



DELHI PUBLIC WORLD SCHOOL, PATNA
CLASS: X SYLLABUS (2024 – 2025)

List of Subjects:

LANGUAGES - (GROUP-L)

1. ENGLISH: Language & Literature (184)
2. HINDI COURSE – B (085)

MAIN SUBJECTS - (GROUP-A1)

3. MATHEMATICS:

- A. MATHEMATICS STANDARD (041)
- B. MATHEMATICS BASIC (241)

4. SCIENCE (086)

5. SOCIAL SCIENCE (087)

SKILL EDUCATION

6. INFORMATION TECHNOLOGY (402)

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
CLASS – X
2024-25

SECTION - WISE WEIGHTAGE

Sections		Weightage
A	Reading Skills (40 periods)*	20 Marks
B	Writing Skills with Grammar (40 periods)*	20 Marks
C	Language through Literature (50 periods)*	40 Marks

*This is a suggestive number.

Section A

Reading Skills

I. Reading Comprehension through Unseen Passage **20 Marks**

1. Discursive passage of 400-450 words. **(10 marks)**
2. Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words. **(10 marks)**

(Total length of two passages to be 600-700 words)

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

Section B

Writing Skills and Grammar

II Grammar **10 Marks**

- Determiners
- Tenses
- Modals
- Subject – verb concord
- Reported speech
 - Commands and requests
 - Statements
 - Questions

3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar in context will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.

III Writing Skills

10 marks

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

Section C

40 Marks

Language through Literature

IV. Reference to the Context

(5+5 = 10 Marks)

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

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

V. Short & Very Long Answer Questions

30 Marks

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

Prescribed Books: Published by NCERT, New Delhi

1. FIRST FLIGHT

A. Prose

1. A Letter to God
2. Nelson Mandela - Long Walk to Freedom
3. Stories About Flying
4. From the Diary of Anne Frank
5. Glimpses of India
6. Mijbil the Otter
7. Madam Rides the Bus
8. The Sermon at Benares
9. The Proposal (Play)

B. Poems

1. Dust of Snow
2. Fire and Ice
3. A Tiger in the Zoo
4. How to Tell Wild Animals
5. The Ball Poem
6. Amanda!
7. The Trees
8. Fog
9. The Tale of Custard the Dragon
10. For Anne Gregory

2. FOOTPRINTS WITHOUT FEET

1. A Triumph of Surgery
2. The Thief's Story
3. The Midnight Visitor
4. A Question of Trust
5. Footprints Without Feet
6. The Making of a Scientist
7. The Necklace
8. Bholi
9. The Book that Saved the Earth

3. WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS X) – Units 1 to 4 and Units 7 to 11

Note: Teachers are 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.

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

INTERNAL ASSESSMENT

Listening and Speaking Competencies

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 the Assessment of Listening and Speaking Skills are given at Annexure I.

ENGLISH LANGUAGE AND LITERATURE

Code no. (184)

CLASS – X

2024-25

Marks 80

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

For the details of Internal Assessment of 20 marks, please refer to the circular no. Acad-11/2019, dated March 06, 2019.

Guidelines for Assessment of Listening and Speaking Skills (ALS)

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

Assessment of Listening and Speaking Skills: (5 Marks)

i. **Activities:**

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

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

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

A suggestive rubric is given below:

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

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

iii. Schedule:

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

हिंदी पाठ्यक्रम -ब (कोड सं. 085)
कक्षा 10वीं हिंदी - ब परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2024-25

खंड		भारांक
क	अपठित बोध	14
ख	व्यावहारिक व्याकरण	16
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	28
घ	रचनात्मक लेखन	22

भारांक- 80 (वार्षिक बोर्ड परीक्षा)+20 (आंतरिक परीक्षा)

निर्धारित समय- 3 घंटे

भारांक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन			
खंड - क (बहुविकल्पी प्रश्न)			
	विषयवस्तु	उप भार	कुल भार
1	अपठित गद्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		
	अ दो अपठित गद्यांश लगभग 200 शब्दों के । एक अंकीय तीन बहुविकल्पी प्रश्न (1×3=3) पूछे जाएँगे अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7+7	14
खंड - ख (व्यावहारिक व्याकरण)			
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक/लघूत्तरात्मक प्रश्न। (1×16) (कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे)		
	1 पदबंध (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	16
	2 रचना के आधार पर वाक्य रूपांतरण (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	3 समास (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	4 मुहावरे (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	
खंड - ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)			
3	अ गद्य खंड (पाठ्यपुस्तक)	11	

	1	स्पर्श (भाग-2) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	28
	2	स्पर्श (भाग-2) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे।(विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
ब		काव्य खंड (पाठ्यपुस्तक)	11	
	1	स्पर्श (भाग-2) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5)	5	
	2	स्पर्श (भाग-2) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
स		पूरक पाठ्यपुस्तक संचयन भाग - 2	6	
		संचयन (भाग-2) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (3x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	6	
खंड - घ (रचनात्मक लेखन)				
	i	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (5x1)	5	22
	ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र (विकल्प सहित) (5x1)	5	
	iii	व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 60 शब्दों में सूचना लेखन। (विकल्प सहित) (4x1)	4	
	iv	विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन (विकल्प सहित) (3x1)	3	
	v	विविध विषयों पर आधारित लगभग 80 शब्दों में ई-मेल लेखन (5x1) अथवा दिए गए विषय/शीर्षक आदि के आधार पर लगभग 100 शब्दों में लघुकथा लेखन (5x1)	5	

COURSE STRUCTURE CLASS -X

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

UNIT I: NUMBER SYSTEMS

1. REAL NUMBER

(15) Periods

Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of irrationality of $\sqrt{2}, \sqrt{3}, \sqrt{5}$

UNIT II: ALGEBRA

1. POLYNOMIALS

(8) Periods

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

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

(15) 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.

3. QUADRATIC EQUATIONS

(15) 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 to be incorporated.

4. ARITHMETIC PROGRESSIONS

(10) Periods

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.

UNIT III: COORDINATE GEOMETRY

Coordinate Geometry

(15) Periods

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

UNIT IV: GEOMETRY

1. TRIANGLES

(15) 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.

2. CIRCLES

(10) 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.

UNIT V: TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY (10) Periods

Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined); motivate the ratios whichever are defined at 0° and 90° . Values of the trigonometric ratios of 30° , 45° and 60° . Relationships between the ratios.

2. TRIGONOMETRIC IDENTITIES (15) 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. (10)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 (12) Periods

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° , 90° and 120° only.

2. SURFACE AREAS AND VOLUMES (12) Periods

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

UNIT VII: STATISTICS AND PROBABILITY

1. STATISTICS (18) Periods

Mean, median and mode of grouped data (bimodal situation to be avoided).

2. PROBABILITY (10) Periods

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

**MATHEMATICS-Standard
QUESTION PAPER DESIGN
CLASS – X (2024-25)**

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>Analysing : 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

**MATHEMATICS-Basic
QUESTION PAPER DESIGN
CLASS – X (2024-25)**

Time: 3Hours

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>	60	75
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	12	15
3	<p>Analysing : 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>	8	10
	Total	80	100

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

PRESCRIBED BOOKS:

1. Mathematics - Textbook for class 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.

COURSE STRUCTURE
CLASS X
(Annual Examination)

Marks: 80

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

Theme: Materials

Unit I: Chemical Substances - Nature and Behaviour

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

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

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

Carbon compounds: Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes and alkynes), difference between saturated hydrocarbons and unsaturated hydrocarbons. Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

Theme: The World of the Living

Unit II: World of Living

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

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

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

Heredity and Evolution: Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination: brief introduction: (topics excluded - evolution; evolution and classification and evolution should not be equated with progress).

Theme: Natural Phenomena

Unit III: Natural Phenomena

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

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

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

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

Theme: How Things Work

Unit IV: Effects of Current

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

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

Theme: Natural Resources

Unit V: Natural Resources

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

Note for the Teachers:

1. The chapter Management of Natural Resources (NCERT Chapter 16) will not be assessed in the year-end examination. However, learners may be assigned to read this chapter and encouraged to prepare a brief write up to any concept of this chapter in their Portfolio. This may be for Internal Assessment and credit may be given Periodic Assessment/Portfolio).
2. The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

PRACTICALS

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

LIST OF EXPERIMENTS

1. A. Finding the pH of the following samples by using pH paper/universal indicator: **Unit-I**
 - (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: **Unit-I**
- a) Litmus solution (Blue/Red)
 - b) Zinc metal
 - c) Solid sodium carbonate
2. Performing and observing the following reactions and classifying them into: **Unit-I**
- A. Combination reaction
 - B. Decomposition reaction
 - C. Displacement reaction
 - D. Double displacement reaction
 - (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
3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: **Unit-I**
- i) $\text{ZnSO}_4(\text{aq})$
 - ii) $\text{FeSO}_4(\text{aq})$
 - iii) $\text{CuSO}_4(\text{aq})$
 - iv) $\text{Al}_2(\text{SO}_4)_3(\text{aq})$
- Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.
4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I. **Unit-IV**
5. Determination of the equivalent resistance of two resistors when connected in series and parallel. **Unit-IV**
6. Preparing a temporary mount of a leaf peel to show stomata. **Unit- II**
7. Experimentally show that carbon dioxide is given out during respiration. **Unit-II**
8. Study of the following properties of acetic acid (ethanoic acid): **Unit- I**
- i) Odour
 - ii) solubility in water
 - iii) effect on litmus
 - iv) reaction with Sodium Hydrogen Carbonate
9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water. **Unit- I**
10. Determination of the focal length of: **Unit-III**

- i) Concave mirror
ii) Convex lens by obtaining the image of a distant object.
11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. **Unit - III**
12. Studying (a) binary fission in *Amoeba*, and (b) budding in yeast and Hydra with the help of prepared slides. **Unit-II**
13. Tracing the path of the rays of light through a glass prism. **Unit-III**
14. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean). **Unit-II**

PRESCRIBED BOOKS:

- Science-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

Theory (80 marks)

Question Paper Design

(Class X)

Subject: Science

Competencies	Total
Demonstrate Knowledge and Understanding	46 %
Application of Knowledge/Concepts	22 %
Formulate, Analyze, Evaluate and Create	32 %
	100%

Note:

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

Internal Assessment (20 Marks)

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

Suggestive verbs for various competencies

- **Demonstrate Knowledge and Understanding**
 - State, name, list, identify, define, suggest, describe, outline, summarize, etc.
- **Application of Knowledge/Concepts**
 - Calculate, illustrate, show, adapt, explain, distinguish, etc.
- **Formulate, Analyze, Evaluate and Create**
 - Interpret, analyze, compare, contrast, examine, evaluate, discuss, construct, etc.

**CLASS X
COURSE CONTENT**

HISTORY: India and the Contemporary World - II

Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
I The Rise of Nationalism in Europe	<p>CG-2 Analyses important phases in world history and draws insight to understand the present - day world.</p> <p>CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation</p>	<p>C-2.4 Explains the growth of new ideas in Europe and Asia (humanism, mercantilism, industrialisation, colonialism, scientific developments and explorations, imperialism, and the rise of new nation-states across the world) and how it affected the course of human history.</p> <p>C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of</p>	<ul style="list-style-type: none"> ➤ Infer how the French Revolution had an impact on the European countries in the making of nation state. ➤ Comprehend the nature of the diverse social movements of the time. ➤ Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere. ➤ Evaluate the reasons which led to the First World War. 	<ul style="list-style-type: none"> ➤ Presentation and discussion on the French Revolution after watching animations/films/reading stories or novels related to French revolution. ➤ Use of graphic organizers to explain unification of states to form one nation. ➤ Map activity familiarising the location of various places studying the map of Europe after the Congress of Vienna 1815 and locating important places on the political outline map of Europe. ➤ World Café on changes after 1815 in Europe. ➤ Role play on the social revolutions of Europe

		which have also impacted the course of world history and have left unhealed wounds.		
II Nationalism in India	CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation.	C-3.2 Identifies and analyses important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self-sacrifice, ahimsa) that played a part in achieving Independence.	<ul style="list-style-type: none"> ➤ Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging. ➤ Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him. ➤ Summarise the effects of the First World War that triggered the two defining movements (Khilafat & Non Cooperation Movement) in India 	<ul style="list-style-type: none"> ➤ Sequence chart/ story Board/ Story telling pedagogy to Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging ➤ Students will examine textual content and other references and Present through PPT. ➤ Viewing the relevant Snippets from the movies/ video clippings depicting various events involving Gandhiji and other leaders and present findings
III. The Making of a Global World Subtopic 1 The premodern world	CG-7 Develops an understanding of the economy of a nation, with specific reference to India.	C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and	<ul style="list-style-type: none"> ➤ Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas. 	<ul style="list-style-type: none"> ➤ Initiate an Inquiry based learning using world café' strategy and present your findings through café conversation strategy of each area (transformed the world in terms of economy, political,

<p>Subtopic 2 19th century 1815 -1914 Subtopic 3 The inter- war economy Subtopic 4 Rebuilding of world economy: the post war era.</p> <p>Inter disciplinary Project with chapter 7 of Geography: Lifelines of National Economy and chapter 4 of Economics: Globalization and the Indian Economy</p>		<p>economic and political transformations)</p> <p>C-7.4 Traces the beginning and importance of large- scale trade and commerce (including e- commerce) between one country and another – the key items of trade in the beginning, and the changes from time to time.</p> <p>Refer Annexure IV</p>	<ul style="list-style-type: none"> ➤ Depict the global interconnectedness from the Premodern to the present day. ➤ Enumerate the destructive impact of colonialism on the livelihoods of colonised people. ➤ Refer Annexure IV 	<p>cultural and technological aspects.)</p> <ul style="list-style-type: none"> ➤ Art integration and gallery walk to depict the interconnectedness. ➤ Students examine the photographic display/ new paper cutting that depict the destructive impact of colonialism on the livelihoods of colonised people and present their understandings in the form of Newsletter/ cartoon strips/ Inter Disciplinary Project
<p>IV</p> <p>The Age of Industrialisation</p>	<p>CG-2 Analyses the important phases in world history and draws insights to understand the present-day world</p>	<p>C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism,</p>	<ul style="list-style-type: none"> ➤ Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre & Post economic, political, 	<ul style="list-style-type: none"> ➤ Enumerate economic, political, social features of Pre and Post Industrialization. ➤ Analyse and infer how the industrialization impacted

		industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history	social features of Pre and Post Industrialization	colonies with specific focus on India
V Print culture and the Modern World	CG-2 Analyses the important phases in world history and draws insights to understand the present-day world. CG-9 Understands and appreciates the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it	C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history.	<ul style="list-style-type: none"> ➤ Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India. ➤ Comment on the statement that the print revolution was not just a way of producing book but profound transformation of people. ➤ Compare and contrast the old tradition of handwritten manuscripts versus the print technology. ➤ Summarise the role of Print revolution and its impact 	<ul style="list-style-type: none"> ➤ Flow chart to depict the development of Print. ➤ Declamation on the profound transformation of people due to the print revolution. ➤ Use of Venn diagram to compare the advantages of handwritten books and the printed books ➤ Interpret and infer from pictures, cartoons, extracts from propaganda literature on important events and issues with focus on print culture.

Political Science: Democratic Politics - II

Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
1.Power - sharing	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government	<ul style="list-style-type: none"> ➤ Enumerate the need for power sharing in democracy. ➤ Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing. ➤ Compare and contrast the power sharing of India with Sri Lanka and Belgium. ➤ Summarize the purpose of power sharing in preserving the unity and stability of a country 	<ul style="list-style-type: none"> ➤ Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart. ➤ Discuss various forms of power-sharing. ➤ Classroom discussion on challenges faced by Belgium& Sri Lanka in ensuring effective power sharing. ➤ Socratic discussion on Power Sharing Techniques used by India, Sri Lanka and Belgium.
2 Federalism	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation	<ul style="list-style-type: none"> ➤ Infer and appreciate how federalism is being practised in India. ➤ Analyse and infer how the policies and politics that has 	<ul style="list-style-type: none"> ➤ Group discussion on the distribution of powers between Union and state Government and present the outcomes through presentations. ➤ Debate on policies and politics that strengthens Federalism in

			strengthens federalism in practice.	practice and present through mind map
3. Gender, Religion and Caste	CG-6 Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them	C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.	<ul style="list-style-type: none"> ➤ Examines the role and differences of Gender, religion and Caste in practicing Democracy in India. ➤ Analyses the different expressions based on these. ➤ differences are healthy or otherwise in a democracy 	<ul style="list-style-type: none"> ➤ Skit/ street play to enumerate how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy. ➤ Graphic method to analyse and infer how different expressions based on differences in Gender, Religion and Caste are healthy or unhealthy in a democracy
4. Political Parties	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties	<ul style="list-style-type: none"> ➤ Understand the process of parties getting elected. ➤ Know the significance of right to vote and exercise the duties as citizen of nation. ➤ Examine the role, purpose and no. of Political Parties in Democracy. 	<ul style="list-style-type: none"> ➤ Mock election to learn the process. ➤ Role play and create awareness of fundamental duties. ➤ Use flow chart to bring out the role, purpose and no. of Political Parties. ➤ Read newspapers, watches video clippings to justify the contributions /non contributions made by

			➤ Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.	national and regional political parties in successful functioning of Indian democracy.
5.Outcomes of Democracy	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions.	➤ Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.	➤ Graphic organizer to enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.

Geography: Contemporary India - II

Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
1.Resources and Development	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.4 Analyses and evaluates the inter-relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos	➤ Enumerates how the resources are interdependent, justify how planning is essential in judicious utilization of resources and the need to develop them in India.	<ul style="list-style-type: none"> ➤ Brainstorming on how the resources are interdependent in nature and the need to develop them in India and present in the form of a Venn diagram. ➤ Use of maps, charts, and other tools to identify patterns and trends of land utilization.

		that resulted in practices of nature conservation	<ul style="list-style-type: none"> ➤ Infers the rationale for development of resources. ➤ Analyse and evaluate data and information related to non-optimal land, utilization in India Appraise and infer the need to conserve all resources available in India. ➤ suggest remedial measures for optimal utilization of underutilized resources 	<ul style="list-style-type: none"> ➤ Case study and debate on the topic “Is the development acting as an adversary for conservation”. ➤ Present a report in the form of PPT.
2. Forest and Wildlife Resources	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation	<ul style="list-style-type: none"> ➤ Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India. ➤ Analyse the role of grazing and wood cutting in the development and degradation 	<ul style="list-style-type: none"> ➤ Read newspaper articles/ watch videos on deforestation and need for conservation and through world café strategy present your findings. ➤ Discuss how developmental works, grazing wood cutting have impacted on the survival forests ➤ Use art integration strategy to summarize and present the reasons for conservation of biodiversity in India under sustainable development.

			<ul style="list-style-type: none"> ➤ Summarizes the reasons for conservation of biodiversity in India under sustainable development. 	
3. Water Resources	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region.	<ul style="list-style-type: none"> ➤ Examine the reasons for conservation of water resource in India. ➤ Analyse and infer how the Multipurpose projects are supporting the requirement of water in India. 	<ul style="list-style-type: none"> ➤ Brainstorming session to discuss the scarcity of water and present through graphic organizers. ➤ Prepare a PPT to Summarize the roles of Multipurpose projects in supporting the water requirement of India
4. Agriculture	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife	<ul style="list-style-type: none"> ➤ Examine the crucial role played by agriculture in our economy and society. ➤ Analyses the challenges faced by the farming community in India. ➤ Identifies and summarizes various aspects of agriculture, including crop production, 	<ul style="list-style-type: none"> ➤ Group Discussion on the challenges faced by farmers, such as low productivity, lack of modern technology, inadequate irrigation facilities, and post-harvest losses and present the findings through PPT/chart. ➤ Collect Newspaper and have a panel discussion on the challenges faced by the farming community in India ➤ Use of graphic organizers to distinguish the traditional and modern farming methods

			<p>types of farming, modern</p> <ul style="list-style-type: none"> ➤ agricultural practices, and the impact of agriculture on the environment. ➤ Analyses the challenges faced by the farming community in India 	
5. Minerals and Energy Resources	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation.	<ul style="list-style-type: none"> ➤ Differentiates between the conventional and nonconventional sources of energy. ➤ Analyses the importance of minerals and natural resources for economic development of the country. ➤ Suggests strategies for sustainable use of natural resources 	<ul style="list-style-type: none"> ➤ Use graphic organizers to infer the resource distribution to real-world situations and lists the strategies for sustainable use of natural resources. ➤ Use of flow chart to Differentiate between the conventional and non-conventional sources of energy
6. Manufacturing Industries	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the	C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and	<ul style="list-style-type: none"> ➤ Enumerates the impact of manufacturing industries on the environment and develop strategies for sustainable development of the 	<ul style="list-style-type: none"> ➤ Use of flow chart to differentiate between various types of manufacturing industries based on their input materials, processes, and end products. ➤ Utilizes the textual information (data given through various

	livelihoods, culture, and the biodiversity of the region	loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them	<p>manufacturing sector.</p> <ul style="list-style-type: none"> ➤ Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. ➤ Analyses the relation between the availability of raw material and location of the industry 	<p>maps/ graphs) to enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector.</p> <ul style="list-style-type: none"> ➤ Uses case studies to Infer the relation between availability of raw material and location of the industry.
7.Life Lines of National Economy		Inter disciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalization and the Indian Economy	Refer Annexure IV	Refer Annexure IV
Economics: Understanding Economic Development				
Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
1 Development	CG-8 Evaluates the economic development of a country in terms of	C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty,	<ul style="list-style-type: none"> ➤ Enumerate and examine the different processes involved in setting 	<ul style="list-style-type: none"> ➤ Hot seat strategy to enumerate different developmental Goals that helps in nation building.

	its impact on the lives of its people and nature.	and employment in one's locality, region and at the national level. C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress. C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.	developmental Goals that helps in nation building. ➤ Analyse and infer how the per capita income depicts the economic condition of the nation. ➤ Evaluate the development goals that have been set for the nation by the Planning commission of India -with specific reference to their efficacy, implemental strategies, relevance to current requirements of the nation. ➤ Compare and contrast the per capita income of some countries and infer reasons for the variance. ➤ Analyses the multiple perspectives on the need of development.	➤ Case study to analyse and infer how the per capita income depicts the economic condition of the nation. ➤ Graphic organizer to compare the relation between HDI (Human Development Index) and PCI (Per Capita National Income) ➤ Declamation to Analyse the multiple perspectives on the need of development. ➤ Debate on 'Health and Education are the true indicators of development.'
2	CG-7 Develops an understanding of the	C-7.1 Defines key features of the economy	➤ Analyses and infer how the economic	➤ Data analysis of various sectors and their contribution

<p>Sectors of the Indian Economy</p>	<p>economy of a nation, with specific reference to India.</p>	<p>such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology) C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society.</p>	<p>activities in different sectors contribute to the overall growth and development of the Indian economy.</p> <ul style="list-style-type: none"> ➤ Propose solutions to identified problems in different sectors based on their understanding. ➤ Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them. ➤ Enumerates the role of unorganised sector in impacting PCI (Per Capita Income) currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP. ➤ Enumerates and infer the essential role of the Public and Private sectors 	<p>in GDP (Gross domestic Product) and NDP (Net Domestic Product).</p> <ul style="list-style-type: none"> ➤ Research based strategy to propose solutions to identified problems in different sectors based on their understanding. ➤ Read Newspaper articles and group discuss to Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them. ➤ Role plays of case studies explaining underemployment/disguised unemployment. ➤ Class conversation/group discussion on how to create more employment.
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			the present trends of PPP and efficacy of the initiative.	
3 Money and Credit	CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.	C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level. Markets. C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period	<ul style="list-style-type: none"> ➤ Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times. ➤ Analyse and infer various sources of Credit. ➤ Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women. 	<ul style="list-style-type: none"> ➤ Group discussion to Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times. ➤ Case based study to Analyse and infer various sources of Credit. ➤ Guest Speaker Programme (bank manager/ a self-help group member) who will summarize the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.
4 Globalization and the Indian Economy Subtopics:	CG-7 Develops an understanding of the economy of a nation, with specific reference to India. CG-8 Evaluates the economic development of a country in terms of its impact on the lives	society C-7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another – the key items of trade in the beginning, and the	<ul style="list-style-type: none"> ➤ Enumerate the concept of globalization and its definition, evolution, and impact on the global economy. ➤ Evaluate the key role of the key major drivers of 	<ul style="list-style-type: none"> ➤ Watch videos on globalisation followed by an interactive group discussion to enumerate the concept of globalization and its definition, evolution, and impact on the global economy. ➤ Read Textual and other resources to analyse and infer

<p>What is Globalization? Factors that have enabled Globalisation.</p> <p>Inter disciplinary Project with chapter 3 of History: “The making of a Global World”.and chapter 7 of Geography: “Lifelines of National Economy” Subtopics: Production across the countries</p>	<p>of its people and nature</p>	<p>changes from time to time. C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world’s leading economies up to the colonial period.</p> <p>Refer Annexure IV</p>	<p>globalization and their role in shaping the global economic landscape in various countries.</p> <ul style="list-style-type: none"> ➤ Comprehends the significance of role of G20 and its significance in the light of India's present role. 	<p>the key drivers of globalization and their role in shaping the global economic landscape.</p> <ul style="list-style-type: none"> ➤ Discussions /Debates on the positive impact of Globalization on the lives of people.
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Chinese toys in India World Trade Organization The Struggle for A Fair Globalisation				
5 Consumer Rights OR Social Issues OR Sustainable Development	Project work	Refer Annexure III	Refer Annexure III	

**CLASS X
LIST OF MAP ITEMS**

Subject	Name of the Chapter	List of areas to be located/labeled/identified on the map
History	Nationalism in India	I. Congress sessions: <ul style="list-style-type: none"> • 1920 Calcutta • 1920 Nagpur • 1927 Madras session II. 3 Satyagraha movements: <ul style="list-style-type: none"> • Kheda • Champaran • Ahmedabad mill workers III. Jallianwala Bagh IV. Dandi March
Geography	Resources and Development	Identify Major Soil Types
	Water Resources	Locating and Labeling: <ul style="list-style-type: none"> • Salal • Bhakra Nangal • Tehri • Rana Pratap Sagar • Sardar Sarovar • Hirakund • Nagarjun Sagar • Tuhgabhadra
	Agriculture	Identify: <ul style="list-style-type: none"> • Major areas of Rice and Wheat • Largest/Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute
	Minerals and Energy Resources	Identify: <ol style="list-style-type: none"> a. Iron Ore mines <ul style="list-style-type: none"> • Mayurbhanj • Durg

		<ul style="list-style-type: none"> • Bailadila • Bellary • Kudremukh <p>b. Coal Mines</p> <ul style="list-style-type: none"> • Raniganj • Bokaro • Talcher • Neyveli <p>c. Oil Fields</p> <ul style="list-style-type: none"> • Digboi • Naharkatia • Mumbai High • Bassien • Kalol • Ankaleshwar <p>Locate and label: Power Plants</p> <p>a. Thermal</p> <ul style="list-style-type: none"> • Namrup • Singrauli • Ramagundam <p>b. Nuclear</p> <ul style="list-style-type: none"> • Narora • Kakrapara • Tarapur • Kalpakkam
	Manufacturing Industries	<p>I. Manufacturing Industries (Locating and labeling only)</p> <ul style="list-style-type: none"> • Cotton textile Industries: a. Mumbai, b. Indore, c. Surat, d. Kanpur, e. Coimbatore

		<ul style="list-style-type: none"> • Iron and Steel Plants: a. Durgapur, b. Bokaro, c. Jamshedpur, d. Bhilai, e. Vijayanagar, f. Salem • Software technology Parks: a. Noida, b. Gandhinagar, c. Mumbai, d. Pune, e. Hyderabad, f. Bengaluru, g. Chennai, h. Thiruvananthapuram
	Lifelines of National Economy	<p>Locating and Labeling:</p> <p>a. Major Sea Ports</p> <ul style="list-style-type: none"> • Kandla • Mumbai • Marmagao • New Mangalore • Kochi • Tuticorin • Chennai • Visakhapatnam • Paradip • Haldia <p>b. International Airports</p> <ul style="list-style-type: none"> • Amritsar (Raja Sansi-Sri Guru Ram Dasjee) • Delhi (Indira Gandhi) • Mumbai (Chhatrapati Shivaji) • Chennai (Meenam Bakkam) • Kolkata (Netaji Subhash Chandra Bose) • Hyderabad (Rajiv Gandhi)

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

DETAILED CURRICULUM/ TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-II	10
2.	Unit 2: Self-management Skills-II	10
3.	Unit 3: Information and Communication Technology Skills-II	10
4.	Unit 4: Entrepreneurial Skills-II	15
5.	Unit 5: Green Skills-II	05
	TOTAL	50

Note: The detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

Part-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Digital Documentation (Advanced)
- Unit 2: Electronic Spreadsheet (Advanced)
- Unit 3: Database Management System
- Unit 4: Web Applications and Security

UNIT 1: DIGITAL DOCUMENTATION (ADVANCED)

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Apply Styles in the document	<ul style="list-style-type: none">• Styles/ categories in Writer• Styles and Formatting window• Using Fill Format.• Creating and updating new style from selection• Load style from template or another document.• Creating a new style using drag-and-drop.• Applying styles.	<ul style="list-style-type: none">• List style categories in Writer. Select the style from the Styles and Formatting window.• Use Fill Format to apply a style to many different areas quickly.• Create and update a new style from a selection.• Load a style from a template or another document.• Create a new style using drag-and drop.
2.	Insert and use images in document	<ul style="list-style-type: none">• Options to insert image to document from various sources.• Options to modify, resize, crop and delete an image.• Creating drawing objects, setting or changing its properties. Resizing and grouping drawing objects.• Positioning image in the text.	<ul style="list-style-type: none">• Insert an image to document from various sources.• Modify, resize, crop and delete an image.• Create drawing objects• Set or change the properties of a drawing object• Resize and group drawing objects• Position the image in the text

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
3.	Create and use template	<ul style="list-style-type: none"> • Templates in Writer. • Using predefined templates. • Creating a template. • Set up a custom template. • Using a template • Changing to a different template. • Updating a Document 	<ul style="list-style-type: none"> • Create a template. • Use predefined templates. • Set up a custom default template. • Update a document. • Change to a different template. • Use the Template. • Update the document.
4.	Create table of contents	<ul style="list-style-type: none"> • Table of contents. • Hierarchy of headings. • Customization of table of contents. • Character styles. Maintaining a table of contents. 	<ul style="list-style-type: none"> • Create a table of contents. • Define a hierarchy of headings. • Customize a table of contents. • Apply character styles. • Maintain a table of contents.

UNIT 2: ELECTRONIC SPREADSHEET (ADVANCED)

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Analyse data using scenarios and goal seek.	<ul style="list-style-type: none"> • Using consolidating data. • Creating subtotals. • Using “what if” scenarios. • Using “what if” tools • Using goal seek and solver. 	<ul style="list-style-type: none"> • Use consolidating data • Create subtotals • Use “what if” scenarios • Use “what if” tools • Use goal seek and solver
2.	Link spreadsheets data	<ul style="list-style-type: none"> • Setting up multiple sheets. • Creating reference to other sheets by using keyboard and mouse. • Creating reference to another document by using keyboard and mouse. 	<ul style="list-style-type: none"> • Setup multiple sheets by inserting new sheets. • Create reference to other sheets by using keyboard and mouse. • Create references to other documents by using keyboard and mouse.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
		<ul style="list-style-type: none"> Relative and absolute hyperlinks Hyperlinks to the sheet. <ul style="list-style-type: none"> Linking to external data. Linking to registered data sources. 	<ul style="list-style-type: none"> Create, Edit and Remove hyperlinks to the sheet. Link to external data. Link to registered data source.
3.	Share and review a spreadsheet	<ul style="list-style-type: none"> Setting up a spreadsheet for sharing. Opening and saving a shared spreadsheet. Recording changes. Add, Edit and Format the comments. Reviewing changes – view, accept or reject changes. Merging and comparing. 	<ul style="list-style-type: none"> Set up a spreadsheet for sharing. Open and save a shared spreadsheet. Record changes. Add, Edit and Format the comments. Review changes – view, accept or reject changes. Merge and compare sheets.
4.	Use Macros in spreadsheet	<ul style="list-style-type: none"> Using the macro recorder. Creating a simple macro. Using a macro as a function. Passing arguments to a macro. Passing the arguments as values. Macros to work like built-in functions. Accessing cells directly. Sorting the columns using macro. 	<ul style="list-style-type: none"> Demonstrate the use of a macro recorder. Create a simple macro. Use a macro Pass arguments to a macro Pass the arguments as values Write the macros that act like built – in functions Access cells directly Sort the columns using macro.

UNIT 3: DATABASE MANAGEMENT SYSTEM

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Appreciate the concept of Database Management System	<ul style="list-style-type: none"> Concept and examples of data and information, Concept of database, Advantages of database, Features of database, Concept and examples of Relational database, Concept and examples of field, record, table, database, Concept and examples of Primary key, composite primary key, foreign key, Database management system (DBMS) software 	<ul style="list-style-type: none"> Identify the data and information, Identify the field, record, table in the database, Prepare the sample table with some standard fields. Assign the primary key to the field, Identify the primary key, composite primary key, foreign key.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
		<ul style="list-style-type: none"> Relational Data base management system (RDBMS) software. 	
2.	Create and edit tables using wizard and SQL commands	<ul style="list-style-type: none"> Introduction to LibreOffice Base Database objects – tables, queries, forms, and reports of the database, Terms in database – table, field, record, Steps to create a table using table wizard Data types in database., Option to set primary key Table Data View dialog box 	<ul style="list-style-type: none"> Start the Libre Office Base and observe the parts of mainwindow, Identify the data base objects Create the sample table in any category using wizard, Practice to create different tables from the available list and choosing fields from the available fields. Assign data types of fields, Setprimary key, Edit the table in design view, Enter the data in the fields.
3.	Perform operations on table	<ul style="list-style-type: none"> Inserting data in the table, Editing records in the table, Deleting records from the table, Sorting data in the table, Referential integrity, Creating and editing relationships – one to one, one to many, many to many Field properties 	Demonstrate to: <ul style="list-style-type: none"> Insert data in the table, Edit records in the table, Delete records from table, Sort data in the table, Create and edit relationships - one to one, one to many,many to many, Enter various field properties.
4.	Retrieve data using query	<ul style="list-style-type: none"> Database query, Defining query, Query creation using wizard, Creation of query using design view, Editing a query, Applying criteria in query – single field, multiple fields, using wildcard, Performing calculations, Grouping of data, Structured Query Language (SQL). 	<ul style="list-style-type: none"> Prepare a query for given criteria, Demonstrate to create query using wizard, and using design view, Edit a query, Demonstrate to apply various criteria in query – single field, multiple fields, using wild card, Performing calculations using query in Base, Demonstrate to group data, Use basic SQL commands,
S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL

5.	Create Forms and Reports using wizard	<ul style="list-style-type: none"> • Forms in BASE. • Creating form using wizard, • Steps to create form using Form Wizard, • Options to enter or remove data from forms • Modifying form, • Changing label, background, • Searching record using Form, • Inserting and deleting record using Form, • Concept of Report in Base, • Creating Report using wizard, • Steps to create a Report using Wizard. 	<ul style="list-style-type: none"> • Illustrate the various steps to create Form using Form Wizard, • Enter or remove data from Forms, • Demonstrate to modify Forms, • Demonstrate to change label, background, • Search record using Form, • Insert and delete record using Form View, • Illustrate the various steps to create Report using Report Wizard, • Demonstrate various examples of Report.
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UNIT 4: MANAGING HEALTH AND SAFETY

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Maintain workplace safety	<ul style="list-style-type: none"> • Basic safety rules to follow at workplace – Fire safety, • Falls and slips, Electrical safety, Use of first aid. • Case Studies of hazardous situations. 	<ul style="list-style-type: none"> • Practice to follow basic safety rules at workplace to prevent accidents and protect workers – Fire safety, • Falls and slips, Electrical safety, Use of first aid.
2..	Prevent Accidents and Emergencies	<ul style="list-style-type: none"> • Accidents and emergency, • Types of Accidents, • Handling Accidents • Types of Emergencies. 	<ul style="list-style-type: none"> • Illustrate to handle accidents at workplace, • Demonstrate to follow evacuation plan and procedure in case of an emergency.
3.	Protect Health and Safety at work	<ul style="list-style-type: none"> • Hazards and sources of hazards, • General evacuation procedures, • Healthy living. 	<ul style="list-style-type: none"> • Identify hazards and sources of hazards, • identify the problems at workplace that could cause accidents, • Practice the general evacuation procedures in case of an emergency.