

ENGLISH LANGUAGE AND LITERATURE
Subject Code-184
Classes-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 justifying. 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 the circular no. Acad-11/2019, dated March 06, 2019.

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

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 will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.

III. Writing Skills

10 marks

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

Section C

40 Marks

Language through Literature

IV. Reference to the Context

5+5=10 Marks

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

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

V. Short & Very Long Answer Questions

30 Marks

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

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 different types 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 http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf

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 justifying etc. 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 the circular no. Acad-11/2019, dated March 06, 2019.

Guidelines for Assessment of Listening and Speaking Skills (ALS)

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

Assessment of Listening and Speaking Skills: (5 Marks)

i. Activities:

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

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

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

SUGGESTIVE RUBRIC

	1	2.	3.	4.	5.
Interaction	<ul style="list-style-type: none"> • Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction 	<ul style="list-style-type: none"> • Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation 	<ul style="list-style-type: none"> • Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns 	<ul style="list-style-type: none"> • Interaction is adequately initiated and developed • Takes turn but needs some prompting 	<ul style="list-style-type: none"> • Initiates & logically develops simple conversation on familiar topics • Takes turns appropriately

Fluency & Coherence	<ul style="list-style-type: none"> • Noticeably/ long pauses; rate of speech is slow • Frequent repetition and/or self- correction this is all right in informal conversation • Links only basic sentences; breakdown of coherence evident. 	<ul style="list-style-type: none"> • Usually fluent; produces simple speech fluently, but loses coherence in complex communication • Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically 	<ul style="list-style-type: none"> • Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects; occasionally loses coherence • Topics developed, but usually not logically concluded 	<ul style="list-style-type: none"> • Speaks without noticeable effort, with a little repetition • Demonstrates hesitation to find words or use correct grammatical structures and/or self- correction • Topics not fully developed to merit. 	<ul style="list-style-type: none"> • Speaks fluently almost with no repetition & minimal hesitation • Develops topic fully & coherently
Pronunciation	<ul style="list-style-type: none"> • Frequent inaccurate pronunciation • Communication is severely affected 	<ul style="list-style-type: none"> • Frequently unintelligible articulation • Frequent phonological errors • Major communication problems 	<ul style="list-style-type: none"> • Largely correct pronunciation & clear articulation except occasional errors 	<ul style="list-style-type: none"> • Mostly correct pronunciation & clear articulation • Is clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> • Pronounces correctly & articulates clearly • Is always comprehensible • uses appropriate intonation
Vocabulary & Grammar	<ul style="list-style-type: none"> • Demonstrates almost no flexibility, and mostly struggles for appropriate words • Many Grammatical errors impacting communication 	<ul style="list-style-type: none"> • Is able to communicate on some of the topics, with limited vocabulary. • Frequent errors, but self-corrects 	<ul style="list-style-type: none"> • Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors 	<ul style="list-style-type: none"> • Is able to communicate on most of the topics with appropriate vocabulary • Minor errors that do not hamper communication 	<ul style="list-style-type: none"> • Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions • No grammatical errors

iii. **Schedule:**

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

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

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

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

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

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

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

COURSE STRUCTURE CLASS –X

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

S. No.	Content	Competencies	Explanation
UNIT I: NUMBER SYSTEMS			
1.	<p>REAL NUMBERS</p> <p>1. Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples</p> <p>2. Proofs of irrationality of $\sqrt{2}, \sqrt{3}, \sqrt{5}$</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Describes Fundamental Theorem of Arithmetic with examples Prove algebraically the Irrationality of numbers like $\sqrt{2}, \sqrt{3}, \sqrt{5}, 3 + 2\sqrt{5}$ etc.
UNIT II: ALGEBRA			
1.	<p>POLYNOMIALS</p> <p>1. Zeros of a polynomial</p> <p>2. Relationship between zeros and coefficients of quadratic polynomials.</p>	<ul style="list-style-type: none"> develops a relationship between algebraic and graphical methods of finding the zeroes of a polynomial. 	<ul style="list-style-type: none"> Find the zeros of polynomial graphically and algebraically and verifying the relation between zeros and coefficients of quadratic polynomials.

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

UNIT III: COORDINATE GEOMETRY

1.	<p>Coordinate Geometry</p> <p>1. Review: Concepts of coordinate geometry. Distance formula. Section formula (internal division).</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Solves problems using distance formula and section formula
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UNIT IV: GEOMETRY

1.	<p>TRIANGLES</p> <p>Definitions, examples, counter examples of similar triangles.</p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Prove Basic Proportionality theorem and applying the theorem and its converse in solving questions • Prove similarity of triangles using different similarity criteria
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<p>2.</p>	<p>CIRCLES</p> <p>Tangent to a circle at point of contact.</p> <ol style="list-style-type: none"> (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact. (Prove) The lengths of tangents drawn from an external point to a circle are equal. 	<ul style="list-style-type: none"> derives proofs of theorems related to the tangents of circles. 	<ul style="list-style-type: none"> Prove the theorems based on the tangent to a circle. Applies the concept of tangents of circle to solve various problems.
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UNIT V: TRIGONOMETRY

<p>1.</p>	<p>INTRODUCTION TO TRIGONOMETRY</p> <ol style="list-style-type: none"> Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined) Motivate the ratios whichever are defined at 0° and 90°. Values of the trigonometric ratios of 30°, 45° and 60°. Relationships between the ratios. 	<ul style="list-style-type: none"> Understands the definitions of the basic trigonometric functions (including the introduction of the sine and cosine functions). 	<ul style="list-style-type: none"> Evaluates trigonometric ratios Describes trigonometric ratios of standard angles and solving related expressions
<p>2.</p>	<p>TRIGONOMETRIC IDENTITIES</p> <ol style="list-style-type: none"> Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. Only simple identities to be given. 	<ul style="list-style-type: none"> Uses Trigonometric identities to solve problems. 	<ul style="list-style-type: none"> Proves trigonometric identities using $\sin^2 A + \cos^2 A = 1$ and other identities
<p>3.</p>	<p>HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression.</p> <ol style="list-style-type: none"> 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°. 	<ul style="list-style-type: none"> Applies Trigonometric ratios in solving problems in daily life contexts like finding heights of different structures or distance from them. 	<ul style="list-style-type: none"> Find heights and distances in real life word problems using trigonometric ratios

UNIT VI: MENSURATION

1.	<p>AREAS RELATED TO CIRCLES</p> <p>1. Area of sectors and segments of a circle.</p> <p>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.</p>	<ul style="list-style-type: none"> Derives and uses formulae to calculate areas of plane figures. 	<ul style="list-style-type: none"> Visualises and evaluates areas of sector and segment of a circle
2.	<p>SURFACE AREAS AND VOLUMES</p> <p>1. Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Evaluates the surface areas and volumes of combinations of solids by visualisation

UNIT VII: STATISTICS AND PROBABILITY

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

MATHEMATICS- STANDARD (Code – 041)**QUESTION PAPER DESIGN**

CLASS – X (2026-27)

Time: 3 Hours

Max. Marks: 80

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

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

MATHEMATICS-BASIC (Code – 241)**QUESTION PAPER DESIGN**

CLASS – X (2026-27)

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

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

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

PRESCRIBED BOOKS:

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

SCIENCE

Subject Code – 086

Class X (2026-27)

Introduction

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

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

Science Education aims to achieve:

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

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

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

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

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

Curricular Goals (CGs) and Competencies (Cs)

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

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

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

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

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

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

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

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

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

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

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

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

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

*Additional Competency for Earth Science

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

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

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

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

CG 4 – Explores interconnectedness between organisms and their environment

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

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

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

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

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

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

C 5.1 – Explores how literature and arts have influenced Science

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

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

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

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

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

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

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

CG 8 – Explores the nature of Science by doing Science

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

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

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

Time: 03 Hours

Marks: 80

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

Theme: Materials

Unit I: Chemical Substances - Nature and Behaviour

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

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

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

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

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

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

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

Theme: The World of the Living

Unit II: World of Living

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

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

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

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

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

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

Theme: Natural Phenomena

Unit III: Natural Phenomena

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

Refraction; Laws of refraction, refractive index.

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

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

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

Theme: How Things Work

Unit IV: Effects of Current

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

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

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

Motor, Electromagnetic Induction, Electric Generator

Theme: Natural Resources

Unit V: Natural Resources

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

Note for Teachers:

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

PRACTICALS

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

LIST OF EXPERIMENTS

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

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

 - a) Litmus solution (Blue/Red)
 - b) Zinc metal
 - c) Solid sodium carbonate
2. Performing and observing the following reactions and classifying them into: **Unit-I**
 - a) Combination reaction
 - b) Decomposition reaction
 - c) Displacement reaction
 - d) Double displacement reaction
 - Action of water on quicklime
 - Action of heat on ferrous sulphate crystals
 - Iron nails kept in copper sulphate solution
 - Reaction between sodium sulphate and barium chloride solutions
3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: **Unit-I**
 - a) ZnSO_4 (aq)
 - b) FeSO_4 (aq)
 - c) CuSO_4 (aq)
 - d) $\text{Al}_2(\text{SO}_4)_3$ (aq)

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.
4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I. **Unit-IV**

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

PRESCRIBED BOOKS:

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

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

Theory (80 marks)

Competencies	Total
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.

Social Science
Subject Code-087
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 (Tobe 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	20
	2	Federalism	
II	3	Gender, Religion and Caste	
III	4	Political Parties	
IV	5	Outcomes of Democracy	
Economics (Understanding Economic Development)			20
Chapter No.	Chapter name		Marks
1	Development		20
2	Sectors of the Indian Economy		
3	Money and Credit		
4	<ul style="list-style-type: none"> Globalisation and the Indian Economy to be evaluated in the Board Examination What is Globalisation? Factors that have enabled Globalisation 		
	<ul style="list-style-type: none"> 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 6- Manufacturing Industries

Learning Outcome- The students will be able to

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

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

Chapter 7- Life Lines of National Economy

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

Learning Outcome-Refer Annexure III-B

Political Science: Democratic Politics - II

Chapter 1- Power – sharing

Learning Outcome- The students will be able to

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

Chapter 2-Federalism

Learning Outcome- The students will be able to

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

Chapter 3- Gender, Religion and Caste

Learning Outcome- The students will be able to

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

Chapter 4- Political Parties

Learning Outcome- The students will be able to

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

Chapter 5- Outcomes of Democracy

Learning Outcome- The students will be able to

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

Economics: Understanding Economic Development

Chapter- 1. Development

Learning Outcome- The students will be able to

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

Chapter 2- Sectors of the Indian Economy

Learning Outcome- The students will be able to

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

Chapter 3- Money and Credit

Learning Outcome- The students will be able to

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

Chapter- 4. Globalisation and the Indian Economy

Subtopics: What is Globalisation?

Factors that have enabled Globalisation.

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

Subtopics:

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

Refer Annexure III-B

Learning Outcome- The students will be able to

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

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

Learning Outcome- Refer Annexure III

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

Subject	Name of the Chapter	List of areas to be located/ labeled/ identified on the map		
History	Nationalism in India	I. Congress sessions: <ul style="list-style-type: none"> • 1920 Calcutta • 1920 Nagpur • 1927 Madras session II. 3 Satyagraha movements: <ul style="list-style-type: none"> • Kheda • Champaran • Ahmedabad mill workers III. Jallianwala Bagh IV. Dandi March		
Geography	Resources and Development	Identify Major Soil Types		
	Water Resources	Locating and Labeling: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Salal • Bhakra Nangal • Tehri • Rana Pratap Sagar </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Sardar Sarovar <input type="checkbox"/> Hirakund <input type="checkbox"/> Nagarjun Sagar <input type="checkbox"/> Tungabhadra </td> </tr> </table>	<ul style="list-style-type: none"> • Salal • Bhakra Nangal • Tehri • Rana Pratap Sagar 	<ul style="list-style-type: none"> <input type="checkbox"/> Sardar Sarovar <input type="checkbox"/> Hirakund <input type="checkbox"/> Nagarjun Sagar <input type="checkbox"/> Tungabhadra
	<ul style="list-style-type: none"> • Salal • Bhakra Nangal • Tehri • Rana Pratap Sagar 	<ul style="list-style-type: none"> <input type="checkbox"/> Sardar Sarovar <input type="checkbox"/> Hirakund <input type="checkbox"/> Nagarjun Sagar <input type="checkbox"/> Tungabhadra 		
	Agriculture	Identify: <ul style="list-style-type: none"> • Major areas of Rice and Wheat • Largest/Major producer states of Sugarcane, Tea, Coffee, • Rubber, Cotton and Jute 		
Minerals and Energy Resources	Identify: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> Iron Ore Mines Mayurbhanj Durg Bailadila Bellary Kudremukh </td> <td style="width: 33%; vertical-align: top;"> Coal Mines Raniganj Bokaro Talcher Neyveli </td> <td style="width: 33%; vertical-align: top;"> Oil Fields Digboi Naharkatia Mumbai High Bassien Kalol Ankaleshwar </td> </tr> </table>	Iron Ore Mines Mayurbhanj Durg Bailadila Bellary Kudremukh	Coal Mines Raniganj Bokaro Talcher Neyveli	Oil Fields Digboi Naharkatia Mumbai High Bassien Kalol Ankaleshwar
Iron Ore Mines Mayurbhanj Durg Bailadila Bellary Kudremukh	Coal Mines Raniganj Bokaro Talcher Neyveli	Oil Fields Digboi Naharkatia Mumbai High Bassien Kalol Ankaleshwar		

		<p align="center">Locate and label: Power Plants</p> <table border="1"> <thead> <tr> <th>Thermal</th> <th>Nuclear</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Namrup • Singrauli • Ramagundam </td> <td> <ul style="list-style-type: none"> • Narora • Kakrapara • Tarapur • Kalpakkam </td> </tr> </tbody> </table>	Thermal	Nuclear	<ul style="list-style-type: none"> • Namrup • Singrauli • Ramagundam 	<ul style="list-style-type: none"> • Narora • Kakrapara • Tarapur • Kalpakkam
Thermal	Nuclear					
<ul style="list-style-type: none"> • Namrup • Singrauli • Ramagundam 	<ul style="list-style-type: none"> • Narora • Kakrapara • Tarapur • Kalpakkam 					
	Manufacturing Industries	<ul style="list-style-type: none"> • 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	<p>Locating and Labeling</p> <p>a. Major Sea Ports</p> <table border="1"> <tbody> <tr> <td> <ul style="list-style-type: none"> • Kandla • Mumbai • Marmagao • New Mangalore • Kochi </td> <td> <ul style="list-style-type: none"> • Tuticorin • Chennai • Visakhapatnam • Paradip • Haldia </td> </tr> </tbody> </table> <p>b. International Airports</p> <ul style="list-style-type: none"> • Amritsar (Raja Sansi-Sri Guru Ram Das ji) • Delhi (Indira Gandhi) • Mumbai (Chhatrapati Shivaji) • Chennai (Meenambakkam) • Kolkata (Netaji Subhash Chandra Bose) • Hyderabad (Rajiv Gandhi) 	<ul style="list-style-type: none"> • Kandla • Mumbai • Marmagao • New Mangalore • Kochi 	<ul style="list-style-type: none"> • Tuticorin • Chennai • Visakhapatnam • Paradip • Haldia 		
<ul style="list-style-type: none"> • Kandla • Mumbai • Marmagao • New Mangalore • Kochi 	<ul style="list-style-type: none"> • Tuticorin • Chennai • Visakhapatnam • Paradip • Haldia 					

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Power – sharing • Federalism • Gender, Religion and Caste • Political Parties • Outcomes of Democracy 	20	25%
Geography	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Development • Sectors of the Indian Economy • Money and Credit • Globalisation and The Indian Economy Sub topics: <ul style="list-style-type: none"> ➤ What is Globalisation? ➤ Factors that have enabled Globalisation 	20	25%

Weightage to Type of Questions

Type of Questions	Marks (80)	Percent age
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

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	<ul style="list-style-type: none"> ➤ Analyse the implication of globalisation for local economies. ➤ Discuss how globalisation is experienced differently by different social groups. Enumerates how transportation works as a lifeline of the economy. ➤ Analyse and infer the impact of roadways and railways on the national economy. ➤ Analyses and infers the challenges faced by the roadways and railway sector in India 	The schools do IDP between the months of April and September at the School under the guidance of a teacher. (Carryover of project to home must be strictly avoided)
Economics Chapter 4	Globalisation on and the Indian Economy	Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self - assessment/integration of technology etc.	<ul style="list-style-type: none"> ➤ Integrate various dimensions of globalisation in terms of cultural / political/ social /economic aspects) ➤ Appraise the evolution of Globalisation and the global trends ➤ Investigate the factors that facilitated the growth on MNC 's 	

Guidelines:

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

- Methodology (A sample interdisciplinary project plan Link has been provided to get an insight about IDP.
- Topic: The Making of a Global World, Globalisation and Lifelines of Economy
<https://docs.google.com/document/d/1dlwwFeaSrExJHMtkzcEuoq3ehh-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=gqx2E5qlV9s> 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%20dissolved&text=In%20August%201971%20U.S.%20President,the%20breakdown%20of%20the%20system>.
- Organise an interview with a financial expert/economist/ lecturer/professor. Based on the information they gathered, the students can submit a report on the findings.
- Discuss the reasons for the end of the Bretton Woods system

Day 9: Impact of Globalization in India and role of waterways and airways

<https://www.jagranjosh.com/general-knowledge/new-economic-policy-of-1991-objectives-features-and-impacts-1448348633-1>

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

Day 10. Final presentation

Conclude the interdisciplinary project and summarize the key takeaways.

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

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

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

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

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

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

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

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

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

Conclusion:

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

Questions:

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

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

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

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

What is the WTO?

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

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

How has the WTO helped new nations post-colonialization?

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

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

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

Conclusion:

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

Suggested Template for Presentation by the Students

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

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

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2026-2027

INFORMATION TECHNOLOGY (SUB. CODE – 402)

JOB ROLE: DOMESTIC DATA ENTRY OPERATOR

CLASS X

COURSE TITLE: DOMESTIC DATA ENTRY OPERATOR

Domestic Data Entry Operator in the IT-ITeS Industry is also known as Data Entry Operator. Individuals are responsible to provide daily work reports and work on a daily hour basis. The individual is responsible for electronic entry of data from the client side to the office site or vice-versa. Individual tasks vary depending on the size and structure of the organization. This job requires the individual to have a thorough knowledge of various technology trends and processes as well as have updated knowledge about database management systems and IT initiatives. The individual should have fast and accurate typing/data encoding. This job involves working in a personal computer, and appropriate software to enter accurate data regarding different issues like retrieving data from a computer or to a computer

COURSE OBJECTIVES:

In this course, students will be introduced to advanced concepts of digital documentation, spreadsheets, database management, and workplace safety, enhancing both technical and soft skills. The course aims to develop effective communication skills, including active listening, speaking, and presentation abilities, while fostering self-management through time management, goal setting, and stress management techniques. Students will gain proficiency in Information and Communication Technology (ICT), ensuring safe and ethical use of digital tools. The course also focuses on nurturing an entrepreneurial mindset, critical thinking, and innovation skills, along with a strong understanding of sustainable practices and environmental conservation. Learners will master advanced document creation, data analysis, and automation techniques using LibreOffice tools and develop competency in designing and managing databases. Emphasis is placed on maintaining a safe and secure work environment by understanding health, safety, and emergency protocols, thus preparing students for professional and personal growth in diverse environments.

LEARNING OUTCOMES:

In this course, the students will be introduced to the advanced concepts of digital documentation, digital spreadsheet, database management and internet security. The objectives of this course are to :

- Develop effective verbal and non-verbal communication skills, active listening, speaking, and presentation skills. Understand the importance of feedback and improve interpersonal communication.
- Enhance self-awareness, self-regulation, and self-motivation. Learn time management, goal setting, and stress management techniques. Cultivate personal and professional growth mindsets.
- Understand the basics of Information and Communication Technology (ICT). Gain

proficiency in using digital tools and platforms for communication and productivity. Learn safe, responsible, and ethical use of ICT resources.

- Develop an entrepreneurial mindset and understanding of business fundamentals. Learn problem-solving, critical thinking, and innovation techniques. Understand financial literacy and risk management in business.
- Understand the importance of sustainable practices and environmental conservation. Learn about the green economy and green jobs. Promote sustainable development and eco-friendly initiatives.
- Master advanced document creation, formatting, and management skills. Learn to use templates, styles, tables, and images effectively. Understand document collaboration and review features.
- Learn advanced data analysis using Scenarios and Goal Seek, automate tasks with macros, and manage linked data across spreadsheets. Gain skills in securely sharing and reviewing spreadsheets for effective collaboration and feedback.
- Learn to design, create, and manage databases. Understand data querying, reporting, and relational database concepts. Develop skills in creating forms, reports, and managing data integrity.
- Understand workplace safety, health, and security protocols. Learn hazard identification, risk assessment, and emergency response planning. Promote a culture of health, safety, and well-being at the workplace.

These objectives are designed to provide comprehensive skills that enhance employability, personal development, and workplace readiness.

SALIENT FEATURES:

This course equips students with essential skills for a Data Entry Operator role by focusing on advanced digital documentation, spreadsheet management, and database handling using LibreOffice tools. It enhances accuracy, speed, and data management capabilities while improving communication and ICT skills for efficient workplace interaction. The course promotes responsible digital practices, problem-solving, and critical thinking, ensuring readiness for data-centric tasks. Additionally, it emphasizes workplace safety, teaching health, safety, and emergency management protocols, essential for maintaining a secure and productive work environment.

SCHEME OF UNITS

Total Marks: 100 (Theory-50+Practical-50)

This course is a planned sequence of instructions consisting of units meant for developing employability and vocational competencies of students of Class X opting for skill subject along with other subjects.

The unit-wise distribution of hours and marks for class X is as follows:

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2026-2027

INFORMATION TECHNOLOGY (SUB. CODE – 402)

CLASS – X (SESSION 2026-2027)

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical	
PART A	Employability Skills				
	Unit 1: Communication Skills-II	10		2	
	Unit 2: Self-Management Skills-II	10		3	
	Unit 3: ICT Skills-II	10		1	
	Unit 4: Entrepreneurial Skills-II	15		3	
	Unit 5: Green Skills-II	05		1	
	Total	50		10	
PART B	SUBJECT SPECIFIC SKILLS		Theory	Practical	Marks
	Unit 1: Digital Documentation (Advanced) using LibreOffice Writer	12	18		8
	Unit 2: Electronic Spreadsheet (Advanced) using LibreOffice Calc	15	23		10
	Unit 3: Database Management System using LibreOffice Base	18	27		12
	Unit 4: Maintain Healthy, Safe and Secure Working Environment	15	22		10
		Total	60	90	
PART C	PRACTICAL WORK				
	Practical Examination				
	• Digital Documentation (Advanced) using LibreOffice Writer	5 Marks			20
	• Electronic Spreadsheet (Advanced) using LibreOffice Calc	5 Marks			
	• Database Management System using LibreOffice Base	10 Marks			
	• Viva Voce	10 Marks			
	Total			30	
PART D	PROJECT WORK/FIELD VISIT: Any Interdisciplinary Real World Case Study to be taken. Summarized data reports of same can be presented in base. Input should be taken using forms and output should be done using reports using base. Documentation of the case study should be presented using writer.				10
	PORTFOLIO/PRACTICAL FILE: (Portfolio should contain printouts of the practical done using Writer, Calc and Base with minimum 5 problems of each)				10
		Total			20
	GRAND TOTAL		200		100

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.	<ul style="list-style-type: none">• Styles/ categories in Writer<ul style="list-style-type: none">➤ Page➤ Paragraph➤ Character➤ Frame➤ List➤ Table• Styles and Formatting• Fill Format• Creating a new style<ul style="list-style-type: none">➤ From Selection method➤ Drag and Drop method• Updating a new style• Load style from template or document.• Applying styles.	<ul style="list-style-type: none">• 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
<p>Chapter 2: Working with Images</p>	<p>Able to insert, modify, and position images and drawing objects in a document, using various methods and options for effective document layout and formatting.</p>	<ul style="list-style-type: none"> • Inserting an Image in a Document <ul style="list-style-type: none"> ➤ 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 	<p>Create a new style by dragging and dropping formatted text into the Styles and Formatting panel.</p> <ul style="list-style-type: none"> • 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.
<p>Chapter 3: Advanced Features of Writer</p>	<p>Acquire skills in creating, customizing, and managing a Table of Contents, using and editing templates, and tracking and reviewing changes in</p>	<ul style="list-style-type: none"> • Table of contents • Hierarchy of headings • Creating a Table of Content (ToC) • Customization of Table Contents(ToC) • Maintaining a Table of Contents(ToC) 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 	<p>import, and apply templates to a blank document, using in-built, saved, or online templates.</p> <ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Consolidating Data • Groups and Subtotals • What-if Scenarios • What-if Analysis Tool • Goal Seek 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Recording a Macro • Running a Macro • Creating and Organising a Simple Macro • Macro as a Function 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<p>Chapter 8: Introduction to Database Management System</p>	<p>Understand data and information concepts, the advantages of databases, various data models and key terminology and objects of relational database systems.</p>	<ul style="list-style-type: none"> • Data and Information • Databases and DBMS • Advantages of database, • Data Models <ul style="list-style-type: none"> ➤ Hierarchical Data Model ➤ Network Data Model ➤ Relational Data Model • Relational database Model <ul style="list-style-type: none"> ➤ RDBS Terminology ➤ Objects of an RDBMS 	<ul style="list-style-type: none"> • 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.
<p>Chapter 9: Starting with LibreOffice Base</p>	<p>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.</p>	<ul style="list-style-type: none"> • Introduction to LibreOffice Base • Data types • Starting with LibreOffice • User Interface Of LibreOffice Base • Opening a Database • Creating a Table <ul style="list-style-type: none"> ➤ Using a Wizard ➤ Using design view, • Setting primary key • Saving a Table 	<ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> • Entering data into table • Navigating through the table • Editing Data • Deleting Records from Table • Sorting Data in the Table 	<p>data into the fields of your table.</p> <ul style="list-style-type: none"> • 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
<p>Chapter 10: Working with Multiple Tables</p>	<p>Develop skills in editing and deleting tables, creating and managing table relationships, and ensuring referential integrity.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.
<p>Chapter 11: Queries in Base</p>	<p>Acquire skills in creating and editing queries using both wizards and design view, and working with numerical data in queries.</p>	<ul style="list-style-type: none"> • Queries • Query creation using wizard • Creation of query using design view • Editing a query, • Working with Numerical Data 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 • 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> • 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 	
<p>Chapter 14. Workplace Quality Measures</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.
<p>Chapter 15. Prevent Accidents and Emergencies</p>	<p>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.</p>	<ul style="list-style-type: none"> • Accident and Emergencies: <ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> • Types of Accidents <ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> ➤ Attend to the Injured Person Immediately, ➤ Inform your Supervisor ➤ Assist your Supervisor • Types of Emergencies <ul style="list-style-type: none"> ➤ 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 	<p>procedures in simulated emergency situations.</p>

ORGANISATION OF FIELD VISITS:

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit a data entry centre and observe the following: Location, Site, Office building, Computer Systems, Tools and Equipment, Printer, Scanner. During the visit, students should obtain the following information from the owner or the supervisor of the Data Centre:

1. Data Entry Centre.
2. Computer Infrastructure.
3. Sitting Posture of data entry operators.
4. Assistive technology.
5. Man power engaged.
6. Total expenditure of Data Entry Centre.
7. Total annual income.
8. Profit/Loss (Annual).
9. Any other information.

LIST OF EQUIPMENT/ MATERIALS:

The list given below is suggestive and an exhaustive list should be compiled from the feedback given by various by the teachers teaching the subject. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

S. No.	ITEM NAME, DESCRIPTION & SPECIFICATION	QUANTITY
A	HARDWARE	
1.	Computer with latest configuration or minimum Pentium Processor with minimum 2GB RAM, 512 GB HDD, 17" LED Monitor, NIC Card 3 button Mouse, 105 keys key board and built-in speakers and mic.	15
2.	Laser Printer - Black	01
3.	Inkjet Printers (Colour and Black & White)	01
4.	Scanner	01
5.	Online UPS 5 KVA	01
6.	16 Port Switches	01
7.	Air Conditioner 1.5 tonne	02
8.	Telephone line (For Internet)	01
9.	Fire extinguisher	01
B	SOFTWARE	
1.	Operating System Linux and Windows	
2.	Anti-Virus Latest version	
3.	Productivity Suite, Example – Open Office, etc.	
C	FURNITURE	
1.	Class room chairs and desks	25
2.	Computer Tables	15
3.	Straight back revolving & adjustable chairs (Computer Chairs)	15
4.	Printer Tables	02
5.	Trainers Table	01
6.	Trainers Chair	01
7.	Steel cupboards drawer type	02
8.	Cabinet with drawer	01
9.	Steel Almira - big size	01
10.	Steel Almira- small size	01

TEACHER'S/ TRAINER'S QUALIFICATIONS:

Qualification and other requirements for appointment of teachers/trainers for teaching this subject, on contractual basis should be decided by the State/ UT. The suggestive qualifications and minimum competencies for the teacher should be as follows:

Qualification	Minimum Competencies	Age Limit
Diploma in Computer Science/ Information Technology OR Bachelor Degree in Computer Application/ Science/ Information Technology (BCA, B. Sc. Computer Science/ Information Technology) OR Graduate with PGDCA OR DOEACC A Level Certificate. The suggested qualification is the minimum criteria. However higher qualifications will also be acceptable.	<ul style="list-style-type: none">• The candidate should have a minimum of 1 year of work experience in the same job role.• S/He should be able to communicate in English and local language.• S/He should have knowledge of equipment, tools, material, Safety, Health & Hygiene.	<ul style="list-style-type: none">• 18-37 years (as on Jan. 01 (year))• Age relaxation to be provided as per Govt. rules

Teachers/Trainers form the backbone of Skill (Vocational) Education being imparted as an integral part of Rashtriya Madhyamik Shiksha *Abhiyan* (RMSA). They are directly involved in teaching of Skill (vocational) subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Teachers/Trainers, Educational Qualifications, Industry Experience and Certification/ Accreditation.

The State may engage Teachers/Trainers in schools approved under the component of scheme of Vocationalisation of Secondary and Higher Secondary Education under RMSA in following ways:

- (i) Directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC).

OR

- (ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

** The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organizations involved in education and training must meet in order to be accredited by competent bodies to provide government- funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers/ trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. Teachers/trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which S/he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Teachers/trainers, the State should ensure that a standardized procedure for selection of (Vocational) Teachers/trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Teachers/ Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the (Vocational) Teachers/trainers:

- Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- Make effective use of learning aids and ICT tools during the classroom sessions;
- Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
- Work with the institution's management to organise skill demonstrations, site visits, on job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- Identify the weaknesses of students and assist them in up-gradation of competency;
- Cater to different learning styles and level of ability of students;
- Assess the learning needs and abilities, when working with students with different abilities
- Identify any additional support the student may need and help to make special arrangements for that support;
- Provide placement assistance

Assessment and evaluation of (Vocational) Teachers/trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the (Vocational) Teachers/trainers is appraised annually. Performance

based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the (Vocational) Teachers/Trainers.

Following parameters may be considered during the appraisal process:

- Participation in guidance and counseling activities conducted at Institutional, District and State level;
- Adoption of innovative teaching and training methods;
- Improvement in result of vocational students of Class X or Class XII;
- Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
- Membership of professional society at District, State, Regional, National and International level;
- Development of teaching-learning materials in the subject area;
- Efforts made in developing linkages with the Industry/Establishments;
- Efforts made towards involving the local community in Vocational Education
- Publication of papers in National and International Journals;
- Organisation of activities for promotion of vocational subjects;
- Involvement in placement of students/student support services.

CAREER OPPORTUNITIES:

The job of a data entry operator/ analyst is to work for a wide variety of public and private organisations. A data entry operator/analyst is responsible to input data in a quick and efficient manner, create data storage and should possess knowledge about the methods for recovering useful data when needed, organizing and analyzing data in a clear and effective way, navigating computer and database systems proficiently, editing and preparing reports based on the information they have put into the system. They also help the organisations to keep up with recording and analyzing the abundance of information received on a daily basis.

Some of the top sectors that require a data entry operator/analyst are listed below:

- Banks and Public Sector
- Marketing Companies
- Accounting Companies
- Human Resources
- Corporate Businesses
- MNCs
- Study Centers
- Schools and Universities
- Hospitals or Healthcare Service Providers
- Insurance Firms
- Small-scale Businesses

VERTICAL MOBILITY

- Students can pursue Polytechnic/Diploma/Certificate courses in IT fields.
- Can work as DEO
- Data Entry/Analysis work from home for different companies

द्वितीय भाषा के रूप में हिंदी

विषय कोड - 085

कक्षा - 10वीं (2026-27)

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 है। 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 रढ़ 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 बात 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 किशोरक्य के इन बच्चों के मानसिक धरातल का विकास विश्व सतर 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 धीरज से अपने अध्यापन कार्यक्रमों को नियोजित करना होगा। किसी भी द्वितीय भाषा में निपुणता प्राप्त करने-कराने का एक ही उपाय है-उस भाषा का लगातार रोचक अभ्यास करना-कराना। ये अभ्यास जितने अधिक रोचक, सक्रिय एवं प्रासंगिक होंगे विद्यार्थियों की भाषिक उपलब्धि भी उतनी ही तेज़ी से हो सकेगी। मुखर भाषिक अभ्यास के लिए वार्तालाप, रोचक कहानी सुनना-सुनाना, घटना-वर्णन, चित्र-वर्णन, संवाद, वाद-विवाद, अभिनय, भाषण प्रतियोगिताएँ, कविता पाठ और अंत्याक्षरी जैसी गतिविधियों का सहारा लिया जा सकता है।
- **काव्य भाषा के मर्म** से विद्यार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई **गायक/गायिका** मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।
- एनसीईआरटी द्वारा तैयार किए गए **अधिगम प्रतिफल** /सीखने-सिखाने की प्रक्रिया जो इस पाठ्यचर्या के साथ संलग्नक के रूप में उपलब्ध है, को शिक्षक द्वारा क्षमता आधारित शिक्षा का लक्ष्य प्राप्त करने के लिये 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/ वृत्तचित्रों 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 विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।
- कक्षा में सिर्फ़ एक पाठ्यपुस्तक की उपस्थिति से बेहतर होगा कि शिक्षक के हाथ में विभिन्न प्रकार की पाठ्यसामग्री को विद्यार्थी देखें और कक्षा में अलग-अलग मौकों पर शिक्षक उनका इस्तेमाल कर सकें।

- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी **शब्दकोश**, **साहित्यकोश**, **संदर्भग्रंथ** की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने 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, वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएँगे।
- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल 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 निर्मित करना चाहिए।

श्रवण (सुनने) और वाचन (बोलने) की योग्यताएँ

- प्रवाह के साथ बोली जाती हुई हिंदी को अर्थबोध के साथ 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 और धन्यवाद देना।
- अभिनय में भाग लेना।

श्रवण तथा वाचन परीक्षा हेतु दिशा-निर्देश

- **श्रवण (सुनना) (2.5 अंक)** : वर्णित या पठित सामग्री को सुनकर अर्थग्रहण करना, वार्तालाप करना, वाद-विवाद, भाषण, कविता पाठ आदि को सुनकर समझना, विश्लेषण करना, मूल्यांकन करना और तदनुसार अभिव्यक्ति के ढंग को समझना।
- **वाचन (बोलना) (2.5 अंक)** : भाषण, सस्वर कविता-पाठ, वार्तालाप और उसकी औपचारिकता, कार्यक्रम-प्रस्तुति, कथा-कहानी अथवा घटना सुनाना, परिचय देना, भावानुकूल संवाद-वाचन।

श्रवण (सुनना) एवं वाचन (बोलना) कौशल:

- 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। वाचक का उच्चारण शुद्ध, स्पष्ट एवं विराम चिह्नों के उचित प्रयोग सहित होना चाहिए।
- परीक्षार्थी ध्यानपूर्वक परीक्षक/ऑडियो क्लिप को सुनने के पश्चात परीक्षक द्वारा पूछे गए प्रश्नों का अपनी समझ से मौखिक अथवा कार्यपत्रक के माध्यम से उत्तर देंगे।

कौशलों के अंतरण का मूल्यांकन

(इस बात का निश्चय करना कि क्या विद्यार्थी में श्रवण और वाचन की निम्नलिखित योग्यताएँ हैं)

	श्रवण (सुनना)		वाचन (बोलना)
1	परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है।	1	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।	2	परिचित संदर्भों में शुद्धता से केवल छोटे संबद्ध कथनों का सीमित प्रयोग करता है।
3	परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है।	3	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।	4	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा-प्रवाह रूप में प्रस्तुत करता है।
5	जटिल कथनों के विचार-बिंदुओं को समझने और विश्लेषित करने की योग्यता प्रदर्शित करने की क्षमता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है।

पठन कौशल

पढ़ने की योग्यताएँ

- हिंदी में कहानी, निबंध, यात्रा-वर्णन, 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 लायक सूचना एकत्र करना।
- पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
- पठित वस्तु का सारांश तैयार करना।
- भाषा, विचार एवं शैली की सराहना करना।
- साहित्य के प्रति अभिरुचि का विकास करना।

लिखने की योग्यताएँ

- लिखते हुए 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 सक्रिय (व्यवहारोपयोगी) शब्द भंडार की वृद्धि करना।
- प्रभावपूर्ण 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, एस.एम.एस आदि लिखना और विविध प्रपत्रों को भरना।
- विविध स्रोतों से आवश्यक सामग्री एकत्र कर एक अभीष्ट विषय पर अनुच्छेद लिखना।
- 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।
- समारोह और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।
- लिखने में सृजनात्मकता लाना।
- अनावश्यक काट-छाँट से बचते हुए सुपाठ्य लेखन कार्य करना
- दो भिन्न पाठों की पाठ्यवस्तु पर चिंतन करके उनके मध्य की संबद्धता (अंतर्संबंधों) पर अपने विचार अभिव्यक्त करने में सक्षम होना।
- रटे-रटाए वाक्यों के स्थान पर अभिव्यक्तिपरक/ स्थिति आधारित/ उच्च चिंतन क्षमता वाले 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 तर्कसंगत विधि से प्रकट करना।
- **विषय-केंद्रित** – प्रारंभ से अंत तक अनुच्छेद का एक सूत्र में बँधा होना।
- **सामासिकता** – अनावश्यक विस्तार न देकर सीमित शब्दों में यथासंभव विषय संबद्ध पूरी बात कहने का प्रयास करना।

पत्र लेखन

- अनौपचारिक पत्र द्वारा पारस्परिक संबंधों में मैत्रीपूर्ण भावों को व्यक्त करने हेतु सरल, संक्षिप्त लेखन शैली का विकास।
- औपचारिक पत्रों द्वारा दैनंदिनी 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 प्रत्यक्ष बात की प्रस्तुति।
- प्रारूप की आवश्यक औपचारिकताओं के साथ सुस्पष्ट, सुलझे और क्रमबद्ध विचार आवश्यक; तथ्य, संक्षिप्तता और संपूर्णता के साथ प्रभावी प्रस्तुति।

विज्ञापन लेखन

(विज्ञापित वस्तु / विषय को केंद्र में रखते हुए)

- विज्ञापित वस्तु के विशिष्ट गुणों का उल्लेख
- आकर्षक लेखन शैली
- प्रस्तुति में नयापन, वर्तमान से जुड़ाव तथा दूसरों से भिन्नता
- विज्ञापन में आवश्यकतानुसार नारे (स्लोगन) का उपयोग
- विज्ञापन लेखन में बॉक्स, चित्र अथवा रंग का उपयोग अनिवार्य 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 कल्पनाशक्ति 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)

- सीमा के भीतर 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 मुद्दे 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
- औपचारिक शिष्टाचार का निर्वाह

ई-मेल लेखन

(विविध विषयों पर आधारित औपचारिक ई-मेल लेखन)

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

लघुकथा लेखन

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

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

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

खंड		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 परीक्षा)

निर्धारित समय- 3 घंटे

भारांक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन			
खंड - क (बहुविकल्पी प्रश्न)			
	विषयवस्तु	उप भार	कुल भार
1	अपठित गद्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		
	अ दो अपठित गद्यांश लगभग 200 शब्दों के । एक अंकीय तीन बहुविकल्पी प्रश्न (1×3=3) पूछे जाएँगे अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=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 अतिलघूत्तरात्मक/लघूत्तरात्मक प्रश्न। (1×16) (कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे)		
	1 पदबंध (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	16
	2 रचना के आधार पर वाक्य रूपांतरण (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	3 समास (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	4 मुहावरे (1×4=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	28
	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	
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 (5x1)	5	
	ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र (विकल्प सहित) (5x1)	5	22
	iii	व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 60 शब्दों में सूचना लेखन। (विकल्प सहित) (4x1)	4	
	iv	विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन (विकल्प सहित) (3x1)	3	
	v	विविध विषयों पर आधारित लगभग 80 शब्दों में ई-मेल लेखन (5x1) अथवा	5	

ODIA
CLASS-X (2026-27)

Time: 3 Hrs

Max Marks: 80

The question paper will be divided into four sections.

SECTION –A	Unseen Prose Passage	10 Marks
SECTION –B	Writing	12 Marks
SECTION –C	Grammar	10Marks
SECTION –D	Literature (Prose, Poetry, Non-Detailed)	48 Marks

Prescribed Books:

Sahitya Sindhu (Class-X)-2024 (Revised Edition) Published by Board of Secondary Education, Odisha.

Madhyamika Byakarana (Class X) – 2024 (Revised Edition) Published by – Board of Secondary Education, Odisha.

Course Content-2026-27

1.	Reading	Comprehension From an Unseen Prose Passage.(130 to 150 words)	
2.	Writing	Essay(Contemporary Issues) Letter to the Editor of a Newspaper	
3.	Grammar	1.Chhanda (Bhagabatabani, Natabani, Bangalashree,Ramakeri) 2. Transformation of Sentences (Simple, Compound, Complex) 3. Idioms 4. Correction of Common Errors in Words	
4.	Literature Poetry 1.Bande Utkala Janani 2. Bhimanka Singhanada Radi 3. Raghбанка Lanka Jatranukula 4. Chilikare Sayantana Drushya 5. Mangale Aila Usha 6. Jaga Bandhanahara 7..Sarbamsaha Mati	Prose 9. Janmabhumi 10. Sabhyata O Bigyana 11.Matrubhasha O Lokashikshya 12.Narenru Vivekananda	Short Story 14..Katha 15..Kalara Kapola Tale 16.Bela, Aswattha O Batabrukshya One-Act-Play 17.Falgu 18.Konarka

Activities/Guidelines for Internal Assessment

Marks: 20

Periodic Tests (5 Marks)- 3 Periodic Tests: - Average marks of best 2 Tests will be taken for final submission of marks.

Portfolio (5 Marks):

- Organization – Neatness and visual appeal
- Completion of guided work focused on specific curricular objectives
- Evidences of student’s growth
- Inclusion of all relevant works(completeness)

Subject Enrichment Activities-(Any One)

(5 Marks)

- Quiz
- Book Review.
- Art Integrated Activities

Multiple Assessments-(Any One)

(5 Marks)

- Listening and Speaking skills
- Individual or Group Work
- Class Room Activity, Field Work
- Audio Visual Representation

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S.L No	Section	Very Short Answer (1Mark)	Short Answer-I (2Marks)	Long Answer-I (4/5Marks)	Long Answer-II (6Marks)	Total Marks
1.	A. Reading	-----	Q.1 (5x2)	-----	-----	10
2.	B. Writing	-----	-----	-----	Q.2 (1x6) Q.3 (1x6)	12
3.	C. Grammar	Q.5 (2x1) Q.6 (2x1) Q.7 (2x1)	-----	Q.4 (1x4)	-----	10
4.	D. Literature	Q.10 (10x1) Q.13 (10x1) Q.14 (6x1)	Q.9 (3x2) Q.12 (3x2)	Q.8 (1x5) Q.11 (1x5)	-----	48
Total Marks/Qs		32 /6 Qs	22 /3Qs	14 /3Qs	12 /2Qs	80/14Qs

Design of Question Paper

SECTION	DETAILS	Question No	Details Of Q.	Total Marks
Section –A Reading	Comprehension from Unseen Prose Passage (130 to 150 Words)	Q.No-1	5 Out of 5	5x2=10
Section – B Writing	Essay (Contemporary Issues)	Q.No-2	1 Out of 3	1x6=6
	Letter to the Editor of a Newspaper	Q.No-3	1 Out of 2	1x6=6
Section – C Grammar	Chhanda (Bhagabatabani, Natabani, Bangalashree, Ramakeri)	Q.No-4	1 Out of 2	1x4=4
	Transformation of Sentences (simple, compound, complex)	Q.No-5	2 Out of 3	2x1=2
	Idioms	Q.No-6	2 Out of 3	2x1=2
	Correction of Common Errors in Words	Q.No-7	2 Out of 3	2x1=2
Section – D Literature	Explanation From Prose	Q.No-8	1 Out of 2	1x5=5
	Short Answer Type Questions From Prose	Q. No-9	3 Out of 5	3x2=6
	MCQ From Prose	Q.No-10	10 Out of 10	10x1=10
	Explanation From Poetry	Q.No-11	1 Out of 2	1x5=5
	Short Answer Type Questions From Poetry	Q.No-12	3 Out of 5	3x2=6
	MCQ From Poetry	Q.No-13	10 Out of 10	10x1=10
	Short Answer Type Questions From Non-Detailed	Q.No-14	6 Out of 8	6x1=6
				80 Marks
