विषय सूची

उत्तराखण्ड विद्यालयी शिक्षा परिषद् रामनगर (नैनीताल)

कक्षा – 10

हिन्दी

एक प्रश्नपत्र : **समय – 3 घंटे** **पूर्णांक (70+30) 100**

		अंक
(क)	अपठित गद्यांश	10
(ख)	रचना	15
(ग)	व्यावहारिक–व्याकरण	10
(घ)	पाठ्य–पुस्तक क्षितिज भाग – 2	29
(ङ)	पूरक–पुस्तक कृतिका भाग – 2	06
(च)	संस्कृत पाठ्य–पुस्तक	20
(छ)	वाक्य रचना	05
(ज)	व्याकरण	05

खण्ड क – अपठित गद्यांश **10 अंक**

1. (i) साहित्यिक गद्यांश (450 से 600 शब्द) (2+2+2+2+2) 10

गद्यांश में शीर्षक का चुनाव, विषय वस्तु का बोध, भाषिक विशेषताओं आदि पर अति लघूत्तरात्मक पाँच प्रश्न पूछे जायेंगे।

खण्ड ख – रचना **15 अंक**

2. (i) किसी आधुनिक विषय पर संकेत बिन्दुओं पर आधारित निबंध लेखन 10
3. (ii) पत्र लेखन (औपचारिक/अनौपचारिक पत्र) 5

खण्ड ग – व्यावहारिक व्याकरण **10 अंक**

4. (i) क्रिया – भेद : अकर्मक/सकर्मक 2
5. (ii) अव्यय : समुच्चयबोधक, क्रिया विशेषण और अन्य अविकारी शब्द 2
6. (iii) वाक्य भेद : स्वरूप परिवर्तन 2
7. (iv) वाच्य – कर्तृवाच्य, अकर्तृवाच्य 2
8. (v) अनेकार्थी शब्द 2

खण्ड घ – पाठ्य पुस्तकें **35 अंक**

- **क्षितिज भाग – 2** **29 अंक**

9. (i) दो में से किसी एक काव्यांश पर अर्थ–ग्रहण संबंधी तीन में से दो प्रश्न 3+3 =6
10. (ii) कविताओं पर आधारित विषय–वस्तु संबंधी तीन में से दो प्रश्न 3+3 =6
11. (iii) कविताओं के संदेश/जीवन मूल्यों पर दो लघूत्तरात्मक प्रश्न 2+2 =4
12. (iv) दो में से एक गद्यांश पर अर्थ ग्रहण संबंधी दो प्रश्न 2+2 =4
13. (v) गद्य पाठों के विचार/संदेश से संबंधी तीन में से दो प्रश्न 2+2 =4

14. (i) गद्य पाठों के विचार / संदेश से संबंधित दो लघूत्तरात्मक प्रश्न 3+2 =5

- **कृतिका भाग–2** **06 अंक**

15. (i) पाठों पर आधारित चार में से तीन लघूत्तरात्मक प्रश्न 2+2+2 =6

खण्ड च – पाठ्य पुस्तक संस्कृत (विनोदिनी भाग –2) **20 अंक**

(i) गद्य अनुच्छेद पर आधारित चार में से तीन प्रश्नों के उत्तर 2+2+2 =6

(ii) पद्य अनुच्छेद पर आधारित तीन में से दो प्रश्नों के उत्तर 2+2 =4

(iii) पाठ्य–पुस्तक पर आधारित चार में से तीन प्रश्नों के उत्तर 2+2+2 =6

(iv) दिए गये शब्दों की सहायता से वाक्य पूरा करना 1+1+1+1 =4
(छः प्रश्नों में से चार वाक्य बनाना)

खण्ड छ – संस्कृत व्याकरण और अनुवाद **10 अंक**

(i) संधि, स्वर संधि (यण, अयादि, पूर्वरूप, पररूप) समास, कारक, उपसर्ग
(पाँच प्रश्नों में से तीन प्रश्नों के उत्तर) 2+2+2 =6

(ii) दिए गए छः स्वतंत्र पदों में से चार की संस्कृत वाक्यों में रचना 1+1+1+1 =4

अथवा

दिये गये तीन वाक्यों में से दो का संस्कृत में अनुवाद करना 2+2 =4

निर्धारित पुस्तकें :

1. क्षितिज–भाग – 2
2. पूरक पुस्तक – भाग – 2
3. संस्कृत पाठ्यपुस्तक – विनोदिनी भाग – 2

निम्नलिखित पाठों का मूल्यांकन नहीं किया जायेगा :–

1–	क्षितिज–भाग 2–	1. 'देव'
		2. 'नौबत खाने में इबादत'
		3. 'लखनवी अन्दाज'
2–	कृतिका भाग 2–	1. 'एही ठैयाँ झुलनी हेरानी हो रामा!'

2009–2010

Class X

ENGLISH - LANGUAGE AND LITERATURE

Time : 3 Hours

One Paper **Marks : 100**

SECTION A : READING 20 Marks

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

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

Passage 2 - 300 words (12 marks)-Four or five comprehension questions and two questions on vocabulary.

Marks for vocabulary will not exceed 4 marks.

SECTION B : WRITING 20 Marks

3. Letter Writing - One letter based on provided verbal stimulus and context. 8 Marks
Type of letter : Informal: Personal such as to family and friends. Formal : Letter of complaints, enquiries,requests, applications

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

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

SECTION C : READING 15 Marks

Question No. 6-11

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

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

Note : All other areas covered in Class IX will also be tested in Class X as this is an integrated course for this area of learning.

SECTION D : TEXT BOOKS 45 Marks

First Flight - Textbook for Class X

Prose 20 Marks

12 & 13 Two extracts from different prose lessons included in Textbook (Approximately 100 words each) 5x2 = 10 Marks
These extracts chosen from different lessons will be literary and discursive in nature Each extract will be of 5 marks. One mark in each extract will be for vocabulary. 4

marks in each passage will be used for testing local and global comprehension besides a question on interpretation.

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

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

Poetry 10 Marks

16. One extract from a poem from the prescribed reader followed by two or three questions to test the local and global comprehension of the set text. The extract will carry four marks. 4 Marks

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

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

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

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

20. One out of two short answer type questions based on factual aspects of the lessons to be answered in20-30 words. 3 Marks

Prescribed Books

1. First Flight
2. Foot Prints without Feet

दशमी कक्षा
संस्कृत

एकं प्रश्नपत्रम् **अवधि – घण्टात्रयम्** **पूर्णांकाः–100**

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

'क' खण्डः अपठित– अवबोधनम् — 15 अंकाः
(सरलगद्यांशम् आधारितं कार्यम्–गद्यांशद्वयम्)

1. 40–50 शब्दपरिमितः गद्यांशः (एकः सरलगद्यांशः) — **5 अंकाः**

- एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि (3)
- भाषिककार्यम (2)

2. 80–100 शब्दपरिमितः गद्यांशः, एकः सरलगद्यांशः, — **10 अंकाः**
(सरलकथा–घटनावर्णनम् वा)

- एकपदने पूर्णवाक्येन च प्रश्नोत्तराणि (6)
- समुचित शीर्षकप्रदानम् (2)
- भाषिककार्यम् (2)

(i) वाक्येकर्त्तृक्रियापदचयनम्
(ii) कर्तृक्रिया – अन्वितिः
(iii)विशेषणविशेष्य – अन्वितिः
(iv)संज्ञास्थाने सर्वनामप्रयोगः अथवा सर्वनामस्थाने संज्ञाप्रयोगः
(v) पर्यायं विलोमं वा पदं दत्त्वा अनुच्छेदे दत्तं पद्चयनम्।

'ख' खण्डः (रचनात्मकंकार्यम्) — 20 अंकाः
(अभ्यासपुस्तकम् आधारितम्)

3. संकेताधारितम् अनौपचारिकपत्रम् — **5 अंकाः**

4. संकेताधारितं संवादलेखनम् — **5 अंकाः**

5. चित्राधारितम् वर्णनम् अथवा संकेताधारितम् अनुच्छेद–लेखनम् — **10 अंकाः**

'ग' खण्डः अनपुग्रक्त–व्याकरणमद्ध् 30 अंकाः
(अभ्यासपुस्तकम् आधारितम्)

6. सन्धिकार्यम् **3 अंकाः**

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

7. समासः (वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः) **4 अंकाः**

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

8. प्रत्ययाः **5 अंकाः**

- अधोलिखित – प्रत्ययोगैः वाक्यसंयोजनम्, रिक्तस्थानपूर्तिः–
- कृदन्ताः तव्यत्, अनीयर्, शतृ शानच। (2)
- तद्धिताः मतुप्, इन्, ठक्, त्व, तल्। (2)
- स्त्रीप्रत्ययौ टाप्, डीप्। (1)

9. अव्ययपदानि (कथायाम् अनुच्छेदे संवादे वा अव्ययानां प्रयोग) **5 अंकाः**
अपि, इति, इव, उच्चैः, एव, कदा, कुतः, नूनम्, पुरा, मा, इतस्ततः, यत्, अत्र–तत्र, यत्र–कुत्र, इदानीम्, सम्प्रति यदा–कदा, यथा–तथा, यावत्–तावत्, विना, सहसा, श्वः, ह्यः, अधुना, बहिः, वृथा, कदापि, शनैः, किमर्थम्।

10. वाच्यपरिवर्तनम् (केवलं लटल्कारे) **3 अंकाः**

11. घटिकाचित्रसाहाय्येन अङ्कानां स्थाने शब्देषु समय–लेखनम् **4 अंकाः**
सामान्य–सपाद–सार्ध–पादोन

12. सङ्ख्या एकतः पञ्चपर्यन्तं वाक्यप्रयोगः। एकतः शतपर्यन्तं संख्याज्ञानम् **2 अंकाः**

13. वचन–लिङ्ग–पुरुष–लकार–दृष्ट्या संशोधनम् **4 अंकाः**

'घ' खण्डः (पठित–अवबोधनम्) 35 अंकाः

14. पठित–सामग्रीम् आधृत्य अवबोधनकार्यम् **15 अंकाः**

अ. एकः गद्यांशः (1+2+2) (5 अंका)

आ. एकः पद्यांशः (1+2+2) (5 अंका)

इ. एकःनाट्यांशः (1+2+2) (5 अंका)

- प्रति–अंशम् आधारितम् अवबोधनकार्यम्
  एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि, रिक्तस्थानपूर्तिः (1+2) (3 अंकाः)
- भाषिककार्यम् (2 अंकाः)
  (i) वाक्ये कर्तृक्रियापदचयनम्
  (ii) कर्तृक्रिया–अन्विताः
  (iii) विशेषणविशेष्य–अन्विताः
  (iv) संज्ञास्थाने सर्वनामप्रयोगः अथवा सर्वनामस्थाने संज्ञाप्रयोगः
  (v) पर्यायं विलोमं वा पदं दत्वा अनुच्छेदे दत्तं पदचयनम्।
  (vi) विशेषण– विशेष्यचयनम्, कर्तृक्रियाचयनम्,

15. भावावबोधनम् (अंशद्वयम्) **3+3 अंकाः**

(रिक्तस्थानपूर्तिद्वारा, विकल्पचयनेन , शुद्व–अशुद्वमाध्यमेन , समभावसूक्तिमाध्यमेन वा)

16. अन्वये रिक्तस्थानपूर्तिः **1½+1½ =3 अंकाः**

17. प्रश्ननिर्माणम् (चत्वारः) **4 अंकाः**

18. क्रमरहित–अष्टवाक्यानां कथाक्रमसंयोजनम् कथापूर्तिः वा **4 अंकाः**

19. सन्दर्भ–शब्दानां प्रयोगः शब्दार्थ – मेलनम् वा **3 अंकाः**

Class X

SOCIAL SCIENCE (Theory)

Time : 3 Hours

One Paper **Marks : 80 + 20 for internal assessment**

	Marks
Unit 1 :India and the contemporary World - II	**20**
Unit 2 :India - Resources and their Development	**18**
Unit 3 :Democratic Politics II	**18**
Unit 4 :Understanding Economics - II	**16**
Unit 5 :Disaster Management	**8**
Internal Assessment	
1. Tests (formative and summative)	**10**
2. Assignments (School & Home assignments)	**05**
3. Project work	**05**

Unit 1 : India and the Contemporary world - II

Themes	Objectives
Students are required to choose any two themes each from the first two sub units and one from the third sub-unit. In sub-unit 1.1, theme 3 is compulsory. For second theme in that subunit, students are required to choose any one from the first two themes. Thus all students are required to study five themes in all. **Sub-unit 1.1 : Events and processes :** **1. Nationalism in Europe :** (a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece. **2. Nationalist Movement in Indo China : Factors leading to growth of rationalism in India** (a) French colonialism in Indochina. (b)]Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Boi Chau,Nguyen Ac Quoc (d) The second world war and the liberation struggle. (e) America and the second Indochina war. **3. Nationalism in India : Civil Disobedience**	▪ The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. ▪ Discuss the relationship/difference etween European nationalism and anti-colonial nationalisms. ▪ Point to the way the idea of the nation states became generalized in Europe and elsewhere. ▪ Discuss the difference between French colonialism in Indochina and British colonialism in India. ▪ Outline the different stages of the anti-imperialist struggle in Indochina. ▪ Familiarize the students with the differences between nationalist movements in Indo China and India. ▪ Discuss the characteristics of Indian nationalism through a case study of Civil

Movement (a) First world war, Khilafat and Non-Cooperation. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups. **Sub-unit 1.2 : Economies and livelihoods :** **4. Industrialization 1850s - 1950s :** (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies : Britain and India. **5. Urbanization and urban lives :** (a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor.Case studies : London and Bombay in the nineteenth and twentieth century. **6. Trade and Globalization :** (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s. (d) Implications of globalization for livelihood patterns. Case study : The post War International Economic order, 1945 to 1960s. **Sub-unit 1.3 : Culture, Identity and Society** **7. Print culture and nationalism.** (a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics. **8. History of the novel:** (a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers. **Sub-unit 1.4 :** Map Work (2 Marks)	Disobedience Movement. ▪ Analyze the nature of the diverse social movements of the time. ▪ Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi. ▪ discuss two different patterns of industrialization, one in the imperial country and another within a colony. ▪ Show the relationship between different sectors of production. ▪ Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other. ▪ Show that globalizaton has a long history and point to the shifts within the process. ▪ Analyze the implication of globalization for local economies. ▪ Discuss how globalization is experienced differently by different social groups. ▪ Discuss the link between print culture and the circulation of ideas. ▪ Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. ▪ Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change. ▪ Familiarize students with some of the ideas of writers who have had a powerful impact on society.

Unit 2 : India - Resources and their Development

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

Project / Activity

- Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with climatic conditions and relief of the area.

- Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade.

Posters

- Pollution of water in the locality.
- Depletion of forests and the greenhouse effect.

Note : Any similar activities may be taken up.

Unit 3 : Democratic Politics II

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

Unit 4 : Understanding Economics II

Themes	Learning Objectives
1. The Story of Development : The traditional notion of development; National Income and Per-capita Income. Growth of NI – critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development.The approach to this theme : Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country) 2. **The Role of Service Sector in Indian Economy** : What is service sector (through examples) : Importance of Service Sector in generating employment and income to the nation (with the help of a few case studies); Growth of Service Sector in India; India as a major service provider to the world; The need for public investment ; The role of important infrastructure, education and health 3. **Money and Financial System** : Role of money in an economy : Historical origin; Formal and Informal financial institutions for Savings and Credit - General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, self help groups, chit funds and private finance companies. 4. **Globalisation** : What is Globalisation (through some simple examples); How India is being globalised and why ; Development Strategy prior to 1991. State Control of Industries : Textile goods as an example for elaboration; Economic Reforms 1991; Strategies adoped in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalisation and its impact on different sectors; Political Impact of globalisation. 5. **Consumer Awareness** : How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer	▪ Familiarisation of some macroeconomic concepts. ▪ Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income. ▪ It is necessary to raise question in minds of the children whether the increase in ▪ income alone is sufficient for a nation. ▪ How and why people should be healthy and provided with education. ▪ Familiarize the concept of money as an economic concept; ▪ Create awareness of the role of financial institutions from the point of view of day-to-day life. ▪ To make aware of a major employment generating sector. ▪ Sensitise the learner of how and why governments invest in such an important sector. ▪ Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life. ▪ Making the child aware of his or her rights and duties as a consumer; ▪ Familiarizing the legal measures available to protect from being exploited in markets.

protection	

Suggested Activities

Theme 2 :

Visit to banks and money lenders / pawnbrokers and discuss various activities that you have observed in banks in the classroom;

Participate in the meetings of self help groups, which engaged in micro credit schemes in the locality of learners and observe issues discussed.

Theme 4 :

Provide many examples of service sector activities. Use numerical examples, charts and photographs.

Theme 5 : Collect logos of standards available for various goods and services. Visit a consumer court nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from news papers and consumer courts.

Unit 5 : Disaster Management
▪ Tsunami ▪ Safer Construction Practices. ▪ Survival Skills. ▪ Alternate Communication systems during disasters. ▪ Sharing Responsibility

Class X

SCIENCE (Theory)

Time : 3 Hours

One Paper **Marks : 60**

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

Theme : Materials

Unit 1 : Chemical Substances - Nature and Behaviour

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

Chemical reactions : Chemical Equation, Types of chemical reactions : combination, decomposition, displacement, double displacement, precipitation, neutralization, oxidation and reduction in terms of gain and loss of oxygen and hydrogen.

Metals and non metals : General properties of Metals and Non-metals, reactivity series, Formation and properties of ionic compounds, Basic Metallurgical processes, corrosion and its prevention.

Carbon Compounds : Covalent bonding in carbon compounds. Versatile nature of carbon, Nomenclature of carbon compounds, Functional groups, difference between saturated hydrocarbons and unsaturated hydrocarbons, Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

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

Theme : The world of the living

Unit 2 : World of Living

Life Processes : "living" things; Basic concept of nutrition, respiration, transport and excretion in plants and animals.

Control and Co-ordination in animals and plants : Tropic movements in plants; Introduction to plant hormones; control and co-ordination in animals : voluntary, involuntary and reflex action, nervous system; chemical co-ordination : animal hormones.

Reproduction : Reproduction in animal and plants (asexual and sexual). Need for and methods of family planning. Safe sex vs HIV/AIDS. Child bearing and women's health.

Heridity and evolution : Heridity; Origin of life : brief introduction; Basic concepts of evolution.

Theme : How things work.

Unit 3 : Effects of Current

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

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

Theme : Natural Phenomena

Unit 4 : Reflection of light at curved surfaces, Images formed by spherical mirrors, centre of curvature, principal axis, principal focus, focal length. Mirror Formula (Derivation not required), Magnification.

Refraction; laws of refraction, refractive index.

Refraction of light by spherical lens, Image formed by spherical lenses, Lens formula (Derivation not required),

Magnification. Power of a lens; Functioning of a lens in human eye, problems of vision and remedies, applications of spherical mirrors and lenses.Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life.

Theme : Natural Resources

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

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

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

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

SCIENCE (Practical)

LIST OF EXPERIMENTS

Marks : 40 (20 + 20)

1. To find the pH of the following samples by using pH paper/universal indicator.
   - i) Dilute Hydrochloric acid
   - ii) Dilute NaOH solution
   - iii) Dilute Ethanoic acid solution
   - iv) Lemon juice
   - v) Water
   - vi) Dilute Sodium Bicarbonate Solution.
2. To study the properties of acids and bases HCl & NaOH by their reaction with
   - i) Litmus solution (Blue/Red)
   - ii) Zinc metal
   - iii) Solid Sodium Carbonate
3. To determine the focal length of
   - a) Concave mirror
   - b) Convex lens

   by obtaining the image of a distant object.

4. To trace the path of a ray of light passing through a rectangular glass slab for different angles of incidence.Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.
5. To study the dependence of current (I) on the potential difference (V) across a resistor and determine its resistance. Also plot a graph between V and I.
6. To determine the equivalent resistance of two resistors when connected in series.
7. To determine the equivalent resistance of two resistors when connected in parallel.
8. To prepare a temporary mount of a leaf peel to show stomata.
9. To show experimentally that light is necessary for photosynthesis.
10. To show experimentally that carbon dioxide is given out during respiration.
11. To study (a) binary fission in Amoeba and (b) budding in yeast with the help of prepared slides.
12. To determine the percentage of water absorbed by raisins.
13. To perform and observe the following reactions and classify them into:
    - i) Combination Reaction
    - ii) Decomposition Reaction
    - iii) Displacement Reaction
    - iv) Double Displacement Reaction
    - 1. Action of water on quick lime.
    - 2. Action of heat on Ferrous Sulphate crystals
    - 3. Iron Nails kept in copper sulphate solution
    - 4. Reaction between Sodium sulphate and Barium chloride solutions.
14. a) To observe the action of Zn, Fe, Cu and Al metals on the following salt solutions.
    - i) $ZnSO_4$ (aq.)
    - ii) $FeSO_4$ (aq.)
    - iii) $CuSO_4$ (aq.)
    - iv) $Al_2(SO_4)_3$ (aq.)

    b) Arrange Zn, Fe, Cu and Al metals in the decreasing order of reactivity based on the above result.
15. To study the following properties of acetic acid (ethanoic acid) :
    - i) odour
    - ii) solubility in water
    - iii) effect on litmus
    - iv) reaction with sodium bicarbonate

SCHEME OF EVALUATION :

External Examination (to be conducted by the Board through multiple choice type written test,based on 9^{th} & 10^{th} practical syllabus) **20 Marks**

School-based hands-on practical examination. **20 Marks**

Class X

MATHEMATICS

Time : 3 Hours

One Paper **Marks : 80**

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

UNIT I : NUMBER SYSTEMS

1. REAL NUMBERS

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

UNIT II : ALGEBRA

1. POLYNOMIALS

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

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

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

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

3. QUADRATIC EQUATIONS

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

Problems related to day to day activities to be incorporated.

4. ARITHMETIC PROGRESSIONS

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

UNIT III : TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY

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

2. TRIGONOMETRIC IDENTITIES

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

3. HEIGHTS AND DISTANCES

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

UNIT IV : COORDINATE GEOMETRY

1. LINES (In two-dimensions)

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

UNIT V : GEOMETRY

1. TRIANGLES

Definitions, examples, counter examples of similar triangles.

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

2. CIRCLES

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

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

3. CONSTRUCTIONS

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

UNIT VI : MENSURATION

1. AREAS RELATED TO CIRCLES

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

2. SURFACE AREAS AND VOLUMES

(i) Problems on finding surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones. Frustum of a cone.

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

UNIT VII : STATISTICS AND PROBABILITY

1. STATISTICS

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

2. PROBABILITY

Classical definition of probability. Connection with probability as given in Class IX. Simple problems on single events, not using set notation.

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

Class X

HOME SCIENCE (Theory)

Time : 3 Hours

One Paper **Marks : 75 + 25**

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

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

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

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

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

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

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

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

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

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

Unit XI : **Quality check of apparrel :** Workmanship of readymade, tailor made garment, reading of lables on clothes. 5

HOME SCIENCE (Practical)

Practicals: 20+5(sessional work)= 25

1. Observe and record physical and motor characteristics of a child at any given stage between 0-3 yrs of age.
2. Observe play activities of children betwen 1-3 yers of age. Record their interests and characteristics of play materials.
3. Make a suitable play object for a child between 0-3 yrs.
4. Prepare dishes using methods of enhancement of nutrients.
5. Prepare useful household items recycling waste materials.
6. List any five malpractices you have observed in the market.
7. Practice basic stitches-tacking, running, hemming and back stitch.
8. Remove common stains-curry, paint, ball pen ink, lipstic, blood, rust, tea & coffee.
9. Launder and finish cotton, silk, wool and synthetic articles.
10. Examine quality of a sitched garment.
11. Read lable on a ready made garment.

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

Class X

(I) HINDUSTANI MUSIC (VOCAL)

Theory

Time : 2 Hours

One Paper **Marks : 25**

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

Practical

One Paper **Marks : 75**

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

(II) HINDUSTANI MUSIC (MELODIC INSTRUMENTS)

Theory

Time : 2 Hours

One Paper **Marks : 25**

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

Practical

One Paper **Marks : 75**

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

(III) HINDUSTANI MUSIC (PERCUSSION-INSTRUMENTS)

Theory

Time : 2 Hours

One Paper **Marks : 25**

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

Practical

One Paper **Marks : 75**

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

(IV) CARNATIC MUSIC (VOCAL)

Theory

Time : 2 Hours

One Paper **Marks : 25**.

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

Practical

One Paper **Marks : 75**

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

(V) CARNATIC MUSIC (MELODIC INSTRUMENTS)

Theory

Time : 2 Hours

One Paper **Marks : 25**

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

Practical

One Paper **Marks : 75**

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

(VI) CARNATIC MUSIC (PERCUSSION-INSTRUMENTS)

Theory

Time : 2 Hours

One Paper **Marks : 25**

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

Practical

One Paper **Marks : 75**

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

Class X
PAINTING
Time : 3 Hours

One Paper **Marks : 100**

Painting from memory

Simple composition in (water/poster/pastel) colours on given subjects based on sketching from life,

2009–2010

Class X
Elements of Business
Time : 3 Hours

One Paper **Marks : 100**

I. Office Routine : Different departments of Business establishment, handling inward and outward mail, Filing and indexing methods, copying and duplicating methods. 20

II. Business Correspondence: Essential forms of a good business letter, writing of simple business letters of enquiry, quotations, order, reference, advice and compliants. 20

III. Banks : Functions of a Bank, Kinds of account and their operation; bank drafts, traveller's cheques, Post Office Saving Bank. 20

IV. Negotiable Instruments : Nature, kinds of cheques, endorsement, crossing, dishonouring of a cheque.20

V. Bills of Exchange : Kinds, parties, negotiation, endorsing, dishonouring, Promissory notes and Hundies 20

Class X
ELEMENTS OF BOOK-KEEPING AND ACCOUNTANCY
Time : 3 Hours

One Paper **Marks : 100**

One paper 3 hours 100 Marks 270 Periods

I. *Final Accounts :* Preparation of Trading and Profit and Loss Account and Balance Sheet of a sole trader with simple adjustments 20

II. *Bank Reconciliation Statement :* Utility and preparation; preparation of Cash Book with discount and Bank colums 20

III. *Bills of Exchange :* Nature and use of bills of exchange and promissory notes; Recording transactions pertaining to drawing, discounting, retiring, dischonouring and renewing of bills of exchange 20

IV. *Errors and their Rectification :* Types of errors and entries for their rectification 20

V. *Depreciation :* Objects and methods-Straight line and Diminishing balance methods 20

Class X
Typewriting-English or Hindi (Theory)

Time : 2 Hours

One Paper **Marks : 25**

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

Typewriting-English or Hindi (Practical)

Time : 1 Hours

One Paper **Marks : 75**

A. Running Matter-A speed and Accuracy Test

Marks : 30 Time : 10 minutes

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

B. Tabulation Test

Marks : 45 Time : 40 minutes

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

OR

Letter Typing

Marks : 45 Time : 40 minutes

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

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

Class X
कृषि विज्ञान (सैद्धान्तिक)

Time : 3 Hours

One Paper **Marks : 60**

	अंक
1. फसल चक्र एवं खेती के प्रकार	05
2. फसलोत्पादन	15
3. बागवानी	05
4. फलोत्पादन	10
5. पुष्पोत्पादन	10
6. पशुपालन एवं दुग्धोत्पादन	15
योग	**60**

अंक

इकाई – फसल चक्र एवं खेती के प्रकार :– **05**

क– फसलों का वर्गीकरण।
ख– फसल चक्र।
ग– शुष्क खेती
घ– दियारा खेती।
ड.– मिश्रित खेती एवं बहुफसली खेती।

1. इकाई – फसलोत्पादन :– **15**

क– अनाज की फसलें – धान मक्का, मंडुआ, गेहूँ, एवं जौ की खेती।
ख– दलहनी फसलें – अरहर, उड़द, गहत, सोयाबीन एवं मटर की खेती।
ग– तिलहनी फसलें – तिल, सूरजमुखी, सरसों एवं लाही की खेती।
घ– सब्जी की फसलें – आलू, फूलगोभी, टमाटर, बैंगन, शिमला मिर्च एवं फरासबीन की खेती।
ड.– नकदी फसल – गन्ना की खेती।
च– चारे की फसलें – बरसीम एवं ज्वार की खेती।

2. इकाई – बागवानी :– **05**

3. क– बागवानी का महत्व।
ख– बाग लगाने के लिए भूमि का चुनाव करते समय ध्यान देने योग्य बातें।
ग– भूमि की तैयारी।
घ– बाग लगाने की विधियॉ।
ड.– गृहवाटिका एवं पौधों का प्रवर्धन।

4. इकाई – फलोत्पादन :– **10**

क– आम, अमरूद, लीची, सन्तरा एवं सेब की खेती।
ख– फल परिरक्षण अर्थ आवश्यकता एवं महत्व फल परिरक्षण की विधियॉ।

5. पुष्पोत्पादन :– **10**

क– उत्तराखण्ड में पुष्पोत्पादन की आवश्यकता एवं महत्व।
ख– उत्तराखण्ड में पुष्पोत्पादन – गेंदा, गुलाब, डहेलिया एवं ग्लैडुलस की वैज्ञानिक खेती।

6. इकाई – पशुपालन एवं दुग्धोत्पादन :– **15**

क– पशुधन विकास की आवश्यकता एवं महत्व।
ख– पशुओं की सामान्य देखरेख एवं प्रबन्ध, पशुओं की सामान्य बीमारियॉ एवं उपचार/गाय, भैंस बकरी एवं भेड़ पालन व उनकी उन्नत नस्लें।
ग– दुग्धोत्पादन सम्बन्धी सामान्य जानकारी, स्वच्छ एवं सुरक्षित दुग्ध उत्पादन, दुग्ध दोहन की विभिन्न विधियॉ।

कृषि विज्ञान (प्रयोगात्मक)

Time : 3 Hours

One Paper **Marks : 40**

अंक

पहचान – 05
बीजों की पहचान
- खरपतवारों की पहचान
- विभिन्न पशुओं के रोगोपचार में प्रयुक्त औषधियों की पहचान

2. बीज शैय्या का निर्माण – 10
- पाठ्यक्रम की विभिन्न फसलों की बीजशैय्या तैयार करना।

3. फल परिरक्षण – 05
- जैम, जैली, स्कवैश, अचार एवं मुरब्बा बनाना।

4. पशु आहार की गणना करना – 10
5. सत्रीय कार्य – 05
6. मौखिक – 05

योग – **40**

प्रयोगात्मक अंक विभाजन

	पहचान	बीज शैय्या निर्माण	फल परिरक्षण	पशु आहार की गणना	सत्रीय कार्य	मौखिक	योग
अंक	05	10	05	10	05	05	40

Class X
INFORMATION TECHNOLOGY

Time : **2½** Hours

One Paper **Marks : 40**

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

Theory

UNIT 1: IT BASICS

Internet : World Wide Web, Web Servers, Web sites, Web Pages, Web Browsers, HTML, Web address, Email address, URL, HTTP.
Services available on Internet: Information Retrieval, Electronic Mails, Locating sites using search engines and finding people on the net, Chat, Video Conferencing, FTP, Downloading and Uploading files from or to remote site, Newsgroup.

UNIT 2: IT TOOLS

MS-Office
MS Access:
Basic Concepts and need for a database, Creating a database, Setting the Primary Key, Entering data into a database, Inserting and deleting fields, Inserting and deleting Records, **Data Validation:** Field Size, Default Value Validation Rule, Validation Text, Required, Allow Zero Length.
HYPER TEXT MARKUPLANGUAGE
Basic Concept of Web Browsers with emphasis on popular browsers Internet Explorer and Netscape Navigator.
HTML Fundamentals:
Introduction to Web Page Designing using HTML, Creating and saving an HTML document, Elements in HTML Container and Empty elements, Designing web pages using the following elements:
HTML, HEAD, TITLE, BODY (Attributes: BACKGROUND, BGCOLOUR, TEXT, LINK, ALINK, VLINK, LEFTMARGIN, TOPMARGIN), FONT (Attributes: COLOUR, SIZE, FACE),
BASEFONT (Attributes :COLOUR, SIZE, FACE), CENTER, BR (Break), HR (Horizontal Rule, Attributes: SIZE, WIDTH, ALIGH, NOSHADE, COLOUR), COMMENTS, ! for comments, H1..H6 (Heading), P (Paragraph), B(Bold), I (Italics), U (Underline), UL & OL (Unorder List & OrderedList Attributes: TYPE, START, LI (List Item), Insertion of images using the element IMG (Attributes : SRC, WIDTH, HEIGHT, ALT, ALIGN)
Internal and External Linking between Web Pages: Signficance of linking, A-Anchor Element
(Attributes: NAME HREF, TITLE, ALT)

UNIT 3: IT APPLICATIONS

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

Domains :

Database

* Personal Data Management System
* Employee Payroll
* Stock Inventory

Website Designing

* Travel and Tourism
* Rural India
* Environment and Pollution

NOTE

I. Sample documents/presentations on the above are made available on CBSE CD-ROM

II. Teachers are requested to domonstrate some other popular software for word processing.Presentation, Spreadsheet, Database Management, system which support Hindi and/or some other Indian language (s)
(Leap Office is an example of Office suite with Indian Language support)

III. Students are suggested to prepare some document/presentations of their IT Application report file in Indian Language(s).

PRACTICALS

Time : **4** Hours

One Paper **Marks : 60**

(A) HANDS ON EXPERIENCE (2 Exercises) **30 Marks**

Design of a Practical Question Paper

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

I.	**MS ACCESS**	**8 MARKS**
II.	**HTML**	**22 MARKS**

I. MS Access:*

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

- Creating and entering data into a database
- Setting the primary key
- Data Validation

II. HTML*

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

- <HTML>, <HEAD>, <TITLE>, <BODY>
- Font Styles: <B>, <i>, <U>
- <FONT>-FACE, SIZE
- <CENTER>
- <P>-ALIGN
- <A>
- <IMG SRC>
- Comments: <!>

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

Breakup of marks (HTML)

- Visual Effect :8
- Linking :4
- Coding: 10

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

(B) IT APPLICATION REPORT FILE **20 Marks**

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

Must have print outs of the following:

- Documents of MS Access (At least 5)
- HTML source code along with browser view (At least 10)

(C) VIVA VOCE **10 Marks**

The questions can be asked from any portion of the syllabus covered during Class IX and Class X.

NOTE-Teachers are suggested to give first-hand demonstration covering the aspects such as : Connecting to internet, Using popular Search Engines, Web Browsing, Opening E-mail accounts, Sending and Receiving E-mails, Downloading files and pictures.

Infrastructure

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

Software:

* WIN 96+
* MS-Office 95+
* Leap Office 2000
* Netscape Navigator
* Internet Explorer

Minimum hardware requirement:

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

Internet connection:

- TCP/IP