

Road Map for Class X (2026-27) 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	Two Gentlemen of Verona Creative Writing -Informal letter, diary entry	The learner : *appreciates similarities and differences across languages in a multilingual classroom and society.	April
2/Literature /Poetry	Mrs.Packletide's Tiger Dialogue Writing , Laugh Out Loud(Speaking) The Frog and the Nightingale Mind Map- tracing the progression of the poem	*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	
3/MCB	Health Activity -Reading comprehension ,Elocution	*uses grammar items in context, such as, reporting verbs, passive and tense,	
4/Grammar	Determiners	time and tense, subject-verb agreement, etc.	
5/Writing	Letter to editor	*Writes the letter and diary in a coherent manner and incorporates grammatical structures	
	The Letter	The learner:	May

<p>1/Literature/Prose</p> <p>2/Literature/Poetry</p> <p>3/Grammar</p> <p>4/Writing</p>	<p>Literature Circle activity - Flipped Classroom</p> <p>Not Marble Nor the Gilded Monuments (Progression of the poem]</p> <p>Tenses</p> <p>Factual Description (Writing Hooks and Prompts)</p>	<p>*explains specific features of different literary genres for interpretation and literary appreciation</p> <p>*uses words, phrases, idioms and word chunks for meaning-making in contexts</p> <p>*writes letters both formal and informal in a coherent manner</p> <p>*listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly.</p> <p>*is able to develop grammatical competencies moving from procedural knowledge (from use or meaning) to declarative knowledge (form).</p>	
<p>1/Literature/Prose</p> <p>2/Literature/Poetry</p>	<p>A Shady Plot</p> <p>Comic Strip</p> <p>Ozymandias (literary text analysis: theme, literary devices)</p>	<p>The learner:</p> <p>*reads aloud and recites poems/prose with proper stress, pause, tone, and intonation.</p>	<p>July</p>

<p>3/Literature/Drama</p> <p>4/MCB</p> <p>5/Grammar</p> <p>6/Writing</p>	<p>The Rime of the Ancient Mariner</p> <p>Mind Map , Literary analysis</p> <p>Dear Departed(Experiential learning method: role play)</p> <p>Education (Flipped classroom method)</p> <p>Science (Flipped classroom)</p> <p>Non Finites-Infinitive and Participles</p> <p>Article Writing</p>	<p>*reads silently with comprehension and interprets layers of meaning.</p> <p>*writes short dialogues and participates in role plays, skits, street plays, etc., for the promotion of social causes</p> <p>*develops an ability to speak fluently and accurately in a variety of situations meaningfully</p>	
<p>1/Literature/Prose</p> <p>2/Literature/Poetry</p>	<p>Patol Babu</p> <p>Dialogue Writing, Informal letter</p> <p>Virtually True</p> <p>Gaming:Experiential learning</p> <p>Snake</p> <p>Self Composed poem</p>	<p>The learner:</p> <p>*uses appropriate punctuation marks and correct spelling of words while taking down dictation</p> <p>*listens to and speaks on a variety of verbal inputs, viz. debate, speech, group discussion, power point presentation, radio programme, interview, mock</p>	<p>August</p>

2/MCB	Environment	parliament, etc.	
3/Grammar	Experiential learning technique	*reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising.	
4/Grammar	Relatives		
4/Writing	Conditionals		
	Article Writing	*uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc.	
	Application writing		
1/Literature			
2/MCB		The learner is able to apply the concepts learned, into the preparation for the upcoming exams	
3/ Grammar	REVISION		September
4/Writing		REVISION	
	Julius Caesar	The learner:	
	Role Play	*identifies and appreciates significant	October

1/Literature/Drama	Active and Passive	literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia intention or point of view, rhyme scheme, themes, titles, etc	
2/Grammar	Nominalisation	*uses grammar items in context, such	
3/Grammar	Travel and Tourism (Listening Activity)	as, reporting verbs , passive and tense,	
4/MCB	National Integration	time and tense, subject-verb agreement, etc.	
5/MCB	Article writing and Factual Writing	*uses words, phrases, idioms and word chunks for meaning-making in contexts.	
6/Writing	Formal Letter	*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.	

<p>1/Literature/Prose</p> <p>2/Literature/Poetry</p> <p>3/Grammar</p> <p>4/MCB</p>	<p>REVISION</p>	<p>The learner:</p> <p>*speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar</p> <p>*edits passages with appropriate punctuation marks, grammar and correct spelling.</p> <p>*exhibits in action and practice the values of honesty, cooperation, patriotism, and while speaking and writing on variety of topics.</p> <p>*recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.</p> <p>*writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme.</p>	<p>November</p>
	<p>REVISION</p>	<p>The learner:</p> <p>*organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes.</p>	<p>December</p>

		<p>*reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.</p> <p>*listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly.</p> <p>*writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme.</p>	
	REVISION	<p>The learner:</p> <p>Is able to use language as a skill to understand, interpret, analyse and write in a coherent and precise manner.</p>	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	Application Writing , 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

1.Subject: हिन्दी

2.Objectives: शिक्षण उद्देश्य

- दैनिक जीवन में हिंदी में बोलने समझने के साथ-साथ लिखने की क्षमता का विकास करना।
- हिंदी के किशोर साहित्य ,अखबार व पत्रिकाओं को पढ़कर समझ पाना और उनका आनंद उठाने की क्षमता का विकास करना।
- औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास करना।
- हिंदी के जरिए अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।
- संचार के विभिन्न माध्यमों में प्रयुक्त हिंदी के विभिन्न रूपों को समझने की योग्यता का विकास करना।
- कक्षा में बहु भाषिक बहु सांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- अपनी मातृभाषा और परिवेश गत भाषा को साथ रखकर हिंदी की रचनाओं की समझ बनाना।
- **श्रवण और वाचन की योग्यताएं**
- **प्रवाह के साथ बोली जाती हुई हिंदी को अर्थबोध के साथ समझना।**
- हिंदी शब्दों का ठीक उच्चारण करना तथा हिंदी के स्वभाविक अनुतान का प्रयोग करना।
- सामान्य विषयों पर बातचीत करना और परिचर्चा में भाग लेना।
- हिंदी कविताओं को उचित लय ,आरोह अवरोह और भाव के साथ पढ़ना।
- हिंदी भाषा के प्रति रुचि जागृत करना
- व्याकरण का समुचित ज्ञान एवं व्याकरण भाषा का प्रयोग करने की क्षमता का विकास करना
- शब्द भंडार में वृद्धि करना
- स्वाध्याय की प्रवृत्ति का विकास करना
- मौलिक लेखन हेतु प्रेरित करना
- पाठ्यवस्तु से संबंधित विचारों की सहज अभिव्यक्ति एवं उनके व्यावहारिक प्रयोग की क्षमता का विकास करना

3. Month wise division of syllabus along with Learning Outcomes

पाठ्यक्रम

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पाठ संख्या और विषय	पाठ का नाम	माह का नाम	अधिगम उद्देश्य
स्पर्श गद्य खंड कहानी	बड़े भाई साहब	अप्रैल	बड़े भाई साहब पाठ बहुउद्देशीय है। पाठ के कई स्थलों से स्वतः ही उद्देश्य का स्पष्टीकरण होता है जैसे- पढ़ाई और खेलकूद साथ-साथ चल सकते हैं क्योंकि दोनों से ही विद्यार्थियों का शारीरिक और मानसिक विकास होता है। प्रस्तुत पाठ में जीवन से प्राप्त अनुभव किताबी ज्ञान से अधिक महत्वपूर्ण बताया है। बाल सुलभ चेषाओं का वर्णन है
स्पर्श काव्य खंड साखी	कबीर (साखी)	अप्रैल	कबीर की सखियाँ नीति परकता , प्रेम और भक्ति जैसी गूढ बातों को बड़ी सरलता से स्पष्ट करती है। इन दोहों में वाणी की मधुरता का महत्व, ईश्वर का वास मनुष्य के भीतर है। केवल पुस्तकें पढ़कर ज्ञान की प्राप्ति नहीं होती। ईश्वर की प्राप्ति होने पर संत और भक्त चारों ओर प्रेम की सुगंध फैलाते हैं, इत्यादि बातों का वर्णन कबीर दास ने बड़ी कुशलता से किया है।
संचयन कहानी	हरिहर काका	अप्रैल	इस पाठ में आस्था की प्रतीक धर्म-स्थानों और धर्म -ध्वजा धारकों की स्वार्थी प्रवृत्तियों को उजागर किया गया है। इस कहानी के माध्यम से पारिवारिक संबंधों में भातृभाव को कुचलती , बेदखल करती हुई तथा पाँव पसारती जा रही स्वार्थ लोलुपता तथा धर्म की आड़ में फलने-फूलने वाले कुकर्म तथा हिंसावृत्ति जैसे यथार्थ सत्य को अनावृत्त किया गया है जिससे विद्यार्थी जीवन की यथार्थता को समझेंगे।

<p>व्याकरण तथा रचनात्मक लेखन</p>	<p>व्याकरण रचना के आधार पर वाक्य भेद समास मुहावरे रचनात्मक लेखन</p> <ul style="list-style-type: none"> ● सूचना लेखन ● पत्र लेखन 	<p>अप्रैल</p>	<p>व्याकरण के शुद्ध रूप का ज्ञान। नये शब्दों का ज्ञान। भाषा का विकास पत्र लेखन और सूचना लेखन की विधि से अवगत।</p>
<p>स्पर्श डायरी लेखन</p>	<p>डायरी का एक पन्ना</p>	<p>मई</p>	<p>पाठ डायरी का एक पन्ना का मुख्य उद्देश्य स्वतंत्रता के मूल्य को समझाना, देश प्रेम और राष्ट्रभक्त को जागृत करना और उन्हें मजबूत करना है। इस पाठ में 1931 के गुलाम भारत के लोगों की सच्ची तस्वीर प्रस्तुत की गई है।</p>
<p>स्पर्श पद</p>	<p>मीरा</p>	<p>मई</p>	<p>मीरा की भक्ति में दैन्य और समर्पण का भाव। मीरा श्री कृष्ण की अनन्य भक्त। इस पाठ में संकलित मीरा के पदों में अपने आराध्य से लाड़, मनुहार और शिकायत का वर्णन। सदैव कृष्ण की चकरी में जीवन यापन का वर्णन।</p>
<p>स्पर्श कविता</p>	<p>मनुष्यता</p>	<p>मई</p>	<p>कविता में विश्व बंधुत्व की भावना का वर्णन। वसुधैव कुटुंबकम् को अपनाकर ही मनुष्य- जाति अलगाव, सांप्रदायिकता, जातिवाद आदि संकीर्णताओं पर विजय पाने और विश्व के उद्धार हेतु मनुष्य में विश्व बंधुत्व की भावना जागृत करना। व्याकरण के शुद्ध रूप का ज्ञान। नये शब्दों का ज्ञान।</p>

			भाषा का विकास अनुच्छेद लेखन, विज्ञापन और ईमेल विधि से अवगत।
व्याकरण और रचनात्मक लेखन	व्याकरण समास , मुहावरे , रचना के आधार पर वाक्य भेद रचनात्मक लेखन ● अनुच्छेद लेखन ● विज्ञापन ● ईमेल	मई	व्याकरण के शुद्ध रूप का ज्ञान। नये शब्दों का ज्ञान। भाषा का विकास अनुच्छेद लेखन, विज्ञापन और
स्पर्श गद्य खंड लोक कथा	ततौरा वामीरो कथा	जुलाई	अंडेमान और निकोबार द्वीप एक प्रेमी-युगल के बलिदान की कथा है। पाठ के द्वारा प्रेम के महत्व को बताया गया है कि प्रेम सबको जोड़ता है और घृणा दूरी बढ़ाता है।
स्पर्श गद्य खंड लेख	तीसरी कसम के शिल्पकार शैलेंद्र	जुलाई	तीसरी कसम पाठ एक फिल्म पर आधारित है जो फणीश्वर नाथ रेणु के लिखित उपन्यास मारे गए गुलफाम पर आधारित है। फिल्म के माध्यम से फिल्म जगत की चकाचौंध का वर्णन है।
स्पर्श काव्य खंड कविता	पर्वत प्रदेश में पावस	जुलाई	पर्वत प्रदेश में पावस कविता प्राकृतिक सौंदर्य पर आधारित जिसमें वर्षा ऋतु के अद्भुत रोमांच और पल-पल परिवर्तित जादुई दृश्य का वर्णन। कविता के चित्र में भाषा द्वारा प्रकृति के रोमांचकारी स्वरूप की दृश्यानुभूति।
संचयन उपन्यास का अंश	सपनों के से दिन	जुलाई	लेखक के बचपन की स्थिति, पढ़ाई और स्कूल के प्रति अरुचि ,माता-पिता के द्वारा शिक्षा को अनावश्यक

			समझने की भावना, छुट्टियों में नानी के घर जाना पीटी मास्टर की डॉट से सहमे रहना ,स्काउटिंग के अभ्यास में रुचि लेना ,स्कूल का गृह कार्य पूरा न करने पर मार खाने को तैयार रहना जैसी बाल सुलभ मनोवृत्तियों की स्वाभाविक ढंग से प्रस्तुति।
व्याकरण और रचनात्मक लेखन	व्याकरण समास, मुहावरे रचना के आधार पर वाक्य भेद रचनात्मक लेखन ● विज्ञापन ● ईमेल	जुलाई	औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास व्याकरण कार्य के शुद्ध रूप का ज्ञान।
स्पर्श लेख	अब कहाँ दूसरों के दुख में दुखी होने वाले	अगस्त	प्रेम और सद्भाव बनाए रखना तथा घृणा एवं विध्वंसक प्रवृत्ति से दूर रहना ।जगत के समस्त प्राणियों के लिए प्रेम तथा करुणा भाव का संदेश देना।
स्पर्श कविता	तोप	अगस्त	कम्पनी बाग में रखी एक ऐतिहासिक धरोहर, शक्ति , सत्ता तथा अत्याचार का प्रतीक और अब मात्र प्रदर्शन की वस्तु।
व्याकरण और रचनात्मक लेखन	व्याकरण पदबंध रचनात्मक लेखन ● कहानी लेखन ● ईमेल	अगस्त	व्याकरण के शुद्ध रूप का ज्ञान। पदबंध की विस्तृत जानकारी। कहानी लेखन और ईमेल के प्रारूप से अवगत।
व्याकरण और रचनात्मक लेखन	व्याकरण पदबंध समास रचना के आधार पर वाक्य भेद	सितम्बर	पदबंध, समास , मुहावरे और रचना के आधार पर वाक्य भेद की विस्तृत जानकारी। रचनात्मक लेखन में अनुच्छेद, पत्र , कहानी , विज्ञापन और सूचना

	<p>मुहावरे</p> <p>रचनात्मक लेखन</p> <p>अनुच्छेद लेखन</p> <p>पत्र लेखन</p> <p>कहानी लेखन, विज्ञापन</p> <p>ईमेल, सूचना लेखन</p>		लेखन के प्रारूप से अवगत
<p>स्पर्श गद्य खंड</p> <p>लेख</p>	<p>पतझड़ में टूटी पत्तियाँ</p> <p>1 गिन्नी का सोना</p> <p>2 झेन की देन</p>	अक्टूबर	<p>कम शब्दों में सारगर्भित बातें कहना। आदर्शवादी लोगों द्वारा समाज को शाश्वत मूल्य प्रदान करना और व्यावहारिक लोगों द्वारा समाज को नीचे धकेलना।</p>
<p>स्पर्श काव्य खंड</p> <p>कविता</p>	कर चले हम फिदा	अक्टूबर	<p>उर्दू निष्ठ खड़ी बोली में रचित देशभक्ति का संदेश देता हुआ गीत। उच्च कोटि की गेयात्मक रचना। सैनिकों का युद्ध में वीरगति प्राप्त करते हुए देशवासियों को अंतिम विदा कहना और उनसे देश की रक्षा करने की अपेक्षा करना।</p>
<p>व्याकरण और रचनात्मक लेखन</p>	<p>व्याकरण</p> <p>पदबंध, मुहावरे, समास</p> <p>रचना के आधार पर वाक्य भेद</p> <p>रचनात्मक लेखन</p> <p>कहानी लेखन</p> <p>ईमेल, सूचना लेखन, पत्र, अनुच्छेद लेखन</p>	अक्टूबर	<p>पदबंध, समास, मुहावरे और रचना के आधार पर वाक्य भेद की विस्तृत जानकारी।</p> <p>रचनात्मक लेखन में अनुच्छेद, पत्र, कहानी, विज्ञापन और सूचना लेखन के प्रारूप से अवगत</p>
<p>स्पर्श गद्य खंड</p> <p>एकांकी</p>	कारतूस	नवंबर	<p>इतिहास से संबंधित जानकारी की प्राप्ति। स्वतंत्रता प्राप्ति के लिए वीर जवानों द्वारा अंग्रेजों का डटकर सामना करना। पाठ के मुख्य चरित्र का मुख्य लक्ष्य अंग्रेजों को इस देश से बाहर निकालना। विद्यार्थी स्वतंत्रता प्राप्ति के लिए अंग्रेजों के</p>

			साथ किए गए संघर्षों को समझेंगे।
स्पर्श काव्य खंड कविता	आत्मत्राण	नवंबर	आत्मत्राण एक प्रार्थना गीत , मूल रचना बांग्ला भाषा में। प्रत्येक मनुष्य को आपदाओं का सामना स्वयं ही करना पड़ता है अतः इसके लिए मनोबल की आवश्यकता है और कवि हिम्मत पाने के लिए ईश्वर से प्रार्थना करता है। ईश्वर में आस्था रखते हुए निडर होकर प्रत्येक विपत्ति का सामना करना।
संचयन (उपन्यास का अंश)	टोपी शुक्ला	नवंबर	टोपी शुक्ला पाठ टोपी शुक्ला उपन्यास का एक अंश है जिसमें टोपी शुक्ला हिंदू और इप्फन मुस्लिम लड़का है ।कहानी के माध्यम से धर्म के भेदभाव से दूर रहते हुए दोस्ती को ज्यादा महत्व दिया है उनकी मित्रता किसी धर्म की मोहताज नहीं।
व्याकरण और रचनात्मक लेखन	पदबंध , समास , मुहावरे रचनात्मक लेखन अनुच्छेद लेखन सूचना लेखन विज्ञापन, ईमेल	नवंबर	पदबंध, समास , मुहावरे और रचना के आधार पर वाक्य भेद की विस्तृत जानकारी। रचनात्मक लेखन में अनुच्छेद, पत्र , कहानी , विज्ञापन और सूचना लेखन के प्रारूप से अवगत

खंड क (बहुविकल्पीय/वस्तुपरक प्रश्न)

- अपठित गद्यांश दो(बहुविकल्पीय)

व्यावहारिक व्याकरण

- पदबंध
- मुहावरे
- समास
- रचना के आधार पर वाक्य भेद

पाठ्य पुस्तक स्पर्श काव्य खंड तथा गद्य खंड पर आधारित बहुविकल्पीय प्रश्न।

खंड 'ब' (वर्णनात्मक प्रश्न)

- पाठ्यपुस्तक स्पर्श काव्य खंड गद्य खंड पर आधारित वर्णनात्मक प्रश्न
- पूरक पुस्तक संचयन पर आधारित वर्णनात्मक प्रश्न

रचनात्मक लेखन

- अनुच्छेद लेखन
- पत्र लेखन
- सूचना लेखन
- विज्ञापन
- ईमेल
- कहानी लेखन

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	PT3	October/November	Pen paper Test	40
5	PT4 (PAT)	December	Pen paper Test	80
6	Final	February/March	Pen paper Test	80

सामयिक परीक्षा—-1

पाठ्यपुस्तक स्पर्श काव्य खंड, गद्य खंड, संचयन, व्याकरण

- बड़े भाई साहब
- कबीर (साखी)
- हरिहर काका
- समास
- मुहावरे
- रचना के आधार पर वाक्य भेद
- अपठित गद्यांश

- सूचना लेखन
- पत्र लेखन
- पठित गद्यांश, पठित पद्यांश

सामयिक परीक्षा ---2

- डायरी का एक पन्ना
- ततार्रा वामीरो कथा
- मीरा (पद)
- रचना के आधार पर वाक्य भेद
- समास
- मुहावरे
- पदबंध
- अपठित गद्यांश
- पठित गद्यांश और पद्यांश
- विज्ञापन
- सूचना लेखन
- अनुच्छेद लेखन

अर्धवार्षिक परीक्षा

अपठित गद्यांश

स्पर्श गद्य खंड-

बड़े भाई साहब

डायरी का एक पन्ना

ततार्रा वामीरो कथा

तीसरी कसम के शिल्पकार शैलेंद्र

स्पर्श काव्य खंड-

कबीर (साखी)

मीरा (पद)

मनुष्यता

पर्वत प्रदेश में पावस

पठित गद्यांश व काव्यांश

पूरक पुस्तक संचयन

हरिहर काका

सपनों के से दिन

व्यावहारिक व्याकरण

पदबंध

मुहावरे

समास

रचना के आधार पर वाक्य भेद

रचनात्मक लेखन

अनुच्छेद लेखन

पत्र लेखन

सूचना लेखन

विज्ञापन

ईमेल

कहानी लेखन

सामयिक परीक्षा -3

अपठित गद्यांश

स्पर्श काव्य खंड-

तोप

कर चले हम फिदा

स्पर्श गद्य खंड

अब कहाँ दूसरों के दुख में दुखी होने वाले

पूरक पुस्तक संचयन

सपनों के से दिन

पठित गद्यांश व काव्यांश

व्यावहारिक व्याकरण

समास

पदबंध

मुहावरे

रचना के आधार पर वाक्य भेद

रचनात्मक लेखन

- कहानी लेखन
- पत्र लेखन
- ईमेल

- विज्ञापन

सामयिक परीक्षा:-4

संपूर्ण पाठ्यक्रम (सी.बी.एस.सी पाठ्यक्रम के अनुसार)

वार्षिक परीक्षा:- संपूर्ण पाठ्यक्रम

(सी.बी.एस.सी पाठ्यक्रम के अनुसार)

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: स्पर्श भाग 2 , संचयन भाग 2 , व्याकरण पुस्तक

ROADMAP FOR CLASS 10

1. Subject: Mathematics

2. Objectives:

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

- to consolidate the Mathematical knowledge and skills acquired at the middle stage;
- to develop positive ability to think, analyze and articulate logically;
- to develop interest in Mathematics as problem solving tool in various fields;
- 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, factorization, remainder)	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. 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

		<p>theorem, etc.).</p> <p>Notes: PDFs or slides with key concepts and formulas.</p> <p>Interactive Tools: GeoGebra or Desmos for polynomial graph visualizations.</p> <p>Real-Life Examples: Short readings or videos on polynomials in physics, engineering, or economics.</p> <p>2. Assign Pre-Reading or Practice Questions:</p> <p>Ask students to watch a video and summarize key takeaways.</p> <p>Give a few basic questions to test initial understanding.</p>	
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		<p>Use Google Forms or Quizizz for quick MCQ-based assessments.</p> <p>Phase 2: In-Class (Active Learning & Collaboration)</p> <p>1. Clarify Doubts & Discuss Concepts:</p> <p>Start with a Q&A session where students share doubts from their pre-learning.</p> <p>Use peer teaching—students explain concepts to each other.</p> <p>2 Hands-On Activities:</p> <p>Group Problem-Solving: Assign higher-order polynomial problems for students to solve in teams.</p> <p>Graphing & Visualizing: Use a</p>	
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		<p>graphing calculator or software to explore polynomial functions.</p> <p>Card Sorting Activity: Match polynomial equations with their graphs, degree, and number of zeroes.</p> <p>3. Real-Life Applications & Projects:</p> <p>Give scenarios where polynomials are used (e.g., physics, finance, architecture).</p> <p>Students can create a mini-project (e.g., designing a roller coaster track using polynomial curves).</p> <p>4. Quick Assessment & Feedback:</p> <p>Conduct a mini-quiz using</p>	
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		<p>Kahoot or Plickers to check understanding.</p> <p>Take a written exit ticket (one key learning + one question they still have).</p> <p>Phase 3: Post-Class (Reinforcement & Reflection)</p> <p>1. Reflective Journal:</p> <p>Ask students to write what they learned, challenges faced, and how they applied concepts.</p> <p>2. Additional Practice & Challenges:</p> <p>Assign higher-order problem-</p> <p>3. Personalized Support:</p> <p>Provide extra video resources</p>	
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		<p>for struggling students.</p> <p>Arrange 1-on-1 tutoring or small group sessions for difficult topics.</p> <p>Benefits of Flipped Learning for Polynomials</p> <p>.More student engagement – Learning is interactive and discussion-based.</p> <p>.Better conceptual understanding – Pre-learning allows deeper class discussions.</p> <p>.Improved problem-solving skills – Class time is focused on application.</p> <p>.Personalized learning pace – Students can revisit</p>	
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		videos as needed.	
1	Real numbers	April	<p>Student:</p> <ol style="list-style-type: none"> 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 $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$ are irrational numbers.
3	Linear equations in two variables	<p>April</p> <p>Experientia l Learning Activity: "Real-Life Budgeting with Linear Equations"</p> <p>Objective: To help students understand and apply the concept of linear equations in real-life financial planning and decision- making.</p> <p>Activity: "Smart</p>	<p>Students:</p> <ol style="list-style-type: none"> 1. Understands to represent the algebraic situations algebraically and graphically. 2. Knows and understands Graphical, substitution, elimination, cross multiplication methods of solving linear equations. 3. Solves linear equations applicable in daily life. <p>SKILLS- Students:</p> <ol style="list-style-type: none"> 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. <p>Activities - Experiential learning</p>

		<p>Shopper Challenge”</p> <p>Materials Needed:</p> <p>Fake currency or online budget tracker</p> <p>Price list of essential and non-essential items (groceries, gadgets, clothing, etc.)</p> <p>Task cards with different budget constraints</p> <p>Steps:</p> <p>1. Introduction & Problem Setup (10 mins)</p> <p>Discuss real-life scenarios where linear equations are used (e.g., budgeting, calculating expenses, savings).</p> <p>Provide students with a fixed budget (e.g., ₹5000) and a list of items with</p>	
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		<p>their respective costs.</p> <p>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.</p> <p>2. Exploration & Hands-On Learning (20 mins)</p> <p>Divide students into small groups.</p> <ul style="list-style-type: none">• Each group selects or is assigned a shopping task (e.g., buying groceries for a family, choosing a mobile plan). <p>They must create a linear equation based on the selected items while ensuring they don't</p>	
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		<p>exceed the given budget.</p> <p>3.</p> <p>Problem-Solving & Representation (15 mins)</p> <p>Students solve the equation to determine how many units of each item they can buy.</p> <p>Represent their equation graphically on a coordinate plane.</p> <p>4.</p> <p>Presentation & Reflection (15 mins)</p> <p>Groups present their findings, discussing challenges faced in balancing the budget.</p> <p>Class discussion on how linear equations help in making financial decisions.</p>	
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		<p>Learning Outcomes:</p> <p>Students will identify real-life situations where linear equations are applied.</p> <p>.Students will formulate and solve linear equations based on given constraints.</p> <p>.Students will interpret solutions both algebraically and graphically.</p> <p>.Students will develop decision-making skills through budgeting and problem-solving.</p> <p>.Students will relate mathematics to everyday life, enhancing their critical thinking.</p>	
4	Quadratic Equations	May	Student:

			<ol style="list-style-type: none"> 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. <p>SKILLS and COMPETENCIES – Students:</p> <ol style="list-style-type: none"> 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	<p>Student:</p> <ol style="list-style-type: none"> 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	<p>Student:</p> <ol style="list-style-type: none"> 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.

			<p>3. Determines the angle between tangents to the circle and the radius through the point of contact.</p> <p>4. Analyses and establishes the relationship between the tangents lengths to a given point from a point outside the circle.</p> <p>SKILLS AND COMPETENCIES –</p> <p>Student:</p> <ol style="list-style-type: none"> Examines and understands the difference between secant and tangents to the circle. Understands that tangent touches the circle at one point. Finds that only one tangent can pass through a point which the circle. 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. Analyses that a line drawn through the end of a radius and perpendicular to it is a tangent to the circle. Observes that the tangents drawn from an external point to a circle are equal.
5	Arithmetic Progression	July	<p>Student:</p> <ol style="list-style-type: none"> Recognises an arithmetic progression. Finds the given terms and sum of the given Arithmetic Progression. Solves a given application-based question through real life situations. <p>SKILLS-</p> <p>Student:</p> <ol style="list-style-type: none"> Identifies Arithmetic Progressions Applies the knowledge to everyday situations and make calculations faster (Application based critical thinking)
8	Introduction to Trigonometry	July, August	<p>Student:</p> <ol style="list-style-type: none"> Recalls/recognises Trigonometric ratios.

			<p>2. Recalls Trigonometric ratios of specific angles and complementary angles.</p> <p>3. Understands Trigonometric Identities</p> <p>4. Proves Trigonometric ratios.</p> <p>5. Verifies Trigonometric identities.</p> <p>6. Differentiates Trigonometric identities from one another.</p> <p>7. Finds the Trigonometric ratios of specific angles.</p> <p>8. Converts the identity into the required form.</p> <p>9. Uses Trigonometric ratios in solving problems.</p>
9	Applications of Trigonometry	<p>August</p> <p>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:</p> <p>1. Introduction to the Concept (Engage)</p> <p>Begin with a discussion on real-life applications of trigonometry, such as measuring</p>	<p>Student:</p> <p>1. Understands the angle of elevation, angle of depression.</p> <p>2. Applies Trigonometry in various fields such as Physics, Engineering, Navigation, Seismology and Art.</p> <p>SKILLS- Student:</p> <p>1. Identifies and applies Trigonometric ratios in various situations of daily life.</p> <p>2. Uses different trigonometric angles values to find the required dimensions by analytical thinking.</p> <p>Activities - Experiential learning</p>

		<p>the height of a tree, a building, or a flagpole.</p> <p>Ask students: How do we measure the height of an object without climbing it?</p> <p>Introduce the concept of angle of elevation and depression using simple drawings.</p> <p>2. Building the Clinometer (Explore)</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> .A protractor .A straw .A weight (small stone or washer) .A piece of thread .Tape or glue .A ruler <p>Steps to Make a Clinometer:</p> <ol style="list-style-type: none"> 1. Att ach the 	
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		<p>straw to the straight edge of the protractor using tape. This acts as the viewfinder.</p> <p>2.Tie one end of the thread to the center of the protractor (where the 90° mark is).</p> <p>3.Attach a small weight to the other end of the thread, allowing it to hang freely.</p> <p>4.Now, when the clinometer is tilted, the thread will indicate the angle of elevation on the protractor.</p> <p>3. Applying the Clinometer (Explain & Experiment)</p> <p>.Students work in pairs or groups.</p> <p>.They select a tall</p>	
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		<p>object (tree, building, or pole) and stand at a measured distance from it.</p> <p>.One student looks through the straw at the top of the object while another notes the angle from the protractor.</p> <p>.Using a measuring tape, they record the distance between the observer and the base of the object.</p> <p>4. Calculating the Height (Elaborate)</p> <p>.Apply trigonometric ratios ($\tan \theta = \frac{\text{opposite}}{\text{adjacent}}$) to find the height.</p> <p>Formula:</p> $h = d \times \tan(\theta)$ <p>where:</p>	
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		<p>h = height of the object d = distance from the base</p> <p>θ = angle measured using the clinometer</p> <ul style="list-style-type: none"> • If the observer's eye level is at height h_0, the final height of the object is: $H = h + h_0$ <p>5. Observing and Analyzing (Evaluate)</p> <ul style="list-style-type: none"> • Compare different measurements taken by groups. <p>Discuss possible errors (e.g., incorrect angle measurement, uneven ground).</p>	
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		<p>Relate this activity to real-world applications, such as surveying and engineering.</p> <p>6. Connecting to Daily Life (Reflection)</p> <p>Ask students where they can use this method in their daily life.</p> <p>Discuss how surveyors, engineers, and architects use similar principles in their work.</p> <p>This experiential learning approach helps students understand and apply trigonometry in a fun and practical way, reinforcing concepts through hands-on engagement.</p>	
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14	Probability	September	<p>Student:</p> <ol style="list-style-type: none"> 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. <p>SKILLS and COMPETENCIES-</p> <p>Student:</p> <ol style="list-style-type: none"> 1. Differentiates between Experimental and Theoretical Probability. 2. Analyses and solves simple problems on single events.
12	Surface Area & Volume	October	<p>Student:</p> <ol style="list-style-type: none"> 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. <p>SKILLS-</p> <p>Student:</p> <ol style="list-style-type: none"> 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. <p>Activities - Experiential learning</p>
13	Statistics	October	<p>Student:</p>

			<ol style="list-style-type: none"> 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. <p>SKILLS- Student:</p> <ol style="list-style-type: none"> 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	<p>Student:</p> <ol style="list-style-type: none"> 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	<p>Student:</p> <ol style="list-style-type: none"> 1. Identifies the various types of triangles, Basic Proportionality Theorem, Similarity of triangles, their criteria. <p>SKILLS- Student:</p> <ol style="list-style-type: none"> 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)

<ul style="list-style-type: none"> • REAL NUMBERS [1] • POLYNOMIALS [2] • LINEAR EQUATIONS IN TWO VARIABLES [3] • QUADRATIC EQUATION [4]
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- Periodic -II (July)

<ul style="list-style-type: none"> • COORDINATE GEOMETRY (7) • CIRCLES [10] • ARITHMETIC PROGRESSION [5]

- Half Yearly (September)

<ul style="list-style-type: none"> • CIRCLES [10] • ARITHMETIC PROGRESSION [5] • INTRODUCTION TO TRIGONOMETRY [8] • APPLICATIONS OF TRIGONOMETRY [9] • Probability (14) <p><i>*Topics already assessed in periodic test-1 will be tested again in periodic test-2 for limited weightage</i></p>
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(October/November)

<ul style="list-style-type: none"> • AREA RELATED TO CIRCLES [11] • SURFACE AREA AND VOLUME [12]
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- 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

ROADMAP FOR CLASS X (2026-27)

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	<p>Light reflection and refraction</p> <p>Learning Outcomes:</p> <p>The learner</p> <ul style="list-style-type: none"> • 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	<p>Human Eye and colorful World</p> <p>Learning Outcomes:</p> <p>The learner</p> <ul style="list-style-type: none"> •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 <p>a) Twinkling of stars</p> <p>b) Advance sunrise and delayed sunset.</p> <ul style="list-style-type: none"> • 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	<p>Electricity</p> <p>Methodology- The content will be inculcated using demonstration.</p> <p>Learning Outcomes:</p> <p>The learner</p> <ul style="list-style-type: none"> • Understands topics like electric current, electric circuit , electric potential and potential difference. • Draws symbols of some commonly used components in circuit diagrams . <p>Learns the formulas and units of electric current , electric potential and potential difference etc.</p> <p>Solves questions based on the above mentioned topics.</p> <ul style="list-style-type: none"> • 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 and Electric Power • Solves and practices numericals . 	
12	<p>Magnetic effect of electric current Learning</p> <p>Outcomes:</p> <p>The learner</p> <ul style="list-style-type: none"> • 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 . <p>Fleming’s left hand rule to find the direction of motion or force acting on the conductor .</p> <ul style="list-style-type: none"> • 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	<p>Chemical Reactions and equations</p> <p>The learner:</p> <ol style="list-style-type: none"> 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	<p>Acids ,bases and salts</p> <ol style="list-style-type: none"> 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	<p>Metals and Non metals</p> <p>Methodology: The content will be inculcated using experiential learning.</p>	July,august

	<ol style="list-style-type: none"> 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. 	
	<ol style="list-style-type: none"> 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	<p>Carbon and its compounds</p> <ol style="list-style-type: none"> 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	Name of the Chapter & Learning Outcomes	Month
5	<p>Life Processes</p> <p>Students will be able to:</p> <ul style="list-style-type: none">Analyze the significance of life processes in sustaining organisms.Differentiate modes of nutrition and justify their relevance with examples.Explain and interpret the functioning of the human digestive system, including enzyme action.Compare and evaluate aerobic and anaerobic respiration in terms of efficiency and end products.Illustrate and interpret the mechanism of double circulation in humans.Correlate structure and function of blood components with their roles.Analyze transport mechanisms in plants, including transpiration and translocation.Explain and evaluate the process of excretion and nephron functioning.	<p>April-May</p>
13	<p>Our Environment</p> <p>Students will be able to:</p> <ul style="list-style-type: none">Explain and analyze the structure and functioning of ecosystems.Construct and interpret food chains and food webs.Analyze and evaluate energy flow across trophic levels.Explain and assess the process and impact of biomagnification.Differentiate and evaluate biodegradable and non-biodegradable materials.Assess human impact on ecosystems and environmental balance.	
6	<p>Control and Coordination</p> <p>Students will be able to:</p> <ul style="list-style-type: none">Explain and justify the need for coordination in living organisms.Analyze the structure and functioning of the nervous system.	<p>July</p>

	<ul style="list-style-type: none"> • Illustrate and interpret reflex actions and neural pathways. • Differentiate and evaluate voluntary and involuntary actions. • Assess the role of hormones in regulating body functions. • Interpret and analyze plant movements in response to stimuli. • Correlate hormonal control in plants with growth responses. 	
7	<p>How do Organisms Reproduce?</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and evaluate asexual and sexual reproduction strategies. • Illustrate and explain mechanisms of asexual reproduction with examples. • Analyze the structure and functions of human reproductive systems. • Explain and interpret fertilization and embryonic development. • Analyze and interpret the phases of the menstrual cycle. • Evaluate the importance of reproductive health and contraceptive methods. • Assess the impact of reproductive choices on health and society. 	August
8	<p>Heredity</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain and analyze patterns of inheritance and variation. • Apply and construct Punnett squares to predict genetic outcomes. • Differentiate and interpret genotype and phenotype relationships. • Analyze Mendel's laws and justify their application in inheritance. • Explain and evaluate mechanisms of sex determination in humans. 	October

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	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 and Title
1	PT1	Physics - Chapter 9 (Light Reflection and refraction) Biology- Chapter 5 (Life Processes) Chemistry : Lesson 1
2	PT2	Physics: Chapter 10(Human Eye Colour full world), Biology: Chapter 13, Chapter- 6 (Control and coordination- Till Coordination in plants Page 105) Chemistry : Lesson 2
3	Half Yearly	Biology Chapter 5. Life Processes Chapter 6. Control and Coordination Chapter 13. Our Environment Chemistry Chapter 1. Chemical Reactions and Equations Chapter 2. Acids, Bases and Salts

		Chapter 3. Metals and Non-Metals Physics Chapter 9. Light – Reflection and Refraction Chapter 10. Human Eye and Colourful World Chapter 11. Electricity
4	PT3	Physics: 12 Biology: Chapter – 7 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 2026-27

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 .

ROADMAP FOR CLASS X

SESSION 2026-27

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

<p>3.</p>	<p>THE MAKING OF THE GLOBAL WORLD</p> <p>Sub Topic 1: Pre Modern World (SUBTOPICS:1 to 1.3 only)</p> <p>For Interdisciplinary Project:</p> <p>Sub topic 2: 19th century 1815 -1914</p> <p>Sub topic 3: The inter- war Globalization and the Indian economy Economy</p> <p>Sub topic 4: Rebuilding of world economy: the post war</p>	<p>August</p>	<p>Explore various aspects of how the world changed profoundly in the 19th century in terms of</p> <p>Economic, Political, Social, Cultural and technological areas.</p> <p>Analyze the destructive impact of colonialism on the economy and the livelihoods of colonized people.</p> <p>Students will examine the photographic display/ new paper cutting that depict the destructive impact of colonialism</p> <p>on the livelihoods of colonized people</p> <p>and present their understandings in the form of Newsletter/ cartoon strips/ InterDisciplinary Project.Art integration will be there to depict the interconnectedness.</p> <p>Interdisciplinary Project with chapter 7 of Geography: Life</p> <p>lines of National Economy and chapter 4 of Economics</p>
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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, • Watch relevant Videos/ Visuals/ social features of Pre and documentaries/ the movie clippings on Post Industrialization. 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	May /July	Examine the reasons for

	RESOURCES		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

			<p>democracies handle demands and need for power sharing.</p> <p>Analyze the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing</p>
2.	FEDERALISM	July	<p>Comprehend the theory and Practice of Federalism in India.</p> <p>Analyze the policies and politics that has strengthened federalism in practice.</p>
3.	GENER,RELIGION AND CASTE	August	<p>Examines the role and differences of Gender, religion and Caste in practicing Democracy in India.</p> <p>Analyzes the different expressions based on these differences in a democracy.</p>
4.	POLITICAL PARTIES	October	<p>Examine the role, purpose and no. of Political Parties in Democracy.</p> <p>Evaluates the contributions made by national and regional political parties in making or otherwise of Indian democracy.</p>
5.	OUTCOMES OF DEMOCRACY	October/November	<p>Comprehends the expected and actual outcomes of democracy in view of quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.</p> <p>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.</p>

Economics			
1.	DEVELOPMENT	April And May	<p>Enumerate and examine the different processes involved in setting development goals that helps in nation building</p> <p>Analyze and infer how the per capita income depicts the economic condition of the nation.</p> <p>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.</p> <p>4. Compare and contrast the per capita income of some countries.</p>
2.	SECTORS OF THE INDIAN ECONOMY	May And July	<p>Analyze and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy.</p> <p>2. Propose solutions to identified problems in different sectors based on their understanding.</p> <p>3. Summarize how the organized and unorganized sectors are providing employment and the challenges faced by them.</p> <p>4. Enumerates the essential role of the Public and Private sector in the economic development of the nation.</p>
3.	MONEY AND CREDIT	July And August	<p>Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times.</p> <p>2. Analyze and infer various sources of credit.</p> <p>3. Summarizes the significance and role of self – help groups in the</p>

			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.

ART INTEGRATED ENRICHMENT ACTIVITIES:

HISTORY

Topic: Nationalism in India

Activity Title: "Journey of India's National Movement – Timeline/Mind Map "

Integrated Art Form: Mind Map/ Timeline , drawing, colour coding, calligraphy)

Duration: 1 period (Timeline) + 1 period (Mind Map)

1. Learning Objectives

To identify key events of the Indian national movement chronologically.

To connect people, movements, symbols and ideas that shaped nationalism.

To develop creative presentation skills using art.

To enhance critical thinking and historical reasoning.

2. Competencies Developed

Analytical skills: Arranging events in sequence.

Creativity and innovation: Designing symbols, colours, illustrations.

Communication: Explaining timeline and Mind map.

Conceptual clarity: Understanding phases of the freedom struggle.

Learning Outcomes:

Students will be able to:

Describe main events of the Indian National Movement chronologically.

Interpret relationships between causes, leaders, and movements.

Represent historical knowledge creatively through visual art.

Develop higher-order thinking and communication skills.

Demonstrate understanding of nationalism through an organised mind map.

PART A – ART-INTEGRATED TIMELINE

Activity: “Timeline of the Indian National Movement (1915–1935)”

Students will create a visually illustrated timeline including:

Key Events to include (NCERT-aligned)

Format of the Timeline (Art-Based):

Students must create a horizontal or vertical timeline on A3/A4 chart paper with:

Dates in boxes

Arrows to show sequence

Symbols/Drawings for each event

Charkha

Salt mound

Tricolour

Dandi walking stick

Newspapers

Gandhi cap

1–2 line explanation below each event

Colour coding (e.g., political events = blue; mass movements = green; agreements = yellow)

Material Required:

Chart paper, sketch pens, colours, ruler, cut-outs (optional).

PART B – ART-INTEGRATED MIND MAP

Activity: “Mind Map on the Growth of Nationalism in India”

The mind map must have a central circle

titled: “Nationalism in India”

From the central circle, draw five main branches:

Major Movements:

Non-Cooperation Movement

Civil Disobedience Movement

Khilafat Movement

Swadeshi

Quit India (reference)

With small icons (spinning wheel, marches, flags).

Important Leaders:

Mahatma Gandhi
Jawaharlal Nehru
Subhas Chandra Bose
Sardar Patel
Annie Besant

Draw or paste simple face icons or symbolic items—for Gandhi, a charkha.

Causes of Nationalism:

British policies (tax, discrimination, racial laws)
Rowlatt Act
Economic exploitation
Vernacular press
WWI effects

Use flames or arrows to show “rising anger”.

Forms of Protest:

(Sub-branches)

Satyagraha
Boycott
Non-cooperation
Picketing
Strikes, Civil Disobedience

Use doodles like raised fist, flag, charkha.

Social Groups & Participation:

Peasants
Tribals
Business classes
Women
Plantation workers

Use small drawings (sickle, book, marching silhouettes).

Features Required in the Mind Map:

Colour-coded branches

Minimum 5 main branches + 3 sub-branches each

Artistic icons/illustrations

Clean structure with titles

Written summary at the bottom:

“This mind map shows how nationalism in India grew under Gandhi through movements, mass participation, symbols and political strategies.”

Learning Outcomes:

Students will be able to:

Describe main events of the Indian National Movement chronologically.

Interpret relationships between causes, leaders,

GEOGRAPHY:

Chapter -Water Resources

Month: July/ August

Art Integrated Activity (Group Activity) “Ripples of Culture and Conservation: Exploring Water Resources through Lakes of Haryana and Manipur”

Theme: Natural and Man-Made Lakes as Water Resources in Haryana and Manipur

Learning Objectives: Teacher will enable the students:

- To strengthen conceptual understanding of **surface water resources**.
- To link **regional case studies** to the national context of water management.
- To foster **environmental awareness and responsible citizenship**.

Learning Outcomes (LOs) After completing this activity, students will be able to:

1. Differentiate between **natural lakes and reservoirs** based on origin and utility.
2. Explain the **uses of lakes**: irrigation, fishing, tourism, drinking water, and more.
3. Analyse **issues related to water scarcity, pollution, and overuse**.
4. Suggest **measures for sustainable water management and conservation**.

Competencies Developed:

- **Conceptual Understanding** – Students learn about types, uses, and importance of lakes as water resources.
- **Environmental Responsibility** – Students develop awareness of water conservation and sustainable management.

Methodology

Step 1: Introduction (Teacher-led Discussion)

Step 1: Introduction

- Revise **surface water, multipurpose projects, water scarcity, and conservation**.
- Introduce **lakes as freshwater resources** with **maps and examples** from Haryana and Manipur.

Step 2: Group Division: Class will be divided class into 4 groups:

- A:** Natural Lakes of Haryana
- B:** Man-Made Lakes of Haryana
- C:** Natural Lakes of Manipur
- D:** Man-Made Lakes of Manipur

Step 3: Art Integrated Activity: Each group will be assigned one creative task by the teacher to present their study of lakes as important water resources. Students should use Indian folk art styles such as Warli or Madhubani to combine artistic expression with geographical understanding.

Choose any one:

- › Comparative Chart of Haryana & Manipur lakes
- › Folk Art Poster (Warli / Madhubani)
- › Creative Collage with maps, captions, and drawings

Key Points to Include:

- › **Location** (India & state map)
- › **Type** (Natural / Man-made)
- › **Uses** (irrigation, fishing, drinking, tourism)
- › **Cultural & ecological importance** (biodiversity, livelihoods, traditions)

Step 4: Presentation & Discussion

- › Each group **will present** their artwork in class.
- › Students **will explain** the lake's importance, human impact, and possible conservation measures.
- › Teacher **will connect** the presentation to the **concepts of the chapter "Water Resources"** and **will encourage peer feedback.**

21st Century Skills Developed

- › **Critical Thinking & Problem Solving** – analysing water-related issues
- › **Creativity & Innovation** – artistic representation of geographical concepts
- › **Collaboration & Teamwork** – group research and presentation
- › **Communication Skills** – explanation and discussion

SDG Connection:

- **SDG 6 – Clean Water & Sanitation:** Students will learn to use and conserve freshwater from lakes sustainably.
- **SDG 14 – Life Below Water:** Promotes protection of aquatic life in lakes.
- **SDG 15 – Life on Land:** Encourages conservation of biodiversity around lakes.

ECONOMICS:

Chapter: 1- Development

Month: May

Time : 1 -2 Periods

Name of the Activity: "Create a poster showcasing development indicators and their significance"

Learning Objectives:

- To understand that different people have different, and sometimes conflicting, developmental goals.
- To identify various indicators of development beyond just income, such as health, education (literacy rate, infant mortality rate), and public facilities.

Competencies Developed :

- **Critical Thinking:** To develop critical thinking about the modern concept of sustainable development..
- **Enhancing Creative and Communication Skills:** To provide a platform for students to express their understanding through art form thereby improving their creativity and communication skills.

Description of the Activity

Introduction & Brainstorming: The teacher initiates a class discussion to review key concepts of the "Development" and its importance. Discuss various development indicators (e.g., GDP, literacy rate, life expectancy)

Divide students into groups and ask them to brainstorm development indicators.

Ask each group to create a poster showcasing development indicators

Each group is assigned one specific aspect of development to depict on their poster:

- * Group 1: Different people, different developmental goals (use illustrations of various people and their goals).
- * Group 2: Income and other goals (focus on non-material aspects like security, respect, and a pollution-free environment).
- * Group 3: National Development (illustrate public facilities, infrastructure, etc.).
- * Group 4: Comparing States/Countries (visualize indicators like HDI, IMR, literacy rate using simple diagrams/infographics).
- * Group 5: Sustainable Development (show the balance between economic growth and environmental conservation)

Material Required:

- Chart papers/A3 size sheets
- Drawing and painting materials (pencils, markers, crayons, watercolours, etc.)
- NCERT Class 10 Economics textbook.

Learning Outcomes :

Upon completion of the project, students will be able to:

- Appreciate the diverse perspectives on development.
- Critically evaluate different development indicators.
- Understand the importance of collective well-being and sustainable practices for development.

Communicate complex economic ideas visually and verbally.

SDGs (Sustainable Development Goals) Linked

SDG 4 – Quality Education

(Promotes inclusive and effective learning)

SDG 16 – Peace, Justice and Strong Institutions

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	<ul style="list-style-type: none">• <u>History - LESSON-1(FEW TOPICS)</u>• <u>Political Science - LESSON-1</u>• <u>Geography - LESSON-1</u>• <u>Economics - LESSON-1</u>

PERIODIC TEST - II	<ul style="list-style-type: none"> • <u>History – LESSON-2</u> • <u>Political Science - LESSON-2</u> • <u>Geography - LESSON -2 & LESSON -3</u> • <u>Economics -LESSON-2</u>
HALF YEARLY NOTE:Topics already assessed in Periodic 1 and Periodic 2 will be tested again in HALF YEARLY for limited weightage.	<ul style="list-style-type: none"> • <u>History - LESSON-1,LESSON-2 and LESSON-3</u> • <u>Civics - LESSON-1,LESSON-2 and LESSON-3</u> • <u>Geography LESSON-1,LESSON-2,LESSON-3 and LESSON-4</u> • <u>Economics - LESSON-1,2 and 3</u>
PAT PRE- BOARD PRE- FINAL	<ul style="list-style-type: none"> • 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	W
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
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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

Subject- Sanskrit
Class – X
Session- 2026-2027

1. विषयः -संस्कृतम् (सम्प्रेषणात्मकम्) विषय कोड सङ्ख्या – 119
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-पाठ्यक्रमः

अध्याय संख्या	अध्याय का नाम	अधिगमस्य प्रतिफलम्	मास
पाठ 1	वाङ्मयं तपः गतिविधिः संस्कृतगीतगायनम्	मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च ।	अप्रैल
पाठ 2	नास्ति त्यागसमं सुखम्	मानवजीवनस्य विकासपूर्वकं कल्याणम् ।	अप्रैल
पाठ 3	रमणीया हि सृष्टिः एषा गतिविधिः नाट्यमञ्चनम्	बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम्	मई
पाठ 4	आज्ञा गुरूणां हि अविचारणीया	भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च ।	जुलाई

पाठ 5	अभ्यासवशगं मनः	मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च ।	जुलाई
पाठ 6	राष्ट्र संरक्ष्यमेव हि	संस्कृतभाषया सम्प्रेषणकौशलविकासः ।	अगस्त
पाठ 7	साधुवृत्तिं समाचरेत्	श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक कौशलानां विकासः।	अक्तूबर
पाठ 8	तिरुक्कुरल्-सूक्ति-सौरभम्: गतिविधिः सूक्तिलेखनम्	आत्मानुशासनं संस्थापनम्।	अक्तूबर
पाठ 9	सुस्वागतं भो! अरुणाचलेऽस्मिन् गतिविधिः श्लोकोच्चारणम्	बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम्	नवम्बर
पाठ 10	कालोऽहम्	(केवलम् आन्तरिकमूल्याङ्कनाय)	
पाठ 11	किं किम् उपादेयम्	(केवलम् आन्तरिकमूल्याङ्कनाय)	

4. व्याकरणम्-

अध्याय संख्या	अध्याय का नाम	अधिगमस्य प्रतिफलम्	मास
अपठितावबोधनम्	अपठितः गद्यांशः	लेखनशक्तेः विकासः।	मार्च
रचनात्मककार्यम्	पत्रलेखनम्, चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम्, कथापूर्तिः/संवादपूर्तिः	श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक कौशलानां विकासः।	मार्च
पाठ 1	सन्धिकार्यम्- स्वरसन्धिः वृद्धिः, यण्, अयादिः, पूर्वरूपम् व्यञ्जनसन्धिः परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः), तुगागमः, वर्गीयप्रथमवर्णस्य तृतीयवर्णं परिवर्तनम्। विसर्गसन्धिः उत्त्वम्, रत्वम्, विसर्गलोपः, विसर्गस्य स्थाने स्, श, ष्	परस्परं संस्कृतसम्भाषणेन भावविनिमयः।	अप्रैल
पाठ 2	समासः- तत्पुरुषः विभक्तिः, नञ्, उपपदः द्वन्द्वः अव्ययीभावः (अनु, उप, सह, निर्, प्रति, यथा)	शिक्षणकौशलानि वर्धनाय नैपुण्यप्राप्तिः।	अप्रैल

पाठ 3	प्रत्ययाः- कृत्प्रत्ययौ- तव्यत्, अनीयर् तद्धिताः मतुप्, ठक्, त्व, तल् स्त्रीप्रत्ययौ- टाप्, डीप्	परस्परं संस्कृतसम्भाषणेन भावविनिमयः ।	मई
पाठ 4	वाच्यपरिवर्तनम् – केवलं लट्लकारे (कर्तृ-कर्म- क्रिया)	परस्परं संस्कृतसम्भाषणेन भावविनिमयः ।	जुलाई
पाठ 5	अङ्कानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध- पादोन)	शिक्षणकौशलानि वर्धनाय नैपुण्यप्राप्तिः ।	अगस्त
पाठ 6	अव्ययानि- इव, उच्चैः, एव, नूनम्, इतस्ततः, विना, तु, सहसा, वृथा, शनैः, इति, मा, यत्, अथ सम्प्रति, इदानीम्, अधुना, यावत्-तावत्, बहिः, कदापि, तु, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, अद्य, श्वः, परश्वः, ह्यः, परह्यः, किमर्थम्, कुत्र, यदि तर्हि, अतः	संस्कृतभाषया सम्प्रेषणकौशलविकासः ।	अक्टूबर
पाठ 7	अशुद्धि-संशोधनम् (वचन- लिङ्ग-पुरुष-लकार-दृष्ट्या संशोधनम्)	संस्कृतभाषया सम्प्रेषणकौशलविकासः ।	नवम्बर

5. मूल्याङ्कनम् एवं अंकभार

क्रम संख्या.	परीक्षा नाम	मूल्यांकन माह	मूल्यांकन विधि	अंकभार
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

6. आवधिक- परीक्षायाः पाठ्यक्रमः

• आवधिक-परीक्षा 1

अपठितः गद्यांशः
रचनात्मकार्यम्-
पत्रलेखनम्, चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम्
व्याकरणम्-
सन्धिः- स्वर- सन्धिः
समासः- तत्पुरुष- विभक्तिः, नञ्, उपपदः
प्रत्ययाः- तव्यत्, अनीयर्, मतुप्, ठक्, त्व, तल्
अव्ययपदानि
समय
अशुद्धि- संशोधनम्

साहित्यः-
मणिका - पाठः 1, 2, 3

• आवधिक-परीक्षा 2

अपठितः गद्यांशः
रचनात्मकार्यम्-
पत्रलेखनम्, कथापूर्तिः अथवा संवादपूर्तिः

व्याकरणम्-
सन्धिः- व्यञ्जन, विसर्ग-
समासः- द्वन्द्व, अव्ययीभावः(अनु, उप, सह, निर, प्रति, यथा)
प्रत्ययाः- मतुप्, ठक्, त्व, तल्, टाप्, डीप्
वाच्यपरिवर्तनम्
समयवाची
अव्ययपदानि
अशुद्धि- संशोधनम्

साहित्यः-
मणिका- पाठः 4, 5, 6

अर्धवार्षिक परीक्षा पाठ्यक्रम: –

खण्ड-क (अपठित-अवबोधनम्)

अपठित-गद्यांशम्

खण्ड:- ख (रचनात्मक-कार्यम्)

पत्रलेखनम्, चित्रवर्णनम् / अनुच्छेदलेखनम् कथापूर्ति:/संवादपूर्ति:

खण्ड-ग (अनुप्रयुक्त-व्याकरणम्)

सन्धिः, समासः, प्रत्ययाः, वाच्यः, समयलेखनम्, अव्ययाः, अशुद्धिशोधनम्

खण्ड- घ (पठितावबोधनम्)

पठित-गद्यांशः, पठित- पद्यांशः, पठित- नाट्यांशः

प्रश्ननिर्माणम्, अन्वयः/ भावपूर्तिः, अर्थचयनम्, कथापूर्तिः

साहित्यस्य पाठाः- 1, 2, 3, 4, 5, 6

● आवधिक-परीक्षा 3

अपठितः गद्यांशः

रचनात्मकार्यम्-

पत्रलेखनम्, चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम्

व्याकरणम्-

सन्धिः- व्यञ्जन- सन्धिः, विसर्ग-संधि-

समासः- तत्पुरुष- विभक्तिः, अव्ययीभावः(अनु, उप, सह, निर, प्रति, यथा), द्वन्द्व- समासः

प्रत्ययाः- मतुप्, ठक, त्व, तल, टाप्, डीप्

वाच्यपरिवर्तनम्

समयः

अव्ययपदानि

अशुद्धि- संशोधनम्

साहित्यः-

मणिका- पाठः 7, 8, 9

● आवधिक-परीक्षा (प्रिन्सिपल असैसमैन्ट टेस्ट)-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)

विशेष :- लिखितपरीक्षायां १, २, ३, ४, ५ अङ्कः भारस्य प्रश्ना भविष्यन्ति

5. आन्तरिक मूल्याङ्कनाय अङ्कभार योजना

क्रम संख्या	परीक्षा नाम	मूल्यांकनविधि:	अंकभारः
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. प्रत्येकपाठेन सह कार्य-पत्रकम् (CRAB)

7. निर्धारित- पाठ्यपुस्तकानि-

1. 'मणिका' - द्वितीयो भागः

2. 'मणिका- अभ्यासपुस्तकम्' द्वितीयो भागः

3. व्याकरणविधिः