

**HANSRAJ MODEL SCHOOL, PUNJABI BAGH, NEW DELHI**  
**CURRICULUM SESSION 2025-26**

**SUBJECT - ENGLISH**

**CLASS : X**

MONTH	TOPIC/ UNIT	LEARNING INTENTIONS	ACTIVITIES/ ASSIGNMENTS
APRIL	<u>LITERATURE READER</u> <ul style="list-style-type: none"> <li>Two Gentlemen of Verona</li> </ul>	<ul style="list-style-type: none"> <li>To understand plot and character with comprehension</li> <li>To appreciate the story</li> <li>To understand the message/ theme</li> <li>To understand the literary devices and the new words.</li> </ul>	(Individual activity): Create and paste travel brochure for the city Verona focussing on its rich history, culture etc.( Include three major sites)
	<ul style="list-style-type: none"> <li>The Frog and the Nightingale</li> </ul>	<ul style="list-style-type: none"> <li>To read with proper pronunciation, pause, intonation, reasonable speed and flow.</li> <li>To understand the poetic devices and the new words.</li> <li>To understand the message of the poem.</li> <li>To be able to think critically and analytically.</li> </ul>	(Individual activity): 1. Self composed poem based on the theme of the poem along with illustrations 2. G.O
	<u>MCB</u> UNIT 1- Health and Medicine	<ul style="list-style-type: none"> <li>To understand the unit.</li> <li>To be able to use the information provided in the unit for the writing skills.</li> </ul>	Activity: Speaking Skills
	<u>WORK BOOK</u> <ul style="list-style-type: none"> <li>Determiners</li> <li>Tenses ( editing and omission)</li> </ul>	<ul style="list-style-type: none"> <li>To be able to learn new structures.</li> <li>To enable the students to write and speak grammatically correct sentences.</li> </ul>	Practice exercises given in workbook
	<u>WRITING SKILL</u> <ul style="list-style-type: none"> <li>Application Writing</li> </ul>	<ul style="list-style-type: none"> <li>To understand the format.</li> <li>To enable the students to present relevant ideas and facts with accuracy and fine expression.</li> </ul>	Application Writing-  Reporting Principal about malfunctioning of the smart board

MAY	<p><u>LITERATURE READER</u></p> <ul style="list-style-type: none"> <li>• Mrs Packletide's Tiger</li> <li>• Not Marble, Nor the Gilded Monuments</li> </ul> <p><u>MCB</u> Unit 2 - Education</p> <p><u>WORKBOOK</u></p> <ul style="list-style-type: none"> <li>• Sub Verb Agreement</li> <li>• Non Finites, Infinitives and Participles</li> </ul> <p><u>WRITING SKILL</u> Factual Description (Person/ Object)</p>	<ul style="list-style-type: none"> <li>• To understand plot and character with comprehension.</li> <li>• To appreciate the story.</li> <li>• To understand the message/ theme.</li> <li>• To understand the literary devices and the new words.</li> <li>• To read with proper pronunciation ,pause, intonation, reasonable speed and flow.</li> <li>• To understand the poetic devices and the new words.</li> <li>• To understand the message of the poem.</li> <li>• To understand the symbolism used in the poem.</li> <li>• To understand the unit.</li> <li>• To be able to use the information provided in the unit for the writing skills.</li> <li>• To learn the correct usage of the Modals.</li> <li>• To be able to use the topic practically.</li> <li>• To understand the rules of the usage of Modals.</li> <li>• To understand the common errors in the usage of Modals.</li> <li>• To understand the format .</li> <li>• To enable the students to present relevant ideas and facts with accuracy and fine expression.</li> </ul>	<p>(Group Activity) 1. Discussion on extincting species. 2. Poster making : Save the Tiger</p> <p>(Individual activity): Visual representation of the poem's imagery</p> <p>Listening Skills activity</p> <p>Practice exercises given in workbook</p> <p>Practice Questions</p>
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JULY	<p><u>LITERATURE READER</u></p> <ul style="list-style-type: none"> <li>• The Letter</li> <li>• Ozymandias</li> <li>• The Dear Departed</li> </ul> <p><u>WORKBOOK</u></p> <ul style="list-style-type: none"> <li>• Relatives</li> <li>• Connectors</li> </ul> <p>Gap Filling</p>	<ul style="list-style-type: none"> <li>• To understand the plot and character with comprehension.</li> <li>• To appreciate the story.</li> <li>• To understand the message/ theme.</li> <li>• To understand the literary devices and the new word</li> <li>• To read with proper pronunciation ,pause, intonation, reasonable speed and flow.</li> <li>• To understand the poetic devices and the new words.</li> <li>• To understand the message of the poem</li> <li>• To understand the plot and character with comprehension.</li> <li>• To appreciate the drama.</li> <li>• To understand the message/ theme.</li> <li>• To understand the literary devices and new words</li> <li>• To learn the correct usage of the Reported Speech.</li> <li>• To understand the rules of the usage of Reported Speech.</li> <li>• To understand the common errors in the usage of Reported Speech.</li> <li>• To be able to write grammatically correct sentences in Direct and Indirect Speech.</li> <li>• To enable the students to change the sentences from Direct to Indirect Speech and vice-versa.</li> </ul>	<p>Exit Card Making- Character, theme, analysis of important point</p> <p>Thought Expression Activity – Transient nature of Power</p> <p>Dramatisation</p> <p>Practice worksheets</p>
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AUGUST	<u>LITERATURE READER</u> <ul style="list-style-type: none"> <li>A Shady Plot</li> </ul>	<ul style="list-style-type: none"> <li>To understand with comprehension.</li> <li>To appreciate the story.</li> <li>To understand the message/ theme.</li> <li>To understand the literary devices and the new words.</li> </ul>	Story Writing
	<ul style="list-style-type: none"> <li>The Rime of the Ancient Mariner</li> </ul>	<ul style="list-style-type: none"> <li>To read with proper pronunciation ,pause, intonation, reasonable speed and flow.</li> <li>To understand the poetic devices and the new words.</li> <li>To understand the message of the poem.</li> <li>To understand the symbolism used in the poem.</li> </ul>	<b>ACTIVITY –</b> Mind Map
	<u>MCB</u> Unit 3- Science Unit 4: Environment	<ul style="list-style-type: none"> <li>To enable the students to understand the unit.</li> <li>To be able to use the information provided in the unit for the writing skills.</li> </ul>	Project Presentation
	<u>WORKBOOK</u> <ul style="list-style-type: none"> <li>Conditionals</li> <li>Comparison</li> <li>Avoiding Repetition – Substitution and Omission</li> <li>Nominalisation</li> </ul>	<ul style="list-style-type: none"> <li>To learn the correct usage of the topics.</li> <li>To enable the students to write and speak grammatically correct sentences.</li> <li>To understand and apply advance sentence structures.</li> </ul>	Integrated grammar
	<u>WRITING SKILL</u> <ul style="list-style-type: none"> <li>Formal Letters</li> </ul>	<ul style="list-style-type: none"> <li>To understand the format .               <ul style="list-style-type: none"> <li>To enable the students to present relevant ideas and facts with accuracy and fine expression.</li> </ul> </li> <li>To be able to write formal letters</li> </ul>	Sample and questions for practice



NOVEMBER	<u>LITERATURE READER</u> <ul style="list-style-type: none"> <li>Snake</li> </ul>  <u>MCB</u> Unit 6 : National Integration  Formal letter	<ul style="list-style-type: none"> <li>To read with proper pronunciation ,pause, intonation, reasonable speed and flow.</li> <li>To understand the poetic devices and the new words.</li> <li>To understand the message of the poem.</li> <li>To understand the symbolism used in the poem.</li> </ul> <ul style="list-style-type: none"> <li>To be able to understand the unit.</li> <li>To be able to use the information provided in the unit for writing skills. .</li> </ul>	Mind mapping          Practice exercises given in book
DECEMBER	<ul style="list-style-type: none"> <li>REVISION</li> <li>PREBOARD EXAMS</li> </ul>		
JANUARY	REVISION PREBOARD EXAMS		

**हंसराज मॉडल स्कूल**  
**पंजाबी बाग, नई दिल्ली**  
**पाठ्यक्रम - योजना**  
**सत्र: 2025-2026**  
**विषय - हिंदी**  
**कक्षा – दसवीं**

माह	पाठ	अधिगम उद्देश्य	सहगामी क्रिया
अप्रैल	पाठ्यक्रम –लेखन (सी.बी.एस. ई)	पाठ्यक्रम –लेखन (सी.बी.एस. ई)	पाठ्यक्रम –लेखन (सी.बी.एस. ई)
	गद्य-बड़े भाई साहब, (SDG 4 ) मुहावरे	शिक्षा का वास्तविक अर्थ समझाना	मुहावरा वृक्ष , आरेख-निर्माण कॉमिक स्ट्रिप
	पद्य-कबीर, (SDG 16 )	नीतिपरक संदेश (व्यावहारिक ज्ञान)	लघुकथा –लेखन (मीठी वाणी -----) संखियों का प्रतीकात्मक अर्थ (फिश टेल ) आरेख-निर्माण
	संचयन - हरिहर काका (SDG 16 ) अनुच्छेद, पत्र,	सामाजिक मूल्यों का विकास  व्याकरणिक –ज्ञान	कथा मानचित्र

	अपठित गद्यांश,	लेखन कौशल का विकास	
मई	<p>गद्य - डायरी का पन्ना, (SDG 4 )</p> <p>पद्य - मीरा, (SDG 4 )</p> <p>वाक्य रूपांतरण</p>	<p>स्वतंत्रता संग्राम की ऐतिहासिक पृष्ठभूमि से जुड़ाव</p> <p>सगुण कृष्ण भक्ति का विकास</p> <p>व्याकरणिक ज्ञान</p>	<p>चर्चा- परिचर्चा जी.ओ. आरेख-निर्माण</p> <p>वेन –आरेख (समास-बहुव्रीहि,कर्मधारय)</p> <p>कार्य-प्रपत्र</p>
जुलाई	<p>गद्य- तातारा वामीरो कथा(SDG 10 ) विज्ञापन-लेखन</p> <p>पद्य- मनुष्यता (SDG 16,17 )</p> <p>पर्वत प्रदेश में पावस (SDG 15 )</p> <p>पदबंध सूचना-लेखन</p>	<p>सामाजिक रूढ़ियों का परित्याग</p> <p>भाषा संवर्धन</p> <p>प्राकृतिक सौंदर्य की अनुभूति</p> <p>लेखन कौशल का विकास</p>	<p>फिश टेल (चारित्रिक विशेषताएं) विज्ञापन-निर्माण</p> <p>माइन्ड मैप</p> <p>चित्रात्मक अभिव्यक्ति (पर्वतीय प्रदेश)</p>
अगस्त			वेन –आरेख (नई और पुरानी फिल्में)



	<p>गद्य- तीसरी कसम ----- (SDG 8 )</p> <p>पद्य –तोप (SDG 8 )</p> <p>समास, मुहावरे,</p>	<p>फ़िल्म समीक्षा</p> <p>धरोहर का संरक्षण</p> <p>व्याकरणिक ज्ञान</p>	<p>फिश टेल ( शैलेन्द्र की चारित्रिक विशेषताएं) प्रवाह –संचित्र</p> <p>सस्वर -वाचन</p> <p>कार्यपत्रक ( CRAB )</p>
सितंबर	संपूर्ण पठित पाठ्यक्रम की पुनरावृत्ति अर्धवार्षिक परीक्षा	अर्धवार्षिक परीक्षा	अर्धवार्षिक परीक्षा
अक्टूबर	<p>गद्य-अब कहां दूसरों के दुख से दुखी होने वाले (SDG 13 )</p> <p>पद्य-कर चले हम फिदा (SDG 8 )</p> <p>संचयन -सपनों के से दिन, (SDG 4 )</p>	<p>मानवीय मूल्यों का विकास.</p> <p>काव्य-पाठ की कला का विकास देश –प्रेम की भावना का विकास</p> <p>स्मृतियों का संसार की भावना का संरक्षण मानवीय मूल्यों का विकास.</p>	<p>टी –चार्ट ( प्राकृतिक असंतुलन) 'पर्यावरण संरक्षण' (चित्रात्मक अभिव्यक्ति) कथा वाचन</p> <p>देश भक्ति से संबंधित गायन काव्य-पाठ</p> <p>माइन्ड मैप तुलनात्मक अध्ययन ( हैड मास्टर साहब और पी टी साहब)</p>

नवंबर	<p>गद्य-कारतूस (SDG 16 )</p> <p>पतझड़ में टूटी पत्तियां (SDG 8)</p> <p>पद्य-आत्मत्राण (SDG 4 )</p> <p>संचयन-टोपी शुक्ला (SDG 5 )</p> <p>सूचना, विज्ञापन.</p>	<p>देश प्रेम की भावना का विकास</p> <p>आदर्शवाद और व्यावहारिकता का ज्ञान विभिन्न संस्कृतियों के विषय में जानकारी प्राप्त करना</p> <p>प्रार्थना शक्ति का महत्व</p> <p>दोस्ती का महत्व</p> <p>लेखन कौशल का विकास</p>	<p>नाट्य मंचन</p> <p>तुलनात्मक अध्ययन ( आदर्शवादी व्यक्ति और व्यावहारिक व्यक्ति )</p> <p>कार्य –प्रपत्र माइन्ड मैप</p> <p>फिश टेल (टोपी शुक्ला की स्वभावगत विशेषताएं) वेन –आरेख (टोपी शुक्ला और इफ़फन) प्रवाह सचित्र ( पाठ का सारांश )</p>

	पत्र अनुच्छेद, अपठित गद्यांश		
दिसंबर	संपूर्ण पाठ्यक्रम की पुनरावृत्ति  पदबंध  लघु कथा  ईमेल लेखन  सूचना लेखन  विज्ञापन लेखन	व्याकरणिक ज्ञान  लेखन कौशल का विकास	
जनवरी	पूर्व बोर्ड परीक्षा	पूर्व बोर्ड परीक्षा	पूर्व बोर्ड परीक्षा

**HANSRAJ MODEL SCHOOL  
PUNJABI BAGH, NEW DELHI**

**ACADEMIC PLAN  
SESSION: 2025-2026  
SUBJECT: MATHEMATICS  
CLASS: X**

MONTH	TOPIC / SUB-TOPICS	LEARNING INTENTIONS	ACTIVITIES/ ASSIGNMENTS
APRIL	<u><b>REAL NUMBERS</b></u> <ul style="list-style-type: none"> <li>* Introduction</li> <li>* The Fundamental Theorem of Arithmetic</li> <li>* Revisiting Rational Numbers and their Decimal Expansions</li> </ul>	<ul style="list-style-type: none"> <li>* Students will be able to understand the concept of Fundamental Theorem of Arithmetic and how to find the HCF and LCM of any two positive integers by using it.</li> <li>* Students will be able to understand how to convert rational numbers to decimal form</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Bridging The Gap Assignment</b></li> <li>* Framing of case study questions</li> <li>* Factor tree</li> <li>* Special Assignment</li> </ul>
	<u><b>POLYNOMIALS</b></u> <ul style="list-style-type: none"> <li>* Introduction</li> <li>* Geometrical meaning of the zeroes of a polynomial</li> <li>* Relationship between zeroes and coefficients of a quadratic polynomial</li> </ul>	<ul style="list-style-type: none"> <li>* Students will be able to understand the concept of linear, quadratic and cubic polynomial.</li> <li>* Students will be able to understand the Relationship between zeroes and coefficients of a quadratic polynomial.</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Bridging The Gap Assignment</b></li> <li>* Geometric interpretation of the zeroes of the polynomial</li> <li>* Book Marks and Foldables</li> <li>* Special assignment</li> </ul>

<b>MAY</b>	<p><b><u>PAIR OF LINEAR EQUATIONS IN TWO VARIABLES</u></b></p> <ul style="list-style-type: none"> <li>* Introduction</li> <li>* Pair of Linear Equations in Two Variables</li> <li>* Graphical Method of Solution of a Pair of Linear Equations. Consistency /Inconsistency</li> <li>* Algebraic Methods of Solution of a Pair of Linear Equations</li> <li>* Equations Reducible to a Pair of Linear Equation in Two Variables</li> </ul>	<ul style="list-style-type: none"> <li>* Students will be able to understand how to solve the pair of linear equations by :               <ul style="list-style-type: none"> <li>* Graphical Method</li> <li>* Substitution Method</li> <li>* Elimination Method</li> </ul> </li> <li>* Students will be able to understand simple situational problems of pair of linear eq. in two variables.</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Bridging The Gap Assignment</b></li> <li>* Stained Glass window activity.</li> <li>* Special Assignment</li> </ul>
	<p><b><u>INTRODUCTION TO TRIGONOMETRY</u></b></p> <ul style="list-style-type: none"> <li>* Introduction</li> <li>* Trigonometric Ratios</li> <li>* Trigonometric Ratios of some specific angles</li> <li>* Trigonometric Identities</li> </ul>	<ul style="list-style-type: none"> <li>* Students will be able to understand how to find the height or length of an object or the distance between two distant objects with the help of trigonometric ratios</li> </ul>	<ul style="list-style-type: none"> <li>* Activity: To find the trigonometric ratios of some specific angles geometrically.</li> <li>* Special Assignment</li> </ul>
<b>JULY</b>			<ul style="list-style-type: none"> <li>* <b>PI DAY ACTIVITY</b></li> </ul>

	<p><b><u>TRIANGLES</u></b></p> <ul style="list-style-type: none"> <li>* Introduction</li> <li>* Similar Figures</li> <li>* Similarity of triangles</li> <li>* Criteria for similarity of triangles</li> </ul>	<p>Student will be able to understand :</p> <p>The concept of similar triangles, Basic Proportionality Theorem, Criteria for similarity of triangles and Pythagoras Theorem</p>	<ul style="list-style-type: none"> <li>* Activity: Basic Proportionality Theorem by paper cutting and pasting.</li> <li>* WORLIART PAINTING</li> <li>* Special Assignment</li> </ul>
	<p><b><u>QUADRATIC EQUATIONS</u></b></p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Solution of quadratic equation by factorization</li> <li>*Solution of quadratic equation by quadratic formula</li> <li>*Nature of roots</li> </ul>	<ul style="list-style-type: none"> <li>* Students will be able to understand the concept of quadratic polynomial</li> <li>* Difference between quadratic polynomial and quadratic equation               <ul style="list-style-type: none"> <li>* Use of quadratic equations in real life situations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Framing Assertion reason questions</li> </ul>

<b>AUGUST</b>	<b><u>PROBABILITY</u></b>  *Introduction *Probability: a theoretical approach	Students will be able to understand  *That probability of an event lies between 0 & 1 *Probability of a sure event is always 1 *Probability of an impossible event is 0	* Framing of MCQ * Special Assignment
	<b><u>COORDINATE GEOMETRY</u></b>  * Introduction * Distance formula * Section formula	* Students will be able to find distance between two objects ,The length of median , finding centroid of triangle  * To find the coordinates of the point P(x,y) which divide the line A(x <sub>1</sub> ,y <sub>1</sub> ) ,B(x <sub>2</sub> ,y <sub>2</sub> ) in the ratio m <sub>1</sub> :m <sub>2</sub>	* Rangometry * Special Assignment
<b>SEPTEMBER</b>	Revision of half yearly examination. Half yearly examination.		

<p><b>OCTOBER</b></p>	<p><b><u>SOME APPLICATIONS OF TRIGONOMETRY</u></b>  * Introduction – heights and distances</p> <p><b><u>CIRCLES</u></b>  *Introduction  *Tangents to the circle  *No. of tangents from a point on a circle</p> <p><b><u>AREA RELATED TO CIRCLES</u></b>  *Introduction  *Perimeter and area of a circle  *Area of sector and segment of a circle</p>	<p>Student will be able to understand the concept of angle of elevation and depression and how to find the height of an object or the distance between two objects</p> <p>Students will be able to understand:  *Length of tangents from an external point to a circle are equal.  * The difference between tangent, secant, and chord</p> <p>* Students will be able to find the area swept by minute hand of a clock.  * Area cleaned by each sweep of the blade of wipers of any car</p>	<p><b>*Project work</b></p> <ul style="list-style-type: none"> <li>• Making of Clinometer</li> <li>• Working models on situations from daily life.</li> <li>• Special Assignment</li> </ul> <p>* Activity: To verify that the length of tangent drawn from an external point to a circle are equal.  * Special Assignment  * Mug painting</p> <p><b>Activity:</b> To find the area of a circle by cutting it into a number of sectors and arranging them in the form of a rectangle.  * Framing case study questions  * Special Assignment</p>
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NOVEMBER	<p><b><u>SURFACE AREA AND VOLUME</u></b></p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Surface Area of combination of solids</li> <li>*Volume of combination of solids</li> <li>*Conversion of solid from one shape to another</li> </ul> <p><b><u>ARITHMETIC PROGRESSION</u></b></p> <ul style="list-style-type: none"> <li>*Introduction</li> <li>*Nth term of an A.P</li> <li>*Sum of first n terms of an A.P</li> </ul> <p><b><u>STATISTICS</u></b></p> <ul style="list-style-type: none"> <li>* Introduction</li> <li>* Mean, Mode and Median of grouped data.</li> </ul>	<p>Students will be able to understand</p> <ul style="list-style-type: none"> <li>*When one solid is being converted into another the volume remains the same</li> <li>*When we need to find the Surface Area and volume of combination of solid figures</li> <li>* Number of tiles required for flooring and the cost of white washing etc.</li> </ul> <ul style="list-style-type: none"> <li>* Given any pattern of numbers, students are able to understand and identify whether they are in A.P or not.</li> <li>* They will be able to find the nth term of an A.P and the sum of n terms</li> </ul> <p>Students will be able to understand how to find the mean, mode, median of grouped data.</p>	<p>*Activity: To find CSA and TSA of right circular cylinder</p> <ul style="list-style-type: none"> <li>* Making festoons using platonic solids</li> <li>* Special Assignment</li> </ul> <p>*Activity: To verify that the given sequence is an A.P or not.</p> <p>*Activity: To verify that the sum of n terms of an A.P = <math>\frac{n(n+1)}{2}</math> by graphical method</p> <ul style="list-style-type: none"> <li>* framing case based questions</li> <li>* Special Assignment</li> </ul> <ul style="list-style-type: none"> <li>* Activity: Making of Statistical tree explaining the different terms used in the chapter.</li> <li>* Special Assignment</li> </ul>
DECEMBER	<p>Revision for pre board examination</p> <p>Pre-board examination</p>		<p><b>MATHS EXHIBITION TO CELEBRATE RAMANUJAN DAY</b></p>

# **HANSRAJ MODEL SCHOOL,PUNJABI BAGH**

## **ACADEMIC PLAN**

**SESSION 2025-26**

**SUBJECT: GEOGRAPHY**

**CLASS : X**

MONTH	TOPIC/SUB-TOPIC	LEARNING INTENTIONS	ACTIVITIES	ASSIGNMENT
April	Chapter-1 : Resources & Development -Resources :Its definition and classification - Interaction of human beings with nature and technology to Create resources -Need and stages for Resource Planning. - Resource development and related problems - Sustainable development and its need	-To understand the value of resources and the need for their judicious utilization and conservation.  -Identification of various types of soi	Activity- Preparing a Venn Diagram to show the interdependent nature of resources and the need to develop them in India.  Activity- Debate on topic ‘Is development acting as an adversary for conconservation.  Activity- Data interpretation-Pie chart given in textbook to understand trends of land utilisation in India.  Map activity- Identification only - Major soil Types in a political map of India.  Activity(SI) Visit nearby areas and try to collect samples of at least any three types of soil and	1. Assignment-1G will be discussed  2.CRAB worksheet will be done

	<ul style="list-style-type: none"> <li>-Significance of land resource</li> <li>-Land use pattern in India</li> <li>- Comparative study between two pie charts depicting land use pattern 1960 and 2015</li> <li>- Land degradation and its conservation methods.</li> <li>- Soil ;Its Definition, factors affecting its formation</li> <li>- Soil types found in India and its distribution</li> <li>- Soil erosion and measures to control it.</li> </ul>		<p>explain its important characteristics in the class.</p> <p>Activity (CR) Collect samples of at least 10 objects from your home and group them according to the classification of resources.</p> <p>Activity (AI) Prepare a colourful poster on “Conservation of Resources,Need of the hour”.</p> <p>Activity Appraise and infer the need to conserve resources. Remedial measures for optimal utilization of underutilized resources.</p> <p>Activity ( DC) Each student will speak about the landform on which they live, soil type found there which will inculcate a sense of collective belongingness in students.</p>	
May	<p>Chapter-2 : Forest &amp; Wildlife resource</p> <ul style="list-style-type: none"> <li>-Significance of forests</li> <li>-Factors responsible for depletion of flora and fauna in India</li> <li>-Types of forest</li> </ul>	<ul style="list-style-type: none"> <li>-To understand importance of Biodiversity with regard to flora and fauna</li> </ul>	<p>Activity-Read newspaper articles on Need for forest conservation</p> <p>Activity- Debate on how developmental work has a negative impact on the survival of forests.</p>	<p>1. Assignment-2G will be discussed</p> <p>2.CRAB worksheet will be done</p>

	<p>conservation of forest and wildlife in India</p> <p>-Role of community in conservation</p>	<p>-Analyse the importance of conservation of forest and wildlife.</p>	<p>Activity</p> <p>Need for conservation of forest - World cafe strategy</p> <p>Activity(AI)</p> <p>Hot seat strategy - success of community in forest</p>	
July	<p>CHAPTER-3:WATER RESOURCES</p> <p>-Significance of water as a resource.</p> <p>-Water scarcity and the need for water conservation.</p> <p>-Dams and Multi purpose river valley projects in India and their Advantages &amp; Disadvantages.</p> <p>-Rain Water harvesting &amp; its objectives</p> <p>-Traditional and modern methods of rain water harvesting</p>	<p>-To understand the importance of water as a resource .</p> <p>-Comprehend the importance of water as a resource as well as develop awareness towards it,s judicious use and conservstion.</p>	<p>Activity-1 (AI)</p> <p>A poster making activity on Water conservation.</p> <p>Activity-2(DC)</p> <p>List the causes of water scarcity in India along with its solution after watching a video clipping from the Satyamev Jayate programme.</p> <p>Map activity</p> <p>Locating dams on the rivers as per CBSE map list</p> <p>Activity</p> <p>A presentation on Narmada Bachao Andolan</p> <p>Activity</p>	<p>1.Assignment-3G will be discussed</p> <p>2.CRAB worksheet will be done</p>

			A PPT to summarise the role of Multi purpose river valley Project in supporting the water requirement of India.	
August	<p>Chapter-4:Agriculture</p> <ul style="list-style-type: none"> <li>-Meaning and Definition</li> <li>-Types of Farming Subsistence , Intensive,commercial and Plantation agriculture</li> <li>-Cropping seasons ; Kharif ,Rabi and Zaid season</li> <li>-Major food crops</li> <li>-Cereals; Rice ,Wheat</li> <li>-Millets ; Ragi , Jowar ,Bajra</li> <li>-Non food crops ; <ul style="list-style-type: none"> <li>-Rubber</li> <li>-Cotton</li> <li>-Jute</li> <li>- Sugarcane</li> </ul> </li> <li>-Beverage Crops ; Tea , Coffee; their geographical conditions,</li> </ul>	<ul style="list-style-type: none"> <li>-To explain the importance of Agriculture in national economy.</li> <li>-To identify various types of farming and discuss the various farming methods .</li> <li>-To describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.</li> </ul>	<p>Map Activity</p> <ul style="list-style-type: none"> <li>-Identifying major Rice and Wheat growing areas</li> <li>-Major producing state of - Jute , Cotton , sugarcane Tea ,coffee , wheat Rice</li> </ul> <p>Activity(CR)</p> <p>Prepare a list of agricultural goods which are exported and imported from India.</p> <p>Activity (AI)</p> <p>Use of newspaper articles and have panel discussion on Challenges faced by the farming community in India .</p> <p>Preparing graphic organiser in form of mind maps to compare traditional and modern farming</p> <p>Activity (DC)</p> <p>Discussion based activity in which students will introspect their food habits and</p>	<ol style="list-style-type: none"> <li>1. Assignment-4G will be discussed</li> <li>2.CRAB worksheet will be done</li> <li>3. Crossword will be done</li> </ol>

	temperature, rainfall , soil type -Institutional and Technological reforms of Agriculture in India		festivals largely affected by agriculture calender	
September	Chapter-5: Mineral & Energy resources -Definition -Occurrence -Classification  -Ferrous Minerals; their distribution and uses of Iron ore and Manganese  -Non Ferrous ; their distribution and uses of Copper and Bauxite  -Non metallic Minerals ; their distribution and uses of Mica & Limestone  -Types of Energy resources;conventional & Non-conventional	-To identify various types of minerals, energy resources and places of their availability.  - To feel the need for their judicious use as they are highly unevenly distributed.  -To identify various types of conventional and non- conventional sources of energy.	Map Activity- On the political map of India- locate Mica mines,Iron ore mines And Thermal & Nuclear power plants  Activity(S.I) Visit nearby areas and Collect any ten samples of different type of minerals used by you in daily lives  Activity (AI) Prepare a informative video on “Non conventional sources of energy as future energy”  Activity (DC) All students will discuss the importance of minerals in the class which will develop a sense of belonging for the national resources.  Activity	1. Assignment-5G will be discussed  2.CRAB worksheet will be done  3. Map identification worksheet will be done.

	<p>-Conventional sources of energy resources; their distribution and uses-Coal , Petroleum , Electricity , Nuclear energy</p> <p>-Non conventional sources of energy</p> <p>-Solar energy ,Tidal, Biogas, Wind energy</p> <p>- Conservation of Energy resources</p>		<p>Create a mind map to differentiate between conventional and non conventional sources of energy</p> <p>Usage of graphic designers to analyse how different types of minerals are formed , found , used and hold importance to mankind</p> <p>Activity ( AI)</p> <p>Hot seat strategy to discuss challenges faced by farmers such as low productivity, lack of modern technology, inadequate irrigation facilities and post harvest losses through newspaper articles.</p>	
October	<p>Chapter-6 : Manufacturing Industries</p> <p>-significance of manufacturing industries in Indian economy</p> <p>- classification of industries; on the basis of Ownership , Source of raw material, weight of raw material, capital investment</p> <p>-Factors affecting location of</p>	<p>-To discuss importance of industries in the national economy .</p> <p>-To understand regional disparity which resulted due to concentration of industries in some areas.</p>	<p>Map Activity- For Locating-Cotton Textile industries , Silk and Jute Textile industries ,Iron and Steel Plants, Software Technology parks</p> <p>Activity(AI) Picture composition on Industrial pollution and Environmental degradation.</p> <p>Activity(CR) Group Discussion on Role of NTPC</p>	<p>1. Assignment-6G will be discussed</p> <p>2.CRAB worksheet will be done</p>

	<p>Industries; Physical and Human factors</p> <p>-Agro based industries -cotton textile industry -Jute textile industry -Sugar industry</p> <p>Mineral based industries -Iron &amp; Steel industry -Chemical industry - Fertilizers industry -Automobile industry - IT industry</p> <p>-Industrial pollution and environmental degradation; Air, Noise , Water , Land pollution along with the measures to control. - Case study- NTPC</p>	<p>- To discuss the need for a planned industrial development and debate over the government towards sustainable development.</p>	<p>Case studies to infer the relation between availability of raw material and location of industries.</p> <p>Use of graphs to enumerate the impact of industries on the environment and developing strategies for sustainable development of manufacturing industries.</p>	
November	Chapter-7:Lifelines of the Indian economy	-To understand the importance of transportation and communication in ever shrinking world.	<p>Map Activity As per CBSE map list</p> <p>For locating : (i) Major Ports</p>	1. Case studies will be taken up in the class



	Interdisciplinary project	-To understand role of trade and tourism in economic development of the country	(ii) International Airports	
December	Revision for Pre Board exams			1. CBSE Sample paper will be discussed

# HANSRAJ MODEL SCHOOL, PUNJABI BAGH ,NEW DELHI

## ACADEMIC PLAN

SESSION:2025-26

SUBJECT: ECONOMICS

CLASS : X

MONTH	TOPIC/SUB-TOPIC	LEARNING INTENTIONS	ACTIVITIES	ASSIGNMENT
April and May	<b>Chapter-1:</b> Development -Developmental goals -Criteria of World Bank to measure development of countries -Criteria of UNDP to measure the development - Comparison between two Criterias -Human Development Index -BMI - Public facilities Issue of sustainability	1.Examine the significance of designing suitable developmental goals in shaping the nation  2.Understand the rationale for overall human development in our country ,which includes the rise of income , improvement in health and education rather than income.  3.Understand the importance of PCI	<b>Activity 1(SI)-</b> Surveying & Recording the Developmental goals of different categories of domestic helpers , vendor , sibling and parents.  <b>Activity -2(CR) :</b> Calculating BMI by student using his/her personal vital statistics such as weight and height.  <b>Activity -3 (CR)</b> Analysis of graph 1.4,1.6  <b>Activity-4(AI)-</b> - students will collect information and pictures of Developed , Developing & poor nations of the world  Activity-Hot seat strategy to enumerate different development goals that help in nation building.	1. Assignment 1E will be discussed.  2.crossword worksheet will be done

	<p>-Case studies</p>	<p>and comparing PCI of various countries to understand reasons for variance.</p> <p>4.Examine the need of sustainable development.</p>		
July	<p><b>Chapter 2:</b> Sectors of the Indian Economy -Economic Activities and it's classification on the basis of:</p> <ol style="list-style-type: none"> <li>Nature of activities</li> <li>Ownership</li> <li>Employment conditions</li> </ol> <p>-Comparing the three sectors -Historical change in sectors. -Rising importance of the tertiary sector in GDP and employment.</p>	<ol style="list-style-type: none"> <li>1. Identify major employment generating sectors.</li> <li>2. Reason out the government investment in different sectors of economy.</li> <li>3. Identify problems in different sectors and purpose solution based on their understanding of the sectors.</li> <li>4. Examine and infer the essential role of the public and private sectors the present trends of</li> </ol>	<p><b>Activity -1 (CR):</b> Collect pictures and prepare a list of Primary, Secondary &amp; Tertiary activities carried out at or your neighbourhood areas.</p> <p><b>Activity-2(CR) :</b> Analysis of Graph &amp; Pie chart</p> <p><b>Activity-3 (CR);</b>Crossword</p> <p>Read newspaper articles and group discuss to summarise how the organised and unorganised sectors are providing employment and challenges faced by them.</p> <p><b>Activity -4(AI)-</b> -Role play on the role of public &amp; private, organized and unorganized sectors.</p> <p><b>Activity -5 (SI)-</b>  A game will be played in which three boxes - Primary , Secondary &amp; Tertiary sectors will be made in which students will join according to</p>	<ol style="list-style-type: none"> <li>1. Assignment 2E will be discussed.</li> <li>2.CRAB worksheet will be done</li> </ol>

	<ul style="list-style-type: none"> <li>- Condition of people working in unorganised sector</li> <li>- Unemployment and Underemployment</li> <li>- Cause &amp; effect of Underemployment in rural areas</li> <li>- Methods to reduce Underemployment in rural areas.</li> </ul>	<p>PPP and efficacy of the initiative.</p> <p>5.Examine the role of organised sector in impacting PCI currently and purposes suggestive steps to reduce unorganised sectorfor more productive GDP.</p>	<p>the type of activity group they belong to Students will form a chain and longest chain will reflect importance of that Sector.</p> <p><b>Activity-6(DC)-</b> Students will introspect the economic growth rate of our country the growing importance of Tertiary sector. This creates feeling of belongingness amongst students.</p>	
August & September	<p><b><u>Chapter 3 : Money and Credit</u></b></p> <ul style="list-style-type: none"> <li>-Barter system &amp; reasons for its failure.</li> <li>- Evolution of Money as a medium of exchange.</li> <li>-Role of RBI &amp; Currency of India</li> <li>- Traditional &amp; Modern forms of money.</li> <li>-Role of Banks</li> <li>-Terms of credit</li> <li>-Credit &amp; different Credit Situations; positive &amp; negative.</li> </ul>	<p>1. Understand money as an economic concept.</p> <p>2.understand the role of financial institutions from the point of view of day to day life.</p> <p>-Examine the money as a medium of exchange in all transactions of goods and services since ancient times to the present times.</p>	<p><b>Activity -1 (CR):</b>Pasting pictures of different forms of money used in present times.</p> <p><b>Activity-2 (CR):</b>Filling a bank cheque.</p> <p><b>Activity-3(CR) :</b> Interpretation of graph 1,2 and related case studies.</p> <p><b>Activity-4 (AI)-</b> Role play on importance of SHG in rural India. Example Grameen Bank of Bangladesh .</p> <p><b>Activity-5 (SI)-</b> Collect various currency note from your row in the class and share following details- Whose Signature you can see on the currency note? - What statement is written on each currency note and what does it signify? - Which apex bank has authority to issue currency note in India?</p>	<p>1. Assignment 3E will be discussed.</p> <p>2.CRAB worksheet will be done</p>

	<ul style="list-style-type: none"> <li>-Types of credit ; Formal &amp; Informal</li> <li>-Need for expansion of Formal sector of credit in India along with case studies</li> <li>-Self Help groups and it's significance along with case study</li> </ul>	<ul style="list-style-type: none"> <li>-Analyse the different sources of credit</li> <li>-Identify the role of SHG'S in the betterment of the economic condition of rural women.</li> </ul>		
October	<b>Chapter 4 :Globalization</b> <ul style="list-style-type: none"> <li>-Meaning and Definition of Globalisation</li> <li>-Production of goods across the countries.</li> <li>-Interlinking Production.</li> <li>-Positive &amp; Negative Impact</li> <li>- Factors responsible for globalisation</li> <li>- Role of MNC's</li> <li>- Case studies</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the working of the Global Economic phenomenon.</li> <li>-Examine the concept of Globalisation and its evolution and impact on economy.</li> <li>-Examine the significance of role of G20 and its significance in the light of India's present</li> </ul>	<b>Activity (CR)</b> Listing various MNCs and their products used by the younger generation. Visit a nearby mall with your parents and collect logos of MNC'S which you come across.  <b>Activity ( DC)</b> -Students will carry out drive to spread awareness amongst their fellow mates about negative impact of globalisation and emphasise on use of "Make in India products only"  Activity- Hot seat strategy Students will ask Questions to the the concerned person to understand positive and negative impact of globalisation  Activity Videos on globalisation followed by an interactive group discussion to enumerate the concept of Globalisation.	1. Assignment 4E will be discussed.  2.crossword worksheet will be done

November	<b>Chapter -5: Consumer Rights</b>  - To be done as project work	. Get familiarised with the rights and duties as a customer and legal measures available to protect from being exploited in markets   Skills development- -Problem solving -Self awareness - Decision making	<b>Activity-1(SI)</b> Buy any product from the market ,Cut and paste two used wrappers of any two different articles along with details a consumer must check before buying it.  <b>Activity-2 ( CBSE)</b> Research and project work  <b>Activity -3(AI)-</b> Make a colourful poster to promote “Make in India ’ products.	
December	Revision for Pre board exams			1 Revision assignment will be done 2. CBSE sample papers will be done

**HANSRAJ MODEL SCHOOL, PUNJABI BAGH**  
**ACADEMIC PLAN**  
**CLASS X (2025-26)**

**HISTORY and POLITICAL SCIENCE**

<b>MONTHS</b>	<b>UNIT / SUBTOPIC</b>	<b>LEARNING INTENTIONS</b>	<b>ACTIVITIES</b>	<b>ASSIGNMENTS</b>
APRIL	<b>Political Science - Chapter 1- Power Sharing</b> <ul style="list-style-type: none"> <li>Belgium and Sri Lanka</li> <li>Majoritarianism in Sri Lanka</li> <li>Why is power sharing desirable?</li> <li>Forms of power sharing</li> </ul>	The student will – <ul style="list-style-type: none"> <li>Enumerates the need for power sharing in democracy.</li> <li>Analyse and infer the challenges faced by Belgium and Sri Lanka in ensuring Power sharing.</li> <li>Compare and contrast the power sharing of India with Sri Lanka and Belgium</li> <li>Summarize the purpose of power sharing in preserving the unity and stability of a country</li> </ul>	<b>ART INTEGRATION</b> <ul style="list-style-type: none"> <li><b>WEB CHART:</b> Forms of power sharing</li> <li><b>GRAPHIC ORGANIZER:</b> Power sharing of India with Sri Lanka and Belgium</li> <li><b>MOVIE INTEGRATION:</b> Watching a movie at home-Madras Cafe and discussing the problems and condition of the country- Civil War.</li> <li><b>CARTOON INTERPRETATION:</b> PERILS OF COALITION GOVT</li> <li><b>RESEARCH WORK:</b> Portfolios of Cabinet Ministers and Delhi Legislative Assembly</li> </ul>	<ul style="list-style-type: none"> <li>Question Answers</li> <li>CRAB WORKSHEET</li> <li>Source Based</li> <li>Cartoon Interpretation</li> </ul>

<b>APRIL</b>	<b>History Chapter- 1 the Rise of Nationalism in Europe</b> <ul style="list-style-type: none"> <li>• French Revolution and the ideas of the nation.</li> <li>• Measures introduced to develop collective identity.</li> <li>• Napoleonic code of 1804.</li> <li>• The making of Nationalism in Europe.</li> <li>• The age of revolution.</li> <li>• Romantic imagination Nation feeling hunger, hardship, and revolt.</li> <li>• The Revolution of Liberals 1848.</li> <li>• The making of Germany and Italy.</li> <li>• Visualizing the Nation.</li> <li>• Nationalism and Imperialism.</li> </ul>	Students will- <ul style="list-style-type: none"> <li>• Infer how the French Revolution had an impact on the European countries in the making of a nation state.</li> <li>• Enumerate and evaluate the validity of the nature of the diverse social movements of the time</li> <li>• Analyse and infer how the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.</li> <li>• Illustrate that, the quest for imperialism triggered the First World War.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TIMELINE:</b> Based on significant events that shaped Nationalism in Europe.</li> <li>• <b>MAP INTEGRATION:</b> To explain the various events in unification of European Nation States.</li> <li>• <b>RESEARCH WORK:</b> On ancient empires.</li> <li>• <b>GRAPHIC ORGANIZER:</b> To explain the idea of unification of states to form one nation. (Italy/Germany/Greece/Britain/ Balkan).</li> <li>• <b>IMAGE INTERPRETATION:</b> NCERT IMAGES</li> </ul>	<ul style="list-style-type: none"> <li>• Question Answers</li> <li>• CRAB WORKSHEET</li> <li>• Source Based</li> </ul>
<b>MAY</b>	<b>Political Science Chapter 2 Federalism</b> <ul style="list-style-type: none"> <li>• What is federalism?</li> <li>• Key features of federalism.</li> <li>• What makes India a federal country?</li> </ul>	The students will- <ul style="list-style-type: none"> <li>• Analyse and infer how federalism is being practised in India.</li> <li>• Infer analyse and how the policies and politics that has strengthened federalism in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>GRAPHIC ORGANIZER:</b> Levels of the government, Rural and Urban administration</li> <li>• <b>CARTOON INTERPRETATION:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Question Answers</li> <li>• CRAB WORKSHEET</li> <li>• Source Based</li> <li>• Cartoon Interpretation</li> </ul>



	<ul style="list-style-type: none"> <li>• How is federalism practiced?</li> <li>• Decentralization in India.</li> </ul>		<p>Centre State Relations and Coalition Government</p> <ul style="list-style-type: none"> <li>• NIE articles related to Centre State Relations.</li> <li>• <b>MIND MAP:</b> What makes India a federal country?</li> <li>• <b>MOCK RWA:</b> To discuss issues faced by residents at local level</li> </ul>	
	<p><b>HISTORY-Chapter 4-The Age of Industrialisation</b></p> <ul style="list-style-type: none"> <li>• Before the Industrial Revolution</li> <li>• Hand labour and Steam Power</li> <li>• Industrialisation in the colonies</li> <li>• Factories Come Up</li> <li>• The peculiarities of Industrial Growth</li> <li>• Market for Goods</li> </ul> <p><b>(ONLY FOR PERIODIC TEST)</b></p>	<p>The students will-</p> <ul style="list-style-type: none"> <li>• Enumerate the features of Pre &amp; Post economic, political, social features of Pre and Post Industrialization.</li> <li>• Analyse and infer how the industrialization impacted colonies with specific focus on India.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VIDEO INTERPRETATION:</b> Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre &amp; Post economic, political, social features of Pre and Post Industrialization</li> <li>• <b>IMAGE INTERPRETATION:</b> NCERT IMAGES</li> </ul>	<ul style="list-style-type: none"> <li>• Question Answers</li> <li>• CRAB WORKSHEET</li> </ul>

			<ul style="list-style-type: none"> <li>● <b>Research Work</b> - Indian entrepreneurs before Independence</li> </ul>	
<b>JULY</b>	<b>Political Science Chapter 3</b> <b>Gender Religion and Caste</b> <ul style="list-style-type: none"> <li>● Gender and politics</li> <li>● Women political representation</li> <li>● Communalism</li> <li>● Caste and politics</li> <li>● Caste and inequalities</li> <li>● Caste in politics</li> <li>● Politics and caste</li> </ul>	The students will- <ul style="list-style-type: none"> <li>● Enumerates how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy</li> <li>● Analyses and infers how different expressions based on the differences in Gender, Religion and Caste are healthy or unhealthy in a democracy</li> </ul>	<ul style="list-style-type: none"> <li>● <b>POSTER:</b> Make a poster – Women Empowerment.</li> <li>● <b>DEBATE:</b> ‘The hand that rocks the cradle cannot govern the Board Rules.</li> <li>● <b>RESEARCH WORK:</b> Political Representation of Women at Central, State and Local level.</li> <li>● <b>MOVIE INTEGRATION:</b> Manjhi – The Mountain Man. Article 21</li> <li>● <b>NIE ARTICLE:</b> Women Reservation Bil 2023 and Communalism</li> </ul>	<ul style="list-style-type: none"> <li>● Question Answers</li> <li>● CRAB WORKSHEET</li> <li>● Cartoon Interpretation</li> <li>● Source Based</li> </ul>

AUGUST	<p><b>History Chapter 2- Nationalism in India- NON-COOPERATION MOVEMENT</b></p> <ul style="list-style-type: none"> <li>• The First World War, Khilafat and Non Cooperation.</li> <li>• Rowlatt Act.</li> <li>• Why Non-Cooperation?</li> <li>• Differing strands within the movement</li> </ul> <p><b>CIVIL DISOBEDIENCE MOVEMENT</b></p> <ul style="list-style-type: none"> <li>• Towards civil disobedience.</li> <li>• The salt march.</li> <li>• How did participants see the movement?</li> <li>• Limits of civil disobedience.</li> <li>• Sense of collective belonging.</li> </ul>	<p>The students will-</p> <ul style="list-style-type: none"> <li>• Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging</li> <li>• Summarize the aspects of the First World War that triggered two defining movements (Khilafat &amp; Non-cooperation Movement) in India</li> <li>• Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the two movements.</li> <li>• Understand the causes that led to Salt Satyagraha</li> <li>• Familiarize themselves with the Role of different sections of the society in the Non-Cooperation and Civil Disobedience Movement.</li> <li>• Compare Non-Cooperation Movement with Civil Disobedience movement.</li> <li>• Evaluate the limits of Civil Disobedience Movement</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PICTORIAL TIMELINE:</b> Based on significant events that shaped Nationalism in INDIA.</li> <li>• <b>MOVIE REFERENCE:</b> Viewing the relevant Snippets from the movies (Making of Mahatma/video clippings depicting various events involving Gandhiji and other leaders and present findings through a panel discussion or seminars.</li> <li>• <b>POSTER:</b> Boycott: A significant weapon</li> <li>• <b>CONCEPT CHART:</b> NCM in the countryside.</li> <li>• <b>MIND MAP:</b> Factors that led to the CDM</li> <li>• <b>GRAPHIC ORGANIZER:</b> Participation of Different Groups in the CDM</li> <li>• <b>GROUP ENACTMENT:</b> Important movements led by Gandhiji</li> </ul>	<ul style="list-style-type: none"> <li>• Question Answers</li> <li>• CRAB WORKSHEET</li> <li>• Cartoon Interpretation</li> <li>• Source Based</li> </ul>
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			<ul style="list-style-type: none"> <li>• <b>STORY OF EVOLUTION OF INDIAN FLAG</b></li> <li>• <b>VISUAL REPRESENTATION:</b> to Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging.</li> <li>• <b>MAP INTEGRATION:</b> Important places associated with NCM, CDM, Satyagaha and Congress Sessions.</li> <li>• <b>IMAGE INTERPRETATION:</b> NCERT IMAGES</li> </ul>	
<b>SEPTEMBER</b>	REVISION			
<b>OCTOBER</b>	<b>Political Science -Chapter 4 political parties</b>	<p><b>The students will be able to -</b></p> <p>The students will-</p>	<ul style="list-style-type: none"> <li>• <b>GROUP ENACTMENT:</b> Role play the functions, purpose, and no. of</li> </ul>	<ul style="list-style-type: none"> <li>• Question Answers</li> <li>• CRAB WORKSHEET</li> </ul>

	<ul style="list-style-type: none"> <li>• Meaning functions and necessity of political parties</li> <li>• Party system</li> <li>• National and State parties</li> <li>• Challenges to political parties</li> <li>• How can parties be reformed?</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerates the role, purpose, and no. of Political Parties in Democracy</li> <li>• Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.</li> </ul>	<p>Political Parties in Democracy</p> <ul style="list-style-type: none"> <li>• <b>VISUAL REPRESENTATION:</b> Symbols of national parties along with their ideologies.</li> <li>• <b>NIE INTEGRATION:</b> To justify the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.</li> <li>• <b>SOCIAL ADVERTISEMENT:</b> MY VOTE, MY POWER TO REFORM</li> <li>• <b>CHARACTER ENACTMENT:</b> My favourite Politician</li> </ul>	<ul style="list-style-type: none"> <li>• Cartoon Interpretation</li> <li>• Source Based</li> </ul>
	<b>Political Science- Chapter 5</b> <b>Outcomes of democracy</b>	The students will-		

	<p>How do we assess democracy outcomes?</p> <ul style="list-style-type: none"> <li>• Accountable, responsive and legitimate government.</li> <li>• Economic growth and development</li> <li>• Reduction of inequality and poverty</li> <li>• Accommodation of social diversity</li> <li>• Dignity and freedom of citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.</li> <li>• Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>GRAPHIC ORGANIZER:</b> On Political, Economic and Social Outcomes of Democracy.</li> <li>• <b>Cartoon interpretation</b></li> <li>• <b>Data interpretation</b> of page 94 of NCERT book</li> </ul>	<ul style="list-style-type: none"> <li>• Question Answers</li> <li>• CRAB WORKSHEET</li> <li>• Cartoon Interpretation</li> <li>• Source Based</li> </ul>
	<p><b>History- chapter 3-The Making of a Global World.</b> To be evaluated in the board examination <b>Sub topic 1</b> The pre modern world</p>	<p>The students will-</p> <ul style="list-style-type: none"> <li>• Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas.</li> <li>• Depict the global interconnectedness from the Pre modern to the present day.</li> <li>• Enumerate the destructive impact of colonialism on the livelihoods of colonised people</li> </ul>	<ul style="list-style-type: none"> <li>• <b>RESEARCH WORK ON</b> NEP JULY 1991</li> <li>• <b>Pictorial album</b> – ‘The Story of Food’ showcasing Cultural Integration.</li> <li>• <b>Group Discussion-</b> ‘Germs used in warfare in ancient times or in modern times affects a country.’</li> </ul>	<ul style="list-style-type: none"> <li>• Question Answers</li> <li>• CRAB WORKSHEET</li> <li>• Source Based</li> </ul>

<b>NOVEMBER</b>	<b>History-Chapter- 5- Print Culture and the Modern World</b> <ul style="list-style-type: none"> <li>• The printed books</li> <li>• Print comes to Europe</li> <li>• Print Revolution and its impact</li> <li>• the reading Mania</li> <li>• Impact of print on children women and workers in the 19th century</li> <li>• Further innovations.</li> <li>• India and the world of print.</li> <li>• Religious Reform and public debates.</li> <li>• New forms of Publication.</li> <li>• Women and print.</li> <li>• Print and censorship</li> </ul>	<p>The students will-</p> <ul style="list-style-type: none"> <li>• Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India.</li> <li>• Comment on the statement that the print revolution was not just a way of producing book but profound transformation of people.</li> <li>• Compare and contrast the old tradition of hand written manuscripts versus the print technology.</li> <li>• Summarise the role of Print revolution and its impact on World &amp; India's political, social and economic condition.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WEB CHART</b> to depict the development of Print</li> <li>• <b>HAND PRINTING</b> Vegetable, wooden block printing etc.</li> <li>• <b>COMPARATIVE CHART:</b> compare the advantages of hand written books and the printed books</li> <li>• <b>IMAGE INTERPRETATION:</b> Interpret and infer from pictures, cartoons, extracts from propaganda literature on important events and issues with focus on print culture.</li> <li>• <b>NOVEL REFERENCE:</b> Books by Jane Austen, George Eliot, and Bronte Sisters</li> </ul>	<ul style="list-style-type: none"> <li>• Question Answers</li> <li>• CRAB WORKSHEET</li> <li>• Source Based</li> <li>• Image interpretation</li> </ul>
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**HANSRAJ MODEL SCHOOL**  
**PUNJABI BAGH, NEW DELHI**  
**CURRICULUM ACADEMIC PLAN**  
**SESSION: 2025-2026**  
**CLASS X**  
**SUBJECT: BIOLOGY**

MONTH	TOPIC	LEARNING INTENTIONS	ACTIVITIES	ASSIGNMENTS
April & May	<b>Life Processes- Nutrition in Plants and Animals</b>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Enlist various features of living beings &amp; how are they different from non- living things.</li> <li>• Understand concepts of nutrition, respiration in plants and animals.</li> <li>• Draw labelled diagrams pertaining to above mentioned concepts.</li> <li>• Critically analyse various physiological processes related to various systems in plants and animals.</li> <li>• Built character amongst themselves by discussing /communicating the importance of healthy lifestyle in our daily life.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare the slide of leaf peel to show the stomata and appreciate the role of stomata in the plant.</li> <li>• Demonstrate the role of saliva in the digestion of starch.</li> <li>• Design a flow chart of nutrition using easily available materials.</li> <li>• Diagrammatic skill-based questions on: <ul style="list-style-type: none"> <li><input type="checkbox"/> sectional view of leaf</li> <li><input type="checkbox"/> stomata</li> <li><input type="checkbox"/> human digestive system</li> </ul> </li> </ul>	<p>Assignment No-1</p> <p>In text questions (Page: 95, 101, 105, 110, 112)</p>
	<b>Respiration in Plants and Animals</b>			<p>Assignment No-2</p> <p>Back Exercise (Page: 113)</p> <p>Assignment No-3</p>



			<input type="checkbox"/> human respiratory system	
<b>July</b>	<b>Life Processes- Transportation in Plants and Animals</b>  <b>Excretion in Plants and Animals</b>	The learner will be able to: <ul style="list-style-type: none"> <li>● Describe transport in plants and animals.</li> <li>● Draw diagrams of heart and circulation.</li> <li>● Develop citizenship by visualizing and observing the given scenario (High B.P,</li> <li>● Heart Failure, Kidney failure) in day to day lives and present it in form of a skit to sensitize others.</li> <li>● Explain the importance of excretion and draw diagram of excretory system and nephron.</li> <li>● Express themselves and share their experience without inhibition.</li> </ul>	<input type="checkbox"/> Present a skit on day-to-day health issues like Blood pressure, heart failure etc. to sensitize others.  <input type="checkbox"/> Play the game “THE FASTEST WINS” wherein the students will be able to explain the important metabolic life processes for living organisms.	Assignment No-4 Competency Based Questions ( MCQ, Assertion-Reason, Case Study)  Assignment No-5
<b>August</b>	<b>Control &amp; Coordination</b>	The learner will be able to: <ul style="list-style-type: none"> <li>● Recognize that the control and coordination are the outcome of the hormones and nervous system.</li> <li>● Comprehend that Chemical coordination is found both in plants and animals.</li> <li>● Sketch structure of neuron, reflex arc and Human brain.</li> </ul>	<input type="checkbox"/> Demonstrate the mechanism of reflex arc- “Mexican Arc”. Students will enact their role as RELAY NEURON, MOTOR NEURON and EFFECTOR.	Assignment No-1 In text questions ( Page: 120, 123, 126)  Assignment No-2

		<ul style="list-style-type: none"> <li>● Identify and describe functions of various plant growth regulator, various glands and disorders associated with hormonal imbalance.</li> <li>● Teamwork, co-operation, co-ordination.</li> <li>● Problem solving skills.</li> </ul>	<input type="checkbox"/> Identify the features of nervous system through activity: “Brain Fact or Fake Quiz” and also summarizing the reasons behind the statements.	Back Exercise (Page: 126, 127)  Assignment No-3 Competency Based Questions ( MCQ, Assertion-Reason, Case Study)
<b>September</b>	<b>REVISION AND EXAMINATION</b>			
<b>October</b>	<b>Our Environment</b>	The learner will be able to: <ul style="list-style-type: none"> <li>● Explain the relationship between organisms in the environment.</li> <li>● Distinguish between producers, consumers of various levels and decomposers.</li> <li>● Elucidate the concept of food chain and food web, the flow of energy through various trophic levels</li> <li>● Relate various human activities and their impact on environment and life of organisms.</li> </ul>	<input type="checkbox"/> Develop a word game (Pictionary, scrabble, bingo etc.) on the concept of food chain and food web. (AI)	Assignment No-1 Intext questions ( Page: 258, 262, 265) Competency Based Questions ( MCQ, Assertion-Reason, Case Study)

	<b>How do organisms reproduce?</b>	<ul style="list-style-type: none"> <li>• Categorize and explain the two types of reproduction.</li> <li>• Recognise the importance of sexual reproduction and explain each stage in the fertilization process.</li> <li>• Describe male and female reproductive system in humans and contraceptive methods.</li> <li>• Compare and contrast sexual and asexual reproduction.</li> <li>• Appreciate the importance of reproductive health</li> </ul>	<input type="checkbox"/> Illustrate a flow chart showing various methods of reproduction along with examples.  <input type="checkbox"/> Demonstrate the structure of flower with the help of the China rose flower.	Assignment No-1 Intext questions ( Page: 129, 134, 141)  Assignment No-2 Back Exercise (Page: 142) Competency Based Questions ( MCQ, Assertion-Reason, Case Study)
<b>November</b>	<b>Heredity</b>	The learner will be able to: <ul style="list-style-type: none"> <li>• Perceive that living beings produce offspring of same kind but they vary amongst themselves and are not identical to their parents.</li> <li>• Recognize how the sex of offspring (humans) is determined.</li> <li>• Develop the sense of collective belonging.</li> </ul>	<input type="checkbox"/> Observe and compare the earlobes of their friends with the earlobes of their parents and grandparents to arrive at the conclusion that characters or traits are inherited in off-springs from their parents.  <input type="checkbox"/> Explore the library and internet about scientists, scientific discoveries and inventions, and then share their findings	Assignment No-1 In text questions ( Page: 144, 148) Competency Based Questions ( MCQ, Assertion-Reason, Case Study) Back Exercise

			with the class in the form of role-play.	
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# **HANSRAJ MODEL SCHOOL PUNJABI BAGH, NEW DELHI. CURRICULUM**

**Session 2025-26**

## **SUBJECT: CHEMISTRY CLASS X**

MONTH	Topics/Subtopics	Learning Intentions	Activities	Assignment
April	<b>Ch-1- Chemical Reaction &amp; Equation</b> <ul style="list-style-type: none"><li>• Introduction</li><li>• Definition of Chemical Reaction &amp; Its Characteristics</li><li>• Definition &amp; Writing of Chemical Equation</li><li>• Definition of Balanced Chemical Equation</li><li>• Balancing Chemical Equation</li><li>• Introduction to Types of Chemical Reactions</li><li>• Combination reaction definition &amp; Examples.</li><li>• Difference between Endothermic &amp; Exothermic Reactions</li><li>• Decomposition Reaction &amp; Its Types</li><li>• Electrolysis of Water ( with diagram)</li><li>• Photolysis</li></ul>	<p>1. To develop the understanding &amp; Concept of Chemical Reactions.</p> <p>2. Acquirement of skills in drawing various diagrams related to the concept.</p> <p>3. To develop problem solving Skills related to balancing of Chemical Equations.</p>	<p>DEMONSTRATION OF-Simple Chemical Reactions of metal with</p> <p>dil sulphuric acid shown in the lab.</p> <p>TUG OF WAR -</p> <p>Group activity based on balancing of</p> <p>Chemical Equations will be organised in school ground.</p>	<p>Assignment 1: Multiple choice Questions and Assertion Reason Questions.</p> <p>Assignment 2: Case/ Source Based Questions</p> <p>Assignment 3; NCERT Back Exercise (Page-14,15,16)</p>

	<ul style="list-style-type: none"> <li>Displacement &amp; Double Displacement Reaction- Definition &amp; Examples</li> <li>Redox Reaction &amp; Its definition</li> <li>Oxidation &amp; Reduction Reaction- Definition &amp; Examples with Equation</li> </ul>	<p>4. To understand and differentiate between various types of Chemical Reactions</p> <p>5. To be responsible and take care of lab apparatus while performing activities in the lab</p>	<p>DEMONSTRATION OF - Reaction of <math>\text{Ba}(\text{OH})_2</math> and <math>\text{NH}_4\text{Cl}</math> shown in the lab</p> <p>ART INTEGRATION ACTIVITY (Waste to wonder ) -Students will be asked to prepare a working Model of Electrolysis of Water from various materials available at home</p>	Assignment 4: HOTS Questions
May	<p><b>Ch-2 - Acids, bases &amp; Salts</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Universal indicator, Natural &amp; Olfactory indicators</li> <li>Chemical properties of Acids &amp; Bases</li> <li>What do acids and bases have in common</li> <li>Dilution- Definition &amp; method</li> <li>pH - Introduction and its importance in everyday life.</li> </ul>	<p>1.Ability of differentiate Between Acids &amp; bases on the basis of physical properties</p> <p>2. Ability to work productively on team projects acquired knowledge about pH</p> <p>3. To be responsible and take care of lab apparatus while performing activities in lab</p>	<p>MY KITCHEN LAB</p> <p>Students will be asked to make a video of .preparing an indicator at home, followed by testing various acid/base samples from kitchen to observe the colour change</p> <p>Demonstration of an activity to determine the pH of substances like lemon Juice, Vinegar, Sodium Hydrogen Carbonate etc. will be shown in the Lab</p> <p>ART INTEGRATION(OUR BODY)</p> <p>Students will be asked to draw Human digestive system on a chart and depict the changes in pH by change in colours</p>	<p>Assignment 1: Multiple Choice Questions and Assertion -Reason Questions</p> <p>Assignment 2: Case/Source Based Questions</p>

<p><b>July</b></p>	<ul style="list-style-type: none"> <li>Salts - Manufacturing, Reaction &amp; Uses of common Salt bleaching powder, baking soda, washing soda &amp; plaster of Paris</li> <li>Water of Crystallisation</li> </ul> <p><b>Ch-3 Metals&amp; Non Metals</b></p> <ul style="list-style-type: none"> <li>Properties of Metals &amp; Non Metals</li> <li>Chemical properties of Metals and Non Metals</li> </ul>	<p>4. To develop understanding of various important chemical compounds &amp; their application in everyday life</p> <p>1. Ability to understand various physical chemical properties of Metal and Non Metal with balanced chemical equation.</p>	<p>Demonstration of an activity based on common uses of washing soda, baking soda and POP will be performed by students</p> <p>Presentation on properties of metals and non metals will be shown using Audiovisual aids</p> <p>Demonstration of reaction of Fe nail with <math>\text{CuSO}_4</math> solution will be done in Lab</p>	<p>Assignment 3:NCERT Back Exercise Questions(page- 34,35)</p> <p>Assignment 4: HOTS Questions</p> <p>Assignment 1: Multiple Choice Questions and Assertion -Reason Questions</p>
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<b>August</b>	<b>Ch-3 Metals&amp; Non Metals</b> <ul style="list-style-type: none"> <li>• Reactivity Series</li> <li>• Ionic compounds- definition, formation, Lewis dot structure</li> <li>• Properties of ionic compounds</li> <li>• Extraction of metals</li> <li>• Corrosion - definition, causes, Examples with equations</li> </ul> Prevention of Corrosion	. To develop skills in performing activities related to reaction of Metals and Non Metals 2.. To understand concept of extraction of metals from its Ore 3. To be responsible and take care of lab apparatus while performing activities in lab.	ART INTEGRATION ACTIVITY(Fun with Bindis) Drawing lewis dot structure of ionic compounds using creative material like bindis will be done to develop the concept Powerpoint presentation on electrolytic refining of copper will be shown in the class	Assignment 2:Case Based/Source Based Questions  Assignment 3: NCERT Back Exercise Questions (Page-56,57)  Assignment 4: HOTS Questions
<b>September</b>	Revision & Half Yearly Examination			



October	<b>Ch-4 Carbon &amp; Its Compound</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Unique / Versatile Property Of Carbon</li> <li>• Hydrocarbons-Saturated &amp; Unsaturated Hydrocarbons</li> <li>• Functional Groups</li> <li>• Halogen</li> <li>• Alcohol</li> <li>• Halogens</li> <li>• Aldehydes</li> <li>• Ketones</li> <li>• Carboxylic acid</li> <li>• Alkene/alkynes</li> <li>• Groups, Molecular formula, structural formula and IUPAC nomenclature</li> </ul>	<ol style="list-style-type: none"> <li>1. To acquire knowledge about carbon compounds &amp; understand various properties.</li> <li>2. To understand the concept of functional groups and classify them in various types</li> <li>3. To develop knowledge about structural and molecular formulas of various carbon compounds</li> </ol>	<p><b>QUIZ TIME</b></p> <p>A Quiz will be conducted in class based on Versatile nature of Carbon</p> <p><b>RELAY RACE</b></p> <p>A Fun activity based on identifying various functional groups and their properties will be organised in form of a RELAY RACE in the School play ground</p>	<p>Assignment 1: Multiple Choice Questions and Assertion Reason Questions</p> <p>Assignment 2: Case/Source Based Questions</p> <p>Assignment 3: NCERT Back Exercise (Page-77,78)</p>

<b>November</b>	<b>Ch-4 Carbon &amp; Its Compound (Contd.)</b> <ul style="list-style-type: none"> <li>• Some important carbon compounds-</li> <li>• Ethanol and Ethanoic acid</li> <li>• Soaps and detergents</li> </ul>	4. To develop skills in performing various activities related to the concept. 5. understand the concept of soaps and detergent and relate it to everydaylife	<b>FUN WITH LATHER</b> Students will be asked to demonstrate the formation of lather using soaps and detergents at home in samples of hard and soft water and to interpret the results.	Assignment 4: HOTS Questions
<b>December</b>	Pre-board Examination			

**HANSRAJ MODEL SCHOOL**  
**PUNJABI BAGH, NEW DELHI**  
**CURRICULUM PLANNING**  
**SESSION 2025-26**  
**SUBJECT: SCIENCE**  
**CLASS: X**

MONTH	TOPIC/SUBTOPICS	LEARNING INTENTIONS	ACTIVITIES	ASSIGNMENTS
April and May	<b>Chapter- Electricity</b> Electric current Potential difference Ohm law, Resistance and resistivity Factors affecting resistance Specific resistance Series law, Parallel law, Application in daily life Power Heating effect of current	The learner <ul style="list-style-type: none"> <li>distinguishes between electron movement and conventional current</li> <li>acquires the skill of drawing correct circuit diagrams</li> <li>is able to choose correct materials for their usefulness on the basis of their resistivity</li> <li>is able to find equivalent resistance of a circuit</li> <li>is able to solve numerical problems</li> <li>understands why household circuits are connected in parallel</li> </ul>	<b>Deshbhakti activity- skit</b> Students are advised about correct and careful use of electrical components. They are emphasized upon with the need to conserve electricity in our country <b>Content related activity</b> 1. Identification of various electrical components 2. Study factors affecting resistance of a metallic wire using wires of different lengths, materials etc <b>Practical</b> To study relationship between potential difference and current <b>Assignment 1</b> for solving electric circuits <b>Assignment 2</b> for conceptual problems	<a href="https://shorturl.at/o6a15">https://shorturl.at/o6a15</a>  <a href="https://shorturl.at/ny4U3">https://shorturl.at/ny4U3</a>  <a href="https://shorturl.at/Ir1a1">https://shorturl.at/Ir1a1</a>  <a href="https://shorturl.at/FZnDi">https://shorturl.at/FZnDi</a>  <a href="https://shorturl.at/VQRby">https://shorturl.at/VQRby</a>

**Practical**

To calculate  
equivalent  
resistance when  
resistors are  
connected

- i) in series
- ii) in parallel

<https://www.olabs.edu.in/?sub=1&brch=4&sim=99&cnt=1>

July	<p><b>Chapter- Magnetic Effect Of Current</b></p> <p>Oersted Experiment Field lines Magnetic field Of i) straight Conductor ii) circular Conductor iii) solenoid Force On a current carrying Conductor in a Magnetic field Fleming left hand rule Direct current, Alternating current, frequency of ac Advantages of ac over dc Domestic circuits</p>	<p>The learner</p> <ul style="list-style-type: none"> <li>• understands that a current carrying conductor is also a source of magnetic field</li> <li>• visualizes, observes and draws magnetic field patterns</li> <li>• applies Right Hand Thumb Rule, Fleming Left Hand Rule</li> </ul>	<p><b>Content related activity</b></p> <ol style="list-style-type: none"> <li>1. Demonstration of SNOW rule</li> <li>2. Demonstration of Fleming Left Hand Rule</li> <li>3. Demonstration of Fleming Right Hand Rule</li> <li>4. Demonstration of magnetic field pattern of             <ol style="list-style-type: none"> <li>i) Bar magnet</li> <li>ii) Straight Conductor</li> <li>iii) Circular coil</li> <li>iv) Solenoid</li> </ol> </li> </ol> <p><b>Art integration activity</b></p> <p>Students will draw Magnetic field pattern of bar magnet using a compass needle on A3 sheet</p> <p>Students will make a colourful collage on various natural phenomenon associated with Magnetic Effect Of Current</p> <p>Alternatively make a collage on important applications of magnetic Effect Of Current in technology and modern life</p> <p><b>Assignment 1</b> related to magnetic Effect Of Current</p> <p><b>Assignment 2</b> diagram based questions</p>	<p><a href="https://shorturl.at/4e9dr">https://shorturl.at/4e9dr</a></p> <p><a href="https://shorturl.at/xpqG4">https://shorturl.at/xpqG4</a></p> <p><a href="https://shorturl.at/ndqb9">https://shorturl.at/ndqb9</a></p> <p><a href="https://rb.gy/lx6mw1">https://rb.gy/lx6mw1</a></p>
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August	<b>Chapter - Light: Reflection and Refraction</b> Reflection of light by plane and spherical mirrors Image formation Mirror formula	The learner <ul style="list-style-type: none"> <li>understands and applies laws of Reflection and Refraction</li> <li>draws ray diagrams and observes the difference between real and virtual image</li> <li>uses mirror formula and applies it in numerical problems and real life situations</li> </ul>	<b>Art Integration:</b> 1. Construct a pictorial concept map 2. Make a colourful crossword puzzle 3. Make a picture study of uses of mirrors and lenses in everyday life <b>Practical:</b> To find the focal length of a concave mirror and convex lens <b>Practical:</b> To trace the path of a ray of light incident on a glass slab <b>Assignment 1</b> from reflection of light <b>Bridging the gap</b> <a href="https://shorturl.at/YXxpe">https://shorturl.at/YXxpe</a>	<a href="https://shorturl.at/DFang">https://shorturl.at/DFang</a> <a href="https://shorturl.at/EzsW2">https://shorturl.at/EzsW2</a>
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September and October	<b>Chapter - Light: Reflection and Refraction continued</b> Laws of refraction Refraction through glass slab Refractive index Refraction of light by spherical lenses Lens formula Power of a lens	The learner <ul style="list-style-type: none"><li>• uses lens formula and apply it in numerical problems and real life situations.</li></ul>	<b>Assignment 2</b> from refraction of light	<a href="https://shorturl.at/W0o5j">https://shorturl.at/W0o5j</a>  <a href="https://shorturl.at/iqA2U">https://shorturl.at/iqA2U</a>
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November	<b>Chapter - Human eye and the colourful world</b> Working of human eye Defects of human eye and their correction Refraction through prism, dispersion Rainbow Atmospheric refraction Scattering of light Tyndall effect	The learner <ul style="list-style-type: none"> <li>• distinguishes between refraction through a glass slab and a glass prism</li> <li>• understands the cause of dispersion and formation of rainbow</li> <li>• understands the cause behind observation of various colourful natural phenomenon based on atmospheric refraction</li> <li>• understands scattering of light and its applications</li> </ul>	<b>Content related activity</b> Students are asked to compare their grandparents' spectacles with those of other members of their family and arrive at conclusions. Also identify the defects in each case  <b>Practical</b> To trace the path of a ray of light through a glass prism <b>Assignment 1</b> from defects of human eye <b>Assignment 2</b> from remaining chapter <b>Activity</b> Tabulate observations when light from a torch is passed through clear water, milky water, muddy water  <a href="https://youtu.be/IUjvmgDaKCs">https://youtu.be/IUjvmgDaKCs</a>  <a href="https://shorturl.at/LrLkv">https://shorturl.at/LrLkv</a>  <a href="https://shorturl.at/1p2Cl">https://shorturl.at/1p2Cl</a>  <a href="https://youtu.be/sjPVjOhm8q4?feature=shared">https://youtu.be/sjPVjOhm8q4?feature=shared</a>	<a href="https://shorturl.at/1NyWt">https://shorturl.at/1NyWt</a>  <a href="https://shorturl.at/pvIZ5">https://shorturl.at/pvIZ5</a>  <a href="https://shorturl.at/5p6zo">https://shorturl.at/5p6zo</a>
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**HANSRAJ MODEL SCHOOL**  
**PUNJABI BAGH, NEW DELHI**  
**ACADEMIC PLAN**  
**SESSION: 2025 – 2026**  
**SUBJECT: COMPUTER APPLICATIONS**  
**CLASS: X**

MONTH	Topic	Sub-topic	Learning Intentions	Assignment
April	Unit 2: HTML	<ul style="list-style-type: none"> <li>• Introduction to web page designing using HTML: create and save an HTML document, access a web page using a web browser.</li> <li>• HTML tags: html, head, title, body, (attributes: text, background, bgcolor, link, vlink, alink), br (break), hr(horizontal rule), inserting comments, h1..h6 (heading), p (paragraph), b (bold), i (italics), u (underline), ul (unordered list), ol (ordered list), and li (list item). Description lists: dl, dt and dd. Attributes of ol (start, type), ul (type).</li> <li>• Font tags (attributes: face, size, color).</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn how to create web pages using HTML.</li> <li>• Students will learn various HTML tags for creating and formatting a web page.</li> </ul>	<ul style="list-style-type: none"> <li>• Theory Assignment</li> <li>• Practical Assignments on creating web pages using HTML tags</li> </ul>
May	Unit 1: Networking	<ul style="list-style-type: none"> <li>• Internet: World Wide Web, web servers, web clients, web sites, web pages, web browsers, blogs, news groups, HTML, web address, e-mail address, downloading and uploading files from a remote site.</li> <li>• Internet protocols: TCP/IP, SMTP, POP3, HTTP, HTTPS. Remote login and file transfer protocols: SSH, SFTP, FTP, SCP, TELNET, SMTP, TCP/IP.</li> <li>• Services available on the internet: information retrieval, locating sites using search engines and finding people on the net;</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn about basic terms related to internet, internet protocols, web services</li> </ul>	<b>Theory assignment</b>

		<ul style="list-style-type: none"> <li>• Web services: chat, email, video conferencing, e-Learning, e-Banking, eShopping, e-Reservation, e-Governance, e-Groups, social networking.</li> <li>• Mobile technologies: SMS, MMS, 3G, 4G.</li> </ul>		
<b>July August september</b>	<b>Unit 2 HTML</b>	<ul style="list-style-type: none"> <li>• Insert images: img (attributes: src, width, height, alt), sup (super script), sub (subscript).</li> <li>• HTML Forms: Textbox, radio buttons, checkbox, password, list, combobox.</li> <li>• Embed audio and video in a HTML page.</li> <li>• Create a table using the tags: table, tr, th, td, rowspan, colspan</li> <li>• Links: significance of linking, anchor element (attributes: href, mailto), targets.</li> </ul>	<b>Students will learn how to</b> <ul style="list-style-type: none"> <li>• <b>insert images in a web page</b></li> <li>• <b>embed audio and video in a web page</b></li> <li>• <b>create HTML forms</b></li> <li>• <b>create a table using HTML tags</b></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>October November</b>	<b>Unit 2 HTML</b>	<ul style="list-style-type: none"> <li>• Cascading style sheets: colour, background-colour, border-style, margin, height, width, outline, font (family, style, size), align, float.</li> </ul>	<b>Students will learn how to use CSS properties</b>	<ul style="list-style-type: none"> <li>• Theory Assignment</li> <li>• Practical Assignment</li> </ul>
	Unit 3: Cyber ethics	<ul style="list-style-type: none"> <li>• Netiquettes.</li> <li>• Software licenses and the open source software movement.</li> <li>• Intellectual property rights, plagiarism and digital property rights.</li> <li>• Freedom of information and the digital divide.</li> <li>• E-commerce: Privacy, fraud, secure data transmission.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn about Netiquettes, software licenses, plagiarism etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Theory assignment</li> </ul>
<b>December</b>	<b>Revision</b>	Discuss technique of answering questions with proper marking scheme		Previous year question papers Sample Question paper

हंसराज माडल स्कूल  
पंजाबी बागः, नव दिल्ली  
पाठ्यचर्या  
सत्रम् – 2025-2026  
विषयः– संस्कृतम्  
कक्षा– दशमी

मासाः	पाठाः/विषयाश्च	अधिगम-उद्देश्यानि	गतिविधयः / अभ्यासपत्राणि
अप्रैल	<p>सेतु पाठ्यक्रमः गतवर्षस्य पठितव्याकरणस्य पुनरावृत्तिः</p> <p>मणिका संस्कृतपाठ्यपुस्तकम् पाठः-1 वाङ्मयं तपः पाठः 2 नास्ति त्यागसमं सुखम् व्याकरणम्</p> <ul style="list-style-type: none"> <li>अव्ययपदानि</li> <li>समयलेखनम्</li> </ul>	<p>वाक्यनिर्माणम्, वाक्यानाम् अशुद्धि- संशोधनम्</p> <ol style="list-style-type: none"> <li>चित्रवर्णनम्</li> <li>पत्रलेखनम्</li> <li>अशुद्धि- संशोधनम्</li> </ol> <p>पाठ-1 श्लोकोच्चारणं गीत - शैल्यां प्रस्तुतं करणीयम् । श्लोके निहितभावं प्रति छात्राणां ध्यानाकर्षणं कारयितव्यम् । सतत-विकास-लक्ष्यं- 4 गुणवत्तापूर्ण शिक्षा</p> <p>पाठ - 2 त्यागी एव पूजनीयः । गौरवं प्राप्यते दानान्न तु वित्तस्य संचयात् - इति सूक्तिमाध्यमेन छात्रेषु परोपकारस्य भावनायाः विकासः सतत-विकास-लक्ष्यं-1 निर्धनतायाः उन्मूलनम् अव्ययपदानि- अव्ययानां महत्त्वं प्रदर्श्य भाषायां संयोजनम्</p>	<p>गतिविधिः-1. वाक्यनिर्माणम् (चित्रवर्णनम्) 2. पत्रम् 3. अशुद्धि संशोधनम्</p> <p>गतिविधिः- 1 श्लोकगायनम् 2.शब्दार्थमेलनम् 3.समयलेखनम् अभ्यासः - पाठ - 1, 2, प्रश्नाः अधिन्यासपत्रम्</p>
मई			

	<p>समासाः- तत्पुरुषः, द्वन्द्वः</p> <p>स्वरसन्धिः- वृद्धिः, यण्, अयादिः</p>	<p>समासाः-</p> <p>पूर्व-उत्तरपदयोः भेदः अपि च समस्तपदानां निर्माणविग्रहम्</p>	<p>अभ्यासपत्रम् – पठितपाठयोः समस्तपदानां निर्माणविग्रहम्</p>
जुलाई	<p>मणिका संस्कृतपाठ्यपुस्तकम्</p> <p>पाठः -3 रमणीया हि सृष्टिरेषा</p> <p>पाठः - 4 आज्ञा गुरुणां हिअविचारणीया</p> <p>व्याकरणम्</p> <p>स्वरसन्धिः- पूर्वरूपम्</p> <p>व्यंजनसन्धिः - परसवर्ण, तुगागमः</p> <p>वर्गीयप्रथमवर्णस्य तृतीयवर्ण परिवर्तनम्</p>	<p>पाठ-3 वसुधैव कुटुम्बकम्, प्रकृतेः सुरक्षायामेव सर्वेषां सुरक्षा वर्तते, अपि च अस्मिन् जगति सर्वे समानाः इत्यस्य प्रतिपादनम् ।</p> <p>सतत-विकास-लक्ष्यम् -11 नगरीयसामुदायिकश्च सततविकासः</p> <p>पाठ- 4</p> <p>गुरोः वचनम् पूजनीयः अपि च गुरोः आज्ञा-माननीया-इति भावनायाः विकासः ।</p> <p>यः तारयेदविद्यां सः गुरुः, गुरुः पूजनीयः - इति-विचारधारा छात्रेभ्यः प्रदानम् ।</p> <p>सतत-विकास-लक्ष्य 4 गुणवत्तापूर्ण- शिक्षा</p>	<p>गतिविधिः-1. ग्रीष्मावकाश-कार्य प्रस्तुतिः</p> <p>2.नाट्यप्रस्तुतिः पाठ- 3</p> <p>अधिन्यासपत्रम्</p> <p>अभ्यासपत्रम् – पाठ - 3,4 प्रश्नाः</p>
अगस्त	<p>मणिकासंस्कृतपाठ्यपुस्तकम् -</p> <p>पाठः 5 - अभ्यासवशग मनः</p> <p>व्याकरणम्</p> <p>प्रत्ययाः- मतुप्, ठक्, त्व, तल् टाप् , डीप्</p> <p>तव्यत् , अनीयर्</p>	<p>पाठ-5</p> <p>मनः तु चञ्चलम्, क्रोधः न करणीयः, मनः तु वशं करणीयम्, दुखस्य मूलकारणं विषयेषु आसक्तिः - इत्यादिकथनैः छात्राणाम् श्रीमद्भगवद्गीतापठनाय प्रेरितकरणम्।</p>	<p>गतिविधिः - श्लोकगायनम्</p> <p>अधिन्यासपत्रम्</p> <p>– पाठः - 5</p> <p>1. सन्धिः</p>

	वाच्यपरिवर्तनम् . पत्रम्, चित्राधारितवाक्यानि अथवा अनुच्छेदलेखनम् अपठित-गद्यांशः	अपि च पत्र-चित्र-अनुच्छेदमाध्यमेन छात्राणां बौद्धिकविकासः।	2. 3.	प्रत्ययाः पत्रम्
सितम्बर	अर्धवार्षिकपरीक्षा			
अक्तूबर	मणिकासंस्कृतपाठ्यपुस्तकम्  पाठः - 6 राष्ट्रम् संरक्ष्यमेव हि पाठः - 7 साधुवृत्तिं समाचरेत्  व्याकरणम् विसर्गसन्धिः- विसर्गस्य उत्त्वम् रत्वम् विसर्गस्य लोपः विसर्गस्थाने स्, श, ष् प्रत्ययाः-	पाठः-6  विज्ञानस्य प्रयोगः - दिव्यास्त्राणां प्रयोगः मनुष्येषु वर्जितः - इत्यस्य प्रतिपादनम् । अपि च महाभारतस्य संक्षिप्त-परिचयः । सतत-विकास-लक्ष्यम् - 16 शान्तेः न्यायस्य च कृते संस्थानम् । पाठः - 6 राष्ट्रम् संरक्ष्यमेव हि पाठः - 7 साधुवृत्तिं समाचरेत्  सत्संगतिः एव करणीया, अपि च यथा कर्म तथा फलम् इति सिद्धान्तस्य प्रतिपादनम् । सतत-विकास-लक्ष्य गुणवत्तापूर्ण शिक्षा  सन्धिः- शुद्धाशुद्ध-शब्दानां ज्ञानम् । प्रत्ययाः - मूलधातुभ्यः क्रियायाः निर्माणम् ।	गतिविधिः- — अभिनयपूर्वकं वाचनम्  1. अभिनयमाध्यमेन संवादाः 2. संवाद-लेखनम् 3. सूक्तिलेखनम् (स्फोरक पत्रे) गृहकार्यम्/ कक्षाकार्यम्  अधिन्यासपत्रम्  — पाठः-6 - श्लोक-प्रश्नाः गतिविधिः - कथावाचनम्  पाठः-6 पाठः- 7 प्रश्नाः  अधिन्यासपत्रम्	
नवम्बर	मणिकासंस्कृतपाठ्यपुस्तकम् पाठः- 8 तिरुक्कुरल् सूक्तिसौरभम् पाठः - 9 सुस्वागतं भोः! अरुणाचलेऽस्मिन् मणिका संस्कृत- अभ्यास-पुस्तकम् समासाः - द्वन्द्वः, अव्ययीभावः वचन-लिंग-पुरुष-लकार-दृष्ट्या संशोधन	पाठः-8 पितृदेवो भव, विद्वान् सर्वत्र पूज्यते, शीलं परं भूषणम्, इतिकथनानां प्रतिपादनम् अपि च 'तिरुक्कुरल्' इतिग्रन्थस्य संक्षिप्त-परिचय-प्रस्तुतिः	गतिविधिः - 1. अरुणाचलप्रदेशस्य संस्कृतेः सचित्रम् संस्कृते वर्णनम् 2. भूमिकानिर्वाहः पाठस्य अभिनयपूर्वकम् वाचनम्	

		<p>पाठ:-9  भारतस्य दर्शनीयस्थलानां  संक्षिप्त-परिचयः अपि च 'अतिथि देवो भव' इत्यस्य  भावनायाः विकासः ।  सतत-विकास-लक्ष्यम् 15 -धरायां जीवनम् ।</p>	<p>अधिन्यासपत्रम्  प्रश्नाः पाठ:- 8  -समासाः  अशुद्धि संशोधनम्  पाठ-9 प्रश्नाः</p>
<p>रचनात्मकं  मूल्यांकनम्  दिसम्बर</p>	<p>औपचारिक-अनौपचारिक-पत्रम्  चित्राधारितवाक्यानि  अथवा  अनुच्छेदलेखनम् अपठित-गद्यांशः  पद्यांशः च</p> <p>पाठ:10 कालोऽहम्  पाठ:11 किम् किम् उपादेयम्</p>	<p>पत्र - चित्र - अनुच्छेद- माध्यमेन छात्राणां मौलिक  चिन्तनस्य विकासः</p> <p>पाठ:10  भारतीय कालगणनायाः परिचयः  पाठ: 11  नैतिकमूल्यानां शिक्षणम्  सतत-विकास-लक्ष्यम् 11-धरायां जीवनम् ।</p>	<p>अधिन्यासपत्रम्</p> <ol style="list-style-type: none"> <li>1. प्रत्ययाः</li> <li>2. संख्या</li> <li>3. चित्रवर्णनम्</li> <li>4. अपठितगद्यांशः</li> </ol> <p>गतिविधिः -1 कालगणनायाः चित्रनिर्माणम्  2 पद्यानाम् सचित्रम् लेखनम्  गायनम्  3 चित्रवर्णनम्  प्रदत्तविषयानुसारं  पञ्चवाक्यानाम् निर्माणम्  4 अनुच्छेद-लेखनम्</p>