Road Map for Class X (2025-26)

COMMUNICATIVE ENGLISH

1. **Objectives** – To enable the learners to :

- develop the practical language communication skills needed for academic study and subsequent adult life.
- revise and reinforce structures already learnt.
- develop and integrate the use of the four language skills, i.e., listening, speaking, reading and writing .
- deduce the meaning of unfamiliar lexical items in a given context.
- comprehend, interpret, analyse, infer and evaluate the features in a literary text.
- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- use appropriate English to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- develop sensitivity towards, and appreciation for, other varieties of English like Indian English and the culture they reflect
- enable the learners to access knowledge and information through reference skills(consulting a dictionary/thesaurus, library, internet etc)
- develop curiosity and creativity through extensive reading
- facilitate self learning to enable them to become independent learners
- review, organize and edit their own work and work done by peers
- take active part in group discussions, showing ability to express agreement or disagreement.
- summarise ideas, to elicit the views of others, and to present own ideas.
- use an appropriate style and format to frame creative writings.

2. Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Learning Outcomes	Month
1/Literature/Prose 2/Literature /Poetry 3/MCB 4/Grammar 5/Writing	Two Gentlemen of Verona Creative Writing -Informal letter, diary entry Mrs.Packletide's Tiger Dialogue Writing , Laugh Out Loud(Speaking) The Frog and the Nightingale Mind Map- tracing the progression of the poem Health Activity -Reading comprehension ,Elocution Determiners Letter to editor	The learner : *appreciates similarities and differences across languages in a multilingual classroom and society. *reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising *uses appropriate punctuation marks and correct spelling of words while taking down dictation *uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc. *Writes the diary in a coherent manner and incorporates grammatical structures	April
1/Literature/Prose	The Letter Literature Circle activity -Flipped Classroom Not Marble Nor the Gilded Monuments (Progression of the poem]	The learner: *explains specific features of different literary genres for interpretation and literary appreciation *uses words, phrases, idioms and	May

2/Literature/Poetry 3/Grammar 4/Writing	Tenses Factual Description (Writing Hooks and Prompts)	word chunks for meaning-making in contexts *writes letters both formal and informal in a coherent manner *listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly. *is able to develop grammatical competencies moving from procedural knowledge (from use or meaning) to declarative knowledge (form).	
1/Literature/Prose 2/Literature/Poetry 3/Literature/Drama 4/MCB	A Shady Plot Comic Strip Ozymandias (literary text analysis: theme, literary devices) The Rime of the Ancient Mariner Mind Map , Literary analysis Dear Departed(Experiential learning method: role play) Education (Flipped classroom method) Science (Flipped classroom)	The learner: *reads aloud and recites poems/prose with proper stress, pause, tone, and intonation. *reads silently with comprehension and interprets layers of meaning. *writes short dialogues and participates in role plays, skits, street plays, etc., for the promotion of social causes *develops an ability to speak fluently and accurately in a variety of situations meaningfully	July

5/Grammar 6/Writing	Non Finites-Infinitive and Participles Article Writing		
1/Literature/Prose 2/Literature/Poetry 2/MCB 3/Grammar 4/Grammar 4/Writing	Patol Babu Dialogue Writing, Informal letter Virtually True Gaming:Experential learning Snake Self Composed poem Environment Experiential learning technique Relatives Conditionals Article Writing E-mail writing	The learner: *uses appropriate punctuation marks and correct spelling of words while taking down dictation *listens to and speaks on a variety of verbal inputs, viz. debate, speech, group discussion, power point presentation, radio programme, interview, mock parliament, etc. *reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising. *uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc.	August
1/Literature 2/MCB 3/ Grammar 4/Writing	REVISION	The learner is able to apply the concepts learned, into the preparation for the upcoming exams REVISION	September

1/Literature/Drama 2/Grammar 3/Grammar 4/MCB 5/MCB 6/Writing	Julius Caesar Role Play Active and Passive Nominalisation Travel and Tourism (Listening Activity) National Integration Article writing and Factual Writing Formal Letter	The learner: *identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia intention or point of view, rhyme scheme, themes, titles, etc *uses grammar items in context, such as, reporting verbs , passive and tense, time and tense, subject-verb agreement, etc. *uses words, phrases, idioms and word chunks for meaning-making in contexts. *reads with understanding information in his environment outside the schools as in hoardings, advertisements, product labels, visiting market place, etc. *writes a coherent piece undergoing various stages and processes of writing.	October
	REVISION	The learner:	November

1/Literature/Prose 2/Literature/Poetry 3/Grammar 4/MCB		*speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar *edits passages with appropriate punctuation marks, grammar and correct spelling. *exhibits in action and practice the values of honesty, cooperation, patriotism, and while speaking and writing on variety of topics. *recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations. *writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme.	
1/Literature/Drama 2/MCB 3/Grammar 4/ Writing	The Bishop's Candlesticks (Experiential learning method: Role Play) Sports and Games (Flipped classroom method: Panel discussion/ Interview with the experts) The Passive Voice (Experiential learning method: procedure writing) Dialogue Writing	The learner: *organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes. *reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.	December

		*listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly. *writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme.	
Literature MCB Writing Grammar	REVISION	The learner: Is able to use language as a skill to understand, interpret, analyse and write in a coherent and precise manner.	January

Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	40
2	PT2	July/August	Pen paper Test	40
3	Half Yearly	September	Pen paper Test	80
4	PAT	November	Pen paper Test	80
5	Pre Boards	December	Pen paper Test	80
6	Final	January	Pen paper Test	80

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

SYLLABUS PERIODIC 1 (May)

Reading	Comprehension Passage
Writing	Formal Letter ,Article Writing
Grammar	Integrated Grammar
Literature	Two Gentlemen of Verona , Mrs.Packletide's Tiger , The Frog and the Nightingale

SYLLABUS PERIODIC 2 (July)

Reading	Comprehension Passage
Writing	E-mail, Factual Writing
Grammar	Integrated Grammar
Literature	The Letter ,Not Marble Nor the Gilded Monuments ,Ozymandias ,Dear Departed

SYLLABUS Half Yearly (September)

Reading	Comprehension Passage
Writing	E-mail , Factual Writing, Article Writing, Formal Letter
Grammar	Integrated Grammar
Literature	**All the topics covered so far**

SYLLABUS PAT (November)

Complete Syllabus

SYLLABUS Pre Board (December)

Complete Syllabus

SYLLABUS PRE FINAL ASSESSMENT (January)

Complete Syllabus

Internal Assessment Break up

S.no	Type of assessment	Mode of assessment	Weightage
1.	Periodic Test	Pen Paper Test	5
2.	Multiple Assessment	Assessment through different modes to assess various competencies	5
3.	Enrichment Activity	Assessment through different activities	5
4.	Portfolio	Journals/Notebook/Assignments/Worksheets/Trans Disciplinary Project	5

Worksheets based on Reading, Writing ,Grammar and Literature will be assigned from the reference book to facilitate learning.

Prescribed books:

- Main Course Book
- Literature Reader
- Workbook

Suggested Reading

Literary Companion by BBC

The suggested stories, poems and articles mentioned at the end of each chapter

ROAD MAP, SUBJECT: INTRODUCTION TO FINANCIAL MARKET

CLASS: X

Learning Objectives

1. To develop financial skills. 2. To build foundation for money management and equity market. 3. To develop basic understanding of mutual funds, capital and derivative market. 4. To build speed and accuracy for financial market operations. 5. To gain knowledge of green skills for environment protection. 6. To develop computer skills required for financial market. 7. To learn communication (oral & written) skills to deal with clients. 8. To understand regulatory requirements while working in financial markets.

Month wise division of syllabus & Learning Outcomes

Month	Unit/ Lesson No.	Name of the unit/ lesson	Learning Outcomes
April	**L 1**	Investment basics	• Investments; needs and tools
	Employability skill (ES)		• Concept of Stock Exchange
	Unit 1	Communication skills	• Identify national stock exchange • Developing communication skills • Securities platform & investors
May	**L 2**	Securities	• Role of SEBI • Role of primary market
	L 3	Primary market	• Public Vs Private Placement • Self- management as an employability skill.
	ES: Unit 2	Self-management skills	• Primary Vs Secondary Market • Process of SBTS
July	**L 4**	Secondary market	• Direct market access. • Equity investment • Derivative instruments • Future & Options • Commodity Vs Financial derivatives.
	L 5	Derivatives	• Role of depository • Describe ISIN • Demat benefits. • Understanding the ICT

			& ED Skills required. • MF: meaning & benefits • NAV • Active & Passive Funds • Tools of corporate actions • Define NIFTY/ SENSEX • How Nifty calculate? • Rolling settlement • Post market activities • Sustainable development • Simple & Compound interest • Annual report of a company • P/L Statement • Fund application • Calculating; liquid ratio, leverage/ capital structure, profitability ratio.
	L 6	Depository	
	ES: Unit 3	Information & communication technology skills	
	ES: Unit 4	Entrepreneurship skills	
August & September	**L 7 & 8**	Mutual funds & Miscellaneous	
	ES: Unit 5	Green skills	
October	**L 9 & 10**	Concepts and modes of analysis Ratio analysis	

No. of worksheets planned per chapter: One worksheet per chapter.

Syllabus for periodic test:

- **Periodic test I (May): L: 1, 2 & 3 and ES: unit 1**
- **Periodic test II (August): L: 4, 5 & 6**
- **Half- Yearly (September) L: 1, 2, 3, 4, 5, 6, 7 & 8 and ES: unit 1, 2, 3 & 4**
- **Pre- Board (January): Full syllabus**

Practical Work (50 marks)

- **Project: 15 marks**
- **Viva: 10 marks**
- **Practical file: 15 marks**

- **Notebook: 10 marks**

(Practical details will be shared by NSE via NSMART software)

Marks Split up:

PART	UNITS/ LESSONS	MAXIMUM MARKS
A Employability Skills	Unit 1 to 5	10
B Subject Specific Skills	L 1 to 10	40
C Practical Work	NSMART Software	50

Prescribed book: Introduction to financial market by CBSE

Links for extended learning:

cbseacademic.nic.in

psscive.ac.in

nseknowledgehub (mobile app)

ROADMAP FOR CLASS 10

1. Subject: Mathematics

2. Objectives:

The broad objectives of teaching of mathematics at secondary stage are to help the learners

(i) to consolidate the Mathematical knowledge and skills acquired at the middle stage;

(ii) to develop positive ability to think, analyze and articulate logically;

(iii) to develop interest in Mathematics as problem solving tool in various fields;

(iv) to acquaint students with different aspects of Mathematics in daily life;

(v) to develop an interest in students to study Mathematics as a discipline;

(vi) to perform mathematical operations and manipulations with confidence.

(vii) to develop speed and accuracy in Mathematical skills.

(viii) to develop investigative skills in Mathematics.

(ix) to appreciate the usefulness, power and beauty of Mathematics.

(x) to develop abstract, logical and critical thinking upon their work and the work of others.

3. Month wise division of syllabus along with Learning Outcomes

LESSON NO.	TOPIC	MONTH	LEARNING OUTCOMES
2	Polynomials	April FLIPPED CLASSROOM LEARNING Phase 1: Pre-Class (Students Learn at Home) 1. Provide Learning Resources: Share digital content, such as: Videos: Recorded lectures or YouTube explanations on polynomials (degree, zeroes,	Student: 1. Identifies the zeroes of a polynomial p(x) that are precisely the x-coordinates of the points, where the graph of y = p(x) intersects the x-axis. 2. Compares the ratios of the coefficients of the polynomial with the sum of the zeroes, product of the zeroes of the polynomial. 3. Identifies the graphs of given polynomial.

		factorization, remainder theorem, etc.). Notes: PDFs or slides with key concepts and formulas. Interactive Tools: GeoGebra or Desmos for polynomial graph visualizations. Real-Life Examples: Short readings or videos on polynomials in physics, engineering, or economics. 2. Assign Pre-Reading or Practice Questions: Ask students to watch a video and summarize key takeaways. Give a few basic questions to test initial understanding. Use Google Forms or Quizizz for quick MCQ-based assessments. Phase 2: In-Class (Active Learning & Collaboration) 1. Clarify Doubts & Discuss Concepts: Start with a Q&A session where students share doubts from their pre-learning. Use peer teaching—students explain concepts to each other. 2 Hands-On Activities: Group Problem-Solving: Assign higher-order polynomial problems for students to solve in teams. Graphing & Visualizing: Use a graphing calculator or software to explore polynomial functions.	4. Calculates the number of zeroes from the given graph of the polynomial. 5. Finds out the zeroes of given quadratic polynomial. 6. Analyses the relationship between zeroes and the coefficients of given polynomial. 7. Frames the probable quadratic polynomial if zeroes of that polynomial are provided through Creative approach of learning. Activity- flipped classroom

		Card Sorting Activity: Match polynomial equations with their graphs, degree, and number of zeroes. 3. Real-Life Applications & Projects: Give scenarios where polynomials are used (e.g., physics, finance, architecture). Students can create a mini-project (e.g., designing a roller coaster track using polynomial curves). 4. Quick Assessment & Feedback: Conduct a mini-quiz using Kahoot or Plickers to check understanding. Take a written exit ticket (one key learning + one question they still have). Phase 3: Post-Class (Reinforcement & Reflection) 1. Reflective Journal: Ask students to write what they learned, challenges faced, and how they applied concepts. 2. Additional Practice & Challenges: Assign higher-order problem- 3. Personalized Support: Provide extra video resources for struggling students. Arrange 1-on-1 tutoring or small group sessions for difficult topics.	

		Benefits of Flipped Learning for Polynomials .More student engagement – Learning is interactive and discussion-based. .Better conceptual understanding – Pre-learning allows deeper class discussions. .Improved problem-solving skills – Class time is focused on application. .Personalized learning pace – Students can revisit videos as needed.	
1	Real numbers	April	Student: 1. Understands the co-relation of rational and irrational numbers and new methods of finding out LCM and HCF of numbers. 2. Applies the theorems and and analyses the results 3. Finds out HCF and LCM of real numbers through different methods. 4. Proves irrational nature of irrational numbers by developing critical thinking. 5. Recalls the properties of irrational numbers. 6. Proves that if P is prime and P divides a^2 , then P divides a, where a is a positive integer. 7. Proves that √2, √3, √5 are irrational numbers.
3	Linear equations in two variables	April Experiential Learning Activity: "Real-Life Budgeting with Linear Equations"	Students: 1. Understands to represent the algebraic situations algebraically and graphically.

		Objective: To help students understand and apply the concept of linear equations in real-life financial planning and decision-making. Activity: “Smart Shopper Challenge” Materials Needed: Fake currency or online budget tracker Price list of essential and non-essential items (groceries, gadgets, clothing, etc.) Task cards with different budget constraintsSteps: 1. Introduction & Problem Setup (10 mins) Discuss real-life scenarios where linear equations are used (e.g., budgeting, calculating expenses, savings). Provide students with a fixed budget (e.g., ₹5000) and a list of items with their respective costs. Introduce the concept of equations in the form Ax + By = C, where A and B are costs of different items, and C is the total budget. 2. Exploration & Hands-On Learning (20 mins) Divide students into small groups. • Each group selects or is assigned a shopping task (e.g., buying groceries for a family, choosing a mobile plan). They must create a linear equation based on the	2. Knows and understands Graphical, substitution, elimination, cross multiplication methods of solving linear equations. 3. Solves linear equations applicable in daily life. SKILLS- Students: 1. Solves algebraic problems 2. Uses appropriate methods to solve the given linear equation. 3. Solves complex questions based on the topics 4. Uses analytical skills to visualize the given scenario and use the concepts learnt in everyday problems. Activities - Experiential learning

		selected items while ensuring they don't exceed the given budget. 3. Problem-Solving & Representation (15 mins) Students solve the equation to determine how many units of each item they can buy. Represent their equation graphically on a coordinate plane. 4. Presentation & Reflection (15 mins) Groups present their findings, discussing challenges faced in balancing the budget. Class discussion on how linear equations help in making financial decisions. Learning Outcomes: Students will identify real-life situations where linear equations are applied. .Students will formulate and solve linear equations based on given constraints. .Students will interpret solutions both algebraically and graphically. .Students will develop decision-making skills through budgeting and problem-solving. .Students will relate mathematics to everyday life, enhancing their critical thinking.	
4	Quadratic Equations	May	Student: 1. Comprehends How to recognize a quadratic polynomial

			2. Knows Difference between a quadratic polynomial and a quadratic equation. 3. Understands Methods to solve a quadratic equation. 4. Applies the concepts towards everyday problems. SKILLS and COMPETENCIES – Students: 1. Identifies quadratic equations 2. Solves the given equation an appropriate method 3. Solves complex questions based on everyday situations through collaboration and apply an appropriate methodology.
7	Coordinate geometry	May	Student: 1. Recognises that very often maths comes from the need to deal with a real-world problem. 2. Uses appropriate formulas to solve coordinate geometry equations. 3. Understands the need for a coordinate system. 4. Recognises the presence of coordinate systems in everyday life. 5. Understands the importance of a starting or reference point for defining a coordinate system. 6. Understands the form of the coordinates of points on the horizontal axis and on the vertical axis. 7. Demonstrates understanding of the principles and concepts of coordinate geometry. 8. Understands distance formula, section formula and Use the same to solve various mathematical problems.

10	Circles	July	Student: 1. Differentiates between a tangent and a secant of a circle. 2. Critically determines the number of tangents to a circle at any given point. 3. Determines the angle between tangents to the circle and the radius through the point of contact. 4. Analyses and establishes the relationship between the tangents lengths to a given point from a point outside the circle. SKILLS AND COMPETENCIES – Student: 1. Examines and understands the difference between secant and tangents to the circle. 2. Understands that tangent touches the circle at one point. 3. Finds that only one tangent can pass through a point which the circle. 4. Experiments and finds that tangent to any point of a circle is perpendicular to the radius through the point of contact and apply it critically. 5. Analyses that a line drawn through the end of a radius and perpendicular to it is a tangent to the circle. 6. Observes that the tangents drawn from an external point to a circle are equal.
5	Arithmetic Progression	July	Student: 1. Recognises an arithmetic progression. 2. Finds the given terms and sum of the given Arithmetic Progression.

			3. Solves a given application-based question through real life situations. SKILLS- Student: 1. Identifies Arithmetic Progressions 2. Applies the knowledge to everyday situations and make calculations faster (Application based critical thinking)
8	Introduction to Trigonometry	July,August	Student: 1. Recalls/recognises Trigonometric ratios. 2. Recalls Trigonometric ratios of specific angles and complementary angles. 3. Understands Trigonometric Identities 4. Proves Trigonometric ratios. 5. Verifies Trigonometric identities. 6. Differentiates Trigonometric identities from one another. 7. Finds the Trigonometric ratios of specific angles. 8. Converts the identity into the required form. 9. Uses Trigonometric ratios in solving problems.
9	Applications of Trigonometry	August Experiential learning while making a clinometer to find height and distance in the application of trigonometry can be done through a hands-on, inquiry-based approach: 1. Introduction to the Concept (Engage) Begin with a discussion on real-life applications of trigonometry, such as	Student: 1. Understands the angle of elevation, angle of depression. 2. Applies Trigonometry in various fields such as Physics, Engineering, Navigation, Seismology and Art. SKILLS- Student: 1. Identifies and applies Trigonometric ratios in various situations of daily life.

		measuring the height of a tree, a building, or a flagpole. Ask students: How do we measure the height of an object without climbing it? Introduce the concept of angle of elevation and depression using simple drawings. 2. Building the Clinometer (Explore) Materials Needed: .A protractor .A straw .A weight (small stone or washer) .A piece of thread .Tape or glue .A ruler Steps to Make a Clinometer: 1. Attach the straw to the straight edge of the protractor using tape. This acts as the viewfinder. 2.Tie one end of the thread to the center of the protractor (where the 90° mark is). 3.Attach a small weight to the other end of the thread, allowing it to hang freely. 4.Now, when the clinometer is tilted, the thread will indicate the angle of elevation on the protractor. 3. Applying the Clinometer (Explain & Experiment) .Students work in pairs or groups.	2. Uses different trigonometric angles values to find the required dimensions by analytical thinking. Activities - Experiential learning

		.They select a tall object (tree, building, or pole) and stand at a measured distance from it. .One student looks through the straw at the top of the object while another notes the angle from the protractor. .Using a measuring tape, they record the distance between the observer and the base of the object. 4. Calculating the Height (Elaborate) .Apply trigonometric ratios (tan θ = opposite/adjacent) to find the height. Formula: h = d \times \tan(\theta)where: h = height of the object d = distance from the base \theta = angle measured using the clinometer • If the observer's eye level is at height h_o, the final height of the object is: $H = h + h_o$ 5. Observing and Analyzing (Evaluate) • Compare different measurements taken by groups. Discuss possible errors (e.g., incorrect angle measurement, uneven ground).	

		Relate this activity to real-world applications, such as surveying and engineering. 6. Connecting to Daily Life (Reflection) Ask students where they can use this method in their daily life. Discuss how surveyors, engineers, and architects use similar principles in their work. This experiential learning approach helps students understand and apply trigonometry in a fun and practical way, reinforcing concepts through hands-on engagement.	
14	Probability	September	Student: 1. Understands and analyses the Theoretical Probability and critically examine the difference between Experimental and Theoretical Probability. 2. Understands sure event and impossible event and their probability. 3. Understands Equally likely outcomes, Sum of probabilities of elementary events, Complementary events. SKILLS and COMPETENCIES- Student: 1. Differentiates between Experimental and Theoretical Probability. 2. Analyses and solves simple problems on single events.

12	Surface Area & Volume	October	Student: 1. Understands surfaces of combination of different solids. 2. Understands Surface area of a combination of solids. 3. Calculates Volume of a combination of solids. SKILLS- Student: 1. Identifies the 3-D shapes combined to form an object. 2. Visualises the various surfaces of the resultant object. 3. Determines the surface area of an object formed by combining any 2 of the basic solids. 4. Finds the volume of the objects formed by combining any of 2 of a cuboid, cone, cylinder, sphere and hemisphere. Activities - Experiential learning
13	Statistics	October	Student: 1. Knows and understands various types of Measures of Central Tendency. 2. Understands different methods to calculate mean, median and mode. 3. Identifies and applies suitable method for easy calculations. 4. Identifies the given type of frequency distribution. SKILLS- Student: 1. Classifies data as per the requirement of the situation.

			2. Uses the given data to interpret the required statistical concept, creatively and critically. 3. Solves complex questions based on the topics.
11	Areas Related to circles	October	Student: 1. Identifies the various parts of circle as arc, sector and segment. 2. Calculates the lengths and areas of arc, sector and segment and areas of combination of plane figures.
6	Triangles	November	Student: 1. Identifies the various types of triangles, Basic Proportionality Theorem, Similarity of triangles, their criteria. SKILLS- Student: 1. Solves geometrical problems 2. Proves the theorems and results 3. Solves complex questions based on the topics 4. Use analytical skills to visualise the given scenario and use the concepts learnt in everyday problems.

4. Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	40
2	PT2	July/August	Pen paper Test	40
3	Half Yearly	September	Pen paper Test	80
4	PAT	November	Pen paper Test	40
5	Preboard	December	Pen paper Test	80
6	Pre Final	January	Pen paper Test	80

5. Curriculum Content for various assessments:

- Periodic -I (May)

  - REAL NUMBERS [1]
  - POLYNOMIALS [2]
  - LINEAR EQUATIONS IN TWO VARIABLES [3]
  - QUADRATIC EQUATION [4]

- Periodic -II (July)

  - COORDINATE GEOMETRY (7)
  - CIRCLES[10]
  - ARITHMETIC PROGRESSION [5]

- Half Yearly (September)

  - CIRCLES [10]
  - ARITHMETIC PROGRESSION [5]
  - INTRODUCTION TO TRIGONOMETRY [8]
  - APPLICATIONS OF TRIGONOMETRY [9]
  - Probability (14)

  **Topics already assessed in periodic test-1 will be tested again in periodic test-2 for limited weightage*

(October/November)

  - AREA RELATED TO CIRCLES [11]
  - SURFACE AREA AND VOLUME [12]
  - STATISTICS [13]
  - TRIANGLES [6]

Note: Full syllabus will be tested for PAT, PREBOARD AND PREFINAL examination

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4& 5 marks weightage

5. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Mode of Assessment	Weightage
1	Periodic Test	Pen paper Test	5
2	Multiple Assessment	Assessment through different modes to assess various competencies	5
3	Enrichment Activity	Assessment through different activities	5
4	Portfolio	Journals/Notebook/Assignments/Worksheets/Trans-Disciplinary Project	5

6. CRAB Worksheets per chapter will be assigned.

7. Prescribed books:

MATHEMATICS- NCERT Book

Suggested Books:

MATHEMATICS NCERT Exemplar

Subject- Sanskrit

Class – x

Session- 2025-2026

1. विषय: -संस्कृतम्

2. उद्देश्यानि-

1. **वसुधैव कुटुम्बकम् इति भावनाविकासः ।**
2. **भारतीयभाषाणां संरक्षणम् ।**
3. **श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक कौशलानां विकासः ।**
4. **संस्कृतभाषया सम्प्रेषणकौशलविकासः ।**
5. **परस्परं संस्कृतसम्भाषणेन भावविनिमयः ।**
6. **संस्कृत-भाषया एव संस्कृत-शिक्षणम्।**
7. **बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम् ।**
8. **मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च ।**
9. **भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च ।**

3. मासिक-पाठ्यक्रम:

अध्याय संख्या	अध्याय का नाम	अधिगमस्य प्रतिफलम्	मास
पाठ 1	शुचिपर्यावरणं गतिविधिः संस्कृतगीतगायनम्	मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च ।	अप्रैल
पाठ 2	बुद्धिर्बलवतीसदा	मानवजीवनस्य विकासपूर्वकं कल्याणम् ।	अप्रैल
पाठ 4	शिशुलालनम् गतिविधिः नाट्यमञ्चनम्	बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम्	मई
पाठ 5	जननीतुल्यवत्सला	भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च ।	मई
पाठ 6	सुभाषितानि	मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च ।	जुलाई
पाठ 7	सौहार्दंप्रकृते:शोभा	संस्कृतभाषया सम्प्रेषणकौशलविकासः ।	जुलाई

पाठ 8	विचित्र: साक्षी	श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक कौशलानां विकासः।	अगस्त
पाठ 9	सूक्तय: गतिविधिः सूक्तिलेखनम्	आत्मानुशासनं संस्थापनम्।	अगस्त
पाठ 12	अन्योक्तय: गतिविधिः श्लोकोच्चारणम्	बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम्	नवम्बर

व्याकरणं–

शेमुषीपुस्तकं आधारितं

अध्याय संख्या	अध्याय का नाम	अधिगमस्य प्रतिफलम्	मास
अपठितावबोधनम्	अपठितः गद्यांशः	लेखनशक्तेः विकासः।	मार्च
रचनात्मककार्यम्	पत्रलेखनम् , चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् , अनुवादः	श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक कौशलानां विकासः ।	मार्च
पाठ 1	सन्धिकार्यम्- स्वर सन्धिः- यण्, अयादि, पूर्वरुप व्यञ्जन- सन्धिः- प्रथमवर्णस्य तृतीयवर्णे/ पञ्चमवर्णे च परिवर्तनम् विसर्ग- सन्धिः उत्वम्, रत्वम्, विसर्गलोपः, विसर्ग स्थाने स्, श् , ष्	परस्परं संस्कृतसम्भाषणेन भावविनिमयः ।	अप्रैल
पाठ 2	समासः- तत्पुरुष- विभक्तिः, उपपद, कर्मधारय बहुव्रीहिः, अव्ययीभावः(अनु, उप, सह, निर, प्रति, यथा) द्वन्द्व- समास:	शिक्षणकौशलानि वर्धनाय नैपुण्यप्राप्तिः ।	अप्रैल
पाठ 3	**प्रत्ययाः-** **कृत्**- तव्यत्, अनीयर्, क्त, क्तवतु **तद्धित**- मतुप्,ठक् त्व,तल् स्त्री प्रत्ययौ- टाप्,ङीप्	परस्परं संस्कृतसम्भाषणेन भावविनिमयः ।	मई
पाठ 4	वाच्यपरिवर्तनम्	परस्परं संस्कृतसम्भाषणेन भावविनिमयः ।	जुलाई

पाठ 5	समय:	शिक्षणकौशलानि वर्धनाय नैपुण्यप्राप्तिः ।	अगस्त
पाठ 6	**अव्ययपदानि-**उच्चैः, च, श्वः, ह्यः, अद्य, अत्र-तत्र, यत्र, कुत्र, इदानीं,अधुना, संप्रति, साम्प्रतं, यदा, कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः, यदि, तर्हि, यावत्- तावत्	संस्कृतभाषया सम्प्रेषणकौशलविकासः ।	अक्तूबर
पाठ 7	**अशुद्धि- संशोधनम्** वचन-लिङ्ग-पुरुष- लकार-विभक्ति-दृष्ट्या	संस्कृतभाषया सम्प्रेषणकौशलविकासः ।	नवम्बर

4. Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	सामायिक-परीक्षा 1	मई	लिखित परीक्षा	40
2	सामायिक-परीक्षा 2	अगस्त	लिखित परीक्षा	40
3	अर्धवार्षिक-परीक्षा	सितम्बर	लिखित परीक्षा	80
4	सामायिक-परीक्षा 3	नवम्बर	लिखित परीक्षा	40
5	सामायिक-परीक्षा 4 (PAT)	दिसम्बर	लिखित परीक्षा	80
6	पूर्वबोर्ड- परीक्षा	दिसम्बर	लिखित परीक्षा	80
7	वार्षिक-परीक्षा	फरवरी/मार्च	लिखित परीक्षा	80

5. आवधिक- परीक्षायाः पाठ्यक्रमः

- आवधिक-परीक्षा 1

अपठितः गद्यांशः रचनात्मकार्यम्- पत्रलेखनम्, चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम्, अनुवादः व्याकरणम्- सन्धिः- स्वर- सन्धिः समासः- तत्पुरुष- विभक्तिः, उपपद, कर्मधारय, बहुव्रीहिः

प्रत्ययाः- तव्यत्**,** अनीयर्**,** क्त**,** क्तवतु
वाच्यपरिवर्तनम्
समयवाची- विशेषणम्
अव्ययपदानि- उच्चैः, च, श्वः, ह्यः, अद्य, अत्र-तत्र, यत्र, कुत्र, इदानीं,अधुना, संप्रति,
साम्प्रतं, यदा, कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः, यदि, तर्हि, यावत्- तावत्
अशुद्धि- संशोधनम्

साहित्यः-
शेमुषी .- पाठः 1, 2, 4

- आवधिक-परीक्षा 2

अपठितः गद्यांशः

रचनात्मकार्यम्-

पत्रलेखनम्, चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम्, अनुवादः

व्याकरणम्-
सन्धिः- व्यञ्जन- सन्धिः, विसर्ग-संधि-
समासः- तत्पुरुष- विभक्तिः , बहुव्रीहिः, अव्ययीभावः(अनु, उप, सह, निर, प्रति, यथा)
प्रत्ययाः- मतुप्,ठक, त्व,तल्, टाप्,ङीप्
वाच्यपरिवर्तनम्
समयवाची- विशेषणम्
अव्ययपदानि- उच्चैः, च, श्वः, ह्यः, अद्य, अत्र-तत्र, यत्र, कुत्र, इदानीं,अधुना, संप्रति,
साम्प्रतं, यदा, कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः, यदि, तर्हि, यावत्- तावत्
अशुद्धि- संशोधनम्

साहित्यः-
शेमुषी .- पाठः 5, 6, 7

- आवधिक-परीक्षा 3

अपठितः गद्यांशः

रचनात्मकार्यम्-

पत्रलेखनम्, चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम्, अनुवादः

व्याकरणम्-
सन्धिः- व्यञ्जन- सन्धिः, विसर्ग-संधि-
समासः- तत्पुरुष- विभक्तिः , बहुव्रीहिः, अव्ययीभावः(अनु, उप, सह, निर, प्रति, यथा), द्वन्द्व- समासः
प्रत्ययाः- मतुप्,ठक, त्व,तल्, टाप्, ङीप्
वाच्यपरिवर्तनम्
समयवाची- विशेषणम्

अव्ययपदानि- उच्चैः, च, श्वः, ह्यः, अद्य, अत्र-तत्र, यत्र, कुत्र, इदानीं,अधुना, संप्रति, साम्प्रतं, यदा, कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः, यदि, तर्हि, यावत्- तावत्
अशुद्धि- संशोधनम्

साहित्यः-
शेमुषी .- पाठः 8, 9, 12

- आवधिक-परीक्षा -4
  सम्पूर्णः पाठ्यक्रमः (सी. बी. एस. ई. पाठ्यक्रमानुसारम्)

- पूर्वबोर्ड- परीक्षा
  सम्पूर्णः पाठ्यक्रमः (सी. बी. एस. ई. पाठ्यक्रमानुसारम्)

- वार्षिक- परीक्षा
  सम्पूर्णः पाठ्यक्रमः (सी. बी. एस. ई. पाठ्यक्रमानुसारम्)

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

5. Internal Assessment Break-up: Class X

Sr. No.	Type of Assessment	Mode of Assessment	Weightage
1	आवधिक-परीक्षा	लिखित-परीक्षा	5
2	बहुविधमूल्याङ्कनम्	विविधप्रकारेण मूल्याङ्कनम्	5
3	भाषा संवर्धनाय गतिविधयः	श्रवण-पठन-लेखन-वाचनगतिविधयः	5
4	निवेशसूचिका	पत्रिका/ अभ्यासपुस्तिका/ कार्यभारः/ कार्यपत्रकः/ परियोजना	5

6. CRAB Worksheets per chapter will be assigned.

7. निर्धारित- पाठ्यपुस्तकानि- 1. शेमुषी पाठ्यपुस्तकम् भाग-2

2. अभ्यासवान् भव द्वितीयो भागः

3. व्याकरणविथिः

ROADMAP FOR CLASS X (2025-26)

1. **Subject :Science**

2. **Objectives:** The teaching of Science, at this stage, will help the learners to:-

- Recognize, identify and strengthen the unique capabilities of each student in science.
- Understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and Ethical factors.
- Think analytically, critically and creatively to solve o arguments and make decisions in scientific and other contexts.
- Appreciate the contribution of science towards development and progress in all fields of life.
- Acquire the knowledge of scientific terms, facts, definitions, processes, concepts, principles and laws.
- Develop skills of scientific inquiry to design and carryout scientific investigations and evaluate scientific evidence to draw conclusions.
- Develop measurement and observational skills and to encourage the use of locally available resources, Inculcate science and technology related values; Recognize the relationship of science, technology and society.
- Demonstrate attitude and develop values of honesty and respect for themselves, others, and their shared environment.
- Engage with the processes of Science like observing, recording observations, drawing, tabulation, plotting graphs, etc.
- Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- Be effective in quantitative reasoning so as to occupy a more central place in the teaching and learning of Science.
- Understand the relationship of chemical substances, its properties, and their application in life, content, process and the language of chemistry teaching to communicate with the learner's age laboratory skills in chemistry, safe consciousness in practicing chemistry in school and life

3. **Month wise division of syllabus along with Learning Outcomes**

PHYSICS

Chapter Number	**Name of the Chapter and learning outcomes**	**Month**
9	Light reflection and refraction Learning Outcomes: The learner • Recalls reflection of light and laws of reflection • Recognizers spherical mirrors . • Represents images formed by spherical mirrors using ray diagrams. • Classifies image formation by concave and convex mirrors. • Recognizes mirror formula and magnification produced by spherical mirrors • Observes refraction through a rectangular glass slab . • Explores refraction by spherical lenses by drawing ray diagrams of image formation by lenses . • Solves numerical based on lens formula ,magnification and power of lens .	April, May

10	**Human Eye and colorful World** Learning Outcomes: The learner •Explores refraction of light through a prism . • Observes Dispersion of white light by a glass prism . • Learns to draw diagram of dispersion of white light by the glass prism and recombination of the spectrum of white light. • Observes atmospheric refraction like a) Twinkling of stars b) Advance sunrise and delayed sunset. • Explorers several spectacular scattering phenomena of light . • Identifies Tyndall Effect . • Recognizes the reasons why the color of the clear sky blue and what is the color of the sun at sunrise and sunset.	July, August
11	**Electricity** Methodology- The content will be inculcated using demonstration. Learning Outcomes: The learner • Understands topics like electric current,electric circuit , electric potential and potential difference. • Draws symbols of some commonly used components in circuit diagrams . • Learns the formulas and units of electric current , electric potential and potential difference etc. Solves questions based on the above mentioned topics. •Explores Ohm's law. • Applies Ohm's law to combinations of resistors. • Identifies the factors on which the resistance of a conductor depends . • Understands the topics Heating Effect of Electric Current andElectric Power • Solves and practices numericals .	
12	Magnetic effect of electric current Learning Outcomes: The learner • Identifies magnetic field and field lines due to current carrying straight conductor , circular loop ,solenoids. • Explores about force on a current carrying conductor in a magnetic field . • Learns to apply Maxwell Right Hand Thumb Rule to find magnetic field around a straight conductor . Fleming's left hand rule to find the direction of motion or force acting on the conductor . •Describes the principle and working of electric motors ,recognizes Electromagnetic induction . •Compare the diagrams of electric motors and inducing current in a coil . • Applies Fleming's right hand rule to find the direction of induced current .	October

CHEMISTRY

Chapter Number	Name of the Chapter	Month
1	Chemical Reactions and equations The learner: 1. Understands the fundamental concepts of chemical reactions and their classification based on reactants and products. 2. Learns to balance chemical equations to obey the law of conservation of mass. 3. Develops skills to predict products of simple chemical reactions and understand their stoichiometry. 4. Applies knowledge of chemical reactions to everyday phenomena and industrial processes. 5. Gains an appreciation for the role of chemical reactions in shaping our environment and technological advancements.	April
2	Acids ,bases and salts 1. Comprehends the properties of acids, bases, and salts, including their taste, pH, and reaction with indicators. 2. Recognizes the significance of acids and bases in everyday substances and processes, such as food digestion and cleaning agents. 3. Understands the concept of neutralization reactions and their role in forming salts and water. 4. Gains proficiency in identifying common acids, bases, and salts and their chemical formulas. 5. Appreciates the importance of pH balance in biological systems and environmental sustainability.	May
3	Metals and Non metals **Methodology:** The content will be inculcated using experiential learning. 1. Understands the properties of metals and nonmetals: Students should be able to identify and differentiate between metals and nonmetals based on their physical and chemical properties such as lustre, malleability, ductility, and conductivity. 2. gains an understanding of the periodic table and how metals and nonmetals are arranged within it. They should be able to locate metals, nonmetals, and metalloids on the periodic table.	July,august

	3. learns about common chemical reactions involving metals and nonmetals, such as the reaction of metals with acids to produce hydrogen gas and salt, or the reaction of nonmetals with oxygen to form oxides. 3. understands the concept of corrosion in metals and rusting in iron. He/She is able to explain the process of rusting and the factors that accelerate or decelerate it. 4. learns about the practical applications of metals and nonmetals in everyday life, such as in construction, electrical wiring, and manufacturing processes. 5. Becomes aware of the environmental impact of extracting, using, and disposing of metals and nonmetals and understands the importance of recycling and sustainable practices in managing metal and nonmetal resources. 6. develops critical thinking skills by analyzing the properties and uses of different metals and nonmetals and by evaluating the reactions related to them. 7. is able to solve problems related to the properties and reactions of metals and nonmetals, including balancing chemical equations and predicting the outcomes of reactions.	
4	Carbon and its compounds 1. Understands the basic structure of carbon atoms and its ability to form covalent bonds with other elements, leading to the vast diversity of organic compounds. 2. Identifies and classifies organic compounds based on their functional groups, such as alkanes, alkenes, alkynes, and aromatic compounds. 3. Explains the concept of isomerism and its significance in determining the properties and behavior of organic compounds. 4. Demonstrates knowledge of common reactions of carbon compounds including combustion, addition, substitution, and oxidation. 5. Applies understanding to real-world contexts, such as the importance of carbon compounds in everyday life,, for making refined oil, soaps and detergents .	October

BIOLOGY

Chapter Number	Name of Chapter and learning outcomes	Month
5	**Life Processes** **Methodology:** The content will be inculcated using anatomical study using 3-D models	April, May

	1) Differentiates materials/organisms/ phenomena / processes,based on characteristics, such as autotrophic and heterotrophic nutrition, biodegradable and non-biodegradable substances, various types of reactions taking place inside living cells. 2) Understands how autotrophs obtain substances necessary for nutrition. 3) Explains processes and phenomena, such as nutrition in human beings and plants, transportation in plants and plants, transportation in plants and animals. 4) Illustrate the process involved in human respiratory system, in order to explain how humans take in oxygen and expel CO2. 5) Illustrate the process of transport of oxygenated & deoxygenated blood by human heart, in order to explain how oxygen is transported to cells. 6) Illustrate the process involved in human excretory system, in order to explain how waste is transported out of human body. 7) Describe transpiration and other ways in which plants shed extra wastes, in order to explain excretion in plant. 8) Draws labelled diagrams / flow charts/ concept map /graphs, such as digestive, respiratory, circulatory, excretory systems.	
13	**Our Environment:** 1) Learner is able to tabulate the organisms feeding on one another (producers, consumers, decomposers) and energy transfer between them, in order to form a food chain or a food web. 2) Makes efforts to conserve environment realizing the interdependency and interrelationship in the biotic and abiotic factors of environment, such as appreciates and promotes segregation of biodegradable and non - biodegradable wastes, takes steps to promote sustainable management of resources in day to day life.	

	3) Applies learning to hypothetical situations, such as what happens if all herbivores removed from an ecosystem? 4) Applies scientific concepts in daily life and solving problems.	
6	**Control and Coordination** **Methodology:** The content will be inculcated using anatomical study using 3-D models. 1) Relates processes and phenomena with causes effects, such as hormones with their functions, tooth decay with pH of saliva, growth of plants with pH of the soil, survival of aquatic life. 2) Illustrate the location and functions of different parts of human brain, in order to understand working of human brain. 3) Learner is able to draw the structure & explain the functioning of a neuron, in order to explain how electrical signals travel in the human body. 4) Learner is able to outline the working of a reflex arc, in order to explain how reflex actions take place in humans	July
8	**Heredity** Learner: 1) Takes initiative to know about scientific discoveries/inventions, such as Mendel's contribution in understanding the concept of inheritance. 2) Classify the given traits as inherited or acquired, in order to understand which traits cause a change in genes. 3) Explain the combination of sex chromosomes, in order to understand how sex is determined in humans.	August
7	**Reproduction** Learner is able to: 1) Understand and Illustrate the process of fission in amoeba, leishmania & plasmodium, in order to understand how unicellular organisms divide. 2) Explain the processes and phenomena, such as nutrition in human	October

	beings and plants, transportation in plants and animals. 3) Illustrate the process of fragmentation in Spirogyra & spore formation in Rhizopus, in order to understand how multicellular organisms with simple body design divide. 4) Illustrate the process of regeneration in Planaria, in order to understand how fully differentiated multicellular organisms divide. 5) Applies scientific concepts in daily life and solving problems, such as takes precautions to prevent sexually transmitted infections, and draws conclusion, such as traits/features are inherited through genes present on chromosomes.	

Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	40
2	PT2	July	Pen paper Test	40
3	Half Yearly	September	Pen paper Test	80
4	PAT	November	Pen paper Test	80
5	Pre-Board	December	Pen-Paper test	80 (separate exam for physics, chem. and bio)
6	Final	February/March	Pen paper Test	80

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1, 2 3, 4& 5 marks weightage

Curriculum Content for Various assessments:

Sr.No.	Assessment Cycle	Chapter Number
1	PT1	Physics - Chapter 9 (Light Reflection and refraction) Biology-Chapter- 13 (our environment) Chapter 5 (Life Processes- Nutrition and respiration)
		Chemistry : Lesson 1
2	PT2	Physics: Chapter 10(Human Eye Colour full world), Biology: Chapter –5 (Circulation and excretion) Chapter- 6 (Control and coordination- Till Coordination in plants) Chemistry : Lesson 2

3	Half Yearly	Physics: 9,10 and 11 Biology: Chapter – 5, 6, 13 Chemistry : Lesson 1.2 ,3
4	PT3	Physics: 12 Biology: Chapter – 8 (Heredity- full) Chapter- 7 (Asexual Reproduction) Chemistry : Lesson 4
5	PAT	Full Syllabus
6	Pre- Board exams	Full Syllabus
7	Final exams	February/March

Practicals shall be conducted as per CBSE and recorded in practical file by the students.

For academic session 2024-25

Composition of Question Paper for year- end examination/ board examination theory shall be based on the following:

- **Competency focused questions in the form of MCQ, case study questions, source based integrated questions or any other type = 50%.**
- **Select response type questions (MCQ) is =20%.**
- **Constructed response questions, short answer, long answer type questions = 30%.** **5. Internal Assessment Break-up: Class X**

Sr. No.	Type of Assessment	Mode of Assessment	Weightage
1	Periodic Test	Pen paper Test	5
2	Multiple Assessment	Assessment through different modes to assess various competencies	5
3	Enrichment Activity	Assessment through different activities	5
4	Portfolio	Journals/Notebook/Assignments/Worksheets/TransDisciplinary Project	5

6. Worksheets per chapter will be assigned and assignments from reference book shall be given to students for the practice for Board .

7.Prescribed books:

1. NCERT
2. New way lab book and record
3. MTG publications for Physics , Chemistry and Biology.

ROADMAP FOR CLASS X

SESSION 2025-26

1.Subject: SOCIAL SCIENCE

2.Aims and Objectives:

Develop disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors functioning and transformations over time.Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society.It also helps students strengthen their knowledge of the world around them, enhance their critical thinking skills, deepen their cultural understanding, in still analytical and evaluation and synthesizing skills.Foster ethical,human and constitutional values.

History

*****Develop an understanding of the processes of change and development over a period of time, through which human societies have evolved.

*Deepen the knowledge and understanding of India’s environment in its totality on people's life.

*Global history allows students to see the emergence of today's worldwide society, and enables the students to create projections on possible future outcomes of actions and events

Geography

*****Facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.

*Develop an appreciation of the richness and variety of India’s heritage-both natural and cultural and the need for its preservation.

Political Science

*****Help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

*It broadens an individual's political awareness and deepens the understanding of political systems.

*Examining past and current political conflicts can let students understand human life on a different level.

Economics

*****To make learners aware about the economic problems of the country and educate them how to tackle those problems.

*To provide them opportunities to acquire analytical skills to observe and understand the economic realities.

*Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.

3.Month wise division of syllabus along with Learning Outcomes

LESSON NUMBER	**ESSON NAME**	**Month**	**LEARNING OUTCOMES**
History			
1.	THE RISE OF NATIONALISM IN EUROPE	April And May	Examine the impact of the French Revolution on the European countries in the making of the Nation state. Explore the nature of the diverse social movements of the time. (1830-1848) Examine the ways by which the idea of nationalism emerged and led to the formation of nation states. Comprehend how the World War I was triggered by the scramble for colonies in the Balkan states Explore various facets of Nationalistic movements that ushered in the sense of Collective Belonging
2.	NATIONALISM IN INDIA	July	Discuss the Impact Of The first world war on triggering two defining movements (Khilafat & Non-cooperation Movement) in India.

			Assess/ appraise the role of Mahatma Gandhi and other leaders in the two movements (Non Cooperation Movement and Civil Disobedience Movement)
3.	THE MAKING OF THE GLOBAL WORLD Sub Topic 1: Pre Modern World (SUBTOPICS: 1 to 1.3 only) For Interdisciplinary Project: Sub topic 2: 19th century 1815 -1914 Sub topic 3: The inter- war Globalization and the Indian economy Economy Sub topic 4: Rebuilding of world economy: the post war	August	Explore various aspects of how the world changed profoundly in the 19th century in terms of Economic, Political, Social, Cultural and technological areas. Analyze the destructive impact of colonialism on the economy and the livelihoods of colonized people. Students will examine the photographic display/ new paper cutting that depict the destructive impact of colonialism on the livelihoods of colonized people and present their understandings in the form of Newsletter/ cartoon strips/ InterDisciplinary Project.Art integration will be there to depict the interconnectedness. Interdisciplinary Project with chapter 7 of Geography: Life lines of National Economy and chapter 4 of Economics

4.	THE AGE OF INDUSTRIALIZATION (To be assessed in the periodic assessment only and will not be evaluated in the board examination.)	October	Examine economic, political, social features of Pre and Post Industrialization. • Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre & Post economic, political, social features of Pre and Post Industrialization. Analyze the impact of the Industrialisation in the colonies with specific focus on India.
5.	PRINT CULTURE AND THE MODERN WORLD	October And November	Examine the development of Print from its beginnings in East Asia to its expansion in Europe and India. Analyze the impact of the spread of technology and consider how social life and culture changed with coming of print
Geography			
1.	RESOURCES AND DEVELOPMENT	April	Enumerates how the resources are interdependent, justify how planning is essential in judicious utilization of resources and the need to develop them in India.
2.	FOREST ND WILDLIFE RESOURCES	April And May	Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India.
3.	WATER RESOURCES	May /July	Examine the reasons for conservation of water resource in India.

4.	AGRICULTURE	July And August	Examine the crucial role played by agriculture in our economy and society.
5.	MINERALS AND ENERGY RESOURCES	October	Analyses the importance of minerals and natural resources for economic development of the country.
6.	MANUFACTURING INDUSTRIES	October	Enumerates the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector.
7.	LIFELINES OF NATIONAL ECONOMY (ONLY MAP POINTING TO BE EVALUATED IN THE BOARD EXAMINATION)	Between The Months of April and September	Understand the role of trade and tourism in the economic development of a country. Inter disciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalization and the Indian Economy Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)
Political Science			
1.	POWER SHARING	April	Examines and comprehends how democracies handle demands and need for power sharing. Analyze the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing
2.	FEDERALISM	July	Comprehend the theory and Practice of Federalism in India. Analyze the policies and politics that has strengthened federalism in practice.

3.	GENER,RELIGION AND CASTE	August	Examines the role and differences of Gender, religion and Caste in practicing Democracy in India. Analyzes the different expressions based on these differences in a democracy.
4.	POLITICAL PARTIES	October	Examine the role, purpose and no. of Political Parties in Democracy. Evaluates the contributions made by national and regional political parties in making or otherwise of Indian democracy.
5.	OUTCOMES OF DEMOCRACY	October/November	Comprehends the expected and actual outcomes of democracy in view of quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. Analyses the reasons behind gap that occurs in conversion of expected outcomes into actual outcomes of democracy in various respects: quality of government, economic wellbeing, inequality, social differences and conflict and finally freedom and dignity.
Economics			
1.	**DEVELOPMENT**	**April And May**	Enumerate and examine the different processes involved in setting development goals that helps in nation building Analyze and infer how the per capita income depicts the economic condition of the nation. 3. Evaluate the development goals that have been set for the nation by the Planning commission of India with specific reference to their efficacy, implemental strategies, relevance to current requirements of the nation. 4. Compare and contrast the per capita income of some countries.
2.	**SECTORS OF THE INDIAN ECONOMY**	**May And July**	Analyze and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy. 2. Propose solutions to identified problems in different sectors based on their understanding. 3. Summarize how the organized and unorganized sectors are providing employment

			and the challenges faced by them. 4. Enumerates the essential role of the Public and Private sector in the economic development of the nation.
3.	**MONEY AND CREDIT**	**July And August**	Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times. 2. Analyze and infer various sources of credit. 3. Summarizes the significance and role of self – help groups in the betterment of the economic condition of rural people.
4.	**GLOBALIZATION AND THE INDIAN ECONOMY** (Meaning of Globalization & Factors that have enabled Globalization)	**October**	Enumerate the concept of globalization and its definition, evolution and impact on the global economy. 2. Evaluate the key role of the key major drivers of globalization and their role in shaping the global economic landscape in various countries. 3. Comprehends the significance of role of G20 and its significance in the light of India's present role
5.	**CONSUMER RIGHTS (FOR Project work only)**	**November**	1. Aims to save consumer from exploitation, make them aware of consumer rights and avoid malpractices.

ENRICHMENT ACTIVITIES:

HISTORY

Chapter: Nationalism in India

Flipped classroom Activity(Group Activity)

Activity Title: “Freedom Struggle Live – A Historical Reenactment”

Objective: Students will be able to understand key movements and ideologies in India’s freedom struggle through active participation by highlighting diversity in participation by Gandhiji, peasants, tribals, women, industrial workers, and revolutionaries.

A video or reading material that covers key topics on nationalism in India, such as the role of leaders like Mahatma Gandhi, Jawaharlal Nehru and the various movements like Non-Cooperation, Civil Disobedience, and Quit India will be shown to the students. Later students will be divided into groups and topics will be given to them for the class discussion.

Political Science

Topic: Outcomes of Democracy

FLIPPED CLASSROOM (Group Activity)

Activity: “Rate the Democracy” – A Group Simulation

Objective: Students will come prepared with an understanding of the democratic outcomes discussed in the chapter.

Students will be divided into 4-5 groups. They will act as international analysts evaluating fictional countries based on democratic outcomes. Each group will be acting as an International Democracy Review Team. They will receive “Democracy Cards” (brief fictional country profiles).

Geography

Chapter: Water Resource

Topic: Causes of Water Scarcity

Before the Class (Homework/At-Home Learning)

To build foundational understanding before the class, students will:

• Watch a 3–4-minute video on the Causes of Water Scarcity, shared by the teacher through Google Classroom.

• While watching, they will:

o Note down key points from the video.

o Write down one question or doubt they would like to discuss in class.

During the Class (Interactive Session)The teacher will initiate a quick recap. A few students will be invited to summarize the main causes of water scarcity based on the video.

Group Activity

• The class will be divided into four groups.

• Each group will be assigned one major cause of water scarcity (e.g., over-exploitation of groundwater, unequal access, population pressure, urbanization).

• Task for Each Group:

o Discuss the assigned cause.

o Create a visual representation (mind map)

o Prepare a 2-minute group presentation to explain the cause and suggest one real-life solution.

Skills Developed:

• Digital Literacy (accessing and understanding digital content)

- Self-directed Learning
- Critical Thinking (identifying and reflecting on causes)
- Problem-Solving (suggesting practical solutions)

Economics

Flipped classroom activity

L-2: Sectors of Indian Economy

Topic: Workforce in different sectors

Before the class (At home learning)

Students will gather information on the percentage of the population working in various sectors.

Research on the advantages and drawbacks of any one sector to discuss in the class. During the class, the students will discuss the workforce engaged in various sectors. Create visual representations(a mind map) of concepts to organize and understand the material.

Skills developed: Self-directed learning, Critical Thinking

4.Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	40
2	PT2	July/August	Pen paper Test	40
3	Half Yearly	September	Pen paper Test	80
4	PAT	November	Pen paper Test	80
5	PRE-BOARD	December	Pen paper Test	80
6	PRE-FINAL	January	Pen paper Test	80

ASSESSMENT	***SYLLABUS***
PERIODIC TEST - I	• History - LESSON-1(FEW TOPICS) • Political Science - LESSON-1 • Geography - LESSON-1 • Economics - LESSON-1
PERIODIC TEST - II	• History – LESSON-2 • Political Science - LESSON-2 • Geography - LESSON -2 & LESSON -3 • Economics -LESSON-2
HALF YEARLY NOTE:Topics already assessed in Periodic 1 and Periodic 2 will be tested again in HALF YEARLY for limited weightage.	• History - LESSON-1,LESSON-2 and LESSON-3 • Civics - LESSON-1,LESSON-2 and LESSON-3 • Geography LESSON-1,LESSON-2,LESSON-3 and LESSON-4 • Economics - LESSON-1,2 and 3
PAT PRE- BOARD PRE- FINAL	• ***FULL SYLLABUS***

IMPORTANT NOTE:*Full syllabus to be assessed in PAT,PRE BOARD and PRE-FINAL

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4& 5 marks weightage

5. Internal Assessment Break-up: Class X

Sr. No.	Type of Assessment	Mode of Assessment	Weightage
1	Periodic Test	Pen paper Test	5
2	Multiple Assessment	Assessment through different modes to assess various competencies	5
3	Enrichment Activity	Assessment through different activities	5
4	Portfolio	Journals/Notebook/Assignments/Worksheets/Trans -Disciplinary Project	5

6. CRAB Worksheets per chapter will be assigned.

7. Prescribed books:

History	**India and the Contemporary World - II**	**NCERT**
Geography	**Contemporary India-II**	**NCERT**
Political Science	**Democratic Politics-II**	**NCERT**
Economics	**Understanding Economic Development**	**NCERT**
Disaster Management	**Together Towards a safer India -Part III**	**CBSE**

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