

CURRICULUM GRADE-X



ENGLISH

BACKGROUND

At the secondary stage of English language learning the textual materials and other resources should represent a wide range of learning experience. Literature has always played a significant role in learning language. However, it is felt that pupils should be apprised with contemporary issues, read authentic literature and experiences of people to reflect and build their personality traits.

While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class is meant for reading literature from different perspectives and to engage in activities for developing communicative competence, creativity and enrichment of language skills. It should not be seen as a place merely to read poems and stories in but an area of activities to develop the learner's imagination as a major aim of language study and to equip the learner with communicative skills to perform various language functions through speech and writing.

Objectives

The objectives of the course are to enable learners to:

- *build greater confidence and proficiency in oral and written communication*
- *develop the ability and knowledge required in order to engage in independent reflection and inquiry*
- *make appropriate usage of English language to communicate in various social settings*
- *equip learners with essential language skills to question and to articulate their point of view*
- *build competence in the different aspects of the language*
- *Develop sensitivity to and appreciation of world literature representing varieties of English and cultures embedded in it.*
- *Enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)*
- *develop curiosity and creativity through extensive reading*
- *facilitate self-learning to enable them to become independent learners*
- *review, organise and edit their own work and work done by peers*
- *Integrate listening and speaking skills in the curriculum.*
- *Retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)*
- *participate in conversations, discussions, etc., on the topics of mutual interest in non-classroom situations*
- *respond, in writing to formal letters, based on given situation*
- *Read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.*
- *write without prior preparation on a given topic and be able to defend or explain the stand taken / views expressed*
- *write a summary of short lectures on familiar topics by making / taking notes*
- *read poems effectively (with proper rhythm and intonation)*
- *transcode information from a graph / chart to a description / report*

Language Items

In addition to consolidating the grammatical items practised earlier, the course at the secondary level seeks to reinforce the following explicitly:

- Sequence of tenses, reported speech in extended texts
- Modal auxiliaries (those not covered at upper primary), non-finites (infinitives, gerunds, participles)
- Conditional clauses, complex and compound sentences
- Phrasal verbs and prepositional phrases
- Cohesive devices, punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

Month	Concept	Objective/ Theme /Skills
April	1.Discussion of curriculum and paper pattern 2. Internal Assessment (ALS & Project)	<ul style="list-style-type: none">• Acquainting the students with new paper pattern and marking scheme
	A Letter to God	<ul style="list-style-type: none">• Unwavering faith in God, conflict between mankind and nature and mankind itself
	Poem: Dust of Snow	<ul style="list-style-type: none">• Communication between nature and man
	Poem: Fire and Ice	<ul style="list-style-type: none">• Power of both hatred and desire to destroy
	Grammar: Tenses & Determiners	<ul style="list-style-type: none">• Explanation and practice
	Nelson Mandela: Long Walk to Freedom	<ul style="list-style-type: none">• Addresses social inequality and gives message of peace and unity of mankind
	Glimpses of India: I. A Baker from Goa II. Coorg III. Tea from Assam	<ul style="list-style-type: none">• Three different units–• Pen-portrayal of a traditional Goan village baker;• Coorg, a coffee country famous for its rainforest and spices• A tea-garden in upper Assam
	Words & Expressions: II-Unit 1	<ul style="list-style-type: none">• Explanation and Practice
June	Two Stories about Flying: I. His First Flight II. The Black Aeroplane	<ul style="list-style-type: none">• The quest of a young seagull to conquer his fear of flying• Fantasy and the help rendered by the mysterious black aeroplane
	Writing Skills- Formal Letters: Editor & Complaint	<ul style="list-style-type: none">• Explanation and Practice
	A Triumph of Surgery	<ul style="list-style-type: none">• The blind love which we possess for the one whom we love the most• Analysis by doctor and treatment
	Grammar: Modals	<ul style="list-style-type: none">• Explanation and Practice
	Poem: A Tiger in the Zoo	<ul style="list-style-type: none">• Freedom v/s Captivity
	Words & Expressions: II-Unit 2 & Unit 3	<ul style="list-style-type: none">• Explanation and Practice
July	From the Diary of Anne Frank	<ul style="list-style-type: none">• Portrays Anne's inner conflicts
	Writing Skills -Formal Letters: Enquiry & Placing Order	<ul style="list-style-type: none">• Explanation and Practice

	<i>The Midnight Visitor</i>	<ul style="list-style-type: none">• <i>A secret agent v/s another</i>
	<i>Poem: The Ball Poem</i>	<ul style="list-style-type: none">• <i>The poem highlights the learning of a child from the experience of losing something</i>
	<i>Poem: How To Tell Wild Animals</i>	<ul style="list-style-type: none">• <i>Humorous poem suggesting some dangerous ways to identify wild animals</i>
	<i>Words & Expressions: II-Unit 4</i>	<ul style="list-style-type: none">• <i>Explanation and Practice</i>
<i>Unit Test- I from 28.07.2025 to 02.08.2025</i>		
<i>August</i>	<i>The Thief's Story</i>	<ul style="list-style-type: none">• <i>The trauma of a thief whether or not to betray his generous master</i>
	<i>Grammar: Subject Verb Concord</i>	<ul style="list-style-type: none">• <i>Explanation and Practice</i>
	<i>Mijbil the Otter</i>	<ul style="list-style-type: none">• <i>Significance of pets in man's life</i>• <i>care of the pets and our responsibility towards them</i>
	<i>Madam Rides the Bus</i>	<ul style="list-style-type: none">• <i>Sensitizes the first bus journey of a young girl into the world outside her village and her induction into the mystery of life and death</i>
	<i>Writing Skills: Analytical Paragraph</i>	<ul style="list-style-type: none">• <i>Explanation and Practice</i>
	<i>Footprints without Feet</i>	<ul style="list-style-type: none">• <i>The story of a scientist who discovers the formula of invisibility and its aftermath on its misuse</i>
	<i>Poem: Amanda!</i>	<ul style="list-style-type: none">• <i>Highlights the feelings of every child under control and instructed not to do one thing or another and curtailing the freedom</i>• <i>proper upbringing</i>
	<i>Words & Expressions: II- Unit 7 & Unit 8</i>	<ul style="list-style-type: none">• <i>Explanation and Practice</i>

September	<i>The Making of a Scientist</i>	<ul style="list-style-type: none"> Richard Ebright's fascination for butterflies opening the world of science for him
	<i>Poem: The Trees</i>	<ul style="list-style-type: none"> Raises a question whether there can be a forest
	<i>A Question of Trust</i>	<ul style="list-style-type: none"> Illustration of Honour among thieves
	<i>Grammar - Reported Speech</i> 1) Commands & requests 2) Statements 3) Questions	<ul style="list-style-type: none"> Explanation and Practice
First Term Examination from 18.09.2025 to 30.09.2025		
October	<i>Poem – Fog</i>	<ul style="list-style-type: none"> Appreciation of nature Description of fog as a living creature
	<i>The Sermon at Benares</i>	<ul style="list-style-type: none"> The significance of Sermon Death is the ultimate truth of life
	<i>The Necklace</i>	<ul style="list-style-type: none"> Young lady's plight on losing a borrowed piece of jewellery
	<i>Poem – The Tale of Custard the Dragon</i>	<ul style="list-style-type: none"> A humorous ballad close to a parody certain qualities like bravery and courage are situational and spontaneous
	<i>Bholi</i>	<ul style="list-style-type: none"> Differently abled child and the mentor's role
	<i>Words & Expressions: II-Unit 9 & 10</i>	<ul style="list-style-type: none"> Explanation and Practice
November	<i>The Proposal</i>	<ul style="list-style-type: none"> One-act play, a farce, by a Russian short story writer and dramatist about the tendency of wealthy families to seek ties with other wealthy families by encouraging marriages that make good economic sense
	<i>Poem: For Anne Gregory</i>	<ul style="list-style-type: none"> An argumentative conversation between a young man and woman
	<i>The Book that Saved the Earth</i>	<ul style="list-style-type: none"> A 25th century invasion
	<i>Words & Expressions: II-Unit 11</i>	<ul style="list-style-type: none"> Explanation and Practice
December	First Pre-Board Examination from 1.12.2025 to 13.12.2025	
	Revision	
January	Second Pre-Board Examination from 02.01.2026 to 14.01.2026	
	Revision	
February	Revision	

HINDI

प्रस्तावना

पाठ्यक्रम में हिंदी विषय की उपयोगिता

भाषा मनुष्य के बीच संवाद का माध्यम ही नहीं है अपितु भाषा में मनुष्य के संस्कार, उसकी अस्मिता और पीढ़ियों से संचित गौरव अंतर्निहित है।

एक ओर जहाँ भाषा मनुष्य को सभ्यता, संस्कृति, साहित्य और ज्ञान—विज्ञान की विरासत को अक्षुण्ण रखती है वहीं आधुनिक संदर्भों में विकास के प्रतीकों को राष्ट्र के गौरव के रूप में सहजने का कार्य भी करती है। अतः संवैधानिक रूप से भारत की प्रथम राजभाषा तथा सर्वाधिक बोली और समझे जानी वाली भाषा हिंदी का पाठ्यक्रम में चयन विभिन्न उद्देश्यों को ध्यान में रखते हुए किया गया है जिसमें विद्यार्थियों का भाषिक दायरा एवं वैचारिक समृद्धि का विकास, सृजनात्मकता और संवेदनशीलता का परिष्कार, सौंदर्य बोध की समृद्धि, जीवन के विविध संदर्भों से जोड़ने वाले मानवीय गुणों का विकास आदि प्रमुख हैं।

हिंदी भाषा शिक्षण के विशिष्ट उद्देश्य—

1. विद्यार्थियों को हिंदी साहित्य की समृद्धि और शक्ति से परिचित कराना।
2. विद्यार्थियों में कल्पनाशीलता, विस्मय, कौतुहल, जिज्ञासा एवं सृजनात्मकता का विकास करना
3. भाषा एवं साहित्य के माध्यम से सांस्कृतिक धरोहर से विद्यार्थियों को जोड़ने का प्रयास करना
4. गद्य विधाओं के माध्यम से वैयक्तिक गुणों और क्षमताओं का विकास करना
5. परंपरागत पद्धतियों से आगे बढ़कर आधुनिक जीवन के परिवेश, समकालीन यथार्थ तथा मानवीय मूल्यों के प्रति अडिग आस्था विकसित करना।

पाठ्यचर्या कक्षा— दसवीं
शिक्षार्थियों में श्रवण, कथन, पठन एवं लेखन कौशल में दक्षता हेतु आयाम

माह	अवधारणा	कौशल श्रवण – कथन – पठन – लेखन – कौशल
अप्रैल	हिंदी भाषा का स्वरूप	• वर्णमाला मात्रा / वर्तनी
	नेताजी का चश्मा – स्वयं प्रकाश	• कहानी का पठन – पाठन, सरलीकरण, वस्तुनिष्ठ प्रश्न, प्रश्नोत्तर
	अनुच्छेदन लेखन	• अभ्यास पत्रक के माध्यम से
	अलंकार – उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण	• परिभाषा प्रकार एवं उदाहरण वस्तुनिष्ठ प्रश्न।
	पत्र लेखन	• अभ्यास पत्रक के माध्यम से
	सूर के पद – सूरदास	• भक्तिकाल – सूरदास एवं भ्रमरगीत
जून	माता का आँचल – शिवपूजन सहाय	• आँचलिक उपन्यास परंपरा, आदर्श – अनुकरण वाचन, प्रश्नोत्तर
	वाक्य भेद – (रचना की दृष्टि से)	• परिभाषा, प्रकार एवं उदाहरण
	अपठित गद्यांश / काव्यांश	• अभ्यास पत्रक के माध्यम से
जुलाई	पुनरावलोकन	
	बालगोबिन भगत—रामवृक्ष बेनीपुरी	• व्याख्या, सरलीकरण, वस्तुनिष्ठ प्रश्न, प्रश्नोत्तर
	राम—लक्ष्मण – परशुराम संवाद— तुलसीदास	• भक्तिकाल – तुलसीदास – रामचरितमानस दशावतार, व्याख्या, वस्तुनिष्ठ प्रश्न, प्रश्नोत्तर
	लखनवी अंदाज – यशपाल	• पठन—पाठन, सरलीकरण, वस्तुनिष्ठ प्रश्न, प्रश्नोत्तर
Unit Test- I from 28.07.2025 to 02.08.2025		
अगस्त	उत्साह, अट नहीं रही है – सूर्यकांत त्रिपाठी	• व्याख्या, काठिन्य निवारण, काव्य सौंदर्य वस्तुनिष्ठ प्रश्न, प्रश्नोत्तर
	एक कहानी यह भी – मन्नू भंडारी	• व्याख्या, सरलीकरण, वस्तुनिष्ठ प्रश्न, प्रश्नोत्तर
	साना—साना हाथ जोड़ि.... – मधु कांकरिया	• पूर्वोत्तर राज्य – सिक्किम, आदर्श – अनुकरण वाचन एवं प्रश्नोत्तर
	आत्मकथ्य – जयशंकर प्रसाद	• पाठ परिचय, व्याख्या, वस्तुनिष्ठ प्रश्न, प्रश्नोत्तर
	वाच्य	• परिभाषा, प्रकार, उदाहरण, वस्तुनिष्ठ प्रश्न
	स्ववृत्त लेखन	• अभ्यास पत्रक के माध्यम से

माह	अवधारणा	कौशल श्रवण – कथन – पठन – लेखन – कौशल
सितम्बर	पुनरावलोकन	<ul style="list-style-type: none"> अभ्यास पत्रक के माध्यम से
	यह दंतुरित मुसकान, फसल – नागार्जुन	<ul style="list-style-type: none"> प्रगतिवाद एवं नागार्जुन व्याख्या, वस्तुनिष्ठ प्रश्न, प्रश्नोत्तर
	नौबत खाने में इबादत – यतींद मिश्र	<ul style="list-style-type: none"> भारतीय वाद्य एवं शहनाई, उस्ताद बिस्मिल्लाह खां, व्याख्या, वस्तुनिष्ठ प्रश्न एवं प्रश्नोत्तर।
	ई-मेल लेखन	<ul style="list-style-type: none"> अभ्यास पत्रक के माध्यम से
<i>First Term Examination from 18.09.2025 to 30.09.2025</i>		
अक्टूबर	संगतकार – मंगलेश डबराल	<ul style="list-style-type: none"> कई कविता का स्वरूप, व्याख्या, सरलीकरण, वस्तुनिष्ठ प्रश्न, प्रश्नोत्तर
	मैं क्यों लिखता हूँ – अज्ञेय	<ul style="list-style-type: none"> आदर्श – अनुकरण वाचन, सरलीकरण एवं प्रश्नोत्तर
	पद – परिचय	<ul style="list-style-type: none"> अभ्यास पत्र के माध्यम से
नवंबर	संस्कृति – भदंत आनंद कौसल्यायन	<ul style="list-style-type: none"> संस्कृति का अर्थ, स्वरूप, पठन-पाठन, काठिन्य निवारण, वस्तुनिष्ठ प्रश्न एवं प्रश्नोत्तर
	विज्ञापन लेखन	<ul style="list-style-type: none"> अभ्यास पत्रक के माध्यम से
	संदेश लेखन	<ul style="list-style-type: none"> अभ्यास पत्रक के माध्यम से
दिसंबर	पुनरावलोकन	<ul style="list-style-type: none"> अभ्यास पत्रक के माध्यम से
<i>First Pre-Board Examination from 1.12.2025 to 13.12.2025</i>		
जनवरी	पुनरावलोकन	<ul style="list-style-type: none"> अभ्यास पत्रक के माध्यम से
<i>Second Pre-Board Examination from 02.01.2026 to 14.01.2026</i>		
फरवरी	पुनरावलोकन	<ul style="list-style-type: none"> अभ्यास पत्रक के माध्यम से

MATHEMATICS

GENERAL OBJECTIVE

- Consolidate the Mathematical knowledge and skills acquired at the upper primary stage;
- Acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying process and skills; develop mastery of basic algebraic skills;
- Feel the flow of reason while proving a result or solving a problem;
- To develop awareness of the need of national integration protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases;
- To develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.
- To develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics;
- To develop an interest in students to study mathematics as a discipline.

SPECIFIC OBJECTIVE

- Develop drawing skills;
- To develop positive ability to think, analyze and articulate logically;
- To develop necessary skills to work with modern technological devices such as calculators, computers, etc.
- To develop interest in the subject by participating in related competitions;
- To acquaint students with different aspects of mathematics used in daily life;

<i>Month</i>	<i>Concept</i>	<i>Sub-Concept</i>
<i>March</i>	<i>Bridge Course</i>	<ul style="list-style-type: none"> • <i>Prime Factorisation</i> • <i>Division of Polynomials</i> • <i>Multiplication of Algebraic Expression</i>
<i>April</i>	<i>Real Numbers</i>	<ul style="list-style-type: none"> • <i>Fundamental Theorem of Arithmetic</i> • <i>HCF & LCM</i> • <i>To Prove Ir-rational Number</i>
	<i>Polynomials</i>	<ul style="list-style-type: none"> • <i>Standard Form, Zeroes of polynomials</i> • <i>Relation between, Zeroes and Coefficient</i> • <i>Relation Between Roots ($\alpha^2 + \beta^2$, $\alpha^3 + \beta^3$.....)</i>
	<i>Linear Equations in Two Variables</i>	<ul style="list-style-type: none"> • <i>Graphical Method</i> • <i>Elimination by Equating Coefficient</i> • <i>Elimination by Substitution</i> • <i>Condition of Solvability</i> • <i>Applications</i>
<i>June</i>	<i>Quadratic Equations</i>	<ul style="list-style-type: none"> • <i>Standard Form</i> • <i>Solution by Factorization</i> • <i>Solution by Formula method</i> • <i>Nature of Roots</i> • <i>Problem Based Nature of Roots to find unknown constants</i> • <i>Applications</i>
	<i>Similar Triangles</i>	<ul style="list-style-type: none"> • <i>Basic Proportionality Theorem & Converse</i>
<i>July</i>	<i>Similar Triangles (contd..)</i>	<ul style="list-style-type: none"> • <i>Similarity Theorem (SSS, SAS, ASA, AAA)</i> • <i>Applications</i>
	<i>Revision</i>	<ul style="list-style-type: none"> •
<i>Unit Test- I from 28.07.2025 to 02.08.2025</i>		
<i>August</i>	<i>Arithmetic Progression</i>	<ul style="list-style-type: none"> • <i>Sequences, General Term</i> • <i>Arithmetic Progression</i> • <i>Problem Based on General Term</i> • <i>Sum to n-Terms of an A.P.</i> • <i>Applications</i>
	<i>Co-ordinate Geometry</i>	<ul style="list-style-type: none"> • <i>Distance Between Two Points,</i> • <i>Section Formula (Internal & External Division)</i>

<i>Month</i>	<i>Concept</i>	<i>Sub-Concept</i>
<i>September</i>	<i>Introduction to Trigonometry</i>	<ul style="list-style-type: none"> <i>Trigonometric Ratios</i> <i>Standard Angle Table for Trigonometric Ratios</i>
		<i>Revision</i>
	<i>First Term Examination from 18.09.2025 to 30.09.2025</i>	
<i>October</i>	<i>Heights & Distances</i>	<ul style="list-style-type: none"> <i>Angle of Elevation</i> <i>Angle of Depression,</i> <i>Single Triangle Problem</i> <i>Double Triangle Problem</i> <i>HOTs</i>
	<i>Tangent to the Circles</i>	<ul style="list-style-type: none"> <i>Tangent at a Point,</i> <i>Tangent from an External Point</i> <i>Applications</i>
	<i>Areas Related to a Circles</i>	<ul style="list-style-type: none"> <i>Length of Arc</i> <i>Circumference of Circle</i> <i>Area of Circle, Area of Sector</i> <i>Area of minor and major Segment</i> <i>Area of Shaded Region</i>
<i>November</i>	<i>Surface Area and Volumes</i>	<ul style="list-style-type: none"> <i>Surface Area of Combination of Solids</i> <i>Volume of Combination of Solids</i>
	<i>Statistics</i>	<ul style="list-style-type: none"> <i>Mean</i> <i>Median</i> <i>Mode</i> <i>Applications</i>
	<i>Probability</i>	<ul style="list-style-type: none"> <i>Definition (Random Variable, Event, Sample Space) Empirical Formula to Calculate Probability of any Event,</i> <i>Applications</i>
<i>December</i>	<i>Revision</i>	
	<i>Revision</i> <i>First Pre-Board Examination from 01.12.2025 to 13.12.2025</i>	
<i>January</i>	<i>Revision</i> <i>Second Pre-Board Examination from 02.01.2026 to 14.01.2026</i>	

List of Suggestive Tools For Maths

- Written Test*
- Lab Activity*
- Home Assignment*
- MCQ*
- Oral*
- PPT*
- Project Work etc.*

SOCIAL SCIENCE

Rationale

Social Science is a compulsory subject upto secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation building.

Objectives of learning of Social Science

1. General objectives of learning Social Science

- *To develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.*
- *To deepen knowledge about the understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.*
- *To help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.*
- *To deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives.*
- *To facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.*
- *To develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.*
- *To develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.*

2. Specific objectives of learning Social Science

- *To develop an understanding of the processes of change and development spatio temporal, through which human societies have evolved.*
- *To make learners realize that the process of change is perpetual and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.*
- *To promote an understanding of the issues and challenges of contemporary India- environmental, economic and social, as part of the development process*
- *To help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.*
- *To develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analyzing and evaluating data and information as well as views and interpretations*
- *To develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms-cooperating with others, taking initiatives and providing leadership in solving others problems.*

<i>Month</i>	<i>Concept</i>	<i>Sub-Concept</i>
<i>April</i>	<i>Geography– (Resource & Development)</i>	<ul style="list-style-type: none"> • <i>Definition of Resource</i> • <i>Classification</i> • <i>Soil, Soil Erosion</i>
	<i>Democratic Politics (Power Sharing)</i>	<ul style="list-style-type: none"> • <i>Case Study– Belgium & Sri Lanka</i> • <i>Forms of Power Sharing</i>
	<i>Economics– (Development)</i>	<ul style="list-style-type: none"> • <i>Concept of Development</i> • <i>National Development</i> • <i>Sustainability of Development</i>
<i>June</i>	<i>History– (The Rise of Nationalism in Europe)</i>	<ul style="list-style-type: none"> • <i>The French Revolution and the idea of the Nation</i> • <i>A New Conservatism after 1815</i> • <i>The Age of Revolution 1830–1848</i> • <i>The Making of Germany and Italy</i> • <i>Strange case of Britain</i> • <i>Nationalism and Imperialism</i>
<i>July</i>	<i>Democratic Politics – (Federalism)</i>	<ul style="list-style-type: none"> • <i>Federalism, key features</i> • <i>Routes of Federation</i> • <i>What makes India a federal country?</i> • <i>How is federalism practised in India?</i> • <i>Decentralisation</i>
	<i>Economics– (Sectors of Indian Economy)</i>	<ul style="list-style-type: none"> • <i>Sectors of Economic Activities</i> • <i>Comparing three Sectors</i> • <i>Organised and Unorganised Sectors</i> • <i>Public and Private Sectors</i>
	<i>Geography (Forest and Wild Life Resources)</i>	<ul style="list-style-type: none"> • <i>Conservation of forest and wildlife in India</i> • <i>Community and Conservation</i>
	<i>Unit Test- I from 28.07.2025 to 02.08.2025</i>	

<i>Month</i>	<i>Concept</i>	<i>Sub-Concept</i>
<i>August</i>	<i>History – (Nationalism in India)</i>	<ul style="list-style-type: none"> • <i>The First World War, Khilafat and Non-Cooperation.</i> • <i>Why Non-Cooperation?</i> • <i>Different Strands within the movement</i> • <i>Towards Civil Disobedience</i> • <i>The Sense of Collective Belonging</i>
	<i>Economics– (Money and Credit)</i>	<ul style="list-style-type: none"> • <i>Money as a Medium of Exchange</i> • <i>Loan Activities of Banks.</i> • <i>Formal and Informal Sectors of Credit</i> • <i>Self Help Groups</i>
	<i>Democratic Politics– (Gender, Religion and Caste)</i>	<ul style="list-style-type: none"> • <i>Gender and Politics</i> • <i>Religion, Communalism and Politics</i> • <i>Caste in Politics</i> • <i>Politics in Caste</i>
<i>September</i>	<i>Democratic Politics– (Political Parties)</i>	<ul style="list-style-type: none"> • <i>Need of Political Parties</i> • <i>How many Parties should we have?</i> • <i>National Political Parties and State Parties</i> • <i>Challenges to Political Parties</i>
	<i>Geography (Water resources)</i>	<ul style="list-style-type: none"> • <i>Water Scarcity and the need for water</i> • <i>Conservation and Management</i> • <i>Multi-Purpose River Project and Integrated Water Resources Management</i> • <i>Rainwater Harvesting and Jal Jeevan Mission</i>
	<i>Geography (Agriculture)</i>	<ul style="list-style-type: none"> • <i>Types of Cultivation</i> • <i>Cropping Patterns</i> • <i>Food Crops and Non-Food Crops</i>
	<i>First Term Examination from 18.09.2025 to 30.09.2025</i>	
<i>October</i>	<i>Geography– (Minerals and Energy Resources)</i>	<ul style="list-style-type: none"> • <i>Definition of Minerals and Uses</i> • <i>Mode of Occurrence of Minerals</i> • <i>Classification of Minerals</i> • <i>Energy Resources– Conventional and Non-Conventional</i> • <i>Conservation of Energy Resources</i>
	<i>History- (The Making of a Global World)</i>	<ul style="list-style-type: none"> • <i>The Pre-modern world</i> • <i>Conquest, Disease and Trade</i>
	<i>Economics (Globalization and the Indian Economy)</i>	<ul style="list-style-type: none"> • <i>What is Globalization?</i> • <i>Factors that have enabled Globalisation</i> • <i>Impact of Globalisation</i>
	<i>Democratic Politics– (Outcomes of Democracy)</i>	<ul style="list-style-type: none"> • <i>How do we assess democracy's Outcomes?</i> • <i>Accountable, Responsive and Legitimate Government</i> • <i>Economic Growth and Development</i> • <i>Accommodation of Social Diversity</i>

<i>Month</i>	<i>Concept</i>	<i>Sub-Concept</i>
<i>November</i>	<i>History– (Print Culture and the Modern World)</i>	<ul style="list-style-type: none">• <i>The First Printed Books</i>• <i>Print Comes to Europe</i>• <i>Print Revolution and Its Impact</i>• <i>India and the World of Print</i>• <i>New forms of Publication</i>
	<i>Geography– (Manufacturing Industries)</i>	<ul style="list-style-type: none">• <i>Importance of Manufacturing industries</i>• <i>Classification of Industries</i>• <i>Industrial Pollution and Environmental Degradation</i>• <i>NTPC</i>
<i>December</i>	<i>Revision First Pre-Board Examination from 01.12.2025 to 13.12.2025</i>	
<i>January</i>	<i>Revision Second Pre-Board Examination from 02.01.2026 to 14.01.2026</i>	

LIST OF SUGGESTIVE TOOLS

- *Project work*
- *Map skills*
- *Written Assignments*

SCIENCE

OVERVIEW OF SCIENCE

The subject of Science plays an important role in developing well-defined abilities in cognitive, affective and psychomotor domains in children. It augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.

Whereas the upper primary stage demands that a number of opportunities should be provided to the students to engage them with the processes of Science like observing, recording observation, drawing tabulation, plotting graphs etc., the secondary stage expects abstraction and quantitative reasoning occupy a more central place in the teaching and learning of Science.

The present syllabus has been designed around five broad themes viz. Materials, The World of the Living, How things work, Natural phenomena and natural resources.

Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

The student should be exposed to experience as well as modes of reasoning that are typical of the subject.

GENERAL OBJECTIVES

- Consolidate the science knowledge and skill acquired at the upper primary stage.
- Acquire knowledge and understanding particularly by way of motivation and visualization of basic laws, concepts, terms, principles and symbols and underlying process and skills.
- Develop mastery of basic scientific skills.
- Feel the flow of reason while proving a result or solving a numerical.
- To develop possible ability to think, analyze and articulate logically.
- To develop necessary skill to work with modern technological devices and instruments.
- To develop interest in science as a problem solving tool in various fields such as modern technology, medical and agriculture.
- Mental and motor abilities appropriate to the acquisition and use of scientific understanding
- An appreciation of the product and influence of science and technology, balanced by a concern for their wise application.
- An understanding of the nature of limitation of scientific activity.
- An ability to apply scientific understanding to appropriate problem (including those of everyday life) and to approach those problems in rational ways.

SPECIFIC OBJECTIVES

- To enable the students to define electric current, potential, potential difference, resistance and resistivity and their SI units.
- To enable the students to apply the concept of current, resistance and resistivity to solve related numericals.
- To enable the students to differentiate between conductors, insulators and resistors.
- To enable the students to analyse the various electric circuit and apply the concepts of series & parallel combination to solve related numericals.
- To enable the students to analyse the household electric circuits and apply the concept of heating effect of electric current to daily life .

SPECIFIC OBJECTIVES

- To enable the students to draw magnetic field lines for bar magnet, straight conductor, circular coil and solenoid.
- To enable the students to explain properties of field lines & justify why field lines don't cross each other.
- To enable the students to compare the bar magnets and electromagnets and to make students well acquainted with application of electromagnet.
- To enable the students to explain the force on a current carrying conductor & moving charge through labelled diagram, laws of electromagnetic induction.
- To enable the students to explain working of motor and generators through labelled diagrams.
- To enable the students to compare the different types of renewable & non-renewable resources.
- To enable the students to compare reflection & refraction of light.
- To enable the students to draw diagrams to show image formation by different types of mirror & lenses.
- To enable the students to apply the concept of reflection & refraction of light in daily life.
- To enable the students to explain human eye and various defects as with labelled diagrams and solve related numericals.
- To enable the students to apply the concept of dispersion and scattering of light to daily life situations.
- To enable the students to differentiate between different types of chemical reactions and identify them.
- To enable the students to define acids, bases, salts, metals and non-metals and give examples.

SPECIFIC OBJECTIVES

- To enable the students to apply the knowledge of acids, bases, salts, pH & corrosion in everyday life.
- To enable the students to explain bonding in carbon compounds with examples.
- To enable the students to differentiate between organic compounds, saturated & unsaturated carbon compounds.
- To enable the students to explain nomenclature of organic compounds and chemical properties of carbon compounds.
- To enable the students to compare combustion, oxidation, addition & substitution reactions.
- To enable the students to explain the physical and chemical properties of ethanol & ethanoic acid.
- To enable the students to apply the knowledge of soaps & detergents to explain their cleansing action.
- To enable the students to explain the various attempts of classification of elements.
- To enable the students to apply the knowledge of periodic classification of elements to predict different properties of elements.
- To enable the students to explain different modes of nutrition and photosynthesis.
- To enable the students to explain the digestive system in human beings with well-labelled diagram.
- To enable the students to compare the respiration & transportation in plants & human beings.
- To enable the students to explain the reflex action in human beings.

SPECIFIC OBJECTIVES (BIOLOGY)

- *To enable the students to understand that how the life processes include nutrition, respiration, transportation and excretion help a body survive with the changes in the environment*
- *To enable the students to understand the concept of control and co-ordination in plants & various animal hormones*
- *To enable the students to differentiate between sexual & asexual reproduction.*
- *To enable the students to explain reproduction in plants & human beings through labelled diagrams.*
- *To enable the students to understand and apply the concept of variation, Mendel's law & crosses.*
- *To enable the students to apply the concept of crosses for sex determination in human beings.*
- *To enable the students to understand and explain various food chains, food webs, biomagnification & ozone depletion.*

PHYSICS

<i>Month</i>	<i>Concept</i>	<i>Sub-Concept</i>
<i>April</i>	<i>Reflection of light</i>	<ul style="list-style-type: none"> • <i>Reflection of light by curved surfaces</i> • <i>Images formed by spherical mirrors</i> • <i>Centre of curvature</i> • <i>Principal focus</i> • <i>Focal length</i> • <i>Mirror formula(derivation not required)</i> • <i>Magnification</i> • <i>Application of mirrors</i>
<i>June</i>	<i>Refraction of light</i>	<ul style="list-style-type: none"> • <i>Refraction</i> • <i>Laws of refraction</i> • <i>Refractive index</i>
<i>July</i>	<i>Refraction of light(Cont....)</i>	<ul style="list-style-type: none"> • <i>Refraction of light by Spherical lens</i> • <i>Image formed by Spherical Lenses</i> • <i>Lens Formula (Derivation not required)</i> • <i>Magnification</i> • <i>Application of lenses</i> • <i>Power of a lens</i>
	<i>Practicals</i>	<ul style="list-style-type: none"> • Experiment No. 1 : To find the focal length of (a) concave mirror (b) convex lens by obtaining the image of a distant object.
	Unit Test-1 from 28.07.2025 to 02.08.2025	
<i>August</i>	<i>Human eye and colour ful world</i>	<ul style="list-style-type: none"> • <i>Functioning of a lens in human eye</i> • <i>defects of vision & their corrections</i> • <i>refraction of light through prism</i> • <i>dispersion of light</i> • <i>scattering of light, application in daily life. (Excluding colour of sun at sunrise & sunset)</i>
	<i>Practicals</i>	<ul style="list-style-type: none"> • Experiment No. 2 : Tracing the path of 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.
<i>September</i>	<i>Effects of current</i>	<ul style="list-style-type: none"> • <i>Electric current</i> • <i>Pottential difference and electric current</i> • <i>Ohm'slaw</i> • <i>Resistance</i> • <i>Resistivity</i> • <i>Factors on which the resistance of a conductor depends</i> • <i>Series combination of resistors , parallel combination of resistors and its applications in daily life</i>
	<i>Practicals</i>	<ul style="list-style-type: none"> • Experiment No. 3: Tracing the parth of the rays of light through a glass prism.
First Term Examination from 18.09.2025 to 30.09.2025		

<i>Month</i>	<i>Concept</i>	<i>Sub-Concept</i>
<i>October</i>	<i>Effects of current (Cont...)</i>	<ul style="list-style-type: none"> • heating effect of electric current & its applications in daily life • Electric power • interrelation of P, V, I & R
	<i>Practicals</i>	<p>Experiment No. 4</p> <ul style="list-style-type: none"> • 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. <p>Experiment No. 5</p> <ul style="list-style-type: none"> • Determination of the equivalent resistance of two resistors when connected in series and parallel.
	<i>Magnetic effects of current</i>	<ul style="list-style-type: none"> • Magnetic field • Field lines • Field due to current carrying conductor • Field due to current carrying coil or solenoid
<i>November</i>	<i>Magnetic effects of current(Cont...)</i>	<ul style="list-style-type: none"> • Force on current carrying conductor, • Fleming's left hand rule • Direct current • Alternating Current and frequency of alternating current • Advantages of AC over DC • Domestic circuits
<i>December</i>	<i>First Pre-Board Examination from 01.12.2025 to 13.12.2025</i>	
<i>January</i>	<i>Second Pre-Board Examination from 02.01.2026 to 14.01.2026</i>	

BIOLOGY

<i>Month</i>	<i>Chapter</i>	<i>Concepts</i>
<i>April</i>	<i>Life Processes: (Nutrition)</i>	<ul style="list-style-type: none"> • Concept of Life Processes, Introduction to Nutrition and Nutrition in Unicellular Organisms (Amoeba) • Nutrition in Plants • Digestive system Of Human Being
<i>June</i>	<i>Life Processes continued.....: (Respiration)</i>	<ul style="list-style-type: none"> • Respiration in Plants and Unicellular Organisms • Respiration In Animals
	<i>Practical</i>	<ul style="list-style-type: none"> • Preparation of temporary mount of stomata peel of leaf
<i>July</i>	<i>Life Processes continued.....: (Transportation)</i>	<ul style="list-style-type: none"> • Transportation in Plants
	<i>Practical</i>	<ul style="list-style-type: none"> • CO₂ is given out during respiration
<i>First Unit Test from 28.07.2025 to 02.08.2025</i>		
<i>August</i>	<i>Life Processes continued.....: (Excretion)</i>	<ul style="list-style-type: none"> • Transportation in Animals • Excretion in Plants and Animals
	<i>Control and Coordination</i>	<ul style="list-style-type: none"> • Introduction and Control and coordination in animals • Nervous System, Reflex Action
<i>September</i>	<i>Control and Coordination Continued....</i>	<ul style="list-style-type: none"> • Human Brain and Coordination in Plants and Animals • Involuntary and Involuntary action • Chemical coordination, Animal Hormones
<i>First Term Examination from 18.09.2025 to 30.09.2025</i>		
<i>October</i>	<i>How do Organisms Reproduce?</i>	<ul style="list-style-type: none"> • Introduction to Reproduction, DNA copying and Variations • Asexual Reproduction • Sexual Reproduction in Plants and Human Beings • STDs and Methods of Contraception
	<i>Practical</i>	<ul style="list-style-type: none"> • To study (a) Binary Fission in Amoeba and • (b) Budding in Yeast with the help of permanent slides
<i>November</i>	<i>Heredity and Evolution</i>	<ul style="list-style-type: none"> • Heredity, Mendelian Genetics – Laws for inheritance of traits • Sex Determination
	<i>Our Environment</i>	<ul style="list-style-type: none"> • Ecosystem, Environmental problems • Ozone layer depletion • Waste production and their solutions • Biodegradable and non-biodegradable substances
	<i>Practical</i>	<ul style="list-style-type: none"> • Identification of different parts of an embryo of a dicot seed
<i>December</i>	<i>Revision</i>	
	<i>First Pre-Boards Examination from 01.12.2025 to 13.12.2025</i>	
<i>January</i>	<i>Revision</i>	
	<i>Second Pre-Boards Examination from 02.01.2026 to 14.01.2026</i>	

CHEMISTRY

<i>Month</i>	<i>Concept</i>	<i>Sub-Concept</i>
<i>April</i>	<i>Chemical reactions and equations</i>	<ul style="list-style-type: none"> Chemical equation, Balanced chemical equation implications of a balanced chemical equation,
<i>June</i>	<i>Chemical reactions and equations (Contd...)</i>	<ul style="list-style-type: none"> types of chemical reactions: <ul style="list-style-type: none"> combination decomposition displacement double displacement, precipitation endothermic exothermic reactions, precipitation reaction oxidation and reduction.
<i>July</i>	<i>Acids,Bases and Salts</i>	<ul style="list-style-type: none"> Their definitions in terms of furnishing of H^+ and OH^- ions, General properties, examples and uses, neutralization, concept of pH scale (Definition relating to logarithm not required),
	<i>Practical</i>	Performing and observing the following reactions and classifying them into: Combination reaction Decomposition reaction Displacement reaction Double displacement reaction <ul style="list-style-type: none"> Action of water on quicklime Action of heat on ferrous sulphate crystals Iron nails kept in copper sulphate solution Reaction between sodium sulphate and barium chloride solutions Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: i) $ZnSO_4(aq)$ ii) $FeSO_4(aq)$ iii) $CuSO_4(aq)$ iv) $Al_2(SO_4)_3(aq)$ Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.
	First Unit Test from 28.07.2025 to 02.08.2025	
<i>August</i>	<i>Acids,Bases and Salts</i>	<ul style="list-style-type: none"> importance of pH in everyday life; <ul style="list-style-type: none"> preparation and uses of Sodium Hydroxide, Bleaching powder Baking soda Washing soda and Plaster of Paris.
	<i>Metals and Non Metals</i>	<ul style="list-style-type: none"> Properties of metals and non-metals; Reactivity series Formation and properties of ionic compounds
	<i>Practical</i>	Finding the pH of the following samples by using pH paper/universal indicator: <ul style="list-style-type: none"> Dilute Hydrochloric Acid Dilute NaOH solution Dilute Ethanoic Acid solution Lemon juice Water Dilute Hydrogen Carbonate solution

<i>Month</i>	<i>Concept</i>	<i>Sub-Concept</i>
<i>August</i>	<i>Practical</i>	<i>Studying the properties of acids and bases (HCl&NaOH) on the basis of their reaction with:</i> <ul style="list-style-type: none"> ○ <i>Litmus solution (Blue/Red)</i> ○ <i>Zinc metal</i> ○ <i>Solid sodium carbonate</i>
<i>September</i>	<i>Metals and Non Metals</i>	<ul style="list-style-type: none"> • <i>Basic metallurgical processes</i> • <i>Corrosion and its prevention.</i>
	<i>First Term Examination from 18.09.2025 to 30.09.2025</i>	
<i>October</i>	<i>Unit Carbon and its compound</i>	<ul style="list-style-type: none"> • <i>Covalent bonding in carbon compounds.</i> • <i>Versatile nature of carbon. Homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes and alkynes)</i>
	<i>Practical</i>	<i>Study of the following properties of acetic acid (ethanoic acid):</i> <ul style="list-style-type: none"> ○ <i>Odour</i> ○ <i>solubility in water</i> ○ <i>effect on litmus</i> ○ <i>reaction with Sodium Hydrogen Carbonate</i> <ul style="list-style-type: none"> • <i>Study of the comparative cleaning capacity of a sample of soap in soft and hard water.</i>
<i>November</i>	<i>Unit Carbon and its compound</i>	<ul style="list-style-type: none"> • <i>Difference between saturated hydrocarbons and unsaturated hydrocarbons.</i> • <i>Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction).</i> • <i>Ethanol and Ethanoic acid (only properties and uses)</i> • <i>Soaps and detergents.</i>
<i>December</i>	<i>First Pre-Board Examination from 01.12.2025 to 13.12.2025</i>	
	<i>Revision</i>	
<i>January</i>	<i>Second Pre-Board Examination from 02.01.2026 to 14.01.2026</i>	
	<i>Revision</i>	

FRENCH

OVERVIEW

In class X students can choose Hindi or French as second language which they will study up to class X. In second language, there is an integration of all the four skills i.e. Listening, Speaking, Reading, and Writing. In addition to this, appropriate and correct expression of language is reinforced by understanding grammar.

OBJECTIVES

By the end of class X, students will be able to:-

- *Utilize clear language and vocabulary that is easy to comprehend.*
- *Conjugate regular and irregular verbs.*
- *Use appropriate vocabulary to write a paragraph.*
- *Use vocabulary given in the text and analyze impact of some phrases with proper intonations.*
- *Use different words and expressions to convey the desired sequence of events.*
- *Use various kinds of sentences (Interrogative, exclamatory and imperative) in conversation.*
- *Use concepts like tenses in situational conversations.*
- *Write a demonstrative text that conveys the core idea of the subject by selecting, organizing and analysing the given content.*
- *Write on a simple subject with appropriate vocabulary, fine points and examples.*
- *Analyze how to use synonyms or better sounding words to give an impact that consists of all the essential points of the chapter or the text.*
- *Use different words and expressions to convey the desired sequence of events.*
- *Develop skills to enhance the language by daily exercises of reading, writing, speaking and listening by using the material provided by the school as well as internet.*

<i>Month</i>	<i>Concepts</i>	<i>Sub-Concept</i>
<i>April</i>	<ul style="list-style-type: none"> Retrouvons nos amis (Leçon-1) Se présenter Les expressions Les proverbes Le Tour de France Après le bac (Leçon-2) Le Futur antérieur La forme nominale Le CROUS Le système d'éducation en France/Inde 	<p><i>Il peut :</i></p> <ul style="list-style-type: none"> Décrire un lieu Demander un avis Exprimer ses préférences Écrire des lettres Exprimer la volonté Donner/ demander un renseignement
<i>June</i>	<ul style="list-style-type: none"> Chercher du travail (Leçon-3) Les pronoms relatifs (simple et composés) L'ANPE Le CV Le plaisir de lire (Leçon-4) Le plus-que-parfait Les extraits des textes La bibliothèque 	<p><i>Il peut :</i></p> <ul style="list-style-type: none"> Décrire la carrière professionnelle Conseiller quelqu'un S'inscrire a la bibliothèque Inviter quelqu'un Raconter un événement/ une fable
<i>July</i>	<ul style="list-style-type: none"> Les médias (Leçon-5) La forme nominale (exception) Les pronoms personnels (y, en) Les informations sur : la télévision, la radio, la presse, la publicité. 	<p><i>Il peut :</i></p> <ul style="list-style-type: none"> S'informer Raconter des faits divers Décrire une émission télévisée Les informations de nouvelles
<i>Unit Test- I from 28.07.2025 to 02.08.2025</i>		
<i>August</i>	<ul style="list-style-type: none"> Chacun ses goûts (Leçon-6) Les pronoms démonstratifs simples et composes Le pronom « on » L'emphase : c'est ...qui, c'est...que Les informations sur le théâtre, le cinéma, le musée, le résumé d'un film. 	<p><i>Il peut :</i></p> <ul style="list-style-type: none"> Exprimer ses goûts Inviter quelqu'un Raconter une histoire Décrire une visite au musée/au cinéma Les goûts / les préférences
<i>September</i>	<ul style="list-style-type: none"> En pleine forme (Leçon-7) Les pronoms possessifs La santé (Les indiens/Les français) La sécurité sociale 	<p><i>Il peut</i></p> <ul style="list-style-type: none"> Parler de la bonne forme physique Discuter de bonnes habitudes de vie S'informer de la santé de quelqu'un Exprimer son état de santé
<i>First Term Examination from 18.09.2025 to 30.09.2025</i>		

<i>Month</i>	<i>Concepts</i>	<i>Sub-Concept</i>
October	<ul style="list-style-type: none"> • <i>L'environnement (Leçon-8)</i> • <i>Le subjonctif</i> • <i>La pollution</i> • <i>Le recyclage</i> • <i>Sauver la planète</i> • <i>Protéger l'environnement</i> • <i>Métro, boulot, dodo (Leçon-9)</i> • <i>Les transports publics</i> • <i>Le conditionnel passé</i> 	<p><i>Il peut :</i></p> <ul style="list-style-type: none"> • <i>Parler de l'environnement</i> • <i>Faire des projets pour sauver la planète</i> • <i>Exprimer la nécessité / la volonté / les sentiments</i> • <i>Parler de la vie urbaine d'aujourd'hui</i> • <i>Les titres de transport (métro / bus / train)</i>
November	<ul style="list-style-type: none"> • <i>Si+plus-que-parfait + conditionnel passé</i> • <i>Ne...pas + infinitif du verbe</i> • <i>La vie urbaine précipitée</i> • <i>Les bateaux mouches</i> • <i>Vive la République (Leçon -10)</i> • <i>Le système politique</i> • <i>Le discours rapporté</i> 	<p><i>Il peut :</i></p> <ul style="list-style-type: none"> • <i>Décrire le réchauffement de la terre</i> • <i>Parler des moyens de transport publics</i> • <i>Exprimer un désir / un regret</i> • <i>Interdire</i> • <i>Discuter du système politique</i> • <i>Téléphoner a quelqu'un</i> • <i>Rapporter un discours</i>
December	<ul style="list-style-type: none"> • <i>C'est bon le progrès (Leçon-11)</i> • <i>Le Participe présent</i> • <i>Le gérondif</i> • <i>Le mél (le courrier électronique)</i> • <i>Internet (le site web)</i> • <i>Les médias sociaux</i> 	<p><i>Il peut :</i></p> <ul style="list-style-type: none"> • <i>Parler de la technologie de l'information</i> • <i>Solliciter un service</i> • <i>Echanger des informations</i> • <i>Ecrire des méls</i> • <i>Exprimer les sentiments</i>
<i>First Pre-Board Examination from 01.12.2025 to 13.12.2025</i>		
January	<ul style="list-style-type: none"> • <i>Vers un monde interculturel (Leçon-12)</i> • <i>La récapitulation des verbes et des parties de grammaire déjà abordés.</i> • <i>Le monde interculturel</i> • <i>La mondialisation</i> 	<p><i>Il peut :</i></p> <ul style="list-style-type: none"> • <i>Parler de la diversité culturelle</i> • <i>Découvrir les autres cultures</i> • <i>Décrire les aspects interculturels</i> •
	<i>Second Pre-Board Examination from 02.01.2026 to 14.01.2026</i>	

SUGGESTIVE TOOLS FOR FRENCH

<i>Listening Skills</i>	<i>Speaking skills</i>	<i>Reading skills</i>	<i>Writing skills</i>	<i>Activites</i>
<ul style="list-style-type: none">• <i>French songs</i>• <i>Memory Games</i>• <i>Interactive activities from the CD</i>• <i>Listen and fill in the blanks</i>• <i>French Pronunciation</i>• <i>Audio Visuals Games</i>• <i>Short movies</i>	<ul style="list-style-type: none">• <i>Role Play</i>• <i>Picture description</i>• <i>Skit</i>• <i>Group Discussion</i>• <i>Story Telling</i>• <i>Intercultural differences</i>• <i>Education system</i>• <i>Opinions</i>• <i>Expressing their preferences</i>	<ul style="list-style-type: none">• <i>Picture Reading</i>• <i>Unseen Passage</i>• <i>Paragraph Reading</i>• <i>Movie reviews</i>• <i>Invitations</i>	<ul style="list-style-type: none">• <i>Letter Writing</i>• <i>Post Card Writing</i>• <i>Paragraph Writing</i>• <i>Recipe Writing</i>• <i>Designing a Poster</i>• <i>Invitation</i>• <i>Message Writing</i>• <i>Describing a place</i>• <i>Describing a tv programme .</i>	<ul style="list-style-type: none">• <i>PPT</i>• <i>Quiz</i>• <i>Group Discussion</i>• <i>Assembly presentation</i>

INFORMATION TECHNOLOGY

Objective: The course intends to develop skills related to Office tools which help students to create a customized document. Database concept is helping students to make applications for real life world problems and providing knowledge of DBMS (Database Management System). The curriculum is designed to develop appropriate technical knowledge as well as the professional skill of the students.

Learning Objectives:

- Ability to develop Customized Document.
- Ability to create, store and manipulate databases using calculation tools.
- Ability to design documents using office tools.

Month	Concept	Sub-Concept
April	Digital Documentation (Advanced)	<ul style="list-style-type: none">● Apply Styles in the document● Insert and use images in document
June	Digital Documentation (Advanced) And Employability Skills	<ul style="list-style-type: none">● Create and use of template● Create table of contents● Communication Skills-II
July	Electronic Spreadsheet (Advanced)	<ul style="list-style-type: none">● Analyse data using scenarios and goal seek,● Link spreadsheets data● Share and review a spreadsheet
Unit Test from 28.07.2025 to 2.08.2025		
August	Electronic Spreadsheet (Advanced) And Database Management System	<ul style="list-style-type: none">● Use Macros in spreadsheet● Appreciate the concept of Database Management System● Create and edit tables using wizard
September	Database Management System	<ul style="list-style-type: none">● Perform operations on table● Retrieve data using query● Create Forms and Reports using wizard
First Term Examination from 18.09.2025 to 30.09.2025		
October	Maintain Health, Safety and Secure Working Environment And Employability Skills	<ul style="list-style-type: none">● Maintain workplace safety● Prevent Accidents and Emergencies● Protect Health and Safety at work● Self-Management Skills-II● Information and Communication Technology Skills-II
November	Employability Skills	<ul style="list-style-type: none">● Entrepreneurial Skills-II● Green Skills-II
December	First Pre- Board Examinations from 01.12.2025 to 13.12.2025	
January	Second Pre- Board Examinations from 02.01.2026 to 14.01.2026	

PAINTING

Objective:

The focus of the painting curriculum should be to provide students with an opportunity to explore natural and man made objects, situations and subjects to learn about the elements and principles of painting while enjoying their creative expression through different mediums and techniques. The course consists of (i) Painting theory and (ii) Painting practical. Theory and Practice are co-related and complement each other by application of medium and technique. Theory can make students understand the medium they are practicing with all its beauty and meaning. Theory provides knowledge and enhances the value of the practical.

Learning outcomes -

Students after studying 'Painting' as additional subject will be able to:

- *Enjoy paintings as a medium of expressions and appreciate the beauty in lines, forms and colours*
- *Know the fundamentals of Painting (Elements and Principles) and apply them in their creations.*
- *Use painting tools and materials appropriately.*
- *Apply pencil colours, oil pastels, poster colours, water colours etc. as a painting medium and differentiate between 'opaque' and 'transparent' colours as a technique.*
- *Refine memory and observation power through study / still life and painting composition*

Month	Concept	Sub-Concept
April	Composition Drawing	<ul style="list-style-type: none">Human body proportionFace study
	Unit-1 (i) Fundamental of Art	<ul style="list-style-type: none">Elements and Principle of composition
June	Composition Painting	<ul style="list-style-type: none">Figurative Composition painting (Topic- Daily life)
	Unit-1 (ii) Methods & Materials of painting	<ul style="list-style-type: none">Painting Techniques and stylization
July	Composition Painting	<ul style="list-style-type: none">Figurative Composition painting (Topic- Festival)
	Unit-1 (ii) Methods & Materials of painting	<ul style="list-style-type: none">ToolsPainting materials
	Unit Test-1 from 28.07.2025 to 02.08.2025	
August	Composition Painting	<ul style="list-style-type: none">2 Object + Nature + Drapery (poster colour)Composition topic mythology
	Unit-2 Story of Indian Art	<ul style="list-style-type: none">Painting- Bodhisattava Padmapani (Ajanta)Sculpture- Ashoka Lion capital (Mauryan Period)
September	Indian Folk Art Painting	<ul style="list-style-type: none">Madhubani & Warli
	Unit-2 Story of Indian Art cont...	<ul style="list-style-type: none">Architecture- Kailashnatha Temple (Ellora, Maharashtra)Indian Folk Art
First Term Examination from 18.09.2025 to 30.09.2025		
October	Abstract Painting	<ul style="list-style-type: none">Abstract composition painting
November	Still Life Painting	Still Life composition (water colour)
December	Revision	
Pre Board Examination from 02.01.2026 to 14 .01. 2026		
January	Revision	
February	Revision	

ARTIFICIAL INTELLIGENCE

Objective:

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

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

Learning Objectives:

- 1. Identify and appreciate Artificial Intelligence and describe its applications in daily life.*
- 2. Relate, apply and reflect on the Human-Machine Interactions to identify and interact with the three domains of AI: Data, Computer Vision and Natural Language Processing*
- 3. Understand the impact of Artificial Intelligence on Sustainable Development Goals to develop responsible citizenship.*
- 4. Gain awareness about AI bias and AI access and describe the potential ethical considerations of AI.*
- 5. Develop effective communication and collaborative work skills.*
- 6. Get familiar and motivated towards Artificial Intelligence and Identify the AI Project Cycle framework,*
- 7. Learn problem scoping and ways to set goals for an AI project and understand the iterative nature of problem scoping in the AI project cycle.*
- 8. Brainstorm on the ethical issues involved around the problem selected.*
- 9. Foresee the kind of data required and the kind of analysis to be done, identify data requirements and find reliable sources to obtain relevant data.*
- 10. Use various types of graphs to visualize acquired data.*
- 11. Understand, create and implement the concept of Decision Trees.*
- 12. Understand and visualize the computer's ability to identify alphabets and handwriting.*
- 13. Understand and appreciate the concept of domains through gamification and learn basic programming skills through gamified platforms.*
- 14. Acquire introductory Python programming skills in a very user-friendly format.*
- 15. Empower students to create positive change through AI-driven social impact projects.*

<i>Month</i>	<i>Concept</i>	<i>Sub-Concept</i>
<i>April</i>	<i>Revisiting AI Project Cycle & Ethical Frameworks for AI</i>	<ul style="list-style-type: none"> • <i>Revisiting AI Project Cycle</i> • <i>The three domains of AI and their applications.</i>
<i>June</i>	<i>Revisiting AI Project Cycle & Ethical Frameworks for AI(Contd...) And Employability Skills</i>	<ul style="list-style-type: none"> • <i>Frameworks, Ethical Framework and need of Ethical Frameworks for AI.</i> • <i>Types of Ethical Frameworks.</i> • <i>Bioethics and a case study in bioethics.</i> • <i>Communication Skills-II</i>
<i>July</i>	<i>Advanced Concepts of Modeling in AI</i>	<ul style="list-style-type: none"> • <i>Differentiate between AI, ML, and DL</i> • <i>Common terminologies used with data</i> • <i>Types of AI Models: Rule Based Approach, Learning Based Approach</i> • <i>Categories of Machine learning based models: Supervised Learning , Unsupervised Learning, Reinforcement Learning</i> • <i>Subcategories of Supervised Learning Model: Classification Model, Regression Model</i> • <i>Subcategories of Unsupervised Learning Model: Clustering, Association</i> • <i>Subcategories of Deep Learning: Artificial Neural networks (ANN), Convolutional Neural Network(CNN)</i> • <i>What is Neural Network?</i> • <i>How does AI make a Decision?</i>
<i>Unit Test-1 from 28.07.2025 to 02.08.2025</i>		
<i>August</i>	<i>Evaluating Models</i>	<ul style="list-style-type: none"> • <i>What is evaluation?</i> • <i>Need of model evaluation</i> • <i>Train-test split</i> • <i>Accuracy</i> • <i>Error</i> • <i>Find the accuracy of the AI model</i> • <i>What is Classification?</i> • <i>Classification metrics</i> • <i>Activity:</i> <ul style="list-style-type: none"> ➤ <i>Build the confusion matrix from scratch</i> ➤ <i>Calculate the accuracy of the classifier model</i> ➤ <i>Decide the appropriate metric to evaluate the AI model</i> • <i>Bias, Transparency, Accuracy</i>

September	Computer Vision And Employability Skills	<ul style="list-style-type: none"> • Introduction to Computer Vision • Applications of CV • Understanding CV Concepts • Computer Vision Tasks • Basics of Images-Pixel, Resolution, Pixel value • Grayscale and RGB images <p>(To be assessed through Practicals)</p> <ul style="list-style-type: none"> • Understanding Convolution operator • Introduction to CNN • Understanding CNN :Kernel, Layers of CNN And • Self-Management Skills-II • Information and Communication Technology Skills-II
First Term Examination from 18.09.2025 to 30.09.2025		
October	Natural Language Processing And Employability Skills	<ul style="list-style-type: none"> • Features of natural languages. • Introduction to Natural Language Processing • Various real-life applications of NLP • Explore the various stages of NLP that involve in understanding and processing human language. • Script Bot V/s Smart Bot • Text Processing • Text Normalisation • Bag of Words <p>(To be assessed through Practicals)</p> <ul style="list-style-type: none"> • Examples of Code and No-code NLP Tools • Applications of NLP- Introduction to Sentiment Analysis And • Entrepreneurial Skills-II • Green Skills-II
November	Statistical Data (To be assessed through Practicals) And ADVANCE PYTHON (To be assessed through Practicals)	<ul style="list-style-type: none"> • No code AI tool <ul style="list-style-type: none"> ➤ Introduction to Data Science & its applications ➤ Meaning of No-Code AI ➤ No-Code and Low-Code. ➤ Some no-code tools • Important concepts in Statistics. <ul style="list-style-type: none"> ➤ Orange data mining ➤ AI project cycle in Orange data mining (Palmer penguins case study)

		<p><i>And</i></p> <ul style="list-style-type: none">• <i>Jupyter Notebook(Working with Jupyter Notebook, creating virtual environments, installing Python Packages.)</i>• <i>Introduction to Python(Writing basic Python programs using fundamental concepts such as variables, data types, operators, and control structures.)</i>• <i>Python Basics(Use Python built-in functions and libraries.)</i>
<i>First Pre-Board Examination from 01.12.2025 to 13.12.2025</i>		
<i>December</i>	<i>Revision</i>	
<i>January</i>	<i>Revision</i>	
<i>Second Pre-Board Examination from 02.01.2026 to 14.01.2026</i>		

HINDUSTANI PERCUSSION MUSIC-10

Month	Concept	Sub-Concept
April	<ul style="list-style-type: none">Revision of Talas: Teentala, JhaptalaDefinitions: Tihai, Kayada, Palta	<ul style="list-style-type: none">Playing Theka in different speedsSimple compositions in Teentala
June	<ul style="list-style-type: none">Structure and notation of compositionsDetailed study of Kayada and Tukra	<ul style="list-style-type: none">Practice of Kayada with Paltas in JhaptalaRecitation with Dugun, Tigun
July	<ul style="list-style-type: none">Introduction to Paran and its structure	<ul style="list-style-type: none">Performance of Paran and Rela in Teentala
	First Unit Test from 28.07.2025 to 02.08.2025	
August	<ul style="list-style-type: none">History of Tabla and Pakhawaj (brief overview)	<ul style="list-style-type: none">Practice of advanced Tukras and Relas
September	<ul style="list-style-type: none">Biographies: Pt. Samta Prasad, Pt. Kanthe Maharaj	<ul style="list-style-type: none">Recitation of Thekas in different LayasAccompaniment practice
	First Term Examination from 18.09.2025 to 30.09.2025	
October	<ul style="list-style-type: none">Notation writing practice and revision	<ul style="list-style-type: none">Internal assessment preparationMock performance sessions
November	<ul style="list-style-type: none">Full syllabus revisionSample papers and mock tests	<ul style="list-style-type: none">Full practical revisionSolo and accompaniment practice
December	Pre-Annual Examinations from 01.12.2025 to 13.12.2025	
January	Revision	
February	Revision	
March	Final Term Examination 02.03.2026 to 18.03.2026	