

# LOYOLA CONVENT SCHOOL

**Vidyalaya Marg, Dumardaga, Booty, Ranchi**

**An ISO 9001 : 2000 Certified School, Affiliated to CBSE, New Delhi**

**Session : 2021-22**



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# Syllabus of Class-X

## English Language & Literature (184)

### Term wise Syllabus

#### Term - I

##### READING

Question based on the following kinds of unseen passages to assess inference, evaluation, vocabulary, analysis and interpretation:

1. Discursive passage (400-450 words)
2. Case based Factual passage (with visual input/ statistical data/ chart etc. 300-350 words)

##### WRITING SKILL

1. Formal letter based on a given situation.
  - Letter to the Editor
  - Letter of Complaint (Official)
  - Letter of Complaint (Business)

##### GRAMMAR

1. Tenses
2. Modals
3. Subject-Verb Concord
4. Determiner
5. Reported Speech
6. Commands and Requests
7. Statements
8. Questions

##### LITERATURE

Questions based on extracts / texts to assess interpretation, inference, extrapolation beyond the text and across the texts.

##### FIRST FLIGHT

1. A Letter to God
2. Nelson Mandela
3. Two Stories About Flying
4. From the Diary of Anne Frank
5. The Hundred Dresses 1
6. The Hundred Dresses 2

##### POEMS

1. Dust of Snow
2. Fire and Ice
3. A Tiger in the Zoo
4. The Ball Poem

## **FOOTPRINTS WITHOUT FEET**

1. A Triumph of Surgery
2. The Thief's Story
3. Footprints Without Feet

## **Term - II**

### **READING**

Question based on the following kinds of unseen passages to assess inference, evaluation, vocabulary, analysis and interpretation:

1. Discursive passage (400-450 words)
2. Case based Factual passage (with visual input/ statistical data/ chart etc. 300-350 words)

### **WRITING SKILL**

1. Formal letter based on a given situation
  - Letter of Order
  - Letter of Enquiry
2. Analytical Paragraph (based on outline/chart/cue/map/report etc.)

### **GRAMMAR**

1. Tenses
2. Modals
3. Subject Verb Concord
4. Determiner
5. Reported Speech
6. Commands and Requests
7. Statements
8. Questions

### **LITERATURE**

Questions based on extracts / texts to assess interpretation, inference, extrapolation beyond the text and across the texts.

### **FIRST FLIGHT**

1. Glimpses of India
2. Madam Rides the Bus
3. The Sermon at Benares
4. The Proposal (Play)

### **POEMS**

1. Amanda
2. Animals
3. The Tale of Custard the Dragon

**FOOTPRINTS WITHOUT FEET**

1. The Making of a Scientist
2. The Necklace
3. The Hack Driver
4. Bholi

**Each Semester**

SECTION	WEIGHTAGE (IN MARKS)
READING	10
WRITING & GRAMMAR	10
LITERATURE	20
TOTAL	40
INTERNAL ASSESSMENT	10
GRAND TOTAL	50

# HINDI (002)

**हिंदी पाठ्यक्रम -अ (कोड सं. 002) कक्षा 10वीं हिंदी - अ परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2021-22**

परीक्षा भार विभाजन सत्र 1				
	विषयवस्तु		उप भार	कुलभार
1	अपठित गद्यांश व काव्यांश पर चिंतन क्षमता एवं अभिव्यक्ति कौशल पर आधारित बहुविकल्पी प्रश्न।			10
	अ	एक अपठित गद्यांश 150 से 200 शब्दों का (1x5=5) विकल्प सहित	5	
	ब	एक अपठित काव्यांश 150 से 200 शब्दों का (1x5=5) विकल्प सहित	5	
2	व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु /संरचना आदि पर बहुविकल्पी प्रश्न प्रश्न (1x16) कुल 20 प्रश्न पूछे जाएँगे जिसमें से केवल 16 प्रश्नों के उत्तर देने होंगे।			16
	1	रचना के आधार पर वाक्य भेद (4 अंक)	4	
	2	वाच्य (4 अंक)	4	
	3	पद परिचय (4 अंक)	4	
	4	रस (4 अंक)	4	
3	पाठ्यपुस्तक क्षितिज भाग - 2			
	अ	गद्य खंड	7	
	1	क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का ज्ञान बोध, अभिव्यक्ति आदि पर पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	
	2	क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	2	
	ब	काव्य खंड	7	
	1	क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5)	5	
	2	क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	2	
4	आंतरिक मूल्यांकन			10
	अ	सामयिक आकलन	2.5	
	ब	बहुविध आकलन	2.5	
	स	पोर्टफोलियो	2.5	
	द	श्रवण एवं वाचन	2.5	
		<b>कुल</b>		<b>50</b>

पाठ्यपुस्तक क्षितिज भाग -2 सत्र 2021-22 सत्र -1 में निम्नलिखित पाठ सम्मिलित किए गए हैं -

गद्य - खंड	काव्य - खंड
स्वयं प्रकाश - नेताजी का चश्मा	सूरदास - पद
रामवृक्ष बेनीपुरी - बालगोबिन भगत	तुलसीदास - राम - लक्ष्मण - परशुराम संवाद

परीक्षा भार विभाजन सत्र 2				
	विषयवस्तु		उप भार	कुलभार
1	पाठ्यपुस्तक क्षितिज भाग - 2 व पूरक पाठ्यपुस्तक कृतिका भाग - 2			20
	अ	गद्य खंड		
		क्षितिज से निर्धारित पाठों के आधार पर विषय-वस्तु का ज्ञान बोध, अभिव्यक्ति आदि पर चार प्रश्न पूछे जाएंगे। (2x4)	8	
	ब	काव्य खंड		
		क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (2x3)	6	
	स	पूरक पाठ्यपुस्तक कृतिका भाग - 2		
	कृतिका के निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे । (3x2)		6	
2	लेखन			20
	अ	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 150 शब्दों में अनुच्छेद लेखन। (5x1)	5	
	ब	अभिव्यक्ति की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर लगभग 120 शब्दों में पत्र। (5x1)	5	
	स	विषय से संबंधित दो विज्ञापनों (प्रत्येक लगभग 50 शब्दों वाला)का लेखन। (2.5 अंक x2 प्रश्न) (विकल्प सहित)	5	
	द	संदेश लेखन (शुभकामना, पर्व-त्योहारों एवं विशेष अवसरों पर दिए जाने वाले दो संदेश) (प्रत्येक लगभग 40 शब्दों में) (2.5 अंक x2 प्रश्न) (विकल्प सहित)	5	
3	आंतरिक मूल्याङ्कन			10
	अ	सामयिक आकलन	2.5	
	ब	बहुविध आकलन	2.5	
	स	पोर्टफोलियो	2.5	
	द	श्रवण एवं वाचन	2.5	
	कुल			50

सत्र-2 2021-22 में निम्नलिखित पाठ सम्मिलित किए गए हैं –

पाठ्यपुस्तक क्षितिज भाग -2

काव्य – खंड

1. सूर्यकांत त्रिपाठी 'निराला' - 'उत्साह', 'अट नहीं रही है'

2. ऋतुराज - कन्यादान

गद्य - खंड

3. यशपाल - लखनवी अंदाज़

4. सर्वेश्वर दयाल सक्सेना - मानवीय करुणा की दिव्य चमक

अनुपूरक पाठ्यपुस्तक कृतिका भाग -2

1. शिवपूजन सहाय - माता का अँचल
2. कमलेश्वर - जॉर्ज पंचम की नाक
3. मधु कांकरिया - साना - साना हाथ जोड़ि

**निर्धारित पुस्तकें :**

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

# SANSKRIT (122)

कक्षा – दशमी (2021 - 22)

“कोरोना” इत्याख्य-विषाणोः कारणात् अस्मिन् वर्षे परीक्षा भागद्वये आयोजयिष्यते।

प्रथमसत्रीयायै परीक्षायै संशोधितः पाठ्यक्रमः

(बहुविकल्पात्मकाः प्रश्नाः)

अनुप्रयुक्त- व्याकरणम्	<ol style="list-style-type: none"><li>1. सन्धिकार्यम् व्यञ्जनसन्धिः - वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्, प्रथमवर्णस्य पञ्चमवर्णे परिवर्तनम् विसर्गसन्धिः - विसर्गस्य उत्त्वं, विसर्गस्य स्थाने स, श, ष् 2. समासः - वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः ➤ तत्पुरुषः – विभक्तिः ➤ अव्ययीभावः (अनु, उप, सह, निर, प्रति, यथा) ➤ द्वन्द्वः (केवलम् इतरेतर-द्वन्द्वसमासः) 3. प्रत्ययाः ➤ तद्धिताः – मतुप्, त्व, ➤ स्त्रीप्रत्ययः – टाप् 4. वाच्यपरिवर्तनम् - केवलं लटलकारे ( कर्तृ-कर्म-क्रिया) 5. समयः - अङ्कानां स्थाने शब्देषु समयलेखनम् (सामान्य – सपाद – सार्ध – पादोन) 6. अव्ययपदानि उच्चैः, च, श्वः, ह्यः, अद्य, अत्र-तत्र, यत्र-कुत्र, इदानीम्, (अधुना, सम्प्रति, साम्प्रतम्) यदा, तदा, कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः, यदि-तर्हि, यावत्-तावत् । 7. अशुद्धि-संशोधनम् (वचन – लिङ्ग – पुरुष – लकार – दृष्ट्या संशोधनम्)</li></ol>
पठितावबोधनम्	<ol style="list-style-type: none"><li>8. वाक्येषु रेखाङ्कितपदानि अधिकृत्य पञ्चप्रश्नानां निर्माणम् 9. प्रसङ्गानुकूलं समुचितं शब्दार्थचयनम् 10. भाषिककार्याय तत्त्वानि (पाठाधारितानि) - ✓ वाक्ये कर्तृ – क्रिया पदचयनम् ✓ विशेषण – विशेष्य चयनम्, सर्वनाम ✓ पर्याय – विलोमपद – चयनम्</li></ol>



पुस्तकम् – 'शेमुषी -संस्कृत-पाठ्यपुस्तकम् द्वितीयः भागः (दशमश्रेण्यै)

प्रथमसत्रीयायै परीक्षायै निर्धारिताः पाठाः –

पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	शुचिपर्यावरणम्
द्वितीयः पाठः	बुद्धिर्बलवती सदा
चतुर्थः पाठः	शिशुलालनम्
पञ्चमः पाठः	जननी तुल्यवत्सला

अवधातव्यम् -

अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथासम्भवं 'शेमुषी' पाठ्यपुस्तकात् करणीयम्।

यदि ततः न सम्भवति तर्हि 'अभ्यासवान् भव – द्वितीयो भागः' इत्यस्मात् कर्तुं शक्यम्।

## प्रथमसत्रान्तर्गतम् आन्तरिक-मूल्याङ्कनम् (10 अङ्काः)

उद्देश्यानि

- ❖ छात्राणां सृजनात्मकक्षमतायाः विकासः।
- ❖ श्रवण-भाषण-पठन-लेखनकौशलानां विकासः।
- ❖ चिन्तनक्षमतायाः आत्मविश्वासस्य च संवर्धनम्।

क्र. सं.	गतिविधयः	उदाहरणानि	अङ्काः	निर्देशाः	मूल्याङ्कनविन्दवः
1.	आवधिक-परीक्षाः (पीरियोडिक- असैस्मैट)	लिखितपरीक्षा	2.5	विद्यालयेन समये समये लिखितपरीक्षाणाम् आयोजनं करणीयं भवति।	परीक्षासु यत्र विद्यार्थिनः श्रेष्ठाः अङ्काः स्युः तयोः द्वयोः परीक्षयोः एव अधिभारः ग्रहीतव्यः। अपि च आवधिकपरीक्षासु अपि प्रश्नेषु आन्तरिकविकल्पाः देयाः। मूल्याङ्कनसमये यदि छात्रः सर्वान् प्रश्नान् उत्तरति तर्हि छात्रहिताय यत्र अधिकाः अङ्काः सन्ति तेषाम् एव मूल्याङ्कनं करणीयम्।

2	बहुविधमूल्याङ्कनम्	<ul style="list-style-type: none"> <li>❖ कक्षायां पाठितस्य पाठस्य लघुमूल्याङ्कनम्</li> <li>❖ निर्गतपत्राणि</li> <li>❖ प्रश्नोत्तरी</li> <li>❖ मौखिकी परीक्षा</li> <li>❖ प्रतियोगिताः</li> <li>❖ प्रश्नमञ्चस्य आयोजनम्</li> </ul>	2.5	कक्षायां पाठित-पाठस्य विषयस्य वा बहुविधं मूल्याङ्कनम् अपेक्षितम् अस्ति। अनेन विद्यार्थिनां विविधकौशलानां मूल्याङ्कनं भवेत्।	<ul style="list-style-type: none"> <li>❖ मौलिकता</li> <li>❖ विषयसम्बद्धता</li> <li>❖ शुद्धता</li> <li>❖ समयबद्धता</li> <li>❖ प्रस्तुतीकरणम्</li> </ul>
3.	निवेशसूचिका (पोर्टफोलियो)	<ul style="list-style-type: none"> <li>❖ कक्षाकार्यम्</li> <li>❖ सामूहिक-मूल्याङ्कनम्</li> <li>❖ स्वमूल्याङ्कनम्</li> <li>❖ विद्यार्थिनः विषयगताः उपलब्धयः</li> </ul>	2.5	विद्यार्थिभिः कक्षायां कृतानां कार्याणाम् उपलब्धीनां च संरक्षणं संयोजनं च सञ्चिकायां पत्रावल्यां वा करणीयम्। एतेन समग्रं मूल्याङ्कनं प्रमाणिकत्वेन भवितुं शक्नोति।	<ul style="list-style-type: none"> <li>❖ सुलेखः</li> <li>❖ तथ्यात्मकता</li> <li>❖ प्रामाणिकता</li> <li>❖ समयबद्धता</li> </ul>
4.	भाषा-संवर्धनाय गतिविधयः (क) श्रवण-भाषण-कौशलम्	<ul style="list-style-type: none"> <li>❖ कथा</li> <li>❖ संवादः/ वार्तालापः</li> <li>❖ भाषणम्</li> <li>❖ नाटकम्</li> <li>❖ वार्ताः</li> <li>❖ आशुभाषणम्</li> <li>❖ संस्कृतगीतानि</li> <li>❖ श्लोकोच्चारणम्</li> </ul>	2.5	<ul style="list-style-type: none"> <li>❖ छात्राः कामपि कथां श्रावयितुं शक्नुवन्ति।</li> <li>❖ शिक्षकः कमपि विषयं सूचयित्वा परस्परं संवादं कारयितुं शक्नोति।</li> <li>❖ दूरदर्शने वार्तावली इत्याख्यः संस्कृत-कार्यक्रमः प्रसारितः भवति तं द्रष्टुं छात्राः प्रेरणीयाः।</li> <li>❖ श्रवण-कौशल-मूल्याङ्कनाय शिक्षकः स्वयम् अपि कथां श्रावयित्वा ततः सम्बद्ध-प्रश्नान् प्रष्टुं शक्नोति।</li> </ul>	<ul style="list-style-type: none"> <li>❖ उच्चारणम्</li> <li>❖ शुद्धता</li> <li>❖ समयबद्धता</li> <li>❖ प्रस्तुतीकरणम्</li> <li>आरोहावरोह-गतियति-प्रयोगः</li> </ul>
	(ख) लेखनकौशलम्	<ul style="list-style-type: none"> <li>❖ विविधविषयान् आधृत्य मौलिकलेखनम् यथा- देशः, माता, पिता, गुरुः, विद्या पर्यावरणम्, योगः, समयस्य सदुपयोगः, शिक्षा, अनुशासनम्</li> </ul>		<ul style="list-style-type: none"> <li>❖ छात्राः यथाशक्यं कक्षायामेव लेखनकार्यं कुर्युः।</li> <li>❖ टिप्पणी- पुस्तिकायाः निर्माणम्।</li> <li>❖ वैयक्तिकपरीक्षणम्।</li> </ul>	<ul style="list-style-type: none"> <li>❖ विषय-सम्बद्धता</li> <li>❖ शुद्धता (विशेषतः पञ्चमवर्णस्यप्रयोगः)</li> <li>❖ समयबद्धता</li> <li>❖ सुलेखः</li> <li>❖ प्रस्तुतीकरणम्</li> </ul>

	इत्यादयः । ❖ शैक्षिकभ्रमणस्य संस्कृतेन प्रतिवेदनलेखनम् । ❖ दैनन्दिनीलेखनम् । ❖ सङ्केताधारितं कथालेखनम् । ❖ भित्तिपत्रिकायाः निर्माणम् । ❖ श्रुतलेखः ❖ सूक्तिलेखनम्			
अवधातव्यम् –उपर्युक्त- गतिविधयश्च उदाहरणरूपेण प्रदत्ताः सन्ति । एतदतिरिच्य एतादृशाः अन्यविषयाः अपि भवितुमर्हन्ति ।				

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**संस्कृतपाठ्यक्रमः (कोड नं. 122)**  
**कक्षा –दशमी (2021- 22)**  
**वार्षिकपरीक्षायै संशोधितः पाठ्यक्रमः**  
**(वर्णनात्मकाः प्रश्नाः)**

<b>अपठित – अवबोधनम्</b>	<b>1. एकः गद्यात्मकः खण्डः</b> 80-100 शब्दपरिमितः गद्यांशः, सरलकथा, वर्णनं वा ➤ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् ➤ शीर्षकलेखनम् ➤ अनुच्छेद – आधारितं भाषिकं कार्यम् भाषिककार्याय तत्त्वानि - ✓ वाक्ये कर्तु – क्रिया पदचयनम् ✓ कर्तु - क्रिया – अन्वितिः ✓ विशेषण – विशेष्य चयनम् ✓ पर्याय – विलोमपद – चयनम्
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रचनात्मकं कार्यम्	2. सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकं पत्रलेखनम् (मञ्जूषायाः सहायतया पूर्ण पत्रं लेखनीयम्) 3. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् 4. हिन्दीभाषायाम् आङ्ग्लभाषायां वा लिखितानां पञ्चसरलवाक्यानां संस्कृतभाषायाम् अनुवादः
पठित – अवबोधनम्	5. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि । 6. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि । 7. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि । 8. एकस्य श्लोकस्य अन्वयः/ एकस्य श्लोकस्य संस्कृतेन भावार्थः (मञ्जूषायाः सहायतया) 9. घटनाक्रमानुसारं कथालेखनम्

पुस्तकम् – ‘शेमुषी’-संस्कृत-पाठ्यपुस्तकम् द्वितीयः भागः (दशमश्रेण्यै)

वार्षिक-परीक्षायै निर्धारिताः पाठाः –

पाठसङ्ख्या	पाठनाम
षष्ठः पाठः	सुभाषितानि
सप्तमः पाठः	सौहार्दं प्रकृतेः शोभा
अष्टमः पाठः	विचित्रः साक्षी
नवमः पाठः	सूक्तयः

पाठ्यपुस्तकानि-

- |  |           |                             |
|--|-----------|-----------------------------|
| 1. ‘शेमुषी’ पाठ्यपुस्तकम् भाग-2 , संशोधितसंस्करणम् | प्रकाशनम् | : रा.शै.प्र.अनु.परि. द्वारा |
| 2. ‘अभ्यासवान् भव’ भाग-2                           | प्रकाशनम् | : रा.शै.प्र.अनु.परि. द्वारा |
| 3. व्याकरणवीथिः (अतिरिक्तपठनार्थम्)                | प्रकाशनम् | : रा.शै.प्र.अनु.परि.        |

# वार्षिकपरीक्षान्तर्गतम् आन्तरिक-मूल्याङ्कनम्

## (10 अङ्काः)

### उद्देश्यानि

- ❖ छात्राणां सृजनात्मकक्षमतायाः विकासः।
- ❖ श्रवण-भाषण-पठन-लेखनकौशलानां विकासः।
- ❖ चिन्तनक्षमतायाः आत्मविश्वासस्य च संवर्धनम्।

क्र. सं.	गतिविधयः	उदाहरणानि	अङ्काः	निर्देशाः	मूल्याङ्कनविन्दवः
1.	आवधिक-परीक्षा: (पीरियोडिक- असैस्मैट)	लिखितपरीक्षा	2.5	विद्यालयेन समये समये लिखितपरीक्षाणाम् आयोजनं करणीयं भवति।	परीक्षासु यत्र विद्यार्थिनः श्रेष्ठाः अङ्काः स्युः तयोः द्वयोः परीक्षयोः एव अधिभारः ग्रहीतव्यः। अपि च आवधिकपरीक्षासु अपि प्रश्नेषु आन्तरिकविकल्पाः देयाः। मूल्याङ्कनसमये यदि छात्रः सर्वान् प्रश्नान् उत्तरति तर्हि छात्रहिताय यत्र अधिकाः अङ्काः सन्ति तेषाम् एव मूल्याङ्कनं करणीयम्।
2	बहुविधमूल्याङ्कनम्	<ul style="list-style-type: none"> <li>❖ कक्षायां पाठितस्य पाठस्य लघुमूल्याङ्कनम्</li> <li>❖ निर्गतपत्राणि</li> <li>❖ प्रश्नोत्तरी</li> <li>❖ मौखिकी परीक्षा</li> <li>❖ प्रतियोगिताः</li> <li>❖ प्रश्नमञ्चस्य आयोजनम्</li> </ul>	2.5	कक्षायां पाठित-पाठस्य विषयस्य वा बहुविधं मूल्याङ्कनम् अपेक्षितम् अस्ति। अनेन विद्यार्थिनां विविधकौशलानां मूल्याङ्कनं भवेत्।	<ul style="list-style-type: none"> <li>❖ मौलिकता</li> <li>❖ विषयसम्बद्धता</li> <li>❖ शुद्धता</li> <li>❖ समयबद्धता</li> <li>❖ प्रस्तुतीकरणम्</li> </ul>
3.	निवेशसूचिका (पोर्टफोलियो)	<ul style="list-style-type: none"> <li>❖ कक्षाकार्यम्</li> <li>❖ सामूहिक-मूल्याङ्कनम्</li> <li>❖ स्वमूल्याङ्कनम्</li> <li>❖ विद्यार्थिनः विषयगताः उपलब्धयः</li> </ul>	2.5	विद्यार्थिभिः कक्षायां कृतानां कार्याणाम् उपलब्धीनां च संरक्षणं संयोजनं च सञ्चिकायां पत्रावल्यां वा करणीयम्। एतेन समग्रं मूल्याङ्कनं प्रमाणिकत्वेन भवितुं शक्नोति।	<ul style="list-style-type: none"> <li>❖ सुलेखः</li> <li>❖ तथ्यात्मकता</li> <li>❖ प्रामाणिकता</li> <li>❖ समयबद्धता</li> </ul>

4.	भाषा-संवर्धनाय गतिविधयः (क) श्रवण-भाषण- कौशलम्	<ul style="list-style-type: none"> <li>❖ कथा</li> <li>❖ संवादः/ वार्तालापः</li> <li>❖ भाषणम्</li> <li>❖ नाटकम्</li> <li>❖ वार्ताः</li> <li>❖ आशुभाषणम्</li> <li>❖ संस्कृतगीतानि</li> <li>❖ श्लोकोच्चारणम्</li> </ul>	2.5	<ul style="list-style-type: none"> <li>❖ छात्राः कामपि कथां श्रावयितुं शक्नुवन्ति ।</li> <li>❖ शिक्षकः कमपि विषयं सूचयित्वा परस्परं संवादं कारयितुं शक्नोति ।</li> <li>❖ दूरदर्शने वार्तावली इत्याख्यः संस्कृत-कार्यक्रमः प्रसारितः भवति तं द्रष्टुं छात्राः प्रेरणीयाः ।</li> <li>❖ श्रवण-कौशल-मूल्याङ्कनाय शिक्षकः स्वयम् अपि कथां श्रावयित्वा ततः सम्बद्ध-प्रश्नान् प्रष्टुं शक्नोति ।</li> </ul>	<ul style="list-style-type: none"> <li>❖ उच्चारणम्</li> <li>❖ शुद्धता</li> <li>❖ समयबद्धता</li> <li>❖ प्रस्तुतीकरणम्</li> </ul> <p>आरोहावरोह-गतियति-प्रयोगः</p>
	(ख) लेखनकौशलम्	<ul style="list-style-type: none"> <li>❖ विविधविषयान् आधृत्य मौलिकलेखनम् यथा- देशः, माता, पिता, गुरुः, विद्या पर्यावरणम्, योगः, समयस्य सदुपयोगः, शिक्षा, अनुशासनम् इत्यादयः ।</li> <li>❖ शैक्षिकभ्रमणस्य संस्कृतेन प्रतिवेदनलेखनम् ।</li> <li>❖ दैनन्दिनीलेखनम् ।</li> <li>❖ सङ्केताधारितं कथालेखनम् ।</li> <li>❖ भित्तिपत्रिकायाः निर्माणम् ।</li> <li>❖ श्रुतलेखः</li> <li>❖ सूक्तिलेखनम्</li> </ul>		<ul style="list-style-type: none"> <li>❖ छात्राः यथाशक्यं कक्षायामेव लेखनकार्यं कुर्युः ।</li> <li>❖ टिप्पणी- पुस्तिकायाः निर्माणम् ।</li> <li>❖ वैयक्तिकपरीक्षणम् ।</li> </ul>	<ul style="list-style-type: none"> <li>❖ विषय-सम्बद्धता</li> <li>❖ शुद्धता (विशेषतः पञ्चमवर्णस्यप्रयोगः)</li> <li>❖ समयबद्धता</li> <li>❖ सुलेखः</li> <li>❖ प्रस्तुतीकरणम्</li> </ul>
	अवधातव्यम् –उपर्युक्त- गतिविधयश्च उदाहरणरूपेण प्रदत्ताः सन्ति । एतदतिरिच्य एतादृशाः अन्यविषयाः अपि भवितुमर्हन्ति ।				

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# MATHEMATICS (041)

## COURSE STRUCTURE

CLASS –X (2021-22)

FIRST TERM

One Paper

90 Minutes

NO.	UNIT NAME	MARKS
I	NUMBER SYSTEMS	6
II	ALGEBRA	10
III	COORDINATE GEOMETRY	6
IV	GEOMETRY	6
V	TRIGONOMETRY	5
VI	MENSURATION	4
VII	STATISTICS & PROBABILITY	3
	Total	40
	INTERNAL ASSESSMENT	10
	TOTAL	50

INTERNAL ASSESSMENT	MARKS	TOTAL MARKS
Periodic Tests	3	10 marks for the term
Multiple Assessments	2	
Portfolio	2	
Student Enrichment Activities-practical work	3	

## UNIT-NUMBER SYSTEMS

### 1. REAL NUMBER

Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples. Decimal representation of rational numbers in terms of terminating/non-terminating recurring decimals.

## UNIT-ALGEBRA

### 2. POLYNOMIALS

Zeroes of a polynomial. Relationship between zeroes and coefficients of quadratic polynomials only.

### 3. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

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 and by elimination. Simple situational problems. Simple problems on equations reducible to linear equations.

## UNIT-COORDINATE GEOMETRY

### 4. COORDINATE GEOMETRY

LINES (In two-dimensions)

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

## UNIT-GEOMETRY

### 5. TRIANGLES

Definitions, examples, counter examples of similar triangles.

1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.

2. (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. (Motivate) The ratio of the areas of two similar triangles is equal to the ratio of the squares of their corresponding sides.
8. (Prove) In a right triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides.
9. (Motivate) In a triangle, if the square on one side is equal to sum of the squares on the other two sides, the angle opposite to the first side is a right angle.

## **UNIT- TRIGONOMETRY**

### **6. INTRODUCTION TO TRIGONOMETRY**

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

#### **TRIGONOMETRIC IDENTITIES**

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

## **UNIT-MENSURATION**

### **7. AREAS RELATED TO CIRCLES**

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  $60^\circ$  and  $90^\circ$  only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

## **UNIT- STATISTICS & PROBABILITY**

### **8. PROBABILITY**

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

## SECOND TERM

NO.	UNIT NAME	MARKS
I	ALGEBRA(Cont.)	10
II	GEOMETRY(Cont.)	9
III	TRIGONOMETRY(Cont.)	7
IV	MENSURATION(Cont.)	6
V	STATISTICS & PROBABILITY(Cont.)	8
	Total	40
	INTERNAL ASSESSMENT	10
	TOTAL	50

### UNIT-ALGEBRA

#### 1. 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. Situational problems based on quadratic equations related to day to day activities (problems on equations reducible to quadratic equations are excluded)

#### 2. ARITHMETIC PROGRESSIONS

Motivation for studying Arithmetic Progression Derivation of the  $n$ th term and sum of the first  $n$  terms of A.P. and their application in solving daily life problems. (Applications based on sum to  $n$  terms of an A.P. are excluded)

### UNIT- GEOMETRY

#### 3. CIRCLES

Tangent to a circle at, point of contact

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

#### 4. CONSTRUCTIONS

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

### UNIT-TRIGONOMETRY

#### 5. SOME APPLICATIONS OF TRIGONOMETRY

HEIGHTS AND DISTANCES-Angle of elevation, Angle of Depression.

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

### UNIT-MENSURATION

#### 6. SURFACE AREAS AND VOLUMES

1. Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.
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 be taken).

## **UNIT-STATISTICS & PROBABILITY**

### **7. STATISTICS**

Mean, median and mode of grouped data (bimodal situation to be avoided). Mean by Direct Method and Assumed Mean Method only

<b>INTERNAL ASSESSMENT</b>	<b>MARKS</b>	<b>TOTAL MARKS</b>
<b>Periodic Tests</b>	<b>3</b>	<b>10 marks for the term</b>
<b>Multiple Assessments</b>	<b>2</b>	
<b>Portfolio</b>	<b>2</b>	
<b>Student Enrichment Activities-practical work</b>	<b>3</b>	

### **PRESCRIBED BOOKS**

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

# SCIENCE (086)

## COURSE STRUCTURE

### CLASS X

EVALUATION SCHEME		
THEORY		
Units	Term - I	Marks
I	Chemical Substances-Nature and Behaviour: Chapter 1,2 and 3	16
II	World of Living: Chapter 6	10
III	Natural Phenomena: Chapter 10 and 11	14
Units	Term - II	Marks
I	Chemical Substances-Nature and Behaviour: Chapter 4 and 5	10
II	World of Living: Chapter 8 and 9	13
IV	Effects of Current: Chapter 12 and 13	12
V	Natural Resources: Chapter 15	05
<b>Total Theory (Term I+II)</b>		<b>80</b>
<b>Internal Assessment: Term I</b>		<b>10</b>
<b>Internal Assessment: Term II</b>		<b>10</b>
<b>Grand Total</b>		<b>100</b>

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### TERM - I

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**Theme: Materials**

**Unit I: Chemical Substances - Nature and Behaviour**

**Chapter -1 Chemical reactions and equations**

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

**Chapter – 2 Acids, Bases and Salts**

**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.

**Chapter – 3 Metals and non – metals**

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

## **Theme: The World of the Living**

### **Unit II: World of Living**

#### **Chapter – 6 Life processes**

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

## **Theme: How Things Work**

### **Unit III: Natural Phenomena**

#### **Chapter – 10 Light – Reflection and Refraction**

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.

#### **Chapter – 11 Human eye and colourful world**

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

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## **TERM - II**

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## **Theme: Materials**

### **Unit I: Chemical Substances - Nature and Behaviour**

#### **Chapter – 4 Carbon and its compounds**

**Carbon compounds:** Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series.

#### **Chapter – 5 Periodic classification of elements**

**Periodic classification of elements:** Need for classification, early attempts at classification of elements (Dobereiner’s Triads, Newland’s Law of Octaves, 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**

#### **Chapter – 8 How do organisms reproduce?**

**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.

#### **Chapter – 9 Heredity and Evolution**

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

## **Theme: Natural Phenomena**

### **Unit IV: Effects of Current**

#### **Chapter – 12 Electricity**

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.

#### **Chapter – 13 Magnetic effects of current**

**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**

#### **Chapter – 15 Our Environment**

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

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#### **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.**

**Chapter – 16 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.

### TERM-I

#### LIST OF EXPERIMENTS

1. A. Finding 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 Hydrogen Carbonate solution

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

  - a) Litmus solution (Blue/Red)
  - b) Zinc metal
  - c) Solid sodium carbonate

**Unit-I:(Chapter-2)**

2. Performing and observing the following reactions and classifying them into:
  - A. Combination reaction
  - B. Decomposition reaction
  - C. Displacement reaction
  - D. Double displacement reaction
    - (i) Action of water on quicklime
    - (ii) Action of heat on ferrous sulphate crystals
    - (iii) Iron nails kept in copper sulphate solution
    - (iv) Reaction between sodium sulphate and barium chloride solutions.

**Unit-I:(Chapter-1)**

3. A. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions:
  - (i)  $\text{ZnSO}_4(\text{aq})$
  - (ii)  $\text{FeSO}_4(\text{aq})$
  - (iii)  $\text{CuSO}_4(\text{aq})$
  - (iv)  $\text{Al}_2(\text{SO}_4)_3(\text{aq})$

B. Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.
4. Experimentally show that carbon dioxide is given out during respiration.

**Unit-II:(Chapter-6)**

5. Determination of the focal length of (i) Concave mirror and (ii) Convex lens by obtaining the image of a distant object.
6. 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:(Chapter- 10)**

**Unit-III:(Chapter-10)**

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

**Unit-III:(Chapter-11)**

**TERM-II**

**LIST OF EXPERIMENTS**

1. 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:(Chapter-12)**

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

**Unit-II:(Chapter-8)**

**PRESCRIBED BOOKS:**

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

**Assessment Areas (Theory) 2021-22  
(Class X)  
Science (086)**

**Theory**

**TotalMaximum Marks: 80**

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

**Note:**

- Internal choice would be provided.

**Internal Assessment – Term I and II (10 Marks each)**

- **Periodic Assessment** - 03 marks
  - **Multiple Assessment** – 02 marks
  - **Subject Enrichment** (Practical Work) - 03 marks
  - **Portfolio** - 02 marks
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# SOCIAL SCIENCE (087)

## COURSE STRUCTURE CLASS X (2021-22)

### TERM - I

M. MARKS: 40			
No.	Units	No. of Periods	Marks
I	India and the Contemporary World -1	12	10
II	Contemporary India – I	16	10
III	Democratic Politics – I	14	10
IV	Economics	20	10
	<b>Total</b>	<b>62</b>	<b>40</b>

### TERM- II

M. MARKS: 40			
No.	Units	No. of Periods	Marks
I	India and the Contemporary World -1	34	10
II	Contemporary India – I	19	10
III	Democratic Politics – I	14	10
IV	Economics	22	10
	<b>Total</b>	<b>89</b>	<b>40</b>

## COURSE CONTENT - X

TERM- I	
Unit 1: India and the Contemporary World – II	
Themes	Learning Objectives
<b>Section 1: Events and Processes</b>	
<b>1. The Rise of Nationalism in Europe</b> <ul style="list-style-type: none"> <li>The French Revolution and the Idea of the Nation</li> <li>The Making of Nationalism in Europe</li> <li>The Age of Revolutions: 1830-1848</li> <li>The Making of Germany and Italy</li> <li>Visualizing the Nation</li> <li>Nationalism and Imperialism</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms.</li> <li>Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.</li> </ul>

Unit 2: Contemporary India – II	
Themes	Learning Objectives
<b>1. Resources and Development</b> <ul style="list-style-type: none"> <li>Types of Resources</li> <li>Development of Resources</li> <li>Resource Planning in India</li> <li>Land Resources</li> <li>Land Utilization</li> <li>Land Use Pattern in India</li> <li>Land Degradation and Conservation Measures</li> <li>Soil as a Resource</li> <li>Classification of Soils</li> <li>Soil Erosion and Soil Conservation</li> </ul>	<ul style="list-style-type: none"> <li>Understand the value of resources and the need for their judicious utilization and conservation.</li> </ul>
<b>3. Water Resources</b> <ul style="list-style-type: none"> <li>Water Scarcity and The Need for Water Conservation and Management</li> <li>Multi-Purpose River Projects and Integrated Water Resources Management</li> <li>Rainwater Harvesting</li> </ul> <p><i>Note: The theoretical aspect of chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination. However, the map items of this chapter as listed will be evaluated in Board Examination.</i></p>	<ul style="list-style-type: none"> <li>Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.</li> <li>Identify different Dams in the country.</li> </ul>
<b>4. Agriculture</b> <ul style="list-style-type: none"> <li>Types of farming</li> <li>Cropping Pattern</li> <li>Major Crops</li> <li>Technological and Institutional Reforms</li> <li>Impact of Globalization on Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of agriculture in national economy.</li> <li>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.</li> <li>Explain various government policies for institutional as well as technological reforms since independence.</li> </ul>

Unit 3: Democratic Politics – II	
Themes	Learning Objectives
1. <b>Power Sharing</b> <ul style="list-style-type: none"><li>• Case Studies of Belgium and Sri Lanka</li><li>• Why power sharing is desirable?</li><li>• Forms of Power Sharing</li></ul>	<ul style="list-style-type: none"><li>• Familiarize with the centrality of power sharing in a democracy.</li><li>• Understand the working of spatial and social power sharing mechanisms.</li><li>• Analyse federal provisions and institutions.</li><li>• Explain decentralization in rural and urban areas.</li></ul>
2. <b>Federalism</b> <ul style="list-style-type: none"><li>• What is Federalism?</li><li>• What make India a Federal Country?</li><li>• How is Federalism practiced?</li><li>• Decentralization in India</li></ul>	
Unit 4: Economics	
Themes	Learning Objectives
1. <b>Development</b> <ul style="list-style-type: none"><li>• What Development Promises - Different people different goals</li><li>• Income and other goals</li><li>• National Development</li><li>• How to compare different countries or states?</li><li>• Income and other criteria</li><li>• Public Facilities</li><li>• Sustainability of development</li></ul>	<ul style="list-style-type: none"><li>• Familiarize with concepts of macroeconomics.</li><li>• Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income.</li><li>• Understand the importance of quality of life and sustainable development.</li><li>• Identify major employment generating sectors.</li><li>• Reason out the government investment in different sectors of economy.</li></ul>
2. <b>Sectors of the Indian Economy</b> <ul style="list-style-type: none"><li>• Sectors of Economic Activities</li><li>• Comparing the three sectors</li><li>• Primary, Secondary and Tertiary Sectors in India</li><li>• Division of sectors as organized and unorganized</li><li>• Sectors in terms of ownership: Public and Private Sectors</li></ul>	

**LIST OF MAP ITEMS**  
**CLASS X (2021-22)**  
**TERM – I**

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**A. GEOGRAPHY**

**Chapter 1: Resources and Development**

- a. Major soil Types

**Chapter 3: Water Resources**

**Dams:**

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

Note: The theoretical aspect of chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination. However, the map items of this chapter as listed above will be evaluated in Board Examination.

**Chapter 4: Agriculture**

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

## COURSE CONTENT – X

TERM - II	
Unit 1: India and the Contemporary World – II	
Themes	Learning Objectives
<p><b>Section 1: Events and Processes</b></p> <p><b>2. Nationalism in India</b></p> <ul style="list-style-type: none"> <li>• The First World War, Khilafat and Non - Cooperation</li> <li>• Differing Strands within the Movement</li> <li>• Towards Civil Disobedience</li> <li>• The Sense of Collective Belonging</li> </ul> <p><b>Section 2: Livelihoods, Economies and Societies</b></p> <p>Note: Any one theme of the following. The theme selected should be assessed in the periodic test only and will not be evaluated in the board examination:</p> <p><b>3. The Making of a Global World</b></p> <ul style="list-style-type: none"> <li>• The Pre-modern world</li> <li>• The Nineteenth Century (1815-1914)</li> <li>• The Inter war Economy</li> <li>• Rebuilding a World Economy: The Post-War Era</li> </ul> <p><b>4. The Age of Industrialization</b></p> <ul style="list-style-type: none"> <li>• Before the Industrial Revolution</li> <li>• Hand Labour and Steam Power</li> <li>• Industrialization in the colonies</li> <li>• Factories Come Up</li> <li>• The Peculiarities of Industrial Growth</li> <li>• Market for Goods</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement.</li> <li>• Analyze the nature of the diverse social movements of the time.</li> <li>• Familiarize with the writings and ideals of different political groups and individuals.</li> <li>• Appreciate the ideas promoting Pan Indian belongingness.</li> </ul> <ul style="list-style-type: none"> <li>• Show that globalization has a long history and point to the shifts within the process.</li> <li>• Analyze the implication of globalization for local economies.</li> <li>• Discuss how globalization is experienced differently by different social groups.</li> </ul> <ul style="list-style-type: none"> <li>• Familiarize with the Pro- to-Industrial phase and Early – factory system.</li> <li>• Familiarize with the process of industrialization and its impact on labour class.</li> <li>• Enable them to understand industrialization in the colonies with reference to Textile industries.</li> </ul>

## Unit 2: Contemporary India – II

<b>Themes</b>	<b>Learning Objectives</b>
<p><b>5. Minerals and Energy Resources</b></p> <ul style="list-style-type: none"> <li>• What is a mineral?</li> <li>• Mode of occurrence of Minerals</li> <li>• Ferrous and Non-Ferrous Minerals</li> <li>• Non-Metallic Minerals</li> <li>• Rock Minerals</li> <li>• Conservation of Minerals</li> <li>• Energy Resources               <ul style="list-style-type: none"> <li>◦ Conventional and Non-Conventional</li> </ul> </li> <li>• Conservation of Energy Resources</li> </ul> <p>Note: The theoretical aspect of chapter 'Minerals and Energy Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination. However, the map items of this chapter as given in the Map List will be evaluated in Board Examination</p> <p><b>6. Manufacturing Industries</b></p> <ul style="list-style-type: none"> <li>• Importance of manufacturing</li> <li>• Contribution of Industry to National Economy</li> <li>• Industrial Location</li> <li>• Classification of Industries</li> <li>• Spatial distribution</li> <li>• Industrial pollution and environmental degradation</li> <li>• Control of Environmental Degradation</li> </ul> <p><b>7. Life Lines of National Economy</b></p> <ul style="list-style-type: none"> <li>• Transport – Roadways, Railways, Pipelines, Waterways, Airways</li> <li>• Communication</li> <li>• International Trade</li> <li>• Tourism as a Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of minerals and energy resources and places of their availability</li> <li>• Feel the need for their judicious utilization</li> </ul>          <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.</li> </ul>          <ul style="list-style-type: none"> <li>• Explain the importance of transport and communication in the ever-shrinking world.</li> <li>• Understand the role of trade and tourism in the economic development of a country.</li> </ul>
<b>Unit 3: Democratic Politics – II</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<b>6. Political Parties</b>	<ul style="list-style-type: none"> <li>• Analyze party systems in democracies.</li> </ul>

<ul style="list-style-type: none"> <li>• Why do we need Political Parties?</li> <li>• How many Parties should we have?</li> <li>• National Political Parties</li> <li>• State Parties</li> <li>• Challenges to Political Parties</li> <li>• How can Parties be reformed?</li> </ul> <p><b>7. Outcomes of Democracy</b></p> <ul style="list-style-type: none"> <li>• How do we assess democracy's outcomes?</li> <li>• Accountable, responsive and legitimate government</li> <li>• Economic growth and development</li> <li>• Reduction of inequality and poverty</li> <li>• Accommodation of social diversity</li> <li>• Dignity and freedom of the citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to major political parties, challenges faced by them and reforms in the country.</li> <li>• Evaluate the functioning of democracies in comparison to alternative forms of governments.</li> <li>• Understand the causes for continuation of democracy in India.</li> <li>• Distinguish between sources of strengths and weaknesses of Indian democracy.</li> </ul>
<b>Unit 4: Economics</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>3. Money and Credit</b></p> <ul style="list-style-type: none"> <li>• Money as a medium of exchange</li> <li>• Modern forms of money</li> <li>• Loan activities of Banks</li> <li>• Two different credit situations</li> <li>• Terms of credit</li> <li>• Formal sector credit in India</li> <li>• Self Help Groups for the Poor</li> </ul> <p><b>4. Globalization and the Indian Economy</b></p> <ul style="list-style-type: none"> <li>• Production across countries</li> <li>• Interlinking production across countries</li> <li>• Foreign Trade and integration of markets</li> <li>• What is globalization?</li> <li>• Factors that have enabled Globalization</li> <li>• World Trade Organization</li> <li>• Impact of Globalization on India</li> <li>• The Struggle for a fair Globalization</li> </ul>	<ul style="list-style-type: none"> <li>• Understand money as an economic concept.</li> <li>• Understand the role of financial institutions from the point of view of day-to-day life.</li> <li>• Explain the working of the Global Economic phenomenon.</li> </ul>

**LIST OF MAP ITEMS**  
**CLASS X (2021-22)**  
**TERM – II**

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**A. HISTORY** (Outline Political Map of India)

**Chapter - 2 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 Centres of Indian National Movement**

- a. Champaran (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 5: Minerals and Energy Resources**

**Power Plants**-(Locating and Labelling only)

**a. Thermal**

- Namrup
- Singrauli
- Ramagundam

**b. Nuclear**

- Narora
- Kakrapara
- Tarapur
- Kalpakkam

**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**

### **Major Ports:** (Locating and Labelling)

- |                  |                   |
|------------------|-------------------|
| a. Kandla        | f. Tuticorin      |
| b. Mumbai        | g. Chennai        |
| c. Marmagao      | h. Vishakhapatnam |
| d. New Mangalore | i. Paradip        |
| e. Kochi         | 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)

## INTERNAL ASSESSMENT

	Marks	Description				
Periodic Assessment	10 Marks	<table><tr><td>Pen Paper Test</td><td>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>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"><li>• Classwork and Assignments</li><li>• Any exemplary work done by the student</li><li>• Reflections, Narrations, Journals, etc.</li><li>• Achievements of the student in the subject throughout the year</li><li>• Participation of the student in different activities like Heritage India Quiz</li></ul>				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"><li>• Project Work</li></ul>				
TOTAL	20 MARKS					

**PROJECT WORK**  
**CLASS X (2021-22)**

**05 Marks**

1. **Every student** has to compulsorily undertake **any one project** on the following topics:

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

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.

Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.

If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, **different forms of Art** may be integrated in the project work.

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

3. The distribution of marks over different aspects relating to Project Work is as follows:

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 (like comic strips, drawings, illustrations, script play etc.);
- 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 of prescribed NCERT textbooks.***