

Secondary School **SYLLABUS**



BOARD OF SCHOOL & TECHNICAL EDUCATION
CHHATTISGARH

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SECONDARY SCHOOL SYLLABUS

Effective From The Academic Session
For The Board Examination (Class X)

Note : The Board reserves the right to amend Syllabi and Courses as and when it deems necessary. The Schools are required to strictly follow the Syllabi and text books prescribed by the Board for the academic sessions and examinations concerned. No deviation is permissible.



BOARD OF SCHOOL & TECHNICAL EDUCATION
CHHATTISGARH

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Syllabus updation is a continuous process and hence the Board brings out revised Syllabus every year. It is obligatory for the Schools and the students preparing for the Board's examination of a particular year to follow the syllabi, courses and the books prescribed by it for that year. No deviation from the ones prescribed is permissible. All concerned are, therefore, strongly advised to purchase the curriculum prescribed for the year concerned from the BSTE Headquarters or its Regional Offices for their information and use. Orders with the required price and postage can be placed with the Store Keeper (Publications) at the Headquarters or with the Regional Officer of the Zone as the case may be. Readers are also advised to refer to the details given at the end of this publication.

Published by Secretary, BSTE

ELIGIBILITY OF CANDIDATES

Admission of students to a School, Transfer/Migration of Students.

1. ADMISSION-GENERAL CONDITIONS

- 1.1 A student seeking admission to any class in a 'School' will be eligible for admission to that class only if he:-
- (i) has been studying in a school recognised by or affiliated to this Board or any other recognised Board of Secondary Education in India;
 - (ii) has passed qualifying or equivalent qualifying examination making him eligible for admission to that class;
 - (iii) satisfies the requirements of age limits (minimum & maximum) as determined by the State/U.T. Government and applicable to the place where the School is located;
 - (iv) produces :-
 - (a) the School Leaving Certificate/Transfer Certificate signed by the Head of the Institution last attended and countersigned ;
 - (b) document(s) in support of his having passed the qualifying or equivalent qualifying examination, and
 - (c) The Date of Birth Certificate issued by the Registrar of Births and Deaths wherever existing as proof of date of birth.

Explanation:-

- (a) A person who has been studying in an institution, which is not recognised by this Board or by any other recognised Board of Secondary Education or by the State/U.T. Government of the concerned place, shall not be admitted to any class of a 'School' on the basis of Certificate(s) of such unrecognised institution(s) attended by him earlier.
 - (b) 'Qualifying Examination' means an examination -the passing of which makes a student eligible for admission to a particular class and 'equivalent examination' means-an examination conducted by any recognised Board of Secondary Education/Indian University or an institution recognised by or affiliated to such Board/University and is recognised by this Board equivalent to the corresponding examination conducted by this Board or conducted by a "School" affiliated to/recognised by this Board.
- 1.2 No student migrating from a school in a foreign country other than the school affiliated to this Board shall be eligible for admission unless an eligibility certificate in respect of such a student has been obtained from this Board. For obtaining eligibility certificate from the Board, the Principal of the School to which admission is being sought will submit to the Board full details of the case and relevant documents with his own remarks/ recommendations. The eligibility certificate will be issued by the Board only after the Board is satisfied that the course of study undergone and examination passed is equivalent to the corresponding class of this Board.
- 1.3 No person who is under the sentence of rustication or is expelled from any Board/University/ School or is debarred from appearing in the examination for whatever reason by any Board/ University shall be admitted to any class in a School affiliated to this Board.
- 1.4 No student shall be admitted or promoted to any subsequent higher class in any school unless he has completed the regular course of study of the class to which he was admitted at the beginning of the academic session and has passed the examination at the end of the concerned academic session qualifying him for promotion to the next higher class.

2. ADMISSION : SPECIFIC REQUIREMENTS

- 2.1 Admission upto Class VIII (i.e. class VIII and below) shall be regulated by the rules, regulations, orders of the State/U.T. Governments applicable to the place where the school is located.
- 2.2 Admission to class IX in a school shall be opened only to such a student who has passed class VIII examination from an institution affiliated to this Board or to any recognised Board or is recognised by the Education Department of the Government of the State/U.T. in which such an institution is located.

3. ACADEMIC QUALIFICATIONS FOR UNDERTAKING EXAMINATIONS :

A candidate for BSTE Examination should have:-

- (a) passed the Middle School Examination (Class VIII) of a Board or of an affiliated/ recognised school at least two years earlier than the year in which he would take Secondary School (Class X) Examination,
- (b) secured a grade higher than grade E in each of the subjects of internal assessment at the examination referred to at (a) above; and
- (c) passed the third language as per requirement laid down in the scheme of studies.

4. A REGULAR COURSE OF STUDY

- 4.1 (i) The expression “a regular course of study” referred to in the Examination Bye laws means at least 75% of attendance in the classes held; counted from the day of commencement of teaching of class IX/X upto the 1st of the month preceding the month in which the examination of the School/Board commences. Candidates taking up subject(s) involving practicals shall also be required to have put in at least 75% of the total attendance for practical work in the subject in the laboratory. Head of Institutions shall not allow a candidate who has offered subject(s) involving practicals to take the practical examination(s) unless the candidates fulfil the attendance requirements as given in this Rule.
- (ii) The candidates who had failed in the same examination in the preceding year and who rejoins classes IX/X shall be required to put in 75% of attendance calculated on the possible attendance from the 1st of the month following the publication of the results of that examination by the School/Board upto the 1st of the month preceding the month in which the examination of the School/Board commences.
- (iii) In the case of migration from other institution, attendance at the institution/school recognised by the Education Department of the State/Union Territory from which the candidate migrates will be taken into account in calculating the required percentage of attendance.

4.2 Requirement of Attendance in Subjects of Internal Assessment

- (i) No student from a School affiliated to the Board shall be eligible to take the examination unless he has completed 75% of attendance counted from the opening of class IX/X upto the 1st of the month preceding the month in which the examination commences in the subjects of internal assessment.
- (ii) Exemption from W.E./ Art Education/P& HE may be granted to a candidate on medical grounds provided the application is supported by a certificate given by a Registered Medical Officer of the rank not below that of Asstt. Surgeon and forwarded by the Head of the School

with his recommendations.

- (iii) The Chairman shall have powers to condone shortage of attendances in subjects of internal assessment.

5. RULES FOR CONDONATION OF SHORTAGE OF ATTENDANCE

- (i) If a candidate's attendance falls short of the prescribed percentage, the Head of the School may submit his name to the Board provisionally. If the candidate is still short of the required percentage of attendances within three weeks of the commencement of the examination, the Head of the institution shall report the case to the Regional Officer concerned immediately. If in the opinion of the Head of the institution, the candidate deserves special consideration, he may submit his recommendation to the Regional Officer concerned not later than three weeks before the commencement of the examination for condonation of shortage in attendance by the Chairman, BSTE, who may issue orders as he may deem proper. The Head of the School, in his letter requesting for condonation of shortage in attendance should give the maximum possible attendance by a student counted from the day of commencement of teaching of classes X (beginning of the session) upto the 1st of the month preceding the month in which the examination of the Board commences, attendance by the Candidate in question during the aforesaid period & the percentage of attendance by such candidate during the aforesaid period.
- (ii) Shortage upto 15% only may be condoned by the Chairman. Case of candidates with attendance below 60% in Class-X shall be considered for condonation of shortage of attendance by the Chairman only in exceptional circumstances created on medical grounds, such as candidate suffering from serious diseases like Cancer, AIDS, T.B. or any other disease or injury requiring long period of hospitalization.
- (iii) The Principal shall refer a case of shortage within the above prescribed limit of condonation to the Board, either with the recommendations or with valid reasons for not recommending the case.
- (iv) The following may be considered valid reasons for recommending the case of the candidate with attendance less than the prescribed percentage :-
 - (a) prolonged illness.
 - (b) loss of father/mother or some other such incident leading to his absence from the school and meriting special consideration.
 - (c) any other reason of similar serious nature.
 - (d) authorised participation in sponsored tournaments and Sports' meet of not less than inter school level and at NCC//NSS Camps including the days of journeys for such participation shall be counted as full attendance.

6. DETAINING OF ELIGIBLE CANDIDATES

In no case the Heads of affiliated schools shall detain eligible candidates from appearing at the examination.

7. A PRIVATE COURSE OF STUDY Persons eligible to appear as Private Candidates for BSTE Secondary School Examination :

The following categories of candidates shall be eligible to appear as private candidates at the BSTE Secondary School Examination of the Board in the syllabi and courses as prescribed for the examination concerned on the conditions as laid down below :-

- (a) candidates who had failed at any Secondary School Examination of the Board
- (b) teachers serving in educational institutions affiliated to the Board

- (c) Women candidates who are not able to go regular school
 - (d) candidates who are unable to join a Secondary School for any reasons BSTE compelling them to appear at the examinations as a private candidate.
 - (e) Physically handicapped students on producing reasonable evidence of having difficulty to attend normal institutions in the subjects not involving practical training / examination.
 - (f) Candidates from any tribal area across the country & world.
 - (g) All that candidates who are not able to pay regular school fee
- (i) A private candidate must submit within the prescribed date to the Regional Officer concerned, an application in the form prescribed together with the prescribed fee for the examination and three copies of the passport size photograph duly signed by the candidate and countersigned by one of the authorities mentioned at (i) above.
 - (ii) If the application of a private candidate is received after the prescribed date, he shall pay late fee as prescribed.
 - (viii) Private Candidates shall not be allowed to offer for their examination a subject (even if the subject is recognised for the examination) which is not being taught in an affiliated institution.

8. SCHEME OF EXAMINATIONS AND PASS CRITERIA FOR BSTE

8.1 GENERAL CONDITIONS

- (i) The Scheme of Examinations and Pass Criteria for BSTE,CG Examinations conducted by the Board, shall be as laid down from time to time.
- (ii) Class IX examination shall be conducted internally by the schools themselves.
- (iii) The Board will conduct the external examinations at the end of class X.
- (iv) Class X examination shall be based on the Syllabi as prescribed by the Board for class X from time to time.
- (v) Number of papers, duration of examination and marks for each subject/paper will be as specified in the curriculum for the year.
- (vi) The examination would be conducted in theory as well as in practicals , depending upon the nature of the subject(s) and the marks/grades allotted shall be as prescribed in the curriculum.
- (vii) Marks/grades shall be awarded for individual subjects and the aggregate marks shall not be given.

GRADING

- (i) Assessment of theory/practical papers in external subjects shall be in numerical scores. In addition to numerical scores, the Board shall indicate grades in the mark sheets issued to the candidates in case of subjects of external examinations. In case of internal assessment subjects, only grades shall be shown.
- (ii) Letter grades on a nine-point scale shall be used for subjects of external examinations. However, for subjects of internal examination in Class X the assessment shall be made on a five point scale i.e. A,B,C,D and E.

- (iii) The grades shall be derived from scores in case of subjects of external examination. In case of subjects of internal assessment, they shall be awarded by the schools.
- (iv) The qualifying marks in each subject of external examination shall be 33% at Secondary School Examination.

(v) Grading of Subjects will be as follow :

A-1	For % Between 91 to 100
A-2	For % Between 81 to 90
B-1	For % Between 76 to 80
B-2	For % Between 71 to 75
C-1	For % Between 61 to 70
C-2	For % Between 51 to 60
D-1	For % Between 41 to 50
D-2	For % Between 33 to 40
E	Failed Candidates

8.2 MERIT CERTIFICATES

- (i) The Board will award Merit Certificates in each subject to the top 0.1% of candidates passing the subject, provided that they have passed examination as per the pass criteria of the Board.
- (ii) The number of Merit Certificates in a subject will be determined by rounding of the number of candidates passing the subject to the nearest multiple of thousand. If the number of candidates passing a subject is less than 500, no merit certificate will be issued.
- (iii) In the matter of tie, if one student gets a Merit certificate, all candidates getting that score will get the Merit Certificate.

8.3 SCHEME OF EXAMINATIONS

SCHEME OF EXAMINATIONS

S.No.	Subject	No. of Question Papers	Max. Marks	Duration
1.	Language I	1	100	3 hours
2.	Language II	1	100	3 hours
English, Hindi , Sanskrit, Urdu, Tibitan, Telugu, Tamil, Spanish, Sindhi, Russian, Punjabi, Persian, Oriya, Nepali, Mizo, Marathi, Manipuri, Malayalam, Limboo, Lepcha, Kashmiri, Kannada, Gujarati, German, Bhutia, Bengali, Arabic, Melayau, French, Farsi, Latin, Chini, Pali, Marathi, Japanese, Asami.				

NOTE:

- Out of the languages, one shall be English or Hindi, both English and Hindi can also be offered simultaneously.
- | | | | | |
|----|-------------|---|-------------|---------|
| 3. | Mathematics | 1 | 80+20* | 3 hours |
| 4. | Science | 1 | 60+20*+20** | 3 hours |

5. Social Science	1	80+20*	3 hours
Compulsory Additional Subject			
(i) Environmental Science		60+20*+20**	3 hours
Additional Subject (If Opted)			
Choose from Subject List			
Music		40+60**	3 hours
Drawing & Painting		30+70**	3 hours
Art Education		100	3 hours
Elements of Business		80+20*	3 hours
Elements of Book-keeping And Accountancy		80+20*	3 hours
Typewriting-(English or Hindi)		30+70**	3 hours
Information Technology		80+20*	3 hours
Pre-Vocational Education		80+20*	3 hours
Home Science		40+60**	3 hours

Note : * Stand for Multiple Choice Question.

** Stand for Practical Examination.

4.1 PASS CRITERIA

- (i) A candidate will be eligible to get the pass certificate of the Board, if he/she gets a grade higher than E in all subjects of internal assessment unless he/she is exempted. Failing this, the result of the external examination will be withheld but not for a period of more than one year.
- (ii) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. at least 33% marks) in all the five subjects of external examination in the main or at the compartmental examinations. The pass marks in each subject of external examination shall be 33%.
- (iii) No overall division/distinction/aggregate shall be awarded.
- (iv) In respect of a candidate offering an additional subject, the following norms shall be applied :-
 - (a) a language offered as an additional subject may replace a language in the event of a candidate failing in the same provided after replacement the candidate has English/ Hindi as one of the languages; and
 - (b) the replacement shall satisfy the conditions as laid down in the Scheme of Studies.
- (v) Candidates exempted from one or more subjects of internal examination shall be eligible for appearing in external examination and result shall be declared subject to

fulfilment of other conditions laid down in the Pass Criteria.

4.2. ELIGIBILITY FOR COMPARTMENT

A Candidate failing in two of the five subjects of external examination shall be placed in compartment in those subjects provided he/she qualifies in all the subjects of internal assessment.

4.3 COMPARTMENT EXAMINATION

- (i) A candidate placed in Compartment may reappear at Compartment Examination to be held in Next by the board. The candidate will be declared 'PASS' provided he/she qualifies the compartmental subjects in which he/she had failed.
- (ii) A candidate who does not appear or fails at one or all the four chances of compartment shall be treated to have failed in the examination and shall be required to reappear in all the subjects at the subsequent annual examination of the Board as per syllabi and courses laid down for the examination concerned in order to pass the examination. The candidate's practical marks/internal assessment marks obtained in the 'Main examination will be carried over till the fifth chance compartmental examination. The candidate shall have the option to appear at the practical examination in the subjects involving practical or retain their previous marks in one more annual examination after the Fifth Chance Compartment.
- (iii) Syllabi and Courses for the Compartmental Candidates in Examination shall be the same as applicable to the candidates of full subjects appearing at the examination.
- (iv) For subjects involving practical work, in case the candidate has passed in practical at the main examination he/she shall appear only in theory part and previous practical marks will be carried forward and accounted for. In case a candidate has failed in practical he / she shall have to appear in theory and practical both irrespective of the fact that he / she has already cleared the theory examination.

4.4 IMPROVEMENT OF PERFORMANCE

- (i) A candidate who has passed Secondary School Examination of the Board may reappear at the examination for improvement of performance in the main examination in succeeding year only, provided he/she has not pursued higher studies in the mean time. He/she shall appear as a private candidate. Those reappearing in the whole examination may appear as regular candidates also. The candidate(s) appearing for improvement of performance in the examination can appear in the subject(s) only in which they have been declared pass but not in the subject in which they have been declared fail.
- (ii) A candidate appearing for improvement in subject(s) involving practical shall appear only in theory and previous practical marks shall be carried forward and accounted for.

- (iii) Candidates who appear for improvement of performance will be issued only statement of Marks reflecting the marks of the improvement examination.
- (iv) A candidate appearing for improvement of performance in one or more subjects can not appear for additional subject simultaneously.

4.5 EXEMPTION TO SPASTIC, BLIND, DYSLEXIC AND PHYSICALLY HANDICAPPED CANDIDATES

Dyslexic, Spastic candidates and candidates with visual and hearing impairment have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of following subjects be offered :-

Mathematics, Science, Social Science, another language, Music, Painting, Home Science , Introductory Information Technology and Commerce (Elements of Business) & Commerce (Elements of Book Keeping and Accountancy)

ENGLISH

(Code No.011)

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 to 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. Care 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, video cassettes, tapes, software packages.

EXAMINATION SPECIFICATIONS

Class X

One Paper	3 Hours	Marks : 100
SECTION A : READING	20 Marks	30 Periods

1 & 2 two unseen passages of total 500 words with a variety of questions including 4 marks for vocabulary. Only prose passages will be used. One will be factual and the other will be literary.

Passage 1 - 200 words (8 marks) - Four or five comprehension questions

Passage 2 - 300 words (12 marks)-Four or five comprehension questions and two questions on vocabulary. Marks for vocabulary will not exceed 4 marks.

SECTION B : WRITING	20 Marks	40 Periods
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3. Letter Writing - One letter based on provided verbal stimulus and context. 8 Marks

Type of letter : Informal: Personal such as to family and friends. Formal : Letter of complaints, enquiries, requests, applications

4. Writing a short paragraph on a given outline / topic in about 60 words 4 Marks

5. Composition : A short writing task based on a verbal and / or visual stimulus. (diagram, picture, graph, map, chart, table, flow chart etc.) Maximum words 80 8 Marks

SECTION A : READING	15 Marks	45 Periods
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Question No. 6-11

A variety of short questions involving the use of particular structures within a context. Test types used will include cloze, gap-filling, sentence-completion, sentence-reordering, dialogue-completion and sentence-transformation (including combining sentences). The Grammar syllabus will include the following areas for teaching:

1. Use of non-finites.
2. Sentence connectors : as, since, while, then, just because, just, until.
3. Clauses with what, where and how.
4. Past Tense.
5. Modals : can, could, may, must, might.

SECTION D : TEXT BOOKS	45 Marks	95 Periods
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First Flight - NCERT Textbook for Class X

Prose 20 Marks

12 & 13 Two extracts from different prose lessons included in Textbook
(Approximately 100 words each)

5x2 = 10 Marks

These extracts chosen from different lessons will be literary and discursive in nature
Each extract will be of 5 marks. One mark in each extract will be for vocabulary. 4 marks in each passage will be used for testing local and global comprehension besides a question on interpretation.

14. One out of two questions extrapolative in nature based on any one of the prose lessons from Textbook to be answered in about 80 words. 6 Marks

15. One out of two questions on Drama Text (local and global comprehension question) (30-40 words) 4 Marks

Poetry 10 Marks

16. One extract from a poem from the prescribed reader followed by two or three questions to test the local

and global comprehension of the set text. The extract will carry four marks. 4 Marks

17. Two out of three short answer type questions on interpretation of themes and ideas contained in the poems to be answered in 30-40 words each. 6 Marks

Foot Prints without Feet - NCERT Supplementary Reader for Class X 15 Marks

18. One out of two questions from Supplementary Reader to interpret, evaluate and analyse character, plot or situations occurring in the lessons to be answered in about 100 words. 8 Marks

19. One out of two short answer type questions of interpretative and evaluative nature based on lessons to be answered in 30-40 words 4 Marks

20. One out of two short answer type questions based on factual aspects of the lessons to be answered in 20-30 words. 3 Marks

Prescribed Books

1. First Flight - Textbook for Class X Published by NCERT,
2. Foot Prints without Feet - Supplementary Reader for Class X Sri Aurobindo Marg, New Delhi.

हिन्दी

(Code No.012)

CLASS X

हिन्दी मात्र भाषा

भारत एक बहुभाषी देश है जिसमें बहुत-सी क्षेत्रीय भाषाएँ 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 हिंदी 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 हिंदी का विकास भी वह तेजी से करने लगता है। आठवीं कक्षा तक वह हिंदी भाषा में सुनने, पढ़ने, लिखने और कुछ-कुछ बोलने का अभ्यास कर चुका होता है। हिंदी की बाल पत्रिकाएँ और छिटपुट रचनाएँ पढ़ना भी अब उसे आ गया है। इसीलिए जब वह नवीं, दसवीं कक्षा में हिंदी पढ़ेगा तो जहाँ एक ओर हिंदी भाषा के माध्यम से सारे देश से जुड़ेगा वहीं दूसरी ओर अपने क्षेत्र और परिवेश को हिंदी भाषा के माध्यम से जानने की कोशिश भी करेगा क्योंकि किशोर वय के इन बच्चों के मानसिक धरातल का विकास विश्व-स्तर तक पहुँच चुका होता है।

शिक्षण उद्देश्य

- दैनिक जीवन में हिंदी में समझने-बोलने के साथ-साथ लिखने की क्षमता का विकास करना।
- हिंदी 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।
- हिंदी के ज़रिये अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।
- संचार के विभिन्न माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी 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 हिंदी 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 - 3 घंटे

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

1. (i) लगभग 300 से 400 शब्दों का एक गद्यांश 12
2. (ii) लगभग 200 से 300 शब्दों का एक काव्यांश 8

उपर्युक्त गद्यांशों पर शीर्षकों का चुनाव, विषय-वस्तु का बोध और भाषिक विशेषताओं पर अति लघूत्तरात्मक प्रश्न पूछे जाएँगे।

खण्ड - ख - रचना 10

3. (i) पत्र-लेखन (औपचारिक पत्र) 5
4. (ii) अनुच्छेद-लेखन : संकेत बिन्दुओं पर आधारित सम-सामयिक विषयों पर 80 से 100 शब्दों का एक अनुच्छेद 5

खण्ड ग - व्यावहारिक -व्याकरण 20

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

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 तीन / चार अर्थ-ग्रहण के प्रश्न | 6 |
| 11. (ii) कविताओं के विषय-बोध और सराहना पर आधारित चार में से तीन प्रश्न | 3+3+3 = 9 |
| 12. (iii) कविता के प्रतिपाद्य / संदेश से संबंधित दो लघूत्तरात्मक प्रश्न | 3+2 = 5 |
| 13. (iv) दो में से एक गद्यांश पर अर्थ-ग्रहण संबंधी तीन या चार प्रश्न | 6 |
| 14. (v) गद्य-पाठों के विषय-बोध पर आधारित चार में से तीन प्रश्न | 3+3+3 = 9 |
| 15. (vi) गद्य पाठों के विचार / संदेश से संबंधित दो लघूत्तरात्मक प्रश्न | 3+2 = 5 |

पूरक - पुस्तक, संचयन भाग 2

10

- | | |
|---|-----------|
| 16. (i) दो में से एक निबंधात्मक प्रश्न | 4 |
| 17. (ii) चार में से तीन लघूत्तरात्मक प्रश्न | 2+2+2 = 6 |

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

SANSKRIT

(Code No.013)

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 अन्तःक्रिया भवेत् येन छात्राः—

- संस्कृतभाषायां श्रवणावसरं लभेरन्;
- 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 शिष्टाचारपालने 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;
- वर्णानाम् उच्चारणं श्रुत्वा उच्चारणस्थानं जानीयुः;
- सरलसंस्कृतवाक्येषु भावप्रकटनसामर्थ्यं शुद्धवाक्यसरंचनाप्रावीण्यं वा गृहणीयुः।

वाचनम्

वाचनस्य अन्तर्गते छात्रेषु अधोलिखिताः दक्षताः अपेक्ष्यन्ते —

- प्रदत्तगद्यांशस्य पद्यांशस्य नाट्यांशस्य च मौनवाचनं, सस्वरवाचनम् अथ च भावपूर्णवाचनम्;
- गद्य-पद्य-नाट्यादिपाठ्यवस्तु पठित्वा भावावबोधनम्;
- सरलवाक्यानि पठित्वा पद-विशेषम् आधृत्य प्रश्ननिर्माणम्;
- पाठ्यांशमधिकृत्य शीर्षकप्रदानम्;
- पद्यानाम् अन्वयेषु समुचितशब्दैः रिक्तस्थानपूर्तिः;
- पद्यानाम् प्रदत्तभावार्थेषु रिक्तस्थानपूर्तिः;
- क्रमरहितवाक्यानि पठित्वा मौखिकरूपेण क्रमनिर्धारणम्;

लेखनम्

लेखनमधिकृत्य अधोलिखिताः दक्षताः अपेक्षिताः—

- देवनागरीलिपिज्ञानम्, संयुक्तव्यञ्जनलेखनम्, स्वरव्यञ्जनसंयोगेन शब्दनिर्माणम्, शब्दानां, वर्णविन्यासः;
- वाक्येषु प्रातिपदिकानां सविभक्तिकप्रयोगः;
- कर्तृपदैः सह क्रियायाः अन्वितिः;
- विशेषण—विशेष्यपदानाम् अन्वितिः;
- कृत्—तद्धितप्रत्ययानां सहायतया वाक्यनिर्माणम्;
- कथनमाधृत्य प्रश्नलेखनम्;
- अव्ययानां सार्थकशुद्धप्रयोगः;
- विरामचिह्नानां समुचितप्रयोगः;
- क्रमरहितवाक्यानां समुचितप्रयोगः;
- घटनाक्रमानुसारम् अनुच्छेदस्य लेखनं, कथालेखनं पत्रादिलेखनं च;
- प्रदत्तसूचीसाहाय्येन चित्रवर्णनम्;
- चित्रमधिकृत्य प्रश्ननिर्माणम्;
- अभिनन्दन—निमंत्रण—वर्धापनपत्राणां निर्माणं, प्राचार्यं प्रति च प्रार्थनापत्रलेखनम्;
- प्रदत्तवार्तालापे रिक्तस्थानपूरणम्।

गतिविधयः

- संस्कृतस्य समानान्तरसूक्तीनां सुभाषितानां संग्रहणम् प्रदर्शनञ्च।
- विविधप्रतियोगितानाम् आयोजनं श लोकोच्चारणम्, कथोपकथनं, भाषणं, नाट्यांशानाम् अभिनयश्च
- संस्कृतभाषावाक्यप्रयोगमाश्रित्य विविधक्रीडासु प्रतिभागित्वम्।
- शब्दकोशस्य प्रयोगे नैपुण्यविकासाय छात्राणां स्वकीयशब्दकोशनिर्माणम्।
- विविध—अवसरेषु प्रयोगार्थम् अभिनन्दन—निमंत्रण—वर्धापनपत्राणां निर्माणम्।
- संस्कृतभाषायां भित्तिपत्रिकासम्पादनम्
- विद्यालयस्य पत्रिकायां संस्कृतविभागस्य योगदानम्।
- छात्रैः कृतस्य कार्यस्य प्रदर्शनी—आयोजनम्।
- संस्कृतवाचनम् अधिकृत्य ध्वनिपट्टिकानां निर्माणम्।

मूल्यांकनम्

छात्राः कक्षासु संस्कृतभाषायाः सम्यग् 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 स म्यक्श्रवणावसरं भाषणावसरं च लभेरन्। कक्षासु संस्कृतपरकगतिविधीनाम् आयोजनम् अपि आवश्यकं येन छात्रेषु चिन्तनक्षमतायाः विकासः भवेत्। अतः अधोलिखितं सततं व्यापकं मूल्यांकनम् अपेक्ष्यते—

दशमी कक्षा

एकं प्रश्नपत्रम्

अवधि: - घण्टात्रयम्

पूर्णांकाः-100

क खण्डः	(अपठित-अवबोधनम्)	15 अंकाः
ख खण्डः	(रचनात्मकं कार्यम्)	20 अंकाः
ग खण्डः	(अनुप्रयुक्त-व्याकरणम्)	30 अंकाः
घ खण्डः	(पठित-अवबोधनम्)	35 अंकाः

'क'खण्डः(अपठित-अवबोधनम्)

15 अंकाः

(सरलगद्यांशम् आधारितं कार्यम्-गद्यांशद्वयम्)

- 40-50 शब्दपरिमितः गद्यांशः (एकः सरलगद्यांशः) 5 अंकाः
 - एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि (3)
 - भाषिककार्यम् (2)
- 80-100 शब्दपरिमितः गद्यांशः, एकः सरलगद्यांशः 10 अंकाः
(सरलकथा-घटनावर्णनम् वा)
 - एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि (6)
 - समुचित शीर्षकप्रदानम् (2)
 - भाषिककार्यम् (2)
 - (i) वाक्येक कृतक्रियापदचयनम्
 - (ii) कृतक्रिया-अन्वितिः
 - (iii) विशेषणविशेष्य-अन्वितिः
 - (iv) संज्ञास्थाने सर्वनामप्रयोगः अथवा सर्वनामस्थाने संज्ञाप्रयोगः
 - (v) पर्यायं विलोमं वा पदं दत्त्वा अनुच्छेदे दत्तं पदचयनम्।

'ख'खण्डः(रचनात्मकं कार्यम्)

20 अंकाः

(मणिका-अभ्यासपुस्तकम्- IIअ आधारितम्)

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

ग'ख णडः(अनुप्रयुक्त-व्याकरणम्)
(मणिका-अभ्यासपुस्तकम्- IIअ आधारितम्)

3 0अंकाः

6. सन्धिकार्यम्

3 अंकाः

- स्वरसन्धिः :- दीर्घ, गुण, वृद्धि, यण्, अयादि, पूर्वरूपम्। (1)
- व्यञ्जनसन्धिः - परसवर्ण, छत्वं, तुक्-आगमः, मोऽनुस्वारः, वर्गीयप्रथमाक्षराणां तृतीयवर्णपरिवर्तनम्, प्रथमवर्णस्य पंचमवर्णे परिवर्तनम्। (1)
- विसर्गसन्धिः :- विसर्गस्य उत्वं, रत्वं, लोपः विसर्गस्थाने स्, श्, ष्। (1)

7. समासः (वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः)

4 अंकाः

- तत्पुरुषः (विभक्तिः, नञ्, उपपदः) (1)
- कर्मधारयः (विशेषण-विशेष्यम्, उपमान-उपमेयम्)
- द्विगुः
- द्वन्द्वः (1)
- बहुव्रीहिः समानाधिकरणम् (1)
- अव्ययीभावः (अनु, उप, सह, निर्, प्रति, यथा) (1)

8. प्रत्ययाः

5 अंकाः

- अधोलिखित - प्रत्यययोगैः वाक्यसंयोजनम्, रिक्तस्थानपूर्तिः-
- कृदन्ताः तव्यत्, अनीयर्, शतृ, शानच्। (2)
- तद्धिताः मतुप्, 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, विना, 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

'घ'खण्डः(पठित-अवबोधनम्)

3 5अंकाः

14. पठित-सामग्रीम् आधृत्य अवबोधनकार्यम्

15 अंकाः

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
एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि, रिक्तस्थानपूर्तिः
- भाषिककार्यम्
 - (i) वाक्ये कर्तृक्रियापदचयनम्
 - (ii) कर्तृक्रिया-अन्वितिः
 - (iii) विशेषणविशेष्य-अन्वितिः
 - (iv) संज्ञास्थाने सर्वनामप्रयोगः अथवा सर्वनामस्थाने संज्ञाप्रयोगः
 - (v) पर्यायं विलोमं वा पदं दत्वा अनुच्छेदे दत्तं पदचयनम्।
 - (vi) विशेषण- विशेष्यचयनम्, कर्तृक्रियाचयनम्,

(1+2) (3 अंकाः)

(2 अंकौ)

15. भावावबोधनम् (अंशद्वयम्)

3 +3 अंकाः

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

16. अन्वये रिक्तस्थानपूर्तिः

1 ½ + 1 ½ = 3 अंकाः

17. प्रश्ननिर्माणम् (चत्वारः)

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 (के.मा.शि.बो. द्वारा प्रकाशितम्)

2- मणिका (अभ्यासपुस्तकम्) भागः - 2 संशोधित-संस्करणम् (के.मा.शि.बो. द्वारा प्रकाशितम्)

उत्तराणि केवलं संस्कृतेन पृथक् उत्तरपुस्तिकायां लेखितव्यानि

Note : Answers to be written in Sanskrit.

Question Paper will not be in booklet form. Answers to be written on separate answer-sheet.

URDU

(Code No.014)

CLASS X

Examination Specification

One Paper	3 Hours	Marks : 100
	Section-A	Suggested Periods
1. Applied Grammar :	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	10	10
Chund Sindhi Istalah Ain Pahaka by Mrs. Usha Saraswat.		
3. Composition	20	30
(i) Essay writing (200 words)	10	
(ii) Letter wrting (Personal)	5	
(iii) Report writing (150 words)	5	
4. Comprehension of an unseen prose passage	10	8

	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 Books :

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. Takdiand Tadbir | 11. Abab Ya sahitya Cha Ahe? |
| 10. Acharya Vinoba Bhave | |
| 12. Lila Chanecer | |

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

Prescribed book :

Sindhi Ratanmala (Part-III) (Edition 1998) Devanagari Script

(edited by Deepchandra Trilok Chand and Goveardhan 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) |

TIBETAN

(Code No.015)

CLASS X

Examination Specification

One Paper Section-A

3 Hours
Marks : 50

Marks : 100
Suggested
Periods
30

1. **Applied Grammar :**

20

- (i) Phrase, Idioms and Proverbs
- (ii) Transformation of sentence simple, complex and compound.
- (iii) Compound words in Tibetan

Suggested References :

Sum cu pa from "Si tu' i Zhal lung" Published by Tibetan Cultural Printing Press, Dharamsala, H.P.

- 2. Comprehension of an unseen Tibetan Passage based on some descriptive topic e.g. Social festivals, scenes and memorable events in student life in Tibetan

10

20

OR

Translation of an unseen passage in English based on Descriptive topics e.g. social festival into Tibetan Social festival, scenes and memorable events in student's life in Tibetan

3. **Composition & Writing :**

10

20

a) **Essay and Letter Writing:**

- i) To strangers (Placing orders, replies enquiries on questions)
- ii) Application for job
- iii) Letters to editors
- iv) Complaints, apologies, requests, etc.

- b) Essay writing on descriptive topic e.g festivals, journey scenes, adventure and memorable events in student's life

10

20

Suggested References :

- i) Yig-bskur-Namshag, Tibetan Cultural, Printing Press Office, Dharamsala.

Section B

Mark 50

Literature

Prose

25

50

"Bshes pa' i spring yig gi rnam bshad pa' i dgongs pa kun gsal" (1 to 88 pages) Published by Tibetan Cultural, Printing Press, Dharamsala - H.P.

Poetry

15

35

- (i) Amplification, elucidation or substance writing of passage in Tibetan
- (ii) Comprehension and appreciation question from given text passage.

Books Prescribed :

Second Chapter of Sa skya Legs bshad with its commentary by Khenpo Sangye Tenzin

Rapid Reading

10

25

"My land and My People" by H.H. the Dalai Lama Chapter 2 and 3

TELUGU

(Code No.016)

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 & Atisayokti only	4	
(iv) Samasas - Dwandva, Dvigu, Bahuvrihi & Rupaka	4	
(b) Idioms and Proverbs (The most Common and popular ones in use)	4 + 4=8	
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 Out of 4) | 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 Vyadha padalu Sahitya Vimarsa Vyasam - Tapi Dharmarao
6. Ambedkar Vyaktitwam (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 Murthy Choudhary
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.

TAMIL

(Code No.017)

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 : Pannbupeyar, Thozhirpeyar, Vinayaalanaium Peyar, Aaghu Peyar, Thinaï, Paal, Idam and Vetrumai.		
(ii) VINAI : Therinila and Kurippu Vinaimutru, Vinaiecham Peyarecham, Eeval, Viyanhol, Mutrecham.		
(iii) IDAICHOL AND URICHOL : Definition of Idaichol with Special reference to Ehaaram, Ohaaram and Ummāi and definition of Urichol with suitable examples.		
(iv) PODU : Thohainilai and Thohaaniilai, Vazhu, Vazhaaniilai, 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
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Section B **Marks : 40**

1.	Poetry (i) Annotation(ii) Question	5+10 15	45
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Tamil Text Book for Class X (2003 Edition),

Published by Tamilnadu Text Book Society, Chennai -6

Section III - 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	40
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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. | Vidivadharrkul | Ashokamithran |
| 8. | Appavu Kannakkil 35 Rupai | Pirabanjan |
| 9. | Velai Vandhuvittadhu | Earvaadi Radha Krishna |
| 10. | Mannaasaai | Solai Sundara Perumal |

SPANISH

(Code No.018)

CLASS X

Examination Specification

One Paper

3 Hours

Marks : 100

Suggested

Periods

Aims and objectives

The objective of the course is to strengthen the basic knowledge of the language imparted in Class IX and develop further the acquired skills.

- (a) Listening : aural comprehension of text with new lexical items.
- (b) Speaking : conversation on general topics.
- (c) Reading : reading and understanding simple texts.
- (d) Writing : Simple essays, description of persons and places.

Note : Efforts should be made to supply basic information about the historico-geographical specificities of the Spanish speaking world.

Course Content :

Phonetics : Reading of simplex text of prose and verse with the aim of learning intonation patterns. (to be tested internally and informally)

(A) Grammar 50

Morphology and Syntax

(a) Revision of grammar done in class IX 10

(b) Verbs : Reflexive. 10

(c) Tense : Present Perfect

Past Imperfect Past Historic, Introduction

to Subjunctive Mood. 20

(d) Idiomatic expressions 10

(B) Writing skills	35	50
(a) Guided Essay writing on topics of everyday life situations	15	
(b) Simple dialogue on topics related to every day life situation	10	
(c) Description of pictures	10	
(C) Comprehension	15	50

Simple answers to be formulated on simple passages related to everyday life situations.

Prescribed book :

Espanol sin fronteras, Nivel Elemental, [Unidad 12,13 & 14], by Jesus Sanchez Lobato, Concha Moreno Garcia and Isabel Santos Gargallo, SGEL, Madrid, 1998

Espanol sin fronteras, Nivel Intermedio, [Unidad 1 to Unidad 8], by Jesus Sanchez Lobato, Concha Moreno Garcia and Isabel Santos Gargallo, SGEL, Madrid, 1998.

Nuevo Ven 1, [Unidad 10 to Unidad 15], By Francisco Castro, Fernando marin, Reyes Morales, Soledad Rosa, Edelsa, Madrid, 2003.

Nuevo Ven 2, [Unidad 1 to Unidad 9] By Francisco Castro, Fernando Marin, Reyes Morales Edelsa Madrid 2004.

Additional Material as Teachers' Aids

1. Gramatica del uso del espanol : Teoria y practica, By Luis Aragones and Ramon Palencia, Edicion S/M, 2006
2. Gramatica practica del espanol, Instituto Cervantes, Espasa, Madrid.
3. Gramatica comunicativa del espanol, Francisco matte Bon, Edelsa, Madrid.
4. Espanol en espanol, Graupera y Pace, SGEL, Madrid.

SINDHI

(Code No.019)

CLASS X

Examination Specification

One Paper	3 Hours	Marks : 100
Section-A	Marks : 60	Suggested Periods
1. Applied Grammar :	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.		
Recommended Book : Sindhi Bhasa (Vyakaran evam prayoga) by Dr. Murlidhar Jetley		
2. Idioms and Proverbs	10	10
Chund Sindhi Istalah		
Ain Pahaka by Mrs. Usha Saraswat.		
3. Composition	20	30
(i) Essay writing (200 words)	10	
(ii) Letter wrting (Personal)	5	
(iii) Report writing (150 words)	5	

4. Comprehension of an unseen prose passage	10	8
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 Books :

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 |
| 9. Takdirand Tadbir Vartaun | 10. Acharya Vinoba Bhave |
| 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 poems	4	

Prescribed book :

Sindhi Ratanmala (Part-III) (Edition 1998) Devanagari Script (edited by Deepchandra Trilok Chand and Goveardhan 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) |

RUSSIAN

(Code No.020)

CLASS X

Examination Specification

One Paper

3 Hours

Marks : 100

Suggested

Periods

1. Reading Comprehension

10

25

An unseen passage of about 150-200 words with 5-6 very short answer type questions based on the passage.3 marks for vocabulary testing.

2. Applied Grammar

50

80

(Based on Text Book Prescribed)

(Lesson 1-30)

3. Translation

20

35

(i) Passage from the prescribed Text Book
from Russian into Hindi or English.

10

(ii) Simple sentences from English or Hindi
into Russian.

10

4. Questions on the prescribed text requiring

short answers in

20

Russian from the prescribed Text Book.

Prescribed book :

Russian for Children (Russkii Yazyak : Book IV)

by M.N. Vityutnev and others. (1988-1989 edition).

Lessons to be studied : for Translation and questions from text :-

(Lesson 2, 6, 8, 11, 15, 18, 19 , 21, 23, 25, 26,28, 29)

Russian in Exercises :

by S. Khavronina and A Shirochenskaya

Published by Progress Publishers, Moscow (Second edition)

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 Official)	8	15
5. Precis Writing with a heading (8+2)	10	15
Section B	Marks : 50	Suggested Periods
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	
(li) 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	

PERSIAN

(Code No.022)

CLASS X

Examination Specification

One Paper	3 Hours	Marks : 100
Section-A	Marks : 50	Suggested Periods 180
1. Grammar	10	20
(Based on the prescribed lessons)		
(i) Noun (Isim)		
(ii) Pronoun (Zamir)		
(iii) Prepositions (Hurufi Jar)		
(iv) Verb (Fel)		
(v) Derivatives (Mushtaqat)		
2. Translation and Conjugation	15	50
(i) Translation of simple sentences of English, Hindi or Urdu into Persian	10	
(ii) Conjugation of three infinitives in Persian (Past/Present/Future)	05	
3. Use of words in simple sentences in Persian	10	20
4. Composition : Writing short paragraph or letter on a given topic	10	20
5. Objective type questions	05	
Section B	Marks : 50	
Prose and Poetry	35+15=50	70
Prescribed books :		
(i) Farasi-wa-Dastoor		
(ii) Amoozish-e-Zaban-e-Farsi (Kitabe Sewum) Book III		
(i) Following lessons and poems from the book titled : Farsi-wa Dastoor		

Part I (Kitabi -i-Awwal) (1997) by Dr. Zahra-i- Khanlari, Published by M/s. Idarah-e- Adabyyat - e -
Dilli,
Jayaad Press Ballimaran, Delhi - 110006.

Lessons and poems to be studied :

Prose

- (i) Karan-e-Doortar (ii) Baz-e-Bawafa
- (iii) Sazmane Milal-e-Muttahed (iv) Qissa-e-Behram wa Kanizak
- (Parts I, II and III)

Poem

- (v) Chashma wa Sang

2. Following lessons from Amoozish-e-zaban-e- Farsi Part III

- (i) Dehqan-e-Fedkar (ii) Roobah wa Kharoos
- (iii) Guftugu-e- Roobah wa Kharoos (iv) Muhammad Bin Zakariya Razi
- (v) Murghabi wa Lak PushtPoem

Poem

- (i) Kitabe Khoob
- (ii) Faslha

NOTE : 1. Grammar based on the lessons prescribed

- 2. Couplets/Poetry from within the prose lessons should be tested under Prose only.
- 3. Question(s) containing 15 marks should separately be set from the prescribed poems.

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 (Bhayanjan and Bisarga)	02	
(c) Samasa (Karmadharaya, Aphaibhaba 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)	(5 x 2) = 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
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1. Short answer type question (four out of six questions) (4 x 2)	08
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2. Explanation of the passage (one out of two)	07
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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
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Prescribed Text : Ama Galpa O Ekamkika, (class-x), 2006,
Published by Madhyamik shiksha Parishad, Orissa (all lessons to be studied)

NEPALI

(Code No.024)

CLASS X

Examination Specification

One Paper

3 Hours

Marks : 100

1. (i) Vividh Sabdha : Bhinnarthak sabdha, Paryayvachi sabdha, Saar sabda, viparitarthak sabda, anekarthak sabda.
(ii) Vakya-vivechana : vakya paribartan, vakya nirmanka vivinna vidha, Vakya rupantar, ukhti paribartan ra kehi suddha-asuddha vakya.
(iii) Vaagdhara Ukhaan ra Tukka.
(iv) Kaarak ra vibhakti.
(v) Samasa.

(Suggested Book : Saral Nepali Vyakaran by Rajnarayan Pradhan & Jagat Chhetri)

2. Adrista wa apathit gadyansh ya padyansh padera sodhiyeka prasnaka uttar lekhney. 10
3. Rachana : Nibandha Leekhan, Bhawartha, Bhawavistar aadi, (vishayabastu: Vivaranaatmak vishaya jastai: Paryavaran, Samajik ghatana, khel-kud, vatawaran ra anya saandarbhik vishaya jastai, ekta, naitikta aadi. 10
4. i. Patra Lekhan : Gharelu vishayaharu mathi, sathilai wa sathiharubata patra vyawahar.
ii. Chhutika nimti, shulk mafika n imti तथा aarthik sahayog k a nimti aavedan patra, saathlai vyaktigat patra, Nimantrana patra wa ananya sahayog

sambandhi aavedan patranaru 10

SECTION 'B'

5. Prose : 20

Suggested Book : 'Sahitya Sudha' - Published by Janapakchha Prakashan, Gangtok - Sikkim)

Chapters to be taught : -

Dhanmati ko Cinema Sapana	Rupnarayan Sinha
Raatbhari huri chalyo	Indra Bahadur Rai
Paralko Aago	Guru Prasad Mainali
Sojha	Hridayachandra Singh Pradhan
Bhanubhaktiya Ramayanma Maulikta	Dr. Jagat Chhetri
Chiso Chiya	I.K. Singh

6. Poetry : 15

Suggested Book : 'Sahitya Sudha' - Published by Janapakchha Prakashan, Gangtok-Sikkim)

Poem to be taught :

Gaunthaliko Chiribiri	Lekhnath Poudyal
Ek viyogi pitaprati	Laxmi Prasad Deokota
Ish Padchhu Tero Kavita	Dr. Rajendra Bhandari
Mrityu Kamana kehi mera	Agamsingh Giri
Akashko tara ke tara	Haribhakta Katuwal
Siundobhariko rato sindoor huneychha	Jeewan Theengh
Aama	Tulshiram Sharma 'Kashyap'

7. Rapid Reader : 15

Reference Book : Katha Vimba, published by Directorate of Education Gangtok, Sikkim.

Ayten Pilot	Indra Sundas
Paribandha	Puskar Samser
Totalako Phul	Matilda Rai
Antim Paat	O. Henry

MIZO

(Code No.025)

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)	Ram hmangaihna Hla R.L.	Kamalala
(7)	Thal Awin Laltepan	Romani
(8)	Zirtu Kawng	Selet Thanga
(9)	Lungrukh Mi veive la	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) Lnchhung chakzia H.K. Bawichhuaka
- (5) Mizohnam zia leh nunphung Khuanga
- (6) Malin chhiar la Sangzuala pa
- (7) A lai lum lum C. Sangzuala
- (8) Nunkawang R. L. Thanmawia
- (9) Mizo Hlui leh Mizo thar Vanncihtlunanga
- (10) Indopvi II - na C. Chhuanvawra

Book Prescribed :

Rahka

Published by Comprehensive School and Degree College, Aizawl.

MARATHI

(Code No.026)

CLASS X

Examination Specification

One Paper	3 Hours	Marks : 100
Section-A	Marks : 60	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 idioms and 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) Precise Writing	07	
(iv) Story writing	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. Khandekar - 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	Matiche Ghar	-	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	-	Ashok Thorat
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 Madhyamik Va Uchcha Madhyamik Shikshan 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 Bhawe
4.	04	Kanchiri	-	Bhau Mandavkar
5.	05	Buruj	-	Baburao Gayakwad

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****60****2. Writing**

(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. Ibo 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 Ibobi 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.

MALAYALAM

(Code No.028)

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 of formal grammar, emphasis should be laid on its functional/applied aspect so as to promote good understanding of the language and to promote appropriate linguistic skill.

- | | | |
|--|----|----|
| 2. Composition | 20 | 60 |
| (i) Essay writing (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

KARNANTE ARANGETTAM KRISHNA MARAR	P - 20
2. ADIKAVITHARAYATHIL -	
CHERUSSERIKKULLA STHANAM - K.N. EZHUTHASSAN	P - 65
3. OTAYILNINNU - KESAVADEV - P - 76	
4. BALYAKALASAKHI -	
CHILANIREEKSHANANGAL -	
DIFFERENT ANTHORS - P - 80	
5. ORUJATHI, ORUMATHAM - M.K. SANU	P - 111

2. Poetry	20	40
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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. PALLIKOOTATHILEKKU VEENDUM - EDASSER1
3. SITASWAYAMVARAM - EZHUTHASSAN P - 64.
4. VAZHIVETTUNNA VAROTU - N.N. KAKKAD P - 92
5. VAYANA - AYYAPPA PANIKKAR - P 98.

3. Non-Detailed (Text) 10

Mritha Sanjeevani

by Chandramathy Ayoor. Published by Early Bird Publication.

Examination Specification**One Paper****3 Hours****Marks : 100****Section-A****Marks : 30****Suggested
Periods**

- | | | | |
|-------|---|-----------|-----------|
| 1. | Applied Grammar | 10 | 30 |
| (i) | Pronunciation of letters and their phonetic change in words | | |
| (ii) | Formation of words and morphology | | |
| (iii) | Parts of speech | | |
| (iv) | Phrases and Proverbs | | |
| (v) | Transformation of sentences | | |
| (vi) | Iklengle Kugo | | |
| 2. | Composition | 20 | 50 |
| (i) | Letter writing | 5 | |
| (ii) | Essay Writing | 5 | |
| (iii) | Translatioin of an English unseen
passage into Limboo | 5 | |
| (iv) | Synonyms and Antonyms | 5 | |

Suggested reference book :

Thangsing Yakthung Hun-Pan-nu Itchap

Published by Text Book Unit, Department of H.R.D., Govt. of Sikkim, Gangtok

Section B**Marks : 70**

- | | | | |
|---------|--|----|----|
| 3. | For detailed study | 24 | 35 |
| A Prose | | | |
| (i) | Explantion with references to the context. | 6 | |
| (ii) | Comprehension questions based on the lessons
from the text. | 6 | |
| (iii) | General questions from the text in Limboo. | 6 | |
| (iv) | Short Answer questions based on the text and
Rapid Reader. | 6 | |

Prescribed book :

1. Patila Sapsok (Prose),

Published by Text Book Unit, Department of

H.R.D., Govt. of Sikkim, Gangtok.

Lessons to be studied :

- | | |
|--------------------|---------------------|
| 1. Niyemba Mim | 2. Kombhasik Patung |
| 3. Penching Sigang | 4. Mekhim Lenghong |
| 5. Khimbrakpa | 6. Oona Yakhung |
| 7. Samik | 8. Nebo |
| 9. Ballihang | |

B. Poetry **16**

35

- | | |
|---|---|
| (i) Elucidations or substance writing of the text passage | 4 |
| (ii) Explanation with reference to the context. | 4 |
| (iii) General questions from the text to be answered in Limboo. | 8 |

Prescribed book :

Sammila Sapsok (Poetry),

Text Book Unit, Department of Education, Govt. of Sikkim, Gangtok.

Poems to be studied :

- | | |
|-----------------------------|---------------------------------|
| 1. Korasang | 2. Nakchalam |
| 3. Phungwamma | 4. Tokpanha |
| 5. Alimmin | 6. Sapmundhumlam |
| 7. A Mangeny Sapchaba Thick | 8. (Abangey Inney Ashira Thang) |
| 9. Anjumey Kebha Aro Pong | 10. Yemmiley Kujaptanu |

4. Non detailed study

(a) Kheda Sung (Rapid Reader), 10 20

Text Book Unit, Department of Education, Govt, of Sikkim, Gangtok.

Lessons to be studied : 03

- | | |
|-------------|-------------------------|
| 1. Lah Hang | 2. Hang Khimmo Kehingba |
| 3. Khamak | |

Questions on the content of the book :

Short and very short answer type questions will be asked.

(b) Sodhungembaharey Khahunha 20 40

Lessons to be studied:

Lesson No. 1 to 10 and 23 to 26 (pages 1 to 55 and 116 to 128)

Questions on the content of the book

- | | |
|--|---------|
| (i) One essay type | 8 |
| (ii) Three short answer type questions | 3+3+3=9 |
| (iii) Three very short answer type questions | 1+1+1=3 |

Examination Specification

One Paper	3 Hours	Marks : 100
Section-A	Marks : 50	Suggested Periods
1. Applied Grammar	20	40
(i) Parts of speech		
(ii) Figurative and honorific languages, expletives. (Tungbaor-reeng, shyesho-reeng, chhuktyaol)		
(iii) Idioms and proverbs		
(iv) Syntax (Reengjyaor)		
(v) Transformation of Sentences		
Suggested reference book :		
Mootunchee Reengthyum Un Reengchhuktaom Lepcha Grammar and Composition		
Published by Text Book Unit, Department of Education, Government of Sikkim, Gangtok.		
2. Composition	30	55
(a) Letter writing	8	
(b) Essay writing 10		
(c) Translation of a passage from English into Lepcha	6	
(d) Precis writing	6	
Section B	Marks : 50	
1. Prose	20	45
(i) Explanation with reference to the context.		
(ii) Comprehension questions based on the lessons from the text.		

(iii) General questions from the text to be answered in Lepcha.

Prescribed book :

Chhukpryaom Pundaor Lepcha Prose Book (1980) Treasure of Prose

Published by Text Book Unit, Department of Education, Government of Sikkim, Gangtok.

Lessons to be studied :

- (i) Aamoureeng, Yantan Un Reengmaom
- (ii) Punjaok Munfar
- (iii) Daling-gree
- (iv) Thee Satha Oong-It Sung
- (v) Laum Pogat
- (vi) Jejyu

2. Poetry

20

- (i) Explanation with reference to the context.
- (ii) Comprehension questions based on the lessons from the text.
- (iii) General questions from the text to be answered in Lepcha.

Prescribed book :

Chhukdaong Pundaur Treasure of Poems

Published by Text Book Unit,

Department of Education,

Government of Sikkim, Gangtok.

Poems to be studied :

- (a) Mikgroong
- (b) Numshimnyoosa Milyoo
- (c) Nali-Gaeboo Saaknaonka
- (d) Aashyaot Aagaop Katsa
- (e) Nyumbryaok Palit
- (f) Go

3. Rapid Reader 10 20

- (i) Question requiring short answers based on different events of the text.
- (ii) Portrayal of characters.
- (iii) Dialogue writing in Lepcha on the basis of the lessons from the text.
- (iv) Summary or questions on the themes of the story.

Prescribed book :

Sung Naorjaut A Collection of Stories (1980)

Published by Sikkim Lepcha Literary Organisation, Gangtok-737101

Stories to be studied :

- (a) Doongit Maatlu
- (b) Nyootheeng Laso Moong Panu

KASHMIRI

(Code No.031)

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. | 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 | 15 | 35 |
| Writing a descriptive/narrative essay on subject of general interest (one out of three topics). | | | |
| 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 Tog ni Knyeh		
2. Chales Capli		
3. Telephone Ti Radio		
4. Jamhooriyat		
2. Poetry	20	40
a) Explanation with reference to context	10	
(Two out of three passages)		
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)

KANNADA

(Code No.032)

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 (busines 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.

GUJARATI

(Code No.033)

CLASS X

Examination Specification

One Paper

3 Hours

Marks : 100

Section-A

Marks : 50

(1) Grammar

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 eg.
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) Letter writing e.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	Bholi re bharavadan	Narsinh Mehta
3	Mane chakor Rakhoji	Mira bai
4	Chhappa	Akho
7	Sayankale	Dalpatram
9	Mane joine udi jata 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 loko	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 Mandal Vidhyayan Sector 10 A, Gandhi Nagar, Gujarat

GERMAN

(Code No.034)

CLASS X

Examination Specification

One Paper	3 Hours	Marks : 100
Section-A	Marks : 50	Suggested Periods
1. Applied Grammar (Areas of learning and testing as per coverage in the recommended Text Books)	40	80
2. Translation of	40	
(a) Passage(s) from the prescribed text book of German into English or Hindi.	15	80
(b) Simple sentences or passage(s) from English or Hindi into German.	10	
Comprehension of seen as well as unseen passage(s) (to be answered in German)	25	50
Writing (of a short passage) in German on a simple everyday topic (about 10 lines)	10	

Prescribed book :

- (a) Tangram (Deutsch Als Fremdsprache), Rosa-Maria Dallapiazza et.al (Max Hueber Verlag).
Book A-1/2-Lessons : 7 & 8 Book A2/1-Lessons 1 to 4.

(b) Suggested references : Moment Mal I (Christian Lemke et.al) Langensche.Dt 1998

Suggested references :

Deutsch Konkret, Lehbuch 1 and Arbeitsbuch I (Langenscheidt) Deutsch als Fremdsprache, IA,
Braun, Nieder, Schmoie

(Emst Kleft / Oxford Publisher, New Delhi)

Begleitubungen Zur Grundstufe I, Deutsch als Fremdsprache Max Hueber Verlag

Deutsch Fuer Euch. Lehbuch I; Arbeitsbuch

(Sangeeta Batra and others : RNC Print and Publishing House, New Delhi) Deutsch Aktiv Neu-
Lehbuch IA and Arbeitsbuch IA (Langenscheidt)

Dictionaries :

(a) Klett's English-German/German-English Dictionary, Oxford & IBH
Publishing Co. 66. Janpath, New Delhi - 110 001

(b) K.M. Sharma; German-Hindi/Hindi-German Dictionary. Rachna
Publishing House, D-90, Multan Nagar, Delhi-56.

(c) Langenscheidts Euro Dictitionary, (English-German/German/German-English).
Goyal, 86, University Block, Jawahar Nagar, Delhi-110 007

Examination Specification**CLASS X**

One Paper	3 Hours	Marks : 100
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Section-A		Marks : 50
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Suggested

Periods

Marks

- | | | |
|---|----|----|
| 1. A Sumtag (Grammar) | 25 | 40 |
| (i) Jhejhuglo Tati Jhugkhen Thred Namye dang chaypo Gyed. | | |
| (ii) Namye Gyed | | |
| (iii) Dhatsen Tagsyed | | |
| (iv) Dhue Sumgi Namzag | | |
| (v) Pye Tam, Tampye, Sheso | | |
| 2. Tsom Dri (Composition) | 25 | 5 |
| (i) Tang Yig (Letter Writing) | | |
| (ii) Dri Tsom (Essay Writing) | | |
| (iii) Dra Gyur (Translation) | | |

Suggested reference : Lho Yig Sumtak dhang dritsom, Published by Text Book Unit,
Department HRDD, Government of Sikkim.

Section B

Marks : 50

- | | | |
|---|----|----|
| 1. Lho Yig Tsig Lhug (Prose) | 20 | 25 |
| (i) Guru Tsen Gyed | | |
| (ii) Gyagargi Rigzung Kutsap Swami Vivekanda | | |
| (iii) Blodhog Namzi : (iv) Dalzor Ngeka (v) Chhiwa Mitako | | |
| (vi) Lay Gyudre (vii) Khorway Ngemik | | |
| (viii) Fam Bhochoi Yarab Dhushe | | |

Prescribed Book : Lho Yig Tshig Lhug Published by Text Book Unit, Department of HRDD,
Government of Sikkim.

- | | | |
|--------------------------------|----|----|
| 2. Lho Yig Tsig Cheth (Poetry) | 15 | 50 |
|--------------------------------|----|----|

Singi Pedhen: Giyuk dangpole Giyuk Chuni Thup

Prescribed Book: Lho Yig Tsig Cheth (Poetry) Published by Text Book Unit, Department of HRDD,
Government of Sikkim.

- | | | |
|--|-----------|-----------|
| 3. Densong Chharab (Rapid Reader) | 15 | 50 |
|--|-----------|-----------|

- | | |
|------------------------------|--|
| (i) Bheyul Denzong Chha Tang | |
| (ii) Phungtsog Namgyal | |
| (iii) Tensung Namgyal | |

- (iv) Chhador Namgyal
- (v) Gyurmed Namgyal
- (vi) Namgyal Phuntsog
- (vii) Tenzing Namgyal
- (viii) Tsug Phoed Namgyal
- (ix) Skiyong Namgyal
- (x) Thutop Namgyal
- (xi) sikyong Tulku
- (xii) Tashi Namgyal

(xiii) Palden Thendup Namgyal and Dhato Denzonki gnetang

Suggested reference: Denzong Chharab Published by Text Book Unit, Department of HRDD, Government of Sikkim.

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 Dhara by Kalidas Roy
3. Chhelar Dal by Satyendra Nath Dutta
4. kandari Hunshiyar by Kazi Nasurl Islam
5. Vibhishaner Prati Indrajit by Madhu Sudan Dutt
6. Dui Bigha Jami - Rabindra Nath Tagore

3. Short Stories	10	35
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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

BENGALI

(Code No.036)

CLASS X

Examination Specification

One Paper

3 Hours

Marks : 100

Section-A

Marks : 60

Suggested
Periods

Marks

1. Grammar

35

50

1. Sandhis (Bhayanjan & 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 100 words)

5

(Title - 2; Moral - 1; Story - 3;)

(iii) Personal Letter and Leave Application

6

3. Reading comprehension of unseen prose passage

6

Prescribed Book :

Prabesika Bangla Byakran O 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 Dhara by Kalidas Roy
3. Chhelar Dal by Satyendra Nath Dutta
4. kandari Hunshiyar by Kazi Nasurl Islam
5. Vibhishaner Prati Indrajit by Madhu Sudan Dutt
6. Dui Bigha Jami - Rabindra Nath Tagore

3. Short Stories	10	35
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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

ARABIC

(Code No.037)

CLASS X

Examination Specification

One Paper	3 Hours	Marks : 100
Section-A	Marks : 50	Suggested Periods 180
1. Grammar	10	30
(i) Formation of verbal sentences. (Fi'l, Faa'il and Maf'ool Bihi)		
(ii) Marfoo'aat		
(iii) Mansoobaat-(Mafaa'eel Khamsah, Ism Inna wa Akhawaatuhaa, Khabar Kaana wa Akhawaaatuhaa)		
(iv) Conjunctions (Huroof-Atf)		
(v) Pronouns (Damaa'ir)		
(vi) Dual (Tathniyah)		
(vii) Mudar (Aorist) with Huruf - At Nawaasib and At Jawaazim (viii) Jam' Saalim and Jam Mukassar (Qullat and Kathrat mafaa'il, Mafaa'eel, Fu'ul and Afaa'l)		
(ix) Noon Khafeefah and Thaqeelah in Mudaare' (Aorist)		
2. Translation	20	40
(i) Translation of simple sentences of Arabic into English, Urdu or Hindi	10	
(ii) Translation of simple sentences of English, Hindi or Urdu into Arabic.	10	
3. Use of words in simple Arabic sentences	10	10
4. Composition (Short paragraph or letter on a given topic).	10	20
Section B	Marks : 50	Suggested Periods
1. Prose	35	50
Prescribed book		
Duroos-ul-Lughat-il-Arabiah-li-Ghairin-Natigeena Biha, (Part II)		
By Dr. V. Abdul Rahim.		
2. Poetry	15	
Prescribed book		
Al-Qiraa'at-ur-Rasheedah Part II by Adbul Fattah and Ali Omar (Egyptian Edition)		
available at M. Rashid & Sons, Urdu Bazar, Jama Masjid, Delhi-110 006		

MELAYU

(Code No.038)

CLASS X

Examination Specification

One Paper	3 Hours	Marks : 100
Section A	Marks : 40	Suggested Periods 180
Grammar	30	50
A1. Corrections of errors in given sentences based on grammar items:	18	
Verb		
Word order		
Wrong use of proper words		
Syntax		
Conjunctions		
A2. Making two different sentences using the words given to bring out the distinct meaning of the words.	8	
A3. Usage of idioms and proverbs	4	
Reading Section B	20	35
B1. Read the unseen passage [250 words] and summarise the passage Keep the central theme in about 80 words.	8	
B2. Answer a variety of questions based on the unseen passage given for summary.	10	
Writing Section C	20	35
C1. One composition in about 200 words based on a topic given	12	
Or		
a visual stimulus given		
C2. One format letter of not more than 80 words	8	
Or		
One informal letter of not more than 80 words		
Prose & Poetry Section D	30	60
D1. Short questions based on the prescribed poems	8	
D2. Short questions based on the prescribed prose lessons	8	

FRENCH

(Code No.039)

CLASS X

Examination Specification

One Paper

3 Hours

Marks : 100

Suggested

Periods

Section A - Prose Reading

Marks : 15

50

One unseen Prose Passage
with a variety of comprehension
questions including 05 Marks for
word attack skills 15

Section B Writing

30

65

1. One Informal letter of not more than 80 words. 10
2. One short composition involving
writing a dialogue in 40 words
based on a situation provided 05
3. One short composition of not more
than 30 words (message, recipe or invitation only) 05

4. Composition in 100 words involving writing a story based on the outline provided 10

Section C Grammar 35 60

A variety of short questions involving the use of particular structure within a context(not in isolated sentences)

Test types used will include :

Gap filling

Sentence completion

Sentence reordering

Word reordering (in a sentence)

Construction of questions or answers

Construction of negative sentences

Error correction (not involving punctuation and spelling)

The grammar syllabus will be sampled each year with marks allotted for verb forms and sentence structures.

Section D Culture & Civilization 20 15

A variety of questions which include short answer questions, sentence completion, matching etc. on culture and civilization from the prescribed text book. Books Prescribed

MATHEMATICS

(Code No. 143)

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

(15) Periods

Euclid's division lemma, Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of 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

(6) Periods

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

(15) Periods

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

(15) Periods

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

(8) Periods

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

(12) Periods

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

2. TRIGONOMETRIC IDENTITIES

(16) Periods

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

3. HEIGHTS AND DISTANCES

(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° , 45° , 60° .

UNIT IV : COORDINATE GEOMETRY

1. LINES (In two-dimensions)

(15) Periods

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

(15) Periods

Definitions, examples, counter examples of similar triangles.

1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.
5. (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.
6. (Motivate) If a perpendicular is drawn from the vertex of the right angle of a right triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.
7. (Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares 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

(8) Periods

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

(8) Periods

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 (12) Periods

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

2. SURFACE AREAS AND VOLUMES

(12) Periods

- (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

(15) Periods

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

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

Time : 2½ hours

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

(55 Periods)

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** **(50 Periods)**

Unit 2 : 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.** **(35 Periods)**

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** **(20 Periods)**

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** **(20 Periods)**

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 non-renewable 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) $\text{Al}_2(\text{SO}_4)_3$ (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 :

External Examination (to be conducted by the Board through multiple choice type written test)

20 Marks

School-based hands-on practical examination. 20 Marks

RECOMMENDED BOOKS :

Science - Textbook for class IX - NCERT Publication

Science - Textbook for class X - NCERT Publication

SOCIAL SCIENCE

(Code No. 145)

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 understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation 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	Periods
Unit 1 :India and the contemporary World - II	20	45
Unit 2 :India - Resources and their Development	18	40
Unit 3 :Democratic Politics II	18	40
Unit 4 :Understanding Economics - II	16	40
Unit 5 :Disaster Management	8	25

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

45 Periods

Themes	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 any one 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 Boi 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.</p> <p>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 Mahatma Gandhi.</p>

Themes	Objectives
<p>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.</p> <p>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.</p> <p>Case studies : London and Bombay in the nineteenth and twentieth century.</p> <p>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.</p> <p>Case study : The post War International Economic order, 1945 to 1960s.</p> <p>Sub-unit 1.3 : Culture, Identity and Society</p> <p>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.</p> <p>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.</p> <p>Sub-unit 1.4 : Map Work (2 Marks)</p>	<p>discuss two different patterns of industrialization, one in the imperial country and another within a colony.</p> <p>Show the relationship between different sectors of production.</p> <p>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.</p> <p>Show that globalization has a long history and point to the shifts within the process.</p> <p>Analyze the implication of globalization for local economies.</p> <p>Discuss how globalization is experienced differently by different social groups.</p> <p>Discuss the link between print culture and the circulation of ideas.</p> <p>Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.</p> <p>Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.</p> <p>Familiarize students with some of the ideas of writers who have had a powerful impact on society.</p>

Unit 2 : India - Resources and their Development

40 Periods

Themes	Objectives
<p>1. Resources : Types - natural and human; Need for resource planning.</p> <p>2. Natural Resources : land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures.</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>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>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>6. Mineral Resources : types of minerals, distribution, use and economic importance of minerals, conservation.</p> <p>7. Power Resources : types of power resources : conventional and non-conventional, distribution and utilization, and conservation.</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>9. Transport, communication and trade</p> <p>10. Map Work (4 marks)</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>Explain various government policies for institutional as well as technological reforms since independence; Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources.</p> <p>Understand the importance of agriculture in national economy;</p> <p>Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation; Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation;</p> <p>Discuss various types of conventional and non-conventional resources and their utilization 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>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>

Unit 3 : Democratic Politics II

40 Periods

Themes	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>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>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>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>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>Analyse the relationship between social cleavages and political competition with reference to Indian situation.</p> <p>Understand and analyse the challenges posed by communalism to Indian democracy.</p> <p>Understand the enabling and disabling effects of caste and ethnicity in politics.</p> <p>Develop a gender perspective on politics.</p> <p>Introduce students to the centrality of power sharing in a democracy.</p> <p>Understand the working of spatial and social power sharing mechanisms.</p> <p>Analyse federal provisions and institutions.</p> <p>Understand the new Panchayati Raj institutions in rural and urban areas.</p> <p>Understand the vital role of struggle in the expansion of democracy.</p> <p>Analyse party systems in democracies.</p> <p>Introduction to major political parties in the country.</p> <p>Analyse the role of social movements and non-party political formations</p> <p>Introduction to the difficult question of evaluating the functioning of democracies</p> <p>Develop the skills of evaluating Indian democracy on some key dimensions : development, security and dignity for the people.</p> <p>Understand the causes for continuation of democracy in India.</p> <p>Distinguish between sources of strength and weaknesses of Indian democracy</p> <p>Reflect on the different kinds of measures possible to deepen democracy Promote an active and participatory citizenship.</p>

Unit 4 : Understanding Economics II

40 Periods

Themes	Objectives
<p>1. The Story of Development : 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. 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>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>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>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>Familiarisation of some macroeconomic concepts. Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income. It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation. How and why people should be healthy and provided with education.</p> <p>Familiarize the concept of money as an economic concept; Create awareness of the role of financial institutions from the point of view of day-to-day life.</p> <p>To make aware of a major employment generating sector. Sensitise the learner of how and why governments invest in such an important sector.</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

25 Periods

Tsunami

Safer Construction Practices.

Survival Skills.

Alternate Communication systems during disasters.

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

MUSIC

(Code No. 146)

CLASS X

BRIEF

Any one of the following can be offered: (Hindustani or Carnatic)

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|--|--|
| 1. Hindustani Music-Vocal | 4. Carnatic Music-Vocal |
| 2. Hindustani Music Melodic Instruments | 5. Carnatic Music-Melodic Instruments |
| 3. Hindustani Music Percussion Instruments | 6. Carnatic Music-Percussion Instruments |

HINDUSTANI MUSIC (VOCAL)

Theory	2 hours	25	68
Practical		75	

THEORY

1. Basic knowledge of the structure and tuning of Taanpura.
2. Knowledge of the notation systems laid down by Pt. Vishnu Digamber Paluskar and Pt. V.N. Bhattachande.
3. Definition of Vadi, Samvadi, Anuvadi, Vivadi, Alap
4. Brief description of Natya shastra, Sangeet Ratnakar.

Marks	Periods
75	202

PRACTICAL

1. Community Singing:
 - (a) Two songs in different regional languages.
 - (b) One Tagore song
2. Aaroha, Avaroha, Pakad and Drut Khyal in the following Ragas: Kafi, Khamaj, Sarang and Desh with simple elaborations and few tanas.

Suggested Reference Books :

1. Kramik Pustak Malika by Pandit V.N. Bhattachande
2. Rag Vigyan by Pandit V.N. Patwardhan.

HINDUSTANI MUSIC (MELODIC INSTRUMENTS)

Theory	2 hours	25	68
Practical			75

THEORY

1. Basic knowledge of the structure and tuning of any one of the following instruments:
(i) Sitar, (ii) Sarod, (iii) Violin, (iv) Dilruba or Esraj, (v) Flute, (vi) Mandolin, (vii) Guitar.
2. Knowledge of the notation systems laid down by Pt Vishnu Digambar Palukar and Pt. V.N. Bhatkhande
3. Vadi, Samvadi, Anuvadi, Vivdi, Alap
4. Brief description of Natya Shastra, Sangeet Ratnakar

	Marks	Periods
PRACTICAL	75	202

1. Eight Tala-babbha Alankaras set to different Talas.
2. Aaroha, Avaroha, Pakad and Drut Gat in the following Ragas: Kafi, Khamaj, Sarang and Desh with simple elaborations and few Todas

Suggested Reference Books:

1. Sitar Marg (I Part) by Shri S. Bandyopadhyaya, Vani Mandir, Subzi Mandi, Delhi-7
2. Vitat Vadya Shiksha', by Shri S. Bandyopadhyaya, Vani Mandir, Subzi Mandi, Delhi-7
3. Sitar and its Technique by Prof. Debu Chaudhuri, Avon Publishers, Shahdara, Delhi.

(III) HINDUSTANI MUSIC (PERCUSSION-INSTRUMENTS)

Theory	2 hours	25	68
Practical		75	

THEORY

1. Basic knowledge of the structure and tuning of the instruments (Tabla or Pakhawaj).
2. Knowledge of the notation systems laid down by Pt. Vishnu Digamber Paluskar and Pt. V.N.Bhatkhande.
3. Definition of Avartan, Theka, Lahera, Amad, Mohra, Tihai.
4. Brief description of Natya Shastra, Sangeet Ratnakar.

	Marks	Periods
PRACTICAL	75	202
1. To produce correctly the basic Bolas-Ta, Dha, Tin and Dhin, Dha, Ki, Na, Ti, Dhi, Na and Ti; Ti, Na, Dhi, Dhi, Ga, Tir, Kit, Tu, Na, Katta, etc.		
2. Ability to recognise the tala of the composition being sung or played on a melodic instrument.		
3. To recite the tala with hand beats and to play on the instrument the Theka of Jhaptala, Rupak and Ektala with elaborations.		

Suggested Reference Books :

1. 'Tal Sastra' by Shri Bhagwat Sharan, Sangit Hathras.
2. Tabla Vadan Shiksha by Pt. Krishna Rao Shankar Pandit.

CARNATIC MUSIC (VOCAL)

		Marks	Periods
Theory	2 hours	25	68

THEORY

1. Raaga Lakshana outlines of the following:
Mohanam, Kalyaani, Kaambhoji, Bhairavi.
2. Lakshanas of Keertana and Kriti
3. Outlines knowledge of the seventy-two Melakarta Scheme
4. Basic Knowledge of the structure and tuning of the Tambura.
5. Principles of Notation in carnatic music.

PRACTICAL	75	202
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1. Community Singing:
Four devotional songs, simple Naamaavalis, Bhajans composed by the saints/poets of India.
2. The following ragas with descriptive details:
Mohanam, Kalyaani, Kaambhoji, Bhairavi.
3. To create proper sense of svara and laya through sapta tala alankaaras. Alankaaras in Mayaamaalava gowla and other simple scales.
4. Divyanaama keertanas and simple kritis, to the accompaniment of Tambura and Mridangam.
5. Principles of notation in Carnatic music, illustrated with suitable examples.

CARNATIC MUSIC (MELODIC INSTRUMENTS)

Theory	2 hours	25	68
Practical		75	
THEORY			

1. Basic knowledge of the structure and tuning of the instrument opted for
2. Outline knowledge of the seventy-two Melakarta Scheme
3. Principles of Notation in Carnatic music
4. Raaga Lakshana of Mohanam, Kalyaani, Kaambhoji, Bhairavi
5. Lakshanas of the musical forms keertanam and Kriti

PRACTICAL

202

1. Playing of the ragas prescribed for Theory
2. Tuning the instrument
3. Musical composition : Ata tala Varnam in two degrees of speed.
4. Simple keertanams and simple kritis.

Suggested Reference Books:

1. Flute by Prof. Sambamoorthy.
2. Musical Instruments of India by S. Krishnaswamy.

CARNATIC MUSIC (PERCUSSION-INSTRUMENTS)

		Marks	Periods
Theory	2 hours	25	68
Practical		75	

THEORY

1. Knowledge of the structure and tuning of the instrument
2. To produce correctly and clearly the Sollukattus on the instrument opted for and the technicalities related to them.
3. Principles of Notation in Carnatic music
4. Lakshanas of the musical forms keertanam and Kriti, also ragas Mohanam, Kalyaani, Kaambhoji, Bhairavi.
5. Basic knowledge of the principles of performance as presented in Vocal and Instrumental music.

PRACTICAL

75

202

1. To play precisely, the Sollukattus in different degrees of speed.
2. Tuning of the instrument.
3. Ability to play the Thekas and Mohras in Adi tala, Rupaka tala and Chaappu tala.
4. To play brief tani-aavartams in simple taalas.

Suggested Reference Books :

1. 'Percussion Instruments & Laya Vadys' Prof. P. Sambamurti.
2. 'Mridanga Svabodhini' by M.R. Durairaj

DRAWING & PAINTING

(Code No.147)

CLASS X

Examination Specification

One paper	3 hours	100 Marks	270 Periods
(i) Still Life Study 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.		50	190
(ii) Sketches from Life and Nature in Pencil and Ink.		20	80
(iii) Submission of portfolio consisting of five selected works done during the year.		30	

ART EDUCATION

(Code No. 148)

CLASS X

BRIEF

Art education constitutes an important area of curricular activity for the development of the wholesome personality of the learners. Art is a process of fulfilment running through every aspect of life and it goes on in a creative, productive and joyful manner. Art education helps to explore various means of communication (verbal and non-verbal). It encourages to develop creative expression and sharpens senses through keen observation of the environment. It helps to discover preferences through exposition to variety of material and identify the personal form and style of expression. It develops awareness of various art forms in and around the environment and locality and develops skills in the use of various tools, instruments and other art materials in the process of experimentation and exploration. In the process of discovering space, organization, colours, forms, lines, texture, movement, sound etc., learners develop a sense of organization and a sense of design which inculcates in them a sense of order with regard to their personal appearance, home, school and community. It also develops aesthetic sensibilities and respect for social values and cultural heritage.

The idea of creative art involves all the elements of commonly known art forms-visual, performing and language arts, namely music, dance, drama, drawing and painting, modelling and sculpture, or construction work, pottery and ceramic work, poetry and creative writing and other art connected craft forms.

OBJECTIVES

The objectives of art education are to :

help the student to consolidate past experiences and knowledge; introduce the student to new media and techniques and their use for creative expression and for making objects of common use; provide opportunities for the development of awareness about folk arts, local specific arts and other cultural components leading to an awareness and appreciation of national heritage; help the student to use artistic and aesthetic sensibility in day-to-day life situation; help the student to achieve a balanced growth as a social being in tune with our culture through projects on natural and cultural heritage etc; get acquainted with the life and work of the local artists/artistes; develop creative expression through locally available material with the help of the community; refine the sense of appreciation of the beauty of nature and the basic elements of art forms;

APPROACH TO ART ACTIVITIES

At the secondary stage, art education is closer to the local folk art and craft and folk theatre. Art is not only to always blindly copy the old masters or copying the teacher's work in a rigid manner but

to help learners express themselves in creative and imaginative ways. Creative arts cannot be a substitute of Work Education under which a few artistic activities may be conducted but the approach and product would be different. In the interest of the learner, as far as possible, all the media of creative arts may be placed before the students for their choice of selection in one form of art or in a combination of art forms. These are :

VISUAL ARTS

Two-dimensional or Pictorial

- Drawing and Painting
- Collage Making
- Printing Making
- Photography
- Computer graphics (Wherever possible)

Three-dimensional

- Clay modelling and pottery
- Carving and sculpture
- Construction

PERFORMING ARTS

Music (Vocal, Instrumental)

Movement and Dance

Creative Drama and Puppetry

Creative Writing and Poetry

SOURCES FOR ART TEACHING

The arts programme in schools must reflect the ethos of the region. Artistic expression in music, poetry, dance theatre and in the creation of forms have been part of human life from the very beginning. It is not something new and strange - it is an integral part of human existence. Exposure to the local environment and arts is an essential activity of the school art programme.

Besides individual expression, the arts provide an opportunity to study and appreciate the contributions made in the past and present. By learning to appreciate music, painting, dance and theatre, one develops aesthetic sensibility and sensitivity to a better understanding of people belonging to other cultures. We can build a harmonious society, a productive nation or world itself with a deep sense of appreciation. For this, it would be necessary that the arts programme in school makes the child familiar with the tradition of arts of the region. From the strength and confidence gained from the familiar, it will be possible for him/her to respect and appreciate the culture and contribution made by others.

It is not always the sophisticated materials and expertise resources which matter for some sort of creative programme in schools it is the understanding of the approach to the creative arts (for which the skills develop automatically) and the satisfaction of working and playing with children are of utmost importance. Locally available material can be used for creative expression. Help of the experts from the community can be taken.

SYLLABUS

A. VISUAL ARTS

When the school(s) can provide art teachers in different media the following syllabus may be adopted. Activities in Terms of Materials/Media and Techniques

Two-dimensional or Pictorial Activities

Study of visual resources and means of creative expression

- Study of lines, strokes, colours, shades, tones, textures, etc, while organizing two dimensional

space with two dimensional and three dimensional shapes and forms.

- Sketching from nature and surrounding.
- Creative use of colours to show space, atmosphere, subjective moods
- Creative use of perspective in spatial relationship.
- Study of calligraphic strokes of Devnagari and Roman alphabet (Scripts)
- Use of contrast as an expressive element of art.
- Study and use of various media and techniques to the extent of their availability.
- Pencil, charcoal, water colour, crayon, oil colours, poster colour and gouache, acrylic colour and other unconventional sources of colours such as vermillion, yellow and red earth, rice flour, and tools like painting brushes for water colours and oil colours, Painting surfaces such as papers of various kinds and quality, like smooth, rough, thick, thin, etc, canvas, hardboard, simple marking cloth pasted on paper, etc.,
- Collage and mosaic work with a variety of coloured papers and coloured printed pictures photographs from magazines and newspapers.
- Print Making : Mono printing, Printing with wood-cut blocks, lino-cut and metal foil : serigraphy (silk screen), self-made stencil etc.
- Basic knowledge of computer graphics (wherever possible)

Three-dimensional or sculptural activities

Study of basic forms in clay

- Study of various materials such as clay, plaster of paris, soft-stone, wood. (blocks, twigs

and branches, roots, etc.,) metal scraps, plastic sheets, wire thread, papers and cardboards, vegetables and other throw-away available materials.

- Study of natural and man-made forms, human figures, birds, animals, vegetation and other objects like household items, buildings or as desired by the students.
- Objects of day-to-day use in groups and in different settings and arrangements;

Assignments

Assignments in two and three-dimensional subjective forms and utility and functional art and craft forms in different media and techniques. Painting, murals, graphics, clay modelling, woodcarving, soft-stone, plaster of paris, block of brick constructions, collage mobiles, applique, pottery and ceramics, masks, and puppets, textile designing (including tie-dye and batik, and block printing) poster designing, lay-out illustrations and photography etc.,

Correlating Art Activities with Other School Activities

Construction of puppets and then costumes and improvised puppet stage or theatre, correlation with Home Science and Arts (Drama) subjects; Aesthetic organization of the physical environment by enhancing the surrounding land i.e. landscaping including plantation of trees and other flowering plants and vegetables, etc. correlating with Agriculture, Home Science and Environment Studies activities.

Constructing stage setting props such as curtain, backdrops, stage lighting improvised furniture sets, etc., designing utility (crafts) items; correlating with Work Education activities. Designing the school magazine and bulletin boards, making posters for school functions, and greeting/invitation cards, stage scenes for music, dance, drama performances, etc., correlating with applied Art activities.

Note : These activities and other group activities may emerge in project form at individual levels also.

Group Activities

- Organization, display and exhibitions of students' periodical and sessional work.
- Organizing inter school art exhibitions to widen their interaction and horizon.
- Planning and organizing festivals and celebrations of the community, cultural evenings, musical concerts, film shows and other performances including regional and folk (traditional art forms).
- Participating in study visits to museums, botanical gardens, zoological garden, and art galleries and art institutions, etc., for greater awareness of the environment and cultural variations.

Theoretical Understanding of Art and Culture

- Short notes on important aspects of Indian art and culture based on social studies. Such

writing may be based on reproductions of art work printed in Textbooks.

- Contribution made by any one contemporary artist.
- Knowledge of terms : Contour, texture, graphic, form, volume, space, tone, printmaking, collage, amature, modelling in relief, mobil construction, applique, calligraphy, layout, poster and composition.

B. PERFORMING ART

Music (Vocal)

Theory

- Knowledge of the terms: Sangeet, Nad, Swar, Shudh, Komal, Teevra, Saptak, Mandra, Madhya Tar, Aroha Avaroha, Raga, Laya, Matra, Tal, Avartan, Sam Tal.
- Knowledge of notations systems as laid down by Pt. Vishnu Digamber Paluskar, Pt. Vishnu Narain Bhatkhande and Purandar Dasa.
- Outline history of music.

Practical Activities

- National Anthem
- Fifteen songs for community signing
- Five folk or tribal songs of different regions, indicating time of the year, occasion and the function with which they are related. Writing down the same with its meaning and knowledge of its rhythm.
- Five devotional songs, Bhajans from the saint-poets of India.
- Three songs in regional languages other than mother tongue, including one Tagore song.
- Three patriotic songs or on the theme of universal love and amity.

To create proper sense of swara and laya through Talabadh and Alankaras.

Introduction to the structure of any four of the following ragas with details : Yaman, Kafi, Khamaj, Bhopali, Nattai, Kalyani, Saveri, Todi (accompaniment of Tanpura and Tabla or Mrudang). The Teacher should communicate the characteristic features of the raga and its swaras patterned in such a way that the students will be able to recognize the qualities of the raga and the part played by different swaras.

The following tals and their thekas-kaharva, Dadra, Trital, Jhaptal, Choutal, Alankar Talas.

Project Work

To collect photographs of great musicians, with a write-up on their introduction, and all types of musical instruments (photographs/illustrations) and the artists who play them. (To be pasted in the scrap-book).

To listen to music programme on Radio or T.V. and to write short description of the performances (To be written in the scrap-book).

Music (Melodic Instrument)

Theory

- Knowledge of the terms : Sangeet, Dhwani, Nad, Swar, (Shudha, Komal, Teevra) Saptak (Mandra, Madhya, Tar) Aroha, Avaroha, Raga, Gat, Laya Matra, Tal, Avartan, Sam Tal, Khali, Laghu Dhrutham, Anu Dhrutham.
- Knowledge of notations system as laid down by Pt. Vishnu Narain Bhattachande, Pt. Vishnu Digambar Paluskar and Purandar Dasa.
- Short notes on at least for musical instruments, their main components and the characteristics of the sound (music) they produce.

Practical Activities

- Tuning and playing of any one of the following instruments: Sitar, Sarod, Violin, Dilruba or Esraj, Flute, Jaltarang, Mandolin, Guitar (accompaniment of Tabla).

The candidates playing musical instruments may be allowed to opt for community singing or for instrumental assemble based either on the ragas from the syllabus or light and folk dhun (Melodies).

To create proper sense of swaras and layas through Talabadh Alankaras.

The following ragas with descriptive details : Yaman, Khamaj, Kafi, Bhopali, Nattai, Kalyani, Todi, Saveri (accompaniment of Tanpura and Tabla).

The following five talas and their thekas : Kaharva, Dadra, Trital, Jhaptal, Choutal.

Creative Drama

This is the stage at which young people are to be introduced to theatre and related crafts to broaden their understanding of drama through literature. Their previous experience of creative drama will help in exploring the area as under:

Theory

- Knowledge of the terms: Mime, playscript, movement, characterization, stage, stage props, stage costumes, stage movements, stage lighting, one-act play, etc.

Practical Activities

- Warming-up freeing activity in rhythmic movement and pantomime.
- Exercises in characterization.
- Exercises in speech dialogue delivery.
- Exercises in creation of plot and conflict based on: (i) episodes and happenings in day-to-day life situations: (ii) episodes from stories from textbooks or story books; (iii) short scenes from classical dramas.
- Stage Craft :
planning a stage with props and lighting placement, movement of character of a given play in drawing form or model form :
designing of costumes for the characters of the play.

- Play-writing:

unscripted play to be written down in the form of a script to be acted.

Note : Formal performance before an audience can be an incentive to good work at this stage.

Hints for the Teachers

Students should be encouraged to work individually as well as in small groups, with girls and boys working together.

Learners should be encouraged to enquire about the technique, procedures and the work of master artists/artistes.

Students should be encouraged and helped in handling new media and tools and meeting the new challenges in various problem-solving situations encountered by them.

Students should be encouraged to take the initiative and to critically evaluate their work.

Since the adolescent child is prone to adult influence, adult activities and methods working, he starts imitating and idealizing the adult approach and attitude to his work. The teacher, at this stage, should try to make the adolescent child aware of the originality and uniqueness of his/ her own work and encourage him/her to develop his/her own methods and style of working as there exists a large variety and divergence in adults' work.

The teacher should develop friendly and sympathetic relations with his students and should encourage them to know about the artistic activities of the local community.

The teacher should organize studio/art room/theatre/stage with the help of students.

The teacher should organize visits of museums, historical places, exhibitions, botanical and zoological gardens, theatre and local drama activities, music and dance concerts, film shows, etc.

The teacher should help children in the planning and organization of display and exhibitions, musical and other performances of master artists/artistes.

The teacher should develop projects correlating art activities with other subjects with the cooperation of other subject teachers.

The teacher should encourage the use of improvised instruments and tools by the students locally available.

The teaching approach should be inductive and students should be encouraged to mobilize their own resources to solve their problems. Direct instructions in the techniques should be avoided. They should be encouraged to develop techniques and styles of their own through exploration of discovery of materials, media, tools and techniques.

COMMERCE

CLASS X

BRIEF

Note : Any one of the following three areas can be offered:

I. Elements of Business

or

II. Elements of Book Keeping and Accountancy

or

III. Typewriting-English or Hindi

ELEMENTS OF BUSINESS

(Code 149)

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

One paper	3 hours	100 Marks	Periods
I. Office Routine : Different departments of Business establishment, handling inward and outward mail, Filing and indexing methods, copying and duplicating methods.		20	54
II. Business Correspondence: Essential forms of a good business letter, writing of simple business letters of enquiry, quotations, order, reference, advice and complaints		20	54
III. Banks : Functions of a Bank, Kinds of account and their operation; bank drafts, traveller's cheques, Post Office Saving Bank.		20	54
IV. Negotiable Instruments : Nature, kinds of cheques, endorsement, crossing, dishonouring of a cheque.		20	54
V. Bills of Exchange : Kinds, parties, negotiation, endorsing, dishonouring, Promissory notes and Hundies		20	54

ELEMENTS OF BOOK-KEEPING AND ACCOUNTANCY

(Code 150)

One paper	3 hours	100 Marks	Periods
I. Final Accounts : Preparation of Trading and Profit and Loss Account and Balance Sheet of a sole trader with simple adjustments		20	54
II. Bank Reconciliation Statement : Utility and preparation; preparation of Cash Book with discount and Bank columns		20	54
III. Bills of Exchange : Nature and use of bills of exchange and promissory notes; Recording transactions pertaining to drawing, discounting, retiring, dishonouring and renewing of bills of exchange		20	54
IV. Errors and their Rectification : Types of errors and entries for their rectification		20	54
V. Depreciation : Objects and methods-Straight line and Diminishing balance methods		20	54

TYPEWRITING-(ENGLISH OR HINDI)

(Code 0151)

Due to speedy industrialisation and rapid means of communication, the use of labour saving devices is on the increase. Typewriting is one of the most commonly used labour saving devices even in remote towns. Its relevance is more pronounced in developing countries, where other sophisticated labour saving devices are not available. BSTE,CG has decided to include the subject "Typewriting-English or Hindi" as an additional (optional) at the Secondary level. This step has made the Scheme of Studies job oriented and need based.

Objectives

- To help the learner understand the mechanism of the typewriter.
- To enable the learner understand methods of typewriting
- To help the learner know the symbols used in proof-correction.

		Marks	Periods
One Theory paper	2 hours	25	68

- Functions of important parts of Typewriter
- Elementary knowledge about display of letters and tabulation-margin setting, centering, headings, Subheadings
- Knowledge of cutting stencils and use of correcting fluid
- Simple proof correction symbols
- Standard abbreviations
- Speed development exercises.

One Practical paper	1 hour	75	202
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A. Running Matter-A speed and Accuracy Test

Marks : 30

Time : 10 minutes

(A Passage of 300 words @ 30 w.p.m. in English and 250 words @ 25 w.p.m. in Hindi. The same passage to be repeated, if finished before time)

B . Tabulation Test

Marks : 45

Time : 40 minutes

(A Tabular statement having not more than 3-4 rows and columns horizontally and vertically. The same is applicable for Hindi Typewriting also)

Letter Typing

Marks : 45

Time : 40 minutes

(Typing a simple letter in English or in Hindi of around 200 words)

NOTE: Ten minutes time is allowed in between for adjustment of typewriters and starting of the above job (s).

INFORMATION TECHNOLOGY

(Code No.152)

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 teamwork and structured presentation.

CLASS X

Unitwise Periods/Weightage-Theory and Practicals

CLASS X

Unit wise Periods/Weightage-Theory and Practical

Unit	Topic	Theory	Period Practical	Marks Theory	Practical
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

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.

HYPER TEXT MARKUPLANGUAGE

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

* Travel and Tourism

* Rural India

* Environment and Pollution

NOTE

I. Teachers are requested to demonstrate 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	Period in year
One	4 Hours	60	80

Practical Paper	Examination Duration	Marks	Period in year
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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 MARKS
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II.	HTML	22 MARKS
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I. MS Access:

A problem in MS Access related to some of the tools given below to be tested during the

examination:

Creating and entering data into a database Setting the primary key

Data Validation

II. HTML*

A Problem on Web Page designing (Minimum 2 pages) to be given which will cover some of the following HTML elements:

<HTML>, <HEAD>, <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 webpages from real life applications and the topic mentioned in the syllabus

Breakup of marks (HTML)

Visual Effect :8

Linking :4

Coding: 10

* Printouts 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

infrastructure

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 1 and 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

PRE-VOCATIONAL EDUCATION

(Code No. 153)

CLASS X

BRIEF

1. The objectives of Pre- Vocational Education are :

- To impart training in simple marketable skills to students in class X.
- To develop vocational interests and aptitudes in enhancing productivity and to allow for self exploration of vocational preferences.
- To facilitate the students in making choice of vocational courses at the higher secondary level.
- To prepare students for participation in work-experience as a desired dimension of academic education and;
- To inculcate healthy values related to work culture.

2. The main features of the scheme of Pre-Vocational Education are as follows:

- i. Pre-Vocational Education may be offered in lieu of Work Experience.
 - ii. Minimum six periods per week will be allotted for Pre-Vocational Education.
 - iii. Pre-Vocational Education will be introduced only in the schools where vocational courses at +2 State are being offered and the regular infrastructure facilities are available for the chosen Pre-Vocational Course.
 - iv. After completion of Pre-Vocational at lower secondary stage the pass outs should attain marketable skills in the course concerned.
 - v. Pre-Vocational Education is being offered only in selected schools on an experimental basis. Hence prior approval from the Board is essential before starting a Pre-Vocational Course.
 - vi. The scheme of assessment is similar to that of Work Experience. The evaluation in classes IX and X will be done by the schools. However the grades awarded by the schools in class X will be reflected in the Board's Certificates with the title of the course concerned.
- 3. The NCT of Delhi and Chandigarh Administration have expressed their willingness to**

introduce the following Pre-Vocational Trades in some of their selected schools from the academic session 1995-96.

Trade

- Basic Office Procedures
- Basic Computer Practices
- Basic Accountancy Procedures
- Fruit & Vegetable Preservation
- Basic Bakery
- Basic Confectionery
- Basic Electronics
- Airconditioning & Refrigeration
- Repair of Electrical Domestic Appliances
- Textile Printing Technology
- Textile Silk Screen Printing Technology
- Cutting & Tailoring
- Skin Care & Beauty Culture
- Automobile
- Food Preparation & Services

These courses being experimental in nature have been started only in selected schools run by Directorates of Education, Delhi and Chandigarh Administration. Any school administered by these Directorates desirous of starting any of these courses should seek permission from their concerned Directorates and possess necessary infrastructure as recommended for each Pre-Vocational Course.

ENVIRONMENTAL SCIENCE

(Code No.154)

CLASS X

Examination Specification

UNIT I

(Periods: 36)

[40 marks]

RESTORING BALANCE IN ECOSYSTEM

- (a) Conservation and management of water - integrated watershed management, recharging of ground water including rain water harvesting, public awareness programme.
- (b) Conservation and management of forest, grasslands and semi-arid ecosystem, public awareness programme.
- (c) Conservation and management of soil - alternative dropping, judicious use of inputs like water, fertilizers, pesticides, use of manure, bio-fertilizers and bio-pesticides, plantation and conservation of grasslands to check soil erosion; public awareness programme.
- (d) Wild-life management - National parks, sanctuaries and bio-reserves, breeding programme for endangered species, preventing poaching, hunting and bio-piracy, enforcement of legal provision.
- (e) Relevance of indigenous practices - tribal culture and its linkages to conservation of forest resources (stress on local relevance).

UNIT II

(Periods: 30)

[25 marks]

POLLUTION

- (a) Types of pollution- air, water (fresh and marine), soil, noise and radiation.
- (b) Sources of pollution and major pollutants.
- (c) Effects of pollution on environment, human health and other organism.
- (d) Abatement of pollution.

UNIT III

(Periods: 54)

[10 marks]

ISSUES OF THE ENVIRONMENT

- (a) Decline in forest, agricultural & marine productivity and its effects on the economy.
- (b) Resettlement and rehabilitation of people.
- (c) Energy Crisis - urban and rural sectors.
- (d) Greenhouse effect and global warming.
- (e) Climatic changes.
- (f) Acid rain.
- (g) Ozone layer depletion

UNIT IV**(Periods: 24)****[5 marks]****STRIVING FOR A BETTER ENVIRONMENT**

- (a) Use of efficient and eco-friendly technologies.
- (b) Community participation for ecological restoration and conservation - Importance of community participation in organic agriculture and biodiversity conservation.

Exemplar Activities (Internal Assessment)**[20 marks]**

Students must undertake at least one activity in a year. Teachers may design their own set of activities keeping in view the overall objectives of teaching and learning of environmental education at this stage. They will have to make use of local flora and fauna and the available resources and facilities and take cognizance of local environmental problems. The learners should be encouraged to initiate action on their own. As illustrations activities may be of the following types:

Organizing visits to some of the sites either in the school premises or around like agricultural fields, factories, fairs, ponds, tourist spots, garbage dumps and helping the learners to record the prevailing environmental conditions

Helping learners to identify commercial, social and cultural activities that may have a short term and / or long term impact on environment; organizing discussions to interpret the collected information to infer its impact on the environment. The possible sources of information could be news items, features, photographs, posters, cartoons appearing in newspapers, magazines, journals or through questionnaires and personal interviews about one or more of the following types:- droughts, floods, cyclones and their impact on the environment; environmental problems caused due to development activities such as construction of roads, building, dams; poaching / hunting of wild animals, illegal trading of animals' skin, paws, horns, ivory, cruelty towards animals; damage to forests by fire and diseases; deforestation, extinction of species especially that of wildlife; impact of overgrazing in a given area /region; programme or activities related to protection and conservation of environment; success stories of these efforts; maintenance of wildlife parks, sanctuaries and forest reserves; rules, laws, legislation concerning environmental issues enacted by the government from time to time; and agencies engaged in tackling environmental problems.

Providing opportunities to learners to participate in campaigns organized by different agencies to improve environmental conditions.

Organizing co-scholastic activities like observance of the World Environment Day, debates and quiz competitions and encouraging learners to participate in them.

HOME SCIENCE

(Code No.155)

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 Carbo hydrates, 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 allowance 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 label 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.

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