

Subject : English

## ANNUAL SYLLABUS (2024-25)

Class - 10th

| Month   | Lesson  | Skill                            | Application  | Project/<br>Activity  | Learning Outcome   | Teaching<br>Aid                               |
|---|---|----------------------------------|--|---|--|---|
| <b>Term-1</b><br><br><b>April<br/>+<br/>May</b> | Chapter-1<br>A Letter to God                        | Communication                    | Official and Business<br>Letters and Reports /<br>Sending an E-mail /<br>Fax                           | (Visual Representation)<br>1. Lencho, the main character<br>in the story, is a farmer<br>He supports his family through<br>farming. The conflict in the story<br>happens histogram<br>strikes the field and<br>destroys his farm. All the hard<br>work, for nothing !The entire<br>land is wrecked by catastrophe.<br>There is no one who one help.<br>Lencho's complete faith in God<br>is amazing during the calamity.<br>So, one type of conflict<br>dominating in the story is man<br>versus nature. Discuss with your<br>partner the natural calamities<br>that play havoc in the lives of<br>people. Collect, photographs and<br>make a visual presentation to<br>share in the class. | To make students<br>understand the<br>importance of faith                          | Textbook and<br>Blackboard                    |
|   | Chapter-2<br>Nelson Mandela-Long<br>Walk to Freedom | Leadership and<br>Responsibility | Being a Head Boy/ Head<br>Girl/ Perfect, Class<br>Monitor  |   | Set and meet goals,<br>even in the face of<br>obstacles and<br>competing pressures | Interactive<br>Whiteboards and<br>Visual Aids |
|   | Poem -1 Dust of Snow                                | Adaptability                     | Going on Excursion<br>to Rohtang Pass/<br>Camping in Deserts   |   | Deal positively with<br>praise, setbacks and<br>criticism                          | Interactive<br>Whiteboards and<br>Visual Aids |
|   | Poem-2 Fire and Ice                                 | Communication                    | Interpersonal,<br>Informational,<br>Decisional Roles,<br>Delegation of Authority<br>and Responsibility |   | Build up Social and<br>Interpersonal skills  | Audio and Vidoe                               |
|   | Ch-1 A Triumph of<br>Surgery                        | Information Literacy             | Writing Food Blogs /<br>Health and Fitness Blogs   |   | Efficiently and<br>Critically access and<br>evaluate of<br>Information             | Textbook and<br>Blackboard                    |

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| April | Chapter-2 The Thief's Story  | Productivity and Accountability        | Delegating tasks to different members of a team, and explaining the consequences.          |   | Practice values, ethics and skills of professionalism      | Textbook and Blackboard                            |
|       | Grammar 1.<br>Tenses   | Information Literacy and Communication | Interpersonal, Informational, Decisional Roles, Delegation of Authority and Responsibility |   | Build up social and interpersonal skills                   | Charts, Audio and Visual                           |
| May   | Chapter- 3 Two Stories about Flying Part-I<br>His First Flight     | Initiative and Self-Direction          | Learning to ride a Bicycle   | (Group Work) Page 31 and 32 MCQ   | Take initiative to get skills up to the professional level | Textbook, Interactive White boards and Visual Aids |
|       | Chapter- 3 Two Stories about Flying Part-II<br>The Black Aeroplane | Initiative and Self-Direction          | Enquiring about Flights at Airports and Checking Schedule of Trains                        | (Concept Map) on the basis of "Reading Comprehension Text I" Let's now read the story of a bus conductor and his passengers with a dog. The story is written by A.G. Gardiner All about a Dog (Page 31 Words and Expressions) | Set goals with tangible and intangible success criteria    | Interactive Whiteboards and Visual Aids            |
|       | Ch- 3 Midnight Visitor   | Adaptability                           |  |   |  |  |
|       | Chapter-4<br>A Question of Trust                                   | Problem Solving                        | Creating a budget / providing suggestions a superintendent of Traffic Police               |   | Reflect the pros. & cons of experiences to solve problems. | Textbook and Interactive White Board               |
|       | Poem 3 : A Tiger in the Zoo  | Adaptability                           | Interpersonal, Informational Decisional Roles, Delegation of Authority and Responsibility  |   | Build up social and Interpersonal Skills                   | Interactive Whiteboards and Visual Aids            |

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|-------|--|--|---|--|---|--|
| May   | Grammar 2.<br>Modals   | Information<br>Literacy and<br>Communication | Interpersonal,<br>Informational, Decisional<br>Roles, Delegation of<br>Authority and<br>Responsibility      |  | Build up social and<br>interpersonal skills   | Charts, Slides,<br>Audio and Visual            |
|       | Chapter- 4 From<br>the Diary of Anne<br>Frank                | Creativity                                   | Writing a short story,<br>Telling a story, Doing<br>Mimes and Pantomimes<br>in a Theatrical<br>Performance. | (Oral Test) on the basis of<br>Reading of this chapter.  | to create or conceive<br>& perceive novel and<br>useful ideas                         | Interactive<br>Whiteboards and<br>Visual Aids  |
|       | Poem-4 How to<br>Tell Wild Animals                           | Critical Thinking                            | Cross - Questioning/<br>Asking Riddles  |  | Judging and Taking<br>Decision on an issue<br>after proper evaluation<br>of evidences | Textbook and<br>Interactive White<br>boards    |
| July  | Chapter-5<br>Glimpses of India<br>Part-I A Baker<br>from Goa | Productivity and<br>Accountability           | Delegating tasks to diff.<br>members of a team, and<br>explaining the<br>consequence                        | (Assignment) Page No. 70 Art<br>Integrated Activity- Collage<br>3. You have read about breads<br>and bakers in Goa                       | Practice values, ethics<br>and skills of<br>professionalism.                          | Interactive White<br>boards and<br>Visual Aids |
|       | Chapter- 5 Glimpses<br>of India<br>Part-II Coorg             | Accessing and<br>Analysing<br>Information    | Preparing research papers<br>for Business Firms as<br>well as Government<br>Agencies                        | (Field work)-Collect the pictures<br>and information about vintage,<br>royal and luxury trains in India.<br>The Frontier mail, the train | Blend and use ideas<br>from diverse teams to<br>innovate and<br>implement             | Interactive<br>White boards and<br>Visual Aids |

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|-------|---|------------------------------|---|---|--|---|
| July  | Chapter-5<br>Glimpses of India<br>Part-III Tea from Assam | Information<br>Literacy      | Participation in<br>Debates / Making<br>Documentaries   | mentioned in the passage on the<br>Parsi community was the<br>prestigious and luxurious train<br>which was flagged off in 1928<br>from Bombay to Peshawar. It<br>was the fastest train known for<br>its punctuality. It covered the<br>distance of 2,335 kms in record<br>time of seventy two hours.<br>(Quiz) on the basis of Questions<br>in BBC Compacta | Efficiently and<br>critically access and<br>evaluation of<br>information | Textbook and<br>Interactive<br>Whiteboard |
| July  | Chapter-5<br>Footprints without<br>Feet                   | Creativity and<br>Innovation | Designing Posters<br>and Pamphlets, Giving<br>Advertisements in<br>Newspaper and<br>Magazines               |   | To develop lateral<br>thinking   | Textbook and<br>Interactive<br>Whiteboard |
| July  | Chapter-6<br>The Making of a Scientist                    | Creativity and<br>Innovation | Writing a short story,<br>Telling a story, Doing<br>Mimes and Pantomimes<br>in a Theatricals<br>Performance |   | To develop lateral<br>thinking   | Textbook and<br>Interactive<br>Whiteboard |

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|--------|---|--|--|--|--|---------------------------------------|
| July   | Poem-5 The Ball Poem  | Flexibility and Adaptability           | Playing the role of a comperor stage secretary   |  | Understand, negotiate and balance diverse views and beliefs      | Textbook and Interactive Whiteboard   |
|        | Poem-6 Amanda   | Social and Cross-Cultural Interaction  | Acting in Managerial Capacities abroad.  |  | Be open to various perspectives                                  | Textbook and Interactive Whiteboard   |
|        | Grammar 4. Reported Speech<br>a) Commands and Requests (b) Statements (c) Questions | Communication and Information Literacy | Interpersonal, Informational, Decisional Roles, Delegation of Authority and Responsibility |  | Build up Social and Interpersonal skills                         | Charts, Slides Audio and Visual       |
| August | Chapter-6 Mijbil the otter  | Social and Cross Cultural Interaction  | Role of International Mediator   | Observation :-<br>Page 73 Unit 6 on Mijbil The otter | Blend and use ideas from diverse teams to innovate and implement | Text book and Interactive White board |
|        | Chapter-7 Madam Rides the Bus   | Initiative and Self Direction          | Enquiring about Flights at airports and Checking Schedule of Trains                        | (Worksheet)Page 94-98<br>Reading Comprehension       | Monitor, define prioritize and complete your tasks               | Text book and Interactive White board |
|        | Chapter-7 Necklace  | Critical Thinking                      | Cross-Questioniong/<br>Asking Riddles  |  | Being able to use reasoning appropriate to the situation         | Textbook and Audio Visual             |

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|-------|---------------------------------------|--|---|----------------------|---|---|
| Aug.  | Poem-7 The Trees                      | Critical Thinking                            | Interpersonal,<br>Informational,<br>Decisional Roles,<br>Delegation of<br>Authority and<br>Responsibility |                      | Build up Social and<br>Interpersonal skills | Textbook and<br>Interactive<br>Whiteboard |
|       | Poem-8 Fog                            | Communication                                | Interpersonal,<br>Informational,<br>Decisional Roles,<br>Delegation of<br>Authority and<br>Responsibility |                      | Build up Social and<br>Interpersonal skills | Textbook and<br>Interactive<br>Whiteboard |
|       | Grammar-3.<br>Subject- Verb Agreement | Communication<br>and Information<br>Literacy | Interpersonal,<br>Informational,<br>Decisional Roles,<br>Delegation of<br>Authority and<br>Responsibility |                      | Build up Social and<br>Interpersonal skills | Textbook and<br>Interactive<br>Whiteboard |
| Sept. |                                       | Term-I Examination                           |   |                      |   |   |

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|-------|---|--|--|--|---|-------------------------------------|
| Oct.  | Chapter- 8 The Sermon at Benares        | Critical Thinking                      | Cross-Questioning / Asking Riddles   | (Class Discussion)<br>On Marriage<br>Page 125 (2) You have read 'The Proposal' | Analyze and evaluate various perspectives                                   | Textbook and Interactive Whiteboard |
|       | Chapter-9 The Proposal (Play)           | Social and Cross-Cultural Interaction  | Playing the role of a comperer or stage secretary  |  | To adjust or change oneself to best meet the needs of a situation.          | Textbook and Interactive Whiteboard |
|       | Poem-9 The Tale of Custard the Dragon   |  |  |  | Build up social and interpersonal skills                                    | Textbook and Interactive Whiteboard |
|       | Poem-10 For Anne Gregory                | Communication                          | Giving Presentation and Speeches and Holding Online Meetings                               |  | To develop Lateral Thinking   | Textbook and Audio-Visual           |
|       | Chapter-8 Bholi                         | Social and Cross-Cultural Interaction  | Acting in Managerial Capacities abroad   |  | Prioritizing, Planning, and applying Knowledge and skills to make decisions | Textbook and Audio-Visual           |
|       | Chapter-9 The Book that Saved the Earth | Productivity and Accountability        | Taking ownership of their work to contribute to the company's success                      | Revision as per Official Order   | Build up Social and Interpersonal Skills                                    | Charts-Slides Audio and Visual      |
|       | Grammar- 5. Determiners                 | Communication and Information Literacy | Interpersonal, Informational, Decisional Roles, Delegation of Authority and Responsibility |  |   |                                     |

SEA :- Art Integrated Activity :- Visual Art :- How to tell Wild Animals Poem-4

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| <b>Term-1</b><br><br><b>April<br/>+<br/>May</b> | ਸਾਹਿਤ ਮਾਲਾ-<br>ਕਵਿਤਾ-<br>1. ਸੋ ਕਿਉਂ ਮੰਦਾ ਆਖੀਐ<br>2. ਕਿਰਪਾ ਕਰਿ ਕੈ ਬਖਸਿ ਲੈਹੁ<br>ਵਾਰਤਕ-<br>1. ਘਰ ਦਾ ਪਿਆਰ<br>2. ਬੋਲੀ<br>ਵੰਨਗੀ-<br>ਕਹਾਣੀ- ਕੁਲਫੀ<br>ਇਕਾਂਗੀ- ਜਫ਼ਰਨਾਮਾ<br>ਵਿਆਕਰਨ-<br>ਸਮਾਸੀ ਸ਼ਬਦ<br>ਅਗੇਤਰ-ਪਿਛੇਤਰ<br>ਇਸ਼ਤਿਹਾਰ ਰਚਨਾ<br>ਮੁਹਾਵਰੇ ‘ਕ’ ਅੱਖਰ ਵਾਲੇ<br>ਦਫ਼ਤਰੀ ਪੱਤਰ 1 ਤੋਂ 5<br>ਤੱਕ, ਲੇਖ<br>1) ਮੇਰੇ ਜੀਵਨ ਦਾ ਉਦੇਸ਼<br>2) ਕੰਪਿਊਟਰ ਦਾ ਵੱਧ<br>ਰਿਹਾ ਪ੍ਰਭਾਵ | ਉਚਾਰਨ ਕਲਾ ਅਤੇ ਭਾਸ਼ਾ<br>ਦਾ ਗਿਆਨ<br><br><br><br><br><br>ਨਵੇਂ ਸ਼ਬਦਾਂ ਦੀ<br>ਜਾਣਕਾਰੀ।<br><br><br>ਕੰਪਿਊਟਰ ਸੰਬੰਧੀ<br>ਜਾਣਕਾਰੀ। | ਨਵੇਂ-ਨਵੇਂ ਸ਼ਬਦਾਂ ਬਾਰੇ<br>ਜਾਣਕਾਰੀ ਜਿਵੇਂ-ਭੰਡਿ,<br>ਨਿੰਮੀਐ, ਬੰਧਾਨ, ਊਜਲੇ,<br>ਖਤੇ ਕਿਲਵਿਖੁ, ਪਾਰਾਵਾਰੁ,<br>ਵਿਕਾਰ, ਤੁਠੈ ਆਦਿ<br><br>ਗੁਰਬਾਣੀ ਦੇ ਸ਼ਬਦਾਂ ਨੂੰ<br>ਸੁੱਧ ਪੜ੍ਹਨਾ।<br><br>ਵਿਦਿਆਰਥੀ ਇਸ਼ਤਿਹਾਰ<br>ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਵੇਗਾ। | ਹਫ਼ਤਾਵਾਰੀ ਟੈਸਟ<br>ਅਪ੍ਰੈਲ-3<br>ਮਈ-3<br><b>Multiple Assessment</b><br>1. Assignment ਕੰਪਿਊਟਰ<br>ਦਾ ਵਧ ਰਿਹਾ ਪ੍ਰਭਾਵ<br>2. Oral Test<br>3. Work sheet ਸਮਾਸੀ<br>ਸ਼ਬਦ<br>4. Quiz<br>5. Class Discussion<br>SEA<br>1. Project- Art Integrated<br>ਸ਼ਬਦ<br>2.ਕਵਿਤਾ ਉਚਾਰਨ-<br>ਸੋ ਕਿਉਂ ਮੰਦਾ ਆਖੀਐ। | ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਮਨ<br>ਵਿੱਚ ਔਰਤ ਪ੍ਰਤੀ ਸਤਿਕਾਰ<br>ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਹੋਈ।<br>ਰਿਸ਼ਤਿਆਂ ਦੀ ਕਦਰ ਕਰਨ,<br>ਅਪਣਤ, ਪਿਆਰ, ਨਿੱਘ,<br>ਮਿਲਜੁਲ ਕੇ ਰਹਿਣ ਦੇ<br>ਨੈਤਿਕ ਗੁਣ ਪੈਦਾ ਹੋਏ।<br>ਦੂਜੀਆਂ ਭਾਸ਼ਾਵਾਂ ਦੀ ਤੁਲਨਾ<br>ਵਿੱਚ ਆਪਣੀ ਮਾਤ-ਭਾਸ਼ਾ<br>ਬੋਲਣ ਨੂੰ ਤਰਜੀਹ ਦੇਵੇਗਾ।<br>ਵਿਦਿਆਰਥੀ ਨਿਮਨ ਵਰਗ<br>ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ ਤੋਂ ਜਾਣੂ<br>ਹੋਇਆ। ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ<br>ਜੀ ਦੇ ਲਿਖੇ ਜਫ਼ਰਨਾਮੇ ਤੋਂ<br>ਅਤੇ ਇਸਦੇ ਔਰੰਗਜ਼ੇਬ ਤੇ<br>ਪਏ ਪ੍ਰਭਾਵ ਤੋਂ ਜਾਣੂ ਹੋਏ | ਬਲੈਕ ਬੋਰਡ<br>ਪਾਠ-ਪੁਸਤਕ |



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| Month   | Lesson  | Skill  | Application   | Project/<br>Activity   | Learning Outcome  | Teaching<br>Aid  |
|---|---|--|---|--|---|--|
| <b>Term-2</b><br><br><b>Oct.<br/>+<br/>Nov.</b> | ਸਾਹਿਤ-ਮਾਲਾ<br>ਕਵਿਤਾ-<br>1. ਸਤਿਗੁਰ ਨਾਨਕ<br>ਪ੍ਰਗਟਿਆ<br>2. ਜੰਗ ਦਾ ਹਾਲ<br>ਵਾਰਤਕ-‘ਤੁਰਨ ਦਾ ਹੁਨਰ’<br>ਵੰਨਗੀ-<br>ਕਹਾਣੀ-ਧਰਤੀ ਹੇਠਲਾ<br>ਬਲਦ<br>ਇਕਾਂਗੀ-“ਦੂਜਾ ਵਿਆਹ”<br>ਵਿਆਕਰਨ<br>ਕਿਰਿਆ-ਵਿਸ਼ੇਸ਼ਣ<br>ਬਹੁ-ਅਰਥਕ ਸ਼ਬਦ<br>ਮੁਹਾਵਰੇ ‘ਛ’, ‘ਜ’ ‘ਝ’<br>ਅੱਖਰ ਵਾਲੇ<br>ਨਿੱਜੀ ਪੱਤਰ/ਦਫ਼ਤਰੀ ਪੱਤਰ<br>ਤਸਵੀਰ ਦੇ ਆਧਾਰ ਤੇ<br>ਵਰਨਣ<br>ਲੇਖ-ਰਚਨਾ<br>(ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਅਤੇ<br>ਆਮ ਵਿਸ਼ੇ) | ਉਚਾਰਨ ਕਲਾ ਅਤੇ ਭਾਸ਼ਾ<br>ਦਾ ਗਿਆਨ<br><br><br><br><br><br><br><br><br><br>ਨਵੇਂ ਸ਼ਬਦਾਂ ਦੀ<br>ਜਾਣਕਾਰੀ। | ਵਿਦਿਆਰਥੀ ਰੋਜ਼ਾਨਾ<br>ਸੈਰ ਕਰੇਗਾ<br>ਦੇਸ਼ ਦੀ ਸੁਰੱਖਿਆ ਨੂੰ<br>ਮੱਦਨਜ਼ਰ ਰੱਖਦੇ ਹੋਏ<br>ਦੇਸ਼ ਦੀ ਭਲਾਈ ਲਈ ਕੀਤੇ<br>ਜਾਂਦੇ ਕਾਰਜਾਂ ਵਿੱਚ ਵੱਧ-<br>ਚੜ੍ਹ ਕੇ ਹਿੱਸਾ ਲਵੇਗਾ।<br><br>ਰਿਸ਼ਤੇਦਾਰਾਂ/ਮਿੱਤਰਾਂ/<br>ਦੋਸਤਾਂ ਨੂੰ ਖ਼ਤ ਲਿਖਣ<br>ਦਾ ਯਤਨ ਕਰੇਗਾ।<br><br>ਆਮ ਗੱਲਾਂ-ਬਾਤਾਂ ਵਿੱਚ<br>ਮੁਹਾਵਰਿਆਂ ਦੀ ਵਰਤੋਂ<br>ਕਰੇਗਾ।<br><br>ਕਿਸੇ ਵੀ ਦ੍ਰਿਸ਼ ਨੂੰ ਦੇਖ ਕੇ<br>ਉਸ ਸੰਬੰਧੀ ਆਪਣੇ ਵਿਚਾਰ<br>ਪੇਸ਼ ਕਰਨ ਦਾ ਯਤਨ<br>ਕਰੇਗਾ | ਹਫ਼ਤਾਵਾਰੀ ਟੈਸਟ<br>ਅਕਤੂਬਰ -3<br>ਨਵੰਬਰ-3<br><b>Multiple Assessment</b><br>1. Assignment ਸਮਾਜਿਕ<br>ਸਮੱਸਿਆ ਨਾਲ ਸੰਬੰਧਤ<br>ਵਿਸ਼ੇ 'ਤੇ<br>2. Oral Test<br>3. Work sheet ਕਿਰਿਆ<br>ਵਿਸ਼ੇਸ਼ਣ<br>4. Quiz<br>5. Class Discussion<br>1. Story telling<br>ਧਰਤੀ ਹੇਠਲਾ ਬਲਦ<br>2. Listening / Speaking skill | ਵਿਦਿਆਰਥੀ ਗੁਰੂ ਨਾਨਕ<br>ਦੇਵ ਜੀ ਦੇ ਆਗਮਨ ਸਮੇਂ<br>ਦੀ ਸਥਿਤੀ ਤੋਂ ਜਾਣੂ ਹੋਏ<br>ਅਤੇ ਸਿੱਖਾਂ ਅਤੇ ਅੰਗਰੇਜ਼ਾਂ<br>ਦੇ ਹੋਏ ਯੁੱਧ ਵਿੱਚ ਸਿੰਘਾਂ<br>ਦੁਆਰਾ ਕੀਤੀਆਂ<br>ਕੁਰਬਾਨੀਆਂ ਤੋਂ ਜਾਣੂ ਹੋਏ।<br>ਸੈਰ ਦੀ ਮਹੱਤਤਾ ਤੋਂ ਜਾਣੂ<br>ਹੁੰਦੇ ਹੋਏ ਸੈਰ ਕਰਨ ਲਈ<br>ਪ੍ਰੇਰਿਤ ਹੋਏ।<br>ਵਿਦਿਆਰਥੀ ਮੁਹਾਵਰਿਆਂ<br>ਦੇ ਅਰਥਾਂ ਤੋਂ ਜਾਣੂ ਹੁੰਦਾ<br>ਹੋਇਆ ਆਪਣੀ<br>ਰੋਜ਼ਾਨਾ ਭਾਸ਼ਾ ਵਿੱਚ ਇਹਨਾਂ<br>ਦੀ ਵਰਤੋਂ ਕਰਦਾ ਹੈ।<br>ਵਿਦਿਆਰਥੀ ਕਿਸੇ ਵੀ<br>ਤਸਵੀਰ ਨੂੰ ਦੇਖ ਕੇ ਉਸ<br>ਵਿਚਲੇ ਦ੍ਰਿਸ਼ ਦਾ ਵਰਨਣ<br>ਆਪਣੀ ਸਮਝ ਅਨੁਸਾਰ<br>ਆਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ, ਸ਼ੁੱਧ<br>ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ<br>ਕਰਕੇ ਬਿਆਨ ਕਰਨ ਦੇ<br>ਯੋਗ ਹੋਇਆ। | ਬਲੈਕ ਬੋਰਡ,<br>ਪਾਠ-ਪੁਸਤਕ<br><br><br><br><br><br><br><br><br><br>ਕਿਰਿਆ-ਵਿਸ਼ੇਸ਼ਣ<br>ਦੀ ਪ੍ਰੀਭਾਸ਼ਾ ਅਤੇ<br>ਕਿਸਮਾਂ ਦਾ ਚਾਰਟ। |

**Subject : Punjabi**

## **ANNUAL SYLLABUS (2024-25)**

**Class - 10th**

| <b>Month</b>                          | <b>Lesson</b>   | <b>Skill</b> | <b>Application</b> | <b>Project/<br/>Activity</b>          | <b>Learning Outcome</b> | <b>Teaching<br/>Aid</b> |
|---------------------------------------|---|--------------|--------------------|---------------------------------------|-------------------------|-------------------------|
| <b>Term-2<br/>Dec.<br/>+<br/>Jan.</b> | ਸਾਰਾ ਸਿਲੇਬਸ<br><br>Pre-Board-1<br><br>Pre-Board-2<br><br>Final Exam |              |                    | ਹਫ਼ਤਾਵਾਰੀ ਟੈਸਟ<br>ਦਸੰਬਰ -3<br>ਜਨਵਰੀ-3 |                         |                         |

Subject : Maths

## ANNUAL SYLLABUS (2024-25)

Class - 10th

| Month   | Lesson   | Skill  | Application  | Project/<br>Activity   | Learning Outcome   | Teaching<br>Aid                                     |
|---|--|--|--|--|--|---|
| <b>Term-1</b><br><br><b>April<br/>+<br/>May</b> | Chapter-1 Real Number                                  | *Fundamental Theorem of Arithmetic<br>*If Prime Number Divide 'a' it also divide 'a' | * Find L.C.M. and H.C.F. and its use in our day to day life.                                     | * Flow chart on Number system  | * Classification of real numbers   | Chalk, Blackboard<br>Smart classroom<br>Projector   |
|   | Chapter-2<br>Polynomial                                | *Zeroes of a quadratic polynomial and its relation with coefficients                 | *Geometrical Meaning of Zeroes of Polynomial   | Zeroes of Polynomial   | * Know how to add, represent, find zero, multiply polynomials  | Chalk, Blackboard<br>Smart classroom<br>Projector   |
|   | Chapter-3<br>Pair of Linear Equations in Two Variables | Solution of Linear Eqn. by Graphical method, Substitution, Elimination method        | Solution of day to day life, problems by Using Pairs of linear equations in two variables.       | Graphical Method of Solving Pair of Linear Equation.                                 | Solve Various Problems using two variables, one known and other unknown.                               | Chalk, Blackboard<br>Smart classroom<br>Projector   |
|   | Chapter-4<br>Quadratic Equations                       | Solutions of Quadratic equations by factorisation and by quadratic formula           | Situational Problems on quadratic equations related to day to day activities to be incorporated. | Chart for nature of roots  | *Distinguish real solutions from imaginary<br>*Relate quadratic equations to real life.                | Marker, White Board<br>Smart Classroom<br>Projector |
|   | Chapter-5<br>Arithmetic Progressions                   | *Knowledge of A.P.<br>*nth term of A.P.<br>*Sum of first n terms of A.P.             | Solution of day to day problems by application of A.P.   | *Represent the A.P. series by cutting and Pasting and find sum of n natural numbers. | * Know various terms associated with AP<br>*Understand the formula to find nth term and sum of n terms | White Board, Marker<br>Smart Class, Projector       |

Subject : Maths

## ANNUAL SYLLABUS (2024-25)

Class - 10th

| Month  | Lesson                                     | Skill  | Application   | Project/<br>Activity   | Learning Outcome  | Teaching<br>Aid                                  |
|--|--|--|---|--|---|--|
| Term-1<br>April<br>+<br>May<br><br><br>July<br>+<br>August | Chapter-7<br>Coordinate Geometry           | * Concept of coordinate Geometry<br>* Distance Formula<br>* Section Formula  | * Determine the separation between two places.<br>To determine m:n ratios dividing the ratio.                 | To verify the distance formula by graphical method   | * Plot points in coordinate plane.<br>* Apply Distance and Section formula.                                   | White Board, Marker, Smart Class room, Projector |
|  | Chapter-6<br>Triangles                     | * Basic Proportionality Theorem<br>* Converse of B.P.T.<br>* Similarity of Triangles                                   | * To understand that how carpenters utilise right angled triangle to collect distance around corners.         | * Basic Proportionality Theorem line drawn parallel to one side of Triangle cuts the other Two sides proportionally. | * Understand Proportionality<br>* Recognise Similar Triangles<br>* Understand definition of Similar Triangle. | White Board, Marker, Smart Class room, Projector |
|  | Chapter- 10<br>Circles                     | * Concept of Tangents<br>* Number of points to circle from point on circle and a point outside circle.                 | * To understand that when bicycle moving on road, we observe that wheel is like circle and road like tangent. | To verify that the lengths of tangents to a circle from external point are equal.                                    | * Tangent is always perpendicular to radius of circle and tangents from external point are equal.             | White Board, Marker, Smart Class room, Projector |
|  | Chapter- 8<br>Introduction to Trigonometry | * Trigonometric ratios of an acute angles<br>* relation b/w ratios<br>* proof and application of Trigonometry Identity | Learn how to apply T.R. and Identity like $\sin^2\theta + \cos^2\theta = 1$                                   | Geometrical represents of t-ratios, identities chart   | * Understand how T.R. relate to right Triangles and its solution.   | White Board, Marker, Smart Class room, Projector |

Subject : Maths

## ANNUAL SYLLABUS (2024-25)

Class - 10th

| Month  | Lesson                                | Skill  | Application   | Project/<br>Activity  | Learning Outcome   | Teaching<br>Aid                                  |
|--|---------------------------------------|--|---|---|--|--|
| <b>Term-I</b><br><br><b>July</b><br>+<br><b>August</b> | Chapter- 9<br>Height and Distance     | * Concept of angle of elevation and depression<br>* Solution Problems on Height and Distances. | * Solution of problems (like finding height of tree)<br>* Determine distance between shore of sea.  | To find the height of a building using a clinometer   | * Understand that it is used to determine Height of Building, Trees, Light house etc.          | White Board, Marker, Smart Class room, Projector |
|  | Chapter- 15<br>Probability            | * Classical definition of Probability<br>* Simple Problems on finding probability of an event  | * Ability to find probability of terms like at least ( $\geq$ ) at most ( $\leq$ ) and (common) 'or' (all with common are) etc.           | * - Verify that finding probability through experiment is different from finding probability by calculation.                                      | * Understand the Theoretical approach of Probability   | White Board, Marker, Smart Class room, Projector |
|  | Chapter-12<br>Area Related to Circles | * Area of Sector and segment of a circle.<br>* Problem based on its area and perimeter.        | * Find the solution of Problem based on combination of plane, figures circle, Triangle and Quadrilateral etc.                             | * Demonstration of the formula that the area of circle is half the product of its circumference and radius (By Proper cutting and pasting method) | * Understand area, Perimeter to Plane Figures like circle, quadrant, segment, sector etc.      | White Board, Marker, Smart Class room, Projector |
|  | Chapter-13<br>Surface Area and Volume | * Surface Area and Volume of Combinations of two figures, Cube, Cuboid, Sphere etc.            | * Implementation of formulas related to surface area and volume of solid figures in solving simple and complex problems.                  | * Two compare the volume of two right circular cylinder which are formed from the rectangular sheets of paper having same dimensions.             | * Understand the Mathematical relationship between surface area and volume with real objects.  | Marker, White Board, Smart Classroom, Projector  |
|  | Chapter-14 Statistics                 | Mean, Median and Mode of Grouped data  | * Understand the basic difference between formulas of mean, median mode and also relation between mean, median, mode. (Empirical Formula) | * To find Mode graphically  | * Understand to form grouped frequency distribution table and find their Mean, Median and Mode | Marker, White Board, Smart Classroom, Projector  |

| Month  | Lesson  | Skill  | Application  | Project/<br>Activity   | Learning Outcome  | Teaching<br>Aid  |
|--|---|--|--|--|---|--|
| <b>Term-I</b><br><b>March,</b><br><b>April</b><br><b>+</b><br><b>May</b> | 1. Light reflection and refraction<br>2. Human Eye and Colourful World<br>3. Chemical Reactions and equations<br>4. Acids, Bases and Salts<br>5. Life Processes<br>6. Our Environment | Critical Thinking,<br>Technology<br>Literacy | 1. To solve numerical related to spherical mirrors and lenses, define and calculate refractive index of a medium.<br>2. To identify the defect of vision and way for its rectification.<br>3. To classify and identify the materials, according to acid, base or salt.<br>4. To define the properties of various types of salts used in day-to-day life.<br>5. To know about various life processes inside human body.<br>6. To understand of environment and its components | Practical No. 1, 2, 6, 7, 10, 11, 13<br>Multiple Assessment :-<br>1.c. Visual Representation on ray diagrams of mirrors and lenses<br>2. Worksheet on chemical reactions and equations.<br>3. b. Concept Maps on life processes. | Draws conclusion,<br>Uses scientific conventions to represents units of various quantities / symbols /formula/equations, classifies materials/ objects / organisms/ phenomena / processes, based on, properties / characteristics,<br>Draws labelled diagrams/flow charts/ concept map/ graphs, such as digestive, respiratory, circulatory, excretory and reproductive system. | 1. Smart class and the activities given in NCERT text book |

| Month   | Lesson   | Skill                                 | Application   | Project/<br>Activity  | Learning Outcome   | Teaching<br>Aid   |
|---|--|---------------------------------------|---|---|--|---|
| <b>July<br/>+<br/>Aug.</b><br><br><b>Term-1</b> | 1. Metals and Non-Metals<br>2. Current electricity<br>3. Control and co-ordination                                     | Productivity<br>Accountability        | 1. Will be able to classify the materials of day-to-day life as metals and non-metals.<br>2. To make electric circuits at home and mend electric appliances.<br>3. Will be able to explain how our body works | Practical No. 3, 4, 5<br><b>2. Multiple Assessments :-</b><br>1. Assignment on metallurgy.<br>2. Model for electric circuit.<br>3.g. Class Discussion on control and co-ordination. | Classifies materials on the basis of their physical and chemical properties, plans and conducts investigations/ experiments to arrive at and verify the facts, principles, phenomena or to seek answers to queries on their own.       | By exploring the electric circuits practically.<br>Using smart class. |
| <b>Oct.<br/>+<br/>Nov.</b><br><br><b>Term-2</b> | 1. Carbon and Its compounds<br>2. Magnetic effects of Electric current<br>3. Heredity and Evolution<br>4. Reproduction | Social and Cross-Cultural Interaction | 1. To different between alcohol and acetic acid.<br>2. To know how magnetic compass can be used to determine geographical directions.<br>3. To know the hierarchy of evolution of species on the earth.       | Practical No. 8, 9, 12, 14<br><b>2. Multiple Assessments :-</b><br>1.Quiz on carbon and its compounds.<br>2. b. Concept Map on magnetic effects of electric current.                | Takes initiative to know about Mendel's contribution in understanding the concept of inheritance. Relates processes and phenomena with causes / effects , such as hormones with their functions, tooth decay with pH of saliva,growth. | By conducting NCERT text book activities and using smart class.       |



| Month   | Lesson   | Skill  | Application   | Project/<br>Activity  | Learning Outcome  | Teaching<br>Aid   |
|---|--|--|---|---|---|---|
| His.<br><br>Geo.<br><b>April</b><br>+<br><b>May</b><br><br><b>Term-1</b><br><br>Pol. Sci.<br><br>Eco. | L-1 The Rise of Nationalism & Europe<br>L-2 Nationalism in India<br>L-1 Resources<br>L-2 Forest & Wild Life Resources<br>L-3 Water Resources<br><br>L-1 Power Sharing<br>L-2 Federalism<br>L-1 Development<br>L-2 Sector of Indian Economy | Through discussion debate and written Assignments related to nationalist ideologies.<br>Geo-1<br>Explanation of Resources with changes<br>Pol. Sci. L-1<br><br>Role of democratic and Non-Democratic Countries<br>Eco. L-1 Discussion on the Development of India. | L-1 His.<br>Explain the role of Philosopher and Artists to develop the idea of National state in Europe.<br>L-2<br>Role of gandhiji to start No cooperation and Khilaf movement.<br>L-1 Geo. Importance of Resources in life and Growth of nation<br>examine the role of Resource planing<br>L-2 Geo.<br>Importance of conserving forests and wild life and their interdependency in maintaining.<br>Ecological balance | Quiz<br>Picture Comprehension<br><br>Quiz<br>Present<br>L-1 Geo. Role play Soil Types<br><br>L-1 Eco.<br>Role Play on sustainable development | How french, Revo. had impact on the European countries in the making of nation state.<br>How imperialism led to first world war.<br>L-2 His<br>Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the two movements.<br>L-1 Geo.<br>How Resources Interdependent, How planning is essential for Judicious utilisation of Resources | Text Book<br><br><br><br><br><br><br><br><br><br>Text Book<br><br><br><br><br><br><br>Text Book |

| Month  | Lesson   | Skill   | Application   | Project/<br>Activity  | Learning Outcome   | Teaching<br>Aid  |
|--|--|---|---|---|--|--|
| His.<br><br>Geo.<br>April<br>+<br>May<br>Term-1<br><br>Pol. Sci.<br><br><br><br>Eco. | L-3 The Making of Global World<br><br>L-4 Age of Industrialisation<br><br>L-4 Agriculture<br>L-5 Mineralis and Energy Resources<br><br>L-3 Gender, Religion and Caste<br>L-4 Political Parties<br><br><br>L-3 Money and Credit | His. L-3 Discussion and debate How trade unit the Asia and Africa .<br><br>His. L-4 Role of Industry in beginning of Modern world<br><br>Geo. L-4 Explain and Discuss the types of Agriculture.<br><br>Geo. L-5 Explain and Discuss the role of minerals and Energy Reso.<br><br>L-2 Eco. Discuss the three main activities in economy Role of Organised and Unorganised sectors.<br><br>L-3 Pol Sci. Discuss and Explain the role of woman and their Rights. | L-3 Geo. Importance of water resources for conservation of water resources India. Role of multi Purpose Project.<br>L-1 Pol. Sci. Analyse the challenges faced by countries like Belgium and Sri Lanka<br><br>L-2 Pol. Sci. Importance of Federalism in India.<br><br>Eco. L-1 Need for sustainable Development Role of HDI<br><br>Eco. L-2 Role of diff. sector in the growth of economy employment generating sectors. Role of Public, Private Sectors. | L-3 Geo. Rain Water harvesting chart<br><br>L-4 Geo. Role Play on the importance of Agriculture.<br><br>Study the HDI of different countries. | L-2 Geo How conservation of forests and wild life are inter dependent in nature and to maintain the ecology of India.<br>L-3 Geo. Why there is need to conserve water Resources.<br>Role of M.P.P in supporting the water requirement of India.<br>L-1 Pol Sci Why there is need for power sharing in democracy.<br>Challenges faced by Belgium and Sri Lanka<br>L-2 Pol. Sci. How Federalism is being practised in India.<br>Eco.- L-1 Developmental goal per capita income depicts the economic condition of the nation. | Text Book map on books.<br><br><br>Text Book map of India.<br><br><br>Text Book<br><br>Text Book<br><br>Text Book<br><br>Text Book |

| Month   | Lesson   | Skill   | Application  | Project/<br>Activity   | Learning Outcome  | Teaching<br>Aid                             |
|---|--|---|--|--|---|---|
| His.<br><br>Geo.<br>Oct.<br>+<br>Nov.<br>term-2 | L-5 Print culture and the modern world<br><br>L-6 Manufacturing industries<br><br>L-7 Life lines of National Economy<br>Map Work<br><br>Pol. Sci.<br>L-5 Outcome of Democracy<br>Eco. L-4 Globalisation and the Indian Economy<br><br>Project Work | Geo. L-2 Discuss the relation between forest and wild life.<br>L-3 Geo. Explain the source water. Discuss the role of Rivers and dam.<br>Pol. Sci. L-2 Discuss the Benefit of Federal system of govt.<br>Eco. L-2 Discuss the different activities and their role in Indian economy.<br>L-3 Eco. Explain and Discuss the Role of Banks in Indian Economy.<br>L-5 His. Discuss with student about first printing method.<br>Role of china and Europe in print culture.<br><br>Role of Printing Press | His. L-3 Importance of Globalization Role of silk Route, Role of Spain and Portugese in their expansion policy.<br>His. L-4 Discuss the impact of Industrialization in the colonies with specific focus in India.<br>His. L-5 Explain and Discuss with student how the print Technology change the life of people in world.<br>L-4 Geo. Discuss and explain the primitive and modern farming its. Benefit and impact on environment of modern farming.<br>Geo. L-5 Explain and distinguish between conventional and non-conventional source of energy.<br>L-6 Geo. Discuss the importance of industries their location. Impact on Environment sustainable development. | Map work<br>Location of minerals Iron, ore, local field.<br><br>Map Work<br>Location of Industries<br>Iron steel industries. | Eco. L-2 How the economic activities in diff. sectors contribute to the overall growth and development of the Indian Economy<br>His. Impact of colonialism as the life of colonised people. What are the changes in the political culture and technological areas.<br>His. L-4 How the Industrialization impacted colonies with specific focus on India.<br>Geo. L-4 Role of Agriculture in Indian Economy challenges faced by the farming community in India. Impact of modern methods on Environment.<br>Geo-L-5 Formation of minerals where they found their uses and importance for human beings. | Text Book<br><br>Text Book<br><br>Text Book |

| Month                           | Lesson  | Skill | Application   | Project/<br>Activity | Learning Outcome   | Teaching<br>Aid |
|---------------------------------|---|-------|---|----------------------|--|-----------------|
| Dec.<br>+<br>Jan.<br><br>Term-2 | Geo.L-6 Explain the role of industries in the growth of Economy.                    |       | Geo. L-7 Only map work<br>Roads, Water way<br>airway, ports   |                      | L-3 Pol. Sci. Role of Caste religion in democracy<br>Role of woman in democracy.   | Text Book       |
|                                 | I-7 Geo.<br>Only map Discuss the measure of<br>Transport map work                   |       | Eco. L-3<br>Explain Role of Bank<br>Examine money as a medium of exchange<br>Explain different sources of credit role of SHG.   |                      | L-4 Pol. Sci.<br>What are the of political parties in democracy<br>No. of parties.   |                 |
|                                 | Eco. L-4 Explain the concept of globalisation and impact on Indian Economy.         |       | L-4 Eco. How Globalisation help in the growth of an Economy<br>Role of MNC merit and demerit of Globalisation.  |                      | L-3 Eco.<br>Role of money in medium of exchange<br>Role of Barter system<br>Role of Banks<br>Various Source of credits<br>Role of SHG  | Text Book       |
|                                 | Pol. Sci. L-3 Explain and discuss the role and diff. of Gender, religion and caste. |       | Pol. Sci. L-3 Examine the role of Gender caste and religion in Democracy.   |                      | His. L-5 Development of Print in china Japan and Europe.<br>Role of manuscript and print technology  | Text Book       |
|                                 | Pol. Sci. L-4 Discuss the role and purpose of P.P. in democracy.                    |       | Pol. Sci. L=4 Role of Political Party in democracy. National state parties. How parties shape the democracy.<br>L-5 Pol. Sci.<br>Benefit of democracy how Democracy maintains dignity of it people freedom. |                      | Geo. L-6<br>Differentiates between Agro bared and mineral based industries impact of Industries on Environment factors for the location of industry.<br>Geo. L-7 Only map work | Text Book       |

**Subject : Social Science**

## **ANNUAL SYLLABUS (2024-25)**

**Class - 10th**

| <b>Month</b>                               | <b>Lesson</b> | <b>Skill</b> | <b>Application</b>  | <b>Project/<br/>Activity</b> | <b>Learning Outcome</b>   | <b>Teaching<br/>Aid</b> |
|--|---------------|--------------|---|------------------------------|---|-------------------------|
| <b>Dec.<br/>+<br/>Jan.<br/><br/>Term-2</b> |               |              | L-5 Pol. Sci.<br>Discuss the quality of<br>Govt. Economic<br>Well being |                              | L-5 Pol. Sci.<br>How a sucess of<br>democracy depends<br>on quality of govt.<br>Economic well being<br>in equality, social<br>differences, freedom<br>and dignity.<br><br>Eco. L-4<br>Importance of<br>Globalisation.<br>Impact on the Indian<br>Economy. | Text Book               |

Subject : Hindi

## ANNUAL SYLLABUS (2024-25)

Class - 10th

| Month                       | Lesson                | Skill  | Application                                       | Project/<br>Activity  | Learning Outcome                                     | Teaching<br>Aid  |
|-----------------------------|-----------------------|--|---|---|--|--|
| Term-1<br>April<br>+<br>May | कबीर                  | वाचन-शुद्धता                                     | व्याख्या दोहे अर्थ                                | दोहों का गायन   | नैतिक शिक्षा को प्राप्त करना                         | श्यामपट्ट का प्रयोग, वस्तुओं की तुलना                  |
|                             | बड़े भाई              | वाचन, सार<br>व्याख्या                            | कठिन शब्दों, मुहावरो<br>का चुनाव, उच्चारण         | शिक्षा नीति का संबंधित<br>जानकारी                                 | बौद्धिक क्षमता को<br>जागृत करना                      | कक्षा से संबंधित<br>समस्याओं को<br>उजागर करना          |
|                             | डायरी का एक पन्ना     | वाचन सार,<br>डायरी लेखन का<br>महत्व              | सामाजिक घटनाओं का<br>प्रस्तुतिकरण                 | देश भक्ति और कार्यकर्ताओं<br>की योग्यता का ज्ञान होना             | देश-प्रेम के लिए<br>सर्वस्व बलिदान<br>करना           | देश-प्रेमियों के<br>नाम के चार्ट                       |
|                             | ततार्रा वामीरो<br>कथा | लोक कथा का सार<br>और तत्कालीन<br>भाषा का उच्चारण | कहानी का विस्तृत<br>रूप, लेख तथा<br>प्रस्तुत करना | अपने प्रदेश की अन्य<br>लोक कथा का वर्णन<br>लेखन द्वारा करना       | सामाजिक रूढ़ियों<br>को दूर करने का<br>प्रयास करना    | लोक क्षेत्र संबंधित<br>घटनाओं कहानियों<br>का वर्णन     |
|                             | हरिहर<br>काका         | वाचन शुद्धता,<br>कथा का विस्तार                  | कथा सुनकर उसकी<br>व्याख्या करना                   | ग्रामीण परिपेक्ष्य से<br>जुड़े संबंधियों के प्रति<br>विचार विमर्श | बड़े बुजुर्गों के प्रति<br>कर्तव्य<br>का ज्ञान कराना | अपने पारिवारिक<br>रिश्तों की कथानुसार<br>व्याख्या करना |
|                             | मीरा                  | पदों का वाचन,<br>व्याख्या                        | मध्यकालीन युग का<br>वर्णन                         | भक्ति काल के कवियों<br>की जानकारी देना                            | सगुण भक्ति ज्ञान<br>प्राप्त                          | मीरा के जीवन की<br>जानकारी देना                        |

Subject : Hindi

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Class - 10th

| Month                           | Lesson  | Skill                    | Application                                       | Project/<br>Activity                              | Learning Outcome  | Teaching<br>Aid  |
|---------------------------------|---|--------------------------|---|---|---|--|
| Term-1<br><br>April<br>+<br>May | तोप   | वाचन, व्याख्या,<br>सार   | अर्थ सहित स्पष्ट करना                             | प्रतीकात्मक वस्तुओं<br>का वर्णन करना              | अपने पूर्वजों की<br>कमियों और<br>उपलब्धियों से शिक्षा<br>प्राप्त करना | अन्य अपमानों<br>के वातावरण को<br>सदृश्य दिखाना                                       |
|                                 | पर्वत प्रदेश में<br>पावस                        | वाचन, व्याख्या           | प्रकृति की अदभुत<br>छटा का वर्णन                  | किसी पर्वतीय स्थान की<br>यात्रा का वर्णन          | प्रकृति से प्राप्त<br>विभिन्न प्रकार की<br>अमूल्य देन का पता<br>लगाना | आसपास के<br>वातावरण को<br>सदृश्य दिखाना  |
|                                 | व्यवहारिक<br>व्याकरण<br>मुहावरे<br>वाक्य संरचना | अर्थ संरचना              | वाक्य संरचना                                      | मुहावरो से युक्त<br>कहानी, संवाद                  | जीवित घटनाओं<br>से शिक्षा   | अन्य वस्तुओं का<br>उपयोग कर मुहावरे<br>को स्पष्ट श्यामपट्ट<br>और व्याकरण का<br>उपयोग |
|                                 | अनुच्छेद  | वाक्य के रूप             | वाक्य निर्माण और अंतर<br>स्पष्ट                   | एक से अनेक वाक्यों<br>का प्रयोग और विश्लेषण       | विभिन्न वाक्यों की<br>पहचान   |  |
|                                 | पत्र  | विषय परिचय               | विषय विस्तार और<br>संक्षिप्त रूप                  | शब्दों का उचित चयन<br>कर सामाजिक विषय पर<br>चार्ट | सामाजिक और देश<br>की घटनाओं के प्रति<br>जागृति                        | विषयनुरूप<br>उदाहरणों और<br>घटनाओं को जोड़ना   |
|                                 |   | औपचारिक लेखन<br>का परिचय | विभिन्न विषयों को<br>विस्तृत करने की<br>प्रक्रिया | औपचारिक पत्र का प्रारूप<br>तैयार करना             | औपचारिक पत्र<br>लेखन की जानकारी                                       | श्यामपट्ट और<br>व्याख्या   |

Subject : Hindi

## ANNUAL SYLLABUS (2024-25)

Class - 10th

| Month               | Lesson                                  | Skill                              | Application                         | Project/<br>Activity  | Learning Outcome                     | Teaching<br>Aid                    |
|---------------------|---|------------------------------------|-------------------------------------|---|--------------------------------------|------------------------------------|
| July<br>+<br>August | विज्ञापन                                | क्रियान्वित रूप द्वारा स्पष्ट करना | विज्ञापन बनाना                      | विभिन्न प्रकार के विज्ञापन बनाने  | विज्ञापनों का क्रियात्मक रूप         | श्यामपट्ट और विज्ञापन बनाकर        |
|                     | लघुकथा                                  | वाचन, शुद्धता                      | लघु कहानियाँ बनाना                  | लघु कथा अभ्यास  | लघु कथा का निर्माण करना              | चार्ट बनाकर या खिलौनों द्वारा      |
|                     | अपठित गद्यांश                           | पठन-पाठन                           | विषय वस्तु को समझना                 | अपठित गद्यांश की तर्क क्षमता और अभ्यास<br>SEA कहानी वाचन, प्रोजेक्ट आर्ट इन्टीग्रेटेड | प्रयोगिक अभ्यास में क्षमता को बढ़ावा | अपठित बोध के प्रारूप प्रस्तुति करण |
|                     | अब कहाँ दूसरों के दुख से दुखी होने वाले | वाचन-कौशल व्याख्या सार             | प्राकृति आपदाओं और बचाव के कार्यरूप | बढ़ती जनसंख्या पर परिचर्चा  | प्राकृतिक आपदाओं के कारणों का ज्ञान  | प्रकृति के बचाव के लिए चार्ट       |
|                     | पतझड़ की टूटी पत्तियाँ                  | वाचन-कौशल व्याख्या सार             | जीवन दर्शन के भाव को प्रकट करना     | बौद्धधर्म के नियमों को जानकर परियोजना तैयार करना                                      | बौद्धिक क्षमता का विकास              | जापान से संबंधित जानकारी           |



Subject : Hindi

## ANNUAL SYLLABUS (2024-25)

Class - 10th

| Month                        | Lesson                                  | Skill                        | Application   | Project/<br>Activity   | Learning Outcome  | Teaching<br>Aid   |
|------------------------------|---|------------------------------|---|--|---|---|
| Term-II<br>Oct.<br>+<br>Nov. | सपनों के<br>दिन<br>टोपी शुक्ला          | वाचन, कौशल<br>व्याख्या सार   | आज की शिक्षा प्रणाली<br>के स्तर का समन्वय   | आधारित कहानी पर<br>अपने विचार लिखो   | बचपन कर यादों<br>को सहेजना                                | स्कूल के वातावरण<br>की अभिव्यक्ति                                   |
|                              | कारतूस<br>तीसरी कसम<br>के शिल्पकार      | वाचक, मूल्य<br>सार           | नाट्य मंचन  | संवाद द्वारा प्रस्तुति करण   | महान व्यक्तियों<br>के व्यक्तित्व से सीख                   | इतिहास के पन्नों<br>से महान<br>वीरों, कलाकारों की<br>जानकारी        |
|                              | मनुष्यता<br>कर चले हम<br>फिदा आत्मत्राण | व्याख्या काव्यपाठ            |   | महापुरुषों के चित्र की<br>एक पुस्तिका बनाए   | जीवन मूल्यों का ज्ञान                                     | महान व्यक्तियों के<br>चित्रों द्वारा उनकी<br>उपलब्धियों का ज्ञान    |
|                              | समास पदबंध<br>लघुकथा ईमेल               | परिभाषा, भेद वाचन<br>और लेखन | स्पष्टीकरण, भेदों की<br>जानकारी<br>कथा का प्रारूप, तैयार<br>करना और ईमेल का<br>प्रारूप तैयार करना | समास और पदबंध की<br>स्कैच बुक शीट लघुकथा<br>और ईमेल पृष्ठ तैयार<br>करना<br>SEA:- नाटक अभिनय,<br>वाचन और श्रवण क्षमता | भाषा में व्याकरण<br>का ज्ञान<br>लेखन विद्या की<br>जानकारी | श्यामपट्ट और<br>व्याकरण कहानी<br>सुनानी और फोन<br>द्वारा ईमेल भेजना |
| Dec.<br>+<br>Jan.            | Pre-Board -1                            | Revision test                | Pre-Board -2  |  |   |   |

**Subject : Physical Education**

## **ANNUAL SYLLABUS (2024-25)**

**Class - 10th**

| <b>Month</b> | <b>Topic</b>  | <b>Month</b> | <b>Topic</b>  |
|--------------|---|--------------|---|
| <b>April</b> | Athletics Skill :- Measurement of Track of 400 m<br>Knowledge about stagger | <b>Oct.</b>  | Hockey Positional Training<br>Fitness of Players<br>Footwork Training |
| <b>May</b>   | Athletic skill :- Types of start<br>Types fo Finish                         | <b>Nov.</b>  | Hockey- Combination Training<br>Hockey defence Training               |
| <b>July</b>  | Volley ball Rotation Knowledge<br>Volley ball Jump Training                 | <b>Dec.</b>  | Hockey offensives Training<br>Game of 7 Side                          |
| <b>Aug.</b>  | Volleyball Combination Play<br>Volleyball Skipper Training                  | <b>Jan.</b>  | Football Combination Training<br>Football defence Training            |
| <b>Sept.</b> | <b>Revision and SA-I Exams</b>  | <b>Feb.</b>  | Football offensive Training<br>Cross Training , Shooting Training     |
|              |   | <b>March</b> | <b>Exams</b>  |