ARMY PUBLIC SCHOOL GWALIOR
AWES CO-ORDINATED SYLLABUS
ACADEMIC SESSION 2026-27
SUBJECT: ENGLISH
CLASS- X

ENGLISH LANGUAGE AND LITERATURE
Subject Code-184
Class-X (2026-27)

1. 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 languagestudy, and to equip the learner with communicative skills to perform various language functionsthrough speech and writing.

2. Objectives:

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 both written and oral
- communicate in various social settings and express agreement and disagreement with logic.
- equip learners with essential language skills to question and to articulate their point of view and arrive at conclusion through discussion and debate.
- 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 of literature from different time periods.

- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- give a brief oral description of events / incidents of topical interest and for real life situations.
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non- classroom situations
- narrate a story which has been depicted pictorially or in any other non-verbal mode
- respond, in writing, to business letters, official communications email etc.
- 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 in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of views expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation) and understands literary devices.
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report
- develop appreciation for Indian languages (multilingualism), and Indian Literature.

3. Language Items

In addition to consolidating the grammatical items practised earlier, the courses at the secondary level seek 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)

4. Methods and Techniques

The methodology is based on a multi-skill, activity-based, learner-centered approach. Care is taken to fulfill the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation, the teacher is the facilitator of learning, She/he presents language items, create situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. The electronic and print media could be used extensively. A few suggested activities are:

- Role play
- Simulating real life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings as a resource for comprehending and analysing issues.
- Borrowing situations and registers from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

ENGLISH LANGUAGE AND LITERATURE
CLASS-X (2026-27)

SECTION - WISE WEIGHTAGE

Sections		Weightage
A	Reading Skills	20 Marks
B	Writing Skills with Grammar	20 Marks
C	Language through Literature	40 Marks

Section A
Reading
Skills

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

1. Discursive passage of 400-450 words.   **10 marks**

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

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

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

Section B
Writing Skills and Grammar

II Grammar   **10 Marks**

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

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

III. **Writing Skills**   **10 marks**

4. Writing a Formal Letter based on a given situation, in 100-120 words. One out of two questions is to be answered**.**   **5 marks**

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

Section C   40 Marks
Language through Literature
IV. **Reference to the Context**   **5+5=10 Marks**

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

7. One extract out of two from poetry.

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

V. **Short & Very Long Answer Questions**   **30 Marks**

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the bookFIRST FLIGHT to assess interpretation, analysis, inference and evaluation.
                                                                                                      4x3=12 marks
9. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation.
                                                                                                      2x3=6 marks
10. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about100-120 words each to assess creativity, imagination and extrapolation beyond the text andacross the text. This can be a passage-based question taken from a situation/plot from the text.
                                                                                                      6 marks
11. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words   **6 marks**

Prescribed Books: Published by NCERT, New Delhi

1. FIRST FLIGHT

A. Prose

1. A Letter to God
2. Nelson Mandela - Long Walk to Freedom
3. Stories About Flying
4. From the Diary of Anne Frank
5. Glimpses of India
6. Mijbil the Otter
7. Madam Rides the Bus
8. The Sermon at Benares
9. The Proposal (Play)

B. Poems

1. Dust of Snow
2. Fire and Ice
3. A Tiger in the Zoo
4. How to Tell Wild Animals
5. The Ball Poem
6. Amanda!
7. The Trees
8. Fog
9. The Tale of Custard the Dragon
10. For Anne Gregory

2. FOOTPRINTS WITHOUT FEET

1. A Triumph of Surgery
2. The Thief's Story
3. The Midnight Visitor
4. A Question of Trust
5. Footprints Without Feet
6. The Making of a Scientist
7. The Necklace
8. Bholi
9. The Book that Saved the Earth

3. WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS X) – Units 1 to 4 and Units 7 to 11

Note: Teachers are suggested to:

(i) encourage interaction among peers, students and teachers through activities such as role play, discussions, group work etc.

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

(iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and

(iv) follow the Speaking and Listening activities given in the NCERT books.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skills to be assessed through a judicious mixture of differenttypes of questions.

INTERNAL ASSESSMENT

Listening and Speaking Competencies

Assessment of Listening and Speaking Skills will be for 05 marks.

It is recommended that listening and speaking skills should be regularly practiced.
Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used. Please refer to the Circular no. Acad-33/2020 dated 14th May 2020 at the http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf for details

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

ENGLISH LANGUAGE AND LITERATURE
CLASS – X (2026-27)

Marks 80

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

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

ARMY PUBLIC SCHOOL GWALIOR
AWES Coordinated Syllabus
Academic Session 2026-27
Subject: English
CLASS: X
NAMES OF BOOKS PRESCRIBED & PUBLICATION
1. FIRST FLIGHT (LITERATURE READER)   NCERT
2. FOOTPRINTS WITHOUT FEET (SUPPLEMENTARY READER)   NCERT
3. ENGLISH GRAMMAR(ORANGE PUBLICATION)

MONTH	EXAM	NO. OF WORKING DAYS	CONTENT CHAPTER REF TEXT BOOK
APRIL		23	**FIRST FLIGHT:** LESSON 1: A LETTER TO GOD LESSON 2: NELSON MANDELA: LONG WALK TO FREEDOM POEM 1:DUST OF SNOW POEM 2 FIRE AND ICE **FOOTPRINTS:** LESSON 1:A TRIUMPH OF SURGERY LESSON 2 THE THIEF'S STORY **GRAMMAR: TENSES**, INTEGRATED GRAMMAR EXCERCISES **WRITING SKILL:** FORMAL LETTER BASED ON A SITUATION. WORDS & EXPRESSIONS LETTER OF COMPLAINT (OFFICIAL)
MAY		6	**FIRST FLIGHT:** POEM 3: A TIGER IN THE ZOO POEM 4: HOW TO TELL WILD ANIMALS **GRAMMAR:** SUBJECT VERB CONCORD, INTEGRATED: GAP FILLING, EDITING: ERROR CORRECTION
JUNE		0	Summer Break
JULY	PT-1	26	**FIRST FLIGHT:** LESSON 3:TWO STORIES ABOUT FLYING I & II LESSON 4: FROM THE DIARY OF ANNE FRANK POEM 5: THE BALL POEM POEM 6: AMANDA **FOOTPRINTS:** CH-3 THE MIDNIGHT VISITOR LESSON 4: A QUESTION OF TRUST

			GRAMMAR: MODALS GRAMMAR – GAP FILLING & ERROR CORRECTION PRACTICE EXERCISES **WRITING SKILL:** ANALYTICAL PARAGRAPH FORMAL LETTER BASED ON A SITUATION(PLACING AN ORDER / LETTER OF COMPLAINT -BUSINESS)
AUGUST		22	**FIRST FLIGHT:** POEM 7: THE TREES LESSON 5: GLIMPSES OF INDIA **FOOTPRINTS:** LESSON 5: FOOTPRINTS WITHOUT FEET **GRAMMAR** : **REPORTED SPEECH** AND INTEGRATED GRAMMAR **WRITING SKILL**: ANALYTICAL PARAGRAPH WRITING (SWOT)
SEPTEMBER	PT-II	23	**FIRST FLIGHT:** POEM 8: FOG LESSON 6:MIJBIL THE OTTER **FOOTPRINTS:** LESSON 6: THE MAKING OF A SCIENTIST **GRAMMAR : DETERMINERS**, INTEGRATED GRAMMAR WRITING SKILL : : FORMAL LETTER: LETTER PLACING AN ORDER ; ANALYTICAL PARAGRAPH WRITING (DATA/ STATISTICs)
OCTOBER		15	**FIRST FLIGHT:** LESSON 7 : MADAM RIDES THE BUS LESSON 8 :THE SERMON AT BENARAS LESSON 9 THE PROPOSAL(Play) POEM 9: THE TALE OF CUSTARD THE DRAGON **FOOTPRINTS :** LESSON 7 :THE NECKLACE **WRITING SKILL** : FORMAL LETTER: LETTER TO EDITOR
NOVEMBER		22	POEM 10: FOR ANNE GREGORY

			FOOTPRINTS : CH-8 : BHOLI Ch-10 THE BOOK THAT SAVED THE EARTH **WRITING SKILL :** FORMAL LETTER BASED ON A SITUATION (RECOMMENDATION) , ANALYTICAL PARAGRAPH BASED ON VISUAL INPUT, ARGUMENTATIVE PARAGRAPH
DECEMBER	PB-I	21	Revision and Pre Board
JANUARY	PB-II	19	Revision and Pre Board
FEBRUARY	PB-III	23	Revision and Pre Board

BLUE PRINT AND SYLLABUS
PT – 1
SESSION: 2026-27
CLASS X
ENGLISH
BLUE PRINT

Time: 1 hr 30 mins   **Max Marks: 40**

Section A: Reading Comprehension [10 Marks]
Q1.Unseen passage (Factual, descriptive or literary/discursive or persuasive)   (5Marks)
Q2.Case Based Unseen (Factual) Passage   (5 Marks)

Section B: Grammar and Creative Writing Skills [10 Marks]
Q3. Analytical Paragraph Writing /Formal Letter Writing (Letter of Complaint)   (5Marks)
Q4.Integrated Grammar exercise based on Grammar textbook   (3Marks)
Q5. Integrated Grammar exercise based on Grammar textbook   (2Marks)

Section C: Literature [20 Marks]
Q6.Extract based questions (M.C.Qs/Objective type questions) from Drama/Prose
(1x3=3marks)
Q7.Extract based questions (M.CQs/Objective type questions) from Poetry. (1x3=3marks)
Q8.Four short answer type questions from First Flight and Footprints without Feet
Textbooks W.L-30 to 40 words   (2 x4=8marks)
Q9. Two Long answer type questions from First Flight and Footprints without Feet
W.L-120 words   (3x2=6marks)

ARMY PUBLIC SCHOOL GWALIOR
BLUE PRINT AND SYLLABUS
HALF YEARLY/ PREBOARD
SESSION: 2026-27
CLASS X
ENGLISH LANGUAGE AND LITERATURE (CodeNo.184)

Sections		Weightage
A	Reading Skills	20Marks
B	Writing Skills with Grammar	20Marks
C	Language through Literature	40Marks

BLUE PRINT

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

Section A: Reading Comprehension [20 Marks]
Q1 Discursive passage (Factual, descriptive or literary/discursive or persuasive)   (10 Marks)
Q2. Case-based factual passage (with visual input - statistical data/chart etc.)   (10 Marks)

Section B: Grammar and Creative Writing Skills [20 Marks]
Q3. Integrated Grammar exercise based on Grammar textbook
(10 Marks)   Ten out of twelve questions will have to be attempted.
Q4 Writing a Formal Letter based on a given situation in 100-150 words.
 One out of two questions is to be answered.   (5 Marks)
Q5. Writing an Analytical Paragraph in 100-120 words on a given
Map/Chart/Graph/Table/Cue/s. One out of two questions is to be answered   (5Marks)

Section C: Literature [40 Marks]
Q6.One extract out of two from Drama/Prose (MCQs/Objective Type Questions/Very short
Answer Questions)   (1x5=5 marks)
Q7.One extract out of two from Poetry. (MCQs/Objective Type Questions/Very short Answer
Questions)   (1x5=5marks)
Q8.Four out of Five Short Answer Type Questions to be answered in 40-50 words from First
Flight   (4x3=12 marks)
Q9.Two out of Three Short Answer Type Questions to be answered in 40-50 words from
Footprints Without Feet   (2x3=6 marks)
Q10. One out of Two Long answer Type Questions from First Flight to be answered in about
100-120 words.   (1x6=6marks)
Q11. One out of Two Long answer Type Questions from Footprints Without Feet to be
answered in about 100-120 words.   (1x6=6marks)

राष्ट्रीय शिक्षा नीति 2020 तथा केंद्रीय माध्यमिक शिक्षा बोर्ड द्वारा समय-समय पर दक्षता आधारित शिक्षा, कला समेकित अधिगम, अनुभवात्मक अधिगम को अपनाने की प्रेरणा दी गई है, जो शिक्षार्थियों की प्रतिभा को उजागर करने, खेल-खेल में सीखने पर बल देने, आनंदपूर्ण ज्ञानार्जन और विद्यार्जन के विविध तरीकों को अपनाने तथा अनुभव के द्वारा सीखने पर बल देती है।

दक्षता आधारित शिक्षा से तात्पर्य है- सीखने और मूल्यांकन करने का एक ऐसा दृष्टिकोण, जो शिक्षार्थी के सीखने के प्रतिफल और विषय में विशेष दक्षता को प्राप्त करने पर बल देता है। दक्षता वह क्षमता, कौशल, ज्ञान और दृष्टिकोण है, जो व्यक्ति को वास्तविक जीवन में कार्य करने में सहायता करती है। इससे शिक्षार्थी यह सीख सकते हैं कि ज्ञान और कौशल को किस प्रकार प्राप्त किया जाए तथा उन्हें वास्तविक जीवन की समस्याओं पर कैसे लागू किया जाए। जीवनोपयोगी बनाना तथा वास्तविक जीवन के अनुभवों से पाठ को समृद्ध करना ही दक्षता आधारित शिक्षा है। इसके लिए उच्च स्तरीय चिंतन कौशल पर विशेष बल देने की आवश्यकता है।

कला समेकित अधिगम को शिक्षण अधिगम प्रक्रिया में सुनिश्चित करना अत्यधिक आवश्यक है। कला के संसार में कल्पना की एक अलग ही उड़ान होती है। कला एक व्यक्ति की रचनात्मक अभिव्यक्ति है। कला समेकित अधिगम से तात्पर्य है- कला के विविध रूपों संगीत, नृत्य, नाटक, कविता, रंगशाला, यात्रा, मूर्तिकला, आभूषण बनाना, गीत लिखना, नुक्कड़ नाटक, कोलाज, पोस्टर, कला प्रदर्शनी को शिक्षण अधिगम की प्रक्रिया का अभिन्न हिस्सा बनाना। किसी विषय को आरंभ करने के लिए आइस ब्रेकिंग गतिविधि के रूप में तथा सामंजस्यपूर्ण समझ पैदा करने के लिए अंतरविषयक या बहुविषयक परियोजनाओं के रूप में कला समेकित अधिगम का प्रयोग किया जाना चाहिए। इससे पाठ अधिक रोचक एवं ग्राह्य हो जाएगा।

अनुभवात्मक अधिगम या आनुभविक ज्ञानार्जन का उद्देश्य शैक्षिक वातावरण को शिक्षार्थी केंद्रित बनाने के साथ-साथ स्वयं मूल्यांकन करने, आलोचनात्मक रूप से सोचने, निर्णय लेने तथा ज्ञान का निर्माण कर उसमें पारंगत होने से है। यहाँ शिक्षक की भूमिका सुविधा प्रदाता व प्रेक्षक की रहती है। ज्ञानार्जन-आनुभविक ज्ञानार्जन, सहयोगात्मक तथा स्वतंत्र रूप से होता है और यह शिक्षार्थियों को एक साथ कार्य करने तथा स्वयं के अनुभव द्वारा सीखने पर बल देता है। यह सिद्धांत और व्यवहार के बीच की दूरी को कम करता है।

भारत एक बहुभाषी देश है जिसमें बहुत सी क्षेत्रीय भाषाएँ रची बसी हैं। भाषिक और सांस्कृतिक दृष्टि से भिन्न होने के बावजूद भारतीय परंपरा में बहुत कुछ ऐसा है जो एक दूसरे को जोड़ता है। यही कारण है कि मातृभाषा के रूप में अलग भाषा को पढ़ने वाला विद्यार्थी जब दूसरी भाषा के रूप में हिंदी का चुनाव करता है तो उसके पास अभिव्यक्ति का एक दृढ़ आधार पहली भाषा के रूप में पहले से ही मौजूद होता है। इसलिए छठी से आठवीं कक्षा में सीखी हुई हिंदी का विकास भी वह तेजी से करने लगता है। आठवीं कक्षा तक वह हिंदी भाषा में सुनने, पढ़ने, लिखने और कुछ-कुछ बोलने का अभ्यास कर चुका होता है। हिंदी की बाल पत्रिकाएँ और छिटपुट रचनाएँ पढ़ना

भी अब उसे आ गया है। इसलिए जब वह नवीं एवं दसवीं कक्षा में हिंदी पढ़ेगा तो जहाँ एक ओर हिंदी भाषा के माध्यम से सारे देश से जुड़ेगा वहीं दूसरी ओर अपने क्षेत्र और परिवेश को हिंदी भाषा के माध्यम से जानने की कोशिश भी करेगा, क्योंकि किशोरवय के इन बच्चों के मानसिक धरातल का विकास विश्व स्तर तक पहुँच चुका होता है।

शिक्षण उद्देश्य

- दैनिक जीवन में हिंदी में समझने-बोलने के साथ-साथ लिखने की क्षमता का विकास करना।
- हिंदी के किशोर-साहित्य, अखबार व पत्रिकाओं को पढ़कर समझ पाना और उसका आनंद उठाने की क्षमता का विकास करना।
- औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास करना।
- हिंदी के ज़रिए अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।
- संचार के विभिन्न माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी के विभिन्न रूपों को समझने की योग्यता का विकास करना।
- कक्षा में बहुभाषिक, बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- अपनी मातृभाषा और परिवेशगत भाषा को साथ रखकर हिंदी की संरचनाओं की समझ बनाना।
- सामाजिक मुद्दों पर समझ बनाना। (जाति, लिंग तथा आर्थिक विषमता)
- कविता, कहानी तथा घटनाओं को रोचक ढंग से लिखना ।
- भाषा एवं साहित्य को समझने एवं आत्मसात करने की दक्षता का विकास।

शिक्षण युक्तियाँ

● द्वितीय भाषा के रूप में पढ़ाई जा रही हिंदी भाषा का स्तर ऐसा होना चाहिए कि उसकी गति धीरे-धीरे बढ़ सके। इसके लिए हिंदी अध्यापकों को बड़े धैर्य से अपने अध्यापन कार्यक्रमों को नियोजित करना होगा। किसी भी द्वितीय भाषा में प्रवीणता प्राप्त करने का एक ही उपाय है — उस भाषा का लगातार रोचक अभ्यास करना और कराना। ये अभ्यास जितने अधिक रोचक, समयोचित एवं प्रासंगिक होंगे, विद्यार्थियों की भाषिक उपलब्धि भी उतनी ही तेजी से हो सकेगी। मुखर भाषिक अभ्यास के लिए वार्तालाप, रोचक कहानी सुनना-सुनाना, घटना-वर्णन, मित्र-वर्णन, संवाद, वाद-विवाद, अभिनय, भाषण प्रतियोगिताएं, कविता पाठ और अंताक्षरी जैसी गतिविधियों का सहारा लिया जा सकता है।

● काव्य भाषा के माध्यम से विद्यार्थियों का परिचय कराने के लिए ज़रूरी होगा कि पाठ्यपुस्तकों में आई कविताओं की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। यदि आसानी से कोई

गायक/गायिका मिल जाए तो कक्षा में मध्यकालीन साहित्य के अध्यापन-प्रशिक्षण में उससे मदद ली जानी चाहिए।

● एनसीईआरटी द्वारा तैयार किए गए अधिगम प्रतिफल / सीखने-सिखाने की प्रक्रिया जो इस पाठ्य योजना के साथ संलग्नक के रूप में उपलब्ध है, को शिक्षकों द्वारा दक्षता आधारित शिक्षा का लक्ष्य प्राप्त करने के लिए अनिवार्य रूप से इस्तेमाल करने की आवश्यकता है।

● मानव संसाधन विकास मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए अन्य कार्यक्रम/ई-सामग्री/दृश्य-श्रव्य माध्यमों और सिनेमा को शिक्षण-सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए सिनेमा के माध्यम से भाषा के प्रयोग की विविधता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।

● कक्षा में सिर्फ एक पाठ्यपुस्तक की उपयुक्तता से बेहतर होगा कि शिक्षक के पास विभिन्न प्रकार की पाठ्यसामग्री हो, जिन्हें विद्यार्थी देख सकें और कक्षा में अलग-अलग मौकों पर शिक्षक उनका उपयोग कर सकें।

● भाषा लगातार ग्रहण करने की प्रक्रिया में बनती है। इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक स्वयं यह दिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथों की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके प्रयोग को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सटीक अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा और वे शब्दों के बारीक अंतर के प्रति सजग हो पाएँगे।

● भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का उपयोग किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।

● कक्षा में अध्यापन को हर प्रकार की विविधताओं (लिंग, धर्म, जाति, वर्ग, भाषा आदि) के प्रति सकारात्मक और संवेदनशील वातावरण में सुनिश्चित किया जाना चाहिए।

श्रवण (सुनना) और वाचन (बोलना) की योग्यताएँ

• प्रवाह के साथ बोली जा रही हिंदी को अर्थबोध सहित समझना।
• हिंदी शब्दों का उचित उच्चारण करना तथा हिंदी के स्वाभाविक अनुतान का प्रयोग करना।
• सामान्य विषयों पर बातचीत करना और परिचर्चा में भाग लेना।
• हिंदी कविताओं को उचित लय, आरोह-अवरोह और भाव के साथ पढ़ना।
• सरल विषयों पर कुछ तैयारी के साथ दो—चार मिनट का भाषण देना।
• हिंदी में स्वागत करना, परिचय देना और धन्यवाद ज्ञापित करना।
• अभिनय में भाग लेना।

श्रवण तथा वाचन परीक्षा हेतु दिशानिर्देश

● **श्रवण (सुनना) [2.5 अंक]:** वाचन की गई या रिकॉर्ड की गई सामग्री को सुनकर उसका अर्थ ग्रहण करना, संवाद करना, वाद-विवाद, भाषण, कविता पाठ आदि को सुनकर समझना, विश्लेषण करना, मूल्यांकन करना और तदनुसार अभिव्यक्ति के स्वरूप को समझना।

● **वाचन (बोलना) [2.5 अंक]:** भाषण, सस्वर कविता-पाठ, संवाद तथा उसकी औपचारिकता, कार्यक्रम-प्रस्तुति, कथा-कहानी अथवा घटना सुनाना, परिचय देना, भावानुकूल संवाद-वाचन।

श्रवण एवं वाचन कौशल (आकलन की प्रक्रिया)

• परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 120 शब्दों का होना चाहिए।
या
• परीक्षक 1–1.5 मिनट का श्रव्य अंश (ऑडियो क्लिप) सुनवाएगा। अंश रोचक होना चाहिए। कथ्य/घटना पूर्ण एवं स्पष्ट होनी चाहिए। वाक्य का उच्चारण शुद्ध, स्पष्ट एवं विराम चिन्हों के उचित प्रयोग सहित होना चाहिए।

• परीक्षार्थी ध्यानपूर्वक परीक्षक/ऑडियो क्लिप को सुनने के पश्चात परीक्षक द्वारा पूछे गए प्रश्नों का अपनी समझ के अनुसार मौखिक अथवा कार्यपत्रक के माध्यम से उत्तर देंगे।

कौशलों के अंतरण का मूल्यांकन
इस बात का निर्धारण करना कि क्या विद्यार्थी में श्रवण और वाचन की निम्नलिखित योग्यताएँ हैं:

क्रम संख्या	श्रवण (सुनना)	वाचन (बोलना)
1	परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है।	केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है।
2	छोटे सुसंबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	परिचित संदर्भों में शुद्धता से केवल छोटे सुसंबद्ध कथनों का सीमित प्रयोग करता है।
3	परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है।	अपेक्षाकृत दीर्घ भाषण में जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है।
4	दीर्घ कथनों को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संयोजित कर धाराप्रवाह रूप में प्रस्तुत करता है।
5	जटिल कथनों के विचार-बिंदुओं को समझने और विश्लेषित करने की योग्यता प्रदर्शित करने की क्षमता है।	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है।

पठन कौशल

पढ़ने की योग्यताएँ

• हिंदी में कहानी, निबंध, यात्रा-वृत्तांत, जीवनी, पत्र, डायरी आदि को अर्थबोध के साथ पढ़ना।

• पाठ्यवस्तु के संबंध में विचार करना और अपना मत व्यक्त करना।

• संदर्भ साहित्य को पढ़कर अपने काम के लिए उपयुक्त जानकारी एकत्र करना।

• पठन सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।

• पठन वस्तु का सारांश तैयार करना।

• भाषा, विचार एवं शैली की सराहना करना।

• साहित्य के प्रति अभिरुचि का विकास करना।

लेखन कौशल

लिखने की योग्यताएँ

● लिखते समय व्याकरण-सम्मत भाषा का प्रयोग करना।

● हिंदी के परिचित और अपरिचित शब्दों की सही वर्तनी लिखना।

● विराम चिह्नों का समुचित प्रयोग करना।

● लेखन के लिए समयानुकूल (व्यवहारोपयोगी) शब्द भंडार का विकास करना।

● प्रभावशाली भाषा तथा लेखन-शैली का स्वाभाविक रूप से प्रयोग करना।

● उपयुक्त अनुच्छेदों में बाँटकर लिखना।

● प्रार्थना पत्र, निमंत्रण पत्र, बधाई पत्र, संवेदना पत्र, आदेश पत्र, ईमेल, एसएमएस आदि लिखना और विविध प्रपत्रों को भरना।

● विभिन्न स्रोतों से आवश्यक सामग्री एकत्र कर एक निर्धारित विषय पर अनुच्छेद लेखन करना।

● देखी हुई घटनाओं का वर्णन करना और उन पर अपनी प्रतिक्रिया प्रकट करना।

● पढ़ी हुई कहानी को संवाद में तथा संवाद को कहानी में परिवर्तित करना।

● समारोहों और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।

● लेखन में सृजनात्मकता लाना।

● अनावश्यक काट-छाँट से बचते हुए सुपाठ्य लेखन कार्य करना।

● दो भिन्न पाठों की पाठ्यवस्तु पर चिंतन करके उनके बीच की संबंधता (अंतर्संबंधों) पर अपने विचार अभिव्यक्त करने में सक्षम होना।

● रटे-रटाए वाक्यों के स्थान पर अभिव्यक्तिपरक / चिंतनात्मक / उच्च स्तरीय प्रश्नों पर सहजता से अपने मौलिक विचार प्रकट करना।

रचनात्मक अभिव्यक्ति

अनुच्छेद लेखन

- **पूर्णता** – संबंधित विषय के सभी पक्षों को अनुच्छेद के सीमित आकार में संयोजित करना।
- **क्रमबद्धता** – विचारों को क्रमबद्ध एवं तार्किक विधि से स्पष्ट करना।
- **विषय-केंद्रितता** – प्रारंभ से अंत तक अनुच्छेद का एक सूत्र में बंधा होना।
- **सामासिकता** – अनावश्यक विस्तार न देकर सीमित शब्दों में यथासंभव विषय-संबंधी पूरी बात कहने का प्रयास करना।

पत्र लेखन

- **अनौपचारिक पत्र** द्वारा पारस्परिक संबंधों, मैत्रीपूर्ण भावों को व्यक्त करने हेतु सरल, संक्षिप्त लेखन शैली का विकास।
- **औपचारिक पत्रों** द्वारा दैनिक जीवन की विभिन्न स्थितियों में कार्य, व्यापार, संवाद, परामर्श, अनुरोध तथा सुझाव के लिए प्रभावी एवं स्पष्ट संप्रेषण क्षमता का विकास।
- सरल और बोलचाल की भाषा शैली, उपयुक्त, सटीक शब्दों के प्रयोग, सीधे-सादे ढंग से स्पष्ट और प्रदत्त बात की प्रस्तुति।
- प्रारूप की आवश्यक औपचारिकताओं के साथ स्पष्ट, सुगठित और क्रमबद्ध विचार अभिव्यक्ति; तथ्य, संक्षिप्तता और संपूर्णता के साथ प्रभावी प्रस्तुति।

विज्ञापन लेखन

(विज्ञापित वस्तु / विषय को केंद्र में रखते हुए)

- विज्ञापित वस्तु के विशेष गुणों का उल्लेख।
- आकर्षक लेखन शैली।
- प्रस्तुति में नयापन, वर्तमान से जुड़ाव तथा दूसरों से भिन्नता।
- आवश्यकता अनुसार उपयुक्त नारे (स्लोगन) का उपयोग।
- विज्ञापन लेखन में बॉक्स, चित्र अथवा रंग का उपयोग आवश्यक नहीं है, किंतु समय होने पर प्रस्तुति को प्रभावी बनाने के लिए इनका उपयोग किया जा सकता है।

चित्र-वर्णन

(चित्र में दिखाई दे रहे दृश्य / घटना को कल्पनाशीलता से अपने शब्दों में लिखना)

- परिवेश की समझ
- सूक्ष्म विवरणों पर ध्यान

- दृश्यानुकूल भाषा
- क्रमबद्धता और तारतम्यता
- प्रभावशाली अभिव्यक्ति

संवाद लेखन

(दी गई परिस्थितियों के आधार पर संवाद लेखन)

- पात्रों के बीच एक-दूसरे से जुड़े सार्थक और उद्देश्यपूर्ण संवाद
- पात्रों के अनुकूल भाषा शैली
- कोष्ठक में वक्ता के हाव-भाव का संकेत
- संवाद लेखन के अंत तक विषय बिंदु पर वार्ता

सूचना लेखन

(औपचारिक शैली में व्यावहारिक जीवन से संबंधित विषयों पर आधारित सूचना लेखन)

- सरल एवं बोधगम्य भाषा
- विषय की स्पष्टता
- विषय से जुड़ी संपूर्ण जानकारी
- पाठशालाओं/कार्यालयों में सूचना के निर्धारण योग्य रूप

ई-मेल लेखन

(विविध विषयों पर आधारित औपचारिक ई-मेल लेखन)

- सरल, स्पष्ट व बोधगम्य भाषा
- विषय से संबद्धता
- संक्षिप्त कलेवर, किंतु विषयगत संपूर्ण जानकारी
- पाठशाला/कार्यालयी शिष्टाचार व औपचारिकताओं का निर्वाह

लघुकथा लेखन

(दिए गए विषय / शीर्षक आदि के आधार पर रचनात्मक सोच के साथ लघुकथा लेखन)

- रोचकता
- कथात्मकता
- प्रभावी संवाद / पात्रानुकूल संवाद
- कल्पनाशीलता, कल्पनाशक्ति का उपयोग
- जिज्ञासा / रोचकता
- उद्देश्य केंद्रीयता

आर्मी पब्लिक स्कूल ग्वालियर
वार्षिक पाठ्यक्रम विभाजन सत्र 2026- 27
विषय - हिंदी
कक्षा- X

माह/दिन	पुस्तक	विषय वस्तु	परीक्षा
अप्रैल / मई - 29 दिन	एनसीआरटी पुस्तक स्पर्श भाग -2	पाठ – 1- प्रेमचंद - बड़े भाई साहब पाठ – 1कबीर - साखी | पाठ – 2 मीरा - पद व्याकरण: पदबंध, रचना के आधार पर वाक्य रूपांतरण | अपठित गद्यांश	
जुलाई 26 दिन	स्पर्श भाग -2 संचयन भाग -2	पाठ -4 मैथिलीशरण गुप्त - मनुष्यता \ पुनरावृत्ति-- पाठ - 2 सीताराम सेकसरिआ - डायरी का एक पन्ना पाठ -3 तताँरा - वामीरो कथा पाठ -1 हरिहर काका व्याकरण :-समास, अनुच्छेदलेखन	PT-I
,अगस्त 22 दिन	स्पर्श भाग -2	पाठ - 4 प्रहलाद अग्रवाल - तीसरी कसम के शिल्पकार शैलेन्द्र पठित गद्यांश व्याकरण:- मुहावरे , सूचना लेखन,	

		लेखन-ई-मेल	
सितम्बर 23 दिन	स्पर्श भाग -2	पाठ – 5 सुमित्रानंदन पंत - पर्वत प्रदेश में पावस पाठ - 7 वीरेन डंगवाल –तोप विज्ञापन, लघुकथा लेखन पुनरावृत्ति-- गद्य और पद्य		PT-II
अक्टूबर 15 दिन	स्पर्श भाग -2	पाठ - हबीब तनवीर - कारतूस पाठ - 6 - निदा फ़ाज़ली - अब कहाँ दूसरे के दुःख से दुखी होने वाले पाठ -7 रवींद्र केलेकर - पतझर में टूटी पत्तियाँ :(ii) झेन की देन व्याकरण :-औपचारिक पत्र	
नवम्बर 22 दिन	संचयन भाग -2	पाठ -2 सपनो के - से दिन पाठ -3 टोपी शुक्ला पाठ – 8 कैफी आज़मी - कर चले हम फ़िदा पाठ - 9 रवीन्द्रनाथ ठाकुर – आत्मत्राण व्याकरण:- विज्ञापन लेखन पुनरावृत्ति--	
दिसम्बर		पुनरावृत्ति-- प्री बोर्ड परीक्षा	PB-I

ARMY PUBLIC SCHOOL GWALIOR
BLUE PRINT
PERIODIC TEST- I (2026-27)
SUBJECT: HINDI
CLASS-X

Time-1 ½ hrs.   **M.M.40**

	Type of Question	Marks	No. of Questions	Total Marks
1.	अपठित गद्यांश	1	5	5
2.	व्याकरण	3+3+3	3	9
3.	पाठ्यपुस्तिका	3	3	9
4.	पाठ्यपुस्तिका	2	2	4
5.	संचयन	3	1	3
6.	लेखन कौशल	5	2	10

हिंदी पाठ्यक्रम - ब
विषय कोड – 085
कक्षा 10वीं (2026-27)
परीक्षा हेतु पाठ्यक्रम विनिर्देशन

खंड	विषयवस्तु	भारांक
क	अपठित बोध	14
ख	व्यावहारिक व्याकरण	16
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	28
घ	रचनात्मक लेखन	22

भारांक: 80 (वार्षिक बोर्ड परीक्षा) + 20 (आंतरिक मूल्यांकन)

निर्धारित समय: 3 घंटे   **कुल भारांक: 80**

खंड - क (बहुविकल्पी प्रश्न)				
	विषयवस्तु		**उप भार**	**कुल भार**
1	अपठित गद्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघुत्तरात्मक एवं लघुत्तरात्मक प्रश्न			
	(1)	दो अपठित गद्यांश लगभग 200 शब्दों के। एक अंकीय तीन बहुविकल्पीय प्रश्न (1x3=3) पूछे जाएँगे। अतिलघुत्तरात्मक एवं लघुत्तरात्मक प्रश्न (2x2=4) पूछे जाएँगे।	7+7	14
खंड - ख (व्यावहारिक व्याकरण)				
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/संरचना आदि पर अतिलघुत्तरात्मक/लघुत्तरात्मक प्रश्न (1x16) (कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे)			
	1	पदबंध (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	16
	2	रचना के आधार पर वाक्य रूपांतरण (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	3	समास (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	4	मुहावरे (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	

		खंड - ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)		
3	(अ)	गद्य खंड (पाठ्यपुस्तक)	11	
	1	स्पर्श (भाग-2) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	
	2	स्पर्श (भाग-2) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	(ब)	काव्य खंड (पाठ्यपुस्तक)	11	
	1	स्पर्श (भाग-2) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	
	2	स्पर्श (भाग-2) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	28
	(स)	पूरक (पाठ्यपुस्तक संचयन भाग – 2)	6	
		संचयन (भाग-2) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (3x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	6	
		खंड - घ (रचनात्मक लेखन)		
	i	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (5 × 1)	5	
	ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र (विकल्प सहित) (5 × 1)	5	
	iii	व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 60 शब्दों में सूचना लेखन। (विकल्प सहित) (4 × 1)	4	22
	iv	विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन (विकल्प सहित) (3 × 1)	3	
	v	विविध विषयों पर आधारित लगभग 80 शब्दों में ई - मेल लेखन (5 × 1) अथवा दिए गए विषय / शीर्षक आदि के आधार पर लगभग 100 शब्दों में लघुकथा लेखन (5 × 1)	5	
			कुल	80

		आंतरिक मूल्यांकन		20
i.	सामुयिक आकलन		5	
ii.	बहुविध आकलन		5	
iii.	पोर्टफ़ोलियो		5	
iv.	श्रवण एवं वाचन		5	
कुल			**100**	

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

The Syllabus in the subject of Mathematics has undergone changes from time to time in accordance with growth of the subject and emerging needs of the society. The present revised syllabus has been designed in accordance with National Curriculum Framework 2005 and as per guidelines given in the Focus Group on Teaching of Mathematics which is to meet the emerging needs of all categories of students. For motivating the teacher to relate the topics to real life problems and other subject areas, greater emphasis has been laid on applications of various concepts.

The curriculum at Secondary stage primarily aims at enhancing the capacity of students to employ Mathematics in solving day-to-day life problems and studying the subject as a separate discipline. It is expected that students should acquire the ability to solve problems using algebraic methods and apply the knowledge of simple trigonometry to solve problems of height and distances. Carrying out experiments with numbers and forms of geometry, framing hypothesis and verifying these with further observations form inherent part of Mathematics learning at this stage. The proposed curriculum includes the study of number system, algebra, geometry, trigonometry, mensuration, statistics, graphs and coordinate geometry, etc.

The teaching of Mathematics should be imparted through activities which may involve the use of concrete materials, models, patterns, charts, pictures, posters, games, puzzles and experiments.

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

- 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 processes and skills;
- develop mastery of basic algebraic skills;
- develop drawing skills;
- feel the flow of reason while proving a result or solving a problem;
- apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method;
- to develop ability to think, analyze and articulate logically;
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases;
- to develop necessary skills to work with modern technological devices and mathematical software's.
- 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 interest in the subject by participating in related competitions;
- to acquaint students with different aspects of Mathematics used in daily life;
- to develop an interest in students to study Mathematics as a discipline.

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
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.

2..	**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.

3.	**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)

4.	**QUADRATIC EQUATIONS**	● demonstrates strategies of finding roots and determining the nature of roots of a quadratic equation.	● Solves quadratic equations using factorization and quadratic formula
	1. Standard form of a quadratic equation $ax^2 + bx + c = 0$, $(a \neq 0)$.		● Determines the nature of roots using discriminant
	2. Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula. Relationship between discriminant and nature of roots.		● Formulates and solves problems based on real life context
	3. Situational problems based on quadratic equations related to day-to-day activities to be incorporated		
5.	**ARITHMETIC PROGRESSIONS**	● 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.
	1. Motivation for studying Arithmetic Progression		● Application of AP in real life problems
	2. Derivation of the nth term and sum of the first n terms of AP and their application in solving daily life problems.		

6.	**Coordinate Geometry**	● 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
	1. Review: Concepts of coordinate geometry. Distance formula. Section formula (internal division).		

7.	**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

8.	**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.

9.	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
10.	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
11.	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

12.	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

13.	**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
14.	**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
15.	**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: 3Houurs   **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

ARMY PUBLIC SCHOOL GWALIOR
SPLIT UP OF SYLLABUS (2026-27)
SUBJECT - MATHEMATICS
CLASS-X

BOOKS PRESCRIBED:

MATHEMATICS TEXT BOOK FOR CLASS X (NCERT)

LABORATORY MANUAL MATHEMATICS CLASS X
(ARYA PUBLISHING COMPANY)

MONTH	NO. OF TEACHING DAYS	CONTENT (TEXT BOOK)	LAB ACTIVITY	EVALUATION
APRIL/MAY	23/6	Ch.1-Real Numbers Ch.2- Polynomials Ch.3- Pairs of linear equations in two variables	To check whether the given system of linear equations is consistent or inconsistent To make a graphical representation of the zeroes of a quadratic polynomial	
JUNE	09	Ch.3- Pairs of linear equations in two variables (Contd…)		
JULY	26	Ch.4 Quadratic Equations Ch.5 Arithmetic Progression Ch.6- Triangle REVISION FOR PT-I	.To find the given sequence is an AP or not To verify Basic Proportionality Theorem	PT-I
AUGUST	22	Ch.6- Triangle(Contd..) Ch.7 – Co-ordinate Geometry Ch.8 – Introduction to Trigonometry	To verify that the ratio of the areas of two similar triangles is equal to the ratio of the squares of	

		REVISION FOR PT-II	their corresponding sides To verify the distance formula by graphical method.	
SEPTEMBER	**23**	Ch.8 – Introduction to Trigonometry (Contd..) Ch.9 -Some Applications of Trigonometry Ch.10 – Circles. **REVISION FOR PT-III**	To verify that lengths of tangents of a circle from some external point are equal. To find the sum of three sectors of the same radii formed at the vertices (as centers) of any triangle by paper cutting and pasting	**PT-II**
OCTOBER	**15**	Ch 11- Area related to Circles. Ch.12 -Surface Areas and Volumes.	Comparison of volumes of right circular cylinder.	
NOVEMBER	**22**	Ch.13 – Statistics. Ch 14 - Probability	To obtain probability of an event related to throw of a pair of dice through an activity.	
DECEMBER	**21**	**REVISION FOR PB-1**		PRE BOARD-1

JANUARY	**19**	REVISION FOR BOARD EXAM		PRE BOARD-2
FEBRUARY	**23**	REVISION FOR BOARD EXAM		PRE BOARD-3
MARCH	**23**	REVISION FOR BOARD EXAM		Board Exam

ARMY PUBLIC SCHOOL GWALIOR
ACADEMIC SESSION 2026-27
COURSE STRUCTURE
CLASS – X
SUBJECT: MATHEMATICS

TIME-3 hrs.   **M.M80**

UNIT	NAME OF THE UNIT	CHAPTER NUMBER	MARKS
I	NUMBER SYSTEMS	Ch-1	06
II	ALGEBRA	Ch-2,3,4,5	20
III	COORDINATE GEOMETRY	Ch-7	06
IV	GEOMETRY	Ch-6,10	15
V	TRIGNOMETRY	Ch-8,9	12
VI	MENSURATION	Ch-12,13	10
VII	STATISTICS & PROBABILITY	Ch-14,15	11
TOTAL			80

ARMY PUBLIC SCHOOL GWALIOR
DESIGN OF QUESTION PAPERS (2026-27)
CLASS – X
SUBJECT – MATHEMATICS
Periodic Test-I &II (40 marks)

Time: 1Hr 30 MINS   Max Marks 40

1. This Question paper contains - **five sections** A, B, C, D and E. Each section is compulsory. However, there are internal choices in some questions.
2. **Section A** has 9 **MCQ's and 01** Assertion-Reason based questions of 1 mark each.
3. **Section B** has 2 **Short Answer (SA-I)-type** questions of 2 marks each. Internal choice is provided in 1 questions.
4. **Section C** has 4 **Short Answer (SA-II)-type** questions of 3 marks each. Internal choice is provided in 2 questions.
5. **Section D** has 2 **Long Answer (LA)-type** questions of 5 marks each. Internal choice is provided in 1 questions.
6. **Section E** has one **Source based/Case based/Passage based/Integrated units of assessment (**4 marks each**)** with sub parts of 1,1, and 2 marks.

Periodic Test-III, Preboard & Board Exams

Time 3 Hrs   Max Marks 80

1. This Question paper contains - **five sections** A, B, C, D and E. Each section is compulsory. However, there are internal choices in some questions.
2. **Section A** has 18 **MCQ's and 02** Assertion-Reason based questions of 1 mark each.
3. **Section B** has 5 **Short Answer (SA-I)-type** questions of 2 marks each. Internal choice is provided in 2 questions.
4. **Section C** has 6 **Short Answer (SA-II)-type** questions of 3 marks each. Internal choice is provided in 2 questions.
5. **Section D** has 4 **Long Answer (LA)-type** questions of 5 marks each. Internal choice is provided in 2 questions.
6. **Section E** has 3 **Source based/Case based/Passage based/Integrated units of assessment (**4 marks each**)** with sub parts of 1, 1, and 2 marks.

Internal Assessment: (20 marks) (After each term)

Pen Paper Test (Average of best 2 PT out of 3)	05 marks
Multiple Assessment	05 marks
Portfolio	05 marks
Lab Activity	05 marks

SCIENCE
Subject Code – 086
Class X (2026-27)

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.

The present syllabus has been designed around seven broad themes viz. Food; Materials; The World of the Living; How Things Work; Moving Things, People and Ideas; Natural Phenomenon and Natural Resources.

The Curricular Goals of Science at the Secondary Stage move from the concrete nature of the Middle Stage towards abstraction - from perceptual and practical concepts to theoretical concepts.

The Learning Standards (Curricular Goals and Competencies) for Science as an integrated curricular area, in alignment with the National Curriculum Framework 2023 are as follows:

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 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 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
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 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 the 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 (e.g., Marie Curie, Jenner, treatment of patients with mental illness, 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 times 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 to be inadequate
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, communicates findings using scientific terminology)

It is important to note that the Curricular Goals are interdependent, and not separate curricular pieces of study.

(Reference: National Curriculum Framework for School Education – 2023.) The competencies, as defined by the NCFSE 2023, are designed to encompass the entire secondary stage (classes IX-XII). Attainment of the competencies shall be done through

transaction of the curriculum using appropriate pedagogy; these shall be assessed through an integrated evaluation scheme.

General Instructions for Assessment:

1. There will be an Annual Examination based on the entire syllabus.
2. The Annual Examination will be of 80 marks and 20 marks weightage shall be for Internal Assessment.
3. For Internal Assessment:
    i) There will be Periodic Assessment that would include:
        • For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 05 marks towards the final result.
        • For 5 marks - Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include - short tests, oral test, quiz, concept maps, projects, posters, presentations and enquiry based scientific investigations etc. and use of rubrics for assessing them objectively. This will also have a weightage of 05 marks towards the final result.
    ii) For 5 marks - Practical / Laboratory work that is done throughout the year. The students should maintain record of the same. Practical Assessment should be continuous. All practical work listed in the syllabus must be completed.
    iii) For 5 marks - Portfolio that includes classwork and other sample of student's work.

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.

Acids, Bases and Salts: Acids and Bases – definitions in terms of furnishing of H+ and OH– ions, identification using indicators, chemical properties, examples and uses, neutralization, concept of pH scale (Definition relating to logarithm not required), importance of pH in everyday life; preparation and uses of Sodium Hydroxide, Bleaching powder, Baking soda, Washing soda and Plaster of Paris.

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

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

Theme: The World of the Living Unit II: World of Living

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

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

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

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

Theme: Natural Phenomena Unit III: Natural Phenomena

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

Refraction; Laws of refraction, refractive index.

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

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

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

Theme: How Things Work Unit IV: Effects of Current

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

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

Advantage of AC over DC. Domestic electric circuits.

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 the Teachers:

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 the above result.

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

5. Determination of the equivalent resistance of two resistors when connected in series and parallel. **Unit-IV**

6. Preparing a temporary mount of a leaf peel to show stomata. **Unit- II**

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

8. Study of the following properties of acetic acid (ethanoic acid): **Unit- I** a) Odour

    b) solubility in water
    c) effect on litmus
    d) reaction with Sodium Hydrogen Carbonate

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

10. Determination of the focal length of: **Unit-III** a) Concave mirror

    b) Convex lens by obtaining the image of a distant object.

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

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

13. Tracing the path of the rays of light through a glass prism. **Unit-III**

14. Identification of the different parts of an embryo of a dicot seed (pea, gram or red kidney bean). **Unit-II**

Question Paper Design (Theory)
Class X (2026-27)
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.

ARMY PUBLIC SCHOOL GWALIOR
SPLIT UP OF SYLLABUS (2026 – 2027)
SUBJECT – SCIENCE
CLASS – X

Month	No. of working days	Content	Evaluation
April	23	Physics: Ch-09-Light-Reflection and Refraction Chemistry: Ch-1 Chemical Reactions and Equations Biology: Ch-5 Life Processes	
May	06	Physics: Ch-09 Light- Reflection and Refraction (contd..) Chemistry: Ch-1 Chemical Reactions and Equations (contd..) Biology: Ch-6 Control and Coordination	
June	08	Physics: Ch-09 Light- Reflection and Refraction (contd..) Chemistry: Ch-2 Acid, Bases & Salts Biology: Ch- 6 Control and Coordination(contd..)	
July	26	Physics: Ch-10 Human Eye and the colourful world Chemistry: Ch-2 Acids, Bases and Salts (contd.). Biology: Ch-6 Control and Coordination (contd..) Ch-7 How do organisms reproduce?	PT-l Ch.1,5,9
August	22	Physics: Ch-11 Electricity Chemistry: Ch-3 Metals and Non-metals Biology: Ch-7 How do organisms reproduce? (contd..)	
September	23	Revision for Term-1 for Physics, Chemistry and Biology	PT-ll Ch1,.2,5,6, 9,10
October	15	Physics: Ch-12 Magnetic effects of Electric current Chemistry: Ch-4 Carbon and its Compounds Biology: Ch-8 Heredity	
November	22	Physics: Ch-12 Magnetic effects of Electric current (contd..) Chemistry: Ch-4 Carbon and its Compounds (contd..) Biology: Ch-13 Our Environment	

December	21	Revision (Full Syllabus)	Pre-Board I
January	19	Revision (Full Syllabus)	Pre-Board II
February	23	Revision (Full Syllabus)	Pre-Board III

ARMY PUBLIC SCHOOL GWALIOR
ACADEMIC SESSION-2026-27
BLUEPRINT PT
CLASS-X
SUBJECT-SCIENCE

M.M-40

S.NO	TYPES OF QUESTION	MARKS OF EACH QUESTION	NUMBER OF QUESTIONS	MARKS
1	OBJECTIVE(MCQ)	1	10	10
2	VSA	2	3	06
3	SA	3	2	06
4	LA	5	2	10
5	CASE BASED QUESTIONS	4	2	8
			19	40

BLUEPRINT HALF YEARLY/ANNUAL EXAMINATION

M.M-80

S.NO	TYPES OF QUESTION	MARKS OF EACH QUESTION	NUMBER OF QUESTIONS	MARKS
1	OBJECTIVE(MCQ)	1	20	20
2	VSA	2	6	12
3	SA	3	7	21
4	LA	5	3	15
5	CASE BASED QUESTIONS	4	3	12
			39	80

SOCIAL SCIENCE
Code-087

RATIONALE

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. [NEP 2020, pages 4-5]

Social Science is a compulsory subject in secondary stage of school education. It is an integral component of general education. Social Science can play a unique role within the school curriculum to enable Knowledge, Capacities, and Values and Dispositions that underpin the purpose of education as committed to in NEP.

Social Science plays an important role in developing an integrated understanding of the human world and its functioning, including its deep interrelationships with nature and environment in the quest to continuously improve a society. In the study of this subject, students learn methods of observing and interpreting the human world, which help them lead their own lives and also contribute as members of society.

It also helps in developing some of the Values and Dispositions that are essential for democratic participation- building and sustaining cooperation among communities that strive for peace, harmony, equity, and justice for all. It encourages them to understand and appreciate the feeling of Indianness 'Bhartiyata' by valuing the rich cultural heritage and tradition of the country.

The role of the subject in developing a comprehensive sense of the human world and its functioning in an individual student is significant. This understanding is critiical to help students see how things around them are changing and are interdependent in the world today what are the causes of the change, and how the change impacts human societies.

It also helps them realise the need for interdependence, collaboration, and an appreciation for the diversity of human culture and societies. The subject also teaches students the method of observing and interpreting the world wearing the hat of a social scientist. It does so by building core skills such as observing what is going on around them, analysing causes of various phenomena (historical, geographical, socio-political, or economic) using evidence, asking questions, making connections, forming viewpoints based on conceptual understanding and evidence, recognizing patterns and generalizations, and arriving at logical conclusions.

These skills prepare the students to contribute to the nation as responsible citizens of society.

AIMS & OBJECTIVE

As per NCF- 2023, the aims of teaching Social Science in school education can be summarised as follows:

a. Develop disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

   This can be enabled through:

   i.   an understanding of continuity and change in human civilisation, its causation and effect, and its impact on modern life,

   ii. an understanding of the interaction between nature and human beings, the spatial patterns arising out of this interaction, and its effect on human life,

   iii. an awareness and understanding of the diversity of people and their practices in different societies, regions, and cultures within societies,

   iv. an awareness of various social, political, and economic institutions, their origin, functioning and transformations over time.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society.

   These could be specifically seen as:

   i.   Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

   ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

   iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem- solving attitude,

   iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,

   v.   Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values:

   As the NEP 2020 emphasises, to foster a "democratic outlook and commitment to liberty and freedom; equality, justice, and fairness; embracing diversity, plurality, and inclusion; humaneness and fraternal spirit; social responsibility and the spirit of service; ethics of integrity and honesty; scientific temper and commitment to rational and public dialogue; peace; social action through Constitutional means; unity and integrity of the nation, and a true rootedness and pride in India with a forward-looking spirit to continuously improve as a nation.

   NOTE-Refer to NCF-2023-Page no-320-323

CURRICULAR GOALS-CG

As per NCF 2023 - At the Secondary Stage, students will go into details to understand India's past and appreciate its complexity, diversity, and unity brought about by cultural integration and the sharing of knowledge traditions across geographical and linguistic boundaries. P-154

- CG -2 Analyse the important phases in world history and draw insight to understand the present-day world
- CG-3 Understand the idea of a nation and the emergence of the modern Indian Nation
- CG -4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region
- CG -5 Understand the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.
- CG -6 Understand and analyse social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them
- CG -7 Develop an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region
- CG -8 Evaluate the economic development of a country in terms of its impact on the lives of its people and nature
- CG-9 Understand and appreciate the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it

COMPETENCIES

Competencies are specific learning achievements that are observable and can be assessed systematically. In NCF, Competencies are directly derived from a Curricular Goal and are expected to be attained by the end of a Stage. The following competencies need to be developed in students to achieve the curricular goals at secondary stage.

- C-2.1 Explain historical events and processes with different types of sources with specific examples from India and world history.
- C-2.3 Trace aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)
- C-2.4 Explain the growth of new ideas and practices across the world and how they affected the course of world history.
- C-2.5 Recognise the various practices that arose, such as those in C- 2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.
- C3.2 Identify and analyse important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and

understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self- sacrifice, ahimsa) that played a part in achieving Independence.

- C-4.1 Locate physiographic regions of India and the climatic zones of the world on a globe/map.
- C-4.2 Explain important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region
- C-4.3 Draw inter- linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife.
- C-4.4 Analyse and evaluate the inter- relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation
- C-4.5 Critically evaluate the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them
- C-4.6 Develop sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation
- C-5.1 Understand that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in *Mahajanapadas*, kingdoms and empires at several levels of the society, guilds *sanghas* and *ganas*, village councils and committees, *Uthiramerur* inscriptions)
- C-5.2 Appreciate fundamental Constitutional values and identify their significance for the prosperity of the Indian nation.
- C-5.3 Explain that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
- C-5.4 Analyse the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government.
- C-5.5- Analyse the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions
- C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence
- C-6.2 Understand that despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.
- C-7.1 Defines key features of the economy, such as, production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology)

- C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India
- C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society
- C-7.4 Trace the beginning and importance of large- scale trade and commerce (including e-commerce) between one country and another - the key items of trade in the beginning, and the changes from time to time.
- C-8.1 Gather, comprehend, and analyse data related to income, capital, poverty, and employment in one's locality, region and at the national level. Markets.
- C-8.3 Understand these features in the context of ancient India, with its thriving trade, both internal and external, and its well- established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period
- C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.
- C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.

In Grades 9 and 10 of the Secondary Stage, the study of Social Science is organised within the disciplines of History, Geography, Political Science, and Economics. The concepts and content are chosen to develop an in-depth understanding in each discipline.

CLASS X -2026-27 COURSE STRUCTURE

History (India and the Contemporary World-II)			20 Marks inclusive of map pointing
Section	**Chapter No.**	**Chapter name**	**Marks**
I Events and processes	I	The Rise of Nationalism in Europe	18+2 map pointing
	II	Nationalism in India	
II Livelihoods, Economies and Societies	III	The Making of a Global World (**To be evaluated in the Board Examination** Subtopics: 1 to 1.3 Pre Modern World to Conquest, disease and trade)	
		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"	
	IV	The Age of Industrialisation (**To be assessed as part of Periodic Assessment only**)	
III. Everyday Life, Culture and politics	V	Print Culture and the Modern world	
Geography (Contemporary India-II)			**Marks-20 inclusive map pointing**
Chapter No.		**Chapter Name**	**Marks**
1		Resources and Development	17+3 map pointing
2		Forest and Wildlife Resources	
3		Water resources	
4		Agriculture	
5		Minerals and energy Resources	
6		Manufacturing Industries	
7		Lifelines of National Economy (Only map pointing to be evaluated in the Board Examination)	

		Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	
Political Science (Democratic Politics-II)			**20**
Unit No.	**Chapter No.**	**Chapter name**	**Marks**
I	1	Power-sharing Federalism	20
	2		
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.
19th 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 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 (2026-27) MAP WORK

Subject	Name of the Chapter	List of areas to be located/ labeled/ identified on the map
History	Nationalism in India	**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**
Geography	Resources and Development	Identify Major Soil Types
	Water Resources	**Locating and Labeling:** ● Salal ☐ Sardar Sarovar ● Bhakra Nangal ☐ Hirakund ● Tehri ☐ Nagarjun Sagar ● Rana Pratap Sagar ☐ Tungabhadra
	Agriculture	**Identify:** ● Major areas of Rice and Wheat ● Largest/Major producer states of Sugarcane, Tea, Coffee, ● Rubber, Cotton and Jute
	Minerals and Energy Resources	**Identify:** **Iron Ore Mines** Mayurbhanj Durg Bailadila Bellary Kudremukh **Coal Mines** Raniganj Bokaro Talcher Neyveli **Oil Fields** Digboi Naharkatia Mumbai High Bassien Kalol Ankaleshwar
		Locate and label: Power Plants **Thermal** ● Namrup ● Singrauli ● Ramagundam **Nuclear** ☐ Narora ☐ Kakrapara ☐ Tarapur ● Kalpakkam

| | Manufacturing Industries | • 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 |
| | Lifelines of National Economy | Locating and Labeling

a. Major Sea Ports

• Kandla   • Tuticorin
• Mumbai   • Chennai
• Marmagao   • Visakhapatnam
• New Mangalore   • Paradip
• Kochi   • Haldia

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) |

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)	Percent-age
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

Class X - Project	
10 periods	**5 marks**

| Every student must undertake one project on …

 Consumer Awareness OR **Social Issues** OR **Sustainable Development**

 Objectives:
 • The objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from an interdisciplinary perspective.
 • It should also help in enhancing the Life Skills of the students.
 • Students are expected to apply the Social Science concepts that they have learnt over the years to prepare the project report
 • If required, students may go out for collecting data and use different primary and secondary resources to prepare the project.
 • If possible, various forms of art may be integrated in the project work. | The students will develop the following competencies:

 • Collaboration
 • Use analytical skills.
 • Evaluate the situations during disasters.
 • Synthesize the information.
 • Find creative solutions.
 • Strategies the order of solutions
 • Use right communication skills |

Guidelines:

The distribution of marks over different rubrics relating to Project Work is as follows:

S.no	Rubrics	Marks
a	Content accuracy and originality	2
b	Competencies exhibited and Presentation	2
c	Viva-Voce	1

The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

1. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.

2. A Summary Report should be prepared highlighting:
   • objectives realized through individual work and group interactions.
   • calendar of activities.
   • innovative ideas generated in the process
   • list of questions asked in viva voce.

3. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

4. The Project Report can be handwritten or digital.

5. The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP- 2020)

6. Must be done at school only as specific periods are allocated for project work.

7. The Project work can culminate in the form of Power Point Presentation/ Exhibition/ Skit/ albums/files/song and dance or culture show/story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.

8. Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of the Board. Subjudice cases, if any or those involving RTI / Grievances may however be retained beyond three months.

B

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 and the Indian Economy	Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin	➢ Integrate various dimensions of globalisation in terms of cultural / political/ social /economical aspects)	

		boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self - assessment/integrati on of technology etc.	➢ 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.

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.

Suggested Template for Presentation by the Students - Class IX & X

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:	

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**

ARMY PUBLIC SCHOOL GWALIOR
Syllabus for Academic Session 2026-27
Subject-Social Science
Class-X

BOOK PRESCRIBED: **(i) History: India &The Contemporary world-II (NCERT)**
(ii) Geography: India- Resources & Their Development(NCERT)
(iii) Pol. Science: Democratic Politics-II(NCERT)
(iv) Economics: Understanding Economic
Development (NCERT)

Month/W.days	Chapter/ Lesson	Assessment
April 23 May 6	History: Ch. 1 The Rise of Nationalism in Europe Geography: Ch. 1 Resources and Development Political Science: Ch. 1 Power Sharing Economics: Ch.1 Development	
June 0		
July 26	Geography Ch. 2 Forest and Wildlife History: Ch. 2 Nationalism in India Geography: Ch. 3 Water Resources Political Science: Ch. 2 Federalism Economics: Ch. 2 Sectors of the Indian Economy	Periodic Test 1
August 22	History: The Making of a Global World Geography:	

	Ch. 4 Agriculture Democratic Politics II Ch.4 Gender, Religion and caste Economics: Ch. 3 Money and Credit	
September 23	Geography: Ch. 5 Minerals & Energy Resources Ch 6. Manufacturing Industries Political Science: Ch. 6 Political Parties. Ch 7 Outcomes of Democracy	Periodic Test-II
October 15	History: Ch. 5 The Age of Industrialization **(Note: The chapter is to be assessed in the periodic assessment only.)** Economics: Ch. 4 Globalization & Indian Economy	
November 22	History: Ch. 7 Print Culture and the Modern World Geography: Ch. 7 Lifelines of National Economy. Economics: (Only Map Work) Consumer Rights **(To be done as Project Work only.)**	
December 21	Revision	Pre-Board

| January 19 | Revision | Pre-Board |
| February 23 | | Examination |

Note: Students will prepare a map work file (History + Geography) with proper symbol key and colours and a project work file for the both assessment separately .

Time-1 ½ hrs.   **M.M.40**

History (9+1=10 marks)
2 ques.objctive type (Ans, in one word/fill ups/M.C.Q/Matching etc.)   2x1=2
1 ques Long Ans. type x 5 m (Word limit-120)   1x5=5
1 ques. Very Short type x 2m (Word Limit- 30-40)   1x2=2
1 item (map)x1m   1x1=1

Geography (8+2=10 marks)
3 ques. objective type (Ans, in one word/ fill ups/M.C.Q/Matching etc.)   3x1=3
1 ques Short Ans. type x 3m(Word limit-80)   1x3=3
1 ques. Very Short type x 2m (Word Limit- 30-40)   1x2=2
2 item (map)x1m   2x1=2

Political Science(10 marks)
2 ques. objective type (Ans. in one word/ fill ups/M.C.Q/Matching etc.)   2x1=2
1 ques Short Ans. type x 3m(Word limit-80)   1x3=3
1 ques Long Ans. type x 5 m(Word limit-120)   1x5=5

Economics(10 marks)
3 ques. objective type (Ans. in one word/ fill ups/M.C.Q/Matching etc.)   3x1=3
1 ques Short Ans. type x 3m(Word limit-80)   1x3=3
1 ques Competency Based 1x 4 m(Source/Case Study/Picture/data etc. based Ques.)1x4=4

Design of Question Paper

Type of questions	No. of question	Mark of each question	Total
Objective Type	10	1	10
V. Short Answer Type	2	2	04
Short Answers Type	3	3	09
Long Answers Type	2	5	10
Competency based questions: (Source/case study/paragraph/data/ Picture/Cartoon etc. based)	1	4	04
Skill (Map work)	1	3items (3x1=3)	03
Total Marks			40

ARMY PUBLIC SCHOOL, GWALIOR
BLUE PRINT
HALF-YEARLY EXAMINATION (PT-II)/ PRE-BOARD
SUBJECT: SOCIAL SCIENCE
CLASSES –IX & X

Time-3 hrs.   **M.M.80**

History (18+2 marks)
4 ques. objective type (Ans, in one word/fill ups/M.C.Q/Matching etc.)   4x1=4
1 ques. V. Short Ans. type x 2m (Word limit- 30-40)   1x2=2
1 ques Short Ans. type x 3m(Word limit-80)   1x3=3
1 ques Long Ans. type x 5 m (Word limit-120)   1x5=5
1 ques Competency Based 1 x 4 m (Source/Case Study/Picture etc. based Ques.)   1x4=4
2 items (map)x1m   2x1=2
Geography (17+3 marks)
3 ques. objective type (Ans, in one word/ fill ups/M.C.Q/Matching etc.)   3x1=3
1 ques. V. Short Ans. type x 2m (Word limit- 30-40)   1x2=2
1 ques Short Ans. type x 3m(Word limit-80)   1x3=3
1 ques Long Ans. type x 5 m (Word limit-120)   1x5=5
1 ques Competency Based 1x 4m(Source/Case Study/Picture/data etc. based Ques.) 1x4=4
3 items (map)x1m   3x1=3
Political Science(20 marks)
8 ques. objective type (Ans. in one word/ fill ups/M.C.Q/Matching etc.)   8x1=8
2 ques. Very Short type x 2m (Word Limit- 30-40)   2x2=4
1 ques Short Ans. type x 3m(Word limit-80)   1x3=3
1 ques Long Ans. type x 5 m(Word limit-120)   1x5=5
Economics(20 marks)
5 ques. objective type (Ans. in one word/ fill ups/M.C.Q/Matching etc.)   5x1=5
2ques Short Ans. type x 3m(Word limit-80)   2x3=6
1 ques Competency Based 1x 4m(Source/Case Study/Picture/data etc. based Ques.) 1x4=4
1 ques Long Ans. type x 5 m (Word limit-120)   1x5=5

Design of Question Paper

Type of questions	No. of question	Mark of each question	Total
Objective Type	20	1	20
V. Short Answer Type	4	2	08
Short Answers Type	5	3	15
Long Answers Type	4	5	20
Competency based questions: (Source/case study/paragraph/data/ Picture/Cartoon etc. based)	3	4	12
Skill (Map work)	1	5items (5x1=5)	05
Total Marks:			80
Internal Assessment:			20
Grand Total:			100

ARMY PUBLIC SCHOOL GWALIOR
ACADEMIC SESSION 2026-27
DETAILED SYLLABUS
CLASS- X
SUBJECT: - MUSIC (PERFORMING ART)
(DANCE/VOCAL/ INSTRUMENTAL)

S.No	MONTH	DANCE	VOCAL/INSTRUMENTAL	
1	APRIL (23 Days)	Introduction of teen taal dance Guru Vandana	Introduction of Indian music	
2	JULY (26 Days)	Introduction of Bhoomi pranam hast mudra	Introduction of swaras. Awes song / alankar on keyboard	
3	AUGUST (22 Days)	Introduction of Ganesh paran Dance patriotic song	Patriotic song /Congo 4-4 beat practice	
4	SEPTEMBER (23 Days)	Introduction of sanyukt hast mudras dance folk dance	The nature's song /5-7 Alankar on Harmonium	
5	OCTOBER (15 Days)	Introduction of semi classical dance	Keyboard- prayear God's love Tabla- jhaptaal Congo- waltz beat	
6	NOVEMBER (22 Days)	Kathak kavitya dim dim dim damru baje	Keyboard- teri hai zameen Congo- 4-4	
7	DECEMBER (21 Days)	Introduction of musical Instruments Kathak step	Keyboard- Tu pyar ka sagar hai Congo- soul beat variation	
8	JANUARY (19 Days)	Introduction Ahmed Toda amad and toda	Keyboard- national anthem Beat practice with sing	

9	FEBRUARY (23 Days)	Revision	Revision	

ARMY PUBLIC SCHOOL GWALIOR

ACADEMIC SESSION -2026-27

DETAILED SYLLABUS

SUBJECT: COMPUTER - WORK EDUCATION

CLASS- X

Chapter No.	Book Name	MONTH W. DAYS	Chapter Name	Examination
1		Apr – May 29 Days	About Networks	
2	FAST TRACK TO COMPUTERS NAVDEEP PUBLICATION	Jul 26 Days	Mobile Communication	Half yearly Exam
3		Aug – Sep 45 Days	Advance MS Access 2010	
4 5		Oct- Dec 38 Days	Tables and Forms in HTML Societal Impacts of IT	Annual Examination
6		Jan 19 Days	Latest Trends and Technologies ●Project Work	
		February 23 Days	Revision	
		March 23 Days	….	Final

ARMY PUBLIC SCHOOL GWALIOR
SESSION- 2026-27
SUBJECT –Health and Physical Education (SPLIT OF SYLLABUS)
CLASS-X

S.NO.	MONTH	SYLLABUS
1	April 23 Days	Football
2	May 06 Days	Football
3	July 26 Days	Cricket
4	August 22 Days	Cricket
5	September 23 Days	Handball
6	October 15 Days	Handball
7	November 22 Days	Track and Field
8	December 21 Days	Track and Field
9	January 19 Days	Volleyball
10	February 23 Days	Volleyball
11	March 23 Days	--------------
12		

BLUE PRINT

SECTION	TYPE OF QUESTION	TOTAL NO.OF QUESTIONS	TOTAL MARKS
A	Multiple Choice Question	10	10
B	Fill in the blanks	5	05
C	True – False	5	05
	Total		20

ARMY PUBLIC SCHOOL GWALIOR
ACADEMIC SESSION -2026-27
DETAILED SYLLABUS
SUBJECT: Physical Activity Trainer (Subject Code – 418)
CLASS- X-B&E

Chapter	Book Name	Month/Days	Chapter Name	Examination
1	Link of E hand book provided by teacher in Class group	Apr 23	Communication Skills-II	Half yearly Exam
2		May 06	Self-Management Skills-II	
3		Jul 26	Role And Responsibility of Early Years Physical Activity Facilitator	
4		Aug 22	ITC Skills- II Assessment and Evaluation of Students	
		Sep 23	Free Play	
5		Oct 15	Monitoring and Inventory Management	Final Exam
		Nov 22	Entrepreneurship Skills- II Green Skills-II	
6		Dec 21	Project Work & Practical Examination	

SESSION: 2026-27
CLASS: X
SUBJECT: Physical Activity Trainer(083)
<u>BLUE PRINT</u>
<u>HALF YEARLY/ PRE BOARDS</u>

TIME: 2 Hrs   **M.M.: 50**

S. No.	TYPE OF QUESTIONS	MARKS PER QUESTION	TOTAL NUMBER OF QUESTION	TOTAL MARKS
1	Objective Based Questions: (MCQs/ Assertion/ Reason)	1	24	24
2	Short Answer Type Questions	2	7	14
3	Descriptive/ Long Type Questions	4	3	12
TOTAL				**50**

ARMY PUBLIC SCHOOL GWALIOR
SYLLABUS AND SPLIT UP
MULTI MEDIA (CODE NO. – 415) CLASS – X
(SESSION 2026-2027)

SYLLABUS

	UNITS	MARKS
PART A	**Employability Skills**	
	Unit 1: Communication Skills-I	2
	Unit 2: Self-management Skills-I	2
	Unit 3: Information and Communication Technology Skills-I	2
	Unit 4: Entrepreneurial Skills-I	2
	Unit 5: Green Skills-I	2
	TOTAL	**10**
	Subject Specific Skills	
PART B	Unit 1: Surface and Materials	10
	Unit 2: Shading and Texturing	10
	Unit 3: Texturing in Photoshop and Autodesk Maya	20
	TOTAL	**40**
	GRAND TOTAL	**50**

SPLIT UP

Chapter	Book Name	Month	Chapter Name	Examination
1		Apr	Communication Skills-II	
2		May	Self-Management Skills-II	
3		Jul	Surface and Materials	
4	Link of E hand book provided by teacher in Class group	Aug	ITC Skills- II Shading and Texturing	PT- I Exam
		Sep	Texturing in Photoshop and Autodesk Maya	
5		Oct	Texturing in Photoshop and Autodesk Maya	
		Nov	Entrepreneurship Skills- II Green Skills-II	PT- II Exam
6		Dec	Project Work & Practical Examination	

MULTI MEDIA (CODE NO. – 415) CLASS – X (SESSION 2026-27)

	SECTION A: OBJECTIVE TYPE QUESTIONS
Q1	Answer any 4 out of the given 6 questions on Employability Skills (1 x 4 = 4 marks)
Q2	Answer any 5 out of the given 6 questions (1 x 5 = 5 marks)
Q3	Answer any 5 out of the given 6 questions (1 x 5 = 5 marks)
Q4	Answer any 5 out of the given 6 questions (1 x 5 = 5 marks)
Q5	Answer any 5 out of the given 6 questions (1 x 5 = 5 marks)
	SECTION B: SUBJECTIVE TYPE QUESTIONS
Q6-10	Answer any 3 out of the given 5 questions on Employability Skills in 20 – 30 words each (2 x 3 = 6 marks)
Q11-16	Answer any 4 out of the given 6 questions in 20 – 30 words each (2 x 4 = 8 marks)
Q17-21	Answer any 3 out of the given 5 questions in 50– 80 words each (4 x 3 = 12 marks)

	UNITS	MARKS
PART A	**Employability Skills**	
	Unit 1: Communication Skills-I	2
	Unit 2: Self-management Skills-I	2
	Unit 3: Information and Communication Technology Skills-I	2
	Unit 4: Entrepreneurial Skills-I	2
	Unit 5: Green Skills-I	2
	TOTAL	**10**
	Subject Specific Skills	
PART B	Unit 1: Surface and Materials	10
	Unit 2: Shading and Texturing	10
	Unit 3: Texturing in Photoshop and Autodesk Maya	20
	TOTAL	**40**
	GRAND TOTAL	**50**

ARMY PUBLIC SCHOOL GWALIOR
CLASS- X
SUBJECT: DATA SCIENCE (419)
DETAILED SYLLABUS 2026-2027

S. No.	Book Name	Month	Chapter Name	Examination
1	DATA SCIENCE CBSE	Apr 23	**PART B UNIT 1** Use of Statistics in Data Science (Contd.)	**Half Yearly Examination**
2.		May 06	**PART B UNIT 1** Use of Statistics in Data Science	
3.		July 26	**PART B UNIT 2** Distribution in Data Science **PART A UNIT 1** Communication Skills-II	
4.		Aug 22	**PART A UNIT 2** Self-Management Skills-II **UNIT 3** ICT Skills – II	
5.		Sept 23	**PART A** UNIT 4 Entrepreneurial Skills-II UNIT 5 Green Skills II	

6		Oct 15	**PART B UNIT 3** Identifying Patterns	
7		Nov 22	**PART B UNIT 4:** **Data Merging and Advanced** **Statistical Measures**	
8		Dec 21	**PART B UNIT 5:** Ethics in Data Science	

II PERIODIC TEST
Blue-print for Question Paper for Class X (Session 2026-27)

PART A - EMPLOYABILITY SKILLS (10 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS 1 MARK EACH	SHORT ANSWER TYPE QUESTIONS 2 MARKS EACH	TOTAL QUESTIONS
1	Communication Skills – II	1	1	2
2	Self-Management Skills – II	2	1	3
3	ICT Skills – II	1	1	2
4	Entrepreneurial Skills – II	1	1	2
5	Green Skills – II	1	1	2
TOTAL QUESTIONS		6	5	11
NO. OF QUESTIONS TO BE ANSWERED		Any 4	Any 3	07
TOTAL MARKS		1 x 4 = 4	2 x 3 = 6	10 MARKS

PART B - SUBJECT SPECIFIC SKILLS (40 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS 1 MARK EACH	SHORT ANSWER TYPE QUESTIONS 2 MARKS EACH	DESCRIPTIVE/ LONG ANS. TYPE QUESTIONS 4 MARKS EACH	TOTAL QUESTIONS
1	Use of Statistics in Data Science	14	4	3	21

2	Distribution in Data Science	10	2	2	14
	TOTAL QUESTIONS	**24**	**6**	**5**	**35**

PRE BOARD

Blue-print for Question Paper for Class X (Session 2026-27)

Max. Time: 2 Hours   **Max. Marks: 50**

PART A - EMPLOYABILITY SKILLS (10 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS 1 MARK EACH	SHORT ANSWER TYPE QUESTIONS 2 MARKS EACH	TOTAL QUESTIONS
1	Communication Skills – II	1	1	2
2	Self-Management Skills – II	2	1	3
3	ICT Skills – II	1	1	2
4	Entrepreneurial Skills – II	1	1	2
5	Green Skills – II	1	1	2
	TOTAL QUESTIONS	**6**	**5**	**11**
	NO. OF QUESTIONS TO BE ANSWERED	**Any 4**	**Any 3**	**07**
	TOTAL MARKS	**1 x 4 = 4**	**2 x 3 = 6**	**10 MARKS**

PART B - SUBJECT SPECIFIC SKILLS (40 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS 1 MARK EACH	SHORT ANSWER TYPE QUESTIONS 2 MARKS EACH	DESCRIPTIVE/ LONG ANS. TYPE QUESTIONS 4 MARKS EACH	TOTAL QUESTIONS
1	Use of Statistics in Data Science	4	1	1	6
2	Distribution in Data Science	4	1	1	6
3	Identifying Patterns	4	1	1	6
4	Data Merging and Advanced Statistical Measures	7	2	1	10
5	Ethics in Data Science	5	**1**	**1**	**7**

TOTAL QUESTIONS	24	6	5	35
NO. OF QUESTIONS TO BE ANSWERED	20	Any 4	Any 3	27
TOTAL MARKS	**1 x 20 = 20**	**2 x 4 = 8**	**4 x 3 = 12**	**40 MARKS**

DETAILED CURRICULUM/ TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-II	10
2.	Unit 2: Self-management Skills-II	10
3.	Unit 3: Information and Communication Technology Skills-I	10
4.	Unit 4: Entrepreneurial Skills-II	15
5.	Unit 5: Green Skills-II	05
	TOTA	**50**

Note: **The detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from CBSE website**.

Part-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Use of Statistics in Data Science
- Unit 2: Distribution in Data Science
- Unit 3: Identifying Patterns
- Unit 4: Data Merging and Advanced Statistical Measures
- Unit 5: Ethics in Data Science

Unit 1: Use of Statistics in Data Science

UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Unit 1: Use of Statistics in Data Science	Understand the definitions and differences between Statistics and Data Science. Describe the historical background of statistics and its evolution. Explain the role of statistics in data science and its application in problem-solving. Define key statistical terms: problem statement, dataset, variables. Distinguish between population and sample, and explain the importance of sampling.	INTRODUCTION What is Statistics Where it All Began What is Data Science Statistical Process in Data Science TERMINOLOGY Problem Statement Data Set Variables • Understanding Population • What is a Sample • Why is sampling important in Statistics • Biased vs Unbiased Sample Introduction to Subsets • Why do we subset Data • How do we subset Data Understanding and Representing Quantitative Data • Frequency • Dot Plots Understanding and Representing Qualitative Data • Pictographs • Two-way Tables Interpreting Two-way Tables Two-way Relative Frequency Table • Converting Two-way Frequency Table to Two-way Relative Frequency Table Descriptive Statistics Measures of Central Tendency	● Activity – Interpreting Mean and Variability

		• Mean	
		• Median	
		• Mode	
		• Choosing the Best Central Measure	
		Measures of Dispersion	
		• Range	
		• Mean Absolute Deviation	
		• Variance and Standard Deviation	
		Activity - Interpreting Mean and Variability	

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL

Unit 2: Distribution in Data Science	Understand the concept of probability and its importance in data science. Differentiate between descriptive statistics and inferential statistics and understand their roles in data analysis. Define and explain frequently used probability terms relevant to statistical analysis. Learn to calculate basic probabilities using appropriate methods and rules.	INTRODUCTION Probability in Data Science Descriptive Statistics vs Inferential Statistics TERMINOLOGY Frequently Used Terms - Probability • Calculating Probability What is a Distribution in Data Science • General Distribution • Probability Distribution What are the Different Types of Distributions • Discrete vs Continuous Distribution • Uniform vs Non-Uniform Distribution Problem-solving Process • General Problem-solving Process • Statistical Problem-solving Process • Formulate Statistical Investigative Questions • Collect/Consider the Data • Analyze the Data • Interpret the Data	CODAP Activity
Unit 3: Identifying Patterns	Understand the concepts of preference, partiality, and prejudice and their implications in data science and statistics. Define bias, recognize its significance, and explain how it can negatively impact Artificial Intelligence (AI) systems. Analyze real-world examples	INTRODUCTION Preference, Partiality and Prejudice • Bias and its Significance • How Bias affects Artificial Intelligence Identifying Bias in Statistics • Selection Bias • Linearity Bias • Confirmation Bias • Recall Bias • Survivor Bias • The Curious Cases of Human Bias in Artificial Intelligence • Avoiding Bias in Statistical Problem-solving Probability for Statistics • Calculating Probability • Understanding Events	CODAP Activity

	of human bias affecting AI systems. Learn strategies to avoid bias in statistical problem-solving and promote fairness in data analysis.	• Drawing Sample Space for Events • Types of Events Central Limit Theorem • The Origin Problem - Variety in Shapes and Properties of Distributions • The Problem - Data Analysis of Large Populations • The Solution - Central Limit Theorem Use Case - Central Limit Theorem • Importance of the Central Limit Theorem	

Unit 4: Data Merging and Advanced Statistical Measures

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Unit 4: **Data Merging and Advanced Statistical Measures**	Understand the concept of tabular data and recognize different ways to represent entities in datasets. Learn methods for combining tabular data, including the use of joins to merge datasets effectively. Differentiate between various types of joins (e.g., inner, left, right, full) and understand their applications in data manipulation. Identify and	INTRODUCTION Data Merging • What is Tabular Data • Different Ways to Represent Entity • Combining Tabular Data • Understanding Joins • Different Types of Joins Z-score • Characterizing Data I - Measures of Central Tendency and Measures of Dispersion • Characterizing Data II - Types of Distribution • Significance of a Normal Distribution • Empirical Rule Standard Normal Distribution and Z-score • Calculating Z-score How to Interpret the Z-score Why is Z-score so Important	The Measures of Position find their use for representing statistical reports in varied domains. Find two real-life use cases for each of the measures of position explained in the chapter. Analyze and explain why specific measures are a better fit as compared to other measures for specific use cases.

	describe types of data distributions, with a focus on normal distribution.	Measures of Position - Beyond Variance and Standard Deviation • Quartiles and IQR • How to Calculate Quartiles • Quintiles • How to Calculate Quintiles • Deciles • How to Calculate Deciles • Percentiles	

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Unit 5: **Ethics in Data Science**	Recognize the role of ethics in data analysis and how ethical considerations impact individuals, organizations, and society. Understand the significance of data ethics in technology, particularly in the context of AI, machine learning, and big data. Apply a Data Ethics Checklist to evaluate ethical risks and responsibilities in data projects. Analyze real-world scenarios through data ethics case studies to identify ethical dilemmas and appropriate responses.	INTRODUCTION Data Governance Framework • Five Pillars of Data Governance Ethical Guidelines Around Data Analysis • Ethics and Society • Data Ethics in Technology • Data Ethics Checklist • Data Ethics Case Studies Discarding the Data • Physical Data Destruction • Techniques of Physical Data Destruction • Digital Data Destruction • Physical Methods • Logical Methods • Challenge of Data Destruction on Cloud	More than 2 billion people in over 180 countries use WhatsApp to stay in touch with friends and family anytime, anywhere. WhatsApp is free and offers simple, secure, reliable messaging and calling, available on phones all over the world.

DATA SCIENCE
CLASS – X (SESSION 2026-27)
Total Marks: 100 (Theory-50 + Practical-50)

	UNITS	MAXIMUM MARKS FOR THEORY AND PRACTICAL
PART A	**Employability Skills**	
	Unit 1: Communication Skills-II*	-
	Unit 2: Self-Management Skills-II	3
	Unit 3: ICT Skills-II	3
	Unit 4: Entrepreneurial Skills-II	4
	Unit 5: Green Skills-II*	-
	Total	**50**
PART B	**SUBJECT SPECIFIC SKILLS**	
	Use of statistics in Data Science	
	Distributions in Data Science	20
	Identifying Patterns	
	Data Merging	20
	Ethics in Data Science	
	TOTAL	**40**
PART C	**PRACTICAL WORK/ PROJECT WORK/ FIELD VISIT**	
	Practical File/ Student Portfolio	10
	Practical Examination	20
	Written Test	10
	Viva Voce	10
	TOTAL	**50**
	GRAND TOTAL	**100**

Note: * marked units are to be assessed through Internal Assessment/ Student Activities. They are not to be assessed in Theory Exams

ARMY PUBLIC SCHOOL GWALIOR
ACADEMIC SESSION 2026-27
DETAILED SYLLABUS
SUBJECT: MARKETING AND SALES
CLASS: X
DETAILED SYLLABUS

BOOK NAME	MONTH W. DAYS		CHAPTERS NAME	EXAMINATION
CBSE HANDBOOK	April 23 Days		Communication Skills.	Half-Yearly
	May 06 Days		Self-Management skills	
	July 26 Days		Information and Communication Technology Skills Green skills	
	August 22 Days		Practical work Sales With other Functions : Introduction to Marketing Mix. Market Segmentation , Target and Positioning	
	September 23 Days		Sales Process Careers in Selling	PRE-BOARD I
	October 15 Days		Soft Skill in Marketing And Selling	
	November 22 Days		Entrepreneurial Skills	
	December 21 Days	Project (using concepts learnt in Classe 9)	Project Work and Practical File Report file:	
	January 19 Days		Revision	
	February 23 Days		External Practical	PRE-BOARD II
	March 23 Days		….	Final

	TERM	UNITS	NO. OF HOURS for Theory and Practical 220	MAX. MARKS for Theory and Practical 100
PART A		**Employability Skills**		
	TERM I	Unit 1 : Communication Skills	13	5
		Unit 2 : Self-Management Skills	7	
		Unit 3 : ICT Skills	13	
	TERM II	Unit 4 : Entrepreneurial	10	5
		Skills-Unit 5 : Green Skills-	7	
		TOTAL	**50**	**10**
PART B		**Subject Specific Skills**	**Theory (In Hours)**	**Marks**
	TERM I	Unit 1: Sales with other functions- Introduction to Marketing Mix	20	20
		Unit 2: Marketing Process	20	
		Unit 3: Sales Process	30	
	TERM II	Unit 4: Careers in Selling	20	40
		Unit 5: Skills in Selling	20	
		TOTAL	**120**	**40**
PART C	**Practical Work**		**Practical (In Hours)**	
		Project		10
		Viva		5
		Practical File		15
		Demonstration of Skill competency via Lab Activities		20
			50	50
		GRAND TOTAL	**220**	**100**

CBSE | DEPARTMENT OF SKILL EDUCATION

MARKETING AND SALES (SUBJECT CODE - 412)

Blue-Print for Sample Question Paper for Class X (Session 2024-2025)

Max. Time: 2 Hours　　　　　　　　　　　　　　　　　**Max. Marks: 50**

PART A - EMPLOYABILITY SKILLS (10 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS 1 MARK EACH	SHORT ANSWER TYPE QUESTIONS 2 MARKS EACH	TOTAL QUESTIONS
1	Communication Skills - II	1	1	2
2	Self-Management Skills - II	2	1	3
3	ICT Skills - II	1	1	2
4	Entrepreneurial Skills - II	1	1	2
5	Green Skills - II	1	1	2
	TOTAL QUESTIONS	6	5	11
	NO. OF QUESTIONS TO BE ANSWERED	Any 4	Any 3	07
	TOTAL MARKS	1 x 4 = 4	2 x 3 = 6	10 MARKS

PART B - SUBJECT SPECIFIC SKILLS (40 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS 1 MARK EACH	SHORT ANSWER TYPE QUESTIONS 2 MARKS EACH	DESCRIPTIVE/ LONG ANS. TYPE QUESTIONS 4 MARKS EACH	TOTAL QUESTIONS
I	Sales with other functions: Introduction to Marketing Mix	3	1	1	5
II	Market (Segmentation, Targeting and Positioning)	3	1	1	5
III	Basic concept of Sales and selling	6	2	1	9
IV	Careers in selling	6	1	1	8
V	Skills in selling	6	1	1	8
	TOTAL QUESTIONS	24	6	5	35
	NO. OF QUESTIONS TO BE ANSWERED	20	Any 4	Any 3	27
	TOTAL MARKS	1 x 20 = 20	2 x 4 = 8	4 x 3 = 12	40 MARKS

MARKETING AND SALES (412)
Class - X (Session 2025-26)
Total Marks: 100 (Theory-50 + Practical-50)

	UNITS	NO. OF HOURS for Theory and Practical 220	MAX. MARKS for Theory and Practical 100
Part A	**Employability Skills**		
	Unit 1 : Communication Skills-II	13	2
	Unit 2 : Self-Management Skills-II	07	2
	Unit 3 : ICT Skills-II	13	2
	Unit 4 : Entrepreneurial Skills-II	10	2
	Unit 5 : Green Skills-II	07	2
	Total	**50**	**10**
Part B	**Subject Specific Skills**		
	Unit 1: Sales with other functions- Introduction to Marketing Mix	20	05
	Unit 2: Market (Segmentation, Targeting and Positioning)	30	05
	Unit 3: Basic concept of Sales and selling	30	10
	Unit 4: Careers in selling	20	10
	Unit 5: Skills in selling	20	10
	Total	**120**	**40**
Part C	**Practical Work**		
	Project		10
	Viva		05
	Practical File	50	15
	Demonstration of skill competency via Lab Activities		20
	Total	**50**	**50**
	GRAND TOTAL	**220**	**100**

NOTE: The detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

ARMY PUBLIC SCHOOL GWALIOR
CLASS- X
SUBJECT: INFORMATION TECHNOLOGY (402)
DETAILED SYLLABUS 2026-27

Chapter	Book Name	Month	Chapter Name	Examination
1	**Information Technology CBSE**	**Apr**	**PART A UNIT 1** **Communication Skills-II**	**Half Yearly Examination**
2.		**May**	**PART A UNIT 2** **Self-Management Skills-II**	
3.		**July**	**PART A** **Unit 3 ICT Skills – II** **Unit 4 Entrepreneurial Skills-II** **Unit 5 Green Skills II**	
4.		**Aug**	**PART B UNIT 1** Digital Documentation (Advanced)	
5.		**Sept**	**PART B UNIT 1** Digital Documentation (Advanced) Contd **PART B UNIT 2** Electronic Spreadsheet (Advanced)	
6		**Oct**	**PART B UNIT 3** Database Management System **PART B UNIT 4:** Web Applications and Security	

II PERIODIC TEST
Blue-print for Question Paper for Class X (Session 2026-27)

PART A - EMPLOYABILITY SKILLS (10 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS 1 MARK EACH	SHORT ANSWER TYPE QUESTIONS 2 MARKS EACH	TOTAL QUESTIONS
1	Communication Skills - II	1	1	2
2	Self-Management Skills - II	2	1	3
3	ICT Skills – II	1	1	2
4	Entrepreneurial Skills - II	1	1	2
5	Green Skills – II	1	1	2
	TOTAL QUESTIONS	**6**	**5**	**11**
	NO. OF QUESTIONS TO BE ANSWERED	**Any 4**	**Any 3**	**07**
	TOTAL MARKS	**1 x 4 = 4**	**2 x 3 = 6**	**10 MARKS**

PART B - SUBJECT SPECIFIC SKILLS (40 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS 1 MARK EACH	SHORT ANSWER TYPE QUESTIONS 2 MARKS EACH	DESCRIPTIVE/ LONG ANS. TYPE QUESTIONS 4 MARKS EACH	TOTAL QUESTIONS
1	Digital Documentation (Advanced)	14	4	3	21
2	Electronic Spreadsheet (Advanced)	10	2	2	14
	TOTAL QUESTIONS	**24**	**6**	**5**	**35**

Blue-print for Question Paper for Class X (Session 2026-27)

Max. Time: 2 Hours   Max. Marks: 50

PART A - EMPLOYABILITY SKILLS (10 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS 1 MARK EACH	SHORT ANSWER TYPE QUESTIONS 2 MARKS EACH	TOTAL QUESTIONS
1	Communication Skills - II	1	1	2
2	Self-Management Skills - II	2	1	3
3	ICT Skills – II	1	1	2
4	Entrepreneurial Skills - II	1	1	2
5	Green Skills – II	1	1	2
	TOTAL QUESTIONS	6	5	11
	NO. OF QUESTIONS TO BE ANSWERED	Any 4	Any 3	07
	TOTAL MARKS	1 x 4 = 4	2 x 3 = 6	10 MARKS

PART B - SUBJECT SPECIFIC SKILLS (40 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS 1 MARK EACH	SHORT ANSWER TYPE QUESTIONS 2 MARKS EACH	DESCRIPTIVE/ LONG ANS. TYPE QUESTIONS 4 MARKS EACH	TOTAL QUESTIONS
1	Digital Documentation (Advanced)	6	1	1	8
2	Electronic Spreadsheet (Advanced)	6	2	1	9
3	Database Management System	6	1	2	9
4	Maintain Health, Safety and Secure Working Environment	6	2	1	9
	TOTAL QUESTIONS	24	6	5	35

NO. OF QUESTIONS TO BE ANSWERED	20	Any 4	Any 3	27
TOTAL MARKS	**1 x 20 = 20**	**2 x 4 = 8**	**4 x 3 = 12**	**40 MARKS**

DETAILED CURRICULUM/ TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-II	10
2.	Unit 2: Self-management Skills-II	10
3.	Unit 3: Information and Communication Technology Skills-I	10
4.	Unit 4: Entrepreneurial Skills-II	15
5.	Unit 5: Green Skills-II	05
	TOTA	**50**

Note: **The detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from CBSE website**.

Part-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Digital Documentation (Advanced)
- Unit 2: Electronic Spreadsheet (Advanced)
- Unit 3: Database Management System
- Unit 4: Web Applications and Security

Unit 1: Digital Documentation (Advanced) using LibreOffice Writer

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 1: Introduction To Styles	Learn to create, update, and apply various styles in Libre Office Writer for effective and consistent document formatting.	● Styles/ categories in Writer ➢ Page ➢ Paragraph ➢ Character ➢ Frame ➢ List ➢ Table ● Styles and Formatting ● Fill Format ● Creating a new style ➢ From Selection method ➢ Drag and Drop method ● Updating a new style ● Load style from template or document. ● Applying styles.	● **List Style Categories**: Open the Styles and Formatting window, list available style categories, and select one style from each. ● **Use Fill Format**: Apply a style to multiple areas of your document quickly using the Fill Format tool. ● **Create and Update a New Style**: Create a new style from selected text and update it by modifying its attributes. ● **Load a Style from a Template or Document**: Import and apply a style from a template or another document to your current work. ● **Create a New Style Using Drag-and-Drop**:

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
			Create a new style by dragging and dropping formatted text into the Styles and Formatting panel.

| Chapter 2: Working with Images | Able to insert, modify, and position images and drawing objects in a document, using various methods and options for effective document layout and formatting. | ● Inserting an Image in a Document
  ➢ Insert Image Option
  ➢ Drag and Drop option
  ➢ Copy and Paste method
  ➢ Inserting an image by linking
● Options to modify image using image toolbar, resize, crop and delete an image.
● Drawing Objects
● Creating drawing objects
● Setting or changing its properties.
● Resizing and grouping drawing objects.
● Positioning image in the text.
● Arrangement
● Anchoring
● Alignment
● Text Wrapping | ● **Insert an Image**: Insert an image into a document using options such as Insert Image, Drag and Drop, Copy and Paste, and linking.
● **Modify an Image:** Use the image toolbar to modify an image by resizing, cropping, and deleting it.
● **Create Drawing Objects:** Create various drawing objects within your document.
● **Set or Change Drawing Object Properties:** Adjust the properties of drawing objects, including color, line style, and fill.
● **Resize and Group Drawing Objects:** Resize individual drawing objects and group multiple objects together for better document organization.
● **Position the Image in the Text:** Adjust the image's position in the text using arrangement, anchoring, alignment, and text wrapping options. |
| Chapter 3: Advanced Features o f Writer | Acquire skills in creating, customizing, and managing a Table of Contents, using and editing templates, and tracking and reviewing changes in | ● Table of contents
● Hierarchy of headings
● Creating a Table of Content (ToC)
● Customization of Table of Contents(ToC)
● Maintaining a Table of Contents(ToC) | ● **Create a Table of Contents (ToC)**: Generate and customize a Table of Contents in a document.
● **Maintain a Table of Contents**: Update or delete the Table of Contents
● **Use Templates**: Create, |

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL

| | | | documents effectively. | ● Updating ToC
● Deleting ToC
● Using templates
● Creating a Template
● Using In-built/Saved Templates
● Using Online Templates
● Importing a Template
● Editing a Template
● Moving a Template
● Exporting a Template
● Applying Templates to a Blank Document
● Track Changes Feature
● Preparing a Document for Review
● Recording Changes
● Accepting and Rejecting Changes
● Adding Comments
● Deleting Comments
● Comparing Documents | import, and apply templates to a blank document, using in-built, saved, or online templates.
● **Edit a Template**: Modify, move, and export an existing template.
● **Track Changes**: Prepare a document for review by recording, accepting, or rejecting changes, and manage comments by adding or deleting them.
● **Compare Documents**: Compare two versions of a document to identify and review differences. |

Unit 2: Electronic Spreadsheet (Advanced) using LibreOffice Calc

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 4: Analyse data using scenarios and goal seek	Learn skills in consolidating data, using groups and subtotals, performing what-if analysis and scenarios, and utilizing the Goal Seek tool for decision-making.	● Consolidating Data ● Groups and Subtotals ● What-if Scenarios ● What-if Analysis Tool ● Goal Seek	● **Use Consolidating Data**: Aggregate data from multiple sources into a single summary. ● **Create Subtotals**: Apply subtotals to data groups to summarize and analyze information. ● **Use "What-If" Scenarios**: Create and analyze different scenarios to forecast outcomes based on varying inputs. ● **Use "What-If" Tools**: Use tools like Scenario Manager for detailed what-if analyses. ● **Use Goal Seek and Solver**: Use Goal Seek to find specific input values needed to achieve a

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
			desired result, and apply Solver for more complex problems.
Chapter 5: Using Macros in Spreadsheet	Develop skills in recording, running, creating, and organizing macros, and using them as functions for document automation.	● Recording a Macro ● Running a Macro ● Creating and Organising a Simple Macro ● Macro as a Function	● **Demonstrate the Use of a Macro Recorder**: Record a macro to automate repetitive tasks. ● **Create a Simple Macro**: Develop a basic macro to perform a specific function. ● **Use a Macro**: Execute an existing macro to automate tasks in a document. ● **Pass Arguments to a Macro**: Provide arguments to a macro to customize its behavior. ● **Pass the Arguments as Values**: Supply values as arguments to a macro for dynamic operation. ● **Write Macros as Built-in Functions**: Create macros that function similarly to built-in functions for enhanced functionality. ● **Access Cells Directly**: Write macros to directly manipulate cell data in spreadsheets. ● **Sort Columns Using a Macro**: Develop and use a macro to sort columns in a spreadsheet.
Chapter 6: Linking Spreadsheet Data	Learn to set up multiple sheets, create references and hyperlinks within and across documents, and link to external and registered data sources.	• Setting up multiple sheets. • Creating reference to other sheets by using keyboard and mouse. • Creating reference to another document by using keyboard and mouse. • Hyperlinks to the Sheet ● Relative and Absolute Hyperlinks ● Creating Hyperlinks	● **Setup Multiple Sheets**: Insert and organize new sheets within a workbook. ● **Create References to Other Sheets**: Use keyboard and mouse to create references between different sheets in a workbook. ● **Create References to Other Documents**: Use keyboard and mouse to link data from one document to another. ● **Create, Edit, and Remove Hyperlinks**: Add, modify, and delete hyperlinks to sheets within a workbook. ● **Link to External Data**: Connect and import data from external sources into your document. ● **Link to Registered Data Sources**: Establish links to registered data sources for data integration.

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		● Editing a Hyperlink ● Linking to External Data ● Linking to Registered Data Sources	
Chapter 7: Share and Review a Spreadsheet	Develop the ability to share, open, and save shared spreadsheets, track and review changes, and Handle comments and merging for Effective collaboration.	• Sharing Spreadsheet • Opening and saving a shared spreadsheet. • Recording changes. • Add, Edit and Format the comments. • Reviewing Changes – View, Accept or Reject Changes • Merging and comparing.	● **Set Up a Spreadsheet for Sharing**: Configure a spreadsheet to enable sharing with others. ● **Open and Save a Shared Spreadsheet**: Access and save changes to a spreadsheet that has been shared with you. ● **Record Changes**: Track modifications made to the spreadsheet. ● **Add, Edit, and Format Comments**: Insert, modify, and format comments within the spreadsheet. ● **Review Changes**: View, accept, or reject changes made by others in the shared spreadsheet. ● **Merge and Compare Sheets**: Combine and compare different sheets to integrate data effectively.

Unit 3: Database Management System using LibreOffice Base

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 8: Introduction to Database Management System	Understand data and information concepts, the advantages of databases, various data models and key terminology and objects of relational database systems.	• Data and Information • Databases and DBMS • Advantages of database, • Data Models ➢ Hierarchical Data Model ➢ Network Data Model ➢ Relational Data Model • Relational database Model ➢ RDBS Terminology ➢ Objects of an RDBMS	● **Identify Data and Information**: Distinguish between data and information within a database context. ● **Identify Fields, Records, and Tables**: Recognize and describe fields, records, and tables in a database. ● **Prepare a Sample Table**: Create a sample table with standard fields to illustrate database structure. ● **Identify Different Types of Data Models**: Identify and describe various data models such as hierarchical, network, and relational. ● **Different Types of Keys**: Recognize and explain different types of keys used in databases, such as primary and foreign keys. ● **Identify Different Objects of RDBMS**: Identify and describe different objects in a relational database management system (RDBMS), including tables, queries, and forms.
Chapter 9: Starting with LibreOffice Base	Learn to navigate LibreOffice Base, manage data types, create and save tables using various methods, set primary keys, and perform data entry, editing, sorting, and record deletion.	• Introduction to LibreOffice Base • Data types • Starting with LibreOffice • User Interface Of LibreOffice Base • Opening a Database • Creating a Table ➢ Using a Wizard ➢ Using design view, • Setting primary key • Saving a Table	● **Start LibreOffice Base and Observe the Main Window**: Launch LibreOffice Base and familiarize yourself with the main window's components. ● **Create a Sample Table Using Wizard**: Use the wizard to create a sample table in any category. ● **Create Different Tables from Available List**: Practice creating various tables by selecting fields from the available options. ● **Assign Data Types and Set Primary Key**: Define data types for fields and set a primary key for the table. ● **Edit the Table in Design View**: Modify the table structure using the design view. ● **Enter Data in the Fields**: Input

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		• Entering data into table • Navigating through the table • Editing Data • Deleting Records from Table • Sorting Data in the Table	data into the fields of your table. ● **Delete Records from Table**: Remove records from the table as needed. ● **Arrange Data in Ascending or Descending Order**: Sort the table data in ascending or descending order
Chapter 10: Working with Multiple Tables	Develop skills in editing and deleting tables, creating and managing table relationships, and ensuring referential integrity.	• Editing and Deleting tables, • Relationships between tables • Types of Relationships– one to one, one to many, many to many • Advantages of Relating Tables in a Database • Creating Relationships between Tables • Referential Integrity	● **Insert Data in the Table**: Add new data entries to a table. ● **Edit Records in the Table**: Modify existing records within the table. ● **Delete Records from Table**: Remove specific records from the table. ● **Sort Data in the Table**: Arrange data in ascending or descending order within the table. ● **Create and Edit Relationships**: Establish and modify relationships between tables, including one-to-one, one-to- many, and many-to-many. ● **Enter Various Field Properties**: Set and adjust different properties for fields in the table.

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 11: Queries in Base	Acquire skills in creating and editing queries using both wizards and design view, and working with numerical data in queries.	• Queries • Query creation using wizard • Creation of query using design view • Editing a query, • Working with Numerical Data	● **Prepare a Query for Given Criteria**: Create a query based on specified criteria. ● **Create a Query Using Wizard and Design View**: Demonstrate how to generate a query using both the wizard and design view. ● **Edit a Query**: Modify an existing query to update its criteria or structure. ● **Apply Various Criteria in a Query**: Demonstrate applying different criteria in a query, including single field, multiple fields, and wildcard searches. ● **Perform Calculations Using Query in Base**: Execute

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
			calculations within a query in LibreOffice Base.
Chapter 12: Forms and Reports	Able to create and modify forms and reports in LibreOffice Base, use the Form Controls Toolbar, and insert Additional controls, titles, headings, and date/time elements in reports.	• Forms in BASE. • Creating form using wizard, • Modifying a Form • Form Controls Toolbar • Report in Base • Inserting other controls in report • Inserting Titles & Headings • Inserting Date & Time •	● **Create a Form Using Form Wizard**: Generate a form by following the steps in the Form Wizard. ● **Enter or Remove Data from Forms**: Input new data or delete existing data using forms. ● **Modify Forms**: Demonstrate how to adjust and customize forms. ● **Change Label and Background**: Modify the label text and background color or design of a form. ● **Search Records Using a Form**: Use the form to find specific records based on search criteria. ● **Insert and Delete Records Using Form View**: Add new records or remove existing ones through the Form View. ● **Create a Report Using Report Wizard**: Illustrate the steps to generate a report using the Report Wizard. ● **Demonstrate Various Report Examples**: Provide examples of different types of reports created using the Report Wizard.

Unit 4: Maintain Healthy, Safe and Secure Working Environment

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 13. Health, Safety and Security at Workplace	Understand workplace health, safety, and security policies, identify various hazards, and learn how to manage risks and maintain a safe working environment.	• Introduction to Health, Safety, and Security At Workplace • Policies and Procedures for Healthy, Safety and Security • Reasons for Health, Safety, and Security Programs or Policies in the Workplace • Workplace Safety Hazards • Physical Hazards • Falling Off Heights, Slipping and Tripping • Electrical Hazards • Fire Hazards • Health Hazards	● **Practice Basic Safety Rules**: Implement fire safety measures, prevent falls and slips, ensure electrical safety, and apply first aid procedures to protect workers and prevent accidents.

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		• Potential Sources of Hazards in an Organisation • Hazards using Computers • Handling Office Equipment • Handling Objects • Stress at Work • Working Environment • Hazard Control • Safety Guidelines Checklist	

Chapter 14. Workplace Quality Measures	Learn about air and water quality monitoring, office ergonomics, health and safety guidelines for computer use, and methods to reduce risks associated with musculoskeletal problems and other work-related issues.	• Introduction • Air and Water Quality Monitoring Process • Guidelines for Clean Air and Clean Water • Importance of Cleanliness at Workplace • Office Ergonomics • Computer Health and Safety Tips • Musculoskeletal Problems: Occupational Overuse Syndrome, Strain in Legs and Feet, Eye Strain, • To reduce the risks of visual problems: Headaches, Obesity, Stress Disorders, Injuries from Laptop Use, Sleeping Problems • Health and Safety Requirements for Computer Workplace • Cautions while Working on the Computer	● **Illustrate Handling Accidents at Workplace**: Demonstrate the steps to manage and respond to accidents in the workplace. ● **Demonstrate Following Evacuation Plan**: Show how to effectively follow the evacuation plan and procedures during an emergency.
Chapter 15. Prevent Accidents and Emergenci e s	Able to identify and handle accidents and emergencies, follow company policies, manage different types of accidents and emergencies, and apply fire safety and first aid procedures effectively.	• Accident and Emergencies: ➢ Notice and Correctly Identify Accidents and Emergencies ➢ Get help Promptly and in the Most Suitable Way ➢ Follow Company Policies and Procedures for Preventing Further Injury While Waiting for Help to Arrive ➢ Act within the Limits of your Responsibility and Authority when Accidents and Emergencies Arise, ➢ Promptly Follow Instructions given by Senior Staff and the Emergency Services	● **Identify Hazards and Sources of Hazards**: Recognize potential hazards and their sources in the workplace. ● **Identify Problems at Workplace**: Assess workplace issues that could lead to accidents. ● **Practice General Evacuation Procedures**: Execute evacuation

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		• Types of Accidents ➢ Trip and Fall ➢ Slip and Fall ➢ Injuries caused due to Escalators or Elevators (or lifts) ➢ Accidents due to Falling of Goods ➢ Accidents due to Moving Objects • Handling Accidents: ➢ Attend to the Injured Person Immediately, ➢ Inform your Supervisor ➢ Assist your Supervisor • Types of Emergencies ➢ First Aid, ➢ Electrical Safety ➢ Evacuation • General Evacuation Procedures • Fire Hazards in the Workplace • Fire Prevention • Identification of Material and Ignition Sources • First Aid for Electrical Emergencies • Electrical Rescue Techniques	procedures in simulated emergency situations.

ARMY PUBLIC SCHOOL GWALIOR
CLASS- X
SUBJECT: ARTIFICIAL INTELLIGENCE (417)
DETAILED SYLLABUS 2026-2027

S. No.	Book Name	Month	Chapter Name	Examination
1	Artificial Intelligence CBSE	Apr 23	**PART B UNIT 3** Evaluating Models	**Half Yearly Examination**
2.		May 06	**PART A UNIT 1** **Communication Skills-II**	
3.		July 26	**PART B** **UNIT:2 Advanced Concepts of modelling in AI**	
4.		Aug 22	**PART B** **UNIT :6 Natural Language Processing** **Advance Python (Practical)**	
5.		Sept 23	**PART A** **Unit 2 Self-Management Skills – II** **Unit 3– ICT Skills – II**	

6		Oct 15	PART B Unit 1 Revisiting AI Project Cycle and Ethical frameworks for AI	
7		Nov 22	PART B Unit:5 Computer Vision	
8		Dec 21	PART A Employability – Unit 4 Entrepreneurial Skills – II Employability Skills – Unit 5 Green Skills – II	

II PERIODIC TEST
Blue-print for Question Paper for Class X (Session 2026-27)
PART A - EMPLOYABILITY SKILLS (10 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS 1 MARK EACH	SHORT ANSWER TYPE QUESTIONS 2 MARKS EACH	TOTAL QUESTIONS
1	Communication Skills – II	1	1	2
2	Self-Management Skills – II	2	1	3
3	ICT Skills – II	1	1	2
4	Entrepreneurial Skills – II	1	1	2
5	Green Skills – II	1	1	2
	TOTAL QUESTIONS	6	5	11
	NO. OF QUESTIONS TO BE ANSWERED	Any 4	Any 3	07
	TOTAL MARKS	1 x 4 = 4	2 x 3 = 6	10 MARKS

PART B - SUBJECT SPECIFIC SKILLS (40 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS 1 MARK EACH	SHORT ANSWER TYPE QUESTIONS 2 MARKS EACH	DESCRIPTIVE/ LONG ANS. TYPE QUESTIONS 4 MARKS EACH	TOTAL QUESTIONS
1	Introduction AI	14	4	3	21
2	AI Project Cycle	10	2	2	14
	TOTAL QUESTIONS	24	6	5	35

PRE BOARD

Blue-print for Question Paper for Class X (Session **2026-27**)

Max. Time: 2 Hours   Max. Marks: 50

PART A - EMPLOYABILITY SKILLS (10 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS 1 MARK EACH	SHORT ANSWER TYPE QUESTIONS 2 MARKS EACH	TOTAL QUESTIONS

1	Communication Skills – II	1	1	2
2	Self-Management Skills – II	2	1	3
3	ICT Skills – II	1	1	2
4	Entrepreneurial Skills – II	1	1	2
5	Green Skills – II	1	1	2
TOTAL QUESTIONS		**6**	**5**	**11**
NO. OF QUESTIONS TO BE ANSWERED		**Any 4**	**Any 3**	**07**
TOTAL MARKS		**1 x 4 = 4**	**2 x 3 = 6**	**10 MARKS**

PART B - SUBJECT SPECIFIC SKILLS (40 MARKS):

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS	SHORT ANSWER TYPE QUESTIONS	DESCRIPTIVE/ LONG ANS. TYPE QUESTIONS	TOTAL QUESTIONS
		1 MARK EACH	**2 MARKS EACH**	**4 MARKS EACH**	
1	Introduction AI	3	1	-	4
2	AI Project Cycle	3	1	-	4
3	Advance Python	3	1	2	6
4	Data Sciences	3	1	1	5
5	Computer Vision	4	1	1	6
6	Natural Language Processing	5	1	1	7
7	Evaluation	3	-	-	3
TOTAL QUESTIONS		**24**	**6**	**5**	**35**
NO. OF QUESTIONS TO BE ANSWERED		**20**	**Any 4**	**Any 3**	**27**
TOTAL MARKS		**1 x 20 = 20**	**2 x 4 = 8**	**4 x 3 = 12**	**40 MARKS**

DETAILED CURRICULUM/ TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-II	10
2.	Unit 2: Self-management Skills-II	10
3.	Unit 3: Information and Communication Technology Skills-I	10
4.	Unit 4: Entrepreneurial Skills-II	15
5.	Unit 5: Green Skills-II	05
	TOTA	50

Note: The detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

DETAILED CURRICULUM/TOPICS FOR CLASS X

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-II	10
2.	Unit 2: Self-management Skills-II	10
3.	Unit 3: Information and Communication Technology Skills-II	10
4.	Unit 4: Entrepreneurial Skills-II	15
5.	Unit 5: Green Skills-II	05
	TOTAL	**50**

Note: The detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from CBSE website

Part-B – SUBJECT SPECIFIC SKILLS

- ❖ Unit 1: Introduction to Artificial Intelligence (AI)
- ❖ Unit 2: AI Project Cycle
- ❖ Unit 3: Advance Python
- ❖ Unit 4: Data Science
- ❖ Unit 5: Computer Vision
- ❖ Unit 6: Natural Language Processing
- ❖ Unit 7: Evaluation

UNIT 1: INTRODUCTION TO ARTIFICIAL INTELLIGENCE

SUB-UNIT	LEARNING OUTCOMES	SESSION/ ACTIVITY/ PRACTICAL
Foundational concepts of AI	Understand the concept of human intelligence and its various components such as reasoning, problem-solving, and creativity	**Session**: What is Intelligence?
		Session: Decision Making. ● How do you make decisions? ● Make your choices!
		Session: what is Artificial Intelligence and what is not?

Basics of AI: Let's Get Started	Understand the concept of Artificial Intelligence (AI) and its domains	**Session**: Introduction to AI and related terminologies.
		● Introducing AI, ML & DL.
		● Introduction to AI Domains (Data Sciences, CV & NLP)
		● Gamified tools for each domain-
		   o Data Sciences- Impact Filter (Impact of rise in temperature on different species)
		   https://artsexperiments.withgoogle.com/impactfilter/
		   o CV- Autodraw (It pairs machine learning with drawings from talented artists to help you draw stuff fast.)
		   https://www.autodraw.com/

SUB-UNIT	**LEARNING OUTCOMES**	**SESSION/ ACTIVITY/ PRACTICAL**
		o NLP- Wordtune (AI writing tool that rewrites, rephrases, and rewords your writing) https://www.wordtune.com/
	Explore the use of AI in real Life.	**Session:** Applications of AI – A look at Real-life AI implementations
	Learn about the ethical concerns involved in AI development, such as AI bias, data privacy and how they can be addressed.	**Session:** AI Ethics ● Moral Machine Activity : a platform for gathering a human perspective on moral decisions made by machine intelligence, such as self-driving cars. http://moralmachine.mit.edu/

UNIT 2 : AI PROJECT CYCLE

SUB-UNIT	**LEARNING OUTCOMES**	**SESSION/ ACTIVITY/ PRACTICAL**
Introduction	Understand the stages involved in the AI project cycle, such as problem scoping, data collection, data exploration, modeling, evaluation.	**Session:** Introduction to AI Project Cycle
Problem Scoping	Learn about the importance of project planning in AI development and how to define project goals and objectives.	**Session:** Understanding Problem Scoping & Sustainable Development Goals
Data Acquisition	Develop an understanding of the importance of data collection in AI and how to choose the right data sources.	**Session:** Simplifying Data Acquisition
Data Exploration	Know various data exploration techniques and its importance	**Session:** Visualising Data

Modelling	Know about the different machine learning algorithms used to train AI models	**Session:** Introduction to modelling ● Introduction to Rule Based & Learning Based AI Approaches ● Activity : Teachable machine to demonstrate Supervised Learning https://teachablemachine.withgoogle.com/ ● Activity : Infinite Drum Machine to demonstrate Unsupervised learning https://experiments.withgoogle.com/ai/drum-machine/view/ ● Introduction to Supervised, Unsupervised & *Reinforcement Learning Models(Optional)*** ● Neural Networks
Evaluation	Know the importance of evaluation and various metrics available for evaluation	**Session:** Evaluating the idea!

UNIT 3 : ADVANCE PYTHON (To be assessed through Practicals)

SUB-UNIT	LEARNING OUTCOMES	SESSION/ ACTIVITY/ PRACTICAL
Recap	Understand to work with Jupyter Notebook, creating virtual environment, installing Python Packages.	**Session:** Jupyter Notebook
	Able to write basic Python programs using fundamental concepts such as variables, data types, operators, and control structures.	**Session:** Introduction to Python
	Able to use Python built-in functions and libraries.	**Session:** Python Basics

UNIT 4: DATA SCIENCES (To be assessed through Theory)

SUB-UNIT	LEARNING OUTCOMES	SESSION/ ACTIVITY/ PRACTICAL
Introduction	Define the concept of Data Science and understand its applications in various fields.	**Session:** Introduction to Data Science
		Session: Applications of Data Science
Getting Started	Understand the basic concepts of data acquisition, visualization, and exploration.	**Session:** Revisiting AI Project Cycle, Data Collection, Data Access Activities: Game: Rock, Paper & Scissors https://next.rockpaperscissors.ai/

UNIT 4: DATA SCIENCES (To be assessed through Practicals)

SUB-UNIT	LEARNING OUTCOMES	SESSION/ ACTIVITY/ PRACTICAL
Python Packages	Use Python libraries such as NumPy, Pandas, and Matplotlib for data analysis and visualization.	**Session**: Python for Data Sciences ● Numpy ● Pandas ● Matplotlib
Concepts of Data Sciences	Understand the basic concepts of statistics, such as mean, median, mode, and standard deviation, and apply them to analyze data using various Python packages.	**Session:** Statistical Learning & Data Visualisation
*K-nearest neighbour model (Optional)***	*Understand the basic concepts of the KNN algorithm and its applications in supervised learning.*	***Activity:** Personality Prediction (Optional)***
		Session:** Understanding K-nearest neighbour model (Optional)

UNIT 5: COMPUTER VISION (To be assessed through Theory)

SUB-UNIT	LEARNING OUTCOMES	SESSION/ ACTIVITY/ PRACTICAL
Introduction	Define the concept of Computer Vision and understand its applications in various fields.	**Session:** Introduction to Computer Vision
		Session: Applications of CV
Concepts of Computer Vision	Understand the basic concepts of image representation, feature extraction, object detection, and segmentation.	**Session:** Understanding CV Concepts ● Computer Vision Tasks ● Basics of Images-Pixel, Resolution, Pixel value ● Grayscale and RGB images
		Activities: ● Game- Emoji Scavenger Hunt https://emojiscavengerhunt.withgoogle.com/ ● RGB Calculator: https://www.w3schools.com/colors/colors_rgb.asp ● Create your own pixel art: www.piskelapp.com ● Create your own convolutions: http://setosa.io/ev/image-kernels/

UNIT 5: COMPUTER VISION (To be assessed through Practicals)

SUB-UNIT	LEARNING OUTCOMES	SESSION/ ACTIVITY/ PRACTICAL
OpenCV	Use Python libraries such as OpenCV for basic image processing and computer vision tasks.	**Session:** Introduction to OpenCV
		Hands-on: Image Processing
*Convolution Operator (Optional)**	*Apply the convolution operator to process images and extract useful features.*	*Session: Understanding Convolution operator (Optional)**
		*Activity: Convolution Operator (Optional)**
*Convolution Neural Network (Optional)**	*Understand the basic architecture of a CNN and its applications in computer vision and image recognition.*	*Session: Introduction to CNN (Optional)**
		*Session: Understanding CNN (Optional)** ● Kernel ● Layers of CNN*
		*Activity: Testing CNN (Optional)**

UNIT 6: NATURAL LANGUAGE PROCESSING

SUB-UNIT	LEARNING OUTCOMES	SESSION/ ACTIVITY/ PRACTICAL
Introduction	Understand the concept of Natural Language Processing (NLP) and its importance in the field of Artificial Intelligence (AI).	**Session:** Introduction to Natural Language Processing Activity : Use of Google Translate for same spelling words
		Session: NLP Applications
		Session: Revisiting AI Project Cycle
Chatbots	Explore the various applications of NLP in everyday life, such as chatbots, sentiment analysis, and automatic Summarization	**Activity:** Introduction to Chatbots
Language Differences	Gain an understanding of the challenges involved in understanding human language by machine.	**Session:** Human Language VS Computer Language
Concepts of Natural Language Processing	Learn about the Text Normalization technique used in NLP and popular NLP model - Bag-of-Words	**Session: Data Processing** ● Text Normalisation ● Bag of Words **Hands-on:** Text processing ● Data Processing ● Bag of Words ● *TFIDF (Optional)*** ● *NLTK (Optional)***

UNIT 7: EVALUATION

SUB-UNIT	LEARNING OUTCOMES	SESSION/ ACTIVITY/ PRACTICAL
Introduction	Understand the role of evaluation in the development and implementation of AI systems.	**Session:** Introduction to Model Evaluation ● What is Evaluation? ● Different types of Evaluation techniques- Underfit, Perfect Fit, OverFit
Model Evaluation Terminology	Learn various Model Evaluation Terminologies	**Session:** Model Evaluation Terminologies ● The Scenario - Prediction, Reality, True Positive, True Negative, False Positive, False Negative ● Confusion Matrix ● Activity- to make a confusion matrix based on data given for Containment Zone Prediction Model
Confusion Matrix	Learn to make a confusion matrix for given Scenario	**Session & Activity:** Confusion Matrix
Evaluation Methods	Learn about the different types of evaluation techniques in AI, such as Accuracy, Precision, Recall and F1 Score, and their significance.	**Session:** Evaluation Methods ● Accuracy ● Precision ● Recall ● Which Metric is Important? - Precision or Recall ● F1 Score
		Activity: Practice Evaluation

PART-C: PRACTICAL WORK

Suggested Programs List	- Write a program to add the elements of the two lists. - Write a program to calculate mean, median and mode using Numpy - Write a program to display line chart from (2,5) to (9,10). - Write a program to display a scatter chart for the following points (2,5), (9,10),(8,3),(5,7),(6,18). - Read csv file saved in your system and display 10 rows. - Read csv file saved in your system and display its information - Write a program to read an image and display using Python - Write a program to read an image and identify its shape using Python
Important Links	- https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Class10_Facilitator_Handbook.pdf - Link to AI Activities & Jupyter Notebooks (including sample projects) https://bit.ly/class_X_activities_jupyter_notebooks

PART-D: Project Work / Field Visit / Student Portfolio
 * relate it to Sustainable Development Goals
 Suggested Projects/ Field Visit / Portfolio (any one activity to be one)

Sample Projects	1. Student Marks Prediction Model 2. CNN Model on Smoke and Fire Detection
Field Work	Students' participation in the following- - AI for Youth Bootcamp - AI Fests/ Exhibition - Participation in any AI training sessions - Virtual tours of companies using AI to get acquainted with real-life usage
Student Portfolio (to be continued from class IX)	- Maintaining a record of all AI activities - Hackathons - Competitions (CBSE/Interschool) Note: Portfolio should contain minimum 5 activities

**NOTE: Optional components shall not be assessed. They are for extra knowledge