

CURRICULUM & SYLLABI

For
Classes - IX & X



**Board of Secondary Education, Assam
Guwahati - 781021**

Published by :-

Board of Secondary Education, Assam

Bamunimaidam, Guwahati - 781021

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1st Edition : 2014

2nd Edition : 2016

3rd Edition : 2017

4th Edition : 2018

5th Edition : 2019

Price : Rs. 100/- (Complimentary copies to
recongnised schools under SEBA)

Printed at : **Balaji Industries, Bamunimaidam**
9, A.S.I.D.C. Industrial Area
Jyotinagar (Kalimandir), Bamunimaidam
Guwahati - 21

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, Science and CBSE syllabus in Computer Science. The present volume of Curriculum and Syllabi is thus inclusive of NCERT, CBSE and Board’s own syllabi in certain subjects. New syllabi have been developed in certain MIL subjects (viz-Assamese, Bengali, Bodo, Manipuri, Nepali and Garo) for classes IX and X. New syllabi have also been developed in certain elective subjects of classes IX and X. Moreover, a modified syllabi is introduced in the subject Fiqh & Aquaid of High Madrassa course. 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. (sebatxbsuggest@gmail.com)

Secretary

Board of Secondary Education, Assam
Guwahati - 781021

Preface to the Fifth Edition

I take this opportunity to express my pleasure on publication of the 5th Edition of the Curriculum & Syallabi for Classes IX and X. From the academic year 2018, Internal Assessment marks (classes IX & X) for the subjects English, Science, Mathematics, Geography (E) and Advanced Mathematics (E) will be 10 (ten). At the same time Internal Assessment (Environmental project) of 10 (ten) marks has been introduced in Social Science for classes IX & X. So, in these six subjects students will have theory papers of 90 marks each.

Any suggestions for improvement are most welcome.

Guwahati : April, 2019

(Suranjana Senapati, ACS)

Secretary

Board of Secondary Education, Assam
Bamunimaidam, Guwahati - 781021

Curriculum for High Schools

Class IX - X

Subject	Details	Marks
1. First Language :	Any one of the following Languages (MIL) : Assamese, Bengali, Hindi, Bodo, Urdu, Manipuri, Nepali, Khasi, Garo, Mizo, Hmar.	100
	or	
	English(IL) and any one of the following In Lieu Languages : Assamese (IL), Bengali (IL), Hindi(IL) Manipuri(IL), Bodo(IL), Santhali(IL), (For Karbi Anglong & Dima Hasao districts.)	50x2
2. Second Language :	English	100
3. General Science		100
4. General Mathematics		100
5. Social Science		100
6. Elective Subjects		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 Arts (E), Music (E), Dance (E), Home Science (E), Woodcraft (E), Garment Designing (E), Weaving and Textile Design (E), Assamese (E), Bengali (E), Hindi (E), Bodo (E), Manipuri (E), IT/ITeS NSQF (E), Retail Trade NSQF (E), Agriculture & Horticulture NSQF (E) Tourism & Hospitality NSQF (E), Health Care NSQF (E), and Private Security NSQF(E).

Note :

1. English (IL) is for English medium learners of Karbi Anglong and Dima Hasao districts only until further order. The Students will take English (IL) and any one of the Language subjects of 50 marks as given overleaf.
2. Courses in Assamese (E), Bengali (E), Hindi (E), Bodo (E) and Manipuri (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.
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-curricular activities will form a part of the School Programme as per syllabus given.

Curriculum for High Madrassas

Class IX - X

Subject	Details	Marks
1. First Language	Any one of : Assamese, Bengali, Hindi, Urdu	50
2. Second Language	English	100
3. General Science		100
4. General Mathematics		100
5. Social Science		100
6. Fiqh & Aquaid		50
7. Arabic Literature		100

Note :

1. The courses in the First Language will be the same as those in the corresponding courses for the High School course excepting that they will not have any supplement in the subjects Assamese, Bengali and Hindi.
2. The course in the Second Language (English), General Science, General Mathematics, Social Science will be the same as those for High Schools.
3. Co-curricular activities will form a part of the school programme as per syllabus given.

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For the elective subjects under NSQF, it is decided to follow the syllabi prescribed by RMSA, Assam (Ref. SEBA notification-No. SEBA/AB/NVEQF/1/2013/8).

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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	-	-	30
3.	English (IL)	50	-	-	50	15	-	-	15
4.	General Science	90	10	-	100	27	-	-	30
5.	General Maths	90	10	-	100	27	-	-	30
6.	Social Science	90	10	-	100	27	-	-	30
7.	Elective Subjects :								
i)	Assamese (E)	100	-	-	100	30	-	-	30
ii)	Bengali (E)	100	-	-	100	30	-	-	30
iii)	Bodo (E)	100	-	-	100	30	-	-	30
iv)	Manipuri (E)	100	-	-	100	30	-	-	30
v)	Nepali (E)	100	-	-	100	30	-	-	30
vi)	Hindi (E)	100	-	-	100	30	-	-	30
vii)	Advanced Maths (E)	90	10	-	100	27	-	3	30
viii)	History (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)	Geography (E)	90	10	-	100	27	3	-	30
x)	Sanskrit (E)	100	-	-	100	30	-	-	30
xi)	Computer Science (E)	80	-	20	100	24	-	6	30
xii)	Wood Craft (E)	40	-	60	100	12	-	18	30
xiii)	Music (E)	30	-	70	100	09	-	21	30
xiv)	Dance (E)	30	-	70	100	09	-	21	30
xv)	Fine Art (E)	40	-	60	100	12	-	18	30
xvi)	Weaving and Textile Design (E)	50	-	50	100	15	-	15	30
xvii)	Garment Designing (E)	30	-	70	100	09	-	21	30
xviii)	Home Science (E)	70	-	30	100	21	-	09	30
xix)	Santhali (E)	100	-	-	100	30	-	-	30
xx)	Arabic (E)	100	-	-	100	30	-	-	30
xxi)	Persian (E)	100	-	-	100	30	-	-	30

MARKING PATTERN (SUBJECT-WISE)

Sl. No	Subject	Total Marks			Pass Marks		
		Theory	Practical	Total	Theory	Practical	Total
xxii)	IT/ITeS NSQF (E)	30	70	100	9	21	30
xxiii)	Retail Trade NSQF (E)	30	70	100	9	21	30
xxiv)	Agriculture & Horticulture NSQF (E)	30	70	100	9	21	30
xxv)	Health Care NSQF (E)	30	70	100	9	21	30
xxvi)	Private Security (E)	30	70	100	9	21	30
xxvii)	Tourism & Hospitality NSQF (E)	30	70	100	9	21	30

The marks distribution encompasses different modes of category for assessment.

অসমীয়া : প্ৰথম ভাষা

SUBJECT CODE - 01

নৱম - দশম শ্ৰেণী

আগকথা :

প্ৰথম ভাষাৰ জৰিয়তে ভাষা শিক্ষাৰ কৌশল-শ্ৰৱণ, কথন, পঠন আৰু লিখনৰ অনুশীলন আৰু উন্নতিকৰণৰ উদ্দেশ্য আগত ৰাখি এই পাঠ্যক্ৰম যুগুতোৱা হৈছে। প্ৰথম ভাষা সকলো ভাৱৰ আদান-প্ৰদানৰ বাহন হোৱাৰ উপৰি সামাজিক আৰু সাংস্কৃতিক প্ৰমূল্য, সাহিত্যৰস আদি গ্ৰহণ কৰাত ছাত্ৰ-ছাত্ৰীক যাতে আগুৱাই নিব পাৰে, সেই কথালৈ দৃষ্টি ৰখা হৈছে। এনে নতুন প্ৰয়োগ নীতিত শিক্ষাৰ্থীয়ে যাতে এই ভাষা শিক্ষাৰ জৰিয়তে উপকৃত হ'ব পাৰে তালৈ গুৰুত্ব দিয়া হৈছে। জীৱন, ভাষা আৰু সাহিত্যৰ লগত সম্বন্ধ থকা বিষয় মানানুক্রমিক ভাৱে বিভিন্ন শ্ৰেণীত সন্নিবিষ্ট কৰাৰো দিহা কৰা হৈছে।

ভাষা শিকাৰৰ উদ্দেশ্য ভাষাটোক ব্যাকৰণ, বানান আদি নীতি সহকাৰে শুদ্ধভাৱে শিকা। ইয়াৰ লগে লগে ছাত্ৰ-ছাত্ৰীয়ে সাহিত্যৰস আচ্ছাদন কৰা, জাতীয়তাবোধ আহৰণ কৰা, নিজৰ দেশ তথা সমাজক ভালপোৱা, স্ব-জাতীয় সংস্কৃতি, দয়া আদি মানৱীয় গুণৰাশিৰ বিকাশ সাধন কৰাও গুৰুত্বপূৰ্ণ উদ্দেশ্য। সামাজিক আৰু সাংস্কৃতিক প্ৰমূল্যবোধেৰে নিজকে প্ৰকাশ কৰিব পৰাকৈ গঢ়ি তোলাটো ভাষা শিকাৰৰ এটা দায়িত্ব। প্ৰকৃতাৰ্থত, প্ৰথম ভাষা শিক্ষণেৰে শিকাৰক মানৱ চৰিত্ৰ সম্পন্ন এজন প্ৰকৃত 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 শ্ৰৱণ-কথন
- ২.০১ যিকোনো ঘটনা, বক্তৃতা, আলোচনা, গল্প-কাহিনী ইত্যাদি শুনি-বুজি উপলব্ধি কৰি সাৱলীলভাৱে ক'ব পৰা আৰু ব্যৱহাৰিক জীৱনত প্ৰয়োগ কৰিবলৈ সমৰ্থ হোৱা।
- ২.০২ মনোৰঞ্জক অনুষ্ঠান আদি দেখি-শুনি আনন্দ লাভ কৰাৰ লগতে নিজেও অংশ গ্ৰহণ 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 প্ৰেৰণা 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 প্ৰশ্ন বা কথা ধৈৰ্য সহকাৰে শুনি তাৎক্ষণিকভাৱে উত্তৰ দিব পৰা আৰু নিজৰ প্ৰতিক্ৰিয়া প্ৰকাশ 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, তৰ্ক, কুইজ আদি প্ৰতিযোগিতাত অংশ গ্ৰহণ কৰিব পৰা।
- ২.০৯ আনুষ্ঠানিক আৰু অনানুষ্ঠানিকভাৱে ব্যক্তি আৰু সমজুৱাক

আদৰ সন্ভাষণ জনোৱা আৰু আঞ্জা, অনুৰোধ, সম্বোধন ব্যক্ত কৰা আৰু গ্ৰহণ কৰিব পৰা।

- ২.১০ দৃশ্যমান কাৰ্য বা ঘটনাৰ চলন্ত বিৱৰণ দিব পৰা।
- ২.১১ জ্যেষ্ঠ-কনিষ্ঠ-সমনীয়া ভেদে শিষ্টাচাৰ ৰক্ষা কৰি কথা-বতৰা পাতিব পৰা।
- ২.১২ লিংগ-সমতা আৰু মৰ্যাদা ৰক্ষা কৰাৰ মানসিকতা গঢ়ি তুলি পৰিবেশ পৰিস্থিতি সাপেক্ষে ভাষা-শৈলী প্ৰয়োগ কৰিব পৰা।
- ২.১৩ আনে কোৱা ভাষা আৰু কথন-ভঙ্গীৰ প্ৰতি সন্মান প্ৰদৰ্শন 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 অৰোহণ ৰক্ষা কৰি পঢ়িব আৰু দ্ৰুতগতিত সৱলিলভাৱে 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 সামৰ্থ 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 পৰিপূষ্টিৰ অৰ্থে প্ৰয়োজনীয় সমল

ভাৰতৰ উমৈহতীয়া সাংস্কৃতিক ঐতিহ্য

সাম্যবাদ, গণতন্ত্র আৰু ধৰ্মনিৰপেক্ষতা

লিংগৰ সমতা (নাৰী আৰু পুৰুষ ভেদে সমতা)

পৰিবেশৰ সংৰক্ষণ

সামাজিক বৈষম্য দূৰীকৰণ

সৰু পৰিয়ালৰ আৰ্হি গ্ৰহণ

বিজ্ঞানসন্মত দৃষ্টিভংগী আহৰণ

লগতে ভাৰতীয় আৰু জাতীয় সাহিত্যৰ স্বৰূপ অনুধাৰন

সামাজিক দায়বদ্ধতা (ৰাজহুৱা সম্পত্তি ৰক্ষণা-বেক্ষণ),
হিংসা, সন্ত্রাস, আতংক আদিৰপৰা আঁতৰত থকা সত্যবাদিতা,
সচেতনতা, শিষ্টাচাৰ, সেৱা-মনোভাৱ, সহযোগিতা, সমমৰ্মিতা,
সময়ৰ সংব্যৱহাৰ, অহিংসা, দায়িত্ববোধ, নিষ্ঠা, দয়া, কৰুণা,
সহনশীলতা, দেশপ্ৰেম, শ্ৰমৰ মৰ্যাদা, পৰিবেশ সচেতনতা, বিশ্ব
ভাতৃত্ব, নেতৃত্ব, অনুকম্পা, কৃষ্টি, সংস্কৃতিৰ প্ৰতি শ্ৰদ্ধা, আত্মবিশ্বাস,
স্পষ্ট আৰু দ্ৰুত সিদ্ধান্ত, সাহসিকতা আৰু প্ৰমূল্যবোধ আদি।

ইয়াৰ উপৰি পিছপৰা ছাত্ৰ-ছাত্ৰীৰ বিকাশ সাধন (বাধাগ্ৰস্ত),
অহিংসা নীতিৰ উপলদ্ধি, জীৱন ধাৰণৰ কৌশল আৰু কৰ্ম-সংস্কৃতি
গঢ়ি তোলা, নান্দনিক অনুভূতিৰ বিকাশ সাধন আদি দিশসমূহতো
গুৰুত্ব দিয়া হৈছে।

৫.০১ পাঠৰ প্ৰকাৰ : পাঠ্যপুথিত প্ৰবন্ধ, জীৱনী, আত্মজীৱনী,
কাহিনী, সাংবাদিকতা, ভ্ৰমণ, নাট্যাংশ আদিৰ
সাহিত্যিক ৰূপ (বৰ্ণনাত্মক, কথোপকথন, নাট্যৰূপ,
সমালোচনাত্মক), বসসমূহ প্ৰতিফলিত 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, (বেল, বাছ), যোগাযোগ (পি চি ও, তাঁৰ-বাৰ্তা, আকাশবাণী, বাতৰিকাকত, দূৰদৰ্শন, কম্পিউটাৰ মোবাইল ফোন) স্থানীয় নিকায় (পঞ্চায়ত, আৰক্ষী, ক'ৰ্ট-কছাৰী) ৰাজ্যিক আৰু সহযোগী ভাষাৰ ভূমিকা সম্পৰ্কে জনা প্ৰয়োজন।

৫.০৪ পাঠ নিৰ্বাচন :

ওপৰোক্ত শিকনীয় দিশসমূহ প্ৰতিফলিত হোৱাৰ বাবে তলত দিয়া বিষয়বস্তুসমূহৰ পাঠ নিৰ্বাচন 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 মৰ্যাদা, স্বদেশপ্ৰেম, অসমৰ ভাষা পৰিচিতি, জনজাতীয় গল্প, ভ্ৰমণ বৃত্তান্ত, বৈজ্ঞানিক দৃষ্টিভঙ্গী, প্ৰকৃতি বিষয়ক, ঐক্য আৰু সংহতি, মূল্যবোধ সম্পৰ্কীয় বিষয় আৰু সাহিত্যৰ বিশ্বজনীন আবেদন সম্পৰ্কীয় বিষয়।

কবিতা বিভাগ : আধ্যাত্মিক, দাৰ্শনিক, নীতিমূলক, দেশপ্ৰেমমূলক, প্ৰকৃতি বিষয়ক, ঐক্য আৰু সংহতি, মূল্যবোধ সম্পৰ্কীয় বিষয় আৰু সাহিত্যৰ বিশ্বজনীন আবেদন সম্পৰ্কীয় বিষয়।

ব্যাকৰণ : (১) নিৰ্দেশক প্ৰত্যয়, (২) প্ৰত্যক্ষ আৰু পৰোক্ষ উক্তি, (৩) ব্যঞ্জন আৰু বিসৰ্গ সন্ধি, (৪) অৰ্থ অনুসৰি বাক্য পৰিবৰ্তন-অন্ত্যৰ্থক, নাস্ত্যৰ্থক, প্ৰশ্নাৰ্থক, (৫) কৃৎ আৰু তদ্ধিত প্ৰত্যয়, (৬) স্ত্ৰী প্ৰত্যয়, (৭) ধাতু আৰু ক্ৰিয়াপদ, (৮) বাক্যৰচনা, (৯) ভাৱ সম্প্ৰসাৰণ, (১০) পুৰুষ নিৰ্দেশক প্ৰত্যয়, (১১) বাক্য সম্প্ৰসাৰণ,

(১২) বাক্য সংকোচন।

ৰচনা : চিন্তামূলক / বৈজ্ঞানিক/উৎসৰ বিষয়ক/সমস্যাবহুল।

দশম শ্ৰেণীৰ পাঠ্যক্রম :

গদ্য বিভাগ : ঐতিহাসিক ঘটনা, আত্মজীৱনী, কলা সংগীত, সংবাদলেখা, জাতীয় পৰিচিতি, স্বাধীনতা সংগ্ৰাম, জাতীয় ঐক্য আৰু সংহতি, কৰ্ম অভিজ্ঞতা, শ্ৰমৰ মৰ্যাদা, সাহিত্যৰ বিশ্বজনীন আবেদন, ভ্ৰমণ বৃত্তান্ত, অসমৰ জনজাতি, স্বদেশপ্ৰেম, বৈজ্ঞানিক দৃষ্টিভঙ্গী, জীৱনী (আঞ্চলিক) মহিলা / পুৰুষ, প্ৰকৃতি বিষয়ক, মূল্যবোধ সম্পৰ্কীয়, ভাৰতীয় জাতীয়ত্ববোধ সম্বলিত বিষয়।

কবিতা বিভাগ : আধ্যাত্মিক, দাৰ্শনিক, দেশপ্ৰেমমূলক, প্ৰকৃতি বিষয়ক, হাস্যৰসাত্মক, ব্যঙ্গাত্মক, ছনেট, প্ৰেমমূলক।

ব্যাকৰণ : বাক্য পৰিবৰ্তন (সৰল, যৌগিক, জটিল), সমাস, ণত্ববিধি আৰু যত্ববিধি, যতি চিনৰ ব্যৱহাৰ, খণ্ডবাক্য/জঁতুৱাঠাচ, বিপৰীতাৰ্থক, সমোচ্চাৰিত আৰু সমাৰ্থক শব্দ, উপসৰ্গ-অনুসৰ্গ, সন্ধি, ছন্দ প্ৰকৰণ (পদ, দুলাড়ী, ছবি), এটা শব্দত প্ৰকাশ কৰা, প্ৰত্যয়।

ৰচনা : চিন্তামূলক/বৈজ্ঞানিক/উৎসৰ বিষয়ক/সমস্যাবহুল।

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

৫.০৬ নৱম-দশম শ্ৰেণীৰ পাঠসমূহ 'ক' আৰু 'খ' দুটা ভাগত ভগোৱা হ'ব। 'খ' ভাগত পৌৰাণিক লিখকৰ লিখন সন্নিবিষ্ট কৰা হ'ব। ছাত্ৰ-ছাত্ৰী 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 ওপৰৰ্ধিঃ)

ক্ৰিয়া-কলাপত - ২৫ শতাংশ

ব্যাকৰণ আৰু ৰচনাত - ১৫ শতাংশ

ব্যৱহাৰিক দিশত - ৮ শতাংশ

প্ৰকল্প, সৃজনীমূলক কৰ্ম - ৫ শতাংশ

নিদানমূলক ব্যৱস্থা - ২ শতাংশ

১০০ শতাংশ

৬.০২ সময়ৰ গুৰুত্ব : বছৰটোৰ কৰ্মদিন ২৬২ 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 - ৩৭,
ৰচনা - ৩৭

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

৬.০৩ মূল্যায়নৰ ধাৰণাসমূহ আদৰ্শ আৰ্হি প্ৰশ্ন কাকতত সন্নিবিষ্ট হ'ব।

৬.০৪ পাঠ বহিৰ্ভূত শিক্ষণীয় দিশসমূহ যেনে - আকস্মিক বক্তৃতা, তৰ্ক প্ৰতিযোগিতা, পুথিভঁৰাল অধ্যয়ন, কবিতা আৰু প্ৰাচীৰ পত্ৰিকা লিখন, আলোচনী-বাতৰি কাকত পঢ়া, সাক্ষাৎকাৰ, সাংস্কৃতিক কাৰ্যত অংশ গ্ৰহণ কৰা, ব্যায়াম আদি সামগ্ৰিক আৰু অবিৰত মূল্যায়নৰ পুথি আৰু শৈক্ষিক দিনপঞ্জী আদিত সন্নিবিষ্ট কৰা হৈছে।

৭.০০ পাঠ্যপুথিৰ আঁচনি, কলেবৰ/আকাৰ ইত্যাদি নিৰ্দ্ধাৰণ : নৱম আৰু দশম শ্ৰেণীৰ বাবে সুকীয়া সুকীয়াকৈ একোখন পাঠ্যপুথি (সাহিত্য) হ'ব।

দুয়োটা শ্ৰেণীৰ বাবে এখন দ্ৰুতপাঠ আৰু এখন ব্যাকৰণ পুথি হ'ব।

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

৮.০০ মূল্যায়ন :

৮.০১ ছাত্ৰ-ছাত্ৰীসকলে ভাষাৰ অৰ্হতাসমূহ প্ৰতিটো শ্ৰেণীত কিমানখিনি আয়ত্ব কৰিলে তাক মূল্যায়নৰ জৰিয়তে জানিব পৰা যায়। পাঠ্যপুথি আৰু পাঠ্যবহিৰ্ভূত উভয় দিশতে সামগ্ৰিকভাৱে মূল্যায়নৰ ব্যৱস্থা থাকিব। প্ৰতিটো গোটৰ সাময়িকী মূল্যায়নৰদ্বাৰা পিছপৰা ছাত্ৰ-ছাত্ৰীসকল চিনাক্তকৰণ কৰি নিদানমূলক (remedial) শিক্ষণৰ দ্বাৰা তেওঁলোককো আগবঢ়াই আনিব লাগিব। আনহাতে

শিক্ষক-শিক্ষয়ত্ৰীয়েও নিজৰ শিক্ষণ পদ্ধতি/কৌশলত থকা দোষ-ত্রুটি বুজি লৈ শুধৰণি মূলক পদ্ধতি/কু কৌশল গ্ৰহণ কৰিব পাৰিব। মূল্যায়নৰ দ্বাৰা ছাত্ৰ-ছাত্ৰীসকলৰ বিদ্যায়তনিক আৰু সহ বিদ্যায়তনিক উভয় দিশৰে মূল্যায়ন কৰা হ'ব। এই পদ্ধতি সম্পৰ্কে সকলো কথা পৰিষদৰ দ্বাৰা প্ৰকাশিত 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		‘খ’ বিভাগ	
গদ্য —	২৫	গদ্য —	১০
পদ্য —	১৮	পদ্য —	৮
ব্যাকৰণ —	১০	ব্যাকৰণ —	৭
ৰচনা —	৮	২৫ নম্বৰ	
বাক্যৰচনা/ভাব		‘গ’ বিভাগ	
সম্প্ৰসাৰণ/আবেদন		গদ্য — ১০	
লিখন —	৪	পদ্য — ৮	
দ্রুতপাঠ	১০	ব্যাকৰণ — ৭	
৭৫ নম্বৰ		২৫ নম্বৰ	

সৰ্বমুঠ নম্বৰ : ১০০

(ছাত্ৰ-ছাত্ৰীসকলে ‘ক’ বিভাগ আৰু ‘খ’ বিভাগ নাইবা

‘ক’ আৰু ‘গ’ বিভাগৰ পাঠ্যক্রম পঢ়িব।)

ASSAMESE (MIL)

SUBJECT CODE - 01

Class - IX
Full Marks : 100

Time : 3 hours
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	15	10
2	নিৰৱ সাধনা ভাৰতৰ বৈচিত্ৰৰ মাজত ঐক্য	12	8
3	পোহৰৰ বাটেৰে আগবঢ়া গাঁওখন যুঁজ লোকসংস্কৃতি		7
4	পদ্যাংশ শিশুনীলা মানৱ বন্দনা গীত আৰু ছবি	13	9
5	মৰ্মাস্তিক প্ৰচণ্ড ধুমুহাই প্ৰশ্ন কৰিলে মোক মোৰ দেশ		9
6	<u>ব্যাকৰণ</u> নত্ববিধি-যত্ববিধি, সমাৰ্থক শব্দ, বিপৰীতাৰ্থক শব্দ, সন্ধি, যুৰীয়া শব্দ, দ্বন্দ্ব সমাস, অনুৰূপ শব্দ, প্ৰত্যয় (অসমীয়া কৃৎ আৰু তদ্বিত প্ৰত্যয়, নিৰ্দেশক প্ৰত্যয়, অসমীয়া স্ত্ৰী প্ৰত্যয়)	13	10

গোট	পাঠৰ নাম	ছমাহিনি পৰীক্ষা	বছৰেকীয়া পৰীক্ষা
7	ভাব-সম্প্রসাৰণ/বাক্য ৰচনা/আবেদন লিখন	4	4
8	ৰচনা	8	8
9	দ্রুতপাঠ	10	10
Group -B : বৈকল্পিক			
10	<u>গদ্যাংশ</u> চোৰধৰা শংকৰ মাধৱৰ মিলন	10	10
11	<u>পদ্যাংশ</u> হনুমন্তৰ লংকা দৰ্শন দুয়ন্ত-শকুন্তলাৰ পুনর্মিলন	8	8
12	<u>ব্যাকৰণ</u> বিপৰীত লিগবাচক শব্দ, বিপৰীতার্থক শব্দ, সমার্থক শব্দ, ঘূৰীয়া শব্দ, আধুনিক অসমীয়া শব্দলৈ ৰূপান্তৰ	7	7
	মুঠ	100	100

Text book : অসমীয়া সাহিত্য চয়নিকা (নৱম শ্ৰেণী)

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

ASSAMESE (MIL)

SUBJECT CODE - 01

Class - X

Full Marks : 100

Time : 3 hours

Pass Marks : 30

গোট	পাঠৰ নাম	ছমাহিলি পৰীক্ষা	শিক্ষান্ত পৰীক্ষা
	Sub-unit/Lesson		
	Group-A : বাধ্যতামূলক		
	গদ্যাংশ		
1	ছাত্ৰজীৱন আৰু সমাজসেৱা ভাৰতীয় সংস্কৃতি অসমৰ জনগোষ্ঠীৰ গাঁথনি আৰু সংস্কৃতি	12	10
2	নিউটন আৰু সপ্তদশ শতিকাৰ বৌদ্ধিক বিপ্লৱ ইণ্টাৰনেটৰ তিতা-মিঠা অৰুনিমা সিন্হা	12	8
3	অৰণ্য যাত্ৰা- পাৰস্যত এভূমুকি	6	7
4	<u>পদ্যাংশ</u> বৰগীত : মাধৱদেৱ জিকিৰ	9	9
5	<u>প্ৰশস্তি</u> মই অসমীয়া দৃশ্যশ্ৰৱ	4	9
6	<u>ব্যাকৰণ</u> নৱম শ্ৰেণীৰ ব্যাকৰণৰ উপৰিও সমাস, সন্ধি, বাক্যপৰিৱৰ্তন (সৰল, যৌগিক, জটিল), নহ্নবিধি আৰু যত্নবিধি, যতি চিহ্নৰ ব্যৱহাৰ, খণ্ডবাক্য) জুচুৱা ঠাঁট, বিপৰীতাৰ্থক আৰু অস্ত্যৰ্থক শব্দ, এটা শব্দত প্ৰকাশ, প্ৰত্যয়	10	10
7	ভাব-সম্প্ৰসাৰণ/প্ৰতিবেদন/আবেদন লিখন	4	4

গোট	পাঠৰ নাম	ছয়মাহিলি পৰীক্ষা	শিক্ষান্ত পৰীক্ষা
8	ৰচনা	8	8
9	দ্রুতপাঠ	10	10
Group -B : বৈকল্পিক			
10	<u>গদ্যাংশ</u> বামসিংহৰ অসম আক্ৰমণ বিষাদ যোগ	10	8
11	<u>পদ্যাংশ</u> মুক্তি মঙ্গল ভটিমা কানাইৰ চাতুৰী	8	8
12	<u>ব্যাকৰণ</u> নৱম শ্ৰেণীৰ ব্যাকৰণৰ উপৰিও ভুল বাক্যৰ শুধৰণি, উপসৰ্গ, অনুসৰ্গ, সামৰ্থক শব্দ, পুৰণি শব্দৰ আধুনিক ৰূপ	7	5
13	ছন্দ		4
	মুঠ	100	100

Text book : অসমীয়া সাহিত্য চয়নিকা (দশম শ্ৰেণী)

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

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

পূর্বকথা :

প্রথম ভাষার মাধ্যমে ভাষা শিক্ষার কৌশল-শ্রবণ, কথন, পঠন এবং লিখনের অনুশীলন এবং উন্নতির উদ্দেশ্যে সম্মুখে রেখে এই পাঠ্যক্রম গঠন করা হয়েছে। প্রথম ভাষা সকল ভাবের আদান প্রদানের বাহন হওয়া ছাড়াও 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 উদ্দেশ্যে ভাষাটিকে ব্যাকরণ, বানান ইত্যাদি নীতি সহকারে - শুদ্ধভাবে শিক্ষণীয় 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 মানব চরিত্র সম্পন্ন একজন প্রকৃত নাগরিক হিসাবে গড়ে তোলা।

সাধারণ উদ্দেশ্য :

- ১.০০ ইতিমধ্যে উচ্চ-প্রাথমিক স্তরে শিখে আসা ভাষার বিভিন্ন দিকের উপরে জোর দিয়ে 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 ব্যবহার ইত্যাদি বিচার বিশ্লেষণ করে মূল্যায়ন করতে পারা।

২.০৪ কোনো বৃত্তিমূলক ভাষণ আলোচনাদি শুনে বিজ্ঞান সম্মত বিশ্লেষণাত্মক দৃষ্টিভঙ্গি আয়ত্ত্ব 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 উদ্ভিত 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, আঞ্জা, 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 লিঙ্গ 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 রুটির

কবিতা, প্রবন্ধ, চিঠি, দিনলিপি ইত্যাদি দেখে শুনে, পড়ে বুঝে এবং নিজেও লিখতে সমর্থ হওয়া।

৩.০৬ দেখা-শুনা স্মরণীয় ঘটনা এবং নিজের জীবনের 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 নিজের 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।
- ◆ লিঙ্গের সমতা (নারী এবং পুরুষ ভেদে সমতা)।
- ◆ পরিবেশের সংরক্ষণ।
- ◆ সামাজিক বৈষম্য দূরীকরণ।
- ◆ ছোটপরিবারের পরিকল্পনা গ্রহণ।
- ◆ বিজ্ঞানসন্মত দৃষ্টিভঙ্গী আহরণ।

তৎসহ ভারতীয় এবং জাতীয় সাহিত্যের স্বরূপ অনুধাবন। সামাজিক দায়বদ্ধতা (জনসাধারণের সম্পত্তি রক্ষণা-বেক্ষণ), সচেতনতা, শিষ্টাচার, সেবামনোভাব, সহযোগিতা, সহমর্মিতা, সময়ের সদ্যবহার, 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, জীবন ধারণের কৌশল এবং কর্মসংস্কৃতি গড়ে তোলা, নান্দনিক অনুভূতি বিকাশ সাধন ইত্যাদি দিকগুলোর প্রতি গুরুত্ব দেওয়া হয়েছে।

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

৫.০২ **শৈলী :** পাঠ্যপুথির প্রাচীন, রোমান্টিক 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 শ্রেণীর পাঠ্যক্রম :

গদ্য বিভাগ : ঐতিহাসিক ঘটনা-খেলা-ধুলা-জীবনী (রাষ্ট্রীয়/আন্তর্জাতিক) 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 (অন্ত্যর্থক, ন্যন্ত্যর্থক, 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/আন্তর্জাতিক) সংবাদলেখা, কলাসংগীত, জাতীয় পরিচিতি, স্বাধীনতা সংগ্রাম, জাতীয় সংহতি, বৃত্তিমুখী বিষয়, শ্রমের মর্যাদা, স্বদেশপ্রেম, আসামের ভাষা পরিচিতি, জনজাতীয় গল্প, ভ্রমণবৃত্তান্ত, 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 ভাঙার, বিপরীতার্থক শব্দ, প্রবাদ-প্রবচন, অশুদ্ধি সংশোধন, বাগ্‌বিধি, আবেদন, প্রতিবেদন পত্র।

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

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 জন্যে ২৩০ দিন থাকে। প্রতি সপ্তাহে সাত পিরিয়ড করে ধরে বছরে প্রথম ভাষার জন্যে ২৫৯ পিরিয়ড পাওয়া যাবে। পাঠ আদান-প্রদানের জন্যে নীচে উল্লেখ করা অনুসারে পিরিয়ড নির্ধারণ করা হবে।

গদ্য - ১১১ পিরিয়ড, পদ্য - ৭৪ পিরিয়ড, ব্যাকরণ - ৩৭ পিরিয়ড।

৬.০৩ মূল্যায়নের 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 ব্যাকরণ 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 পয়েন্ট এবং টীকা, অনুশীলনী, নির্দেশনাদি ১০ পয়েন্ট লেখা হবে।

৮.০০ মূল্যায়ন :

৮.০১ ছাত্র-ছাত্রীগণ ভাষার যোগ্যতাসমূহ প্রতিটি শ্রেণিতে কতখানি আয়ত্ত্ব 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 মূল্যায়ন 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 মূল্যায়নের 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
			২৫ নম্বর

৭৫ নম্বর

সর্বমুঠ নম্বর : ১০০

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

BENGALI (MIL)
SUBJECT CODE - 02

Class - IX
Full Marks : 100

Time : 3 hours
Pass Marks : 30

গোট	পাঠের নাম	ছন্মাহিলি পরীক্ষা	বছরেরকীয়া পরীক্ষা
	Sub-unit/Lesson		
	Group-A : বাধ্যতামূলক		
1	<u>গদ্যাংশ</u> প্রত্যাৎপকার ছুটি	15	10
2	ডাইনী পিপলাস্ত্রি গাম	10	8
3	অ্যান্টিবায়োটিক ও পেনিসিলিনের কথা লড়াই		7
4	<u>পদ্যাংশ</u> গৌরান্দের বাল্যলীলা কবর খাই খাই	12	9
5	মনসামঙ্গল ধূলামন্দির	6	9
6	ব্যকরণ ব্যঞ্জন সন্ধি, নির্দেশক প্রত্যয় স্ত্রীপ্রত্যয়, বিশিষ্টার্থক শব্দ বাক্য সংকোচন, বাক্য সম্প্রসারণ	10	10
7	ভাব সম্প্রসারণ অথবা আবেদন লিখন	4	4
8	রচনা	8	8
9	দ্রুত পঠন	10	10

		ছুমাহিলি পরীক্ষা	বছরেরকীয়া পরীক্ষা
10	Group -B : বৈকল্পিক <u>গদ্যাংশ</u> আত্মকথা	9	10
	ভাষতবর্ষ		
11	<u>পদ্যাংশ</u> আমরা আগামী	10	8
12	<u>ব্যাকরণ</u> বিপরীত লিংগবাচক শব্দ, কৃত প্রত্যয়, তদ্ধিত প্রত্যয়	6	7
	ক্রিয়াপদ, বাক্য সংকোচন উক্তি পরিবর্তন		
মুঠ		100	100

পাঠ্যপুঁঠি : বাংলা সাহিত্য চয়নিকা

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

BENGALI (MIL)
SUBJECT CODE - 02

Class - X
Full Marks : 100

Time : 3 hours
Pass Marks : 30

গোট	পাঠের নাম	ছয়মাসিহি পরীক্ষা	শিক্ষাস্ত পরীক্ষা
	Sub-unit/Lesson		
	Group-A : বাধ্যতামূলক		
1	গদ্যাংশ সাগর সঙ্গমে নবকুমার বাংলার নবযুগ বলাই	11	10
2	অরুনিমা সিন্হা : আত্মবিশ্বাস ও সাহসের অন্য এক নাম তোতা কাহিনী	8	8
3	কম্পিউটার কথা, ইন্টারনেট কথকতা আদরিণী	7	7
4	পদ্যাংশ প্রার্থনা প্রতিনিধি গ্রাম্যছবি	10	9
5	বিজয়া - দশমী আবার আসিব ফিরে	7	9
6	ব্যাকরণ All the grammar portion of class IX and the following বাক্য পরিবর্তন (সরল যৌগিক, জটিল), বিরাম চিহ্নের ব্যবহার, নত্ববিধি, যত্ববিধি, প্রত্যয়, বাকসংকোচন, সমাস, সন্ধি, বাগ্ধারা	10	10

গোট	পাঠৰ নাম	ছন্মাখিনি পরীক্ষা	শিক্ষাস্ত পরীক্ষা
7	ভাব সম্প্রসারণ/আবেদন পত্র লেখন	4	4
8	রচনা	8	8
9	দ্রুত পঠন	10	10
Group -B : বৈকল্পিক			
10	<u>গদ্যংশ</u> অরণ্য প্রেমিক : লবটুলিয়ার কাহিনি		10
	পিতা ও পুত্র	10	
11	<u>পদ্যাংশ</u> জীৱন সংগীত কাণ্ডাৱী হুছিয়াৱ	8	8
12	<u>ব্যাকৰণ</u> All the grammar portion of class IX and the following বিপৰীত শব্দ, প্ৰবাদ-প্ৰবচন, অশুদ্ধি সংশোধন, বাগ্‌বিধি	7	7
	মুঠ	100	100

CURRICULAM & SYLLABI

SUJECT CODE - 05

Hindi (MIL)

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 आधुनिकरण और वैश्वीकरण में जीविकोपार्जन के अनेक नए मार्ग खुल गए हैं। ऐसी स्थिति में भाषा की नयी प्रयोग नीति में 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।

समान्य 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 सुदृढीकरण 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 व्यावहारिक 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 मूल्यंकन 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 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 कार्यों का वर्णन कर
पाना।
- 2.11 ज्योष्ठता, 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 को क्रमानुसार विचार-विमर्श करने की क्षमता अर्जित करना और उसे कार्य, कारण तथा फल निर्णय कर 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 उपादानों का प्रतिफलित होगा -
- 5.01.01 भारतीय स्वतंत्रता संग्राम का इतिहास।

- 5.01.02 संवैधानिक दायबद्धता ।
- 5.01.03 राष्ट्रीय पहचान के परिपूरक आवश्यक संसाधन ।
- 5.01.04 भारत के सामाजिक-सांस्कृतिक गौरव ।
- 5.01.05 साम्यवाद, जनतंत्र तथा पंथनिरपेक्षता ।
- 5.01.06 लैंगिक समता (पुरुष और महिला की समानता) ।
- 5.01.07 पर्यावरण संरक्षण ।
- 5.01.08 सामाजिक भेदभाव का दूरीकरण ।
- 5.01.09 परिवार नियोजन ।
- 5.01.10 वैज्ञानिक दृष्टिकोण अपनाना ।

साथ ही भारतीय और राष्ट्रीय के 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, करुणा, 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, नाट्यंश 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 : यातायत (रेल, बस आदि), जनसंपर्क (दूरभाष, आकाशवाणी, समाचार-पत्र, दूरदर्शन, कम्प्यूटर आदि), स्थानीय निकाय (पंचायत, सुरक्षा, आदालत-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।

5.05.01 नौवीं कक्षा का पाठ्यक्रम :

(क) गद्य खंड: ऐतिहासिक घटना, खेलकूद, जीवनी (राष्ट्रीय य 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 की विश्वजनीन प्रेरणादायक लेख आदि।

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

(ग) व्याकरण : (1) लिंग (२) वचन (3) कारक (4) उपसर्ग य प्रत्यय (5) संधि (६) समास (7) वाच्य

परिवर्तन (8) पर्यायवाची शब्द (9) विलोम शब्द (10)
मूहावरे और लोकोक्तियाँ

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

5.05.02 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/पुरुष, प्रकृति विषयक लेख, मूल्यबोध, राष्ट्रीयताबोध आदि संबंधित विषय।

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

(ग) व्याकरण : मूहावरे, लोकोक्तियाँ, पर्यायवाची शब्द, विलोम शब्द, समोच्चरित शब्द, समास, वाक्य रूपान्तरण (सरल, संयुक्त, मिश्र), वाक्य शुद्धिकरण, अनेक शब्दों के लिए एक शब्द, रस, अलंकर (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 अवधारण, 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

602 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

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 हैं।

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 साहित्यकेन्द्रिक होंगे। पाठ्यपुस्तक की पृष्ठ संख्या लगभग 200 होंगी। आकार 18 डबल क्राउन, अक्षर 12 प्वाइंट और टिप्पणी, प्रश्न-अभ्यास, निदेखन आदि 10 प्वाइंट के होंगे।

8.00 मूल्यांकन :

8.01 हर कक्षा 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 विवहण परिषद द्वारा प्रकाशित शैक्षणिक डायरी और Continuous and Comprehensive Evaluation नामक दो पुस्तकों में विस्तृत रूप से लिखा हुआ है। पुस्तक केन्द्रित मूल्यांकन के लिए निम्नप्रकार अंकों का 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	15
पत्र-लेखन	05
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	15
पत्रलेखन	05
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 पढ़ेंगे।)

HINDI (MIL)
SUBJECT CODE - 05
Class - IX

Full Marks : 100

Time : 3 hours

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
	Textbook : Ambar, Part - 1		
	Group – A (: 75 Marks)		
	Poetry : (20 Marks)		
1	पद (सूरदास), भजन (मीराबाई)	11	08
2	ब्रज की संध्या (हरिऔध), शक्ति और क्षमा (दिनकर)	9	12
	Prose : (25 Marks)		
3	पंच परमेश्वर (प्रेमचन्द्र), खाने-खिलाने का राष्ट्रीय शौक (गोपाल चतुर्वेदी)	15	12
4.	गिल्लू (महादेवी वर्मा) दुःख (यशपाल), पर्वों का देश भारत (रामनाथ प्रसाद)	10	13
5.	परिपूरक पाठ्यपुस्तक - वैचित्र्यमय असम (आहोम, कार्बि, कछार की जनगोष्ठियाँ, कोंच राजवंशी, गरिया, मरिया और देशी, गारी, सौताल, चाय जनगोष्ठी, सुतीया, ठेंगाल कछारी, डिमासा)	10	10

		Marks	
		Half Yearly	Final
6.	व्यकरण - (लिंग, वचन, कारक, उपसर्ग, प्रत्यय, पर्यायवाची शब्द, विलोम शब्द, वाच्य परिवर्तन)	15	15
7.	पत्र-लेखन	05	05
8.	GROUP-B अंक : 25 Poetry : बरगीत (माधवदेव) मुक्ति की आकांक्षा (सर्वेश्वर दयाल सक्सेना)	16	07
9.	Prose : वे भूले नहीं जा सकते (कामाख्या प्रसाद त्रिपाठी) पिपलांत्री : एक आदर्श गाँव (ज्योति प्रसाद बूढ़ागोहाँई)		09
10.	व्याकरण - (संधि, समास, मुहावहे)	5	05
11.	अपठित गद्यांश/अनुच्छेद-लेखन	4	04
	Total =	100	100

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 (कबीरदास), वन मार्ग में (गोस्वामी तुलसीदास)	15	08
2.	किरणों का खेल (मैथिलीशरण गुप्त), तीड़ती पत्थर (निराला)	15	12
	यह दंतुरित मुसकान (नागार्जुन)		
	Prose : (25 Marks)		
3.	आत्म-निर्भरता (आचार्य रामचन्द्र शुक्ल), नमक का दारोगा (मुंशी प्रेमचन्द्र)	12	11
4.	अफसर (शरद जोशी), न्याय (विष्णु प्रभाकर), तीर्थ यात्रा (सुदर्शन)		14
5.	परिपूरक पाठ्यपुस्तक - वैचित्र्यमय असम (तिवा, नेपाली, बड़ो, देउरी, मटक, मराण, मिसिंग, मणिपुरी, शभा, सोनोवाल कछरी, हाजंग)	10	10
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 (2), सरल,		

18 15

		Marks	
		Half Yearly	Final
	संयुक्त, मिश्र वाक्यों का रूपान्तरण (2), अनेक पदों के लिए एक पद (2), वाक्य शुद्धिकरण (2)		
7.	पत्रलेखन	05	05
	GROUP-B अंक : 25		
8.	Poetry : बरगीत (श्रीमंत शंकरदेव) कदम मिलाकर चलना होगा (अटल बिहारी बाजपेयी)	09	07
9.	Prose : अमीर खुसरू की भारत भक्ति (दिनकर) अरूणिमा सिन्हा : साहस की मिसाल (डॉ. जयश्री गोस्वामी महन्त)	07	09
10	व्याकरण- All the grammar portion of class IX and the following रस, अलंकार (अनुप्रास, यमक, श्लेष, रूपक, उत्प्रेक्षा, हृष्टान्त, अतिशयोक्ति, अन्योक्ति, विरोधाभास)	04	04
13.	अनुच्छेद-लेखन	05	05
	Total =	100	100

BODO (MIL)

SUJECT CODE - 03

Classes : IX & X

फराफारि : सेथि राव

क) गिबि ब्राथ्रा :

सेथि रावनि हेफाजाबै राव सोलोंनायनि खायदा - खोनासंनाय, बुंनाय, फरायनाय, लिरनो सोलोंनाय, आरो जौगा होनायनि थांखिखौ सिगाडाव दोननानै बे फराफारिखौ (Syllabus) दानाय जादों। सेथि रावआ गासै सानम्रि होनाय आरो लानायनि बिजों जानायनि- अनगायैबो माहारियारि आरो हारिमुवारि बेसेन, थुनलाइनि बिदै मोनदांनायाव फरायसाफोरनो होनाय बाथ्राखौ सिगाडाव दोननाय जादों।

1. सोलोंसाया खोनासंनायनि गेजेरजों राव-गियान आरो माहारियारि, हारिमुवारि गियान बेसेन बायसेथ्रा मोनदांनो सोलोडे।
 - 1.1 बर' लिरनाय रावनि गेबें, गोबारै फरायनाय बिबुंथि रेडिअ' बिबुंथि रादाब बायसेथ्रा खोनासडे।
 - 1.2 गोरोन्थि राव रायनाय, फरायनाय, रिसारथि बायसेथ्रा हमनो हानाय जायो।
 - 1.3 खोनानाय बिबुंथि, फावथाइ, बाथ्रा सावरायनाय बायसेथ्रानिफ्राय सोदोबथि, बिदै बायदि बायदि बुथुमनो हायो।
2. सोलोंसाया गेबें राव रायनायनि आदबखौ सोलोडे सोलोंसाया,

- 2.1 लिरनाय रावनि गेबें रिसारथि सोदोबारि आखुथाइ खोनानो गोदै, बुंनायनि फाव बायसेथ्रा सोलोडे।
- 2.2 बुंनायनि गोरान्थिखौ गावनो सुद्रायनानै बुंनो हायो।
- 2.3 थि जायगायाव सोदोब बाथ्रा-फान्दाय, बायसेथ्रा गेबें आरो गोरबनाय बादियै बाहायो। (बेयाव मोनफ्रोमबो थाखोनि सायखना होनाय बाथ्रा फान्दाय, बाथ्रा-खोन्दोब खोन्दो-बाथ्रा बायसेथ्रा बाहायनायाव रोखा जानांगोन।)
- 2.4. बानगोनां बाथ्राजों सानस्रिनि गावजों गाव सोमोन्दोखौ रैखा खालामना सावरायनाय बाथ्रा दानथेनाय, मिथिस्लाबै बुंनाय बेफोराव बाहागो लानो हायो।
- 2.5 हारिमायारि आरो हादाबारि मेथाइ खोना होनाय सम सिमानि गेजेराव गेबें रिसारथि, लय आरो देंखोजों खननो हायो आरो मोन्नैनिबो सोदोबथिखौ बुजायना होनो हायो।
- 3.0 सोलोंसाया रावनि फरायनाय आदबखौ सोलोडे।
सोलोंसाया -
- 3.1 गोबाडै: बा थाखोआव मिनिटआव मोन 50-80 जौसिन थाखोफोराव मिनिटआव मोन 80-90 एबा बेनि बांसिन सोदोबनि लिरनायखौ फरायनो आरो आवरायनो हायो।
- 3.2 गोसोबोनो हानाय फावयै बिबुंथि होनाय, आवरायनाय, फावथाइनि बाहागोखौ फाव खिन्थिनाय बायसेथ्रा हाबा मावनो हायो।
- 3.3. बा थाखोआव सिरियै, गोख्रैयै मिनिटआव मोन 120-140

सो सोदोब आरो द थाखोनिफ्राय मोन 140-150 एबा बेनि बांसिन सोदोब फरायनो हायो ।

3.4 फरायनायनि गेजेरजों,

(क) रनसाइनि सानस्रिखौ दिहुननो हायो ।

(ख) थुनलाइनि बिदैखौ सोबनानै गोजोनो ।

(ग) माहारिजों सोमोन्दो गोनां खान्थि गियान लानो हायो ।

(घ) देंखो, खबाम, लय, रिसारथि बायसेथ्रानि गेजेरजों खन्थाइनि हायनाखौ मोनदाडे ।

(ङ) आवरायनायनि गेजेरजों खन्थाइनि बिदैखौ मोनलोडे आरो मोनलोंहोयो ।

3.5 फरानि आयदानि लाय लथर बुथुमो आरो बेफोरनि गियान आरो मोनदांनाया आंगो जायो । सोलोंसाया—

(क) लायलथरखौ गोसो खांनो हायो ।

(ख) आयदानि एबा जाथाइनि रूजुनाय, सोमोन्दो बायसेथ्रा दिन्थिनो हायो ।

(ग) ब्रेखेवनो हायो ।

(घ) दिन्थि होनानै बुजायनो हायो ।

(ङ) लिरगिरि खन्थाइगिरिनि सानस्रिखौ गावनि रावजों फोरमायनो हायो ।

(च) थि माननि फरानि बायहू लिरनायनिफ्राय फिन्नाय सायख'नानै दिहुननो हायो ।

(छ) सोदोब बिहुं, सोदोब बारिन्न, मुलुग गियाननि

बाख्रि बायसेथ्रा बाहायो।

4.0 सोलोंसाया बान गोनां लिरनायनि आदब सोलोडे।

सोलोसाया—

4.1 खोनासं लिरनाय आरो नायनानै लिरनायनि गेजेरजों स्नि थाखोसिम बिगियानजों गनायजानाय हांखो लिरनाय गोरोन्थि गैयि बानान लिरनायनि गोख्रैथिखौ रोखा खालामो।

4.2 गोरलै (Simple), गलाय (Comopound) आरो बांबा (Complex) मोनथाम रोखोमनिबो बाथ्रा बाहायनानै गाव गावनि सानास्त्रीखौ फोरमायो।

4.3 मोनसे जाथाइ, मावनानै रेंनाय सावगारि गोनां सल' बायसेथ्रा लिरनो हायो एबा लाइजामनि हेफाजाबै फोरमायनो हायो।

4.4 गोख्रै फरानि थाखाय सायख'नाय बिजाबनि गाहाइ आयदानि गुसुं बानायनाय आरो बैसोजों थानाय बिजिरथि लिरनो हायो।

5.0 सोलोंसाया रावनि फोरमायनायनि फावखौ जौगाहायो।
सोलोंसाया -

5.1 गोरोबनाय सोदोब, बाथ्रा फान्दाय, बाथ्रा खोन्दोब, खोन्दो बाथ्रा बायसेथ्रा सायखयो।

5.2 गुबुन गुबुन सानस्त्रिखौ गुबुन गुबुन लिर-खोन्दोआव फोरमायो।

5.3 फोरमायनायाव बैसोजों गोरोबनाय गावनो नाजानाय (self) आरो गावनि आदबखौ बाहायो।

- 5.4 गोरोबनाय रोखोमसे सोदोबथि, उलथा सोदोबथि गोनां बायसेथ्रा सोदोब बाहायो।
- 5.5 आयदाजों लोगोसे गावनि सानबोलावरिखौ दाजाबदेरो।
- 5.6 मुंदाखा लिरगिरिनि फोरमायनाय आदबनि गोसोआव नांथाव बाहागोखौ सोलोंनानै बाहायनो हायो।
- 6.0 सोलोंसाया फरायनाय, लिरनाय बायसेथ्रा गावबा गावनि मोजां मोननाया आयदा लानानै फरायो।
- सोलोंसाया—
- 6.1 गोसोआव नांथाव, गोजोनथाव खौरांबिलाइ, लाइसि बायदि फरायो।
- 6.2 बिजाब बारिनि बायदि बायदि बिजाब फरायो।
- 6.3 लाइसि, खौरां बिलाइ, फावथाइ, रायथाइ बायसेथ्रा सुजुनानै हरनो नाजायो।
- 6.4. लिरगिरि, खन्थाइफोरनि सोरजिलु मेलेम, सोदोब बायसेथ्रा थिक बाहायनायनि गेजेरजों गाव गावनि लिरनायनि सानसिखौ गेवलां होनो हायो।
- 7.0 सोलोंसाया गुबुन रावनिफ्राय बिमानि रावआव दानस्लायनायनि गोहो मोनो।
- 7.1 गुदि रावनि सोदोब, बाथ्रा बायसेथ्रानि थाखाय बिमा रावनि, गोनां, सोदोब, बायसेथ्रा लानो हायो।
- 7.2 थि खोन्दो बाथ्रा फान्दाय बायसेथ्रा बाहायनो हायो।
- 7.3 गुदि सानसिनि खौसेथिखौ रैखा खालामनो हाया।
- 7.4 गुदि रावनि नाडि बाहागोखौ गारनानै नाथाय आबुं

मानश्रिखौ फोरमायनो हायो।

8.01 बे मोननै थाखोनि थाखाय फराबिजाबनि 75 जौ खोन्दो रायथाइ आरो 25 खोन्दो खन्थाइ थागोन। खमसिन 50 जौ खोन्दो फराया थुनलाइयारि जानांगोन। फरा बिजाबनि बांसिन बिलाइनि अनजिमाया 250 महर 1.8 डिमाइ हांखो 12 पइन्ट उन सोलों, थिननाय बायसेश्राया 10 पइन्ट हांखोनि जागोन। बे मोननै थाखोनि थाखाय गांसेल बिजाब जागोन।

8.02 बे मोननै थाखोनि फरायाव गुबुननि फारसे साननाय, मावनायनि मान, मुलुगनां आंगो साननाय, दैदेननाय, अनलायनाय मदद होनायनाय, रोखा आरो गोरखों थांखि गावनि सायाव फोथाइनाय, बायसेश्रा बेरखांगोन। फरानि सायख'नाय गाहायाव होनाय आयदा फोरनिफ्राय जागोन।

जारिमिनारि जाथाय, गेलेनाय, जिउ खौरां, मेथाइ खननाय मोसानाय, राजखान्थि, थुनलाइ, मिनिथाव सोंखारिनाय, हारिमु, ओनसोलारि हारिमु, जिउ-राहा सोमोन्दै, हारिमायारि जारिमिन, हारिमायारि सिनायथि माव-सोलोथाइ, सानै गेदेमा सुबुनि जिउ-खौरांनि सोमोन्दै, जिउ-राहा आयदा, हादर सिबिनाय, बायसेश्रा आयदा थागोन।

8.03 रावखान्थि आरो सुजु बायदिसिना उनसोलोड गिवि थाखोफोरनि बायदिनो फराजों थागोन। गांसे बिजाब सुजुनायाव गाहायनि आयदाफ्रा थानांगोन।

(1) हांखो सिनायथि, (2) रिंसार, (3) सोदोबमा, (4)

थाइजा-बिदिन्था (5) सानराय (6) बाथ्रा-फान्दाय (7)
बाथ्रा-खोन्दोब

(8) उलथा आरो रोखोमसे सोदोब ।

सुजुथाइनि मादाव सानसि फुवारनाय, गुबैराव लिरनाय,
आरज बिलाइ लिरनाय जौगा थाखोनि सुजुथाइ लिरनायनि
नेम थागोन ।

Distribution of Marks For Class - IX

Prose	–	30
Poetry	–	20
Grammar	–	20
Application	–	10
Rapid Reader	–	10
Composition	–	10

Total – **100**

Distribution of Marks For Class-X

Prose	–	30
Poetry	–	20
Grammer	–	15
Application/Essay	–	10
Extensive Reading	–	10
Composition	–	15

Total – **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	12	9
	(iv) आयो दाउ खखिलिं (v) दैमा (vi) ओंब्लाउरि खुन्थिया	10	8
	(vii) मिजिंक सल' (viii) नों अख्रां बेसे आवार		5
4	(b) रायथाइ (Prose) (i) जावलिया देवान (ii) बिमा राव (iii) आखल दानाय	15	10
	(iv) बर'नि हारिमु (v) सोरांनि लामाजों दावगानाय गामि (vi) गोजोननाय	15	10
	(vii) दावहा (viii) खोमसि फोथायथि आरो गाज्जि आसारखान्थि (ix) उदै (सुंद' सल')		10

		Marks	
		Half Yearly	Final
3.	<p>(c) समायना रमायना आसामफुरि (Rapid Reader) आहमफोर, काछारनि सुबुं हानजा, कारबिफोर, कच राजबंसिफोर, गरिया मरिया आरो देशी, गार'फोर, सावथालफोर, साहाबागानीया सुबुंफोर।</p> <p>सुतीयाफोर, ठेडाल कछारीफोर, डिमासाफोर।</p>	10	10
4.	(d) रनसाइ लिरनाय (Essay Writing)	8	8
5.	<p>(e) रावखान्थि (Grammar & Composition)- राव, रावखान्थिनि बाहागोफोर, रिसार, थाद' सिन खान्थि, हांखो सिनायथि, रिसारथि, सोदोब, सोदोबमा, आथोन, दाजाबदा, थाइजा बिदिन्था, बोथों आरो बोखे बाथ्रा।</p> <p>बर' हावखान्थि, बर' रावनि रिसार 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।</p> <p>-- लाइजाम लिरनाय/आरज बिलाइ, बाथ्रा खोन्दोब, उल्था सोदोब, रोखोमसे सोदोब, फसे रावाव फिननाय</p>	30	30
	Grand Total	100	100

Text Book : खनसाय बिदां for class IX

BODO (MIL)
SUBJECT CODE - 03

Class - X

Time : 3 hours

Full Marks : 100

Pass Marks : 30

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
	(a) खन्थाइ (Poetry)		
	(i) बिबार खानाय (ii) आंनि गामि (iii) जिउनि अलंबार	12	9
	(iv) गेवस्रानाय महर (v) रादाय (vi) हाग्रामायाव बर'	10	8
	(vii) बोहैथि (viii) बैसागि आगर		5
2.	(b) रायथाइ (Prose)		
	(i) समाज सिबियारि गुरुदेव कालिचरण ब्रह्म (ii) गोसो जानाय (iii) इन्टारनेटनि खुगा थुनलाइ	15	10
	(iv) बर' हारिनि खुगा थुनलाइ (v) हारिमानि खौसेथि (vi) हाग्रामा दावबायनाय	15	10
	(vii) बर' मोसानाय (viii) अरुनिमा सिन्हा-गाव फोथायथि आरो साहसनि गुबुन मोनसे मुं (ix) मन्थ्रि फैगोन (सुंद' सल')		10

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
3.	(e) समायना रमायना आसामफुरि (Rapid Reader)- तिवाफोर, देउरिफोर, मटकफोर, नेपाली रावारि गर्खाफोर, बर'फोर, मरणफोर, मिचिंफोर, मनिपुरीफोर	10	10
	राभाफोर, सन'वाल कछारीफोर, हाजंफोर		
4.	(d) (रनसाइ लिरनाय (Essay Writing))	8	8
5.	(e) रावखान्थि (Grammar & Composition)- All the grammar portion of class IX and the following हांखोनि सिननायथि, रिसार, रिसारथि (बर'नि गारां रिसारथि आरो खौरां रिसारथि), 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, फसे रावाव फिननाय।	30	30
	Grand Total	100	100

Text Book : खनसाय बिदां for class X

তন্ন লাইরিক, মণিপুরী ঃ অহানবা লোন

SUBJECT CODE - 08

(ক) মাংওইননা হায়গদবা রা খরা

শ্রেণী ঃ ৯ অমসুং ১০

অহানবা লোনগী মনুং চন্না লোন তন্ননবগী পাস্বে তাবা, রা ঙাংবা, পাবা অমসুং ইবনচিংবা Skill শিং অসি নৈনবা অমসুং স্কিল শিং অসিদা হেন্না চাওখৎপা জ্ঞান ফংবা ঙমননবা পান্দম অদু মাঙদা থমলগা তন্ন-লাইরিক অসিগী তন্ননবা হিরমশিং অসি শেস্বনি। অহানবা লোন হায়বসি অমগা অমগা ভাব হোদোক-হোজিন তৌননবগী পাস্বে ওইবতা নক্তা, সমাজ অসসুং সংস্কৃতিগী অশেংবা মশক খঙবদা অমদি সাহিত্যগী রসনচিংবা ভাব তাননবা হোৎনবদা ছাত্র-ছাত্রীশিংবু করমনা লমজিংবা ঙমগদগে হায়বা মাইগৈ অসোমদসু মিৎয়েং থমজবনি। মীওইবগী পুন্নি, লোন অমসুং, সাহিত্যগা মরি লৈনবা হীরম পূন্না মাগী মাগী মণ্ডণ অমসুং থাক্কা মতুং ইন্না তোঙন তোঙনবা শ্রেণীদা চান চুননা চনশিল্লা হোৎনজরি।

পান্দম ঃ-

- ১.০০ তমলিবশিংনা তারগা ভাষা-জ্ঞান, সমাজ অমসুং সংস্কৃতিগী মমল খঙজনবগী খুদোংচাবা লৈগনি।
- ১.০১ অরাঙবা, ফজবা মমারোংগী অচুন্না খোন্সোক, পরিংচুমনা পাবা লেকচর তৌবা, রেডিওদা রা ঙাংবনচিংবা তাব ফঙজবা।

- ১.০২ অচুম্বা মওন্দা রা-ঙাংবা পাবা, অচুম্বা খোছোকনচিংবা পাবা ঙুমগনি।
- ১.০৩ বারী-বাতাই, নাটক, রেদিওগী বারোলনচিংবা তাবদগী মখোইনা অর্থ অমসুং রসনচিংবা খঙজবা ঙুমগনি।
- ২.০০ লাইরিক তমলিবশিংনা চুমনা রা ঙাংজবগী শক্তি তানশি' নজবা ঙুমগনি।
- ২.০১ ফজবা লোনগী অচুম্বা উচ্চারণ, রাইগী মখল মখেল তাবদা নুঙাইবা, ঙাংথোকপদা ফজবনচিংবা হৈননবগী উপায় মখোইনা ফংজগনি।
- ২.০২ ঙাংথোকপদা লানবদু মরোমদোম চুমথোকচবগী শক্তি মখোইনা ফংজগনি।
- ২.০৩ মতাং চানা রাই শিজিল্লাবা, প্রমাণ পাইছে শিজিল্লাবা ঙুমগনি। মতাংসিদা পন্গদবা রাফম অমনা - শ্রেণী খুদিংগী অতমননা খন্দোকলিবা, প্রমান পাইছে, (idioms) বাক্যাংশ অমসুং খঙবাক্যনা চিংবগী মরমদা অরেপ্লা পান্দম অমা লৈগদবনি।
- ২.০৪ যুক্তিনা ভাবকী পক্তি কায়হন্দনা, নৈনবদা, রায়েত্নবদা খুদকতা রা ঙাংবদা (extempore speech) দা শরুক যাবা ঙুমগনি।
- ২.০৫ জাতীয় সংগীত অমসুং রাষ্ট্রীয় সংগীতপু অচুম্বা উচ্চারণ অমসুং লয়গা লোয়ননা অকরুবা মতমগী মনুংদা শকপা ঙুমগনি। অদুগা অনিমক্কী অর্থসু তাকপা ঙুমগনি।
- ৩.০০ মই তমলিবশিংনা লাইরিক পাবগী মওং নিংথিনা খংজবা ঙুমগনি।

- ৩.০১ ৫ শূবা শ্রেণীদা মিনিটতা রাইহে ৮০ দগী ৯০ ফাওবা মখোন থোকনা পাব ঙ্গনি। অদুগা মসিগী মথক্কী শ্রেণীদনা রাইহে ৮০ দগী ৯০ ফাওবা অমসুং মসিদগী হেন্না পাবা অমসুং শৈরেং থিবা ঙ্গনি।
- ৩.০২ পুক্রিং ছ্বা মওংদা লেকচর, শৈরেং থিবা অমসুং নাটকতা মপুং ফানা শরুক য়াবা ঙ্গনি।
- ৩.০৩ মখোন থোকতনা য়াংনা মিনিট ৫ গী মনুংদা রাইহে ১২০ দগী ১৪০ ফাওবা অদুগা ৬ শুবগী মথক্তি রাইহে ১৪০ দগী ১৫০ ফাওবা পাবাঙ্গনি।
- ৩.০৪ পাবগী পাম্বৈনা :
- (ক) রচনাগী রাখল পোকহনি।
- (খ) সাহিত্যগী রস থকচবা ঙ্গমদুনা নুঙায়জবা ঙ্গনি।
- (গ) সমাজগী নিতিগী শিহা ফংজবা ঙ্গনি।
- (ঘ) সুর, লয় অমসুং ধ্বনিচ্ছন্দগা কোন্ননা কাব্যগী নিংথিবা মশক খঙজবা ঙ্গনি।
- (ঙ) শৈরেং থিবদা শৈরেংগী রস চুপচবা ঙ্গনি অমসং অতোপদসু চুপহনিগনি।
- ৩.০৫ তমলিবা হিরম অদুগী মরমদা মচং ওইবা রা খঙজবা অমসুং ঙ্গান ফংজবা ঙ্গমদুনা মরন্নাই ওইবা লৌশিং ফংজগনি।

লাইরিক অমলিবশিংনা :-

- (ক) মচাকশিংদো নিংশিংবা ঙ্গনি।

- (খ) হীৰম খিবিকীপু চাংদমনদুনা অমগা অমগা
লৈনরিবা মরি অদু চাংদমনদুনা উৎপা ঙমগনি।
- (গ) শন্দোকনা ব্যাখ্যা তৌবা ঙমগনি।
- (ঘ) খুদম উৎতুনা তাকপা ঙমগনি।
- (ঙ) লেখক অমসুং কবিশিংগী বা মশাগী ওইবা লোন্দা
নিংথিনা তাকপা ঙমগনি।
- (চ) তম্নরিবা লাইরিকী মপান্দগী মখোইনা রাহংগী
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।

অঙাংশিনা :-

- ৪.০১ তারগা ইবা নত্রগা অসুম য়েংলগা ইবাগী মনুংচম্না ক্লাশ
VII ফাওবদা বৈজ্ঞানিক ওইবা মওন্দা ময়েক ইবা, বানান
চুমনা ইবা অমসুং য়াংনা মখুং চৎনা ইবা ঙম্বগী পাংগল
ফংজগনি।
- ৪.০২ সরল, যৌগিক অমসুং, জটিল মখল অছমগী রাইহৈ পরেং
শিজিন্নদুনা মশাগী ভাব ফোংদোকচবা ঙমজগনি।
- ৪.০৩ মশানা শেমজবা মরিকচুম্না পোৎশক অমা, ফংজরকপা
ঙগন, লাইয়েকতুনা ফোংদোকপা ঙম্বগী শক্তি ফঙই
অমসুং চহি মতাংগা চুন-চাননা সমালোচনা তৌবা ফাওবা
ঙমগনি।

- ৫.০০ তমখৎচরকলিবা অঙাংশিংনা মশাগী ভাব অদু অরাংবা থাকতা নিংথিনা ফোংদোকপা ঙম্বগী শক্তি ফংগনি ।
- ৫.০১ মখোইনা চানবা রাইহে, প্রমাণ পাইছে (idioms) মতেক মতেক ওইবা রাইহে পরেং (খঙুবাক্য) রাইহে পরেং মচেং (বাক্যাংশ) না চিংবসি খন্দোকপা 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 ওই বা মওংদা ফোঙদোকচবা ঙমগনি ।
- ৫.০৪ অচুস্বা অর্থ মান্নবা রাইহে ওন্ন-তৈন্নবা অর্থ চেনবা রাইহেনচিংবসি শিজিন্নবা ঙমজগনি ।
- ৫.০৫ লাইরিকতা চল্লিবা হীরমগা চুননা মশাগী কল্পনাসু শিজিন্নবা ঙমজগনি ।
- ৫.০৬ অফাওবা আইবশিংগী ইবা পাবনা চিংবা মশাগী পামজবা মওংদা পুননবা অমদি শিজিন্ননবা লাকনরক্কনি ।
- ৬.০০ নৌনা তমখৎলকইবশিংদা ইবা পাবনচিংবা মশাগী পামজবী মওংদা পুননবা অমদি শিজিন্ননবা লাকনরক্কই ।
- ৬.০১ পুন্নিং ছবা, কান্নগদবা খবর চে অমদি নৈনবা বারেংনচিংবসি পাবা ঙমগনি ।
- ৬.০২ লাইব্রেীদা লাইরিক কয়ামরুম পারক্কনি ।
- ৬.০৩ মেগাজিনদা, খবর চেদা, মশাগী আইবা ফোংদোক্কনবা হোৎনরক্কনি ।
- ৬.০৪ মখোইনা, খবরচেদা, মশাগী আইবা ফোংদোক্কনবা হোৎনরক্কনি ।

- ৭.০০ তমখৎচরকলিবা অঙাংশিংনা অতৈ অতোপপা লোন্দগী মমালোন্দা হন্দোকচবা ঙ্মগী শক্তি ফংলক্কনি (৯ অমসুং ১০ শুবগী রাফমনি)।
- ৭.০১ মপুং ওইরিবা (মূল ভাষা) লোনগী রাইহে, রাইহে পরেংনচিংবা লৌশিনজবা ঙ্মজরক্কনি।
- ৭.০২ অচুস্বা রাইহে পরেং মতেক (খঙুবাক্য), প্রমাণ পাইছে (idioms) নচিংবা শিজিন্নবা ঙ্মজরক্কনি।
- ৭.০৩ মরু ওইবা ভাবকী মরি থস্বা ঙ্মগনি।
- ৭.০৪ মপুং ওইবা লোন্দা ফোঙদোকলিবা শরুক অমদা কান্দদবা রাইহে পরেংশিং অদু লৌথোক্কগা মরু ওইবা ভাব অদু মওং কাইহন্দনা থস্বা ঙ্মগনি।

৯ অমসুং ১০ শুবা

- ৮.০০ অরিবা কবিতা অমা অনি যাওরবসু কাইদে তৌবগীদি পরেং ২০ মুকতগী হেল্লাইদবনি। শ্রেণী অনি অসিগী লাইরিকী চামদা ৭৫ দি পদ্য অমসুং ২৫ না কবিতা ওইগদবনি। য়ামদ্রবাদ ৫০% দি সাহিত্যদা যুস্ফম ওইবা ওইদগবনি। লাইরিক অসি লমাই ২৫০ মুকতি চনগদবনি। মওংনা ১/৮ ডিমাই অমসুং ময়েকগা পোইন্ট ১২ কী ময়েকতা ওইগদবনি। নৈনবা রাহংনা চিংবদদি পোইন্ট ১০ গি ময়েকনসু য়াই।
- ৮.০২ শ্রেণী অসিগী লাইরিভা, অতোপ্পা মীদা করমনা রাখললোন থস্বা, নোমজমনবু ইকাইখুন্সবা, বিশ্বভাত্ত্ব, পুন্নিং থৌগৎপা লুচিংবা করম ওইগনি, থৌজালহেবা, অমগা অমগা মতেং

পাংনবা, অচুম্বা ফীৰেপ লৌবা অমসুং মশাবু থাজবা ঙম্বা (আত্ম বিশ্বাস) না চিংবা রাখল্লোন অসি তাব বারেং শৈরেং ওইগদবনি। খনগৎপা পারাডি মখাগী অসুমনা ওইগদবনি। ঐতিহাসিক ঘটনা, শান্না-খোংনবা, পুঙ্গিরাৰী (autobiography), কলা সংগীত রাজনীতি সাহিত্য, নোকপা অমসুং ফাগীদা যুস্ফম, ওইবা বারেং সংস্কৃতি, লম লমগী ওইবা সংস্কৃতি, জাতিগী পরিচয় work-experience, জাতিগী ইতিহাস, দেশভক্তি, অতোপ্লা লৈবাকী শকনাইবা মীশক অনিগী পুঙ্গিরাৰী, রাষ্ট্রগী ইতিহাস অমদি দেশভক্তিনচিংবা বাফমশিং অসি মমি তাগদবনি।

৮.০৩ ব্যাকরণ অমসুং রচনাগী মতাংদদি মমাংগী শ্রেণীদা নৈনখিবা মওং অদুগুম্না অদুম নৈনগনি। ক্লাস IX গী অসিদা মখাগী হীৰমশিং অসি যাওগদবনি।

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

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 যাওগদবনি। মদুদি ভাব শন্দোকপা, বা মচং ইবা, বাকৎচে ইবা, ডাইরি ইবা অমসুং অরাংবা থাকী রচনা ইবা অসিনচিংবা অসি যাওগদবনি।

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
Full Marks : 100

Time : 3 hours
Pass Marks : 30

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1.	মীতৈ কবি, নোংলাউ ঈশৈ, মিৎচৎ থিবা	12	7
2.	অচম্বা ঈশৈ অমা, অথোইবীনি, লৈ লাংবা	8	7
3.	মহৈ, চিন্দদা শ্লোক খীবা		6
	বাবেং (Prose) :		
4.	খুমাং চাউখৎলক্ৰিবা খুঙ্গংদু, ওলিম্পিকী, বারি, খন্মু	17	11
5.	সমাজ অমগী অভিশাপ, নুপীলাল মণিপুৰগী নীংতম্বা মাঙথিবা নুমিং	13	11
6.	মায়োক্ৰুবা, অঙাউবী		8
7.	ৰেপিদ ৰিডৰ (Rapid Reader) :	10	10
8.	ব্যাকরণ (Grammar) : য়েজিন (সন্ধি), ৰাপুন (সমাস), খৌবাঙ (কারণ), ৰাতপ (প্রত্যয়), পাউদম ওনবা, ৰাহৈ অমদা ওছোকপা, ওন-ৰাহন অমসুং মান্ন-ৰাহন, প্রমান-পাছৈ	12	12
9.	অৱানবা চুমথোকপা/এমপ্লিফিকেসন/খৌদোক অমগী মৱমদা ইবা	4	4
10.	পাউৰৌ/নুংগী ভাব শন্দোক্ৰা ইবা	5	5
11.	Precis/Substance Writing	4	4
12.	Essay Writing	8	8
13.	Letter/Application Writing	7	7
	Total	100	100

তম্ন - লাইৰিকী মমীং : সাহিত্য লৈচন

MANIPURI (MIL)

SUBJECT CODE - 08

Class - X
Full Marks : 100

Time : 3 hours
Pass Marks : 30

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1	শৈৱেং <i>Poetry</i> : মৈতৈ চনু, মৈ, কবি	12	7
2	স্মৃতি, মণিপুর, নুপা হায়বদো নঙতনি	8	7
3	লীলা, চতায়নপুং		6
	ৱাৱেং <i>Prose</i> :		
4	মণিপুরি লোকসাহিত্য, ইণ্টাৰনেটকী অথাবা-অথুস্মা, সমাজ অমসুং সংস্কৃতিগী মৰীদা নুপীগী খৌদাং	17	10
5	উমংগী খোঙচৎ, শগোল কাঙজৈ মীওইবা সমাজ অমসুং সভ্যতা	13	10
6	অৰুনিমা সিংহা-থাজবা অমসুং মথৌনাগী মিং অমা, চঙালগী মচা, ভাইরস অমসুং তমথীৰবা লায়নাশিং		10
7	ৱেপিদ ৱিদৱ (<i>Rapid Reader</i>) :	10	10
8	ব্যাকৰণ (Grammar) : All the grammar portion of class IX and the following য়েঞ্জিন (সন্ধি), ৱাপুন (সমাস), খৌবাঙ (কাৱক), ৱাত প (প্ৰত্যয়), পাউদম ওনবা, ৱাহৈ অমদা ওস্তোকপা, ওন্ন-ৱাহন অমসুং মান্ন-ৱাহন, ৱাহৈ পৱেং শেশ্বা, অৱানবা চুমথোকপা	12	12

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
9	এমপ্লিফিকেশন/খৌদোক অমগী মরমদা ইবা	4	4
10	প্রেসি ইবা/নুংগী ঙ্চেলে শন্দোক ইবা/অর্থ হন্দোকপা	4	4
11	Essay Writing/Application	10	10
12	Comprehension (Unseen Passage)	10	10
	Total	100	100

তল-লাইরিকী মমীং : সাহিত্য লৈচন

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 beginning 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 expanded for the enrichment 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
Full Marks : 100

Time : 3 hours
Pass Marks : 30

Unit	SUB-UNIT/LESSON	Marks
		Final
1 A.	Ki Dienjat Jong ki LongShuwa Khasi Textbook	20
	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	30

Unit	SUB-UNIT/LESSON	Marks
		Final
	(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 Chapters : U dieng phasi Sa shisien pat kin win ki khlaw; ka nongsain pyrthei lapdeng ki kynthei.	15
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	20
	(iii) Essay : Unseen	10
	(iv) Translation	5
	Total	100

KHASI (MIL)

SUBJECT CODE - 07

Class - X
Full Marks : 100

Time : 3 hours
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 jinglailuid; 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.

GARO
(First Language)
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 expeted 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 further their writing skills.

GARO (MIL)

SUBJECT CODE - 04

Class - IX
Full Marks : 100

Time : 3 hours
Pass Marks : 30

Unit	SUB-UNIT/LESSON	Marks
		Final
1	Prose Section :	
	Assam A. doko A. chikrangni	15
	Songdong A, chaani Lindrid D shirani janggi Tangani	
2	Somai aro Kam Bilcheng	
	A. chikni Maniani bewalrang	10
3	Dongwilwalgipa obostarangi bidingo Ma sie Ra,ani	10
	Poetry Section :	
4	A. chik A. Song Wangala	10
	Do bimani Kore Doka	
5	Noro Mande Janggin Jumang	10
	Grammar Aro Composition :	
6	Aganbewalo seani, Dokbadale seani, Agan Me. apa Kattabisemsem, Katta Ku, jikse, olkorrangko jakkalani Kattani Ma. arang, Sentenceni bakrang aro case.	15
7	Dorkasto seani BA Chitti seani	05
8	Essay seani	10
9	On dapgipa Poraiani (Supplementary Reading)	15
	Joseph	
	Total	100

GARO (MIL)

SUBJECT CODE - 04

Class - X

Time : 3 hours

Full Marks : 100

Pass Marks : 30

Unit	SUB-UNIT/LESSON	Marks
		Final
	Prose Section :	
1	Sasonni Bidingo A. Chikrangni Kam Ka.ani	15
	Chadambeni Salrang	
	A.chik Sea-Tokanina Missionaryrangni Kam Ka.ani	
2	Chengo A.chikrangni Bebe Ra.ani	10
	Howard Denison Wa.tre Momin	
3	Chu Aro Uni Kam Bewalrang	10
	Poetry Section	
4	Jatni Sing.kam	10
	Da.ai	
	A.Songtangna Sintia	
	Dania	
5	Saljong Tasin Me.ckik	10
	Pa.sikani Namgija	
6	Grammer Aro Composition : All the grammar portion of class IX and the following	15
	Aganbewalo seani, Dokbadale seani, Agan Me.apa Kattrra Ku.jikse, Sentence Aro Uni Rokom, Tense, Phrase, clause, Adjective aro verb	
7	Dorkasto seani BA Chitti Seani	05
8	Essay Seani	10
9	On dapgipa Poraiani (Extensive Reading)	15
	Daud Aro Jonathon	
	Total	100

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, phrases 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



HMAR (MIL)

SUBJECT CODE - 06

Class - IX
Full Marks : 100

Time : 3 hours
Pass Marks : 30

SI.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	4 each	28
2.	Poetry - Classical 1. Salulâm Hla 2. Thlangtlâk Hla <i>Modern</i> 1. Dâr ang lengna - L. Keivom 2. Pipu chena Dorâl - Rev. Thangler 3. Intuokkhamna ni ropui - Upa Ngama 4. Damsûng hunbi pasarihai - W Shakespeare	4 each 3 each	20
3.	Extensive Reading : 1. Khuonu Thilsiem - Vallallien Pulamte 2. Inhnarana - H. Zaneisang	4 each	8
4.	Grammar : 1. Hawrawp 2. Thumai Siemdan (Morphology) 3. Punctuation	3 3 3	17

Sl. No.	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
	4. Bangbereptuhai (Affixes) 5. Parts of Speech	3 5	
5.	Composition : 1. Essay Writing 2. Letter Writing	10 7	17
6.	Comprehension (Unseen Passage)	10	10

Text Books :

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

HMAR (MIL)

SUBJECT CODE - 06

Class - X

Time : 3 hours

Full Marks : 100

Pass Marks : 30

SI.No.	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1	<p>Prose</p> <p>(a) Mauruong - <i>Mary Infimate Ralsun</i></p> <p>(b) Vur ramah châwlkâr hni - <i>Dr. John H. Pulamte</i></p> <p>(c) Rochunga Pudaite - <i>Thangnuntluong Ralsun</i></p> <p>(d) Edison le Electric Meivar - <i>L. Thanmawia Pajamte</i></p> <p>(e) Thienghlimnawna laka Invêng dan <i>Lalremthang Hamar</i></p> <p>(f) Assam rama Hmarhai Ngîrhmun <i>Dr. Paul B. Chonzik</i></p> <p>(g) Rama le Thani - <i>H. Zaneisang</i></p>	4 each	28
2.	<p>Poetry :</p> <p>Classical</p> <p>(a) Lamlâm Hla</p> <p>(b) Semruk Hla</p> <p>Modern</p> <p>(a) Saltha ramtuon - <i>-Songkhumvel Songate</i></p> <p>(b) Kanaan phaizâwal - <i>Rev. Thangngur</i></p> <p>(c) Sawrthlapui <i>- T. Khuma</i></p>	4 each	8
		3 each	15

SI.No.	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
	(d) Dintharnâwk ei tih - <i>Lalruotthang</i> (e) To A Skylark - <i>P.B. Shelley</i>		
3.	Extensive Reading : (a) Dingdi Pâr - <i>L. Ruoivel Pangamte</i> (b) Khawvêl lum le Khawvêl dangchar <i>David Buhril</i>	4 each	8
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	3 3 3 3 3 3 2	20
5.	Composittion : (a) Essay Writing (b) Letter Writing	8 5	13
6.	Comprehension (Unseen Passage)	8	8
		Total	100

Text books :

1. Manmasi Reader

Published by - Hmar MIL Monitoring Committee.

2. Hmar Grammar - Hmar Literature Society.

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		10Marks
	Mark 1 pu zawhna 3 =	3	
	Mark 2 pu zawhna 1 =	2	
	Mark 5 pu zawhna 1 =	5	
Then ngana :	Thawnthu : PATHIAN SAMSUIH		08marks
	Mark 1 pu zawhna 3 =	3	
	Mark 2 pu zawhna 1 =	2	
	Mark 3 pu zawhna 1 =	3	
Then rukna :	Reading (Chhiar)		08marks
	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 sarhna :	Writing (Ziak)		08marks
(i)	Essay/Article ziak		
(ii)	Application (Official letter-Dilna chi hrang hrang leh		
	Thu pawl thlen (FIR), Poster ziah dan leh Chanchinbua		
	bungraw zawrhna (advertisement)		03marks
Then riatna :	Rapid Reading :		12marks
	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
Pass Marks : 30

No. of Paper : 1 (one)

Time - 3 hours

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	18marks
(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 THIHNA		10Marks
	Mark 1 pu zawhna 3 =	3	
	Mark 2 pu zawhna 1 =	2	
	Mark 5 pu zawhna 1 =	5	
Then ngana :	Thawnthu : TUALTE VANGLAI		08marks
	Mark 1 pu zawhna 3 =	3	
	Mark 2 pu zawhna 1 =	2	
	Mark 3 pu zawhna 1 =	3	
Then rukna :	Reading (Chhiar)		08marks
	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 sarhna :	Writing (Ziak)		08marks
(i)	Essay/Article ziak		
(ii)	Application (Official letter-Dilna chi hrang hrang leh		
	Thu pawl thlen (FIR), Poster ziah dan leh Chanchinbua		
	bungraw zawrhna (advertisement)		03marks
Then riatna :	Rapid Reading :		12marks
	Mark 2 pu zawhna 1 =	2	
	Mark 3 pu zawhna 2 =	6	
	Mark 4 pu zawhna 1 =	4	

URDU (MIL)

SUBJECT CODE - 11

Class : IX and X

The course of Urdu (MIL) for classes IX & X is intended for those students whose mother tongue is Urdu or who wants to study urdu as first language. The importance of learning the first language in the present day world is increasing gradually and being recognised day by day. Modern educationists, who want to bring a total change in the field of education by relating learning with life, stress on learning mother tongue for the all round development of the students. The main objectives of teaching Urdu as first language at secondary level are shown as follows :

Objective of Teaching Urdu at the Secondary level :

(a) To acquaint the pupil with fundamental knowledge of Urdu language so as to enable him to understand and learn the uses of the first language with proficiency.

(b) To provide facilities to the students to express their own feelings and thoughts clearly and simply through Urdu language.

(c) To give pupils a medium through which they can express themselves in various situations and can develop their mental, emotional and moral aptitudes.

(d) To help the pupil to develop his creative faculties and to have proficiency in other subjects through his mother tongue.

(e) To create a taste for literature and grammar of the mother tongue and to develop ability to appreciate the beauties of literature.

(f) To encourage the students to participate in community living in the school campus as well as in the society.

(g) To motivate the younger generation for national and international co-existence and co-operation in a peaceful manner.

(h) To promote national understanding and re-evaluation of the cultural heritage.

(i) To foster a sense of social and national integration, communal harmony, universal brotherhood, dignity of labour, democratic values, leadership quality, self-respect, art and culture, music and sports and all other human behaviours.

URDU (MIL)

Subject Code – 11

For High School

Class : IX
Marks 100

Time - 3 hours

<i>Textbook</i> : URDU READER; Class - IX <i>Published by</i> : ASTPPC Ltd. Guwahati.	Marks	
	Half Yearly	Final
PROSE		30
(a) Lal Tin : by Khwaja Hassam Nizami. (b) Char Payee : by Rashid Ahmad Siddigi. (c) Roushi : by Munshi Prem Chand.	30	
(d) Ayne ke samne : by Sir Sayyed Ahmad Khan. (e) Garam Kot : by Rajendar Singh Bedi		
POETRY		30
(a) Tanhayee : by Fajj Ahmad Fajj. (b) Raj Ko Rajhi Rakha Hota : by Farag Gourakhpuri. (c) Darde Minnat Kash : by Mirza Asadullah Khan	30	
(d) Nayee Tahjeeb : by Akbar Ilahibadi (e) Aye Mathera Hindustan : by Jamil Majhari (f) Qabar : by Akhtarsul Iman.		
GRAMMAR		20
(a) Jumlah (sentence) and its kinds. (b) Gendar - 'Majakkar' and 'Muannas' (c) Noun - 'Ism' and its kinds	20	
(d) Verb - 'Feil' and its kinds (e) Urdu Phrases and idoms.		
ESSAY		10
On any simple topic or any renowned scholar of Urdu Literature.	10	
TRANSLATION		10
An unseen passage or sentences from English into Urdu.	10	
Total	100	100

URDU (MIL)
Subject Code – 11
For High School

Class : X

Marks 100

Time - 3 hours

	Marks	
	Half Yearly	Final
Textbook : URDU READER; Class - X Published by : ASTPPC Ltd. Guwahati.		
PROSE		30
(a) Khoda Parast Shahzadee : by Mir Amman (b) Akhbar Bini : by Kanhayalal Kapoor (c) Machchar : by Khwaja Hassan Nizami	30	
(d) Guzra Huwa Zamana : by Sir Sayyad Ahmad Khan. (e) Hindustani Tahjeeb Ke Anasir : by Ihtisham Hussain		
POETRY		30
(a) Gulzar-e-watan : by Sarwar Jahan Sbadi (b) Sitaron se Aage : by Mohammad Iqbal (c) Sukh Ki Tan : by Miraji	30	
(d) Hai Jestaju Keh Khub se : by Altaf Hussain Hali (e) Tamannaon Men Uljhaya Gaya : by Shad Azim Abadi (f) Itimad : by Akhtarul Iman		
GRAMMAR : All the grammar portion of class IX and the following		20
(a) Feil (verb) and its kinds (b) Jumlah (sentence) and its kinds. (c) Jens (Gender) Masculine & Deminine. (d) Adab (Number) Singular & Plural	20	
(e) Sentence Making (f) Mahawarat (Phrases & idioms)		
ESSAY		10
(a) on Biography (b) on Science (c) on Environment (d) on Sports	10	
TRANSLATION		10
(a) An unseen passage or sentences from English into Urdu.	10	
Total	100	100

पाठ्यक्रम

SUJECT CODE - 10

नेपाली : प्रथम भाषा (Nepali MIL)

नवौं श्रेणी र दसौं श्रेणी

भूमिका

प्रथम भाषाको माध्यममा भाषा शिक्षको 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 गर्नुमा 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 सकून् यसप्रति विशेष ध्यान दिइएको छ। जीवन, भाषा तथा साहित्यसित सम्बन्धित विषयवस्तु गुणस्तर अनुसार विभिन्न कक्षामा सत्रिविष्ट गर्ने 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 मूल्यबोधद्वारा प्रेरित भएर आफैलाई विकसित तुल्याउन सक्ने 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 गर्ने योग्यता हासिल गर्नु।
- १:०२ भाषातत्त्वको ज्ञान तथा भाषिक कौशलको क्षमता वृद्धि गर्नु

- १:०३ मौखिक अभिव्यक्तिको विकास गरेर सामाजिक दायित्वबोध 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 गर्नु योग्यता अर्जन गर्नु ।
- १:०६ कुनै 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 आफ्नो अभिव्यक्ति व्यक्त गर्न सक्ने योग्यता आर्जन गर्न ।
- १:०९ भाषा र साहित्यको अध्ययनद्वारा विभिन्न भाषिक साहित्य-संस्कृतिप्रति आकर्षित हुने मानसिकता आर्जन गर्नु ।
- १:१० सृष्टिशील प्रतिभाको विकास साधन गर्ने प्रयास गर्नु ।

शिक्षणीय क्षेत्र :

विशेष उद्देश्य :

२:०० श्रवण-कथन

- २:०१ कुनै घटना, वक्तृता, चर्चा, कथादि सुनेर, बुझेर हृदयङ्गम गरी राम्ररी भन्न सक्नु र व्यवहारिक जीवनमा प्रयोग गर्ने सामर्थ्य हासिल गर्नु ।
- २:०२ मनोरञ्जक अनुष्ठान आदि देखेर, सुनेर आनन्द लाभ गर्नका साथै आफू पनि सहभागी हुनु ।
- २:०३ भन्नेको 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 आफ्नो प्रतिक्रिया प्रकाश गर्न सक्नु ।

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

२:०८ विभिन्न 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, सम्बोधन व्यक्त गर्नु एवं ग्रहण गर्न सक्नु।

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

२:११ ठूला-साना-दौतरीअनुसार शिष्टाचार रक्षा गरी कुराकानी गर्न सक्नु।

२:१२ लिङ्ग-समता र मर्यादा रक्षा गर्ने 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 गुरुत्व 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, भावबोधक, प्रश्नबोधक 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 आफ्नो युक्ति र भाव चिन्तन गर्नका साथै सिद्धान्तमा उपनीत भै विचार व्यक्त गर्न सक्नु ।

४:०३ सत्य-असत्य निक्योल 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 (पुरुष 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, करुणा, 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 गुरुत्व दिइएको छ ।

५.०१ पाठको प्रकार:

पाठ्यपुस्तकमा निबन्ध, जीवनी, आत्मजीवनी, कथा, पत्रकारिता, नियात्रा, नाट्यांश आदि साहित्यिक रूप (वर्णनात्मक, संलाप, नाट्यरूप, समालोचनात्मक), रसरह 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 ।

नवौँ श्रेणीको पाठ्यक्रम :

गद्य भाग : ऐतिहासिक घटना, खेलकुद, जीवनी (राष्ट्रिय/अन्तर्राष्ट्रिय), रिपोर्टाज, कला-सङ्गीत, जातीय पहिचान, स्वतन्त्रता सङ्ग्राम, जातीय संहति, वृत्तिमूलक 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 नवौं र दसौं 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 गुरुत्व :

६:०१ शिक्षणीय गुरुत्व :

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
		<hr/>
		१०० प्रतिशत

६:०२ समयको गुरुत्व : 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 बदलियो भने शैक्षिक दिनपञ्जीमा उल्लेख गरिनेछ।

६:०३ मूल्यायनका धारणाहरू 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 दिनपञ्ज 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, निदेशन 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 आफ्नो 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 comprehensive Evaluation नामक दुई 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
समय - ३ घण्टा

पाठ्यपुस्तक - नेपाली साहित्य प्रवेश भाग - ९
पूर्णाङ्क - १००

खण्ड	एकाइ र पाठ	अर्धवार्षिक परीक्षा (अङ्क)	वार्षिक परीक्षा (अङ्क)	कुल अङ्क
गद्य	२. मोतीराम भट्ट - नेपाली साहित्यका एक युग प्रवर्तक प्रतिभा	८	५	३५
	३. लुरे गुफामा पस्दा	७	४	
	५. मास्टर मित्रसेन थापा - नेपाली सङ्गीतका भानुभक्त	६	५	
	६. वर्कसपभिन्न	७	५	
	७. पिपलान्त्री गाउँ	७	४	
	९. को दोषी ?	३५	४	
	१२. मारूती नृत्य एक परिचर्चा		४	
	१३. पिकनिक		४	
पद्य	१. फुटकर कविता	१२	५	२५
	४. भित्री मान्छे बोल्ल खोज्छ	२३	६	
	८. इमान नै पवित्र	२५	५	
	१०. जीवन यसरी जिउनु पर्छ		५	
	११. आफूलाई छिन्ने गरौं		४	
द्रुतपाठ	पाठ्यपुस्तक - विविधतापूर्ण असम आहोमहरू कछारका जनगोष्ठीहरू कार्बीहरू कोचराजवंशीहरू गरिया, मरिया र देसीहरू	१०	१०	१०

खण्ड	एकाइ र पाठ	अर्धवार्षिक परीक्षा (अङ्क)	वार्षिक परीक्षा (अङ्क)	कुल अङ्क
	गारोहरू साउतालहरू चिया जनगोष्ठीहरू सुतियाहरू टेङ्गाल कछारीहरू डिमासाहरू			
व्याकरण	पाठ्यपुस्तक - सरल नेपाली व्याकरण र रचना भाग-३ पाठ-नाम, सर्वनाम, लिङ्ग, वचन, विशेषण, पत्र लेखन-	२० २०	१५	३०
	क्रियापद। रचना-पत्रलेखन, समानार्थक शब्द, विपरीतार्थक शब्द, सारांश, कथा विस्तार। निबन्धलेखन।	३०	८ ७	
पूर्णङ्क		१००		१००

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) महिला / पूरूप, 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, तत्त्व, आगन्तुक र झर्ग आदि), चन्द्रबिन्दु र शिरबिन्दुको प्रयोग, पदयोग र पदविषय, शुद्धीकरण, 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 शिक्षणोसिक्नुको 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 निर्धारण 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 दिनपञ्जी 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।

पाठ्यपुस्तकमा ७० प्रतिशत गद्य र ३० प्रतिशत पद्य रहने छ। यी दुइटै 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 मूल्याङ्कन:

८:०१ विद्यार्थीवर्गले हरेक कक्षामा भाषायो योग्यता कतिसम्म आर्जन गरे त्यो कुरो मूल्याङ्कनद्वारा जात्र वा नाप 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 ल्याउनु पर्दछ। आर्कातिर शिक्षक/ शिक्षिकाहरूले पनि आफ्नो शिक्षण पद्धति /कौशलमा रहन गएका भूल-त्रुटिहरू सँच्चाई सूधारमूलक पद्धति /कौशल ग्रहण गर्न सक्नेछन्। मूल्यायनद्वारा विद्यार्थीहरूको विद्यायतनिक र सहविद्यायतनिक दुवै क्षेत्रकै मूल्यायन गरिने छ। यो पद्धति सम्बन्धमा सबै कुराहरू परिषद्द्वारा प्रकाशित शैक्षिक दिनपञ्जी र Continuous and comprehensive Evaluation नामक दुई पुस्तकमा विस्तारपूर्वक लेखिएको छ।

विद्यायतनिक क्षेत्रका मूल्यायनका लागि यसरी अङ्क वितरण गरिएको छ:

गद्य	-	३५
पद्य	-	२५
विस्तृत अध्ययन	-	१०
निबन्ध लेखन	-	७
व्याकरण	-	१५
वाक्य गठन, भावविस्तार	}	
दर्खास्त लेखन		-
<hr/>		
मोठ अङ्क	-	१००

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

Class - X

कक्षा - १०

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	९	५	३५
	३. अरण्ययात्रा	९	४	
	५. श्रीनिवास रामानुजन	८	५	
	६. सिक्कुरिटी एक्ट	९	५	
	८. पु...प्पु...पुरी	३५	४	
	९. इन्टरनेटको स्वाद		५	
	१०. खाने मुखलाई जुँघाले छेक्तैन		४	
११. एक महान साहित्यकारको आँगनमा पुगेको दिन		४		
पद्य	१. मेरा नजर्मा प्यारा छन्	८	६	२५
	४. तिनको घाँसिया गीत	९	६	
	७. उमानन्द	८	५	
द्रुतपाठ	१०. मेरे भित्री मान्छे	२५	४	१०
	१२. उज्यालो रात			
	पाठ्यपुस्तक - विविधतापूर्ण असम तिवाहरू देउरीहरू नेपालीभाषी गोर्खाहरू बोडोहरू मटकहरू	१०	१०	

खण्ड	एकाइ र पाठ	अर्धवार्षिक परीक्षा (अङ्क)	वार्षिक परीक्षा (अङ्क)	कुल अङ्क
	मरानहरू मिसिङहरू मणिपुरीहरू राभाहरू सोनोवाल कछरीहरू हाजङहरू			
व्याकरण	पाठ्यपुस्तक - सरल नेपाली व्याकरण र रचना भाग-३ 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 ।	२२	२५ ८ ७	३०
	पूर्णाङ्क	१००		१००

SANSKRIT

(A part of the First Language as a Group C)

Class : IX - X

Objectives :

- 1.00 To acquaint 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, पुस्तक, नदी।
(ii) Conjugation — भू, गम्, पठ्, दृश्, जि, गै (All are भवदिगणीय)
(iii) Some important अव्यय s (viz. — वृथा, मिथ्या, प्रातः, शनैः
अतीव, अत्र, अधुना, अपि, इति, इदानीम्, इव, एकदा, एव, एवम्, कथम्,
कदा, किन्तु, कुतः, तथापि, तत्र, तदा, तुष्णीम्, दिवा, नूनम्, पुनः, यत्र, यथा,
यदा, तथापि, सहसा, हयः, खः) and their uses,

Class - X

1. Textual Grammar — Derivation (3)
2. General Grammar— (7)

(i) Declension — पितृ, सखि, गो, राजन्, अस्मद्, युष्मद्, 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 Prabha –*Harichara Bjattacjarya*
2. Sanskrit Prabesh Vyakarana –*Khagendra Nath Sastri*
3. Sanskrit Vyakarana Manjusha

–*Board of Secondary Education,
Assam (ASTPPC)*

SANSKRIT

(A part of the First Language as a Group C)

Marks Distribution

For Class IX – X

Prose — 8

Poetry — 7

Grammar — 10 $\left[\begin{array}{l} \text{Textual Grammar — 3} \\ \text{General Grammar — 7} \end{array} \right]$

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, पुस्तक, नदी।

SANSKRIT

(A part of the First Language as a Group C)

Class - IX

Full Marks - 25

Unit	Lessons	Marks	
		Half Yearly	Final
1	(i) इन्द्रधनुः (ii) विद्या	8	5
2	(iii) आधुनिक-विज्ञानस्य चमत्काराः (iv) रामराज्यम्	7	5
3	(v) भारते ज्ञातन्त्रपद्धतिः (vi) भरतं प्रति रामस्योपदेशः		5
4	Textual Grammar (Derivation)	3	3
5	General Grammar Declension : Sabdas like— नर, पति, शिशु, लता, फल, पुस्तक, नदी	2	2
6	Conjugation : Dhatus like— भू, गम्, पठ्, टृश्, जि, गै (All are भ्वादिगणीय)	2	2
7	Some important अव्ययs and their uses	3	3
	Total	25	25

Textbook : ऋजु-भारती ASTPPC

Grammar : संस्कृत व्याकरण मञ्जूषा ASTPPC

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

SANSKRIT

(A part of the First Language as a Group C)

Class - X

Full Marks - 25

Unit	Lessons	Marks	
		Half Yearly	Final
1	(i) महावीरः लाचितः (ii) सिंह-शशक-कथा	6	4
2	(iii) नीतिमाला (iv) सती जयमती	6	4
3	(v) आलेकजेण्डारस्य भारता क्रमणम् (vi) हितीपदेशः (vii) शिवेरूपाख्यानम्	3	7
4	Textual Grammar (Derivation)	3	3
5	General Grammar All the grammar portion of class IX and the following Declension : Sabdas like : पितृ, सखि, गो, रजन्, अस्मद्, युष्मद्, नद् (पुं)	2	2
6	Conjugation : Dhatus like : अद्, अस्, हन्, दा (ह्वादिगणीय) कृ, नृत्, विद्	2	2
7	Formation of nouns from adjectives and vice verse	3	3
	Total	25	25

Textbook : ऋजु-भारती ASTPPC

Grammar : संस्कृत व्याकरण मञ्जूषा ASTPPC

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

English (Second Language)

SUBJECT CODE - C1

Classes-IX & X

Rationale:

The goals of a language curriculum are twofold: 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, s/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

- to 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, s/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.

Time Available:

There are about 259 working days availabe 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 Total Marks : 90

Time : 3 hours

Internal Assessment : 10

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 <u>unseen</u>)	5	10
B	Writing (translation/amplification, <u>article</u> /story, notice writing/ <u>report writing</u>)	16	16
C	Grammar (<u>tense</u> , <u>use of passive voice</u> , <u>word order</u> , narration, <u>preposition</u> , degrees of comparison, <u>question patterns</u>)	17	21
D	Literature/Textbooks : (Beehive) Prose : 1. <u>The Fun they Had</u> , 2. <u>The Sound of Music</u> , 3. <u>My Childhood</u> 4. The Bond of Love, 5. A Visit to Kaziranaga and Sivasagar Poetry : 1. <u>The Road Not Taken</u> , 2. <u>The Lake Isle of Innisfree</u> , 3. <u>A Legend of the Northland</u> , 4. No Men are Foreign, 5. A Slumber did my Spirit Seal.	30	11
E	Supplementary Reader : (Moments) 1. <u>The Adventures of Toto</u> , 2. <u>The Happy Prince</u> , 3. Weathering the Storm in Ersama, 4. A House is Not a Home	10	10 (5+5)
	Total	90	90
F	Internal Assessment :	10	10
	Grand Total	100	100

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

Internal Assessment

(a) Oral English	-	6 Marks
(b) Projects	-	4 Marks
Total -		10 Marks

Projects -

1. Students will be asked to read a story book/novel/ biography/travelogue, etc. in English at home and write a brief account of it in about 150 words mentioning the title, the author, publisher and the subject matter.
Marks -2
2. Students will be asked to report in writing in about 150 words a real event (festival, celebration/observance of an important day. etc.) that has happened in their locality.
Marks-2

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

ENGLISH (Second Language)

SUBJECT CODE - C1

Class - X

Theory Total Marks : 90

Time : 3 hours

Internal Assessment : 10

Pass Marks : 30

Pass Marks in Written examination : 27

Section	LESSONS/UNITS	Marks	
		Half Yearly	Final
A	Reading Comprehension (two prose passages—one seen, another unseen) 5 + 5	5	10
B	Writing (<u>translation/substance writing</u> (prose), <u>essay/story writing, letter writing/report writing</u>) (6+6+5)	6 11	17
C	Grammar : All the grammar portion of class IX and <u>determiners, tense forms, voice, narration, preposition, vocabulary, synthesis of sentences, verb phrases, sentence correction</u> (clauses, modals, etc.)	17	20
D	Literature/Textbook (First Flight) Prose : 1. <u>A Letter to God</u> , 2. <u>Nelson Mandela : Long Walk to Freedom</u> 3. <u>Glimpses of India (Coorg & Tea from Assam)</u> , 4. <u>Madam Rides the Bus</u> Poetry : 1. <u>A Tiger in the Zoo</u> , 2. <u>Amanda!</u> , 3. <u>Animals</u> , 4. <u>Fog</u> , 5. <u>The Tale of Custard the Dragon</u>	19 10 12	10 11 12
E	Supplimentary Reader : (Footprints without Feet) 1. <u>The Midnight Visitor</u> , 2. <u>A Question of Trust</u> , 3. <u>Footprints without Feet</u> , 4. <u>The Hack Driver</u> (5 + 5)	10	10
	Total	90	90
F	Internal Assessment :	10	10
	Grand Total	100	100

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

Internal Assessment :

a) Oral English	6
b) Projects (2+2)	4
<hr/>	
Total Marks -	10

Projects :

1. Collection and presentation of information about tourist spots, tea, folktales, etc.
2. Description of one day's experience as a doctor, teacher, lawyer, etc.

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

ENGLISH (IL)

SUBJECT CODE - 12

Class - IX

Time : 2 hours

Full Marks : 50

Pass Marks : 15

Unit	Sub-unit/Lesson	Marks	
		Half Yearly	Annual
1	Prose : 1. <u>The Last Leaf</u> . 2. <u>A Truly Beautiful Mind</u> . 3. <u>Reach for the Top</u> . 4. In the Kingdom of Fools. 5. Kathmandu;	10 10 10	25
2	Poetry : 1. <u>On Killing a Tree</u> . 2. <u>Wind</u> . 3. <u>Rain on the Roof</u> . 4. The Snake Trying.	12	10
3	Grammar 1. <u>Question tags</u> (3) 2. <u>Vocabulary</u> (3) 3. <u>Degrees of Comparison</u> (3)	8	9
4	Comprehension of an unseen prose passage		6
	Total	50	50

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

	DISTRIBUTION OF MARKS	Marks	
		Half Yearly	An-nual
1.	Four essay type questions from Unit 1 by using any four of the five lessons (4x5)	25	20
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)	5	5
3.	Four short answer type questions one from each poem (4x2) of Unit -2	10	8
4.	Two very short type/Objective type questions (2x1) from any two poems.	2	2
5.	For grammatical items isolated sentences be used.	8	9
6.	For Comprehension passage, the difficulty level must correlate with the class-IX level	–	6
	Total	50	50

Text books : (1) Beehive
(2) Moments

ENGLISH (IL)
SUBJECT CODE - 12

Class - X
Full Marks : 50

Time : 2 hours
Pass Marks : 15

Unit	SUB-UNIT /LESSON	Marks	
		Half Yearly	Final
1	Prose : 1. <u>A Baker From Goa</u> 2. <u>The Proposal</u> , 3. <u>The Thief's Story</u> . 4. <u>A Triumph of Surgery</u> . 5. <u>Bholi</u> ;	30	25
2	Poetry 1. <u>Dust of Snow</u> . 2. <u>How to Tell Wild Animals</u> 3. <u>The Trees</u> . 4. <u>For Anne Gregory</u>	12	10
3	Grammar : All the grammar portion of class IX and the following — (a) <u>Narration (1x3)</u> (b) <u>Voice (1x3)</u> (c) <u>Miscellaneous correction (1x3)</u>	8	9
4	Composition : Substance writing of either a prose piece or a poem	—	6
	Total	50	50

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

Sl. No.	DISTRIBUTION OF MARKS	Marks	
		Half Yearly	Final
1.	Four essay type questions from the 4 (four) lessons of unit 1 (4x5)	25	20
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.	5	5
3.	Four short answer type questions one from each poem of unit 2 (4x2)	10	8
4.	Two very short type questions/objective type questions from any 2 poems (2x1)	2	2
5.	For grammatical items, isolated sentences be used.	8	9
6.	For substance writing the prose/poem must be within the difficulty level of the Class X reader.	–	6
	Total	50	50

Textbooks : (1) First Flight
(2) Footprints without Feet

GENERAL 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 Biology.

The aims of teaching science in the Secondary Stage are to :

- ❖ Enable the learners to attain some basic scientific and technological literacy.
- ❖ Make 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, aesthetic 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 communicate scientifically.
- ❖ Recognize 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 activities 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 Activities/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 periodic evaluation (half yearly and annual examination, preparatory examination.) Assessment of learning is to be done continuously 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 activities.

Experimentation (Practical) has a weightage of 10%. This is School based assessment i.e. Internal assessment.

Experimental activities :

There are three categories of experiments/activities.

A. Teacher's activity : These have to be demonstrated by the teacher in the laboratory.

B. Student's activity : These include simple experiments/activities (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 student will perform is 3 (covering one each from Physics and Chemistry and 1 from Botany or Zoology). The experiments/activity will carry 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 performed.

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 collect specimens (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 least 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 demonstrating the experiments will ask students relevant questions and will evaluate the student out of a total weightage of 2 in each demonstration. The marks for each student will be 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. Demonstration 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 velocity and acceleration 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 powder and to observe the changes in the properties on the constituent elements as they combine to form the compound.
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 photosynthesis.
3. To study binary fission of Amoeba or yeast with the help of prepared slide.
4. To dissect and display different 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 demonstrate the principle of working of electric motor.

CHEMISTRY

11. To show that electrovalent compounds are soluble in water but covalent 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. Compound 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. Adhesive 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



General 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 fields of different crops; collection of diseased crops; discussion and studying composting/vermicomposting. (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, thermometers.	Experiments to show cooling by evaporation. Experiments to show that the white objects get less hot. (periods 5)
Different 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)

General 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? Can materials exist in all the three states?	Solid, liquid and gas; characteristics-shape, volume, density, change of state-melting, freezing. Evaporation, condensation, sublimation.	Wax, water, ice, oil, sugar, camphor/ammonium chloride/naphthalene.	Sorting out a medley of materials, in various ways, Observe shape and physical state of different materials. Observe effect of heat on each of the resources. (Teacher to perform the experiment for camphor, ammonium chloride and naphthalene.)
	What are things around you made of? What are the various types of chemical substances? Do substances combine in a definite manner? How do things combine with each other? Are there any patterns which can help us to guess how things will combine with each other?	Elements, compounds and mixtures. Heterogeneous and homogeneous mixtures. Colloids and suspensions. Equivalence-that x grams of A is chemically not equal to x grams of B. Particle nature, basic units; atoms and molecules. Law of constant proportions, Atomic and molecular masses.	Samples of commonly available elements, compounds and mixtures. Samples of solution, suspension and colloid. Historical accounts. Glassware, chemicals (oxalic acid, sodium hydroxide, magnesium ribbon.) Kits for making molecular models. Historical account including experiments of Lavoisier and Priestly.	Discussion on claims 'Air is a mixture' (Mixture of what? How can these be separated?), 'Water is compound' and 'Oxygen is an element'. Titration using droppers or syringes, quantitative experiments Discussion on the fact that elements combine in a fixed proportion. Through discussion on chemical formulae of familiar compounds.

General Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
<p>What is there inside an atom?</p>	<p>How do chemists weigh and count particles of matter?</p> <p>Can we see an atom or a molecule under a microscope or by some other means? What is there inside an atom?</p>	<p>Mole concept. Relationship of mole to mass of the particles and numbers. Valency. Chemical formulae of common compounds.</p> <p>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.</p>	<p>Charts, films etc.</p>	<p>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.</p> <p>Brief historical account of Rutherford's experiment. (Periods 18)</p>

General Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
<p>3.The world of the living Biological Diversity</p> <p>What is the Living being made up of?</p>	<p>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?</p> <p>What are we made up of? What are the different parts of our body? What is the smallest living unit?</p>	<p>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.)</p> <p>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,</p>	<p>Specimens of some animals, and plants not easily observable around you.</p> <p>Permanent slides, model of the human body.</p>	<p>Discussion on Diversity and the characteristics associated with any group. (Periods 14)</p> <p>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, Hydrilla leaves (cyclosis). (Periods 12)</p>

General Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
<p>How do we fall sick?</p> <p>How do substances move from cell to cell?</p>	<p>What are the various causes of diseases? How can diseases be prevented? How can we remain healthy?</p> <p>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?</p>	<p>Structure and functions of animal and plant tissues (four types in animals; meristematic and permanent tissues in plants.)</p> <p>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.</p> <p>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.</p>	<p>Newspaper articles, information from health centres, photographs of various causal organisms.</p> <p>Photographs, permanent slides of bacteria.</p> <p>Egg membrane, Rhoeo leaves, sugar, microscope, slides.</p>	<p>Surveying neighbourhood to collect information on 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)</p> <p>Looking at closed and open stomata, plasmolysis in Rhoeo leaf peels. (Periods 15)</p>

General Science, 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 non uniform motion along a straight line, acceleration, 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: Inertia of a body, inertia 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; 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 graviton,	Spring balance	Analysis of motion of ball falling down.

General Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
Work energy and power	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)
	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)

General 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)

General 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 moderating 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; discussion. (Periods 15)

GENERAL 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	Marks	
		Half Yearly	Annual
1.	Matter in our surroundings	8	5
2.	Is matter around us pure	8	5
3.	Atoms and molecules		6
4.	Structure of the atom		6
5.	The fundamental unit of life	8	5
6.	Tissues	12	6
7.	Diversity in living organisms	12	7
8.	Motion	12	7
9.	Force and Laws of Motion	12	8
10.	Gravitation	10	7
11.	Work and energy		7
12.	Sound		6

Sl. No.	CHAPTERS	Marks	
		Half Yearly	Annual
13.	Why do we fall ill	8	5
14.	Natural resources		5
15.	Improvement in Food resources		5
	Total	90	90

Experimental Activities 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
2.	Category B : Student's activity- Activity		3
	Practical record book		3
3.	Category C : Chart/Model/Speciment Collection		2
	Total	10	10
	Grand Total :	100	100

Textbook : Science (for Class IX). The Assam State Textbook Production and Publication Corporation Ltd. Guwahati-1

General Science, Class X

Teaching Points and Activities

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
<p>1. Food</p> <p>Materials</p> <p>2. Different kinds of materials</p>	<p>Why are some substances sour and some bitter in taste? Why does soap solution feel slippery? Why does seawater taste salty?</p>	<p>Acids, bases and salts : General Properties, examples and uses</p>	<p>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.</p>	<p>Testing different substances with indicators. Neutralisation reactions (Periods 5)</p>

General Science, Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
	<p>Why does iron rust? Why does painted iron not rust? Why is burning sensation removed when one takes antacids? Why do substances</p>	<p>Types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, neutralisation, oxidation and reduction in terms of gain and loss of oxygen and hydrogen.</p>	<p>Turmeric, limejuice, vinegar,</p>	<p>Mixing pairs of substances mentioned alongside, to see the reactions-discussion on chemistry in the kitchen, chemistry inside our bodies. Carrying out simple projects</p>

General Science, Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
	<p>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?</p>		<p>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.</p>	<p>reactions that encompass decomposition, displacement, double displacement, precipitation, neutralisation, oxidation and reduction. (Periods 10)</p>

General Science, Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
<p>How things change/ react with one another?</p>	<p>How do copper, silver, iron exist in nature?</p> <p>What is the composition of natural gas used for cooking? What is petrol? What is Vinegar?</p>	<p>Brief discussion of basic metallurgical processes. Properties of common metals. Elementary idea about bonding.</p> <p>Carbon compounds, elementary idea about bonding. Saturated hydrocarbons, alcohols, carboxylic acids: (no preparation only properties)</p>	<p>Samples of metals : iron, copper, lead, silver, zinc, aluminium, gold; samples of non- metals : sulphur, graphite Alloys: steel, brass Models</p>	<p>Discussions on metallurgical processes and simple experiments involving metals, with chemical reactions.</p> <p>Experiments involving reactions of carbon and its compounds with chemical reactions. Use of models. (Periods 16)</p>

General Science, Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
Materials of common use	<p>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?</p>	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)

General Science, Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
How are elements classified?	<p>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?</p> <p>How do chemists study such a large number of elements?</p>	Gradation in properties: Mendeleev periodic table.	Brief historical account, charts, films etc.	Predicting trends on the basis of the table (Periods 5)

General 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? Biodegradable, 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.	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/nonliving. (Periods 15)

General 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 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 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/specimens of embryos, egg. Charts and other materials on family planning. Newspaper reports on HIV/AIDS.	Study pollen tube growth and pollen tubes on a sigmoid mount, mount soaked seeds to see embryonal axis, cotyledons etc., seeds germination-epigeal and hypogeal structure of the hen's egg. Discussion on family planning and responsible parenting. (Periods 10)

General Science, Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
Heredit y and evolution	Why are we like our parents? Did similar plants and animals exist in the past? Did life always exist?	Heredit y, 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)

General Science, Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
<p>4. Moving Things, People and Ideas 5. How things work</p> <p>Electric Circuits</p>	<p>In which direction does current flow inside a conductor?</p> <p>How is potential difference across a conductor related to current through the conductor?</p> <p>How can you arrange a given set of resistors so that the same current flows through all?</p>	<p>Potential difference, potential</p> <p>Ohm's law</p> <p>Series combination of resistances.</p>	<p>Battery, conductor voltmeter, ammeter, connecting wire, key.</p> <p>-do- And rheostats</p> <p>-do- and given set of resistors.</p>	<p>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 lower height (lower potential energy).</p> <p>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.</p> <p>Using the Ohm's law circuit, establishing the properties of series combination and the rule for resistance.</p>

General Science, Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
Magnets	How are appliances connected in a house?	Parallel combination of resistances.	-d0- 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.
	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. (Periods 12)
	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.	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.

General Science, Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
	<p>How does the above effects help us to design machines to do work?</p> <p>What do you observe when a magnet is moved towards a wire connected to a galvanometer?</p> <p>How can the phenomenon of electromagnetic induction be used to design a device to generate electricity?</p> <p>Does the current produced by a generator have the same direction all the time?</p>	<p>Electric motor.</p> <p>Electromagnetic induction.</p> <p>Induced potential differences, induced current.</p> <p>Electric generator : principle and working</p> <p>Direct current.</p> <p>Alternating current; frequency of AC.</p> <p>Advantage of AC. over DC.</p>	<p>Appliances using motors.</p> <p>Two coils of wire, a magnet, a galvanometer.</p> <p>Iron nails, battery, switch.</p> <p>A simple model of electric generator</p> <p>Model of electric Generator</p>	<p>Demonstrating the working of a motor.</p> <p>Identifying the appliances based on electric motors.</p> <p>Demonstrating the phenomenon of electromagnetic induction.</p> <p>Demonstrating that current is induced in a coil kept near another coil in which current changes.</p> <p>Demonstrating the principle and working of a generator.</p> <p>Familiating with voltage and frequency of AC in our homes.</p>

General Science, Class X

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)

General Science, Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
<p>6. Natural Phenomena</p>	<p>Why is paper burnt when light passing through a lens strikes it?</p> <p>Does a spherical mirror also exhibit similar phenomenon? Can we see a full image of a tall building using a small mirror?</p> <p>Why does a spoon partly immersed in water in a transparent glass appear broken at the level of water when viewed from the sides?</p> <p>What do lenses do? How do they correct defects in vision?</p>	<p>Convergence and divergence of light.</p> <p>Images formed by a concave mirror, related concepts centre of curvature, principal axis. Optical centre, focus, focal length.</p> <p>Refraction; laws of refraction.</p> <p>Images formed by a convex lens; functioning of lens in human eye; problems of vision and remedies.</p>	<p>Experience, Double convex lens</p> <p>A candle, stand to hold a mirror, meter scale.</p> <p>Glass slab, pins.</p> <p>Convex lens.</p>	<p>Observation of convergence and divergence with lenses.</p> <p>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.</p> <p>Activity to explore laws of refraction.</p> <p>Activity exploring and recording features of images formed by convex lens, Ray diagrams. Studying the glasses used by</p>

General Science, Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
	<p>Why does the path of light change on entering a different medium?</p> <p>Why or how does a prism disperse light?</p> <p>Why is the sky blue?</p>	<p>Application of spherical mirrors and lenses</p> <p>Appreciation of concept of refraction; velocity of light; refractive index; twinkling of stars; dispersion of light.</p> <p>Dispersion of light.</p> <p>Scattering of light.</p>	<p>Concepts learnt earlier.</p> <p>Prism, pins.</p> <p>Observations and experience</p>	<p>human beings to correct different vision defects.</p> <p>Activities studying refraction.</p> <p>Observation of objects through prism; tracing rays refracted through a prism; discussion.</p> <p>Activity showing scattering of light in emulsion etc.</p> <p style="text-align: right;">(Periods 25)</p>

General Science, Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
<p>7. Natural Resources Conservation of Natural Resources</p>	<p>How can we contribute to protect environment in our locality? What are the major global environmental issues of direct relevance to us?</p>	<p>Management of natural resources, Conservation and judicious use of natural resources. Forest and wild life, coal and petroleum conservation.</p>	<p>Articles/stories on conservation; Posters on environmental awareness.</p>	<p>Case studies with focus on commercial activities exploiting natural resources. Effect of these on various cycles in natures.</p>

General Science, Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/ Processes
The regional environment	<p>What are the steps expected on the part of local administration to maintain balances in nature in your region? How can we help?</p>	<p>People's participation. Chipko movement. Legal perspectives in conservation and international scenario.</p>	<p>Case studies on Chipko movement; CNG use.</p>	<p>Making posters/slogans for creating awareness.</p>
	<p>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?</p>	<p>Big dams: advantages and limitations; alternatives if any. Water harvesting. Sustainability of natural resources.</p>	<p>Case study material on dams. Resource material on water harvesting.</p>	<p>Case studies with focus on issues of construction of dams and related phenomena (actual/probable). Debates on issues involved.</p>
Sources of energy	<p>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?</p>	<p>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.</p>	<p>Experience; print material on various sources of energy; materials to make a solar heater.</p>	<p>Discussion, making models and charts in groups. Making a solar heater/cooker. (Periods 8)</p>

GENERAL 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	Marks	
		Half Yearly	Final
Chapter 1	Chemical Reactions and Equations	10	6
Chapter 2	Acids, Bases and Salts	10	6
Chapter 3	Metals and Non-metals		7
Chapter 4	Carbon and its Compounds		6
Chapter 5	Periodic Classification of Elements	7	4
Chapter 6	Life Processes	12	8
Chapter 7	Control and Coordination	8	6
Chapter 8	How do Organisms Reproduce		5
Chapter 9	Heredity and Evolution	8	5
Chapter 10	Light-Reflection and Refraction	14	8
Chapter 11	Human Eye and Colourful World	8	5
Chapter 12	Electricity		6
Chapter 13	Magnetic Effects of Electric Current		5
Chapter 14	Sources of Energy		4
Chapter 15	Our Environment	6	4
Chapter 16	Management of Natural Resources	7	5
	Total	90	90
	Internal Assessment	10	10
	Grand Total	100	100

**Experimental Activities 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
2.	Category B : Student's activity- Activity Practical record book	3 3
3.	Category C : Chart/Model/Specimen Collection	2
	Total	10

Textbook : Science (for Class X). The Assam State
Textbook Production and Publication
Corporation Ltd Guwahati-1

General Science, (for blind Students), Code No. 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. Cooling by evaporation. Absorption of heat.	Describe visit to any fish/bee/dairy/pig etc. farms; data showing harmful effects of insecticides; process for the preparation of compost, vermicompost. Work done in Class VII; glassware, heat source, black paper thermometers.	Let the students feel by touching the collection of weeds found in fields of different crops; collection of diseased crops; discussion and studying composting/vermicomposting (Periods 8)
Material in our clothing	What kinds of clothes help us to keep cool? Why do wet clothes feel col?			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? In what way are materials you see around? How do solids, liquids and gases	All things occupy space, possess mass. Definition of matter. Solid, liquid and gas; characteristics-shape, volume, density; change of state-melting, freezing.	Everyday substances like wood, salt, paper, ice, steel, water, etc. Wax, water, ice, oil, sugar, camphor/ ammonium chloride/naphthalene.	Tell the texture, the colour and lustre, effect of air, water and heat, etc. on each of the materials. (Periods 4) Sorting out a medley of materials, in various ways Tell shape and physical state of different materials.

General Science, (for blind Students), Class IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	<p>differ from each other? Can materials exist in all the three states?</p>	<p>evaporation, condensation, sublimation.</p>		<p>Tell the effect of heat on each of the resources. (Teacher to perform the experiment for camphor, ammonium chloride and naphthalene.) (Period 4)</p>
<p>What are things made of ?</p>	<p>What are things around you made of? What are the various types of chemical substances?</p>	<p>Elements, compounds and mixtures. Heterogeneous and homogeneous mixtures. Colloids and suspensions.</p>	<p>Samples of commonly available elements, compounds and mixtures, Samples of solution, suspension and colloid.</p>	<p>Discussion on claims 'Air is a mixture' (Mixture of what? How can these be separated?), 'Water is a compound' and 'Oxygen is an element'.</p>
<p>Do substances combine in a definite manner?</p>	<p>Equivalence-that x grams of A is chemically not equal to x grams of B.</p>	<p>Historical accounts. Glassware, chemicals (Oxalic acid, sodium hydroxide, magnesium ribbon).</p>		

General Science, (for blind Students), Class IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	<p>How do things combine with each other? Are there any patterns which can help us guess how things will combine with each other?</p> <p>How do chemists weigh and count particles of matter?</p>	<p>Particle nature, basic units: atoms and molecules. Law of constant proportions. Atomic and molecular masses.</p> <p>Mole concept. Relationship of mole to mass of the particles and numbers. Valency. Chemical formulae of common compounds.</p>	<p>Kits for making molecular models.</p> <p>Historical account including experiments of Lavoisier and Priestley.</p>	<p>Discussion on the fact that elements combine in a fixed proportion. Discussion on chemical formulae of familiar compounds.</p> <p>Simple numericals to be done by the students.</p> <p>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.</p> <p>Keeping symbols in place, teacher to move only valencies to form the formula of a compound.</p>

General 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.)	Specimens of some animals, and plants not easily observable around you	Discussion on diversity and the characteristics associated with any group. (Periods 14)

General Science, (for blind Students), Class IX

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/Processes
<p>What is the living being made up of ?</p>	<p>What are we made up of? What are the different parts of our body? What is the smallest living units?</p>	<p>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).</p>	<p>Permanent slides, model of the human body.</p>	<p>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 (cyclosts). (Periods 12)</p>

General Science, (for blind Students), Class IX

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/Processes
<p>How do we fall sick?</p>	<p>What are the various causes of diseases? How can diseases be prevented? How can we remain healthy?</p>	<p>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.</p>	<p>Newspaper articles, information from health centres, photographs of various casual organisms. Photographs, permanent slides of bacteria.</p>	<p>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)</p>
<p>How do substances move from cell to cell?</p>	<p>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?</p>	<p>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.</p>	<p>Egg membrane, Rhoeo leaves, sugar.</p>	

General Science, (for blind Students), Class IX

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/Processes
4. Moving Things, People and Ideas Motion	<p>How do we describe motion?</p>	<p>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.</p>	<p>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.</p>	<p>Analysis of motion of different common objects. Tell distance-time and velocity time graphs for uniform motion and for uniformly accelerated motion. (Periods 12)</p>
Force and Newton's laws	What makes things change their state of motion?	Force and motion, Newton's laws of motion: inertia of a body, inertia 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?	Gravitation; universal law of gravitation,	Spring balance	Analysis of motion of ball falling down and of ball thrown up.

General 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 of sound;	String, ball or stone as bob, water tank, stick, slinky, rope, echo tube, rubber pipe etc.	Discuss : Experiment on reflection of sound. (Periods 10)

General Science, (for blind Students), Class IX

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/Processes
<p>5. How Things Work</p> <p>6. Natural Phenomena</p> <p>7. Natural Resources</p> <p>Balance in Nature</p>	<p>Why do air, water and soil seem not to be consumed?</p> <p>How does the presence of air support life on earth? How have human activities created disturbances in the atmosphere?</p> <p>How does nature work to maintain balance of its components?</p>	<p>echo and sonar. Structure of the human ear (auditory aspect only).</p> <p>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.</p>	<p>Model or chart showing structure of the ear.</p> <p>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.</p>	<p>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)</p>

List of Practicals for Class IX

(For Blind Students)

1. To detect sound of high frequency and low frequency. (pitch of high frequency is high and that of low frequency is low)

Instruction : Students will be provided different sources 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 balloons and feel the air pressure inside the balloon by holding the balloon 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.

GENERAL SCIENCE

Subject Code : 48
(For Blind Students)

Class : IX

Full Marks : 100

Internal Assessment : 10 Marks

Time : 3 hours

Pass Marks : 30

Theory - 90 Marks

SI No.	CHAPTER	Marks	
		Half Yearly	Annual
1.	Matter in Our Surroundings	8	5
2.	Is matter Around Us Pure	8	5
3.	Atoms and Molecules		6
4.	Structure of the Atom		6
5.	The Fundamental Unit of Life	8	5
6.	Tissues	12	6
7.	Diversity in Living Organisms	12	7
8.	Motion	12	7
9.	Force and Laws of Motion	12	8
10.	Gravitation	10	7
11.	Work and Energy		7
12.	Sound		6
13.	Why Do We Fall Ill	8	5
14.	Natural Resources		5
15.	Improvement in Food Resources		5
Theory Total		90	90
Internal Assessment/Practical		10	10
Grand Total		100	100

Textbook : Science (For Class IX)

The Assam State Textbook Production and Publication Corporation Ltd., Guwahati-1

General 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	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)

General Science, (for blind Students), Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	<p>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?</p>	<p>Types of chemical reactions: combination, decomposition, displacement, precipitation, neutralisation, oxidation and reduction in terms of gain and loss of oxygen and hydrogen.</p>	<p>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.</p>	<p>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)</p>

General 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? What is the composition of natural gas used for cooking? What is petrol? What is vinegar?	Brief discussion of basic metallurgical processes. Properties of common metals. Elementary idea about bonding. Carbon compounds, elementary idea about bonding. Saturated hydrocarbons, alcohols, carboxylic acids: (no preparation, only properties).	Samples of metals: iron, copper, lead, silver, zinc, aluminium, gold; of nonmetals: sulphur, graphite; of alloys: steel, brass Models	Discussions on metallurgical processes and simple experiments involving metals, with chemical reactions. 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)

General Science, (for blind Students), Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/Processes
How are elements classified?	<p>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?</p> <p>How do chemists study such a large number of elements?</p>	Gradations in properties: Mendeleev periodic table	Brief historical account, charts, films etc.	Predicting trends on the basis of the table. (Periods 5)

General Science, (for blind Students), Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/Processes
<p>3. The World our Environment</p>	<p>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?</p>	<p>Our Environment: Environmental problems, what can we do? Bio-degradable, non-biodegradable. Ozone depletion.</p>	<p>Discussion on food habits of animals, finding out the various waste materials produced and their disposal in different parts of the country.</p>	<p>Tell about classification of some common plants and animals as consumers etc. (Periods 8)</p>
<p>How do we stay alive?</p>	<p>What are the processes needed for living?</p>	<p>Define 'living' things; Basic concept of nutrition, respiration, transport and excretion in plants and animals.</p>	<p>Models and charts of various systems in animals, and parts in plants</p>	<p>Tell about various things around us and to decide whether they are living/ non living. (Periods 15)</p>

General 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; Central 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)

General Science, (for blind Students), Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/Processes
<p>Heredity and evolution</p> <p>4. Moving Things, People and Ideas</p> <p>5. How things work</p> <p>Electric Circuits</p>	<p>Why are we like our parents? Did similar plants and animals exist in the past? Did life always exist?</p> <p>In which direction does current flow inside a conductor?</p>	<p>Heredity; Origin of life; brief introduction; Basic concepts of evolution.</p> <p>Potential difference, potential.</p>	<p>Data and worksheet from Mendel's experiments, specimen of fossil.</p> <p>Battery, conductor voltmeter, ammeter, connecting wire, key.</p>	<p>Phenotypic ratio 3:1,2:1, 9:3:3:1 (Periods 10)</p> <p>Discuss a simple electric circuit, tell that charges flow from higher potential to lower potential. Use the analogy of flow of water from higher to lower height (lower potential energy) to lower potential.</p>

General Science, (for blind Students), Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	<p>How is potential difference across a conductor related to current through the conductor?</p> <p>How can you arrange a given set of resistors so that the same current flows through all?</p>	<p>Ohm's law (only definition)</p> <p>Series combination of resistances</p>	<p>-do- and rheostats</p> <p>-do- and given set of resistors</p>	<p>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</p> <p>Tell using the Ohm's law circuit, establishing the properties of series combination and the rule for resistance.</p>

General Science, (for blind Students), Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/Processes
6. Magnets	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.
	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.	(Periods-12)
	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.

General Science, (for blind Students), Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	<p>What happens to a current carrying conductor when it is placed in a magnetic field?</p> <p>How does the above effect help us to design machines to do work?</p> <p>What do you observe when a magnet is moved towards a wire connected to a galvanometer?</p>	<p>Force on current carrying conductor. Fleming's left hand rule.</p> <p>Electric motor.</p> <p>Electromagnetic induction.</p> <p>Induced potential differences, induced current.</p>	<p>A small rod, stand and two wires for suspending the rod, a strong horseshoe magnet.</p> <p>Appliances using motors.</p> <p>Two coils of wire a magnet, a galvanometer.</p> <p>Iron nails, battery, switch.</p>	<p>Tell that a current carrying conductor when placed in a magnetic field experiences force.</p> <p>Describe the working of a motor. List the appliances based on electric motors.</p> <p>Explain the phenomenon of electromagnetism induction. Explain that current is induced in a coil kept near another coil in which current changes.</p>

General 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 circuits. Tell the use of a fuse in domestic circuit. (Periods-12)

General Science, (for blind Students), Class X

Theme/ Sub-theme	Questions	Key concepts	Resources	Activities/Processes
<p>7. Natural Resources Conservation of Natural Resources</p>	<p>How can we contribute to protect environment in our locality? What are the major global environmental issues of direct relevance to us?</p> <p>What are the steps expected on the part of local administration to maintain balances in nature in your region? How can we help?</p>	<p>Management of natural resources. Conservation and judicious use of natural resources. Forest and wild life, coal and petroleum conservation.</p> <p>People's participation. Chipko movement. Legal perspectives in conservation and international scenario.</p>	<p>Articles/stories on conservation; Posters on environmental awareness.</p> <p>Case studies on Chipko movement; CNG use.</p>	<p>Case studies with focus on commercial activities exploiting natural resources. Effect of these on various cycles in natures.</p> <p>Making posters/slogans for creating awareness.</p>

General 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 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 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 temperature by holding the container with hands.
2. Study of structure of carbon compounds.
Instruction : 3-D models of carbon compounds should 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.

GENERAL 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	Marks	
		Half Yearly	Final
Chapter 1	Chemical Reactions and Equations	13	6
Chapter 2	Acids, Bases and Salts	13	6
Chapter 3	Metals and Non-metals		9
Chapter 4	Carbon and its Compounds		6
Chapter 5	Periodic Classification of Elements	10	4
Chapter 6	Life Processes	15	10
Chapter 7	Control and Coordination	10	6
Chapter 8	How do Organisms Reproduce		8
Chapter 9	Heredity and Evolution	10	7
Chapter 12	Electricity		6
Chapter 13	Magnetic Effects of Electric Current		4
Chapter 14	Sources of Energy		6
Chapter 15	Our Environment	9	6
Chapter 16	Management of Natural Resources	10	6
	Total	90	90
	Internal Assessment/Practical	10	10
	Grand Total	100	100

Note : Chapter 10 and 11 are omitted from the syllabus.

Textbook : Science (For Class X)
The Assam State Textbook Production and
Publication Corporation Ltd., Guwahati-1

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 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 relevant, 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 (which are to be selected from the textbook) 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 reinforces mathematical

thinking 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 n^{th} precise meaning) of real number of the type (and their combinations)

$$\frac{1}{a+b\sqrt{x}} \text{ and } \frac{1}{x+\sqrt{y}} \text{ where } x \text{ and } y \text{ are natural}$$

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 polynomial. 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:

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

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

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. Introduction to Euclid's Geometry (Periods 6)

History-Euclid and geometry in India. Euclid's method [202]

of formalizing observed phenomenon into rigorous mathematics with definitions, common/obvious notions, axioms/postulates and theorems. The five postulates of Euclid. Equivalent versions of the fifth postulate. Showing the relationship between axiom and theorem.

1. Given two distinct points, there exists one and one only one line through them.
2. (Prove) Two distinct lines cannot have more than one point in common.

2. Lines and Angles (Periods 10)

1. (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180° and the converse.
2. (Prove) If two lines intersect, the vertically opposite angles are equal.
3. (Motivate) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines.
4. (Motivate) Lines, which are parallel to a given line, are parallel.
5. (Prove) The sum of the angles of a triangle is 180° .
6. (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.

3. Triangles (Periods 20)

1. (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).
2. (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).
3. (Motivate) Two triangles are congruent if the

three sides of one triangle are equal to three sides of the other triangle (SSS Congruence)

4. (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.
5. (Prove) The angles opposite to equal sides of a triangle are equal.
6. (Motivate) The sides opposite to equal angles of a triangle are equal.
7. (Motivate) Triangle inequalities and relation between 'angle and facing side; inequalities in a triangle.

4. Quadrilaterals : (Periods 10)

1. (Prove) The diagonal divides a parallelogram into two congruent triangles.
2. (Motivate) In a parallelogram opposite angles are equal and conversely.
3. (Motivate) In a parallelogram opposite sides are equal and conversely.
4. (Motivate) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal.
5. (Motivate) In a parallelogram, the diagonals bisect each other and conversely.
6. (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.

5. Area : (Period 4)

Review concept of area, recall area of a rectangle.

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

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

6. Circle : (Period 15)

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

1. (Prove) Equal chords of a circle subtend equal angles at the centre and (motivate) its converse.
2. (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 chord is perpendicular to the chord.
3. (Motivate) There is one and only one circle passing through three given non-collinear points.
4. (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the centre (s) and conversely.
5. (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.
6. (Motivate) Angles in the same segment of a circle are equal.
7. (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.
8. (Motivate) The sum of the either pair of the opposite angles of a cyclic quadrilateral is 180° and its converse.

7. Constructions : (Period 10)

1. Construction of bisectors of a line segment and

- angle, 60° , 90° , 45° etc, equilateral triangles.
2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.
 3. Construction of a triangle of given perimeter and base angles.

Mensuration

8. Areas : (Periods 4)

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

2. **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.
2. **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 between 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". 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.



LIST OF PRACTICALS IN MATHEMATICS FOR CLASS-IX

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

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

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

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

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

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

$$(vii) -2\sqrt{3}$$

$$(viii) -3\sqrt{2}$$

3. Represent $\sqrt{7.9}$ on the Number line.
4. The relation between the two scales of temperature in Fahrenheit and Celsius is given by the following equation

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

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°C , what is the temperature in Fahrenheit?
 - (ii) If the temperature is 95°F , what is the temperature in Celsius?
 - (iii) If the temperature is 0°C , what is the temperature in Fahrenheit and if the temperature is 0°F , what is the temperature in Celsius?
 - (iv) At what point temperature in Fahrenheit and Celsius 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 isosceles 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 quadrilateral is 180°
 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 cumulative 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 Euclid's Geometry.
(2) Write about the discoveries/inventions of 3/4 great mathematicians.

Important Note :

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

GENERAL MATHEMATICS

Subject Code : C2

Class : IX

Theory Total Marks : 90

Time : 3 hours

Internal Assessment : 10

Pass Marks : 30

Pass marks in written examination : 27

Unit	Sub-Unit/Lessons	Marks	
		Half yearly	Annual
1.	Number system	12	7
2.	Polynomials	20	13
3.	Coordinate geometry	8	4
4.	Linear Equation in two variables	12	6
5.	Introduction to Euclid's Geometry	6	2
6.	Lines and Angles	8	4
7.	Triangles	12	6
8.	Quadrilaterals	12	6
9.	Areas of Parallelograms and Triangles		6
10.	Circles		9
11.	Constructions		4
12.	Heron's Formula		4
13.	Surface Area and Volumes		9
14.	Statistics		7
15.	Probability		3
	Theory Total	90	90
	Internal Assessment	10	10
	Grand Total	100	100

Textbook : Mathematics for Class IX. Published by ASTPPC Ltd., Guwahati.

GENERAL MATHEMATICS

Subject Code : C2

Class : X

Theory Total Marks : 90

Time : 3 hours

Internal Assessment : 10

Pass Marks : 30

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

Unit II. Algebra

1. Polynomials (Periods 6)

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

2. Pair of Linear Equations in Two Variables

(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° and 90° . Values (with proof) of the trigonometric ratios of 30° , 45° and 60° . Relationship between the ratios.

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

2. Heights and Distances (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° , 45° , 60° .

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.

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

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.

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

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

3. Constructions (Periods - 8)

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

Unit : VI. Mensuration :

1. Areas Related to Circles (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° , 90° , and 120° only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

2. Surface Areas and Volumes (Periods 12)

1. 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.
2. Problems involving converting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids be taken.)

Unit : VII. Statistics and Probability

1. Statistics (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

Further discussion on concept of 'statement', 'proof' and 'argument'. 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 occurrence of certain events and estimating averages may be considered. Modelling fair instalments payments, using only simple interest and future value (use of AP).



**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 corresponding 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. Applying Trigonometry to find the height or distance of an object (e.g. height of a door, height of goal post, breadth of path, distance of a wall from a post etc.) (chapter-9)
10. Construction of a tangent to a circle at any point on it, when the centre of the circle is given (Chapter-10)
11. To verify that the length of the tangents the drawn from an external point to a circle are equal. (Chapter-10)
12. To obtain the formula for the area of a circle with radius r . (Chapter -12)

13. To construct a right circular cylinder with given height and circumference. (Chapter-13)
14. 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)
15. To construct a quadrilateral with given measure and then to construct a similar quadrilateral.
16. To find mean, median and mode from a primary data collected by the students in a specific subject.
17. 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
18. **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.
19. Displacement and rotation of triangle. (Chapter-7)
To verify that under any displacement and rotation of a triangle-
 - (a) Distance between the vertices remain unchanged.
 - (b) Area of the triangle remains unaltered.
20. **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.

GENERAL MATHEMATICS

Subject Code : C2

Class : X

Theory Total Marks : 90

Time : 3 hours

Internal Assessment : 10

Pass Marks : 30

Pass marks in written examination : 27

Unit	Sub-Unit/Lessons	Marks	
		Half yearly	Final
1.	Real Numbers	8	5
2.	Polynomials	7	4
3.	Pair of Linear Equations in two variables	12	8
4.	Quadratic Equations	12	6
5.	Arithmetic Progression		
6.	Triangles	14	6
7.	Co-ordinate Geometry	14	8
8.	Introduction to Trigonometry	13	8
9.	Some applications of trigonometry	10	8 6
10.	Circles		6
11.	Constructions		4
12.	Areas related to Circles		6
13.	Surface areas and Volumes		6
14.	Statistics		6
15.	Probabilities		3
	Theory Total	90	90
	Internal Assessment	10	10
	Grand Total	100	100

General Mathematics

SUBJECT CODE - 47

(For Blind Students)

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 various forms of symbols, language i.e. formulae, equations, tables etc.

- ❑ Ability to translate into and form symbolic language.
- ❑ Ability to generalize 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.



GENERAL MATHEMATICS

(For Blind Students)

Subject Code : 47

Class : IX

Theory Total Marks : 90

Time : 3 hours

Internal Assessment : 10

Pass Marks : 30

Pass marks in written examination : 27

Units	Content Area	Concept	Marks
1.	Number System	<p>1.1. Introduction : review of representation of Natural numbers, Integers, Rational numbers. Rational numbers as recurring/terminating decimals.</p> <p>1.2 Irrational Numbers: Existence of irrational numbers such as $\sqrt{2}$, $\sqrt{3}$ etc.</p> <p>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.</p>	13
2.	Polynomials	<p>2.1 Introduction : Definition of a polynomial in one variable, its coefficients, with examples and counter examples.</p> <p>2.2. Polynomials in one variable</p> <p>2.3. Zeros of polynomial : Degree of a polynomial. constant, linear, quadratic, cubic polynomials, monomials, binomials, trinomials.</p> <p>2.4. Remainder theorem : State and motivate the Remainder Theorem.</p> <p>2.5. Factorization of polynomials : Factors & multiples of polynomials.</p>	13
3.	Linear Equation in two variables	<p>4.1. Introduction: Recall of linear equation in one variable. Introduction to the equation in two variables.</p>	8

Units	Content Area	Concept	Marks
4.	Introduction to Euclid's Geometry	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. History-Euclid and geometry in India. Euclid's method of formalizing observed phenomenon into rigorous mathematics with definitions, common/obvious notions, axioms/postulates.	6
5.	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° and the converse. 6.2. Prove that the sum of the angles of a triangle is 180° .	5
6.	Triangles	Definition and area of a triangle.	10
7.	Quadrilaterals	8.1. Introduction to the quadrilateral. 8.2. Angles sum property of a quadrilateral. 8.3. Types of Quadrilaterals.	5
8.	Circle	Definition and area of circle.	8
9.	Heron's Formula	Area and perimeter of triangle using Heron's formula.	6
10.	Surface area and Volume	13.1. Introduction to surface area and volume. 13.2 Surface area of a cuboid and a cone 13.4. Surface area of a right circular cone	10

Units	Content Area	Concept	Marks
11.	Probability	15.1. Introduction 15.2. History, repeated experiments and observed frequency approach to probability. Focus on empirical probability. 15.3. Summary.	6
	Total		90
	Practical		Marks
	1. Triangle	Simple proofs on SAS, ASA, SSS congruence:	3
	2. Circle	Simple calculations on area of circle.	2
	3. Surface area & volume	Calculation of surface area and volume of cube, cuboid and right circular cone.	3
	4. Heron's formula	Measuring area of triangles by Heron's Formula	2
	Total		10
	Grand Total		100

GENERAL MATHEMATICS

(For blind Students)

Subject Code : 47

Class : IX

Theory Total Marks : 90

Time : 3 hours

Internal Assessment : 10

Pass Marks : 30

Pass marks in written examination : 27

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
1.	Number System (Sub units 1.1, 1.2, 1.3, 1.5, 1.6)	12	13
2.	Polynomials (Sub units 2.1, 2.2, 2.3, 2.4, 2.5)	20	13
4.	Linear Equations in two variables (Sub units 4.1, 4.2)	12	8
5.	Introduction of Euclid's Geometry (only Definition)	10	6
6.	Lines and Angles (Sub units. 6.1, 6.2)	10	5
7.	Triangles (only Definition, area of a triangle)	14	10
8.	Quadrilaterals (Sub units 8.1, 8.2, 8.3)	12	5
10.	Circle (only Definition and area)		8
12.	Heron's Formula (Area and Perimeter)		6
13.	Surface Areas and Volumes (Sub units 13.1, 13.2, 13.4)		10
15.	Probability (Sub units 15.1, 15.2, 15.3)		6
	Theory Total	90	90
	Internal Assessment (Practicals)		
1.	Triangle		3
2.	Circle		2
3.	Surface areas and volumes		3
4.	Heron's Formula		2
	Internal Assessment Total	10	10
	Grand Total	100	100

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

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
1.	Real Number	Euclids division lemma, Fundamental theorem of Arithmetic-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 be done by particular cases, allowing learner to arrive at the general laws.	14
2.	Polynomials	Zeros of polynomials Relationship between zeros and coefficients of a polynomial with particular reference to quadratic polynomials.	10
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 written as ordered pairs of real numbers. Examples-problems from real life.	12
4.	Quadratic Equations	Solution of quadratic equation of one unknown by different method. Standard form $ax^2+bx+c=0(a,b,c\in\mathbb{R};a\neq 0)$	10

Units	Content Area	Concept	Marks
5.	Arithmetic progression	Arithmetic progression as a list of numbers in which each term is obtained by adding a fixed number to the preceding term except the first term.	12
6.	Triangles	Definitions, examples, counter examples of similar triangles. If in two triangles their corresponding sides are proportional and the triangles are similar.	7

Units	Content Area	CONCEPT	Marks
7.	Circles	Definition of tangent to a circle.	8
8.	Areas related to circles	Determination of perimeter and area of circle	7
9.	Surface area and volumes	Surface area and volumes of cubes, cuboids and right circular cylinder. (only for calculation) Revision of class-IX	5
10.	Probability	Introduction and theoretical approach of probability, definition of outcome, events probability of an event.	5
	Total		90

PRACTICAL (For Blind Students)

Class - X

Marks - 10

Units	Content Area	CONCEPT	Marks
1	Triangle	Determination of the length of the 3 sides of a triangle and area.	2
2	Circles	Determination of radii of some circles and their areas and diameters.	2
3	Square	Determination of the perimeter of various squares and their areas.	3
4	Rectangle	Determination of the perimeter of various quadrilateral and areas of rectangles.	3
	Total		10
	Grand Total		100

GENERAL MATHEMATICS

(For blind Students)

Subject Code : 47

Class - X

Theory Total Marks : 90

Time : 3 hours

Internal Assessment : 10

Pass Marks : 30

Pass marks in written examination : 27

Unit	Sub-Unit/Lessons	Marks	
		Half Yearly	Final
1.	Real numbers Sub-Unit. 1.1, 1.2, 1.3, 1.4	17	14
2.	Polynomials Sub-Unit. 2.1, 2.2, 2.3	17	10
3.	Pair of Linear equations in two variables Sub-Unit. 3.1, 3.2, 3.4, 3.6	20	12
4.	Quadratic equation Sub-Unit. 4.1, 4.2, 4.3, 4.4	20	10
5.	Arithmetic Progression Sub-Unit. 5.1, 5.2, 5.3		12
6.	Triangles : Sub-Unit. 6.1, 6.2, 6.6	16	7
10.	Circles : Sub-Unit. 10.1, 10.2		8
12.	Areas related to circles : Sub-Unit. 12.1, 12.2		7
13.	Surface areas and volumes : Sub-Unit. 13.1		5
15.	Probability- Sub-Unit. 15.1, 15.2		5
	Theory Total	90	90
1.	Internal Assessment (Practicals) Triangle		2
2.	Circle		2
3.	Square & Rectangle		6
	Internal Assessment Total	10	10
	Grand Total	100	100

Curriculum and Syllabi of

SUBJECT CODE - C4

Social Science

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 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 entire 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 awareness 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 learners 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 encourage 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 economic 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 government endeavours for their solution.

Distributions of marks and periods allotted 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 (Environmental Project)	10%	--
Total marks/periods	100	180

Social Science (History) Class IX

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
1	A. India History Constitution and administrative Development (1858- 1905) (7 marks)	<ul style="list-style-type: none"> ◆ To know the structure of the Government, Legislative system, local self government and Indianisation of civil services. 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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), Class IX

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
2.	<p>Growth of Indian Nationalism and its aftermath. (8 marks)</p>	<p>◆ 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.</p>	<p>◆ To understand the role of Transport and communication system with special emphasis on railways in awakening 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).</p>	<p>◆ -Do-</p> <p>◆ Exercise will consist question of Multiple-choice short and long Answer types.</p>

Social Science (History), Class IX

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
3.	<p>B. History of Assam Moamaria uprising causes, results and Captain Welsh's expedition to Assam. (8 marks)</p>	<ul style="list-style-type: none"> ◆ To know about the monarchical 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 	<ul style="list-style-type: none"> ◆ A brief writing on the sociopolitical background during Ahom rulers before the uprising of Moamoria. ◆ To understand the crises arising due to the monarchical oppression, 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 acquainted with the Report of captain welsh on Assam. 	<ul style="list-style-type: none"> ◆ Activities may be suggested for project works.

Social Science (History), Class IX

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
4.	Burmese Invasions of Assam (1817-1826) (6 marks)	<ul style="list-style-type: none"> To know about the Burmese invasions of Assam 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Some Exercises like objective, short type, long questions to be added after each chapter A summary at the end of each chapter. Maps and picture at appropriate places.
5.	Beginning of company's rule in Assam (1817-1826) (6 marks)	<ul style="list-style-type: none"> To know the beginning of East India Company's rule in Assam. 	<ul style="list-style-type: none"> 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, Jaintia, Cachar, Naga hills, Garo hills, Luchai hill, Khamti, Matak and Gova. To understand the early uprisings against British by Gomadhur Konwar Dhananjoy Borgohain, Dhantura Gohain, Gadadhar and effects. 	

Social Science (Geography) Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
<p>1. Changes of the Earth's Surface (7 Marks)</p>	<ul style="list-style-type: none"> ◆ Exogenic factors of change ◆ Works of River ◆ Works of Wind 	<ul style="list-style-type: none"> ◆ To know about the different exogenic processes operating on the earth's surface and to understand their role on landform ◆ To understand the works of river on landform development ◆ To understand the works of wind in landform development in the dry areas 	<ul style="list-style-type: none"> ◆ To provide a brief idea of different exogenic agents/factors that are responsible for bringing about changes on the surface of the earth. The areas of their operation should be specifically mentioned. ◆ 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. ◆ The works of wind and associated landform development should be briefly discussed.

Social Science (Geography), Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	<ul style="list-style-type: none"> ◆ Works of Glacier ◆ Works of Sea Waves 	<ul style="list-style-type: none"> ◆ To understand the landform developed by the glaciers ◆ To understand the works of sea waves in coastal landform development. 	<ul style="list-style-type: none"> ◆ To works of glaciers, especially mountain glaciers should be briefly discussed with diagrams. ◆ The coastal landform resulting from sea wave actions should be briefly discussed.
2. Atmosphere: Pressure Belts and Wind system (8 Marks)	<ul style="list-style-type: none"> ◆ Meaning of Atmosphere and its Layers ◆ Pressure Belts 	<ul style="list-style-type: none"> ◆ To introduce the meaning and composition of Atmosphere and its Layers ◆ To introduce the relation between temperature and pressure and the distribution of pressure belts 	<ul style="list-style-type: none"> ◆ 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. ◆ The relation between the distribution of temperature and pressure should be defined. The pressure belts should be shown over a globe.

Social Science (Geography), Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	<ul style="list-style-type: none"> ◆ Wind system 	<ul style="list-style-type: none"> ◆ To introduce the origin and direction of winds and their relation with pressure distribution. The major global wind systems should be introduced and discussed. 	<ul style="list-style-type: none"> ◆ the origin and direction of the permanent winds should be discussed clearly with diagrams. Brief discussion should be made with regard to particularly trade wind, westerly's and monsoons.
3. Geography of India (10 Marks)	<ul style="list-style-type: none"> ◆ Location ◆ Physiography 	<ul style="list-style-type: none"> ◆ To show the absolute and relative location ◆ To show the physiography diversity of the country 	<ul style="list-style-type: none"> ◆ To show the latitudinal and longitudinal extension of India. Location of the country in the context of South Asia should be indicated. ◆ 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), Class IX

CONTENTS	SUB-CONTENTS	COMPETENCY	SUB-COMPETENCY
	<ul style="list-style-type: none"> ◆ Climate and Natural Vegetation ◆ Population Growth and Distribution ◆ Migration ◆ Population and Sustainable Development 	<ul style="list-style-type: none"> ◆ To discuss different climatic characteristics with special reference to monsoons and the major forest types. ◆ To present the trend of population growth and the distribution with reference to the states ◆ To provide a background of causes and nature of migration of people from neighboring country to assam. ◆ To give the concept of sustainable development. 	<ul style="list-style-type: none"> ◆ 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. ◆ 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. ◆ To highlight the problems of over population. ◆ 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 generation.

Social Science (Geography), Class IX

CONTENTS	SUB-CONTENTS	COMPETENCY	SUB-COMPETENCY
	<ul style="list-style-type: none"> ◆ Economy ◆ Political Divisions 	<ul style="list-style-type: none"> ◆ To provide brief idea on the economy of the country ◆ To show the States and Union territories and their capitals. 	<ul style="list-style-type: none"> ◆ To give a generalized picture of the national economy. Brief mention should be made on the agricultural, industry and transport sector, Maps should be incorporated wherever feasible. ◆ 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 (10 Marks)	<ul style="list-style-type: none"> ◆ Assam in the context on Northe East India ◆ Physiographic Framework 	<ul style="list-style-type: none"> ◆ To get an understanding of the location characteristics of Assam in the context of North East India ◆ To know relief characteristics of Assam and its relation with climate, soil and natural vegetation of the state. 	<ul style="list-style-type: none"> ◆ A clear understanding of the location terms of latitude and longitude and relative location in the context NE India. ◆ A clear picture of the topography and division the state on the basis of physiography. An outline of the drainage system (major rivers) has to be included.

Social Science (Geography), Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	<ul style="list-style-type: none"> ◆ Climatic characteristics ◆ Soils ◆ Forests ◆ Administrative Divisions. 	<ul style="list-style-type: none"> ◆ To understand the climatic characteristics and climatic pattern. ◆ To understand the soil types and their distribution. ◆ To understand the Forest types and their distribution. ◆ To know the Administrative Divisions of Assam. 	<ul style="list-style-type: none"> ◆ An understanding of the climatic pattern with respect to season and monsoons (South-west and North-East monsoon). Topographic influence on climate should be highlighted. ◆ That Assam has diverse soil types, the details of soil types and their distribution to be focused. ◆ That Assam has diverse forest types, the details of forest types and their distribution to be focused. ◆ To present a list of Districts and their Head quarters along with their areas and population.

Social Science (Political Science) Class - IX

CHAPTER	THEMES	SUB THEMES	OBJECTIVES	MARKS/PERIODS
1.	Political Parties in India	<p>13.01: The concept and need of political parties.</p> <p>13.02: Political parties of India</p> <p>13.03: Role of opposition in democracy.</p> <p>13.04: The coalition government-its merits and demerits.</p>	<ul style="list-style-type: none"> ◆ To provide the understanding of role of Political parties in Indian in formation of government and establishing democracy in the country. 	5 Marks
2.	Types of Government	<p>14.01: Classification of Government</p> <p>14.02: Parliamentary forms of Government-its merits and demerits</p> <p>14.03: Presidential forms of Government-its merits and demerits</p> <p>14.04: Unitary forms of Government-its merits and demerits</p> <p>14.05: Federal forms of government-its merits and demerits</p>	<ul style="list-style-type: none"> ◆ To be acquainted with the characteristics, merits and demerits of various forms of Governments like parliamentary, presidential, unitary and federal forms of government. 	5 Marks

Social Science (Economics) Class - IX

CONTENTS	SUB-CONTENTS	COMPETENCY	SUB-COMPETENCY
1. Fundamentals of Economics (Marks-5) (10 periods)	An introduction to the study of Economics	To create Interest of the children In the subject	<ul style="list-style-type: none"> To explain through appropriate examples how Economics is related to individual and social life. To make the children realize the importance 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, Robbins and Samuelson-Nordhaus
	Scope of Economics	To understand the coverage of the contents of Economics	To explain the concept of main areas of Economics such as consumption, production, exchange and distribution, goods, welfare, wants, efficiency etc.
	Basic Concepts	To understand the problem of poverty and inequality	<ul style="list-style-type: none"> To explain the meaning of utility, Price, wealth, demand, supply, market, national income, per capita income, capital saving, investment, microeconomics and macroeconomics.
	Poverty and inequality	To understand the problem of the growth of population	<ul style="list-style-type: none"> To know the meaning of poverty line. To have a broad idea about the extent of poverty and inequality in India vis-vis Assam.
	Population growth	To understand the problem of unemployment	<ul style="list-style-type: none"> To know the population data of India and Assam as given in the Census Report, 2011 in respect of the size of population, rate of growth of population, population density and ex ratio.
2. Major Economic Issues (5 Marks) (10 periods)	Unemployment	To understand the importance of Environmental Economics and sustainable development	<ul style="list-style-type: none"> To know the meaning of unemployment, organized labour and unorganized labour and working population. To identify the major causes of unemployment in India and Assam.
	Sustainable developments	To understand the problem of inflation	<ul style="list-style-type: none"> To know the definition of sustainable development and the meaning of "Green economy".
	Inflation		<ul style="list-style-type: none"> to know the meaning of inflation, demand pull inflation, cost-push inflation, suppressed inflation; To Identify the effects of inflation on fixed income groups, savers and exporters; To know, in general, the anti-inflationary measures monetary (bank rate), fiscal (tax rate) and non-monetary (growth of output) measures.

Social Science (History) Class X

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTION
1.	A. India : Partition of Bengal swadeshi Movement, its aftermath (6 marks)	To learn about the circumstances 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.	<ul style="list-style-type: none"> ◆ To understand the motive of the British behind the partition of Bengal. ◆ Knowledge about antipartition Movement (leading to swadeshi Movement) and its impact. ◆ to familiarize with the birth of Muslim league. 	<ul style="list-style-type: none"> ◆ To provide MCQ, VSA, SA, LA type of questions.
2.	Rise of Gandhi era and his role in freedom (7 marks)	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 world war on India as well as advent of M.K. Gandhi to Indian politics.	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ -Do-

Social Science (History), Class - X

CHAPTER/ UNIT	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTION	SPECIAL INSTRUCTIONS
3.	B. Assam Anti-British uprisings in Assam (7 marks)	To know about the early-colonial (British) uprisings of 1828-30 A.D.,	<ul style="list-style-type: none"> ◆ 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) 	<ul style="list-style-type: none"> ◆ -Do-
		To know about the early-colonial (British) uprisings of 1828-30 A.D.,	<ul style="list-style-type: none"> ◆ To understand the circumstances leading to the Anti-British Uprisings in Assam and impacts. ◆ rebellion of Maniram Dewan. ◆ British revenue administration and its impact. ◆ Rajjmel, Peasant's revolts, Tribal revolts. 	<ul style="list-style-type: none"> ◆ -Do-

Social Science (History), Class - X

CHAPTER/ UNIT	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTION	SPECIAL INSTRUCTIONS
4.	<p>Role of various organisation and Associations to the freedom Movement and a brief reference to some post independence avents in Assam.</p> <p>(8 marks)</p>	<p>To create interest among the students about the role of different organisations and associations in the freedom Movement of Assam.</p>	<p>♦ 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)</p> <p>♦ To understand the participation of Assam in the National Freedom Movement.</p> <p>♦ SAome post-independence events like Ministry of Gopinath Bordoloi, establishment of Guwahati University (1948), Assam</p>	

Social Science (History), Class - X

CHAPTER/ UNIT	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTION	SPECIAL INSTRUCTIONS
5.	Cultural heritage of India and North East (7 Marks)	<p>To know about the racial diversity prevalent in India and N.E. and its composite nature and culture.</p> <p>A brief out line of literature, paintings of India and NE.</p> <p>To get acquainted with folk culture of NE and India</p>	<p>Medical college, Jorhat Agricultural College, Guwahati Engineering college, Veterinary College etc.</p> <p>♦ To understand about contributions of various racial/cultural elements to the growth of composite culture of India and NE.</p> <p>♦ To understand the basic differences of N.E. culture with rest of India.</p>	<p>♦ Some Exercises like objective, short type, long questions in each chapter/unit</p> <p>♦ A summary at the end of each chapter.</p> <p>♦ Maps and pictures at appropriate places.</p>

Social Science (Geography) Class X

CONTENTS	SUB-CONTENTS	COMPETENCY	SUB-COMPETENCY
I. Economic Geography (7 Marks)	<ul style="list-style-type: none"> ♦ Definition and contents ♦ Resources and Classification 	<ul style="list-style-type: none"> ♦ To provide the meaning scope and contents of Economic Geography ♦ To provide clear understanding of the concept and types of resources. That the concept of resource is dynamic should be elaborated. 	<ul style="list-style-type: none"> ♦ 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. ♦ 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), Class X

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
2. Environment and Environmental Problems (6 marks)	<ul style="list-style-type: none"> ◆ Resource use and conservation 	<ul style="list-style-type: none"> ◆ To provide idea on the diverse of resource and the need of resource conservation. 	<ul style="list-style-type: none"> ◆ 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 global and national organizations in this regard should be highlighted.
	<ul style="list-style-type: none"> ◆ Understanding the meaning of environment from geographical perspectives. ◆ Defining environmental problem and stating the major environmental problems confronted by the contemporary society. 	<ul style="list-style-type: none"> ◆ To define the term 'environment' and to focus on its present relevance from geographical perspectives. ◆ To clarify the meaning of environmental problem with examples and to mention the major environmental problems and associated areas. 	<ul style="list-style-type: none"> ◆ 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. ◆ The meaning of environmental 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), Class X

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
3. Geography of the World (8 marks)	<ul style="list-style-type: none"> ◆ Transport 	<ul style="list-style-type: none"> ◆ To present the distribution of continents and oceans over the earth's surface. ◆ To show the countries and their capitals. 	<p>The major environmental problems like air, water and land pollution, desertification, global warming, etc should be mentioned along with their causes and affected areas. Relevant examples from Assam and North East India may be cited wherever feasible.</p> <ul style="list-style-type: none"> ◆ 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. ◆ 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), Class X

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
4. Geography of Assam (14 marks)	<ul style="list-style-type: none">◆ Population and Settlement ◆ Transport	<ul style="list-style-type: none">◆ To provide clear understanding of geography of population and settlement with respect to natural and socio-cultural settings.	<ul style="list-style-type: none">◆ 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 (Brahmaputra valley, Barak valley and hill districts). the Ethnic and linguistic diversity 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.◆ A geographical outline of the transport networks (road, railway, air and water transport) should be presented with the help of relevant maps. the problems of transport, mainly inaccessibility, should be focused.

Social Science (Geography), Class X

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
♦ Resource	♦ 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 beginning. 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	♦ 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)

Class - X

CHAPTER	THEMES	SUBTHEMS	OBJECTIVE	MARKS/PERIODS
1.	Indian Democracy	13.01: Ideals of Indian Constitution 13.02: Federal characteristics of Indian political system. 13.03: Parliamaentry democracy in India.	<ul style="list-style-type: none"> ◆ To be acquainted with the preamble of the Constitution of India and its ideals. ◆ To give an idea about India as the biggest parliamentary democracy of the world. ◆ To know about the objectives of formation of UNO and its various organs. ◆ To provide the understanding of linkage between UNO and world peace. 	5 marks/10 periods to provide MCQ, VSA, SA, LA type questions
2.	International organizations- World peace and Human rights.	14.01: The objectives of UNO and its organs. 14.02: UNO and world peace: 14.04: Other important international organizations	<ul style="list-style-type: none"> ◆ To give background information about the necessity of human rights and their implementation. ◆ Mention the role of other Important international organizations acting towards peace. 	5 marks/10 periods -Do-

Social Science (Economics)

Class - X

CONTENTS	SUB-CONTENTS	COMPETENCY	SUB-COMPETENCY
1. Money and Banking (Marks-5) (10 periods)	Exchange and importance of Money	To know the basic difference between a barter economy and money economy	◆ To appreciate the role of money in a modern economy
	Definition, Types and Functions of Money	To know the definition, major characteristics, types and major functions of money	◆ To understand the nature and the functions of money
	Bank and Banking System	To know the basics about banking	◆ To know, (a) the definition of a commercial bank, (b) the difference between a bank non-banking financial intermediary
	Types of Bank		◆ To know the major functions of a commercial bank, central bank, regional rural bank, Cooperative bank, special banks-IDDBI, SIDBI, NABARD
	Meaning and Assessment of Economic Development	To understand the meaning of economic development	◆ To be able to identify the differences between economic growth, economic development and human development.
2. Economic Development (5 Marks) (10 Periods)	Economic Development and Planning	To understand the concept of economic development	◆ To know the meaning of planning in a democracy
	Planning in India	To get an idea about planning in India	◆ To understand the distinguishing feature of planning in India in the Pre-1991 period and the Post-1991 period.
			◆ To know the meaning of the terms mixed economy, liberalization, privatization and globalization ◆ To know the salient features of on-going Five Year Plan of Assam

SOCIAL SCIENCE

Subject Code : C4

Class - IX

Theory Total Marks : 90

Time : 3 hours

Internal Assessment : 10

Pass Marks : 30

Theory : 90

Internal Assessment : 10

Pass Marks in written examination : 27

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	Section I : History		(35)
1.	Advent of Europeans into India	13	07
2.	Growth of Indian Nationalism	15	08
3.	The Moamoriya Rebellion	15	08
4.	Burmese Invasions of Assam		06
5.	Beginning of British Administration in Assam		06
			06
	Section II : Geography		(35)
1.	Changes of Earth's Surface	15	07
2.	Atmosphere : Structure, Pressure Belts and Wind System	12	08
3.	Geography of India		10
4.	Geography of Assam		10
	Section III : Political Science and Economics		
	<i>Part I : Political Science</i>		(10)
1.	Political Parties In India	10	05
2.	Types of Government		05
	<i>Part II : Economics</i>		(10)
1.	Basic Concepts of Economics	10	05
2.	Basic Economic Problems		05
	Theory Total	90	90
	Internal Assessment (Environmental 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 (aRAJNEETI and ARTHANEETI BIGYAN) for Class IX, Publisher- ASTPPC Ltd.

SOCIAL SCIENCE

Subject Code : C4

Class - X

Theory Total Marks : 90

Internal Assessment : 10

Theory : 90

Internal Assessment : 10

Pass Marks in written examination : 27

Time : 3 hours

Pass Marks : 30

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	Section I : History		(35)
1.	India: Partition of Bengal, Swadeshi Movement	15	06
2.	Rise of Gandhi Era and his role in Freedom Movement	15	07
3.	Assam: Anti-British Uprising in Assam-Agrarian Revolutions	10	07
4.	Role of Assam in Freedom Movement		08
5.	Cultural Heritage of India and North-East		07
	Section II : Geography		(35)
1.	Economic Geography	15	07
2.	Environment and Environmental Problems	15	06
3.	Geography of the World		08
4.	Geography of Assam		14
	Section III : Political Science and Economics		
	Part : Political Science		(10)
1.	Indian Democracy	10	05
2.	International Organisations-World Peace and Human Rights		05
	Part II : Economics		(10)
1.	Money and Banking	10	05
2.	Economic Development		05
	Theory Total	90	90
	Internal Assessment (Environmental 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.

ঐচ্ছিক অসমীয়া
SUBJECT CODE - 20
নৱম দশম শ্ৰেণী

(ক) সাহিত্য :

নৱম আৰু দশম শ্ৰেণীৰ বাবে ঐচ্ছিক অসমীয়া সাহিত্যৰ পাঠ্যপুথি একোখনকৈ হ'ব। এই পুথিৰ প্ৰতিখন ১০০ পৃষ্ঠাৰ বেছি নাথাকিব।

নৱম শ্ৰেণী :

গদ্যভাগ :

দেশপ্ৰেমমূলক কাহিনী, জাতীয় বৈশিষ্ট্য মূলক বিষয়, পৌৰাণিক কাহিনী, অসমৰ যিকোনো এটি থলুৱা উৎসৱ, অসমৰ যিকোনো এগৰাকী মহান ব্যক্তিৰ জীৱনী, হাস্য বসাত্মক কাহিনী, শিক্ষামূলক ভ্ৰমণ বৃত্তান্ত, পুৰণি অসমৰ স্মৃতিমূলক পৰিচয়, বিজ্ঞান বিষয়ক, পৰিবেশ ইত্যাদি বিষয়সমূহ পাঠ্যপুথিত অন্তৰ্ভুক্ত কৰা হ'ব।

পাঠসমূহ ৰচনাকালৰ ক্ৰম অনুসৰি সজোৱা হ'ব।

পদ্যভাগ :

ৰমন্যাসিক যুগৰ সৰল ভাষা আৰু ছন্দৰ বৰ্ণনাত্মক, প্ৰকৃতিমূলক, দেশপ্ৰেমমূলক, নীতিশিক্ষা, কৌতুক আদি বিষয়ক কবিতা পাঠ্যপুথিত অন্তৰ্ভুক্ত হ'ব।

গদ্য-পদ্য ভাগৰ পাঠৰ প্ৰাৰম্ভতে লেখক-লেখিকাসকলৰ পৰিচয়মূলক টোকা সন্নিবিষ্ট হ'ব।

(খ) ৰচনা :

১। পৰিবেশ, প্ৰকৃতিবিষয়ক, উৎসৱ, বিজ্ঞান বিষয়ক, সামাজিক সমস্যামূলক, ভ্ৰমণকাহিনী, জীৱনীমূলক, খেল-খেমালি প্ৰভৃতি বিষয় ৰচনাৰ বিষয়বস্তু হ'ব।

২। ব্যাকৰণ :

তলত দিয়া বিষয়সমূহ থকা এখন ব্যাকৰণ থাকিব।

- ১। সন্ধি
- ২। বচন
- ৩। উপসৰ্গ
- ৪। বিভক্তি, পদ আৰু লিঙ্গ
- ৫। প্ৰত্যয় - কুৎ আৰু তদ্ধিত
- ৬। বাক্যৰ পৰিবৰ্তন
- ৭। সমোচ্চাৰিত শব্দ
- ৮। বিপৰীতাত্মক শব্দ
- ৯। যতি চিহ্নৰ ব্যৱহাৰ
- ১০। এটা শব্দত প্ৰকাশ কৰা

৩। ভাৱ সম্প্ৰসাৰণ, ভাৱ-সংকোচন, আবেদন লিখন, ভুল শুধৰণি আদি বিষয়সমূহৰ জ্ঞান।

৪। অনুবাদ (ইংৰাজীৰ পৰা অসমীয়ালৈ)।

দশম শ্ৰেণী

(i) গদ্যভাগ :

জাতীয় বৈশিষ্ট্যমূলক বিষয়, ঐতিহাসিক কাহিনী, সাহিত্য-কলা বিষয়ক, অসমৰ বাহিৰৰ যিকোনো এজন মহান ব্যক্তিৰ জীৱনী, নাটকৰ অংশ বিশেষ, শিক্ষামূলক ভ্ৰমণ বৃত্তান্ত, বিজ্ঞান বিষয়ক, জাতীয় সংহতি, পৰিবেশ ইত্যাদি বিষয়সমূহ পাঠ্যপুথিত অন্তৰ্ভুক্ত কৰা হ'ব।

পাঠসমূহ ক্ৰম অনুসৰি সজোৱা হ'ব।

(ii) পদ্যভাগ :

ৰোমান্টিক যুগৰ সৰল ভাষা আৰু ছন্দৰ - প্ৰকৃতি বিষয়ক, মানৱ প্ৰেম মূলক, আধ্যাত্মিক ভাৱাপন্ন, কৌতুক আদি বিষয়ক কবিতা পাঠ্যপুথিত অন্তৰ্ভুক্ত হ'ব।

(খ) (i) ৰচনা : ৰচনাৰ বিষয়বস্তু হ'ব :

পৰিবেশ, প্ৰকৃতি বিষয়ক, উৎসৱ, বিজ্ঞান বিষয়ক, সামাজিক

সমস্যামূলক, ভ্রমণ কাহিনী, জীৱনী মূলক, খেল-ধেমালি বিষয়ক ইত্যাদি।

(ii) ব্যাকৰণ :

- ১। বাচ্য
- ২। সমাস
- ৩। নিৰ্দেশক প্ৰত্যয়
- ৪। উক্তি (প্ৰত্যক্ষ আৰু পৰোক্ষ উক্তি)
- ৫। যতি চিন
- ৬। পুৰুষবাচক প্ৰত্যয় (ৰ, বা, ক ইত্যাদি)
- ৭। অনুসৰ্গ (হক, চোন, গৈ)
- ৮। সমাৰ্থক আৰু বিপৰীতাৰ্থক শব্দ
- ১। জতুৱাঠাঁচ আৰু খণ্ড বাক্য

(iii) ভাৱ সম্প্ৰসাৰণ, ভাৱ সংকোচন, সাৰাংশ লিখন, আবেদন লিখন, ভুল শুধৰণি আদি বিষয়ক জ্ঞান লাভ।

(iv) অনুবাদ- ইংৰাজীৰ পৰা অসমীয়ালৈ। দুয়োটা শ্ৰেণীৰ বাবে এখন ব্যাকৰণ আৰু ৰচনা পুথি থাকিব।

Mark Distribution :

Group A :			Group B :		
গদ্য	-	১৮	গদ্য	-	১৭
পদ্য	-	১৫	পদ্য	-	১৫
ব্যাকৰণ	-	১২	ৰচনা	-	১০
অনুবাদ	-	৫	ভাৱাৰ্থ/ভাৱ সম্প্ৰসাৰণ	-	৮
মুঠ	-	৫০	মুঠ	-	৫০

◆◆◆

ASSAMESE (E)

Subject Code - 20

Class : IX

Time : 3 hours

Full Marks : 100

Pass Marks : 30

Unit	SUB-UNIT/LESSONS Textbook : নতুন সাহিত্য সুৰভি	Marks	
		Half Yearly	Final
	Group : A 50 Marks		
	গদ্য :		
1.	হাঁহ কণীৰ নিচিনা শস্য শ্বহীদ বীৰ মুকুণ্ড কাকতী	18	10
2.	শংকৰদেৱৰ সমাজ সংগঠন		8
	পদ্য :		
3.	অৱশেষ	10	10
	নীৰৱে		
4.	ব্যাকৰণ : সন্ধি, বচন, উপসৰ্গ, প্ৰত্যয় - কৃৎ আৰু তদ্ধিত, বাক্যৰ সম্প্ৰসাৰণ, নঞৰ্থক শব্দ, সমোচ্চাৰিত শব্দ, বিপৰীতাৰ্থক শব্দ বিভক্তি, পদ, লিঙ্গ, বাক্যৰ পৰিৱৰ্তন, এটা শব্দত প্ৰকাশ কৰা, যতিচিহ্নৰ ব্যৱহাৰ।	10	10
5.	ৰচনা	8	8
6.	অনুবাদ (ইংৰাজীৰ পৰা অসমীয়ালৈ)	4	4
		50	50

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	Group : B 50 Marks		
7.	গদ্য : প্রাচীন ভারতীয় শিক্ষা সন্মান	20	10
8.	অসম জীয়ৰী অমৃতপ্রভা অসমৰ চাহ উদ্যোগ		10
9.	পদ্য : আবাহন তিতিকি বিহুৰ পিঠা বিচাৰ	15	15
10.	ব্যাকৰণ ভাৰ সম্প্ৰসাৰণ/ভাৰ-সংকোচন/আবেদন লিখন /চিঠি	8	8
11.	ভুল শুধৰণি	4	4
12.	বাক্য ৰচনা	3	3
		50	50
	সৰ্বমুঠ	100	100

ASSAMESE (E)

Subject Code - 20

Class : X

Time : 3 hours

Full Marks : 100

Pass Marks : 30

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	Group : A Marks : 50 Time : 2 hours গদ্য :		
1.	গৌৰৱ, টাইপিষ্টৰ জীৱন	18	12
2.	ঢোলৰ যাদুকৰ মঘাই ওজা		6
	পদ্য :		
3.	অসম সংগীত, মানুহে মানুহৰ বাবে	15	9
4.	বৰপেটা		6
5.	ব্যাকৰণ : All the grammar portion of class IX and the following বাক্য, সমাস, নিৰ্দেশক প্ৰত্যয়, উক্তি (প্ৰত্যক্ষ আৰু পৰোক্ষ), যতি চিন, পুৰুষ বাচক প্ৰত্যয় (ৰ, বা, ক ইত্যাদি), অনুসৰ্গ (হক, চোন, গৈ), সমাৰ্থক আৰু বিপৰীতাৰ্থক শব্দ, জতুৱা ঠাঁচ আৰু খণ্ডবাক্য।	12	12
6.	অনুবাদ	5	5
		50	50

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	Group : B		
7.	বিহু উৎসৱ, আহোম যুগৰ দ'ল-দেৱালয়	20	17
	শিৱাজীৰ ভাৰতবৰ্ষ		
8.	মই অসমীয়া	12	15
	গীত		
9.	ৰচনা	10	10
10.	ভাৱ সম্প্ৰসাৰণ/ভাৱাৰ্থ	8	8
		50	50
	মুঠ নম্বৰ	100	100

Textbook : নতুন সাহিত্য সুৰভি

বাংলা (E)
SUBJECT CODE - 21

নবম-দশম শ্রেণি

শৈক্ষিক উদ্দেশ্যাবলী :

যেসকল ছাত্র-ছাত্রীর প্রথম বাংলা নয়, তাদের বাংলা ভাষা ও সাহিত্যের প্রতি আগ্রহ সৃষ্টি করানোর উদ্দেশ্য নিয়ে ঐচ্ছিক বাংলা (Bengali(E)) পাঠ্যক্রম প্রস্তুত করা হয়েছে।

শৈক্ষিক উদ্দেশ্যাবলী :

- (১) শিক্ষার্থীর বাংলা ভাষা ও সাহিত্যের জ্ঞান এবং তৎসহ সামাজিক ও সাংস্কৃতিক মূল্যবোধ অর্জন করবে :
 - (ক) বাংলা ভাষার বিশুদ্ধ উচ্চারণ, সরব পঠন, বক্তৃতা বেতার বার্তা ইত্যাদি শ্রবণ করে;
 - (খ) নাটক, কথিকা ইত্যাদি থেকে অর্থ ও রস উপলব্ধি করে।
- (২) বাংলা ভাষার বিশুদ্ধ কথন পদ্ধতি আয়ত্ত করার চেষ্টা করবে:
 - (ক) যথাস্থানে শব্দ ও বাগ বিধির প্রয়োগ করে।
 - (খ) জাতীয় সঙ্গীত নির্ধারিত সময় সীমার মধ্যে বিশুদ্ধ উচ্চারণ, লয় ও সুর সহযোগে গেয়ে এবং উভয়ের অর্থ বোঝার ও বোঝানোর ক্ষমতা অর্জন করে।
- (৩) শিক্ষার্থীরা বিশুদ্ধ গঠন রীতি আয়ত্ত করবে :
 - (ক) উদাও কণ্ঠে (অষ্টম শ্রেণিতে প্রতি মিনিটে ৪০-৭০ টি এবং নবম-দশম শ্রেণিতে ৭০-৮০ টি বা তাতোধিক শব্দ) বিরাম চিহ্নের সুস্থ প্রয়োগ পাঠ বা আবৃত্তি করে।
 - (খ) আকর্ষণীয় ভঙ্গিতে রচনা ও নাট্যাংশের সংলাপ পাঠ করে;
 - (গ) নীরবে (অষ্টম শ্রেণিতে প্রতি মিনিটে ৯০-১২- তাতোধিক শব্দ) পাঠ করে।
 - (ঘ) এই পাঠ রীতির মাধ্যমে শিক্ষার্থীরা আরম্ভ করবে: রচনার মূল ভাব রস উপলব্ধি করার ক্ষমতা এবং নৈতিক শিক্ষার।
 - (ঙ) পাঠ্য বিষয়ের তথ্যাদি আহরণ করবে :

- (i) নির্ধারিত পাঠের ব্যক্তব্য মনে রেখে;
 - (ii) সরল ব্যাখ্যা করে;
 - (iii) পাঠ বহির্ভূত রচনা থেকে (নবম-দশম শ্রেণিতে) যথার্থ উত্তর বেছে নেওয়ার ক্ষমতা অর্জন করে।
 - (iv) অভিধান বা শব্দকোষ ব্যবহার করে।
- (৪) শিক্ষার্থীরা লিখন কৌশল আয়ত্ত করবে:
- (ক) বানানের বিশুদ্ধতা রক্ষা করে;
 - (খ) কোন ঘটনা, অভিজ্ঞতা বা চিত্রাদিত গল্প লিখে অথবা পত্রযোগে প্রকাশ করে;
- (৫) ইংরেজী ভাষা থেকে বাংলা ভাষার অনুবাদ করার ক্ষমতা অর্জন করবে :
- (ক) মূল ভাষার শব্দ ও বাক্যাদির উপযোগী বাংলা ভাষার শব্দ ও বাক্যাদি নির্বাচন করে;
 - (খ) সম্ভব স্থলে প্রবাদ বা বাগ বিধি প্রভৃতি ব্যবহার করে।
 - (গ) মূল রচনার সম্পূর্ণ ভাব প্রকাশক অংশ গ্রহণ ও অপ্রয়োজনীয় অংশ বর্জন করে।
- (৬) ব্যাকরণের বিষয়গুলোর পাঠ সহজ পর্যায়েক হবে।

পাঠ্যক্রম :

পুস্তকটিতে লেখক পরিচিতি সংক্ষিপ্ত প্রসংগ, শব্দার্থ প্রশ্ন থাকিতে হইবে। নবম ও দশম মানের জন্য পাঠ্য পুস্তকের পৃষ্ঠা সংখ্যা হইবে ২৫০।

গদ্য ভাগ : নীতিমূলক, জীবনী বিষয়ক, শিক্ষাসম্বন্ধীয় ভ্রমণবৃত্তান্ত, ঐতিহাসিক পৌরাণিক কাহিনী, দেশাত্মবোধক কাহিনী, প্রবন্ধ, ইত্যাদি দুই একটি নাট্যাংশ, হাস্যরস সম্বলিত কাহিনী, জাতীয় বৈশিষ্ট্য সম্বন্ধীয় কাহিনী, প্রবন্ধ ইত্যাদি।

পদ্য : প্রার্থনামূলক আধ্যাত্মিক প্রাকৃতিক, পৌরাণিক, নীতিবাদী, ব্যঙ্গ, কৌতুক, আখ্যান ও দেশাত্মবোধক কবিতা।

ব্যাকরণ, ভাষা, বাক্য ও বর্ণ (স্বর ও ব্যঞ্জন ব্যতিরেকে কয়েকটি সর্বদা ব্যবহৃত বর্ণ পরিচয়। যেমন উষঃবর্ণ, যৌগিক বর্ণ ইত্যাদি)।

সন্ধি : সূত্রসহ স্বর, ব্যঞ্জন ও বিসর্গ সন্ধি। (শ্রেণির ক্রমোন্নতির সহিত সন্ধির

জটিলতা বৃদ্ধি পাইবে। সন্ধি আলোচনার মাধ্যমে সূত্র নিরূপণ শিক্ষা দিতে হইবে।)

পদ প্রকরণ : পদের উদাহরণ সহ সংজ্ঞা, পদের ভেদ।

ক্রিয়া : ধাতু, ক্রিয়া, সমাপিকা, অসমাপিকা, সকর্মক ও অকর্মক ক্রিয়া, অকর্মক ক্রিয়ার সকর্মত্ব, সকর্মক ক্রিয়ার অকর্মত্ব।

কাল : ক্রিয়ার কাল ও তাহার প্রকার ভেদ।

বচন : উদাহরণ সহ প্রকার ভেদ।

লিঙ্গ : পরিবর্তন রীতি।

বাক্য : বাক্য বিশ্লেষণ, সরল, যৌগিক ও জটিল বাক্য ও তাহার রূপান্তর।

বিভক্তি : শব্দ বিভক্তি ও ধাতু বিভক্তি।

বিধি : গত্ববিধি ও যত্ববিধি।

কারক : উদাহরণ সহ কারকের সংজ্ঞা ও প্রকার ভেদ, (কেবল মাত্র ছয়টি কারক। বিভক্তি অনুযায়ী কারকের নির্ণয় ও ব্যবহার বিধি নহে)।

প্রত্যয় : প্রত্যয় কাহাকে বলে। কৃত ও তদ্বিতা প্রত্যয়। সর্বদা ব্যবহার্য শব্দের প্রত্যয় নির্ণয়।

বাচ্য : শব্দভাণ্ডার তৎসম, তদ্ভব, দেশী, বিদেশী, অর্থতৎসম, মিশ্র শব্দ)।

বিয়াম চিহ্নের ব্যবহার বিধি।

বাক্য সংকোচন (এককথায় প্রকাশ), বাক্যসম্প্রসারণ, বিপরীতার্থক শব্দ, প্রায় সমোচ্চারিত ভিন্নার্থক শব্দ, একার্থক শব্দ, বাগবিধি নবম ও দশম শ্রেণীতে ৫০ টির অধিক শিক্ষণীয় নহে)।

পত্ররচনা : ভাবার্থ, ভাবসম্প্রসারণ ও সারাংশ লিখন।

রচনা : (সমগ্র বৎসরে ছয়টি হইতে আটটি লিখাইতে হইবে।) পরিবেশ সম্পর্কীয় (প্রাণী, উদ্ভিদ, গ্রাম)। প্রকৃতি সম্পর্কিত (ঋতু, নদী, পাহাড় ও প্রাকৃতিকসৌন্দর্যও সম্পদ), উৎসব বিষয়ক (পূজা, জাতীয় উৎসব পার্বন ইত্যাদি), ভ্রমণমূলক জীবনী বিষয়ক (মহাপুরুষ, পৌরাণিক) বর্ণনামূলক (ক্রীড়া, মেলা ইত্যাদি) চিন্তামূলক।

Text book : (১) বাংলা পাঠ মঞ্জুরি- সংকলন ও সম্পাদনা মিহির মজুমদার, চিত্তরঞ্জন দত্ত, আরতি লাইডি।

(২) নতুন ছাত্রবোধ ব্যাকরণ — জে চি, বোস।



BENGALI (E)

Subject Code - 21

Class : IX

Time 3 hours

Total Marks : 100

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	Textbook : বাংলা পাঠ মঞ্জুরি Group : A 50 Marks Prose :		
1.	তরুণের সাধনা, কনকলতা ও মুকুন্দ।	10	10
2.	এভারেষ্ট বিজয়	8	
	শ্রীনাথ বহুরূপী		8
3.	Poetry ছাত্রধারা	10	
	পাপেরভাগী, স্পর্শমণি।		10
4.	Grammar : সন্ধি, উপসর্গ, প্রত্যয়, বাক্য সংকোচন ও সম্প্রসারণ	10	10
	সমোচ্চারিত শব্দ, বিপরীতার্থক শব্দ		
5.	রচনা	7	7
6.	অনুবাদ (ইংরাজী থেকে বাংলায়)	5	5
	Total	50	50

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
7.	Group : B 50 Marks	20	20
	Prose : পুত্র সন্দর্শন, বিদ্যাসাগরের জিদ মেরীকুরী।		
8.	Poetry : নিমন্ত্রণ, চাহিবেনা ফিরে	15	15
	বঙ্গভাষা।		
9.	Grammar and Composition : বোধশক্তির পরীক্ষা / আবেদন পত্র।	8	8
8.	ভুল সংশোধন	3	3
8.	বিশিষ্টার্থে বাক্য রচনা	4	4
		50	50
	Total	100	100

BENGALI (E)
Subject Code - 21

Class : X

Time : 3 hours

Full Marks : 100

Pass Marks : 30

SL No.	Lessibs	Marks	
		Half Yearly	Final
1.	‘ক’ অংশ : নম্বর 50 পদ্য : গৌরাঙ্গ-শৈশব, কৃত্তিবাস	18	15
	থাকবো নাকো বদ্ধ ঘরে		
2.	গদ্য : সীতা-প্রয়াণ	15	18
	নীলদর্পণ, ছুটি		
3.	ব্যাকরণ : লিঙ্গ, পদ, ক্রিয়ার কাল, কারক বিভক্তি, বাগ্ধিধি, বিপরীতার্থক শব্দ	12	12
4.	মাতৃভাষায় অনুবাদ	5	5
5.	‘খ’ অংশ : নম্বর 50 পদ্য : শিক্ষাগুরুর মর্যাদা	15	15
	গোলপাতা ছাউনির বুক চুমে		
6.	গদ্য : গঠনমূলক রসায়নের উন্নতি ও দান বাহির ও ভিতর, পারিবারিক, বিহ	17	17
7.	রচনা	10	10
8.	ভাবসম্প্রসারণ	8	8
		50	50
	Total	100	100

পাঠ্যবই : বাংলা পাঠ মঞ্জুরি

BODO (E)

SUBJECT CODE - 22

थाखो गुनि थाखाय (For Class-IX)

गु थाखोनि फरायसानो थुनलाइ, हारिमु, गोनोखो, बुहुमनि आबहावा बायदिसिनानि खौरां आरो गियान होनो बे थुनलाइ बिजाबनि गेजेरजों नाजानाय जागोन। मोनफ्रोमबो आयदाया बर' लिरगिरिनि सोरजि। अदेबानि बे बिजाबाव दोंसे रावसोलायनाय रायथाइ सोफानाय जादों। खन्थाइ, बायदिसिना आयदानि सायाव सोनारनाय रायथाय फरायसाफोरनो बर' थुनलाइ, राव, हारिमुनि लोगोसे भारतारि जारिमिन आरो आबहावानि गियान होनो थांखिनानै लिरनाय। लोगोसे लिरगिरिनि सुंद' सिनायथिबो होफानाय जादों।

(क) खन्थाइ आयदा :

सुबुंनि आखल सोदानाय, मानसिनि जिउनि गुमु, मिथिंगा अनसायनाय, हारि आरो हादर मोजांमोननाय बायदिसिना गुबै सानसि गोनां खन्थाइ फराफारियाव सरजाबनो नाजानाय जादों। खन्थाइफोर फिसा फिसा सोदोब आरो गोरलै ओंथिगोनां। खायसे गोर सोदोबनि ओंथिखौ फरायसाया बुजिनो हानाय बादियै खन्थाइनि गाहायाव होफानाय जादों। खन्थाइनि सानसिखौबो गाहायाव होफानाय जादों। फरायसाया बेनिफ्राय खन्थाइखौ थाबनो मिथिनो हागोन। फरानि थांखिया फरायसानि सानसियाव हारि, हादर, सुबुं सुबुंसि, मिथिंगा-आबहावानि फारसे अनसायनाय गोसोखौ गोसारहोनो नाजानाय।

(ख) रायथाइ आयदा :

बे आयदायाव मोननै थाखोनि रायथाइ होनाय जादों : बर' थुनलाइ, हारिमु, भारतारि जारिमिन आरो गुबुन फारसेथिं आबहावानि सायाव सोनारनानै लिरनाय रायथाइ। रायथाइनि जोबथायाव गोर गोर सोदोबनि ओंथिबो होफानाय जादों। रायथाइनि गुबै थांखिया फरायसानि गियाननि बाखिखौ फेहेरनो नाजानाय आरो हारि-हादरनि फारसे सिबिनाय-अनसायनाय सानसिखौ फेहेरनो नाजानाय।

(ग) सुजुथाइ:

बे बिथिडाव सोदोबथिनि गियान लानो नाजानाय जागोन। फरायसाया फरायाव थानाय सोदोबनि ओंथिखौबो मिथिनो नांगौ-बेनो बे आयदानि

थांखि जागोन, लोगोसे बेनिफ्राय फरायसाया ब'र रावनि खान्थिनि दाथायखौबो लासै लासै मिथिनो हागोन ।

(घ) रावखान्थि आयदानि फरानिफ्राय बर' रावनि खान्थिखौ मिथिमोनगोन । बे आयदाया जोबोद गोनांथार । रावनि खान्थि आरो दाथायखौ मिथियाब्ला फरायसाया बर' रावखौ मोजाडै बुंनो आरो लिरनो आख' फाख' जागोन । बेनिखायनो फराफारियाव बे आयदाखौ लाफानाय जादों । फोरोंगिरिया रावखान्थिनि आयदाखौ फोरोंनायाव रोखा गियान लानानैसो फोरोंनो नाजानाया गाहाम ।

BODO (E)

Class - X

सायख'ना लानाय बर' आयदानि BODO (E)

फराथांखिया फरायसानो समाजनि बायदिसिना बिथिंनि खौरां आरो गियान होनो नाजागोन । बेयाव बर' थुनलाइनि बायदि बायदि आयदा जेरै-खन्थाइ, रायथाइ, सुंद'सल', जिउखौरां आरो बर' रावनि गियान जेरै-रावखान्थि आरो रनसाइ लिरनायनि गियान होनो नाजागोन । बेनि अनगायैबो गोनोखो आयदानिबो एसे गियान होनाय जागोन । बेफोर गासै बिथिंखौ फराफारियाव सोनाय जादों ।

खन्थाइनि आयदा थांखिया फरायसानि गोसोआव खन्थाइनि बिदै गोसारहोनायनि अनगायैबो सुबुंमि आरो सुबुंथि सानमिखौ फेहेरनायाव थुलुंगा होनो हागोन होनना साननाय जादों । हारि, हादरनि फारसे थानोगोनां सांग्रांथि सानमिखौबो थाजिम खालामनायाव थुलुंगा होनो हागोन होनना साननाय जादों ।

रायथाइ आयदायाव जारिमिन, दावबायनाय खौरांनि गियान होनो नाजानाय जादों । जारिमिनारि खौराडा फरायसाखौ हारिनि सिनायथिनि फारसे सांग्रां खालामगोन । फरानि गोनांथिया बेनो ।

सुजुथाइ आयदानि थांखिया रनसाइ लिरनाय आदब सोल्लोनाय ।
फरायसाया फोरेंगिरिनि हेफाजाब लाना रनसाइ लिरनो सोल्लोना ख़ाबु मोनगोन ।
रवख़ान्थि आयदानि फरानिफ़्राय बर' रवनि ख़ान्थिख़ौ मिथिमोनगोन ।
बे आयदाया जोबोद गोनांथार । रवनि ख़ान्थि आरो दाथायख़ौ मिथियाब्ला
फरायसाया बर' रवख़ौ मोजाडैः बुंनो आरो लिरनो आख़'फ़ाख़' जागोन ।
बेनिखायनो फराफ़ारियाव बे आयदाख़ौ लाफ़ानाय जादों । फोरेंगिरिया
रवख़ान्थिनि आयदाख़ौ फोरेंनायाव रोखा गियान लानानैसो फोरेंनो नाजानाया
गाहाम ।

BODO (E)

Subject Code : 22

Class : IX

Time : 3 hours

Full Marks : 100

Pass Marks : 30

Unit	SUB-UNIT/LESSONS	Marks	
	Group : A	Half Yearly	Final
	Marks : 50 Time : 2 hours		
1.	रायथाइ : (क) आखल' (ख) गान्धीजी आरो अहिंसाबाद (ग) खासपुर	18	18
2.	खन्थाइ : (क) बैसागु (ख) चान्दो बावदिया (ग) सम	15	15
3.	रावखान्थि : आथोन, मावरिजा, मुंगइ, सानराइ, सोदोबमा, थि दिन्थिग्रा दाजाबदा	12	12
4.	राव सोलायनाय (इंराजीनिफ्राय बिमारावाव)	5	5
	Group : B		
	Marks : 50 Time : 2 hours		
5.	राइथाइ : (क) पद्य' श्री मदाराम ब्रह्म : बर' थुनलाइयाव भाण्डारि (ख) बर' नि गुदि आरो सोदोबथि (ग) आबहावा आरो बेनि दाथाइ	17	17
6.	खन्थाइ : (क) दावबायारि (ख) थास' बिलाइनि दै	15	15
7.	रनसाइ :	10	10
8.	फेहेरना लिरनाय, दाजाबदा लिरनाय, सोदोब मोनसेजों फोरमायनाय/ उलथा सोदोब लिरनाय, ओंथि लिरनानै बाथ्रा दानाय, बाथ्रा भाव, बाथ्रा खोन्दोब, बाथ्रा फान्दाय	8	8
	Grand Total	100	100

Textbook : थुनलाइ बिजाव

BODO (E)

Subject Code : 22

Class : X

Full Marks : 100

Time : 3 hours

Pass Marks : 30

Unit	Sub-Unit/Lessons	Marks	
		Half Yearly	Final
Group : A			
Marks : 50 Time : 2 hours			
1.	रायथाइ : (क) म'हिनी म'हन ब्रह्म (ख) अर (ग) हारावनि साइकेल	18	18
2.	खन्थाइ : (क) खासि बिबार (ख) नौनि अननाया देरसिन	15	15
3.	रावखान्थि : All the grammar portion of class IX and the following सानराइ, आथोन, मुंराइ, थि दिन्थिग्रा दाजाबदा मावरिजा, सोदोबमा	12	12
4.	राव सोलायनाय (इंराजीनिफ्राय बिमारावाव)	5	5
Group : B			
Marks : 50 Time : 2 hours			
5.	राइथाइ : (क) भारत सोरजिनि मुप्ति (ख) बिजिरनायनि नोजोरजों	17	17
6.	खन्थाइ : (क) लामा (ख) बिबार	15	15
7.	सनसाइ :	10	10
8.	फेहेरना लिरनाय, सोदोब मोनसेजों फोरमायनाय/ बाथ्रा खोन्दोब, बाथ्रा फान्दाय	8	8
Grand Total		100	100

Textbook : थुनलाइ बिदां

MANIPURI (E)
SUBJECT CODE - 23
Class - IX

সাহিত্য লৈকোল

বাবেং :

লাইরিক অসিগী বাবেংগী শৰুঙা যাওরিবশিং অসি মইহেৰোয়শিংদা মোৰেল লেসন পীবা, মীতৈ সমাজগী ওইবা খৌদোক বাথোকশিংদা য়ুম্ফম ওইৰগা সমাজবু শেংদোকবগী মশক ওইবা, নাং অমসুং সংস্কৃতিগী ওইবা বাৰোল, মীতৈগী লোন অমসুং সাহিত্যগী শৰুঙা অমা ওইৰিবা মোইৰাং কংলৈৰোলগী ফজৰবা বাৰী হায়বদি খন্না অমসু খন্নাগী পুলি বাৰী মতেক খৰা, অমদি ফোকলোরগী মৰমদা ইবা বাৰোলশিংসু মতাং চানা হাপতুনা মইহেৰোয়শিংদা খংহনবা হেংনজৈ।

শৈবেং :

লাইরিক অসিদা যাওরিবা শৈবেংগী শৰুঙা অসিদা পোক্ৰফম লমদম্বু নুংশিবা, মমারোলবু মীরাইৰোইদবনি, ঈশ্বৰ লৈরি, ঈশ্বৰ মহাকতনা ঐথোয়গী চংজফমনি হায়বা বাৰোলশিং যাওরি। মসিদসু নওনা মীওইবা সমাজগী মৰুঙা লাইনিং লাইশোন খেন্নবদগী থোরকপা মান্নদবা মীংয়েংশিং কয়াদগী ওইৰকপা হংন-শুনবা কয়াসু মতাং চানা হাপচরি।

ব্যাকৰণ :

য়েকতিন, বাপুন, বাই পবেং, পাউৰৌ, বাই পবেং চুমথোকপা, বাখঞ্জোল শন্দোকপা, হায়জ চেৰোল, মণিপুৰীদা হন্দোকপা।

ৰচনা :

মহৌশাগী খুংশেম, ইতিহাস অমসুং ধৰ্মগা মৰী লৈনবা থৌরমশিং, শান্ন-খেংনবা, মীথোই মীহেনগী পুলি বাৰী, বিজ্ঞানগী ওইবা অসিনচিংবা যাওরি।

MANIPURI (E)
SUBJECT CODE-23
CLASS - X

সাহিত্য লৈকোল

(১) বাৰেং :

বাৰেংগী কাংলুপ অসিদা ফিদন্নীংজাই ওইৰবা শ্ৰীৰামগী বাৰী যাওরি। মইহেৰোইশিংবু লমজিং লমতাকপীৰিবা ওজা গুৰুগা লৈনবা মৰী অদুগী হৌৰকফম অমসুং গুসি ফাওবা চখরক্লিবা মৰী অসিবু মইহেৰোইশিংনা নীংশিংনবা বাৰেং হাপচরি। মইহেৰোই অমা ওইনা শান্নখোৎনবা হায়বসি খংদ্রবা যাদ্রবা মচল অমা ওইৰক্লে। পীক্লুবা মণিপুৰী হায়বা কাংলুপ অসিনা ওলিম্পিকী ক্ষেত্ৰদা ভারতকী মীছৎ ওইনা শৰুক য়াৰুংবগী বাৰী যাওরি। অমরোমদা মণিপুৰী সাহিত্যগী শৰুক অমা ওইৰিবা মোইৰাং কংলৈরোলগী অৰোইবা শায়োলদা যাওবা খম্বা-খোইবীগী বাৰীদা তুশোঙ্লবী খম্বুগী নুংশিৰবা বাৰীসু মইহেৰোয়শিংগী থম্বোয়দা লৈহৌননবা মতাং চানা হাপচরি। মসিদা নন্তনা লৈবাক নিংখৌনা মপুকচেদি মোৎলগা মপানখোৎদা অফবা শাবা, হিংশা তৌবা থাদোভুনা অহিংশানা মালেম শান্তি পুরক্লুবা হোৎনবা, লমগী মিংথোনখিবগী বাৰী, মৈতৈগী লৈরম্বা মায়াচৌশিং, মৈতৈলোন চাওখৎনবা হোৎনবা, ফুঙ্গাৰাৰী অমসুং কথোকপা অমগা লোইননা সমাজ সংস্কাৰ তৌরম্বা মীওইশিংগী বাৰীসু মতাং চানা হাপচরি।

(২) শৈৰেং :

মণিপুৰী সাহিত্যনা চহী 250 রোম তুম্বুবগী তুংদা নৌনা মীকপ থোরকপা মতমদা ইৰকপা শৈৰেংশিংগী মনুংদা মমা-মচা, মচিন-মনাও, ওজা-গুৰুগী মৰী, মিংচৎ হায়বা অসিনা অথোইবা লনী হায়বা তাকপা, ঈশ্বৰগী মফমদা চংজবা, গুসিগী সমাজদা ওইৰিবা মশক অমসুং ধৰ্মগী ফিদন্নচিংবা কয়া যাওরি।

(৩) ব্যাকরণ :

(ক) ৰাতপ (affix), সমাস (compound), শক্তাক (Gender), ৰাইহৈ পৰেং চুমথোকপা (Correction of sentence), ৰাইহৈ পৰেং শেম্বা (formation of sentence), ৰাশুপ, পাউৰৌ শন্দোকপা।

(খ) Composition :

রাখল্লোন শন্দোক্কা তাকপা (amplification)

রা মচং ইবা (Precis writing)

(গ) Translation :

ইংরাজীদগী মণিপুৰীদা হন্দোকপা।

(8) Essay : (রচনাগী হীরমশিং) :

অকোইবগী ঈশিং নুংশিৎকী ফিভম, ইতিহাস অমসুং ধর্মগা মরী
লৈনবা থৌরমশিং, শান্ন-খোৎনবা, মীথোই মীহেনগী পুলি বারী, লমকোয়
বারী।

Group : A

বাবেং - 18

শৈবেং - 10

ব্যাকরণ - 18

Translation - 4

Group : B

বাবেং - 17

শৈবেং - 15

রচনা - 10

Composition - 8

50

Total = 100



MANIPURI (E)

Subject Code - 23

Class : IX

Full Marks : 100

Time : 3 hours

Pass Marks : 30

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	Textbook : Sahitya Leikol Group : A : Marks : 50 Time : 2 hours	24	18
	ৱাৰেং Prose : (i) অচুম্বা ঙাংবা জৰ্জ ৱাশিংটন (ii) য়েন তুনবা		
	(iii) পাস্থেইবী		
2.	শৈৰেং Poetry :	9	15
	(i) পোৱফম লমদম		
	(ii) একলব্য (iii) মৈতে চনু		
3.	ব্যাকরণ Grammar :		
	(i) সমাস (কম্পাউন্দ)	4	4
	(ii) ৱাইপৰেং চুমথোকপা	4	4
	(iii) চিঠি ইবা	5	5
	(iv) ৱাইপৰেং শেস্বা	4	4
Total		50	50

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	Group : B : Marks : 50	17	18
	ৱারে Prose :		
	i) শলাং মাইবগীদা খন্মু অমসুং খন্ম্বা ii) ফিরক্ক নুংশাং কাইবা iii) ফোকলোর		
2.	শৈরেং Poetry :	16	15
	(i) অনাবা (ii) আবাহ্ন		
	(iii) গঙ্গাজল		
3.	Essay :	8	8
4.	Amplification	5	5
5.	Translation	4	4
	Total		100

তন্ম - লাইরিকী মমীং : সাহিত্য লৈকোল

MANIPURI (E)

Subject Code - 23

Class : X

Time : 3 hours

Full Marks : 100

Pass Marks : 30

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	Group - A		
	Marks : 50 Time : 2 hours		
1.	বাবে Prose : (a) ধৰ্ম কনবা রাম (b) ওবাগী নুমিৎ	20	18
2.	শৈরেং Poetry : (a) অঙাংনা তেংথাবা (b) বাৰুনীগী অহিং	8	10
3.	ব্যাকরণ Grammar : All the grammar portion of class IX and the following (ক) বাতপ (affix), বাপুন (compound) (খ) শীংতাক (Number), শক্তাক (Gender)	6	6
	(গ) বাহৈপরেং চুমথোকপা (Correction of Sentence),	4	4
	(ঘ) বাহৈপরেং শেস্বা (Formation of Sentence)	3	3
4.	লোল হন্দোকপা Translation (From English to Manipuri)	4	4
	Total	50	50

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	Group _ B Marks : 50		
5.	বাবেং Prose : (a) ওলিম্পিক্তা মণিপূরীশিং (b) খন্মু	20	17
6.	শৈবেং Poetry : (a) বাবাবা জগং (b) মিংচং (c) শবনমগী মরিক অনীদং	12	15
7.	Essay Writing :	10	10
8.	Composition (Substance, Precis writing, amplification)	8	8
	Total	50	50

তন্ম - লইরিকী মমীং ঃ সাহিত্য লৈকোল

पाठ्यक्सम
ऐच्छिक नेपाली (Nepali Elective)

Subject Code - 26

नवौं श्रेणी

पाठ्यपुस्तक - 'नेपाली साहित्य सुधा' भाग - १

(क) साहित्य :

नवौं श्रेणीका लागि ऐच्छिक नेपाली साहित्यको पाठ्यपुस्तक एउटै हुनेछ यो पुस्तक १०० पृष्ठभन्दा ज्यादाको हुनै छैन।

गद्य : देशप्रेममूलक कहानी, जातीय वैशिष्ट्यमूलक बिषय, पौराणिक कहानी असमको कुनै एउटा उत्सव, असमका कुनै एकजना महान व्यक्तिको जीवनी हास्यरसात्मक कहानी, शिक्षामूलक भ्रमण वृत्तान्त, प्राचीन असमको स्मृतिमूलक परिचय, विज्ञान विषयक पर्यावरण आदि विषयहरू पाठ्यपुस्तकमा अन्तर्भुत्त गरिनेछ।

पाठ्यहरू रचनाकालको क्रम अनुसार सजाइने छ।

पद्य :

रमन्यासिक युगको सरल भाषा र छन्दको वर्णनात्मक, प्रकृतिमूलक देशप्रेममूलक, नीतिशिक्षा, व्यङ्ग्यादि विषयक कविता पाठ्यपुस्तकमा अन्तर्भुत्त हुनेछ।

गद्य-पद्य दुवै भागका पाठहरूमा लेखक-लेखिकाहरूको परिचयमूलक टिप्पण हुनेछ।

गद्य-पद्य दुवै भागका पाठहरूमा लेखक-लेखिकाहरूको परिचयमूलक टिप्पण सत्रिविष्ट हुनेछ।

(ख) रचना :

१) पर्यावरण, प्रकृतिविषयक, उत्सव, विज्ञानविषयक,

सामाजिक समस्यामूलक, नियात्रा, जीवनीमूलक, खेलकुद प्रभृति विषय रचनाका विषयवस्तु हुनेछन्।

२) व्याकरण :

निम्नोल्लेखित विषयहरू भएको एउटा व्याकरण रहनेछ।

(पुस्तक - सरल नेपाली व्याकरण र रचना - राजानारायण प्रधान) वर्ण, शब्द, सन्धि, संज्ञा, संज्ञाका रूपान्तर, सर्वनाम, विशेषण क्रिया, क्रियाका रूपान्तर, क्रियाका भेद, अव्यय, उपसर्ग, प्रत्यय, समास, विराम चिह्न।

- ३) भाव विस्तार, सारांश, पत्र/निवेदन लेखन, भूल सुधार, शब्दका विशेष प्रयोग, वाग्धार, उखान, विषयहरूको ज्ञान
- ४) 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	५ ५ ५ ५ ५	} २५
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	४ ५ ६ ५ ५ ५	} ३०
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 ।		२०

	रचना - शब्दका विशेष प्रयोग, वाग्धारा, उखान, पत्र-रचना, सारांश, भावविस्तार अनुवाद - (अङ्ग्रेजीबाट नेपालीमा)		२५
	निबन्ध लेखन : -वर्णनात्मक, विवरणात्मक, विचारात्मक) यो पर्यावरण, प्रकृतिविषयक, उत्सव, विज्ञानविषयक, सामाजिक समस्यामूलक, नियान्त्रा, जीवनी खेलकूद प्रभृति कुनै एक विषयक हुनु पर्ने छ।		१० मूलक,
		कुल	१००

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

पाठ्यक्सम
ऐच्छिक नेपाली (Nepali Elective)

SUBJECT CODE - 26

दर्शी श्रेणी

पाठ्यपुस्तक - 'नेपाली साहित्य सुधा' भाग - १

(क) साहित्य :

दर्शी श्रेणीका निम्ति ऐच्छिक नेपाली साहित्यको पाठ्यपुस्तक एउटै हुनेछ। यो पुस्तक एक सय पृष्ठभन्दा ज्यादाको हुने छैन।

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।

पाद्यांश -

रमन्यासिक युगको सरल भाषा र छन्दको - प्रकृति विषयक, मानव प्रेममूलक, आध्यात्मिक, भावापन्न, हास्य रसात्मक, व्यङ्ग्यादि 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 हुनेछ।

(ख) 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 ।

(२) व्याकरण :

व्याकरणमा तलका पाठहरू रहनेछन् ।

(क) 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 प्रयोग ।

(ख) रचना - शब्दका विविध प्रयोग, वाग्धारा र तुक्का-ऊखान, शुद्धीकरण वाक्यरचना, सारांश, भावविस्तार आदि विषयहरूको ज्ञान ।

(ग) अनुवाद (अङ्ग्रेजीबाट नेपालीमा)

नवौं-दशौं कक्षाका निम्ति व्याकरण र निबन्धको पुस्तक एउटै रहनेछ ।

NEPALI (E)

Subject Code - 26

श्रेणी - दशौं
समय - ३ घण्टा

पाठ्यपुस्तक - नेपाली साहित्य सुधा - भाग २
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, तिमि लड (च) तिम्रो आगमनले	४ ५ ४ ४ ५ ३	२५
२	गद्य : (क) के गर्छस् मङ्गले आफ्नै ढङ्गले (ख) लोकजीवन र नेपाली संस्कृति (ग) कम्प्युटर - एक छोटो परिचय (घ) दुरूड पाँडे (ङ) मान्छेको दिमागमा बसेको काती (च) पर्यावरणको सुरक्षा	५ ५ ५ ५ ५ ५	३०
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 शिबिन्दुको प्रयोग, करण र अकरण, क्रिया विशेषण, पदयोग र पद वियोग, लिङ्ग, तत्सम्, तद्भव र आगन्तुक शब्द र यिनको प्रयोग, निपात र यसको प्रयोग, उक्ति, अव्यय र यसकी प्रयोग।		२०

	रचना - शब्दका विविध प्रयोग, वाग्धारा र तुक्का-उखान, सुद्धोकरण, वाक्यरचना, अनुवाद, सारांश, भावविस्तार।		२५
४	निबन्ध लेखन : (वर्णनात्मक, विवरणात्मक, विचारात्मक) यो पर्यावरण, प्रकृतिविषयक, उत्सव, विज्ञानविषयक, सामाजिक समस्यामूलक, नियन्त्रा, जीवनीमूलक, खेलकूद प्रभृति कुनै एक विषयक हूनू पर्ने छ।		१०
		कूल	१००

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

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] पद्य खंड हिम्मत और जिन्दगी	12	12
	आप भला तो जग भला		
2	चिकित्सा का चक्कर	08	08
	अपराजिता		
3	पद्य खंड कृष्ण महिमा	08	08
	नर हो, न निराश करो मन को		
4	मुरझाया फूल	07	07
	टूटा पहिया		
5	व्याकरण (लिंग, वचन, कारक, संधि, उपसर्ग और प्रत्यय, मुहावरे एवं लोकोक्तियाँ)	15	15
6	Group - B [50 Marks] परीक्षा	16	16
	मणिकांचन संयोग		
7	दोहा दशक	14	14
	साबरमती के संत		
8	रचना (Composition) [अनुच्छेद लेखन (5) पत्र-लेखन (5) अपठित गद्यांश (5) अनुवाद (5)]	20	20
Total Marks		100	100

Text Book : Alok Bhag-I, Published by Asom Rashtrabhasha Prachar Somity, Guwahati-32

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] पद्य खंड नीव की ईट छोटा जादूगर	14	10
	2		
3	पद्य खंड साखी पद-त्रय	14	10
	4		
5	व्याकरण : All the grammar portion of class IX and the following (लिंग, वचन, कारक, संधि, समास, पर्यायवाची शब्द, विपरीतार्थक शब्द, अनेक शब्दों के लिए एक शब्द, उपसर्ग और प्रत्यय, मुहावरे एवं लोकोक्तियाँ, वाक्य शूद्धिकरण, वाक्य परिवर्तन)	16	16
	6		
7		जो बीत गई कायर मत बन	12
	8	रचना (Composition) [निबंध लेखन (8) पत्र-लेखन (5) उपठित गद्यांश (6) अनुवाद (5)]	
Total Marks			100

Text Book : Alok Bhag-II, Hindi Vyakaran aur Rachana Published by Asom Rashtrabhasha Prachar Somity, Guwahati-32

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 (Previously 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, Tricotomy 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 decreased 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) $1 + 2 + 3 + \dots + n$

ii) $1^2 + 2^2 + 3^2 + \dots + n^2$

iii) $1^3 + 2^3 + 3^3 + \dots + n^3$

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 corresponding 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) $1 + 2 + 3 + \dots + n = \frac{n(n+1)}{2}$
iii) $1 + 3 + 5 + \dots + (2n-1) = n^2$
iv) $2 + 4 + 6 + 8 + \dots + 2n = n(n+1)$

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	An-nual
1	System of Numenation	15	10
2	Basic Set Theory	20	12
3	Logarithm and properties	20	12
4	Special products and Factorisation	20	12
5	Inequalities		12
6	Sequence and Series		14
7	Plane Geometry	15	10
8	Some Special Geometrical Constructions		08
	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

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. Diagrammatic 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 properties 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, relative 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 , $90^\circ \pm \theta$, $180^\circ \pm \theta$, $270^\circ \pm \theta$, $360^\circ \pm \theta$.

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.
- (ii) 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 $PA \cdot PB = PT^2$.
- (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) Subtraction 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.

$$i) \sqrt[11]{\frac{(4.21)^8 \times (7.294)^9}{(16.529)^{10} \times (234.1)^7}} \quad (ii) \left(\frac{315}{2^5 \times 7^6} \right)^{235}$$

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 at least 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	18	10
2	Complex Numbers	20	12
3	Arithmetic of Integers	20	12
4	Quadratic Equation	20	10
5	Applications of Common Logarithm	12	5
6	Permutation and Combination		9
7	Trigonometry		10
8	Plane Geometry		12
9	Co-ordinate Geometry		10
	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

History (E) : Subject Code - 30 Class - IX

CHAP- TER/JUNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
1.	<p>Part I : World Revolution and Popular Movement, American war of Independence</p>	<ul style="list-style-type: none"> ● To be familiar with the causes, courses and results of the American war of independence. 	<ul style="list-style-type: none"> ● 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.	<p>The French Revolution</p>	<ul style="list-style-type: none"> ● To know the background, Phases, effects and legacies of the French Revolution. 	<ul style="list-style-type: none"> ● 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), Class - IX

CHAP- TER/UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
3.	Industrial Revolution	<ul style="list-style-type: none"> ● Pupils will be acquainted with the concept of Industrial Revolution -- its background, expansion and results. 	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Students will be able to understand the background, phases and effects of the Russian Revolution. 	<ul style="list-style-type: none"> ● Pupils will know the social and economic 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	<ul style="list-style-type: none"> ● Pupils will be acquainted with the background, courses and Results of the Revolt of 1857 in India. 	<ul style="list-style-type: none"> ● Students will be acquainted with the socio-economic and political causes, religious sentiments,

History (E), Class - IX

CHAP- TER/UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
6	Socio-political uprising of the North East India.	<ul style="list-style-type: none"> ● 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. 	<p>British policy of exploitation and policy of annexation.</p> <ul style="list-style-type: none"> ● They will be able to know the courses of the revolt, its expansion to Assam and the role of Maniram Dewan and Piyali Barua.
		<ul style="list-style-type: none"> ● 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 Independence	30	15
2.	French Revolution	35	18
3.	Industrial Revolution	35	18
4.	Russian Revolution		17
	Part - II		
5.	The Revolt of 1857		17
6.	Socio-political uprising of the North East India.		15
	Total	100	100

Textbook : Itihash for Class IX Published by the ASTPPC Ltd. Guwahati-1

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	25	14
2	The First World War	25	14
3	World between 1919-1939	25	14
4	The Second World War	25	14
5	The United Nations Organisation		10
6	Emergence of Asia and Africa in the post II World War period		14
7	Non-Alignment Movement		10
8	Foreign Policy of India		10
	Total	100	100

Textbook: **Adhunik Biswa Itihash** (Class X) ASTPPC Ltd.

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 occurrence.
2. Human Geography	1. The People of the world	(a) Major human races (b) Religious composition	(a) To define 'race' and present a brief outline 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), Class IX

UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
	<p>1. Population Growth and Distribution</p>	<p>(a) World Population Growth</p> <p>(b) World distribution of population</p> <p>(c) Human migration</p>	<p>(a) To present briefly the trend of population growth in the world and to understand the situations leading to high population growth in certain periods since the inception of agriculture.</p> <p>(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 relevant data and map.</p> <p>(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.</p>

Geographys (E), 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 2. Economic Activities	(a) Meaning of resources and its types	(a) To define and classify resources with examples and to highlight the fact that the meaning and functioning of resource is dynamic.
		(a) Types of economic activities	(a) To classify economic activities into primary, Secondary, tertiary and quaternary and to understand the change of human occupation from primary to other sectors in course of economic development.

Geographys (E), Class IX

UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
	3. Agriculture	(a) Types of agriculture (b) Major crops	(a) To discuss the major types of agriculture currently practiced in the world citing examples. (b) To discuss briefly the world distribution and production of major crops-Rice, Wheat, Sugarcane, Cotton and Tea.
4. Industry		(a) Types of Industry (b) Industrial location (c) A few major industries of India	(a) To classify industries into various types stating the bases for classification. (b) To discuss the general factors of industrial location with examples. (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
Ch. 1	Physical Geography : Weather and climate	20	22
Ch. 2	Human Geography	20	10
Ch. 3	Population Growth and Distribution	20	12
Ch. 4	Human Settlement	20	12
Ch. 5	Economic Geography	10	7
Ch. 6	Economic Activities or occupation	5	
Ch. 7	Agriculture		12
Ch. 8	Industry		10
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 may be treated as practical Geography.

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	20	8
2	Environmental Geography	20	12
3	Regional Geography : Concept of Region and Regional Geography Regional Geography of the World	20	24
4	Regional Geography of the U.S.A.	25	14
5	Regional Geography of Japan	5	12
6	Regional Geography of India		20
	Total	90	90
7	Internal Assessment	10	10
	Grand Total	100	100

Textbook: Adhunik Bhugol (Class X) ASTPPC Ltd.

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 behaviour 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 लकार्.
- (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

Sl. No.	Sub-Unit / Lessons	Marks	
		Half Yearly	Final
1.	i) वर्णपरिचयः ii) पदपरिचयः	18	12
2.	iii) विशेषण-क्रिया-सर्वनाम-पदप्रयोगाः iv) संख्यावाचक-पुरणवाचक-पदप्रयोगाः	25	16
3.	v) नीतिश्लोकाः सुभाषितानि च vi) सिंह शशककथा	12	18
4.	vii) संस्कृत भाषायाः आधुनिकप्रयोगाः viii) बिहु-उत्सवः		14
5.	ix) प्रच्यविद्यार्णवः कृष्णकान्त सन्दिकै x) जन्मभूमिः		15
6.	General Grammar : All the grammar portion of class IX and the following Declension : sabdas like : नर, पति, मुनि, लता नदी, फल, अस्मद् , युष्मद्	6	3
7.	Conjugation : Dhatus like : भू, गम्, पठ्, रक्ष्, हस्, अद्, अस्, हन् and या in लट्, लोट्, लङ् विधिलिङ् and लृट् लकार s	6	3
8.	सन्धि-स्वरसन्धि and व्यञ्जनसन्धि	8	4
10.	Textual Grammar	15	10
11.	Translation from English/Assamese into Sanskrit	10	5
	Total	100	100

Textbook : संस्कृतपाठ संग्रहः — ASTPPC

Grammar : संस्कृत व्याकरण मञ्जूषा — ASTPPC

SANSKRIT (E)

Class : X

Subject Code - 27

Time : 3 hours

Full Marks : 100

Pass Marks : 30

Sl. No.	Sub-Unit / Lessons	Marks	
		Half Yearly	Final
1.	i) शिष्टाचारस्तवकः ii) चन्द्रभूपतेः कथा	20	16
2.	iii) गर्दभकुम्भकुरकथाः iv) गीतामृतबिन्दवः	18	11
3.	v) भोजराजस्य शल्यचिकित्सा vi) भ्रतृस्नेहस्तु दुर्लभः	20	12
4.	vii) यज्ञ-युधिष्ठिर-संवादः viii) प्रसरतु सुरभारती		11
5.	ix) महाकवि कालिदासः x) महापुरुषः श्रीमन्तशंकरदेवः		15
6.	General Grammar : Declension : sabdas like : नदी, लता, नर, सखि, साधु, भ्रातृ, राजन्, पुस्तक, सम्राज, तद्, (पुं)	6	3
7.	Conjugation : Dhatus like : विद्, ग्रह, पठ्, इ, मृ, अद्, कृ, शक् in लट्, लोट्, लङ् विधिलिङ् and लृट् लकार s	6	3
8.	समास, वाच्य	6	6
9.	कारक, विभक्ति, निजन्त, सनन्त	6	6
10.	Textual Grammar	8	7
11.	Translation from English/Assamese into Sanskrit or Comprehension	10	10
Total		100	100

Textbook : संस्कृतपाठ संग्रहः — ASTPPC

Grammar : संस्कृत व्याकरण मञ्जूषा — ASTPPC

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, Bhojaprandhana 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, व्यञ्जान्त and सर्वनाम words which are not prescribed in class IX
- (ii) Conjugation : Some important roots of all the गणस in लट्, लोट्, लङ्, विधिलिङ् and लृट् लकारस.
- (iii) समास, वाच्य, कारक, विभक्ति, णिजन्त, सन्त Translation from English/Assamese into Sanskrit.
- (iv) Comprehension.



COMPUTER SCIENCE (E)
(FOUNDATION OF INFORMATION
TECHNOLOGY)
SUBJECT CODE -34
CLASS - IX

General instructions :

1. The units specified for each term shall be Assessed through **Formative assessment (FA)** and **Summative Assessments (SA)**

(**Formative Assessments** are based on hands on 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 2 formative Assessments (FA1 & FA2) in the first term (TERM I) & 2 Formative Assessments (FA3 & FA4) in the second term (TERM II) will carry 10% **WEIGHTAGE**.

3. Each of the Summative Assessments (SA1) in the first term (TERM I) & Summative Assessments (SA2) in the second term (TERM II) will carry 30% **WEIGHTAGE**

COMPUTER SCIENCE (E),

Class : IX

WEIGHTAGE DISTRIBUTION OF FORMATIVE & SUMMATIVE ASSESSMENT

TERM	TYPES OF ASSESSMENT	PERCENTAGE OF WEIGHTAGE IN ACADEMIC SESSION	TERM-WISE WEIGHTAGE	TOTAL
TERM I (50%)	FA1	5%	FA1+FA2=10%	FA1+FA2+ FA3+FA4=20%
	FA2	5%		
	SA1	40%	SA1=40%	
TERM II (50%)	FA3	5%	FA3+FA4=10%	SA1+SA2=80% 20%+80%=100%
	FA4	5%		
	SA2	40%	SA2=40%	

COMPUTER SCIENCE (E)

Class : IX

WEIGHTAGE DISTRIBUTION OF FORMATIVE & SUMMATIVE ASSESSMENT (TERM I)

TERM	TYPES OF ASSESSMENT	PERCENTAGE OF WEIGHTAGE IN ACADEMIC SESSION	TERM-WISE WEIGHTAGE	TOTAL
TERM I (50%)	FA1	10%	FA1+FA2=20%	FA1+FA2=20%
	FA2	10%		
	SA1	80%	SA1=80%	20%+80%=100%

WEIGHTAGE DISTRIBUTION OF FORMATIVE & SUMMATIVE ASSESSMENT (TERM II)

TERM	TYPES OF ASSESSMENT	PERCENTAGE OF WEIGHTAGE IN ACADEMIC SESSION	TERM-WISE WEIGHTAGE	TOTAL
TERM II (50%)	FA3	10%	FA3+FA4=20%	FA3+FA4=20%
	FA4	10%		
	SA2	80%	SA2=80%	20%+80%=100%

TERM I (THEORY)

UNIT I	CHAPTERS
UNIT I	CHAPTER 1: Evolution and History of Computer
	CHAPTER 2: The Computer System
	CHAPTER 3: Operating System
	CHAPTER 4: Editing and Formatting in a Word Processor
	CHAPTER 5: More Features of a Word Processor
	CHAPTER 6: Introduction to Spreadsheets
UNIT II	CHAPTER 7: Introduction to Presentation Software
	CHAPTER 8: Adding Effects to a Presentation
	CHAPTER 9: IT Application-1
	CHAPTER 10: Introduction to Databases-MS Access 2010.
	CHAPTER 11: MS Access 2010-Design View, Form, Query, Report.

Evaluation and history of computers :
Mechanical calculating Devices, Electromechanical calculating devices, Electronic computers.

Computer system : Characteristics of a computer system. Components of computer system -I/O devices. Central processing unit (CPU), Memory & various Storage Devices, software & its types.

Operating system : Basic of operating system- Need of Operating system, Functions of Operating system, Types of Operating system-Interactive (GUI based), Real time & Distributed, Commonly used operating system. UNIX, LINUX, Window, solaris, BOSS.

Introduction to Windows : Basic Components of GUI

Windows, Desktop: Frame Title bar, Menu bar, Address bar, Status bar, Scroll bars (Horizontal & Vertical), Window explorer, Basic left/right operations of mouse, concept of files, folders & directories, Viewing files & folders, creating/renaming/moving/copying/deleting files & folders. Creating shortcut, moving icons on the screen, Task Bar, Different types of menu & menu selection, setting system, Date & Time, Window Accessories ; Notepad, wordpad, Print, Calculator, Opening & Closing Windows, Minimise, Restore and Maximise form of Windows.

UNIT II :

Office Tools

Word Processing :

Editing & Formatting in a Word Processor :

Introduction in Word Processor, components of MS Word, creating & saving a document, opening & closing a document, Editing & Formatting a document : Text/ Paragraph/page formatting, changing orientation of a page, inserting page/Section Break, printing a document.

More Features of Word Processor : Spelling & Grammar Check, Thesaurus, change Case : Upper/lower/toggle case. Find & replace Bullets & Numbering, symbols, format painter/paint brush, Inserting Tables :

Inserting, deleting rows & columns, merging & splitting cells, Borders & Shading. Inserting shapes, Inserting Clipart & Pictures, Adding Headers & Footers, Footnotes & Endnotes. Mail merge.

Spreadsheet Tool:

Introduction to Spreadsheets: Introduction to Spreadsheet, Concept of Worksheet & Workbook, Advantage of Spreadsheets, creating & saving a workbook, working with spreadsheet : Entering data into worksheet : Numbers, text, date/time, selecting & editing cells, formatting a worksheet : Inserting or deleting cells/ Rows/Columns, Editing & Formating Worksheet Data including changing font face, size & colour, alignment of text.

Presentation Tool

Introduction of Presentation Software :

Introduction to Power Point, creating & saving a Power Point Presentation, Understanding the concept of Slide shows, Basic elements of a slide, Different types of Slide Layouts, Views : Normal view, Slide Sorter view & Slide show, Editing & Formatting a Slide : Adding Titles, subtitle, Text backgrounds.

Adding Effects to a Presentation : Inserting Pictures & Clip Arts, Inserting shapes & smart Art,
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Creating Watermark, Grouping shapes, Pictures & Objects, Inserting Screenshots, Inserting Sound & movie, Slide Transitions & Animations, Slide show, Crating Hyperlinks, Printing a Presentation.

Database management Tool :

Introduction to Databases - MS Access : Basic Concepts and need for a database, Introduction to Database Management System, Introduction to MS Access, Creating & saving a database in MS Access, Data types : Text,, Numbers, Date/Time, Setting the Primary Key, Data Validation, Entering data into database, Inserting & deleting Fields/Records, Field Size, Default Value,

MS Access - Design View, form, Query & Report : Creating table/Query/using design view only single tab, Modifying Table Design, Creating Forms & Reports, Entering data into database through Form & Display data through Report, Printing Report.

Computer Science (E)

Subject Code - 34

Class - IX

TERM I (PRACTICAL)

A) Hands of experience :

1. Working with operating system :

To test some of the following basic system operations on file/folder (S) :

- Create
- Rename
- Copy/Cut/Paste
- Delete
- Commands related to Text Editor/drawing Tools

2. Word processor -

A document is required to be created for testing the following areas :

- Opening, saving & Closing a document
- Editing & Formatting a document
- Spelling & Grammar check
- Find & Replace
- Bullets & Numbering
- Inserting symbols, Shapes, Clip Arts, Picture & Objects
- Creating, Modifying & Formatting a Table
- Editing & Formatting text and Paragraph
- Page & Paragraph setup

- Adding Headers & Footers
- Adding Footnotes & Endnotes
- Mail Merge
- Printing a Document

3. Spreadsheet :

An Excel sheet is required to be created for testing the following areas :

- Opening Saving & Closing an excel sheet
- Editing & Formatting Data : cells, rows & columns
- Page setup
- Printing a worksheet

4. Power Point :

A power point presentation is required to be created for testing the following areas :

- Creating a New presentation
- Adding slides to a presentation
- Editing & Formatting the slides
- Opening, Saving & Closing presentation
- Creating Watermark
- Inserting/Grouping symbols, Shapes, Pictures & Objects
- Inserting Sound & Movie
- Applying Slide Transitions & Animation

- Slide Show
- Printing the Presentation.

5. Database - MS Access

A database is required to be created for testing the following areas :-

- Creating, Saving, Opening & Closing a Database
- Setting Data Type & Primary Key
- Creating / Modifying Table Design
- Creating Form, Query & Report
- Printing a Report

B) IT Application Report File: Students are supposed to make an IT Application Report File containing real life assignments.

1. Use Word Processing Tool on Following 4 Topics

- Report
- Poster
- Invitation Card
- Letter / Application
- Resume

2. Use Spreadsheet Tool on following 4 topics

- Report
- Students Mark sheet
- Employee Payroll
- Stock Inventory

3. Use Power Point Tool on following 4 topics

- My School
- My Classroom
- My School Annual Day
- Computer

4. Use Database Tool on following 4 topics

- Personal Data Record File
- School/Class Result Record
- Employee payroll
- Stock Inventory

C) Viva Voice: The questions can be asked from any portion of the syllabus covered during Term I of Class, IX.

TERM II (THEORY)

UNIT I	CHAPTERS
UNIT III	CHAPTER 12: Basic Concepts of a Web Browser
	CHAPTER 13: Introduction to HTML5
	CHAPTER 14: Introduction to C
UNIT IV	CHAPTER 15: Variables and Constants in C
	CHAPTER 16: Operators in C
	CHAPTER 17: Control Structures in C
	CHAPTER 20: IT Application-II

NOTE : CHAPTERS (18, 19) ARE NOT NEEDED

UNIT III :

Basic Concepts of a Web Browsers : web browsers (Internet Explorer, Google Chrome, Mozilla Firefox, Apple Safari, Opera)

Hyper Text Markup Language : Introduction to HTML, Importance of HTML, Limitations of HTML, accessing a web page using a web browser (Internet Explorer, Google Chrome, Mozilla Firefox, Apple Safari, Opera); HTML Editors, Creating, Saving and viewing an HTML document, HTML Coding, HTML elements : Container & Empty elements, HTML tags, HTML Attributes, Structure of an HTML document.

Introduction to C : The C Programming Language, Working with a CIDE, Structure of a C Program.

UNIT IV :

Variables & Constants in C : C Character set, C Tokens, Keywords & identifiers, Constants : Integer Constants, Real Constants, Character Constants & String Constants, Variables & Data types, Declaration of Variables, Reading & Writing a Character, Formatting Input & Output.

Operators in C : Operators : Arithmetics, Relational, Logical, Assignment, Increment/Decrement, Conditional & Special Operators.

Control Structure in C : Sequence, Selection : If Statement, if else Statement, Nested If-else Statement &

if-else-if Ladder, switch Statement, Loops : while loop, do...while loop & for loop, jump : break Statement, continue statement, Goto Statement, Exit function.

IT Application : Students are suggested to have theoretical knowledge on the above areas & also knowledge of HTML editors & various C IDEs.

Computer Science (E)

Subject Code - 34

Class - IX

TERM II (PRACTICAL)

A) Hands of Experience :

1. **Web page designing:** students are suggested to work on HTML editors & to design web page from real life application using all the topics that they have learned in Chapter No. 13.

2. **Program in C:** Students are supposed to work on various C IDEs & to develop various programs using C Language that they have learned from Chapter 14 to 17.

B) IT Application Report File:

Student are supposed to make an IT Application Report File containing real life assignments in HTML & C Language using HTML editor and C IDE.

C) Viva Voice: All the questions here can be asked from any portion of the syllabus covered during Term II of Class IX.

SUBJECT-COMPUTER SCIENCE (ELECTIVE)
CLASS-IX
DISTRIBUTION OF MARKS PER CHAPTER

UNIT TEST I

	CHAPTERS	MARKS
CH 1 :	Evolution and History of Computers	6 Marks
CH 2 :	The Computer System	7 Marks
CH 3 :	Operating System	6 Marks
CH 4 :	Editing and Formatting in a Word Processor	6 Marks
	Total	25 marks

UNIT TEST II

	CHAPTERS	MARKS
CH 5 :	More Features of a Word Processor	5 Marks
CH 6 :	Introduction of Spreadsheets	5 Marks
CH 7 :	Introduction to Presentation Software	8 Marks
CH 8 :	Adding Effects to a Presentation	7 Marks
	Total	25 marks

HALF YEARLY EXAM (THEORY)

CHAPTERS		MARKS
CH 1 :	Evolution and History of Computers	5 Marks
CH 2 :	The Computer System	5 Marks
CH 3 :	Operating System	5 Marks
CH 4 :	Editing and Formatting in a Word Processor	5 Marks
CH 5 :	More Features of a Word Processor	10 Marks
CH 6 :	Introduction of Spreadsheets	10 Marks
CH 7 :	Introduction to Presentation Software	10 Marks
CH 8 :	Adding Effects to a Presentation	10 Marks
CH 10 :	Introduction to Databases-MS Access 2010.	10 Marks
CH 11 :	MSAccess 2010-Design View, Form, Query, Report.	10 Marks
	Total	80 marks

HALF YEARLY EXAM (PRACTICAL)

CHAPTERS		MARKS
CH 4 :	Editing and Formatting in a Word Processor	5 Marks
CH 5 :	More Features of a Word Processor	
CH 6 :	Introduction of Spreadsheets	
CH 7 :	Introduction to Presentation Software	5 Marks
CH 8 :	Adding Effects to a Presentation	
CH 10 :	Introduction to Databases-MS Access 2010.	5 Marks
CH 11 :	MSAccess 2010-Design View, Form, Query, Report.	
	VIVA	5 Marks
	Total	20 Marks
	Grand Total	100 Marks

UNIT TEST III : Class IX

CHAPTERS		MARKS
CH 12 :	Basic Concepts of a Web Browser	5 Marks
CH 13 :	Introduction to HTML5	10 Marks
CH 14 :	Introduction to C	10 Marks
	Total	25 marks

UNIT TEST IV : Class IX

CHAPTERS		MARKS
CH 15 :	Variables and Constants in C	5 Marks
CH 16 :	Operators in C	10 Marks
CH 17 :	Control Structures in C	10 Marks
	Total	25 marks

ANNUAL EXAM (THEORY) : Class - IX

	CHAPTERS	MARKS
CH 1 :	Evolution and History of Computers	3 Marks
CH 2 :	The Computer System	3 Marks
CH 3 :	Operating System	4 Marks
CH 4 :	Editing and Formatting in a Word Processor	4 Marks
CH 5 :	More Features of a Word Processor	4 Marks
CH 6 :	Introduction of Spreadsheets	4 Marks
CH 7 :	Introduction to Presentation Software	4 Marks
CH 8 :	Adding Effects to a Presentation	4 Marks
CH 10 :	Introduction to Databases-MS Access 2010.	4 Marks
CH 11 :	MSAccess 2010-Design View, Form, Query, Report.	4 Marks
CH 12 :	Basic Concepts of a Web Browser	4 Marks
CH 13 :	Introduction to HTML5	5 Marks
CH 14 :	Introduction to C	5 Marks
CH 15 :	Variables and Constants in C	8 Marks
CH 16 :	Operators in C	10 Marks
CH 17 :	Control Structures in C	10 Marks
	Total	80 marks

ANNUAL EXAM (PRACTICAL) : Class IX

	CHAPTERS	MARKS
CH 3 :	Operating System	
CH 4 :	Editing and Formatting in a Word Processor	5 Marks
CH 5 :	More Features of a Word Processor	
CH 6 :	Introduction of Spreadsheets	
CH 7 :	Introduction to Presentation Software	
CH 8 :	Adding Effects to a Presentation	
CH 10 :	Introduction to Databases-MS Access 2010.	5 Marks
CH 11 :	MSAccess 2010-Design View, Form, Query, Report.	
CH 12 :	Basic Concepts of a Web Browser	
CH 13 :	Introduction to HTML5	
CH 14 :	Introduction to C	5 Marks
CH 15 :	Variables and Constants in C	
CH 16 :	Operators in C	
CH 17 :	Control Structures in C	
	VVA	5 Marks
	Total	20 marks

Marks Distribution for Practical Exam

Total	Viva	MS Word/Excel/Power Point	MS Access/HTML	C Language
20 marks	5 Marks	5 Marks	5 Marks	5 Marks

COMPUTER SCIENCE (E)
(FOUNDATION OF INFORMATION TECHNOLOGY)
SUBJECT CODE - 34
CLASS-X

General Instruction:

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 2 Formative Assessments (FA 1 & FA2) in the first term (TERM I) & 2 Formative Assessments (FA3 & FA4) in the second term (TERM II) will carry 10% WEIGHTAGE.

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

Computer Science (E), Class - X

WEIGHTAGE DISTRIBUTION OF FORMATIVE & SUMMATIVE ASSESSMENT

TERM	TYPES OF ASSESSMENT	PERCENTAGE OF WEIGHTAGE IN ACADEMIC SESSION	TERM-WISE WEIGHTAGE	TOTAL
TERM I (50%)	FA1	5%	FA1+FA2=10%	FA1+FA2+
	FA2	5%		
TERM II (50%)	SA1	40%	SA1=40%	FA3+FA4=20%
	FA3	5%	FA3+FA4=10%	SA1+SA2=80%
	FA4	5%		
	SA2	40%	SA 2=40%	20%+80%=100%

Computer Science (E), Class - X

WEIGHTAGE DISTRIBUTION OF FORMATIVE & SUMMATIVE ASSESSMENT (TERM I)

TERM	TYPES OF ASSESSMENT	PERCENTAGE OF WEIGHTAGE IN ACADEMIC SESSION	TERM-WISE WEIGHTAGE	TOTAL
TERM I (50%)	FA1	10%	FA1+FA 2=20%	FA 1+FA2=20%
	FA2	10%		
	SA1	80%	SA1=80%	20%+80%=100%

WEIGHTAGE DISTRIBUTION OF FORMATIVE & SUMMATIVE ASSESSMENT (TERM II)

TERM	TYPES OF ASSESSMENT	PERCENTAGE OF WEIGHTAGE IN ACADEMIC SESSION	TERM-WISE WEIGHTAGE	TOTAL
TERM II (50%)	FA3	10%	FA3+FA4=20%	FA3+FA4=20%
	FA4	10%		
	SA2	80%	SA2=80%	20%+80%=100%

TERM I (THEORY)

UNIT	CHAPTERS	
UNIT I : Basic of Information Technology	CHAPTER 1: Introduction to the Internet	
	CHAPTER 2: Internet Services	
UNIT II : Information Processing Tools & I T Application	CHAPTER 3: Inserting Images & Creating Tables in HTML 5	
	CHAPTER 4: Links & Frames in HTML 5	
	CHAPTER 5: XML	
	CHAPTER 6: Introduction to JavaScript	

Unit I : Basic of Information Technology

Introduction to the Internet : Histry of Internet, How the Internet Works, How the Web Works, How to log on to the Internet, Uniform Resource Locator (URL), Internet related Terminology, Hypertext Transfer Protocol (HTTP), Hypertext Markup Language (HTML), Publishing a web Page, Web Address, Network Classes.

Internet Services : Information Retrieval, Electronic Mail (e-mail), Locating sites using Search Engines & finding people on the Internet, Files Transfer Protocol (FTP), Telnet.

Web Services : Chat, Electronic Mail (e-mail), Video Conferencing, E-Learning, E-Banking, E-Shopping, E-Reservation, News groups, Social Networking.

Unit 11 : Information Processing Tools

Hypertext Markup Language

Inserting image & Creating Tables in HTML 5 :

Insertion of image using the element IMG (Attributes: SRC, WIDTH, ALT, ALIGN), Superscript SUP, Subscript SUB, Creating Table TABLE (BACKGROUND, BGCOLOR, WIDTH, CELL SPACING, CELL PADDING)

Links & Frames in HTML : Linking, Creating Frames, Inserting Audio & Video.

XML: Introduction to XML, Difference between XML & HTML with respect to the following. Data Separation, Data Sharing, Document Structure, Tags, Elements, Child elements, Attributes, Values. XML Elements-Defining own tags In XML, root elements, child elements & their attributes.

Comment in XML, white space & new line in XML, well-formed XML documents, validating XML documents, XML Parser, Viewing XML documents in a web browser.

Javascript

Introduction to Javascript : Introduction to JavaScript, JavaScript Script, Alert Statement, Comments in JavaScript, Variables, Assignment, Semicolon in JavaScript, Operators in JavaScript, Simple & Compound Statements, if Statement, switch Statement.

Computer Science

Subject Code - 34

Class - X

TERM I (PRACTICAL)

(A) Hands on Experience:

1. Working with Internet:

To Test some of the following Internet Services:

- Accessing the Internet
- Using different types of Protocols. (i.e. HTTP)
- Locating sites using different Search Engines
- Using e-mail Services
- Chating with others using Internet
- Creating Slogs & Sharing files.

2. Web Page Designing using HTML-

A Web Page is required to be designising HTML for testing the following areas :-

- Adding a title to web page
- Formatting Text
- Inserting Image
- Adding Ordered/ Unordered List
- Writing Text in paragraphs
- Adding content in Tabular Form
- Adding Internal/External Links

3. Web Page Designing using JavaScript -

A Dynamic Web Page is required to be designed using edit or/IDE for testing the following areas:-

- Adding a title to wed page
- Formatting Text
- Inserting comments

- using alert statement
- Using Prompt dialog box

Students are supposed to know the tools & style for designing domain specific Web pages from real life applications & the topics mentioned in the syllabus.

B) IT Application Report File: Students are supposed to make an IT Application Report File containing real life assignments in HTML & JavaScript on the topics from the domain:

- 4 HTML source code along with browser view.
- 4 JavaScript source code along with browser view.

(Must have print out of the above)

C) Viva Voice : The questions can be asked from any portion of the syllabus covered during Term I of Class X.

TERM II (THEORY)

UNIT	CHAPTERS	
UNIT III : Information Processing Tools & IT Applications	CHAPTER 7 : Looping in JavaScript	
	CHAPTER 12 : MySQL	
UNIT IV : Societal Impact of IT	CHAPTER 13 : Societal Impact of Information Technology	

Unit III : Information Processing Tools & IT Application

Looping in JavaScript : While, do...while loop, for loop, break statement, continue statement.

Database Management system :

MySQL : Concepts and need for a database, Introduction to Database Management System, Introduction to MySQL. SQL Commands, starting MYSQL, Creating a database in

MYSQL. Data Types : Text, Numbers, Date/Time, MYSQL, Tables, setting the primary key, inserting data in a table, inserting & deleting Data/Fields/Records, Changing the structure of a Table Creation & Adding new columns to the Table, Modifying columns, Changing the structure of a Table, Renaming a Table Retrieving all Data values of Table using select statement, working with operators, Sorting Data in a Table, Deleting Data from a Table, Updating Data in Tables. IT Applications : Students are suggested to have theoretical knowledge on the above areas & they are also suggested to work on the following topics also knowledge of various Java IDEs.

Unit IV : Social Impact of IT

Societal Impact of Information Technology : Virus, Worms, Trojan Horse, Antivirus, Software, Spyware, Malware, Spam, Data Backup & Recovery Tools & Methods, Hackers & Crackers with regard to Computer Data & Applications, Information Security provisions in E-commerce, IT & ICT

Computer Science

Subject Code - 34

Class - X

TERM II (PRACTICAL)

A) Hands of Experience :

1. **Looping in JavaScript** : Students are supposed to write JavaScript code using various looping Statements.

2. Database - MySQL

A database is required to be created for testing the following areas :-

- Creating, Saving, Opening & Closing a Database
- Setting Data Type & Primary Key
- Creating/Modifying Table Design

B) IT Applications Report File:

1. Use Database Tools on following 5 topics

- Personal Data Record File
- Student Database
- School/ Calss Result Record
- Employee Database
- Stock Inventory

C) **Viva Voice:** All the questions here can be asked from any portion of the syllabus covered during Term II of Class X.

Computer Science (E)

Class - X

UNIT TEST I

Chapter 1 : Introduction to the Internet	10 Marks
Chapter 2 : Internet Services	10 Marks
Chapter 3 : Inserting Images & Creating Tables in HTML 5	5 Marks
<hr/>	
Total 25 Marks	

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UNIT TEST II

Chapter 4 : Links & Frames in HTML	12 Marks
Chapter 5 : XML	13 Marks
<hr/>	
Total 25 Marks	

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HALF YEARLY EXAM (THEORY)

Chapter 1 : Introduction to the Internet	15 Marks
Chapter 2 : Internet Services	15 Marks
Chapter 3 : Inserting Images & Creating Tables in HTML 5	8 Marks
Chapter 4 : Links & Frames in HTML 5	8 Marks
Chapter 5 : XML	17 Marks
Chapter 6 : Introduction to JavaScript	17 Marks
<hr/>	
Total 80 Marks	

HALF YEARLY EXAM (PRACTICAL)

Chapter 3 : Inserting Images & Creating Tables in HTML 5	} 10 Marks
Chapter 4 : Links & Frames in HTML 5	
Chapter 6 : Introduction to JavaScript	10 Marks
<hr/>	
Total 20 Marks	

UNIT TEST III

Chapter 7 : Looping in JavaScript	10 Marks
Chapter 12 : MySQL	10 Marks
Chapter 13 : Societal Impact of Information Technology	5 Marks

Total 25 Marks

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PRE-TEST/TEST EXAM (THEORY)

Chapter 1 : Introduction to the Internet	7 Marks
Chapter 2 : Internet Services	12 Marks
Chapter 3 : Inserting Images & Creating Tables in HTML5	6 Marks
Chapter 4 : Links & Frames in HTML 5	6 Marks
Chapter 5 : XML	12 Marks
Chapter 6 : Introduction to JavaScript	8 Marks
Chapter 7 : Looping in JavaScript	5 Marks
Chapter 8 : IT Application-I	
Chapter 12 : MySQL	12 Marks
Chapter 13 : Societal Impact of Information Technology	12 Marks

Total 80 Marks

PRE-TEST/TEST EXAM (PRACTICAL)

Chapter 3 : Inserting Images & Creating Tables in HTML 5	} 7 Marks
Chapter 4 : Links & Frames in HTML 5	
Chapter 6 : Introduction to JavaScript	} 7 Marks
Chapter 7 : Looping in JavaScript	
Chapter 12 : MySQL	6 Marks

Total 20 Marks

Computer Science (E)

Class - X

Final Examination

Chapter Wise Marks Distribution for Theory and Practical Exam

Chapter 1 : Introduction to the Internet	7 Marks
Chapter 2 : Internet Services	12 Marks
Chapter 3 : Inserting Images & Creating Tables in HTML5	6 Marks
Chapter 4 : Links & Frames in HTML 5	6 Marks
Chapter 5 : XML	12 Marks
Chapter 6 : Introduction to JavaScript	8 Marks
Chapter 7 : Looping in JavaScript	5 Marks
Chapter 8 : IT Application-I	
Chapter 12 : MySQL	12 Marks
Chapter 13 : Societal Impact of Information Technology	12 Marks
Chapter 14 : IT Application-II	
Total	80 Marks

NB : Chapters- 9, 10, 11 are excluded from the syllabus.

Chapter Wise Marks Distribution for Practical Exam

Chapter 3 : Inserting Images & Creating Tables in HTML5	}	7 Marks
Chapter 4 : Links & Frames in HTML 5		
Chapter 6 : Introduction to JavaScript	}	7 Marks
Chapter 7 : Looping in JavaScript		
Chapter 12 : MySQL		6 Marks
Total		20 Marks

Topic wise Marks Distribution for Practical Exam

Total	Viva	HTML	JavaScript	MySQL
20 Marks	5 Marks	5 Marks	5 Marks	5 Marks

WOOD CRAFT(E)

SUBJECT CODE - 41

Class - IX

Theory Marks : 40

Practical Marks : 60

Full Marks : 100

Time : 2 hours

Pass Marks : 12

Time : 3 hours

Pass Marks : 18

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	An-nual
1	Theory : 40 Marks, Time : 2 hours Precautions & Rules Marking Tools Measuring Tools	25	14
2	Testing Tools Planing Tools Cutting Tools	15	11
3.	Rules of shopening of Saws		05
4.	Stricking Tools Boring and Drilling Tools. Holding Instruments Miscellaneous Tools		10
	Total	40	40
	Practical : Marks - 60, Time : 3 hours		
1	Demonstration of workshop safety	10	4
2	Practice of operation of fire extinguisher	10	4
3.	Industrial visit to wood working shop	10	4
4.	Demonstration of various type and size of hand tools and practice of sharpening hand tools and operation of various types of hand tools.	15	5
5	Demonstration of marking, measuring and Cutting testing angle, Surface of flatness and different thickness.	15	5

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
6	Demonstration of Boring, Striking and testing		6
7	Demonstration of drilling and other miscellaneous tools and testing		6
8.	Revised practice of marking, measuring and sawing and testing.		8
9.	Revised practice of planing types of chiseling and testing		8
10	Demonstration of cross half lap joints, T-lap joints etc.,		10
Total		60	60

WOOD CRAFT(E)

SUBJECT CODE - 41

Class-X

Theory Marks : 40

Practical Marks : 60

Full Marks : 100

Time : 2 hours

Pass Marks : 12

Time : 3 hours

Pass Marks : 18

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	An-nual
	Theory : 40 Marks, Time : 2 hours		
1	Wood Working Machines Staining and Polishing Joinery Glue	25	10
2	Botany Department Classification of Timber	15	08
3.	Grain Structure & growth of trees Felling of Trees		08
4	Cutting of logs or conversion of logs Seasoning Defects and Diseases of Timber		14
	Total	40	40
	Practical : Marks - 60, Time : 3 hours		
1.	Dingtheiny joints slopping scart, racking seared, half lapping of table, scarf joint etc.	25	15
2.	Demonstration in forest		
3.	Sawing and planning various class of timber	10	5
4.	Demonstration of power tools use in		

Unit	Practical	Marks	
		Half Yearly	An-nual
5.	Operating of machine saw and Dath machine.	25	20
6.	Operating of electric drill and machine planer.		
7.	Practise of making Door frame, window frame.		
8.	Practise of Door cover and window frame.		15
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.		5
12.	Packing practise.		
	Total	60	60

MUSIC (E)
SUBJECT CODE - 38
(Vocal and Instrumental)
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 acquires 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)
Subject Code : 38
(Vocal & Instrumental)

Class : IX

Theory Marks : 30

Practical Marks : 70

Full Marks : 100

Time : 2 hours

Pass Marks : 9

Time : 3 hours

Pass Marks : 21

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	An-nual
Unit -1	<p>A. Vocal & Instrument : (i) Notation of any two Bada Khayal (Bhatkhande & Poluskar system or Masitkhani Gat / Bilambit Gat)</p> <p>ii) One Dhrupad or Drut Gat other than Trital in the following Ragas - Yaman, Alhia Bilawal, Bhairav, Kafi & Bhupali.</p> <p>B. Tabla/Pakhawaj : Notation of tukda, Tehai, Gat, Chakradar, Quida and Paran in Tintal, Jhaptal and Choutal.</p>	12	8
Unit-2	<p>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.</p> <p>B. Tabla/Pakhawaj : Sangeet, Nad, Tal, Tali, Khali, Som, Bibhag, Matra, Laya, Mohra, Tehai (Damdar & Bedam) and Paran.</p>	8	5

Contd..

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
Unit-3	<p>A. Vocal & Instrument & B. Tabla/Pakhawaj : Notation writing of Tala in Borabar, Dugun and Chogun Laykari :</p> <p>(a) Trital, (b) Ektal, (c) Choutal, (d) Jhaptal, (e) Rupak, (f) Dadra, (g) Kaharwa, (h) Dhamar in both Bhatkhande and Poluskar Tala notation system.</p>	10	6
Unit-4	<p>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.</p> <p>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.</p>		5
Unit-5	<p>A. Vocal and Instrument : Life sketch of Sankar Dev, Tansen, Lakhiram Baruah, Omkarnath Thakur, Bishnu Rabha, Pt. Ravi Sankar.</p> <p>B. Tabla/Pakhawaj : Life sketch of AllarkhaKhan, Ahmed Jan Thirkhowa, Samta Prasad, Keshab Changkakoty, Nana Saheb Panse, Ayodhya Prasad.</p>		6
	Total	30	30

MUSIC (E)

Practical : (Vocal and String instruments : Sitar, Sarod, Violin, Flute)

Class - IX

Time : 2 hours

Total Marks- 70

unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	An-nual
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).	30	20
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.	20	15
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..... 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.....	20	15

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	An-nual
4.	Chhota Khayal/Rajakhani Gat with Sthayee, Antara, Alap, Tan Toda, Jhala in raga : Eman, Bhairav, Kafi, Bhupali and Alhia Bilawal.		10
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.		05
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.		05
	Total	70	70

N.B. : For vocal, any composition can be selected for khayal and Dhrupad.

**

MUSIC (E)

Practical : Tabla/Pakhawaj

Class - IX

Time : 2 hours

Total Marks- 70

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.	50	30
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	20	20
Unit-3	Knowledge of playing of the following boles: Terekete, Tuna, Kerenag, Kran, Gadigana, Kredha, Gherenag, Dhumakita.		10
Unit-4	Hath Tali in borabar, dugun and ability to play the following Tals : Jhaptal, Ektal Sooltal, Choutal, Dadra and Kaharwa		10
	Total	70	70

MUSIC (E)

Subject Code : 38 (Vocal & Instrumental)

Class : X
Theory Marks : 30
Practical Marks : 70
Theory : 30 Marks

Full Marks : 100
Time : 2 hours
Pass Marks : 9
Time : 3 hours
Pass Marks : 21

Unit	LESSONS	Marks	
		Half Yearly	An- nual
1	<p>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.</p> <p>B. Tabla/Pakhawaj : Comparison of– Jhaptal and Sooltal, Rupak and Teora, Ektal and Sooltal, Deepchandi and Dhamar, Tukda and Paran, Quida and Rela, Chakradar and Tehai.</p>	15	8
2	<p>A. Vocal & Instrument : Write short notes of the following– Kheyal, Dhrupad Dhamar, Tarana, Lokshan Geet, Sargam, Lokageet , Bargeet, Purbanga Raga, Uttara Raga, Gamak, Meend, Nad, Masi-tkhani, Chikari, Akarsha, Apakarsha, Mijrab, Jaba and Sandhiprakash.</p> <p>B. Tabla/Pakhawaj : Definition of Tukda, Quida, Gat, Jati, Yati, Rela, Peshkar, Chakradar and Avartan with example.</p>	9	5
3	<p>A. Vocal & Instrument & B. Tabla/Pakhawaj : Notation writing of the</p>	6	6

Contd..

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
4	following Talas in Dugun, Tingun and Chougun-trital, Ektal, Choutal, Sooltal, Jhaptal, Rupak & Dhamar.		
	<p>A. Vocal & Instrument : (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.</p> <p>B. Tabla/Pakhawaj : (i) Qualities and drawbacks of a Tabla player, (ii) Classification of instruments– Tat Vadya, Ghana Vadya, Susirr Vadya and Avanaddha Vadya.</p>		5
5	<p>A. Vocal & Instrument : Life sketch of : Vishnu Narayan Bhatkhande, Vishnu Digambar Poluskar, Jyoti Prasad Agarwala.</p> <p>B. Tabla/Pakhawaj : Life sketch of Kishan Maharaj, Zakir Hussain and Anokhe Lal Mishra, Kudau Singh, Parbat Singh.</p>		6
	Total	30	30

MUSIC (E)

**Practical : (Vocal and Instruments : Sitar, Sarod,
Violin, Flute etc.)**

Class - X

Total Marks- 70

Time : 3 hours

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
1.	<p>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.</p>	25	10+6=16
2.	<p>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 than trital with alap, Tan-Toda and ghala in any one of the prescribed Ragas.</p>	25	15
3.	<p>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 the Raga selected for Bada Kheyal/Masitkhani Gat in unit 1.</p>	20	12

Contd..

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
4.	Oral recital of the following Tals :- With Theka, Som, Tail, Khali etc., in Barabar and Dugun lay.		12
5.	TALS : Ektal, Tilowara, Sooltal, Choutal, Dhamar, Trital, Jhapal and Rupak. 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.]		5+5 =10
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 vocal music in this regard (2nd two options)		5
Total		70	70



MUSIC (E)
PRACTICAL : TABLA/PAKHAWAJ

Class-X

Time : 3 hours

Full Marks : 70

Pass Marks : 21

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.	45	30

Contd..

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	An-nual
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) (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	25	15
3	Knowledge of accompaniment with vocal/ Instrumental Music :		5
4	Knowledge of playing Laggi in Dadra and Kaharwa Tal		5
5	Knowledge of tuning of the instrument		5
6	Hathtali (Barabar, Dugun, Tingun and Chougun) Trital, Jhaptal, Ektal, Sooltal and Dhamar		10
Total		70	70

Textbook : Sangeet Madhurya
ASTPPC, Guwahati-1

DANCE (E)

SUBJECT CODE -35

Class-IX-X

INTRODUCTION :

All Indian classical dance forms have their origin in Bharat Muni's "NATYASHASTRA" and Nandikeswara's "ABHINAYA DARPANA". The Indian Classical dance forms are Bharata Natyam, Kathak, Odissi, Manipuri, Kathakali, Mohini Attam, Sattriya (a new classical dance form) etc. 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 preliminary 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 for performance 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 "ABHINAYADARPANA".

DANCE (E)

Subject Code : 35

Class : IX

Theory Marks : 30

Practical Marks : 70

Pass Marks : 9

Time : 2 hours

Pass Marks : 21

Time : 3 hours

Part A - Theory common to all Indian Classical Dance Forms-

Contents	Marks	
	Half Yearly	An-nual
1. Indian classical dances and their origin. 2. Nritya, Nritya, Natya- knowledge of Tandav and dasya.	(1+2) 15	All 15
3. Origin and evolution of Dance		
4. Basic Postures of dances		
5. Hasta or Hand gestures		
6. Bhav, Rasa, Tal, Laya		

DANCE (E)

Class : IX

Bharat Natyam

Part : B Theory

Marks : 15

Contents	Marks	
	Half Yearly	An-nual
1. Definition of terms - Jati, Adava, Tirmanam, Solkaltu, Mandalam		
2. Description of Alarippu, Jatisharam sabdam and Barnam.	(1, 2, 3) 15	All 15
3. Devahastas and Dasavataarahasta		
4. Talas used in Bharata natyam		
5. Various Instruments, dresses and ornaments used in Bharat Natyam		

Bharat Natyam : Practical

Full Marks : 70

Contents	Marks	
	Half Yearly	An-nual
1. Repeation of all dance exercises and advus.		
2. Knowledge of adavu, Mandalam, Jati, Tirmanam and sollokatu	(1, 2, 3) 70	All 70
3. Concert items Alarippu, Jatiswaram, Sabdam and varnam.		
4. Singing of above items		
5. Demonstration of Devahastas and Dasavataarahastas		

Sattriya Dance

Part : B Theory

Full Marks - 15

Contents	Marks	
	Half Yearly	An-nual
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.	Half Yearly	An- nual
4. Knowledge of Nadubhangi Nritya.		
5. General knowledge of Jhumura Nach.	(1, 2, 3 4, 5) 15	All 15
6. Knowledge of Chali Nach.		
7. Notation of tal - Chutatal, Ektal, Parital.		
8. General knowledge of hasta.		
9. Contribution of Sri Sri Madhavdeva.		

Sattriya Dance : Practical

Full Marks - 70

Contents	Marks	
1. Practical Knowledge of Mati-Akhara	Half Yearly	An- nual
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.	(1, 2, 3 4) 70	All 70
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.		

Odissi

Part : B Theory

Marks : 15

Contents	Marks	
1 Odissi: its history and development.	Half Yearly	An- nual
2 The present repertoire for stage performance		
3 Elementary knowledge of Talas and Ragas used in Odissi dance	(1, 2, 3) 15	

Contd..

DANCE (E), Class IX

		Marks	
		Half Yearly	An-nual
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.		All 15
6.	Instruments and Costumes.		
Odissi : Practical		Marks : 70	
Contents		Marks	
		Half Yearly	An-nual
1.	Practical knowledge of Tals and Ragas.	(1, & 2) 70	All 70
2.	Practical knowledge of Pada-bheda and Hasta.		
3.	Practical knowledge of bhangis.		
4.	Dance items- a) Batu, b) Pallavi on any raga c) Muksha		

Kathak

Part : B Theory

Marks : 15

Contents		Marks	
		Half Yearly	An-nual
1.	Origin and Development of Kathak Dance.	(1, 2, 3) 15	All 15
2.	Concept of Tala, Sam, Tali, Khali, Abartan, Matra, Pronami.		
3.	Introduction of Trital with Theka.		
4.	Knowledge of laya and its three kinds.		
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.		

Kathak : Practical

Marks : 70

Contents	Marks	
	Half Yearly	An-nual
1. Barabar, Dugun and chougum Tatkar in Jhaptal and choutal.	(1,2, 3,4) 70	All 70
2. One Amadjuri Paran in Trital.		
3. That, Pranami in Trital and Japtal.		
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 : 15

Contents	Marks	
	Half Yearly	An-nual
1. Importance of Maharaja Bhagya Chandra in the development of Manipuri Dance.	(1,2, 3) 15	All 15
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.		

Manipuri : Practical

Marks : 70

Contents		Marks	
		Half Yearly	An-nual
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.	70	All
c)	Tal Chali in hasya or Tandava.		70
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.		



DANCE (E)

Subject Code - 35

Class IX, Marks : 100

Summary of Marks Distributions

unit	SUB-UNIT/LESSONS	Marks
	Theory : 30	
	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	15
	Part - B Bharat Natyam Or Satriya Nritya Or Odissi Dance Or Manipuri Dance Or Kathak Dance	15
	Theory Total	30
	Practical	70
	Grand Total	100

Textbook : Bharatiya Shastriya Nrityar Ruprekha Published by the ASTPPC.

DANCE (E)

Subject Code : 35

Class : X

Theory Marks : 30

Practical Marks : 70

Full Marks : 100

Pass Marks : 9

Time : 2 hours

Pass Marks : 21

Time : 3 hours

Part (A) Theory common to all Indian classical Dance Forms

Contents	Marks	
	Half Yearly	Annual
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.	(1, 2, 3)	All 15
4. Brief knowledge about Bharat muni's "Natya shastra" and Nandikeswara's "Abhinaya Darpana"	15	

Part : B Theory **Manipuri Dance**

Marks : 15

Contents	Marks	
	Half Yearly	Annual
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.	(1, 2) 15	All 15

Manipuri Dance : Practical

Marks : 70

Contents	Marks	
	Half Yearly	Annual
1. NRITABANDHA (Punglol Jagoi) Dances on Talas and Rhythm Patterns. (a) Tal Teoda or tinal macha. (b) Tal Chowtal or Tanjao.	(1, 2) 70	All 70
2. PRABANDHANARTAN (ISHEJAGOI) Pure Dance on Song, Abhinaya on Song.		
3. FESTIVAL DANCE Mandila Nartan or khubakishei.		

DANCE (E)
CLASS - X

Kathak Dance

Part : B Theory

Marks : 15

Contents	Marks	
	Half Yearly	An-nual
1. Definitions of that, Primalu, Kabit, Gat Bhava, Paran and Tukra. 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.	(1, 2, 3) 15	All 15

Kathak Dance : Practical

Marks : 70

Contents	Marks	
	Half Yearly	An-nual
1. Revision of all Previous Course 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	(1, 2, 3) 70	All 70

DANCE (E)

CLASS - X

Bharat Natyam

Part : B Theory

Theory Marks : 15

Contents		Marks	
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.	Half Yearly	An-nual	
	(1, 2)	All	15
Bharat Natyam : Practical		Marks : 70	
Contents		Marks	
1. Repeation of all Exercises and adavus. 2. Concert Items Astapadi Padam Tillana 3. Singing of above concert items.	Half Yearly	An-nual	
	(1, 2)	All	70

Sattriya Nritya

Part : B Theory

Theory Marks : 15

Contents		Marks	
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.	Half Yearly	An-nual	
	(1, 2, 3, 4)	All	15
Sattriya Nritya :Practical		Marks : 70	
		Marks	
1. Revision of the Previous Course. 2. Knowledge of the Raja Ghariya chalinach (One Ramdani and geetar Nach)	Half Yearly	An-nual	

Contd..

DANCE (E), CLASS - X

	Marks	
	Half Yearly	Annual
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.	(1, 2, 3, 4, 5) 70	All 70
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.		

Oddissi Dance

Part : B Theory

Theory Marks : 15

Contents	Marks	
	Half Yearly	Annual
1. Detailed Knowledge of Nritta, Nritya and Natya.		
2. Knowledge or Nine Rasas.		
3. Knowledge about Mahakavi Jaydeva and few renowned lyricists of Orissa.	(1, 2, 3)	All
4. Knowledge of various Ragas and Talas used in oddissi dance.	15	15
5. Comparative study between oddissi and sattriya dance.		

Oddissi Dance : Practical

Marks : 70

Contents	Marks	
	Half Yearly	Annual
1. Revision of the Previous Courses.		
2. Demonstrations of few Ragas and Talas used in oddissi dance.		
3. Demonstrations of few songs used in oddissi dance.	(1, 2)	All
4. Dance items (a) One Astapadi. (b) One Oriya Song With Abhinaya.	70	70

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

Theory : 40

Practical : 60

Theory Marks : 40

Full marks : 100

Pass marks : 12

Time 2 hours

Pass marks : 18

Time 3 hours

Contents	Marks	
	Half Yearly	Annual
Unit I : Definition of Fine Art and other related areas. An introduction to Fine art, areas of Fine Art.	15	10
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	25	20
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.		10
Total	40	40

Contd..

FINE ART (E)
Class IX
Practical : Mark - 60

Unit	Content	Marks	
		Half Yearly	An-nual
I	<ul style="list-style-type: none"> ❖ 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, utensil, 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. 	40	25
II	A need based design in ornamental, geometrical pattern specially for table cloth, chador, gamosa, or a book cover.	20	10
III	Simple composition in line, on rubber or soft wood and printing it with press ink or in black and white drawing.		5
IV	Concept of Sculpture, in relief and three-dimensional form using armature with clay or plaster of paris.		5

Contd..

Unit	Contents	Marks	
		Half Yearly	Annual
V	<ul style="list-style-type: none"> ❖ 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.) 		15
Total		60	60

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.



FINE ART(E)

SUBJECT CODE - 36

Class - X
Theory : 40

Full marks : 100
Pass marks : 12
Time 2 hours

Practical : 60

Pass marks : 18
Time 3 hours

Theory Marks : 40

Contents	Marks	
	Half Yearly	Annual
Unit I : The difference between fine arts and crafts and its need in our life and society	20	10
Unit II : Indian Miniature painting	20	20
<ol style="list-style-type: none"> 1. Pala 2. Jaina 3. Rajput 4. Mughal Modern Art in India, a historical perspective		
Unit III : Modern Art in Assam, a historical perspective		5
Unit IV : Western Art & its history		5
Total	40	40

FINE ART : PRACTICAL

Marks : 60

Contents	Marks	
	Half Yearly	Annual
Unit I :		
<ul style="list-style-type: none"> ● Drawing and painting of human and animal figure with any colour (water, acrylic, oil, 	30	20

Contd..

	Marks	
	Half Yearly	Annual
<p>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.</p> <ul style="list-style-type: none"> ● Composition with human and animal figure with water colour, acrylic or oil. <p>Unit II :</p> <ul style="list-style-type: none"> ● 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 <p>Unit III :</p> <ul style="list-style-type: none"> ● 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 <p>Unit IV :</p> <p>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.</p>	30	15
		12 + 3 =15
		3 + 7 =10
Total	60	60

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 allotted 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.

**

WEAVING AND TEXTILE DESIGN (E)

SUBJECT CODE - 39

Class : IX,

Total Marks : 100

Theory : 50 Marks

Pass Marks : 15

Time : 2 hours

Practical : 50 Marks

Pass Marks : 15

Time : 3 hours

Unit	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	20	10
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.	30	20
III	Dyeing 31 – Introduction.	10	

Contd...

N.B. - Textile Design & Clothing (E) is renamed as Weaving & Textile Design (E)

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
IV	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.		10
	Printing 4.1– Dyeing and printing. 4.2 – Methods used for printing. 4.3 – Screen printing. 4.4 – Styles of printing. 4.5 – Variant printing effects.		
	Total	50	50

WEAVING AND TEXTILE DESIGN PRACTICAL

Time : 3 hours

Marks : 50

Marks : 50		Time : 3 hours	
		Marks	
		Half Yearly	Final
1	Drawing of motif, different floral desing in drawing paper, different. Shapes and their placement process.	25	20
2	Introduction to common parts of loom, General idea of different types of fabric.	25	10
3	Dyeing of cotton yarn by using direct and reactive dyes by conventional method using different colours is different shades.		20
Total		50	50
Theory		50	50
Practical		50	50
Grand Total		100	100

WEAVING AND TEXTILE DESIGN (E)

SUBJECT CODE - 39

Class - X

Theory : 50

Practical Marks : 50

Full Marks : 100

Pass Marks : 15

Time : 2 hours

Pass Marks : 15

Time : 3 hours

THEORY		Marks	
Unit	SUB-UNIT/LESSONS	Half Yearly	Final
I.	Making of Design folder with (i) Traditional Design (ii) Floral Design (iii) Folk Art (iv) Geometrical Design (v) Abstract Design	15	10
II.	Study of different Traditional Design (i) Designs from North Eastern region. (Assamese, Bodo, Miri etc.) (ii) Phulkari (iii) Kantha	15	5
III.	Weaving : (i) Study of Decorative Weave (Dobby and Jacquard) (ii) Making of Design on Graph paper for jacquard Weave. (iii) Card punching technique. Use of punch card on Jacquard loom.	20	11

Contd...

N.B. - Textile Design & Clothing (E) is renamed as Weaving & Textile Design (E)

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
IV.	Dyeing :		12
	(i) Conventional method of dyeing of silk yarn with a. Acid Dye b. Basic Dye (ii) Conventional Method of Dyeing of Cotton Fabric. a. Tie & Dye b. Batik		
V.	Printing :		12
	(i) Basic idea on machine printing Roller Printing machine Rotary Screen Printing machine. Conventional Method of Printing		
	(ii) Hand Block Printing Making of Hand block Preparation of print paste for block printing.		
	(iii) Screen printing Method of preparation of Screen Development of Design on Screen Preparation of Print paste.		
Total		50	50

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.	20	10
II	3. Drawing of different Asomiya Design used in Mekhela-Chadar. 4. Drawing of different Bodo Design.	20	10
III	5. Drawing of different Asomiya traditional Design in graph paper for Handloom.	10	10
IV	6. Dyeing of Silk yarn using Acid Dye by conventional method. 7. Dyeing of cotton fabric by using Tie & Dye Method.		10
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		10
	Total	50	50
	Theory	50	50
	Practical	50	50
	Grand Total	100	100

Garment Designing (E)

SUBJECT CODE - 40

Class - IX
Theory : 30

Practical : 70

Full Marks : 100
Pass Marks : 9
Time : 2 hours
Pass Marks : 21
Time : 3 hours

THEORY :		Marks	
Sl. No.	Lessons	Half Yearly	Annual
1.	Prospect and demand of Garment Making	2	2
2.	Tools & Equipment	2	2
3.	Pattern. (drafting and Pattern Making)	6	4
4.	Care and maintenance of cutting Tools & Equipment	4	2
5.	Tools & Equipment for hand stitch	4	2
6.	Tools & Equipment for ironing	6	3
7.	Sewing Machine	6	3
8.	Problems in sewing and Remedies		3
9.	Precautions to be taken while working with the sewing machine		2
10.	System of measurement with Measuring Tape		2
11.	Calculation : a) Width of cloth b) Body measurement as per age		2
12.	Classification of stitch for different fabrics a) Light weight fabrics b) Medium weight fabrics c) Heavy weight fabrics		3
Total		30	30

GARMENT DESIGNING

Class IX

Practical

Marks -70

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	An-nual
Drafting -	40	20
Cutting -	30	10
Stitching		40
Total	70	70

GARMENT DESIGNING(E)
SUBJECT CODE - 40

Class-X
Theory : 30

Practical : 70

Full Marks : 100
Pass Marks : 9
Time : 2 hours
Pass Marks : 21
Time : 3 hours

THEORY :

30 Marks

SI No	Lessons	Marks	
		Half Yearly	An-nual
1	Pattern Layout (a) Fabric calculation (b) Estimation of cost	20	10
2	Study of Indian Traditional wears	10	5
3	Market survey and analysis of different types of– (a) Necklines (b) Collars (c) Sleeves (d) Skirts (e) Trousers (f) Shirts		15
	Total	30	30

GARMENT DESIGNING(E)
CLASS - X
PRACTICAL

70 Marks

Sl. No.	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
1	Darts and its placement (a) One dart (b) Two dart (c) Style dart	12	6
	Pattern drafting		
	(a) A-Line kurta with salwar	12	6
	(b) punjabi kurta for gents	10	6
	(c) Churidar	8	4
	(d) A-Line skirt	10	5
	(e) Circular skirt	10	5
	(f) Puff sleeve	4	2
	(g) Full sleeve	4	2
	(h) Flare sleeve		2
	(i) Trousers		6
	(j) Capri		6
2.	Making of 5 sample garments using– collars, sleeves, plackets and pockets		20
		70	70
	Total	100	100

Text book : **Posak Rupankan** for class X
The Assam State Textbook Production & Publication Limited, Guwahati-1

HOME SCIENCE (E)

SUBJECT CODE - 37

Class IX-X

Theory Paper, Marks-70

Practical Paper Marks-30

Time : 3 hours

Pass Marks : 21

Pass Marks : 9

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 responsibility 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

Theory Paper, Marks-70

Practical Paper Marks-30

Time : 3 hours

Pass Marks : 21

Pass Marks : 9

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 : 15

- 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 : 15

- 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, adolesce 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 : 15

- 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 : 15

- 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 Khichari Chana Dal Veg. Curry Pokoras - from vegetables/eatable green leaves or flowers Fruit juice	15
2.	Preparation of project report on topics related to course.	5
3.	Common methods of fibre identification - visual micro scopic, burning. or	5
4.	Removal of common stains - grease, curry, blood, perspiration, mud, lipstics, tea, ink etc. or	5
5.	Cleaning and polishing of - Brass, silverware, copper, steel aluminium etc.	5
6.	Practical note book	5

Marks Distribution of Practical :

Unit	SUB-UNITS	Marks	
		Half Yearly	Final
1.	Cookery	15	15
2.	Project report/chart	5	5
3.	Clothing & Textile	5	5
	Or		
4.	Home Management	5	5
5.	Practical note book	5	5
	Total :	30	30



HOME SCIENCE (E)

SUBJECT CODE - 37

Class-X

Theory Paper, Marks-70

Practical Paper Marks-30

Time : 3 hours

Pass Marks : 21

Pass Marks : 9

THEORY

Chapter-1 Food and Nutrition (Marks : 20)

- 1:01 Balance diet– meaning and its importance, Factors to be considered in formulation of balanced diet, age, sex, occupation, 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, Pellagra, Nightblindness, Kwashiorkor, Marasmus, Karatomalacia and their preventive measures.

Chapter -2 Child-Development and Family Studies (Marks: 20)

- 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, toileting, 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 relationship. Catering to the emotional needs of the children.

Chapter-3 Clothing and Textile : (Marks: 15)

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 (Marks: 15)

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.

HOM SCIENCE

Subject Code - 37

PRACTICAL

CLASS - X

Marks: 30

1. Preparation of– (i) Pulao (ii) Paratha (iii) Pooories (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– Tukiing, 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.
Demonstration 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 project report/chart Clothing & Textile Or Home Management	15	15
2.		5	5
3.		5	5
4.	Home Management	5	5
5.	Practical note book	5	5
Total :		30	30

Textbook : **Griha Vigyan** for class X
ASTPPC, Guwahati-1

SANTHALI (E)

Subject Code - 25

IRALAK, KASS KHON GELAK KLIASS DHABIC'

Class IX-X

Santali pahil parsi reak sikhauna reak niyomkoar parhao reak' bisoeko.

Etohop 'reak' katha :

Pahil parsi bhitrirate go-parsicet, reak' kaeda anjom, rorroper, parhao, ol reak' hewa ar and parsi reak', lahan ti sec, mondisa doho ta katege 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 sajabo 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 putthi 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 tehenena. 14-16 umer ren gidrako lagit', 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-parisi 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 bhritri 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 taken reak.; niti niyom sikhaune,
 - (gh) Rar, ror loy, chondo mil aran emanteak, 'bhritri te kabbo bisoe reak, kukli mojak-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 bhritri 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 odak 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-parisi 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 taken 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 taken ror. Aema mane taken 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 (samam) 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		
	<hr/>		<hr/>
	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
	<hr/>		<hr/>
	Total-50		Total-50

SANTHALI(E)

SUBJECT CODE - 25

Class IX,

Full Marks : 100

Time - 3 hours,

Pass Marks : 30

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
	Text book : AKIL MARSAL SANTALI SAOHET Part - I Group A : Marks : 50, Time : 2 hours		
	Prose :		
1.	a) Kushal Kowar b) Tilka Manjhiak' jat ar disom dular	18	9
2.	c) Sendra Kaḥini d) Chapa Kol		9
	Poetry :		
3.	a) Bhurka Ipil b) Go Paṛṣi Santali	10	10
	c) E Juan Ko d) Suku - Yorak'		
3.	Essay	10	10
4.	Translation	4	4
5.	Grammar	8	8
		50	50

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'	18	9
2.	c) Khatao ar Kurumutu d) Dak' Dhiri		9
3.	Poetry : a) Thakur Jiu b) Okoe	12	6
4.	c) Somaj d) Er Aphor		6
5.	Essay / Letter Writting	10	10
6.	Composition	10	10
		50	50
	Grand Total	100	100

SANTHALI (E)
SUBJECT CODE - 25

Class-X
Full Marks-100

Time-3hours
Pass Marks : 30

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	An-nual
1	Text Book:- Wkıl Marsal Santali Saohet Group:- A Marks:- 50, Time:- 2 hours <i>Prose:-</i> PUTHI PARHAO SOHRAE	18	9
2	BHOND (POLLUTION) MĀYĀMAR KLOOROPHIL		9
3	<i>Poetry:-</i> GOGO TERESA SAOHET'	10	5
4	NEHOR KOE ME DELABON BAHAK'		5
5	<i>Essay</i>	10	10
6	<i>Grammar</i> Translation, Tense (Somoe), Phrase and Idiom (Bhenta Katha), Narration, Correction of sentences, ultau katha	12	12
Total		50	50

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
	Group:- B Marks:- 50		
1	<i>Prose:-</i> ASSAM REAK' THOSOK SIRJON DISOM DULAR	17	8
2	NETAJI SUBHAS AKIL JHARNA		9
3	<i>Poetry:-</i> AKIL KHAWAR AJARE	13	6
4	DORSON ONTOR ARSI PIRHI		7
5	Amplification	10	10
6	Letter writing/application	10	10
	Total	50	50
	Grand Total	100	100

Textbook : Akil Marsal Santali Saohet

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.



ARABIC (E)
Subject Code - 28

Class : IX

Total Marks-100

Time : 3 hours

Pass Marks - 30

Unit	LESSONS	Marks	
		Half Yearly	Annual
1	<p>Alphabets & vocabularies: Lessons included</p> <p>(i) <u>Huruf al-Hija</u> (ii) <u>Harakat - 1</u> (iii) <u>Harakat -2</u> (iv) <u>Harakat - 3</u> (v) <u>Alfaaz Ma's-Suwar.</u></p>	41	5x5 = 25
2	<p>Prose : Lessons included</p> <p>(vi) <u>Tahiya wa-Tahaduth</u> (viii) <u>Baiti</u> (ix) Mubina wa al-'Usfur (x) Amina wa Ummuha (xii) Dukkan al-Fawakih</p>	24	5x7 = 35
3	<p>Poetry : Lessons included</p> <p>(vii) <u>Qittati</u> (xi) Yam al- 'Id</p>	10	7 $\frac{1}{2}$ x 2 =15

Unit	LESSONS	Marks	
		Half Yearly	Annual
	<p>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.</p>		
4	<p>Textual grammar, Numerals and Composition :</p> <ol style="list-style-type: none"> 1. <u>Noun (Ism): Singular and Plural</u> 2. <u>Pronoun (Damir) and its kinds</u> 3. <u>Verb (Feil): Madi and Mudari‘</u> 4. Particles (Huruf) and its uses 5. Numerals (‘Adad) : upto ten 6. Simple sentence making/ Translation 	25	25
	<p>Instruction : Grammatical questions are to be set from the model questions existing in different lessons of the Textbook.</p>		
	Total	100	100

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

Textbook : ARABIADHYAYAN

Pratham Bhag (For Class - IX)

Published by : ASTPPC Ltd, Guwahati.

ARABIC (E)
Subject Code - 28

Class- X

Marks-100

Time : 3 hours

Pass Marks - 30

Unit	LESSONS	Marks	
		Half Yearly	Final
1	Prose : Lessons included (i) <u>Minal Quranil Karim</u> (ii) <u>Minal Ahadithin Nababiyyah</u> (iii) <u>Ibnatun wa Ummuha</u>	28	15
2	Prose : Lessons included (v) <u>Al-Hamamatun wan-Namlah</u> (vi) <u>Manjarul Huqul</u> (vii) <u>'Indat Tabib</u>	29	15
3	Prose : Lessons included (ix) Tawakkulun 'ala Allah (x) Fil Funduq (xii) Rajulun wa-Namirun		15
	<u>Instruction :</u> 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.		

Unit	LESSONS	Marks	
		Half Yearly	Annual
4	Poetry : Lessons included (iv) <u>Sahibi al-Kitab</u> (viii) <u>Nashidul ‘Amal</u> (xi) <u>Talimul Fatah</u>	8	20
	Instructions : Questions of the unit 4 are to be set in the <u>model of the questions</u> given in the <u>exercises</u> at the end of every lesson with special stress on Question-Answer in Arabic. 1 or 2 textual extracts of maximum 5 marks are to be set for explanation in mother tongue.		
5	A. Grammar : <u>Grammatical Questions</u> 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.	15	15
	B. Composition : <u>Sentence making/</u> <u>Passage writing/Simple Story writing/</u> <u>Letter writing/Short essay writing.</u>	10	10
	C. Translation : (Unseen)	10	10
	A few numbers of sentences are to be set for <u>Translation</u> into Arabic.		
	Total	100	100

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

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, 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
Time : 3 hours

Total Marks : 100
Pass Marks : 30

Sl No	Content	LESSONS	Marks	
			Half Yearly	An-nual
A.	Prose	(i) <u>Lesson No. 1-10</u> (ii) Lesson No. 11- <u>17</u>	66	20 35
B.	Poetry	(iii) Lesson No. <u>18-20</u>	6	15
C.	Grammar & Composition	(iv) <u>Jumla and its parts,</u> (v) <u>Adad</u> (vi) <u>Zamana, (Mazi, Hal & Mustaqbil)</u> (vii) Ilm Saraf (viii) Construction of Simple Sentences (ix) <u>Masdar & Mozare</u>	18	20
D.	Translation	(x) Unseen sentences into Persian	10	10
Total			100	100

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

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
- (ii) 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.

	Distribution of Marks :	100
A.	Prose _____	45
B.	Poetry _____	20
C.	Biography _____	5
D.	Grammar & Composition _____	20
E.	Translation _____	10
Total =		100

PERSIAN (E)

SUBJECT CODE - 29

CLASS - X

Time : 3 hours

Total Marks : 100

Pass Marks : 30

Sl. No.	Unit	LESSONS	Marks	
			Half Yearly	Final
Prose	1.	(i) <u>Hekayat-i-Naushir wan</u> (ii) <u>Hekayat -i- Nabina</u> (iii) <u>Hekayat-i-Du Rafiq wa Khar</u>	21	15
	2.	(iv) <u>Hekayat-i-Gusphand Dar wa shuban</u> (v) <u>Dastan-i-Parwaz</u>	14	10
	3.	(vi) <u>Nauruj</u> (vii) <u>Firdausi</u>	7	10
	4.	(viii) <u>Atish</u> (ix) <u>Ahu, Mush wa Aqab</u>		10
Poetry	5.	(x) <u>Munazat</u> (xi) <u>Gariya-i-Aflatun az sitayish-i- nadan</u>	14	7
	6.	(xii) <u>Dar Arzoo-i-Tu Basham</u> (xiii) <u>Chashma wa Sang</u>	7	7
	7.	(xiv) <u>Ashk-i-yatim</u> (xv) <u>Rubah wa Jag</u>		6

			Marks	
			Half Yearly	Final
8	Biography	(xvi) <u>Short biography on poets and writers</u>	7	5
9	Grammar & Composition	All the grammar portion of class IX and the following— <u>Ism</u> and its kind, <u>Adad</u> , <u>Jumla</u> and its kind, <u>Feil</u> , <u>Fayel & Ma'ful</u> , <u>Masdar & Muzare</u> , <u>Zamana</u> (Mazi, Ha' 1, Mustaqbil) Saraf-i-zamana, <u>Amar</u> , Nahi, <u>Nafi</u> , Paswand -o- peshwand, <u>Mutrarif & Mutazad</u> , construction of simple sentences.	20	20
10	Translation	Translation of unseen sentences into Persian	10	10
		Total	100	100

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

**TEXTBOOK : DARS-E-FARSI (FARSI PATH)
JALD-E-DUAM (DWITIYA BHAG)**



ASSAMESE MIL

SUBJECT CODE - 43

(High Madrassa)

Class IX,
Full Marks : 50

Time - 2 hours,
Pass Mark : 15

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	Prose নীৰৱ সাধনা সময়	10	8
	অন্ধবিশ্বাস আৰু কুসংস্কাৰ		
2.	যুঁজ	6	8
	ভাৰতৰ বৈচিত্ৰৰ মাজত ঐক্য পোহৰৰ বাটেৰে আগবঢ়া গাঁওখন		
3.	Poetry মানৱ বন্দনা গীত আৰু ছবি	12	6
4.	মৰ্মান্তিক মোৰ দেশ		6
5.	Grammar প্ৰত্যক্ষ আৰু পৰোক্ষ উক্তি, ব্যঞ্জন আৰু বিসৰ্গ সন্ধি, অৰ্থ অনুসৰি বাক্য পৰিৱৰ্তন (আন্ত্যৰ্থক, ন্যন্ত্যৰ্থক, প্ৰশ্নাৰ্থক, কৃৎ আৰু তদ্ধিত প্ৰত্যয়, পুৰুষ	8	8
6.	ৰচনা	7	7
7.	দ্রুত পাঠ : আহোমসকল, কাছাৰৰ জনগোষ্ঠীসকল, কাৰবিসকল	7	7
	কোচৰাজবংশী সকল, গৰিয়া, মৰিয়া আৰু দেশীসকল গাৰোসকল।		
	Total	50	50

ASSAMESE (MIL)

SUBJECT CODE : 43

For High Madrassa

Class : X

Full Marks : 50

Time : 2 hours

Pass Marks : 15

Unit	LESSONS	Marks	
		Half Yearly	Final
1.	Prose ছাত্র-জীৱন আৰু সমাজ সেৱা অসমৰ জনগোষ্ঠীৰ গাঁথনি আৰু সংস্কৃতি ইণ্টাৰনেটৰ তিতা মিঠা	16	8
2.	পাৰস্যত এভুমুকি অৰুনিমা সিন্ধা, অৰণ্য যাত্ৰা		8
3.	Poetry জিকিৰ মই অসমীয়া	12	7
5.	দৃশ্যান্ধৰ		5
6.	Grammar : All the grammar portion of class IX and the following সমাস, সন্ধি, বাক্য পৰিবৰ্তন, বিপৰীতাৰ্থক শব্দ, এটা শব্দত প্ৰকাশ, খণ্ডবাক্য/ জতুৱা ঠাঁচ, গত্ৰ বিধি।	8	8
7.	ৰচনা	7	7
8.	দ্রুত পাঠ :		
	তিৱাসকল, দেউৰীসকল, নেপালীভাষী গোৰ্খাসকল	7	7
	বড়োসকল, মটকসকল, মণিপুৰীসকল		
	Total	50	50

BENGALI (MIL)
SUBJECT CODE - 44
For High Madrassa

Class IX,

Time - 2 hours

Marks : 50

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	<u>গদ্যাংশ :</u> প্রতু্যপকার ডাইনী, পিপলান্দ্রি গ্রাম	16	8
2.	ছুটি, লড়াই		8
3.	<u>পদ্যাংশ :</u> কবর, গৌৰাঙ্গের বাল্যলীলা	12	6
4.	ধূলামন্দির, খাই খাই		6
5.	<u>ব্যাকরণ :</u> ব্যঞ্জন সন্ধি, নির্দেশক প্রত্যয়, স্ত্রীপ্রত্যয়, বিশিষ্টার্থক শব্দ, বাক্য সংকোচন, বাক্য সম্প্রসারণ।	8	8
6.	<u>দ্রুত্পঠন :</u> আহোমগণ, কাছাড়ের জনগোষ্ঠী, কারবিগণ	7	7
	কোচ-রাজবংশীগণ, গড়িয়া, মরিয়া ও দেশীগণ, গারোগণ		7
7.	রচনা।	7	7
	Total	50	50

BENGALI (MIL)

SUBJECT CODE - 44

For High Madrassa

Class : X

Full Marks : 50

Time - 2 hours

Pass Marks : 15

Unit	LESSONS	Marks	
		Half Yearly	Final
1	Prose অৰুণিমা সিনহা : অন্ধবিশ্বাস ও সাহসের অন্য এক নাম কম্পিউটার কথা, ইন্টারনেট কথকতা	17	6
2	তোতা কাহিনী		4
3	সাগর সঙ্গমে নবকুমার, বাংলার নবযুগ		7
4	Poetry গ্রাম্যছবি আবার আসিব ফিরে	12	7
5	প্রতিনিধি		5
6	Grammar : All the grammar portion of class IX and the following সমাস, পদ, শব্দ ভাঙার, সন্ধি, বাক্য পরিবর্তন, বিপরীতার্থক শব্দ, এক কথায় প্রকাশ, বাগ্‌বিধি	7	7
7	রচনা	7	7
8	দ্রুতপঠন : তিওয়াগণ, দেউরিগণ, নেপালিভাষী গোর্খাগণ	7	7
	বড়োগণ, মটকগণ, মণিপুরীগণ		
	Total	50	50

HINDI (MIL)
SUBJECT CODE - 45
CLASS IX
For High Madrassa

Full Marks : 50

Time : 2 hours

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1	Poetry : पद (सूरदास) ब्रज की संध्या (हरिऔध), शक्ति और क्षमा (दिनकर)	12	7
3	Prose : खाने-खिलाने का राष्ट्रीय शौक (गोपाल चतुर्वेदी) गिल्लू (महादेवी वर्मा)	18	9
4	दुःख (यशपाल), पिपलांत्री : एक आदर्श गाँव (ज्योति प्रसाद बुढ़ागोहाँइ)		9
5.	व्याकरण एव रचना भाग : लिंग बचन, उपसर्ग, प्रत्यय, कारक, पर्यायवाची शब्द	8	8
6.	पत्र लेखन	5	5
7.	परिपुरक पाठ्यपुस्तक-वैचित्र्यमय असम : (आहोम, काछार की जनगोष्ठियाँ, कार्बि कोंच राजवंशी, गरिया मरिया और देशी, गारो	7	7
	Total	50	50

HINDI (MIL)
SUBJECT CODE - 45
CLASS X
(For High Madrassa)

Full Marks : 50

Time : 2 hours

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
1	Poetry : वन मार्ग में (गोस्वामी तुलसीदास) किरणों का खेल (मैथिलीशरण गुप्त),	12	7
	2 तीड़ती पत्थर (निराला)		
3.	Prose : आत्म-निर्भरता (आचार्य रामचन्द्र शुक्ल), नमक का दारोगा (मुंशी प्रेमचन्द्र)	18	9
	4. अफसर (शरद जोशी), अरूणिमा सिन्हा : साहस की मिसाल (डॉ. जयश्री गोस्वामी महन्त)		
5.	व्याकरण और रचना विभाग : All the grammar portion of class IX and the following विलोम शब्द, वाक्य सुद्धकरण, मुहावरे, अनेक शब्दों के लिए एक शब्द, समास	8	8
6.	अनुच्छेद लेखन/पत्र लेखन	5	5
7.	परिपुरक पाठ्यपुस्तक-वौचित्र्यमय असम : तिवा, दैउरी, नेपाली गोर्खा	7	7
	बडो, मटक, मणिपुरी		
	Total	50	50

URDU (MIL)
SUBJECT CODE - 46
For High Madrassa

Class - IX

Time : 3 Hours

Marks-50

	Marks	
	Half Yearly	Final
Textbook : URDU READER; Class - IX Published by : ASTPPC Ltd. Guwahati. PROSE :	12	12
(a) Lal Tin : by Khwaja Hassam Nizami.		
(b) Char Payee : by Rashid Ahmad Siddiqi.		
(c) Garam Kot : by Rajendar Singh Bedi.		
POETRY :		10
(a) Tanhayee : by Fajj Ahmad Fajj.	10	
(b) Nayee Tahjeeb : by Akbar Ilahibadi		
(c) Qabar : by Akhtarsul Iman.		
GRAMMAR :		10
(a) Jumlah (sentence) and its kinds.	10	
(b) Gender- 'Majakkar' and 'Muannas'		
(c) Noun - 'Ism' and its kinds		
(d) Verb- 'Feil' and its kinds		
ESSAY :		8
On any simple topic or any renowned scholar of Urdu Literature.	8	
TRANSLATION :		10
An unseen passage or sentences from English into Urdu.	10	
Total	50	50

URDU (MIL)
SUBJECT CODE - 46
For High Madrassa

Class - X

Time : 2 Hours

Marks-50

	Marks	
	Half Yearly	Final
Textbook : URDU READER; Class - X Published by : ASTPPC Ltd. Guwahati. PROSE :		
(a) Khoda Parast Shahzadee : by Mir Amman	15	15
(b) Machchar : by Khwaja Hassan Nizami		
(c) Hindustani Tahjeeb Ke Anasir : by Ihtisham Hussain.		
POETRY :		
(a) Gulzar-e- watan : by Sarwar Jahan Sbadi	12	12
(b) Sukh Ki Tan : by Miraji		
(c) Tamannaon Men Uljhaya Gaya : by shad Azim Abadi		
GRAMMAR : All the grammar portion of class IX and the following		10
(a) Feil (verb) and its kinds.		
(b) Jumlah (sentence) and its kinds.		
(c) Jens (Gender) Masculine & Deminine.	10	
(d) Adad (Number) Singular & Plural		

	Marks	
	Half Yearly	Final
ESSAY : (a) on Biography (b) on Science (c) on Environment (d) on Sports	8	8
TRANSLATION : An unseen passage or sentences from English into Urdu.	5	5
Total	50	50



ARABIC LITERATURE

SUBJECT CODE - C5

For High Madrassa

Classes : IX and 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 :

1. To get the pupils acquainted with preliminary knowledge of Arabic language.
2. To develop the basic rules of composition of the language in respect of correct pronunciation and writing.
3. To generate the interest and curiosity to learn this language and to develop the creative aptitude

of Arabic speaking and writing.

4. To develop the interactive and communicative skills of the students of Arabic learning.
5. To help to be acquainted with Arabic words and phrases used in different Indian languages including Assamese and Bengali.
6. To enable the students to appreciate the values of language and literature as well as to develop their moral sense and ethical behaviour.
7. To harmonize the outlook and broaden the ideas in respect of society and culture.
8. To develop the sense of national and international integrity and relations with the Arabic speaking countries.
9. Finally, to have facilities of job opportunities in the national and international levels under the government as well as private sectors.

ARABIC LITERATURE

Subject Code -C5

For High Madrassa

Class- IX

Total Marks : 100

Time : 3 hours

Pass Marks : 30

Unit	Lessons	Marks	
		Half Yearly	Final
1	Prose : Lessons included (i) <u>Minal Quranil Karim</u> (ii) <u>Minal Ahadithin Nababiyyah</u> (iii) <u>Zukau Fatat</u>	29	15
2	Prose : Lessons included (v) <u>Al-Khalifatul Awal</u> (vi) <u>At-Taqlidul A'ma</u> (vii) <u>Al-Usratur Reefiyya</u>	20	15
3	Prose : Lessons included (ix) <u>Deenul Masawat</u> (x) <u>Makrus S'alab</u> (xii) <u>Al-Mau</u>		15
	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.		

		Marks	
		Half Yearly	Final
4	Poetry : Lessons included (iv) <u>Khair al-khisal</u> (viii) <u>Ilal ‘Amal</u> (xi) <u>Al-Mumarrida</u>	16	20
	Instruction : 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 textual extracts of maximum 5 marks are to be set for explanation in mother tongue.		
5	A. Grammar: <u>Grammatical Questions</u> are to be set from the model questions existing in different lessons of the textbook.	15	15
	B. Composition : <u>Sentence making/Passage writing/</u> <u>Simple story writing/Letter writing/</u> <u>Short essay writing.</u>	10	10
	C. Translation : (Unseen) A few numbers of sentences are to be set for <u>translation</u> into Arabic.	10	10
	Total	100	100

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

Textbook : New Arabic Reader- Part-V

(For Class - IX)

Published by : ASTPPC Ltd., Guwahati.

ARABIC LITERATURE

Subject Code - C5
For High Madrassa

Class- X

Total Marks : 100

Time : 3 hours

Pass Marks : 30

Unit	Lessons	Marks	
		Half Yearly	Final
1	Prose : Lessons included (i) <u>Minal Quranil Karim</u> (ii) <u>Minal Ahadithin Nababiyyah</u> (iii) <u>Waladum Saadiqun</u>	24	15
2	Prose : Lessons included (v) <u>Mugaffal wa Himaaruhu</u> (vi) <u>Al-watan</u> (vii) <u>Zukau Tiflin</u>	27	15
3	Prose : Lessons included (ix) Jazaaul Ma'ruf (x) Ar-Riyadah (xii) Taammul fi Makhluqatillah		15
	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.	Marks	
		Half Yearly	Final
4	Poetry : Lessons included (iv) <u>Nasihatul Lil-Banaat</u> (viii) <u>Qutrattullah</u> (xi) Nashidul Hasaad	14	20
	Instruction : 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 textual extracts of maximum 5 marks are to be set for explanation in mother tongue.		
5	A. Grammar : <u>Grammatical Questions</u> are to be set from the model questions existing in different lessons of the textbook. Moreover, some of the grammatical questions thereof may be asked from the textbook of class IX.	15	15
	B. Composition : <u>Sentence making/Passage writing/Simple story writing/Letter writing/Short essay writing.</u>	10	10
	C. Translation: A few numbers of sentences are to be set for <u>translation</u> into Arabic.	10	10
	Total	100	100

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

**Textbook : New Arabic Reader- Part-VI
(For Class - X)**

Published by : ASTPPC Ltd. Guwahati.

Fiqh & Aquaid
SUBJECT CODE - 42
High Madrassa
Classes IX & X

This is a course for High Madrassa students which will be administered along with the MIL paper. When High School students will offer B/C components in the MIL paper, High Madrassa students will offer Fiqh and Aquaid having an equal weightage of 50 marks.

Class : IX

Total Marks : 50

Time : 2 hours

Pass Marks : 15

Unit	LESSONS	Marks	
		Half Yearly	Annual
Fiqh :	1. <u>Twaharat (Pabitrata)</u> 2. Salat ba namaj	30	30
Aquaid :	1. <u>Imaan</u> 2. Charitra, Adhikar aru Kartabya	20	20
	Total	50	50

Class : X

Total Marks : 50

Time : 2 hours

Pass Marks : 15

Unit	Lessons	Marks	
		Half Yearly	Annual
Fiqh :	1. <u>Haj</u> 2. <u>Bay Salam</u> 3. Hibah 4. Zabeh	16 14	8 8 7 7
Aquaid :	1. <u>2nd chapter (Risalat)</u> 2. <u>3rd chapter (Alami Barzak)</u>	20	10 10
	Total	50	50

N. B. : New textbook is introduced in class IX and X in academic session 2019 and 2020 respectively. So, lessons will be changed in class X from 2020 academic session.

Textbook : 'Fiqh Aru Aquaid'

(For Class - IX & X)

Published by : ASTPPC Ltd., Guwahati.

CO-CURRICULAR ACTIVITIES

Objectives :

- 1.00 The pupil develops health and physical well-being.
- 1.01 The pupil develops habits of tidiness, cleanliness and personal 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 and 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 Joins 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.
- 3.02 Translates or adapts stories, poems, plays, articles etc. from other languages learnt by him 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 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 Khelora 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. In-door Games

Carrom, Chess, Table Tennis, Ludo, Badminton, Chinese Chequers, Billiards, Word Building and Word Making, Cross-word 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, vaulthing box, Beam, Malkhab, Pyramids, Parallel bar, Lizio 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। গ্রীটিংচ কার্ড, নিমন্ত্রণী পত্ৰ, লেফাফা, পেপাৰ প্ৰেচাৰ আদি বনোৱা।
- ২। সাতুৰিবলৈ শিকা (কমেও যিকোনো পদ্ধতিৰে ১০০ মি. সাতোঁৰা আৰু নিৰাপদৰ নিয়ম কানুন শিকা), পানীত পৰা লোকক উদ্ধাৰ কৰি কৃত্ৰিম প্ৰণালীৰে শ্বাস প্ৰশ্বাস দিব পৰা।
- ৩। বাঁহ-বেত, বচী উল আদিৰে এটা হস্ত শিল্প তৈয়াৰ কৰা।
- ৪। নিয়মিতৰূপে খেল খেলা আৰু খেলৰ উপযোগিতা সম্পৰ্কে জনা।
- ৫। প্ৰাকৃতিক তথা কম্পাচৰ দ্বাৰা দিশ নিৰ্ণয় কৰিবলৈ শিকা।

EVALUATION CRITERIA

(A) Athletics :

Regularity of participation, leadership, initiative, punctuality, 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, film 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 :

Regularity 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 mention 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.

