Bal Bharati PUBLIC SCHOOL
Dwarka

ANNUAL CURRICULUM PEDAGOGICAL PLAN

CLASS X

(2025 – 26)

ENGLISH – 2025-26

LEARNING OBJECTIVES

1. To enable the learner to communicate effectively & appropriately in real-life situation.
2. To enable the learner to be able to respond in discussions and writing, using, literal and interpretative stances to works of fiction and non-fiction.
3. To enable the learner to engage critically and constructively in oral exchange of ideas.
4. To make the learner understand, appreciate and enjoy the learning of English language.

Prescribed Books:
Published by NCERT, New Delhi

1. First Flight
2. Footprints Without Feet
3. Words And Expressions – Workbook

Month	No. Of Working Days	Course Content	Learning Outcome	Assessment Tools	Teaching Learning Strategies	Resources	Inter-Discplinary
April	**19**	**First Flight-** A Letter to God, Dust of Snow, Fire & Ice, Nelson Mandela: A Long Walk to Freedom, Tiger in the Zoo **Footprints Without Feet-** A Triumph of Surgery **Grammar-** Tenses, Modals	- Identify and explain the significance of essential elements in poetry. - To be able to use correct grammatical structure in a sentence. -Understanding and appreciation of the works of Robert Frost -Development of comprehension skills. -Understanding of literary devices	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Guided Discussion Problem solving based learning Peer teaching Self-assessment	Videos Smart Board PPT Textbook	Art Technology Language Social Studies

May	**16**	**First Flight-** Two Stories about Flying i) His First Flight, ii) The Black Aeroplane, How to Tell Wild Animals **Footprints Without Feet-** The Thief's Story, The Midnight Visitor **Writing-** Formal Letter (Letter to Editor) **Grammar-** Reported Speech	-To locate specific information while reading. - To act as a scaffold to understand and empathize with the central character. -To develop the students' critical thinking ability. - To develop the skill to transcribe a text from one form to another. - To develop an understanding of the main idea of the poem. -Understanding and appreciation of the title	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Listening Comprehension Conversation Dialogue Symposium	Videos Smart Board PPT Textbook	Art Technology Language Science
			- Inculcating sensitivity towards animals - Development of comprehension skills. - Understanding of literary devices				
July	**23**	**First Flight-** From the Diary of Anne Frank, The Ball Poem, Glimpses of India **Footprints Without Feet-** A Question of Trust **Writing-** Formal Letter (Purchase& Inquiry), Analytical Paragraph (Map) **Grammar** Determiners	-To enable the learners to think creatively. -Learning about characterization and self-analysis -To develop the students' critical thinking ability. -To develop the skill to transcribe a text from one form to another. -To develop an understanding of the main idea of the poem. -Development of the skill to sequence events. -Development of comprehension skills -Understanding of literary devices.	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Pair Work Extempore Written assignments	Videos Smart Board PPT Textbook	Art Technology Language Social Studies
August	**20**	**First Flight-** Amanda, Mijbil the Otter, The Trees **Footprints Without Feet-** The Making of a Scientist,	-To enable the learners to think imaginatively and write creatively. -Learning about characterization. -Use correct grammatical structures	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Dictionary Internet Newspaper Smart Class Module	Videos Smart Board PPT Textbook	Art Technology Language Social Studies Science

		Footprints Without Feet **Writing-** Formal Letter (Complaint & Invitation) Analytical Paragraph (Line Graph) **Grammar-** Subject- Verb Concord	-Organizing and expressing ideas coherently -To develop an understanding of the main idea of the poem through the poet's perspective of life. -To acquire grammatical accuracy -Development of creative writing skills and comprehension skills. -To plan, organize and present ideas in a coherent manner.				
September	**21**	**First Flight-** Madam Rides the Bus, The Sermon at Benares, Fog **Footprints Without Feet-** The Necklace, Bholi **Writing-** Formal Letter, Analytical Paragraph (Chart) **Grammar-** Integrated	-To enable the learners to think creatively. -Learning about characterization and self-analysis. - To develop the students' critical thinking ability. -To develop the skill to transcribe a text from one form to another.	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Research Work Gathering Information Deductive Reasoning Group Work	Videos Smart Board PPT Text Book	Arts Technology Language Social Studies Science
October	**14**	**First Flight-** The Proposal, The Tale of Custard the Dragon, For Anne Gregory **Footprints Without Feet-** The Book that saved the Earth **Grammar-** Integrated Grammar **Writing:** Analytical Paragraph (Report)	-To enhance the knowledge about poetic devices -To develop the comprehension skills of the students. -To enhance the ability to move beyond the text for extrapolation. -To develop the writing skills of the students. -The learners will be able to identify and explain the significance of essential elements in poetry. -Read texts actively	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Guided Discussion Problem solving based learning Peer teaching Self-assessment	Videos Smart Board PPT Text Book	Arts Technology Language Social Studies Science

November	**19**	Revision	-To facilitate the understanding of the text and enhance vocabulary. - To enhance the ability to move beyond the text for extrapolation -Acquisition of grammatical accuracy To develop the writing skills of the students. -The learners will be able to identify and explain the significance of essential elements in poetry. -Read texts actively: recognize key passages; raise questions; comprehend the literal and figurative uses of language. -Enhancement of the students inferential skills Teaching Aids/Resources	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Research Work-Gathering Information Deductive Reasoning Group Work	Videos Smart Board PPT Text Book	Arts Technology Language Social Studies Science
December	**19**	Revision	-To facilitate the understanding of the text and enhance vocabulary. - To enhance the ability to move beyond the text for extrapolation -Acquisition of grammatical accuracy To develop the writing skills of the students. -The learners will be able to identify and explain the significance of essential elements in poetry. -Read texts actively: recognize key passages; raise questions; comprehend the literal and figurative uses of language. -Enhancement of the students inferential skills Teaching Aids/Resources	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Research Work-Gathering Information Deductive Reasoning Group Work	Videos Smart Board PPT Text Book	Arts Technology Language Social Studies Science

January	**14**	Revision	-To enable the learners to think creatively. -Learning about characterization and self-analysis. -To develop the students' critical thinking ability. -To develop the skill to transcribe a text from one form to another.	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Dictionary, Internet, Newspaper, Smart Class Module	Videos Smart Board PPT Text Book	Arts Technology Language Social Studies Science
February & March	**20** **18**	Board Exams	-To facilitate the understanding of the text and increase vocabulary. -To enhance the ability to move beyond the text for extrapolation. -Recognize key passages; raise questions; appreciate complexity and ambiguity; comprehend the literal and figurative uses of language. The learners will have a better grasp over the language.	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Pair Work, Extempore, Written assignments	Videos Smart Board PPT Text Book	Arts Technology Language Social Studies Science

MATHEMATICS CLASS X

MONTH /DAYS	TOPIC / SUBTOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATERGIES	RESOURCES	INTERDISIPLINARY
APRIL (19)	**CHAPTER2: POLYNOMIALS** Zeroes of Polynomial Relationship between zeroes and coefficients of a quadratic polynomial **Chapter 14: PROBABILITY** Meaning of word 'Probability' Probability -a theoretical approach, Classical Probability Sum of all probabilities ,	Recall factor theorem and remainder theorem learnt in earlier classes and its application Relate the zeroes of the quadratic polynomial $ax^2 + bx + c$ with the coefficients *a*, *b*, and *c* Formulate new polynomials as per sum and product of roots Associate probability as a chance Formulate probability of an Event E as P(E)= No.of Favourable outcomes No. of all possible outcomes of the Experiment Verify that the sum of all probabilities of all the elementary events of an experiment is1	● Graphs ● Class Test ● Hands on activity ● Class Test ● Hands on Activity ● Quiz	Collaborative learning Guided discussion Independent practice Problem solving with examples. Inductive and deductive learning Think, pair and share Brainstorming Guided discussion Collaborative learning Problem solving with examples	You tube Videos Embibe class room Modules and assignments, Smart board Videos, Embibe class room Modules and assignments Smart board	● Art ● Science Economics commerce

	Complement of an event	Justify that for any E, E′ stands for not E and show that P (E) + P (E′) =1				
APRIL (19)	**Chapter3: Pair Of Linear Equations In Two Variable** Pair of linear equations in two variables Graphical method of solution of pair of linear equations , Algebraic method of solving a pair of linear equations in two variables, Simple situational problems	Recall and define general form of linear equations in two variables, Express linear equations in two variables Plot ordered pairs in the rectangular coordinate system Create graphs of linear equations to solve word problems Analyze graphs to identify x and y intercepts Determine whether ordered pair is a solution of pair of linear equation in two variables	• Maths lab activity • Graphs activity • Role play • Class test • Quiz	Collaborative learning Guided discussion Think pair and share Brain storming graphic organiser Brainstorming	Videos, Embibe class room Modules and assignments Smart board Lab manual book	• Art • English • Hindi

MAY (16)	**CHAPTER 1: (REAL NUMBERS)** Fundamental theorem of Arithmetic, Revisiting irrational numbers	Solve a system of linear equation by the method of substitution, elimination method Explore the properties of real numbers Represent every given composite number as a product of primes and appreciate that every factorization of composite number is unique Prove that √2, √3,√5 etc. as irrational numbers	● Problem Solving ● Class test ● Quiz	Collaborative Learning, Guided discussion, Inductive and deductive learning, Problem solving with examples Brain storming Think, pair and share	Videos, Embibe class room Modules and assignments Smart board	● Art ● English
MAY (16)	**CHAPTER 6:** **TRIANGLES** BPT Similar figures Similarity of triangles Criteria for similarity of triangles	Identify plane figures which have the same shape and their dimensions are in a certain ratio Identify and visualize triangles which have the same shape and their sides bear a certain ratio Apply the basis on which two triangles can be termed as similar like AAA, SAS, SSS and RHS .	● Class test ● Class discussion ● Figures and correspondence ● Lab activity ● Problem solving ● Notebook assessment	Activity Method inductive deductive method Guided discussion Peer Teaching independent Problem solving with examples	Videos, Embibe class room Modules and assignments Smart board Lab manual book	● English ● Art

JULY (23) JULY (23)	**CHAPTER 4 : QUADRATIC EQUATIONS** Introduction to quadratic equations, Standard form of quadratic equations, Solution of a quadratic equation, Factorization method Nature of roots **CHAPTER 13: STATISTICS**	Recall the concept of quadratic polynomials Correlate with linear equation and quadratic equation Represent the equation in general form as $ax^2 + bx + c = 0$ where a, b, c are real numbers Solve the quadratic equation by using different methods Recall factorization method and apply quadratic formula for findind factors and zeroes Calculate discriminant to find nature of roots and apply the same to problem solving Calculate the average from grouped data using different methods i.e. direct, assumed mean and step deviation method Determine the modal class in a group data and	● Role play ● Graph activity ● Problem solving ● Notebook assessment ● Class test ● Lab activity ● Calculation and analytical skills ● Tabulation ● Notebook assessment	Inductive Deductive Reasoning Inquiry based learning Think pair and share Independent practice Graphic organizer Think pair and share Inductive and deductive reasoning Brainstorming inquiry based learning Guided discussion collaborative learning Problem solving with examples	Videos, Embibe class room Modules and assignments Smart board Lab manual book Videos, Embibe class room Modules and assignments Smart board Lab manual book	● English ● Art ● English ● Hindi ● Accounting

	Mean of grouped data Mode of grouped data Median of grouped data	calculate mode using the formula Determine the median class in a group data and calculate median using the formula Represent cumulative frequency distribution	• Quiz • Role play			
JULY (23) AUGUST (20)	**Chapter 7: COORDINATE GEOMETRY** Plotting of points on coordinate plane Distance Formula Section Formula Mid point Formula **Chapter 5: ARITHMETIC PROGRESSION** Introduction Arithmetic Progression (A.P.)	Locate points in 2-dimensional Cartesian coordinate system Apply the formula and calculate distance between two points on a plane Calculate the coordinates of a point which divides the line segment joining the two points internally in the ratio $m:n$ using the formula Find the coordinates of the midpoint of the line segment using the section formula with ratio1:1 . Recognize the patterns in a given series. Understand the term 'common difference' and its importance in an A.P Identify the situations in daily life where the A.P.is observed	• Problem solving • Hands on activity • Class Test • Quiz • Problem solving • Hands on activity • Class Test	Think, pair and share muddiest point discussion Problem solving with examples Peer learning Graphic organizer Inductive- Deductive reasoning Problem Solving Guided discussion Independent practice	Videos, Embibe class room Modules and assignments Smart board Videos, Embibe class room Modules and assignments Smart board Lab manual book	• Science • Art • English • Art • English

	Identification of A.P. in real life situations First term and common difference Find the nth term of an A.P. Sum of first n terms	and apply it in solving problems Identify the first term and the common difference Apply the formula and calculate the nth term of an AP Apply the formula and calculate the sum upto n terms of an A.P. Apply the formula for calculating nth term and sum upto n terms in real life situations	● Quiz	Brain storming		
AUGUST (20)	**Chapter 8:** **TRIGONOMETRY** Trigonometric ratios Trigonometric ratios of some specific angles Trigonometric ratios of complementary angles Trigonometric identities	Develop understanding of trigonometric ratios of an acute angle of a right angled triangle Tabulate and make use of trigono- metric ratios of standard angles of 30°, 45°, 60° to right angled triangle Trigonometric identities to solve and create other similar identities	● Problem solving ● Group coordination ● Class discussion ● Class test ● Notebook assessment	Think, Pair and share Inquiry based learning Inductive and deductive reasoning Guided discussion Collaborative learning Peer teaching	Videos, Embibe class room Modules and assignments Smart board	● English ● science ● Art

SEPTEMBER (21)	**Chapter 9:** **APPLICATIONS OF TRIGONOMETRY** Review basics of trigonometry Meaning of angle of elevation and angle of depression	Recall the basic ratios of trigonometry Visualize eye movement while observing an object Finding height and distance of an object	● Problem solving ● Role Play ● Group coordination ● Class discussion ● Class test ● Notebook assessment	Think, Pair and share Inquiry based learning Inductive and deductive reasoning Guided discussion Collaborative learning Peer teaching	Videos, Embibe class room Modules and assignments Smart board	● English ● hindi ● science ● Art
	CHAPTER 10: CIRCLES Introduction Tangent to a circle Tangent at any point of a circle is perpendicular to the radius through point of contact Length of tangent from an external Point	Locate common point of intersection of a line and a circle in a plane, Define tangent and secant State the theorem and reason out the same (by logical reasoning) Show that the length of two tangents drawn to a circle from an external point are equal, theoretically and geometrically Apply the theorems in various problems and solve them	● Accuracy and concept ● Problem solving ● Figure analysis ● Class test ● Quiz ● Notebook assessment ● Hands on activity	Inquiry based learning Inductive and Deductive learning discussion of muddiest point Think pair and share	Videos, Embibe class room Modules and assignments Smart board Lab manual activity book	● English ● Art ● science

OCTOBER (14)	**Chapter 11: AREA RELATED TO CIRCLES** Perimeter and area of circle Areas of sector and segment of a circle **Chapter 12: Surface area and Volume** Surface area of a combination of solids, Volume of a combination of solids,	Recall the basic ratios of trigonometry, Identify and apply the terms–major/ minor sector, major/minor segment, angle subtended by the arc at the centre , area of sector of given angle, length of an arc of a sector of given angle. Combine various solid shapes and identify such shapes in the surroundings Combine two solid shapes and calculate its surface area and volume	Class Test ● problem solving ● calculation skills ● hands on activity ● group discussion ● guided discussion ● problem solving ● calculation skills ● hands on activity	Think, Pair and share Inquiry based learning Inductive and deductive reasoning Guided discussion Collaborative learning Peer teaching Brain storming inquiry based learning Inductive and deductive reasoning muddiest point discussion guided learning	Videos, Embibe class room Modules and assignments Smart board Lab manual activity book Videos, Embibe class room Modules and assignments Smart board Lab manual activity book	● Art Integration ● English ● Science ● Art Integration ● English ● Science

			● group discussion ● guided discussion ● quiz			

SCIENCE (PHYSICS)

MONTH	NO. OF WORKING DAYS	COURSE CONTENT	LEARNING OUTCOME	SKILL/RESOURCES	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	INTER - DISCIPLINARY
APRIL	19	**CH -9 LIGHT-REFLECTION AND REFRACTION** **PRACTICAL:** **To determine focal length of concave mirror and convex lens.**	**The students will be able to:** •Conceptualize the term reflection of light and laws of reflection. •Analyze image formation in plane mirror. •Distinguish between real & virtual image. •Solve numerical problems using above relations. •Comprehend the term spherical mirrors, identify their types and define the terms—pole, aperture, focus principal axis, center of curvature, radius of curvature focal length. •Discover rules for obtaining image formed by spherical mirrors. •Draw ray diagrams to show formation of image by concave and convex mirror • Classify optical medium as a rarer or a denser medium. • Evolve laws of refraction of light, verify them experimentally. • Interpret the meaning of the term refractive index and its relation to the velocity of light. • Sketch ray diagrams to locate image in convex and concave lenses.	• Application and Analysis • Understanding •Evaluate and inference •Collaborating Learning •Critical thinking •Problem solving • Science magazines, • Modeling materials, • Peer teaching,	• Concept Map • Note Book • Quiz, Class Test • class discussions • think-pair-share • homework • rubric for Song	• Demonstration cum lecture method • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration	• Project-Based Learning • Global Literacy Integration Issues

			• Analyze the reason behind every day phenomena Using knowledge of refraction of light.				
MAY	**16**	**CH -9 LIGHT-REFLECTION AND REFRACTION (cont)** **CH -10 HUMAN EYE AND COLOURFUL WORLD** **PRACTICAL:** **To trace the path of ray of light through a glass slab for different angles of incidence.**	**The students will be able to:** • Develop meaning of power of lens, state and define its unit • Identify combination of lens. • Investigate the uses of lenses in our day-to-day life. • Solve numerical problems using Formula for power of lens. • Sketch various parts of the eye and understand their functions and correlate it to everyday situations. • Develop the meaning of the term Accommodation.	•Environmental awareness •decision making • Understanding •Evaluate and inference •Collaborating Learning •Critical thinking •Problem solving • Textbooks, • laboratory equipment, • online platforms, science kit, articles	• Concept Map • Note Book • Quiz, Class Test • class discussions • think-pair-share • homework • rubric for Song	• Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching • Storytelling and Analogies • Collaborative Learning • Differentiated Instruction, • Assessment for Learning	• Hands-On Activities • Cross-Curricular Connections • Real-World Connections

JULY	**23**	**CH -10 HUMAN EYE AND COLOURFUL WORLD (cont)** **PRACTICALS To trace the path of ray of light through a glass prism. (cont)**	**The students will be able to:** • Explain the terms – far point, near point, least distance of distinct vision. • Develop the meaning of Myopia, myopic eye, cause of myopia, and infer its correction using concave lens. • Comprehend Hypermetropia, hypermetropic eye, cause of hypermetropia and infer its correction by convex lens. • Calculate the power of lens for correction of eye-defects. • Trace the path of a ray of light through a glass prism and develop meaning of angle of deviation.	• Understanding •Evaluate and inference •Collaborating Learning •Critical thinking •Problem solving • Textbooks, • laboratory equipment, • online platforms, • science kit, • articles, collaborative activities	• Quizzes and test • Lab reports • Projects • Oral presentation • Observation • Concept map	• Storytelling and Analogies • Collaborative Learning • Differentiated Instruction, • Assessment for Learning • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching	• Hands-On Activities • Cross-Curricular Connections • Real-World Connections

AUGUST	**20**	**CH -10 HUMAN EYE AND COLOURFUL WORLD (cont)** **CH -11 ELECTRICITY** **PRACTICALS :** **To study the dependence of current on potential difference of a resistor and find its resistance.**	**The students will be able to:** • Calculate the power of lens for correction of eye-defects. • Trace the path of a ray of light through a glass prism and develop meaning of angle of deviation. • Solve numerical problems using Formula • Develop meaning of electric current, electric potential, potential difference and their units. • Evolve Ohm's law and express it Mathematically. • Verify Ohm's law experimentally • Develop meaning of resistance using Ohm's law • List the factors which affect resistance.	• Understanding •Evaluate and inference •Collaborating Learning •Critical thinking •Problem solving • laboratory equipment, • online platforms, • science kit, • articles, collaborative activities	• Quizzes and tests • Lab reports • Projects • Oral presentation • Observation • Concept map	• Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching	• Literacy Integration, • Inquiry-Based Learning • Hands-On Activities • Cross-Curricular Connections • Real-World Connections

SEPTEMBER	**21**	**CH -11 ELECTRICITY (CONT)** **PRACTICALS To determine equivalent resistance in series and parallel combination of resistors.** **CH -12 MAGNETIC EFFECTS OF CURRENT** **CH -12**	The students will be able to: • Explain resistivity, Conductors, resistors & insulators • Experimentally determine the factors affecting resistance • Calculate effective resistance in series and in parallel combination • Experimentally verify the laws of resistances in series and in parallel. • State Joule's law and express it Mathematically. • Experimentally trace magnetic lines of force due to bar magnet, current carrying straight wire, current carrying circular wire, current carrying solenoid. •Comprehend and apply right hand thumb rule to find the direction of magnetic field. •Experimentally study the force acting on a current carrying conductor	• Understanding •Evaluate and inference •Collaborating Learning • Modeling materials, • Peer teaching, • Interactive white boards, • Laboratory equipment.	• Quizzes and tests • Lab reports • Projects • Oral presentation • Observation • Concept map	• Guided Discussion • Activity based teaching • Problem solving based learning	• Hands-On Activities • Cross-Curricular Connections • Real-World Connections

OCTOBER	**14**	**MAGNETIC EFFECTS OF CURRENT (cont)** **PRACTICALS** **To determine equivalent resistance in series and parallel combination of resistors.** **(cont)**	**The students will be able to:** • Comprehend and apply Fleming's Left hand rule for finding direction of force on a current carrying conductor and apply it to working of motor. • To study domestic electric circuit, short circuiting and overloading.	• Understanding •Evaluate and inference •Collaborating Learning •Critical thinking •Problem solving • Modeling materials, • Peer teaching, • Interactive white boards, Laboratory equipment.	• Quizzes and test • Lab reports • Projects • Oral presentation • Observation Concept map	• Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning Technology Integration	• Literacy Integration, • Inquiry-Based Learning • Hands-On Activities • Cross-Curricular Connections Real-World Connections

NOVEMBER	**19**	**REVISION**					
DECEMBER	**19**	**REVISION**	**The students will be able to:** •Recapitulate their learning. •Produce their learning in the form of written and oral assessment. •Reflect upon their interpretation skills. •Reflect upon their writing and learning skills.	• Reflective thinking. •Collaborating Learning •Critical thinking •Problem solving		• Guided Discussion. • Problem solving based learning • Peer • Teaching • Smart Board Content • Links from you tube. • , Hand on experiment	
JANUARY	**14**	**REVISION**					
FEBRUARY	**20**	**REVISION**					

SCIENCE– CHEMISTRY

MONTH	NO. OF WORKING DAYS	COURSE CONTENT	LEARNING OUTCOME	SKILL/ RESOURCES	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	INTER - DISCIPLINARY
April	19	**CH -1 CHEMICAL REACTIONS AND EQUATIONS** **PRACTICALS:** **To perform and identify types of Chemical Reactions**	The students will be able to: • Demonstrate & verify chemical changes • Relate chemical changes to a daily life situation • Convert chemical change into word equation • Substitute it by symbols and formula • Correlate law of conservation to balancing chemical equations • Observe the changes to determine a chemical reaction • Demonstrate types of chemical reactions • Compare the different types of reactions	• Application and Analysis • Understanding •Evaluate and inference •Collaborating Learning •Critical thinking •Problem solving • Textbooks, • Laboratory equipment, • Online platforms, • Science kit, • Articles, Collaborative activities.	• Concept Map • Note Book • Quiz, Class Test • class discussions • think-pair-share • homework • rubric for Song	• Demonstration cum lecture method • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration	• Literacy Integration, • Inquiry-Based Learning

April	19	**CH -1 CHEMICAL REACTIONS AND EQUATIONS (CONT)** **CH -2 ACIDS, BASES AND SALTS** **PRACTICALS** **To study the properties of acid and bases**	The students will be able to: • Classify the reactions as oxidation or reduction • Compare the reactions Apply oxidation in daily life The students will be able to: • Demonstrate the properties of acids and bases • Identify the substances as acids or bases. • List the properties of acids and bases after performing the Activities • Compare the properties of acids and bases	Application and Analysis Understanding •Evaluate and inference •Collaborating Learning •Critical thinking •Problem solving • Science magazines, • Modeling materials, • Peer teaching, • Interactive white boards, laboratory equipment	• Concept Map • Note Book • Quiz, Class Test • class discussions • think-pair-share • homework • rubric for Song	• Demonstration cum lecture method • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration	• Project-Based Learning • Art • English

MAY	**16**	**CH -2 ACIDS, BASES AND SALTS (CONT)** **PRACTICALS** **To study the strength of acid and bases using pH Scale**	The students will be able to: •Correlate the pH to acidic, basic or neutral substances. Test the pH values of solutions • Classify the substances into acids & bases by noting the color of pH Paper • Discuss the importance of pH in everyday life • Identify the parent acid and base from which the salt is formed • Tabulate the salts into their families	• Environmental awareness • decision making • Understanding •Evaluate and inference •Collaborating Learning •Critical thinking •Problem solving • Textbooks, • laboratory equipment, • online platforms, science kit, articles	• Concept Map • Note Book • Quiz, Class Test • class discussions • think-pair-share • homework • rubric for Song	• Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching • Storytelling and Analogies • Collaborative Learning • Differentiated Instruction,	• Hands-On Activities • Cross-Curricular Connections • Real-World Connections • Art

JULY	**23**	**CH -3 METALS AND NON METALS** **PRACTICALS :** **To Observe the action of Zn, Fe, Cu and Al metals on the corresponding salt solutions and arrange them in increasing order of reactivity.**	The students will be able to: •Demonstrate properties of metals and non-metals • Compare properties of both metals and non-metals • Identify metals and non-metals from the given samples • Tabulate the reactivity series of metals • Arrange metals into ascending and descending order of reactivity •Predict the occurrence of various reactions •Perform experiments on various reactions •Illustrate electronic configuration of elements •Correlate valency and type of bond formed • Draw schematic diagrams for ionic compounds •Demonstrate properties of ionic compounds	• Understanding •Evaluate and inference •Collaborating Learning •Critical thinking •Problem solving • Textbooks, • laboratory equipment, • online platforms, • science kit, • articles, collaborative activities	• Quizzes and test • Lab reports • Projects • Oral presentation • Observation • Concept map	• Storytelling and Analogies • Collaborative Learning • Differentiated Instruction, • Assessment for Learning • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching	• Hands-On Activities • Cross-Curricular Connections • Art • Literacy integration

AUGUST	**20**	**CH -3 METALS AND NON METALS (CONT)**	The students will be able to: • Compare minerals and ores • Identify various steps in the extraction of metals • Choose different separating techniques for the ores •Apply conceptual and experimental knowledge of metals in daily life •Demonstrate the activity performed to show corrosion •Identify the factors responsible for corrosion •Relate the metal to the coating Formed i.e corrosion. •Propose various methods to prevent corrosion	• Understanding •Evaluate and inference •Collaborating Learning •Critical thinking •Problem solving • Textbooks, • laboratory equipment, • online platforms, • science kit, • articles, collaborative activities	• Quizzes and tests • Lab reports • Projects • Oral presentation • Observation • Concept map	• Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration • Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching	• Literacy Integration, • Inquiry-Based Learning • Hands-On Activities • Cross-Curricular Connections

SEPTEMBER	**21**	**CH -4 CARBON AND ITS COMPOUNDS.** **PRACTICALS:** **To study the characteristic properties of acetic acid.**	The students will be able to: • Identify the name of the homologous series • Select the compound and identify the functional group •List the properties of alcohols and carboxylic acids • Compare the properties of alcohols and carboxylic acids Realize the effect of alcohols on living beings	• Understanding •Evaluate and inference •Collaborating Learning • Science magazines, • Modeling materials, • Peer teaching, • Interactive white boards, Laboratory equipment	• Quizzes and tests • Lab reports • Projects • Oral presentation • Observation • Concept map	• Guided Discussion • Activity based teaching • Problem solving based learning • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration	• Hands-On Activities • Cross-Curricular Connections • Real-World Connections

OCTOBER	**14**	**CH -4 CARBON AND ITS COMPOUNDS. (CONT)** **PRACTICAL: Study of comparative cleansing capacity of sample of soap in hard and soft water**	The students will be able to: • Understand the cleansing action of soap • Draw the structure of micelle • Compare hard and soft water • Realize the excessive use of soaps and detergents leads to water pollution • Demonstrate activities for the preparation of soap and for identifying the salts which cause hardness in water	• Understanding •Evaluate and inference •Collaborating • Learning • Science magazines, • Modeling materials, • Peer teaching, • Interactive white boards, Laboratory equipment	• Quizzes and tests • Lab reports • Projects • Oral presentation • Observation • Concept map	• Guided Discussion • Activity based teaching • Problem solving based learning • Hands-on Experiments • Inquiry-Based Learning • Project-Based Learning • Technology Integration	• Hands-On Activities • Cross-Curricular Connections • Real-World Connections

NOVEMBER	**19**	**REVISION**					
DECEMBER	**19**	**REVISION**	The students will be able to: • Recapitulate their learning. • Produce their learning in the form of written and oral assessment. • Reflect upon their interpretation skills. • Reflect upon their writing and learning skills.	• Reflective thinking. •Collaborating Learning •Critical thinking •Problem solving		• Guided Discussion. • Problem solving based learning • Peer • Teaching • Smart Board Content • Links from you tube. • , Hand on experiment	
JANUARY	**14**	**REVISION**					
FEBRUARY	**20**	**REVISION**					
MARCH	**18**	**FINAL EXAMS**					

SCIENCE (BIOLOGY)

MONTH	NO. OF WORKING DAYS	COURSE CONTENT	LEARNING OUTCOME	SKILL/ RESOURCES	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	INTER - DISCIPLINARY
APRIL	19	**CH - 15 OUR ENVIRONMENT** PRACTICAL: To prepare a temporary mount of leaf peel to show its stomata	The students will be able to: ● develop the definition of ecosystem & study the components. ● classify ecosystems into various types on the basis of their nature and size. ● correlate the importance of biotic and abiotic components in all ecosystem ● develop the definition of food chain and trophic level ● construct the food chain with different trophic levels ● establish nutritional relationships among organisms ● determine features of food chain ● calculate the amount of energy transferred among various trophic levels in a food chain ● construct food web formed by interlinking of food chain	● Concept Map ● Notebook ● Quiz, Class Test ● Class discussions ● think-pairshare ● homework ● rubrics for activities	● Understanding, Synthesis ● Analysis, Comprehension ● Application, Understanding ● Understanding, Synthesis ● Synthesis, Analysis ● Analysis, Comprehension ● Comprehension	• Demonstration cum lecture method • Guided Discussion • Activitybased teaching • Problem solving based learning • Peer teaching	• Literacy Integration, • Inquiry-Based Learning • Hands-On Activities • Cross-Curricular Connections (Social Science, Mathematics, English, Technology and Art) • Real-World Connections

			● Compare biodegradable and nonbiodegradable wastes. ● analyze and discover the reason of ozone layer depletion and measures to avoid it. ● interpret the harmful effects of ozone depletion. ● justify and circulate awareness amongst themselves & society for protection of ozone layer. ● sensitize for planting of more trees which provides huge amount of oxygen in the atmosphere.				
MAY	16	**CH – 6 LIFE PROCESSES** **PRACTICAL:** To prepare a temporary mount of leaf peel to show its stomata	**TOPIC: NUTRITION** The students will be able to: ● develop the concept of life processes ● arrive at the meaning of autotrophic nutrition (photosynthesis) ● compare and contrast the steps of opening and closing of stomata ● identify the type of heterotrophic nutrition in living organisms on the basis of their features ● evolve the meaning & function of enzyme ● arrange/sequentially all the steps of digestion of food in human ● draw labelled diagram of human digestive system	● Concept Map ● Notebook ● Quiz, Class Test ● Class discussions ● think-pair-share ● homework ● rubrics for activities	● Understanding Synthesis ● Analysis ● Comprehension, Application, Problem solving ● Application Analysis ● Comprehension Analysis ● Comprehension Analysis, Synthesis ● Application	●Demonstration cum lecture method ●Guided Discussion ●Activity based teaching ●Problem solving based learning ●Peer teaching	• Literacy Integration, • Inquiry-Based Learning • Hands-On Activities • Cross-Curricular Connections • Real-World Connections • Integration of subjects: Social Science, Mathematics, English, Technology and Art

			TOPIC: RESPIRATION ● interpret the significance of various pathways of glucose catabolism. ● Unify the concept of glucose catabolism – ● investigate about the gas released during exhalation ● draw and identify the parts of respiratory system	● Concept Map ● Notebook ● Quiz, Class Test ● Class discussions ● think-pairshare ● homework ● rubrics for activities	●Artistic skills creative thinking ●Application, Analysis ●Synthesis, Application, problem solving ●Artistic Skill, Application	● Demonstration cum lecture method ● Guided Discussion ● Activity based teaching ● Problem solving based learning ● Peer teaching	● Literacy Integration, ● Inquiry-Based Learning ● Hands-On Activities ● Cross-Curricular Connections ● Real-World Connections

		PRACTICAL : To show that carbon dioxide is given out during respiration. (co ntd.)	**TOPIC: TRANSPORTATION** The students will be able to: • identify the components of transport system in humans • mark the direction of blood flow in human heart • conceptualize the path of circulation through flow chart • compare and contrast structure and function of vein and artery • draw and identify the parts of human heart • emphasize on the importance of lymphatic system • discover the mechanism of transport of water in plants.	• Concept Map • Notebook • Quiz, Class Test • Class discussions • think-pair-share • homework	•Evaluation, coordination •Creative thinking •Environmental awareness		
July	23	**CH – 6 LIFE PROCESSES** **CH – 7 CONTROL AND COORDINATION**	**TOPIC: EXCRETION** The students will be able to: • identify various waste products • understand the importance of filtration and removal of liquid waste (urine) through kidney • draw the detailed structure of nephron • find out the waste products of plants & mechanism of their removal • discover the impact of less intake of water on excretory **CONTROL AND COORDINATION** The students will be able to: • develop the meaning of stimulus and its corresponding response and sensory receptors • Identify nerve cell and its functions • construct the sequential mechanism of transmitting nerve impulses from one part of the body to another • draw and label the structure of a nerve cell • investigate and list impact of stimulus that	• Concept Map • Notebook • Quiz, Class Test • Class discussions • think-pairshare • homework • rubrics for • activities	• Understanding • Synthesis • Analysis • Comprehension, Application, Problem solving • Application Analysis • Comprehension Analysis • Comprehension Analysis, Synthesis • Application	• Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching Demonstration cum lecture method	• Literacy Integration, • Inquiry-Based Learning • Hands-On Activities • Cross-Curricular Connections • Real-World Connections • Integration of subjects: Social Science, Mathematics, English, Technology and Art

			creates reflex action • construct a reflex arc in response to a stimulus • tabulate the structure & function of each part of human brain • analyse the diagram of human brain and relate the different parts of brain with their functions • identify the structure of spinal cord & explain its function • compare the spinal nerve and cranial nerve on the basis of origin and function	● Concept Map ● Notebook ● Quiz, Class Test ● Class discussions ● think-pairshare ● homework ● rubrics for activities			
AUGUST	20	**CH – 7 CONTROL AND COORDINATION (CONTD)**	The students will be able to: ● interpret the need of chemical coordination ● locate the position of endocrine glands in human body ● correlate the functions of different hormones as means of information transmission in human body ● interpret the significance of feedback mechanism ● discover the effect of stimuli on plant growth and movement ● differentiate between Nastic movement and tropic movement ● develop the concept of phytohormones ● analyze the effect of concentration of different plant hormones on growth of root / shoot, flowering, ageing etc. ● investigate the importance of coordination of different endocrine glands and their secretion in performing various functions related to growth, metabolism & movements.	● Concept Map ● Notebook ● Quiz, Class Test ● Class discussions ● think-pairshare ● homework ● rubrics for activities	● Understanding, Synthesis ● Application, Comprehension ● Synthesis, Application ● Application, Artistic Skill ● Analysis, Comprehension ● Synthesis, Application ● Application, Synthesis ● Analysis, Application, Critical Thinking ● Application, Comprehension	• Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching Demonstration cum lecture method	• Literacy Integration, • Inquiry-Based Learning • Hands-On Activities • Cross-Curricular Connections • Real-World Connections • Integration of subjects: Social Science, Mathematics, English, Technology and Art

SEPTEMBER	21	**CH – 8 HOW DO ORGANISMS REPRODUCE?** **PRACTICAL:** To study binary fission in Amoeba and budding in yeast with the help of permanent slides.	The students will be able to: ● explore the formation and passage of DNA to progeny from parent cells ● explain the significance of variation in the survival of species ● conceptualize the various modes of reproduction used by unicellular organisms ● observe the formation of two daughter cells from a single parent cell (through slide) ● observe & relate the small outgrowths developing from yeast cell with the mode of reproduction ● draw and describe differenttypes of asexual reproduction	• Comprehension • Analysis • Application, • Analysis • Knowledge,			

OCTOBER	14				● Understanding ● Analysis, Application Problem Solving ● Critical thinking ● Synthesis, Problem solving ● Application, Problem solving ● Evaluation, Analysis Critical thinking ● Synthesis, Analysis Application Gender sensitization, Critical Thinking	• Guided Discussion • Activity based teaching • Problem solving based learning • Peer teaching Demonstration cum lecture method • Guided Discussion Activity based teaching • Problem solving based learning • Peer teaching Demonstration cum lecture method	• Literacy Integration, • Inquiry-Based Learning • Hands-On Activities • Cross-Curricular Connections • Real-World Connections • Integration of subjects: Social Science, Mathematics, English, Technology and Art • Literacy Integration, • Inquiry-Based Learning • Hands-On Activities • Cross-Curricular Connections • Real-World Connections • Integration of subjects: Social Science, Mathematics, English, Technology and

							Art

NOVEMBER	19	REVISION		The students will be able to: •Recapitulate their learning. •Produce their learning in the form of written and oral assessment. • Reflect upon their interpretation skills.		Peer teaching Smart Board Content Links from you tube. Hands on experiment	
DECEMBER	**19**	**REVISION**					
JANURAY	**14**	**REVISION**					

FEBRUARY	**20**	**FINALEXAMS**					
MARCH	**18**	**FINAL EXAMS**					

SOCIAL SCIENCE

MONTH	TOPIC / SUBTOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATERGIES	RESOURCES	INTERDISIPLINARY
MARCH	History: The Age of Industrialisation	· Examine economic, political, social features of Pre and Post Industrialization. · Analyse the impact of Industrialisation in the colonies with specific focus on India.	• Concept map • Notebook • Collage making activity • class test • Quiz	• Guided Discussion, • Problem solving, • Peer teaching, • Digital content, • Quiz	• Videos • Embibe class room app, • Smart board	• Economics • English • Hindi • Art
	History: The Rise of Nationalism in Europe	· Examine the impact of the French Revolution on the European countries in the making of the Nation state. · Explore the nature of the diverse social movements of the time. (1830-1848) · Examine the ways by which the idea of nationalism emerged and led to the formation of nation states. · Comprehend how the World War I was triggered by the	• Participation in role play. • Rubrics for debate • Project work	• Induction method, • Guided Discussion, • Problem solving, • Peer teaching, • Digital content, • Quiz	• Videos, • Embibe class room app, • Smart board, • Map work showing Extent of Nationalism in Europe	• Art • English • Philosophy

	Geography: Resource and Development Economics Ch1:Development	scramble for colonies in the Balkan states • Enumerates how the resources are interdependent, justify how planning is essential judicious utilization of resources and the need to develop them in India • Infers the rationale for development of resources • Analyse and evaluate data and information related to nonoptimal land, utilization in India. • What Development Promises - Different People, Different Goals • Income and Other Goals • National Development • How to compare different countries or states? • Income and other criteria • Public Facilities • Sustainability of Development	• Resource mapping • Notebook • Digital poster making • Class test • Quiz	• Guided Discussion, • Problem solving, • Peer teaching, • Digital content • Quiz	• Videos, • Embibe class room app, • Smart board, • Map work • Multiple websites for research work	• Science • Geology • English • Art Integration
APRIL	History: Nationalism in India	·Explore various facets of Nationalistic movements that ushered in the sense of	• Map work • class test • Collage of Types of media	• Induction method, • Guided	• Videos, • Embibe class room app,	• Art • English • Hind

		Collective Belonging · Discuss the impact of the first world war on triggering two defining movements (Khilafat & Non-cooperation Movement) in India. · Assess/ appraise the role of Mahatma Gandhi and other leaders in the two movements (NCM & CDM)	• Rubrics for Debate • Diagrams	Discussion, • Problem solving, • Peer teaching, • Digital content, • Quiz	• Smart board,	• Maths
	Civics: POWER SHARING	· Examines and comprehends how democracies handle demands and need for power sharing. · Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing	• Rubrics for Debate • class test • quiz	• Guided Discussion, • Problem solving, • Peer teaching, • Digital content, • Quiz	• Videos, • Embibe class room app, • Smart board, newspapers	
	Geography: Geography: Resource and Development (Continued) Economics Ch1:Development	• Appraise and infer the need to conserve all resources available in India suggest remedial measures for optimal utilization of underutilized resources	• Map work • Class test • Concept Map	• Collaboration • Problem Solving	• Videos, • Embibe class room app, • Smart board,	• Science • Geology • English • Art Integration

					• Newspaper articles	
MAY	Civics: FEDERALISM	· Comprehend the theory and Practice of Federalism in India . · Analyse the policies and politics that has strengthened federalism in practice.	• Class test • Class discussion • Poster making • Debate	• Guided Discussion, • Problem solving, • Peer teaching, • Digital content, • Quiz	• Videos, • Embibe class room app, • Smart board,newspapers	• English • Hindi • Art
	Civics: Gender, Religion and Caste	· Examines the role and differences of Gender, religion and Caste in practicing Democracy in India. · Analyses the different expressions based on these differences are healthy or otherwise in a democracy	• Diagrams • Poster on water conservation • Group coordination • Class discussion • Class test • Notebook assessment	• Guided Discussion, • Problem solving, • Peer teaching, • Digital content, • Quiz	• Videos • ,Embibe class room app, • Smart board	• Economics • English • Hindi • Art • Sociology • Physcology
	Geography: Forest and Wildlife Resources Economics Ch1:Development (Continued)	• Enumerate how conservation of forests and wildlife are interdependent in nature and in maintain the ecology of India. • Analyse and infer how some of the	• Group coordination • Class test • Notebook assessment • Data Interpretation	• Role Play • Flipped Learning • Problem solving, • Peer teaching, • Digital content,	• Videos, • Embibe class room app, • Smart board, • Newspapers articles	• Science • Sociology • Dramatics • Art Integration • Data Interpretati

		developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests. • Summarizes the reasons for conservation of biodiversity in India under sustainable development.		• Quiz		on (Mathematics)
JULY	Geography: Water Resources Economics: Sectors of the Indian Economy	• Enumerate why the water resource of India to be conserved. • Summarize the roles of Multipurpose projects supporting the water requirement of India. • Identify major employment generating sectors. • Reason out the government investment in different sectors of economy.	• Class Test • Awareness Campaign (Hashtag Making) • Poster Making • Quiz	• Flipped learning • Survey method • Peer teaching • Group learning • Research work	• Smart board • Embibe classroom app • Newspaper articles	• Science • Art Integration • Sociology • Anthropology • English • Hindi
AUGUST	Civics: Political Parties	· Examine the role, purpose and no. of Political Parties in Democracy · Evaluates the contributions made by national and regional political parties in making or otherwise of	• Diagrams • Poster on water conservation • Group coordination • Class discussion • Class test • Notebook	• Guided Discussion, • Problem solving, • Peer teaching, • Digital content,	• Videos • Embibe class room app, • Smart board	• English • Hindi • Art

		Indian democracy.	assessment	• Quiz		
	History: Print culture and the Modern World.	· Examine the development of Print from its beginnings in East Asia to its expansion in Europe and India · Analyse the impact of the spread of technology and consider how social life and culture changed with coming of print	• Concept map • Map work • Project work • Class test • Quiz	• Guided Discussion, • Problem solving, • Peer teaching, • Digital content, • Quiz	• Videos, • Embibe class room app, • Smart board, • Map work	• English • Hindi • Art
	Geography: Agriculture Economics: Sectors of the Indian Economy (Continued)	• Enumerate how agriculture plays a contributory role in Indian economy • Analyses and infers the challenges faced by the farming community in India • Identifies and summarizes various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the	• Class Test • Comparatives • Poster Making • Quiz	• Art Integration • Brainstorming • Mind map • Quiz	• Videos, • Embibe class room app, • Smart board, • Map work	• Science • Art Integration • Mathematics • English

		environment				
SEPTEMBER	The Making of a Global World Sub topic 1 The pre modern world Sub topic 2 19th century 1815 - 1914 Sub topic 3 - The inter- war economy Sub topic 4 Rebuilding of world economy: the post war era. Outcomes of Democracy	· Explore various aspects of how the world changed profoundly in the 19th century in terms of Economic, Political, Social, Cultural and technological areas. · Analyse the destructive impact of colonialism on the economy and the livelihoods of colonised people. · Comprehends the expected and actual outcomes of democracy in view of quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. · Analyses the reasons behind gap that occurs in conversion of expected outcomes into actual outcomes of democracy in various respects: quality of	• Concept map • Map work • Project work • Class test • Quiz • Diagrams • Poster on water conservation • Group coordination • Class discussion • Class test • Notebook assessment	• Guided Discussion, • Problem solving, • Peer teaching, • Digital content, • Quiz • Guided Discussion, • Problem solving, • Peer teaching, • Digital content, • Quiz	• Videos, • Embibe class room app, • Smart board, • Map work • Videos • ,Embibe class room app, • Smart board	• English • Hindi • Art • Economics • English • Hindi • Art • Sociology • Psychology

	Geography: Minerals and Energy Resources Economics :Money & Credit	government, economic wellbeing, inequality, social differences and conflict and finally freedom and dignity • Analyses and infers how different types of minerals are formed, where they are found, their uses, importance for human life and the economy • Infers the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources • Differentiates between the conventional and nonconventional sources of energy Understand the role of financial institutions from the point of view of day-to- day life	• Class Test • Notebook Assessment • Poster Making • Quiz • Class Test	• Kinaesthetic learning (Cookie mining activity) • Collaborative learning • Problem solving	• Videos, • Embibe class room app, • Smart board, • Map work	• Science • Art Integration • Mathematics • English • Economics • History
OCTOBER	Geography: Manufacturing Industries	• Differentiates between various types of manufacturing industries based on their input materials, processes, and end	• Class Test • Notebook Assessment • Concept Map • Quiz	• Flipped learning • Peer teaching • Group learning	• Videos, • Embibe class room app, • Smart board, • Map work	• Art Integration • Mathematics • English

	Economics:Globalisation	products, and analyse their significance in the Indian economy. • Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. • Infers the relation between availability of raw material and location of the industry What is Globalisation and its impact.	• Class Test	• Research work • Inter-disciplinary linkages		• Economics
PT 1	HISTORY – AGE OF INDUSTRIALIZATION CIVICS – POWER SHARING GEOGRAPHY- RESOURCE AND DEVELOPMENT (excluding Soil as a Resource and Soil Classification) Economics:Development					

MID TERM	HISTORY – NATIONALISM IN INDIA NATIONALISM IN EUROPE CIVICS - POWER SHARING FEDERALISM GEOGRAPHY-RESOURCE AND DEVELOPMENT FOREST AND WILDLIFE RESOURCES Economics:Development & Sectors of Indian Economy
PT 2	HISTORY – PRINT CULTURE AND THE MODERN WORLD CIVICS – GENDER, RELIGION AND CASTE GEOGRAPHY-WATER RESOURCES Economics:Money and Credit

PRE BOARD I	HISTORY – NATIONALISNM IN INDIA NATIONALISM IN EUROPE PRINT CULTURE AND THE MODERN WORLD THE MAKING OF GLOBAL WORLD CIVICS – POWER SHARING FEDERALISM GENDER, RELIGION AND CASTE POLITICAL PARTIES OUTCOMES 0F DEMOCRACY GEOGRAPHY- RESOURCE AND DEVELOPMENT FOREST AND WILDLIFE RESOURCES

	WATER RESOURCES AGRICULTURE MINERAL AND ENERGY RESOURCES MANUFACTURING INDUSTRIES Economics-Full Syllabus
PT 3	HISTORY – THE MAKING OF GLOBAL WORLD CIVICS – OUTCOMES OF DEMOCRACY GEOGRAPHY-AGRICULTURE Economics-Globalisation

कक्षा - दसवीं (2025-2026)

विषय - हिंदी (Code 085)

शिक्षण उद्देश्य:

1. विद्यार्थियों में स्वतंत्र चिंतन की क्षमता तथा कल्पना शक्ति का विकास करना।
2. गद्य की भिन्न-भिन्न विधाओं के भाषिक प्रयोगों तथा अन्य भाषिक क्रियाओं द्वारा भाषा संबंधी विशेषताओं का विकास करना।
3. भाषा अभिव्यक्ति, संवाद और लेखन में शुद्धता के साथ-साथ प्रभाव और कल्पना शक्ति बढ़ाना।
4. स्वयं के विचारों को आत्मविश्वास व स्पष्टता से प्रस्तुत करना।
5. मानवीय मूल्यों का विकास करना।

पाठ्यपुस्तकें: स्पर्श (भाग-२) - एनo सीo आरo टीo
संचयन (भाग-२) - एनo सीo आरo टीo
व्याकरण कुंज - पी. पी. पब्लिकेशन

माह/ कार्य दिवस संख्या	**विषय वस्तु**	**अधिगम उद्देश्य** **Learning Outcomes**	**मूल्यांकन उपकरण** **Assessment tools**	**शिक्षण अधिगम युक्तियाँ** **Teaching learning strategies**	**संसाधन** **Resources**	**अंतर्विषयी** **Inter Disciplinary**
अप्रैल 19	**स्पर्श(भाग-२)** • बड़े भाई साहब डायरी का एक पन्ना • पद(मीरा) • साखी(कबीर) **व्याकरण** मुहावरे, समास (तत्पुरुष, द्विगु) **लेखन** विज्ञापन लेखन	छात्रों को समय के प्रबंधन व व्यवहार कुशलता के प्रति जागरूक करना। सखियों के माध्यम से नैतिक मूल्यों का ज्ञान व जीवन के व्यावहारिक प्रयोग पर बल दिया जाएगा। मीराबाई के अनन्य और एकनिष्ठ प्रेम व समर्पण भाव की भक्ति से अवगत करवाना। मुहावरों का वाक्यों में प्रयोग कर सकेंगे।	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी 3.कक्षा परीक्षा 4.कक्षा चर्चा 5.विभिन्न गतिविधियाँ 6.परियोजना कार्य 7.कक्षाकार्य 8.गृह कार्य 9.अवकाश कार्य	1. इंटरनेट द्वारा प्राप्त सामग्री 2. शब्दकोश 3. सहायक पुस्तकें 4 दृश्य - श्रव्य माध्यम 5. कहानी वाचन 6. कविता वाचन 7. बुद्धि परीक्षण 8. कक्षा परीक्षण 9. गतिविधियाँ 10. परियोजना कार्य	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी पत्र 3. कक्षीय उपकरण 4. विषय से संबंधित अन्य पुस्तकें 5. पी.पी.टी 6.वीडियो 7.समाचार पत्र व पत्रिकाएँ 8. स्मार्ट बोर्ड	शारीरिक स्वास्थ्य व शिक्षा, चित्रकला,

				11. स्मृति मापन		
मई / 16	**स्पर्श(भाग-२)** • ततॉंरा वामीरो कथा **व्याकरण** - * पदबंध, • समास (कर्मधारय, बहुव्रीहि, अव्ययीभाव, द्वंद्व समास) **लेखन** • अनुच्छेद लेखन • सूचना लेखन • ई -मेल लेखन	विभिन्न संस्कृतियों व उनके रीतिरिवाजों की जानकारी प्रदान करना। समास के विभिन्न भेदों की जानकारी प्रदान करना। भाषा कौशलों का विकास करना।	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी 3.कक्षा परीक्षा 4.कक्षा चर्चा 5.विभिन्न गतिविधियाँ 6.परियोजना कार्य 7.कक्षाकार्य 8.गृह कार्य 9.अवकाश कार्य	1. इंटरनेट द्वारा प्राप्त सामग्री 2. शब्दकोश 3. सहायक पुस्तकें .4 दृश्य - श्रव्य माध्यम 5. कहानी वाचन 6. कविता वाचन 7. बुद्धि परीक्षण 8. कक्षा परीक्षण 9. गतिविधियाँ 10. परियोजना कार्य 11. स्मृति मापन	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी पत्र 3. कक्षीय उपकरण 4. विषय से संबंधित अन्य पुस्तकें 5. पी.पी.टी 6.वीडियो 7.समाचार पत्र व पत्रिकाएँ 8. स्मार्ट बोर्ड	सामाजिक ज्ञान , कला , रंगमंच संस्कृत
जुलाई / **23**	**स्पर्श (भाग-२)** • हरिहर काका • पर्वत प्रदेश में पावस • तीसरी कसम के शिल्पकार : शैलेंद्र	ग्रामीण जीवन के समाज में व्याप्त जीवन के जटिलता और सामाजिक संवेदनहीनता से अवगत करवाना। प्रकृति में उपस्थित विभिन्न प्राकृतिक उपादानों के प्रति प्रेम उत्पन्न करना।	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी 3.कक्षा परीक्षा 4.कक्षा चर्चा 5.विभिन्न गतिविधियाँ 6.परियोजना	1. इंटरनेट द्वारा प्राप्त सामग्री 2. शब्दकोश 3. सहायक पुस्तकें .4 दृश्य - श्रव्य माध्यम 5. कहानी वाचन 6. कविता वाचन	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी पत्र 3. कक्षीय उपकरण 4. विषय से संबंधित अन्य पुस्तकें	नृत्य, सामाजिक ज्ञान, संगीत कला , रंगमंच

	व्याकरण - * पदबंध, *वाक्य रूपांतरण (रचना के आधार पर) **लेखन** • सूचना लेखन • अनुच्छेद लेखन • अपठित गद्यांश	व्याकरण के नियमों व सूचना लेखन के नियमों की जानकारी प्रदान करना।	कार्य 7.कक्षाकार्य 8.गृह कार्य 9.अवकाश कार्य	7. बुद्धि परीक्षण 8. कक्षा परीक्षण 9. गतिविधियाँ 10. परियोजना कार्य 11. स्मृति मापन	5. पी.पी.टी 6.वीडियो 7.समाचार पत्र व पत्रिकाएँ 8. स्मार्ट बोर्ड	
अगस्त / 20	**स्पर्श (भाग-२)** • अब कहाँ दूसरे के दुख में दुखी होने वाले * मनुष्यता , * तोप **संचयन** • सपनों के से दिन **लेखन** • औपचारिक पत्र • लघुकथा लेखन • ई -मेल लेखन	पशु पक्षी व वन्य संरक्षण के प्रति जागरूकता उत्पन्न करना। देश प्रेम , मानवमात्र से प्रेम व दूसरों के हित को सर्वोपरि मानने की भावना का संचार करना। औपचारिक पत्र के प्रारूप का ज्ञान और भावाभिव्यक्ति से परिचित करवाना। कहानी लेखन में सक्षम करना।	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी 3.कक्षा परीक्षा 4.कक्षा चर्चा 5.विभिन्न गतिविधियाँ 6.परियोजना कार्य 7.कक्षाकार्य 8.गृह कार्य 9.अवकाश कार्य	1. इंटरनेट द्वारा प्राप्त सामग्री 2. शब्दकोश 3. सहायक पुस्तकें .4 दृश्य - श्रव्य माध्यम 5. कहानी वाचन 6. कविता वाचन 7. बुद्धि परीक्षण 8. कक्षा परीक्षण 9. गतिविधियाँ 10. परियोजना कार्य 11. स्मृति मापन	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी पत्र 3. कक्षीय उपकरण 4. विषय से संबंधित अन्य पुस्तकें 5. पी.पी.टी 6.वीडियो 7.समाचार पत्र व पत्रिकाएँ 8. स्मार्ट बोर्ड	सामाजिक ज्ञान, रंगमंच

सितंबर / 21	**स्पर्श (भाग-२)** पतझर में टूटी पत्तियाँ- गिन्नी का सोना • कर चले हम फ़िदा • आत्मत्राण **संचयन** टोपी शुक्ला **व्याकरण** • वाक्य रूपांतरण (रचना के आधार पर)	सैनिक के माध्यम से छात्रों को देश की सुरक्षा के लिए अपना बलिदान देने से पीछे न हटने के लिए प्रेरित करना। पारस्परिक निश्छल प्रेम से अवगत करना। अपने प्रतिदिन के अनुभवों को लिखने के लिए प्रेरित करना। व्याकरण के नियमों की जानकारी प्रदान करना।	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी 3.कक्षा परीक्षा 4.कक्षा चर्चा 5.विभिन्न गतिविधियाँ 6.परियोजना कार्य 7.कक्षाकार्य 8.गृह कार्य 9.अवकाश कार्य	1. इंटरनेट द्वारा प्राप्त सामग्री 2. शब्दकोश 3. सहायक पुस्तकें 4. दृश्य - श्रव्य माध्यम 5. कहानी वाचन 6. कविता वाचन 7. बुद्धि परीक्षण 8. कक्षा परीक्षण 9. गतिविधियाँ 10. परियोजना कार्य 11. स्मृति मापन	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी पत्र 3. कक्षीय उपकरण 4. विषय से संबंधित अन्य पुस्तकें 5. पी.पी.टी 6.वीडियो 7.समाचार पत्र व पत्रिकाएँ 8. स्मार्ट बोर्ड	विज्ञान सामाजिक ज्ञान, संगीत कला , रंगमंच शारीरिक स्वास्थ्य व शिक्षा,
अक्तूबर / 14	**स्पर्श (भाग-२)** • पतझर में टूटी पत्तियाँ- झेन की देन • कारतूस	वर्तमान समय में तनाव मुक्त रहने की कला व जापानियों की जीवन जीने की कला से परिचित करना। इतिहास की	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी 3.कक्षा परीक्षा	1. इंटरनेट द्वारा प्राप्त सामग्री 2. शब्दकोश 3. सहायक पुस्तकें .4 दृश्य - श्रव्य	1.पाठ्य पुस्तकें 2.प्रश्नोत्तरी पत्र 3. कक्षीय	सामाजिक ज्ञान, संगीत

	लेखन • औपचारिक पत्र ई -मेल लेखन	महत्वपूर्ण घटना से परिचित करना व देश प्रेम की भावना उत्पन्न करना।	4.कक्षा चर्चा 5.विभिन्न गतिविधियाँ 6.परियोजना कार्य 7.कक्षाकार्य 8.गृह कार्य 9.अवकाश कार्य	माध्यम 5. कहानी वाचन 6. कविता वाचन 7. बुद्धि परीक्षण 8. कक्षा परीक्षण 9. गतिविधियाँ 10. परियोजना कार्य 11. स्मृति मापन	उपकरण 4. विषय से संबंधित अन्य पुस्तकें 5. पी.पी.टी 6.वीडियो 7.समाचार पत्र व पत्रिकाएँ 8. स्मार्ट बोर्ड	
	माह - नवम्बर - पाठ्यक्रम पुनरावृति			**दिसंबर से फरवरी -** अभ्यास प्रश्न पत्र		

संस्कृतम् (सम्प्रेषणात्मकम्)
(कक्षा-दशमी)

अधिगम-उद्देश्य

1.संस्कृत के माध्यम से छात्रों को भारतीय संस्कृति की सम्यक जानकारी प्राप्त करने योग्य बनाना |
2. संस्कृत भाषा के शुद्ध उच्चारण पर बल देना |
3. नैतिक मूल्यों एवं अनुशासन आदि भावों का विकास करना |
4. विद्यार्थियों में संस्कृत लिखने ,पढने व समझने के लिए रूचि उत्पन्न करना |

पाठ्यपुस्तकानि

1. 'मणिका' - द्वितीयो भागः
2. 'मणिका' - अभ्यासपुस्तकम् -2

मासा:	कार्य-दिवसा:	विषय-वस्तु:	शिक्षणोद्देश्य:	कौशल	शिक्षण-युक्तियाँ
अप्रैल	21	पाठ-१ वाङ्मयं तपः पाठ-२ नास्ति त्यागसमं सुखम् व्याकरण – > अपठित-अवबोधनम् > चित्रवर्णनम् > सम्वादपूर्तिः / कथापूर्तिः > अनुच्छेदः, > संधिकार्यम् – ➢ **स्वरसन्धिः** (वृद्धि, यण , अयादि , पूर्वरूपम्) ➢ **व्यञ्जन सन्धिः** (परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः) , तुगागमः , वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्) ➢ **विसर्ग सन्धि** :- (विसर्गस्य उत्वम्,रत्वम्,विसर्गलोपः , विसर्गस्य स्थाने स् ,श् ,ष्)	> नीतिपरक श्लोकों का वाचन करना एवं उनमें निहित ज्ञान को आत्मसात् करना। > छात्रों में त्याग की भावना को विकसित करना एवं प्राचीन भारतीय मूल्यों से परिचय करवाना। > छात्रों को बौद्धिक बल के महत्व से परिचित करवाना एवं बुद्धिबल से सफलता प्राप्त करना > छात्रों को सन्धि-प्रयोग में निपुण बनाना	> कल्पनाशीलता > विश्लेषणात्मकता > आत्मचिंतन > भावात्मकता	> उदाहरण विधि > सामान्य ज्ञान से विशेष ज्ञान की ओर > दृश्य-श्रव्य सामग्री द्वारा शिक्षण

मई	16	व्याकरण – ➢ पत्रलेखनम् (अनौपचारिकम्) ➢ समास: - वाक्येषु समस्तपदानां विग्रह: विग्रहपदानां च समास: > तत्पुरुष:-विभक्ति:, नञ् , उपपदः > अव्ययीभाव:(अनु,उप,सह,निर ,प्रति,यथा) , > द्वन्द्व: > सम्वादपूर्तिः / कथापूर्तिः	> छात्रों के वाचन एवं पठन कौशल का विकास होगा > छात्रों को समास के प्रयोग में निपुण बनाना	> सृजनात्मकता > काठिन्य-निवारण > कल्पनाशीलता	> प्रत्यक्ष विधि > व्याख्यान विधि > आगमन एवं निगमन विधि > दृश्य-श्रव्य सामग्री द्वारा शिक्षण
जुलाई	25	पाठ-३ रमणीया हि सृष्टिः एषा पाठ-४ अज्ञा गुरूणां हि अविचारणीया व्याकरण – > अपठित-अवबोधनम्, > अनुच्छेद: रचनात्मक कार्यम्- > चित्रवर्णनम् , > सम्वादपूर्तिः / कथापूर्तिः > पत्र-लेखनम् (औपचारिकम्) > प्रत्यया: - ➢ कृत्प्रत्ययौ - (तव्यत्, अनीयर्) ➢ तद्धिता: (मतुप् ,ठक्,,त्व,तल्) ➢ स्त्रीप्रत्ययौ (टाप् , ङीप्) > वाच्यपरिवर्तनम् - (केवलं लट् लकारे) – कर्तृ-कर्म-क्रिया	> छात्रों को अवगत कराना कि प्रकृति सभी प्राणियों के लिए समान रूप से है अतः सभी को परस्पर सौहार्दपूर्ण होकर प्रकृति में सन्तुलन स्थापित करना चाहिए। > छात्रों को गुरु-आज्ञा का महत्व समझाना एवं गुरूओं के प्रति आदर-सत्कार के भाव को विकसित करना। > छात्र पाठ में निहित मौलिक ज्ञान को अपने जीवन में उतार पाएँगे साथ ही ज्येष्ठ एवं गुरुओं के महत्व को समझेंगे।	> सृजनात्मकता > विश्लेषणात्मकता > भावात्मकता > काठिन्य-निवारण	> प्रत्यक्ष विधि > व्याख्यान विधि > समस्या समाधान विधि > प्रदर्शन विधि > दृश्य-श्रव्य सामग्री द्वारा शिक्षण
अगस्त	22	पाठ – ५ अभ्यासवशगं मनः > अशुद्धि संशोधनम् (वचन-लिङ्ग-लकार-पुरुष-दृष्ट्या संशोधनम्) > समय:- अंकानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पदोन,) > सम्वादपूर्तिः / कथापूर्तिः	> छात्रों को मानव-जीवन में कठोर परिश्रम , गुणों, श्रेष्ठों की संगति एवं सत्य के आचरण का महत्व समझाना > जीवन के सुख-दुःख को बराबर समझना > निरन्तर अभ्यास के महत्त्व एवं उसके परिणामों से अवगत कराना।	> रचनात्मकता > कल्पनाशीलता > विश्लेषणात्मकता > काठिन्य निवारण	> समूह चर्चा > आगमन एवं निगमन विधि > उदाहरण विधि > व्याख्यान विधि

सितम्बर	**23**	पाठ ६ राष्ट्रं संरक्ष्यमेव हि पाठ ७ साधुवृत्तिं समाचरेत् पठित-अवबोधनम् (गद्यांश,पद्यांश,नाट्यांश, श्लोकान्वयः, > प्रश्नानां निर्माणम्-(एकपदेन ,बहुविकल्पात्मकाः)) > अव्यय-पदानि (इव, उच्चै, एव , नूनम्, इतस्ततः, विना, सहसा, वृथा, शनैः, इति , मा, यत्, सम्प्रति, इदानीम्, अधुना, यावत्, बहिः, कदापि, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, श्वः, परश्वः, ह्यः, परह्यः, किमर्थम्, कुत्र, यदि, तर्हि, अतः)	> छात्रों में राष्ट्रभक्ति की भावना को विकसित करना। > छात्रों को अपने जीवन में अच्छे आचरण को धारण करने के लिए प्रेरित करना। > छात्र पाठ को पढ़ सकेंगे एवं संस्कृत के नवीन शब्दों से परिचित होकर वाक्य निर्माण कर सकेंगे	> आत्म-चिंतन > पर्यावरण के प्रति संचेतना > विश्लेषणात्मकता	> प्रत्यक्ष विधि > समूह चर्चा > आगमन एवं निगमन विधि > उदाहरण विधि
अक्टूबर	**16**	पाठ- ८ तिरक्कुरल्-सूक्ति-सौरभम् (गद्यांश,पद्यांश,नाट्यांश, श्लोकान्वयः,प्रश्नानां निर्माणम्-(एकपदेन ,बहुविकल्पात्मकाः) **>** अपठित-अवबोधनम्, **>** अनुच्छेदः रचनात्मक कार्यम्- **>** चित्रवर्णनम् **>** पत्र-लेखनम् > सम्वादपूर्तिः / कथापूर्तिः	> तमिल भाषा के महाकवि संत तिरुवल्लुवर की महान शिक्षाओं से छात्रों को परिचित कराना एवं छात्रों को जीवन में उत्तम आचरण अपनाने की शिक्षा देना > छात्रों का रचनात्मक विकास होगा	> रचनात्मकता > कल्पनाशीलता > विश्लेषणात्मकता > काठिन्य निवारण > आत्मचिंतन	> समूह चर्चा > आगमन एवं निगमन विधि > उदाहरण विधि > व्याख्यान विधि > समस्या समाधान विधि > दृश्य-श्रव्य सामग्री द्वारा शिक्षण
नवम्बर	**21**	पाठ-९ सुस्वागतं भो ! अरुणाचलेऽस्मिन् मूल्याङ्कनाय) **>** अपठित-अवबोधनम्, **>** अनुच्छेदः रचनात्मक कार्यम्-	> छात्रों को पूर्वोत्तर-राज्य अरुणाचल की भाषा-संस्कृति , खान-पान , रहन-सहन एवं प्राकृतिक सौन्दर्य से परिचित करवाना। > छात्र आरोह – अवरोहपूर्वक पाठ सस्वर पढने में सक्षम होंगे। > छात्रों का रचनात्मक विकास होगा	> वाचन कौशल > विश्लेषणात्मकता > भावात्मकता > काठिन्य-निवारण	> समूह चर्चा > आगमन एवं निगमन विधि > उदाहरण विधि > व्याख्यान विधि
दिसम्बर	**21**	पाठ- १० कालोऽहम् (केवलम् आन्तरिक-मूल्याङ्कनाय) पाठ- ११ किं किम् उपादेयम् (केवलम् आन्तरिक	> छात्रों को समय का महत्त्व बताते हुए सभी कार्यों को यथासमय करने के लिए प्रेरित करना। श्रीमदादिशङ्कराचार्य विरचित प्रश्नोत्तरमालिका ग्रन्थ से परिचित करवाना एवं उसमें वर्णित प्रश्नों के माध्यम से जानना कि जीवन में क्या-क्या ग्रहण करने योग्य है अथवा क्या नहीं है।	> विश्लेषणात्मकता > काठिन्य-निवारण	> प्रत्यक्ष विधि > समूह चर्चा > उदाहरण विधि

जनवरी	**16**	पुनरावृत्ति:	छात्र पठित पाठों की पुनरावृति करेंगे एवं तत्संबंधित कठिनाईओं का निराकरण करेंगे	> श्रवण-वाचन कौशल > सृजनात्मकता > विश्लेषणात्मकता	> प्रत्यक्ष विधि > समूह चर्चा > उदाहरण विधि
फ़रवरी	**22**	पुनरावृत्ति:	छात्र पठित पाठों की पुनरावृति करेंगे एवं तत्संबंधित कठिनाईओं का निराकरण करेंगे	> विश्लेषणात्मकता > काठिन्य-निवारण	> समूह चर्चा

FRENCH

LEARNING OBJECTIVES

1. To enable the students to comprehend the given texts as well as make them confident to speak
2. To develop their interest in the language through French poems and songs.

TEXT BOOK

ENTRE JEUNES –CLASS X

RECOMMENDED BOOKS

1. Together with French
2. Cahier d'exercices

Month	No.Of Working Days	COURSE CONTENT	LEARNING OUTCOME	SKILL	TEACHING METHOD
April	**21**	Le çon- 2: Après le bac	- Le Futur Antérieur · - Le système d'éducation en France et en Inde. · IUT · -Le CROUS · - Les Expressions de l'examen · Université de Sorbonne	Recall, Extrapolate,	Guided discussion , Self assessment
May	**10**	Leçon- 3: - Chercher du travail.	- PronomsRelatifs simples et composés · - Le Curriculum Vitae · --Expressions avec le mot "travail	▪ Class Discussion ▪ Concept Mapping	Listening comprehension
July	**25**	Leçon- 4: Le plaisir de lire Leçon 5 :Les médias	-Le plus-que –parfait · -Le Bibliothèque - Le Petit Prince - Les rubriques d'un journal - Le Renard et les Raisins - Panchatantra · Story writing -Le pronomspersonnels -la formenominale	Debate/ Discussion: Whole Group Instruction Think-Pair-Share	Pair work , Symposium
August	**22**	Leçon 6 :Chacun ses goûts	-exprimer les goûts -inviter quelqu'un	Think critically , Recall	Extempore, Written Assignments

		Leçon- 7 :EnPleineForme	-raconter une histoire -décrire une visite -Le pronom ‘on’ -Les PronomsPossessifs · - Les Parties du corps -Les Maladies - La SécuritéSociale		
September	**23**	Leçon- 8: L’Environnement	· Protégerl’environnement -Le subjonctif -exprimer la nécessité -Si+plus que parfait +conditionnel passé -parler des moyen de transport	Expressing , Collaborative effort and team work	Dictionary, Internet , Smart class
October	**16**	Leçon 10-Vive le republique	-Le discours rapporté -Le participe present -le gérondif -discuter le système politique -téléphoner à quelqu’un -parler de la technologie -soliciter un service	Evaluate , Expressing	Problem solving based learning
November	**21**	Revision	-parler de la diversité culturelle -découvrir les autres cultures	Logical thinking , Guided thinking -group discussion	Gthering information ,Group work
December	**21**	Revision -culture and civilisation -unseen passage	Students will revise the litrature part of the book	Analytical thinking Recaptulations of all the chapters taught	Written work
January	**16**	Revision GRAMMAR- Tenses, Adjectives and pronouns.	- Students will be able to Conjugate the verbs in the correct tense of the sentence using all the rules of conjugation. -Differentiate when to use an adjective or a pronoun in a sentence.	Extrapolate , Think critically	Guided Discussion , Group Work
February	**22**	Revision Writing skills	-letter writing -dialogue writing -message writing -complete a story	Recall	Pair Work , Peer Learning

SYLLABUS CLASS – X (2025-26) - ARTIFICIAL INTELLIGENCE

Learning Objective

The objective of this curriculum - which combines both Inspire and Acquire modules is to develop a readiness for understanding and appreciating Artificial Intelligence and its application in our lives. This module/curriculum focuses on:

1. Helping learners understand the world of Artificial Intelligence and its applications through games, activities and multi-sensorial learning to become AI-Ready.
2. Introducing the learners to three domains of AI in an age-appropriate manner.
3. Allowing the learners to construct the meaning of AI through interactive participation and engaging hands-on activities.
4. Introducing the learners to the AI Project Cycle.
5. Introducing the learners to programming skills - Basic python coding language.
6. To equip students with the skills to develop AI solutions addressing societal challenges

Learning Outcomes

Students will be able to

1. Identify and appreciate Artificial Intelligence and describe its applications in daily life.
2. Relate, apply and reflect on the Human-Machine Interactions to identify and interact with the three domains of AI: Data, Computer Vision and Natural Language Processing and Undergo assessment for analysing their progress towards acquired AI-Readiness skills.
3. Imagine, examine and reflect on the skills required for futuristic job opportunities.
4. Unleash their imagination towards smart homes and build an interactive story around it.
5. Understand the impact of Artificial Intelligence on Sustainable Development Goals to develop responsible citizenship.
6. Research and develop awareness of skills required for jobs of the future.
7. Gain awareness about AI bias and AI access and describe the potential ethical considerations of AI.
8. Develop effective communication and collaborative work skills.
9. Get familiar and motivated towards Artificial Intelligence and Identify the AI Project Cycle framework.
10. Learn problem scoping and ways to set goals for an AI project and understand the iterative nature of problem scoping in the AI project cycle.
11. Brainstorm on the ethical issues involved around the problem selected.
12. Foresee the kind of data required and the kind of analysis to be done, identify data requirements and find reliable sources to obtain relevant data.
13. Use various types of graphs to visualize acquired data.

14. Understand, create and implement the concept of Decision Trees.
15. Understand and visualize the computer's ability to identify alphabets and handwriting.
16. Understand and appreciate the concept of domains through gamification and learn basic programming skills through gamified platforms.
17. Acquire introductory Python programming skills in a very user-friendly format.
18. Empower students to create positive change through AI-driven social impact projects

Links To Download Study Material From CBSE Website

AI CURRICULUM:-

MAIN LINK:-http://cbseacademic.nic.in/skill-education-books.html

PART A:EMPLOYABILITY SKILLS:--

PART B- SUBJECT SPECIFIC SKILLS:

AI HANDBOOK 2025-26:-

AI PYTHON CONTENT MANUAL:-

SYLLABUS AT A GLANCE

PARTA:- EMPLOYABLITY SKILLS (10 Marks)

Unit 1 : Communication Skills-II

Unit 2 : Self-Management Skills-II

Unit 3 : ICT Skills-II

Unit 4 : Entrepreneurial Skills-II

Unit 5 : Green Skills-II

PART B:- SUBJECT SPECIFIC SKILLS (40 Marks)

Unit 1: Revisiting AI Project Cycle & Ethical Frameworks for AI

Unit 2: Advanced Concepts of Modeling in AI

Unit 3: Evaluating Models

Unit 5: Computer Vision

Unit 6: Natural Language Processing

Unit 7: Advance Python

PART C: PRACTICAL AND PROJECT WORK (50 Marks)

1) **Practical File – 15 Marks**
2) **Practical Exam- 15 Marks**
3) **Viva voce – 5 Marks**
4) **Project – 10 Marks**
5) **Viva Project- 5 Marks**

Unit 4: Statistical Data (*To be assessed in Practicals only)

Unit 5: Computer Vision (* Theory + Practical)

Unit 6:- Natural Language Processing (Theory + Practical)

Unit 7:- Advanced Python (*To be assessed in Practicals only)

MONTH	NO. OF DAYS	COURSE CONTENT (TOPIC/ SUB TOPIC)	LEARNING OUTCOME	SKILL/ RESOURCES	TEACHING LEARNING STRATEGY	ASSESSMENT TOOLS	INTER-DISCIPLINARY
April	19	**Unit 1** **Revisiting AI Project Cycle & Ethical Frameworks for AI-** AI Project Cycle Introduction to AI Domains Ethical Frameworks of AI	• Understand the stages of the AI Project Cycle. • Understand the concept of Artificial Intelligence (AI) domains and the illustrations of practical applications within each AI domain. • Learn about the ethical framework for AI and its category. Explore Bioethics, a popular framework that is used in the healthcare industry.	**Skills:** Critical thinking, ethical reasoning, problem-solving, decision-making, analytical thinking, collaboration. **Resources**: AI project cycle case studies, real-world AI applications, Ethical dilemma scenarios, videos on AI ethics Activity: My Goodness https://www.my-goodness.net/ Activity:- Impact filter	**Discussion-Based Learning:** Classroom discussion on AI project cycle and its stages **Case Study Analysis:** Ethical dilemmas in AI and real-world applications of AI ethics **Group Activities:** Students collaborate to design their own ethical framework **Interactive Demonstration:** Exploring AI domains games	P**roject Work:** Develop a small AI project cycle with ethical considerations **Case Study Evaluation:** Students analyze an AI case and apply an ethical framework **Quiz & MCQs:** Assess understanding of AI project cycle and ethical frameworks **Presentation:** Group presentations on	**Ethics & Philosophy:** Understanding ethical theories and frameworks **Science & Biology:** Bioethics and its role in AI healthcare applications **Social Science:** Impact of AI ethics on society and governance

				https://artsexperiments.withgoogle.com/impactfilter/ **CV- AUTODRAW** https://www.autodraw.com/ **WORDTUNE** https://www.wordtune.com/		selected ethical frameworks and their application	**Computer Science:** AI project cycle and real-world AI applications
April	19	**Unit 4- Statistical Data (Practical)**	Define the concept of Statistical Data and understand its applications in various fields. Define No-Code and Low-Code AI. Identify the differences between Code and No-Code AI concerning Statistical Data	**Session: No code AI tool** Introduction to Data Science & its applications Meaning of No-Code AI No-Code and Low-Code. Some no-code tools **Google Cloud AutoML** **https://www.youtube.com/watch?v=GbLQE2C181U** **Orange Data Mining Tool: Understanding Interface** **https://orangedatamining.com/download/** **FOOD PRICE INDEX** https://www.fao.org/worldfoodsituation/foodpricesindex/en/	**Hands on Practice**- Students will practice the No-Code AI using Orange Data Mining platform during their practical period.	**Project Work**- To build an AI model to predict price using Orange Data mining AI tool	Mathematics and Statistics
April	19	**Employability Skills- Unit-2 Self-Management Skills**	Apply stress management techniques Demonstrate the ability to work independently	CBSE Online Book	Guided Discussion	Assignments Pen and Paper Test	**Psychology:** Understanding behavior and motivation **Physical Education:** Discipline and time management
May	16	**Unit 2:-**	Students will be able to:	AI-based simulation	**Interactive Discussions:**	**MCQs & Quizzes:**	**Computer**

		Advanced concepts of modelling in AI	Understand different types of AI models, including rule-based and learning-based models. • Differentiate between various machine learning models – Supervised, Unsupervised, and Reinforcement Learning. • Identify subcategories of Supervised Learning (Classification, Regression) and Unsupervised Learning (Clustering, Association). • Analyze real-life applications of different learning models in AI	tools (Google Teachable Machine) Videos and interactive presentations on AI models	**Case Studies:** **Visual Learning:** **Hands-on Activities:** **Group Activities:**	**Practical Assignments:** Case Study Analysis: Evaluate real-world scenarios and identify the correct AI model.	**Science:** Implementation of ML models using Python or AI tools
May	16	**Employability Skills- Unit-1 Communication Skills**	Students will be able to Communicate effectively using verbal and non-verbal cues, Apply correct pronunciation and assertiveness in conversations	CBSE online book **Skills:** Speaking, writing, listening, assertiveness. **Forvo Pronunciation Guide** https://www.forvo.com/	Discussions & Case Studies	Oral Q&A & Worksheets Scenario-Based Questions	**English**
May	16	**Unit 4- Statistical Data: Use Case Walkthrough (Practical)**	Learners will be able to use no-code tool Orange Data mining. Learners will be able to map AI Project cycle with use cases. Learners will be able to perform data exploration, modelling and evaluation withOrange data mining	**ORANGE DATA MINING TOOL** **Activity template-MS Excel for Statistical Analysis- Speed and Car** https://bit.ly/43SIq6K	Hands-on Activities, Demonstration, Group Discussion Case Study To Evaluate Food Price Index using excel functions	Practical File, Observation, Viva, Peer Review	Computer Sc. Mathematics and Statistics- To find Mean , median, mode, variance,
July	23	**Unit 3- Evaluating Models**	1. Recognise common metrics used to evaluate AI models 2. Derive and calculate the evaluation metrics 3. Recognize the most suitable evaluation metric for	**Skills:** Critical thinking, ethical reasoning, problem-solving, decision-making, analytical thinking, collaboration	Concept Explanation, Case Studies, Practice Exercises	Worksheets, Quiz, Oral Q&A, Class Activity:	Mathematics: Computer Science: Biology & Healthcare: AI evaluation in

			a given application	**Resources** Worksheets, Sample Models			disease prediction models.
July	23	**Employability Skills- Unit-3 ICT Skills-II**	Students will be able to learn 1. ICT skills 2. different types of keys 3. Basic tips for taking care of device	**Skills:** Typing, digital literacy, device handling **Resources:** Computer lab, keyboard, projector, worksheet	Demonstration, Practice Sessions, Q&A	Practical test, Observation, Oral questions	Computer Sc.
July	23	**Unit 4- Statistical Data (Practical)** Use Case Walkthrough	Learners will be able to use no-code tool Orange Data mining. Learners will be able to map AI Project cycle with use cases. Learners will be able to perform data exploration, modelling and evaluation with Orange data mining.	**Skills:** Data analysis, critical thinking, problem-solving **Resources:** Orange software, laptops, projector, Palmer Penguins dataset (Kaggle) **Link** **https://www.kaggle.com/code/parulpandey/penguin-dataset-the-new-iris/data**	Hands-on Practice, Guided Demo, Peer Discussion.	Practical File, Viva, Observation, Performance Task	Statistics, Mathematics and Computer Sc.
August	20	**Unit 5- Computer Vision (Theory)**	Define the concept of Computer Vision and understand its applications in various fields Understand the basic concepts of image representation, feature extraction, object detection, and segmentation.	**Skills:** Visual analysis, creativity, observation, analytical thinking **Resources** Game- Emoji Scavenger Hunt https://emojiscavengerhunt.withgoogle.com/ RGB Calculator: https://www.w3schools.com/colors/colors_rgb.asp Create your own pixel art: www.piskelapp.com Create your own convolutions: http://setosa.io/ev/image-kernels/	Interactive Activities, Demonstrations, Discussions, Visual Learning	Worksheets, Quiz, Activity-Based Assessment	Science, Art, Mathematics
August	20	**Unit 5-**	To demonstrate proficiency in	**SKILLS:** Model	Tool-Based Hands-on	Project Work,	Computer

		Computer Vision (Practical)	using no-code AI tools for computer vision projects. To deploy models, fine-tune parameters, and interpret results. Skills acquired include data preprocessing, model selection, and project deployment. Image Features & Convolution Operator Apply the convolution operator to process images and extract useful features Convolution Neural Network Understand the basic architecture of a CNN and its applications in computer vision and image recognition.	building, parameter tuning, data preprocessing, CNN understanding **RESOURCES:** **Introduction to Lobe:** **https://www.lobe.ai/** **Teachable Machine:** **https://teachablemachine.withgoogle.com/** **Activity:** Build a Smart Sorter **Orange Data Mining Tool:** **https://orangedatamining.com/download/** **Activity:** Build a real-world Classification Model: Coral Bleaching (Use Case Walkthrough) Link to the steps involved in project development and dataset: https://drive.google.com/drive/folders/1ppJ 4d-8yOFJ2G22rHHpjNrK0ejdIAe5Q?usp=shar ing Testing CNN Student will open this link http://scs.ryerson.ca/~aharley/vis/conv/flat.html and classify different numbers, and analyse the different layers	Projects, Demonstration, Guided Exploration	Performance Assessment, Viva, Observation	Science, Biology, Math
August	20	**Advance Python**	Write basic Python programs using variables, data types, operators, control structures; Use built-in functions and libraries	**Skills:** Programming logic, syntax accuracy, debugging **Resources:** Python IDE (IDLE/Thonny), laptop, projector, practice	• Code-Along Sessions, Problem Solving, Hands-on Practice	Code Review, Practical Test, Worksheets	Mathematics, Computer Science

				worksheets **https://www.w3school.com** **https://pythontutor.com**			
Sept	21	**Unit 6- Natural Language Processing (Theory)**	Understand NLP pre-processing steps and importance; List no-code NLP applications and tools	**Skills:** Text analysis, reasoning, observation **Resources:** NLP tool demos, videos, slides, internet-enabled devices	Concept Explanation, Case Studies, Tool Walkthrough	Worksheet, Quiz, Oral Questions	English, Computer Science
Sept	21	**Unit 6- Natural Language Processing (Practicals)**	Explore sentiment analysis using real-life datasets with Orange Data Mining	**Skills:** Sentiment analysis, data interpretation, tool handling **Resources:** Orange Data Mining tool, real-life datasets, laptops Various real-life applications of NLP **Activity:** Keyword Extraction https://cloud.google.com/natural-language **Activity:** **Play with chatbots** Elizabot - https://www.masswerk.at/elizabot/ Mitsuki - https://www.kuki.ai/ Cleverbot - https://www.cleverbot.com/ Singtel - https://www.singtel.com/personal/support	Hands-on Activity, Guided Tool Walkthrough, Discussion	Practical File, Observation, Performance Task	English, Computer Science
Sept	21	**Employability Skills- Unit-4 Entrepreneurial**	Understand traits of successful entrepreneurs and entrepreneurial values	**Skills:** Creativity, initiative, risk-taking, leadership	Discussions & Case Studies	Oral Q&A & Worksheets	Economics, Social Science

		Skills- II		**Resources:** Case studies, videos, worksheets		Scenario-Based Questions	
October	14	**Unit 6- Natural Language Processing (Theory)**	5. Outline the concept of the Bag of Words algorithm. 6. Explain the process of TFIDF. 7. Explain Sentiment Analysis	**Skills:** Text processing, critical thinking, concept mapping **Resources:** Diagrams, sample datasets, videos	Concept Explanation, Visualization, Real-life Examples	Quiz, Worksheet, Oral Q&A	English, Mathematics
October	14	**Unit 6- Natural Language Processing (Practical)**	**Utilize an API for keyword extraction from a website**	**ACTIVITY 1: KEYWORD EXTRACTION** **https://cloud.google.com/natural-language** **Hands-on:** Case Walkthrough – **Sentiment Analysis in detail using the Orange Data Mining tool.** Short Link - https://bit.ly/OrangeNLP **https://drive.google.com/drive/u/2/folders/1geFLXxV5890kfcakMfEg_KsH1LPcS_Iz**	Hands-on Demo, Guided Practice, Exploration, CASE STUDY	**CASE STUDY EVALUATION** **Practical Task, Observation, Viva**	English, Computer Science
October	14	**Employability Skills- Unit-5 Green Skills**	Students will be able to: Explain the concept of a green economy. Understand key policies promoting environmental protection. Recognize the roles of different stakeholders in green initiatives	**Skills:** Environmental awareness, critical thinking, responsibility **Resources:** Articles, videos, case studies, worksheets	Discussion, Case Study Method, Brainstorming	**Worksheet, Class Discussion, Oral Questions**	Science, Social Science
Nov	19	**Revision**	Revision from Sample Papers	Concept Map Note Book Quiz Class Test Class discussions Think-pair-share Homework	Research Work- Gathering Information Deductive Reasoning Group Work	Videos Smart Board PPT Text Book	Arts Technology Language Social Studies Science

Dec	19	**Revision**	Reinforce key concepts and prepare students for final assessments	**Recap through mind maps, quizzes, group discussions, and sample papers**	Oral questioning, mock tests, peer assessment, worksheets	**Sample papers, previous year papers, presentations, AI project models**	-
Jan	14	**Revision** **Board Practical Exam**	Reinforce key concepts and prepare students for final assessments	**Recap through mind maps, quizzes, group discussions, and sample papers**	Oral questioning, mock tests, peer assessment, worksheets	**Sample papers, previous year papers, presentations, AI project models**	
Feb	20	**Board Exam**	-	-	-	-	
March	18	**Board Exam**	-	-	-	-	

SYLLABUS FOR EXAM

PT1	**AI Facilitator hand book** **Unit 1** Revisiting AI Project cycle and Ethical Frameworks for AI **Employability skills** Unit 2- Self Management Skills
PT2	**AI Facilitator hand book** Unit 2 Advanced concepts of Modeling in AI Unit 3- Evaluation **Employability skills** Unit 1- Communication Skills
HALF YEARLY	**AI Facilitator hand book** **Unit 1, Unit 2, Unit 3** **Employability skills** Unit 1, 2, 3
PT3	**AI Facilitator hand book** Unit 5- Computer Vision Unit 6- NLP **Employability skills** Unit 4- Entrepreneurial skills Unit 5- Green skills
PRE BOARD 1 & PRE BOARD 2	100% Syllabus

ANNUAL CURRICULUM AND PEDAGOGICAL PLAN 25-26

SUBJECT: PAINTING (049)

CLASS: X

• **Book: Panoramic Indian Painting** (Vishal Publishing Co.) **Class X by Nidhi Sekhon, R.C. Luthera, C.K. Luthera** **(Theory: 30 Marks)**

• **Portfolio: A- 3 File consist of 20 still life drawing and 20 Composition with water/poster colour** **(Practical: 70 Marks)**

PORTFOLIO ASSESSMENT FOR FINE ARTS MAY BE DONE ON THE BASIS OF FOLLOWING CRITERIA

Creativity, Innovation, Technique, Experimentation, Progressive Work, Skills,

DAYS/ MONTH	TOPIC/SUBTOPIC	LEARNING OUTCOMES	ASSESSMENT TOOLS	TEACHING LEARNING STRATEGIES	SKILLS / RESOURCES	INTER-DISCIPLINARY
April/19	**Unit 1 (Theory)** Fundamentals of Visual Arts • The Elements of Art **Practical: -** Composition based on daily life such as family Functions, school sports day etc.	- Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique.	-Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment	- Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment	-Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources. □ **Technical Drawing**: The ability to create accurate representations of subjects through pencil, pen, or digital tools. □ **Color Theory**: Understanding how colors interact, mix, and complement	- History, Science

					one another to create mood and harmony. • **Composition**: Mastering the arrangement of elements within an artwork to guide the viewer's eye and balance the piece. • **Perspective**: Understanding how to depict depth and dimension on a flat surface, creating the illusion of three-dimensional space. • **Shading & Lighting**: The skill of using light and shadow to add depth, form, and realism to an artwork. • **Creativity and Imagination**: Coming up with new, original ideas and thinking outside the box.	

					Attention to Detail: Focusing on small aspects of the artwork to elevate its quality. **Brushwork and Texture**: The ability to manipulate tools to create different textures or effects in traditional painting or drawing	
April	**Unit 1 (Theory)** Fundamentals of Visual Arts • Principals of Art **Practical: -** Composition based on daily life such as Market scene, any school event etc.	- Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and	-Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment	- Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment	-Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources	- History, Science, Maths

		'transparent' colours as a technique.				
16 May	**UNIT-II: Methods and Materials of Painting** Understanding and appropriate use of: • Tools **Practical: -** Still life with water colour	- Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique.	-Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment	- Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment	-Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources	- Mathematics, Technology
23 July	**UNIT-II: Methods and Materials of Painting** Understanding and appropriate use of: • Painting Materials - Poster Colours, Water Colours, Oil Pastels and Pencils **Practical: -** Still life with water colour	- Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply	-Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams	- Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects	-Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources	- Social Studies, Environmental Studies

		Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique.	- Portfolio Assessment - Peer and Self-Assessment	- Individualized Projects - Reflection and Self-assessment		
20 August	**UNIT-II: Methods and Materials of Painting** Understanding and appropriate use of: • Painting Materials - Poster Colours, Water Colours, Oil Pastels and Pencils **Practical: -** Composition based on National Festival, Rainy day Nature study with pastel colour and colour pencil	- Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique.	-Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment	- Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment	-Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources	- Social Studies, Environmental Studies

21 September	**UNIT-III: Story of Indian Art** Appreciation of Indian Art covering selected paintings, sculptures, and architectural glimpses. (a) Paintings Bodhisattva Padmapani (Ajanta) (b) Sculpture Ashokan Lion capital (Mauryan Period) **Practical: -** Composition based on folk art, Madhu Bani painting with poster colour	- Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique.	-Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment	- Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment	-Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources	- Cultural Studies
14 October	**UNIT-III: Story of Indian Art** Appreciation of Indian Art covering selected paintings, sculptures, and architectural glimpses. (c) Architecture Kailashnath Temple, (Ellora, Maharashtra) (ii) Indian Folk Art – Paintings: Madhubani and Warli **Practical: -** Poster on Social issues with water/poster colour	- Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately.	-Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment	- Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment	-Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources	- Cultural Studies

		- Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique.				
19 November	**Practical: -** Composition based on daily life with water/poster colour **Theory: - Revision**	- Enjoy paintings as a medium of expressions - Appreciate the beauty in lines, forms, and colours - Know the fundamentals of Painting (Elements and Principles) and apply Them in their creations. - Use painting tools and materials appropriately. - Apply pencil colours, oil pastels, poster colours, water colours etc. as a Painting medium. - Differentiate between 'opaque' and 'transparent' colours as a technique.	-Visual Analysis Worksheets - Artistic Reproduction Projects - Research Papers or Presentations - Art Critique Sessions - Quizzes or Exams - Portfolio Assessment - Peer and Self-Assessment	- Visual Demonstrations - Discussion and Analysis - Peer Collaboration - Sketchbook Assignments - Integration with Other Subjects - Individualized Projects - Reflection and Self-assessment	-Books -Online Articles and Websites -Documentaries and Educational Videos -Interactive Learning Resources	- Cultural Studies
19 December	**Practical: -** Composition based on daily life with water/poster colour **REVISION**					
14 January	**Practical: -** Composition based on daily life with water/poster colour **REVISION**					

20 February	**Practical: -** Composition based on daily life with water/poster colour **REVISION**
18 March	**Practical: -** Composition based on daily life with water/poster colour **REVISION**
PT 1 7- 15 MAY 2025	• The Elements of Art • **Notebook (5marks), Subject enrich (5 marks), Multiple Assessment (5 marks)**
MID-TERM 8 -19 SEPTEMBER 2025	Theory: - • Element of Art & Principal of Art & Methods and Materials of Painting
PT-2 21 – 30 July 2025 (Result Declaration: 8 August 25)	• Principals of Art • **Notebook (5marks), Subject enrich (5 marks), Multiple Assessment (5 marks)**
PT -3 10- 17 DECEMBER 2025	• Unit 3 • **Notebook (5marks), Subject enrich (5 marks), Multiple Assessment (5 marks)**
PB- 1 17 NOVEMBER ONWARDS	**Practical with water/ poster colour** **(70 marks)** **Theory: -** Unit-I, II, III **(30 marks)**
PB- 2 12 JANUARY ONWARDS	**Practical with water/ poster colour** **(70 marks)** **Theory: -** Unit-I, II, III **(30 marks**
ANNUAL	**AS PER CBSE EXAM SCHEDULE**

HINDUSTANI MUSIC VOCAL (Code – 034)

Examination Structure for Assessment (2025-26) Class X

Total: 100 Marks
Theory: 30 Marks
Practical (External Assessment) 50 Marks
Internal Assessment 20 Marks

1. One Vilambit Khayal with simple elaborations in any one of the prescribed Raga
- Bhupali
- Khamaj
- Brindavani Sarang

2. Aaroha, Avaroha, Pakad and Drut Khayal with simple elaborations and few Tanas in each prescribed Ragas:

3. Devotional Song

4. Identification of prescribed Ragas from the phrases of Swaras rendered by the examiner.

5. Recitation of Thekas of the following prescribed Talas with dugun:
- Tilwada
- Chautala
- Rupak

HINDUSTANI MUSIC VOCAL (Code – 034)
Theory: 40 periods

Unit 1
1.1 Define the following :Aalap, Taan, Meend, Kan
1.2 Define the following: Dhrupad, Dhamar, Tarana
Unit 2
2.2 Basic knowledge of the structure and Tuning of Tanpura.
Unit 3
3.1 Detailed study of the following Ragas: Bhupali, Khamaj, Brindavani Sarang
3.2 Description and Tala notation of the following:
Talas with Thah, Dugun, Tigun and Chaugun Tilwada, Chautala, Rupak.
Unit 4
4.1 Ability to write notation of compositions in prescribed ragas.

4.2 To identify Ragas from phrases and elaborate them in Swaras.

Unit 5

5.1 Brief life sketch and contribution to music of Tansen. Sadarang and Faiyaz Khan.
5.2 Contibution of Omkar Nath Thakur 03

External Practical: 100 Periods 50 Marks

Topics

1. One Vilambit Khayal with simple elaborations in any one of the prescribed Ragas.
- Bhupali
- Khamaj
- Brindavani
- Sarang

2. Aaroha, Avaroha, Pakad and Drut Khayal with simple elaborations and few Tanas in each of the prescribed Ragas :
3. Devotional Song
4. Ability to recognize the prescribed Ragas from the Phrases of swaras rendered by the examiner.
5. Recitation of the Thekas of the following Talas with dugun, keeping Tala with handbeats:
- Tilwada
- Chautala
- Rupak

HINDUSTANI MUSIC Vocal (Code – 034)

Internal Assessment: 20 Marks

1. Project–File 05 Marks

1. Writing in notation the musical compositions of all Ragas prescribed in the syllabus
2. Identifying the Tala of musical compositions
3. Drawing and labelling the various parts of any percussion instrument
4. Description and writing the notation of all prescribed Talas with Layakaries (Thah, Dugun, Tigun, Chaugun)
5. Identifying and interviewing any neighbourhood Artists.

2. Project Work 05 Marks

Suggestive Topics * Interrelationship of the following

a) Music and Religion
b) Music and Cinema
c) Music and Electronic Media

d) Devotional aspects in Music
e) Inter – relationship of Arts (Music - Dance or Theatre or Visual Arts)
*Students may choose any one of the above topics or any other topic for project in consultation with the teacher.

3. Periodic practical Test, restricted to three in an Academic year. 10 Marks
Average of best two tests to be taken for final marks submission. Each test will examine a candidate for one Raga from the syllabus, one Devotional Song and two Talas.

HINDUSTANI MUSIC MELODIC INSTRUMENTS (Code – 35)

Course Structure (2025-26) Class X

Total: 100 Marks

Theory: 30 Marks

Practical (External Assessment) 50 Marks

Internal Assessment 20 Marks

THEORY: 40 period

Unit 1

1.1 Definition of the following : Aalap, Taan, Meend, Kan.

1.2 Definition of the following: Dhrupad, Masitkhani Gat, RazakhaniGat

Unit 2

2.1 Basic knowledge of the structure and Tuning of any one of the following instruments:

- Sitar Sarod Violin
- Dilruba or Esraj Flute
- Mandolin Guitar

Unit 3

3.1 Detailed study of the following Ragas: Khamaj, Brindavani Sarang, Bhupali

3.2 Description and Tala notation of the following Talas with ThahDugun,Tigun and Chaugun, Tilwada, Rupak.

Unit 4

4.1 Ability to do notation of compositions in prescribed ragas.

4.2 To identify Ragas from Phrases and elaborate them in Swaras.

Unit 5

5.1 Brief life sketch and contribution to music of Tansen, Allaudin Khan and Inayat Khan.

5.2 Contribution of Omkar Nath Thakur

PRACTICAL – 100 Periods

Value Points

1. One Maseet Khani Gat with elaborations in any one of the Prescribed Raga:

i. Bhupali

ii. Khamaj

iii. Brindavani Sarang

2. Aaroha, Avroha, Pakad, Drut Gat with few Todas and Jhala ineach prescribed Raga

3. One Dhun

4. Identification of prescribed Ragas from the phrases of Swaras rendered by the examiner

5. One Dhun

6. Recitation of Thekas of the following prescribed Talas with Dugun:

i. Sultala

ii. Rupak