forms of money are related to the banking system.</p> <p>*Students are able to draw inferences from their own experiences.</p>	<p>*Students will be free to make use of symbolic presentations in the form of blocks/ circles etc. or they can draw actual pictures of various media of exchange over the years depending on their drawing/sketching skills.</p>	
<p>CH 4 “My Favourite Brand”(Individual)</p>	<p>*Students will get acquainted with the details of the brands they use, mainly the country of origin</p> <p>*Students will appreciate the fact that how India is an important player in the process of Globalization.</p> <p>*It will strengthen students</p>	<p>*Students now know about the brands they are using.</p> <p>*Students realize the fact on an average an urban well off Indian is using a large number of international brands in their daily life.</p> <p>*Students have greater clarification on the concept of</p>	<p>*Students will be assigned the task of researching some basic information about their favourite brand.</p> <p>*They will gather information on the brand’s country of origin, products it produces, year of inception, logo etc.</p> <p>*Students will be presenting their brands in the class.</p>	<p>*Organizing</p> <p>*Information Gathering skills</p>

	'understanding of the concept of Globalization.	Globalization.		
CH 5 "JagoGrahakJago" (Individual optional as part of project work)	*Students get familiar with the Consumer Rights & Duties. *Students realize the importance of exercising their rights and performing duties as consumers. *Students get acquainted with the Government campaign "JagoGrahakJago"	*students are able to explain the Consumer Rights & Duties. *students are aware as to why it is important for us to exercise our rights and duties. *Students are able to integrate art with consumer rights.	*Each student opting for the project on Consumer Awareness will be assigned One Consumer Right/ Duty and prepare a poster on it	* Creative thinking * Critical thinking *Collaborative

3 (b) Assessment parameters & Rubrics for respective Activity:

RUBRICS : HISTORY ,GEOGRAPHY &POLITICAL SCIENCE

RUBRICS FOR PICTURE COMPREHENSION/ PHOTO ANALYSIS

ASSESSMENT PARAMETERS	Excellent	Very Good	Good	Fair	Needs Improvement
OBSERVATIONS	Student makes detailed description with extra information on the elements seen in the photo.	Student makes a complete and detailed description of the subject matter and/or elements seen the photo.	Student makes a detailed description of most of the subject matter and/or elements seen the photo	Student makes a detailed description of some of the subject matter and/or elements seen the photo.	Student descriptions are not detailed or complete.
IMPORTANT DETAILS	Student very accurately describes several other important elements in the photo and gives supporting details with evidence as to why they are important.	Student accurately describes several of the important elements in the photo and gives supporting details as to why these elements are important.	Student accurately describes a few of the important elements in the photo and gives supporting details as to why these elements are important.	Student describes a couple of the important elements in the photo.	Student has trouble picking out the important elements in the photo.

HISTORICAL CONTENT	Student perfectly places the photo in an historical context and gives supporting details accurately.	Student places the photo in an historical context and gives supporting details.	Student attempts to place the photo in an historical time frame.	Student can relate how the photo makes him/her feel personally.	Student finds it difficult to interpret the meaning of the photo.
QUESTIONS RAISED	Student lists five or more questions raised by the photo.	Student lists three or more questions raised by the photo.	Student lists two questions raised by the photo.	Student lists a question that is only tangentially related to the photo graph.	Student does not list any questions raised by the photo.

RUBRICS FOR POSTER/ COLLAGE

ASSESSMENT PARAMETERS	Excellent	Very Good	Good	Fair	Needs Improvement
Drawing/pictures used to develop main idea.	Neat and effective drawing/ excellent variety of pictures used.	Neat and effective drawing/ good variety of pictures used.	Neat but limited drawing/ some pictures used.	Drawing neat but not effective/ few pictures used.	Drawing neither neat nor effective/ very less pictures used with lots of repetition.

Relevancy of the idea to the topic	Original ideas, absolutely meeting the demand of the topic.	Original ideas, mostly related to the topic.	Several original ideas, meeting the demand of the topic.	Some original ideas but not completely meeting the demand of the topic.	Few original ideas, rarely connected to the main topic.
Visual Impact/ overall presentation	Overall presentation is outstanding.	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.

RUBRICS FOR DEBATE & CLASS DISCUSSION

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
Presentation & Style	Tone of voice , Clarity of expression contribute to keeping audience's attention	Mostly clear and orderly in all parts	Tone of voice is good but clarity of expression not clear	Few style features were used convincingly	Counter-arguments were not accurate and/or relevant

Relevance Of The Content	Very strong and persuasive arguments given throughout	Many good arguments given, with only minor problems	Most counter-arguments were accurate and relevant, but several were weak	Very Few arguments were accurate and supportive with the facts	All points were not supported with the facts
Confidence	Appears Very confident, poised and comfortable. Excellent use of appropriate hand gestures to emphasize points	Good cross-exam and rebuttals, with only minor slip-ups. Occasionally use of meaningful hand gestures.	Occasionally refers to notes to notes and appears to be slightly nervous	Appears nervous or distracting , poor use of hand gestures and very frequently refers to notes	Unclear and disorganized throughout. No eye contact with the audience
Research Work/ Word choice	Excellent cross-exam and defense against opponent team's objections& excellent word choice	No inappropriate language , word choice is good ,sources cited appropriately	Word choice illustrate grasp of content & sources cited appropriately	To some extent word choice is not appropriate , lack of appropriate source citations	Abrupt transition from one topic from other. Word choice is inappropriate

Ability To Complete The Task In a Stipulated Time	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time
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RUBRICS FOR CROSSWORD PUZZLE

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
Words	All words in the crossword are marked correctly with equal number of words across and down.	All words in the crossword are marked correctly but did not have equal number of words across and down.	2/3 of the words are marked correctly in the crossword with equal number of words across and down.	Less than 1/2 of the words are marked correctly in their crossword puzzle.	Very few words are marked correctly in the crossword.
Clues	Clear and concise clues which enable a person to figure out the word.	Clear clues which enable a person to figure out the word.	Clues were not clear enough to enable a person to figure out the word.	Clues were not clear enough or matching the words to enable a person to figure out the word.	Clues were not at all clear to find the correct word.

Application	Crossword puzzle has the correct number of spaces for the letters of all the words.	Crossword puzzle has the correct number of spaces for the letters of all but two of the words.	Crossword puzzle has the correct number of spaces for the letters of all but five of the words.	Crossword puzzle has less than half of the words with the correct number of spaces for the letters of the words.	Very few words with the correct number.
Spelling	Crossword puzzle has all words and clues spelled correctly.	Crossword puzzle has three mistakes in the words and/or clues.	Crossword puzzle has five mistakes in the words and/or clues.	Crossword puzzle has ten or more mistakes in the words and/or clues.	Crossword puzzle has many mistakes in the words.

RUBRICS FOR CARICATURE

ASSESSMENT PARAMETER S	Excellent	Very Good	Good	Fair	Needs Improvement
Content	High degree of knowledge and understanding of the meaning and subject or main	Authentically achieved the purpose ,shows the understanding of	Shows some understanding of the concepts	Little knowledge and understanding of the meaning and subject or	Consistently misses the point of the assignment

	theme of the political cartoon.	the concept		main theme of the political cartoon.	
Cartoon quality	Pictures are expressive and detailed , effort is apparent	Pictorial presentation is good ,but not given much details	To some extent Lacks details & pictorial presentation not much impressive	Pictorial presentation is not good ,effort is lacking	Overall Poor Presentation
Creativity	Demonstrates high level of creativity and originality	Demonstrates good level of creativity and originality	Caricature only demonstrates creativity	Limited creativity is evident in the caricature	Layout is confusing and Inappropriate & Text is not effective
Required Elements	Final work includes all the requires elements Well written reflection on the creative process submitted	Final work includes most of the required elements	Main required elements are missing	Most of the required elements are missing	All-important required elements are missing

	in order				
Ability To Complete The Task In a Stipulated Time	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

RUBRICS FOR MAP WORK (Geography)

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
1.Presentation And Accuracy	Well-presented and high degree of accuracy	Well Presented and clear	To some extent presentation is good.	The map is missing most of the important elements.	The map is missing all the important elements. Presentation is not clear at all.
2 Identification /Labeling	Correct Identification and Labeling of maps	Most of the identification and labeling on the map is accurate	Most of the identification and labeling on the map is not accurate but it is	Most of the identifications and labeling on the map are not	Almost all identifications and labeling on the map are not correct.

			legible.	accurate.	
3. Use Of Symbols Colors	Appropriate Use Of Symbols and Colors. Making map very colorful	Varieties Of colors are used and almost all symbols are marked correctly	Same color is used and few symbols are marked incorrect	Limited use of colors and symbols are not marked	Rarely Uses Colors And Symbols
4. Spelled/ Capitalized Correctly	All words on the map are Spelled/ Capitalized Correctly	4.Nearly every word on the map is Spelled/ Capitalized Correctly	Spelling errors Most words on the map are spelled/ Capitalized Correctly	Few words on the map are spelled/ Capitalized Correctly	Rarely any word on the map found correct
5. Ability To Complete The Task In A Stipulated Time	Able to Complete The Task In a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time

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RUBRICS FOR MIND MAP, FLOW CHART & TIME LINE					
ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
1. Effectiveness Of Presentation	Very Effective Presentation	Effective Presentation	Not much creativity is involved	Not eye catching or memorable	Not clear and difficult to separate from other information
2. Content Accuracy	Accurate content	Most of the content is appropriate	Limited content accuracy	Missing some of the components of the topic	Missing most or all of the required elements
3. Sequencing Of Information And Design	Correct and neat Sequencing Of Information	Correct and neat Sequencing Of Information	To some extent demonstrates the understanding of concept	Needs improvement in design or Neatness	The layout is poor and difficult to read
4. Depth of Coverage	Important keywords clearly connects to central image of the mind map	Links to meaningful clarify Connections for all aspects of mind maps	Clearly uses all the aspects of mind map	Shows a basic level of Content coverage	Insufficient coverage of content covered coverage

5. Ability To Complete The Task In A Stipulated Time Complete The Task In Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete The Task In a Stipulated Time
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RUBRICS : ECONOMICS**Activity (i) M.M.: 5****Assessment parameters & Rubrics for Chapter 1 Activity: "Picture This"**

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
1.Accuracy in interpretation of the pictures.	*Correct interpretation of the pictures	*Correct interpretation of the pictures	* Interpretation of the pictures was mostly Correct.	* Interpretation of the pictures was partially correct.	*Partially Correct interpretation of the pictures
2.Creativity/ innovation in suggesting solution.	*Pair reflected ingenuity in suggesting solutions.	*Pair suggested simple solutions.	*Pair suggested simple solutions.	*Pair suggested simple solutions.	*Pair was not able to suggest relevant solutions.
3.Relevance of the suggested	*Suggested Solutions have practical	*Suggested Solutions have practical relevance.	*Suggested Solutions have practical relevance.	*Suggested Solutions have practical relevance.	*Suggested Solutions have little practical relevance.
		*One of the	*One of the students played	*One of the students played	

solutions. 4.Coordination with the peer.	relevance. *Both the students participated actively.	students played more active role.	more active role.	more active role.	*Paired students were not able to reach consensus majority of the time.
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ECONOMICS Activity (ii) M.M.: 5

Assessment parameters & Rubrics for Chapter 2 Activity: "What's in an Occupation"?

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
1.Number of correct classifications	All listed occupations are classified correctly	Most of the occupations are classified correctly	Fairly good numbers of occupations are classified correctly with a few incorrect answers.	A small number of occupations are classified correctly.	A few to only few occupations are classified correctly.

ECONOMICS Activity (iii) M.M.: 5

Assessment parameters & Rubrics for Chapter 3 Activity: "Barter To Bit Coins"?

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
1. Correctness of the timeline 2. Content 3. Presentation 4. Creativity/ Ingenuity	*Correct timeline is recorded *Content is relevant *Presentation is organized well. *Student displays ingenuity in pictorial presentation of the process of evolution.	*Correct timeline is recorded *Content is relevant *Presentation is organized well. *Student displays <i>limited</i> ingenuity in pictorial presentation of the process of evolution.	*Correct timeline is recorded *Content is relevant but <i>limited</i> . *Presentation <i>could be more organized</i> . *Student displays very little ingenuity in pictorial presentation of the process of evolution.	*Timeline records altered chronological order. *Content is relevant but <i>limited</i> . *Presentation <i>needs better organisation</i> *Student displays very little ingenuity in pictorial presentation of the process of evolution.	*Errors in recording timeline *Content covers very little information. *Not presented in organized manner *Students presented a borrowed idea.

ECONOMICS Activity (iv) M.M.: 5

Assessment parameters & Rubrics for Chapter 4 Activity: "My Favourite Brand"

ASSESSMENT	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS
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PARAMETERS					IMPROVEMENT
1. Content 2. Organization 3. Presentation	*Content is relevant & extensive *Information is organized in orderly manner. *Presentation is organized well.	*Content is relevant * Information is organized well. *Presentation is good.	*Content is relevant but limited. * Information could be little more organized. *Presentation needs to be more orderly.	*Content is relevant but limited. * Information needs better organization. *Presentation needs to be more coherent.	*Content is relevant but very limited. * Information needs better organization. *Presentation lacks coherence.

ECONOMICS Activity (v) M.M.: 5

Assessment parameters & Rubrics for Chapter 5 Activity: "JagoGrahakJago"

ASSESSMENT PARAMETERS	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
1. Content 2. Presentation	<ul style="list-style-type: none"> Content is relevant to 	<ul style="list-style-type: none"> Content is relevant to 	<ul style="list-style-type: none"> Content is relevant to the 	<ul style="list-style-type: none"> Content is relevant to the 	<ul style="list-style-type: none"> Content is relevant to the

3. Creativity/ Ingenuity	<p>the Right/Duty assigned</p> <ul style="list-style-type: none"> • Presentation is organized well. • Learner displays ingenuity in presentation 	<p>the Right/Duty assigned</p> <ul style="list-style-type: none"> • Presentation is organized well. • Learner displays ingenuity in presentation 	<p>Right/Duty assigned</p> <ul style="list-style-type: none"> • Presentation though coherent, could be more appealing. • Learner displays fairly good ingenuity in presentation 	<p>Right/Duty assigned</p> <ul style="list-style-type: none"> • Presentation <i>could be organized better.</i> • Students display limited ingenuity in presentation 	<p>Right/Duty assigned</p> <ul style="list-style-type: none"> • Presentation <i>needs to be more clear and better organized.</i> • Students display very little ingenuity in presentation
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4. Number of Worksheets planned per chapter: Minimum 1 per chapter

5. Syllabus for periodic tests

• Periodic -I (May)

- History - L1
- Political Science - L1, L2 and L3
- Geography - L1 and L2
- Economics - L1 and L2 (Till share of sectors in GDP & Employment)

• Periodic -II (September first week)

- History – L2 and L4
- Political Science - L4, L5 and L6

- Geography – L1,L2,L3& L4
- Economics L1, L2, L3 and L4 (Till globalization)

****Topics already assessed in Periodic 1 will be tested again in periodic 2 for limited weightage.***

- Periodic -III (November)

- History - L 5
- Political Science - L7 and L8
- Geography – L5 ,L6
- Economics - L1, L2, L3, L4 and L5

****Full syllabus to be assessed in PAT& PRE BOARDS.***

6. (A) Enrichment Activity: PROJECT WORK

One compulsory project to be done by every student.

****EACH STUDENT HAS TO TAKE ONE COMPULSORY PROJECT OUT OF THE FOLLOWING THREE THEMES:***

CONSUMER AWARENESS

OR

SOCIAL ISSUES

OR

SUSTAINABLE DEVELOPMENT

- **Detailed instructions regarding the Project work will be given in the class room.**

Name of the activity	Learning Objectives	Learning Outcomes	Methodology /Procedure	Skills developed
PROJECT WORK <i>(Individual Enrichment Activity)</i>	<ul style="list-style-type: none"> • To enable students to apply knowledge and information • To enable students to view social science disciplines from interdisciplinary perspective. • To familiarize students with the process of exploring, collecting, compiling, presenting, & analyzing information to arrive at an inference. 	<ul style="list-style-type: none"> • Students are able to apply various social science concepts to their surroundings • Students get a pragmatic understanding of how their lives are impacted by what happens in society, economy or world at large. • Students develop a problem solving attitude. • Students are able to integrate art in the project work. 	<ul style="list-style-type: none"> • Every student will choose a topic from a list of three themes to be announced by the CBSE • Students will then carry out a research using text book and various web sources. In some cases if the theme permits students can carry out first hand surveys also using questionnaires. • students will then compile and present the research project. • Finally a Viva –Voce 	<ul style="list-style-type: none"> • Application • Integrating Skills: Summarizing & Restructuring information • Problem solving • Organizing skills

			on the same will be carried out	
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7.(b) Assessment parameters & Rubrics for Enrichment Activity:

RUBRIC ENRICHMENT ACTIVITY :PROJECT WORK

ASSESSMENT PARAMETER	EXCELLENT	VERY GOOD	GOOD	FAIR	NEEDS IMPROVEMENT
1.Content accuracy, originality and analysis. 2.Presentation and creativity. 3.Viva Voce	<ul style="list-style-type: none"> Content covered in the research work is relevant to the topic, original and provides extensive details with analysis. Presentation is orderly 	<ul style="list-style-type: none"> Content covered in the research work is relevant to the topic, original but provides details. Presentation is orderly and coherent and appreciable 	<ul style="list-style-type: none"> Content covered in the research work is relevant to the topic, original but not out of the box idea. & provides limited details. Presentation is orderly and 	<ul style="list-style-type: none"> Content covered in the research work is relevant to the topic but a borrowed idea & provides very limited details. Presentation is orderly, coherent to a great extent 	<ul style="list-style-type: none"> Content covered in the research work is relevant to the topic but a copied idea & provides very little details. Presentation lacks in order, coherence and creativity. Students is able

	,coherent and exhibits high level of creativity. • Student is able to answer all the question correctly and confidently in viva voce.	creativity. • Students is able to answer most of the questions correctly but took little long time to answer some.	coherent and reasonable creativity. • Students is able to answer most of the questions correctly but took long time to answer some.	and displays little creativity. • Student is able to answer most of the questions correctly but with a few wrong answers, also took long time to answer some.	to answer only a few questions completely correct and in some cases needed cues and prompts.
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8.Chapter/ unit wise allocation of marks

Chapter/ Unit	Allocation of Marks
UNIT 1(HISTORY)	20
UNIT 2 GEOGRAPHY	20
UNIT 3 POLITICAL SCIENCE	20
UNIT 4 ECONOMICS	20

9. Question paper design: (Typology of questions with respective weightage)

Type Of Question	Number Of Questions	Total Weightage
SECTION -A OBJECTIVE TYPE QUESTIONS (1 MARK EACH)	15	15
SECTION- B SHORT ANSWER TYPE QUESTIONS (3 MARKS EACH)	06	18
SECTION -C SOURCE BASED / CASE BASED QUESTIONS (4 MARKS EACH)	04	16
SECTION -D LONG ANSWER TYPE QUESTIONS (5 MARKS EACH)	05	25
MAP SKILL SECTION -E	02	2((History)+4(Geography)=6

10. Prescribed Books:

1. India and the Contemporary World-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development - Published by NCERT

11. Suggested Books (If Applicable): Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE

12. Links for extended learning: (Related to curriculum)

www.undp.org, www.budgetindia.nic.in, www.worldbank.org (Economics chapter 1)

www.rbi.org (Economics chapter 3)

<http://www.wto.org> (Economics chapter 4)

<http://consumeraffairs.nic.in> (Economics chapter 5)

Links for extended learning: (Related to curriculum)(GEOGRAPHY)

DIKSHA PLATFORM FOR SCHOOL EDUCATION

www.excellup.com

<https://schools.aglasem.com>

<https://www.topperlearning.com>

<https://schools.aglasem.com>(HISTORY& POLITICAL SCIENCE)

<https://www.toppr.com/guides/ncert-solutions-for-class-10-political-science/>

SANSKRIT

1. Objectives – Approximately 8-10

- विविध -भाषा -कौशलानां विषयक- ज्ञानवर्धनम्
- लेखनशक्ते विकासः भविष्यति I
- शब्द -भण्डार -वृद्धिः I
- आधुनिक -सहायक -सामग्रीनां विषयक- ज्ञानं एवं तासां उपयोगे नैपुण्यम् I
- संभाषण- क्षमतायाः विकासः भविष्यति येन छात्राःभाषा - विकासं कर्तुं अधिक सक्षमाः स्युःI
- गतिविधिषु द्वारा शिक्षणं रुचिकरं भविष्यति I
- बालकानां विषये रुचिभविष्यति I
- ते व्यावहारिक- व्याकरणस्य प्रयोगे निपुणता प्राप्स्यन्ति I
- विविध - कौशलानां विकासः भविष्यति I
- जीवनकौशलानांकृतेप्रेरणांप्राप्स्यन्तिI

2. Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Month
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1	• शुचिपर्यावरणं	• मार्च
2	• बुद्धिर्बलवतीसदा	• अप्रैल
3	• व्यायामसर्वदापथ्य	• अप्रैल
4	• शिशुलालनम्	• मई
5	• जननीतुल्यवत्सला	• जुलाई
6	• सुभाषितानि	• जुलाई
7	• सौहार्दप्रकृतेःशोभा	• अगस्त
8	• विचित्रःसाक्षी	• अगस्त
9	• सूक्तयः	• अक्टूबर
10	• भूकंप विभीषिका	• नवम्बर
व्याकरणं- शेमुषीपुस्तकंआधारितं	• प्राणेभ्योःअपिप्रियःसुहृद्	
अभ्यास पुस्तिकायां अपठित गद्यान्श आधारितानि प्रश्नोत्तराणि पत्र लेखनम् चित्रवर्णनं	व्यञ्जन- संधि विसर्ग-संधि- तत्पुरुष- समासविभक्तिक बहुव्रीहि- समास अवययीभाव- समास द्वन्द्व- समास मतुप्, ठक् त्व, तल्	• मार्च • अप्रैल • अप्रैल • मई • जुलाई • जुलाई • अगस्त • अगस्त • अक्टूबर • नवम्बर • मार्च • अप्रैल • अप्रैल • मई • जुलाई • जुलाई • अगस्त • अगस्त

अनुवादकार्य पूर्ण सत्रे चलिष्यति	टाप्, डीप् वाच्य-परिवर्तनं समयवाची- विशेषणम् अव्ययपदानि-उच्चैः, च, श्वः, ह्यः, अद्य, अत्र- तत्र, यत्र, कुत्र, इदानीं, अधुना, संप्रति, साम्प्रतं, यदा-कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः अशुद्धि- संशोधनं वचन - लिङ्ग - पुरुष - लकार- विभक्ति - दृष्ट्या	<ul style="list-style-type: none"> अक्तूबर नवम्बर
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3. (a) Chapter wise Activities(miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process): Give Details in *brief* as per the headings below:

Name of the activity	Learning Objectives	Learning outcome	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
<ul style="list-style-type: none"> पर्यावरणस्य विषये दशवाक्यानां लेखनम् (व्यक्तिगत) दैनिक व्यवहार वाक्य संग्रह (व्यक्तिगत) शब्दकोश निर्माणम् (व्यक्तिगत) 	विविध -भाषा -कौशलानां विषयक- ज्ञानवर्धनम् अध्यापन- कौशलानां विकासः	ते बालकानां विषये रुचिं उत्पन्ना कर्तुं सक्षमाः भविष्यन्ति । गतिविधिषु द्वारा शिक्षणं	सामूहिक व्यक्तिगत व्यक्तिगत	व्यक्तिगतगतिविधिः सर्वे छात्रानि जीरुपेन करिष्यन्ति	भाषायाः चत्वारि सोपानानि भवन्ति - श्रवणं वाचनं पाठनं एवं लेखनं । एताभिः

<ul style="list-style-type: none"> ● वार्तालाप /वर्गप्रहेलिका(व्यक्तिगत) ● सामूहिकरूपेण ● चित्रवर्णन(व्यक्तिगत) ● पञ्चतन्त्रं आधारित कथासु कक्षायां चर्चा विषये(सामूहिक)/ पञ्चतन्त्रं पञ्चवाक्यलेखनं ● रामायणस्य विषयक छायाचित्र -गृहीत्वा तेषां विषयकसूचना-संग्रहणं(व्यक्तिगत) ● नीतिकथनानांसंकलनं(व्यक्तिगत) ● पाठातकामअपि एकांसुक्तिं आधृत्य तस्या : चित्रवर्णन (व्यक्तिगत) ● पञ्चतन्त्रं आधारित कथासु कक्षायां चर्चा 	भविष्यति I लेखनशक्ते विकासः भविष्यति I शब्द -भण्डार -वृद्धिः I आधुनिक - सहायक - सामग्रीनां विषयक- ज्ञानं एवं तासां उपयोगे नैपुण्यम् I प्रशिक्षुणाम् संभाषण- क्षमतायाः विकासः भविष्यति येन ते	रुचिकरं कर्तुं अपि ते सक्षमाः भविष्यन्ति I ते व्यावहारिक- व्याकरणस्य प्रयोगे निपुणता प्राप्स्यन्ति I ते अष्टमी , नवमी दशमी - कक्षाभ्यः नवीन पाठ्यक्रम - विषये परिचिताः भविष्यन्तिI	सामूहिक व्यक्तिगत सामूहिक व्यक्तिगत व्यक्तिगत व्यक्तिगत व्यक्तिगत	सामूहिकगतिविधिः कृते छात्रानाम्द्वयोः वर्गयोः विभाजनंभविष्यतिI	गतिविधिभिचतुर्णांकौशलानांविकासः भविष्यतिI विविध - कौशलानां विकासः भविष्यति I जीवनकौशलानांकृतेप्रेरणांप्राप्स्यन्ति I I
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विषये(सामूहिक)/ पञ्चतन्त्रं पञ्चवाक्यलेखनं	छात्राणाम् विकासं कर्तुं अधिक सक्षमाः स्युःI		व्यक्तिगत		
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3 (b) Assessment parameters & Rubrics for respective Activity:

श्रवनाधारितगतिविधिः:मूल्यांकनस्यबिन्दवः -गतिविधिसंख्या -1, 3, 10

मूल्यांकनस्य अङ्काः	मूल्यांकनस्य बिन्दवः
अत्युत्तम (5)	श्रवणम्
उत्तम(4)	ग्रहणम्
मध्यम(3)	अवधारणम्
सामान्यम् (2)	मननम्/चिन्तनम्

निम्न (1)	विषयस्य बोधम्
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दर्शन-आधारितगतिविधेः मूल्यांकनस्य बिन्दवः - गतिविधिसंख्या - 2,5,7

मूल्यांकनस्य अङ्काः	मूल्यांकनस्य बिन्दवः
अत्युत्तम (5)	रुचि
उत्तम(4)	एकाग्रता / धैर्य
मध्यम(3)	ग्रहण / धारण
सामान्यम् (2)	मननम्/चिन्तनम्
निम्न (1)	अर्थविज्ञानम्

पाठन/वाचन-कौशल आधारितगतिविधे:मूल्यांकनम्-गतिविधिसंख्या -4,9

मूल्यांकनस्य अङ्काः	मूल्यांकनस्य बिन्दवः
अत्युत्तम (5)	माधुर्यं,
उत्तम(4)	अक्षरव्यक्तिः,उच्चारणम्
मध्यम्(3)	लयसामर्थ्यः, धैर्यः
सामान्यम् (2)	भाषा-प्रवाहः
निम्न (1)	पदच्छेदः

लेखनकौशल आधारितगतिविधे:मूल्यांकनम्गतिविधिसंख्या -6, 2, 8

मूल्यांकनस्य अङ्काः	मूल्यांकनस्य बिन्दवः
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अत्युत्तम (5)	सुलेखं / प्रस्तुती
उत्तम(4)	अक्षरव्यक्तिः
मध्यम्(3)	भावाभिव्यक्तिः
सामान्यम् (2)	भाषा-प्रवाहः
निम्न (1)	शब्दावली

4.Number of Worksheets planned per chapter: पाठस्यविषयानुसारं

5. Syllabus for periodic tests

- Periodic -I (May)

पाठ 1 -3 व्यञ्जन- संधि विसर्ग-संधि- तत्पुरुष- समासविभक्तिक

बहुव्रीहि- समास

अवयवीभाव- समास

द्वन्द्व- समास

मतुप्, ठक्, थक्

त्व, तल्

टाप्, डीप्

वाच्यपरिवर्तनं

समयवाची- विशेषणम्

अव्ययपदानि- उच्चैः , च, श्वः , ह्यः, अद्य , अत्र -तत्र , यत्र, कुत्र, इदानीं , अधुना , संप्रति,
साम्प्रतं , यदा-कदा , सहसा, वृथा , शनैः , अपि , कुतः , इतस्ततः

अशुद्धि- संशोधनं वचन - लिङ्ग - पुरुष - लकार- विभक्ति - दृष्ट्या

- Periodic -II (September first week)

- पाठ 1-7

व्यञ्जन- संधि

विसर्ग-संधि-

तत्पुरुष- समासविभक्तिक

मतुप्

त्व, तल्

समयवाची- विशेषणम्

अव्ययपदानि- उच्चैः , च, श्वः , ह्यः, अद्य , अत्र -तत्र , यत्र, कुत्र, इदानीं , अधुना , संप्रति,

साम्प्रतं ,यदा-कदा ,सहसा, वृथा ,शनैः ,अपि ,कुतः ,इतस्ततः

- Periodic -III (November(7th to 12th) (Decemberfor rest of the classes)

- पाठ 8 , 12

व्यञ्जन- संधि

विसर्ग-संधि-

तत्पुरुष- समासविभक्तिक

बहुव्रीहि- समास

अवयवीभाव- समास

द्वन्द्व- समास

मतुष्टक,थक्

त्व,तल्

टाप्,डीप्

वाच्यपरिवर्तनं

समयवाची- विशेषणम्

अव्ययपदानि- उच्चैः , च, श्वः ,हयः, अद्य ,अत्र -तत्र , यत्र, कुत्र, इदानीं ,अधुना ,संप्रति,

साम्प्रतं ,यदा-कदा ,सहसा, वृथा ,शनैः ,अपि ,कुतः ,इतस्ततः

अशुद्धि- संशोधनंवचन - लिङ्ग - पुरुष - लकार- विभक्ति - दृष्ट्या

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**Note: Mention the percentage of syllabus to be tested in final examination. (Specific for each class)
As per DAV Board**

6.(a) Enrichment Activity

Minimum One activity per periodic to be given with details as under:

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills Developed
1.संभाषणं/वार्ता/ समाचारवाचनम्	छात्रानाम् वाचनशक्तेः विकासः भविष्यति I शब्दावलीवृद्धिः भविष्यति I	छात्रानाम् लेखनशक्तेः विकासः भविष्यति I	व्यक्तिगत	व्यक्तिगतगतिविधिः सर्वे छात्राः निजीरूपेण करिष्यन्ति	उच्चारणम् प्रस्तुती वाचनं/ पाठनं
2.प्रश्नोत्तरी	छात्रानाम् चिन्तन एवं समीक्षणशक्तेः विकासः भविष्यति I शब्दावलीवृद्धिः भविष्यति I	छात्रानाम् चिन्तन - लेखनशक्तेः विकासः भविष्यति I	सामूहिक	सामूहिकगतिविधिः कृते छात्रानाम् द्वयोः वर्गयोः विभाजनं भविष्यति I क्रमेण द्वेदले प्रश्नम् प्रक्षयन्ति एवं उत्तरं दास्यन्ति छात्रा व्यक्तिगतप्रश्ननिर्माणं निजीरूपेण करिष्यन्ति	भाषा- प्रवाहः
3.प्रश्ननिर्माणं					समीक्षणम् श्रवणं

	छात्रानाम् चिन्तन - मनन -वाचनशक्तेः विकासः भविष्यति I शब्दावलीवृद्धिः भविष्यति I	छात्रानाम् चिन्तन -मनन- वाचनशक्तेः विकासः भविष्यति I	व्यक्तिगत		ग्रहणम् वाचनं सुलेखं /प्रस्तुती समीक्षणम् एवंलेखनं अर्थविज्ञान म्
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7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

श्रवनाधारितगतिविधिः मूल्यांकनस्य बिन्दवः

मापदण्डस्य बिन्दवः	अत्युत्तम	उत्तम	मध्यम	साधारण	ध्यायतव्यम्
विषय वस्तु/ प्रस्तुतीकरण/	संपूर्ण कार्य शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि	कार्यं शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि स्पष्टा	कार्यं उचित रूपेण कृतं। कार्यतालिका अपि स्पष्टा	कार्यं संपूर्ण नास्ति कार्यतालिका अपि स्पष्टा न अस्ति I	कार्यस्य औपचारिकता मात्रं कृताI कार्यतालिका अपि न

सुलेख/ संकलन/ स्पष्टता	स्पष्टा अस्तिI कापि अशुध्यः न सन्ति I	अस्ति यत्र तत्र काचित अशुधि अस्ति I	अस्ति परन्तु कार्ये कानिचित अति सरला वर्तनी- अशुध्यः सन्ति I	परन्तु कार्ये कानिचित बहवः वर्तनी-अशुध्यः सन्ति I	लिखिता I
स्पष्टता	कार्यं सम्यक् कृतं I सुलेखं वर्तते I अक्षर- पठने स्पष्टता भवति I	कार्यं सम्यक् कृतं I यत्र तत्र अक्षराणां पठने स्पष्टता न अस्तिI	केचन् अक्षराणां पठने काठिन्यं भवति	कार्यं बहुधा स्वयं न कृतम् I	पठने स्पष्टता न अस्ति
मौलिकता / विचाराणां अभिव्यक्ति	संपूर्ण कार्यं स्वयं कृतम् I कार्यं विना अवबोधं कृतम् I	एक प्रश्नं सहपाठिन उत्तरपुस्तिकाया दृष्टम् I	द्वि/त्रि प्रश्नाः स्वयं न कृतम् I		संपूर्ण कार्यं स्वयं न कृतम् I

दर्शन-आधारितगतिविधेः मूल्यांकनस्य बिन्दवः

लेखन कार्यं (चित्र वर्णन , पत्रं इत्याद्य, गृह कार्य) कृते मापदण्डः					
मापदण्डस्य बिन्दवः	अत्युत्तम	उत्तम	मध्यम	साधारण	ध्यायतव्यम्

विषय वस्तु/ प्रस्तुतीकरण/	संपूर्ण कार्य शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि स्पष्टा अस्तिI कापि अशुध्यः न सन्ति I	कार्यं शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि स्पष्टा अस्ति यत्र तत्र काचित् अशुद्धि अस्ति I	कार्यं उचित रूपेण कृतं। कार्यतालिका अपि स्पष्टा अस्ति परन्तु कार्ये कानिचित् अति सरला वर्तनी- अशुध्यः सन्ति I	कार्यं संपूर्ण नास्ति कार्यतालिका अपि स्पष्टा न अस्ति I परन्तु कार्ये कानिचित् बहवः वर्तनी-अशुध्यः सन्ति I	कार्यस्य औपचारिकता मात्रं कृताI कार्यतालिका अपि न लिखिता I
सुलेख/ संकलन/ स्पष्टता					
स्पष्टता	कार्यं सम्यक् कृतं I सुलेखं वर्तते I अक्षर- पठने स्पष्टता भवति I	कार्यं सम्यक् कृतं I यत्र तत्र अक्षराणां पठने स्पष्टता न अस्तिI	केचन् अक्षराणां पठने काठिन्यं भवति	कार्यं बहुधा स्वयं न कृतम् I	पठने स्पष्टता न अस्ति
मौलिकता / विचाराणां अभिव्यक्ति	संपूर्ण कार्य स्वयं कृतम् I कार्यं विना अवबोधं कृतम् I	एक प्रश्नं सहपाठिन उत्तरपुस्तिकाया दृष्टम् I	द्वि/त्रि प्रश्नाः स्वयं न कृतम् I		संपूर्ण कार्य स्वयं न कृतम् I

लेखनकौशल आधारितगतिविधेःमूल्यान्कनम्

मापदण्डस्य बिन्दवः	अत्युत्तम	उत्तम	मध्यम	साधारण	ध्याय्यतव्यम्
विषयवस्तु - ज्ञानं	विषय वस्तु ज्ञानं पूर्ण अस्ति। शब्दज्ञानम् सम्यक् अस्ति ।	विषय वस्तु ज्ञानं पूर्ण अस्ति । शब्दज्ञानम् सम्यक् न अस्ति ।	विषय वस्तु ज्ञानं पूर्ण न अस्ति। शब्दज्ञानम् सम्यक् न अस्ति ।	विषय वस्तु ज्ञानं पूर्ण न अस्ति। शब्दज्ञानम् त्रुटिपूर्ण अस्ति ।	न विषय वस्तु ज्ञानं। न शब्दज्ञानम् अस्ति ।
उच्चारणं	उच्चारणं सदैव शुद्धं , कर्णाभ्यां सुखदं , भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं, भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं, भाषायाः प्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं, कर्णाभ्यां सुखदं, भाषाप्रवाहे परिमार्जनस्य आवश्यकता	उच्चारणं सर्वथा अशुद्धं,कर्णाभ्यां कटु,भाषाप्रवाहे परिमार्जनस्य आवश्यकता ।
मौलिकता / विचाराणां सम्यक् अभिव्यक्ति	विचारा मौलिकाः। विना अवरोधं वदिताः ।	विचारा बहुधा मौलिकाः। विना अवरोधं वदिताः ।	विचारा मौलिकाः न । विना अवरोधं वदिताः ।	विचारा मौलिकाः न । अवरोधयुक्तं वक्तव्यम् ।	विचारा मौलिकाः न । अवरोधयुक्तं सर्वथा वक्तव्यम् ।

वाचन / पाठन (संवाद, संभाषण, अभिनय इत्याद्य) कार्यं कृते मापदण्डः

मापदण्डस्य बिन्दवः	अत्युत्तम	उत्तम	मध्यम	साधारण	ध्यायतव्यम्
विषयवस्तु – ज्ञानं	विषय वस्तु ज्ञानं पूर्ण अस्तिI शब्दज्ञानम् सम्यक् अस्ति I	विषय वस्तु ज्ञानं पूर्ण अस्ति I शब्दज्ञानम् सम्यक् न अस्ति I	विषय वस्तु ज्ञानं पूर्ण न अस्तिI शब्दज्ञानम् सम्यक् न अस्ति I	विषय वस्तु ज्ञानं पूर्ण न अस्तिI शब्दज्ञानम् त्रुटिपूर्ण अस्ति I	न विषय वस्तु ज्ञानंI न शब्दज्ञानम् अस्ति I
उच्चारणं	उच्चारणं सदैव शुद्धं , कर्णाभ्यां सुखदं , भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं, भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं, भाषायाः प्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं, कर्णाभ्यां सुखदं, भाषाप्रवाहे परिमार्जनस्य आवश्यकता	उच्चारणं सर्वथा अशुद्धं,कर्णाभ्यां कटु,भाषाप्रवाहे परिमार्जनस्य आवश्यकता I
मौलिकता / विचाराणां सम्यक् अभिव्यक्ति	विचारा मौलिकाःI विना अवरोधं वदिताः I	विचारा बहुधा मौलिकाःI विना अवरोधं वदिताः I	विचारा मौलिकाः न I विना अवरोधं वदिताः I	विचारा मौलिकाः न I अवरोधयुक्तं वक्तव्यम् I	विचारा मौलिकाः न I अवरोधयुक्तं सर्वथा वक्तव्यम् I

8. Chapter wise allocation of marks. – As per CBSE.

Chapter/Unit	Allocation of Marks
1 अपठितअवबोधनं	10
2 रचनात्मकं लेखनम्	15
अनु प्रयुक्त व्याकरणम्	25
4 पठितअवबोधनं	30

9. Question paper design: (Typology of questions with respective weightage) -As per specification by DAV BOARD

खण्ड -क-अपठितगद्यान्शाधारितानिप्रश्नाः-अपठितगद्यान्शाधारितानिप्रश्नानां उत्तराणि दातव्यानि । 10

खण्ड -ख-रचनात्मकं -कार्यं- अस्मिन् खण्डे प्रदत्तमंजूषायाः सहायतया एकपत्रं, एकस्य चित्रस्य वर्णनं एवं पञ्चवाक्यानां संस्कृते अनुवादं कर्तव्यं। 15

खण्ड ग-अनुप्रयुक्तव्याकरणात्-अस्मिन्खण्डेव्याकरणात् संधि,समास,वाच्यपरिवर्तनं,काललेखनं,प्रत्यय,अव्ययः,अशुद्धिसन्शोधनंइत्याद्यःकर्तव्यं । 25

खण्ड घ- अस्मिन् खण्डे पाठ्यपुस्तकात् एकं पद्यान्शं एकं गद्यान्शं एकं नाट्यांशंआधारितानां प्रश्नानां उत्तराणि दातव्यानि।

अन्वयप्रश्ननिर्माणं, कथाक्रमलेखन, शब्दार्थः अपि कर्तव्यम् । 30

10. Prescribed Books शेमुषी-भाग2

अभ्यासवानभव –भाग 2 (अभ्यासपुस्तिका)

11. Suggested Books (If Applicable) Any book on grammar

.व्याकरणवीथि

12. Links for extended learning: (Related to curriculum) cbseacademic.nic.in**ART & CRAFT****1. Objectives** – Approximately 8-10

To enable the students to:

- *help learners to consolidate past experiences and knowledge.
- *provide opportunities for development of awareness about folk arts, local specific arts and other cultural components leading to appreciation of national heritage.
- *assist learners to use artistic and aesthetic sensibility in day to day life situation.
- *refine the sense of appreciation towards the beauty of nature through the basic elements of art forms.

2. Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Month
Poster Making Slogan Writing Best out of waste	Poster Making Slogan Writing Best out of waste	April, May July, August September, October

Folk art Flower Making	Folk art Flower Making	November, December Jan
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3. (a) Chapter wise Activities(miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process): Give Details in *brief* as per the headings below:

Name of the activity	Learning Objectives	Learning outcomes	Mode(Individual/pair/group)	Methodology /Procedure	Skills developed
1)Poster making	<ul style="list-style-type: none"> *To enable students to develop interpersonal and intrapersonal skills by working together in groups. *To enhance their aesthetic sense. *To enhance their creative skills. *To put and express their thoughts in 	<ul style="list-style-type: none"> *To develop students' interpersonal and intrapersonal skills by working together in groups. *To gain application, analysis and synthesis skills *To think out of the box and to inculcate the idea in the most effective way. *To innovate on different means and ways of putting across the topic in a poster. 	Individual	Students will be guided to make a poster and use all the the format precision areas and then they will also be shown some sample posters for further clarity .Topic for poster making will be given to them.	<ul style="list-style-type: none"> *Creative skills *Aesthetic skills *Time management skills

	artistic way.				
Slogan Writing	<p>To enhance their creative skills.</p> <p>*To put and express their thoughts in artistic way.</p> <p>*To write neatly in a meaningful way.</p>	<p>*Enhance their thinking skills.</p> <p>*Enhance their imagination and creativity</p> <p>*Enhance their calligraphy skills.</p>	Individual	<p>Students will be guided to write a slogan and writing styles will also be taught. Then they will also be shown some sample slogans for further clarity .Topic for Sloganwriting will be given to them.</p>	<p>*Interpersonal skills</p> <p>*Kinesthetic skills</p> <p>*aesthetic sense</p>
Best out of waste	<p>*To develop conservative attitude.</p> <p>*To enhance their creative skills.</p> <p>*To put and express their thoughts in artistic way.</p>	<p>*Development of innovation and creativity.</p> <p>*Development of aesthetic appreciation.</p> <p>*To develop the ability to think and organize the thinking to create something useful.</p> <p>*Helping the society in conservation of resources.</p> <p>Students will be</p>	Group	<p>Students will be guided to make dfferenter type of items from waste material and then they will also be shown some samples of best out of waste for further clarity .They will be asked to make some useful objects in group. .</p>	<p>*Motor skills</p> <p>*Creative skills</p> <p>*aesthetic skills</p>

Folk Art	<ul style="list-style-type: none"> *To develop conservative attitude. *To enhance their creative skills. *To put and express their thoughts in artistic way. 	<p>able to:</p> <ul style="list-style-type: none"> *Appreciate their cultural heritage * know the difference between various art forms like Warli Painting, Madhubani, Miniature art and Tribal art *Learn about traditional colours and dyes. 	Individual	Students will be guided to draw and paint different type of artwork in traditional way and then they will also be shown some samples of folk art painting .They will be asked to choose any folk art of their choice and make it on an Ivory sheet .	<ul style="list-style-type: none"> *Creative skills *aesthetic skills *Time management.
Flower making	<ul style="list-style-type: none"> *To enable students to develop an attitude for teamwork. *To enhance their aesthetic sense. *To enhance their creative 	<ul style="list-style-type: none"> *Development of innovation and creativity. *Development of aesthetic appreciation. Enhance their imagination and creativity. 	Group		<ul style="list-style-type: none"> *Creative skills *aesthetic skills *Time management.

	skills. *To put and express their thoughts in artistic way.			Students will be given demonstration to make flowers from duplex sheets and arrangement of flowers will also be taught. Then they will also be shown some sample flowers for further clarity Students will be asked to make flowers in groups and then arrange it.	
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3 (b) Assessment parameters & Rubrics for respective Activity:

4.Number of Worksheets planned per chapter:

5.Syllabus for Half yearly and Final Exam

Half Yearly : Poster making and slogan writing

Final Exam: Best out of waste and folk art

.(a) Enrichment Activity

Minimum One activity per periodic to be given with details as under:

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group) Individual	Methodology /Procedure	Skills developed
Poster Making (Save Electricity)	*To sensitize students about the importance of saving electricity and to improve their creative skills.	Students will learn ways to conserve electricity in an artistic manner.		Ideas for poster making will be discussed in the class. Students will be guided to make a poster on Save Electricity and then they will also be asked to make a caption for the poster.	Skills developed *Creative skills *Aesthetic skills *Time management skills

7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

RUBRICS FOR POSTER MAKING					
	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
Drawing/pictures used to develop main idea.	Neat and effective drawing/ excellent variety	Neat and effective drawing/ good variety of	Neat but limited drawing/ some pictures used.	drawing neat but not effective/ few pictures used.	Drawing neither neat nor effective/ very less pictures used with lots of

	of pictures used.	pictures used.			repetition.
Relevancy of the idea to the topic	Original ideas, absolutely meeting the demand of the topic.	Original ideas, mostly related to the topic.	Several original ideas, meeting the demand of the topic.	Some original ideas but not completely meeting the demand of the topic.	Few original ideas, rarely connected to the main topic.
Visual Impact/ overall presentation	Overall presentation is outstanding.	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.

RUBRICS FOR SLOGAN WRITING

	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
Slogan used to develop main idea.	Neat and effective calligraphy / excellent variety of pictures used.	Neat and effective calligraphy / good variety of pictures used.	Neat but limited font style/ some pictures used.	drawing neat but not effective slogan.	Writing style neither neat nor effective/ very less pictures used are not relevant.

Relevancy of the idea to the topic	Original ideas, absolutely meeting the demand of the topic.	Original ideas, mostly related to the topic.	Several original ideas, meeting the demand of the topic.	Some original ideas but not completely meeting the demand of the topic.	Few original ideas, rarely connected to the main topic.
overall presentation font style and colour scheme	Overall presentation is outstanding.colour scheme is excellent .	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.

RUBRICS FOR BEST OUT OF WASTE

	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
creativity	Clearly explored and expressed multiple ideas in a unique way.	Explored and expressed multiple ideas in an original way.	Craft work is original and idea is also good.	Craft work is Original but mostly based on an existing idea.	Followed a set of directions but did not explore new ways to alter the idea.
Usefulness	Craft work is very useful.	Craft work is useful.	Craft work can be used	Craft work is not very useful.	Craft work is not useful.

Presentation	Overall presentation is outstanding.	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.
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RUBRICS FOR FOLK ART

	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
Drawing/pictures used to develop main idea.	Neat and effective drawing/ excellent variety of pictures used.	Neat and effective drawing/ good variety of pictures used.	Neat but limited drawing/ some pictures used.	drawing neat but not effective/ few pictures used.	Drawing neither neat nor effective/ very less pictures used with lots of repetition.
Traditional colour scheme and detail work	Traditional colours are used and minute details are also given.	Traditional colours are used but less use of dyes and minute details are done	Traditional colours are less used and minute details are not given properly.	Traditional colours are very less used and minute details less given.	Traditional colours are not used and minute details are also not given.

		neatly.			
Visual Impact/ overall presentation	Overall presentation is outstanding.	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.

	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
creativity	Clearly explored and expressed multiple ideas in a unique way.	Explored and expressed multiple ideas in an original way.	Flowers are original and idea is also good.	Flowers are original but mostly based on an existing idea.	Followed a set of directions but did not explore new ways to alter the idea.
Neatness	Flowers made are very neat	Flowers made are neat.	Flowers made are good	Less neat	Not at all neat.
Presentation	Overall presentation is	Overall presentation is	Overall presentation is	Overall presentation is	Overall presentation

	outstanding	very effective.	effective.	somewhat effective.	needs improvement.
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8. Chapter/ unit wise allocation of marks

Chapter/ Unit	Allocation of Marks
Grading is applicable	

9. Question paper design: (Typology of questions with respective weightage)

10. Prescribed Books

11. Suggested Books (If Applicable)

12. Links for extended learning: (Related to curriculum)

MUSIC

उद्देश्य: –

- 1) विद्यार्थियों को स्वर ज्ञान करवाना।
- 2) राग पहचानने की क्षमता।
- 3) एकाग्रता में वृद्धि।
- 4) राष्ट्रीय गान के प्रति सम्मान की भावना।
- 5) संगीत के माध्यम से आत्मविश्वास में वृद्धि।

- 6) समूह में कार्य करन से सहभागिता की प्रवृत्ति का विकास।
- 7) मंच मय से मुक्ति।
- 8) प्रस्तुतिकरण की शैली का विकास।
- 9) भारतीय संगीत व पाश्चात्य संगीत में समानता व असमानता का ज्ञान।

पाठ्यक्रम: -

- 1) आरोह, अवरोह, अलंकार (मार्च)
- 2) संगीत, ध्वनि, गीत (अप्रैल)
- 3) स्वर, सप्तक (मई)
- 4) सप्तक, तीनताल (जुलाई)
- 5) झपताल, भजन (अगस्त)
- 6) राष्ट्रीय गीत / शब्द (सितम्बर)
- 7) देशभक्ति गीत / शब्द (अक्टूबर)
- 8) दोहराई कार्य / भाव (नवम्बर)

गतिविधि: -

छंडम व िब्जपअपजल	स्मंतदपदह व्हरमबजपअम	स्मंतदपदह वनज बवउमे
अलंकार	सात स्वरों के बारे में बताते हुए आरोह व अवरोह के आधार पर स्वर ज्ञान।	सप्तक का ज्ञान व अलंकार गाने व बनाने का अभ्यास
कौलाज़	भारतीय वाद्य यंत्र और पाश्चात्य वाद्य यन्त्रों के चित्रों का संकलन	भिन्न - 2 वाद्य यन्त्रों के बारे में ज्ञान
गीत / भजन	राग मैखी पर आधारित गीत का अभ्यास	संगीत में रागों के स्थान के बारे में बता कर गीत गवाया व लिखाया जाएगा।

देशभक्ति गीत	राष्ट्र प्रेम से ओत प्रोत गीत का शिक्षण	15 अगस्त व 26 जनवरी पर देशीभक्ति गीत सिखाकर एक छोटी, प्रतियोगिता (कक्षा में)
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डक्कम पदकपअपकनंसध चंपतध लतवनच	डमजीवकवसवहलध चतवबमकनतम	पससे कमअमसवचमक
समूह	सप्तक, आरोह व अवरोह का ज्ञान कराते हुए अलंकार गाने व बजाने सिखाए जाएंगे	स्वर ज्ञान में वृद्धि
समूह	यत्र ज्ञान	भारतीय व पाश्चात्य वाद्य यन्त्रों के प्रयोग का ज्ञान व पहचान
समूह / एकल	विद्यार्थियों को आरोह, अवरोह सिखाकर उनसे समूह में व एकल सुना व गवाया जाएगा।	आत्मविश्वास में वृद्धि
एकल / समूह	तीन भागों में विद्यार्थियों का समूह बनाकर एक प्रतियोगिता देशभक्ति गीतों पर आधारित करवाना	मंच भय से मुक्ति देश प्रेम की भावना

आंकलन बिंदु

मूल्यांकन अंक

स्वर ज्ञान, आत्मविश्वास, प्रस्तुतिकरण, सामाग्री, भाव व लय

मूल्यांकन अंक

1)	अति उत्तम	–	5
2)	उत्तम	–	4
3)	मध्यम्	–	3
4)	सामान्य	–	2
5)	निम्न	–	1

FINANCIAL MARKET MANAGEMENT

Learning Objectives

1. To develop financial skills.
2. To build foundation for money management and equity market.
3. To develop basic understanding of mutual funds, capital and derivative market.
4. To build speed and accuracy for financial market operations.
5. To gain knowledge of green skills for environment protection.
6. To develop computer skills required for financial market.
7. To learn communication (oral & written) skills to deal with clients.
8. To understand regulatory requirements while working in financial markets.

Learning Outcomes

1. Students will understand the need and tools of investments.
2. They will appreciate the role of stock exchange, depositories and SEBI.
3. Students will know about primary and secondary market and ways to float securities in primary market and trading procedure in secondary market.
4. They will learn the trading procedure, debt and equity.
5. Understanding derivatives (commodity and financial).
6. Knowing dematerialisation and understanding its benefits.
7. Understanding mutual funds and analysis of a company with the help of Ratios.
8. Developing appreciation for regulations of financial market.
9. Developing communication and employability skills along with the green skills.

Month wise division of syllabus

Month	Unit/ Lesson No.	Name of the unit/ lesson
April	L 1 Employability skill (ES) Unit 1	Investment basics Communication skills
May	L 2 ES: Unit 2	Securities Self-management skills
July	L 3 L 4 ES: Unit 3	Primary market Secondary market Information & communication technology skills
August & September	L 5 & 6 ES: Unit 4	Derivatives Depository Entrepreneurship skills

October	L 7 & 8 ES: Unit 5	Mutual funds Miscellaneous Green skills
November	L 9 & 10	Concepts and modes of analysis Ratio analysis

No. of worksheets planned per chapter: One worksheet per chapter.

Syllabus for periodic test:

- **Periodic test I (May): L: 1 & 2 and ES: unit 1**
- **Periodic test II (September): L: 1, 2, 3, 4, 5 & 6 and ES: unit 1, 2, 3 & 4**
- **Periodic test III (December): Full syllabus (PAT)**

Practical Work (50 marks)

- **Project: 10 marks**
- **Viva: 05 marks**
- **Practical file: 10 marks**
- **Demonstration of skill competency via Lab activities: 25 marks**

(Practical details will be shared by NSE via NSMART software)

Marks Split up:

PART	UNITS/ LESSONS	MAXIMUM MARKS
A Employability Skills	Unit 1 to 5	10
B Subject Specific Skills	L 1 to 10	40

C Practical Work	NSMART Software	50
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Prescribed book: Introduction to financial market by CBSE

Links for extended learning:

cbseacademic.nic.in

psscive.ac.in

nseknowledgehub (mobile app)

ARTIFICIAL INTELLIGENCE

OBJECTIVES:

1. Helping learners understand the world of Artificial Intelligence and its applications through games, activities and multi-sensorial learning to become AI-Ready.
2. Introducing the learners to three domains of AI in an age appropriate manner.
3. Allowing the learners to construct meaning of AI through interactive participation and engaging hands-on activities.
4. Introducing the learners to AI Project Cycle.
5. Introducing the learners to programming skills - Basic python coding language.

LEARNING OUTCOMES:

Learners will be able to

1. Identify and appreciate Artificial Intelligence and describe its applications in daily life.
2. Relate, apply and reflect on the Human-Machine Interactions to identify and interact with the three domains of AI: Data, Computer Vision and Natural Language Processing and Undergo assessment for analysing their progress towards acquired AI-Readiness skills.
3. Imagine, examine and reflect on the skills required for futuristic job opportunities.
4. Unleash their imagination towards smart homes and build an interactive story around it.
5. Understand the impact of Artificial Intelligence on Sustainable Development Goals to develop responsible citizenship.
6. Research and develop awareness of skills required for jobs of the future.
7. Gain awareness about AI bias and AI access and describe the potential ethical considerations of AI.
8. Develop effective communication and collaborative work skills.
9. Get familiar and motivated towards Artificial Intelligence and Identify the AI Project Cycle framework.
10. Learn problem scoping and ways to set goals for an AI project and understand the iterative nature of problem scoping in the AI project cycle.
11. Brainstorm on the ethical issues involved around the problem selected.
12. Foresee the kind of data required and the kind of analysis to be done, identify data requirements and find reliable sources to obtain relevant data.
13. Use various types of graphs to visualise acquired data.

14. Understand, create and implement the concept of Decision Trees.
15. Understand and visualise computer's ability to identify alphabets and handwritings.
16. Understand and appreciate the concept of Neural Network through gamification and learn basic programming skills through gamified platforms.
17. Acquire introductory Python programming skills in a very user-friendly format.

MONTH	UNIT	SUB-UNIT	SESSION/ ACTIVITY/ PRACTICAL
APRIL	1. INTRODUCTION TO AI & Communication skills	Foundational concepts of AI	Session: What is Intelligence?
			Session: Decision Making. <ul style="list-style-type: none"> • How do you make decisions? • Make your choices!
			Session: what is Artificial Intelligence and what is not?
		Basics of AI: Let's Get Started	Session: Introduction to AI and related terminologies. <ul style="list-style-type: none"> • Introducing AI, ML & DL. • Introduction to AI Domains (Data, CV & NLP)
			Session: Applications of AI – A look at Real-life AI implementations
MAY	2. AI PROJECT CYCLE & Self-management	Introduction	Session: Introduction to AI Project Cycle
		Problem Scoping	Session: Understanding Problem Scoping & Sustainable Development Goals
		Data Acquisition	Session: Simplifying Data Acquisition
		Data Exploration	Session: Visualising Data

	skills	Modelling	Session: Introduction to modelling <ul style="list-style-type: none"> • Introduction to Rule Based & Learning Based AI Approaches • Introduction to Supervised Unsupervised & Reinforcement Learning Models • Neural Networks
		Evaluation	Session: Evaluating the idea!
JULY	3. ADVANCE PYTHON (To be assessed through Practicals) & Information & communication technology skills	Recap	Session: Jupyter Notebook/IDLE
			Session: Introduction to Python
			Session: Python Basics
AUGUST & SEPTEMBER	4. DATA SCIENCES (To be assessed through Practicals) & Entrepreneurship skills	Introduction	Session: Introduction to Data Science
			Session: Applications of Data Science
			Session: Revisiting AI Project Cycle
		Concepts of Data Sciences	Session: Python for Data Sciences
			Session: Statistical Learning & Data Visualisation
		K-nearest neighbour model	Activity: Personality Prediction
			Session: Understanding K-nearest neighbour model
OCTOBER	5. COMPUTER	Introduction	Session: Introduction to Computer Vision

	VISION (To be assessed through Practicals) & Green skills		Session: Applications of CV
		Concepts of Computer Vision	Session & Activity: Understanding CV Concepts <ul style="list-style-type: none"> • Pixels • How do computers see images? • Image Features
		OpenCV	Session: Introduction to OpenCV
			Hands-on: Image Processing
		Convolution Operator	Session: Understanding Convolution operator
			Activity: Convolution Operator
		Convolution Neural Network	Session: Introduction to CNN
			Session: Understanding CNN <ul style="list-style-type: none"> • Kernel • Layers of CNN
			Activity: Testing CNN
NOVEMBER	6. NATURAL LANGUAGE PROCESSING	Introduction	Session: Introduction to Natural Language Processing
			Session: NLP Applications
			Session: Revisiting AI Project Cycle
		Chatbots	Activity: Introduction to Chatbots
		Language Differences	Session: Human Language VS Computer Language
		Concepts of Natural Language Processing	Hands-on: Text processing <ul style="list-style-type: none"> • Data Processing • Bag of Words • TFIDF • NLTK

	7. EVALUATION	Introduction	Session: Introduction to Model Evaluation
		Confusion Matrix	Session & Activity: Confusion Matrix
		Evaluation Score Calculation	Session: Understanding Accuracy, Precision, Recall & F1 Score
			Activity: Practice Evaluation

NOTE: Unit 3, 4 & 5 will be assessed through Practicals only and will not be assessed with the Theory Exam.

SYLLABUS FOR PERIODIC TEST:

- **Periodic test I (May): L: 1 & 2 and ES: unit 1**
- **Periodic test II (September): L: 1, 2, 3, 4, 5 & 6 and ES: unit 1, 2, 3 & 4**
- **Periodic test III (December): Full syllabus (PAT)**

SCHEME OF PERIODIC TEST II / FINAL EXAM

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