

# SYLLABUS

Session - 2023-24

## Class - X

<b>S. No.</b>	<b>Subject &amp; Code</b>	<b>Page No.</b>
1.	English Language and Literature (184)	2
2.	Science (086)	12
3.	Mathematics (041)	23
4.	Information Technology (402)	35
5.	Social Science (087)	45
6.	Hindi (085)	57
7.	Punjabi (004)	66

**Class : X**

**Subject : English Language and Literature (184)**

### **Rationale**

Literature has always played a significant role in learning language. However, it is felt that pupils should be apprised with contemporary issues, read authentic literature and experiences of people to reflect and build their personality traits.

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

The general objectives at this stage are to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- make appropriate usage of English language
- to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- facilitate self-learning to enable them to become independent learners
- integrate listening and speaking skills in the curriculum.

- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate a story which has been depicted pictorially or in any other non-verbal mode
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report

## SECTION - WISE WEIGHTAGE

Sections		Weightage
A	Reading Skills (40 periods)*	20 Marks
B	Writing Skills with Grammar (40 periods)*	20 Marks
C	Language through Literature (50 periods)*	40 Marks

**\*This is a suggestive number.**

### Section A

#### Reading Skills

#### I. Reading Comprehension through Unseen Passage 20 Marks

1. Discursive passage of 400-450 words. **(10 marks)**
2. Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words. **(10 marks)**

**(Total length of two passages to be 600-700 words)**

Multiple Choice Questions / Objective Type Questions, and Short Answer Questions (to be answered in 30-40 words) will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

## **Section B**

### **II Grammar Writing Skills and Grammar 10 Marks**

- Determiners
- Tenses
- Modals
- Subject – verb concord
- Reported speech
- Commands and requests
- Statements
- Questions

The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar in context will be assessed through Gap Filling/Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.

### **III Writing Skills 10 marks**

3. Writing a Formal Letter based on a given situation, in 100-120 words. One out of two questions is to be answered. **5 marks**
4. Writing an Analytical Paragraph in 100-120 words on a given Map /Chart / Graph/Cues. One out of two questions is to be answered. **5 marks**

## **Section C 40 Marks**

### **Language through Literature**

#### **IV. Reference to the Context (5+5 = 10 Marks)**

5. One extract out of two from Drama / Prose.
6. One extract out of two from poetry.



Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/ One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

**V. Short & Very Long Answer Questions 30 Marks**

7. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT to assess interpretation, analysis, inference and evaluation. **4x3=12 marks**

8. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation. **2x3=6 marks**

9. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the text. This can be a passage-based question taken from a situation/plot from the text. **6 marks**

10. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

**Prescribed Books**

**Published by NCERT, New Delhi**

- ***FIRST FLIGHT - Textbook for Class X***

**Prose**

1. A letter to God
2. Nelson Mandela - Long Walk to Freedom
3. Two Stories About Flying

4. From the Diary of Anne Frank
5. Glimpses of India
6. Mijbil the Otter
7. Madam Rides the Bus
8. The Sermon at Benares
9. The Proposal (Play)

### **Poems**

1. Dust of Snow
2. Fire and Ice
3. A tiger in the Zoo
4. How to Tell Wild Animals
5. The Ball Poem
6. Amanda!
7. The Trees
8. Fog
9. The Tale of Custard the Dragon
10. For Anne Gregory

### ***FOOTPRINTS WITHOUT FEET -***

1. A triumph of Surgery
2. The Thief's Story
3. The Midnight Visitor
4. A Question of Trust
5. Footprints Without Feet

6. The making of a Scientist
7. The necklace
8. Bholi
9. The Book That Saved the Earth

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

**UNIT 1**

**Literature Reader-**

Ch-A Letter to God

Key Words-dotted, downpour, affixed, locusts, amiable

P- Dust of snow

Key Words- hemlock, shook, rued

P- Fire and Ice

Key Words – perish, suffice, avarice, rigidity

**Supplementary Reader**

Ch-A Triumph of Surgery

Key Words-rheumy, swooned, sloped, whimper, scrimmages

**Writing section:** Formal letter(letter to editor)

**Workbook-**Unit-1

**Grammar :**Tenses, Determiners

**Activity :** Listening task , Reading Comprehension

## **UNIT 2**

### **Literature Reader-**

F- Nelson Mandela: Long Walk to Freedom

Keywords-inhumane, besieged, chevron, brutality, grimmest

P-A Tiger in the Zoo

Key Words- vivid, lurking, patrolling baring, fangs, snarling

### **Supplementary Reader**

Ch-The Thief's Story

Key Words-grunting, unlined, crept, modestly, drizzle

**Writing section:** Formal letter( placing an order and enquiry)

**Workbook-** Unit-2

**Grammar :** Subject-verb agreement

**Activity :** A comparative study on Principles and Lives of Mahatma Gandhi and Martin Luther King in 200 words.

## **UNIT 3**

### **Literature Reader-**

Ch- Two Stories about Flying

Key Words- expanse, beckoning, muster up, desperate, cackle, plaintively

P3a- How to Tell Wild Animals

Key Words- twany, discern, novice, caress

P3b-The Ball Poem

Key Words- rigid, intrude, epistemology, dime

### **Supplementary Reader**

Ch-3-The Midnight Visitor

Key Words- wheezily, espionage, prosaic, inflection, gesture, deftly

Writing section: Analytical paragraph based on bar graph and line graph

### **Workbook- Unit-3**

**Grammar :** Reported speech

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

Grammar activity based on reported speech

## **UNIT 4**

### **Literature Reader-**

Ch 4-From the Diary of Anne Frank

Key Words- persecutions, contrary, intimate, renowned, confide

P4 - Amanda!

Key words- slouching, sole, languid, tranquil, nagged, sulking

### **Supplementary Reader**

Ch4-A Question of Trust

Key Words-mended, persuaded, inconvenience, desperate

**Writing section:** analytical paragraph based on pie chart,

### **Workbook- Unit-4**

**Grammar:** Modals

**Activity :** Project on Women Empowerment in 800 words.

## **UNIT 5**

### **Literature Reader-**

F7-Glimpses of India

Key Words- loaf, rebuke, parapet, commences, laidback, dwarfing

P7 –The Trees

Key words- exertion, disengage, scarcely, stumbling

**Writing section:** Letter of complaint

**Workbook-** Unit-7

**Grammar :** Reported speech

**Activity :** Listening task, dialogue writing

Worksheet based on reading comprehension (Pg-84 W.B)

## **UNIT 6**

**Literature Reader-**

F8-Mijbil the Otter

Key Words- squirmed, consulate, static, fumbling. chittering

P8- Fog

Key words-harbour, haunches

**Supplementary Reader**

Ch-6 The Making of a Scientist

Key Words-mounting, equipment, monarch, entomology, canoeist

**Writing section:** Formal letter

Workbook- Unit-8

**Grammar :** Tenses

**Activity :** Listening task, dialogue writing-Imagine that Mijbil and The Tiger, both met each other in the zoo and have a conversation about their lifestyle and feelings. Write dialogues between the two based on your understanding of Mijbil the Otter and A Tiger in the Zoo.

## **UNIT 7**

### **Literature Reader-**

Ch-Madam Rides the Bus

Key Words- wistfully, discreet, kindle, haughtily, repulsive

P- The Tale of Custard the Dragon

Key words-wagon, spikes, strategically, flustered, squirm

### **Supplementary Reader**

Ch7- The Necklace

Key Words-incessantly, despair, spitefully, intoxicated, dismay

**Writing section:** Business letter

**Workbook-** Unit-9

**Grammar :** Modals

**Activity :**Based on the text-Description of an animal you love.

## **UNIT 8**

### **Literature Reader-**

Ch10-The Sermon at Benares

Key Words-lamentation, desolation, slaughter, afflicted, mortals

P10- For Anne Gregory

Key Words- ramparts, folklore, mythology

### **Supplementary Reader**

Ch9- Bholi

Key Words-triumphed, scurried, throbbing, astonished, envious

**Writing section:** Formal letter writing

## **Workbook-Unit-10**

**Grammar** : Subject - verb agreement

**Activity** : Grammar activity based on jumbled sentences.

## **UNIT 9**

### **Supplementary Reader**

Ch10- The Book that Saved the Earth

Key Words-illustrated, apprentice, salutation, smacking, historiscope

**Writing section:** analytical paragraphs based on cues

## **Workbook- Unit-11**

**Grammar** :Tenses, Modals

**Activity:** Listening Task

## **UNIT 10**

### **Literature Reader-**

Ch- The Proposal

Key words- petty, awfully, palpitations, reckoned, excruciating, embezzlement

**Writing section:** Formal letter, analytical paragraphs (based on SWOT Analysis)

**Grammar:** Exercises based on Gap Filling, Editing and Omission

**Activity:** Exercise based on Integrated Grammar

Speech based on value-based topic



# **Subject : Science (086)**

## **Objective**

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

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

## **RATIONALE**

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

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

### **General Instructions:**

1. There will be an Annual Examination based on the entire syllabus.
2. The Annual Examination will be of 80 marks and 20 marks weightage shall be for Internal Assessment.
3. For Internal Assessment:
  - a. There will be Periodic Assessment that would include:
    - For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 05 marks towards the final result.
    - For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include - short tests, oral test, quiz, concept maps, projects, posters, presentations, and enquiry based scientific investigations etc. and use rubrics for arguing them objectively. This will also have a weightage of 05 marks towards the final result.
  - b. Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weightage of 5 marks towards the final result. All practicals listed in the syllabus must be completed.
  - c. Portfolio to be prepared by the student- This would include classwork and other sample of student work and will carry a weightage of 5 marks towards the final results

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

<b>Unit No.</b>	<b>Unit</b>	<b>Marks</b>
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
	<b>Total</b>	<b>80</b>
	<b>Internal assessment</b>	<b>20</b>
	<b>Grand Total</b>	<b>100</b>

**UNIT-I:**

- 1. Chemical reactions and equations:** Chemical equation-forms and balancing.
- 2. Light reflection and refraction-** Reflection of light by curved surfaces; Images formed by spherical mirrors, centre of curvature, principal axis, principal focus, focal length.

**PRACTICAL** – Determination of the focal length of:

- i) Concave mirror

By obtaining the image of a distant object.

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

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

## UNIT-II:

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

### PRACTICAL:

i) *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*

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

**PRACTICAL :** To determine the focal length of convex lens by obtaining the image of a distant object.

3. **Life processes** - Respiration in plants and animals

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

## UNIT-III

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

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

**PRACTICAL-** Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.

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

#### **UNIT IV:**

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

**PRACTICAL:** Studying the properties of acids and bases (HCl & NaOH) by their reaction with:

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

**2. Human eye and the colourful world-** Functioning of a lens in human eye, power of accommodation, defects of vision and their corrections.

**3.Control and co-ordination:** Control and coordination in animals, reflex action. Human brain; nervous tissue plant hormones.

## UNIT - V

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

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

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

**2. Human eye and the colourful world-** Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life(excluding colour of the sun at sunrise and sunset).

**PRACTICAL :** Tracing the path of rays of light through glass prism.

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

## UNIT-VI

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

**PRACTICAL:** Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions:  $\text{ZnSO}_4$  (aq)

$\text{FeSO}_4$  (aq)

$\text{CuSO}_4$  (aq)

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

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

**2. Electricity-** Electric current, potential difference, and electric current. Ohm's law, Resistance, resistivity, Factors on which the resistance of a conductor depends.

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

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

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

## **UNIT - VII**

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

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

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

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

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

## UNIT -VIII

**1. Carbon compounds:** Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes, and alkynes), difference between saturated hydrocarbons and unsaturated hydrocarbons.

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

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

## UNIT IX

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

**PRACTICAL-** Study of the following properties of acetic acid (ethanoic acid):

i) Odour ii) solubility in water iii) effect on litmus iv) reaction with Sodium Hydrogen Carbonate

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

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



## **UNIT-X**

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

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

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

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

### **ASSESSMENT AREAS (THEORY) 2022-23 (CLASS X) SCIENCE (086)**

**TIME: 3 HRS.**

**MAXIMUM MARKS: 80 MARKS**

- Competency Focused Questions in form of MCQs/Case Based Questions. Source-based Integrated Questions or any type = 50%
- Select response type questions (MCQ) = 20%
- Constructed Response questions (Short Answer/Long Answer type questions, as per existing pattern) = 30 %

## **NOTE**

- An internal choice of approximately 33% would be provided.

## **INTERNAL ASSESSMENT (20 Marks)**

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

## **SUGGESTIVE VERBS FOR VARIOUS COMPETENCIES**

- Demonstrate Knowledge and Understanding State, name, list, identify, define, suggest, describe, outline, summarize, etc.
- Application of Knowledge/Concepts Calculate, illustrate, show, adapt, explain, distinguish, etc.
- Analyze, Evaluate and Create Interpret, analyze, compare, contrast, examine, evaluate, discuss, construct, etc.

**Class: X**

**Subject : Mathematics (041)**

**SESSION 2023-24**

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

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

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

## COURSE STRUCTURE CLASS –X

Unit No.	Unit Name	Marks
I	Number Systems	06
II	Algebra	20
III	Coordinate Geometry	06
IV	Geometry	15
V	Trigonometry	12
VI	Mensuration	10
VII	Statistics & Probability	11
	Total	80

### TO BE FOLLOWED IN SCHOOL

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

## UNIT-I

### • (UNIT-NUMBER SYSTEMS)

#### CHAPTER 1: REAL NUMBERS

**KEY WORDS:** Fundamental Theorem of Arithmetic, HCF, LCM, Real numbers, Rational numbers, Irrational numbers  $\sqrt{2}, \sqrt{3}, \sqrt{5}$

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

#### ACTIVITY - CROSSWORD PUZZLE

### • (UNIT-ALGEBRA)

#### CHAPTER 2: POLYNOMIALS

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

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

**ACTIVITY -** To draw the graph of a quadratic polynomial and observe .

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

## UNIT-II

### (UNIT-ALGEBRA)

#### CHAPTER 3: PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

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

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

**ACTIVITY** - To verify the conditions for consistency of a system of linear equations in two variables by graphical representation.

### UNIT-III

- (UNIT-ALGEBRA)

#### CHAPTER 4: QUADRATIC EQUATIONS

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

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

#### MULTIPLE ASSESSMENT : CROSSWORD PUZZLE

- (UNIT- STATISTICS & PROBABILITY)

#### CHAPTER 14: PROBABILITY

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

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

## **MULTIPLE ASSESSMENT – CROSSWORD PUZZLE**

### **UNIT-IV**

#### **• (UNIT-ALGEBRA)**

#### **CHAPTER 5: ARITHMETIC PROGRESSIONS**

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

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

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

### **UNIT-V**

#### **• (UNIT-GEOMETRY)**

#### **CHAPTER 6: TRIANGLES**

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

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

1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.



2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.

3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.

4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.

5. (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.

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

## UNIT-VI

### • (UNIT-COORDINATE GEOMETRY)

#### CHAPTER 7: COORDINATE GEOMETRY

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

**CONTENTS:** LINES (In two-dimensions)

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

**ACTIVITY** - To verify the distance formula by graphical method.

- (UNIT-TRIGONOMETRY)

## CHAPTER 8: INTRODUCTION TO TRIGONOMETRY

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

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

### TRIGONOMETRIC IDENTITIES :

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

### MULTIPLE ASSESSMENT –: CROSSWORD PUZZLE

## UNIT-VII

- (UNIT-TRIGONOMETRY)

## CHAPTER 9: APPLICATIONS OF TRIGONOMETRY (10) Periods (HEIGHTS AND DISTANCES)

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

**CONTENTS:** Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only  $30^\circ$ ,  $45^\circ$ ,  $60^\circ$ .

**ACTIVITY** -To find the height of a building using a clinometer.

## UNIT-VIII

### • (UNIT-GEOMETRY)

#### CHAPTER 10: CIRCLES

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

**CONTENTS:** Tangent to a circle at, point of contact

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

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

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

### • (UNIT-MENSURATION)

#### CHAPTER 11: AREAS RELATED TO CIRCLES

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

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

**ACTIVITY-** To obtain the formula for area of the circle i.e.,  $\pi r^2$  by paper cutting and pasting method.

## UNIT-IX

- (UNIT- STATISTICS & PROBABILITY)

### CHAPTER 13: STATISTICS

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

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

### MULTIPLE ASSESSMENT – CROSSWORD PUZZLE

## UNIT-X

- (UNIT-MENSURATION )

### CHAPTER 12: SURFACE AREAS AND VOLUMES

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

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

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

**MATHEMATICS-STANDARD (041)**  
**QUESTION PAPER DESIGN CLASS – X (2023-24)**

Time: 3 Hours

Max. Marks: 80

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

<b>INTERNAL ASSESSMENT</b>	<b>20 MARKS</b>
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 (241)**  
**QUESTION PAPER DESIGN CLASS – X (2023-24)**

Time: 3 Hours

Max. Marks: 80

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

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

**PRESCRIBED BOOKS:**

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

# **Subject : Information Technology (402)**

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

**Draft Study Material for Class 10 (Part-B)**

**Publisher: NCERT**

## **COURSE OBJECTIVES:**

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

The following are the main objectives of this course:

- To familiarize the students with the world of IT and IT enabled services.
- To provide in-depth training in use of data entry, internet and internet tools.
- To develop practical knowledge of digital documentation, spreadsheets and presentation.
- To enable the students to understand database management systems and have updated knowledge about digital record keeping.
- To make the students capable of getting employment in Private Sector, Public Sector, Ministries, Courts, House of Parliament, and State Legislative Assemblies.
- To develop the following skills:

## Class-X

<b>MAX. MARKS for Theory and Practical</b>	<b>50 + 50 = 100</b>
<b>UNITS</b>	<b>MAX. MARKS</b>
<b>Employability Skills</b>	
Unit 1: Communication Skills-II	2
Unit 2: Self-Management Skills-II	3
Unit 3: Information and Communication Technology Skills-II	1
Unit 4: Entrepreneurial Skills-II	3
Unit 5: Green Skills-II	1
<b>TOTAL</b>	<b>10 Marks</b>
<b>Subject Specific Skills</b>	
	<b>Marks</b>
Unit 1: Digital Documentation (Advanced)	8
Unit 2: Electronic Spreadsheet (Advanced)	10
Unit 3: Database Management System	12
Unit 4: Web Applications and Security	10
<b>TOTAL</b>	<b>40 Marks</b>
<b>Practical Work</b>	
Practical Examination	15
Written Test	10
Viva Voce	10
<b>Total</b>	<b>35</b>



## **Project Work/Field Visit**

Practical File/ Student Portfolio	10
Viva Voce	05
<b>Total</b>	<b>15</b>
<b>GRAND TOTAL</b>	<b>100</b>

## **UNIT-1**

### **COMMUNICATION SKILLS-II**

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

#### **Activity :**

1. Create a mind map for the types of communication. Describe each communication with its further types.
2. Make a mind map of elements of communication.
3. Mind map of 7Cs of Effective Communication.

### **DIGITAL DOCUMENTATION (ADVANCED)**

Session 1: Create and Apply Styles in the document

Session 2: Insert and Use Images

**Activity:**

- 1.- Create a pamphlet on Cyber Awareness. Apply different style OR  
- Write your resume/ Bio Data and apply different styles on it.
- 2.- Create a Poster on Health and Hygiene

**UNIT-2**

Digital Documentation (Advanced)

Session 3: Create and Use Template

Session 4: Create and Customize Table Of Contents

Session 5: Implement Mail Merge

**Activity:** One activity from each session

- 1.- Create your own template for a birthday invitation.
- 2.- Create a document in Word/ Writer on a topic of your choice of 5-10 pages.

It should contain the following:

- a) A header with student name & date.
- b) A footer with page number in the center.

Create a table of contents for this document.

3. Create a Mail Merge Letter for inviting friends and/or family to a party you are hosting.

**ELECTRONIC SPREADSHEET (ADVANCED)**

Session 1: Analyse Data Using Scenarios and Goal Seek

**Activity:** As given in the book on Page 70 & 71.

## **UNIT-3**

### **ELECTRONIC SPREADSHEET (ADVANCED)**

Session 2: Link Data and Spreadsheets

**Activity:**

Create a set of 3 worksheets for storing records of marks of different classes and compare all these on a separate worksheet.

Create a link between worksheets of same file and link two different files.

Session 3: Share and Review A Spreadsheet

**Activity:** Create a worksheet in open office Calc and share it on a network. Record the changes made by other people working on it.

Session 4: Create And Use Macros In Spreadsheet

**Activity:** Write a macro to create a function of your own (product, add two numbers etc.)

## **UNIT-4**

### **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

**Activity: 1.** Create a mind map or a table to identify your own strengths and weaknesses.

2. list the steps for managing time effectively.

## **UNIT-5**

### **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

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

## **UNIT-6**

### **RELATIONAL DATABASE MANAGEMENT SYSTEMS (BASIC)**

Session 1: Appreciate the Concept Of Database Management System

**Activity:**

Analyze database requirement for your school; visit different departments such as library, student admission center, to gather requirements. Document the business requirement.

Session 2: Create and Edit Tables Using Wizard and Sql Commands

**Activity:**

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

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

OR

Create a database for a school library.

Hint : Create fields for book title, cost, provider, availability, etc

### Session 3: Perform Operations on Table

#### **Activity:**

1. Create a database to store your academic records using the guidelines below:

Use your roll number as the file name for your database.

Create fields such as subject name, required score, passing score and your percentage.

Set the subject name field as the primary key.

### Session 4: Retrieve Data Using Query

#### **Activity:**

Open the database created in the previous activity. Use the select query statement to query and sort on subjects marks scored was greater than 50%.

### Session 5: Create Forms and Reports Using Wizard

#### **Activity:**

1. Create a form for the academic database created in the above activity. Populate the table with mark results using the form.

2. Create a report to display data from table stored in database created earlier. A report must display your entire academic score card.

## **UNIT-7**

### **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

**Activity:** Make a table of Qualities and a table of Functions of a successful Entrepreneur.

## **UNIT-8**

### **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

#### **Activities:**

1. Draw the type of network topologies.
2. Make a mind map / list of the different ways of connecting people online for audio and video chatting and sharing information.
3. Create a blog of yours using wordpress/ blogspot/wix or any other blog service provider.
4. List some offline blog editors.

## **UNIT-9**

### **WEB APPLICATIONS AND SECURITY**

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

#### **Activities:**

1. List various Indian government sites for creating the following documents.  
(Passport, PAN card, Aadhar card, booking railway tickets, CBSE books and curriculum)
2. Open settings of any browsers like edge, Mozilla firefox, opera etc. and write the steps to clear the cookies.
3. List the safety measures to be adopted for safe using of Internet.
4. Identify some precautions that may be taken at various places to avoid accidents.

Enlist the measures to avoid hazards in various situations at workplace.

### **GREEN SKILLS**

Session 1 Sustainable Development

Session 2 Our Role in Sustainable Development

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

## **UNIT-10**

### **PRACTICAL PROJECT**

- Project Work on any given topics
- Submission of all activities with file.

### **Information Technology (Code no. 402)**

Theory            50 marks

Practical        50 marks

Total Marks    100 marks

***Note: Submit Activity File with a Project.***



# **Subject : Social Science (087)**

## **Rationale**

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building. The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view.

## **Objectives**

The main objectives of this syllabus are to:

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

- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society
- deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives.

## **Class-X**

### **UNIT 1**

#### **Chapter 1 Power Sharing (Political Science)**

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

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

#### **Chapter 1 Resource and Development (Geography)**

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

**ACTIVITY-** Draw a soil profile on an activity sheet and label each layer of soil.

## UNIT-2

### Chapter 1 Development (Economics)

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

**ACTIVITY** – Assume that there are only four families each in two countries. Study the table carefully and answer questions that follow

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

- i) Fill in the blank such that both country A and country B have the same average income
- ii) Does the worked out average income equally applied to the country-B? And again, does this average not hide the status of the families I,II,III in that country?
- iii) Does the family III in the country A has the same income as it is shown by the average?
- iv) Let us calculate which country is better off and why?

## **Chapter 2 Federalism (Political Science)**

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

**ACTIVITY** - Make a list of the subjects that comes under the various lists of Indian Constitution in a tabular form

## **Chapter 6 Life Lines of National Economy (Geography)**

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

**Activity: Map of Chapter Geography**

## **UNIT 3**

### **Chapter 2 Nationalism in India (History)**

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

**ACTIVITY** - The year is 1921. You are a student in a government school. Design a poster urging school students to Gandhiji's call to join non-cooperation movement.

### **Chapter 2 Sectors in Indian Economy**

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

**ACTIVITY** - Classify the different economic activities into different sectors and analyse the pattern of total production and employment in India

## **UNIT 4**

### **Ch 1 The rise of nationalism in Europe (History)**

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

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

### **Ch 6 Political Parties ( Politics)**

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

**ACTIVITY-** Find out the reason why don't political parties give enough tickets to women? Is that also due to lack of Internal Democracy.

### **Chapter 4 Globalisation and The Indian (Economics)**

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

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

## **UNIT 5**

### **Ch 3 Water Resources: (Geography)**

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

**ACTIVITY-** Draw a diagram of rooftop rain water harvesting

### **Ch 3 Money and credit (Economics)**

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

**ACTIVITY-** You want to withdraw Rs. 5000/- in cash for making payments. How would you write a check to withdraw the money?

### **Ch 7 Outcomes of Democracy (Political Science)**

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

**ACTIVITY-** Find out plans and programs implemented by democracy to accommodate social diversity

## **UNIT 6**

### **Ch 7 Print Culture and the Modern World: (History)**

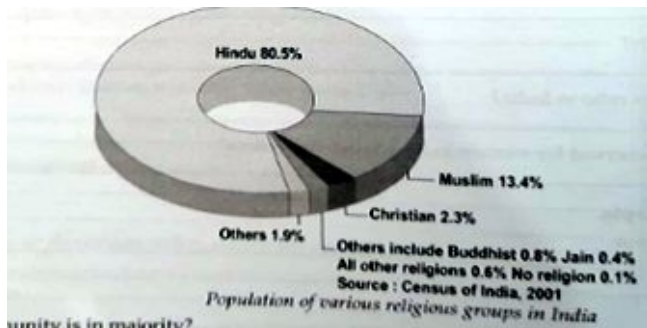
• The First Printed Books- Print Comes to Europe • The Print Revolution and its Impact • The Reading Mania • The Nineteenth Century • India and the World of Print • Religious Reform and Public Debates • New Forms of Publication • Print and Censorship

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

## Ch 4 Gender, Religion and Caste: ( Democratic politics)

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

**ACTIVITY** – Study the pie diagram and write your observations



## UNIT 7

### Ch 6 Manufacturing Industries: (Geography)

Importance of Manufacturing - Industrial· Location (excluding Industry Market Linkage), Agro based Industry (excluding Cotton Textiles, Jute Textiles, Sugar Industry), Mineral based Industries

**ACTIVITY-** Collect information about steel plants in India

**Ch 4 The Making of a Global World: (History)** To be evaluated in the Board Examination - Subtopics:1 to 1.3 Pre Modern World to Conquest, Disease and Trade)

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

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

## **UNIT 8**

### **Ch 5 Minerals and Energy Resources-(Geography)**

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

**ACTIVITY :** Collect information about newly established solar power plants in India.

### **CH 5 The age of industrialization (History) (To be assessed as part of Periodic Assessments only)**

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

**ACTIVITY:** On the map of Asia, find and draw the sea and land links of the textile trade from India to central Asia

## **UNIT 9**

### **Agriculture(Geography)**

• Types of Farming – Primitive, Subsistence, Intensive Subsistence, Commercial Cropping Pattern – Major Crops, Food Crops other than Grains,



Non Food Crops, Technological and Institutional Reforms • Food Security (excluding impact of globalization on agriculture)

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

## **Ch 2 Forest and Wildlife (Geography)**

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

**ACTIVITY** – Make a poster on forest and wildlife conservation

## **UNIT 10**

### **REVISION**

#### **LIST OF MAP ITEM**

#### **CLASS X (2023-24)**

### **A. HISTORY (Outline Political Map of India)**

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

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

### **B. GEOGRAPHY (Outline Political Map of India)**

#### **Chapter 1: Resources and Development (Identification only)**

##### **a. Major soil Types Chapter**

##### **3: Water Resources (Locating and Labelling)**

### **Dams:**

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

### **Chapter 4: Agriculture (Identification only)**

#### **a. Major areas of Rice and Wheat**

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

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

#### **a. Iron Ore mines**

- |              |           |
|--------------|-----------|
| • Mayurbhanj | • Durg    |
| • Bailadila  | • Bellary |
| • Kudremukh  |           |

#### **b. Coal Mines**

- |            |           |
|------------|-----------|
| • Raniganj | • Bokaro  |
| • Talcher  | • Neyveli |

#### **c. Oil Fields**

- |               |               |
|---------------|---------------|
| • Digboi      | • Naharkatia  |
| • Mumbai High | • Bassien     |
| • Kalol       | • Ankaleshwar |

### **Power Plants (Locating and Labelling only)**

#### **a. Thermal**

- |          |             |
|----------|-------------|
| • Namrup | • Singrauli |
|----------|-------------|

Ramagundam

b. Nuclear

• Narora

• Tarapur

• Kakrapara

• Kalpakkam

## **Chapter 6: Manufacturing Industries (Locating and Labelling Only)**

### **Cotton Textile Industries:**

a. Mumbai

b. Indore

c. Surat

d. Kanpur

e. Coimbatore

### **Iron and Steel Plants:**

a. Durgapur

b. Bokaro

c. Jamshedpur

d. Bhilai

e. Vijayanagar

f. Salem

### **Software Technology Parks:**

a. Noida

b. Gandhinagar

c. Mumbai

d. Pune

e. Hyderabad

f. Bengaluru

g. Chennai

h. Thiruvananthapuram

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

a. Kandla

b. Mumbai

c. Marmagao

d. New Mangalore

e. Kochi

f. Tuticorin

g. Chennai

h. Vishakhapatnam

i. Paradip

j. Haldia

International Airports:

a. Amritsar (Raja Sansi - Sri Guru Ram Dass jee)

b. Delhi (Indira Gandhi)

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

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

**Weightage to Type of Questions**

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

## हिंदी पाठ्यक्रम (085)

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

### शिक्षण उद्देश्य

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

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

### शिक्षण युक्तियाँ

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

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

कक्षा 10वीं हिंदी 'ब' परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2022 - 2023

- प्रश्नपत्र दो खंडों, खंड 'अ' और 'ब' का होगा।
- खंड 'अ' में 45 वस्तुपरक प्रश्न पूछे जाएँगे, जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।
- खंड 'ब' में वर्णानात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे।
- भारांक - (80 (वार्षिक परीक्षा) + 20 (आंतरिक परीक्षा))

## परीक्षा भार विभाजन

	विषयवस्तु	भार
	खंड अ (वस्तुपरक प्रश्न)	40
1	अपठित गद्यांश	10
	अ दो अपठित गद्यांश (लगभग 200 शब्दों के) बिना किसी विकल्प के $10(1 \times 5 = 5) + (1 \times 5 = 5)$ (दोनों गद्यांशों में एक अंकीय पाँच-पाँच प्रश्न पूछे जाएंगे)	
2	व्यावहारिक व्याकरण के आधार पर बहुविकल्पात्मक प्रश्न (1 अंक x 16 प्रश्न)	16
	कुल 21 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे।	
	1) पदबंध (5 में से 4 प्रश्न)	04
	2) रचना के आधार पर वाक्य रूपांतरण (5 में से 4 प्रश्न)	04
	3) समास (5 में से 4 प्रश्न)	04
	4) मुहावरे (6 में से 4 प्रश्न)	04
3	पाठ्यपुस्तक स्पर्श, भाग - 2	14
	काव्य खंड	07
	पठित पद्यांश पर एक अंकीय पाँच बहुविकल्पी प्रश्न। $(1 \times 5)$	05
	स्पर्श (भाग - 2) से निर्धारित कविताओं के आधार पर एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। $(1 \times 2)$	02



	गद्य खंड	07
	पठित गद्यांश पर एक अंकीय पाँच बहुविकल्पी प्रश्न । (1x5)	05
	स्पर्श (भाग - 2) से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आंकलन करने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएंगे । (1x2)	02
	खंड ब (वर्णनात्मक प्रश्न)	40
4	पाठ्यपुस्तक स्पर्श, भाग - II	12
	1) स्पर्श (गद्य खंड) से निर्धारित पाठों के आधार पर तीन में से दो प्रश्न पूछे जाएँगे । (3 अंक x 2 प्रश्न) (लगभग 60 शब्द)	06
	2) स्पर्श (काव्य खंड) से निर्धारित पाठों के आधार पर तीन में से दो प्रश्न पूछे जाएँगे । (3 अंक x 2 प्रश्न) (लगभग 60 शब्द)	
	पूरक पाठ्यपुस्तक संचयन भाग - II	06
	पूरक पाठ्यपुस्तक संचयन के निर्धारित पाठों से तीन में से दो प्रश्न पूछे जाएँगे, जिनका उत्तर लगभग 60 शब्दों में देना होगा । (3 अंक x 2 प्रश्न)	06
5	लेखन	22
	1) संकेत बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए किन्हीं तीन विषय में से किसी एक विषय पर लगभग 100 शब्दों में अनुच्छेद लेखन । (6 अंक x 1 प्रश्न) (विकल्प सहित)	06
	2) अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र ।	06

(6 अंक x 1 प्रश्न)

- 3) व्यावहारिक जीवन में से संबंधित विषयों पर आधारित लगभग 04  
80 शब्दों में सूचना लेखन । (4 अंक x 1 प्रश्न)  
(विकल्प सहित)
- 4) विषय से संबंधित लगभग 60 शब्दों के अंतर्गत विज्ञापन 03  
लेखन । (3 अंक x 1 प्रश्न) (विकल्प सहित)
- 5) दिए गए विषय/शीर्षक आदि के आधार पर रचनात्मक सोच के साथ  
लगभग 100 शब्दों में लघुकथा लेखन । (5 अंक x 1 प्रश्न)

अथवा

विविध विषयों पर आधारित लगभग 100 शब्दों में औपचारिक 80  
ई-मेल लेखन

कुल

80

आंतरिक मूल्यांकन

अंक 20

अ सामयिक आकलन

5

ब बहुविध आकलन

5

स पोर्टफोलियो

5

द श्रवण एवं वाचन

5

कुल

100

निर्धारित पुस्तके :

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

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

नोट: निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे -

पाठ्य पुस्तक स्पर्श (भाग - 2)

- बिहारी - दोहे (पूरा पाठ)
- महादेवी वर्मा - मधुर - मधुर मेरे दीपक जल (पूरा पाठ)
- अंतोन चेखव - गिरगिट (पूरा पाठ)

पाठ्य पुस्तक (भाग - 2)

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

शिवालिक पब्लिक स्कूल

हिंदी पाठ्यक्रम

कक्षा - 10वीं (2023 - 24)

**Unit - 1** स्पर्श पुस्तक पाठ - कबीर सारवी, बड़े भाई साहब

व्याकरण - औपचारिक पत्र, अपठित गद्यांश, वाक्य रूपांतरण

क्रिया कलाप - नैतिक मूल्यों के आधार पर कबीर के अन्य पाँच दोहे लिखें।

**Unit - 2** स्पर्श पुस्तक पाठ - मीरा के पद, डायरी का एक पन्ना

व्याकरण - मुहावरे, सूचना लेखन, पदबंध, पठित गद्यांश

क्रिया - कलाप नं: 1 पाठ - मीरा पर आधारित विष्णु के दस अवतारों का सचित्र वर्णन कीजिए।

- Unit-3** स्पर्श पुस्तक पाठ - मनुष्यता  
संचयन पुस्तक पाठ - हरिहर काका  
व्याकरण - अनुच्छेद, समास (पहले तीन) (अव्ययीभाव, तत्पुरुष, कर्मधारय)
- Unit-4** स्पर्श पुस्तक पाठ - तताँरा - वामीरो कथा  
व्याकरण - विज्ञापन लेखन, ई-मेल  
क्रिया कलाप नं: 2 अपने प्रांत विशेष की किसी लोक - कथा का वर्णन करें।
- Unit-5** स्पर्श पुस्तक - पाठ - तीसरी कसम के शिल्पकार - शैलेंद्र  
व्याकरण - लघुकथा/ई-मेल, मुहावरे
- Unit-6** संचयन पुस्तक पाठ - सपनों के से दिन  
स्पर्श - पर्वत प्रदेश में पावस  
व्याकरण : अनुच्छेद, पदबंध, समास के शेष भेद
- Unit-7** स्पर्श पुस्तक - पाठ - तोप  
स्पर्श पुस्तक - पाठ - अब कहाँ दूसरे के दुख से दुखी होने वाले  
पाठ - पतझड़ में टूटी पत्तियां (भाग - 1) गिन्नी का सोना  
व्याकरण - औपचारिक पत्र, सूचना लेखन  
क्रिया - कलाप - किसी प्रसिद्ध कंपनी के शीतल पेय पदार्थ अथवा औषधीय केश  
तेल पर विज्ञापन तैयार करें।

**Unit-8** स्पर्श पुस्तक पाठ - कर चले हम फ़िदा

क्रिया कलाप नं: 3 - कैप्टन विक्रम बत्रा की युद्धनीति का सजीव उल्लेख करें।

स्पर्श पुस्तक पाठ - पतझड़ में टूटी पत्तियाँ (भाग 2 ज़ेन की देन)

व्याकरण - मुहावरे, अनुच्छेद लेखन, विज्ञापन लेखन

क्रिया कलाप नं: 4 समास के भेदों पर आधारित बृक्षारोपण आरेख पर क्रिया - कलाप

**Unit-9** स्पर्श पुस्तक पाठ - आत्मत्राण

स्पर्श पुस्तक पाठ - कारतूस

व्याकरण - सूचना लेखन, वाक्य रूपांतरण, औपचारिक पत्र

**Unit-10** स्पर्श पुस्तक पाठ - टोपी शुक्ला

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

क्रिया - कलाप - अपने विद्यालय में आयोजित होने वाले वार्षिक - उत्सव के लिए

आकर्षक सूचना तैयार करो।

## ਪੰਜਾਬੀ (004)

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

ਲਿਖਤੀ ਪਰੀਖਿਆ ਲਈ ਸਮਾਂ 3 ਘੰਟੇ

### ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੇ ਉਦੇਸ਼

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

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

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

#### 2. ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ (Internal Assessment - 20)

ਕਿਰਿਆਤਮਿਕ ਕੰਮ	ਅੰਕ	ਪੀਰੀਅਡ
(Activity/Assignment)	20	30

## ਪੰਜਾਬੀ-004

### ਸਲਾਨਾ ਪਰੀਖਿਆ ਲਈ ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਅੰਕ-ਵੰਡ

**ਕੁੱਲ ਅੰਕ 80**

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

## ਨਿਰਧਾਰਤ ਪਾਠ-ਪੁਸਤਕਾਂ

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

(ਪ੍ਰਕਾਸ਼ਕ - ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

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

### 2. ਵੰਨਗੀ 10 (ਪੰਜਾਬੀ ਕਹਾਣੀਆਂ ਤੇ ਇਕਾਂਗੀ)

(ਪ੍ਰਕਾਸ਼ਕ - ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

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

### ਨਿਰਧਾਰਤ ਪਾਠ-ਪੁਸਤਕਾਂ :

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

ਨੋਟ- 1. ਸਾਹਿਤ ਮਾਲਾ : 10, 2. ਵੰਨਗੀ 10 ਪਾਠ-ਪੁਸਤਕਾਂ ਨੂੰ ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ, ਸਾਹਿਬਜ਼ਾਦਾ ਅਜੀਤ ਸਿੰਘ ਨਗਰ (ਮੋਹਾਲੀ) ਵੱਲੋਂ ਪ੍ਰਕਾਸ਼ਤ ਕੀਤਾ ਗਿਆ ਹੈ। ਇਹ ਪੁਸਤਕਾਂ ਬੋਰਡ ਦੀ ਵੈੱਬਸਾਈਟ : [www.pseb.ac.in](http://www.pseb.ac.in) 'ਤੇ ਵੀ ਉਪਲਬਧ ਹਨ।



ਦਸਵੀਂ ਜਮਾਤ ਵਿੱਚ ਪੰਜਾਬੀ ਵਿਸ਼ੇ ਦੀਆਂ ਗਤੀਵਿਧੀਆਂ ਅਤੇ ਮੁਲਾਂਕਣ

### Guidelines for Activities and Evaluation

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

10 ਅੰਕ	ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ (ਜਮਾਤ ਟੈਸਟ)
5 ਅੰਕ	ਗਤੀਵਿਧੀਆਂ (ASSIGNMENT) ਜਮਾਤ ਅਤੇ ਘਰ ਦੇ ਕਾਰਜ ਦੇ ਮੁਲਾਂਕਣ 'ਤੇ ਆਧਾਰਿਤ
5 ਅੰਕ	LS (ਸੁਣਨ, ਬੋਲਣ 'ਤੇ ਆਧਾਰਿਤ

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

## ਸੁਝਾਅ

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

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

### ਸੁਝਾਈਆਂ ਗਤੀਵਿਧੀਆਂ (Suggested Activities)

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

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

**Class: X**  
**Subject : Punjabi**

**Unit 1**

ਕਹਾਣੀ - ਕੁਲਫੀ

ਗਤੀਵਿਧੀ 1 - ਕੁਲਫੀ ਕਹਾਣੀ ਨਾਲ ਸਬੰਧਤ ਕਲਾ ਏਕੀਕਰਨ ਤੇ ਅਧਾਰਤ ਰੇਖਾ ਚਿੱਤਰ ਬਣਾਇਆ ਜਾਵੇਗਾ ।

ਬਾਣੀ ਰਚਨਾ - ਸੋ ਕਿਉ ਮੰਦਾ ਆਖੀਐ

ਗਤੀਵਿਧੀ - ਆਪਣੀ ਜਾਣ-ਪਛਾਣ ਵਾਲਿਆਂ ਵਿਚੋਂ ਕਿਸੇ ਇੱਕ ਔਰਤ ਦੀ ਸਖਸ਼ੀਅਤ ਨੂੰ ਧਿਆਨ ਵਿੱਚ ਰੱਖ ਕੇ ਆਪਣਾ ਆਦਰਸ਼ ਮੰਨਦੇ ਹੋਏ ਉਸ ਦੇ ਜੀਵਨ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਨੂੰ ਬਿਆਨ ਕਰੋ ।

ਵਿਆਕਰਨ - ਮੁਹਾਵਰੇ 'ਕ' ਅੱਖਰ ਵਾਲੇ, ਬਹੁਅਰਥਕ ਸ਼ਬਦ (ਓ, ਅ ਅੱਖਰ ਵਾਲੇ), ਸਮਾਸੀ ਸ਼ਬਦ (ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ)

**Unit 2**

ਵਾਰਤਕ - ਘਰ ਦਾ ਪਿਆਰ

ਗਤੀਵਿਧੀ - ਘਰ ਦਾ ਪਿਆਰ ਲੇਖ ਤੇ ਅਧਾਰਿਤ ਆਪਣੇ ਆਸ-ਪਾਸ ਵਿੱਚੋਂ ਕਿਸੇ ਇੱਕ ਅਜਿਹੇ ਮਨੁੱਖ ਬਾਰੇ ਜਾਣਕਾਰੀ ਲਿਖੋ ਜੋ ਬਹੁਤ ਹੱਸਮੁੱਖ ਤੇ ਚੰਗੇ ਸੁਭਾਅ ਦਾ ਹੋਵੇ ਉਸ ਦੀਆਂ ਕਿਹੜੀਆਂ ਗੱਲਾਂ ਤੋਂ ਤੁਸੀਂ ਵੱਧ ਪ੍ਰਭਾਵਿਤ ਹੁੰਦੇ ਹੋ । ਉਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿਉ ।

ਵਿਆਕਰਨ - ਸਮਾਸੀ ਸ਼ਬਦ (ਵਿਰੋਧੀ ਸ਼ਬਦ)

ਮੁਹਾਵਰੇ 'ਖ' ਅੱਖਰ ਵਾਲੇ, ਬਹੁਅਰਥਕ ਸ਼ਬਦ ('ਸ' ਅੱਖਰ ਵਾਲੇ)

ਪੱਤਰ - ਨਿੱਜੀ ਪੱਤਰ

### Unit 3

ਵਾਰਤਕ ਲੇਖ (ਬੋਲੀ)

ਗਤੀਵਿਧੀ ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਮਹਾਨਤਾ ਨੂੰ ਬਿਆਨ ਕਰਦਿਆਂ ਹੋਇਆ ਸਪੱਸ਼ਟ ਕਰੋ ਕਿ ਬੋਲੀ ਰਾਹੀਂ ਮਨੁੱਖ ਦੀ ਸਖਸ਼ੀਅਤ ਕਿਵੇਂ ਬਿਆਨ ਹੁੰਦੀ ਹੈ। ਇਸ ਤੇ ਅਧਾਰਤ ਆਪਣੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਵਾਪਰੀ ਕਿਸੇ ਕੋੜੀ ਜਾਂ ਮਿੱਠੀ ਯਾਦ ਨੂੰ ਸਾਂਝਾ ਕਰੋ।

ਬਾਣੀ ਰਚਨਾ - ਕਿਰਪਾ ਕਰਕੇ ਬਖਸ਼ ਲੇਹੂ

ਅਣਡਿੱਠਾ ਪੈਰਾ, ਬਹੁਅਰਥਕ ਸ਼ਬਦ (ਹ ਤੋਂ ਕ, ਖ, ਗ, ਘ)

ਮੁਹਾਵਰੇ (ਗ), ਸਮਾਸੀ ਸ਼ਬਦ ਭਿੰਨ- (ਭਿੰਨ ਅੱਖਰਾਂ ਵਾਲੇ), ਵਾਕੰਸ਼ ਉੱਤੇ ਅਧਾਰਿਤ ਪਿਛੇਤਰ, ਅਗੇਤਰ ਲੇਖ ਰਚਨਾ (ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਅਤੇ ਆਮ ਵਿਸ਼ੇ)

### Unit 4

ਕਹਾਣੀ - ਅੰਗ-ਸੰਗ

ਬਾਣੀ ਰਚਨਾ - ਤੂੰ ਮੇਰਾ ਪਿਤਾ ਤੂੰ ਹੈ ਮੇਰਾ ਮਾਤਾ

ਵਿਆਕਰਨ - ਸਮਾਸੀ ਸ਼ਬਦ (ਸਾਰਥਕ ਤੇ ਨਿਰਾਰਥਕ) ਬਹੁਅਰਥਕ (ਚ ਤੋਂ ਟ)

ਅਗੇਤਰ ਚਿੱਤਰ ਵਰਨਣ, ਮੁਹਾਵਰੇ (ਘ) ਅੱਖਰ ਵਾਲੇ

ਗਤੀਵਿਧੀ - ਵਿਆਕਰਨ ਵਿੱਚੋਂ ਕਿਸੇ ਵੀ ਵਿਸ਼ੇ ਨਾਲ ਸਬੰਧਤ ਗਤੀਵਿਧੀ ਕਰਵਾਈ ਜਾ ਸਕਦੀ ਹੈ।

## Unit 5

ਇਕਾਂਗੀ - ਜਫਰਨਾਮਾ

ਗਤੀਵਿਧੀ - ਔਰੰਗਜ਼ੇਬ ਦੀ ਮਾਨਸਿਕ ਹਾਲਤ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਬਿਆਨ ਕਰੋ।

ਸਮਾਸੀ ਸ਼ਬਦ - (ਉਰਦੂ-ਫਾਰਸੀ) ਵਾਕੰਸ਼ਾਂ ਤੇ ਆਧਾਰਿਤ) ਅਣਡਿੱਠੀ ਕਾਵਿ ਟੁਕੜੀ, ਮੁਹਾਵਰੇ (ਚ) ਕਿਰਿਆ- ਵਿਸ਼ੇਸ਼ਣ, ਬਹੁਅਰਥਕ ਸ਼ਬਦ, (ਡ ਤੋਂ ਨ ਅੱਖਰ), ਸਮਾਸੀ (ਦੁਹਰਾਵੇ) ਪਿਛੇਤਰ ਅਗੇਤਰ

ਗਤੀਵਿਧੀ - ਸਾਰੀਆਂ ਕਵਿਤਾਵਾਂ ਤੇ ਅਧਾਰਿਤ ਲਿਖਤੀ ਕੁਇਜ਼ ਕਰਵਾਇਆ ਜਾਵੇਗਾ।

ਗਤੀਵਿਧੀ - ਸੁਣਨ ਤੇ ਬੋਲਣ ਕੌਸ਼ਲ ਤੇ ਅਧਾਰਤ (ASL) ਗਤੀਵਿਧੀ ਕਰਵਾਈ ਜਾਵੇਗੀ।

ਦੁਹਰਾਈ (1-5 Unit)

## Unit 6

ਵਾਰਤਕ ਲੇਖ - ਪ੍ਰਾਰਥਨਾ

ਗਤੀਵਿਧੀ - ਅਰਦਾਸ ਦੀ ਮਹਾਨਤਾ ਨੂੰ ਬਿਆਨ ਕਰਦਿਆਂ ਹੋਇਆ ਆਪਣੀ ਜ਼ਿੰਦਗੀ ਦਾ ਉਹ ਅਨੁਭਵ ਸਾਂਝਾ ਕਰੋ ਜਦੋਂ ਤੁਸੀਂ ਮਹਿਸੂਸ ਕੀਤਾ ਹੋਵੇ ਕਿ ਸੱਚੇ ਦਿਲੋਂ ਕੀਤੀ ਅਰਦਾਸ ਸੁਣੀ ਜਾਂਦੀ ਹੈ।

ਬਾਣੀ ਰਚਨਾ - ਸਤਿਗੁਰ ਨਾਨਕ ਪ੍ਰਗਟਿਆ

ਵਿਆਕਰਨ - ਬਹੁਅਰਥਕ (ਪ ਤੋਂ ਰ) ਸਮਾਸੀ ਅਗੇਤਰ (ਹ ਤੋਂ ਚ ਤੱਕ) ਪਿਛੇਤਰ ਮੁਹਾਵਰੇ  
(ਛ ਅੱਖਰ)

ਪੱਤਰ - ਬਿਨੈ

## Unit 7

ਕਹਾਣੀ - ਧਰਤੀ ਹੇਠਲਾ ਬਲਦ

ਵਾਰਤਕ - ਮੇਰੇ ਵੱਡੇ ਵਡੇਰੇ

ਗਤੀਵਿਧੀ - ਪੁਰਾਤਨ ਯੁੱਗ ਤੇ ਆਧੁਨਿਕ ਯੁੱਗ ਦੀ ਤੁਲਨਾ ਕਰਦਿਆਂ ਹੋਇਆ ਸਪੱਸ਼ਟ ਕਰੋ ਕਿ  
ਹੈ ਕਿਸ ਤਰ੍ਹਾਂ ਜੰਕ ਫੂਡ ਪੌਸ਼ਟਿਕ ਭੋਜਨ ਦਾ ਬਦਲ ਬਣ ਗਿਆ ਹੈ। ਤਸਵੀਰਾਂ ਰਾਹੀਂ ਬਿਆਨ ਕਰੋ।

ਅਣਡਿੱਠਾ ਪੈਰਾ

ਵਿਆਕਰਨ - ਬਹੁਅਰਥਕ ਸ਼ਬਦ (ਲ ਤੋਂ ਵ), ਸਮਾਸੀ ਅਗੇਤਰ ਪਿਛੇਤਰ ਮੁਹਾਵਰੇ (ਜ ਤੋਂ ਝ),  
ਬਿਨੈ-ਪੱਤਰ

## Unit 8

ਕਾਵਿ-ਰਚਨਾ- ਜੰਗ ਦਾ ਹਾਲ

ਵਾਰਤਕ ਲੇਖ - ਤੁਰਨ ਦਾ ਹੁਨਰ

ਵਿਆਕਰਨ ਬਹੁ ਪਿਛੇਤਰ

ਸਮਾਸੀ ਮੁਹਾਵਰੇ (ਕ ਤੋਂ ਘ)

ਗਤੀਵਿਧੀ - ਪਾਠ ਪੁਸਤਕਾਂ ਵਿੱਚ ਦਿੱਤੀਆਂ ਕਵਿਤਾਵਾਂ ਦੇ ਆਧਾਰ ਤੇ ਲਿਖਤੀ ਕੁਇਜ਼ ਕਰਵਾਇਆ ਜਾਵੇਗਾ ।

## Unit 9

ਇਕਾਂਗੀ - ਦੂਜਾ ਵਿਆਹ

ਗਤੀਵਿਧੀ - ਸਮਾਜਿਕ ਵਿਸ਼ਿਆ ਨੂੰ ਬਿਆਨ ਕਰਦੀ ਹੋਈ ਇੱਕ ਸਵੈ ਰਚਿਤ ਕਹਾਣੀ ਜਾਂ ਪੋਸਟਰ ਤਿਆਰ ਕਰੋ ।

ਅਣਡਿੱਠੀ ਕਾਵਿ - ਟੁਕੜੀ

ਵਿਆਕਰਨ - ਅਗੇਤਰ, ਪਿਛੇਤਰ ਸਮਾਸੀ ਸ਼ਬਦ ਮੁਹਾਵਰੇ (ਚ ਤੋਂ ਝ)

ਮੁਹਾਵਰਿਆਂ ਤੇ ਆਧਾਰਿਤ ਦੀ ਗਤੀਵਿਧੀ ਕਰਵਾਈ ਜਾ ਸਕਦੀ ਹੈ ।

ਗਤੀਵਿਧੀ (ASL) ਸੁਣਨ ਅਤੇ ਬੋਲਣ ਕਲਾ ਨਾਲ ਸਬੰਧਤ ਗਤੀਵਿਧੀ ਕਰਵਾਈ ਜਾਵੇਗੀ ।

## Unit 10

ਦੁਹਰਾਈ

ਵਿਆਕਰਨ - ਅਗੇਤਰ ਪਿਛੇਤਰ ਸਮਾਸੀ ਸ਼ਬਦ ਚਿੱਤਰ ਵਰਣਨ