

GRADE 10- Curriculum & Assessment Annual Planner



(2026-2027) SUBJECT:-HINDI

STUDENT'S COPY

LEARNING OUTCOMES

साहित्य - छात्र - पाठों के माध्यम से आलोचनात्मक चिंतन, तार्किकता, सराहना, मूल्यांकन, सृजनात्मकता, कल्पनाशीलता, अभिव्यक्ति में मौलिकता एवं जीवन - मूल्यों की पहचान सीखने-समझने में समर्थ होंगे।

व्याकरण - व्याकरण के माध्यम से व्याकरणिक संरचनाओं का बोध, प्रयोग, विश्लेषण व भाषिक कौशल सीखने में समर्थ होंगे।

रचनात्मक कार्य - रचनात्मक कार्य के माध्यम से अभिव्यक्ति की मौलिकता, सृजनात्मकता, भाषा में प्रवाह, उचित प्रारूप का प्रयोग, संकेत बिंदुओं का विस्तार व विचारों को सोदाहरण अभिव्यक्त करने में सक्षम होंगे।

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<u>गद्य</u> - बड़े भाई साहब	<u>पद्य</u> - कबीर (साखी)	<u>गद्य</u> - ततारा वामीरो एक प्रेम कथा, तीसरी कसम के शिल्पकार	<u>गद्य</u> - अब कहाँ दूसरों के दुःख से दुखी होने वाले	पुनः अभ्यास
<u>पद्य</u> - मीरा के पद	<u>गद्य</u> - डायरी का एक पन्ना	<u>पद्य</u> - तोप, आत्मत्राण	<u>पद्य</u> - पर्वत प्रदेश में पावस	<u>संचयन</u> - हरिहर काका
<u>व्याकरण</u> - मुहावरे	<u>व्याकरण</u> - वाक्य रूपांतरण	<u>व्याकरण</u> -, पदबंध, समास	<u>व्याकरण</u> - समास	<u>पद्य</u> - कर चले हम फिदा
वाक्य रूपांतरण	<u>संचयन</u> - टोपी शुक्ला	<u>रचनात्मक-लेखन</u> - विज्ञापन - रचना	<u>रचनात्मक-लेखन</u> सूचना - लेखन, लघु कथा	<u>रचनात्मक-लेखन</u>
<u>रचनात्मक-लेखन</u> - अनुच्छेद - लेखन	<u>रचनात्मक-लेखन</u> औपचारिक पत्र			लघु कथा
अपठित गद्यांश	अपठित गद्यांश			

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>गद्य - पतझड़ में टूटी पतियाँ, कारतूस</p> <p><u>रचनात्मक-</u> लेखन</p> <p>ई - मेल लेखन</p> <p>पुनः अभ्यास</p>	<p>पद्य - मनुष्यता</p> <p><u>संचयन</u> - सपनों के से दिन</p> <p><u>रचनात्मक-लेखन</u> ई - मेल लेखन, लघु कथा, अनुच्छेद - लेखन</p>	<p>पुनः अभ्यास</p>	<p>पुनः अभ्यास</p>	<p>पुनः अभ्यास</p>

ASSESSMENT PLANNER

PA-1 (20 marks)

साहित्य - बड़े भाई साहब

व्याकरण - अपठित - गद्यांश, मुहावरे, वाक्य - रूपांतरण , अनुच्छेद लेखन

HALF YEARLY-PA2- (80 marks)

साहित्य - बड़े भाई साहब, डायरी का एक पन्ना, तताँरा वामीरो एक प्रेम कथा, तीसरी कसम के शिल्पकार, अब
कहाँ दूसरों के दुः ख से दुखी होने वाले

पद्य - मीरा के पद, कबीर (साखी), तोप, आत्मत्राण, पर्वत प्रदेश में पावस

संचयन - टोपी शुकला

व्याकरण - अपठित - गद्यांश, मुहावरे, वाक्य - रूपांतरण, पदबंध, समास

रचनात्मक लेखन - सूचना - लेखन, विज्ञापन - रचना, लघुकथा, अनुच्छेद - लेखन, औपचारिक- पत्र

PRE BOARD AND IMPROVEMENT EXAM- PA3- (80 marks)

साहित्य - बड़े भाई साहब, ततॉरा वामीरो एक प्रेम कथा, अब कहाँ दूसरों के दुः ख से दुखी होने वाले, पतझड़ में टूटी पतियाँ, डायरी का एक पन्ना, तीसरी कसम के शिल्पकार, कारतूस

पद्य - कबीर (साखी), मीरा के पद, तोप, आत्मत्राण, पर्वत प्रदेश में पावस, मनुष्यता, कर चले हम फ़िदा

संचयन - हरिहर काका, सपनों के से दिन, टोपी शुक्ला

व्याकरण - अपठित - गद्यांश , मुहावरे, वाक्य - रूपांतरण, पदबंध, समास

रचनात्मक लेखन - सूचना - लेखन, विज्ञापन - रचना, लघु कथा, अनुच्छेद - लेखन, औपचारिक - पत्र, ई - मेल लेखन

MULTIPLE ASSESSMENT-(5 marks)

MULTIPLE ASSESSMENT-1 (MA1) - अपठित - गद्यांश

MULTIPLE ASSESSMENT-2(MA2) - सूचना - लेखन

PORTFOLIO ASSESSMENT- (5 marks)

PORTFOLIO ASSESSMENT (PORT-1) - परियोजना कार्य -

अंडमान निकोबार द्वीपसमूह की दो लोककथाएँ लिखकर उनसे संबंधित चित्र भी लगाएँ |

(A4 size शीट पर यह कार्य करेंगे |)

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PORTFOLIO ASSESSMENT (PORT-2) -

अनुच्छेद - लेखन, औपचारिक - पत्र, सूचना - लेखन, विज्ञापन - रचना

SUBJECT ENRICHMENT (SE)-(5 marks)

SUBJECT ENRICHMENT - 1 (SE1) - कबीर - दोहा वाचन / बस एक मिनट

SUBJECT ENRICHMENT - 2 (SE2) - ASL (श्रवण - कौशल)

BOARD EXAM-(80 marks)

साहित्य - बड़े भाई साहब, ततारा वामीरो एक प्रेम कथा, अब कहाँ दूसरों के दुः ख से दुखी होने वाले, पतझड़ में टूटी पत्तियाँ, डायरी का एक पन्ना, तीसरी कसम के शिल्पकार, कारतूस

पद्य - कबीर (साखी), मीरा के पद, तोप, आत्मत्राण, पर्वत प्रदेश में पावस, मनुष्यता, कर चले हम फिदा

संचयन - हरिहर काका, सपनों के से दिन, टोपी शुक्ला

व्याकरण - अपठित - गद्यांश, मुहावरे, वाक्य - रूपांतरण, पदबंध, समास

रचनात्मक लेखन - सूचना - लेखन, विज्ञापन - रचना, अनुच्छेद - लेखन, औपचारिक - पत्र, ई - मेल लेखन, लघु कथा

**** Subject to change as per CBSE DIRECTIVES**



GRADE 10 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT: -ENGLISH Student's Copy

LEARNING OUTCOMES

The students will be able to:

- acquire the skills of listening, speaking, reading and writing in an integrated manner.
- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required to engage in independent reflection.
- use appropriate English to communicate in various social settings.
- use essential language skills to question and articulate their point of view.
- build competence in the different aspects of English.
- develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect.
- access knowledge and information through reference skills.
- (Consulting a dictionary/thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading.
- facilitate self-learning to enable them to become independent learners.
- review, organize and edit their work and work done by peers.
- integrate listening and speaking skills into the curriculum.
- give a brief oral description of events/incidents of topical interest.
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non classroom situations.
- narrate a story that has been depicted pictorially or in any other non-verbal mode
- respond in writing to business letters, official communications, emails etc
- read and identify the main points/significant details of a given text.
- transcode information from a graph/chart to a description.
- write on a given topic and be able to express the stand taken with convincing arguments.
- write an assessment of different points of view expressed in a discussion/debate.
- read poems effectively with proper rhythm and

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>Literature: -Two Gentlemen of Verona -<i>The Frog and the Nightingale</i></p> <p>M.C.B- Unit 1- Health and Medicine</p> <p>Writing skill: Application for leave/ change of subject /change of section/ bus timings etc</p> <p>Grammar: I.G.E- Editing or Omission</p> <p>Workbook- Unit 1,2</p> <p>Note: Use MCB for reading comprehension</p>	<p>Literature: -Mrs. Packletide's Tiger -<i>Not Marble, nor the Gilded Monuments (Sonnet 55)</i></p> <p>Grammar: I.G.E Practice- Editing or Omission</p> <p>Workbook-Unit 3,4</p> <p>Writing skill: Practice- Application</p>	<p>Literature: -The Letter -<i>Ozymandias</i></p> <p>- M.C.B Unit 2-Education</p> <p>Writing skill: -Factual Description of a person/object</p> <p>Grammar: I.G.E- Gap filling</p> <p>Workbook UNIT-5,6</p>	<p>Literature: -A Shady Plot - The Dear Departed -<i>The Rime of the Ancient Mariner(Intro)</i></p> <p>M.C.B Unit 3-Science</p> <p>Writing skill: -Formal letters aligned to MCB</p> <p>Grammar: Sentences Reordering and Sentence Transformation</p> <p>Workbook- Unit 7,8</p>	<p>Literature: -<i>The Rime of the Ancient Mariner</i></p> <p>-M.C. B- Unit 4: Environment</p> <p>Writing skill: Article Writing aligned to MCB</p> <p>Grammar: Revision-I.G. E</p> <p>Workbook- Unit 9,10</p>

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>Literature: -Patol Babu, Film Star -Julius Caesar</p> <p>M.C.B Unit 5: Travel and Tourism</p> <p>Writing skill: -Article writing (Practice)</p> <p>Grammar: -Sentences Reordering and Sentence Transformation</p> <p>Workbook- Unit 11,12</p>	<p>Literature: -Virtually True -<i>Snake</i></p> <p>M.C. B Unit 6: National Integration</p> <p>Writing skill: Articles cntd.</p> <p>Grammar: Revision (Gap Filling, editing, omission, sentence transformation)</p> <p>Workbook Units 13,14</p>	<p>PRE BOARDS& REVISION</p>	<p>PRE BOARDS& REVISION</p>	

Assessment Planner

PA-1 (20 marks)

Literature -Two Gentlemen of Verona, The Frog and The Nightingale

Writing skill: - Application for leave/ change of subject /change of section/

bus-timings etc **Grammar**-- Editing or Omission

Reading Comprehensions : Factual / Descriptive passages

Half Yearly (PA-2) (80 marks)

Literature- Two Gentlemen of Verona, The Frog and The Nightingale, -Mrs. Packletide's Tiger, Not Marble nor the Gilded Monuments (Sonnet 55), The Letter, Ozymandias, A Shady Plot, The Dear Departed, The Rime of the Ancient Mariner

Grammar- Editing or Omission, Gap filling, Sentences Reordering and Sentence

Transformation **Writing skill:** Applications, Factual Description of a person/object,

Formal letters, Article Writing **Reading Comprehensions:** Factual and Descriptive passages

Pre Board 1 (Dec) & Pre Board 2 (Jan) -(PA-3) (80 marks)

Literature- Two Gentlemen of Verona, The Frog and The Nightingale, Mrs. Packletide's Tiger, The Letter, Not Marble nor the Gilded Monuments (Sonnet 55), A Shady Plot, The Dear Departed, Ozymandias, Patol Babu- Film Star, The Rime of the Ancient Mariner, Julius Caesar, Virtually True, Snake

Grammar- Editing or Omission, Gap filling, Sentences Reordering or Sentence

Transformation **Writing skill:** Applications, Factual Description of a person/object,

Formal letters, Article Writing **Reading Comprehensions :** Factual and Descriptive passages

Multiple Assessment (MA)(5 marks)

MA1: Mélange Intra-Level Activity

MA2: Just a Minute (JAM)

Portfolio Assessment (PORT) (5 marks)

PORT. 1: (Notebook Evaluation)

PORT.2 (Notebook Evaluation)

Subject Enrichment (SE) (5 marks)

SE1 Listening Module (Paired state)

SE2: Poster Making (Based on MCB)

Board Exam (80 marks)

Literature- Two Gentlemen of Verona, The Frog and The Nightingale, Mrs. Packletide's Tiger, The Letter, Not Marble nor the Gilded Monuments (Sonnet 55), A Shady Plot, The Dear Departed, Ozymandias, Patol Babu, Film Star, The Rime of the Ancient Mariner, Julius Caesar, Virtually True, Snake

Grammar- Editing or Omission, Gap filling, Sentences Reordering and Sentence

Transformation **Writing skill:** Applications, Factual Description of a person/object,

Formal letters, Article Writing **Reading Comprehensions:** Factual and Descriptive

**** Subject to change as per CBSE DIRECTIVES**



Curriculum & Assessment Annual Planner 2026 - 2027

SUBJECT :-Mathematics Class 10 (Students Copy)

Curriculum Planner				
April Polynomials Pair of linear Equations in two variables Triangles	May Triangles Real Numbers	July Coordinate Geometry Intro to Trigonometry	Aug Applications of trigonometry Areas Related to Circles Probability	Sep Quadratic Equations
Oct Circles Arithmetic Progression	Nov Surface Areas & Volumes Statistics	Dec Preboard Remediation	Jan Improvement Exam Remediation	Feb Board Exams

Assessment Planner	
PA-1 (20 Marks)	
● Polynomials	● Pair of Linear Equations in two variables
PA-2 / Half Yearly (80 Marks)	
● Real Numbers	● Polynomials
● Intro to Trigonometry	● Coordinate Geometry
● Pair of Linear Equation in two variables	● Areas Related to Circles
● Triangles	● Probability
Pre Board & Improvement Exam- (PA-3) (80 marks)	
● Real Numbers	● Polynomials
● Intro to Trigonometry	● Coordinate Geometry
● Pair of Linear Equation in two variables	● Areas Related to Circles
● Quadratic Equations	● Some Applications of Trigonometry
● Arithmetic Progression	● Circles
	● Statistics
	● Surface Areas & Volume
Multiple Assessment : MA (5 marks)	
● Term -1 : Brochure based on Real Numbers	
● Term - 2 : Brochure based on Arithmetic Progressions	
Portfolio Assessment : PORT (5 Marks)	
● Term -1 : Journal (mind map based on) : Polynomials, Pair of Linear Equations, Triangle	
● Term -2 : Journal based on: Formulae for Algebraic identities, Formulae for Surface Area and Volumes, Properties of Quadrilaterals, Properties of Circles	
Subject Enrichment : SE (5 Marks)	
● Term -1 : 4 Lab activities [Polynomial ; Pythagoras theorem ; centroid ; linear equations]	
● Term -2 : 4 Lab activities [Andaman & Nicobar ; tangent to the circle ; AP ; surface area]	
Board Exam (80 Marks)	
● Real Numbers	● Polynomials
● Intro to Trigonometry	● Coordinate Geometry
● Pair of Linear Equation in two variables	● Areas Related to Circles
● Quadratic Equations	● Some Applications of Trigonometry
● Arithmetic Progression	● Circles
	● Statistics
● Surface Areas & Volume	● Triangles
	● Probability

**** Subject to change as per CBSE Directives.**



GRADE 10 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT: - SCIENCE

LEARNING OUTCOMES

- Know the importance of various life processes, like nutrition, respiration, transportation and excretion in plants and animals.
- Analyse and differentiate between various types of chemical reactions.
- Appreciate the role of decomposers in nature.
- Explain the 10% law of energy flow and bio magnification.
- Identify different parts of human brain.
- Trace the sequence of events taking place during a reflex action.
- Deduce ohm's law and verify it experimentally.
- Solve numerical on combination of resistors in series and parallel.
- Discuss the magnetic field around a straight current carrying conductor, a circular loop, a solenoid and an electromagnet.
- Appreciate the importance of pH in daily life.
- Draw ray diagrams for image formation by Spherical Mirrors (concave and convex mirror).
- Interpret and explain the varying degree of reactivity that metals display towards air water and acids through description and equations.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<u>CHEM:</u> CHEMICAL REACTIONS AND EQUATIONS <u>BIO:</u> LIFE PROCESSES	<u>PHY:</u> LIGHT: REFLECTION AND REFRACTION <u>BIO:</u> OUR ENVIRONMENT	<u>CHEM:</u> ACIDS, BASES AND SALTS <u>BIO:</u> CONTROL AND COORDINATION	<u>PHY:</u> HUMAN EYE AND THE COLORFUL WORLD <u>PHY:</u> ELECTRICITY	<u>CHEM:</u> METALS AND NON METALS
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<u>PHY:</u> MAGNETIC EFFECTS OF ELECTRIC CURRENT <u>BIO:</u> HOW DO ORGANISMS REPRODUCE?	<u>CHEM:</u> CARBON AND ITS COMPOUNDS <u>BIO:</u> HEREDITY <b style="text-align: center;"><u>REVISION</u>	PREBOARD EXAM	IMPROVEMENT EXAM	-

Assessment Planner

PA-1 (20 marks)

CHEM: CHEMICAL REACTIONS AND EQUATIONS

BIO: LIFE PROCESSES

Half Yearly (PA-2) (80 marks)

CHEM: CHEMICAL REACTIONS AND EQUATIONS

CHEM: ACIDS, BASES AND SALTS

BIO: LIFE PROCESSES

BIO: OUR ENVIRONMENT

BIO: CONTROL AND COORDINATION

PHY: LIGHT: REFLECTION AND REFRACTION

PHY: HUMAN EYE AND THE COLORFUL WORLD

Pre Board Exam (Dec) & IMPROVEMENT EXAM (Jan)) -(PA-3) (80 marks)

CHEM: CHEMICAL REACTIONS AND EQUATIONS

CHEM: ACIDS, BASES AND SALTS

CHEM: METALS AND NON METALS

CHEM: CARBON AND ITS COMPOUNDS

BIO: LIFE PROCESSES

BIO: OUR ENVIRONMENT

BIO: HEREDITY

BIO: CONTROL AND COORDINATION

BIO: HOW DO ORGANISMS REPRODUCE?

PHY: LIGHT: REFLECTION AND REFRACTION

PHY: HUMAN EYE AND THE COLORFUL WORLD

PHY: ELECTRICITY

PHY: MAGNETIC EFFECTS OF ELECTRIC CURRENT

Multiple Assessment (MA) (5 marks)

MA1

CLASS TEST FROM ANY 2 CHAPTERS OF TERM 1

MA2

CLASS TEST FROM ANY 2 CHAPTERS OF TERM 2

Portfolio Assessment (PORT) (5 marks)

PORT. 1 Prepare an accordion journal on any one of the following topics- related to the rich diversity in Andaman and Nicobar Islands.

Choose any one aspect from the following:

- Food chain
- Bio-magnification
- Food resources

PORT.2

Notebook Evaluation

Subject Enrichment (SE) (5 marks)

SE1

Conduct of practical and assessment of practical file.

SE2

Conduct of practical and assessment of practical file.

Board Exam (80 marks)

CHEM: CHEMICAL REACTIONS AND EQUATIONS

CHEM: ACIDS, BASES AND SALTS

CHEM: METALS AND NON METALS

CHEM: CARBON AND ITS COMPOUNDS

BIO: LIFE PROCESSES

BIO: OUR ENVIRONMENT

BIO: HEREDITY

BIO: CONTROL AND COORDINATION

BIO: HOW DO ORGANISMS REPRODUCE?

PHY: LIGHT: REFLECTION AND REFRACTION

PHY: HUMAN EYE AND THE COLORFUL WORLD

PHY: ELECTRICITY

PHY: MAGNETIC EFFECTS OF ELECTRIC CURRENT

ALL PRACTICAL BASED ON THE ABOVE CHAPTERS.

LIST OF EXPERIMENTS:

1. (a) To find the pH of the following samples by using pH paper/universal indicator. i) Dilute Hydrochloric acid ii) Dilute NaOH solution iii) Dilute Ethanoic acid solution iv) Lemon juice v) Water vi) Dilute Sodium Bicarbonate Solution.
(b) To study the properties of acids and bases (dilute HCl & dilute NaOH) by their reaction with i) Litmus solution (Blue/Red) ii) Zinc metal iii) Solid Sodium Carbonate.
2. Performing and observing the following reactions and classifying them into: Combination, Decomposition, displacement and double displacement reactions.
 - (a) Action of water on quick lime
 - (b) Action of heat on ferrous sulphate crystals
 - (c) Iron nail kept in copper sulphate solution
 - (d) Reaction between sodium sulphate and barium chloride solutions.
3. To observe the action of Zn, Fe, Cu and Al metals on the following salt solutions. i) $ZnSO_4$ (aq.) ii) $FeSO_4$ (aq.) iii) $CuSO_4$ (aq.) iv) $Al_2(SO_4)_3$ (aq.) b) Arrange Zn, Fe, Cu and Al metals in the decreasing order of reactivity based on the above result.
4. To study the dependence of current (I) on the potential difference (V) across a resistor and determine its resistance. Also plot a graph between V and I.
5. To determine the equivalent resistance of two resistors when connected in series and parallel.
6. To prepare a temporary mount of a leaf peel to show stomata.
7. To show experimentally that carbon dioxide is given out during respiration.
8. To study the following properties of acetic acid (ethanoic acid): i) odour ii) solubility in water iii) effect on litmus iv) reaction with sodium bicarbonate.
9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water.
10. To determine the focal length of a) Concave mirror b) Convex lens by obtaining the image of a distant object.
11. To trace 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 results.
12. To study (a) binary fission in Amoeba and (b) budding in yeast with the help of prepared slides.
13. Tracing the path of the rays of light through a glass prism.
14. Identification of the different parts of an embryo of a dicot seed.

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GRADE 10- Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:- SOCIAL SCIENCE

STUDENT'S COPY

LEARNING OUTCOMES

The learners will be able to-

- Discover that the growth of modern nationalism is intimately connected to the anti-colonial movement in India and identify the diverse processes through which nation states and nationalism came into being in nineteenth century Europe
- Examine how power sharing promotes harmony amongst Indians transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women.
- Appreciate the diversity in natural resources and their contribution to the economy with a focused study of sustainable economic development.
- Identify economic development as “human development” vis a vis other indicators that along with income, broadly define the quality of life of a people.
- Differentiate between types of resources and define the concept of Sustainable development
- Analyse the impact of industrialization and development of print technology on Europe and India
- Develop sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggest measures for their conservation

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
POL SC: CH 1 Power Sharing	REVISION P.A.1	POL SC: CH 2 Federalism (Contd.)	HIST.:CH 4 Age of Industrialisation	POL.SC.:CH3 Gender, Religion and Caste
ECO: CH 1 Development	GEO: CH 1 Resources & Development	ECO: CH 2 Sectors of the Indian Economy	ECO: CH 3 Money & Credit GEO: CH 2 Forest and Wildlife Resources	
HIST: CH 1 Nationalism in Europe	POL SC: CH 2 Federalism (Intro.)	GEO: CH 4 Agriculture	POL SC: CH 4 Political Parties	
	CH 5 Consumer Rights **	HIST: CH 2 Nationalism in India		Revision- Half Yearly

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
POL SC: CH 5 Outcomes of Democracy GEO: CH 5 Minerals & Energy Resources HIST: CH 5 Print Culture and the Modern World GEO: CH 6 Manufacturing Industries (Intro.) GEO: CH 7 Lifelines of the National Economy (MAP POINTING ONLY) (IDP)	GEO: CH 3 Water Resources GEO: CH 6 Manufacturin g Industries (Contd.) HIST: CH 3 The Making of the Global World ECO: CH 4 Globalisation & the Indian Economy			

ASSESSMENT PLANNER

PA-1 (20 marks)

Hist.: Ch-2 Nationalism in Europe (till page no. 10 up to unit 2.2)
 Pol. Sc.: Ch-1 Power Sharing
 Eco.: Ch-1 Development
 Geo.: Ch. 1 Resources and Development (Upto Conservation of resources)

HALF YEARLY-PA2- (80 marks)

Hist: Ch-1 Rise of Nationalism in Europe; Ch-2 Nationalism in India; Ch- 4-Age of Industrialisation
 Geo: Ch-1 Resources and Development; Ch- 2 Forest and wildlife resources; Ch-4 Agriculture
 Pol. Sc: Ch-1 Power Sharing; Ch-2 Federalism in India
 Eco: Ch-1 Development Ch-2 Sectors of the Indian Economy
 Ch-3 Money and Credit

LIST OF MAP ITEMS

History

1.Nationalism in India

I. Congress sessions:

- 1920 Calcutta
- 1920 Nagpur.
- 1927 Madras session,

II. Satyagraha movements: Kheda (Gujarat) Champaran (Bihar). Ahmedabad (Gujarat) mill workers

III. Jallianwala Bagh

IV. Dandi March

Geography

2. Resources and Development

a. Identify: Major Soil Types

3. Agriculture Identify: Major areas of Rice and Wheat

b. Largest/ Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute

4. Water Resources

Locating and Labelling: Salal , Bhakra Nangal, Tehri, Rana Pratap Sagar, Sardar Sarovar, Hirakud, Nagarjuna Sagar, Tungabhadra .

PRE BOARD AND IMPROVEMENT EXAM– PA3- (80 marks)

History: Ch-1 Rise of Nationalism in Europe Ch-2 Nationalism in India Ch-3 Making of the Global World
(SUB-TOPIC-1-1.3) Ch-5 Print Culture and the Modern World

Pol. Sc.: Ch-1 Power Sharing Ch-2 Federalism Ch-3 Gender, Religion and Caste Ch-4 Political Parties
Ch-5 Outcomes of Democracy

Geography: Ch-1 Resources and Development Ch.- 2 Forests and Wildlife Ch -3 Water Resources Ch-4
Agriculture Ch-5 Minerals and Energy Resources Ch-6 Manufacturing Industries Ch-7 Lifelines of the
Indian Economy **(Only map pointing to be evaluated in the Board Examination)**

Economics: Ch-1 Development Ch-2 Sectors of the Indian Economy Ch-3 Money and Credit Ch-4
Globalisation and the Indian Economy **(To be evaluated in the Board Examination: What is
Globalization? Factors that have enabled Globalisation**

LIST OF MAP ITEMS

History

1. Nationalism in India

I. Congress sessions:

- 1920 Calcutta
- 1920 Nagpur.
- 1927 Madras session,

II. Satyagraha movements: Kheda (Gujarat) Champaran (Bihar). Ahmedabad(Gujarat) mill workers

III. Jallianwala Bagh

IV. Dandi March

Geography

2. Resources and Development

Identify: Major Soil Types

3. Water Resources

- Locating and Labelling: Salal, Bhakra Nangal, Tehri, Rana Pratap Sagar, Sardar Sarovar, Hirakud , Nagarjuna Sagar, Tungabhadra.

4.Agriculture Identify:

- **Major areas of Rice and Wheat**
- **Largest/ Major producer states** of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute

5.Minerals and Energy Resources Identify:

- **Iron Ore mines** : Mayurbhanj, Durg, Bailadila, Bellary, Kudremukh
- **Coal Mines** : Raniganj , Bokaro, Talcher, Neyveli
- **Oil Fields** : Digboi, Naharkatia, Mumbai High, Bassien, Kalol, Ankleshwar
- **Locate & label: Power Plants** a. Thermal - Namrup Singrauli Ramagundam b. Nuclear - Narora Kakrapar Tarapur Kalpakkam

6.Manufacturing Industries (Locating and Labelling 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. Gandhinagar c. Mumbai d. Pune e. Hyderabad, f. Bengaluru g. Chennai. h. Thiruvananthapuram

7.Lifelines of the National Economy (Locating and Labelling):

- **Major sea ports:** Kandla, Mumbai, Marmagao, New Mangalore, Kochi, Tuticorin, Chennai Visakhapatnam, Paradip , Haldia
- **International Airports:** Amritsar (Raja Sansi - Sri Guru Ram Dass jee) Delhi (Indira Gandhi) Mumbai (Chhatrapati Shivaji) Chennai (MeenamBakkam) Kolkata (Netaji Subhash Chandra Bose) Hyderabad (Rajiv Gandhi)

Note: Items of Locating and Labelling may also be given for Identification.

MULTIPLE ASSESSMENT-(5 marks)

MULTIPLE ASSESSMENT-1 (MA1)

Interdisciplinary project as part of multiple assessments

1. (ECO/HISTORY/GEOG)The Making of a Global World + Globalisation and The Indian Economy + Lifelines of National Economy -
GROUP PPT/GROUP PROJECT
2. Poster making/Accordion Book on the partner state

MULTIPLE ASSESSMENT-2(MA2)

CROSSWORD/MCQ

PORTFOLIO ASSESSMENT- (5 marks)

PORTFOLIO ASSESSMENT (PORT-1)

1. Map Work
2. Notebook evaluation

PORTFOLIO ASSESSMENT (PORT-2)

1. Map Work
2. Notebook evaluation

SUBJECT ENRICHMENT (SE)-(5 marks)

SUBJECT ENRICHMENT1 (SE1)-

Economics: Ch-5 Consumer Rights -Students to prepare a 15 page handwritten project report on:-

CONSUMER RIGHTS- HISTORY/RIGHTS

1. History of Consumer Movement in India
2. Rights and Duties of Consumers

SUBJECT ENRICHMENT2 (SE2)-

CONSUMER RIGHTS- CASE STUDY

One case study including solutions.

Knowledge will be tested through a viva

BOARD EXAM-(80 marks)

History: Ch-1 Rise of Nationalism in Europe Ch-2 Nationalism in India Ch-3 Making of the Global World
(SUB-TOPIC-1-1.3) Ch-5 Print Culture and the Modern World

Pol. Sc.: Ch-1 Power Sharing Ch-2 Federalism Ch-3 Gender, Religion and Caste
Ch-4 Political Parties Ch-5 Outcomes of Democracy

Geography: Ch-1 Resources and Development Ch.- 2 Forests and Wildlife Ch -3 Water Resources Ch-4
Agriculture Ch-5 Minerals and Energy Resources
Ch-6 Manufacturing Industries Ch-7 Lifelines of the Indian Economy **(Only map pointing to be evaluated
in the Board Examination)**

Economics: Ch-1 Development Ch-2 Sectors of the Indian Economy Ch-3 Money and Credit
Ch-4 Globalisation and the Indian Economy-**(ONLY What is Globalization? Factors that have enabled
Globalisation)**

LIST OF MAP ITEMS

History

1.Nationalism in India

I. Congress sessions:

- 1920 Calcutta
- 1920 Nagpur.
- 1927 Madras session,

- II. **Satyagraha movements:** Kheda (Gujarat) Champaran (Bihar). Ahmedabad(Gujarat) mill workers
III. Jallianwala Bagh
IV. Dandi March

Geography

2.Resources and Development

Identify: Major Soil Types

3.Water Resources Locating and Labelling: Salal Bhakra Nangal Tehri Rana Pratap Sagar Sardar Sarovar Hirakud Nagarjuna Sagar Tungabhadra

4.Agriculture Identify:

- **Major areas of Rice and Wheat**
- **Largest/ Major producer states** of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute Minerals and Energy

5.Minerals and Energy Resources Identify:

- a. **Iron Ore mines** Mayurbhanj Durg Bailadila Bellary Kudremukh b. Coal Mines Raniganj Bokaro Talcher Neyveli c. Oil Fields Digboi Naharkatia Mumbai High Bassien Kalol Ankleshwar
- Locate & label: **Power Plants** a. Thermal Namrup Singrauli Ramagundam b. Nuclear Narora Kakrapar Tarapur Kalpakkam

6.Manufacturing Industries (Locating and Labelling 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. Gandhinagar c. Mumbai d. Pune e. Hyderabad, f. Bengaluru g. Chennai. h. Thiruvananthapuram

7.Lifelines of the National Economy (Locating and Labelling):

- **Major sea ports** Kandla Mumbai Marmagao New Mangalore Kochi Tuticorin Chennai Visakhapatnam Paradip Haldia
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Note: Items of Locating and Labelling may also be given for Identification.

**** Subject to change as per CBSE DIRECTIVES**

GRADE 10- Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:- Computer Science

STUDENT'S COPY

LEARNING OUTCOMES

Students will be able to:

1. Elaborate looping statement (WHILE) along with python codes.
2. Elaborate looping statement (FOR) along with use of range().
3. Apply the looping concept along with the jump statements.
4. Create and use function in Python coding.
5. Apply the knowledge of String datatype with its methods and operators to solve problems.
6. Write python programs using the concepts taught in class.

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Chapter 4: Looping statements in Python (Page 42 to 45)	Chapter 4: Looping statements in Python (Page 46 to 47) Revision of PA1 Syllabus PA1 Exam	Chapter 4: Looping statements in Python (Page 48 to 53)	Chapter 5: Functions in Python (Page 54 to 63)	Revision of Term1 (PA2) Syllabus Term1 (PA2) Exam
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Chapter 6: String handling in Python (Page 64 to 67)	Chapter 6: String handling in Python (Page 68 to 77) Revision of Pre-Board Syllabus Pre-Board Exam			

ASSESSMENT PLANNER

PA-1 (20 marks)

Chapter 4: Looping statements in Python (Page 42 to 47)

HALF YEARLY-PA2- (40 marks)

Chapter 4: Looping statements in Python (Page 42 to 53)

Chapter 5: Functions in Python (Page 54 to 63)

PRE BOARD AND IMPROVEMENT EXAM– PA3- (40 marks)

Chapter 4: Looping statements in Python (Page 42 to 53)

Chapter 5: Functions in Python (Page 54 to 63)

Chapter 6: String handling in Python (Page 64 to 77)

MULTIPLE ASSESSMENT-(5 marks)

MULTIPLE ASSESSMENT-1 (MA1)

Debugging/Output of Python Program to assess the skills acquired by the students based on the concepts covered. This must be based on the Indian state in focus.

MULTIPLE ASSESSMENT-2(MA2)

Debugging/Output of Python Program to assess the skills acquired by the students based on the concepts covered. This must be based on the Indian state in focus.

PORTFOLIO ASSESSMENT- (5 marks)

PORTFOLIO ASSESSMENT (PORT-1)

Notebook + A presentation based on case study (This must be based on the Indian state in focus.)

PORTFOLIO ASSESSMENT (PORT-2)

Notebook + Worksheet

SUBJECT ENRICHMENT (SE)-(5 marks)

SUBJECT ENRICHMENT1 (SE1)-

Students will be asked to write a program in Python according to the instructions given. • It will be a hands-on experience on the computer.

SUBJECT ENRICHMENT2 (SE2)-

Students will be asked to write a program in Python according to the instructions given. • It will be a hands-on experience on the computer.

**** Subject to change as per CBSE DIRECTIVES**



GRADE 10 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT: - P.E

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- 1. Apply and refine Locomotors Skills and concepts effort space and relationship to perform and create a variety of activities to improve Personal performance.**
- 2. Adopt and improve activity specific skills a variety of games.**
- 3. Select plan and create game that incorporates simple and more Challenging strategies and tactics.**
- 4. Adopt and improve activity specific skills in a variety of individual pursuits Eg: - Resistance Training Aerobics**
- 5. Communicate thoughts and feelings in an appropriate respectful Manner as they relate to participation in physical education.**
- 6. Discuss issues related to positive athletic / active living role.**
- 7. Demonstrate etiquette and fair play.**
- 8. Describe apply monitor and assess leadership and followership skills Related to physical activity.**
- 9. Develop and apply practice that contributes to team work.**
- 10. Identify and Demonstrate positive behaviour that show respect for self and other**

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
1.Surya Namaskar 2.Athletic Selections Events 100M, 200M,400M 3.Final Selections 4.Games.	1.Surya Namaskar 2.Athletics Selections Events Long Jump Shot Put 3.Final Selections 4.Games.	1.Athletics Practise 2.Hip mobility Exercise 3.Games.	1.Surya Namaskar & Hip mobility Exercise 2.Athletics Practise 3.Games.	1.Assessment TERM 1 2.Athletics Practise 3.Games.
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
1.Strength & Endurance 2.Athletics Practise 3.Games.	1.Speed & Coordination Ability 2.Athletics Practise 3.Games.			

Assessment Planner

Half Yearly (5 marks)

TERM -1 (Sep)		CHECK LIST
Grade criteria	Sport: - Yoga Skill: - Surya Namaskar	
Mark 5 A		1 BODY COORDINATION
Mark 4 B		2 EYE COORDINATION
Mark 3 C		3 TEAM WORK
Mark 2 C		4 ENDURANCE
Mark 1 C		5 DISCIPLINE

Final Term (5 marks)

TERM -2 (Feb)		CHECK LIST
Grade criteria	Game: - Cricket Skill: - HIGH CATCH WITH ORTHODOX CUP	
Mark 5 A		1 BALL CONTROL
Mark 4 B		2 EYES ON THE BALL
Mark 3 C		3 COME UNDER THE BALL
Mark 2 C		4 ORTHODOX CUP
Mark 1 C		5 DISCIPLINE

**** Subject to change as per CBSE DIRECTIVES**



GRADE 10 Annual Planner

2026-27

SUBJECT :- Art

Student's copy

LEARNING OUTCOMES

- Demonstrate safe and proper use, care, and storage of media, materials, and equipment used in Art work.
- Develop critical thinking skills.
- Demonstrate evidence of reflection, thoughtfulness, and care in selecting ideas and completing work.
- Demonstrate refined observational skills.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Abstract painting using spatula and acrylic paints Zentangle cats	String art Ruth asawa inspired art	Still life pencil shading Still life pencil colours	Emboss foil stamps Chalk powder printing	Folk art western
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Art exhibition preparation	Flextangle	PB 1	PB2	

Assessment				
PA1 & 2				
Max marks 10	Criteria			
Marks >9 Grade A		Grade A	Grade B	Grade C
	Creativity	Highly original	Some original	Limited ideas

Marks 6-9 Grade B Marks <6 Grade C	Technique	Excellent control	Minor mistakes	Basic skills
	Use of tools & material	Effective	Mostly appropriate	Poor selection
	Individual effort	Consistent	Moderate	Minimal

*** Subject to change depending on the availability of the resource person/resource material.**

GRADE 10 Curriculum & Assessment Annual Planner (2026-2027)



SUBJECT:-LIBRARY

STUDENT'S COPY

LEARNING OUTCOMES

- Library rules - objective- to use library effectively.
- Related Vocabulary – objective – students will learn new words and their usage.
- Read Aloud will help students to enhance their reading skills and create interest in reading. It will also improve their pronunciation.
- Guided Reading will trigger their interest in reading. It develops the self-learning skills of students. It nurtures good moral values and principles in the children. It cultivates respect and love for the nation and its culture in the students

The following titles are for compulsory reading:

- THE ALCHEMIST BY PAULO COELHO
- RICH DAD POOR DAD BY ROBERT KIYOSAKI

CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Library Rules- Prepared by students Stamina Reading exercise Vocabulary building Quiz on current affair	Read and Question writing from the book given Books given for home Vocabulary hunt	Reading Speed and Retention test Word Bingo Books will given for home Echo line retelling	Stamina Reading exercise Vocabulary building Echo Line Retelling	Quiz on current affair
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Read and Question writing from the book given	Favourite author discussion			

Books given for home	Vocabulary hunt			
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ASSESSMENT PLANNER

HALF YEARLY

To prepare the SALOGAN on the given topic in the class

ANNUAL EXAM

Assessment of the 2nd term from the given activity

To prepare a Book Cover of the given book.

**** Subject to change as per CBSE DIRECTIVES**



COUNSELING CURRICULUM (2026-2027)

APRIL – SELF-AWARENESS (Knowing Myself)

- **Grades 4–5**
 - My likes, dislikes, strengths
 - Identifying basic emotions
 - What makes me unique
- **Grades 6–7**
 - Personality traits
 - Emotional triggers
 - Strengths and weaknesses
- **Grades 8–10**
 - Self-concept and identity
 - Strengths, weaknesses, blind spots
 - Self-image vs others' perception

MAY – EMPATHY (Understanding Others)

- **Grades 4–5**
 - Recognizing others' feelings
 - Being kind and helpful
- **Grades 6–7**
 - Perspective-taking
 - Understanding different situations
- **Grades 8–10**
 - Cognitive vs emotional empathy
 - Respecting differences (opinions, backgrounds)

JULY – EFFECTIVE COMMUNICATION

- **Grades 4–5**
 - Kind vs hurtful communication
 - Listening skills
- **Grades 6–7**
 - Assertive communication
 - Expressing feelings appropriately
- **Grades 8–10**
 - Assertiveness vs aggression vs passivity
 - Handling conflicts through communication

AUGUST – INTERPERSONAL RELATIONSHIPS

- **Grades 4–5**
 - Qualities of a good friend
 - Sharing and cooperation
- **Grades 6–7**
 - Peer influence
 - Friendship conflicts
- **Grades 8–10**
 - Healthy vs unhealthy relationships
 - Boundaries and respect

SEPTEMBER – DECISION-MAKING

- **Grades 4–5**
 - Making simple choices
 - Understanding consequences
- **Grades 6–7**
 - Short-term vs long-term decisions
 - Responsibility for choices
- **Grades 8–10**
 - Decision-making under peer pressure

- Evaluating consequences and risks

OCTOBER – PROBLEM SOLVING & CRITICAL THINKING

- **Grades 4–5**
 - Identifying problems
 - Thinking of possible solutions
- **Grades 6–7**
 - Steps of problem solving
 - Thinking before reacting
- **Grades 8–10**
 - Logical thinking and analysis
 - Recognizing thinking errors and biases

NOVEMBER – CREATIVE THINKING

- **Grades 4–5**
 - Thinking differently
 - Exploring multiple ideas
- **Grades 6–7**
 - Flexible thinking
 - Looking at problems in new ways
- **Grades 8–10**
 - Reframing situations
 - Innovation and perspective shift

DECEMBER – COPING WITH EMOTIONS

- **Grades 4–5**
 - Identifying emotions
 - Basic emotion control
- **Grades 6–7**

- Managing anger and frustration
- Understanding emotional reactions
- **Grades 8–10**
 - Emotional regulation
 - Thought–emotion connection

JAN–FEB – COPING WITH STRESS (EXAM FOCUS)

- **Grades 4–5**
 - Understanding stress
 - Basic calming strategies
- **Grades 6–7**
 - Stress and body responses
 - Managing academic pressure
- **Grades 8–10**
 - Performance anxiety
 - Building resilience and coping strategies



GRADE 10 Curriculum & Assessment Annual Planner

2026-27

SUBJECT:- Painting

Students Copy

LEARNING OUTCOMES

The learner will be able to

- Differentiate between 2D and 3D art forms.
- Explain the Elements of Visual Arts (line, shape, form, texture, colour, space, composition and perspective)
- Appreciate the beauty of nature, colours, forms, light and shades, different textures and natural forms.
- Experiment with different methods and materials of visual arts.
- Identify tools, equipment and materials used in different art forms.
- Recognize the contemporary, traditional, folk and regional styles in visual art forms.
- Appreciate different forms, painting, sculpture, prints, photographs, graphics, crafts, etc.
- Reflect on the work of artists and artisans critically.
- Appreciate and apply painting skills and styles of traditional and folk painters to create new paintings.
- Create artwork and communicate emotions skillfully and artistically through a selected art medium.
- Apply artistic and aesthetic sensibility in day-to-day work.
- Display concern for the safe use and maintenance of tools and equipment.
- Maintain Art material, artworks and artefacts with sensitivity.

Curriculum Planner

<u>April (20)</u>	<u>May(15)</u>	<u>July (21)</u>	<u>Aug (20)</u>	<u>Sep(9)</u>
Theory- 1-Elements of Art	Theory-	Theory-	Theory-	Theory Indian Folk Art-

<p>2-Principles of Art</p> <p>Practical</p> <p>1-Still life</p> <p>2-composition using elements of art</p> <p>5 (SDG-4,5)</p>	<p>1-Principles of Art</p> <p>2-Painting tools</p> <p>Practical-</p> <p>Two-point perspective</p>	<ul style="list-style-type: none"> ● Painting material ● Poster Colours ● Water Colours ● Pencil Colours ● Oil pastels <p>Practical-</p> <p>Composition- railway station</p>	<p>Appreciation of Indian painting-</p> <p>Bodhisattva Padampani</p> <p>Practical-</p> <ul style="list-style-type: none"> ● Seascape ● Nature Study ● Folk Art (Warli) 	<ul style="list-style-type: none"> ● Warli Painting ● Madhubani Painting <p>Practical-</p> <ul style="list-style-type: none"> ● Floor Art- Rangoli ● Poster Design
<p><u>Oct (9)</u></p> <p>Appreciation of Indian Sculpture</p> <ul style="list-style-type: none"> ● Ashoka Lion Capital <p>Practical-</p> <p>festival celebration</p>	<p><u>Nov(20)</u></p> <p>Appreciation of Indian Architecture</p> <ul style="list-style-type: none"> ● Kailashnath Temple (Ellora caves) (Revision) <p>Practical-</p> <p>Poster Design</p> <p>Market Scene</p>	<p><u>Dec(16)</u></p> <p>PB-1</p>	<p><u>Jan(20)</u></p> <p>PB-2</p>	<p><u>Feb (14)</u></p>

<u>Assessment Planner</u>	
<u>PA-1 (20 marks)</u>	
Theory-	
1-	Elements of Art
2-	Principles of Art
<u>Half Yearly (PA-2) (80 marks)</u>	

Theory-

- 1- Elements of Art
- 2- Principles of art
- 3- Tools and Material
- 4- Painting Padampani Bodhisattva
- 5- Warli Painting

Practical (50Marks)

Drawing composition

Pre Board 1 (Dec) & Pre Board 2 (Jan) -(PA-3) (80 marks)

Theory- Entire Syllabus (30marks)

Practical- Drawing Composition (50marks)

Multiple Assessment (MA)(5 marks)

MA1- class assessment

MA2- quiz

Portfolio Assessment (PORT))(5 marks)

PORT. 1-Best of five drawings submission

PORT.2- Best of five drawings submission

Subject Enrichment (SE))(5 marks)

SE1- Project on EBSB paired state

SE2- Project on EBSB paired state

Board Exam (80 marks)

Theory - Entire Syllabus

Practical- Drawing Composition

**** Subject to change as per CBSE DIRECTIVES**



GRADE 10 Curriculum & Assessment Annual Planner) 2026-27*

SUBJECT :- **COMPUTER APPLICATIONS**

(STUDENT'S COPY)

LEARNING OUTCOMES

1. Ability to create a simple website
2. Ability to embed images, audio and video in an HTML page
3. Ability to use style sheets to beautify the web pages.
4. Ability to Interface a web site with a web server and record the details of a user's request.
5. Ability to follow basic cyber ethics
6. Ability to familiarize with network concepts.

Curriculum Planner

<u>April</u>	<u>May (PA1)</u>	<u>July</u>	<u>Aug</u>	<u>Sep (PA2)</u>
Theory: Chapter 1 – Networking Practical: Chapter 3 - Introduction to HTML Chapter 4 - HTML Text formatting	Theory: Chapter 2 - Internet and Web services Theory & Practical: Chapter 4 - HTML Text formatting (contd.) Chapter 5 -Working with HTML Lists	Theory & Practical: Chapter 5 -Working with HTML Lists Chapter 6 - Embedding picture, Audio & Video into HTML document	Theory & Pract: Chapter 6 - Embedding picture, Audio & Video into HTML document Chapter 7 - Tables in HTML Chapter 8 - Hyperlinks & anchors	Theory and Practical: Chapter 8 - Hyperlinks & anchors (contd.) Chapter 9 - Frames & Forms
<u>Oct</u>	<u>Nov (PB)</u>	<u>Dec (PB)</u>	<u>Jan (IMP)</u>	<u>Feb (BOARD)</u>
Theory: Chapter 11 - Cyber ethics Theory and Practical: Chapter 9 - Frames & Forms Chapter 10 – Cascading Style Sheets(CSS)	Theory: Chapter 11 - Cyber ethics (contd.) Theory and Practical: Chapter 10 – Cascading Style Sheets(CSS) (contd.) Preboard Exam	Preboard Exams (contd.) Revision – Based on Board Exam Pattern (using LMP sheets)	Improvement Exam	Board Exams

Assessment Planner

PA-1 (20 marks)

Technique -Subjective test based on

Chapter 1 – Networking
 Chapter 2- Internet and Web Services
 Chapter 3-Introduction to HTML
 Chapter 4- HTML Text formatting

Half Yearly (PA-2) (80 marks)

Practical Exam- 30 marks

- a) Hands-on (25 marks)
- b) VIVA (5 marks) – based on the syllabus covered

Syllabus for Practical Exam –

Chapter 3-Basic HTML Elements (contd.)
Chapter 4- HTML Text formatting
Chapter 5-Working with HTML Lists
Chapter 6- Embedding picture, Audio & Video into HTML document
Chapter 7- Tables in HTML
Chapter 8- Hyperlinks & anchors

Half Yearly (PA-2) (contd.)

Theory Exam – 50 marks

Syllabus

Chapter 1 - Networking

Chapter 2 - Internet and Web Services

Chapter 3-Basic HTML Elements

Chapter 4- HTML Text formatting

Chapter 5-Working with HTML Lists

Chapter 6- Embedding picture, Audio & Video into HTML document

Chapter 7- Tables in HTML

Chapter 8- Hyperlinks & anchors

PREBOARD EXAM (80 marks)

A. Practical Exam(30 marks)

1. Viva- 5 marks

2. Hands on-25 marks

SYLLABUS:

Chapter 3 –Basic HTML Elements

Chapter 4- HTML Text formatting

Chapter 5-Working with HTML Lists

Chapter 6- Embedding picture, Audio & Video into HTML document

Chapter 7- Tables in HTML

Chapter 8- Hyperlinks & anchors

Chapter 9- Frames & Forms in HTML

Chapter 10- Cascading Style Sheets (CSS)

Lab Test	(25 marks)	
S.No.	Unit Name	Marks
1	HTML & CSS – Designing web page(s) based on instructions given	25 marks

B. Theory Exam (50 marks)

SYLLABUS:

Chapter 1 - Networking

Chapter 2 - Internet and Web Services

Chapter 3-Basic HTML Elements

Chapter 4- HTML Text formatting

Chapter 5-Working with HTML Lists

Chapter 6- Embedding picture, Audio & Video into HTML document

Chapter 7- Tables in HTML

Chapter 8- Hyperlinks & anchors

Chapter 9- Frames & Forms in HTML

Chapter 10- Cascading Style Sheets(CSS)

Chapter 11- Cyber Ethics

Theory- 50 marks		
Unit No.	Unit Name	Marks
1.	Networking	15 marks
2.	HTML	25 marks
3.	Cyber ethics	10 marks

IMPROVEMENT EXAM (50 converted to 80 marks)**Theory Exam Only (50 marks)****SYLLABUS:**

- Chapter 1** - Networking
- Chapter 2** - Internet and Web Services
- Chapter 3**-Basic HTML Elements
- Chapter 4**- HTML Text formatting
- Chapter 5**-Working with HTML Lists
- Chapter 6**- Embedding picture, Audio & Video into HTML document
- Chapter 7**- Tables in HTML
- Chapter 8**- Hyperlinks & anchors
- Chapter 9**- Frames & Forms in HTML
- Chapter 10**- Cascading Style Sheets(CSS)
- Chapter 11**- Cyber Ethics

Theory	50 marks	
Unit No.	Unit Name	Marks
1.	Networking	15 marks
2.	HTML	25 marks
3.	Cyber ethics	10 marks

BOARD PRACTICAL**SYLLABUS:**

- Chapter 3**-Basic HTML Elements
- Chapter 4**- HTML Text formatting
- Chapter 5**-Working with HTML Lists
- Chapter 6**- Embedding picture, Audio & Video into HTML document
- Chapter 7**- Tables in HTML
- Chapter 8**- Hyperlinks & anchors
- Chapter 9**- Frames & Forms in HTML
- Chapter 10**- Cascading Style Sheets (CSS)

S. No.	Unit Name	Marks
1.	Lab Test	(20 marks)
	HTML (design two or more web page based on the instructions given)	20
2.	Report File + viva	(20 marks)
	Report file: At least 10 HTML pages	15
	Viva voce (based on the report file)	5
3.	Project	
	HTML and CSS based that uses all the concepts that have been learnt	(10 marks)
	Total	(50 marks)

***- Subject to change as per CBSE directives**



GRADE 10- Curriculum & Assessment Annual Planner*2026-27

SUBJECT :- Employability Skills & Physical Activity Trainer(PAT)

STUDENT'S COPY

EMPLOYABILITY SKILLS

LEARNING OUTCOMES

On completion of the course, students should be able to:

1. Demonstrate knowledge of various methods of communication
2. Identify elements of communication cycle
3. Identify the factors affecting our perspectives in communication
4. Demonstrate the knowledge of basic writing skills
5. Describe the meaning and importance of self-management
6. Identify the factors that helps in building self confidence
7. Describe the role of Information and Communication Technology (ICT) in day-to-day life and workplace
8. Identify components of basic computer system and their functions
9. Demonstrate use of various components and peripherals of computer system
10. Demonstrate basic computer skills
11. Identify various types of business activities
12. Demonstrate the knowledge of distinguishing characteristics of entrepreneurship
13. Demonstrated the knowledge of the factors influencing natural resource conservation
14. Describe the importance of green economy and green skills

Curriculum Planner (Employability Skills)				
April	May PA1	July	Aug	Sep PA2
<u>UNIT 1- Communication Skills</u> 1. Methods of communication 2. Verbal 3. Non-verbal 4. Communication Cycle & Importance of Feedback.	<u>Unit 1- Communication Skills</u> 5. Barriers of effective communication 6. Writing Skills- Parts of Speech. 7. Writing skills- Sentences	<u>Unit3- ICT Skills-I</u> 1. Basic Computer Operations 2. Performing Basic file operations.	<u>Unit 2- Self-Management Skills</u> 1. Stress Management 2. Self-Awareness- Strength and weakness Analysis 3. Self-Motivation ➤ REVISION	Revision <u>Unit 4- Entrepreneurial Skills</u> 1. Entrepreneurs hip and Society
Oct	Nov	Dec(PB)	Jan (IMP)	Feb (BOARD)
<u>Unit 4- Entrepreneurial Skills</u> 1. Entrepreneurship and Society 2. Qualities and Functions of an Entrepreneur 3. Myths about Entrepreneurship 4. Entrepreneurship as a Career Option	<u>Unit 5- Green Skills</u> 1. Sustainable Development 2. Our Goal on Sustainable Development ➤ REVISION	PRE-BOARD EXAM ➤ REVISION	IMPROVEMENT EXAM	BOARD EXAMS

PHYSICAL ACTIVITY TRAINER (PAT)

LEARNING OUTCOMES

On completion of the course, students should be able to:

1. Apply effective oral and written communication skills to interact with people and customers;
2. Identify the principal components of a computer system;
3. Demonstrate the basic skills of using computer;
4. Demonstrate self-management skills;
5. Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
6. Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
7. Demonstrate the knowledge of the importance of physical activity in child development;
8. Plan age-appropriate physical activity;
9. Execute age-appropriate exercise;
10. Demonstrate the knowledge of children health and safety;
11. Assess and evaluate the students;
12. Conduct recreational activities; and
13. Demonstrate the knowledge of maintaining records.

Curriculum Planner (Physical Activity Trainer)

<u>April</u>	<u>May (PA1)</u>	<u>July</u>	<u>Aug</u>	<u>Sep (PA2)</u>
<p><u>Theory</u> Unit 1: Role and responsibility of an early years Physical Activity Facilitator ➤ <i>Identify roles and responsibilities of a physical Activity Facilitator(PAF).</i> ➤ <i>Describe the various activities to be conducted by the PAF</i></p> <p><u>Practical</u> Jumping skill</p>	<p><u>Theory</u> Unit 1: Role and responsibility of an early years Physical Activity Facilitator ➤ <i>Conduct School Assemblies and PTM</i></p> <p><u>Practical</u> Movement and Throwing with Force skills</p>	<p><u>Theory</u> Unit 2: Assessment and Evaluation of students 2.1 Describe the various types and tools of assessments: ➤ Meaning of assessment and evaluation ➤ Components of fitness</p> <p><u>Practical</u> Kicking & Shape Identifier</p>	<p><u>Theory</u> Unit 2: Assessment and Evaluation of students 2.2 Prepare Assessment Report and provide feedback.</p> <p><u>Practical</u> Throwing Catching & Force Skills Lesson Plan on free play activities.</p>	<p><u>Theory</u> Revision- Unit 1 & 2 Post Term1 exam Unit 3 :Freeplay 3.1 Describe the importance & purpose of Free play. 3.2 Organize free play activities.</p> <p><u>Practical</u> <u>Practical Exam</u> <u>Assessments</u></p>

<u>Oct</u>	<u>Nov (PB)</u>	<u>Dec (PB)</u>	<u>Jan (IMP)</u>	<u>Feb (BOARD)</u>
<p>Theory Unit 3 :Freeplay ➤Organize free play activities. ➤Demonstrate the knowledge of rehabilitation through Free Play. Unit 4: Monitoring the knowledge of rehabilitation through free play. □Introduction</p> <p>Practical Skill Related Components</p> <p>1 Action 2 Balance</p>	<p>Theory Unit 4: Monitoring the knowledge of rehabilitation through free play. ➤ Describe the process of Inventory Management ➤Manage Props Revision</p> <p>Practical 1 Co-ordination 2 Commonly used Props and Equipments. ➤REVISION</p>	<p>Theory& Practical Preboard (contd.)</p> <p>➤REVISION</p>	<p>Theory & Practical IMPROVEMENT EXAMS</p> <p>Board Practical</p>	<p>Theory BOARD EXAMS</p>

Assessment Planner
<p align="center">PA-1 (20 marks)</p> <p>Employability Skills- 4 marks Unit 1-Communication Skills</p> <p>Physical Activity Trainer (Theory)- 16 marks Unit 1: Role and responsibility of an early years Physical Activity Facilitator</p>
<p align="center">HALF YEARLY EXAM(80 marks)</p> <p align="center">Theory Exam-50 Marks</p> <p>Theory- 50 marks Practical- 30 Marks</p> <p>Employability Skills- 10 marks Unit 1-Communication Skills Unit 2-Self Management Skills Unit 3- ICT Skills-I</p> <p>Physical Activity Trainer (Theory)- 40 Marks Unit 1: Role and responsibility of an early years Physical Activity Facilitator Unit 2: Assessment and Evaluation of students</p> <p align="center">Practical 30 Marks</p> <p>Practical Exam:- 20 marks Practical file:- 5 Viva Voice:- 5 Mark</p>

Preboard and Improvement Exams (80marks)

Theory Exam-50 marks

Employability Skills(Theory)- 10 marks

Unit 1-Communication Skills

Unit 2-Self Management Skills

Unit 3- ICT Skills-I

Unit 4- Entrepreneurial Skills

Unit 5- Green Skills

Physical Activity Trainer (Theory)-40 marks

Unit 1: Role and responsibility of an early years Physical Activity Facilitator

Unit 2: Assessment and Evaluation of students

Unit 3: Freeplay

Unit 4: Monitoring the knowledge of rehabilitation through free play.

Physical Activity Trainer (Practical)-30 marks (Practical will be conducted only once during Pre-Board Exam)

Board Exam(100 marks)

Theory- 50 marks Practical- 50 marks

Theory

Employability Skills-10 marks

Unit 1- Communication Skills

Unit 2-Self Management Skills

Unit 3- ICT Skills

Unit 4- Entrepreneurial Skills

Unit 5- Green Skills

Physical Activity Trainer (Theory)- 40 Marks

Unit 1: Role and responsibility of an early years Physical Activity Facilitator

Unit 2: Assessment and Evaluation of students

Unit 3:Freeplay

Unit 4: Monitoring the knowledge of rehabilitation through free play.

Practical Work	Marks
Practical Examination	15
Written Test	10
Practical File (Based on Lesson Plans)	10
Project work\Students Portfolio	10
Viva Voice	5

*- Subject to change as per CBSE directives.



GRADE 10 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT: -ENGLISH Student's Copy

LEARNING OUTCOMES

The students will be able to:

- acquire the skills of listening, speaking, reading and writing in an integrated manner.
- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required to engage in independent reflection.
- use appropriate English to communicate in various social settings.
- use essential language skills to question and articulate their point of view.
- build competence in the different aspects of English.
- develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect.
- access knowledge and information through reference skills.
- (Consulting a dictionary/thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading.
- facilitate self-learning to enable them to become independent learners.
- review, organize and edit their work and work done by peers.
- integrate listening and speaking skills into the curriculum.
- give a brief oral description of events/incidents of topical interest.
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations.
- narrate a story that has been depicted pictorially or in any other non-verbal mode
- respond in writing to business letters, official communications, emails etc
- read and identify the main points/significant details of a given text.
- transcode information from a graph/chart to a description.
- write on a given topic and be able to express the stand taken with convincing arguments.
- write an assessment of different points of view expressed in a discussion/debate.
- read poems effectively with proper rhythm and intonation

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>Literature: -Two Gentlemen of Verona -<i>The Frog and the Nightingale</i></p> <p>M.C.B- Unit 1- Health and Medicine</p> <p>Writing skill: Application for leave/ change of subject /change of section/ bus-timings etc</p> <p>Grammar: I.G.E- Editing or Omission</p> <p>Workbook- Unit 1,2</p> <p>Note: Use MCB for reading comprehension</p>	<p>Literature: -Mrs. Packletide’s Tiger -<i>Not Marble, nor the Gilded Monuments (Sonnet 55)</i></p> <p>Grammar: I.G.E Practice- Editing or Omission</p> <p>Workbook-Unit 3,4</p> <p>Writing skill: Practice- Application</p>	<p>Literature: -The Letter -<i>Ozymandias</i></p> <p>- M.C.B- Unit 2-Education</p> <p>Writing skill: -Factual Description of a person/object</p> <p>Grammar: I.G.E- Gap filling</p> <p>Workbook- UNIT-5,6</p>	<p>Literature: -A Shady Plot - The Dear Departed -<i>The Rime of the Ancient Mariner(Intro)</i></p> <p>M.C.B- Unit 3-Science</p> <p>Writing skill: -Formal letters aligned to MCB</p> <p>Grammar: Sentences Reordering and Sentence Transformation</p> <p>Workbook-Unit 7,8</p>	<p>Literature: -<i>The Rime of the Ancient Mariner</i></p> <p>-M.C. B- Unit 4: Environment</p> <p>Writing skill: Article Writing aligned to MCB</p> <p>Grammar: Revision-I.G.E</p> <p>Workbook-Unit 9,10</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>Literature: -Patol Babu, Film Star -Julius Caesar</p> <p>M.C.B- Unit 5:Travel and Tourism</p> <p>Writing skill: -Article writing (Practice)</p> <p>Grammar: -Sentences Reordering and Sentence Transformation</p> <p>Workbook- Unit 11,12</p>	<p>Literature: -Virtually True -<i>Snake</i></p> <p>M.C. B- Unit 6: National Integration</p> <p>Writing skill: Articles cntd.</p> <p>Grammar: Revision (Gap Filling, editing, omission, sentence transformation)</p> <p>Workbook Units 13,14</p>	<p>PRE BOARDS & REVISION</p>	<p>PRE BOARDS & REVISION</p>	

Assessment Planner

PA-1 (20 marks)

Literature -Two Gentlemen of Verona, The Frog and The Nightingale

Writing skill: - Application for leave/ change of subject /change of section/ bus-timings etc

Grammar-- Editing or Omission

Reading Comprehensions : Factual / Descriptive passages

Half Yearly (PA-2) (80 marks)

Literature- Two Gentlemen of Verona, The Frog and The Nightingale, -Mrs. Packletide's Tiger, Not Marble nor the Gilded Monuments (Sonnet 55), The Letter, Ozymandias, A Shady Plot, The Dear Departed, The Rime of the Ancient Mariner

Grammar- Editing or Omission, Gap filling, Sentences Reordering and Sentence Transformation

Writing skill: Applications, Factual Description of a person/object, Formal letters, Article Writing

Reading Comprehensions: Factual and Descriptive passages

Pre Board 1 (Dec) & Pre Board 2 (Jan) -(PA-3) (80 marks)

Literature- Two Gentlemen of Verona, The Frog and The Nightingale, Mrs. Packletide's Tiger, The Letter, Not Marble nor the Gilded Monuments (Sonnet 55), A Shady Plot, The Dear Departed, Ozymandias, Patol Babu- Film Star, The Rime of the Ancient Mariner, Julius Caesar, Virtually True, Snake

Grammar- Editing or Omission, Gap filling, Sentences Reordering or Sentence Transformation

Writing skill: Applications, Factual Description of a person/object, Formal letters, Article Writing

Reading Comprehensions : Factual and Descriptive passages

Multiple Assessment (MA)(5 marks)

MA1: Mélange Intra-Level Activity

MA2: Just a Minute (JAM)

Portfolio Assessment (PORT) (5 marks)

PORT. 1: (Notebook Evaluation)

PORT.2 (Notebook Evaluation)

Subject Enrichment (SE) (5 marks)

SE1 Listening Module (Paired state)

SE2: Poster Making (Based on MCB)

Board Exam (80 marks)

Literature- Two Gentlemen of Verona, The Frog and The Nightingale, Mrs. Packletide's Tiger, The Letter, Not Marble nor the Gilded Monuments (Sonnet 55), A Shady Plot, The Dear Departed, Ozymandias, Patol Babu, Film Star, The Rime of the Ancient Mariner, Julius Caesar, Virtually True, Snake

Grammar- Editing or Omission, Gap filling, Sentences Reordering and Sentence Transformation

Writing skill: Applications, Factual Description of a person/object, Formal letters, Article Writing

Reading Comprehensions: Factual and Descriptive

**** Subject to change as per CBSE DIRECTIVES**



GRADE 10- Curriculum & Assessment Annual Planner*
SUBJECT :- Elements of Business (EBS) 2026-2027
STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- ✓ critically analyses the content (mentioned below)
- ✓ differentiate between the types of companies, large-scale retail trade
- ✓ list the features, merits, and demerits of different concepts
- ✓ conduct independent or group research study, collate information any one of the topics given below
- ✓ read and comprehend the instructions and apply in the learning.
- ✓ skim for the main idea and present facts related to the given content
- ✓ recall and apply the knowledge to various concepts
- ✓ co-relate concepts related to business and real-life situation

Curriculum Planner

<u>April</u>	<u>May PA1</u>	<u>July</u>	<u>Aug</u>	<u>Sep TERM 1</u>
<u>Theory:</u> Unit 1 Joint Stock Company Private and Public Company meaning and features.	<u>Theory:</u> Unit 3 Communication- in Business Organisation Meaning and methods: letter, e-mail, video conferencing, telephone Revision PA-1	Unit 2 Sources of Business Finance - Owned and Borrowed Funds.	<u>Theory:</u> Unit 4 Selling and Distribution a. Concept of purchase and sale b. Types – Cash, Credit, Hire Purchase System, and Installments Payment System	(contd.) Selling and distribution Instalment Payment System <u>Theory:</u> Unit 5 Large Scale Retail Trade. a. Forms of large-scale retail trade Departmental Store and Multiple shop. Revision for Term - 1 (PA2)

<u>Oct</u> <u>Theory:</u>	<u>Nov</u> <u>Theory:</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb TERM 2</u> <u>Theory & Practical</u>
(contd.) Large Scale Retail Trade b. Non – store retailing – mail order business, tele-shopping, automate vending machine, E-commence	Unit 6 Selling a. Personal Selling – meaning and importance b. Sales promotion – meaning and techniques c. Advertising Meaning, importance and media of advertising	Revision <u>Theory& Practical</u> Preboard 1	Revision <u>Theory& Practical</u> Preboard 2	REVISION <u>Board Exam</u>

Assessment Planner
<u>PA-1 (20 marks)</u>
<p>Theory test based on Unit 1 - Joint Stock Company Private and Public Company meaning and features Multinational Company meaning and features <u>Tool</u> STANDARDIZED TEST</p>
<u>HALF YEARLY EXAM (80 marks)</u> <u>(Theory and Practical)</u>
<p>Theory test based on Unit 1 - Joint Stock Company Private and Public Company meaning and features Multinational Company meaning and features Unit 2 - Sources of Business Finance Owned and Borrowed Funds Unit 3 Communication in Business Organisation Meaning and methods: letter, e-mail, video conferencing, telephone</p> <ul style="list-style-type: none"> • Viva (10m) <p><u>Tool</u> STANDARDIZED TEST</p>

Pre-Board 1 and Pre-Board 2

- Joint Stock Company
- Private and Public Company (meaning and features)
- Multinational Company (meaning and features)
- Sources of Business Finance – Owned/ Borrowed Funds
- Communication in Business Meaning and methods: letter, e-mail, video conferencing, telephone
- Selling (a) Personal Selling – meaning and importance (b) Sales promotion – meaning and techniques
- Selling and Distribution (a) Concept of purchase and sale (b) Types – Cash, Credit, Hire Purchase System, and Instalment Payment system
- Large Scale Retail Trade (a) Forms of large-scale retail trade – Departmental Store and Multiple shop
- Viva

Board-Theory exam (70 marks)

- Unit I Joint Stock Company -10 marks
Unit II Sources of Business Finance -10 marks
Unit III Communication in Business Organisations -15marks
Unit IV Selling and Distribution- 15 marks
Unit V Large Scale Retail Trade -10 marks
Unit VI Selling -10 marks

Board-Practical exam (30 marks)

GUIDELINES FOR PRACTICAL:

Project should be brief and should be of 30 pages, preferably handwritten. The project will be evaluated on the following parameters:

Particulars	Marks
Prepare a Chart/ Project on any one topic from syllabus	20
Viva	10

Topics- any one topic from the syllabus