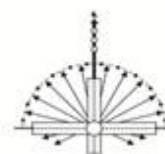


Prasthan
Ever Changing yet Immutable
War Zone

Dream World School
'The School that Learns'
Kappagal Road, Ballari - 03



STANDARD: X A

ENGLISH

COURSE OUTLINE

SCHEDULE OF TEACHING AND ASSIGNMENTS

DATE	TOPIC	CLASS ACTIVITY
April 2, 4	Prose: A Letter to God	Listening, Reading, Writing, Discussion, Conversation, Activity, Explanation and Tutorial
7, 9	Poem: Dust of Snow, Fire and Ice	
11, 16	Supplementary Reader: A Triumph of Surgery	
18, 21, 23	Grammar: Tenses	
25, 28	Prose: Nelson Mandela: Long Walk to Freedom	
30, May 2	Poem: A Tiger in the Zoo	
5, 7, 9	Supplementary Reader: The Thief's Story	

STANDARD: X B

DATE	TOPIC	CLASS ACTIVITY
April 1, 6	Prose: A Letter to God	Listening, Reading, Writing, Discussion, Conversation, Activity, Explanation and Tutorial
8, 10	Poem: Dust of Snow, Fire and Ice	
13, 15	Supplementary Reader: A Triumph of Surgery	
17, 22	Grammar: Tenses	
24, 27	Prose: Nelson Mandela: Long Walk to Freedom	
29, May 4	Poem: A Tiger in the Zoo	
6, 8	Supplementary Reader: The Thief's Story	

STANDARD: X C

DATE	TOPIC	CLASS ACTIVITY
April 1, 7	Prose: A Letter to God	Listening, Reading, Writing, Discussion, Conversation, Activity, Explanation and Tutorial
8, 10	Poem: Dust of Snow, Fire and Ice	
15, 17	Supplementary Reader: A Triumph of Surgery	
21, 22	Grammar: Tenses	
24, 28	Prose: Nelson Mandela: Long Walk to Freedom	
29, May 5	Poem: A Tiger in the Zoo	
6, 8	Supplementary Reader: The Thief's Story	

TEXTBOOKS for Class X: 'First Flight', 'Footprints without Feet' and 'Words and Expressions 2' – NCERT Publications, New Delhi, 2025

Teacher: Ms. Shilpa G., Ms. Manjula D J.

School Contact Number: 08392 - 294599

METHOD OF ASSESSMENT

INTERNAL ASSESSMENT			BOARD EXAMINATION	
Sl. No.	Area	Task	Time required for the task	Weightage of Marks
1	Multiple Assessment	Picture Interpretation	-	3
		Project Work	6 hrs.	3
2	Portfolio	Writing	-	3
		Notebook Submission	-	3
3	SEA	Speaking- Recitation/Summarisation (Individual)	3 hrs.	3
4	Periodic Test	PT 1, PT 2 & PT 3 (Average of Best two Periodic Tests)	-	5
Sub Total				20
Grand Total				80
				80
				100

GUIDELINES AND CRITERIA FOR THE ASSESSMENT OF THE TASKS

TASK 1: Picture Interpretation

Interpretation is to clarify and understand the meaning of a text or a picture, language or an idea whether it be a piece of object, scenario or a law or any other form of communication.

Interpretation of pictures in English involves not just describing the scenes, locations but also speculates on an artist's intent like the image potential symbolism or cultural significance and the overall message that the image aims to communicate. This activity helps the students to improve their imaginary and critical thinking skills and to express the same in the language.

Objective: To develop, explore and analyse visual art and compare works, visual components and context that enhances literary skills.

Organisation of the Task: Teacher will display the picture related to different scenarios and the students get engaged in describing the picture.

Date of the Task: Will be scheduled

Duration of Task: 40 Minutes

Mode of Task: Written

Sl. No.	Criterion	Marks
1.	Imagination and Critical Thinking	0.75
2.	Interpretation of the Picture	0.75
3.	Content (accuracy, flow of thought, conventions) coherence)	0.50
Total Marks		2.00

TASK 2: Project Work

Project Work is a task or piece of work allocated to someone as part of a course of study, which can help the student gather information through extensive study. It gives an exposure to the students regarding the concepts or sub-concepts beyond the prescribed syllabus and not to limit the student's research bent of mind in exploring knowledge.

Objective:

1. To acquire and reinforce the ability of comprehending a topic.
2. To develop research and creative writing skills.

Selection of Assignment Topic: Students can choose **any one** of the topics given below.

Topic: "Imagine you are a reporter. Interview any two of your classmates, teachers, or family members about their 'Most Memorable Holiday'. Write a dialogue (Direct Speech) and then convert the entire conversation into a narrative report (Reported Speech) using at least 5 different types of sentence reporting (statements, questions, commands, requests, and exclamations)."

OR

"Select a scene from a textbook chapter (e.g., Nelson Mandela, Anne Frank). Convert the conversation between characters into a formal report, ensuring correct pronoun, time, and tense changes."

OR

Rewrite a scene from the stories "The Necklace" and "A Question of Trust" with alternative endings.

Task preparation time: 6 to 8 hours

Date of the Submission: Saturday, 25 July 2026

Mode of Task: Written (Use A4 size sheets)

Sl. No.	Criterion	Marks
1.	Organisation (Title page, Objectives, Introduction, Content, Conclusion, Reference)	0.75
2.	Content (research, accuracy and grammar)	1.50
3.	Creativity	0.75
	Total Marks	3.00

TASK 3: WRITING

Writing may be defined as any conventional system of marks or signs. It renders language visible. It provides avenue to learn all the rules of the language, which can make them to organise their ideas more coherently using the language. Grammar, spelling and punctuation, gestures, paralinguistic and so on are the major parts of communication, can be improved when we use writing as means of expressing our ideas and messages clearly and directly.

Objective: To develop expression of thoughts in writing and to provide opportunities to explore ideas.

Organization of the Task: Questions based on letter writing, analytical paragraph and descriptions

Date of the Task: Will be scheduled

Mode of Task: Written

Sl. No.	Criterion	Marks
1.	Content (accuracy and conventions)	1.00
2.	Vocabulary	0.50
3.	Format	0.50
Total Marks		2.00

TASK 4: SPEAKING – RECITATION/SUMMARISATION

Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal and both types of speaking skills can be used in a variety of contexts. For this academic year recitation/summarization on any one poem is taken for assessing under speaking skills.

Objective: To develop students' sense of rhythm, phonemic awareness, self-expressions, memorizing and summarizing skills.

Organization of the Task: Students are given an option to choose one poem among the poems prescribed for the syllabus and recite/summarize it on the scheduled day.

Date of the Task: Will be scheduled

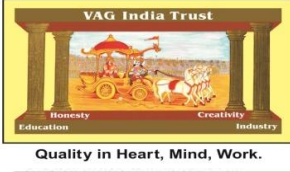
Duration of Task: Each student is given 4 min. to recite/summarize the poem.

Mode of Task: Oral

Sl. No.	Criterion	Marks
1.	Accuracy	1.00
2.	Speed	0.50
3.	Confidence Level	0.50
4.	Pronunciation	1.00
Total Marks		3.00

TASK 5: NOTEBOOK SUBMISSION AND EVALUATION

Sl. No.	Criterion	Marks
1.	Regularity (Timely Submission)	0.50
2.	Notes Format (School Method)	0.50
3.	Content	1.00
4.	Cursive Writing	0.50
5.	Neatness & Upkeep of Notebook	0.50
Total Marks		3.00



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STANDARD: X A

KANNADA

COURSE OUTLINE

SCHEDULE OF TEACHING AND ASSIGNMENTS 2026-2027

DATE	TOPIC	CLASS ACTIVITY
April. 1, 2, 6, 8, 9, 10, 13	ಗದ್ಯ: ವ್ಯಾಘ್ರಗೀತೆ	ವಿವರಣೆ, ಚರ್ಚೆ, ಬರವಣಿಗೆ, ಆಲಿಸುವಿಕೆ, ಗ್ರಹಿಕೆ, ಓದುವುದು, ಮಾತನಾಡುವುದು, ಭಾಷಾಭ್ಯಾಸ ಚಟುವಟಿಕೆ
15, 16, 17, 22	ವ್ಯಾಕರಣ: ಸಮಾಸಗಳು	
23, 24, 27, 29, 30	ಪದ್ಯ: ಸಂಕಲ್ಪಗೀತೆ	
May. 4, 6, 7, 8	ಓದುಗಾರಿಕೆ: ಪ.ಪೂ.ಅ: ೧. ವಸಂತ ಮುಖ ತೋರಲಿಲ್ಲ	

STANDARD: X B

KANNADA

DATE	TOPIC	CLASS ACTIVITY
April. 2, 6, 7, 9, 13	ಗದ್ಯ: ವ್ಯಾಘ್ರಗೀತೆ	ವಿವರಣೆ, ಚರ್ಚೆ, ಬರವಣಿಗೆ, ಆಲಿಸುವಿಕೆ, ಗ್ರಹಿಕೆ, ಓದುವುದು, ಮಾತನಾಡುವುದು, ಭಾಷಾಭ್ಯಾಸ ಚಟುವಟಿಕೆ
16, 21, 23	ವ್ಯಾಕರಣ: ಸಮಾಸಗಳು	
27, 28, 30 May. 4	ಪದ್ಯ: ಸಂಕಲ್ಪಗೀತೆ	
5, 7	ಓದುಗಾರಿಕೆ: ಪ.ಪೂ.ಅ: ೧. ವಸಂತ ಮುಖ ತೋರಲಿಲ್ಲ	

STANDARD: X C

KANNADA

DATE	TOPIC	CLASS ACTIVITY
April. 1, 7, 8, 10, 15, 17	ಗದ್ಯ: ವ್ಯಾಘ್ರಗೀತೆ	ವಿವರಣೆ, ಚರ್ಚೆ, ಬರವಣಿಗೆ, ಆಲಿಸುವಿಕೆ, ಗ್ರಹಿಕೆ, ಓದುವುದು, ಮಾತನಾಡುವುದು, ಭಾಷಾಭ್ಯಾಸ ಚಟುವಟಿಕೆ
17, 21, 22, 24	ವ್ಯಾಕರಣ: ಸಮಾಸಗಳು	
24, 28, 29, May. 5	ಪದ್ಯ: ಸಂಕಲ್ಪಗೀತೆ	
6, 8	ಓದುಗಾರಿಕೆ: ಪ.ಪೂ.ಅ: ೧. ವಸಂತ ಮುಖ ತೋರಲಿಲ್ಲ	

ಮೌಲ್ಯಮಾಪನ ಪದ್ಧತಿ [METHOD OF ASSESSMENT]

INTERNAL ASSESSMENT			BOARD EXAMINATION		
Sl. No.	Area	Task	Weightage of Marks	Time Required for the Task	Weightage of Marks
1	Multiple Assessment	Quiz based on Literature	3	—	80 Marks
		Assignment	3	4 Hours	
2	Portfolio	Writing	3	—	
		Notebook Submission & CT Average	3	—	
3	SEA	Speaking-Skill (Individual)	3	2 Hours	
4	Periodic Test	PT1, PT2 & PT3 (Average of Best two Periodic Tests)	5	—	
Total Weightage of Marks			20		80

ಚಟುವಟಿಕೆಗಳ ಮಾರ್ಗಸೂಚಿ

ಚಟುವಟಿಕೆ - ೧ : ರಸಪ್ರಶ್ನೆ(ಸಾಹಿತ್ಯಭಾಗ)

ಪೀಠಿಕೆ: ರಸಪ್ರಶ್ನೆ ಎಂದರೆ ಯಾವುದೇ ವಿಷಯದಲ್ಲಿ ಪ್ರಮುಖವಾದ, ಸತ್ವಪೂರಿತವಾದ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳುವುದು. ರಸಪ್ರಶ್ನೆ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಆಗಾಗ ಮಕ್ಕಳಿಗೆ ಏರ್ಪಡಿಸುವುದರಿಂದ ಕಲಿಕೆಗೆ ಪ್ರೋತ್ಸಾಹ ಕೊಡುವುದರ ಜೊತೆ, ಅವರನ್ನು ಹೆಚ್ಚಿನ ಕ್ರಿಯಾಶೀಲರನ್ನಾಗಿ ಮಾಡಬಹುದು. ಇದರಿಂದ ಸಮಯಪ್ರಜ್ಞೆ ಅಲ್ಲದೆ ವಿಷಯವನ್ನು ಆಳವಾಗಿ ಮತ್ತು ಎಲ್ಲಾ ಕೋನಗಳಿಂದ ಅಳಿಯುವ ಮಟ್ಟಕ್ಕೆ ಬೌದ್ಧಿಕ ಬೆಳವಣಿಗೆಗೆ ನೆರವಾಗುವುದು. ಜೊತೆಗೆ ಸ್ಪರ್ಧಾತ್ಮಕ ಮನೋಭಾವ ಹೆಚ್ಚಿಸಿಕೊಳ್ಳಲು ಈ ಚಟುವಟಿಕೆ ಸಹಕಾರಿಯಾಗಿದೆ.

ಉದ್ದೇಶ: ನಿಗದಿತ ಕಲಿಕೆಯ ವಿಷಯ ಜ್ಞಾನವನ್ನು ಪರೀಕ್ಷಿಸುವುದು.

ವಿಷಯದ ಆಯ್ಕೆ: ಗದ್ಯ: ೧. ವ್ಯಾಘ್ರಗೀತೆ ೨. ಭಾಗ್ಯಶಿಲ್ಪಿಗಳು

ಪದ್ಯ: ೧. ಸಂಕಲ್ಪ ಗೀತೆ ೨. ಕೌರವೇಂದ್ರನ ಕೊಂದೆ ನೀನು

ಪ.ಪೂ.ಅ: ೧. ವಸಂತ ಮುಖ ತೋರಲಿಲ್ಲ ೨. ಭಗತ್ ಸಿಂಗ್ ಈ ಪಾಠಗಳಿಂದ ಆಯ್ದ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೊಡಲಾಗುವುದು.

ನಿಗದಿತ ಸಮಯ: ೪೦ ನಿಮಿಷಗಳು

ದಿನಾಂಕ:

ಪರೀಕ್ಷಿಸುವ ಕ್ರಮ: ಬಹು ಆಯ್ಕೆ ಪ್ರಶ್ನೆಗಳ ಮಾದರಿ

ಚಟುವಟಿಕೆ - ೨ : ಕಾರ್ಯನಿಯೋಜನೆ (ಕನ್ನಡ ಸಾಹಿತ್ಯ)

ಉದ್ದೇಶ: ನಿಗದಿತ ವಿಷಯಗಳ ಬಗ್ಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಂಶೋಧನ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ಸೃಜನಾತ್ಮಕತೆಯ ಮೂಲಕ ಅಭಿವ್ಯಕ್ತಪಡಿಸಲು ಪ್ರೇರಿಸುವುದು.

ಕಾರ್ಯನಿಯೋಜನೆ ಆಯ್ಕೆಯ ವಿಷಯಗಳು: ಕೆಳಗೆ ಕೊಟ್ಟ ವಿಷಯಗಳಲ್ಲಿ ಯಾವುದಾದರೂ ಒಂದು ವಿಷಯವನ್ನು ಕಾರ್ಯನಿಯೋಜನೆಗೆ ಆಯ್ಕೆ ಮಾಡಬೇಕು.

ವಿಷಯ: ಕನ್ನಡ ಸಾಹಿತ್ಯಕ್ಕೆ ಜನಪದ ಸಾಹಿತ್ಯದ ಕೊಡುಗೆ

ಅಥವಾ

ಕನ್ನಡ ಸಾಹಿತ್ಯಕ್ಕೆ ರಂಗಭೂಮಿಯ ಕೊಡುಗೆ

ಕಾರ್ಯ ನಿಯೋಜನೆ ಸಲ್ಲಿಸುವ ದಿನಾಂಕ:

ಸಿದ್ಧತೆಯ ಸಮಯ : ೪ ಗಂಟೆಗಳು

ಪರೀಕ್ಷಿಸುವ ಕ್ರಮ: ಬರವಣಿಗೆ (Use A4 size sheets)

Sl. No.	Criterion	Marks
1.	ಸೃಜನಾತ್ಮಕ ಮುಖಪುಟ ಮತ್ತು ಉದ್ದೇಶ	0.50
2.	ವಿಷಯ ಸಂಗ್ರಹಣೆ ಮತ್ತು ನಿರೂಪಣೆ	1.50
3.	ಭಾಷಾ ಪ್ರಯೋಗ	0.50
4.	ಕ್ರಮಬದ್ಧ ಜೋಡಣೆ ಮತ್ತು ಆಧಾರಗ್ರಂಥಗಳು	0.50
Total Marks		3.00

ಚಟುವಟಿಕೆ - ೩ : ಬರವಣಿಗೆ

ಪೀಠಿಕೆ: ಭಾಷೆಗೆ ವ್ಯಾಪ್ತಿ ಮತ್ತು ಶಾಶ್ವತೆಯನ್ನು ತಂದು ಕೊಟ್ಟಿರುವುದು ಬರವಣಿಗೆ. ಇದಿಲ್ಲದೆ ಭಾಷೆಗಳು ಅಸ್ತಿತ್ವದಲ್ಲಿವೆಯಾದರೂ ಅವುಗಳ ಉಳಿವು ಅನಿಶ್ಚಿತ. ಮಾತು ಕಲಿತ ಮನುಷ್ಯ ಮಾನವನಾದನು. ಬರವಣಿಗೆ ಕಲಿತ ಮಾನವನು ನಾಗರಿಕನಾದನು. ಬರವಣಿಗೆಯು ವ್ಯಕ್ತಿಯನ್ನು ಉತ್ತಮ ಬರಹಗಾರನನ್ನಾಗಿ ಮಾಡುತ್ತದೆ. ಇದು ಸ್ಮರಣಾಶಕ್ತಿಯನ್ನು ಹೆಚ್ಚಿಸುತ್ತದೆ. ವ್ಯವಹಾರ ಮಾಧ್ಯಮವಾಗಿ ಪಾತ್ರ ವಹಿಸುತ್ತದೆ.

ಉದ್ದೇಶ: ನಿಗದಿತ ವಿಷಯಗಳ ಬಗ್ಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾವನೆ, ಕಲ್ಪನೆಯ ಸಾಮರ್ಥ್ಯವನ್ನು ಬರವಣಿಗೆಯ ಮೂಲಕ ಅಭಿವ್ಯಕ್ತಪಡಿಸಲು ಪ್ರೇರೇಪಿಸುವುದು.

ವಿಷಯದ ಆಯ್ಕೆ: ಪ್ರಬಂಧ ರಚನೆ, ಪತ್ರಲೇಖನ, ವರದಿ ಬರವಣಿಗೆ ಈ ಪ್ರಕಾರಗಳಲ್ಲಿ ಯಾವುದಾದರೂ ಎರಡಕ್ಕೆ ೧೫೦ ಪದಗಳಿಗೆ ಮೀರದಂತೆ ಸೂಕ್ತವಾಗಿ ಬರೆಯಬೇಕು.

ನಿಗದಿತ ಸಮಯ: ೪೦ ನಿಮಿಷಗಳು

ದಿನಾಂಕ:

ಪರೀಕ್ಷಿಸುವ ಕ್ರಮ: ಬರವಣಿಗೆ

Sl. No.	Criteria	Marks
1	ನಿಖರತೆ	0.50
2	ವಿಷಯ ವಿವರಣೆ	1.00
3	ಭಾಷಾ ಪ್ರಯೋಗ	0.50
4	ಶಬ್ದಸಂಪತ್ತು	0.50
5	ಕ್ರಮಬದ್ಧ ಜೋಡಣೆ	0.50
Total Marks		3.00

ಚಟುವಟಿಕೆ - ೪ ಟಿಪ್ಪಣಿ ಪುಸ್ತಕದ ಮೌಲ್ಯಮಾಪನ

Sl. No.	Criteria	Marks
1.	ಕ್ರಮಬದ್ಧತೆ (ಸಮಯಕ್ಕೆ ಸರಿಯಾಗಿ ಸಲ್ಲಿಸುವುದು)	0.25
3.	ವಿಷಯ	0.25
4.	ದುಂಡಾದ ಬರವಣಿಗೆ	0.25
5.	ಅಚ್ಚುಕಟ್ಟಾದ ಮತ್ತು ಪುಸ್ತಕ ನಿರ್ವಹಣೆ	0.25
Total Marks		1.00

ಚಟುವಟಿಕೆ - ೫ : ಮಾತುಗಾರಿಕೆ (ಪೂರ್ವ ಸಿದ್ಧತಾ ಭಾಷಣ)

ಪೀಠಿಕೆ: ಮಾತು ಒಂದು ಶಾಬ್ದಿಕ ಹಾಗೂ ಮಾನಸಿಕ ಕ್ರಿಯೆ. ವ್ಯಕ್ತಿಯು ತನ್ನ ಭಾವನೆ, ಯೋಚನೆ, ಅನಿಸಿಕೆ, ಅಭಿಪ್ರಾಯ ಇತ್ಯಾದಿಗಳನ್ನು ನಿರ್ದಿಷ್ಟ ಧ್ವನಿ ಸಂಕೇತಗಳ ಮೂಲಕ ಅರ್ಥಪೂರ್ಣವಾಗಿ, ವ್ಯವಸ್ಥಿತವಾಗಿ ಪ್ರಕಟಪಡಿಸುವುದೇ ಮಾತು. ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರದಲ್ಲಿ ಮಗುವಿನ ಎಲ್ಲ ರೀತಿಯ ಶೈಕ್ಷಣಿಕ ಸಾಧನೆಗೆ ಮಾತುಗಾರಿಕೆ ನೆರವಾಗುತ್ತದೆ. ಮಕ್ಕಳ ಮಾನಸಿಕ ವಿಕಾಸ ಹಾಗೂ ಯೋಚನಾ ಶಕ್ತಿಯನ್ನು ಬೆಳೆಸಲು, ಸಾಹಿತ್ಯಾತ್ಮಕ, ಸಂಸ್ಕೃತಿ ಹಾಗೂ ಭಾವನಾತ್ಮಕ ವಿಕಾಸಕ್ಕಾಗಿ ಮಾತುಗಾರಿಕೆ ಚಟುವಟಿಕೆಯನ್ನು ನಡೆಸಲಾಗುವುದು.

ಉದ್ದೇಶ: ವಿದ್ಯಾರ್ಥಿಗಳ ಧ್ವನಿಯ ಏರಿಳಿತ, ನಿರರ್ಗಳತೆ, ಉಚ್ಚಾರಣೆ, ವಿಷಯದ ಪ್ರಬುದ್ಧತೆ ಮತ್ತು ಆಳವಾದ ಮಾಹಿತಿಯನ್ನು ಸಂಗ್ರಹಿಸಲು ಪ್ರೇರೇಪಿಸುವುದು.

ವಿಷಯದ ಆಯ್ಕೆ: ಪ್ರಚಲಿತ ವಿಷಯಗಳು, ಪ್ರಾಚ್ಯ ಸ್ಮಾರಕಗಳು, ರಾಷ್ಟ್ರೀಯ ಹಬ್ಬಗಳು, ಸಾಮಾಜಿಕ ಪಿಡುಗುಗಳು ನಿಗದಿತ ಸಮಯ: ಒಬ್ಬರಿಗೆ ೩ ರಿಂದ ೪ ನಿಮಿಷಗಳು ಮಾತ್ರ.

ಸಿದ್ಧತೆಯ ಸಮಯ : ೨ ಗಂಟೆಗಳು

ದಿನಾಂಕ:

ಪರೀಕ್ಷಿಸುವ ಕ್ರಮ: ಮೌಖಿಕ

ಮಾತುಗಾರಿಕೆ (ಪೂರ್ವ ಸಿದ್ಧತಾ ಭಾಷಣ)		
Sl. No.	Criteria	Marks
1	ಸ್ಪಷ್ಟತೆ ಮತ್ತು ನಿರರ್ಗಳತೆ	1.00
3	ವಿಷಯದ ನಿಖರತೆ	0.50
4	ವಿಷಯದ ಪ್ರಬುದ್ಧತೆ	1.00
5	ಅಭಿವ್ಯಕ್ತಿ	0.50
Total Marks		3.00

Textbook: ಸಿರಿ ಕನ್ನಡ (ಪರಿಷ್ಕೃತ) ಕರ್ನಾಟಕ ಪಠ್ಯ ಪುಸ್ತಕ ಸಂಘ (ರಿ.) ಬೆಂಗಳೂರು- ೫೬೦ ೦೮೫

Teacher: Ms. Shantha Lakshmi Achar , Ms. Suma Patil, Mr. Diwakara J.

School Contact Number: 08392 – 294599

METHOD OF ASSESSMENT (Mathematics)

INTERNAL ASSESSMENT					BOARD EXAMINATION
Sl. No.	Area	Task	Time required for task	Weightage of Marks	Weightage of Marks
1	Multiple Assessments	Quiz	30 min.	3	80
		Graph Work	2 hrs.	2	
2	Portfolio	Notebook Submission	2.5	
		Average of Chapter Tests		2.5	
		Project Work	2 – 3 hrs.	2	
3	Subject Enrichment Activity (SEA)	Practical Lab Work	9 hrs.	3	
4	Periodic Tests	PT 1, PT 2 & PT 3 (Average of Best two Periodic Tests)	5	
Total Weightage of Marks				20	

GUIDELINES AND CRITERIA FOR THE ASSESSMENT OF THE TASKS

Task 1: QUIZ

Introduction:

A quiz is an interesting, curious and brain-storming activity for learners. It can also be called a mind sport wherein the players, either as individuals or in teams attempt to answer questions posed to them correctly. The focus is on the conceptual understanding of the content. Quiz evaluates knowledge, promotes learning and provides feedback. Quizzing is not about GK, but about comprehending, analysing and thinking skills in arriving at a conclusion.

Objectives:

- To improve logical thinking and decision making ability.
- To promote competitive spirit among young minds.

Content Coverage: 1. Real Numbers, 3. Pair of Linear Equation, 6. Co-ordinate Geometry

Date: As per the course outline

Duration: 30 min.

Mode of Test: Written

Criteria Table:

Type of Questions	Total No. of Questions	Total Marks
Remembering, Understanding, Applying, Analysing, Evaluating, Creating and Multi-disciplinary	15	15 × 1 M = 15 M
Total	15 Marks	
Reduced to the Weightage	3 Marks	

Note: Each correct answer carries 1 mark. There is no negative marking for wrongly answering.

Introduction:

Graphs are essential in daily life for visualizing data, spotting trends, and making decisions. Graphs of two variables, usually representing relationships between an independent variable (x-axis) and a dependent variable (y-axis), are crucial in daily life for visualizing trends, analyzing data, and making predictions. Common uses include tracking expenses over time, calculating unit costs, monitoring health metrics, and mapping travel routes.

Objectives:

To enhance comprehending, analysing, logical and creative thinking.

To provide a detailed, in-depth account of a phenomenon and to explain complex situations mathematically.

Content Coverage: Ch. 3. Pair of Linear Equations in two variables

Date of Exam: As per the course outline

Duration: 2 hours

Mode of conducting: Written

Some Tips:

1. Students should gain the mastery over theory of the concepts and practise all types of situation based problems before taking up the test.
2. Students should develop the ability to visualise the situation.
3. Students should develop strategies and skills to comprehend the problem very thoroughly.
4. Students should develop the skills to form equations and to solve algebraically and graphically.

Some topics/aspects:

Here are specific real-life examples:

Problems based on:

- | | |
|------------------------------------|---------------------------------------|
| (i) Articles and their cost | (v) Speed and Distance |
| (ii) Numbers | (vi) Profit, loss and discount |
| (iii) Fractions | (vii) 2D figures |
| (iv) Ages | |

Criteria Table:

Graph		
Sl. No.	Criterion	Marks
1	Formulation of equations algebraically	1
2	Solution by elimination/Substitution Method	2
3	Solution by graphical method	2
	Total	5 marks
Reduced to the Weightage		2 marks

- Students must maintain good note books to note down the class-work and complete homework.
- Students should submit note books periodically for evaluation as per the instructions given by the school.

Criteria Table:

NOTEBOOK SUBMISSION (N.S.)		
Sl. No.	Criterion	Weightage
1	Regularity in submission	0.25
2	Content (C.W. & H.W.)	1.00
3	Neatness & Upkeep of Notebook	0.25
Total		1.50

TASK 4: PROJECT WORK

Title: Application of Surface area and volumes in Real life.

Topic: Construct a 3D model combining two basic solids (e.g., cylinder and cone) and calculate its total surface area and volume.

Method: Activity

Introduction:

A project is a wonderful task for students to study, do research and act by themselves by using their abilities, interest, personal experience and aptitudes. It provides a great learning experience in which students have the opportunity to synthesize knowledge from various sources of learning and apply it critically and creatively to real-life situations.

Objectives:

1. To gain confidence and enhance research skills to work on challenging tasks.
2. To promote reflection, critical thinking, creativity, initiation and self-direction.
3. To make students as 21st century ready citizens, by empowering them with the competencies to understand, analyze, evaluate, interpret and innovate various real-life situations.

Content Coverage: Previous knowledge of surface area and volume.

Date of Submission: As per the course outline

Duration: 2 – 3 hours

Mode of Task: A Write-up (A4 sheets) developed from Research Work.

Some Tips:

- Students are asked to write the details like Name, Class, Title, Topic, Concept, Subject, Academic Year, School Name, Teacher’s Name and Date of Submission on the first page (Title page).
- The Project must satisfy the given criteria.
- The Project must be submitted on the assigned date.

Some topics/aspects:

Here are specific real-life examples:

- a. **Ice Cream Cone:** A cone with a hemispherical scoop on top.
- b. **Circus Tent/Hut:** A cylinder base with a conical roof.
- c. **Pencil:** A long cylinder topped with a cone.
- d. **Spinning Top (Lattu):** A cone attached to a hemisphere.
- e. **Rocket:** A cylindrical body with a cone tip.
- f. **Test Tube:** A cylinder with a hemispherical bottom.
- g. **Water Tank:** A cylindrical tank with a hemispherical dome on top.
- h. **Dome Building:** A cuboidal structure with a hemispherical roof.

Steps of Working:**1. Define the Model Parameters:**

- a. To ensure the solids fit together perfectly, define the following variables:
- b. **Radius (r):** The base of the cone and the cylinder must have the same radius.
- c. **Height (h₁ & h₂):** Assign specific heights to the cylinder (h₁) and the cone (h₂)
- d. **Slant height:** calculate $l = \sqrt{r^2 + h^2}$

2. Calculate the Total Volume

The total volume of a combined solid is always the **sum of the volumes** of its individual parts.

3. Calculate the Total Surface Area (TSA)

Unlike volume, the TSA is the sum of only the **exposed external surfaces**.

Criteria Table:

PROJECT WORK		
Sl. No.	Criterion	Marks
1	Title Page with Student Details and Project Details	0.25
2	Objective	0.25
3	Introduction	0.25
4	<u>Visual Work:</u> Drawings, Coloring/ Shading the Figures, Cutting and Pasting.	1.50
5	Model parameters, correct formulas and correct calculations	1.50
6	Creativity	0.50
7	Conclusion	0.25
9	Work Quality: Neatness, Handwriting in Cursive	0.50
Total		5.00
Reduced to the Weightage		2.00

Introduction:

Mathematics laboratory is a place where students can learn and explore mathematical concepts and verify mathematical facts and results through a variety of activities. Students have an opportunity to examine and learn mathematical principles and theorems in a meaningful way under the guidance of teachers. Lab practical work promotes scientific approach among young minds.

Objectives:

1. To learn and create interest.
2. To develop positive attitude towards the subject.
3. To develop a clear understanding of the concepts.

Content Coverage: Will be scheduled

Date(s): As per Course Outline

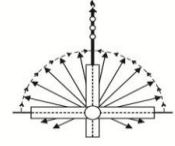
Duration: 9 hours

Steps of learning:

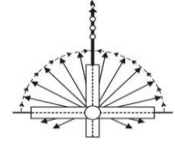
- Students must follow lab ethics to protect the lab materials and help to maintain a good environment of learning in the lab.
- Students will be held responsible for the cause of any damage of the school property.
- Students must bring the required lab materials such as lab record, geometry box, crayons, fevistick (gum).
- Students should have clear knowledge of the basics and theory related to the lab activity.
- Students must pay proper attention towards teacher’s explanation and demonstration.
- Students must perform lab activity and verify the results on their own in the supervision of the teacher.
- Students have to record the performed activity neatly.

Criteria Table:

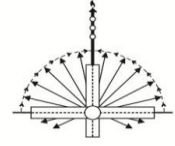
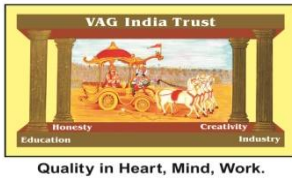
Subject Enrichment Activity (SEA)		
Lab Practical Work (Lab Activities)		
Sl. No.	Criterion	Marks
1	Lab Ethics	1.00
2	Performance of Activity	2.00
3	File Record of the Activity	2.00
Total		5.00

**STANDARD: X [A]****MATHEMATICS****COURSE OUTLINE**

Date	Concept	Sub-concept(s)	Exercise (Ex.)	Class Activity
April 2	1. Real Numbers	1.1 Introduction 1.2 Divisibility	Ex. 1.1	Discussion, Explanation, Analysis and Tutorial
3	Holiday			
4, 6, 7, 9, 10, 11	1. Real Numbers	1.3 The Fundamental Theorem of Arithmetic 1.4 Some Applications of the Fundamental Theorem of Arithmetic 1.4.1 Finding the HCF and LCM of Positive Integers 1.4.2 Proving Irrationality of Numbers	Ex. 1.2 Ex. 1.3	
13	2. Polynomials	2.1 Introduction, 2.2 Recapitulation		
14	Holiday			Discussion, Explanation, Analysis and Tutorial
16, 17, 18	2. Polynomials	2.3 Graphs of Polynomials 2.4 Geometrical Meaning of the Zeros of a Polynomial 2.5 Relationship between the Zeros and Coefficients of a Polynomial	Ex. 2.1	
20	Holiday			
21, 23	2. Polynomials	2.5.1 Relationship between the Zeros and Coefficients of a Quadratic Polynomial 2.5.2 Finding Zeros of a Quadratic Polynomial SEA – Lab Activity	Ex. 2.1	Discussion, Explanation, Analysis and Tutorial
24, 25, 27, 28, 30	3. Pair of Linear Equations in Two Variables	3.1 Introduction 3.2 Simultaneous Linear Equations in Two Variables 3.3 Graphical Representation of Linear Equations 3.4 Graphical Method of Solving Simultaneous Linear Equations 3.5 Algebraic Methods of Solving Simultaneous Linear Equations in Two Variables 3.5.1 Method of Elimination by Substitution 3.5.2 Method of Elimination by Equating The Coefficients 3.6 Conditions for Solvability (or Consistency)	Ex. 3.1 Ex. 3.2 Ex. 3.3 Ex. 3.4	
May 1	Holiday			
2, 4, 5, 7, 8, 9		3.7 Applications to Word Problems SEA – Lab Activity	Ex. 3.5 to Ex. 3.10	

**STANDARD: X [B]****MATHEMATICS****COURSE OUTLINE**

Date	Concept	Sub-concept(s)	Exercise (Ex.)	Class Activity
April 1	1. Real Numbers	1.1 Introduction 1.2 Divisibility	Ex. 1.1	Discussion, Explanation, Analysis and Tutorial
3	Holiday			
4, 6, 7, 8, 10, 11	1. Real Numbers	1.3 The Fundamental Theorem of Arithmetic 1.4 Some Applications of the Fundamental Theorem of Arithmetic 1.4.1 Finding the HCF and LCM of Positive Integers 1.4.2 Proving Irrationality of Numbers	Ex. 1.2 Ex. 1.3	
13	2. Polynomials	2.1 Introduction, 2.2 Recapitulation		
14	Holiday			Discussion, Explanation, Analysis and Tutorial
15, 17, 18	2. Polynomials	2.3 Graphs of Polynomials 2.4 Geometrical Meaning of the Zeros of a Polynomial 2.5 Relationship between the Zeros and Coefficients of a Polynomial	Ex. 2.1	
20	Holiday			
21, 22	2. Polynomials	2.5.1 Relationship between the Zeros and Coefficients of a Quadratic Polynomial 2.5.2 Finding Zeros of a Quadratic Polynomial SEA – Lab Activity	Ex. 2.1	Discussion, Explanation, Analysis and Tutorial
24, 25, 27, 28, 29	3. Pair of Linear Equations in Two Variables	3.1 Introduction 3.2 Simultaneous Linear Equations in Two Variables 3.3 Graphical Representation of Linear Equations 3.4 Graphical Method of Solving Simultaneous Linear Equations 3.5 Algebraic Methods of Solving Simultaneous Linear Equations in Two Variables 3.5.1 Method of Elimination by Substitution 3.5.2 Method of Elimination by Equating The Coefficients 3.6 Conditions for Solvability (or Consistency)	Ex. 3.1 Ex. 3.2 Ex. 3.3 Ex. 3.4	
May 1	Holiday			
2, 4, 5, 6, 8, 9		3.7 Applications to Word Problems SEA – Lab Activity	Ex. 3.5 to Ex. 3.10	

**STANDARD: X [C]****MATHEMATICS****COURSE OUTLINE**

Date	Concept	Sub-concept(s)	Exercise (Ex.)	Class Activity
April 1, 2	1. Real Numbers	1.1 Introduction 1.2 Divisibility	Ex. 1.1	Discussion, Explanation, Analysis and Tutorial
3	Holiday			
4, 6, 7, 8, 9, 10	1. Real Numbers	1.3 The Fundamental Theorem of Arithmetic 1.4 Some Applications of the Fundamental Theorem of Arithmetic 1.4.1 Finding the HCF and LCM of Positive Integers 1.4.2 Proving Irrationality of Numbers	Ex. 1.2 Ex. 1.3	
11, 13	2. Polynomials	2.1 Introduction, 2.2 Recapitulation		
14	Holiday			Discussion, Explanation, Analysis and Tutorial
15, 16, 17, 18	2. Polynomials	2.3 Graphs of Polynomials 2.4 Geometrical Meaning of the Zeros of a Polynomial 2.5 Relationship between the Zeros and Coefficients of a Polynomial	Ex. 2.1	
20	Holiday			
21, 22, 23	2. Polynomials	2.5.1 Relationship between the Zeros and Coefficients of a Quadratic Polynomial 2.5.2 Finding Zeros of a Quadratic Polynomial SEA – Lab Activity	Ex. 2.1	Discussion, Explanation, Analysis and Tutorial
24, 25, 27, 28, 29, 30	3. Pair of Linear Equations in Two Variables	3.1 Introduction 3.2 Simultaneous Linear Equations in Two Variables 3.3 Graphical Representation of Linear Equations 3.4 Graphical Method of Solving Simultaneous Linear Equations 3.5 Algebraic Methods of Solving Simultaneous Linear Equations in Two Variables 3.5.1 Method of Elimination by Substitution 3.5.2 Method of Elimination by Equating The Coefficients 3.6 Conditions for Solvability (or Consistency)	Ex. 3.1 Ex. 3.2 Ex. 3.3 Ex. 3.4	
May 1	Holiday			
2, 4, 5, 6, 7, 8, 9		3.7 Applications to Word Problems SEA – Lab Activity	Ex. 3.5 to Ex. 3.10	

METHOD OF ASSESSMENT (Science)

INTERNAL ASSESSMENT			BOARD EXAMINATION	
Sl. No.	Task		Weightage of Marks	
1	Multiple Assessment	Science Spectrum	4	80
2	Portfolio	Notebook Submission + Average of Chapter Tests	1.5 + 1.5	
		Science unfolded: Learning Through Diagrams	3	
3	Periodic Test	PT1, PT2 & PT3 (Average of best two Periodic tests)	5	
4	SEA	Practical Lab Work	5	
Sub-Total			20	80
Grand Total			100	

Guidelines and Criteria for the Assessments of the Tasks 2026 – 2027
Task 1: Science Spectrum

Objective: To evaluate understanding, application, presentation through integrated activity.

Description:

1. Students are asked to select any one topic among the listed below and take approval from the teacher.
2. Student should present their selected topic on the scheduled date.

Date of Presentation: Will be scheduled

Duration of Presentation: 5 Minutes

Mode of Presentation: Oral

List of topics:

1. The spectrum of life processes in humans
2. The spectrum of life processes in plants
3. How living organisms respond to stimuli
4. The of nature and human impact
5. Ensuring continuity of life
6. The spectrum of how we see the world
7. Powering the modern world
8. Magnetism and its invisible forces
9. The materials around us
10. Acids, bases and salts: chemistry in everyday life
11. Carbon compounds: the chemistry of life
12. Electrochemical reactions: powering our daily life
13. Chemical reactions in everyday life
14. Traits and genes: the rules of inheritance
15. The chemistry of soaps and detergents
16. The chemical messengers that bring changes in the organisms

A	Science Spectrum	
Sl. No.	Criterion	Marks
1	Content [the depth of content, development of ideas]	2.00
2	Organisation of the content	1.00
3	Oral presentation [Eye contact, voice, and appearance]	1.00
	Total Marks	4.00

Task 3: Science Unfolded: Learning through Diagrams

Objective: To develop understanding of the concept through diagrams.

To develop skills of observation, analysis and presentation.

Description:

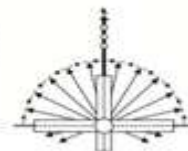
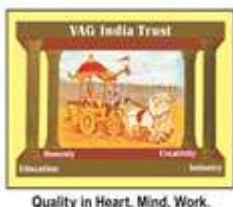
1. Draw a large, neat diagram on the sheet provided.
2. Label all parts clearly using a ruler.
3. Add a short description about the diagram.

Date of Test: Will be scheduled

Mode of Test: Visual and Written

A	Science Unfolded: Learning through Diagrams	
Sl. No.	Criterion	Marks
1	Diagram Accuracy and Labelling	2.00
2	Concept Understanding	0.50
3	Presentation and nearness	0.50
	Total Marks	3.00
B	Task 4: Notebook Submission (N.S.)	
Sl. No.	Criterion	Marks
1	Regularity (Timely Submission)	0.25
2	Following the School Method	0.25
3	Content	1.00
	Total Marks	1.50

	Task 5: Practical Lab Work	
Sl. No.	Criterion	Marks
1	Procedural Skill	1.00
2	Experimental Setup	0.50
3	Drawing Skill	0.75
4	Observational Skill	1.00
5	Record Book	0.75
6	Viva-Voce	1.00
	Total Marks	5.00



STANDARD: X [A]

SCIENCE

COURSE OUTLINE

SCHEDULE OF TEACHING AND ASSIGNMENTS [PHYSICS]

M / D	Concept	Sub-Concept(s)	Class Activity
April -4, 7	Chapter: 9 Light- Reflection and Refraction	Activity: 9.1 to 9.13	Explanation, Discussion, Analysis and Tutorial
10, 11		Reflection of Light, Spherical Mirrors	
15, 17		Images formed by Spherical Mirrors; Representation of Images formed by Spherical Mirrors using Ray Diagrams	
18		Sign Convention for Reflection by Spherical Mirrors, Mirror Formula and Magnification	
21		Refraction of Light, Refraction Through a Rectangular Glass Slab	
24		The Refractive Index	
25		Refraction by Spherical Lenses, Image Formation in Lenses	
28		Sign Convention for in Spherical Lenses, Lens Formula and Magnification, Power of Lens	
May -2, 5, 8, 9	Chapter: 10 The Human Eye and Colourful World	Activities: 10.1, 10.2	Explanation, Discussion, Analysis and Tutorial

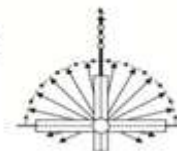
SCHEDULE OF TEACHING AND ASSIGNMENTS [BIOLOGY]

Date	Concept	Sub-Concept(s)	Class Activity
April – 1, 2, 8, 9	Chapter – 13 Our Environment	Ecosystems-What are its Components	Explanation, Discussion, Analysis and Tutorial
10, 15, 16, 17		How do our Activities Affect the Environment?	
22, 23, 24	Chapter -6 Control and Coordination	Introduction	
29, 30, May – 6, 7, 8		Animal nervous system	

Textbook: `Science Textbook For Class 10`, NCERT, New Delhi, 2024.

Teacher(s): Mr. Adam Syed, Ms. D. Ashwini

School Contact Number: 08392 – 294599



STANDARD: X [B]

SCIENCE

COURSE OUTLINE

SCHEDULE OF TEACHING AND ASSIGNMENTS [PHYSICS]

M / D	Concept	Sub-Concept(s)	Class Activity
April – 1, 2, 6	Chapter: 9 Light- Reflection and Refraction	Activity: 9.1 to 9.13	Explanation, Discussion, Analysis and Tutorial
8		Reflection of Light, Spherical Mirrors	
9, 13		Images formed by Spherical Mirrors; Representation of Images formed by Spherical Mirrors using Ray Diagrams	
15, 16		Sign Convention for Reflection by Spherical Mirrors, Mirror Formula and Magnification	
22		Refraction of Light, Refraction Through a Rectangular Glass Slab	
23		The Refractive Index	
29		Refraction by Spherical Lenses, Image Formation in Lenses	
30,		Sign Convention for in Spherical Lenses, Lens Formula and Magnification, Power of Lens	
4, 6, 7	Chapter: 10 The Human Eye and Colourful World	Activities: 10.1, 10.2	Explanation, Discussion, Analysis and Tutorial

SCHEDULE OF TEACHING AND ASSIGNMENTS [CHEMISTRY]

M/D	Concept	Sub-Concept(s)	Class Activity
April – 4, 10	Chapter – 1 Chemical Reactions and Equations	Activities 1.1 – 1.11	Explanation, Discussion, Analysis and Tutorial
11, 17, 18,		Chemical Equations	
24, 25, May - 2,		Types of Chemical Reactions	
8, 9		Have you observed the effects of oxidation reactions in everyday life?	

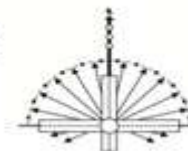
SCHEDULE OF TEACHING AND ASSIGNMENTS [BIOLOGY]

M/D	Concept	Sub-Concept(s)	Class Activity
April – 1, 6, 7, 8	Chapter – 15 Our Environment	Ecosystems-What are its Components?	Explanation, Discussion, Analysis and Tutorial
13, 15, 21, 22		How do Our Activities Affect the Environment?	
27, 28, 29	Chapter -7 Control and Coordination	Introduction	
May – 4, 5, 6		Animal Nervous System	

Textbook: 'Science Textbook For Class 10', NCERT, New Delhi, 2025.

Teacher(s): Mr. Adam Syed, Ms. D. Ashwini and Ms. Tunga M. B.

School Contact Number: 08392 – 294599



STANDARD: X [C]

SCIENCE

COURSE OUTLINE

SCHEDULE OF TEACHING AND ASSIGNMENTS [PHYSICS]

Date	Concept	Sub-Concept(s)	Class Activity
April – 3, 4, 6	Chapter: 9 Light-Reflection and Refraction	Activity: 9.1 To 9.13	Explanation, Discussion, Analysis and Tutorial
10		Reflection of Light, Spherical Mirrors	
11, 13		Images formed by Spherical Mirrors; Representation of Images formed by Spherical Mirrors using Ray Diagrams	
17		Sign Convention for Reflection by Spherical Mirrors, Mirror Formula and Magnification	
18		Refraction of Light, Refraction Through a Rectangular Glass Slab	
24		The Refractive Index	
25		Refraction by Spherical Lenses, Image Formation in Lenses	
27		Sign Convention for in Spherical Lenses, Lens Formula and Magnification, Power of Lens	
2, 4, 8, 9	Chapter: 10 The Human Eye and Colourful World	Activities: 10.1, 10.2	Explanation, Discussion, Analysis and Tutorial

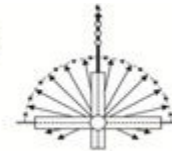
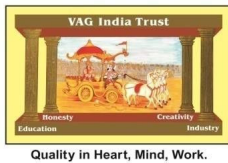
SCHEDULE OF TEACHING AND ASSIGNMENTS [BIOLOGY]

Date	Concept	Sub-Concept(s)	Class Activity
April – 4, 6, 7, 11	Chapter – 15 Our Environment	Ecosystems-What are its Components?	Explanation, Discussion, Analysis and Tutorial
13, 18, 21		How do Our Activities Affect the Environment?	
25, 27, 28	Chapter -7 Control and Coordination	Introduction	
May – 2, 4, 5, 9		Animal Nervous System	

Textbook: 'Science Textbook for Class 10', NCERT, New Delhi, 2024.

Teacher(s): Mr. Adam Syed, Ms. D. Ashwini

School Contact Number: 08392 – 294599



Standard: X A

SOCIAL SCIENCE

**COURSE OUTLINE
SCHEDULE OF TEACHING AND ASSIGNMENTS**

Date	Main Topic	Subtopic	Class Activity
April - 1, 6	Democratic Politics Ch. 1: Power Sharing	Introduction, Belgium & Sri Lanka & Majoritarianism in Sri Lanka	Interaction, Demonstration, Illustrations and Tutorial
7, 8, 10		Accommodation in Belgium & Forms of Power Sharing	
13, 15	Geography Ch. 1: Resources and Development	Concept, Development of Resources, Resource Planning in India and Conservation of Resources	
17, 21		Land Resources, Land Utilization, Land Use Pattern in India Land Degradation and Conservation Measures	
22, 24		Soil as a Resource - Classification of Soils, Soil Erosion and Soil Conservation	
27	Democratic Politics Ch. 2: Federalism	Introduction, What is Federalism? What Makes India a Federal country?	
28, 29		How is Federalism Practised? Decentralisation in India	
May - 4	Economics Ch. 1: Development	Introduction, What Development Promises – Different People, Different Goals	
5, 6		Income and Other Goals, National Development, How to Compare Different Countries or States?	
8		Income and Other Criteria, Public Facilities and Sustainability of Development	

Standard: X B

SCHEDULE OF TEACHING AND ASSIGNMENTS

Date	Main Topic	Subtopic	Class Activity
April - 2, 4	Democratic Politics Ch. 1: Power Sharing	Introduction, Belgium & Sri Lanka & Majoritarianism in Sri Lanka	Interaction, Demonstration, Illustrations and Tutorial
7, 9, 10		Accommodation in Belgium & Forms of Power Sharing	
11, 16	Geography Ch. 1: Resources and Development	Concept, Development of Resources, Resource Planning in India and Conservation of Resources	
17, 18		Land Resources, Land Utilization, Land Use Pattern in India Land Degradation and Conservation Measures	
21, 23		Soil as a Resource - Classification of Soils, Soil Erosion and Soil Conservation	
24, 25	Democratic Politics Ch. 2: Federalism	Introduction, What is Federalism? What Makes India a Federal country?	
28, 30		How is Federalism Practised? Decentralisation in India	
May - 2, 5	Economics Ch. 1: Development	Introduction, What Development Promises – Different People, Different Goals	
7, 8		Income and Other Goals, National Development, How to Compare Different Countries or States?	
9		Income and Other Criteria, Public Facilities and Sustainability of Development	

SCHEDULE OF TEACHING AND ASSIGNMENTS

Date	Main Topic	Subtopic	Class Activity
April - 1, 2	Democratic Politics Ch. 1: Power Sharing	Introduction, Belgium & Sri Lanka & Majoritarianism in Sri Lanka	Interaction, Demonstration, Illustrations and Tutorial
6, 7, 8		Accommodation in Belgium & Forms of Power Sharing	
9, 13	Geography Ch. 1: Resources and Development	Concept, Development of Resources, Resource Planning in India and Conservation of Resources	
15, 16		Land Resources, Land Utilization, Land Use Pattern in India Land Degradation and Conservation Measures	
21, 22, 23		Soil as a Resource - Classification of Soils, Soil Erosion and Soil Conservation	
27, 28	Democratic Politics Ch. 2: Federalism	Introduction, What is Federalism? What Makes India a Federal country?	
29, 30		How is Federalism Practised? Decentralisation in India	
May - 4	Economics Ch. 1: Development	Introduction, What Development Promises – Different People, Different Goals	
5, 6		Income and Other Goals, National Development, How to Compare Different Countries or States?	
7		Income and Other Criteria, Public Facilities and Sustainability of Development	

INTERNAL ASSESSMENT				BOARD EXAMINATION	
Sl. No.	Area	Task	Weightage of Marks		
1	Multiple Assessment (Individual)	Story Creation / Gallery Walk	4	80 Marks	
2	Portfolio (Individual)	Notes + Avg. of Chapter Tests	2+3		
		Map Making	2		
3	Subject Enrichment Activity (Individual)	Project Work	5		
4	Periodic Tests (Individual)	PT 1, PT 2 & PT 3 (Avg. of Best Two Periodic Tests)	5		
Total Weightage of Marks			20	80	
Grand Total			100		

TASK 1.1: Story Creation and Presentation

Story creation is an effective tool in assessing the depth of understanding a concept. It requires a clear structure (beginning, middle, end), compelling characters, a defined setting, an engaging conflict, and a satisfying resolution. Key criteria for a story creation includes originality, a consistent point of view, vivid sensory details, thematic depth, and proper mechanics (grammar/spelling) to immerse the reader.

Students of Class X are expected to select from the topics given and present it in a story form. On the completion of this activity the student will be able to narrate the topic/lesson opted by him/her, reflect society's values, issues and challenges to provoke thought leaving him/her with the confidence of responding to any question of analysis or reasoning.

Objective:

- To develop a broader understanding of the issue under learning/investigation.
- To develop critical thinking through organisation of thoughts logically and solving problems within the narrative structure.
- To nurture the aesthetic skills among the students through the narration of a topic/lesson.

Description:

1. Students must select one topic from the list of topics given below.
2. Each topic in the given list can be opted at a time by only two students.
3. Students must report about the topic selected by them to the incharge teacher at the earliest to avoid inconveniences.
4. Based on the selected topic characters and plot have to be set-up in such a way that it narrates the complete understanding of the topic/content.
5. The story can be presented either digitally (ppts./video/animation etc.) or handmade story albums with relevant pictures of data supporting the narration.
6. Story created - handmade/digitally will be open for display leading to the sharing of knowledge among the peer group for better understanding of the topics given.

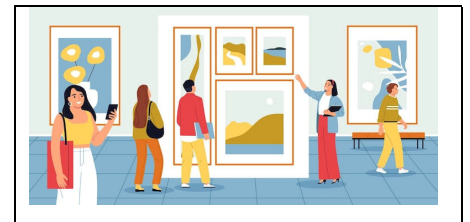
Topics for the Story Creation and Gallery Walk will be same that follows after the description of both the activities:

Date of Organisation: 30 November 2026

Mode of Presentation: Visual and Digital

TASK 1.2: Gallery Walk

A gallery walk is a dynamic, student-centered teaching strategy that transforms a classroom into an interactive learning space. Much like an art gallery, information is displayed on walls or desks, and students move from station to station to explore, discuss, and respond to content.



The primary objective of organising a gallery walk is to shift the

focus from teacher-led instruction to student-centered discovery. By turning the classroom into an interactive space, you move students from passive listening to active interpretation.

Objective:

- a. To encourage peer teaching-learning, where students explain concepts to one another in their own language.
- b. To provide an authentic audience (peer-group) for projects beyond just the teacher.
- c. To build a sense of community by celebrating the creative efforts of every student.

Description:

1. Students must select one topic from the list of topics given below.
2. Each topic in the given list can be opted at a time by only two students.
3. Students must report about the topic selected by them to the incharge teacher at the earliest to avoid inconveniences.
4. Based on the selected topic students must plan to display their understanding of the topic in a creative systematic manner.
5. The presentation must be made using chart paper in the convenient sizes required as per their creative ideas.
6. The charts with the content description will be open for display leading to the sharing of knowledge among the peer group for better understanding of the topics given.

Topics for Story Creation / Gallery Walk:

- | | |
|--|---|
| <ol style="list-style-type: none"> i. Making of Germany/Italy ii. Non-Cooperation Movement/ Civil Disobedience Movement iii. Sense of Collective Belonging iv. Print and its Impact v. Agriculture in India vi. Water Resources in India vii. Mineral Resources of India viii. Energy Resources of India | <ol style="list-style-type: none"> ix. What Makes India a Federal Country? / How is Federalism Practised in India? / Decentralisation in India x. National Political Parties xi. State Political Parties xii. Outcomes of Democratic Rights xiii. Sectors of Indian Economy xiv. Money and Credit xv. Making of a Global World/Globalisation and the Indian Economy |
|--|---|

Date of Organisation: 30 November 2026

Mode of Presentation: Visual

Assessment Criteria:

Gallery Walk		
Sl. No.	Criterion	Marks
1	Research Work	1
2	Presentation and Content Relevance	2
3	Competencies – Creativity, Analytical Skills, Synthesizing	1
Total Marks		4

TASK 2: Portfolio

A portfolio is a curated collection of materials showcasing an individual's skills, work, and achievements. It serves as a visual, detailed representation of experience, of an individual within a given period say in an academic year. It is a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and pencil tests. Portfolio helps students gain an awareness of their own learning. For students of Class X, portfolio includes classwork, average of chapter-wise performances and map making that would help evaluate learner's progress. The attention is to promote techniques such as annotation, identification of key words / topics/ themes, summarization and organisation of ideas and content, presentations, assignments, art integrated learning, etc.

Map making (cartography) requires balanced accuracy, clarity, and aesthetics to represent spatial information effectively. Key criteria include defining a clear purpose, selecting appropriate scale, ensuring data accuracy, maintaining visual hierarchy (legibility, contrast), and including essential elements like a title, legend and orientation. Students are expected to present maps related to History and Geography

Objective:

1. To help students compare and identify their academic growth.
2. To enable students to change their approach based on feedback given on their performances.
3. To provide a platform for students to feel proud of their hard work in front of an audience.

Description: Except Map Making, this activity is on day-to-day basis submission and performance. Students have to reflect on the errors and emphasise on the techniques for an improved learning ability.

1. Students have to prepare one map for History and other maps based on the topics under Geography (refer to CBSE Curriculum 2026-27 for the list).
2. Each map for every topic should have a title and a legend describing the details of the map.
3. Use colour pencils/crayons for shading the regions/areas to stress on regional variations.
4. After completion of locations with above mentioned details, make a Booklet of Maps and submit them with the title page that must include – Name, Class, Section, Task, Academic Year, School.

Date of Organisation: Map Making - **5 June 2026**
: Tests & Notes - **On day basis**

Mode of Presentation: Written

Assessment Criteria

Sl. No.	Portfolio	Marks
1	Avg. of all Chapter Tests	3
2	Notes Submission and Evaluation	2
3	Map Making	2
	a. Accuracy, Precision & Legibility - 1 mark	
	b. Essentials of Map (Title & Legend) – 1 mark	
Total Marks		7

TASK 3: PROJECT WORK

Project work is a work which focuses on completing a task. Project work normally involves a lot of resources - time, people and materials - and learners practise a range of skills and language systems. It can be assigned to a group of economists, geographers, doctors, engineers, teachers, students or so, to develop a report on the findings of the topics assigned to them. It can also add up the series of action plans, posters, demonstrations, activities or a model display relevant to the topic.

Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report. If possible, different forms of art may be integrated in the project work.

Objectives:

1. The objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from an interdisciplinary perspective.
2. It encourages students to integrate art with the subject to present its key facts/features.
3. It helps in enhancing the Life Skills of the students.

Competencies developed in the students through this activity is collaboration, use of analytical skills, evaluate the situations during disasters, synthesize the information., find creative solutions, strategise the order of solutions and use right communication skills.

Topics: Student must undertake one project on - **Social Issues OR Sustainable Development**

Date of Submission: 30 June 2026

Mode of Presentation: Written (with pictures, graphs, statistics relevant to the topic)

PROJECT WORK		
Sl. No.	Criterion	Marks
1	Content accuracy, originality and collaborative skills	2
2	Competencies exhibited and presentation	1
3	Viva Voce - Oral	1
Total Marks		4

The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, presentations etc.

1. A Summary Report should be prepared highlighting:

- i. objectives realised through individual work and group interactions.
- ii. calendar of activities.
- iii. innovative ideas generated in the process
- iv. list of questions asked in viva voce.

2. Students should use only eco-friendly products for the preparation of projects and models without incurring too much expenditure.

3. The Project Report can be handwritten or digital.

4. The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the student in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role-plays, group work, portfolios, etc., along with teacher assessment.

5. The Project work can culminate in the form of Power Point Presentation/ Exhibition/ Skit/ albums/files/song and dance or culture show/story-telling/debate/panel discussion, paper presentation.

6. Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of the Board.
