



ANNUAL CURRICULUM PLAN 2024-25

CLASS - X





CURRICULUM

ODM EDUCATIONAL GROUP

ANNUAL CURRICULUM PLAN | SESSION 2024 - 25

The Annual Curriculum Plan refers to a comprehensive document or outline that provides a structured overview of the educational content and activities to be covered throughout an academic year. It serves as a roadmap for teachers, administrators, and educational institutions to ensure a coherent and balanced delivery of the curriculum.

Objectives of the ACP

- 1. Learning Objectives:** This plan includes specific learning goals and objectives for each subject or topic. These objectives define what students are expected to know, understand, and be able to do by the end of the year.
- 2. Content Outline:** It provides a breakdown of the content to be covered in each subject area. This may include subtopics, chapters, or units to be addressed during different periods of the academic year.
- 3. Assessment and Evaluation:** It specifies assessment methods, such as tests, projects, or presentations, that will be used to evaluate student progress and understanding. It may also include information about grading criteria and the frequency of assessments.
- 4. Integration and Interdisciplinary Connections:** In some cases, it will highlight opportunities for integrating subjects or making interdisciplinary connections. This promotes a holistic and interconnected approach to learning.
- 5.** It serves as a guiding document for teachers, helping them stay organised and focused throughout the academic year. It provides a framework for instructional planning, content delivery, and assessment, ensuring a consistent and well-rounded educational experience for students.
- 6. Resources and Materials:** It also includes the list of the textbooks, supplementary materials, and resources needed for effective teaching and learning. It ensures that teachers have access to appropriate resources to support the curriculum.

Objectives | CBSE Curriculum

1. It aims to provide a comprehensive and holistic educational experience to students.
2. **Child-Centric Approach:** The CBSE curriculum places the student at the centre of the learning process. It recognizes the individuality, abilities, and interests of each student and aims to cater to their unique needs. The curriculum promotes student engagement, critical thinking, and overall development.
3. **Learning Outcomes:** The CBSE curriculum focuses on clearly defined learning outcomes. It specifies the knowledge, understanding, skills, and attitudes that students should acquire at each grade level. Learning outcomes help in setting clear expectations and provide a framework for teaching, learning, and assessment.
4. **Interdisciplinary Approach:** The CBSE curriculum encourages an interdisciplinary approach, integrating knowledge and skills from multiple subjects. It emphasizes connections between different subjects, promoting a holistic understanding of concepts and their real-world applications.
5. **Life Skills and Values:** CBSE places significant importance on the development of life skills and values among students. The curriculum includes components that aim to cultivate values such as honesty, empathy, respect, and responsible citizenship. It also focuses on developing essential life skills such as communication, critical thinking, problem-solving, and collaboration.
6. **Inclusion and Diversity:** CBSE curriculum promotes inclusivity and caters to the diverse needs of students. It recognizes the importance of providing equal opportunities and adapting teaching and assessment strategies to accommodate learners with different abilities, backgrounds, and learning styles.

Examination Details | Session 2024 - 25

*Examination Schedule

Examination	Tentative Timeline (Exam Starts)	Tentative Timeline (Exam Ends)
Post Summer Test	19th June, 2024	25th June, 2024
Mid Term/ Half Yearly	24th Sept, 2024	8th Oct, 2024
Pre - Boards I	2nd Dec, 2024	14th Dec, 2024
Sahodaya Pre - Boards	TBD by Sahodaya Complex	
Annual Examination	TBD by the CBSE	

*The Examination Schedule is tentative & subjected to change depending upon the external factors. If there will be any changes in the schedule/portion, it will be notified well before the examination by the School.

Marks & Weightage

Subject	Post Summer Test - Full Marks - 40 Time - 90 Minutes	Mid Term/Half Yearly - Full Marks - 80 Time - 3 Hours	Pre - Boards I - Full Marks - 80 Time - 45 Minutes	Annual - Full Marks - 100 Time - 3 Hours (As per the CBSE Guidelines)
English				- Pen & Paper: 80 Marks
Hindi				- PST/Pre Boards
Odia				Weightage: 5 Marks
Sanskrit				-Multiple Assessments: 5 Marks
French	Pen & Paper Test: 40 Marks	- Pen & Paper: 80 Marks	Pen & Paper Test: 80 Marks	- Subject Enrichment Activity: 5 Marks
Bengali	*For IT - 25 Marks	*For IT - 50 Marks	*For IT - 50 Marks	- Portfolio: 5 Marks
Maths				- For IT (Theory - 50 Marks & Practical - 50 Marks)
S. Science				
Science				
IT				

Examination Portion

English -

Post Summer Test	Mid Term/Half Yearly	Pre-Boards I	Annual
<p>PROSE</p> <ol style="list-style-type: none"> 1. A Letter to God 2. Nelson Mandela: Long Walk to Freedom <p>POETRY</p> <ol style="list-style-type: none"> 3. Dust of Snow 4. Fire and Ice 5. A Tiger in the Zoo <p>Supplementary Reader (FOOTPRINTS WITHOUT FEET)</p> <ol style="list-style-type: none"> 1. A Triumph of Surgery <p>READING Discursive passage of 400-450 words</p> <p>WRITING</p> <ol style="list-style-type: none"> 1. Formal Letter (100-120 words) (Complaint / Inquiry / Placing Order / Situational Letter/ Letter to Editor) 2. Analytical paragraph (100-120 words) on given outline /data/ chart/cue/s etc. Words and Expressions-II Unit-1 	<p>First Flight (Prose)</p> <ol style="list-style-type: none"> 1. A Letter to God 2. Nelson Mandela-Long Walk to Freedom 3. Two stories about Flying 4. From the Diary of Anne Frank 5. Glimpses of India 6. Mijbil the Otter 7. Madam Rides the Bus <p>Poems</p> <ol style="list-style-type: none"> 1. Dust of Snow 2. Fire and Ice 3. A Tiger in the Zoo 4. How to Tell Wild Animals 5. The Ball Poem 6. Amanda 7. The Trees <p>Footprints Without Feet</p> <ol style="list-style-type: none"> 1. A Triumph of Surgery 2. The Thief's Story 3. The Midnight Visitor 4. A Question of Trust 5. Footprints Without Feet 6. The Making of a Scientist 7. The Necklace <p>Grammar: Tenses Modals Subject-Verb concord Reported Speech Commands and requests Statements Questions Determiners (Gap Filling/Editing/Transform</p>	<p>First Flight (Prose)</p> <ol style="list-style-type: none"> 1. A Letter to God 2. Nelson Mandela-Long Walk to Freedom 3. Two stories about Flying 4. From the Diary of Anne Frank 5. Glimpses of India 6. Mijbil the Otter 7. Madam Rides the Bus 8. The Sermon at Benares 9. The Proposal (Play) <p>Poems</p> <ol style="list-style-type: none"> 1. Dust of Snow 2. Fire and Ice 3. A Tiger in the Zoo 4. How to Tell Wild Animals 5. The Ball Poem 6. Amanda 7. The Trees 8. Fog 9. The Tale of Custard the Dragon 10. For Anne Gregory <p>Footprints Without Feet</p> <ol style="list-style-type: none"> 1. A Triumph of Surgery 2. The Thief's Story 3. The Midnight Visitor 4. A Question of Trust 5. Footprints Without Feet 6. The Making of a Scientist 7. The Necklace 8. Bholi 9. The Book that Saved the Earth 	As per the CBSE guidelines.

CHANGING YOUR TOMORROW

Post Summer Test	Mid Term/Half Yearly	Pre-Boards I	Annual
<p>GRAMMAR Determiners (Gap Filling/Editing/Transformation of exercise)</p>	<p>ation exercises 10 out of 12 questions to be attempted) READING Discursive passage of 400-450 words Case-based passage (with visual input-statistical data, chart etc.) of 200-250 words. WRITING 1. Formal Letter (100-120 words) (Complaint / Inquiry / Placing Order /Situational Letter/ Letter to Editor) 2. Analytical paragraph (100-120 words) on given outline/Map/Graphs chart/cue/s etc. Words and Expressions-II Units-2, 3, 4, 7</p>	<p>Grammar Tenses Determiners Modals <ul style="list-style-type: none"> • Subject-Verb concord • Reported Speech • Commands and requests • Statements • Questions (Gap Filling/Editing/Transformation of exercise) READING Discursive passage of 400-450 words Case-based passage (with visual input-statistical data, chart etc.) of 200-250 words. 1. Formal Letter (100-120 words) (Complaint / Inquiry / Placing Order /Situational Letter/ Letter to Editor) 2. Analytical paragraph (100-120 words)on given outline /data/ chart/cue/s etc. Words and Expressions-II Units-8 to 11</p>	

➤ **Hindi -**

Post Summer Test	Mid Term/Half Yearly	Pre-Boards I	Annual
<p>पाठ १ बड़े भाई साहब (स्पर्श) पाठ २ डायरी का एक पत्रा (स्पर्श) व्याकरण –पदबंध</p>	<p>पाठ १ बड़े भाई साहब (स्पर्श) पाठ २ डायरी का एक पत्रा (स्पर्श) व्याकरण-पदबंध, रचना के आधार पर वाक्य भेद, समास, मुहावरे सृजनात्मक लेखन -अनुच्छेद लेखन, पत्र लेखन</p>	<p>पाठ १ बड़े भाई साहब (स्पर्श) पाठ २ डायरी का एक पत्रा (स्पर्श) व्याकरण -पदबंध, सृजनात्मक लेखन, अनुच्छेद लेखन पाठ ३ साखी (स्पर्श) पाठ ४ पद (मीरा) (स्पर्श)</p>	<p>As per the CBSE guidelines.</p>

Post Summer Test	Mid Term/Half Yearly	Pre-Boards I	Annual
<p>सृजनात्मकलेखन - अनुच्छेद लेखन पाठ ३ साखी (स्पर्श) पाठ ४ पद (मीरा) (स्पर्श) पाठ-५- 'हरिहर काका' (संचयन) पाठ-६- 'तताँरा वामीरो कथा'(स्पर्श)</p>	<p>(औपचारिक पत्र), सूचना लेखन, विज्ञापन लेखन, ईमेल लेखन, लघुकथा लेखन पाठ३ साखी (स्पर्श) सृजनात्मक लेखन, पत्र लेखन, सूचना-लेखन, विज्ञापन लेखन, ईमेल लेखन, लघुकथा लेखन पाठ४ पद (मीरा) (स्पर्श) व्याकरण-रचना के आधार पर वाक्य भेद, समास -परिभाषा तथा प्रकार, मुहावरे पाठ-५- 'हरिहर काका' (संचयन) पाठ-६- 'तताँरा वामीरो कथा' (स्पर्श) पाठ-७- 'पर्वत प्रदेश में पावस'(स्पर्श) पाठ-८- 'तोप'(स्पर्श) पाठ-९- 'अब कहाँ दूसरा के दुख में दुखी होने वाले'(स्पर्श) पाठ-१०- तीसरी कसम के शिल्प कार शैलेन्द्र (स्पर्श) पाठ-११- 'मनुष्यता' (स्पर्श) पाठ-१२- 'सपनोंके - सेदिन'(संचयन) पाठ-१३- 'पतझड में टूटी पत्तियाँ'(स्पर्श) पाठ-१४- 'कारतूस' (स्पर्श) पाठ-१५- 'करचलें हम फ़िदा' (स्पर्श) पाठ-१६- 'आत्मत्राण'(स्पर्श) पाठ-१७- 'टोपी शुवला'(संचयन)</p>	<p>व्याकरण-पदबंध, रचना के आधार पर वाक्य भेद, समास, मुहावरे सृजनात्मक लेखन -अनुच्छेद लेखन, पत्रलेखन (औपचारिक पत्र), सूचना लेखन, विज्ञापन लेखन, ईमेल लेखन, लघुकथा लेखन पाठ-५- 'हरिहर काका' (संचयन) पाठ-६- 'तताँरा वामीरो कथा'(स्पर्श) पाठ-७- 'पर्वत प्रदेश में पावस' (स्पर्श) पाठ-८- 'तोप' (स्पर्श) पाठ-९- 'अब कहाँ दूसरा के दुख में दुखी होने वाले'(स्पर्श) पाठ-१०- तीसरी कसम के शिल्पकार शैलेन्द्र (स्पर्श) पाठ-११- 'मनुष्यता'(स्पर्श) पाठ-१२- 'सपनोंके - सेदिन'(संचयन) पाठ-१३- 'पत झड में टूटी पत्तियाँ'(स्पर्श) पाठ-१४- 'कारतूस' (स्पर्श) पाठ-१५- 'करचलें हम फ़िदा'(स्पर्श) पाठ-१६- 'आत्मत्राण' (स्पर्श) पाठ-१७- 'टोपी शुवला' (संचयन)</p>	

► **Odia -**

Post Summer Test	Mid Term/Half Yearly	Pre-Boards I	Annual
<p>'କ' ବିଭାଗ - ପଠନ ଅପଠିତ ଗଦ୍ୟାଂଶ ଅନୁଚ୍ଛେଦ 'ଖ' ବିଭାଗ - ଲିଖନ ସଂପାଦକଙ୍କୁ ପତ୍ର, ରଚନା 'ଗ' ବିଭାଗ - ବ୍ୟାକରଣ ବାକ୍ୟରୂପାନ୍ତର, ଭ୍ରମ ସଂଶୋଧନ 'ଘ' ବିଭାଗ - ସାହିତ୍ୟ ପଦ୍ୟ - ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ, ଭୀମଙ୍କ ସିଂହନାଦ ରଚି</p>	<p>'କ' ବିଭାଗ - ପଠନ ଅପଠିତ ଗଦ୍ୟାଂଶ 'ଖ' ବିଭାଗ - ଲିଖନ ସଂପାଦକଙ୍କୁ ପତ୍ର, ରଚନା 'ଗ' ବିଭାଗ - ବ୍ୟାକରଣ ବାକ୍ୟ ରୂପାନ୍ତର, ଶୁଦ୍ଧ ଶବ୍ଦ ଲିଖନ, ଛନ୍ଦ, ରୂଚି 'ଘ' ବିଭାଗ - ସାହିତ୍ୟ ପଦ୍ୟ - ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ, ଭୀମଙ୍କ ସିଂହନାଦ ରଚି,</p>	<p>'କ' ବିଭାଗ - ପଠନ ଅପଠିତ ଗଦ୍ୟାଂଶ 'ଖ' ବିଭାଗ - ଲିଖନ ସଂପାଦକଙ୍କୁ ପତ୍ର, ରଚନା 'ଗ' ବିଭାଗ - ବ୍ୟାକରଣ ବାକ୍ୟ ରୂପାନ୍ତର, ଶୁଦ୍ଧ ଶବ୍ଦ ଲିଖନ, ଛନ୍ଦ, ରୂଚି 'ଘ' ବିଭାଗ - ସାହିତ୍ୟ ପଦ୍ୟ - ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ, ଭୀମଙ୍କ ସିଂହନାଦ ରଚି,</p>	As per CBSE Guidelines

Post Summer Test	Mid Term/Half Yearly	Pre-Boards I	Annual
ଗଦ୍ୟ - ଜନୁଭୂମି ଅତିରିକ୍ତ ସାହିତ୍ୟ- କାଠ	ରାଘବଙ୍କ ଲଙ୍କା ଯାତ୍ରାକୁଳ ଚିଲିକାରେ ସାୟନ୍ତନ ଦୃଶ୍ୟ ଗଦ୍ୟ - ଜନୁଭୂମି, ସଭ୍ୟତା ଓ ବିଜ୍ଞାନ ଅତିରିକ୍ତ ସାହିତ୍ୟ- କାଠ, ଫଲ୍ଗୁ, କାଳର କପୋଳ ତଳେ	ରାଘବଙ୍କ ଲଙ୍କା ଯାତ୍ରାକୁଳ, ଚିଲିକାର ସାୟନ୍ତନ ଦୃଶ୍ୟ, ମଙ୍ଗଳେ ଅଇଲା ଉଷା, ଜାଗ ବନ୍ଦନହରା ସର୍ବସହା ମାଟି ଗଦ୍ୟ - ଜନୁଭୂମି, ସଭ୍ୟତା ଓ ବିଜ୍ଞାନ, ମାତୃଭାଷା ଓ ଲୋକଶିକ୍ଷା, ନରେନ୍ଦ୍ର ବିବେକାନନ୍ଦ ଅତିରିକ୍ତ ସାହିତ୍ୟ- କାଠ, ଫଲ୍ଗୁ, କାଳର କପୋଳ ତଳେ, କୋଣାର୍କ (Whole Syllabus)	

➤ **Sanskrit -**

Post Summer Test	Mid Term/Half Yearly	Pre-Boards I	Annual
Chapter-1, 2 सन्धिः, समास पाठ- १ : बाङ्गमयं तपः पाठ- २ : नास्ति त्यागः सम सुखम् अपठित गद्यांश चित्रलिखनम् पत्रलिखनम्	As per the CBSE guidelines. Chapter-1 to 6 अपठित गद्यांश चित्रलिखनम्, पत्रलिखनम् सन्धिः समास अव्यय प्रत्यय वाच्यपरिवर्तनम् समय अशुद्धिशोधनम्	As per the CBSE guidelines.	As per the CBSE guidelines.

➤ **French -**

Post Summer Test	Mid Term/Half Yearly	Pre-Boards I	Annual
Ch-1.Retrouvons nos amis Ch-2 Après le bac	Ch-2 Après le bac Leçon Ch-3 Chercher du travail Ch-4 Le plaisir de lire Ch-5 Les Leçon Ch- 6 Chacun ses goûts Ch-7 En pleine forme	Ch- 2 Après le bac Ch -3 Chercher du travail Ch- 4 Le plaisir de lire Ch – 5 Les medias Ch- 6 Chacun ses goûts Ch- 7 En pleine forme Ch- 8 L'environnement Ch-10 Vive La république	As per the CBSE guidelines.

➤ **Bengali**

Post Summer Test	Mid Term/Half Yearly	Pre-Boards I	Annual
১। সন্ধি (ব্যঞ্জন) ২। জ্ঞানচক্ষু ৩। তিন পাহাড়ের কোলে ৪। পোস্ট মাস্টার	১। সন্ধি (ব্যঞ্জন) ২। জ্ঞানচক্ষু ৩। তিন পাহাড়ের কোলে ৪। পোস্ট মাস্টার ৫। সন্ধি (বিসর্গ) ৬। অনুচ্ছেদ রচনা ৭। বাক্য পরিবর্তন ৮। সমাস ৯। আলোবাবু ১০। বহুরূপী ১১। আয় আরো বেঁধে বেঁধে থাকি ১২। একাকারে ১৩। কাবুলিওয়াল	১। সাধু ও চলিত ভাষা ২। অদল-বদল ৩। অস্ত্রের বিরুদ্ধে গান ৪। দান প্রতিদান ৫। সন্ধি (বিসর্গ) ৬। অনুচ্ছেদ রচনা ৭। বাক্য পরিবর্তন ৮। সমাস ৯। আলোবাবু ১০। বহুরূপী ১১। আয় আরো বেঁধে বেঁধে থাকি ১২। একাকারে ১৩। কাবুলিওয়াল	সম্পূর্ণ অংশ

➤ **Maths**

Post Summer Test	Mid Term/Half Yearly	Pre-Boards I	Annual
1. Real Numbers 2. Polynomials 3. Pair of Linear Equations in two Variables 4. Quadratic Equations	1. Real Numbers 2. Polynomials 3. Pair of Linear Equations in two Variables 4. Quadratic Equations 5. Arithmetic Progressions 6. Triangles 7. Coordinate Geometry 8. Introduction to Trigonometry 9. Some Applications of Trigonometry 10. Circles 12. Areas Related to Circles 13. Surface Areas and Volumes 14. Statistics 15. Probability	1. Real Numbers 2. Polynomials 3. Pair of Linear Equations in two Variables 4. Quadratic Equations 5. Arithmetic Progressions 6. Triangles 7. Coordinate Geometry 8. Introduction to Trigonometry 9. Some Applications of Trigonometry 10. Circles 12. Areas Related to Circles 13. Surface Areas and Volumes 14. Statistics 15. Probability	As per the CBSE guidelines.

➤ **Social Science**

Post Summer Test	Mid Term/Half Yearly	Pre-Boards I	Annual
<p>History: The Rise of Nationalism in Europe Civics: Power Sharing Geography: Resources & Development, Forest and Wild life Resources Economics: Development</p>	<p>History: The Rise of Nationalism in Europe. Nationalism in India: The Making of a Global World Sub topics1 to 1.3 Print Culture and the Modern World" Civics: Power - sharing Federalism Gender, Religion and Caste Political Parties Outcomes of Democracy Geography: Resources and Development Forest and Wildlife Resources Water Resources Agriculture Minerals and Energy Resources Lifelines of National Economy(map pointing) Economics: Development Sectors of the Indian Economy Money and Credit Globalization and The Indian Economy Sub topics: What is Globalization? Factors that have enabled Globalisation</p>	<p>History: The Rise of Nationalism in Europe. Nationalism in India: The Making of a Global World Sub topics1 to 1.3 Print Culture and the Modern World" Civics: Power - sharing Federalism Gender , Religion and Caste Political Parties Outcomes of Democracy Geography: Resources and Development Forest and Wildlife Resources Water Resources Agriculture Minerals and Energy Resources Lifelines of National Economy (map pointing) Economics: Development Sectors of the Indian Economy Money and Credit Globalization and The Indian Economy Sub topics: What is Globalization? Factors that have enabled Globalisation</p>	<p>As per the CBSE guidelines.</p>

➤ Science

Post Summer Test	Mid Term/Half Yearly	Pre-Boards I	Annual
1. Light Reflection and Refraction (Mirror formula and magnification) (PHY) 2. Chemical Reactions and Equations (CHEM) 3. Life Processes (BIO)	CHEM: 1. Chemical Reactions and Equations 2. Acids, Bases, and Salts 3. Metals and Non Metals BIO: 4. Life Processes 5. Control and Coordination 6. How do organisms Reproduce? PHY : 7. Light Reflection and Refraction 8. The Human Eye and The Colourful World 9. Electricity	CHEM: 1. Chemical Reactions and Equations 2. Acids, Bases, and Salts 3. Metals and Non Metals 4. Carbon and Its Compounds. BIO: 5. Life Processes 6. Control and Coordination 7. How do organisms reproduce? 8. Heredity PHY : 9. Light Reflection and Refraction 10. The Human Eye and The Colourful World 11. Electricity 12. Magnetic Effects of Electric Current 13. Our environment	As per the CBSE guidelines.

Internal Assessment

➤ English -

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
Port folio – 5 Listening and Speaking Competencies Assessment of Listening and Speaking Skills will be for 05 marks. It is recommended that listening and speaking skills should be	1. Power Point Presentation on Juvenile Delinquency (The Thief's Story) 2. Glimpses of Indian Cultural Heritage. 3. Glimpses of India (First Flight)	Port folio – 5 CW/HW: (5 Marks) RUBRICS Regularity (1 mark) Maintenance of copy with index and neatness(1 mark) Writing relevant answers (1 mark) Follow up action

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<p>regularly practiced.</p> <p>Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used.</p> <p>Rubrics</p> <p>Interactive competence (Initiation & turn taking, relevance to the topic) [1]</p> <p>Fluency (Cohesion, coherence and speed of delivery) [1]</p> <p>Pronunciation[1]</p> <p>Language (Grammar and Vocabulary)[2]</p> <p>Role Plays</p> <p>(i) Theme</p> <p>(ii) Dialogue</p> <p>(iii) Language</p> <p>(iv) Presentation</p>		<p>(1 mark)</p> <p>Task completion (1 mark)</p>

➤ **Hindi -**

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<p>1. सामयिक आकलन (Current Assessment -5)</p> <p>सस्वरपाठ -1</p> <p>स्पष्टता - 1</p> <p>प्रस्तुति - 2</p> <p>समय प्रबंधन -1</p>	<p>2. बहुविध आकलन (Multiple Assessment -5)</p> <p>(Art Integrated Activity)</p> <p>(5Marks)</p> <p>Punjab and Odisha</p> <p>सजगता (चौकस) -1</p> <p>याद रखना -1</p> <p>सहीउत्तर -2</p> <p>समयप्रबंधन -1</p>	<p>3. पोर्टफोलियो / कक्षाकार्य - गृहकार्य (Portfolio -5)</p> <p>लिखावट - 1</p> <p>इंडेक्स के साथ कॉपी कार खर खाव -1</p> <p>प्रासंगिक उत्तर लिखना -2</p> <p>समय पर सबमिशन -1</p>

➤ **Odia**

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<p>Multiple Assessment (Art Integrated Activity)</p> <p>ପଞ୍ଜାବ ବନାମ ଓଡ଼ିଶା (ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ)</p> <p>Rubrics:-</p> <p>ଅଭିବ୍ୟକ୍ତି</p> <p>ଭାଷାଦକ୍ଷତା</p> <p>ସ୍ପଷ୍ଟ ଉଚ୍ଚାରଣ ଏବଂ ବ୍ୟାକରଣ ଜ୍ଞାନ</p> <p>ବିଷୟବସ୍ତୁ</p> <p>ନିର୍ଦ୍ଧାରିତ ସମୟଜ୍ଞାନ</p>	<p>Multiple Assessment Linguistics Analysis-(5 Marks)</p> <p>ଜନ୍ମଭୂମି ଏକାଧାରରେ ମାତା, ଧାତ୍ରୀ ଏବଂ ଶିକ୍ଷୟିତ୍ରୀ(ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ)</p> <p>Rubrics:-</p> <p>ଅଭିବ୍ୟକ୍ତି</p> <p>ଭାଷାଦକ୍ଷତା</p> <p>ସ୍ପଷ୍ଟ ଉଚ୍ଚାରଣ ଏବଂ ବ୍ୟାକରଣ ଜ୍ଞାନ</p> <p>ବିଷୟବସ୍ତୁ</p> <p>ନିର୍ଦ୍ଧାରିତ ସମୟଜ୍ଞାନ</p>	<p>Portfolio :(Home Work)-(5 Marks)</p> <p>Rubrics:-</p> <p>ଗୃହକର୍ମ ଏବଂ ଶ୍ରେଣୀକର୍ମ ଖାତା ପୂର୍ଣ୍ଣାୟତନ</p> <p>୧. ସୁନ୍ଦର ହସ୍ତାକ୍ଷର</p> <p>୨. ନିର୍ଭୁଲ ବନାନ</p> <p>୩. ଶବ୍ଦଜ୍ଞାନ</p> <p>୪. ସ୍ପଷ୍ଟଲିଖନ</p> <p>୫. ସୂଚୀପତ୍ର</p>

➤ Sanskrit -

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<p>Speaking Skill : (Oral Test) – (5 Marks) पाठ- १ : वाङ्मयं तपः- गायन कौशलम्</p> <p>Rubrics:- 1. Recitation -1 2. Clarity -1 3. Presentation -2 4. Time Management -1</p>	<p>(Art Integrated Activity) (5Marks) पञ्जाव ओड़िशायाः नृत्य तथा भोजन प्रणाली- भित्ति पत्रिका निर्माणम्</p> <p>Rubrics:- 1. Content-1 2. Creativity -1 3. Originality -2 4. Systematic Presentation-1</p>	<p>Writing Skill- (5 Marks) रमणीया हि सृष्टिः एषा- इति विषये दश वाक्येषु वर्णनम्</p> <p>Rubrics:- 1. Content-1 2. Language -1 3. Originality -2 4. Systematic Presentation-1</p>

➤ French -

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<p>Speaking skill (Oral Test) - 5 Marks</p> <p>Rubrics 1. Recitation - 1 2. Clarity - 1 3. Presentation-2 4. Time Management-1</p>	<p>(Art Integrated Activity) Punjab and Odisha</p> <p>Rubrics 1. Content-1 2. Creativity - 1 3. Originality - 2 4. Systematic Presentation-1</p>	<p>Portfolio - 5 marks</p> <p>Rubrics - 1. Content-1 2. Language-1 3. Originality - 2 4. Systematic Presentation-1</p>

➤ Bengali

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<p>১। কাবুলিওয়াল গল্প অবলম্বনে রহমত ও মিনির মধ্যে যে আন্তরিকতা প্রকাশ পাচ্ছে, তা যেন কোন স্বর্গীয় বিষয় এই সম্বন্ধে তোমার মত ব্যক্ত করো।</p>	<p>১। চিত্রসহকারে সুভাষ মুখোপাধ্যায় এর সাহিত্য রচনার দৃষ্টিকোণ আলোচনা করো।</p>	<p>১। বিষয়বস্তু সম্পর্কে শিক্ষার্থীর উপলব্ধি এবং প্রাসঙ্গিক প্রয়োগ করার ক্ষমতা মূল্যায়ন করতে হবে। তাদের প্রতিক্রিয়াগুলির সঠিকতা এবং গভীরতা বিচার করতে হবে। ২। ছুটির বাড়ির কাজে প্রদর্শিত সৃজনশীলতার স্তর মূল্যায়ন করতে হবে। আসল ধারণা গুলি সন্ধান করতে হবে, অনন্য দৃষ্টি ভঙ্গি, এবং উদ্ভাবনী পন্থা মূল্যায়ন করতে হবে। ৩। শিক্ষার্থীর সমালোচনা মূলক ভাবে চিন্তা করার, তথ্য বিশ্লেষণ করার এবং যৌক্তিক যুক্তি উপস্থাপন করার ক্ষমতা মূল্যায়ন করুন। প্রমাণ ভিত্তিক যুক্তি এবং</p>

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
		<p>সঠিক রায়ের জন্য মূল্যায়ন করা।</p> <p>৪। উপস্থাপনা এবং ভিজুয়াল প্রয়োগ, বাড়ির কাজের সামগ্রিক উপস্থাপনা বিবেচনা করা, লেখার মান, পরিচ্ছন্নতা এবং মূল্যায়ন করা। ভিজুয়ালের যথাযথ ব্যবহার, যেমন ডায়গ্রাম, চার্ট বা চিত্র।</p> <p>৫। নির্দেশিকা মেনে চলা : শিক্ষার্থী কতটা প্রদত্ত নির্দেশিকা বা নির্দেশাবলী অনুসরণ করেছে তা মূল্যায়ন করুন।</p> <p>ছুটির দিনে বাড়ির কাজ, বিন্যাস, শব্দ সীমা এবং কোনো নির্দিষ্ট প্রয়োজনীয়তা আনুগত্য বিবেচনা করুন।</p>

➤ **Maths**

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<ol style="list-style-type: none"> To Solve a System of Linear Equations Graphically and Investigate the Conditions for a Unique Solution. To Investigate the Conditions for Consistency (Infinitely many Solutions) and Inconsistency for a System of Linear Equations in Two Variables. To Find the Sum of First n Natural Numbers Experimentally. To Verify BPT Theorem. 	To show the presence and usage of Fractal Geometry around us.	<p>CW/HW: (5 Marks)</p> <p>RUBRICS</p> <p>Regularity (1 mark)</p> <p>Maintenance of copy with index and neatness (1 mark)</p> <p>Writing relevant answers (1 mark)</p> <p>Follow up action (1 mark)</p> <p>Task completion (1 mark)</p>
<ol style="list-style-type: none"> To Make a Mathematical Instrument (Clinometer) to Measure the Angle of Elevation and Angle of Depression of an Object. To Verify that the Lengths of Tangents drawn from an External point to a Circle are 		<p>CW/HW: (5 Marks)</p> <p>RUBRICS</p> <p>Regularity (1 mark)</p> <p>Maintenance of copy with index and neatness (1 mark)</p> <p>Writing relevant answers (1 mark)</p>

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<p>Equal.</p> <p>7. To form Two Right Circular Cylinders from Rectangular Sheets of same Dimensions and to Compare</p> <p>a) The Curved Surface Area of Two Cylinders formed</p> <p>b) The Total Surface Area of Two Cylinders formed</p> <p>c) Volumes of the Two Cylinders formed.</p> <p>8. To Verify Experimentally that the Probability of Generating a Random Number from 0 to 10 is 0.1.</p> <p>LAB ACTIVITY: (5 Marks)</p> <p>RUBRICS</p> <ul style="list-style-type: none"> ● Timely submission (1 mark) ● Originality (1 mark) ● Neatness (1 mark) ● Presentation skill (1 mark) ● Creativity (1 mark) 		<p>Follow up action (1 mark)</p> <p>Task completion (1 mark)</p>

➤ **Social Science**

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<ul style="list-style-type: none"> ● Every student has to compulsorily undertake one project on ● Consumer Awareness OR ● Social Issues OR ● Sustainable Development <p>Objectives:</p> <ul style="list-style-type: none"> ● The main objectives of giving project work on Consumer awareness are to ● create awareness in them about Consumer Rights ● ensure their participation in consumer awareness programs 	<p>History: Chapter III Making of a Global World</p> <p>Geography: Chapter 7 Lifelines of National Economy</p> <p>Economics: Chapter 4 Globalization and the Indian Economy</p> <p>Procedure : Day 1: Introduction to the Interdisciplinary Project and Setting the Context: Day 2: The Great Depression:</p>	<p>CW/HW: (5 Marks)</p> <p>Rubrics</p> <p>Regularity (1 mark)</p> <p>Maintenance of copy with index and neatness (1 mark)</p> <p>Writing relevant answers (1 mark)</p> <p>Follow up action (1 mark)</p> <p>Task completion (1 mark)</p>

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<ul style="list-style-type: none"> ensure their participation in disaster mitigation plans enable them to create awareness and preparedness among the community. The project work should also help in enhancing the Life Skills of the students. (Integrate with art wherever possible) <p>Rubrics: Content accuracy, originality and collaborative skills (2 mark) Competencies exhibited and Presentation (2 mark) Viva (1 mark) Total (5 mark)</p>	<p>Day 3: India and the Great Depression: Day 4: Rebuilding the World Economy and Interlinking Production across countries Day 5: The Early Post-War Years: The role of roadways, railways, waterways and airways in building the national economy Day 6: Post war settlement and Bretton Woods institutions Day 7: Decolonization and Independence - The Role of World Trade Organization: Day 8: End of Bretton Woods and the Beginning of Globalization: Day 9: Impact of Globalization in India and role of waterways and airways Day 10. Final presentation</p> <p>Rubrics: Research Work (1 mark) Collaboration & Communication (1 mark) Presentation & Content relevance (1 mark) Competencies (2 mark)</p> <ul style="list-style-type: none"> Creativity Analytical skills Evaluation Synthesizing <p>Total (5 mark)</p>	

➤ **Science**

Subject Enrichment Activity [05]	Transdisciplinary Project [05]	Homework Submission [05]
<p>Practical Record Work- 03 [Index, Description(content),Diagram Neatness, Timely Submission]</p> <p>Scientific Process- 02 [Scientific Approach and Problem Solving]</p>	<p>Chapter- Management of Natural Resources Evidences of student's growth-02 [Project, Posters, Presentation] 02 [Enquiry Based Scientific Investigations]-01</p>	<p>[Neatness and Completion of guided work focused on specific curricular objectives] Notebook Submission-02 [Content,</p>

Subject Enrichment Activity [05]	Transdisciplinary Project [05]	Homework Submission [05]
		Neatness and Timely Submission] Academic Achievement-01 [High scores in science, Achievement in Seminars, Debates, Exhibition]

Blueprint & Learning Outcomes | Session 2024 - 25

Subject - English

Prescribed Text Books (NCERT):

- FIRST FLIGHT – LITERATURE TEXT
- FOOTPRINTS WITHOUT FEET – SUPPLEMENTARY READER
- WORDS AND EXPRESSIONS-II (WORKBOOK)
- ME & MINE (REFERENCE)

A.Blueprint

i. Post Summer Test -

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	5 Marks	6 Marks	Total
Section-A Reading MCQs/Objective/VSA will be asked to assess comprehension/interpretation/analysis/inference /evaluation and vocabulary. I. Discursive passage of 400-450 words.	6	2	0	0	0	10
Section-B Writing Skill 1. One out of two formal letters (Busines Letters/ Letter to Editors/Analytical paragraph writing 2. Grammar Determiners (MCQs)	0	0	0	1	0	5
	5	0	0	0	0	5

CHANGING YOUR TOMORROW

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	5 Marks	6 Marks	Total
Language through literature Section-C PROSE A Letter to God Nelson Mandela: Long Walk to Freedom POEMS Dust of Snow Fire and Ice A Tiger in the Zoo Supplementary Reader (FOOTPRINTS WITHOUT FEET) A Triumph of Surgery One extract out of two from Drama / Prose/poem	5	0	0	0	0	5
THREE out of FOUR Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT and FOOT PRINTS WITHOUT FEET	0	0	3	0	0	9
One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET/ FIRST FLIGHT on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100 words	0	0	0	0	1	6
Q(M)	16(1)	2(2)	3(3)	1(5)	1(6)	40

ii. Mid-Term/ Half-yearly -

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTIONS	MARKS OF EACH QUESTIONS	FULL MARKS
Section-A Reading Skills	Discursive passage of 400-450 words. Case-based passage (with visual input-statistical data, chart etc.) of 200-250 words. MCQs/Objective/VSA will be asked to assess comprehension/interpretation/	16+2	16x1	2x2	20

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTIONS	MARKS OF EACH QUESTIONS	FULL MARKS
	analysis/inference /evaluation and vocabulary.				
Section-B Writing Skills & Grammar	Writing Skill Formal letters (Complaint / Inquiry / Placing Order /Situational Letter/ Letter to Editor)	2	5	0	10
	Analytical Paragraph Writing Grammar <ul style="list-style-type: none"> • Tenses • Modals • Subject-Verb concord • Reported Speech <ul style="list-style-type: none"> • Commands and requests • Statements • Questions (Gap Filling/Editing/Transformation of exercise) <ul style="list-style-type: none"> • Determiners 	10	1	0	10
Section-C Language through Literature	Reference to the Context I. One extract out of two from Drama/Prose. II. One extract out of two from poetry. Multiple Choice Questions / Objective Type Questions will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.	10	1	0	10
	Short & Very Long Answer Questions	4	3	0	12
	I. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT.	2	3	0	6
	II. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET. III. One out of two Long Answer Type Questions from FIRST	1	6	0	6

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTIONS	MARKS OF EACH QUESTIONS	FULL MARKS
	<p>FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question taken from a situation/plot from the texts.</p> <p>IV. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words.</p> <p>First Flight (Prose)</p> <ol style="list-style-type: none"> 1. A Letter to God 2. Nelson Mandela-Long Walk to Freedom 3. Two Stories about Flying 4. From the Diary of Anne Frank 5. Glimpses of India 6. Mijbil the Otter 7. Madam Rides the Bus <p>Poems</p> <ol style="list-style-type: none"> 1. Dust of Snow 2. Fire and Ice 3. A Tiger in the Zoo 4. How to Tell Wild Animals 5. The Ball Poem 6. Amanda 7. The Trees <p>Footprints Without Feet</p> <ol style="list-style-type: none"> 1. A Triumph of Surgery 2. The Thief's Story 3. The Midnight Visitor 4. A Question of Trust 5. Footprints Without Feet 6. The Making of Scientist 7. The Necklace 	1	6	0	6

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTIONS	MARKS OF EACH QUESTIONS	FULL MARKS
	<ul style="list-style-type: none"> Tenses Determiners Modals Subject-Verb concord Reported Speech <ul style="list-style-type: none"> Commands and requests Statements Questions (Gap Filling/Editing/Transformation of exercise) (10 out of 12 questions to be attempted)				
TOTAL					80

iii. Pre-Boards I -

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTIONS	MARKS OF EACH QUESTIONS	FULL MARKS
Section-A Reading Skills	Discursive passage of 400-450 words. Case-based passage (with visual input-statistical data, chart etc.) of 200-250 words. MCQs / Objective / VSA will be asked to assess comprehension / interpretation / analysis/ inference / evaluation and vocabulary.	16+2	16x1	2x2	20
Section-B Writing Skills & Grammar	Writing Skill Formal letters (Complaint / Inquiry / Placing Order /Situational Letter/ Letter to Editor)	2	5	0	10
	Analytical Paragraph Writing Grammar <ul style="list-style-type: none"> Tenses Modals Subject-Verb concord Reported Speech <ul style="list-style-type: none"> Commands and requests Statements Questions (Gap Filling/Editing/Transformation of exercise)	10	1	0	10

CHANGING YOUR TOMORROW

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTIONS	MARKS OF EACH QUESTIONS	FULL MARKS
	<ul style="list-style-type: none"> Determiners 				
Section-C Language through Literature	Reference to the Context	10	1	0	10
	I. One extract out of two from Drama/Prose.				
	II. One extract out of two from poetry.				
	Multiple Choice Questions / Objective Type Questions will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.	4	3	0	12
	Short & Very Long Answer Questions	2	3	0	6
I. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT.					
II. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET.	1	6	0	6	
III. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question taken from a situation/plot from the texts.	1	6	0	6	
IV. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words.					

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTIONS	MARKS OF EACH QUESTIONS	FULL MARKS
	<p>First Flight (Prose)</p> <ol style="list-style-type: none"> 1. A Letter to God 2. Nelson Mandela-Long Walk to Freedom 3. Two Stories about Flying 4. From the Diary of Anne Frank 5. Glimpses of India 6. Mijbil the Otter 7. Madam Rides the Bus <p>Poems</p> <ol style="list-style-type: none"> 1. Dust of Snow 2. Fire and Ice 3. A Tiger in the Zoo 4. How to Tell Wild Animals 5. The Ball Poem 6. Amanda 7. The Trees <p>Footprints Without Feet</p> <ol style="list-style-type: none"> 1. A Triumph of Surgery 2. The Thief's Story 3. The Midnight Visitor 4. A Question of Trust 5. Footprints Without Feet 6. The Making of Scientist 7. The Necklace <ul style="list-style-type: none"> • Tenses • Determiners • Modals • Subject-Verb concord • Reported Speech <ul style="list-style-type: none"> • Commands and requests • Statements • Questions <p>(Gap Filling/Editing/Transformation of exercise) (10 out of 12 questions to be attempted)</p>				
TOTAL					80

B. Learning Outcomes

Name of the Chapter	Learning Outcomes
First Flight (Prose)	
1. A letter to God	<ul style="list-style-type: none"> • The learners will be able to • Realise faith can move mountains • understand the hardship of a farmer. • Know the significance of charity • Imbibe the values of sympathy
2. Nelson Mandela-Long Walk to Freedom	<ul style="list-style-type: none"> • Understand the meaning of freedom and courage • Imbibe patriotism • Know responsibility of acitizen • Realise the meaning of humanity
3. Two stories about flying	<ul style="list-style-type: none"> • Know the meaning of self-reliance, self esteem • Cultivate life skills • Adhere to the instinct of survival • Overcome fear and cowardice • Experience the mystery of nature
4. From the Diary of Anne Frank	<ul style="list-style-type: none"> • Know about holocaust period • Understand the psychology of a teenager • Develop the habit of writing diary • Realise the utility of sense of humour.
5. Glimpses of India	<ul style="list-style-type: none"> • Know about the origin of different communities in india • Understand the rich culture of india • Plan an itinerary • Realise the utility of tea, bread and coffee • Collect data about coorgi and tea plantation
6. Mijbil the Otter	<ul style="list-style-type: none"> • Know about a rare specie- mijbil • Habit of keeping a pet
7. Madam Rides the Bus	<ul style="list-style-type: none"> • Plan a trip • The criteria to make a plan fool proof • Develop the qualities like courage, confidence • Realise the value of travelling. • Marerialising a dream
8. The Sermon at Benares	<ul style="list-style-type: none"> • Know about the life of Goutam Buddha • Realise the attainment of moksha, nirvana • Understand the inevitability of death • Adapt to the harsh realities of life. • Draw oneself from the arrow of lamentation

Name of the Chapter	Learning Outcomes
9. The proposal (Play)	<ul style="list-style-type: none"> • Know the Russian tradition of marriage. • Realise the hypocrisy of Russian rich people and landlord • Compare and contrast the Indian tradition with that of Russia • Understand the meaning of an ideal match • Mutual understanding in marriage.
Poems	
1. Dust of Snow	<ul style="list-style-type: none"> • Know the meaning of symbolism • Realise the significance of small occurrence in life. • Evaluate the role of nature • Understand the futility of bad omens.
2. Fire and Ice	<ul style="list-style-type: none"> • Know the definition of lyric poem and symbolism in it • Realise the causes of destruction of the world • Appreciate the language and beauty of the poem
3. A tiger in the Zoo	<ul style="list-style-type: none"> • To enable the students to understand the importance of freedom. • To enable the students to understand the dangers of deforestation and blessings of the green cover. • To enable the students to understand that all animals will be happy only in their natural habitat. • To enable the students to understand the responsibility of the present generation in preserving the environment and earth. • To enable the students to learn to recite poem with proper intonation and rhythm.
4. How to Tell Wild Animals	<ul style="list-style-type: none"> • To enable the students to enrich their vocabulary. • To enjoy reading the poem for pleasure as well as a study on human nature. • To know about some wild animals as symbols of human nature. • To know the features of wild animals and their usage as symbols and personification.
5. The Ball Poem	<ul style="list-style-type: none"> • To make the students learn to cope with the loss of something they love. • To make them learn to develop the ability to understand the difficult situations in their life. • To help them not to grieve but to experience new things over the loss of something.

Name of the Chapter	Learning Outcomes
	<ul style="list-style-type: none"> To know the epistemology of loss and equip themselves to face the problems of life. To help them use new words in their own language
6. Amanda	<ul style="list-style-type: none"> To enable the students to understand and enjoy the theme and language by reading Amanda. To enable the students to be specific in reflection, expression and individual opinion and deeper understanding of Amanda as a universal phenomenon of adolescence. To enable the students to identify the connection to words or phrases that resonate with other things. To enable the students to know more about the poet or background of the poem and enrich their vocabulary. To enable the students to acquire a few grammar items, stress patterns, punctuation, pronunciation, rhyme and rhythm.
7. The trees	<ul style="list-style-type: none"> To enable the students to comprehend the poem locally and globally. To infer the contextual meaning of the text set in gender disparity or modern life far from nature. To enable the students to do a strengths and weaknesses study of their own personality or a SWOT analysis of their personality and rise above biases. To infer the meaning of unfamiliar words and phrases used in the context of feminism and modern age or deforestation and city life.
8. Fog	<ul style="list-style-type: none"> To enable the students to comprehend the poem locally and globally. To infer the contextual meaning of the text as well as the symbols used to bring joy into our life through small, everyday things. To enable the students to appreciate natural objects and phenomena that add beauty to our life. To infer the meaning of unfamiliar words and phrases used for aesthetics.
9. The Tale of Custard the Dragon	<ul style="list-style-type: none"> To enable the students to comprehend the poem as a lyrical ballad and the values learnt. To infer the contextual meaning of the text as set in a particular time period of pirates and the scare of piracy. To enable the students to do a strengths and weaknesses study of people around them. To infer the meaning of archaic words and phrases

Name of the Chapter	Learning Outcomes
	,rhyme scheme ,rhyming pattern, lyrical aspect and vintage compositions.
10. For Anne Gregory	<ul style="list-style-type: none"> • To enable the students to comprehend the poem in its universal appeal and efficacy. • To infer the contextual meaning of the text along with the underlying philosophy of the transient quality of youth. • To enable the students to rise above visual appeal and the pitfalls of the lucrative billboards of a consumerist economy. • To infer the meaning of words and phrases used to lure people into the traps of society.
Footprints Without Feet	
1. A Triumph of Surgery	<ul style="list-style-type: none"> • To develop the habits of reading for information & pleasure, drawing inferences from what they read & relating texts to their previous knowledge. • To learn reading critically & develop the confidence to ask & answer questions. • To encourage the learners to express their own ideas in a creative & coherent way. • To promote the habit of self-learning & reduce dependence on the teacher. • Knowledge of different kinds of pet animals. Dog as the most faithful pet. • Misuse of money by rich people like Mrs. Pumphrey who overfed her pet and made him sick.
2. The Thief's Story	<ul style="list-style-type: none"> • To enable the students to enrich their vocabulary. To enable them to read the lesson with proper intonation. • To enable them to understand the thief's behaviour with unknown people. • To enable them to analyze how a person can motivate others to change their nature. • To enable them to understand the importance of education. • To enable them to understand contrasting characters i.e., Anil & Hari Singh • To enable them to get enjoyment through reading the lesson.
3. The Midnight Visitor	<ul style="list-style-type: none"> • To be able to use the key words, phrases, expressions,

Name of the Chapter	Learning Outcomes
	<p>and grammar items correctly and appropriately.</p> <ul style="list-style-type: none"> • To know more about the author, detective stories and related information about secret agents. • To enable the students to think quickly and act wisely and calmly in the situation of danger and surprise. • To enable the students to make character analysis of Ausable, Max and Fowler.
4. A Question of Trust	<ul style="list-style-type: none"> • To enable the students to enrich their vocabulary. • To enable them to enjoy reading stories in English. • To stir their thinking before staking everything based on trust. • To enable the students to use new words and phrases of English. • To make them learn the different uses and meaning of phrases and words. Ex:- no room ,no place , no choice.
5. Footprints Without Feet	<ul style="list-style-type: none"> • To create interest in the students to study English stories. • To develop positive attitude towards the language. To enable them to discriminate the good from the evil before choosing a path of life. • To develop moral values in the students.
6. The making of scientist	<ul style="list-style-type: none"> • To encourage the learners to develop inclination towards beginning with small discoveries and inculcate the habits thereof. • To make them learn about Richard Ebright and his journey to become a scientist as a paragon of qualities befitting a scientist- je ne sais quoi. • To understand what is biography and the biographical elements of Richard Ebright through this lesson. • Role played by a variety of people in Ebright's life to shape him up as a scientist. • Learners can get knowledge of various stages, species and growth of butterflies. • Learners can get ample knowledge about the theory of cells and gene mapping as an interdisciplinary approach.
7. The Neckelace	<ul style="list-style-type: none"> • To help them know that satisfaction is the key to happiness. • To help them understand that we should be content with what life gives us. • To know the demerits of consumerism and flaunting of material possessions.

Name of the Chapter	Learning Outcomes
8. Bholi	<ul style="list-style-type: none"> To sensitize the students to the importance of education. To explain the importance of emotional security and family support for children. To indicate the need of love, encouragement and education for the disabled to fight against the odds. To demonstrate the use of simple past and past perfect tense in speech and writing.
9. The Book that Saved the Earth	<ul style="list-style-type: none"> To introduce the concept of Aliens, Martians. To help the students think futuristically. To introduce the main ideas of a play. To enable the students to understand the plot and character and sequence of incidents in the play. To appreciate the humour in the play. To enable the students to stage a play- enactment To sensitize the students on issues such as - dowry as a social abuse, any disabled should not be made fun of etc.

Subject - Hindi

Prescribed Books : SPARSH PART-2, SANCHAYAN PART-2

Publisher : NCERT

A. Blueprint

i. Post Summer Test -

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTION	FULL MARKS
'क' विभाग	अपठित गद्यांश	7	1 x 7	7
'ख' विभाग	व्याकरण	8	1 x 8	8
'ग' विभाग	पाठ्यपुस्तक से	3 3 2 1	2 x 3 2 x 3 3 x 2 1 x 2	20
'घ' विभाग	सृजनात्मक लेखन	5	1 x 5	5
			कुलसंख्या	४०

ii. Mid-Term/Half-yearly / Preboard-I-

कक्षा 10वीं हिंदी – ब परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2024-25

खंड		भारांक
क	अपठित बोध	14
ख	व्यावहारिक व्याकरण	16
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	28
घ	रचनात्मक लेखन	22

भारांक- 80 (वार्षिक बोर्ड परीक्षा)+20 (आंतरिक परीक्षा)

निर्धारित समय- 3 घंटे

भारांक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन			
खंड – क (बहुविकल्पी प्रश्न)			
	विषयवस्तु	उप भार	कुल भार
1	अपठित गद्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		
अ	दो अपठित गद्यांश लगभग 200 शब्दों के। एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3) पूछे जाएँगे अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2x2=4) पूछे जाएँगे	7+7	14
खंड – ख (व्यावहारिक व्याकरण)			
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक/लघूत्तरात्मक प्रश्न। (1x16) (कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे)		
1	पदबंध (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	16
2	रचना के आधार पर वाक्य रूपांतरण (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
3	समास (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
4	मुहावरे (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
3	खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)		
अ	गद्य खंड (पाठ्यपुस्तक)	11	

	1	स्पर्श (भाग-2) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	28
	2	स्पर्श (भाग-2) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे।(विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
ब		काव्य खंड (पाठ्यपुस्तक)	11	
	1	स्पर्श (भाग-2) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5)	5	
	2	स्पर्श (भाग-2) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
स		पूरक पाठ्यपुस्तक संचयन भाग - 2	6	
		संचयन (भाग-2) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (3x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	6	
खंड - घ (रचनात्मक लेखन)				
	i	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (5x1)	5	22
	ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र (विकल्प सहित) (5x1)	5	
	iii	व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 60 शब्दों में सूचना लेखन। (विकल्प सहित) (4x1)	4	
	iv	विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन (विकल्प सहित) (3x1)	3	
	v	विविध विषयों पर आधारित लगभग 80 शब्दों में ई-मेल लेखन (5x1) अथवा दिए गए विषय/शीर्षक आदि के आधार पर लगभग 100 शब्दों में लघुकथा लेखन (5x1)	5	

		कुल		80
		आंतरिक मूल्यांकन	अंक	20
अ	सामयिक आकलन		5	
ब	बहुविध आकलन		5	
स	पोर्टफोलियो		5	
द	श्रवण एवं वाचन		5	
	कुल			100

B. Learning Outcomes

Name of the Chapter	Learning Outcomes
पाठ१ बड़े भाई साहब (स्पर्श)	<ul style="list-style-type: none"> कर्तव्य को अपने जीवन में अपनाने की कोशिश करना मनुष्य मात्र के स्वभाव एवं व्यवहार की जानकारी देना
पाठ२ डायरी का एकपत्रा (स्पर्श)	<ul style="list-style-type: none"> देश प्रेम की भावना जाकरूक करना डायरी लिखने की अभ्यास करना सत्याग्रही के जीवनी से सीख लेना
पाठ३ साखी (स्पर्श)	<ul style="list-style-type: none"> साखी प्रमाण है कि सत्य का प्रत्यक्ष ज्ञान देता हुआ ही गुरु - शिष्य को जीवन के तत्व ज्ञान की शिक्षा देता है । मधुर वचन, प्रेम का महत्व के बारे में विशेष रूप से उजागर करने से समाज का हित साधन होगा ।
पाठ४ पद (मीरा) (स्पर्श)	<ul style="list-style-type: none"> छात्रों में काव्य के प्रति रुचि उत्पन्न करना । छात्रों को ईश्वर देवता के प्रति भक्ति भावना उत्पन्न कराना।
पाठ-५- 'हरिहर काका' (संचयन)	<ul style="list-style-type: none"> इस कहानी के माध्यम से आज के ग्रामीण और शहरी जीवन में समा रही स्वार्थ - लोलुपता को दर्शाया गया है। लेखक समाज में हो रहे नकारात्मक बदलाव से हमें अवगत कराना चाहते हैं कि आज का मनुष्य कितना स्वार्थी मनोवृत्ति का हो गया है।
पाठ-६- 'ततार्रा वामीरो कथा'(स्पर्श)	<ul style="list-style-type: none"> ' प्रेम जाति - धर्म या किसी अन्य सीमा का बंधन नहीं स्वीकारता । जो परम्पराएँ मनुष्य जाति की उन्नति में बाधक हों , तो उन्हें तोड़ देना अच्छा है।
पाठ-७- 'पर्वत प्रदेश में पावस'(स्पर्श)	<ul style="list-style-type: none"> प्रकृति के प्रति संवेदनशीलता व सौंदर्यानुभूति का विकास । प्राकृतिक सौंदर्यता की ओर ध्यान आकर्षित करना ।
पाठ-८- 'तोप' (स्पर्श)	<ul style="list-style-type: none"> हमें अपनी शक्ति और धन का घमंड किए बिना सभी के साथ विनम्रतापूर्ण व्यवहार करना चाहिए। बुरे कार्यों में प्रयुक्त शक्ति का अंत करने के लिए लोगों को एकजुट होने

Name of the Chapter	Learning Outcomes
	और बलिदान देने के लिए तैयार रहने का भी संदेश देना चाहता है।
पाठ-९- 'अब कहाँ दूसरा के दुख में दुखी होने वाले' (स्पर्श)	<ul style="list-style-type: none"> मानव द्वारों अपने स्वार्थ के लिए धरती पर किए गए अत्याचारों से अवगत कराया है। मनुष्य द्वारा प्रकृति के साथ निरंतर की जा रही छेड़छाड़ की ओर ध्यानाकर्षित कराना, प्रकृति के क्रोध का परिणाम दर्शाना तथा प्रकृति के गुस्से का परिणाम बताते हुए प्रकृति, सभी प्राणियों, पशु-पक्षियों समुद्र पहाड़ तथा पेड़ों के प्रति सम्मान एवं आदर का भाव प्रकट करना।
पाठ-१०- तीसरी कसम के शिल्पकार शैलेन्द्र (स्पर्श)	<ul style="list-style-type: none"> कलाकार का कर्तव्य है कि वह उपभोक्ताओं की रुचियों को परिष्कार करने का प्रयत्न करे। उसे दर्शकों की रुचियों की आड़ में सस्तापन / उथला पन नहीं थोपना चाहिए। उसके अभिनय में शांत नदी का प्रवाह तथा समुद्र की गहराई की छाप छोड़ने की क्षमता होनी चाहिए।
पाठ-११- 'मनुष्यता' (स्पर्श)	<ul style="list-style-type: none"> कवि त्याग, बलिदान, मानवीय एकता, सहानुभूति, सद्भाव, उदारता और करुणा का संदेश देना चाहता है। समस्त मनुष्य एक-दूसरे के साथ अपनत्व की अनुभूति करें। वह दीन-दुखियों, जरूरतमंदों के लिए सहानुभूति का भाव रखते हुए त्याग करने के लिए सहर्ष तैयार रहे।
पाठ-१२- 'सपनोंके - सेदिन'(संचयन)	<ul style="list-style-type: none"> लेखक अपने बचपन की यादों का जिक्र करबच्चों को बचपन की यादों को यादकरने की भावना का विकास करना चाहते हैं।
पाठ-१३- 'पतझड़ में टूटी पत्तियाँ' (स्पर्श)	<ul style="list-style-type: none"> व्यक्ति के जीवन में व्यवहारिकता के मुकाबले आदर्शवादिता अधिक महत्वपूर्ण है। अतः जीवन में अच्छे व उच्च आदर्शों के साथ-साथ सही व्यावहारिकता भी महत्वपूर्ण है। किताबी ज्ञान को व्यावहारिकता के साथ उपयोग करना ही उसका सही उपयोग है। मनुष्य के जीवन में अच्छे आदर्शों का बहुत बड़ा महत्व होता है। वर्तमान ही सत्य है दौर प्रत्येक व्यक्ति को उसी में जीना चाहिए।
पाठ-१४- 'कारतूस'(स्पर्श)	<ul style="list-style-type: none"> हमें साहसी बनना चाहिए और इसी वजह से हमसे शत्रुता रखने वाले भी हमारी प्रशंसा करेंगे। जीवन की कोई भी ऐसी समस्या नहीं होती जिसका समाधान न हो। मनुष्य अपने बलबूते पर ही अपने आप को इतिहास के पन्नों पर अंकित करता है।
पाठ-१५- 'करचलें हम फ़िदा'(स्पर्श)	<ul style="list-style-type: none"> प्रस्तुत कविता में देश के सैनिकों की भावनाओं का वर्णन है। सैनिक कभी भी देश के मान-सम्मान को बचाने से पीछे नहीं हटेगा। फिर चाहे उसे अपनी जान से ही हाथ क्यों ना गवाना पड़े। अपनेवतन की रक्षा के लिए तुम ही राम हो और तुम ही लक्ष्मण हो अब इसदेश की रक्षा का दायित्व तुम पर है।
पाठ-१६- 'आत्मत्राण'(स्पर्श)	<ul style="list-style-type: none"> कवि प्रभु से दुख दूर करने की प्रार्थना नहीं करता है बल्कि वह

Name of the Chapter	Learning Outcomes
	<p>स्वयं अपने साहस और आत्मबल से दुखों को सहना चाहता है तथा उनसे पार पाना चाहता है।</p> <ul style="list-style-type: none"> दुखों से मुक्ति नहीं, बल्कि उसे सहने और उबरने की आत्मशक्तिका होना जिससे हम अपने दुखों के लिए प्रभु को जिम्मेदार न ठहराएँ।
पाठ-१७- 'टोपी शुवला'(संचयन)	<ul style="list-style-type: none"> बच्चों की भावनाएँ किसी भेद को नहीं मानती। आज के समाज के लिए ऐसी दोस्ती की आवश्यकता है, जो धर्म के नाम पर खड़ी दीवारों को गिरा सके और समाज का सर्वांगीण विकास कर सके।

Subject - Odia

Prescribed Books: ସାହିତ୍ୟ ସିନ୍ଧୁ, ମାଧ୍ୟମିକ ବ୍ୟାକରଣ (ଦଶମ ଶ୍ରେଣୀ)

Publication : ମାଧ୍ୟମିକ ଶିକ୍ଷା ପରିଷଦ, ଓଡ଼ିଶା

A. Blueprint

i. Post Summer Test -

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTION	FULL MARKS
ବିଭାଗ-କ : ଅଜଣା ଅନୁଚ୍ଛେଦ	ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ	5	1 x 5	5
ବିଭାଗ-ଖ : ସଂପାଦକଙ୍କୁ ପତ୍ର	ଦୀର୍ଘଉତ୍ତର ମୂଳକ	2	1 x 4	4
ବିଭାଗ-ଗ : ବ୍ୟାକରଣ	ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ	5	1 x 4	4
ବାକ୍ୟରୂପାନ୍ତର / ଭ୍ରମସଂଶୋଧନ		5	1 x 4	4
ବିଭାଗ-ଘ : ସାହିତ୍ୟ	ସରଳାର୍ଥ ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ (ଗଦ୍ୟ) ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ (ପଦ୍ୟ) ଗଦ୍ୟ (MCQ) ପଦ୍ୟ (MCQ) ଅତିରିକ୍ତ ସାହିତ୍ୟ	2 3 3 5 5 4	 (4 x 1 = 4) (2 x 2 = 4) (2 x 2 = 4) (1 x 4 = 4) (1 x 4 = 4) (1 x 3 = 3)	23
ପୂର୍ଣ୍ଣସଂଖ୍ୟା				୪୦

ii. Mid Term/Half-Yearly Examination-

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTION	FULL MARKS
ବିଭାଗ-କ : ଅଜଣା ଅନୁଚ୍ଛେଦ (୧୩୦ରୁ ୧୫୦ ଶବ୍ଦ ମଧ୍ୟରେ)	ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ	5	5 x 2	10

CHANGING YOUR TOMORROW

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTION	FULL MARKS
ବିଭାଗ-ଖ : ରଚନା (୩ଟିରୁ ୧ଟି) ସମ୍ପାଦକଙ୍କ ପତ୍ର (୨ଟି ୧ଟି)	ଦୀର୍ଘଉତ୍ତର ମୂଳକ	4	1 x 6 1 x 6	12
ବିଭାଗ-ଗ : ବ୍ୟାକରଣ	ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ	ବାକ୍ୟ ରୂପାନ୍ତର- ୨ ଶୁଦ୍ଧ ଶବ୍ଦ ଲିଖନ - ୨ ଛନ୍ଦ - ୨ ରୂପି - ୧	1 x 2 1 x 2 1 x 2 1 x 4	10
ବିଭାଗ-ଘ : ସାହିତ୍ୟ	ସଂକ୍ଷିପ୍ତ ଏବଂ ଦୀର୍ଘ ଉତ୍ତରମୂଳକ	ସରଳାର୍ଥ - ପ୍ରବନ୍ଧ ସଂକ୍ଷିପ୍ତ ଉତ୍ତର (ଗଦ୍ୟ) ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ (୧୦ଟିରୁ ୧୦ଟି) ପଦ୍ୟ (ସରଳାର୍ଥ) ସଂକ୍ଷିପ୍ତ ଉତ୍ତର (ପଦ୍ୟ) ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ (୧୦ଟିରୁ ୧୦ଟି) ଗଳ୍ପ ଏକାଙ୍କିକା	(1 x 5 = 5) (3 x 2 = 6) (1 x 10 = 10) (1 x 5 = 5) (3 x 2 = 6) (1 x 10 = 10) (1 x 6 = 6)	48
ପୂର୍ଣ୍ଣସଂଖ୍ୟା				୮୦

iii. Pre-Boards I-

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTION	FULL MARKS
ବିଭାଗ-କ : ଅଜଣା ଅନୁଚ୍ଛେଦ (୧୩୦ରୁ ୧୫୦ ଶବ୍ଦ ମଧ୍ୟରେ)	ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ	5	5 x 2	10
ବିଭାଗ-ଖ : ରଚନା (୩ଟିରୁ ୧ଟି) ସମ୍ପାଦକଙ୍କ ପତ୍ର (୨ଟି ୧ଟି)	ଦୀର୍ଘଉତ୍ତର ମୂଳକ	4	1 x 6 1 x 6	12
ବିଭାଗ-ଗ : ବ୍ୟାକରଣ	ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ	ବାକ୍ୟ ରୂପାନ୍ତର - ୨ ଶୁଦ୍ଧ ଶବ୍ଦ ଲିଖନ - ୨ ଛନ୍ଦ - ୨ ରୂପି - ୧	1 x 2 1 x 2 1 x 2 1 x 4	10
ବିଭାଗ-ଘ : ସାହିତ୍ୟ	ସଂକ୍ଷିପ୍ତ ଏବଂ ଦୀର୍ଘ ଉତ୍ତରମୂଳକ	ସରଳାର୍ଥ - ପ୍ରବନ୍ଧ ସଂକ୍ଷିପ୍ତ ଉତ୍ତର (ଗଦ୍ୟ) ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ (୧୦ଟିରୁ ୧୦ଟି) ପଦ୍ୟ (ସରଳାର୍ଥ) ସଂକ୍ଷିପ୍ତ ଉତ୍ତର (ପଦ୍ୟ) ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ (୧୦ଟିରୁ ୧୦ଟି)	(1 x 5 = 5) (3 x 2 = 6) (1 x 10 = 10) (1 x 5 = 5) (3 x 2 = 6)	48

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTION	FULL MARKS
		ଗଞ୍ଜ ଏକାଙ୍କିକା	(1 x 10 = 10) (1 x 6 = 6)	
			ପୂର୍ଣ୍ଣସଂଖ୍ୟା	୮୦

B. Learning Outcomes

Name of the Chapter	Learning Outcomes
ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ	<ul style="list-style-type: none"> ଜାତୀୟତାବାଦୀ ଚେତନା ଓ ଦେଶାତ୍ମବୋଧ ଭାବନା ଛାତ୍ରଛାତ୍ରୀ ମାନଙ୍କ ମଧ୍ୟରେ ଜାଗ୍ରତ ହେବ । ଜନ୍ମଭୂମି କୁ ଭଲ ପାଇବା ଏହାର ଉନ୍ନତି ପାଇଁ କାମ କରିବା ହାସ୍ୟମୟୀ, ଲାସ୍ୟମୟୀ ଚଳଚ୍ଚିତ୍ର ପ୍ରକୃତିର ପ୍ରାକୃତିକ ସୌନ୍ଦର୍ଯ୍ୟକୁ ଜାଣିବା ମାଆ, ମାତୃଭୂମି ଏବଂ ମାତୃଭାଷାର ଉନ୍ନତି ପାଇଁ କାମ କରିବା ପ୍ରତ୍ୟେକ ବିଦ୍ୟାର୍ଥୀ ଜୀବନରେ ଦେଶ ପ୍ରେମର ଭାବଧାରା ଜାଗ୍ରତ କରିବା
ଭୀମଙ୍କ ସିଂହନାଦ ରତି	<ul style="list-style-type: none"> ଅତ୍ୟଧିକ କ୍ରୋଧିତ ହେବା ଉଚିତ୍ ନୁହେଁ । ସର୍ବଦା ଗୁରୁଜନମାନଙ୍କ କଥାକୁ ସମ୍ମାନ ଦେବାକୁ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ପ୍ରେରଣା ପ୍ରଦାନ କରିବା । ମା' ଲକ୍ଷ୍ମୀଙ୍କର ଆଶୀର୍ବାଦ ସମସ୍ତଙ୍କର ବିଧେୟ ହେବା ଉଚିତ୍ । ଏ କଥା ଶିକ୍ଷାଦାନ କରିବା । ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ଭିତରେ ସ୍ନେହ, ପ୍ରେମ ଓ ତ୍ୟାଗର ବାର୍ତ୍ତା ପ୍ରଦାନ କରିବା ।
ରାଘବଙ୍କ ଲଙ୍କା ଯାତ୍ରାକୁଳ	<ul style="list-style-type: none"> ରାତିଯୁଗର ସାହିତ୍ୟରେ ପଦସଂଯୋଜନା ଏବଂ ଅଳଙ୍କାର ପ୍ରିୟତା । ସର୍ବଦା ଅଧର୍ମର ବିନାଶ । ମର୍ଯ୍ୟାଦା ପୁରୁଷୋତ୍ତମ ଶ୍ରୀରାମଚନ୍ଦ୍ରଙ୍କ ପ୍ରତି ଭକ୍ତିଭାବ । ରାମାୟଣର ବିଭିନ୍ନ ଚରିତ୍ର ଏବଂ ଆଖ୍ୟାୟିକା ସଂପର୍କରେ ଜ୍ଞାନ । ରାମଙ୍କ ଚରିତ୍ରରୁ ସତ୍ -ଚିତ୍-ଆନନ୍ଦର ମହନୀୟ ବାର୍ତ୍ତା ପ୍ରଦାନ । ଈଶ୍ଵରାନୁଭୂତି ହିଁ ସକଳ ପ୍ରାର୍ଥନାର ଶ୍ରେଷ୍ଠ ନିଦର୍ଶନ । କାର୍ଯ୍ୟସିଦ୍ଧି ପାଇଁ ହତାଶା ନୁହେଁ, ସାଧନା ଦରକାର । ଯୋଜନାବଦ୍ଧ ଭାବେ କାର୍ଯ୍ୟ କଲେ କାର୍ଯ୍ୟରେ ସଫଳତା । ମନ୍ଦ ଉଦ୍ଦେଶ୍ୟର ପରିଣତି ସର୍ବଦା ମନ୍ଦ । ତପସ୍ୟା ଦ୍ଵାରା ଅସାଧ୍ୟ ସାଧନ ହୁଏ ଓ ନମନୀୟତା ହିଁ ସିଦ୍ଧିର ଶ୍ରେଷ୍ଠ ମାର୍ଗ ।
ଚିଲିକାରେ ସାୟନ୍ତନ ଦୃଶ୍ୟ	<ul style="list-style-type: none"> ପ୍ରକୃତି ଏବଂ ପ୍ରାକୃତିକ ପରିବେଶକୁ ଭଲ ପାଇବା ପାଇଁ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଉତ୍ସାହିତ କରିବା । ଲୋଭ ଏବଂ ଅଜ୍ଞାନତା ହିଁ ସର୍ବନାଶର କାରଣ । ତେଣୁ ଜୀବନରେ ଲୋଭ

Name of the Chapter	Learning Outcomes
	<p>କରିବା ଅନୁଚିତ୍ ।</p> <ul style="list-style-type: none"> • ଈଶ୍ଵରଙ୍କ ଅନବଦ୍ୟ ସୃଷ୍ଟି ପ୍ରକୃତି – ଏହି ମୂଲ୍ୟବୋଧ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ମଧ୍ୟରେ ଜାଗ୍ରତ କରାଇବା । • ଆଲୋଚ୍ୟ କବିତା ମାଧ୍ୟମରେ ଆଧୁନିକ ଯୁଗର କବି – କବିବର ରାଧାନାଥ ରାୟଙ୍କ ଜୀବନୀ ଓ ସାହିତ୍ୟ କୃତି ସଂପର୍କରେ ଅବଗତ କରାଇବା । • ପ୍ରକୃତି ଭିତରେ ମାନବୀୟ ଆବେଗ ଏବଂ ସମ୍ବେଦନଶୀଳତା କିପରି ମାନବର ସୁଖ ଦୁଃଖରେ ସହଭାଗିତା ହୋଇଥାଏ ତାହା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ଭିତରେ ଅବଗତ କରାଇବା ।
ମଙ୍ଗଳେ ଅଇଲା ଉଷା	<ul style="list-style-type: none"> • ନାରୀ ଜାତି ପ୍ରତି ସମ୍ବେଦନା ଏବଂ ସହାନୁଭୂତିଶୀଳତା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଶିକ୍ଷା ଦେବା । • ସର୍ବ ମଙ୍ଗଳମୟ ତାର ସୂତନା ପ୍ରଦାନ କରି ମଙ୍ଗଳମୟ ଉଷା ବିକଶିତ ପଦ୍ମ ପୁଷ୍ପର ସୌନ୍ଦର୍ଯ୍ୟରେ ସୁଦୃଶା ହୋଇ ଯୋଗେଶ୍ଵରୀ ବେଶରେ ଆସୀନା ହେବାର ସୂତନା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ପ୍ରଦାନ କରିବା । • ବିପଦରେ ପଡିଥିବା ଲୋକଙ୍କୁ ତୁରନ୍ତ ସାହାଯ୍ୟ ଏବଂ ସହାନୁଭୂତି ପ୍ରଦାନ କରିବା । • ପର ଦୁଃଖରେ ଦୁଃଖୀ ହେବା । • “ଅତିଥିଦେବୋ ଭବଃ” – ଭାରତୀୟ ସଂସ୍କୃତିର ଏକ ଅବିଚ୍ଛେଦ୍ୟ ଅଙ୍ଗ – ଏହି ମହାଭାରତୀୟ ଭାବନାରେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଜାଗ୍ରତ କରିବା ।
ଜାଗ ବନ୍ଧନହରା	<ul style="list-style-type: none"> • ଈଶ୍ଵରଙ୍କ ସୃଷ୍ଟିରେ ପରିବର୍ତ୍ତନ ହିଁ ସମାଜରେ ନୂତନତା ଆଣିଥାଏ । ଏହି ଭାବ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ଭିତରେ ଜାଗ୍ରତ କରାଇବା । • ତରୁଣ ବା ଯୁବଗୋଷ୍ଠୀ ଦେହରେ ସମାଜକୁ ପରିବର୍ତ୍ତନ କରିବାର ଶକ୍ତି ଅବ୍ୟାହତ ରହିଛି । ତାହା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ମଧ୍ୟରେ ପରିସ୍ଫୁଟନ କରିବା । • ଶୋଷଣ ଓ ପୀଡନମୁକ୍ତ ସମାଜ ଗଠନ ପାଇଁ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଆହ୍ଵାନ ଦେବା । • ଏକ ସୁସ୍ଥ, ସୁନ୍ଦର ସମାଜ ଗଠନରେ ଯୁବ ସମାଜର ଭୂମିକା ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ପ୍ରେରଣା ଦେବା । • ପରିବାରରେ ପିତାମାତାମାନଙ୍କର ମୋହ ଏବଂ ମମତାର ଅତୁଟ ବନ୍ଧନ ସଂପର୍କରେ ସଚେତନ କରାଇବା ।
ସର୍ବସହା ମାଟି	<ul style="list-style-type: none"> • ମା’ ଓ ଜନ୍ମମାଟି ମା’ର ତୁଳନା ଅତୁଳନୀୟ । ଏ ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଅବଗତ କରାଇବା ।

Name of the Chapter	Learning Outcomes
	<ul style="list-style-type: none"> ଜୀବନରେ ମା'ର ସ୍ଥାନ ଅଦ୍ୱିତୀୟ। ସୁତରାଂ ପ୍ରତ୍ୟେକ ମୁହୂର୍ତ୍ତରେ ମା'ର ତ୍ୟାଗ ଏବଂ ମୂଲ୍ୟବୋଧକୁ ବୁଝି ତାକୁ ସମ୍ମାନ ଦେବା ପ୍ରତ୍ୟେକ ସନ୍ତାନର ପରମ କର୍ତ୍ତବ୍ୟ। ଏ ସମ୍ପର୍କରେ ଅବଗତ କରାଇବା। ଜନ୍ମମାଟି ଗାଁକୁ ଭଲ ପାଇବାକୁ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଉତ୍ସାହିତ କରିବା। ଅବକ୍ଷୟମୁଖୀ ସମାଜରେ ମାଟି ମା'ର ମମତାବୋଧକୁ ବୁଝି ତା'ର କୋଳରେ ମଥା ରଖି ସୁନାଗରିକ ହୋଇ ଦେଶ ଓ ଜାତିର କଲ୍ୟାଣ ପାଇଁ କାମ କରିବାକୁ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ପରାମର୍ଶ ଦେବା।
ଜନ୍ମଭୂମି	<ul style="list-style-type: none"> ଜନ୍ମସ୍ଥାନର ମାଧୁରିମାମୟ କୋଳ ହିଁ ମନୁଷ୍ୟର ଇଚ୍ଛିତ ସ୍ୱର୍ଗ – ଏହା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ହୃଦବୋଧ କରାଇବା। ଯେଉଁ ପଲ୍ଲୀ ଭୂମି ମାତା-ଧାତ୍ରୀ-ଶିକ୍ଷୟିତ୍ରୀ ହୋଇ ତାର ରୂପ, ରସ, ଗନ୍ଧରେ ଶିଶୁପ୍ରାଣକୁ ପରିପୁଷ୍ଟ କରିଥାଏ, ସେହି ପଲ୍ଲୀ ଜନନୀ ଚିରପୂଜ୍ୟା, ଚିର ନମସ୍ୟା ଓ ବନ୍ଦନୀୟା। ଏହି ମୂଲ୍ୟବୋଧ ଜାଗ୍ରତ କରାଇବା। ଜାତି,ଧର୍ମ,ବର୍ଣ୍ଣ ନିର୍ବିଶେଷରେ ରକ୍ତଗତ ସଂପର୍କ ନଥିଲେ ମଧ୍ୟ ସମସ୍ତଙ୍କ ମଧ୍ୟରେ ଏକ ପରିବାରତ୍ୱ ଭାବ ରହିଥାଏ। ପରସ୍ପର ଭିତରେ ଆପଣା ଭାବ ଥାଏ,ଏହି ବାଉଁଶ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ଭିତରେ ଜାଗ୍ରତ କରାଇବା। ବସୁଧୈବ କୁଟୁମ୍ବକମ୍ – ମହାନ ବାଣୀ ଦ୍ୱାରା ସମସ୍ତେ ଜାଗ୍ରତ ହେବା। ଶିକ୍ଷା ସମାପନ ପରେ ଜୀବିକାର୍ଜନ ପାଇଁ ଯେଉଁଠି ଥିଲେ ମଧ୍ୟ କେବେହିଁ ମାତୃଭୂମିକୁ ନ ପାଶୋରିବା ତାର ଅବଦାନ ଏବଂ ମୂଲ୍ୟବୋଧକୁ ବୁଝିବା ପ୍ରତ୍ୟେକ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କର ପରମ କର୍ତ୍ତବ୍ୟ ସେ ସଂପର୍କରେ ଅବଗତ କରାଇବା।
ସଭ୍ୟତା ଓ ବିଜ୍ଞାନ	<ul style="list-style-type: none"> ପ୍ରାଚୀନ ସଭ୍ୟତା ଗୁଡ଼ିକ ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଅବଗତ କରାଇବା। ଆଜିର ଯୁଗରେ ବିଜ୍ଞାନର ଭୂମିକା ଏବଂ ଉପାଦେୟତା ବିଷୟରେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ହୃଦବୋଧ କରାଇବା ସଭ୍ୟତା ଏବଂ ବିଜ୍ଞାନ କିଭଳି ପରସ୍ପର ଆଶ୍ରୟୀ ସେ ସଂପର୍କରେଧାରଣା ଦେବା।
ମାତୃଭାଷା ଓ ଲୋକଶିକ୍ଷା	<ul style="list-style-type: none"> ମାତୃଭାଷାକୁ ଭଲ ପାଇବାକୁ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଶିକ୍ଷାଦାନ। ଅନ୍ତରାଷ୍ଟ୍ର ପରି ମାତୃଭାଷା, ବ୍ୟକ୍ତିର ପ୍ରଥମ ପ୍ରୟୋଜନ, ଏକଥା ଶିକ୍ଷା ଦେବା। ଆଞ୍ଚଳିକ ଭାଷା ପ୍ରତି ଦୃଷ୍ଟି ଆକର୍ଷଣ କରିବାକୁ ହେଲେ ଇଂରେଜୀ ଆଧିପତ୍ୟକୁ କମାଇବାକୁ ହେବ। ଏକଥା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ଭିତରେ ହୃଦବୋଧ କରାଇବା।

Name of the Chapter	Learning Outcomes
	<ul style="list-style-type: none"> • ଜନତାର ସାମୂହିକ ଶିକ୍ଷା ପାଇଁ ମାତୃଭାଷା ହିଁ ପ୍ରକୃଷ୍ଟ ମାଧ୍ୟମ ଏକଥା ଶିକ୍ଷା ଦେବା । • ମାତୃଭାଷାର ମହତ୍ତ୍ୱ ବୁଝି ଏହାର ଉନ୍ନତି ପାଇଁ କାମ କରିବାକୁ ବିଦ୍ୟାର୍ଥୀମାନଙ୍କୁ ପ୍ରୋତ୍ସାହନ ଦେବା । <ul style="list-style-type: none"> • ମାତୃଭାଷା ଶିକ୍ଷା ହିଁ ଦେଶ ଓ ଜାତିର ପ୍ରଗତିର ପରିଚାୟକ – ଏକଥା ହୃଦବୋଧ କରାଇବା ।
ନରେନ୍ଦ୍ର ବିବେକାନନ୍ଦ	<ul style="list-style-type: none"> • ଭାରତୀୟ ଦର୍ଶନରେ, ମନୁଷ୍ୟର ସେବା ହିଁ ଈଶ୍ୱର ସେବା- ଏହି ଭାବନା ବିଦ୍ୟାର୍ଥୀ ଭିତରେ ଜାଗ୍ରତ କରିବା । • ଦରିଦ୍ର ନାରାୟଣଙ୍କ ସେବା ହିଁ ସନ୍ନ୍ୟାସୀର ଯଥାର୍ଥ ରୂପ । ଏହି ଭାବରେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଉଦ୍‌ବୋଧ କରାଇ ଗରିବମାନଙ୍କର ସେବା କରିବା ପାଇଁ ପ୍ରୋତ୍ସାହନ । • ଅଧ୍ୟୟନରୁ ଅର୍ଜିତ ଜ୍ଞାନ, ଅଭିଜ୍ଞତା, ଜୀବନର ଅନୁଭୂତି ହିଁ ଜଣେ ବ୍ୟକ୍ତିର ଜୀବନକୁ ପରିବର୍ତ୍ତନ କରିପାରେ ଏକଥା ଶିକ୍ଷାଦେବା । • ଛୋଟ କିମ୍ବା ବଡ଼ ବିଚାର ନ କରି, ପର-ଆପଣା ଭାବ ବିଚାର ନ କରି ସମସ୍ତଙ୍କୁ ସମାନ ଦୃଷ୍ଟିରେ ଦେଖିବାକୁ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ପ୍ରେରଣା ପ୍ରଦାନ କରିବା ।
ଓଡ଼ିଆ ସାହିତ୍ୟ କଥା	<ul style="list-style-type: none"> • ଓଡ଼ିଆ ସାହିତ୍ୟ ଇତିହାସ ସଂପର୍କିତ ଜ୍ଞାନ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ପ୍ରଦାନ କରିବା । • ସୁନାମ ଧନ୍ୟ ସାହିତ୍ୟିକ ମାନଙ୍କ ସାହିତ୍ୟକୃତି ଏବଂ ଜୀବନୀ ବିଷୟରେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଅବଗତ କରାଇବା । • ରାଧାନାଥ ମୁଗ, ସତ୍ୟବାଦୀ ମୁଗ, ସବୁଜ ମୁଗ ଏପରିକି ପ୍ରଗତିବାଦୀମୁଗ ସଂପର୍କରେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଅବଗତ କରାଇବା ।
କାଠ	<ul style="list-style-type: none"> • ଆଜିର ଦୈନନ୍ଦିନ ଜୀବନରେ ଘରୁଥିବା ପ୍ରବନ୍ଧମାନ ଘଟଣାବଳୀ ଚକ୍ରରେ ପ୍ରତ୍ୟକ୍ଷ ଓ ପରୋକ୍ଷରେ ଅବହେଳିତ, ନିଷ୍ପେକ୍ଷିତ, ଲୁଚିତ ଓ ଅତ୍ୟାଚାରିତ ସମାଜର ନିମ୍ନବର୍ଗ ବ୍ୟକ୍ତିମାନଙ୍କ ପ୍ରତି ସମବେଦନା, ସାହାଯ୍ୟ ଓ ସହାନୁଭୂତି ପ୍ରଦର୍ଶନ କରିବା । • ମଣିଷ ଭିତରେ ଥିବା ସଜୋଟପଣିଆ ଓ ସ୍ୱାଭିମାନର ବିକାଶ ହିଁ ଦେଶ ଓ ଜାତିର ପ୍ରଗତିର ମାର୍ଗ ଦର୍ଶନ କରିଥାଏ । • ସମସ୍ତଙ୍କୁ ସମାନ ଭାବ ପ୍ରଦର୍ଶନ କରିବା ଏହି ଚିନ୍ତାଧାରା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ମଧ୍ୟରେ ଜାଗ୍ରତ କରିବା ।
କାଳର କପୋଳ ତଳେ	<ul style="list-style-type: none"> • ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଅହିଂସା ମନ୍ତ୍ରରେ ଅଭିମନ୍ବିତ କରିବା । • ହିଂସାର ମାର୍ଗଛାଡ଼ି ଅହିଂସାମାର୍ଗକୁ ଆପଣେଇବାକୁ ପ୍ରେରଣା ପ୍ରଦାନ କରିବା ।

Name of the Chapter	Learning Outcomes
ବେଳ, ଅଶ୍ୱତ୍ଥ ଓ ବଚବୃକ୍ଷ	<ul style="list-style-type: none"> ମାତୃ ସ୍ନେହର ବିକଳ ନାହିଁ- ଏକଥା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ମଧ୍ୟରେ ଜାଗ୍ରତ କରିବା । ଗଛମାନଙ୍କଠାରୁ ନିଃସ୍ୱାର୍ଥ ସେବା ଏବଂ ପରୋପକାରୀ ଭାବନା ଶିକ୍ଷାଲାଭ କରିବା । ଜୀବନରେ କେବେ ଅକୃତଜ୍ଞ ନ ହୋଇ ଅନ୍ୟର ମଙ୍ଗଳ କରିବାକୁ ପ୍ରୋତ୍ସାହନ ଦେବା ।
ଫଳଗୁ	<ul style="list-style-type: none"> ଦାରିଦ୍ର୍ୟ ହିଁ କୌଣସି ପ୍ରତିଭା ବା ସୃଜନଶୀଳତାକୁ ରୋକି ପାରେନାହିଁ । ମଣିଷର ଭାବନା ଏବଂ ଇଚ୍ଛାଶକ୍ତି ହିଁ ସୃଜନଶୀଳତାର ଦେୟାତକ । ବାସ୍ତବ ଭଲପାଇବା ଏକ ସ୍ତ୍ରୋତସ୍ୱିନୀ ନଦୀ ଭଳି ସୁଜନନ ଏବଂ ନିର୍ମଳ ହୃଦୟରେ ପ୍ରୀତିର ଫଳଗୁ ପରିସ୍ତୁତ ହୋଇଥାଏ । ତେଣୁ ପରିଶ୍ରମ ଦ୍ୱାରା ହିଁ ଜଣେ ସ୍ୱପ୍ନକୁ ସାକାର କରିଥାଏ, ନିଜ ଅଭିଳାଷକୁ ଚରିତାର୍ଥ କରିଥାଏ । ଏହି ଭଳି ଚିନ୍ତାଧାରାଗୁଡ଼ିକୁ ପ୍ରତ୍ୟେକ ଛାତ୍ରଛାତ୍ରୀ ମଧ୍ୟରେ ଜାଗ୍ରତ କରାଯିବ ।
କୋଣାର୍କ	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଦେଶ ଓ ଜାତିର ସମ୍ମାନ ପାଇଁ କାମ କରିବା ଏବଂ ଜୀବନ ଦେବାକୁ ଆହ୍ୱାନ । ପିତା-ମାତାଙ୍କ ପ୍ରତି ଉପଯୁକ୍ତ ସମ୍ମାନ ଏବଂ କର୍ତ୍ତବ୍ୟ ପାଳନ କରିବାକୁ ପ୍ରୋତ୍ସାହନ । ମାଆଙ୍କ ଆଦେଶ ପାଳନ କରିବା ସହିତ ତାଙ୍କ ଆଜ୍ଞା ପାଳନ କରିବାକୁ ପରାମର୍ଶ ଦେବା । ବାରବର୍ଷର ବାଳକ ଧରମାର ଦେଶ ଓ ଜାତି ପ୍ରତି ଆତ୍ମୋତ୍ସର୍ଗ ଏବଂ ଆତ୍ମବଳିଦାନ ପ୍ରତି ସଚେତନ କରାଇବା ।

Subject - Sanskrit

Prescribed Books:

1. ମନିକା (भाग- २)संशोधित संस्करणम् (NCERT Publication)
2. व्याकरणवीथि: (अतिरिक्त पठनार्थम्) (NCERT Publication)

Reference Book:

सरस्वती मणिका संस्कृत व्याकरण (कक्षा-दशमी) (Saraswati Publishing House)

A. Blueprint

i. Post Summer Test -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
अपठित अनुच्छेद:	10	0	0	0	10

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
रचनात्मक कार्य (चित्रं लिखनम्, पत्र लिखनम्)	10	0	0	0	10
व्याकरणम् (सन्धिः)	10	0	0	0	10
बाङ्गमयं तपः CH 1 नास्ति त्यागः समसुखम् CH 2	10	0	0	0	10
TOTAL (Q) M	40(1)	0	0	0	40

ii. Mid-Term/Half-Yearly & Preboard-I –

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे भागचतुष्टयं भविष्यति –

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

भागानुसारं विषयाः अङ्कविभाजनं च

80 अङ्काः

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

'ख' भागः			
रचनात्मककार्यम्		15 अङ्काः	
2.	औपचारिकम् अथवा अनौपचारिकं पत्रम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णं पत्रं लेखनीयम्)	निबन्धात्मकः	$\frac{1}{2} \times 10 = 5$
3.	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	पूर्णवाक्यात्मकः	$1 \times 5 = 5$
4.	संवादपूर्तिः / कथापूर्तिः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः / कथा लेखनीया)	निबन्धात्मकः	$\frac{1}{2} \times 10 = 5$
		पूर्णभारः	15 अङ्काः
'ग' भागः			
अनुप्रयुक्तव्याकरणम्		25 अङ्काः	
5.	सन्धिः	लघूत्तरात्मकाः	$1 \times 4 = 4$
6.	समासः	बहुविकल्पात्मकाः	$1 \times 4 = 4$
7.	प्रत्ययाः	बहुविकल्पात्मकाः	$1 \times 4 = 4$
8.	वाच्यपरिवर्तनम्	लघूत्तरात्मकाः	$1 \times 3 = 3$
9.	समयः	लघूत्तरात्मकाः	$1 \times 3 = 3$
10.	अव्ययानि	लघूत्तरात्मकाः	$1 \times 4 = 4$
11.	अशुद्धि-संशोधनम्	बहुविकल्पात्मकाः	$1 \times 3 = 3$
		पूर्णभारः	25 अङ्काः
'घ' भागः			
पठितावबोधनम्		30 अङ्काः	
12.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
13.	पद्यम् (श्लोकः/श्लोकौ)	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
14.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
15.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	$1 \times 5 = 5$
16.	अन्वयः अथवा भावार्थः (रिक्तस्थानपूर्तिमाध्यमेन)	निबन्धात्मकः	$\frac{1}{2} \times 4 = 2$
17.	प्रसङ्गानुसारम् अर्थचयनम्	बहुविकल्पात्मकाः	$1 \times 4 = 4$
18.	पाठाधारित-कथापूर्तिः (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः)	निबन्धात्मकः	$\frac{1}{2} \times 8 = 4$
		पूर्णभारः	30 अङ्काः
सम्पूर्णभारः			80 अङ्काः

प्रश्नपत्र-प्रारूपम् /संरचना
कक्षा – दशमी (2023-24)
संस्कृतम् (सम्प्रेषणात्मकम्) कोड सङ्ख्या - 119

प्रश्नप्रकारः	प्रश्नानां सङ्ख्या	विभाग- सङ्ख्या	प्रतिप्रश्नम् अङ्कभारः	आहत्याङ्काः
बहुविकल्पात्मकाः 1 अङ्कः	3+4+4+3+4=18	5	1	18
अति-लघूत्तरात्मकाः ½ अङ्कः	2+2+2=6	3	½	3
अति-लघूत्तरात्मकाः 1 अङ्कः	2=2	1	1	2
निबन्धात्मकः ½ अङ्कः (रिक्तस्थानपूर्तिमाध्यमेन)	10+10+4+8 =32	4	½	16
दीर्घोत्तरात्मकाः 1 अङ्कः	5+2+2+2+5=16	5	1	16
दीर्घोत्तरात्मकाः 2 अङ्कौ	2=2	1	2	4
लघूत्तरात्मकाः 1 अङ्कः	1+4+3+3+4+2+2+2=21	8	1	21
			आहत्याङ्काः	80

B. Learning Outcomes

Name of the Chapter	Learning Outcomes
पाठ- १ : वाङ्मयं तपः	<ol style="list-style-type: none"> नैतिक ज्ञानस्य वृद्धि विद्यासमम् चक्षुः नास्ति विद्या व्ययतः वृद्धिम् आयाति सञ्चयात् च क्षयम् आयाति मधुरभाषिणी वाणी पुरुषम् प्रह्लादयति अनुद्वेगकरम् सत्यम् प्रियहितम् स्वाध्याय - अभ्यसनम्
पाठ- २ : नास्ति त्यागसमं सुखम्	<ol style="list-style-type: none"> त्याग समम् सुखम् नास्ति दानम् सर्वश्रेष्ठ पुण्यम् राज्ञा प्रजान् पुत्रवत् पालन राज्ञः उदारता देवाधिपति शक्रस्य नेत्रहीन याचक रूप धारणम्
पाठ- ३ : रमणीया हि सृष्टिः एषा	<ol style="list-style-type: none"> प्रकृति सम्बन्धित ज्ञानम् आयुषः एकः क्षणः स्वर्णकोटिकैः न लभ्यः जगत्पतेः सृष्टिः रमणीया हंस नीरक्षीरविवेकी मिलित्वा एव मोदध्वं जीवनं च रसमयं कुरुध्वम्

Name of the Chapter	Learning Outcomes
पाठ-४: आज्ञा गुरुणां हि अविचारणीया	<ol style="list-style-type: none"> गुरुणां आज्ञा अविचारणीय गुरुः शब्दस्य ज्ञानम् गृहे अकारणं कलहम् सुखहानैः कारणम् कलहान्तानि हर्म्याणि, सौहृदम् कुवाक्यान्तम्, राष्ट्राणि कुराजान्तानि नस्यन्ति । अश्वानां वह्नि-दाह-समुद्भवः दोषः कपीनां मेदसा नाशम् अभ्योति ये हितं वाक्यम् उत्सृज्य विपरीत - उपसेवितः विचक्षणैः मित्ररूपाः हिरिपवः सम्भाष्यन्ते
पाठ-५: अध्यासवशगं मनः	<ol style="list-style-type: none"> रजोगुणसमुद्भवः एषः कामः एषः क्रोधः महाशनाः महापाप्मा यः शरीरविमोक्षणात् प्राक् कामक्रोधोद्भवं वेगम् इह एव सोढुं शक्नोति सः नरः सुखी विषयान् ध्यायतः पुंसः तेषु सङ्गः उपजायते क्रोधात् सम्मोहः, सम्माहात् स्मृतिविभ्रमः, स्मृतिभ्रंशात् बुद्धिनाशः, बुद्धिनाशात् प्रणश्यति । असंशयम् मनः दुर्निग्रहं चलम्
पाठ-६: राष्ट्रं संरक्ष्यमेव हि	<ol style="list-style-type: none"> आपद्गतेन अपि त्वया रणे इदम् अस्त्रम् विशेषतः मनुष्येषु न एव प्रयोक्तव्यम् ब्रह्मशिरः अस्त्रं परम-अस्त्रेण वध्यते, पर्जन्यः द्वादशसमाः तद् राष्ट्रम् न अभिवर्षति नाना शस्त्रविदः ये अपि पूर्वे महारथाः अतीताः
पाठ-७: साधुवृत्तिं समाचरेत्	<ol style="list-style-type: none"> यः व्यसनं प्राप्य मोहात् केवलं परिदेवयेत् तस्य क्रन्दनं वर्धते, अन्तं न समधिगच्छति । जलबिन्दुनिपातेन क्रमशः घटः पूर्यते सर्वविद्यानां धर्मस्य च धनस्य च सः हेतुः । सदा पापिनां दुःखं पुण्यकर्मणां च वै सुखम् । एवं स्थिरतरं ज्ञात्वा साधुवृत्तिं समाचरेत् ।
पाठ-८: तिरुक्कुरल्-सूक्ति-सौरभम्	<ol style="list-style-type: none"> पिता पुत्राय बाल्ये महत् विद्याधनं यच्छति महात्मानः तथ्यतः तदेव समत्वम् इति आहुः विद्वांसः एव चक्षुष्मन्तः प्रकीर्तिताः तत्त्वार्थनिर्णयः येन कर्तुं शक्यः भवेत् आत्मनः श्रेयः प्रभूतानि सुखानि च इच्छति, सः परेभ्यः अहितं कर्म कदापि न कुर्यात् ।
पाठ-९: सुस्वागतं भो! अरुणाचलेऽस्मिन्	<ol style="list-style-type: none"> राज्य सम्बन्धित ज्ञानम् अरुणाचले प्रवाहिता नद्याः ज्ञानम् अत्रत्या वनसम्पदा विपुला अस्मिन् प्रदेशे वनौषधीनां प्राचुर्य

Name of the Chapter	Learning Outcomes
	५. अरुणाचल: जनजातीयाम् एव प्रदेशः
पाठ-१०: किं किम् उपादेयम्	१. उपादेयम् किम्? गुरुवचनम् २. यस्य मानसं शुद्धम् सह शुचिः ३. अनर्थफलः मानः ४. अकार्यरतः मनुष्यः अन्धः ५. यः हितानि न शृणोति सः मूकः

Subject - French

A. Blueprint

i. Post Summer Test -

Chapters	Mark Distribution				
	1 Mark	2 Marks	5 Marks	10 Marks	Total
Ch 1. Retrouvons nos amis	5	5	1	0	20
Ch- 2 Après le bac	5	5	1	0	20
Q(M)	10(1)	10(2)	2(5)	0	40

ii. Mid Term/Half-Yearly Examination -

Chapters	Mark Distribution				
	1 Mark	2 Marks	5 Marks	10 Marks	Total
Leçon- 2 Après le bac	6	0	0	0	6
Leçon -3 Chercher du travail	6	1	0	0	8
Leçon- 4 Le plaisir de lire	7	1	1	0	14
Leçon – 5 Les médias	7	1	0	1	19
Leçon- 6 Chacun ses goûts	7	1	1	0	14
Leçon- 7 En pleine forme	7	1	0	1	19
Q(M)	40(1)	5(2)	2(5)	2(10)	80

iii. Pre-Boards I -

Chapters	Mark Distribution				
	1 Mark	2 Marks	5 Marks	10 Marks	Total
Leçon- 2 Après le bac	4	1	0	0	6
Leçon -3 Chercher du travail	4	1	0	0	6

Chapters	Mark Distribution				
	1 Mark	2 Marks	5 Marks	10 Marks	Total
Leçon- 4 Le plaisir de lire	4	1	0	0	6
Leçon – 5 Les medias	6	0	0	0	6
Leçon- 6 Chacun ses goûts	6	1	0	0	8
Leçon- 7 En pleine forme	6	1	0	0	8
Leçon- 8 L'environnement	6	0	1	1	20
Leçon-10 Vive La république	4	0	1	1	20
Q(M)	40(1)	5(2)	2(5)	2(10)	80

B. Learning Outcomes

Name of the Chapter	Learning Outcomes
Leçon- 1 Retrouvons nos amis	<ul style="list-style-type: none"> Se présenter quelqu'un, décrire un lieu, demander un avis, exprimer ses préférences, écrire des lettres.
Leçon- 2 Après le bac	<ul style="list-style-type: none"> Les étudiants pourront se présenter, présenter quelqu'un d'autre, décrire un endroit, exprimer leurs préférences, le système d'éducation de la France et l'Inde
Leçon -3 Chercher du travail	<ul style="list-style-type: none"> Les étudiants pourront s'informer, décrire leur carrière, conseiller quelqu'un,
Leçon- 4 Le plaisir de lire	<ul style="list-style-type: none"> Les étudiants pourront s'inscrire à la bibliothèque, raconter un événement, faire un vœu français
Leçon – 5 Les medias	<ul style="list-style-type: none"> Les étudiants pourront raconter des faits divers, décrire leur émission préférée
Leçon- 6 Chacun ses goûts	<ul style="list-style-type: none"> Les étudiants pourront exprimer leurs goûts, raconter une histoire, décrire une visite au musée/au cinéma
Leçon- 7 En pleine forme	<ul style="list-style-type: none"> Les étudiants pourront discuter de bonnes habitudes de la vie, exprimer leur état de santé
Leçon- 8 L'environnement	<ul style="list-style-type: none"> Les étudiants pourront parler de l'environnement, exprimer la nécessité et les sentiments

Name of the Chapter	Learning Outcomes
Leçon-10 Vive La république	<ul style="list-style-type: none"> Les etudiants pourront discuterle système politique de l'inde et de la france, rapporter un discours

Subject - Bengali

A. Blueprint

i. Post summer test -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	5 Marks	Total
বোধপরীক্ষন	১০	-	-	-	১০
সন্ধি (ব্যঞ্জন)	৫	-	-	-	৫
সাহিত্যসঞ্চয়ন (জ্ঞানচক্ষু,তিন পাহাড়েরকোলে)	৫	-	২	১	১৬
পোস্টমাস্টার	৪	-	-	১	৯
	২৪	-	৬	১০	৪০

ii. Mid Term/Half-Yearly Examination -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	5 Marks	Total
বোধপরীক্ষন	১৫	-	-	-	১৫
সাহিত্য সঞ্চয়ন গদ্য (জ্ঞানচক্ষু , , আলোবাবু , বহুরূপী)	৫	-	-	২	১৫
সাহিত্য সঞ্চয়ন পদ্য (আয় আরো বঁধে বঁধে থাকি, একাকারে, তনি পাহাড়ের কোলে)	৫	-	-	২	১৫
ব্যাকরণ (সন্ধি, সমাস, বাক্য পরবর্তন)	২০	-	-	-	২০
গল্পগুচ্ছ (কাবুলিওয়াল, পোস্ট মাস্টার)	৫	-	-	১	১০
অনুচ্ছেদে রচনা	-	-	-	১	৫
	৫০	-	-	৩০	৮০

iii. Periodic Assessment 2 -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	5 Marks	Total
ବୋଧପରୀକ୍ଷନ	୧୫	-	-	-	୧୫
ସାହିତ୍ୟ ସଂଗ୍ରହ	୧୦	-	-	୮	୨୦
ବ୍ୟାକରଣ	୨୦	-	-	-	୨୦
ଗଳ୍ପଗୁଚ୍ଛ	୫	-	-	୧	୧୦
ପତ୍ର ରଚନା	-	-	-	୧	୫
	୫୦	-	-	୨୦	୮୦

iv. Annual Examination -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	5 Marks	Total
ବୋଧପରୀକ୍ଷନ	୧୫	-	-	-	୧୫
ବ୍ୟାକରଣ (ସନ୍ଧି, ସମାସ , ବାକ୍ୟ ପରିବର୍ତ୍ତନ, ସାଧୁ ଓ ଚଳିତ ଭାଷା)	୨୦	-	-	-	୨୦
ସାହିତ୍ୟ ସଂଗ୍ରହ ଗଦ୍ୟ (ଜ୍ଞାନଚକ୍ର, ଆଲୋଚନା, ଅଦଳ-ବଦଳ, ବହୁରୂପୀ)	୫	-	-	୨	୧୫
ସାହିତ୍ୟ ସଂଗ୍ରହ ପଦ୍ୟ (ତନି ପାହାଡ଼ରେ କୋଳା, ଆୟତାରୋ ବଞ୍ଚେ ବଞ୍ଚେ ଥାକି, ଏକାକାର, ଅସ୍ତ୍ରରେ ବନ୍ଧୁଧର ଗାନ)	-	-	-	୨	୧୦
ଗଳ୍ପଗୁଚ୍ଛ (ପୋଷ୍ଟ ମାଷ୍ଟାର, କାବୁଲିଓୟାଲା, ପ୍ରତୀକ୍ଷା)	୫	-	-	୧	୧୦
ପତ୍ରରଚନା	-	-	-	୧	୫
ଅନୁଚ୍ଛେଦ ରଚନା	-	-	-	୧	୫
	୪୫	-	-	୨୫	୮୦

B. Learning Outcomes

Name of the Chapter	Learning Outcomes
୧। ସନ୍ଧୀ	ଶବ୍ଦ ସଠିକି ଭାବେ ଉଚ୍ଚାରଣ କରତେ ଏବଂ ସନ୍ଧୀର ଫଳାେ ଶବ୍ଦରେ ଶ୍ରୁତମିଧୁର୍ୟ ବୃଦ୍ଧି ପାୟ।
୨। ସମାସ	ବାକ୍ୟକେ ସଂକ୍ଷିପ୍ତିକରଣ ଏବଂ ଏକାଧିକ ପଦକେ ଏକଟି ପଦେ ରୂପାନ୍ତରତି କରେ ବ୍ୟାକରଣରେ ସୌନ୍ଦର୍ଯ୍ୟ ବୃଦ୍ଧି କରା ।
୩। ବାକ୍ୟ ପରବିରତନ	କଛି ନୟିମ ଓ ଶର୍ତ୍ତରେ ମାଧ୍ୟମେ ଏକ ଧରନରେ ବାକ୍ୟକେ ଅନ୍ୟ ଧରନରେ ବାକ୍ୟାେ ପରବିରତନ କରାର କୌଶଳ ସମ୍ବନ୍ଧାେ ଅବଗତ ହବେ।
୪। ସାଧୁ ଓ ଚଳତି ଭାଷା	ଭାଷା ସମ୍ବନ୍ଧାେ ସଠିକି ଧାରଣା ଜନ୍ମାବାେ ଏବଂ ସାଧୁ ଓ ଚଳତି ଭାଷାର ସଠିକି ବ୍ୟବହାର ସମ୍ବନ୍ଧାେ ଅବଗତ ହବେ।
୫। ଜ୍ଞାନଚକ୍ଷୁ	ଗଳ୍ପଟି ପାଠ କରେ ଶକ୍ଷିୟାର୍ଥୀରା କିଭାବେ ଭୁଲ ଧାରଣା ଭଙ୍ଢେ ଗୟିେ ସଠିକି ଜ୍ଞାନରେ ଆଲୋଚନା ଉନ୍ମୋଚତି ହୟ, ସହି ସମ୍ବନ୍ଧାେ ଅବଗତ ହବେ।
୬। ଆଲୋବାବୁ	ଅଧ୍ୟାୟଟି ପାଠ କରେ ଏକଜନ ସାଦାମାଟା ମାନୁଷରେ ଜୀବନରେ ସାରଳ୍ୟତା ସମ୍ବନ୍ଧାେ ଅବଗତ ହବେ।
୭। ଅଦଳ-ବଦଳ	ଗଳ୍ପଟି ପଢ଼େ ବନ୍ଧୁତ୍ବରେ ମାହାତ୍ମ୍ୟ ଓ ସମାଜରେ ଧନୀ ଓ ଦରଦିରେ ମଧ୍ୟାେ ମଲେବନ୍ଧନ ଘଟାନାେ ହୟଛେ । ଶକ୍ଷିୟାର୍ଥୀରା ଗଳ୍ପଟି ପାଠ କରେ ବନ୍ଧୁତ୍ବରେ ଗୁରୁତ୍ବ ସମ୍ପର୍କାେ ଅବଗତ ହବେ।
୮। ବହୁରୂପୀ	ଅଧ୍ୟାୟଟି ପାଠ କରେ ଶକ୍ଷିୟାର୍ଥୀରା ବହୁରୂପୀର ଜୀବନ ଯାପନ ସମ୍ବନ୍ଧାେ ଧାରଣା ଲାଭ କରବେ, ବିଭିନ୍ନ ରୂପରେ ଚାରତ୍ରିକି ବୈଶିଷ୍ଟ୍ୟ ଏବଂ ମର୍ଯ୍ୟାଦା ସମ୍ପର୍କାେ ଅବଗତ ହବେ।
୯। ତନି ପାହାଡ଼ରେ କୋଳାେ	କବିତାଟିର ମଧ୍ୟାେ ଦୟିେ ଶହରେ ଜୀବନରେ ଏକଘାେମେତି କାଟାନାେର ଜନ୍ୟ ପ୍ରାକୃତିକି ପରବିଶାେ ଭ୍ରମନରେ ଚିତ୍ରି ପ୍ରକାଶତି ହୟଛେ।
୧୦। ଆୟ ଆରାେ ବଢ଼େ ବଢ଼େ ଥାକି	କବିତାଟି ପାଠରେ ମଧ୍ୟାେ ଦୟିେ ସମାଜକେ ଧ୍ବଂସରେ ହାତ ଥକେ ରକ୍ଷା କରାର ଜନ୍ୟ ସକଳକେ ଏକତ୍ରତି ହୟେ ହାତେ ହାତ ରଖେ ଚଳତେ ହବେ।
୧୧। ଏକାକାରାେ	କବିତାଟି ପଢ଼େ ପଢ଼ୁୟାରା ଦୁଟି ସମ୍ପ୍ରଦାୟରେ ଅର୍ଥାଂ ହିନ୍ଦୁ ଓ ମୁସଲମାନ ସମ୍ପ୍ରଦାୟରେ ମଧ୍ୟାେ ସାମ୍ପ୍ରଦାୟକି ଦ୍ବନ୍ଦ୍ବ ଘୁଚୟିେ ଫଳେ ଐକ୍ୟ ସ୍ଥାପନ ସମ୍ବନ୍ଧାେ ଅବଗତ ହବେ।

Name of the Chapter	Learning Outcomes
১২। অস্ত্রের বহির্দৃষ্টি গান	কবি এই কবিতাটির মাধ্যমে যুদ্ধ নয়, গানের মাধ্যমে শান্তিবিধি প্রকাশ করেছেন।
১৩। পোস্ট মাস্টার	এই গল্পটি পাঠ করে শিক্ষার্থীরা প্রত্যেক পরিশেষে মানিয়ে নেওয়া সকলের পক্ষে সম্ভব নয়, সেই প্রাকৃতিক সত্য সম্বন্ধে অবগত হবে।
১৪। কাবুল গিয়ার	গল্পটি পাঠ করে শিক্ষার্থীরা ভবিষ্যৎ এতে নিজের সকলকে ছেড়ে থাকার যে বদেনা এবং অন্য একটি ময়ের মধ্যে নিজের ময়েকে খুঁজে পাওয়া ও তার প্রতি মমত্ববোধ মানুষের জীবনে একটি বাস্তব সত্য সম্বন্ধে ধারণা লাভ করবে।
১৫। প্রতিদিন	অধ্যয়নটি পাঠ করে শিক্ষার্থীরা যতই অপরিচয়ের পরিস্থিতি হোক না কেনে ভাবত্বের মমত্ববোধ ছিন্ন করতে পারছেন না, সম্পর্কে এই বন্ধন সম্পর্কে অবগত হবে।
১৬। পত্র রচনা	এই অধ্যয়নটি পাঠ করে শিক্ষার্থীরা চর্চিত লেখার বিভিন্ন নিয়ম সম্বন্ধে অবগত হবে এবং চর্চির মূল্য সম্পর্কে জ্ঞান লাভ করবে।
১৭। অনুচ্ছেদ রচনা	এই অধ্যয়নটি পাঠ করে শিক্ষার্থীরা বিভিন্ন বিষয় লেখার ও বলার সম্বন্ধে অবগত হবে।

Subject - Mathematics

Prescribed Books:

1-Text Book for Class X: NCERT

2-Lab Manual: Mathematics, Secondary Stage: NCERT

A. Blueprint

i. Post Summer Test -

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks	Total
Ch-1 Real Numbers	1	1	1	1 (CS)	0	10
Ch-2 Polynomials	2	1	0	1(CS)	0	8
Ch-3 A pair of linear equations in two variables	2	1	1	0	1	12

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Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks	Total
Ch-4 Quadratic Equations	2	0	1	0	1	10
Q(M)	7(1)	3(2)	3(3)	2(4)	2(5)	40

ii. Mid Term/Half-Yearly Examination -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
Full course	As per Board Pattern				

iii. Pre-Boards I -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
Full course	As per Board Pattern				

B. Learning Outcomes

Name of the Chapter	Learning Outcomes
Ch 1 Real Numbers	<ul style="list-style-type: none"> generalises properties of numbers and relations among them studied earlier to evolve results, such as, Euclid's division algorithm, Fundamental Theorem of Arithmetic and applies them to solve problems related to real life contexts.
Ch-2 Polynomials	<ul style="list-style-type: none"> develops a relationship between algebraic and graphical methods of finding the zeroes of a polynomial.
Ch-3 A pair of linear equations in two variables	<ul style="list-style-type: none"> finds solutions of pairs of linear equations in two variables using graphical and different algebraic methods.
Ch -4 Quadratic Equations	<ul style="list-style-type: none"> demonstrates strategies of finding roots and determining the nature of roots of a quadratic equation.
Ch -5 Arithmetic Progression	<ul style="list-style-type: none"> develops strategies to apply the concept of A.P. to daily life situations.

Name of the Chapter	Learning Outcomes
Ch -6 Triangles	<ul style="list-style-type: none"> • worksout ways to differentiate between congruent and similar figures. • establishes properties for similarity of two triangles logically using different geometric criteria established earlier such as, Basic Proportionality Theorem, etc.
Ch -7 Coordinate Geometry	<ul style="list-style-type: none"> • derives formulae to establish relations for geometrical shapes in the context of a coordinate plane, such as, finding the distance between two given points, to determine the coordinates of a point between any two given points.
Ch -8 Introduction to Trigonometry	<ul style="list-style-type: none"> • determines all trigonometric ratios with respect to a given acute angle (of a right triangle) and uses them in solving problems in daily life contexts like finding heights of different structures or distance from them.
Ch -9 Application of Trigonometry	<ul style="list-style-type: none"> • solves problems in daily life contexts like finding heights of different structures or distance from them.
Ch -10 Circles	<ul style="list-style-type: none"> • derives proofs of theorems related to the tangents of circles
Ch -12 Area related to circles	<ul style="list-style-type: none"> • calculates area of a sector, area of a segment for different sets of data, related with real life contexts.
Ch -13 Surface areas and volumes	<ul style="list-style-type: none"> • finds surface areas and volumes of objects in the surroundings by visualising them as a combination of different solids like cylinder and a cone, cylinder and a hemisphere, combination of different cubes, etc.
Ch -14 Statistics	<ul style="list-style-type: none"> • calculates mean, median and mode for different sets of data related with real life contexts.
Ch -15 Probability	<ul style="list-style-type: none"> • determines the probability of an event and applies the concept in solving daily life problems.

Subject - Social Science

PRESCRIBED TEXT BOOKS:

1. HISTORY : India and the Contemporary World–II
2. GEOGRAPHY : Contemporary India –II
3. POLITICAL SCIENCE : Democratic Politics–II
4. ECONOMICS : Understanding Economic Development

A. Blueprint

i. Post Summer Test -

Chapters	Mark Distribution					
	1 Mark (MCQ)	2 Marks	3 Marks	4 Marks (CBQ)	5 Marks	Total
The Rise of Nationalism in Europe	2	-	1	-	1	10
Power - sharing	2	-	1	-	1	10
Resources and Development	1	-	-	-	1	6
Forest & Wildlife Resources	1	-	1	-	-	4
Development	2	1	2	-	-	10
Q(M)	8(1)	1(2)	5(3)		3(5)	40

ii. Mid Term/Halfyearly/Preboard-I-

History (India and the Contemporary World - II)			20 inclusive of map
Section	Chapter No.	Chapter name	Marks
I Events and	I	The Rise of Nationalism in Europe	
	II	Nationalism In India	
II Livelihoods, Economies and	III	The Making of a Global World	
		Interdisciplinary project as	
III Everyday Life,		The Age of Industrialization	* Marks as

Geography(ContemporaryIndia- II)		20 inclusive of mapping
ChapterNo.	Chapter Name	Marks allocated
1	ResourcesandDevelopment	17+ 3map pointing
2	ForestandWildlifeResources	
3	Water Resources	
4	Agriculture	

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Geography(ContemporaryIndia- II)			20 inclusive of mappointing
5	Minerals and Energy Resources		
6	ManufacturingIndustries		
7	LifelinesofNationalEconomy Onlymap pointing to be evaluated in the Board Examination		
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)		
PoliticalScience(DemocraticPolitics- II)			20
Unit no	Chapter No	Chapter Name	Marks allocated
I	1	Power- sharing	20
	2	Federalism	
II	3	Gender, Religion and Caste	
III	4	Political Parties	
IV	5	Outcomes of Democracy	
Economics(Understanding EconomicDevelopment)			20
Chapter No.	Chapter		Marks allocated
1	Development		20
2	SectorsoftheIndianEconomy		
3	MoneyandCredit		
4	Globalisation andThe Indian Economy To be evaluated in the Board Examination:		
	<ul style="list-style-type: none"> • What is Globalization? • Factors that have enabled Globalisation Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) <ul style="list-style-type: none"> • Production across the countries • Chinese toys in India • World Trade Organisation • The Struggle for a Fair Globalisation 		

Geography(ContemporaryIndia- II)		20 inclusive of mappointing
5	Consumer Rights (Project Work)	

B. Learning Outcomes

Name of the Chapter	Learning Outcomes
History (India and Contemporary World-II)	
I . The Rise of Nationalism in Europe	<ul style="list-style-type: none"> • Infer how the French Revolution had an impact on the European countries in the making of nation state. • Enumerate and evaluate the validity of the nature of the diverse social movements of the time • Analyse and infer how the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere. • Illustrate that, the quest for imperialism triggered the First World War.
II. Nationalism in India	<ul style="list-style-type: none"> • Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging • Summarize the aspects of the First World War that triggered two defining movements (Khilafat & Non-cooperation Movement) in India • Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the Two movements.
III. The Making of a Global World. To be evaluated in the board examination Sub topic 1 The pre modern world	<ul style="list-style-type: none"> • Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas. • Depict the global interconnectedness from the Pre modern to the present day.
Sub topic 2: 19th century 1815 -1914 Sub topic 3: The inter- war economy Sub topic 4: Rebuilding of world economy: the post war era.	<ul style="list-style-type: none"> • Enumerate the destructive impact of colonialism on the livelihoods of colonised people • Refer Annexure II
IV. The Age of Industrialisation	<ul style="list-style-type: none"> • Enumerate the features of Pre & Post

Name of the Chapter	Learning Outcomes
Note: The chapter is to be assessed in the periodic assessment only	<p>economic, political, social features of Pre and Post Industrialization.</p> <ul style="list-style-type: none"> Analyse and infer how the industrialization impacted colonies with specific focus on India.
V. Print culture and the Modern World.	<ul style="list-style-type: none"> Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India. Comment on the statement that the print revolution was not just a way of producing book but profound transformation of people. Compare and contrast the old tradition of hand written manuscripts versus the print technology. Summarise the role of Print revolution and its impact on World & India's political, social and economic condition.
Political Science(Democratic Politics-II)	
1. Power - sharing	<ul style="list-style-type: none"> Enumerates the need for power sharing in democracy. Analyse and infer the challenges faced by Belgium and Sri Lanka in ensuring Power sharing. Compare and contrast the power sharing of India with Sri Lanka and Belgium Summarize the purpose of power sharing in preserving the unity and stability of a country.
2. Federalism	<ul style="list-style-type: none"> Analyse and infer how federalism is being practised in India. Analyse and infer how the policies and politics that has strengthens federalism in practice.
3. Gender, Religion and Caste	<ul style="list-style-type: none"> Enumerates how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy Analyses and infers how different expressions based on the differences in Gender, Religion and Caste are healthy or unhealthy in a democracy
4. Political Parties	<ul style="list-style-type: none"> Enumerates the role, purpose, and no. of Political Parties in Democracy Justifies the contributions /non contributions

Name of the Chapter	Learning Outcomes
	<p>made by national and regional political parties in successful functioning of Indian democracy."</p> <ul style="list-style-type: none"> • democracy."
5. Outcomes of Democracy	<ul style="list-style-type: none"> • Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. • Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy.
Geography (Contemporary India - II)	
1. Resources and Development	<ul style="list-style-type: none"> • Enumerates how the resources are interdependent, justify how planning is essential judicious utilization of resources and the need to develop them in India • Infers the rationale for development of resources Analyse and evaluate data and information related to non- optimal land, utilization in India. • Appraise and infer the need to conserve all resources available in India suggest remedial measures for optimal utilization of underutilized resources
2. Forest and Wildlife Resources	<ul style="list-style-type: none"> • Enumerate how conservation of forests and wildlife are interdependent in nature and in maintain the ecology of India. • Analyse and infer how some of the developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests. • Summarizes the reasons for conservation of biodiversity in India under sustainable development.
3. Water Resources	<ul style="list-style-type: none"> • Enumerate why the water resource of India to be conserved. • Summarize the roles of Multipurpose projects n supporting the water requirement of India.
4. Agriculture	<ul style="list-style-type: none"> • Enumerate how agriculture plays a contributory role in Indian economy • Analyses and infers the challenges faced by the farming community in India

Name of the Chapter	Learning Outcomes
	<ul style="list-style-type: none"> Identifies and summarizes various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment.
5. Minerals and Energy Resources	<ul style="list-style-type: none"> Analyses and infers how different types of minerals are formed, where they are found, their uses, importance for human life and the economy Infers the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources Differentiates between the conventional and nonconventional sources of energy.
6. Manufacturing Industries	<ul style="list-style-type: none"> Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.
7. Life Lines of National Economy To be evaluated in the board examination Sub topics Roadways and Railways. Sub topics: Waterways and Airways	<ul style="list-style-type: none"> Enumerates how the transportation works as a life line of economy. Analyse and infer the impact of roadways and railways on the national economy Analyses and infers the challenges faced by the roadways and railway sector in India. Refer Annexure III
Economics (Understanding Economic Development)	
1. Development	<ul style="list-style-type: none"> Enumerate different and examine the different processes involved in setting developmental Goals that helps in nation building Analyse and infer how the per capita income depicts the economic condition of the nation. Evaluate the development goals that have been set for the nation by the Planning commission of India -with specific reference to their efficacy, implemental strategies, relevance to current requirements of the nation Compare and contrast how the per capita income of some countries and infer reasons for the variance Analyses the multiple perspectives on the need

Name of the Chapter	Learning Outcomes
	development.
2. Sectors of the Indian Economy	<ul style="list-style-type: none"> Analyses and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy. Propose solutions to identified problems in different sectors based on their understanding Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them Enumerates the role of unorganised sector in impacting PCI currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP Enumerates and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative Propose solutions to identified problems in different sectors based on their understanding Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them Enumerates the role of unorganised sector in impacting PCI currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP Enumerates and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative
3. Money and Credit	<ul style="list-style-type: none"> Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times Analyse and infer various sources of Credit Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/women.
4. Globalization and the Indian Economy Note: To be evaluated in the board examination Sub topics:	<ul style="list-style-type: none"> Enumerate the concept of globalization and its definition, evolution, and impact on the global economy. Evaluate the key role of the key major drivers of

Name of the Chapter	Learning Outcomes
What is Globalization? Factors that have enabled Globalisation Interdisciplinary project sub topics: Production across the countries Chinese toys in India & World trade organisation The Struggle For A Fair Globalisation	globalization and their role in shaping the global economic landscape in various countries <ul style="list-style-type: none"> Enumerates the significance of role of G20 and its significance in the light of India's present role. Refer Annexure III
5. Consumer Rights OR Social Issues OR Sustainable Development Project Work	<ul style="list-style-type: none"> Refer Annexure I Project work

CLASS X
LIST OF MAP ITEMS

Subject	Name of the Chapter	List of Areas to be pointed on the Map
History	Nationalism in India	I. Congress sessions: <ul style="list-style-type: none"> 1920 Calcutta 1920 Nagpur. 1927 Madras session, II. 3 Satyagraha movements: <ul style="list-style-type: none"> Kheda Champaran. Ahmedabad mill workers III. Jallianwala Bagh IV. Dandi march
Geography	Resources and Development	Identify: Major soil Types
	Water Resources	Locating and Labelling:
		<ul style="list-style-type: none"> Salal Bhakra Nangal Tehri Rana Pratap Sagar Sardar Sarovar Hirakud Nagarjuna Sagar Tungabhadra
	Agriculture	Identify: <ul style="list-style-type: none"> Major areas of Rice and Wheat Largest/ Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute
	Minerals and Energy Resources	Identify: <ol style="list-style-type: none"> Iron Ore mines <ul style="list-style-type: none"> Mayurbhanj Durg Bailadila

		<ul style="list-style-type: none"> • Bellary • Kudremukh <p>b. Coal Mines</p> <ul style="list-style-type: none"> • Raniganj • Bokaro • Talcher • Neyveli <p>c. Oil Fields</p> <ul style="list-style-type: none"> • Digboi • Naharkatia • Mumbai High • Bassien • Kalol • Ankaleshwar
		<p>Locate & label: Power Plants</p> <p>a. Thermal</p> <ul style="list-style-type: none"> • Namrup • Singrauli • Ramagundam <p>b. Nuclear</p> <ul style="list-style-type: none"> • Narora • Kakrapara • Tarapur • Kalpakkam
	Manufacturing Industries	<p>The theoretical aspect of this chapter will not be assessed in Periodic Tests and Board Examination. Only Map items as given in map list from this chapter will be evaluated in Board Examination.</p> <p>I. Manufacturing Industries (Locating and Labelling Only)</p> <ul style="list-style-type: none"> • Cotton Textile Industries: a. Mumbai b. Indore c. Surat d. Kanpur e. Coimbatore • Iron and Steel Plants: a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijayanagar f. Salem • Software Technology Parks: a. Noida b. Gandhinagar c. Mumbai d. Pune e. Hyderabad, f. Bengaluru g. Chennai. h. Thiruvananthapuram
	Lifelines of National Economy	<p>Locating and Labelling:</p> <p>a. Major sea ports</p> <ul style="list-style-type: none"> • Kandla • Mumbai • Marmagao • New Mangalore • Kochi • Tuticorin • Chennai • Vishakhapatnam

		<ul style="list-style-type: none"> · Paradip · Haldia b. International Airports · Amritsara (Raja Sansi-Sri Guru Ram Dasjee) · Delhi (Indira Gandhi) · Mumbai (Chhatrapati Shivaji) · Chennai (Meenam Bakkam) · Kolkata (Netaji Subhash Chandra Bose) · Hyderabad (Rajiv Gandhi)
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Subject - Science

Prescribed Books : SCIENCE

Publication : NCERT

Reference Book : NCERT Exemplar

A. Blueprint

i. Post Summer Test-

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks	Total
Chemical Reactions and Equation (CHEM)	1	2	1	0	1	13
Light-Reflection And Refraction TILL MIRROR FORMULA AND MGNIFICATION(PHY)	2	2	1	1(CBQ)	0	13
Life Processes (BIO)	2	1	2	1(CBQ)	0	14
TOTAL	5(1)	5(2)	4(3)	2(4)	1(5)	40

ii. Mid Term/Half-Yearly Examination –

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks	Total
CH-1: Chemical reactions and equations	2	1	1	0	0	7
CH-2: Acids bases and salts	1	2	0	0	1	10
CH-3: Metals and non metals	2	1	0	1	0	8
CH-5: Life processes	3	1	1	1	0	12
CH-6: Control and coordination	3	1	1	0	0	8
CH-7: How do Organisms Reproduce?	2	0	1	0	1	10
CH-9: Light- reflection and refraction	3	2	1	0	0	10

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Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks	Total
CH-10: Human eye and the colourful world	2	1	0	1	0	8
CH-11: Electricity	2	0	0	0	1	7
TOTAL	20(1)	9(2)	5(3)	3(4)	3(5)	80

iii. PRE BOARD -I-

Units	Name of the Units	Mark Distribution		
I	Chemical Substances :Nature and Behaviour	As per the CBSE Guidelines for 2024-25	25	
II	World of Living		25	
III	Natural Phenomenon		12	
IV	Effect of current		13	
V	Natural Sources		05	
		TOTAL	80	

B. Learning Outcomes

Name of the Chapter	Learning Outcomes
CH-1: Chemical reactions and equations	<ul style="list-style-type: none"> Express a chemical reaction through a chemical equation. Analyse and differentiate between various types of chemical reactions. Explain redox reactions by identifying oxidising and reducing agents Provide examples for different types of reactions. Give examples of oxidation in day to day life . Define corrosion and rancidity and suggest ways to prevent them.
CH-2: Acids bases and salts	<ul style="list-style-type: none"> compare the chemical properties of acids and bases using indicators and chemical reactions. appreciate the importance of pH in daily life. apply neutralization and pH to solve problems in day to day life.

Name of the Chapter	Learning Outcomes
	<ul style="list-style-type: none"> • identify strong and weak acids and bases. • describe the preparation of various salts. • suggest the uses of these salts.
CH-3: Metals and non metals	<ul style="list-style-type: none"> • compare and contrast the physical properties of metals and nonmetals • interpret and explain the varying degree of reactivity that metals display towards air water and acids through description and equations • describe formation of ionic compounds, give explanation for the properties shown by ionic compounds.
CH-4: Carbon and its compounds	<ul style="list-style-type: none"> • draw electron dot structures of some simple carbon compounds -covalent bonding. • provide IUPAC names and write the structural formula of the carbon compounds of simple hydrocarbons.
CH-5: Life processes	<ul style="list-style-type: none"> • Know the importance of various life processes, like nutrition, respiration, transportation and excretion in plants and animals. • critically analyse the various physiological processes related to plants and animals • appreciate the importance of different organs present in various systems and how effectively they collaborate with each other so that different systems can work effectively. • Design creative methods to bring a positive change in the life style so as to prevent the various diseases related to various systems. • Draw diagrams of various systems.
CH-6: Control and coordination	<ul style="list-style-type: none"> • identify different parts of human brain. • trace the sequence of events taking place during a reflex action. • trace the path of nervous impulse through the body. • distinguish between tropic and nastic movements. • draw well labelled diagrams of brain, reflex arc, and a neuron. • appreciate the role of hormones in humans and plants.
CH-7: How do Organisms Reproduce?	<ul style="list-style-type: none"> • discuss the importance of reproduction for continuity

Name of the Chapter	Learning Outcomes
	<p>of generation</p> <ul style="list-style-type: none"> • differentiate between asexual and sexual reproduction. • draw the different modes of reproduction. • understand the importance of using birth control. • study the reproductive systems in human male and female. • discuss the menstruation cycle. • appreciate the importance of government in banning prenatal sex determination. • learn prevention of sexually transmitted diseases.
CH-8: Heredity	<ul style="list-style-type: none"> • Critically analyse the importance of sexual reproduction as an element of genetic variation. • Study the laws of inheritance given by Mendel. • Explain Mendel's Monohybrid and Dihybrid crosses. • Explain Sex determination.
CH-9: Light- reflection and refraction	<ul style="list-style-type: none"> • study the characteristics of image formation in plane mirrors. • study the laws of reflection • differentiate between real and virtual images. • compare the types of spherical mirrors. • draw ray diagrams for image formation by Spherical Mirrors (concave and convex mirror) • solve numericals using mirror formula • study the laws of refraction.
CH-10: Human eye and the colourful world	<ul style="list-style-type: none"> • Discover that white light is a mixture of colours and appreciate that the dispersion is caused by the difference in angles of deviation caused by a prism for different colours • Correlate dispersion, refraction to certain observations in daily life and in nature like rainbow • Correlate atmospheric refraction and scattering to certain observations in daily life and in nature like twinkling of stars, blue colour of sky etc
CH-11: Electricity	<ul style="list-style-type: none"> • define electric current, potential difference, resistance, resistivity and power. • deduce ohm's law and verify it experimentally. • solve numericals on combination of resistors in series and parallel. • derive and state the joules law of heating and solve

Name of the Chapter	Learning Outcomes
	numericals based on it. <ul style="list-style-type: none"> find an expression for electric power and derive commercial unit of electrical energy.
CH-12: Magnetic effects of electric current	<ul style="list-style-type: none"> analyse the concept of magnetic field and demonstrate its presence using a bar magnet. learn the properties of magnetic field lines. discuss the magnetic field around a straight current carrying conductor, a circular loop, a solenoid and an electromagnet. state and apply right hand thumb rule to find the direction of magnetic field. study the force on a current carrying conductor in a magnetic field. state and apply Fleming's left hand rule to determine the direction of force produced. explain electromagnetic induction and state the Fleming's right hand rule to determine the direction of induced current. study the construction, working and principle of an electric motor.
CH-13 : Our Environment	<ul style="list-style-type: none"> Construct food chains and food webs. Define ecosystem and classify it into biotic and abiotic components appreciate the role of decomposers in nature. explain the 10% law of energy flow and bio magnification.

Subject - IT

Prescribed Book: IT(#402)

Publisher: NCERT

Blueprint for PST/PA1

PART A & B- EMPLOYABILITY SKILLS (20 MARKS)

UNIT NO.	UNIT NO. NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS (1 marks each)	SHORT ANSWER TYPE QUESTIONS (2 mark each)	LONG ANSWER TYPE QUESTIONS (4 mark each)	Total Questions
1	Part A- Communication Skill II	4	2	0	6

CHANGING YOUR TOMORROW

UNIT NO.	UNIT NO. NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS (1 marks each)	SHORT ANSWER TYPE QUESTIONS (2 mark each)	LONG ANSWER TYPE QUESTIONS (4 mark each)	Total Questions
2	Part B- Digital Documentation (Advanced)	4	2	1	7
		1 X 8= 8	2x4=8	1 X 4= 4	20 marks

Blueprint for PA2

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS	SHORT ANSWER TYPE QUESTIONS	TOTAL QUESTIONS
		1 MARK EACH	2 MARKS EACH	
1	Self-Management Skills-II	3	1	4
2	Information and Communication Technology Skills-II	3	1	4
TOTAL QUESTIONS		6	4	8
TOTAL MARKS		1 x 6 = 6	2 x 2 = 4	10 MARKS

PART B - SUBJECT SPECIFIC SKILLS (40 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS	SHORT ANSWER TYPE QUESTIONS	DESCRIPTIVE/ LONG ANS. TYPE QUESTIONS	TOTAL QUESTIONS
		1 MARK EACH	2 MARKS EACH	4 MARKS EACH	
1	Digital Documentation (Advanced)	6	3	2	8
2	Electronic Spreadsheet (Advanced)	6	3	2	9
TOTAL QUESTIONS		12	6	4	35
TOTAL MARKS		1 x 12 = 12	2 x 6 = 12	4 x 4 = 16	40 MARKS

Blueprint for Preboard I & II
PART A - EMPLOYABILITY SKILLS (50 MARKS)

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS	SHORT ANSWER TYPE QUESTIONS	TOTAL QUESTIONS
		1 MARK EACH	2 MARKS EACH	
1	Communication Skills-II	1	1	2
2	Self-Management Skills-II	2	1	3
3	Information and Communication Technology Skills-II	1	1	2
4	Entrepreneurial Skills-II	1	1	2
5	Green Skills-II	1	1	2
TOTAL QUESTIONS		6	5	11
NO. OF QUESTIONS TO BE ANSWERED		Any 4	Any 3	
TOTAL MARKS		1 x 4 = 4	2 x 3 = 6	10 MARKS

PART B - SUBJECT SPECIFIC SKILLS (40 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS	SHORT ANSWER TYPE QUESTIONS	DESCRIPTIVE/ LONG ANS. TYPE QUESTIONS	TOTAL QUESTIONS
		1 MARK EACH	2 MARKS EACH	4 MARKS EACH	
1	Digital Documentation (Advanced)	6	1	1	8
2	Electronic Spreadsheet (Advanced)	6	2	1	9
3	Database Management System	6	1	2	9

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS	SHORT ANSWER TYPE QUESTIONS	DESCRIPTIVE/ LONG ANS. TYPE QUESTIONS	TOTAL QUESTIONS
		1 MARK EACH	2 MARKS EACH	4 MARKS EACH	
4	Managing Health & Safety	6	2	1	9
TOTAL QUESTIONS		24	6	5	35
NO. OF QUESTIONS TO BE ANSWERED		20	Any 4	Any 3	
TOTAL MARKS		1 x 20 = 20	2 x 4 = 8	4 x 3 = 12	40 MARKS

B. Learning Outcomes

Name of the Chapter	Learning Outcomes
Digital Documentation (Advanced)	<ul style="list-style-type: none"> ● Create and apply styles in the document ● Insert and use images in document ● Create and use template ● Create and customize table of contents
Electronic Spreadsheet (Advanced)	<ul style="list-style-type: none"> ● Analyse data using scenarios and goal seek ● Link data and spreadsheets ● Share and review a spreadsheet ● Create and Use Macros in spreadsheet
Database Management System	<ul style="list-style-type: none"> ● Appreciate the concept of DBMS ● Create and edit tables using wizard and sql commands ● Perform operations on table ● Retrieve data using query ● Create Forms and Reports using wizard
Managing Health & Safety	<ul style="list-style-type: none"> ● Maintain workplace safety ● Prevent Accidents and Emergencies ● Protect Health safety at work

