

Computer Applications

CLASS X (Code 165)

(2021-22)

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 write iterative programs with Scratch/Python.
5. Ability to Interface a web site with a web server and record the details of a user's request.
6. Ability to follow basic cyber ethics
7. Ability to familiarize with network concepts.

Distribution of Marks and Periods

Unit No.	Unit Name	Marks	Periods	
			Theory	Practical
1.	Networking	10	05	05
2.	HTML	20	30	50
3.	Cyber ethics	10	05	10
4.	Scratch/Python Theory	10	15	60
5.	Practical's	50	-	-
	Total	100	55	125

Unit 1: Networking

- 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. Internet protocols: TCP/IP, SMTP, POP3, HTTP, HTTPS. Remote login and file transfer protocols: SSH, SFTP, FTP, SCP, TELNET, SMTP, TCP/IP.

- Services available on the internet: information retrieval, locating sites using search engines and finding people on the net;
- W services: chat, email, video conferencing, e-Learning, e-Banking, eShopping, e-Reservation, e-Governance, e-Groups, social networking.
- Mobile technologies: SMS, MMS, 3G, 4G.

Unit 2: HTML

- Introduction to web page designing using HTML: create and save an HTML document, access a web page using a web browser.
- 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).
- Font tags (attributes: face, size, color).
- Insert images: *img* (attributes: src, width, height, alt), *sup* (super script), *sub* (subscript).
- HTML Forms: Textbox, radio buttons, checkbox, password, list, combobox.
- Embed audio and video in a HTML page.
- Create a table using the tags: table, tr, th, td, rowspan, colspan
- Links: significance of linking, anchor element (attributes: href, mailto), targets.
- Cascading style sheets: colour, background-colour, border-style, margin, height, width, outline, font (family, style, size), align, float.

Unit 3: Cyber ethics

- Netiquettes.
- Software licenses and the open source software movement.
- Intellectual property rights, plagiarism and digital property rights.
- Freedom of information and the digital divide.
- E-commerce: Privacy, fraud, secures data transmission.

Unit 4: Scratch or Python (Theory and Practical)

Alternative 1: Scratch

- Revision of the basics of Scratch
- Sprite, tempo, variables, and events
- Coordinates and conditionals
- Drawing with iteration
- Update variables repeatedly, iterative development, ask and answer blocks
- Create games, animated images, stories and songs

OR

Alternative 2: Python

- Revision of Python basics
- Conditionals: if, if-else statements
- Loops: for, while (e.g., sum of first 10 natural numbers)
- Practice simple programs

5. Lab Exercises

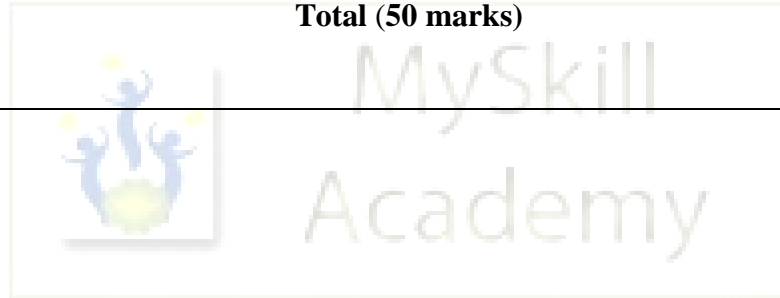
- Create static web pages.
- Use style sheets to enforce a format in an HTML page (CSS).
- Embed pictures, audio and videos in an HTML page.
- Add tables and frames in an HTML page.
- Decorate web pages using graphical elements.
- Create a website using several WebPages. Students may use any open source or proprietary tool.

- HTML forms: text box, radio buttons, checkbox, password, list, combo box.
- Write a blog using HTML pages discussing viruses, malware, spam and hantaviruses
- Create a web page discussing plagiarism. List some reported cases of plagiarism and the consequent punishment meted out. Explain the nature of the punishment in different countries as per their IP laws.
- Create simple stories with Scratch (involving at least two objects/characters) and iteration OR write programs for finding the sum/product of first n natural numbers using Python

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Breakup of marks for the practicals:

S.No.	Unit Name	Marks
1.	Lab Test (30)	
	HTML (design one web page based on a diagram)	15
	Scratch or Python (write one program)	15
2.	Report File + viva (10)	
	Report file: At least 10 HTML pages, and at least 5 Scratch/Python programs.	8
	Viva voce (based on the report file)	2
3.	Project (that uses most of the concepts that have been learnt) (10)	
Total (50 marks)		



ENGLISH LANGUAGE AND LITERATURE

Code No. 184

(2020-21)

(Rationalized Curriculum)

1. Background

Traditionally, language-learning materials beyond the initial stages have been sourced from literature: prose, fiction and poetry. While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

2. Objectives:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- use appropriate English to communicate in various social settings
- equip learners with essential language skills to question and to 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
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organize and edit their own work and work done by peers
- integrate listening and speaking skills in 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 which has been depicted pictorially or in any other non-verbal mode

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- respond, in writing, to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the stand taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of views expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report

3. Language Items

In addition to consolidating the grammatical items practiced earlier, the courses at the secondary level seek to reinforce the following explicitly:

- sequence of tenses
- reported speech in extended texts
- modal auxiliaries (those not covered at upper primary)
- non-finites (infinitives, gerunds, participles)
- conditional clauses
- complex and compound sentences
- phrasal verbs and prepositional phrases
- cohesive devices
- punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

4. Methods and Techniques

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

- Role play
- Simulating real life situations
- Dramatizing and miming

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- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings
- Borrowing situations from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

CLASS – X (2020-21)

SECTION - WISE WEIGHTAGE

Sections	
A	Reading Skills (40 periods)
B	Writing Skills with Grammar (40 periods)
C	Literature Textbooks and Supplementary Reading Text(50 periods)
	TOTAL

PART A

Reading

20Marks

I. Multiple Choice Questions based on a Discursive passage of 400-450 words to test inference, evaluation and vocabulary. Ten out of twelve questions to be answered.

(10x1=10)

II. Multiple Choice Questions based on a Case-based factual passage (with visual input- statistical data, chart etc.) of 300-350 words to test analysis and interpretation. Ten out of twelve questions to be answered. **(10x1=10)**

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(Total length of two passages to be 700-750 words).

Literature Textbooks

10 Marks

III. Multiple Choice Questions based on an extract from drama/prose to test inference, evaluation and vocabulary. Any 1 out of 2 extracts to be done. (5x1=5)

IV. Multiple Choice Questions based on an extract from poetry to test analysis and interpretation. Any 1 out of 2 extracts to be done (5x1=5)

Grammar

10 Marks

V. Ten Multiple Choice Questions, out of twelve, to be answered. Questions shall be based on the following:

- i. Tenses
- ii. Modals
- iii. Subject – verb concord
- iv. Reported speech
 - a. Commands and requests
 - b. Statements
 - c. Questions
- v. Determiners

Deleted:

- Use of Passive Voice
- Clauses: Noun, Adverb, Relative
- Prepositions

PART B – Subjective Questions (40 marks)

Writing

10 Marks

I. Formal letter (word limit 100-120 words) based on a given situation. One out of two questions is to be answered. **5 marks**

II. Writing an analytical paragraph (word limit 100-120 words) based on a given outline/ Data/ Chart/ Cue/s .One out of two questions is to be answered. **5 marks**

Literature

30 Marks

III. **Four out of six** Short Answer Type Questions to be answered in 20-30 words each from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET (two out of three from FIRST FLIGHT and two out of three from FOOTPRINTS WITHOUT FEET). **2x4=8 marks**

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IV. Four out of six Short Answer Type Questions to be answered in 40-50 words each from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET (two out of three from FIRST FLIGHT and two out of three from FOOTPRINTS WITHOUT FEET). **3x4=12 marks**

V. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question taken from a situation/plot from the texts. **5 marks**

VI. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **5 marks**

Prescribed Books: Published by NCERT, New Delhi

1. FIRST FLIGHT – Text for Class X

Deleted-

1. How to Tell Wild Animals

2. Trees

3. Fog

4. Mijbil the Otter

5. For Anne Gregory



2. FOOTPRINTS WITHOUT FEET – Supplementary Reader for Class X

Deleted-

1. The Midnight Visitor

2. A Question of Trust

3. The Book That Saved The Earth

3. WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS X)

Note: Teachers are advised to:

- (i) encourage interaction among peers, students and teachers through activities such as role play, discussions, group work etc.
- (ii) reduce teacher-talking time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- (iv) follow the Speaking and Listening activities given in the NCERT books.

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

1. Reading Section: Reading for comprehension, critical evaluation, inference and analysis are to be tested.
2. Writing Section: All types of short and extended writing tasks will be dealt with.
3. Grammar: Grammar items mentioned in the syllabus will be taught and assessed over a period of time.

INTERNAL ASSESSMENT

Listening and Speaking Competencies 30 Periods

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

It is recommended that listening and speaking skills should be regularly practiced.

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

Guidelines for Assessment in Listening and Speaking Skills

i. Activities

- Activities for listening and speaking available at www.cbseacademic.in can be used for developing listening and speaking skills of students.
- Subject teachers should also refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. Parameters for Assessment:

The listening and speaking skills are to be assessed on the following parameters:

- i. Interactive competence (Initiation & turn taking, relevance to the topic).
- ii. Fluency (cohesion, coherence and speed of delivery).
- iii. Pronunciation
- iv. Language (accuracy and vocabulary).

iii. Schedule:

- The practice of listening and speaking skills should be done throughout the academic year.

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- The final assessment of the skills is to be done as per the convenience and schedule of the school.

iv. Record keeping:

The record of the activities done and the marks given must be kept for three months after the declaration of result, for any random checking by the Board.

No recording of speaking skills is to be sent to the Board.

ENGLISH LANGUAGE AND LITERATURE

Code no. (184)

CLASS - X (2020-21) Marks 80

Sections	Competencies	Total marks	% Weight age
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20	25%
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20	25%
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40	50%
Total		80	

Revised MATHEMATICS (X)

(CODE NO. 041)

Session 2020-21

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

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

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

Objectives

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

- consolidate the Mathematical knowledge and skills acquired at the upper primary stage;
- acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills;
- develop mastery of basic algebraic skills;
- develop drawing skills;
- feel the flow of reason while proving a result or solving a problem;
- apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method;
- to develop ability to think, analyze and articulate logically;
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases;
- to develop necessary skills to work with modern technological devices and mathematical software's.
- to develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics;
- to develop interest in the subject by participating in related competitions; to
- acquaint students with different aspects of Mathematics used in daily life; to
- develop an interest in students to study Mathematics as a discipline

COURSE STRUCTURE CLASS –X

Unit s	Unit Name	Mark s
I	NUMBER SYSTEMS	06
II	ALGEBRA	20
III	COORDINATE GEOMETRY	06
IV	GEOMETRY	15
V	TRIGONOMETRY	12
VI	MENSURATION	10
VII	STATISTICS & PROBABILITY	11
	Total	80

UNIT I: NUMBER SYSTEMS

1. REAL NUMBER

(8) Periods

Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of irrationality of $\sqrt{2}, \sqrt{3}, \sqrt{5}$ Decimal representation of rational numbers inters of terminating/non-terminating recurring decimals.

UNIT II: ALGEBRA

1. POLYNOMIALS

(4) Periods

Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials.

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

(11) Periods

Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency.

Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination. Simple situational problems. Simple problems on equations reducible to linear equations.

3. QUADRATIC EQUATIONS

(10) Periods

Standard form of a quadratic equation $ax^2 + bx + c = 0$, ($a \neq 0$). Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula. Relationship between discriminant and nature of roots.

4. ARITHMETIC PROGRESSIONS

(4) Periods

Motivation for studying Arithmetic Progression Derivation of the n^{th} term and sum of the first n terms of A.P.

UNIT III: COORDINATE GEOMETRY

1. LINES (In two-dimensions)

(10) Periods

Review: Concepts of coordinate geometry, graphs of linear equations. Distance formula. Section formula (internal division).

UNIT IV: GEOMETRY

1. TRIANGLES

(10) Periods

Definitions, examples, counter examples of similar triangles.

1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.
5. (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.
6. (Motivate) If a perpendicular is drawn from the vertex of the right angle of a right triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.
7. (Prove) In a right triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides.

2. CIRCLES

(8) Periods

Tangent to a circle at, point of contact

1. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.
2. (Prove) The lengths of tangents drawn from an external point to a circle are equal.

3. CONSTRUCTIONS

(4) Periods

1. Division of a line segment in a given ratio (internally).
2. Tangents to a circle from a point outside it.

UNIT V: TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY

(8) Periods

Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined). Values of the trigonometric ratios of 30° , 45° and 60° . Relationships between the ratios.

2. TRIGONOMETRIC IDENTITIES

(10) Periods

Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. Only simple identities to be given.

3. HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression. (8) Periods

Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only 30° , 45° , and 60° .

UNIT VI: MENSURATION

1. AREAS RELATED TO CIRCLES

(10) Periods

Motivate the area of a circle; area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60° and 90° only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

2. SURFACE AREAS AND VOLUMES

(8) Periods

1. Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.
2. Problems involving converting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids are taken).

UNIT VII: STATISTICS AND PROBABILITY

1. STATISTICS

(10) Periods

Mean median and mode of grouped data (bimodal situation and step deviation method for finding the mean to be avoided).

2. PROBABILITY

(10) Periods

Classical definition of probability. Simple problems on finding the probability of an event.

MATHEMATICS-Standard QUESTION PAPERDESIGN CLASS – X (2020-21)

Time: 3 Hours

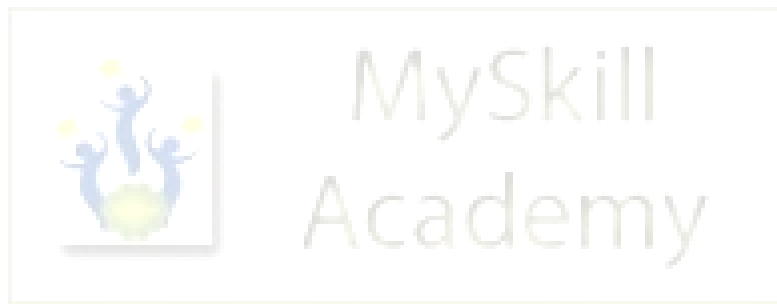
Max. Marks: 80

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

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

PRESCRIBED BOOKS:

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



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SCIENCE

(Code No. 086)

Classes: X (2020-21)

The subject of Science plays an important role in developing well-defined abilities in cognitive, affective and psychomotor domains in children. It augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.

Upper primary stage demands that a number of opportunities should be provided to the students to engage them with the processes of Science like observing, recording observations, drawing, tabulation, plotting graphs, etc., whereas the secondary stage also expects abstraction and quantitative reasoning to occupy a more central place in the teaching and learning of Science. Thus, the idea of atoms and molecules being the building blocks of matter makes its appearance, as does Newton's law of gravitation.

The present syllabus has been designed around seven broad themes viz. Food; Materials; The World of the Living; How Things Work; Moving Things, People and Ideas; Natural Phenomenon and Natural Resources. Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

At this stage, while science is still a common subject, the disciplines of Physics, Chemistry and Biology begin to emerge. The students should be exposed to experiences based on hands on activities as well as modes of reasoning that are typical of the subject.

General Instructions:

1. There will be an Annual Examination based on the entire syllabus.
2. The Annual Examination will be of 80 marks and 20 marks weightage shall be for Internal Assessment.
3. For Internal Assessment:
 - a. There will be Periodic Assessment that would include:
 - For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 05 marks towards the final result.
 - For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include - short tests, oral test, quiz, concept maps, projects, posters, presentations, enquiry based scientific investigations etc. This will also have a weightage of 05 marks towards the final

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result.

- b. Subject Enrichment in the form of Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weight age of 5 marks towards the final result. All practicals listed in the syllabus must be completed.

Portfolio to be prepared by the student- This would include class work and other sample of student work and will carry a weight age of 5 marks towards the final results. COURSE

STRUCTURE CLASS X

(Annual Examination)

Marks: 80

Unit No.	Unit	Marks
I	Chemical Substances-Nature and Behavior	26
II	World of Living	23
III	Natural Phenomena	12
IV	Effects of Current	14
V	Natural Resources	05
	Total	80
	Internal assessment	20
	Grand Total	100

Theme: Materials

Unit I: Chemical Substances - Nature and Behavior

Chemical reactions: Chemical equation, Balanced chemical equation, implications of a balanced chemical equation, And types of chemical reactions: combination, decomposition, displacement, doubles displacement, precipitation, neutralization, oxidation and reduction.

Acids, bases and salts: Their definitions in terms of furnishing of H^+ and OH^- ions, General properties, examples and uses, concept of pH scale (Definition relating to logarithm not required), importance of pH in everyday life; preparation and uses of Sodium Hydroxide, Bleaching powder, Baking soda, Washing soda and Plaster of Paris.

Metals and nonmetals: Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds.

Carbon compounds: Covalent bonding in carbon compounds. Versatile nature of

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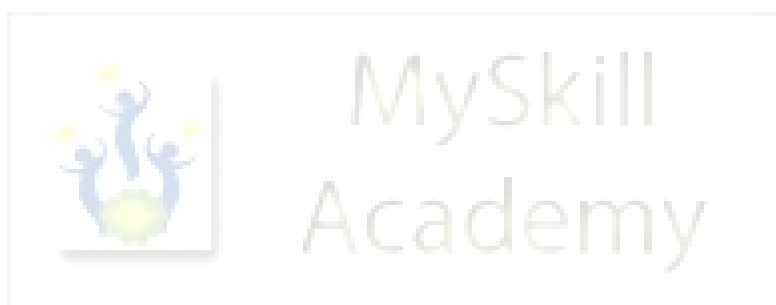
carbon. Homologous series.

Periodic classification of elements: Need for classification, early attempts at classification of elements (Dobereiner's Triads, Newland's Law of Octaves, and Mendeleev's Periodic Table), Modern periodic table, gradation in properties, valency, atomic number, metallic and non-metallic properties.

Theme: *The World of the Living*

Unit II: *World of Living*

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



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

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

Theme: Natural Phenomena

Unit III: Natural Phenomena

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

Refraction; Laws of refraction, refractive index.

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

Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life.

Theme: How Things Work Unit

IV: Effects of Current

Electric current, potential difference and electric current. Ohm's law; Resistance, Resistivity, Factors on which the resistance of a conductor depends. Series combination of resistors, parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications in daily life. Electric power, Interrelation between P, V, I and R. **Magnetic effects of current :** Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left Hand Rule, Electric Motor, Electromagnetic induction. Induced potential difference, Induced current. Fleming's Right Hand Rule.

Theme: Natural Resources Unit

V: Natural Resources

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

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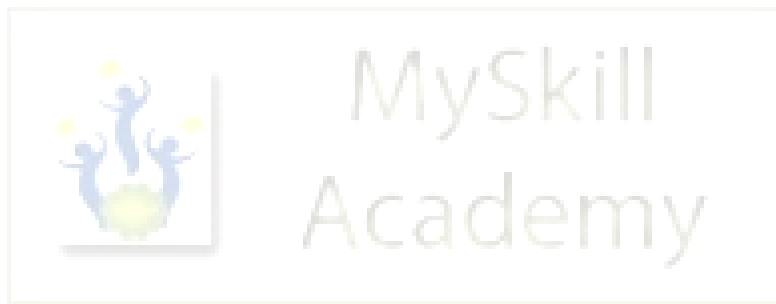
MyCareer Info

ONLY FOR INTERNAL ASSESSMENT

Note: Learners are assigned to read the below listed part of Unit V. They can be encouraged to prepare a brief write up on any one concept of this Unit in their Portfolio. This may be an assessment for Internal Assessment and credit may be given (Periodic

assessment/Portfolio). This portion of the Unit is not to be assessed in the year-end examination.

Management of natural resources: Conservation and judicious use of natural resources. Forest and wild life; Coal and Petroleum conservation. Examples of people's participation for conservation of natural resources. Big dams: advantages and limitations; alternatives, if any. Water harvesting. Sustainability of natural resources.



PRACTICALS

Practical should be conducted alongside the concepts taught in theory classes

LIST OF EXPERIMENTS

- Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with
 - Litmus solution (Blue/Red) **Unit-I**
 - Zinc metal
 - Solid sodium carbonate
- Performing and observing the following reactions and classifying them into: **Unit-I**
 - Combination reaction
 - Decomposition reaction
 - Displacement reaction
 - Double displacement reaction
 - Action of water on quicklime
 - Action of heat on ferrous sulphate crystals
 - Iron nails kept in copper sulphate solution
 - Reaction between sodium sulphate and barium chloride solutions
- Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: **Unit-I**
 - ZnSO₄(aq)
 - FeSO₄(aq)
 - CuSO₄(aq)
 - Al₂(SO₄)₃(aq)

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.

- Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determining its resistance. Also plotting a graph between V and I. **Unit-IV**
- Experimentally show that carbon dioxide is given out during respiration. **Unit-II**
- Determination of the focal length of (i) Concave mirror and (ii) Convex lens by obtaining the image of a distant object. **Unit-III**
- Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. **Unit - III**
- Studying (a) binary fission in *Amoeba*, and (b) budding in yeast and Hydra with the help of prepared slides. **Unit-II**

9. Tracing the path of the rays of light through a glass prism.

Unit-III

PRESCRIBED BOOKS:

- Science-Text book for class X- NCERT Publication
- Assessment of Practical Skills in Science- Class X- CBSE Publication
- Laboratory Manual-Science-Class X, NCERT Publication
- Exemplar Problems Class IX – NCERT Publication
- Exemplar Problems Class X – NCERT Publication

Assessment Areas (Theory) 2020-21

(Class X)

Science (086)

Time: 3 hrs.

Maximum Marks: 80 Marks

Competencies	
Demonstrate Knowledge and Understanding	46 %
Application of Knowledge/Concepts	22 %
Analyze, Evaluate and Create	32 %

Note:

- **Typology of Questions: VSA including objective type questions, Assertion - Reasoning type questions; SA; LA; Source-based/ Case-based/ Passage-based/ Integrated assessment questions.**
- An internal choice of approximately 33% would be provided.

Internal Assessment (20 Marks)

- **Periodic Assessment** - 05 marks + 05 marks
- **Subject Enrichment** (Practical Work) - 05 marks
- **Portfolio** - 05 marks

Suggestive verbs for various competencies

- **Demonstrate Knowledge and Understanding**

State, name, list, identify, define, suggest, describe, outline, summarize, etc.

- **Application of Knowledge/Concepts**
Calculate, illustrate, show, adapt, explain, distinguish, etc.
- **Analyze, Evaluate and Create**
Interpret, analyze, compare, contrast, examine, evaluate, discuss, construct, etc.

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SOCIAL SCIENCE CLASS X (2020-21) (CODE NO. 087) REVISED CURRICULUM

Rationale

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners to understand the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building.

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view.

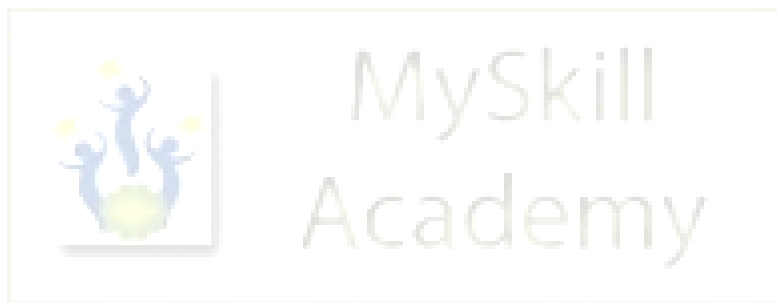
Objectives

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved
- make learners realize that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society
- deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives

MyCareer Info

- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation
- promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process
- help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analyzing and evaluating data and information as well as views and interpretations
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms - cooperating with others, taking initiatives and providing leadership in solving others' problems
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.



**SOCIAL SCIENCE (CODE NO. 087)
QUESTION PAPER DESIGN
CLASS IX (2020-21)**

Time: 3 Hours		Maximum Marks: 80	
Sr. No.	Competencies	Total Marks	% Weight age
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas	28	35%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	15	18.75%
3	Formulating, Analyzing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	Map Skill	5	6.25%
		80	100%

Note:

1. Teachers may refer 'Learning Outcomes' published by NCERT for developing lesson plans, assessment framework and questions.
2. 02 Items from History Map List and 03 Items from Geography Map List

Internal Assessment: 20 Marks

INTERNAL ASSESSMENT

	Marks	Description				
Periodic Assessment	10 Marks	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Pen Paper Test</td> <td style="width: 30%; text-align: center;">5 marks</td> </tr> <tr> <td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td> <td style="text-align: center; vertical-align: top;">5 marks</td> </tr> </table>	Pen Paper Test	5 marks	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks
Pen Paper Test	5 marks					
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks					
Portfolio	5 Marks	<ul style="list-style-type: none"> Class work and Assignments Any exemplary work done by the student Reflections, Narrations, Journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like Heritage India Quiz 				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"> Project Work 				

LIST OF MAP ITEMS CLASS IX (2020-21)

SUBJECT - HISTORY

Chapter-1: The French Revolution

Outline Political Map of France (For locating and labeling / Identification)

- Bordeaux
- Nantes
- Paris
- Marseilles

Chapter-2: Socialism in Europe and the Russian Revolution

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of First World War

(Central Powers and Allied Powers)

Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire)

Allied Powers - France, England, Russia, and U.S.A.

Chapter-3: Nazism and Rise of Hitler

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of Second World War
Axis Powers – Germany, Italy, Japan
Allied Powers – UK, France, Former USSR, USA
- Territories under German expansion (Nazi Power)

Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium

SUBJECT – GEOGRAPHY (Outline Political Map of India)

Chapter -1: India-Size and Location

- India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labeling)

Chapter -2: Physical Features of India

- Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats
- Mountain Peaks – K2, Kanchan Junga, Anai Mudi
- Plateau - Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateau
- Coastal Plains - Konkan, Malabar, Coromandal & Northern Circar (Location and Labelling)

Chapter - 3: Drainage

Note: Only map items of this chapter as listed below to be evaluated in Examination.

Rivers: (Identification only)

- The Himalayan River Systems-The Indus, The Ganges, and The Satluj
- The Peninsular rivers-The Narmada, The Tapi, The Kaveri, The Krishna,
- The Godavari, The Mahanadi

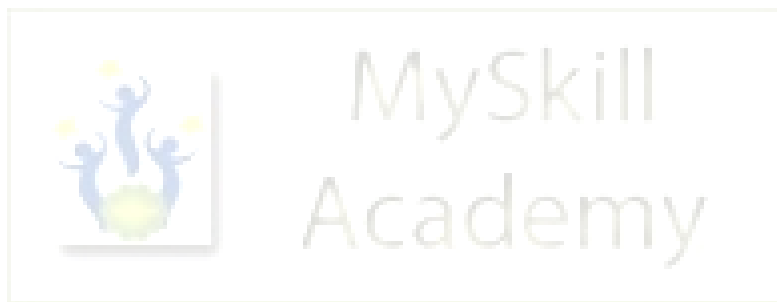
Lakes: Wular, Pulicat, Sambhar, Chilika

Chapter - 4: Climate

- Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

Chapter - 5: Natural Vegetation and Wild Life

- Vegetation Type: Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove- For identification only
- National Parks: Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas
- Bird Sanctuaries: Bharatpur and Ranganthitto
- Wild Life Sanctuaries: Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)



COURSE STRUCTURE CLASS X (2020-21)

Theory Paper

Time: 3 Hrs.		Max. Marks: 80	
No.	Units	No. of Periods	Marks
I	India and the Contemporary World – II	46	20
II	Contemporary India – II	34	20
III	Democratic Politics - II	27	20
IV	Understanding Economic Development	44	20
Total		151	80

COURSE CONTENT

Unit 1: India and the Contemporary World – II		46 Periods
Themes	Learning Objectives	
Section 1: Events and Processes		
<p>1. The Rise of Nationalism in Europe</p> <ul style="list-style-type: none"> • The French Revolution and the Idea of the Nation • The Making of Nationalism in Europe • The Age of Revolutions: 1830-1848 • The Making of Germany and Italy • Visualizing the Nation • Nationalism and Imperialism <p>2. Nationalism in India</p> <ul style="list-style-type: none"> • The First World War, Khilafat and Non-Cooperation • Differing Strands within the Movement • Towards Civil Disobedience • The Sense of Collective Belonging 	<ul style="list-style-type: none"> • Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. • Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms. • Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere. • Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement. • Analyze the nature of the diverse social movements of the time. • Familiarize with the writings and ideals of different political groups and individuals. 	

<p>Section 2: Livelihoods, Economies and Societies:</p> <p>Note: Any one theme of the following. The theme selected should be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</p> <p>3. The Making of a Global World</p> <ul style="list-style-type: none"> • The Pre-modern world • The Nineteenth Century (1815-1914) • The Inter war Economy • Rebuilding a World Economy: The Post-War Era <p>4. The Age of Industrialization</p> <ul style="list-style-type: none"> • Before the Industrial Revolution • Hand Labour and Steam Power • Industrialization in the colonies • Factories Come Up • The Peculiarities of Industrial Growth • Market for Goods 	<ul style="list-style-type: none"> • Appreciate the ideas promoting Pan Indian belongingness. • Show that globalization has a long history and point to the shifts within the process. • Analyze the implication of globalization for local economies. • Discuss how globalization is experienced differently by different social groups. • Familiarize with the Pro- to-Industrial phase and Early – factory system. • Familiarize with the process of industrialization and its impact on labour class. • Enable them to understand industrialization in the colonies with reference to Textile industries.
Unit 2: Contemporary India – II	
34 Periods	
Themes	Learning Objectives
<p>1. Resources and Development</p> <ul style="list-style-type: none"> • Types of Resources • Development of Resources • Resource Planning in India • Land Resources • Land Utilization • Land Use Pattern in India • Land Degradation and Conservation Measures • Soil as a Resource 	<ul style="list-style-type: none"> • Understand the value of resources and the need for their judicious utilization and conservation.

- Classification of Soils
- Soil Erosion and Soil Conservation

3. Water Resources

Note: The theoretical aspect of this chapter will not be assessed in Periodic Tests and Board Examination. Only Map Items as given in the Map List from this chapter will be evaluated in Board Examination.

4. Agriculture

- Types of farming
- Cropping Pattern
- Major Crops
- Technological and Institutional Reforms
- Impact of Globalization on Agriculture



5. Minerals

Note: The theoretical aspect of this chapter will not be assessed in Periodic Tests and Board Examination. Only Map items as given in map list from this chapter will be evaluated in Board Examination.

6. Manufacturing Industries

- Importance of manufacturing
- Contribution of Industry to National Economy
- Industrial Location
- Classification of Industries
- Spatial distribution

- Identify different dams in the country

- Explain the importance of agriculture in national economy.
- Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.
- Explain various government policies for institutional as well as technological reforms since independence.

- Identify places of availability of different energy resources.

- Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas.

<ul style="list-style-type: none"> Industrial pollution and environmental degradation Control of Environmental Degradation <p>7. Life Lines of National Economy</p> <ul style="list-style-type: none"> Transport – Roadways, Railways, Pipelines, Waterways, Airways Communication International Trade Tourism as a Trade 	<ul style="list-style-type: none"> Discuss the need for a planned industrial development and debate over the role of government towards sustainable development. Explain the importance of transport and communication in the ever-shrinking world. Understand the role of trade and tourism in the economic development of a country.
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Unit 3: Democratic Politics – II	27 Periods
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Themes	Learning Objectives
<p>1. Power Sharing</p> <ul style="list-style-type: none"> Case Studies of Belgium and Sri Lanka Why power sharing is desirable? Forms of Power Sharing <p>2. Federalism</p> <ul style="list-style-type: none"> What is Federalism? What make India a Federal Country? How is Federalism practiced? Decentralization in India <p>6. Political Parties</p> <ul style="list-style-type: none"> Why do we need Political Parties? How many Parties should we have? National Political Parties State Parties Challenges to Political Parties How can Parties be reformed? <p>7. Outcomes of Democracy</p> <ul style="list-style-type: none"> How do we assess democracy's outcomes? 	<ul style="list-style-type: none"> Familiarize with the centrality of power sharing in a democracy. Understand the working of spatial and social power sharing mechanisms. Analyse federal provisions and institutions. Explain decentralization in rural and urban areas. Analyse party systems in democracies. Introduction to major political parties, challenges faced by them and reforms in the country. Evaluate the functioning of democracies in comparison to alternative forms of governments.

<ul style="list-style-type: none"> Accountable, responsive and legitimate government Economic growth and development Reduction of inequality and poverty Accommodation of social diversity Dignity and freedom of the citizens 	<ul style="list-style-type: none"> Understand the causes for continuation of democracy in India. Distinguish between sources of strengths and weaknesses of Indian democracy.
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Unit 4: Understanding Economic Development	44 Periods
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Themes	Objectives
<p>1. Development</p> <ul style="list-style-type: none"> What Development Promises - Different people different goals Income and other goals National Development How to compare different countries or states? Income and other criteria Public Facilities Sustainability of development <p>2. Sectors of the Indian Economy</p> <ul style="list-style-type: none"> Sectors of Economic Activities Comparing the three sectors Primary, Secondary and Tertiary Sectors in India Division of sectors as organized and unorganized Sectors in terms of ownership: Public and Private Sectors <p>3. Money and Credit</p> <ul style="list-style-type: none"> Money as a medium of exchange Modern forms of money Loan activities of Banks Two different credit situations Terms of credit Formal sector credit in India Self Help Groups for the Poor <p>4. Globalization and the Indian Economy</p>	<ul style="list-style-type: none"> Familiarize with concepts of macroeconomics. Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income. Understand the importance of quality of life and sustainable development. Identify major employment generating sectors. Reason out the government investment in different sectors of economy. Understand money as an economic concept. Understand the role of financial institutions from the point of view of day-to- day life.

<ul style="list-style-type: none">• Production across countries• Interlinking production across countries• Foreign Trade and integration of markets• What is globalization?• Factors that have enabled Globalisation• World Trade Organisation• Impact of Globalization on India• The Struggle for a fair Globalization	<ul style="list-style-type: none">• Explain the working of the Global Economic phenomenon.
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PROJECT WORK CLASS X (2020-21)

05 Periods	05 Marks
<p>1. Every student has to compulsorily undertake any one project on the following topics:</p> <div data-bbox="380 915 1154 1213" data-label="Image"></div>	
<p>2. Objective: The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from interdisciplinary perspective. It should also help in enhancing the Life Skills of the students.</p> <p>Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.</p> <p>If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, different forms of art may be integrated in the project work.</p>	
<p>3. The distribution of marks over different aspects relating to Project Work is as follows:</p>	

S. No.	Aspects	Marks
a.	Content accuracy, originality and analysis	2
b.	Presentation and creativity	2
c.	Viva Voce	1

4. The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

5. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.

6. A Summary Report should be prepared highlighting:

- objectives realized through individual work and group interactions;
- calendar of activities;
- innovative ideas generated in the process ;
- list of questions asked in viva voce.

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

8. The Project Report should be handwritten by the students themselves.

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

PRESCRIBED BOOKS:

1. India and the Contemporary World-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE
6. Learning Outcomes at the Secondary Stage – Published by NCERT

Note: Please procure latest reprinted edition (2020) of prescribed NCERT textbooks.

SOCIAL SCIENCE (CODE NO. 087)
QUESTION PAPER DESIGN
CLASS X (2020-21)

Time: 3 Hours		Maximum Marks : 80	
Sr. No.	Competencies	Total Marks	% Weight age
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	28	35%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	15	18.75%
3	Formulating, Analyzing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	Map Skill	5	6.25%
		80	100%

Note:

1. Teachers may refer 'Learning Outcomes' published by NCERT for developing lesson plans, assessment framework and questions.
2. 02 Items from History Map List and 03 Items from Geography Map List

Internal Assessment: 20 Marks

INTERNAL ASSESSMENT

	Marks	Description				
Periodic Assessment	10 Marks	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Pen Paper Test</td> <td style="width: 30%; text-align: center;">5 marks</td> </tr> <tr> <td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td> <td style="text-align: center; vertical-align: middle;">5 marks</td> </tr> </table>	Pen Paper Test	5 marks	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks
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Portfolio	5 Marks	<ul style="list-style-type: none"> Class work and Assignments Any exemplary work done by the student Reflections, Narrations, Journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like Heritage India Quiz 				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"> Project Work 				

LIST OF MAP ITEMS CLASS X (2020-21)

A. HISTORY (Outline Political Map of India)

Chapter - 3 Nationalism in India – (1918 – 1930) for Locating and Labelling / Identification

1. Indian National Congress Sessions:

- a. Calcutta (Sep. 1920)
- b. Nagpur (Dec. 1920)
- c. Madras (1927)

2. Important Centers of Indian National Movement

- a. Champ ran (Bihar) - Movement of Indigo Planters
- b. Kheda (Gujarat) - Peasant Satyagrah

- c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
- d. Amritsar (Punjab) - Jallianwala Bagh Incident
- e. Chauri Chaura (U.P.) - Calling off the Non-Cooperation Movement
- f. Dandi (Gujarat) - Civil Disobedience Movement

B. GEOGRAPHY (Outline Political Map of India)

Chapter 1: Resources and Development (Identification only)

- a. Major soil Types

Chapter 3: Water Resources (Locating and Labelling)

Dams:

- | | |
|----------------------|--------------------|
| a. Salal | e. Sardar Sarovar |
| b. Bhakra Nangal | f. Hirakud |
| c. Tehri | g. Nagarjuna Sagar |
| d. Rana Pratap Sagar | h. Tungabhadra |

Note: Only map items of this chapter as listed above will be evaluated in Board Examination.

Chapter 4: Agriculture (Identification only)

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

Chapter 5: Minerals and Energy Resources

Power Plants

(Locating and Labelling only)

a. Thermal

- | | |
|-------------|--------------|
| • Namrup | • Ramagundam |
| • Singrauli | |

b. Nuclear

- | | |
|-------------|-------------|
| • Narora | • Tarapur |
| • Kakrapara | • Kalpakkam |

Note: Only Map Items of this chapter as listed above will be evaluated in Board Examination.

Chapter 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. Vijaynagar
- f. Salem

Software Technology Parks:

- a. Noida
- b. Gandhinagar
- c. Mumbai
- d. Pune

- e. Hyderabad
- f. Bengaluru
- g. Chennai
- h. Thiruvananthapuram

Chapter 7: Lifelines of National Economy (Locating and Labelling)

Major Ports:

- a. Kandla
- b. Mumbai
- c. Marmagao
- d. New Mangalore
- e. Kochi

- f. Tuticorin
- g. Chennai
- h. Vishakhapatnam
- i. Paradip
- j. Haldia

International Airports:

- a. Amritsar (Raja Sansi)
- b. Delhi (Indira Gandhi International)
- c. Mumbai (Chhatrapati Shivaji)
- d. Chennai (Meenam Bakkam)

- e. Kolkata (Netaji Subhash Chandra Bose)
- f. Hyderabad (Rajiv Gandhi)

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

हिंदी पाठ्यक्रम - अ
(कोड सं. 002)

कक्षा 10वीं हिंदी - अ परीक्षा हेतु पाठ्यक्रम विनिर्देशन
2020-21

- प्रश्न-पत्र दो खंडों - खंड 'अ' और 'ब' का होगा।
- खंड 'अ' में 53 प्रश्नों पर प्रश्न पूछे जाएंगे जिन्हें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।
- खंड 'ब' में प्रश्नों का प्रश्न पूछे जाएंगे। प्रश्नों में उचित आंतरिक विवरण दिए जाएंगे।

भारत अंक 80
घंटे

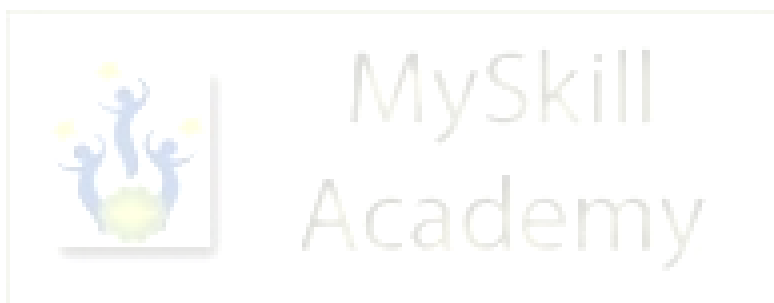
द्वि

निर्धारित समय 3

परीक्षा भारत विभाजन				
खंड - अ (विवेकी प्रश्न)				
	विषयवस्तु	उप भार	कुलभार	
1	अपिठत गणनांश व कानांश पर चिंतन प्रमता एवं अभिज्ञ कौशल पर आधारित विवेकी प्रश्न।		10	
	अ एक अपिठत गणनांश 150 से 200 शोका $(1 \times 5 = 5)$ विवेकी सहित	5		
	ब एक अपिठत कानांश 150 से 200 शोका $(1 \times 5 = 5)$ विवेकी सहित	5		
2	करण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक विंदु/ संरचना आद पर विवेकी प्रश्न। (1x16) कुल 20 प्रश्न पूछे जाएंगे जिन्हें से केवल 16 प्रश्नों के उत्तर देने होंगे।		16	
	करण			
	1 रचना के आधार पर वाक्य भेद (4 अंक)	4		
	2 वाक्य (अंक)	4		
	3 पद परिचय (4 अंक)	4		

MyCareer Info

4	रस (4 अंक)	4
3	पाठ्यपुस्तक विज्ञापित भाग - 2	
अ	ग4 खंड	7
1	विज्ञापित से निम्नलिखित पाठों में से ग4ांश के आधार पर विषय-वस्तु का ज्ञान बोध, अभिप्रेक्षा आदि पर पांच बख्शिकी Pff पूछे जाएँगे। (1x5)	5
2	विज्ञापित से निम्नलिखित ग4 पाठों के आधार पर विवचनियों की उचित चिंतन क्षमताओं एवं अभिप्रेक्षा का आकलन करने हेतु दो बख्शिकी Pff पूछे जाएँगे। (1x2)	2
ब	का खंड	7



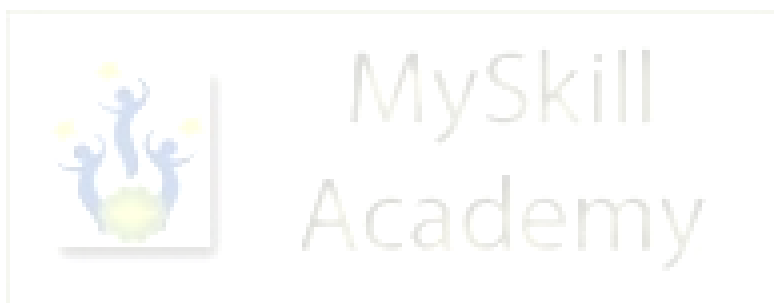
MyCareer Info

	1	विश्वीय साहित्य के विचारों में से का आधार पर पाँच विकसित की Pff पूछे जाएँगे (1x5)	5	14
	2	विश्वीय साहित्य के विचारों के आधार पर विवचारों का का बो ध परखने हेतु दो विकसित की Pff पूछे जाएँगे। (1x2)	2	
खंड - ब (वर्णनात्मक #ff)				
पाठ्यपुस्तक विश्वीय भाग - 2 व प्रक पाठ्यपुस्तक कृतिका भाग - 2				
1	अ	ग 4 खंड		
		विश्वीय साहित्य पाठों में से विषय-वस्तु का ज्ञान बोध, अभि पर चार Pff पूछे जाएँगे। (2x4)	8	
	ब	का खंड		
		विश्वीय साहित्य के आधार पर विवचारों का का बोध परखने हेतु तीन Pff पूछे जाएँगे। (2x3)	6	20
	स	प्रक पाठ्यपुस्तक कृतिका भाग - 2		
		कृतिका के विचारों पर आधारित दो Pff पूछे जाएँगे। (3x2) (विकसित सहित)	6	
2	लेखन			
	अ	विभिन्न विषयों और संदर्भ पर विचारों के तक संगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिंदुओं पर आधारित समसामयिक एवं वास्तविक जीवन से जुड़े एक-तीन विषयों में से किसी एक विषय पर 80 से 100 श्लोकों में अनुच्छेद लेखन। (5x1)	5	20

ब	अभिज्ञान की क्षमता पर के प्रति औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर 7। (5x1)	5	
स	विषय से संबंधित 25-50 श्लोकों के अंतर्गत विज्ञापन लेखन। (5x1) (विकल्प सहित)	5	
द	संदेश लेखन (शुभकामना, पर्व-युद्धोहारो एवं विशेष अवसरों पर विदित जाने वाले संदेश) (30-40 श्लोकों में) (5x1) (विकल्प सहित)	5	
		कुल	80

निम्नलिखित पत्रिकाएँ :

1. विज्ञापित, भाग-2, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण



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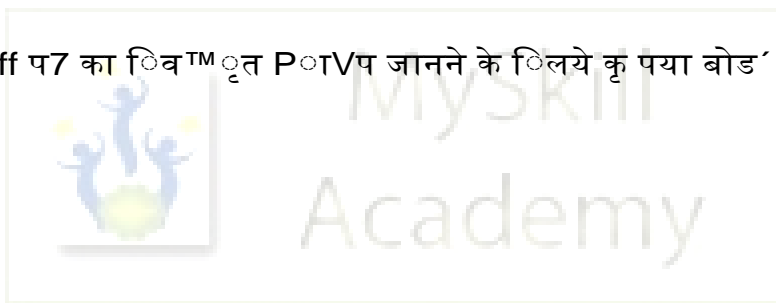
MyCareer Info

2. कृतिका, भाग-2, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

नोट - पाठ्यक्रम के निम्नलिखित पाठ हटा दिए गए हैं -

विज्ञान, भाग - 2	का खंड	<ul style="list-style-type: none">• देव• जयशंकर प्रसाद - आकाश
	ग4 खंड	<ul style="list-style-type: none">• महावीर प्रसाद द्विवेदी - मी-शिक्षा के विरोधी कृतक का खंडन• भद्रंत आनंद कौसल्यायन - संस्कृति
कृतिका, भाग - 2		<ul style="list-style-type: none">• एही ठै यॉ झुलनी हेरानी हो रामा!• म* ओं लिखता \ँ ?

कक्षा दसवीं हेतु पठ्यक्रम का विस्तृत पाठ्यक्रम जानने के लिये कृपया बोर्ड द्वारा जारी आदर्श पठ्यक्रम देखें।



MyCareer Info

कक्षा 10वीं हिंदी 'ब' परीक्षा हेतु पाठ्यक्रम
विनिर्देशन 2021-2022

- #ff-प7 दो खंडों - खंड 'अ' और 'ब' का होगा।
- खंड 'अ' में 53 वक्तुपरक #ff पूछे जाएँगे "विजनम" से केवल 40 #ffों के ही उत्तर देने होंगे।
- खंड 'ब' में वषणनाक #ff पूछे जाएँगे। #ffों में "उचित आंतरिक विवरण दिए जाएँगे।

भारतंक 80

विनिर्धारित समय 3 घंटे

परीक्षा भारत विभाजन		
	विषयवक्तु	भारत
	खंड अ (वक्तुपरक #ff)	40
1	अपठित गणंश (विचंतन गमतं एवं विभक्त कौशल पर बविवकणंक #ff पूछे जाएँगे)	10
	व्यचार अपठित गणंशों में से कोई दो गणंश करने होंगे। (200-250 शब्दों के) 2 गणंश x(5 Pff)	10
2	ाकरण: पाठ्यपुक्तम" दिए गए भाषा-अवयव के आधार पर बविवकणंक #ff (1 अंक x16 #ff)	16
	1 पद बंध (3 म" से विकृतिं 2 के उत्तर)	02
	2 रचना के आधार पर वाचस्पति (4 म" से विकृतिं 3 के उत्तर)	03
	3 समास (5 म" से विकृतिं 4 के उत्तर)	04
	4 मुहावरे (4 Pff)	04

MyCareer Info

5	अलंकार (अनुपास, यमक, उपमा, वचक, अितयोशः, मानवीकरण) (3 Pff)	03
3	पापु™क श' भाग - 2	14



MyCareer Info

	का खंड		04
		पिठत प4ांश पर चार बॆविक३/४ी Pff। (4 Pff)	
	गD खंड		10
		दो पिठत ग4ांशों पर पाँच-पाँच बॆविक३/४ी Pff। 2 ग4ांश x (5 Pff)	
	खंड (वर्णना३/४क #ff) ब -		40
4	पाअपु™क अश' भाग - 2		08
1	अश' से िनधार्ित पाठो के आधार पर िवषय-व™ु का]ान, बोध, अिभ िा आदि पर 25 - 30 श ों वाले तीन म" दो Pff पूछे जाएं गे। (2 अंक x 2 Pff)		04
2	अश' से िनधार्ित पाठो के आधार पर िव4ािथ'यों की उ€ िचंतन ऩमताओं एवं अिभ िा का आकलन करने हेतु 60-70 श ों वाला (4 अंक x 1 Pff)		04
	पूरक पाअपु™क संचयन भाग - 2		06
	पूरक पाअपु™क संचयन के िनधार्ित पाठो से तीन म" से दो Pff पूछे जाएंगे" िजनका उKर 400श ों म" दे ना होगा। (3 अंक x 2 Pff)		06
5	लेखन		26
अ	संके त िबंदुओं पर आधारित समसामयिक एवं ावहारिक जीवन से जुडे \ए िक\ीं तीन िवषयों म" से िकसी एक िवषय पर 80 से 100 श ों म" अनु३/४े द। (6 अंक x1 Pff) (िवक३/४ सहित)		6
ब	औपचारिक िवषय से संबिधत प7। (5 अंक x1 Pff) (िवक३/४ सहित)		5

MyCareer Info

स	व्यवहारिक जीवन से संबंधित विषयो पर आधारित 30-40 श्लोकों में सूचना लेखन। (5 अंक x 1Pff) (विकल्प सहित)	5
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MyCareer Info

द	विषय से संबंधित 25-50 श्लोकों के अंतर्गत विभाजन लेखन। (5 अंक x1 Pff) (विकल्प सहित)	5
इ	लघु कथा लेखन – दिए गए स्थान बिंदु के आधार पर 100-120 श्लोकों में लघु कथा लेखन। (5 अंक x1 Pff) (विकल्प सहित)	5
कुल		80

निर्धारित पुस्तक :

1. अक्षर, भाग-2, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
2. संचयन, भाग-2, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

नोट: निर्धारित पाठ हटा दिया गया है।

पृष्ठ खंड	
1.	महादेवी वामन-मधुर-मधुर मेरे दीपक जल
गृष्ठ खंड	
2.	अंतोन चेखव-गिरिगट

कक्षा दसवीं हेतु Pff पृष्ठ का विद्युत रूप प्राप्त करने के लिये कृपया बोर्ड द्वारा जारी आदेश Pff पृष्ठ देखें।