

**ENGLISH LANGUAGE AND LITERATURE  
CLASS-X (2025-26)**

**SECTION - WISE WEIGHTAGE**

<b>Section s</b>		<b>Weightage</b>
<b>A</b>	Reading Skills	<b>20 Marks</b>
<b>B</b>	Writing Skills with Grammar	<b>20 Marks</b>
<b>C</b>	<b>Language through Literature</b>	<b>40 Marks</b>

**Section A**

**Reading Skills**

**I. Reading Comprehension through Unseen Passage** **20 Marks**

1. Discursive passage of 400-450 words. **10 marks**
2. Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words. **10 marks**

**(Total length of two passages to be 600-700 words)**

Multiple Choice Questions / Objective Type Questions, and Short Answer Questions (to be answered in 30-40 words) will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

**Section B**

**Writing Skills and Grammar**

**II Grammar**

**10 Marks**

- Determiners
- Tenses
- Modals
- Subject – verb concord
- Reported speech
  - Commands and requests
  - Statements
  - Questions

3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar in context will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.

**III. Writing Skills**

**10 marks**

4. Writing a Formal Letter based on a given situation, in 100-120 words. One out of two questions is to be answered. **5 marks**
5. Writing an Analytical Paragraph in 100-120 words on a given Map/ Chart/ Graph/Cue/s. One out of two questions is to be answered. **5 marks**

**Section C**

**40 Marks**

**Language through Literature**

**IV. Reference to the Context**

**5+5=10 Marks**

6. One extract out of two from Drama / Prose.
7. One extract out of two from poetry.

Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

**V. Short & Very Long Answer Questions**

**30 Marks**

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT to assess interpretation, analysis, inference and evaluation. **4x3=12 marks**
9. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation. **2x3=6 marks**
10. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the text. This can be a passage-based question taken from a situation/plot from the text. **6 marks**
11. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

## ENGLISH LANGUAGE AND LITERATURE

CLASS – X (2026-27)

Marks 80

Sections	Competencies	Total marks
<b>Reading Comprehension</b>	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
<b>Writing Skills and Grammar</b>	Creative expression of an opinion, reasoning, justifying, illustrating, appropriate style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
<b>Language through Literature</b>	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
<b>Total</b>		<b>80</b>

***For the details of Internal Assessment of 20 marks, please refer to the circular no. Acad-11/2019, dated March 06, 2019.***

**हिंदी पाठ्यक्रम -अ**  
**विषय कोड - 002**  
**कक्षा 10वीं (2026-27)**  
**परीक्षा हेतु पाठ्यक्रम विनिर्देशन**

खंड		भारांक
क	अपठित बोध	14
ख	व्यावहारिक व्याकरण	16
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	30
घ	रचनात्मक लेखन	20

भारांक-{80(वार्षिक बोर्ड परीक्षा )+20 (आंतरिक परीक्षा)}

निर्धारित समय- 3 घंटे

भारांक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन				
खंड - क (अपठित बोध)				
	विषयवस्तु	उप भार	कुल भार	
1	अपठित गद्यांश व काव्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		14	
	अ एक अपठित गद्यांश लगभग 250 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2x2=4) पूछे जाएँगे	7		
	ब एक अपठित काव्यांश लगभग 120 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2x2=4) पूछे जाएँगे	7		
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक/लघूत्तरात्मक प्रश्न। (1x16) (कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे)		16	
	खंड - ख (व्यावहारिक व्याकरण)			
	1	रचना के आधार पर वाक्य भेद (1x4=4) (5 में से 4 प्रश्न करने होंगे)		4
	2	वाच्य (1x4=4) (5 में से 4 प्रश्न करने होंगे)		4
	3	पद परिचय (1x4=4) (5 में से 4 प्रश्न करने होंगे)		4

4	अलंकार- (अर्थालंकार : उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण) (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
3	<b>खंड - ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)</b>		
अ	<b>गद्य खंड पाठ्यपुस्तक (क्षितिज भाग 2 )</b>	11	
1	क्षितिज (भाग 2 ) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच <b>बहुविकल्पी प्रश्न</b> पूछे जाएँगे। (1x5)	5	
2	क्षितिज (भाग 2 ) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे।(विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
ब	<b>काव्य खंड (पाठ्यपुस्तक) (क्षितिज भाग 2 )</b>	11	30
1	क्षितिज(भाग 2 ) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच <b>बहुविकल्पी प्रश्न</b> पूछे जाएँगे (1x5)	5	
2	क्षितिज (भाग 2 ) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
स	<b>पूरक पाठ्यपुस्तक (कृतिका भाग - 2)</b>	8	
	कृतिका (भाग 2 ) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (4x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	8	
4	<b>खंड - घ (रचनात्मक लेखन)</b>		
i	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (6 x1 = 6)	6	
ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र (5 x 1= 5)	5	20
iii	रोजगार से संबंधित रिक्तियों के लिए लगभग 80 शब्दों में स्ववृत्त लेखन (5 x 1= 5) अथवा विविध विषयों पर आधारित लगभग 80 शब्दों में ई-मेल लेखन (5 x 1= 5)	5	
iv	विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन (4 x 1 = 4)	4	



**संस्कृतम्**  
**विषय-कोड-संख्या - 122**  
**कक्षा - दशमी (2026-27)**

**वार्षिकमूल्यांकनाय निर्मिते प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति -**

<b>'क' खण्डः</b>	<b>अपठित-अवबोधनम्</b>	<b>10 अङ्काः</b>
<b>'ख' खण्डः</b>	<b>रचनात्मक-कार्यम्</b>	<b>15 अङ्काः</b>
<b>'ग' खण्डः</b>	<b>अनुप्रयुक्त-व्याकरणम्</b>	<b>25 अङ्काः</b>
<b>'घ' खण्डः</b>	<b>पठित-अवबोधनम्</b>	<b>30 अङ्काः</b>

**खण्डानुसारं विषयाः मूल्यभारः च**

क्र. सं.	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
<b>'क' खण्डः</b>			
<b>अपठितावबोधनम् 10 अङ्काः</b>			
1	एकः गद्यांशः 80-100 शब्दपरिमितः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ शीर्षकम् (लघूत्तरात्मकः) भाषिककार्यम् (बहुविकल्पात्मकाः)	2×1=2 2×2=4 1×1=1 3×1=3
<b>सम्पूर्णभारः</b>			<b>10 अङ्काः</b>
<b>'ख' खण्डः</b>			
<b>रचनात्मककार्यम् 15 अङ्काः</b>			
2.	औपचारिकम् अथवा अनौपचारिकं पत्रम् (मञ्जूषायाः सहायतया पूर्णं पत्रं लेखनीयम्)	निबन्धात्मकः	5
3.	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	निबन्धात्मकः	5
4.	हिन्दी/आङ्ग्लभाषातः संस्कृतेन अनुवादः	पूर्णवाक्यात्मकः	5×1=5
<b>सम्पूर्णभारः</b>			<b>15 अङ्काः</b>
<b>'ग' खण्डः</b>			
<b>अनुप्रयुक्तव्याकरणम् 25 अङ्काः</b>			
5.	सन्धिः	लघूत्तरात्मकाः	4×1=4
6.	समासः	बहुविकल्पात्मकाः	4×1=4
7.	प्रत्ययाः	बहुविकल्पात्मकाः	4×1=4
8.	वाच्यप्रकरणम्	बहुविकल्पात्मकाः	3×1=3
9.	समयः	लघूत्तरात्मकाः	4×1=4
10.	अव्ययपदानि	बहुविकल्पात्मकाः	3×1=3
11.	संशोधनकार्यम्	बहुविकल्पात्मकाः	3×1=3
<b>सम्पूर्णभारः</b>			<b>25 अङ्काः</b>

<b>‘व’ खण्डः</b>			
<b>पठितावबोधनम्</b>		<b>30 अङ्काः</b>	
12.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$2 \times \frac{1}{2} = 1$ $2 \times 1 = 2$ $2 \times 1 = 2$
13.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$2 \times \frac{1}{2} = 1$ $2 \times 1 = 2$ $2 \times 1 = 2$
14.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	$2 \times \frac{1}{2} = 1$ $2 \times 1 = 2$ $2 \times 1 = 2$
15.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	$4 \times 1 = 4$
16.	अन्वयः अथवा भावार्थः	पूर्णवाक्यात्मकाः	$4 \times 1 = 4$
17.	घटनाक्रमानुसारं वाक्यलेखनम्	पूर्णवाक्यात्मकाः	$8 \times \frac{1}{2} = 4$
18.	प्रसङ्गानुकूलम् अर्थलेखनम्	लघूत्तरात्मकाः	$3 \times 1 = 3$
		<b>पूर्णांशः</b>	<b>30 अङ्काः</b>

**सम्पूर्णंशः - 80 अङ्काः**

### प्रश्नपत्र-प्रारूपम् / संरचना

संस्कृतम्

विषय-कोड-संख्या - 122

कक्षा - दशमी (2026-27)

प्रश्नप्रकारः	प्रश्नानां संख्या	विभाग- संख्या	प्रतिप्रश्नम् अङ्कभारः	आहत्याङ्काः
अति-लघूत्तरात्मकाः $\frac{1}{2}$ अङ्कः	$2+2+2=6$	3	$\frac{1}{2}$	3
अति-लघूत्तरात्मकाः 1 अङ्कः	$2=2$	1	1	2
बहुविकल्पात्मकाः 1 अङ्कः	$3+4+4+3+3=17$	5	1	17
लघूत्तरात्मकाः 1 अङ्कः	$2+2+2+1+4+4+3+3=21$	8	1	21
दीर्घोत्तरात्मकाः $\frac{1}{2}$ अङ्कः	$10+8=18$	2	$\frac{1}{2}$	9
दीर्घोत्तरात्मकाः 1 अङ्कः	$5+5+2+2+2+4+4=24$	7	1	24
दीर्घोत्तरात्मकाः 2 अङ्कः	$2=2$	1	2	4
			<b>आहत्याङ्काः</b>	<b>80</b>

14. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➤ वाक्ये कर्तृ-क्रियापदचयनम् ➤ विशेषण-विशेष्यचयनम् ➤ पर्याय-विलोमपदचयनम् ➤ सर्वनामस्थाने संज्ञाप्रयोगः	5
15. वाक्येषु रेखाङ्कितपदानि अधिकृत्य चतुर्णां प्रश्नानां निर्माणम्	4
16. श्लोकान्वयः/ एकस्य श्लोकस्य संस्कृतेन भावार्थलेखनम्	4
17. घटनाक्रमानुसारं कथालेखनम्	4
18. प्रसङ्गानुकूलम् अर्थलेखनम् (पाठान् आधृत्य लघूत्तरात्मकाः प्रश्नाः )	3

आह्वयः - 80

### परीक्षायै निर्धारिताः पाठाः

पाठसंख्या	पाठनाम
प्रथमः पाठः	शुचिपर्यावरणम्
द्वितीयः पाठः	बुद्धिर्बलवती सदा
तृतीयः पाठः	शिशुलालनम्
चतुर्थः पाठः	जननी तुल्यवत्सला
पञ्चमः पाठः	सुभाषितानि
षष्ठः पाठः	सौहार्दं प्रकृतेः शोभा
सप्तमः पाठः	विचित्रः साक्षी
अष्टमः पाठः	सूक्तयः
दशमः पाठः	अन्योक्तयः

### निर्धारित-पाठ्यपुस्तकानि –

1. “शेमुषी” पाठ्यपुस्तकम् भाग-2” , संशोधितसंस्करणम् (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)
2. “अभ्यासवान् भव-द्वितीयो भागः” – व्याकरणपुस्तकम् (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)
3. “व्याकरणवीथिः”- व्याकरणपुस्तकम् (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)

### अवधेयम् -

\* अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथासम्भवं ‘शेमुषी-द्वितीयो भागः इति’ पाठ्यपुस्तकात् करणीयम् । यदि ततः न सम्भवति तर्हि ‘अभ्यासवान् भव- द्वितीयो भागः’ इत्यस्मात् चेतुं शक्यते ।

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## दशमी आन्तरिक-मूल्याङ्कनम् - 20 अङ्काः

### उद्देश्यानि

- ❖ छात्राणां सृजनात्मकक्षमतायाः विकासः ।
- ❖ श्रवण-भाषण-पठन-लेखनकौशलानां विकासः ।
- ❖ चिन्तनक्षमतायाः आत्मविश्वासस्य च संवर्धनम् ।

क्र. सं.	गतिविषयः	उदाहरणानि	अङ्काः	निर्देशाः	मूल्याङ्कनविन्दवः
1.	<b>आवधिक-परीक्षाः (पीरियोडिक - असेसमेंट)</b>	लिखितपरीक्षा	05	विद्यालयेन समये समये लिखितपरीक्षाणाम् आयोजनं करणीयं भवति ।	परीक्षासु यत्र विद्यार्थिनः श्रेष्ठाः अङ्काः स्युः तयोः द्वयोः परीक्षयोः एव अधिभारः ग्रहीतव्यः । अपि च आवधिकपरीक्षासु अपि प्रश्नेषु आन्तरिकविकल्पाः देयाः । मूल्याङ्कनसमये यदि छात्रः सर्वान् प्रश्नान् उत्तरति तर्हि छात्रहिताय यत्र अधिकाः अङ्काः सन्ति तेषाम् एव मूल्याङ्कनं करणीयम् ।
2	<b>बहुविधमूल्याङ्कनम्</b>	<ul style="list-style-type: none"> <li>❖ कक्षायां पाठितस्य पाठस्य लघुमूल्याङ्कनम्</li> <li>❖ निर्गतपत्राणि</li> <li>❖ प्रश्नोत्तरी</li> <li>❖ मौखिकी परीक्षा</li> <li>❖ प्रतियोगिताः</li> <li>❖ प्रश्नमञ्चस्यायोजनम्</li> </ul>	05	कक्षायां पाठित-पाठस्य विषयस्य वा बहुविधं मूल्याङ्कनम् अपेक्षितम् अस्ति । अनेन विद्यार्थिनां विविधकौशलानां मूल्याङ्कनं भवेत् ।	<ul style="list-style-type: none"> <li>❖ मौलिकता</li> <li>❖ विषयसम्बद्धता</li> <li>❖ शुद्धता</li> <li>❖ समयबद्धता</li> <li>❖ प्रस्तुतीकरणम्</li> </ul>
3.	<b>निवेशसूचिका (पोर्टफोलियो)</b>	<ul style="list-style-type: none"> <li>❖ कक्षाकार्यम्</li> <li>❖ सामूहिक-मूल्याङ्कनम्</li> <li>❖ स्वमूल्याङ्कनम्</li> <li>❖ विद्यार्थिनः विषयगताः उपलब्धयः</li> </ul>	05	विद्यार्थिभिः कक्षायां कृतानां कार्याणाम् उपलब्धीनां च संरक्षणं संयोजनं च सञ्चिकायां पत्रावल्यां वा करणीयम् । एतेन समग्रं मूल्याङ्कनं प्रमाणिकत्वेन भवितुं शक्नोति ।	<ul style="list-style-type: none"> <li>❖ सुलेखः</li> <li>❖ तथ्यात्मकता</li> <li>❖ प्रामाणिकता</li> <li>❖ समयबद्धता</li> </ul>

<p><b>4. भाषा-संवर्धनाय गतिविधयः (क) श्रवण-भाषण-कौशलम्</b></p>	<ul style="list-style-type: none"> <li>❖ कथा</li> <li>❖ संवादः/ वार्तालापः</li> <li>❖ भाषणम्</li> <li>❖ नाटकम्</li> <li>❖ वार्ताः</li> <li>❖ आशुभाषणम्</li> <li>❖ संस्कृतगीतानि</li> <li>❖ श्लोकोच्चारणम्</li> <li>❖ प्रहेलिकाः</li> </ul>	<p>05</p>	<ul style="list-style-type: none"> <li>❖ छात्राः कामपि कथां श्रावयितुं शक्नुवन्ति ।</li> <li>❖ शिक्षकः कमपि विषयं सूचयित्वा परस्परं संवादं कारयितुं शक्नोति ।</li> <li>❖ दूरदर्शने वार्तावली इत्याख्यः संस्कृत-कार्यक्रमः प्रसारितः भवति तं द्रष्टुं छात्राः प्रेरणीयाः ।</li> <li>❖ श्रवण-कौशल-मूल्याङ्कनाय शिक्षकः स्वयम् अपि कथां श्रावयित्वा ततः सम्बद्ध-प्रश्नान् प्रष्टुं शक्नोति ।</li> </ul>	<ul style="list-style-type: none"> <li>❖ उच्चारणम्</li> <li>❖ शुद्धता</li> <li>❖ समयबद्धता</li> <li>❖ प्रस्तुतीकरणम् (आरोहावरोह-गतियति-प्रयोगः)</li> </ul>
<p><b>(ख) लेखनकौशलम्</b></p>	<ul style="list-style-type: none"> <li>❖ विविधविषयान् आधृत्य मौलिकलेखनम् यथा- देशः, माता, पिता, गुरुः, विद्या पर्यावरणम्, योगः, समयस्य सदुपयोगः, शिक्षा, अनुशासनम् इत्यादयः ।</li> <li>❖ शैक्षिकभ्रमणस्य संस्कृतेन प्रतिवेदनलेखनम् ।</li> <li>❖ दैनन्दिनीलेखनम् ।</li> <li>❖ सङ्केताधारितं कथालेखनम् ।</li> <li>❖ भित्तिपत्रिकायाः निर्माणम् ।</li> <li>❖ श्रुतलेखः ।</li> <li>❖ सूक्तिलेखनम् ।</li> </ul>		<ul style="list-style-type: none"> <li>❖ छात्राः यथाशक्यं कक्षायामेव लेखनकार्यं कुर्युः ।</li> <li>❖ टिप्पणी- पुस्तिकायाः निर्माणम् ।</li> <li>❖ वैयक्तिकपरीक्षणम् ।</li> </ul>	<ul style="list-style-type: none"> <li>❖ विषय-सम्बद्धता</li> <li>❖ शुद्धता (विशेषतः पञ्चमवर्णस्यप्रयोगः)</li> <li>❖ समयबद्धता</li> <li>❖ सुलेखः</li> <li>❖ प्रस्तुतीकरणम्</li> </ul>
<p><b>अवधातव्यम्</b> –उपर्युक्त-गतिविधयः उदाहरणरूपेण प्रदत्ताः सन्ति । एतदतिरिच्य एतादृशाः अन्यगतिविधयः अपि भवितुमर्हन्ति ।</p>				

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## COURSE STRUCTURE CLASS –X

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 AND PROBABILITY	11
	<b>TOTAL</b>	<b>80</b>

S. No.	Content	Competencies	Explanation
<b>UNIT I: NUMBER SYSTEMS</b>			
1.	<p><b>REAL NUMBERS</b></p> <p>1. Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples</p> <p>2. Proofs of irrationality of <math>\sqrt{2}, \sqrt{3}, \sqrt{5}</math></p>	<ul style="list-style-type: none"> <li>Develops understanding of numbers, including the set of real numbers and its properties.</li> <li>Extends the understanding of powers (radical powers) and exponents.</li> <li>Applies Fundamental Theorem of Arithmetic to solve problems related to real life contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Describes Fundamental Theorem of Arithmetic with examples</li> <li>Prove algebraically the Irrationality of numbers like <math>\sqrt{2}, \sqrt{3}, \sqrt{5}, 3 + 2\sqrt{5}</math> etc.</li> </ul>
<b>UNIT II: ALGEBRA</b>			
1.	<p><b>POLYNOMIALS</b></p> <p>1. Zeros of a polynomial</p> <p>2. Relationship between zeros and coefficients of quadratic polynomials.</p>	<ul style="list-style-type: none"> <li>develops a relationship between algebraic and graphical methods of finding the zeroes of a polynomial.</li> </ul>	<ul style="list-style-type: none"> <li>Find the zeros of polynomial graphically and algebraically and verifying the relation between zeros and coefficients of quadratic polynomials.</li> </ul>

<p><b>2.</b></p>	<p><b>PAIR OF LINEAR EQUATIONS IN TWO VARIABLES</b></p> <ol style="list-style-type: none"> <li>1. Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency.</li> <li>2. Algebraic conditions for number of solutions.</li> <li>3. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination. Simple situational problems.</li> </ol>	<ul style="list-style-type: none"> <li>• Describes plotting a pair of linear equations and graphically finding the solution.</li> <li>• Models and solves contextualised problems using equations (e.g., simultaneous linear equations in two variables).</li> </ul>	<ul style="list-style-type: none"> <li>• Find the solution of pair of linear equations in two variables graphically and algebraically (substitution and elimination method)</li> </ul>
<p><b>3.</b></p>	<p><b>QUADRATIC EQUATIONS</b></p> <ol style="list-style-type: none"> <li>1. Standard form of a quadratic equation <math>ax^2 + bx + c = 0, (a \neq 0)</math>.</li> <li>2. Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula. Relationship between discriminant and nature of roots.</li> <li>3. Situational problems based on quadratic equations related to day-to-day activities to be incorporated</li> </ol>	<ul style="list-style-type: none"> <li>• demonstrates strategies of finding roots and determining the nature of roots of a quadratic equation.</li> </ul>	<ul style="list-style-type: none"> <li>• Solves quadratic equations using factorization and quadratic formula</li> <li>• Determines the nature of roots using discriminant</li> <li>• Formulates and solves problems based on real life context</li> </ul>
<p><b>4.</b></p>	<p><b>ARITHMETIC PROGRESSIONS</b></p> <ol style="list-style-type: none"> <li>1. Motivation for studying Arithmetic Progression</li> <li>2. Derivation of the nth term and sum of the first n terms of AP and their application in solving daily life problems.</li> </ol>	<ul style="list-style-type: none"> <li>• Develops strategies to apply the concept of A.P. to daily life situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies concepts of AP to find the nth term and sum of n terms.</li> <li>• Application of AP in real life problems</li> </ul>

### UNIT III: COORDINATE GEOMETRY

<b>1.</b>	<p><b>Coordinate Geometry</b></p> <p><b>1. Review:</b> Concepts of coordinate geometry. Distance formula. Section formula (internal division).</p>	<ul style="list-style-type: none"> <li>• Derives formulae to establish relations for geometrical shapes in the context of a coordinate plane, such as, finding the distance between two given points, to determine the coordinates of a point between any two given points.</li> </ul>	<ul style="list-style-type: none"> <li>• Solves problems using distance formula and section formula</li> </ul>
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### UNIT IV: GEOMETRY

<b>1.</b>	<p><b>TRIANGLES</b></p> <p>Definitions, examples, counter examples of similar triangles.</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. State (without proof) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.</li> <li>3. State (without proof) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.</li> <li>4. State (without proof) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.</li> <li>5. State (without proof) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.</li> </ol>	<ul style="list-style-type: none"> <li>• works out ways to differentiate between congruent and similar figures.</li> <li>• establishes properties for similarity of two triangles logically using different geometric criteria established earlier such as, Basic Proportionality Theorem, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Prove Basic Proportionality theorem and applying the theorem and its converse in solving questions</li> <li>• Prove similarity of triangles using different similarity criteria</li> </ul>
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<p><b>2.</b></p>	<p><b>CIRCLES</b></p> <p>Tangent to a circle at point of contact.</p> <ol style="list-style-type: none"> <li>(Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.</li> <li>(Prove) The lengths of tangents drawn from an external point to a circle are equal.</li> </ol>	<ul style="list-style-type: none"> <li>derives proofs of theorems related to the tangents of circles.</li> </ul>	<ul style="list-style-type: none"> <li>Prove the theorems based on the tangent to a circle.</li> <li>Applies the concept of tangents of circle to solve various problems.</li> </ul>
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**UNIT V: TRIGONOMETRY**

<p><b>1.</b></p>	<p><b>INTRODUCTION TO TRIGONOMETRY</b></p> <ol style="list-style-type: none"> <li>Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined)</li> <li>Motivate the ratios whichever are defined at <math>0^\circ</math> and <math>90^\circ</math>. Values of the trigonometric ratios of <math>30^\circ</math>, <math>45^\circ</math> and <math>60^\circ</math>.</li> <li>Relationships between the ratios.</li> </ol>	<ul style="list-style-type: none"> <li>Understands the definitions of the basic trigonometric functions (including the introduction of the sine and cosine functions).</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates trigonometric ratios</li> <li>Describes trigonometric ratios of standard angles and solving related expressions</li> </ul>
<p><b>2.</b></p>	<p><b>TRIGONOMETRIC IDENTITIES</b></p> <ol style="list-style-type: none"> <li>Proof and applications of the identity <math>\sin^2 A + \cos^2 A = 1</math>.</li> <li>Only simple identities to be given.</li> </ol>	<ul style="list-style-type: none"> <li>Uses Trigonometric identities to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>Proves trigonometric identities using <math>\sin^2 A + \cos^2 A = 1</math> and other identities</li> </ul>
<p><b>3.</b></p>	<p><b>HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression.</b></p> <ol style="list-style-type: none"> <li>Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only <math>30^\circ</math>, <math>45^\circ</math>, and <math>60^\circ</math>.</li> </ol>	<ul style="list-style-type: none"> <li>Applies Trigonometric ratios in solving problems in daily life contexts like finding heights of different structures or distance from them.</li> </ul>	<ul style="list-style-type: none"> <li>Find heights and distances in real life word problems using trigonometric ratios</li> </ul>

## UNIT VI: MENSURATION

<b>1.</b>	<p><b>AREAS RELATED TO CIRCLES</b></p> <ol style="list-style-type: none"> <li>Area of sectors and segments of a circle.</li> <li>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 <math>60^\circ</math>, <math>90^\circ</math> and <math>120^\circ</math> only.</li> </ol>	<ul style="list-style-type: none"> <li>Derives and uses formulae to calculate areas of plane figures.</li> </ul>	<ul style="list-style-type: none"> <li>Visualises and evaluates areas of sector and segment of a circle</li> </ul>
<b>2.</b>	<p><b>SURFACE AREAS AND VOLUMES</b></p> <ol style="list-style-type: none"> <li>Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.</li> </ol>	<ul style="list-style-type: none"> <li>Visualises and uses mathematical thinking to discover formulae to calculate surface areas and volumes of solid objects (cubes, cuboids, spheres, hemispheres, right circular cylinders/cones, and their combinations).</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates the surface areas and volumes of combinations of solids by visualisation</li> </ul>

## UNIT VII: STATISTICS AND PROBABILITY

<b>1.</b>	<p><b>STATISTICS</b></p> <ol style="list-style-type: none"> <li>Mean, median and mode of grouped data (bimodal situation to be avoided).</li> </ol>	<ul style="list-style-type: none"> <li>calculates mean, median and mode for different sets of data related with real life contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Computes the mean, of a grouped frequency distribution using direct, assumed mean and step deviation method.</li> <li>Computes the median and mode of grouped frequency distribution by algebraic method</li> </ul>
<b>2.</b>	<p><b>PROBABILITY</b></p> <ol style="list-style-type: none"> <li>Classical definition of probability.</li> <li>Simple problems on finding the probability of an event.</li> </ol>	<ul style="list-style-type: none"> <li>Applies concepts from probability to solve problems on the likelihood of everyday events.</li> </ul>	<ul style="list-style-type: none"> <li>Determines the probabilities in simple real-life problems</li> </ul>

C 8.2 – Designs and implements a plan for scientific inquiry (formulates hypotheses, makes predictions, identifies variables, accurately uses scientific instruments, represents data— primary and secondary—in multiple modes, draws inferences based on data, and understanding of scientific concepts, theories, laws and principles, and communicates findings using scientific terminology)

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

Time: 03 Hours

Marks: 80

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

**Theme: Materials**

**Unit I: Chemical Substances - Nature and Behaviour**

**Chemical Reactions and Equations:** Chemical reactions, Chemical equation, Balanced chemical equation, types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, endothermic exothermic reactions, oxidation and reduction.

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

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

**Acids, Bases and Salts:** Acids and Bases – definitions in terms of furnishing of  $H^+$  and  $OH^-$  ions, identification using indicators, chemical properties, examples and uses, neutralization, concept of pH scale (Definition relating to logarithm not required), importance

of pH in everyday life; preparation and uses of Sodium Hydroxide, Bleaching Powder, Baking soda, Washing soda and Plaster of Paris.

**Metals and Non-metals:** Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds; Basic metallurgical processes; Corrosion and its prevention.

**Carbon and its Compounds:** Covalent bonds – formation and properties of covalent compounds, Versatile nature of carbon, Hydrocarbons – saturated and unsaturated Homologous series. Nomenclature of alkanes, alkenes, alkyne and carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes). Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

### **Theme: The World of the Living**

#### **Unit II: World of Living**

**Life processes:** 'Living Being'. Basic concept of nutrition, respiration, transport and excretion in plants and animals.

**Control and co-ordination in animals and plants:** Tropic movements in plants; Introduction of plant hormones; Control and co-ordination in animals: Nervous system; Voluntary, involuntary and reflex action; Chemical co-ordination: animal hormones.

**Reproduction:** Reproduction in animals and plants (asexual and sexual) reproductive health - need and methods of family planning. Safe sex vs HIV/AIDS. Child bearing and women's health.

**Heredity:** Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination; brief introduction.

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

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

### **Theme: Natural Phenomena**

#### **Unit III: Natural Phenomena**

Reflection of light by curved surfaces; Images formed by spherical mirrors, centre of curvature, principal axis, principal focus, focal length, mirror formula (Derivation not required), magnification.

Refraction; Laws of refraction, refractive index.

Refraction of light by spherical lens; Image formed by spherical lenses; Lens formula (Derivation not required); Magnification. Power of a lens.

Functioning of a lens in human eye, defects of vision and their corrections, applications of spherical mirrors and lenses.

Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life (excluding colour of the sun at sunrise and sunset).

### **Theme: How Things Work**

#### **Unit IV: Effects of Current**

Electric current, potential difference and electric current. Ohm's law; Resistance, Resistivity, Factors on which the resistance of a conductor depends. Series combination of resistors, parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications in daily life. Electric power, Interrelation between P, V, I and R.

**Magnetic effects of current:** Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left Hand Rule, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

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

Motor, Electromagnetic Induction, Electric Generator

### **Theme: Natural Resources**

#### **Unit V: Natural Resources**

**Our environment:** Eco-system, Environmental problems, Ozone depletion, waste production and their solutions. Biodegradable and non-biodegradable substances.

#### **Note for Teachers:**

1. The topics Periodic Classification of Elements; Heredity and Evolution; and Electric Effects of Electric Current will not be assessed in the year-end examination.
2. Learners may be assigned to read these topics/chapter and encouraged to prepare a brief write up in their Portfolio. Teachers should provide joyful and experiential opportunities. This may be for Internal Assessment and credit may be given for Periodic Assessment/Portfolio.
3. The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

## PRACTICALS

Practical should be conducted alongside the concepts taught in theory classes.

### LIST OF EXPERIMENTS

1. A. Finding the pH of the following samples by using pH paper/universal indicator: **Unit-I**
  - a) Dilute Hydrochloric Acid
  - b) Dilute NaOH solution
  - c) Dilute Ethanoic Acid solution
  - d) Lemon juice
  - e) Water
  - f) Dilute Hydrogen Carbonate solution

B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with: **Unit-I**

  - 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
    - Action of water on quicklime
    - Action of heat on ferrous sulphate crystals
    - Iron nails kept in copper sulphate solution
    - Reaction between sodium sulphate and barium chloride solutions
3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: **Unit-I**
  - a)  $\text{ZnSO}_4$  (aq)
  - b)  $\text{FeSO}_4$  (aq)
  - c)  $\text{CuSO}_4$  (aq)
  - d)  $\text{Al}_2(\text{SO}_4)_3$  (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. **Unit-IV**

5. Determination of the equivalent resistance of two resistors when connected in series and parallel. **Unit-IV**
6. Preparing a temporary mount of a leaf peel to show stomata. **Unit-II**
7. Experimentally show that carbon dioxide is given out during respiration. **Unit-II**
8. Study of the following properties of acetic acid (ethanoic acid): **Unit- I**
  - a) Odour
  - b) solubility in water
  - c) effect on litmus
  - d) reaction with Sodium Hydrogen Carbonate
9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water. **Unit- I**
10. Determination of the focal length of: **Unit-III**
  - a) Concave mirror
  - b) Convex lens by obtaining the image of a distant object.
11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. **Unit - III**
12. Studying (a) binary fission in *Amoeba*, and (b) budding in yeast and Hydra with the help of prepared slides. **Unit-II**
13. Tracing the path of the rays of light through a glass prism. **Unit-III**
14. Identification of the different parts of an embryo of a dicot seed (pea, gram or red kidney bean). **Unit-II**

**PRESCRIBED BOOKS:**

- Science-Text book for class X- NCERT Publication
- Assessment of Practical Skills in Science- Class X- CBSE Publication
- Laboratory Manual-Science-Class X, NCERT Publication
- Exemplar Problems Class X – NCERT Publication
- Reading Material – Science – Class X (2026-27) – CBSE

**Question Paper Design (Theory)**  
**Class X (2025-26)**  
**Science (086)**

**Theory (80 marks)**

Competencies	Total
<b>Demonstrate Knowledge and Understanding</b>	50 %
<b>Application of Knowledge/Concepts</b>	30 %
<b>Formulate, Analyze, Evaluate and Create</b>	20 %

**Note:**

- Typology of Questions: VSA including objective type questions, Assertion – Reasoning type questions; SA; LA; Source-based/ Case-based/ Passage-based/ Integrated assessment questions.
- An internal choice of approximately 33% would be provided.

**Internal Assessment (20 Marks)**

- **Periodic Assessment** - 05 marks + 05 marks
- **Subject Enrichment (Practical Work)** - 05 marks
- **Portfolio** - 05 marks

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**Suggestive verbs for various competencies**

- **Demonstrate Knowledge and Understanding**  
State, name, list, identify, define, suggest, describe, outline, summarize, etc.
- **Application of Knowledge/Concepts**  
Calculate, illustrate, show, adapt, explain, distinguish, etc.
- **Formulate, Analyze, Evaluate and Create**  
Interpret, analyze, compare, contrast, examine, evaluate, discuss, construct, etc.

**Social Science**  
**Subject Code-087**  
**Class - X (2026-27)**

**COURSE STRUCTURE**

<b>History (India and the Contemporary World-II)</b>			<b>20 Marks inclusive of map pointing</b>
<b>Section</b>	<b>Chapter No.</b>	<b>Chapter name</b>	<b>Marks</b>
I Events and processes	I	The Rise of Nationalism in Europe	18+2 map pointing
	II	Nationalism in India	
II Livelihoods, Economies and Societies	III	The Making of a Global World <b>(To be evaluated in the Board Examination</b> Subtopics: 1 to 1.3 Pre Modern World to Conquest, disease and trade)	
		<b>Interdisciplinary project as part of multiple assessments</b> (Internally assessed for 5 marks) Subtopics 2 to 4.4 –The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of “Globalisation”	
	IV	The Age of Industrialisation <b>(Tobe assessed as part of Periodic Assessment only)</b>	
III. Everyday Life, Culture and politics	V	Print Culture and the Modern world	
<b>Geography (Contemporary India-II)</b>			<b>Marks-20 inclusive map pointing</b>
<b>Chapter No.</b>	<b>Chapter Name</b>		<b>Marks</b>
1	Resources and Development		17+3 map pointing
2	Forest and Wildlife Resources		
3	Water resources		
4	Agriculture		
5	Minerals and energy Resources		
6	Manufacturing Industries		
7	Lifelines of National Economy (Only map pointing to be evaluated in the Board Examination)		

	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)		
<b>Political Science (Democratic Politics-II)</b>			<b>20</b>
<b>Unit No.</b>	<b>Chapter No.</b>	<b>Chapter name</b>	<b>Marks</b>
I	1	Power-sharing	20
	2	Federalism	
II	3	Gender, Religion and Caste	
III	4	Political Parties	
IV	5	Outcomes of Democracy	
<b>Economics (Understanding Economic Development)</b>			<b>20</b>
<b>Chapter No.</b>	<b>Chapter name</b>		<b>Marks</b>
1	Development		20
2	Sectors of the Indian Economy		
3	Money and Credit		
4	<ul style="list-style-type: none"> <li>Globalisation and the Indian Economy to be evaluated in the Board Examination</li> <li>What is Globalisation?</li> <li>Factors that have enabled Globalisation</li> </ul>		
	<ul style="list-style-type: none"> <li>Interdisciplinary project as part of multiple assessment (Internally assessed for 5 marks)</li> <li>Production across the countries</li> <li>Chinese toys in India</li> <li>World Trade Organisation</li> <li>The Struggle for a Fair Globalisation</li> </ul>		
5	Consumer Rights (Project Work)		

**CLASS X (2026-27)  
COURSE CONTENT**

**HISTORY: India and the Contemporary World - II**

**Chapter I -The Rise of Nationalism in Europe**

**Learning outcome-** The students will be able to

- Infer how French Revolution had an impact on the European countries in the making of a nation state.
- Comprehend the nature of the diverse social movements of the time.
- Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere.
- Evaluate the reasons which led to the First World War.

## **Chapter 2 Nationalism in India**

**Learning outcome-** The students will be able to

- Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging.
- Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him.
- Summarise the effects of the First World War that triggered the two defining movements (Khilafat & Non- Cooperation Movement) in India

## **Chapter 3-. The Making of a Global World**

Subtopic 1. The pre-modern world

Subtopic 2. 19<sup>th</sup> century 1815 -1914

Subtopic 3. The inter- war economy

Subtopic 4. Rebuilding of world economy: the post war era.

**Inter disciplinary Project** with chapter 7 of Geography: Lifelines of National Economy and chapter 4 of Economics: Globalisation and the Indian Economy

Refer Annexure III B

**Learning outcome-** The students will be able to

- Summarise the changes that transformed the world in different areas.
- Depict the global interconnectedness from the Pre-modern to the present day.
- Enumerate the destructive impact of colonialism on the livelihoods of colonised people.

## **Chapter 4-The Age of Industrialisation**

**Learning outcome-** The students will be able to

- Enumerate economic, political, social features of Pre and Post Industrialization.
- Analyse and infer how the industrialization impacted colonies with specific focus on India

## **Chapter 5. Print culture and the Modern World**

**Learning Outcome-** The students will be able to

- Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India.
- Compare and contrast the old tradition of handwritten manuscripts versus print technology.
- Summarise the role of Print revolution and its impact

## Geography: Contemporary India – II

### Chapter 1- Resources and Development

**Learning Outcome-** The students will be able to

- Enumerates how the resources are interdependent, justify how planning is essential in judicious utilisation of resources and the need to develop them in India.
- Infer the rationale for development of resources.
- Analyse and evaluate data and information related to non-optimal land, utilization in India
- Suggest remedial measures for optimal utilization of underutilized resources

### Chapter 2- Forest and Wildlife Resources

**Learning Outcome-** The students will be able to

- Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India.
- Analyse the role of grazing and wood cutting in the development and degradation
- Summarise the reasons for conservation of biodiversity under sustainable development.
- Discuss how developmental works, grazing wood cutting have impacted the forests
- Use art integration to summarise and present the reasons for conservation of biodiversity in India under sustainable development.

### Chapter 3-Water Resources

**Learning Outcome-** The students will be able to

- Examine the reasons for conservation of water resource in India.
- Analyse and infer how the multipurpose projects are supporting the requirement of water.

### Chapter 4- Agriculture

**Learning Outcome**

- Examine the crucial role played by agriculture in our economy and society.
- Analyse the challenges faced by the farming community in India.
- Identifies various aspects of agriculture, including crop production, types of farming etc.

### Chapter 5- Minerals and Energy Resources

**Learning Outcome-** The students will be able to

- Enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector.
- Differentiate between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.
- Analyse the relation between the availability of raw material and location of the industry

### Chapter 6- Manufacturing Industries

**Learning Outcome-** The students will be able to

- Enumerates the impact of manufacturing industries on the environment and develop strategies for sustainable development of the sector.
- Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.

- Analyses the relation between the availability of raw material and location of the industry

## **Chapter 7- Life Lines of National Economy**

Interdisciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalisation and the Indian Economy

**Learning Outcome-**Refer Annexure III-B

## **Political Science: Democratic Politics - II**

### **Chapter 1- Power – sharing**

**Learning Outcome-** The students will be able to

- Enumerate the need for power sharing in democracy.
- Analyse the challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing.
- Compare and contrast the power sharing of India with Sri Lanka and Belgium.
- Summarise the purpose of power sharing in preserving the unity and stability of a country

### **Chapter 2-Federalism**

**Learning Outcome-** The students will be able to

- Infer how federalism is being practised in India.
- Analyse the policies and politics that has strengthened federalism in practice.

### **Chapter 3- Gender, Religion and Caste**

**Learning Outcome-** The students will be able to

- Examine the role and differences of Gender, religion and Caste in practicing Democracy.
- Analyse that different expressions based on the differences, are healthy or otherwise in a democracy

### **Chapter 4- Political Parties**

**Learning Outcome-** The students will be able to

- Understand the process of parties getting elected.
- Know the significance of the right to vote and exercise the duties as citizens of a nation.
- Examine the role, purpose and no. of Political Parties in Democracy.

### **Chapter 5- Outcomes of Democracy**

**Learning Outcome-** The students will be able to

- Enumerates how the success of democracy depends on quality of government, economic well- being, inequality, social differences, conflict, freedom and dignity.

## Economics: Understanding Economic Development

### Chapter- 1. Development

**Learning Outcome-** The students will be able to

- Enumerate and examine the different processes involved in setting developmental Goals.
- Analyse and infer how the per capita income depicts the economic condition of the nation.
- Evaluate the development goals with reference to their efficacy, implemental strategies, relevance to current requirements of the nation.
- Compare the per capita income of some countries and infer reasons for the variance.
- Analyse the multiple perspectives on the need of development.

### Chapter 2- Sectors of the Indian Economy

**Learning Outcome-** The students will be able to

- Analyse and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy.
- Propose solutions to identified problems in different sectors based on their understanding.
- Summarise how the organised and unorganised sectors are providing employment
- Enumerate the role of the unorganised sector in impacting Per Capita Income currently and propose suggestive steps to reduce the unorganised sector for more productive contributions to GDP.
- Enumerate and infer the essential role of the Public and Private sectors

### Chapter 3- Money and Credit

**Learning Outcome-** The students will be able to

- Enumerate how money plays as a medium exchange in all transactions of goods and services from ancient times to the present times.
- Analyse and infer various sources of Credit.
- Summarise the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.

### Chapter- 4. Globalisation and the Indian Economy

**Subtopics:** What is Globalisation?

Factors that have enabled Globalisation.

**Interdisciplinary Project** with chapter 3 of History: “The Making of a Global World” and chapter 7 of Geography: “Lifelines of National Economy”

**Subtopics:**

- i. Production across the countries
- ii. World Trade Organisation
- iii. The Struggle for a Fair Globalisation

Refer Annexure III-B

**Learning Outcome-** The students will be able to

- Enumerate the concept of globalisation and its definition, evolution, and impact on the global economy.
- Evaluate the key role of the key major drivers of globalisation and their role in shaping the global economic landscape in various countries.
- Comprehend the significance of role of G20 and its significance in the light of India's role.

**5. Project work - Consumer Rights OR Social Issues OR Sustainable Development**

**Learning Outcome-** Refer Annexure III

**CLASS X (2025-26)  
MAP WORK**

Subject	Name of the Chapter	List of areas to be located/ labeled/ identified on the map		
History	Nationalism in India	<b>I. Congress sessions:</b> <ul style="list-style-type: none"> <li>• 1920 Calcutta</li> <li>• 1920 Nagpur</li> <li>• 1927 Madras session</li> </ul> <b>II. 3 Satyagraha movements:</b> <ul style="list-style-type: none"> <li>• Kheda</li> <li>• Champaran</li> <li>• Ahmedabad mill workers</li> </ul> <b>III. Jallianwala Bagh</b> <b>IV. Dandi March</b>		
Geography	Resources and Development	Identify Major Soil Types		
	Water Resources	<b>Locating and Labeling:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"> <ul style="list-style-type: none"> <li>• Salal</li> <li>• Bhakra Nangal</li> <li>• Tehri</li> <li>• Rana Pratap Sagar</li> </ul> </td> <td style="padding: 2px;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sardar Sarovar</li> <li><input type="checkbox"/> Hirakund</li> <li><input type="checkbox"/> Nagarjun Sagar</li> <li><input type="checkbox"/> Tungabhadra</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Salal</li> <li>• Bhakra Nangal</li> <li>• Tehri</li> <li>• Rana Pratap Sagar</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sardar Sarovar</li> <li><input type="checkbox"/> Hirakund</li> <li><input type="checkbox"/> Nagarjun Sagar</li> <li><input type="checkbox"/> Tungabhadra</li> </ul>
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	Agriculture	<b>Identify:</b> <ul style="list-style-type: none"> <li>• Major areas of Rice and Wheat</li> <li>• Largest/Major producer states of Sugarcane, Tea, Coffee,</li> <li>• Rubber, Cotton and Jute</li> </ul>		
Minerals and Energy Resources	<b>Identify:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"> <b>Iron Ore Mines</b>                      Mayurbhanj                      Durg                      Bailadila                      Bellary                      Kudremukh                 </td> <td style="padding: 2px;"> <b>Coal Mines</b>                      Raniganj                      Bokaro                      Talcher                      Neyveli                 </td> <td style="padding: 2px;"> <b>Oil Fields</b>                      Digboi Naharkatia                      Mumbai High                      Bassien                      Kalol                      Ankaleshwar                 </td> </tr> </table>	<b>Iron Ore Mines</b> Mayurbhanj Durg Bailadila Bellary Kudremukh	<b>Coal Mines</b> Raniganj Bokaro Talcher Neyveli	<b>Oil Fields</b> Digboi Naharkatia Mumbai High Bassien Kalol Ankaleshwar
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		<p align="center"><b>Locate and label: Power Plants</b></p> <table border="1"> <thead> <tr> <th><b>Thermal</b></th> <th><b>Nuclear</b></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Namrup</li> <li>• Singrauli</li> <li>• Ramagundam</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Narora</li> <li>• Kakrapara</li> <li>• Tarapur</li> <li>• Kalpakkam</li> </ul> </td> </tr> </tbody> </table>	<b>Thermal</b>	<b>Nuclear</b>	<ul style="list-style-type: none"> <li>• Namrup</li> <li>• Singrauli</li> <li>• Ramagundam</li> </ul>	<ul style="list-style-type: none"> <li>• Narora</li> <li>• Kakrapara</li> <li>• Tarapur</li> <li>• Kalpakkam</li> </ul>
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	Manufacturing Industries	<ul style="list-style-type: none"> <li>• Manufacturing Industries (Locating and labeling only)</li> <li>• Cotton textile Industries: a. Mumbai, b. Indore, c. Surat, d. Kanpur, e. Coimbatore</li> <li>• Iron and Steel Plants: a. Durgapur, b. Bokaro, c. Jamshedpur, d. Bhilai, e. Vijayanagar, f. Salem</li> <li>• Software technology Parks: a. Noida, b. Gandhi- nagar, c. Mumbai, d. Pune, e. Hyderabad, f. Bengaluru, g. Chennai, h. Thiruvananthapuram</li> </ul>				
	Lifelines of National Economy	<p>Locating and Labeling</p> <p><b>a. Major Sea Ports</b></p> <table border="1"> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Kandla</li> <li>• Mumbai</li> <li>• Marmagao</li> <li>• New Mangalore</li> <li>• Kochi</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Tuticorin</li> <li>• Chennai</li> <li>• Visakhapatnam</li> <li>• Paradip</li> <li>• Haldia</li> </ul> </td> </tr> </tbody> </table> <p><b>b. International Airports</b></p> <ul style="list-style-type: none"> <li>• Amritsar (Raja Sansi-Sri Guru Ram Das ji)</li> <li>• Delhi (Indira Gandhi)</li> <li>• Mumbai (Chhatrapati Shivaji)</li> <li>• Chennai (Meenambakkam)</li> <li>• Kolkata (Netaji Subhash Chandra Bose)</li> <li>• Hyderabad (Rajiv Gandhi)</li> </ul>	<ul style="list-style-type: none"> <li>• Kandla</li> <li>• Mumbai</li> <li>• Marmagao</li> <li>• New Mangalore</li> <li>• Kochi</li> </ul>	<ul style="list-style-type: none"> <li>• Tuticorin</li> <li>• Chennai</li> <li>• Visakhapatnam</li> <li>• Paradip</li> <li>• Haldia</li> </ul>		
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**Note**

1. Items of Locating and Labelling may also be given for Identification.
2. The Maps available in the website of Govt. of India may be used.