ENGLISH COMMUNICATIVE
Subject Code-101
Class-X (2026-27)

SECTION-WISE WEIGHTAGE

Section		Total Weightage
A	Reading Skills	**22**
B	Writing Skills	**22**
C	Grammar	**10**
D	Literature Textbook	**26**
	TOTAL	**80**

SECTION A: READING SKILLS — 12+10=22 Marks

- The section will have two unseen passages with the maximum word limit of 750 words. The passages canhave continuous and non-continuous text inspired from the themes in prescribed books. Please refer to theMain Course Book (MCB) for types of non-continuous texts. (For example –Unit 1 has lists, tables, cues, message, telephone conversation etc.).
- Objective Type Questions (including Multiple Choice Questions), Very Short Answer Type Questions (oneword/ one phrase / one sentence) and Short Answer Type Questions (30-40 words each) will be asked to test interpretation, analysis, inference, evaluation and vocabulary in context.

SECTION B: WRITING SKILLS — 22 Marks

This section will have a variety of short and long writing tasks.

- Application for leave/ change of subject /change of section/ bus-timings or similar topics in maximum 50 words **3 marks**
- Factual Description of a person/object in maximum 100 words **4 marks**
- One out of two formal letters, in maximum 120 words, thematically aligned to topics in MCB. **7 marks**
- One out of two articles based on verbal cues, in maximum 150 words, thematically aligned to MCB topics. **8 marks**

SECTION C: GRAMMAR **10 marks**

Grammar items will be taught and assessed over a period of time.

1. Tenses
2. Modals
3. Subject – Verb Concord
4. Reported speech
    - Commands and requests
    - Statements
    - Questions
5. Clauses
    - Noun clauses
    - Adverb clauses
    - Relative clauses
6. Determiners

The above items may be tested through test types as given below:

- Gap filling **3 marks**
- Editing or Omission **4 marks**
- Sentences Reordering or Sentence Transformation in context. **3 marks**

SECTION D: LITERATURE TEXTBOOK **26 Marks**

- Two out of three extracts from prose/poetry for reference to the context. Very Short Answer Questions will be asked to assess global comprehension, interpretation, inference and evaluation. **4x2=8 marks**
- Five Short Answer Type Questions out of six from the Literature Reader to test local and global comprehension of theme and ideas, analysis, evaluation and appreciation (30-40 words each) **5x2 = 10 marks**
- One out of two Long Answer Type Questions to assess how the values inherent in the text have been brought out. Creativity, evaluation and extrapolation beyond the text and across the texts will be assessed.This can also be a passage-based question taken from a situation/plot from the texts. (150 words**).** **8 marks**

Prescribed Books: Interact in English Series by CBSE (available on www.cbseacademic.nic.in)

- Main Course Book (Revised Edition)
- Literature Reader (Revised Edition)
- Workbook (Revised Edition)

NOTE: Teachers are suggested to:

i) encourage classroom interaction among peers, students and teachers through activities such as roleplay, group work etc.,

ii) reduce teacher-talk time and keep it to the minimum,

iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas andexpress and defend their views.

English Communicative
Question Paper Design
CLASS X (2026-27)

TIME: 3 Hours		Max. Marks: 80
S.No	**Competencies**	**% Weightage**
1	**Demonstrative Knowledge + Understanding** (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information, Comprehension –to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	Up to 30%
2	**Conceptual Application** (Use abstract information in concrete situation, to apply knowledge to new situations;use given content to interpret a situation, provide an example or solve a problem)	Up to 35%
3	**Analysis, Evaluation and Creativity** Analysis & Synthesis- classify, compare, contrast, or differentiate between different pieces of information; organise and/or integrate unique pieces of information from a variety of sources.	Up to 35%
Total		**100%**

Assessment of Listening and Speaking Skills: Guidelines for the Assessment ofListening and Speaking Skills are given at Annexure I.

Annexure I

Guidelines for Assessment of Listening and Speaking Skills (ALS)

ALS is a component of the Subject Enrichment Activity under Internal Assessment. ALS must be seen as an integrated component of all four language skills. Suggested activities, therefore, take intoconsideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

Assessment of Listening and Speaking Skills: (5 Marks)

i. **Activities:**

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. **Parameters for Assessment:** The listening and speaking skills are to be assessed on the following parameters:

a) Interactive competence (Initiation and turn taking, relevance to the topic)
b) Fluency (cohesion, coherence and speed of delivery)
c) Pronunciation
d) Language (grammar and vocabulary)

Suggestive Rubric

	1	2	3	4	5
Interaction	• Contributions are mainly unrelated to those of other speakers • Shows hardly anyinitiative in the development of conversation • Very limited interaction	• Contributions are often unrelated to those of the otherspeaker • Generally passive inthe development of conversation	• Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns	• Interaction is adequately initiated and developed • Takes turn butneeds some prompting	• Initiates & logically develops simple conversation onfamiliar topics • Takes turns appropriately
Fluency & Coherence	• Noticeably long pauses; rate of speech is slow • Frequent repetition and/or self-correction this is all right in	• Usually fluent; produces simple speech fluently, but loses coherence in complex	• Is willing to speak at length, however repetition is noticeable • Hesitates	• Speaks without noticeable effort,with a little repetition • Demonstrat es	• Speaks fluently almost with no repetition & minimal hesitation Develops topicfully & coherently

	informal conversation • Links only basic sentences; breakdown of coherence evident.	communication • Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically	and/or self corrects; occasionally loses coherence •Topics developed, but usually not logically concluded	hesitation to findwords or use correct grammatical structures and/or self-correction • Topics not fully developed to merit.	
Pronunciation	• Frequent inaccurate pronunciation • Communication is severely affected	• Frequently unintelligible articulation • Frequent phonological errors • Major communication problems	• Largely correct pronunciation & clear articulation except occasional errors	• Mostly correct pronunciation & clear articulation • Is clearly understood mostof the time; very few phonological errors	• Pronounces correctly & articulates clearly • Is always comprehensible • uses appropriate intonation
Vocabulary & Grammar	• Demonstrates almost no flexibility, and mostly struggles for appropriate words • Many Grammatical errors impacting communication	• Is able to communicate on some of the topics, with limited vocabulary. • Frequent errors, but self-corrects	• Is able to communicate on most of the topics, with limited vocabulary. • A few grammatical errors	• Is able to communicate on most of thetopics with appropriate vocabulary • Minor errors that do not hamper communication	• Is able to communicate on most of thetopics using awide range of appropriate vocabulary, using new words and expressions • No grammatical errors

iii. Schedule:

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the schedule of the school.

TAMIL SYLLABUS

2026 - 2027

IX TAMIL (CODE: 006)

IYAL 1 - 7

TAMIL SYLLABUS (CODE: 006)

CLASS –IX (2026- 2027)

IYAL 1 - 7

Time: 3 hrs **Total: 80 Marks**

Section –A - Reading Unseen Passage - 10 marks

1. Unseen passage- MCQ - (5 marks)

(Mozhi, Ilakkiyam, Varalaru, Ariviyal)

2. Unseen Passage - Short Answer - (5 marks)

(Mozhi, Ilakkiyam, Varalaru, Ariviyal)

Section -B Grammar - 12 marks (MCQ)

1. Ezhutthu, Alabedai
2. Pagubatha Uruppilakkanam
3. Thodar Ilakkanam, Aagupeyar
4. Thunai vinaigal
5. Vallinam migum idangal
6. Vallinam migaa idangal
7. Yappilakkanam

Section -C Main Course Book - 31 Marks

(MCQ , Short Answer & Long Answer)

Part -1: Prose

1. Dravida Mozhi Kudumbam
2. Neerindri Amaiyaathu Ulagu
3. Eru Thazhuvuthal
4. Kalviyil Sirantha Pengal

5. Sirpakalai
6. Inthiya Dhesiya Ranuvaththil Thamizhar Pangu
7. Periyarin Sinthanaigal

Part-II: Poetry

1. Tamizh vidu Thoothu
2. Tamil Oviyam
3. Periya Puraanam
4. Puranaanooru
5. Manimegalai
6. Markazhi Peruvizha
7. Thirukkural (iyal 3)
8. Kudumba Vilakku
9. Uyir vagai
10. Raavana Kaaviyam
11. Thirukkural (iyal 5)
12. Seevaga Sinthamani
13. O En Samakaala Thoazharkale
14. Yasodhara kaaviyam

Section –D Non-detail 10 Marks

1. Aaraam Thinai
2. Thanneer
3. Thaaimaikku Varatchi Ellai
4. Veetirkoar Puththaga saalai
5. Seithi
6. Vinnaiyum Saaduvoam
7. Maganukku Ezhuthiya Kaditham

Section –E Creative Writing - 17 Marks

1. Official / Informal Letter (8 marks)

2. Essay Writing (6 marks)

3. Picture Description (3 marks)

Textbook Prescribed:

Tamil Textbook –Class IX, Revised Edition-2025.

Content Creation by State Council of Educational Research and Training - Tamilnadu Arasu

Printing & publishing by Tamil nadu Textbook and Educational Services Corporation.

Design of Question Paper- (2026-2027) Class IX - TAMIL (006)

S.no.	Topic	Type of Questions	No. of Questions	Marks	Total
Section –A Reading Unseen Passage					
1	Unseen Passage (1)	MCQ	5	5x1	5
2	Unseen Passage (2)	SA	5	5x1	5
Section -B Grammar					
3	Give Example	MCQ	3	3x1	3
4	Fill up	MCQ	3	3x1	3
5	Illakkana kurippu	MCQ	3	3x1	3
6	Do as Directed	MCQ	3	3x1	3
Section -C Main Course Book					
7	Thirukkural Fill ups	MCQ	3	3x1	3
8	Poetry Comprehension	MCQ	5	5x1	5
9	Poetry	SA	4	2x4	8
10	Prose	LA	5	3x5	15
Section –D Non-detail					
11	Non-detail	LA	3	1x10	10
Section –E Creative Writing					
12	Picture Description	SA	1	1x3	3
13	Letter Writing	LA	2	1x8	8
14	Essay Writing	LA	3	1x6	6
					80

MCQ Descriptive	25 Marks 55 Marks
Unseen Passage	10 Marks
Grammar	12 Marks
Main course book	31 Marks
Non-detail	10 Marks
Creative Writing	17 Marks
	80 Marks

Marks Distribution and No. of Periods ,TAMIL (006) IX (2026– 2027)

	Marks Distribution	Marks	Weightage	No. of Periods
	Topics			
Sec A	1. Comprehension (Unseen Passage)	10		10 Periods
Sec B	2. Grammar	12	80	30 Periods
Sec C	**Course book**			
	Thirukkural Fill ups	3		
	Poetry comprehension	**5**		40 Periods
	Poetry Short Answer	**8**		
	Prose Long Answer	**15**		
Sec D	**Non-detail long Answer**	**10**		15 Periods
Sec E				
	Creative Writing			
	Picture Description	3		10 Periods
	Letter Writing	8		
	Composition (General Essay)	6		
	Internal Assessment	20%	20	
	Total %	100%	100	105Periods

TAMIL SYLLABUS

2026 - 2027

X TAMIL (CODE:006)

IYAL 1 - 7

TAMIL SYLLABUS (CODE: 006)

CLASS - X 2026 - 2027

(IYAL 1 to 7)

Time : 3 hrs **Total : 80 Marks**

Section –A - Reading Unseen Passage -10 marks

1. Unseen Passage- MCQ -(5 marks)

(Mozhi, Ilakkiyam, Varalaru, Ariviyal)

2. Unseen Passage - Short Answer -(5 marks)

(Mozhi, Ilakkiyam, Varalaru, Ariviyal)

Section -B Grammar - 12 marks (MCQ)

1. Soll
2. Thogaanilai Thodargal
3. Thogainilai Thodargal
4. Ilakkanam – Podhu
5. Agapporul Ilakkanam
6. Purapporul Ilakkanam
7. Paavagai , Alagidudhal

Section -C Main Course Book - 31 Marks

(MCQ, Short Answer & Long Answer)

Part -1: Prose

1. Paavaanar Paarvaiyil Thamizh Solvalam
2. Kaetkirathaa Yen Kural
3. Virunthu Poatrudhum
4. Mozhipeyarppu Kalvi

5. Panmuga Kalaignar
6. Sittragal Oli
7 . Sanga Ilakiyaththil Aram

Part - II : Poetry

1. Annai Mozhiye
2. Kaalak Kanitham
3. Paripaadal
4. Maegam
5. Kaasi kaandam
6. Muthukumaarasami Pillaithamizh
7. Thirukkural (Iyal 3)
8. Thiruvilaiyadal Puraanam
9. Kamba Ramayanam
10. Thirukkural (Iyal 5)
11. Silappathigaram
12. Muththollaayiram
13. Thaembaavani
14. Akkarai

<u>Section –D Non-detail 10 Marks</u>

1. Puyalilae Oru Thoani
2. Brummam
3. Goballapuratthu Makkal

4. Puthiya Nambikkai

5. Paaichal

6. Mangaiyaraai Pirappadharkae

7. Ramanusar - Naadagam

Section –E Creative Writing -17 Marks

1. Official/ Informal Letter (8 marks)

2. Essay writing (6 marks)

3. Picture Description (3 marks)

Textbook Prescribed

Tamil Textbook - Class X, Revised Edition-2025.

Content Creation by State Council of Educational Research and Training. Tamil Nadu Arasu Printing& Publishing by Tamil Nadu Text book and Educational Services Corporation.

Design of Question Paper- (2026-2027) Class X - TAMIL (006)

s.no.	Topic	Type of Questions	No. of Questions	Marks	Total
Section –A Reading Unseen Passage					
1	Unseen Passage (1)	MCQ	5	5x1	5
2	Unseen Passage (2)	SA	5	5x1	5
Section -B Grammar					
3	Give Example	MCQ	3	3x1	3
4	Fill up	MCQ	3	3x1	3
5	Illakkana kurippu	MCQ	3	3x1	3
6	Do as Directed	MCQ	3	3x1	3
Section -C Main Course Book					
7	Thirukkural Fill ups	MCQ	3	3x1	3
8	Poetry Comprehension	MCQ	5	5x1	5
9	Poetry	SA	4	2x4	8
10	Prose	LA	5	3x5	15
Section –D Non-detail					
11	Non-detail	LA	3	1x10	10
Section –E Creative Writing					
12	Picture Description	SA	1	1x3	3
13	Letter Writing	LA	2	1x8	8
14	Essay Writing	LA	3	1x6	6
					80

MCQ Descriptive	25 Marks 55 Marks
Unseen Passage	10 Marks
Grammar	12 Marks
Main course book	31 Marks
Non-detail	10 Marks
Creative Writing	17 Marks
	80 Marks

Marks Distributionand No. of Periods,TAMIL (006) X(2026– 2027)

	Marks Distribution	Marks	Weightage	No. of Periods
	Topics			
Sec A	1. Comprehension (Unseen Passage)	10		10 Periods
Sec B	2. Grammar	12	80	30 Periods
Sec C	**Course book**			
	Thirukkural Fill ups	3		
	Poetry comprehension	**5**		40 Periods
	Poetry Short Answer	**8**		
	Prose Long Answer	**15**		
Sec D	**Non-detail long Answer**	**10**		15 Periods
Sec E				
	Creative Writing			
	Picture Description	3		10 Periods
	Letter Writing	8		
	Composition (General Essay)	6		
	Internal Assessment	20%	20	
	Total %	100%	100	105Periods

SCIENCE

Subject Code – 086

Class X (2026-27)

Introduction

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

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

Science Education aims to achieve:

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

Together, the NEP 2020 and NCF-SE 2023 envision science classrooms that encourage curiosity, creativity, collaboration and connection with the real world, ultimately nurturing not just future scientists, but responsible, informed and critically thinking citizens.

Learning standards (Curricular Goals and Competencies) describe what students should know, understand, and be able to do in Science. In Grades 9 – 10, Science is taught using an integrated approach that combines Biology, Chemistry, Physics, and Earth Science. This helps students understand the connections between disciplines and relate Science to their observations and experiences. At this stage, scientific inquiry skills are developed alongside conceptual understanding, with content selected both for disciplinary relevance and real-life usefulness. Students must deepen their understanding of the world, explore scientific questions through discussion and experimentation, and communicate their learning in various ways. It is important to note that the Curricular Goals are interdependent and not separate.

Learning standards are organised into four levels: broad curricular aims define the overall objectives for Science Learning by the end of each schooling stage; more specific Curricular Goals guide the design of the science curriculum for each stage and topic; Competencies

represent measurable scientific skills and knowledge-based on these goals, assessed at the end of each stage; and detailed Learning Outcomes (LOs) are granular milestones of learning and usually progress in a sequence leading to the attainment of a competency. These LOs enable teachers to plan their content, pedagogy, and assessments towards achieving specific competencies.

Curricular Goals (CGs) and Competencies (Cs)

CG 1 – Explores the world of matter, its interactions, and properties at the atomic level

C 1.1 – Describes classification of elements in the Periodic Table, and explains how compounds (including carbon compounds) are formed based on the atomic structure (Bohr's model) and properties (valency).

C 1.2 – Investigates the nature and properties of chemical substances (distillation, crystallisation, chromatography, centrifugation, types and properties of mixtures, solutions, colloids, and suspensions)

C 1.3 – Describes and represents chemical interactions and changes using symbols and chemical equations (acid and base, metal and non-metal, reversible and irreversible)

CG 2 – **Explores the physical world around them, and understands scientific principles and laws based on observations and analysis**

C 2.1 – Applies Newton's laws to explain the effect of forces (change in state of motion — displacement and direction, velocity and acceleration, uniform circular motion, acceleration due to gravity) and analyses graphical and mathematical representations of motion in one dimension

C 2.2 – Explains the relationship between mass and weight using universal law of gravitation, and connect it to the laws of motion

C 2.3 – Manipulates the position of object and properties of lenses (focus, centre of curvature) to observe image characteristics and correspondence with a ray diagram, and extends this understanding to a combination of lenses (telescope, microscope)

C 2.4 – Manipulates and analyses different characteristics of the circuit (current, voltage, resistance) and mathematises their relationship (Ohm's law), and applies it to everyday usage (electricity bill, short circuit, safety measures)

C 2.5 – Defines work in scientific terms, and represents the relationship between potential and kinetic energy (conservation of energy) in mathematical expressions

C 2.6 – Demonstrates the principle of mechanical advantage by constructing simple machines (system of levers and pulleys)

C 2.7 – Describes the origin and properties of sound (wavelength, frequency, amplitude) and differences in what we hear as it propagates through different instruments

C 2.8 – *Explores interconnected systems and phenomena that support and affect life on Earth (hydrosphere, biosphere, atmosphere, geosphere, cryosphere and their interrelationships, earth processes, hazards, etc.)

*Additional Competency for Earth Science

CG 3 – **Explores the structure and function of the living world at the cellular level**

C 3.1 – Explains the role of cellular components (nucleus, mitochondria, endoplasmic reticulum, vacuoles, chloroplast, cell wall), including the semi-permeability of cell membrane in making cell the structural basis of living organisms and functional basis of life processes

C 3.2 – Analyses similarities and differences in the life processes involved in nutrition (photosynthesis in plants; absorption of nutrients in fungi; digestion in animals), transport (transport of water in plants; circulation in animals), exchange of materials (respiration and excretion), and reproduction

C 3.3 – Describes the mechanisms of heredity (in terms of DNA, genes, chromosomes) and variation (as changes in the sequence of DNA)

CG 4 – **Explores interconnectedness between organisms and their environment**

C 4.1 – Applies the knowledge of cellular diversity in organisms along with the ecological role organisms play (autotrophic or heterotrophic nutrition) to classify them into five kingdoms

C 4.2 – Illustrates different levels of organisations of living organisms (from molecules to organisms)

C 4.3 – Analyses different levels of biological organisation from organisms to ecosystems and biomes along with interactions that take place at each level

C 4.4 – Analyses patterns of inheritance of traits in terms of Mendel's laws and its consequences at a population level (using models and/or simulations)

C 4.5 – Analyses evidences of biological evolution demonstrating the consequences of the process of natural selection in terms of changes — in allele frequency in population, structure, and function of organisms

CG 5 – **Draws linkages between scientific knowledge and knowledge across other curricular areas**

C 5.1 – Explores how literature and arts have influenced Science

C 5.2 – Examines a case study related to the use of Science in human life from the perspective of Social Sciences and Ethics (for example, Marie Curie, Jenner, treatment of patients with mental illnesses, the story of the atomic bomb, green revolution and GMOs, conservation of biodiversity)

C 5.3 – Applies scientific principles to explain phenomena in other subjects (sound pitch, octave, and amplitude in music; use of muscles in dance form and sports)

CG 6 – **Understands and appreciates the contribution of India through history, and the present time to the overall field of Science, including the disciplines that constitute it**

C 6.1 – Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner

CG 7 – **Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving, and that there are still many unanswered questions**

C 7.1 – States concepts that represent the most current understanding of the matter being studied, ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students

C 7.2 – States questions related to matters in the curriculum for which current scientific understanding is well-recognised

CG 8 – **Explores the nature of Science by doing Science**

C 8.1 – Develops accurate and appropriate models (including geometric, mathematical, graphical) to represent real-life events and phenomena using scientific principles, and use these models to manipulate variables and predict results

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
	Total	**80**
	Internal assessment	**20**
	Grand Total	**100**

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. The 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 plantsand 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. The 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 (Derivationnot 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. The 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) $ZnSO_4$ (aq)

b) $FeSO_4$ (aq)

c) $CuSO_4$ (aq)

d) $Al_2 (SO_4)_3$ (aq)

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on theabove 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 andinterpret 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
Demonstrate Knowledge and Understanding	50 %
Application of Knowledge/Concepts	30 %
Formulate, Analyze, Evaluate and Create	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

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.

Mathematics
Subject Code – 041 & 241
Class – X (2026-27)

The Mathematics curriculum for the Secondary stage has been redesigned in alignment with the National Education Policy 2020 and the National Curriculum Framework for School Education (NCF – SE) 2023, prioritizing deep conceptual understanding and logical reasoning. The revised syllabus places strong emphasis on developing core mathematical competencies, including problem-solving, visualisation, mathematical modelling, mathematical communication, computational thinking, and data analytics. The syllabus integrate Indian Knowledge System with contemporary mathematical knowledge, highlighting the rich contributions of Indian mathematicians to foster a sense of pride and historical context. A deliberate shift from rote learning to competency-based education ensures that students build deep conceptual understanding and logical reasoning rather than mere procedural fluency. Greater emphasis has been laid on the integration of real-life applications and experiential learning, encouraging students to connect mathematical concepts with everyday situations and cross-disciplinary contexts. Greater emphasis has been laid on competency based learning outcomes encouraging students to connect mathematical concepts with everyday situations and inter-disciplinary contexts. Continuous and holistic assessment through projects, activities, and investigations forms an integral part of the learning process, moving beyond summative examinations.

At the secondary stage, the curriculum focuses on developing essential global mathematical competencies, including mathematical representation through quantities and relations, mathematical modelling and algorithm building, and effective mathematical communication. The study of the number system, algebra, geometry, mensuration, statistics and probability is designed to build a strong foundation for higher education while enhancing functional life skills. The curriculum thus aims to build rich mathematical learning frameworks not only for higher academic pursuits but also for the practical demands of life in a rapidly changing, data-driven world.

Objectives The broad objectives of teaching Mathematics at the secondary stage are to help the learners to:

- develop logical thinking, critical reasoning, and a structured approach to problem-solving;
- build the ability to recognise, analyse, and solve diverse problems with confidence and adaptability;
- communicate mathematical ideas effectively using appropriate language, symbols, and representations;
- appreciate the beauty, history, and real-life relevance of Mathematics as a discipline;

- connect mathematical concepts to fields such as Science, Technology, Engineering, and Economics;
- engage in both collaborative and independent mathematical exploration and learning;
- develop habits of precision, accuracy, and logical consistency in mathematical work;
- build confidence to explore, experiment, and grow in mathematical understanding without fear of failure.

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
	TOTAL	**80**

S. No.	Content	Competencies	Explanation
	UNIT I: NUMBER SYSTEMS		
1.	**REAL NUMBERS** 1. Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples 2. Proofs of irrationality of $\sqrt{2}, \sqrt{3}, \sqrt{5}$	• Develops understanding of numbers, including the set of real numbers and its properties. • Extends the understanding of powers (radical powers) and exponents. • Applies Fundamental Theorem of Arithmetic to solve problems related to real life contexts.	• Describes Fundamental Theorem of Arithmetic with examples • Prove algebraically the Irrationality of numbers like $\sqrt{2}, \sqrt{3}, \sqrt{5}, 3 + 2\sqrt{5}$ etc.
	UNIT II: ALGEBRA		
1.	**POLYNOMIALS** 1. Zeros of a polynomial 2. Relationship between zeros and coefficients of quadratic polynomials.	• develops a relationship between algebraic and graphical methods of finding the zeroes of a polynomial.	• Find the zeros of polynomial graphically and algebraically and verifying the relation between zeros and coefficients of quadratic polynomials.

2.	**PAIR OF LINEAR EQUATIONS IN TWO VARIABLES** 1. Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency. 2. Algebraic conditions for number of solutions. 3. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination. Simple situational problems.	• Describes plotting a pair of linear equations and graphically finding the solution. • Models and solves contextualised problems using equations (e.g., simultaneous linear equations in two variables).	• Find the solution of pair of linear equations in two variables graphically and algebraically (substitution and elimination method)
3.	**QUADRATIC EQUATIONS** 1. Standard form of a quadratic equation $ax^2 + bx + c = 0, (a \neq 0)$. 2. Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula. Relationship between discriminant and nature of roots. 3. Situational problems based on quadratic equations related to day-to-day activities to be incorporated	• demonstrates strategies of finding roots and determining the nature of roots of a quadratic equation.	• Solves quadratic equations using factorization and quadratic formula • Determines the nature of roots using discriminant • Formulates and solves problems based on real life context
4.	**ARITHMETIC PROGRESSIONS** 1. Motivation for studying Arithmetic Progression 2. Derivation of the nth term and sum of the first n terms of AP and their application in solving daily life problems.	• Develops strategies to apply the concept of A.P. to daily life situations.	• Applies concepts of AP to find the nth term and sum of n terms. • Application of AP in real life problems

UNIT III: COORDINATE GEOMETRY			
1.	**Coordinate Geometry** **1. Review:** Concepts of coordinate geometry. Distance formula. Section formula (internal division).	• 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.	• Solves problems using distance formula and section formula
UNIT IV: GEOMETRY			
1.	**TRIANGLES** Definitions, examples, counter examples of similar triangles. 1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio. 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. 3. State (without proof) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar. 4. State (without proof) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar. 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.	• works out ways to differentiate between congruent and similar figures. • establishes properties for similarity of two triangles logically using different geometric criteria established earlier such as, Basic Proportionality Theorem, etc.	• Prove Basic Proportionality theorem and applying the theorem and its converse in solving questions • Prove similarity of triangles using different similarity criteria

2.	**CIRCLES** Tangent to a circle at point of contact. 1. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact. 2. (Prove) The lengths of tangents drawn from an external point to a circle are equal.	• derives proofs of theorems related to the tangents of circles.	• Prove the theorems based on the tangent to a circle. • Applies the concept of tangents of circle to solve various problems.
UNIT V: TRIGONOMETRY			
1.	**INTRODUCTION TO TRIGONOMETRY** 1. Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined) 2. Motivate the ratios whichever are defined at $0°$ and $90°$. Values of the trigonometric ratios of $30°$, $45°$ and $60°$. 3. Relationships between the ratios.	• Understands the definitions of the basic trigonometric functions (including the introduction of the sine and cosine functions).	• Evaluates trigonometric ratios • Describes trigonometric ratios of standard angles and solving related expressions
2.	**TRIGONOMETRIC IDENTITIES** 1. Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. 2. Only simple identities to be given.	• Uses Trigonometric identities to solve problems.	• Proves trigonometric identities using $\sin^2 A + \cos^2 A = 1$ and other identities
3.	**HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression.** 1. Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only 30°, 45°, and 60°.	• Applies Trigonometric ratios in solving problems in daily life contexts like finding heights of different structures or distance from them.	• Find heights and distances in real life word problems using trigonometric ratios

UNIT VI: MENSURATION			
1.	**AREAS RELATED TO CIRCLES** 1. Area of sectors and segments of a circle. 2. Problems based on areas and perimeter /circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60°, 90° and 120° only.	• Derives and uses formulae to calculate areas of plane figures.	• Visualises and evaluates areas of sector and segment of a circle
2.	**SURFACE AREAS AND VOLUMES** 1. Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.	• 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).	• Evaluates the surface areas and volumes of combinations of solids by visualisation
UNIT VII: STATISTICS AND PROBABILITY			
1.	**STATISTICS** 1. Mean, median and mode of grouped data (bimodal situation to be avoided).	• calculates mean, median and mode for different sets of data related with real life contexts.	• Computes the mean, of a grouped frequency distribution using direct, assumed mean and step deviation method. • Computes the median and mode of grouped frequency distribution by algebraic method
2.	**PROBABILITY** 1. Classical definition of probability. 2. Simple problems on finding the probability of an event.	• Applies concepts from probability to solve problems on the likelihood of everyday events.	• Determines the probabilities in simple real-life problems

MATHEMATICS- STANDARD (Code – 041)

QUESTION PAPER DESIGN

CLASS – X (2026-27)

Time: 3 Hours **Max. Marks: 80**

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	**Remembering:** Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. **Understanding:** Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	43	54
2	**Applying:** Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	19	24
3	**Analysing:** Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations **Evaluating:** Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. **Creating:** Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	18	22
	Total	**80**	**100**

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

MATHEMATICS-BASIC (Code – 241)

QUESTION PAPER DESIGN

CLASS – X (2026-27)

Time: 3Hours **Max. Marks: 80**

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	**Remembering:** Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. **Understanding:** Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	60	75
2	**Applying:** Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	12	15
3	**Analysing:** Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations **Evaluating:** Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. **Creating:** Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	8	10
	Total	**80**	**100**

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

PRESCRIBED BOOKS:

1. Mathematics - Textbook for class X - NCERT Publication
2. Guidelines for Mathematics Laboratory in Schools, class X - CBSE Publication
3. Laboratory Manual - Mathematics, secondary stage - NCERT Publication
4. Mathematics exemplar problems for class X, NCERT publication.

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

COURSE STRUCTURE

<table>
<tr><th colspan="3">History (India and the Contemporary World-II)</th><th>20 Marks inclusive of map pointing</th></tr>
<tr><th>Section</th><th>Chapter No.</th><th>Chapter name</th><th>Marks</th></tr>
<tr><td rowspan="2">I
Events and processes</td><td>I</td><td>The Rise of Nationalism in Europe</td><td rowspan="3">18+2 map pointing</td></tr>
<tr><td>II</td><td>Nationalism in India</td></tr>
<tr><td rowspan="3">II
Livelihoods, Economies and Societies</td><td rowspan="2">III</td><td>The Making of a Global World
(To be evaluated in the Board Examination Subtopics: 1 to 1.3 Pre Modern World to Conquest, disease and trade)</td></tr>
<tr><td>Interdisciplinary project as part of multiple assessments
(Internally assessed for 5 marks) Subtopics 2 to 4.4 –The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of “Globalisation”</td><td rowspan="2"></td></tr>
<tr><td>IV</td><td>The Age of Industrialisation
(Tobe assessed as part of Periodic Assessment only)</td></tr>
<tr><td>III.
Everyday Life, Culture and politics</td><td>V</td><td>Print Culture and the Modern world</td><td></td></tr>
<tr><th colspan="3">Geography (Contemporary India-II)</th><th>Marks-20 inclusive map pointing</th></tr>
<tr><th>Chapter No.</th><th colspan="2">Chapter Name</th><th>Marks</th></tr>
<tr><td>1</td><td colspan="2">Resources and Development</td><td rowspan="8">17+3 map pointing</td></tr>
<tr><td>2</td><td colspan="2">Forest and Wildlife Resources</td></tr>
<tr><td>3</td><td colspan="2">Water resources</td></tr>
<tr><td>4</td><td colspan="2">Agriculture</td></tr>
<tr><td>5</td><td colspan="2">Minerals and energy Resources</td></tr>
<tr><td>6</td><td colspan="2">Manufacturing Industries</td></tr>
<tr><td>7</td><td colspan="2">Lifelines of National Economy
(Only map pointing to be evaluated in the Board Examination)</td></tr>
</table>

	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)		
Political Science (Democratic Politics-II)			**20**
Unit No.	**Chapter No.**	**Chapter name**	**Marks**
I	1	Power-sharing	20
	2	Federalism	
II	3	Gender, Religion and Caste	
III	4	Political Parties	
IV	5	Outcomes of Democracy	
Economics (Understanding Economic Development)			**20**
Chapter No.	**Chapter name**		**Marks**
1	Development		20
2	Sectors of the Indian Economy		
3	Money and Credit		
4	• Globalisation and the Indian Economy to be evaluated in the Board Examination • What is Globalisation? • Factors that have enabled Globalisation		
	• Interdisciplinary project as part of multiple assessment (Internally assessed for 5 marks) • Production across the countries • Chinese toys in India • World Trade Organisation • The Struggle for a Fair Globalisation		
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^{th} 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

<table>
<tr><th>Subject</th><th>Name of the Chapter</th><th>List of areas to be located/ labeled/ identified on the map</th></tr>
<tr><td>History</td><td>Nationalism in India</td><td>I. Congress sessions:
• 1920 Calcutta
• 1920 Nagpur
• 1927 Madras session
II. 3 Satyagraha movements:
• Kheda
• Champaran
• Ahmedabad mill workers
III. Jallianwala Bagh
IV. Dandi March</td></tr>
<tr><td>Geography</td><td>Resources and Development</td><td>Identify Major Soil Types</td></tr>
<tr><td rowspan="3"></td><td>Water Resources</td><td>Locating and Labeling:
• Salal
• Bhakra Nangal
• Tehri
• Rana Pratap Sagar
❑ Sardar Sarovar
❑ Hirakund
❑ Nagarjun Sagar
❑ Tungabhadra</td></tr>
<tr><td>Agriculture</td><td>Identify:
• Major areas of Rice and Wheat
• Largest/Major producer states of Sugarcane, Tea, Coffee,
• Rubber, Cotton and Jute</td></tr>
<tr><td>Minerals and Energy Resources</td><td>Identify:
Iron Ore Mines
Mayurbhanj
Durg
Bailadila
Bellary
Kudremukh
Coal Mines
Raniganj
Bokaro
Talcher
Neyveli
Oil Fields
Digboi Naharkatia
Mumbai High
Bassien
Kalol
Ankaleshwar</td></tr>
</table>

<table>
<tr><td></td><td></td><td>Locate and label: Power Plants<table><tr><th>Thermal</th><th>Nuclear</th></tr><tr><td>• Namrup
• Singrauli
• Ramagundam</td><td>• Narora
• Kakrapara
• Tarapur
• Kalpakkam</td></tr></table></td></tr>
<tr><td></td><td>Manufacturing Industries</td><td>• Manufacturing Industries (Locating and labeling only)
• Cotton textile Industries: a. Mumbai, b. Indore, c. Surat, d. Kanpur, e. Coimbatore
• Iron and Steel Plants: a. Durgapur, b. Bokaro, c. Jamshedpur, d. Bhilai, e. Vijayanagar, f. Salem
• Software technology Parks: a. Noida, b. Gandhi- nagar, c. Mumbai, d. Pune, e. Hyderabad, f. Bengaluru, g. Chennai,h. Thiruvananthapuram</td></tr>
<tr><td></td><td>Lifelines of National Economy</td><td>Locating and Labeling
a. Major Sea Ports<table><tr><td>• Kandla
• Mumbai
• Marmagao
• New Mangalore
• Kochi</td><td>• Tuticorin
• Chennai
• Visakhapatnam
• Paradip
• Haldia</td></tr></table>b. International Airports
• Amritsar (Raja Sansi-Sri Guru Ram Das ji)
• Delhi (Indira Gandhi)
• Mumbai (Chhatrapati Shivaji)
• Chennai (Meenambakkam)
• Kolkata (Netaji Subhash Chandra Bose)
• Hyderabad (Rajiv Gandhi)</td></tr>
</table>

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.

CLASS X
QUESTION PAPER DESIGN

Subject Wise Weightage

Subject	Syllabus	Marks (80)	Percentage
History	• The Rise of Nationalism in Europe. • Nationalism in India: • The Making of a Global World Sub topics 1 to 1.3 • Print Culture and the Modern World • Map pointing	18+2	25%
Political Science	• Power – sharing • Federalism • Gender, Religion and Caste • Political Parties • Outcomes of Democracy	20	25%
Geography	• Resources and Development • Forest and Wildlife Resources • Water Resources • Agriculture • Mineral& Energy resources • Manufacturing industries. • Lifelines of National Economy (map pointing) • Map pointing	17+3	25%
Economics	• Development • Sectors of the Indian Economy • Money and Credit • Globalisation and The Indian Economy Sub topics: ➢ What is Globalisation? ➢ Factors that have enabled Globalisation	20	25%

Weightage to Type of Questions

Type of Questions	Marks (80)	Percentage
1 Mark- MCQs (20x1) (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2 Marks- Long Answer Questions (4x2) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
3 Marks- Long Answer Questions (5x3) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
4 Marks- Case Study Questions (3x4) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
5 Mark- Long Answer Questions (4x5) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
Map Pointing	5	6.25%

Weightage to Competency Levels

Sr. No.	Competencies	Marks (80)	Percentage
1	**Remembering and Understanding**: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	24	30%
2	**Applying**: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	11	13.25%
3	**Analysing, Evaluating and Creating**: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	40	50%
4	Map Skill	5	6.25%
	Total	**80**	**100%**

CLASS X (2026-27)

GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks
Periodic Assessment	Pen Paper Test.	**5**
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Interdisciplinary project	**5**
Subject Enrichment Activity	Project Work on Consumer Rights OR Social Issues OR Sustainable Development (Interdisciplinary)	**5**
Portfolio	Classwork, Work done (activities/ assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like heritage India quiz	**5**

CLASS X
PRESCRIBED TEXTBOOKS

S.No.	Subject	Name of the Book	Publisher
1	History	India and the Contemporary World-II	NCERT
2	Political Science	Democratic Politics-II	NCERT
3	Geography	Contemporary India-II	NCERT
4	Economics	Understanding Economic Development	NCERT
5	Disaster Management	Together, towards a safer India- Part III	CBSE

Interdisciplinary Project: Class X

Subject and Chapter No.	Name of the Chapter	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
History Chapter III Geography Chapter 7	Making of a Global World Lifelines of National Economy	The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project. 1) Constructivism 2) Inquiry based learning 3) Cooperative learning 4) Learning station 5) Collaborative learning 6) Videos/ Visuals/ documentaries/ movie clippings 7) Carousel technique 8) Art integrated learning Group Discussions Multiple Assessment: Ex. Surveys/ Interviews/ Research work/ Observation/ Story based	➢ Analyse the implication of globalisation for local economies. ➢ Discuss how globalisation is experienced differently by different social groups. Enumerates how transportation works as a lifeline of the economy. ➢ Analyse and infer the impact of roadways and railways on the national economy. ➢ Analyses and infers the challenges faced by the roadways and railway sector in India	The schools do IDP between the months of April and September at the School under the guidance of a teacher. (Carryover of project to home must be strictly avoided)
Economics Chapter 4	Globalisation on and the Indian Economy	Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self - assessment/integration of technology etc.	➢ Integrate various dimensions of globalisation in terms of cultural / political/ social /economic aspects) ➢ Appraise the evolution of Globalisation and the global trends ➢ Investigate the factors that facilitated the growth on MNC ‘s	

Guidelines:

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, a sample plan has been enclosed) Kindly access the link given below

- Methodology (A sample interdisciplinary project plan Link has been provided to get an insight about IDP.
- Topic: The Making of a Global World, Globalisation and Lifelines of Economy

  https://docs.google.com/document/d/1dIwwFeaSrExJHMtkzcEuoq3ehh-7FtHM/edit

Plan of the project:
A suggestive 10 days' plan given below which you may follow, or you can create on your own, based on the templates provided below

Process:
Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students

Class X: 10-day Suggestive plan for Interdisciplinary Project
Day 1: Introduction to the Interdisciplinary Project and Setting the Context:
Brief overview of the project and its objectives to be given by the teachers. History teacher to Introduce the historical context of World War II and its aftermath through inquiry methods. Make the students to Group discuss the impact of World War II on the global economy. Teacher to refer annexure III for rubrics) **Day 2: The Great Depression:** Students to watch a video from the link, https://www.youtube.com/watch?v=62DxELjuRec and https://www.youtube.com/watch?v=gqx2E5qIV9s and discuss the causes and consequences of the Great Depression and the role of mass production and consumption in the Great Depression. Present a group PPT /report on consequences of the Great Depression on the global economy. **Day 3: India and the Great Depression:** Students to collect material related to India's economic condition during the Great Depression and relate it to the present economic condition of India and US. Students may collect information through a visit to the library. As a group activity they need to present a collage of their findings. (Refer Annexure V for Rubrics) **Day 4: Rebuilding the World Economy and Interlinking Production across countries** • Teachers to use Jigsaw method to make the students to sit in groups and to give each group a part of the handout with information about process taken to rebuild economy and how the production across countries got interlinked. Make the groups to compile the information by moving from group to group. • Make them discuss the post-war recovery efforts and their impact on the global economy • Study the role of the Bretton Woods Institutions in rebuilding the world economy and present their learnings through Art Integrated Project. Refer Annexure V for rubrics.

Day 5: The Early Post-War Years: The role of roadways, railways, waterways and airways in building the national economy

- The teacher distributes the Handout 1 given below to the groups and asks them to find answers to the questions posed at the end of Hand out and present it in groups using Café conversations mode. Refer Annexure III for rubrics.
- Study the challenges faced by the world in the early post-war years

Day 6: Post war settlement and Bretton Woods institutions

- Make the students read the material available online/in library and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure V for Rubrics.

Day 7: Decolonization and Independence - The Role of World Trade Organization:

- The students will read the handout 2 given below and present a role play of the support rendered by the World Trade Organisation in building new nations. Refer Annexure V for rubrics
- Introduction to the World Trade Organization
- Study the role of the WTO in promoting fair trade practices
- Discuss the efforts made towards decolonization and independence of nations

Day 8: End of Bretton Woods and the Beginning of Globalisation:

- The students will read material given in the link https://www.imf.org/external/about/histend.htm#:~:text=End%20of%20Bretton% 20Woods%20system,-The%20system%20 dissolved&text=In% 20August% 201971 %2C%20U.S.%20Pr esident,the%20breakdown%20of%20the%20syste m.
- Organise an interview with a financial expert/economist/ lecturer/professor. Based on the information they gathered, the students can submit a report on the findings.
- Discuss the reasons for the end of the Bretton Woods system

Day 9: Impact of Globalization in India and role of waterways and airways https://www.jagranjosh.com/general-knowledge/new-economic-policy-of-1991-objectives-features-and-impacts-1448348633-1

- The students will read the material given in the above link and design a report on what would have happened to India if this stand wasn't taken and present it as a radio talk show. They will link the role of waterways and airways in the achievement of India in globalisation.
- Study the impact of globalisation on the Indian economy
- Discuss the challenges faced by India in the process of globalisation

Day 10. Final presentation

Conclude the interdisciplinary project and summarize the key takeaways.

Handout 1 for Day 4 of Inter Disciplinary Project of Class X

Title: The Role of Waterways and Airways in Post-World War II- World and India

Introduction: After the end of World War II, the world faced significant economic, social, and political changes. The role of waterways and airways in shaping the post-war world and India is crucial to understand. In this handout, we will discuss the impact of waterways and airways on the global economy and how it helped India in its development.

Waterways: In the post-World War II era, waterways played a crucial role in the movement of goods and people. The improvement of ports and waterways allowed for more efficient transportation of goods and helped to spur economic growth.

The increased demand for goods and services, combined with the development of shipping technologies, allowed for the expansion of international trade. This helped to boost the world economy and allowed for the growth of industries in many countries, including India.

In India, the development of waterways and ports helped to improve the country's economy. The country's long coastline and several rivers made it an ideal location for the transportation of goods. The growth of ports and waterways in India allowed for the movement of goods from one part of the country to another, helping to spur economic growth and development.

Airways: After World War II, the development of air transportation revolutionized the world's economy. The expansion of air travel allowed for faster and more efficient transportation of goods and people, which helped to boost the world economy.

In India, the growth of airways helped to connect different parts of the country and made it easier for people and goods to move from one place to another. This helped to spur economic growth and development in India.

The growth of air transportation in India also allowed for the expansion of international trade. Indian businesses could now easily access foreign markets, which helped to boost the country's economy.

Conclusion:

The role of waterways and airways in the post-World War II world and India was crucial in shaping the economic and social landscape of these countries. The development of these transportation modes helped to spur economic growth and allowed for the expansion of international trade. Understanding the impact of waterways and airways on the world and India is crucial in understanding the economic and social changes that took place after World War II.

Questions:

1. Mention the role of major ports in imports and exports.
2. Emergence of Deccan airways changed the entire functionalities of domestic airways. Substantiate the statement
3. The waterways and airways contribute to the economic growth of India. Substantiate your answer.

Handout 2 for day 7 of Inter Disciplinary Project of Class X

Title The Role of the World Trade Organization (WTO) in Building New Nations Post-Colonialization

Introduction: After the end of colonialism, many countries faced significant economic and political challenges as they worked to establish themselves as independent nations. The World Trade Organization (WTO) played a crucial role in helping these countries to rebuild their economies and participate in the global economy. In this handout, we will discuss the role of the WTO in building new nations post- colonialization.

What is the WTO?

The WTO is an international organization that was established in 1995 to promote international trade and help countries participate in the global economy.

The WTO provides a forum for countries to negotiate and enforce international trade agreements and helps to ensure that trade is conducted in a fair and predictable manner. The organization also provides technical assistance and advice to help countries improve their trade policies and participate in the global economy.

How has the WTO helped new nations post-colonialization?

After colonial rule ended, many countries faced significant economic challenges as they worked to establish themselves as independent nations. The WTO helped these countries to participate in the global economy by providing a forum for trade negotiations and by helping to enforce international trade agreements.

The WTO also provided technical assistance and advice to help these countries improve their trade policies and participate in the global economy. This helped to spur economic growth and development in these countries and allowed them to become more integrated into the global economy.

By participating in the global economy, new nations post-colonialisation was able to expand their markets, attract foreign investment, and improve their economic performance. The WTO played a crucial role in helping these countries to build their economies and establish themselves as stable, independent nations.

Conclusion:

The WTO played a crucial role in building new nations post-colonialization by helping these countries to participate in the global economy. The organization's trade negotiations, enforcement of international trade agreements, and technical assistance helped to spur economic growth and development in these countries. Understanding the role of the WTO in building new nations post-colonialization is important in understanding the economic and political changes that took place after the end of colonial rule.

ANNEXURE IV

Suggested Template for Presentation by the Students

Name of the Students (Team):	
Class :	**Section:**
Topics of Interdisciplinary Project:	
Title of the Project:	
Objectives:	
Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /Group discussion /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/ integration of technology etc.	
Evidences: Photos, Excerpts from Interviews, observations, Videos, Research References, etc.	
Overall presentation: Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.	
Acknowledgement:	
References **(websites, books, newspaper etc.)**	
Reflections:	

ANNEXURE V

Rubrics for Interdisciplinary Project

Rubrics	Marks allocated
Research Work	1
Collaboration & Communication	1
Presentation & Content relevance	1
Competencies- Creativity, Analytical skills, Evaluation, Synthesizing,	2
Total	**5**