

**CURRICULUM PLAN CLASS X**  
**ENGLISH**  
**COMMUNICATIVE (101)**

Prescribed Books:-

- (a)Literure Reader
- (b)Workbook
- (c)Main Course Book

General Objectives:-

To enable the learners to :

- Recognize & identify the main points of the text.
- Communicate effectively & appropriately in real life.
- Use English effectively beyond the curriculum.

Month/Days	Chapter/Topic	TeachingMethodology	Learning outcomes& Skills involved
April (20 days)	F1.Two Gentlemen of Verona	Interactive Approach Class/group Discussion Reading & Explanation PDFs, Worksheets	Comprehend the text Vocabulary enrichment Imbibe the values from the story Appreciate the content Problem Solving skill
	Activity:- Traits, Webchar t & Character sketch	Interactive Approach Class/group Discussion Worksheet/Puzzle	Scientific temperament will be enhanced Creative thinking, Experiential learning Active learning through activities.
	P1.Frog & The Nightingale	Interactive Approach Class/group Discussion Recitation&Paraphrasin g PDFs, Worksheets	Critical & Creative thinking Scientific temperament will be enhanced. Active learning through activities
	Activity:- Crossword puzzle	Interactive Approach Class/group Discussion	Critical & Creative thinking Experiential Learning
	P3.Not Marble Nor The Gilded Monuments	Interactive Approach Class/group Discussion Recitation&Paraphrasin g PDFs, Worksheets	Critical & Creative thinking Scientific temperament will be enhanced.Active learning through activities.
Activity:- Portfolio(Messa ge & Theme)	Interactive Approach Class/group Discussion	Critical & Creative thinking Scientific temperament will be enhanced.Active learning through	

<b>MAY(15 days)</b>	MCB:- (Unit 1) Health & Medicines	Interactive Approach Class/group Discussion Format Discussion	activities Comprehend the text Vocabulary enrichment Imbibe the values from the story Appreciate the content Problem Solving skill Analytical skills
	Writing Skill:- Email	Interactive Approach Class/group Discussion Format Discussion	Critical thinking Problem solving Analytical skills
	F2.Mrs.Packletide's Tiger	Interactive Approach Class/group Discussion Reading & Explanation PDFs, Worksheets	Comprehend the text Vocabulary enrichment Imbibe the values from the story Appreciate the content Problem Solving skill
	<u>Activity:</u> Traits Webchart & Character Sketch(Portfolio)	Interactive Approach Class/group Discussion	Critical thinking Problem solving Analytical skills
	F3.The Letter	Interactive Approach Class/group Discussion Reading & Explanation PDFs, Worksheets	Comprehend the text Vocabulary enrichment Imbibe the values from the story Appreciate the content Problem Solving skill
	<u>Activity:</u> Thematic Webchart (Portfolio)	Interactive Approach Class/group Discussion	Scientific temperament will be enhanced Creative thinking, Experiential learning Active learning through activities.
<u>Workbook:-</u> Unit 4 Non-Finites	Interactive Approach Class/group Discussion	Understanding & using the non-finites correctly Framing correct sentences using non-finites	
Writing Skill:- Enquiry letter	Interactive Approach Class/group Discussion Format Discussion	Critical thinking Problem solving Analytical skills	

<b>JULY</b> <b>(24 days)</b>	P4.Ozymandias  <u>Activity:</u> Traits Webchart & Character Sketch(Po rtfolio)	Interactive Approach Class/group Discussion Recitation/Paraphrasing PDFs,Worksheets  Interactive Approach Class/group Discussion	Comprehend the text Vocabulary enrichment Imbibe the values from the story Appreciate the content Problem Solving skill  Critical & Creative thinking Scientific temperament will be enhanced. Active learning through activities
	D1. The Dear Departed  <u>Activity:</u> Traits Webcha rt & Charact er Sketch(P ortfolio)	Interactive Approach Class/group Discussion Reading/Explanation PDFs,Worksheets  Interactive Approach Class/group Discussion	Comprehend the text Vocabulary enrichment Imbibe the values from the story Appreciate the content Problem Solving skill  Critical & Creative thinking Scientific temperament will be enhanced. Active learning through activities
	F4. A Shady Plot  <u>Activity:</u> Traits Webchart & Character Sketch(Po rtfolio)	Interactive Approach Class/group Discussion Reading & Explanation PDFs,Worksheets  Interactive Approach Class/group Discussion	Comprehend the text Vocabulary enrichment Imbibe the values from the story Appreciate the content Problem Solving skill  Critical & Creative thinking Scientific temperament will be enhanced. Active learning through activities
	Writing Skill:- Order letter	Interactive Approach Class/group Discussion Format Discussion	Critical thinking Problem solving Analytical skills
	Workbook:- Unit 5- Relatives	Interactive Approach Class/group Discussion	Understanding & using the Relatives & Conditionals

August (21 days)	Unit 7- Conditionals		correctly Framing correct sentences using Relatives & Conditionals
	MCB:- Unit 3-Science	Interactive Approach Class/group Discussion Format Discussion	Critical & Creative thinking Scientific temperament will be enhanced. Active learning through activities
	Writing Skill :- Letter to Editor	Interactive Approach Class/group Discussion Format Discussion	Critical thinking Problem solving Analytical skills
	P5.The Rime of the Ancient Mariner	Interactive Approach Class/group Discussion Recitation & Paraphrasing PDFs, Worksheets	Comprehend the text Vocabulary enrichment Imbibe the values from the story Appreciate the content Problem Solving skill
	<u>Activity:</u> Traits Webchart & Character Sketch(Po rtfolio)	Interactive Approach Class/group Discussion	Critical thinking Problem solving Analytical skills
	F5.Patol Babu	Interactive Approach Class/group Discussion Reading & Explanation PDFs, Worksheets	Comprehend the text Vocabulary enrichment Imbibe the values from the story Appreciate the content Problem Solving skill
	<u>Activity:</u> Traits Webchart & Character Sketch(Po rtfolio)	Interactive Approach Class/group Discussion	Critical thinking Problem solving Analytical skills
Workbook:- Unit 8- Comparison	Interactive Approach Class/group Discussion	Understanding & using the Comparison correctly Framing correct sentences using Comparison	
MCB:- Unit 4-	Interactive Approach Class/group Discussion	Critical & Creative thinking Scientific temperament will be	

September (11 days)	Environment Unit 5- Travel and Tourism	Format Discussion	enhanced. Active learning through activities
	Writing Skill :- Formal letter, Description writing	Interactive Approach Class/group Discussion Format Discussion	Critical thinking Problem solving Analytical skills
October (17 days)	Workbook:- Unit 9- Avoiding Repetition	Interactive Approach Class/group Discussion	Understanding & using the Repetition correctly Framing correct sentences using avoiding Repetition
	REVISION	FOR TERM-1 EXAM	
October (17 days)	P6.Snake	Interactive Approach Class/group Discussion Recitation & Paraphrasing PDFs, Worksheets	Comprehend the text Vocabulary enrichment Imbibe the values from the story Appreciate the content Problem Solving skill
	<u>Activity:</u> Traits Webchart & Character Sketch(Po rtfolio)	Interactive Approach Class/group Discussion	Critical thinking Problem solving Analytical skills
	Writing Skill :- Article writing	Interactive Approach Class/group Discussion Format Discussion	Critical thinking Problem solving Analytical skills
	MCB:- Unit 6-National Integration	Interactive Approach Class/group Discussion Format Discussion	Critical & Creative thinking Scientific temperament will be enhanced. Active learning through activities

November (17 days)	F6. Virtually True  <u>Activity:</u> Traits Webchart & Character Sketch(Po rtfolio)	Interactive Approach Class/group Discussion Reading & Explanation PDFs, Worksheets  Interactive Approach Class/group Discussion	Comprehend the text Vocabulary enrichment Imbibe the values from the story Appreciate the content Problem Solving skill  Critical thinking Problem solving Analytical skills
	D2-Julius Caesar  <u>Activity:</u> Traits Webchart & Character Sketch(Po rtfolio)	Interactive Approach Class/group Discussion Recitation & paraphrasing PDFs, Worksheets  Interactive Approach Class/group Discussion	Comprehend the text Vocabulary enrichment Imbibe the values from the story Appreciate the content Problem Solving skill  Critical thinking Problem solving Analytical skills
December (22 days)	REVISION	FOR PERIODIC TEST	& PRE-BOARD EXAM
January (17 days)	REVISION	FOR BOARD EXAM	

### **HOLIDAY HOMEWORK**

- SUMMER:-** 1. PPT ON “EK BHARAT SRESHTHA BHARAT” PROJECT  
2. COMPLETE WORKBOOK UNITS 1 to 5  
3. COMPLETE MCB UNITS 1 to 3

**WINTER:-** REVISION FOR EXAM

# SOCIAL SCIENCE

## Class X

2025--2026

### LEARNING OBJECTIVES:

The main objectives of this syllabus are to:

Develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved

Make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space

Develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development

Deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country

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

Deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives

MONTH / NUMBER OF DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
April 21 Days	Resources and development	Entire chapter will be read in the class with evidence based active learning instructional strategies .Eg Are resources free gift of nature.  Map skill based on identification of	<b>AFTER THE COMPLETION OF THESE CHAPTERS STUDENTS WILL BE ABLE TO</b> Understand the value of resources and the need for their





		<p>Prepare a flow chart showing the importance of different movement ,its common factors and nature of movement and pattern of movement.</p>	<p>of <b>Indian</b> national congress.  3) Discuss the various stages of the <b>national movement in India</b>.  4) List the names of prominent leaders of <b>Indian National Movement</b>.</p>
<p>JULY 22 DAYS</p>	<p>Sectors of the Indian economy</p> <p>Agriculture</p>	<p><b>Activity:</b> Tabular representaiion showing the contribution of all three sectors.</p> <p>Discussion of organized and unorganized sectors.</p> <p>Competitive evaluation of given information in the source boxes of the chapter.  Discussion of why different types of farming are practiced in different parts of India.</p>	<p>Rising importance of tertiary sector  Importance of public sector.  Explain the importance of agriculture in national economy.</p> <p>Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and</p>

	<p>Money and Credit.</p> <p>The making of Global world</p>	<p>Cheque filling activity.</p> <p>Using hands on approach ,the learners would be informed beforehand to visit the bank and interview the branch.</p> <p>Role Played by silk Route by discussion and concept map.</p> <p>The cause of great depression and steps taken by economists to meet economic crisis.</p>	<p>cropping pattern.</p> <p>Explain various government policies for institutional as well as technological reforms since independence.</p> <p>Importance of credit and different credit situations .</p> <p>Analyze the implication of globalization for local economies</p>
<p>AUGUST [24 DAYS]</p>	<p>Gender, Religion and Caste:</p>	<p>Discussion on existence of social diversity.</p> <p>Skit by students highlighting the issue of gender</p>	<p>Identify and analyze</p>

	<p>Water Resources:</p> <p>Political Parties</p> <p>Forest and Wildlife [Note: The chapter 'Forest and Wildlife' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination]</p>	<p>discrimination in our society.</p> <p>PPT will be shared.</p> <p><b>ACTIVITY:</b> 1. Map skill 2. Role play</p> <p>Show pictures related to elections and political parties. Conducting a discussion about the challenges faced by political parties.</p> <p>Discussion will be done on the importance of forest and wildlife.</p> <p>Activity: Discussion on the impact of global warming on Our Earth</p>	<p>the challenges posed by communalism to Indian democracy. Recognize the enabling and disabling effects of caste and ethnicity in politics. Develop a gender perspective on politics</p> <p>Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.</p> <p>Analyse party system in democracies. Introduction to major political parties, challenges faced by them and reforms in the country.</p>
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SEPTEMBER [MID TERM EXAM] [10days]	REVISION Pre mid term		
OCTOBER[19 DAYS]	Globalization	Students will be shown different market pictures depicting comparison in markets across last 3 decades.	Students will realize  Explain the working of the Global Economic phenomenon. About the importance of globalization Concept of SEZ
	Minerals and Energy Resources	Students in group of two will read the topic after teachers explanation , think for a min and discuss in pair.  Student will critically think and analyze why conservation of minerals is the need of the hour.	Identify different types of minerals and energy resources and places of their availability Feel the need for their judicious utilization.
	Manufacturing Industries	Marking of different industries – cotton ,iron and steel software technology parks on political map	Bring out the importance of industries in the national economy as well as understand the

	<p>Outcomes of democracy</p>	<p>of India.</p> <p>Students will work in group and critically analyze the importance of cotton textile industry as unique industry of india.</p> <p>Students will be shown video clips on the glimpses of how people in different countries enjoy different rights.</p> <p>Students will work in pair and discuss about their own suggestions to bring about democratic reforms in india.</p>	<p>regional disparities which resulted due to concentration of industries in some areas. Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.</p> <p>Evaluate the functioning of democracies in comparison to alternative forms of governments. Understand the causes for continuation of democracy in India. Distinguish between sources of strengths and weaknesses of Indian democracy.</p>
<p>NOVEMBER[ 19 DAYS]</p>	<p>Nationalism in Europe</p>	<p>Use of historical maps, charts and flash cards to explain how nationalism developed in Europe.</p> <p>Mind map to discuss the relationship between European nationalism and anti colonial nationalism.</p>	<p>After the completion of the chapter</p> <p>students will be able to appreciate: How nationalism spread from France to various parts of the Europe.</p>

	<p>Lifelines of national economy</p> <p>Print culture and modern world.</p>	<p>PPT will be shared.</p> <p>Activity: Map skill</p> <p>Special emphasis given to MCQ questions.</p> <p>Activity : Map skill Divide the class into groups and instruct each group to make a scrapbook on the developments that came in the world of prints due to the invention of the press.</p>	<p>Unification of Germany and Italy. Role of different leaders and their mode of operation.</p> <p>Growing importance of transport and communication. Its different types and merits and demerits. Role of international trade and tourism as well.</p> <p>Understand that forms of writing have a specific history and that they reflect historical changes within the society and shape the forces of change.</p>
<p>DECEMBER[22DAY]S</p>	<p>Revision</p> <p>Preparation for pre board</p> <p>Sample board questions</p> <p>Mock class test</p>	<p>Special emphasis given to MCQ questions.</p>	

JANUARY [17 DAYS]	Second pre board	revision	

HOLIDAY HOMEWORK:

SUMMER BREAK: project on consumer awareness or as per CBSE

Every student has to compulsorily undertake any one project on the following topics:

**Consumer Awareness**

**OR**

**Social Issues**

**OR**

**Sustainable Development**

pragmatic understanding of the theme and see all the Social Science disciplines from interdisciplinary perspective. It should also help in enhancing the Life Skills of the students. Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report. If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, various forms of art may be integrated in the project work.

3. The distribution of marks over different aspects relating to Project Work is as follows:

4. The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc

5. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.

6. A Summary Report 2. Objective: The overall objective of the project work is to help students gain an insight and should be prepared highlighting: objectives realized through individual work and group interactions

7. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

8. The Project Report should be handwritten by the students themselves.

9. Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Subjudiced cases, if any or those involving RTI / Grievances may however be retained beyond three months

WINTER BREAK: revision

[Will be done in project copy]

Prepared by: ANJU DAKSH

## CURRICULUM PLANNER 2025-26

SUBJECT : DANCE

CLASS: X

### LEARNING OBJECTIVES :-

1. Knowledge of the rich cultural heritage of India .
2. Knowledge of different dance forms and gharanas .
3. To develop the dancing skill, creativity , imagination / innovation .

Month/No.of days	Activity	Methodology	Learning Outcomes
<b>April (20 days)</b>	<b>1. Bhoomi Pranam 2. Dance on Mantras and Vedas</b>	1. Various Types of movements with facial expression 2. Students will practice and perform different steps and movements along with the teacher	<b>1. To develop Dance related skills .</b>
<b>MAY (15 days)</b>	<b>1. Classical Dance and Different Mudras</b>	1. Teaching with the use of different mudras and movements of Dance . Using only hands and fingers along with the Tabla	1. Developing the expressions and emphasis on beautiful Mudras .
<b>July (24 days)</b>	<b>1. Patriotic Dance of Advance level</b>	1. Preparing dance students for various programs 2. Practice with various dances with CD Player and suitable / Tri-colour props .	1. Feeling of patriotism
<b>August (21 days)</b>	<b>1. Patriotic Dance</b>	1. Preparing dance steps and movements for any program . 2. Teaching AID - Prepare dance Students for any program with the help of CD Player and Tri-colour props .	1. Feeling of patriotism

<b>September (22 days)</b>	<b>1. Rajasthani Folk Dance 2. Knowledge of state Dances .</b>	1. Each steps will be taught individually and in groups also, with props like Matki , Ghungroo , Manjira etc...	1. Developing skills of Stage Presentation
<b>October (17 days)</b>	<b>1. Lavani Folk Dance 2. Knowledge of State Dances .</b>	1. One by one steps taught individually and in group . 2. Teaching AID - CD Player and props .	1. Developing skills of stage presentation .
<b>November (22 Days)</b>	<b>1. All different type of Folk Dance</b>	1. Preparing advance level Folk dances for various functions and competitions . 2. Students will practice with appropriate props , Tabla , Dholak , Naal , Ghungroo etc....	1. Will try to aware students towards Dance .
<b>December (22 Days)</b>	<b>1. Classical Fusion Dance</b>	1. Preparing graceful movements and steps for any Grand level Function . 2. Teaching AID - CD Player .	<b>1. Develop of Rhythm sense and expression .</b>
<b>January (17 Days )</b>	<b>1. Patriotic Dance 2. Knowledge of Famous Freedom Fighters .</b>	<b>1 . Using body , hands and fingers in Dance . 2. Students will try , learn and practice to perform individually as well as in group with the help of CD Player , Props</b>	1. Feeling of Patriotism

## INFORMATION TECHNOLOGY (402)

Class X

2025-26

### Specific Objectives

- Equip the students with essential skills for a Data Entry Operator role by focusing on advanced digital documentation, spreadsheet management, and database handling using LibreOffice tools.
- Enhance accuracy, speed, and data management capabilities while improving communication and ICT skills for efficient workplace interaction.
- Promote responsible digital practices, problem-solving, and critical thinking, ensuring readiness for datacentric tasks.
- Emphasizes workplace safety, teach health, safety, and emergency management protocols, essential for maintaining a secure and productive work environment.
- Provide opportunities and scope for students to engage with the common and necessary skills, such as critical thinking, decision making and communication in different situations pertaining to different job roles.

Month/ No. of Days	Chapter Name	Methodology	Learning Objectives
April (20 days)	<b>Digital Documentation (Advanced)</b> <ol style="list-style-type: none"> <li>1. <u>Styles in Writer.</u> <ul style="list-style-type: none"> <li>• categories</li> <li>• Create , Load , Update and Apply Styles.</li> </ul> </li> <li>2. <u>Images</u> <ul style="list-style-type: none"> <li>• Insert , Modify Images</li> <li>• Drawing Objects and apply operations.</li> <li>• Positioning the image in the text.</li> </ul> </li> <li>3. <u>Advanced Features of Writer</u> <ul style="list-style-type: none"> <li>• Table of Contents</li> <li>• Templates</li> <li>• Track Changes</li> </ul> </li> </ol>	<p>Demonstrate the various steps to be followed to use the different options for working with styles, inserting images to document from various sources, modifying, resizing, cropping, deleting and grouping images, drawing objects and its properties.</p> <p>Provide Hands On activities to the students.</p> <p>Demonstrate the various steps to Create a Hierarchy of headings and Customize the table of contents, and create templates.</p> <p>Illustrate the steps to review by recording, accepting, or rejecting changes, and manage comments by adding or deleting them.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>▪ Create a Brochure Booklet (of at least 10 pages) of North East Tourist destinations of India or your favorite tourist destination. Make use of styles to enhance the appearance.</li> <li>▪ Add different images in it and apply various tools on them.</li> </ul>	<p>Learn to create, update, and apply various styles in Writer for effective and consistent document formatting.</p> <p>This would lead to the development of Aesthetic thinking and Time management while expressing/ presenting in written form.</p> <p>Acquire skills in creating, customizing, and managing a Table of Contents, using and editing templates, and tracking and reviewing changes in documents effectively.</p> <p>This would lead to the development of skills of Creativity, artistry through computer literacy</p>

	<p><b>Communication Skills</b> Methods of communication, Communication cycle , Meaning, importance , Types of feedback Measures to overcome barriers in effective communication. 7 Cs of effective communication</p>	<ul style="list-style-type: none"> <li>▪ Create a table of contents for the same</li> </ul> <p>Demonstrate knowledge of various methods of communication, Feedback,</p>	<p>Students will be able to Apply measures to overcome barriers in communication and apply the principles</p>
<p>May (15 days)</p>	<p><b>Database Management System</b> 1. Appreciate the concept of Database Management System 2. Starting with LibreOffice Base 3. Create and edit tables using wizard and Design view</p> <p><b>Self-Management-II</b> stress management- Meaning, importance techniques</p>	<p>Interactive discussion to introduce the concept of DBMS and its terms. Demonstration of the steps to create various objects followed by Hands on practice Activity Create a database for the detailed data based on the IPL(name, age, number of matches played, runs scored, Matches played -won/lost etc) of at least 10 sportsperson/counties using a Database Management Software.</p> <p>Group Discussion 1. On Working Independently Towards The Goals 2. Planning Of An Activity The Qualities Required For Working Independently Role Play on Avoiding Stressful Situation, Pair Activity: Aim in Life</p>	<p>Students will be able to State the benefits of DBMS. Compare among the DDL and DML, Primary and Foreign Key</p> <p>Students Will Be Able To Apply Stress Management Techniques This would help the students to develop the skill of personal expression and regulate their emotions and behavior.</p>
<p>July (24 days)</p>	<p>DBMS (continued) Design, create and use Queries , Forms and Reports</p>	<p>Interactive discussion regarding the requirement and importance of various database objects</p> <p>Demonstrate the various steps required to create database objects. <b>Activities</b></p>	<p>Students will be able to To create different types of queries and generate forms and reports.</p> <p>This would lead to the development of research</p>

	<p><b>ICT Skills– II</b> Types Of Operating Systems, File Operations, File Organization, Directory Structures, File- System, Structures, Creating And Managing Files And Folders Importance, Need Schedule Of Care</p>	<ul style="list-style-type: none"> <li>▪ Prepare different tables, forms, queries and reports for the previously created database</li> </ul> <p>Demonstration Of Creating, Renaming And Deleting Files And Folders, Saving Files In Folders And Sub- Folders, Restoring Files And Folders From Recycle Bin Followed By Hands On Practice</p>	<p>skills and Interrogative questioning attitude.</p> <p>Students will be able to Distinguish among the various types of operating systems Files and folders Various maintenance routines</p>
<p>August (21 days)</p>	<p><b>Spreadsheet (Intermediate)</b></p> <ol style="list-style-type: none"> <li>1. Analyze Data using Scenarios and Goal Seek. <ul style="list-style-type: none"> <li>• Consolidating Data</li> <li>• Groups and Subtotals</li> <li>• What-if Scenarios</li> <li>• Goal Seek</li> </ul> </li> <li>2. Using Macros in Spreadsheet.</li> <li>3. Linking Spreadsheet Data <ul style="list-style-type: none"> <li>• Absolute Linking/ Relative Linking.</li> </ul> </li> <li>4. Share and Review a Spreadsheet <ul style="list-style-type: none"> <li>• Reviewing Changes – View, Accept or Reject Changes</li> <li>• Merging and comparing.</li> </ul> </li> </ol>	<p>Class discussion about the importance of the new concepts.</p> <p>Illustration of the various steps required to perform the different calculations using the new concepts.</p> <p>Hands on Activities provided to students to gain expertise in the implementation of new concepts.</p> <p>Class discussion about the importance of Macros. Demonstration of the steps to create and use macros.</p> <p>Discussion about requirement of various types of Hyperlinks Demonstration of steps followed by hands on training</p> <p><b>Activities</b> Create a workbook showing the performance of various sportsperson in IPL 2025. Illustrate the use of the tools- Consolidate and Subtotal to analyze the performance in various games Use the macro recorder, create a simple macro and use it as a function</p>	<p>Students will be able to Judge the need of the required tool and illustrate the use of the same. Relate and apply the concepts for various constraints and use them to solve the real-life problems based on calculations</p> <p>This would lead to the development of skills of Critical thinking, problem solving, analysis, interpretation and synthesizing the information.</p>

	<p><b>Entrepreneurial Skills-II</b> Entrepreneurship and society, Qualities functions Role and Importance of an entrepreneur. Myths about entrepreneurship</p>	<p>Class Discussion about Success stories of first generation and local entrepreneurs</p> <p>Activities to Collect Information, Listing the entrepreneurial Qualities, analysis of strength and Weaknesses. Planning to setup a business</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• List the characteristics of successful entrepreneur</li> <li>• Work towards the benefit of the society</li> </ul> <p>This would help to the develop economic and financial literacy.</p>
<p>September (11 days)</p>	<p>Revision</p>		
<p>October (17 days)</p>	<p><b>Maintain Healthy, Safe and Secure Working Environment</b></p> <ol style="list-style-type: none"> <li>1. Health, Safety and Security at Workplace</li> <li>2. Workplace Quality Measures</li> <li>3. Prevent Accidents and Emergencies</li> </ol> <p><b>Green Skills-II</b> Definition of sustainable development Importance of sustainable development Problems related to sustainable development</p>	<p>Introduction to Health, Safety, and Security At Workplace Policies and Procedures for Healthy, Safety and Security Reasons for Health, Safety, and Security Programs or Policies in the Workplace Workplace Safety Hazards Physical Hazard</p> <p>Class Discussion Regarding Procedures To Be Followed For Cleaning, Care And Maintenance Of Hardware</p> <p>Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage</p>	<p>workplace health, safety, and security policies, identify various hazards, and learn how to manage risks and maintain a safe working environment. Learn ergonomics, health and safety guidelines for computer use, and methods to reduce risks associated with musculoskeletal problems and other work- related issues. Able to identify and handle accidents and emergencies, follow company policies, apply fire safety and first aid procedures effectively.</p> <p>Students will be able to Demonstrate the knowledge of importance, problems and solutions related to sustainable development</p>

November ( 22 days)	<b>Project</b> Project based on the implementation of Digital Documentation, Spreadsheet and Database	Group discussion and case study to design a system to digitize the work.	Students will be able to apply the concepts and features
December - January	Revision		

**Sarla Chopra DAV Centenary Public School**

**Academic Plan 2025-26**

**Class X**

**Science**

**Learning Objectives** - Students will be able to:

1. Understand the phenomenon of reflection and refraction.
2. Understand and differentiate between the terminology of spherical mirrors and lenses.
3. Draw ray diagrams for mirrors and lenses.
4. Learn and understand the sign conventions for spherical mirrors and lenses.
5. Appreciate the phenomenon of dispersion and its cause.
6. Understand the occurrence and formation of rainbow phenomena.
7. Comprehend the reason for twinkling of stars and advanced sunrise & delayed sunset.
8. Understand the scattering phenomena – tyndall effect, blue color of sky, red color of sun at sunrise and sunset.
9. Understand the concept of charge and electric current.
10. Identify and list different types of electrical components.
11. Understand the concept of series and parallel combination of resistances.
12. Identify the arrangements - series and parallel.
13. Understand heating effect of current and their applications.
14. Solve the numerical based on power and energy.
15. Convert the units of electrical energy.
16. Develop numerical solving skills.
17. Understand the properties of magnetic field lines.
18. Understand the reason of force on a current carrying conductor in a magnetic field.
19. Learn Fleming’s left and Fleming’s right hand rules.
20. Understand and appreciate the working of electric motor.
21. Recognize the phenomenon of electromagnetic induction.

**Syllabus**

<b>COURSE STRUCTURE CLASS X</b>			
<b>(Annual Examination)</b>			
			<b>Marks: 80</b>
<b>Unit No.</b>	<b>Unit</b>	<b>Marks</b>	<b>Periods</b>
I	Chemical Substances-Nature and Behaviour	25	55
II	World of Living	23	50
III	Natural Phenomena	12	23
IV	Effects of Current	13	32
V	Natural Resources	07	20
	<b>Total</b>	<b>80</b>	
	<b>Internal assessment</b>	<b>20</b>	
	<b>Grand Total</b>	<b>100</b>	

## Practicals

### List of Experiments

Practical should be conducted alongside the concepts taught in theory classes

#### LIST OF EXPERIMENTS

- A. Finding the pH of the following samples by using pH paper/universal indicator: **Unit-I**
  - Dilute Hydrochloric Acid
  - Dilute NaOH solution
  - Dilute Ethanoic Acid solution
  - Lemon juice
  - Water
  - Dilute Hydrogen Carbonate solutionB. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with: **Unit-I**
  - Litmus solution (Blue/Red)
  - Zinc metal
  - Solid sodium carbonate
- Performing and observing the following reactions and classifying them into: **Unit-I**
  - Combination reaction
  - Decomposition reaction
  - Displacement reaction
  - Double displacement reaction
    - Action of water on quicklime
    - Action of heat on ferrous sulphate crystals
    - Iron nails kept in copper sulphate solution
    - Reaction between sodium sulphate and barium chloride solutions
- Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: **Unit-I**
  - ZnSO<sub>4</sub>(aq)
  - FeSO<sub>4</sub>(aq)
  - CuSO<sub>4</sub>(aq)
  - Al<sub>2</sub>(SO<sub>4</sub>)<sub>3</sub>(aq)Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.
- Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I. **Unit-IV**
- Determination of the equivalent resistance of two resistors when connected in series and parallel. **Unit-IV**
- Preparing a temporary mount of a leaf peel to show stomata. **Unit- II**
- Experimentally show that carbon dioxide is given out during respiration. **Unit-II**
- Study of the following properties of acetic acid (ethanoic acid): **Unit- I**
  - Odour
  - solubility in water
  - effect on litmus
  - reaction with Sodium Hydrogen Carbonate

9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water. **Unit-I**
10. Determination of the focal length of: **Unit-III**
- i) Concave mirror
  - ii) Convex lens
- by obtaining the image of a distant object.
11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. **Unit - III**
12. Studying (a) binary fission in *Amoeba*, and (b) budding in yeast and Hydra with the help of prepared slides. **Unit-II**
13. Tracing the path of the rays of light through a glass prism. **Unit-III**
14. Finding the image distance for varying object distances in case of a convex lens and drawing corresponding ray diagrams to show the nature of image formed. **Unit-III**
15. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean). **Unit-II**

**PRESCRIBED BOOKS:**

- Science-Textbook for class IX-NCERT Publication
- Science-Text book for class X- NCERT Publication
- Assessment of Practical Skills in Science-Class IX - CBSE Publication
- Assessment of Practical Skills in Science- Class X- CBSE Publication
- Laboratory Manual-Science-Class IX, NCERT Publication
- Laboratory Manual-Science-Class X, NCERT Publication
- Exemplar Problems Class IX – NCERT Publication
- Exemplar Problems Class X – NCERT Publication

MONTH TD/WD	UNIT/ TOPICS	METHODOLOGY/ ACTIVITIES	LEARNING OUTCOMES
April-May 2025 35/37	<b>Chapter 10 : Light – Reflection and Refraction</b>	<ul style="list-style-type: none"> <li>• Reflection of light</li> <li>• Laws of reflection</li> <li>• Spherical mirrors</li> <li>• Important terms related to spherical mirrors</li> <li>• Rules for image formation by concave mirror and convex mirror</li> <li>• Image formation by concave mirror</li> <li>• Image formation by convex mirror</li> <li>• Uses of mirrors</li> <li>• Sign conventions for reflection by spherical mirrors</li> <li>• Mirror formula</li> <li>• Linear Magnification</li> <li>• Numerical based on mirror formula</li> <li>• Refraction of light</li> <li>• Cause of refraction</li> </ul>	<p>The learners would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept of mirror and types of mirror.</li> <li>• Draw ray diagrams for image formation for different positions of the object in front of a mirror.</li> <li>• Solve the numerical based on lens formula</li> <li>• Understand the concept of lens and types of lens</li> <li>• Draw ray diagrams for image formation for different positions of the object in lenses.</li> <li>• Solve the numerical based on lens formula</li> </ul>



<p><b>July 2025 24/25</b></p>	<p><b>Chapter 11 :Human Eye and The Colorful World</b></p> <p><b>Chemical Reactions and Equations</b></p> <p><b>Lesson 7: Controls and Coordination</b></p> <ul style="list-style-type: none"> <li>• Synapse</li> <li>• Brain-structure and function</li> </ul> <p>Chemical</p>	<p>To Prepare a temporary mount of leaf peel to observe stomata.</p> <ul style="list-style-type: none"> <li>• Structure of Human eye</li> <li>• Defects of Vision</li> <li>• Refraction through a prism</li> <li>• Dispersion of white light by a glass prism</li> <li>• Cause of dispersion</li> <li>• Rainbow formation</li> <li>• Atmospheric refraction</li> <li>• Twinkling of stars</li> <li>• Advanced sunrise and delayed sunset</li> <li>• Scattering of light</li> <li>• Tyndall effect</li> <li>• Blue color of sky</li> <li>• Colour of sun at sunrise and sunset</li> </ul> <p>Discussion of NCERT exercise</p> <p>Writing of chemical formula Writing of chemical equations Balancing a chemical equation Types of reactions Combination Decomposition Displacement Double displacement Oxidation and reduction Ppt Videos Audios Worksheets</p> <ul style="list-style-type: none"> <li>• Draw a diagram/flowchart of reflex arc indicating the components and their functions.</li> <li>• Construct a web chart on functions and parts of human brain</li> <li>• Tabulate Endocrine glands/hormones secreted/functions</li> </ul> <p><u>Lab Activity</u>: To show that CO<sub>2</sub> is evolved during respiration.</p>	<p>The learners would be able to:</p> <ul style="list-style-type: none"> <li>• Explain the cause of dispersion</li> <li>• Explain formation of rainbow</li> <li>• list the applications of atmospheric refraction</li> <li>• understand scattering of light and its applications</li> </ul> <p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Acquire knowledge about law of conservation of mass</li> <li>• Understand and differentiate different types of reactions</li> </ul> <p>Develop skill of writing formulae, equations and balancing them</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Relate to daily life experiences based on various reflexes.</li> <li>• Understand and appreciate the working</li> </ul> <p>Develop and understanding of process of respiration</p>
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	<p><b>Chapter 8:</b> How do organisms reproduce</p>	<p>NaOH</p> <p>To study the properties of acids and bases</p> <p>Demonstration of Hibiscus (bisexual flower) to show different parts.</p> <ul style="list-style-type: none"> <li>• Web chart on reproductive health</li> </ul> <p><u>Lab Demonstration</u> Slide Observations</p>	<p>a. Litmus</p> <p>b. Sodium bicarbonate</p> <p>c. HCl</p> <p>d. NaOH</p> <p>Understand structure and functioning of reproductive system.</p> <p>Predict post fertilization events in flowering plants.</p> <p>Develop interpretational skill.</p>
<p><b>SEPTEMBER 2025</b> <b>11/22</b></p>	<p>HALF YEARLY EXAMS</p>	<p>Revision of chapters</p>	<p>The learners would be able to Understand and evaluate the errors and mistakes done in the paper and would be able to improve upon the same through correction.</p>
<p><b>October 2025</b> <b>17/17</b></p>	<p><b>Chapter 13 :</b> <b>Magnetic Effects of Electric Current</b></p>	<ul style="list-style-type: none"> <li>• Oersted Experiment</li> <li>• Magnetic field</li> <li>• Field lines</li> <li>• Properties of field lines</li> <li>• Magnetic field due to current carrying straight conductor</li> <li>• Right hand thumb rule</li> <li>• Reasoning questions</li> <li>• Magnetic field pattern due to circular coil</li> <li>• Magnetic field pattern due to a solenoid</li> <li>• Electromagnet</li> <li>• Factors on which strength of an electromagnet depends</li> <li>• Force on a current carrying conductor in a magnetic field</li> <li>• Fleming's left hand rule</li> <li>• Reasoning questions</li> <li>• Electromagnetic induction</li> </ul>	<p>The learners would be able to</p> <ul style="list-style-type: none"> <li>• use right hand thumb rule to obtain the direction of magnetic field</li> <li>• draw magnetic field pattern due to circular coil and solenoid</li> <li>• apply Fleming left hand and right hand rule to obtain direction of force and direction of current respectively</li> </ul>

	<p><b>Metals and Non metals</b></p>	<ul style="list-style-type: none"> <li>• Flemings right hand rule</li> <li>• Domestic electric circuits</li> </ul> <p>Discussion of NCERT exercise</p> <p>Properties of metals and non metals</p> <ul style="list-style-type: none"> <li>• Reactivity series</li> <li>• Formation and properties of ionic compounds</li> </ul> <p>Basic metallurgical processes ,corrosion and its prevention</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate metals and non metals on the basis of their physical properties</li> <li>• Write equations of reactions of metals and non metals with <ul style="list-style-type: none"> <li>a. Air</li> <li>b. Water</li> <li>c. Acids</li> </ul> </li> <li>• Apply knowledge of reactivity series to judge the occurrence of displacement reaction</li> <li>• Write the electron dot structure of metals and non metals</li> <li>• Electron transfer to form ionic compounds</li> <li>• Know different properties of ionic compounds.</li> </ul>
	<p><b>Chapter 16: Management of Natural Resources</b></p>	<p>Explanation of importance of natural resources</p> <ul style="list-style-type: none"> <li>• Overexploitation of resources and its far reaching effects</li> <li>• People’s participation</li> <li>• Examples of initiatives taken by individuals to protect environment.</li> </ul> <p><u>Lab Activity</u> Study of dicot and monocot seeds.</p>	<p>Develop Reflective skills.</p> <ul style="list-style-type: none"> <li>• Develop compassion towards nature and its resources.</li> <li>• Develop analytical skills to use the resources in a judicious manner.</li> </ul> <ul style="list-style-type: none"> <li>• Understand the structure of seeds.</li> </ul> <p>Develop interpretational skills.</p>



<p><b>December 2025 22/23</b></p>	<p><b>Metals and Non metals  Continued</b></p>	<ul style="list-style-type: none"> <li>• Videos of practical</li> </ul>	
<p><b>January 2026 17/17</b></p>	<p>REVISION FOR PREBOARDS AND PREBOARD - I EXAMINATI ON  RECAPITUL ATION AND REINFORCE MENT FOR PREBOARD – II</p>		
<p><b>February 2026</b></p>	<p>Solving previous year papers and Exemplar.</p>		

## HOLIDAY HOMEWORK

	PHYSICS	CHEMISTRY	BIOLOGY
<b>SUMMER VACATION</b>	<ul style="list-style-type: none"> <li>Conduct a survey of your friends / relatives / neighbors using specs and find defects of vision they are suffering from. Write it in a tabular form with headings : Name, power, type of defect, types of lens (at least 10 people)</li> <li>Solve the worksheets of chapter 10 Light – reflection and refraction, chapter 11 The human eye and the colorful world</li> </ul> <p>*Do all the above work (1,2,3) on A4 size sheets and file them in your portfolio</p>	<ul style="list-style-type: none"> <li>Project report on alloys/salts/scientists who contributed in periodic classification of elements</li> <li>PPT</li> <li>Question Bank</li> </ul> <p><u>Art Integration (Activity)</u></p> <p>Study the natural dyes / plant dyes (pigments) found and used by people of eastern and north eastern regions of India.</p>	<ul style="list-style-type: none"> <li>Design a crossword puzzle based on the chapter 6: Life processes.</li> <li>Make a diagram of different types of organs and organ systems/any One type of organ system on the basis of their location using art integration technique( A4 sheets, for portfolio) wool, clay modelling or any other method.</li> <li>Design 10 MCQs based assignments on the chapter – Life Processes.</li> </ul> <p>Create one Science toon on current topic related to science</p>
<b>WINTER BREAK</b>	<ul style="list-style-type: none"> <li>Prepare for your PREBOARDS</li> </ul> <p>Solve the miscellaneous worksheet of 1, 2 and 3 marker Questions.</p>	<ul style="list-style-type: none"> <li>Write all practicals in your practical files</li> <li>Revise for pre boards</li> </ul> <p>Question bank from CBSE</p>	<ul style="list-style-type: none"> <li>Revise all chapters for annual examination</li> <li>Solve worksheets</li> <li>PPT on Natural Resources of North-Eastern region of India</li> </ul> <p>Create a science toon of the chapter Heredity and Evolution</p>

### Reference Books

- NCERT Book for Science
- Lab Manual by Arya Publications
- Any question bank

**GERMAN  
CLASS – X  
2025-2026**

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
April (20 Days)	Lesson 6 Food, School canteen	<ul style="list-style-type: none"> <li>• Indirect questions with question words and using “ob”</li> <li>• Adjectives in Nominative and Accusative case without article</li> <li>• Degrees of adjectives: comparative and superlative</li> </ul> Interactive, Group Discussion Worksheets on relevant topics.	The students will be able <ul style="list-style-type: none"> <li>• To frame and use indirect questions</li> <li>• To use the adjectives with their endings in all the cases.</li> </ul>

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
May (15 Days)	Lesson 6 Food, School canteen	<ul style="list-style-type: none"> <li>• Simple past tense</li> <li>• Akkusativ and Dativ Prepositions</li> </ul> Interactive, Group Discussion Worksheets on relevant topics.	The students will be able <ul style="list-style-type: none"> <li>• To report about the past incidents.</li> <li>• To use prepositions in their sentences.</li> </ul>

**Summer Holiday Homework**

Make a project on any one German Company. Include the following points:

Origin, History, Branches, Products

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
July (24 Days)	Lesson 7 Media and Advertisement	<ul style="list-style-type: none"> <li>• Prepositions of place/Wechseln Prepositions               <ul style="list-style-type: none"> <li>▪ “um”, “über” + Accusative</li> <li>▪ “gegenüber” + Dative</li> </ul> </li> <li>• Relative clause: Relative pronouns with prepositions</li> </ul> Interactive, Group Discussion Worksheets on relevant topics.	<ul style="list-style-type: none"> <li>• To ask for directions and describe the route</li> <li>• To formulate a slogan for an advertisement</li> </ul>

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
August (21 Days)	Lesson – 7 Media and Advertisement	•E-mail writing •Dialogue writing Interactive, Group Discussion Worksheets on relevant topics.	The students will be able •To write E-Mails in German. •Form simple dialogue on general day to day topics.

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
September (11 Days)	Lesson – 6 Food Lesson – 7 Media and Advertisements	Interactive, Group Discussion  Worksheets on relevant topics.	The students will be able  • To resolve their doubts

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
October (17 Days)	Lesson – 8 Learning languages October	Subordinate clause: “weil” • and obwohl” Interactive, Group Discussion Worksheets on relevant topics.	The students will be able •To talk about one’s own experience with a foreign language • To connect the sentences with connectors

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
November (22 Days)	Lesson 9 Involvement in social causes	•Subordinate clause: als,nachdem,ob •Leseverstehen Interactive, Group Discussion Worksheets on relevant topics.	The students will be able •To negotiate

### Month - December and January

### REVISION FOR FINAL EXAM

### Winter Holiday Homework

Make a PPT on means of communication being used by Teenagers in India and Germany. Also mention its advantages and disadvantages.

SARLA CHOPRA DAV SCHOOL  
ACADEMIC PLAN  
SESSION 2025-2026  
CLASS 10  
FINE ART (PAINTING) 049

**Introduction**

PAINTING (Code No.: 049)

Classes X (2025-26)

"The secondary stage is apt for refining aesthetic sensibilities and promoting social values through projects on conservation of the natural and cultural heritage and through opportunities for studying Indian culture, working with artists/artisans of the community, organizing festivals and celebrations of the community at large, display of physical environment and surrounding landscape and their exploration; projects to promote creative expression and exhibition of works in visual and verbal forms" is one of the recommendations of the National Curriculum Framework 2005. This is the stage where students have already gained the skill of drawing and painting to an extent to create and communicate through simple images and colours. The focus of the painting curriculum should be to provide students with an opportunity to explore natural and man-made objects, situations and subjects to learn about the elements and principles of painting while enjoying their creative expression through different mediums and techniques. The course consists of (i) Painting theory and (ii) Painting practical's. Theory and Practice are co-related and complement each other by application of medium and technique. Theory can make students understand the medium they are practicing with all its beauty and meaning. Theory provides knowledge and enhances the value of the practical.

THEORY PAPER

Time allowed: 2 hours

Maximum Marks: 30

UNIT- I: Fundamentals of Visual Arts

10 Marks

(The Elements and Principals)

UNIT-II: Methods and Materials of Painting

10 Marks

Understanding and appropriate use of:(i) Tools (ii) Painting Materials - Poster Colours, Water Colours, Oil Pastels and Pencils

UNIT-III: Story of Indian Art

10 Mark

- (i) Appreciation of Indian Art covering selected paintings, sculptures and architectural glimpses. (a) Paintings (i) Bodhisattva Padmapani (Ajanta)
- (b) Sculpture (i) Ashokan Lion capital (Mauryan Period) (c)  
Architecture (i) Kailash natha Temple, (Ellora, Maharashtra)(ii) Indian Folk Art –  
Paintings: Madhubani and Warli

<u>Month /No of working days</u>	<u>Topic to be covered Theory</u>	<u>PAINTING /DRAWING /Activity</u>	<u>Methodology</u>	<u>Learning Objectives</u>
APRIL 20	UNIT-I Six limbs of Indian Painting/Sadangas  Fundamentals of Visual Arts Elements (Point, line, colour, tone, texture and space.)  Principles(Unity, harmony, balance, rhythm, emphasis and proportion,)	UNIT-II: Methods and Materials of Painting 10 Marks Understanding and appropriate use of: (i) Tools (ii) Painting Materials - Poster Colours, Water Colours, Oil Pastels and Pencils	Starting with simple composition based on nature such as landscapes, seascapes, compositions to show seasons, moods of nature etc. from life or from imagination. Students should be exposed to relevant work of art by masters.	Students after studying 'Painting' as additional subject will be able to: - Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms and colours - Know the fundamentals of Painting (Elements and Principles) and apply them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique.
MAY	UNIT-III:			

15	Story of Indian Art			<ul style="list-style-type: none"> <li>- Refine memory and observation power through study / still life and painting composition.</li> <li>- Maintain his/her painting tools, materials appropriately.</li> <li>- Display his/her paintings aesthetically and will learn to store them.</li> <li>- Apply the artistic skills of composition in day-to-day life at home and in the school.</li> </ul> <p>Suggested Teaching Learning Strategies - IX:</p> <p>i. Still Life (Study of simple objects) Study of a group of two or three objects from a fixed point of view in colours. Group may include vegetables, fruits, foliage, book, drapery, and simple objects of daily use.</p>
JULY 24	(i) Appreciation of Indian Art covering selected paintings, sculptures and architectural glimpses.	<p>Painting Composition</p> <p>Human composition like markets, birthday party, capture the action from the playground ,</p>	<p><b>Figurative and abstract compositions from imagination of one's own Experience Compositions based on any one folk painting style of India.</b></p> <p><b>IV. Encourage students to explore regional methods and materials of painting, wall paintings, murals etc).</b></p>	<ul style="list-style-type: none"> <li>- Refine memory and observation power through study / still life and painting composition.</li> <li>- Maintain his/her painting tools, materials appropriately.</li> <li>- Display his/her paintings aesthetically and will learn to store them.</li> <li>- Apply the artistic skills of composition in day-to-day life at home and in The school.</li> </ul>
AUGU ST 21	<b><u>(a) Paintings</u></b> <b><u>(i) Bodhisattava</u></b> <b><u>Padmapani</u></b> <b><u>(Ajanta)</u></b>	Painting composition from Indian	Field visits to Art Galleries, Museum(s),	<p>Students after studying 'Painting' as additional subject will be able to:</p> <ul style="list-style-type: none"> <li>- Enjoy paintings as a medium of expressions</li> </ul>

		traditional painting like Pahari painting of miniature, Kalighat painting ,Pota Chitra, fresco painting ,lippan art	National Bal Bhawan /similar institutions , Artist studios, Artisan workshops etc. VI. Teacher must tell story of Indian Art in a story telling manner. This can also be audio/video recorded and shared with students. VII. Display of reproductions of master's work in school corridors. VIII. Organise interactions with Artists and Artisans in the school and otherwise.	<ul style="list-style-type: none"> <li>- Appreciate the beauty in lines, forms and colours</li> <li>- Know the fundamentals of Painting (Elements and Principles) and apply them in their creations.</li> <li>- Use painting tools and materials appropriately.</li> <li>- Apply pencil colours, oil pastels, poster colours, water colours etc. as a painting medium.</li> <li>- Differentiate between 'opaque' and 'transparent' colours as a technique.</li> </ul> <p>Teacher can tell story of Indian Art in a story telling manner. This can also be audio/video recorded and shared with students. Display of reproductions of master's work in school corridors</p>
SEPT EMBE R 11	b) Sculpture (i) Ashokan Lion capital (Mauryan Period)	Painting and Drawing Portrait study /human anatomy /animal study /bird study/Insect study	Sketches from Life and Nature in pencil and ink should be encouraged as a routine.	<p>Sketches from Life and Nature in pencil and ink.</p> <p>Teacher can tell story of Indian Art in a story telling manner. This can also be audio/video recorded and shared with students. Display of reproductions of master's work in school corridors</p>
NOVE MBER 22	(c) Architecture (i) Kailashnatha Temple, (Ellora, Maharashtra)	Drawing and Painting from contemporary art	Project work can be given in a team of two for better results. Some ideas for the project can be; collection of 'Images of heritage crafts of my state',	<p>Field visits to Art Galleries, Museum/s, National Bal Bhawan or similar organisations, Artist's studios or Artisan's workshops etc.</p> <p>Teacher can tell story of Indian Art in a story telling manner. This can also</p>

			‘Types of trees flora and fauna found in my village/town/city’, ‘Celebration of festivals’, ‘Games we like to play’, ‘Historical Sites’ etc. Project can consist of 5 compositions on the selected topic.	be audio/video recorded and shared with students.  Display of reproductions of master’s work in school corridors
DECEMBER 22	<b><u>ii) Indian Folk Art – Paintings: Madhubani and Warli</u></b>	Portfolio Assessment  Minimum 20 number of drawings and paintings preparation	Suggested Encourage students to display their work in school. Help them organize painting exhibition(s) etc	Simple compositions based on any one form of Folk Art such as Madhubani, Warli, Alpana, Rangoli, Mandana etc. Submission of portfolio consisting of six (3 Still Life and 3 Composition) selected works done during the year.
JANUARY 22	<b><u>Revision for final examination</u></b>	Practice of DAV sample papers		
FEBRUARY	<b><u>Final practical &amp; Theory paper</u></b>			

### Practical

**Time allowed: 3 hours**

**Maximum Marks: 70**

**External Assessment for Practical**

**50 marks**

**Painting-Composition**

**Painting from Memory – Simple composition in water/poster/pastel colours on given**

**subjects based on sketching from life and nature. It may also be in abstract/semi-**

**abstract/folk art forms.**

a)	Compositional-arrangement including emphasis on the subject	15 marks
b)	Treatment of media with an appropriate colour scheme	15 marks
c)	Originality and creativity	10 marks
d)	Overall impression	10 marks

**Internal Assessment:**

**20 marks**

**It includes;**

**(i) Periodic Tests - there will be three periodic tests in a year, out which 10 marks the best two will be assessed.**

**(ii) Project work - Portfolio will consist of 10 best work of colour sketches,  
10 marks**

**Painting compositions in water colours, poster colours,**

**Oil pastels and in pencil colours done during the year**



**FRENCH**  
**CLASS – X**  
**2025-2026**

**Learning Objectives**

By the end of Class X students should be able to

- Develop the ability to communicate effectively in French, both in writing and speaking.
- Develop reading comprehension skills through variety of texts.
- Enhance writing skills in french including the ability to write dialogues , letters and messages.
- Express thoughts in writing using correct grammar and vocabulary
- Engage in role-plays , conversations on various topics.
- Apply French language skills in practical situations such as ordering foods , shopping etc.

<b>Month/No of Days</b>	<b>Topic/ chapter name</b>	<b>Structure/ Methodology</b>	<b>Learning outcomes</b>
April (20 days)	Lesson -2 Après le bac	La future simple, La future proche La Grammaire a) -les pronoms relatifs simples ou composés b) Les adjectifs c) Les Articles Group Discussion, worksheets on relevant topics	The students will be able to understand the education system of France.

Month/ No of Days	Topic/ Chapter name	Structure/ Methodology	Learning Outcomes
May (15 days)	Lesson-3	Les pronoms relatifs : simples et composés L'impératif a) Les pronoms relatifs : simples et composés b) Les pronoms personnels : y et en ,  Group Discussion, worksheets on relevant topics	The students will be able to frame indirect questions

### Summer Holiday Homework

Summer holiday homework - Make a ppt on education system of France and India.

Month/ No of Days	Topic/ Chapter name	Structure/ Methodology	Learning Outcomes
July (24 Days)	Le Plaisir De Lire (lesson-4)	Le plus-que-parfait Interactive, Group Discussion , worksheets on relevant topics	The students will be able to write an invitation
	Les medias (lesson-5)	● les Pronoms personnels : y, e n	The student will be able to frame indirect

		<ul style="list-style-type: none"> <li>● L'interrogation,</li> <li>● Trouvez les questions</li> </ul> <p>Interactive, Group Discussion , worksheets on relevant topics</p>	questions
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<b>Month/ No of Days</b>	<b>Topic/ Chapter name</b>	<b>Structure/ Methodology</b>	<b>Learning Outcomes</b>
August (21 Days)	Chacun ses goûts (lesson-6)	Les pronoms démonstratifs simple et composés	The students will be able to write/ discuss Discuter De Bonnes Habitudes De Vie
	En Pleine Forme (lesson -7)	Les pronoms possessifs  Interactive, Group Discussion , worksheets on relevant topics	

<b>Month/ No of Days</b>	<b>Topic/ Chapter name</b>	<b>Structure/ Methodology</b>	<b>Learning Outcomes</b>
September (11 Days)	En Pleine Forme (lesson -7)	Interactive, Group Discussion Worksheets on relevant topics.	The students will be able <ul style="list-style-type: none"> <li>• To resolve their doubts</li> </ul>

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<b>Month/ No of Days</b>	<b>Topic/ Chapter name</b>	<b>Structure/ Methodology</b>	<b>Learning Outcomes</b>
October (17 Days)	L'environnement (lesson -8)	Retrouvez les phrases ,  Corrigez les fautes	The students will be able to connect the sentences

<b>Month/ No of Days</b>	<b>Topic/ Chapter name</b>	<b>Structure/ Methodology</b>	<b>Learning Outcomes</b>
November (22 Days)	Vive la République  (Chapter -10 )	Posez des questions en utilisant les pronoms personnel. Discours rapporte  Interactive, Group Discussion Worksheets on relevant topics.	The students will be able to understand about the political system of france and also the concept of reported speech in French.

**Month - December and January**

**REVISION FOR FINAL EXAM**

**Winter Holiday Homework**

Make a PPT on < how to save our planet> and environment protection

डी.ए.वी. पब्लिक स्कूल  
नोएडा सै० 56  
वार्षिक पाठ्यक्रम विभाजन  
कक्षा दसवीं हिन्दी कोड (085)

क्रम संख्या	महीने का नाम व दिनों की कुल संख्या	साहित्य	व्याकरण	लेखन
1.	अप्रैल 20 दिन	बड़े भाई साहब कबीर मीरा हरिहर काका	व्याकरण पदबंध अपठित गद्यांश	अनुच्छेद लेखन पत्र लेखन अभ्यास
2.	मई 15 दिन	तंतारा वामिरो कथा मनुष्यता पर्वत प्रदेश में पावस	समास वाक्य रूपांतरण	सूचना लेखन अभ्यास
3.	जुलाई 24 दिन  इकाई परीक्षा एक	तीसरी कसम के शिल्पकार शैलेन्द्र जायरी का एक पन्ना अब कहाँ दूसरे के दुख में दुखी	मुहावरे पठित काव्यांश पठित गद्यांश	विज्ञापन निर्माण लघुकदा लेखन अभ्यास
4.	अगस्त 21 दिन	पतझड़ में टूटी पत्तियाँ, कर चले हम फिदा, सपनों के से दिन	अपठित गद्यांश पठित काव्यांश पठित गद्यांश अभ्यास	ईमेल लेखन अभ्यास

5.	सितंबर	अर्धवार्षिक परीक्षा पुनरावृत्ति	अर्धवार्षिक परीक्षा पुनरावृत्ति	अर्धवार्षिक परीक्षा पुनरावृत्ति
6.	अक्टूबर 17 दिन	टोपी शुक्ला कारतूस, तोप आभूषण		
7.	नवंबर 22 दिन	पूर्व बोर्ड परीक्षा ..... 1 सैंपल पेपर अभ्यास	आदर्श प्रश्न पत्र अभ्यास	आदर्श प्रश्न पत्र अभ्यास
8.	दिसंबर 22 दिन	पूर्व बोर्ड परीक्षा ..... 2 इकाई परीक्षा ..... 2	आदर्श प्रश्न पत्र अभ्यास	आदर्श प्रश्न पत्र अभ्यास
9.	जनवरी 17 दिन	गत परीक्षाओं में पूछे गए प्रश्नों का अभ्यास	गत परीक्षाओं में पूछे गए प्रश्नों का अभ्यास	गत परीक्षाओं में पूछे गए प्रश्नों का अभ्यास