

COURSE STRUCTURE**CLASS X****(Annual Examination)****Marks: 80**

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

Theme: Materials**Unit I: Chemical Substances - Nature and Behaviour**

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

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

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

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

Theme: The World of the Living**Unit II: World of Living**

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

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

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

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

Theme: Natural Phenomena

Unit III: Natural Phenomena

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

Refraction; Laws of refraction, refractive index.

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

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

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

Theme: How Things Work

Unit IV: Effects of Current

Electric current, potential difference and electric current. Ohm's law; Resistance, Resistivity, Factors on which the resistance of a conductor depends. Series combination of resistors, parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications in daily life. Electric power, Interrelation between P, V, I and R. **Magnetic effects of current** : Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left Hand Rule, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme: Natural Resources

Unit V: Natural Resources

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

(Class X) Subject: English language and Literature

Break up Syllabus for the session 2023-24

Books Prescribed

1. First Flight (NCERT)
2. Footprints without Feet (NCERT)

| Month | Book/Skill | Chapter | Topics | Period |
|--|---------------------------------------|----------------------|---|---------------|
| April (19 days) | First Flight | FF 1 | Introduction | 1 |
| | | FF P 1 | A letter to God | 2 |
| | | FF P 2 | Dust of Snow | 2 |
| | Footprints Without Feet | FWF 1 | Fire and Ice | 1 |
| | | FWF 2 | A Triumph of Surgery | 2 |
| | Writing Grammar First Flight | WS | The Thief's Story | 2 |
| | | IGP | Letter : Placing Order | 3 |
| | | FF 2 | Integrated Grammar Practice(Tenses) | 2 |
| | | | Nelson Mandela : Long walk to Freedom | 4 |
| May (11 days) | First Flight | FF 2 | Two Stories About Flying | 3 |
| | Writing | WS | Letter : Making Enquiry | 2 |
| | First Flight | FF P 3 | A Tiger in the Zoo | 1 |
| | Footprints Without Feet | FWF 3 | The Midnight Visitor | 2 |
| | First Flight | FF 4 | From the Diary of Anne Frank | 3 |
| June (16 days) | First Flight | FF P 4 | How to tell Wild Animals | 1 |
| | Grammar | IGP | Integrated Grammar Practice(Reported Speech) | 3 |
| | Writing Footprints Without Feet | WS | Letter : Editor | 1 |
| | | FWF 2 | A Question of Trust | 2 |
| | Grammar Writing | IGP | Integrated Grammar Practice (Determiners) | 2 |
| | | WS | Letter : Making Enquiry | 1 |
| | ASL Grammar | ASL | ASL | 3 |
| | | IGP | Integrated Grammar Practice (Subject Verb Agreement) | 3 |
| July (17 +6* days) *Test series | First Flight | FF 5 | Discussion and Distribution of Test Series Papers | 1 |
| | | FF P 5 | The Glimpses of India | 6 |
| | Footprints Without Feet | FWF 5 | The Ball Poem | 2 |
| | | | Footprints Without Feet | 3 |
| | Writing | WS | Letter : Lodging Complaint | 2 |
| | | Analytical Paragraph | 3 | |

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|---------------------|----------------------------|----------------|---|--------|
| August (22 days) | First Flight | FF 6 FF P 6 | Mijbil the Otter Amanda | 3 2 |
| | Footprints Without Feet | FWF 6 | The Making of a Scientist | 3 |
| | ASL | ASL | ASL | 4 |
| | Grammar Writing | IGP WS | Integrated Grammar Practice Analytical Paragraph | 3 2 |
| | First Flight | FF 6 FF P 7 | Madam Rides the Bus The Trees | 3 2 |

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|--|---------------------------------------|--------------------------|--|----------------------------------|
| September (days) | Revision | | Revision | |
| | | | HALY YEARLY EXAMINATION | |
| October (19 days) | Footprints Without Feet Writing | FWF 7 | The Necklace | 3 |
| | First Flight | FF 8 FF P 8 FF P 9 | The Sermon at Benares Fog The Tale of Custard the Dragon | 2 1 2 |
| | Writing | WS | Letter : Placing Order, Making Enquiry and Lodging Complaint | 3 |
| | Footprints Without Feet Writing | FWF 8 WS | Bholi Analytical Paragraph | 4 2 |
| | Reading | RS | Comprehension Passage | 2 |
| | November (17 days) | First Flight | FF 9 FF 10 | The Proposal For Anne Gregory |
| Footprints Without Feet Writing Grammar | | FWF 9 WS IGP | The Book that Saved the Earth Writing Skills Integrated Grammar Practice | 4 3 3 |
| December (days) | | Revision | Revision PRE- BOARD EXAMINATION | |

Class X syllabus of Information Technology (402)

Session-2023-24

Employability Skills

Unit 1 Communication Skills 1

- Session 1 Methods of Communication
- Session 2 Verbal Communication
- Session 3 Non-verbal Communication
- Session 4 Communication Cycle and Importance of Feedback
- Session 5 Barriers to Effective Communication
- Session 6 Writing Skills — Parts of Speech
- Session 7 Writing Skills — Sentences

Unit 2 Self-management Skills

- Session 1 Stress Management
- Session 2 Self-awareness — Strength and Weakness Analysis
- Session 3 Self-motivation
- Session 4 Self-regulation — Goal Setting
- Session 5 Self-regulation — Time Management

Unit 3 Information and Communication Technology Skills

- Session 1 Basic Computer Operations
- Session 2 Performing Basic File Operations
- Session 3 Computer Care and Maintenance
- Session 4 Computer Security and Privacy

Unit 4 Entrepreneurial Skills

- Session 1 Entrepreneurship and Society
- Session 2 Qualities and Functions of an Entrepreneur
- Session 3 Myths about Entrepreneurship
- Session 4 Entrepreneurship as a Career Option

Unit 5 Green Skills

- Session 1 Sustainable Development
- Session 2 Our Role in Sustainable Development

Information Technology

UNIT 1: DIGITAL DOCUMENTATION (ADVANCED)

- SESSION 1: CREATE AND APPLY STYLES IN THE DOCUMENT
- SESSION 2: INSERT AND USE IMAGES
- SESSION 3: CREATE AND USE TEMPLATE
- SESSION 4: CREATE AND CUSTOMIZE TABLE OF CONTENTS
- SESSION 5: IMPLEMENT MAIL MERGE

UNIT-2: ELECTRONIC SPREADSHEET (ADVANCED)

- SESSION 1: ANALYSE DATA USING SCENARIOS AND GOAL SEEK
- SESSION 2: LINK DATA AND SPREADSHEETS
- SESSION 3: SHARE AND REVIEW A SPREADSHEET
- SESSION 4: CREATE AND USE MACROS IN SPREADSHEET

UNIT-3 RELATIONAL DATABASE MANAGEMENT SYSTEMS (BASIC)

- SESSION 1: APPRECIATE THE CONCEPT OF DATABASE MANAGEMENT SYSTEM
- SESSION 2: CREATE AND EDIT TABLES USING WIZARD AND SQL COMMANDS
- SESSION 3: PERFORM OPERATIONS ON TABLE

SESSION 4: RETRIEVE DATA USING QUERY

SESSION 5: CREATE FORMS AND REPORTS USING WIZARD

UNIT-4 WEB APPLICATIONS AND SECURITY

SESSION 1: WORKING WITH ACCESSIBILITY OPTIONS

SESSION 2: NETWORKING FUNDAMENTALS

SESSION 3: INTRODUCTION TO INSTANT MESSAGING

SESSION 4: CHATTING WITH A CONTACT – GOOGLE TALK

SESSION 5: CREATING AND PUBLISHING WEB PAGES – BLOG

SESSION 6: USING OFFLINE BLOG EDITORS

SESSION 7: ONLINE TRANSACTIONS

SESSION 8: INTERNET SECURITY

SESSION 9: MAINTAIN WORKPLACE SAFETY

SESSION 10: PREVENT ACCIDENTS AND EMERGENCIES

SESSION 11: PROTECT HEALTH AND SAFETY AT WORK



DELHI PUBLIC SCHOOL, DHANBAD

HALF YEARLY BIOLOGY SYLLABUS FOR CLASS-X (2023-24)

(APRIL –SEPTEMBER)

| MONTH | Pds. | TOPICS WITH BREAK UP | |
|--------|------|---|--|
| APRIL | 11 | <u>CHAPTER : LIFE PROCESSES :</u> 'Living Being'. Basic concept of nutrition, respiration, transport and excretion in plants and animals. | |
| MAY | 8 | <u>CHAPTER : LIFE PROCESSES :</u> CONTD. Transport and excretion in plants and animals. | |
| JUNE | 8 | <u>CHAPTER : CONTROL AND COORDINATION IN PLANTS AND ANIMALS:</u> Tropic movements in plants; Introduction of plant hormones; Control and co-ordination in animals:. | |
| JULY | 6 | <u>CHAPTER : CONTROL AND COORDINATION IN PLANTS AND ANIMALS: CONTD.</u> Nervous system; Voluntary, involuntary and reflex action; Chemical co-ordination: animal hormones. | |
| AUGUST | 8 | <u>CHAPTER ; OUR ENVIRONMENT :</u> Eco-system, Environmental problems, Ozone depletion, waste production and their solutions. Biodegradable and non-biodegradable substances. | |

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|------------------|--|--|-----------------------------------|
| SEPTEMBER | | Revision: Discussion and Practice Works HALF YEARLY EXAMINATION PTM AND PROGRESS REPORT | TOTAL MARKS = 30 |
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DELHI PUBLIC SCHOOL, DHANBAD

FINAL TERM BIOLOGY SYLLABUS FOR CLASS- X (2023-24)

(OCTOBER-MARCH)

| MONTH | Pds. | TOPICS WITH BREAK UP | |
|----------|------|--|--|
| OCTOBER | 10 | <p><u>CHAPTER : REPRODUCTION(HOW DO ORGANISMS REPRODUCES):</u></p> <p>Reproduction in animals and plants</p> <p>Asexual and sexual reproduction</p> <p>Health-need and methods of family planning.</p> <p>Safe sex vs HIV/AIDS. Sex-ratio ,Child bearing and women's health.</p> | |
| NOVEMBER | 8 | <p><u>CHAPTER : HEREDITY AND EVOLUTION</u></p> <p>Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination: brief introduction:</p> <p>(topics excluded-evolution; evolution and classification and evolution should not be equated with progress).</p> | |
| DECEMBER | 8 | <p><u>REVISION :</u></p> <p><u>CHAPTER:: LIFE PROCESSES</u></p> <p>'Living Being'. Basic concept of nutrition, respiration, transport and excretion in plants and animals.</p> <p><u>REVISION:</u></p> <p><u>CHAPTER : CONTROL AND COORDINATION IN PLANTS AND ANIMALS:</u></p> | |

| | | | |
|----------|---|---|--|
| | | <p>Tropic movements in plants; Introduction of plant hormones; Control and co-ordination in animals: Nervous system; Voluntary, involuntary and reflex action; Chemical co-ordination: animal hormones.</p> <p><u>REVISION:</u></p> <p><u>CHAPTER : REPRODUCTION(HOW DO ORGANISMS REPRODUES):</u></p> <p>Reproduction in animals and plants</p> <p>Asexual and sexual reproduction</p> <p>Health-need and methods of family planning.</p> <p>Safe sex vs HIV/AIDS. Sex-ratio ,Child bearing and women's health.</p> | |
| JANUARY | 8 | <p><u>REVISION:</u></p> <p><u>CHAPTER : HEREDITY AND EVOLUTION</u></p> <p>Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination: brief introduction:</p> <p>(topics excluded-evolution; evolution and classification and evolution should not be equated with progress).</p> <p><u>REVISION:</u></p> <p><u>CHAPTER ; OUR ENVIRONMENT :</u></p> <p>Eco-system, Environmental problems, Ozone depletion, waste production and their solutions. Biodegradable and non-biodegradable substances.</p> | |
| FEBRUARY | - | <p>CBSE BOARD EXAMINATION 2023-24</p> | |

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|--------------|--|---------------------------------------|--|
| MARCH | | CBSE BOARD EXAMINATION 2023-24 | |
|--------------|--|---------------------------------------|--|

COURSE STRUCTURE CLASS -X

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

UNIT I: NUMBER SYSTEMS

1. REAL NUMBER

(15) Periods

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

UNIT II: ALGEBRA

1. POLYNOMIALS

(8) Periods

Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials.

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

(15) Periods

Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency.

Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination. Simple situational problems.

3. QUADRATIC EQUATIONS

(15) Periods

Standard form of a quadratic equation $ax^2 + bx + c = 0$, ($a \neq 0$). Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula. Relationship between discriminant and nature of roots.

Situational problems based on quadratic equations related to day to day activities to be incorporated.

4. ARITHMETIC PROGRESSIONS

(10) Periods

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

UNIT III: COORDINATE GEOMETRY

Coordinate Geometry

(15) Periods

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

UNIT IV: GEOMETRY

1. TRIANGLES

(15) Periods

Definitions, examples, counter examples of similar triangles.

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

2. CIRCLES

(10) Periods

Tangent to a circle at, point of contact

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

UNIT V: TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY (10) Periods

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

2. TRIGONOMETRIC IDENTITIES (15) Periods

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

3. HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression. (10)Periods

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

UNIT VI: MENSURATION

1. AREAS RELATED TO CIRCLES (12) Periods

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

2. SURFACE AREAS AND VOLUMES (12) Periods

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

UNIT VII: STATISTICS AND PROBABILITY

1. STATISTICS (18) Periods

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

2. PROBABILITY (10) Periods

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

**MATHEMATICS-Standard
QUESTION PAPER DESIGN
CLASS – X (2023-24)**

Time: 3 Hours

Max. Marks: 80

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

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

MATHEMATICS-Basic
QUESTION PAPER DESIGN
CLASS – X (2023-24)

Time: 3Hours

Max. Marks: 80

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

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

PRESCRIBED BOOKS:

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

कक्षा – दशमी

संस्कृतम् (सम्प्रेषणात्मकम्) कोडू सङ्ख्या - 119

पाठ्यक्रमः परीक्षानिर्देशाश्च (2023-24)

या अन्तस्स्थले विद्यमानान् विविधविचारान् भावान् विविधाः अनुभूतीः च सार्थकैः ध्वनिभिः लिखितैः सङ्केतैः च प्रकटयति व्यक्तीकरोति सा भाषा। वस्तुतः भाषा अभिप्रायप्रकटनस्यैव विशिष्टं साधनं वर्तते। समाजे जनानां परस्परं भावग्रहणाय, भावविनिमयाय भावावबोधनाय च भाषा एव सरलतमं स्पष्टतमं च साधनं विद्यते। संसारे द्विसहस्राधिकभाषाः अधुना जनैः प्रयुज्यन्ते यासु गीर्वाणभाषा देववाणी संस्कृतभाषा प्राचीनतमा समृद्धा चास्ति। अस्यामेव भाषायां चतुर्भिः वेदैः षड्वेदाङ्गैः च सुसम्पन्नाः चतुर्दशविद्याः, विज्ञानम्, आयुर्वेदः, गणितं योगशास्त्रादयश्च ग्रन्थाः सुनिबद्धाः विद्यन्ते। एतेन अनुमातुं शक्यते यत् संस्कृतं केवलं भावप्रकटीकरणस्य विचारविनिमयस्य च माध्यमः एव न अपितु एकं विशिष्टं जीवनदर्शनम् अपि विद्यते। इतिहासः प्रमाणमत्र यत् सृष्टेः आदितः अद्यावधि यत् शिक्षणं ज्ञानविज्ञानं च अस्ति तत् सर्वम् अस्यां भाषायामेव अतीव वैज्ञानिकविधिना सन्निहितम् अस्ति। मनसः गहनातिगहनभावानां विविधविचाराणां च स्पष्टतया प्रकटीकरणार्थं संस्कृतं विना अन्यत्र नैव विद्यते वैशिष्ट्यम्। भारतीयं सर्वस्वं विश्वस्य समग्रं तत्त्वं च अस्यां भाषायाम् अस्ति।

संस्कृतस्य भाषावैज्ञानिकत्वम् - ऐतिहासिक-वर्णनात्मक-तुलनात्मकाध्ययन-द्वारा भाषायाः प्रकृतेः विकासोत्पत्तेः संरचनायाः अध्ययनपूर्वकं सर्वेषां विषयाणां सैद्धान्तिकः निर्णयः भाषाविज्ञानेन क्रियते। भाषाविज्ञान-नामकशास्त्रे शब्दानाम् उत्पत्तिः, वाक्यानां संरचना इत्यादीनां विषयाणां विचारः क्रियते। भाषाविज्ञानस्य सम्बन्धः सर्वेषां मानवानां भाषाभिः सह अस्ति। एवं भाषाविज्ञाने ध्वनेः, ध्वनि-उच्चारणोपयोगिनां स्वरयन्त्रमुखजिह्वादि-अङ्गानां प्रकृति-प्रत्ययादीनां, संज्ञासर्वनाम-क्रिया-विशेषणादीनां नामाख्यात-उपसर्जननिपातानां पदपदार्थविषयकाणां विकारादीनां विकारमूलककारकाणाम् अन्येषां विविधविषयाणाञ्च अध्ययनं क्रियते। भाषाविज्ञाने संस्कृतभाषा-विषयक-वर्णोत्पत्ति-सिद्धान्तस्य अतीव वैज्ञानिकं निरूपणं कृतं वर्तते।

विश्वस्य सर्वासु भाषासु संस्कृतभाषा प्राचीनतमा अस्ति। प्रायः सर्वासु भाषासु संस्कृतपरकशब्दाः उपलभ्यन्ते। संस्कृतभाषा भारतीयभाषाणां जननी इति कथ्यते। सर्वासु भारतीयभाषासु संस्कृतभाषा अन्तर्लीना अस्ति इति सर्वे अङ्गीकुर्वन्ति।

भारतदेशः बहुभाषी देशोऽस्ति। अस्मिन् देशे अनेकतायाम् एकतावर्धिनी भाषेयं सामाजिकसमरसतायै जीवनविकासाय च आवश्यकी वर्तते। संस्कृतस्य सांस्कृतिकं महत्त्वं वर्णयन्तः विद्वांसः कथयन्ति “भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा, संस्कृतिमूलं संस्कृतम्, साहित्यं संस्कृतिवाहकञ्च इति।” एषा संस्कृतिः न केवलं भारतस्य अपि तु विश्वस्य मुकुटायमाना अस्ति। उक्तं च-

सत्यमर्हिसादिगुणैः श्रेष्ठा विश्वबन्धुत्वशिक्षिका।

विश्वशान्तिः सुखधात्री भारतीया हि संस्कृतिः ॥

संस्कृतस्य व्यापकत्वं ज्ञायते अनेन पद्येन -

संस्कृते संस्कृतिर्ज्ञेया संस्कृते सकलाः कलाः।

संस्कृते सकलं ज्ञानं संस्कृते किन्न विद्यते ॥

एवं संस्कृतभाषा परिनिष्ठिता, दोषरहिता, सरला, गभीरा, यथार्था वैज्ञानिकी च भाषा अस्ति। सम्प्रति युगेऽस्मिन् प्रमुखैः उद्देश्यैः संस्कृतभाषा शिक्षणीया अस्ति।

शिक्षणोद्देश्यानि –

- * वसुधैव-कुटुम्बकम् इति भावनाविकासः।
- * भारतीयभाषाणां संरक्षणम्।
- * संस्कृतभाषया सम्प्रेषणकौशलविकासः।
- * परस्परं संस्कृतसम्भाषणेन भावविनिमयः।
- * संस्कृत-भाषया एव संस्कृत-शिक्षणम्।
- * श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक-कौशलानां विकासः।
- * बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम्।
- * मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च।
- * भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च।
- * आत्मानुशासनसंस्थापनम्।
- * भाषाशिक्षणकौशलानि वर्धनाय नैपुण्यप्राप्तिः।
- * संस्कृतसाहित्यस्य अध्ययनेन ज्ञानानन्दस्य अनुभूतिः।
- * मानवजीवनस्य विकासपूर्वकं कल्याणम्।
- * संस्कृतभाषया छात्राणां सर्वविधविकासः।

शिक्षणप्रविधयः -

- * संस्कृतमाध्यमेन सम्भाषणविधिना शनैः शनैः संस्कृत-शिक्षणं सम्भविष्यति। गतिवर्धनाय संस्कृताध्यापकैः धैर्येण स्वकीयाध्यापन-कार्यक्रमाणां नियोजनम्। रुचिकरभाषाभ्यासेन भाषिकोपलब्धिः। भाषिकाभ्यासाय वार्तालाप-कथाश्रवण-वादविवाद-संवाद-वर्णनपरक-प्रतियोगिताभिः भाषाशिक्षणं कारयितुं शक्यते।
- * विभिन्नप्रामाणिकसंस्थानां कार्यक्रमाः साहित्यसामग्र्यश्च प्रयुज्य उत्तमशिक्षणं कर्तुं शक्यते।
- * संस्कृतभाषया उपलब्ध-दृश्य-श्रव्य-सामग्री-माध्यमेन भाषाभ्यासः।
- * विभिन्नपाठ्यसामग्रीद्वारा शिक्षकः स्वकीयं शिक्षणकार्यं रुचिकरं कर्तुं शक्नोति।
- * भाषाशिक्षकः छात्रान् स्नेहपूर्वकम् (आत्मीयभावेन) पाठयेत्।
- * अद्यतनपूर्वकं साहित्यकोश-शब्दकोश-सन्दर्भग्रन्थानां सहायतया छात्राणां तत्परतावर्धनम्।
- * प्राचीनार्वाचीनयोर्मध्ये समन्वयस्थापनद्वारा नूतनशिक्षणविधिभिश्च संस्कृतशिक्षणम्।
- * सङ्गणकमाध्यमेन अन्तर्जाले विद्यमानसामग्रीभिश्च संस्कृतशिक्षणम्।

कौशलानि-

- * ज्ञानात्मक-अवबोधनात्मक-अनुप्रयोगात्मक-विश्लेषणात्मक-संश्लेषणात्मक-मूल्याङ्कनात्मक-लक्षिताधिगमनविशेषाः।
- * **श्रवणकौशलम्** – भावाधिग्रहणाय ध्वन्यात्मकं भाषायाः प्रथमं कौशलम् इदम्। अस्य साधनानि - गुरुमुखम्, आकाशवाणी, दूरवाणी, परिवारसदस्याः, समाजः, कक्ष्याः, ध्वनिमुद्रणयन्त्रम्, दूरदर्शनम् इत्यादीनि।

- * **भाषणकौशलम्**- भावाभिव्यक्तये ध्वन्यात्मकं भाषायाः इदं द्वितीयं कौशलम्। वाग्-रूपं भावप्रकटनम् एव भाषणम्, परिसरप्रभावेण आधारेण वा भाषणशक्तिः जायते।
- * **पठनकौशलम्** – भावाधिग्रहणाय लिप्यात्मकं भाषायाः तृतीयं कौशलम् इदम्। (अर्थग्रहणपूर्वकं स्पष्टरूप-वाचनम् इत्यर्थः।)
- * **लेखनकौशलम्** - भावाभिव्यक्तये लिप्यात्मकं भाषायाः चतुर्थं कौशलम् इदम्। (ध्वनिरूपेण विद्यमानं भाषांशं लिपिरूपेण अवतारणं लेखनम् इति उच्यते।)

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आहत्य-अङ्काः - 80+20

आहत्य-कालांशाः – 200

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे चत्वारः भागाः भविष्यन्ति –

| | | |
|-------------------------------|-----------|-------------|
| ‘क’ भागः अपठितावबोधनम् | 10 अङ्काः | 25 कालांशाः |
| ‘ख’ भागः रचनात्मकार्यम् | 15 अङ्काः | 40 कालांशाः |
| ‘ग’ भागः अनुप्रयुक्तव्याकरणम् | 25 अङ्काः | 55 कालांशाः |
| ‘घ’ भागः पठितावबोधनम् | 30 अङ्काः | 80 कालांशाः |

भागानुसारं विषयाः अङ्कविभाजनं च

80 अङ्काः

| क्र. सं. | विषयाः | प्रश्नप्रकाराः | मूल्यभारः |
|--------------------------------|-----------------------------------|---|----------------------------------|
| ‘क’ भागः | | | |
| अपठितावबोधनम् 10 अङ्काः | | | |
| 1. | एकः गद्यांशः (80-100 शब्दपरिमितः) | अति-लघूत्तरात्मकौ पूर्णावाक्यात्मकौ शीर्षकम् (लघूत्तरात्मकः) भाषिककार्यम् (बहुविकल्पात्मकाः) | 1×2=2 2×2=4 1×1=1 1×3=3 |
| | | पूर्णाभारः | 10 अङ्काः |

| 'ख' भागः | | | |
|---------------------------------------|---|--|-------------------------|
| रचनात्मककार्यम् 15 अङ्काः | | | |
| 2. | औपचारिकम् अथवा अनौपचारिकं पत्रम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णं पत्रं लेखनीयम्) | निबन्धात्मकः | ½×10=5 |
| 3. | चित्रवर्णनम् अथवा अनुच्छेदलेखनम् | पूर्णावाक्यात्मकः | 1×5=5 |
| 4. | कथापूर्तिः/ संवादपूर्तिः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः कथा/ संवादः लेखनीयः) | निबन्धात्मकः | ½×10=5 |
| | | पूर्णभारः | 15 अङ्काः |
| 'ग' भागः | | | |
| अनुप्रयुक्तव्याकरणम् 25 अङ्काः | | | |
| 5. | सन्धिः | लघूत्तरात्मकाः | 1×4=4 |
| 6. | समासः | बहुविकल्पात्मकाः | 1×4=4 |
| 7. | प्रत्ययाः | बहुविकल्पात्मकाः | 1×4=4 |
| 8. | वाच्यपरिवर्तनम् | लघूत्तरात्मकाः | 1×3=3 |
| 9. | समयः | लघूत्तरात्मकाः | 1×3=3 |
| 10. | अव्ययानि | लघूत्तरात्मकाः | 1×4=4 |
| 11. | अशुद्धि-संशोधनम् | बहुविकल्पात्मकाः | 1×3=3 |
| | | पूर्णभारः | 25 अङ्काः |
| 'घ' भागः | | | |
| पठितावबोधनम् 30 अङ्काः | | | |
| 12. | गद्यांशः | अति-लघूत्तरात्मकौ पूर्णावाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्) | ½×2=1 1×2=2 1×2=2 |
| 13. | पद्यम् (श्लोकः/ श्लोकौ) | अति-लघूत्तरात्मकौ पूर्णावाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्) | ½×2=1 1×2=2 1×2=2 |
| 14. | नाट्यांशः | अति-लघूत्तरात्मकौ पूर्णावाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्) | ½×2=1 1×2=2 1×2=2 |
| 15. | प्रश्ननिर्माणम् | पूर्णावाक्यात्मकाः | 1×5=5 |

| | | | |
|--------------|--|------------------|----------------------------|
| 16. | अन्वयः अथवा भावार्थः (रिक्तस्थानपूर्तिमाध्यमेन) | निबन्धात्मकः | $\frac{1}{2} \times 4 = 2$ |
| 17. | प्रसङ्गानुसारम् अर्थचयनम् | बहुविकल्पात्मकाः | $1 \times 4 = 4$ |
| 18. | पाठाधारित-कथापूर्तिः (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः) | निबन्धात्मकः | $\frac{1}{2} \times 8 = 4$ |
| | | पूर्णभारः | 30 अङ्काः |
| सम्पूर्णभारः | | | 80 अङ्काः |

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| प्रश्नप्रकारः | प्रश्नानां सङ्ख्या | विभाग- सङ्ख्या | प्रतिप्रश्नम् अङ्कभारः | आहत्याङ्काः |
|--|----------------------|-------------------|---------------------------|-------------|
| बहुविकल्पात्मकाः 1 अङ्कः | $3+4+4+3+4=18$ | 5 | 1 | 18 |
| अति-लघूत्तरात्मकाः $\frac{1}{2}$ अङ्कः | $2+2+2=6$ | 3 | $\frac{1}{2}$ | 3 |
| अति-लघूत्तरात्मकाः 1 अङ्कः | $2=2$ | 1 | 1 | 2 |
| निबन्धात्मकः $\frac{1}{2}$ अङ्कः (रिक्तस्थानपूर्तिमाध्यमेन) | $10+10+4+8=32$ | 4 | $\frac{1}{2}$ | 16 |
| दीर्घोत्तरात्मकाः 1 अङ्कः | $5+2+2+2+5=16$ | 5 | 1 | 16 |
| दीर्घोत्तरात्मकाः 2 अङ्कौ | $2=2$ | 1 | 2 | 4 |
| लघूत्तरात्मकाः 1 अङ्कः | $1+4+3+3+4+2+2+2=21$ | 8 | 1 | 21 |
| | | | आहत्याङ्काः | 80 |

संस्कृतपाठ्यक्रमः (सम्प्रेषणात्मकम्) कोड् सङ्ख्या - 119

कक्षा-दशमी (2023-24)

वार्षिकं मूल्याङ्कनम्

| 'क' भागः | |
|--|----|
| अपठितावबोधनम् | |
| (10 अङ्काः) | |
| 1. एकः अपठितः गद्यांशः 80-100 शब्दपरिमितः गद्यांशः, सरलकथा ➤ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (2+4) ➤ शीर्षकलेखनम् (1) ➤ गद्यांशाधारितं भाषिकं कार्यम् (3) भाषिककार्याय तत्त्वानि - ✓ वाक्ये कर्तृ-क्रियापदचयनम् ✓ विशेषण-विशेष्यचयनम् ✓ पर्याय-विलोमपद-चयनम् | 10 |
| 'ख' भागः | |
| रचनात्मककार्यम् | |
| (15 अङ्काः) | |
| 2. सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकं पत्रलेखनम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णं पत्रं लेखनीयम्) | 5 |
| 3. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्) | 5 |
| 4. संवादपूर्तिः / कथापूर्तिः (कथा छात्रस्तरानुगुणम् एव भवेत्।) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः / कथा लेखनीया।) | 5 |
| 'ग' भागः | |
| अनुप्रयुक्तव्याकरणम् | |
| (25 अङ्काः) | |
| 5. सन्धिकार्यम् स्वरसन्धिः - वृद्धिः, यण्, अयादिः, पूर्वरूपम् (1 अङ्कः) व्यञ्जनसन्धिः - परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः), तुगागमः, वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्। (1 अङ्कः) विसर्गसन्धिः - उत्त्वम्, रत्वम्, विसर्गलोपः, विसर्गस्य स्थाने स्र, श, ष (2 अङ्कौ) | 4 |
| 6. समासः - (वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः) ➤ तत्पुरुषः - विभक्तिः, नञ्, उपपदः (2 अङ्कौ) | 4 |

| | |
|---|---|
| <ul style="list-style-type: none"> ➤ द्वन्द्वः (1 अङ्कः) ➤ अव्ययीभावः (अनु, उप, सह, निर, प्रति, यथा) (1 अङ्कः) | |
| 7. प्रत्ययाः | 4 |
| <ul style="list-style-type: none"> ➤ तद्धिताः – मतुप्, ठक्, त्व, तल् (3 अङ्काः) ➤ स्त्रीप्रत्ययौ – टाप्, डीप् (1 अङ्कः) | |
| 8. वाच्यपरिवर्तनम् - केवलं लट्लकारे (कर्तृ-कर्म-क्रिया) | 3 |
| 9. समयः - अङ्कानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पादोन) | 3 |
| 10. अव्ययानि इव, उच्चैः, एव, नूनम्, इतस्ततः, विना, सहसा, वृथा, शनैः, इति, मा, यत्, सम्प्रति, इदानीम्, अधुना, यावत्, बहिः, कदापि, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, अद्य, श्वः, परश्वः, ह्यः, परह्यः, किमर्थम्, कुत्र, यदि-तर्हि | 4 |
| 11. अशुद्धि-संशोधनम् (वचन-लिङ्ग-पुरुष-लकार-दृष्ट्या संशोधनम्) | 3 |
| ‘घ’ भागः | |
| पठितावबोधनम् (30 अङ्काः) | |
| 12. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – <ul style="list-style-type: none"> ➤ वाक्ये कर्तृ-क्रिया-पदचयनम् ➤ विशेषण-विशेष्य-चयनम् ➤ पर्याय-विलोमपद-चयनम् | 5 |
| 13. पद्यम् (श्लोकम्/श्लोकौ) अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – <ul style="list-style-type: none"> ➤ वाक्ये कर्तृ-क्रिया-पदचयनम् ➤ विशेषण-विशेष्य-चयनम् ➤ पर्याय-विलोमपद-चयनम् | 5 |
| 14. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – <ul style="list-style-type: none"> ➤ वाक्ये कर्तृ-क्रिया-पदचयनम् ➤ विशेषण-विशेष्य-चयनम् ➤ पर्याय-विलोमपद-चयनम् | 5 |

| | |
|--|---|
| 15. वाक्येषु रेखाङ्कितपदानि अधिकृत्य प्रश्ननिर्माणम् | 5 |
| 16. एकस्य श्लोकस्य अन्वयः अथवा भावार्थः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः भावार्थः वा लेखनीयः) | 2 |
| 17. प्रसङ्गानुसारम् अर्थचयनम् (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः) | 4 |
| 18. पाठाधारित-कथापूर्तिः (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः) | 4 |

आहत्याङ्काः - 80

परीक्षायै निर्धारिताः पाठाः

| पाठसङ्ख्या | पाठनाम | पाठसङ्ख्या | पाठनाम |
|---------------|-----------------------------|-------------|---|
| प्रथमः पाठः | वाङ्मयं तपः | सप्तमः पाठः | साधुवृत्तिं समाचरेत् |
| द्वितीयः पाठः | नास्ति त्यागसमं सुखम् | अष्टमः पाठः | तिरुक्कुरल्-सूक्ति-सौरभम् |
| तृतीयः पाठः | रमणीया हि सृष्टिः एषा | नवमः पाठः | सुस्वागतं भो! अरुणाचलेऽस्मिन् |
| चतुर्थः पाठः | आज्ञा गुरुणां हि अविचारणीया | दशमः पाठः | कालोऽहम् (केवलम् आन्तरिकमूल्याङ्कनाय) |
| पञ्चमः पाठः | अभ्यासवशगं मनः | | |
| षष्ठः पाठः | राष्ट्रं संरक्ष्यमेव हि | एकादशः पाठः | किं किम् उपादेयम् (केवलम् आन्तरिकमूल्याङ्कनाय) |

अवधेयम् -

* परीक्षायै अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथासम्भवं 'मणिका-द्वितीयो भागः इति' पाठ्यपुस्तकात् करणीयम्। यदि ततः न सम्भवति तर्हि 'मणिका-अभ्यासपुस्तकम् द्वितीयो भागः' इत्यस्मात् कर्तुं शक्यम्।

निर्धारित - पाठ्यपुस्तके-

1. 'मणिका'- द्वितीयो भागः, पाठ्यपुस्तकम् (प्रकाशनम् - केन्द्रीय माध्यमिक शिक्षा बोर्ड)
2. 'मणिका-अभ्यासपुस्तकम्' - द्वितीयो भागः (प्रकाशनम् - केन्द्रीय माध्यमिक शिक्षा बोर्ड)

आन्तरिक-मूल्याङ्कनम्

(20 अङ्काः)

उद्देश्यानि

- ❖ छात्राणां सृजनात्मकक्षमतायाः विकासः ।
- ❖ श्रवण-भाषण-पठन-लेखनकौशलानां विकासः ।
- ❖ चिन्तनक्षमतायाः आत्मविश्वासस्य च संवर्धनम् ।

| क्र. सं. | गतिविधयः | उदाहरणानि | अङ्काः | निर्देशाः | मूल्याङ्कनबिन्दवः |
|----------|---|--|--------|---|---|
| 1. | आवधिक-परीक्षा: (पीरियोडिक - असैस्मैट) | लिखितपरीक्षा | 05 | विद्यालयेन समये समये लिखितपरीक्षाणाम् आयोजनं करणीयं भवति । | परीक्षासु यत्र विद्यार्थिनः श्रेष्ठाः अङ्काः स्युः तयोः द्वयोः परीक्षयोः एव अधिभारः ग्रहीतव्यः । अपि च आवधिकपरीक्षासु अपि प्रश्नेषु आन्तरिकविकल्पाः देयाः । मूल्याङ्कनसमये यदि छात्रः सर्वान् प्रश्नान् उत्तरति तर्हि छात्रहिताय यत्र अधिकाः अङ्काः सन्ति तेषाम् एव मूल्याङ्कनं करणीयम् । |
| 2 | बहुविधमूल्याङ्कनम् | <ul style="list-style-type: none">❖ कक्षायां पाठितस्य पाठस्य लघुमूल्याङ्कनम्❖ निर्गतपत्राणि❖ प्रश्नोत्तरी❖ मौखिकी परीक्षा❖ प्रतियोगिताः❖ प्रश्नमञ्चस्यायोजनम् | 05 | कक्षायां पाठित-पाठस्य विषयस्य वा बहुविधं मूल्याङ्कनम् अपेक्षितम् अस्ति । अनेन विद्यार्थिनां विविधकौशलानां मूल्याङ्कनं भवेत् । | <ul style="list-style-type: none">❖ मौलिकता❖ विषयसम्बद्धता❖ शुद्धता❖ समयबद्धता❖ प्रस्तुतीकरणम् |
| 3. | निवेशसूचिका (पोर्टफोलियो) | <ul style="list-style-type: none">❖ कक्षाकार्यम्❖ सामूहिक-मूल्याङ्कनम्❖ स्वमूल्याङ्कनम्❖ विद्यार्थिनः विषयगताः उपलब्धयः | 05 | विद्यार्थिभिः कक्षायां कृतानां कार्याणाम् उपलब्धीनां च संरक्षणं संयोजनं च सञ्चिकायां पत्रावल्यां वा करणीयम् । एतेन समग्रं मूल्याङ्कनं प्रामाणिकत्वेन भवितुं शक्नोति । | <ul style="list-style-type: none">❖ सुलेखः❖ तथ्यात्मकता❖ प्रामाणिकता❖ समयबद्धता |

| | | | | | |
|---|---|---|----|--|--|
| 4. | भाषा-संवर्धनाय गतिविधयः (क) श्रवण-भाषण- कौशलम् | <ul style="list-style-type: none"> ❖ कथा ❖ संवादः/ वार्तालापः ❖ भाषणम् ❖ नाटकम् ❖ वार्ताः ❖ आशुभाषणम् ❖ संस्कृतगीतगायनम् ❖ श्लोकोच्चारणम् ❖ प्रहेलिकाः | 05 | <ul style="list-style-type: none"> ❖ छात्राः कामपि कथां श्रावयितुं शक्नुवन्ति। ❖ शिक्षकः कमपि विषयं सूचयित्वा परस्परं संवादं कारयितुं शक्नोति। ❖ दूरदर्शने वार्तावली इत्याख्यः संस्कृत-कार्यक्रमः प्रसारितः भवति तं द्रष्टुं छात्राः प्रेरणीयाः। ❖ श्रवण-कौशल-मूल्याङ्कनाय शिक्षकः स्वयम् अपि कथां श्रावयित्वा ततः सम्बद्ध-प्रश्नान् प्रष्टुं शक्नोति। | <ul style="list-style-type: none"> ❖ उच्चारणम् ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम् ❖ स्मरणम् <p>(आरोहावरोह-गतियति-प्रयोगः)</p> |
| | (ख) लेखनकौशलम् | <ul style="list-style-type: none"> ❖ विविधविषयान् आधृत्य मौलिकलेखनम् यथा- देशः, माता, पिता, गुरुः, विद्या पर्यावरणम्, योगः, समयस्य सदुपयोगः, शिक्षा, अनुशासनम् इत्यादयः। ❖ शैक्षिकभ्रमणस्य संस्कृतेन प्रतिवेदनलेखनम्। ❖ दैनन्दिनीलेखनम्। ❖ सङ्केताधारितं कथालेखनम्। ❖ भित्तिपत्रिकायाः निर्माणम्। ❖ श्रुतलेखः। ❖ सूक्तिलेखनम्। | | <ul style="list-style-type: none"> ❖ छात्राः यथाशक्यं कक्षायामेव लेखनकार्यं कुर्युः। ❖ टिप्पणी- पुस्तिकायाः निर्माणम्। ❖ वैयक्तिकपरीक्षणम्। | <ul style="list-style-type: none"> ❖ विषय-सम्बद्धता ❖ शुद्धता (विशेषतः पञ्चमवर्णस्यप्रयोगः) ❖ समयबद्धता ❖ सुलेखः ❖ प्रस्तुतीकरणम् |
| <p>अवधातव्यम् –उपर्युक्त-गतिविधयः उदाहरणरूपेण प्रदत्ताः सन्ति। एतदतिरिच्य एतादृशाः अन्यगतिविधयः अपि भवितुमर्हन्ति।</p> | | | | | |

DELHI PUBLIC SCHOOL DHANBAD

Class: X Subject- Chemistry
Break Up Syllabus for 2023-2024

HALF YEARLY

| Month | Topics | Half Yearly | Final |
|-------|---|-------------|-------|
| April | Ch.1 Chemical Reactions and Equations 1.1 Chemical equation 1.1.1 Writing a chemical reaction 1.1.2 Balanced chemical equation 1.2 Types of chemical reaction 1.2.1 Combination reaction 1.2.2 Decomposition reaction 1.2.3 Displacement reaction 1.2.4 Double displacement reaction 1.2.5 Oxidation and reduction 1.3 Effect of oxidation reaction in everyday life Endothermic and exothermic reactions 1.3.1 Corrosion 1.3.2 Rancidity | 08 | |
| May | Ch.2 Acids, Bases and Salts 2.1 Understanding the chemical properties of acids and bases. 2.1.1 Acids and bases in the laboratory. 2.1.2 How do acids and bases react with metal? 2.1.3 How do metal carbonates and metal bicarbonates react with acid? 2.1.4 How do acids and bases react with each other? 2.1.5 Reaction of metallic oxides with acids. 2.1.6 Reaction of a non-metallic oxide with a base. 2.2 What do all acids and all bases have in common? 2.2.1 What happens to an acid or a base in a water solution? 2.3 How strong are acid or base solutions? 2.3.1 Importance of pH in everyday life Nature provides neutralization options 2.4 More about salt | 09 | |

| | | | |
|------|--|----|----|
| | <p>2.4.1 Family of salts 2.4.2 pH of salts 2.4.3 Chemicals from common salt. Preparation properties and uses of sodium hydroxide Preparation properties and uses of bleaching powder Preparation properties and uses of baking soda Preparation properties and uses of washing soda Preparation properties and uses of Plaster of Paris Water of Crystallization</p> | | |
| June | <p>Ch.3 Metals and Non-Metals 3.1 Physical properties 3.1.1 Metals 3.1.2 Non – metals 3.2 Chemical properties of metals 3.2.1 Metals are burnt in air 3.2.2 Metals reacts with water 3.2.3 Metals react with acid 3.2.4 Metals react with solutions of other metal salts 3.2.5 Reactivity series 3.3 How do metals and non- metals react? Formation of ionic bond. Properties of ionic bond 3.3.1 Properties of ionic compound</p> | 08 | |
| Oct | <p style="text-align: center;">FINAL TERM Continue</p> <p>Ch. 3 Metals and Non- Metals 3.3.4 Occurance of metals 3.4.1 Extraction of metals Flowdiagram 3.4.2 Enrichment of ores 3.4.3 Extracting metals low in the activity series 3.4.4 Extracting metals in the middle of the activity series 3.4.5 Extractiing metals towards the top of the activity sereis 3.4.6 Refining metals Electrolytic refining 3.5 Corrosion 3.5 1 Prevension of corrosion</p> | | 06 |

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| | <p>Ch. 4 Carbon And Its Compound</p> <p>Introduction</p> <p>4.1 Bonding in carbon, covalent bond Allotropes of carbon</p> <p>4.2 Versatile nature of carbon</p> <p>4.2.1 Saturated and unsaturated carbon compounds</p> | | |
| Nov | <p>4.2.2 Chains, branches and rings (Isomers)</p> <p>4.2.3 Groups in carbon compounds</p> <p>4.2.4 Homologous series</p> <p>4.2.5 Nomenclature of carbon compound</p> <p>4.3 Chemical properties of carbon compounds</p> <p>4.3.1 Combustion</p> <p>4.3.2 Oxidation</p> <p>4.3.3 Addition Reaction</p> <p>4.3.4 Substitution Reaction</p> <p>4.4 Some important carbon compounds- Ethanol and ethanoic acid.</p> <p>4.4.1 Properties of ethanol Denatured of alcohol</p> <p>4.4.2 Properties of ethanoic acid Reaction of ethanoic acid</p> <p>4.5 Soaps and detergents Cleansing action of soaps and detergents</p> | | 12 |
| Dec | Revision work | | |

Class: X Subject- Chemistry

PRACTICAL SYLLABUS OF CLASS X 2023-2024

HALF YEARLY

1. To determine the pH value of the given solutions by using universal indicator/pH paper: Dil. HCl, dil. NaOH, dil. CH_3COOH , lemon juice, water, dil. Na_2CO_3 .
2. To carry out the reaction of an acid (HCl) with zinc metal, litmus paper and solid sodium carbonate.
3. To carry out the reaction of base (NaOH) with litmus solution, aluminium/zinc metal and HCl.

FINAL

1. To perform and observe the following reaction and classify them into:

- (a) Combustion 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 crystal
 - (iii) Iron nails kept in copper sulphate solution.
 - (iv) Reaction between sodium sulphate and barium chloride solution

OR

To observe the reaction of Zn, Fe, Cu and Al on the following salt solutions: ZnSO_4 , FeSO_4 , CuSO_4 , $\text{Al}_2(\text{SO}_4)_3$. Arrange the above metals in their decreasing order of reactivity based on the above result.

2. Two physical and two chemical properties of acetic acid.

- (a) Odour (b) Solubility (c) Effect on litmus (d) Reaction with sodium carbonate

3. To study the saponification reaction for preparation of soap.

4. To study the comparative cleaning capacity of a sample of soap in soft and hard water.

CLASS X
COURSE STRUCTURE

| History (India and the Contemporary World - II) | | | Suggestive no. of periods = 60 | 20 inclusive of map pointing |
|---|-------------|---|--------------------------------|------------------------------|
| Section | Chapter No. | Chapter name | No. of periods | Marks allocated |
| I Events and processes | I | The Rise of Nationalism in Europe | 17 | 18 + 2 map pointing * |
| | II | Nationalism In India | 17 | |
| II Livelihoods, Economies and Societies | III | The Making of a Global World (To be evaluated in the Board Examination - Subtopics: 1 to 1.3 Pre Modern World to Conquest, Disease and Trade) | 6 | |
| | | Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks Sub topics 2 to 4.4 The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalisation.") | 4 | |
| | IV | The Age of Industrialization (To be assessed as part of Periodic Assessments only) | 6 | |
| III Everyday Life, Culture and Politics | V | Print Culture and the Modern World | 10 | * Marks as mentioned above |

| Geography (Contemporary India - II) | | | Suggestive no. of periods = 55 | 20 inclusive of map pointing |
|---|---|---------------------|---------------------------------------|-------------------------------------|
| Chapter No. | Chapter Name | | No. of Periods | Marks allocated |
| 1 | Resources and Development | | 7 | 17 + 3 map pointing |
| 2 | Forest and Wildlife Resources | | 7 | |
| 3 | Water Resources | | 7 | |
| 4 | Agriculture | | 10 | |
| 5 | Minerals and Energy Resources | | 10 | |
| 6 | Manufacturing Industries | | 10 | |
| 7 | Lifelines of National Economy Only map pointing to be evaluated in the Board Examination | | 2 | |
| | Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) | | 2 | |
| Political Science (Democratic Politics - II) | | | Suggestive no. of periods = 50 | 20 |
| Unit no | Chapter No | Chapter Name | No. of Periods | Marks allocated |
| I | 1 | Power - sharing | 15 | |
| | 2 | Federalism | | |

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|---|---|----------------------------|---------------------------------------|------------------------|
| II | 3 | Gender, Religion and Caste | 12 | 20 |
| III | 4 | Political Parties | 12 | |
| IV | 5 | Outcomes of Democracy | 11 | |
| Economics (Understanding Economic Development) | | | Suggestive no. of periods = 50 | 20 |
| Chapter No. | Chapter name | | No. of Periods | Marks allocated |
| 1 | Development | | 12 | 20 |
| 2 | Sectors of the Indian Economy | | 12 | |
| 3 | Money and Credit | | 12 | |
| 4 | Globalisation and The Indian Economy To be evaluated in the Board Examination: <ul style="list-style-type: none"> • What is Globalization? • Factors that have enabled Globalisation | | 8 | |
| | Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) <ul style="list-style-type: none"> • Production across the countries • Chinese toys in India • World Trade Organisation • The Struggle for a Fair Globalisation | | 6 | |
| 5 | Consumer Rights (Project Work) | | | |

CLASS X
COURSE CONTENT

| History: India and the Contemporary World - II | | | |
|---|---|--|--|
| Chapter No. and Name | Specific Learning Objectives | Suggested Teaching Learning Process | Learning Outcome with Specific Competencies |
| I The Rise of Nationalism in Europe | <ul style="list-style-type: none"> • Examine the impact of the French Revolution on the European countries in the making of the Nation state. • Explore the nature of the diverse social movements of the time. (1830-1848) • Examine the ways by which the idea of nationalism emerged and led to the formation of nation states. • Comprehend how the World War I was triggered by the scramble for colonies in the Balkan states | <ul style="list-style-type: none"> • Watch Videos/ read Textual materials/ read related novels on the French revolution followed by a Class room discussion and presentation. • World café/ Panel discussion/ debate using Collaborative learning, to explore the diverse social groups and present it as a group. • Use of graphic organizers to explain the idea of unification of states to form one nation. (Italy/ Germany/ Greece) • Visual representation of the map of Pre-First World War Europe followed by the Class discussion and reflection activity based on the map of Post First World War Europe | <ul style="list-style-type: none"> • Infer how the French Revolution had an impact on the European countries in the making of nation state. • Enumerate and evaluate the validity of the nature of the diverse social movements of the time • Analyse and infer how the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere. • Illustrate that ,the quest for imperialism triggered the First World War. |
| II | <ul style="list-style-type: none"> • Explore various facets of Nationalistic movements that ushered in the sense of Collective Belonging | <ul style="list-style-type: none"> • Sequence chart/ story Board/ Story telling pedagogy to Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging | <ul style="list-style-type: none"> • Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging |

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| <p>Nationalism in India</p> | <ul style="list-style-type: none"> • Discuss the impact of the first world war on triggering two defining movements (Khilafat & Non-cooperation Movement) in India. • Assess/ appraise the role of Mahatma Gandhi and other leaders in the two movements (NCM & CDM) | <ul style="list-style-type: none"> • Students will examine textual content and other references and Present through PPT. • Viewing the relevant Snippets from the movies/ video clippings depicting various events involving Gandhiji and other leaders and present findings through a panel discussion or seminars. | <ul style="list-style-type: none"> • Summarize the aspects of the First World War that triggered two defining movements (Khilafat & Non-cooperation Movement) in India • Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the Two movements. |
| <p>III</p> <p>The Making of a Global World</p> <p>Sub topic 1 The pre modern world</p> <p>Sub topic 2 19th century 1815 -1914</p> <p>Sub topic 3</p> | <ul style="list-style-type: none"> • Explore various aspects of how the world changed profoundly in the 19th century in terms of Economic, Political, Social, Cultural and technological areas. • Analyse the destructive impact of colonialism on the economy and the livelihoods of colonised people. <p>Inter disciplinary Project with chapter 7 of Geography: Life lines of National Economy and chapter 4 of Economics:</p> | <ul style="list-style-type: none"> • Initiate an Inquiry based learning using world café' strategy and present your findings through café conversation strategy of each area (transformed the world in terms of economy, political, cultural and technological aspects.) • Art integration and gallery walk to depict the interconnectedness. • Students examine the photographic display/ new paper cutting that depict the destructive impact of colonialism on the livelihoods of colonised people and present their understandings in the form of Newsletter/ cartoon strips/ Inter Disciplinary Project <p>Refer Annexure IV</p> | <ul style="list-style-type: none"> • Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas. • Depict the global interconnectedness from the Pre modern to the present day. • Enumerate the destructive impact of colonialism on the livelihoods of colonised people <p>Refer Annexure IV</p> |

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| <p>The inter- war economy Sub topic 4 Rebuilding of world economy: the post war era.</p> | <p>Globalization and the Indian Economy</p> | | |
| <p>IV The Age of Industrialisation</p> | <ul style="list-style-type: none"> Examine economic, political, social features of Pre and Post Industrialization. Analyse the impact of Industrialisation in the colonies with specific focus on India. | <ul style="list-style-type: none"> Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre & Post economic, political, social features of Pre and Post Industrialization Debate on the impact of Industrialisation in the colonies with specific focus on India. | <ul style="list-style-type: none"> Enumerate economic, political, social features of Pre and Post Industrialization. Analyse and infer how the industrialization impacted colonies with specific focus on India. |
| <p>V Print culture and the Modern World.</p> | <ul style="list-style-type: none"> Examine the development of Print from its beginnings in East Asia to its expansion in Europe and India Analyse the impact of the spread of technology and consider how social life and culture changed with coming of print | <ul style="list-style-type: none"> Flow chart to depict the development of Print Declamation on the profound transformation of people due to the print revolution. Use of Venn diagram to compare the advantages of hand written books and the printed books Interpret and infer from pictures, cartoons, extracts from propaganda literature on important events and issues with focus on print culture. | <ul style="list-style-type: none"> Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India. Comment on the statement that the print revolution was not just a way of producing book but profound transformation of people. Compare and contrast the old tradition of hand written manuscripts versus the print technology. Summarise the role of Print revolution and its impact on World & India 's political, social and economic condition. |

Political Science: Democratic Politics - II

| Chapter No. and Name | Specific Learning Objectives | Suggested Teaching Learning Process | Learning Outcome With Specific Competencies |
|---|--|---|--|
| 1 Power - sharing | <ul style="list-style-type: none"> Examines and comprehends how democracies handle demands and need for power sharing. Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing | <ul style="list-style-type: none"> Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart Discuss various forms of power-sharing Classroom discussion on challenges faced by Belgium & Sri Lanka in ensuring effective power sharing Socratic discussion on Power Sharing Techniques used by India, Sri Lanka and Belgium Read Textual resource and other resources and present findings through graphic organizers | <ul style="list-style-type: none"> Enumerate the need for power sharing in democracy. Analyse and infer the challenges faced by Belgium and Sri Lanka in ensuring Power sharing. Compare and contrast the power sharing of India with Sri Lanka and Belgium Summarize the purpose of power sharing in preserving the unity and stability of a country. |
| 2 Federalism | <ul style="list-style-type: none"> Comprehend the theory and Practice of Federalism in India. Analyse the policies and politics that has strengthened federalism in practice. | <ul style="list-style-type: none"> Group discussion on the distribution of powers between Union and state Government and present the outcomes through presentations. Debate on policies and politics that strengthens Federalism in practice and present through mind map | <ul style="list-style-type: none"> Analyse and infer how federalism is being practised in India. Analyse and infer how the policies and politics that has strengthens federalism in practice. |
| 3 Gender, Religion and Caste | <ul style="list-style-type: none"> Examines the role and differences of Gender, religion and Caste in practicing Democracy in India. Analyses the different expressions based on these | <ul style="list-style-type: none"> Skit/ street play to enumerate how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy. Graphic method to Analyse and infer how different expressions based on | <ul style="list-style-type: none"> Enumerates how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy Analyses and infers how different expressions based on |

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| | differences are healthy or otherwise in a democracy | differences in Gender, Religion and Caste are healthy or unhealthy in a democracy. | the differences in Gender, Religion and Caste are healthy or unhealthy in a democracy |
| 4 Political Parties | <ul style="list-style-type: none"> Examine the role, purpose and no. of Political Parties in Democracy Evaluates the contributions made by national and regional political parties in making or otherwise of Indian democracy. | <ul style="list-style-type: none"> Role play the role, purpose and no. of Political Parties in Democracy Reads newspapers, watches video clippings to justify the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy. | <ul style="list-style-type: none"> Enumerates the role, purpose, and no. of Political Parties in Democracy Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy. |
| 5 Outcomes of Democracy | <ul style="list-style-type: none"> Comprehends the expected and actual outcomes of democracy in view of quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. Analyses the reasons behind gap that occurs in conversion of expected outcomes into actual outcomes of democracy in various respects: quality of government, economic well-being, inequality, social differences and conflict and finally freedom and dignity | <ul style="list-style-type: none"> Graphic organizer to enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity Case study to Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy. | <ul style="list-style-type: none"> Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy. |

Geography: Contemporary India - II

| Chapter No. and Name | Specific Learning Objectives | Suggested Teaching Learning Process | Learning Outcome with Specific Competencies |
|---|---|---|--|
| <p align="center">1</p> <p align="center">Resources and Development</p> | <ul style="list-style-type: none"> Examine the significance, interdependence, utilization development need of Planning of resources in India. Summarise the rationale for development of resources Comprehends the reasons for non-optimal utilization of land in India. Analyse the need to conserve all the resources Examine the significant role for resource planning in the light of the present requirements in India | <ul style="list-style-type: none"> Brainstorming on how the resources are interdependent in nature and the need to develop them in India and present in the form of Venn diagram Use of maps, charts, and other tools to identify patterns and trends of land utilization Case study and debate on the topic “Is the development acting as an adversary for conservation” and present a report in the form of PPT. | <ul style="list-style-type: none"> Enumerates how the resources are interdependent, justify how planning is essential judicious utilization of resources and the need to develop them in India Infers the rationale for development of resources Analyse and evaluate data and information related to non-optimal land, utilization in India Appraise and infer the need to conserve all resources available in India suggest remedial measures for optimal utilization of underutilized resources |
| <p align="center">2</p> <p align="center">Forest and Wildlife Resources</p> | <ul style="list-style-type: none"> Examine the importance of conserving forests and wild life and their interdependency in maintaining the ecology for the sustainable development of India. Analyse the role of grazing and wood cutting in the development and degradation | <ul style="list-style-type: none"> Read newspaper articles/ watch videos on deforestation and need for conservation and through world café strategy present your findings. Debate how developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests. Use art integration strategy to summarize and present the reasons for | <ul style="list-style-type: none"> Enumerate how conservation of forests and wildlife are interdependent in nature and in maintain the ecology of India. Analyse and infer how some of the developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests. |

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| | <ul style="list-style-type: none"> Comprehends the reasons for conservation of biodiversity in India under sustainable development. | <p>conservation of biodiversity in India under sustainable development.</p> | <ul style="list-style-type: none"> Summarizes the reasons for conservation of biodiversity in India under sustainable development. |
| <p>3</p> <p>Water Resources</p> | <ul style="list-style-type: none"> Examine the reasons for conservation of water resource in India. Analyse and infer how the Multipurpose projects are supporting the requirement of water in India. | <ul style="list-style-type: none"> Brainstorming session to discuss the scarcity of water and present through graphic organizers Prepare a PPT to Summarize the roles of Multipurpose projects in supporting the water requirement of India. | <ul style="list-style-type: none"> Enumerate why the water resource of India to be conserved. Summarize the roles of Multipurpose projects in supporting the water requirement of India. |
| <p>4</p> <p>Agriculture</p> | <ul style="list-style-type: none"> Examine the crucial role played by agriculture in our economy and society. Analyses the challenges faced by the farming community in India. Comprehends the various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment. | <ul style="list-style-type: none"> Discusses the challenges faced by farmers, such as low productivity, lack of modern technology, inadequate irrigation facilities, and post-harvest losses and presents the findings through PPT Reads Newspapers and panel discusses the challenges faced by the farming community in India Use of graphic organizers to distinguish the traditional and modern farming methods | <ul style="list-style-type: none"> Enumerate how agriculture plays a contributory role in Indian economy Analyses and infers the challenges faced by the farming community in India Identifies and summarizes various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment. |
| <p>5</p> | <ul style="list-style-type: none"> Comprehends the formation of different types of minerals, location, their uses, importance for human life and the economy. | <ul style="list-style-type: none"> Usage of textual resource, mind maps, pie charts to Analyse and infer how different types of minerals are formed, where they are found, their uses, importance for human life and the economy | <ul style="list-style-type: none"> Analyses and infers how different types of minerals are formed, where they are found, their uses, importance for human life and the economy |

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| Minerals and Energy Resources | <ul style="list-style-type: none"> Analyses the importance of minerals and natural resources for economic development of the country their distribution, and sustainable use. Distinguishes between the conventional and non-conventional sources of energy . | <ul style="list-style-type: none"> Use graphic organizers to Infer the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources Use of flow chart to Differentiate between the conventional and non-conventional sources of energy | <ul style="list-style-type: none"> Infers the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources Differentiates between the conventional and nonconventional sources of energy. |
| 6 Manufacturing Industries | <ul style="list-style-type: none"> Distinguishes between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. Examines the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. Analyses the relation between the availability of raw material and location of the Industry | <ul style="list-style-type: none"> Use of flow chart to differentiate between various types of manufacturing industries based on their input materials, processes, and end products. Utilizes the textual information (data given through various maps/ graphs) to Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. Uses Case Studies to Infers the relation between availability of raw material and location of the Industry | <ul style="list-style-type: none"> Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. Infers the relation between availability of raw material and location of the Industry |

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| 7 | Inter disciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalization and the Indian Economy | Refer Annexure IV | Refer Annexure IV |
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Economics: Understanding Economic Development

| Chapter No. and Name | Specific Learning Objectives | Suggested Teaching Learning Process | Learning Outcome with Specific Competencies |
|-----------------------------|--|--|--|
| 1 Development | <ul style="list-style-type: none"> • Examine the significance of designing suitable developmental goals in shaping the nation. • Examine the importance of per capita income and compare the per capita income of various countries to infer about reasons for the variance • Analyse the HDI in relation to PCI. • Examine the need for Sustainable development | <ul style="list-style-type: none"> • Hot seat strategy to enumerate different developmental Goals that helps in nation building • Case study to analyse and infer how the per capita income depicts the economic condition of the nation. • Graphic organizer to compare and contrast the relation between HDI and PCI • Declamation to Analyses the multiple perspectives on the need development | <ul style="list-style-type: none"> • Enumerate different and examine the different processes involved in setting developmental Goals that helps in nation building • Analyse and infer how the per capita income depicts the economic condition of the nation. • Evaluate the development goals that have been set for the nation by the Planning commission of India -with specific reference to their efficacy, implemental strategies, relevance to current requirements of the nation • Compare and contrast how the per capita income of some countries and infer reasons for the variance • Analyses the multiple perspectives on the need development. |

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| <p style="text-align: center;">2</p> <p>Sectors of the Indian Economy</p> | <ul style="list-style-type: none"> • Analyse and evaluate the economic activities in different sectors and how they contribute to the overall growth and development of the Indian economy. • Identify problems in different sectors and propose solutions based on their understanding of the sectors. • Analyse the major employment generating sectors and observe the challenges faced in an effort to provide employment to all. • Examines the role of Unorganised sector in impacting PCI currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP • Examine and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative | <ul style="list-style-type: none"> • Data analyse various sectors and their contribution in GDP and NDP. • Research based strategy to propose solutions to identified problems in different sectors based on their understanding. • Read Newspaper articles and group discuss to Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them | <ul style="list-style-type: none"> • Analyses and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy. • Propose solutions to identified problems in different sectors based on their understanding • Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them • Enumerates the role of unorganised sector in impacting PCI currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP • Enumerates and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative |
| <p style="text-align: center;">3</p> <p>Money and Credit</p> | <ul style="list-style-type: none"> • Examine money as a medium of exchange in all transactions of goods and services since ancient times to the present times. | <ul style="list-style-type: none"> • Group discussion to Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times | <ul style="list-style-type: none"> • Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times |

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| | <ul style="list-style-type: none"> Analyse the different sources of credit Identify the significance and role of self-help groups in the betterment of the economic condition of rural people/women. | <ul style="list-style-type: none"> Case based study to Analyse and infer various sources of Credit Guest Speaker Programme (bank manager/ a self-help group member) to Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women. | <ul style="list-style-type: none"> Analyse and infer various sources of Credit Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women. |
| <p>4</p> <p>Globalization and the Indian Economy</p> <p>Sub topics:</p> <p>What is Globalization?</p> <p>Factors that have enabled Globalisation</p> <p>Sub topics:</p> <p>Production across the countries</p> | <ul style="list-style-type: none"> Examine the concept of globalization and its definition, evolution, and impact on the global economy. Explore the details of the key drivers of globalization and their role in shaping the global economic landscape in various countries Examines the significance of role of G20 and its significance in the light of India's present role <p>Inter disciplinary Project with chapter 3 of History: "The making of a Global World" and chapter 7 of Geography: "Lifelines of National Economy"</p> | <ul style="list-style-type: none"> Watch videos on globalisation followed by an interactive group discussion to enumerate the concept of globalization and its definition, evolution, and impact on the global economy Read Textual and other resources to analyse and infer the key drivers of globalization and their role in shaping the global economic landscape. <p>Refer Annexure IV</p> | <ul style="list-style-type: none"> Enumerate the concept of globalization and its definition, evolution, and impact on the global economy. Evaluate the key role of the key major drivers of globalization and their role in shaping the global economic landscape in various countries Enumerates the significance of role of G20 and its significance in the light of India's present role <p>Refer Annexure IV</p> |

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|--|---------------------|--------------------|--------------------|
| Chinese toys in India World Trade Organisation The Struggle For A Fair Globalisation | | | |
| 5 Consumer Rights OR Social Issues OR Sustainable Development | Project work | Refer Annexure III | Refer Annexure III |

CLASS X
LIST OF MAP ITEMS

| Subject | Name of the Chapter | List of areas to be pointed on the Map |
|-----------|---------------------------|--|
| History | Nationalism in India | I. Congress sessions: <ul style="list-style-type: none"> • 1920 Calcutta • 1920 Nagpur. • 1927 Madras session, II. 3 Satyagraha movements: <ul style="list-style-type: none"> • Kheda • Champaran. • Ahmedabad mill workers III. Jallianwala Bagh IV. Dandi March |
| Geography | Resources and Development | Identify: Major Soil Types |
| | Water Resources | Locating and Labelling: <ul style="list-style-type: none"> • Salal • Bhakra Nangal • Tehri • Rana Pratap Sagar • Sardar Sarovar • Hirakud • Nagarjuna Sagar • Tungabhadra |
| | Agriculture | Identify: <ul style="list-style-type: none"> • Major areas of Rice and Wheat |

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| | | <ul style="list-style-type: none"> • Largest/ Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute |
| | Minerals and Energy Resources | <p>Identify:</p> <p>a. Iron Ore mines</p> <ul style="list-style-type: none"> • Mayurbhanj • Durg • Bailadila • Bellary • Kudremukh <p>b. Coal Mines</p> <ul style="list-style-type: none"> • Raniganj • Bokaro • Talcher • Neyveli <p>c. Oil Fields</p> <ul style="list-style-type: none"> • Digboi • Naharkatia • Mumbai High • Bassien • Kalol • Ankaleshwar <p>Locate & label: Power Plants</p> <p>a. Thermal</p> <ul style="list-style-type: none"> • Namrup • Singrauli • Ramagundam |

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|--|-------------------------------|---|
| | | b. Nuclear <ul style="list-style-type: none"> • Narora • Kakrapara • Tarapur • Kalpakkam |
| | Manufacturing Industries | I. Manufacturing Industries (Locating and Labelling only) <ul style="list-style-type: none"> • Cotton Textile Industries: a. Mumbai b. Indore c. Surat d. Kanpur e. Coimbatore • Iron and Steel Plants: a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijayanagar f. Salem • Software Technology Parks: a. Noida b. Gandhinagar c. Mumbai d. Pune e. Hyderabad, f. Bengaluru g. Chennai. h. Thiruvananthapuram |
| | Lifelines of National Economy | Locating and Labelling: a. Major sea ports <ul style="list-style-type: none"> • Kandla • Mumbai • Marmagao • New Mangalore • Kochi • Tuticorin • Chennai • Vishakhapatnam • Paradip • Haldia |

| | | |
|--|--|--|
| | | <p>b. International Airports:</p> <ul style="list-style-type: none">• Amritsar (Raja Sansi - Sri Guru Ram Dass jee)• Delhi (Indira Gandhi)• Mumbai (Chhatrapati Shivaji)• Chennai (Meenam Bakkam)• Kolkata (Netaji Subhash Chandra Bose)• Hyderabad (Rajiv Gandhi) |
|--|--|--|

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

CBSV

CLASS X
QUESTION PAPER DESIGN

Subject Wise Weightage

| Subject | Syllabus | Marks (80) | Percentage |
|-------------------|--|------------|------------|
| History | <ul style="list-style-type: none">• The Rise of Nationalism in Europe.• Nationalism in India:• The Making of a Global World Sub topics 1 to 1.3• Print Culture and the Modern World• Map pointing | 18+2 | 25% |
| Political Science | <ul style="list-style-type: none">• Power - sharing• Federalism• Gender, Religion and Caste• Political Parties• Outcomes of Democracy | 20 | 25% |
| Geography | <ul style="list-style-type: none">• Resources and Development• Forest and Wildlife Resources• Water Resources• Agriculture• Mineral & Energy resources• Manufacturing industries.• Lifelines of National Economy (map pointing)• Map pointing | 17+3 | 25% |
| Economics | <ul style="list-style-type: none">• Development• Sectors of the Indian Economy | 20 | 25% |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> • Money and Credit • Globalization and The Indian Economy Sub topics: <ul style="list-style-type: none"> ▪ What is Globalization? ▪ Factors that have enabled Globalisation | | |
|--|--|--|--|

Weightage to Type of Questions

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

Weightage to Competency Levels

| Sr. No. | Competencies | Marks (80) | Percentage |
|--------------|---|------------|-------------|
| 1 | Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas. | 24 | 30% |
| 2 | Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. | 11 | 13.25% |
| 3 | Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. | 40 | 50% |
| 4 | Map Skill | 5 | 6.25% |
| Total | | 80 | 100% |

CLASS X

GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS

| Type of Assessment | Description | Marks Allocated |
|-----------------------------|--|-----------------|
| Periodic Assessment | Pen Paper Test. | 5 |
| Multiple Assessment | Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Inter disciplinary project | 5 |
| Subject Enrichment Activity | Project Work on Consumer Rights OR Social Issues OR Sustainable Development | 5 |
| Portfolio | Classwork, Work done (activities/ assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like heritage India quiz | 5 |

CLASS X
PRESCRIBED TEXTBOOKS

| Subject | Name of the Book | Publisher |
|--|---|-----------|
| History | India and the Contemporary World - II | NCERT |
| Political Science | Democratic Politics | NCERT |
| Geography | Contemporary India | NCERT |
| Economics | Understanding Economic Development | NCERT |
| Disaster Management | Together Towards a Safer India -Part III (A text book on Disaster Management) | CBSE |
| learning_outcomes.pdf (ncert.nic.in) | | |

Links for NCERT rationalised 2023-24 textbooks:

- <https://ncert.nic.in/textbook.php?jess1=0-7>
- <https://ncert.nic.in/textbook.php?jess2=0-5>
- <https://ncert.nic.in/textbook.php?jess3=0-5>
- <https://ncert.nic.in/textbook.php?jess4=ps-5>

*** पाठ्यक्रम विभाजन (सत्र : 2023 - 2024) ***

* निर्धारित पाठ्यपुस्तकें : (1) क्षितिज- 2 NCERT (2) कृतिका भाग 2 NCERT

* (3) व्याकरण प्रवाह (फुल मार्क्स पब्लिकेशन)

*

| महीना | पाठ्यपुस्तक | पाठ एवं पाठ्यवस्तु | कार्य दिवस |
|--------|----------------|---|------------|
| अप्रैल | क्षितिज- 2 | पाठ 1 - सूरदास (काव्य खंड) | |
| * | | पाठ 10-नेताजी का चश्मा(गद्य खंड) | |
| * | व्याकरण प्रवाह | वाक्य (रचना के आधार पर) | |
| मई | क्षितिज- 2 | पाठ 2- राम-लक्ष्मण-परशुराम संवाद (काव्य खंड), | |
| * | | पाठ11-बालगोबिन भगत (गद्य खंड) | |
| जून | व्याकरण प्रवाह | अलंकार , औपचारिक एवं अनौपचारिक पत्र लेखन | |
| * | क्षितिज-2 | पाठ -4 आत्मकथ्य (काव्य खंड) | |
| जुलाई | क्षितिज-2 | पाठ-12 लखनवी अंदाज (गद्य खंड) | |
| * | | पाठ- 5 उत्साह ,अट नहीं रही है (काव्य खंड) | |
| * | कृतिका 2 | पाठ 1- माता का आंचल | |
| | व्याकरण प्रवाह | वाच्य , पद परिचय | |
| अगस्त | क्षितिज-2 | पाठ- 6 यह दंतुरित मुसकान , फसल (काव्य खंड), | |
| * | | पाठ 13- एक कहानी यह भी (गद्य खंड) | |
| * | कृतिका 2 | पाठ 3- साना साना हाथ जोड़ि | |
| * | व्याकरण प्रवाह | अनुच्छेद लेखन & विज्ञापन लेखन & ईमेल लेखन | |
| सितंबर | क्षितिज-2 | पाठ- 16 नौबत खाने में इबादत (गद्य खंड) ,पाठ-9 संगतकार (काव्य खंड) | |
| * | व्याकरण प्रवाह | स्ववृत लेखन | |
| * | | पुनरावृत्ति (TERM-1) | |

* ***** TERM-2 *****

| महीना | पाठ्यपुस्तक | पाठ एवं पाठ्यवस्तु | कार्य दिवस |
|---------|----------------|---|------------|
| अक्टूबर | क्षितिज -2 | पाठ-16 संस्कृति (गद्य खंड) | |
| * | व्याकरण प्रवाह | वाक्य, वाच्य , अलंकार , पद परिचय (पुनरावृत्ति) | |
| नवंबर | कृतिका -2 | पाठ 5 - मैं क्यों लिखता हूं ? | |
| * | व्याकरण प्रवाह | अनुच्छेद लेखन , विज्ञापन लेखन , ईमेल लेखन & स्ववृत लेखन | |
| दिसम्बर | | संपूर्ण पाठ्यक्रम की पुनरावृत्ति | |



हिंदी पाठ्यक्रम -अ (कोड सं. 002)
 कक्षा 10वीं हिंदी - अ परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2023-24
 प्रश्नपत्र दो खंडों, खंड 'अ' और 'ब' में विभक्त होगा।
 खंड 'अ' में 44 वस्तुपरक प्रश्न पूछे जाएंगे, जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।
 खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएंगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएंगे।
 भारांक - (80(वार्षिक बोर्ड परीक्षा) + 20 (आंतरिक परीक्षा)

निर्धारित समय- 3 घंटे

भारांक-80

| वार्षिक बोर्ड परीक्षा हेतु भार विभाजन | | उप भार | कुल भार |
|---------------------------------------|--|--------|---------|
| खंड - अ (बहुविकल्पी प्रश्न) | | | |
| विषयवस्तु | | | |
| 1 | अपठित गद्यांश व काव्यांश पर चिंतन क्षमता एवं अभिव्यक्ति कौशल पर आधारित बहुविकल्पी प्रश्न। | | |
| अ | एक अपठित गद्यांश लगभग 250 शब्दों का , इसके आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएंगे (1×5=5) | 5 | 10 |
| ब | एक अपठित काव्यांश लगभग 120 शब्दों का , इसके आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएंगे (1×5=5) | 5 | |
| 2 | व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर बहुविकल्पी प्रश्न। (1×16) (कुल 20 प्रश्न पूछे जाएंगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे) | | |
| व्याकरण | | | |
| 1 | रचना के आधार पर वाक्य भेद (4 अंक) (5 में से 4 प्रश्न करने होंगे) | 4 | 16 |
| 2 | वाक्य (4 अंक) (5 में से 4 प्रश्न करने होंगे) | 4 | |
| 3 | पद परिचय (4 अंक) (5 में से 4 प्रश्न करने होंगे) | 4 | |
| 4 | अलंकार- (शब्दालंकार : श्लेष) (अर्थालंकार : उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण) (4 अंक) (5 में से 4 प्रश्न करने होंगे) | 4 | |
| 3 | पाठ्यपुस्तक क्षितिज भाग - 2 | | |
| अ | गद्य खंड | 7 | 14 |
| 1 | क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएंगे। (1×5) | 5 | |

| | | | |
|--|--|---|----|
| 2 | क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएंगे। (1×2) | 2 | |
| ब | काव्य खंड | 7 | |
| 1 | क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएंगे (1×5) | 5 | |
| 2 | क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएंगे। (1×2) | 2 | |
| खंड - ब (वर्णनात्मक प्रश्न) | | | |
| पाठ्यपुस्तक क्षितिज भाग - 2 व पूरक पाठ्यपुस्तक कृतिका भाग - 2 | | | |
| 1 | अ गद्य खंड | | |
| | क्षितिज से निर्धारित पाठों में से विषयवस्तु का ज्ञान बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएंगे। (विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2×3) | 6 | |
| | ब काव्य खंड | | |
| | क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएंगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2×3) | 6 | 20 |
| | स पूरक पाठ्यपुस्तक कृतिका भाग - 2 | | |
| | कृतिका के निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएंगे। (4×2) (विकल्प सहित- 50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे) | 8 | |
| 2 | लेखन | | |
| i | विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित शमसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन | 6 | 20 |
| ii | अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र | 5 | |
| iii | उपलब्ध रिक्ति के लिए लगभग 80 शब्दों में स्ववृत्त लेखन अथवा विविध विषयों पर आधारित लगभग 80 शब्दों में औपचारिक ई-मेल लेखन | 5 | |
| iv | विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन | 4 | |

13 | Page

| | | | |
|---|---|------------|------------|
| | अथवा संदेश लेखन लगभग 40 शब्दों में (शुभकामना, पर्व-त्योहारों एवं विशेष अवसरों पर दिए जाने वाले संदेश) | | |
| | | कुल | 80 |
| | आंतरिक मूल्यांकन | | |
| अ | सामयिक आकलन | 5 | 20 |
| ब | बहुविध आकलन | 5 | |
| स | पोर्टफोलियो | 5 | |
| द | श्रवण एवं वाचन | 5 | |
| | कुल | | 100 |

निर्धारित पुस्तकें :

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

नोट - निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएंगे-

| | | |
|------------------|-----------|---|
| क्षितिज, भाग - 2 | काव्य खंड | <ul style="list-style-type: none"> देव- सवेया, कवित (पूरा पाठ) गिरिजाकुमार माथुर - छाया मत छूना (पूरा पाठ) ऋतुराज - कन्यादान (पूरा पाठ) |
| | गद्य खंड | <ul style="list-style-type: none"> महावीरप्रसाद द्विवेदी - स्त्री-शिक्षा के विरोधी कुतर्कों का खंडन (पूरा पाठ) सर्वेश्वर दयाल सक्सेना- मानवीय करुणा की दिव्य चमक (पूरा पाठ) |
| कृतिका, भाग - 2 | | <ul style="list-style-type: none"> पहली ठेकी झूलनी हेरानी हो रामा! (पूरा पाठ) जार्ज पंचम की नाक (पूरा पाठ) |



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