

SAMPLE QUESTION PAPER (2023-24)
ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
CLASS-X

Time allowed: 3 Hrs.

Maximum Marks: 80

General Instructions:

1. The Question Paper contains THREE sections-READING, GRAMMAR & WRITING and LITERATURE.
2. Attempt questions based on specific instructions for each part.

SECTION A : READING SKILLS (20 marks)

Reading Comprehension Through Unseen Passages

1.	Read the following text.	10 m
(1)	As a high school student, studying poetry can be a rollercoaster ride. This journey is punctuated by moments of profound appreciation for simpler pieces and intermittent frustration with more complex works. Let's be real here - some poems are just plain confusing and no amount of re-reading seems to help decipher the intended meaning. The puzzlement that results from such instances can be both vexing and demotivating. If solving a riddle is what was intended, then playing Sudoku is a better option. One is led to ponder if obscurity was the goal.	
(2)	Conversely, some pieces resonate with the reader's soul. stirring feelings of warmth, happiness, and connection to the world. Often, these compositions centre on themes that are universally understood, such as love, nature, or faith. Being able to actually understand what the poet is trying to say can feel like a little victory and is a welcome relief after grappling with more perplexing poetry.	
(3)	Then there are poems that are emotionally charged; the ones that make the reader curl up in a ball and cry or jump up and down with joy. One is left in awe of the poet's ability to convey emotion through words. Let's not forget the downright weird poems. These are the ones that defy categorization and leave the reader to their own devices in attempting to interpret meaning. The author's use of figurative language and unconventional imagery can create a sense of bewilderment that is either intriguing or off-putting. Regardless, the reader can appreciate the uniqueness of the work.	
(4)	Despite the wide range of emotions and reactions that come with studying poetry, it can be a rewarding pursuit. Not only does reading poetry allow one to appreciate the artistic beauty of the written word but also enables one to develop crucial critical thinking and analytical skills. The process of unlocking a poem's meaning can feel like cracking a code or solving a puzzle but the sense of accomplishment derived from mastering a challenging piece can be deeply gratifying. Finally, impressing an English teacher with a well-analysed poem can be a source of pride and validation.	
(5)	Overall, studying poetry is like a box of mixed chocolates, you never know what you're going to get. But whether it's complex, emotional, simple, or just downright weird, there's always something to be gained from the experience. So, let's applaud all the poets out there, for making us laugh, cry, scratch our heads, and occasionally feel like a genius.	

Created for academic usage/ 414 words

Answer the following questions, based on the passage above.

	gardening where plants are grown in a vertical position or upward, rather than in the traditional method of planting them on the ground.																																																																																																																							
(2)	The purpose of vertical gardens and green walls, which arises from the studies of different disciplines (landscape architects, architects, engineers, etc.), is to close the cold image of concrete and increase the visual value. In these systems, nature and structures are integrated, and thus, urban areas and the desired environment have become intertwined.																																																																																																																							
(3)	Vertical garden case studies often show that , though functionality should be in the foreground, when vertical gardens are planned, they are generally made as aesthetic elements in the city's underpasses and city squares, and decorative elements in residences, without seeking functionality.																																																																																																																							
(4)	Experts support that the visual quality and evaluation of landscape architecture is determined based on the satisfaction of the users. Hence, a survey questionnaire was prepared for residents of varied age groups from of a metropolitan city . The given Table 1 , displays these responses:																																																																																																																							
	<p>Table 1 - Total number of participants : 400</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Survey statements</th> <th>Strongly agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly disagree</th> </tr> </thead> <tbody> <tr> <td colspan="7">Vertical gardens-</td> </tr> <tr> <td>1</td> <td>improve quality of life of people in urban areas</td> <td>191</td> <td>138</td> <td>43</td> <td>9</td> <td>19</td> </tr> <tr> <td>2</td> <td>reduce noise pollution</td> <td>128</td> <td>164</td> <td>77</td> <td>25</td> <td>6</td> </tr> <tr> <td>3</td> <td>increase air quality -indoors and outdoors</td> <td>172</td> <td>147</td> <td>51</td> <td>28</td> <td>2</td> </tr> <tr> <td>4</td> <td>reduce energy and water consumption</td> <td>58</td> <td>47</td> <td>125</td> <td>68</td> <td>2</td> </tr> <tr> <td>5</td> <td>positively impact global warming</td> <td>114</td> <td>144</td> <td>106</td> <td>30</td> <td>6</td> </tr> <tr> <td>6</td> <td>have a relaxing and calming effect</td> <td>161</td> <td>177</td> <td>44</td> <td>7</td> <td>11</td> </tr> <tr> <td>7</td> <td>cost too much</td> <td>86</td> <td>107</td> <td>152</td> <td>42</td> <td>13</td> </tr> <tr> <td>8</td> <td>make plants look beautiful</td> <td>195</td> <td>139</td> <td>44</td> <td>6</td> <td>16</td> </tr> <tr> <td>9</td> <td>add naturalness to the environs</td> <td>135</td> <td>173</td> <td>55</td> <td>25</td> <td>12</td> </tr> <tr> <td>10</td> <td>are among the determining factor to visiting a place</td> <td>59</td> <td>133</td> <td>141</td> <td>54</td> <td>13</td> </tr> <tr> <td>11</td> <td>are inconvenient indoors</td> <td>9</td> <td>84</td> <td>123</td> <td>126</td> <td>48</td> </tr> <tr> <td>12</td> <td>can be applied in every place</td> <td>71</td> <td>132</td> <td>97</td> <td>77</td> <td>23</td> </tr> <tr> <td>13</td> <td>have a functional feature</td> <td>81</td> <td>207</td> <td>100</td> <td>10</td> <td>2</td> </tr> <tr> <td>14</td> <td>distract drivers</td> <td>34</td> <td>101</td> <td>106</td> <td>131</td> <td>28</td> </tr> <tr> <td>15</td> <td>funds are best used for social issues</td> <td>57</td> <td>72</td> <td>100</td> <td>130</td> <td>41</td> </tr> </tbody> </table>	No.	Survey statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Vertical gardens-							1	improve quality of life of people in urban areas	191	138	43	9	19	2	reduce noise pollution	128	164	77	25	6	3	increase air quality -indoors and outdoors	172	147	51	28	2	4	reduce energy and water consumption	58	47	125	68	2	5	positively impact global warming	114	144	106	30	6	6	have a relaxing and calming effect	161	177	44	7	11	7	cost too much	86	107	152	42	13	8	make plants look beautiful	195	139	44	6	16	9	add naturalness to the environs	135	173	55	25	12	10	are among the determining factor to visiting a place	59	133	141	54	13	11	are inconvenient indoors	9	84	123	126	48	12	can be applied in every place	71	132	97	77	23	13	have a functional feature	81	207	100	10	2	14	distract drivers	34	101	106	131	28	15	funds are best used for social issues	57	72	100	130	41
No.	Survey statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree																																																																																																																		
Vertical gardens-																																																																																																																								
1	improve quality of life of people in urban areas	191	138	43	9	19																																																																																																																		
2	reduce noise pollution	128	164	77	25	6																																																																																																																		
3	increase air quality -indoors and outdoors	172	147	51	28	2																																																																																																																		
4	reduce energy and water consumption	58	47	125	68	2																																																																																																																		
5	positively impact global warming	114	144	106	30	6																																																																																																																		
6	have a relaxing and calming effect	161	177	44	7	11																																																																																																																		
7	cost too much	86	107	152	42	13																																																																																																																		
8	make plants look beautiful	195	139	44	6	16																																																																																																																		
9	add naturalness to the environs	135	173	55	25	12																																																																																																																		
10	are among the determining factor to visiting a place	59	133	141	54	13																																																																																																																		
11	are inconvenient indoors	9	84	123	126	48																																																																																																																		
12	can be applied in every place	71	132	97	77	23																																																																																																																		
13	have a functional feature	81	207	100	10	2																																																																																																																		
14	distract drivers	34	101	106	131	28																																																																																																																		
15	funds are best used for social issues	57	72	100	130	41																																																																																																																		
(5)	The study acknowledged that vertical gardening has the potential to transform urban spaces into green, sustainable areas, and further research should explore the impact of vertical gardening on the environment and human well-being.																																																																																																																							

Answer the following questions, based on the passage above

i	<p>Complete the following analogy appropriately, based on your understanding of paragraphs 1 & 2. We can say that the situation of people living in concrete structures is comparable with a fish living in a fishbowl, and the need for vertical gardens to the need for decorations in the fishbowl because _____.</p>	1
ii	<p>Fill the blanks with the appropriate option from those given in brackets, based on your understanding of paragraph 2. The statement that , urban spaces have become more closely connected with the desired natural surroundings through the incorporation of nature and structures in vertical gardens and green walls, is a _____ (fact/ opinion) because it is a _____ (subjective judgement/ objective detail).</p>	1
iii	<p>Justify the following, in about 40 words. <i>While the survey results suggest that vertical gardens may be effective in improving the quality of life in urban areas, further research and evaluation may be necessary to fully understand their effectiveness and potential drawbacks.</i></p>	2
iv	<p>Based on the survey results, which two concerns should a city government, looking to install vertical gardens, address?</p>	1
v	<p>In Table 1, the statement 3, "Vertical gardens increase air quality - indoors and outdoors," received the most neutral responses from participants, with 51 respondents indicating a neutral stance. State any one inference that can be drawn from this.</p>	1
vi	<p>Select the option that correctly displays what 'intertwined' signifies. (Reference-Paragraph 2)</p> <div style="text-align: center;">  <p>(i) (ii) (iii) (iv) (v)</p> <p>A. (i) , (iv) and (v) B. Only (ii) C. Only (iii) D. (ii) and (v)</p> <p>FOR THE VISUALLY IMPAIRED CANDIDATES In the given sentence taken from paragraph 1, select the option that correctly replaces the underlined word, with its most likely antonym. Vertical gardening is <u>a unique</u> method of gardening. A. an indefinite B. an exclusive C. a combined D. a standard</p> </div>	1

vii	Infer one benefit and one drawback of vertical gardening, in comparison to other solutions, such as community gardens or parks. (Answer in about 40 words)	2
viii	Which of the following is the main takeaway from the study mentioned in the passage? A. Vertical gardening has minimal impact on the environment or human well-being. B. Vertical gardening is a sustainable practice that can transform urban spaces into green areas. C. The impact of vertical gardening on the environment and human well-being has already been thoroughly explored. D. The study needs to include experts from horticultural firms to offer any recommendations for further research.	1

SECTION B : WRITING SKILLS & GRAMMAR (20 marks)

GRAMMAR		10				
3	Complete ANY TEN of twelve of the following tasks, as directed.	1x10				
i.	<p>Fill in the blank by using the correct form of the word in the bracket, for the given portion of a letter:</p> <p>Dear Sir This is with reference to committee's letter of recommendation that _____ (highlight) the nominations for 'Safe Residential Area' award for this current year.</p>	1				
ii.	<p>Read the given sentence from a recipe review article. Identify the error and supply the correction in the sentence.</p> <p><i>This delightful recipe must keep your hunger pangs at bay with its balanced spices and oriental flavour.</i></p> <p>Use the given format for your response.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px; text-align: center;">error</td><td style="padding: 5px; text-align: center;">correction</td></tr> <tr> <td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> </table>	error	correction			1
error	correction					
iii.	<p>Abhilash and Neha had a conversation about the inauguration of Neha's Dance Academy. Report Abhilash's question.</p> <p><i>Is your best friend helping you in this venture?</i></p>	1				
iv.	<p>Read the dialogue between Shabnam and her mentor, Sara, regarding her summer internship programme.</p> <p>Sara: Why did you choose to participate in this internship programme? Shabnam: Ah! I am convinced this programme has the potential to enhance my abilities.</p> <p>Select the correct option to complete the reporting of the above dialogue.</p> <p>Sara asked Shabnam _____ in that internship programme. Shabnam sighed and exclaimed that she was convinced that programme had the potential to enhance her abilities.</p> <p>A. why to choose to participate B. to choose participation C. why he had chosen to participate</p>	1				

	D. with her choice in participating																
v.	<p>Fill the blank by choosing the correct option, to complete the concluding line of an issued circular by an Organisation, to its Managers.</p> <p>A copy of the plan is enclosed and _____ (that/ then/ this) may be communicated to all Team Leaders for compliance.</p>	1															
vi.	<p>Identify the error and supply correction for the given sentence from a commercial company's current marketing strategy.</p> <p><i>The company aimed at increasing authority in areas frequently visited by the clients.</i></p> <p>Use the given format for your response.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">error</td> <td style="text-align: center;">correction</td> </tr> <tr> <td></td> <td></td> </tr> </table>	error	correction			1											
error	correction																
vii.	<p>Select the option that identifies the error and supplies the correction for the closing line, from an analytical report.</p> <p><i>In conclusion, this study explores the association among short-sleep pattern and overweight youngsters.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Option No.</th> <th style="text-align: center;">error</th> <th style="text-align: center;">correction</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">explores</td> <td style="text-align: center;">explore</td> </tr> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;">and</td> <td style="text-align: center;">or</td> </tr> <tr> <td style="text-align: center;">C</td> <td style="text-align: center;">among</td> <td style="text-align: center;">between</td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">In</td> <td style="text-align: center;">for</td> </tr> </tbody> </table>	Option No.	error	correction	A	explores	explore	B	and	or	C	among	between	D	In	for	1
Option No.	error	correction															
A	explores	explore															
B	and	or															
C	among	between															
D	In	for															
viii	<p>Complete the given narrative, by filling the blank with the correct option.</p> <p>The experience of nursing an injured bird left me _____ grateful for knowing the importance of being kind and compassionate to all creatures.</p> <p>A. feeling B. having felt C. felt D. feels</p>	1															
ix.	<p>Report the dialogue between a vendor and his customer, by completing the sentence:</p> <p>Vendor: It is nice to see you, Sir!</p> <p>Customer: Yes, indeed! Unlike last month, I have been away for quite some time this month.</p> <p>The vendor greeted his customer respectfully and mentioned that he was pleased to see him. The customer answered in the affirmative and explained that _____</p>	1															
x.	<p>Fill the blank by choosing the correct option to complete the live feed on a school news channel.</p> <p>Congratulations Change Makers!</p> <p>The regional competition awards have been announced and our school music club _____ the first prize.</p>	1															

	A. had been won B. will win C. was winning D. has won					
xi.	Complete the line from a self-awareness song, by filling the blank with the correct option. The river runs through your veins The trees and mountains _____ your name The moon and stars watch over You're guiding your way back home To dream the night away. A. will call B. call C. had called D. calls	1				
xii.	Identify the error and supply correction for the following note in a passengers' flight instruction manual: ----- Note- Passengers will not reach the airport late in order to avoid a fine equivalent to 5% of the basic fare. ----- Use the given format for your response. <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td style="text-align: center;">error</td><td style="text-align: center;">correction</td></tr><tr><td> </td><td> </td></tr></table>	error	correction			10
error	correction					

WRITING		10
Note : All details presented in the questions are imaginary and created for assessment purpose .		
4.A	As Vaishali Nathani of 214, Indrayani Apartments, Vaishali Street, Daipur, you believe that forming Ecology clubs and appointing Eco-minders in your city can aid in the preservation and conservation of nature. Write a letter to the MLA of your city area, in about 120 words, suggesting the need to form such clubs. Share their importance and implications. Recommend the involvement of resident volunteers for implementation of eco-club activities that nurture and protect the local ecosystem.	5
OR		
4.B	As Armaan Khan, the School Literary Captain of Ujjwal Academy, Old City, Kiladerabad, you believe that languages can help bridge regional divides and promote unity. Write a letter to the Editor of a national daily, in about 120 words, suggesting the introduction of an online regional language learning programme managed and run by student councils and language clubs in the city. The programme aims to help residents who have recently relocated to a new region in picking up the local language organically. Share the importance and	

	credibility of such a programme and suggest a feasible way to execute it along with possible activities.	
5.A	<p>Tsering, of class X, is contesting for the post of the Junior School Captain, in the upcoming student council elections. Given below is her character traits' graphic, shared in the public domain, by the school counsellor, for the awareness of student voters, at school.</p> <p>All Tsering's peers have been asked to write a paragraph in about 120 words, analysing these traits, to either <u>support or oppose</u> her candidature. As one of her peers, write this analytical paragraph, by selecting some of the traits that support your analysis.</p> <p>You may begin like this :</p> <p>As a responsible student voter, I believe Tesring possesses / does not possess the necessary traits to be a School Captain.</p> <p>You may end like this:</p> <p>For these reasons, I believe she has / does not have the potential to be a good School Captain and I support / oppose her candidature.</p>	5
OR		
5.B	<p>As the Captain of the school's Cultural Club, you have been asked to study the given itinerary provided by a tour-organizing vendor.</p> <p style="text-align: center;">A 3N/2D Educational Tour for the Senior School Students: Jabalpur and Ranha National Park (Vindhya Pradesh)</p> <ul style="list-style-type: none"> ▪ Tour Travel & sightseeing by bus. ▪ Accommodation on quad sharing basis. ▪ One staff complimentary for every 20 students. ▪ Bottled mineral water throughout the tour. 	

- Dance Party on 22 November.
- Insurance policy of ₹ 20,000/- per head.
- Provision of Tour Manager's assistance to all places.

Day	Estimated time of departure from	Estimated time of arrival	Sight-seeing Destination/ Activity	Time spent at the destination
22 Nov. 2023	8:49 am (Nagpur Junction)-8 hrs. 30 min	5:23 pm	Reporting at the hotel	
23 Nov. 2023	9:00am (hotel)	10:00am	Bhawartal Garden	1 hr.
	11:00am (garden)	11:40am	Bhedaghat Dhuandhar Falls	1 hr.
	12:40pm (falls)	1:00pm	Lunch (nearby restaurant)	1 hr.
	2:00pm (restaurant)	2:15pm	Marble Rocks Cable car tour	1 hr. 30 mins
	3:45pm (Marble Rocks)	4:45 pm	Rani Durgavati Museum	1 hr. 30 mins
	6:15pm (museum)	7:00pm	Back to the hotel	
24 Nov. 2023	5:30am (hotel)- 170 kms- 4 hrs. drive	9:30am	Ranha Tiger Reserve	7hrs.
	4:30pm (Tiger Reserve)	9:00pm	Back to the hotel	
25 Nov. 2023	7:54 am (Jabalpur Railway station)- 8 hrs. 45 min	4:21 pm	Nagpur Railway Junction	

Analyse this itinerary to either approve or reject the tour proposal, while focusing on the students' safety, interest, and physical wellness. Write this analytical paragraph in about 120 words, by selecting features that support your analysis.

You may begin like this :

A thorough analysis of the itinerary provided by the tour organizing vendor reveals that the tour proposal should be accepted / rejected.

You may end like this:

Therefore, the tour proposal for the educational trip should be approved / rejected.

SECTION D : LITERATURE TEXTBOOK AND SUPPLEMENTARY READING TEXT (40 marks)

6.	Read the given extracts and answer the questions for ANY ONE of the two, given.	5
A.	The question he tried to answer was simple: What is the purpose of the twelve tiny gold spots on a monarch pupa? “Everyone assumed the spots were just ornamental,” Ebright said. “But Dr Urquhart didn’t believe it.”	

	To find the answer, Ebright and another excellent science student first had to build a device that showed that the spots were producing a hormone necessary for the butterfly's full development. This project won Ebright first place in the county fair and entry into the International Science and Engineering Fair. There he won third place for zoology. He also got a chance to work during the summer at the entomology laboratory of the Walter Reed Army Institute of Research. <i>(The Making of a Scientist)</i>	
i	State any one inference about Dr Urquhart from the given context: <i>Everyone assumed the spots were just ornamental," Ebright said.</i> <i>"But Dr Urquhart didn't believe it."</i>	1
ii	State TRUE or FALSE. None of the terms (a) -(d) below, can be applied to the question - <i>What is the purpose of the twelve tiny gold spots on a monarch pupa?</i> (a) A hypothesis - a proposed explanation for a phenomenon (b) An assumption - something that is taken for granted or assumed to be true without proof (c) A premise - a proposition that forms the basis of an argument (d) A theory - a well-substantiated explanation for a natural phenomenon	1
iii	Ebright's approach towards finding the purpose of the gold spots on a monarch pupa was highly effective. Elaborate in about 40 words, with reference to the extract.	2
iv	Which phrase would correctly substitute 'a chance' , in the given sentence from the extract. <i>He also got a chance to work during the summer at the entomology laboratory of the Walter Reed Army Institute of Research.</i>	1
OR		
B.	LOMOV : It's cold... I'm trembling all over, just as if I'd got an examination before me. The great thing is , I must have my mind made up. If I give myself time to think, to hesitate, to talk a lot, to look for an ideal, or for real love, then I'll never get married. Brr...It's cold! Natalya Stepanovna is an excellent housekeeper, not bad-looking, well-educated. What more do I want? But I'm getting a noise in my ears from excitement. (Drinks) And it's impossible for me not to marry. In the first place, I'm already 35— a critical age, so to speak. In the second place, I ought to lead a quiet and regular life. I suffer from palpitations, I'm excitable and always getting awfully upset; at this very moment my lips are trembling, and there's a twitch in my right eyebrow. <i>(The Proposal)</i>	
i	Which of the following is NOT a reason why Lomov thinks he must marry? A. He is already 35 years old. B. He suffers from palpitations. C. He is excitable and easily upset. D. He is in love with Natalya.	1
ii	Why is it fair to say that Lomov's tone, when he says "What more do I want?", is uncertain and questioning? Answer in about 40 words.	2
iii	Read the following descriptions (a)-(c) and identify which one correctly corresponds to the extract. (a) A debate is a formal discussion on a particular topic, usually with two or more people presenting different viewpoints and arguments.	1

	(b) A soliloquy is a speech given by a character alone on stage, which reveals their innermost thoughts and feelings to the audience. (c) An aside is a brief comment or remark made by a character directly to the audience, which is not intended to be heard by other characters on stage.	
iv	If an actor were to enact this extract, what would he be required to focus on, while modulating his voice?	1
7.	Read the given extracts and answer the questions for ANY ONE of the two, given.	5
A.	<p>But if it had to perish twice, I think I know enough of hate To say that for destruction ice Is also great And would suffice. (<i>Fire and Ice</i>)</p>	
i	Fill the blank with one word. When the speaker says that ice could also bring about the end of the world , he refers to _____, as the means for destruction.	1
ii	What does the speaker's alignment with those who favour ice, suggest?	1
iii	Which of the following best describes the speaker's attitude towards destruction caused by ice? A. Indifferent B. Fearful C. Dismissive D. Respectful	1
iv	Comment on the poet's use of language in these lines.	2
OR		
B.	<p>The fog comes on little cat feet. It sits looking over harbour and city on silent haunches and then moves on. (<i>Fog</i>)</p>	
i	In what way does the language used in this poem challenge traditional ideas of what poetry should be?	1
ii	What is the significance of the use of the word "little" to describe the fog in the poem and how does this word choice contribute to the overall mood and tone of the poem? Answer in about 40 words.	2
iii	Complete the sentence with the appropriate option. The lines from the poem tell us that the city is _____. A. hilly B. coastal C. industrial D. under-developed	1

iv	Identify the type of imagery used in the lines of the poem.	1
8	Answer ANY FOUR of the following five questions, in about 40-50 words.	4x3=12
i	Justify the opinion that the traditional baker and his bread play a significant role in the cultural and social fabric of Goan society. (<i>Glimpses of India-I</i>)	3
ii	How does Leslie Norris use vivid imagery and metaphorical language in <i>A Tiger in the Zoo</i> , to effectively depict the confinement and oppression, experienced by the captive tiger.	3
iii	Explain how the description of the devastation caused by the hailstorm reflects the sadness within Lencho, in <i>A Letter to God</i> ? Refer to the given lines, from the text - <i>Not a leaf remained on the trees. The corn was totally destroyed. The flowers were gone from the plants. Lencho's soul was filled with sadness.</i>	3
iv	Kitty was a trusted friend to Anne. Elaborate. (<i>From the Diary of Anne Frank</i>)	3
v	How does Ogden Nash's <i>The Tale of Custard the Dragon</i> , challenge the notion that individuals should conform to societal expectations?	3
9	Answer ANY TWO of the following three questions, in about 40-50 words.	2x3=6
i	The story, <i>A Triumph of Surgery</i> is a powerful example of the importance of saying "no". Explain.	3
ii	How does education play a transformative role in Bholi's life? (<i>Bholi</i>)	3
iii	The various elements of Robert Arthur's writing style work together to create a sense of tension, uncertainty, and suspense, well-suited to the mystery and suspense genre of the story, <i>The Midnight Visitor</i> . Comment, with reference to any one element.	3
10	Answer ANY ONE of the following two questions, in about 100-120 words.	1x6=6
(A)	You have been asked to present an evaluation of the approaches of the mothers of both, the baby seagull and Amanda, towards helping their children. Write this presentation draft including your insights, in about 120 words, comparing the approaches of both parents. You may begin this way: One acknowledges that both parents, Amanda's mother and the baby seagull's mother both....however, ... (Reference - <i>Amanda! & His First Flight</i>)	
OR		
(B)	You have been chosen to address a student gathering from the neighbourhood schools, to speak on the resilience of human spirit required to transcend discrimination. Prepare the speech draft in not more than 120 words, with reference to the commonality of themes in <i>Nelson Mandela: Long Walk to Freedom</i> and <i>The Trees</i> by Adrienne Rich. You may begin this way: Good morning, everyone. Today, I'd like to discuss two pieces of literature that offer a powerful insight into the resilience of the human spirit required to transcend discrimination. You may end this way. To conclude, I'd like to say that ... Thank you	
11	Answer ANY ONE of the following two questions, in about 100-120 words.	1x6=6

(A)	<p>Imagine that M. Loisel, from <i>The Necklace</i> by Guy de Maupassant, writes a diary entry, exploring the theme of class and social status, and the nature of social mobility, in the context of his own experience.</p> <p>Write this diary entry , as M. Loisel, in about 120 words.</p>
OR	<p>(B) A character arc is the transformation or development of a character throughout a story and refers to the changes a character undergoes as a result of their experiences, challenges, and interactions with other characters.</p> <p>In the light of the above information, trace the character arc of the thief in Ruskin Bond's <i>The Thief's Story</i>, in about 120 words.</p>

प्रतिदर्श प्रश्न पत्र (2023-24)

कक्षा - दसवीं

हिंदी - अ (कोड 002)

निर्धारित समय: 3 घंटे

पूर्णांक: 80

सामान्य निर्देश :

- इस प्रश्नपत्र में दो खंड हैं- खंड 'क' और 'ख'। खंड क में वस्तुपरक / बहुविकल्पी और खंड-ख में वस्तुनिष्ठ वर्णनात्मक प्रश्न दिए गए हैं।
- प्रश्नपत्र के दोनों खंडों में प्रश्नों की संख्या 17 है और सभी प्रश्न अनिवार्य हैं।
- यथासंभव सभी प्रश्नों के उत्तर क्रमानुसार लिखिए।
- खंड 'क' में कुल 10 प्रश्न हैं, जिनमें उपप्रश्नों की संख्या 44 हैं। दिए गए निर्देशों का पालन करते हुए 40 उपप्रश्नों के उत्तर देना अनिवार्य है।
- खंड 'ख' में कुल 7 प्रश्न हैं, सभी प्रश्नों के साथ उनके विकल्प भी दिए गए हैं। निर्देशानुसार विकल्प का ध्यान रखते हुए सभी प्रश्नों के उत्तर दीजिए।

खंड-अ (बहुविकल्पी/ वस्तुपरक प्रश्न)

प्रश्न 1. निम्नलिखित गद्यांश पर आधारित बहुविकल्पी/वस्तुपरक प्रश्नों के उत्तर सर्वाधिक उपयुक्त विकल्प चुनकर लिखिए।

(1×5=5)

हमारे देश में हिंदी फ़िल्मों के गीत अपने आरंभ से ही आम दर्शक के सुख-दुख के साथी रहे हैं। वर्तमान समय में हिंदी फ़िल्मों के गीतों ने आम जन के हृदय में लोकगीतों सी आत्मीय जगह बना ली है। जिस तरह से एक जमाने में लोकगीत जनमानस के सुख-दुख, आकांक्षा, उल्लास और उम्मीद को स्वर देते थे, आज फ़िल्मी गीत उसी भूमिका को निभा रहे हैं। इतना ही नहीं देश की विविधता को एकता के सूत्र में बाँधने में हिंदी फ़िल्मों का योगदान सभी स्वीकार करते हैं। हिंदी भाषा की शब्द संपदा को समृद्ध करने का जो काम राजभाषा विभाग तत्सम शब्दों की सहायता से कर रहा है वही कार्य फ़िल्मी गीत और डायलॉग लिखने वाले विविध क्षेत्रीय भाषाओं के मेल से करते हुए दिखाई पड़ रहे हैं। यह गाने जन-जन के गीत इसी कारण बन सके क्योंकि इनमें राजनीति के उत्तर-चढ़ाव की अनुगूंजों के साथ देहाती कस्बायी और नए बने शहरों का देशज जीवन दर्शन भी आत्मसात किया जाता रहा है। भारत की जिस गंगा-जमुनी संस्कृति का महिमामंडन बहुधा होता है उसकी गूंज भी इन गीतों में मिलती है। आजादी की लड़ाई के दौरान लिखे प्रदीप के गीत हों या स्वाधीनता प्राप्ति साथ ही होनेवाले देश के विभाजन की विभीषिका, सभी को भी इन गीतों में बहुत संवेदनशील रूप से व्यक्त किया गया है।

हिंदी फ़िल्मी गीतों के इस संसार में हिंदी-उर्दू का 'झगड़ा' भी कभी पनप नहीं सका। प्रदीप, नीरज जैसे शानदार हिंदी कवियों, इंदीवर तथा शैलेंद्र जैसे श्रेष्ठ गीतकारों और साहिर, कैफी, मजरूह जैसे मशहूर शायरों को हिंदी सिनेमा में हमेशा एक ही बिरादरी का माना जाता रहा है। यह सिनेमा की इस दुनिया की ही खासियत है कि एक तरफ गीतकार साहिर ने 'कहाँ हैं कहाँ हैं/मुहाफिज खुदी के/ जिन्हें नाज है हिंद पर/ वो कहाँ हैं' लिखा तो दूसरी तरफ उन्होंने ही 'संसार से भागे फिरते हो/ भगवान को तुम क्या पाओगे !/ ये भोग भी एक तपस्या है / तुम प्यार के मारे क्या जानोगे / अपमान रचयिता का होगा/ रचना को अगर ठुकरा ओगे!' जैसी पंक्तियाँ भी रची हैं। परवर्तियों में गुलजार ऐसे गीतकार हैं जिन्होंने उर्दू, हिंदी, पंजाबी, राजस्थानी के साथ पुरबिया बोलियों में मन को मोह लेने वाले

गीतों की रचना की है। बंदिनी के 'मोरा गोरा अंग लइले, मोहे श्याम रंग दइदे', 'कजरारे-कजरारे तेरे कारे-कारे नयना!', 'यारा सिली सिली रात का ढलना' और 'चप्पा चप्पा चरखा चले' जैसे गीतों को रचकर उन्होंने भारत की साझा संस्कृति को मूर्तिमान कर दिया है। वस्तुतः भारत में बनने वाली फिल्मों में आने वाले गीत उसे विश्व-सिनेमा में एक अलग पहचान देते हैं। ये गीत सही मायने में भारतीय संस्कृति की खूबसूरती को अभिव्यक्त करते हैं।

1. हिंदी फिल्मी गीतों और लोकगीतों में क्या समानता है?

- A. ये लोगों के रीति-रिवाजों, उनकी लालसाओं उनकी सोच और कल्पनाओं को स्वर देते हैं।
- B. ये लोगों के जीवन के अनुभवों, आमोद प्रमोद, विचारों और दर्शन को स्वर देते हैं।
- C. ये लोगों के आनंद उनके शोक, उनके हर्ष और उनकी आशाओं को स्वर देते हैं।
- D. ये लोगों के जीवन के यथार्थ और कठोरताओं में ज़िंदा रहने की चाह को स्वर देते हैं।

2. हिंदी भाषा की शब्द संपदा को समृद्ध करने का काम फिल्मी गीतों ने किस प्रकार किया?

- A. राजभाषा विभाग से प्रेरणा पाकर
- B. विभिन्न क्षेत्रीय भाषाओं के मेल से
- C. क्षेत्रीय भाषाओं की फिल्मों को प्रोत्साहित करके
- D. विदेशी भाषाओं की फिल्मों को हतोत्साहित करके

3. कथन (A) और कारण (R) को पढ़कर उपर्युक्त विकल्प चुनिए:

कथन (A) : हिंदी फिल्मों के गाने जन जन के गीत बन गए हैं।

कारण (R) : इन गीतों में राजनीति की अनुगृजों के साथ, देहाती, कस्बायी और नए बने शहरों का जीवन दर्शन भी आत्मसात किया जाता रहा है।

- A. कथन (A) गलत है, किंतु कारण (R) सही है।
- B. कथन (A) और कारण (R) दोनों ही गलत हैं।
- C. कथन (A) सही है और कारण (R) कथन (A) की सही व्याख्या है।
- D. कथन (A) सही है, किंतु कारण (R) कथन (A) की सही व्याख्या नहीं है।

4. 'हिंदी फिल्मी गीतों के इस संसार में हिंदी-उर्दू का 'झगड़ा' भी कभी पनप नहीं सका।' उपर्युक्त कथन के पक्ष में निम्नलिखित तर्कों पर विचार कीजिए।

1. यहाँ सभी गीतकारों को एक ही बंधुत वर्ग का माना जाता है।
2. ये गीतकार सभी भाषाओं में समान रूप से गीत लिखते हैं।
3. इन गीतकारों में वैमनस्य व प्रतिस्पर्धा का भाव नहीं है।
 - A. 1 सही है।
 - B. 2 सही है।
 - C. 3 सही है।
 - D. 1 और 2 सही है।

5. उपर्युक्त गद्यांश में हिंदी फिल्मी गीतों की किस विशेषता पर सर्वाधिक बल दिया गया है?

- A. ये गीत कलात्मक श्रेष्ठता व सर्वधर्म समभाव को अभिव्यक्त करते हैं।
- B. ये गीत सांप्रदायिक सद्भाव को अभिव्यक्त करते हैं।
- C. ये गीत पारस्परिक प्रेम व सद्भाव को अभिव्यक्त करते हैं।
- D. ये गीत हमारी तहज़ीब की खूबसूरती को अभिव्यक्त करते हैं।

प्रश्न 2. निम्नलिखित काव्यांश पर आधारित बहुविकल्पी/वस्तूपरक प्रश्नों के उत्तर सर्वाधिक उपयुक्त विकल्प चुनकर लिखिए।

हम धरती के बेटे बड़े कमेरे हैं ।
भरी थकन में सोते फिर भी —
उठते बड़े सवरे हैं ॥

धरती की सेवा करते हैं
कभी न मेहनत से डरते हैं
लू हो चाहे ठण्ड सयानी
चाहे झर-झर बरसे पानी
ये तो मौसम हैं हमने
तूफानों के मुँह फेरे हैं ।

खेत लगे हैं अपने घर से
हमको गरज नहीं दफ्तर से
दूर शहर से रहने वाले
सीधे-सादे, भौले-भाले
रखवाले अपने खेतों के
जिनमें बीज बिखरे हैं ।

हाथों में लेकर हल-हँसिया
गाते नई फसल के रसिया
धरती को साड़ी पहनाते
दूर-दूर तक भूख मिटाते
मुट्ठी पर दानों को रखकर
कहते हैं बहुतेरे हैं

हम धरती के बेटे बड़े कमेरे हैं ।
भरी थकन में सोते फिर भी —
उठते बड़े सवरे हैं ॥

1. 'हम धरती के बेटे बड़े कमेरे हैं!' में कमेरे से आशय है -

- A. परिश्रमी।
- B. काम के।
- C. किसान।
- D. मज़दूर।

2. कवि ने किसानों को 'फसलों का रसिया' कहा है क्योंकि वे -

- A. फसलों को उगाते हैं।
- B. फसलों को काटते हैं।
- C. फसलों से प्रेम करते हैं।
- D. फसलों को बेचते हैं।

3. किसान 'धरती की सेवा' _____ करते हैं।
- खेतों में फसल उगाकर
 - सर्दी, गर्मी, बरसात सहकर
 - बिना विश्राम परिश्रम कर
 - खेतों के पास घर बनाकर
4. कथन (A) और कारण (R) पर विचार करते हुए सही विकल्प चुनिएः
- (A) हमारे घर खेतों के पास स्थित होते हैं।
(R) हमारे घर शहरों से दूर होते हैं।
- कथन (A) सही है, किंतु कारण (R) गलत है।
 - कथन (A) गलत है, किंतु कारण (R) सही है।
 - कथन (A) व (R) सही हैं और कथन (A), (R) की सही व्याख्या है।
 - कथन (A) व (R) सही हैं और कथन (A), (R) की सही व्याख्या नहीं है।
5. 'हम किसानों ने धरती को फसलों के आवरण से ढक दिया है।' निम्नलिखित किस पंक्ति का यह आशय है —
- तूफानों के मुँह फेरे हैं
 - रखवाले अपने खेतों के
 - धरती को साड़ी पहनाते
 - दूर-दूर तक भूख मिटाते

प्रश्न 3. निर्देशानुसार रचना के आधार पर वाक्य भेद पर आधारित पाँच बहुविकल्पीय प्रश्नों में से किन्हीं चार के उत्तर दीजिए।

(1×4 = 4)

1. 'रसूलन और बतूलन ने गाना गाया क्योंकि इसी से अमीरुद्दीन को खुशी मिलती है।' सरल वाक्य में लिखिए —
- रसूलन और बतूलन के गायन से अमीरुद्दीन को खुशी मिलती है।
 - रसूलन और बतूलन जैसे ही गाती हैं अमीरुद्दीन को खुशी मिलती है।
 - रसूलन और बतूलन गाती हैं और अमीरुद्दीन को खुशी मिलती है।
 - रसूलन और बतूलन के गीतों से अमीरुद्दीन को खुशी मिलती है।
2. 'दूसरी बार जब हालदार साहब उधर से गुजरे तो उन्हें मूर्ति में कुछ अंतर दिखाई दिया।' इस मिश्रित वाक्य को संयुक्त वाक्य में बदलिए।
- जैसे ही दूसरी बार हालदार साहब उधर से गुजरे, उन्हें मूर्ति में कुछ अंतर दिखाई दिया।
 - दूसरी बार उधर से गुजरते समय हालदार साहब को मूर्ति में कुछ अंतर दिखाई दिया।
 - दूसरी बार हालदार साहब उधर से गुजरे और उनको मूर्ति में कुछ अंतर दिखाई दिया।
 - जब भी हालदार साहब उधर से गुजरते हैं मूर्ति में अंतर दिखायी देता है।
3. मिश्र वाक्य का उदाहरण है :
- अजमेर से पहले पिता जी इंदौर में थे।
 - हुड़दंग तो इतना मचाया कि कॉलेज वालों को थर्ड इयर भी खोलना पड़ा।
 - हमने हुड़दंग मचाया और कॉलेज वालों ने थर्ड इयर खोल दिया।
 - हमारे हुड़दंग मचाने के कारण कॉलेज वालों को थर्ड इयर भी खोलना पड़ा।

4. निम्नलिखित वाक्यों में संयुक्त वाक्य पहचानकर नीचे दिए गए विकल्पों में से सर्वाधिक सही विकल्प चुनिये।

1. असफल होने पर शोक करना व्यर्थ है।
 2. मैं एक दिन अमेरिका जाऊँगी तथा अपना शेष जीवन वहीं बिताऊँगी।
 3. जैसे ही रमेश आया, वैसे ही मोहन चल दिया।
 4. विद्यार्थी परिश्रमी है, तो अवश्य सफल होगा।
- A. 1 और 2 सही है।
 B. 2 और 3 सही है।
 C. 1 और 4 सही है।
 D. 2 और 4 सही है।

5. सूची 1 को सूची 2 से सुमेलित कीजिए और सही विकल्प का चयन कीजिए ?

सूची 1	सूची 2
1. सुरेश के आ जाने से सब प्रसन्न हो गए।	i. मिश्र वाक्य
2. मैं युवा थी और शीला अग्रवाल की जोशीली बातों ने रगों में बहते खून को लावे में बदल दिया था।	ii. सरल वाक्य
3. कुछ लोग इसलिए दान करते हैं कि उनका नाम हो।	iii. संयुक्त वाक्य

- A. 1 i , 2 ii , 3 iii
 B. 1 ii , 2 iii , 3 i
 C. 1 i , 2 iii, 3 ii
 D. 1 ii, 2 i , 3 iii

प्रश्न 4. निर्देशानुसार 'वाच्य' पर आधारित पाँच बहुविकल्पीय प्रश्नों में से किन्हीं चार के उत्तर दीजिए।

(1×4 =4)

1. बालगोबिन भगत कबीर को 'साहब' मानते थे। (कर्म वाच्य में बदलिए)

- A. बालगोबिन भगत द्वारा कबीर को 'साहब' माना जाता था।
 B. बालगोबिन भगत द्वारा कबीर को 'साहब' माना जाता है।
 C. बालगोबिन भगत कबीर को 'साहब' मानते हैं।
 D. बालगोबिन भगत से कबीर को 'साहब' माना जाता है।

2. भोर में लोगों से बालगोबिन भगत का गीत नहीं सुना गया। वाक्य में वाच्य है —

- A. कर्म वाच्य
 B. भाव वाच्य
 C. कर्तृ वाच्य
 D. कर्तृ और कर्म वाच्य दोनों

3. 'धान के पानी-भरे खेतों में बच्चे उछल रहे हैं।' उदाहरण है--

- A. भाव वाच्य
 B. कर्तृ वाच्य
 C. कर्म वाच्य
 D. विचार वाच्य

4. निम्नलिखित वाक्यों में भाव वाच्य का उदाहरण है:

1. माता जी मिठाई बना सकती हैं।
 2. मुझसे बैठा नहीं जाता।
 3. भगवान द्वारा हमारी रक्षा की जाती है।
 4. गर्मियों में छत पर सोया जाता है।
- A. 1 और 2 सही है।
B. 2 और 3 सही है।
C. 1 और 4 सही है।
D. 2 और 4 सही है।

5. सूची 1 को सूची 2 से सुमेलित कीजिए और सही विकल्प का चयन कीजिए ?

सूची 1	सूची 2
1. गर्मियों में लोग खूब नहाते हैं।	i. भाव वाच्य
2. गोपाल से पत्र लिखा जाता है।	ii. कर्तृ वाच्य
3. धूप में चला नहीं जाता।	iii. कर्म वाच्य

विकल्प

- A. 1. i , 2. ii , 3. iii
B. 1.ii , 2. iii , 3. i
C. 1. i , 2. iii, 3.ii
D. 1. ii, 2. i , 3. iii

प्रश्न 5. निर्देशानुसार 'पद परिचय' पर आधारित पाँच बहुविकल्पीय प्रश्नों में से किन्हीं चार के उत्तर दीजिए।

(1×4 =4)

1. हम देहरादून घूमने गए। -- रेखांकित पद का परिचय है?

- A. संज्ञा, प्रथम पुरुष, पुल्लिंग, बहुवचन, कर्ता
B. सर्वनाम, प्रथम पुरुष, पुल्लिंग, बहुवचन, कर्ता
C. सर्वनाम, प्रथम पुरुष, पुल्लिंग, एक वचन, कर्ता
D. सर्वनामिक विशेषण, प्रथम पुरुष, पुल्लिंग, बहुवचन, कर्ता

2. शशि द्रस्कीं कक्षा में पढ़ती है। -- रेखांकित पद का परिचय है?

- A. विशेषण, संख्यावाचक, स्त्रीलिंग, एकवचन, 'कक्षा' विशेष्य
B. क्रियाविशेषण, परिमाणवाचक, 'पढ़ना' क्रिया
C. विशेषण, गुणवाचक, स्त्रीलिंग, एकवचन, 'कक्षा' विशेष्य
D. विशेषण, संख्यावाचक, स्त्रीलिंग, बहुवचन, 'कक्षा' विशेष्य

3. वह स्कूल से अभी-अभी आया है। -- रेखांकित पद का परिचय है?

- A. संज्ञा, जातिवाचक, एकवचन, पुल्लिंग, करण कारक
B. संज्ञा, व्यक्तिवाचक, एकवचन, पुल्लिंग, अपादान कारक
C. संज्ञा, जातिवाचक, बहुवचन, पुल्लिंग, अपादान कारक
D. संज्ञा, जातिवाचक, एकवचन, पुल्लिंग, अपादान कारक

4. वह मेरी बात पर बहुत हँसा। -- रेखांकित पद का परिचय है?

- A. परिमाणवाचक क्रियाविशेषण, हँसना क्रिया का विशेषण
- B. विशेषण, संख्यावाचक, स्त्रीलिंग, एकवचन, 'हँसना' विशेष
- C. विशेषण, परिमाण वाचक, स्त्रीलिंग, एकवचन, 'हँसना' विशेष
- D. विशेषण, परिमाण वाचक, पुलिंग, एकवचन, 'हँसना' विशेष

5. योग्य पिता की संतान भी योग्य होती है।-- रेखांकित पद का परिचय है?

- A. संज्ञा, जातिवाचक, स्त्रीलिंग, एकवचन
- B. संज्ञा, व्यक्तिवाचक, स्त्रीलिंग, एकवचन
- C. संज्ञा, जातिवाचक, पुलिंग, एकवचन
- D. विशेषण, गुणवाचक, स्त्रीलिंग, एकवचन, 'पिता' विशेष

प्रश्न 6. निर्देशानुसार 'अलंकार' पर आधारित पाँच बहुविकल्पीय प्रश्नों में से किन्हीं चार के उत्तर दीजिए।

(1×4 =4)

1. 'सुनत जोग लागत है ऐसौ, ज्यौं करई ककरी' में अलंकार है-

- A. उत्प्रेक्षा
- B. श्लेष
- C. यमक
- D. अनुप्रास

2. 'प्रीति-नदी में पाँउ न बोरयो' रेखांकित में अलंकार है-

- A. उपमा
- B. रूपक
- C. यमक
- D. अनुप्रास

3. 'उस काल मारे क्रोध के, तन काँपने उसका लगा। मानो हवा के जोर से, सोता हुआ सागर जगा।' में अलंकार है-

- A. उत्प्रेक्षा
- B. रूपक
- C. श्लेष
- D. उपमा

4. निम्नलिखित में उपमा अलंकार है-

- A. बादल, गरजो!-
- B. घेर घेर घोर गगन, धाराधर ओ!
- C. ललित ललित, काले घुँघराले
- D. बाल कल्पना के-से पाले

5. 'अवधि आधार आस आवन की' में अलंकार है-

- A. उपमा
- B. रूपक
- C. यमक
- D. अनुप्रास

प्रश्न 7. निम्नलिखित पठित गद्यांश पर आधारित बहुविकल्पीय प्रश्नों के सर्वाधिक उपयुक्त विकल्प चुनकर लिखिए-

(1×5 = 5)

जीप कस्बा छोड़कर आगे बढ़ गई तब भी हालदार साहब उस मूर्ति के बारे में ही सोचते रहे, और अंत में इस निष्कर्ष पर पहुँचे कि कुल मिलाकर कस्बे के नागरिकों का यह प्रयास सराहनीय ही कहा जाना चाहिए। महत्त्व मूर्ति के रंग-रूप या कद का नहीं, उस भावना का है वरना तो देशभक्ति भी आजकल मजाक की चीज़ होती जा रही है। दूसरी बार जब हालदार साहब उधर से गुजरे तो उन्हें मूर्ति में कुछ अंतर दिखाई दिया। ध्यान से देखा तो पाया कि चश्मा दूसरा है। पहले मोटे फ्रेमवाला चौकोर चश्मा था, अब तार के फ्रेमवाला गोल चश्मा है। हालदार साहब का कौतूहल और बढ़ा। वाह भई क्या आइडिया है। मूर्ति कपड़े नहीं बदल सकती लेकिन चश्मा तो बदल ही सकती है।

1. 'जीप कस्बा छोड़कर आगे बढ़ गई' अर्थात्

- A. जीप कस्बे में बिना रुके आगे बढ़ गई।
- B. जीप कस्बे में रुक कर आगे बढ़ गई।
- C. जीप कस्बे में रुक गई।
- D. जीप कस्बे में नहीं गई।

2. हालदार साहब किसके विषय में सोचते रहे ?

- A. नेताजी के बारे में
- B. मूर्ति के बारे में
- C. चौराहे के बारे में
- D. कस्बे के बारे में

3. 'वरना तो देशभक्ति भी आजकल मजाक की चीज़ होती जा रही है।' से आशय है...

- A. आजकल देशभक्त होना संभव नहीं है।
- B. आजकल देशभक्त होना हास्यास्पद हो गया है।
- C. आजकल सभी देशभक्त हो गए हैं।
- D. आजकल देशभक्ति की प्रासंगिकता नहीं है।

4. दूसरी बार जब हालदार साहब उधर से गुजरे तो उन्हें मूर्ति में क्या अंतर दिखाई दिया?

- A. मूर्ति पर कोई चश्मा नहीं था।
- B. मूर्ति पर पुराना चश्मा था।
- C. मूर्ति पर एक नया चश्मा था।
- D. मूर्ति क्षतिग्रस्त थी।

5. 'नेताजी का चश्मा' पाठ..

- A. देशभक्ति के भाव पर व्यंग्य करता है।
- B. देशभक्ति की प्रासंगिकता पर सवाल उठाता है।
- C. देशभक्ति के महत्व को स्थापित करता है।
- D. देशभक्ति के प्रति उम्मीद जगाता है।

प्रश्न 8. 'क्षितिज' के गद्य पाठों के आधार निम्नलिखित दो बहुविकल्पीय प्रश्नों के सर्वाधिक उपयुक्त विकल्प चुनकर लिखिए-

(1×2=2)

1. 'बालगोविन भगत के जीवन से हमें क्या प्रेरणा मिलती है?

- A. आडंबर से दूर रहकर ईश्वर भक्ति करने की
- B. कृषि आधारित जीवन व्यतीत करने की
- C. सामाजिक रूढ़ियों का समर्थन करने की
- D. पूजा-पाठ और यज्ञ आदि करने की

2. अमीरउद्दीन को रसूलनबाई और बातूलनबाई के घरवाला रास्ता क्यों पसंद था?

- A. संगीत के प्रति असीम रुचि के कारण।
- B. संगीत के प्रति अरुचि के कारण।
- C. वह छोटा रास्ता था।
- D. वह रास्ता साफ-सुथरा था।

प्रश्न 9. निम्नलिखित पठित पद्यांश पर आधारित बहुविकल्पीय प्रश्नों के सर्वाधिक उपयुक्त विकल्प चुनकर लिखिए—

(1×5 =5)

बिहसि लखन बोले मृदु बानी। अहो मुनीसु महाभट मानी ॥
पुनि पुनि मोहि देखाव कुठारु। चहत उड़ावन फूँकि पहारू ॥
इहाँ कुम्हङ्गबतिया कोउ नाहीं। जे तरजनी देखि हरि नाहीं ॥
देखि कुठारु सरासन बाना। मैं कछु कहा सहित अभिमाना ॥
भुगुसुत समुद्दि जनेउ विलोकी। जो कछु कहहु सह रिस रोकी ॥
सुर महिसुर हरिजन अरु गाई। हमरे कुल इन्ह पर न सुराई ॥
बधे पापु अपकीरति हारें। मारतहुँ पा परिअ तुम्हारे ॥

1. परशुराम बार-बार अपना कुठार किसे और क्यों दिखा रहे हैं?

- A. राम को भयभीत करने के लिए
- B. लक्ष्मण को भयभीत करने के लिए
- C. विश्वामित्र को भयभीत करने के लिए
- D. महाराज जनक को भयभीत करने के लिए

2. निम्नलिखित पंक्तियों में से किस पंक्ति से लक्षण की शक्तिशाली होने का पता चलता है:
- बिहसि लखनु बोले मृदु बानी। अहो मुनीसु महाभट मानी॥
 - पुनि पुनि मोहि देखाव कुठारु। चहत उड़ावन फूँकि पहारु॥
 - देखि कुठारु सरासन बाना। मैं कछु कहा सहित अभिमाना॥
 - इहाँ कुम्हड़बतिया कोउ नाहीं। जे तरजनी देखि मरि जाहीं ॥
3. रघुकुल में किन-किन के प्रति अपनी वीरता का प्रदर्शन नहीं किया जाता है?
- देवता, ब्राह्मण, ईश्वर भक्त और गाय पर
 - स्त्रियों, बच्चों, ईश्वर भक्त और गाय पर
 - देवता, राजा, वीर योद्धा और स्त्रियों पर
 - स्त्रियों, बच्चों, राजा और गाय पर
4. 'बिहसि लखन बोले मृदु बानी। अहो मुनीसु महाभट मानी' यह कथन _____ का उदाहरण है।
- व्यंग्य का
 - हास्य का
 - क्रोध का
 - वैराग्य का
5. उपर्युक्त पद्यांश में लक्षण के चरित्र की कौन सी विशेषता उजागर होती है ?
- वीरता
 - धैर्य
 - शिष्टता
 - विनम्रता
- प्रश्न 10. पाठ्यपुस्तक में निर्धारित कविताओं के आधार पर निम्नलिखित दो प्रश्नों के सर्वाधिक उपयुक्त विकल्प चुनकर लिखिए —**
- (1×2=2)**
- 'दंतुरित मुस्कान' कविता में कवि को शिशु का धूल-धूसरित शरीर प्रतीत होता है?
 - सान करवाने योग्य।
वस्त्र-आभूषण से सजाने योग्य।
खिले हुए सुंदर कमल के समान।
मिट्टी से सने हुए पौधे के समान।
 - संगतकार पाठ के अनुसार संगतकार की मुख्य विशेषता क्या होती है?
 - उसकी मानवीयता
उसकी कलात्मक श्रेष्ठता
उसकी प्रतिभा प्रदर्शन की आकांक्षा
उसकी आत्म मुग्धता

खंड-ब (वर्णनात्मक प्रश्न)

प्रश्न 11. गद्य पाठों के आधार पर निम्नलिखित 4 प्रश्नों में से किन्हीं तीन प्रश्नों के उत्तर लगभग 25-30 शब्दों में लिखिए:

(2×3=6)

1. क्या आपको नवाब साहब का व्यवहार सामान्य लगा? क्यों? युक्तियुक्त उत्तर दीजिए।
2. महानगरों की 'फ्लैट-कल्चर' और लेखिका मन्नू भंडारी के 'पड़ोस-कल्चर' में क्या अंतर दिखाई देता है? विचार करते हुए लिखिए।
3. 'मंगल धनि' का क्या अभिप्राय है? बिस्मिल्लाह खान को 'शहनाई' की मंगल धनि का नायक' क्यों कहा गया है? स्पष्ट कीजिए।
4. सच्चे अर्थों में 'संस्कृत व्यक्ति' किसे कहा जाता है? संस्कृति पाठ के आधार पर तर्क सहित लिखिए।

प्रश्न 12. निर्धारित कविताओं के आधार पर निम्नलिखित 4 प्रश्नों में से किन्हीं तीन प्रश्नों के उत्तर लगभग 25-30 शब्दों में लिखिए:

(2×3=6)

1. गोपियों ने श्री कृष्ण के प्रति अपने एकनिष्ठ प्रेम को किन उदाहणों के द्वारा स्पष्ट किया है?
2. 'साहस और शक्ति के साथ विनम्रता हो तो बेहतर है।' इस कथन पर 'राम लक्ष्मण परशुराम संवाद' पाठ के आधार पर अपने विचार व्यक्त कीजिए।
3. आत्मकथा सुनाने के संदर्भ में 'अभी समय भी नहीं' कवि ऐसा क्यों कहता है?
4. फसल 'हाथों के स्पर्श की गरिमा और महिमा' किस प्रकार है? विचार कीजिए।

प्रश्न 13. पूरक पाठ्यपुस्तक के पाठों पर आधारित निम्नलिखित 3 प्रश्नों में से किन्हीं दो के उत्तर लगभग 50-60 शब्दों में लिखिए—

(4×2=8)

1. 'माता का प्रेम, पिता के प्रेम की अपेक्षा अधिक गहन होता है।' 'माता के अंचल' पाठ के आधार पर पर विचार कीजिए।
2. 'मैं क्यों लिखता हूँ' प्रश्न के उत्तर में लेखक क्या कारण बताता है?
3. 'मेहनतकश बादशाहों का शहर' किस शहर को कहा गया है और क्यों?

प्रश्न 14. निम्नलिखित तीन विषयों में से किसी एक विषय पर 120 शब्दों में एक अनुच्छेद लिखिए —

(6×1=6)

1. स्वतंत्रता का अमृत महोत्सव

अमृत महोत्सव का अर्थ, इस महोत्सव में होने वाले समारोह, इस महोत्सव का महत्व

2. भाग्य और पुरुषार्थ

आलस्य मनुष्य का सबसे बड़ा शत्रु है, भाग्यवादी व्यक्ति उदासीन रहता है, परिश्रमी व्यक्ति अपने भाग्य को बदल लेता है

3. पर्वतीय स्थल की यात्रा

प्राकृतिक सौंदर्य, यात्रा वर्णन, सांकृतिक महत्व

प्रश्न 15. किसी एक विषय पर लगभग 100 शब्दों में पत्र लिखिए:

(5×1=5)

आपका नाम **दिशा/दक्ष** है। आपकी आयु मतदान करने योग्य हो गई है। आपने मतदाता पहचान पत्र बनवाने के लिए गरुण ऐप के द्वारा आवेदन कर दिया है। किन्तु काफी समय के बाद भी आपका मतदाता पहचान पत्र आपको नहीं मिला। मतदाता पहचान पत्र के वितरण में देरी की शिकायत करते हुए अपने क्षेत्र के बी. एल. ओ. (ब्लॉक लेवल ऑफिसर) को लगभग 100 शब्दों में पत्र लिखिए।

अथवा

आपका नाम **दिशा/दक्ष** है। आप अपने आसपास अनेक अशिक्षित प्रौढ़ों को देखते हैं और उन्हें साक्षर बनाने हेतु कुछ प्रयास करते हैं। इस विषय में जानकारी देते हुए लगभग 100 शब्दों में अपने मित्र मानव को पत्र लिखिए।

प्रश्न 16. आपका नाम सुनीता/सुरेश है। आप राजेन्द्र नगर के निवासी हैं। दैनिक समाचार पत्र से पता चला है कि स्थानीय राजकीय माध्यमिक विद्यालय में पुस्तकालय अध्यक्ष का पद रिक्त है। आप उक्त पद की योग्यता (बी. लिब. /पुस्तकालय विज्ञान में स्नातक) को धारण करते हैं। उक्त रिक्त पद हेतु राजकीय माध्यमिक विद्यालय के विद्यालय प्रमुख को भेजने हेतु लगभग 80 शब्दों में अपना एक संक्षिप्त स्वतृत लिखिए।

(5×1=5)

अथवा

आपका नाम सुनीता/सुरेश है। आप राजेन्द्र नगर के निवासी हैं। पिछले कुछ दिनों से आपके क्षेत्र में विद्युत आपूर्ति अव्यवस्थित है। अपने क्षेत्र में अनियमित विद्युत आपूर्ति की ओर ध्यान आकर्षित करते हुए राज्य विद्युत आपूर्ति निगम के महानिदेशक के नाम लगभग 80 शब्दों में एक शिकायती ई-मेल लिखिए।

प्रश्न 17. आप अपना पुराना स्मार्टफोन बेचना चाहते हैं, उससे संबंधित एक आकर्षक विज्ञापन लगभग 40 शब्दों में लिखिए।

(4×1=4)

अथवा

आप वीणा/विकास हैं। आपके छोटी बहन ने विद्यालय की वार्षिक परीक्षा में पूरे विद्यालय में प्रथम स्थान प्राप्त किया है। उसे बधाई देते हुए 40 शब्दों में एक संदेश लिखिए।

SAMPLE QUESTION PAPER

Class X Session 2023-24

MATHEMATICS STANDARD (Code No.041)

TIME: 3 hours

MAX.MARKS: 80

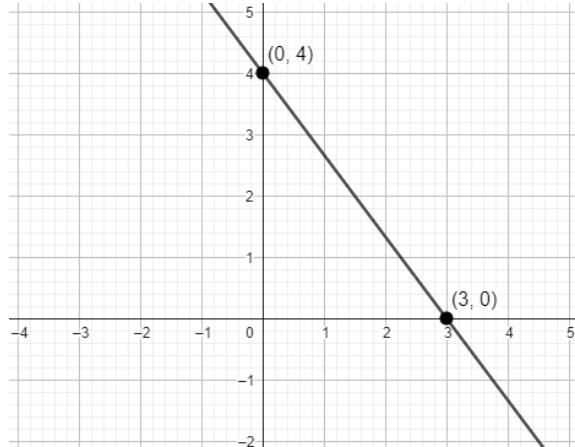
General Instructions:

1. This Question Paper has 5 Sections A, B, C, D and E.
2. Section A has 20 MCQs carrying 1 mark each
3. Section B has 5 questions carrying 02 marks each.
4. Section C has 6 questions carrying 03 marks each.
5. Section D has 4 questions carrying 05 marks each.
6. Section E has 3 case based integrated units of assessment (04 marks each) with sub-parts of the values of 1, 1 and 2 marks each respectively.
7. All Questions are compulsory. However, an internal choice in 2 Qs of 5 marks, 2 Qs of 3 marks and 2 Questions of 2 marks has been provided. An internal choice has been provided in the 2marks questions of Section E
8. Draw neat figures wherever required. Take $\pi = 22/7$ wherever required if not stated.

SECTION A

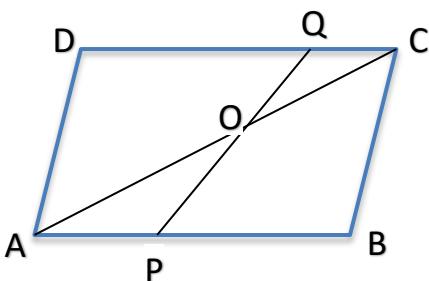
Section A consists of 20 questions of 1 mark each.

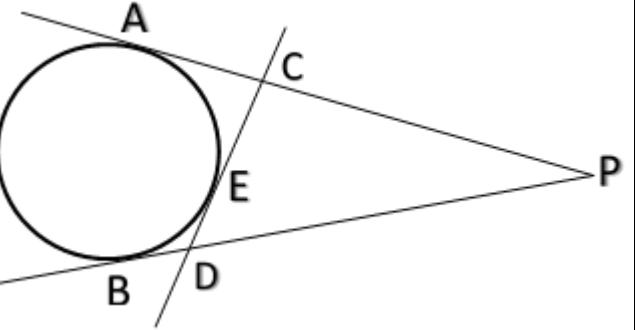
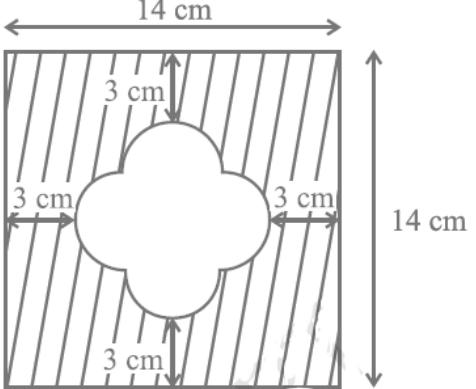
1.	If two positive integers a and b are written as $a = x^3y^2$ and $b = xy^3$, where x, y are prime numbers, then the result obtained by dividing the product of the positive integers by the LCM (a, b) is (a) xy (b) xy^2 (c) x^3y^3 (d) x^2y^2	1
2.	The given linear polynomial $y = f(x)$ has (a) 2 zeros (b) 1 zero and the zero is '3' (c) 1 zero and the zero is '4' (d) No zero	1



3.	The given pair of linear equations is non-intersecting. Which of the following statements is true? (a) $\frac{a_1}{a_2} = \frac{b_1}{b_2} = \frac{c_1}{c_2}$ (b) $\frac{a_1}{a_2} = \frac{b_1}{b_2} \neq \frac{c_1}{c_2}$ (c) $\frac{a_1}{a_2} \neq \frac{b_1}{b_2} = \frac{c_1}{c_2}$ (d) $\frac{a_1}{a_2} \neq \frac{b_1}{b_2} \neq \frac{c_1}{c_2}$		1
4.	Write the nature of roots of the quadratic equation $9x^2 - 6x - 2 = 0$. (a) No real roots (b) 2 equal real roots (c) 2 distinct real roots (d) More than 2 real roots		1
5.	Two APs have the same common difference. The first term of one of these is -1 and that of the other is -8 . Then the difference between their 4th terms is (a) 1 (b) -7 (c) 7 (d) 9		1
6.	Find the ratio in which the line segment joining $(2, -3)$ and $(5, 6)$ is divided by x-axis. (a) 1:2 (b) 2:1 (c) 2:5 (d) 5:2		1
7.	(x, y) is 5 unit from the origin. How many such points lie in the third quadrant? (a) 0 (b) 1 (c) 2 (d) infinitely many		1
8.	In $\triangle ABC$, $DE \parallel AB$. If $AB = a$, $DE = x$, $BE = b$ and $EC = c$. Express x in terms of a , b and c . (a) $\frac{ac}{b}$ (b) $\frac{ac}{b+c}$ (c) $\frac{ab}{c}$ (d) $\frac{ab}{b+c}$		1
9.	If O is centre of a circle and Chord PQ makes an angle 50° with the tangent PR at the point of contact P, find the angle made by the chord at the centre. (a) 130° (b) 100° (c) 50° (d) 30°		1

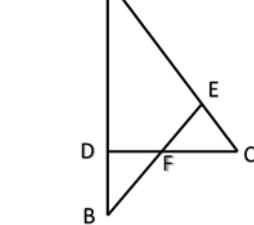
10.	A Quadrilateral PQRS is drawn to circumscribe a circle. If $PQ = 12$ cm, $QR = 15$ cm and $RS = 14$ cm, find the length of SP. (a) 15 cm (b) 14 cm (c) 12 cm (d) 11 cm				1														
11.	Given that $\sin \theta = \frac{a}{b}$, find $\cos \theta$. (a) $\frac{b}{\sqrt{b^2-a^2}}$ (b) $\frac{b}{a}$ (c) $\frac{\sqrt{b^2-a^2}}{b}$ (d) $\frac{a}{\sqrt{b^2-a^2}}$				1														
12.	$(\sec A + \tan A)(1 - \sin A) =$ (a) $\sec A$ (b) $\sin A$ (c) cosec A (d) $\cos A$				1														
13.	A pole 6 m high casts a shadow $2\sqrt{3}$ m long on the ground, then the Sun's elevation is (a) 60° (b) 45° (c) 30° (d) 90°				1														
14.	If the perimeter and the area of a circle are numerically equal, then the radius of the circle is (a) 2 units (b) π units (c) 4 units (d) 7 units				1														
15.	It is proposed to build a single circular park equal in area to the sum of areas of two circular parks of diameters 16 m and 12 m in a locality. The radius of the new park is (a) 10m (b) 15m (c) 20m (d) 24m																		
16.	There is a green square board of side ' $2a$ ' unit circumscribing a red circle. Jayadev is asked to keep a dot on the abovesaid board. Find the probability that he keeps the dot on the green region. (a) $\frac{\pi}{4}$ (b) $\frac{4-\pi}{4}$ (c) $\frac{\pi-4}{4}$ (d) $\frac{4}{\pi}$				1														
17.	2 cards of hearts and 4 cards of spades are missing from a pack of 52 cards. What is the probability of getting a black card from the remaining pack? (a) $\frac{22}{52}$ (b) $\frac{22}{46}$ (c) $\frac{24}{52}$ (d) $\frac{24}{46}$				1														
18.	Find the upper limit of the modal class from the given distribution.				1														
	<table border="1"> <thead> <tr> <th>Height [in cm]</th> <th>Below 140</th> <th>Below 145</th> <th>Below 150</th> <th>Below 155</th> <th>Below 160</th> <th>Below 165</th> </tr> </thead> <tbody> <tr> <td>Number of girls</td> <td>4</td> <td>11</td> <td>29</td> <td>40</td> <td>46</td> <td>51</td> </tr> </tbody> </table>					Height [in cm]	Below 140	Below 145	Below 150	Below 155	Below 160	Below 165	Number of girls	4	11	29	40	46	51
Height [in cm]	Below 140	Below 145	Below 150	Below 155	Below 160	Below 165													
Number of girls	4	11	29	40	46	51													

	(a) 165	(b) 160	(c) 155	(d) 150	
19.	DIRECTION: In the question number 19 and 20, a statement of assertion (A) is followed by a statement of Reason (R). Choose the correct option				1
	Statement A (Assertion): Total Surface area of the top is the sum of the curved surface area of the hemisphere and the curved surface area of the cone.				
	Statement R(Reason) : Top is obtained by fixing the plane surfaces of the hemisphere and cone together.				
	(a) Both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A)				
	(b) Both assertion (A) and reason (R) are true and reason (R) is not the correct explanation of assertion (A)				
	(c) Assertion (A) is true but reason (R) is false.				
	(d) Assertion (A) is false but reason (R) is true.				
20.	Statement A (Assertion): $-5, \frac{-5}{2}, 0, \frac{5}{2}, \dots$ is in Arithmetic Progression.				1
	Statement R (Reason) : The terms of an Arithmetic Progression cannot have both positive and negative rational numbers.				
	(a) Both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A)				
	(b) Both assertion (A) and reason (R) are true and reason (R) is not the correct explanation of assertion (A)				
	(c) Assertion (A) is true but reason (R) is false.				
	(d) Assertion (A) is false but reason (R) is true.				
	SECTION B				
	Section B consists of 5 questions of 2 marks each.				
21.	Prove that $\sqrt{2}$ is an irrational number.				2
22.	ABCD is a parallelogram. Point P divides AB in the ratio 2:3 and point Q divides DC in the ratio 4:1. Prove that OC is half of OA.				2

23.	<p>From an external point P, two tangents, PA and PB are drawn to a circle with centre O. At a point E on the circle, a tangent is drawn to intersect PA and PB at C and D, respectively. If PA = 10 cm, find the perimeter of ΔPCD.</p> 	2
24.	<p>If $\tan(A + B) = \sqrt{3}$ and $\tan(A - B) = \frac{1}{\sqrt{3}}$; $0^\circ < A + B < 90^\circ$; $A > B$, find A and B.</p>	2
	<p>[or]</p>	
	<p>Find the value of x</p> $2 \operatorname{cosec}^2 30 + x \sin^2 60 - \frac{3}{4} \tan^2 30 = 10$	
25.	<p>With vertices A, B and C of ΔABC as centres, arcs are drawn with radii 14 cm and the three portions of the triangle so obtained are removed. Find the total area removed from the triangle.</p>	2
	<p>[or]</p>	
	<p>Find the area of the unshaded region shown in the given figure.</p> 	
	<p>SECTION C</p>	
	<p>Section C consists of 6 questions of 3 marks each</p>	
26.	<p>National Art convention got registrations from students from all parts of the country, of which 60 are interested in music, 84 are interested in dance and 108 students are interested in handicrafts. For optimum cultural exchange, organisers wish to keep them in minimum number of groups such that each group consists of students interested in the same artform and the number of students in each group is the same. Find the number of students in each group. Find the number of groups in each art form. How many rooms are required if each group will be allotted a room?</p>	3

27.	If α, β are zeroes of quadratic polynomial $5x^2 + 5x + 1$, find the value of 1. $\alpha^2 + \beta^2$ 2. $\alpha^{-1} + \beta^{-1}$	3																
28.	The sum of a two-digit number and the number obtained by reversing the digits is 66. If the digits of the number differ by 2, find the number. How many such numbers are there?	3																
	[or]																	
	Solve : - $\frac{2}{\sqrt{x}} + \frac{3}{\sqrt{y}} = 2 ; \frac{4}{\sqrt{x}} - \frac{9}{\sqrt{y}} = -1$																	
29.	PA and PB are tangents drawn to a circle of centre O from an external point P. Chord AB makes an angle of 30° with the radius at the point of contact. If length of the chord is 6 cm, find the length of the tangent PA and the length of the radius OA.	3																
	[or]																	
	Two tangents TP and TQ are drawn to a circle with centre O from an external point T. Prove that $\angle PTQ = 2 \angle OPQ$.																	
30.	If $1 + \sin^2 \theta = 3 \sin \theta \cos \theta$, then prove that $\tan \theta = 1$ or $\frac{1}{2}$	3																
31.	The length of 40 leaves of a plant are measured correct to nearest millimetre, and the data obtained is represented in the following table. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Length [in mm]</th> <th>Number of leaves</th> </tr> </thead> <tbody> <tr> <td>118 – 126</td> <td>3</td> </tr> <tr> <td>127 – 135</td> <td>5</td> </tr> <tr> <td>136 – 144</td> <td>9</td> </tr> <tr> <td>145 – 153</td> <td>12</td> </tr> <tr> <td>154 – 162</td> <td>5</td> </tr> <tr> <td>163 – 171</td> <td>4</td> </tr> <tr> <td>172 – 180</td> <td>2</td> </tr> </tbody> </table> Find the average length of the leaves.	Length [in mm]	Number of leaves	118 – 126	3	127 – 135	5	136 – 144	9	145 – 153	12	154 – 162	5	163 – 171	4	172 – 180	2	3
Length [in mm]	Number of leaves																	
118 – 126	3																	
127 – 135	5																	
136 – 144	9																	
145 – 153	12																	
154 – 162	5																	
163 – 171	4																	
172 – 180	2																	

SECTION D																		
Section D consists of 4 questions of 5 marks each																		
32.	A motor boat whose speed is 18 km/h in still water takes 1 hr. more to go 24 km upstream than to return downstream to the same spot. Find the speed of stream. [or]	5																
	Two water taps together can fill a tank in $9\frac{3}{8}$ hours. The tap of larger diameter takes 10 hours less than the smaller one to fill the tank separately. Find the time in which each tap can separately fill the tank.																	
33.	(a) State and prove Basic Proportionality theorem. (b) In the given figure $\angle CEF = \angle CFE$. F is the midpoint of DC. Prove that $\frac{AB}{BD} = \frac{AE}{FD}$	5																
34.	Water is flowing at the rate of 15 km/h through a pipe of diameter 14 cm into a cuboidal pond which is 50 m long and 44 m wide. In what time will the level of water in pond rise by 21 cm? What should be the speed of water if the rise in water level is to be attained in 1 hour?	5																
	[or]																	
	A tent is in the shape of a cylinder surmounted by a conical top. If the height and radius of the cylindrical part are 3 m and 14 m respectively, and the total height of the tent is 13.5 m, find the area of the canvas required for making the tent, keeping a provision of 26 m ² of canvas for stitching and wastage. Also, find the cost of the canvas to be purchased at the rate of ₹ 500 per m ² .																	
35.	The median of the following data is 50. Find the values of 'p' and 'q', if the sum of all frequencies is 90. Also find the mode.	5																
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Marks obtained</th><th>Number of students</th></tr> </thead> <tbody> <tr> <td>20 – 30</td><td>p</td></tr> <tr> <td>30 – 40</td><td>15</td></tr> <tr> <td>40 – 50</td><td>25</td></tr> <tr> <td>50 – 60</td><td>20</td></tr> <tr> <td>60 – 70</td><td>q</td></tr> <tr> <td>70 – 80</td><td>8</td></tr> <tr> <td>80 - 90</td><td>10</td></tr> </tbody> </table>	Marks obtained	Number of students	20 – 30	p	30 – 40	15	40 – 50	25	50 – 60	20	60 – 70	q	70 – 80	8	80 - 90	10	
Marks obtained	Number of students																	
20 – 30	p																	
30 – 40	15																	
40 – 50	25																	
50 – 60	20																	
60 – 70	q																	
70 – 80	8																	
80 - 90	10																	



SECTION E		
36.	<p>Manpreet Kaur is the national record holder for women in the shot-put discipline. Her throw of 18.86m at the Asian Grand Prix in 2017 is the biggest distance for an Indian female athlete.</p> <p>Keeping her as a role model, Sanjitha is determined to earn gold in Olympics one day.</p> <p>Initially her throw reached 7.56m only. Being an athlete in school, she regularly practiced both in the mornings and in the evenings and was able to improve the distance by 9cm every week.</p> <p>During the special camp for 15 days, she started with 40 throws and every day kept increasing the number of throws by 12 to achieve this remarkable progress.</p>	
	(i) How many throws Sanjitha practiced on 11 th day of the camp?	1
	(ii) What would be Sanjitha's throw distance at the end of 6 months? (or) When will she be able to achieve a throw of 11.16 m?	2
	(iii) How many throws did she do during the entire camp of 15 days ?	1
37.	Tharunya was thrilled to know that the football tournament is fixed with a monthly timeframe from 20th July to 20th August 2023 and for the first time in the FIFA Women's World Cup's history, two nations host in 10 venues. Her father felt that the game can be better understood if the position of players is represented as points on a coordinate plane.	

	(i) At an instance, the midfielders and forward formed a parallelogram. Find the position of the central midfielder (D) if the position of other players who formed the parallelogram are :- A(1,2), B(4,3) and C(6,6)	1
	(ii) Check if the Goal keeper G(-3,5), Sweeper H(3,1) and Wing-back K(0,3) fall on a same straight line. [or] Check if the Full-back J(5,-3) and centre-back I(-4,6) are equidistant from forward C(0,1) and if C is the mid-point of IJ.	2
	(iii) If Defensive midfielder A(1,4), Attacking midfielder B(2,-3) and Striker E(a,b) lie on the same straight line and B is equidistant from A and E, find the position of E.	1
38.	<p>One evening, Kaushik was in a park. Children were playing cricket. Birds were singing on a nearby tree of height 80m. He observed a bird on the tree at an angle of elevation of 45°.</p> <p>When a sixer was hit, a ball flew through the tree frightening the bird to fly away. In 2 seconds, he observed the bird flying at the same height at an angle of elevation of 30° and the ball flying towards him at the same height at an angle of elevation of 60°.</p>	
	(i) At what distance from the foot of the tree was he observing the bird sitting on the tree?	1
	(ii) How far did the bird fly in the mentioned time? (or) After hitting the tree, how far did the ball travel in the sky when Kaushik saw the ball?	2
	(iii) What is the speed of the bird in m/min if it had flown $20(\sqrt{3} + 1)$ m?	1

SCIENCE
(Code No. 086)
Classes: IX and X (2023-24)

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

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

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

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

General Instructions:

1. There will be an Annual Examination based on the entire syllabus.
2. The Annual Examination will be of 80 marks and 20 marks weightage shall be for Internal Assessment.
3. For Internal Assessment:
 - a There will be Periodic Assessment that would include:
 - For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 05 marks towards the final result.
 - For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include - short tests, oral test, quiz, concept maps, projects, posters, presentations and enquiry based scientific investigations etc. and use rubrics for arguing them objectively. This will also have a weightage of 05 marks towards the final result.
 - b Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weightage of 5 marks towards the final result. All practicals listed in the syllabus must be completed.
 - c Portfolio to be prepared by the student- This would include classwork and other sample of student work and will carry a weightage of 5 marks towards the final results.

COURSE STRUCTURE

CLASS IX

(Annual Examination)

Marks: 80

Unit No.	Unit	Marks
I	Matter - Its Nature and Behaviour	25
II	Organization in the Living World	22
III	Motion, Force and Work	27
IV	Food; Food Production	06
	Total	80
	Internal assessment	20
	Grand Total	100

Theme: Materials

Unit I: Matter-Nature and Behaviour

Definition of matter; solid, liquid and gas; characteristics - shape, volume, density; change of state-melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.

Nature of matter: Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions. Physical and chemical changes (excluding separating the components of a mixture).

Particle nature and their basic units: Atoms and molecules, Law of Chemical Combination, Chemical formula of common compounds, Atomic and molecular masses.

Structure of atoms: Electrons, protons and neutrons, Valency, Atomic Number and Mass Number, Isotopes and Isobars.

Theme: The World of the Living

Unit II: Organization in the Living World

Cell - Basic Unit of life : Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles and cell inclusions; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus; nucleus, chromosomes - basic structure, number.

Tissues, Organs, Organ System, Organism:

Structure and functions of animal and plant tissues (only four types of tissues in animals; Meristematic and Permanent tissues in plants).

Theme: Moving Things, People and Ideas**Unit III: Motion, Force and Work**

Motion: Distance and displacement, velocity; uniform and non-uniform motion along a straight line; acceleration, distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, elementary idea of uniform circular motion.

Force and Newton's laws : Force and Motion, Newton's Laws of Motion, Action and Reaction forces, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration.

Gravitation: Gravitation; Universal Law of Gravitation, Force of Gravitation of the earth (gravity), Acceleration due to Gravity; Mass and Weight; Free fall.

Floatation: Thrust and Pressure. Archimedes' Principle; Buoyancy.

Work, Energy and Power: Work done by a Force, Energy, power; Kinetic and Potential energy; Law of conservation of energy (excluding commercial unit of Energy).

Sound: Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo.

Theme: Food**Unit IV: Food Production**

Plant and animal breeding and selection for quality improvement and management; Use of fertilizers and manures; Protection from pests and diseases; Organic farming.

Note for the Teachers:

1. The chapter Natural Resources (NCERT Chapter 14) 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 on any concept of this chapter in their Portfolio. This may be for Internal Assessment and credit may be given for 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

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

(LIST OF EXPERIMENTS)

- | | |
|--|--------|
| 1. Preparation of: | Unit-I |
| a) a true solution of common salt, sugar and alum | |
| b) a suspension of soil, chalk powder and fine sand in water | |
| c) a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of | |

- transparency
 - filtration criterion
 - stability
- 2.** Preparation of Unit-I
- A mixture
 - A compound
 - using iron filings and sulphur powder and distinguishing between these on the basis of:
- appearance, i.e., homogeneity and heterogeneity
 - behaviour towards a magnet
 - behaviour towards carbon disulphide as a solvent
 - effect of heat
- 3.** Perform the following reactions and classify them as physical or chemical changes: Unit-I
- Iron with copper sulphate solution in water
 - Burning of magnesium ribbon in air
 - Zinc with dilute sulphuric acid
 - Heating of copper sulphate crystals
 - Sodium sulphate with barium chloride in the form of their solutions in water
- 4.** Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams. Unit-II
- 5.** Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams. Unit-II
- 6.** Determination of the melting point of ice and the boiling point of water. Unit-I
- 7.** Verification of the Laws of reflection of sound. Unit-III
- 8.** Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder. Unit-III
- 9.** Establishing the relation between the loss in weight of a solid when fully immersed in Unit-III
- Tap water
 - Strongly salty water with the weight of water displaced by it by taking at least two different solids.
- 10.** Determination of the speed of a pulse propagated through a stretched string/slinky (helical spring). Unit-III
- 11.** Verification of the law of conservation of mass in a chemical reaction. Unit-III

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 hydro carbons 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**
- Odour
 - solubility in water
 - effect on litmus
 - 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**
- Concave mirror
 - 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.

Sample Question Paper 2023-24
Class X
Science (Subject Code – 086)

Max. Marks: 80

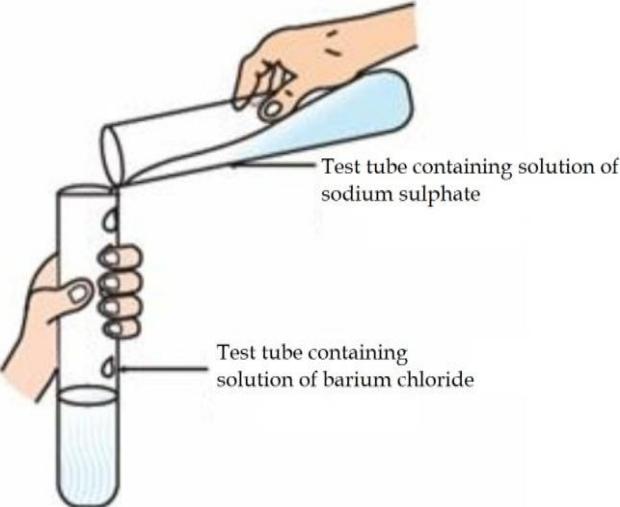
Time Allowed: 3 hours

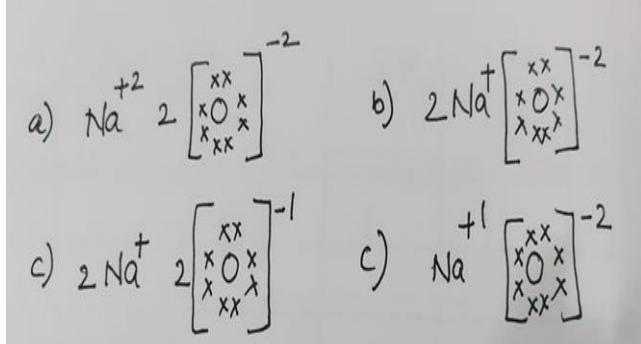
General Instructions:

- i. This question paper consists of 39 questions in 5 sections.
- ii. All questions are compulsory. However, an internal choice is provided in some questions. A student is expected to attempt only one of these questions.
- iii. Section A consists of 20 objective type questions carrying 1 mark each.
- iv. Section B consists of 6 Very Short questions carrying 02 marks each. Answers to these questions should be in the range of 30 to 50 words.
- v. Section C consists of 7 Short Answer type questions carrying 03 marks each. Answers to these questions should be in the range of 50 to 80 words.
- vi. Section D consists of 3 Long Answer type questions carrying 05 marks each. Answer to these questions should be in the range of 80 to 120 words.
- vii. Section E consists of 3 source-based/case-based units of assessment of 04 marks each with sub-parts.

Section-A

Select and write the most appropriate option out of the four options given for each of the questions 1 - 20. There is no negative mark for incorrect response.

Q. Nos.	Questions	Marks
1	 <p>Identify the product which represents the solid state in the above reaction.</p> <p>a) Barium chloride b) Barium sulphate c) Sodium chloride d) Sodium sulphate</p>	1
2	<p>The colour of the solution observed after 30 minutes of placing zinc metal to copper sulphate solution is</p> <p>a) Blue b) Colourless c) Dirty green d) Reddish Brown</p>	1

3	Mild non-corrosive basic salt is a) $\text{Ca}(\text{OH})_2$ b) NaCl c) NaOH d) NaHCO_3	1
4	On adding dilute sulphuric acid to a test tube containing a metal 'X', a colourless gas is produced when a burning match stick is brought near it. Which of the following correctly represents metal 'X'? a) Sodium b) Zinc c) Copper d) Silver	1
5	Which one of the following correctly represents Sodium oxide? 	1
6	An element with atomic number_____ will form a basic oxide. a) 7 (2,5) b) 17 (2,8,7) c) 14 (2,8,4) d) 11 (2,8,1)	1
7	An element 'M' has 50% of the electrons filled in the 3 rd shell as in the 2nd shell. The atomic number of 'M' is: a) 10 b) 12 c) 14 d) 18	1
8	Generally food is broken and absorbed within the body of organisms. In which of the following organisms is it done outside the body? a) Amoeba b) Mushroom c) Paramecium d) Lice	1
9	Receptors are usually located in sense organs. Gustatory receptors are present in a) tongue b) nose c) eye d) ear	1

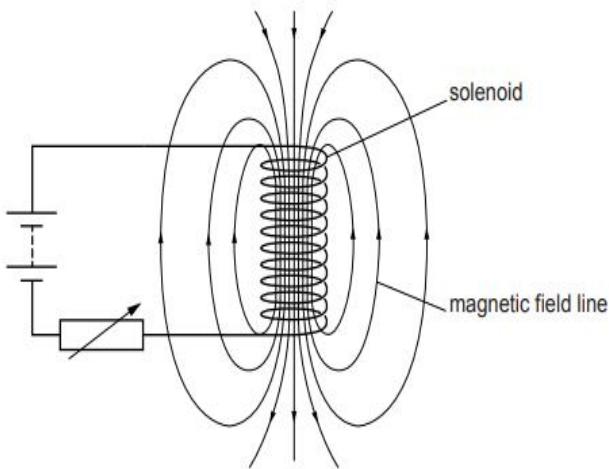
10	A farmer wants to grow banana plants genetically similar enough to the plants already available in his field. Which one of the following methods would you suggest for this purpose? a) Regeneration b) Budding c) Vegetative propagation d) Sexual reproduction	1
11	Height of a plant is regulated by: a) DNA which is directly influenced by growth hormone. b) Genes which regulate the proteins directly. c) Growth hormones under the influence of the enzymes coded by a gene. d) Growth hormones directly under the influence a gene.	1
12	A sportsman, after a long break of his routine exercise, suffered muscular cramps during a heavy exercise session. This happened due to: a) lack of carbon dioxide and formation of pyruvate. b) presence of oxygen and formation of ethanol. c) lack of oxygen and formation of lactic acid. d) lack of oxygen and formation of carbon dioxide.	1
13	An object is placed in front of a convex mirror. Its image is formed : a) at a distance equal to the object distance in front of the mirror. b) at twice the distance of the object in front of the mirror. c) half the distance of the object in front of the mirror. d) behind the mirror and it's position varies according to the object distance.	1
14	When light enters the atmosphere it strikes on extremely fine particles, which deflect the rays of light in all possible directions, This is due to - a) reflection of light b) atmospheric refraction c) scattering of light d) dispersion of light	1
15	In 1987, an agreement was formulated by the United Nations Environment Programme (UNEP) to freeze the production of "X" to prevent depletion of "Y". "X" and "Y" respectively referred here are: a) Ozone; CFCs b) CFCs; rays UV c) CFCs; Ozone d) UV rays; Diatomic oxygen	1
16	Which of the following features relates to biodegradable substances? a) Broken down by biological processes b) Remain inert c) Persist in environment for long time d) May harm the ecosystem	1

	Question No. 17 to 20 consist of two statements – Assertion (A) and Reason (R). Answer these questions selecting the appropriate option given below: a) Both A and R are true, and R is the correct explanation of A. b) Both A and R are true, and R is not the correct explanation of A. c) A is true but R is false. d) A is false but R is true.	
17	Assertion: Rusting of Iron is endothermic in nature. Reason: As the reaction is slow, the release of heat is barely evident.	1
18	Assertion: Probability of survival of an organism produced through sexual reproduction is more than that of organism produced through asexual mode. Reason: Variations provide advantages to individuals for survival.	1
19	Assertion : A compass needle is placed near a current carrying wire. The deflection of the compass needle decreases when the magnitude of the current in the wire is increased. Reason : The strength of a magnetic field at a point near the conductor increases on increasing the current.	1
20	Assertion: Biodegradable substances result in the formation of compost and natural replenishment. Reason: It is due to breakdown of complex inorganic substances into simple organic substances.	1

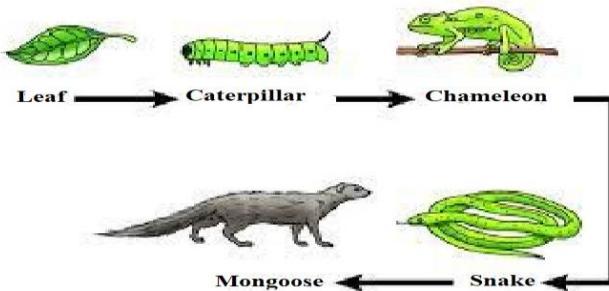
Section-B

Question No. 21 to 26 are very short answer questions

21	Dil. HCl is added to Zn granules.” How will you prove that chemical change has taken place here? Support your response with two arguments.	2								
22	State the post-fertilisation changes that lead to fruit formation in plants.	2								
23	What is the purpose of making urine in the human body? Name the organs that stores and releases the urine. OR Why do arteries have thick and elastic walls whereas veins have valves?	2								
24	The refractive indices of three media are given below: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Medium</th> <th>Refractive Index</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1.6</td> </tr> <tr> <td>B</td> <td>1.8</td> </tr> <tr> <td>C</td> <td>1.5</td> </tr> </tbody> </table> A ray of light is travelling from A to B and another ray is travelling from B to C. (a) In which of the two cases the refracted ray bends towards the normal? (b) In which case does the speed of light increase in the second medium? Give reasons for your answer.	Medium	Refractive Index	A	1.6	B	1.8	C	1.5	2
Medium	Refractive Index									
A	1.6									
B	1.8									
C	1.5									
25	A piece of wire of resistance R is cut into three equal parts. These parts are then connected in parallel. If the equivalent resistance of this parallel combination is R_1 , what is the value of the ratio $R_1 : R$? OR Refer to the image below and state how the magnetic field pattern indicates regions where the magnetic field is stronger outside the magnet? What happens to the magnetic field when the current in the circuit is reversed?	2								



- 26 Study the food chain given below and answer the questions that follow:



- If the amount of energy available at the third trophic level is 100 joules, then how much energy will be available at the producer level? Justify your answer.
- Is it possible to have 2 more trophic levels in this food chain just before the fourth trophic level? Justify your answer.

Section-C

Question No. 27 to 33 are short answer questions

- 27 The given reaction shows one of the processes to extract the metals like Iron and Manganese.



- Give reason why the above reaction is known as a **thermite reaction**.
- Identify the substance oxidised and reduced in the above reaction.
- Give a reason why Aluminium is preferably used in thermite reactions.

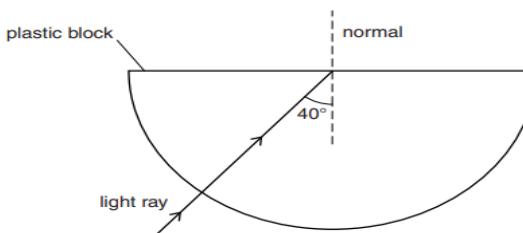
- 28 An element 'M' with electronic configuration 2 8 3 combines separately with Cl^- , SO_4^{2-} anions. Write the chemical formulae of the compounds formed. Predict with the suitable reason the nature of the bond formed by element 'M' in general. How will the electrical conductivity of the compounds formed vary with respect to 'M'?

OR

A reddish-brown metal 'X', when heated in air, gives a black compound 'Y', which when heated in presence of H_2 gas gives 'X' back. 'X' is refined by the process of electrolysis; this refined form of 'X' is used in electrical wiring.

Identify 'X' and 'Y'. Draw a well-labeled diagram to represent the process of refining 'X'.

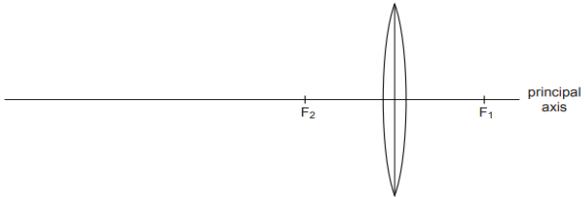
- 29 We are advised to take iodised salt in our diet by doctors. Justify its importance in our body.

30	What is the probability of a girl or a boy being born in a family? Justify your answer.	3
31	<p>(i) Explain why the refractive index of any material with respect to air is always greater than 1.</p> <p>(ii) In the figure below a light ray travels from air into the semi-circular plastic block. Give a reason why the ray does not deviate at the semi-circular boundary of the plastic block.</p>  <p>(iii) Complete the ray diagram of the above scenario when the light ray comes out of the plastic block from the top flat end.</p>	1+1+1
32	<p>(i) State the law that explains the heating effect of current with respect to the measurable properties in an electrical circuit.</p> <p>(ii) List the factors on which the resistance of a conductor depends.</p>	2+1
33	<p>Anannya responded to the question: Why do electrical appliances with metallic bodies are connected to the mains through a three pin plug, whereas an electric bulb can be connected with a two pin plug?</p> <p>She wrote: Three pin connections reduce heating of connecting wires.</p> <p>(i) Is her answer correct or incorrect? Justify.</p> <p>(ii) What is the function of a fuse in a domestic circuit?</p>	2+1

Section-D

Question No. 34 to 36 are long answer questions.

34	<p>a) Rehmat classified the reaction between Methane and Chlorine in presence of sunlight as a substitution reaction. Support Rehmat's view with suitable justification and illustrate the reaction with the help of a balanced chemical equation.</p> <p>b) Chlorine gas was prepared using electrolysis of brine solution. Write the chemical equation to represent the change. Identify the other products formed in the process and give one application of each.</p> <p style="text-align: center;">OR</p> <p>Raina while doing certain reactions observed that heating of substance 'X' with vinegar like smell with a substance 'Y' (which is used as an industrial solvent) in presence of conc. Sulphuric acid on a water bath gives a sweet-smelling liquid 'Z' having molecular formula $C_4H_8O_2$. When heated with caustic soda ($NaOH$), 'Z' gives back the sodium salt of and the compound 'Y'.</p> <p>Identify 'X', 'Y', and 'Z'. Illustrate the changes with the help of suitable chemical equations.</p>	5
35	<p>Given below are certain situations. Analyze and describe its possible impact on a person:</p> <p>a) Testes of a male boy are not able to descend into scrotum during his embryonic development.</p> <p>b) Vas deferens of a man is plugged.</p> <p>c) Prostate and seminal vesicles are not functional.</p> <p>d) Egg is not fertilised in a human female.</p> <p>e) Placenta does not attach to the uterus optimally.</p>	5

	OR <p>a) A doctor has advised Sameer to reduce sugar intake in his diet and do regular exercise after checking his blood test reports. Which disease do you think Sameer is suffering from? Name the hormone responsible for this disease and the organ producing the hormone. b) Which hormone is present in the areas of rapid cell division in a plant and which hormone inhibits the growth?</p>	3+2												
36	 <p>The above image shows a thin lens of focal length 5m.</p> <p>(i) What is the kind of lens shown in the above figure? (ii) If a real inverted image is to be formed by this lens at a distance of 7m from the pole, then show with calculation where should the object be placed? (iii) Draw a neatly labelled diagram of the image formation mentioned in (ii)</p>	1+2+2												
	OR <p>A 10 cm long pencil is placed 5 cm in front of a concave mirror having a radius of curvature of 40 cm.</p> <p>(i) Determine the position of the image formed by this mirror. (ii) What is the size of the image? (iii) Draw a ray diagram to show the formation of the image as mentioned in the part (i).</p>	2+1+2												
SECTION - E Question No. 37 to 39 are case-based/data -based questions with 2 to 3 short sub-parts. Internal choice is provided in one of these sub-parts.														
37	<p>The table given below shows the hints given by the quiz master in a quiz.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">S.NO</th> <th style="text-align: center;">HINT</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">(i)</td> <td>Substance 'C' is used as a preservative.</td> </tr> <tr> <td style="text-align: center;">(ii)</td> <td>'C' has two carbon atoms; 'C' is obtained by the reaction of 'A' in presence of alkaline Potassium permanganate followed by acidification.</td> </tr> <tr> <td style="text-align: center;">(iii)</td> <td>Misuse of 'A' in industries is prevented by adding Methanol, Benzene, and pyridine to 'A'.</td> </tr> <tr> <td style="text-align: center;">(iv)</td> <td>'F' is formed on heating 'A' in presence of conc Sulphuric acid.</td> </tr> <tr> <td style="text-align: center;">(v)</td> <td>'F' reacts with Hydrogen gas in presence of Nickel and Palladium catalyst.</td> </tr> </tbody> </table> <p>Based on the above hints answer the following questions</p> <p>a) Give the IUPAC names of A and F b) Illustrate with the help of chemical equations the changes taking place. ($A \rightarrow C$ and $A \rightarrow F$)</p>	S.NO	HINT	(i)	Substance 'C' is used as a preservative.	(ii)	'C' has two carbon atoms; 'C' is obtained by the reaction of 'A' in presence of alkaline Potassium permanganate followed by acidification.	(iii)	Misuse of 'A' in industries is prevented by adding Methanol, Benzene, and pyridine to 'A'.	(iv)	'F' is formed on heating 'A' in presence of conc Sulphuric acid.	(v)	'F' reacts with Hydrogen gas in presence of Nickel and Palladium catalyst.	4
S.NO	HINT													
(i)	Substance 'C' is used as a preservative.													
(ii)	'C' has two carbon atoms; 'C' is obtained by the reaction of 'A' in presence of alkaline Potassium permanganate followed by acidification.													
(iii)	Misuse of 'A' in industries is prevented by adding Methanol, Benzene, and pyridine to 'A'.													
(iv)	'F' is formed on heating 'A' in presence of conc Sulphuric acid.													
(v)	'F' reacts with Hydrogen gas in presence of Nickel and Palladium catalyst.													
	OR <p>Name the chemical reactions which occur in steps 2 and 5. Identify the compounds formed in these steps if 'A' is replaced with its next homologue.</p>													
38	<p>Figures (a) to (d) given below represent the type of ear lobes present in a family consisting of 2 children – Rahul, Nisha and their parents.</p>	4												



a) Rahul's Father



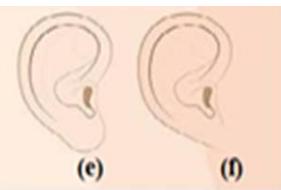
b) Rahul



c) Rahul's Mother



d) Rahul's sister Nisha



Type of ear lobes

Excited by his observation of different types of ear lobes present in his family, Rahul conducted a survey of the type of ear lobes found {Figure (e) and (f)} in his classmates. He found two types of ear lobes in his classmates as per the frequency given below:

Sex	Free	Attached
Male	36	14
Female	31	19

On the basis of above data answer the following questions.

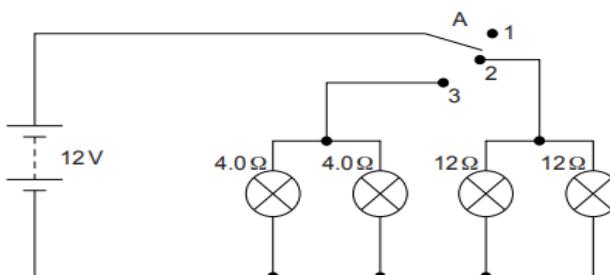
- Which of the two characteristics - 'free ear lobe' or 'attached ear lobe' appears to be dominant in this case? Why?
- Is the inheritance of the free ear lobe linked with sex of the individual? Give reason for your answer.
- What type of ear lobe is present in father, mother, Rahul and his sister Nisha? Write the genetic constitution of each of these family members which explains the inheritance of this character in this family?

(Gene for Free ear lobe is represented by F and gene for attached ear lobe is represented by f for writing the genetic constitution).

OR

Suresh's parents have attached ear lobes. What type of ear lobe can be seen in Suresh and his sister Siya? Explain by giving the genetic composition of all.

39



4

Vinita and Ahmed demonstrated a circuit that operates the two headlights and the two sidelights of a car, in their school exhibition. Based on their demonstrated circuit, answer the following questions.

- State what happens when switch A is connected to
 - Position 2
 - Position 3
- Find the potential difference across each lamp when lit.
- Calculate the current

1+1+2

- | | | |
|--|---|--|
| | <p>a) in each $12\ \Omega$ lamp when lit.
b) In each $4\ \Omega$ lamp when lit.</p> | |
|--|---|--|

OR

- (iv) Show, with calculations, which type of lamp, $4.0\ \Omega$ or $12\ \Omega$, has the higher power.



वसुधैव कुटुम्बकम्
ONE EARTH • ONE FAMILY • ONE FUTURE

CBSE SOCIAL SCIENCE SYLLABUS 2023-24

(Code No. 087) CLASS - IX & X



S. NO.	TABLE OF CONTENT				PAGE NO.
1.	Rationale				2
2.	Learning Objectives				3
	CLASS IX	PAGE NO.	S. NO.	CLASS X	PAGE NO.
3.	Course Structure	4	8.	Course Structure	20
4.	Course Content	7	9.	Course Content	23
5.	List of map items	17	10.	List of map items	35
6.	Guidelines for internal assessments	18	11.	Question Paper Design	39
7.	Prescribed Text Books	19	12.	Guidelines for internal assessments	42
			13.	Prescribed Text Books	43
	ANNEXURES				
Annexure I (project work Class IX)	44	Annexure IV (Interdisciplinary project Class X)			52
Annexure II (Inter disciplinary project Class IX)	46	Annexure V (Presentation template for IDP)			58
Annexure III (Project work Class X)	50	Annexure VI Rubrics of IDP			59

RATIONALE

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

Social Science subject helps students strengthen their knowledge of the world around them, enhance their critical thinking skills, deepen their cultural understanding, in still analytical and evaluation and synthesizing skills, improve research based learning skills, and enhance their creative abilities.

It enables the students to understand the interdependence of individual and community.

Makes students examine human behaviour from many different perspectives and help students learn to analyse human interaction based on social and cultural influences.

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view. Developing knowledge in each of these subjects provides students with a broader and more comprehensive understanding of how individuals and societies function.

Through the study of History, students learn the significance of analysing historical events and using the past to evaluate modern trends and occurrences. Global History allows students to see the emergence of today's worldwide society, and enables the students to create projections on possible future outcomes of actions and events.

The discipline of Social Sciences broadens an individual's political awareness and deepens the understanding of political systems. Examining past and current political conflicts can let students understand human life on a different level.

LEARNING OBJECTIVES

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development over a period of time, through which human societies have evolved.
- make learners infer that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change in connection to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and appreciate the contributions made by people of all sections and regions of the country.
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- deepen the knowledge and understanding of India's environment in its totality on people's life.
- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- promote an understanding of the issues and challenges of contemporary India- environmental, economic and social, as part of the development process.
- develop competencies, analytical skills/ critical thinking skills, creative skills help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- enable students to correlate the Social Science subjects through an interdisciplinary approach.
- explore their creativity and innovation through experiential and art integrated learning.
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluate data and information as well as views and interpretations.
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms - cooperating with others, taking initiatives and providing leadership in solving others' problem .
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

CLASS IX
COURSE STRUCTURE

History (India and the Contemporary World - I)			Suggestive no. of periods = 60	20 inclusive of Map pointing
Section	Chapter No	Chapter Name	No. of Periods	Marks allocated
I Events and Process	I	The French Revolution	15	18+2 map pointing
	II	Socialism in Europe and the Russian Revolution	15	
	III	Nazism and the Rise of Hitler	15	
II Livelihoods, Economies and Societies	IV	Forest, Society and Colonialism Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	5	
	V	Pastoralists in the Modern World (To be assessed as part of Periodic Assessment only)	10	
Geography (Contemporary India - I)			Suggestive no. of periods = 55	20 inclusive of Map pointing
Chapter No	Chapter Name		No. of periods	Marks allocated
1	India – Size and Location		17	

2	Physical Features of India		17+3 map pointing*
3	Drainage	10	
4	Climate	12	
5	Natural Vegetation and Wildlife (Only map pointing to be evaluated in the annual examination.)	3	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	5	
6	Population	8	* Marks as mentioned above
Political Science (Democratic Politics - I)		Suggestive no. of periods = 50	20 Marks
Chapter No.	Chapter name	No. of Periods	Marks allocated
1	What is Democracy?	10	20
	Why Democracy?		
2	Constitutional Design	10	
3	Electoral Politics	8	
4	Working of Institutions	12	
5	Democratic Rights	10	

Economics		Suggestive no. of periods = 50	20 Marks
Chapter No.	Name of the Chapter	No. of Periods	Marks allocated
1	The Story of Village Palampur (To be assessed as part of Periodic Assessment only)	10	
2	People as Resource	10	
3	Poverty as a Challenge	15	20
4	Food Security in India	15	

CLASS IX
COURSE CONTENT

History: India and the Contemporary World - I			
Chapter No. and Name	Specific Learning Objectives	Suggestive Teaching Learning Process	Learning Outcome With Specific Competencies
I The French Revolution	<ul style="list-style-type: none"> • Compare & contrast the conditions that prevailed in France with the situations prevailed in India pre 1857 war. • Critically examine the need of voting rights of Common people in France which laid the foundation of future Democracies. • Examine various solutions to address imbalances that may lead to revolutions. 	<ul style="list-style-type: none"> • Class room discussions to compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857). • Graphic Organisers to critically examine the situations that made the raise in demand of voting rights by passive citizens as well as women • Debates to propose solutions to address such imbalances and discriminations that lead to revolutions • Inquiry based learning to appraise the impact of the French revolution on the world. Conclude with group Presentations 	<ul style="list-style-type: none"> • Compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857). • Critically Examine the situations that made the raise in demand of voting rights by passive citizens as well as women • Propose solutions to address such imbalances and discriminations that lead to revolutions • Appraise the impact of the French revolution on the world.
II Socialism in Europe and	<ul style="list-style-type: none"> • Analyse the situations that led to the rise of Russian and French revolutions. 	<ul style="list-style-type: none"> • Interactive Textual interpretations to compare and contrast the situations that led to the rise of Russia & French Revolutions 	<ul style="list-style-type: none"> • To compare and contrast the situations that led to the rise of Russian& French Revolutions.

the Russian Revolution	<ul style="list-style-type: none"> Evaluate the reasons that led to the rise of Lenin's communism and Marxist Socialism 	<ul style="list-style-type: none"> Student led seminar to cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people World café' strategy to evaluate the situations that enabled Lenin's Communism. Socratic Discussions to Interpret the different ideas of philosophers and leaders that shaped the revolution 	<ul style="list-style-type: none"> Cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people Evaluate the situations that enabled Lenin's Communism. Interpret the different ideas of philosophers and leaders that shaped the revolution.
III Nazism and the Rise of Hitler	<ul style="list-style-type: none"> Analyse the manipulated control of situations led by an individual. Analyse the role of the "Treaty of Versailles in that led to the rise of Hitler. Examine the circumstances that led to the rise and fall of Hitler Discuss the critical significance of Nazism in shaping the politics of the modern world. Appraise the war compensation compelled on Germany in the name of the "treaty of Versailles led to the rise of Hitler 	<ul style="list-style-type: none"> Watch Video clipping from the last days of Adolf Hitler and discuss the reasons for rise and fall of Hitler Dramatize the Nazi Propaganda/ racial discrimination against Jews Cartoon interpretation/ Image interpretation Read passages from "Dairy of Anne frank "and other related literature and discuss the impact of Nazism Jig saw strategy to critique the genocidal war waged against Jews by the Nazis 	<ul style="list-style-type: none"> Cite the events that helped Hitler's rise to power Evaluate various character traits of Hitler Compare and contrast the characteristics of Bismarck and Hitler Analyse the role of "Treaty of Versailles in the rise of Nazism and Hitler Critique the genocidal war waged against Jews by the Nazis.

	<ul style="list-style-type: none"> Compare and contrast the Nazi ideology with fascism of Mussolini 		<ul style="list-style-type: none"> Discuss the critical significance of Nazism in shaping the politics of modern world.
IV Forest, Society and Colonialism	Inter Disciplinary Project with Chapter 5 of Geography “Natural Vegetation and Wild Life	<ul style="list-style-type: none"> Refer Annexure II 	<ul style="list-style-type: none"> Refer Annexure II
V Pastoralists in the Modern World	<ul style="list-style-type: none"> Analyse the situations that have created Nomadic society Draw comparisons of African pastoralists and Indian Pastoralists during colonial rule. Examine the how the colonial laws impacted livelihood in pastoral communities Appraise the contribution of Pastoralists in the modern economy. 	<ul style="list-style-type: none"> T charts and similar graphic organizers to compare and contrast the lives of Pastoralists pre & post colonialism. Art integration to depict the evolution of nomadic society. Research based presentations using resources provided to compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes. Think- Pair- Share and summarize the reading of resources to analyse and infer varying patterns of developments within pastoral societies in different places in India. 	<ul style="list-style-type: none"> Compare and contrast the lives of Pastoralists pre & post colonialism Analyse the situations that have created Nomadic society Compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes. Analyse and infer varying patterns of developments within pastoral societies in different places in India. Analyse the impact of colonialism on forest societies leading to scientific forestry. Enumerate the different processes through which transformation of livelihood occur in the modern world.

Political Science: Democratic Politics - I			
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
1 What is Democracy? Why Democracy?	<ul style="list-style-type: none"> Examine the concept /structural components of Democracy and its forms/features in different countries Examine and analyse the working structure of the governments of India and North Korea Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy. 	<ul style="list-style-type: none"> World café and Café conversations strategies for introduction of concepts of Democracy & features of Democracy 4 corners strategy to discuss “What & why of democracy? students create democratic governance model in the class. Cartoon interpretation to summarize the benefits of democracy. 	<ul style="list-style-type: none"> Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country. Define Democracy and enumerate its features. Evaluate the authenticity of the voting rights of the Indian population versus the population of Iran. Interpret the statement “Democracy provides a method to deal with differences and conflicts” with reference to India. Summarize the features and benefits of democracy
2 Constitutional Design	<ul style="list-style-type: none"> Comprehend the purpose of constitution. Enumerate the essential features that need to be kept in mind while drafting any constitution. Examine the guiding values that created the Indian constitution. Comprehend the roles and responsibilities as citizens of India. 	<ul style="list-style-type: none"> Group Discussion to comprehend the purpose of constitution Poster making/ wall magazine for Comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution Role play strategy for creation of Indian constitution Declamation strategy for roles and responsibilities of citizens 	<ul style="list-style-type: none"> Analyse the difference between written or unwritten constitutions with reference to India and USA. Describe the situation that led to creation of Indian Constitution. Compare and contrast between Preamble of South African constitution with the preamble of Indian constitution. Enumerate the roles and responsibilities as citizens of India

3 Electoral Politics	<ul style="list-style-type: none"> • Comprehend the concept and system of elections. • Evaluate the conditions that make Elections in India democratic. • Analyse the implications of power of vote and power of recall. • Appraise the role of election commission for the conduct of free and fair elections. 	<ul style="list-style-type: none"> • Role play/ have school council elections. • Design and present election manifesto • Create multiple parties and create symbols for elections • Use street play to create awareness about the right to vote. 	<ul style="list-style-type: none"> • Evaluate the role of political parties to adhere to electoral promises. • Create a solution for eradication of malpractices in elections • Differentiate between representative democracy and competitive party politics. • Summarize the essential features of the Indian Electoral system. • Examine the rationale for adopting the present Indian Electoral System.
4 Working of Institutions	<ul style="list-style-type: none"> • Examine the roles, responsibilities and interdependency of all the 3 organs of the Government. • Examine the rule of law in India and its relevance • Understand the power and working of Indian Judiciary system and comprehend the hierarchy system of the judiciary in India. 	<ul style="list-style-type: none"> • Watch videos of Parliament and discuss the importance of question hour • Present Moot court to evaluate the rule of Law • Examine the relevant case studies to evaluate the rule of law • Present Mock Parliament session to convert a bill into law • Conduct a mock interview with a parliamentarian • Role play on features of the political and permanent executive 	<ul style="list-style-type: none"> • Analyse and infer how the three organs are interdependent and independent to execute their roles • Summarize and evaluate the rule of law in India. • Represent the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature. • Understand the working of Indian Judiciary.
5	<ul style="list-style-type: none"> • Comprehend what it is to be a responsible citizen while 	<ul style="list-style-type: none"> • Declamation on need to have rights and the importance of performing duties. 	<ul style="list-style-type: none"> • Analyse the need of having rights and categorize the rights.

Democratic Rights	<ul style="list-style-type: none"> performing their prescribed duties versus claiming rights Evaluate the role of rights in Democracy. . 	<ul style="list-style-type: none"> Debate the need to have rights in the light of study of Saudi Arabia. Case study to analyse the role of citizens when the rights are exercised or otherwise. 6 thinking hats to discuss the current issues. Organize a moot court to discuss the violation of individual rights. Graphic organizer to summarize the coexistence of <i>rights vs duties</i> 	<ul style="list-style-type: none"> Evaluate the statement “Democracy is meaningless without rights” Analyse their role as responsible citizens. Summarize the flipped coexistence of rights versus duties Apply the process available to citizens for safeguarding rights.
--------------------------	---	--	--

Geography: Contemporary India - I

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
1 India - Size and Location	<ul style="list-style-type: none"> Examine how the location of an area impacts its climate and time with reference to longitude and latitude. Explore and analyze the trading and cultural relationships of India with its neighboring countries. Evaluate the situation & reasons that made 82.5E* longitude as Time meridian of India. Examine how location of India enables its position as a 	<ul style="list-style-type: none"> Use GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time. Carousel brainstorming strategy for inferring conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. (Link for Carousel Brain storming Strategy https://www.youtube.com/watch?v=zZxaS7v1-jo) On map of India hypothetically design two to four alternate 	<ul style="list-style-type: none"> Justify the reasons for the differences in climatic conditions, local and standard time. To Infer how the conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. Justify the selection of 82.5E* longitude as Time meridian of India. (IST) Critically analyse the role of opening of Suez Canal in improvement of foreign trade.

	<ul style="list-style-type: none"> strategic partner in the subcontinent. 	<ul style="list-style-type: none"> longitudes on either side of 82.5°E and conclude on the selection Draw out the rationale/ reasons behind fixing (82.5°E) as a time meridian for India PPT presentation to present alternate solutions. 	<ul style="list-style-type: none"> Propose alternative solution for the problems that arise due to the size & location.
2 Physical Features of India	<ul style="list-style-type: none"> Justify why India is a sub-continent Examine the geological process that played a crucial role in the formation of diverse physical features in India Analyse the conditions and relationships of the people living in different physiographic areas. Examine various environmental issues. 	<ul style="list-style-type: none"> Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India a sub-continent. Role play to depict the lives and relationships amongst physiographic areas. Collaborative brainstorming and presentation using different modes such as flipped books, Journals, Collage and other suitable presentations. 	<ul style="list-style-type: none"> Conclude why India is a subcontinent based on study of different physical features. Analyse the conditions and relationships of the people living in different physiographic areas. Enumerate the different environmental issues in India and propose solutions for these issues.
3 Drainage	<ul style="list-style-type: none"> Justify the statement that the rivers are lifeline of economy with reference to India. Examine the information about different lakes and infer on their contribution to Indian ecology 	<ul style="list-style-type: none"> Choice Board strategy where each group to take up one river and focus on the areas they serve and the impact on Economy of that area. Students will prepare a PPT on lakes. Street play strategy/ poster making/ save River songs/ to present 	<ul style="list-style-type: none"> Enlist the different rivers, the areas they serve and their impact on the economy of That area. Enumerate the different lakes and describe their contribution to the Indian ecology. Present creative solutions to overcome the water pollution also

	<ul style="list-style-type: none"> Distinguish between the rivers of north and south India Analyse the flow of different rivers of India to infer on their impact on livelihood. 	<p>awareness on water pollution and suggest solutions.</p>	<ul style="list-style-type: none"> to increase the contribution of water bodies to Indian economy Identify the river systems of the country and explain the role of rivers in human society.
4 Climate	<ul style="list-style-type: none"> Examine and analyse the factors that determine the climate of India Discuss the mechanisms of monsoons in Indian subcontinent. Analyse and infer the reasons behind the wide difference between day and night temperatures at different geographical locations of India. To interpret how monsoon acts as a Unifying bond 	<ul style="list-style-type: none"> Collect and Read the Weather reports and have a class room discussion to conclude about the factors controlling climate Watch videos and summarize the findings Use Mind map/ graphic organizers to Enumerate and summarize the reasons for the wide difference between the day and night temperatures at different geographical locations of India Read Newspapers, prepare and present mock drills on protocols as preventive action for various disasters 	<ul style="list-style-type: none"> Infer how the factors determine the climate of India. Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent. Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region. Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of India Propose protocols as preventive action for various disasters
5 Natural Vegetation and Wild life	Inter disciplinary project with chapter no IV of History “Forest, Society and Colonialism”	Refer annexure II	Refer annexure II
6 Population	<ul style="list-style-type: none"> Examine the reasons behind the uneven distribution of population in India with specification to UP & 	<ul style="list-style-type: none"> Research based learning/ art integration strategy (4 grid analysis) to analyse and infer the reasons behind the uneven distribution of 	<ul style="list-style-type: none"> Analyse and infer the reasons behind the uneven distribution of population in India with specification

	Rajasthan and Mizoram and Karnataka.	population in India with specification to UP & Rajasthan and Mizoram and Karnataka	to UP & Rajasthan and Mizoram and Karnataka. • Enlist the factors that affect the population density.
Economics			
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
1 The Story of Village Palampur	<ul style="list-style-type: none"> Evaluate the prevailing farming conditions in different states with reasons Examine the factors of production and interdependence of the requirements. Examine the contribution of non-farm activities to the economic growth of the village. 	<ul style="list-style-type: none"> Visit a nearest village, interview a farmer/ visit local markets and interview farmers and present it in the class. (Experiential learning strategy) Poster making/ Concept map and gallery walk to enlist the requirements of production and summarize the interdependence of these requirements. Present a business plan for non-farm activities by using the four factors of production. 	<ul style="list-style-type: none"> Analyse and infer how the prevailing farming conditions impact economic development of different states Enlist the requirements of production and summarize the interdependence of these requirements. Enlist non-farm activities and depict the link with economic growth.
2 People as Resource	<ul style="list-style-type: none"> Examine the various factors that constitute the quality of population Analyse the role of government in improving the quality of population. Examine the factors that contribute to unemployment. 	<ul style="list-style-type: none"> Case study on quality of population. (Class room discussion) Collect sources from Newspaper/ Media and present the findings in the form of a collage or an album Neighbourhood survey on employment /employability in neighbourhood, analyse the quality of neighbourhood and present in PPT format. 	<ul style="list-style-type: none"> Analyse and infer the reasons that contribute to the quality of population Enumerate the different schemes of Government in some states and infer on the quality of people there by. Propose solutions to resolve unemployment problem

3 Poverty as a Challenge	<ul style="list-style-type: none"> Comprehend that poverty is a multifaceted concept inherent in the rural and urban conditions. Examine the measures taken by the government to eradicate poverty. 	<ul style="list-style-type: none"> PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty. Declamation with data to Evaluate the efficacy of government to eradicate poverty Debate whether education can remove poverty 	<ul style="list-style-type: none"> Analyse and infer the reasons of poverty in the rural and urban areas. Evaluate the efficacy of government to eradicate poverty. Compare how poverty estimates have transformed from 1993-94 to 2011-12 Examine the link between education and poverty.
4 Food Security in India	<ul style="list-style-type: none"> Examine the critical role of food security for its masses. Justify the rationale for the system of food security in India. Appraise the contributory role of Public Distribution system to address FSI Substantiate the role of green revolution in strengthening the PDS. 	<ul style="list-style-type: none"> Case study and group discussion to substantiate the link between a well-structured food security system and continuity of supply to masses. Invite relevant Govt. officials to speak on FSI & PDS. <p style="text-align: center;">Panel discussion/ seminar on the impact of the green revolution and PDS.</p>	<ul style="list-style-type: none"> Enumerate various aspects of food security that will ensure continuity of supply to the masses. Examine, analyse and infer various sources of data that point to the rationale of FSI Enumerate different features of PDS that directly address FSI. Analyse and infer the impact of Green revolution in strengthening the PDS.

CLASS IX
LIST OF MAPS

S. No.	Subject	Name of the Chapter	List of Areas to Be Map Pointed
I	History	French Revolution	Outline political map of France Locate/label/identify; <ul style="list-style-type: none"> • Bordeaux, Nantes, Paris and Marseille
		Socialism in Europe	Outline political map of world locate/label/identify major countries of World War: central powers - Germany, Austria-Hungary, Turkey (Ottoman Empire) Allied Powers-France, England, Russia and USA
II	Geography	India: size & location	<ul style="list-style-type: none"> • India - States with Capitals • Tropic of Cancer, Standard Meridian (Location and Labelling) • Neighbouring countries
		India physical features	<ul style="list-style-type: none"> • Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats • Mountain Peaks – K2, Kanchan Junga, Anai Mudi • Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau • Coastal Plains - Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling)
		Drainage system	Rivers: (Identification only) <ul style="list-style-type: none"> • The Himalayan River Systems-The Indus, The Ganges, and The Sutlej • The Peninsular Rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi • Lakes: Wular, Pulicat, Sambhar, Chilika
		Climate	<ul style="list-style-type: none"> • Annual rainfall in India, Monsoon wind directions
		Population	<ul style="list-style-type: none"> • Population density of all states • The state having highest and lowest density of population

CLASS IX
INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks Allocated
Periodic Assessment	Pen Paper Test.	5
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Inter disciplinary project	5
Subject Enrichment Activity	Project work on Disaster Management	5
Portfolio	Classwork, work done (activities / assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like Heritage India quiz	5

CLASS IX
PRSECRIBED TEXT BOOKS

S.No	Subject	Name of the Book	Publisher
1	History	India and the Contemporary World - I	NCERT
2	Political Science	Democratic Politics - I	NCERT
3	Geography	Contemporary India - I	NCERT
4	Economics	Economics	NCERT
5	Disaster Management	Together, towards a safer India - part II	CBSE

Links for NCERT rationalised 2023-24 textbooks:

- <https://ncert.nic.in/textbook.php?iess1=ps-6>
- <https://ncert.nic.in/textbook.php?iess2=0-4>
- <https://ncert.nic.in/textbook.php?iess3=0-5>
- <https://ncert.nic.in/textbook.php?iess4=ps-5>

CLASS X
COURSE STRUCTURE

History (India and the Contemporary World - II)			Suggestive no. of periods = 60	20 inclusive of map pointing
Section	Chapter No.	Chapter name	No. of periods	Marks allocated
I Events and processes	I	The Rise of Nationalism in Europe	17	18 + 2 map pointing *
	II	Nationalism In India	17	
II Livelihoods, Economies and Societies	III	The Making of a Global World (To be evaluated in the Board Examination Subtopics:1 to 1.3 Pre Modern World to Conquest, Disease and Trade)	6	18 + 2 map pointing *
		Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks Sub topics 2 to 4.4 The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalisation."	4	
	IV	The Age of Industrialization (To be assessed as part of Periodic Assessments only)	6	
III Everyday Life, Culture and Politics	V	Print Culture and the Modern World	10	* Marks as mentioned above

Geography (Contemporary India - II)			Suggestive no. of periods = 55	20 inclusive of map pointing
Chapter No.	Chapter Name		No. of Periods	Marks allocated
1	Resources and Development		7	17 + 3 map pointing
2	Forest and Wildlife Resources		7	
3	Water Resources		7	
4	Agriculture		10	
5	Minerals and Energy Resources		10	
6	Manufacturing Industries		10	
7	Lifelines of National Economy Only map pointing to be evaluated in the Board Examination		2	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)		2	
Political Science (Democratic Politics - II)			Suggestive no. of periods = 50	20
Unit no	Chapter No	Chapter Name	No. of Periods	Marks allocated
I	1	Power - sharing	15	
	2	Federalism		

II	3	Gender, Religion and Caste	12	20
III	4	Political Parties	12	
IV	5	Outcomes of Democracy	11	
Economics (Understanding Economic Development)		Suggestive no. of periods = 50	20	
Chapter No.	Chapter name		No. of Periods	Marks allocated
1	Development		12	20
2	Sectors of the Indian Economy		12	
3	Money and Credit		12	
4	Globalisation and The Indian Economy To be evaluated in the Board Examination: <ul style="list-style-type: none"> • What is Globalization? • Factors that have enabled Globalisation Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)		8	
	<ul style="list-style-type: none"> • Production across the countries • Chinese toys in India • World Trade Organisation • The Struggle for a Fair Globalisation 		6	
5	Consumer Rights (Project Work)			

CLASS X
COURSE CONTENT

History: India and the Contemporary World - II			
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
I The Rise of Nationalism in Europe	<ul style="list-style-type: none"> • Examine the impact of the French Revolution on the European countries in the making of the Nation state. • Explore the nature of the diverse social movements of the time. (1830-1848) • Examine the ways by which the idea of nationalism emerged and led to the formation of nation states. • Comprehend how the World War I was triggered by the scramble for colonies in the Balkan states 	<ul style="list-style-type: none"> • Watch Videos/ read Textual materials/ read related novels on the French revolution followed by a Class room discussion and presentation. • World café/ Panel discussion/ debate using Collaborative learning, to explore the diverse social groups and present it as a group. • Use of graphic organizers to explain the idea of unification of states to form one nation. (Italy/ Germany/ Greece) • Visual representation of the map of Pre-First World War Europe followed by the Class discussion and reflection activity based on the map of Post First World War Europe 	<ul style="list-style-type: none"> • Infer how the French Revolution had an impact on the European countries in the making of nation state. • Enumerate and evaluate the validity of the nature of the diverse social movements of the time • Analyse and infer how the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere. • Illustrate that ,the quest for imperialism triggered the First World War.
II	<ul style="list-style-type: none"> • Explore various facets of Nationalistic movements that ushered in the sense of Collective Belonging 	<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 	<ul style="list-style-type: none"> • Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging

Nationalism in India	<ul style="list-style-type: none"> Discuss the impact of the first world war on triggering two defining movements (Khilafat & Non-cooperation Movement) in India. Assess/ appraise the role of Mahatma Gandhi and other leaders in the two movements (NCM & CDM) 	<ul style="list-style-type: none"> 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 through a panel discussion or seminars. 	<ul style="list-style-type: none"> Summarize the aspects of the First World War that triggered two defining movements (Khilafat & Non-cooperation Movement) in India Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the Two movements.
III The Making of a Global World	<p>Sub topic 1 The pre modern world</p> <ul style="list-style-type: none"> Explore various aspects of how the world changed profoundly in the 19th century in terms of Economic, Political, Social, Cultural and technological areas. Analyse the destructive impact of colonialism on the economy and the livelihoods of colonised people. <p>Sub topic 2 19th century 1815 -1914</p> <p>Sub topic 3</p>	<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, cultural and technological aspects.) 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 	<ul style="list-style-type: none"> Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas. Depict the global interconnectedness from the Pre modern to the present day. Enumerate the destructive impact of colonialism on the livelihoods of colonised people

The inter-war economy Sub topic 4 Rebuilding of world economy: the post war era.	Globalization and the Indian Economy		
IV The Age of Industrialisation	<ul style="list-style-type: none"> Examine economic, political, social features of Pre and Post Industrialization. Analyse the impact of Industrialisation in the colonies with specific focus on India. 	<ul style="list-style-type: none"> Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre & Post economic, political, social features of Pre and Post Industrialization Debate on the impact of Industrialisation in the colonies with specific focus on India. 	<ul style="list-style-type: none"> Enumerate economic, political, social features of Pre and Post Industrialization. Analyse and infer how the industrialization impacted colonies with specific focus on India.
V Print culture and the Modern World.	<ul style="list-style-type: none"> Examine the development of Print from its beginnings in East Asia to its expansion in Europe and India Analyse the impact of the spread of technology and consider how social life and culture changed with coming of print 	<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 hand written 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. 	<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 hand written manuscripts versus the print technology. Summarise the role of Print revolution and its impact on World & India's political, social and economic condition.

Political Science: Democratic Politics - II			
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
1 Power - sharing	<ul style="list-style-type: none"> • Examines and comprehends how democracies handle demands and need for power sharing. • Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing 	<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 • Read Textual resource and other resources and present findings through graphic organizers 	<ul style="list-style-type: none"> • Enumerate the need for power sharing in democracy. • Analyse and infer the challenges faced by Belgium and Sri Lanka in ensuring 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.
2 Federalism	<ul style="list-style-type: none"> • Comprehend the theory and Practice of Federalism in India. • Analyse the policies and politics that has strengthened federalism in practice. 	<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 practice and present through mind map 	<ul style="list-style-type: none"> • Analyse and infer how federalism is being practised in India. • Analyse and infer how the policies and politics that has strengthens federalism in practice.
3 Gender, Religion and Caste	<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 	<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 	<ul style="list-style-type: none"> • Enumerates how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy • Analyses and infers how different expressions based on

	differences are healthy or otherwise in a democracy	differences in Gender, Religion and Caste are healthy or unhealthy in a democracy.	the differences in Gender, Religion and Caste are healthy or unhealthy in a democracy
4 Political Parties	<ul style="list-style-type: none"> • Examine the role, purpose and no. of Political Parties in Democracy • Evaluates the contributions made by national and regional political parties in making or otherwise of Indian democracy. 	<ul style="list-style-type: none"> • Role play the role, purpose and no. of Political Parties in Democracy • Reads newspapers, watches video clippings to justify the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy. 	<ul style="list-style-type: none"> • Enumerates the role, purpose, and no. of Political Parties in Democracy • Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.
5 Outcomes of Democracy	<ul style="list-style-type: none"> • Comprehends the expected and actual outcomes of democracy in view of quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. • Analyses the reasons behind gap that occurs in conversion of expected outcomes into actual outcomes of democracy in various respects: quality of government, economic well-being, inequality, social differences and conflict and finally freedom and dignity 	<ul style="list-style-type: none"> • Graphic organizer to enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity • Case study to Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy. 	<ul style="list-style-type: none"> • Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. • Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy.

Geography: Contemporary India - II			
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
1 Resources and Development	<ul style="list-style-type: none"> Examine the significance, interdependence, utilization development need of Planning of resources in India. Summarise the rationale for development of resources Comprehends the reasons for non-optimal utilization of land in India. Analyse the need to conserve all the resources Examine the significant role for resource planning in the light of the present requirements 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 Venn diagram Use of maps, charts, and other tools to identify patterns and trends of land utilization Case study and debate on the topic “Is the development acting as an adversary for conservation” and present a report in the form of PPT. 	<ul style="list-style-type: none"> Enumerates how the resources are interdependent, justify how planning is essential judicious utilization of resources and the need to develop them in India 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
2 Forest and Wildlife Resources	<ul style="list-style-type: none"> Examine the importance of conserving forests and wild life 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. Debate how developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests. Use art integration strategy to summarize and present the reasons for 	<ul style="list-style-type: none"> Enumerate how conservation of forests and wildlife are interdependent in nature and in maintain the ecology of India. Analyse and infer how some of the developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests.

	<ul style="list-style-type: none"> Comprehends the reasons for conservation of biodiversity in India under sustainable development. 	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	<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. 	<ul style="list-style-type: none"> Enumerate why the water resource of India to be conserved. Summarize the roles of Multipurpose projects in supporting the water requirement of India.
4 Agriculture	<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. Comprehends the various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment. 	<ul style="list-style-type: none"> Discusses the challenges faced by farmers, such as low productivity, lack of modern technology, inadequate irrigation facilities, and post-harvest losses and presents the findings through PPT Reads Newspapers and panel discusses the challenges faced by the farming community in India Use of graphic organizers to distinguish the traditional and modern farming methods 	<ul style="list-style-type: none"> Enumerate how agriculture plays a contributory role in Indian economy Analyses and infers the challenges faced by the farming community in India Identifies and summarizes various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment.
5	<ul style="list-style-type: none"> Comprehends the formation of different types of minerals, location, their uses, importance for human life and the economy. 	<ul style="list-style-type: none"> Usage of textual resource, mind maps, pie charts to Analyse and infer how different types of minerals are formed, where they are found, their uses, importance for human life and the economy 	<ul style="list-style-type: none"> Analyses and infers how different types of minerals are formed, where they are found, their uses, importance for human life and the economy

Minerals and Energy Resources	<ul style="list-style-type: none"> Analyses the importance of minerals and natural resources for economic development of the country their distribution, and sustainable use. Distinguishes between the conventional and non-conventional sources of energy . 	<ul style="list-style-type: none"> Use graphic organizers to Infer the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources Use of flow chart to Differentiate between the conventional and non-conventional sources of energy 	<ul style="list-style-type: none"> Infers the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources Differentiates between the conventional and nonconventional sources of energy.
6 Manufacturing Industries	<ul style="list-style-type: none"> Distinguishes between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. Examines the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. Analyses the relation between the availability of raw material and location of the Industry 	<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 maps/ graphs) to Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. Uses Case Studies to Infers the relation between availability of raw material and location of the Industry 	<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. Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. Infers 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				
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies	
1 Development	<ul style="list-style-type: none"> • Examine the significance of designing suitable developmental goals in shaping the nation. • Examine the importance of per capita income and compare the per capita income of various countries to infer about reasons for the variance • Analyse the HDI in relation to PCI. • Examine the need for Sustainable development 	<ul style="list-style-type: none"> • Hot seat strategy to enumerate different developmental Goals that helps in nation building • Case study to analyse and infer how the per capita income depicts the economic condition of the nation. • Graphic organizer to compare and contrast the t relation between HDI and PCI • Declamation to Analyses the multiple perspectives on the need development 	<ul style="list-style-type: none"> • Enumerate different and examine the different processes involved in setting 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 how the per capita income of some countries and infer reasons for the variance • Analyses the multiple perspectives on the need development. 	

2 Sectors of the Indian Economy	<ul style="list-style-type: none"> Analyse and evaluate the economic activities in different sectors and how they contribute to the overall growth and development of the Indian economy. Identify problems in different sectors and propose solutions based on their understanding of the sectors. Analyse the major employment generating sectors and observe the challenges faced in an effort to provide employment to all. Examines the role of Unorganised sector in impacting PCI currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP Examine and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative 	<ul style="list-style-type: none"> Data analyse various sectors and their contribution in GDP and NDP. 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 	<ul style="list-style-type: none"> Analyses and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy. 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 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 the present trends of PPP and efficacy of the initiative
3 Money and Credit	<ul style="list-style-type: none"> Examine money as a medium of exchange in all transactions of goods and services since ancient times to the present times. 	<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 	<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

	<ul style="list-style-type: none"> Analyse the different sources of credit Identify 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"> Case based study to Analyse and infer various sources of Credit Guest Speaker Programme (bank manager/ a self-help group member) to 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"> 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.
<p>4 Globalization and the Indian Economy</p> <p>Sub topics: What is Globalization? Factors that have enabled Globalisation</p> <p>Sub topics: Production across the countries</p>	<ul style="list-style-type: none"> Examine the concept of globalization and its definition, evolution, and impact on the global economy. Explore the details of the key drivers of globalization and their role in shaping the global economic landscape in various countries Examines the significance of role of G20 and its significance in the light of India's present role <p>Inter disciplinary Project with chapter 3 of History: "The making of a Global World" and chapter 7 of Geography: "Lifelines of National Economy"</p>	<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 the key drivers of globalization and their role in shaping the global economic landscape. <p>Refer Annexure IV</p>	<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 globalization and their role in shaping the global economic landscape in various countries Enumerates the significance of role of G20 and its significance in the light of India's present role <p>Refer Annexure IV</p>

Chinese toys in India World Trade Organisation 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 pointed on the Map
History	Nationalism in India	<p>I. Congress sessions:</p> <ul style="list-style-type: none"> • 1920 Calcutta • 1920 Nagpur. • 1927 Madras session, <p>II. 3 Satyagraha movements:</p> <ul style="list-style-type: none"> • Kheda • Champaran. • Ahmedabad mill workers <p>III. Jallianwala Bagh</p> <p>IV. Dandi March</p>
Geography	Resources and Development	Identify: Major Soil Types
	Water Resources	<p>Locating and Labelling:</p> <ul style="list-style-type: none"> • Salal • Bhakra Nangal • Tehri • Rana Pratap Sagar • Sardar Sarovar • Hirakud • Nagarjuna Sagar • Tungabhadra
	Agriculture	<p>Identify:</p> <ul style="list-style-type: none"> • Major areas of Rice and Wheat

		<ul style="list-style-type: none"> • Largest/ Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute
	Minerals and Energy Resources	<p>Identify:</p> <p>a. Iron Ore mines</p> <ul style="list-style-type: none"> • Mayurbhanj • Durg • 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 & 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 Labelling only)</p> <ul style="list-style-type: none"> • Cotton Textile Industries: a. Mumbai b. Indore c. Surat d. Kanpur e. Coimbatore • Iron and Steel Plants: a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijayanagar f. Salem • Software Technology Parks: a. Noida b. Gandhinagar c. Mumbai d. Pune e. Hyderabad, f. Bengaluru g. Chennai. h. Thiruvananthapuram
	Lifelines of National Economy	<p>Locating and Labelling:</p> <p>a. Major sea ports</p> <ul style="list-style-type: none"> • Kandla • Mumbai • Marmagao • New Mangalore • Kochi • Tuticorin • Chennai • Vishakhapatnam • Paradip • Haldia

		<p>b. International Airports:</p> <ul style="list-style-type: none">• Amritsar (Raja Sansi - Sri Guru Ram Dass jee)• 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.

CLASS X
QUESTION PAPER DESIGN

Subject Wise Weightage

Subject	Syllabus	Marks (80)	Percentage
History	<ul style="list-style-type: none"> • The Rise of Nationalism in Europe. • Nationalism in India: • The Making of a Global World Sub topics1 to 1.3 • Print Culture and the Modern World • Map pointing 	18+2	25%
Political Science	<ul style="list-style-type: none"> • Power - sharing • Federalism • Gender, Religion and Caste • Political Parties • Outcomes of Democracy 	20	25%
Geography	<ul style="list-style-type: none"> • Resources and Development • Forest and Wildlife Resources • Water Resources • Agriculture • Mineral& Energy resources • Manufacturing industries. • Lifelines of National Economy(map pointing) • Map pointing 	17+3	25%
Economics	<ul style="list-style-type: none"> • Development • Sectors of the Indian Economy 	20	25%

	<ul style="list-style-type: none"> • Money and Credit • Globalization and The Indian Economy Sub topics: <ul style="list-style-type: none"> ▪ What is Globalization? ▪ Factors that have enabled Globalisation 		
--	---	--	--

Weightage to Type of Questions

Type of Questions	Marks (80)	Percentage
1 Mark MCQs (20x1) (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2 Marks Narrative Questions (4x2) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
3 Marks Narrative Questions (5x3) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
4 MARKS Case Study Questions (3x4) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
5 Mark Narrative Questions (4x5) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
Map Pointing	5	6.25%

Weightage to Competency Levels

Sr. No.	Competencies	Marks (80)	Percentage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	24	30%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	11	13.25%
3	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	40	50%
4	Map Skill	5	6.25%
Total		80	100%

CLASS X
GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks Allocated
Periodic Assessment	Pen Paper Test.	5
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Inter disciplinary project	5
Subject Enrichment Activity	Project Work on Consumer Rights OR Social Issues OR Sustainable Development	5
Portfolio	Classwork, Work done (activities/ assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like heritage India quiz	5

CLASS X
PRESCRIBED TEXTBOOKS

Subject	Name of the Book	Publisher
History	India and the Contemporary World - II	NCERT
Political Science	Democratic Politics	NCERT
Geography	Contemporary India	NCERT
Economics	Understanding Economic Development	NCERT
Disaster Management	Together Towards a Safer India -Part III (A text book on Disaster Management)	CBSE
learning_outcomes.pdf (ncert.nic.in)		

Links for NCERT rationalised 2023-24 textbooks:

- <https://ncert.nic.in/textbook.php?jess1=0-7>
- <https://ncert.nic.in/textbook.php?jess2=0-5>
- <https://ncert.nic.in/textbook.php?jess3=0-5>
- <https://ncert.nic.in/textbook.php?jess4=ps-5>

ANNEXURE I

Project Work: Class IX

Project work	10 periods
<p>Every student has to compulsorily undertake one project on Disaster Management</p> <p>Objectives: The main objectives of giving project work on Disaster Management to the students are to:</p> <ul style="list-style-type: none">• create awareness in them about different disasters, their consequences and management• prepare them in advance to face such situations• ensure their participation in disaster mitigation plans• enable them to create awareness and preparedness among the community.• The project work should also help in enhancing the Life Skills of the students.• If possible, various forms of art may be integrated in the project work.	<p>The students need to develop the following competencies:</p> <p>Collaboration</p> <p>Use analytical skills</p> <p>Evaluate the situations during disasters.</p> <p>Synthesize the information</p> <p>Find creative solutions</p> <p>Strategies the order of solutions</p> <p>Use right communication skills</p>

Guidelines:

In order to realize the expected objectives completely, it would be required of the principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defence etc. in the area where the schools are located.

- The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

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

S. No.	Aspects	Marks
a	Content accuracy, originality and collaborative skills	2
b	Competencies exhibited and Presentation	2
c	Viva	1

- All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- A Summary Report should be prepared highlighting:
 - objectives realized through individual work and group interactions;
 - calendar of activities;
 - innovative ideas generated in the process
 - list of questions asked in viva voce.
- 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 can be handwritten or digital.
- The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.)
- The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

ANNEXURE II

Interdisciplinary Project: Class-IX

Subject and Chapter No	Name of the Chapter	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
History Chapter IV	Forest Society and Colonialism	<ul style="list-style-type: none"> • To categorize different types of forest during the colonial regime. • To bring out the plight of Forest dwellers under colonial rule. • To examine the reason behind commercial forestry. • To devise ways to protect the forest vegetation and wildlife in India. • To defend the role of government and the local communities in protecting the forest cover. 	<p>Interdisciplinary project</p> <ul style="list-style-type: none"> • Teachers can make use of the pedagogies in facilitating the students in completion of Inter Disciplinary Project <p>Constructivism</p> <ul style="list-style-type: none"> • Inquiry based learning • Cooperative learning • Research based learning. • Experiential learning. • Art integration <p>Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery</p>	<ul style="list-style-type: none"> • Compare the forest situations prevailed at pre- colonial, colonial and post- colonial era. • Analyse and evaluate the growth &role of commercial forestry in different types of Vegetation. • Critically analyse the reasons for rebellions at forest areas of south East-Asia with specification to JAVA. 	<ul style="list-style-type: none"> • The Schools to do IDP between the months of April and September at the School under the guidance of teacher. (Carryover of project to home must be strictly avoided)
Geography Chapter 5	Natural Vegetation and Wildlife	<ul style="list-style-type: none"> • To discuss the social and cultural world of forest communities through the study of specific revolts. • To analyse the different processes through which agrarian transformation may 			

		<p>occur in the modern world.</p> <ul style="list-style-type: none"> To understand how oral traditions can be used to explore tribal revolts 	<p>walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.</p>	
--	--	---	--	--

Guidelines for Inter Disciplinary Project:

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, A sample plan has been enclosed. Kindly access the link given below

https://docs.google.com/document/d/1668TKkRt80r4-kbjJ_Y7zg4mF3Vq1Y9k/edit

Instructions:

- Objectives and Outcomes need to be picked from Rationale and Specific Objectives considering the local context.

Plan of the project:

- A suggestive 10 days' plan given below which you may follow or you can create on your own, based on the templates provided below

Process:

- Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students

Team leader: Main collaborator

Team members:

Note: Teacher to allocate the roles as per the abilities of the students.

- Final submission based on course deliverables as given in the template below the 10-day plan.
- Assessment Plan: to be done by the teacher clearly mentioning the Rubrics
- Report, poster and video acknowledgements: reflections & expression of gratitude as given in the template given below

Class IX Interdisciplinary project	10 days suggestive plan	10 periods
<p>Day 1-2: "Colonialism and Forest Society"</p> <p>Discuss the impact of colonialism on forest societies, and explore the concept of forest as a resource in colonialism.</p> <p>Group project: Research and present a PPT on the colonial forest policy and its impact on forest societies.</p> <p>Day 3-4: "Rebellion in the Forest"</p> <p>Analyse the causes and effects of forest-based rebellions in history</p> <p>Watch the following film Group discuss about forest tribes of your state and the exploitations they face. Refer Annexure VI for Rubrics. https://www.youtube.com/watch?v=N6SR0REa_YA</p> <p>Day 5-6: Forest Transformations in Java, Tropical Evergreen Forests</p> <p>Examine the impact of human activity on forests in Java.</p> <p>Explore how changes in land use, agriculture, and industry have impacted the forests. Students can research the history of forest transformations in Java and their impact on the environment.</p> <p>Study the transformation of forests in Java, from pre-colonial to post-colonial times</p> <p>Compare and contrast the conversion of forest into agricultural land and the need.</p> <p>Through group discussions find solutions. Present an art integrated project.</p> <p>Discuss the characteristics of tropical evergreen forests, including their climate, soil, and flora/fauna. Students can research specific examples of tropical evergreen forests and the challenges they face, such as deforestation and climate change.</p> <p>Group project: watch the video through the link https://www.youtube.com/watch?v=MI0xvHsBigI</p> <p>Analyse and present the impact of forest transformations on society, economy and environment in Java. Compare and contrast it with India.</p> <p>Present a PPT of your learnings. Refer Annexure VI for rubrics</p> <p>Day 7-8: Discuss how colonialism has affected the forest's biodiversity and the survival of indigenous communities living in and around the forest.</p>		

Group activity: Divide the group into smaller teams and assign them tasks related to identifying the impact of colonialism on different types of forests. For example, one team can research the impact of colonialism on forest fires, while another team can research the impact of colonialism on the survival of indigenous plants and animals. Make the students use cartoon strips to present their findings.

Day 9-10: Make the students to compile all the findings of 8 days' work and present in PPT and through the template given in Annexure V.



ANNEXURE III

Class X - Project Work	10 periods.	5 marks
<p>Every student has to compulsorily undertake one project on Consumer Awareness OR Social Issues OR Sustainable Development</p> <p>Objectives: The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from an interdisciplinary perspective.</p> <p>It should also help in enhancing the Life Skills of the students.</p> <p>Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.</p> <p>If required, students may go out for collecting data and use different primary and secondary resources to prepare the project.</p> <p>If possible, various forms of art may be integrated in the project work.</p>	<p>The students need to develop the following competencies:</p> <ul style="list-style-type: none"> Collaboration Use analytical skills Evaluate the situations during disasters. Synthesize the information Find creative solutions Strategies the order of solutions Use right communication skills 	

Guidelines:

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

S. No.	Rubrics	Marks
a	Content accuracy, originality and collaborative skills	2
b	Competencies exhibited and Presentation	2
c	Viva	1

- 1) The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
- 2) All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- 3) A Summary Report should be prepared highlighting:

 - objectives realized through individual work and group interactions;
 - calendar of activities;
 - innovative ideas generated in the process
 - list of questions asked in viva voce.
- 4) 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.
- 5) The Project Report can be handwritten or digital.
- 6) The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- 7) Must be done at school only as specific periods are allocated for project work.
- 8) The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.
- 9) Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Sub judice cases, if any or those involving RTI / Grievances may however be retained beyond three months.

ANNEXURE IV

Interdisciplinary Project: Class X

10 periods					Max. Marks 5
Subject Name and Chapter No.	Name of the chapter	Specific Learning objectives	Suggested Teaching Learning Process	Learning Outcome with specific competencies	Time schedule for Completion
History Chapter III	Making of a Global World	<ul style="list-style-type: none"> • Trace the history of globalization and point out the shifts within the process. • Analyse the implication of globalization on local economies. • Examines the importance of transportation for the economic growth and development in India. • Analyse the impact of roadways and railways on the national economy • Evaluates the challenges faced by the roadways and railway sector in the country • Discuss how globalization is experienced 	<p>The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project.</p> <ol style="list-style-type: none"> 1) Constructivism 2) Inquiry based learning 3) Cooperative learning 4) Learning station 5) Collaborative learning 6) Videos/Visuals/documentaries/movie clippings 7) Carousel technique 8) Art integrated learning 9) Group Discussions <p>Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based</p>	<ul style="list-style-type: none"> • Analyse the implication of globalization for local economies. • Discuss how globalization is experienced differently by different social groups. • Enumerates how the transportation works as a life line of economy. • Analyse and infer the impact of roadways and railways on the national economy • Analyses and infers the challenges faced by the roadways and railway sector in India. 	<p>The Schools to do IDP between the months of April and September at the School under the guidance of teacher.</p> <p>(Carry over of project to home must be strictly avoided)</p>
Geography Chapter 7	Lifelines of National Economy				

Economics	Globalization and the Indian Economy	<p>differently by different social groups.</p> <ul style="list-style-type: none"> • Connect the role of means of transport and communication in the process of globalization. • Investigate the factors that facilitated the growth on MNC 's 	<p>Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.</p>	<ul style="list-style-type: none"> • Integrate various dimensions of globalisation in terms of cultural / political/ social /economical aspects) • Appraise the evolution of Globalisation and the global trends 	
------------------	--------------------------------------	---	--	--	--

Guidelines:

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, a sample plan has been enclosed) Kindly access the link given below
- Methodology (A sample interdisciplinary project plan Link has been provided to get an insight about IDP.
- Topic: The Making of a Global World, Globalisation and Life lines of Economy

<https://docs.google.com/document/d/1dlwwFeaSrExJHMtkzcEuoq3ehh-7FtHM/edit>

Instructions:

- Objectives and Outcomes need to be picked from Rationale and Specific Objectives considering the local context.

Plan of the project:

- A suggestive 10 days' plan given below which you may follow or you can create on your own, based on the templates provided below

Process:

- Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students

Team leader: Main collaborator

Team members:

Note: Teacher to allocate the roles as per the abilities of the students.

- Final submission based on course deliverables as given in the template below.
- Assessment Plan: to be done by the teacher clearly mentioning the Rubrics
- Report, poster and video acknowledgements: Reflections & expression of gratitude as given in the template below

Class X: 10-day Suggestive plan for Interdisciplinary Project

Day 1: Introduction to the Interdisciplinary Project and Setting the Context:

Brief overview of the project and its objectives to be given by the teachers.

History teacher to Introduce the historical context of the World War II and its aftermath through inquiry method.

Make the students to Group discuss the impact of World War II on the global economy. Teacher to refer annexure III for rubrics)

Day 2: The Great Depression:

Students to watch a video from the link, <https://www.youtube.com/watch?v=62DxEJuRec> and

<https://www.youtube.com/watch?v=qgx2E5qlV9s>

and discuss the causes and consequences of the Great Depression and the role of mass production and consumption in the Great Depression. Present a group PPT /report on consequences of the Great Depression on the global economy.

Day 3: India and the Great Depression:

Students to collect material related to India's economic condition during the Great Depression and relate it to the present economic condition of India and US. Students may collect information through a visit to the library.

As a group activity they need to present a collage of their findings.(Refer Annexure VI for Rubrics)

Day 4: Rebuilding the World Economy and Interlinking Production across countries

- Teachers to use Jigsaw method to make the students to sit in groups and to give each group a part of the handout with information about process taken to rebuild economy and how the production across countries got interlinked. Make the groups to compile the information by moving from group to group.
- Make them discuss the post-war recovery efforts and their impact on the global economy

- Study the role of the Bretton Woods Institutions in rebuilding the world economy and present their learnings through Art Integrated Project. Refer Annexure VI for rubrics.

Day 5: The Early Post-War Years: The role of roadways, railways, waterways and airways in building the national economy

- The teacher distributes the Handout 1 given below to the groups and asks them to find answers to the questions posed at the end of Hand out and present it in groups using Café conversations mode. Refer Annexure III for rubrics.
- Study the challenges faced by the world in the early post-war years
- Discuss the efforts made towards decolonization and independence of nations

Day 6: Post war settlement and Bretton Woods institutions

- Make the students read the material given in https://en.wikipedia.org/wiki/Bretton_Woods_system and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure VI for Rubrics.
- **Day 7: Decolonization and Independence - The Role of World Trade Organization:**
- The students will read the handout 2 given below and present a role play of the support rendered by the World Trade Organisation in building new nations. Refer Annexure VI for rubrics
- Introduction to the World Trade Organization
- Study the role of the WTO in promoting fair trade practices

Day 8: End of Bretton Woods and the Beginning of Globalization:

- The students will read material given in the link
<https://www.imf.org/external/about/histend.htm#:~:text=End%20of%20Bretton%20Woods%20system,-The%20system%20dissolved&text=In%20August%201971%2C%20U.S.%20President,the%20breakdown%20of%20the%20system.>
- Organise an interview with a financial expert/economist/ lecturer/professor . Based on the information they gathered, the students can submit a report on the findings.
- Discuss the reasons for the end of the Bretton Woods system

Day 9: Impact of Globalization in India and role of waterways and airways

<https://www.jagranjosh.com/general-knowledge/new-economic-policy-of-1991-objectives-features-and-impacts-1448348633-1>

- The students will read the material given in the above link, and design a report on what would have happened to India if this stand wasn't taken and present it as a radio talk show. They will link the role of waterways and airways in the achievement of India in globalisation.
- Study the impact of globalization on the Indian economy
- Discuss the challenges faced by India in the process of globalization

Day 10.Final presentation

- Conclude the interdisciplinary project and summarize the key takeaways.

Handout 1 for Day 4 of Inter Disciplinary Project of Class X

Handout Title: The Role of Waterways and Airways in Post-World War II- World and India

Introduction: After the end of World War II, the world faced significant economic, social, and political changes. The role of waterways and airways in shaping the post-war world and India is crucial to understand. In this handout, we will discuss the impact of waterways and airways on the global economy and how it helped India in its development.

Waterways: In the post-World War II era, waterways played a crucial role in the movement of goods and people. The improvement of ports and waterways allowed for more efficient transportation of goods and helped to spur economic growth.

The increased demand for goods and services, combined with the development of shipping technologies, allowed for the expansion of international trade. This helped to boost the world economy and allowed for the growth of industries in many countries, including India.

In India, the development of waterways and ports helped to improve the country's economy. The country's long coastline and several rivers made it an ideal location for the transportation of goods. The growth of ports and waterways in India allowed for the movement of goods from one part of the country to another, helping to spur economic growth and development.

Airways: After World War II, the development of air transportation revolutionized the world's economy. The expansion of air travel allowed for faster and more efficient transportation of goods and people, which helped to boost the world economy.

In India, the growth of airways helped to connect different parts of the country and made it easier for people and goods to move from one place to another. This helped to spur economic growth and development in India.

The growth of air transportation in India also allowed for the expansion of international trade. Indian businesses could now easily access foreign markets, which helped to boost the country's economy.

Conclusion:

The role of waterways and airways in the post-World War II world and India was crucial in shaping the economic and social landscape of these countries. The development of these transportation modes helped to spur economic growth and allowed for the expansion of international trade. Understanding the impact of waterways and airways on the world and India is crucial in understanding the economic and social changes that took place after World War II.

Questions:

- 1. Mention the role of major ports in imports and exports.**
- 2. Emergence of Deccan airways changed the entire functionalities of domestic airways> Substantiate the statement**
- 3. The waterways and airways contribute to the economic growth of India. Substantiate your answer.**

Handout 2 for day 7 of Inter Disciplinary Project of Class X

Handout Title: The Role of the World Trade Organization (WTO) in Building New Nations Post-Colonialization

Introduction: After the end of colonialism, many countries faced significant economic and political challenges as they worked to establish themselves as independent nations. The World Trade Organization (WTO) played a crucial role in helping these countries to rebuild their economies and participate in the global economy. In this handout, we will discuss the role of the WTO in building new nations post-colonialization.

What is the WTO?

The WTO is an international organization that was established in 1995 to promote international trade and help countries participate in the global economy.

The WTO provides a forum for countries to negotiate and enforce international trade agreements, and helps to ensure that trade is conducted in a fair and predictable manner. The organization also provides technical assistance and advice to help countries improve their trade policies and participate in the global economy.

How has the WTO helped new nations post-colonialization?

After colonial rule ended, many countries faced significant economic challenges as they worked to establish themselves as independent nations. The WTO helped these countries to participate in the global economy by providing a forum for trade negotiations and by helping to enforce international trade agreements.

The WTO also provided technical assistance and advice to help these countries improve their trade policies and participate in the global economy. This helped to spur economic growth and development in these countries, and allowed them to become more integrated into the global economy.

By participating in the global economy, new nations post-colonialization were able to expand their markets, attract foreign investment, and improve their economic performance. The WTO played a crucial role in helping these countries to build their economies and establish themselves as stable, independent nations.

Conclusion:

The WTO played a crucial role in building new nations post-colonialization by helping these countries to participate in the global economy. The organization's trade negotiations, enforcement of international trade agreements, and technical assistance helped to spur economic growth and development in these countries. Understanding the role of the WTO in building new nations post-colonialization is important in understanding the economic and political changes that took place after the end of colonial rule.

ANNEXURE V

Presentation Template by the students - Class IX & X

Name of the Student:	
Members of Team:	
Class : Section:	Date of Submission:
Topics of IDP:	
Title of the Project:	
Objectives:	
Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva,/group discussion,/visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.	
Evidences: Photos, Excerpts from Interviews, observations, Videos, Research References, etc.	
Overall presentation: Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.	
Acknowledgement:	
References (websites, books, newspaper etc)	
Reflections:	

ANNEXURE VI

Rubrics for IDP

Rubrics	Marks allocated
Research Work	1
Collaboration & Communication	1
Presentation & Content relevance	1
Competencies <ul style="list-style-type: none">• Creativity• Analytical skills• Evaluation• Synthesizing	2
Total	5

Note: The Schools may give multiple sub rubrics and may bring it down to 5 marks for weightage.

Ex: Collaboration:- Teamwork/ Language fluency/ Contribution to the team/resilience etc

Research Work: - Investigation/ reading & comprehending/ compilation etc

Synthesizing: - Data collection/ Data collation etc.

SYLLABUS (IX)

(2023-24)

SUBJECT : ENGLISH

PERIODIC TEST-1

- Beehive: 1.The Fun They Had 2. The Sound of Music 4. A Truly Beautiful Mind
Poetry: 1. The Road Not Taken 2. Wind 3. Rain on the Roof
Moments: 1. The Lost Child 2. The Adventures of Toto 4. In The Kingdom of Fools
Grammar: 1. Tenses 2. Modals
Writing: Formal Letter

PERIODIC TEST-2

- Beehive: 6. My Childhood 7. Packing 8. Reach for the Top
Poetry: 6. No Men Are Foreign 8. On Killing a Tree
Moments: 5. The Happy Prince 6. Weathering the Storm in Ersama 7.The Last Leaf
Grammar: 3. Reporting 4. Subject Verb Concord
Writing: Formal Letter

PERIODIC TEST-3

- Beehive: 9. The Bond of Love 11. If I Were You
Poetry: 9. The Snake Trying 10. A Slumber Did My Spirit Seal
Moments: 9. The Accidental Tourist 10. The Beggar
Grammar: 5. Determiners
Writing: Story Writing

[PT1 + PT2 + PT3 = Annual]

SUBJECT : HINDI

प्रथम सामयिक परीक्षा

- (क) गद्य अनुभाग क्षितिज
1.दो बैलों की कथा
2.ल्हासा की ओर
(ख) काव्य अनुभाग क्षितिज
1.साखियाँ और सबद
2.वाख
(ग) कृतिका अनुपूरक
1.इस जल प्रलय में
(घ) व्याकरण
1.उपसर्ग,प्रत्यय
2.समास

द्वितीय सामयिक परीक्षा

- (क) गद्य अनुभाग क्षितिज
1.उपभोक्तावाद की संस्कृति
2.सॉवले सपनों की याद
(ख) काव्य अनुभाग क्षितिज
1.कैदी और कोकिला
2.सवैये

- (ग) कृतिका अनुपूरक
1.मेरे संग की औरतें
(घ) व्याकरण
1.अर्थ के आधार पर शब्द के भेद

तृतीय सामयिक परीक्षा

- (क) गद्य अनुभाग क्षितिज
1.प्रेमचंद के फटे जूते
2.मेरे बचपन के दिन
(ख) काव्य अनुभाग क्षितिज
1.ग्रामश्री
2.मेघ आए
3.बच्चे काम पर जा रहे हैं
(ग) कृतिका अनुपूरक
1.रीढ़ की हड्डी
(घ) व्याकरण
1.अलंकार
शब्दालंकार— अनुप्रास, यमक
अर्थालंकार— उपमा, रूपक

[PT1 + PT2 + PT3 = Annual]

SUBJECT : MATHEMATICS

EXAMINATION	CHAPTER No.	CHAPTER NAME	TOPICS	PERIODS (required)	MARKS (Practice Test/ Pre- Board)
PT 1	1	Number System	Representation of rational and irrational numbers on number line, Rationalization, laws of exponents	18	10
	2	Polynomials	Coefficients, zeros and degree of a polynomial, Types of polynomials, Factor Theorem, Factorization	26	10
	5	Introduction to Euclid Geometry	Axioms, postulates and theorems	7	2
	6	Lines and Angles	Adjacent angles, opposite angles and parallel lines	15	5
PT 2	3	Coordinate Geometry	The cartesian plane, coordinates of a point	7	4
	7	Triangles	SAS, ASA, AAS, SSS and RHS theorems	22	8
	12	Heron's Formula	Area of a Triangle	5	5
	4	Linear Equations in Two Variables	Solutions of linear equations, plotting graph	16	10
PT 3	8	Quadrilaterals	Basics, theorems and related problems	13	6

	10	Circles	Basics, theorems, segment of a circle, Cyclic Quadrilateral	17	6
	14	Statistics	Bar graph, Histogram and frequency polygon	15	6
Practice Test/Annual Exam(Including syllabus of PT 1, PT 2 and PT 3)	13	Surface Areas and Volumes	Surface areas and volumes of 3D shapes	17	8
			TOTAL :-	178	80

SUBJECT : SCIENCE

SUBJECT : PHYSICS

EXAMINATION (PT1/T1/PT2/T2)	CHAPTER No.	CHAPTER NAME	TOPICS	PERIODS (required)	MARKS
PT1	7	Motion	All	10	10
PT2	8	Force and Laws of Motion	All	15	10
PT3	9	Gravitation	All	10	05
PT3	10	Work, Energy and Power	All	15	05
			TOTAL	50	30
Annual	7	Motion	All	Completed	02
	8	Force and Laws of Motion	All	Completed	05
	9	Gravitation	All	Completed	05
	10	Work, Energy and Power	All	Completed	07
	11	Sound	All	10	08
		Revision		10	**
			TOTAL	20	27

SUBJECT : CHEMISTRY

EXAMINATION (PT1/T1/PT2/T2)	CHAPTER No.	CHAPTER NAME	TOPICS	PERIODS (required)	MARKS
PT1	1	Matter in Our Surroundings	1-Definition of matter; 2-solid, liquid and gas; 3-characteristics- shape, volume, density; 4-change of state- melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.	20	10

PT2	2	Is Matter Around Us Pure	1-Elements, compounds and mixtures. 2-Heterogeneous and homogenous mixtures, colloids and suspensions. 3-Physical and chemical changes (excluding separating the components of a mixture).	20	10
PT3	3	Atoms And Molecules	1-Atoms and molecules, Law of Chemical Combination, 2-Chemical formula of common compounds, 3-Atomic and molecular masses.	20	10
Annual	4	Structure Of Atom	1-Electrons, protons and neutrons, 2-Valency, 3-Atomic Number and Mass Number, 4-Isotopes and Isobars.	20	27
			TOTAL :-	80	

SUBJECT : BIOLOGY

EXAMINATION (PT1/T1/PT2/T2)	CHAPTER No.	CHAPTER NAME	Topics	PERIODS (required)	MARKS
PT1	5	1.CELL: BASIC UNIT OF LIFE	1.Discovery Of Cell, Size, Shape and Number Of Cells. 2. Cell Structure – Cell Membrane, Cell Wall and Behaviour Of Cell Membrane. 3. Nucleus, Prokaryotic Cell and Eukaryotic Cell. 4. Cytoplasm and Cell Organells and Their Structure. 5.Introduction Of Cell Division	15	10

PT2	6	1.TISSUE	1. Plant Tissue – Types, Location, Function and Modification. 2. Animal Tissue - Types, Location, Function and Modification.	15	10
	14	2. NATURAL RESOURCES.	1. Biosphere- Atmosphere and Its Role. 2. Movement of Wind, Rain, Air Pollution. 3. Water – Sources Of Water, Importance, Water Pollution and Eutrophication. 4. Soil Formation and Its Factors. 5. Biogeochemical Cycle Water Cycle, Nitrogen Cycle, Carbon Cycle (Green House Effect) And Oxygen Cycle. Ozone Layer Dilection	20	
PT3	15	1. IMPROVEMENT IN FOOD RESOURCES	1. Improvement In Crop Production – Variety Of Crop, Method Of Crop Improvement. 2. Crop Production Management – Nutrient Management, Manure, Fertilizers, Irrigations And Cropping Pattern. 3. Crop Protection Management- Weeds And Protection Against Them. 4. Storage Of Grains. 5. Animal Husbandry – Cattle Farming, Poultry Farming, Pisciculture And Bee Keeping	20	10
ANNUAL	5, 6 and 15	ALL CHAPTERS OF PT1, PT2 AND PT3 EXCLUDING NATURAL RESOURCES	ENTIRE SYLLABUS		28
			TOTAL:	70	

NOTE: Syllabus is subject to change as per the CBSE guidelines.

SUBJECT: SOCIAL SCIENCE

EXAMINATION (PT1/T1/PT2/T2)	CHAPTER No.	CHAPTER NAME	TOPICS	PERIODS (required)	MARKS
PT1	1.	The French Revolution (His.)	All topics	15	8
	1.	India –Size and Location (Geo.)	All topics	7	7
	1.	What is Democracy? Why Democracy? (Civ.)	All topics	10	8
	1.	The Story of Village Palampur (Eco.)	All topics (only for periodic)	10	7
					30
PT2	2.	Socialism in Europe and the Russian Revolution (His.)	All topics	15	8
	2.	Physical Features of India (Geo.)	All topics	10	7
	2.	Constitutional Design (Civ.)	All topics	10	4
	3.	Electoral Politics (Civ.)	All topics	8	4
	2.	People as Resource (Eco.)	All topics	10	7
					30
PT3	5.	Pastoralists in the Modern World (His.)	All topics (only for periodic)	10	8
	3.	Drainage (Geo.)	All topics	10	7
	3.	Electoral Politics (Civ.)	All topics	8	4
	4.	Working of Institutions (Civ.)	All topics	12	4
	3.	Poverty as a Challenge (Eco.)	All topics	15	7
					30
Annual Exam.		PT1+PT2+PT3+.....			
	3.	Nazism and the Rise of Hitler (His.)	All topics	15	
	4.	Climate (Geo.)	All topics	12	
	5.	Natural Vegetation and Wildlife (Geo.)	Only map work	3	
	6.	Population (Geo.)	All topics	8	
	5.	Democratic Rights (Civ.)	All topics	10	
	4.	Food Security in India (Eco.)	All topics	15	

Note: *The above mentioned syllabus is subject to change under certain circumstances.*