

ANNUAL
CURRICULUM
PLAN

CLASS X
(SESSION: 2015-16)

WHERE THE MIND IS WITHOUT FEAR

Where the mind is without fear and the head is held high

Where knowledge is free

Where the world has not been broken up into fragments

By narrow domestic walls

Where words come out from the depth of truth

Where tireless striving stretches its arms towards perfection

Where the clear stream of reason has not lost its way

Into the dreary desert sand of dead habit

Where the mind is led forward by thee

Into ever-widening thought and action

Into that heaven of freedom, my Father, let my country awake.

- Rabindranath Tagore

LIST OF HOLIDAYS

1. Good Friday	03.04.15	Friday
2. Dr. Ambedkar Jayanti	14.04.15	Tuesday
3. Buddh Purnima	04.05.15	Monday
4. Id -Ul- Fitr	18.07.15	Saturday
5. Independence Day	15.08.15	Saturday
6. Teej	17.08.15	Monday
7. Raksha Bandhan	29.08.15	Saturday
8. Janamashtami	05.09.15	Saturday
9. Id-Ul-Zuha	24.09.15	Thursday
10. Gandhi Jayanti	02.10.15	Friday
11. Dussehra	22.10.15	Thursday
12. Muharram	24.10.15	Saturday
13. Karwa Chauth	30.10.15	Friday
14. Haryana Day	01.11.15	Sunday
15. Diwali	11.11.15	Wednesday
16. Goverdhan Puja	12.11.15	Thursday
17. Bhai Duj	13.11.15	Friday
18. Guru Nanak Dev ji's Birthday	25.11.15	Wednesday
19. Christmas Day	25.12.15	Friday
20. Makar Sankranti	14.01.16	Wednesday
21. Republic Day	26.01.16	Monday
22. Maha Shivratri	07.03.16	Monday
23. Holi	24.03.16	Thursday

Note:

1. Summer Break : 17th May 2015 to 30th June 2015
2. Autumn Break : 18th October 2015 to 23rd October 2015
3. Winter Break : 1st January 2016 to 10th January 2016

Total Number of Working Days: 236

April : 23	August : 21	December : 25
May : 23	September : 23	January : 14
June : 06	October : 18	February : 24
July : 24	November : 19	March : 16

School Curriculum Goals

The Curriculum will adopt the following goals:

- To create a connect between learners' spiritual, ethical, social, cognitive, mental and physical growth and development;
- To nurture individuality and thus enhance one's innate potentials;
- To foster constitutional literacy and tolerance for different cultures;
- To develop scientific outlook and transformative competences, in order to meet the demands of changing society.

The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective.

Schools will accomplish such standards through the promotion of values based learning activities which emphasize humanity, practicality, individuality, inclusiveness, and modernity. Such activities involve collaborations between oneself and others, individuals and the community, as well as humans and nature.

To achieve this, we must guide our learners to achieve the following curriculum goals:

- To enhance self-awareness and explore innate potential;
- To develop creativity and the ability to appreciate art and showcase one's own talents;
- To promote capabilities related to goal setting, decision making and lifelong learning;
- To nurture assertive communication and interpersonal skills;
- To learn to be empathetic towards others, display dignity and respect to the opposite gender, to contribute for the community, and focus on preserving environment;
- To foster cultural learning and international understanding in an interdependent society;
- To strengthen knowledge and attitude related to livelihood skills;
- To acquire the ability to utilize technology and information for the betterment of humankind;
- To inspire the attitude of functional and participatory learning; and
- To develop abilities related to thinking skills and problem solving.

EXAMINATION SCHEDULE

SUMMATIVE ASSESSMENT SCHEDULE

As per CBSE guidelines;

The Summative Assessment I is likely to be held in the month of September and the Summative Assessment II between 10th March and 20th March. The date sheet would be given to the students when it is received from CBSE.

Continuous and Comprehensive Evaluation (CCE)

Continuous and Comprehensive Evaluation (CCE) refers to a system of evaluation that covers all aspects of students' development. It is an assessment system which attempts to shift the emphasis from Assessment to holistic learning. The major focus of CCE is on the continuous growth of a student to ensure intellectual, emotional, physical, cultural and social development.

The CCE based system of assessment is divided into three parts:

Part 1 - Scholastic Area

For assessment in academic areas the academic year is divided into two terms. The First Term will be from April to September and the Second Term from October to March. Each Term will have two Formative Assessments (FAs) and one Summative Assessment (SA).

Formative Assessment – These are the Assessments conducted by the teacher to continuously monitor student's progress. The assessment would be in the form of pen-paper Assessments and also in the form of quizzes, projects, practicals, oral Assessment etc. In case more than two assessments are conducted per term per subject, the best two would be counted for assessment.

Summative Assessment – The Summative Assessment is the terminal assessment of performance at the end of instruction. It will be in the form of a pen-paper Assessment at the end of each term.

The weightage of Formative assessment (FA) and Summative Assessment (SA) shall be as follows:

Term I	FA1 10%	FA2 10%	SA1 30%	Total (FA1 + FA2 + SA1) 50%
Term II	FA3 10%	FA4 10%	SA2 30%	Total (FA3 + FA4 + SA2) 50%

Part 2 - Co-scholastic Areas
(Skills and suggestive activities)

2(A) Life Skills:

Thinking Skills:	Self Awareness, problem solving, decision making, critical and creative thinking
Social Skills:	Interpersonal relationships, effective communication and empathy
Emotional Skills:	Managing emotions and dealing with stress

2 (B) Work Education.

2(C) Visual and Performing Arts.

2(D) Attitude and Valuestowards: teachers, schoolmates, school programmes and Environment and value systems.

Part 3(A) Co-scholastic Activities
(Any two to be assessed)

1. Literary and Creative Skills:	Debate, declamation, creative writing, recitation, essay writing, poster making, slogan writing etc.
2. Scientific Skills:	Science Club, Projects, Maths Club, Science Quiz, Science exhibition, Olympiads etc.
3. Information and Commn. Tech. (ICT):	PowerPoint presentation, website and cover page designing communication, animation, programming, E-books etc.
4. Organizational and Leadership Skill(Clubs):	Eco Club, Integrity Club, Healthand Wellness Club, Leadership Skills Club etc.

Part 3(B) Health and Physical Activities
(Any two to be assessed)

- | | |
|-----------------------------|------------------------|
| 1. Sports/Indigenous Sports | 2. Yoga |
| 3. First Aid | 4. Gardening/Shramdaan |

Grading System: The result of the assessment in all areas would be given in the form of grades.

Scholastic Areas

Co-scholastic Areas/Activities

(Grading on 9 point scale)

(Grading on 5 point scale)

Grade	Marks Range	Grade Point
A1	91 – 100	10.0
A2	81 – 90	9.0
B1	71 – 80	8.0
B2	61 – 70	7.0
C1	51 – 60	6.0
C2	41 – 50	5.0
D	33 – 40	4.0
E1	21 – 32	3.0
E2	00 – 20	2.0

Marks Range	Grade Point
A	4.1 – 5.0
B	3.1 – 4.0
C	2.1 – 3.0
D	1.1 – 2.0
E	0 – 1.0

Promotion Policy:

1. Every student is required to get a qualifying grade 'D' or above in all the subjects for the purpose of promotion to next class.
2. A student getting 'E1' or 'E2' grade in scholastic areas in one or more subjects will be eligible for improvement of performance (EIOP) and he/she will have to improve his/her performance in one subsequent attempt to obtain qualifying grade 'D' in these subjects.

ENGLISH COMMUNICATIVE (CODE: 101)

The overall aims of the course are:

- to enable the learner to communicate effectively and appropriately in real-life situations.
- to use English effectively for study purposes across the curriculum.
- to develop and integrate the use of the four language skills, i.e., listening, speaking, reading and writing.
- to develop interest in and appreciation of literature.
- to revise and reinforce structures already learnt.

Teaching/Testing Objectives

READING

By the end of the course, students should be able to:

1. read silently at varying speeds depending on the purpose of reading;
2. adopt different strategies for different types of text, both literary and non-literary;
3. recognise the organization of a text;
4. identify the main points of a text;
5. understand relations between different parts of a text through lexical and grammatical cohesion devices.
6. anticipate and predict what will come next in a text;
7. deduce the meaning of unfamiliar lexical items in a given context;
8. consult a dictionary to obtain information on the meaning and use of lexical items;
9. analyse, interpret, infer (and evaluate) the ideas in the text;
10. select and extract from a text information required for a specific purpose (and record it in note form)
11. transcode information from verbal to diagrammatic form;
12. retrieve and synthesise information from a range of reference material using study skills such as skimming and scanning;
13. interpret texts by relating them to other material on the same theme (and to their own experience and knowledge); and
14. read extensively on their own.

WRITING

By the end of the course, students should be able to:

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices;
2. write in a style appropriate for communicative purposes;
3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g., of a place, a person, an object or a system);
5. write a clear account of events (e.g., a process, a narrative, a trend or a cause-effect relationship);
6. compare and contrast ideas and arrive at conclusions;
7. present an argument, supporting it with appropriate examples;
8. use an appropriate style and format to write letters (formal and informal), biographical sketches, dialogues, speeches, reports, articles, e-mails and diary entries;
9. monitor, check and revise written work;
10. expand notes into a piece of writing;
11. summarise or make notes from a given text; and
12. decode information from one text type to another (e.g., diary entry to letter, advertisement to report, diagram to verbal form).

LISTENING

By the end of the course, students should be able to:

1. adopt different strategies according to the purpose of listening (e.g., for pleasure, for general interest, for specific information);
2. use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g., cohesion devices, key words, intonation, gesture, background noises);
3. listen to a talk or conversation and understand the topic and main points;
4. listen for information required for a specific purpose, e.g., in radio broadcast, commentaries, airport and railway station announcements;
5. distinguish main points from supporting details, and relevant from irrelevant information;
6. understand and interpret messages conveyed in person or by telephone;
7. understand and respond appropriately to directive language, e.g., instruction, advice, requests and warning; and
8. understand and interpret spontaneous spoken discourse in familiar social situations.

SPEAKING

By the end of the course, students should be able to:

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns;
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions);
3. narrate incidents and events, real or imaginary in a logical sequence;
4. present oral reports or summaries; make announcements clearly and confidently;
5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas;
7. express and respond to personal feelings, opinions and attitudes;
8. convey messages effectively in person or by telephone;
9. frame questions so as to elicit the desired response, and respond appropriately to questions; and
10. participate in spontaneous spoken discourse in familiar social situations.

GRAMMAR

By the end of the course, students should be able to use the following accurately and appropriately in context:

1. Verbs

Tenses:

- present/past forms
- simple/continuous forms
- perfect forms
- future time reference
- modals
- active and passive voice
- subject-verb concord
- non-finite verb forms (infinitives and participles)

2. Sentence Structure

- connectors
- types of sentences
- affirmative/interrogative sentences negation
- exclamations
- types of phrases and clauses
 - finite and non-finite subordinate clauses
 - noun clauses and phrases
 - adjective clauses and phrases
 - adverb clauses and phrases
- indirect speech
- comparison
- nominalisation

3. Other Areas

- determiners
- pronouns
- prepositions

LITERATURE

By the end of the course, students should be able to understand, interpret, evaluate and respond to the following features in a literary text:

1 **Character**, as revealed through

- appearance and distinguishing features,
- socio-economic background,
- action/events,
- expression of feelings,
- speech and dialogues.

2 **Plot/Story/Theme**, emerging through main events,

- progression of events and links between them;
- sequence of events denoting theme.

3 **Setting**, as seen through time and place, socio-economic and cultural background, people, beliefs and attitudes.

4 **Form**

- rhyme
- rhythm
- simile
- metaphor
- alliteration
- pun
- repetition

Open Text-Based Assessment

The open Text-Based Assessment will be included in reading section for 10 marks, as a part of SA-II. The 'OTBA' text will be based on the themes found in the course books. The section will consist of a case study accompanied by 1-2 questions based on that text. The aim is to test a student's ability for analytical and critical thinking drawing inferences expressing their point of view and justify them with suitable examples based on the case studies and their own experiences based on their interaction with peers and society in general. They will be assessed on the ability to understand and interpret the case study and offer appropriate suggestions and opinions on the given issues. The role of teachers is to motivate their learners and provide ample opportunities to apply their understanding of the given cases to real life through group work and discussion. The students responses would consist of the following:-

- (i) Objectives of the case studies
- (ii) Concepts involved
- (iii) Application of concepts to the given situation
- (iv) Description / explanation of the case and
- (v) Analysis with different perspectives.

Assessment of Speaking and Listening Skills (ASL)

As a part of teaching a language, it is necessary that all the skills of a language i.e. reading, writing, listening and speaking are given due weightage in all the four skills, both formatively and summatively. Therefore, the CBSE had introduced the Assessment of Speaking and Listening skills (ASL) in secondary classes.

SPEAKING ASSESSMENT: PERFORMANCE DESCRIPTORS

INTERACTIVE COMPETENCE	5	4	3	2	1
Task Management	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or Contributions may not be related to the task.
Initiation & Turn-taking	Is prompt to initiate discussions on the themes/ functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turn appropriately.	Is easily able to initiate discussions on the themes/functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turn appropriately.	Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction going; takes turn.	Struggles to initiate discussions on the themes/ functions at the given level. Makes little effort to keep the interaction going;	Does not initiate discussions. Makes no effort to keep the interaction going.
Appropriacy & Relevance	Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/situation.	Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in formal situations.	Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/situation.	Has unclear sense of purpose. Contributions may not be connected to the context/situation.	Has hardly any sense of purpose and cannot adapt to register.
FLUENCY	5	4	3	2	1
Cohesion & Coherence Speed of Delivery Sequence	Presents information in a Logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Uses a range of cohesive devices. Speaks fluently with minimal hesitation. Has intelligible speed of delivery.	Presents information in a Logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some cohesive devices. Speaks fluently with some hesitation. Has intelligible speed of delivery.	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of Cohesive devices but some over/under use. Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery	Presents information but without clear progression. Uses limited cohesive devices repetitively. Severe hesitation may impede communication. Speed of delivery impedes understanding.	Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.

PRONUNCIATION	5	4	3	2	1
Pronunciation, Stress & intonation	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Has pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time. Flat intonation and/or Inappropriate stress for the task, content or meaning	Is not intelligible...
LANGUAGE	5	4	3	2	1
Accuracy	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.
Range	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message.	Uses an expressive and appropriate range of words and phrases on topics appropriate to the level. These may be repetitive.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker.	Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message.	Uses simple, isolated words for the level. There is little effort to find words.

ENGLISH COMMUNICATIVE (Code No. 101)
SYLLABUS

Summative Assessment (2015-16)

CLASS - X

SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

Section		Total Weightage 90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbook and Long Reading Text	25
D	Assessment of Speaking and Listening (ASL)	20
	TOTAL	90

Note:

- It is a division of marks assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.
- Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative - II. Schools can conduct ASL for Summative - I themselves as per the guidelines provided by the CBSE. However assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

SECTION A: READING

20 Marks

50 Periods

Qs 1-2. This section will have two unseen passages of a total length of 700-750 words. The arrangement within the reading section is as follows:

Q.1: A **Factual** passage 300-350 words with eight very short answer type questions. **8 marks**

Q. 2: A **Discursive** passage of 350-400 words with four short answer type questions to test inference, evaluation and analysis and four MCQs to test vocabulary. **12 marks**

SECTION B: WRITING & GRAMMAR

25 Marks

60 Periods

Q. 3: Letter to the Editor / Article in about 100-120 words will make use of any visual / verbal stimulus and the question will be thematically based on MCB. **5 marks**

Q.4: Writing a short story based on a given outline or cue/s in about 150-200 words. **10 marks**

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject - verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions

6. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses of condition and time
 - (iii) Relative clauses
7. Determiners, and
8. Prepositions

The above items may be tested through test types as given below:

Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses.

3 marks

Q. 6: Editing or Omission **4 marks**

Q. 7: Sentences reordering or Sentence Transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOK AND LONG READING TEXT 25 Marks 60 Periods

Q. 8. One out of two extracts from **prose / poetry / play** for reference to context. Three very short answer questions. **3 marks**

One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.

Q. 9. Four short answer type questions from the **Literature Reader** to test local and global comprehension of theme and ideas (30-40 words each) **2x4 = 8 Marks**

Q.10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words). **4 marks**

Q. 11. One out of two Very Long Answer Question on theme or plot involving interpretation, inference and character in about 150-200 words based on prescribed novel. **10 Marks**

Prescribed Books: Published by CBSE, New Delhi

INTERACT IN ENGLISH SERIES

- Main Course Book (Revised Edition)
- Workbook (Revised Edition)
- Literature Reader (Revised Edition)

NOVEL (either one)

- Diary of a Young Girl – 1947* By Anne Frank (unabridged edition)
- The Story of My Life – 1903* By Helen Keller (unabridged edition)

Speaking and Listening Skills: 50 Periods

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carry out speaking and listening activities in regular classroom teaching.

ENGLISH COMMUNICATIVE COURSE

Summative Assessment (2015-16)

CLASS X

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
PROSE	
1. Two Gentlemen of Verona	1. A Shady Plot
2 Mrs. Packletide's Tiger	2. Patol Babu
3. The Letter	3. Virtually True
POETRY	
2. The Frog and the Nightingale	1. Ozymandias
2. Mirror	2. The Rime of Ancient Mariner
3. Not Marble, nor the Gilded Monuments	3. Snake
DRAMA	
1. The Dear Departed	1. Julius Caesar
Main Course Book	
2. Health and Medicine	1. Environment
2. Education	2. Travel and Tourism
3. Science	3. National Integration
Long Reading Text - Novels (either one)	
<i>Diary of a Young Girl - 1947</i> June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition)	<i>Diary of a Young Girl - 1947</i> March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition)
<i>The Story of My Life - 1903</i> Chapters 1-14 By Helen Keller (unabridged edition)	<i>The Story of My Life - 1903</i> Chapters 15-23 By Helen Keller (unabridged edition)
WORK BOOK - Suggested Break-up of Units for the Purpose of Classroom Teaching only-	
NOT FOR TESTING	
Term I <ol style="list-style-type: none"> 1. Determiners 2. Tenses 3. Subject-Verb Agreement 4. Non-Finites 5. Relatives 6. Connectors 7. Conditionals 	Term II <ol style="list-style-type: none"> 1. Comparison 2. Avoiding Repetition 3. Nominalization 4. Modals 5. Active and Passive 6. Reported Speech 7. Prepositions

Class X
English Communicative 2015-16 (Code No. 101)

Typology	Testing competencies/learning outcomes	VSAQ 1 Mark	Short answer Questions 30-40 words 2 marks	Long Answer Question-I 80-100 words 4 marks	Long answer Question- II 100-120 words 5 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	---	---	01	01	25
Literature and Textbooks	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	---	01	25
Total		25 x 01 = 25 marks	08 x 02 = 16 marks	01 x 04 = 04 marks	01 x 05 = 05 marks	02 x 10= 20 marks	70 Marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 Marks
Total							90 marks

English Curriculum Plan Session (2015-2016)

Month	Literature Reader	Workbook/ Composition	M.C.B For X	Diary of a Young Girl	A/V Experience	FA – Tasks
April	<u>Prose-1</u> Two Gentlemen of Verona	- <u>Unit-2</u> Tenses and kinds of sentences Composition Diary Entry	- <u>Unit 1</u> Health and Medicine - -	<u>Account from</u> June12 1942- <u>October 29 1942</u>	<u>Video showing</u> 'Healthy Habits '	FA-1 <u>Task-1</u> Group Activity (conversation on the basis of Lit. Lesson- 1,2 Task-2 Individual Activity (Reading Comprehension)
May	<u>Prose-2</u> Mrs Packletide's Tiger <u>Poetry-1</u> The Frog and the Nightingale	<u>Unit-1</u> Determiners Composition Bio-sketch	<u>Unit-2</u> Education	<u>Account from</u> 2nd November 1942- <u>27th March 1943</u> -	<u>Video showing</u> Stories with Moral values	TASK-3 Individual Activity (Integrated grammar exercise) TASK-4 H/W and C/W (includes timely submission of notebook for correction and maintainence of notebook)

Month	Literature Reader	Workwook/ Composition	M.C.B For X	Diary of a Young Girl	A/V Experience	FA – Tasks
<u>July</u>	<u>Drama 1</u> The Dear Departed	- Unit-3 Subject-Verb Agreement	- -	-	-	-
	<u>Prose-3</u> The Letter	<u>Composition</u> E-Mail Writing	- _____	- _____	- _____	- _____
	-	Unit-4 <u>Non-Finites</u> Article	Unit-3 Science	<u>Account from</u> 1st April 1943- <u>3rd November 1943</u>	Video showing Science Fictions	FA-2 TASK Interdisciplinary Project
		<u>Composition</u> Article Writing		-		

Month	Literature Reader	Workwook/ Composition	M.C.B For X	Diary of a Young Girl	A/V Experience/ Activity	FA – Tasks
<u>August</u>	<u>Poetry-2</u> Mirror	- <u>Work Book</u> Unit-5 Relatives	- -	<u>Account from</u> <u>8th November 1943-</u> <u>22nd January 1944</u>	<u>Video showing</u> Stories with Moral Values	-
	<u>Poetry-3</u> Not Marble, nor the Gilded Monuments	Unit-6 Connectors	- _____	- _____	- _____	- _____
		<u>Composition</u> Notice,Message	- _____	- _____	- _____	- _____

<u>September</u>	- Revision Of Literature Lessons for SA-1	Work Book Unit-7 Conditionals		Account from 24th January 1944- <u>14th March 1944</u>		SA-1
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Month	Literature Reader	Workbook/ Composition	M.C.B For X	Diary of a Young Girl	A/V Experience/ Activity	FA - Tasks
<u>October</u>	Poetry-4 Ozymandias Prose-4 A Shady Plot	- Work Book Unit-8 Comparison Unit-9 Avoiding Repetition. Composition Debate Writing	- - Unit-4 Environment - - -	Account from <u>16th March 1944-</u> <u>31st March 1944</u> - -	Video showing Suspense Story _____	FA-3 Task-1 Debate (Topics to be given) Task-2 Individual Activity (Creative Writing- Writing a story)
<u>November</u>	Prose-5 Patol Babu Poetry-5 Snake	<u>Unit-10</u> Nominalisation Unit-11 <u>Modals</u> Composition	_____	Account from <u>1st April 1944-</u> <u>28th april 1944</u>	Video showing Comedy Movie _____	Task-3 Group Activity (Role Play on MCB unit-4,5) Task-4
		Speech Writing				HW and CW (includes timely submission of notebooks for correction and maintenance of note book)

Month	Literature Reader	Workwook/ Composition	M.C.B For X	Diary of a Young Girl	A/V Experience/ Activity	FA - Tasks
<u>December</u>	<p><u>Prose-6</u> Virtually True</p> <p><u>Poetry-6</u> The Rime of Ancient Mariner</p>	<p>- <u>Work Book</u> <u>12</u> Active and Passive</p>	<p>- - Unit-5 Travel and Tourism -</p>	<p><u>Account from</u> <u>2nd May 1944-</u> <u>31st May 1944</u> -</p>	<p><u>Video showing</u> Science Fiction _____</p>	<p><u>FA-4</u> PSA -</p>
<u>January</u>	<p>- <u>Drama-2</u> Julius Caesar</p>	<p><u>Work Book</u> Unit-13 Reported Speech</p>	<p>- Unit-6 National Integration</p>	<p>- <u>Account from</u> <u>2nd June 1944-</u> <u>30th June 1944</u></p>	<p>Video Showing Drama - Julius Caesar</p>	<p>-</p>
<u>February</u>	<p><u>Revision</u> of Literature lessons -</p>	<p><u>Work Book</u> <u>Unit-14</u> Prepositions</p>		<p><u>Account from</u> 6th July 1944- 1st August 1944</p>	<p>_____</p>	<p>_____</p>
<u>March</u>	<u>SUMMATIVE ASSESSMENT II</u>					

MATHEMATICS (CODE: 041)

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 positive 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 such as calculators, computers, etc.
- 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.

General Instructions:

- As per CCE guidelines, the syllabus of Mathematics for classes IX and X has been divided termwise.
- The units specified for each term shall be assessed through both Formative and Summative Assessments.
- In each term, there will be two Formative Assessments, each carrying 10% weightage out of these four FA one with amount to words problem solving assessment(PSA).
- The Summative Assessment in term I will carry 30% weightage and the Summative Assessment in the II term will carry 30% weightage.
- Listed laboratory activities and projects will necessarily be assessed through formative assessments.

**COURSE STRUCTURE
(FIRST TERM)
CLASS X**

Units		Marks
I	NUMBER SYSTEMS	11
II	ALGEBRA	23
III	GEOMETRY	17
IV	TRIGONOMETRY	22
V	STATISTICS	17
	Total	90

**COURSE STRUCTURE
(SECOND TERM)
CLASS X**

Units		Marks
II	ALGEBRA (Contd.)	23
III	GEOMETRY (Contd.)	17
IV	TRIGONOMETRY (Contd.)	08
V	PROBABILITY	08
VI	COORDINATE GEOMETRY	11
VII	MENSURATION	23
	Total	90

PRESCRIBED BOOKS:

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

QUESTIONS PAPER DESIGNS 2015-16
CLASS-X

Mathematics (Code No. 041)		Time: 3 Hours				Marks: 90	
S.No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer-I (SA) (2 Marks)	Short Answer-II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage
1.	Remembering - (Knowledge based) Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite , information)	1	2	2	3	23	26%
2.	Understanding- (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	1	4	23	26%
3.	Application (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)	1	2	3	2	22	24%
4.	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	-	1	4	-	14	16%
5.	Creating, Evaluation and Multi-Disciplinary- (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	-	-	2*	8	8%
Total		4x1=4	6x2=12	10x3=30	11x4=44	90	100%

*One of the LA (4 marks) will be to assess the values inherent in the texts.

SYLLABUS / CURRICULUM (2014-15)
MATHEMATICS (041)

CLASS-X

TERM 1

S.NO	Month	Units / Chapters	Detailed Split-up Syllabus	AUDIO VISUAL EXPERIENCES	FORMATIVE ASSESSMENT TASK AND ACTIVITY.
1	APRIL	CH2. POLYNOMIALS. CH3. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES	<p>Polynomials</p> <p>Zeroes of a polynomial. Relationship between zeroes and coefficients of quadratic polynomials. Statement and simple Problems on division algorithm for polynomials with real coefficients.</p> <p>PAIR OF LINEAR EQUATIONS IN TWO VARIABLES</p> <p>Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency.</p> <p>Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination and by cross multiplication method. Simple situational problems. Simple problems on equations reducible to linear equations.</p>	<p>Worksheet based on polynomials.</p> <p>Videos on graphs Lab activity on graph.</p>	<p>FA -1 TASK-1 1) Worksheet based on polynomials.</p> <p>TASK-2 2) Lab activity on graph.</p>

2	MAY AND JUNE.	<p>CH1. REAL NUMBERS</p> <p>CH6. TRIANGLES</p>	<p>Real Numbers Euclid's division lemma, Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of irrationality of $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$. Decimal representation of rational numbers in terms of terminating/non-terminating recurring decimals.</p> <p>TRIANGLES 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. 6. (Motivate) If a perpendicular is drawn from the vertex of the right angle of a right triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other. 7. (Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares on their corresponding sides. 8. (Prove) In a right triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides. 9. (Prove) In a triangle, if the square on one side is equal to sum of the squares on the other two sides, the angles opposite to the first side is a right triangle</p>	<p>Quiz on Ch.- real numbers</p> <p>Videos on triangles.</p> <p>Lab activity on basic proportionality theorem.</p> <p>Lab activity on Pythagoras theorem.</p>	<p>TASK-3 PEN-PAPER TEST ON CH 2 AND Chapter3.</p> <p>TASK-4 CW/HW ASSESSMENT.</p>
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S.NO	Month	Units / Chapters	Detailed Split-up Syllabus	AUDIO VISUAL EXPERIENCES	FORMATIVE ASSESSMENT TASK AND ACTIVITY.
3	JULY	CH8. TRIGONOMETRY CH 14. STATISTICS	<p>INTRODUCTION TO TRIGONOMETRY 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 (with proofs) of the trigonometric ratios of 30°, 45° and 60°. Relationships between the ratios.</p> <p>1. TRIGONOMETRIC IDENTITIES</p> <p>Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. Only simple identities to be given. Trigonometric ratios of Complementary angles.</p> <p>CH-14 STATISTICS Mean, median and mode of grouped data (bimodal situation to be avoided). Cumulative frequency graph.</p>	Videos on trigonometry.	FA-2 INTERDISCIPLINARY PROJECT.
4	AUGUST	REVISION FOR SA-1	Revision for SA- I		
5	SEPTEMBER	SA -1	SA-1		

Mathematics (041)
SYLLABUS/CURRICULUM
MATHEMATICS (041) (2015-16)

CLASS-X

TERM II

S.NO	Month	Units / Chapters	Detailed Split-up Syllabus	AUDIO VISUAL EXPERIENCES	FORMATIVE ASSESSMENT
1	October	CH 6. ARITHMETIC PROGRESSIONS CH 4. QUADRATIC EQUATIONS	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. 2) Standard form of a quadratic equation $ax^2 + bx + c = 0, (a \neq 0)$. Solution of the quadratic equations (only real roots) by factorization, by completing the square 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.	Lab activities on AP. Videos on quadratic equation.	FA-3 TASK-1 Lab activities on AP. TASK -2 Worksheet based on quadratic equation.
2	November	CH 10. CIRCLES CH 12. AREAS RELATED TO CIRCLES	Tangent to a circle at a point. 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 circle are equal. Motivate the area of a circle; 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. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)	Videos on circle. Lab activity on tangents to a circle. Lab activity on area of circle	

S.NO	Month	Units / Chapters	Detailed Split-up Syllabus	AUDIO VISUAL EXPERIENCES	FORMATIVE ASSESSMENT TASK AND ACTIVITY.
3.	December	<p>CH13. SURFACE AREAS AND VOLUMES</p> <p>CH9. HEIGHTS AND DISTANCES</p> <p>CH11. CONSTRUCTION</p>	<p>(i) Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones. Frustum of a cone.</p> <p>(ii) Problems involving converting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids be taken.)</p> <p>Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only 30°, 45°, 60°.</p> <p>1. Division of a line segment in a given ratio (internally). 2. Tangent to a circle from a point outside it. 3. Construction of a triangle similar to a given triangle.</p>	<p>Demonstration on volume cylinder and sphere .</p> <p>Videos on height and distance.</p> <p>Videos on 1) construction of similar triangles. 2) Tangent to a circle.</p>	
4-5	JANUARY FEBRUARY	<p>CH 7 COORDINATE GEOMETRY</p> <p>CH 15. PROBABILITY</p>	<p>LINES (In two-dimensions) Review: Concepts of coordinate geometry, graphs of linear equations. Distance between two points. Section formula (internal division). Area of a triangle.</p> <p>Classical definition of probability. Simple problems on single events (not using set notation).</p>	<p>Videos on coordinate geometry</p> <p>Videos on probability.</p>	PSA
MARCH	SA-II	SA-II			

SCIENCE (CODE: 086)

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.

Whereas the 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., the secondary stage expects abstraction and quantitative reasoning to occupy a more central place in the teaching and learning of Science. Thus, the idea of atoms and molecules being the building blocks of matter makes its appearance, as does Newton's law of gravitation.

The present syllabus has been designed around six 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 begin to emerge. The students should be exposed to experiences as well as modes of reasoning that are typical of the subject.

General Instructions:

1. The units specified for each term shall be assessed through both Formative and Summative Assessments.
2. In each term, there will be two Formative Assessments each carrying 10% weightage.
3. The Summative Assessment in each term will carry 30% weightage.
4. Hands on Practical examination will be conducted through Formative Assessment in every term with 20% weightage of total term marks.
5. Assessment of Practical Skills through Practical Based Questions (PBQ) will carry 15 marks in every term end Summative Assessment.

QUESTION PAPER DESIGN FOR SCIENCE (CODE NO. 086/090)
Class-X (2015-16)

Time: 3 Hours

Max. Marks: 90

S.No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer-I (SAI) 2 Marks	Short Answer-II (SAII) 3 Marks	Long Answer (LA) 5 Marks	Total Marks	% Weight Age
1.	Remembering (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	3	-	1	1	11	15%
2.	Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	-	1	4	1	19	25%
3.	Application (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example, or solve a problem)	-	-	4	1	17	23%
4.	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	-	2	-	1	9	12%
5.	Inferential and Evaluative (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	-	2+1*	2	19	25%
Total (Theory Based Questions)		3x1=3	3x2=6	12x3= 36	6x5=30	75(24)	100%
Practical Based Questions (PBQs)		9x1=9	3x2=6	-	-	15(12)	
Total		12x1=12	6x2=12	12x3=36	6x5=30	90(36)	

* One question of 3 marks will be included to assess the values inherent in the texts.

SCIENCE (CLASS X) COURSE STRUCTURE

First Term

Marks : 90

Unit No.	Unit	Marks
I	Chemical Substances-Nature and Behaviour	33
II	World of Living	21
III	Effects of Current	29
IV	Natural Resources	07
	Total	90

Theme: Materials

(30 Periods)

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, neutralization, oxidation and reduction.

Acids, bases and salts: Their definitions in terms of furnishing of H^+ and OH^- ions, General properties, examples and uses, 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 non metals: Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds; Basic metallurgical processes; Corrosion and its prevention.

Theme: The World of the Living

(20 Periods)

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.

Theme: How Things Work

(32 Periods)

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. Electromagnetic induction. Induced potential difference, Induced current. Fleming's Right Hand Rule, Direct current. Alternating current : frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme: Natural Resources

(08 Periods)

Unit V: Natural Resources

Sources of energy: Different forms of energy, conventional and non-conventional sources of energy: Fossil fuels, solar energy; biogas; wind, water and tidal energy; Nuclear energy. Renewable versus non-renewable sources of Energy.

PRACTICALS – FIRST TERM

Practical should be conducted alongside the concepts taught in theory classes.

LIST OF EXPERIMENTS

1. To find 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 Sodium Bicarbonate solution
2. To study the properties of acids and bases (HCl & NaOH) by their reaction with:
 - a. Litmus solution (Blue/Red)
 - b. Zinc metal
 - c. Solid sodium carbonate
3. To perform and observe the following reactions and classify them into:
 - i. Combination reaction
 - ii. Decomposition reaction
 - iii. Displacement reaction
 - iv. Double displacement reaction
 - 1) Action of water on quick lime
 - 2) Action of heat on ferrous sulphate crystals
 - 3) Iron nails kept in copper sulphate solution
 - 4) Reaction between sodium sulphate and barium chloride solutions
4. i) To observe the action of Zn, Fe, Cu and Al metals on the following salt solutions:
 - a. ZnSO_4 (aq)
 - b. FeSO_4 (aq)
 - c. CuSO_4 (aq)
 - d. $\text{Al}_2(\text{SO}_4)_3$ (aq)ii) Arrange Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.
5. To study the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plot a graph between V and I.
6. To determine the equivalent resistance of two resistors when connected in series.
- 7 To determine the equivalent resistance of two resistors when connected in parallel.
- 8 To prepare a temporary mount of a leaf peel to show stomata.
- 9 To show experimentally that light is necessary for photosynthesis.
- 10 To show experimentally that carbon dioxide is given out during respiration.

SCIENCE (CLASS X) COURSE STRUCTURE

Second Term

Marks : 90

Unit No.	Unit	Marks
I	Chemical Substances-Nature and Behaviour	23
II	World of Living	30
III	Natural Phenomena	29
IV	Natural Resources	08
	Total	90

Theme: Materials

(25 Periods)

Unit I: Chemical Substances - Nature and Behaviour

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. Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

Periodic classification of elements: Need for classification, Modern periodic table, gradation in properties, valency, atomic number, metallic and non-metallic properties.

Theme: The World of the Living

(30 Periods)

Unit II: World of Living

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; Basic concepts of evolution.

Theme: Natural Phenomena

(23 Periods)

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.

Theme: Natural Resources

(12 Periods)

Unit V: Natural Resources

Conservation of natural resources. Management of natural resources. Conservation and judicious use of natural resources. Forest and wild life; Coal and Petroleum conservation. Examples of people's participation for conservation of natural resources.

Regional environment: Big dams: advantages and limitations; alternatives, if any. Water harvesting. Sustainability of natural resources.

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

PRACTICALS – SECOND TERM

Practicals should be conducted alongside the concepts taught in theory classes.

LIST OF EXPERIMENTS

1. To study the following properties of acetic acid (ethanoic acid) :
 - i) odour
 - ii) solubility in water
 - iii) effect on litmus
 - iv) reaction with sodium bicarbonate
2. To study saponification reaction for preparation of soap.
3. To study the comparative cleaning capacity of a sample of soap in soft and hard water.
4. To determine the focal length of:
 - i. Concave mirror,
 - ii. Convex lens,by obtaining the image of a distant object.
5. To trace 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.
6. To study (a) Binary fission in *Amoeba*, and (b) Budding in yeast with the help of prepared slides.
7. To trace the path of the rays of light through a glass prism.
8. To find the image distance for varying object distances in case of a convex lens and draw corresponding ray diagrams to show the nature of image formed.
9. To study homology and analogy with the help of models/charts of animals and models/charts/specimens of plants.
10. To identify the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).

PRESCRIBED BOOKS:

- Science - Textbook for class X - NCERT Publication
- Assessment of Practical Skills in Science - Class X - CBSE Publication
- Laboratory Manual - Science - Class X, NCERT Publication

Physics Curriculum Plan

Session (2015-2016)

Month	Chapter name	Sub topic name	Audio-visuals	FA activities
April to may	Electricity and its effects	1. electric charge and current 2. electric potential and potential difference 3. conductors and insulators 4. electrical symbols 5. Electric circuits and circuit diagrams. 6. ohm's law 7. resistance, resistivity and classifying materials on its basis 8. combination of resistance 9. electric shocks and fuses 10. how are appliances connected in house 11. electric energy and power 12. heating effects of current	Videos on circuits Videos on voltage Teach next materials PPT on resistance and its combinations PPT on electric power and heating effects of current	FA-1 1. individuals worksheet (match the columns) 2. written test comprising fillups, MCQ'S, SHORT ANSWER QUESTIONS 3. GROUP ACTIVITIES-I make a chart of symbols of electrical components used in circuit diagram. II collect the rating of different electrical appliances of your house and calculate the amount of heat produced in them and the number of units they consume 4. Home assignment (questions for practice)
July to august	Magnets and magnetic effects of current	1. electromagnetism 2. Magnetic field and field lines 3. magnetic field due to current carrying conductor 4. magnetic field due to straight current carrying conductor 5. magnetic field due to current carrying coil 6. magnetic field produced by current carrying solenoid 7. electromagnets, force on a current carrying conductor 8. electric motor 9. electromagnetic induction 10. electric generators 11. domestic electric currents 12. electric fuse a safety device 13. earthing of electrical appliances 14. wiring of household circuits 15. Hazards of electricity and safety in its use.	Videos on introduction to magnetism Videos on motor Teach next materials	FA -2 1. worksheet (science puzzle) 2. interdisciplinary group activity 3. investigatory project-effects of magnetism on plant 4. class assignment questions (MCQ+match the column+fillups)

Month	Chapter name	Sub topic name	Audio-visuals	FA activities
September	Sources of energy	1. conventional sources of energy-fossil fuels 2. coal, petroleum, LPG, natural gas 3. thermal power plants. Hydroenergy 4. Technology for using conventional sources of energy. 5. biomass source energy 6. bioenergy-wood and charcoal 7. biogas plant 8. wind energy 9. non conventional source of energy 10. solar energy 11. solar heating devices 12. electricity from sunlight 13. energy from sea/ocean 14. geothermal energy 15. nuclear energy-fission and fusion 16. electricity from nuclear energy 17. nuclear hazard and safety measures	Teach next modules ppts on source of energy	SA-1 Exam
October			videos on convex parabolic mirrors	
November	Refraction of Light		videos on convex and concave lens videos on snell's law videos on refraction in water teach next modules	FA-3 1. worksheet(solve puzzle) 2. written test comprising fillups, MCQ'S, SHORT ANSWER QUESTIONS 3. group activity (group discussion on the topic linear magnification by convex and concave lens)
December	The Human eye	1. power of accommodation of eye 2. colour vision 3. defects of vision and their correction 4. refraction of light through a prism 5. dispersion of white light through glass prism 6. atmospheric refraction-optical phenomenon in nature 7. scattering of light 8. Tyndall effect	teach next module ppts on human eye and its functioning	FA-4 PROBLEM SOLVING BASED ASSESSMENT (PSA)

Chemistry Curriculum Plan Session (2015-2016)

MONTH	NAME OF THE CHAPTER	SUB TOPICS	AUDIO –VISUAL EXPERIENCES	FORMATIVE ASSESSMENT TASK AND ACTIVITIES
April	CH : 1 Chemical reactions and equations	Chemical equation, Balanced chemical equation, implications of a balanced chemical equation, types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, neutralization, oxidation and reduction.	(1) Video based on different types of reactions (2) To perform and observe the following reactions and classify them into: i. Combination reaction ii. Decomposition reaction iii. Displacement reaction iv. Double displacement reaction 1) Action of water on quick lime 2) Action of heat on ferrous sulphate crystals 3) Iron nails kept in copper sulphate solution 4) Reaction between sodium sulphate and barium chloride solution	2A. Worksheet based on balancing of chemical equations 2B. Diagram based worksheet on displacement reaction.
May	CH : 2 Acids, bases and salts	Their definitions in terms of furnishing of H^+ and OH^- ions, General properties, examples and uses, concept of pH scale (Definition relating to logarithm not required), importance of pH in everyday life	(1) Video on pH / role of acids and bases in our daily life (2) To study the properties of acids and bases (HCl & NaOH) by their reaction with: a. Litmus solution (Blue/Red) b. Zinc metal c. Solid sodium carbonate	

MONTH	NAME OF THE CHAPTER	SUB TOPICS	AUDIO –VISUAL EXPERIENCES	FORMATIVE ASSESSMENT TASK AND ACTIVITIES
June	CH : 2 Acids, bases and salts (continued)	Preparation and uses of Sodium Hydroxide, Bleaching powder, Baking soda, Washing soda and Plaster of Paris.	(1)Videos on different salts (2)To find 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 Sodium Bicarbonate solution	
July	CH : 3 Metals and Non Metals CH 3: Metals and Non-Metals(continued) +revision	Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds;	(1)Video on formation of ionic compounds. (2) i) To observe the action of Zn, Fe, Cu and Al metals on the following salt solutions: a. $ZnSO_4$ (aq) b. $FeSO_4$ (aq) c. $CuSO_4$ (aq) d. $Al_2(SO_4)_3$ (aq) ii) Arrange Zn, Fe, Cu , Al (metals) in the decreasing order of reactivity based on the above result.	Interdisciplinary project
August September	Revision CH : 4 Carbon and its compounds	Basic metallurgical processes; Corrosion and its prevention	Videos on metallurgical techniques.	

October	CH : 4 Carbon and its compounds(continued)	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.	(1)Showing different models of carbon bonding (2) To study the following properties of acetic acid (ethanoic acid) : i) odour ii) solubility in water iii) effect on litmus iv) reaction with sodium bicarbonate	2A :Content based worksheet on properties of hydrocarbons. 2B : Data based worksheet on Homologous series.
November	CH : 5 Periodic classification of elements NCERT Science	hydrocarbons. Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.	(1)To study saponification reaction for preparation of soap. (2) To study the comparative cleaning capacity of a sample of soap in soft and hard water.	
December	CH : 5 Periodic classification of elements(continued....)	Need for classification Modern periodic table, gradation in properties, valency, atomicnumber, metallic and non-metallic properties.	Video on trends in periodic table	
January- February	Revision			

Biology Curriculum Plan Session (2015-2016)

Chapter no	Month	Chapter name	Sub topics	A/v experience	FA assement
6	APRIL	LIFE PROCESSES	“ living being” , basic concepts of nutrition, respiration, transport and excretion in plants and animals	<p>Video to show Digestion in human beings Respiration, blood circulation and excretion in plants and animals.</p> <p>ACTIVITY 1. Demonstrations based activity to show that chlorophyll is necessary for photosynthesis 2. Demonstration based activity to show that carbon dioxide is produced during photosynthesis 3. To prepare a temporary mount of a leaf peel to show stomata</p>	<p>ACTIVITY 3A. INDIVIDUAL :WORK SHEET BASED ON CIRCULATION OF BLOOD ACTIVITY 3B. FLOW CHART BASED WORK ACTIVITY ON TOPIC RESPIRATION</p>
7	MAY	CONTROL AND COORDINATION	Tropic movement in plants; introduction to plant hormones; control and coordination in animals: nervous system; voluntary , involuntary and reflex action, chemical coordination; : animal hormones	<p>Video to show Types of nervous system Structure of brain Different types of movements Plant hormones Animal hormones</p>	
	JULY	CONTROL AND COORDINATIO			
	AUGUST	REVISION			
	September	SUMMATIVE –I			

Chapter no	Month	Chapter name	Sub topics	A/v experience	FA assement
8	OCTOBER – NOVEMBER	How do organisms reproduce	Reproduction in animals and plants (asexual and sexual) reproductive health-need for and methods of family planning . Safe sex vs HIV/ AIDS. Child bearing and women’s health	Video to show Types of asexual reproduction Vegetative propagation Structure of flower Male reproductive system Female reproductive System Activity To study binary fission or budding with the help of a prepared slides. To identify the different parts of an embryo of a dicot seed (pea, gram, or red kidney bean)	ACTIVITY3A. GROUP FLOWER DISSECTION ACTIVITY 3B. . INDIVIDUAL : MCQ BASED WORK SHEET ON HOW DO ORGANISM REPRODUCE
9	DECEMBER	Heredity and evolution	Heredity; Mendel’s contribution- laws for inheritance of traits: sex determination: brief introduction: basic concepts of evolution	Activity To study homology and analogy with the help of preserved / available specimen.	
15	JANUARY	Our environment	Eco-system, environmental problems, Ozone depletion, waste production and their solutions. Biodegradable and non- biodegradable substances	Video to show ozone layer its depletion and harmful effects	
16	FEBRUARY	Management of natural resources	Conservation and judicious use of natural resources. Forest and wild life, coal and petroleum conservation. Examples of People’s participation for conservation of natural resource. Big dams: advantages and limitations; alternatives if any. Water harvesting. sustainability of natural resources	Video to show people participation Chipko andolan	
	MARCH	SUMMATIVE – II			

EXAMINATION SCHEDULE OF SCIENCE (CLASS X)

Formative Assessment - I (May, 2015)

	SUBJECT	
Task 1	Physics	Activity 1a: worksheet based on symbols on electricity. Activity 1b numerical based worksheet on electrical circuit and series and parallel connectivity.
Task 2	Chemistry	Activity 2a: Individual : mcq work sheet based on symbols and balancing of equation Activity 2b: Diagram based worksheet on displacement reaction
Task 3	Biology	Activity 3a: Individual :work sheet based on circulation of blood Actisvity 3b: Flow chart based work activity on topic respiration
Task 4		Pen Paper Test- 1.Electricity and its effects 2. acids bases and salts 3. control and coordination

Formative Assessment - II (July , 2015)

S.No.	Section	Content
Task		interdisciplinary project

Formative Assessment - III (November, 2015)

	SUBJECT	
Task 1	Physics	Activity1a. Diagram based worksheet on reflection and refraction. Activity 1b Numerical based worksheet on reflection and refraction
Task 2	Chemistry	Activity2a. Individual : data based work sheet on homologus series Activity 2b. Diagram based work sheet on esterification
Task 3	Biology	Activity3a. Group flower dissection Activity 3b. Individual : mcq based work sheet on how do organism reproduce
Task 4		PEN PAPER TEST: reflection of light Carbon and its compounds How do organisms reproduce?

Formative Assessment – IV (January, 2016)

S.No.	Section	Content
TASK		PSA

SOCIAL SCIENCE (CODE: 087)

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.
- to make learners realise 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.
- to 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.
- to 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.
- to 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.
- to 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.
- to facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- to develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- to promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process.
- to help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- to develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations.
- to develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms- cooperating with others, taking initiatives and providing leadership in solving others' problems.
- to develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

COURSE STRUCTURE (CLASS X)

Time: 3 Hrs.

Marks: 90

No.	Units	Term - I	Term - II
I	India and the Contemporary World – II	23	23
II	Contemporary India – II	23	23
III	Democratic Politics – II	22	22
IV	Understanding Economic Development	22	22
V	Disaster Management (Through Project & Assignments)	-	-
	Total	90	90

The formative assessment will comprise of Projects, assignments, activities and Class Tests/periodic tests for which Board has already issued guidelines to the schools. The Summative assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

Themes	Objectives
<p>Term II</p> <p>In Sub-unit 1.1 students are required to choose any two themes. In that sub-unit, theme 3 is compulsory and for second theme students are required to choose any one from the first two themes.</p> <p>In Sub-units 1.2 and 1.3 students are required to choose any one theme from each.</p> <p>Thus all students are required to study four themes in all.</p> <p>Sub-unit 1.1 : Events and processes:</p> <p>Any two of the following themes:</p> <p>1. The Rise of Nationalism in Europe: (a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini, etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece. (Chapter 1)</p> <p>2. The Nationalist Movement in Indo - China: Factors Leading to Growth of Nationalism in India</p> <p>(a) French colonialism in Indo-China. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc (d) The second world war and the liberation struggle. (e) America and the second Indo-China war. (Chapter 2)</p> <p>3. Nationalism in India:</p> <p>(a) First world war, Khilafat, Non-Cooperation and Civil Disobedience Movement. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups. (Chapter 3)</p> <p>Map work based on theme 3 only. (3 marks)</p>	<ul style="list-style-type: none"> ➤ Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change. ➤ Familiarize students with some of the ideas of writers who have had a powerful impact on society. ➤ The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. ➤ Discuss the relationship/difference between European nationalism and anti-colonial nationalisms. ➤ Point to the way the idea of the nation states became generalized in Europe and elsewhere. ➤ Discuss the difference between French colonialism in Indo-China and British colonialism in India. ➤ Outline the different stages of the anti-imperialist struggle in Indo-China. ➤ Familiarize the students with the differences between nationalist movements in Indo China and India. ➤ Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement. ➤ Analyze the nature of the diverse social movements of the time. ➤ Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi.

Themes	Objectives
<p>Term I</p> <p>1. Resources and Development: Types – natural and human; Need for resource planning, natural resources, land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures. (Chapter 1)</p> <p>2. Forest and Wild Life Resources: Types and distribution, depletion of flora and fauna; conservation and protection of forest and wild life. (Chapter 2)</p> <p>3. Water Resources: Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)</p> <p>4. Agriculture: Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output. (Chapter 4)</p> <p>Map work (3 marks)</p> <p>Term II</p> <p>5. Minerals and Energy Resources: Types of minerals, distribution, use and economic importance of minerals, conservation, types of power resources: conventional and nonconventional, distribution and utilization, and conservation. (Chapter 5)</p> <p>6. Manufacturing Industries: Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced) (Chapter 7)</p> <p>7. Life Lines of National Economy (Chapter 8)</p> <p>Map work (3 marks)</p>	<ul style="list-style-type: none"> ➤ Understand the value of resources and the need for their judicious utilisation and conservation. ➤ Identify various types of farming and discuss the various farming methods; Describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. ➤ Explain various government policies for institutional as well as technological reforms since independence. ➤ Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources. ➤ Understand the importance of agriculture in national economy. ➤ Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation. ➤ Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation. ➤ Discuss various types of conventional and nonconventional resources and their utilization. ➤ Discuss the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas. ➤ Discuss the need for a planned industrial development and debate over the role of government towards sustainable development. ➤ To explain the importance of transport and communication in the ever shrinking world. ➤ To understand the role of trade in the economic development of a country.

Project / Activity:

- Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with climatic conditions and relief of the area.
- Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade.

Posters:

- Pollution of water in the locality.
- Depletion of forests and the greenhouse effect.

Note: Any similar activities may be taken up.

Unit 3: Democratic Politics- II

45 Periods

Themes	Objectives
<p>Term I</p> <p>1&2.Power Sharing & Federalism: Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups? (Chapter 1 & 2)</p> <p>3&4.Democracy and Diversity & Gender Religion and Caste: Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy? (Chapter 3 & 4)</p> <p>Term II</p> <p>5&6.Popular Struggles and Movements & Political Parties: How do struggles shape democracy in favour of ordinary people? What role do political parties play in competition and contestation? Which are the major national and regional parties in India? Why have social movements come to occupy large role in politics? (Chapter 5 & 6)</p> <p>7. Outcomes of Democracy: Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India? (Chapter 7)</p> <p>8. Challenges to Democracy: Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy? (Chapter 8)</p>	<ul style="list-style-type: none">➤ Analyse the relationship between social cleavages and political competition with reference to Indian situation.➤ Understand and analyse the challenges posed by communalism to Indian democracy.➤ Understand the enabling and disabling effects of caste and ethnicity in politics.➤ Develop a gender perspective on politics.➤ Introduce students to the centrality of power sharing in a democracy.➤ Understand the working of spatial and social power sharing mechanisms.➤ Analyse federal provisions and institutions.➤ Understand the new Panchayati Raj institutions in rural and urban areas.➤ Understand the vital role of struggle in the expansion of democracy.➤ Analyse party systems in democracies.➤ Introduction to major political parties in the country.➤ Analyse the role of social movements and nonparty political formations.➤ Introduction to the difficult question of evaluating the functioning of democracies.➤ Develop the skills of evaluating Indian democracy on some key dimensions : development, security and dignity for the people.➤ Understand the causes for continuation of democracy in India.➤ Distinguish between sources of strength and weaknesses of Indian democracy.➤ Reflect on the different kinds of measures possible to deepen democracy.➤ Promote an active and participatory citizenship.

Themes	Objectives
<p>Term I</p> <p>1. Development: The traditional notion of development; National Income and Per-capita Income. Growth of NI - critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development. The approach to this theme: Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country) (Chapter 1)</p> <p>2. Sectors of the Indian Economy: *Sectors of Economic Activities; Historical change in sectors; Rising importance of tertiary sector; Employment Generation; Division of Sectors- Organised and Unorganised; Protective measures for unorganised sector workers. (Chapter 2)</p> <p>Term II</p> <p>3. Money and Credit: Role of money in an economy: Historical origin; Formal and Informal financial institutions for Savings and Credit - General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, self help groups, chit funds and private finance companies. (Chapter 3)</p> <p>4. Globalisation and the Indian Economy: **What is Globalisation (through some simple examples); How India is being globalised and why; Development Strategy prior to 1991. State Control of Industries: Textile goods as an example for elaboration; Economic Reforms 1991; Strategies adopted in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalization and its impact on different sectors; Political Impact of globalisation. (Chapter 4)</p> <p>5. Consumer Rights: ***How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection. (Chapter 5)</p>	<ul style="list-style-type: none"> ➤ Familiarisation of some macroeconomic concepts. ➤ Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income. ➤ It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation. ➤ How and why people should be healthy and provided with education. ➤ Familiarize the concept of money as an economic concept. ➤ Create awareness of the role of financial institutions from the point of view of day-today life. <ul style="list-style-type: none"> ➤ To make aware of a major employment generating sector. ➤ Sensitise the learner of how and why governments invest in such an important sector. ➤ Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life. ➤ Making the child aware of her rights and duties as a consumer; ➤ Familiarizing the legal measures available to protect from being exploited in markets.

Suggested Activities / Instructions:

Theme 2*: Visit to banks and money lenders / pawnbrokers and discuss various activities that you have observed in banks in the classroom. Participate in the meetings of self help groups, which are engaged in micro credit schemes in the locality of learners and observe issues discussed.

Theme 4:** Provide many examples of service sector activities. Use numerical examples, charts and photographs.

Theme 5*:** Collect logos of standards available for various goods and services. Visit a consumer court nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from newspapers and consumer courts.

Unit 5: Disaster Management (Through Formative Assessment only)

10 Periods

- Tsunami
- Safer Construction Practices
- Survival Skills
- Alternate Communication systems during disasters
- Sharing Responsibility

Note: Project, activities and other exercises in Unit 5 should encourage students to place 'disasters' and 'disaster management in:

- (i) The wider context of Social Science knowledge as covered through History, Geography, Political Science and Economics textbooks of class IX/X.
- (ii) Other problems faced by our country and the world from time to time.

PRESCRIBED BOOKS:

1. India and the Contemporary World-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE

QUESTION PAPER DESIGN FOR SOCIAL SCIENCE (CODE NO. 087)
Class-X (SA-I) (2015-16)

Time: 3 Hours

Max. Marks: 90

S.No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer (SA) 3 Marks	Long Answer (LA) (5 Marks)	Total Marks	% Weightage
1	Remembering (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	2	2	2	18	20%
2	Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	2	2	18	20%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example, or solve a problem)	2	4	2	24	26%
4	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	2	2	2	18	20%
5	Creating, Evaluation and Multi-Creating Evaluation and Multi-Disciplinary (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	3*	-	9	10%
6	Map	-	1	-	3	04%
	Total	8x1=8	14x3=42	8x5=40	90	100%

*Map work in history in term - II only.

*One question of 3 marks will be included to assess the values inherent in the texts.

QUESTION PAPER DESIGN FOR SOCIAL SCIENCE (CODE NO. 087)

Class-X (SA-II) (2015-16)

Time: 3 Hours

Max. Marks: 90

S.No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer (SA) 3 Marks	Long Answer (LA) (5 Marks)	Total Marks	% Weightage
1	Remembering (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	2	2	2	18	20%
2	Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	2	15	17%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example, or solve a problem)	2	4	2	24	26%
4	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	2	2	2	18	20%
5	Creating, Evaluation and Multi-Creating Evaluation and Multi-Disciplinary (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	3*	-	9	10%
6	Map	-	2	-	6	04%
	Total	8x1=8	14x3=42	8x5=40	90	100%

*One question of 3 marks will be included to assess the values inherent in the texts.

Social Science Curriculum Plan Session (2015-2016)

Month	Name of the book Name of the chapter	Audio visual experience	Activities
April	Contemporary India (NCERT) Ch-1 Resources and Development *Types of Resources *Land Resources *Soil as a resource Democratic Politics-II(NCERT) Ch-1 Power Sharing *Story of Belgium and Srilanka *Why Power Sharing is desirable? *Forms of Power Sharing Democratic Politics-II(NCERT) Ch-2 Federalism *What is federalism *What makes India a federal country *How is federalis practice? *Decentralisation in India	Video on Soil Conservation Video on Power Sharing Video on federalism	Map Activity Types of Soil Group Presentation Map Work Picture /Cartoon interpretation
May and June	Contemporary India (NCERT) Ch-2 Forest and Wildlife Resources *Flora and fauna in India *Conservation of Wildlife and Forest *Types and Distribution *Community and Conservation India and the contemporary world (NCERT) Ch-5 The Age of Industrialisation *Discuss two patterns of industrialization , one in the imperial country and another in India, a colony. *Trace relationship among different sectors of production. *Distinguish between impact of industrialization on England and on India *Tell about the livelihood of workers	Video on Wildlife video on impact of Industrialization	Making an album of birds and animals Map Work Picture Comprehension
Month	Name of the book Name of the chapter	Audio visual experience	Activities

July	<p>Democratic Politics-II(NCERT) Ch-3 Democracy and Diversity *A Story for Mexico Olympics *Differences, Similarities and Divisions *Politics of social division India and the contemporary world (NCERT) Ch-7 Print Culture and the Modern World *The First Printed Books *Print comes to Europe *The Print Revolution and its Impact *The Reading Mania *India and the World of Print *Print and censorship</p>	<p>Video on Social Division</p> <p>Video on Print Culture in India</p>	<p>Worksheet</p> <p>Cross Word Puzzle</p>
August	<p>Contemporary India (NCERT) Ch-3 Water Resources *Water Scarcity *Water Conservation *Multipurpose River valley Projects *Rain Water Harvesting</p> <p>Democratic Politics-II(NCERT) Ch-4 Gender, Religion and Caste *Gender and Politics *Religion, Communalism and Politics *Caste and Politics</p> <p>Contemporary India (NCERT) Ch-4 Agriculture *Types of Farming, Cropping Pattern. *Major Crops, Food Crops and Non Food Crops *Technological and Institutional Reforms *Food Security *Impact of Globalisation on Agriculture</p>	<p>Video on rain water harvesting</p> <p>Video on gender inequality and politics</p> <p>Video and types of cropping pattern in india</p>	<p>Poster Making and Water Conservation Map work</p> <p>Skit on Social Issues</p> <p>Map work Fill in the blanks</p>
September	Revision for summative assessment-1		
October	<p>Contemporary India (NCERT) Ch 5 Mineral and power resources Meaning *Classification of Minerals Ferrous Minerals, Iron Ore, manganese *Non-Ferrous Minerals-Copper Bauxite *Non-Metallic and Rock Minerals *Conservation of Minerals</p> <p>Energy Resources Democratic politics –II(NCERT) Ch-5 Popular Struggle and Movement *Popular Struggle in Nepal and Bolivia *Mobilisation and Organisations *Pressure groups and movement *Sectional interest groups and Public interest groups *Influence on politics-healthy?</p>		<p>MCQ on Mineral and Power Resources</p>
November	<p>Ch-6 Political Party *Meaning and Functions</p>	Video on energy	Crossword Puzzle

	<p>*National and State Parties *Challenges and Reforms Contemporary India (NCERT) Ch-6 Manufacturing Industries *Importance of Manufacturing *Classification of industries(Agrobasedand Mineral Based) * Industrial Polution and Environmental Degradation Democratic politics –II(NCERT) Ch-7 Outcomes of democracy *How do we access democracy’s Outcomes? *Economic Growth and development *Reduction of Inequality and Poverty Dignity and Freedom of the Citizens</p>	resources	Use of flash cards-national and regional political parties
December	<p>Ch-8 Challenges to Democracy *Types of challenges *Thinking about the Political Reformrs *Re defining Democracy India and the contemporary world (NCERT) Ch-1 The Rise of nationalism in Europe *The French Revolution and The Idea of the nation *The Making Of Nationalism in Europe *The Age of Revolutoun 1830-1848 *The making of germany and Italy</p>	Video on popular moments in india	Map Work Quiz Worksheet on Social and Political Damages
January	<p>Ch-3 Nationalism in india *The first world war,khilafat and non corperation *The Rowlatt act *The Movement in Towns and Country site *swaraj in Plantations *Towards Civil Disobedience Movement and Dandi March *The sense of collective belonging</p>	Video on national and state parties	Woktsheet on I’m Democracy
	<p>Contemporary India (NCERT) Ch-7 Lifelines of National economy *Transport and Communication *International trade *Tourism as a Trade</p>	<p>Video on industrial lpolution and environmental sssdegradation Video on inequality and poverty and social diversity Video on challenges to democracy Video on French revolution Gandhi Movie Video on tourism</p>	Worksheet Worksheet-Match the column and identify me Preparation of a tourist guide to visit any tourist spot

Economics Curriculum Plan Session (2015-2016)

Month	Name of the book and name of the chapter	Audio- Visual Experience	Activities	Formative Assessment
April & May	Understanding Economic Development Chapter - 1 Development	Video on the characteristic features of developed and developing countries	1. Roleplay on conflicting development goals. 2. Numerical illustration on total and per capita income.	Task III Worksheet on numerical based on calculation of per capita income from the given information. 3. Question chain
July & August	Understanding Economic Development Chapter - 2 Sectors of the Indian Economy	video on the classification of economy as primary, secondary and tertiary; organised and unorganised; private and public sectors	1. Graph analysis on the topic sectoral contribution to India's GDP and employment. 2. Paragraph on the topic - Increasing importance of tertiary sector.	Inter disciplinary project
August & September	Revision of SA I Syllabus through Oral testing and Written Class tests	Summative Assessment-I Syllabus Economics 1. Development 2. Sectors of the Indian Economy		
October & November	Understanding Economic Development Chapter - 3 Money and Credit	Specimen Cheque and currency notes, pay-in slip, withdrawal slip, debit card and credit card	1. Project on modern forms of money i.e, coins, paper notes, cheques, debit/credit card (specimen). 2. Paragraph on the topic - Role and importance of SHGs in generating credit.	Task III Worksheet on the topic- modern forms of money. 3. Question chain
December & January	Understanding Economic Development Chapter - 4 Globalisation & the Indian Economy, Chapter - 5 Consumer Rights	Video on countries connected through International trade. Video on consumers at the market place	GLOBALISATION: 1. Writing an article on WTO. 2. Debate on impact of globalisation (positive & negative). 3. Project on collecting logos of different products and listing the companies as Indian companies & MNCs. CONSUMER RIGHTS: 1. Role play on the topic - awareness of consumers. 2. Paragraph on the topic consumer rights and duties.	PSA
February & March	Revision of SA II Syllabus through Oral testing and Written Class tests	Summative Assessment-II Syllabus Ch 3 Money & Credit, Ch 4 Globalisation & the Indian Economy, Ch 5 Consumer Rights		

हिंदी

मातृभाषा के रूप में हिंदी का उद्देश्य:

- ⊙ d{kk vkB rd vft̄r Hkkf"kd dkskyka (l quk] cksyuk] i<uk] fy[kuk vks] fparu) dk mUkjkskj fodkl A
- ⊙ l'tukRed l fgr; ds vkykpukRed vLokn dh {kerk dk fodkl A
- ⊙ Lorak vks] eks[kd : i l s vi us fopkjka dh vfHkO; fDr dk fodkl A
- ⊙ Kku ds fofHkUu vuqkkl uka ds foe'kz dh Hkk"kk oB : i ea fgnh dh fof'k"V iñfr , oa {kerk dk cks/ djukA
- ⊙ l fgr; dh i Hkkodkjh {kerk dk mi; sx djrs gq l Hkh izdkj dh fofo/rkvka (jk"Vh; rkvk] /e] fyax]Hkk"kk) ds ifr l dkjRed vks] l ðnu'khy jos s dk fodkl A
- ⊙ tkfr] /e] fyax] jk"Vh; rkvk] {ksk vkfn l s l cfi/r iokzoka ds pyrs cuh : f+ka dh Hkkf"kd vfHkO; fDr; kds ifr l txrka
- ⊙ fons kh Hkk"kkvka l er xj fgnh Hkk"kkvka dh l iñfr dh fofo/rk l s ifjp; A
- ⊙ O; kogkjfd vks] nšud thou ea fofo/ fdLe dh vfHkO; fDr; ka dh eks[kd o fyf[kr {kerk dk fodkl A
- ⊙ l pkj ekè; eka (fi v/ vks] byDVmud) ea iz ðr fgnh dh iñfr l s voxr djuk vks] u, &u, rjhoB l s z sx djus dh {kerk l s ifjp; A
- ⊙ l ?ku fo'y'sk.k] Lorak vfHkO; fDr vks] rdz {kerk dk fodkl A
- ⊙ veru dh i vZ vft̄r {kerkvka dk mUkjkskj fodkl A
- ⊙ Hkk"kk ea ekšm fgd k dh l j pukvka dh l e> dk fodkl A
- ⊙ erHkn] fojks/ vks] Vdjko dh i jfLFkr; ka ea Hkh Hkk"kk ds l ðnu'khy vks] rozi w k z bLreky l s 'kkfri w k z ðkn dh {kerk dk fodkl A
- ⊙ Hkk"kk dh l ekoš kh vks] cghHkkf"kd iñfr oB ifr , frgkfl d uTfj, dk fodkl A
- ⊙ 'kkjhfd vks] vl; l Hkh izdkj dh paksr; ka dk l euk dj jgs cPpka ea Hkkf"kd {kerkvka oB fodkl dh mudh vi uh fof'k"V xfr vks] ifrHk dh igpka

हिंदी - Formative Assessment

श्रवण व वाचन संबंधी योग्यताएं

श्रवण (सुनना) कौशल

- ⊙ of.kr ; k i fBr l kexh] okrk] Hkk"k.k] i jppk] okrkzyki] okn&fookn] dfof&ikB vkfn dk l qdj vfkzok.k djuk] eW; kadu djuk vks] vfHkO; fDr oB <x dks tkuukA
- ⊙ oDrO; oB Hkko] foukn] o ml ea fufgr l ns k] O; x vkfn dks l e>ukA
- ⊙ oškjfd erHkn gkus ij Hkh oDrk dh ckr dks è; kui vZ] /š vZ o f'k"Vpkjkuqpy izdkj l s l quk ooDrk oB nf"Vdks k dks l e>ukA
- ⊙ Kkuztu] eukšatu o i j .kk xg.k djus gsrq l quka
- ⊙ oDrO; dk vkykpukRed fo'y'sk.k dj l qdj ml dk l kj xg.k djukA

श्रवण (सुनना) का मूल्यांकन

ijh{k d fdl h i kl fxd fo" k; ij , d vuqNn dk Li "V okpu djskA vuqNn rF; kRed ; k l plokRed
gls l drk gA vuqNn yxHkx 150 'kCnka dk gkuk pkfg, A ijh{k dks l qur&l qur ijh{k kFkhz vyx dksTk
ij fn, gq Jo.k cks/u ds vH; kl ka dks gy dj l d&A vH; kl fjDr LFku i fir] cgdodYi h vFkok l R;
@v l R; dk pu ko vkfn foèkkvka ea gls l drgA

वाचन (बोलना) कौशल

- ⊕ Cksyrs l e; Hkyh izdj mPpkj.k djuk xfr] y;] vkjkg&vojkg mfpr cyk?kr o vuqku l fgr
cksyuk] l oJ d fork&okpu] dFkk&dguh vFkok ?kVuk l ukukA
- ⊕ vkRefo'okl] l gtrk o /kji dkg ckyuk] dk; D&e i Lr qra
- ⊕ Hkkoka dk l fEeJ.k tS s g"kj fo"kn] foLe;] vknj vkfn dks i Hkko'kkyh : i l s 0; Dr djuk]
Hkkokuqny l dkn&okpuA
- ⊕ vks pkfjd o vks pkfjd Hkk"kk ea Hkn dj l dus ea oq'ky gsk o i frfo; kvka dks fu; f=kr o f'k"V
Hkk"kea izdV djukA
- ⊕ eks [kd vfHkO; fDr dks olec¼] izdj.k dh , drk l fgr o ; Fkl hko l f{k l r j [kukA
- ⊕ Lokx djuk] ifjp; djuk] /U; okn nsuk] Hkk"k.k] okn&fookn] NrKrk Kki u] l onuk o c/kbz
bR; kfnek [kd dks kyka dk mi ; ksA
- ⊕ ep Hk; l s eDr gsdj i Hkko'kkyh < x l s 5&10 feuV rd Hkk"k.k nsukA

वाचन (बोलना) का परीक्षण

- ⊕ चित्रों के क्रम पर आधारित वर्णन : bl Hkx ea vi s k dh tk, xh fd ijh{k kFkhz foj. kkrRed Hk"kk dk
iz ks dja
- ⊕ किसी चित्र का वर्णन : (fp=k ykska ; k LFkuka o gls l drs g)A
- ⊕ fdl h fu/kfjr fo" k; ij ckyuk] ftl l s og vi us 0; fDrxr vuqko dk i R; kLej.k dj l dA
- ⊕ dkbz dguh l ukuk ; k fdl h ?kVuk dk o.kz djukA

कौशलों के अंतरण का मूल्यांकन के लिए मापक्रम

श्रवण (सुनना)		वाचन (बोलना)	
1	fon; kFkhZ ea ifjfr l nHkkZ ea iz; Pr 'kCnka vksj inka dks l e>us dh l keku; ; kx; rk g\$ fdUr q l d ¼ vk'k; dks ugha l e> i krkA	1	f' k{kFkhZ dby vvx&vyx 'kCnka vksj inka ds iz; kx dh ; kx; rk inf'kr djrk g\$ fdUr q , d l d ¼ Lrj ij ugha dksy l drkA
2	Nks/s l d ¼ dFkuka dks ifjfr l nHkkZ ea l e>us dh ; kx; rk g\$	2	ifjfr l nHkkZ ea dby Nks/s l d ¼ dFkuka dk l hfer 'kq4rk l s iz; kx djrk g\$
3	ifjfr ; k vijfr nksuka l nHkkZ ea dFkr l puk dks Li "V l e>us dh ; kx; rk g\$ v' kq¼; k; djrk g\$ ftl l s i'k.k ea #dkoV vkrh g\$	3	vi{kr nh?kz Hkk" k ea vf/d tFvy dFkuka ds iz; kx dh ; kx; rk inf'kr djrk g\$ vHkh Hkh dN v' kq¼; k; djrk g\$ ftl l s i'k.k ea #dkoV vkrh g\$
4	nh?kz dFkuka dh k[kyk dks i ; kZr 'kq4rk l s l e>rk g\$ vksj fu"d"z fudky l drk g\$	4	vijfr fLFkr; ka ea fopjka dks rkfdz <x l s l xBr dj /kjk izkg : i ea iLrq dj l drk g\$, d h xyfr; k; djrk g\$ ftul s i'k.k ea #dkoV ugha vkrhA
5	tFvy dFkuka ds fopkj&fcgk/ka dks l e>us dh ; kx; rk inf'kr djrk g\$ mnas ; ds vuqny l pus dh dkyrk inf'kr djrk g\$	5	mi's ; vksj Jkrk ds fy, mi ; Pr 'ksh dks viuk l drk g\$ dby ekeyh xyfr; k; djrk g\$

पठन कौशल

iBu {kerk dk eq; mi's ; , d s 0; fDr; ka dk fuekz k djus ea fufgr g\$ tks Lorak : i l s fplru dj l o rFk ftuea uoboy vius Lo; a o kku dk fuekz k dh {kerk gks vfi rq os bl dk vkRekoykedu Hkh dj l o

- ⊕ l j l jh nf"V l s i<+ikB dk osh; fopkj xg.k dj yuka
- ⊕ , dxz fpuk gks , d vHkh"V xfr o l kFk eksa iBu djuka
- ⊕ i fBr l kexh ij viuh ifrfo; k izdV dj l dukA
- ⊕ Hkk"kkj fopkj , oa 'ksh dh l jkguk dj l dukA
- ⊕ l kfgR; o l ifr vfHk#fp dk fodkl djuka
- ⊕ l nHkZ o l vuq kj 'kCnka o l vFk&Hknka dks igpku yuka
- ⊕ fd l h fof'k"V mnas ; dks e; ku ea j [krs gg rRI Ecl/h fo'k'k LFky dks igpku yuka
- ⊕ i fBr l kexh o l fofHkuu va kka dk ijLij l e/ l e>uka
- ⊕ i fBr vuqNnka o l 'kh"kd , oa mi 'kh"kd nuka
- ⊕ dfork o l ieq[k mi knku nq] y;] ; fr vkfn l s ifjfr gkuka

लिखने की योग्यताएं

- ⊕ fyfi oñ ekud : i dk gh 0; ogkj djuka
- ⊕ fojke&fplogka dk l gh iz; kx djuka
- ⊕ ys[ku oñ fy, l foñ; (0; ogkjksi ; kxh) 'kCn HkMkj dh of¼ djuka
- ⊕ i Hkkoi w kz Hkk"kk rFkk ys[ku&'kSyh dk LokHkkfod : i l s iz; kx djuka
- ⊕ mi ; Dr vuqPNsnka ea ckVdj fy[kuka
- ⊕ i kFkZuk i=k] fueak.k i=k] c/kbz i=k] l onuk i=k] vkns'k i=k] , l - , e - , l - vkfn fy[kuk] rkj fy[kuk vkSj fofo/ i i=kka dks Hkjuk A
- ⊕ fofo/ l ksrka l s vko' ; d l kexh , d=k dj vHkh"V fo"k; ij fucl/ fy[kuka
- ⊕ ns[kh gqz ?kvukvka dk o.kZu djuk vkSj mu ij viuh i frfoñ; k idV djuka
- ⊕ i <h gqz dgkuh dks l onk ea ifjofrZr djuk vkSj l onk dks dgkuh ea
- ⊕ l ekjkgka vkSj xks"B; ka dh l puk vkSj ifronu rS kj djuka
- ⊕ l kj] l {ks hdj . k] HkkokFkZ fy[kuka
- ⊕ xnZ , oa inZ vorj . kka dh 0; k[; k fy[kuka
- ⊕ Lokukfir fopkjka vkSj Hkkoukvka dk Li"V] l gt vkSj i Hkko' kkyh <x l s vfHko; Dr djuka
- ⊕ oñec¼rk vkSj idj . k dh , drk cuk , j[kuka
- ⊕ vfHko; fDr ea l kSBo , oa l f{klrrk dk è; ku j[kuka
- ⊕ fy[kus ea ekSydrk vkSj l tZkRedrk yuk

रचनात्मक अभिव्यक्ति

□ वाद – विवाद

fo"k; & f'k{k d fo"k; dk puk Lo; a djA
vk/kj fcq & rkdZdrk] Hkk"k.k dyk] viuh ckr vf/dkj i onZ dguka

□ कवि सम्मलेन

i kB; i qrd ea l dfyr dforkvka ds vk/kj ij dfork i kB
; k
ekSyd dforkvka dh jpuk dj dfo l Eesy ; k vR; k{kjh

आधार बिंदु

- vfHko; fDr
- xfr] y;] vkjkg&vojkg l fgr dfork okpu
- ep ij ckyus dk vH; kl @ ; k ep Hk; l s e fDr

□□ कहानी सुनाना / कहानी लिखना या घटना का वर्णन / लेखन

आधार बिंदु

- I dkn & Hkkokupdy] i k=kkupdy
?kVukvka dk Øfed fooj.k
- i Lrphdj.k
- mPpkj.k
- परिचय देना और परिचय लेना - i kB; i qrd ds i kBka l s i j. kk yrs gq vk/qud rjhds l s fd l hu, fe=k l s l dkn LFkfir djrs gq viuk ifjp; l jy 'kCnka ea nsuk rFkk ml ds fo"k; ea tkudkjhi klr djuka
- अभिनय कला - i kBka ds vk/kj ij fo|kFkz viuh vfHku; i frHkk dk in'kZu dj Hkk"kk ea l dknka dhvnk; xh dk i Hkko'kkyh i; kx dj l drs gq ukVd , d l kefigd fØ; k gS A vr% ukVd ds लेखन] funk kul dkn] vfHku;] Hkk"kk o mnas ; bR; kfn dks ns[krs g, q f'k{k d Lo; a अंकों dk fu/kjZk dj l drk gS A
- आशु भाषण - fo|kFkz ka dh vuqtko ifjf/ l s l d f/r fo"k; A
- सामूहिक चर्चा - fo|kFkz ka dh vuqtko ifjf/ l s l d f/r fo"k; A

मूल्यांकन के संकेत बिन्दुओं का विवरण

प्रस्तुतीकरण

- vkRefo'okl
- gko&Hkko ds l kFk
- i Hkko'kkyh i Lrfr
- rkdZdrk
- Li "Vrk

विषय वस्तु

- fo"k; dh l gh vo/kj.kk
- rdZ l Eer

भाषा

- 'kCn p; u o Li "Vrk] Lrj vkj vol j ds vuqdy gka A

उच्चारण

- Li "V mPpkj.k] l gh vuqku] vkjg&vojkg ij vf/d cy nsuk pkfg, A

इस अवस्था पर बल दिए जाने योग्य कुछ जीवन मूल्य

- l Ppkb] vkRe&vuqkkl u
- l gdlfjrk] l gkuqtkfir
- U; k;] l ekurk
- i gy] urRo
- bZekunkjh] fu"Bk
- turkf-kdrk] ns kHkfDr
- mÜkjnkf; Ro dh Hkkouk

हिंदी पाठ्यक्रम -अ 'कोड संख्या(002)

कक्षा दसवीं हिंदी-अ- 'संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2015-2016

संकलित परीक्षा- 1 (भार 30%) (अप्रैल - सितम्बर) हेतु भार विभाजन				
	विषय वस्तु	उप भार	कुल भार	
1	पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु / सरंचना आदि पर बहुविकल्पी प्रश्न			20
	(v) nks vi fBr x ká k (100 l s 150 'kCnka dš) (1x10)	10		
	(c) nks vi fBr dK0; ká k (100 l s 150 'kCnka dš) (1x10)	10		
2	व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु / सरंचना आदि पर प्रश्न (1 x 15)	15		15
3	पाठ्य पुस्तक क्षितिज भाग - 2 व पूरक पाठ्य पुस्तक कृतिका भाग - 2			
	(v) गद्य खंड	15		
	1 f{kfrt l s fu/kfjr lkkBka ea l s x ká k ds vk/kj lkj fo"ka; &oLrq dk cks/ Hkkf"kd fcnq! jpk vkfn ij iz uA (2\$2\$1)	05		
	2 f{kfrt l s fu/kfjr x ikBka ds vk/kj ij fo kffkz ka dh mPp fpru o euu {kerk vka dk vkadyu djus grq iz uA (2x5)	10		
	(c) काव्य खंड	15		
	1 dK0; cks/ o dK0; ij Lo; a dh l kp dh ij [k djus grq f{kfrt l s fu/kfjr dforkvka ea l s dK0; ká k ds vk/kj lkj lkz uA (2\$2\$1)	05		35
	2 f{kfrt l s fu/kfjr dforkvka ds vk/kj lkj fo kffkz ka dk dK0; cks/ ij [kus grq lkz uA (2x5)	10		
	(स) पूरक पाठ्य पुस्तक कृतिका भाग - 2	05		
	ij d i qLrdk ^dfrdk* ds fu/kfjr lkkBka ij vk/kfjr , d eW; ij d iz u i nk tk, xka bl iz u dk dy Hkkj पाँच vrd gksxA ; s iz u fo kffkz ka ds lkkB ij vk/kfjr eW; ka ds ifr mudh l onu'khyrk dks lkj [kus ds fy, gksxA (5x1)			
4	लेखन			
	(v) fofHkUu fo"ka; ka vks l nHkka ij fo kffkz ka ds rdz xr fopkj idV djus dh {kerk dks ij [kus ds fy, ldr fclnq vka lkj vk/kfjr lel kef; d , oa 0; kogkfjd thou l s tM-gq fo"ka; ka lkj 200 l s 250 'kCnka ea fd l h , d fo"ka; lkj fucA (10x1)	10		20
	(c) vfHk0; fDr dh {kerk ij d fUnr vks pkfjd vFkok vukS pkfjd fo"ka; ka ea l s fd l h , d fo"ka; ij i=ka (5x1)	05		
	(l) fd l h , d fo"ka; ij ^lkfronu*A (5x1)	05		
	कुल			90

1. पाठ्यपुस्तक पर आधारित प्रश्न पूरक पाठ्यपुस्तक पर आधारित होगा इसके लिए 5 अंक निर्धारित हैं।)	30%
2. संकलित परीक्षाओं का कुल भार 60 प्रतिशत तथा फॉर्मेटिव परीक्षाओं का कुल भार 40 प्रतिशत होगा फॉर्मेटिव परीक्षाओं के 40 प्रतिशत में से प्रत्येक सत्र में 5 प्रतिशत भाग (सम्पूर्ण वर्ष में 10 प्रतिशत) श्रवण व वाचन कौशलों के परीक्षण हेतु आरक्षित होगा शेष 30 प्रतिशत फॉर्मेटिव मूल्यांकन, पाठ्यचर्चा के अन्य अंगों जैसे पठन, लेखन, व्याकरण, पाठ्यपुस्तक व पूरक पाठ्यपुस्तक, पर आधारित होगा इसमें बोलने, सुनने, लिखने व बोध पर आधारित मौखिक, लिखित अथवा कार्यकलापों पर आधारित परीक्षण किया जा सकता है	30%
3. संकलित परीक्षा एक (एस-1) 90 अंकों की होगी 90 अंकों में से 30 अंकों की होगी जो पाठ्यपुस्तक व पूरक पाठ्यपुस्तक पर आधारित प्रश्न पूरक पाठ्यपुस्तक पर आधारित होगा इसके लिए 5 अंक निर्धारित हैं।)	40%
कुल भार	100%

(मूल्य परक प्रश्न पूरक पाठ्यपुस्तक पर आधारित होगा | इसके लिए 5 अंक निर्धारित हैं।)

टिप्पणी:

1. संकलित परीक्षाओं का कुल भार 60 प्रतिशत तथा फॉर्मेटिव परीक्षाओं का कुल भार 40 प्रतिशत होगा | फॉर्मेटिव परीक्षाओं के 40 प्रतिशत में से प्रत्येक सत्र में 5 प्रतिशत भाग (सम्पूर्ण वर्ष में 10 प्रतिशत) श्रवण व वाचन कौशलों के परीक्षण हेतु आरक्षित होगा | शेष 30 प्रतिशत फॉर्मेटिव मूल्यांकन, पाठ्यचर्चा के अन्य अंगों जैसे पठन, लेखन, व्याकरण, पाठ्यपुस्तक व पूरक पाठ्यपुस्तक, पर आधारित होगा | इसमें बोलने, सुनने, लिखने व बोध पर आधारित मौखिक, लिखित अथवा कार्यकलापों पर आधारित परीक्षण किया जा सकता है |

2- संकलित परीक्षा एक (एस-1) 90 अंकों की होगी | 90 अंकों में से 30 अंकों की होगी जो पाठ्यपुस्तक व पूरक पाठ्यपुस्तक पर आधारित प्रश्न पूरक पाठ्यपुस्तक पर आधारित होगा | इसके लिए 5 अंक निर्धारित हैं।)

**कक्षा दसवीं हिंदी 'अ' - संकलित एवं फॉर्मेटिव परीक्षाओं हेतु पाठ्यक्रम का विभाजन
(2015-2016)**

क्र सं	पाठ्य पुस्तक	प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्टूबर से मार्च)		
		FA 1 10	FA 2 10	SA-I 30	FA 3 10	FA4/ PSA 10	SA-II 30
क्षितिज भाग - 2 गद्य खंड							
1	Lo; a izdk'k & uskth dk p'ek	✓		✓			
2	jkeo{k cuhigh & ckyxkfcu Hkxr	✓		✓			
3	; 'ki ky & y[kuoh vnkTt		✓	✓			
4	l o'oj n; ky l Dl suk & ekuoh; d: .kk dh fn0; ped		✓	✓			
5	elluw Hk&mkjh & , d dgkuh ; g Hkh				✓		✓
6	egkohji i l kn f}onh & L=th&f' k{kk od fojks/h} oqrdk&dk [k&mu				✓		✓
7	; rhnz feJ & uk&r [kkus ea bcknr						✓
8	Hknr vkun dks Y; k; u l L'fr						✓
काव्य खंड		FA 1 10	FA 2 10	SA-I 30	FA 3 10	FA4/ PSA 10	SA-II 30
1	l jnkl & m0/k\$ rē gk\$ vfr cM#kkxh---	✓		✓			
2	ryl h nkl & jke&y{e.k & ij'kjke l dkn				✓		✓
3	no& ik; fu uirg & eatqct&--	✓		✓			
4	t; 'k&j i l kn & vkRedF;	✓		✓			
5	l w Zkar f=ki k&h & ^fujkyk* & mRl kg] vV ugha jgh g\$		✓	✓			
6	ukxkt&g; g narjir ed dku] i 0l y		✓	✓			
7	fxjtko&ekj ekFkj & Nk; k er Nauk				✓		✓
8	l rjkt & du; knku						✓
9	exy\$ k Mcjky & l &rdkj						✓

क्र सं	पाठ्य पुस्तक	प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्टूबर से मार्च)		
		FA 1 10	FA 2 10	SA-I 30	FA 3 10	FA4/ PSA 10	SA-II 30
कृतिका पूरक पाठ्य पुस्तक							
1	f'koiwtu l gk; & ekrk dk vpy	✓		✓			
2	dey'soj & tkktz ipe dh ukd		✓	✓			
3	e/q dkd f j; k & l kuk & l kuk gkfk tkfm+ --				✓		✓
4	f'ko i d kn feJ ^#nž & , gh Bš k; >gyuh gjkuh gks jkek						✓
5	vks & eš D; ka fy [krk gk]						✓
व्याकरण							
		FA 1 10	FA 2 10	SA-I 30	FA 3 10	FA4/ PSA 10	SA-II 30
1	jpuk ds vk/kj ij okD; Hkn (3 vid)	✓	✓	✓			✓
2	okP; (4 vid)			✓	✓		✓
3	in&ifjp; (4 vid)	✓	✓	✓	✓		✓
4	jl (4 vid)	✓	✓	✓	✓		✓
5	vifBr x k' ka (5\$5¼10 vid)			✓			✓
6	vifBr dk0; kd k (5\$5¼10 vid)			✓			✓
7	lk-k yš[ku (5 vid)	✓		✓			✓
8	fucr/ yš[ku (10 vid)		✓	✓	✓		✓
9	l kj yš[ku (5 vid)			✓			✓

निर्धारित पुस्तकें:

1. पाठ्य पुस्तक क्षितिज भाग - 2 (कक्षा दसवीं हेतु)
2. पूरक पुस्तिका कृतिका भाग - 2 (कक्षा दसवीं हेतु)

टिप्पणी:

1. फॉरमैटिव मूल्यांकन का अभिप्राय अधिगम के मूल्यांकन से है। इसलिए विद्यालय उपर्युक्त विभाजन का अपनी सुविधानुसार उपयोग कर सकते हैं।
2. फॉरमैटिव मूल्यांकन से सम्बंधित सभी कार्यकलाप जैसे विभिन्न प्रकार के शैक्षिक खेल, पहली, प्रतियोगिता, परियोजना (Project), भूमिका निर्वहन (Roleplay), कहानी लेखन, नाट्य रचनान्तरण (Dramatisation), आदि कक्षा में अथवा विद्यालय में करवाए जाने वाले कार्यकलाप हैं। यदि कोई ऐसा कार्यकलाप है जिसमें विद्यालय से बाहर जाकर कार्य करने की आवश्यकता पड़ती है तो ऐसी स्थिति में यह कार्य शिक्षिका के पर्यवेक्षण व मार्गदर्शन में होने चाहिए।

प्रश्नपत्र का प्रश्नानुसार विश्लेषण एवं प्रारूप

कक्षा दसवीं हिंदी पाठ्यक्रम - अ

संकलित परीक्षा (प्रथम एवं द्वितीय) समय : 3 घंटे अधिकतम अंक :

क्रं	प्रश्नों का प्रारूप	दक्षता परीक्षण / अधिगम परिणाम	बहु विकल्पीय 1 अंक	अति लघु उत्तरात्मक 1 अंक	लघु उत्तरात्मक 2 अंक	निबंधात्मक 5 अंक	निबंधात्मक - II 10 अंक	कुल योग
(d)	vifBr cks/	vo/kj.kkRed cks/ vFk&g.k] vu&ku yxku] fo'y'sk.k djuk] 'kCnKku o Hkkf"kd dks ky	20					20
([k)	0; kogkfjd 0; kdj.k	0; kdjf.kd l jpuvka dk cks/ vks] iz kx] fo'y'sk.k , oa Hkkf"kd dks ky		15				15
(x)	i kB; i qrd	i R; kLej.k] vFk&g.k (Hkko&g.k)] ys[kd ds euk&koks dks l e>uk 'kCnka dk iz akuphy vFk l e>uk] vkykpuRed fpru] rkd&dk] l jkuk] l kfgR; d i j&jvka ds ifj&k ea eW; kadu] fo'y'sk.k] l 'tukRedrk] dYi uk' khyrk] dk; &dkj.k l ca/ LFkfir djuk] l kE; rk , oa v&jka dh igpu] vfHkO; fDr ea eksydrk , oa thou eW; ka dh igpuA		2	14	1		35
(?k)	jpuRed ys[kd (ys[ku dks ky)	l &sr fcnqka dk foLrkj] vius er dh vfHkO; fDr] l knkgj.k l e>kuk] vksfpr; fu/kj.k] Hkk"kk ea izkge; rk] l Vhd 'kSyh] mfpr iz: i dk iz kx] vfHkO; fDr dh eksydrk] l 'tukRedrk , oa rkd&dk				2	1	20
		कुल	1 x 20 = 20	1 x 17 = 17	2 x 14 = 28	5 x 3 = 15	10 x 1 = 10	90

पाठ्यक्रम - विभाजन कक्षा दसवीं

माह	पुस्तक नाम एवं पाठ नाम	द्रश्य ,श्रव्य सामग्री	रचनात्मक कार्य	इकाई परीक्षा (पाठ्यक्रम)
अप्रैल	<p>क्षितिज पाठ -10नेता जी का चश्मा पाठ 11--बालगोविन भगत व्याकरण ःपद परिचय, रस , वाक्य</p>	<ul style="list-style-type: none"> सुभाष चंद्र बोस पर आधारित फिल्म या वीडियो क्लिपिंग विभिन्न मुद्राओं के चेहरे)चित्र या पीपीटी प्रदर्शन(<ul style="list-style-type: none"> मेरे दादाजी का चश्मा 'विषय पर अनुच्छेद सुभाषचंद्र बोस पर सूचना एकत्रित कर लेखन पुस्तिका में ब्यौरा चोराहे पर मूर्ति लगाना कितना उचित पक्ष विपक्ष रीतिरिवाजों से पलायन ,कथनी और करनी में अंतर विषय पर अनुच्छेद लेखन 	<p>ः FA1 टास्क-1 समाज में फैले अन्धविश्वास हम पर अभिशाप विषय पर भाषण-कला टास्क-2 मुख की मुद्राओं के अनुरूप स्थाई भाव व काव्य पंक्तियों का चयन कर रस लिखें टास्क3- संकेत अनुसार पद-परिचय, रस लेखन </p>
मई एवं जून	<p>क्षितिज ः पाठ 1-सूरदास पाठ 3- देव कृतिका ः पाठ 1-माता का अंचल व्याकरणः छंद , अलंकार, अनौपचारिक पत्र ,औपचारिक पत्र</p>	<ul style="list-style-type: none"> जंक फूड की हानियाँ विषय पर वीडियो क्लिपिंग, बाढ़ पर आधारित वीडियो क्लिपिंग 	<ul style="list-style-type: none"> आंचलिक शब्दों को पाठ में से खोजें,आज के और पहले के खेल में अंतर लिखो कश्मीर परिचय कार्य प्रपत्र तिब्बती समाज की विशेषताएं से सम्बन्धित कार्य प्रपत्र पानी पर आधारित मुहावरे 	<p>टास्क4- माँ विषय पर कविता लेखन व सस्वर वाचन</p>

<p>जुलाई</p>	<p>क्षितिज : पाठ12- : लखनवी अंदाज पाठ 4-जयशंकर प्रसाद</p> <p>कृतिका पाठ 2 : जार्ज पंचम की नाक</p> <p>व्याकरण : वाक्य,पत्र लेखन</p>	<ul style="list-style-type: none"> • श्री कृष्ण बाललीला पर आधारित वीडियो क्लिप्स • किसी स्वतंत्रता सेनानी की फिल्म) आनंद मठ,शहीद भगत सिंह,सुभाषचंद्र बोस) • जय शंकर प्रसाद की किसी रचना की प्रस्तुतीकरण • स्वदेश फिल्म दिखाकर या देश प्रेम पर आधारित कोई भी वीडियो क्लिपिंग दिखाकर स्वदेश का महत्व बताना 	<ul style="list-style-type: none"> • बुरी बात को भी सुंदर ढंग से कैसे कहा जा सकता है विषय पर संवाद लेखन • सनक का भी सकारात्मक रूप हो सकता है कोई दसउदाहरण • चित्र कला द्वारा प्रकृति चित्रण, • चित्र कला द्वारा प्रकृति चित्रण ,चार्ट पर प्रकृति सौंदर्य को दर्शाते हुए चित्र बनाकर बचाव के लिए नारा लेखन। • नाक पर मुहावरे, • जार्ज पंचम की सूचना, • पत्रकारिकता लोकतंत्र का चौथा खम्बा विषय पर अनुच्छेद लेखन 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p>अगस्त</p>	<p>व्याकरण अनुच्छेद, निबंध, सार, रस वाक्य पदपरिचय</p> <p>क्षितिज, कृतिका पुनरावृति</p>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>व्याकरण प्रपत्र पुनरावृति</p>	<p>FA II (सामूहिक विषय रचनात्मक कार्य)</p> <p>-----</p> <p>-----</p> <p>-----</p>

सितम्बर	प्रथम चक्रीय परीक्षा	(पुनरावृत्ति)		
अक्टूबर	<p>क्षितिज :</p> <p>पाठ 13- मानवीय करुणा की दिव्य चमक , पाठ- 15 स्त्री शिक्षा के विरोधी कुतर्कों का खंडन पाठ-16 एक कहानी यह भी</p> <p>व्याकरण : वाच्य,पत्र लेखन</p>	<ul style="list-style-type: none"> देशप्रेम पर आधारित कोई फिल्म समाज का नेतृत्व करती नारी पर आधारित वीडियो क्लिप्स लक्ष्मण परसुराम संवाद की वीडियो क्लिपिंग 	<p>FA III (टास्क- 1)</p> <p>शरीर के अंगों पर आधारित (मुहावरे खोजना,</p> <ul style="list-style-type: none"> रंगरूप व्यक्तित्व विकास में बाधक है पक्ष विपक्ष लिखो आधुनिक शिक्षा प्रणाली अनुच्छेद लेखन, स्वतन्त्रता पूर्व की प्रसिद्ध महिलाएं सूचि सचित्र 	<p>FA III (टास्क- 1)</p> <p>शरीर के अंगों पर आधारित मुहावरेदार कहानी लेखन (टास्क- 2)</p> <p>वतन की याद में विषय पर पत्र-लेखन (टास्क- 3)</p> <p>वन संरक्षण विभिन्न व्यसनो) तम्बाकू,सिगरेट,(साक्षरता अभियान आदि किसी एक विषय पर नारा लेखन</p>
नवम्बर	<p>क्षितिज</p> <p>पाठ6- नागार्जुन</p> <p>पाठ 2-तुलसीदास</p> <p>पाठ-16 गिरिजा कुमार माथुर,</p> <p>कृतिका पाठ-3 साना साना हाथ जोड़ी</p>	<ul style="list-style-type: none"> पहाड़ी क्षेत्रों की सौंदर्य दर्शाते हुए दृश्यों केचित्र , शिशु की मासूम मुस्कराहट के वीडियोक्लिपिंग लक्ष्मण परसुराम संवाद की वीडियो क्लिपिंग 	<p>गांव की वेशभूषा, शिक्षा प्रगति, पंचायत व परिश्रम आदि विषय पर चर्चा प्रश्नोत्तरी क्विज़ , पर्यटक के और पर्यटक गाइड के बीच संवाद लेखन,चार समूह द्वारा राज्य की जानकारी</p>	<p>(टास्क- 4)</p> <p>राम लक्ष्मण -परशुराम चरित्र अभिनय चोपाई,संवाद सहित (टास्क- 5)</p> <p>किसी राज्य की जानकारी का प्रपत्र</p>

दिसम्बर	क्षितिज पाठ-16 नौबत खाने में इबादत, पाठ-17 संस्कृति पाठ-8 ऋतुराज ,पाठ-9 मंगलेश डबराल	<ul style="list-style-type: none"> • बिस्मिल्लाह खान का शहनाई वादन वीडियो क्लिपिंग • 	<ul style="list-style-type: none"> • “व्यक्ति की पोशाक महत्वपूर्ण है या उसकी उपलब्धि” इस विषय पर वाद विवाद ’ • विदेशी वस्तुओ का बहिष्कार करने हेतु आशुभाषण • बिस्मिल्लाह खान के जीवन वृतांत के विषय में जानकारी एकत्रित करें । • तृष्णा ,ईर्ष्या लिप्सा दर्प क्रोध आदि भाव आधुनिक सभ्यता की देन है विषय पर अनुच्छेद लेखन • नारी एक रूप अनेक विषय पर • समूह चर्चा • संगीतकार ,निर्देशक ,वेशभूषा सज्जाकार कहानीकार ,नृत्यकार आदि की भूमिका पर चर्चा 	FA IV (टास्क- 1) भारत रत्न प्राप्त व्यक्तियों की सूची सचित्र तैयार करना (टास्क- 2) भारतीय नारी परंपराबद्ध परंपरा मुक्त विषय पर खुला मंच (टास्क- 3) पेन पेपर टेस्ट
जनवरी	कृतिका पाठ-4 एही ढैयां झुलनी हेरानी हो रामा पाठ-5 मैं क्यों लिखता हूँ व्याकरण पूर्ण पाठ्यक्रम	हिंदी साहित्यकारों की तस्वीरें	<ul style="list-style-type: none"> • विदेशी वस्तुओ का बहिष्कार जीवन में त्योहारों का महत्त्व आदि विषयों पर अनुच्छेद लेखन • हिंदी भाषा के महान साहित्यकारों की सचित्र सूची तैयार कर लेखन पुस्तिका में लिखें 	----- ----- ----- -----
फरवरी मार्च	कृतिका क्षितिज व्याकरण पुनरावृत्ति	द्वितीय सत्रीय परीक्षा		

Computer Science Curriculum Plan Session (2015-2016)

For the Month	Chapter	Topic	Audio / Video Reference	Lab Activities	Assessment Syllabus
April	Basics of Information Technology	<ul style="list-style-type: none"> ➤ Internet ➤ world wide Web ➤ Web Servers ➤ Web Sites ➤ Web Pages ➤ Web Browsers ➤ Blogs ➤ Newsgroups ➤ Web Address ➤ E-mail ➤ URL ➤ HTTP 		<ul style="list-style-type: none"> • Making a list of various web Browsers available • Writing an E-mail • Identifying parts of URL 	<ul style="list-style-type: none"> • F.A. I • S.A. I
May		Web Services	<ul style="list-style-type: none"> ➤ Information retrieval ➤ locating sites using search engines ➤ downloading and uploading files from remote Site ➤ Chat ➤ E-mail ➤ video Conferencing ➤ E-Learning ➤ E- Banking ➤ E-Shopping ➤ E-Reservation ➤ E-groups Social Networking 		
July	Database Management Tools	<ul style="list-style-type: none"> ➤ Basic Concepts and need for a database ➤ Creating a database ➤ Data Types ➤ Setting the Primary Key ➤ Entering Data into a Database ➤ Inserting and deleting Fields ➤ Inserting and deleting records ➤ creating Query using design view 		<ul style="list-style-type: none"> • Creating Database and Entering Record. 	<ul style="list-style-type: none"> • F.A. II • S.A. I

For the Month	Chapter	Topic	Audio / Video Reference	Lab Activitiess	Assessment Syllabus
August	HTML	<ul style="list-style-type: none"> ➤ Introduction to web page designing using HTML ➤ Creating and Saving HTML Documents ➤ Accessing a Web Page using web Browser ➤ HTML Elements ➤ Container and Empty Elements ➤ HTML, HEAD, TITLE, BODY Tags ➤ Attributes ➤ Changing Background Color and Background of the web page ➤ using FONT, BASEFONT Tags ➤ Using Headings, Paragraphs ➤ HR and BR Elements ➤ Creating Unordered and Ordered List ➤ Using Formatting Tags 		<ul style="list-style-type: none"> • Creating a web Page • Changing its Background • Writing Heading and Paragraph • Creating Lists. 	<ul style="list-style-type: none"> • F.A. II • S.A. I
August	HTML	<ul style="list-style-type: none"> ➤ Hyperlinking two Web Pages using Hypertext ➤ Using Attribute of Anchor Tag ➤ Creating Table ➤ Changing Table Background ➤ Using ROWSPAN and COLSPAN ➤ Using CELLPADDING and CELLPACING ➤ Inserting an Image. 		<ul style="list-style-type: none"> ➤ Create a Table and Change its background. ➤ Insert an Image 	<ul style="list-style-type: none"> ➤ F.A. II ➤ S.A. I

For the Month	Chapter	Topic	Audio / Video Reference	Lab Activitiess	Assessment Syllabus
October	XML	<ul style="list-style-type: none"> ➤ Introduction to XML ➤ Difference Between XML and HTML ➤ XML Elements ➤ Defining own tags in XML ➤ Root Elements, Child Elements and their attributes ➤ Comments in XML ➤ White Space and New Line ➤ Well-formed XML documents ➤ Validating XML documents ➤ Viewing XML documents in a Web Browser. 		<i>Defining own tags in XML</i>	<ul style="list-style-type: none"> ➤ F.A. III ➤ S.A. II
November	Web Site Designing (Project)	<ul style="list-style-type: none"> ➤ School Website- Infrastructure, Facilities, Uniform, Motto, School Pictures, Extra Curricular Activities, Subjects and Language Options 		<i>Designing school website</i>	<ul style="list-style-type: none"> ➤ F.A. III ➤ S.A. II
December	Security Threats and Measures	<ul style="list-style-type: none"> ➤ Virus ➤ Worms ➤ Trojan Horse ➤ Anti-virus Software ➤ Spyware ➤ Malware ➤ Spams ➤ Data Backup and Recovery tools and methods ➤ Online Backups ➤ Hacker and Cracker 	ppt		<ul style="list-style-type: none"> ➤ F.A. IV ➤ S.A. II
January	Societal Impacts of IT	<ul style="list-style-type: none"> ➤ Social Networking Information Security Provisions in E-commerce ➤ Benefits of ICT in Education, healthcare, Governance. ➤ Impact of ICT on Society 			<ul style="list-style-type: none"> ➤ F.A. IV ➤ S.A. II