ST. ANNE'S SR. SEC. SCHOOL, JODHPUR

Class–X Pre – Board Examination Time Table

DATE	SUBJECT
03-01-2018	SCIENCE
06-01-2018	HINDI
09-01-2018	ENGLISH
12-01-2018	MATHEMATICS
15-01-2018	SOCIAL SCIENCE

ENGLISH COMMUNICATIVE (Code No. 101)
SYLLABUS
CLASS – X (2017-18)

SECTION - WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbook and Extended Reading Text	30
	TOTAL	80

Note:

The Board examination will be of 80 marks, with a duration of three hours.

SECTION A: READING **20 Marks** **50 Periods**

This section will have two unseen passages of a total of 700-750 words as per the details below :

Q.1: A Factual passage 300-350 words with eight Very Short Answer Type (VSA) Questions. **8 marks**

Q. 2: A Discursive passage of 350-400 words with four Short Answer Type Questions of eight marks to test inference, evaluation and analysis and four VSA to test vocabulary and comprehension (two VSA for vocabulary and two for comprehension) **12 marks**

SECTION B: WRITING AND GRAMMAR **30 Marks** **60 Periods**

Writing :-

Q. 3: Formal Letter (Complaints / Inquiry / Placing order / letter to the editor) in about 100-120 words. The questions will be thematically based on the Main Course Book. **8 marks**

Q.4: Writing a short story based on a given outline or cue/s in about 200-250 words. **10 marks**

Grammar :-

The Grammar syllabus will include the following areas in class X.

1. Tenses
2. Modals
3. Use of passive voice

4. Subject – verb concord
5. Reporting
   (i) Commands and requests
   (ii) Statements
   (iii) Questions
6. Clauses:
   (i) Noun clauses
   (ii) Adverb clauses
   (iii) Relative clauses
7. Determiners
8. Prepositions

The above items may be tested through test types as given below:

Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **4 marks**

Q. 6: Editing or Omission **4 marks**

Q. 7: Sentences Reordering or Sentence Transformation in context. **4 marks**

SECTION C: LITERATURE TEXTBOOK AND EXTENDED READING TEXT

30 Marks 60 Periods

Q. 8. One out of two extracts from prose / poetry / play for reference to context. Four Very Short Answer Questions: Two questions of one mark each for global comprehension and two questions of one mark each on interpretation. **4 marks**

Q. 9. Four Short Answer type Questions from the Literature Reader to test local and global comprehension of theme and ideas (30-40 words each) **2x4 = 8 Marks**

Q.10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (100-120 words). **8 marks**

Q.11. One out of two Very Long Answer Question on theme or plot involving interpretation, inference and character, in about 200-250 words based on prescribed novel text for extended reading. **10 Marks**

Prescribed Books: Published by CBSE, New Delhi

INTERACT IN ENGLISH SERIES

1. Main Course Book (Revised Edition)
2. Workbook (Revised Edition)
3. Literature Reader (Revised Edition)

EXTENDED READING TEXTS (either one):

i Diary of a Young Girl – 1947 by Anne Frank (unabridged edition), Published by CBSE

ii The Story of My Life – 1903 by Helen Keller(unabridged edition)

NOTE: Teachers are advised to:

(i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.

(ii) reduce teacher-talk 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

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

Reading Section: Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed over a period of time. There will be no division of syllabus for Grammar.

Listening and Speaking Skills. **50 Periods**

ENGLISH COMMUNICATIVE COURSE
CLASS - X (2017-18)

Textbooks	
Literature Reader	
PROSE	
1. Two Gentlemen of Verona	4. A Shady Plot
2 Mrs. Packletide's Tiger	5. Patol Babu
3. The Letter	6. Virtually True
POETRY	
1. The Frog and the Nightingale	4. The Rime of Ancient Mariner
2. Not Marble, nor the Gilded Monuments	5. Snake
3. Ozymandias	
DRAMA	
1. The Dear Departed	2. Julius Caesar

Main Course Book	
1. Health and Medicine	4. Environment
2. Education	5. Travel and Tourism
3. Science	6. National Integration
Extended Reading Texts – (either one)	
Diary of a Young Girl – 1947 June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition) (Published by CBSE) **The Story of My Life** – 1903, Chapters 1-14 By Helen Keller (unabridged edition)	**Diary of a Young Girl** – 1947 March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition) (Published by CBSE) **The Story of My Life** – 1903 Chapters 15-23 By Helen Keller (unabridged edition)
WORK BOOK* – Suggested Break-up of Units for the purpose of classroom teaching only – NOT FOR TESTING (see the following note).	
1 Determiners	8 Comparison
2 Tenses	9 Avoiding Repetition
3 Subject-Verb Agreement	10 Nominalization
4 Non-Finites	11 Modals
5 Relatives	12 Active and Passive
6 Connectors	13 Reported Speech
7 Conditionals	14 Prepositions

X

हिन्दी – स्पर्श – गद्य

1. बड़े भाई साहब
2. डायरी का एक पन्ना
3. तंताँरा – वामीरो कथा
4. तीसरी कसम के शिल्पकार शैलेंद्र
5. गिरगिट
6. अब कहाँ दूसरे के दुःख से दुःखी होने वाले
7. पतझर में टूटी पत्तियाँ
8. कारतूस

पद्य

1. कबीर
2. मीरा
3. बिहारी
4. मनुष्यता
5. पर्वत प्रदेश में पावस
6. मधुर–मधुर मेरे दीपक जल
7. तोप
8. कर चले हम फिदा
9. आत्मत्राण

संचयन

1. हरिहर काका
2. सपनों के से दिन
3. टोपी शुक्ला

व्याकरण

1. अपठित गद्यांश
2. अपठित पद्यांश

1. शब्द व पद में अंतर
2. समास के आधार पर वाक्य रूपांतरण
3. समास
4. अशुद्धि शोधन
5. मुहावरे

1. पत्र–लेखन
2. अनुच्छेद–लेखन
3. सूचना–लेखन
4. संवाद–लेखन
5. विज्ञापन–लेखन

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 & PROBABILTY	11
	Total	80

UNIT I: NUMBER SYSTEMS

1. REAL NUMBERS (15 Periods)

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

UNIT II: ALGEBRA

1. POLYNOMIALS (7) Periods

Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials. Statement and simple problems on division algorithm for polynomials with real coefficients.

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 and by cross multiplication method. Simple situational problems. Simple problems on equations reducible to linear equations.

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, by completing the square 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 (8) 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

1. LINES (In two-dimensions) (14) Periods

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

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.
6. (Motivate) If a perpendicular is drawn from the vertex of the right angle of a right triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.
7. (Prove) 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. (Prove) In a triangle, if the square on one side is equal to sum of the squares on the other two sides, the angles opposite to the first side is a right angle.

2. CIRCLES (8) Periods

Tangent to a circle at, point of contact

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

3. CONSTRUCTIONS (8) Periods

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

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^o and 90^o. Values (with proofs) of the trigonometric ratios of 30^o, 45^o and 60^o. 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. Trigonometric ratios of complementary angles.

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

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

UNIT VI: MENSURATION

1. AREAS RELATED TO CIRCLES (12) Periods

Motivate the area of a circle; area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60°, 90° and 120° only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

2. SURFACE AREAS AND VOLUMES (12) Periods

1. Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones. Frustum of a cone.
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 VII: STATISTICS AND PROBABILITY

1. STATISTICS (18) Periods

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

Cumulative frequency graph.

2. PROBABILITY (10) Periods

Classical definition of probability. Simple problems on single events (not using set notation).

QUESTIONS PAPER DESIGN 2017-18
CLASS-X

Mathematics (Code No. 041) **Time : 3 hrs** **Marks: 80**

S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer -I (SA) (2 Marks)	Short Answer -II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage (approx.)
1	**Remembering** (Knowledge based-Simple recall questions, to know specific facts, terms, concepts, principles or theories; Identify, define, or recite, information)	2	2	2	2	20	25%
2	**Understanding** (Comprehension-to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	1	4	23	29%
3	**Application** (Use abstract information in concrete situation, to apply knowledge to new situation; Use given content to interpret a situation, provide an example, or solve a problem)	2	2	3	1	19	24%
4	**Higher Order Thinking Skills** (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and /or integrate unique pieces of information from variety of sources)	-	1	4	-	14	17%
5	**Evaluation** (Judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	-	-	1	4	5%
	Total	6x1=6	6x2 =12	10x3 =30	8x4 =32	80	100%

Note: One of the LA will be to assess the values inherent in the texts.

INTERNAL ASSESSMENT **20 Marks**

- Periodical Test 10 Marks
- Note Book Submission 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	23
III	Natural Phenomena	12
IV	Effects of Current	13
V	Natural Resources	07
	Total	80
	Internal assessment	20
	Grand Total	100

Note : Above weightage includes the weightage of questions based on practical skills.

Theme : Materials

Unit I : Chemical Substances - Nature and Behaviour (55 Periods)

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

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

Metals and nonmetals : Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds; 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 compunds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

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 **(50 Periods)**

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

Control and co-ordination in animals and plants : Topic 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; Basic concepts of evolution.

Theme : Natural Phenomena

Unit III : Natural Phenomena **(23 Periods)**

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.

Theme : How Things Work

Unit IV : Effects of Currect **(32 Periods)**

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

Magnetic effects of current : Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left Hand Rule, Electric Motor, Electromagnetic induction. Induced potential difference, Induced current. Fleming's Right Hand Rule, Electric Generator, Direct Current. Alternating current : frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme : Natural Resources

Unit V : Natural Resources **(20 Periods)**

Sources of energy : Different forms of energy, conventional and non-conventional sources of energy : Fossil fuels, solar energy; biogas; wind, water and tidal energy; Nuclear energy. Renewable versus non-renewable sources of Energy.

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

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

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

LIST OF EXPERIMENTS

1. Finding the pH of the following samples by using pH paper / universal indicator:
   a) Dilute Hydrochloric Acid
   b) Dilute NaOH solution
   c) Dilute Ethanoic Acid Solution
   d) Lemon juice
   e) Water
   f) Dilute Hydrogen Carbonate solution

   Studying the properties of acids and bases (HCl & NaOH) by their reaction with:
      a) Litmus solution (Blue/Red)
      b) Zinc metal
      c) Solid sodium carbonate

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 quick lime
      (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

OR

3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions :

   a) $ZnSO_4$ (aq)

   b) $FeSO_4$ (aq)

   c) $CuSO_4$ (aq)

   d) $Al_2 (SO_4)_3$ (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.

5. Determination of the equivalent resistance of two resistors when connected in series and parallel.

6. Preparing a temporary mount of a leaf peel to show stomata.

7. Experimentally show that carbon dioxide is given out during respiration.

8. Study of the following properties of acetic acid (ethanoic acid) :

   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.

10. Determination of the focal length of :

    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.

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

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

14. Finding the image distance for varying object distances in case of a convex lens and drawing corresponding ray diagrams to show the nature of image formed.
15. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).

Prescribed Books

- Science - Textbook for class IX - NCERT Publication
- Science - Textbook 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 - Clss IX - NCERT Publication
- Exemplar Problems Class X - NCERT Publication

SOCIAL SCIENCE (Scb. Code)
COURSE STRUCTURE CLASS - X (Session 2017-18)

Time: 3 Hrs. Marks: 80

Units		Marks	Pd
I	India and the Contemporary World - II	20	60
II	Contemporary India - II	20	55
III	Democratic Politics II	20	50
IV	Understanding Economic Development	20	50
	Total	80	215

Unit 1: India and the Contemporary World-II

60 Periods

Themes	Objectives
In Sub-unit 1.1 students are required to choose any two themes. In that sub-unit, theme 3 is compulsory and for second theme students are required to choose any one from the first two themes. In Sub-units 1.2 and 1.3 students are required to choose any one theme from each. Thus all students are required to study four themes in all. Sub-unit 1.1 : Events and processes: Any two of the following themes: **1. The Rise of Nationalism in Europe:** (a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini, etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece. (Chapter 1) **2. The Nationalist Movement in Indo - China:** Factors Leading to Growth of Nationalism in Indo-China (a)French colonialism in Indo-China. (b) Phases of struggle against the French. (c) The ideas of Phan Chu Trinh, Phan Boi Chau, HO Chi Minh (d) The Second World War and the liberation struggle. (e) America and the Vietnam war. (Chapter 2)	• The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. • Discuss the relationship/difference between European nationalism and anti-colonial nationalisms. • Point to the way the idea of the For-math required nati-on states be-came generalized in Europe and elsewhere. • Discuss the difference between Fre-nch colonialism in Indo-China and British colonialism in India. • Outline the different stages of the anti- imperialist struggle in Indo-Chi-na. • Familiarize the students with the dif-ferences between nationalist move-ments in Indo China and India. • Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement. • Analyze the nature of the diverse so-cial movements of the time.

3. Nationalism in India: (a) Impact of First world war, Khilafat, Non-Cooperation and Differing Strands within the Movement. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Limits of Civil Disobedience. (e) The Sense of Collective Belonging. (Chapter 3)	• Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi.
Sub-unit 1.2: Livelihoods, Economies and Societies: Any one of the following themes: 4. **The making of a Global World:** (a) The Pre-modern world (b) The Nineteenth Century global economy, colonialism) (c) The Inter war Economy (Great Depression) (d) Rebuilding the World Economy **5. The Age of Industrialization :** (a) Proto-industrialization and pace of industrial change (b) Life of workers (c) Industrialization in the colonies (d) Early Entrepreneurs & workers (e) The Peculiarities of Industrial Growth (f) Market for Goods **6. Work, Life & Leisure :** (a) Development of modern cities due to Industrialization in London & Bombay (b) Housing and Land Reclamation (c) Social Changes in the cities (d) Cities and the challenge of the Environment Sub-unit 1.3 : Everyday Life, Culture and Politics Any one of the following themes: **7. Print Culture and the Modern World:** (a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics. (Chapter 7)	• Show that globalizaton has a long history and point to the shifts within the process. • Analyze the implication of globalization for local economies. • Discuss how globalization is experienced differently by different social groups. • Familiarize students with the Proto-Industrial phase and Early – factory system. • To make them understand, about the process of industrialization and its impact on labour class. • To explain them about industrialization in the colonies in reference to Textile industries. • Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other. • Discuss the link between print culture and the circulation of ideas. • Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.

8. Novels, Society and History: (a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers. (Chapter 8)	• Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change. • Familiarize students with some of the ideas of writers who have had a powerful impact on society.

Unit 2: Contemporary India - II

55 Periods

Themes	Objectives
1. Resources and Development: Types - natural and human; Need for resource planning, natural resources, land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures. (Chapter 1)	• Understand the value of resources and the need for their judicious utilisation and conservation.
3. Water Resources: Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)	• Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation.
4. Agriculture: Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy-employment and output. Note : Content of pg no. 44-47 of NCERT Textbook is to be deleted. (Chapter 4)	• Understand the importance of agriculture in national economy. • Identify various types of farming and discuss the various farming methods; Describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. • Explain various government policies for institutional as well as technological reforms since independence.

5. Minerals and Energy Resources: Types of minerals, distribution (Note : on map only) use and economic importance of minerals, conservation, types of power resources: conventional and non-conventional, distribution and utilization, and conservation. (Chapter 5)	• Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation. • Discuss various types of conventional and non- conventional resources and their utilization.
6. Manufacturing Industries: Types, spatial distribution (Note : on map only) contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. **Note :** Content mentioned on page no. 74-75 of NCERT, Geography Text book i.e. Aluminium Smelting, Chemical Industries, Fertilizer Industry, Cement Industry is not required to be deliver in class room during instruction.	• Discuss 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. • Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.
7. Life Lines of National Economy : Importance of means of Communication and transportation, Trade & Tourism (Chapter 7)	• To explain the importance of transport and communication in the ever shrinking world. • To understand the role of trade in the economic development of a country.

Project / Activity:

- Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with climatic conditions and relief of the area.
- Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade.

Posters:

- Pollution of water in the locality.
- Depletion of forests and the greenhouse effect.

Note: Any similar activity may be taken up.

Unit 3: Democratic Politics - II

50 Periods

Themes	Objectives
1&2.Power Sharing & Federalism: Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups? (Chapter 1&2)	• Introduce students to the centrality of power sharing in a democracy. • Understand the working of spatial and social power sharing mechanisms. • Analyse federal provisions and institutions. • Understand the new Panchayati Raj institutions in rural and urban areas.
3&4.Democracy and Diversity & Gender, Religion and Caste: Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy? (Chapter 3&4)	• Analyse the relationship between social cleavages and political competition with reference to Indian situation. • Understand and analyse the challenges posed by communalism to Indian democracy. • Understand the enabling and disabling effects of caste and ethnicity in politics. • Develop a gender perspective on politics.
5. Popular Struggles and Movements (Note : Ch-5 is to be done as project work only and will not be evaluated in theory)	• Understand the vital role of struggle in the expansion of democracy.
6. Political Parties: What role do political parties play in competition and contestation? Which are the major national and regional parties in India? (Chapter 6)	• Analyse party systems in democracies. • Introduction to major political parties in the country.
7. Outcomes of Democracy: Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India? (Chapter 7)	• Analyse the role of social movements and non- party political formations. • Introduction to the difficult question of evaluating the functioning of democracies. • Develop the skills of evaluating Indian democracy on some key dimensions : development, security and dignity for the people.

8. Challenges to Democracy: Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy? (Chapter 8)	• Understand the causes for continuation of democracy in India. • Distinguish between sources of strength and weaknesses of Indian democracy. • Reflect on the different kinds of measures possible to deepen democracy. • Promote an active and participatory citizenship.

Unit 4: Understanding Economic Development

50 Periods

Themes	Objectives
1. Development: The traditional notion of development; National Income and Per-capita Income. Growth of National Income - critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development.	• Familiarisation of some macroeconomic concepts. • Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income. • It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation. • How and why people should be healthy and provided with education.
2. Sectors of the Indian Economy: *Sectors of Economic Activities; Historical change in sectors; Rising importance of tertiary sector; Employment Generation; Division of Sectors- Organised and Unorganised; Protective measures for unorganised sector workers. (Chapter 2)	• To make aware of a major employment generating sector. • Sensitise the learner of how and why governments invest in such an important sector.
3. Money and Credit: Role of money in an economy: Formal and Informal financial institutions for Savings and Credit - General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, chit funds and private finance companies. (Chapter 3) **(Note : Ch-3 will also be evaluated in theory)**	• Familiarize the concept of money as an economic concept. • Create awareness of the role of financial institutions from the point of view of day-to- day life.

4. Globalisation and the Indian Economy: Production accross countries, Foreign trade and Interaction of Markets, what is Globalization? Factors, WTO, Impact, Fair Globalization (Chapter 4)	• Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.
5. Consumer Rights: ***How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection. (Chapter 5)	• Making the child aware of her rights and duties as a consumer; • Familiarizing the legal measures available to protect from being exploited in markets.

Suggested Activities / Instructions:

Theme 2*: Visit to banks and money lenders / pawnbrokers and discuss various activities that you have observed in banks in the classroom.

Participate in the meetings of Self Help Groups, which are engaged in micro credit schemes in the locality of learners and observe issues discussed.

Theme 4**: Provide many examples of service sector activities. Use numerical examples, charts and photographs.

Theme 5***: Collect logos of standards available for various goods and services. Visit a consumer court nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from newspapers and consumer courts.

Class - X

Project Work: **05 Periods(5 Marks)**

Every student has to compulsorily undertake any one project on the following units / topics.

1. Disaster Management (Pertaining to class Xth curriculum of Disaster Management only).

   OR

2. Popular Struggles and Movements

   OR

3. Money and Credit

The project have been carefully designed so as to –

a) Create awareness in learners

b) Enable them to understand and co-relate all aspects of selected topic

c) Relate theory with practice

d) Relation of different aspects with life

e) Provide hands on experience

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

S.NO.	ASPECTS	MARKS
1.	Content accuracy and originality	1
2.	Presentation and creativity	1
3.	Process of Project Completion : Initiative, cooperativeness, participation and punctuality	1
4.	Viva or written test for content assimilation	2

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. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools. A Summary Report should be prepared highlighting:

- objectives realized through individual or group interactions;
- calendar of activities;
- innovative ideas generated in this process ;
- list of questions asked in viva voce

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. The Project Report should be handwritten by the students themselves and comprise of not more than 15 foolscap pages. 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

QUESTION PAPER DESIGN – SOCIAL SCIENCE
CLASS - X SESSION 2017-18

S. No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer (SA) 3 Marks	Long Answer (LA) 5 Marks	Total Marks	% Weightage
1	Remembering (Knowledge based simple recall questions, to now specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	--	2	2	16	20%
2	Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	1	2	16	20%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example, or solve a problem)	2	3	2	21	26%
4	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	2	3	1	16	20%
5	Creating, Evaluation and Multi-Creating Evaluation and Multi-Disciplinary (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	--	2	--	6	08%
6	Map	2	1	--	5	06%
	Total	1x9=9	3x12 = 36	5x7 = 35	80	100%

CLASS –X 2017-2018
LIST OF MAP ITEMS FOR SOCIAL SCIENCE

A. History - Outline Political Map of India

Lesson-3 Nationalism in India – (1918 – 1930).
For locating and labelling / Identification.

1. Indian National Congress Sessions:

Calcutta (Sep. 1920)
Nagpur (Dec. 1920)
Madras (1927)
Lahore (1929)

2. Important Centres of Indian National Movement

(Non-cooperation and Civil Disobedience Movement)

(i) Champaran (Bihar) - Movement of Indigo Planters
(ii) Kheda (Gujrat) - Peasant Satyagrah
(iii) Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
(iv) Amritsar (Punjab) - Jallianwala Bagh Incident
(v) Chauri Chaura (U.P.) - calling off the Non Cooperation Movement
(vi) Dandi (Gujarat) - Civil Disobedience Movement

B. GEOGRAPHY

Outline Political Map of India

Chapter 1: Resources and Development

Identification only: Major soil Types.

Chapter 3: Water Resources

Locating and Labelling –

Dams:

(1) Salal
(2) Bhakra Nangal
(3) Tehri
(4) Rana Pratap Sagar
(5) Sardar Sarovar
(6) Hirakud
(7) Nagarjuna Sagar
(8) Tungabhadra. (Along with rivers)

Chapter 4: Agriculture

Identification only

(a) Major areas of Rice and Wheat.
(b) Largest / Major producer states of Sugarcane; Tea; Coffee; Rubber; Cotton and Jute.

Chapter: 5 Mineral and Energy Resources.

Minerals: (Identification only)

(I) Iron ore mines:
Mayurbhanj
Durg
Bailadila
Bellary
Kudremukh

(II) Mica mines:
Ajmer
Beawar
Nellore
Gaya
Hazaribagh

(III) Coal mines :
Raniganj
Jharia
Bokaro
Talcher
Korba
Singrauli
Singareni
Neyvali

(IV) Oil Fields :
Digboi
Naharkatia
Mumbai High
Bassien
Kalol
Ankaleshwar

(V) Bauxite Deposits:
The Amarkantak plateau
Maikal hills
The plateau region of Bilaspur- Katni.
Orissa Panchpatmali deposits in Koraput district

(VI) Mica deposits:
The Chota Nagpur plateau.
Koderma Gaya – Hazaribagh belt of Jharkhand
Ajmer
Nellore mica belt

Power Plants:
(Locating and Labelling only)

(a) Thermal :
Namrup
Talcher
Singrauli
Harduaganj
Korba
Uran
Ramagundam
Vijaywada
Tuticorin

(b) Nuclear:
Narora
Rawat Bhata
Kakrapara
Tarapur
Kaiga
Kalpakkam

Chapter 6: Manufacturing Industries
Locating and Labelling Only

(1) Cotton Textile Industries:
Mumbai
Indore
Ahmedabad
Surat
Kanpur
Coimbatore
Madurai

(2) Iron and Steel Plants:
Burnpur
Durgapur
Bokaro
Jamshedpur
Raurkela
Bhilai
Vijaynagar
Bhadravati
Vishakhapatnam
Salem

(3) Software Technology Parks:
Mohali
Noida

Jaipur
Gandhinagar
Indore
Mumbai
Pune
Kolkata
Bhubaneshwar
Vishakhapatnam
Hyderabad
Bangalore
Mysore
Chennai
Thiruvanantapuram

Chapter 7 Lifelines of National Economy.
Identification Only: Golden Quadrilateral, North-South Corridor, East-West Corridor.

National Highways:
NH-1
NH-2
NH-7

Locating and Labelling:
Major Ports:
Kandla
Mumbai
Jawahar Lal Nehru
Marmagao
New Mangalore
Kochi
Tuticorin
Chennai
Vishakhapatnam
Paradip
Haldia
Kolkata

International Airports:
Amritsar (Raja Sansi)
Delhi (Indira Gandhi International)
Mumbai (Chhatrapati Shivaji)
Thiruvanantapuram (Nedimbacherry)
Chennai (Meenam Bakkam)
Kolkata (Netaji Subhash Chandra Bose)
Hyderabad (Rajiv Gandhi)

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