

Course of Studies

Secondary Examination

1. Subject (Language)	Sub. Code			
1. Hindi	M301	17.	Persian	M317
2. English	M303	18.	Nepali	M318
3. Sanskrit	M302	19.	Assamese	M319
4. Urdu	M304	20.	Arabic	M320
5. Bengali	M305			
6. Gujarati	M306			
7. Kannada	M307			
8. Kashmiri	M308			
9. Malyalam	M309			
10. Manipuri	M310			
11. Marathi	M311			
12. Mizo	M312			
13. Oriya	M313			
14. Punjabi	M314			
15. Tamil	M315			
16. Telugu	M316			

2. Compulsory Subjects

1. English	M302		
2. Science	M321		
3. Social Studies	M322		
		4. Mathematics	M323

3. Additional Subjects

1. Home Science	M324	7. Psychology	M330
2. Business Studies	M325	8. Economics	M331
3. Data Entry Operation	M326		
4. Painting	M327		
5. Music Hindustani	M328		
6. Biology	M329		

(i)

Study Planning

1. In all subjects examined by the board, a student will be given one paper each carrying 100 marks. However, in subjects requiring practical examination, there will be a theory paper and practical examinations as required in the syllabi and courses.
2. A candidate may offer an additional subject which can be either a language at elective level or an order elective subject as prescribed in the scheme of studies, subject to the conditions laid down in the pass criteria.
3. Subjects for Eq Secondary School Examination

NOTE: Students can choose minimum Six subjects or maximum seven subjects.

Compulsory Sub.	Regional Lag.	Optional Subjects	
Four Subjects English, Mathematics, science, Social Studies	One Regional Language is Compulsory	Minimum one Subject Maximum Three Subjects	

ASSAMESE CLASS-X

One Paper

3 Hours

100 Marks

Unitwise Distribution of Marks and Periods

Unit No.	Topics	Marks	Period
Unit-I	Prose	30	45
Unit-II	Environment and Disaster Management	15	15
Unit-III	Poetry	25	40
Unit-IV	Drama	20	30
Unit-V	Composition	10	10
Total		100	140

পাঠ্যপুঁ : 'সাহিত্য সৌৰভ'--অসম উচ্চতৰ মাধ্যমিক শিক্ষা সংসদৰ দ্বাৰা প্ৰকাশিত

Unitwise Distribution of Course Contents

Unit-I :	ৰ্বিাচিত প্ৰবন্ধ ১. জীৱন শান্তি পৰ্ব ২. কালিদাস আৰু শকুন্তলা ৩. বৰবৰুৱাৰ কবিতা বেদা ৪. কলিকতা যাত্ৰা ৫. বধকাব্য ৬. অসমৰ খেল-ধেমালি	সত্ৰম বৰা লক্ষ্মীদেৱ বৰা লক্ষ্মী বেজবৰুৱা পদ্মা গোস্বামী ড° বিৰিঞ্চি কুমাৰ বৰুৱা নাৰায়ণ শৰ্মা	30 Marks
Unit-II	পৰিৱেশ আৰু দুৰ্যোগ ব্যৱস্থাপনা ১. আমি আৰু আবাৰ পৰিৱেশ ২. দুৰ্যোগ ব্যৱস্থাপনা	ড° লক্ষ্মীন্দু বৰা ড° মদন মোহন শইকীয়া	15 Marks
Unit-III	ৰ্বিাচিত কবিতা ১. বাৰণক বিভীষণৰ সজ উপদেশ ২. বৰগীত (মাই হেৰ গোকুল) ৩. ৰু কুঁৱৰী ৪. বশিষ্ঠাশ্ৰম ৫. নাৰায়ণীয়া (ক) ৬. লাচিত কু ৭. এন্ধ চিঠি	মাধৱ কন্দলি মাধৱদেৱ চন্দ্ৰকুমাৰ আগৰৱালা বন্ধু চৌধাৰী যতীন্দ্ৰ দুৱৰা দেৱকান্তবৰুৱা হেম বৰুৱা	25 Marks
Unit-IV	নাটক মিমাতি কহ্না	জ্যোতিপ্ৰসাদ আগৰৱালা	20 Marks
Unit-V	বাক্য গঠন ভাব সম্ভাৰণ, একে উচ্চাৰণৰ ভিন্ন অৰ্থবোধক শব্দ (যেহ-হাত/হাট, ক্কা/কঠা); পদ পৰিৱৰ্ত্ত (বিশেষ্যৰ পৰা বিশেষণ আদিলৈ)।		10 Marks

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ASSAMESE
CLASS-XII

One Paper

3 Hours

100 Marks

Unitwise Distribution of Marks and Periods

Unit No.	Topics	Marks	Period
Unit-I	Selected pieces from Poetry Text	20	25
Unit-II	Selected pieces from Prose Text	15	30
Unit-III	Novel	20	30
Unit-IV	Short Story	10	10
Unit-V	Literary Criticism (Short Story & Novel)	10	10
Unit-VI	Alankar (Rhetorical expression)	10	10
Unit-VII	History of Assamese Literature From 1889 - 1940 (চুটিগল্প আৰু উপন্যাসৰ পৰিচয়)	15	25
Total		100	140

পাঠ্যপুঁ : 'অসমীয়া উচ্চতৰ সাহিত্য সংকলন'-- অসম উচ্চতৰ মাধ্যমিক শিক্ষা সংসদৰ দ্বাৰা প্ৰকাশিত

Unitwise Distribution of Course Contents

Unit-I :	ৰ্বিাচিত কবিতাসমূহ ১. বৰ্ষা বৰ্ণ ২. মৰা বন্দনা ৩. ই যে অগ্নিবীণাৰ অ ৪. মোৰ গাঁও ৫. কাঞ্চনজঙ্ঘাৰ বুৰঞ্জী ৬. অন্ধাৰ	সংকৰদেৱ চন্দ্ৰকুমাৰ আগৰৱালা অম্বিকাগিৰী ৰায়চৌধুৰী ডিম্বেশ্বৰ ঐওগ জ্যোতিপ্ৰসাদ আগৰৱালা সীতমা ব্ৰহ্মচৌধুৰী	20 Marks
Unit-II	ৰ্বিাচিত গদ্যসমূহ ১. বুৰঞ্জীৰ দৌৰাত্ম্য ২. মাধৱদেৱ ৩. বঁহাগ বিহুৰ পৰম্পৰা	লক্ষ্মী বেজবৰুৱা লক্ষ্মীধৰ শৰ্মা ড° পুল্ল দত্ত গোস্বামী	15 Marks
Unit-III	উপন্যাস কপিলীপৰীয়া সাধু	নৰকান্ত বৰুৱা	20 Marks
Unit-IV	চুটিগল্প ১. আমাৰ ছাৰ ২. হাতী	যোগেশ দাস হোমে বৰগোস্বামী	10 Marks

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CURRICULUM AND SYLLABUS for Classes X & XII

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Unit-V সাহিত্য সমালোচনা **10 Marks**
চুটিগল্প, উপ্যাস

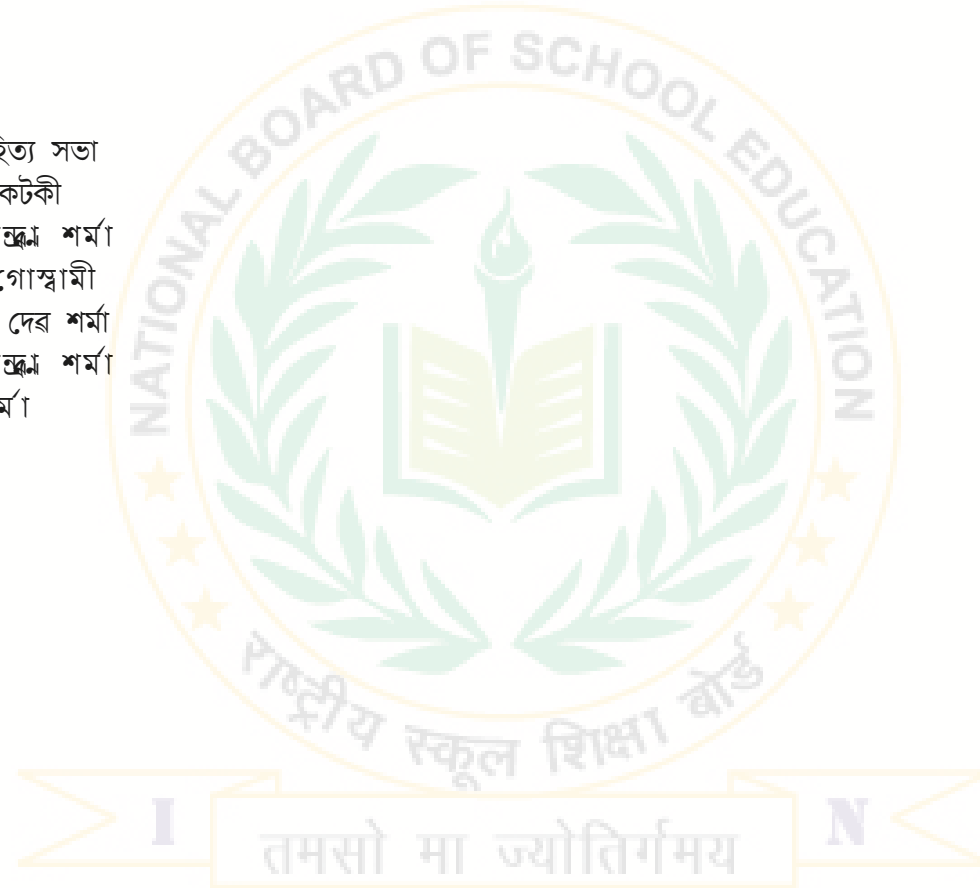
Unit-VI অলংকাৰ : **10 Marks**
অলংকাৰ সংজ্ঞা আৰু প্ৰকাৰ
শব্দালংকাৰ : অুপ্যাস; যমক; শ্লেষ
আলংকাৰ : উপমা; অতিশয়োক্তি; অপ্ৰস্তুত প্ৰশংসা

Unit-VII অসমীয়া সাহিত্যৰ বুৰঞ্জী **15 Marks**
(১৮৮৯-১৯৪০ : অসমীয়া চুটিগল্প আৰু উপ্যাসৰ পৰিচয়)

প্ৰসংগ পুঁজি :

সাহিত্য সমীক্ষা	: অসম সাহিত্য সভা
সাহিত্যৰ পটভূমি	: বীৰেশ্বৰ বৰকটকী
অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত	: ড° সত্যেন্দ্ৰ শৰ্মা
অসমীয়া সাহিত্যৰ চমু বুৰঞ্জী	: যতীন্দ্ৰ গোস্বামী
সাহিত্যৰ সাজ	: সোণাপতি দেৱ শৰ্মা
অসমীয়া উপ্যাসৰ গতিধাৰা	: ড° সত্যেন্দ্ৰ শৰ্মা
সাহিত্য বিদ্যা পৰিক্ৰমা	: তীৰ্থ শৰ্মা

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BENGALI

(Cade No. 305)

CLASS X

Examination Specification**One Paper****3 Hours****Marks : 100****Section-A****Marks : 50****Suggested
Periods**

I. Grammer	35	50
1. Sandhis (Byanjan & Bisarga)	5	
2. Samas (Karmadhrya, Dwanda, Avyayibhabh)	5	
3. Transformation of Sentences (Simple, Compound & Complex)	5	
4. Sadhu and Chalit Bhasa	5	
5. Punctuation - only sentences from prose	5	
6. Polysemous words (to be used in sentences) (Ekisabder Bibhinaa Arthe prayog)	5	
7. General Correction of words and sentences	5	
2. Composition	19	30
(i) Paragraph writing (150 words)	8	
(ii) Story Writing (with given hint in 100words) (Title - 2; Moral-1; Story - 3;)	5	
(iii) personal Letter and Leave Application	6	
3. Reading comprehension of unseen prose passage	6	
Prescribed Book: Prabesika Bangia Byakran 0 Rachna by Nirmal Kumar Das Publisher: Oriental Book Co., 56, Surya Sen Street, Kolkata - 700 009		
Section B	Marks: 40	
1. Prose (Detailed Study)	18	40
(i) General Questions on the text passages	13	
(ii) Expansion of ideas	5	

Prescribed book:

'Path Sankalan' (Prose portion only) Latest Edition

Published by Board of Secondary Education, West Bengal, Kolkata

Lessons to be studied:

1. Bhagirathir Utsha Shandhane by J.C. Bose
2. Ghar O Bahir by Rabindra Nath Tagore
3. Vidya Sagar By Rabindra Nath Tagore
4. Mahesh by Sarat Chandra Chatterjee
5. Palli Sahitya by Mohd. Shahidulla
6. Padma Nadir Majhi by Manik Bandhopadhyay

2. Poetry	12	25
(i) General Questions	7	
(ii) Explanations	5	

Path Sankalan (Latest Edition), (Poetry portion only)

Published by Board of Secondary Education, West Bengal, Kolkata Poems to be studied:

1. Annapurna O Ishwari Patni by Bharat Chandra Roy
2. Chhatra Ohara by Kalidas Roy
3. Chhelar Oal by Satyendra Nath Outta
4. Kandari Hunshiyar by Kazi Nasurllslam
5. Vibhishaner Prati Indrajit by Madhu Sudan Dutt
6. Oui Bigha Jami - Rabindra Nath Tagore

3. Short Stories	10	35
Raj Kahini (1986) by Avanindra Nath Tagore.		
Published by Anand Publishers, Kolkata		

Questions should be of general nature, i.e. dealing with themes, characters etc.

(First Four Short Stories only)

1. Shiladitya
2. Goho
3. Hambirer Rajyalabh
4. Padmini

BUSINESS ADMINISTRATION

(Code No. 325)

CLASS X

BRIEF

Note: Any one of the following three are a can be offered :

- I. Elements of Business
or
- II. Elements of Book Keeping and Accountancy or
- III. Typewriting-English or Hindi

ELEMENTS OF BUSINESS

Objective : The objective of this paper is to provide elementary knowledge of the different aspects of business.

One Paper

100 Marks

- I. **Office Routine :** Different departments of Business establishment, handling inward and outward mail, Filing and indexing methods, copying and duplicating methods. 20
- II. **Business Correspondence :** Essential forms of a good business letter, writing of simple business letters of enquiry, quotations, order reference, advice and complaints 20
- III. **Bank's :** Functions of a Bank, Kinds of account and their operation; bank drafts, travelier's cheques, Post Office Saving Bank 20
- IV. **Negotiable Instruments :** Nature, kinds of cheques, endorsement, crossing, dishonouring of acheque 20
- V. **Bills of Exchange :** Kinds, parties, negotiation, endorsing, dishonouring, Promissory notes and Hundies 20

COMPUTER SCIENCE & INFORMATION TECHNOLOGY

(Code No. 326)

CLASS X

Examination Specification

Computer has permeated in every walk of life. This subject offers scope for computer-added learning. It also facilitates developing a generation of knowledge workers.

Learning Objectives

General :

1. To familiarize with basics of information technology
2. To develop basic skills of using tools for word processing, presentation and database management
3. To appreciate use of IT in various domains.

Specific :

1. Cognitive domain: Knowledge and understanding
To develop basic understanding of IT system operations and information accessing tools
2. Psychomotor domain : Skills
To develop skills in using tools of word processor, to manage database, to make graphs, to analyse reports using spreadsheets and to develop web pages.
3. Affective domain: Personality traits
To develop habit of team work and structured presentation.

CLASS X

Unitwise Periods/Weightage - Theory and Practicals

CLASS X

Unit wise Periods/Weightage - Theory and Practical

Unit	Topic	Theory	Period	Marks	Practical
			Practical	Theory	
1	IT Basics	08	05	10	05
2	IT Tools	17	30	30	30
	MS-Office				
	MS-Access	(05)	(10)	(10)	(10)
	HTML (12)	(20)	(20)	(20)	(20)
3	IT Application	00	15	00	25
Total		25	50	40	60

One Paper

Class-X

Time:

Marks: 40

THEORY**UNIT 1 : IT BASICS**

Internet : World Wide Web, Web Servers, Web sites, Web Pages, Web Browsers, HTML, Web address, Email address, URL, HTTP.

Services available on Internet: Information Retrieval, Electronic Mails, Locating sites using search engines and finding people on the net, Chat, Video Conferencing, FTP/ Downloading and Uploading files from or to remote site, Newsgroup.

UNIT 2 : IT TOOLS

MS-Office

MS Access :

Basic Concepts and need for a database, Creating a database, Setting the Primary Key, Entering data into a database, Inserting and deleting fields, Inserting and deleting Records, Data Validation: Field Size, Default Value Validation Rule, Validation Text, Required, Allow Zero Length.

HYPertext MARK UP LANGUAGE

Basic Concept of Web Browsers with emphasis on popular browsers Internet Explorer and Netscape Navigator.

HTML Fundamentals:

Introduction to Web Page Designing using HTML, Creating and saving an HTML document, Elements in HTML Container and Empty elements, Designing web pages using the following elements:

HTML, HEAD, TITLE, BODY (Attributes: BACKGROUND, BGCOLOR, TEXT, LINK, ALINK, VLINK, LEFTMARGIN, TOPMARGIN), FONT (Attributes: COLOR, SIZE, FACE), BASEFONT (Attributes :COLOR, SIZE, FACE), CENTER, BR (Break), HR (Horizontal Rule, Attributes: SIZE, WIDTH, ALIGH, NOSHADE, COLOR), COMMENTS, ! for comments, H1.. H6 (Heading), P (Paragraph), B(Bold), I (Italics), U (Underline), UL & OL (Unorder List & Ordered List Attributes: TYPE, START, LI (List Item), Insertion of images using the element IMG (Attributes: SRC, WIDTH, HEIGHT, ALT, ALIGN) Internal and External Linking between Web Pages: Significance of linking, A-Anchor Element (Attributes: NAME HREF, TITLE, ALT)

UNIT 3 : IT APPLICATIONS

Students are suggested to work on the following areas using Access and HTML on topics implementing the tools covered in the course.

Domains:

Database

* Personal Data Management System

- * Employee Payroll
- * Stock Inventory

Website Designing

- * Traveland Tourism
- * Rurallndia
- * Environment and Pollution

NOTE

- I. Teachers are requested to domonstrate some other popular software for word processing. Presentation, Spreadsheet, Database Management, system which support Hindi and/or some other Indian language (s)
(Leap Office is an example of Office suite with Indian Language support)
- II. Students are suggested to prepare some document/presentations of their IT Application report file in Indian Language(s).

CLASS X

PRACTICAL

Practical Paper	Examination Duration	Marks
One	4 Hours	60
Practical Paper	Examination Duration	Marks Period in year

30 Marks

Design of a Practical Question Paper

There is no pre-set question paper provided by BSTE for conducting practical examination. This flexibility has been provided to give more freedom to the examiners for the improvement of practical examination, keeping in view the resources and other facilities available in the laboratory of the School. However, detailed instructions on the basis of syllabus, distribution of marks and conduction of practical examination have been provided. The internal examiner and the external examiner together set the question paper according to the prescribed curriculum and distribution of marks.

- I. MS ACCESS 8 MARK S
- II. HTML 22 MARKS

I. MS Access :

A problemin MS Access related to so me of the tools given below to be tested during the examination:
Creating and entering datain to a data base Setting the primary key Data Validation

II. HTML*

A Problemon Web Pagedesigning (Minimum 2 pages) to be given which will cover some of the following HTML elements :

<HTML>,<HE AD>,<TITLE>,

<BODY> Font Styles : ,<i>,<U>

-FACE, SIZE

<CENTER>

<P>-ALIGN

<A>

Comments:<!-->

The students are supposed to know the tools and style for designing domain specific web pages from real life applications and the topic mentioned in the syllabus

Break up of marks (HTML)

Visual Effect : 8

Linking : 4

Coding : 10

*Print outs of the documents(s) should be attached with the answer sheet

(B) IT APPLICATION REPORT FILE 20 Marks

Students are supposed to make a IT Applications Report File Containing Real life assignment/ presentations using MS Access and HTML on topic from the domain :

Must have print outs of the following :

Documents of MS Access (At least 5)

HTML source code along with browser view(At least 10)

(C) VIVA VOCE 10 Marks

The questions can be asked from any portion of the syllabus covered during Class IX and Class X. NOTE- Teachers are suggested to give first-hand demonstration covering the aspects such as :

Connecting to internet, Using popular Search Engines, Web Browsing, Opening E-mail accounts, Sending and Receiving E-mails/Downloading files and pictures.

Infrastructure

Following minimum infrastructure requirement is suggested keeping in view of the existing.

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Following minimum infrastructure requirement is suggested keeping in view of the existing infrastructure

Software :

* WIN 96+

- * MS-Office 95+
- * Leap Office 2000
- * Netscape Navigator
- * Internet Explorer

Minimum hardware requirement :

- * 486 Multimedia Machine
- * 16 MB RAM
- * 4.3 GB HDD

Internet connection :

- * TCP/IP

Student Machine ratio : 2 : 1 Teacher's Qualification :

- * Graduate (B.Sc. Comp)
- * Graduate with 'A' Level
- * Graduate with PGDCA (minimum land half years) from a recognized institute/university

Magazine/Journal/Video Film

- * PC Quest
- * Chip
- * PC World
- * Computer@home
- * Computer Today
- * Microsoft training software
- * C-DAC's ADIT course material

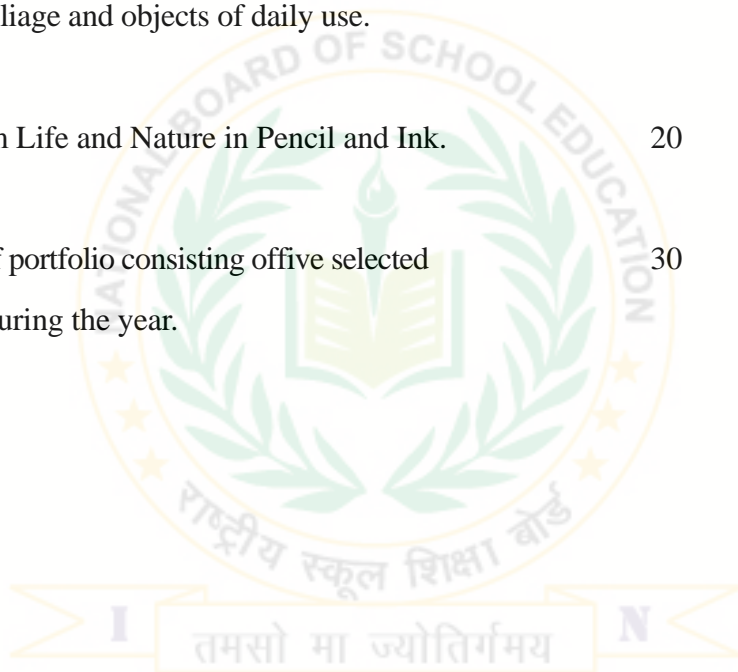
DRAWING & PAINTING

(Code No. 327)

CLASS X

Examination Specification

One Paper	3 hours	100 Marks
(i) Still Life Study		50
Study of a group of two or three arranged objects from a fixed point of view in colour. Group may include, vegetables, foliage and objects of daily use.		
(ii) Sketches from Life and Nature in Pencil and Ink.		20
(iii) Submission of portfolio consisting of five selected works done during the year.		30



ENGLISH

(Code No. 302)

BRIEF

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

OBJECTIVES

The general objectives at this stage are:

To build greater confidence and proficiency in oral and written communication to develop the ability and knowledge required in order to engage in independent reflection and inquiry to use appropriate English to communicate in various social settings equip learners with essential language skills to question and to articulate their point of view. to build competence in the different registers of English to develop sensitivity to, and appreciation of, other varieties of English, Indian Englishes, and the culture they reflect to enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet etc.), to develop curiosity and creativity through extensive reading to facilitate self-learning to enable them to become independent learners to review, organise and edit their own work and work done by the peers At the end of this stage learners will be able to do the following:

Give a brief oral description of events / incidents of topical interest retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.) participate in conversations, discussions, etc, on topics of mutual interest in non-classroom situations narrate the story depicted pictorially or in any other non-verbal mode respond in writing to business letters, official communications read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates etc. .

Write without prior preparation on a given topic and be able to defend or explain the position taken/ views expressed write a summary of short lectures on familiar topics by making/taking notes write an assessment of different points of view expressed in a discussion / debate read poems effectively (with proper rhythm and intonation) to transcode information from a graph / chart to a description/ report.

LANGUAGE ITEMS

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

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

METHODS AND TECHNIQUES

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

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

GUJARATI

(Cade No. 306)

CLASS X

Examination Specification**One Paper****3 Hours****Marks : 100****Section-A****Marks : 50****I. Grammer**

1. Transformation of sentences

20

- (i) Positive negative,
- (ii) Transfer:-Interrogative, exclamatory & statement sentences
- (iii) Removal of idioms (from the text only)
- (iv) Translation of the sentences from English to Gujarati

2. Change of sentences

- (i) Transformation of active-passive voices
- (ii) Change from singular to plural & vice-versa
- (iii) Change of genders
- (iv) Keeping correct punctuations in the given sentence
- (v) Correction of the spellings (words to be given)

3. Change of Tenses

- (i) Reframing of given sentences after changing their tenses as directed ego
Present to continuous present, past, future, complete present, past, future

4. Correction of errors in given sentences

Each section of 5 marks i.e. 4x5=20

(2) Composition**15**

- (a) Essay and story writing on the given points 8
- (b) Letterwriting.g. Social, Invitation, Personal,
Official complaints inquiries 7
- (3) (a) Comprehension of an unseen prose passage 8
- (b) Precis writing 7

Section-B

Marks: 50

**Suggested
Periods
25**

Lessons

No.	Title	Author
2	Rohini ne tire	Tran. Harivallabh Bhayani
5	Aangali Zaline dorje	Tran. Kundanika Kapadia
6	Dariya Kinare	Vadilal Dagli
10	Hindu Pankhi	Maulana Jalaludin Rumi
12	Sangam Shobhna Sabarmati	Ramprasad Shukla
13	Deshgaman	Gandhiji
15	Abhalano Tukado	Jayanti Dalal
17	Nanabhai	Darshak
21	Pencil Chholata Mehtaji	Ratilal Anil
24	Panch Pataranini Sevama ghara kam	Yagnesh Dave

Poetry 25 50

No.	Title	Author
1	Bholire bharavadan	Narsinh Mehta
3	Manechak or Rakhoji	Mirabai
4	Chhappa	Akho
7	Sayankale	Dalpatram
9	Manejoine udijata pakshoine	Kalapi
11	Namu	Sundaram
14	Sapoot	Krishnalal Shreedharani
16	Chhelun darshan	R.V. Pathak
18	Madhav Kyanathi Madhuvanman	Harindra Dave
20	Aavyo chhunto	Jayant Pathak
22	Ae lake	Priyankant Maniar
23	Pal	Manilal Desai
25	Duha Muktak	

Prescribed Textbook-‘Gujarati’ (Dwitiya Bhasha) for class X (Ed. 2006) published by Gujarat Rajyashalla Pathya Pustak Mandai Vidhyayan Sector 10 A, Gandhi Nagar, Gujarat

हिन्दी

Matriculation/Secondary**Code-301**

भारत एक बहुभाषी देश है जिसमें बहुत-सी भाषाएं रची-बसी हैं। भाषिक और सांस्कृतिक दृष्टि से भिन्न होने के बावजूद भारतीय परंपरा में बहुत कुछ ऐसा है जो एक-दूसरे को जोड़ता है। यही कारण है कि मातृभाषा के रूप में अलग भाषा को पढ़ने वाला विद्यार्थी जब दूसरी भाषा के रूप में हिन्दी का चुनाव करता है तो उसके पास अभिव्यक्ति का एक दृढ़ आधार पहली भाषा के रूप में पहले से ही मौजूद होता है। इसीलिए छठी से आठवीं कक्षा में सीखी हुई हिन्दी का विकास भी वह तेजी से करने लगता है। आठवीं कक्षा तक वह हिन्दी भाषा में सुनने, पढ़ने, लिखने और कुछ-कुछ बोलने का अभ्यास कर चुका होता है। हिन्दी की बाल पत्रिकाएं और छिटपुट रचनाएं पढ़ना भी अब उसे आ गया है। इसीलिए जब वह नवीं, दसवीं कक्षा में हिन्दी पढ़ेगा तो जहां एक ओर हिन्दी भाषा के माध्यम से सारे देश से जुड़ेगा वहीं दूसरी ओर अपने क्षेत्र और परिवेश को हिन्दी भाषा के माध्यम से जानने की कोशिश भी करेगा क्योंकि किशोर वय के इन बच्चों के मानसिक धरातल का विकास विश्व-स्तर तक पहुंच चुका होता है।

शिक्षण उद्देश्य

- दैनिक जीवन में हिन्दी में समझने-बोलने के साथ-साथ लिखने की क्षमता का विकास करना।
- हिन्दी के किशोर-साहित्य, अखबार व पत्रिकाओं को पढ़कर समझ पाना और उसका आनंद उठाने की क्षमता का विकास करना।
- औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास करना। हिन्दी के जरिये अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।
- संचार के विभिन्न माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिन्दी के विभिन्न रूपों को समझने की योग्यता का विकास करना।
- कक्षा में बहुभाषिक, बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- अपनी मातृभाषा और परिवेशगत भाषा को साथ रखकर हिन्दी की संरचनाओं की समझ बनाना।

व्याकरण के बिंदु

कक्षा X

- शब्द, पद और पदबंध में अंतर
- मिश्र और संयुक्त वाक्यों की संरचना और अर्थ, वाक्य रूपांतरण
- शब्दों के अवलोकन द्वारा संधि की पहचान, कुछ और उपसर्गों, प्रत्ययों और समास शब्दों की पहचान और उनके अर्थ का अनुमान
- मुहावरों और लोकोक्तियों का अंतर और उनका प्रयोग
- वाक्य के स्तर पर पर्यायवाची, विलोम और अनेकार्थी शब्दों का सुचिंतित प्रयोग?

एक प्रश्नपत्र

समय -

पूर्णांक 100

(क) अपठित गद्यांश	20
(ख) रचना	10
(ग) व्यावहारिक-व्याकरण	20
(घ) पाठ्य-पुस्तक (स्पर्श भाग-2)	40
पूरक-पुस्तक (संचयन भाग-2)	10

खण्ड - क - अपठित गद्यांश-बोध

20

- (i) लगभग 300 से 400 शब्दों का एक गद्यांश 12
- (ii) लगभग 200 से 300 शब्दों का एक वाक्यांश 8
उपर्युक्त गद्यांशों पर शीर्षकों का चुनाव, विषय-वस्तु का बोध और भाषिक विशेषताओं पर अति लघुत्तरात्मक प्रश्न पूछे जाएंगे।

खण्ड - ख - रचना

10

- (i) पत्र-लेखन (औपचारिक पत्र) 5
- (ii) अनुच्छेद-लेखन : संकेत बिन्दुओं पर आधारित सम-सामयिक विषयों पर 5

खण्ड - ग - व्यावहारिक - व्याकरण

20

- (i) शब्द, पद और पदबंध में अंतर, पद परिचय 4
- (ii) मिश्र और संयुक्त वाक्यों का रूपांतरण 4
- (iii) स्वर संधि, तत्पुरुष और कर्मधारय समास (2+2) 4
- (iv) मुहावरों, और लोकोक्तियों का प्रयोग-पाठ्य पुस्तक पर आधारित (2+2) 4
- (v) अशुद्ध वाक्यों का शोधन 4
- ने की अशुद्धियां
- क्रम की अशुद्धियां

खण्ड - घ - पाठ्य-पुस्तक एवं पूरक पुस्तक

50

• **पाठ्य-पुस्तक : स्पर्श भाग-2**

20 + 20 = 40

- | | | | |
|-----|-------|--|---|
| 10. | (i) | दो में से एक काव्यांश पर आधारित अर्थ-ग्रहण के प्रश्न | 6 |
| 11. | (ii) | कविताओं के विषय-बोध और सराहना पर आधारित | 9 |
| 12. | (iii) | कविताओं के प्रतिपाद्य / संदेश से संबंधित प्रश्न | 5 |
| 13. | (iv) | दो में से एक गद्यांश पर अर्थ-ग्रहण संबंधी प्रश्न | 6 |
| 14. | (v) | गद्य-पाठों के विषय-बोध पर आधारित प्रश्न | 9 |
| 15. | (vi) | गद्य-पाठों के विषय-बोध पर आधारित प्रश्न | 5 |

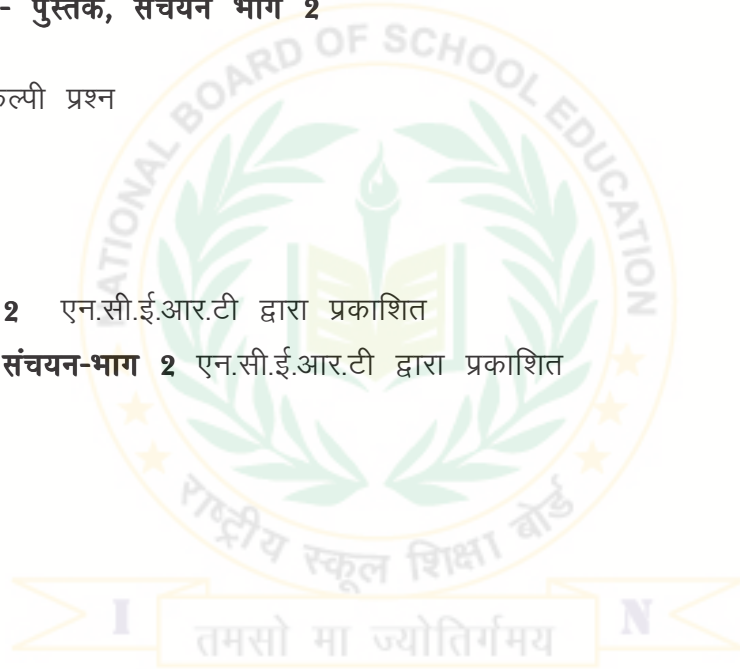
पूरक - पुस्तक, संचयन भाग 2

10

16. (i) बहुविकल्पी प्रश्न

निर्धारित पुस्तकें :

1. **स्पर्श - भाग 2** एन.सी.ई.आर.टी द्वारा प्रकाशित
2. **पूरक पुस्तक, संचयन-भाग 2** एन.सी.ई.आर.टी द्वारा प्रकाशित



HOME SCIENCE**(Code No. 324)****Class X****Examination Specification**

One Theory Paper	3 Hours	75 Marks
One Practical Paper	3 Hours	25 Marks

Theory

Unit I : Principles of growth and development of child; growth and development of children between birth to 3 years. Important milestones in physical, motor, social, emotional and language development of children; physical, social and emotional needs of children 10

Unit II : Role of books, music rhymes, games, radio, TV & Video, in the life of a child upto 3 years of age. 4

Unit III : Play : Meaning, need and types of play in children between birth & 3 yrs; Characteristics of play-active, passive, natural, serious and exploratory Play materials for children-Characteristics of play material 5

Unit IV : Nutrients : Functions, sources and deficiency of Carbohydrates, proteins, Fats Minerals-Iron, Calcium and Iodine and Vitamins- Vitamin A, B, B2, Vitamin C and Vitamin D. Loss of nutrients during cooking, conservation and enhancement of nutrients 7

Unit V : Meal Planning : Concept, need and factors affecting meal planning-age, sex, climate, occupation, physical needs, number of family members, economic status of family, availability of food, family traditions, likes and dislike and occasion; Food Groups (Basic: 5 suggested by ICMR); Use of food groups in planning balanced diet, food allowances suggested by ICMR. 6

Unit VI : Food hygiene & methods of storage of food : Rules of hygienic handling of food, Method of storage of perishable, semi-perishable and non-perishable foods. 6

**Unit VII : Resources available to family : Types of resources-
Human (Energy, time, knowledge and skill) Non-Human
(money, material goods and community resources); general
characteristics of resources, wise use of resources; personal & shared:** 6

**Unit VIII : Money Management : Family income and expenditure and
importance of saving & Investment** 6

**Unit IX : Consumer Education : Consumer rights and responsibilities,
consumer problems, malpractices of traders-price variation, poor quality,
adulteration, faulty weights and measures, non-availability of goods,
misleading information, lack of standardised products, misleading
advertisement, aids to help consumers-standardisation marks, labels,
packages, advertisement, Pamphlets & Leaflets.** 6

**Unit X : Care of clothes : Cleaning and finishing agents used in everyday
care of clothes in the homes: stain removal (precautions and methods);
laundering and storage of cotton, silk, wool and synthetics.** 14

**Unit XI : Quality check of apparel : Workmanship of readymade,
tailor made garment, reading of labels on clothes.**

Practicals : 20+5 (Sessional work) =25

1. Observe and record physical and motor characteristics of a child at any given stage between 0-3 yrs of age.
2. Observe play activities of children between 1-3 yrs of age. Record their interests and characteristics of play materials.
3. Make a suitable play object for a child between 0-3 yrs.
4. Prepare dishes using methods of enhancement of nutrients.
5. Prepare useful household items recycling waste materials.
6. List any five malpractices you have observed in the market.
7. Practice basic stitches-tacking, running, hemming and back stitch.

8. Remove common stains-curry, paint, ball pen ink, lipstick, blood, rust, tea & coffee.
9. Launder and finish cotton, silk, wool and synthetic articles.
10. Examine quality of a stitched garment.
11. Read lable on a ready made garment.

Note : Students are required to maintain record of practical work undertaken in the academic session.

References :

1. Home Science by Staff of Lady Irwin College Published by Longmans, New Delhi.
2. Despatches 1-6 (secondary Course) prepared, published & Marketed by National Open School.



KANNADA

(Cade No. 307)

CLASS X**Examination Specification****One Paper****3 Hours****Marks : 100****Section-A****Marks : 50****Suggested
Periods****I. Reading****Marks : 14****30**

Two unseen passages of 200-250 words each.

7+7

Passages will be factual and discursive in nature.

There will be questions for local comprehension besides questions on vocabulary and comprehension of higher level skill such as drawing inferences and conclusions.

12

Section B**Marks : 18****II. Writing**

35

- i. One Essay-descriptive, narrative, factual (of about 150 words) 8
- ii. Official letters (business letters, application for jobs, leave applications, letter to the editor etc.) 5
- iii. Report writing. (Making notes of important events given and writing reports for newspapers, magazines etc.) 5

Section C**Marks : 18****1. Applied Grammar**

30

A variety of short questions involving the use of particular structures within a context. Test items would include gapfilling, sentence completion, sentence re-ordering, dialogue - completion and sentence transformation.

The Grammar, Syllabus will include the following areas:-

16

- | | |
|-----------------------|--------------------------|
| A. Different meaning | F. Synonyms and Antonyms |
| B. Samasa | G. Jodi Pada |
| C. Sandhi | H. Dvirukhi -Anukarana |
| D. Tatsama - Tadbhava | I. Vibhakti pratyaya |
| E. Making Sentences | J. Analogy |

One Proverb 2

Books for consultation

1. Prayoga Nandana Published by PUE, Bangalore
2. Prayoga Chandana Published by PUE, Bangalore
3. Hosagannada Vyakarana by Vidwan N. Ranganatha Sharma.

Published by Kannada Sahitya Parishat, Bangalore. 4. Bareyuva Dari by M. Vrishabhendra Swamy
Published by Geeta Book House, Mysore.

Section D

Marks :50

2. Text Books	
Detailed Texts	
Prose	25
Poetry	25

Question Pattern :

1. Multi choice questions (text and grammar) 30 questions of one mark each
2. Very short answer type questions carrying one mark each 6 questions of one mark each
3. Short answer type questions (2-3 sentences) 4 questions of two marks each
4. Short answer type questions (5-6 sentences) 4 questions of three marks each
5. Long answer type questions (10-12 sentences) carrying 5 marks each 2 questions of five marks each
6. Questions on two unseen passages of 200-250 words each 2 passages of seven marks each
7. Questions on proverbs 1 proverb of two marks each
8. Letter writing: one official letter and one 2 letter of five marks each personal letter
9. Essay writing One essay of 200-250 words of eight marks

1. Detailed Text: Prose and Poetry

Prescribed book :

Kannada Kasturi-10.

Published by Directorate of Text Books Banashankari-III Stage Bangalore-85.

Lessons to be studied :

- (A) Prose : All lessons need to be studied.
- (B) Poetry : All lessons need to be studied.

KASHMIRI

(Cade No. 308)

CLASS X

Examination Specification

One Paper 3 Hours

Marks : 100

Note : (Answers to be given in Kashmiri)

Section-A		Marks : 50	Suggested Periods 180
1.	Grammar:	20	40
1.	Applied Grammar	25	40
	(i) Use of tenses	5	
	(ii) Transformation of sentences (Negative and interrogative)	5	
	(iii) Use of Idioms and phrases (From the text)	5	
	(iv) Antonyms and Synonyms	5	
	(v) Making words with suffix and prefix	5	
2.	Composition Writing a descriptive/narrative essay on subject of general interest (one out of three topics).	15	35
3.	Comprehension	10	20
(i)	A passage/excerpt from the text followed by four every short answer type questions		

Section B

Marks: 50

1.	Prose	30	45
	(a) Explanation with reference to context. (Two out of four)	10	
	(b) Translating a textual passage from English/into Kashmiri	10	
	(c) One textual question with an alternative	10	

Lessons to be studied

1. Metyi Togni Knyeh
2. Chales Capli
3. Telephone Ti Radio
4. Jamhooriyat

2.	Poetry	20	40
a)	Explanation with reference to context (Two out of three passages)	10	
b)	Giving summary of poem/question from exercises.	10	

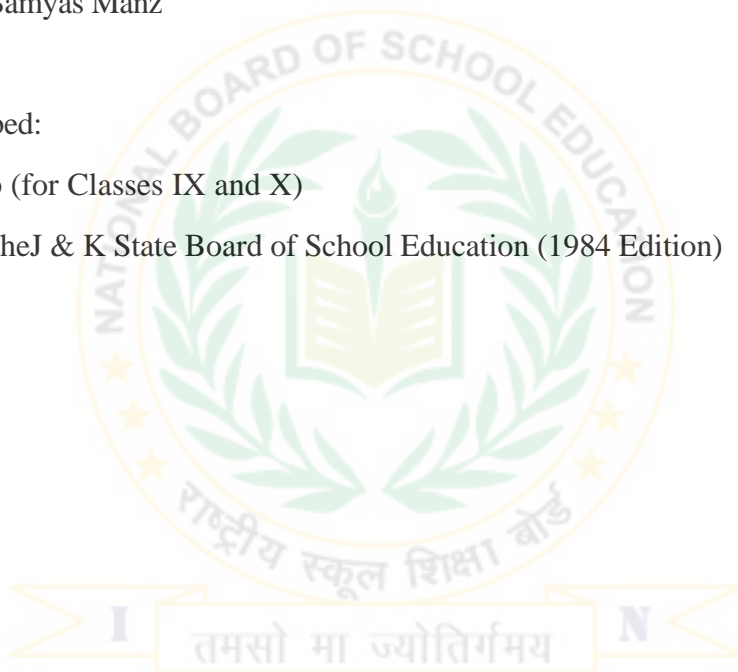
Poems to be studied:

1. Zoonyi Manz Dal
2. Gaashi Taarukh
3. Duuri Prazlya Taarukhah
4. Taarukhah
5. Bahaar
6. Yath Samyas Manz
7. Gazal

Book Prescribed:

Kashur Nisab (for Classes IX and X)

Published by the J & K State Board of School Education (1984 Edition)



MALAYALAM

(Cade No. 309)

CLASS X**Examination Specification****One Paper****3 Hours****Marks : 100****Section-A****Marks : 50****Suggested
Periods**

1. Grammar:	20	40
(i) Transformation of sentences (based on the texts)	8	
(ii) Vocabulary building	4	
(iii) Sandhi and Samas	8	
While giving the knowledge off or malgr ammar, emphasis should be laid on its functional/applied aspect so as to promote good under standing of the language and to prmote appropriate linguistic skill.		
2. Composition	20	60
(i) Essaywriting (Topics related to social issues, family and school life).	10	
(ii) Letter writing (applications, letter to the editor of a newspaper, commercial correspondence)	10	
3. Reading Comprehension of an unseen prose passage	10	50
Section B	Marks : 50	
1. Prose	20	50
Prescribed book:		
'Kerala Pathavali' Vol No.IX (Edition 2003)		(Only Prose Portion)
Published by Department of Education, Govt. of Kerala, Trivandrum		
Lessons to be studied :		(05)
1. KARNAN TE MARANGETTAM - KUTTI		
KARNANTEARANGETTAM KRISHNA MARAR		P-20

2. ADIKAVITHARAYATHIL-
CHERUSSERIKKULLA STHANAM-K.N. EZHUTHASSAN P-65
 3. OTAYILNINNU - KESAVADEV P-76
 4. BALYAKALASAKHI-
CHILAN IREEKSHANANGAL -
DIFFERENT ANTHOR S-P-80
 5. ORUJATHI, ORUMATHAM - M.K. SANU P-11
2. **Poetry** 20 40

Prescribed book :

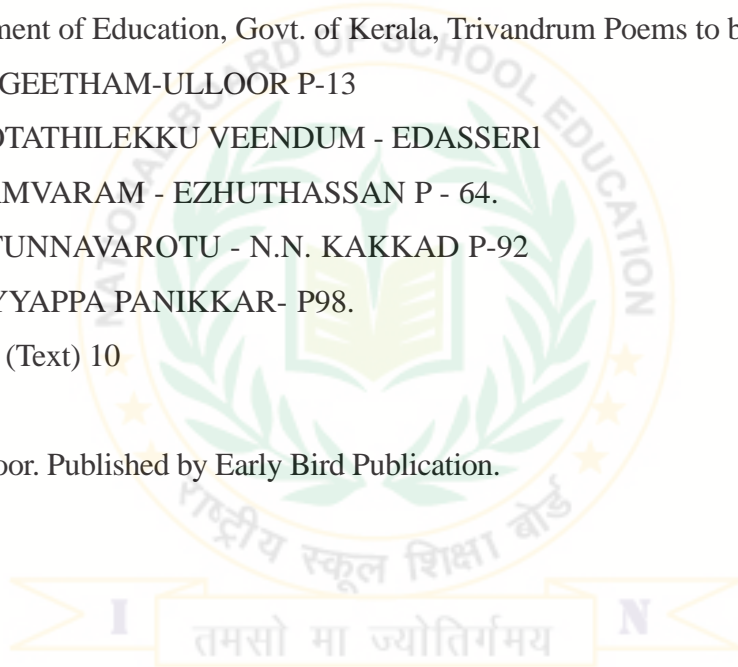
'Kerala Pathavali' Vol No.IX (Edition 2003) (Only Poetry Portion)

Published by Department of Education, Govt. of Kerala, Trivandrum Poems to be studied: (05)

1. PREMASANGEETHAM-ULLOOR P-13
2. PALLIKKOOTATHILEKKU VEENDUM - EDASSERI
3. SITASWAYAMVARAM - EZHUTHASSAN P - 64.
4. VAZHIVETTUNNAVAROTU - N.N. KAKKAD P-92
5. VAYANA-AYYAPPA PANIKKAR- P98.
3. Non-Detailed (Text) 10

Mritha Sanjeevani

by Chandramathy Ayoor. Published by Early Bird Publication.



মণিপুরী (এমঃ আইঃ এলঃ) ক্লাস X

মতম – পৃঃ ৩

অপূনবা মার্ক – ১০০

অপূনবা পেরিয়দ – ১৩০

(ক) মার্ক য়েহোকপনী মওং

হীরম	মার্ক	পেরিয়দ
১। পাবা	১০	১০
২। ইবা	২৫	৩০
(i) রচনা (এসে) (রিফ্লেক্টিভ/ইমাজিনেটিভ) - মার্ক ৮		
(ii) চিঠি (ফোর্মেল) - মার্ক ৬		
(iii) বা মচং (প্রেসি) - মার্ক ৫		
(iv) ইবনী অতৈ মইশিং (ডেফিনিটিভ আর্টিকল, সমেরি, নোটস, মেসেজ, ষ্টোরি) - মার্ক ৬		
৩। শৈরেং	২৫	৩০
৪। বারেং	৩০	৪৫
৫। ফংসনেল গ্রামার	১০	১৫
	১০০	১৩০

(খ) তমগদবা লাইরিঙ্কী মমিংশিং

অফোঙবা

- ১। অপূনবা মণিপুরী বারেং শৈরেং
(এমঃ আইঃ এলঃ ক্লাস XI)
- ২। মতমগী মণিপুরী গ্রামার অমসুং
কম্পোজিসন

কাউন্সিল ওফ হাইয়র সেকেন্ডরি ইডুকেশন, মণিপুর
কাউন্সিল ওফ হাইয়র সেকেন্ডরি ইডুকেশন, মণিপুর

(গ) তমগদবা শৈরেংশিং

মার্ক ২৫

১। মৈতৈ চনু	—	লমাবম কমল সিংহ
২। লমন	—	হিজম অঙাংহল সিংহ
৩। নাইতোম তাবা যাত্রী	—	রাজকুমার ঝালজিং সিংহ
৪। মণিপুর	—	এলাংবম নীলকান্ত সিংহ
৫। ইরৈপাক	—	অরাস্বম দরেন্দ্রজিং সিংহ

৬। চক্ৰগী মী	-	ৰাজকুমাৰ মধুবীৰ	
৭। আপোকপা মপুগী তুংনফম	-	নাওরিয়া ফুলো	
(ঘ) তমগদবা ব্ৰাৰেংশিং			মাৰ্ক ৩০
১। ফৌ চৰোং (বায়ী মচা)	-	আৰ. কে. এলাংবম	
২। তৌগদবা থবজা মাই ওনশিল্লু, নোম্মু তনগনু	-	স্বাইৰাকপম চাউবা সিংহ	
৩। ইমা খুল্লাকপীগী নোংগাংহৈদো	-	কুমৰী খাইদেম প্ৰমোদিনী	
৪। শাল্লবদা মনিপুৰীশিং	-	লৈশাংথেম অজিৎ সিংহ	
৫। এডোলেসঙ্গ এতুকেশন	-	ৰাংখৈমমুম তোমচৌ সিংহ	
(ঙ) তমগদবা প্ৰামাৰগী শৰুকশিং			মাৰ্ক ১০
১। সিলেবল অমসুং কোপনস্ত ক্লন্তর			
২। তোন (বাইগী অকম-অয়াং)			
৩। বাতপ (এজিল্ল)			
৪। সক্তি অমসুং সমাস			

**DESIGN
QUESTION PAPER/UNIT TEST**

Subject : MANIPURI

Class : X

Time : 3 Hours

Full Marks : 100

I. WEIGHTAGE TO OBJECTIVES :						
Objectives	K	C	Exp.	S	Total	
Percentage of Marks	20	40	40	-	100	
Marks	20	40	40	-	100	
II. WEIGHTAGE TO FORM OF QUESTIONS :						
Forms of Questions	E	SA-I	SA-II	VSA	O	Total
No. of Questions	5	8	9	20	5	47
Marks Allotted	33	24	18	20	5	100
Estimated Time (in Minutes)	71	48	36	20	5	180
III. WEIGHTAGE TO CONTENT :						
	Units/Topics					Marks
A.	Reading					10
B.	Writing					25
C.	Poetry					25
D.	Prose					30
E.	Functional Grammar					10
	Total					100
IV. SCHEME OF SECTIONS : 5 Sections (A, B, C, D and E)						
V. SCHEME OF OPTIONS: Internal options in Essay Type Questions only.						
VI. DIFFICULTY LEVEL :						
Difficult : 15% marks						
Average : 50% marks						
Easy : 35% marks						

Abbreviation : K (Knowledge), C (Comprehension), Exp (Expression),
S (Skill), E (Essay Type), SA (Short Answer Type)
VSA (Very Short Answer Type), O (Objective Type)

মনিপুরী (এমঃ আইঃ এলঃ)
ক্লাস XII

মতম – পৃঃ ৩

অপূনবা মার্ক – ১০০

অপূনবা পেরিয়দ – ১৩০

(ক) মার্ক য়েহোকপনী মওং

হীরম	মার্ক
১। পাবা	১০
২। ইবা	২৫

(i) রচনা (এসে)
(রিফ্লেক্টিভ/ইমাজিনেটিভ) - মার্ক ১০

(ii) চিঠি (ফোর্মেল) - মার্ক ৬

(iii) ইবগী অতৈ মইশিং
(পেরেগ্রাফ রাইটিং/এমপ্লিফিকেশন, রিপোর্ট, আর্টিকল,
এডভার্টাইজমেন্ট, ইনভাইটেসন, ইলেক্ট্রন) - মার্ক ৯

৩। শৈরেং	২৫
৪। বারেং	৩০
৫। ফংসনেল গ্রামার	১০

১০০

পেরিয়দ

১০

৩০

৩০

৪৫

১৫

১৩০

(খ) তমগদবা লাইরিঙী মমিংশিং

অফোঙবা

১। অপূনবা মনিপুরী বারেং শৈরেং (এমঃ আইঃ এলঃ ক্লাস XII)	- কাউন্সিল ওফ হাইয়র সেকেণ্ডরি ইডুকেশন, মনিপুর
২। মতমগী মনিপুরী গ্রামার অমসুং কম্পোজিশন	- কাউন্সিল ওফ হাইয়র সেকেণ্ডরি ইডুকেশন, মনিপুর

(গ) তমগদবা শৈরেংশিং

১। মৈতৈ কবি	- স্বাইরাকপম চাউবা সিংহ
২। নোঙ্গুমকখোদা	- অশাবম মীনকেতন সিংহ
৩। লৈ লাংবা	- লাইশ্রম সমরেন্দ্র সিংহ
৪। অনৌবা কুমগী কুমদমখোন	- রাজকুমার সুরেন্দ্রজিৎ সিংহ
৫। ডিখৌগী তোববাংদা	- হিজম ইরাবত

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৬। য়োংগী জগেই

- নোংখোম্বম শ্রীবিরেন

৭। লাইরবগী বারী

- থাংজম ইবোশিক

(ঘ) তমগদবা বারেংশিং

মার্ক ৩০

১। মৈতৈ নুপী

- এস. কৃষ্ণমোহন

২। অকোয়বগী ফিভম গুকাশেনবা

- ডা: বি. মণিহার শর্মা

৩। ঐগী থাহৌদ্রবা হৈতুপ লালু

- এম. কে. বিনোদিনী দেবী

৪। বিজ্ঞান অমদি মীওইবা

- প্রো. ঐচ. নন্দকুমার শর্মা

৫। ঈনখংলকপা চহী মতাং অমদি এইডস

- ডা. ওয়নাম ইবোচাউবা সিংহ

৬। হক

- ডা. লনচেনবা মীতৈ

৭। হিজম ইরাবত সিংহ

- শিজগুরুময়ুম নীলবীর শর্মা শাস্ত্রী

(ঙ) তমগদবা গ্রামারগী শরুকশিং

মার্ক ১০

১। ফ্রুজ অমসুং ফ্রোজ

২। বাইহে পেরেং মখলশিং অমসুং মখোয়গী হোংদোক-হোংজিন তৌবা

৩। তেঙ্গ

৪। প্রমাণ-পাট্টে অমসুং পাউরৌ (ইজিমস এণ্ড প্রোভর্বস)

DESIGN
QUESTION PAPER/UNIT TEST

Subject : MANIPURI
Class : XII
Time : Three Hours
Full Marks : 100

I. WEIGHTAGE TO OBJECTIVES :						
Objectives	K	C	Exp.	S	Total	
Percentage of Marks	20	40	40	-	100	
Marks	20	40	40	-	100	
II. WEIGHTAGE TO FORM OF QUESTIONS :						
Forms of Questions	E	SA-I	SA-II	VSA	O	Total
No. of Questions	4	9	9	20	5	47
Marks Allotted	30	27	18	20	5	100
Estimated Time (in Minutes)	65	54	36	20	5	180
III. WEIGHTAGE TO CONTENT :						
	Units/Topics					Marks
A.	Reading					10
B.	Writing					25
C.	Poetry					25
D.	Prose					30
E.	Functional Grammar					10
	Total					100
IV.	SCHEME OF SECTIONS : 5 Sections (A, B, C, D and E)					
V.	SCHEME OF OPTIONS : Internal options in Essay Type Questions only.					
VI.	DIFFICULTY LEVEL :					
	Difficult : 15% marks					
	Average : 50% marks					
	Easy : 35% marks					

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Abbreviation : K (Knowledge), C (Comprehension), Exp (Expression),
S (Skill), E (Essay Type), SA (Short Answer Type)
VSA (Very Short Answer Type), O (Objective Type)

MANIPURI

(Cade No. 310)

CLASS X

Examination Specification

One Paper **3 Hours** **Marks : 100**

Section-A **Marks : 60** **Suggested Periods**

1. Grammar: Marks : 15 40

- (i) Phonology- a) Vowel 4
 b) Vowel Classification
 c) Consonant
 d) Consonant Classification
 e) Free Variation 6
- (ii) Morphology- a) Morpheme
 b) Allomorph
 c) Root
 d) Affix
- (iii) Syntax- a) Word 5
 b) Sentence types - Simple, Complex and Compound 4

Section B Marks : 18

2. Writing 60
- (a) Essay Writing 8
 (b) Letter Writing 6
 (c) Application or other subskills 4

Section C Marks : 27

3. Reading
- (i) Two Passages (unseen) 12
 (a) Comprehension
 (b) Vocabulary
- (ii) Course Book (Text Book) 15

Prescribed Text Book :

Manipuri Khannasi Neinasi Book II

Published by the Board of Secondary Education, Manipur, 1998 Questions on the text.

(short answer, very short answer)

Lessons to be studied:

All lessons in the Text Book are to be studied

Section D

Marks : 40

80

4. Literature Prescribed Book:

Manipuri Sahitya Leichal- Book -II

Published by the Board of Secondary Education, Manipur 1998.

i) Short Story:

10

(a) Explanation of the passage from the Text-one 6

(b) Questions on the Text-Two 4

Lessons to be studied : 02

1. Chingi Imov R. K. Elangbam

2. Ilisha Amagi Mahou N. Kunjamohan Singh

ii) Poetry 16

(a) Explanation of the passage from the text one 6

(b) Questions on the text (two) 10

Poems to be Studied :

1. Lamgi Chekla Amada Kh. Choba Singh

2. Nanaida Pinare Maktrava Thoujal H. Nabadwichandra Singh

3. Ching kasi Ngasidi L. Samerendra Singh

4. Ima Nanggi Mahousa Nilbir Sharma

5. Anouba Thunglaba Jiba Th.lbo Pishak

6. Ei Amasung Budha Yumlembam Ibomcha

iii) Prose and Travelogue 7

Questions on the Text-Two (4 + 3) Lessons to be studied:

Prose - Marupki Matou Manishana Sharma

Travelogue - Mandalegi Kongpham Hijam Irabot Singh

iv) Drama 7

a) Questions on the Text - Two (4 + 3)

Lessons to be studied:

Karnagi Mama Ningobam Iboi Singh

Prescribed books for Class X:

1. Manipuri Khannasi Neinasi Book-II

Published by the Board of Secondary Education, Manipur, 1998.

2. Manipuri Sahitya Leichal Book-II

Published by the Board of Secondary Education, Manipur, 1998.

MARATHI

(Cade No. 311)

CLASS X

Examination Specification**One Paper****3 Hours****Marks : 100****Section-A****Marks:50****Suggested
Periods**

1. Grammar:	15	
(i) Transformation of Sentences	5	30
Rewriting and reframing of sentences with the given Proviso e.g. Substitution of nouns with different genders, transformation of active and passive voices, joining of different sentences together, change of certain phrases, removal of idiom sand proverbs, substitution of synonyms and antonyms, change from singular into plural and vice versa.		
(ii) Change of tenses	5	
Reframing of given sentences after changing their tenses as directed e.g. Present to past, present to future, past to present, past to future, future to past, future to present.		
(iii) Correction of errors in the given sentences	5	
2. Composition	35	
(i) Essay writing on reflective topics	10	
(ii) Letter writing on official, Commercial topics	08	
(iii) Precis Writing	07	
(iv) Storywriting	10	
3. Comprehension of an unseen prose passage	10	20

Section B**Marks : 40**

1. Prose		20
Sl. No.	Lesson No.	Author's Name
1.	01 V.S. Khanderkar - EK Shikshak	Jaiwanti Dalvi
2.	02 Suryaputrancha Desh	Ramesh Mantri
3.	03 Pakshi Udoni gele	Ravindra Pinge
4.	04 Darshan	S.N Navre

5.	05	Shabda ... Shabda ... Shabda ... !	Ratnakar Matkari
6.	07	Chandra Shekhar Azad	K.P Deshpande
7.	08	MaticheGhar	Manda Kadam
8.	09	Kamva Ani Shika	Bhimrao Waghchoure
9.	10	Sang, tula Kai hava?	Nasima Hurjuk
10.	11	Varkari	Ravindra Pandhre

2. Poetry

10

1.	01	Santavani	
	(i)	Aaji Soniyach Dinu	Sant Gnyaneshwar
	(ii)	Viththal Viththal Gajari	Sant Chokhamela
	(iii)	Aisa Putra Deie	Sant Janabai
	(iv)	Mana Sajjana	Sant Ramdas
2.	02	Khara Dharma	Sane Guruji
3.	03	Aai	Yashwant
4.	04	Sunder Gao	N.M Shinde
5.	06	Aavhan	AshokThorat
6.	07	Mazi Mulgi	Pradeep Nifadkar
7.	10	Dhag Utroni Aale	Sangeeta Barve

Prescribed book:

For prose and Poetry: 'Marathi Vachanpath' for Class X/ Published by Maharashtra Rajya MadhyamikVa Uchcha MadhyamikShikshan Mandal, Pune -411010 (2007 Edition)

Sthool Vachan

(Included in the Text Book)

Marks 10

Stories to be Studied

1.	01	EK Swapna	Hari Narayan Apte
2.	02	Gavtache Pate	Kusumavati Deshpande
3.	03	Roop	P.B Bhave
4.	04	Kanchiri	Bhau Mandavkar
5.	05	Buruj	Baburao Gayakwad

MATHEMATICS

(Code No. 321)

CLASS X

Examination Specification

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

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

The proposed curriculum includes the study of number system, algebra, geometry, trigonometry, mensuration, statistics, graphs and coordinate geometry etc. The teaching of Mathematics should be imparted through activities which may involve the use of concrete materials, models, patterns, charts, pictures posters, games, puzzles and experiments.

OBJECTIVES

The broad objectives of teaching of Mathematics at secondary stage are to help the learners to: consolidate the Mathematical knowledge and skills acquired at the upper primary stage; acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills. develop mastery of basic algebraic skills; develop drawing skills; feel the flow of reasons while proving a result or solving a problem. apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method to develop positive ability to think, analyze and articulate logically; to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of sex biases; to develop necessary skills to work with modern technological devices such as calculators, computers etc;

to develop interest in Mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc;

to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.

to develop interest in the subject by participating in related competitions.

to acquaint students with different aspects of mathematics used in daily life. to develop an interest in students to study mathematics as a discipline.

One Paper**Time: 3 Hours****Marks: 80**

UNITS		MARKS
I.	NUMBER SYSTEMS	04
II.	ALGEBRA	20
III.	TRIGONOMETRY	12
IV.	COORDINATE GEOMETRY	08
V.	GEOMETRY	16
VI.	MENSURATION	10
VII.	STATISTICS AND PROBABILITY	10
		TOTAL 80

UNIT I : NUMBER SYSTEMS**1. REAL NUMBERS**

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

UNIT II : ALGEBRA**1. POLYNOMIALS**

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

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

Pair of linear equations in two variables. Geometric representation of different possibilities of solutions/ inconsistency.

Algebraic conditions for number of solutions. Solution of pair of linear equations in two variables algebraically - by substitution, by elimination and by cross multiplication. Simple situational problems must be included. Simple problems on equations reducible to linear equations may be included.

3. QUADRATIC EQUATIONS

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

Problems related to day to day activities to be incorporated.

4. ARITHMETIC PROGRESSIONS

Motivation for studying AP. Derivation of standard results of finding the n th term and sum of first n terms.

UNIT III : TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY

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

2. TRIGONOMETRIC IDENTITIES

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

3. HEIGHTS AND DISTANCES (8) Periods

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

UNIT IV : COORDINATE GEOMETRY

1. LINES (In two-dimensions) (

Review the concepts of coordinate geometry done earlier including graphs of linear equations. Awareness of geometrical representation of quadratic polynomials. Distance between two points and section formula (internal). Area of a triangle.

UNIT V : GEOMETRY

1. TRIANGLES

Definitions, examples, counterexamples of similar triangles.

1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.

5. (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.
6. (Motivate) If a perpendicular is drawn from the vertex of the right angle of a right triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.
7. (Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares on their corresponding sides.
8. (Prove) In a right triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides.
9. (Prove) In a triangle, if the square on one side is equal to sum of the squares on the other two sides, the angles opposite to the first side is a right triangle.

2. CIRCLES

Tangents to a circle motivated by chords drawn from points coming closer and closer to the point.

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

3. CONSTRUCTIONS

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

UNIT VI : MENSURATION

1. AREAS RELATED TO CIRCLES

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

2. SURFACE AREAS AND VOLUMES

- (i) Problems on finding surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones. Frustum of a cone.
- (ii) Problems involving converting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids be taken.)

UNIT VII : STATISTICS AND PROBABILITY

1. STATISTICS

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

INTERNAL ASSESSMENT	20 Marks
Evaluation of activities	10 Marks
Project Work	05 Marks
Continuous Evaluation	05 Marks

RECOMMENDED BOOKS

1. Mathematics - Textbook for class IX - **NCERT Publication**
2. Mathematics - Textbook for class X - **NCERT Publication**



MIZO

(Code No. 312)

CLASS X

Examination Specification

One Paper

3 Hours

Marks: 100

Suggested

Periods 180

1. Grammar	20	40
(a) Revision of Parts of Speech	10	
(b) Punctuation	5	
(c) Explanation and Use of Phrases and Idioms	5	
2. Composition	20	40
1. Essay Writing	10	
2. Precis Writing of Unseen Passage	5	
3. Vocabulary enrichment from other language	5	
3. Poetry:	30	60
(a) Explanation of text passage	10	
(b) Substance writing	5	
(c) General questions on the text	15	

Poems to be studied:

(1) Ani Chu an hnenah a aun a	Siamliana
(2) Au va hlu en thil nung tin reng	Chali
(3) Siamtu Pathian Tan	P.S. Chawngthu
(4) Ka Hmun Inpui	Vankhama
(5) Chunnurnemi	Varkhama
(6) Ramhmangaihna Hla R.L.	Kamalala
(7) Thai Awin Laltepan	Romani
(8) Zirtu Kawng	Selet Thanga
(9) Lungrukh Miveivela	Zikpuii Pa
(10) Thlangtiang Thilipui	V. Thangzama

4. Prose:	30	60
(a) Explanation of the text passage	10	
(b) General questions on the text	15	
(c) Short questions (words and phrases) based on the text.	5	

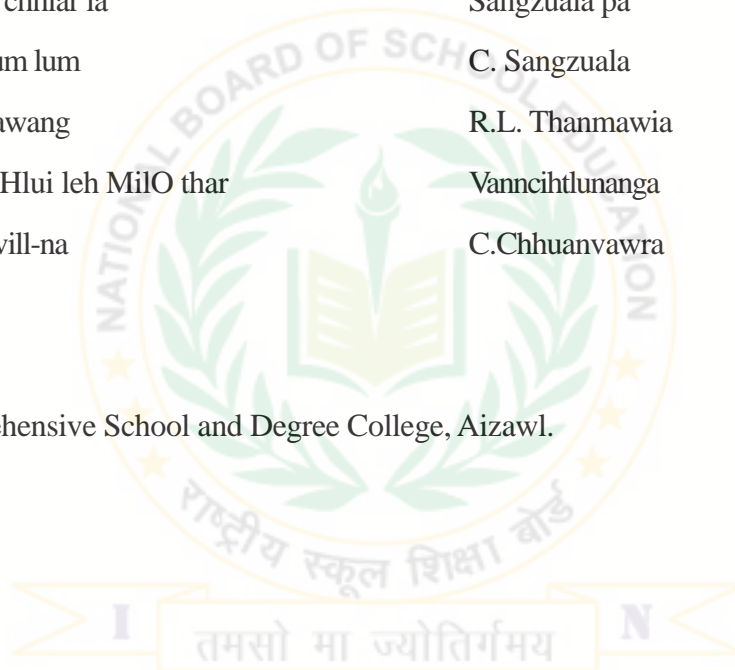
Prose to be studied:

(1) Hun hi	Siamkima
(2) Buaina	Darchhawna
(3) Lungawina James	Dokhuma
(4) Lnchung chakzia	H.K. Bawichhuaka
(5) Mizohnam zia leh nunphung	Khuanga
(6) Malin chhiar la	Sangzuala pa
(7) Alai lum lum	C. Sangzuala
(8) Nunkawang	R.L. Thanmawia
(9) MiLO Hlui leh MiLO thar	Vanncihtlunanga
(10) Indopvill-na	C.Chhuanvawra

Book Prescribed :

Rahka

Published by Comprehensive School and Degree College, Aizawl.



ORIYA

(Code No. 313)

CLASS X

Examination Specification

Time Allowed :

3 hours

Marks : 100

Section A

Suggested

Periods

1. Grammar	20	40
(a) Transformation of words (noun to adjective and adjective to noun)	02	
(b) Sandhi (Byanjan and Bisarga)	02	
(c) Samasa (Karmadharaya, Atyaibhaba and Bahubrihi)	03	
(d) Transformation of sentences (Simple, Compound, Complex)	03	
(e) Correction of common errors in words	03	
(f) Idioms and Phrases	02	
(g) Taddhita and Krudanta	02	
(h) Punctuation marks	03	
2. Comprehension of an unseen prose passage (Five short questions to be asked)	(5x2)=10	
3. Composition :	20	
1. Essay Writing (Reflective)	12	
2. Letter Writing (Business and Official)	08	

Section B

Marks : 50

1. Prose (for detailed study)	25
1. Long answer type (in 250 words) (one out of two)	08
2. Explanation of the passage (one out of two)	07
3. Short answer type of questions (five out of seven)	5x2=10

Prescribed Text : Ama Sahitya (class-X), 2007, Published by Madhyamika Shikshya-Parisad, Orissa

Lessons to be Studied :

1. Uchhabhilasha
2. Sehi smaraniya dibasa
3. Chitagribara Uchit Abhimama
4. Bidya o Bidyarthi
5. Oria Sahitya Katha (Adhunika bhagh)

2. Poetry (for detailed study)	15	30
1. Short answer type question (four out of six questions) (4x2)	08	
2. Explanation of the passage (one out of two)	07	

Prescribed Text : Ama Sahitya (class-X), 2007, Published by Madhyamika Madhyamika Shikshya-Parisad, Orissa

Poems to be studied :

1. Yudhishiranka dharma pariksha
2. Ramacharita Pradarshana
3. Badapana
4. Baishaka
5. Chhola puni ede se Birata
6. Grumapatha

3. Non Detailed study :

Two short answer type Questions. (Two out of four) 2x5=10

Prescribed Text : Ama Galpa O Ekamkika, (class-x), 2006,

Published by Madhyamik Shiksha Parishad, Orissa (all lessons to be studied)

Section-B

Marks : 40

1. Prose	20	40
(i) Questions and answers	9	
(ii) Explanation with reference to context	6	
(iii) Summary of lessons	5	

Prescribed Book

Sindhi Ratanmala Part III (Edition 1998) Devnagari Script
(Edited by Deepchandra Trilok Chand and Goverdhan Mahboobani
Bharati), Sahitya Publishing House, Nawab Ka-Bera, Ajmer.

Lesson to be studied :

- | | |
|------------------------------|--------------------------------------|
| 1. Bernard Maikphedan Part-I | 2. Bernard Maikphedan Part-II |
| 3. Aasmaan Jo Nizaro | 4. Lakhino Lal |
| 5. Shanti Niketan | 6. Ajanta Jun Gufaun |
| 7. Sindhi Bolia Jo Buniyad | 8. Raja Ranjeet Singh Jun Ba Vartaun |
| 9. Takdirand Tadbir | 10. Acharya Vinoba Bhawe |
| 11. Abab Ya Sahitya Cha Ahe? | 12. Lila Chanecer |

2. Poetry	14	40
(i) Questions and answers	6	
(ii) Explanation with reference to context	4	
(iii) Summary of lessons	4	

Prescribed Book

Sindhi Ratanmala Part III (Edition 1998) Devnagari Script
(Edited by Deepchandra Trilok Chand and Goverdhan Mahboobani),
Sunder Sahitya Publishing House, Nawab Ka-Bera, Ajmer.

Poems to be Studied :

- | | |
|----------------------------------|----------------------------|
| 1. Titanik Jahaz Jo Budan | 2. Shah Savari |
| 3. Himalaya | 4. Sur Samundi |
| 5. Sar Sorath (Shah) | 6. Harjan Ja Guna |
| 7. Pativrita | 8. Lila khe Hidayat (Aziz) |
| 9. Porhiyat (Dukhayal) | 10. Vat Vende Ja Pur |
| 11. Halyo Hal (Narayan Shyam) | 12. Pritam Ji Aasa |
| 13. Munshkil Khe Maat Kar (Fani) | 14. Hiku Kutambu (Vafa) |

PUNJABI

(Cade No. 314)

CLASS X**Examination Specification****One Paper****3 Hours****Marks : 100****Section-A****Marks:50****Suggested
Periods****1. Grammar:****15****35**

A variety of questions as listed below will be included based on the application of grammar items:

- | | | |
|---|---|--|
| (i) Word Building (Shabad Rachna) : | | |
| Aggetar, Pichhetar and Samasi Shabad | 3 | |
| (ii) Parsing (Pad Vand) | 3 | |
| (iii) Correction of words and sentences | 3 | |
| (iv) Transformation of Sentences (Vak-Vatandra) | 3 | |
| (v) Punctuation (Visram-Chinh) | 3 | |

2. Idioms and Proverbs (3+2)

5

10

3. Essay Writing (Reflective)

12

20

4. Letter Writing (Business and Of ficial)

8

15

5. Precis Writing with a heading

(8+2) 10

15

Section B Marks : 50**Suggested**

1. Text Books

(1) Prose	10	25
(i) One very short answer type questions	1	
(ii) Two short answer type questions(2x2)=4		
(iii) Long question to test factual comprehension and interpretation	5	
(2) Poetry	15	35
(i) Three very short answer questions	(3x1)=3	
(ii) One short answer question to test factual comprehension	(1x2)=2	
(iii) Two reference to the context followed by short questions	(2x5)=10	
(3) One Act Plays		
A long question to test theme, character, heading, plot etc. on the basis of one act play	05	
(4) Short Stories	10	20
(i) Reference to the context followed by short questions	4	
(ii) Two short questions to test factual comprehension	(2x2) 4	
(iii) Very short answer type questions to test facts	(2x1) 2	
(5) Biographies	10	20
(i) Two very short answer questions based on the text	(2x1) 2	
(ii) Four short answer type questions to test factual comprehension	(4x2) 8	

SANSKRIT

(Code No. 303)

Class X

नवमदशमश्रेणीभ्याम् संस्कृतभाषायाः प्रभाविशिक्षणार्थं

विकसितः सम्प्रेषण-उपागम-आधारितः

द्विवर्षीयः एषः पाठ्यक्रमः। प्रायः अनुवादमाध्यमेन एव संस्कृतशिक्षणं प्रवर्तते येन छात्रेषु भाषागतकौशलानां सम्यक् विकासः न भवति। अतः छात्रशिक्षकमध्ये कक्षासु संस्कृतभाषायाम् अन्तः क्रिया भवेत् येन छात्राः-

- संस्कृतभाषायां श्रवणावसरं लभेरन्ः
- सरलसंस्कृतवाक्यानि श्रुत्वा अर्थम् अवगच्छेयुः
- कक्षासु सामान्यव्यवहारे निपुणाः भवेयुः
- संस्कृतगद्यस्य पद्यस्य च मौनवाचने सस्वर-शुद्ध-उच्चारणे च सक्षमाः भवेयुः
- निर्दिष्टशब्दसूचीसाहाय्येन सरलसंस्कृतवाक्येषु अनुच्छेदलेखने, पत्रलेखने योग्यतां धारयेयुः इति एतानि पाठ्यक्रमस्य लक्ष्याणि।

सारांशतः संस्कृतेन श्रवण-भाषण-वाचन लेखनकौशलानां विकासः अपेक्ष्यते। छात्राः केवल कण्ठस्थीकरणं न कुर्युः अपितु चिन्तनप्रेरकप्रश्नानां माध्यमेन तेषां मौलिकसर्जनात्मकशक्तेरपि विकासः भवेत् इति आशास्यते।

विशिष्टोद्देश्यानि**श्रवणं च भाषणम्**

- छात्राः कक्षासु शिटाचारपालने संस्कृतस्य प्रयोगं कुर्युः,
- सरलनिर्देशान् श्रुत्वा तदनुसारं कार्यं कुर्युः,
- कक्षाव्यवहारे संस्कृतेन अनुमतिं प्राप्नुयुः,
- सरलसंस्कृते प्रश्ननिर्माणे समर्थाः भवेयुः,
- सरलसंस्कृतप्रश्नानां मौखिकरूपेण एकपदेन पूर्णवाक्येन वा उत्तराणि वक्तुं समर्थाः भवेयुः
- वर्णानामः उच्चारणं श्रुत्वा उच्चारणस्थानां जानीयुः,
- सरलसंस्कृतवाक्येषु भावप्रकटनसामर्थ्यं शुद्धवाक्यसरंचनाप्रावीण्यं वा गृहणीयुः।

वाचनम्

वाचनस्य अन्तर्गते छात्रेषु अधोलिखिताः दक्षताः अपेक्ष्यन्ते -

- प्रदत्तगद्यांशस्य पद्यांशस्य नाट्यांशस्य च मौनवाचनं, सस्वरवाचनम् अथ च भावपूर्णवाचनम्:
- गद्य-पद्य-नाट्यदिपाठ्यवस्तु पठित्वा भावबोधनम्,
- सरलवाक्यानि पठित्वा पद-विशेषम् आधृत्य प्रश्ननिर्माणम्:
- पाठ्यांशमधिकृत्य शीर्षकप्रदानम्:

- पद्यानाम् अन्वयेषु समुचिशब्दैः रिक्तस्थानपूर्तिः
- पद्यानाम् प्रदत्तभावार्थेषु रिक्तस्थानपूर्तिः
- क्रमरहितवाक्यानि पठित्वा मौखिकरूपेण क्रमनिर्धारणम्:

लेखनम्

लेखनमधिकृत्य अघोलिखिताः दक्षताः अपेक्षिताः—

- देवनागरीलिपिज्ञानम्, संयुक्तव्यञ्जलेखनम्, स्वरव्यञ्जनसंयोगेन शब्दनिर्माणम्, शब्दानां, वर्णविन्यासः,
- वाक्येषु प्रातिपदिकानां सविभक्तिप्रयोगः
- कर्तृपदैः सह क्रियायाः अन्वितिः
- विशेषण—विशेष्यपदानाम् अन्वितिः
- कृतृ—तद्धितप्रत्ययानां सहायतया वाक्यनिर्माणम्:
- कथनमाधृत्य प्रश्नलेखनम्:
- अव्ययानां सार्थकशुद्धप्रयोगः
- विरामचिह्नानां समुचितप्रयोगः
- घटनाक्रमानुसारम् अनुच्छेदस्य लेखनं, कथालेखनं पत्रादिलेखनं च:
- प्रदत्तसूचीसाहाय्येन प्रश्ननिर्माणम्:
- अश्विनन्दन—निमंत्रण—वर्धापनपत्राणं निर्माणं, प्राचार्यं प्रति च प्रार्थनापत्रलेखनम्:
- प्रदत्तवार्तालापे रिक्तस्थानपूरणम्।

गतिविधयः

- संस्कृतस्य समानान्तरसूक्तीनां सुभाषितानां संग्रहणम् प्रदर्शनञ्च।
- विविधप्रतियोगितानाम् आयोजनं श लोकोच्चारणम्, कथोपकथनं भाषणं, नाट्यांशनाम् अभिनयश्च
- संस्कृतभाषावाक्यप्रयोगमाश्रित्य विविधक्रीडासु प्रतिभागित्वम्।
- शब्दकोशस्य प्रयोगे नैपुण्यविकासय छात्राणं स्वकीयशब्दकोशनिर्माणम्।
- विविध—अवसरेषु प्रयोगार्थम् अभिनन्दन—निमंत्रण—वर्धापनपत्राणं निर्माणम्।
- संस्कृतभाषायं मितिपत्रिकासम्पादनम्।
- विद्यालयस्य पत्रिकायां संस्कृतविभागस्य योगदानम्।
- छात्रैः कृतस्य कार्यस्य प्रदर्शनी—आयोजनम्।
- संस्कृतवाचनम् अधिकृत्य ध्वनिपट्टिकानां निर्माणम्।

मूल्यांकनम्

छात्राः कक्षासु संस्कृतभाषायाः सम्यम् प्रयोगं कुर्युः। अतः तेषां वाग्व्यवहारस्य वाचनस्य पठनस्य लेखनस्य च सततं व्यापकं मूल्यांकनमपेक्ष्यते। यद्यपि वार्षिक—बोर्ड—परीक्षासु प्रायः पठन—लेखनकौशलयोः एव परीक्षणं भवति

किन्तु अनयोः कौशलयोः आधारभूते तु श्रवण-भाषणे एव स्तः। अतः एते कौशले उपेक्षां न अर्हतः। एतदर्थं संस्कृतं संस्कृतेनैव शिक्षणीयं येन छात्राः सम्यक् श्रवणावसरं भाषणावसरं च लभेरन्। कक्षासु संस्कृत परकगतिविधीनाम् आयोनम् अविशयकं येन छात्रेषु चिन्तनक्षमतायाः विकासः भवेत्। अतः अधोलिखितं सततं व्यापकं मूल्यांकनम् अपेक्ष्यते -

दशमी कक्षा

एकं प्रश्नपत्रम्

अवधि :

पूर्णांका - 100

क खण्ड :	(अपठितः अवबोधनम्)	15 अंकाः
ख खण्ड :	(रचनात्मकं कार्यम्)	20 अंकाः
ग खण्ड :	(अनुप्रयुक्त-व्याकरणम्)	30 अंकाः
घ खण्ड :	(पठित-अवबोधनम्)	35 अंकाः

‘क’ खण्ड : (रचनात्मककार्यम्)

(मणिका-अभ्यासपुस्तकम्-II आधारितम्)

- 40-50 शब्दपरिमितः गद्यांशः (एकः सरलगद्यांशः) 5 अंकाः :
 - प्रश्नोत्तराणि (3)
 - भाषिककार्यम् (2)
- 80-100 शब्दपरिमितः गद्यांशः, एकः सरलगद्यांशः 10 अंकाः :

(सरलकथा - घटनावर्णनम् वा)

 - प्रश्नोत्तराणि
 - समुचित शीर्षकप्रदानम् (6)
 - भाषिककार्यम् (2)
 - वाक्येक तृक्रियापदचयनम्
 - कर्तृक्रिया-अन्वितिः
 - विशेषणविशेष्य-अन्वितिः
 - संज्ञास्थाने सर्वनामप्रयोगः अथवा सर्वनामस्थाने संज्ञाप्रयोगः
 - पर्यायं विलोमं वा पदं दत्त्वा अनुच्छेदे दत्तं पदचयनम्।

‘ख’ खण्ड : (रचनात्मककार्यम्)

(मणिका-अभ्यासपुस्तकम्-II आधारितम्)

20 अंकाः :

- संकेताधारितम् अनौपचारिकपत्रम् 5 अंकाः :
- संकेताधारितं संवादलेखनम् 5 अंकाः :
- चित्रधारितम् वर्णनम् अथवा संकेताधारितम् अनुच्छेद-लेखनम् 10 अंकाः :

‘ग’ खण्ड : (अनुप्रयुक्त-व्याकरणम्)

(मणिका-अभ्यासपुस्तकम्-II आधारितम्)

30 अंका :

6. सन्धिकार्यम्

- स्वरसन्धिः – दीर्घ, गुण, वृद्धि, यण्, अयादि, पूर्वरूपम्। (1)
- व्यंजनसन्धिः – परसवर्ण, छत्वं, तुक्-आगमः, मोनुस्वरः वर्गीयप्रथमाक्षराणां (1)
- तृतीयवर्णपरिवर्तनम्, प्रमिवर्णस्य पंचमवर्णे परिवर्तनम्।
- विसर्गसन्धिः विसर्गस्य उत्त्वं, रत्त्वं, लोपः विसर्गस्थने स्, श्, ष् (1)

7. समासः (वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः)

4 अंका :

- तत्त्वपुरुषः (विभक्ति, नत्र, उपपदः) (1)
- कर्मधारयः (विशेषण-विशेष्यम्, उपमान-उपमेयम्)
- द्विगुः
- द्वन्द्वः (1)
- बहुव्रीहिः सामानाधिकरणम् (1)
- अव्ययीभावः (अनु, उप, सह, निर्, प्रति, यथा) (1)

8. प्रत्ययाः

5 अंका :

- अधोलिखित-प्रत्यययोगैः, वाक्यसंयोजनम्, रिक्तस्थानपूर्तिः-
- कृदन्ताः तव्यत्, अनीयर्, शतृ, शानच् (2)
- तद्धिताः मतुप, इन्, ठक्, त्व, तल्। (2)
- स्त्रीप्रत्ययौ टाप्, डीप्। (1)

9. अव्ययपदानि (कथायाम् अनुच्छेदे संवादे वा अव्ययानां प्रयोगः)

5 अंकाः

अपि, इति, इव, उच्चैः, एव, कदा, कुतः, नूनम्, पुरा, मा, इतस्ततः, यत्, अत्र-तत्र, यत्र-कुत्र, इदानीम्, सम्प्रति यदा-कदा, यथा-तथा, यावत्-तावत्, दिना, सहसा, श्वः, ह्यः, अधुना, बहिः, वृथा, कदापि, शनैः, किमर्थम्।

10. वाच्यपरिवर्तनम् (केवलं लट्लकारे)

3 अंकाः

11. घटिकाचित्रसाहाय्येन अङ्कानां स्थाने शब्देषु समय-लेखनम्

4 अंकाः

सामान्य-सपाद-सार्ध-पादोन

12. सङ्ख्या एकतः पञ्चपर्यन्तं वाक्यप्रयोगः। एकतः शतपर्यन्तं संख्याज्ञानम्

2 अंकाः

13. वचन-लिङ्ग-पुरुष-लकार-दृष्ट्या संशोधनम्

4 अंकाः

(मणिका-अभ्यासपुस्तकम्-II आधारितम्)

35 अंका :

‘घ’ खण्डः (पठितः अवबोधनम्)

14. पठित सामग्रीम आधृत्य अवबोधनमकार्यम्

- अ. एकः गद्यांशः (1 + 2 + 2) (5 अंकाः)
 आ. एकः पद्यांशः (1 + 2 + 2) (5 अंकाः)
 इ. एकः नाट्यांशः (1 + 2 + 2) (5 अंकाः)

- प्रति-अंशम् आधारितम् अवबोधनकार्यम्
 प्रश्नोत्तराणि, रिक्तस्थानपूर्तिः
- भाषिककार्यम्
 - (i) वाक्ये कर्तृक्रियापदचयनम्
 - (ii) कर्तृक्रिया – अन्वितिः
 - (iii) विशेषणविशेष्य-अन्वितिः
 - (iv) संज्ञास्थाने सर्वनामप्रयोगः अथवा सर्वनामस्थाने संज्ञाप्रयोगः
 - (v) पर्यायं विलोमं वा पदं दत्त्वा अनुच्छेदे दत्तं पदचयनम्।
 - (vi) विशेषण-विशेष्यचयनम्, कर्तृक्रियाचयनम्

(1 + 2) (3 अंकाः)

(2 अंकौ)

15. भावाबोधनम् (अंशद्वयम्)

3 + 3 अंकाः

(रिक्तस्थानपूर्तिद्वारा, विकल्पचयनेन, शुद्ध-अशुद्धमाध्यमेन, समभावसूक्तिमाध्यमेन वा)

16. अन्वये रिक्तस्थानपूर्तिः

1 + 2 = 3 अंकाः

17. प्रश्ननिर्माणम् (चत्वारः) I

4 अंकाः

18. क्रमरहित-अष्टवाक्यानां कथाक्रमसंयोजनम् कथापूर्तिः वा

4 अंकाः

19. सन्दर्भ-शब्दानां प्रयोगः शब्दार्थ-मेलनम् वा

3 अंकाः

पाठ्यसामग्री

1. मणिका (पाठ्यपुस्तकम्) भागः – 2 संशोधित संस्करणम् ½dsek-f'k-cks }kjk i zdkf'kre½
2. मणिका (अभ्यासपुस्तकम्) भागः – 2 संशोधित संस्करणम् ½dsek-f'k-cks }kjk i zdkf'kre½

SACIENCE

(Code No.322)

BRIEF

The subject of Science plays an important role in developing in children well defined abilities in cognitive, affective and psychomotor domains. It augments the spirit of enquiry, creativity, objectivity and asthetic sensibility. Whereas the upper primary stage demands that plentiful opportunities should be provided to the students to engage them with the processes of science like observing, recording observations, drawing, tabulation, plotting graphs etc. the secondary stage 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 six broad themes viz. Food, Materials, the world of the living, how things work, moving things, people and ideas, natural phenomenon and natural reasources. 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 as well as modes of reasoning that are typical of the subject.

CLASS X

(Theory)

One Paper		Marks: 60
Unit		Marks
I.	Chemical Substances	18
II.	World of living	16
III.	Effects of Current	10
IV.	Light	8
V.	Natural Resources	8
		Total 60

Theme: Materials

Unit 1 : Chemical Substances - Nature and Behaviour Acids, bases and salts: General properties, examples and uses, concept of pH scale, importance of pH in everyday life; preparation and uses of sodium hydroxide, Bleaching powder, Baking soda, washing soda and Plaster of Paris.

Chemical reactions : Chemical Equation, Types of chemical reactions : combination, decomposition, displacement, double displacement, precipitation, neutralization, oxidation and reduction in terms of gain and loss of oxygen and hydrogen. Metals and non metals: General 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, Nomenclature of carbon compounds, Functional groups, difference between saturated hydrocarbons and unsaturated hydrocarbons, Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

Periodic classification of elements : Modern Periodic table, Gradation in Properties.

Theme : **The world of the living**

Unit2 : World of Living

Life Processes : “living” things; 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 to plant hormones; control and co-ordination in animals: voluntary, involuntary and reflex action, nervous system; chemical co-ordination Animal hormones.

Reproduction:

Reproduction in animal and plants (asexual and sexual). Need for and methods of family planning. Safe sex vs HIV/AIDS. Child bearing and women’s health. Heridity and evolution: Heridity; Origin of life: brief introduction; Basic concepts of evolution.

Theme : **How things work.**

Unit 3 : Effects of Current

Potential difference and electric current. Ohm’s law; Resistance, Factors on which the resistance of a conductor depends. Series combination of resistors, parallel combination of resistors; Heating effect of Electric current; Electric Power, Inter relation between $p/ V/ I$ and R .

Magnets: Magnetic field, field lines, field due to a current carrying wire, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming’s left hand rule. Electro magnetic induction. Induced potential difference, Induced current. Fleming’s Right Hand Rule, Direct current. Alternating current; frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme : **Natural Phenomena**

Unit 4 : Reflection of light at 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, problems of vision and remedies, applications of spherical mirrors and lenses. Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life.

Theme : **Natural Resources**

Unit 5 : Conservation of natural resources: Management of natural resources. Conservation and judicious use of natural resources. Forest and wild life, coal and petroleum conservation. Examples of People's participation for conservation of natural resources.

The Regional environment : Big dams: advantages and limitations; alternatives if any. Water harvesting. Sustainability of natural resources.

Sources of energy : Different forms of energy, conventional and non-conventional sources of energy: fossil fuels, solar energy; biogas; wind, water and tidal energy; nuclear. Renewable versus nonrenewable sources.

Our Environment : Eco-system, Environmental problems, their solutions. Biodegradable and non biodegradable, substances ozone depletion.

PRACTICAL

LIST OF EXPERIMENTS

Marks : 40 (20+20)

- 1. To find the pH of the following samples by using pH paper/universal indicator.**
 - i) Dilute Hydrochloric acid
 - ii) Dilute NaOH solution
 - iii) Dilute Ethanoic acid solution
 - iv) Lemon juice
 - v) Water
 - vi) Dilute Sodium Bicarbonate Solution.
- 2. To study the properties of acids and bases HCl & NaOH by their reaction with**
 - i) Litmus solution (Blue/Red)
 - ii) Zinc metal
 - iii) Solid Sodium Carbonate
- 3. To determine the focal length of**
 - a) Concave mirror
 - b) Convex lens by obtaining the image of a distant object.
- 4. To trace 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.**
- 5. To study the dependence of current (I) on the potential difference (V) across a resistor and determine its resistance. Also plot a graph between V and I.**
- 6. To determine the equivalent resistance of two resistors when connected in series.**
- 7. To determine the equivalent resistance of two resistors when connected in parallel.**
- 8. To prepare a temporary mount of a leaf peel to show stomata.**

9. To show experimentally that light is necessary for photosynthesis.
10. To show experimentally that carbon dioxide is given out during respiration.
11. To study (a) binary fission in Amoeba and (b) budding in yeast with the help of prepared slides.
12. To determine the percentage of water absorbed by raisins.
13. To perform and observe the following reactions and classify them into :
 - i) Combination Reaction
 - ii) Decomposition Reaction
 - iii) Displacement Reaction
 - iv) Double Displacement Reaction
 1. Action of water on quick lime.
 2. Action of heat on Ferrous Sulphate crystals
 3. Iron Nails kept in copper Sulphate solution
 4. Reaction between Sodium Sulphate and Barium chloride solutions.
14. a) To observe the action of Zn, Fe, Cu and Al metals on the following salt solutions.
 - i) $ZnSO_4$ (aq.)
 - ii) $FeSO_4$ (aq.)
 - iii) $CuSO_4$ (aq.)
 - iv) $Al_2(SO_4)_3$ (aq.)
 b) Arrange Zn, Fe, Cu and Al metals in the decreasing order of reactivity based on the above result.
15. To study the following properties of acetic acid (ethanoic acid) :
 - i) odour
 - ii) solubility in water
 - iii) effect on litmus
 - iv) reaction with sodium bicarbonate

SCHEME OF EVALUATION :

School-based hands-on practical examination. 20 Marks

RECOMMENDED BOOKS :

Science-Text book for class IX - **NCERT Publication**

Science-Text book for class X - **NCERT Publication**

SOCIAL SCIENCE

(Code No. 323)

BRIEF

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

The social sciences curriculum draws its content mainly from geography, history, civics 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 study society from different angles and form a holistic view.

OBJECTIVES

The main objectives of this syllabus are:

to develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved.

To make learners realise 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.

to develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.

To deepen knowledge about and under standing of India's freedoms truggle and of the values and ideals that it represented, and to developanap preciation of the contributions made by people of all sections and regions of the country.

To 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.

to deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives

to facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.

To develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.

To promote an understanding of the issues and challenges of contemporary India environmental, economic and social, as part of the development process.

to 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

To develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations

To develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms- cooperating with others, taking initiatives and providing leadership in solving others', problems to develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

CLASS X
Theory Paper 1

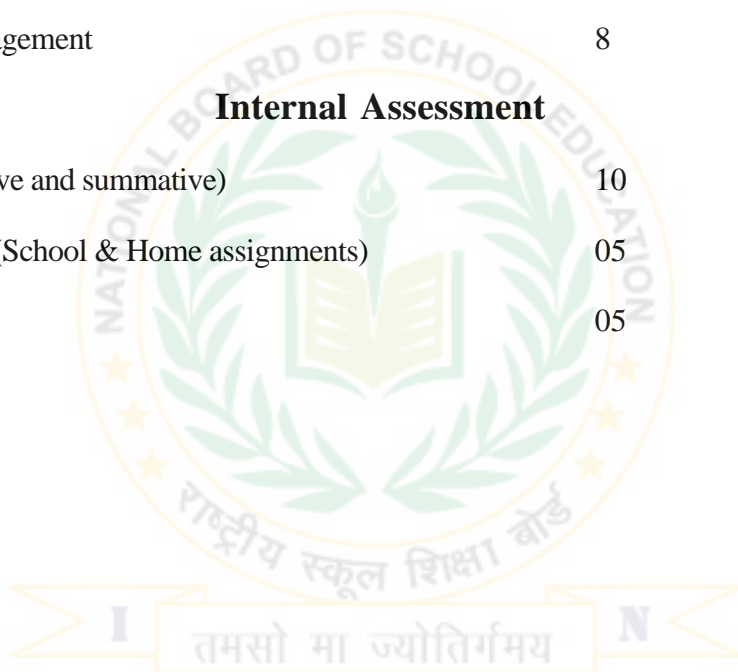
3 Hours**Marks 80+20**

for internal assessment

	Marks
Unit 1 :India and the contemporary World -II	20
Unit 2 :India - Resources and their Development	18
Unit 3 :Democratic Politics II	18
Unit 4 :Understanding Economics -II	16
Unit 5 :Disaster Management	8

Internal Assessment

- | | | |
|----|---|----|
| 1. | Tests (formative and summative) | 10 |
| 2. | Assignments (School & Home assignments) | 05 |
| 3. | Project work | 05 |



Unit 1 : India and the Contemporary World-II

Theme	Objectives
<p>Students are required to choose any two themes each from the first two sub units and one from the third sub-unit. In sub-unit 1.1/ theme 3 is compulsory. For second theme in that subunit, students are required to choose anyone from the first two themes.</p> <p>Thus all students are required to study five themes in all.</p> <p>Sub-unit 1. 1 : Events and processes :</p> <p>1. Nationalism in Europe:</p> <p>(a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece.</p> <p>2. Nationalist Movement in Indo China:</p> <p>Factors leading to growth of nationalism in India</p> <p>(a) French colonialism in Indochina. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Soi Chau, Nguyen Ac Quoc (d) The second world war and the liberation struggle. (e) America and the second Indochina war.</p> <p>3. Nationalism in India : Civil Disobedience Movement (a) First world war, Khilafat and Non-Cooperation. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups.</p>	<p>The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</p> <p>Discuss the relationship/difference between European nationalism and anti-colonial nationalisms.</p> <p>Point to the way the idea of the nation states became generalized in Europe and elsewhere. Discuss the difference between French colonialism in Indochina and British colonialism in India.</p> <p>Outline the different stages of the anti imperialist struggle in Indochina.</p> <p>Familiarize the students with the differences between nationalist movements in Indo China and India.</p> <p>Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement.</p> <p>Analyze the nature of the diverse social movements of the time.</p> <p>Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi.</p>

Theme

Objectives

Sub-unit 1.2 : Economies and livelihoods: 4.

Industrialization 1850s - 1950s : (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies : Britain and India.

5. Urbanization and urban lives: (a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor.

Case studies : London and Bombay in the nineteenth and twentieth century.

6. Trade and Globalization: (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s. (d) Implications of globalization for livelihood patterns. Case study : The post War International Economic order, 1945 to 1960s.

Sub-unit 1.3 : Culture, Identity and Society

7. Print culture and nationalism. (a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics.

8. History of the novel: (a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers. Sub-unit 1.4: Map Work (2 Marks)

discuss two different patterns of industrialization/one in the imperial country and another within a colony.

Show the relationship between different sectors of production.

Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other.

Show that globalization has a long history and point to the shifts within the process.

Analyze the implication of globalization for local economies.

Discuss how globalization is experienced differently by different social groups.

Discuss the link between print culture and the circulation of ideas.

Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.

Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change. Familiarize students with some of the ideas of writers who have had a powerful impact on society.

Unit 2 : India - Resources and their Development

Theme	Objectives
<p>1. Resources: Types - natural and human; Need for resource planning.</p>	<p>Understand the value of resources and the need for their judicious utilisation and conservation; Identify various types of farming and discuss the various farming methods; To describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern;</p>
<p>2. Natural Resources: land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures.</p>	<p>Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources.</p>
<p>3. Forest and Wild life resources: types and distribution ,depletion of flora and fauna; conservation and protection of forest and wild life.</p>	<p>Understand the importance of agriculture in national economy;</p>
<p>4. Agriculture: types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output.</p>	<p>Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation;</p>
<p>5. Water resources : sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and anagement, rainwater harvesting. (One case study to be introduced)</p>	<p>Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation;</p>
<p>6. Mineral Resources : types of minerals, distribution, use and economic importance of minerals, conservation.</p>	<p>Discuss various types of conventional and nonconventional resources and their utilization</p>
<p>7. Power Resources : types of power resources : conventional and non-conventional, distribution and utilization, and conservation.</p>	<p>Discuss the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas;</p>
<p>8. Manufacturing Industries : Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced)</p>	<p>Discuss the need for a planned industrial development and debate over the role of government towards sustainable development; To explain the importance of transport and communication in the ever shrinking world; To understand the role of trade in the economic development of a country,</p>
<p>9. Transport, communication and trade</p>	<p></p>
<p>10. Map Work (4 marks)</p>	<p></p>

Unit 3 : Democratic Politics II

Theme	Objectives
<p>1. Power sharing mechanisms in democracy Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups?</p>	<p>Analyse the relationship between social cleavages and political competition with reference to Indian situation. Understand and analyse the challenges posed by communalism to Indian democracy. Understand the enabling and disabling effects of caste and ethnicity in politics.</p>
<p>2. Working of Democracy Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy?</p>	<p>Develop a gender perspective on politics. Introduce students to the centrality of power sharing in a democracy. Understand the working of spatial and social power sharing mechanisms.</p>
<p>3. Competition and contestations in democracy How do struggles shape democracy in favour of ordinary people? What role do political parties play in competition and contestation? Which are the major national and regional parties in India? Why have social movements come to occupy large role in politics?</p>	<p>Analyse federal provisions and institutions. Understand the new Panchayati Raj institutions in rural and urban areas. Understand the vital role of struggle in the expansion of democracy. Analyse party systems in democracies. Introduction to major political parties in the country.</p>
<p>4. Outcomes of democracy Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India?</p>	<p>Analyse the role of social movements and nonparty political formations Introduction to the difficult question of evaluating the functioning of democracies Develop the skills of evaluating Indian democracy on some key dimensions : development, security and dignity for the people.</p>
<p>5. Challenges to democracy Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy?</p>	<p>Understand the causes for continuation of democracy in India. Distinguish between sources of strength and weaknesses of Indian democracy Reflect on the different kinds of measures possible to deepen democracy Promote an active and participatory citizenship.</p>

Unit 3 : Democratic Politics II

Theme	Objectives
<p>1. The Story of Development :</p> <p>The traditional notion of development; National Income and Per-capita Income. Growth of NI critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development.</p> <p>The approach to this theme: Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country)</p>	<p>Familiarisation of some macroeconomic concepts.</p> <p>Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income.</p> <p>It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation.</p> <p>How and why people should be healthy and provided with education.</p>
<p>2. The Role of Service Sector in Indian Economy : What is service sector (through examples) : Importance of Service Sector in generating employment and income to the nation (with the help of a few case studies); Growth of Service Sector in India; India as a major service provider to the world; The need for public investment; The role of important infrastructure, education and health</p>	<p>Familiarize the concept of money as an economic concept;</p> <p>Create awareness of the role of financial institutions from the point of view of day-to-day life.</p>
<p>3. Money and Financial System: Role of money in an economy: Historical origin; Formal and Informal financial institutions for Savings and Credit- General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, self help groups, chit funds and private finance companies.</p>	<p>To make aware of a major employment generating sector.</p> <p>Sensitise the learner of how and why governments invest in such an important sector.</p>
<p>4. Globalisation : What is Globalisation (through some simple examples); How India is being globalised and why ; Development Strategy prior to 1991. State Control of Industries : Textile goods as an example for elaboration; Economic Reforms 1991; Strategies adopted in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalisation and its impact on different sectors; Political Impact of globalisation.</p>	<p>Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.</p>

Unit 5 : Disaster Management

Tsunami

Safer Construction Practices.

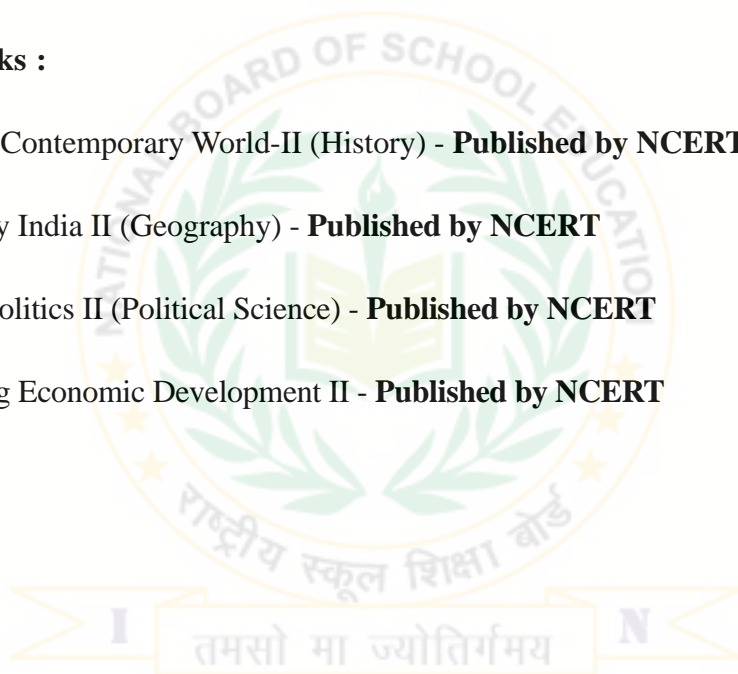
Survival Skills.

Alternate Communication systems during disaster.

Sharing Responsibility

Prescribed Textbooks :

1. India and the Contemporary World-II (History) - **Published by NCERT**
2. Contemporary India II (Geography) - **Published by NCERT**
3. Democratic Politics II (Political Science) - **Published by NCERT**
4. Understanding Economic Development II - **Published by NCERT**



TAMIL

(Code No. 315)

CLASS X**Examination Specification****One Paper****3 Hours****Marks: 100****Section-A****Marks: 60****Suggested
Periods****1. Applied Grammar:****15****40**

1. Giving Grammatical Examples

5

2. Filling up the blanks

5

3. Rewriting as directed

5

An elementary knowledge of the following to identify them :

(i) PEYAR: Pannbuepyar, Thozhirpeyar, Vinayaalanaium peyar, Aaghu peyar, Thinai, Paal, Idam and Vetrumai.

(ii) VINAI: Therinila and Kurippu Vinaimutru, Vinaiecham Peyarecham, Eeval, Viyanhol, Mutrecham.

(iii) IDAICHOLANDURICHOL: De finition of ldaichol with Special reference to Ehaaram Ohaaram and Ummaia and definition of Urichol with suitable examples.

(iv) PODU : Thohainilai and Thohaainilai, Vazhu, Vazhaanilai, Vazhuamaithi and Marabu

2. Composition**30****30**

(i) Essay writing giving on hints

12

(ii) Letter writing (Personal, Commercial & Official Letters)

10

(iii) Report writing

8

3. Comprehension of unseen passage**15****20**

Section B

Marks : 40

- | | | |
|--|---------|----|
| 1. Poetry (i) Annotation(ii) Question | 5+10 15 | 45 |
| Tamil Text Book for Class X (2003 Edition),
Published by Tamilnadu Text Book Society, Chennai-6 | | |

Section 11I- Poems to be studied:

1. Silappathikaaram
2. Kamba Ramayanam
3. Iratchanya Yaathrigam

Section IV. Mozhipeyarpu paadalgal

Vallaththol Paadalgal

Sec. V Palsuvai Paadalgal(all Six Poems)

5. Prose

15

Tamil Text Book for Class X (Prose Portion) (2003 Edition)
Published by Tamilnadu Text Book Society, Chennai - 6.

Lessons to be studied:

(Lessons 6 to 10)

- | | |
|--|------------------------|
| 6. Non-detailed study: (Pain Tamizhum Pazhagu Tamizhum) | 10 |
| Prescribed book: Tamil Thunaipaadanool of Class X (2004 Edition)
Published by Tamilnadu Text Book Society, Chennai-6. | |
| Short Stories to be Taught/Studied (6-10 Stories) | |
| 6. Sondha Veedu | R Soodamani |
| 7. Vidivadharkul | Ashokamithran |
| 8. Appavu Kannakkil35 Rupai | Pirabanjan |
| 9. Velai Vandhuvittadhu | Earvaadi Radha Krishna |
| 10. Mannaasaai | Solai Sundara Perumal |

40

TELUGU**(Code No. 316)****CLASS X****Examination Specification**

One Paper 3 Hours Marks: 100

Section-A Marks: 60 Suggested Periods

1. Applied Grammar: 22 60

(A) (i) A detailed knowledge of the following: Telugu

Sandhulu Akara, Ikara, Ukara, Sandulu;

Gasadadavadesa Sandhi, Pumpvadesa

Sandhi: Amredita Sandhulu, Rugagama

Sandhulu Padvadi Sandhi, Dvirukta

Takara Sandhi (4+6)10

(ii) Prosody; Champakamala, Utpalamala, Mattebham,
Shardulam 4(iii) Alankaras - Figures of Speech - Upama &
Atisayukti only 4

(iv) Samasas - Dwandva, Dvigu, Bahuvrihi & Rupaka 4

(B) Idioms and Proverbs 4 +4=8

(The most Common and popular ones in use)

2. Composition: 18 20

(i) Essay Writing
Descriptive and Narrative connected with social,
family and School life and on current topics
in about 200 words. 10

(ii) Letter writing (Personal, Official and Business letter) 8

3. Comprehension of an unseen prose passage of
about 100 words 12 20

(Five short answer questions and 2 vocabulary items like opposites synonyms & word meanings)

Section B

Marks: 40

1. Detailed Study: 12 40

(a) Prose

Telugu Vachakamu (Class X),

Published by Government of Andhra Pradesh,

(New Edition first published 1998)

- | | |
|---|-------|
| 1. Explanation with reference to the context (2 Outof4) | 3x2=6 |
| 2. One long answer question on prescribed lessons in about 80 words | 4 |
| 3. One short answer type question | 2 |

Lessons to be studied:

1. Bondu Mallelu (Kathanika) Chaganti Somayajulu
2. Ampakalu (Galpika) Kodawatiganti Kutumba Rao
3. Rangasthalam pai Samaya Sphurthi (Hasya Rasa Pradhana Vyasam) - Sthanam Narasimha Rao
4. Na Vishayam (Atmakatha) - Sangam Lakshmi Bai
5. Uta Padalu Vyardha padalu Sahitya Vimarsa Vyasam - Tapi Dharmarao
6. AmbedkarVyaktitwam (Jeevita Charitra) - Boyi Vijaya Bharati

2. Poetry

18

40

Telugu Vachakamu (Class X)

Published by Government of Andhra Pradesh

(New Edition First Published in 1998).

- | | |
|--|-------|
| 1. Meaning of one verse | 8x1=8 |
| 2. Explanation with reference to the context (Two) | 3x2=6 |
| 3. Question to the content (One) | 4x1=4 |

Poems to be studied:

1. Mathru Hridayam (Itihasa Kavita) - Nannayya
2. Pravaruni Swagatam (Prabandha Kavita) - Peddana
3. Subhashitalu - Vividha Kavulu
4. Sandesam (adhunika padyam) - Tummala Seetarama MurthyChoudhary
5. Orugallu (Geya Kavita) - Puttaparthi Narayana Charyulu
6. Street Children)Vachana Kavita) - Maheja Been
3. Non-Detailed Study 10 30

Telugu Upavachakamu-Prathama

Bhasha Baristar Parvateesam

Published by Government of Andhra Pradesh, Hyderabad (New Edition First Published -1998)

One Essay type question on context character and event.

URDU

(Code No. 304)

CLASS X**Examination Specification****One Paper****Marks : 100****Section-A****Marks : 60****Suggested
Period**

- | | | |
|--|-----------|-----------|
| 1. Applied Grammer : | 20 | 40 |
| (i) Three Voices : Active, Passive and Impersonal | | |
| (ii) Types of Sentences : simple, compound and their transformation. | | |
| (iii) Transformation of words, e.g. Noun into adjectives, nouns, opposite words, synonyms. | | |
| <i>Recommended Book : Sindhi Bhasa (Vyakaran evam prayoga)</i> | | |
| by Dr. Murlidhar Jetley | | |
| 2. Idioms and Proverbs
Chund Sindhi Istalah
Ain Pahaka by Mrs. Usha Saraswat. | 10 | 10 |
| 3. Composition | 20 | 30 |
| (i) Essay writing (200 words) | | |
| (ii) Letter writing (Personal) | | |
| (iii) Report writing (150 words) | | |
| 4. Comprehension of an unseen prose passage | 10 | 8 |