

**Class X
2026 – 27
Book List**

English	1. First Flight - Textbook in English for Class X (NCERT) 2. Footprints Without Feet - Supplementary Reader in English for Class X (NCERT)
Hindi	1. क्षितिज भाग - 2 कक्षा 10 'अ' पाठ्यक्रम के लिए हिंदी की पाठ्यपुस्तक 2. कृतिका भाग 2 कक्षा 10 'अ' पाठ्यक्रम के लिए हिंदी की पूरक पाठ्यपुस्तक 3. व्याकरण सुबोध कक्षा के लिए
Mathematics	Mathematics Textbook for Class X (NCERT)
Science	Science Textbook for Class X
Social Science	1. Democratic Politics – II Textbook in Political Science for Class X 2. India and the Contemporary World – II Text book in History for Class X 3. Understanding Economic Development Social Science Textbook for Class X 4. Social Science Contemporary India – II Textbook in Geography for Class X
Artificial Intelligence	Text Book for Class 10 AI (Orange Publications)
Art & Craft	Millennium ABCD - Any Body Can Draw

ENGLISH

Months/ Periods	Literature	Grammar	Writing	Suggested Activities
April (29)	<p>First Flight:- A Letter to God, Dust of Snow, Fire and Ice, Nelson Mandela Long Walk to Freedom, A Tiger in the Zoo</p> <p>Foot Prints: A Triumph of Surgery</p>	<p>Integrated Grammar Practice Worksheet (Tense, Modals, Reported Speech)</p>	<p>Letter to Editor</p> <p>Placing an Order</p>	<p>Diary Entry from the point of view of Tricki.</p> <p>Prepare a weekly diet and exercise chart for a healthy life.</p>
May (24)	<p>First Flight:-His First Flight, The Black Aeroplane, How to Tell Wild Animals</p> <p>Foot Prints: The Thief's Story, The Midnight Visitor</p>	<p>Integrated Grammar Practice Worksheet (Determiners, Subject Verb Agreement)</p>	<p>Letter of Complaint</p> <p>Letter of Enquiry</p>	<p>Characters Analysis (Protagonists and Antagonists - one each)</p>
July (28)	<p>First Flight: The Ball Poem, From the Diary of Anne Frank</p> <p>Foot Prints: A Question of Trust, Footprints</p>	<p>Integrated Grammar Practice Worksheet (As per board)</p>	<p>Analytical Paragraph</p>	<p>Art integrated project</p>

	without Feet	pattern)		
August (30)	First Flight:-Amanda, The Trees, A Baker from Goa, Coorg Foot Prints: The Making of a Scientist	Integrated Grammar Practice Worksheet (As per board pattern)		Presentation of chapter (Speaking Activity)
September (12)	First Flight:-Fog, The Tale of Custard ,the Dragon, Tea from Assam Revision	Integrated Grammar Practice Worksheet (As per board pattern)		
October (30)	First Flight: Mijbil the Otter, Madam Rides the Bus, The Sermon at Benares, For Anne Gregory Foot Prints:- The Necklace, Bholi	Integrated Grammar Practice Worksheet (As per board pattern)		Poster for safe travel habits for children
November (26)	First Flight:-The Proposal Foot Prints: The Book That Saved the Earth	Integrated Grammar Practice Worksheet (As per board pattern)		Formal Letter writing
December (15)	Revision	Integrated Grammar Practice Worksheet		

January (10)	Revision
February (6)	Revision

PT-I

1. **First Flight : a) Letter to God; b) Nelson Mandela; c) Dust of Snow; d) Fire & Ice**
2. **Footprints without fire : a) Triumph of surgery; b) The Thief's story;**
3. **Writing : a) Letter to Editor b) Letter to place and order; c) Letter of complaint**
4. **Integrated Grammar**

PT-II

1. **First Flight : a) His First Flight; b) Black Aeroplane; c) Tiger in the zoo; d) The Ball Poem**
2. **Footprints without fear: a) The Midnight Visitor; b) A Question of Trust**
3. **Writing : a) Letter to Editor; b) Letter of enquiry**
4. **Integrated Grammar**

MID-TERM

Syllabus covered till September

PT-III

1. **First Flight : a) Mujbil the other; b) Madam Rides the Bus; c) For Anny Gregory; d) Sermon at Banaras**
2. **Footprints without feet: a) The Necklace; b) Bholi**

3. Writing : a) Letter to Editor; b) Analytical Paragraph

4. Integrated Grammar

PRE-BOARD

Full Syllabus

Learning Objectives :

Literature

- to comprehend the main points and central idea
- to understand the underlying meaning of the text
- to analyse the personality of a character
- to develop critical thinking and cultural awareness

Competencies:

Reading & Comprehension, critical & creative thinking and appreciate different forms of literature.

Grammar

- to demonstrate an understanding of grammar structures
- to work on integrated grammar exercises
- to form sentences in indirect speech
- to develop linguistic competence and logical thinking

Competencies:

Linguistic Competence, Accuracy & Editing Skills, Logical Thinking.

Writing

- to organize and present ideas coherently using appropriate vocabulary

- to use an appropriate style and format
- to express ideas in grammatically correct English, using appropriate punctuation and cohesion devices
- to develop critical and analytical skills

Competencies:

Creative writing, Critical & Analytical Skills, Effective Communication

Listening

- to listen to a wide range of oral text and respond to them
- to listen critically for specific information.
- to follow instructions and directions

Competencies:

Active Listening Skills, Following instructions accurately, Vocabulary recognition.

Speaking

- to use language effectively
- to develop confidence in spoken English
- to use appropriate tone, posture, gesture, pause and to maintain eye contact while speaking

Competencies:

Oral Communication Skills, Interpersonal Skills, Confidence Building

Reading

- to read silently at varying speed and identify the main points
- to deduce the meaning of unfamiliar words in a given context
- to develop interpretative skills

Competencies:

Interpretative Skills, Critical Evaluation, Speed & Efficiency

Activities

- **to integrate visual elements with text**
- **to develop experiential learning**
- **to demonstrate social awareness and responsibility**

SDGs integrated :

**SDG 1- No poverty; SDG 3- Good health and well-being; SDG 4- Quality Education; SDG 5- Gender equality;
SDG 10- Reduced inequalities; SDG 16- Peace, justice and strong institutions**

हिंदी

हिन्दी पाठ्यपुस्तक : 1- क्षितिज भाग -2

2- कृतिका भाग-2

3- व्याकरण सुबोध

माह / कालांश	इकाई	विषयवस्तु				कला समेकित गतिविधियाँ
		गद्य	पद्य	कृतिका	व्याकरण	
अपैल (24)		नेताजी का चश्मा स.वि.ल. 4,11 गुणवत्ता पूर्ण शिक्षा, सतत शहर और समुदाय।	सूरदास के पद स.वि.ल. 4,10,16 गुणवत्ता पूर्ण शिक्षा, असमानता कम करना, शांति न्याय, और मजबूत संस्था।	माता का अंचल स.वि.ल. 5,16 लैंगिक समानता, शांति, न्याय और मजबूत संस्था।	अपठित गद्यांश, अपठित पद्यांश और पत्र। स.वि.ल. 4,17 गुणवत्तापूर्ण शिक्षा, लक्ष्यों के लिए भागीदारी।	गोपियों का अनन्य प्रेम और योग संदेश के प्रति नाराज़गी को दर्शाने वाला एक कोलाज बनाएँ स.वि.ल. 4 गुणवत्तापूर्ण शिक्षा।
मई (16)		बालगोबिन भगत स.वि.ल. 4,8 गुणवत्ता पूर्ण शिक्षा, सभ्य कार्य और आर्थिक विकास।	राम-लक्ष्मण-परशुराम संवाद स.वि.ल. 4,16 गुणवत्तापूर्ण शिक्षा, शांति, न्याय और मजबूत संस्था।	-	वाक्य- विचार, वाच्य और अनुच्छेद लेखन। स.वि.ल. 4,17 गुणवत्तापूर्ण शिक्षा, लक्ष्यों के	“बाल गोबिन भगत: एक विलक्षण व्यक्तित्व और सामाजिक क्रांति” विषय पर एक सचित्र लेख लिखिए। स.वि.ल. 4 गुणवत्ता पूर्ण शिक्षा।

					लिए भागीदारी।	
जुलाई (22)		लखनवी अंदाज़ स.वि.ल. 4,11 गुणवत्ता पूर्ण शिक्षा, सतत, शहर और समुदाय।	आत्मकथ्य स.वि.ल. 10 असमानता कम करना।	साना-साना हाथ जोड़ि स.वि.ल. 8,10,13 आर्थिक विकास, असमान-ताएँ कम करना, जलवायु कार्यवाई।	पद-परिचय और स्ववृत्त लेखन। स.वि.ल. 4,16 गुणवत्तापूर्ण शिक्षा, शांति, न्याय और मजबूत संस्थान।	'पर्यावरण संरक्षण और पर्यटन' विषय पर एक स्लोगन तैयार कीजिए। स.वि.ल. 12,13,15 जिम्मेदार उपभोग और उत्पादन, जलवायु कार्यवाई, भूमि पर जीवन।
अगस्त (23)		एक कहानी यह भी स.वि.ल. 5,10,12 लैंगिक समानता, असमानता कम करना, जिम्मेदार उपभोग और उत्पादन।	उत्साह, अट नहीं रही स.वि.ल. 3,6,15 अच्छा स्वास्थ्य और कल्याण, स्वच्छ जल और स्वच्छता, भूमि पर जीवन।	-	अलंकार, ई- मेल, विज्ञापन, संदेश लेखन। स.वि.ल. 4,17 गुणवत्तापूर्ण शिक्षा, लक्ष्यों के लिए भागीदारी।	काव्य का आभूषण, 'अलंकार' पर P.P.T. तैयार कीजिए। स.वि.ल. 4,17 गुणवत्तापूर्ण शिक्षा, लक्ष्यों के लिए भागीदारी ।
सितंबर (12)	अर्ध - वार्षिक परीक्षा	(करवाए गए कार्य की पुनरावृत्ति) कार्य प्रपत्र				
अक्टूबर (24)		नौबत खाने में इबादत स.वि.ल. 11,16 सतत शहर और समुदाय, शांति और मजबूत संस्थान।	यह दंतुरित मुस्कान, फसल स.वि.ल. 3,2,15 अच्छा स्वास्थ्य और कल्याण, खाद्य सुरक्षा, भूमि पर जीवना।	मैं क्यों लिखता हूँ स.वि.ल. 4,5 गुणवत्ता पूर्ण शिक्षा, लैंगिक समानता।	पद-परिचय, वाच्य (अभ्यास कार्य) स.वि.ल. 4,17 गुणवत्तापूर्ण शिक्षा, लक्ष्यों के लिए भागीदारी।	'फसल' कविता के आधार पर 'कलात्मक और व्यावहारिक' गतिविधियों पर एक प्रक्रिया चार्ट (Flow chart) तैयार कीजिए। स.वि.ल. 2,12 खाद्य सुरक्षा, जिम्मेदार उपभोग और

						उत्पादन।
नवंबर (20)		संस्कृति स.वि.ल. 9,12 उद्योग, नवाचार और बुनियादी ढाँचा, जिम्मेदार उपभोग और उत्पादन।	संगतकार स.वि.ल. 11,12 सतत शहर और समुदाय, जिम्मेदार उपभोग और उत्पादन।	-	वाक्य विचार, अलंकार (अभ्यास कार्य) स.वि.ल. 4 गुणवत्तापूर्ण शिक्षा।	'संस्कृति' पाठ के आधार पर तार्किक प्रश्नोत्तर तैयार कीजिए स.वि.ल. 4,12 गुणवत्तापूर्ण शिक्षा, जिम्मेदार उपभोग और उत्पादन।
दिसंबर (16)	प्रीबोर्ड परीक्षा (1)	गत वर्षों के प्रश्नपत्रों के माध्यम से पुनरावृत्ति करवाई जाएगी।				
जनवरी (12)	प्रीबोर्ड परीक्षा (2)	पुनरावृत्ति करवाई जाएगी।				
फरवरी (10)		पुनरावृत्ति करवाई जाएगी।				

शैक्षणिक उद्देश्य:

1. अपठित गद्यांश और पद्यांश – विकसित होने वाली दक्षताएँ (Competencies)

विद्यार्थियों को अपठित गद्यांश और पद्यांश के माध्यम से पठन और लेखन कौशल, शब्दावली का विकास, अभिव्यक्ति कौशल, रचनात्मक लेखन क्षमता, भावनात्मक संप्रेषण, आलोचनात्मक चिन्तन, समस्या-समाधान कौशल, तथ्य खोजने की क्षमता, शीर्षक देने की समझ का विकास होता है।

2. व्याकरण – विकसित होने वाली दक्षताएँ (Competencies)

विद्यार्थियों में व्याकरण के माध्यम से शुद्ध भाषा ज्ञान, लेखन कौशल में सुधार, बोलने की क्षमता विकसित करना, अपने विचारों की अभिव्यक्ति, तार्किक सोच का विकास, सोचने और विश्लेषण करने की क्षमता का विकास होता है।

3. गद्य- विकसित होने वाली दक्षताएँ (Competencies)

गद्य के माध्यम से विद्यार्थियों में भाषा और शब्दावली कौशल, सांकेतिक और तार्किक समझ, संचार कौशल, सांस्कृतिक और सामाजिक जागरूकता, सृजनात्मक और आलोचनात्मक सोच, ध्यान और स्मरणशक्ति, कल्पनाशक्ति और विश्लेषणात्मक क्षमता में वृद्धि होती है।

4. पद्य- विकसित होने वाली दक्षताएँ (Competencies)

पद्य के माध्यम से विद्यार्थियों में भाषा और शब्दावली कौशल, सांगीतिक और लयबद्ध दक्षताएँ, सृजनात्मक और कल्पनाशील सोच, भावनात्मक और सहानुभूति कौशल, समीक्षात्मक और विश्लेषणात्मक क्षमता, संचार और अभिव्यक्ति दक्षताओं का विकास होता है।

5. कृतिका – विकसित होने वाली दक्षताएँ (Competencies)

कृतिका के पाठ विद्यार्थियों में भाषा-कौशल का विकास, नैतिक मूल्यों की शिक्षा, चिंतन और कल्पनाशक्ति का विस्तार, सामाजिक जागरूकता और साहित्यिक रुचि को विकसित करते हैं।

6. रचनात्मक लेखन – विकसित होने वाली दक्षताएँ (Competencies)

रचनात्मक लेखन विद्यार्थियों में बहुआयामी क्षमताओं का विकास करता है। सृजनात्मक और कल्पनाशक्ति का विकास, भाषा और अभिव्यक्ति कौशल, विश्लेषणात्मक और तार्किकता, भावनात्मक बुद्धिमत्ता, संचार एवं नवोन्मेष कौशल, धैर्य और अनुशासन को विकसित करता है।



विषय - हिंदी (परीक्षा विवरण तालिका)

(1) आवधिक परीक्षा -1 (20 अंक)

अपठित गद्यांश और काव्यांश, पत्र, नेताजी का चश्मा ।

(2) आवधिक परीक्षा - 2 (20 अंक)

रचना के आधार पर वाक्य भेद, बाल गोबिन भगत, राम-लक्ष्मण-परशुराम-संवाद, माता का अंचल, अनुच्छेद लेखन ।

(3) अर्धवार्षिक परीक्षा - (80 अंक)

i- अपठित बोध - अपठित गद्यांश और अपठित पद्यांश ।

ii- व्याकरण - रचना के आधार पर वाक्य परिवर्तन, वाच्य, पद-परिचय, अलंकार ।

iii- पठित गद्य - नेताजी का चश्मा, बालगोबिन भगत, लखनवी अंदाज़, एक कहानी यह भी ।

iv- पठित काव्य - सूरदास के पद, राम-लक्ष्मण-परशुराम-संवाद, आत्मकथ्य, उत्साह, अट नहीं रही है ।

v- कृतिका- माता का अंचल, साना-साना हाथ जोड़ि ।

vi- रचनात्मक लेखन- अनुच्छेद लेखन, पत्र (दोनों), स्ववृत्त लेखन, ई-मेल, विज्ञापन और संदेश लेखन ।

(4) आवधिक परीक्षा - 3 (20 अंक)

संस्कृति, यह दन्तुरित मुस्कान, मैं क्यों लिखता हूँ, पद-परिचय, ई-मेल ।

(5) प्री बोर्ड - (80 अंक)

i- अपठित बोध - अपठित गद्यांश और पद्यांश ।

ii- व्याकरण - रचना के आधार पर वाक्य परिवर्तन, वाच्य, पद-परिचय, अलंकार।

iii- पठित गद्य - 'नेताजी का चश्मा' से लेकर 'संस्कृति' तक ।

iv- पठित काव्य - 'सूरदास के पद' से लेकर 'संगतकार' तक ।

iv- कृतिका - माता का अंचल, साना-साना हाथ जोड़ि, मैं क्यों लिखता हूँ ।

v- रचनात्मक लेखन- अनुच्छेद लेखन, पत्र (दोनों), स्ववृत्त लेखन, ई-मेल, विज्ञापन और संदेश लेखन ।

(समयानुसार बदलाव भी किए जा सकते हैं ।)

MATHEMATICS

April – February Course Structure

Units	Unit Name	Marks
I	NUMBER SYSTEMS	06
II	ALGEBRA	20
III	COORDINATE GEOMETRY	06
IV	GEOMETRY	15
V	TRIGONOMETRY	12
VI	MENSURATION	10
VII	STATISTICS & PROBABILITY	11
Total		80

NAME OF BOOK: MATHEMATICS TEXTBOOK FOR CLASS X (NCERT)
SUGGESTED REFERENCE BOOK: MATHEMATICS EXEMPLAR PROBLEMS FOR CLASS X (NCERT)

Month & Periods	Units	Contents	Learning Objectives	Suggested Activities
April (30)	Unit II Algebra	<p>Chapter-3: Pair of Linear Equations in Two Variables. Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency. Algebraic Conditions for number of solutions. Solutions of a pair of linear equations in two variables by Algebraically – substitution, by elimination method. Simple Situational problems.</p>	<p>The students will able to</p> <ul style="list-style-type: none"> (i) Define the general form of a pair of linear equations in two variables. (ii) Solve the given pair of linear equations by graphical method. (iii) Determine the given pair of linear equation are consistent or inconsistent by Comparing the ratios of the coefficients of the equations. (iv) Solve the given pair of given pair of linear equation by substitution method, elimination method . <p>SDG GOALS: SDG 4: Quality Education SDG12: Responsible Consumption and Production. SDG8: Decent work and Economic growth.</p>	<p>Lab Activity 1: To verify the conditions of consistency or inconsistency for a pair of linear equations in two variables by graphical method. Competencies: The activity develops understanding of</p> <ul style="list-style-type: none"> i) Real-Life Applications ii) Skill Development <p>Worksheet:1</p>

	Unit II Algebra	Chapter-2: Polynomials Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials.	The students will be able to (i) Understand polynomials & their categories and the method to calculate their zeros. (ii) Find the zero or zeros of a polynomial by studying its graph. (iii) Verify the relationship between the zeros and the coefficients of linear, quadratic polynomials. <u>SDG GOALS:</u> SDG 4: Quality Education. SDG13: Climate Action.	<u>Lab Activity 2:</u> To find zeroes of a quadratic polynomials graphically. <u>Competency:</u> The activity develops understanding of Engineering and Design (Modeling Curves) Assignment Oral Test
	Unit I Number Systems	Chapter-1: Real Numbers Fundamental Theorem of Arithmetic- statements after reviewing work done earlier and illustrating and motivating through examples, Proofs of irrationality of $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$.	The Students will be able to (i) Describe the fundamental theorem of Arithmetic and apply to calculate the H.C.F and L.C.M of nos. (ii) Prove that $\sqrt{2}$, $\sqrt{3}$ & $\sqrt{5}$ are irrational nos. <u>SDG GOALS:</u> SDG9: Industry, innovation and infrastructure. SDG12: Responsible Consumption and Production.	<u>Lab Activity 3: Drawing a factor tree.</u> <u>Competency:</u> The activity develops understanding of Traffic Light Coordination Worksheet: 2

<p>May (24)</p>	<p>Unit II Algebra</p>	<p>Chapter-4: Quadratic Equations Standard form of a quadratic Equation $ax^2+bx+c=0$, ($a \neq 0$). Solutions of quadratic equations (only real roots) by Factorization and by using quadratic formula. Relationship between discriminate and nature of roots. Situational problems based on quadratic equations related to day to day activities to be incorporated.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> (i) Check the given equation is a quadratic equation. (ii) Represent a given situation in the form of quadratic equation. (iii) Find the roots of quadratic equation by factorization & using the quadratic formula. (iv) Find the nature of roots of quadratic equation. <p><u>SDG GOALS:</u> SDG 4: Quality Education. SDG7: Affordable and Clean Energy.</p>	<p>Worksheet: 3 <u>Lab Activity 4:</u> To obtain the solution of a quadratic equation by completing the square geometrically.</p> <p><u>Competencies:</u> The activity develops understanding of i)Architecture and Design ii)Land management</p> <p>Assignment Project on arithmetic progression</p>
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	Unit II Algebra	Chapter-5: Arithmetic Progressions Motivation for studying Arithmetic Progression, Derivation of the nth term and sum of the first n terms of A.P. and their application in solving daily life problems.	<p>The Students will be able to</p> <ul style="list-style-type: none"> (i) Identify if a given series of numbers Form an arithmetic progression (A.P.) (ii) Identify the first term and common difference of the given AP (iii) Find the nth term of an AP and the sum of the first n terms of an AP. <p>SDG GOAL: SDG 1:NO Poverty. SDG 4: Quality Education.</p>	<p>Lab activity 5: The given sequence is an A.P. or not. Competencies: The activity develops understanding of</p> <ul style="list-style-type: none"> i) Data Prediction and Analysis ii) logical reasoning. <p>Worksheet 4: Oral Test</p>
July (28)	Unit VII Statistics and Probability	Chapter-13:Statistics Mean, median and mode of grouped data (bimodal situation to be avoided).	<p>The students will be able to</p> <ul style="list-style-type: none"> (i) Calculate the mean of grouped data using the directmethod, the assumed mean method & the step deviation method. (ii) Calculate the mode of the grouped data. (iii) Find the median of grouped data. <p>SDG GOAL: SDG 3: Good Health and Well- Being SDG 10: Reduced Inequalities</p>	<p>Assignment</p> <p>Oral Test</p> <p>Class Activity 6: Find the mean of given data. Competency: The activity develops understanding of Financial Literacy and Data Analysis</p> <p>Worksheet: 5</p>

	<p>Unit VII</p>	<p>Chapter-14: Probability Classical definition of probability. Simple problems on finding the probability of an event.</p>	<p>The students will be able to</p> <p>(i) Calculate the probability of an event comes. Describe the various terms such as equally likely outcomes, elementary event, complement of an event, sure event and impossible event.</p> <p><u>SDG GOALS:</u> SDG 4: Quality Education. SDG13: Climate Action.</p>	<p>Model / Project Work</p> <p><u>Class Activity 7:</u> Calculating the probability After tossing coins. <u>Competencies:</u> The activity develops understanding of</p> <p>i) Objective Decision- Making ii) Data collection and analysis. Oral Test</p>
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<p>August (30)</p>	<p>Unit IV Geometry</p>	<p>Chapter-6: Triangles Definitions, examples, counter examples of similar triangles. 1.(Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.</p> <p>2.(Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.</p> <p>3. (Motivate) If in two , the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.</p> <p>4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.</p> <p>5. (Motivate) If one angle of the triangle is equal to one angle of another triangle</p> <p>6. and the sides including these angles are proportional, the two</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> (i) Define the term similar figures. (ii) Explain the condition of similarity for triangles. (iii) Prove the basic proportionality theorem, Pythagoras theorem and converse of Pythagoras theorem. (iv) Prove the AA <p>Similarity criterion, AAA similarity criterion, SSS similarity criterion and SAS similarity criterion.</p> <p>Prove the AA similarity criterion, AAA similarity criterion, SSS similarity criterion & SAS similarity criterion.</p> <p><u>SDG GOAL:</u> SDG 9: Industry, Innovation and Infrastructure.</p>	<p><u>Class Activity 8: Similarity of two Triangles.</u> <u>Competencies:</u> The activity develops understanding of</p> <ul style="list-style-type: none"> i) Technology and Design ii) Calculating Unreachable Distances <p>Worksheet :6</p> <p>Oral Test Assignment</p>
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triangles are similar.

<p>September (15)</p>	<p>Unit V Trigonometry</p>	<p>Chapter 8: Introduction to Trigonometry Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined), motivate the ratios whichever are defined at 0° and 90°. Values of the trigonometric ratios of $30^\circ, 45^\circ$ and 60°. Relationships between the ratios.</p> <p>Proofs and applications of the identity $\sin 2A + \cos 2A = 1$. Only simple Identities to be given.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> (i) Define trigonometry & trigonometry ratios of an acute angle of a Right triangle. (ii) Calculate the trigonometric ratios of an angle if one of the ratios is known. (iii) Find the values of the trigonometric ratios $0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90°. <p>SDG GOALS:</p> <p>SDG 7: Affordable and Clean Energy</p> <p>SDG 4: Quality Education.</p>	<p><u>Lab Activity 9: To verify identity $\sin^2 \theta + \cos^2 \theta = 1$</u> <u>Competencies: The activity develops understanding of</u></p> <ul style="list-style-type: none"> i) <u>Construction and Architecture</u> ii) <u>Navigation and GPS</u> <p><u>Assignment</u></p>
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Revision of all Chapters from April to September 2026-27 Half- yearly Examination 2026-2027

<p>October (28)</p>	<p>Unit V Trigonometry</p>	<p>Chapter-9 Some applications of Trigonometry Heights and Distances: Angle of Elevation and Angle of Depression. Simple Problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation/depression should be only $30^\circ, 45^\circ, 60^\circ$.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> (i) Explain the terms line of right angle of elevation and angle of depression. (ii) Calculate heights and distances using trigonometric ratios. <p><u>SDG GOAL:</u> <u>SDG 11:</u> Sustainable Cities and Communities.</p>	<p><u>Project:</u> Find the height and distance of given object. <u>Competencies:</u> The project develops understanding of</p> <ul style="list-style-type: none"> i) Engineering and Construction ii) Astronomy
	<p>Unit III Coordinate Geometry</p>	<p>Chapter-7: Coordinate Geometry Review: Concepts of a coordinate geometry, graphs of linear equations. Distance formula, Section Formula (internal division).</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> i) Derive the distance formula to find the distance between any two points whose coordinates are given. ii) Calculate the distance between the two points whose coordinates are given. iii) Derive the section formula. Find the coordinates of the point that divides a line segment joining two points of known coordinates internally in given ratio. <p><u>SDG GOALS:</u> <u>SDG 4:</u> Quality Education. <u>SDG 11:</u> Sustainable Cities and Communities.</p>	<p><u>Lab Activity 10:</u> Centroid of a triangle. <u>Competencies:</u> The activity develops understanding of</p> <ul style="list-style-type: none"> i) Engineering & Architecture ii) Computer Graphics & Design <p>Oral Test Assignment</p> <p>Worksheet: 7</p>

<p>November (28)</p>	<p>Unit VI Mensuration</p>	<p>Chapter-11: Area Related to Circles Area of sectors and segments of a circle. Problems based on areas and perimeter/ circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60°, 90° and 120° only).</p>	<p>The Students will be able to</p> <ul style="list-style-type: none"> (i) Recall the terms sector, angle of a sector and segment in relation of a circle. (ii) Calculate the area of a sector of a circle. (iii) Recall the terms major arc and minor arc of a circle. <p>Calculate the length of an arc of a sector of a circle, area of a segment and the area of combinations of a plane figure.</p> <p><u>SDG GOALS:</u> SDG 15: Life on Land SDG11: Sustainable Cities and Communities.</p>	<p>Worksheet :8</p> <p><u>Activity 11</u>:-Draw any one Mandala Painting (Using Geometric tools)</p> <p><u>Competencies:</u> The activity develops understanding of</p> <ul style="list-style-type: none"> i) Flooring and Tiling ii) In Painting and Wall Covering <p>Oral Test</p> <p>Assignment</p>
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	<p>Unit VI Mensuration</p>	<p>Chapter-12: Surface areas and Volumes Surfaces areas and volumes of combination of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/ cones.</p>	<p>The students will be able to</p> <ul style="list-style-type: none"> (i) Calculate the surface areas & volumes of the combination of solids. (ii) Explain that when a solid is converted to another solid or multiple solids either of the same or different shapes, the surface area changes but the volume remains constant. <p><u>SDG GOALS:</u> SDG 6: Clean Water and Sanitation. SDG 12: Responsible Consumption and Production.</p>	<p>Worksheet: 9 Assignment Oral Test</p> <p><u>Activity 12</u> : 3D Model of combined shape</p> <p><u>Competencies:</u> The activity develops understanding of</p> <ul style="list-style-type: none"> i) Construction and Architecture ii) Daily Life and Household Tasks
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	Unit IV Geometry	Chapter-10: Circles Tangent to a circle at point of contact. 1. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact. 2.(Prove) The lengths of tangents drawn from an external point to a circle are equal.	The students will be able to (i) Define the terms tangent & secant in relation to a circle. (ii) Prove that the tangent at any point of a circle is perpendicular to the radius through the point of contact. (iii) Prove that the lengths of a tangent drawn from an external point to a circle are equal. Calculate the length of a tangent drawn from a point outside a circle. <u>SDG GOAL:</u> SDG 9: Industry, Innovation and Infrastructure.	<u>Lab Activity 13: The lengths of tangents drawn from an external point to a circle are equal.</u> <u>Competency: The activity develops understanding of Belt and Pulley Systems</u> Worksheet :10 Oral Test Assignment
December (18)	Revision of all chapters from April to November 2026-27 Pre-Board- I 2026-2027			
January (12)	Revision of all chapters from April to November 2026-27 Pre-Board -II 2026-2027			
February (10)	Revision of all chapters from April to November 2026-27			

Competencies developed:

The chapters aim to develop conceptual understanding, mathematical reasoning, procedural fluency, visualization skills and application of mathematical concepts.

MATHEMATICS TEXTBOOK FOR CLASS X (NCERT) 2026-27

Periodic Test-1:

Chapter-2: Polynomials

Chapter-3: Pair of Linear Equations in Two Variables Periodic Test-2:

Chapter-1: Real Numbers Chapter-4: Quadratic Equations

Chapter-5: Arithmetic Progressions Periodic Test-3:

Chapter-7: Coordinate Geometry

Chapter-9: Some Applications of Trigonometry Mid Term Examination –

Chapter-1: Real Numbers Chapter-2: Polynomials

Chapter-3: Pair of Linear Equations in Two Variables Chapter-4: Quadratic Equations

Chapter-5: Arithmetic Progressions Chapter-6: Triangles

Chapter-8: Introduction to Trigonometry Chapter-13: Statistics

Chapter-14: Probability Pre-Board 2026-27 Chapter-1: Real Numbers

Chapter-2: Polynomials

Chapter-3: Pair of Linear Equations in Two Variables Chapter-4: Quadratic Equations

Chapter-5: Arithmetic Progressions Chapter-6: Triangles

Chapter-7: Coordinate Geometry Chapter 8: Introduction to Trigonometry

Chapter-9: Some Applications of Trigonometry Chapter-10: Circles

Chapter-11: Areas Related to Circles Chapter-12: Surface Areas and Volumes

Chapter-13: Statistics

Chapter-14: Probability

SCIENCE

PHYSICS

Month	Period	Unit	Contents	Suggested Activities	Learning Objectives
April May	13 09	Light Reflection and Refraction	Reflection of light by curved surfaces, images formed by spherical mirrors, center of curvature, principal axis, principal focus, focal length, mirror refraction, Law of refraction, refractive index Refraction of light by spherical lens, image formed by spherical lens, lens formula (Derivation not required), Magnification, Power of a lens.	<ul style="list-style-type: none"> * Practice worksheets (Critical Thinking and Problem solving) * Drawing of ray diagrams of concave mirror (Conceptual understanding) * Crossword puzzle on Light-reflection and refraction. (Analytical Thinking) 	<ul style="list-style-type: none"> * To make the learners to understand the phenomenon of reflection and refraction and apply the concept in daily life. * To make them understand the application of different Lenses and mirror. * SDG 7: Affordable and Clean Energy * SDG 9: Industry, Innovation, and Infrastructure

May		Human Eye and the Colorful world	Functioning of a lens in human eye, Defects of vision and their corrections	*Diagram based worksheet (Conceptual Understanding)	*To make the learners understand the function of human eye along with its structure
July	10		Applications of spherical mirrors and lenses. Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life (excluding color of the sun at sunrise and sunset).	*Practice worksheets (Critical Thinking and Problem Solving)	*To make them understand dispersion and scattering. *To make the learners understand the function of human eye along with type of defects *SDG 3: Good Health and Well-being
July	05	Effects of Current	Electric Current, potential difference and electric current Ohm's Law, Resistance, Resistivity, Factors on which the resistance of a conductor depends.	*Slogan on ways to Reduce carbon footprints. (Creative Thinking) *Practice worksheet (Critical Thinking and Problem Based Learning) *CBSE sample questions. (Problem Solving)	*To make the learners to understand the concept of electricity, resistance, resistivity and the parameters affecting etc. *SDG13-ClimateAction * SDG 7: Affordable and Clean Energy

August	15	Effects of Current	Series Combinations of resistors and its applications in the daily life. Heating effect to electric current and its application in daily life. Electric Power. Interrelation between P, V, I and R.	*To make them understand the numerical calculations based on electricity	*Practice worksheets (Critical Thinking and Problem Based Learning) * SDG 9: Industry, Innovation, and Infrastructure
September		Revision and Mid-Term Examination			
October	10	Magnetic effects of current	Magnetic Field, Field lines, field due to a current carrying coil or solenoid. Force on current carrying conductor, Fleming's Left - Hand Rule	*To make the learners aware of the difference between electricity and magnetism	*To plot the magnetic field lines around the bar magnet. (Diagrammatic Skills and Conceptual understanding) *Practice worksheets (Safety and Real World Applications Critical Thinking and Problem Solving) * SDG 9: Industry, Innovation, and Infrastructure

November	10	Magnetic effects of current	Direct Current, Alternating current: frequency of AC, Advantages of AC over DC. Domestic electric Circuits	*To make the learners understand different rules and apply the rules in different numerical problems.	*Practice worksheets (Safety and Real World Applications Critical Thinking and Problem Solving)
December	Revision and Pre-Board-I Examination				
January	Revision and Pre-Board-II Examination				

Biology

Month	Period	Unit	Contents	Learning objectives	Suggested Activities
April	16	Life processes	Basic concepts of Nutrition and Respiration	Students will be able to learn <ul style="list-style-type: none"> • Photosynthesis-raw materials, site, conditions, and mechanism • Human digestion • Human respiration • SDG-3 Good health and well-being. 	<ul style="list-style-type: none"> • To prove water is necessary for photosynthesis. (creative thinking) • To show the effect of saliva on starch. (critical-thinking and learning) • Practice Worksheets (problem-solving)
May	12	Life processes	Basic concept of transport and excretion	<ul style="list-style-type: none"> • Transport in plants-xylem and phloem • Human excretion • SDG-3 Good health and well-being. 	<ul style="list-style-type: none"> • Suggested activity by CBSE or Andaman Nicobar and Lakshadweep Island. (Digital and technological competency, creative)
July	19	Control and coordination	Control and coordination in animals and plants: movements in plants, introduction of plant hormones.	Students will be able to understand <ul style="list-style-type: none"> • Nastic and Tropic movements. • Phytohormones-Auxin, Gibberellin, cytokinin, ABA • SDG-3 Good health and well-being. 	<ul style="list-style-type: none"> • Case based worksheet on Control and coordination. (critical thinking and problem-solving)

			Control and coordination in animals: Nervous system, voluntary, involuntary and reflex action, chemical coordination, animal hormones.	<ul style="list-style-type: none"> • Structure of Neuron. • Type of Neuron. • Types of action-reflex action. • Human endocrine System- Glands and hormones. • SDG-3 Human health and well-being. 	<ul style="list-style-type: none"> • Practice Worksheets (learning, problem-solving and critical thinking.)
August	19	How to organisms reproduce	Reproduction: reproduction in animals and plants – sexual and asexual reproductive health – need and methods of family.	Students will able to learn <ul style="list-style-type: none"> • Type of asexual reproduction. • Fission, Budding, etc. 	<ul style="list-style-type: none"> • Multiple choice questions (Worksheet)(problem- solving and critical thinking)
			<ul style="list-style-type: none"> • Planning safe sex. • Child bearing and women’s health 	<ul style="list-style-type: none"> • Human male and female reproductive system. • Contraceptive methods. • SDG-3 Good Health and well- being. • SDG-5 Gender Equality 	
September	Revision				
September	Mid -term Examination				

October	13	Heredity	Heredity: Heredity, Mendel's contribution-Laws for inheritance of traits Sex determination: Brief introduction, Basic concepts, and evolution.	Students will be able to learn about <ul style="list-style-type: none"> • Introduction of heredity. • Law of Dominance, Segregation & Independence assortment. • Sex-determination in humans • SDG-4 Quality Education. • SDG-10 Reduced Inequalities. 	<ul style="list-style-type: none"> • Practice Worksheets. (Critical thinking & Problem-solving) • Pictorial Chart on Mendel's law of inheritance. (Creative thinking) • Determination of dog coat colors. (Critical thinking)
November	13	Our Environment	Our environment: Eco system, environment problems, Ozone depletion, Waste production and their solutions, Biodegradable substances,	Students will be able to learn Types of ecosystems Food chain and Food web Environmental problems- disposal and solid waste, depletion of ozone waste. SDG-14 Life below water. SDG-15 life on land.	<ul style="list-style-type: none"> • Practice Worksheet-Multiple choice questions (Critical thinking & problem-solving) • CBSE sample questions. (Problem-solving)
December	Preboard 1 (Objective and Descriptive)				
January	Preboard 2				

CHEMISTRY

Month	Period	Unit	Contents	Learning Objectives	Suggested Activities
April	13	Chemical reactions and equations	Chemical Reactions, Chemical equation, Balanced Chemical equation, implication of a balanced chemical equation, types of chemical equation, combination decomposition, displacement, double displacement, precipitation, neutralization, oxidation, and reduction.	After studying this unit, students will be able to: - Explain different type of chemical reactions. - Differentiate between corrosion and rancidity. - Balanced chemical equations - Demonstrate different types of reactions. SDG-12: Responsible Consumption and Production SDG 3: Good Health & Well-being	<ul style="list-style-type: none"> To analyze the characteristics of a chemical reaction. NCERT Activity- 1.1, 1.2, 1.3 (Conceptual understanding) Heating of Lead Nitrate crystals to study decomposition reaction - NCERT Activity 1.6 (Critical thinking, conceptual understanding)
May	9	Acids, Bases, and Salts	Acids, Bases, and Salts: their definition in terms of furnishing of H^+ and OH^- ions. General properties, examples and uses, Concept of pH scale (Definition related to logarithm not required)	After studying this unit, students will be able to: -Define acid, base, and salt. -Explain different types of acid and bases. -Explain pH and pH scale. SDG 3: Good Health and Well-being SDG 12: Responsible Consumption and Production	<ul style="list-style-type: none"> Test nature of organic samples using following indicators: red and blue litmus, Phenolphthalein, methyl orange) (Conceptual understanding, Comparative analysis) Practice worksheets (Critical thinking, conceptual understanding)

July	5	Acids, Bases, and Salts	Importance of pH in everyday life, preparation and uses of sodium hydroxide, Bleaching powder. Baking soda, washing soda and Plaster of Paris	After studying this unit, students will be able to: -Explain preparation of different type of salts and their properties. SDG 12: Responsible Consumption and Production SDG 13: Climate Action	<ul style="list-style-type: none"> Practice worksheets (Conceptual understanding) Heating of CuSO_4 crystals to learn about the water of crystallization- NCERT Activity 2.15
	10	Metals and Non-metals	Metals and Non-metals: Properties of metals and non-metals, Reactivity series	After studying this unit students will be able to: -Define metal and non-metals -Explain properties of metals and non-metals SDG 12: Responsible Consumption and Production	<ul style="list-style-type: none"> Test nature of metallic and non-metallic oxide- NCERT Activity 3.13 (Conceptual understanding, comparative analysis)
August	15	Metals and Non-metals in continuation	Formation and properties of ionic components, basic metallurgical process, Corrosion, and its prevention.	After studying this unit students will be able to: -Learn properties of ionic compounds -Explain extraction of metals -Explain corrosion and its prevention. SDG 7: Affordable and Clean Energy SDG 12: Responsible Consumption and Production SDG 13: Climate Action	<ul style="list-style-type: none"> Properties of ionic compounds NCERT Activity 3.13 (Conceptual understanding)

September	Revision				
September	Mid-term Examination				
October	10	Carbon and its compounds	Carbon Compounds: Covalent bonding in carbon compounds. Versatile nature of carbon, homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes, and alkynes), difference between saturated hydrocarbons and unsaturated hydrocarbons.	After studying this unit, students will be able to: -Explain bonding in Carbon. -Draw electron dot structure of different organic compounds. -Write the nomenclature of organic compounds SDG 9: Industry, Innovation, and Infrastructure SDG 12: Responsible Consumption and Production SDG 13: Climate Action	<ul style="list-style-type: none"> • Make a mind map for all functional groups. (Conceptual understanding) • Worksheet on carbon and its compounds. (Critical thinking, conceptual understanding)
November	10	Carbon and its compounds	Chemical properties of carbon compounds (combustion, oxidation, addition, and substitution reaction). Ethanol and Ethanoic acid (only properties and uses)	After studying this unit, students will be able to: -Compare the properties of ethanol and Ethanoic acid. -Explain different reaction of ethanol and ethanoic acid. SDG 9: Industry, Innovation, and Infrastructure SDG 12: Responsible Consumption and Production	<ul style="list-style-type: none"> • Observe nature of flame- NCERT Activity 4.3 (Observation skills, conceptual understanding) • Detect formation of ester- NCERT Activity 4.8 (Conceptual understanding, observation skills)
December	Revision and Pre-Board-I Examination				
January	Revision and Pre-Board-II Examination				

MID TERM : Syllabus covered till September

Biology –

Ch-5 : Life Processes

Ch-6: Control and Coordination

Ch-7: How do Organisms reproduce

Physics –

Ch-9: Light, Reflection and Refraction

Ch-10: Human Eye and the Colourful World

Ch-11: Electricity and its effects (Till Resistance in series and parallel)

Chemistry -

Ch-1: Chemical Reactions & equations

Ch-2: Acids, Base, Salts

List of Experiments

1. A. Finding the pH of the following samples by using pH paper/universal indicator

(i) Dilute Hydrochloric Acid

(ii) Dilute NaOH solution

(iii) Dilute Ethanoic Acid solution

(iv) Lemon juice

(v) Water

(vi) Dilute Hydrogen Carbonate solution

B. Studying the properties of acids and bases (HCl & NaOH) based on their reaction with:

- a) Litmus solution (Blue/Red)
- b) Zinc metal
- c) Solid sodium carbonate

2. Performing and observing the following reactions and classifying them into: Unit-I

A. Combination reaction

B. Decomposition reaction

C. Displacement reaction

D. Double displacement reaction

(i) Action of water on quicklime

(ii) Action of heat on ferrous sulphate crystals

(iii) Iron nails kept in copper sulphate solution

(iv) Reaction between sodium sulphate and barium chloride solutions

3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions:

i) $\text{ZnSO}_4(\text{aq})$

ii) $\text{FeSO}_4(\text{aq})$

iii) $\text{CuSO}_4(\text{aq})$

iv) $\text{Al}_2(\text{SO}_4)_3(\text{aq})$

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.

4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I.

5. Determination of the equivalent resistance of two resistors when connected in series and parallel.

6. Preparing a temporary mount of a leaf peel to show stomata.

7. Experimentally show that carbon dioxide is given out during respiration. Unit-II

8. Study of the following properties of acetic acid (ethanoic acid)

- i) Odour
- ii) solubility in water
- iii) effect on litmus
- iv) reaction with Sodium Hydrogen Carbonate

9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water. Unit- I

10. Determination of the focal length of

- i) concave mirror
- ii) convex lens by obtaining the image of a distant object.

11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.

12. Studying (a) binary fission in Amoeba, and (b) budding in yeast and Hydra with the help of prepared slides.

13. Tracing the path of the rays of light through a glass prism.

14. Identification of the different parts of an embryo of a dicot seed (Pea, gram, or red kidney bean)

SOCIAL SCIENCE

Months & periods	Units / Content	Suggested Activities/ Competencies/ Learning Outcomes	Learning Objectives
April (22)	<p>Pol. Sc</p> <p>Chapter : 1</p> <p>The Power Sharing</p> <ul style="list-style-type: none"> • Case study of Belgium and Sri Lanka • Why Power Sharing is desirable? • Forms of Power Sharing. 	<p>Read relevant newspaper articles/clippings on power sharing and present the findings in the form of flow chart.</p> <p>PROBLEM SOLVING AND APPLICATION</p> <p>Summarize the purpose of power sharing in preserving the unity and stability of a country.</p>	<p>Familiarize students with the centrality of power sharing in a democracy.</p> <p><u>SDG 16</u></p> <p>PEACE, JUSTICE & STRONG INSTITUTION</p>
	<p>Economics</p> <p>Chapter : 1</p> <p>Development</p> <ul style="list-style-type: none"> • What are Development promises to • Different people? • Different goals Income and other goal • National Income • Comparing Different Countries / State • Public Facilities • Sustainable Development 	<p>Debate on 'different people have different developmental goal'</p> <p>Ethical and Democratic Values</p> <p>Analyse and infer how the per capital income depicts the economic condition of the nation.</p>	<p>Understanding the importance of quality of life and sustainable developmental</p> <p><u>SDG 1</u></p> <p>No Poverty</p> <p><u>SDG 8</u></p> <p>Decent Work and Economic Growth</p>

	<p>Geography</p> <p>Chapter :1 Resources and development</p> <ul style="list-style-type: none"> • Development and resources • Resources planning in India 	<p>Atlas map work</p> <p>Spatial And Geographical Skills</p> <p>Analyse and evaluate data and information related to non-optimal land, utilization in India.</p>	<p>To understand the importance of conservation of resources.</p> <p><u>SDG 12</u> Responsible, Consumption and Production</p>
<p>May (16)</p>	<p>History</p> <p>Chapter : 1 The Rise of Nationalism in Europe</p> <ul style="list-style-type: none"> • The French Revolution and the idea of the Nation State • The Making of Nationalism in Europe • The Age of Revolutions: 1830-48 • The making of Germany and Italy • Visualizing the Nation • Nationalism and Imperialism 	<p>Atlas Map-work Analytical and Critical Thinking</p> <p>Illustrate that, the quest for imperialism triggered the First World War.</p>	<p>Understand the way the idea of Nationalism Emerged and led to the formation of nation state in Europe and elsewhere.</p> <p><u>SDG 10</u> Reduced Inequalities</p>

	<p>Pol. Sc. Chapter : 2 Federalism</p> <ul style="list-style-type: none"> • What is Federalism? • What makes India a Federal Country? • How is Federalism practiced? • Decentralization in India. 	<p>Class discussion on distribution of powers between union and state government.</p> <p>Problem Solving and Application</p> <p>Analyse and infer how federalism is being practiced in India.</p>	<p><u>SDG 16</u></p> <p>Peace, Justice and Strong Institution</p>
	<p>Geography Land and Soil Resources</p> <p>Chapter : 2 Forest & wildlife</p> <ul style="list-style-type: none"> • Conservation of forest & wildlife in India • Community and conservation. 	<p>Summarizes the reasons for conservation of biodiversity in India under sustainable development.</p>	<p>To understand the need of resources & different measures to conserve them.</p> <p><u>SDG 15</u> Life on Land</p>

<p>July (21)</p>	<p>Economics</p> <p>Chapter : 2</p> <p>Sectors of Indian Economy</p> <ul style="list-style-type: none"> • Comparing three sectors • Division of Sectors as Organized and Unorganized Sectors in terms of Ownership. • Public & Private Sectors 	<p>Comparative analysis of 3 sectors on the basis of employment opportunity.</p> <p>PROBLEM SOLVING AND APPLICATION</p> <p>Propose solutions to identified problems in different sectors based on their understanding.</p>	<p>Reason out the government investment in different sectors of economy.</p> <p><u>SDG 8</u> Decent Work and Economic Growth</p>
	<p>Geography</p> <p>Chapter : 3</p> <p>Water Resources</p> <ul style="list-style-type: none"> • Multipurpose projects • Rainwater harvesting 	<p>Atlas</p> <p>Enumerate why the water resource of India to be conserved.</p>	<p>Comprehend the importance of water as a resource and to develop awareness towards its conservation.</p> <p><u>SDG 6</u> Clean Water & Sanitation</p>
<p>August (22)</p>	<p>History</p> <p>Chapter : 2</p> <p>Nationalism in India</p> <ul style="list-style-type: none"> • The First World War • Different Strands within the movement • Towards Civil Disobedience 	<p>Create a Timeline on major events on Nationalism in India</p> <p>Research and Evidence Synthesis</p> <p>Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging.</p>	<p>Analyse the nature of the diverse social movements of the time.</p> <p><u>SDG 16</u> Peace, Justice and Strong Institution</p>

<p>Geography Chapter : 4</p> <p>Agriculture</p> <ul style="list-style-type: none"> • Types of farming • Cropping pattern • Type of crop • Technological & institutional reform 	<p>Atlas</p> <p>Research and Evidence Synthesis</p> <p>Enumerate how agriculture plays a contributory role in Indian economy.</p>	<p>Explain the importance of agriculture in national economy.</p> <p><u>SDG 2</u> Zero Hunger</p>
<p>Economics</p> <p>Chapter : 3 Money & Credit</p> <ul style="list-style-type: none"> • Medium of exchange • Terms of credit • Public and private sector 	<p>Project on how to fill a cheque Problem Solving and Application</p> <p>Analyse and infer various sources of Credit.</p>	<p>Create awareness about the role of financial institutional from the point of view of day to day life</p> <p><u>SDG 8</u> Economic Growth</p>
<p>Pol. Sc.</p> <p>Chapter : 3 Gender, Religion and Caste</p> <ul style="list-style-type: none"> • Gender & politics • Religion, communalism and politics • Caste and politics 	<p>Discussion on what role does gender, religion and caste play in a democracy</p> <p>Ethical and Democratic Values</p> <p>Enumerates how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy.</p>	<p>Develop a gender perspective on politics</p> <p><u>SDG 5</u> Decent Work & Gender Equality</p>

September (10)	History Chapter :3 The Making of a Global World <ul style="list-style-type: none"> • The pre-modern world • The 19th Century (1815-1914) • The Inter War Economy 	Inter disciplinary project Depicts the global interconnectedness from the Pre modern to the present day.	Analyze the Implication of Globalization for local economy. <u>SDG 17</u> Global Partnership
	Revision work	Mid Term Examination-2026	
October (21)	Geography CHAPTER : 5 Mineral & Energy Resources <ul style="list-style-type: none"> • Mode of occurrence • Ferrous & non Ferrous • Energy resources 	Use of flow chart to differentiate between the convectional and non- convectional energy. Spatial and Geographical Skills Differentiate between the conventional and non-conventional source of energy.	To identify different types of minerals and feel the need for their judicious utilization. <u>SDG 9</u> Industry, Innovation and Infrastructure
	Economics Chapter -4 Globalization and the Indian Economy <ul style="list-style-type: none"> • Globalization And Its Impact • Challenges and Factors that Enabled Globalization. 	Inter Disciplinary Project Enumerates the significance the role of G-20 and its significance in the light of India's present role.	<u>SDG 17</u> Partnership for the Goals

	<p>History Chapter-4</p> <p>The Age of Industrialization</p> <ul style="list-style-type: none"> • Industrialization in India • Industrialization in Britain 	<p>To be assessed in the periodic assessment</p> <p>Analyse the infer how the industrialization impacted colonies with specific focus in India.</p>	<p>To explain industrialization in the colonies in references to textile industries.</p> <p><u>SDG 9</u> Industry, Innovation & Infrastructure</p>
	<p>Pol. Sci. Chapter-4</p> <p>Political Parties</p> <ul style="list-style-type: none"> • Need of political parties • How many parties should we have? • National/ state parties 	<p>Create a report on national and regional parties, their symbols and their ideologies</p> <p>Problem Solving and Application</p> <p>Justifies the contributions made by the national and the regional political parties in successful functioning of Indian democracy.</p>	<p>Understand and analyze the challenges posed by communication to Indian democracy</p> <p><u>SDG 16</u> Peace, Justice and Strong Institution</p>
<p>November (19)</p>	<p>History Chapter-5</p> <p>Print Culture and The Modern World</p> <ul style="list-style-type: none"> • the first printed books • print comes to Europe the reading mania • new forms of publications 	<p>Use of Venn diagram to compare the advantages of hand written books and printed books</p> <p>Analytical and Critical Thinking</p> <p>Analyse and infers why sometimes the gap occurs between expected outcomes and actual outcomes effects the success of democracy.</p>	<p>Discuss the link between print culture and circulation of ideas.</p> <p><u>SDG 4</u> Equality in Education</p>

	<p>Pol. Sc. Chapter-5</p> <p>Outcomes of Democracy</p> <ul style="list-style-type: none"> • How do we assess democracy outcomes? • Political outcomes Economic Inequalities 	<p>Collect newspaper articles showing public protests</p> <p>Analytical and Critical Thinking</p> <p>To understand the economic inequalities of different countries.</p>	<p>Analyze party system in democracies.</p> <p><u>SDG 16</u> Peace, Justice and Strong Institution</p>
	<p>Geography Chapter-6 Manufacturing Industries</p> <ul style="list-style-type: none"> • Iron and steel industries • Cotton industries 	<p>Atlas</p> <p>Spatial and Geographical Skills</p> <p>Infers the relation between availability of raw materials and location of the industry.</p>	<p>Infer the relation between availability of raw material and location of the industries.</p> <p><u>SDG 9</u> Industry Innovation and Infrastructure</p>
December (23)	<p>Geography Chapter-7 Lifelines of national economy</p> <ul style="list-style-type: none"> • Means of transport • Means of Communication in international trade and tourism 	<p>Atlas</p> <p>Spatial and Geographical</p>	<p>To explain the importance of transport and communication</p> <p><u>SDG 11 Sustainable Cities & Communication</u></p>
		Pre board Exams-I 2026	
January		Pre board Exams-II 2027	
February		Annual Examination 2026-27	

<u>PT- I</u>	:	Ch-1 Power Sharing Ch-1 Development Ch-1 Resources and development
<u>PT-II</u>	:	Ch-2 Forest and Wildlife Ch-2 Federation Ch-1 Nationalism in Europe
<u>MID-TERM</u>	:	Ch-1 – Nationalism in Europe Ch-2 – Nationalism in India Ch-3 – The making of a Global World Ch-1 – Power Sharing Ch-2 – Federalism Ch-3- Gender, Religion and Caste Ch-1 – Development Ch-2 - Sectors of Indian Economy Ch-3 – Money and Credit Ch-1 – Resources and Development Ch-2 – Forest and Wildlife resources Ch-3- Water Resources Ch-4 - Agriculture
<u>PT-III</u>	:	Ch-4 – The Age of Industrialization Ch-5 – Mineral and Energy Resources Ch-4 – Political Parties
<u>ANNUAL</u>	:	Full Syllabus

ARTIFICIAL INTELLIGENCE

Month & periods	Unit	Content (Artificial Intelligence- Kips)	Learning Objectives	Activity
March (9)	Subject Specific Skills Unit-01 Revisiting AI Project Cycle & Ethical Frameworks for AI			
	<u>Unit-01</u> Revisiting AI Project Cycle & Ethical Frameworks for AI SDG 9 – Industry, Innovation and Infrastructure	<ul style="list-style-type: none"> • AI Project Cycle • Introduction to AI Domains • Ethical Frameworks for AI 	<ul style="list-style-type: none"> • To Understand the different stages of the AI Project Cycle • To Understand the concept of Artificial Intelligence (AI) domains and the illustrations of practical applications within each AI domain. • To Learn about the ethical framework for AI and its category. 	<ul style="list-style-type: none"> • Frameworks, Ethical Framework and need of Ethical Frameworks for AI. Activity: My Goodness https://www.my-goodness.net/ • Competencies: <ul style="list-style-type: none"> • Critical thinking • Analytical reasoning
	Employability Skills Unit -1			
<u>CH-01</u> Communication Skills – II SDG 4 – Quality Education	<ul style="list-style-type: none"> • Methods of communication • Communication cycle • Meaning & importance of feedback, descriptive feedback • Specific & non- specific feedback 	<ul style="list-style-type: none"> • To learn about different methods & types of communication & it's importance • To learn about the significance of a feedback 	<ul style="list-style-type: none"> • With the help of chart paper, glue stick, & screenshots from news articles make a collage of different types of expressions • Competencies: <ul style="list-style-type: none"> • Effective verbal & written communication • Active listening 	

<p align="center">Subject Specific Skills</p> <p align="center">Unit-2 Advanced Concepts of Modelling in AI</p>					
<p>April (15)</p>	<p>Unit-2</p> <p>Advanced Concepts of Modelling in AI</p> <p>SDG 11 – Sustainable Cities and Communities</p> <p>SDG 13 – Climate Action</p>	<ul style="list-style-type: none"> • Revisiting AI, ML, DL • Modelling • Artificial Neural Networks 	<ul style="list-style-type: none"> • To understand AI, ML and DL • To Familiarize with supervised, unsupervised and reinforcement learning based approach • Understand subcategories of Supervised, Unsupervised and deep learning models • Understand Neural Networks • To Understand how AI makes a decision 	<ul style="list-style-type: none"> • Categories of Machine learning based models: Supervised Learning (https://teachablemachine.withgoogle.com/) <p>Competencies:</p> <ul style="list-style-type: none"> • Critical thinking • Analytical reasoning • Data literacy 	
	<p align="center">Employability Skills Unit -1</p>				
	<p>Ch-01</p> <p>Communication Skills – II</p> <p>SDG 4 – Quality Education</p>	<ul style="list-style-type: none"> • Barriers in communication • Overcoming barriers • Types of factors • Principles of effective communication • 7 cs of communication 	<ul style="list-style-type: none"> • To learn about communication barrier & steps to overcome barriers • To learn about 7 cs of communication 	<ul style="list-style-type: none"> • Write about your observations of different places how they take feedback from the customers <p>Competencies:</p> <ul style="list-style-type: none"> • Effective verbal & written communication • Active listening 	

Subject Specific Skills					
Unit-3 Evaluating Models					
May (9)	<u>Unit-3</u> Evaluating Models SDG 9 – Industry, Innovation and Infrastructure	<ul style="list-style-type: none"> • Importance of Model Evaluation • Splitting the training set data for Evaluation • Accuracy and Error • Evaluation metrics for classification • Ethical concerns around model evaluation 	<ul style="list-style-type: none"> • To Understand the role of evaluation in the development and implementation of AI systems. • To Understand Train-test split method for evaluating the performance of a machine learning algorithm. • To Understand Accuracy and Error for effectively evaluating and improving AI models. 	<ul style="list-style-type: none"> • Build the confusion matrix from scratch • Calculate the accuracy of the classifier model Competencies: <ul style="list-style-type: none"> • Critical thinking • Analytical reasoning 	
	Employability Skills Unit-1				
	<u>Ch-01</u> Communication Skills – II SDG 4 – Quality Education	<ul style="list-style-type: none"> • Writing Skills – Sentence, Phrase, Kinds of Sentences, Parts of Sentences • Parts of Speech, Articles, Construction of a Paragraph 	<ul style="list-style-type: none"> • To learn about perspective & factors affecting perspective • To learn about the writing skills 	Demonstration & practice of writing sentences & paragraphs on topics related To the subject Competencies: <ul style="list-style-type: none"> • Effective verbal & written communication • Active listening 	

July (15)	Subject Specific Skills			
	Unit-4 Statistical Data			
	Unit-4 Statistical Data SDG 9 – Industry, Innovation and Infrastructure	<ul style="list-style-type: none"> • Introduction & No code AI tool • Statistical Data: Use Case Walk through • Orange Data Mining tool 	<ul style="list-style-type: none"> • To define the concept of Statistical Data and understand its applications in various fields. • To define No-Code and LowCode AI. • To Identify the differences between Code and No-Code AI concerning Statistical Data • To perform data exploration, modelling and evaluation with Orange data mining. 	<ul style="list-style-type: none"> • Case study using Orange data mining (Palmer Penguins). Link: https://drive.google.com/drive/u/0/folders/1fmcRVbilTyUhmUv4DWT1BFsaCoQ2BmF <p>Competencies:</p> <ul style="list-style-type: none"> • Data interpretation • Graphical analysis
Employability Skills Unit -2				
Ch-02 Self Management Skills – II SDG 3 – Good Health and Well-being	<ul style="list-style-type: none"> • Stress management techniques- physical exercise, yoga, meditation • Ability to work independently 	<ul style="list-style-type: none"> • To learn about various stress management techniques • To learn about the importance of working independently, self motivation & self-awareness 	<ul style="list-style-type: none"> • Make an elaborate chart indicating different sources of stress in the modern times <p>Competencies:</p> <ul style="list-style-type: none"> • Stress management • Goal setting • Time management • Self-motivation 	

August (12)	<u>Subject Specific Skills</u>			
	<u>Unit-5 Computer Vision</u>			
	<u>Unit-5</u> Computer Vision (Theory) SDG 9 – Industry, Innovation and Infrastructure	<ul style="list-style-type: none"> • Introduction • Concepts of Computer Vision 	<ul style="list-style-type: none"> • To define the concept of Computer Vision and understand its applications in various fields. • To understand the basic concepts of image representation, feature extraction, object detection, and segmentation. 	<p>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</p> <p>Competencies:</p> <ul style="list-style-type: none"> • Critical thinking • Analytical reasoning
<u>Employability Skills Unit -3</u>				
<u>Ch-03</u> Basic ICT Skills – III SDG 4 – Quality Education SDG 9 – Industry, Innovation and Infrastructure	<ul style="list-style-type: none"> • Distinguish between different operating systems • Working with files & folders • Basic skills for care & maintenance of a computer 	<ul style="list-style-type: none"> • To learn the difference between different OS. • To be able to work using file explorer • To be aware of the threats that affect the computer system and utility tools for windows 	<ul style="list-style-type: none"> • Check how many software are installed on your computer in the lab – write their names in your notebooks <p>Competencies:</p> <ul style="list-style-type: none"> • Safe internet usage • Data handling • Digital productivity 	

Subject Specific Skills Unit-5

Computer Vision

**Unit-5
Computer
Vision (Practical)**

**SDG 4 – Quality
Education**

- No-Code AI Tools
- Image Features & Convolution Operator
- Convolution Neural Network

- To demonstrate proficiency in using no-code AI tools for computer vision projects
- To understand the basic architecture of a CNN and its applications in computer vision and image recognition.

Introduction to Lobe:
<https://www.lobe.ai/>

Build a real-world Classification Model: Coral Bleaching (Use Case Walkthrough)

Link: development and dataset:
<https://drive.google.com>

/drive/
folders/1ppJ4d-
8yOFJ2G22rHH
pjNrK0ejdIAe5Q

Competencies:

- Safe internet usage
- Data handling
- Digital productivity

September
(6)

Employability Skills Unit -4

**Ch-04
Entrepreneurial
Skills – II**

**SDG 8 – Decent Work
and Economic Growth**

- Characteristics of a successful entrepreneur
- Role & significance of entrepreneurs
- Entrepreneurship as a career option

- To learn about characteristics of a successful entrepreneur, the significance of an entrepreneur, how entrepreneurship can be a career option

- Collect information & related data for a business & prepare a plan in team for setting up the business.

Competencies:

- Business idea generation
- Risk-taking ability
- Financial literacy

Subject Specific Skills

Unit-6 Natural Language Processing

October
(12)

Unit-06
Natural Language Processing (Theory)

SDG 8 – Decent Work and Economic Growth

- Introduction
- Applications of Natural Language Processing
- Stages of Natural Language Processing (NLP)
- Chatbots
- Concepts of Natural Language Processing: Text Processing

- To Comprehend the complexities of natural languages. and elaborate on the need for NLP techniques.
- To explore the various applications of NLP in everyday life
- To Understand the concept of chatbot and the differences between smartbots and script bots.
- Learn about the Text Normalization technique used in NLP and the popular NLP model - Bag-of-Words

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>

Competencies:

- Critical thinking
- Analytical reasoning

Employability Skills Unit -5

Ch-05

Green Skills – II

SDG 12 – Responsible Consumption and Production

SDG 13 – Climate Action

- Importance, problems & solutions related to sustainable development

- To learn about importance, problems & solutions related to sustainable development

- Diagrammatic representation of problems related to sustainable development.
- Competencies:
- Environmental awareness
 - Sustainable practices

Subject Specific Skills

Unit-6 Natural Language Processing

Unit-06

Natural Language Processing (Practical)

SDG 4 – Quality Education

SDG 9 – Industry, Innovation and Infrastructure

- Natural Language Processing: Use Case Walkthrough

- To explore the sentiment analysis process using real-life datasets with the Orange Data Mining tool.

- Case Walkthrough – Steps involved in project development Link to steps and dataset:
https://drive.google.com/drive/u/2/folders/1geFLXxV5890kfcakMfEg_KsH1LPcS_Iz

Competencies:

- Data interpretation
- Graphical analysis
- Logical decision-making

November (12)

<u>Subject Specific Skills</u>			
<u>Unit-7 Advance Python</u>			
	<u>Unit-07</u> Advance Python SDG 8 – Decent Work and Economic Growth SDG 9 – Industry, Innovation and Infrastructure	<ul style="list-style-type: none"> Recap 	<ul style="list-style-type: none"> To Understand to work with Jupyter Notebook, creating virtual environments, installing Python Packages. To Able to write basic Python programs using fundamental concepts such as variables, data types, operators, and control structures. To be able to use Python built-in functions and libraries.
			<ul style="list-style-type: none"> Practical Work Competencies: <ul style="list-style-type: none"> Understanding automation Innovation skills Technical awareness Computational thinking

- PT- I** : Unit- 1-Communication Skills- II (Part-A)
 Unit -1 – Re-visiting A-I Project Cycle & Ethical framework for AI (Part- B)
- PT- II** : Unit- 2 – Self Management Skills -II (Part – A)
 Unit- 2 – Advance Concepts of Modelling in AI (Part- B)
- Mid Term** : Unit- 2 – Advance Concepts of Modelling in AI (Part – B)
 Unit – 3 – Evaluating Models (Part-B)
 Unit -5 – Computer Vision (Part-B)
 Unit -3- ICT Skills -II (Part -A)
 Unit – 4 – Entrepreneurial Skills -II (Part -A)
- PT- III** : Unit-5 – Green Skills -II (Part-A)
 Unit-6 – Natural Language Processing (Part -B)
- Pre-Board** : Full Syllabus (Both Part A & B)

ART & CRAFT

Month	Period	Topic/Content	Learning Objectives
April	2	1.Elements of Art 2.Proportation	Students will learn Elements of Art- Line, Space, colours, Texture Proportion describes relationship of sizes between different parts of work
May	2	Colour Theory	Revision of Primary and Secondary colours
July	4	1.Perspective Drawing	Students will learn differenttypes of perspective...One point, Two Point
August	4	1.Still life drawing 2.Portrait Drawing 3.Shading with pencil shade	Students will learn Still life drawing and shade with pencil shade, Oil pastel, water colour, and water proof ink also learn portrait drg.Eyes, Nose, Lips, Ear, Hands etc.
September	-----	-----Half yearly Exam-----	
October	4	1.Caricature Drawing 2. Nature Study 3. Landscape	Students will learn cartoon drawing also nature drawing

November	4	1.Human body proportion 2. Sketching	Students will learn Proportion Drg. and sketching
December	4	1. Calligraphy 2. Story Board	Students will learn- card making Logo designing etc. also learn Story board drawing.
January	4	1.Submission of Art File
		Husain Submission of all work done in this session	Art

MUSIC

Month	Periods	Content
March - May	9	Sargam-5 Ekgun and Dugun with harmonium, prayer song (Sare Jaha Ke Malik) Baisakhi song, Mother's Day song, Patriotic song
July - August	8	Sargam (6-10) with harmonium, Raag Khamaaj (Swar Lipi), prayer song (Itni Shakti hume dena datta page no-70) Janmashtami, Dussehra song, Patriotic Song.
September - October	8	National song (notation), prayer song (tuhi Ram Tuhi Rahim Page no.58), folk song, diwali special song
November - December	8	Patriotic song, Raag Bhopali, Swar Lipi and Revision

Learning Objectives:

1. To Learn to play sargam on harmonium.
2. To Learn prayers, national anthem and patriotic songs.
3. To learn Devotional and folk songs.

SITAR

Month	Period	Content
April & May	7	Introduction Scale: Sargam and meend learning Sargam practice dogun & chargin, 1 Prayer Song, rag Yaman
July & Aug	8	Different Strings Exercise, Rag yaman cnt... 1 Patriotic Song & 1 devotional Song
Sep & Oct	8	Different Strings Exercise, 1 devotional Song & Shiv vandana
Nov & Dec	8	Different Strings Exercise, 1 Prayer Song & 1 Patriotic Song Saraswati vandana

Learning Objectives:

- To understand hand positions
- To learn to play sargam and its stroke
- To learn to play rag, patriotic song & devotional song

TABLA

Month	Period	Content
April & May	7	Teen tal 16 matra vilambit Madhya leh Beginner bbol of table dha dhin dhin dha Beginer technique of teen tal
July & Aug	8	Kayda no 1
Sept - Oct	8	Kayda number 2 vilambit leh
Nov - Dec	8	Teen talk daadra kegerwa tihai tukdaa

Learning objectives :

1. To understand hand position
2. To learn how to play hastasadhan
3. To learn to play different taals