

पाठ्यक्रम-योजना

सत्र- 2025-26

कक्षा- दसवीं

भाषा शिक्षण उद्देश्य-

- **भाषिक संरचना और व्याकरण की समझ:** छात्रों को हिंदी भाषा की संरचना, वाक्य भेद (रचना के आधार पर), वाच्य, पद परिचय, रस और अलंकार जैसे व्याकरणिक विषयों में दक्ष बनाना, ताकि वे शुद्ध हिंदी लिख और बोल सकें।
- **मौखिक अभिव्यक्ति में सक्षमता:** विद्यार्थियों को सहज और स्वाभाविक मौखिक अभिव्यक्ति में सक्षम बनाना, ताकि वे अपने विचारों को बिना किसी हिचकिचाहट के व्यक्त कर सकें।
- **साहित्यिक और सांस्कृतिक समझ:** 'स्पर्श' और 'संचयन' के माध्यम से भारतीय संस्कृति, मूल्यों और नैतिक शिक्षा से परिचित कराना। संचयन की कहानियाँ, जैसे 'सपनों के-से दिन', बाल्यकाल की यादों और मानवीय संवेदनाओं को उजागर करती हैं।
- **लेखन कौशल का विकास:** छात्रों को विभिन्न विधाओं (कहानी, निबंध, संस्मरण) के माध्यम से रचनात्मक लेखन में निपुण करना। इसमें पत्र लेखन, अनुच्छेद लेखन और अभिव्यक्ति के अन्य माध्यम शामिल हैं।
- **हिंदी को व्यवहार की भाषा बनाना:** उच्चतर माध्यमिक स्तर तक पहुँचते-पहुँचते हिंदी को छात्रों की पहचान, आत्मविश्वास और विमर्श की भाषा के रूप में स्थापित करना।
- **सांस्कृतिक और व्यावहारिक भाषा:** भाषा का अध्ययन इस तरह से करना कि वह केवल किताबी न रहे, बल्कि व्यावहारिक जीवन में संवाद, पत्र-लेखन, और अभिव्यक्ति के लिए प्रयोग हो सके।
- **संवेदनशीलता और बोध:** साहित्य के माध्यम से छात्रों में भावनात्मक समझ और सामाजिक मुद्दों के प्रति संवेदनशीलता पैदा करना।

पाठ्य पुस्तकें- स्पर्श संचयन

अप्रैल 22 दिवस

<u>क्रम संख्या</u>	<u>मास/कार्य दिवस</u>	<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>अधिगम प्राप्ति</u>
1.	अप्रैल 22 दिवस	बड़े भाई साहब	<ul style="list-style-type: none"> - प्रवाह चित्र - व्याख्यात्मक विधि - प्रश्नोत्तर विधि - पी.पी.टी. - अभ्यास पत्र 	<p>- अनुभव का महत्व (Importance of Experience): बड़े भाई साहब यह सिखाते हैं कि उम्र और तजुर्बे का महत्व किताबी ज्ञान से ज्यादा है। वे छोटे भाई को बताते हैं कि भले ही वह पढ़-लिखकर ऊँचे पद पर पहुँच जाए, लेकिन उम्र में बड़े होने के नाते उन्हें जीवन का व्यावहारिक अनुभव ज्यादा है।</p> <ul style="list-style-type: none"> ● स्व-अध्ययन बनाम रटना (Self-study vs. Rote Learning): बड़े भाई साहब बार-बार फेल इसलिए होते हैं क्योंकि वे समझकर पढ़ने के बजाय रटने पर जोर देते हैं। यह कहानी रटने की पद्धति की आलोचना करती है। ● अहंकार से दूरी (Avoiding Ego): कहानी में यह सीख मिलती है कि पढ़ाई का घमंड नहीं करना चाहिए, क्योंकि घमंड हमेशा टूटता है, चाहे व्यक्ति कितना ही पढ़ा-लिखा क्यों न हो। ● अनुशासन और जिम्मेदारी

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1.	अप्रैल 22 दिवस	बड़े भाई साहब	<ul style="list-style-type: none"> - प्रवाह चित्र - व्याख्यात्मक विधि - प्रश्नोत्तर विधि - पी.पी.टी. - अभ्यास पत्र 	<p>- अनुभव का महत्व (Importance of Experience): बड़े भाई साहब यह सिखाते हैं कि उम्र और तजुर्बे का महत्व किताबी ज्ञान से ज्यादा है। वे छोटे भाई को बताते हैं कि भले ही वह पढ़-लिखकर ऊँचे पद पर पहुँच जाए, लेकिन उम्र में बड़े होने के नाते उन्हें जीवन का व्यावहारिक अनुभव ज्यादा है।</p> <ul style="list-style-type: none"> ● स्व-अध्ययन बनाम रटना (Self-study vs. Rote Learning): बड़े भाई साहब बार-बार फेल इसलिए होते हैं क्योंकि वे समझकर पढ़ने के बजाय रटने पर जोर देते हैं। यह कहानी रटने की पद्धति की आलोचना करती है। ● अहंकार से दूरी (Avoiding Ego): कहानी में यह सीख मिलती है कि पढ़ाई का घमंड नहीं करना चाहिए, क्योंकि घमंड हमेशा टूटता है, चाहे व्यक्ति कितना ही पढ़ा-लिखा क्यों न हो। ● अनुशासन और जिम्मेदारी

<u>क्रम संख्या</u>	<u>मास/कार्य दिवस</u>	<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>अधिगम प्राप्ति</u>
1.	अप्रैल 22 दिवस	बड़े भाई साहब	<ul style="list-style-type: none"> - प्रवाह चित्र - व्याख्यात्मक विधि - प्रश्नोत्तर विधि - पी.पी.टी. - अभ्यास पत्र 	<p>- अनुभव का महत्व (Importance of Experience): बड़े भाई साहब यह सिखाते हैं कि उम्र और तजुर्बे का महत्व किताबी ज्ञान से ज्यादा है। वे छोटे भाई को बताते हैं कि भले ही वह पढ़-लिखकर ऊँचे पद पर पहुँच जाए, लेकिन उम्र में बड़े होने के नाते उन्हें जीवन का व्यावहारिक अनुभव ज्यादा है।</p> <ul style="list-style-type: none"> ● स्व-अध्ययन बनाम रटना (Self-study vs. Rote Learning): बड़े भाई साहब बार-बार फेल इसलिए होते हैं क्योंकि वे समझकर पढ़ने के बजाय रटने पर जोर देते हैं। यह कहानी रटने की पद्धति की आलोचना करती है। ● अहंकार से दूरी (Avoiding Ego): कहानी में यह सीख मिलती है कि पढ़ाई का घमंड नहीं करना चाहिए, क्योंकि घमंड हमेशा टूटता है, चाहे व्यक्ति कितना ही पढ़ा-लिखा क्यों न हो। ● अनुशासन और जिम्मेदारी

मई 15 दिवस

<u>क्रम संख्या</u>	<u>मास/कार्य दिवस</u>	<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>अधिगम प्राप्ति</u>
1.	मई 15 दिवस	तन्तारा वामिरो	<ul style="list-style-type: none"> - प्रवाह चित्र - प्रश्नोत्तर विधि - दृश्य/श्रव्य माध्यम - अभ्यास पत्र 	<p>-1. सामाजिक रूढ़ियों और बंधनों का विश्लेषण:</p> <ul style="list-style-type: none"> ● संप्राप्ति: छात्र समझ पाएंगे कि रूढ़ियाँ और परंपराएँ समय के साथ बदलने के लिए होती हैं, न कि इंसान को गुलाम बनाने के लिए. ● ● <p>2. प्रेम की शक्ति और मानवीय संवेदनाओं का विकास</p> <ul style="list-style-type: none"> ● संप्राप्ति: छात्र ताँतारा और वामीरो के अगाध प्रेम के माध्यम से यह समझेंगे कि प्रेम भौगोलिक और सामाजिक सीमाओं से परे होता है. <p>3. लोक कथाओं और सांस्कृतिक विविधता की समझ:</p> <ul style="list-style-type: none"> ● संप्राप्ति: छात्र यह जान पाएंगे कि कैसे लोक कथाएं एक पीढ़ी से दूसरी पीढ़ी तक चलती हैं और उनमें स्थानीय संस्कृति झलकती

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1.	मई 15 दिवस	तन्तारा वामिरो	- प्रवाह चित्र - प्रश्नोत्तर विधि - दृश्य/श्रव्य माध्यम - अभ्यास पत्र	<p>-1. सामाजिक रूढ़ियों और बंधनों का विश्लेषण:</p> <ul style="list-style-type: none"> ● संप्राप्ति: छात्र समझ पाएंगे कि रूढ़ियाँ और परंपराएँ समय के साथ बदलने के लिए होती हैं, न कि इंसान को गुलाम बनाने के लिए. ● ● <p>2. प्रेम की शक्ति और मानवीय संवेदनाओं का विकास</p> <ul style="list-style-type: none"> ● संप्राप्ति: छात्र ताँतारा और वामीरो के अगाध प्रेम के माध्यम से यह समझेंगे कि प्रेम भौगोलिक और सामाजिक सीमाओं से परे होता है. <p>3. लोक कथाओं और सांस्कृतिक विविधता की समझ:</p> <ul style="list-style-type: none"> ● संप्राप्ति: छात्र यह जान पाएंगे कि कैसे लोक कथाएं एक पीढ़ी से दूसरी पीढ़ी तक चलती हैं और उनमें स्थानीय संस्कृति झलकती

जुलाई 25 दिवस

<u>क्रमसंख्या</u>	<u>मास/कार्य दिवस</u>	<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>अधिगम प्राप्ति</u>
1.	जुलाई 25 दिवस	तीसरी कसम	<ul style="list-style-type: none"> - प्रवाह चित्र - उदाहरण विधि - प्रश्नोत्तर विधि - पी.पी.टी. - दृश्य/श्रव्य माध्यम - अभ्यास पत्र 	<p>- मूल्यों का मूल्यांकन: छात्रों में व्यावसायिकता की जगह कलात्मक ईमानदारी और मानवीय मूल्यों के प्रति प्रेम विकसित करना।</p> <ul style="list-style-type: none"> ● सांस्कृतिक जुड़ाव: अपने क्षेत्र के लोकगीतों और संस्कृति के प्रति रुचि पैदा करना।
2.		डायरी का एक पन्ना	<ul style="list-style-type: none"> - प्रवाह चित्र - उदाहरण विधि - प्रश्नोत्तर विधि - पी.पी.टी. - दृश्य/श्रव्य माध्यम - अभ्यास पत्र 	<p>-ऐतिहासिक दस्तावेज़: 26 जनवरी 1931 को कलकत्ता (अब कोलकाता) में स्वतंत्रता दिवस मनाने के ऐतिहासिक घटनाक्रम को भावी पीढ़ी के लिए दर्ज करना.</p> <ol style="list-style-type: none"> 1. वीरता और बलिदान: ब्रिटिश शासन के दमन के बावजूद, आम जनता, विशेषकर महिलाओं के साहस, उत्साह और बलिदान की भावना को दिखाना. 2. जागरूकता: यह दिखाना कि स्वतंत्रता की लड़ाई केवल नेताओं द्वारा नहीं, बल्कि आम नागरिकों के सहयोग से लड़ी गई थी।

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1.	जुलाई 25 दिवस	तीसरी कसम	<ul style="list-style-type: none"> - प्रवाह चित्र - उदाहरण विधि - प्रश्नोत्तर विधि - पी.पी.टी. - दृश्य/श्रव्य माध्यम - अभ्यास पत्र 	<p>- मूल्यों का मूल्यांकन: छात्रों में व्यावसायिकता की जगह कलात्मक ईमानदारी और मानवीय मूल्यों के प्रति प्रेम विकसित करना।</p> <ul style="list-style-type: none"> ● सांस्कृतिक जुड़ाव: अपने क्षेत्र के लोकगीतों और संस्कृति के प्रति रुचि पैदा करना।
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1.	जुलाई 25 दिवस	तीसरी कसम	<ul style="list-style-type: none"> - प्रवाह चित्र - उदाहरण विधि - प्रश्नोत्तर विधि - पी.पी.टी. - दृश्य/श्रव्य माध्यम - अभ्यास पत्र 	<p>- मूल्यों का मूल्यांकन: छात्रों में व्यावसायिकता की जगह कलात्मक ईमानदारी और मानवीय मूल्यों के प्रति प्रेम विकसित करना।</p> <ul style="list-style-type: none"> ● सांस्कृतिक जुड़ाव: अपने क्षेत्र के लोकगीतों और संस्कृति के प्रति रुचि पैदा करना।
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अगस्त 19 दिवस

<u>क्रम संख्या</u>	<u>मास/कार्य दिवस</u>	<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>अधिगम प्राप्ति</u>
1.	अगस्त 19 दिवस	पतझड़ में टूटी पत्तियाँ	- प्रवाह चित्र - उदाहरण विधि - विवेचनात्मक विधि - पी.पी.टी - दृश्य-श्रव्य माध्यम - अभ्यास पत्र	<ul style="list-style-type: none"> ● व्यावहारिक आदर्शवाद को समझना: 'प्रैक्टिकल आइडियलिस्ट' (Practical Idealists) की अवधारणा को समझना, जो लोग आदर्शों को व्यावहारिक रूप से अपनाकर समाज में योगदान देते हैं। ● सकारात्मक दृष्टिकोण: भौतिक प्रगति के पीछे भागने के बजाय, जीवन में सहजता, शांति और संतोष के महत्व को पहचानना। ● पाठ का विश्लेषण: 'गिन्नी का सोना' (आदर्श बनाम व्यावहारिकता) और 'झेन की देन' (मानसिक शांति) प्रसंगों के मुख्य बिंदुओं को संक्षेप में लिख पाना और उनके संदेशों को स्पष्ट करना। ● शब्दकोश में वृद्धि: पाठ में आए कठिन शब्दों (जैसे- शाश्वत, व्यावहारिकता, भंगिमा) का अर्थ समझकर वाक्यों में प्रयोग करना।
2.		कर चले हम	- प्रवाह चित्र	- देशभक्ति की भावना:

सितंबर 11 दिवस (11 दिवस परीक्षा के)

<u>क्रम संख्या</u>	<u>मास/ कार्य दिवस</u>	<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>अधिगम प्राप्ति</u>
1.	सितंबर 11 दिवस	अर्धवार्षिक परीक्षा पुनरावृत्ति	अर्धवार्षिक परीक्षा पुनरावृत्ति	अर्धवार्षिक परीक्षा पुनरावृत्ति

अक्टूबर 20 दिवस

<u>क्रम संख्या</u>	<u>मास/ कार्य दिवस</u>	<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>अधिगम प्रवक्ता</u>
1.	अक्टूबर 20 दिवस	टोपी शुक्ला	<ul style="list-style-type: none"> - प्रवाह चित्र - व्याख्यात्मक विधि - प्रश्नोत्तर विधि - उदाहरण विधि - पी.पी.टी. - दृश्य माध्यम - अभ्यास पत्र 	<p>-जातीय और धार्मिक सद्भाव की समझ: छात्रों को यह समझाना कि मित्रता और प्रेम की कोई सीमा नहीं होती, वे धर्म और जाति से ऊपर हैं।</p> <ul style="list-style-type: none"> ● संवेदनशीलता का विकास: टोपी और इफ़फ़न की दोस्ती के माध्यम से छात्रों में भावनात्मक लगाव, सहानुभूति और मानवीय संवेदनाओं को विकसित करना। ● सामाजिक रुढ़ियों का विरोध: यह समझाना कि कैसे पुरानी परंपराएं, कट्टरपंथी सोच और जातिगत भेदभाव (जैसे दादी का व्यवहार) बच्चों के कोमल मन पर नकारात्मक प्रभाव डालते हैं। ● संस्कृति का सम्मान: अलग-अलग परिवारों (हिंदू-मुस्लिम) के रहन-सहन और परंपराओं के बीच भी आपसी सम्मान और प्रेम की भावना को समझना। ● भाषा की समझ (पूर्वभलषल): कहानी में पराकृत पत्राचली या

नवम्बर 18 दिवस

<u>क्रम संख्या</u>	<u>मास/कार्य दिवस</u>	<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>अधिगम प्राप्ति</u>
1.	नवंबर 18 दिवस	पूर्व बोर्ड परीक्षा 1 सैंपल पेपर अभ्यास	आदर्श प्रश्न पत्र अभ्यास	आदर्श प्रश्न पत्र अभ्यास

दिसंबर 23 दिवस

<u>क्रम संख्या</u>	<u>मास/ कार्य दिवस</u>	<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>अधिगम प्राप्ति</u>
1.	दिसंबर 23 दिवस	पूर्व बोर्ड परीक्षा 2 इ का ई परीक्षा 2	आदर्श प्रश्न पत्र अभ्यास	आदर्श प्रश्न पत्र अभ्यास

जनवरी 16 दिवस

<u>क्रम संख्या</u>	<u>मास/ कार्य दिवस</u>	<u>पाठ का नाम</u>	<u>शिक्षण युक्ति</u>	<u>अधिगम प्राप्ति</u>
1.	जनवरी 16 दिवस	गत परीक्षाओं में पूछे गए प्रश्नों का अभ्यास	गत परीक्षाओं में पूछे गए प्रश्नों का अभ्यास	गत परीक्षाओं में पूछे गए प्रश्नों का अभ्यास

SOCIAL SCIENCE

Class X

2026--2027

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 live.

MONTH / NUMBER OF DAYS	CHAPTER	METHODOLOGY	LEARNING OUTCOMES
March- 08 Days April-22 Days	Resources and development	Activity- Resource Mapping of My Local Area Students survey their nearby area to identify different types of resources (natural, human-made, human) and classify them as renewable or non-renewable. They record their findings in a table and draw a simple map marking these	AFTER THE COMPLETION OF THESE CHAPTERS STUDENTS WILL BE ABLE TO Understand the value of resources and the need for their judicious utilization and conservations. Students can classify resources (natural, human-made, human; renewable & non-renewable) with examples.

		<p>resources. Finally, they suggest ways to conserve resources based on their observations.</p> <p>Debate Activity—“Are resources free gifts of nature”.</p> <p>Map skill based on identification of type of soil in different parts of India</p>	<p>They understand the need for resource planning in India and can explain its steps.</p> <p>Students analyze land use patterns and explain factors affecting land degradation.</p> <p>They evaluate the importance of soil types, conservation methods, and sustainable use of resources.</p>
	<p>Power sharing</p> <p>Power sharing in modern democracies with the help of Belgium & Sri Lanka.</p> <p>Political & social outcomes of the decisions taken by the government.</p> <p>Role of community government in Belgium in solving ethnic conflicts.</p>	<p>Activity-Role Play</p> <p>Students perform a role play showing different forms of power sharing (between organs of government, levels, and communities). They demonstrate how power is divided and shared in real-life situations. This helps them understand the importance of power sharing in a democracy.</p> <p>Curious question– Every student will give one reason —Why is it very difficult to make changes to the power sharing arrangement between the</p>	<p>Comprehend the forms of power sharing in modern democracies.</p> <p>List the ways of power sharing in Belgium and Sri Lanka and its consequences.</p> <p>Compare the power sharing at various levels in India with other countries.</p> <p>Relate that how the absence of power sharing leads to ethnic conflicts.</p>

		Union and state Government.	
May – 15 Days	<p>Federalism What is Federalism; The federal provisions in the Indian Constitution; The issues involved in the relations between the centre and the States; The special provisions for certain States having a distinct composition and historical features.</p>	<p>Debate- ‘Indian Constitution is federal in structure but unitary in spirit’ Federalism in Action Role Play</p> <p>Students perform a role play showing power division between central and state governments. They present real-life situations (like law-making or resource distribution) to understand how federalism works. This helps them learn the importance of sharing power at different levels of government.</p>	<p>Discover the nature of federal system practiced in various countries. formulate the attribute of the federal structure of governance. Explain the important features of federal system adopted in India. Perceive the link between provinces of state and the central government. rephrase two sets of government created by the Indian Constitution. Interpret the Constitution that clearly demarcates subjects, which are under the exclusive domain of the Union and those under the States.</p>
	Development	<p>Cartoon interpretation</p> <p>Understanding Development Through Survey-</p> <p>Students conduct a simple survey in their locality to understand what people consider as development (income, education, health, etc.). They compare different responses to see that development has different meanings for different people. This helps them understand the concept of development in real life.</p>	<p>Familiarize with concepts of macroeconomics. Understand the rationale for overall human development in country, which includes the rise of income, improvements in health and education rather than income.</p> <p>Understand the importance of quality of life and sustainable development.</p>

	The Age of Industrialization	<p>Timeline of Industrialisation Activity-</p> <p>Students create a timeline showing major developments of the Industrial Age (inventions, industries, changes in society). They arrange events in chronological order to understand how industrialisation progressed over time. This helps them connect historical changes with real-life impacts.</p>	<p>Familiarize with the Proto-Industrial phase and Early-Factory system. Familiarize with the process of industrialization and its impact on labour class.</p> <p>Enable them to understand Industrialization in the colonies with reference to Textile industries.</p>
July – 25 Days	Nationalism In India	<p>Nationalism Movement Timeline & Poster Activity-</p> <p>Students create a timeline and poster showing major events of the Indian National Movement (like movements, leaders, and key incidents). They present how different events contributed to the growth of nationalism. This helps them understand the development of nationalism in India.</p> <p>Discussion to identify the ways through which British exploited Indians.</p> <p>Prepare a flow chart showing the importance of different movement, its common factors and nature of movement and</p>	<p>Identify the causes that led to the rise of nationalism in India.</p> <p>Trace the emergence of Indian National Congress.</p> <p>Discuss the various stages of the national movement in India.</p> <p>List the names of prominent leaders of Indian National Movement</p>

		pattern of movement.	
	Sectors of the Indian economy	<p>Classifying Economic Activities Activity-</p> <p>Students list different occupations from their surroundings and classify them into primary, secondary, and tertiary sectors. They present their findings in a table to understand how different sectors function in the Indian economy. This helps them relate economic concepts to real life.</p> <p>Activity: Tabular representation showing the contribution of all three sectors.</p> <p>Discussion of organized and unorganized sectors.</p>	<p>Rising importance of tertiary sector</p> <p>Importance of public sector.</p> <p>Explain the importance of agriculture in national economy.</p>
August – 19 Days	Agriculture	<p>Types of Farming Identification Activity-</p> <p>Students collect examples or pictures of different types of farming (subsistence, commercial, plantation). They identify their features and compare them in a table. This helps them understand different farming practices in India.</p> <p>Competitive evaluation of given information in the source boxes of the chapter.</p>	<p>Identify various types of farming and discuss the various farming methods;</p> <p>Describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.</p>

		Discussion of why different types of farming are practiced in different parts of India.	
	Money and Credit.	<p>Cheque filling activity.</p> <p>Role Play on Money and Credit-</p> <p>Students perform a role play showing how people borrow money from banks or moneylenders. They compare terms like interest rate and repayment conditions. This helps them understand sources of credit and their impact on borrowers.</p>	Importance of credit and different credit situations .
September -11 Days	The making of Global world	Discussion -The cause of great depression and steps taken by economists to meet economic crisis.	Analyze the implication of globalization for local economies
	Gender, Religion and Caste	<p>Diversity and Equality Survey Activity-</p> <p>Students conduct a small survey in their class or community about gender, religion, and caste. They observe differences and discuss the importance of equality and respect in society. This helps them understand diversity and social differences in real life.</p>	<p>Identify and analyze the challenges posed by communalism to Indian democracy.</p> <p>Recognize the enabling and disabling effects of caste and ethnicity in politics.</p> <p>Develop a gender perspective on politics</p>

<p>October – 20 Days</p>	<p>Water Resources</p>	<p>Water Conservation Audit Activity</p> <p>Students observe water usage at home or school and record where water is used and wasted. They suggest practical methods like rainwater harvesting and reducing wastage. This helps them understand the importance of conserving water resources.</p> <p>Map skill activity.</p>	<p>Comprehend the importance of water as a resource as well and develop awareness towards judicious use and conservation.</p>
	<p>Political Parties</p>	<p>Mock Election Activity-</p> <p>Students form groups as different political parties, create manifestos, and campaign in class. They conduct a voting process and analyze results. This helps them understand the role and functions of political parties in a democracy.</p> <p>Show pictures related to elections and political parties.</p> <p>Conducting a discussion about the challenges faced by political parties.</p>	<p>Analyse party system in democracies.</p> <p>Introduction to major political parties, challenges faced by them and reforms in the country.</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>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>Students understand the importance of forests and biodiversity in maintaining ecological balance.</p> <p>They can classify types of flora and fauna and identify endangered species. Students analyze causes of deforestation and conservation measures.</p> <p>They learn about wildlife protection laws, national parks, and sanctuaries in India.</p>
<p>November-18 Days</p>	<p>Globalization</p>	<p>Globalisation Around Us Activity-</p> <p>Students identify products at home or school that are made in different countries or by multinational companies. They list and discuss how globalisation connects markets and people worldwide. This helps them understand the impact of globalisation in daily life.</p> <p>Students will be shown different market pictures depicting comparison in markets across last 3 decades.</p>	<p>Explain the working of the Global Economic phenomenon.</p> <p>About the importance of globalization Concept of SEZ</p>
	<p>Minerals and Energy Resources</p>	<p>Minerals Map Work Activity-</p> <p>Students mark major mineral-producing areas (like coal, iron, bauxite) on an outline map of India. They identify regions rich</p>	<p>Identify different types of minerals and energy resources and places of their availability.</p> <p>Feel the need for their judicious utilization.</p>

		in different minerals and discuss their uses. This helps them understand the distribution of minerals in India.	
	Manufacturing Industries	<p>Factors of Location Activity-</p> <p>Students choose a manufacturing industry and identify why it is set up in a particular place (availability of raw materials, labour, transport, power). They present their findings in a table. This helps them understand factors affecting the location of industries.</p> <p>Map Activity-</p> <p>Marking of different industries – cotton, iron and steel, software technology parks on political map of India.</p>	<p>Bring out the importance of industries in the national economy.</p> <p>Understand the regional disparities which resulted due to concentration of industries in some areas.</p>
December – 23 Days	Outcomes of democracy	<p>Democracy Report Card Activity</p> <p>Students prepare a report card to evaluate democracy based on factors like equality, freedom, and development. They give grades and justify their answers with examples. This helps them understand the outcomes of democracy in a practical way.</p>	<p>Evaluate the functioning of democracies in comparison to alternative forms of governments.</p> <p>Understand the causes for continuation of democracy in India.</p> <p>Distinguish between sources of strengths and weaknesses of Indian democracy.</p>

		Students will work in pair and discuss their own suggestions to bring about democratic reforms in India.	
	Nationalism in Europe	<p>Revolution Timeline Activity-</p> <p>Students create a timeline of major events like the French Revolution and other nationalist movements in Europe. They arrange events chronologically and highlight key leaders and ideas. This helps them understand how nationalism developed in Europe.</p> <p>Use of historical maps, charts and flashcards to explain how nationalism developed in Europe.</p> <p>Mind map to discuss the relationship between European nationalism and anticolonial nationalism.</p>	<p>How nationalism spread from France to various parts of the Europe.</p> <p>Unification of Germany and Italy.</p> <p>Role of different leaders and their mode of operation.</p>
	Lifelines of national economy	<p>Lifelines Map Activity-</p> <p>Students mark major national highways, railway routes, ports, and airports</p>	<p>Growing importance of transport and communication. Its</p>

		<p>on an outline map of India. They label important networks connecting different regions. This helps them understand the distribution of transport and communication as lifelines of the Indian economy.</p>	<p>different types and merits and demerits.</p> <p>Role of international trade and tourism as well.</p>
	<p>Print culture and modern world.</p>	<p>Print Culture Timeline Activity-</p> <p>Students create a timeline showing the development of print culture—from early printing techniques to modern printing and mass communication. They highlight key changes and their impact on society. This helps them understand how print culture shaped the modern world.</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 printing press.</p>	<p>Understand that forms of writing have a specific history and that they reflect historical changes within the society and shape forces of change.</p>
<p>Jan 2027-17 Days</p>	<p>Revision Preparation for pre board</p> <p>Sample board questions</p>	<p>One-Minute Summary Activity-</p> <p>Each student explains a topic in just one minute. They focus on key points only. This improves</p>	<p>Students are able to recall key concepts, terms, and facts quickly. They develop better understanding and clarity of important topics. Students improve their answer writing and time management skills for exams.</p>

	Mock class test	clarity and revision speed. Mind Map Activity Students draw a mind map connecting all important concepts of the chapter. They use keywords and arrows. This helps in visual revision.	They can identify weak areas and correct mistakes effectively.
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CURRICULUM PLAN 2026-2027
MARKETING AND SALES (SUBJECT CODE-412)

CLASS X

LEARNING OBJECTIVES

- To understand the classical marketing perspectives and contrasts these with newer views from relational and service-based schools of marketing
- To understand the dynamics of various environmental factors on marketing so as that students can think about a feasible marketing plan (process)
- To understand the utility of STP of marketing (i.e. Segmentation, Targeting, Positioning)
- To have an elementary knowledge of marketing mix, consumer behavior, and other preliminary concepts and roles of marketing in society

This course will empower the students to gain insights into what marketing practitioners actually do and the decisions they have to make in day to day marketing. This course is an effort to taught marketing in more creative and visual way with the coverage of advances in new technology and the social web and how to take advantage of these in marketing context. This course will also recognize the need to go further than the traditional 4P's approach and reflect on newer perspective, covering both the classical and modern theories of marketing

SALIENT FEATURES:

- To understand the classical marketing perspectives and contrasts these with newer views from relational and service-based schools of marketing
- To understand the dynamics of various environmental factors on marketing so as that students can think about a feasible marketing plan (process)
- To understand the utility of STP of marketing (i.e. Segmentation, Targeting, Positioning)
- To have an elementary knowledge of marketing mix, consumer behavior, and other preliminary concepts and roles of marketing in society.

Month/ No of Days	Chapter Name/Topic	Methodology/Activity	Learning Objectives
APRIL: 22 DAYS	<p>Unit I – Sales with other functions – Introduction of Marketing Mix</p> <p>SESSION 1: PRODUCT</p> <p>1. What are the types/ tools of Marketing Mix</p> <p>2. To understand product as the first tool of marketing mix.</p> <p>SESSION 2: PRICE</p> <p>Explain what is the meaning of price in context of one of the tools of marketing.</p>	<p>Interactive lecture Class Discussion:</p> <p>Discuss how choosing the right product is the first step in marketing.</p> <p>Highlight the connection of product with other elements of the marketing mix (price, place, promotion).</p> <p>Class Discussion:</p> <p>Discuss:</p> <p>How different prices can change customer interest</p> <p>What happens if the price is too high or too low</p> <p>How price is linked with product quality, promotion, and place</p>	<p>Students will be</p> <ol style="list-style-type: none"> 1. Able to understand the significance of marketing mix. 2. Able to understand the four tools of marketing mix and their role to satisfy the needs of a prospective customer <p>The learner would be able to understand the price policy and its strategies.</p> <p>Able to analyse the different types of pricing techniques</p> <p>Able to understand the channels of distribution and role of intermediaries in physical distribution</p>

<p>MAY :15 DAYS</p>	<p>SESSION 3: PLACE</p> <p>Meaning of place in context of one of the tools of marketing mix</p>	<p>Group Activity – Choosing the Place:</p> <ol style="list-style-type: none"> 1. Divide students into small groups (3–4 students). 2. Assign each group a product (e.g., chocolates, school bags, mobile apps, handmade crafts). 3. Ask the group to decide: <p>Where they will sell the product (store, online, supermarket, market stall)</p> <p>How they will distribute it (directly, via wholesalers, retailers, or online platforms)</p> <p>Why this choice will attract customers and increase sales</p>	<p>The learner would be able to</p> <p>Able to identify the correct channel of distribution for a product/ service</p> <p>Able to understand the need of communicating with the prospective customers through different tools used in promoting sales.</p>
	<p>SESSION 4: PROMOTION</p> <p>Meaning of promotion in context of one of the tools of marketing</p>	<p>Introduction to Promotion:</p> <p>Explain that promotion is about communicating with customers to inform, persuade, and remind them about a product or service.</p> <p>Types of promotion include:</p> <p>Advertising (TV, social media, posters) ,Sales promotion (discounts, offers) ,Personal selling ,Public relations (events, sponsorships)</p>	<p>Able to distinguish and understand the significance of the different types tools used in promoting sales</p>

<p>JULY: 25 DAYS</p>	<p>UNIT: II Market (Segmentation, Targeting and Positioning)</p> <p>Session 1 Market Segmentation</p> <p>1. Describe the concept of Segmentation</p> <p>2. Identify the bases of market segmentation</p> <p>Session 2 Targeting the Market</p> <p>1. Describe the importance of Targeting the market</p> <p>2. Explain the process of evaluating the market</p> <p>3. Explain the various strategies of Targeting the market</p>	<p>Interactive Lecture: Introduction to Market Segmentation</p> <p>Activity</p> <p>Students can pick a real brand (e.g., Nike, Coca-Cola) and analyze how it segments its customers.</p> <p>Make a poster showing the brand’s segmentation strategy.</p> <p>Activity: “Pick Your Customer”</p> <p>Divide students into groups and give each a product (e.g., chocolate, T-shirt, app).</p> <p>Ask them to choose the best customer segment for the product (age, gender, lifestyle).</p> <p>Each group justifies their choice and explains how targeting helps in selling the product.</p> <p>Activity: Choose a product or service of your choice and identify which strategy of targeting would you choose for that product or service</p>	<p>Students will be able to</p> <p>1. Identify a segment for a particular product</p> <p>2. Find out the requirements of an effective segment</p> <p>3. Classify various bases of segmentation.</p> <p>4. Differentiate between the different bases of segmentation</p> <p>Students will be able to</p> <p>1. Understand how to target the market for a particular product</p> <p>2. Analyse how a market can be evaluated for the purposes of targeting</p>
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	<p>4. Understand that different types of targeting strategies can be used for different types of products</p> <p>Session 3</p> <p>Positioning the Product</p> <p>1.Explain the importance of Positioning the product</p> <p>2. State the various bases/strategies of Positioning the product available to the marketer</p>	<p>Interactive Lecture: Positioning Strategies</p> <p>Activity: Give a list of products to the students and ask them to position them on particular attributes and then present in class as to why they chose a particular attribute of positioning of a particular product</p>	<p>1. Classify the various strategies of targeting</p> <p>2. Differentiate between the different bases of segmentation</p> <p>Students will be able to</p> <p>1.Understand how to position a product in a market</p> <p>2. Analyse how a product can be associated with a Positioning strategy</p> <p>3. Classify the various strategies of Positioning</p> <p>4. Differentiate between the different bases/strategies of Positioning</p>
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<p>AUGUST : 19 days</p>	<p>Unit-III: Sales Process</p> <p>1. Describe the Process of Selling and the steps involved in the Process of Selling</p> <p>2. Explain the first step in the process of selling</p> <p>Session 2</p> <p>Planning the Approach (Pre-Approach)</p> <p>1. Explain the concept of Planning an Approach (PreApproach)</p> <p>2. Describe the process of planning a presentation</p>	<p>Interactive Lecture: Introduction to Process of Selling</p> <p>Activity: Prepare a presentation on Process of selling and present it in the class</p> <p>Prospecting</p> <p>Activity: Role-playing in the class, wherein, some students act as prospective customers and some are asked to do Prospecting</p>	<p>Students will be able to</p> <p>1. Analyse the importance of Process of Selling</p> <p>2.Understand how Selling is done.</p> <p>3. Comprehend the importance of Prospecting in the process of Selling</p> <p>4.Analyse how Prospecting is done</p> <p>Students will be able to</p> <p>1. Find out the process involved in the making of a presentation</p> <p>2. Analyse making of a presentation is made</p> <p>3. Classify the various ways of making a presentation</p>
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September: 11 days	<p>Session 3</p> <p>Handling Objections</p> <p>1. Define the concept of Handling Objections in the process of Selling</p> <p>2.Explain the various methods of Handling Objections</p>	<p>Interactive Lecture: Handling Objections</p> <p>Activity: Role-playing in the class, wherein, some students are asked to raise objections and some are asked to handle them</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Analyse the difficulties in Handling of Objections 2. Apply presence of mind in Handling Objections 3.Classify the various ways of handling objections 4. Analyse the importance of asking questions in Handling Objections
	<p>Session 4</p> <p>Closing the Sale</p> <p>1.Explain the meaning of 'Closing the Sale' in the process of Selling</p> <p>2.Explain the various ways of Closing the Sale</p>	<p>Explain: Closing the Sale is the final step in selling where the salesperson encourages the customer to make a purchase.</p> <p>Methods of closing a sale include:</p> <p>Direct Close – Asking the customer to buy directly</p> <p>Assumptive Close – Acting as if the customer has already decided to buy</p> <p>Summary Close – Summarizing the benefits before asking for the sale</p>	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. Analyse the difficulties in 'Closing a Sale' 2. Apply presence of mind in 'Closing a Sale' <ol style="list-style-type: none"> 1. Classify the various ways of 'Closing a Sale' 2. Understand the importance of satisfying customers in 'Closing a Sale'

<p>October: 20 days</p>	<p>UNIT IV: CAREERS IN SELLING</p> <p>SESSION1: CHALLENGES IN SELLING CAREER</p> <p>1.Career opportunities in sales</p> <p>2. Challenges in Selling career</p>	<p>1.Introduction of different career positions in sales with current examples</p> <p>2. Discussion of problems with the help of situations and find out solutions from students' perspective</p>	<p>Students will be able to</p> <p>1.Evaluate the significance of various career positions in sales</p>
	<p>SESSION 2: SKILLS IN SELLING AND THEIR TRAINING</p> <p>1.Pre-requisite skill set for salesmen</p>	<p>Introduction of different skill sets of good salesmen in selling process with their significance</p> <p>Activity</p> <p>Students can create a "Salesman Skills Checklist" for self-assessment.</p>	<p>1.Distinguish different types of skills essential to convince customers in selling process</p> <p>2.Justify the need for their training</p>
	<p>SESSION 3: ROLES AND RESPONSIBILITIES OF SALESMEN</p>	<p>Explain duties associated with each role- Revenue generator, Consultant to customers, Image</p>	<p>Students will be able to</p> <p>1.Explain the significance of each role played by a</p>

<p>November: 18 days</p>	<p>Methodical classification of various roles of sales persons in selling</p> <p>SESSION 4: AFTER SALE SERVICES</p> <p>1. Meaning of After sale services</p> <p>2. Techniques of After sale services</p> <p>3. Significance of After sale services</p>	<p>builder Relationship builder of the sales man with examples.</p> <p>Class Discussion:</p> <p>Discuss:</p> <p>Why after-sale services are important in building trust</p> <p>How effective after-sale service can lead to repeat sales</p> <p>Examples of companies that provide excellent after-sale service</p>	<p>salesman and discuss skills associated with it</p> <p>Students will be able to</p> <p>1.To explain the concept of After sale services, its various methods and the importance of After sale services</p>
	<p>UNIT NO: V: Soft Skills in selling</p> <p>SESSION – I</p> <p>SOFT SKILLS</p> <p>1. Describe Soft and hard skill</p> <p>2. Explain the need of</p> <p>(a) hard skills and soft skills</p>	<p>Prepare Skill Cards: Write different skills on cards or sticky notes:</p> <p>Product knowledge</p> <p>Communication</p> <p>Negotiation</p> <p>Using social media</p> <p>Problem-solving</p> <p>Customer relationship</p>	<p>Students will be able to</p> <p>(1) Distinguish between soft skills and hard skills.</p> <p>(2) List three soft skills.</p>

	<p>(b) Importance of soft skills in selling/ marketing.</p> <p>SESSION – II</p> <p>Communication Skills</p> <p>1.Explain the meaning of Communication skill.</p> <p>2.State the role of oral and written communication.</p> <p>3.Explain the need to take feedback receiver’s response</p> <p>SESSION – III</p> <p>Negotiation Skills</p> <p>Explain the meaning of Negotiation skills.</p>	<p>Data entry</p> <p>Group Sorting:</p> <p>Divide students into small groups.</p> <p>Ask them to sort the skills into “Hard Skills” and “Soft Skills.”</p> <p>(1) Interactive Lecture on communication skills.</p> <p>(2) Power point presentation.</p> <p>·</p> <p>Interactive Lecturer on negotiations skills.</p> <p>Arrange negotiating meeting between two groups of students.</p> <p>Observer the discussions of negotiating meeting.</p>	<p>Students will be able to</p> <p>(1) Evaluate effective communication in selling.</p> <p>(2) Justify need in your career success.</p> <p>(3) Explain Need to pay attention to details while putting agreement in writing</p> <p>Students will be able to</p> <p>1.Understand how will emotional control help during negations?</p> <p>2.Justify discussions useful to gather more information.</p>
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	<p>SESSION – IV</p> <p>Grooming and Personal Etiquette</p> <p>State the meaning of personal grooming and etiquettes.</p>	<p>- Interactive Lecturer on grooming and personal etiquettes. Introduce activity.</p> <p>Ask students on personal grooming and personal hygiene – demonstration.</p> <p>Power point presentation</p>	<p>Students will be able to</p> <p>(1) Why Etiquette is required in business dealing.</p> <p>(2) Need for appropriate dress.</p> <p>(3) Understand the importance of Etiquette in a formal set up. How to receive a customer in your office?</p>
	<p>SESSION – V</p> <p>Ethical Behavior</p> <p>(1) Describe the meaning of ethical behavior.</p> <p>(2) State principles and rules of conduct applied in business.</p> <p>(3) Is it a part of social responsibility of business?</p>	<p>Interactive Lecturer and discussions.</p> <p>Power point presentation.</p> <p>List the code of conduct developed by certain trade association.</p>	<p>Students will be able to</p> <p>Identify unethical activities</p> <p>Analyses ethical behavior to justify importance.</p> <p>Differentiate between moral values and moral education</p> <p>distinguish between ethics and values</p>
	<p>SESSION –VI</p> <p>Influencing Skill.</p>	<p>Give students short selling scenarios (e.g., selling a phone, negotiating a discount,</p>	<p>Students will be able to</p> <p>Understand the doctrine of</p>

<p>December : 23 days</p>	<p>Employability Skills</p> <p>Communication skills</p> <p>Self Management Skills</p> <p>ICT Skills</p> <p>Entrepreneurship Skills</p> <p>Green Skills</p>	<p>Activity</p> <p>Students will be asked to identify one product and suggest 3 ways to make it environmentally friendly (e.g., less packaging, recycling, using sustainable materials).</p> <p>Communication Skills – Role Play</p> <p>Present a product to the class, explaining features and benefits.</p> <p>Focus on clarity, tone, and confidence.</p> <p>Create a poster or digital slide promoting a product using PowerPoint, Canva, or Google Slides.</p>	<p>To help students practice and understand the importance of employability skills:</p> <p>communication, self-management, ICT, entrepreneurship, and green skills.</p>
<p>January: 17 days</p>	<p>REVISION</p>		

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ACADEMIC PLAN (2026-27)
ENGLISH COMMUNICATIVE(101)

Prescribed Books:-

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

General Objectives:-

To enable the learners :

- Recognize & identify the main points of the text.
- Communicate effectively & appropriately in real life.
- To acquire knowledge of English grammar, vocabulary, and sentence structure..
- To enable students to express their ideas and emotions imaginatively through language.
- To develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking, Writing.
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Months & Days	Chapter/Topic	Teaching Methodology	Learning outcomes& Skills involved
March(8 days)	Writing Skill:- Application Writing	Interactive Approach.Class/group Discussion.Format Discussion.	Critical thinking.Problem solving. Analytical skills.
	Integrated Grammar	Interactive Approach,Class/group Discussion	Scientific temperament will be enhanced.Creative thinking,Active learning
April(22 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.
	Activity:- Create a Travel Brochure for the place in the story	Interactive Approach,Class/group Discussion.Worksheet/Puzzle	Appreciate the content Problem Solving skill Scientific temperament will be enhanced.Creative thinking,Art integration Active learning through activities.

MAY (16 days)	P1.Frog & The Nightingale	Interactive Approach.Class/group Discussion.Recitation&Paraphrasing.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 & Paraphrasing.PDFs,Worksheets	Critical & Creative thinking.Scientific temperament will be enhanced.Active learning through activities.
	Activity:- Concept Map to highlight main ideas of the poem.	Interactive Approach.Class/group Discussion.	Critical & Creative thinking.Scientific temperament will be enhanced.Active learning through activities
	MCB:(Unit1) Health & Medicines	Interactive Approach.Class/group Discussion.Format Discussion.	Comprehend the text.Vocabulary enrichment.Imbibe the values from the story. Appreciate the content. Problem Solving skill.Analytical skills
	Activity:-Mind Map Writing Skill:- Application Writing(Revision)	Interactive Approach.Class/group Discussion.Format Discussion.	Critical thinking.Problem solving. Analytical skills.
F2.Mrs.Packlet Tiger	Interactive Approach. Class/group Discussion.	Comprehend the text.Vocabulary enrichment.Imbibe the values from the story. Appreciate the content.Problem Solving skill.	
<u>Activity:</u> <u>Design</u>			

JULY (25 days)	<u>a</u> <u>chacter'</u> <u>s social</u> <u>media</u> <u>profile</u>	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> Arrange the sequence	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.
	P4. Ozymandias	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> English group song	Interactive Approach. Class/group Discussion.	Critical & Creative thinking. Art integration. Active learning through activities.
	D1. The Dear Departed	Interactive Approach. Class/group Discussion. Reading/Explanation. PDFs, Worksh eets.	Comprehend the text. Vocabulary enrichment. Imbibe the values from the story. Appreciate the content. Problem Solving skill.
	<u>Activity:</u> Literature circle jobs	Interactive Approach. Class/group Discussion	Critical & Creative thinking. Scientific temperament will be enhanced. Active learning through activities.

August (19 days)	<p>F4. A Shady Plot</p> <p>Activity:-</p> <p>Vocabulary Bingo Game</p> <p>Writing Skill:- Formal letter</p> <p>Workbook:- Unit 5-Relatives</p> <p>Unit 7- Conditionals</p>	<p>Interactive Approach. Class/group Discussion. Reading/Explanation.PDFs, Worksheets.</p> <p>Interactive Approach. Class/group Discussion</p> <p>Interactive Approach. Class/group Discussion. Format Discussion.</p> <p>Interactive Approach. Class/group Discussion</p>	<p>Comprehend the text. Vocabulary enrichment. Imbibe the values from the story. Appreciate the content Problem Solving skill.</p> <p>Critical & Creative thinking. Active learning through activities.</p> <p>Critical & Creative thinking. Scientific temperament will be enhanced. Active learning through activities.</p> <p>Understanding & using the Relatives & Conditionals correctly</p> <p>Framing correct sentences using Relatives & Conditionals</p>
	<p>MCB:-Unit 3- Science</p> <p>Activity:-Mind Map</p>	<p>Interactive Approach. Class/group Discussion. Format Discussion.</p>	<p>Critical & Creative thinking. Scientific temperament will be enhanced. Active learning through activities.</p>
	<p>Writing Skill :- Formal letter</p>	<p>Interactive Approach. Class/group Discussion. Format Discussion.</p>	<p>Critical & Creative thinking. Scientific temperament will be enhanced.</p>
	<p>P5. The Rime of the Ancient Mariner</p> <p>Activity:</p>	<p>Interactive Approach. Class/group Discussion. Recitation/Paraphrasing. PDFs, Worksheets.</p>	<p>Comprehend the text. Vocabulary enrichment. Imbibe the values from the story. Appreciate the content. Problem Solving skill.</p>
	<p>Flow Chart</p>	<p>Interactive Approach. Class/group Discussion. Worksheets.</p>	<p>Critical & Creative thinking. Scientific temperament will be enhanced. Active learning through activities.</p>
	<p>F5. Patol Babu</p>	<p>Interactive Approach. Class/group Discussion. Reading/Explanation.PDFs, Worksheets.</p>	<p>Comprehend the text. Vocabulary enrichment. Imbibe the values from the story. Appreciate the content.</p>

	<p><u>Activity:Spin a yarn</u></p> <p>Workbook:- Unit 8- Comparison</p> <p>MCB:-Unit 4- Environment</p> <p>Unit 5-Travel and Tourism</p> <p>Activity:- Create Web page on personal travel experinces</p> <p>Writing Skill :- Formal letter,Descriptio n writing</p> <p>Workbook:- Unit 9- Avoiding Repetition</p>	<p>Interactive Approach. Class/group Discussion. Worksheets.</p> <p>Interactive Approach.Class/group Discussion</p> <p>Interactive Approach.Class/group Discussion.Format Discussion.</p> <p>Interactive Approach.Class/group Discussion</p> <p>Interactive Approach.Class/group Discussion.Format Discussion.</p> <p>Interactive Approach.Class/group Discussion</p> <p>REVISION FOR TERM-1 EXAM</p>	<p>Problem Solving skill.</p> <p>Critical & Creative thinking. Scientific temperament will be enhanced. Active learning through activities.</p> <p>Understanding & using the Comparison correctly.Framing correct sentences using Comparison</p> <p>Critical & Creative thinking.Scientific temperament will be enhanced.Active learning through activities</p> <p>Critical thinking.Problem solving.Analytical skills</p> <p>Critical thinking.Problem solving.Analytical skills</p> <p>Critical & Creative thinking.Scientific temperament will be enhanced. Active learning through activities.</p>
<p>September(11days)</p> <p>October (20days)</p>	<p>P6.Snake</p> <p><u>Activity:</u></p> <p>Matching the poetic</p>	<p>Interactive Approach. Class/group Discussion. Recitation/Paraphrasing. PDFs, Worksheets.</p> <p>Interactive Approach.Class/group Discussion</p>	<p>Comprehend the text. Vocabulary enrichment. Imbibe the values from the story. Appreciate the content. Problem Solving skill.</p> <p>Critical & Creative thinking.Scientific temperament will be enhanced. Active learning through activities.</p>

	<p>devices</p> <p>Writing Skill :- Article writing</p> <p>MCB:-Unit 6- National Integration</p> <p>.</p> <p>F6. Virtually True</p> <p><u>Activity:</u></p> <p>Design book mark</p> <p>D2-Julius Caesar</p> <p><u>Activity:</u></p> <p>Role play(Court Trial)</p>	<p>Interactive Approach.Class/group Discussion.Format Discussion.</p> <p>Interactive Approach.Class/group Discussion.Format Discussion.</p> <p>Interactive Approach.Class/group Discussion.Reading & Explanation.PDFs,Worksheets</p> <p>Interactive Approach.Class/group Discussion</p> <p>Interactive Approach.Class/group Discussion.Reading & Explanation.PDFs,Worksheets</p> <p>Interactive Approach.Class/group Discussion</p>	<p>Critical thinking.Problem solving.Analytical skills</p> <p>Critical thinking.Problem solving.Analytical skills</p> <p>Comprehend the text. Vocabulary enrichment. Imbibe the values from the story. Appreciate the content. Problem Solving skill.</p> <p>Critical & Creative thinking.Art integration. Active learning through activities.</p> <p>Comprehend the text. Vocabulary enrichment. Imbibe the values from the story. Appreciate the content. Problem Solving skill.</p> <p>Critical & Creative thinking.Scientific temperament will be enhanced. Active learning through activities.</p>
<p>Novemb er(18 days)</p>			
<p>(23days)</p>		<p>REVISION FOR PRE-BOARD & BOARD EXAMS</p>	
<p>January</p>			
<p>(16days)</p>			

HOLIDAY HOMEWORK

SUMMER:- 1. PPT ON “EK BHARAT SRESHTHA BHARAT” PROJECT

2.COMplete WORKBOOK UNITS 1 to 5 & MCB UNITS 1 to 3

3. LITERATURE CIRCLE (Group Activity on The Dear Departed)

WINTER:- REVISION FOR EXAM

INFORMATION TECHNOLOGY (402)

Class X

2026-27

Specific Objectives

- Develop essential skills for the role of a Data Entry Operator by focusing on advanced digital documentation, spreadsheet management, and database handling using Libre Office tools.
- Encourage responsible use of digital tools along with the development of problem-solving and critical thinking skills for handling data-related tasks.
- Promote awareness of workplace safety, including health, safety, and emergency procedures to ensure a secure and efficient working environment.
- Provide opportunities for students to build key skills such as critical thinking, decision-making, and communication in various real-life job situations.

Month/ No. of Days	Chapter Name	Methodology	Learning Objectives
April (22 days)	Database Management System <ul style="list-style-type: none"> • Appreciate the concept of Database Management System • Starting with Libre Office Base • Create and edit tables using wizard and Design view 	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.	Students will be able to State the benefits of DBMS. Compare among the DDL and DML, Primary and Foreign Key Values/Skills: Research skills and Reasoning attitude.
May (15days)	DBMS (continued) Design, create and use – <ul style="list-style-type: none"> • Queries • Forms • Reports 	Interactive discussion regarding the requirement and importance of various database objects Demonstrate the various steps required to create database objects. Activities <ul style="list-style-type: none"> ▪ Prepare different tables, forms, queries and reports for the previously created database 	Students will be able to Create different types of queries and generate forms and reports.
	Communication Skills-II Methods of communication, Communication cycle , Meaning, importance , Types of feedback Measures to overcome barriers in effective communication. 7 Cs of effective communication	Role play activity Role Play Activity based on situations (sender–receiver, barriers, feedback) Followed by Feedback & Reflection	Students will be able to Apply measures to overcome barriers in communication and apply the principles
July (25days)	Digital Documentation (Advanced) 1. Styles in_Writer.	Demonstration and Illustration of Steps	Learn to create, update, and apply

	<ul style="list-style-type: none"> • categories • Create , Load , Update and Apply Styles. <p>2. Images</p> <ul style="list-style-type: none"> • Insert , Modify Images • Drawing Objects and apply operations. • Positioning the image in the text. <p>3. Advanced Features of Writer</p> <ul style="list-style-type: none"> • Table of Contents • Templates • Track Changes 	<p>Guided Learning</p> <p>.Activities</p> <ul style="list-style-type: none"> ▪ Create a Brochure Booklet (of at least 10 pages) of your favorite tourist destination. Make use of styles to enhance the appearance. ▪ Add different images in it and apply various tools on them. ▪ Create a table of contents for the same 	<p>various styles in Writer for effective and consistent document formatting.</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>Values/Skills: Aesthetic thinking Creativity, artistry through computer literacy</p>
	<p>Self-Management-II stress management- Meaning, importance techniques</p>	<p>Group Discussion on Working Independently Towards The Goals</p> <p>Role Play on Avoiding Stressful Situation,</p> <p>Pair Activity: Aim in Life</p>	<p>Students Will Be Able To Apply Stress Management Techniques</p> <p>Values/Skills: skill of personal expression and regulate their emotions and behavior.</p>
<p>August (21 days)</p>	<p>Spreadsheet (Intermediate)</p> <p>1. Analyze Data using Scenarios and Goal Seek.</p> <ul style="list-style-type: none"> • Consolidating Data • Groups and Subtotals • What-if Scenarios • Goal Seek <p>2. Using Macros in Spreadsheet.</p> <p>3. Linking Spreadsheet Data</p> <ul style="list-style-type: none"> • Absolute Linking/ Relative Linking. <p>4. Share and Review a Spreadsheet</p> <ul style="list-style-type: none"> • Reviewing Changes – View, Accept or Reject Changes • Merging and comparing. 	<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.</p> <p>Demonstration of the steps to create and use macros.</p> <p>Discussion about requirement of various types of Hyperlinks</p> <p>Demonstration of steps followed by hands on training</p>	<p>Students will be able to</p> <p>Judge the need of the required tool and illustrate the use of the same.</p> <p>Relate and apply the concepts for various constraints and use them to solve the real-life problems based on calculations</p> <p>Values/Skills: Critical thinking, problem solving, analysis,</p>

	<p>ICT Skills– II 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> <p>Entrepreneurial Skills-II Entrepreneurship and society, Qualities functions Role and Importance of an entrepreneur. Myths about entrepreneurship</p>	<p>Activities 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>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>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>interpretation and synthesizing the information.</p> <p>Students will be able to Distinguish among the various types of operating systems Files and folders Various maintenance routines</p> <p>Students will be able to List the characteristics of successful entrepreneur Work towards the benefit of the society This would help to the develop economic and financial literacy.</p>
Sept. (11days)	Revision		
October (20days)	<p>Maintain Healthy, Safe and Secure Working Environment</p> <ul style="list-style-type: none"> • Health, Safety and Security at Workplace • Workplace Quality Measures • Prevent Accidents and Emergencies <p>Green Skills-II</p>	<p>Peer Activity Create Podcast on Health, Safety, and Security At Workplace Policies to Be Followed For Cleaning, Care And Maintenance Of Hardware</p> <p>Discussion on the responsibilities and</p>	<p>Identify various hazards, learn how to manage risks & maintain a safe working environment. Able to identify and handle accidents and emergencies, follow policies, apply fire safety and first aid procedures effectively. Students will be able to</p>

	Definition of sustainable development Importance of sustainable development Problems related to sustainable development	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	demonstrate the knowledge of importance, problems and solutions related to sustainable development
Nov. 18 days	Project 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
Dec. & Jan.	Revision		

MUSIC (VOCAL)

- Every class will begin with the chanting of (OM), ‘Gayatri Mantra’

Month/No.of days	Activity Name	Methodology	Learning Outcomes
<u>April 22 Days</u>	<ul style="list-style-type: none"> ● Vandema tram ● Discussio ns on great musicians e.g. Haridas, Tansen. 	<ul style="list-style-type: none"> ● Learn and memorize the mantra. ● Children will be told about the works of different musicians. 	<ul style="list-style-type: none"> ● They will come to know about the great musicians and the hard work they did.
<u>May 15 Days</u>	<ul style="list-style-type: none"> ● Discussio n on Books written on music e.g. Raag VISHAR AD etc. 	<ul style="list-style-type: none"> ● The teacher will discuss about the facts written in the books. 	<ul style="list-style-type: none"> ● Will improve the awareness towards the music.
<u>July 25 Days</u>	<ul style="list-style-type: none"> ● Patriotic song ● That system 	<ul style="list-style-type: none"> ● They will learn different patriotic songs. ● Each child will sing differently. ● Discussions on different gharana 	<ul style="list-style-type: none"> ● Will develop patriotic feeling. ● Develop singing skills. ● Will improves the awareness towards gharana in music.
<u>August 19</u>	<ul style="list-style-type: none"> ● Knowledg 		

<u>Days</u>	<p>e about gharana</p> <ul style="list-style-type: none"> • Patriotic song • Community singing. • Knowledge about Harmonium and table • Independence day 	<p>in different region.</p> <ul style="list-style-type: none"> • Hand movements on harmonium. • National anthem and prayer on harmonium. 	<ul style="list-style-type: none"> • They will learn how to play harmonium.
<u>SEPT 11 Days</u>	<ul style="list-style-type: none"> • Folk song singers • Folk instruments and the dress of folk singer 	<ul style="list-style-type: none"> • Discussions on different folk songs of different region. 	<ul style="list-style-type: none"> • Awareness towards the rich culture heritage of India
<u>OCT 20 Days</u>	<ul style="list-style-type: none"> • Instruments (rare instruments like Rabab, Dilruba, Veena etc.) 	<ul style="list-style-type: none"> • They will made to listen the music and discusiion on instruments. 	<ul style="list-style-type: none"> • Awareness towards the subject, they will know about the different instruments.
<u>NOV 18 Days</u> <u>DEC 23 Days</u>	<ul style="list-style-type: none"> • Songs various functions, competitions, Annual day, sports day. 	<ul style="list-style-type: none"> • They will learn specific. 	<ul style="list-style-type: none"> • Develop creativity, imagination, innovation. • Develop interest to participate in school functions.
<u>JAN 16 Days</u> <u>FEB- revision</u>	<ul style="list-style-type: none"> • Chart papers based on famous 	<ul style="list-style-type: none"> • Children will bring pictures of different 	<ul style="list-style-type: none"> • Develop creativity. • Develop interpersonal relation,

<u>for annual examination</u>	playback singers.	artists. They will paste the pictures on chart papers.	learn to work group
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FRENCH
CLASS 10

Learning Objectives

By the end of class X students should be able to

- Develop listening, speaking, reading, and writing skills in French
- Enhance vocabulary and grammar usage in real-life contexts
- Promote communication through dialogues, role-play, and activities
- Understand French culture and expressions
- Build confidence in written and oral expression

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
April (23 Days)	Lesson -2 Après le bac	1.Discussion on future plans and careers 2.Reading comprehension of the lesson 3.Grammar: future proche & futur simple 4.Group discussion: career choices 5.Writing task: “My future plans”	•Better understanding of tense usage •Ability to speak about ambitions and goals •Improved writing skills

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
May (15 Days)	Lesson- 3 Chercher du travail	1.Introduction to job-related vocabulary 2.Role play: interview simulation	•Students can talk about jobs and professions •Ability to write basic formal texts (CV/email)

		<p>3.Grammar: imperative & expressions</p> <p>4.Writing: CV and simple application</p> <p>5.Listening comprehension activities</p>	<ul style="list-style-type: none"> •Confidence in speaking situations •Understanding real-life comm
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Summer Holiday Homework

Make a small video in french introducing (yourself, your hobbies, your future plans ₹

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
July (25 Days)	Lesson -4 Le plaisir de lire	<p>1.Discussion on reading habits</p> <p>2.Silent and loud reading</p> <p>3.Grammar: pronouns (COD/COI)</p> <p>4.Vocabulary enrichment (books, genres)</p>	<ul style="list-style-type: none"> •Improved reading comprehension •Ability to use pronouns correctly •Expression of opinions in French •Enhanced vocabulary

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
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August (19 Days)	Lesson – 5 Les médias Lesson-6 Chacun ses goûts	1.Discussion on media (TV, internet) 2..Discussion on likes/dislikes 3.Writing: describing hobbies 4. Vocabulary practice	<ul style="list-style-type: none"> •Improved listening comprehension • Students can discuss media and its impact <ul style="list-style-type: none"> • Ability to compare and express opinions •Improved speaking fluency •Use of descriptive language •Better sentence formation
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Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
September (11 Days)	Revision of Lesson-2 Lesson-3 Lesson -4 Lesson-5	Interactive, Group Discussion Revision of all Topics (Test Papers)	The students will be able <ul style="list-style-type: none"> • To resolve their doubts

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
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<p>October (20 Days)</p>	<p>Lesson – 7 En pleine forme Lesson-8 L'environnement</p>	<p>1.Discussion on health and fitness 2.Reading and comprehension 3.Grammar: reflexive verbs 4.Writing: healthy routine 5,Vocabulary: pollution, conservation, climate 6. Grammar: conditionnel présent (introduction & usage) 7,Group discussion: "How to save the environment"</p>	<ul style="list-style-type: none"> • Students can talk about health habits •Correct use of reflexive verbs •Awareness of healthy lifestyle vocabulary •Creative expression <ul style="list-style-type: none"> • Ability to express suggestions and possibilities of conditionnel
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Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
<p>November (18 Days)</p>	<p>Lesson -10 Vive la République</p>	<p>Group discussion on Indian and french political system</p>	<ul style="list-style-type: none"> • Students will develop the ability to compare Indian and French political system • Also they will be able to use reported speech to report statements , questions and commands.

Month - December and January

REVISION FOR FINAL EXAM

Winter Holiday Homework

Make a PPT on France including the following points:

1) Fashion 2) Food and Festivals 3) Clothing

GERMAN
CLASS – X
2026-2027

Learning Objectives

By the end of class X students should be able to

- Listen and understand the main points and some details from an extended dialogue or a short spoken text and respond.
- Listen to a short audio text and respond by asking for more details.
- Read personal messages such as E-Mails, SMS etc. and respond to them.
- Write a short dialogue.
- Writing a semi-official or informal E-mails with complete sentence constructions.
- Learn to use subordinate clauses of time, place and purpose to qualify the main clause.
- Learn the use of grammatical structure e.g., tenses, verbs with prepositions to express oneself more.

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
April (23 Days)	Lesson 6 Food, School canteen	<ul style="list-style-type: none"> • Indirect questions with question words and using “ob” • Adjectives in Nominative and Accusative case without article Interactive, Group Discussion Worksheets on relevant topics.	The students will be able <ul style="list-style-type: none"> • To frame and use indirect questions • To use the adjectives with their endings in all the cases.

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"> • Simple past tense (Präteritum) • Akkusativ and Dativ Prepositions Interactive, Group Discussion Worksheets on relevant topics.	The students will be able <ul style="list-style-type: none"> • To report about the past incidents. • To use prepositions in their sentences.

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 (25 Days)	Lesson 7 Media and Advertisement	<ul style="list-style-type: none"> • Prepositions of place/Wechseln Prepositions <ul style="list-style-type: none"> ▪ “um”, “über” + Accusative ▪ “gegenüber” + Dative • Relative clause: Relative pronouns with prepositions Interactive, Group Discussion Worksheets on relevant topics.	<ul style="list-style-type: none"> • To ask for directions and describe the route • To formulate a slogan for an advertisement

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
August (19 Days)	Lesson – 7 Media and Advertisement	<ul style="list-style-type: none"> •E-mail writing •Dialogue writing Interactive, Group Discussion Worksheets on relevant topics.	The students will be able <ul style="list-style-type: none"> •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 <ul style="list-style-type: none"> • To resolve their doubts

Month/No.of Days	Topic/Chapter Name	Structure & Methodology	Learning Outcomes
October (20 Days)	Lesson – 8 Learning languages October	Subordinate clause: “weil” • and obwohl” <ul style="list-style-type: none"> • Relative clause: Relative pronouns with prepositions • Relative clause: relative pronoun “wo”, “was” Interactive, Group Discussion Worksheets on relevant topics.	The students will be able <ul style="list-style-type: none"> •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 (18 Days)	Lesson 9 Involvement in social causes	<ul style="list-style-type: none"> •Subordinate clause: als,nachdem,ob • Degrees of adjectives: comparative and superlative •Leseverstehen Interactive, Group Discussion Worksheets on relevant topics. 	The students will be able <ul style="list-style-type: none"> •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.

MATHEMATICS (041/241)

CLASS - X (2026-2027)

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 upper primary stage.
- acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills.
- develop mastery of basic algebraic skills; develop drawing skills; feel the flow of reason while proving a result or solving a problem.
- apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method; to develop ability to think, analyze and articulate logically.
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases.
- to develop necessary skills to work with modern technological devices and mathematical software's.
- to develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.
- to develop interest in the subject by participating in related competitions; to acquaint students with different aspects of Mathematics used in daily life.
- to develop an interest in students to study Mathematics as a discipline.

Unit Wise distribution of marks :

Unit No	Unit Name	Marks
1	Number Systems	06
2	Algebra	20
3	Coordinate Geometry	06
4	Geometry	15
5	Trigonometry	12
6	Mensuration	10
7	Statistics & Probability	11
Total	80 marks	

Internal Assessment will be conducted as per the following marks distribution:

Internal Assessment	20 Marks
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

Month /Days	Topic/sub Topic	Teaching aids/ Methodology	Expected Learning outcomes/Skills developed
March (8days)	1.Real Number •Fundamental Theorem of Arithmetic •Revisiting Irrational Numbers	Activity:think,pair and share Indo-deductive method Worksheet -1 to be given	The students will be able to: Describe Fundamental Theorem of Arithmetic with examples Prove algebraically the Irrationality of numbers like $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$, $3 + 2\sqrt{5}$ <ul style="list-style-type: none"> develop mental ability, reasoning power and logic in the field of real no'.s.
APRIL (22 Days)	2.Polynomials <ul style="list-style-type: none"> Standard form,meaning of zero of polynomial and finding zero of polynomial. Relationship between zeroes and coefficients of a quadratic polynomial . 	activity: polynomial in real world Worksheet -2 to be given Lab activity 1: To Draw the Graph of a Quadratic Polynomial and observe: i. The shape of the curve when the coefficient of x^2 is positive ii. The shape of the curve when the coefficient of x^2 is negative iii. Its number of zero	The students will be able to: <ul style="list-style-type: none"> Identify and understand different types of polynomials Find the zeros of polynomial graphically and algebraically and verifying the relation between zeros and coefficients of quadratic polynomials.

	<p>3.Pair of Linear equations in two variables</p> <ul style="list-style-type: none"> ● Graphical method of solution . ● Consistency/Inconsistency of pair of linear equations . ● Algebraic methods of solution <ul style="list-style-type: none"> a. Substitution method b. Elimination method 	<p>Audio visual aids/whiteboard.fi</p> <p>Hands on activity on graphs</p> <p>Worksheet -3 to be given</p> <p>Lab activity 2: To obtain the condition for consistency of system of linear Equations in two variables</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● To identify and to understand the general form of a pair of linear equations in two variables and apply the knowledge in solving real life problems. ● Logical Thinking, Problem Solving, analytical skills developed.
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MAY (15 DAYS)	4. Quadratic Equations <ul style="list-style-type: none"> ● Standard form of quadratic equation . ● Solution quadratic equation by factorization ● Nature of roots 	Audio visual aids/whiteboard.fi Indo deductive method Worksheet -4 to be given	The students will be able to : Solve quadratic equations using factorization and quadratic formula. Determine the nature of roots using discriminant Formulates and solves problems based on real life context <ul style="list-style-type: none"> ● Recall quadratic equations and convert real life word problems into a quadratic equations
EXTRA CLASS (MAY)	5. Probability <ul style="list-style-type: none"> ● Basic probability ● Experimental approach Probability of an event	visual aids Learning by doing method Activity: playing with cards, dice game Worksheet -5 to be given	To acquaint the students with the Empirical formula of Probability to find probability of events in different situations The students will be able to: Develop mental ability ,reasoning skill ,computational skill

SUMMER HOLIDAY HOMEWORK –

1. Practice assignments on syllabus completed.
2. art integration project on any one topic of syllabus.

Month /Days	Topic/sub Topic	Teaching aids/ Methodology	Expected Learning outcomes/ Skills developed
JULY (25 DAYS)	6.Arithmetic progression <ul style="list-style-type: none"> ● General form of an A.P. ● nth term of an A.P. 	Activity: potato race Worksheet - 6 to be given Lab activity 3:	The students will be able to: <ul style="list-style-type: none"> ● To understand the concept of an

	<ul style="list-style-type: none"> Sum of first n terms of an A.P. <p>7. Co-ordinate geometry</p> <ul style="list-style-type: none"> Distance formula Section formula Midpoint formula 	<p>To verify that a given sequence is an A.P (Arithmetic Progression) by the paper Cutting and Paper Folding.</p> <p>Audio visual aids Geogebra activity Learning by doing method/ using graphs Worksheet - 7 to be given</p>	<p>Arithmetic progression.</p> <ul style="list-style-type: none"> To find the sum of n terms of an A.P and To form an A.P. from a given situational problem and solve. <p>The students will be able to:</p> <ul style="list-style-type: none"> Reinforce the understanding of plotting of points on co-ordinate plane. Understand and apply the concepts taught.
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PERIODIC TEST -1 : 03 / 07 / 2023 TO 14 /07 / 2023

Month /Day	Topic/sub Topic	Teaching aids/ Methodology	Expected Learning outcomes/ Skills developed
<p>AUGUST (19 days)</p>	<p>8.Triangles</p> <ul style="list-style-type: none"> Similar figures,Basic proportionality theorem 	<p>Audio visual aids/whiteboard.fi Geogebra activity Hands on activity on graphs Worksheet -8to be given</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> work out ways to differentiate between congruent and similar figures. establishes properties

	<ul style="list-style-type: none"> ● Similarity of Triangles, Criteria for similarity. <p>9. Introduction to Trigonometry</p> <ul style="list-style-type: none"> ● Trigonometric Ratios ● Trigonometric ratios of some specific angle ● Trigonometric Identities <p>10. Application of trigonometry</p> <ul style="list-style-type: none"> ● Angle of elevation, angle of depression, line of sight 	<p>Lab activity 4: To verify Basic proportionality theorem using parallel line board.</p> <p>Audio visual aids/whiteboard.fi Activity: clinometer</p> <p>Smart board Worksheet -9 to be given</p> <p>Audio visual aids</p> <p>Worksheet -10 to be given Lab activity 5: a) To make mathematical instrument clinometer for measuring the angle of elevation/depression of an object</p>	<p>for similarity of two triangles logically using different geometric criteria established earlier such as, Basic Proportionality Theorem, etc.</p> <ul style="list-style-type: none"> ● Logical Thinking, Problem Solving, analytical skills developed. <p>The students will be able to:</p> <ul style="list-style-type: none"> ● To know and to identify the relationship between different trigonometric ratios. ● To develop mental ability, reasoning power and logic in the field of Trigonometry. <p>Apply Trigonometric ratios in solving problems in daily life contexts like finding heights of different structures or distance from them</p>
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		(b) To calculate the height Of an object.	
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Month /Day	Topic/sub Topic	Teaching aids/ Methodology	Expected Learning outcomes/ Skills developed
SEPTEMBER (11 days)	11..Statistics <ul style="list-style-type: none"> ● Mean of grouped data ● Mode of grouped data ● Median of grouped data REVISION	Smart board Learning by doing method to be used Worksheet -10 to be given FOR MIDTERM	The students will be able to: <ul style="list-style-type: none"> ● Calculate mean ,median ,mode of grouped data

MID TERM EXAMINATION – 11/09/2026 TO 24/09/2026

Month /Day	Topic/sub Topic	Teaching aids/ Methodology	Expected Learning outcomes/ Skills developed
OCTOBER (20 days)	14.Surface area and volume <ul style="list-style-type: none"> ● Surface area of 3D shapes <p>S.A and Volume of combination of solids</p>	Audio visual aids Learning by doing method Worksheet -14 to be given Lab activity -7 To find the surface area of cone	The students will be able to: <ul style="list-style-type: none"> ● Be familiar with the term combination of solids. To find the Surface area of a combinations of Solids(cube, cuboid, cylinder, cone, sphere, hemisphere etc.) To find the volume of a combinations of Solids Evaluates the surface areas and volumes of combinations of solids by visualisation

(NOVEMBER TO JANUARY) – Revision for annual examination.

S C DAV PUBLIC SCHOOL, NOIDA

ACADEMIC PLAN : 2026-27

CLASS : X SUBJECT: SCIENCE (086)

Introduction

Science is the study of the natural and physical world around us through a systematic process of observing, questioning, forming hypotheses, testing hypotheses through experiment, analysing evidence, and continuously revising our knowledge. It develops essential skills like curiosity, creativity, evidence-based thinking, and sound decision-making that help us lead rational and fulfilling lives. Learning Science provides valid knowledge about the world, and builds scientific values and capacities. It draws knowledge from Biology, Chemistry, Physics, Earth Science, Mathematics, Computational Sciences, and sometimes Social Science and Vocational Education to offer an interdisciplinary understanding of the role of science

Science Education helps students to develop an understanding of the natural and physical world through systematic inquiry. Learning Science also develops important capacities, such as observation, questioning, analysis, inference, etc. This helps individuals to meaningfully participate in society and the world of work with a scientific temper, critical and evidencebased thinking, asking relevant questions, analysing practices and norms, and acting for necessary change

Science Education aims to achieve:

- Scientific understanding of the natural and physical world;
- Capacities for scientific inquiry;
- Understanding the evolution of scientific knowledge;
- Interdisciplinary understanding between Science and other curricular areas;
- Understanding of the relationship between Science, Technology, and Society;
- Scientific temper, and
- Creativity.

Together, the NEP 2020 and NCF-SE 2023 envision science classrooms that encourage curiosity, creativity, collaboration and connection with the real world, ultimately nurturing not just future scientists, but responsible, informed and critically thinking citizens. Learning standards (Curricular Goals and Competencies) describe what students should know, understand, and be able to do in Science. In Grades 9 – 10, Science is taught using an integrated approach that combines Biology, Chemistry, Physics, and Earth Science. This helps students understand the connections between disciplines and relate Science to their observations and experiences. At this stage, scientific inquiry skills are developed alongside conceptual understanding, with content selected both for disciplinary relevance and real-life usefulness. Students must deepen their understanding of the world, explore scientific questions through discussion and experimentation, and communicate their learning in various ways. It is important to note that the Curricular Goals are interdependent and not separate.

COURSE STRUCTURE
CLASS X (2026-27)
(Annual Examination)

Time: 03 Hours

Marks: 80

Unit No.	Unit	Marks
I	Chemical Substances-Nature and Behaviour	25
II	World of Living	25
III	Natural Phenomena	12
IV	Effects of Current	13
V	Natural Resources	05
	Total	80
	Internal assessment	20
	Grand Total	100

The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

Periodic Classification of Elements: Döbereiner's Triads, Newlands' Law of Octaves, MendeléeV's Periodic Table, Modern Periodic Table and the Modern, Metallic and Non-metallic Properties.

The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

Evolution: Acquired and Inherited Traits, Speciation, Evolution and Classification, Tracing Evolutionary Relationships, Fossils, Evolution by Stages, Human Evolution

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Motor, Electromagnetic Induction, Electric Generator

Notes :

1. The topics Periodic Classification of Elements; Heredity and Evolution; and Electric Effects of Electric Current will not be assessed in the year-end examination.

2. Learners may be assigned to read these topics/chapter and encouraged to prepare a brief write up in their Portfolio. Teachers should provide joyful and experiential opportunities. This may be for Internal Assessment and credit may be given for Periodic Assessment/Portfolio.

3. The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

PRESCRIBED BOOKS:

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

MONTH/ TD	UNITS/TOPICS	METHODOLOGY/ ACTIVITIES	LEARNING OUTCOMES
April, 2026 22	Chapter 10 : Light – Reflection and Refraction	<ul style="list-style-type: none"> • Reflection of light • Laws of reflection • Spherical mirrors • Important terms related to spherical mirrors • Rules for image formation by concave mirror and convex mirror • Image formation by concave mirror • Image formation by convex mirror • Uses of mirrors • Sign conventions for reflection by spherical mirrors 	<p>The learners would be able to:</p> <ul style="list-style-type: none"> • Understand the concept of mirror and types of mirror. • Draw ray diagrams for image formation for different positions of the object in front of a mirror.

	<p>CHAPTER 3: METALS AND NON METALS- to be concluded.</p>	<ul style="list-style-type: none"> ● Verification & graphical representation ● Resistance ● Factors on which resistance depends ● Series Combination of resistances ● Parallel Combination of resistances ● Numerical based on combination of resistances ● Heating effect of electric current ● Practical applications of heating effect ● Electric power ● Commercial unit ● Numerical ● Discussion of NCERT exercise <p># Reactions of metals with water and oxygen. # Reactions of metals with acids and bases. # Reactivity series. # Concept of Ionic compounds and Ionic bonds # Basic metallurgical concepts- Themit method, Electrorefining etc.</p>	<ul style="list-style-type: none"> ● Understand and evaluate the equivalent resistance in different combinations ● Understand and evaluate the numerical value of different quantities like heat energy, power and electrical energy. <p>The students will be able to:</p> <ul style="list-style-type: none"> ● Differentiate metals and non metals on the basis of their physical properties ● Write equations of reactions of metals and non metals with <ol style="list-style-type: none"> a. Air b. Water c. Acids ● Apply knowledge of reactivity series to judge the occurrence of displacement reaction ● Write the electron dot structure of metals and non metals
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	Chapter 8: How do organisms reproduce	<ul style="list-style-type: none"> • Demonstration of Hibiscus (bisexual flower) to show different parts. • Web chart on reproductive health <p><u>Lab Demonstration:</u> Slide Observations</p>	<ul style="list-style-type: none"> • Electron transfer to form ionic compounds • Know different properties of ionic compounds. <p>Understand structure and functioning of reproductive system.</p> <p>Predict post fertilization events in flowering plants.</p> <p>Develop interpretational skill</p>
September, 2026 11	HALF YEARLY EXAMS	Revision of chapters NCERT Text book and NCERT Exemplar	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.
October, 2026 20	Chapter 13 : Magnetic Effects of Electric Current	<ul style="list-style-type: none"> • Oersted Experiment • Magnetic field • Field lines • Properties of field lines • Magnetic field due to current carrying straight conductor • Right hand thumb rule • Reasoning questions • Magnetic field pattern due to circular coil • Magnetic field pattern due to a solenoid • Electromagnet • Factors on which strength of an electromagnet depends • Force on a current carrying conductor in a magnetic field • Fleming 's left hand rule <p>• Domestic electric circuits Discussion of NCERT exercise</p>	<p>The learners would be able to</p> <ul style="list-style-type: none"> • use right hand thumb rule to obtain the direction of magnetic field • draw magnetic field pattern due to circular coil and solenoid • apply Fleming left hand and right hand rule to obtain direction of force and direction of current respectively

	Periodic Classification of Elements	Historical background, basic knowledge, some applications and characteristics of Periodic tables.	
December, 2026 23	Preboard 1	Revision for Preboards.	Written practices. Question bank.
January, 2027 16	Preboard 2 Practical Assessment for AISSE 2027	Revision using PYQ of AISSE.	Solving questions in writing.
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HOLIDAY HOMEWORK:

	PHYSICS	CHEMISTRY	BIOLOGY
SUMMER VACATION	<ul style="list-style-type: none"> In A4 sheets draw ray diagrams of image formation by lens (convex) and mirrors in all given cases in NCERT and also write nature of image formed in each case. 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) Solve the worksheets of chapter 10 Light – reflection and refraction, chapter 11 The human eye and the colorful world <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"> Identify at least four examples other than given in the text book of following types of reactions- Combination, Decomposition, Displacement, Double Displacement. Compare their characteristics and categorise them in Redox or Non Redox types also. All should be done on A4 size paper in tabular form Collect some acids/bases/salts or the items which contain these from your household materials. Then make a report in tabular form on following parameters- physical appearance, colour, purpose of adding them in household items, formulae, sources, 	<ul style="list-style-type: none"> Design a crossword puzzle based on the chapter 6: Life processes. 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. Design 10 MCQs based on the chapter – Life Processes. Create Science toons on current topics of your choice.

		<p>health hazards if any.</p> <ul style="list-style-type: none"> ● Solve Questions from NCERT Text Book and NCERT Exemplar related to the covered chapters. 	
WINTER VACATION	<ul style="list-style-type: none"> ● Prepare for your PREBOARD 2 ● Solve the miscellaneous worksheet of 1, 2 and 3 marker Questions. 	<ul style="list-style-type: none"> ● Write all practical experiments in your practical file. ● Revise for pre boards ● Solve PYQ from CBSE Board Papers 	<ul style="list-style-type: none"> ● Revise all chapters for annual examination ● Solve worksheets

S C DAV PUBLIC SCHOOL, NOIDA

ACADEMIC PLAN : 2026-27

CLASS : X SUBJECT: SCIENCE (086)

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	<p>CHAPTER 1: Chemical Reactions and Equations- to be Concluded.</p>	<p>index</p> <ul style="list-style-type: none"> • Lenses and types of lenses • Rules of refraction by lenses. • Image formation by convex lens • Image formation by concave lens • Sign convention in lenses. • Lens formula • Numerical based on lens formula • Uses of lenses <p># Types of Chemical Reactions- Combination Reactions, Double Displacement Reactions, Reduction-Oxidation Reactions. # Examples # Concepts of REDOX. # Corrosion, Rancidity # Videos, Worksheets Practical: To study the reactivity of Cu, Fe, Al, Zn Activity/ Practical:</p> <p>Classifying the following reactions according to its type</p> <ul style="list-style-type: none"> • 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 	<p>of lens and types of lens</p> <ul style="list-style-type: none"> • Draw ray diagrams for image formation for different positions of the object in lenses. <p>Solve the numerical based on lens formula</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> • Cause/s of chemical reactions • Acquire knowledge about Reduction, Oxidation. • Explain REDOX and Non Redox Reactions • Understand and differentiate different types of reactions <p>The student will be able to:</p> <ul style="list-style-type: none"> • Differentiate between acids and bases • Know about natural and synthetic indicators
	<p>CHAPTER 2: Acids, Bases and Salts- to be contd.</p>	<p># Basic understanding of Acid, Base and Salts # Some Examples from daily life. # Concept of Acid-Base Indicators # Various types of Acid-Base Indicators like Olfactory indicators. # Reactions of Acids with metals/</p>	

	<p>CHAPTER 3: METALS AND NON METALS- to be concluded.</p>	<ul style="list-style-type: none"> ● Verification & graphical representation ● Resistance ● Factors on which resistance depends ● Series Combination of resistances ● Parallel Combination of resistances ● Numerical based on combination of resistances ● Heating effect of electric current ● Practical applications of heating effect ● Electric power ● Commercial unit ● Numerical ● Discussion of NCERT exercise <p># Reactions of metals with water and oxygen. # Reactions of metals with acids and bases. # Reactivity series. # Concept of Ionic compounds and Ionic bonds # Basic metallurgical concepts- Themit method, Electrorefining etc.</p>	<ul style="list-style-type: none"> ● Understand and evaluate the equivalent resistance in different combinations ● Understand and evaluate the numerical value of different quantities like heat energy, power and electrical energy. <p>The students will be able to:</p> <ul style="list-style-type: none"> ● Differentiate metals and non metals on the basis of their physical properties ● Write equations of reactions of metals and non metals with <ol style="list-style-type: none"> a. Air b. Water c. Acids ● Apply knowledge of reactivity series to judge the occurrence of displacement reaction ● Write the electron dot structure of metals and non metals
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HOLIDAY HOMEWORK:

	PHYSICS	CHEMISTRY	BIOLOGY
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		<p>health hazards if any.</p> <ul style="list-style-type: none"> ● Solve Questions from NCERT Text Book and NCERT Exemplar related to the covered chapters. 	
WINTER VACATION	<ul style="list-style-type: none"> ● Prepare for your PREBOARD 2 ● Solve the miscellaneous worksheet of 1, 2 and 3 marker Questions. 	<ul style="list-style-type: none"> ● Write all practical experiments in your practical file. ● Revise for pre boards ● Solve PYQ from CBSE Board Papers 	<ul style="list-style-type: none"> ● Revise all chapters for annual examination ● Solve worksheets