CURRICULUM
&
SYLLABI
2026-2027

For

Classes - IX & X

Assam State School Education Board
Division - I
Guwahati - 781021

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Foreword

To keep pace with the changing needs, revision of School Curriculum is a much desired and necessary exercise in the educational process. One of the notable recommendations of the National Curriculum Framework, 2005 (NCF, 2005) is 'Learning without burden.' However, in the present age of competition it is seen that the urge for excellence has pervaded the entire ambience of the educational scenario of changes and development. Therefore, in spite of regional variations a uniform pattern of education and evaluation system has become necessary to address various educational issues. Against this backdrop the Government's decision to adopt the NCERT textbooks in the subjects— English, Mathematics and Science is a step to ensure quality education of national standard.

The Board has taken steps to adopt NCERT syllabus in English, Mathematics and Science. The present volume of Curriculum and Syllabi is thus inclusive of NCERT and Board's own syllabi in certain subjects. The process of revision of syllabi has been guided by the recommendations of NCF, 2005.

Any suggestion for improvement of the publication is most welcome and may be mailed to : assebtxb@gmail.com.

Guwahati : 31st March, 2026

Secretary
Assam State School Education Board
Guwahati - 781021

Preface

I take this opportunity to express my pleasure on publication of the 10h Edition of the **"Curriculum & Syllabi for Classes IX and X".** This new edition carries some important modifications/changes in the curriculum and textbooks.

In addition to academic lessons, some more lessons have been incorporated for enhancement of knowledge of the students, viz.-

a) For career counselling, a chapter/ write up titled **"Career Opportunities—Basic Ideas"** has been included as appendix in the textbook **"First Flight"** (**Class-X**) and the write up is expected to provide basic insight into career options and basic ideas on it related to higher studies, employment opportunities, etc.

b) A chapter/lesson titled **"Our Rights our Responsibility"** has been included in **Social Science (Part-III)** textbook for **Class-X**. Through this lesson, the students will acquire knowledge and awareness about rights and responsibilities of children/citizens, child protection, health and hygiene, drug abuse, environmental pollution, road safety, cyber crime, etc. Teachers will assign Social Science projects (under Internal Assessment Scheme) from those as mentioned in the exercise portion of the said chapter/lesson.

c) One more lesson/chapter titled **"Importance of Entrepreneurship"** has been included in all the skill **(NSQF)**/vocation based elective subjects to encourage the students towards self-employment.

d) The textbooks of the following subjects have been **changed/modified** from the Academic Session, 2026-27.

1. Mathematics - Class-IX
2. Mathematics - Class-X
3. Sanskrit (E) - Class-IX
4. Karbi MIL - Class-X
5. Garo MIL - Class-X
6. Dimasa (E) - Class-IX
7. Advance Maths (E) - Class-IX
8. Boichitramoi Asom - Class-IX & X
9. Social Science Part-III - Class-IX
10. Social Science Part-III - Class-X

e) A Spoken English App has been developed and launched for the students of classes IX and X since the Academic Year 2022-23 under Internal Assessment Scheme of the subject English, Teaching Learning and Evaluation of Spoken English have been done through this app.

Guwahati : 31st March, 2026

Secretary
Assam State School Education Board
Guwahati - 781021

Curriculum for High Schools
Class IX - X

Subject	Details	Marks
1. First Language :	Any one of the following MILs : Assamese, Bengali, Hindi, Bodo, Urdu, Manipuri, Nepali, Khasi, Garo, Mizo, Hmar, Karbi.	100
	or	
	English (IL) and any one of the following In Lieu Languages : Assamese (IL), Hindi (IL), Manipuri (IL), Santhali (IL), (Applicable only for Karbi Anglong, Dima Hasao and West Karbi Anglong districts.)	50x2
2. Second Language : English		100
3. General Science		100
4. General Mathematics		100
5. Social Science		100
6. Elective Subject		100

Any one from the following Elective subjects :
Advanced Mathematics (E), Geography (E), History (E), Sanskrit (E), Arabic (E), Persian (E), Santhali (E), Computer Science (E), Fine Art (E), Music (E), Dance (E), Home Science (E), Woodcraft (E), Garment Designing (E), Assamese (E), Hindi (E), Manipuri (E), Commerce (E), Yoga and Physical Education (E), Artificial Intelligence and Robotics (E), IT/ITeS NSQF (E), Retail Trade NSQF (E), Agriculture & Horticulture NSQF (E), Agriculture Dairy Worker NSQF (E), Tourism & Hospitality NSQF (E), Health Care NSQF (E), Beauty and Wellness NSQF (E), Automotive NSQF (E), Electronics and Hardware NSQF (E), Apparel, Made-Ups and Home Furnishing, NSQF (E), Telecom NSQF (E), Food Processing NSQF (E), Media & Entertainment NSQF (E), Power NSQF (E).

Note :

1. English (IL) is for English medium learners of Karbi Anglong, Dima Hasao and West Karbi Anglong districts only until further order. The Students will take English (IL) and any one of the In lieu Language subjects of 50 marks as given overleaf.
2. Courses in Assamese (E), Hindi (E) and Manipuri (E), Dimasa (E) will be continuation of the Third Language courses in the respective subject.
3. A student studying one MIL Language including group C of MIL (only for Assamese, Bengali and Hindi MIL) as first language is not allowed to study the same language as elective subject. For example, Combination of the subjects Hindi MIL (05) and Hindi (E) (24) is not allowed.
4. An elective subject having practical component can be taken up only with prior individual permission from the Board, if the subject is not introduced in the school.
5. Students with hearing/visual impairment are permitted to learn only one language either MIL or Second Language. However, they will be required to study an additional elective subject in lieu of the language they chose to opt out. Thus the number of elective subject for them are two. They will have to apply before hand immediately after promotion from Class VIII.
6. Co-scholastic activities will form a part of the School Programme as per syllabus given.

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(a)

Syllabus in	Sub. Code	Page
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(vi)	History (E)	30	307
(vii)	Geography (E)	31	312
(viii)	Sanskrit (E)	27	318
(ix)	Computer Science (E)	34	324
(x)	Wood Craft (E)	41	334
(xi)	Music (E)	38	338
(xii)	Dance (E)	35	350
(xiii)	Fine Art (E)	36	363
(xiv)	Weaving and Textile Design (E)	39	369
(xv)	Garment Designing (E)	40	375
(xvi)	Home Science (E)	37	379
(xvii)	Santhali (E)	25	386
(xviii)	Arabic (E)	28	396
(xix)	Persian (E)	29	402
(xx)	Dimasa (E)	69	409
(xxi)	Commerce (E)	55	413
(xxii)	Yoga and Physical Education (E)	62	425
(xxiii)	Artificial Intelligence (E)	63	435
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For the elective subjects under NSQF, it is decided to follow the syllabi prescribed by RMSA, Assam (Ref. ASSEB notification No. SEBA/AB/NVEQF/1/2013/8).

(b)

CO-CURRICULAR ACTIVITIES 467
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b) Scouts and Guides
c) Evaluation Criteria
d) Procedure of Assessement

MARKING PATTERN (SUBJECT–WISE)

Sl. No	Subject	Total Marks				Pass Marks			
		Theory	Internal Assessment	Practical	Total	Theory	Internal Assessment	Practical	Total
1.	All MIL	100	-	-	100	30	-	-	30
2.	English	90	10	-	100	27	3	-	30
3.	English (IL)	50	-	-	50	15	-	-	15
4.	General Science	90	10	-	100	27	3	-	30
5.	General Mathematics	90	10	-	100	27	3	-	30
6.	Social Science	90	10	-	100	27	3	-	30
7.	Elective Subjects :								
i)	Assamese (E)	100	-	-	100	30	-	-	30
ii)	Manipuri (E)	100	-	-	100	30	-	-	30
iii)	Nepali (E)	100	-	-	100	30	-	-	30
iv)	Hindi (E)	100	-	-	100	30	-	-	30
v)	Advanced Mathematics(E)	90	10	-	100	27	3	-	30
vi)	History (E)	100	-	-	100	30	-	-	30
vii)	Geography (E)	90	10	-	100	27	3	-	30
viii)	Sanskrit (E)	100	-	-	100	30	-	-	30

MARKING PATTERN (SUBJECT–WISE)

Sl. No	Subject	Total Marks				Pass Marks			
		Theory	Internal Assessment	Practical	Total	Theory	Internal Assessment	Practical	Total
ix)	Computer Science (E)	70	-	30	100	21	-	0 9	30
x)	Wood Craft (E)	50	-	50	100	15	-	15	30
xi)	Music (E)	50	-	50	100	15	-	15	30
xii)	Dance (E)	50	-	50	100	15	-	15	30
xiii)	Fine Art (E)	50	-	50	100	15	-	15	30
xiv)	Garment Designing (E)	50	-	50	100	15	-	15	30
xv)	Home Science (E)	50	-	50	100	15	-	15	30
xvi)	Santhali (E)	100	-	-	100	30	-	-	30
xvii)	Arabic (E)	100	-	-	100	30	-	-	30
xviii)	Persian (E)	100	-	-	100	30	-	-	30
xix)	Commerce (E)	70	-	30	100	21	-	09	30
xx)	Yoga and physical Education (E)	50	-	50	100	15	-	15	30
xxi)	Artificial Intelligence and Robotics(E)	50	-	50	100	15	-	15	30

MARKING PATTERN (SUBJECT–WISE)

Sl. No	Subject	Total Marks			Pass Marks		
		Theory	Practical	Total	Theory	Practical	Total
xxii)	IT/ITeS NSQF (E)	50	50	100	15	15	30
xxiii)	Retail Trade NSQF (E)	50	50	100	15	15	30
xxiv)	Agriculture & Horticulture (E)	50	50	100	15	15	30
xxv)	Health Care NSQF (E)	50	50	100	15	15	30
xxvi)	Tourism & Hospitality NSQF (E)	50	50	100	15	15	30
xxvii)	Beauty and Wellness NSQF (E)	50	50	100	15	15	30
xxviii)	Automotive NSQF (E)	50	50	100	15	15	30
xxix)	Electronics and Hardware NSQF (E)	50	50	100	15	15	30
xxx)	Agriculture Dairy Worker NSQF (E)	50	50	100	15	15	30
xxxi)	Apparel, Made-Ups and Home Furnishing NSQF (E)	50	50	100	15	15	30
xxxii)	Telecom NSQF (E)	50	50	100	15	15	30
xxxiii)	Food Processing NSQF (E)	50	50	100	15	15	30
xxxiv)	Media & Entertainment NSQF (E)	50	50	100	15	15	30
xxxv)	Power NSQF (E)	50	50	100	15	15	30

The marks distribution encompasses different modes of category for assessment.

অসমীয়া ঃ প্রথম ভাষা
SUBJECT CODE - 01
নৱম - দশম শ্রেণী

আগকথা ঃ

প্রথম ভাষাৰ জৰিয়তে ভাষা শিক্ষাৰ কৌশল-শ্রৱণ, কথন, পঠন আৰু লিখনৰ অনুশীলন আৰু উন্নতিকৰণৰ উদ্দেশ্য আগত ৰাখি এই পাঠ্যক্রম যুগুতোৱা হৈছে। প্রথম ভাষা সকলো ভাবৰ আদান-প্রদানৰ মাধ্যম হোৱাৰ উপৰি সামাজিক আৰু সাংস্কৃতিক প্রমূল্য, সাহিত্যৰস আদি গ্রহণ কৰাত ছাত্র-ছাত্রীক যাতে আগুৱাই নিব পাৰে, সেই কথালৈ দৃষ্টি ৰখা হৈছে। এনে নতুন প্রয়োগ নীতিত শিক্ষার্থীয়ে যাতে এই ভাষা শিক্ষাৰ জৰিয়তে উপকৃত হ'ব পাৰে তালৈ গুৰুত্ব দিয়া হৈছে। জীৱন, ভাষা আৰু সাহিত্যৰ লগত সম্বন্ধ থকা বিষয় মানানুক্রমিক ভাৱে বিভিন্ন শ্রেণীত সন্নিবিষ্ট কৰাৰো দিহা কৰা হৈছে।

ভাষা শিকাৰুৰ উদ্দেশ্য ভাষাটোক ব্যাকৰণ, বানান আদি নীতি সহকাৰে শুদ্ধভাৱে শিকা। ইয়াৰ লগে লগে ছাত্র-ছাত্রীয়ে সাহিত্যৰস আচ্ছাদন কৰা, জাতীয়তাবোধ আহৰণ কৰা, নিজৰ দেশ তথা সমাজক ভালপোৱা, স্ব-জাতীয় সংস্কৃতি, দয়া আদি মানৱীয় গুণৰাশিৰ বিকাশ সাধন কৰাও গুৰুত্বপূর্ণ উদ্দেশ্য। সামাজিক আৰু সাংস্কৃতিক প্রমূল্যবোধেৰে নিজকে প্রকাশ কৰিব পৰাকৈ গঢ়ি তোলাটো ভাষা শিকাৰুৰ এটা দায়িত্ব। প্রকৃতার্থত, প্রথম ভাষা শিক্ষণেৰে শিকাৰুক মানৱ চৰিত্র সম্পন্ন এজন প্রকৃত নাগৰিক হিচাপে গঢ়ি তোলাটোৱেই ইয়াৰ উদ্দেশ্য।

সাধাৰণ উদ্দেশ্য ঃ

১.০০ ইতিমধ্যে উচ্চ প্ৰাথমিক স্তৰত শিকি অহা ভাষাৰ বিভিন্ন দিশৰ ওপৰত খৰচিমাৰি, জানি-বুজি, উপলব্ধি কৰি, ব্যৱহাৰিক জীৱনত প্ৰয়োগ কৰিবলৈ সক্ষম হ'ব।

১.০১ ভাষাৰ ন ন দিশৰ জ্ঞান আহৰণ কৰি তাৰ বিশ্লেষণ কৰাৰ যোগ্যতা অৰ্জন।

১.০২ ভাষাতত্ত্বৰ জ্ঞান তথা ভাষিক কৌশলৰ ক্ষমতা বৃদ্ধিকৰণ।

১.০৩ মৌখিক অভিব্যক্তিৰ বিকাশ সাধন কৰি সমাজিক দায়িত্ববোধ বৃদ্ধিকৰণ।

১.০৪ শ্ৰৱণ, কথন, পঠন আৰু লিখনৰ গতিবেগ বৃদ্ধিকৰণ।

১.০৫ কোনো আলোচনা, তৰ্কপ্ৰতিযোগিতা, সভা-সমিতি আদিত অংশ গ্ৰহণ আৰু পৰিচালনা কৰাৰ অৰ্হতা অৰ্জন।

১.০৬ কোনো ঘটনা বা সমস্যা, বিষয় আদিৰ ওপৰত নিজস্ব মত দাঙি ধৰা আৰু সমাধান কৰিব পৰা জ্ঞান আহৰণ।

১.০৭ নতুন দিশ/ধাৰা, দৰ্শন, শিক্ষাৰ্থীকেন্দ্ৰীক মনোৰঞ্জক, কাৰ্যভিত্তিক, অৰ্হতাভিত্তিক জ্ঞান আহৰণ কৰি ব্যৱহাৰিক জীৱনত প্ৰয়োগ কৰিব পৰা আৰু নেতৃত্ব দিব পৰা জ্ঞান অৰ্জন।

১.০৮ যিকোনো কথা বা কাৰ্য পৰ্যবেক্ষণ কৰি নিজ অভিব্যক্তি ব্যক্ত কৰিব পৰা অৰ্হতা অৰ্জন।

১.০৯ ভাষা আৰু সাহিত্য অধ্যয়নৰ দ্বাৰা বিভিন্ন জনগোষ্ঠীৰ সাহিত্য-সংস্কৃতিৰ প্ৰতি অনুৰক্ত হোৱাৰ মানসিকতা অৰ্জন।

১.১০ সৃষ্টিমূলক প্ৰতিভাৰ বিকাশ সাধন কৰাৰ প্ৰয়াস অৰ্জন।

শিক্ষণীয় দিশ ঃ

বিশেষ উদ্দেশ্য ঃ

২.০০ শ্রৱণ-কথন

২.০১ যিকোনো ঘটনা, বক্তৃতা, আলোচনা, গল্প-কাহিনী ইত্যাদি শুনি-বুজি উপলব্ধি কৰি সাৱলীলভাৱে ক'ব পৰা আৰু ব্যৱহাৰিক জীৱনত প্রয়োগ কৰিবলৈ সমর্থ হোৱা।

২.০২ মনোৰঞ্জক অনুষ্ঠান আদি দেখি-শুনি আনন্দ লাভ কৰাৰ লগতে নিজেও অংশ গ্রহণ কৰিব পৰা।

২.০৩ কওঁতাৰ বক্তব্য, আচাৰ-ব্যৱহাৰ ইত্যাদি বিশ্লেষণ কৰি মূল্যায়ন কৰি মূল্যাংকন কৰিব পৰা।

২.০৪ কোনো বৃত্তিমূলক ভাষণ, আলোচনা আদি শুনি বিজ্ঞানভিত্তিক বিশ্লেষণাত্মক দৃষ্টিভঙ্গী আয়ত্ত কৰি জীৱনৰ বাবে প্রেৰণা লাভ কৰিব পৰা।

২.০৫ অন্ধবিশ্বাস, কুসংস্কাৰ আদি বিশ্লেষণাত্মক দৃষ্টিভঙ্গীৰে বিচাৰ কৰি বৈজ্ঞানিক মনোভাৱ গঢ়ি তোলা।

২.০৬ নিজৰ মনত উদয় হোৱা ভাব আৰু আনে কৰা প্রশ্ন বা কথা ধৈর্য সহকাৰে শুনি তাৎক্ষনিকভাৱে উত্তৰ দিব পৰা আৰু নিজৰ প্রতিক্রিয়া প্রকাশ কৰিব পৰা।

২.০৭ বাক্যৰ তাল-মান-ধ্বনি (যতি), শ্বাসাঘাত (বলাঘাত) আদি ৰক্ষা কৰি শুদ্ধ আৰু স্পষ্টভাৱে উচ্চাৰণ কৰিব পৰা।

২.০৮ বিভিন্ন গীত-মাত, কবিতা, সংলাপ, আকস্মিক বক্তৃতা, তর্ক, কুইজ আদি প্রতিযোগিতাত অংশ গ্রহণ কৰিব পৰা।

২.০৯ আনুষ্ঠানিক আৰু অনানুষ্ঠানিকভাৱে ব্যক্তি আৰু সমজুৱাক

আদৰ সম্ভাষণ জনোৱা আৰু আজ্ঞা, অনুৰোধ, সম্বোধন ব্যক্ত কৰা আৰু গ্ৰহণ কৰিব পৰা।

২.১০ দৃশ্যমান কার্য বা ঘটনাৰ চলন্ত বিৱৰণ দিব পৰা।

২.১১ জ্যেষ্ঠ-কনিষ্ঠ-সমনীয়া ভেদে শিষ্টাচাৰ ৰক্ষা কৰি কথা-বতৰা পাতিব পৰা।

২.১২ লিংগ-সমতা আৰু মর্যাদা ৰক্ষা কৰাৰ মানসিকতা গঢ়ি তুলি পৰিবেশ পৰিস্থিতি সাপেক্ষে ভাষা-শৈলী প্ৰয়োগ কৰিব পৰা।

২.১৩ আনে কোৱা ভাষা আৰু কথন-ভঙ্গীৰ প্ৰতি সন্মান প্ৰদর্শন কৰা।

৩.০০ পঠন-লিখন ঃ

৩.০১ শুদ্ধ উচ্চাৰণ, ধ্বনি, লয়, শ্বাসাঘাত (বলাঘাত) আৰু পঠনৰ গতি নিয়ন্ত্ৰণৰ ওপৰত গুৰুত্ব দি শব্দ, বাক্য আদি পঢ়িব আৰু লিখিব পৰা।

৩.০২ ভাব অনুসাৰে বাক্যৰ আৰোহণ আৰু অৱৰোহণ ৰক্ষা কৰি পঢ়িব আৰু দ্ৰুতগতিত সাৱলিলভাৱে পঢ়িব পৰা।

৩.০৩ পঠন-লিখনৰ সময়ত বিৰাম চিহ্নৰ (যতি, কমা, ভাৱবোধক আদি) ওপৰত গুৰুত্ব দিয়া।

৩.০৪ শ্ৰেণী অনুসৰি পঠন আৰু লিখনৰ গতি বৃদ্ধি (সময় অনুপাতে) কৰা।

৩.০৫ মানচিত্ৰ, বিভিন্ন তালিকা, ৰচিদ, কাহিনী, বিভিন্ন ৰুচিৰ কবিতা, প্ৰৱন্ধ, চিঠি, দিনলিপি আদি দেখি-শুনি আৰু পঢ়ি বুজি পোৱা আৰু নিজেও লিখিবলৈ সামর্থ হোৱা।

৩.০৬ দেখা-শুনা স্মৰণীয় ঘটনা আৰু নিজৰ জীৱনৰ অভিজ্ঞতা

আত্মস্মৰণ আদি লিখিব পৰা।

৩.০৭ আন্তঃজাতিক, ৰাষ্ট্ৰীয়, স্থানীয় কলা-কৃষ্টি আৰু সংস্কৃতিমূলক লগতে লোক-সংস্কৃতি বা জনকৃষ্টিৰ বিষয়ে পঢ়ি, মোল বুজি জাতীয় প্ৰেৰণা লাভ কৰা।

৩.০৮ ব্যৱহাৰিক জীৱনত ব্যাকৰণৰ শুদ্ধ প্ৰয়োগ কৰা।

৪.০০ চিন্তন ঃ

৪.০১ পঢ়া-শুনা তথ্য, ঘটনা আদিৰ ক্ৰম অনুসৰি বিচাৰ বিবেচনা কৰাৰ ক্ষমতা অৰ্জন কৰা আৰু সেইবোৰৰ কাৰ্য, কাৰণ আৰু ফল নিৰ্ণয় কৰি তুলনা কৰিব পৰা।

৪.০২ কোনো এটা বিষয় বস্তুৰ সপক্ষে বা বিপক্ষে নিজৰ যুক্তি আৰু ভাৱ বিচাৰ কৰাৰ লগতে সিদ্ধান্তত উপনীত হৈ মন্তব্য দাঙি ধৰিব পৰা।

৪.০৩ সত্যাসত্য নিৰ্ণয় কৰিব পৰা।

৪.০৪ জাতীয় কলা-কৃষ্টিৰ প্ৰতি শ্ৰদ্ধা পোষণ আৰু ঐতিহ্য পৰম্পৰা সম্পৰ্কে বৈজ্ঞানিক মনোভাৱ গঢ়ি তোলা।

৫.০০ পাঠত প্ৰতিফলিত হ'ব লগা দিশসমূহ ঃ

ৰাষ্ট্ৰীয় শিক্ষানীতিৰ মূল দহোটা উপাদান ঃ

ভাৰতৰ স্বাধীনতা সংগ্ৰামৰ ইতিহাস

সাংবিধানিক দায়বদ্ধতা

জাতীয় পৰিচিতি পৰিপুষ্টিৰ অৰ্থে প্ৰয়োজনীয় সমল

ভাৰতৰ উমৈহতীয়া সাংস্কৃতিক ঐতিহ্য

সাম্যবাদ, গণতন্ত্র আৰু ধর্মনিৰপেক্ষতা

লিংগৰ সমতা (নাৰী আৰু পুৰুষ ভেদে সমতা)

পৰিবেশৰ সংৰক্ষণ

সামাজিক বৈষম্য দূৰীকৰণ

সৰু পৰিয়ালৰ আৰ্হি গ্রহণ

বিজ্ঞানসন্মত দৃষ্টিভংগী আহৰণ

লগতে ভাৰতীয় আৰু জাতীয় সাহিত্যৰ স্বৰূপ অনুধাৱন সামাজিক দায়বদ্ধতা (ৰাজহুৱা সম্পত্তি ৰক্ষণা-বেক্ষণ), হিংসা, সন্ত্রাস, আতংক আদিৰপৰা আঁতৰত থকা, সত্যবাদিতা, সচেতনতা, শিষ্টাচাৰ, সেৱা-মনোভাৱ, সহযোগিতা, সমমর্মিতা, সময়ৰ সৎব্যৱহাৰ, অহিংসা, দায়িত্ববোধ, নিষ্ঠা, দয়া, কৰুণা, সহনশীলতা, দেশপ্রেম, শ্রমৰ মর্যাদা, পৰিবেশ সচেতনতা, বিশ্ব ভাতৃত্ব, নেতৃত্ব, অনুকম্পা, কৃষ্টি-সংস্কৃতিৰ প্রতি শ্রদ্ধা, আত্মবিশ্বাস, স্পষ্ট আৰু দ্রুত সিদ্ধান্ত, সাহসিকতা আৰু প্রমূল্যবোধ আদি।

ইয়াৰ উপৰি পিছপৰা ছাত্র-ছাত্রীৰ বিকাশ সাধন (বাধাগ্রস্ত), অহিংসা নীতিৰ উপলব্ধি, জীৱন ধাৰণৰ কৌশল আৰু কর্ম-সংস্কৃতি গঢ়ি তোলা, নান্দনিক অনুভূতিৰ বিকাশ সাধন আদি দিশসমূহতো গুৰুত্ব দিয়া হৈছে।

৫.০১ পাঠৰ প্রকাৰ ঃ পাঠ্যপুথিত প্রৱন্ধ, জীৱনী, আত্মজীৱনী, কাহিনী, সাংবাদিকতা, ভ্রমণ, নাট্যাংশ আদিৰ সাহিত্যিক ৰূপ (বর্ণনাত্মক, কথোপকথন, নাট্যৰূপ, সমালোচনাত্মক), ৰসসমূহ প্রতিফলিত হোৱা পাঠ সন্নিবিষ্ট হ'ব।

৫.০২ শৈলী ঃ পাঠ্যপুথিত প্ৰাচীন, ৰোমাণ্টিক আৰু সাম্প্ৰতিক যুগৰ লিখনি সন্নিবিষ্ট কৰা হ'ব।

৫.০৩ ব্যৱহাৰিক দিশ ঃ ৰাস্তা-ঘাট, সময়সূচী, (ৰেল, বাছ), যোগাযোগ (পি চি ও, তাঁৰ-বার্তা, আকাশবাণী, বাতৰিকাকত, দূৰদর্শন, কম্পিউটাৰ মোবাইল ফোন) স্থানীয় নিকায় (পঞ্চায়ত, আৰক্ষী, ক'র্ট-কছাৰী) ৰাজ্যিক আৰু সহযোগী ভাষাৰ ভূমিকা সম্পর্কে জনা প্ৰয়োজন।

৫.০৪ পাঠ নির্বাচন ঃ

ওপৰোক্ত শিকনীয় দিশসমূহ প্ৰতিফলিত হোৱাৰ বাবে তলত দিয়া বিষয়বস্তুসমূহৰ পাঠ নির্বাচন কৰা হ'ব।

নৱম শ্ৰেণীৰ পাঠ্যক্ৰম ঃ

গদ্য বিভাগ ঃ ঐতিহাসিক ঘটনা, খেল-ধেমালি, জীৱনী (ৰাষ্ট্ৰীয়/আন্তঃৰাষ্ট্ৰীয়), সংবাদলেখা, কলা সংগীত, জাতীয় পৰিচিতি, স্বাধীনতা সংগ্ৰাম, জাতীয় সংহতি, বৃত্তিমুখী বিষয়, শ্ৰমৰ মর্যাদা, স্বদেশপ্ৰেম, অসমৰ ভাষা পৰিচিতি, জনজাতীয় গল্প, ভ্ৰমণ বৃত্তান্ত, বৈজ্ঞানিক দৃষ্টিভঙ্গী, প্ৰকৃতি বিষয়ক, ঐক্য আৰু সংহতি, মূল্যবোধ সম্পর্কীয় বিষয় আৰু সাহিত্যৰ বিশ্বজনীন আবেদন সম্পর্কীয় বিষয়।

কবিতা বিভাগ ঃ আধ্যাত্মিক, দার্শনিক, নীতিমূলক, দেশপ্ৰেমমূলক, প্ৰকৃতি বিষয়ক, ঐক্য আৰু সংহতি, মূল্যবোধ সম্পর্কীয় বিষয় আৰু সাহিত্যৰ বিশ্বজনীন আবেদন সম্পর্কীয় বিষয়।

ব্যাকৰণ ঃ (১) নির্দেশক প্ৰত্যয়, (২) প্ৰত্যক্ষ আৰু পৰোক্ষ উক্তি, (৩) ব্যঞ্জন আৰু বিসর্গ সন্ধি, (৪) অর্থ অনুসৰি বাক্য পৰিবর্তন-অস্ত্যর্থক, নাস্ত্যর্থক, প্ৰশ্নার্থক, (৫) কৃৎ আৰু তদ্ধিত প্ৰত্যয়, (৬) স্ত্রী প্ৰত্যয়, (৭) ধাতু আৰু ক্ৰিয়াপদ, (৮) বাক্যৰচনা, (৯) ভাৰ সম্প্ৰসাৰণ, (১০) পুৰুষ নির্দেশক প্ৰত্যয়, (১১) বাক্য সম্প্ৰসাৰণ,

(১২) বাক্য সংকোচন।

ৰচনা ঃ চিন্তামূলক / বৈজ্ঞানিক/উৎসৱ বিষয়ক/সমস্যাবহুল।

দশম শ্রেণীৰ পাঠ্যক্রম ঃ

গদ্য বিভাগ ঃ ঐতিহাসিক ঘটনা, আত্মজীৱনী, কলা সংগীত, সংবাদলেখা, জাতীয় পৰিচিতি, স্বাধীনতা সংগ্রাম, জাতীয় ঐক্য আৰু সংহতি, কর্ম অভিজ্ঞতা, শ্রমৰ মর্যাদা, সাহিত্যৰ বিশ্বজনীন আবেদন, ভ্রমণ বৃতান্ত, অসমৰ জনজাতি, স্বদেশপ্রেম, বৈজ্ঞানিক দৃষ্টিভংগী, জীৱনী (আঞ্চলিক) মহিলা/পুৰুষ, প্রকৃতি বিষয়ক, মূল্যবোধ সম্পর্কীয়, ভাৰতীয় জাতীয়ত্ববোধ সম্বলিত বিষয়।

কবিতা বিভাগ ঃ আধ্যাত্মিক, দার্শনিক, দেশপ্রেমমূলক, প্রকৃতি বিষয়ক, হাস্যৰসাত্মক, ব্যঙ্গাত্মক, ছনেট, প্রেমমূলক।

ব্যাকৰণ ঃ বাক্য পৰিবর্তন (সৰল, যৌগিক, জটিল), সমাস, ণত্ববিধি আৰু ষত্ববিধি, যতি চিনৰ ব্যৱহাৰ, খণ্ডবাক্য/জঁতুৱাঠাচ, বিপৰীতার্থক, সমোচ্চাৰিত আৰু সমার্থক শব্দ, উপসর্গ-অনুসর্গ, সন্ধি, ছন্দ প্রকৰণ (পদ, দুলড়ী, ছবি), এটা শব্দত প্রকাশ কৰা, প্রত্যয়।

ৰচনা ঃ চিন্তামূলক/বৈজ্ঞানিক/উৎসৱ বিষয়ক/সমস্যাবহুল।

৫.০৫ প্রতিটো পাঠৰ শেষত ভাষাৰ অর্হতা বিকাশ হোৱাকৈ ক্রিয়া-কলাপ সংযোজন থাকিব। ইয়াৰ সহায়ত ব্যৱহাৰিক ব্যাকৰণৰ ধাৰণা, অনুশীলনী, টোকা আদি সন্নিবিষ্ট কৰা হ'ব।

৫.০৬ নৱম-দশম শ্রেণীৰ পাঠসমূহ 'ক' আৰু 'খ' দুটা ভাগত ভগোৱা হ'ব। 'খ' ভাগত পৌৰাণিক লিখকৰ লিখন সন্নিবিষ্ট কৰা হ'ব। ছাত্র-ছাত্রী সকলে 'খ' ভাগৰ সলনি 'গ' ভাগৰ সংস্কৃত বিষয়টো পঢ়িব পাৰিব। নম্বৰ বিতৰণ এইদৰে হ'ব।

'ক' ভাগ	-	৭৫ নম্বৰ
'খ' ভাগ	-	২৫ নম্বৰ

নাইবা 'গ' ভাগ - ২৫ নম্বৰ

৬.০০ শিক্ষণ-শিকনৰ গুৰুত্ব ঃ

৬.০১ শিক্ষণীয় গুৰুত্ব ঃ

পাঠ আদান-প্ৰদানত	-	৪৫ শতাংশ
(প্ৰাচীন সাহিত্য আৰু ওপৰঞ্চি)		
ক্ৰিয়া-কলাপত	-	২৫ শতাংশ
ব্যাকৰণ আৰু ৰচনাত	-	১৫ শতাংশ
ব্যৱহাৰিক দিশত	-	৮ শতাংশ
প্ৰকল্প, সৃজনীমূলক কৰ্ম	-	৫ শতাংশ
নিদানমূলক ব্যৱস্থা	-	২ শতাংশ
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		১০০ শতাংশ

৬.০২ সময়ৰ গুৰুত্ব ঃ বছৰটোৰ ২৬২ টা কৰ্মদিনৰ ভিতৰত বিদ্যালয়ৰ অন্যান্য কাৰ্যৰ বাবে ১৬ দিন আৰু পৰীক্ষাৰ বাবে ১৬ দিন বাদ দিলে পাঠ দানৰ বাবে ২৩০ দিন পোৱা যাব। প্ৰতি সপ্তাহতে সাত পিৰিয়দকৈ ধৰি এবছৰত প্ৰথম ভাষাৰ বাবে ২৫৯ পিৰিয়দ পোৱা যাব। পাঠ আদান-প্ৰদানৰ বাবে তলত দিয়া ধৰণে পিৰিয়দৰ নিৰ্দ্ধাৰণ কৰা হ'ব।

গদ্য - ১১১ পিৰিয়দ, পদ্য - ৭৪ পিৰিয়দ, ব্যাকৰণ- ৩৫, ৰচনা - ৩৫

(সময় সাপেক্ষে সাল-সলনি হ'লে শৈক্ষিক দিনপঞ্জীত উল্লেখ কৰা হ'ব)

৬.০৩ মূল্যায়নৰ ধাৰণাসমূহ আদর্শ আৰ্হি প্রশ্ন কাকতত সন্নিবিষ্ট হ'ব।

৬.০৪ পাঠ বহির্ভূত শিক্ষণীয় দিশসমূহ যেনে - আকস্মিক বক্তৃতা, তর্ক প্রতিযোগিতা, পুথিভঁৰাল অধ্যয়ন, কবিতা আৰু প্রাচীৰ পত্রিকা লিখন, আলোচনী-বাতৰি কাকত পঢ়া, সাক্ষাৎকাৰ, সাংস্কৃতিক কার্যত অংশ গ্রহণ কৰা, ব্যায়াম আদি সামগ্রিক আৰু অবিৰত মূল্যায়নৰ পুথি আৰু শৈক্ষিক দিনপঞ্জী আদিত সন্নিবিষ্ট কৰা হৈছে।

৭.০০ পাঠ্যপুথিৰ আঁচনি, কলেবৰ/আকাৰ ইত্যাদি নির্দ্ধাৰণ ঃ

নৱম আৰু দশম শ্রেণীৰ বাবে সুকীয়া সুকীয়াকৈ একোখন পাঠ্যপুথি (সাহিত্য) হ'ব।

দুয়োটা শ্রেণীৰ বাবে এখন দ্রুতপাঠ আৰু এখন ব্যাকৰণ পুথি হ'ব।

পাঠ্যপুথিত ৭০ শতাংশ গদ্য আৰু ৩০ শতাংশ পদ্য থাকিব এই দুটা শ্রেণীত ৪০ শতাংশ পাঠ সাহিত্যকেন্দ্রিক হ'ব। পাঠ্যপুথিৰ পৃষ্ঠা সংখ্যা ১৫০ৰ ভিতৰত হ'ব। আকাৰ ক্রাউন, আখৰ ১২ পইণ্ট আৰু টোকা, অনুশীলনী, নির্দেশনা আদি ১০ পইণ্টত লিখা হ'ব।

৮.০০ মূল্যায়ন ঃ

৮.০১ ছাত্র-ছাত্রীসকলে ভাষাৰ অর্হতাসমূহ প্রতিটো শ্রেণীত কিমানখিনি আয়ত্ব কৰিলে তাক মূল্যায়নৰ জৰিয়তে জানিব পৰা যায়। পাঠ্যপুথি আৰু পাঠবহির্ভূত উভয় দিশতে সামগ্রীকভাৱে মূল্যায়নৰ ব্যৱস্থা থাকিব। প্রতিটো গোটৰ সাময়িকী মূল্যায়নৰদ্বাৰা পিছপৰা ছাত্র-ছাত্রীসকল চিনাক্তকৰণ কৰি নিদানমূলক (remedial) শিক্ষণৰ দ্বাৰা তেওঁলোককো আগবঢ়াই আনিব লাগিব। আনহাতে

শিক্ষক-শিক্ষয়ত্রীয়েও নিজৰ শিক্ষণ পদ্ধতি/কৌশলত থকা দোষ-ত্রুটি বুজি লৈ শুধৰণি মূলক পদ্ধতি/কু কৌশল গ্রহণ কৰিব পাৰিব। মূল্যায়নৰ দ্বাৰা ছাত্র-ছাত্রীসকলৰ বিদ্যায়তনিক আৰু সহ বিদ্যায়তনিক উভয় দিশৰে মূল্যায়ন কৰা হ'ব। এই পদ্ধতি সম্পর্কে সকলো কথা পৰিষদৰ দ্বাৰা প্রকাশিত শৈক্ষিক দিনপঞ্জী আৰু Continuous and Comprehensive evaluation নামৰ পুথি দুখনত খৰচি মাৰি লিখা আছে।

বিদ্যায়তনিক দিশৰ মূল্যায়নৰ বাবে তলত দিয়া ধৰণে নম্বৰ বিতৰণ কৰা হ'ব ঃ

'ক' বিভাগ

গদ্য	—	২৫
পদ্য	—	১৮
ব্যাকৰণ	—	১০
ৰচনা	—	৮
বাক্যৰচনা/ভাব সম্প্রসাৰণ/আবেদন		
লিখন	—	৪
দ্রুতপাঠ	—	১০
		৭৫ নম্বৰ

'খ' বিভাগ

গদ্য	—	১০
পদ্য	—	৮
ব্যাকৰণ	—	৭
		২৫ নম্বৰ

'গ' বিভাগ

গদ্য	—	১০
পদ্য	—	৮
ব্যাকৰণ	—	৭
		২৫ নম্বৰ

সর্বমুঠ নম্বৰ ঃ ১০০

(ছাত্র-ছাত্রীসকলে 'ক' বিভাগ আৰু 'খ' বিভাগ নাইবা 'ক' আৰু 'গ' বিভাগৰ পাঠ্যক্রম পঢ়িব।)

ASSAMESE (MIL)
SUBJECT CODE - 01

Class - IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

গোট	পাঠৰ নাম	ছয়মাহিলি পৰীক্ষা	বছৰেকীয়া পৰীক্ষা
	Sub-unit/Lesson		
	Group-A : বাধ্যতামূলক		
	গদ্যাংশ		
1	**অন্যৰ প্ৰতি ব্যৱহাৰ** সময় অন্ধবিশ্বাস আৰু কুসংস্কাৰ	✓	✓
2	ভাৰতৰ বৈচিত্ৰৰ মাজত ঐক্য	✓	✓
	পোহৰৰ বাটেৰে আগবঢ়া গাঁওখন		
3	যুঁজ	✓	✓
	লোকসংস্কৃতি		
4	পদ্যাংশ শিশুলীলা মানৱ বন্দনা গীত আৰু ছবি	✓	✓
5	প্ৰচণ্ড ধুমুহাই প্ৰশ্ন কৰিলে মোক মোৰ দেশ		✓
6	<u>ব্যাকৰণ</u> ণত্ববিধি-ষত্ববিধি, সমাৰ্থক শব্দ, বিপৰীতাৰ্থক শব্দ, সন্ধি, যুৰীয়া শব্দ, দ্বন্দ্ব সমাস, অনুৰূপ শব্দ,	✓	✓
	প্ৰত্যয় (অসমীয়া কৃৎ আৰু তদ্ধিত প্ৰত্যয়, নিৰ্দেশক প্ৰত্যয়, অসমীয়া স্ত্ৰী প্ৰত্যয়)		

গোট	পাঠৰ নাম	ছয়মাহিলি পৰীক্ষা	বছৰেকীয়া পৰীক্ষা
7	ভাব-সম্প্রসাৰণ/বাক্য ৰচনা/আবেদন লিখন	✓	✓
8	ৰচনা	✓	✓
9	দ্রুতপাঠ	✓	✓
10	অপঠিত গদ্যাংশ	✓	✓
	Group -B : বৈকল্পিক		
11	**গদ্যাংশ** চোৰধৰা সন্মান	✓	✓
12	**পদ্যাংশ** হনুমন্তৰ লংকা দর্শন	✓	✓
	সুখ		
13	**ব্যাকৰণ** বিপৰীত লিগবাচক শব্দ, বিপৰীতার্থক শব্দ, সমার্থক শব্দ, ঘুৰীয়া শব্দ, আধুনিক অসমীয়া শব্দলৈ ৰূপান্তৰ	✓	✓
	মুঠ	100	100

Text book : অসমীয়া সাহিত্য চয়নিকা (নতুন) নৱম শ্রেণী

* অসমীয়া বিষয়ৰ অংশ হিচাপে *Sanskrit (Group-C)* ল'ব খোজা শিক্ষার্থীসকলে *Riju Bharati* পুথিখন পঢ়িব লাগিব।

* প্রতিটো ইউনিট / পাঠৰ পৰা ২-১৫ নম্বৰৰ প্রশ্ন আহিব।

ASSAMESE (MIL)
SUBJECT CODE - 01

Class - X **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

গোট	পাঠৰ নাম	ছয়মাহিলি পৰীক্ষা	শিক্ষান্ত পৰীক্ষা
	Sub-unit/Lesson		
1	Group-A : বাধ্যতামূলক		
	গদ্যাংশ		
	উদ্যোগী হওঁ আহাঁ ভাৰতীয় সংস্কৃতি	✓	✓
	অসমৰ জনগোষ্ঠীৰ গাঁথনি আৰু সংস্কৃতি		
2	ইণ্টাৰনেটৰ তিতা-মিঠা অৰুনিমা সিন্‌হা	✓	✓
3	অৰণ্য যাত্রা-	✓	
	পাৰস্যত এভুমুকি		✓
4	**<u>পদ্যাংশ</u>** বৰগীত ঃ মাধৱদেৱ জিকিৰ	✓	✓
5	প্রশস্তি	✓	
	মই অসমীয়া দৃশ্যান্তৰ		✓
6	**<u>ব্যাকৰণ</u>** নৱম শ্রেণীৰ ব্যাকৰণৰ উপৰিও সমাস, সন্ধি, বাক্য পৰিৱর্তন (সৰল, যৌগিক, জটিল),ণত্ববিধি আৰু ষত্ববিধি, যতি চিহ্নৰ ব্যৱহাৰ, খণ্ডবাক্য) জতুৱা ঠাঁচ, বিপৰীতার্থক শব্দ, এটা শব্দত প্রকাশ, প্রত্যয়	✓	✓

গোট	পাঠৰ নাম	ছয়মাহিলি পৰীক্ষা	শিক্ষান্ত পৰীক্ষা
7	ভাব-সম্প্রসাৰণ/প্রতিবেদন/আবেদন লিখন	✓	✓
8	ৰচনা	✓	✓
9	দ্রুতপাঠ	✓	✓
10	অপঠিত গদ্যাংশ	✓	✓
	Group -B : বৈকল্পিক		
10	**গদ্যাংশ** বিষাদ যোগ		✓
	প্রাচীন ভাৰতীয় শিক্ষা	✓	
11	**পদ্যাংশ** কানাইৰ চাতুৰী		✓
	ধৰ ঝাৰু ধৰ ভাই	✓	
12	**ব্যাকৰণ** নৱম শ্রেণীৰ ব্যাকৰণৰ উপৰিও ভুল বাক্যৰ শুধৰণি, উপসর্গ, অনুসর্গ, সমার্থক শব্দ, পুৰণি শব্দৰ আধুনিক ৰূপ	✓	✓
13	ছন্দ		✓
	মুঠ	100	100

Text book : অসমীয়া সাহিত্য চয়নিকা (নতুন) দশম শ্রেণী

* অসমীয়া বিষয়ৰ অংশ হিচাপে *Sanskrit (Group-C)* ল'ব খোজা শিক্ষার্থীসকলে *Riju Bharati* পুথিখন পঢ়িব লাগিব।

* প্রতিটো ইউনিট / পাঠৰ পৰা ২-১৫ নম্বৰৰ প্রশ্ন আহিব।

বাংলা : প্রথম ভাষা
SUBJECT CODE - 02
নৱম - দশম শ্রেণী

পূর্বকথা :

প্রথম ভাষার মাধ্যমে ভাষা শিক্ষার কৌশল- শ্রবণ, কথন, পঠন এবং লিখনের অনুশীলন এবং উন্নতির উদ্দেশ্য সম্মুখে রেখে এই পাঠ্যক্রম গঠন করা হয়েছে। প্রথম ভাষা সকল ভাবের আদান প্রদানের বাহন হওয়া ছাড়ীও সামাজিক এবং সাংস্কৃতিক প্রমূল্য, সাহিত্যরস ইত্যাদি গ্রহণ করায় ছাত্র-ছাত্রীদের এগিয়ে যেতে নিয়ে পারে সেদিকে দৃষ্টি রাখা হয়েছে। বর্তমান সভ্যতার আধুনিকীকরণ-বিশ্বায়নে জীবিকার বিভিন্ন ধরনের নতুন নতুন পথ খুলে গেছে এই প্রকার নতুন প্রয়োগ নীতিতে শিক্ষার্থীগণ যাতে এই ভাষা শিক্ষার মাধ্যমে উপকৃত হতে পারে তার প্রতি গুরুত্ব দেওয়া হয়েছে। জীবন, ভাষা এবং সাহিত্যের সঙ্গে সম্পর্কিত বিষয়বস্তু মান অনুসারে বিভিন্ন শ্রেণিতে সন্নিবিষ্ট করারও পরামর্শ দেওয়া হয়েছে।

ভাষা শিক্ষকের উদ্দেশ্য ভাষাটিকে ব্যাকরণ, বানান ইত্যাদি নীতি সহকারে - শুদ্ধভাবে শিক্ষনীয় করা। এর সঙ্গেসঙ্গে ছাত্র-ছাত্রীদের সাহিত্যরস অস্বাদন করা, জাতীয়তাবোধ আহরণ করা, নিজের দেশ তথা সমাজকে ভালবাসা, স্ব-জাতীয় সংস্কৃতি, দয়া ও মানবীয় গুণাবলীর বিকাশ সাধন করাও গুরুত্বপূর্ণ উদ্দেশ্য। সামাজিক এবং সাংস্কৃতিক প্রমূল্যবোধের দ্বারা নিজেকে প্রকাশ করার মতো যোগ্য করে গড়ে তোলাই ভাষা শিক্ষকের একটি দায়িত্ব। প্রকৃতার্থে প্রথম ভাষা শিক্ষকের উদ্দেশ্য মানৱ চরিত্র সম্পন্ন একজন

প্রকৃত নাগরিক হিসাবে গড়ে তোলা।

সাধারণ উদ্দেশ্য :

১.০০ ইতিমধ্যে উচ্চ-প্রাথমিক স্তরে শিখে আসা ভাষার বিভিন্ন দিকের উপরে জোরদিয়ে জেনে বুঝে, উপলব্ধি করে, ব্যবহারিক জীবনে প্রয়োগ করতে সক্ষম হবে।

১.০১ ভাষার নব-নব দিকের জ্ঞান আহরণ করে তার বিশ্লেষণ করার যোগ্যতা অর্জন।

১.০২ ভাষাতত্ত্বের জ্ঞান তথা ভাষিক কৌশলের ক্ষমতা বৃদ্ধি করা।

১.০৩ মৌখিক অভিব্যক্তির বিকাশ সাধন করে সামাজিক দায়িত্ববোধ জাগ্রত করা।

১.০৪ শ্রবণ, কথন, পঠন এবং লিখনের গতিবেগ বৃদ্ধি করা।

১.০৫ কোনো আলোচনা, তর্ক প্রতিযোগিতা সভা-সমিতিতে অংশ গ্রহণ করে তা পরিচালনা করা।

১.০৬ কোনো ঘটনা বা সমস্যা, বিষয়াদির উপর নিজের মত তুলে ধরে তার সমাধান খুঁজে বের করা।

১.০৭ নতুন দিক/ধারা, দর্শন, শিক্ষার্থীকেন্দ্রিক মনোরঞ্জক, কার্যভিত্তিক, যোগ্যতা সম্পন্ন জ্ঞান আহরণ করে ব্যবহারিক জীবনে তার প্রয়োগ এবং নেতৃত্ব দেবার উপায় নির্ণয় করা।

১.০৮ যে কোনো কথা বা কার্য পর্যবেক্ষণ করে নিজ অভিব্যক্তি ব্যক্ত করা।

১.০৯ ভাষা এবং সাহিত্য অধ্যয়নের দ্বারা বিভিন্ন জনগোষ্ঠীর সাহিত্য সংস্কৃতির প্রতি অনুরক্ত হওয়া।

১.১০ সৃষ্টিমূলক প্রতিভার বিকাশ সাধন করা।

শিক্ষণীয় দিক :

বিশেষ উদ্দেশ্য :

২.০০ শ্রবণ-কথন

২.০১ যে কোনো ঘটনা, বক্তৃতা, আলোচনা, গল্পকাহিনি ইত্যাদি বুঝে শুনে উপলব্ধি করে সাবলীলভাবে বলতে পারা এবং ব্যবহারিক জীবনে তা প্রয়োগ করতে সমর্থ হওয়া।

২.০২ মনোরঞ্জক অনুষ্ঠানাদি দেখে-শুনে আনন্দ লাভ করা এবং নিজেও অংশ গ্রহণ করা।

২.০৩ বক্তার বক্তব্য, আচার ব্যৱহার ইত্যাদি বিচার বিশ্লেষণ করে মূল্যায়ন করতে পারা।

২.০৪ কোনো বৃত্তিমূলক ভাষণ আলোচনাদি শুনে বিজ্ঞান সম্মত বিশ্লেষণাত্মক দৃষ্টিভঙ্গি আয়ত্ব করে জীবনের জন্য প্রেরণা লাভ করতে পারা।

২.০৫ অন্ধবিশ্বাস, কু-সংস্কারাদি বিশ্লেষণাত্মক দৃষ্টিভঙ্গির দ্বারা বিচার করে বৈজ্ঞানিক মনোভাব গড়ে তোলা।

২.০৬ নিজের মনে উদিত হওয়া ভাব এবং অন্য লোকের প্রশ্ন কথা ধৈর্য সহকারে শুনে তাৎক্ষণিকভাবে উত্তর দিতে সক্ষম এবং নিজের প্রতিক্রিয়া প্রকাশ করতে সক্ষম হওয়া।

২.০৭ বাক্যের তাল-মান-ধ্বনি (যতি) শ্বাসাঘাত ইত্যাদি রক্ষাকরে শুদ্ধ এবং স্পষ্টভাবে উচ্চারণ করতে সক্ষম হওয়া।

২.০৮ বিভিন্ন সংগীতাদি, কবিতা, সংলাপ, আকস্মিক বক্তৃতা, তর্ক ও কুইজ প্রতিযোগিতায় অংশ গ্রহণ করতে পারা।

২.০৯ আনুষ্ঠানিক এবং, অনানুষ্ঠানিকভাবে ব্যক্তি এবং সমষ্টিকে আদর সম্ভাষণ জানানো, আজ্ঞা, অনুরোধ, সম্বোধন ব্যক্ত করা এবং গ্রহণ করতে সক্ষম।

২.১০ দৃশ্যমান কার্য বা ঘটনার চলন্ত বিবরণ দিতে সক্ষম।

২.১১ জ্যেষ্ঠ-কনিষ্ঠ সমবয়স ভেদে শিষ্টাচার রক্ষা করে কথাবার্তা চালাতে পারা।

২.১২ লিংগ সমতা এবং মর্যদা রক্ষা করার মানসিকতা গড়ে তুলে পরিবেশ পরিস্থিতি সাপেক্ষে ভাষাশৈলী প্রয়োগ করতে সমর্থ।

২.১৩ অন্যলোকের ভাষা এবং কথন-ভঙ্গির প্রতি সম্মান প্রদর্শন করা।

৩.০০ **পঠন-লিখন** :

৩.০১ শুদ্ধ উচ্চারণ, ধ্বনি, লয়, শ্বাসাঘাত এবং পঠনের গতি নিয়ন্ত্রণের উপর গুরুত্ব দিয়ে শব্দ বাক্যাদি পড়তে এবং লিখতে সক্ষম।

৩.০২ ভাব অনুসারে বাক্যের আরোহণ এবং অবরোহণ রক্ষা করে পড়তে এবং দ্রুতগতিতে সাবলীলভাবে পড়তে সক্ষম।

৩.০৩ পঠন-লিখনের সময় বিরাম চিহ্নের (যতি, কমা, ভাববোধক, প্রশ্নবোধক ইত্যাদি) উপর গুরুত্ব দেওয়া।

৩.০৪ শ্রেণি অনুসারে পঠন এবং লিখনের গতি বৃদ্ধি (সময় অনুপাতে) করা।

৩.০৫ মানচিত্র, বিভিন্ন তালিকা, রসিদ, কাহিনি, বিভিন্ন রুচির কবিতা, প্রবন্ধ, চিঠি, দিনলিপি ইত্যাদি দেখে শুনে, পড়ে

বুঝে এবং নিজেও লিখতে সমর্থ হওয়া।

৩.০৬ দেখা-শুনা স্মরণীয় ঘটনা এবং নিজের জীৱনের অভিজ্ঞতা আত্মস্মৃতির জন্য লেখা।

৩.০৭ আন্তর্জাতিক, রাষ্ট্রীয়, স্থানীয় কলা-কৃষ্টি এবং সংস্কৃতিমূলক তৎসহ লোক-সংস্কৃতি বা জনকৃষ্টির বিষয়ে পড়ে তার মূল ভাব বুঝে জাতীয় প্রেরণা লাভ করা।

৩.০৮ ব্যৱহারিক জীবনে ব্যাকরণের শুদ্ধ প্রয়োগ করা।

৪.০০ **চিন্তন** :

৪.০১ পড়া-শুনা তথ্য, ঘটনাদির ক্রম অনুসারে বিচার বিবেচনা করার ক্ষমতা অর্জন করা এবং সেগুলোর কার্য, কারণ ও ফল নির্ণয় করে তার তুলনা করতে সক্ষম।

৪.০২ কোনো একটা বিষয় বস্তুর সপক্ষে বা বিপক্ষে নিজের যুক্তি এবং ভাব বিচার করার সঙ্গে সিদ্ধান্তে উপনীত হয়ে নিজরে মন্তব্য তুলে ধরতে সক্ষম।

৪.০৩ সত্যাসত্য নির্ণয় করতে পারা।

৪.০৪ জাতীয় কলা-কৃষ্টির প্রতি শ্রদ্ধা পোষণ এবং ঐতিহ্য পরম্পরা সম্পর্কে বিজ্ঞান সম্মত মনোভাব গড়ে তোলা।

৫.০০ পাঠে প্রতিফলিত দিকসমূহ :

- রাষ্ট্রীয় শিক্ষানীতির মূল দশটি উপাদান :
- ভারতের স্বাধীনতা সংগ্রামের ইতিহাস।
- সাংবিধানিক দায়বদ্ধতা।
- জাতীয় পরিচিতি পরিপুষ্টির অর্থে প্রয়োজনীয় তথ্য।
- ভারতের সাধারণ সাংস্কৃতিক ঐতিহ্য।

- সাম্যবাদ, গণতন্ত্র এবং ধর্মনিরপেক্ষতা।
- লিংগের সমতা (নারী এবং পুরুষ ভেদে সমতা)।
- পরিবেশের সংরক্ষণ।
- সামাজিক বৈষম্য দূরীকরণ।
- ছোটপরিবারের পরিকল্পনা গ্রহণ।
- বিজ্ঞানসম্মত দৃষ্টিভংগী আহরণ।

তৎসহ ভারতীয় এবং জাতীয় সাহিত্যের স্বরূপ অনুধাবন। সামাজিক দায়বদ্ধতা (জনসাধারণের সম্পত্তি রক্ষণা-বেক্ষণ), সচেতনতা, শিষ্টাচার, সেবামনোভাব, সহযোগিতা, সহমর্মিতা, সময়ের সদ্ব্যবহার, অহিংসা, দায়িত্ববোধ, নিষ্ঠা, দয়া, করুণা, সহনশীলতা, দেশপ্রেম, শ্রমের মর্যাদা, পরিবেশ সচেতনতা, বিশ্বভ্রাতৃত্ব, নেতৃত্ব, অনুকম্পা, কৃষ্টি-সংস্কৃতির প্রতি শ্রদ্ধা, আত্মবিশ্বাস, স্পষ্ট এবং দ্রুতসিদ্ধান্ত, সাহসিকতা, এবং প্রমূল্য ইত্যাদি।

এছাড়াও অনগ্রসর ছাত্র-ছাত্রীর বিকাশ সাধন (বাধাগ্রস্ত), অহিংসা নীতির উপলব্ধি, জীৱন ধারণের কৌশল এবং কর্মসংস্কৃতি গড়ে তোলা, নান্দনিক অনুভূতি বিকাশ সাধন ইত্যাদি দিকগুলোর প্রতি গুরুত্ব দেওয়া হয়েছে।

৫.০১ **পাঠের প্রকার :** পাঠ্যপুথির প্রবন্ধ, জীৱনী, আত্মজীবনী, কাহিনি, সাংবাদিকতা, ভ্রমণ, নাট্যাংশ ইত্যাদি সাহিত্যিক রূপ (বর্ণনাত্মক, কথোপকথন, নাট্যরূপ, সমালোচনামূলক) রস সমূহ প্রতিফলিত হওয়া পাঠ সন্নিবিষ্ট হবে।

৫.০২ **শৈলী :** পাঠ্যপুথির প্রাচীন, রোমাণ্টিক এবং সাম্প্রতিক যুগের রচনা সন্নিবিষ্ট করা হবে।

৫.০৩ ব্যবহারিক দিক : রাস্তা-ঘাট, সময়সূচী, (রেল-বাস), যোগাযোগ (পি. সি. ও., তারবার্তা, আকাশবাণী, (সংবাদপত্র, দূরদর্শন কম্পিউটার), স্থানীয় বিষয় (পঞ্চায়েত, পুলিশ, কোর্ট কাছারি) রাজ্যিক এবং সহযোগী ভাষার ভূমিকা সম্পর্কে অভিজ্ঞতার প্রয়োজন।

৫.০৪ পাঠ নির্বাচন :

উপরোক্ত শিক্ষণীয় দিকগুলো প্রতিফলিত হওয়ার জন্য নীচে দেওয়া বিষয়বস্তু সমূহের পাঠ নির্বাচন করা হবে।

নবম শ্রেণীৰ পাঠ্যক্রম :

গদ্য বিভাগ : ঐতিহাসিক ঘটনা-খেলা-ধুলা-জীবনী (রাষ্ট্রীয়/আন্তরাষ্ট্রীয়) সংবাদলেখা-কলাসংগীত-জাতীয় পরিচিতি-স্বাধীনতা সংগ্রাম, জাতীয় সংহতি, বৃত্তিমুখী বিষয়, শ্রমের মর্যাদা, স্বদেশপ্রেম, আসামের ভাষা পরিচিতি, জনজাতীয় গল্প, ভ্রমণ বৃত্তান্ত, বৈজ্ঞানিক দৃষ্টিভঙ্গি, প্রকৃতি বিষয়ক ঐক্য এবং মূল্যবোধ সম্পর্কীয় বিষয় এবং সাহিত্যের বিশ্বজনীন আবেদন সম্পর্কীয় বিষয়।

কবিতা বিভাগ : আধ্যাত্মিক-দার্শনিক-নীতিমূলক-দেশপ্রেমমূলক-প্রকৃতি বিষয়ক-মানবতাবাদী বিষয়ক-হাস্যরসাত্মক-ব্যঙ্গাত্মক।

ব্যাকরণ : ১) নির্দেশক প্রত্যয়, ২) প্রত্যক্ষ এবং পরোক্ষ উক্তি, ৩) ব্যঞ্জন এবং বিসর্গ সন্ধি, ৪) অর্থ অনুসারে বাক্য পরিবর্তন (অস্ত্যর্থক, ন্যস্ত্যর্থক, প্রশ্নার্থক), ৫) কৃৎ এবং তদ্ধিত প্রত্যয়, ৬) স্ত্রী প্রত্যয়, ৭) ধাতু এবং ক্রিয়াপদ, ৮) বাক্য রচনা, ৯) ভাবসম্প্রসারণ, ১০) পুরুষ নির্দেশক প্রত্যয়, ১১) বাক্য সম্প্রসারণ, ১২) বাক্য সংকোচন রচনা : চিন্তামূলক /বিজ্ঞান ভিত্তিক /উৎসব বিষয়ক /সমস্যাবহুল।

দশম শ্রেণির পাঠ্যক্রম :

গদ্য বিভাগ : ঐতিহাসিক ঘটনা, খেলা-ধুলা, জীবনী (রাষ্ট্রীয়/আন্তরাষ্ট্রীয়) সংবাদলেখা, কলাসংগীত, জাতীয় পরিচিতি, স্বাধীনতা সংগ্রাম, জাতীয় সংহতি, বৃত্তিমুখী বিষয়, শ্রমের মর্যাদা, স্বদেশপ্রেম, আসামের ভাষা পরিচিতি, জনজাতীয় গল্প, ভ্রমনবৃত্তান্ত, বৈজ্ঞানিক দৃষ্টিভঙ্গি, প্রকৃতি বিষয়ক ঐক্য এবং সংহতি, মূল্যবোধ সম্পর্কীয় বিষয় এবং সাহিত্যের বিশ্বজনীন আবেদন সম্পর্কীয় বিষয়।

কবিতা বিভাগ : আধ্যাত্মিক-দার্শনিক-নীতিমূলক-দেশপ্রেমমূলক-প্রকৃতি বিষয়ক-মানবতাবাদ বিষয়ক-হাস্যরসাত্মক-ব্যঙ্গাত্মক।

ব্যাকরণ : সমাস, পদ, বাক্য পরিবর্তন (সরল-যৌগিক-জটিল), বাক্য সংকোচন, বিরাম চিহ্নের ব্যবহার, শব্দ ভাণ্ডার, বিপরীতার্থক শব্দ, প্রবাদ-প্রবচন, অশুদ্ধি সংশোধন, বাগ্‌বিধি, আবেদন, প্রতিবেদন পত্র।

রচনা : চিন্তামূলক / বিজ্ঞান ভিত্তিক / উৎসব বিষয়ক / সমস্যাবহুল।

৫.০৫ প্রতিটি পাঠের শেষে ভাষার যোগ্যতা বিকাশ হতে পারা ক্রিয়াকলাপ সংযোজন থাকবে। এর সাহায্যে ব্যবহারিক ব্যাকরণের ধারণা, অনুশীলনী, টীকাদি সন্নিবিষ্ট করা হবে।

৫.০৬ নবম-দশম শ্রেণির পাঠসমূহ 'ক' এবং 'খ' দুটি ভাগে ভাগ করা হবে। 'খ' ভাগে পৌরাণিক লেখকের লেখা সন্নিবিষ্ট করা হবে। ছাত্র-ছাত্রীগণ 'খ' বিভাগের বদলে 'গ' ভাগের সংস্কৃত বিষয়টি অধ্যয়ন করতে পারবে।

নম্বর বিতরণ এমন ভাবে হবে :

'ক' বিভাগ — ৭৫ নম্বর

'খ' বিভাগ — ২৫ নম্বর

অথবা ‘গ’ বিভাগ — ২৫ নম্বর

৬.০০ শিক্ষণ শিক্ষার গুরুত্ব :

৬.০১ শিক্ষণীয় গুরুত্ব :

পাঠ আদান-প্রদানে	-	৫০ শতাংশ
(প্রাচীন সাহিত্য এবং অতিরিক্ত)		
ক্রিয়াকলাপে	-	৩০ শতাংশ
ব্যাকরণ এবং রচনা	-	১৫ শতাংশ
ব্যবহারিক দিকে	-	৮ শতাংশ
প্রকল্প, সৃজনীমূলক কর্ম	-	৫ শতাংশ
নিদানমূলক ব্যবস্থা	-	২ শতাংশ
	-	১০০ শতাংশ

৬.০২ সময়ের গুরুত্ব ঃ সারাবছরের কর্মদিন ২৬২ এর মধ্যে বিদ্যালয়ের অন্যান্য কার্যের জন্য ১৬ দিন এবং পরীক্ষার জন্যে ১৬ দিন বাদ দিলে পাঠদানের জন্য ২৩০ দিন থাকে। প্রতি সপ্তাহে সাত পিরিয়ড্ করে ধরে বছরে প্রথম ভাষার জন্য ২৫৯ পিরিয়ড্ পাওয়া যাবে। পাঠ আদান-প্রদানের জন্য নীচে উল্লেখ করা অনুসারে পিরিয়ড্ নির্ধারণ করা হবে।

গদ্য - ১১১ পিরিয়ড্, পদ্য - ৭৪ পিরিয়ড্, ব্যাকরণ - ৩৫ পিরিয়ড্, রচনা - ৩৫

৬.০৩ মুল্যায়নের ধারণাসমূহ আদর্শ প্রশ্নপত্রে সন্নিবিষ্ট হবে।

৬.০৪ পাঠবহির্ভূত শিক্ষণীয় দিকসমূহ যেমন :

আকস্মিক বক্তৃতা, তর্ক প্রতিযোগিতা, গ্রন্থাগার, অধ্যয়ন, কবিতা লেখা, প্রাচীর পত্রিকা, আলোচনা পত্রিকা, সংবাদ পত্র পড়া, সাক্ষাৎকার, সাংস্কৃতিক কার্যে অংশ গ্রহণ করা, যোগ-ব্যায়ামাদি সামগ্রিক এবং অবিরত মূল্যায়নের পুস্তক এবং শৈক্ষিক দিনপঞ্জিতে সন্নিবিষ্ট করা হয়েছে।

৭.০০ পাঠ্যপুথির পরিকল্পনা, কলেবর / আকার ইত্যাদি নির্ধারণ ঃ নবম এবং দশম শ্রেণির জন্য আলাদা আলাদা করে এক একটি পাঠ্যপুস্তক (সাহিত্য) হবে।

দুইটি শ্রেণির জন্য একটি ব্যকরণ এবং একটি দ্রুতপাঠ পুস্তকই থাকবে। পাঠ্যপুস্তকে ৭৫ শতাংশ গদ্য এবং ২৫ শতাংশ পদ্য থাকবে। এই দুটি শ্রেণিতে ৪০ শতাংশ পাঠ সাহিত্যকেন্দ্রিক হবে। পাঠ্যপুথির পৃষ্ঠাসংখ্যা ২০০ র ভেতরে থাকবে। আকার ক্রাউন, অক্ষর ১২ পয়েণ্ট এবং টীকা, অনুশীলনী, নির্দেশনাদি ১০ পয়েণ্ট লেখা হবে।

৮.০০ **মূল্যায়ন** :

৮.০১ ছাত্র-ছাত্রীগণ ভাষার যোগ্যতাসমূহ প্রতিটি শ্রেণিতে কতখানি আযত্ব করলো তার মূল্যায়নের মাধ্যমে জানতে পারা যায়। পাঠ্যপুথিতে এবং পাঠবহির্ভূত উভয় দিকে সামগ্রিকভাবে মূল্যায়নের ব্যবস্থা থাকবে। প্রতিটি দলের সাময়িকী মূল্যায়নের অনগ্রসর ছাত্র-ছাত্রীদের চিহ্নিত করে নিদান মূলক (remedial) শিক্ষণের দ্বারা তাদেরকেও এগিয়ে নিতে হবে। অপরদিকে শিক্ষক-শিক্ষয়িত্রীগণও নিজেদের শিক্ষণ পদ্ধতি কৌশলগত থেকে যাওয়া দোষ-ত্রুটি বুঝে নিয়ে সংশোধন মূলক পদ্ধতি কৌশল গ্রহণ করতে পারবেন। মূল্যায়নের দ্বারা ছাত্র-ছাত্রীদের বিদ্যায়তনিক এবং বহিবিদ্যায়তনিক উভয় দিকের মুল্যায়ন করা হবে। এই পদ্ধতি

সম্পর্কে সকল কথা পরিষদের দ্বারা প্রকাশিত শৈক্ষিক দিনপঞ্জি এবং Continuous and Comprehensive evaluation নামের পুস্তক দুটিতে বিশেষ ভাবে লিখে দেওয়া হয়েছে।

বিদ্যায়তনিক দিকের মুল্যায়নের জন্য নীচে প্রদত্ত ক্রমানুসারে নম্বর বিতরণ করা হবে।

'ক' বিভাগ		**'খ' বিভাগ**		
গদ্য	— ২৫	গদ্য	—	১০
পদ্য	— ১৮	পদ্য	—	৮
ব্যাকরণ	— ১০	ব্যাকরণ	—	৭
রচনা	— ৮			২৫ নম্বর
বাক্যরচনা/ভাব		**'গ' বিভাগ**		
সম্প্রসারণ		গদ্য	—	১০
আবেদন পত্র লিখন	— ৪	পদ্য	—	৮
দ্রুত পঠন	— ১০	ব্যাকরণ	—	৭
	৭৫ নম্বর			২৫ নম্বর

সর্বমুঠ নম্বর ঃ ১০০

(ছাত্র-ছাত্রীগণ 'ক' বিভাগ এবং 'খ' বিভাগ অথবা 'গ' বিভাগের পাঠ্যক্রম পড়বে।)

BENGALI (MIL)
SUBJECT CODE - 02

Class - IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

গোট	পাঠর নাম	ছয়মাহিলি পরীক্ষা	বছরেকীয়া পরীক্ষা
	Sub-unit/Lesson		
	Group-A : বাধ্যতামূলক		
1	<u>গদ্যাংশ</u> প্রত্যুৎপকার ছুটি	✓	✓
2	ডাইনী	✓	✓
	পিপলান্ত্রি গাম		
3	অ্যান্টিবায়োটিক ও পেনিসিলিনের কথা লড়াই		✓
4	<u>পদ্যাংশ</u> গৌরাঙ্গের বাল্যলীলা কবর খাই খাই	✓	✓
5	মনসামঙ্গল		✓
	ধূলামন্দির	✓	
6	ব্যকরণ ব্যঞ্জন সন্ধি, নির্দেশক প্রত্যয় স্ত্রীপ্রত্যয়, বিশিষ্টার্যক শব্দ	✓	✓
	বাক্য সংকোচন, বাক্য সম্প্রসারণ	✓	✓
7	ভাব সম্প্রসারণ অথবা আবেদন লিখন	✓	✓
8	অপঠিত গদ্যাংশ	✓	✓
9	রচনা	✓	✓

গোট	পাঠর নাম	ছয়মাহিলি পরীক্ষা	বছরেকীয়া পরীক্ষা
10	দ্রুত পঠন Group -B : বৈকল্পিক	✓	✓
10	**গদ্যাংশ** আত্মকথা	✓	✓
	ভারতবর্ষ		
11	**পদ্যাংশ** আমরা আগামী	✓	✓
12	**ব্যাকরণ** বিপরীত লিংগবাচক শব্দ, কৃত প্রত্যয়, তদ্ধিত প্রত্যয়	✓	✓
	ক্রিয়াপদ, বাক্য সংকোচন উক্তি পরিৱর্তন		
	মুঠ	100	100

পাঠ্যপুথি ঃ বাংলা সাহিত্য চয়নিকা

* বাংলা বিষয়ের অংশ হিসেবে Sanskrit (Group-C) পড়তে ইচ্ছুক শিক্ষার্থীদের Riju Bharati পুস্তকখানি পড়তে হবে।

* প্রতিটি ইউনিট / পাঠ থেকে ২-১৫ নম্বরের প্রশ্ন আসবে।

BENGALI (MIL)
SUBJECT CODE - 02

Class - X **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

গোট	পাঠর নাম	ছয়মাহিলি পরীক্ষা	শিক্ষান্ত পরীক্ষা
	Sub-unit/Lesson		
	Group-A : বাধ্যতামূলক		
1	**গদ্যাংশ** সাগৰ সঙ্গমে নবকুমার বাংলার নবযুগ বলাই	✓	✓
2	অরুনিমা সিন্‌হা : আত্মবিশ্বাস ও সাহসের অন্য এক নাম	✓	✓
	তোতা কাহিনী		
3	কম্পিউটার কথা, ইণ্টারনেট কথকতা		✓
	আদরিণী, এসো উদ্যোক্তা হই	✓	
4	**পদ্যাংশ** প্রার্থনা প্রতিনিধি গ্রাম্যছবি	✓	✓
5	বিজয়া - দশমী আবার আসিব ফিরে		✓
6	**ব্যাকরণ** All the grammar portion of class IX and the following বাক্য পরিবর্তন (সরল যৌগিক, জটিল), বিরাম চিহ্নের ব্যবহার, নত্ববিধি, ষত্ববিধি, প্রত্যয়,	✓	✓
	বাকসংকোচন, সমাস, সন্ধি, বাগ্‌ধারা		

গোট	পাঠর নাম	ছয়মাহিলি পরীক্ষা	শিক্ষান্ত পরীক্ষা
7	ভাব সম্প্রসারণ/আবেদন পত্র লেখন	✓	✓
8	রচনা	✓	✓
9	দ্রুত পঠন	✓	✓
10	অপঠিত গদ্যাংশ	✓	✓
	Group -B : বৈকল্পিক		
11	**গদ্যাংশ** অরণ্য প্রেমিক ঃ লবটুলিয়ার কাহিনি		✓
	পিতা ও পুত্র	✓	
12	**পদ্যাংশ** জীৱন সংগীত	✓	✓
	কাণ্ডারী হুছিয়ার		
13	**ব্যাকরণ** All the grammar portion of class IX and the following বিপরীত শব্দ, বচন, প্রবাদ-প্রবচন, অশুদ্ধি সংশোধন, বাগ্‌বিধি	✓	✓
	মুঠ	100	100

পাঠ্যপুথি ঃ বাংলা সাহিত্য চয়নিকা

* প্রতিটি ইউনিট / পাঠ থেকে ২-১৫ নম্বরের প্রশ্ন আসবে।

HINDI (MIL)
SUJECT CODE - 05
Classes : IX & X

प्रथम भाषा के जरिए भाषा–शिक्षण के कौशल–श्रवण, कथन, पठन और लेखन के अभ्यास और विकास को ध्यान में रखकर इस पाठ्यक्रम का निर्धारण किया गया है। प्रथम भाषा सभी भावों और विचारों के आदान–प्रदान का माध्यम होने के अलावा सामाजिक और सांस्कृतिक मूल्यबोध, साहित्य के रसास्वादन आदि ग्रहण करते विद्यार्थी आगे बढ़े, इस पर विशेष ध्यान दिया गया है। वर्तमान सभ्यता के आधुनिकीकरण और वैश्वीकरण में जीविकोपार्जन के अनेक नए मार्ग खुल गए है। ऐसी स्थिति में भाषा की नयी प्रयोग नीति मे भाषा–शिक्षण से विद्यार्थी लाभन्वित हो, इस पर यथोचित ध्यान दिया गया है। जीवन, भाषा, और साहित्य से संबंधित विषयवस्तुओं को समानुक्रमिक विभिन्न कक्षाओं में समाहित करने की व्यवस्था की गयी है।

भाषा–शिक्षार्थी का उद्देश्य है – भाषा के व्याकरण, वर्तनी आदि विधिपूर्वक शुद्ध रूप से सीखना। साथ ही विद्यार्थी को साहित्य के रसास्वादन करना, राष्ट्रीयताबोध, देश तथा समाज के प्रति प्रेम, राष्ट्रीय–संस्कृति, दया आदि जैसे मानवीय गुणों को विकसित करना भी महत्वपूर्ण उद्देश्य रहा है। सामाजिक और सांस्कृतिक मूल्यबोध से प्रेरित होकर स्व–विकसित होना भी भाषा–शिक्षार्थी का परम दायित्व होता है। दरअसल प्रथम भाषा–शिक्षण के जरिए शिक्षार्थी को मानवोचित चरित्र सम्पन्न एक अच्छा नागरिक बनाना ही इसका उद्देश्य है।

सामान्य उद्देश्य

1. उच्च माध्यमिक स्तर पर सिखायी गयी भाषा के विभिन्न पहलुओं की जानकारी प्राप्त करना, उन्हें गहनता से समझना तथा व्यावहारिक जीवन में प्रयोग करने में सक्षम होना।
2. भाषा की नयी–नयी दिशाओं का ज्ञान अर्जित कर उसके विश्लेषण करने की योग्यता प्राप्त करना।
3. भाषातत्व का ज्ञान भाषाई कौशल की क्षमता में सुदृढ़ीकरण और वृद्धिकरण।
4. मौखिक अभिव्यक्ति का विकास कर सामाजिक मूल्यबोध में वृद्धिकरण।
5. श्रवण, कथन, पठन तथा लेखन की गति में तीव्रता लाना।
6. चर्चा, वाद–विवाद प्रतियोगिता, सभा–समिति आदि में हिस्सा लेना और उसका संचालन करना।
7. किसी घटना या समस्या, विषय आदि पर अपना विचार व्यक्त कर पाना तथा उसका हल कर पाना।
8. नयी दिशा / विचारधारा, विद्यार्थी–केन्द्रित दर्शन, मनोरंजन, कार्यक्षमता सम्पन्न, योग्यता सम्पन्न, ज्ञान ग्रहण कर व्यवहारिक जीवन में प्रयोग करना तथा नेतृत्व प्रदान करना।
9. किसी भी बात या कार्य को निरीक्षण कर उसके संबंध में अपना विचार अभिव्यक्त कर पाना।
10. भाषा और साहित्य के अध्ययन के जरिए विभिन्न जनसमुदायों की साहित्य–संस्कृति के प्रति सहानुभूति का भाव उत्पन्न करना।

11. सृजनात्मक प्रतिभा को विकसित कर पाना।

विशेष उद्देश्य

2.00 श्रवण और कथन :

2.01 किसी घटना, भाषण, चर्चा, कथा-कहानी आदि सुनकर तथा समझकर स्पष्ट रूप से बोल पाना और व्यवहारिक जीवन में प्रयोग के लिए सक्षम होना।

2.02 आनन्ददायक कार्यक्रम आदि देख सुनकर आनन्द प्राप्त करने के साथ स्वयं हिस्सा ले पाना।

2.03 भाषणकर्ता के भाषण, आचार-व्यवहार इत्यादि सोच-समझकर मूल्यांकन कर पाना।

2.04 किसी वृत्तिमूलक भाषण, चर्चा आदि सुनकर वैज्ञानिक दृष्टिकोण ग्रहण कर जीवन के लिए प्रेरणा प्राप्त करना।

2.05 अंधविश्वास, कुरीति आदि खिलाफ विश्लेषणात्मक दृष्टिकोण के जरिए वैज्ञानिक विचार अपनाना।

2.06 किसी घटना, भाषण, चर्चा, कथा-कहानी आदि सुनकर तथा समझकर स्पष्ट रूप से बोल पाना और व्यवहारिक जीवन में प्रयोग करने के लिए सक्षम होना।

2.07 वाक्य के शब्द का उतार-चढ़ाव, ध्वनि का आरोह-अवरोह आदि सुरक्षित रखकर शुद्धता और स्पष्टता से उच्चारण कर पाना।

2.08 विभिन्न गीत-संगीत, कविता, संवाद, आशु, भाषण, वाद-विवाद, क्वीज, आदि की प्रतियोगिताओं में हिस्सा लेना।

2.09 औपचारिक और अनौपचारिक रूप से व्यक्ति और समाज

को सम्मान प्रदर्शन करना और आज्ञा, अनुरोध जैसे संबोधन व्यक्त करना और ग्रहण करना।

2.10 आँखों देखी किसी घटनाओं तथा कार्यो का वर्णन कर पाना।

2.11 जेष्ठता, कनिष्ठता तथा सम्मान को ध्यान में रखकर परिवेश के अनुकूल भाषा का प्रयोग करना।

2.12 लैंगिक समानता और सम्मान को ध्यान में रखकर परिवेश के अनुकूल भाषा का प्रयोग करना।

2.13 दूसरों की बात और कथन-शैली के प्रति सम्मान प्रदर्शन करना।

3.00 पठन और लेखन :

3.01 शुद्ध-उच्चारण, ध्वनि के आरोह-अवरोह तथा पठन की गति के नियंत्रण पर महत्व देते हुए शब्द, वाक्य आदि पढ़-लिख सकना।

3.02 भावों के अनुकूल वाक्य के आरोह-अवरोह पर ध्यान देते हुए पढ़ पाना और तेजी से पढ़ सकना।

3.03 पढ़ाई और लिखाई के समय विराम चिह्न (पूर्ण-विराम, अर्द्ध-विराम, भावबोधक, प्रश्नबोधक आदि) पर बल देना।

3.04 कक्षा के अनुसार पढ़ाई और लिखाई की गति में वृद्धि (समय के अनुसार) करना।

3.05 मानचित्र, विभिन्न सूची, कहानी, विभिन्न, रूचिकर कविताएँ, निबंध, पत्र, डायरी आदि देख-सुनकर, पढ़कर

समझ पाना और स्वयं लिखने में समर्थ होना।

3.06 देखी हुई या सुनी हुई स्थानीय घटनाओं तथा अपने अनुभवों को लिखकर अभिव्यक्त कर पाना।

3.07 राष्ट्रीय, अन्तर्राष्ट्रीय, स्थानीय कला-संस्कृति के साथ लोक-संस्कृति के बारे में पढ़कर उसका महत्व समझते हुए राष्ट्रीय प्रेरणा प्राप्त करना।

3.08 व्यावहारिक जीवन में प्रयुक्त भाषा में व्याकरण का शुद्ध प्रयोग करने में सक्षम होना।

4.00 चिन्तन और अभिव्यक्ति :

4.01 सुने हुए तथा पढ़े हुए तथ्यों, घटनाओं आदि पर क्रमानुसार विचार-विमर्श करने की क्षमता अर्जित करना और उनके कार्य, कारण तथा फल निर्णय कर एक को दुसरे के साथ तुलना कर पाना।

4.02 किसी एक विषयवस्तु के पक्ष-विपक्ष पर अपना तर्क प्रस्तुत करने के साथ-साथ सैद्धान्तिक मन्तव्य देना।

4.03 सही-गलत का निर्णय कर पाना।

4.04 राष्ट्रीय कला-संस्कृति के प्रति सम्मान प्रदर्शन और गौरवपूर्ण परम्परा के बारे में वैज्ञानिक दृष्टिकोण अपनाने में सक्षम होना।

5.00 पाठ में प्रतिफलित होने वाली दिशाएँ :

5.01 राष्ट्रीय शिक्षा - नीति में सन्निविष्ट निम्नलिखित दस उपादान प्रतिफलित होंगे -

i) भारतीय स्वतंत्रता संग्राम का इतिहास।

ii) संवैधानिक दायबद्धता।

iii) राष्ट्रीय पहचान के परिपूरक आवश्यक संसाधन।

iv) भारत के सामाजिक–सांस्कृतिक गौरव।

v) साम्यवाद, जनतंत्र तथा पंथनिरपेक्षता।

vi) लैंगिक समता (पुरूष और महिला की समानता)।

vii) पर्यावरण संरक्षण।

viii) सामाजिक भेदभाव का दूरीकरण।

ix) परिवार नियोजन।

x) वैज्ञानिक दृष्टिकोण अपनाना।

साथ ही भारतीय और राष्ट्रीयता स्वरूपों के बारे में जानकारी, सामाजिक दायबद्धता (सार्वजनिक संपत्ति का संरक्षण, हिंसा–आतंक आदि से दूर रहकर स्पष्टवादी, जागरूक, शिष्टाचारी, सेवा–भावना संपन्न, सहयोगी, हमदर्द, समय का सदुपयोग, अहिंसा, दायित्वबोध, निष्ठा, प्रेम, करूणा, सहनशीलता, देश–प्रेम, श्रम की मर्यादा, परिवेश के प्रति जागरूक, विश्व–भ्रातृत्व, अनुकंपा, समाज–संस्कृति के प्रति श्रद्धा, आत्म–विश्वास, द्रुत तथा स्पष्ट सिद्धान्त, साहसी और मूल्यबोध आदि।

इसके अलावा पिछड़े हुए विद्यार्थियों के विकास, अहिंसा की उपलब्धि, जीवन–यापन का कौशल और कर्म–संस्कृति का निर्माण, सुखद अनुभूति का विकास आदि दिशाओं पर बल दिया गया है।

5.02 पाठ के प्रकार: पाठ्यपुस्तक में निबंध, जीवनी, आत्मकथा, कहानी, पत्रकारिता, भ्रमण, नाट्यांश आदि साहित्यिक रूप–रस (वर्णनात्मक, कथोपकथन, नाट्यरूप, आलोचनात्मक) से प्रतिफलित पाठ सन्निविष्ट होगा।

5.03 **शैली :** पाठ्यपुस्क में प्राचीन, रोमांटिक तथा समसामयिक

युग के लेख सन्निविष्ट होंगे।

5.04 व्यावहारिक क्षेत्र : यातायात (रेल, बस आदि), जनसंपर्क (दूरभाष, आकाशवाणी, समाचार-पत्र, दूरदर्शन, कम्पूटर आदि), स्थानीय निकाय (पंचायत, सुरक्षा, अदालत-कचहरी आदि), राज्यिक और संपर्क भाषा की भूमिका के बारे में आवश्यक जानकारी होना।

5.05 पाठों का चयन : उपर्युक्त दिशाओं में प्रतिफलित नीचे की विषयवस्तुओं के आधार पर पाठों का चयन किया गया है।

i) **नौवीं कक्षा का पाठ्यक्रम :**

(क) गद्य खंड: ऐतिहासिक घटना, खेलकूद, जीवनी (राष्ट्रीय या अन्तर्राष्ट्रीय), संवाद लेखन, कला, संगीत, राष्ट्रीय पहचान, स्वतंत्रता संग्राम, राष्ट्रीय एकता, वृत्तिगत विषय, श्रम की मर्यादा, देश-प्रेम, असम की भाषाई पहचान, जनजातीय कथा-कहानी, भ्रमण, संस्मरण, वैज्ञानिक दृष्टिकोण संबंधी लेख, प्रकृति विषयक लेख, एकता और समता से संबंधित विषय, साहित्य का विश्वजनीन प्रेरणादायक लेख आदि।

(ख) काव्य खंड : आध्यात्मिक, दार्शनिक, नैतिक, देशप्रेममूलक, प्रकृति विषयक, मानवतावाद से संबधित, व्यंगात्मक कविता आदि।

(ग) व्याकरण : (1) लिंग (2) वचन (3) कारक (4) उपसर्ग य प्रत्यय (5) संधि (6) समास (7) वाच्य परिवर्तन (8) पर्यायवाची शब्द (9) विलोम शब्द (10) मूहावरे और लोकोक्तियाँ

(घ) निबंध : विचारात्मक वैज्ञानिक पर्व विषयक समस्या संबंधी निबंध।

ii) **दसवीं कक्षा का पाठ्यक्रम**

(क) गद्य खंड: ऐतिहासिक घटना, खेलकूद, आत्मकथा, कला, संगीत, संवाद लेखन, राष्ट्रीय पहचान, स्वतंत्रता संग्राम, राष्ट्रीय एकता और भाईचारा, कर्म का अनुभव, श्रम की मर्यादा, विश्वप्रसिद्ध साहित्यिक विभूतियाँ, संस्मरण, यात्रा-वृतान्त, असम की जनजाति, देश-प्रेम, वैज्ञानिक दृष्टिकोण संबंधी लेख, जीवनी (आंचलिक), महिला/पुरूष, प्रकृति विषयक लेख, मूल्यबोध, राष्ट्रीयताबोध आदि संबंधित विषय।

(ख) काव्य खंड: आध्यात्मिक, दार्शनिक, नैतिक, देशप्रेममूलक, प्रकृति विषयक, व्यंगात्मक, प्रेममूलक, साँनेट, मानवतावादी भावसम्पन्न कविता आदि।

(ग) व्याकरण : मूहावरे, लोकोक्तियाँ, पर्यायवाची शब्द, भावपल्लवन, विलोम शब्द, समोच्चरित शब्द, समास, वाक्य रूपान्तरण (सरल, संयुक्त, मिश्र), वाक्य शुद्धिकरण, अनेक शब्दों के लिए एक शब्द, रस, अलंकार (अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा, दृष्टान्त, अतिशयोक्ति, अन्योक्ति, विरोधाभास), पत्र-लेखन।

5.06 कार्यकलाप : प्रत्येक पाठ के अंत में भाषाई योग्यता के विकास हेतु कार्यकलाप सन्निविष्ट होंगे। इससे व्यावहारिक व्याकरण की अवधारणा, अभ्यास-कार्य, टिप्पणी आदि सन्निविष्ट किए जाएंगे।

5.07 पाठ्यक्रम का विभाजन : नौवीं तथा दसवीं दोनों कक्षाओं

की पाठ्यपुस्तकों में सन्निविष्ट पाठों को क और ख दो खंडों में विभाजित किए जाएँगे। प्रश्नपत्र में क खंड में 75 अंक और ख में 25 अंक के प्रश्न होंगे।

6.00 शिक्षण–अधिगम के अधिभार:

6.01 शैक्षणिक अधिभार –

पाठों का आदान प्रदान–	40 प्रतिशत
कार्यकलाप –	30 प्रतिशत
व्याकरण और रचना –	15 प्रतिशत
व्यावहारिक क्षेत्र –	08 प्रतिशत
परियोजना, सर्जनात्मक कार्य –	05 प्रतिशत
निदानात्मक व्यवस्था –	02 प्रतिशत
	कुल – 100 प्रतिशत

6.02 समय का उपयोग : वर्ष के कार्यदिवस २६२ के अन्दर विद्यालय के अन्य कार्यों के लिए १६ दिन और भाषा के लिए २५९ पीरियड मिलेंगे। पाठों के आदान–प्रदान हेतु निम्नप्रकार पीरियडों का निर्धारण किया गया है –

गद्य –	90 पीरियड
पद्य खंड –	90 पीरियड
व्याकरण –	30 पीरियड
निबंध–रचना –	25 पीरियड
द्रुतवाचन –	24 पीरियड
कुल	**259 पीरियड**

6.03 मूल्यांकन की अवधारणाएँ प्रतिदर्श (नमूना) भाषण, वाद-विवाद प्रतियोगिता, पुस्तकालय, अध्ययन, कविता लेखन, प्राचीर पत्रिका, पत्र-पत्रिकाएँ पढ़ना, साक्षात्कार, सांस्कृतिक कार्यों में हिस्सा लेना, योग-व्यायाम, आदि मूल्यांकन पुस्तक तथा शैक्षणिक डायरी में सन्निविष्ट किए गए है।

7.00 **पाठ्यपुस्तकों की योजनाएँ, आकार-प्रकार आदि का निर्धारण :**

नौवीं और दसवीं कक्षा के लिए अलग-अलग पाठ्यपुस्तक (साहित्य) तथा पूरक पुस्तक होंगी। दोनों कक्षाओं के लिए व्याकरण की एक ही पुस्तक रहेगी। पाठ्यपुस्तक में 50 प्रतिशत का गद्य और 50 प्रतिशत का पद्य खंड रहेंगे। इन दोनों में 40 प्रतिशत पाठ साहित्यकेंद्रिक होंगे। पाठ्यपुस्तक की पृष्ठ संख्या लगभग 200 होंगी। आकार 18 डबल क्राउन, अक्षर 12 प्वाइंट और टिप्पणी, प्रश्न-अभ्यास, निर्देशन आदि 10 प्वाइंट के होंगे।

8.00 **मूल्यांकन :**

8.01 हर कक्षा में विद्यार्थी कितनी भाषाई योग्यताएँ अर्जित करेंगे, यह मूल्यांकन के जरिए ही जाना जा सकता है। पाठ्यपुस्तक तथा इसके अतिरिक्त दोनो क्षेत्रों में सामूहिक मूल्यांकन की व्यवस्था रहेंगी। युनिट टेस्ट के जरिए पिछड़े विद्यार्थियों की जानकारी प्राप्त होगी तथा इसके लिए निदानात्मक व्यवस्था के जरिए उन्हें आगे बढ़ाए जाएँगे। दूसरी ओर शिक्षक-शिक्षिका भी अपनी शिक्षण प्रणाली तथा कौशल संबंधी त्रुटियों को समझकर अपनी शिक्षण प्रणाली में सुधार की व्यवस्था करेंगे। मूल्यांकन

के जरिए विद्यार्थियों के पुस्तक केन्द्रित, पुस्तक बहिर्भूत दोनों क्षेत्रों में मूल्यांकन किए जाएँगे। इस प्रणाली के संबंध में सभी विवरण परिषद द्वारा प्रकाशित शैक्षणिक डायरी और Continuous and Comprehensive Evaluation नामक दो पुस्तकों में विस्तृत रूप से लिखा हुआ है। पुस्तक केंद्रित मूल्यांकन के लिए निम्नप्रकार अंकों के विभाजन किए जाएँगे–

पाठ्यपुस्तकों के पाठों का अंक विभाजन

(क) नौवीं कक्षा की पाठ्यपुस्तकों के पाठों का अंक विभाजन निम्नलिखित है –

खण्ड – क Group - A

गद्य भाग	25
पद्य भाग	20
पूरक पाठ्यपुस्तक	10
व्याकरण	10
पत्र–लेखन	04
निबंध लेखन	06
कुल	**75**

खण्ड – ख Group - B

गद्य भाग	09
पद्य भाग	07
व्याकरण	04
अनुच्छेद–लेखन	05
कुल	**25**

खण्ड - ग Group - C

गद्य भाग	10
पद्य भाग	08
व्याकरण	07
कुल	**25**
कुल अंक	**100**

(विद्यार्थी (क) खण्ड और (ख) खण्ड **अथवा** (क) खण्ड और (ग) खण्ड के पाठ्यक्रम प्रदेंगे।)

(ख) दसवीं कक्षा की पाठ्यपुस्तकों के पाठों का अंकविभाजन निम्नलिखित है -

खण्ड - क Group - A

गद्य भाग	25
पद्य भाग	20
पूरक पाठ्यपुस्तक	10
व्याकरण	10
पत्रलेखन / भावपल्लक	04
निबंध लेखन	06
कुल	**75**

खण्ड – ख Group - B

गद्य भाग	09
पद्य भाग	07
व्याकरण	04
अनुच्छेद–लेखन	05
कुल	25

खण्ड – ग Group - C

गद्य भाग	10
पद्य भाग	08
व्याकरण	07
कुल	25
कुल अंक	**100**

(विद्यार्थी (क) खण्ड और (ख) खण्ड **अथवा** (क) खण्ड और (ग) खण्ड के पाठ्यक्रम पढ़ेगे।)

HINDI (MIL)
SUBJECT CODE - 05
Class - IX

Full Marks : 100 **Time : 3 hours**

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1.	**Textbook : Ambar, Part - 1** **Group – A (:75 Marks)** **Poetry : (20 Marks)** पद, भजन	✓	✓
2.	ब्रज की संध्या, पथ की पहचान (बच्चन)	✓	✓
	शक्ति और क्षमा		
3.	**Prose : (25 Marks)** पंच परमेश्वर, खाने-खिलाने का राष्ट्रीय शौक,	✓	✓
	दु:ख		
4.	गिल्लू	✓	✓
	अंधविश्वास की छीटें, जीवन संग्राम पर्वो का देश भारत		
5.	**परिपूरक पाठ्यपुस्तक** - वैचित्र्यमय असम	✓	✓
	गरिया, मरिया और देशी, गारो, सौताल, चाय जनगोष्ठी, सुतीया, ठेंगाल कछारी, डिमासा, कलिता		

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
6.	**व्याकरण** - (लिंग, वचन, कारक, उपसर्ग, प्रत्यय, पर्यायवाची शब्द, विलोम शब्द, वाच्च परिवर्तन)	✓	✓
7.	**पत्र-लेखन**	✓	✓
8.	**निबंध-लेखन**	✓	✓
9.	**GROUP-B** अंक : 25 **Poetry : (07 Marks)** बरगीत	✓	✓
	मुक्ति की आकांक्षा		
10.	**Prose : (09 Marks)** वे भूले नहीं जा सकते	✓	✓
	पिपलांत्री : एक आदर्श गाँव		
11.	**व्याकरण**-(संधि, समास, मुहावरे, लोकोक्ति)	✓	✓
12.	**अपठित गद्यांश/अनुच्छेद-लेखन**	✓	✓
	Total =	**100**	**100**

* प्रत्येक Unit / पाठ से प्रश्नों के अंक 2-15 होगें।

HINDI (MIL)
SUBJECT CODE - 05
Class - X

Full Marks : 100 **Time : 3 hours**

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
	Textbook : Ambar, Part - 2 **Group – A (:75 Marks)** **Poetry : (20 Marks)**		
1.	पद–युग्म, वन मार्ग में	✓	✓
2.	किरणों का खेल, तोड़ती पत्थर	✓	✓
	यह दंतुरित मुसकान		
	Prose : (25 Marks)		
3.	आत्म–निर्भरता, नमक का दारोगा	✓	✓
	वन–भ्रमण		
4.	अफसर, आओ उद्योगी बनें	✓	✓
	तीर्थ यात्रा, इंटरनेट के खट्टे मीठे		
5.	**परिपूरक पाठ्यपुस्तक**– वैचित्र्यमय असम	✓	✓
6.	**व्याकरण** – All the grammar portion of class IX and the following मुहावरे–लोकोक्तियों का वाक्य में प्रयोग (3) पर्यायवाची, विलोम शब्द (2) समोच्चरित शब्द (2) समास	✓	✓

Unit	SUB-UNIT/LESSON	Half Yearly	Final
	(2) वाक्य भेद, सरल, संयुक्त, मिश्र वाक्यों का रूपान्तरण (2) अनेक पदों के लिए एक पद (2) वाक्य शुद्धिकरण (2)		✓
7.	**पत्रलेखन/ भाव पल्लवन**	✓	✓
8.	**निबंध, निबंध-लेखन**	✓	✓
9.	**अपठित गद्यांश**	✓	✓
10.	**GROUP-B अंक : 25** **Poetry : (07 Marks)** बरगीत कदम मिलाकर चलना होगा	✓	✓
11.	**Prose : (09 Marks)** अमीर खुसरू की भारत भक्ति	✓	✓
	अरूणिमा सिन्हा : साहस की मिसाल		
12.	**व्याकरण**- All the grammar portion of class IX and the following रस, रस के भेद	✓	✓
	अलंकार (अनुप्रास, यमक, श्लेष, रूपक, उत्प्रेक्षा, दृष्टान्त, अतिशयोक्ति, अन्योक्ति, विरोधाभास)		
13.	**अनुच्छेद-लेखन**		
	Total =	**100**	**100**

* प्रत्येक Unit / पाठ से प्रश्नों के अंक 2-15 होगें।

BODO (MIL)
SUJECT CODE - 03
Classes : IX & X
फराफारि : सेथि राव

गुदिबाथ्रा:

सेथि रावनि गेजेरजों राव सोलोंनायनि आदब-खोनासंनाय, बुंनाय, फरायनाय आरो लिरनायनि सर' खालामनाय आरो जौगाहोनायनि थांखिखौ सिगाञव दोननानै बे फराफारिखौ ज'थायनाय जादों। सेथि रावनि साननाय-हनायखौ होलायनाय-लालायनायनि अनगायैबो समाजारि आरो हारिमुवारि बेसेन, थुनलाइनि बिदै आरि सोबनायाव फरायासा-फरायसुलिफोरा जाहाथे आवगायलांनो हायो, बे बाथ्राखौ नोजोर लाखिनाय जादों।बेबादि गोदान बाहाय खानथियाव फरायसाफोरा जाहाथे बे राव सोलोंनायनि गेजेरजों मुलामफा मोननो हायो बेखौबो गोनांथि होनाय जादों। जिउ, राव आरो थुनलाइजों सोमोन्दोगोनां आयदा मानफारि बादियै गुबुन गुबुन थाखोआव सोसननायनि राहा खालामनाय जादों।

राव फोरोंगिरिनि थांखिया रावखौ रावखानथि, बानान आरियाव खानथिजों लोगोसे गेबेडैः फोरोंनाय।बेजों लोगोसेयैनो फरायसुला-फरायसुलिफोरा थुनलाइनि बिदै सोबनाय,माहारिबाद आरजिनो हानाय, गावनि हादर एबा समाजखौ मोजां मोननाय, गाव माहारियारि हारिमुखौ अननाय आरि सुबुञरि गुनफोरखौ जौगा होनाया गोनांथार थांखि। समाजारि आरो हारिमुवारि बेसेन मोनदांथिजों गावखौ फोरमायनो हानाय महराव जौगाखांहोनायाबो राव फोरोंगिरिनि मोनसे बिबान। थारैनो, सेथि राव फोरोंनायजों सोलोंसाखौ एबा फरायसाखौ सुबुं आखुगोनां थार नोगोरारि एबा हायुंसा महरै दानायानो बेनि थांखि।

सरासनस्रा थांखि:

1.00 दासिम जौगा गुदि खलबाव सोलोंबोनाय रावनि गुबुन गुबुन बिथिंनि सायाव नोजोर बोनानै, मिथिनानै, बुजिनानै, मोनदांनानै बाहायारि जिउआव बाहायनो हानाय जागोन।

1.01 रावनि गोदान गोदान बिथिंनि गियान आरजिना बेखौ बिजिरनो

हानाय रोंग'थि आरजिगोन।

1.02 रावबिगियाननि गियान एबा रावारि सोलोनि गोहो बांहोनाय।

1.03 रायलायनो एबा बुंनो हानायखौ जौगाहोनानै समाजारि बिबान मोनदांथिखौ बांहोनाय।

1.04 खोनांसंनाय, बुंनाय, फरायनाय आरो लिरनायनि गोरब्रैथिखौ बांहोनाय।

1.05 बबेबा मोनसे सावरायनाय, बाथ्रा दानथेलायनाय बादायनाय, मेल-मिथिं आरियाव बाहागो लानाय आरो सामलायनायनि रोंग'थि आरजिनाय।

1.06 माबा मोनसे जाथाइ एबा जेंना, आयदा आरिनि सायाव गावनि बानबुंथाय होनाय आरो सुस्रांनो हानाय गियान आरजिनाय।

1.07 गोदान बिथिं/दाहार, सानथौ, फरायसामिरुवारि रंजाहोग्रा, हाबाबिथायारि, रोंग'थिबिथायारि गियान आरजिनानै बाहायथियारि जिउआव बाहायनो हानाय आरो दैदेननो हानाय गियान आरजिनाय।

1.08 जायखि- जाया बाथ्रा एबा हाबाखौ नोजोर बोनानै गावनि बुंथिखौ फोरमायनो हानाय रोंग'थि मोनगोन।

1.09 राव आरो थुनलाइ फरायसंनायनि गेजेरजों गुबुन-गुबुन जनजातिफोरनि थुनलाइ-हारिमुनि फारसे मोजां मोननायनि गोसोनथि जागोन।

1.10 सोरजिलु रोंखुमागुन जौगाहोनो नाजानाय सोमजिगोन।

जुनिया थांखि:

2.00 खोनासंनाय-बुंनाय

2.01 जायखि-जाया जाथाइ, बिबुंथि, सावरायनाय, सल' आरिखौ खोनासंनानै, मिथिनानै, मोनदांनानै थाद'वाजासे मोजाङै बुंनो हानाय आरो बाहायथियारि जिउवाव बाहायनो हानाय जानाय।

2.02 रंजाथाव खुंथाइ दिनथि आरि नुनानै, खोनासंनानै, गोजोननाय मोननायजों लोगोसे गावबो बाहागो लाफानो हानाय।

2.03 बुंथिगिरिनि बिबुंथि, आखल-आखु आरि बिजिरनानै बेसेन होना सुमोनथाइ खालामनो हानाय।

2.04 माबा मोनसे हाबायारि बिबुंथि, सावरायनाय आरि खोनासंनानै

बिगियानारि बिजिरथाइ नोजोर आरजिनो हाना जिउनि थाखाय थुलुंगा मोननो हानाय।

2.05 खोमसि फोथायनाय, गाज्रि आसार-खानथि आरि बिजिरथाइयारि नोजोरजों बिजिरनानै बिगियानारि गोसोनथि जौगा होनाय।

2.06 गावनि गोसोआव सोमजिनाय सानस्रि आरो गुबुना सोंनाय सोंलु एबा बाथ्राखौ गोसोहोना खोनासंनानै थाब फिननाय होनो हानाय एबा गावनि बिजाथाइ होनो हानाय।

2.07 बाथ्रानि देंखो, खबाम, थाद'सिन आरि मानिनानै गेबेंङि आरो रोखायै मख'नो हानाय।

2.08 बायदि बायदि मेथाइ, खनथाइ, बाथ्रा रायज्लायनाय, हरखाब बिबुंथि, बाथ्रा दानथेलायनाय, सोंगाब (कुइस) आरि बादायलायनायाव बाहागो लानो हानाय।

2.09 खानथियारि आरो खानथियारिनङि समाव सासे मानसिखौ बरायनाय आरो बिथोन होनाय, खावलायनाय, थांखिनानै बुंनो हानाय आरो आजावनो हानाय।

2.10 मेगनजों नुनाय हाबा एबा जाथाइनि सोलिफु खेंफोरथि होनो हानाय।

2.11 गेदेर-उनदौ, समरा-समरि फारगथि बादियै आब्रुथियै खोथा-बाथ्रा रायलायनो हानाय।

2.12 आथोन समानथि आरो मान रैखाथि खालामनायनि गोसोनथि जौगाखांहोना आबहावा-थासारि नायनानै बाथ्रा रायलायनो हानाय।

2.13 गुबुना बुंनाय राव रायज्लायनाय आदबनि फारसे मान दिनथिनाय।

3.00 फरायनाय- लिरनाय

3.01 गेबें रिंसारथि होनाय, रिंसार, देंखो, खबाम, देंखोनि दोहौ आरो फरायनायनि गोखैथि सामलायनायनि सायाव गोनांथि होनानै सोदोब, बाथ्रा आरि फरायनो आरो लिरनो हानाय।

3.02 सानस्रि बादियै बाथ्राखौ मिथिनो हानाय आरो मिथिनो हानायखौ रैखाथि होना फरायनाय आरो सल सलयै फरायनो हानाय।

3.03 फरायनाय-लिरनाय समाव थाद'हांखोनि सिननि (दारि, खमा, सोंनाय, सानबोलावरि आरि) सायाव गोनांथि होनाय।

3.04 थाखो बादियै फरायनाय आरो लिरनायनि गोख्रैथिखौ बांहोनाय (समनि रुजुज'खायाव)।

3.05 मानसावगारि, गुबुन गुबुन थख'लाइ, रसिद, सल, बायदि बिदैनि खनथाइ, रायथाइ, लाइजाम, सानरेब आरि नुनानै-खोनानै आरो फरायना बुजिमोननाय आरो।

3.06 नुनो मोननाय खोनानो मोननाय गोसोखांजाथाव जाथाइ एबा गावनि जिउनि रोंग'थि गावनो गोसोखांनाय आरि लिरनो हानाय।

3.07 गेजेरहायुज्ञरि, हादरारि(हायुज्ञरि), जायगानि आरिमु-कृष्टि आरो हारिमुवारि लोगोसे सुबुंहारिमु एबा खुगा हारिमुनि सोमोन्दै फरायनानै, गुबै रावखौ बुजिनानै हारियारि थुलुंगा मोननाय।

3.08. बाहायथियारि जिउवाव रावखानथिखौ गेबेडै बाहायनाय।

4.00 साननाय-हनाय(सानस्रि)–

4.01 फरायनाय, खोनानाय खारि, जाथाइ, आरिनि फारिबादि साननाय-हनाय खालामनो हानाय गोहो आरजिनाय आरो बेफोर हाबा, जाहोन आरो फिथाइखौ थि खालामना दिनथिनो हानाय।

4.02 बबेबा मोनसे सावरायनां आयदानि जानानै एबा बेरेखायै गावनि बानबुंथाइ आरो सानस्रिखौ फोरमायनायजों लोगोसे थांखिसिम सहैना बिबुंथि होनो हानाय।

4.03 सैथोथिखौ थि खालामनो हानाय।

4.04 माहारियारि आरिमु-गुबै हारिमुनि फारसे सिबिनाय दिनथिनाय आरो आजै-आजौमु दोरोंनि सोमोन्दै बिगियानारि गोसोनथि जौगाखां होनाय।

5.00 फरायबिलाइयाव बेखांनो गोनां बिथिंफोर –

(i) हायुज्ञरि सोलोंथाइ खानथिनि गुबै मोनजि थादेरसा

(ii) भारतनि उदांस्रि सोमावसारनायनि जारिमिन

(iii) संबिजिदारि मावनां हाबा/ बिबान

(iv) माहारियारि सिनायथिखौ आबुं महर होनो थाखाय गोनां जानाय फुंखा(सम्पद)

(v) भारतनि जथाइ हारिमुवारि आजौ-आजौमुनि दोरों

(vi) सुबुंबाद, सुबुं खानथि,,दोहोरोमबासियै,

(vii) आथोनारि समानथि (आइजो आरो हौवा फारागथियै समानथि)

(viii) आबहावा सरैखा

(ix) समाजारि गोरोबलायिखौ होखारनाय

(x) फिसा नखरनि मडेल आजावनाय

(xi) बिगियानारि नोजोर आजावनाय

लोगोसे भारतारि आरो माहारियारि थुनलाइनि महर मोनदांनाय, समाजारि मावनां हाबा, (सुबुजरि एबा राइजोआरि सम्पति रैखाथि होनाय) हिंसा, उदखारि,थिउरियारि आरिनिफ्राय जानगाराव थानाय, सैथोजों सोलिनाय, सांग्रांथि, आब्रुथि,सिबिनो गोसो जानाय, मददहोलायनाय, दुखुवाव बाहागो लाफानाय, समखौ थि बाहायनाय, अहिंसा, बिबान मोनदांनाय, थार, अननाय, दुखु मोननाय, सहायसुला, हादर मोजां मोननाय, मावसोम मान, आबहावा साग्रांथि, मुलुगनां बिदा-फंबाइ सानननाय, दैदेननाय, अनखांनाय, कृष्टि आरो हारिमुनि फारसे सिबिनाय, गावखौफोथायनाय, रोखा आरो गोख्रै थिरांथा लानाय, गोहोगोरा आरो बेसेनमोनदांथि आरि।

बेनि अनगायैबो गोग्लैसोनाय फरायसुला-फरायसुलिनि जौगानाय लाबोनाय (हेंथागोनां),जिउ खांनायनि सोलो आरो हाबा-हारिमु जौगाखांहोनाय, सैथो-समायनानि मोनदांथि जौगाहोनाय आरि बिथिंफोरावबो गोनांथि होनाय जादों

5.01 फरानि रोखोम –

फरायबिजाबाव रायथाइ,जिउखौरां, गावारि जिउखौरां, सुंद' सल',खौरांबिजों, दावबायनाय, फावथाइ बाहागो आरिनि थुनलाइयारि महर (बरनायलु बाथ्रा रायलायनाय, फावथाइ महर, थुनलाइ बिजिरनाय) बिदैफोर बेरखांनाय लिरथाइफोरा सरजाबफानाय जागोन।

5.02 सोलो¯ फरायबिजाबाव गोजाम, रमान्टिक आरो आथिखाल मुगानि लिरथाइ सरजाबफानाय जागोन।

5.03 बाहायथियारि बिथिं¯लामा-सामा, समफारिलाइ (रेल, बास), सुंब्रोब (पिसिअ, बेन्दोंफोनांजाब, रेडिअ, रादाबबिलाइ, टिलिभिसन, कम्पिउटार, मबाइल फ'न) जायगानि खुंथाइ (पन्चायत, पुलिस, कर्ट-कासारी), हादरारि आरो लोगो रावनि बिफावनि सोमोन्दै

मिथिनो मोनगोन।

5.04 फरा सायख'नाय

गोजौवाव मख'नाय सोलोंथाइयारि बिथिंफोर बेरखांनायनि थाखाय गाहायाव होनाय आयदाफारिफोरनिफ्राय फरा सायख'नाय जागोन।

गु थाखोनि फराफारि :

जारिमिनारि जाथाइ, गेलेमु-रंजा-बाजा, जिउखौरां (हायुङरि/ गेजेरहायुङरि) खौरांलिरथाइ, आरिमु-देंखो, माहारियारि सिनायथि,उदांस्रि सोमावसारनाय,माहारियारि खौसेथि, हाबायारि आयदा, मावसोमनि मान, हादर मोजांमोननाय,आसामनि रावनि सिनायथि, जनजाति, सल' दावबायनाय, बिगियानारि नोजोर, मिथिंगायारि आयदा, खौसेथि आरो बोखावजायि, बेसेन मोनदांथि आरो थुनलाइनि मुलुगनां सानस्रिजों सोमोन्दोगोनां आयदा।

खनथाइ बाहागो- आध्यात्मिक (जिउमायारि), सानथौवारि ,खानथियारि, हादरअनफावरि, मिथिंगायारि, खौसेथि आरो बोखावजायि, बेसेन मोनदांथि आरो थुनलाइनि मुलुगनां सानस्रिनि सोमोन्दै मोनदांनाय।

रावखानथि- (1) राव (2) रावखानथिनि बाहागोफोर (3) रिंसार (4) थाद'सिन खानथि (5) हांखो सिनायथि (6) रिंसारथि (7) सोदोब (8) सोदोबमा (9) आथोन (10) दाजाबदा (11) थाइजा (12) बिदिन्था (13) बोथों आरो बोखे बाथ्रा (14) बर' ऱावखानथि (15) बर' रावनि रिंसार खानथि (16) थारजा (17) सानराइ (18) मावरिजा आरो सोदोब बेखेवफा (19) मुंमा (20) मुंराइ (21) थाइलालि (22) थाइजा (23) मावगुन (24) बाथ्रा खानथि (25) बिबुं (26) महरथि (27) होनजाब सोदोब आरो दाजाब सोदोब (28) सोदोब महर (29) जिराय सिन खानथि

सुजुथाइ- (1) लाइजाम लिरनाय/ आरज (2) बाथ्रा खोन्दोब (3) उलथा सोदोब (4) रोखोमसे सोदोब (5) फंसे रावाव फिननाय

जि थाखोनि फराफारि:

रायथाइ बाहागो: जारिमिनारि जाथाइ,गावारि जिउखौरां, आरिमु-देंखो, खौरांलिरथाइ, माहारियारि सिनायथि, उदांस्रि सोमावसारनाय,माहारियारि

खौसेथि आरो बायफ्लेनाय गैयि, हाबा रोंग'थि, मावसोम मान, थुनलाइनि मुलुगनां सानस्रि,दावबायनाय थुनलाइ, आसामनि जनजाति,हादर मोजांमोननाय, बिगियानारि नोजोरथि,जिउखौरां (ओनसोलारि), आइजो/ हौवा, मिथिंगा आयदायाव, बेसेन मोनदांथि,भारतारि माहारिबाद थानाय आयदा।

खनथाइ बाहागो:

आध्यात्मिक (जिउमायारि), सानथौवारि, हादरअनफावरि, मिथिंगायारि, मिनिथाव, फेस्ला सोंखारिनाय, सनेट, मोजां मोननाय।

रावखानथि:

गु थाखोनि गासै रावखानथिनि बाहागो आरो गाहायाव होनाय बाहागोफोर (1) हांखोनि सिनायथि (2) रिंसार (3) रिंसारथि (बर' गारां रिंसारथि आरो खौरां रिंसारथि (4) सोदोब (5) सोदोबमा (6) सानराइ (7) थाइजा -बिदिन्था (8) मावरिजा आरो सोदोब बेखेवफा (9) बिसुं (10) महरथि आरो थि दिनथिग्रा दाजाबदा

सुजुथाइ = (1) बाथ्रा दानाय (2) बाथ्रा भाव (3) बाथ्रा फानदाय (4) बाथ्रा खोन्दोब (5) उलथा सोदोब (6) रोखोमसे सोदोब (7) फंसे रावाव फिननाय।

5.06 मोनफ्रोमबो फरानि जोबनायाव रावनि रोंग'थि जौगाहोनो हानाय बादियै मावफारि होफानाय जादों। बेनि हेफाजाबाव बाहायथियारि रावखानथिनि सानदांथि, उनसोलों, लिरसुंथाइ आरि सरजाबफानाय जादों।

6.00 फोरों-सोलोंनि गोनांथि:

6.01 फोरोंनो गोनां गोनांथि:

फरा फोरोंनाय-सोलोंनायाव	45 जौखोन्दो
हाबा-हुखायाव	25 जौखोन्दो
रावखानथि आरो रनसायाव	15 जौखोन्दो
बाहायथियारि बिथिङाव	08 जौखोन्दो
मावथांखि, सोरजिलु हाबायाव	05 जौखोन्दो
जेंना सुस्रांनाय/फोरोंफिननाय	02 जौखोन्दो
गासै	**100 जौखोन्दो**

6.02 समनि गोनांथि : बोसोरनि मोन 262 खामानि मावनायनि सानि गेजेराव फरायसालिनि गुबुन गुबुन हाबानि थाखाय 16 सान आरो आनजादनि थाखाय 16 सान एंगारब्ला 230 सान मोनगोन।मोनफ्रोमबो सप्ताहयाव 7 पेरियड हमोब्ला बोसोराव सेथि रावनि थाखाय 259 पेरियड मोनगोन। फरा सोलोंनो-फोरोंनो थाखाय पेरियडखौ गाहायाव रायथाइ-III पिरियड, खनथाइ-74 पिरियड, रावखानथि - 35 पिरियड, रनसाइ - 35 पिरियड होनाय बादि थि खालामनाय जागोन।

(सम बादियै सोलाय-सोल' जायोब्ला सोलोंथाइयारि फानजामुथियाव मखनाय जागोन)

6,03 सुमोनथाइनि सानदांथाइफोरखौ दिनथि सोंलु/सोंनाय बिलाइ मडेलाव सरजाबफानाय जागोन।

6.04 फरानि बायजोनि फोरोंनो गोनां बिथिंफोर जेरै-हरखाब बिबुंथि, बाथ्रा दानथेलायनाय, बिजाबबाख्रि फरायसंनाय, खनथाइ आरो इन्जुर लाइसि लिरनाय, लाइसि आरो रादाब बिलाइ फरायनाय, मोगामोगि लानाय,हारिमुवारि हाबाफारियाव बाहागो लानाय, ब्याम एबा कछ्रत आरो आबुं आरो सोलिफु सुमोनथाइ बिजाब आरो सोलोंथाइयारि फानजामुथि आरियाव होफानाय जादों।

7.00 फरायबिजाबनि मावथांखि, महर/दाथाइ आरिनि थि खालामनाय गु आरो जि थाखोनि थाखाय आलादा आलादायै गांफा गांफा फरायबिजाब (थुनलाइ) थागोन। फरायबिजाबाव 70 जौखोन्दो रायथाइ आरो 30 जौखोन्दो खनथाइ थागोन आरो मोननैबो थाखोआव 40 जौखोन्दो फराया थुनलाइ मिरुवारि जागोन। फरायबिजाबनि बिलाइनि अनजिमाया 150 नि गेजेराव जागोन।महरा क्राउन हांखोआ 12 पइन्ट आरो लिरसुंथाइ, उनसोलों, दिन्थि होनाय आरिया 10 पइन्टाव लिरनाय जागोन।

8.00 सुमोनथाइ :

8.01 फरायसुला-फरायसलिफोरा रावनि रोंग'थिफोरखौ मोनफ्रोमबो थाखोआव बेसेबां आजावनो हादों बेखौ सुमोनथाइनि गेजेरजों मिथिनो हानाय जायो।फरायबिजाब आरो फरायबिजाबनि बायजोनि मोननैबो बिथिङबनो आबुङै सुमोनथाइ लानायनि राहा थागोन। मोनफ्रोमबो खोनदोआरि आनजादनि सुमोनथाइनि गेजेरजोंउन जानानै थानाय फरायसा-फरायसुलिफोरखौ सिनायथिनै फोरोंफिननाय (Remedial) फोरोंनायनि गेजेरजों आवगायलांहोनांगोन। गुबुन फारसे फोरोंगिरिफोराबो गाव-गावनि फरोंथाइ आदब/ सोलोआव थानाय गेना-गोरोंनथिफोरखौ बुजिनानै फोसाबथाइयारि आदब/मोजां सोलो आजावनो नांगोन। सुमोनथाइनि गेजेरजों फरायसुला-फरायसुलिफोरनि सोलोंथाइयारि आरो लोगो सलोंथाइयारि मोननैबो बिथिङबनो सुमोनथाइ लानाय जागौन। बे आदबनि सोमोन्दै गासै बाथ्राखौ गथुमा फोसावनाय सोलोंथाइयारि फानजामुथि आरो Continuous and Comprehensive evaluation मुंनि बिजाब गांनैयाव गुवारै लिनाय दङ।

सोलोंथाइयारि बिथिंनि सुमोनथाइनि थाखाय गाहायाव होनाय रोखोमनि नम्बर राननाय जागोन=

1. गु थाखोनि फराफोरनि नम्बर राननायखौ गाहायाव होनाय जाबाय=

रायथाइ	-	30
खनथाइ	-	20
रावखानथि	-	30
आरज	-	10
गोरब्रै फरा बिजाब	-	10
सुजुथाइ	-	10
	गासै	**100**

2. जि थाखोनि थाखाय नम्बारनि राननायखौ गाहायाव होनाय जाबाय=

रायथाइ	-	30
खनथाइ	-	20
रावखानथि	-	15
आरज/रनसाय	-	10
गुवारै फरायनाय	-	10
सुजुथाइ	-	15
	गासै	**100**

BODO (MIL)
SUBJECT CODE - 03

Class - IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1.	**(a) खन्थाइ (Poetry)** (i) गोरबोनि आसामफुरि (ii) सरकार हिनजाव (iii) दानसोरां हराव	✓	✓
2.	(iv) आयो दाउ खखिलिं	✓	✓
	(v) दैमा (vi) ओंब्लाउरि खुन्थिया		
3.	(vii) मिजिंक सल' (viii) नों अख्रां बेसे आवार		✓
4.	**(b) रायथाइ (Prose)** (i) जावलिया देवान (ii) बिमा राव (iii) आखल दानाय	✓	✓
5.	(iv) बर'नि हारिमु	✓	✓
	(v) सोरांनि लामाजों दावगानाय गामि (vi) गोजोननाय		
6.	(vii) दावहा (viii) खोमसि फोथायथि आरो गाज्रि आसारखान्थि (ix) उदै (सुंद' सल')		✓

		Marks	
		Half Yearly	Final
7.	**(c) समायना रमायना आसामफुरि (Repid Reader** आहमफोर, काछारनि सुबुं हानजा, कारबिफोर, कच राजबंसिफोर, गरिया मरिया आरो देशी, गार'फोर, सावथालफोर, साहाबागानीया सुबुंफोर।	✓	✓
	सुतीयाफोर, ठेङाल कछारीफोर, डिमासाफोर, सुबुं अनफावरि आरो गोरोबलायनायनि महरगिरि ड॰ भुपेन हाज'रिका आरो जुबिन गार्ग		
8.	**(d) रनसाइ लिरनाय (Essay Writing)**	✓	✓
9.	**(e) रावखान्थि (Grammar & Composition)-** राव, रावखान्थिनि बाहागोफोर, रिंसार, थाद' सिन खान्थि, हांखो सिनायथि, रिंसारथि, सोदोब, सोदोबमा, आथोन, दाजाबदा, थाइजा बिदिन्था, बोथों आरो बोखे बाथ्रा।	✓	
	बर' हावखान्थि, बर' रावनि रिंसार खान्थि, थारजा, सानराइ, मावरिजा, आरो सोदोब बेखेवफा, मुमा, मुंराइ, थाइलालि, थाइजा, मावगुन, बाथ्रा खान्थि, हांखो सिनायथि, सोदोब, बिबुं, महरथि, होनजाब सोदोब आरो दाजाब सोदोब, जिराय सिन खान्थि, सोदोब महर। -- लाइजाम लिरनाय/आरज बिलाइ, बाथ्रा खोन्दोब, उल्था सोदोब, रोखोमसे सोदोब, फंसे रावाव फिननाय		✓
	Grand Total	**100**	**100**

Text Book : खनसाय बिदां for class IX

* Questions from each Unit/Lesson will carry marks 2-15.

BODO (MIL)
SUBJECT CODE - 03

Class - X **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1.	**(a) खन्थाइ (Poetry)** (i) बिबार खानाय (ii) आंनि गामि (iii) जिउनि अलंबार	✓	✓
	(iv) गेवस्रांनाय महर	✓	
	(v) रादाय (vi) हाग्रामायाव बर'		✓
	(vii) बोहैथि (viii) बैसागि आगर		✓
2.	**(b) रायथाइ (Prose)** (i) समाज सिबियारि गुरुदेब कालिचरण ब्रह्म (ii) फालांगियारि सुबुं जानि फैं (iii) इन्टारनेटनि गोदै गोखा	✓	✓
	(iv) बर' हारिनि खुगा थुनलाइ	✓	
	(v) हारिमानि खौसेथि (vi) हाग्रामा दावबायनाय		✓
	(vii) बर' मोसानाय (viii) अरुनिमा सिन्हा-गाव फोथायथि आरो साहसनि गुबुन मोनसे मुं (ix) मन्थ्रि फैगोन (सुंद' सल')		✓

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
3.	**(e) समायना रमायना आसामफुरि (Rapid Reader)-**तिवाफोर, देउरिफोर, मटकफोर, नेपाली रावारि गर्खाफोर, बर'फोर, मराणफोर, मिचिंफोर, मनिपुरीफोर	✓	✓
	राभाफोर, सन'वाल कछारीफोर, हाजंफोर, सुबुं अनफावरि आरो गोरोबलायनायनि महरगिरि ड० भुपेन हाज'रिका आरो जुबिन गार्ग		
4.	**(d) (रनसाइ लिरनाय (Essay Writing)**	✓	✓
5.	**(e) रावखान्थि (Grammar & Composition)**- All the grammar portion of class IX and the following हांखोनि सिननायथि, रिंसार, रिंसारथि (बर'नि गारां रिंसारथि आरो खौरां रिंसारथि), सोदोब, सोदोबमा, सानराइ, थाइजा बिदिन्था, मावरिजा आरो सोदोब बेखेवफा। बिसुं, महरथि, थि दिन्धिग्रा दाजाबदा। --बाथ्रा दानाय, बाथ्रा भाव, बाथ्रा फान्दाय, बाथ्रा खोन्दोब, उल्था सोदोब, रोखोमसे सोदोब, फंसे रावाव फिननाय।	✓	✓
	Grand Total	**100**	**100**

Text Book : खनसाय बिदां for class X

* Questions from each Unit/Lesson will carry marks 2-15.

তম্ন লাইরিক, মণিপুরী ঃ অহানবা লোন
SUBJECT CODE - 08
(ক) মাংওইননা হায়গদবা ৱা খরা
শ্রেণী ঃ ৯ অমসুং ১০

অহানবা লোনগী মনুং চন্না লোন তম্ননবগী পাম্বে তাবা, ৱা ঙাংবা, পাবা অমসুং ইবনচিংবা Skill শিং অসি নৈনবা অমসুং স্কিল শিং অসিদা হেন্না চাওখৎপা জ্ঞান ফংবা ঙমননবা পান্দম অদু মাঙদা থমলগা তম্ন-লাইরিক অসিগী তম্ননবা হিরমশিং অসি শেম্বনি। অহানবা লোন হায়বসি অমগা অমগা ভাব হোদোক-হোজিন তৌননবগী পাম্বে ওইবতা নত্তনা, সমাজ অসসুং সংস্কৃতিগী অশেংবা মশক খঙবদা অমদি সাহিত্যগী রসনচিংবা ভাব তাননবা হোৎনবদা ছাত্র-ছাত্রীশিংবু করম্না লমজিংবা ঙমগদগে হায়বা মাইগৈ অসোমদসু মিৎয়েং থমজবনি। মীওইবগী পুন্সি, লোন অমসুং, সাহিত্যগা মরি লৈনবা হীরম পূম্বা মাগী মাগী মগুণ অমসুং থাক্কী মতুং ইন্না তোঙান তোঙানবা শ্রেণীদা চান চুননা চনশিন্নবা হোৎনজরি।

পান্দম ঃ-

১.০০ তমলিবশিংনা তারগা ভাষা-জ্ঞান, সমাজ অমসুং সংস্কতিগী মমল খঙজনবগী খুদোংচাবা লৈগনি।

১.০১ অৱাঙবা, ফজবা মমারোন্গী অচুম্বা খোম্থোক, পরিংচুমনা পাবা লেকচর তৌবা, রেডিওদা ৱা ঙাংবনচিংবা তাব ফঙজবা।

১.০২ অচুম্বা মওংদা ৱা-ঙাংবা পাবা, অচুম্বা খোম্থোকনচিংবা পাবা

ঙমগনি।

১.০৩ ৱারী-ৱাতাই, নাটক, রেদিওগী ৱারোলনচিংবা তাবদগী মখোইনা অর্থ অমসুং রসনচিংবা খঙজবা ঙমগনি।

২.০০ লাইরিক তমলিবশিংনা চুমনা ৱা ঙাংজবগী শক্তি তানশি' নজবা ঙমগনি।

২.০১ ফজবা লোনগী অচুম্বা উচ্চারণ, ৱাহৈগী মখল মথেল তাবদা নুঙাইবা, ঙাংথোকপদা ফজবনচিংবা হৈননবগী উপায় মখোইনা ফংজগনি।

২.০২ ঙাংথোকপদা লানবদু মরোমদোম চুমথোকচবগী শক্তি মখোইনা ফংজগনি।

২.০৩ মতাং চানা ৱাহৈ শিজিন্নবা, প্রমাণ পান্থৈ শিজিন্নবা ঙমগনি। মতাংসিদা পন্‌গদবা ৱাফম অমনা - শ্রেণী খুদিংগী অতমননা খন্দোকলিবা, প্রমান পান্থৈ, (idioms) বাক্যাংশ অমসুং খণ্ডবাক্যনা চিংবগী মরমদা অরেপ্পা পান্দম অমা লৈগদবনি।

২.০৪ যুক্তিনা ভাবকী পক্তি কায়হন্দনা, নৈনবদা, ৱায়েৎনবদা খুদকতা ৱা ঙাংবদা (extempore speech) দা শরুক য়াবা ঙমগনি।

২.০৫ জাতীয় সংগীত অমসুং রাষ্ট্রীয় সংগীতপু অচুম্বা উচ্চারণ অমসুং লয়গা লোয়ননা অকরু বা মতমগী মনুংদা শকপা ঙমগনি। অদুগা অনিমক্কী অর্থসু তাকপা ঙমগনি।

৩.০০ মহৈ তমলিবশিংনা লাইরিক পাবগী মওং নিংথিনা খংজবা ঙমগনি।

৩.০১ ৫ শুবা শ্রেণীদা মিনিটতা ৱাহৈ ৮০ দগী ৯০ ফাওবা মখোন থোকনা পাব ঙম্নি। অদুগা মসিগী মথক্কী শ্রেণীদনা ৱাহৈ

৮০ দগী ৯০ ফাওবা অমসুং মসিদগী হেন্না পাবা অমসুং শৈরেং থিবা ঙমগনি।

৩.০২ পুক্লিং হুবা মওংদা লেকচর, শৈরেং থিবা অমসুং নাটকতা মপুং ফানা শরুক য়াবা ঙমগনি।

৩.০৩ মখোন থোকতনা য়াংনা মিনিট ৫ গী মনুংদা ৱাহৈ ১২০ দগী ১৪০ ফাওবা অদুগা ৬ শুবগী মথক্তি ৱাহৈ ১৪০ দগী ১৫০ ফাওবা পাবাঙমগনি।

৩.০৪ পাবগী পাম্বেনা ঃ

(ক) রচনাগী ৱাখল পোকহননি।

(খ) সাহিত্যগী রস থকচবা ঙমদুনা নূঙায়জবা ঙমগনি।

(গ) সমাজগী নিতিগী শিহা ফংজবা ঙমগনি।

(ঘ) সুর, লয় অমসুং ধ্বনিচ্ছন্দগা কোন্ননা কাব্যগী নিংথিবা মশক খঙজবা ঙমগনি।

(ঙ) শৈরেং থিবদা শৈরেংগী রস চুপচবা ঙমগনি অমসং অতোপদসু চুপহনিগনি ।

৩.০৫ তমলিবা হিরম অদুগী মরমদা মচং ওইবা ৱা খঙজবা অমসুং জ্ঞান ফংজবা ঙমদুনা মরন্নাই ওইবা লৌশিং ফংজগনি।

লাইরিক অমলিবশিংনা ঃ-

(ক) মচাকশিংদো নিংশিংবা ঙমগনি।

(খ) হীরম খিবিক্কীপু চাংদমনদুনা অমগা অমগা লৈনরিবা মরি অদু চাংদমনদুনা উৎপা ঙমগনি।

(গ) শন্দোক্না ব্যাখ্যা তৌবা ঙমগনি।

(ঘ) খুদম উৎতুনা তাকপা ঙমগনি।

(ঙ) লেখক অমসুং কবিশিংগী ৱা মশাগী ওইবা লোন্দা নিংথিনা তাকপা ঙমগনি।

(চ) তম্নরিবা লাইরিক্কী মপান্দগী মখোইনা ৱাহংগী পাউখুম মগুণ চেনবা মতিক চাবা লাইরিকসু খন্দোকপা ঙমগনি।

(ছ) লোনগৈ (dictionary), শব্দকোষ বিশ্বকোষ encyclopaedia শিজিন্নবা ঙমগনি।

৪.০০ তমলিবা অঙাংশিনা করম্না চুমন নিংথিনা ইবগী মরৌশিং লৌশিজনবা ঙমগনি।

অঙাংশিংনা ঃ-

৪.০১ তারগা ইবা নত্রগা অসুম য়েংলগা ইবাগী মনুংচন্না ক্লাশ VII ফাওবদা বৈজ্ঞানিক ওইবা মওংদা ময়েক ইবা, বানান চুমনা ইবা অমসুং য়াংনা মখুৎ চৎনা ইবা ঙম্বগী পাংগল ফংজগনি।

৪.০২ সরল, যৌগিক অমসুং,জটিল মখল অহুমগী ৱাহৈ পরেং শিজিন্নদুনা মশাগী ভাব ফোংদোকচবা ঙমজগনি।

৪.০৩ মশানা শেমজবা মরিকচুম্বা পোৎশক অমা, ফংজরকপা জ্ঞান, লাইয়েকতুনা ফোংদোকপা ঙম্বগী শক্তি ফঙই অমসুং চহি মতাংগা চুন-চাননা সমালোচনা তৌবা ফাওবা ঙমগনি।

৫.০০ তমখৎচরকলিবা অঙাংশিংনা মশাগী ভাব অদু অৱাংবা থাকতা নিংথিনা ফোংদোকপা ঙম্বগী শক্তি ফংগনি।

৫.০১ মখোইনা চানবা ৱাহৈ, প্রমাণ পাম্বৈ (idioms) মতেক মতেক

ওইবা ৱাহৈ পরেং (খণ্ডবাক্য) ৱাহৈ পরেং মচেৎ (বাক্যাংশ) না চিংবসি খন্দোক্পা ঙমগনি।

৫.০২ মখল মখলগী ওইবা ভাব তোঙান-তোঙানবা পন্দুপতা (অনুচ্ছেদ) ফোংদোকপা ঙমগনি।

৫.০৩ মশাগী ভাব অদু ইদুনা ফোংদোকপা মতমদসু মরোমদোম লেপচবা ঙম্বগী অমসুং মশাগী ওইবা মওংদা ফোঙদোকচবা ঙমগনি।

৫.০৪ অচুম্বা অর্থ মান্নবা ৱাহৈ ওন্ন-তৈন্নবা অর্থ চেনবা ৱাহৈনচিংবসি শিজিন্নবা ঙমজগনি।

৫.০৫ লাইরিকতা চল্লিবা হীরমগা চুননা মশাগী কল্পনাসু শিজিন্নবা ঙমজগনি।

৫.০৬ অফাওবা অইবশিংগী ইবা পাবনা চিংবা মশাগী পামজবা মওংদা পুননবা অমদি শিজিন্ননবা লাকনরক্কনি।

৬.০০ নৌনা তমখৎলকইবশিংদা ইবা পাবনচিংবা মশাগী পামজবী মওংদা পুননবা অমদি শিজিন্ননবা লাকনরকই।

৬.০১ পুক্লিং হুবা, কান্নগদবা খবর চে অমদি নৈনবা ৱারেংনচিংবসি পাবা ঙমগনি।

৬.০২ লাইব্রেরীদা লাইরিক কয়ামরুম পারক্কনি।

৬.০৩ মেগাজিনদা, খবর চেদা, মশাগী অইবা ফোংদোক্লনবা হোৎনরক্কনি।

৬.০৪ মখোইনা, খবরচেদা, মশাগী অইবা ফোংদোক্লনবা হোৎনরক্কনি।

৭.০০ তমখৎচরকলিবা অঙাংশিংনা অতৈ অতোপপা লোন্দগী

মমালোন্দা হন্দোকচবা ঙম্বগী শক্তি ফংলক্কনি (৯ অমসুং ১০ শুবগী ৱাফমনি)।

৭.০১ মপুং ওইরিবা (মূল ভাষা) লোনগী ৱাহৈ, ৱাহৈ পরেংনচিংবা লৌশিনজবা ঙমজরক্কনি।

৭.০২ অচুম্বা ৱাহৈ পরেং মতেক (খণ্ডবাক্য), প্রমাণ পান্থৈ (idioms) নচিংবা শিজিন্নবা ঙমজরক্কনি।

৭.০৩ মরু ওইবা ভাবকী মরি থম্বা ঙমগনি।

৭.০৪ মপুং ওইবা লোন্দা ফোঙদোকলিবা শরুক অমদা কান্নদবা ৱাহৈ পরেংশিং অদু লৌথোক্লগা মরু ওইবা ভাব অদু মওং কাইহন্দনা থম্বা ঙমগনি।

৯ অমসুং ১০ শুবা

৮.০০ অরিবা কবিতা অমা অনি য়াওরবসু কাইদে তৌবগীদি পরেং ২০ মুকতগী হেল্লাইদবনি। শ্রেণী অনি অসিগী লাইরিক্কী চামদা ৭৫ দি পদ্য অমসুং ২৫ না কবিতা ওইগদবনি। য়ামদ্রবাদ ৫০% দি সাহিত্যদা য়ুম্ফম ওইবা ওইদগবনি। লাইরিক অসি লমাই ২৫০ মুকতি চনগদবনি। মওংনা ১/৮ ডিমাই অমসুং ময়েকণা পোইণ্ট ১২ কী ময়েকতা ওইগদবনি। নৈনবা ৱাহংনা চিংবদদি পোইণ্ট ১০ গি ময়েকনসু য়াই।

৮.০১ শ্রেণী অসিগী লাইরিক্তা, অতোপ্পা মীদা করমনা ৱাখললোন থম্বা, নোমজমনবু ইকাইখুম্নবা, বিশ্বভাতৃত্ব, পুক্লিং থৌগৎপা লুচিংবা করম্ন ওইগনি, থৌজালহৈবা, অমগা অমগা মতেং পাংনবা, অচুম্বা ফীরেপ লৌবা অমসুং মশাবু থাজবা ঙম্বা (আত্ম বিশ্বাস) না চিংবা ৱাখল্লোন অসি তাব ৱারেং শৈরেং

ওইগদবনি। খন্‌গৎপা পারাদি মখাগী অসুমনা ওইগদবনি। ঐতিহাসিক ঘটনা, শান্না-খোৎনবা, পুন্সিৱারী (autobiography), কলা সংগীত রাজনীতি সাহিত্য, নোকপা অমসুং ফাগীদা য়ুম্ফম, ওইবা ৱারেং সংস্কৃতি, লম লমগী ওইবা সংস্কৃতি, জাতিগী পরিচয় work-experience, জাতিগী ইতিহাস, দেশভক্তি, অতোপ্পা লৈবাক্কী শকনাইবা মীশক অনিগী পুন্সিৱারী, রাষ্ট্রগী ইতিহাস অমদি দেশভক্তিনচিংবা ৱাফমশিং অসি মমি তাগদবনি।

৮.০২ ব্যাকরণ অমসুং রচনাগী মতাংদদি মমাংগী শ্রেণীদা নৈনখিবা মওং অদুগুন্না অদুম নৈনগনি। ক্লাস IX গী অসিদা মখাগী হীরমশিং অসি য়াওগদবনি।

(১) বর্ণ পরিচয় (২) ধ্বনি (৩) ৱাহৈ সন্ধি (৪) পদ (৫) ধাতু কাল (Tense) (৬) বচন (৭) বিভক্তি - প্রত্যয় (৮) কারক (৯) সমাস (১০) ওন্না-তৈনবা ৱারোল অমসুং অর্থ চপ মান্নবা ৱাহৈ (১১) ইদিয়োম (১২) ৱাহৈ পারেং মতেক (খণ্ড-বাক্য)। রচনাগী (composition) গী (item) দা-ভাব শন্দোকপা, ৱা মচং ইবা বাক্যচে ইবা, ডাইরি ইবা অমসুং অৱাংবা থাকী রচনা ইবনচিংবা অসি য়াওগদবনি।

Distribution of Marks		
Prose	-	30
Poetry	-	20
Letter writing	-	10
Unseen	-	05
Composition	-	25
Rapid Reader	-	10
Total	**-**	**100**

ব্যাকরণ অমুসুং রচনা

ক্লান X গী মতাংদদি মখাগী হীরমশিং অসি য়াওগদবনি। মদুদি ভাব শন্দোকপা, ৱা মচং ইবা, ৱাকৎচে ইবা, ডাইরি ইবা অমসুং অৱাংবা থাক্কী রচনা ইবা অসিনচিংবা অসি য়াওগদবনি।

সন্ধি, সমাস, কারক, বাচ্য, পাউদম ওনবা, প্রত্যয়।

Prose	-	30
Poetry	-	20
Grammar	-	15
Application/Essay	-	15
Extensive reading	-	10
Composition	-	10
Total	**-**	**100**

MANIPURI (MIL)
SUBJECT CODE - 08

Class - IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1.	মীতৈ কবি, নোংলাউ ঈশৈ, মিংচৎ থিবা	✓	✓
2.	অচম্বা ঈশৈ অমা,	✓	✓
	লৈ লাংবা, অথোইবীনি		
3.	মহৈ, চিন্দদা শ্লোক খীবা		✓
	ৱারেং (Prose) :		
4.	খুমাং চাউখৎলক্লিবা খুঙ্গংদু, ওলিম্পিক্কী ৱারি, খম্নু	✓	✓
5.	সমাজ অমগী অভিশাপ	✓	✓
	মণিপুরগী নীংতম্বা মাঙখিবা নুমিৎ, নুপীলাল		
6.	মায়োক্লবা, অঙাউবী		✓
7.	**রেপিদ রিদর** (Rapid Reader) :	✓	✓
8.	**ব্যাকরণ (Grammar) :** য়েক্তিন (সন্ধি), ৱাপুন (সমাস), থৌবাঙ (কারক), ৱাতপ (প্রত্যয়), পাউদম ওনবা, ৱাহৈ অমদা ওম্থোকপা, ওন্ন-ৱাহন অমসুং মান্ন-ৱাহন, প্রমান-পাম্থে	✓	✓
9.	অরানবা চুমথোকপা/এমপ্লিফিকেসন/থৌদোক অমগী মরমদা ইবা	✓	✓
10.	পাউরৌ/নুংগী ভাব শন্দোক্লা ইবা	✓	✓
11.	Precis/Substance Writing	✓	✓
12.	Essay Writing	✓	✓
13.	Letter/Application Writing		
	Total	**100**	**100**

তম্ন - লাইরিক্কী মমীং **: সাহিত্য লৈচন**

* Questions from each Unit/Lesson will carry marks 2-15.

MANIPURI (MIL)
SUBJECT CODE - 08

Class - X **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1.	**শৈরেং** ***Poetry :*** মৈতৈ চনু, মৈ, কবি	✓	✓
2.	স্মৃতি, মণিপুর,	✓	✓
	নুপা হায়বদো নঙতনি		
3.	লীলা, চাইনাপুং		✓
	ৱারেং ***Prose :***		
4.	মণিপুরি লোকসাহিত্য, ইণ্টারনেটকী অখাবা-অথুম্বা, সমাজ অমসুং সংস্কৃতিগী মরীদা নুপীগী থৌদাং	✓	✓
5.	উমংগী খোঙচৎ, শগোল কাঙজৈ	✓	✓
	মীওইবা সমাজ অমসুং সভ্যতা		
6.	অরুনিমা সিংহা-থাজবা অমসুং মথৌনাগী মিং অমা, চণ্ডালগী মচা, ভাইরস অমসুং তমথীরবা লায়নাশিং		✓
7.	রেপিদ রিদর ***(Rapid Reader) :***	✓	✓
8.	**ব্যাকরণ (Grammar):** All the grammar portion of class IX and the following **য়েক্তিন (সন্ধি), ৱাপুন (সমাস), থৌবাঙ (কারক), ৱাতপ (প্রত্যয়, পাউদম ওনবা, ৱাহৈ অমদা ওন্থোকপা, ওন্ন-ৱাহন অমসুং মান্ন-ৱাহন, ৱাহৈ পরেং শেম্বা, অরানবা চুমথোকপা**	✓	✓

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
9.	এমপ্লিফিকেসন/ থৌদোক অমগী মরমদা ইবা	✓	✓
10.	প্রেসি ইবা/নুংগী ঈচেল শন্দোক্না ইবা/অর্থ হন্দোকপা	✓	✓
11.	Essay Writing /Application	✓	✓
12.	Comprehension (Unseen Passage)	✓	✓
	Total	**100**	**100**

তম্ন-লাইরিক্কী মমীং **: সাহিত্য লৈচন**

* Questions from each Unit/Lesson will carry marks 2-15.

KHASI (MIL)
SUBJECT CODE - 07
Class - IX-X

Textbook : A textbook of selected pieces from different standard authors for Class-IX should be compiled.

Prose : Prose portion should contain selected pieces from not less than 5 standard authors. A short life sketch of each author should be given at the begining of each lesson as far as practicable. The book should contain not less than 200 pages and not more than 250 pages.

Rapid Reader :

1. Khasi Drama or Khasi Short Plays.
2. Short Stories, Folk Lores and Legends.

Grammar : The present book, Hints on the study of the Khasi Language may be introduced in those two classes with the following modification.

(a) The chapter relating to phrases and idioms should be enlarged and expaned for the en-richment of the language to meet the present demand.

(b) The words and phrases should be explained in Khasi, not in English, as at present.

Essay : No textbook, is to be prescribed. Common interesting subjects-descriptive, narrative or reflective essay are to be encouraged.

Poetry : A poetry book consisting of selected pieces from not less than 10 different standard, authors should be compiled. A short life sketch and background of each author should be introduced. A few original Khasi couples (Ki Phawar Khasi) should also be included in the text.

Substance / Precis Writing : Seen or unseen.

Story / Drama / Legends Writing : Should be of original composition.

Distribution of Marks for Class IX

Prose	-	30
Poetry	-	20
Grammar	-	20
Composition		
Essay	-	10
Translation	-	05
Rapid Reader	-	15
Total	**-**	**100**

KHASI (MIL)
SUBJECT CODE - 07

Class - IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

	UNIT/ LESSON	Marks
		Final
1.	**Ki Dienjat Jong ki LongShuwa**	
A.	**Khasi Textbook**	
	i) Poetry Section	
	(a) Ha Ki Ksai Ka Duitara by Webster D. Jyrwa	
	Chapters : Rympei ba rhem i mei; Arngut shi para; Kyndit jingmut; Ba ngan da long kum u ding.	
	ii) Prose Section	
	(a) Ki Dienjat Jong Ki Longshwa by J. Bacchiarello	
	Chapters : Ka riam shad Khasi; Kaba ri burom ialade; Ka mei ramew bad ki laiphew jingthaw.	
	(b) Ki Parom Barim U Khur Khasi Khara by Maurice G. Lyngdoh	
	Chapters : Ka jingbam kynnoh ka sngi; Ka sohlyngnjem; U sier lapalang	
	(c) Ki Phawer U Aesop by Soso	
	Tham Chapters : Chapter 11 to 20	
	iii) Rapid Reader	
	(a) Ki Dienjat Ha U Shyiap by Hughlet Warjri	

	UNIT / LESSON	Marks
		Final
	Chapters : U dieng phasi Sa shisien pat kin win ki khlaw; ka nongsain pyrthei lapdeng ki kynthei.	
B.	**Grammar & Composition** All the grammar portion of class IX and the following (i) Ka Grammar by H.W. Sten Chapters : Ka Noun (ii) Ki Dienjat Jong Ki Longshawa by J. Bacchiare lo Chapters : Idioms & Phrases : Chapter 6 & 40 - Kiktien tymmen Chapter 15 & 30-Ka jingbatai Ktien (iii) Essay : Unseen (iv) Translation	
	Total	**100**

* Questions from each Unit/Lesson will carry marks 2-15.

KHASI (MIL)
SUBJECT CODE - 07

Class - X **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Distribution of Marks

1.	Poetry	-	20 marks
2.	Prose	-	35 marks
3.	Rapid Reader	-	15 marks
4.	Grammar & Composition	-	30 marks
	(i) Grammar - 8 marks		
	(ii) Jingbatai Ktien	-	5 marks
	(iii) Essay	-	12 marks
	(iv) Precis	-	5 marks
	Total	**-**	**100 marks**

1. Prose

Textbook Prescribed :

(a) Ki Dienjat Jong ki Longshwa *by* **J. Bacchiarello**

Chapters : Ka dorbar kong ki khasi hyndai:
Ki mawbyuna; ki mawniam bad ki kor

(b) Ki Paron Barim U khun Khasi Khara by
Maurice G. Lyngdoh

Chapters : U Briew bad u Ksew; U masi bad a briew; U kyllang bad u symper.

(c) Ki Phawer U Aesop *by* **Soso Tham**

Chapters : Chapter 21 to 30

1. Poetry

Textbook Prescribed :

(a) Ka Duitara Ksiar **by Soso Tham**

Chapters : U dieng bilat; Ki sngi ba la leit noh;
Ka mynsiem bashynrang; Ki saw aiom

2. Rapid Reader

Textbook Prescribed :

(a) Ki Dienjat Ha U Shyiap by Hughlet Warjri

Chapters : U syiem ka jinglaitluid; U Nongsaindur ka nongbah Shillong; U kpa ka sain pyrthei ha ri Khasi-jaintia

3. Grammar & Composition

All the grammar portion of class IX and the following

(i) Ka Grammar by H.W. Sten

Chapters : Ka Pronoun

(ii) Ki Dienjat Jong ki Longshwa *by* **J Bacchiarello**

Chapters : Chapters 42 and 48-Ka jingbatai ktien

(iii) Essay

(iv) Precis writing.

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* Questions from each Unit/Lesson will carry marks 2-15.

GARO (MIL)

SUBJECT CODE - 04

Class - IX-X

The Course of studies on mother tongue of Garo in Class IX - X should be comparatively much higher than those of lower classes.

PROSE, POETRY AND SUPPLIMENTARY BOOK : An approved and graded Text book be used for that purpose which includes the Prose and Poetry : and Supplementary reader sections for intensive as well as extensive reading respectively. The principle of variety of knowledge is maintained in preparation of course materials.

GRAMMAR : Parts of Speech are expected to be taught in detail and in higher level of knowledge. Sentences, Tenses, Voice, Case, Moods, Narrations, Phrases, Clauses, Analysis and Syntesis, Kattajikses, Construction and Conversion of sentences be taught in detail and in higher level of knowledge.

COMPOSITION : Letter writing, application writing, short story writing, precis writing, substance writing, summarising, paragraphing, report writing, short dialogue, descriptive and narrative essays of different topics having academic and educative values, usage of Agan Me apas, Aganmitapas are expected to be taught so that the learners could gain certain degree of confidance to upgrade their writing skills.

GARO (MIL)
SUBJECT CODE - 04

Class - IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1.	**Prose Section :**		
	Assam A. doko A. chikrangni	✓	✓
	Songdong A, chaani		
	Lindrid D shirani janggi Tangani		
2.	Somai aro Kam		
	Bilcheng		
	A. chikni Maniani bewalrang		✓
3.	Dongwilwalgipa obostarangni bidingo Ma sie Ra, ani		✓
	Poetry Section :	✓	✓
	A. chik A. Song		
4.	Wangala		
	Do bimani Kore Doka		
5.	Noro Mande		✓
	Janggin Jumang		
	Grammar Aro Composition :		
	Aganbewalo seani, Dokbadale seani, Agan Me. apa Kattabisemsem, Katta Ku, jikse,	✓	✓
6.	olkorrangko jakkalani Kattani Ma. arang, Sentenceni bakrang aro case.		
7.	Dorkasto seani BA Chitti seani	✓	✓
8.	Essay seani	✓	✓
9.	On dapgipa Poraiani (Supplementrary Reading)	✓	✓
	Joseph		
	Total	**100**	**100**

* Questions from each Unit/Lesson will carry marks 2-15.

GARO (MIL)

SUBJECT CODE - 04

Class - X **Time : 3 hours**

Full Marks : 100 **Pass Marks : 30**

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
	Prose Section :		
1.	Sasonni Bidingo A. Chikrangni Kam Ka.ani	✓	✓
	Chadambeni Salrang		
	A.chik Sea-Tokanina		
	Missionaryrangni Kam Ka.ani		
2.	Chengo A.chikrangni Bebe Ra.ani		✓
	Howard Denison Wa.tre Momin		
3.	Chu Aro Uni Kam Bewalrang		✓
	Bringimin Assam		
4.	**Poetry Section**		
	Jatni Sing.kam	✓	✓
	Da.ai		
	A.Songtangna Sintia		
	Dania		
5.	Saljong Tasin Me.ckik		✓
	Pa.sikani Namgija		
6.	**Grammer Aro Composition :** All the grammar portion of class IX and the following		
	Aganbewalo seani, Dokbadale seani, Agan Me.apa Kattra Ku.jikse, Sentence Aro Uni Rokom,	✓	✓
	Tense, Phrase, clause, Adjective aro verb		
7.	Dorkasto seani BA Chitti Seani	✓	✓
8.	Essay Seani	✓	✓
9.	On dapgipa Poraiani (Extensive Reading)	✓	✓
	Daud Aro Jonathon		
	Total	**100**	**100**

* Questions from each Unit/Lesson will carry marks 2-15.

HMAR (MIL)
SUBJECT CODE - 06
Class - IX-X

BROAD GOALS :

The course on HMAR for classes IX-X is intended for students whose mother tongue is HMAR and who had studied HMAR as MIL at the Upper Primary Level. The aim of this course is developing learner's ability to take part in communicating through Hmar both orally and in writing besides the ability to master elements of the language.

OBJECTIVE OF TEACHING HMAR AT THE SECONDARY LEVEL :

1. The students develop the ability to understand Hmar when it is written.
2. The students understand meanings of words, pharases and sentences in context.
3. Follow simple narrations and description.

COURSE CONTENT AND TEXTBOOKS :

The course content is specified in linguistic terms and is spread over two years starting with class IX. Textbook should suggest activities and situations for using language in actual communication.

For classes IX and X an anthology containing both prose and poetry lessons will be developed based on the structure and vocabulary given there in.

TEXT BOOK FOR CLASS IX

1. Ruangtui Reader, Hmar MIL Manitaning Committee.
2. Hmar grammer, Hmar literature Society.

TEXT BOOK FOR CLASS X

1. Manmasi Reader - X
   Published by Hmar MIL Monitoring Committee
2. Hmar Grammar (IX & X)
   Published by Hmar Literature Society

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HMAR (MIL)
SUBJECT CODE - 06

Class - IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Sl. No.	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1.	**Prose** 1) Lalruong - C. Thant Khobung 2) Pupulien lalramah - David Buhril 3) Dr. Thanglung - L.Ruoivel Pangamte 4) Harsanta - Tawnluaia	✓	✓
	5) Thilsiemhai enkawl dan ding - Dr. Lalkhhawlien 6) Assam rama Hamarhai chanchin - V.L. Tluonga Bapui 7) Ka Lungril robawm - Rohminglien Pakhuongte		
2.	**Poetry - Classical** 1. Salulâm Hla	✓	✓
	2. Thlangtlâk Hla *Modern*		
	1. Dâr ang lengna - L. Keivom 2. Pipu chena Dorâl- Rev. Thangler	✓	✓
	3. Intuokkhawmna ni ropui - Upa Ngama 4. Damsûng hunbi pasarihai - W Shakespeare		
3.	**Extensive Reading :** 1. Khuonu Thilsiem - Vallallien Pulamte	✓	✓
	2. Inhnarana - H. Zaneisang		

Sl. No.	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
4.	**Grammar :** 1. Hawrawp 2. Thumai Siemdan (Morphology) 3. Punctuation	✓	✓
	4. Bangbereptuhai (Affixes) 5. Parts of Speech		
5.	**Composition :** 1. Essay Writing 2. Letter Writing	✓	✓
6.	Comprehension (Unseen Passage)	✓	✓
	TOTAL	**100**	**100**

Text Books :

1. Ruongtui Reader
   Published by - Hmar MIL Monitoring Committee
2. Hmar Grammar - Hmar Literature Society

* Questions from each Unit/Lesson will carry marks 2-15.

HMAR (MIL)
SUBJECT CODE - 06

Class - X **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Sl. No.	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1.	**Prose** (a) Mauruong - *Mary Infimate Ralsun* (b) Vur ramah châwlkâr hni - *Dr. John H. Pulamte* (c) Rochunga Pudaite - *Thangnuntluong Ralsun* (d) Edison le Electric Meivar - *L. Thanmawia Pajamte*	✓	✓
	(e) Thienghlimnawna laka Invêng dan *Lalremthang Hamar* (f) Assam rama Hmarhai Ngîrhmun *Dr. Paul B. Chonzik* (g) Rama le Thani - *H. Zaneisang*		
2.	**Poetry :** Classical (a) Lamlâm Hla	✓	✓
	(b) Semruk Hla		
	Modern (a) Saltha ramtuon - *-Songkhumvel Songate* (b) Kanaan phaizâwal - *Rev. Thangngur*	✓	✓

Sl. No.	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
	(c) Sawrthlapui *- T. Khuma* (d) Dintharnâwk ei tih *- Lalruotthang* (e) To A Skylark *- P. B. Shelley*		✓
3.	**Extensive Reading :** (a) Dingdi Pâr *- L. Ruoivel Pangamte*	✓	✓
	(b) Khawvêl lum le Khawvêl dangchar *David Buhril*		
4.	**Grammar :** All the grammar portion of class IX and the following (a) Thilhming (Noun) (b) Thilthaw (Verb) (c) Verb hrilfietu (Adverb) (d) Noun Aiawtu (Pronoun)	✓	✓
	(e) Noun hrilfietu (Adjective) (f) Preposition (g) Conjunction le Interjection		
5.	**Compositttion :** (a) Essay Writing (b) Letter Writing	✓	✓
6.	Comprehension (Unseen Passage)		
	Total	**100**	**100**

Text books :

1. **Manmasi Reader**
   Published by - Hmar MIL Monitoring Committee.
2. **Hmar Grammar** - Hmar Literature Society.

* Questions from each Unit/Lesson will carry marks 2-15.

MIZO (MIL)
SUBJECT CODE - 09
Class : IX
QUESTION DESIGN

Maximum Marks : 100 **No. of Paper : 1 (one)**
Time - 3 hours **Pass Marks : 30**

The following weightage or the distribution of marks over different dimensions of shall be as follows :

1. Weightage to Objectives of Learning :

Knowledge	:	20%
Comprehension	:	50%
Expression	:	30%

2. Weightage to Content :

Mizo Zirlai (subject) hi then riatah then a ni a Hetiangin :

Then khatna	:	Poetry (Hla)	-	18 marks
Then hnihna	:	Prose (Thu)	-	18 marks
Then thumna	:	Grammer	-	18 marks
Then lina	:	Drama	-	10 marks
Then ngana	:	Thawnthu	-	08 marks
Then rukna	:	Reading (Chhiar)	-	08 marks
Then sarihna	:	Writing (Ziak)	-	08 marks
Then riatna	:	Rapid Reading	-	12 marks

3. Section wise marking scheme :

Then tina zawhna siam dan tur kalhmang chu hetiang hi a ni.

Then khatna :	Hla (Poetry)		18 marks
	Mark 1 pu zawhna 4 =	4	
	Mark 2 pu zawhna 1 =	2	
	Mark 3 pu zawhna 1 =	3	
	Mark 4 pu zawhna 1 =	4	
	Mark 5 pu zawhna 1 =	5	
Then hnihna :	Thu (Prose)		18 marks
	Mark 1 pu zawhna 6 =	6	

Mark 2 pu zawhna 2 = 4
Mark 3 pu zawhna 1 = 3
Mark 5 pu zawhna 1 = 5

Then thumna : Grammar 18 marks

(i) Noun, Pronoun, Gender, Number, Punctuation atangin
Mark 2 pu zawhna 2 = 4
Mark 1 pu zawhna 4 = 4

(ii) Tawng upa
Mark 2 pu zawhna 2 = 4

(iii) (a) Mizo tawng hman dan dik leh dik to
Mark 1 pu zawhna 3 = 3

(b) Ziak zawn leh zawm loh hun
Mark 1 pu zawhna 3 = 3

Then lina : Drama (Lemchan tawi) : LUNGREMA CHIM 10 Marks
Mark 1 pu zawhna 3 = 3
Mark 2 pu zawhna 1 = 2
Mark 5 pu zawhna 1 = 5

Then ngana : Thawnthu : PATHIAN SAMSUIH 08 marks
Mark 1 pu zawhna 3 = 3
Mark 2 pu zawhna 1 = 2
Mark 3 pu zawhna 1 = 3

Then rukna : Reading (Chhiar) 08 marks
Zirlai bu pawn ami thu ziak tha, thumal 200-300 vel emaw, hla (poetry) zirtir nei the leh hia thu thlan chhuah a, tih chhuah tur a ni.
Mark 1 pu zawhna 4 = 4
Mark 2 pu zawhna 2 = 4

Then sarihna : Writing (Ziak) 08 marks
(i) Essay/Article ziak
(ii) Application (Official letter-Dilna chi hrang hrang leh Thu pawi thlen (FIR), Poster ziah dan leh Chanchinbua bungraw zawrhna (advertisement) 03 marks

Then riatna : Rapid Reading : 12 marks
Mark 2 pu zawhna 1 = 2
Mark 3 pu zawhna 2 = 6
Mark 4 pu zawhna 1 = 4

MIZO (MIL)
SUBJECT CODE - 09
Class : X
QUESTION DESIGN

Maximum Marks : 100 **No. of Paper : 1 (one)**
Time - 3 hours **Pass Marks : 30**

The following weightage or the distribution of marks over different dimensions of shall be as follows :

1. Weightage to Objectives of Learning :
   Knowledge : 20%
   Comprehension : 50%
   Expression : 30%
2. Weightage to Content :
   Mizo Zirlai (subject) hi then riatah then a ni a Hetiangin :

Then khatna	:	Poetry (Hla)	-	18 marks
Then hnihna	:	Prose (Thu)	-	18 marks
Then thumna	:	Grammer	-	18 marks
Then lina	:	Drama	-	10 marks
Then ngana	:	Thawnthu	-	08 marks
Then rukna	:	Reading (Chhiar)	-	08 marks
Then sarihna	:	Writing (Ziak)	-	08 marks
Then riatna	:	Rapid Reading	-	12 marks

3. Section wise marking scheme :
   Then tina zawhna siam dan tur kalhmang chu hetiang hi a ni.

Then khatna	:	Hla (Poetry)	18 marks
		Mark 1 pu zawhna 4 =	4
		Mark 2 pu zawhna 1 =	2
		Mark 3 pu zawhna 1 =	3
		Mark 4 pu zawhna 1 =	4
		Mark 5 pu zawhna 1 =	5
Then hnihna	:	Thu (Prose)	
		Mark 1 pu zawhna 6 =	6
		Mark 2 pu zawhna 2 =	4
		Mark 3 pu zawhna 1 =	3
		Mark 5 pu zawhna 1 =	5

Then thumna : Grammar 18 marks

(i) Verb, Adjective, Adverb, Conjunction, Post position leh intejection atangin
Mark 2 pu zawhna 2 = 4
Mark 1 pu zawhna 4 = 4

(ii) Tawng upa
Mark 2 pu zawhna 2 = 4

(iii) (a) Mizo tawng hman dan dik leh dik lo
Mark 1 pu zawhna 3 = 3
(b) Ziak zawn leh zawm loh hun
Mark 1 pu zawhna 3 = 3

Then lina : Drama (Lemchan tawi) : SUAL MAN THLHNA 10 Marks
Mark 1 pu zawhna 3 = 3
Mark 2 pu zawhna 1 = 2
Mark 5 pu zawhna 1 = 5

Then ngana : Thawnthu : TUALTE VANGLAI 08 marks
Mark 1 pu zawhna 3 = 3
Mark 2 pu zawhna 1 = 2
Mark 3 pu zawhna 1 = 3

Then rukna : Reading (Chhiar) 08 marks
Zirlai bu pawn ami thu ziak tha, thumal 200-300 vel emaw, hla (poetry) zirtir nei the leh hia thu thlan chhuah a, tih chhuah tur a ni.
Mark 1 pu zawhna 4 = 4
Mark 2 pu zawhna 2 = 4

Then sarihna : Writing (Ziak) 08 marks

(i) Essay/Article ziak

(ii) Application (Official letter-Dilna chi hrang hrang leh Thu pawi thlen (FIR), Poster ziah dan leh Chanchinbua bungraw zawrhna (advertisement) 03 marks

Then riatna : Rapid Reading : 12 marks
Mark 2 pu zawhna 1 = 2
Mark 3 pu zawhna 2 = 6
Mark 4 pu zawhna 1 = 4

नेपाली : प्रथम भाषा (Nepali MIL)
SUJECT CODE - 10
नवौं श्रेणी र दसौं श्रेणी

भूमिका

प्रथम भाषाको माध्यममा भाषा शिक्षकको कौशल–श्रवण, कथन, पठन र लेखनको अभ्यास औ विकासको ध्येय ध्यानमा राखी यो पाठ्यक्रम निर्माण गरिएको हो। प्रथम भाषा सर्ब भाव एवं विचारको आदान प्रदानको माध्यम हुनुका साथै यसले सामाजिक र सांस्कृतिक मूल्य र मान्यता, साहित्य–रस आदि ग्रहण गनुंमा विद्यार्थीलाई अधि बढाउँदै लाल सकोस् त्यसतर्फ नजर राखिएको छ। वर्तमान सभ्यताको अधुनिकीकरण–वैश्वोकरणभा रोजगारका अनेक नयाँ–नयाँ मार्ग खुलेका छन्। यस्तो नयाँ प्रयोग नीतिमा यो भाषा शिक्षणबाट विद्यार्थीवर्ग लाभान्वित हुन सकूंन् यसप्रति विशेष ध्यान दिइएको छ। जीवन, भाषा तथा साहित्यसित सम्बन्धित विषयवस्तु गुणस्तर अनुसार विभित्र कक्षामा सत्रिविष्ट गनें चाँजो मिलाइएको छ।

भाषा शिक्षणकौ उद्देश्य हो – भाषालाई व्याकरण हिज्जे आदि विधिपूर्वक शुद्ध रूपले सिकाउनु। यसका साथै विद्यार्थीलाई साहित्यको रसास्वादन गराउनु, राष्ट्रियताबोध, देश तथा समाजप्रति प्रेम, स्व–जातीय–संस्कृति, दया आदि जस्ता मानवीय गुणहरूको विकास गराउनु पनि महत्वपूर्ण उद्देश्य हो। सामाजिक र सांस्कृतिक मूल्यवोधद्वारा प्रेरित भएर आफैलाई विकसित तुल्याउन सवने गरी विद्यार्थी लायक बनाउनु नै भाषा शिक्षकको एउटा जिम्मेवारी हो। प्रकृतार्थमा, प्रथम भाषा शिक्षणद्वारा सिफारूलाई मानव चरित्र समात्र नागरिकका रूपमा निर्माण गर्नु नै यसको ध्येय हो।

सामान्य उद्देश्य :

१:०० अहिलेसम्म उच्च प्राथमिक स्तरमा सिकेर आएका भाषाका विविध पक्षहरूमाथि गहिराइका साथ सम्झी, बुझी, जानकारी हासिल गर्नु एवं तिनीहरूलाई व्यवहारिक जीवनमा प्रयोग गर्न सक्षम हुनु।

१:०१ भाषाका नयाँ नयाँ दिशाका ज्ञान आर्जन गरी त्यसको विश्लेषण गने योग्यता हासिल गर्नु।

१:०२ भाषातत्त्वको ज्ञान तथा भाषिक कौशलको क्षमता वृद्धि गर्नु

१:०३ मौखिक अभिव्यक्तिको विकास गरेर सामाजिक दायित्ववोध वृद्धिकरण।

१:०४ श्रवण, कथन, पठन तथा लेखनको गतिवेग वृद्धि गर्नु।

१:०५ कुनै चर्चा, तर्क प्रतियोगिता, सभा-समिति र भेलादिमा भाग लिनु र सञ्चालन गनै योग्यता अर्जन गर्नु।

१:०६ कुर्न घटना वा समस्या, विषय आदिमाथि आफ्नो मत उपस्थापन गर्न सक्नु र समाधान गर्न सक्ने ज्ञान आहरण गर्नु।

१:०७ नयाँ पक्ष/धारा, दर्शन शिक्षार्थीकेन्द्रिक, मनोरञ्जक, कार्यआधारित, योग्यताआधारित ज्ञान आहरण गरेर व्यवहारिक जीवनमा प्रयोग गर्न सक्नु र नेतृत्व गर्न सक्ने ज्ञान आर्जन गर्नु।

१:०८ कुनै विषय वा कार्य पर्यवेक्षण गरेर आफनो अभिव्यक्ति व्यक्त गर्न सक्ने योग्यता आर्जन गर्न।

१:०९ भाषा र साहित्यको अध्ययनद्वारा विभिन्न भाषिक साहित्य-संस्कृतिप्रति आकर्षित हुनै मानसिकता आर्जन गर्नु।

१:१० सृष्टिशील प्रतिभाको विकास साधन गने प्रयास गर्नु।

शिक्षणीय क्षेत्र :

विशेष उद्देश्य :

२:०० श्रवण-कथन

२:०१ कुनै घटना, वक्तृता, चर्चा, कथादि सुनेर, बुझेर हृदयङ्गम गरी राम्ररी भत्र सक्नु र व्यवहारिक जीवनमा प्रयोग गनें सामर्थ्य हासिल गर्नु।

२:०२ मनोरञ्जक अनुष्ठान आदि देखेर, सुनेर आनन्द लाभ गर्नका साथै आफू पनि सहभागी हुनु।

२:०३ भत्रेको वक्तव्य, आचार-व्यवहार आदि विश्लेषण गरी मूल्याङ्कन गर्न सक्नु।

२:०४ कुनै वृत्तिमूलक भाषण, चर्चा आदि सुनेर वैज्ञानिक दृष्टिकोण निर्माण गरी जीवनका लागि प्रोत्साहन प्राप्त गर्न सक्नु।

२:०५ अन्धविश्वास, कुसंस्कार आदिलाई विश्लेषणात्मक दृष्टिकोण विचार गरी वैज्ञानिक मनोभाव गठन गर्नु।

२:०६ मनमा उदय भएका भाव अनि अर्काले गरेका प्रश्न वा कुरा धैर्यताका

साथ सुनेर तत्काले उत्तर दिन सक्नु र अफनो प्रतिक्रिया प्रकाश गर्न सक्नु।

२:०७ वाक्यका विराम चिह्न, श्वराघात आदिको रक्षा गरी शुद्ध र स्पष्ट रूपमा उच्चारण गर्न सक्नु।

२:०८ विभित्र गीत, कविता, संलाप, हाजिरी वक्तृता, तर्क, कुइज आदि प्रतियोगितामा सहभागी हुन सक्नु।

२:०९ आनुष्ठानिक र गैर आनुष्ठानिक रूपमा व्यक्ति र जनतालाई आदर–सत्कार उनाउनु र आज्ञा, अनुरोध, सम्वोधन व्यक्त गर्नु एवं ग्रहण गर्न सक्नु।

२:१० दृश्यमान कार्य वा घटनाको चल्ती विवरण दिन सक्नु।

२:११ ठूला–साना–दौंतरीअनुसार शिष्टाचार रक्षा गरी कुराकानी गर्न सक्नु।

२:१२ लिङ्ग–समता र मर्यादा रक्षा गनें मानसिकता निर्माण गरी परिवेस–परिस्थितिसापेक्ष भाषा–शैली प्रयोग गर्न सक्नु।

२:१३ अर्काको भाषा र कथन–भङ्गीप्रति आदर गर्नु।

३:०० पठन–लेखन :

३:०१ शुद्ध उच्चारण, ध्वनिको आरोह–अवरोह, लय, श्वराघात र पठनको गति नियन्त्रणमथि गुरूत्व दिई शब्द, वाक्यादि पढ्न र लेख्न सक्नु।

३:०२ भावानुसार वाक्यको आरोहण र अवरोहण रक्षा गरी पढ्न र द्रुतगतिमा राम्ररी पढ्न सक्नु।

३:०३ पठन–लेखनका समयमा विराम चिह्नमाथि महत्व दिनु। (पूर्णविराम, अर्धविराम, भाववोधक, प्रश्नवोधक आदि)

३:०४ कक्षानुसार पठन र लेखनके गति वृद्धि गर्नु।

३:०५ मानचित्र, विभिन्न सूची, कहानी, विभिन्न रूचिका कविता, निबन्ध, चिठी, डायरी आदि देख्नु–सुन्नु अनि पढ्न–बुझ्न सक्नु र आफू पनि लेख्न समर्थ हुनु।

३:०६ देखेका–सुनेका स्मरणीय घटनादि र आफ्नो जीवनका अनुभव, आत्मसंस्मरण आदि लेख्न सक्नु।

३:०७ अन्तर्राष्ट्रिय, राष्ट्रिय, स्थानिय कला–कृष्टि र संस्कृतिमूलकका साथसाथै लोकसंस्कृति वा जनकृष्टिका बारेमा पढेर, मूल्य बुझेर जातीय प्रेरणा प्राप्त गर्नु।

३:०९ व्यवहारिक जीवनमा व्यकरणको शुद्ध प्रयोग गर्नु।

४:०० चिन्तन :

४:०१ पढेका–सुनेका तथ्य, घटनादि, क्रमानुसार विचार–विमर्श गर्ने क्षमता आर्जन गर्नु र तिनिहरूको कार्य, कारण र फल निर्णय गरी तुलना गर्न सक्नु।

४:०२ कुनै विषयवस्तुको पक्ष वा विपक्षमा आफनो युक्ति र भाव चिन्तन गर्नका साथै सिद्धान्तमा उपनीत भै विचार व्यक्त गर्न सक्नु।

४:०३ सत्य–असत्य निक्योंल गर्न सक्नु।

४:०४ जातीय कला–कृष्टिप्रति समादर गर्न सिक्नु र परम्परा र धरोहर सम्बन्धमा वैज्ञानिक मनोभाव सृष्टि गर्नु।

५:०० पाठमा प्रतिफलित हुनुपर्ने पक्षहरू

राष्ट्रिय शिक्षानीतिका मूल दसवटा उपादानहरू:

भारतीय स्वतन्त्रता सङ्ग्रामको इतिहास

संवैधानिक जिम्मेवारी

जातीय पहिचान परिपुष्टिका लागि आवश्यकीय संसाधन

भारतको साझा सांस्कृतिक धरोहर

साम्यवाद, गणतन्त्र र धर्मनिरपेक्षता

लिङ्ग समता (पुरूष र महिला)

पर्यावरण संरक्षण

सामाजिक भेदभाव दूरीकरण

सानो परिवारको आदर्श ग्रहण

वैज्ञानिक दृष्टिभङ्गी आहरण

साथै भारतीय र जातीय साहित्यको स्वरूप अनुधावन

सामाजिक जिम्मेवारी (जनताको सम्पत्ति सुरक्षा), हिंसा–सन्त्रास, आतङ्कादिबाट टाढा रहनु, सत्यवादिता, सचेतनता, शिष्टाचार, सेवा–मनोभाव, सहयोगिता, सममर्मिता, समयको सदुपयोग, अहिंसा, दायित्वबोध, निष्ठा, दया, करूणा, सहनशीलता, देशप्रेम, श्रम–मर्यादा, वातावरण सचेतनता, विश्व भातृत्व, नेतृत्व, अनुकम्पा, कृष्टि–संस्कृति प्रति श्रद्धा, आत्मविश्वास, स्पष्ट एवं द्रुत सिद्धान्त, साहसिकता र प्रमूल्यबोध आदि।

यसबाहेक पिछडिएका विद्यार्थीहरूको विकास, अहिंसा नीतिको उपलब्धि,

जीवन धारणको कौशल र कर्म–संस्कृति सृष्टि गर्नु, नान्दनिक अनुभूतिको विकास साधन आदि पक्षहरूप्रति गुरूत्व दिइएको छ।

५.०१ पाठको प्रकार:

पाठ्यपुस्तकमा निबन्ध, जीवनी, आत्मजीवनी, कथा, पत्रकारिता, नियात्रा, नाट्यांश आदि साहित्यिक रूप (वर्णनात्मक, संलाप, नाट्यरूप, समालोचनात्मक), रसहरु प्रतिफलित हुने पाठहरूसमावेश गरिने छ।

५:०२ शैली : पाठ्यपुस्तकमा प्राचीन, रोमान्टिक र साम्प्रतिक युगका लेखादि समावेश गरिनेछ।

५:०३ व्यवहारिक पक्ष : बाटो–घाटो,समयसुची (रेल, बस), सम्पर्क व्यवस्था (पिसिओ, तारवार्ता), आकाशवाणी, समाजार पत्र, दूरदर्शन, कम्प्युटर, स्थानीय निकाय (पञ्चायत, पुलिस, अड्डा–अदालत), राज्यिक र सहयोगी भाषाको भूमिका सम्बन्धमा जात्र आवश्यक।

५:०४ : पाठ चयन :

उपर्युक्त शिक्षणीय पक्षहरू प्रतिफलित हुनका लागि निम्न उल्लेखित विषयवस्तुलाई लिएर पठ जयन गरिने छ।

नवौं श्रेणीको पाठ्यक्रम :

गद्य भाग : ऐतिहासिक घटना, खेलकुद, जीवनी (राष्ट्रिय /अन्तर्राष्ट्रिय), रिपोर्टाज, कला–सङ्गीत, जातीय पहिचान, स्वतन्त्रता सङ्ग्राम, जातीय संहति, वृक्तिमूलक विषय, श्रमको मर्यादा, स्वदेशप्रेम, असमको भाषिक चिन्हारी, जनजातीय कथा, नियात्रा, वैज्ञानिक दृष्टिभङ्गी, पकृति सम्बन्धी, ऐक्य र संहति, मूल्यबोध सम्बन्धी विषयहरू र साहित्यको विश्वजनीन आवेदन सम्बन्धका विषयहरू।

पद्य भाग : आध्यात्मिक, दार्शनिक, नीतिमूलक, देशप्रेममूलक, प्रकृतिविषयक, ऐक्य र संहति, मूल्यबोध सम्पर्कीय विषय र साहित्यको विश्वजनीन आवेदन सम्पर्कीय विषय।

द्रुतपाठ : विविधतापूर्ण असम

व्याकरण : नाम, सर्वनाम, क्रियापद, लिङ्ग, वचन, शब्दका विविध प्रयोग, समानार्थक र विपरीतार्थक शब्द भाव विस्तार, सारांश लेखन, पत्र लेखन, कथा विस्तार र निबन्धलेखन।

निबन्ध : चिन्तनमूलक /वैज्ञानिक /चाडपर्वविषयक /समस्याविषयक।

५:०५ प्रत्येक पाठका अन्तमा भाषाको योग्यता विकाश हुने गरी कार्यकलाप समावेश गरिने छ। यसका आधारमा व्यवहारिक व्याकरणको धारणा, अभ्यास, टिप्पणी आदि समावेश गरिने छ।

५:०६ नवों र दसों श्रेणीका पाठ्यपुस्तकहरू 'क', 'ख' भनी भाग भाग गरी छुट्याउन सकिन्छ। तर नेपाली पाठ्यपुस्तकमा नयाँ-पुराना सबै प्रकारका लेखकका लेखादि समेटेर एउटै भागमा राखिएको छ। त्यसैले क भाग ख भाग भनेर छुट्याइएको छैन। पूर्णाङ्क १०० राखिएको छ।

६:०० सिकाउनु-सिक्नुको गुरूत्व :

६:०१ शिक्षणीय गुरूत्व :

पाठ आदानप्रदानमा	–	४५ प्रतिशत
कार्यकलापमा	–	२५ प्रतिशत
व्याकरण र रचना	–	१५ प्रतिशत
व्यवहारिक पक्षमा	–	८ प्रतिशत
योजना, सिर्जनामूलक कर्म	–	५ प्रतिशत
परिपूरक व्यवस्था	–	२ प्रतिशत
		१०० प्रतिशत

६:०२ समयको गुरूत्व : वर्षभरिको कर्मदिन २६० भित्र विद्यालयका अन्यान्य कर्मका लागि १९ दिन र परीक्षाका लागि १७ दिन छोड्दा पाठदानका लागि २२४ दिन पाइन्छ। हप्ताको छ पिरियड गरेर वर्षदिनमा प्रथम भाषाका लागि २५९ पिरियड पाइन्छ। पाठ आदानप्रदानका लागि निम्न लिखित पिरियड निर्धारण गरिनेछ।

गद्य – १११ पिरियड, पद्य – ७४ पिरियड, व्याकरण – ३७ पिरियड, रचना – ३७ पिरियड

समयसापेक्ष बद्लियो भने शैक्षिक दिनपञ्जीमा उल्लेख गरिनेछ।

६:०३ मूल्यायनका धारणाहरु आदर्श प्रश्न पत्रमा समावेश गरिनेछ।

६:०४ पाठदेखि बाहिरका शिक्षणीय क्षेत्रहरू, जस्तै-हाजिरी वक्तृता, तर्क प्रतियोगिता, पुस्तकालय अध्ययन, कविता लेख्नु, भिन्तेपत्रिका, पत्र-पत्रिका समाचार-पत्र पढ्नु, अन्तर्वार्ता, सांस्कृतिक कार्यक्रममा सहभागी हुनु, व्यायाम आदि सामग्रिक र अविरत मूल्यायनका पुस्तक र शैक्षिक दिनपर्ञ्ज आदिमा समावेश गरिएको छ।

७:०० पाठ्यपुस्तकको योजना /कलेवर /आकार निर्धारण :

नवौं र दसौं श्रेणीका लागि बेग्ला-बेग्लै पाठ्यपुस्तक (साहित्य) हुनेछन् दुवै श्रेणीका लागि एउटै व्याकरणको पुस्तक रहने छ।

पाठ्यपुस्तकमा ७० प्रतिशत गद्य र ३० प्रतिशत पद्य रहनेछ।

दुवै श्रेणीका पाठहरूमध्ये ४० प्रतिशत साहित्यकेन्द्रीक हुनेछ। पाठ्यपुस्तकके पृष्ठसंख्या १५० भित्र हुनेछ। आकार १/८ डिमाई, अक्षर १२ प्वाइन्ट र टिप्पणी, अभ्यास, निदैशन आदि १० प्वाइन्टमा लेखिने छ।

८:०० मूल्यायन :

८:०१ विद्यार्थीहरूले भाषाका योग्यताहरू प्रत्येक श्रेणीमा कति आयत्व गरे त्यसलाई मूल्यायनका माध्यमाबाट जान्न सकिन्छ। पाठ्यपुस्तक र पाठबाहिरका दुवै क्षेत्र सामग्रिक रूपमा मूल्यायनको व्यवस्था रहने छ। प्रत्येक एकाइ (युनिट) का सामयिकी मूल्यायनद्वारा पछाडिएका विद्यार्थीहरूलाई पहिचान गरी परिपूरक (remedial) शिक्षणद्वारा उनीहरूलाई पनि अघि बढाएर लानु पनेछ। अर्कातिर शिक्षक /शिक्षिकाहरूले पनि आफनो शिक्षण पद्धति /कौशलमा रहन गएका भूल-त्रुटिहरू सैच्याई सूधारमूलक पद्धति /कौशल ग्रहण गर्न सक्नेछन्। मूल्यायनद्वारा विद्यार्थीहरूको विद्यायतनिक र सह विद्यायतनिक दुवै क्षेत्रकै मूल्यायन गरिने छ। यो पद्धति सम्बन्धमा सबै कुराहरू परिषद्द्वारा शैक्षिक दिनपञ्जी र Continuous and comprehenshive Evaluation नामक दूई पुस्तकमा विस्तारपूर्वक लेखिएको छ।

विद्यायतनिक क्षेत्रका मूल्यायनका लागि यसरी अङ्क वितरण गरिएको छ:

गद्य	-	३५
पद्य	-	२५
विस्तृत अध्ययन	-	१०
व्याकरण	-	१५
शब्दका विविध प्रयोग		
भावविस्तार /सारांश /अनुवाद		
दर्खास्त लेखन	-	८
निबन्ध लेखन	-	७
मोठ अङ्क	-	१००

नेपाली मातृभाषा विषयको प्रश्नपत्रको खाका र पाठ्यक्रमको विषयवस्तु

Subject Code – 10

Class - IX

कक्षा – ९ **पाठ्यपुस्तक** – नेपाली साहित्य प्रवेश भाग – ९

समय – ३ घण्टा पूर्णाङ्क – १००

खण्ड	एकाइ र पाठ	अर्धवार्षिक परीक्षा (अङ्क)	वार्षिक परीक्षा (अङ्क)	कुल अङ्क
गद्य	२. मोतीराम भट्ट – नेपाली साहित्यका एक युग प्रवर्तक प्रतिभा ३. लुरे गुफामा पस्दा ५. मास्टर मित्रसेन थापा – नेपाली सङ्गीतका भानुभक्ट ६. वर्कसपभित्र ७. पिपलान्त्री गाउँ	✓	✓	
	९. को दोषी ? १२. मारूती नृत्य एक परिचर्चा १३. पिकनिक		✓	
पद्य	१. फुटकर कविता ४. भित्री मान्छे बोल्न खोज्छ	✓		
	८. इमान नै पवित्र १०. जीवन यसरी जिउनु पर्छ ११. आफूलाई छिन्ने गरौं		✓	
द्रुतपाठ	पाठ्यपुस्तक –विविधतापूर्ण असम	✓	✓	

खण्ड	एकाइ र पाठ	अर्धवार्षिक परीक्षा (अङ्क)	वार्षिक परीक्षा (अङ्क)	कुल अङ्क
व्याकरण	पाठ्यपुस्तक – सरल नेपाली व्याकरण र रचना भाग–३ पाठ–नाम, सर्वनाम, लिङ्ग, वचन, विशेषण, पत्र लेखन–	✓		
	क्रियापद। रचना–पत्रलेखन, समानार्थक शब्द, विपरीतार्थक शब्द, सारांश, कथा विस्तार। निबन्धलेखन।		✓	
पूर्णाङ्क		**100**		**100**

* Questions from each Unit/Lesson will carry marks 2-15.

A. WEIGHTAGE TO THE OBJECTS OF QUESTIONS :

Sl. No.	Sub-Unit/Lessons	Total Marks
1.	Knowledge	30
2.	Comprehension	35
3.	Expression	35
		Total 100

B. WEIGHTAGE TO THE TYPE OF QUESTIONS :

Sl. No.	Sub-Unit/Lessons	Total Marks
1.	Essay/Long Answer type	30
2.	Short Answer type	35
3.	Very short answer type	35
		Total 100

दसौं कक्षाको पाठ्यक्रम :

गद्य विभाग :

ऐतिहासिक घटना, खेलकुद, आत्मजीवनी, सङ्गीत, कला, संवाद लेखन, जातीय चिन्हारी, आजादीको लडाइँ, जातीय एकता र संहति, कर्म अभिज्ञता, श्रमको मर्यादा, साहित्यको विश्वजनीन आवेदन, यात्रा (भ्रम) वृत्तान्त, असमका जनजाति, स्वदेशप्रेम, वैज्ञानिक दृष्टिभङ्गी, जीवनी (क्षेत्रीय) महलिा / पूरूष, प्रकृति विषयक, मूल्यबोध, सम्बन्धीय, भारतीय जातीयताबोध सम्बन्धित विषय।

कविता विभाग :

आध्यत्मिक, दार्शनिक, देशप्रेममूलक, प्रकृति विषयक, हास्यरसात्मक, व्यङ्गात्मक, सनेट, प्रेममूलक।

द्रुतपाठ : विविधतापूर्ण असम

व्याकरण :

क्रिया र यसका काल, कारक र यसका विभक्ति, सन्धि, समास, करण र अकरण, शब्दका प्रकार (तत्सम, तत्यव, आगन्तुक र झर्रा आदि), चन्द्रबिन्दु र शिरबिन्दुको प्रयोग, पदयोग र पदवियोग, शुद्धिकरण, उखान तुक्का र तिनको प्रयोग, भावविस्तार, निबन्ध लेखन।

निबन्ध – चिन्तामूलक /वैज्ञानिक /उत्सव विषयक /समस्याबहुल।

५.०५ प्रत्येक पाठको अन्तमा भाषाको योग्यता विकास हुनेगरी क्रियाकलाप

संयोजन रहने छ। यसको मदतमा व्यवहारिक व्याकरणका धारणा, अनुशीलन (आध्यासिका), टिप्पणी आदि सन्निविष्ट गरिने छ।

५:०६ दसौं कक्षाका पाठहरू एकत्र एकै खण्डमा एक सय अङ्कका रहने छन्। यसमा नयाँ पुराना दुवै प्रकारका लेखकका लेखहरू गाभिएका छन्।

६:०० शिक्षण०सिक्नुको गुरूत्व :

६:०१ शिक्षणीय गुरूत्व :

पाठ आदान –प्रदानमा	–	५० प्रतिशत
क्रिया–कलापमा	–	२० प्रतिशत
व्याकरण र रचना	–	१५ प्रतिशत
व्यवहारिक क्षेत्रमा	–	८ प्रतिशत
योजना, सृजनशील कर्म	–	५ प्रतिशत
परिपूरक व्यवस्था	–	२ प्रतिशत
कुल	–	**१०० प्रतिशत**

६:०२ समयको गुरूत्व :

वर्षभरिका कर्मदिन २६० भित्रमा विद्यालयका विविध कामका निम्ति १९ दिन र परीक्षाका निम्ति १७ दिन छोडिदिदा पाठदानका निम्ति २२४ दिन पाइने छ। प्रत्येक सातामा छ पिरियडका दरले लिदा एक वर्षमा प्रथम भाषाका निम्ति २२८ पिरियड समय पाइने छ। पाठ आदान–प्रदानका लागि तल दिए जसरी पिरियडको निर्द्धारण गरिने छ।

गद्य – १०५ पिरियड, पद्य – ७० पिरियड, व्याकरण – ३० पिरियड र निबन्ध – १९ पिरियड।

६:०३ मूल्याङ्कनका अवधारणाहरू नमुना प्रश्न–पत्रमा सत्रिविष्ट हुनेछन्।

६:०४ पाठ बहिर्भूत शिक्षणीय क्षेत्रहरू जस्तै– आकस्मिक वक्तृता (भाषण), तर्क (वाद–विवाद) प्रतियोगिता, पुस्तकालय अध्ययन, कविता लेखन, भित्रे पत्रिका, पत्रिका–अखबार पढ्नु, अन्तर्वार्ता लिनु, सांस्कृतिक कार्यक्रममा भाग लिनु, कसरत आदि सामग्रिक तथा अविराम मूल्याङ्कनको पुस्तक र शैक्षिक दिनपञ्छी आदिमा बेला–बेलामा गाभिने छ।

७:०० पाठ्यपुस्तकको योजना, कलेवर / आकार इत्यादि निर्धारण :

नवौं र दसौं कक्षाका निम्ति भित्रा-भिन्नै एक-एकवटा पाठ्यपुस्तक (साहित्य) हुनेछन्। व्याकरण दुवै कक्षाका निम्ति एउटै किताप रहने छ।

पाठ्यपुस्ककमा ७० प्रतिशत गद्य र ३० प्रतिशत पद्य रहने छ। यी दुइटा कक्षामा ४० प्रतिशत पाठ साहित्यकेन्द्रीक हुनेछ। पाठ्यपुस्तकको पृष्ठ सङ्ख्या १५० भित्र रहने छ। आकार १/८ डिमाई, अक्षर १२ प्वाइन्ट र टिप्पणी, अभ्यास, निर्देशन आदि १० प्वाइन्टमा लेखिने छ

८:०० मूल्याङ्कनः

८:०१ विद्यार्थीवर्गले हरेक कक्षामा भाषायो योग्यता कतिसम्म आर्जन गरे त्यो कुरो मृल्याङ्कनद्वारा जात्र वा नाप्न सकिन्छ। पाठ्यपुस्तक र पाठवहिर्भूत दुवै क्षेत्रमा सामग्रिक रूपमा मूल्याङ्कनको व्यवस्था रहने छ। प्रत्येकवटा एकाइको सामयिकी मूल्याङ्कनद्वारा पछौटे छात्र-छात्राको पत्तो लगाएर परिपूरक (remedial) शिक्षणद्वारा उनीहरूलाई पनि अघि बढाएर ल्यउनु पर्दछ। आर्कातिर शिक्षक/ शिक्षिकाहरूले पनि आप्नो शिक्षण पद्धति / कौशलमा रहन गएका भूल-त्रुटिहरू सँच्याई सूधारमूलक पद्धति /कौशल ग्रहण गर्न सक्नेछन्। मूल्यायनद्वारा विद्यार्थीहरूको विद्यायतनिक र सहविद्यायतनिक दुवै क्षेत्रकै मूल्यायन गरिने छ। यो पद्धति सम्बन्धमा सबै कुराहरू परिषद्द्वारा प्रकाशित शेक्षिक दिनपञ्जी र Continuous and comprehenshive Evaluation नामक दुई पुस्तकमा विस्तारपूर्वक लेखिएको छ।

विद्यायतनिक क्षेत्रका मूल्यायनका लागि यसरी अङ्क वितरण गरिएको छः

गद्य	–	३५
पद्य	–	२५
विस्तृत अध्ययन	–	१०
निबन्ध लेखन	–	७
व्याकरण	–	१५
वाक्य गठन, भावविस्तार दर्खास्त लेखन	–	८
मोठ अङ्क	–	१००

नेपाली मातृभाषा विषयको प्रश्नपत्रको खाका र पाठ्यक्रमको विषयवस्तु
Subject Code – 10
Class - X

कक्षा - ९०　　**पाठ्यपुस्तक** - नेपाली साहित्य प्रवेश भाग - २
समय - ३ घण्टा　　पूर्णाङ्क - १००

खण्ड	एकाइ र पाठ	अर्धवार्षिक परीक्षा (अङ्क)	वार्षिक परीक्षा (अङ्क)	कुल अङ्क
गद्य	२. संस्कृति ३. अरण्ययात्रा ५. श्रीनिवास रामानुजन ६. सिक्युरिटी एक्ट	✓		
	८. पु...प्पु...पुरी ९. इन्टरनेटको स्वाद १०. खाने मुखलाई जुँघाले छेक्तैन ११. एक महान साहित्यकारको आँगनमा पुगेको दिन		✓	
पद्य	१. मेरा नजर्मा राम प्यारा छन् ४. तिनको घाँसिया गीत	✓		
	७. उमानन्द	✓	✓	
	१०. मेरे भित्री मान्छे १२. उज्यालो रात			
द्रुतपाठ	पाठ्यपुस्तक - विविधतापूर्ण असम	✓	✓	
व्याकरण	पाठ्यपुस्तक - सरल नेपाली व्याकरण र रचना भाग-३		✓	

खण्ड	एकाइ र पाठ	अर्धवार्षिक परीक्षा (अङ्क)	वार्षिक परीक्षा (अङ्क)	कुल अङ्क
	All the grammar portion of class IX and the following पाठ – क्रिया र यसका काल, कारक र विभक्ति, सन्धि, करण र अकरण,	✓		
	समास, शब्दका प्रकार (तत्सम, तद्भव आदि)। रचना–उखान–तुक्का र तिनको प्रयोग, चन्द्रबिन्दु र शिरबिन्दुको प्रयोग, पदयोग, र पदवियोग, शुद्धीकरण, भाव विस्तार। निबन्धलेखन।	✓	✓	
	पूर्णाङ्क	**100**		**100**

* Questions from each Unit/Lesson will carry marks 2-15.

KARBI (MIL)

Subject Code - 58

Sirkep-angdeng (Class IX)

Lamphrang :

Lam akleng pensi Lam kacharli abidi-karju, kaningje, kaporhi lapen ke ketok kacharli mate ansose kapaphrang dunji aphan kapanong pensi labangso a SYLLABUS sonse pon lo. Lam akelng henlo kado kave chingki chethan mate hamphang lapen jutang ale, lammet heihui kahumri mate kacharli pen kapaphrang dun unji aphan bor-ih pon lo. Labangso akimi aron ateng pen Loh kacharli aosomar atum ta emethang alam kacharli pen mo ale kedoji aphan si matha pon lo. Monit akai, lam lapen lammet pen kacherop kedo ason heihui akaprek kaprek angdeng along mo kapaklang ponji aphanta matha pon lo.

Lam kacharli abang akemang ke lam alamtasam, Amek kapacho heihui aron ateng pen mate choklim pen kacharli henlo. Ladet pen ke loh kacharli aosomar atum Lammet kachinghon thek, amethang adet mate ahamphang kachinghon thek, amethang-methang jutang heihui henlo kenangsot akemang. Hamphang mate Jutang-jubat ateng pen emethang kacheklang donji le pute, la ta lam kacharli abang aphan isi akenangsot lo. Ahokpet ke, Lam akleng kecharli pen kecharli abang aotakun choklim pen monit pu kacheman henlo ahokvet akemang.

KEMANG ASON :

1.00 Nonjong UPPER PRIMARY angdeng along kacharlitang akaprekkaprek lam atovar aphuthak kachini pen, kamatha thek pen emethang ekai along amo chepado pon thek po.

1.01 Akimi akimi lam akrong chepathek pame pen chingki chethan dun thek po.

1.02 Lam kethek pame mate kethek abidi chepathek pon po.

1.03 Ove angthun pen kachethan alam kepaphrang ponji aphan kabor ih pon.

1.04 Karju, kaningji, kaporhi lapen ketok kepakom pon.

1.05 Kachingvai, Lam kachedan mate mai alongkachepate dun lapen kephadun ta thek pon po.

1.06 Ajat akisung mate katora ason heihui aphuthak emethang lamthe ejai kajoipon lapen SOLUTION ta thekpo.

1.07 Loti kimi, munthiparsik, kacharli aosomar aphan ning kaparong, Sai keklem abidi kethek pame pen akai arjon along APPLY dun thekpo.

1.08 Ajat alam mate asai munthi pame pen amethang ateng pen lamthe jaipon thekpo.

1.09 Lam lapen Lammet kacharli pen akaprek-kaprek alammet mate ajutang ta thekpon mate chini pon po.

1.10 Amethang kethek pame ason ta pachethang mate paklang pon thekpo.

KACHARLI NANGJI ASON :

Kenangsot akemang :

2.00 Karju - kaningje :

2.01 Asontin akatora, Lamjai, kachingvai, tomoso mate tokjirmi heihui karju - kachini ateng pen ningje mate than pame thek po lapen ke akai arjon along APPLY dun thek po.

2.02 Rong-aje achatai heihui kethek long mate karju long ateng pen amethang ta laheihui along kachepate dun thek po.

2.03 Kaningje alam, abang alam, aot-akun heihui munthi pame pen satlang long det aphi asat chethek long po.

2.04 Voreng avarsai aphuthak kaningje alam, kachingvai alam heihui karju pen aron ateng pen munthi pame lote, akai along akerap long ponji.

2.05 Kroi pangtar, Sailangno heihui aron ateng pen kachini pon mate munthi pame pon thek po.

2.06 Ning kamatha alam lapen anut kaprek nangkarju ason mate alam ningding pen arju dun'et aphi thak dun

thekpo lapen ke amethang ta lamthe jaidun thekpo.

2.07 Lamseng ase armung, pasang angthek heihui ateng pen choklim lapen klardak ate'ot pen ningje pon thek po.

2.08 Akarprek-kaprek lun, hirjir, chesikse pin pen lam kejai, Quiz (karjupatar) heihui along kachepate dun thekpo.

2.09 Aron ateng lapen kalile aron ateng pen monit rat aphan manpeng kipi mate panong unpo.

2.10 Thekdun longlor mate akatora than pon thekpo.

2.11 Arta pakleng lapen arta jumhek mate isivet aove atum pen ta aot keme pen chingki-chethan pon thekpo.

2.12 Lingjen aling mate manpeng alam kamatha thek pen akeprekkaprek adim along lam jaipon thekpo.

2.13 Anut kaprek kaningje alam lapen lam-ate'ot heihui aphan manpeng paklag pon thekpo.

3.00 Kaporhi - ketok "

3.01 Choklim ate'ot, ase armung lapen ardi kedojot pen kaporhi ateng pen lamseng heihui ta seng pon thekpo.

3.02 Ase armung, ate'ot heihui pachoklim pen paprapjin pen porhi thekpo.

3.03 Kaporhi mate ketok ahut pasang angthek aphuthak chini pon po.

3.04 Angdeng aling loh kaporhi mate ketok heihui ta paprap pon thekpo.

3.05 MAP, kenangji ason, tomoso, hirjir, tokjirmi heihui kethek long mate ametheng tokthek pame po.

3.06 Kethek long mate karju long, tengne un'eh akatora alam lapen ke methang akai kephotang akisung aphuthak tok thekpo.

3.07 Angtan, detpi, methang longri jutang-bubat lapen kheiso atum ajutang aphuthak charli pen angkur alam chini pen khei apharman pachematha.

3.08 Kai along choklim pen lamtasam ke'en pon.

4.00 Kematha dam nangji :

4.01 Lo kacharli abidi, ason heihui aphuthak kamunthi thek ajakong kepalong lapen halahai asai, athe lepen

ale kepangbar ajakong kepalong.

4.02 Ajat ason aphuthak abe mate abe dunde pen jongjun alamthe chepaklang dunthek ji aphan.

4.03 Kechok-kechokche kilinthek ajajong kepado.

4.04 Detpi ajutang-jubat aphan man-peng kipi lapen laso aphuthak boijanic aning angthin pen kematha dun.

5.00 Lo along paklang pon nangji akrong ason :
Detpi tokbor kacharli aron jasemet son kep :

India jokvan kachesong aphurkimo
Detpi aron aloh kekroi lapen adai kache'en
India adet kemesen kechokijun akenangsot alam
India adet prekjam-prekjam nong kachethangklong jutang jubat
Democracy lapen dhorom lapen jeng-jati chepupe pin pen Pinso lapen arlso kephlak kapave (pinso lapen arloso aphan isivet amek pen kelang)
Varmon aphan kepajok
Hamso keboche aron kedeng
Science pen kepachingbar pen kematha dam
India lapen khei lammet
Hamphang adai kache'en (Government akhi keraikom pi)

Kelangdun un'eh, kithurkhrap heihui pen chepehelo si ahokpet pen kedo, kecheroktok, a'ot adur, man-peng kipi, kecherap-kacheto, apor pangho tapte, ingsamjin, arpu kache'en, kanghon, kangjinso, Det mate khei kachinghom, varmon aphuthak kacheroktok, jutang aphan man kachipi, ningchethe, klardak lapen tongsekot pen bidi kiri, angthin kethe.

Anparta kepaphihup lo charli osomar atum aphan kangathurpon (kebeng-kephan kephovet atum), soluk-sodak kavepin aron ke'en pon, kai kerengji abidi lapen sai keklem ajutang kangthur hei hui aphuthak ardi kipi pon.

5.01 Lamjir ason : Kitap along lamjir, kai lammo pherangke, kijun-kelang, lamkan hei hui.

5.02 Kaparlo pon : Kitap along hako ahut alam, ove alam

nonmalom akai aphuthak tok ponlo.

5.03 Ke'en pon kakrong : Dampri-dampro, apor (Gari kiding, Bus), birta kachelo (P.C.O, Akash vani, birta aloh, T.V, Computer, Mobile phone) Rongrup keparngri (Rong asar amai, thana), longri lapen khei kaprek pen kachingkiji alam akenang aphuthak chini kenangsot.

5.04 Lamseng kepathi.

Tokjirmi : Munthi parsik ason/Scientist/Rong-age ason/Katora angdak.

Asanchom	Alo amen	Chiklo jonthrok asatlang	Ningkan isi asatlang
7	Chuningri aloh ketok		
8	Tokjirmi		
9	Porhi kepaprab akitap		
	Group - B		
10 11	Lamjir ason Kasa'ur Sarthe BDO keman Hirjir Rongkim Kepanohe		
12	Lam-marjong Lamlar : Lamthe ajor parlin, lamchor, lamthe Chingbar, lamthe kimi		
	Parumpet pen	100	100

Text book : Karbi Lammet Amunjin (Sirkep ang deng)

6.00 KACHARLI-KECHARLI NANGJI ASON :

6.01 <u>Kacharli nangji ason</u> :

Ingkung chethan-chemun along - phan pharo 45%

Ason kaprek asai along - phan pharo 25%

Lamtasam pen tokjirmi along	-	phan pharo 15%
Choklem chodam amo along	-	phan pharo 8%
PROJECT WORK along	-	phan pharo 5%
Thanpare lethot avarsai along	-	phan pharo 2%
		Phan 100

6.02 Apor pachini : Ningkan along saiklem arni 262 angbong pen SCHOOL along akaprek-kaprek asai aphan arni 16 lapen satlang aphan arni 16 an lo le pute, loh kaporhi arni ke 230 vet po. Aruitin along period 7 an loh thanpon lote, 'Lam Akleng' aphan ningkan isi along PERIOD 259 long pon po. Loh aber paklang pon lo-
Lamjir - PERIOD 111
Hirjir - PERIOD 74
Lamtasam - PERIOD 37
Tokjirmi - PERIOD 37

(Apor ateng pen chelarphlot le pute Loh kacharli DIARY along paklang pon thuji)

6.03 Satlang ason kachini paklang pon ra karju alo along pado pon po.

6.04 Kitap pen angtan akenangsot ason heihui ke lapu henlo - Chesikse pinpen lam kejai, lamthama kachepate, lohpura along kacharli, Hirjir, lamsai mate birta aloh kelang, ok-kachepharang heihui satalang akitap lapen ke kacharli a DIARY along pado pon lo.

7.00 <u>Kitap ason kenangji kedo anta ason choklem</u> :

Sikkep lapen kep angdeng aphan akaprek-kaprek lammet akitap doji.

Ingdeng hini aphanta kaporhi-paprap akitap lapen lamtasam akitap ta kenangsot lo.

Lammet akitap alaong aphan pharo 70% lamjir lapen phan pharo 30% hirjir doji. Ingdeng hini along ta phan pharo 40% angkung ke lammet ateng po. Akitap aphar ke 150 angbong si doji.

8.00 Satlang :

Loh kacharli aosomar atum Lam kacharli pen angdeng tin along koan si chepathek lo ma laheihui ke satlang

pen si chiniji. School akitap lapen kita pen angtan, la soni atovar mate ason along ta satlang aron mate avarsai doji. UNIT-asatlang tin along pen kethek kedermuchot aosomar aphan pangthek si thanparelethot abidi mate avarasi pe pathek pon nang po. Ladet pen thankuru atum ta amethang kethan aron along kedo klardak pen thekthemuchot ason heihui sitame akejoi aron ateng pen kapathekji aphan bor-ih pon nang po. Satlang ateng pensi charlibang atum aphan School along kecharli ason do anta satlang enpon po. Labangso aron aphuthak kado kave alam COUNCIL pen kapaklang pon "Kacharli a DIARY" lapen "CONTINUOUS ANG COMPHREHENSIVE EVALUATION " akitap along ketok pon tang dolo.

School along kacharli ason do anta satlang aphan aber kapaklang pon ason si MARKS thak pon po.

Sanchom - Isi (Unit-1)			**Sanchom _ Hini (Unit-2)**		
Lamjir	__	25	Lamjir	__	10
Hirjir	__	18	Hirjir	__	8
Lamtasam	__	10	Lamtasam	__	7
Tokjirm i	__	8	Marks		25
Lamseng-pajirmi/			**Sanchom - Kethom**		
Comphrehension			Lamjir	__	10
Letter Writing	__	4	Hirjir	__	8
Kaporhi keprap	__	10	Lamtasam	__	7
Marks		**75**	**Marks**		**25**

Total Marks : 100

(Loh kacharli aosomar atum 'Sanchom-isi' lapen 'Sanchom-hini' kalite "Sanchom-isi" lapen " Sanchom-kethom" akitap ansi porhi pon longji.)

KARBI (MIL)
SUBJECT CODE - 58

Class - IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Unit	Sub-Unit/Lesson	Half yearly Exam	Annual Exam
	Sub- unit/ Lesson		
	Group- A		
	Lamjir Angkung		
1.	Monit a'ot akun Salaple Kekroipangtar lapen otlangno asai	✓	✓
2.	Karbi Kurpho lapen latam kachingri Etum adet akhei lapen kachingri	✓	✓
3.	Akatheang atovar pen kapaphrang arong kachesong	✓	✓
	Hirjir Angkung		
4.	Kamunthi Kai Arphek nangji Kapajok abang	✓	✓
5.	Ning runhup Ru-Semson pen Khorsing Lamtasam		✓
6.	Lingjen alamthe apot, Lamton, Lamthe cherop, Lambeng, Lamthe isi pasang, Lamchor	✓	✓
7.	Isivet alamthe arno ajor kacheprek, choningri akido	✓	✓
8.	Tokjirmi	✓	✓
9.	Prapjin pen ketok	✓	✓
10.	Lamjir Kasa'ur (Pollution) Sarthe BDO Keman	✓	✓

11.	Hirjir Kapanohe Rongkim	✓	✓
12	Lamtasam Linjen, Kacheprek alamthe, Lamthe ajor kaprek kachelar, Tokjirmi lamthe keseng	✓	✓
	Pangrumpet	100	100

Text book : Lammet Amunjin
(Sirkep angdeng apharman)

* Questions from each Unit/Lesson will carry marks 2-15.

KARBI (MIL)
SUBJECT CODE - 56

Class - X **Time : 3 hours**
Pass Marks : 30 **Full Marks : 100**

Unit	Sub-Unit/Lessons	Course	
		Half yearly	Final
	Lamjir Angkung		
1.	Serdihun	✓	✓
2.	Hako ahut Bharat ahikha	✓	✓
3.	Internet akeme lapen akaheno	✓	✓
4.	Arunima Singha		✓
5.	Toklang kacharli ahut lapen khei aphan keklem nangji asai	✓	✓
6.	Ning aro kedo lapen ovechu amirjeng		✓
7.	Talo akung kejuidam		✓
8.	Lamjir	✓	✓
9.	India arlo jutang aphuthak Jirsong aterank		✓
10.	Hirjir	✓	✓
11.	Arphek nangji	✓	✓
12.	Kai	✓	✓
#	**Pangrumpet**	**100**	**100**

* Questions from each Unit/Lesson will carry marks 2-15.

SANSKRIT
(A part of the First Language as Group C)
Class : IX - X

Objectives :

1.00 To acquint the pupil with Elementary knowledge of Sanskrit so as to enable him to understand and use his First language with proficiency.

2.00 To facilitate the use of Sanskrit words and derivatives thus providing wider scope for the pupil to express various ideas through his first language.

3.00 To provide better understanding of scientific vocabulary.

Class IX : A reader of about one hundred pages is to be prescribed. It should have two parts, one for class IX. There should be lessons on prose and poetry. The lessons should be specially prepared in easy lucid language incorporating descriptive, reflective topics of popular and secular interest. One or two dialogue passages suitable for the stage and specially adapted for the purpose should also be included. Lessons on poetry should be of broad common interest and may be suitably adopted from the Epics or similar other works. The book should be annotated.

Grammar and Composition :

One book for all the two classes may be prescribed. The following topics should be included :

Class - IX

1. Textual Grammar — Derivation (3)
2. General Grammar — (7)
   (i) Declension — नर, पति, शिशु, लता, फल, नदी।
   (ii) Conjugation — भू, गम्, पठ्, दृश्, जि, वह् (All are भ्वदिगणीय)
   (iii) Some important अव्यय s (viz. — अतीव, अत्र, अधुना, अपि, इति, इव, एकदा, एव, कदा, तथापि, तदा, यदा, यथा, पुनः) and their uses,

Class - X

1. Textual Grammar — Derivation (3)
2. General Grammar— (7)
   (i) Declension — पितृ, सखि, गो, राजन्, अस्मद्, युष्मद, तद् (पुं)।
   (ii) Conjugation — अद्, अस्, हन्, दा (हवादिगणीय), कृ, नृत्, विद्।
   (iii) Formation of nouns from adjectives and vice verse.

***

Books recomended for grammar :

1. Sanskrit Vyakarana Manjusha –*Board of Secondary Education, Assam (ASTPPC)*
2. Sanskrit Vyakarana Prabha –*Harichara Bjattacjarya*
3. Sanskrit Vyakarana Jyoti –*by Dr. Bharati Goswami, Dr. Jagadish Sarma, Ashok Publication, Guwahati*
4. Sanskrit Vyakarana Surabhi –*by Dr. Rajendra Nath Sarma*

SANSKRIT

(A part of the First Language as Group C)

Marks Distribution

For Class IX – X

Prose — 8

Poetry — 7

Grammar — 10 [Textual Grammar — 3 / General Grammar — 7]

Grammar and composition : One book for all the three classes may be prescribed. The following topics should be included.

Class IX :(1) Declension नर, पति, शिशु, लता, फल, नदी।

***

SANSKRIT

(A part of the First Language as Group C)

Class - IX **Full Marks - 25**

Unit	Lessons	Marks	
		Half Yearly	Final
1.	(i) संस्कृत वर्णमाला (ii) लिङ्गज्ञानम् एकवचनप्रयोगम् च	✓	✓
2.	(iii) द्विवचन - बहुवचनप्रयोग : (iv) लट्-लङ्- लृटलकाराणां प्रयोगः	✓	✓
3.	(v) सर्वनामप्रयोगः-मध्यम-उत्तमपुरुषप्रयोगः	✓	
	(vi) विभक्तिज्ञानम् (vii) पक्षि-वानरकथा		✓
4.	Textual Grammar (Derivation)	✓	✓
5.	**General Grammar** Declension : Sabdas like– नर, पति, लता, नदी,	✓	
	फल, शिशु, पुस्तक		✓
6.	Conjugation : Dhatus like– भू, गम्, पठ्, दृश्,	✓	✓
	जि, वद् (All are भ्वादिगणीय)		
7.	Some important अव्ययs and their uses		✓
	Total	**25**	**25**

Textbook : ऋजु-भारती (नवीनसंस्करणम्) ASTPPC

Grammar : संस्कृत व्याकरण मञ्जूषा **ASTPPC**

Dhatus are in लट्, लोट्, लङ्, विधिलिङ् and लृट् लकार s

* Questions from each Unit/Lesson will carry marks 2-15.

SANSKRIT

(A part of the First Language as Group C)

Class - X **Full Marks - 25**

Unit	Lessons	Course	
		Half Yearly	Final
1.	(i) सुभाषितानि (ii) कारक-विभक्तिपरिचयः	✓	✓
2.	(iii) संख्यावाचक पूरणवाचक पदप्रयोगः (iv) वार्तालापः	✓	✓
3.	(v) क्रीडा अपि आवश्यकी (vi) मुनिमूषिक कथा		✓
4.	Textual Grammar (Derivation)	✓	✓
5.	**General Grammar** Declension : Sabdas like : पितृ, सखि, गो, राजन्, अस्मद्, युष्मद्,	✓	✓
	नद् (पुं)		
6.	Conjugation : Dhatus like : अद्, अस्, हन्, दा	✓	✓
	कृ, नृत्, विद्		
7.	Formation of nouns from adjectives and vice verse		✓
	Total	**25**	**25**

Textbook : ऋजु-भारती (नवीनसंस्करणम्) ASTPPC

Grammar : संस्कृत व्याकरण मञ्जूषा **ASTPPC**

Dhatus are in लट्, लोट्, लङ्, विधिलिङ् and लृट् लकार s

* Questions from each Unit/Lesson will carry marks 2-15.

English (Second Language)

SUBJECT CODE - C1

Classes-IX & X

Rationale:

The goals of a language curriculum are two fold: attainment of a basic proficiency and the development of language as an instrument for basic interpersonal communication and later for abstract thought and knowledge acquisition. One hopes that by the time a student finishes his/her school, she/he would become an autonomous learner. This argues for a language-across-the curriculum approach that breaks down barriers between English and other languages and subject areas. At the initial stages, English may be one of the languages for learning activities designed to enhance children's awareness of their immediate surroundings. It is at this stage that the use of the languages of children may turn out to be most productive for teaching English. It is important to note that children effortlessly learn several languages if adequate comprehensible input is available in anxiety free situations. It is also important to note that simultaneous exposure to several languages does not, as many people tend to believe, 'confuse' children. These facts would constitute significant guidelines for teaching strategies in the classroom.

Input-rich communicational environments are essential for language learning. Inputs include textbooks, learner-chosen texts, class libraries, parallel books and materials in more than one language, media support (learner magazines/newspaper columns, radio/ audio-CD), and authentic materials.

Themes/sub-themes should be in conformity with the learners' immediate environment—physical, social and cultural. These should lead to an understanding and practice of the values enshrined in the Constitution of India, including the Fundamental

Rights and Duties. The various sub-themes to be included are personal relationships, the neighbourhood, the larger community, the nation, the world, etc. In addition to textual materials, various other inputs can be brought into the language classroom, which include cards, charts, advertisements, texts produced by children, brochures, pamphlets, T.V. news, etc.

Background :

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.
- to 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.
- 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 conversation, 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 to 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 discussion /debate

- read poems effectively (with proper rhythm and intonation)
- grasp the theme of the poem and appreciate the creative uses of language
- transcode information from a graph / chart to a description/ report
- write reports on books read or festivals/important days attended.

Content:

The ten core components identified in the National Policy of Education must be suitably integrated in school curriculum. These components, which will cut across all subject areas, should be reinforced in the whole range of inputs (print and non-print, formal and informal) for teaching/learning at various stages of school education.

Since all contemporary concerns and issues cannot be included in the curriculum as separate subjects of study, some emerging concerns like environmental issues, conservation of resources, population concerns, disaster management, forestry, animals and plants, human rights, safety norms and sustainable development should be suitably incorporated in the course content. Course materials should also draw upon following concerns in an integrated manner :

1. Self, Family, Home, Friends and Pets
2. Neighbourhood and Community at large
3. The Nation—diversity (socio-cultural, religious and ethnic, as well as linguistic), heritage (myths/legends/ folktales)
4. The World—India's neighbours and other countries (their cultures, literature and customs)
5. Adventure and Imagination

6. Sports
7. Issues relating to Adolescence
8. Science and Technology
9. Peace and Harmony
10. Travel and Tourism
11. Mass Media
12. Art and Culture
13. Health and Reproductive health

The thematic package given above is suggestive and at each stage should be in line with learners' cognitive level, interest and experience.

Language Items:

In addition to consolidating the grammatical items practised earlier, the courses in Classes-IX and X will seek to reinforce the following explicitly:

- sequence of tenses.
- reported speech.
- use of passive voice
- degrees of comparison
- question patterns
- word order
- preposition
- determiners
- vocabulary (phrases/idioms,etc)
- synthesis of sentences
- clauses, modals, etc.

Curricular Package:

It is recommended that the package for each class (IX-X) will consist of a textbook and a supplementary reader. The textbook should contain about 10 comprehensive units (lessons, exercises

and activities) and at least five/six poems of varying lengths. Besides, it may include an oral/Spoken English component. The supplementary reader will have about eight pieces meant essentially for self-study promoting reading for information and pleasure. In the case of textbooks, it is imperative that layout and illustration etc are treated as integral to the text rather than as mere cosmetic add-ons.

Methods and Techniques:

The methodology will be based on 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, she/he presents language items, contrives situations which motivate the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an intergral feature of the teaching learning process. The electronic and print media could be used extensively. A few suggested activites 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
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs–computer, television, video

cassettes / CD, tapes, software packages etc.

Time Available:

There are about 259 working days available for teaching/ learning etc. amounting to one period per day allotted to the teaching of English. The actual number of teaching days available, however, may be about 239 . The size of the curricular package should be such as can be conveniently covered in the given time.

Evaluation:

Evaluation in language should be continuous and periodic. It should be both oral and written.

Results of tests and examinations should be treated basically as feedback to teachers. They should guide them in programming their teaching and in organising remedial work. Evaluation should be linked to assessment of general proficiency rather than to specific achievements. The evaluation procedure should be continuous and comprehensive in combination with summative evaluation.

❖❖

ENGLISH (Second Language)

SUBJECT CODE - C1

Class -IX
Theory : 90 Marks **Time : 3 hours**
Internal Assessment : 10 Marks **Pass Marks : 30**
Pass Marks in Written examination : 27

Section	LESSON/UNITS	Marks	
		Half Yearly	Annual
A	Reading Comprehension (two prose passages—one seen, another unseen)	✓	✓
B	Writing (translation / amplification, article / story, notice writing / report writing)	✓	✓
C	Grammar (tense, use of passive voice, word order, narration, preposition, degrees of comparison, question patterns)	✓	✓
D	Literature/Textbooks : (Beehive) **Prose :** 1. The Fun they Had, 2. The Sound of Music, 3. My Childhood 4. The Bond of Love, 5. A Visit to Kaziranaga and Sivasagar	✓	✓
	Poetry : 1. The Road Not Taken, 2. The Lake Isle of Innisfree, 3. A Legend of the Northland, 4. No Men are Foreign, 5. A Slumber did my Spirit Seal.	✓	✓
E	Supplementary Reader : (Moments) 1. The Adventures of Toto, 2. The Happy Prince, 3. Weathering the Storm in Ersama, 4. A House is Not a Home	✓	✓
	Total	**90**	**90**
F	Internal Assessment :	10	10
	Grand Total	**100**	**100**

N.B. : Underlined lessons/items are for Half-Yearly Examination.

* Questions from each Unit/Lesson will carry marks 2-15.

Lesson Wise Transaction Days

(GRAMMAR AND COMPOSITION)

ENGLISH (Class - IX)

Months	TOPIC	Nos. of Transactional Days
April	Present Tense	8
	Past tense	7
May	Future Tense	5
	Question Pattern	6
June/August	Preposition	7
	Report Writing	4
September	Amplification	6
	Active Voice	5
	Passive Voice	4
October	Article Writing	4
	Narration	7
November	Tense	9
	Notice Writing	6
December	Degree of Comparison	4
	Story Writing	5
January	Translation	7
	Narration	8
	Preposition	6
February	Comprehension (Seen)	5
	Passive Voice	4

Internal Assessment

Sopken English - 10 Marks

to be evaluated through Spoken English App

Text Books : (1) Beehive
(2) Moments
(3) An Approach to English Grammar (ix-x)

ENGLISH (Second Language)

SUBJECT CODE - C1

Class - X
Theory : 90 Marks **Time : 3 hours**
Internal Assessment : 10 Marks **Pass Marks : 30**
Pass Marks in Written examination : 27

Section	LESSON/UNITS	Marks	
		Half Yearly	Final
A	Reading Comprehension (two prose passages–one seen, another unseen	✓	✓
B	Writing (translation/substance writing (prose),essay/story writing, letter writing/ report writing	✓	✓
C	Grammar : All the grammar portion of class IX and determiners, tense forms, voice, narration, preposition, vocabulary, synthesis of sentences, verb phrases, sentence correction (clauses, modals, etc.)	✓	✓
D	Literature/Textbook (First Flight) **Prose :** 1. A Letter to God, 2. Nelson Mandela : Long Walk to Freedom 3. Glimpses of India (Coorg & Tea from Assam), 4. Madam Rides the Bus	✓	✓
	Poetry : 1. A Tiger in the Zoo, 2. Amanda!, 3. Animals, 4. The Ball Poem, 5. The Tale of Custard the Dragon	✓	✓
E	Supplimentary Reader : (Footprints without Feet) 1. The Midnight Visitor, 2. A Question of Trust, 3. Footprints without Feet, 4. The Hack Driver	✓	✓
	Total	**90**	**90**
F	Internal Assessment :	**10**	**10**
	Grand Total	**100**	**100**

N.B. : Underlined lessons/items are for Half-Yearly Examination

* Questions from each Unit/Lesson will carry marks 2-15.

Internal Assessment :

Sopken English - 10 Marks

to be evaluated through Spoken English App

Text books : (1) First Flight
(2) Footprints without Feet
(3) An Approach to English Grammar (IX-X)

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ENGLISH (IL)
SUBJECT CODE - 12

Class - IX **Time : 2 hours**
Full Marks : 50 **Pass Marks : 15**

	Unit/Lesson	Marks	
		Half Yearly	Annual
1.	**Prose :** 1. The Last Leaf. 2. A Truly Beautiful Mind. 3. Reach for the Top. 4. In the Kingdom of Fools. 5. Kathmandu;	✓	✓
2.	**Poetry :** 1. On Killing a Tree. 2. Wind. 3. Rain on the Roof. 4. The Snake Trying.	✓	✓
3.	**Grammar** 1. Question tags (3) 2. Vocabulary (3) 3. Degrees of Comparison (3)	✓	✓
4.	Comprehension of an unseen prose passage		✓
	Total	**50**	**50**

N.B. : Underlined lessons/items are for Half-Yearly Examination

* Questions from each Unit/Lesson will carry marks 2-15.

Lesson Wise Transaction Days

(GRAMMAR AND COMPOSITION)

ENGLISH (Class - IX)

Months	TOPIC	Nos. of Transactional Days
April	Present Tense	5
	Past tense	6
May	Future Tense	7
	Determiners	9
	Letter Writing (Formal)	7
June	Letter Writing (Informal)	6
	Substance Writing	6
August	Vocabulary	5
	Translation	7
September	Synthesis of Sentences	6
	Story writing	7
October	Verb Phrases	4
	Comprehension (Seen)	7
November	Sentence Correction	8
	Substance Writing	8
December	Voice	5
	Translation	4
	Report Writing	6
	Preposition	7
	Essay Writing	5
Dec/Jan	Narration	9
January	Comprehension (seen)	5

	DISTRIBUTION OF MARKS	Marks	
		Half Yearly	Annual
1.	Four essay type questions from Unit 1 by using any four of the five lessons (4x5)	✓	✓
2.	One reference to the context from any two of the prose lessons from Unit 1 out of which one will be from the lesson from which no questions were set (5)	✓	✓
3.	Four short answer type questions one from each poem (4x2) of Unit -2	✓	✓
4.	Two very short type/Objective type questions (2x1) from any two poems.	✓	✓
5.	For grammatical items isolated sentences be used.	✓	✓
6.	For Comprehension passage, the difficulty level must correlate with the class-IX level		✓
	Total	**50**	**50**

Text books : (1) Beehive
(2) Moments

* Questions from each Unit/Lesson will carry marks 2-15.

***

ENGLISH (IL)
SUBJECT CODE - 12

Class - X **Time : 2 hours**
Full Marks : 50 **Pass Marks : 15**

	UNIT / LESSON	Marks	
		Half Yearly	Final
1.	**Prose :** 1. A Baker From Goa 2. The Proposal, 3. The Thief's Story. 4. A Triumph of Surgery. 5. Bholi;	✓	✓
2.	**Poetry** 1. Dust of Snow. 2. How to Tell Wild Animals 3. The Trees. 4. For Anne Gregory	✓	✓
3.	**Grammar :** All the grammar portion of class IX and the following– (a) Narration (1x3) (b) Voice (1x3) (c) Miscellaneous correction (1x3)	✓	✓
4.	**Composition :** Substance writing of either a prose piece or a poem		✓
	Total	**50**	**50**

N.B. : Underlined lessons/items are for Half-Yearly Examination

* Questions from each Unit/Lesson will carry marks 2-15.

Sl. No.	DISTRIBUTION OF MARKS	Marks	
		Half Yearly	Final
1.	Four essay type questions from the 4 (four) lessons of unit 1 (4x5)	✓	✓
2.	One reference to the context from any of the 2 (two) lessons from unit 1 out of which 1 lesson is the one from which no questions were set.	✓	✓
3.	Four short answer type questions one from each poem of unit 2 (4x2)	✓	✓
4.	Two very short type questions/ objective type questions from any 2 poems (2x1)	✓	✓
5.	For grammatical items, isolated sentences be used.	✓	✓
6.	For substance writing the prose/ poem must be within the difficulty level of the Class X reader.		✓
	Total	**50**	**50**

Textbooks : (1) First Flight

(2) Footprints without Feet

* Questions from each Unit/Lesson will carry marks 2-15.

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GENERAL MATHEMATICS

SUBJECT CODE - C2

Class IX-X

1. Board objectives :

Teaching of General Mathematics at the Secondary stage helps the pupils:

- to know the Mathematical terms, concepts, principles and processes required in carrying out his/her day-to-day problems.
- to provide the necessary background for understanding of the allied concepts of other subjects.
- to provide the necessary background for the study of Mathematics.
- to develop interest in mathematical processes and reasoning.
- to develop the habit of precision and accuracy.
- to develop appreciation for the role of Mathematics in the development of other subjects.

2. Specific Objectives :

The teaching of General Mathematics in the Secondary Schools helps the pupil:

(i) to develop :

- Knowledge and understanding of the real number system (R) viz whole numbers; fractions including decimals, irrational numbers and their basic properties.
- Understanding of various forms of symbolic languages i.e. graphs; formulae; equations, etc.
- ability to translate into and form symbolic language, ability to generalise and build patterns of reasoning, ability to solve problems (i.e. decide upon the necessary facts and discard unnecessary; estimate

results, analyse problems and select the appropriate method and check results).

(ii) To develop the following qualities :

- an attitude of checking computations,
- systematic representation of arguments.
- power of observation and generalisation.
- doing calculations systematically and speedily.

(iii) To develop an appreciation of the contribution of mathematics to life and to the development of other subjects.

(iv) To develop the knowledge, understanding and applications of the acquired knowledge, practical works to be done.

(v) To develop the interest with the help of activity.

Mathematics laboratory works :

Mathematics laboratory is a room wherein we find collection of different kinds of materials and teaching/ learning aids, needed for learning and students understand the concepts through relevent, meaningful and concrete activities. The year-end assessment of activities and project work will be done during the session. The following parameters may be kept in mind for the same:

a) Internal examination may be organised as per the convenience of the schools.

b) Every student may be asked to perform two given activities during the allotted time. Special care may be taken in choosing these two activities to ensure that the students are not put to any kind of stress due to time constraint.

C) Appendix

1: Profs in Mathematics.

2. Introduction to Mathematical Modelling.

These two chapters are very important to develop students' power of reasoning and understanding of mathematical logic. These two areas should be included in practical mathematics. These are to be discussed in the periods dedicated to practical mathematics, i.e. once in a week.

General Guidelines : for Class-IX-X

1. All concepts/identities must be illustrated by situational examples.
2. The language of 'Word problems' must be clear, simple, and unambiguous.
3. All proofs to be produced in a non-didactic manner, allowing the learner to see flow of reason. Wherever possible give more than one proof.
4. Motivate most results. Prove explicitly those where a short and clear argument reingorces mathematical thanking and reasoning. There must be emphasis on correct way of expressing their arguments.
5. The reason for doing ruler and compass construction is to motivate and illustrate logical argument and reasoning. All constructions must include an analysis of the construction, and proof for the steps taken to do the required construction must be given.

Marks distribution on practicals/project works

Internal Assessment for Classes IX & X

1) Practicals	7
2) Project	3
Total	10

Class - IX

Units :

I. Number Systems
II. Algebra
III. Coordinate Geometry
IV. Geometry
V. Mensuration
VI. Statistics and Probability

Appendix :

1. Proofs in Mathematics,
2. Introduction to Mathematical Modelling.

Number System

1. Real Numbers : (Periods 20)

Review of representation of natural number, integers, rational numbers on the number line. Representation of terminating/non-terminating recurring decimals, on the number line through successive magnification. Rational numbers as recurring/terminating decimals.

Examples of non-recurring/non-terminating decimals such as $\sqrt{2}, \sqrt{3}, \sqrt{5}$ etc. Existence of non-rational numbers (irrational numbers) such as $\sqrt{2}, \sqrt{3}$ and their representation on the number line. Explaining that every real number is represented by a unique point on the number line, and conversely, every point on the number line represents a unique real number.

Existence of $\sqrt{x}$ for a given positive real number x (visual proof to be emphasized). Definition of n^{th} root of real number.

Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)

Rationalisation (with precise meaning) of real number of the type (and their combinations)

$\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{x+\sqrt{y}}$ where x and y are natural numbers and a, b are integers.

Algebra

2. Polynomials (Periods 25)

Definition of a polynomial in one variable, its coefficients, with examples and counter examples, its terms, zero polyonimal. Degree of a polynomial. constant, linear, quadratic, cubic polynomials; monomials, binomials, trinomials. Factors and multiples. Zeros/roots of a polynomial/equation. State and motivate the 'Remainder Theorem with examples and analogy to integers. Statement and proof of the Factor Theorem. Factorisation of $ax^2 + bx + c, a \neq 0$, where a, b, c are real numbers, and of cubic polynomials using the Factor Theorem.

Recall of algebraic expressions and identities. Further identities of the type:

$(x+y+z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx, (x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y),$

$x^3 + y^3 + x^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$

and their use in factorization of polynomials. Simple expressions reducible to these polynomials.

3. Co-ordinate Geometry (Periods 9)

The Cartesian plane, coordinates of a point, names and

terms associated with the coordinate plane, notations, plotting points in the plane, graph of linear equations as examples; focus on linear equations of the type $ax + by + c = 0$ by writing it as $y = mx + c$ and linking with the chapter on linear equations in two variables,

4. Linear Equations in Two Variables (periods 12)

Recall of linear equations in one variable. Introduction to the equation in two variables. Prove that a linear equation in two variables has infinitely many solutions, and justify their being written as ordered pairs of real numbers, plotting them and showing that they seem to lie on a line. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.

Geometry:

1. Lines and Angles (Periods 10)

i) (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180^0 and the converse.

ii) (Prove) If two lines intersect, the vertically opposite angles are equal.

iii) (Motivate) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines.

iv) (Motivate) Lines, which are parallel to a given line, are parallel.

v) (Prove) The sum of the angles of a triangle is 180^0.

vi) (Motivate) If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two remote interior angles.

2. Triangles (Periods 20)

i) (Motivate) Two triangles are congruent if any two

sides and the included angle of one triangle is equal to any two sides and the included angle of the other triangle (SAS Congruence).

ii) (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal to any two angles and the included side of the other triangle (ASA Congruence).

iii) (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence)

iv) (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle.

v) (Prove) The angles opposite to equal sides of a triangle are equal.

vi) (Motivate) The sides opposite to equal angles of a triangle are equal.

vii) (Motivate) Triangle inequalities and relation between 'angle and facing side; inequalities in a triangle.

3. Quadrilaterals : (Periods 10)

i) (Prove) The diagonal divides a parallelogram into two congruent triangles.

ii) (Motivate) In a parallelogram opposite angles are equal and conversely.

iii) (Motivate) In a parallelogram opposite sides are equal and conversely.

iv) (Motivate) A quadrilateral is a parallelogram if a pair of its oppsite sides is parallel and equal.

v) (Motivate) In a parallelogram, the diagonals bisect each other and conversely.

vi) (Motivate) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and (motivate) its converse.

4. Area : (Period 4)

Review concept of area, recall area of a rectangle.

i) (Prove) Parallelograms on the same base and between the same parallels have the same area.

ii) (Motivate) Triangles on the same base and between the same parallels are equal in area and its converse.

5. Circle : (Period 15)

Through examples, arrive at definitions of circle. related concepts, radius, circumference, diameter, chord, arc, subtended angle.

i) (Prove) Equal chords of a circle subtend equal angles at the centre and (motivate) its converse.

ii) (Motivate) The perpendicular from the centre of a circle to a chord bisects the chord and conversely, the line drawn through the centre of a circle to bisect a chold is perpendicular to the chord.

iii) (Motivate) There is one and only one circle passing through three given non-collinear points.

iv) (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the centre (s) and conversely.

v) (Prove) The angle subtended by an arc at the centre is double the angle subtended by it at any point on the remaining part of the circle.

vi) (Motivate) Angles in the same segment of a circle are equal.

vii) (Motivate) If a line segment joining two points subtends equal angle at two different points lying on the same side of the line containing the segment, the four points lie on a circle.

viii) (Motivate) The sum of the either pair of the opposite angles of a cyclic quadrilateral is 180^0 and its converse.

Mensuration

6. Areas :

i) **Surface Areas and Volumes :** (Periods 4)

Area of a triangles using Heron's formula (without proof) and its application in finding the area of a quarilateral.

ii) **Surface Areas and Volumes :** (Periods 10)

Surface areas and volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/cones.

Statistics and Probability

1. ***Statistics :*** (Periods 13)

Introduction to Statistics : Collection of data, Presentation of data-tabular form, ungrouped/ grouped, frequency polygons, qualitative analysis of data to choose the correct form of presentation for the correct data. Mean median, mode of ungrouped data.

2. ***Probability :*** (Periods 12)

History, Repeated experiments and observed frequency approach to probability. Focus is on empirical probability. (A long period of time to be devoted to group and to individual activities to motivate the concept; the experiments to be drawn from real-life situations, and from examples used in the chapter on statistics).

Appendix

1. Proof in Mathematics :

What a statement is; when is a statement mathematically valid. Explanation of axiom/ postulates through familiar examples. Difference beteen axiom, conjecture and theorem. the concept and nature of a 'proof' (emphasize deductive nature of the proof, the writing of a proof. Illustrate deductive

proof with complete arguments using simple results from arithmetic, algebra and geometry (e.g., product of two odd numbers is odd etc.) Particular stress on verification not being proof. Illustrate with a few examples of verifications leading to wrong conclusions-include statements like “every odd number greater than 1 is a prime number”.What does disproving mean, use of counter examples.

2. ***Introduction to Mathematical modelling :***

The concept of mathematical modelling, review of work done in earlier classes while looking at situational problems, aims of mathematical modelling, discussing the broad stages of modelling in real life situations, setting up of hypothesis, determining an appropriate model, solving the mathematical problem equivalent, analyzing the conclusions and their real-life interpretation, validating the model. Examples to be drawn from ratio, proportion, percentages, etc.

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LIST OF PRACTICALS IN MATHEMATICS
FOR CLASS-IX

1. Draw the Square Spiral
2. Locate the following irrational numbers on the Number line

   $(i) 3+\sqrt{2}$ $(ii) 2+\sqrt{3}$

   $(iii) 3-\sqrt{2}$ $(iv) 4-\sqrt{3}$

   $(v) 2\sqrt{3}$ $(vi) 3\sqrt{2}$

   $(vii) -2\sqrt{3}$ $(viii) -3\sqrt{2}$
3. Represent $\sqrt{7.9}$ on the Number line.
4. The relation betwen the two scales of temperature in Fahrenheit and Celsius is given by the following equation:

   $F=\left(\frac{9}{5}\right)C-32,$ where F represents Fahrenheit and C represents Celsius.

   Draw the graph of this equation and answer the following question with the help of the graph.

   (i) If the temperature is 30^0C, what is the temperature in Fehrenheit?

   (ii) If the temperature is 95^0F, what is the temperature in Celsius?

   (iii) If the temperature is 0^0C, what is the temperature in Fahrenheit and if the temperature is 0^0F, what is the temperature in Celsius?

   (iv) At what point temperature in Fahrenheit and Celcius scale are numerically equal?
5. Verify all the properties of parallel lines related to various types of angles formed by a transversal with the parallel lines?

6. Verification of angle sum property of triangle.
7. Verification of angle sum property of quadrilateral.

Verification of the following two theorems.

8. Angles opposite to equal sides of an isoceles triangle are equal.
9. The sides opposite to equal angles of a triangle are equal.
10. If two sides of a triangle are unequal, the angle opposite to the longer side is larger (or greater)
11. In any triangle the side opposite to the larger (greater) angle is longer.
12. A diagonal of a parallelogram divides it into two congruent triangles.
13. In a parallelogram opposite sides are equal.
14. In a parallelogram, opposite angles are equal.
15. The diagonals of a parallelogram bisect each other.
16. If the diagonals of a quadrilateral bisect each other, then it is a parallelogram.
17. If the diagonals of a quadrilateral bisect each other, then it is a parallelogram.
18. The line segment joining the mid points of two sides of a triangle is parallel to the third side.
19. Parallelograms on the same base and between the same parallels have equal area.
20. If the angles subtended by the chords of a circle at the centre are equal, then the chords are equal in length.
21. The perpendicular from the centre of a circle to a chord, bisects the chord.
22. The line drawn through the centre of a circle to bisect a chord is perpendicular to the chord.
23. There is one and only one circle passing through three given non-collinear points.
24. Equal chords of a circle (or of congruent circles) are equidistant from the centre (or centres)

25. Chords equidistant from the centre of a circle are equal in length.
26. The angle subtended by an arc at the centre is double the angle subtended by it at any point on the remaining part of the circle.
27. Angles in the same segment of a circle are equal.
28. The sum of either pair of opposite angles of a cyclic quardriateral is 180^0
29. Verification of Heron's Formula for area of triangle.
30. Construct a cuboid and verify the formula of its surface area.
31. Construct a cube and verify the formula of its surface area.
32. Construct a frequency distribution table showing cummulative frequency of certain data collected by yourself practically and draw the histogram and frequency polygon. (This practical should be compulsory)
33. Find the probability of getting head and tail from the experiment of tossing a coin practically. (students should toss the coin at least hundred times)
34. **Project :** (1) Write a brief history on Geometry/Algebra/ Trigonometry.
    (2) Write about the discoveries/invensions of 3/4 great mathematicians.

Important Note :

N.B. - Students should do at least 15 practicals and at least one project work.

Revised syllabus of Mathematics, Class-IX

GENERAL MATHEMATICS

Subject Code : C2

Class : IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Theory : 90
Internal Assessment : 10
Pass marks in written examination : 27

Chapter No.	Chapter Name	Units Required	Units Omitted	Tentative number of classes required	Marks	
					Half Yearly	Annual
	Revision Chapter	Part I	Part II	9	✓	✓
1.	Number System	Whole chapter	Nil	13	✓	✓
2.	Polynomials	Whole chapter	Nil	22	✓	✓
3.	Coordinate Geometry	Whole chapter	Nil	22	✓	✓
4.	Linear Equations in two variables	Whole chapter	Nil	14	✓	✓
5.	Introduction to Euclid's Geometry	Whole chapter	Nil	8	✓	✓
6.	Lines and Angles	Whole chapter	Nil	10	✓	✓
7.	Triangles	Whole chapter	Nil	12	✓	✓
8.	Quadrilaterals	Whole chapter	Nil	11		✓
9.	Areas of Parallelograms and Triangles	Whole chapter	Nil	19		✓
10.	Circles	Whole chapter	Nil	19		✓
11.	Heron's Formula	Whole chapter	Nil	15		✓
12.	Surface Area and Volume	Whole chapter	Nil	12		✓
13.	Statistics	Whole chapter	Nil	12		✓
	Theory Total				**90**	**90**
	Internal Assessment				10	10
	Grand Total				**100**	**100**

Textbook : Mathematics (for class IX), published by ASTPPCL

* Questions from each Unit/Lesson will carry marks 2-15.

GENERAL MATHEMATICS

Subject Code : C2

Class : X **Time : 3 hours**
Total Marks : 100 **Pass Marks : 30**

Theory : 90
Internal Assessment : 10
Pass Marks in Written Examination : 27

Units : Class - X

I. Number Systems
II. Algebra
III. Trigonometry
IV. Coordinate Geometry
V. Geometry
VI. Mensuration
VII. Statistics and Probability

Appendix : 1. Proof in Mathematics
2. Mathematical Modelling

Unit I. Number Systems

Real Numbers (Periods 15)

Euclid's division lemma, Fundamental Theorem of Arithmetic-statements after reveiwing 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 (Periods 6)

Zeros of a polyomial. 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 Liner Equations in Two Variables*** (Periods 15)

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*** (Periods 15)

Standard form of a quadratic equation $ax^2 + bx + c = 0$, ($a \neq 0$). Solution of 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*** **(AP)** (Periods 8)

Motivation for studying A.P. Derivation of standard results of finding the n^{th} terms and sum of first n terms.

Unit III : Trigonometry

1. Introduction to Trigonometry (Periods 18)

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

Trigonometric Identities : Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$, $\sec^2 A - \tan^2 A = 1$, $\text{cosec}^2 A - \cot^2 A = 1$. Only simple identities to be given. Trigonometric ratios of complementary angles.

2. Heights and Distances (Not from examination point of view) (Periods 8)

Simple and believable problems on heights and

distances. Problems should not involve more than two right triangles. Angles of elevation/depression should be only 30^0, 45^0, 60^0.

Unit IV : Coordinate Geometry

Lines (In two-dimensions) *(Periods 15)*

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 (Periods 15)

Definitions, examples, counter examples of similar triangles.

i) (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.

ii) (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.

iii) (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.

iv) (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and two triangles are similar.

v) (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.

vi) (Motivate) If a perpendicular is drawn from the vertex of the right angle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.

vii) (Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares on their corresponding sides.

viii) (Prove) In a right triangle, the square of the hypotenuse

is equal to the sum of the squares of the other two sides.

ix) (Prove) In a triangle, if the square of one side is equal to sum of the squares of the other two sides, the angle opposite to the first side is a right triangle.

2. *Circle* (Periods - 8)

Tangent to a circle at any point on it is motivated by chords drawn from points coming closer and closer to the point.

i) (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.

ii) (Prove) The lengths of tangents drawn from an external point to a circle are equal.

3. *Constructions* (Periods - 8)

i) Division of a line segment in a given ratio (internally).

ii) Tangent to a circle from a point outside it.

iii) Construction of a triangle similar to a given triangle.

Unit : VI. Mensuration :

1. *Areas Related to Circles* (Periods 12)

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 60^0, 90^0, and 120^0 only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

2. ***Surface Areas and Volumes*** (Periods 12)

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 metalic 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* **(Periods 15)**

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

Cumulative frequency graph.

2. *Probability* **(Periods 10)**

Classical definition of probability. Connection with probability as given in Class IX.

Simple problems on single events, not using set notation.

Appendix

1. *Proof in Mathematics*

Futher discussion on concept of 'statement'. 'proof' and 'agrument'. Further illustrations of deductive proof with complete arguments using simple results from arithmetic, algebra and geometry. Simple theorems of the "Given... and assuming... prove...". Training of using only the given facts (irrespective of their truths) to arrive at the required conclusion. Explanation of 'converse', 'negation', constructing converses and negations of given result/statements.

2. Mathematical Modelling

Reinforcing the concept of mathematical modelling, using simple examples of models where some constraints are ignored. Estimating probability of occurence of certain events and estimating averages may be considered. Modelling fair instalments payments, using only simple interest and future value (use of AP).

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LIST OF PRACTICALS IN MATHEMATICS PRESCRIBED
FOR CLASS-X

1. Solve a pair of linear equation by graphical method and to verify the result by any other algebraic method. (Chapter-3)
2. To find the zeros of a quadratic polynomial graphically and verification of the result by any other algebraic method (Chapter-2)
3. **Verification of the formula for :-** (chapter-5)
    i. Sum of first n terms of an AP
    ii. Sum of first n natural numbers
    iii. Sum of first n odd natural numbers
    iv. Sum of first n even natural numbers
4. Verification of Basic Proportionality Theorem. (Chapter-6)
5. Verification of converse of Basic Proportionality theorem. chapter-6)
6. To verify that the ratio of the area of to two similar triangles is equal to the ratio of the squares of their correspoding sides. (Chapter-6)
7. Verification of Phythagoras Theorem.
8. Verification of the formula of area of triangle (in co-ordinate geometry) with the help of the formula of plane geometry. (Chapter-7)
9. Construction of a tangent to a circle at any point on it, when the centre of the circle is given (Chapter-10)
10. To verify that the length of the tangents the drawn from an external point to a circle are equal. (Chapter-10)
11. To obtain the formula for the area of a circle with radius r. (Chapter -12)
12. To construct a right circular cylinder with given height

and circumference. (Chapter-13)

13. To construct a right circular cone with given height and circumference of the circular base. For the cone so formed, to determine its radius and height. (Chapter-13)

14. To construct a quadrilateral with given measure and then to construct a similar quadrilateral.

15. To find mean, median and mode from a primary data collected by the students in a specific subject.

16. To Find the median from a given distribution using graph mentioned below and to verify the result. (Chapter-14)
    - (i) Using less than type ogive.
    - (ii) Using more than type ogive.
    - (iii) Using both less than and more than type ogive

17. **Probability :** (Chapter-15)
    - (a) To find the probability of getting head or tail from the experiment of tossing a coin 100 times.
    - (b) To obtain the probability of an event associated with throwing a pair of dice.

18. Displacement and rotation of triangle. (Chapter-7)

    To verify that under any displacement and rotation of a triangle-
    - (a) Distance between the verities remain unchanged.
    - (b) Area of the triangle remains unaltered.

19. **Project :**
    1) (a) Write a note on Euclid's Division Lemma
       (b) Write a note on Pythagoras Theorem
    2) Write short life history of 3/4 great Mathematicians

N.B. : Students should do at least 15 practicals and at least one project work.

Revised syllabus of Mathematics, Class-X

GENERAL MATHEMATICS

Subject Code : C2

Class : X **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Theory : 90
Internal Assessment : 10
Pass marks in written examination : 27

Chapter No.	Chapter Name	Units Required	Units Omitted	Marks	
				Half Yearly	HSLC Exam.
	Revision Chapter	Whole chapter	Nil	✓	✓
1.	Real Number	Whole chapter	Nil	✓	✓
2.	Polynomials	Whole chapter	Nil	✓	✓
3.	Pair of Linear Equations in two variables	Whole chapter	Nil	✓	✓
4.	Quadratic Equations	Whole chapter	Nil	✓	✓
5.	Arithmetic Progressions	Whole chapter	Nil		✓
6.	Triangles	Whole chapter	Nil	✓	✓
7.	Coordinate Geometry	Whole chapter	Nil	✓	✓
8.	Introduction to Trigonometry	Whole chapter	Nil	✓	✓
9.	Some Applications of Trigonometry	Whole chapter	Nil		✓
10.	Circles	Whole chapter	Nil		✓

Chapter No.	Chapter Name	Units Required	Units Omitted	Marks	
				Half Yearly	HSLC Exam.
11.	Areas Related to Circles	Whole chapter	Nil		✓
12.	Surface Area and Volume	Whole chapter	Nill		✓
13.	Statistics	Whole chapter	Nill		✓
14.	Probability	Whole chapter	Nill		✓
	Theory Total			**90**	**90**
	Internal Assessments			10	10
	Grand Total			**100**	**100**

Textbook : Mathematics (for class X), published by The Assam State Textbook Production and Publication Corporation Ltd., Guwahati-1

* Questions from each Unit/Lesson will carry marks 2-15.

General Mathematics
(For Blind Students)
SUBJECT CODE - 47

1. Board objectives :

Teaching of General Mathematics at the Secondary Stage helps the pupil :

* to know the mathematical terms, concepts, principle and processes required in carrying out his/her day-to-day problems.
* to provide the necessary background for understanding of the allied concepts of other subjects.
* to provide the necessary background for the study of mathematics.
* to develop interest in mathematical processes and reasoning.
* to develop the habit of precision and accuracy.
* to develop appreciation for the role of mathematics in the development of other subjects.
* to provide the necessary knowledge to the pupils for living their life.

2. Specific Objectives :

The teaching of General Mathematics in the Secondary Schools helps the pupil :

i) To develop :

- ❒ Knowledge and understanding of sets, HCF & LCM of natural numbers, discount and related problems on profit and loss, S.I. and C.I. deduction of formulae, linear equations and statistics with activities of every life.
- ❒ Understanding of varius forms of symbols, language i.e. formulae, equations, tables etc.
- ❒ Ability to translate into and form symbolic language.
- ❒ Ability to genralize and build patterns of reasoning.
- ❒ Ability to solve problem (i.e. decide upon the necessary facts and discard the unnecessary, estimate results, analyse problem and select the appropriate method and check results.)

(ii) To develop the following qualities :

- ❒ An attitude of checking computations.
- ❒ Systematic representation of arguments.
- ❒ Doing calculations systematically and speedily.

(iii) To develop the appreciation of the contribution of mathematics to life and for the development of other subjects.

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GENERAL MATHEMATICS

(For Blind Students)

Subject Code : 47

Class : IX **Time : 3 hours**
Theory Total Marks : 90 **Pass Marks : 30**
Internal Assessment : 10
Pass marks in written examination : 27

Units	Content Area	Concept	Marks
		Revision Chapter	
1.	Number System	**1.1. Introduction :** review of represantation of Natural numbers, Integers, Rational numbers. Rational numbers as recurring/terminating decimals.	
		1.2 Irrational Numbers: Existence of irrational numbers such as $\sqrt{2}$, $\sqrt{3}$ etc.	
		1.3. Real Numbers : Explaining that every real number is represented by unique point on number line, and conversely every point on the number line represents a unique real number.	
2.	Polynomials	2.1 **Introduction :** Defination of a polynomial in one variable, its coeficients, with examples and counter examples.	
		2.2. Polynomials in one variable	
		2.3. Zeros of polynomial : Degree of a polynomial. constant, linear, quadratic, cubic polynomials, monomials, binomials, trinomials.	
		2.4. Remainder theorem : State and motivate the Remainder Theorem.	

Units	Content Area	Concept	Marks
		2.5. Factorization of polynomials : Factors & multiples of polynomials.	
3.	Linear Equation in two variables	4.1. Introduction: Recall of linear equation in one variable. Introduction to the equation in two variables.	
		4.2. Linear equations : Prove that a linear equation in two variables has infinitely many solutions, and justify, they are being written as ordered pairs of real numbers.	
5.	Introduction to Euclid's Geometry	History-Euclid and geometry in India. Euclid's method of formalizing observed phenomenon into rigorous mathematics with definitions, common/obvious notions, azioms/postulates.	
6.	Lines & Angles	6.1. Motivate the students that if a ray stands on a line, then the sum of the two adjacent angles so formed is 180^0 and the converse.	
		6.2. Prove that the sum of the angles of a triangle is 180^0.	
7.	Triangles	Definition and area of a triangle.	
8.	Quadrilaterals	8.1. Introduction to the quadrilateral.	
		8.2. Angles sum property of a quadrilateral.	
		8.3. Types of Quadrilaterals.	
10.	Circle	Definition and area of circle.	
11.	Heron's Formula	Area and perimeter of triangle using Heron's formula.	
12.	Surface area and Volume	13.1. Introduction to surface area and volume.	
	Total		**90**

Units	Content Area	Concept	Marks
Sl. No.	**Practical**		
1.	Triangle	Simple proofs on SAS, ASA, SSS congruence:	
2.	Circle	Simple calculations on area of circle.	
3.	Surface area & volume	Calculation of surface area and volume of cube, cuboid and right circular cone.	
4.	Heron's formula	Measuring area of triangles by Heron's Formula	
	Total		**10**
	Grand Total		**100**

* Questions from each Unit/Lesson will carry marks 2-15.

Revised syllabus of Mathematics, Class-IX

GENERAL MATHEMATICS

(For blind Students)

Subject Code : 47

Class : IX **Time : 3 hours**
Theory : 90 **Pass Marks : 30**
Internal Assessment : 10
Pass marks in written examination : 27

Chapter No.	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
	Revision Chapter (PART- I Only)	✓	✓
1.	Number System (Sub units 1.1, 1.2, 1.3, 1.5, 1.6)	✓	✓
2.	Polynomials (Sub units 2.1, 2.2, 2.3, 2.4, 2.5)	✓	✓
4.	Linear Equations in two variables (Sub units 4.1, 4.2)	✓	✓
6.	Lines and Angles (Sub units. 6.1, 6.2)	✓	✓
7.	Triangles (only Definition, area of a triangle)	✓	✓
8.	Quadrilaterals (Sub units 8.1, 8.2, 8.3)		✓
10.	Circle (only Definition and area)		✓
11.	Heron's Formula (Area only)		✓
12.	Surface Areas and Volumes (Sub units 13.1, 13.2, 13.4)		✓
	Theory Total	90	90
	Internal Assessment (Practicals)		
1.	Triangle		✓
2.	Circle		✓

Serial No.	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
3.	Surface areas and volumes		✓
4.	Heron's Formula		✓
	Internal Assessment Total		10
	Grand Total	**-**	**100**

Note : Unit - 3, 5, 9, 11 and 14 are excluded from the syllabus for blind students.

Textbook : Mathematics (for class IX), published by The Assam State Textbook Production and Publication Corporation Ltd., Guwahati-1

* Questions from each Unit/Lesson will carry marks 2-15.

GENERAL MATHEMATICS

(For Blind Students)

Subject Code : 47

Class : X **Time : 3 hours**

Theory Total Marks : 90 **Pass Marks : 30**

Internal Assessment : 10

Pass marks in written examination : 27

Units	Content Area	Concept	Marks
		Revision Chapter	
1.	Real Mumber	Euclids division lemma, Fundamental theorem of Arithmatic-statements after reviewing work done earlier and after illustrating and motivating through examples. Review of representation of real numbers, integers, rational numbers of the number line, Representation of terminating non-terminating recurring decimals on the number line, through successive magnification. Rational numbers as recurring terminating decimals. Examples of non-recurring non-terminating decimals such as $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$ etc. Recall laws of exponents with integral powers. Rational exponents with positive real bases (to he done by particular cases, allowing learner to arrive at the general laws.	
2.	Polynomials	Zeros of polynomials Relationship between zeros and coefficients of a polynomial with particular reference to quadratic polynomials.	
3.	Pair of linear equations in two variables :	Recall of linear equations in one variable. Introduction to the equation in two variables. Prove that a linear equation in two variables, has infinitely many solutions, their being writen as ordered pairs of real numbers. Examples-problems from real life.	

Units	Content Area	Concept	Marks
4.	Quatratic Equations	Solution of quadratic equation of one unknown by different method. Standard form $ax^2+bx+c=0(a,b,c\in R,a\neq 0)$	
5.	Arithmetic progression	Arithmetic progression as a list of numbers in which each term is obtained by adding a fixed number to the preceeding term except the first term.	
6.	Trangles	Definitions, examples, counter examples of simmilar triangles. If in two triangles their corresponding sides are proportional and the triangles are similar.	
Units	**Content Area**	**Concept**	**Marks**
7.	Circles	Definition of tangent to a circle.	
8.	Areas related to circles	Determination of perimeter and area of circle	
9.	Surface area and volumes	Surface area and volumes of cubes, cubiods and right circular cylinder. (only for calculation) Revision of class-IX	
10.	Probability	Introduction and theoretical approach of probability, difinition of outcome, events probability of an event.	
	Total		**90**

PRACTICAL (For Blind Students)

Class - X **Marks - 10**

Sl. No.	Content Area	Concept	Marks
1.	Triangle	Determination of the length of the 3 sides of a triangle and area.	
2.	Circles	Determination of radii of some circles and their areas and diameters.	
3.	Square	Determination of the perimeter of various squares and their areas.	
4.	Rectangle	Determination of the perimeter of various quadrilateral and areas of rectangles.	
	Total		**10**
	Grand Total		**100**

* Questions from each Unit/Lesson will carry marks 2-15.

Revised syllabus of Mathematics, Class-X

GENERAL MATHEMATICS

(For blind Students)

Subject Code : 47

Class - X **Time : 3 hours**
Theory : 90 **Pass Marks : 30**
Internal Assessment : 10
Pass marks in written examination : 27

Chapter No.	Sub-Unit/Lessons	Marks	
		Half Yearly	HSLC Exam.
	Revision Chapter (PART-I Only)	✓	✓
1.	Real numbers Sub-Unit. 1.1, 1.2, 1.3, 1.4	✓	✓
2.	Polynomials Sub-Unit. 2.1, 2.2, 2.3	✓	✓
3.	Pair of Linear equations in two variables Sub-Unit. 3.1, 3.2, 3.4, 3.6	✓	✓
4.	Quadratic equation Sub-Unit. 4.1, 4.2, 4.3, 4.4	✓	✓
5.	Arithmetic Progression Sub-Unit. 5.1, 5.2, 5.3		✓
6.	Triangles : Sub-Unit. 6.1, 6.2, 6.6	✓	✓
10.	Circles : Sub-Unit. 10.1, 10.2		✓
11.	Areas related to circles : Sub-Unit. 12.1, 12.2		✓
12.	Surface areas and volumes : Sub-Unit. 13.1		✓
14.	Probability- Sub-Unit. 15.1, 15.2		✓
	Theory Total	90	90

Sl. No.	Sub-Unit/Lessons	Marks	
		Half Yearly	HSLC Exam.
	Internal Assessment (Practicals)		
1.	Triangle	✓	✓
2.	Circle	✓	✓
3.	Square & Rectangle		✓
	Internal Assessment Total	10	10
	Grand Total	**100**	**100**

Note : Chapter 7, 8, 9, 11 and 14 are excluded from the syllabus for blind students.

Textbook : Mathematics (for class X), published by The Assam State Textbook Production and Publication Corporation Ltd., Guwahati-1

* Questions from each Unit/Lesson will carry marks 2-15.

SCIENCE
SUBJECT CODE - C3
Class - IX-X

Science is taught as General Science at the secondary stage (classes IX-X) of school education. It is a compulsory subject of study. Students learn it as a composite subject and not as a separate discipline like Physics, Chemistry and Biiology.

The aims of teaching science in the Secondary Stage are to :

- ❖ Enable the learners to attain some basic scientific and technological literary.
- ❖ Take the study of science meaningful by linking teaching of scientific principles with daily life experiences of the learners.
- ❖ Provide guidance to the teachers on methods and techniques of learning science to suit the needs of learners of different backgrounds.
- ❖ Nurture the natural curiosity, aestheitc sense and creativity of the learners.
- ❖ Acquire skills for developing scientific temper
- ❖ Enable the learners to acquire some practical knowledge and skills to enter the world of work.

Objectives

The pupils

- ❖ Develop an understanding of facts, concepts, basic principles and laws of science.
- ❖ Understand the methods and process that lead to logical development of scientific knowledge.

- Understand applications of basic scientific principles to solve problems related to daily life.
- Learn about the application of technology in daily life and understand the principles on which they work.
- Learn the techniques, skills and methods of exploring the environment and enrich their experience.
- Learn to observe, collect data, take measurements, formulate hypotheses, perform simple experiments and comunicate scientifically.
- Recongnize the relationship of science, technology and society.
- Recognize the relationship of science, technology and society.
- Develop a scientific attitude and inculcate qualities like open-mindedness, honesty, integrity, co-operation, love and concern for life and environment.
- Learn to think critically.
- Learn to infer and interpret facts, principles and experiments.
- Acquire the skill to solve simple problems based on scientific relations.
- Learn to do experimentation.
- Participate in co-curricular activites like doing projects to solve problems related to agriculture, health, nutrition, protection and preservation of environment etc.
- Cultivate the habit of reading scientific journals, papers reports.
- Develop problem solving and decision making skills.
- The Board has adopted the NCERT science syllabi for Secondary stage w.e.f. the academic session 2013.

NCERT has revised the syllabus on the basis of NCF 2005. In the words of NCERT.

"The exercise of revising the syllabus for science and technology has been carried out with 'Learning without burden' as a guiding light and the position papers of the National Focus Groups as points of reference. The aim is to make the syllabus an enabling document for the creation of textbooks that are interesting and challenging without being loaded with factual information.

The themes chosen for class IX-X are : Food; Materials; The world of the living; How things work; Moving things; People and ideas; Natural phenomena and Natural resources. However the theme 'food has been excluded in class X.

The syllabus is presented in four columns : Questions, Key concepts, Resources and Activites/Process.

The questions lead to delve into the themes/subthemes. In the process the key concepts emerge. The resource and activity/process column guides the teachers to meaningful classroom transaction.

Evaluation :

Assessment of learning is to be done by the process of continuous and comprehensive evaluation and periiodic evaluation (half yearly and annual examination, preparatory examination.) Assessment of learning is to be done continously hand in hand with the process of teaching. This gives a feedback to the teachers to plan strategies for meaningful teaching and learning in the classroom. The areas of evaluation are assessment of knowledge, application of knowledge, understanding of concepts, skill in solving simple numerical problems and drawing. Regular remedial teaching is to be imparted to ensure desirable level of learning of the students.

Science Practicals :

Experimentation is an integral part in science education.

The board has made an endeavour to make students learn science in a joyful manner through simple activites.

Experimentation (Practical) has a weightage of 10%. The is School based assessment i.e. Internal assessment.

Experimental activites :

There are three categories of experiments/activities.

A. Teacher's activity : These have to be demostrated by the teacher in the laboratory.

B. Student's activity : These include simple experiments/activites (from which one is allotted to student in examination on the lottery system). The students shall perform the experiment and write the procedure and results/ conclusion methodically. The minimum number of experiments a students will perform is 3 (covering one each from Phyisics and Chemistry and 1 from Botany or Zoology) The experiments/activity will cary 6 marks. This 6 marks will be distributed in the following way :

I. Performance in examination -3 marks :

For this item any experiment either from Physics or Chemistry or Biology will be selected by the students and perform.

II. Practical record book - 3 marks :

C. Activities relating to model/project preparation, specimen collection etc. For this type of activities the teacher will engage students to develop models of instruments/ideas to prepare science projects based on the facts of their own observations/practical experiences/ field experience/ideas, to prepare charts depicting the life process/ to colect speciments (plants and animals). The teachers will entrust the students for this kind of activities at least six months before their final examination. The students will have to submit their work at leaset 15 days before their commencement of final examination. This item will carry 4 marks.

Evaluation :

Evaluation will be school based. (Internal Assessment)

1. For experiments under category A, the teacher while demonstating the experiments will ask studens relevant questions and will evalute the student out of a total weightage of 2 in eah demonstration. The marks for each student will found by calculating the average mark.

2. (i) For experiments under category B, students will be evaluated on their performance out of a total weightage 3.

   The 3 marks will be distributed as follows : (i) Theory/ Principle : 1 mark, Experiment and result : 2 marks, Total : 3 marks.

(ii) The students are required to maintain a neat well recorded practical book. Marks on the record book is 3.

3. Students will prepare charts/models. The total marks is 2.

SCIENCE PRACTICAL
Class - IX

List of Experiments (Class - IX)

Sl. No. **BIOLOGY**

1. Demostration of different parts of one Dicot and one Monocot plant.
2. Identification of plants
3. Morphological study of Honey bee/Ant/Fish/Spider/ Mollusca
4. Charts on :
   (i) Animal Cell
   (ii) Plant cell.
   (iii) Types of tissues.
   (iv) List of three bacterial and two protozoal diseases with their symptoms.

PHYSICS :

1. To determine valocity and acceletration of a moving body.
2. To Verify Newton's Second Law of Motion.
3. To Study variation of Potential Energy with height.
4. To measure temperature of liquid at various state in Celsius and Fahrenheit scale.

CHEMISTRY :

1. To prepare sulphide from iron filings and sulphur power and to observe the changes in the properties on the consituent elements as they combine to form the compund.
3. To separate the components from mixture of (a) sand and ammonium chloride (b) Common salt and sand.
4. To Study the extent of cooling caused by evaporation on (i) Water (ii) Ethanol (alcohol) (iii) Ether.

5. To determine the Boiling point of water.

List of equipments and materials (Class-IX)

BIOLOGY :

1. Freshly collected paddy plant with roots, stem and leaves intact.
2. White drawing sheet.
3. Eraser
4. Scale
5. Freshly collected mustard plant with roots, stem and leaves intact.
6. Specimen of (i) Basket, grass, (ii) Bermuda grass, (iii) Honey bee (worker) (iv) Termite (worker), (v) Butterfly, (vi) Fish, (vii) Spider, (viii) Mollusca

PHYSICS :

1. A small rubber or marble
2. Two small wooden blocks or match-boxes
3. A foot scale
4. A small toy car
5. A few long paper strips
6. Paper clips
7. An inclined plane
8. A timer cup
9. Thread
10. Wire
11. Colored solution or ink
12. A few coins
13. A spring balance
14. Flour paste
15. A stone (Small size)
16. Cellotape
17. Scissors
18. A support with a hook and scale
19. A glass breaker

20. Thermometer
21. Few pieces of ice
22. Tripod stand
23. Water
24. Spirit burner
25. Wire holder

CHEMISTRY :

1. Porcelain basin
2. Tripod stand
3. Iron fillings
4. Sulphur powder
5. Carbon disulphide
6. Bar or horse shoe magnet
7. Test tubes (3 nos)
8. Beakes (3 nos)
9. Funnel
10. Filter paper
11. Bottle of distilled water
12. Lemon, salt/sugar
13. Sand
14. Starch or egg albumin
15. Spirit lamp
16. Wire gauze
17. Stirrer (glass rod)
18. Ammonium Chloride
19. Cotton
20. Water
21. Ethanol or rectified spirit
22. Ether
23. Thermometer
24. Petridish
25. Stopwatch
26. Pipette/syringe
27. Spring balance

❐❐❐

SCIENCE PRACTICAL
Class - X

List of Experiments (Class - X)

BIOLOGY

1. To prepare a temporary mount of a leaf to demonstrate its stomata.
2. To show that light is essential for potosynthesis.
3. To study binary fission of Amoeba or yeast with the help of prepared slide.
4. To dissect and display differet parts of a complete flower (China rose)
5. To study the morphological characters of cockroach.

PHYSICS

6. To find the image distance due to an object placed in front of convex lens and hence to determine its focal length.
7. To study the image distance corresponding to an object placed at 2f, 3f, 4f distance in front of a convex lens.
8. To study the phenomenon of refraction through prism (by pin method) and hence to determine the angle of deviation.
9. To study the change of current due to variation of resistance in an electric circuit.
10. To study and demonstate the principle of working of electric motor.

CHEMISTRY

11. To show that electrovalent compounds are soluble in water but convalent compounds are not.
12. To show that aqueous solution of ionic compounds conduct electricity.

13. (i) To test the properties of hydrochloric acid with the help of reagents
    (a) Litmus solution (blue/red) or litmus paper.
    (b) Zinc metal
    (c) Sodium carbonate

(ii) To test properties of sodium hydroxide with the help of
    (a) Blue/red litmus solution
    (b) zinc metal
    (c) Sodium carbonate

(iii) Demonstration of a neutralization reaction.

14. To detect the presence of the functional group in carboxylic acid.

15. To study some redox reactions.

List of equipments and materials (Class-X)

BIOLOGY

1. Simple microscope
2. Compund microscope
3. Forceps, brush
4. Watch glass
5. Needle, dissecting needle
6. slides and coverslips
7. Ganong's light screen or black paper
8. Potted plant
9. Beaker
10. Chemical reagents - Ethanol, Iodine solution
11. Slides of Binary fission of Amoeba and yeast

PHYSICS AND CHEMISTRY

1. Insulating copper wire
2. Torch light blub.
3. Lens (convex) focal length, 5cm)
4. Candle/match box

5. Prism
6. Pencil
7. Torch bulb or LED (bulb)
8. Razor Blade
9. Test Tubes, Test tube holders, Bunsen burner or spirit lamp
10. Chemical reagents viz. sodium chloride, copper sulphate, carbon tetrachloride, candle wax, nepthalene, sodium carbonate, pieces of zinc, phenolphthalein, distilled water, ethanoic acid/benzoic acid
11. Flexible wire
12. Adhensive tape
13. Litmus paper-blue and red
14. Match box
15. Bent glass tube (bent at the same angle at both ends)
16. Cork
17. Tissue paper
18. Droppers
19. Pipette
20. Burette
21. Conical flask
22. Beakers
23. Glass rod

❐❐❐

Science, Class - IX

Teaching Points and activities

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
1. **Food** Higher yields	What do we do to get higher yields in our farms?	Plant and animal breeding and selection for quality improvement, use of fertilizers, manures; protection from pests and diseases; organic farming.	Visit to any fish/bee/dairy/ pig etc. farms; data showing harmful effects of insecticides; process for the preparation of compost, vermicompost.	Collection of weeds found in fileds of different crops; collection of diseased crops; discussion and studying composing/vermicomposing. (periods 8)
2. **Materials** Material in our clothing	What kinds of clothes help us to keep cool? Why do wet clothes feel cool?	Cooling by evaporation. Absorption of heat.	Work done in class-VII; glassware, heat source, black paper, thermo- meters.	Experiments to show cooling by evaporation. Experiments to show that the white objects get less hot. (periods 5)
Dfferent kinds of materials	In what way are materials different from each other? Is there some similarity in materials?	All things occupy space, possess mass. Definition of matter.	Everyday substances like wood, salt, paper, ice, steel, water, etc.	To feel the texture, observe the colour and lustre, effect of air, water and heat, etc. on each of the materials. (periods 4)

Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
What are things made of ?	In how many ways can you group the different materials you see around? How do solids, liquids and gases differ from each other?	Solid, liquid and gas; characteristics-shape, volume, density, change of state-melting, freezing.	Wax, water, ice, oil, suger, camphor/ammonium chloride/ naphthalene.	Sorting out a medley of materials, in various ways, Observe shape and physical state of different materials.
	Can materials exist in all the three states?	Evaporation, condensation, sublimation.		Observe effect of heat on each of the resources. (Teacher to perform the experiment for camphor, ammonium chloride and naphthalene.) (periods 4)
	What are things around you made of ?	Elements, compounds and mixtures.Heterogeneous and homogeneous mixtures.	Samples of commonly available elements, compounds and mixtures. Samples of solution, suspension and colloid.	Discussion on claims 'Air is a mixture' (Mixture of what? How can these be separated?), 'Water is compound' and 'Oxygen is an element'.
	What are the various types of chemical substances?	Colloids and suspensions.		
	Do substances combine in a difinite manner?	Equivalence-that x grams of A is chemically not equal to x grams of B.	Historical accounts. Glassware, chemicals (oxalic acid, sodium hydroxide, magnesium ribbon.)	Titration using droppers or syringes, quantitative experiments
	How do things combine with each other?	Particle nature, basic units; atoms and molecules.	Kits for making molecular models.	Discussion on the fact that elements combine in a fixed proportion. Through discussion on chemical formulae of familiar compounds.
	Are there any patterns which can help us to guess how things will combine with each other ?	Law of constant proportions, Atomic and molecular masses.	Historical account including experiments of Lavoisier and Priestly.	

Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	How do chemists weith and count particles of matter?	Mole concept. Relationship of mole to mass of the particles and numbers. Valency. Chemical formulae of common compounds.		Simple numericals to be done by the students. A game for writing formulae. e.g. criss crossing of valencies to be taught through dividing students into pairs. Each student to hold two playcards: one with the symbol and the other with the valency. Keeping symbols in place, teacher to move only valencies to form the formula of a compound.
What is there inside an atom?	Can we see an atom or a molecule under a microscope or by some other means? What is there inside an atom?	Atoms are made up of smaller particles: electrons, protons, and neutrons. These smaller particles are present in all the atoms but their numbers vary in different atoms. Isotopes and isobars.	Charts, films etc.	Brief historical account of Rutherford's experiment. (Periods 18)

Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
3. The world of the living Biological Diversity	How do the various plants around us differ from each other? How are they similar? What about animals? How are they similar to and different from each other?	Diversity of plants and animals-basic issues in scientific naming. Basis of classification, Hierarchy of categories/groups, Major groups of plants (salient features) (Bacteria, Thallophyta, Bryophyta, Pteridophyta, Gymnosperms and Angiosperms.) Major groups of animals (salient features) (Non-chordates up to phyla and chordates classes.)	Specimens of some animals, and plants not easily observable around you.	Discussion on Diversity and the characteristics associated with any group. (Periods 14)
What is the Living being made up of?	What are we made up of? What are the different parts of our body? What is the smallest living unit?	Cell as a basic unit of life, Prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles; chloroplast, mitochondria, vacuoles, ER, Golgi Apparatus; nucleus, chromosomes-basic structure, number. Tissues, organs, organ systems, organism,	Permanent slides, model of the human body.	Observation of model of human body to learn about levels of organization-tissue, organ, system, and organism, observe blood smears (frog and human), cheek cell, onion peel cell, Spirogyra, Hydrila leaves (cyclosis.) (Periods 12)

Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
		Structure and functions of animal and plant tissues (four types in animals; meristematic and permanent tissues in plants.)		
How do we fall sick?	What are the various causes of diseases? How can diseases be prevented? How can we remain healthy?	Health and its failure. Disease and its causes, Diseases caused by microbes and their prevention-Typhiod, diarrhoea, malaria, hepatitis, rabies, AIDS, TB, polio; pulse polio programme.	Newspaper artricles, information from health centres, photographs of various causal organisms. Photographs, permanent slides of bacteria.	Surveying neighbourhood to collect information on disease occurence pattern. Studying the life cycle of the mosquito and malarial parasite. Discussion on how malaria is spread, how to prevent mosquito breeding. (Periods 10)
How do substance move from cell to cell?	How do food and water move from cell to cell? How do gases get into the cells? What are the substance that living organisms exchange with the external world? How do they obtain these substances?	Diffusion/exchange of substances between cells and their evnironment, and between the cells themselves in the living system; role in nutrition, water and food transport, excretion, gaseous exchange.	Egg membrane, Rhoeo leaves, sugar, microscope, slides.	Looking at closed and open stomata, plasmolysis in Rhoeo leaf peels. (Periods 15)

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
4. Moving Things, People and Ideas Motion	How do we describe motion?	Motion-displacement, velocity; uniform and non uniform motion along a straight line, accelecration, distance-time and velocity-time graphs for uniform and uniformly accelerated motion, equation of motion by graphical method; elementary idea of uniform circular motion.		Analysis of motion of different common objects. Drawing distance time and velocity time graphs for uniform motion and uniformly accelerated motion. (Periods 12)
Force and Newton's Laws	What makes things change their state of motion ?	Force and Motion, Newton's laws of motion: Interia of a body, interia mass, momentum, force and acceleration. Elementary idea of conservation of momentum, action and reaction forces.	Historical accounts; Experinences, from daily life; wooden and glass boards, sand, balls; wooden support, some coins (say of Rs. 2 or Rs. 5) tumbler; balloons etc.	Demonstrating the effect of force on the state of motion of objects in a variety of daily-life situations. Demonstrate the change in direction of motion of an object by applying force. (Periods 10)
Gravitation	What makes things fall?	Gravitation : Universal law of gravition,	Spring balance	Analysis of motion of ball falling down.

Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	Do all things fall in the same way?	Force of gravitation of the earth (gravity), acceleration due to gravity; mass and weight;free fall.		and of ball thrown up. measuring mass and weight by a spring balance. (Periods 7)
Work energy and power	How do we measure work done in moving anything? How does falling water make a mill run?	Work done by a force, energy power; kinetic and potential energy;law of conservation of energy.	Rope(or string), board or plank, wooden block, ball, arrow, bamboo stick, spring, etc.	Experiments on body rolling down inclined plane pushing another body. Experiments with pendulum. Experiments with spring. Discussion. (Periods 6)
Floating bodies	How does a boat float on water?	Thrust and pressure. Archimedes' principle, buoyancy, elementary idea at relative density.	Cycle pump; board pins, bulletin board, mug, bucket, water etc.	Experiments with floating and sinking objects. (Periods 4)

Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
How do we hear from a distance?	How does sound travel? What kind of sounds can we hear? What is an echo? How do we hear?	Nature of sound and its propagation in various media, speed of sound, range of hearing in humans, ultrasound, reflection of sound, echo and sonar, Structure of the human ear (auditory aspect only)	String, ball or stone as bob, water tank, stick, slinky, rope, echo tube, rubber pipe etc. Model or chart showing structure of human ear.	Experiment on reflection of sound. (Periods 10)

Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
5. How things work **6. Natural Phenomena** **7. Natural Resources** Balance in Nature	Why do air, water and soil, seem not to be consumed? How does the presence of air support life on earth? How have human activities created disturbances in the atmosphere? How does nature work to maintain balance of its components?	Physical resources: air, water, soil, air for respiration, for combustion, for moderarting temperatures, movements of air and role in bringing rains across India. Air, water and soil pollution (brief introduction.) Holes in ozone layer and the probable damages. Bio-geo chemical cycles in nature; water, oxygen, carbon, nitrogen.	Daily newspapers, magazines and other reading materials. Weather reports over a few months and air quality reports over the same time period. Case study material.	Case studies of actual situation in India with more generalised overview of inter relationship of air, water, soils, forests. Debates on these issues using resources mentioned alongside, visit to/from an environment NGO; discusssion. (Periods 15)

SCIENCE

Subject Code : C3

Class : IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Theory : 90
Internal Assessment : 10
Pass marks in written examination : 27

Sl. No.	Chapters	Tentative number of classes required	Marks	
			Half Yearly	Annual
1.	Matter in our surroundings	9	✓	✓
2.	Is matter arround us pure	11	✓	✓
3.	Atoms and molecules	22		✓
4.	Structure of the atom	12		✓
5.	The fundamental unit of life	13	✓	✓
6.	Tissues	12	✓	✓
7.	Diversity in living organisms	20		✓
8.	Motion	12	✓	✓
9.	Force and Laws of Motion	12	✓	✓
10.	Gravitation	16	✓	✓
11.	Work and energy	12		✓
12.	Sound	18		✓
13.	Why do we fall ill	12	✓	✓
14.	Natural resources	12	✓	✓
15.	Improvement in Food resources	12		✓
	Total (Theory)		**90**	**90**

* Questions from each Unit/Lesson will carry marks 2-15.

Experimental Activites Practicals/Internal Assessment

Marks - 10

Sl. No.	CHAPTERS	Marks	
		Half Yearly	Annual
1.	Category A : Teacher's activity- (Teacher will evaluate the students as he/she demonstrates)		✓
2.	Category B : Student's activity-		✓
	Activity		
	Practical record book		
3.	Category C : Chart/Model/ Speciment Collection		✓
	Total	**10**	**10**
	Grand Total :	**100**	**100**

Textbook : Science (for Class IX), published by The Assam State Textbook Production and Publication Corporation Ltd. Guwahati-1

Science, Class X

Teaching Points and Activities

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
1. Food Materials				
2. Different kinds of materials	Why are some substances sour and some bitter in taste? Why does soap solution feel slippery? Why does seawater taste salty?	Acids, bases and salts : General Properties, examples and uses	Orange juice, lemon juice, soap solution, limus solution, zinc, copper and aluminium metals. Acids : hydrochloric acid, sulphuric acid, nitric acid. Bases : sodium hydroxide. Common salt.	Testing different substances with indicators. Neutralisation reactions (Periods 5)

Science, Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	Why does iron rust? Why does painted iron not rust? Why is burning sensatin removed when one takes antacids? Why do substances	Types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, neutralisation, oxidation and reduction in terms of gain and loss of oxygen and hydrogen.	Turmeric, limejuice, vinegar,	Mixing pairs of substances mentioned alongside, to see the reactions-discussion on chemistry in the kitchen, chemistry inside our bodies. Carrying out simple projects

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	stop burning in the adsence of air? Why is flame seen when substances burn? Can substances burn without flame? Why does a matchstics kept in the blue part of the flame not burn? Why is a red coating formed on the zinc rod when it is kept in copper sulphate solution? What is the meterial of the coating?		baking soda, washing soda, yeast, hot water. Materials such as iron nails, copper strip, aluminium strip, zinc strip, galvanised strip petri dishes with and without covers, container that can be filled with water, cotton wool, etc.	reactions that encompass decomposition, displacement, double displacement, precipitation, neutralisation, oxidation and reduction. (Periods 10)

Science, Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
How things change/react with one another?	How do copper, silver, iron exist in nature?	Brief discussion of basic metallurgial processes. Properties of common metals. Elementary idea about bonding.	Samples of metals : iron, copper, lead, silver, zinc, aluminium, gold; samples of non-metals : sulphur, graphite Alloys: steel, brass Models	Discussions on metallurgical processes and simple experiments involving metals, with chemical reactions.
	What is the composition of natural gas used for cooking? What is petrol? What is Vinegar?	Carbon compounds, elementray idea about bonding. Saturted hydrocarbons, alcohols, carboxylic acids: (no preparation only properties)		Experiments involving reactions of carbon and its compounds with chemical reactions. Use of models. (Periods 16)

Science, Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
Meterials of common use	How is common salt obtained? Besides its use in food, is it used for other purpose? What makes washing soda and banking soda different materials? How does bleaching powder make paper and cloth white? What is the white material that is used for making casts? How do soaps clean clothes? Can some other?	Soap-cleansing action of soap.	Kit Containing various materials like common salt, washing soda, lime, lime stone, bleaching powder, plaster of Paris, soaps; alcohol.	Use of kit materials for demonstration as well as performing of experiments by student of properties. Visits to factories. (Periods 8)

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	materials be used for cleaning clothes? Why does a man lose control on his body after drinking alcohol? Why do people become blind on drinking denatured alcohol?			
How are elements classified?	How do chemists study such a large number of elements?	Gradation in properties: Mendeleev periodic table.	Brief historical account, charts, films etc.	Predicting trends on the basis of the table (Periods 5)

Science, Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
3. The World of the Living Our Environment	What will happen if we bury different materials in the soil? What will happen if we kill all insects? Some of us eat meat; some do not-what about animals?	Our environment: Environmental problems, what can we do? Bio degradable, non-bio-degradable. Ozone depletion	Discussion on food habits of animals, finding out the various waste materials producd and their disposal in different parts of the country.	Activity of burying different materials in the soil and studying periodically what happens. Construction of food web using models, classification of some common plants and animals as consumers etc. (Periods 8)
How do we stay alive	What are processes needed for living?	Define 'living' things; Basic concept of nutrition, respiration, transport and excretion in plants and animals.	Models and charts of various systems in animals, and parts in plants.	Study various things around to decide whether they are living/ non living. (Periods 15)

Science, Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
Control in the living	Why do roots grow towards the ground? Can we make them grow upwards? Why do stems grow upwards?	Tropic movements in plants; Introduction to plant hormones; Control and coordination in animals: voluntary, involuntary and reflex action, nervous system; chemical coordination: animal hormones.	Young plants for experiments, seeds; Kit materials; Pavlov's experiment on conditioned reflex.	Experiments on tropic movments in plants geotropism, hydrotropism, phototropism, interaction of factors; experiment on apical dominance; demonstration of reflex action. (Periods 10)
Reproduction in the living	Do plants and animals have similar reproductive cycle? Can we decide how many children are born in a family?	Reproduction in plants and animals. Need for and methods of family planning. Safe sex vs. HIV/AIDS. Childbearing and women/s health.	Permanent slide L.S. grain;charts/speciments of embroyos, egg. Charts and other materials on family planning. Newspaper reports on HIV/AIDS.	Study pollen tube growth and pollen tubes on a sigmatic mount, mount soaked seeds to see embroynal axis, cotyledons etc., seeds germination- epigeal and hypogeal structure of the hen's egg. Discussion on family planning and responsible parenting. (Periods 10)

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
Heredity and evolution	Why are we like our parents? Did similar plants and animals exist in the past? Did life always exist?	Heredity, Origin of life: brief introduction; Basic concepts of evolution.	Data and worksheet from Mendel's experiments, specimen of fossil.	Phenotypic ratio 3 : 1, 2 : 1, 9 : 3 : 3 : 1 (Periods 10)

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
4. Moving Things, People and Ideas **5. How things work**				Using a simple electric circuit, show that charges flow from higher potential to lower potential. Use the analogy of flow of water from higher to (potential to highest energy) lower height (lower potential energy).
Electric Circuits	In which direction does current flow inside a conductor?	Potential difference, potential	Battery, conductor voltmeter, ammeter, connecting wire, key.	
	How is potential difference across a conductor related to current through the conductor?	Ohm's law	-do- And reheostats	Using a circuit consisting of a conductor, battery, key, voltmeter and ammeter, establish a relationship between potential difference and current and hence Ohm's law.
	How can you arrange a given set of resistors so that the same current flows through all?	Series combination of resistances.	-do- and given set of resistors.	Using the Ohm's law circuit, establishing the properties of series combination and the rule for resistance.

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
Magnets	How are appliances connected in a house?	Parallel combination of resistances.	-do- and given set of resistors. Appliances based on heating effect of current in daily life.	Establishing the rule for parallel combination of resistors.
	How much heat is generated when a current I flows through a resistor?	Power dissipated due to current. Inter relation between P,V,I and R.		Identification of appliances in daily life base on heating effect of current. Calculation of power in daily life situations. (Periods 12)
	How does the needle of a compass change direction when placed at different points near a magnet?	Magnetic field lines	A magnet, compass, white sheet, drawing board, drawing pins.	Drawing magnetic field lines in the vicinity of a bar magnet.
	Does a current carrying conductor produce a magnatic field?	Field due to a current carrying wire. Field due to current carrying coil or solenoid.	A battery, a conductor, compass, key, A coil, A solenoid.	Demonstrating that a current carrying conductor produces a magnetic field. Demonstrating the magnetic field produces by a current carrying coil or solenoid.
	What happens to a current carrying conductor when it is placed in a magnetic field?	Force on current carrying conductor Fleming's left hand rule.	A small rod, stand and two wires for suspending the rod, a strong horseshoe magnet.	Demonstrating that a current carrying conductor when placed in a magnetic field experiences force.

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	How does the above effects help us to design machines to do work?	Electric motor.	Appliances using motors.	Demonstrating the working of a motor. Identifying the appliances based on electric motors.
	What do you observe when a magnet is moved towards a wire connected to a galvanometer?	Electromagnetic induction.	Two coils of wire, a magnet, a galvanometer.	Demonstrating the phenomenon of electromagnetic induction.
	How can the phenomenon of electromagnetic induction be used to design a device to generate electricity?	Induced potential differences, induced current.	Iron nails, battery, switch.	Demonstrating that current is induced in a coil kept near another coil in which current changes.
		Electric genetor : principle and working	A simple model of electric generator	Demonstrating the principle and working of a generator.
	Does the current produced by a generator have the same direction all the time?	Direct current. Alternating current; frequency of AC. Advantage of AC. over DC.	Model of electric Generetor	Familiaising with voltage and frequency of AC in our homes.

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	How are the bulbs etc. connected to the AC source in our homes?	Domestic electric circuits.	Demonstration board for domestic electric circuit.	Explaining the working of domestic electric circuits. Demonstrating the use of a fuse in domestic circuits. (Periods 12)

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
6. Natural Phenomena	Why is paper burnt when light passing through a lens strikes it?	Convergence and divergence of light.	Experience, Double convex lens	Observation of convergence and divergence with lenses.
	Does a spherical mirror also exhibit similar phenomenon? Can we see a full image of a tall building using a small mirror?	Images formed by a concave mirror, related concepts centre of curvature, principal axis. Optical centre, focus, focal length.	A candle, stand to hold a mirror, meter scale.	Exploring and recording features of images formed by a concave mirror, by placing an object beyond c.c., between c.c. and focus, and between pole and focus; ray diagrams.
	Why does a spoon partly immersed in water in a transparent glass appear broken at the level of water when viewd from the sides?	Refraction; laws of refraction.	Glass slab, pins.	Activity to explore laws of refraction.
	What do lenses do? How do they correct defects in vision?	Images formed by a convex lens; functioning of lens in human eye; problems of vision and remedies.	Convex lens.	Activity exploring and recording features of images formed by convex lens, Ray digrams. Studying the glasses used by

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
		Application of spherical mirrors and lenses		human beings to correct different vision defects.
	Why does the path of light change on entering a different medium?	Appreciation of concept of refraction; velocity of light; refractive index; twinkling of stars; dispersion of light.	Concepts learnt earlier.	Activities studying refraction.
	Why or how does a prism disperse light?	Dispersion of light.	Prism, pins.	Observation of objects through prism; tracing rays refracted through a prism; discussion.
	Why is the sky blue?	Scattering of light.	Observations and experience	Activity showing scattering of light in emulsion etc. (Periods 25)

Science, Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
7. Natural Resources Conservation of Natural Resources	How can we contribute to protect environment in our locality? What are the major global environmental issues of direct relevance to us?	Management of natural resources, Conservation and judicious use of natural resources. Forest and wild life, coal and petroleum conservation.	Articles/stories on conservation; Posters on evnironmental awareness.	Case studies with focus on commercial activities exploiting natural resources. Effect of these on various cycles in natures.

Science, Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	What are the steps expected on the part of local administration to maintain balances in nature in your region? How can we help?	People's participation. Chipko movement. Legal perspectives in conservation and international scenario.	Case studies on Chipko movement; CNG use.	Making posters/slogans for creating awareness.
The regional environment	How does the construction of big dams affect the life of the people and the regional environment? Are rivers, lakes, forests and wild life safe in your area?	Big dams: advantages and limitations; alternatives if any. Water harvesting. Sustainability of natural resources.	Case study material on dams. Resource material on water harvesting.	Case studies with focus on issues of construction of dams and related phenomena (actual/probable). Debates on issues involved.
Sources of energy	What are the various sources of energy we use? Are any of these sources limited? Are there reasons to prefer some of them over others?	Different forms of energy, leading to different sources for human use; fossil fuels, solar energy; biogas; wind, water and tidal energy;nuclear energy, Renewable versus non-renewable sources.	Experience; print material on various sources of energy; materials to make a solar heater.	Discussion, making models and charts in groups. Making a solar heater/cooker. (Periods 8)

SCIENCE

Subject Code : C3

Class : X **Time : 3 hours**
Total Marks : 100 **Pass Marks : 30**

Theory : 90
Internal Assessment : 10
Pass marks in written examination : 27

Unit	CONTENTS	Tentative number of classes required	Marks	
			Half Yearly	Final
Ch 1	Chemical Reactions and Equations	12	✓	✓
Ch 2	Acids, Bases and Salts	11		✓
Ch 3	Metals and Non-metals	10		✓
Ch 4	Carbon and its Compounds	11		✓
Ch 5	Periodic Classification of Elements	12	✓	✓
Ch 6	Life Processes	23	✓	✓
Ch 7	Control and Coordination	10	✓	✓
Ch 8	How do Organisms Reproduce	9		✓
Ch 9	Heredity and Evolution	12	✓	✓
Ch 10	Light-Reflection and Refraction	18	✓	✓
Ch 11	Human Eye and Colourful World	8	✓	✓
Ch 12	Electricity	10		✓
Ch 13	Magnetic Effects of Electric Current	14		✓
Ch 14	Sources of Energy	6	✓	✓
Ch 15	Our Environment	10		✓
Ch 16	Management of Natural Resources	5		✓
	Total (Theory)		**90**	**90**
	Internal Assessment		10	10
	Grand Total		**100**	**100**

* Questions from each Unit/Lesson will carry marks 2-15.

Experimental Activites Practicals/Internal Assessment

Marks - 10

Sl. No.	CHAPTERS	Marks
1.	Category A : Teacher's activity- (Teacher will evaluate the students as he/she demonstrates)	
2.	Category B : Student's activity- Activity Practical record book	
3.	Category C : Chart / Model / Specimen Collection	
	Total	**10**

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* Questions from each Unit/Lesson will carry marks 2-15.

Science, (for blind Students), Subject Code - 48, Class IX
Teaching Points and Activities

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
1. Food Higher yields	What do we do to get higher yields in our farms?	Plant and animal breeding and selection for quality improvement, use of fertilizers, manures; protection from pests and diseases; organic farming.	Describe visit to any fish/bee/ dairy/pig etc. farms; data showing harmful effects of insecticides; process for the preparation of compost, vermicompost.	Let the students feel by touching the collection of weeds found in fields of different crops; collection of diseased crops; discussion and studying compositing/vermi- compositing (Periods 8)
Material in our clothing	What kinds of clothes help us to keep cool? Why do wet clothes feel col?	Cooling by evaporation. Absorption of heat.	Work done in Class VII; glassware, heat source, black paper thermometers.	Describe : Experiments to show cooling by evaporation. Experiments to show that the white objects get less hot. (periods 5)
2. Different kinds of materials	In what ways are materials different from each other? Is there some similarity in materials?	All things occupy space, possess mass. Definition of matter.	Everyday substances like wood, salt, paper, ice, steel, water, etc.	Tell the texture, the colour and lustre, effect of air, water and heat, etc. on each of the materials. (Periods 4)
	In what way are materials you see around? How do solids, liquids and gases	Solid, liquid and gas; chatracteristics-shape, volume, density; change of state-melting, freezing.	Wax, water, ice, oil, suger, camphor/ammonium chloride/ naphthalene.	Sorting out a medley of materials, in various ways Tell shape and physical state of different materials.

Science, (for blind Students), Class IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	differ from each other? Can materials exist in all the three states?	evaporation, condensation, sublimation.		Tell the effect of heat on each of the resources. (Teacher to perform the experiment for camphor, ammonium chloride and naphthalene.) (Period 4)
What are things made of ?	What are things around you made of? What are the various types of chemical substances?	Elements, compounds and mixtures. Heterogeneous and homogeneous mixtures. Colloids and suspensions.	Samples of commonly available elements, compounds and mixtures, Samples of solution, suspension and colloid.	Discussion on claims 'Air is a mixture' (Mixture of what? How can these be separated?), 'Water is a compound' and 'Oxygen is an element'.
	Do substances combine in a definite manner?	Equivalence-that x grams of A is chemically not equal to x grams of B.	Historical accounts. Glassware, chemicals (Oxalic acid, sodium hydroxide, magnesium ribbon).	

Science, (for blind Students), Class IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	How do things combine with each other? Are there any patterns which can help us guess how things will combine with each other?	Particle nature, basic units: atoms and molecules. Law of constant proportions. Atomic and molecular masses.	Kits for making molecular models. Historical account including experiments of Lavoisier and Priestley.	Discussion on the fact that elements combine in a fixed proportion. Discussion on chemical formulate of familiar compounds.
	How do chemists weigh and count particles of matter?	Mole concept. Relationship of mole to mass of the particles and numbers. Valency. Chemical formulae of common compounds.		Simple numericals to be done by the students. A game for writing formulae. e.g. criss crossing of valencies to be taught through dividing students into pairs. Each student to hold two placards: one with the symbol and the other with the valency. Keeping symbols in place, teacher to move only valencies to form the formula of a compound.

Science, (for blind Students), Class IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
What is there inside an atom?	Can we see an atom or a molecule under a microscope or by some other means? What is there inside an atom?	Atoms are made up of smaller particles: electrons, protons, and neutrons. These smaller particles are present in all the atoms but their numbers vary in different atoms. Isotopes and isobars.	Charts, films etc.	Brief historical account of Rutherford's experiment. (Periods 18)
3. The World of the Living Biological Diversity.	How do the various plants around us differ from each other? How are they similar? What about animals? How are they similar to and different from each other?	Diversity of plants and animals-basic issues in scientific naming, Basis of classification, Hierarchy of categories/ groups, Major groups of plants (Salient features) (Bacteria, Thallophyta, Bryophyta Pteridophyta, Gymnosperms and Angiosperms). Major groups of animals (salient features) (Non-chordates up to phyla and Chordates up to classes.)	Speciments of some animals, and plants not easily observable around you	Discussion on diversity and the characteristics associated with any group. (Periods 14)

Science, (for blind Students), Class IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
What is the living being made up of ?	What are we made up of? What are the different parts of our body? What is the smallest living units?	Cell as a basic unit of life; Prokaryotic and eukaryotic cells. wal, cell organelles; cell membrane and cell wall, cell organelles; chloroplast, mitochondria, vacuoles, ER, Golgi Aparatus; nucleus, chromosomes-basic structure, number. Tissues, organs, organ systems, organism. Structure and functions of animal and plant tissues (four types in animals; meristematic and permanent tissues in plants).	Permanent slides, model of the human body.	Discuss model of human body to learn about levels of organization-tissue, organ system, and organism, tell the difference of blood smears (frog and human) cheek cells, onion peel cell, Spirogyra, Hydrilla leaves (cyclosis). (Periods 12)

Science, (for blind Students), Class IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
How do we fall sick?	What are the various causes of diseases? How can diseases be prevented? How can we remain healthy?	Health and its failure Disease and its causes. Diseases caused by microbes and their prevention- Typhoid, diarrhoea, malaria, hepatitis, rabies, AIDS, TB, polio; pulse polio programme.	Newspaper articles, information from health centres, photographs of various casual organisms. Photographs, permanent slides of bacteria.	Tell about disease occurrence pattern. studying the life cycle of the mosquito and malarial parasite. Discussion on how malaria is spread, how to prevent mosquito breeding. (Periods 10)
How do substances move from cell to cell?	How do food and water move from cell to cell? How do gases get into the cells? What are the substances that living organisms exchange with the external world? How do they obtain these substances?	Diffusion/exchange of substances between cells and their environment, and between the cells themselves in the living system; role in nutrition, water and food transport, excretion, gaseous exchange.	Egg membrane, Rhoeo leaves, sugar.	

Science, (for blind Students), Class IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
4. Moving Things, People and Ideas Motion	How do we describe motion?	Motion-displacement, velocity, uniform and nonuniform motion along a straight line, acceleration, distance-time and velocity time graphs for uniform and uniformly accelerated motion, equations of motion by graphical method; elementary idea of uniform circular motion.		Analysis of motion of different common objects. Tell distance-time and velocity time graphs for uniform motion and for uniformly accelerated motion. (Periods 12)
Force and Newton's laws	What makes things change their state of motion?	Force and motion, Newton's laws of motion: intertia of a body, intertia and mass, momentum, force and acceleration. Elementary idea of conservation of momentum, action and reaction forces.	Historical accounts; experiences from daily life; wooden and glass boards, sand, balls; wooden support, some coins (say of Rs. 2 or Rs. 5); tumbler, ballons etc.	Tell effect of force on the state of motion of objects in a variety of daily-life situations. Tell change in direction of motion of an object due to application of force. (Periods 10)
Gravitation	What makes things fall?	Graviation; universal law of gravitation,	Spring balance	Analaysis of motion of ball falling down and of ball thrown up.

Science, (for blind Students), Class IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	Do all things fall in the same way?	force of gravitation of the earth (gravity), acceleration due to gravity; mass and weight; free fall.		Tell about measuring mass and weight by a spring balance. (Periods 7)
Work, Energy and Power	How do we measure work done in moving anything? How does falling water make a mill run?	Work done by a force, energy, power; kinetic and potential energy; law of conservation of energy.	Rope (or string), board or plank, wooden block, ball, arrow, bamboo stick, spring, etc.	Discuss : Experiments on body rolling down inclined plane pushing another body. Experiments with pendulum. Experiments with spring balance. (Periods 6)
Floating Bodies	How does a boat float on water?	Thrust and pressure. Archimedes' principle, buoyancy, elementary idea of relative density.	Cycle pump; board pins, bulleting board, mug, bucket, water etc.	Discuss : Experiments with floating and sinking objects. (Periods 4)
How do we hear from a distance?	How does sound travel? What kind of sounds can we hear? What is an echo? How do we hear?	Nature of sound and its propagation in various media, speed of sounds, range of hearing in humans; ultrasound; reflection	String, ball or stone as bob, water tank, stick, slinky, rope, echo tube,	Discuss : Experiment on reflection of sound. (Periods 10)

Science, (for blind Students), Class IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
		echo and sonar. Structure of the human ear (auditory aspect only).	Model or chart showing structure of the ear.	
5. How Things Work **6. Natural Phenomena** **7. Natural Resources** Balance in Nature	Why do air, water and soil seem not to be consumed? How does the presence of air support life on earth? How have human activities created disturbances in the atmosphere? How does nature work to maintain balance of its components?	Physical resources: air, water, soil. Air for respiration, for combustion, for moderating temperatures, movements of air and its role in bringing rains across India. Air, water and soil pollution (brief introduction), Holes in ozone layer and the probable damages, Bio-geo chemical cycles in nature: water, oxygen, carbon, nitrogen.	Daily newspapers, magazines and other reading materials. Weather reports over a few months and air quality reports over the same time period. Case study materials.	Case studies of actual situation in India with more generalised overview of inter relationship of air, water, soils, forests. Debates on these issues using resources mentioned alongside, visit to/from and environmental NGO; discussion. (Periods 15)

List of Practicals for Class IX
(For Blind Students)

1. To detect sound of high frequency and low frequencey. (pitch of high frequency is high and that of low frequency is low)

   Instruction : Students will be provided different sourcess of sound with different frequencies. Hearing the sound and feeling the pitch they will detect high and low frequency sounds.

2. To understand the amplitude of sound.
   (Sound of high amplitude is louder)

   Instruction : Students will make sounds of different loudness using different sources and detect the amplitude (high or low) accordingly.

3. To feel the air pressure or pressure of gas.

   Instruction : Students will blow several ballons and feel the air pressure inside the ballon by holding the ballon with hand.

4. To understand atomic model.

   Instruction : Several atomic models (3-D) will be provided. Students have to identify those with the help of teachers.

5. To identify sublimable and non-sublimable substances.

   Instruction : Several substances should be provided to the students and they will identify the sublimable ones by smelling them from a distance.

6. To understand multiple reflection of sound.

   Instruction : Two students will stand at a distance of 5 feet (say) one will make a sound and the other will hear. Same shall be done again using a pipe of 5 feet long. They will find the difference and feel the effect of multiple reflections of sound (Variation of this activity may be included).

7. To study cell.

   Instruction : 3-D models of plant cells and animal cells to be provided and the students will identify the cell organelles with the help of teachers.

8. To study nuron, peranocium, annelide, monocot seeds, diacot seeds, gymnosperm. angiosper etc.

   Instruction : Students will be provided 3-D model of each and teachers will help them to identify from the models.

SCIENCE

Subject Code : 48

(For Blind Students)

Class : IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**
Theory : 90 Marks
Internal Assessment : 10 Marks
Pass marks in written examination : 27

Sl. No.	CHAPTERS	Tentative number of classes required	Marks	
			Half Yearly	Final
1.	Matter in Our Surroundings	9	✓	✓
2.	Is matter Around Us Pure	11	✓	✓
3.	Atoms and Molecules	22		✓
4.	Structure of the Atom	12		✓
5.	The Fundamental Unit of Life	13	✓	✓
6.	Tissues	12	✓	✓
7.	Diversity in Living Organisms	20		✓
8.	Motion	12	✓	✓
9.	Force and Laws of Motion	12	✓	✓
10.	Gravitation	16	✓	✓
11.	Work and Energy	12		✓
12.	Sound	18		✓
13.	Why Do We Fall Ill	12	✓	✓
14.	Natural Resources	12	✓	✓
15.	Improvement in Food Resources	12		✓
	Theory Total		**90**	**90**
	Internal Assessment/Practical		**10**	**10**
	Grand Total		**100**	**100**

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* Questions from each Unit/Lesson will carry marks 2-15.

Science, (Blind Students), Subject Code - 48, Class X

Teaching Points and Activities

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
1. Food 2. Materials				
Different kinds of Materials	Why are some substances sour and some bitter in taste? Why does soap solution feel slippery? Why does seawater taste salty?	Acids, bases and salts: General properties, examples and uses.	Orange juice, lemon juice, soap solution, litmus solution, zinc, copper and aluminium metals. Acids: hydrochloric acid, sulphuric acid, nitric acid. Bases: sodium hydroxide. Common salt.	Tell testing of different substances with indicators. Neutralisation reactions (Periods 5)

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	Why does iron rust? Why does painted iron do not rust? Why is burning sensation removed when one takes antacids? Why do substances stop burning in the absence of air? Why is flame seen when substances burn? Can substances burn without flame? Why does a matchstick kept in the blue part of the flame not burn? Why is a red coating formed on the zinc rod when it is kept in copper sulphate solution? What is the material of the coating?	Types of chemical reactions: combination, decomposition, displacement, precipitation, neutralisation, oxidation and reduction in terms of gain and loss of oxygen and hydrogen.	Turmeric, limejuice, vinegar, baking soda, washing soda, yeast, hot water. Materials such as iron nails, copper strip, aluminium strip, zinc strip, galvanised strip, petri dishes with and without covers, container that can be filled with water, cotton wool, etc.	Discussion on chemistry in the kitchen. chemistry inside our bodies. Tell simple reactions that encompass decomposition, displacement, double displacement, precipitation, neutralisation, oxidation and reduction. (Periods 8)

Science, (for blind Students), Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
How things change/ react with one another?	How do copper, silver, iron exist in nature?	Brief discussion of basic metallurgial processes. Propertries of common metals. Elementary idea about bonding.	Samples of metals: iron, copper, lead, silver, zinc, aluminium, gold; of nonmetals: sulphur, graphite; of alloys: steel, brass	Discussions on metallurgical processes and simple experiments involving metals, with chemical reactions.
	What is the composition of natural gas used for cooking? What is petrol? What is vinegar?	Carbon compounds, elementry idea about bonding. Saturated hydrocarbons, alcohols, carboxylic acids: (no pre-paration, only properties).	Models	Discuss : Experiments involving reactions of carbon and its compounds with chemical reactions. (Periods 16)
Materials of common use	How is common salt obtained? Besides its use in food, is it used for other purposes? What makes washing soda and baking soda different materials? How does bleaching powder make paper and cloth white?	Soap-cleansing action of soap.	Kit containing various materials like common salt, washing soda, baking soda, lime, lime stone, bleaching powder, plaster of Paris, soaps; alcohol.	(Periods 8)

Science, (for blind Students), Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	What is the white material that is used for making casts? How do soaps clean clothes? Can some other Material be used for cleaning clothes? Why does man lose control on his body after drinking alcohol? Why do people become blind on drinking denatured alcohol?			
How are elements classified?	How do chemists study such a large number of elements?	Gradations in properties: Mendeleev periodic table	Brief historical account, charts, films etc.	Preicting trends on the basis of the table. (Periods 5)

Science, (for blind Students), Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
3. The World our Enviroement	What will happen if we bury different materials in the soil? What will happen if we kill all insects? Some of us eat meat; Some do not-what about animals?	Our Environment: Environmental problems, what can we do? Bio degradable, non-biodegradable. Ozone depletion.	Discussion on food habits of animals, finding out the various waste materials produced and their disposal in different parts of the country.	Tell about classification of some common plants and animals as consumers etc. (Periods 8)
How do we stay alive?	What are the processes needed for living?	Define 'living' things; Basic concept of nutrition, respiration, transport and excretion in plants and animals.	Models and charts of various systems in animals, and parts in plants	Tell about various things around us and to decide whether they are living/ non living. (Periods 15)

Science, (for blind Students), Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
Control in the living	Why do roots grow towards the ground? Can we make them grow upwards? Why do stems grow upwards?	Tropic movements in plants; Introduction to plant hormones; Centrol and coordination in animals: voluntary; involuntary and reflex action, chemical coordination: animal hormones.	Young plants for experiments, seeds; Kit materials; Pavlov's experiment on conditioned reflex.	Discuss: Experiments on tropic movements in plants-geotropism, hydrotropism, phototropism, interaction of factors; experiment on apical dominance; demonstration of reflex action. (Periods 10)
Reproduction in the living	Do plants and animals have similar reproductive cycles? Can we decide how many children are born in a family?	Reproduction in plants and animals. Need for and methods of family planning. Safe sex vs. HIV/AIDS. Childbearing and women's health.	Chart and other materials on family planning. Newspaper reports on HIV/AIDS.	Discussion on pollen tube growth and pollen tubes on a stigmatic mount, mount soaked seeds and tell about embryonal axis, cotyledons etc, seed germination-epigeal and hypogel; structure of the hen's egg. Discussion on family planning and responsible parenting. (Periods 10)

Science, (for blind Students), Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
Heredity and evolution **4. Moving Things, People and Ideas** **5. How things work**	Why are we like our parents? Did similar plants and animals exist in the past? Did life always exist?	Heredity; Origin of life: brief introduction; Basic concepts of evolution.	Data and worksheet from Mendel's experiments, specimen of fossil.	Phenotypic ratio 3:1,2:1, 9:3:3:1 (Periods 10)
Electric Circuits	In which direction does current flow inside a conductor?	Potential difference, potential.	Battery, conductor voltmeter, ammeter, connecting wire, key.	Dicuss a simple electric ciruit, tell that charges flow from higher potential to lower potential. Use the analogy of flow of water from higher to (higher potential energy) lower height (lower potential energy).

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	How is potential difference across a conductor related to current through the conductor?	Ohm's law (only definition)	-do- and reheostats	Describe a circuit consisting of a conductor, battery, key voltmeter and ammeter and establish a relationship between potential difference and current and hence Ohm's law
	How can you arrange a given set of resistors so that the same current flows through all?	Series combination of resistances	-do- and given set of resistors	Tell using the Ohm's law circuit, establishing the properties of series combination and the rule for resistance.

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	How are appliances connected in a house?	Parallel combination of resistances.	-do- and given set of resistors.	Establishing the rule for parallel combination of resistors.
	How much heat is generated when a current I flows through a resistor?	Power dissipated due to current. Inter relation between P.V. I and R.	Appliances based on heating effect of current in daily life.	Identification of appliances in daily life based on heating effect of current. Calculation of power in daily life situations. (Periods-12)
6. Magnets	How does the needle of a compass change direction when placed at different points near a magnet?	Magnetic field , Field lines.	A magnet, compass, white sheet, drawing board, drawing pins.	
	Does a current carrying conductor produce a magnetic field?	Field due to a current carrying wire. Field due to current carrying coil or solenoid.	A battery, a conductor, compass, key, A coil, A solenoid.	Tell that a current carrying conductor produces a magnetic field. Tell about the magnetic field produced by a current carrying coil or solenoid.

Science, (for blind Students), Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	What happens to a current carrying conductor when it is placed in a magnetic field?	Force on current carrying conductor. Fleming's left hand rule.	A small rod, stand and two wires for suspe-nding the rod, a strong horseshoe magnet.	Tell that a current carrying conductor when placed in a magnetic field experiences force.
	How does the above effect help us to design machines to do work?	Electric motor.	Appliances using motors.	Describe the working of a motor. List the appliances based on electric motors.
	What do you observe when a magnet is moved towards a wire connected to a galvanometer?	Electromagnetic induction. Induced potential differences, induced current.	Two coils of wire a magnet, a galvanometer. Iron nails, battery, switch.	Explain the phenomenon of electriomagnetic induction. Explain that current is induced in a coil kept near mother coil in which current changes.

Science, (for blind Students), Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	How can the phenomenon of electromagnetic induction be used to design a device to generate electricity?	Electric generator. Principle and working.	A simple model of electric generator.	Explain the principle and working of a generator.
	Does the current produced by a generator have the same direction all the time?	Direct current. Alternating current; frequency of AC. Advantage of AC over DC.	Model of electric generator.	
	How are the bulbs etc. connected to the AC source in our homes?	Domestic electric circuits.	Explain the board for domestic electric circuit.	Explain the working of domestic electric circuitrs. Tell the use of a fuse in domestic circuit. (Periods-12)

Science, (for blind Students), Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
7. Natural Resources Conservation of Natural Resources	How can we contribute to protect environment in our locality? What are the major global environmental issues of direct relevance to us?	Management of natural resources. Conservation and judicious use of natural resources. Forest and wild life, coal and petroleum conservation.	Articles/stories on conservation; Posters on environmental awareness.	Case studies with focus on commercial activities exploiting natural resources. Effect of these on various cycles in natures.
	What are the steps expected on the part of local administration to maintain balances in nature in your region? How can we help?	People's participation. Chipko movement. Legal perspectives in conservation and international scenario.	Case studies on Chipko movement; CNG use.	Making posters/slogans for creating awareness.

Science, (for blind Students), Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
The regional environment	How does the construction of big dams affect the life of the people and the regional environment? Are rivers, lakes, forests and wild life safe in your area?	Big dams: advantages and limitations; alternatives if any. Water harvesting, Sustainability of natural resources.	Case study materials on dams. Resources material on water hearvesting.	Case studies with focus on issues of construction of dams and related Phenomena (actual/probable). Debates on issues involved.
Sources of energy	What are the various sources of energy we use? Are any of these sources limited? Are there reasons to prefer some of them over others?	Different forms of energy, leading to different sources for human use; fossil fuels, solar energy, biogas; wind, water and tidal energy, nuclear energy. Renewable versus non-renewable sources.	Experience; print materials on various sources of energy; materials to make a solar heater.	Discussion on Making models and charts in groups. Making a solar heater/cooker. (Periods 8)

List of Science Practicals for Class X
(For Blind Students)

1 To study endothermic and exothermic reactions.
Instruction : Endothermic and exothermic reactions will be carried out and students will feel the change in termperature by holding the container with hands.

2. Study of structure of carbon compounds.
Instruction : 3-D models of carbon compounds shoud be provided. Students will identify the compound with the help of teachers.

3. To make an electromagnet :
Instruction : Students will make an electromagnet using nail, copper wire, dry cell etc. and they will check magnetism using drawing pins.

4. To study polarity and magnetic field :
Instruction : Students will identify north pole and south pole of a bar magnet and will have an idea of magnetic field with the help of teachers.

5. To study heating effect of current :
Instruction : Students will make a circuit using battery and conducting wire and they will feel the heat produced due to flow of current by touching the wire.

6. To study, heart, excreting system, nephron :
3-D model of each item is to be provided. Teacher will help them to identify different parts of the organs.

SCIENCE

Subject Code : 48

(FOR BLIND STUDENTS)

Class - X **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Theory : 90
Internal Assessment : 10
Pass marks in written examination : 27

	CONTENTS	Tentative number of classes required	Marks	
			Half Yearly	HSLC Exam.
Ch 1	Chemical Reactions and Equations	12	✓	✓
Ch 2	Acids, Bases and Salts	11		✓
Ch 3	Metals and Non-metals	10		✓
Ch 4	Carbon and its Compounds	11		✓
Ch 5	Periodic Classification of Elements	12	✓	✓
Ch 6	Life Processes	23	✓	✓
Ch 7	Control and Coordination	10	✓	✓
Ch 8	How do Organisms Reproduce	9		✓
Ch 9	Heredity and Evolution	12	✓	✓
Ch12	Electricity	10		✓
Ch13	Magnetic Effects of Electric Current	14		✓
Ch14	Sources of Energy	6	✓	✓
Ch15	Our Environment	10		✓
Ch16	Management of Natural Resources	14		✓
	Total		**90**	**90**
	Internal Assessment/Practical		10	10
	Grand Total		**100**	**100**

Note : Chapter 10 and 11 are omitted from the syllabus. (for blind students)

Textbook : Science (For Class X), published by The Assam State Textbook Production and Publication Corporation Ltd., Guwahati-1

* Questions from each Unit/Lesson will carry marks 2-15.

SOCIAL SCIENCE
SUBJECT CODE - C4
Class IX-X

Introduction : Social Science encompasses diverse concerns of our environment and society. It covers a wide range of content drawn from Geography, History, Political Science and Economics. The perspectives of Social Science help the young learners to build the Knowledge base for a just and peaceful society. Moreover, knowledge of Social Science is essential for the young learners to grow up as conscious and responsible citizens who can contribute significantly towards the socio-economic and political development of our country.

Social Science generates in minds of the students a strong sense of human values like trust, toleration, help and cooperation, mutual respect and respect for diversity. It also stimulates moral and mental energy in students and makes them fit to face the future challenges in their lives. Another positive aspect of the subject is to develop national integration and international brotherhood and the spirit of love and respect for the country.

It is expected that students in the Secondary stage will acquire primary knowledge and skills to have a balanced personality which will help them in solving the critical socio-economic and cultural problems which they will find in the contemporary world.

General Objectives of Social Science :

1. To develop in learners awareness to understand the diverse life experiences of different people and communities living in the society under varied socio-economic background.
2. To develop the ability to study contemporary problems of the Indian society in its historical perspective.
3. To develop awarness of variations and changes that occur

in our physical and social environment over time and space.

4. To develop skills and attitude essential for good citizens so that they can contribute in nation building as well as in social development.
5. To strengthen national integration in its proper perspective establishing linkages of regional History and Geography with national History and Geography.
6. To develop understanding in learners that contribute to build a society based on values of peace, love, equality and secularism.
7. To appreciate that dignity of individuals and respect for Human Rights constitute the basis of a democratic social life and these are essential for the development of our society and the nation.
8. To recognize the role of India for promoting peace and international understanding and to develop the spirit of international cooperation.

Special Objectives :

History :

1. To promote understanding in leaners about the political, socio-economic and cultural life of the people of India since the rule of the Mughals.
2. To develop the ability to study contemporary problems of the Indian society in its historical perspective.
3. To acquaint the learners with the sources of acquiring knowledge of History and to create awareness among them to preserve historical monuments, archaeological sites, artifacts, literary and oral sources.
4. To know about the political development of Assam, its relationship with India and her contribution to India's Freedom Movement.
5. To develop appreciation on the growth of various

components of Indian culture and legitimate pride on the achievements of Indian people in different parts of the country.

6. To promote understanding about the cultural heritage of India and the North East.

Geography :

1. To acquaint the learners with diverse natural and social environment sequentially at local, regional and global levels.
2. To acquaint the learners with the interdependence of various regions/states in terms of resource, population, transport and communication etc.
3. To develop in learners the skill of map reading and map drawing which will encorage them to draw maps, sketches etc. as per requirement.
4. To help the learners in acquiring understanding about the existing and emerging development of environment in their natural and social settings.
5. To inculcate in the minds of the learners a sense of belongingness to the elements of nature and man-made environments and their conservation.

Political Science :

1. To foster an urge among learners for effective participation in community affairs.
2. To acquaint the students with the functioning of various political institutions at the Centre and the States.
3. To help the pupils in realising the importance of Human Right and Consumers' Rights.
4. To help the learners in appreciating the role and contribution of India and the UNO in promoting world peace.

Economics :

1. To acquaint the students with those elementary concepts of Economics which are related to the understanding of the day-to-day ecnomic activities and current economic problems.
2. To introduce the students with various economic activities undertaken by the people in their geographical and social environment.
3. To acquaint the learners with the preliminary knowledge of Economic Planning in the context of the national as well as state economy.
4. To enable the learners to understand the main economic challenges faced by the people and the country and goverment endeavours for their solution.

Distributions of marks and periods alloted to each of the four components of History, Geography Political Science and Economics :

Components	Marks	Periods
History	35%	70
Geography	35%	70
Political Science	10%	20
Economics	10%	20
Internal Assessment	10%	--
(Environmental Project)		
Total marks/periods	100	180

Social Science (History)
Subject Code – C4, Class IX

CHAPTER / UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
1	A. Indian History Constitution and administrative Development (1858-1905)	◆ To know the structure of the Government, Legislative system, local self government and Indianisation of civil services.	◆ To understand about the Act of 1858. ◆ To get acquainted with the structure of governance introduced by the British government under the Act of 1858. ◆ To be familiar with the legislative history of central government. ◆ To get acquainted with the Council Act of 1861. ◆ To understand about Ripon's role towards evolution of local-self government in India (urban and rural). ◆ To understand about the process of Indianisation of the Indian civil services.	◆ To start the chapter with key points of discussions and end with a summary. ◆ Sufficient numbers of questions to be provided in the Exercise.

Social Science (History), Subject Code – C4, Class IX

CHAPTER / UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
2.	Growth of Indian Nationalism and its aftermath.	◆ To get Familiar with the transport and communication, modern education, role of different Associations, vernicular press, Arms Act, Vernicular press Act, Economic drain, birth of Indian National Congress and its aims and objectives. Russo-Japanese war and its impact of Indian.	◆ To understand the role of Transport and communication system with special emphasis on railways in awkening Nationalism among the Indians. ◆ To be acquainted with the role and impact of modern education in the evolution of Nationalism. Mention names like. Viveknanda, Raja Rammohan Roy etc. and their contribution in the evolution of nationalism. ◆ To understand the role of different Association in awakening of Nationalism. ◆ To help students to know about the role of vernicular Press, Arms Act, vernicular Press Act and other legislation. ◆ To understand Dadabhai Naorajis' Economic Drain theory and others in the evolution of Nationalism. ◆ To understand the circumstances leading to the birth of Indian National Congress (INC).	◆ -Do- ◆ Exercise will consist question of Multple-choice short and long Answer types.

Social Science (History), Subject Code – C4, Class IX

CHAPTER / UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
3.	B. History of Assam Moamaria uprising causes, results and Captain Welsh's expedition to Assam.	◆ To know about the monarchial oppression, exaction of the Paiks and other causes as well as results of the moamoria uprising with special emphasis on the expedition of Captain Welsh and his Report on Assam	◆ A brief writing on the sociopolitical background during Ahom rulers before the uprising of Moamoria. ◆ To understand the crises arising due to the monarchial opperssion, demolition of monasteries, exaction of paiks. ◆ To understand other causes of the Moamoria uprising. ◆ To understand the effects of the Moamoria uprising. ◆ To be familiar with the role played by Captain. Welsh in quelling the moamoria uprising, challenges of bairagi raja and Krishna Narayan. ◆ To get acqainted with the Report of captain welsh on Assam.	◆ Activities may be suggested for project works.

Social Science (History), Subject Code – C4, Class IX

CHAPTER / UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
4.	Burmese Invesions of Assam (1817 1826)	◆ To know about the Burmese invasions of Assam	◆ To understand about the causes and effects of the Burmese invasions of Assam (1817, 1819 and 1821) ◆ To understand the Anglo Burmese war and the treaty of Yandabo.	◆ Some Exercises like objective, short type, long questions to be added after each chapter ◆ A summery at the end of each chapter. ◆ Maps and picture at appropriate places.
5.	Beginning of company's rule in Assam (1817-1826)	◆ To know the beginning of East India Company's rule in Assam.	◆ The understand briefly Company's rule under David scott, Robertson and Jenkins ◆ To understand the company's motive of annexation of various parts of Assam Upper Assam, Lower Assam, Khasi, Jayantia, cachar, Naga hills, Garo hills, Luchai hill, Khamti, Matak and Gova. ◆ To understand the early uprisings against British by Gomadhar Konwar Dhananjoy Borgohain, Dhantura Gohain, Gadadhar and effects.	

Social Science (Geography)
Subject Code – C4, Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
1. Changes of the Earth's Surface	◆ Exogenic factors of change	◆ To know about the different exogenic processes operating on the earth's surface and to understand their role on landform	◆ To provide a brief idea of defferent exogenic agents/factors that are responsibile for bringing about changes on the surface of the earth. The areas of their operation should be specifically mentioned.
	◆ Works of River	◆ To understand the works of river on landform development	◆ That the running water (river) bring about great change in the landform development in the tropical and temperate region should be focused with necessary diagrams.
	◆ Works of Wind	◆ To understand the works of wind in landform development in the dry areas	◆ The works of wind and associated landform development should be briefly discussed.

Social Science (Geography), Subject Code – C4, Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	◆ Works of Glacier	◆ To understand the landform developed by the glaciers	◆ To works of glaciers, especially mountain glaciers should be briefly discussed with diagrams.
	◆ Works of Sea Waves	◆ To understand the works of sea waves in coastal landform development.	◆ The coastal landform resulting from sea wave actions should be briefly discussed.
2. Atmosphere : Pressure Belts and Wind system	◆ Meaning of Atmosphere and its Layers	◆ To introduce the meaning and composition of Atmosphere and its Layers	◆ The meaning and extent of Atmosphere should be clearly defined. The gases that constitute the Atmosphere should be mentioned and then the layers of the Atmosphere (Troposphere, Stratosphere, Mesosphere and Exosphere) should be discussed and presented diagrammatically.
	◆ Pressure Belts	◆ To introduce the relation between temperature and pressure and the distribution of pressure belts	◆ The relation between the distribution of temperature and pressure should be defined. The pressure belts should be shown over a globe.

Social Science (Geography), Subject Code – C4, Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	◆ Wind system	◆ To introduce the origin and direction of winds and their relation with pressure distribution. The major global wind systems should be introduced and discussed.	◆ the origin and direction of the permanent winds should be discussed clearly witrh diagrams. Brief discussion should be made with regard to particularly trade wind, westely's and monsoons.
3. Geography of India	◆ Location	◆ To show the absolute and relative location	◆ To show the latitudinal and longitudinal extension of India. Laction of the country in the context of South Asia should be indicated.
	◆ Physiography	◆ To show the physiography diversity of the country	◆ To divide India in to major physiographic divisions and to show the divisions on a map. The Major rivers and the mountains of the country should be incorporated in the map.

Social Science (Geography), Subject Code – C4, Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	◆ Climate and Natural Vegetation	◆ To duscuss different climatic characteristics with special reference to monsoons and the major forest types.	◆ To focus mainly on the climatic seasons and the distribution pattern of rainfall. The forest types should be shown on a map and richness in biodiversity should be focussed.
	◆ Population Growth and Distribution	◆ To present the trend of population growth and the distribution with reference to the states	◆ To depict the population growth of the country since 1901. The regional variation in the growth should be focused. ◆ To show the distribution of population with the reference to the physiography divisions and the states.
	◆ Migration	◆ To provide a backgrown of causes and nature of migration of people from neighboring country to assam.	◆ To highlight the problems of over population.
	◆ Population and Sustainable Development	◆ To give the concept of sustainable development.	◆ To focus on the role of the present generation how they can preserve the resources and protect the environment of the earth for the coming gereration.

Social Science (Geography), Subject Code – C4, Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	◆ Economy	◆ To provide brief idea on the economy of the country	◆ To give a generalized picture of the national economy economy. Brief mention should be made on the agricultural, industry and transport sector, Maps should be incorporated wherever feasible.
	◆ Political Divisions	◆ To show the States and Union terriories and their capitals.	◆ To give the picture of the States and Union Territories with respect to their capitals and areas and population on a map.
4. Geography of Assam	◆ Assam in the context on Northe East India	◆ To get an understanding of the lication characteristics of Assam in the context of North East India	◆ A clear understanding of the location terms of latitude and longitude and relative location in the context NE India.
	◆ Physiographic Framework	◆ To know relief characteristics of Assam and its relation with climate, soil and natural vegetation of the state.	◆ A clear picture of the topography and division the state on the basis of physiography. An outline of the physiography. An outline of the drainage system (major rivers) has to be included.

Social Science (Geography), Subject Code – C4, Class IX

CONTENTS	SUB- CONTENTS	COMPETENCY	SUB-COMPETENCY
	◆ Climatic characteristics	◆ To understand the climatice characteristics and climatic pattern.	◆ An understanding of the climatic pattern with respect to season and monsoons (South-west and North-East monsoon). Topographic influence on climate should be highlighed.
	◆ Soils	◆ To understand the soil types and their distribution.	◆ That Assam has diverse foil types, the details of soil types and their distribution to be focused.
	◆ Forests	◆ To understand the Forest types and their distribution.	◆ That Assam has diverse forest types, the details of forest types and their distribution to be focused.
	◆ Administrative Divisions.	◆ To know the Administrative Divisions of Assam.	◆ To present a list of Districts and their Head quarters along with their areas and population.

Social Science (Political Science)
Subject Code-C4, Class - IX

CHAPTER	CONTENTS	SUB -CONTENTS	COMPETENCY
1.	Political Parties in India	13.01: The concept and need of political parties. 13.02: Political parties of India 13.03: Role of opposition in democracy. 13.04: The coalition government-its merits and demerits.	◆ To provide the understanding of role of Political parties in Indian in formation of government and establishing democracy in the country.
2.	Types of Government	14.01: Classification of Government 14.02: Parlimentry forms of Government-its merits and demerits 14.03: Presidential forms of Government-its merits and demerits 14.04: Unitary forms of Government-its merits and demerits 14.05: Federal forms of government-its merits and demerits	◆ To be acquainted with the characteristics, merits and demerits of various forms of Governments like parliamentry, presidential, unitary and federal forms of government.

Social Science (Economics)
Subject Code-C4, Class - IX

CONTENTS	SUB-CONTENTS	COMPETENCY	SUB-COMPETENCY
1. Basic Concepts of Economics	Definition of Economics	To make the children know what economics is all about	◆ To mention the salient features of the definitions given by Smith, Marshall and Robbins.
	Some Fundamental Concepts of Economics	To understand the contents covered in Economics	◆ To explain the core areas of Economics such as Production, Consumption, Services, goods etc.
	Some Challenges faced by Indian Economy	To understand the problem of Economics such as overpopulation, poverty, unemployment, inflation etc.	◆ To have a broad idea about the poverty line and the extent of poverty and inequality in India vis-a-vis Assam and its consequences.
2. An Introduction to Financial Literacy	Definition and Role of Money	To know the definition, types and functions of money	◆ To understand the nature and the functions of money.
	Meaning of Financial Literacy, Income, Expense, Savings and Investment	To know the meaning and importance of financial literacy	◆ To understand about savings, investments, income and expenses and to make the children aware about financial fraud.
	Financial Planning	To know about the financial planning	◆ To give knowledge about financial planning and how to achieve the financial goal.

Social Science (History)
Subject Code - C4, Class X

CHAPTER / UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
1.	A. India : Partition of Bengal swadeshi Movement, its aftermath	To learn about the cirumstances leading to the partition of Bengal. To know anti partition of Bengal and evolution of the swadeshi movement. To know the emergence of Muslim league.	◆ To understand the motive of the British behind the partition of Bengal. ◆ Knowledge about antipartition Movment (leading to swadeshi Movement) and its impact. ◆ to familiarize with the birth of Muslim league.	◆ To provide MCQ, VSA, SA, LA type of questions.
2.	Rise of Gandhi era and his role in freedom	To learn the causes and effects of Non-cooperation, Civil Disobedience, Quit India Movements and also the Indian National Army (INA). To get acquainted with the adverse effect of the first orld war on India as well as advent of M.K. Gandhi to Indian politics.	◆ To understand the Gandhian policy of Non-Violence and satyagraha. Emphasis and the concept of non-violence. ◆ To get acquainted with the causes and impact of Non cooperation with reference to Gandhi-Irwin Pact, civil Disobedience and Quit India Movement.	◆ -Do-

Social Science (History), Subject Code - C4, Class - X

CHAPTER / UNIT	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTION	SPECIAL INSTRUCTIONS
		To know about the early-colonial (British) uprisings of 1828-30 A.D.,	◆ To understand the factors leading to the growth of the INA and its impact. ◆ To understand the partition of India (Indian Independence Act and Indo-Pak boundary line)	◆ -Do-
3.	B. Assam Anti-British uprisings in Assam		◆ To understand the circumstances leading to the Anti-British Uprisings in Assam and impacts. ◆ rebellion of Maniram Dewan. ◆ British revenue administration and its impact. ◆ Raijmel, Peasant's revolts, Tribal revolts.	◆ -Do-

Social Science (History), Subject Code - C4, Class - X

CHAPTER / UNIT	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTION	SPECIAL INSTRUCTIONS
4.	Role of various organisation and Associations to the freedom Movement and a brief reference to some post independence avents in Assam.	To create interest among the students about the role of different organisations and associations in the freedom Movement of Assam.	◆ To understand the role of (Assamese Literary Society) (1872-1885), Asomiya Bhasha Unnati Sadhani Sabha (1888), Jonaki era (1889), Jorhat Sarbonanik Sabha (1884), Asom Association (1903), Asom Chatra Sanmilan (1916-1939), Ryot Sabha (1884), Ahom Sabha (1893), Asom Provincial Congress (1920) ◆ To understand the participation of Assam in the National Freedom Movement. ◆ SAome post-indepence events like Ministry of Gopinath Bordoloi, establishment of Guwahati University (1948), Assam	

Social Science (History), Subject Code - C4, Class - X

CHAPTER / UNIT	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTION	SPECIAL INSTRUCTIONS
			Medical college, Jorhat Agricultural College, Guwahati Engineering college, Veterinary College etc.	
5.	Cultural heritage of India and North East	To know about the racial diversity prevalent in India and N.E. and its composite nature and culture.	◆ To understand about contributions of various racial/cultural elements to the growth of composite culture of India and NE.	◆ Some Exercises like objective, short type, long questions in each chapter/unit
		A brief out line of literature, paintings of India and NE. To get acquainted with folk culture of NE and India	◆ To understand the basic differences of N.E. culture with rest of India.	◆ A summary at the end of each chapter. ◆ Maps and pictures at appropriate places.

Social Science (Geography)
Subject Code - C4, Class X

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
1. Economic Geography	◆ Definition and contents	◆ To provide the meaning scope and contents of Economic Geography	◆ To introduce the meaning of Economic Geography in the contemporary context. The scope of the sub-discipline should be elaborated mentioning its major branches and contents of the respective branches.
	◆ Resources and Classification	◆ To provide clear understanding of the concept and types of resources. That the concept of resource is dynamic should be elaborated.	◆ to discuss the concept of resource and its change in course of time How the growing scarcity of resource on the one hand and the advancement of science and technology on the other have influenced the concept of resource should be indicated with suitable examples.

Social Science (Geography), Subject Code - C4, Class X

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	◆ Resource use and conservation	◆ To provide idea on the diverse of resource and the need of resource conservation.	◆ The diversity of resource use should be highlighted. Search for alternative resource should be indicated. The need and means of resource conservation should be elaborated. Efforts of the gloabal and national organizations in this regard should be highlighted.
2. Environment and Environmental Problems	◆ Understanding the meaning of environment from from geographical perspectives.	◆ To define the term 'environment' and to focus on its present relevance from geographical perspectives.	◆ To focus on the various components of environment and their inter-relationship. The growing significance of environmental understanding to cope with the changing situation should be focussed.
	◆ Defining environmental problem and stating the major environmental problems confronted by the contemporary society.	◆ To clarify the meaning of environmental problem with examples and to mention the major environmental problems and associated areas.	◆ The meaning of evnironmental problem and how it occurs should be clearly stated. Relevant examples should be cited. The role of human in the occurrence of environmental problem should be focussed.

Social Science (Geography), Subject Code - C4, Class X

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
			◆ The major environmental problems like air, water and land pollution, desertification, global warming, etc should be mentioned along with their causes and affected areas. Relenant examples from Assam and North East India may be cited wherever feasible.
3. Geography of the World	◆ Transport	◆ To present the distribution of continents and oceans over the earth's surface.	◆ A brief idea as to the formation of continents and oceans along with their areas should be provided with the help of maps and diagrams. The major physical features (mountains, plateaus, hills, deserts, rivers and lakes) of the continents should be mentioned.
		◆ To show the countries and their capitals.	◆ A list of the countries of the world along with their location in the continents on maps should be provided along with area and population.

Social Science (Geography), Subject Code - C4, Class X

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
4. Geography of Assam	◆ Population and Settlement	◆ To provide clear understanding of geography of population and settlement with respect to natural and socio-cultural settings.	◆ A brief outline of the relation between environment and settlement and details of population growth (Since 1901), distribution and density with respect to districts and regions (Brahmapurta valley, Barak valley and hill districts). the Ethnic and linguistic deversity of the state should very briefly be focused. The growth of settlements (rural and urban) and settlement patterns in different regions of the state should also be presented with necessary maps and diagrams.
	◆ Transport	◆ To get an idea of the transport system and related problems	◆ A geographical outline of the transport networks (road, railway, air and water transport) should be presented with the help of relevent maps. the problems of transport, mainly inaccessibility, should be focused.

Social Science (Geography), Subject Code - C4, Class X

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	◆ Resource	◆ To provide clear understanding of the type and distribution of resources along with brief introduction of their uses	◆ The importance of resource for economic development should be highlighted briefly at the begining. The details of natural and human resource distribution and the pattern of their uses should be discussed. The growing scarcity of natural resources and its implications should be mentioned.
	◆ Economy	◆ To focus on the economy of the state with respect to agriculture, fishery and industry in order to provide an understanding of the economic environment of the state.	◆ The economic diversity of the state should be highlighted. The major sectors of the state's economy-agriculture, fishery and industry should be discussed in details. In agriculture, major crops (rice, jute and mustard), their distribution and production, in fishery - distribution and importance of fishery as an economic activity, and in industry major industries (oil, tea and other agro-based industries) should be discussed with necessary data and information, The problems and prospects of economic development should be discussed briefly at the end.

Social Science (Political Scienc)
Subject Code - C4, Class - X

CHAPTER	CONTENTS	SUB - CONTENTS	COMPENTENCY
1.	Indian Democracy	13.01: Ideals of Indian Constitution	◆ To be acquainted with the preamble of the Constitution of India and its ideals.
		13.02: Federal characteristics of Indian political system.	◆ To give an idea about India as the biggest parlimentary democracy of the world.
		13.03: Parlimaentry democracy in India.	◆ To know about the objectives of formation of UNO and its various organs.
2.	International organiza-tions-World peace and Human rights.	14.01: The objectives of UNO and its organs.	◆ To provide the understanding of linkage between UNO and world peace.
		14.02: UNO and world peace:	◆ To give background information about the necessity of human rights and their implementation.
		14.04: Other important international organizations	◆ Mention the role of other Important international organizations acting towards peace.

Social Science (Economics)
Subject Code - C4, Class - X

CONTENTS	SUB-CONTENTS	COMPETENCY	SUB-COMPETENCY
Financial Literacy	◆ Banking Cards and Digital Payment	◆ To know about the banking cards and digital payment.	◆ To understand about the use of credit and debit cards, digital payments such as UPI, Google-pay etc. and the precautions while using these cards and payments.
	◆ Bank and its Types	◆ To know about the different types of Banks and its functions.	◆ To learn about the different types of banks and services provided by these banks.
	◆ Financial Market and its Components	◆ To know about the financial markets and the component of financial market.	◆ To make the children learn about the use of different financial instruments and the precautionary measures to be taken while using these.
Economic Development	◆ Economic Growth and Development	◆ To study about economic growth and development.	◆ To learn how the economic growth is to be distinguished from economic development and human development.
	◆ Liberalisation, Privatisation and Globalisation	◆ To learn about the concepts of Globalisation, liberalisation, privatisation etc.	◆ To make the children understand about economic planning and economic reforms.
	◆ Sustainable Development and Green Economy	◆ To understand the concept of sustainable development and green economy.	◆ To learn the impact of sustainable development and green economy.

SOCIAL SCIENCE
Subject Code : C4

Class - IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**
Internal Assessment : 10

Theory : 90
Internal Assessment : 10
Pass Marks in written examination : 27

Sl. No	UNIT/ LESSONS	Marks	
		Half Yearly	Final
	Section I : History		
1.	Advent of Europeans into India	✓	✓
2.	Growth of Indian Nationalism	✓	✓
3.	The Moamoriya Rebellion	✓	✓
4.	Burmese Invasions of Assam		✓
5.	Beginning of British Administration in Assam		✓
	Section II : Geography		
1.	Changes of Earth's Surface	✓	✓
2.	Atmosphere : Structure, Pressure Belts and Wind System	✓	✓
3.	Geography of India		✓
4.	Geography of Assam		✓
	Section III : Political Science and Economics		
	Part I : Political Science		
1.	Political Parties In India	✓	✓
2.	Types of Government		✓

Sl No.	UNIT/ LESSONS	Marks	
		Half Yearly	Final
	Part II : Economics		
1.	Basic Concepts of Economics	✓	✓
2.	An Introduction to Financial Literacy		✓
	Theory Total	**90**	**90**
	Internal Assessment (Enviornmental Project)	10	10
	Grand Total	**100**	**100**

Textbooks : 1. Social Science Part I-History (ITIHASH) for Class IX, Publisher-ASTPPC Ltd.

2. Social Science Part II- Geography (BHUGOL) for Class IX, Publisher- ASTPPC Ltd.

3. Social Science Part III- Political Science and Economics RAJNEETI and ARTHANEETI BIGYAN) for Class IX, Publisher- ASTPPC Ltd.

* Questions from each Unit/Lesson will carry marks 2-15.

SOCIAL SCIENCE
Subject Code : C4

Class - X **Time : 3 hours**
Total Marks : 100 **Pass Marks : 30**

Theory : 90
Internal Assessment : 10
Pass Marks in written examination : 27

Sl. No.	UNIT/ LESSONS	Marks	
		Half Yearly	Final
	Section I : History		
1.	**India:** Partition of Bengal, Swadeshi Movement	✓	✓
2.	Rise of Gandhi Era and his role in Freedom Movement	✓	✓
3.	**Assam:** Anti-British Uprising in Assam-Agrarian Revolutions	✓	✓
4.	Role of Assam in Freedom Movement		✓
5.	Cultural Heritage of India and North-East		✓
	Section II : Geography		
1.	Economic Geography	✓	✓
2.	Evnironment and Environmental Problems	✓	✓
3.	Geography of the World		✓
4.	Geography of Assam		✓
	Section III : Political Science and Economics		
	Part : Political Science		
1.	Indian Democracy	✓	✓

Sl. No.	UNIT/ LESSONS	Marks	
		Half Yearly	Final
2.	International Organisations- World Peace and Human Rights		✓
	Part II : Economics		
1.	Financial Literacy	✓	✓
2.	Economic Development		✓
	Theory Total	**90**	**90**
	Internal Assessment (Enviornmental Project)	10	10
	Grand Total	**100**	**100**

Textbooks : 1. Social Science Part I-History (ITIHASH) for Class X, Publisher-ASTPPC Ltd.

2. Social Science Part II- Geography (BHUGOL) for Class X, Publisher- ASTPPC Ltd.

3. Social Science Part III- Political Science and Economics (RAJNEETI and ARTHANEETI BIGYAN) for Class X, Publisher- ASTPPC Ltd.

* Questions from each Unit/Lesson will carry marks 2-15.

ঐচ্ছিক অসমীয়া
SUBJECT CODE - 20
নৱম দশম শ্রেণী

নৱম আৰু দশম শ্রেণীৰ বাবে ঐচ্ছিক অসমীয়া সাহিত্যৰ পাঠ্যপুথি একোখনকৈ হ'ব। এই পুথিৰ প্রতিখন ১০০ পৃষ্ঠাৰ বেছি নাথাকিব।

নৱম শ্রেণী ঃ

(ক) গদ্যভাগ ঃ

দেশপ্রেমমূলক কাহিনী, জাতীয় বৈশিষ্ট্য মূলক বিষয়, পৌৰাণিক কাহিনী, অসমৰ যিকোনো এটি থলুৱা উৎসৱ, অসমৰ যিকোনো এগৰাকী মহান ব্যক্তিৰ জীৱনী, হাস্য ৰসাত্মক কাহিনী, শিক্ষামূলক ভ্রমণ বৃত্তান্ত, পুৰণি অসমৰ স্মৃতিমূলক পৰিচয়, বিজ্ঞান বিষয়ক, পৰিবেশ ইত্যাদি বিষয়সমূহ পাঠ্যপুথিত অন্তর্ভূক্ত কৰা হ'ব।

পাঠসমূহ ৰচনাকালৰ ক্রম অনুসৰি সজোৱা হ'ব।

(খ) পদ্যভাগ ঃ

ৰমন্যাসিক যুগৰ সৰল ভাষা আৰু ছন্দৰ বর্ণনাত্মক, প্রকৃতিমূলক, দেশপ্রেমমূলক, নীতিশিক্ষা, কৌতুক আদি বিষয়ক কবিতা পাঠ্যপুথিত অন্তর্ভূক্ত হ'ব।

গদ্য-পদ্য ভাগৰ পাঠৰ প্রাৰম্ভতে লেখক-লেখিকাসকলৰ পৰিচয়মূলক টোকা সন্নিবিষ্ট হ'ব।

(গ) ৰচনা ঃ

পৰিবেশ, প্রকৃতিবিষয়ক, উৎসৱ, বিজ্ঞান বিষয়ক, সামাজিক সমস্যামূলক, ভ্রমণকাহিনী, জীৱনীমূলক, খেল-ধেমালি প্রভৃতি বিষয় ৰচনাৰ বিষয়বস্তু হ'ব।

(ঘ) ব্যাকৰণ ঃ

১। স্বৰবর্ণ, ব্যঞ্জনবর্ণ

২। শব্দ

৩। বিপৰীতার্থক শব্দ
৪। পদ আৰু লিঙ্গ
৫। উদ্দেশ্য-বিধেয়
৬। সমার্থক শব্দ
৭। সমোচ্চাৰিত শব্দ
৮। পদ
৯। বাক্যৰ পৰিবর্তন
১০। এটা শব্দত প্রকাশ কৰা
১১। অব্যয়
১২। ক্রিয়াপদ
১৩। সর্বনাম পদ
১৪। বচন
১৫। জতুৱা ঠাচঁ

(ঙ) ভাৱ সম্প্রসাৰণ, ভাৱ-সংকোচন, আবেদন লিখন, ভুল শুধৰণি আদি বিষয়সমূহৰ জ্ঞান।

(চ) অনুবাদ (ইংৰাজীৰ পৰা অসমীয়ালৈ)।

দশম শ্রেণী

(i) **গদ্যভাগ ঃ**
জাতীয় বৈশিষ্ট্যমূলক বিষয়, ঐতিহাসিক কাহিনী, সাহিত্য-কলা বিষয়ক, অসমৰ বাহিৰৰ যিকোনো এজন মহান ব্যক্তিৰ জীৱনী, নাটকৰ অংশ বিশেষ, শিক্ষামূলক ভ্রমণ বৃত্তান্ত, বিজ্ঞান বিষয়ক, জাতীয় সংহতি, পৰিবেশ ইত্যাদি বিষয়সমূহ পাঠ্যপুথিত অন্তর্ভূক্ত কৰা হ'ব।

পাঠসমূহ ক্রম অনুসৰি সজোৱা হ'ব।

(ii) **পদ্যভাগ ঃ**
ৰোমান্তিক যুগৰ সৰল ভাষা আৰু ছন্দৰ - প্রকৃতি বিষয়ক, মানৱ প্রেম মূলক, আধ্যাত্মিক ভাৱাপন্ন, কৌতুক আদি বিষয়ক কবিতা পাঠ্যপুথিত অন্তর্ভুক্ত হ'ব।

(iii) **ৰচনা ঃ** ৰচনাৰ বিষয়বস্তু হ'ব ঃ
পৰিবেশ, প্রকৃতি বিষয়ক, উৎসৱ, বিজ্ঞান বিষয়ক, সামাজিক সমস্যামূলক,

ভ্রমণ কাহিনী, জীৱনী মূলক, খেল-ধেমালি বিষয়ক ইত্যাদি।

(iv) **ব্যাকৰণ ঃ**

১। ব্যঞ্জনবর্ণৰ প্রকাৰ
২। বাক্যৰ প্রকাৰ
৩। বিভক্তি
৪। কাৰক
৫। বচন আৰু পুৰুষ
৬। নত্ববিধি-ষত্ববিধি
৭। প্রত্যয়
৮। সমাস
৯। নির্দেশক প্রত্যয় আৰু স্ত্রী প্রত্যয়
১০। যতি চিন
১১। পুৰুষবাচক প্রত্যয় (ৰ, ৰা, ক ইত্যাদি)
১২। সমার্থক আৰু বিপৰীতার্থক শব্দ
১৩। জতুৱাঠাঁচ আৰু খণ্ড বাক্য

(v) ভাৱ সম্প্রসাৰণ, ভাৱ সংকোচন, সাৰাংশ লিখন, আবেদন লিখন, ভুল শুধৰণি আদি বিষয়ক জ্ঞান লাভ।

(vi) অনুবাদ- ইংৰাজীৰ পৰা অসমীয়ালৈ। দুয়োটা শ্রেণীৰ বাবে এখন ব্যাকৰণ আৰু ৰচনা পুথি থাকিব।

Distribution of Marks

Group A :			**Group B :**		
গদ্য	-	১৮	গদ্য	-	১৭
পদ্য	-	১৫	পদ্য	-	১৫
ব্যাকৰণ	-	১২	ৰচনা	-	১০
অনুবাদ	-	৫	ভাৱার্থ/ভাৱ সম্প্রসাৰণ	-	৮
মুঠ	-	**৫০**	**মুঠ**	-	**৫০**

◆◆◆

ASSAMESE (E)
Subject Code - 20

Class : IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Sl. No.	UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	**Textbook : সৰল অসমীয়া সাহিত্য** Group : A 50 Marks **গদ্য ঃ** অসমীয়া আখৰ চিনাকি	✓	✓
	কেইজনমান বিখ্যাত বিজ্ঞানী		
2.	অলৌগুটি-তলৌগুটি	✓	✓
	অসমৰ কুটীৰ শিল্পৰ বিষয়ে		
3.	**পদ্য ঃ** অকণমানিৰ প্ৰাৰ্থনা লঘোন	✓	✓
4.	ব্যাকৰণ ঃ স্বৰবৰ্ণ, ব্যঞ্জনবৰ্ণ, স্বৰচিহ্নৰ ব্যৱহাৰ, যুক্তাক্ষৰ, বিপৰীতাৰ্থক শব্দ, বাক্য উদ্দেশ্য-বিধেয়, সমাৰ্থক শব্দ, পদ, লিঙ্গ, বাক্যৰ পৰিৱৰ্তন, এটা শব্দত প্ৰকাশ কৰা, অব্যয়, সৰ্বনাম, ক্ৰিয়াপদ।	✓	✓
5.	ৰচনা	✓	✓
6.	অনুবাদ (ইংৰাজীৰ পৰা অসমীয়ালৈ)	✓	✓
		50	50

Sl. No.	UNIT/ LESSONS	Marks	
		Half Yearly	Final
7.	Group : B 50 Marks **গদ্য ঃ** কিতাপ পঢ়াৰ প্ৰয়োজনীয়তা	✓	✓
	আমাৰ সাজ-পাৰ আৰু আ-অলংকাৰ		
8.	শংকৰ-মাধৱ ঃ গুৰু-শিষ্যৰ এক মহান নিদৰ্শন	✓	✓
	অসমৰ কেইটামান কৃষিভিত্তিক উৎসৱ		
9.	**পদ্য ঃ** নোৱাৰোঁ	✓	✓
10.	ব্যাকৰণ ঃ বচন, সমাৰ্থক শব্দ, জতুৱা ঠাঁচেৰে বাক্য ৰচনা	✓	✓
11.	ভাৱ সম্প্ৰসাৰণ/ভাৱ-সংকোচন/ আবেদন লিখন /চিঠি	✓	✓
12.	ভুল শুধৰণি	✓	✓
13.	বাক্য ৰচনা	✓	✓
		50	50
	সৰ্বমুঠ	100	100

Textbook : সৰল অসমীয়া সাহিত্য

* প্ৰতিটো ইউনিট / পাঠৰ পৰা ২-১৫ নম্বৰৰ প্ৰশ্ন আহিব।

ASSAMESE (E)
Subject Code - 20

Class : X **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Sl. No.	UNIT/ LESSONS	Marks	
		Half Yearly	Final
	Group : A Marks : 50 Time : 2 hours		
1.	**গদ্য ঃ** অবাক বিস্ময়, সাহিত্যৰথী লক্ষ্মীনাথ বেজবৰুৱা	✓	✓
2.	অহিংসাৰ নীতি		✓
3.	**পদ্য ঃ** অসমী আই, ধূলিকণা মই	✓	✓
4.	আমাৰ নিয়ম		✓
5.	**ব্যাকৰণ ঃ** All the grammar portion of class IX and the following ব্যঞ্জনবর্ণৰ প্রকাৰ, বাক্যৰ প্রকাৰ, যতিচিন, বিভক্তি, কাৰক, বচন আৰু পুৰুষ, ণত্ববিধি আৰু ষত্ববিধি, প্রত্যয়, নির্দেশক প্রত্যয় আৰু স্ত্রী প্রত্যয়, সন্ধি, সমার্থক আৰু বিপৰীতার্থক শব্দ, জতুৱা ঠাঁচ আৰু খণ্ডবাক্য।	✓	✓
6.	অনুবাদ	✓	✓
		50	50

Sl. No.	UNIT/LESSONS	Marks	
		Half Yearly	Final
7.	**Group : B** শিক্ষা প্রযুক্তি, মহাযজ্ঞৰ পুৰস্কাৰ	✓	✓
	সৌন্দর্য চর্চা আৰু সুস্বাস্থ্য		
8.	ঈদ মোবাৰক	✓	✓
	মানুহে মানুহৰ বাবে		
9.	ৰচনা	✓	✓
10.	ভাৰ সম্প্রসাৰণ/ভাৱার্থ	✓	✓
		50	50
	মুঠ নম্বৰ	100	100

Textbook : **সৰল অসমীয়া সাহিত্য**

* প্রতিটো ইউনিট / পাঠৰ পৰা ২-১৫ নম্বৰৰ প্রশ্ন আহিব।

MANIPURI (E)
SUBJECT CODE - 23
Class - IX

সাহিত্য লৈকোল

ৱারেং ঃ

লাইরিক অসিগী ৱারেংগী শরুক্তা য়াওরিবশিং অসি মহৈরোয়শিংদা মোরেল লেসন পীবা, মীতৈ সমাজগী ওইবা থৌদোক ৱাথোকশিংদা য়ুম্ফম ওইরগা সমাজবু শেংদোক্লবগী মশক ওইবা, নাৎ অমসুং সংস্কৃতিগী ওইবা ৱারোল, মীতৈগী লোন অমসুং সাহিত্যগী শরুক অমা ওইরিবা মোইরাং কংলৈরোলগী ফজরবা ৱারী হায়বদি খম্বা অমসু খম্নুগী পুম্সি ৱারী মতেক খরা, অমদি ফোকলোরগী মরমদা ইবা ৱারোলশিংসু মতাং চানা হাপতুনা মহৈরোয়শিংদা খংহন্নবা হোৎনজৈ।

শৈরেং ঃ

লাইরিক অসিদা য়াওরিবা শৈরেগী শরুক অসিদা পোক্লফম লমদম্বু নুংশিবা, মমারোলবু মীরাইরোইদবনি, ঈশ্বর লৈরি, ঈশ্বর মহাকতনা ঐখোয়গী চংজফমনি হায়বা ৱারোলশিং য়াওরি। মসিদসু নওনা মীওইবা সমাজগী মরক্তা লাইনিং লাইশোন খেন্নবদগী থোরকপা মান্নদবা মীৎয়েংশিং কয়াদগী ওইরকপা হাৎন-শুনবা কয়াসু মতাং চানা হাপচরি।

ব্যাকরণ ঃ

য়েকতিন, ৱাপূন, ৱাহৈ পরেং, পাউরৌ, ৱাহৈ পরেং চুমথোকপা, ৱাখল্লোল শন্দোকপা, হায়জ চেরোল, মণিপুরীদা হন্দোকপা।

রচনা ঃ

মহৌশাগী খুৎশেম, ইতিহাস অমসুং ধর্ম্মগা মরী লৈনবা থৌরমশিং, শান্ন-খোৎনবা, মীথোই মীহেনগী পুম্সি ৱারী, বিজ্ঞানগী ওইবা অসিনচিংবা য়াওরি।

MANIPURI (E)
SUBJECT CODE-23
CLASS - X

সাহিত্য লৈকোল

(১) ৱারেং ঃ

ৱারেংগী কাংলুপ অসিদা ফিদন্নীংঙাই ওইরবা শ্রীরামগী ৱারী য়াওরি। মহৈরোইশিংবু লমজিং লমতাকপীরিবা ওজা গুরুগা লৈনবা মরী অদুগী হৌরকফম অমসুং ঙসি ফাওবা চত্থরক্লিবা মরী অসিবু মহৈরোইশিংনা নীংশিংনবা ৱারেং হাপচরি। মহৈরোই অমা ওইনা শান্নখোৎনবা হায়বসি খংদ্রবা য়াদ্রবা মচল অমা ওইরক্লে। পীক্লবা মণিপুরী হায়বা কাংলুপ অসিনা ওলিম্পিক্কী ক্ষেত্রদা ভারতকী মীহুৎ ওইনা শরুক য়ারুবগী ৱারী য়াওরি। অমরোমদা মণিপুরী সাহিত্যগী শরুক অমা ওইরিবা মোইরাং কংলৈরোলগী অরোইবা শায়োন্দা য়াওবা খম্বা-থোইবীগী ৱারীদা তুশোল্লবী খম্নুগী নুংশিরবা ৱারীসু মহৈরোয়শিংগী থম্মোয়দা লৈহৌননবা মতাং চানা হাপচরি। মসিদা নত্তা লৈবাক নিংথৌনা মপুকচেন্দি মোৎলগা মপানথোংদা অফবা শাবা, হিংশা তৌবা থাদোক্তুনা অহিংশানা মালেম শান্তি পুররুবা হোৎনবা, লমগী মিংথোনখিবগী ৱারী, মৈতৈগী লৈরম্বা মায়াচৌশিং, মৈতৈলোন চাওখৎনবা হোৎনবা, ফুঙ্গাৱারী অমসুং কথোকপা অমগা লোইননা সমাজ সংস্কার তৌরম্বা মীওইশিংগী ৱারীসু মতাং চানা হাপচরি।

(২) শৈরেং ঃ

মণিপুরী সাহিত্যনা চহী 250 রোম তুম্লুরবগী তুংদা নৌনা মীকপ থোরকপা মতমদা ইরকপা শৈরেংশিংগী মনুংদা মমা-মচা, মচিন-মনাও, ওজা-গুরুগী মরী, মিংচৎ হায়বা অসিনা অথোইবা লন্নী হায়বা তাকপা, ঈশ্বরগী মফমদা চংজবা, ঙসিগী সমাজদা ওইরিবা মশক অমসুং ধর্মগী ফিদন্নচিংবা কয়া য়াওরি।

(৩) ব্যাকরণ ঃ

(ক) ৱাতপ (affix), সমাস (compound), শক্তাক (Gender), ৱাহৈ পরেং চুমথোকপা (Correction of sentence), ৱাহৈ পরেং শেম্বা (formation of sentence), ৱাশুপ, পাউরৌ শন্দোকপা।

(খ) Composition :

ৱাখল্লোন শন্দোক্না তাকপা (amplification)

ৱা মচং ইবা (Precis writing)

(গ) Translation :

ইংরাজীদগী মণিপুরীদা হন্দোকপা।

(৪) Essay : (রচনাগী হীরমশিং) ঃ

অকোইবগী ঈশিং নুংশিৎকী ফিভম, ইতিহাস অমসুং ধর্ম্মগা মরী লৈনবা থৌরমশিং, শান্ন-খোৎনবা, মীথোই মীহেনগী পুন্সি ৱারী, লমকোয় ৱারী।

Group : A			**Group : B**		
ৱারেং	-	18	ৱারেং	-	17
শৈরেং	-	10	শৈরেং	-	15
ব্যাকরণ	-	18	রচনা	-	10
Translation	-	4	Composition	-	8
					50
			Total =		**100**

◆◆

MANIPURI (E)
Subject Code - 23

Class : IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Sl. No.	UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	Textbook : Sahitya Leikol Group : A : Marks : 50 Time : 2 hours **ৰাৰেং Prose :** (i) অচুম্বা ঙাংবা জর্জ ৰাশিংটন (ii) য়েন তুনবা	✓	✓
	(iii) পাম্হোইবী		
2.	**শৈৰেং Poetry :** (i) পোৱফম লমদম	✓	✓
	(ii) একলব্য (iii) মৈতৈ চনু		
3.	**ব্যাকরণ Grammar :** (i) সমাস (কম্পাউন্দ) (ii) ৰাহৈপৰেং চুমথোকপা (iii) চিঠি ইবা (iv) ৰাহৈপৰেং শেম্বা	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	Total	**50**	**50**

* Questions from each Unit/Lesson will carry marks 2-15.

Sl. No.	UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	**Group : B : Marks : 50** **ৰাৰে Prose :** (i) শলাং মাইবগীদা খন্নু অমসুং খম্বা (ii) ফিৰুক নুংশাং কাইবা	✓	✓
	(iii) ফোকলোৰ		
2.	**শৈৰেং Poetry :** (i) অনাবা (ii) আবাহন	✓	✓
	(iii) গঙ্গাজল		
3.	**Essay :**	✓	✓
4.	Amplification	✓	✓
5.	Translation	✓	✓
	Total		**100**

তম্ন - লাইৰিক্কী মমীং ঃ সাহিত্য লৈকোল

* Questions from each Unit/Lesson will carry marks 2-15.

MANIPURI (E)
Subject Code - 23

Class : X **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Sl. No.	UNIT/LESSONS	Marks	
		Half Yearly	Final
	Group - A **Marks : 50 Time : 2 hours**		
1.	ৰারে ***Prose :***	✓	✓
	(a) ধর্ম কনবা রাম		
	(b) ওঝাগী নুমিৎ		
2.	শৈরেং ***Poetry :***		
	(a) অঙাংনা তেংথাবা	✓	✓
	(b) বারুনীগী অহিং		
3.	**ব্যাকরণ Grammar :** All the grammar portion of class IX and the following		
	(ক) ৰাতপ (affix), ৰাপুন (compound)	✓	✓
	(খ) শীংতাক (Number), শক্তাক (Gender)	✓	✓
	(গ) ৰাহৈ পরেং চুমথোকপা (Correction of Sentence),	✓	✓
	(ঘ) ৰাহৈপরেং শেম্বা (Formation of Sentence)	✓	✓

Sl. No.	UNIT/LESSONS	Marks	
		Half Yearly	Final
4.	লোল হন্দোকপা **Translation** (From English to Manipuri)	✓	✓
	Total	**50**	**50**
5.	**Group : B Marks : 50** ৰারেং ***Prose :*** (a) ওলিম্পিক্তা মণিপুরীশিং (b) খন্নু	✓	✓
6.	শৈরেং ***Poetry :*** (a) ৰারবা জগৎ	✓	✓
	(b) মিংচৎ (c) শবনমগী মরিক অনীদং		
7.	**Essay Writing :**	✓	✓
8.	Composition (Substance, Precis writing, amplifition)	✓	✓
	Total	**50**	**50**

তম্ন - লইরিক্কী মমীং ঃ **সাহিত্য লৈকোল**

* Questions from each Unit/Lesson will carry marks 2-15.

पाठ्यक्रम

ऐच्छिक नेपाली NEPALI (E)

Subject Code - 26

नवौं श्रेणी

पाठ्यपुस्तक - 'नेपाली साहित्य सुधा' भाग - १

नवौं श्रेणीका लागि ऐच्छिक नेपाली साहित्यको पाठ्यपुस्तक एउटै हुनेछ यो पुस्तक १०० पृष्ठभन्दा ज्यादाको हुनै छैन।

(क) **गद्य :** देशप्रेममूलक कहानी, जातीय वैशिष्ट्यमूलक बिषय, पौराणिक कहानी असमको कुनै एउटा उत्सब, असमका कुनै एकजना महान व्यक्तिको जीवनी हास्यरसात्मक कहानी, शिक्षामूलक भ्रमण वृत्तान्त, प्राचीन असमको स्मृतिमूलक परिचय, विज्ञान विषयक पर्यावरण आदि विषयहरू पाठ्यपुस्तकमा अन्तर्भुक्त गरिनेछ।

पाठ्यहरू रचनाकालको क्रम अनुसार सजाइने छ।

(ख) **पद्य :**

रमन्यासिक युगको सरल भाषा र छन्दको वर्णनात्मक, प्रकृतिमूलक देशप्रेममूलक, नीतिशिक्षा, व्यङ्ग्यादि विषयक कविता पाठ्यपुस्तकमा अन्तर्भुक्त हुनंछ।

गद्य-पद्य दुवै भागका पाठहरूमा लेखक-लेखिकाहरूको परिचयमूलक टिप्पर्ण हुनेछ।

गद्य-पद्य दुवै भागका पाठहरूमा लेखक-लेखिकाहरूको परिचयमूलक टिप्पर्ण सत्रिविष्ट हुनेछ।

(ग) **रचना :**

१) पर्यावरण, प्रकृतिविषयक, उत्सव, विज्ञानविषयक, सामाजिक समस्यामूलक, नियात्रा, जीवनीमूलक,

खेलकुद प्रभृति विषय रचनाका विषयवस्तु हुनेछन्।

(घ) व्याकरण :

निम्नोल्लेखित विषयहरू भएको एउटा व्याकरण रहनेछ। (पुस्तक – सरल नेपाली व्याकरण र रचना – राजानारायण प्रधान) वर्ण, शब्द, सन्धि, संज्ञा, संज्ञाका रूपान्तर, सर्वनाम, विशोषण क्रिया, क्रियाका रूपान्तर, क्रियाका भेद, अव्यय, उपसर्ग, प्रत्यय, समास, विराम चिह्न।

१) भाव विस्तार, सारांश, पत्र/निवेदन लेखन, भूल सुधार, शब्दका विशेष प्रयोग, वाग्धारा, उखान, विषयहरूको ज्ञान

२) अनुवाद (अङ्ग्रेजीबाट नेपालीमा)

नवौं–दशौं कक्षाका लागि व्याकरण र निबन्धको पुस्तक एउटै रहनेछ।

NEPALI (E)
Subject Code - 26

श्रेणी - नवौं **पाठ्यपुस्तक - नेपाली साहित्य सुधा - भाग एक**
समय - ३ घण्टा **पूर्णाङ्क - १००**

एकाई	विषय - एकाई/पाठहरू	तीकिएको अङ्क	कुल अङ्क
१.	**पद्य :** (क) भक्तमाला (ख) मणिपुरको लडाइँको सवाई (ग) साहित्य सुधा (घ) तिहार (ङ) चाहिएको छ	✓	✓
२.	**गद्य :** (क) मेरो विद्यार्थी जीवनको साहित्यसेवा (ख) भूल (ग) अथक खेलाडी : चन्दन सिंह (घ) हाम्रो संस्कृति (ङ) पर्यावरण र प्रदूषण (च) शहीद दुर्गा मल्ल	✓	✓
३.	**व्याकरण :** सरल नेपाली व्याकरण र रचना, लेखक - राजनारायण प्रधान **पाठहरू** - वर्ण, शब्द, सन्धि, संज्ञा र संज्ञाका रूपान्तर, सर्वनाम, विशोषण, क्रिया र क्रियाका रूपान्तर तथा भेद, अव्यय, उपसर्ग, प्रत्यय, समास तथा विराम चिह्न।		✓
४.	रचना - शब्दका विशेष प्रयोग, वाग्धारा, उखान, पत्र-रचना, सारांश, भावविस्तार अनुवाद - (अङ्ग्रेजीबाट नेपालीमा)		✓

५.	**निबन्ध लेखन :**–वर्णनात्मक, विवरणात्मक, विचारात्मक) यो पर्यावरण, प्रकृतिविषयक, उत्सव, विज्ञानविषयक, सामाजिक समस्यामूलक, नियात्रा, जीवनी खेलकूद प्रभृति कूनै एक विषयक हुनु पर्नें छ।		✓
		कुल	**100**

A. WEIGHTAGE TO THE OBJECTS OF QUESTIONS :

SL. No.	Sub - Unit / Lessons	Total Marks
1.	Knowledge	30
2.	Comprehension	35
3.	Expression	35

B. WEIGHTAGE TO THE TYPE OF QUESTIONS :

SL. No.	Sub - Unit / Lessons	Total Marks
1.	Essay/Lessons	30
2.	Short Answer type	50
3.	Very short answer type	20

Total - 100

* Questions from each Unit/Lesson will carry marks 2-15.

पाठ्यक्रम

ऐच्छिक नेपाली Nepali (E)

SUBJECT CODE - 26

दर्शी श्रेणी

पाठ्यपुस्तक - 'नेपाली साहित्य सुधा' भाग - १

दर्शौं श्रेणीका निम्ति ऐच्छिक नेपाली साहित्यको पाठ्यपुस्तक एउटै हुनेछ। यो पुस्तक एक सय पृष्ठभन्दा ज्यादाको हुने छैन।

(क) गद्यांश :

जातीय वैशिष्ट्यमूलक विषय, साहित्य-कला विषयक, विज्ञान विषयक, जातीय वा राष्ट्रिय अखण्डता विषयक, शिक्षामूलक कहानी, यात्रा संस्मरण, असमका बाहिरका कूने प्रसिद्ध व्यक्तिको जीवनी, ऐतिहासिक कहानी, नाटकको अंशाविशेष, कुपरम्परा, रूढीबुढीको संस्कार विषयक, पर्यावरण प्रदूषण आदि आदि विषयहरू पाठ्यपुस्तकमा अन्तर्भूक्त गरिने छ।

(ख) पाद्यांश -

रमन्यासिक युगको सरल भाषा र छन्दको - प्रकृति विषयक, मानव प्रेममूलक, आध्यात्मिक, भावापन्न, हास्य रसात्मक, व्यङ्यादि विषयक कविता यस पुस्तकमा अन्तर्भूक हुनेछन्।

गद्य-पद्य दुवै भागका पाठहरूमा लेखक-लेखिकाहरूका परिचयमूलक टिप्पणी सत्रिविष्ट हुनेछन्।

गद्य-पद्य दुवै भागका पाठहरूमा लेखक-लेखिकाहरूका परिचयमूलक टिप्पणी सत्रिविष्ट हूनेछ।

(ग) चरना/नेबन्ध लेखन :

(१) पर्यावरण, प्रकृति विषयक, उत्सव, विज्ञान विषयक, सामाजिक समास्यामूलक, नियात्रा, जीवनीमूलक, खेलकूद प्रभृति विषय निबन्ध (रचना) का विषयवस्तु हुनेछन्। यी विवरणात्मक, वर्णनात्मक भावनात्मक हुनेछन्।

(घ) व्याकरण :

व्याकरणमा तलका पाठहरू रहनेछन्।

(i) वर्ण, शब्द, सन्धि, संज्ञा र संज्ञाका रूपान्तर, वाच्य, सर्वनाम विशेषण, काल, कालका भेद, क्रिया, क्रियाका भेद, अव्यय र यसका भेद समास, उक्ति, उपसर्ग, प्रत्यय, विराम चिह्न, पदयोग, पदवियोग, करण, अकरण तद्भव, तत्सम् र आगतन्तुक शब्द र यिनको प्रयोग, निपात र यसको प्रयोग चन्द्रविन्दु र शिरविन्दुको प्रोयग।

(ii) **रचना** – शब्दका विविध प्रयोग, वाग्धारा र तुक्का-ऊखान, शुद्धीकरण वाक्यरचना, सारांश, भावविस्तार आदि विषयहरूको ज्ञान।

(iii) **अनुवाद** (अङ्ग्रेजीबाट नेपालीमा)
नवौं-दशौं कक्षाका निम्ति व्याकरण र निबन्धको पुस्तक एउटै रहनेछ।

NEPALI (E)
Subject Code - 26

श्रेणी - दशौं **पाठ्यपुस्तक - नेपाली साहित्य सुधा - भाग २**

समय - ३ घण्टा **पूर्णाङ्क - १००**

एकाई	विषय - एकाई/पाठहरू	तीकिएको अङ्क	कुल अङ्क
१.	**पद्य :** (क) रामायण शिक्षा (ख) घाँसी (ग) भाषा (घ) शङ्कर बन्दना (ङ) लड वीरबहादुर, तिमी लड (च) तिम्रो आगमनले	✓	✓
२.	**गद्य :** (क) के गर्छस् मङ्गले आफ्नै ढङ्गले (ख) लोकजीवन र नेपाली संस्कृति (ग) कम्पुटर - एक छोटी परिचय (घ) दुरूङ पाँडे (ङ) मान्छेको दिमागमा बसेको काती (च) पर्यावरणको सुरक्षा	✓	✓
३.	**व्याकरण :** सरल नेपाली व्याकरण रचना, लेखक - राजनारायण प्रधान All the grammar portion of class IX and the following **पाठहरू** - शब्द, सन्धि, समास, क्रियाका काल, चन्द्रबिन्दु र शिरबिन्दुको प्रयोग, करण र अकरण, क्रिया बिशेषण, पदयोग र पद वियोग, लिङ्ग, तत्सम्, तद्भव र आगन्तुक शब्द र यिनको प्रयोग, निपात र यसको प्रयोग, उक्ति, अव्यय र यसकी प्रयोग।		✓

४.	रचना – शब्दका विविध प्रयोग, वाग्धारा र तुक्का–उखान, सुद्धोकरण, वाक्यरचना, अनुवाद, सारांश, भावविस्तार।		✓
५.	**निबन्ध लेखन :** (वर्णनात्मक, विवरणात्मक, विचारात्मक) यो पर्यावरण, प्रकृतिविषयक, उत्सव, विज्ञानविषयक, सामाजिक समस्यामूलक, नियात्रा, जीवनीमूलक, खेलकूद प्रभृति कुनै एक विषयक हूनू पर्ने छ।		✓
	कूल		**100**

A. WEIGHTAGE TO THE OBJECTS OF QUESTIONS :

SL. No.	Sub - Unit / Lessons	Total Marks
1.	Knowledge	30
2.	Comprehension	35
3.	Expression	35
		100

B. WEIGHTAGE TO THE TYPE OF QUESTIONS :

SL. No.	Sub - Unit / Lessons	Total Marks
1.	Essay/Lessons Answer type	30
2.	Short Answer type	50
3.	Very short answer type	20
		Total - 100

* Questions from each Unit/Lesson will carry marks 2-15.

COURSE CONTENT

SUBJECT - HINDI (E)

SUBJECT CODE - 24

CLASS - IX

A] Hindi Elective : Group A & B Full Marks : 100 Pass Marks : 30 **Time :** 3 Hours, B] English (IL) + Hindi (E) [Group (A) only] Full Marks : 50; Pass Marks : 15; Time : 2 Hours

Sl. No.	LESSONS/UNIT	Marks	
		Half Yearly	Final
1.	**Group - A [50 Marks]** **गद्य खंड** हिम्मत और जिंदगी	✓	✓
	आप भले तो जग भला		
2.	चिकित्सा का चक्कर	✓	
	अपराजिता		
3.	**पद्य खंड** कृष्ण महिमा	✓	✓
	नर हो, न निराश करो मन को		
4.	मुरझाया फूल	✓	✓
	टूटा पहिया		
5.	व्याकरण (लिंग, वचन, कारक, संधि, पर्यायवाची शब्द, उपसर्ग और प्रत्यय, विलोम शब्द, मुहावरे एवं लोकोक्तियाँ)	✓	✓
	Total	**50**	**50**
6.	**Group - B [50 Marks]** परीक्षा	✓	✓
	मणिकांचन संयोग		
7.	दोहा दशक	✓	✓
	साबरमती के संत		
8.	व्याकरण-रचना (Grammar & Composition) [अनुच्छेद लेखन (4), पत्र-लेखन (4) अपठित गद्यांश (4), अनुवाद (5), अर्थनांद (3)]	✓	✓
	Total	**50**	**50**
	Grand Total Marks	**100**	**100**

Text Book : Alok Bhag-I, Published by Asom Rashtrabhasha Prachar Somity, Guwahati-32

* Questions from each Unit/Lesson will carry marks 2-15.

COURSE CONTENT

SUBJECT - HINDI (E)

SUBJECT CODE - 24, CLASS : X

A] Hindi Elective : Group A & B Full Marks : 100 Pass Marks : 30, **Time :** 3 Hours, B] English (IL) + Hindi (E) [Group (A) only] Full Marks : 50; Pass Marks : 15; Time : 2 Hours

Sl. No.	LESSONS/UNIT	Marks	
		Half Yearly	Final
1.	**Group - A [50 Marks]** **गद्य खंड** नींव की ईट छोटा जादूगर	✓	✓
2.	भोलाराम का जीव सड़क की बात		✓
3.	**पद्य खंड** साखी पद–त्रय	✓	✓
4.	कलम और तलवार मृत्तिका		✓
5.	व्याकरण : All the grammar portion of class IX and the following (लिंग, वचन, कारक, संधि और समास, पर्यायवाची शब्द, विपरीतार्थक शब्द, अनेक शब्दों के लिए एक शब्द, उपसर्ग और प्रत्यय, मुहावरे एवं लोकोक्तियाँ, वाक्य शूद्धिकरण, वाक्य परिवर्तन)	✓	✓
	Total	**50**	**50**
6.	**Group - B [50 Marks]** नीलकंठ	✓	✓
	चिट्ठियों की अनूठी दुनिया		
7.	जो बीत गई	✓	✓
	कायर मत बन		
8.	रचना (Composition) [निबंध लेखन (8), पत्र–लेखन (5) अपठित गद्यांश (6), अनुवाद (5)]	✓	✓
	Total	**50**	**50**
	Total Marks		**100**

Text Book : Alok Bhag-II, Hindi Vyakaran aur Rachana Published by Asom Rashtrabhasha Prachar Somity, Guwahati-32

* Questions from each Unit/Lesson will carry marks 2-15.

Advanced Mathematics (E)

SUBJECT CODE - 19

CLASS - IX-X

1. IMPORTANCE OF INTRODUCTION OF ADVANCED MATHEMATICS

After completing the H.S.L.C and H.S.S.L.C (Peviously known as Matriculation and Intermediate) Examinations a sizable section of the students opt for various scientific and technological branches. Besides, some brilliant students have been appearing in different competitive examinations like JEE, AIEEE, OLYMPIADS etc.

The syllabus meant for students of General Mathematics will not help to this section of students to an expected level. So in preparing a syllabus we should emphasize on the interest of this section of brilliant students. Considering this point in mind, SEBA (previously G.U) has been retaining the Advanced Mathematics since many years back.

At Present SEBA has adopted the NCERT syllabi in class IX and X. In CBSE course advanced Mathematics is not included as one of the subjects in classes IX and X. But due to the arguments stated above SEBA wants to retain Advanced Mathematics, in class IX and X for pre-training to advanced course in Mathematics in spite of adoption of Mathematics from NCERT. Therefore it becomes necessary to frame the syllabi of these two classes observing the syllabi of the General Mathematics of NCERT.

2. ***Objectives -***

Teaching of Advanced Mathematics at the Secondary School level enables the pupils :

- to develop interest in the study of Mathematics.
- to provide the necessary background for the study of higher Mathematics.
- to help pupil to think and act logically, to develop creativity.
- to lay down geater emphasis on the basic concepts, imagination, reasoning without neglecting the basic skills.
- to encourage the students to pursue mathematics in higher studies.

3. Syllabus of Advanced Mathematics (E)
Subject Code : 19

Class : IX **Total Marks : 100**

Unit- I. System of Numeration :

History of Numeration and numerals, Different systems of Numerals: Roman and Indo-Arabian. Different Scales of Numeration with bases 2,8, 10 and 16. Change of base. Arithmetic of Binary numbers.

Unit- II. Basic Set Theory :

(A) Fundamentals of Statement Algebra

(B) Operations of Sets, Algebra of Sets, Proofs of Laws of Algebra of Sets.

Unit -III. Logarithm and properties

Unit -IV. Special product and Factorization of :

(i) $a^3+b^3+c^3+3\,(b+c)\,(c+a)\,(a+b)$

(ii) $x^3+(a+b+c)\,x^2+(ab+bc+ab)x+abc$

(iii) $(a+b+c)\,(bc+ca+ab)-abc$

(iv) $a^3+b^3+c^3-3abc$

(v) $a^2(b+c)+b^2(c+a)+c^2(a+b)+2abc$

(vi) $bc(b+c)+ca(c+a)+ab\,(a+b)+2abc$

(vii) $a(b^2+c^2)+b(c^2+a^2)+c(a^2+b^2)+2abc$

(viii) $a^2(b+c)+b^2(c+a)+c^2(a+b)+3abc$

(ix) $bc(b+c)+ca\,(c+a)+ab\,(a+b)+3abc$

(x) $a(b^2+c^2)+b(c^2+a^2)+c\,(a^2+b^2)+3abc$

(xi) $a^2(b-c)+b^2(c-a)+c^2(a-b)$

(xii) $bc\,(b-c)+ca(c-a)+ab(a-b)$

(xiii) $a^3(b-c) + b^3(c-a) + c^3(a-b)$

(xiv) $a^3(b^2-c^2) + b^3(c^2-a^2) + c^3(a^2-b^2)$

Unit V : Concept of inequalities, Tricnotomy property (Order relation in R) Elementary properties of inequalities, Simple applications) Inequations and solutions of inequations in two variables, Graphs of inequations (simple cases).

Unit VI : Sequence and series :

(A) Idea of a sequence of numbers -

(B) Arithmetic Progression (AP)-

AP as a special kind of a sequence, General term of an AP, to find an AP having given any two terms of it. If each term of an AP is increased or decresed or multiplied or divided by the same number then the resulting sequence is also an AP, Arithmetic mean (A.M.), insertion of any number of AM between two given positive numbers, Arithmetic series and its sum to n terms and related problems.

(C) Geometric Progression (GP)-

GP as a special kind of sequence and its general terms; to find a GP having given any two terms of it. If each term of GP is multiplied or divided by the same number the resulting sequence is also a GP. Geometric mean (G.M), insert any number of GM between any two given positive numbers. To prove the relation AM>GM in case of any positive real numbers. Geometric series and its sum to n terms and related problems.

(D) Sum of the three series

i) 1 +2+3+ ..... + n

ii) $1^2+2^2+3^2+ \ldots\ldots\ldots\ldots\ldots\ldots + n^2$

iii) $1^3+2^3+3^3+ \ldots\ldots\ldots\ldots\ldots\ldots + n^3$

Unit VII : Plane Geometry

Proofs of the following theorems and exercises on the theorems.

1. The Perpendicular bisectors of the sides of a triangle are concurrent.
2. The internal bisectors of the angles of a triangle are concurrent
3. The perpendiculars drawn from the vertices of a triangle to the opposite sides are concurrent.
4. The medians of a triangle are concurrent.

Unit VIII : Some special Geometrical Constructions :

(1) Construction of a triangle given its two sides and a median correcponding to these sides.

(2) (i) Construct a triangle with given Perimeter and the two suitable base angles.

(ii) Construct a triangle with given (unequal) medians.

(iv) Draw a square equal in area to a given rectangle.

(v) Draw a rectangle having given one side and a diagonal.

(vi) Draw a regular polygon in a given circle.

3) Construction of figures (Triangles, quadrilaterals) similar to the given figure as per the given scale factor.

4) Construction of circumcircle and incircle.

❖❖❖

LIST OF PRACTICALS
ADVANCED MATHEMATICS (E)
Subject Code : 19
Class: IX

1. Project: Different systems of numerations.
2. If P and Q are any two statements then form any five tautology (or formula).
3. Using Venn diagram, verify the following properties of sets.
   i) Associative laws. ii) Distributive laws.
   iii) De-Morgan's laws. iv) Difference laws.
4. Using log tables find the value.

   i) $\sqrt[7]{\frac{(4.56)^4 \times (32.4)^{15}}{(11.529)^4 \times (6.9642)^3}}$ ii) 10th root of 0.0004296

   Teachers are requested **not** to provide the same problem (question) to all the students. They are, requested to create similar questions, at least 15-20 so that each student gets different question.
5. Pascal triangle and its application to find the coefficients in the expansion of $(a+b)^n$, n=4, 5, 6, 7, 8, 9, 10
6. Solve graphically the following system of linear inequations.
   $2x-3y+6>0$; $3x+5y < 15$; $y> 1$; $x>0$

   Note: Teachers are requested **not** provide the same pair of linear inequations to the all students.
7. Verification of the following formulae
   i) Sum of first n terms of an AP
   ii) $1 + 2 + 3 + \ldots\ldots + n = \frac{n(n+1)}{2}$

iii) $1+3+5+.....+(2n-1)=n^2$

iv) $2+4+6+8 ..... +2n= n(n+l)$

8. (a) To verify that the perpendicular bisector of the sides of any triangle are concurrent

   (b) To verify that the angle bisectors of a triangle are concurrent.

   (c) To verify that the altitudes of a triangle are concurrent.

   (d) To verify that the medians of a triangle are concurrent.

9. Find the positions of Circumcentre, Incentre, Orthocentre and Centroid of a given triangle.

10. Construct a triangle when the medians are given and hence verify that the centroid divides a median in the ratio 2: 1.

N.B. : Students have to do atleast 8 practicals.

ADVANCED MATHEMATICS (E)
Subject Code : 19

Class - IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**
Internal Assessment : 10
Pass marks in written examination : 27

Sl. No.	LESSONS	Marks	
		Half Yearly	Annual
1.	Numbers with Different Bases	✓	✓
2.	Sets	✓	✓
3.	Ratio and Proportion	✓	✓
4.	Indices and Logarithm	✓	✓
5.	Special products and Factorisation	✓	✓
6.	Inequalities		✓
7.	Sequence and Series		✓
8.	Plane Geometry		✓
	Total	**90**	**90**
9.	Internal Assessment	10	10
	Grand Total	**100**	**100**

Textbook: **Uccha Ganit**
The Assam State Textbook Production and Publication Corporation Limited, Guwahati-1

* Questions from each Unit/Lesson will carry marks 2-15.

4. Syllabus of Advanced Mathematics (E)
Subject Code : 19

For Class - X **Total Marks - 100**

Unit-1. Set

Algebra of sets :

Proofs of laws of Algebra of sets. Derivation of $n(A \cup B) = n(A) + n(B) - n(A \cap B)$. Relation as subset of Cartesian product, function. Concepts of reflexive, symmetric and transitive relation. Equivalence relation.

Unit 2 : Complex Number :

1. Introduction to imaginary numbers.
2. Complex number, as an ordered pair of real numbers.
3. Operations of complex numbers.
4. Properties of complex numbers.
5. Diagramatic representation of a complex number in a plane.
6. Conjugate complex number, properties of conjugate complex numbers.
7. Modulus of complex number and properties.
8. Argument of a complex number and properties.
9. Representation of complex number in (r, θ) form
10. In a quadratic equation, complex roots occur in conjugate pair (without proof).
11. Square root of complex number.

Unit -3 : Arithmetic of integers :

Method of induction (Statement only) and simple applications. Divisibility of Integers : Division algorithm, Greatest Common Divisor (GCD), simple peoperties of

GCD.

If d is the GCD of two integers a and b then there exist integers x and y such that $d = ax+by$.

Least common multiple (LCM) of integers. Theorem on GCD & LCM, Calculation of GCD of two integers by Euclid's Algorithm. Prime numbers, composite numbers perfect number, reletive prime nos. congruence of integers modulo, properties of modular congruence.

Unit - 4 : Quadratic equation :

Formation of quadratic equation from roots, equations reducible to Quadratic equation. Application problems involving quadratic equation. Simultaneous equations in two variables - one linear and other quadratic.

Unit - 5 : Application of Common Logarithm :

Characteristic and Mantissa. Use of Log table in numerical calculations.

Unit -6 : Permutation & Combination :

Combination and Permutation of distinct objects only. Symbols ${}^{n}C_{r}$ and ${}^{n}P_{r}$ with proofs. Restricted permutations and combinations, applications in simple problems.

Unit -7 : Plane Trigonometry :

Trigonometric ratios for
angles θ, $90^0 \pm \theta$, $180^0 \pm \theta$, $270^0 \pm \theta$, $360^0 \pm \theta$.
Trigonometric ratios of compound angles : Formula for sin $(A \pm B)$, cos $(A \pm B)$, tan $(A \pm B)$, (Idea of multiple angles and with simple application excluding identities)

Unit -8 : Plane Geometry :

Proofs of the following theorems and exercises on them :

(i) The angles made by a tangent to a circle with a chord drawn from point of contact are respectively equal to the angles in the alternate segments of the circle.

(ii) If two chords of a circle cut at a point within or outside it,

the rectangles contained by their segments are equal.

(iii) If a straight line drawn from an external point P intersects a circle at A and B and a straight line drawn from P touches the circle at T then PA. PB = PT^2.

(iv) The internal bisector of an angle of a triangle divides the opposite side internally in the ratio of the sides containing the angle. (The corresponding theorem about an external bisector should be given as an exercise).

(v) If the vertical angle of a triangle is bisected by a straight line which cuts the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the segment of the base, together with the square on the straight line which bisects the angle.

(vi) The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the two rectangles contained by the opposite sides.

Unit -9 : Co-ordinate Geometry : Straight line :

Every first degree equation in x and y represents a straight line. Equation of straight line in gradient form, intercept form and normal form, passing through two points. Angle between two straight lines and condition of perpendicularity and parallelism.

LIST OF PRACTICALS
ADVANCED MATHEMATICS (E)
Subject Code - 19, Class - X

1. Graph of Relations
2. Plotting complex numbers on Argand plane and to verify-
   i) Whether the points are concyclic or not.
   ii) Whether the points are collinear or not.
3. Geometrical representation of
   i) Addition of complex numbers.
   ii) Subraction of complex numbers.
4. To find the prime numbers between 1 and 1000.
5. To draw the graph of quadratic polynomial p(x) and find the roots of the equation p(x)=0 (same polynomial should **not** be given to all the students)
6. Find the values using log table.

$$(i)\sqrt[11]{\frac{(4.21)^8\times(7.294)^9}{(16.529)^{10}\times(234.1)^7}} \qquad (ii)\left(\frac{315}{2^5\times7^6}\right)^{235}$$

   Teachers are requested **not** to provide the same problem (question) to all the students. They are requested to create similar question at least 15-20 so that each student gets different question.
7. Verification of fundamental principle of counting.
8. Draw the graph of y = sin x and y = cos x.
9. To draw a straight line when its slope and a point on it are given.
10. Verify the following theorems
    i) Tangents drawn to a circle from an external point are equal in length.
    ii) Alternate segment theorem.
    iii) Theorems on area of rectangle related to circles.

N.B. : *Students have to do atleast 8 (eight) practicals.*

ADVANCED MATHEMATICS (E)

Subject Code : 19

Class-X **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**
Internal Assessment : 10
Pass marks in written examination : 27

Sl. No.	LESSONS	Marks	
		Half Yearly	Final
1.	Sets	✓	✓
2.	Complex Numbers	✓	✓
3.	Arithmetic of Integers	✓	✓
4.	Quadratic Equation	✓	✓
5.	Applications of Common Logarithm	✓	✓
6.	Permutation and Combination		✓
7.	Trigonometry		✓
8.	Plane Geometry		✓
9.	Co-ordinate Geometry		✓
	Total	**90**	**90**
10.	Internal Assessment	10	10
	Grand Total	**100**	**100**

Textbook: **New Advanced Mathematics**
The Assam State Textbook Production and Publication Corporation Limited, Guwahati-1

* Questions from each Unit/Lesson will carry marks 2-15.

History (E) : Subject Code - 30
Class - IX

CHAPTER/UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
1.	**Part I : World Revolution and Popular Movement,** American war of Independence	• To be familiar with the causes, courses and results of the American war of independence.	• Pupils will know the background of the establishment of the thirteen European colonies in North America. • They will be acquainted with different phases and courses of the war including its results.
2.	The French Revolution	• To know the background, Phases, effects and legacies of the French Revolution.	• Students will be able to understand the social and economic causes of the French Revolution. • They will be familiar with the role of the French philosophers and intellectuals in the French Revolution. • Students will understand the courses, phases, results and legacies of the French Revolution.

History (E),Subject Code - 30, Class - IX

CHAPTER/UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
3.	Industrial Revolution	• Pupils will be acquainted with the concept of Industrial Revolution -- its background, expansion and results.	• Students will understand the concept of Industrial Revolution and its development in Europe. • They will understand about various aspects touched by the Revolution including its effects.
4.	Russian Revolution	• Students will be able to understand the background, phases and effects of the Russian Revolution.	• Pupils will know the social and econimic background of the Russian Revolution including its courses, results and legacies. • They will be able to get an idea about the Revolution of 1905, the Menshevik Revolution of 1917 (March) and the Bolshevik Revolution of 1917 (November) and the establishment of communism in Russia.
5.	**Part II :** The Revolt of 1857 in India	• Pupils will be acquainted with the background, courses and Results of the Revolt of 1857 in India.	• Students will be acquainted with the socio-economic and political causes, religious sentiments,

History (E), Subject Code - 30, Class - IX

CHAPTER/UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
			British policy of exploitation and policy of annexation. ● They will be able to know the courses of the revolt, its expansion to Assam and the role of Maniram Dewan and Piyali Barua.
6	Socio-political uprising of the North East India.	● Students will be able to know about the Moamariya sect of Assam in addition to the khasi and Manipuri sects of Maghalaya and Manipur. ● They will know the socio-economic and political background of the uprisings including their nature, courses and results.	● Pupils will be given an introduction of the Moamariya, Khasi and Manipuri sects. ● They will know the religious, economic and political causes of the uprisings. ● They will have an idea about the British occupation of Assam, Maghalaya and Manipur.

HISTORY (E)

Subject Code - 30

Class : IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	Part - I, World Revolution and Popular Movement.		
1.	American war of Independance	✓	✓
2.	French Revolution	✓	✓
3.	Industrial Revolution	✓	✓
4.	Russian Revolution Part - II		✓
5.	The Revolt of 1857		✓
6.	Socio-political uprising of the North East India.		✓
	Total	**100**	**100**

Textbook : Itihash for Class IX Published by the ASTPPC Ltd. Guwahati-1

* Questions from each Unit/Lesson will carry marks 2-15.

HISTORY (E)
Subject Code - 30

Class : X **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**

Unit	LESSONS	Marks	
		Half Yearly	Final
1.	Growth of Imperialism and Nationalism	✓	✓
2.	The First World War	✓	✓
3.	World between 1919-1939	✓	✓
4.	The Second World War	✓	✓
5.	The United Nations Organisation		✓
6.	Emergence of Asia and Africa in the post II World War period		✓
7.	Non-Alignment Movement		✓
8.	Foreign Policy of India		✓
	Total	**100**	**100**

Textbook **: Adhunik Biswa Itihash** (Class X) ASTPPC Ltd.

* Questions from each Unit/Lesson will carry marks 2-15.

SYLLABUS FOR GEOGRAPHY (ELECTIVE) FOR CLASS IX
Subject Code : 31
Total Marks -100, [Theory = 90, Practical = 10]

UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
1. Physical Geography	1. Weather and Climate	(a) Definition of weather and Climate (b) Elements and Factors of Weather and Climate. (c) Types of Climate	(a) To define 'Weather' and 'Climate' and to distinguish between them. (b) To present a brief discussion relating to major elements and factors of weather and climate. (c) To introduce briefly the different types of climate, their characteristics and areas of occurence.
2. Human Geography	1. The People of the world	(a) Major human races (b) Religious composition	(a) To difine 'race' and present a brief outine of the origin and spread of the major races in the world. (b) To introduce the broad religious composition of the people of the world and the distribution of the major religious groups.

Geographys (E), Subject Code - 31, Class IX

UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
	1. Population Growth and Distribution	(a) World Population Growth	(a) To present briefly the trend of population growth in the world and to understand the situations leading to high population growth in cartain periods since the inception of agriculature.
		(b) World distribution of population	(b) To introduce the major physical and human factors influencing population distribution and to present a clear picture of the present population distribution in the world with relevent data and map.
		(c) Human migration	(c) To introduce the concept of population migration and the associated push and pull factors and to give an outline of the major international migration with special reference to India and Assam.

Geographys (E), Subject Code - 31, Class IX

UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
	3. Human Settlement	(a) Growth of settlement (b) Rural and urban settlements	(a) To discuss the origin and development of settlements in different geographical contexts. (b) To understand the growth of rural and urban settlements, their characteristics and interrelations drawing examples from India and Assam.
III. Economic Geography	1. Concept and Types of Resources	(a) Meaning of resources and its types	(a) To difine and classify resources with examples and to highlight the fact that the meaning and functioning of resource is dynamic.
	2. Economic Activities	(a) Types of economic activities	(a) To classify economic activities into primary, Secondary, tertiary and quateranry and to understand the change of human occupation from primary to other sectors incourse of economic development.

Geographys (E), Subject Code - 31, Class IX

UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
	3. Agriculture	(a) Types of agriculture	(a) To discuss the major types of agriculture currently practiced in the world citing examples.
		(b) Major crops	(b) To discuss briefly the world distribution and production of major crops-Rice, Wheat, Sugarcane, Cotton and Tea.
	4. Industry	(a) Types of Industry	(a) To classify industries into various types stating the bases for classification.
		(b) Industrial location	(b) To discuss the general factors of industrial location with examples.
		(c) A few major industries of India	(c) To discuss the distribution of iron and steel and cotton textile industries in India with reference to their factors of localization and production pattern.

GEOGRAPHY (E)
Subject Code - 31

Class : IX **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**
Theory : 90
Internal Assessment : 10
Pass marks in written examination : 27

Chapter	COURSE CONTENT	Marks	
		Half Yearly	Final
1	Physical Geopraphy : Weather and climate	✓	✓
2	Human Geography	✓	✓
3	Population Growth and Distribution	✓	✓
4	Human Settlement	✓	✓
5	Economic Geography		✓
6	Economic Activities or occupation		✓
7	Agriculture		✓
8	Industry		✓
	Total	**90**	**90**
	* Internal Assessment	10	10
	Grand Total	**100**	**100**

Text Book : Adhunik Bhugul (Class IX), Published by ASTPPC Ltd.

Activities suggested in the boxes at the end of each exercise many be treated as Geography practical.

* Questions from each Unit/Lesson will carry marks 2-15.

GEOGRAPHY (E)
Subject Code - 31

Class : X **Time : 3 hours**
Full Marks : 100 **Pass Marks : 30**
Theory : 90
Internal Assessment : 10
Pass marks in written examination : 27

Unit	LESSONS	Marks	
		Half Yearly	Final
1	Physical Geography– Geomorphic Processes	✓	✓
2	Environmental Geography	✓	✓
3	Regional Geography : Concept of Region and Regional Geography		
	Regional Geography of the World	✓	✓
4	Regional Geography of the U.S.A.		✓
5	Regional Geography of Japan		✓
6	Regional Geography of India		✓
	Total	**90**	**90**
7	Internal Assessment	10	10
	Grand Total	**100**	**100**

Textbook **: Adhunik Bhugol** (Class X) ASTPPC Ltd.

* Questions from each Unit/Lesson will carry marks 2-15.

CURRICULAM & SYLLABI
FOR
CLASS - IX - X
SUBJECT : SANSKRIT (E)
SUBJECT CODE - 27

A. Objectives : Study of this classical language in the secondary level helps the pupil in the following directions :

(i) To develop the basic knowledge of the language.

(ii) To grow the genuine desire and curiosity to learn this language and develop the creative aptitude of writing and speaking.

(iii) To enable the pupil to appreciate the position of Sanskrit as the language of India's heritage.

(iv) To equip the pupil with requisite knowledge to enable him to appreciate values of the language and literature.

(v) To grow the desire to learn moral sense, ethical behavior etc.

B. Course Content : for Class - IX

(a) Text Lessons :

A text book comprising of Alphabets and its different shapes, applications of Adjective words, Noun, Verb, use of numerals and ordinals, prose &poetry covering about hundred pages is to be prescribed. Selections are to be from Pancatantra, Hitopadesa, Nitisataka etc. A few lessons on modern topics should also be included. The lessons should be prepared in simple language and more emphasis should be given on moral and educative values.

(b) Grammar :

One book of similar standard as of those prescribed for the H.S.L.C. Examination dealing exhaustively with all the grammatical topics with their applications including lessons on translation should be prescribed. Break-up of the topics of grammar may be as follows :

(i) Declension : स्वरान्त and सर्वनाम words. (Some important words only)

(ii) Conjugation : Some important roots of भ्वादि and अदादिगण s in लट्, लोट्, लङ्, विधिलिङ् and लृट् लकार्s.

(iii) सन्धि

(iv) Translation from English/Assamese into Sanskrit.

SANSKRIT (E)
Subject Code- 27

Class : IX **Time : 3 Hours**
Full Marks : 100 **Pass Marks : 30**
Theory : 80
Practical (Conversation, Writing and Sanskrit Verse recitation) : **7+7+6 = 20**
Pass marks in written examination : **24**

Sl. No.	Sub-Unit / Lessons	Marks	
		Half Yearly	Final
1.	i) वर्णमाला ii) पदपरिचयः	✓	
2.	i)सुभाषितानि ii) असमप्रदेस्थाः वीराङ्गनाः	✓	✓
3.	i) सकले नव उल्लासः	✓	✓
	ii) संख्या समयज्ञानञ्च		✓
4.	i) असमप्रदेशस्थाः संस्कृतविद्वज्जनाः ii) मूषककन्याविवाहकथा		✓
5.	i) पर्यावरणसंरक्षणम् ii) आगच्छन्तु सर्वे! पठामः जानीमः च		✓
6.	व्यवहारिकसंस्कृतम्	✓	✓
	Total	80	80
	Practical	20	20
	Grand Total	**100**	**100**

Textbook : Samskritsopanam (prathamabhaga) (Class IX) ASTPPC Ltd.

Grammar : Samskrit Vyakarana Manjusa ASTPPC Ltd.

- Questions from each Unit/Lesson will carry marks 2-15.

Practical marks will be available in both the Half Yearly and Final Examinations.

- The Unit Tests will carry 5 practical marks.

SANSKRIT (E)

Subject Code - 27

Class : X **Time : 3 hours**

Full Marks : 100 **Pass Marks : 30**

Sl. No.	Sub-Unit / Lessons	Marks	
		Half Yearly	Final
1.	i) शिष्टाचारस्तवक ः ii) चन्द्रभूपतेः कथा	✓	✓
2.	iii) गर्दभकुक्कुरकथा ः iv) गीतामृतबिन्दव ः	✓	✓
3.	v) भोजराजस्य शल्यचिकित्सा	✓	✓
	vi) भ्रतृस्नेहस्तु दुर्लभः		
4.	vii) यज्ञ–युधिष्ठिर–संवाद ः viii) प्रसरतु सुरभारती		✓
5.	ix) महाकवि कालिदासः x) महापुरुषः श्रीमन्तशंकरदेवः		✓
6.	General Grammar : Declension : sabdas like : नदी, लता, नर, सखि, साधु,	✓	✓
	भ्रातृ, राजन्, पुस्तक, सम्राज, तद्, (पुं)		
7.	Conjugation : Dhatus like : विद्, ग्रह, पठ्, इ,	✓	✓
	मृ, अद्, कृ, शक् in लट्, लोट्, लङ्; विधिलिङ् and लृट् लकार s		
8.	समास, वाच्च	✓	✓
9.	कारक, विभक्ति, निजन्त, सनन्त	✓	✓
10.	Textual Grammar	✓	✓
11.	Translation from English/Assamese into Sanskrit or Comprehension	✓	✓
	Total	**100**	**100**

Textbook : संस्कृतपाठ संग्रहः —— ASTPPC

Grammar : সংস্কৃত ব্যাকৰণ মঞ্জূৰা —— ASTPPC

* Questions from each Unit/Lesson will carry marks 2-15.

C. Course Content : for Class - X

(a) Text Lessons (Prose & poetry) :

A text book comprising of prose and poetry covering about hundred pages is to be prescribed. Selections are to be from Pancatantra, Hitopadesa, Manusamhita, Nitisataka, Mahabharata, Ramayana, Bhojapravandha and reputed classical writers. A few lessons on modern topics should also be included. The lessons should be prepared in simple language and more emphasis should be given on moral and educative value.

(b) **Grammar and composition :**

One book of similar standard as of those prescribed for the H.S.L.C. Examination dealing exhaustively with all the grammatical topics with their applications including lessons on translation should be prescribed. Break-up of the topics of grammar may be as follows :

(i) Declension : स्वरान्त, व्यञ्जनान्त and सर्वनाम words which are not prescribed in class IX

(ii) Conjugation : Some important roots of all the गण s in लट् , लोट् , लङ् , विधिलिङ् and लृट् लकारs.

(iii) समास, वाच्य, कारक, विभक्ति, णिजन्त, सनन्त Translation from English/Assamese into Sanskrit.

(iv) Comprehension.

❖❖❖

Computer Science (E)
Subject Code-34
Class-IX

TERM I (THEORY)

CHAPTERS
Chapter 1 : Basics of Computer System
Chapter 2 : Operating Systems
Chapter 3 : Office Application
Chapter 4 : Introduction to Internet
Chapter 5 : Ethics in Information Technology
Chapter 11 : Case Studies

TERM I (PRACTICAL)

Computer Lab Works:

1. Word Processor:

A document is required to be created for testing the following areas:

- Opening, saving and closing a document
- Editing a document- cut, copy, paste, delete
- Formatting a document
- Formatting Text- using Bold, Italic and Underline commands, Text alignment
- Paragraph formatting- Alignment, tabs, indentation
- Line and paragraph spacing
- Spelling and Grammar check
- Borders and shading
- Bullets and numbering

- Working with text boxes
- Inserting Symbols, Shapes, Clip Arts, Word Arts, Pictures and Objects
- Use of format painter
- Inserting page number
- Inserting blank page and page breaks
- Modifying page layout
- Adding Headers and Footers
- Crating, Modifying and formatting a table
- Mail merge
- Printing a documents

2. Spreadsheet:

An Excel sheet is required to be created for testing the following areas:

- Opening, saving and closing a blank workbook
- Selecting cell range in the worksheet
- Selecting rows and columns
- Edit or remove cell content
- Copying & moving cell values
- Inserting rows and columns in the existing worksheet, delete rows and columns
- Modifying columns, rows & cells
- Number formatting
- Text formatting
- Aligning cell values
- Applying cell borders and cell shading
- Using Auto Fill feature

- Using formulas and functions
- Creating different types of charts
- Page setup
- Printing a worksheet

3. Presentation

A Power Point presentation is required to be created for testing the following areas:

- Creating a new presentation
- Adding slides to a presentation
- Editing and formatting the slides
- Changing slide layout
- Changing the order of the slides
- Themes & background styles
- Opening, Saving and closing presentation
- Inserting / modifying / grouping symbols, shapes, pictures, objects, ClipArt
- Working with WordArt
- Inserting and working with tables
- Adding Headers and Footers
- Using Slide Master
- Creating Watermark
- Inserting sounds and movies
- Applying Slide Transition and Animation
- Slide Show
- Printing the presentation

TERM II (THEORY)

CHAPTERS		
Chapter 6	:	Introduction to Database part I
Chapter 7	:	Coding and its importance
Chapter 8	:	C programming Language
Chapter 9	:	Exploring C Programming Language
Chapter 10	:	Recent Developments in IT

TERM II (PRACTICAL)

Computer Lab Works:

1. Database – MS Access

A database is to be created for testing the following areas:

- Creating a blank database
- Saving, closing & opening a database
- Adding & naming a table, adding fields
- Setting data types & primary key
- Adding & editing records
- Moving fields / deleting fields
- Creating query
- Creating form
- Creating report
- Printing report

2. C Programming

Students are supposed to work on various C IDEs & to develop various programs using C Language that they have learned from Chapter 7 to Chapter 9.

DISTRIBUTION OF MARKS PER CHAPTER

UNIT TEST - I (THEORY)

CHAPTERS		Marks
Ch 1:	Basics of Computer System	
Ch 2:	Operating System and its Importance	
Ch 3:	Office Application ● Word Processor ● MS Word	
	Total	**50 marks**

HALF YEARLY EXAM (THEORY)

CHAPTERS		Marks
Ch 1:	Basics of Computer System	
Ch 2:	Operating System and its Importance	
Ch 3:	Office Applications	
Ch 4:	Introduction to Internet	
Ch 5:	Ethics in Information Technology	
	Total	**70 marks**

* Questions from each Unit/Lesson will carry marks 2-15.

HALF YEARLY EXAM (PRACTICAL)

CHAPTERS		Marks
Ch 3:	Office Application • Ms Word • Ms Excel • Ms PowerPoint	
Ch 11:	Case Studies (Project work only)	
	Viva	
	Total	**30 Marks**

UNIT TEST II (THEORY)

CHAPTERS		Marks
Ch 6:	Introduction to Database Part I	
Ch 7:	Coding and its Importance	
	Total	**50 marks**

ANNUAL EXAM (THEORY)

CHAPTERS		Marks
Ch 1:	Basics of Computer System	
Ch 2:	Operating System and its Importance	
Ch 4:	Introduction to Internet	
Ch 5:	Ethics in Information Technology	
Ch 6:	Introduction to Database part I	
Ch 7:	Coding and its Importance	
Ch 8:	Introduction to C Programming	
Ch 9:	Exploring C Programming Language	
Ch 10:	Recent Developments in IT	
	Total	**70 marks**

N.B.: 1. Chapter 3 is not necessary for Annual Examination.
2. Chapter 11 (Case Studies) may be transacted through project work.

* Questions from each Unit/Lesson will carry marks 2-15.

ANNUAL EXAM (PRACTICAL)

CHAPTERS		Marks
Ch 6:	Introduction to Database part I	
Ch 7:	Coding and its Importance	
Ch 8:	C Programming Language	
Ch 9:	Exploring C Programming Language	
	Viva	
	Total	**30 marks**

Textbook : An Introduction to Computer Science (for Class IX), published by The Assam State Textbook Production and Publication Corporation Ltd.

* Questions from each Unit/Lesson will carry marks 2-15.

COMPUTER SCIENCE (E)
(FOUNDATION OF INFORMATION TECHNOLOGY)
SUBJECT CODE - 34
CLASS-X

General Instructions :

1. The unit specified for each term shall be accessed through **Formative Assessment** (FA) and **Summative Assessments** (SA)

   (Formative Assessments are based on on hands of skills, oral, projects, practicals and assignments. **Summative Assessments** will be in the form of a test at the end of the term.)

2. There will be 1 Formative Assessments (FA 1) in the first term (TERM I) & 1 Formative Assessments (FA2) in the second term (TERM II).

3. Each of the summative Assessments (SA 1) in the first term (TERM I) & Summative Assessments (SA2) in the second term (TERM II) will carry 30% WEIGHTAGE

SUBJECT : COMPUTER SCIENCE (E)
SUBJECT CODE : 34
CLASS-X

Sl. No.	Examination	Chapters	Marks
1	Unit Test-I	Chapter-1 : Introduction to Computer Network	
		Chapter-4 : Introduction to Loops	
2	Half Yearly	Chapter-1 : Introduction to Computer Network	
		Chapter-4 : Introduction to Loops	
		Chapter-5 : Nested Loops in C	
		Chapter-6 : Arrays in C	
		Chapter-7 : Functions in C	
3	Unit Test-II	Chapter-2 : HTML and CSS3 (Part-I)	
		Chapter-2 : Lists, Tables and Images (Part-II)	
		Chapter-2 : Links, Frames and Forms (Part-III)	
4	HSLC Examination	Chapter-1 : Introduction to Computer Network	
		Chapter-2 : HTML and CSS3 (Part-I)	
		Chapter-2 : Lists, Tables and Images (Part-II)	
		Chapter-2 : Links, Frames and Forms (Part-III)	
		Chapter-3 : Database Part-II-MySQL	

Sl. No.	Examination	Chapters	Marks
		Chapter-4 : Introduction to Loops	
		Chapter-5 : Nested Loops in C	
		Chapter-6 : Arrays in C	
		Chapter-7 : Functions in C	
		Chapter-8 : Pointers in C	
		Chapter-10 : An Introduction to Object Oriented Programming	
		Total (Theory)	
Portion for HSLC Exam (Practical)			
1		HTML	
2		C Programms	
3		MySQL	
4		Viva	
		Total	**30**

N.B.: 1. Chapter 9 is not necessary for HSLC Examination.
2. Chapter 11 (Case Studies) may be transacted through project work.

Textbook : Building concepts in Computer Science (for Class X) published by the Assam State Textbook Production and Publication Corporation Ltd.

* Questions from each Unit/Lesson will carry marks 2-15.

WOOD CRAFT(E)

SUBJECT CODE - 41

Class - IX **Full Marks : 100**
Theory Marks : 50 **Time : 2 hours**
Pass Marks : 15

Practical Marks : 50 **Time : 3 hours**
Pass Marks : 15

Sl. No.	UNIT / LESSONS	Marks	
		Half Yearly	Annual
	Theory : 40 Marks, Time : 2 hours		
1.	Precautions & Rules Marking Tools Measuring Tools	✓	✓
2.	Testing Tools Planing Tools Cutting Tools	✓	✓
3.	Rules of shopening of Saws		✓
4.	Stricking Tools Boring and Drilling Tools. Holding Instruments Miscellaneous Tools		✓
	Total	**50**	**50**
	Practical : Marks - 50, Time : 2 hours		
1.	Demonstration of workshop safety	✓	✓
2.	Practice of operation of fire extinguisher	✓	✓
3.	Industrial visit to wood working shop	✓	✓
4.	Demonstration of various type and size of hand tools and practice of sharpening hand tools and operation of various types of hand tools.	✓	✓

Sl. No.	UNIT / LESSONS	Marks	
		Half Yearly	Annual
5.	Demonstration of marking, measuring and Cutting testing angle, Surface of flatness and different thickness.	✓	✓
6.	Demonstration of Boring, Striking and testing		✓
7.	Demonstration of drilling and other miscellaneours tools and testing		✓
8.	Revised practice of marking, measuring and sawing and testing.		✓
9.	Revised practice of planing types of chiscaling and testing		✓
10.	Demonstration of cross half lap joints, T-lap joints etc.,		✓
	Total	**50**	**50**

* Questions from each Unit/Lesson will carry marks 2-15.

WOOD CRAFT (E)

SUBJECT CODE - 41

Class-X **Full Marks : 100**
Theory Marks : 50 **Time : 2 hours**
Pass Marks : 15

Practical Marks : 50 **Time : 2 hours**
Pass Marks : 15

Sl. No.	UNIT / LESSONS	Marks	
		Half Yearly	Annual
	Theory : 50 Marks **Time : 2 hours**		
1.	Wood Working Machines Staining and Polishing Joinery Glue	✓	✓
2.	Botany Department Classification of Timber	✓	✓
3.	Grain Structure & growth of trees Felling of Trees		✓
4.	Cutting of logs or conversion of logs Seasoning Defects and Diseases of Timber		✓
	Total	**50**	**50**
	Practical : Marks - 50 **Time : 2 hours**		
1. 2.	Dingtheiny joints slopping scart, racking seared, half lapping of table, scarf joint etc. Demonstration in forest	✓	✓

Sl. No.	Practical	Marks	
		Half Yearly	Annual
3.	Sawing and planning various class of timber	✓	✓
4.	Demonstration of power tools use in		
5.	Operating of machine saw and Dath machine.		
6.	Operating of electric drill and machine planer.	✓	✓
7.	Practise of making Door frame, window frame.		
8.	Practise of Door cover and window frame.		
9.	Practise of making of table, chair, bed, tool, almirah, tool box, wall almirah repairing etc.		✓
10.	Practise of making toys and doll, wall rack, blind, pen stand, file tray etc.		
11.	Prctise of putin vernish painting.		✓
12.	Packing practise.		
	Total	**50**	**50**

* Questions from each Unit/Lesson will carry marks 2-15.

MUSIC (E)

(Vocal and Instrumental)

SUBJECT CODE - 38

Class IX-X

1.00 Objectives : The Pupil

1.01 acquires knowledge of the musical notes and patterns of rhythm on accompanying percussion instruments.

1.02 understands the basic ragas and talas and acuires the skill of performing them in a simple manner.

1.03 learns the terms used in percussion instrumental music and the skill of performing the variations on it.

1.04 develops adequate knowledge of music for appreciation of higher standard performances by experts.

1.05 develops interest in music and a positive attitude towards it.

MUSIC (E)

(Vocal & Instrumental)

Subject Code : 38

Class : IX | **Full Marks : 100**
Theory Marks : 50 | **Time : 2 hours**
Pass Marks : 15

Practical Marks : 50 | **Time : 3 hours**
Pass Marks : 15

Unit	SUB-UNIT / LESSONS	Marks	
		Half Yearly	Annual
Unit-1	**A. Vocal & Instrument :** (i) Notation of any two Bada Khayal (Bhatkhande & Poluskar system or Masitkhani Gat / Bilambit Gat) ii) One Dhrupad or Drut Gat other than Trital in the following Ragas - Yaman, Alhia Bilawal, Bhairav, Kafi & Bhupali. **B. Tabla/Pakhawaj :** Notation of tukda, Tehai, Gat, Chakradar, Quida and Paran in Tintal, Jhaptal and Choutal.	✓	✓
Unit-2	**A. Vocal & Instrument :** Sangeet, Nad, Shruti, Suddhaswara, Vikrit Swara, Saptak, Aroh, Abaroh, Palta, Thata, Raga, Sthayee, Antara, Tal, Bibhag, Matra, Tali, Khali, Laya, Vadi, Samvadi, Anuvadi, Vivadi, Pakad, Tana, Gat, Vilambit, Madhyalaya, Ekgun, Dugun, Jhala, Jamjama, Sut, Ghasit and ten thatas. **B. Tabla/Pakhawaj :** Sangeet, Nad, Tal, Tali, Khali, Som, Bibhag, Matra, Laya, Mohra, Tehai (Damdar & Bedam) and Paran.	✓	✓

Contd..

Unit	SUB-UNIT / LESSONS	Marks	
		Half Yearly	Annual
Unit-3	**A. Vocal & Instrument & B.Tabla/ Pakhawaj :** Notation writing of Tala in Borabar, Dugun and Chogun Laykari : (a) Trital, (b) Ektal, (c) Choutal, (d) Jhaptal, (e) Rupak, (f) Dadra, (g) Kaharwa, (h) Dhamar in both Bhatkhande and Poluskar Tala notation system.	✓	✓
Unit-4	**A. Vocal and Instrument :** (i) Description of Ragas-- Yaman, Alhia Bilawal, Bhairav, Kafi and Bhupali. (ii) Diagram and description of your own instruments and identification of its parts.		✓
	B. Tabla/Pakhawaj : (i) Drawing and description of different parts of your instrument. (ii) Knowledge of Varnas used in your instrument with the description of the method of playing of each Varna. (iii) Origin of your instrument.		
Unit-5	**A. Vocal and Instrument :** Life sketch of Sankar Dev, Tansen, Lakhiram Baruah, Omkarnath Thakur, Bishnu Rabha, Pt. Ravi Sankar.		✓
	B. Tabla/Pakhawaj : Life sketch of Allarkha Khan, Ahmed Jan Thirkhowa, Samta Prasad, Keshab Changkakoty, Nana Saheb Panse, Ayodhya Prasad.		
	Total	**50**	**50**

* Questions from each Unit/Lesson will carry marks 2-15.

MUSIC (E)

Subject Code - 38 (P)

Practical : (Vocal and String instruments : Sitar, Sarod, Violin, Flute)

Class - IX

Total Marks- 50 **Time : 2 hours**

Unit	SUB-UNIT / LESSONS	Marks	
		Half Yearly	Annual
1.	Any composition of a Bada Khayal/Masitkhani Gat (Bilambit Gat) of any two of the following Ragas : Eman, Bhairav, Kafi, Bhupali and Alhia Bilawal. (In instruments with Masitkhani Gat/Rajakhani Gat is compulsory).	✓	✓
2.	For Vocal one Dhrupad with Sthayee, Antara in Dugun Laya. For instrumental one Rajakhani Gat in Madhya laya in any Tal other than Trital with Tan, Toda in Ragas.	✓	✓
3.	Knowledge of varities Alankar and Paltas (Swargyana) is compulsory. For example, ... Complete the Aroh -- Abaroh of the Alankar and Paltas with suddha and Vikrit swaras for example, ... i) Sa ga re sa, Re ma ga re, Ga pa ma ga.....	✓	✓

Unit	SUB-UNIT / LESSONS	Marks	
		Half Yearly	Annual
	ii) Ga re sa re ga, Ma ga re ga ma, Pa ma ga ma pa...		
	iii) Sasa rare gaga re sa, Rere gaga mama ga re, Gaga mama papa ma ga, ...		
4.	Chhota Khayal/Rajakhani Gat with Sthayee, Antara, Alap, Tan Toda, Jhala in raga : Eman, Bhairav, Kafi, Bhupali and Alhia Bilawal.		✓
5.	Oral recital of the following Talas with Theka, Sam, Tali and Khali (with hath tali). **Tals :** Trital, Ektal, Choutal, Jhaptal, Rupak, Dadra and Kaharava.		✓
6.	Sing (i) and (ii) and any one of the following from iii to vi (i) O-mor-Aponar Desh. (ii) Jana-gana mana. (iii) Nazrul Giti. (iv) Loka Geet. (v) Jyoti Sangeet. (vi) Bishnu Rabha Sangeet.		✓
	Total	**50**	**50**

N.B. : For vocal, any composition can be selected for khayal and Dhrupad.

* Questions from each Unit/Lesson will carry marks 2-15.

MUSIC (E)

Subject Code - 38 (P)

Practical : Tabla/Pakhawaj

Class - IX **Time : 2 hours**

Total Marks- 50

Unit	Sub-Unit / Lessons	Marks	
		Half Yearly	Annual
Unit-1	Ability to perform Solo of : Trital : (a) Two quidas (with at least six bistars and Tehai) (b) Two Tukdas/Parans (c) One Chakradar Tukda/Chakardar Paran (d) One Tehai.	✓	✓
Unit-2	Ability to play on : (a) Jhaptal and Ektal : (i) One quida with four bistars and Tehai (ii) Two tukdas. (b) Sooltal and Choutal : (i) One Rela with four Paltas and Tehai (ii) Two Parans	✓	✓
Unit-3	Knowledge of playing of the following boles: Terekete, Tuna, Kerenag, Kran, Gadigana, Kredha, Gherenag, Dhumakita.		✓
Unit-4	Hath Tali in borabar, dugun and ability to play the following Tals : Jhaptal, Ektal Sooltal, Choutal, Dadra and Kaharwa		✓
	Total	**50**	**50**

* Questions from each Unit/Lesson will carry marks 2-15.

MUSIC (E)

(Vocal & Instrumental)

Subject Code : 38

Class : X **Full Marks : 100**
Theory Marks : 50
Time : 2 hours | Pass Marks : 15

Practical Marks : 50
Time : 2 hours | Pass Marks : 15
Theory : 50 Marks

Unit	LESSONS	Marks	
		Half Yearly	Annual
1.	**A. Vocal & Instrument :** Notation of (i) Three Bada Kheyal (Bhatkhande & Poluskar system) or Masitkhani Gat (ii) One Dhamar or Drut Gat (other than Trital) of the following Ragas-Asawari Bihag, Malkonsh & Kedar. **B. Tabla/Pakhawaj :** Comparision of– Jhaptal and Sooltal, Rupak and Teora, Ektal and Sooltal, Deepchandi and Dhamar, Tukda and Paran, Quida and Rela, Chakradar and Tehai.	✓	✓
2.	**A. Vocal & Instrument :** Write short notes of the following– Kheyal, Dhrupad Dhamar, Tarana, Lokshan Geet, Sargam, Lokageet, Bargeet, Purbanga Raga, Utta-ranga Raga, Gamak, Meend, Nad, Masitkhani, Chikari, Akarsha, Apakarsha, Mijrab, Jaba and Sandhiprakash.	✓	✓

Contd..

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	B. Tabla/Pakhawaj : Definition of Tukda, Quida, Gat, Jati, Yati, Rela, Peshkar, Chakradar and Avartan with example.		
3.	**A. Vocal & Instrument & B. Tabla/ Pakhawaj :** Notation writing of the following Talas in Dugun, Tingun and Chougun-trital, Ektal, Choutal, Sooltal, Jhaptal, Rupak & Dhamar.	✓	✓
4.	**A. Vocal & Innstrument :** (i) Description of the following Ragas-Asawari, Khambaj, Malkonsh, Bihag and Kedar. (ii) Time concept of ragas (iii) Short notes on the Hindustani and Karnataki Music style (iv) Qualities and drawbacks of a musician.		✓
	B. Tabla/Pakhawaj : (i) Qualities and drawbacks of a Tabla player, (ii) Classification of instruments– Tat Vadya, Ghana Vadya, Susirr Vadya and Avanaddha Vadya.		
5.	**A. Vocal & Instrument :** Life sketch of : Vishnu Narayan Bhatkhande, Vishnu Digambar Poluskar, Jyoti Prasad Agarwala.		✓
	B. Tabla/Pakhawaj : Life sketch of Kishan Maharaj, Zakir Hussain and Anokhe Lal Mishra, Kudau Singh, Parbat Singh.		
	Total	**50**	**50**

* Questions from each Unit/Lesson will carry marks 2-15.

MUSIC (E)

Subject Code - 38 (P)

Practical : (Vocal and Instruments : Sitar, Sarod, Violin, Flule etc.)

Class - X **Time : 2 hours**

Total Marks- 50

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
1.	Any composition of a Bada Kheyal / Masitkhani Gat (Bilambit Gat) of any two of the following Rages : Ashawari, Khamaj, Bihag, Malkons, Kedar, (While Singing Bada Kheyal, Chhota Kheyal is compulsory. For instrumental candidate while playing Masitkhani Gat, Rajakhani Gat is compulsory with the following parts :- Sthai, Antara, Alap, Bol Alap, Tan, Toda and Jhala etc.	✓	✓
2.	For vocal one Dhrupad and Dhamar with sthai, Antara in Dugun/Tigun/ Chougun Laykari except the Raga Sung for Bada Kheyal of the course. For instrumental one Rajakhani Gat in Madhyalaya in any tal other thau trital with alap, Tan-Toda and ghala in any one of the prescribed Ragas.	✓	✓
3.	One chota kheyal for vocal candidates/ Rajakhani Gat for instrumental candidate with sthai, Antara, Aalap, Tan-Toda and ghala in a Raga which is different from	✓	✓

Contd..

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
	the Raga selected for Bada Kheyal/ Masitkhani Gat in unit 1.		
4.	Oral recital of the following Tals:-With Theka, Som, Tail, Khali etc., in Barabar and Dugun lay. TALS : Ektal, Tilowara, Sooltal, Choutal, Dhamar, Trital, Jhapal and Rupak.		✓
5.	Sing the following songs (two) (i) Bargeet (ii) Bhajan (iii) Jyoti Sangeet (iv) Rabindra Sangeet (v) Bishnu Rabha Sangeet (vi) Dr. Bhupen Hazarika's Song. [One song between (i) and (ii) and the other song from the rests.]		✓
6.	Knowledge of tuning an instrument (a) Vocal- Knowledge of tanpura tuning with respect to a particular note on Harmonium. or Identify the raga in which alap/vistar is sung before you. or Identify the notes in which the short-alap/tan is sung before you. (b) Instrument - knowledge of tuning of your instrument with respect to a particular note on Harmonium. Candidates of flute have to follow the instruments of vocalmusic in this regard (2nd two options)		✓
	Total	**50**	**50**

* Questions from each Unit/Lesson will carry marks 2-15.

MUSIC (E)
Subject Code - 38
PRACTICAL : TABLA/PAKHAWAJ

Class-X **Time : 3 hours**
Full Marks : 50 **Pass Marks : 15**

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
1	Ability to perform solo of : Trital : (i) Peshkar (ii) Two quidas with six bistars and Tehai (one quida of 'Tete' or Terkete and another quida of Dheredhere Vani) (iii) Four Tukdas/Parans (iv) Two Gats. (v) Two Chakradar Tukdas/ Chakradar Parans (one formaishi) (vi) One Rela (with six bistars and Tehai) (vii) Two Tehais - both Damdar and Bedam.	✓	✓
2	Ability to play : (a) Jhaptal and Rupak : (i) One quida with six bistars and Tehai (ii) Two Tukdas/Parans (iii) One Rela (with six bistars and Tehai)	✓	✓

Contd..

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
	(b) Sooltal and Dhamar : (i) Uthan (ii) One Rela with six bistars and Tehai (iii) Two parans (iv) Two Chakradar Parans (one formaishi) (v) Tehai- both Damdar and Bedam		✓
3	Knowledge of accompaniment with vocal/Instrumental Music :		✓
4	Knowledge of playing Laggi in Dadra and Kaharwa Tal		✓
5	Knowledge of tuning of the instrument		✓
6	Hathtali (Barabar, Dugun, Tingun and Chougun) Trital, Jhaptal, Ektal, Sooltal and Dhamar		✓
	Total	**50**	**50**

Textbook : Sangeet Madhurya, ASTPPC, Guwahati-1

* Questions from each Unit/Lesson will carry marks 2-15.

DANCE (E)

SUBJECT CODE -35

Class-IX-X

INTRODUCTION :

All Indian classical dance forms have their origin in Bharat Muni's "NATYA SHASTRA" and Nandikeswara's "ABHINAYA DARPANA". The Indian Classical dance forms are Bharata Natyarn, Kathak, Odissi, Manipuri, Kathakali, Mohini Attam, Sattriya (a new classical dance form). Students learning various Indian classical dance forms has to acquire basic theoretical knowledge and skill as defined in above dance sastras. With this background a student will choose one of the Indian classical dance forms as elective subject in classes IX and X.

OBJECTIVES :

1. The pupil acquires the preliminery knowledge of various types of Indian Classical dances, viz. Kathak, Bharata Natyam, Manipuri, Sattriya, Oddisi etc.
2. The pupil acquires knowledge of music, musical instruments dresses and ornaments used in respective classical dance form.
3. The pupil understands some of the basic Hastas (Hand Gestures) and talas and acquires the skill of performing them in a simple manner.
4. The pupil develops an interest, aptitude and appreciation for higher forms of dance.
5. The pupil develops adequate skill forperfonnance of one of the dance forms.
6. The pupil acquires the general knowledge of some of the folk-dances of Assam.

7. The pupil acquires preliminary knowledge about Bharata Muni's "NATYA SHASTRA" Nandikeswara's "ABHINAYA DARPANA".

DANCE (E)

Subject Code : 35

Class : IX **Pass Marks : 15**
Theory Marks : 50 **Time : 2 hours**

Practical Marks : 50 **Pass Marks : 15**
Time : 2 hours

Part A - Theory common to all Indian Classical Dance Forms-

Marks : 20

Contents	Marks	
	Half Yearly	Annual
1. Indian classical dances and their origin.	✓	
2. Nritta, Nritya, Natya- knowledge of Tandav and dasya.		
3. Origin and evolution of Dance		✓
4. Basic Postures of dances		
5. Hasta or Hand gestures		
6. Bhav, Rasa, Tal, Laya		

* Questions from each Unit/Lesson will carry marks 2-15.

DANCE (E)

Class : IX

Bharat Natyam

Part : B Theory **Marks : 30**

Contents	Marks	
	Half Yearly	Annual
1. Definition of terms - Jati, Adava, Tirmanam, Solkaltu, Mandalam	(1,2,3) ✓	✓
2. Description of Alarippu, Jatisharam sabdam and Barnam.		
3. Devahastas and Dasavatarahasta		
4. Talas used in Bharata natyam		
5. Various Instruments, dresses and ornaments used in Bharat Natyam		

* Questions from each Unit/Lesson will carry marks 2-10.

Bharat Natyam : Practical

Full Marks : 50

Contents	Marks	
	Half Yearly	Annual
1. Repeatation of all dance exercises and advus.	(1,2,3) ✓	✓
2. Knowledge of adavu, Mandalam, Jati, Tirmanam and sollokatu		
3. Concert items Alarippu, Jatiswaram, Sabdam and varnam.		
4. Singing of above items		
5. Demonstration of Devahastas and Dasavatarhastas		

* Questions from each Unit/Lesson will carry marks 2-10.

Sattriya Dance

Part : B Theory **Full Marks : 30**

Contents	Marks	
	Half Yearly	Annual
1. Elementary knowledge of sattriya dance.		
2. Description of Mati-Akhara, ora, chata, Jalak, Pak, Muruka, Tewai, chitika.		

Contd..

DANCE (E), Class : IX

Contents	Marks	
3. Knowledge of lawanuchuri Nritya. 4. Knowledge of Nadubhangi Nritya. 5. General knowledge of Jhumura Nach. 6. Knowledge of Chali Nach. 7. Notation of tal - Chutatal, Ektal, Parital. 8. General knowledge of hasta. 9. Contribution of Sri Sri Madhavdeva.	Half Yearly (1,2,3,4,5) ✓	Annual ✓

Sattriya Dance : Practical

Full Marks : 50

Contents	Marks	
1. Practical Knowledge of Mati-Akhara 2. Knowledge of Lawanuchuri Nritya and Nadubhangi Nritya. 3. Practical knowledge of Jhumura, Ramdani, few ghats of geetar Nach and few sachar of mela Nach. 4. Practical knowledge of Chali Nach- (1) Two parts of Ramdani (2) Few ghats of geetar Nach (Ektal, Parital) (3) Few Sachars of Mela Nach. 5. Demonstration of Sanjukta and Asanjukta Hasta (according to Sri Hasta Muktawali) 6. Notation of tal - Chuta, Thukuni, Parital, Jatital Ektal.	Half Yearly (1,2,3,4) ✓	Annual ✓

Odissi

Part : B Theory **Marks : 30**

Contents	Marks	
1. Odissi: its history and development. 2. The present repertoire for stage performance 3. Elementary knowledge of Talas and Ragas used in Odissi dance	Half Yearly (1,2,3) ✓	Annual

Contd..

DANCE (E), Class : IX

Contents	Marks	
	Half Yearly	Annual
4. Elementary knowledge of Bhangis and Pada-bhedas.		
5. Elementary knowledge of Hastas used in Odissi dance as described in Abhinaya Darpana and Abhinaya Chandrika.		✓
6. Instruments and Costumes.		

Odissi : Practical

Marks : 50

Contents	Marks	
	Half Yearly	Annual
1. Practical knowledge of Talas and Ragas.		
2. Practical knowledge of Pada-bheda and Hasta.	(1&2)	
3. Practical knowledge of bhangis.	✓	✓
4. Dance items- a) Batu, b) Pallavi on any raga, c) Muksha		

Kathak

Part : B Theory **Marks : 30**

Contents	Marks	
	Half Yearly	Annual
1. Origin and Development of Kathak Dance.		
2. Concept of Tala, Sam, Tali, Khali, Abartan, Matra, Pronami.		
3. Introduction of Trital with Theka.		
4. Knowledge of laya and its three kinds.	(1,2,3)	
5. General Knowledge of Anga, pratyanga and upanga.	✓	✓
6. Knowledge of Asamyukta Hasta according to Abhinaya Darpan.		
7. Notaton of some bols of Trital and Jhaptal used in Kathak Dance.		

Contd..

Kathak : Practical

Marks : 50

Contents	Marks	
	Half Yearly	Annual
1. Barabar, Dugun and chougum Tatkar in Jhaptal and choutal.	(1, 2, 3, 4)	✓
2. One Amadjuri Paran in Trital.		
3. That, Pranami in Trital and Jhaptal.		
4. Two simple tukra and two chakradar Tukra in trital and jhaptal.		
5. Advance Tatkar with palta in trital.		
6. Gat Nikas of Basuri, Ghunghal and Mukut.		
7. One Kabit in Trital.		
8. Practice of Padhant in Jhaptal and Trital.		

Manipuri

Part : B Theory **Marks : 30**

Contents	Marks	
	Half Yearly	Annual
1. Importence of Maharaja Bhagya Chandra in the development of Manipuri Dance.	(1, 2, 3) ✓	✓
2. Note on Laiharaoba Festival.		
3. Festival Dance of Manipur.		
4. Knowledge about few Manipuri Dance Exponents.		
5. Knowledge about Musical instruments, dress and ornaments used in Manipuri dance.		

Contd..

Manipuri : Practical

Marks : 50

Contents	Marks	
	Half Yearly	Annual
1. NRITTABANDHA (PUNGLOL JAGOI)- Dances on talas of rhythm pattern.		
a) Tal Tanchep in Hasya or tandava.	(1 (a), (b), (c))	
b) Tal Menkup in hasya or Tandava.	✓	✓
c) Tal Chali in hasya or Tandava.		
2. PRABANDHA NARTAN (ISHEIJAGOI) - Dances on Songs		
a) Krishna Nartan		
b) Radha Nartan		
3. Festivel Dance - Dance of priestess (Mai bi Jagoi) in Laiharaoba Festival.		

* Questions from each Unit/Lesson will carry marks 2-15.

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DANCE (E)

Subject Code - 35

Class IX

Summary of Marks Distributions

Unit	SUB-UNIT/LESSONS	Marks
	Theory : 50 **Part -A** (Common to all India Classical Dance forms) Bhava, Raga, Tala, Laya The origin of Dance Abhinaya and its four varieties : ANAIKA, VACHIKA, SATVIKA, AHARYA General knowledge about regional folk dances **Part - B** Bharat Natyam Or Satriya Nritya Or Odissi Dance Or Manipuri Dance Or Kathak Dance	
	Theory Total	**50**
	Practical	**50**
	Grand Total	**100**

Textbook : Bharatiya Shastriya Nrityar Ruprekha Published by the ASTPPC.

* Questions from each Unit/Lesson will carry marks 2-15.

DANCE (E)

Subject Code : 35

Class : X **Full Marks : 100**
Theory Marks : 50 **Pass Marks : 15**
Time : 2 hours
Practical Marks : 50 **Pass Marks : 15**
Time : 2 hours

Part (A) Theory common to all Indian classical Dance Froms Marks : 20

Contents	Marks	
1. Meaning of Siras, Griva, Dristy Bhedas. 2. Nine Rasas and their meaning 3. Cosmic Dancer Shiva. Significance of various parts of Shiva and Krishna. 4. Brief knowledge about Bharat muni's "Natya shastra" and Nandikeswara's "Abhinaya Darpana"	Half Yearly (1,2,3) ✓	Annual ✓

Manipuri Dance

Part : B Theory **Marks : 30**

Contents	Marks	
1. Different Rasleelas Performed in Manipur. 2. Costumes of Lord Krishna and Radha 3. Knowledge of Notations of Talas like Tanchep, Menkup, Chali, Teoda, Chautal.	Half Yearly (1,2) ✓	Annual ✓

Manipuri Dance : Practical

Marks : 50

Contents	Marks	
1. NRITTABANDHA (Punglol Jagoi) Dances on Talas and Rhythm Patterns. (a) Tal Teoda or tintal macha. (b) Tal Chowtal or Tanjao. 2. PRABANDHANARTAN (ISHEJAGOI) Pure Dance on Song, Abhinaya on Song. 3. FESTIVAL DANCE Mandila Nartan or khubakishei.	Half Yearly (1,2) ✓	Annual ✓

DANCE (E)

CLASS - X

Kathak Dance

Part : B Theory **Marks : 30**

Contents	Marks	
	Half Yearly	Annual
1. Definitions of that, Primalu, Kabit, Gat Bhava, Paran and Tukra.	(1,2,3) ✓	✓
2. Brief life sketches of Birju Maharaj, Uday Sankar, and Bindadin Maharaj.		
3. Name Various musical instruments, costume and ornaments used in kathak.		
4. knowledge of Jati and Yati.		
5. Ability to write notation of the bol in Dhamar, Choutal, Jhaptal and Trital.		

Kathak Dance : Practical

Marks : 50

Contents	Marks	
	Half Yearly	Annual
1. Revision of all Previous Course	(1,2,3) ✓	✓
2. Trital		
(a) One advance That with Kasak-Masak.		
(b) One Tisra Jati Amad.		
(c) One Chakradar paran		
(d) Gat Bhava of Holi or Makhanchuri.		
3. Chautal		
(a) Two Simple and Chakradhar Tukra.		
(b) One paran.		
(c) One Tihai		
4. Dhamar		
(a) Barabar, Dugan, Chougun Tatkar.		
(b) One Pranami		
(c) One Chakradar Paran		

DANCE (E)

CLASS - X

Bharat Natyam

Part : B Theory **Theory Marks : 30**

Contents	Marks	
	Half Yearly	Annual
1. Description of Astapadi, Padam and Tillana. 2. Name of Various Ragas and Talas of all the Bharat Natyam items which have been learnt in Practical Classes. 3. To Write notation of concert Items.	(1,2) ✓	✓

Bharat Natyam : Practical

Marks : 50

Contents	Marks	
	Half Yearly	Annual
1. Repeatation of all Exercises and adavus. 2. Concert Items Astapadi Padam Tillana 3. Singing of above concert items.	(1,2) ✓	✓

Sattriya Nritya

Part : B Theory **Theory Marks : 30**

Contents	Marks	
	Half Yearly	Annual
1. Origin and Development of Sattriya dance. 2. Traditionat Costumes and ornaments of Sattriya Dance. 3. Knowledge of Anga, Pratyanga and upanga. 4. Simple Knowledge of Abhinaya (Angika, Bachika, Aharya and Satvika as applicable to Sattriya Dance. 5. Knowledge about Subhankar kabi's Sri Hasta Muktavali. 6. General knowledge of folk dances of Assam. 7. Contribution of Sri Manta Sankar Deva and Sri Sri Madhava Deva to Sattriya Dance.	(1,2,3,4) ✓	✓

Contd..

DANCE (E), CLASS - X

Sattriya Nritya : Practical

Marks : 50

Contents	Marks	
1. Revision of the Previous Course. 2. Knowledge of the Raja Ghariya chalinach (One Ramdani and geetar Nach) 3. Practical Knowledge of Nava Rasa. 4. Knowledge of the Demonstration of Abhinaya. 5. Sutradhari Nritya (Geetar Nach, Ragar Nach, Slokar Nach.) 6. Knowledge of the Bhaona Nritya-gopi pravesa, Ram-Lakshman or Krishna-Boloram Pravesa, Patra Pravesha etc. 7. Abhinaya - Lawanuchuri, Kaliya daman, Haradhanu Bhanga, Sita, Satyabhama, Narada etc. 8. Knowledge of the acient dances Devdashi or Deodhani. 9. Folk dances of Assam.	Half Yearly (1,2,3,4,5) ✓	Annual ✓

Oddissi Dance

Part : B Theory **Theory Marks : 30**

Contents	Marks	
1. Detailed Knowledge of Nritta, Nritya and Natya. 2. Knowledge or Nine Rasas. 3. Knowledge about Mahakavi Jaydeva and few renowned lyricists of Orissa. 4. Knowledge of various Ragas and Talas used in oddissi dance. 5. Comparative study between oddissi and sattriya dance.	Half Yearly (1,2,3) ✓	Annual ✓

Oddissi Dance : Practical

Marks : 70

Contents	Marks	
	Half Yearly	Annual
1. Revision of the Previous Coursses.		
2. Demonstrations of few Ragas and Talas used in oddissi dance.		
3. Demonstrations of few songs used in oddissi dance.	(1,2) ✓	✓
4. Dance items		
(a) One Astapadi.		
(b) One Oriya Song With Abhinaya.		

* Questions from each Unit/Lesson will carry marks 2-15.

FINE ART (E)

Subject Code - 36

Class IX & X

OBJECTIVES :

1. To create in the pupils art awareness and to develop creative ability and skill in drawing, painting, sculpture, graphics and applied art.
2. To enable the pupil to acquire knowledge about the elementary history of art.
3. To help the pupil to acquire knowledge of preliminary appreciation of art.

Class-IX **Full marks : 100**
Theory : 50 **Pass marks : 15**
Time 2 hours
Practical : 50 **Pass marks : 15**
Theory Marks : 50 **Time 2 hours**

Contents		Marks	
Unit I :	Definition of Fine Art and other related areas.	Half Yearly	Annual
	An introduction to Fine art, areas of Fine Art.	✓	✓
Unit II :	Indian Art	✓	✓
	An introductory note		
	Cave painting		
	Art of Indus valley civilization		
	Cave painting of Ajanta		
	Cave art of Ellora		
	Temple art of Khajuraho		
	Temple art of Konark		
Unit III :	Art of Assam : An introduction.		
	Temple sculpture of Assam		
	a) Da-Porbotia		
	b) Modan-Kamdeva		✓
	c) Kamakhya		
	e) stone sculpture, wooden sculpture and relief on wood.		
	Total	**50**	**50**

FINE ART (E)
Subject Code - 36 (P)
Class IX
Practical : Mark - 50

Unit	Content	Marks	
		Half Yearly	Annual
I	❖ Free hand sketches from their own environment. ❖ Still life study in Pencil Shading, Water colour, Pastel and collage medium of different geometrical objects, flowers, fruits, utentsil, vegetables or any object of their own choice showing correct perspective and proportion. ❖ Workshop on painting from their own environment or imagination using water-colour, pastel and collage medium within the calss or campus in a joyful manner. ❖ Some copy works of any Indian classical painting and Western masters of Renaissance, using water colour, acrylic or oil on paper, board/canvass etc.	✓	✓
II	A need based design in ornamental, geometrical pattern specially for table cloth, chador, gamosa, or a book cover.	✓	✓
III	Simple composition in line, on rubber or soft wood and printing it with press ink or in black and white drawing.		✓

Contd..

Unit	Content	Marks	
		Half Yearly	Annual
IV	Concept of Sculpture, in relief and three- dimensional form using armature with clay or plaster of paris.		✓
V	❖ Batic and tie-dye if colour is locally available ❖ Concept of Stencil, Spray painting, Glass painting and Sand painting. ❖ Illustration of a creative story, greeting cards, calendar etc. ❖ Poster making on some value-based message like Child labour, Education for all, disability, Environmental awareness (deforestation, plantation, pollution etc., AIDS Drug abuse, Population explosion etc.)		✓
	Total	**50**	**50**

Suggestion for the subject teacher :

1. Classes should be conducted in a natural environment outside the class, if possible, but within the school campus.
2. The practical class, if possible, should be allotted in the period and for a duration of two periods at a stretch.
3. It is desirable that by the end of the academic year an art exhibition of the works done in the year be organized internally within the school campus. School authority may arrange this in consonance with any school festival or school week at their convenience.
4. It is expected that students should submit one assignment of each activity given in the syllabus for continuous evaluation.
5. Visit art galleries, museums, historical monuments etc. if available in their locality and ask the student to submit a report about it on the basis of their personal experience.

* Questions from each Unit/Lesson will carry marks 2-15.

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FINE ART (E)
SUBJECT CODE - 36

Class - X **Full marks : 100**
Theory : 50 **Passs marks : 15**
Time 2 hours
Practical : 50 **Pass maarks : 15**
Theory Marks : 50 **Time 2 hours**

Contents		Marks	
		Half Yearly	Final
Unit I :	The difference between fine arts and crafts and its need in our life and society	✓	✓
Unit II:	Indian Miniature painting	✓	✓
	1. Pala		
	2. Jaina		
	3. Rajput		
	4. Mughal		
	Modern Art in India, a historical perspective		
Unit III :	Modern Art in Assam, a historical perspective		✓
Unit IV:	Western Art & its history		✓
	Total	**50**	**50**

Contd..

FINE ART : PRACTICAL

Marks : 60

Contents	Marks	
	Half Yearly	Final
Unit I : ● Drawing and painting of human and animal figure with any colour (water, acrylic, oil, pastel, sketch pen etc.) from their own environmental subjects like fair and festivals city-scape, village-scape, market, mela, summer and winter, day and night Environment-forestation, deforestation, flood etc. ● Composition with human and animal figure with water colour, acrylic or oil.	✓	✓
Unit II : ● A need based design on different flora and fauna in geometrical and ornamental pattern specially for table cloth, bedsheet, chador-mekhala, gamosa, or any other house hold materials. (any colour) ● Layout of a poster design on some value based messages like Child Labour, Education for All, Disability, Environmental Awareness (polution, deforestation, plantation etc.) AIDS, Drug abuse, Population problem etc. ● Layout of a book jacket Design ● Layout of a Calendar or greeting card	✓	✓

Contd..

Contents	Marks	
	Half Yearly	Final
Unit III : ● Illustration of a creative story with black line sketches with pen and ink ● Drawing of flower vase, pitch etc. with lead/wood pencil showing light and shade		✓
Unit IV : Free hand sketches from our environment with pencil, pen and brush. Example– a man with an umbrella in a rainy day, fish seller, bicycle rider, sitting in a chair, drinking a coconut dub etc.		✓
Total	**50**	**50**

Suggestions :

1. A project work on any local artist about his work. A living-artist can be invited to the class for interaction with the students about art and art making.
2. Classes should be conducted in a natural environment outside the class, if possible, but within the school campus.
3. The practical class, if possible, should be alloted in the last period and for a duration of two periods at a stretch.
4. It is desirable that by the end of the academic year an art exhibition of the works done in the year be organized internally within the school campus. School authority may arrange this in consonance with any school festival or school week at their convenience.
5. It is expected that students should submit one assignment of each activity given in the syllabus for continuous evaluation. Visit art-galleries, museums, historical monuments etc. if available in their locality and ask the student to submit a report about it on the basis of their personal experience.

* Questions from each Unit/Lesson will carry marks 2-15.

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WEAVING AND TEXTILE DESIGN (E)
SUBJECT CODE - 39

Class : IX **Total Marks : 100**
Theory : 50 Marks **Time : 2 hours**
Pass Marks : 15 **Practical : 50 Marks**
Pass Marks : 15
Time : 2 hours

Unit	THEORY : SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
I	**Composition of Basic Shapes** 1.1 – Elements of design. 1.2 – Basic Shapes 1.3 – Using Shapes in Textile Desing 1.4 – Motif. 1.5 – Arrangement/composition of Motif. 1.6 – Layout of Motif	✓	✓
II	**Weaving :** 2.1 – Loom 2.2 – Parts of Handloom. 2.3 – Motions of a plain Loom. 2.4 – Common Terminologies of weaving. 2.5 – Passage of warp Through Loom. 2.6 – Basic weaves & its properties 2.7 – Fundamental weaves.	✓	✓
III	**Dyeing** 3.1 – Introduction.		✓

Contd...

Unit	THEORY : SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	3.2 – Dyes. 3.3 – Classification of Dyes. 3.4 – Direct Dyes. 3.5 – Vat Dyes. 3.6 – Acid Dyes. 3.7 – Basic Dyes. 3.8 – Reactive Dyes. 3.9 – Dyes and its use. 3.10 – Methods of Dyeing. 3.11 – Conventional Dyeing Method of Cotton.		
IV	**Printing** 4.1 – Dyeing and printing. 4.2 – Methods used for printing. 4.3 – Sereen printing. 4.4 – Styles of printing. 4.5 – Variant printing effects.		✓
	Total	**50**	**50**

N.B. - Textile Design & Clothing (E) is renamed as Weaving & Textile Design (E)

Textbook :

* Questions from each Unit/Lesson will carry marks 2-15.

WEAVING AND TEXTILE DESIGN

PRACTICAL
SUBJECT CODE - 39 (P)
CLASS IX

Practical : 50 Marks **Time : 2 hours**
Pass Mark : 15

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
1	Drawing of motif, different floral desing in drawing paper, different. Shapes and their placement process.	✓	✓
2	Introduction to common parts of loom, General idea of different types of fabric.	✓	✓
3	Dyeing of cotton yarn by using direct and reactive dyes by conventional method using different colours is different shades.		✓
	Total	**50**	**50**
Distri-bution of marks	**Theory**	**50**	**50**
	Practical	**50**	**50**
	Grand Total	**100**	**100**

* Questions from each Unit/Lesson will carry marks 2-15.

WEAVING AND TEXTILE DESIGN (E)

SUBJECT CODE - 39

Class - X **Full Marks : 100**
Theory : 50 **Pass Marks : 15**
Time : 2 hours
Practical Marks : 50 **Pass Marks : 15**
Time : 2 hours

THEORY		Marks	
Unit	SUB-UNIT/LESSONS	Half Yearly	Final
I.	**Traditional Designs**	✓	✓
	1.1 Traditional Design		
	1.2 Traditional Design in India		
	1.3 Folk Art		
	1.4 Motifs		
	1.5 Design		
II.	**Traditional Designs of North East**	✓	✓
	2.1 Traditional Designs of North East		
	2.2 Assamese Traditional Design		
	2.3 Bodo, Rabha Traditional Design		
	2.4 Mising Traditional Design		
	2.5 Manipuri Traditional Design		
	2.6 Arunachal Traditional Design		
III.	**Ornamentation of Fabric**		✓
	3.1 Ornamentation of fabric by weaving		

Contd...

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	3.2 Development of decorative design by weaving 3.3 Ornamentation of fabric by tie and dye 3.4 Ornamentation of fabric by batik		
IV.	**Dyeing of Silk** 4.1 Conventional method of silk dyeing 4.2 Dyeing of silk with Acid dye 4.3 Dyeing of silk with Basic dye		✓
V.	**Printing Method** 5.1 Hand block printing 5.2 Printing paste 5.3 Printing paste preparation 5.4 Screen printing 5.5 Machine printing 5.6 Machine screen printing 5.7. Difference between Roller and Rotary screen printing.		✓
	Total	**50**	**50**

* Questions from each Unit/Lesson will carry marks 2-15.

WEAVING & TEXTILE DESIGN (E)

SUBJECT CODE - 39 (P)

CLASS - X

PRACTICAL		Marks	
Unit	**SUB-UNIT/LESSONS**	**Half Yearly**	**Final**
I	1. Drawing of different floral Design in drawing paper.	✓	✓
	2. Drawing of different Geometrical Design and traditional design.		
II	3. Drawing of diffferent Asomiya Design used in Mekhela-Chadar.	✓	✓
	4. Drawing of different Bodo Design.		
III	5. Drawing of different Asomiya traditional Design in graph paper for Handloom.	✓	✓
IV	6. Dyeing of Silk yarn using Acid Dye by conventional method.		✓
	7. Dyeing of cotton fabric by using Tie & Dye Method.		
V	8. Preparation of Screen for Screen printing in dark room. (Conventional Method)		✓
	9. Printing of fabric by using screen with pigment colour		
	10. Printing of fabric by using block with pigment colour		
	Total	**50**	**50**
	Theory	**50**	**50**
	Practical	**50**	**50**
	Grand Total	**100**	**100**

Garment Designing (E)

SUBJECT CODE - 40 (P)

Class - IX **Full Marks : 100**
Theory : 50 **Pass Marks : 15**
Time : 2 hours
Practical : 50 **Pass Marks : 15**
Time : 2 hours

THEORY		Marks	
Sl. No.	Lessons	Half Yearly	Annual
1.	Prospect and demand of Garment Making	✓	✓
2.	Tools & Equipment	✓	✓
3.	Pattern. (drafting and Pattern Making)	✓	✓
4.	Care and maintenance of cutting Tools & Equipment	✓	✓
5.	Tools & Equipment for hand stitch	✓	✓
6.	Tools & Equipment for ironing	✓	✓
7.	Sewing Machine	✓	✓
8.	Problems in sewing and Remedies		✓
9.	Precautions to be taken while working with the sewing machine		✓
10.	System of measurement with Measuring Tape		✓
11.	Calculation : a) Width of cloth b) Body measurement as per age		✓
12.	Classification of stitch for different fabrics a) Light weight fabrics b) Medium weight fabrics c) Heavy weight fabrics		✓
	Total	**50**	**50**

* Questions from each Unit/Lesson will carry marks 2-15.

GARMENT DESIGNING

Subject Code - 40 (P)

Class IX

Practical

Marks -50

1. Method of cutting & sewing .
2. Formation of stitch.
3. Petticoat.
4. Bib.
5. Apron.
6. Yoke Frock.
7. (a) Basic Bodice
   (b) Basic Shirt
   (c) Bias Bodice
8. Shorts.
9. Shirt.
10. Pant

Marks Distribution

Contents	Marks	
	Half Yearly	Annual
Drafting -	✓	✓
Cutting -	✓	✓
Stitching		✓
Total	**50**	**50**

* Questions from each Unit/Lesson will carry marks 2-15.

GARMENT DESIGNING (E)
SUBJECT CODE - 40

Class-X **Full Marks : 100**
Theory : 50 **Pass Marks : 15**
Time : 2 hours
Practical : 50 **Pass Marks : 15**
Time : 2 hours

THEORY : **50 Marks**

Sl. No.	Lessons	Marks	
		Half Yearly	Annual
1.	Pattern Layout (a) Fabric calculation (b) Estimation of cost	✓	✓
2.	Study of Indian Traditional wears	✓	✓
3.	Market survey and analysis of different types of–		✓
4.	(a) Necklines (b) Collars (c) Sleeves (d) Skirts (e) Trousers (f) Shirts		✓
	Total	**50**	**50**

* Questions from each Unit/Lesson will carry marks 2-15.

GARMENT DESIGNING (E)
SUBJECT CODE - 40 (P)
CLASS - X
PRACTICAL

50 Marks

Sl. No.	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	Darts and its placement (a) One dart (b) Two dart (c) Style dart **Pattern drafting** (a) A-Line kurta with salwar (b) punjabi kurta for gents (c) Churidar (d) A-Line skirt (e) Circular skirt (f) Puff sleeve (g) Full sleeve (h) Flare sleeve (i) Trousers (j) Capri	✓ (a,b,c,d,e) ✓	✓ ✓
2.	Making of 5 sample garments using– collars, sleeves, plackets and pockets		
		50	50
	Total	**50**	**50**

Text book : **Posak Rupankan** for class X
The Assam State Textbook Production & Publication Limited, Guwahati-1

* Questions from each Unit/Lesson will carry marks 2-15.

HOME SCIENCE (E)

SUBJECT CODE - 37

Class IX-X

OBJECTIVES : The Pupil,

1. acquires the necessary ability and skills to assume his/her position and responsibility in the family.
2. learns ways and means to supplement family income.
3. plans for leisure hour recreation.
4. believes in the dignity of labour.
5. makes the necessary adjustment between the demands of home and career.
6. develops sense of reponsibility as a member of the family.
7. cultivates good relationship with others at home, school and society.
8. develops the desire to be healthy and well-groomed.
9. appreciates and develops a good personality.
10. understands the functioning of the family and realises the importance of a good family life.
11. develops aesthetic sense in daily life.
12. becomes an efficient home-maker, dutiful parent and purposeful citizen.
13. leads a happy and contented life, within his/her home.
14. contributes towards improving economic, social, moral, ethical and spiritual standards of their homes and community.

HOME SCIENCE (E)

SUBJECT CODE - 37

Class-IX **Full Marks : 100**
Theory Paper, Marks-50 **Pass Marks : 15**
Time : 2 hours
Practical Paper Marks-50 **Pass Marks : 15**
Time : 2 hours

THEORY

Chapter I : Introduction to Home Science Education : 10

1.01 : Meaning and importance of Home Science.

1.02 : History of Home Science Education in India.

1.03 : Objectives of Home Science Education.

1.04 : Different components of Home Science.

Chapter 2 : Food and Nutrition : 10

2.01 : Meaning and importance of Food and Nutrition. Study of classification of food– Body building, Energy giving, protective and regulatory food. Functions of food.

2.02 : Introduction to different Nutrients Carbohydrate Protein, Fats, Vitamins, Minerals and Water.

2.03 : Introduction to common food stuffs : cereals, pulses, green leafy vegetables, fruits, meat, fish and eggs, milk and milk products, spices and condiments etc.

2.04 : Introduction to cooking : Objectives of cooking, different methods of cooking food - boiling, frying, deep frying, shallow frying, roasting, baking, steaming, pressure cooking, microwave cooking, solar cooking etc.

Chapter 3 : Child Development and Family studies : 10

3.01 : Introduction to Child Development - Concept of growth and development, principles of growth and development.

3.02 : Different phases of life - Prenatal, infancy, babyhood,

pre-school age, school age, adolescence-adulthood, old age.

3.03 : Various aspects of growth and Development Physical, Motor, Intellectual, Emotional, Social, Moral and Language Development.

Chapter : 4 Clothing and Textile : 10

4.01 : Clothing and its importance

4.02 : Introduction to Textile fiber and their Classification - Vegetable, Animal, and Mineral fibers, Man-made fibers.

4.03 : Study of Natural and Mineral-made fiber and its properties.

4.04 : Common methods of fiber identification (Visual, Microscopic and burning method.)

4.05 : Stain Removal (Principles and method of removing stains, equipments and reagents required for stain removal).

Chapter : 5 . Family Resource Management : 10

5.01 : Introduction to Home management Meaning and importance.

5.02 : Resource- Human and Non-Human.

5.03 : Study of common household equipment and their uses. Refrigerator, Washing Machine, Mixer Grinder, Pressure Cooker, Vacuum Cleaner, Microwave etc.

5.04 : Work simpification- its meaning and different ways of work simplification.

5.05 : Household pest and their control- (mosquitoes, cockroaches, bedbugs, rats, and flies.)

Sl. No.	PRACTICAL	Marks
1.	Preparation of Khichdi Chana Dal Veg. Curry Pokoras - from vegetables/eatable green leaves or flowers Fruit juice	20
2.	Preparation of project report on topics related to course.	10
3.	Common methods of fibre identification - visual microscopic, burning. or	10
4.	Removal of common stains - grease, curry, blood, perspiration, mud, lipstics, tea, ink etc. or	
5.	Cleaning and polishing of - Brass, silverware, copper, steel aluminium etc.	
6.	Practical note book	10

Marks Distribution of Practical :

Unit	SUB-UNITS	Marks	
		Half Yearly	Final
1.	Cookery	10	10
2.	Project report/chart	10	10
3.	Clothing & Textile	10	10
4.	Home Management	10	10
5.	Practical note book	10	10
	Total :	**50**	**50**

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HOME SCIENCE (E)
SUBJECT CODE - 37

Class-X **Full Marks-100**
Theory Paper, Marks-50 **Pass Marks : 15**
Time : 2 hours
Practical Paper Marks-50 **Pass Marks : 15**
Time : 2 hours

THEORY

Chapter-1 Food and Nutrition 15

1:01 Balance diet– meaning and its importance, Factors to be considered in formulation of balanced diet, age, sex, ocupation, income, family size, climatic condition, activities, special condition.

1:02 Meal-planning–meaning, objectives and principles.

1:03 Deficiency diseases – Anaemia, Goitre, Scurvy, Rickets, Beriberi, Pellegra, Nightblindness, Kwashiorkor, Marasmus, Karatomalacia and their preventive measures.

Chapter -2 Child-Development and Family Studies 15

2:01 Beginning of life – conception, growth during prenatal life.

2:02 Care of the pregnant mother and preparation for child birth.

2:03 Care of the child – feeding, bathing, toilating, weaning, supplementary food, clothing, immunization, sleep and rest etc.

2:04 Breast milk – Advantages and disadvantages of breast milk.

2:05	Child in the family – Role of parents in the family, parent-child reaslationship. Catering to the emotional needs of the children.	
Chapter-3	**Clothing and Textile :**	**10**
3:01	Laundering– Principles to be followed in laundering of different textiles/articles. Importance of soft water in laundering, methods of making hard water soft.	
3:02	Equipment for laundering, Soap and Detergents, Bleaching, Stiffening agents.	
3:03	Storage of cloths and its importance.	
Chapter-4	**Home Management**	**10**
4:01	Principles of design– applicable to Interior Decoration- Proportion, Balance, Rhythm, Emphasis, Harmony	
4:02	Colour Scheme– Primary colour, Secondary colour, Intermediate or tertiary colour etc. Use of colours in different rooms.	
4:03	Selection, Care and Arrangement of furniture for different rooms.	
4:04	Principle and types of flower arrangement. The main principles of flower arrangement, type of flower arrangement.	
4:05	Budget– meaning and its importance factors to be considered for planning a budget, types of budget.	
4:06	Savings and investment : Definition, differences between one's earnings and expenditure. Income–Expenditure, savings.	

HOME SCIENCE

Subject Code - 37 (P)

PRACTICAL

CLASS - X **Marks: 50**

1. Preparation of– (i) Pulao (ii) Paratha (iii) Poories (iv) Ghuguni (v) Egg curry (vi) Vegetable chop/cutlet (vii) Jam/Jelly (viii) Pud-ding/Halwa (Carrot or Suji)
2. Preparation of project report on topics related to the course content of child development and family studies.
3. Preparation of samples of constructive/basic stitches– like– Tuking, Running, Hemming, Back stitch.

   Decorative Stitches like– Chain, Shadow, Feather, Heming, Bone, Cross, Blanket, Bullion knot, French knot, Applique etc. Mending, Patching, Darning, Stitching of Button and Button holes, Hooks etc.

   Demonstation on laundering and finishing of cotton silk, woolen and Embroidered articles.
4. Drawing a colour wheel.
5. Arrangement of flowers– line arrangement, Mass arrangement and combination of line and mass arrangement for different purpose.
6. Practical note book.

Marks Distribution of Practical :

Unit	SUB-UNITS	Marks	
		Half Yearly	Final
1.	Cookery	10	10
2.	project report/chart	10	10
3.	Clothing & Textile	10	10
4.	Home Management	10	10
5.	Practical note book	10	10
	Total :	**50**	**50**

Textbook : **Griha Vigyan** for class X, ASTPPC, Guwahati-1

SANTHALI (E)
Subject Code - 25
IRALAK, KASS KHON GELAK KIASS DHABIC'
Class IX-X

Santali pahil parsi reak sikhauna reak niyomkoar parhao reak' bisoeko.

Etohop 'reak' katha :

Pahil parsi bhitriate go-parsicet, reak' kaeda anjom, rorroper, parhao, ol reak' hewa ar and parsi reak', lahan ti sec, mondisa doho ta kategе noa parhao niyom do benao akana. Pahil parsi do joto lekanak, hudia bunids, reak', lenden reak, upai kana. Ona chada somaj kristi er legcar ko reak; men doho ar Sahitto reak', khandri raska humar, thosok emanteak atandaram re pathua ko jemon laha sec, ko taram idi dareak' atandaram re pathua ko jemon laha sec, ko taram idid dereak' anoka sec', ho nojor doho akana. Jion parsi ar Sahitto sao joraobisoe of an ko latar khon cetan se phed ihon cot soc', sirhi jekate katic', klass khon latu Iaks re sajao idid reak, solha ho emakana.

Iralak', klas khon gelak, klas dhabic', beyakoron ar rocona ko mul parhao pithi reak', gathni kahni Nibandhao prabondho ko parhao selet', ge cet', reak, bebostha dibo akan reho Iralak', I klas hon gelak,klas dhabic, lagit mit, ten beyakaron putrhi judate 01 sodor hoyok', a.

Iralak, (viii) klas lagit', usara parhao lagit', Madhomik Sikkha parisoe hotete baehao akan se bachaok', puthi ko iskuI re doho hoyoka',

Areak', ix ar gdelak', (X) klas lagit', Mahyomik porisod hotete bachao akan kom se korn pea usara parhao puthi tahena. Nonkanak', puthi do mimit', gotec', bisoe bhitri re ge bandhao tehena. 14-16 umer ren gidrako Iagit', non kan puthi do olok, a ar backaok', a.

Path dan reak', somoe

Pahil parsi ced, lagit', Moreak, klas khon gelak' klas dhabic', hepta re 4 ghonta khon 4/30 ghonta somoe tahen jarura.
(g. Ced, ar ceoet', reak', jos)

1.00 Pathua ko ror anjom te ge parsi egeyan ar ona selet somaj ar kristi reak', gun ar mon ko hamet jono.

1.01. Santali parsi reak, pustau ucran, sade sao at macha parhas bhason-boktrite, Beter program emanteak, anjom tuluc';

1.02 Parsi reak, bhul ror, parhao ar ucran dodk kate.

1.03 Usara ror, natok, kathni ko khon raska hunar-hamet kate.

2.00 Pathua ko sapha pustau roror ko ceda.

2.01 Go-parsi ucran niyon dhara, nao reak', ropor-kaeda ar herem anjomok', ropor dhara ko hamet kate.

2.02 Ropor kaeda reak', bhul ko apnar te sudhrau kate.

2.03 Thik thik, thai re rorar ropor ari thik thik baisau kate.

2.04 Jukti select', hudis bundis sao mil doho kate, galmarao, torko ar --boktrita emanteak',re selet' --kate.

2.05 Jatiari ar Rastriyo Songit bandao akan somoe sima bitrire bugor Bhulte-tal-loy ar ror te seren kate ar noa ko etak', ko bujhau ako reak', dare hamet kate.

3.00 Pathua ko pustau sapha paperhao riti ko hamet jona.

3.01 Moca bhitri Phaelao kate at te (moreak, klas re minit re 50-60 gotec', ar turnuiak',klas khon ehop', kate cetan klas kore minit re 80-90 gotec', se ona khon jasti) path se parphao sa por selet, ror kate.

3.02 Soros kaedate boktrita, rocona, parhao, Natok reak, ropor path se parhao te.

3.03 Begor sadete (Moreak, klas re minit re 120-140 ar turuiak, klas khon cetan klas kore minit re 140-150 gotec', se onakhon jasti) usarate parhao kate.

3.04 Nonkan path se parhao te ge pathua ko arjao jona:-

(k) Rocona reak. khati hudis sendra odak dare.

(kh) Sahitto tho cakha kate sapha raska nem jon,

(g) Somaj re tahen reak.;niti niyom sikhaune,

(gh) Rar, ror loy, chondo mil aran emanteak,' bhitri te kabbo bisoe reak, kukli mojok-buj arjao dare ,

(n) Rar te kobita ror kate ona reak, raska cakha jon ar etak," ko ona cakha reak', dare emako-

3.05 Path reak, khandri bibron ko hamet

(k) Badae nam akan bisoe-bibron disa kate

(kh) Minit gotec', bisoe bhitri menak., jonorao ko tulau reak., dare Arjao kate,

(g) Sopha Sora phailao idi reak', dare hear kate

(gh) Namuna sao bibron emok', dare arjao kate

(n) Onolia se kobi koak', hudis nij hudis te phailao kate.

(c) Path bisoe khon bahre reak', rocona ko khon khati ror ruar bachao odok dare hamet kate.

(ch) Abhidhan - se Ror gola (sabda kosh) Bis gola (Bisso kosh) emanteak', geyan puthi ko beohar kate.

4.00 Pathua ko monj samtao onol reak, kaeda Kauso 1 hamet kate--

4.01 Banan reak', khatitet', ar o1 reak, eogortet' jut kate.

4.02 Soral, Mesal ar jorao Noa pe lakan katha beohar kate nijak, hudis sodorreak', dare hamet.

4.03 Jahan ghotna hamet', geyan se chabi asray kathni on kate se cithi te ol sodor kate.

4.04 Usara parhao puthi lagit, bachao akan puthi reak', bisoe-gabe rea' rar mer bisa somalocona ol kate.

5.00 Pathua ko parsi sodor dhara ko lahanti.

5.01 Lek man ror, ror dhare, tukra katha emanteak, tumal agu.

5.02 Kathni reak', katic', katic', hatin te juda juda hudis sodor,

5.03 Hudis sodor te umer hisa 1 akman apnar dare ar apnar onol beohar kate.

5.04 Parhao ar olok', bisoe re apner hudis bundis hamet kate.

5.05 Mit, lekan, ulta mane-ror beohar kate,

5.06 Nam-dak onolia koak', rocona khor soros hatin se katha atan ar beohar kate.

6.00 Pathua ko parhao ar o1 bisoe kore nij nij kusi raska bisoe ko dul mida.

6.01 Mon awilok', bisoe te perec', akan puthi potrika ko parhaoa,

6.02 Puthi gola re durup kate aema Iekanak', puthi parhao kate,

6.03 Potrika kore nijak', ono 1 ko chapa odok lagit', kurumutu, kate.

6.04 Onolia ar kobi koak', sirjon-onol dare ar ror ko beohar re gakhur hudis uduk', kate raska nam jon.

7.00 Etak, parsi khon Go-parsi te torjoma reak, dare arjoo (Are ar gelak, klas re) ,

7.01 Mul parsi reak',ror ar katha sao milauk', lekan ror se katha go-oarsu jgib bacgai idij jate.

7.02 Thik thik katha-hatin', ror dhara beoharkate.

7.03 Mul rocona reak', hudis sao milau dopo kate.

7.04 Mul rocona reak', ban jarur hatin se katha ko bagigidi kate.

Iralak, klas reak laglt', parhao bisoe

8.01 Noa parhao bisoe re tehena mot 16 gotec, onol ana ko mod re kathni do 10 gotec, ar gathni do 6 gotec', puthi re 200 leka sakam tahecn, Kagoc reak' hisab do 1/8 dimai hisap 12 poyent.

8.02 Iraiak'. klas reak', parhao puthi re goro goporo, dan, ika, mahir gunbebir dh, be hiska, Disomdular ementeak', gun ko tahen jarura. Bachao odok re noa kobisoetahena. Sendra kahni sirjon mojok apnar thai reak', bhugol, kami reak', man, kurumutu kami, bharot ren etak', etak', rajjoren adhibasi koak', jion dhara, Bigyan Bisoe, etak' rajjoren ren nam dak horak' jion charit.

8.03 Parhao dhara re sarntao agu akan path re noa ko beyakoron Bisoe reak', gapal marao tahena, Sorel, Mesal ar jorao katha pherao acur, ulta man tahen ror. Aema mane tahen ror, katha katij', ar eaeak, klae dhabic', parhao akan beyakoron reak, path ko jothat tahi re khatao dorhae.

8.04 Path bahre bisoe ko modre cithi patro, aroj patro chabi asray kahni kathni, gam katha, gam Iekan katha, rocona Dinlipi emanteak', ko cet', ako hoyok' a.

9.01 Are ar gelak', banar klas lagit' parhao' re puthi reak 25% do kathni tahena,

Kom se kom 50% path sahitto bisoe reak' tahena.Puthi sakam do 200-250 dhabic, re ge bandhao tahena. Noa in klas re path reak' do 25 khon 30 dhabic. hoyok'a Muthan do 1/8 dimai lipi se akhor do 12 payent. Banar klas lagit' mit' tec parhao puthi go tahena.

9.02 Noe barea klas reak', path puthi re upkar, khatni reak' man, Dharti dular, uskur udgau, ak'yur, maya momota goro goporo pustau ar usara paxhas gono natao. Nij re patiau emanteak' gunko pustau jarura. Itihas-kahniapnar joon carit sobidhan manao, kristi bisoe somaj susar upucau kami disom-dular, abiskar reak sahitto bisoe, etak', rajjorfn barea manotan horak', jion carit.

9.03. Beyakoron ar rocona kukli moreak', klas khon ilal klas dabic', cetan re ol akan beyakoron do jasti lekan jnorow leka hoyok'a jarur len khan moreak', beyakoron reak', riti niti khatao reak' galmarao tahena. Noa chada latar re ol akan bisoe samtao kate mit' tec', beyakoron ar rocona puthi ol odok hoyok'a. Parsi, adepase parsi Ror hatin kami ror reak', mul, dulmit', hudis (samas) joraok, aran (laha, eocak, ar mucat', sec, ak') hatha ultau acur katha, aran budli, etak' lekan manewak, ror, mit, lakan manewak, ror mit ten manewak, ror aemalekan manewak', ror ulta rol thirok', cinha, thora lagit' thirok cinha, ror dhara, lai cal katha ar rodona ko.

For Class IX

Group-A			**Group-B**		
Prose	-	18	Prose	-	18
Poetry	-	10	Poetry	-	12
Essay	-	10	Letter writing	-	10
Translation	-	04	Amplification	-	10
Grammar	-	08			**Total-50**
		Total-50			

For Class IX
Distribution of Marks

Group-A			**Group-B**		
Prose	-	18	Prose	-	17
Poetry	-	10	Poetry	-	13
Essay	-	10	Rapid Reader	-	10
Grammar	-	12	Amplification	-	10
		Total-50			**Total-50**

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SANTHALI (E)
SUBJECT CODE - 25

Class IX **Time - 3 hours**
Full Marks : 100 **Pass Marks : 30**

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	Text book : AKIL MARSAL SANTALI SAOHET Part - I Group A : Marks : 50, Time : 2 hours **Prose :** a) Kushal Kowar b) Tilka Ṃanjhiak' jat ar disom dular	✓	✓
2.	c) Sendra Kaḥini d) Chapa Kol		✓
3.	**Poetry :** a) Bhurka Ḷpil b) Go Parṣi Santali	✓	✓
	c) E Juan Ko d) Suku - Yoraḳ'		
4.	**Essay**	✓	✓
5.	Translation	✓	✓
6.	Grammar	✓	✓
		50	50

* Questions from each Unit/Lesson will carry marks 2-15.

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	Text book : AKIL MARSAL SANTALI SAOHET Part - I Group B, Marks : 50, Time 2 hours. **Prose :** a) Jomak' b) Olimpik enec'	✓	✓
2.	c) Khatao ar Kurumutu d) Dak' Dhiri		✓
3.	**Poetry :** a) Thakur Jiu b) Okoe	✓	✓
4.	c) Somaj d) Er Aphor		✓
5.	Essay / Letter Writting	✓	✓
6.	Composition	✓	✓
	Grand Total	**100**	**100**

* Questions from each Unit/Lesson will carry marks 2-15.

SANTHALI (E)
SUBJECT CODE - 25

Class-X **Time-3hours**
Full Marks-100 **Pass Marks : 30**

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Annual
1	Text Book:- Wkil Marsal Santali Saohet' **Group:-A** Marks:- 50, Time:- 2 hours ***Prose:-*** **PUTHI PARHAO SOHRAE**	✓	✓
2	**BHOND (POLLUTION) MÃYÃM AR KLOROPHIL**		✓
3	***Poetry:-*** **GOGO TERESA SAOHET'**	✓	✓
4	**NEHOR KOE ME DELABON BAHAK'**		✓
5	***Essay***	✓	✓
6	***Grammar*** Translation, Tense (Somoe), Phrase and Idiom (Bhenta Katha), Narration, Correction of sentences, ultau katha	✓	✓
	Total	**50**	**50**

* Questions from each Unit/Lesson will carry marks 2-15.

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1	**Group:- B** **Marks:- 50** ***Prose:-*** **ASSAM REAK' THOSOK SIRJON** **DISOM DULAR**	✓	✓
2	**NETAJI SUBHAS** **AKIL JHARNA**		✓
3	***Poetry:-*** **AKIL KHAWAR** **AJARE**	✓	✓
4	**DORSON** **ONTOR ARSI** **PIRHI**	✓	✓
5	**Amplification**	✓	✓
6	**Letter writing/application**	✓	✓
	Total	**50**	**50**
	Grand Total	**100**	**100**

Textbook : **Akil Marsal Santali Saohet**

* Questions from each Unit/Lesson will carry marks 2-15.

ARABIC (E)

Subject Code - 28

For High School

Classes : IX & X

Arabic is an important language spoken in a large area of the world. It is not only the mother tongue of the Middle-East and Gulf countries, but this language is also being used as official language in several Afro-Asian countries including the United Nations Organisation (UNO). In this modern period the Indian Government has given emphasis on practical Arabic learning in order to improve the diplomatic, economic and trade relations with the Arab countries. At present this language has got the status of modern international language used throughout the world. Arabic has also got its unique linguistic value being originated from the semitic group of languages.

The following are the main objectives of Arabic learning at Secondary Stage :

(i) To get the pupils acquainted with preliminary knowledge of Arabic language.

(ii) To generate the interest and curiosity to learn this language and to develop the creative aptitude of Arabic speaking and writing.

(iii) To develop the basic rules of composition of the language specially in respect of correct writing.

(iv) To develop the interactive and communicative skills of the students of Arabic learning.

(v) To help the students to be acquainted with Arabic

words and phrases used in different Indian languages including Assamese and Bengali.

(vi) To enable the students to appreciate the values of language and literature as well as to develop their moral sense and ethical behaviour.

(vii) To harmonize the outlook and broaden the ideas in respect of society and culture.

(viii) To develop the sense of national and international integrity and relations with the Arabic speaking countries.

(ix) Finally, to have facilities of job opportunities in the national and international levels under the government as well as private sectors.

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ARABIC (E)
Subject Code - 28

Class : IX **Full Marks- 100**
Time : 3 hours **Pass Marks - 30**

	UNIT / LESSONS	Marks	
		Half Yearly	Annual
1	Alphabets & vocabularies: Lessons included (i) Huruf al-Hija (ii) Harakat - 1 (iii) Harakat -2 (iv) Harakat - 3 (v) Alfaaz Ma's-Suwar.	✓	✓
2	**Prose :** Lessons included (vi) Tahiya wa-Tahaduth (viii) Baiti (ix) Mubina wa al-'Usfur (x) Amina wa Ummuha (xii) Dukkan al-Fawakihi	✓	✓
3	**Poetry :** Lessons included (vii) Nasidu Qittati (xi) Yam al- 'Id **Instructions :** Questions of all the 3 textual units are to be set covering all lessons in accordance with the model questions available in the Textbook. Stress should be given on Question-Answer in Arabic.		✓

	UNIT / LESSONS	Marks	
		Half Yearly	Annual
4	Textual grammar, Numerals and Composition : 1. Noun (Ism): Singular and Plural 2. Pronoun (Damir) and its kinds 3. Verb (Feil): Madi and Mudari' 4. Particles (Huruf) and its uses 5. Numerals ('Adad) : upto ten 6. Simple sentence making / Translation	✓	✓
	Instruction : Grammatical questions are to be set from the model questions existing in different lessons of the Textbook.		
	Total	**100**	**100**

N.B. : Underlined lessons/items are for Half-Yearly Exam.

* Questions from each Unit/Lesson will carry marks 2-15.

Textbook : ARABI ADHYAYAN
Pratham Bhag (For Class - IX)
Published by : ASTPPC Ltd, Guwahati.

ARABIC (E)
Subject Code - 28

Class- X **Full Marks-100**
Time : 3 hours **Pass Marks - 30**

	UNIT / LESSONS	Marks	
		Half Yearly	Final
1	**Prose :** Lessons included (i) Minal Quranil Karim (ii) Minal Ahadithin Nababiyyah (iii) Ibnatun wa Ummuha	✓	✓
2	**Prose :** Lessons included (v) Al-Hamamatun wan-Namlah (vi) Manjarul Huqul (vii) 'Indat Tabib	✓	✓
3	**Prose :** Lessons included (ix) Tawakkulun 'ala Allah (x) Fil Funduq (xii) Rajulun wa-Namirun		✓
	Instruction : Questions of the units 1,2 & 3 are to be set covering all lessons in accordance with the model questions available in the Textbook. Stress should be given on Question-Answer in Arabic. 2 or 3 textual portions from different units are to be set for translation into mother tongue providing maximum 10 marks.		
4	**Poetry :** Lessons included (iv) Sahibi al-Kitab	✓	✓

	UNIT / LESSONS	Marks	
		Half Yearly	Final
	(viii) Nashidul 'Amal (xi) Talimul Fatah		
	Instructions : Questions of the unit 4 are to be set in the model of the questions given in the exercises at the end of every lesson with special stress on Question-Answer in Arabic. 1 or 2 texual extracts of maximum 5 marks are to be set for explanation in mother tongue.		
5	A. Grammar : Grammatical Questions are to be set from the model questions existing in different lessons of the textbook. Moreover, some of the grammatical questions from the grammar portion of class-IX may be asked (Mudari Majhul, Al Amar, An Nuhi, Sifat, Zins etc.)	✓	✓
	B. Composition : Sentence making / Passage writing / Simple Story writing / Letter writing/Short essay writing. C. Translation : (Unseen)	✓	✓
	A few numbers of sentences are to be set for Translation into Arabic.		
	Total	**100**	**100**

N.B. : Underlined lessons/items are for Half-Yearly Exam.

* Questions from each Unit/Lesson will carry marks 2-15.

Textbook : ARABI ADHYAYAN, Dwitiya Bhag (For Class - X), Published by : ASTPPC Ltd, Guwahati.

PERSIAN (E)

SUBJECT CODE - 29

CLASSES : IX & X

INTRODUCTION:

Like Arabic and Sanskrit, Persian is also categorised under the classical group of languages. Persian being the language of Iran (originally Persia) is learnt by a good number of the people of West Asian countries including India. During the medieval period it was the court language of India and since then this language is taught in the schools and colleges of Assam.

OBJECTIVES:

(i) To develop the basic knowledge of the language.

(ii) To grow the desire and eagerness to learn the language and develop the skill of reading, writing and speaking.

(iii) To make the pupils informed of the fact that the original stock of Indian languages are more or less the same. Persian being the sister language of Sanskrit plays a vital role in developing the Modern Indian Languages including Assamese.

(iv) To harmonise the outlook of the pupils and broaden their ideas in the field of history and culture.

(v) To develop the sense of fraternity and friendship with the Persian speaking countries

COURSE CONTENT : FOR CLASS - IX

(A) TEXT LESSONS :

The Textbook will have 20 lessons comprising of

Alphabets and its different shapes with pictorials, a package of language comprising of vocabularies and usage with meanings in Assamese, simple text for intensive and extensive reading of different disciplines like nature, hygiene, seasons, environment and morals, besides a text on functional Persian to enable the pupils to take part in conversation. Lessons may include pictorials, textual exercises, grammatical items and exercises for practising grammar and composition.

(B) GRAMMATICAL COMPONENTS :

Jumla and its kind, Adad and Zins, Masdar, Zamana, Mazi, Hal, Mastaqbil, Mozare, Amar, Nahi, Conjugation of Tense, construction of Persian sentences.

(C) TRANSLATION OF UNSEEN SENTENCES :

From English/Assamese into Persian.

PERSIAN (E)

SUBJECT CODE - 29

CLASS - IX **Full Marks : 100**
Time : 3 hours **Pass Marks : 30**

Sl. No.	Content	UNIT / LESSONS	Marks	
			Half Yearly	Annual
A.	Prose	(i) Lesson No. 1-10	✓	✓
		(ii) Lesson No. 11-16, 17		✓
B.	Poetry	(iii) Lesson No. 18-20		✓
C.	Grammar & Composition	(iv) Jumla and its parts, (v) Adad and Zins (vi) Zamana, (Mazi, Hal & Mustaqbil) (vii) Ilm Saraf (viii) Construction of Simple Sentences (ix) Masdar & Mozare	✓	✓
D.	Translation	(x) Unseen sentences into Persian	✓	✓
		Total	**100**	**100**

N.B. : Underlined lessons / items are for Half-Yearly Exam.

* Questions from each Unit/Lesson will carry marks 2-15.

TEXTBOOK : DARS-I-FARSI (FARSI PATH)
JALD-AWWAL (PRATHAM BHAG)

PERSIAN (E)

Subject Code - 29

COURSE CONTENT : FOR CLASS - X

(A) PROSE & POETRY :

The textbook comprising of prose and poetry covering about 110 pages is to be prescribed for class X. The prose section should contain maximum of ten lessons of stories and articles of both classical and modern writers while six or seven poems may be included in the poetry section. The lessons should be prepared in simple language and more emphasis should be given on moral and educative values.

The essential elements of Persian grammar and composition should be properly dealt with and discussed in each and every lesson. Annotations of difficult vocabularies, model questions and exercises should also be given after the lessons.

Moreover, in order to enhance the knowledge of vocabularies, phrases and idioms, synonyms, antonyms etc. may be provided for extensive reading. The pupils may be acquainted with the short biographies of poets and writers in simple Persian.

(B) GRAMMATICAL COMPONENTS :

(i) Ism and its kinds

(ii) Adad and Zins

(iii) Jumla and its kinds

(iv) Feil, Fayel & Ma'ful
(v) Masdar & Muzare
(vi) Zamana (Mazi, Hal, Mustaqbil)
(vii) Saraf-i-zamana
(viii) Amar, Nahi, Nafi
(ix) Paswand & peswand
(x) Mutradif & Mutazad
(xi) Construction of simple sentences in Persian

(C) Translation of Unseen Sentences into Persian.

PERSIAN (E)

SUBJECT CODE - 29

CLASS - X **Full Marks : 100**

Time : 3 hours **Pass Marks : 30**

	UNIT / LESSONS	Marks	
		Half Yearly	Final
1.	**Prose** (i) Hekayat-i-Naushir wan (ii) Hekayat -i- Nabina (iii) Hekayat-i-Du Rafiq wa Khar	✓	✓
2.	(iv) Hekayat-i-Gusphand Dar wa shuban (v) Dastan-i-Parwaz	✓	✓
3.	(vi) Nauruj (vii) Firdausi	✓	✓
4.	(viii) Atish (ix) Ahu, Mush wa Aqab		✓
5.	**Poetry** (x) Munazat (xi) Gariya-i-Aflatun az sitayish-i- nadan	✓	✓
6.	(xii) Dar Arzoo-i-Tu Basham (xiii) Chashma wa Sang		✓
7.	(xiv) Ashk-i-yatim (xv) Rubah wa Jag		✓
8.	**Biography** (xvi) Short biography on poets and writers		✓

	UNIT / LESSONS	Marks	
		Half Yearly	Final
9.	**Grammar & Composition** All the grammar portion of class IX and the following– Ism and its kind, Adad, Jumla and its kind, Feil, Fayel & Ma'ful, Masdar & Muzare, Zamana (Mazi, Ha'1, Mustaqbil) Saraf-i-zamana, Amar, Nahi, Nafi, Paswand -o-peshwand, Mutradif & Mutazad, construction of simple sentences.	✓	✓
10.	**Translation** Translation of unseen sentences into Persian	✓	✓
	Total	**100**	**100**

N.B. : Underlined lessons / items are for Half-Yearly Exam.

* Questions from each Unit/Lesson will carry marks 2-15.

TEXTBOOK : DARS-E-FARSI (FARSI PATH)
JALD-E-DUAM (DWITIYA BHAG)

◆◆◆

LAIDAOHI DIMASA LAIRIMIN
DIMASA (E)
Class- ix

Phorirenmasgu (ix) negrangsisaikhulamahni optional) Dimasa Lairiminni phorilaisi dongma. Ebu laisinibuphin 100thabangdaohijaphuya.

Phorirenmasgu :

(a) Thaijab khosai :

Ebu phorilaisi hajebphaginyaba bonoh buthu –desh hamjaoyahni kharmin buthu, rajininanginyabajathai buthu, gdahni kharmin- grah, Assam rajini asaba khajaminibasain, Assamni asaba gede-khrengnisaogongsinijarinmin, therkhugnangkharimin, Ringlamnisling-daobai buthu, gdah Assam khermaonemithirimah, mithikhrimnihabah buthu, bar-di, ebu buthu.

Phorilaisinibonohkhe belepjang khamrima.

(b) Thairili khosai :

Phorilaisi hajebphayabathairilibuthu –thiriblamni, sangsaimahni, deshkhe hamjaomahni, sibringthaini, therkhuthaini habaha lailolograothaiodehbirilignangyaba buthu dongma.

Rehpyahni mithimah buthu phori-habah jenbanisganghadongma.

(c) Graolik :

Graolik buthuni bonoha – bar-di, sangsaimah, khajaminibasain, mithikhrim, somajnibujut, daubaimanethangyabanikharimin, saugongsini jarimin, mlao-mini, ebubuthudongma.

(d) Graogonthai :

1. Minkhaoda, Mingibring
2. Graobthai (words)
3. Bthaimeser (Antonyms)
4. Mungsingli (Gender)
5. Graoren khosai (Subject- predicate)
6. Mungsmai (Synonyms)
7. Bthaihari (Homonyms)
8. Graothaini khosaibuthu (Parts of Speech)
9. Graorenni jadideb (Types of Sentence)
10. Bthai -athip (One word for many)
11. Mungkhamrik (Postposition)
12. Dangja (Verb)
13. Mungslai (Pronoun)
14. Sainlekha (Numbers)
15. Graosol (Idioms and Proverbs)

(e) Bonoh wardaorithai (Amplification), Songthe Rehpthai (Precis writing), Khainsulai Rehpthai (Application), Gron-thron ni jarithai (Correction of errors)

(f) Thaislai (Engrajiniphrang Dimasa)

DIMASA (E)

Subject Code –

Class – IX **Full Marks : 50/100**

Time : 2/3 Hrs **Pass Marks : 15/30**

SI. NO.	SUB-UNIT / LESSONS	Marks	
		Half Yearly	Final
1.	Text book : Group : A 50 Marks **Thaijab :** Dimasa Rehpminlikmithine	✓	✓
	Bonjuodehe Mander		
2.	Sengyajik Joya Thaosen	✓	
	Jariminni Yagain		✓
3.	**Thairilijom :** Sere braha Ansajabukhali	✓	✓
4.	**Grao-gonthai :** Minkhaoda, Mingibring, Minkhaodani Yaowaithai, Rehpmin Jupha, Bthaimeser, Graorenkhosai, Mungsmai, Graothaini Khosaibuthu, Mungsingli, Graorennijadideb, Bathai-Athip, Mungkhamrik Mungslai, Dangja	✓	✓
5.	Graolik	✓	✓
6.	Thaislai (English niphrang Dimasaha)	✓	✓
	Sainjom	**50**	**50**

SI. NO.	SUB-UNIT / LESSONS	Marks	
		Half Yearly	Final
7.	Group : B 50 Marks **Thaijab :** Busu	✓	
	Joy Bhadra Hagjer		✓
8.	Saosilugumosol	✓	
	Sengyah Demalik Kemprai		✓
9.	**Thairiljom :** Khim	✓	✓
10.	**Grao-gonthai :** Sainlekha, Mungsmai, Grao-grahjangbthairen	✓	✓
11.	Bonohwardaorithai / Songthe Rehpthai / Khainsulai Rehpthai / Lairehp	✓	✓
12.	Gron-thronnijarithai	✓	✓
13.	GraorenKhakhuthai	✓	✓
		50	50
	Sainjomthao	**100**	**100**

COMMERCE (E)

SUBJECT CODE - 55

THEORY

CLASS - IX | **Pass Marks : 21**
Theory : 70 | **Time : 2 hours**
Practical : 30 | **Pass Marks : 9**

VISION

To aware about the basic knowledge of commerce in school level and generate interest among the students towards the commerce stream.

MISSION

I. To give an idea about different subjects of commerce in school standard.

II. To enhance the knowledge of commerce & importance of commerce education in today's world.

III. To enable students to choose and build future prospects & career in commerce.

IV. To attract students towards commerce education by giving simple & easy course structure of different commerce subjects.

V. The growth of the commerce education directly contributes to the economic growth of the country. The inclusion of commerce education in school standard will be a new horizon to our education system.

Sl. No.	Unit	LESSONS	Marks
1.	Unit-I	**Chapter-1 : Business Studies** **Foundation of Business** Economic Activities, Non-economic Activities Classification of Economic Activities, Business, Characteristics of Business,	

Sl. No.	Unit	LESSONS	Marks
		Profession, Characteristics of Profession, Employments, Characteristics of Employment, Features of Employment, Industry, Types of Industry, Commerce, Components of Commerce, Trade, Auxiliaries to Trade	
	Unit-II	**Business Organisations** Sole Proprietorship Hindu Undivided Family (HUF) Business Partnership, Meaning of Small-Scale Industry, Role of Small Business in Rural Industries, Problems of Small Business in India	
	Unit-III	**Present Modes of Business** e-Commerce, Meaning of e-Business, e-Commerce versus E-Business, Scope of e-Business Differences between Traditional Business and e-Business, Benefits of e-Commerce / e-Business, Method of Online Payments, Safety and Security of e-Transactions, Resources required for e-business	
2.		**Chapter-2 : Introductions to book keeping & Accountancy**	
	Unit-I	**Introduction** Book-keeping, Features of Banking, Scope of Book-keeping, Accounting, Characteristics of Accounting,	

Sl. No.	Unit	LESSONS	Marks
		Objectives of Accounting, Process/Stages of Accounting, Functions of Accounting, Difference between Accounting and Book-keeping, Advantages of Accounting, Limitations of Accounting, Accountancy, Accounting Cycle, Phases/Steps of Accounting	
	Unit-II	**Accounting Principles & Concepts** Accounting Concept, Business Entity, Concept, Going concern Concept, Money Measurement Concept, Cost Concept, Dual Aspect Concept, Realisation Concept (Revenue Recognition Concept), Accrual Concept, Accounting Period Concept, Matching Concept	
	Unit-III	**Basic Accounting Terminology** Transactions, Goods, Services, Book-keeping Journal, Ledger, Capital, Drawings, Assets, Liabilities, Debtors, Creditors, Investment, Revenue, Expenses, Profit, Loss, Stock, Discount, Cost	
3.		**Chapter-3 : Banking**	
	Unit-I	**Basic Concept of Banking** Introduction Evolution of Indian Banking System, Definition of Bank, Banking, Characteristics/	

Sl. No.	Unit	LESSONS	Marks
		features of Banking, Functions of Banking (Primary functions) Functions of Banking (Secondary functions), e-Banking, Central Bank, Commercial Bank, Development Banks, Investment Bank/Industrial Bank, Co-operative Bank (Regional Rural Bank/ Agricultural Bank), Non-Banking Financial Company, Exchange Banks	
4.		**Chapter-4 : Insurance**	
	Unit-I	**Introduction to Insurance** Introduction, Characteristics of Insurance, Types of Insurance- Life Insurance, General Insurance, Fire Insurance, Theft Insurance, Marine Insurance, Principles of Insurance, Principle of Utmost Good faith, Principle of Insurable Interest, Principle of Indemnity, Principle of Warranty, Advantages of Insurance	
	Unit-II	**Basic Insurance Terminology** Insured, Insurer, Insurance Assurance, Premium, Indemnity, Utmost good Faith, Insurable Interest, Contribution, Reinsurance Peril, Agent, Broker, Claim, Warranty Risk, Grace period, Assurance	
		Appendix	

COMMERCE

SYLLABUS FOR CLASS IX

CHAPTER-1 : BUSINESS STUDIES		Marks
Unit-I Unit-II Unit-III	Foundation of Business Business Organisation Present Modes of Business	28
CHAPTER-2 : INTRODUCTION TO BOOK-KEEPING AND ACCOUNTANCY		
Unit-I Unit-II Unit-III	Meaning & Objectives Accounting Principles & Concepts Basic Accounting Terminology	30
CHAPTER-3 : BANKING		
Unit-I	Basic Concept of Banking	6
CHAPTER-4 : INSURANCE		
Unit-I Unit-II	Introduction to Insurance Basic Insurance Terminology	6

THEORY

S. No.	Chapter Section	H.Y.	Annual
1.	Business Studies	✓	✓
2.	Book-keeping & Accountancy	✓	✓
3.	Banking		✓
4.	Insurance		✓
	Total	**70**	**70**

PRACTICAL

S. No.	Chapter Section	H.Y.	Annual
1.	Project Report on a retailer working In the location school	✓	✓
2.	Classroom assignments & activities	✓	✓
3.	Project Report on transport facilities Available in the location of student		✓
4.	Project report on economic activities like fishery, poultry, vegetables, Diary etc. working in the location of student.		✓
	Total	**30**	**30**

* Questions from each Unit/Lesson will carry marks 2-15.

COMMERCE (E)

SUBJECT CODE - 55

THEORY

CLASS - X **Pass Marks : 21**
Theory : 70 **Time : 2 hours**
Practical : 30 **Pass Marks : 9**

Sl. No.		UNIT / LESSONS	Marks
1.		**CHAPTER 1: BUSINESS STUDIES**	
	Unit-I	Company business Meaning of Company Characteristics of Company Advantages of Company Disadvantages of Company	
	Unit-II	Management Introduction Management v/s Administration Importance of Management Levels of Management Role of Manager	
	Unit-III	Entrepreneurship Introduction Role and importance of entrepreneurship Qualities of an entrepreneur	
2.		**CHAPTER 2: BANKING AND FINANCE**	
	Unit-I	Opening of bank account Introduction	

Sl. No.		UNIT / LESSONS	Marks
		Types of accounts Types of Demand Deposit accounts Types of Fixed Deposit accounts	
	Unit-II	Negotiable instruments Meaning of Negotiable Instruments Modes of Negotiation Promissory Note Bill of Exchange Cheque	
	Unit-III	Sources of finance Introduction Types of Capital Difference between Fixed and working capital Sources of funds available to a business	
	Unit-IV	Insurance Agents Meaning Functions of Insurance Agents Qualities of a good insurance Agent Types of Insurance Agents Employment opportunities in Finance	
3.		**CHAPTER 3: BOOK KEEPING AND ACCOUNTING**	
	Unit-I	Introduction Meaning of Booking-Keeping	

Sl. No.		UNIT / LESSONS	Marks
		Characteristics of Book-Keeping Process/Steps of Book-Keeping Objectives of Book-Keeping Advantages of Book-Keeping Meaning of Accounting Characteristics of Accounting Objectives of Accounting Book-keeping and Accounting	
	Unit-II	Recording in the books Introduction Source documents Journal Double Entry System of Book-keeping Journalizing Rules of Debit and Credit Suitability of Modem/American approach of Book-Keeping over Traditional/English approach Subsidiary Books Ledger Rules for posting transactions in Ledger Balancing of Ledger account Trial Balance	
	Unit-III	Receipts and Payments Meaning of Receipts and Payments Not-for-Profit Organisation Preparation of receipts and	

Sl. No.		UNIT / LESSONS	Marks
		payments account Characteristics of receipts and payments account Cash book Difference between Cash Book and Cash account Characteristics of Cash book Types of Cash book Single Column Cash book Balancing of Cash book Career prospects/job opportunities in Accountancy Appendix for practical + sample questions	

COMMERCE

SYLLABUS FOR CLASS X

CHAPTER-1 : BUSINESS STUDIES : 30 Marks		
Unit-I	Company Business	
Unit-II	Management	30
Unit-III	Entrepreneurship	
CHAPTER-2 : BANKING AND FINANCE : 20 Marks		
Unit-I	Opening of Bank Account	
Unit-II	Negotiable instruments	20
Unit-III	Sources of Finance	
Unit-IV	Insurance Agents	
CHAPTER-3 : BOOK-KEEPING AND ACCOUNTING : 20 Marks		
Unit-I	Introduction	
Unit-II	Recording in the Books	20
Unit-III	Receipts and Payments	

THEORY

S. No.	Chapter Section	Half Yearly	Annual
1.	Business Studies	✓	✓
2.	Banking & Finance	✓	✓
3.	Booking Keeping and Accounting		✓
	Total	**70**	**70**

PRACTICAL

S. No.	Chapter Section	Half Yearly	Annual
1.	Project Report on steps of registering a business firm (company/partnership/ cooperative/government company/HUF/sole-proprietorship)	✓	✓
2.	Case study on profile of a successful entrepreneur	✓	✓
3.	Project Report on steps involved in opening different types of bank account (current/ savings / recurring account)		✓
4.	Project Report on estimation of capital requirements for starting a business (any business type)		✓
	Total	**30**	**30**

Subject : Yoga and Physical Education (E)
Subject Code : 62, Class - IX

Objectives of the Subject

The Yoga is a Vedic tradition first found in *Rig Veda*. The great sage *Maharishi Patanjali* developed yoga as a system of purifying mind body and spirit through his great work *Patanjal Yoga Darsana*. In fact yoga is a scientific life style to manage total health. The objectives of yoga at Classes IX and X are given below.

1. To enable the children to realize ancient Indian value system.
2. To make the children learn the truth that the human body is a part of the nature and the universe.
3. To make them aware that healthy mind rests in healthy body and health is the wealth.
4. To utilize Yoga as a therapy for mental stress, anxiety, depression and mental ailments.
5. To utilize yoga to develop memory, thinking and retaining power.
6. To develop confidence, perseverance, attention, interest, creativity and hard working power in children.
7. To make the children learn that the practice of yoga is a practice of mind to understand brotherhood, love, respect, unity and empathy.
8. Yoga is a science of physical and mental wellbeing and physical education. It is to be inculcated to build ourselves and a skilled healthy nation.

Syllabus for Class IX

S/N	Chapter	Content for 1st Six Months (Semester)	Marks
		THEORY	**50**
1	Introduction to Yoga	Indus Valley *(Sindhu)* Civilization, Veda-Upanisada, Mahabhararata, Background of Yoga-Maharishi Patanjali, usefulness of yoga	
2	Yoga Science	Asana : Definition, Classification, Mudra etc-rule of practice and benefits	
3	Food and Human Body	Food; its classification-balance diet, seasonal food, effects of food on body and mind, list of everyday foods and calorie values.	

Unit Test-1

Sl. No.	Chapter	Content for first Six Months (Semester)	Marks
		PRACTICAL	**50**
1	Joint *(Sandhi)* Exercise	Pasini, Janu, Uru, Kati, Skandha, Kilakuti, Moni, Anguli, Greeva, Meru sandhi	
2	Preparation for Asana	First to Eighth (Action 1 to 8) action	
3	Asana	Tarasana, Ardhakatichakrasana, Brikshasana, Sasakasana, Ustrasana, Janusirasana, Padmasana, Bhujangasana, Halasana	
4	Mudra and Bandha	Yoga and *Biparit karani mudra*	
5	Dhyana	Mouna dhyana, bhramari dhvani	
		Total	**100**

Sl. No.	Chapter	Content for 2nd Six Months (Semester)	Marks
		THEORY	**50**
1	Introduction to Yoga	Concept of yoga-Jnana yoga, Bhakti yoga Karma yoga, Introduction to Patanjali's Yogasutra etc.	
2	Yoga Science	Aerobics (Bayu), Pranayam and its benefits	
3	Food and Human body	Health and wellbeing, Body-mass index, blood pressure, body temperature, respiration etc.	
		PRACTICAL	
1	Yoga Exercise	Yoga exercises from Yogabyayam-1 to Yogabyayam-9	
2	Preparation for Pranayama	Agnisar, Udghat, Bhastrika, Batsar Kapalbhati, Udariya swasan, Bakshiya swasan, Greeva and Yougik swasan (respiration)	
3	Asana	Padahastasana, Trikonasana, Sasangasana, Supta brajasana, Simhasana, Ardhamatchyendrasana, Sirsasana, Pavanmuktasana, Uttan padasana, Salabhasana, Dhanurasana	

Unit Test-2

Sl. No.	Chapter	Content for first Six Months (Semester)	Marks
4	Mudra and Bandha	Maha, Aswini and Mahabandha mudra	
5	Dhyana	Sthula dhyana, Preksha dhyana	
		Total	**100**

* Questions from each Unit/Lesson will carry marks 2-15.

Subject : Yoga and Physical Education (E)
Subject Code : 62, Class- X

Objective of the Subject

The Yoga is Vedic tradition first found in *Rig Veda.* The great sage *Maharishi Patanjali* developed yoga as a system of purifying mind body sprit Through his great work *Patanjali Yoga Darsana.* In fact yoga is a scientific life style to manage total health. The objective of yoga at Classes IX and X are given below.

1. To enable the children to realize ancient Indian value systemm.
2. To make the children learn the truth that the human body is a part of the nature and the universe.
3. To make them aware that healthy mind rests in healthy body and health is wealth.
4. To utilize Yoga as a therapy for mental stress. anxiety, depression and mental ailments.
5. To utilize Yoga to develope memory, thinking and retaining power.
6. To develope confidence, perseverance, attention, interest, creativity and hard working power in children.
7. To make the children learn that the practice of yoga is a practice of mind to understand brotherhood, love, respect, unity and empathy.
8. Yoga is science of physical and mental wellbeing and physical education. It is to be inculcated to build ourselves and a skilled healthy nation.

Syllabus for Class X

S/N	Chapter	Content for 1st Six Months (Semester)	Marks
		THEORY	**50**
1	Introduction to Yoga	: Relieving measure of Chitta Vritti : Astanga Yoga : Tama, Niyama, Asana, Pranayana, Pratyahara, Dharana, Dhyana and Samadhi. : Yama: Ahimsa, Satya, Asteya, Brahmacharya, Aparigraha. : Niyama : Shauca, Santosha, Tapah, Swadhyaya, Ishwarapranidhara	
2	Yoga Science	: Difference between Yoga Modelities and Exercises, : Dhyana: Sthuladhyana, Jyotirdhyana, Nadanusandhana : Satkarma and their classifications.	
3	Food and Human Body	: Ayurveda; Saptadhatu : Exclaratory System : Sweda, Mala, Mutra and their deseases : Muscular system; Bones, Joints and Their functions : Digestive System : Liver, Gall bladder, pencreas and their deseases.	

* Questions from each Unit/Lesson will carry marks 2-15.

Syllabus for Class X

S/N	Chapter	Content for 1st Six Months (Semester)	Marks
		PRACTICAL	**50**
1	Surya Namaskar	: Surya Namaskar - 12 times	
2	Asana	: Paribritta Trikunasana, Sankatasana, Utthita Padmasana Ankarnadhanurasana-1, Pachimuttanasana, Bhadrasana, Naukasana, Dhanurasana, Hansasana, Setubandhasana	
3	Pranayama	: Nadishuddhi, Vedic Pranayama	
4	Mudra and Bandha	: Mahabandha Mudra, Mahabedha Mudra, Uddiyanbandha Mudra	
5	Trataka	: Nasikagra Trataka, Angustha Trataka, Dakshinayatru Trataka, Bamayatru Trataka.	
6	Dhyana	: Jyotidhyana, Sakshibhavadhyana	

* Questions from each Unit/Lesson will carry marks 2-15.

Syllabus for Class X

S/N	Chapter	Content for 2nd Six Months (Semester)	Marks
		THEORY	**50**
1	Introduction to Yoga	: Gheranda Samhita : Ghata, Saptasadhana : Sudhana, Drirhata, Sthairya, Dhairya, Laghava, Pratyaksha and Nirlipta. : Hathayaga Pradipika : Place of Practices, Obtacles of Yoga, Assistance of Yoga, Criteria and Symptoms of Hathayoga Siddhi. : Nadi Chakra : Ida, Pingala and Sushumna Nadi, Muldhara, Swadhisthana, Manipura, Anarata Vishuddha, Ajna, Sahasrara	
2	Yoga Science	: Dhyana : 1. Prekshadhyana 2. Sakshibhavadhyana : Activities of every division of satkarma and their benefits. : Jalneti, Bamanadhouti, Sahaj Bastikriya.	
3	Food and Human Body	: Respiratary system : Lungs : Blood circulatory system : Heart : Endrocrine Gland : Pineal, Pituitary, Thyroid, Parathyroid, Thymus, Adrinal. : Naturopathy	

* Questions from each Unit/Lesson will carry marks 2-15.

Syllabus for Class X

S/N	Chapter	Content for 2nd Six Months (Semester)	Marks
		PRACTICAL	**50**
1	Surya Namaskar	: Surya Namaskar - 12 times with Mantra	
2	Asana	: Parshakonasana, Birabhadrasana, Garudasana, Aakarnadhanurasana-2, Matsyasana, Ardha-Matsyendrasana, Ardha-Chakrasana, Hastanabhiasana, Mayurasana, Sarbangasana	
3	Pranayama	: Suryaveda Pranayama, Shitali Pranayama, Sitkari Pranayama.	
4	Mudra and Bandha	: MahaMudra	
5	Dhyana	: Shabda Dhyana, Nadanusandhana	
6	Satkarma	: Jalneti	

* Questions from each Unit/Lesson will carry marks 2-15.

SYLLABUS : ARTIFICIAL INTELLIGENCE & ROBOTICS (E)

CLASS: IX **SUBJECT CODE: 63**

UNIT TEST - I (THEORY)

UNIT	SESSION	MARKS
1	1,2,3,4	25
2	1,2	20
5	1,2	5
	TOTAL	**50 marks**

HALF YEARLY EXAM (THEORY)

UNIT	SESSION	MARKS
1	1,2,3,4,5,6	20
2	1,2,3	20
5	1,2	10
	TOTAL	**50 marks**

HALF YEARLY EXAM (PRACTICAL)

UNIT	SESSION	MARKS
2	3	20
5	1,2	30
	TOTAL	**50 marks**

UNIT TEST - II (THEORY)

UNIT	SESSION	MARKS
1	7,8,9	30
4	1,2	20
	TOTAL	**50 marks**

ANNUAL EXAM (THEORY)

UNIT		MARKS
1	AI, REFLECTION, PROJECT CYCLE AND ETHICS	20
2	DATA LITERACY	10
4	INTRODUCTION TO GENERATIVE AI	10
5	INTRODUCTION TO PYTHON	10
	TOTAL	**50 marks**

ANNUAL EXAM (PRACTICAL)

UNIT	SESSION		MARKS
2	2	ACQUIRING DATA, PROCESSING, AND INTERPRETING DATA	5
2	3	PROJECT INTERACTIVE DATA DASHBOARD AND PRESENTATION	10
5	1,2,3	INTRODUCTION TO PYTHON	35
TOTAL			**50 marks**

TEXTBOOK: Artificial Intelligence (A Textbook of Class IX), author Sumita Arora, published by Dhanpat Rai & Co. (Pvt.) Ltd.

N.B.: Unit 3 of the Textbook is not necessary.

SYLLABUS : ARTIFICIAL INTELLIGENCE & ROBOTICS (E)

CLASS : X **SUBJECT CODE : 63**

UNIT TEST - I (THEORY)

UNIT	SESSION	MARKS
1	1,2,3,4,5	15
2	1,2,3,4	20
3	1	15
	TOTAL	**50 marks**

HALF YEARLY EXAM (THEORY)

UNIT	SESSION	MARKS
1	1,2,3,4,5	10
2	1,2,3,4	15
3	1,2,3,4	15
7	1,2,3	10
	TOTAL	**50 marks**

HALF YEARLY EXAM (PRACTICAL)

UNIT	SESSION	MARKS
3	2,3	30
7	1,2,3	20
	TOTAL	**50 marks**

UNIT TEST - II (THEORY)

UNIT	SESSION	MARKS
5	1,2,3,4	30
6	1,2,3	20
	TOTAL	**50 marks**

ANNUAL EXAM (THEORY)

UNIT		MARKS
1	Revisiting AI Project Cycle & Ethical Frameworks for AI	5
2	Advanced Concepts of Modeling in AI	10
3	Evaluating Models	10
5	Computer Vision	10
6	Natural Language Processing	10
7	Advanced Python	5
	TOTAL	**50 marks**

ANNUAL EXAM (PRACTICAL)

UNIT	SESSION	MARKS
5	2,3	30
6	4	10
7	1,2,3,4	10
TOTAL		**50 marks**

TEXTBOOK: Artificial Intelligence (A Textbook of Class X), author Sumita Arora, published by Dhanpat Rai & Co. (Pvt.) Ltd.

N.B.: Unit 4 of the Textbook is not necessary.

NSQF Course Content for the Session 2026-27
Subject/Sector : Retail, NSQF (E), Subject Code : 49
Class IX
Job Role : Store Operations Assistant

Units		**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - I	
	Unit 2 : Self-management Skills - I	
	Unit 3 : Information and Communication Technology Skills - I	
	Unit 4 : Entrepreneurial Skills - I	
	Unit 5 : Green Skills - I	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Introduction to Retailing	
	Unit 2 : Receiving and Storage Goods	
	Unit 3 : Stock Levels in Storage	
	Unit 4 : Customer Service	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : IT-ITeS, NSQF (E), Subject Code : 50
Class IX
Job Role : Domestic Data Entry Operator

Units		Max. Marks for Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills	
	Unit 2 : Self-management Skills	
	Unit 3 : Basic ICT Skills	
	Unit 4 : Entrepreneurial Skills	
	Unit 5 : Green Skills	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Introduction to IT-ITeS Industry	
	Unit 2 : Data Entry and Keyboarding Skills	
	Unit 3 : Digital Documentations (Elementary)	
	Unit 4 : Electronic Spreadsheet (Elementary)	
	Unit 5 : Digital Presentation	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Agriculture & Horticulture, NSQF (E)
Subject Code : 53, Class IX
Job Role : Solanaceous Crop Cultivator

Units		Max. Marks for Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - I	
	Unit 2 : Self-management Skills - I	
	Unit 3 : Information and Communication Technology Skills - I	
	Unit 4 : Entrepreneurial Skills - I	
	Unit 5 : Green Skills - I	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Introduction to Horticulture	
	Unit 2 : Seed selection and transplanting	
	Unit 3 : Soil preparation and transplanting	
	Unit 4 : Nutrient management in vegetable crops	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Electronics and Hardware, NSQF (E)
Subject Code : 60
Class IX
Job Role : Field Technician-Other Home Appliances

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills	
	Unit 2 : Self-management Skills	
	Unit 3 : Basic ICT Skills	
	Unit 4 : Entrepreneurial Skills	
	Unit 5 : Green Skills	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Basic of Electrical and Electronics	
	Unit 2 : Electronic Components	
	Unit 3 : Tools and Equipment	
	Unit 4 : Installation of Water Purifier	
	Unit 5 : Repair and Maintenance of Water purifier	
	Unit 6 : Maintain Health and Safety	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Tourism and Hospitality, NSQF (E)
Subject Code : 54, Class IX
Job Role : Food and Beverage Service Trainee

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - I	
	Unit 2 : Self-management Skills - I	
	Unit 3 : Information and Communication Technology Skills - I	
	Unit 4 : Entrepreneurial Skills - I	
	Unit 5 : Green Skills - I	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Introduction to Tourism and Hospitality Industry	
	Unit 2 : Classification of Catering Industry	
	Unit 3 : Preparation for Food and Beverage Service Operations	
	Unit 4 : Food and Beverage Service Operation	
	Unit 5 : After-dining Activities	
	Unit 6 : Communication with Customers and Colleagues	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Beauty and Wellness, NSQF (E)
Subject Code : 57
Class IX
Job Role : Assistant Beauty Therapist

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - I	
	Unit 2 : Self-management Skills - I	
	Unit 3 : Information and Communication Technology Skills - I	
	Unit 4 : Entrepreneurial Skills - I	
	Unit 5 : Green Skills - I	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Introduction to Beauty and Wellness Industry and Beauty Therapy	
	Unit 2 : Manicure, Pedicure and Mehendi Services	
	Unit 3 : Hair Care	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Automotive (Engineering and Technology), NSQF (E), Subject Code : 59
Class IX
Job Role:Four Wheeler Service Assistant

Units		Max. Marks for Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - I	
	Unit 2 : Self-management Skills - I	
	Unit 3 : Information and Communication Technology Skills - I	
	Unit 4 : Entrepreneurial Skills - I	
	Unit 5 : Green Skills - I	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : History and Evolution of Automobiles	
	Unit 2 : Various Types of Automobiles	
	Unit 3 : Major Systems & Components of an Automobile	
	Unit 4 : Road Safety	
	Unit 5 : Health, Hygiene & Environment	
	Unit 6 : Introduction to Vehicle Maintenance & Servicing	
	Unit 7 : Innovations & Developments in Automobiles	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Apparel, Made-ups and Home Furnishing, NSQF (E) Subject Code : 64
Class IX
Job Role : Sewing Machine Operator

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - I	
	Unit 2 : Self-management Skills - I	
	Unit 3 : Information and Communication Technology Skills - I	
	Unit 4 : Entrepreneurial Skills - I	
	Unit 5 : Green Skills - I	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Introduction to Sewing Machine	
	Unit 2 : Sewing Tools and Sewing Machine Operations	
	Unit 3 : Basics of Garment Construction	
	Unit 4 : Care and Maintenance of Sewing Machine	
	Unit 5 : Hazard in industry and Safety Measures	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Agriculture Dairy Worker, NSQF (E)
Subject Code : 61,
Class IX

Job Role : Animal Health Worker

Units		**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
1	Communication Skills - I	
2	Self-management Skills - I	
3	Information and Communication	
4	Technology Skills - I	
5	Entrepreneurial Skills - I	
6	Green Skills - I	
	Total	
Part B	**Vocational Skills**	
6	Overview of Dairy Farming in India	
7	Breeds of Dairy Animals	
8	Livestock Housing Systems	
9	Transfer of Livestock to Another Location	
10	Feeding and Watering of Livestock	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Health Care, NSQF (E)
Subject Code : 52, Class IX
Job Role : Home Health Aide-Inductee/Trainee

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - I	
	Unit 2 : Self-management Skills - I	
	Unit 3 : Information and Communication Technology Skills - I	
	Unit 4 : Entrepreneurial Skills - I	
	Unit 5 : Green Skills - I	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Human Body Structure and Functions	
	Unit 2 : Healthcare Delivery System	
	Unit 3 : Role of Home Health Aid	
	Unit 4 : Personal Hygiene and First-Aid	
	Unit 5 : Primary Health Care and Emergency Medical Response	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
and HSLC Examination, 2025
Subject/Sector : Retail, NSQF (E), Subject Code : 49
Class X
Job Role : Store Operations Assistant

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - I	
	Unit 2 : Self-management Skills - I	
	Unit 3 : Information and	
	Communication Technology Skills - I	
	Unit 4 : Entrepreneurial Skills - I	
	Unit 5 : Green Skills - I	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Retail Store Operations	
	Unit 2 : Delivery of Goods	
	Unit 3 : Health and Safety Practices	
	Unit 4 : Work in Team and Organization	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2024-25
and HSLC Examination, 2025
Subject/Sector : IT-ITeS, NSQF (E), Subject Code : 50
Class X
Job Role : Domestic Data Entry Operator

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Communication Skills	
	Self-management Skills	
	Basic ICT Skills	
	Entrepreneurial Skills	
	Green Skills	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Digital Documentations (Advanced)	
	Unit 2 : Electronic Spreadsheet (Advanced)	
	Unit 3 : Database Management System	
	Unit 4 : Maintain Health, Safety and Secure Working Environment	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
and HSLC Examination, 2027
Subject/Sector : Health Care, NSQF (E)
Subject Code : 52, Class X
Job Role : Home Health Aide-Inductee/Trainee

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - II	
	Unit 2 : Self-management Skills - II	
	Unit 3 : Information and Communication Technology Skills - II	
	Unit 4 : Entrepreneurial Skills - II	
	Unit 5 : Green Skills - II	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Immunization	
	Unit 2 : Drug Administration and Physiotherapy	
	Unit 3 : Geriatric and Child Care	
	Unit 4 : Prevention and Control Infection in Home Setting	
	Unit 5 : Medical Waste Management	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
and HSLC Examination, 2027
Subject/Sector : Agriculture & Horticulture, NSQF (E)
Subject Code : 53, Class X
Job Role : Solanaceous Crop Cultivator

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - II	
	Unit 2 : Self-management Skills - II	
	Unit 3 : Information and Communication Technology Skills - II	
	Unit 4 : Entrepreneurial Skills - II	
	Unit 5 : Green Skills - II	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Irrigation Management in Vegetable Crops	
	Unit 2 : Weed Control and Management in Vegetable Crops	
	Unit 3 : Integrated Pest and Disease Management in Vegetable Crops	
	Unit 4 : Harvest and post-harvest management in Solanaceous Crop	
	Unit 5 : Occupational Health, Hygiene and First Aid Practices	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
and HSLC Examination, 2027
Subject/Sector : Tourism and Hospitality, NSQF (E),
Subject Code : 54, Class X
Job Role : Food and Beverage Service Trainee

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - II	
	Unit 2 : Self-management Skills - II	
	Unit 3 : Information and Communication Technology Skills - II	
	Unit 4 : Entrepreneurial Skills - II	
	Unit 5 : Green Skills - II	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Customer-Centric Service	
	Unit 2 : Etiquette and Hospitable Conduct	
	Unit 3 : Gender and Age Sensitive Service Practices	
	Unit 4 : IPR of Organization and Customer	
	Unit 5 : Health and Hygiene	
	Unit 6 : Safety at Workplace	
	Unit 7 : Learn a Foreign or Local Language (s) including English	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
and HSLC Examination, 2027
Subject/Sector : Beauty and Welness, NSQF (E)
Subject Code : 57, Class X
Job Role : Assistant Beauty Therapist

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - II	
	Unit 2 : Self-management Skills - II	
	Unit 3 : Information and Communication Technology Skills - II	
	Unit 4 : Entrepreneurial Skills - II	
	Unit 5 : Green Skills - II	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Basic Skin Care Services	
	Unit 2 : Basic Depilation Services	
	Unit 3 : Simple Make Up Services	
	Unit 4 : Create A Positive Impression at the Workplace	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
and HSLC Examination, 2027
Subject/Sector : Automotive (Engineering and Technology), NSQF (E), Subject Code : 59, Class X
Job Role : Four Wheeler Service Assistant

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - II	
	Unit 2 : Self-management Skills - II	
	Unit 3 : Information and Communication Technology Skills - II	
	Unit 4 : Entrepreneurial Skills - II	
	Unit 5 : Green Skills - II	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Automobiles and its Components	
	Unit 2 : Automobile Service Tools	
	Unit 3 : Vehicle Servicing	
	Unit 4 : Customer Sales care	
	Unit 5 : Innovation and Development	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Apparel, Made-ups and Home Furnishing, NSQF (E) Subject Code : 64
Class X
Job Role : Sewing Machine Operator

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - II	
	Unit 2 : Self-management Skills - II	
	Unit 3 : Information and Communication Technology Skills - II	
	Unit 4 : Entrepreneurial Skills - II	
	Unit 5 : Green Skills - II	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Basics of Garment Construction II	
	Unit 2 : Stitching of Garments	
	Unit 3 : Use of Fasteners in Garments	
	Unit 4 : Cleaning, storage, waste disposal, organizational rules and regulations of workplace	
	Unit 5 : Introduction to job cards in garment industry	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
and HSLC Examination, 2026
Subject/Sector : Electronics and Hardware, NSQF (E),
Subject Code : 60, Class X

Job Role : Field Technician-Other Home Appliances

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Communication Skills	
	Self-management Skills	
	Basic ICT Skills	
	Entrepreneurial Skills	
	Green Skills	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Electrical Components and Motor	
	Unit 2 : Repair and Maintenance of Mixer/Juicer/Grinder	
	Unit 3 : Repair and Maintenance of Microwave Woven	
	Unit 4 : Maintain Health and Safety	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Employability Skills
Class : X

	Units	Max. Marks for Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
Unit 1	Communication Skills - II	
Unit 2	Self-management Skills - II	
Unit 3	Information and	
	Communication Technology Skills - II	
Unit 4	Entrepreneurial Skills - II	
Unit 5	Green Skills - II	
	Total	
Part B	**Vocational Skills**	
Part C	**Practical Examination**	
Part D	**Project Work/ Field Visit**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
and HSLC Examination, 2027
Subject/Sector : Agriculture Dairy Worker, NSQF (E)
Subject Code : 61, Class X
Job Role : Dairy Worker

Units		Max. Marks for Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Communication Skills	
	Self-management Skills	
	Information and Communication Technology Skills	
	Entrepreneurial Skills	
	Green Skills	
	Total	
Part B	**Vocational Skills**	
	Maintaining the healthy performance of animals	
	Prevention of diseases	
	Process of Milk Production	
	Record keeping in a dairy Farm	
	Health and Safety Hazards in a Dairy Farm	
	Animal Welfare Legislation	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

Parts	Units	Contents	Max. Marks for Theory and Practical 100		
			Half-Yearly	Annual	Total
Part E	2	Viva Voce	✓	✓	
		Continuous and Comprehensive Evaluation (CCE)	✓	✓	
		Total	**100**	**100**	
		Grand Total			**100**

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Telecom, NSQF (E), Subject Code : 65
Class IX
Job Role : Optical Fibre Splicer

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills	
	Unit 2 : Self-management Skills	
	Unit 3 : Basic ICT Skills	
	Unit 4 : Entrepreneurial Skills	
	Unit 5 : Green Skills	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Communication Technology	
	Unit 2 : Splicing Tools and Equipment	
	Unit 3 : Splicing Operations	
	Unit 4 : Optical Fiber Testing	
	Unit 5 : Maintain Health and Safety	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Telecom, NSQF (E), Subject Code : 65
Class X
Job Role : Optical Fibre Splicer

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Communication Skills	
	Self-management Skills	
	Basic ICT Skills	
	Entrepreneurial Skills	
	Green Skills	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Fiber Optic Communication	
	and Route Inspection	
	Unit 2 : Splicing Tools and Process	
	Unit 3 : Cable Laying and Installation	
	Unit 4 : Testing Installation of OFC	
	Unit 5 : Health and Safety Measures	
	and Networking	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.

* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Food Processing, NSQF (E),
Subject Code : 66, Class IX
Job Role : Baking Technician

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - I	
	Unit 2 : Self-management Skills - I	
	Unit 3 : Information and Communication Technology Skills - I	
	Unit 4 : Entrepreneurial Skills - I	
	Unit 5 : Green Skills - I	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Overview of Bakery Sector	
	Unit 2 : Preparation and Maintenance of work Area and Machineries	
	Unit 3 : Food Microbiology	
	Unit 4 : Pre-preparation and Baking the Products in the Oven	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Food Processing, NSQF (E),
Subject Code : 66, Class X
Job Role : Baking Technician

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - II	
	Unit 2 : Self-management Skills - II	
	Unit 3 : Information and	
	Communication Technology Skills - II	
	Unit 4 : Entrepreneurial Skills - II	
	Unit 5 : Green Skills - II	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Food Safety Standards	
	Unit 2 : Hygiene and Sanitation	
	Unit 3 : Baking, Storing and Packaging	
	Unit 4 : Documentation and Record	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Media & Entertainment, NSQF (E),
Subject Code : 67, Class IX
Job Role : Storyboard Artist

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
Unit 1	Communication Skills - I	
Unit 2	Self-management Skills - I	
Unit 3	Basic ICT Skills - I	
Unit 4	Entrepreneurial Skills - I	
Unit 5	Green Skills - I	
	Total	
Part B	**Vocational Skills**	
Unit 1	Planning and Visualising Storyboard	
Unit 2	Storyboarding Tools and Techniques	
Unit 3	Drawing and Sketching Storyboard	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Media & Entertainment, NSQF (E),
Subject Code : 67, Class X
Job Role : Storyboard Artist

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
Unit 1	Communication Skills - II	
Unit 2	Self-management Skills - II	
Unit 3	Basic ICT Skills - II	
Unit 4	Entrepreneurial Skills - II	
Unit 5	Green Skills - II	
	Total	
Part B	**Vocational Skills**	
Unit 1	Color in Storyboarding	
Unit 2	Digital Storyboarding	
Unit 3	Roles and Responsibilities of Storyboard Artist	
Unit 4	Occupational Heath and Safety	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Power, NSQF (E),
Subject Code : 68, Class IX
Job Role : Consumer Energy Meter Technician

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - I	
	Unit 2 : Self-management Skills - I	
	Unit 3 : Information and	
	Communication Technology Skills - I	
	Unit 4 : Entrepreneurial Skills - I	
	Unit 5 : Green Skills - I	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Basic Electricity-I	
	Unit 2 : Handling tools and Equipment's	
	Unit 3 : Electrical Wiring Components	
	and Accessories	
	Unit 4 : Removing the Low Voltage	
	Single and Three phase meter	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

NSQF Course Content for the Session 2026-27
Subject/Sector : Power, NSQF (E),
Subject Code : 68, Class X
Job Role : Consumer Energy Meter Technician

	Units	**Max. Marks for** Theory : 50 Practical : 50 **Total : 100**
Part A	**Employability Skills**	
	Unit 1 : Communication Skills - II	
	Unit 2 : Self-management Skills - II	
	Unit 3 : Information and Communication Technology Skills - II	
	Unit 4 : Entrepreneurial Skills - II	
	Unit 5 : Green Skills - II	
	Total	
Part B	**Vocational Skills**	
	Unit 1 : Installation of the low voltage single and three phase meter	
	Unit 2 : Meter reading and post installation procedure	
	Unit 3 : Bus bar and distribution box connected to the meter	
	Unit 4 : Safety Precautions for electrical work	
	Total	
Part C	**Practical Work**	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	**Project Work/ Field Visit**	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	**Continuous and Comprehensive Evaluation (CCE)**	
	Total	

* Questions from each Unit/Lesson will carry marks 2-15.
* Marks for practical Examination will be specified at the time of evaluation.

CO-CURRICULAR ACTIVITIES

Objectives :

1.00 The pupil develops health and physical well-being.

1.01 The pupil develops habits of tidiness, cleanliness and per social hygiene.

1.02 Develops proper food habits necessary for the maintenance of health.

1.03 Takes regular and moderate physical exercise and participates regularly in sports, indoor and outdoor games.

1.04 Keeps regular hours.

1.05 Develops physical stamina and fitness.

2.00 The pupil undertakes spare-time activities.

2.01 The pupil plays games and participates in sports.

2.02 Participates in artistic, cultural and scientific activities.

2.03 Practices hobbies.

2.04 Join excursion parties, picnics, etc.

2.05 Develops an interest in travelling and enjoys visiting places of historical and social interest and meeting people belonging to different parts of the country.

2.06 Enjoys sight-seeing and natural scenic beauty.

2.07 Enjoys music and other artistic activities, dramatic performances, film shows, radio programmes etc. meant for children.

2.08 Reads suitable books, newspapers, journals etc. in addition to those prescribed in the syllabi.

3.00 The pupil develops imaginative power and creative abilities.

3.01 The pupil writes stories, poems, plays, articles etc in the mother tongue and other languages learnt by him/her.

3.02 Translates or adapts stories, poems, plays, articles etc. from other languages learnt by him/her into the mother tongue and vice versa.

3.03 Takes an active part in dramatics, music and other artistic and cultural activities.

3.04 Participates in scientific activities and makes scientific experiments.

4.00 The pupil develops interests and skill in extra-curricular activities.

4.01 The pupil develops an interest in public speaking and practises it.

4.02 Develops skill in play-reading and different aspects of performances.

4.03 Develops skill in literary activities.

4.04 Develops skill in scientific and cultural activities and participates in them.

4.05 Develops skill in reading.

4.06 Develops skill in different kinds of games and sports and becomes familiar with their rules.

5.00 Develops personal and social qualities.

5.01 Develops and practises moral discipline and cultivates the values of honesty, justice and moral courage.

5.02 Develops the ability of organising activities of various kinds.

5.03 Develops the qualities of leadership and initiative.

5.04 Learns and practises the values of team work, co-operation and fellow-feeling.

5.05 Learns and practises the rules of polite behaviour and manners including forms of greetings and expression of gratefulness and thankfulness.

5.06 Develops the qualities of hard work and perseverance.

5.07 Develops spirit of sportsmanship.

5.08 Shows proper respect for rules of games and sports and develops discipline and obedience.

5.09 Takes an interest in social service and loves doing good to others.

5.10 Develops social awareness and assumes social responsibilities.

5.11 Develops toleration and understanding and appreciates other people's opinions and practices.

5.12 Develops patriotic interests.

5.13 Enjoys mixing with others and makes friends with fellow pupils belonging to linguistic and cultural groups other than his/her own.

5.14 Enjoys community living.

5.15 Takes an intelligent interest in all kinds of current affairs and in the political and other problems of the state, the country and the world.

5.16 Develops an alert and sensitive mind capable of understanding and receiving new ideas.

5.17 Develops well-integrated personality and becomes a useful responsible member of the society.

LIST OF CO-CURRICULAR ACTIVITIES

1. Athletics : (Suggested games and sports)

A. Outdoor games

Football, Cricket, Hockey, Badminton, Volleyball, Hadu du-du (Hau Khelor kabadi), Tennis, Basketball, Kho-Kho, Tiger's Catching the tail, Tunnel Ball Pass, Arm-locked Relay, Joy Wheel, Hit the man Rounders, Golla Chhut khela, Merry-Go Round, Cock Fight, Dog and the Bone, Whip Tag, Horse and the Rider, Musical Chair, Leap Frog, Hare Jump, 1-say-'Squat' Games, Discipline Games (imitation of animals' voice), In the Tank and outside the tank, Houd and Hare, Antelope Hunting, Marbles, Daria khel, Tug- of- war etc.

B. Indoor Games

Carrom, Chess, Table Tennis, Ludo, Badminton, Chinese Chequers, Billiards, Word Building and Word Making, Crossword Games, Jigsaw Puzzles. Tiger-and Cow game (বাঘ গরু খেলা), Card Games, Golak Dham (গোলক ধাম), Snake and Ladder etc.

C. Sports

Race : running obstacle race : relay race : sack race, three-legged race, egg-on-spoon race : potato-on-spoon race : hurdle race : observation or memory testing race, thread and-needle race : cross-country race : One legged race, back-to-back race, etc.

Jump : (Long jump; high jump; pole vault; hop-step-and-jump, etc.

Swimming and Diving, Riding, Climbing hills and

mountains., Rowing, Cycling, Discus throw, Javelin throw, Football, Cricket, Hammer throw, Skipping, Swimming, Hiking, Rope Climbing, Stilt walking, Hooping.

D. Drills and physical exercise :

Music drill, Pole drill, wand drill, mass drill, Turnings, Marches and Squad drill. Freehand Exercises - Yoga Asans.

Gymnastics - Indian club, Lathi, Dumbell, Barbell and weight lifting, chest expanding exercises, voulting box, Beam, Malkhab, Pyramids, Parallel bar, Lizium exercises and Putting the shot.

II. Artistic and Cultural Activities :

Listening to music, radio programmes and watching theatrical performances, film shows and other cultural events meant for children.

Organising cultural activities (folk dances, songs, group singing). Dramatics, Play Reading, Debates, Extempore speeches, Recitation, Moral Instruction, Excursion, Travelling, Cycling tours, walking tours, picnics, participating in holiday home etc. Hobbies: photography, stamp collecting, gardening, insect collecting, rock specimen collecting, plants and indigenous medical herbs etc., Reading.

III. Scientific Activities :

1. Scientific experiments 2. The use of the telescope and other scientific instruments.

IV. Literary Activities :

Writing stories, poems, plays, articles etc. in the mother tongue and other languages learnt. Translating,

adapting stories, poems, plays, articles etc. from other language into the mother tongue and vice versa. Editing journals etc., telling stories, literary discussions.

V. Social Service :

Tending the sick, helping the old invalid, helping the poor and needy, helping people in danger, Organising relief work. Building roads, cleaning and sweeping roads and public places Cleaning tanks, digging wells etc., Acting as volunteers in public functions, Teaching the illiterate. Imparting education on health and hygiene, Imparting information on traffic rules and civic duties. Forming organisation and arranging functions to promote amity and goodwill among people of different linguistic and cultural identities, other public welfare activities.

SCOUTS & GUIDES

Objectives :

The pupil

- acquires purity in thought, word and deed.
- develops trustworthiness.
- develops sense of loyalty.
- develops the qualities like help and co-operation, courtesy and kindness, obedience, readiness.
- develops the desire to be friendly to all and treat fellow cadets as brothers and sisters.
- develops friendly attitude to birds and animals and love for nature.
- develops discipline and helps to protect public property.
- becomes courageous.
- realises his/her duty to God and his/her country.
- develops work culture.
- develops commitment to the society.
- develops human values
- develops simple living and high thinking.

পাঠ্যক্রম ঃ

১। গ্ৰীটিংচ কার্ড, নিমন্ত্রণী পত্র, লেফাফা, পেপাৰ প্রেচাৰ আদি বনোৱা।

২। সাতুৰিবলৈ শিকা (কমেও যিকোনো পদ্ধতিৰে ১০০ মি. সাতোঁৰা আৰু নিৰাপদৰ নিয়ম কানুন শিকা), পানীত পৰা লোকক উদ্ধাৰ কৰি কৃত্রিম প্রণালীৰে শ্বাস প্রশ্বাস দিব পৰা।

৩। বাঁহ-বেত, ৰচী উল আদিৰে এটা হস্ত শিল্প তৈয়াৰ কৰা।

৪। নিয়মিতৰূপে খেল খেলা আৰু খেলৰ উপযোগিতা সম্পর্কে জনা।

৫। প্রাকৃতিক তথা কম্পাচৰ দ্বাৰা দিশ নির্ণয় কৰিবলৈ শিকা।

EVALUATION CRITERIA

(A) Athletics :

Regularity of participation, leadership, initiative, puntuality, respect for rules, discipline and correct behaviour and manners, co-operation with fellow players and sportsmen, physical stamina and fitness, Sportsman spirit.

(B) Listening to music, radio programmes and watching theatrical performances, filim shows and other cultural event meant for children.

Regularity of participation, discipline and correct behaviour and manners, observation.

(C) Organising cultural activities :

Regularity of participation, leadership and initiative organising ability, hard work, co-operation with others, discipline and correct behaviour and manners, punctuality, application of new ideas.

(D) Dramatics :

Regularity of participation, punctuality, discipline and proficiency.

(a) Production, (b) Direction, (c) Stage setting, (d) Costumes and make-up, (e) Lighting, (f) Acting, (g) Stage and Green room Management, (h) Auditorium management.

(E) Play Reading :

Regularity of participation, Co-operation with others, Proficiency.

(F) Debate and Extempore Speech :

Regularity of participation, punctuality, discipline

correct behaviour and manners, knowledge, proficiency.

(G) Recitation :

Regularity of participation, proficiency.

(H) Moral Instruction :

Regularity of participation, understanding, practice.

(I) Excursions, travelling, cycling tours, picnics, walking tours, participation in holiday homes.

Regularity of participation, leadership initiative, punctuality, discipline and correct behaviour and manners, co-operation and mixing with others, observation.

(J) Hobbies :

Regularity of participation, hard work, curiosity, imaginative power, application of new ideas, proficiency.

(K) Reading :

(1) Regularity of participation (2) Curiosity (3) Knowledge (4) Understanding.

(L) Scientific Activities :

Regularity of participation, hard work and perseverance.

(M) Literary Activities :

Regularrity of participation, hard work and perseverance, imaginative power, originality, proficiency.

(N) Social Service :

Regularity of participation, hard work and perseverance fellow feeling, understanding of and

respect for other people, justice and honesty, courage, freedom from prejudice, capacity for practical work, organising ability, co-operation with others, discipline and correct behaviour and manners, knowledge of first aid and rules of health and hygiene, leadership, initiative.

Procedure of Assessment

1. Every school will maintain a record book of performance.
2. Competent persons shall be placed in charge of each category of co-curricular activity.
3. Only such persons will assess the performance of the pupils in co-curricular activities.
4. In assessing a co-curricular activity only the evaluation criteria that apply to that particular activity will be taken into account and the pupil's performance in respect to each criterion will be recorded on the basis of the following grades : A = Excellent, B = Good, C= Average, D = Fair and E= Poor.
5. Every pupil will be given all possible help and scope to better his/her performance and improve the grade.
6. A certificate will be issued to each pupil at the end of the secondary stage on the basis of performance as noted in the record book.
7. Certificate will include prize, medal and any other distinction (e.g. membership of a representative team or an outstanding performance) achieved by the pupil inside and outside the school.

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