



# **CURRICULUM & SYLLABI 2025-26**

**For  
Classes - IX & X**

**Assam State School Education Board  
Division - I  
Guwahati - 781021**

**CURRICULUM & SYLLABI 2025-26**



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**Assam State School Education Board  
Division - I  
Guwahati - 781021**

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# Foreword

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

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

Any suggestion for improvement of the publication is most welcome and may be mailed to : [sebatxbsuggest@gmail.com](mailto:sebatxbsuggest@gmail.com).

Guwahati : 31<sup>st</sup> March, 2025

*Secretary*  
Assam State School Education Board  
Guwahati - 781021

# Preface

I take this opportunity to express my pleasure on publication of the 9<sup>th</sup> Edition of the “**Curriculum & Syllabi for Classes IX and X**”. This new edition carries some important modifications/changes in the curriculum and textbooks.

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

- a) For career counselling, a chapter/ write up titled “**Career Opportunities—Basic Ideas**” has been included as appendix in the textbook “**First Flight**” (Class-X) and the write up is expected to provide basic insight into career options and basic ideas on it related to higher studies, employment opportunities, etc.
- b) A chapter/lesson titled “**Our Rights our Responsibility**” has been included in **Social Science (Part-III)** textbook for **Class-X**. Through this lesson, the students will acquire knowledge and awareness about rights and responsibilities of children/citizens, child protection, health and hygiene, drug abuse, environmental pollution, road safety, cyber crime, etc. Teachers will assign Social Science projects (under Internal Assessment Scheme) from those as mentioned in the exercise portion of the said chapter/lesson.
- c) One more lesson/chapter titled “**Importance of Entrepreneurship**” has been included in all the skill (**NSQF**)/vocation based elective subjects to encourage the students towards self-employment.
- d) The textbooks of the following subjects have been **changed/modified** from the Academic Session, 2023-24.
  1. Assamese MIL - Class-X
  2. Bengali MIL - Class-X
  3. Bodo MIL - Class-X
  4. Hindi MIL - Class-X
- e) An Elective subject named ‘Artificial Intelligence and Robotics’ was introduced in Class IX from the Academic Session 2024-25.
- f) A Spoken English App has been developed and launched for the students of classes IX and X since the Academic Year 2022-23 under Internal Assessment Scheme of the subject English, Teaching Learning and Evaluation of Spoken English have been done through this app.

Guwahati : 31<sup>st</sup> March, 2025

Secretary  
Assam State School Education Board  
Guwahati - 781021

# Curriculum for High Schools

## Class IX - X

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

### **Any one from the following Elective subjects :**

Advanced Mathematics (E), Geography (E), History (E), Sanskrit (E), Arabic (E), Persian (E), Santhali (E), Computer Science (E), Fine Art (E), Music (E), Dance (E), Home Science (E), Woodcraft (E), Garment Designing (E), Assamese (E), Hindi (E), Manipuri (E), Commerce (E), Yoga and Physical Education (E), Artificial Intelligence and Robotics (E), IT/ITeS NSQF (E), Retail Trade NSQF (E), Agriculture & Horticulture NSQF (E), Agriculture Dairy Worker NSQF (E), Tourism & Hospitality NSQF (E), Health Care NSQF (E), Private Security NSQF (E), Beauty and Wellness NSQF (E), Automotive NSQF (E), Electronics and Hardware NSQF (E), Apparel, Made-Ups and Home Furnishing, NSQF (E)

*N.B. Private Security NSQF (E) [For class X only]*

**Note :**

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

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(a)

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(vii) Geography (E)	31	313
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(ix) Computer Science (E)	34	324
(x) Wood Craft (E)	41	334
(xi) Music (E)	38	338
(xii) Dance (E)	35	350
(xiii) Fine Art (E)	36	363
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For the elective subjects under NSQF, it is decided to follow the syllabi prescribed by RMSA, Assam (Ref. ASSEB notification No. SEBA/AB/NVEQF/1/2013/8).

(b)

**CO-CURRICULAR ACTIVITIES**

447

- a) List of Co-curricular Activities
- b) Scouts and Guides
- c) Evaluation Criteria
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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 Mathematics	90	10	-	100	27	-	-	30
6.	Social Science	90	10	-	100	27	-	-	30
7.	Elective Subjects :								
i)	Assamese (E)	100	-	-	100	30	-	-	30
ii)	Manipuri (E)	100	-	-	100	30	-	-	30
iii)	Nepali (E)	100	-	-	100	30	-	-	30
iv)	Hindi (E)	100	-	-	100	30	-	-	30
v)	Advanced Mathematics(E)	90	10	-	100	27	-	-	30
vi)	History (E)	100	-	-	100	30	-	-	30
vii)	Geography (E)	90	10	-	100	27	-	-	30
viii)	Sanskrit (E)	100	-	-	100	30	-	-	30

## MARKING PATTERN (SUBJECT-WISE)

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

## MARKING PATTERN (SUBJECT-WISE)

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

The marks distribution encompasses different modes of category for assessment.

অসমীয়া : প্ৰথম ভাষা

SUBJECT CODE - 01

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

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অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা





















# ASSAMESE (MIL)

## SUBJECT CODE - 01

**Class - IX**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা
Sub-unit/Lesson			
1	Group-A : অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		
	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
2	অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
3	অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
4	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		✓
6	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		

অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা
7	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
8	অসমীয়া : প্ৰথম ভাষা	✓	✓
9	অসমীয়া : প্ৰথম ভাষা	✓	✓
10	অসমীয়া : প্ৰথম ভাষা	✓	✓
Group -B : অসমীয়া : প্ৰথম ভাষা			
11	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
12	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
13	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
অসমীয়া : প্ৰথম ভাষা		100	100

**Text book : অসমীয়া : প্ৰথম ভাষা**

- \* অসমীয়া : প্ৰথম ভাষা Sanskrit (Group-C) অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা Riju Bharati অসমীয়া : প্ৰথম ভাষা
- \* অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা

# ASSAMESE (MIL)

## SUBJECT CODE - 01

**Class - X**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা
	<b>Sub-unit/Lesson</b>		
1	Group-A : অসমীয়া : প্ৰথম ভাষা		
	অসমীয়া : প্ৰথম ভাষা		
	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
	<b>অসমীয়া : প্ৰথম ভাষা</b>		
2	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
3	অসমীয়া : প্ৰথম ভাষা	✓	
	অসমীয়া : প্ৰথম ভাষা		✓
4	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
5	অসমীয়া : প্ৰথম ভাষা	✓	
	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		✓
6	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓

অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা
7	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
8	অসমীয়া : প্ৰথম ভাষা	✓	✓
9	অসমীয়া : প্ৰথম ভাষা	✓	✓
10	অসমীয়া : প্ৰথম ভাষা	✓	✓
Group -B : অসমীয়া : প্ৰথম ভাষা			
10	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		✓
	অসমীয়া : প্ৰথম ভাষা	✓	
11	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		✓
	অসমীয়া : প্ৰথম ভাষা	✓	
12	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
13	অসমীয়া : প্ৰথম ভাষা		✓
	অসমীয়া : প্ৰথম ভাষা	100	100

**Text book : অসমীয়া : প্ৰথম ভাষা**

- \* অসমীয়া : প্ৰথম ভাষা *Sanskrit (Group-C)* অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা *Riju Bharati* অসমীয়া : প্ৰথম ভাষা
- \* অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্রথম ভাষা : অসমীয়া : প্রথম ভাষা  
SUBJECT CODE - 02  
অসমীয়া : প্রথম ভাষা

অসমীয়া : প্রথম ভাষা :

অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা

অসমীয়া : প্রথম ভাষা

অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা



অসমীয়া : প্ৰথম ভাষা:

অসমীয়া : প্ৰথম ভাষা:

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

















# BENGALI (MIL)

## SUBJECT CODE - 02

**Class - IX**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা
Sub-unit/Lesson			
1	Group-A : অসমীয়া : প্ৰথম ভাষা <u>অসমীয়া : প্ৰথম ভাষা</u> অসমীয়া : প্ৰথম ভাষা সৰ্বোপভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
2	অসমীয়া : প্ৰথম ভাষা		✓
3	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		✓
4	<u>অসমীয়া : প্ৰথম ভাষা</u> অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
5	অসমীয়া : প্ৰথম ভাষা		✓
	অসমীয়া : প্ৰথম ভাষা	✓	
6	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা	✓	✓
7	অসমীয়া : প্ৰথম ভাষা	✓	✓
8	অসমীয়া : প্ৰথম ভাষা	✓	✓
9	অসমীয়া : প্ৰথম ভাষা	✓	✓

অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা
10	Group-B : অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
	অসমীয়া : প্ৰথম ভাষা		
11	অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
	অসমীয়া : প্ৰথম ভাষা		
12	অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
	অসমীয়া : প্ৰথম ভাষা		
	সৰ্বমুঠ	100	100

অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা

- \* অসমীয়া : প্ৰথম ভাষা Sanskrit (Group-C) অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা Riju Bharati অসমীয়া : প্ৰথম ভাষা
- \* অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা

# BENGALI (MIL)

## SUBJECT CODE - 02

**Class - X**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা
Sub-unit/Lesson			
1	Group-A : অসমীয়া : প্ৰথম ভাষা		
	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
2	অসমীয়া : প্ৰথম ভাষা : অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
3	অসমীয়া : প্ৰথম ভাষা		✓
	অসমীয়া : প্ৰথম ভাষা	✓	
4	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
5	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		✓
6	অসমীয়া : প্ৰথম ভাষা All the grammar portion of class IX and the following অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		

অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা
7	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
8	অসমীয়া : প্ৰথম ভাষা	✓	✓
9	অসমীয়া : প্ৰথম ভাষা	✓	✓
10	অসমীয়া : প্ৰথম ভাষা	✓	✓
<b>Group -B : অসমীয়া : প্ৰথম ভাষা</b>			
11	অসমীয়া : প্ৰথম ভাষা <b>অসমীয়া : প্ৰথম ভাষা</b>		✓
	অসমীয়া : প্ৰথম ভাষা	✓	
12	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
13	অসমীয়া : প্ৰথম ভাষা All the grammar portion of class IX and the following অসমীয়া : প্ৰথম ভাষা <b>অসমীয়া : প্ৰথম ভাষা</b>	✓	✓
	মৰ্কট	100	100

অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা

\* অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা

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

অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা

অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা  
অসমীয়া ঃ প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

1. অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
2. অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
3. অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
4. অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
5. অসমীয়া : প্ৰথম ভাষা
6. অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
7. অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
8. অসমীয়া : প্ৰথম ভাষা/অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
9. অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
10. অসমীয়া : প্ৰথম ভাষা

# অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

## 11. অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

2.00 অসমীয়া : প্ৰথম ভাষা

2.01 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

2.02 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

2.03 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

2.04 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

2.05 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

2.06 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

2.07 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

2.08 অসমীয়া : প্ৰথম ভাষা

- অসমীয়া : প্ৰথম ভাষা
- 2.09 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 2.10 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 2.11 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 2.12 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 2.13 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 3.00 অসমীয়া : প্ৰথম ভাষা
- 3.01 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 3.02 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 3.03 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 3.04 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

- 3.05 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 3.06 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 3.07 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 3.08 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 4.00 অসমীয়া : প্ৰথম ভাষা
- 4.01 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 4.02 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 4.03 অসমীয়া : প্ৰথম ভাষা
- 4.04 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 5.00 অসমীয়া : প্ৰথম ভাষা
- 5.01 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
i) অসমীয়া : প্ৰথম ভাষা

- ii) অসমীয়া : প্ৰথম ভাষা
- iii) অসমীয়া : প্ৰথম ভাষা
- iv) অসমীয়া : প্ৰথম ভাষা
- v) অসমীয়া : প্ৰথম ভাষা
- vi) অসমীয়া : প্ৰথম ভাষা
- vii) অসমীয়া : প্ৰথম ভাষা
- viii) অসমীয়া : প্ৰথম ভাষা
- ix) অসমীয়া : প্ৰথম ভাষা
- x) অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

5.02 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা



(8) অসমীয়া : প্ৰথম ভাষা(9) অসমীয়া : প্ৰথম ভাষা(10) অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

ii) অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা/ অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

5.06 অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা







অসমীয়া : প্ৰথম ভাষা	04
অসমীয়া : প্ৰথম ভাষা	05
অসমীয়া : প্ৰথম ভাষা	25

### অসমীয়া : প্ৰথম ভাষা Group - C

অসমীয়া : প্ৰথম ভাষা	10
অসমীয়া : প্ৰথম ভাষা	08
অসমীয়া : প্ৰথম ভাষা	07
অসমীয়া : প্ৰথম ভাষা	25
অসমীয়া : প্ৰথম ভাষা	100

অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

### অসমীয়া : প্ৰথম ভাষা Group - A

অসমীয়া : প্ৰথম ভাষা	25
অসমীয়া : প্ৰথম ভাষা	20
অসমীয়া : প্ৰথম ভাষা	10
অসমীয়া : প্ৰথম ভাষা	10
অসমীয়া : প্ৰথম ভাষা	04
অসমীয়া : প্ৰথম ভাষা	06
অসমীয়া : প্ৰথম ভাষা	75

অসমীয়া : প্ৰথম ভাষা **Group - B**

অসমীয়া : প্ৰথম ভাষা	09
অসমীয়া : প্ৰথম ভাষা	07
অসমীয়া : প্ৰথম ভাষা	04
অসমীয়া : প্ৰথম ভাষা	05
<hr/>	
অসমীয়া : প্ৰথম ভাষা	25

অসমীয়া : প্ৰথম ভাষা **Group - C**

অসমীয়া : প্ৰথম ভাষা	10
অসমীয়া : প্ৰথম ভাষা	08
অসমীয়া : প্ৰথম ভাষা	07
অসমীয়া : প্ৰথম ভাষা	25
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অসমীয়া : প্ৰথম ভাষা	<b>100</b>
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অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

**HINDI (MIL)**  
**SUBJECT CODE - 05**  
**Class - IX**

**Full Marks : 100**

**Time : 3 hours**

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
	<b>Textbook : Ambar, Part - 1</b> <b>Group – A (:75 Marks)</b> <b>Poetry : (20 Marks)</b>		
কোর্স	অসমীয়া : প্রথম ভাষা	✓	✓
কোর্স	<b>অসমীয়া : প্রথম ভাষা</b>	✓	✓
	অসমীয়া : প্রথম ভাষা		
কোর্স	<b>Prose : (25 Marks)</b> অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা		
কোর্স	অসমীয়া : প্রথম ভাষা	✓	✓
	<b>অসমীয়া : প্রথম ভাষা</b> অসমীয়া : প্রথম ভাষা		
কোর্স	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা		

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
৯	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
১০	অসমীয়া : প্ৰথম ভাষা	✓	✓
১১	অসমীয়া : প্ৰথম ভাষা	✓	✓
১২	<b>GROUP-B</b> অসমীয়া : প্ৰথম ভাষা <b>Poetry : (07 Marks)</b> অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
১৩	<b>Prose : (09 Marks)</b> অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
১৪	অসমীয়া : প্ৰথম ভাষা	✓	✓
১৫	অসমীয়া : প্ৰথম ভাষা	✓	✓
	<b>Total =</b>	<b>100</b>	<b>100</b>

\* অসমীয়া : প্ৰথম ভাষা Unit ৯-১৫ অসমীয়া : প্ৰথম ভাষা ১২-১৫ অসমীয়া : প্ৰথম ভাষা ১৩-১৫ অসমীয়া : প্ৰথম ভাষা ১৪-১৫ অসমীয়া : প্ৰথম ভাষা ১৫-১৫

**HINDI (MIL)**  
**SUBJECT CODE - 05**  
**Class - X**

**Full Marks : 100**

**Time : 3 hours**

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
	<b>Textbook : Ambar, Part - 2</b> <b>Group – A (:75 Marks)</b> <b>Poetry : (20 Marks)</b>		
অসমীয়া	অসমীয়া : প্রথম ভাষা	✓	✓
অসমীয়া	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা		
	<b>Prose : (25 Marks)</b>		
অসমীয়া	অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা		
অসমীয়া	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা		
অসমীয়া	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা		
অসমীয়া	অসমীয়া : প্রথম ভাষা All the grammar portion of class IX and the following অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓

Unit	SUB-UNIT/LESSON	Half Yearly	Final
	অসমীয়া : প্রথম ভাষা		
	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা		✓
১০	অসমীয়া : প্রথম ভাষা	✓	✓
১০	অসমীয়া : প্রথম ভাষা	✓	✓
১০	অসমীয়া : প্রথম ভাষা	✓	✓
	<b>GROUP-B অসমীয়া : প্রথম ভাষা 25</b>		
	<b>Poetry : (07 Marks)</b>		
১০	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓
	<b>Prose : (09 Marks)</b>		
১০	অসমীয়া : প্রথম ভাষা	✓	
	অসমীয়া : প্রথম ভাষা		✓
	অসমীয়া : প্রথম ভাষা All the grammar portion of class IX and the following		
১০	অসমীয়া : প্রথম ভাষা	✓	
	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা		✓
১০	অসমীয়া : প্রথম ভাষা		

**Total = 100 100**

\* অসমীয়া : প্রথম ভাষা Unit ১০ অসমীয়া : প্রথম ভাষা ১০ অসমীয়া : প্রথম ভাষা ১০ অসমীয়া : প্রথম ভাষা ১০ অসমীয়া : প্রথম ভাষা ১০ অসমীয়া : প্রথম ভাষা ১০ অসমীয়া : প্রথম ভাষা ১০

**BODO (MIL)**  
**SUJECT CODE - 03**  
**Classes : IX & X**  
**অসমীয়া : প্ৰথম ভাষা**

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা Syllabus অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

1<sup>st</sup> অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

1.1 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

1.2 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

1.3 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

2<sup>nd</sup> অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

2.1 অসমীয়া : প্ৰথম ভাষা

- অসমীয়া : প্রথম ভাষা
- 2.2 অসমীয়া : প্রথম ভাষা
- 2.3 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা
- 2.4ii অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা
- 2.5 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা
- 3iii0 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা
- 3.1 অসমীয়া : প্রথম ভাষা 50-80 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা 80-90 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা
- 3.2 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা
- 3.3 অসমীয়া : প্রথম ভাষা 120-140  
অসমীয়া : প্রথম ভাষা 140-150 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা



- 4.0 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা—
- 4.1 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা
- 4.2 অসমীয়া : প্রথম ভাষা Simple অসমীয়া : প্রথম ভাষা Comopound অসমীয়া : প্রথম ভাষা  
সিদ্ধান্ত Complex অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা
- 4.3 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা
- 4.4 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা
- 5.0 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা
- 5.1 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা
- 5.2 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা
- 5.3 অসমীয়া : প্রথম ভাষা  
সিদ্ধান্ত self অসমীয়া : প্রথম ভাষা

- 5.4 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 5.5 অসমীয়া : প্ৰথম ভাষা
- 5.6 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 6.0 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা—
- 6.1 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 6.2 অসমীয়া : প্ৰথম ভাষা
- 6.3 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 6.4 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 7.0 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 7.1 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা
- 7.2 অসমীয়া : প্ৰথম ভাষা
- 7.3 অসমীয়া : প্ৰথম ভাষা
- 7.4 অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্রথম ভাষা

- 8.1 অসমীয়া : প্রথম ভাষা 75 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা 25 অসমীয়া : প্রথম ভাষা 50  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা 250 অসমীয়া : প্রথম ভাষা 1.8 অসমীয়া : প্রথম ভাষা  
12 অসমীয়া : প্রথম ভাষা 10 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা

- 8.2 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা

- 8.3 অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা  
অসমীয়া : প্রথম ভাষা

(1) অসমীয়া : প্রথম ভাষা (2) অসমীয়া : প্রথম ভাষা (3) অসমীয়া : প্রথম ভাষা (4)  
অসমীয়া : প্রথম ভাষা (5) অসমীয়া : প্রথম ভাষা (6) অসমীয়া : প্রথম ভাষা (7)  
অসমীয়া : প্রথম ভাষা

8.4 অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

**Distribution of Marks For Class - IX**

Prose	–	30
Poetry	–	20
Grammar	–	20
Application	–	10
Rapid Reader	–	10
Composition	–	10
<hr/>		
<b>Total</b>	–	<b>100</b>

**Distribution of Marks For Class-X**

Prose	–	30
Poetry	–	20
Grammer	–	15
Application/Essay	–	10
Extensive Reading	–	10
Composition	–	15
<hr/>		
<b>Total</b>	–	<b>100</b>

# BODO (MIL)

## SUBJECT CODE - 03

**Class - IX**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
কবিগোষ্ঠ	<b>(a) অসমীয়া : প্ৰথম ভাষা (Poetry)</b> (i) অসমীয়া : প্ৰথম ভাষা (ii) অসমীয়া : প্ৰথম ভাষা (iii) অসমীয়া : প্ৰথম ভাষা	✓	✓
	(iv) অসমীয়া : প্ৰথম ভাষা	✓	
	(v) অসমীয়া : প্ৰথম ভাষা (vi) অসমীয়া : প্ৰথম ভাষা		✓
কবিগোষ্ঠ	(vii) অসমীয়া : প্ৰথম ভাষা (viii) অসমীয়া : প্ৰথম ভাষা		✓
	<b>(b) অসমীয়া : প্ৰথম ভাষা Prose</b> (i) অসমীয়া : প্ৰথম ভাষা (ii) অসমীয়া : প্ৰথম ভাষা (iii) অসমীয়া : প্ৰথম ভাষা	✓	✓
কবিগোষ্ঠ	(iv) অসমীয়া : প্ৰথম ভাষা	✓	✓
	(v) অসমীয়া : প্ৰথম ভাষা (vi) অসমীয়া : প্ৰথম ভাষা		
	(vii) অসমীয়া : প্ৰথম ভাষা (viii) অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা (ix) অসমীয়া : প্ৰথম ভাষা		✓

		Marks	
		Half Yearly	Final
৭০০	(c) অসমীয়া : প্রথম ভাষা (Repid Reader অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা		
১০০	(d) অসমীয়া : প্রথম ভাষা Essay Writing	✓	✓
১০০	(e) অসমীয়া : প্রথম ভাষা Grammar & Composition)- অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	
	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা		✓
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

Text Book : অসমীয়া : প্রথম ভাষা for class IX

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

**BODO (MIL)**  
**SUBJECT CODE - 03**

**Class - X**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
কবিভাষ্য	<b>(a) অসমীয়া : প্ৰথম ভাষা (Poetry)</b>		
	(i) অসমীয়া : প্ৰথম ভাষা		
	(ii) অসমীয়া : প্ৰথম ভাষা	✓	✓
	(iii) অসমীয়া : প্ৰথম ভাষা		
	(iv) অসমীয়া : প্ৰথম ভাষা	✓	
	(v) অসমীয়া : প্ৰথম ভাষা		✓
	(vi) অসমীয়া : প্ৰথম ভাষা		
	(vii) অসমীয়া : প্ৰথম ভাষা		✓
কবিভাষ্য	<b>(b) অসমীয়া : প্ৰথম ভাষা Prose</b>		
	(i) অসমীয়া : প্ৰথম ভাষা	✓	✓
	(ii) অসমীয়া : প্ৰথম ভাষা		
	(iii) অসমীয়া : প্ৰথম ভাষা		
	(iv) অসমীয়া : প্ৰথম ভাষা	✓	
	(v) অসমীয়া : প্ৰথম ভাষা		✓
	(vi) অসমীয়া : প্ৰথম ভাষা		
	(vii) অসমীয়া : প্ৰথম ভাষা		
	(viii) অসমীয়া : প্ৰথম ভাষা		
(ix) অসমীয়া : প্ৰথম ভাষা		✓	

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
১০	(e) অসমীয়া : প্রথম ভাষা (Rapid Reader)-অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা		
১০	(d) অসমীয়া : প্রথম ভাষা Essay Writing	✓	✓
১০	(e) অসমীয়া : প্রথম ভাষা Grammar & Composition All the grammar portion of class IX and the following অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

Text Book : অসমীয়া : প্রথম ভাষা for class X

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

# অসমীয়া : প্ৰথম ভাষা

SUBJECT CODE - 08

## অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা Skill অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা





অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
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অসমীয়া : প্ৰথম ভাষা dictionary অসমীয়া : প্ৰথম ভাষা  
encyclopaedia অসমীয়া : প্ৰথম ভাষা

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<b>Distribution of Marks</b>		
Prose	-	30
Poetry	-	20
Letter writing	-	10
Unseen	-	05
Composition	-	25
Rapid Reader	-	10
<b>Total</b>	-	<b>100</b>

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা X  
 অসমীয়া : প্ৰথম ভাষা  
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Prose	-	30
Poetry	-	20
Grammar	-	15
Application/Essay	-	15
Extensive reading	-	10
Composition	-	10
<b>Total</b>	-	<b>100</b>

# 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.	অসমীয়া : প্রথম ভাষা	✓	✓
2.	অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা		
3.	অসমীয়া : প্রথম ভাষা		✓
	অসমীয়া : প্রথম ভাষা (Prose) :		
4.	অসমীয়া : প্রথম ভাষা অসমীয়া	✓	✓
5.	অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা		
6.	অসমীয়া : প্রথম ভাষা		✓
7.	অসমীয়া : প্রথম ভাষা (Rapid Reader) :	✓	✓
8.	অসমীয়া : প্রথম ভাষা Grammar অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓
9.	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓
10.	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓
11.	Precis/Substance Writing	✓	✓
12.	Essay Writing	✓	✓
13.	Letter/Application Writing		
	<b>Total</b>	<b>100</b>	<b>100</b>

অসমীয়া : প্রথম ভাষা: অসমীয়া : প্রথম ভাষা

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

# MANIPURI (MIL)

## SUBJECT CODE - 08

**Class - X**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

Unit	SUB-UNIT/LESSON	Course	
		Half Yearly	Final
1.	অসমীয়া : প্ৰথম ভাষা <i>Poetry</i> : অসমীয়া : প্ৰথম ভাষা	✓	✓
2.	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
3.	অসমীয়া : প্ৰথম ভাষা		✓
	অসমীয়া : প্ৰথম ভাষা <i>Prose</i> :		
4.	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
5.	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
6.	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		✓
7.	অসমীয়া : প্ৰথম ভাষা ( <i>Rapid Reader</i> ) :	✓	✓
8.	অসমীয়া : প্ৰথম ভাষা <b>Grammar</b> : All the grammar portion of class IX and the following অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓

Unit	SUB-UNIT/LESSON	Marks	
		Half Yearly	Final
9.	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
10.	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
11.	Essay Writing /Application	✓	✓
12.	Comprehension (Unseen Passage)	✓	✓
	<b>Total</b>	<b>100</b>	<b>100</b>

অসমীয়া : প্ৰথম ভাষা: অসমীয়া : প্ৰথম ভাষা

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

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

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

**Prose :** Prose portion should contain selected pieces from not less than 5 standard authors. A short life sketch of each author should be given at the 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 en-richment of the language to meet the present demand.
- (b) The words and phrases should be explained in Khasi, not in English, as at present.

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

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

**Substance / Precis Writing : Seen or unseen.**

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

**Distribution of Marks for Class IX**

Prose	-	30
Poetry	-	20
Grammar	-	20
Composition		
Essay	-	10
Translation	-	05
Rapid Reader	-	15
<b>Total</b>	<b>-</b>	<b>100</b>

# KHASI (MIL)

## SUBJECT CODE - 07

**Class - IX**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

	UNIT/ LESSON	Marks
		Final
1. A.	<p><b>Ki Dienjat Jong ki LongShuwa</b></p> <p><b>Khasi Textbook</b></p> <p><b>i) Poetry Section</b></p> <p>(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.</p> <p><b>ii) Prose Section</b></p> <p>(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.</p> <p>(b) Ki Parom Barim U Khur Khasi Khara by Maurice G. Lyngdoh Chapters : Ka jingbam kynnoh ka sngi; Ka sohlyngnjem; U sier lapalang</p> <p>(c) Ki Phawer U Aesop by Soso Tham Chapters : Chapter 11 to 20</p> <p><b>iii) Rapid Reader</b></p> <p>(a) Ki Dienjat Ha U Shyiap by Hughlet Warjri</p>	

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

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

**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
<b>Total</b>	<b>-</b>	<b>100 marks</b>

**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  
kylang 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.

xxx

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

**GARO (MIL)**  
**SUBJECT CODE - 04**  
**Class - IX-X**

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

**PROSE, POETRY AND SUPPLEMENTARY BOOK :**

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

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

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

# GARO (MIL)

## SUBJECT CODE - 04

**Class - IX**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

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

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

# GARO (MIL)

## SUBJECT CODE - 04

**Class - X**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

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

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

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

**BROAD GOALS :**

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

**OBJECTIVE OF TEACHING HMAR AT THE SECONDARY LEVEL :**

1. The students develop the ability to understand Hmar when it is written.
2. The students understand meanings of words, 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**

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

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

**Text Books :**

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

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

# HMAR (MIL)

## SUBJECT CODE - 06

**Class - X**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

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

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

Text books :

**1. Manmasi Reader**

*Published by - Hmar MIL Monitoring Committee.*

**2. Hmar Grammar - Hmar Literature Society.**

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

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

**Maximum Marks : 100**  
**Time - 3 hours**

**No. of Paper : 1 (one)**  
**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): LUNGREMACHIM		10 Marks
	Mark 1 pu zawhna 3 =	3	
	Mark 2 pu zawhna 1 =	2	
	Mark 5 pu zawhna 1 =	5	
Then ngana :	Thawnthu : PATHIAN SAMSUIH		08 marks
	Mark 1 pu zawhna 3 =	3	
	Mark 2 pu zawhna 1 =	2	
	Mark 3 pu zawhna 1 =	3	
Then rukna :	Reading (Chhiar)		08 marks
	Zirlai bu pawn ami thu ziak tha, thumal 200-300 vel emaw, hla (poetry) zirtir nei the leh hia thu thlan chhuah a, tih chhuah tur a ni.		
	Mark 1 pu zawhna 4 =	4	
	Mark 2 pu zawhna 2 =	4	
Then sarihna :	Writing (Ziak)		08 marks
	(i) Essay/Article ziak		
	(ii) Application (Official letter-Dilna chi hrang hrang leh Thu pawl thlen (FIR), Poster ziah dan leh Chanchinbua bungraw zawrhna (advertisement)		03 marks
Then riatna :	Rapid Reading :		12 marks
	Mark 2 pu zawhna 1 =	2	
	Mark 3 pu zawhna 2 =	6	
	Mark 4 pu zawhna 1 =	4	

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

**Maximum Marks : 100**  
**Time - 3 hours**

**No. of Paper : 1 (one)**  
**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 kalmang chu hetiang hi a ni.

Then khatna : Hla (Poetry) 18 marks

Mark 1 pu zawhna 4 = 4

Mark 2 pu zawhna 1 = 2

Mark 3 pu zawhna 1 = 3

Mark 4 pu zawhna 1 = 4

Mark 5 pu zawhna 1 = 5

Then hnihna : Thu (Prose)

Mark 1 pu zawhna 6 = 6

Mark 2 pu zawhna 2 = 4

Mark 3 pu zawhna 1 = 3

Mark 5 pu zawhna 1 = 5

Then thumna	: Grammar	18 marks
	(i) Verb, Adjective, Adverb, Conjunction, Post position leh intejection atangin	
	Mark 2 pu zawhna 2 =	4
	Mark 1 pu zawhna 4 =	4
	(ii) Tawng upa	
	Mark 2 pu zawhna 2 =	4
	(iii) (a) Mizo tawng hman dan dik leh dik lo	
	Mark 1 pu zawhna 3 =	3
	(b) Ziak zawn leh zawm loh hun	
	Mark 1 pu zawhna 3 =	3
Then lina THIHNA	: Drama (Lemchan tawi) : SUAL MAN	10 Marks
	Mark 1 pu zawhna 3 =	3
	Mark 2 pu zawhna 1 =	2
	Mark 5 pu zawhna 1 =	5
Then ngana	: Thawnthu : TUALTE VANGLAI	08 marks
	Mark 1 pu zawhna 3 =	3
	Mark 2 pu zawhna 1 =	2
	Mark 3 pu zawhna 1 =	3
Then rukna	: Reading (Chhiar)	08 marks
	Zirlai bu pawn ami thu ziak tha, thumal 200-300 vel emaw, hla (poetry) zirtir nei the leh hia thu thlan chhuah a, tih chhuah tur a ni.	
	Mark 1 pu zawhna 4 =	4
	Mark 2 pu zawhna 2 =	4
Then sarihna	: Writing (Ziak)	08 marks
	(i) Essay/Article ziak	
	(ii) Application (Official letter-Dilna chi hrang hrang leh Thu pawl thlen (FIR), Poster ziah dan leh Chanchinbua bungraw zawrhna (advertisement)	03 marks
Then riatna	: Rapid Reading :	12 marks
	Mark 2 pu zawhna 1 =	2
	Mark 3 pu zawhna 2 =	6
	Mark 4 pu zawhna 1 =	4

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

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

# URDU (MIL)

## Subject Code – 11

### For High School

**Class : X**

**Marks 100**

**Time - 3 hours**

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

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













অসমীয়া : প্রথম ভাষা | অসমীয়া : প্রথম ভাষা | অসমীয়া : প্রথম ভাষা

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অসমীয়া : প্রথম ভাষা remedial

অসমীয়া : প্রথম ভাষা

অসমীয়া : প্রথম ভাষা

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অসমীয়া : প্রথম ভাষা

অসমীয়া : প্রথম ভাষা Continuous and comprehensive

Evaluation অসমীয়া : প্রথম ভাষা

অসমীয়া : প্রথম ভাষা

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অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা
অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓		
অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		✓	
অসমীয়া : প্ৰথম ভাষা		100		100

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

**A. WEIGHTAGE TO THE OBJECTS OF QUESTIONS :**

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

Total 100

**B. WEIGHTAGE TO THE TYPE OF QUESTIONS :**

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

Total 100

**অসমীয়া : প্ৰথম ভাষা**

অসমীয়া : প্ৰথম ভাষা

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অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা
	All the grammar portion of class IX and the following অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓		
	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓	
	অসমীয়া : প্ৰথম ভাষা	100		100

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

# **KARBI (MIL)**

Subject Code - 58

Sirkep-angdeng (Class IX)

## **Lamphrang :**

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

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

## **KEMANG ASON :**

- 1.00 Nonjong UPPER PRIMARY angdeng along kacharlitang akaprek kaprek lam atovar aphuthak kachini pen, kamatha thek pen emethang ekai along amo chepado pon thek po.
- 1.01 Akimi akimi lam akrong chepathek pame pen chingki chethan dun thek po.
- 1.02 Lam kethek pame mate kethek abidi chepathek pon po.
- 1.03 Ove anghun pen kachethan alam kepaphrang ponji aphan kabor ih pon.

- 1.04 Karju, kaningji, kaporhi lapen ketok kepakom pon.
- 1.05 Kachingvai, Lam kachedan mate mai alongkachebate dun lapen kephadun ta thek pon po.
- 1.06 Ajat akisung mate katora ason heihui aphuthak emethang lamthe ejai kajoipon lapen SOLUTION ta thekpo.
- 1.07 Loti kimi, munthiparsik, kacharli aosomar aphan ning kaparong, Sai keklem abidi kethek pame pen akai arjon along APPLY dun thekpo.
- 1.08 Ajat alam mate asai munthi pame pen amethang ateng pen lamthe jaipon thekpo.
- 1.09 Lam lapen Lammet kacharli pen akaprek-kaprek alammet mate ajutang ta thekpon mate chini pon po.
- 1.10 Amethang kethek pame ason ta pachethang mate paklang pon thekpo.

### **KACHARLI NANGJI ASON :**

Kenangsot akemang :

- 2.00 Karju - kaningje :
- 2.01 Asontin akatora, Lamjai, kachingvai, tomoso mate tokjirmi heihui karju - kachini ateng pen ningje mate than pame thek po lapen ke akai arjon along APPLY dun thek po.
- 2.02 Rong-aje achatai heihui kethek long mate karju long ateng pen amethang ta laheihui along kachebate dun thek po.
- 2.03 Kaningje alam, abang alam, aot-akun heihui munthi pame pen satlang long det aphi asat chethek long po.
- 2.04 Voreng avarsai aphuthak kaningje alam, kachingvai alam heihui karju pen aron ateng pen munthi pame lote, akai along akerap long ponji.
- 2.05 Kroi pangtar, Sailangno heihui aron ateng pen kachini pon mate munthi pame pon thek po.
- 2.06 Ning kamatha alam lapen anut kaprek nangkarju ason mate alam ningding pen arju dun'et aphi thak dun

- thekpo lapen ke amethang ta lamthe jaidun thekpo.
- 2.07 Lamseng ase armung, pasang angthek heihui ateng pen choklim lapen klardak ate'ot pen ningje pon thek po.
  - 2.08 Akarprek-kaprek lun, hirjir, chesikse pin pen lam kejai, Quiz (karjupatar) heihui along kachepate dun thekpo.
  - 2.09 Aron ateng lapen kalile aron ateng pen monit rat aphan manpeng kipi mate panong unpo.
  - 2.10 Thekdun longlor mate akatora than pon thekpo.
  - 2.11 Arta pakleng lapen arta jumhek mate isivet aove atum pen ta aot keme pen chingki-chethan pon thekpo.
  - 2.12 Lingjen aling mate manpeng alam kamatha thek pen akeprekkaprek adim along lam jaipon thekpo.
  - 2.13 Anut kaprek kaningje alam lapen lam-ate'ot heihui aphan manpeng paklag pon thekpo.
  - 3.00 Kaporhi - ketok "
  - 3.01 Choklim ate'ot, ase armung lapen ardi kedojojot pen kaporhi ateng pen lamseng heihui ta seng pon thekpo.
  - 3.02 Ase armung, ate'ot heihui pachoklim pen paprapjin pen porhi thekpo.
  - 3.03 Kaporhi mate ketok ahut pasang angthek aphuthak chini pon po.
  - 3.04 Angdeng aling loh kaporhi mate ketok heihui ta paprap pon thekpo.
  - 3.05 MAP, kenangji ason, tomoso, hirjir, tokjirmi heihui kethek long mate ametheng tokthek pame po.
  - 3.06 Kethek long mate karju long, tengne un'eh akatora alam lapen ke methang akai kephotang akisung aphuthak tok thekpo.
  - 3.07 Angtan, detpi, methang longri jutang-bubat lapen kheiso atum ajutang aphuthak charli pen angkur alam chini pen khei apharman pachematha.
  - 3.08 Kai along choklim pen lamtasam ke'en pon.
  - 4.00 Kematha dam nangji :
  - 4.01 Lo kacharli abidi, ason heihui aphuthak kamunthi thek ajakong kepalong lapen halahai asai, athe lepen

ale kepanjang ajakong kepalong.

- 4.02 Ajat ason aphuthak abe mate abe dunde pen jongjun alamthe chepaklang dunthek ji aphan.
- 4.03 Kechok-kechokche kilintheke ajajong kepada.
- 4.04 Detpi ajutang-jubat aphan man-peng kipi lapen laso aphuthak boijanic aning anghin pen kematha dun.
- 5.00 Lo along paklang pon nangji akrong ason :  
Detpi tokbor kacharli aron jasemet son kep :

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

Kelangdun un'eh, kithurkhrap heihui pen chepehelo  
si ahokpet pen kedo, kecheroktok, a'ot adur, man-  
peng kipi, kecherap-kacheto, apor pangho tapte,  
ingsamjin, arpu kache'en, kanghon, kangjinso, Det  
mate khei kachinghom, varmon aphuthak  
kacheroktok, jutang aphan man kachipi, ningchethe,  
klardak lapen tongsekot pen bidi kiri, anghin kethe.  
Anparta kepaphihup lo charli osomar atum aphan  
kangathurpon (kebeng-kephan kephovet atum),  
soluk-sodak kavepin aron ke'en pon, kai kerengji abidi  
lapen sai keklem ajutang kangthur hei hui aphuthak  
ardi kipi pon.

- 5.01 Lamjir ason : Kitap along lamjir, kai lammo pherangke,  
kijun-kelang, lamkan hei hui.
- 5.02 Kaparlo pon : Kitap along hako ahut alam, ove alam

nonmalom akai aphuthak tok ponlo.

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

5.04 Lamseng kepathi.

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

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

Text book : Karbi Lammet Amunjin (Sirkep ang deng)

6.00 KACHARLI-KECHARLI NANGJI ASON :

6.01 Kacharli nangji ason :

Ingkung chethan-chemun along - phan pharo 45%

Ason kaprek asai along - phan pharo 25%

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

- 6.02 Apor pachini : Ningkan along saiklem arni 262 angbong pen SCHOOL along akaprek-kaprek asai aphan arni 16 lapen satlang aphan arni 16 an lo le pute, loh kaporhi arni ke 230 vet po. Arutin along period 7 an loh thanpon lote, 'Lam Akleng' aphan ningkan isi along PERIOD 259 long pon po. Loh aber paklang pon lo-  
Lamjir - PERIOD 111  
Hirjir - PERIOD 74  
Lamtasam - PERIOD 37  
Tokjirmi - PERIOD 37  
(Apor ateng pen chelarplot le pute Loh kacharli DIARY along paklang pon thuji)
- 6.03 Satlang ason kachini paklang pon ra karju alo along pado pon po.
- 6.04 Kitap pen angtan akenangsot ason heihui ke lapu henlo - Chesikse pinpen lam kejai, lamthama kachepate, loh pura along kacharli, Hirjir, lamsai mate birta aloh kelang, ok-kacheparang heihui satalang akitap lapen ke kacharli a DIARY along pado pon lo.
- 7.00 Kitap ason kenangji kedo anta ason choklem :  
Sikkep lapen kep angdeng aphan akaprek-kaprek lammet akitap doji.  
Ingdeng hini aphanta kaporhi-paprap akitap lapen lamtasam akitap ta kenangsot lo.  
Lammet akitap alaong aphan pharo 70% lamjir lapen phan pharo 30% hirjir doji. Ingdeng hini along ta phan pharo 40% angkung ke lammet ateng po. Akitap apha ke 150 angbong si doji.
- 8.00 Satlang :  
Loh kacharli aosomar atum Lam kacharli pen angdeng tin along koan si chepathek lo ma laheihui ke satlang

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

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

**Sanchom - Isi (Unit-1) Sanchom \_ Hini (Unit-2)**

Lamjir	___	25	Lamjir	___	10
Hirjir	___	18	Hirjir	___	8
Lamtasam	___	10	Lamtasam	___	7
Tokjirm i	___	8	Marks		25
Lamseng-pajirmi/ Comprehension			<b>Sanchom - Kethom</b>		
Letter Writing	___	4	Lamjir	___	10
Kaporhi keprap	___	10	Hirjir	___	8
			Lamtasam	___	7
<b>Marks</b>		<b>75</b>	<b>Marks</b>		<b>25</b>

**Total Marks : 100**

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

**KARBI (MIL)**  
**SUBJECT CODE - 58**

**Class - IX**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

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

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

**Text book : Lammet Amunjin  
(Sirkep angdeng apharman)**

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

**KARBI (MIL)**  
**SUBJECT CODE - 56**

**Class - X**  
**Pass Marks : 30**

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

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

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

# SANSKRIT

(A part of the First Language as Group C)

Class : IX - X

## Objectives :

- 1.00 To 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 — অসমীয়া ঃ প্রথম ভাষা
  - (ii) Conjugation — অসমীয়া ঃ প্রথম ভাষা (All are অসমীয়া ঃ প্রথম ভাষা)
  - (iii) Some important অসমীয়া ঃ প্রথম ভাষা s (viz. — অসমীয়া ঃ প্রথম ভাষা অসমীয়া ঃ প্রথম ভাষা) and their uses,

## Class - X

1. Textual Grammar — Derivation (3)
2. General Grammar— (7)
  - (i) Declension — অসমীয়া ঃ প্রথম ভাষা অসমীয়া ঃ প্রথম ভাষা
  - (ii) Conjugation — অসমীয়া ঃ প্রথম ভাষা অসমীয়া ঃ প্রথম ভাষা
  - (iii) Formation of nouns from adjectives and vice verse.

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### Books recomended for grammar :

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

**SANSKRIT**  
**(A part of the First Language as Group C)**  
**Marks Distribution**  
**For Class IX – X**

Prose — 8

Poetry — 7

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

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

**Class IX** :(1) Declension **অসমীয়া ঃ প্রথম ভাষা**

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# SANSKRIT

(A part of the First Language as Group C)

Class - IX

Full Marks - 25

Unit	Lessons	Marks	
		Half Yearly	Final
১	(i) অসমীয়া : প্রথম ভাষা	✓	✓
	(ii) অসমীয়া : প্রথম ভাষা		
২	(iii) অসমীয়া : প্রথম ভাষা	✓	✓
	(iv) অসমীয়া : প্রথম ভাষা		
৩	(v) অসমীয়া : প্রথম ভাষা/অসমীয়া : প্রথম ভাষা	✓	
	(vi) অসমীয়া : প্রথম ভাষা		✓
	(vii) অসমীয়া : প্রথম ভাষা		
৪	Textual Grammar (Derivation)	✓	✓
৫	<b>General Grammar</b> Declension : Sabdas like– অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা		
৬	Conjugation : Dhatus like– অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা/All are অসমীয়া : প্রথম ভাষা		
৭	Some important অসমীয়া : প্রথম ভাষাs and their uses		✓
	<b>Total</b>	<b>25</b>	<b>25</b>

**Textbook :** অসমীয়া : প্রথম ভাষা ASTPPC

**Grammar :** অসমীয়া : প্রথম ভাষা ASTPPC

Dhatus are in অসমীয়া : প্রথম ভাষা and অসমীয়া : প্রথম ভাষা

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

# SANSKRIT

(A part of the First Language as Group C)

Class - X

Full Marks - 25

Unit	Lessons	Marks	
		Half Yearly	Final
১	(i) অসমীয়া : প্রথম ভাষা (ii) অসমীয়া : প্রথম ভাষা	✓	✓
২	(iii) অসমীয়া : প্রথম ভাষা (iv) অসমীয়া : প্রথম ভাষা	✓	✓
৩	(v) অসমীয়া : প্রথম ভাষা (vi) অসমীয়া : প্রথম ভাষা		✓
৪	Textual Grammar (Derivation)	✓	✓
৫	<b>General Grammar</b> Declension : Sabdas like : অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা		
৬	Conjugation : Dhatus like : অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা		
৭	Formation of nouns from adjectives and vice verse		✓
	<b>Total</b>	<b>25</b>	<b>25</b>

**Textbook :** অসমীয়া : প্রথম ভাষা ASTPPC

**Grammar :** অসমীয়া : প্রথম ভাষা ASTPPC

Dhatus are in অসমীয়া : প্রথম ভাষা and অসমীয়া : প্রথম ভাষা

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

# English (Second Language)

SUBJECT CODE - C1

Classes-IX & X

## Rationale:

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

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

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

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

### **Background :**

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

### **Objectives :**

The general objectives at this stage are:

- to build greater confidence and proficiency in oral and written communication.
- to develop the ability and knowledge required in order to engage in independent reflection and inquiry.
- to use appropriate English to communicate in various social settings.
- to equip learners with essential language skills to question and to articulate their point of view.
- to build competence in the different registers of English.
- to develop sensitivity to, and appreciation of, other varieties of English.
- to enable the learner to access knowledge and

information through reference skills (consulting a dictionary/ thesaurus, library, internet etc.)

- to develop curiosity and creativity through extensive reading.
- to facilitate self-learning to enable them to become independent learners.
- to review, organise and edit their own work and work done by the peers.

**At the end of this stage learners will be able to do the following:**

- give a brief oral description of events/incidents of topical interest.
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversation, discussions, etc, on topics of mutual interest in non-classroom situations.
- narrate the story depicted pictorially or in any other non-verbal mode
- respond in writing to business letters, official communications
- read and identify the main points/significant details of texts like scripts to audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the position taken/views expressed
- write a summary of short lectures on familiar topics by making/taking notes
- write an assessment of different points of view expressed in discussion /debate

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

**Content:**

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

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

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

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

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

### **Language Items:**

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

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

### **Curricular Package:**

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

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

### **Methods and Techniques:**

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

- Role playing
- Simulating real-to-life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings
- Borrowing situations from the world around the learners, from books and from other disciplines
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs—computer, television, video

cassettes / CD, tapes, software packages etc.

**Time Available:**

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

**Evaluation:**

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

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



# ENGLISH (Second Language)

SUBJECT CODE - C1

Class -IX

Theory : 90 Marks

Internal Assessment : 10 Marks

Pass Marks in Written examination : 27

Time : 3 hours

Pass Marks : 30

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

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

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

# Lesson Wise Transaction Days

## (GRAMMAR AND COMPOSITION)

ENGLISH (Class - IX)

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

# Internal Assessment

Sopken English - 10 Marks

to be evaluated through Spoken English App

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

# ENGLISH (Second Language)

SUBJECT CODE - C1

Class - X

Theory : 90 Marks

Internal Assessment : 10 Marks

Pass Marks in Written examination : 27

Time : 3 hours

Pass Marks : 30

Section	LESSON/UNITS	Marks	
		Half Yearly	Final
A	Reading Comprehension (two prose passages—one seen, another <u>unseen</u> )	✓	✓
B	Writing (translation/ <u>substance writing</u> (prose), <u>essay/story writing</u> , <u>letter writing</u> / report writing)	✓	✓
C	Grammar : All the grammar portion of class IX and <u>determiners</u> , <u>tense forms</u> , voice, narration, preposition, <u>vocabulary</u> , <u>synthesis of sentences</u> , verb phrases, sentence correction (clauses, modals, etc.) Literature/Textbook (First Flight)	✓	✓
D	<b>Prose :</b> 1. <u>A Letter to God</u> , 2. <u>Nelson Mandela : Long Walk to Freedom</u> 3. <u>Glimpses of India (Coorg &amp; Tea from Assam)</u> , 4. <u>Madam Rides the Bus</u>	✓	✓
	<b>Poetry :</b> 1. <u>A Tiger in the Zoo</u> , 2. <u>Amanda!</u> , 3. <u>Animals</u> , 4. <u>The Ball Poem</u> , 5. <u>The Tale of Custard the Dragon</u>	✓	✓
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>	✓	✓
	<b>Total</b>	<b>90</b>	<b>90</b>
F	Internal Assessment :	<b>10</b>	<b>10</b>
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

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

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

# Internal Assessment :

Sopken English - 10 Marks

to be evaluated through Spoken English App

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

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# ENGLISH (IL)

## SUBJECT CODE - 12

**Class - IX**  
**Full Marks : 50**

**Time : 2 hours**  
**Pass Marks : 15**

	Unit/Lesson	Marks	
		Half Yearly	Annual
1.	<b>Prose :</b> 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;	✓	✓
2.	<b>Poetry :</b> 1. <u>On Killing a Tree</u> . 2. <u>Wind</u> . 3. Rain on the Roof. 4. The Snake Trying.	✓	✓
3.	<b>Grammar</b> 1. <u>Question tags (3)</u> 2. <u>Vocabulary (3)</u> 3. Degrees of Comparison (3)	✓	✓
4.	Comprehension of an unseen prose passage		✓
	<b>Total</b>	<b>50</b>	<b>50</b>

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

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

# Lesson Wise Transaction Days

## (GRAMMAR AND COMPOSITION)

ENGLISH (Class - IX)

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

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

**Text books :** (1) Beehive  
(2) Moments

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

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# ENGLISH (IL)

## SUBJECT CODE - 12

**Class - X**  
**Full Marks : 50**

**Time : 2 hours**  
**Pass Marks : 15**

	UNIT / LESSON	Marks	
		Half Yearly	Final
1.	<b>Prose :</b> 1. <u>A Baker From Goa</u> 2. <u>The Proposal</u> , 3. <u>The Thief's Story</u> . 4. A Triumph of Surgery. 5. Bholi;	✓	✓
2.	<b>Poetry</b> 1. <u>Dust of Snow</u> . 2. <u>How to Tell Wild Animals</u> 3. The Trees. 4. For Anne Gregory	✓	✓
3.	<b>Grammar :</b> 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>	✓	✓
4.	<b>Composition :</b> Substance writing of either a prose piece or a poem		✓
	<b>Total</b>	<b>50</b>	<b>50</b>

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

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

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

**Textbooks :** (1) First Flight

(2) Footprints without Feet

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

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# GENERAL MATHEMATICS

## SUBJECT CODE - C2

### Class IX-X

#### 1. Board objectives :

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

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

#### 2. Specific Objectives :

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

(i) to develop :

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

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

(ii) To develop the following qualities :

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

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

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

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

### **Mathematics laboratory works :**

Mathematics laboratory is a room wherein we find collection of different kinds of materials and teaching/ learning aids, needed for learning and students understand the concepts through 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 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  $n^{\text{th}}$  root of real number.

Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done

by particular cases, allowing learner to arrive at the general laws.)

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

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

## Algebra

### 2. Polynomials (Periods 25)

Definition of a polynomial in one variable, its coefficients, with examples and counter examples, its terms, zero 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:

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

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. Lines and Angles** (Periods 10)

- i) (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is  $180^\circ$  and the converse.
- ii) (Prove) If two lines intersect, the vertically opposite angles are equal.
- iii) (Motivate) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines.
- iv) (Motivate) Lines, which are parallel to a given line, are parallel.
- v) (Prove) The sum of the angles of a triangle is  $180^\circ$ .
- vi) (Motivate) If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two remote interior angles.

#### **2. Triangles** (Periods 20)

- i) (Motivate) Two triangles are congruent if any two sides and the included angle of one triangle is equal to any two sides and the included angle of the other triangle (SAS Congruence).

- ii) (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal to any two angles and the included side of the other triangle (ASA Congruence).
- iii) (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence)
- iv) (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle.
- v) (Prove) The angles opposite to equal sides of a triangle are equal.
- vi) (Motivate) The sides opposite to equal angles of a triangle are equal.
- vii) (Motivate) Triangle inequalities and relation between 'angle and facing side; inequalities in a triangle.

**3. Quadrilaterals :** (Periods 10)

- i) (Prove) The diagonal divides a parallelogram into two congruent triangles.
- ii) (Motivate) In a parallelogram opposite angles are equal and conversely.
- iii) (Motivate) In a parallelogram opposite sides are equal and conversely.
- iv) (Motivate) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal.
- v) (Motivate) In a parallelogram, the diagonals bisect each other and conversely.
- vi) (Motivate) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and (motivate) its converse.

**4. Area :** (Period 4)

Review concept of area, recall area of a rectangle.

- i) (Prove) Parallelograms on the same base and

between the same parallels have the same area.

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

## 5. Circle : (Period 15)

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

- i) (Prove) Equal chords of a circle subtend equal angles at the centre and (motivate) its converse.
- ii) (Motivate) The perpendicular from the centre of a circle to a chord bisects the chord and conversely, the line drawn through the centre of a circle to bisect a chord is perpendicular to the chord.
- iii) (Motivate) There is one and only one circle passing through three given non-collinear points.
- iv) (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the centre (s) and conversely.
- v) (Prove) The angle subtended by an arc at the centre is double the angle subtended by it at any point on the remaining part of the circle.
- vi) (Motivate) Angles in the same segment of a circle are equal.
- vii) (Motivate) If a line segment joining two points subtends equal angle at two different points lying on the same side of the line containing the segment, the four points lie on a circle.
- viii) (Motivate) The sum of the either pair of the opposite angles of a cyclic quadrilateral is  $180^\circ$  and its converse.

## Mensuration

### 6. Areas :

- i) **Surface Areas and Volumes :** (Periods 4)  
Area of a triangles using Heron's formula (without

proof) and its application in finding the area of a quadrilateral.

- ii) **Surface Areas and Volumes :** (Periods 10)  
Surface areas and volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/cones.

## **Statistics and Probability**

1. **Statistics :** (Periods 13)  
Introduction to Statistics : Collection of data, Presentation of data-tabular form, ungrouped/ grouped, frequency polygons, qualitative analysis of data to choose the correct form of presentation for the correct data. Mean median, mode of ungrouped data.
2. **Probability :** (Periods 12)  
History, Repeated experiments and observed frequency approach to probability. Focus is on empirical probability. (A long period of time to be devoted to group and to individual activities to motivate the concept; the experiments to be drawn from real-life situations, and from examples used in the chapter on statistics).

## **Appendix**

### **1. Proof in Mathematics :**

What a statement is; when is a statement mathematically valid. Explanation of axiom/postulates through familiar examples. Difference 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”.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

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

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

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

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

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

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

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

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

3. Represent  $\sqrt{7.9}$  on the Number line.
4. The relation 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  $30^{\circ}\text{C}$ , what is the temperature in Fahrenheit?
  - (ii) If the temperature is  $95^{\circ}\text{F}$ , what is the temperature in Celsius?
  - (iii) If the temperature is  $0^{\circ}\text{C}$ , what is the temperature in Fahrenheit and if the temperature is  $0^{\circ}\text{F}$ , 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  $180^\circ$
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 Geometry/Algebra/Trigonometry.  
(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.

Revised syllabus of Mathematics, Class-IX

# GENERAL MATHEMATICS

## Subject Code : C2

**Class : IX**

**Full Marks : 100**

**Theory : 90**

**Internal Assessment : 10**

**Pass marks in written examination : 27**

**Time : 3 hours**

**Pass Marks : 30**

Chapter No.	Chapter Name	Units Required	Units Omitted	tentative number of classes required	Marks	
					Half Yearly	Annual
	Revision Chapter	Part I	Part II	9	✓	✓
1.	Number System	Whole chapter	Nil	13	✓	✓
2.	Polynomials	Whole chapter	Nil	22	✓	✓
3.	Coordinate Geometry	Whole chapter	Nil	22	✓	✓
4.	Linear Equations in two variables	Whole chapter	Nil	14	✓	✓
5.	*	Nil	Whole ch.			
6.	Lines and Angles	Whole chapter	Nil	10	✓	✓
7.	Triangles	Upto unit 7.5 (i.e. Upto Exercise 7.3)	Unit 7.6 onwards	12	✓	✓
8.	Quadrilaterals	Whole chapter	Nil	11		✓
9.	Areas of Parallelograms and Triangles	Upto unit 9.3 (i.e. Upto Exercise 9.2)	Unit 9.4 onwards	19		✓
10.	Circles	Whole chapter	Nil	19		✓
11.	*	Nil	Whole ch.			
12.	Heron's Formula	Whole chapter	Nil	15		✓
13.	Surface Area and Volume	Whole chapter	Nil	12		✓
14.	Statistics	Upto Unit 14.4 (Upto Exercise 14.3)	Unit 14.5 onwards	12		✓
15.	Probability	Whole chapter	Nil	10		✓
	<b>Theory Total</b>				<b>90</b>	<b>90</b>
	Internal Assessment				10	10
	<b>Grand Total</b>				<b>100</b>	<b>100</b>

\*N.B.: Chapter 5 and 11 are excluded from the syllabus.

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

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

# GENERAL MATHEMATICS

Subject Code : C2

Class : X

Total Marks : 100

Time : 3 hours

Pass Marks : 30

Theory : 90

Internal Assessment : 10

Pass Marks in Written Examination : 27

Units : Class - X

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

**Appendix :** 1. Proof in Mathematics  
2. Mathematical Modelling

## Unit I. Number Systems

**Real Numbers**

(Periods 15)

Euclid's division lemma, Fundamental Theorem of Arithmetic-statements after 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  $n^{\text{th}}$  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  $0^\circ$  and  $90^\circ$ . Values (with proof) of the trigonometric ratios of  $30^\circ$ ,  $45^\circ$  and  $60^\circ$ . 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 (Not from examination point of view)** (Periods 8)

Simple and believable problems on heights and

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

#### **Unit IV : Coordinate Geometry**

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

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

#### **Unit V : Geometry**

##### **1. *Triangles*** (Periods 15)

Definitions, examples, counter examples of similar triangles.

- i) (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
- ii) (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
- iii) (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
- iv) (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and two triangles are similar.
- v) (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.
- vi) (Motivate) If a perpendicular is drawn from the vertex of the right angle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.
- vii) (Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares on their corresponding sides.
- viii) (Prove) In a right triangle, the square of the hypotenuse

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

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

**2. Circle** (Periods - 8)

Tangent to a circle at any point on it is perpendicular to the radius through the point of contact. Problems based on chords drawn from points coming closer and closer to the point.

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

**3. Constructions** (Periods - 8)

- i) Division of a line segment in a given ratio (internally).  
ii) Tangent to a circle from a point outside it.  
iii) Construction of a triangle similar to a given triangle.

**Unit : VI. Mensuration :**

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

Motivate the area of a circle; area of sectors and segments of a circle. Problems based on areas and perimeter/circumference of the above said plane figures.

(In calculating area of segment of a circle, problems should be restricted to central angle of  $60^\circ$ ,  $90^\circ$ , and  $120^\circ$  only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

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

- i) Problems on finding surface areas and volumes of combinations of any two of the following:  
cubes, cuboids, spheres, hemispheres and right circular cylinders/cones. Frustum of a cone.  
ii) Problems involving converting one type of 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. Construction of a tangent to a circle at any point on it, when the centre of the circle is given (Chapter-10)
10. To verify that the length of the tangents the drawn from an external point to a circle are equal. (Chapter-10)
11. To obtain the formula for the area of a circle with radius r. (Chapter -12)
12. To construct a right circular cylinder with given height

- and circumference. (Chapter-13)
13. To construct a right circular cone with given height and circumference of the circular base. For the cone so formed, to determine its radius and height. (Chapter-13)
  14. To construct a quadrilateral with given measure and then to construct a similar quadrilateral.
  15. To find mean, median and mode from a primary data collected by the students in a specific subject.
  16. To Find the median from a given distribution using graph mentioned below and to verify the result. (Chapter-14)
    - (i) Using less than type ogive.
    - (ii) Using more than type ogive.
    - (iii) Using both less than and more than type ogive
  17. **Probability :** (Chapter-15)
    - (a) To find the probability of getting head or tail from the experiment of tossing a coin 100 times.
    - (b) To obtain the probability of an event associated with throwing a pair of dice.
  18. Displacement and rotation of triangle. (Chapter-7)
 

To verify that under any displacement and rotation of a triangle-

    - (a) Distance between the vertices remain unchanged.
    - (b) Area of the triangle remains unaltered.
  19. **Project :**
    - 1) (a) Write a note on Euclid's Division Lemma  
(b) Write a note on Pythagoras Theorem
    - 2) Write short life history of 3/4 great Mathematicians
- N.B. :** Students should do at least 15 practicals and at least one project work.

Revised syllabus of Mathematics, Class-X  
**GENERAL MATHEMATICS**  
**Subject Code : C2**

**Class : X**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

**Theory : 90**

**Internal Assessment : 10**

**Pass marks in written examination : 27**

Chapter No.	Chapter Name	Units Required	Units Omitted	Marks	
				Half Yearly	HSLC Exam.
	Revision Chapter	Part I & Part II	Part III	✓	✓
1.	Real Number	Whole chapter	Nil	✓	✓
2.	Polynomials	Whole chapter	Nil	✓	✓
3.	Pair of Linear Equations in two variables	Whole chapter	Nil	✓	✓
4.	Quadratic Equations	Whole chapter	Nil	✓	✓
5.	Arithmetic Progressions	Whole chapter	Nil		✓
6.	Triangles	Upto unit 6.4 (i.e. upto Exercise 6.3)	Unit 6.5 onwards	✓	✓
7.	Coordinate Geometry	Whole chapter	Nil	✓	✓
8.	Introduction to Trigonometry	Whole	Nil chapter	✓	✓
9.	*	*	*		
10.	Circles	Whole chapter	Nil		✓
11.	Constructions	Upto unit 11.2 (i.e. Upto Exercise 11.1)	Unit 11.3 onwards		✓

Chapter No.	Chapter Name	Units Required	Units Omitted	Marks	
				Half Yearly	HSLC Exam.
12.	Areas Related to Circles	Upto unit 12.3 (i.e. Upto Exercise 12.2)	Unit 12.4 onwards		✓
13.	Surface Area and Volume	Upto unit 13.3 (i.e. Upto Exercise 13.2)	Unit 13.4 onwards		✓
14.	Statistics	Upto unit 14.4 (i.e. Upto Exercise 14.3)	Unit 14.5 onwards		✓
15.	Probability	Whole chapter	Nil		✓
	<b>Theory Total</b>			<b>90</b>	<b>90</b>
	Internal Assessments			10	10
	<b>Grand Total</b>			<b>100</b>	<b>100</b>

\* Chapter 9 is totally excluded from the syllabus.

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

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

# **General Mathematics**

## **(For Blind Students)**

### **SUBJECT CODE - 47**

#### **1. Board objectives :**

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

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

#### **2. Specific Objectives :**

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

##### **i) To develop :**

- Knowledge and understanding of sets, HCF

& LCM of natural numbers, discount and related problems on profit and loss, S.I. and C.I. deduction of formulae, linear equations and statistics with activities of every life.

- ❑ Understanding of 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

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.	Number System	<p>Revision Chapter</p> <p><b>1.1. Introduction :</b> 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 <math>\sqrt{2}</math>, <math>\sqrt{3}</math> 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>	
2.	Polynomials	<p>2.1 <b>Introduction :</b> 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>	

Units	Content Area	Concept	Marks
3.	Linear Equation in two variables	2.5. Factorization of polynomials : Factors & multiples of polynomials. 4.1. Introduction: Recall of linear equation in one variable. Introduction to the equation in two variables. 4.2. Linear equations : Prove that a linear equation in two variables has infinitely many solutions, and justify, they are being written as ordered pairs of real numbers.	
4.	Introduction to Euclid's Geometry	History-Euclid and geometry in India. Euclid's method of formalizing observed phenomenon into rigorous mathematics with definitions, common/obvious notions, axioms/postulates.	
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 $180^{\circ}$ and the converse. 6.2. Prove that the sum of the angles of a triangle is $180^{\circ}$ .	
6.	Triangles	Definition and area of a triangle.	
7.	Quadrilaterals	8.1. Introduction to the quadrilateral. 8.2. Angles sum property of a quadrilateral. 8.3. Types of Quadrilaterals.	
8.	Circle	Definition and area of circle.	
9.	Heron's Formula	Area and perimeter of triangle using Heron's formula.	
10.	Surface area and Volume	13.1. Introduction to surface area and volume.	

Units	Content Area	Concept	Marks
11.	Probability	13.2 Surface area of a cuboid and a cone 13.4. Surface area of a right circular cone 15.1. Introduction 15.2. History, repeated experiments and observed frequency approach to probability. Focus on empirical probability. 15.3. Summary.	
	<b>Total</b>		<b>90</b>
Sl. No.	Practical		Marks
1.	Triangle	Simple proofs on SAS, ASA, SSS congruence:	
2.	Circle	Simple calculations on area of circle.	
3.	Surface area & volume	Calculation of surface area and volume of cube, cuboid and right circular cone.	
4.	Heron's formula	Measuring area of triangles by Heron's Formula	
	<b>Total</b>		<b>10</b>
	<b>Grand Total</b>		<b>100</b>

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

Revised syllabus of Mathematics, Class-IX  
**GENERAL MATHEMATICS**  
**(For blind Students)**  
**Subject Code : 47**

**Class : IX**

**Time : 3 hours**

**Theory : 90**

**Pass Marks : 30**

**Internal Assessment : 10**

**Pass marks in written examination : 27**

Chapter No.	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
	Revision Chapter (PART- I Only)	✓	✓
1.	Number System (Sub units 1.1, 1.2, 1.3, 1.5, 1.6)	✓	✓
2.	Polynomials (Sub units 2.1, 2.2, 2.3, 2.4, 2.5)	✓	✓
4.	Linear Equations in two variables (Sub units 4.1, 4.2)	✓	✓
6.	Lines and Angles (Sub units. 6.1, 6.2)	✓	✓
7.	Triangles (only Definition, area of a triangle)	✓	✓
8.	Quadrilaterals (Sub units 8.1, 8.2, 8.3)		✓
10.	Circle (only Definition and area)		✓
12.	Heron's Formula (Area only)		✓
13.	Surface Areas and Volumes (Sub units 13.1, 13.2, 13.4)		✓
15.	Probability (Sub units 15.1, 15.2, 15.3)		✓
	Theory Total	90	90

Serial No.	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
	Internal Assessment (Practicals) from the following chapter		
1.	Triangle		
2.	Circle		
3.	Surface areas and volumes		
4.	Heron's Formula		
	Internal Assessment Total	10	10
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

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

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

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

# GENERAL MATHEMATICS

(For Blind Students)

Subject Code : 47

Class : X

Time : 3 hours

Theory Total Marks : 90

Pass Marks : 30

Internal Assessment : 10

Pass marks in written examination : 27

Units	Content Area	Concept	Marks 90
1.	Real Number	Revision Chapter 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.	
2.	Polynomials	Zeros of polynomials Relationship between zeros and coefficients of a polynomial with particular reference to quadratic polynomials.	
3.	Pair of linear equations in two variables :	Recall of linear equations in one variable. Introduction to the equation in two variables. Prove that a linear equation in two variables, has infinitely many solutions, their being written as ordered pairs of real numbers. Examples-problems from real life.	

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

### PRACTICAL (For Blind Students)

Class - X

Marks - 10

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

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

Revised syllabus of Mathematics, Class-X  
**GENERAL MATHEMATICS**  
**(For blind Students)**  
**Subject Code : 47**

**Class - X**

**Time : 3 hours**

**Theory : 90**

**Pass Marks : 30**

**Internal Assessment : 10**

**Pass marks in written examination : 27**

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

Sl. No.	Sub-Unit/Lessons	Course	
		Half Yearly	HSLC Exam.
	Internal Assessment (Practicals)		
1.	Triangle	✓	✓
2.	Circle	✓	✓
3.	Square & Rectangle		✓
	Internal Assessment Total	10	10
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

**Note :** Chapter 7, 8, 9, 11 and 14 are excluded from the syllabus for blind students.

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

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

# **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.
- ❖ Take the study of science meaningful by linking teaching of scientific principles with daily life experiences of the learners.
- ❖ Provide guidance to the teachers on methods and techniques of learning science to suit the needs of learners of different backgrounds.
- ❖ Nurture the natural curiosity, 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 Activites/Process.

The questions lead to delve into the themes/subthemes. In the process the key concepts emerge. The resource and activity/process column guides the teachers to meaningful classroom transaction.

### ***Evaluation :***

Assessment of learning is to be done by the process of continuous and comprehensive evaluation and periiodic evaluation (half yearly and annual examination, preparatory examination.) Assessment of learning is to be done continously hand in hand with the process of teaching. This gives a feedback to the teachers to plan strategies for meaningful teaching and learning in the classroom. The areas of evaluation are assessment of knowledge, application of knowledge, understanding of concepts, skill in solving simple numerical problems and drawing. Regular remedial teaching is to be imparted to ensure desirable level of learning of the students.

## **Science Practicals :**

Experimentation is an integral part in science education. The board has made an endeavour to make students learn science in a joyful manner through simple 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 bulb.
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, naphthalene, 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. <b>Food</b> 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. <b>Materials</b> Material in our clothing	What kinds of clothes help us to keep cool? Why do wet clothes feel cool?	Cooling by evaporation. Absorption of heat.	Work done in class-VII; glassware, heat source, black paper, thermo-meters.	Experiments to show cooling by evaporation. Experiments to show that the white objects get less hot. (periods 5)
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?	<p>In how many ways can you group the different materials you see around? How do solids, liquids and gases differ from each other?</p> <p>Can materials exist in all the three states?</p> <p>What are things around you made of?</p> <p>What are the various types of chemical substances?</p> <p>Do substances combine in a definite manner?</p> <p>How do things combine with each other?</p> <p>Are there any patterns which can help us to guess how things will combine with each other?</p>	<p>Solid, liquid and gas; characteristics—shape, volume, density, change of state—melting, freezing.</p> <p>Evaporation, condensation, sublimation.</p> <p>Elements, compounds and mixtures. Heterogeneous and homogeneous mixtures. Colloids and suspensions.</p> <p>Equivalence—that x grams of A is chemically not equal to x grams of B.</p> <p>Particle nature, basic units; atoms and molecules.</p> <p>Law of constant proportions, Atomic and molecular masses.</p>	<p>Wax, water, ice, oil, sugar, camphor/ammonium chloride/naphthalene.</p> <p>Samples of commonly available elements, compounds and mixtures. Samples of solution, suspension and colloid.</p> <p>Historical accounts. Glassware, chemicals (oxalic acid, sodium hydroxide, magnesium ribbon).</p> <p>Kits for making molecular models.</p> <p>Historical account including experiments of Lavoisier and Priestly.</p>	<p>Sorting out a medley of materials, in various ways, Observe shape and physical state of different materials.</p> <p>Observe effect of heat on each of the resources. (Teacher to perform the experiment for camphor, ammonium chloride and naphthalene.)</p> <p>Discussion on claims 'Air is a mixture' (periods 4)</p> <p>(Mixture of what? How can these be separated?), 'Water is compound' and 'Oxygen is an element'.</p> <p>Titration using droppers or syringes, quantitative experiments</p> <p>Discussion on the fact that elements combine in a fixed proportion. Through discussion on chemical formulae of familiar compounds.</p>

## General Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	<p>How do chemists weigh and count particles of matter?</p>	<p>Mole concept. Relationship of mole to mass of the particles and numbers. Valency Chemical formulae of common compounds.</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>What is there inside an atom?</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>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>Brief historical account of Rutherford's experiment. (Periods 18)</p>

## General Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
<p><b>3. The world of the living</b> Biological Diversity</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>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 upto phyla and chordates classes.)</p>	<p>Specimens of some animals, and plants not easily observable around you.</p>	<p>Discussion on Diversity and the characteristics associated with any group.  (Periods 14)</p>
<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 unit?</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>Permanent slides, model of the human body.</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
How do we fall sick?	What are the various causes of diseases? How can diseases be prevented? How can we remain healthy?	Structure and functions of animal and plant tissues (four types in animals; meristematic and permanent tissues in plants.)  Health and its failure. Disease and its causes, Diseases caused by microbes and their prevention- Typhoid, diarrhoea, malaria, hepatitis, rabies, AIDS, TB, polio; pulse polio programme.	Newspaper articles, information from health centres, photographs of various causal organisms. Photographs, permanent slides of bacteria.	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)
How do substance move from cell to cell?	How do food and water move from cell to cell? How do gases get into the cells? What are the substance that living organisms exchange with the external world? How do they obtain these substances?	Diffusion/exchange of substances between cells and their environment, and between the cells themselves in the living system; role in nutrition, water and food transport, excretion, gaseous exchange.	Egg membrane, Rhoeo leaves, sugar, microscope, slides.	Looking at closed and open stomata, plasmolysis in Rhoeo leaf peels. (Periods 15)

## 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 gravitation,	Spring balance	Analysis of motion of ball falling down.

## General Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	Do all things fall in the same way?	Force of gravitation of the earth (gravity), acceleration due to gravity; mass and weight; free fall.		and of ball thrown up. measuring mass and weight by a spring balance. (Periods 7)
Work energy and power	How do we measure work done in moving anything? How does falling water make a mill run?	Work done by a force, energy power; kinetic and potential energy; law of conservation of energy.	Rope (or string), board or plank, wooden block, ball, arrow, bamboo stick, spring, etc.	Experiments on body rolling down inclined plane pushing another body. Experiments with pendulum. Experiments with spring. Discussion. (Periods 6)
Floating bodies	How does a boat float on water?	Thrust and pressure. Archimedes' principle, buoyancy, elementary idea at relative density.	Cycle pump; board pins, bulletin board, mug, bucket, water etc.	Experiments with floating and sinking objects. (Periods 4)

## General Science, Class - IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
How do we hear from a distance?	<p>How does sound travel?            What kind of sounds can we hear?            What is an echo?            How do we hear?</p>	<p>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)</p>	<p>String, ball or stone as bob, water tank, stick, slinky, rope, echo tube, rubber pipe etc.             Model or chart showing structure of human ear.</p>	<p>Experiment on reflection of sound.             (Periods 10)</p>

## General Science, 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>Physical resources: air, water, soil, air for respiration, for combustion, for moderating temperatures, movements of air and role in bringing rains across India.</p> <p>Air, water and soil pollution (brief introduction.)</p> <p>Holes in ozone layer and the probable damages. Bio-geo chemical cycles in nature; water, oxygen, carbon, nitrogen.</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 material.</p>	<p>Case studies of actual situation in India with more generalised overview of interrelationship of air, water, soils, forests. Debates on these issues using resources mentioned alongside, visit to/from an environment NGO; discussion. (Periods 15)</p>

# GENERAL SCIENCE

Subject Code : C3

Class : IX

Full Marks : 100

Time : 3 hours

Pass Marks : 30

Theory : 90

Internal Assessment : 10

Pass marks in written examination : 27

Sl. No.	Chapters	Tentative number of classes required	Marks	
			Half Yearly	Annual
1.	Matter in our surroundings	9	✓	✓
2.	Is matter around us pure	11	✓	✓
3.	Atoms and molecules	22		✓
4.	Structure of the atom	12		✓
5.	The fundamental unit of life	13	✓	✓
6.	Tissues	12	✓	✓
7.	Diversity in living organisms	20		✓
8.	Motion	12	✓	✓
9.	Force and Laws of Motion	12	✓	✓
10.	Gravitation	16	✓	✓
11.	Work and energy	12		✓
12.	Sound	18		✓
13.	Why do we fall ill	12	✓	✓
14.	Natural resources	12	✓	✓
15.	Improvement in Food resources	12		✓
<b>Total (Theory)</b>			<b>90</b>	<b>90</b>

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

**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.	Category B : Student's activity- Activity Practical record book		✓
3.	Category C : Chart/Model/ Speciment Collection		✓
	<b>Total</b>	<b>10</b>	<b>10</b>
	<b>Grand Total :</b>	<b>100</b>	<b>100</b>

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## General Science, Class X

### Teaching Points and Activities

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
<p>1. Food 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.</p> <p>Acids : hydrochloric acid, sulphuric acid, nitric acid. Bases : sodium hydroxide. Common salt.</p>	<p>Testing different substances with indicators.</p> <p>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, lime juice, 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
How things change/react with one another?	<p>How do copper, silver, iron exist in nature?</p> <p>What is the composition of natural gas used for cooking?</p> <p>What is petrol?</p> <p>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</p> <p>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 baking 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>	<p>Soap-cleansing action of soap.</p>	<p>Kit Containing various materials like common salt, washing soda, lime, lime stone, bleaching powder, plaster of Paris, soaps; alcohol.</p>	<p>Use of kit materials for demonstration as well as performing of experiments by student of properties. Visits to factories. (Periods 8)</p>

## 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
<p>3. The World of the Living Our Environment</p> <p>How do we stay alive</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>What are processes needed for living?</p>	<p>Our environment: Environmental problems, what can we do? Bio-degradable, non-bio-degradable. Ozone depletion</p> <p>Define 'living' things; Basic concept of nutrition, respiration, transport and excretion in plants and animals.</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>Models and charts of various systems in animals, and parts in plants.</p>	<p>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)</p> <p>Study various things around to decide whether they are living/non living. (Periods 15)</p>

## 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 signatic mount, mounts 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
Heredity and evolution	Why are we like our parents? Did similar plants and animals exist in the past? Did life always exist?	Heredity, Origin of life: brief introduction, Basic concepts of evolution.	Data and worksheet from Mendel's experiments, specimen of fossil.	Phenotypic ratio 3 : 1, 2 : 1, 9 : 3 : 3 : 1 (Periods 10)

## General Science, Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
<p>4. Moving Things, People and Ideas</p> <p>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 (potential to highest energy) 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.	-do- and given set of resistors. Appliances based on heating effect of current in daily life.	Establishing the rule for parallel combination of resistors.
	How much heat is generated when a current I flows through a resistor?	Power dissipated due to current. Interrelation between P, V, I and R.	A magnet, compass, white sheet, drawing board, drawing pins.	Identification of appliances in daily life base on heating effect of current. Calculation of power in daily life situations. (Periods 12)
	How does the needle of a compass change direction when placed at different points near a magnet?	Magnetic field lines	A battery, a conductor, compass, key, A coil, A solenoid.	Drawing magnetic field lines in the vicinity of a bar magnet.
	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 small rod, stand and two wires for suspending the rod, a strong horseshoe magnet.	Demonstrating that a current carrying conductor produces a magnetic field.
	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.	Demonstrating the magnetic field produces by a current carrying coil or solenoid. 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. Alternating current; frequency of AC. 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. 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>Familiarising 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
6. Natural Phenomena	<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. (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 wildlife, 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 nature.</p>

## General Science, Class X

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
	<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/logos for creating awareness.</p>
<p>The regional environment</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>
<p>Sources of energy</p>	<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

Total Marks : 100

Time : 3 hours

Pass Marks : 30

Theory : 90

Internal Assessment : 10

Pass marks in written examination : 27

Unit	CONTENTS	Tentative number of classes required	Course	
			Half Yearly	Final
Ch 1	Chemical Reactions and Equations	12	✓	✓
Ch 2	Acids, Bases and Salts	11		✓
Ch 3	Metals and Non-metals	10		✓
Ch 4	Carbon and its Compounds	11		✓
Ch 5	Periodic Classification of Elements	12	✓	✓
Ch 6	Life Processes	23	✓	✓
Ch 7	Control and Coordination	10	✓	✓
Ch 8	How do Organisms Reproduce	9		✓
Ch 9	Heredity and Evolution	12	✓	✓
Ch 10	Light-Reflection and Refraction	18	✓	✓
Ch 11	Human Eye and Colourful World	8	✓	✓
Ch 12	Electricity	10		✓
Ch 13	Magnetic Effects of Electric Current	14		✓
Ch 14	Sources of Energy	6	✓	✓
Ch 15	Our Environment	10		✓
Ch 16	Management of Natural Resources	5		✓
	<b>Total (Theory)</b>		<b>90</b>	<b>90</b>
	<b>Internal Assessment</b>		10	10
	<b>Grand Total</b>		<b>100</b>	<b>100</b>

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

## 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.	Category B : Student's activity- Activity Practical record book	
3.	Category C : Chart / Model / Specimen Collection	
<b>Total</b>		<b>10</b>

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

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

## General Science, (for blind Students), Subject Code - 48, Class IX Teaching Points and Activities

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
1. Food Higher yields	What do we do to get higher yields in our farms?	Plant and animal breeding and selection for quality improvement, use of fertilizers, manures; protection from pests and diseases; organic farming.	Describe visit to any fish/bee/ dairy/pig etc. farms; data showing harmful effects of insecticides; process for the preparation of compost, vermicompost.	Let the students feel by touching the collection of weeds found in fields of different crops; collection of diseased crops; discussion and studying composting/vermi-compositing (Periods 8)
Material in our clothing	What kinds of clothes help us to keep cool? Why do wet clothes feel col?	Cooling by evaporation. Absorption of heat.	Work done in Class VII; glassware, heat source, black paper thermometers.	Describe : Experiments to show cooling by evaporation. Experiments to show that the white objects get less hot. (periods 5)
2. Different kinds of materials	In what ways are materials different from each other? Is there some similarity in materials?  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. A game for writing formulae. e.g. criss crossing of valencies to be taught through dividing students into pairs. Each student to hold two placards: one with the symbol and the other with the valency. Keeping symbols in place, teacher to move only valencies to form the formula of a compound.</p>

## General Science, (for blind Students), Class IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
<p>What is there inside an atom?</p> <p><b>3. The World of the Living</b> Biological Diversity.</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>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>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>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.)</p>	<p>Charts, films etc.</p> <p>Specimens of some animals, and plants not easily observable around you</p>	<p>Brief historical account of Rutherford's experiment. (Periods 18)</p> <p>Discussion on diversity and the characteristics associated with any group. (Periods 14)</p>

## 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. wai, cell organelles; cell membrane and cell wall, cell organelles; chloroplast, mitochondria, vacuoles, ER, Golgi Apparatus; 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 (cyclosis).  (Periods 12)</p>

## General Science, (for blind Students), Class IX

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
How do we fall sick?	<p>What are the various causes of diseases?                      How can diseases be prevented? How can we remain healthy?</p>	<p>Health and its failure 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>
How do substances move from cell to cell?	<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	How do we describe motion?	Motion-displacement, velocity, uniform and nonuniform motion along a straight line, acceleration, distance-time and velocity time graphs for uniform and uniformly accelerated motion, equations of motion by graphical method; elementary idea of uniform circular motion.		Analysis of motion of different common objects. Tell distance-time and velocity time graphs for uniform motion and for uniformly accelerated motion. (Periods 12)
Force and Newton's laws	What makes things change their state of motion?	Force and motion, Newton's laws of motion: 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; balloons 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	String, ball or stone as bob, water tank, stick, slinky, rope, echo tube,	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><b>5. How Things Work</b></p> <p><b>6. Natural Phenomena</b></p> <p><b>7. Natural Resources</b> 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?</p> <p>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.</p> <p>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.</p> <p style="text-align: right;">(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 neuron, paramecium, annelid, monocot seeds, dicot seeds, gymnosperm, angiosperm 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

Time : 3 hours

Full Marks : 100

Pass Marks : 30

Theory : 90 Marks

Internal Assessment : 10 Marks

Pass marks in written examination : 27

Sl. No.	CHAPTERS	Tentative number of classes required	Marks	
			Half Yearly	Final
1.	Matter in Our Surroundings	9	✓	✓
2.	Is matter Around Us Pure	11	✓	✓
3.	Atoms and Molecules	22		✓
4.	Structure of the Atom	12		✓
5.	The Fundamental Unit of Life	13	✓	✓
6.	Tissues	12	✓	✓
7.	Diversity in Living Organisms	20		✓
8.	Motion	12	✓	✓
9.	Force and Laws of Motion	12	✓	✓
10.	Gravitation	16	✓	✓
11.	Work and Energy	12		✓
12.	Sound	18		✓
13.	Why Do We Fall Ill	12	✓	✓
14.	Natural Resources	12	✓	✓
15.	Improvement in Food Resources	12		✓
	<b>Theory Total</b>		<b>90</b>	<b>90</b>
	<b>Internal Assessment/Practical</b>		<b>10</b>	<b>10</b>
	<b>Grand Total</b>		<b>100</b>	<b>100</b>

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

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

## General Science, (Blind Students), Subject Code - 48, Class X

### Teaching Points and Activities

Theme/Sub-theme	Questions	Key concepts	Resources	Activities/Processes
1. Food 2. Materials				
Different kinds of Materials	<p>Why are some substances sour and some bitter in taste?</p> <p>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, litmus solution, zinc, copper and aluminium metals.</p> <p>Acids: hydrochloric acid, sulphuric acid, nitric acid. Bases: sodium hydroxide. Common salt.</p>	<p>Tell testing of different substances with indicators.</p> <p>Neutralisation reactions (Periods 5)</p>

## 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, lime juice, 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?	Brief discussion of basic metallurgical processes. Properties of common metals. Elementary idea about bonding.	Samples of metals: iron, copper, lead, silver, zinc, aluminium, gold; of nonmetals: sulphur, graphite; of alloys: steel, brass	Discussions on metallurgical processes and simple experiments involving metals, with chemical reactions.
Materials of common use	What is the composition of natural gas used for cooking? What is petrol? What is vinegar?  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?	Carbon compounds, elementary idea about bonding. Saturated hydrocarbons, alcohols, carboxylic acids: (no preparation, only properties).  Soap-cleansing action of soap.	Models  Kit containing various materials like common salt, washing soda, baking soda, lime, lime stone, bleaching powder, plaster of Paris, soaps, alcohol.	Discuss : Experiments involving reactions of carbon and its compounds with chemical reactions.  (Periods 16)  (Periods 8)

## General Science, (for blind Students), Class X

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

## 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; Control 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 hypogeal; 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><b>4. Moving Things, People and Ideas</b></p> <p><b>5. How things work</b></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 (higher potential energy) lower height (lower potential energy).</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>Ohm's law (only definition)</p>	<p>-do- and rheostats</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>How can you arrange a given set of resistors so that the same current flows through all?</p>	<p>Series combination of resistances</p>	<p>-do- and given set of resistors</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. (Periods-12)
	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.	Tell that a current carrying conductor produces a magnetic field. Tell about the magnetic field produced by a current carrying coil or solenoid.
	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.	

## 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 electromagnetic 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
	<p>How can the phenomenon of electromagnetic induction be used to design a device to generate electricity?</p>	<p>Electric generator: Principle and working.</p>	<p>A simple model of electric generator.</p>	<p>Explain the principle and working of a generator.</p>
	<p>Does the current produced by a generator have the same direction all the time?</p>	<p>Direct current: Alternating current; frequency of AC. Advantage of AC over DC.</p>	<p>Model of electric generator.</p>	
	<p>How are the bulbs etc. connected to the AC source in our homes?</p>	<p>Domestic electric circuits.</p>	<p>Explain the board for domestic electric circuit.</p>	<p>Explain the working of domestic electric circuits. Tell the use of a fuse in domestic circuit. (Periods-12)</p>

## 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 nature.</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  
Full Marks : 100

Time : 3 hours  
Pass Marks : 30

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

	CONTENTS	Tentative number of classes required	Marks	
			Half Yearly	HSLC Exam.
Ch 1	Chemical Reactions and Equations	12	✓	✓
Ch 2	Acids, Bases and Salts	11		✓
Ch 3	Metals and Non-metals	10		✓
Ch 4	Carbon and its Compounds	11		✓
Ch 5	Periodic Classification of Elements	12	✓	✓
Ch 6	Life Processes	23	✓	✓
Ch 7	Control and Coordination	10	✓	✓
Ch 8	How do Organisms Reproduce	9		✓
Ch 9	Heredity and Evolution	12	✓	✓
Ch12	Electricity	10		✓
Ch13	Magnetic Effects of Electric Current	14		✓
Ch14	Sources of Energy	6	✓	✓
Ch15	Our Environment	10		✓
Ch16	Management of Natural Resources	14		✓
	<b>Total</b>		<b>90</b>	<b>90</b>
	Internal Assessment/Practical		10	10
	<b>Grand Total</b>		<b>100</b>	<b>100</b>

**Note :** Chapter 10 and 11 are omitted from the syllabus. (for blind students)

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

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

# **SOCIAL SCIENCE**

## **SUBJECT CODE - C4**

### **Class IX-X**

***Introduction :*** Social Science encompasses diverse concerns of our environment and society. It covers a wide range of content drawn from Geography, History, Political Science and Economics. The perspectives of Social Science help the young learners to build the Knowledge base for a just and peaceful society. Moreover, knowledge of Social Science is essential for the young learners to grow up as conscious and responsible citizens who can contribute significantly towards the socio-economic and political development of our country.

Social Science generates in minds of the students a strong sense of human values like trust, toleration, help and cooperation, mutual respect and respect for diversity. It also stimulates moral and mental energy in students and makes them fit to face the future challenges in their lives. Another positive aspect of the subject is to develop national integration and international brotherhood and the spirit of love and respect for the country.

It is expected that students in the Secondary stage will acquire primary knowledge and skills to have a balanced personality which will help them in solving the critical socio-economic and cultural problems which they will find in the contemporary world.

#### ***General Objectives of Social Science :***

1. To develop in learners awareness to understand the diverse life experiences of different people and communities living in the society under varied socio-economic background.
2. To develop the ability to study contemporary problems of the Indian society in its historical perspective.
3. To develop 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 :**

<b>Components</b>	<b>Marks</b>	<b>Periods</b>
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) Subject Code – C4, Class IX

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
1	A. Indian History Constitution and administrative Development (1858- 1905)	<ul style="list-style-type: none"> <li>◆ To know the structure of the Government, Legislative system, local self government and Indianisation of civil services.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To understand about the Act of 1858.</li> <li>◆ To get acquainted with the structure of governance introduced by the British government under the Act of 1858.</li> <li>◆ To be familiar with the legislative history of central government.</li> <li>◆ To get acquainted with the Council Act of 1861.</li> <li>◆ To understand about Ripon's role towards evolution of local-self government in India (urban and rural).</li> <li>◆ To understand about the process of Indianisation of the Indian civil services.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To start the chapter with key points of discussions and end with a summary.</li> <li>◆ Sufficient numbers of questions to be provided in the Exercise.</li> </ul>

## Social Science (History), Subject Code – C4, Class IX

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
2.	Growth of Indian Nationalism and its aftermath.	<ul style="list-style-type: none"> <li>◆ To get Familiar with the transport and communication, modern education, role of different Associations, vernacular press, Arms Act, Vernacular press Act, Economic drain, birth of Indian National Congress and its aims and objectives. Russo-Japanese war and its impact of Indian.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To understand the role of Transport and communication system with special emphasis on railways in awakening Nationalism among the Indians.</li> <li>◆ 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.</li> <li>◆ To understand the role of different Association in awakening of Nationalism.</li> <li>◆ To help students to know about the role of vernacular Press, Arms Act, vernacular Press Act and other legislation.</li> <li>◆ To understand Dadabhai Naorajis' Economic Drain theory and others in the evolution of Nationalism.</li> <li>◆ To understand the circumstances leading to the birth of Indian National Congress (INC).</li> </ul>	<ul style="list-style-type: none"> <li>◆ -Do-</li> <li>◆ Exercise will consist question of Multiple-choice short and long Answer types.</li> </ul>

## Social Science (History), Subject Code – C4, Class IX

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
3.	B. History of Assam Moamoria uprising causes, results and Captain Welsh's expedition to Assam.	<ul style="list-style-type: none"> <li>◆ 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</li> </ul>	<ul style="list-style-type: none"> <li>◆ A brief writing on the sociopolitical background during Ahom rulers before the uprising of Moamoria.</li> <li>◆ To understand the crises arising due to the monarchical oppression, demolition of monasteries, exaction of paiks.</li> <li>◆ To understand other causes of the Moamoria uprising.</li> <li>◆ To understand the effects of the Moamoria uprising.</li> <li>◆ To be familiar with the role played by Captain Welsh in quelling the moamoria uprising, challenges of Bairagi Raja and Krishna Narayan.</li> <li>◆ To get acquainted with the Report of Captain Welsh on Assam.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Activities may be suggested for project works.</li> </ul>

## Social Science (History), Subject Code – C4, Class IX

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
4.	Burmese Invasions of Assam (1817-1826)	<ul style="list-style-type: none"> <li>To know about the Burmese invasions of Assam</li> </ul>	<ul style="list-style-type: none"> <li>To understand about the causes and effects of the Burmese invasions of Assam (1817, 1819 and 1821)</li> <li>To understand the Anglo Burmese war and the treaty of Yandabo.</li> </ul>	<ul style="list-style-type: none"> <li>Some Exercises like objective, short type, long questions to be added after each chapter</li> <li>A summary at the end of each chapter.</li> <li>Maps and picture at appropriate places.</li> </ul>
5.	Beginning of company's rule in Assam (1817-1826)	<ul style="list-style-type: none"> <li>To know the beginning of East India Company's rule in Assam.</li> </ul>	<ul style="list-style-type: none"> <li>The understand briefly Company's rule under David scott, Robertson and Jenkins</li> <li>To understand the company's motive of annexation of various parts of Assam Upper Assam, Lower Assam, Khasi, Jyantia, cachar, Naga hills, Garo hills, Luchai hill, Khamti, Matak and Gova.</li> <li>To understand the early uprisings against British by Gomadhur Konwar Dhananjay Borgohain, Dhanutura Gohain, Gadadhar and effects.</li> </ul>	

## Social Science (History), Subject Code – C4, Class IX

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
2.	<p>Growth of Indian Nationalism and its aftermath.</p> <p style="text-align: center;">(8 marks)</p>	<ul style="list-style-type: none"> <li>◆ To get Familiar with the transport and communication, modern education, role of different Associations, vernacular press, Arms Act, Vernacular press Act, Economic drain, birth of Indian National Congress and its aims and objectives. Russo-Japanese war and its impact of Indian.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To understand the role of Transport and communication system with special emphasis on railways in awakening Nationalism among the Indians.</li> <li>◆ 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.</li> <li>◆ To understand the role of different Association in awakening of Nationalism.</li> <li>◆ To help students to know about the role of vernacular Press, Arms Act, vernacular Press Act and other legislation.</li> <li>◆ To understand Dadabhai Naorajis' Economic Drain theory and others in the evolution of Nationalism.</li> <li>◆ To understand the circumstances leading to the birth of Indian National Congress (INC).</li> </ul>	<ul style="list-style-type: none"> <li>◆ -Do-</li> <li>◆ Exercise will consist question of Multiple-choice short and long Answer types.</li> </ul>

## Social Science (History), Subject Code – C4, Class IX

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
3.	<p>B. History of Assam Moamoria uprising causes, results and Captain Welsh's expedition to Assam. (8 marks)</p>	<ul style="list-style-type: none"> <li>◆ 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</li> </ul>	<ul style="list-style-type: none"> <li>◆ A brief writing on the sociopolitical background during Ahom rulers before the uprising of Moamoria.</li> <li>◆ To understand the crises arising due to the monarchical oppression, demolition of monasteries, exaction of paiks.</li> <li>◆ To understand other causes of the Moamoria uprising.</li> <li>◆ To understand the effects of the Moamoria uprising.</li> <li>◆ To be familiar with the role played by Captain Welsh in quelling the moamoria uprising, challenges of Bairagi Raja and Krishna Narayan.</li> <li>◆ To get acquainted with the Report of Captain Welsh on Assam.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Activities may be suggested for project works.</li> </ul>

## Social Science (History), Subject Code – C4, 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"> <li>To know about the Burmese invasions of Assam</li> </ul>	<ul style="list-style-type: none"> <li>To understand about the causes and effects of the Burmese invasions of Assam (1817, 1819 and 1821)</li> <li>To understand the Anglo Burmese war and the treaty of Yandabo.</li> </ul>	<ul style="list-style-type: none"> <li>Some Exercises like objective, short type, long questions to be added after each chapter</li> <li>A summary at the end of each chapter.</li> <li>Maps and picture at appropriate places.</li> </ul>
5.	Beginning of company's rule in Assam (1817-1826)  (6 marks)	<ul style="list-style-type: none"> <li>To know the beginning of East India Company's rule in Assam.</li> </ul>	<ul style="list-style-type: none"> <li>The understand briefly Company's rule under David scott, Robertson and Jenkins</li> <li>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.</li> <li>To understand the early uprisings against British by Gomadhur Konwar Dhananjay Borgohain, Dhanutura Gohain, Gadadhar and effects.</li> </ul>	

## Social Science (Geography) Subject Code – C4, 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"> <li>◆ Exogenic factors of change</li>   <li>◆ Works of River</li>   <li>◆ Works of Wind</li> </ul>	<ul style="list-style-type: none"> <li>◆ To know about the different exogenic processes operating on the earth's surface and to understand their role on landform</li>   <li>◆ To understand the works of river on landform development</li>   <li>◆ To understand the works of wind in landform development in the dry areas</li> </ul>	<ul style="list-style-type: none"> <li>◆ 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.</li>   <li>◆ 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.</li>   <li>◆ The works of wind and associated landform development should be briefly discussed.</li> </ul>

## Social Science (Geography), Subject Code – C4, Class IX

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



## Social Science (Geography), Subject Code – C4, Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	<ul style="list-style-type: none"> <li>◆ Climate and Natural Vegetation</li> <li>◆ Population Growth and Distribution</li> <li>◆ Migration</li> <li>◆ Population and Sustainable Development</li> </ul>	<ul style="list-style-type: none"> <li>◆ To discuss different climatic characteristics with special reference to monsoons and the major forest types.</li> <li>◆ To present the trend of population growth and the distribution with reference to the states</li> <li>◆ To provide a background of causes and nature of migration of people from neighboring country to assam.</li> <li>◆ To give the concept of sustainable development.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ To depict the population growth of the country since 1901. The regional variation in the growth should be focused.</li> <li>◆ To show the distribution of population with the reference to the physiography divisions and the states.</li> <li>◆ To highlight the problems of over population.</li> <li>◆ 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.</li> </ul>

## Social Science (Geography), Subject Code – C4, Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
4. Geography of Assam (10 Marks)	<ul style="list-style-type: none"> <li>◆ Economy</li> <li>◆ Political Divisions</li> </ul>	<ul style="list-style-type: none"> <li>◆ To provide brief idea on the economy of the country</li> <li>◆ To show the States and Union territories and their capitals.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ To give the picture of the States and Union Territories with respect to their capitals and areas and population on a map.</li> </ul>
	<ul style="list-style-type: none"> <li>◆ Assam in the context on North East India</li> <li>◆ Physiographic Framework</li> </ul>	<ul style="list-style-type: none"> <li>◆ To get an understanding of the location characteristics of Assam in the context of North East India</li> <li>◆ To know relief characteristics of Assam and its relation with climate, soil and natural vegetation of the state.</li> </ul>	<ul style="list-style-type: none"> <li>◆ A clear understanding of the location terms of latitude and longitude and relative location in the context NE India.</li> <li>◆ A clear picture of the topography and division the state on the basis of physiography. An outline of the physiography. An outline of the drainage system (major rivers) has to be included.</li> </ul>

## Social Science (Geography), Subject Code – C4, Class IX

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
	<ul style="list-style-type: none"> <li>◆ Climatic characteristics</li> </ul>	<ul style="list-style-type: none"> <li>◆ To understand the climatic characteristics and climatic pattern.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 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.</li> </ul>
	<ul style="list-style-type: none"> <li>◆ Soils</li> </ul>	<ul style="list-style-type: none"> <li>◆ To understand the soil types and their distribution.</li> </ul>	<ul style="list-style-type: none"> <li>◆ That Assam has diverse soil types, the details of soil types and their distribution to be focused.</li> </ul>
	<ul style="list-style-type: none"> <li>◆ Forests</li> </ul>	<ul style="list-style-type: none"> <li>◆ To understand the Forest types and their distribution.</li> </ul>	<ul style="list-style-type: none"> <li>◆ That Assam has diverse forest types, the details of forest types and their distribution to be focused.</li> </ul>
	<ul style="list-style-type: none"> <li>◆ Administrative Divisions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To know the Administrative Divisions of Assam.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To present a list of Districts and their Head quarters along with their areas and population.</li> </ul>

**Social Science (Political Science)**  
**Subject Code-C4, Class - IX**

<b>CHAPTER</b>	<b>THEMES</b>	<b>SUB THEMES</b>	<b>OBJECTIVES</b>	<b>MARKS/PERIODS</b>
1.	Political Parties in India	13.01: The concept and need of political parties. 13.02: Political parties of India 13.03: Role of opposition in democracy. 13.04: The coalition government-its merits and demerits.	♦ To provide the understanding of role of Political parties in Indian in formation of government and establishing democracy in the country.	5 Marks
2.	Types of Government	14.01: Classification of Government 14.02: Parliamentary forms of Government-its merits and demerits 14.03: Presidential forms of Government-its merits and demerits 14.04: Unitary forms of Government-its merits and demerits 14.05: Federal forms of government-its merits and demerits	♦ To be acquainted with the characteristics, merits and demerits of various forms of Governments like parliamentary, presidential, unitary and federal forms of government.	5 Marks

## Social Science (Economics) Subject Code-C4, 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"> <li>To explain through appropriate examples how Economics is related to individual and social life.</li> <li>To make the children realize the importance of Economics.</li> </ul>
	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	To explain the meaning of utility, Price, wealth, demand, supply, market, national income, per capita income, capital saving, investment, microeconomics and macroeconomics.
2. Major Economic Issues (5 Marks) (10 periods)	Poverty and inequality	To understand the problem of the growth of population	<ul style="list-style-type: none"> <li>To know the meaning of poverty line.</li> <li>To have a broad idea about the extent of poverty and inequality in India vis-vis Assam.</li> </ul>
	Population growth	To understand the problem of unemployment	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Unemployment	To understand the importance of Environmental Economics and sustainable development	<ul style="list-style-type: none"> <li>To know the meaning of unemployment, organized labour and unorganized labour and working population.</li> <li>To identify the major causes of unemployment in India and Assam.</li> </ul>
	Sustainable developments	To understand the problem of inflation	To know the definition of sustainable development and the meaning of "Green economy".
	Inflation		<ul style="list-style-type: none"> <li>To know the meaning of inflation, demand pull inflation, cost-push inflation, suppressed inflation;</li> <li>To identify the effects of inflation on fixed income groups, savers and exporters;</li> <li>To know, in general, the anti-inflationary measures monetary (bank rate), fiscal (tax rate) and non-monetary (growth of output) measures.</li> </ul>

## Social Science (History) Subject Code - C4, Class X

CHAPTER/ UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY	SPECIAL INSTRUCTIONS
1.	A. India : Partition of Bengal swadeshi Movement, its aftermath (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"> <li>◆ To understand the motive of the British behind the partition of Bengal.</li> <li>◆ Knowledge about anti partition Movement (leading to swadeshi Movement) and its impact.</li> <li>◆ to familiarize with the birth of Muslim league.</li> </ul>	<ul style="list-style-type: none"> <li>◆ To provide MCQ, VSA, SA, LA type of questions.</li> </ul>
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"> <li>◆ To understand the Gandhian policy of Non-Violence and satyagraha. Emphasis and the concept of non-violence.</li> <li>◆ To get acquainted with the causes and impact of Non cooperation with reference to Gandhi-Irwin Pact, civil Disobedience and Quit India Movement.</li> </ul>	<ul style="list-style-type: none"> <li>◆ -Do-</li> </ul>

## Social Science (History), Subject Code - C4, Class - X

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

## Social Science (History), Subject Code - C4, 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 events in Assam.</p> <p style="text-align: center;">(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>	<ul style="list-style-type: none"> <li>◆ 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)</li> <li>◆ To understand the participation of Assam in the National Freedom Movement.</li> <li>◆ Some post-independence events like Ministry of Gopinath Bordoloi, establishment of Guwahati University (1948), Assam</li> </ul>	

## Social Science (History), Subject Code - C4, 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 outline 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> <ul style="list-style-type: none"> <li>◆ To understand about contributions of various racial/cultural elements to the growth of composite culture of India and NE.</li> <li>◆ To understand the basic differences of N.E. culture with rest of India.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some Exercises like objective, short type, long questions in each chapter/unit</li> <li>◆ A summary at the end of each chapter.</li> <li>◆ Maps and pictures at appropriate places.</li> </ul>

**Social Science (Geography)**  
**Subject Code - C4, Class X**

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
<p>1. Economic Geography (7 Marks)</p>	<ul style="list-style-type: none"> <li>◆ Definition and contents</li>   <li>◆ Resources and Classification</li> </ul>	<ul style="list-style-type: none"> <li>◆ To provide the meaning scope and contents of Economic Geography</li>   <li>◆ To provide clear understanding of the concept and types of resources. That the concept of resource is dynamic should be elaborated.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 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.</li>   <li>◆ 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.</li> </ul>

## Social Science (Geography), Subject Code - C4, Class X

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

## Social Science (Geography), Subject Code - C4, Class X

CONTENTS	SUB CONTENTS	COMPETENCY	SUB-COMPETENCY
<p><b>3. Geography of the World</b> (8 marks)</p>	<ul style="list-style-type: none"> <li>◆ Transport</li> </ul>	<ul style="list-style-type: none"> <li>◆ To present the distribution of continents and oceans over the earth's surface.</li> <li>◆ To show the countries and their capitals.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ 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.</li> <li>◆ 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.</li> </ul>





**Social Science (Political Science)**  
**Subject Code - C4, Class - X**

CHAPTER	THEMES	SUB THEMES	OBJECTIVE	MARKS/PERIODS
1.	Indian Democracy	13.01: Ideals of Indian Constitution  13.02: Federal characteristics of Indian political system.  13.03: Parliamentary democracy in India.	<ul style="list-style-type: none"> <li>◆ To be acquainted with the preamble of the Constitution of India and its ideals.</li> <li>◆ To give an idea about India as the biggest parliamentary democracy of the world.</li> </ul>	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"> <li>◆ To know about the objectives of formation of UNO and its various organs.</li> <li>◆ To provide the understanding of linkage between UNO and world peace.</li> <li>◆ To give background information about the necessity of human rights and their implementation.</li> <li>◆ Mention the role of other important international organizations acting towards peace.</li> </ul>	5 marks/10 periods

## Social Science (Economics) Subject Code - C4, 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	<ul style="list-style-type: none"> <li>◆ To appreciate the role of money in a modern economy</li> </ul>
	Definition, Types and Functions of Money	To know the definition, major characteristics, types and major functions of money	<ul style="list-style-type: none"> <li>◆ To understand the nature and the functions of money</li> </ul>
	Bank and Banking System	To know the basics about banking	<ul style="list-style-type: none"> <li>◆ To know, (a) the definition of a commercial bank, (b) the difference between a bank non-banking financial intermediary</li> </ul>
	Types of Bank		<ul style="list-style-type: none"> <li>◆ To know the major functions of a commercial bank, central bank, regional rural bank, Cooperative bank, special banks-IDBI, SIDBI, NABARD</li> </ul>
2. Economic Development (5 Marks) (10 Periods)	Meaning and Assessment of Economic Development	To understand the meaning of economic development	<ul style="list-style-type: none"> <li>◆ To be able to identify the differences between economic growth, economic development and human development.</li> </ul>
	Economic Development and Planning	To understand the concept of planned economic development	<ul style="list-style-type: none"> <li>◆ To know the meaning of planning in a democracy</li> </ul>
	Planning in India	To get an idea about planning in India	<ul style="list-style-type: none"> <li>◆ To understand the distinguishing feature of planning in India in the Pre-1991 period and the Post-1991 period.</li> <li>◆ To know the meaning of the terms mixed economy, liberalization, privatization and globalization</li> <li>◆ To know the salient features of on-going Five Year Plan of Assam</li> </ul>

# SOCIAL SCIENCE

Subject Code : C4

Class - IX

Full Marks : 100

Internal Assessment : 10

Theory : 90

Internal Assessment : 10

Pass Marks in written examination : 27

Time : 3 hours

Pass Marks : 30

Sl. No	UNIT/ LESSONS	Marks	
		Half Yearly	Final
	<b>Section I : History</b>		
1.	Advent of Europeans into India	✓	✓
2.	Growth of Indian Nationalism	✓	✓
3.	The Moamoriya Rebellion	✓	✓
4.	Burmese Invasions of Assam		✓
5.	Beginning of British Administration in Assam		✓
	<b>Section II : Geography</b>		
1.	Changes of Earth's Surface	✓	✓
2.	Atmosphere : Structure, Pressure Belts and Wind System	✓	✓
3.	Geography of India		✓
4.	Geography of Assam		✓
	<b>Section III : Political Science and Economics</b>		
	<i>Part I : Political Science</i>		
1.	Political Parties In India	✓	✓
2.	Types of Government		✓

Sl No.	UNIT/ LESSONS	Course	
		Half Yearly	Final
	<i>Part II : Economics</i>		
1.	Basic Concepts of Economics	✓	✓
2.	Basic Economic Problems		✓
	<b>Theory Total</b>	<b>90</b>	<b>90</b>
	Internal Assessment (Environmental Project)	10	10
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

- Textbooks :**
1. Social Science Part I-History (ITIHASH) for Class IX, Publisher-ASTPPC Ltd.
  2. Social Science Part II- Geography (BHUGOL) for Class IX, Publisher- ASTPPC Ltd.
  3. Social Science Part III- Political Science and Economics RAJNEETI and ARTHANEETI BIGYAN) for Class IX, Publisher- ASTPPC Ltd.

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

# SOCIAL SCIENCE

Subject Code : C4

Class - X

Total Marks : 100

Time : 3 hours

Pass Marks : 30

Theory : 90

Internal Assessment : 10

Pass Marks in written examination : 27

Sl. No.	UNIT/ LESSONS	Course	
		Half Yearly	Final
	<b>Section I : History</b>		
1.	<b>India:</b> Partition of Bengal, Swadeshi Movement	✓	✓
2.	Rise of Gandhi Era and his role in Freedom Movement	✓	✓
3.	<b>Assam:</b> Anti-British Uprising in Assam-Agrarian Revolutions	✓	✓
4.	Role of Assam in Freedom Movement		✓
5.	Cultural Heritage of India and North-East		✓
	<b>Section II : Geography</b>		
1.	Economic Geography	✓	✓
2.	Environment and Environmental Problems	✓	✓
3.	Geography of the World		✓
4.	Geography of Assam		✓
	<b>Section III : Political Science and Economics</b>		
	<b>Part : Political Science</b>		
1.	Indian Democracy	✓	✓

Sl. No.	UNIT/ LESSONS	Course	
		Half Yearly	Final
2.	International Organisations- World Peace and Human Rights		✓
	<b>Part II : Economics</b>		
1.	Money and Banking	✓	✓
2.	Economic Development		✓
	<b>Theory Total</b>	<b>90</b>	<b>90</b>
	Internal Assessment (Enviornmental Project)	10	10
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

**Textbooks :** 1. Social Science Part I-History (ITIHASH) for Class X, Publisher-ASTPPC Ltd.  
2. Social Science Part II- Geography (BHUGOL) for Class X, Publisher- ASTPPC Ltd.  
3. Social Science Part III- Political Science and Economics (RAJNEETI and ARTHANEETI BIGYAN) for Class X, Publisher- ASTPPC Ltd.

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







**ASSAMESE (E)**  
**Subject Code - 20**

**Class : IX**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

Sl. No.	UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	<b>Textbook : অসমীয়া : প্রথম ভাষা</b> <b>Group : A            50 Marks</b> <small>অসমীয়া : প্রথম ভাষা</small>		
	<b>অসমীয়া : প্রথম ভাষা</b> <b>অসমীয়া : প্রথম ভাষা</b>	✓	✓
2.	<b>অসমীয়া : প্রথম ভাষা</b>	✓	
	<b>অসমীয়া : প্রথম ভাষা</b>		✓
3.	<small>অসমীয়া : প্রথম ভাষা</small> <b>অসমীয়া : প্রথম ভাষা</b> <small>অসমীয়া : প্রথম ভাষা</small>	✓	✓
	<small>অসমীয়া : প্রথম ভাষা</small> <b>অসমীয়া : প্রথম ভাষা</b> <b>অসমীয়া : প্রথম ভাষা</b> <b>অসমীয়া : প্রথম ভাষা</b> <b>অসমীয়া : প্রথম ভাষা</b>	✓	✓
5.	<small>অসমীয়া : প্রথম ভাষা</small>	✓	✓
6.	<b>অসমীয়া : প্রথম ভাষা</b>	✓	✓
		50	50

Sl. No.	UNIT/ LESSONS	Marks	
		Half Yearly	Final
7.	Group : B      50 Marks অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
8.	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
9.	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
10.	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
11.	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
12.	অসমীয়া : প্ৰথম ভাষা	✓	✓
13.	অসমীয়া : প্ৰথম ভাষা	✓	✓
		50	50
	অসমীয়া : প্ৰথম ভাষা	100	100

**Textbook :** অসমীয়া : প্ৰথম ভাষা

\* অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

**ASSAMESE (E)**  
**Subject Code - 20**

**Class : X**

**Time : 3 hours**

**Full Marks : 100**

**Pass Marks : 30**

Sl. No.	UNIT/ LESSONS	Marks	
		Half Yearly	Final
	<b>Group : A</b>		
	Marks : 50      Time : 2 hours		
1.	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
2.	অসমীয়া : প্ৰথম ভাষা		✓
3.	অসমীয়া : প্ৰথম ভাষা	✓	✓
4.	অসমীয়া : প্ৰথম ভাষা		✓
5.	অসমীয়া : প্ৰথম ভাষা All the grammar portion of class IX and the following অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
6.	অসমীয়া : প্ৰথম ভাষা	✓	✓
		50	50

Sl. No.	UNIT/LESSONS	Marks	
		Half Yearly	Final
7.	<b>Group : B</b>		
	অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
8.	অসমীয়া : প্ৰথম ভাষা	✓	✓
	অসমীয়া : প্ৰথম ভাষা		
9.	অসমীয়া : প্ৰথম ভাষা	✓	✓
10.	অসমীয়া : প্ৰথম ভাষা	✓	✓
		50	50
	অসমীয়া : প্ৰথম ভাষা	100	100

**Textbook :** অসমীয়া : প্ৰথম ভাষা

\* অসমীয়া : প্ৰথম ভাষা

**MANIPURI (E)**  
**SUBJECT CODE - 23**  
**Class - IX**

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
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অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

**MANIPURI (E)**  
**SUBJECT CODE-23**  
**CLASS - X**

অসমীয়া : প্ৰথম ভাষা

কৰ্ম : প্ৰথম অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

কৰ্ম : প্ৰথম অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা 250 অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
affix অসমীয়া : প্ৰথম ভাষা  
compound অসমীয়া : প্ৰথম ভাষা  
Gender অসমীয়া : প্ৰথম ভাষা  
Correction of sentence অসমীয়া : প্ৰথম ভাষা  
formation of sentence অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
Composition :

অসমীয়া : প্ৰথম ভাষা  
amplification

অসমীয়া : প্ৰথম ভাষা  
Precis writing

অসমীয়া : প্ৰথম ভাষা  
Translation :

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
Essay : অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

**Group : A**

অসমীয়া : প্ৰথম ভাষা	18
অসমীয়া : প্ৰথম ভাষা	- 10
অসমীয়া : প্ৰথম ভাষা	- 18
Translation	- 4

**Group : B**

অসমীয়া : প্ৰথম ভাষা	- 17
অসমীয়া : প্ৰথম ভাষা	- 15
অসমীয়া : প্ৰথম ভাষা	- 10
Composition	- 8
	50
<b>Total =</b>	<b>100</b>

♦♦

# MANIPURI (E)

## Subject Code - 23

**Class : IX**

**Time : 3 hours**

**Full Marks : 100**

**Pass Marks : 30**

Sl. No.	UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	Textbook : Sahitya Leikol Group : A : Marks : 50 Time : 2 hours অসমীয়া : প্ৰথম ভাষা <b>Prose :</b> (i) অসমীয়া : প্ৰথম ভাষা (ii) অসমীয়া : প্ৰথম ভাষা (iii) অসমীয়া : প্ৰথম ভাষা	✓	✓
2.	অসমীয়া : প্ৰথম ভাষা <b>Poetry :</b> (i) অসমীয়া : প্ৰথম ভাষা (ii) অসমীয়া : প্ৰথম ভাষা (iii) অসমীয়া : প্ৰথম ভাষা	✓	✓
3.	অসমীয়া : প্ৰথম ভাষা <b>Grammar :</b> (i) অসমীয়া : প্ৰথম ভাষা (ii) অসমীয়া : প্ৰথম ভাষা (iii) অসমীয়া : প্ৰথম ভাষা (iv) অসমীয়া : প্ৰথম ভাষা	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
	<b>Total</b>	<b>50</b>	<b>50</b>

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

Sl. No.	UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	<b>Group : B : Marks : 50</b>	✓	✓
	অসমীয়া : প্ৰথম ভাষা <b>Prose :</b>		
	(i) অসমীয়া : প্ৰথম ভাষা (ii) অসমীয়া : প্ৰথম ভাষা (iii) অসমীয়া : প্ৰথম ভাষা		
2.	অসমীয়া : প্ৰথম ভাষা <b>Poetry :</b>	✓	✓
	(i) অসমীয়া : প্ৰথম ভাষা (ii) অসমীয়া : প্ৰথম ভাষা (iii) অসমীয়া : প্ৰথম ভাষা		
3.	<b>Essay :</b>	✓	✓
4.	Amplification	✓	✓
5.	Translation	✓	✓
	<b>Total</b>		<b>100</b>

## অসমীয়া : প্ৰথম ভাষা

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

# MANIPURI (E)

## Subject Code - 23

**Class : X**

**Full Marks : 100**

**Time : 3 hours**

**Pass Marks : 30**

Sl. No.	UNIT/LESSONS	Marks	
		Half Yearly	Final
	<b>Group - A</b>		
	<b>Marks : 50 Time : 2 hours</b>		
1.	কৰ্মীয়া : প্ৰথম ভাষা <b>Prose :</b> (a) অসমীয়া : প্ৰথম ভাষা (b) অসমীয়া : প্ৰথম ভাষা	✓	✓
2.	কৰ্মীয়া : প্ৰথম ভাষা <b>Poetry :</b> (a) অসমীয়া : প্ৰথম ভাষা (b) অসমীয়া : প্ৰথম ভাষা	✓	✓
3.	কৰ্মীয়া : প্ৰথম ভাষা <b>Grammar : All the grammar portion of class IX and the following</b> কৰ্মীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা (affix), কৰ্মীয়া : প্ৰথম ভাষা (compound) কৰ্মীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা (Number), কৰ্মীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা (Gender)	✓	✓
	কৰ্মীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা (Correction of Sentence), কৰ্মীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা (Formation of Sentence)	✓	✓

Sl. No.	UNIT/LESSONS	Marks	
		Half Yearly	Final
4.	অসমীয়া : প্ৰথম ভাষা Translation (From English to Manipuri)	✓	✓
	<b>Total</b>	<b>50</b>	<b>50</b>
5.	<b>Group : B                      Marks : 50</b> অসমীয়া : প্ৰথম ভাষা <b>Prose :</b> (a) অসমীয়া : প্ৰথম ভাষা (b) অসমীয়া : প্ৰথম ভাষা	✓	✓
6.	অসমীয়া : প্ৰথম ভাষা <b>Poetry :</b> (a) অসমীয়া : প্ৰথম ভাষা (b) অসমীয়া : প্ৰথম ভাষা (c) অসমীয়া : প্ৰথম ভাষা	✓	✓
7.	<b>Essay Writing :</b>	✓	✓
8.	Composition (Substance, Precis writing, amplifition)	✓	✓
	<b>Total</b>	<b>50</b>	<b>50</b>

অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা

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

স্বাধীনতা অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা NEPALI (E)

Subject Code - 26

অসমীয়া : প্ৰথম ভাষা

স্বাধীনতা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

স্বাধীনতা অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

স্বাৰ্থভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

স্বাৰ্থভাষা

অসমীয়া : প্ৰথম ভাষা/অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

স্বাৰ্থভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা



কোর্স	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা		✓
		সর্বমোট	100

**A. WEIGHTAGE TO THE OBJECTS OF QUESTIONS :**

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

**B. WEIGHTAGE TO THE TYPE OF QUESTIONS :**

SL. No.	Sub - Unit / Lessons	Total Marks
1.	Essay/Lessons	30
2.	Short Answer type	50
3.	Very short answer type	20

**Total - 100**

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

সম্মানিত শিক্ষার্থীসকলকৈ অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা Nepali (E)

SUBJECT CODE - 26

অসমীয়া : প্ৰথম ভাষা

সম্মানিত শিক্ষার্থীসকলকৈ অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা  
অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

(i) অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

(ii) অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

(iii) অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা

অসমীয়া : প্ৰথম ভাষা



কীৰ্তন	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		✓
কীৰ্তন	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		✓
	অসমীয়া : প্ৰথম ভাষা		100

### A. WEIGHTAGE TO THE OBJECTS OF QUESTIONS :

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

**100**

### B. WEIGHTAGE TO THE TYPE OF QUESTIONS :

SL. No.	Sub - Unit / Lessons	Total Marks
1.	Essay/Lessons Answer type	30
2.	Short Answer type	50
3.	Very short answer type	20

**Total - 100**

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



# COURSE CONTENT

**SUBJECT - HINDI (E)**

**SUBJECT CODE - 24, CLASS : 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
	<b>Group - A [50 Marks]</b>		
৯০	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
৯১	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		✓
৯২	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
৯৩	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা		✓
৯৪	অসমীয়া : প্ৰথম ভাষা: All the grammar portion of class IX and the following <b>অসমীয়া : প্ৰথম ভাষা</b> <b>অসমীয়া : প্ৰথম ভাষা</b> <b>অসমীয়া : প্ৰথম ভাষা</b> <b>অসমীয়া : প্ৰথম ভাষা</b> অসমীয়া : প্ৰথম ভাষা	✓	✓
	<b>Total</b>	<b>50</b>	<b>50</b>
	<b>Group - B [50 Marks]</b>		
৯৫	অসমীয়া : প্ৰথম ভাষা <b>অসমীয়া : প্ৰথম ভাষা</b>	✓	✓
৯৬	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা	✓	✓
৯৭	অসমীয়া : প্ৰথম ভাষা অসমীয়া : প্ৰথম ভাষা Composition <b>[অসমীয়া : প্ৰথম ভাষা</b> <b>অসমীয়া : প্ৰথম ভাষা]</b>	✓	✓
	<b>Total</b>	<b>50</b>	<b>50</b>
	<b>Total Marks</b>		<b>100</b>

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

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

# **Advanced Mathematics (E)**

**SUBJECT CODE - 19**

**CLASS - IX-X**

## **1. IMPORTANCE OF INTRODUCTION OF ADVANCED MATHEMATICS**

After completing the H.S.L.C and H.S.S.L.C (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 greater 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)  $x^3+(a+b+c)x^2+(ab+bc+ca)x+abc$
- (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)  $bc(b-c)+ca(c-a)+ab(a-b)$

$$(xiii) \quad a^3(b-c) + b^3(c-a) + c^3(a-b)$$

$$(xiv) \quad a^3(b^2-c^2) + b^3(c^2-a^2) + c^3(a^2-b^2)$$

**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

Full Marks : 100

Internal Assessment : 10

Pass marks in written examination : 27

Time : 3 hours

Pass Marks : 30

Sl. No.	LESSONS	Course	
		Half Yearly	Annual
1.	System of Numeration	✓	✓
2.	Sets	✓	✓
3.	Logarithm	✓	✓
4.	Special products and Factorisation	✓	✓
5.	Inequalities		✓
6.	Sequence and Series		✓
7.	Plane Geometry		✓
8.	Some Special Geometrical Constructions		✓
	<b>Total</b>	<b>90</b>	<b>90</b>
9.	Internal Assessment	10	10
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

**Textbook: Ucca Ganit**

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

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

## 4. Syllabus of Advanced Mathematics (E)

### Subject Code : 19

For Class - X

Total Marks - 100

#### Unit-1. Set

Algebra of sets :

Proofs of laws of Algebra of sets. Derivation of  $n(A \cup B) = n(A) + n(B) - n(A \cap B)$ . Relation as subset of Cartesian product, function. Concepts of reflexive, symmetric and transitive relation. Equivalence relation.

#### Unit 2 : Complex Number :

1. Introduction to imaginary numbers.
2. Complex number, as an ordered pair of real numbers.
3. Operations of complex numbers.
4. Properties of complex numbers.
5. 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  $(r, \theta)$  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  $\theta$ ,  $90^\circ \pm \theta$ ,  $180^\circ \pm \theta$ ,  $270^\circ \pm \theta$ ,  $360^\circ \pm \theta$ .

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.

- (iii) If a straight line drawn from an external point P intersects a circle at A and B and a straight line drawn from P touches the circle at T then  $PA \cdot PB = PT^2$ .
- (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 atleast 8 (eight) practicals.

# ADVANCED MATHEMATICS (E)

Subject Code : 19

Class-X

Time : 3 hours

Full Marks : 100

Pass Marks : 30

Internal Assessment : 10

Pass marks in written examination : 27

Sl. No.	LESSONS	Marks	
		Half Yearly	Final
1.	Sets	✓	✓
2.	Complex Numbers	✓	✓
3.	Arithmetic of Integers	✓	✓
4.	Quadratic Equation	✓	✓
5.	Applications of Common Logarithm	✓	✓
6.	Permutation and Combination		✓
7.	Trigonometry		✓
8.	Plane Geometry		✓
9.	Co-ordinate Geometry		✓
	<b>Total</b>	<b>90</b>	<b>90</b>
10.	Internal Assessment	10	10
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

**Textbook:** New Advanced Mathematics

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

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

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

CHAPTER/UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
1.	<b>Part I : World Revolution and Popular Movement,</b> American war of Independence	<ul style="list-style-type: none"> <li>● To be familiar with the causes, courses and results of the American war of independence.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will know the background of the establishment of the thirteen European colonies in North America.</li> <li>● They will be acquainted with different phases and courses of the war including its results.</li> </ul>
2.	The French Revolution	<ul style="list-style-type: none"> <li>● To know the background, Phases, effects and legacies of the French Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to understand the social and economic causes of the French Revolution.</li> <li>● They will be familiar with the role of the French philosophers and intellectuals in the French Revolution.</li> <li>● Students will understand the courses, phases, results and legacies of the French Revolution.</li> </ul>

## History (E), Subject Code - 30, Class - IX

CHAPTER/UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
3.	Industrial Revolution	<ul style="list-style-type: none"> <li>Pupils will be acquainted with the concept of Industrial Revolution -- its background, expansion and results.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the concept of Industrial Revolution and its development in Europe.</li> <li>They will understand about various aspects touched by the Revolution including its effects.</li> </ul>
4.	Russian Revolution	<ul style="list-style-type: none"> <li>Students will be able to understand the background, phases and effects of the Russian Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will know the social and economic background of the Russian Revolution including its courses, results and legacies.</li> <li>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.</li> </ul>
5.	<b>Part II:</b> The Revolt of 1857 in India	<ul style="list-style-type: none"> <li>Pupils will be acquainted with the background, courses and Results of the Revolt of 1857 in India.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be acquainted with the socio-economic and political causes, religious sentiments,</li> </ul>

## History (E), Subject Code - 30, Class - IX

CHAPTER/UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
6	Socio-political uprising of the North East India.	<ul style="list-style-type: none"> <li>● Students will be able to know about the Moamariya sect of Assam in addition to the khasi and Manipuri sects of Maghalaya and Manipur.</li> <li>● They will know the socio-economic and political background of the uprisings including their nature, courses and results.</li> </ul>	<p>British policy of exploitation and policy of annexation.</p> <ul style="list-style-type: none"> <li>● They will be able to know the courses of the revolt, its expansion to Assam and the role of Maniram Dewan and Piyali Barua.</li> </ul>
			<ul style="list-style-type: none"> <li>● Pupils will be given an introduction of the Moamariya, Khasi and Manipuri sects.</li> <li>● They will know the religious, economic and political causes of the uprisings.</li> <li>● They will have an idea about the British occupation of Assam, Maghalaya and Manipur.</li> </ul>

# 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	✓	✓
2.	French Revolution	✓	✓
3.	Industrial Revolution	✓	✓
4.	Russian Revolution		✓
	Part - II		
5.	The Revolt of 1857		✓
6.	Socio-political uprising of the North East India.		✓
	<b>Total</b>	<b>100</b>	<b>100</b>

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

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

# HISTORY (E)

## Subject Code - 30

**Class : X**  
**Full Marks : 100**

**Time : 3 hours**  
**Pass Marks : 30**

Unit	LESSONS	Marks	
		Half Yearly	Final
1.	Growth of Imperialism and Nationalism	✓	✓
2.	The First World War	✓	✓
3.	World between 1919-1939	✓	✓
4.	The Second World War	✓	✓
5.	The United Nations Organisation		✓
6.	Emergence of Asia and Africa in the post II World War period		✓
7.	Non-Alignment Movement		✓
8.	Foreign Policy of India		✓
	<b>Total</b>	<b>100</b>	<b>100</b>

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

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

# SYLLABUS FOR GEOGRAPHY (ELECTIVE) FOR CLASS IX

Subject Code : 31

Total Marks -100, [Theory = 90, Practical = 10]

UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
1. Physical Geography	1. Weather and Climate	(a) Definition of weather and Climate (b) Elements and Factors of Weather and Climate. (c) Types of Climate	(a) To define 'Weather' and 'Climate' and to distinguish between them. (b) To present a brief discussion relating to major elements and factors of weather and climate. (c) To introduce briefly the different types of climate, their characteristics and areas of 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), Subject Code - 31, Class IX

UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
	1. Population Growth and Distribution	<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), Subject Code - 31, Class IX

UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
	3. Human Settlement	(a) Growth of settlement  (b) Rural and urban settlements	(a) To discuss the origin and development of settlements in different geographical contexts.  (b) To understand the growth of rural and urban settlements, their characteristics and interrelations drawing examples from India and Assam.
III. Economic Geography	1. Concept and Types of Resources  2. Economic Activities	(a) Meaning of resources and its types  (a) Types of economic activities	(a) To define and classify resources with examples and to highlight the fact that the meaning and functioning of resource is dynamic.  (a) To classify economic activities into primary, Secondary, tertiary and quaterary and to understand the change of human occupation from primary to other sectors incourse of economic development.

## Geographys (E), Subject Code - 31, Class IX

UNIT	CONTENTS	COMPETENCY	SUB-COMPETENCY
	3. Agriculture	(a) Types of agriculture  (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	Course	
		Half Yearly	Final
1	Physical Geopgraphy : Weather and climate	✓	✓
2	Human Geography	✓	✓
3	Population Growth and Distribution	✓	✓
4	Human Settlement	✓	✓
5	Economic Geography		✓
6	Economic Activities or occupation		✓
7	Agriculture		✓
8	Industry		✓
	<b>Total</b>	<b>90</b>	<b>90</b>
	* Internal Assessment	10	10
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

**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 Geography practical.

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

# GEOGRAPHY (E)

Subject Code - 31

Class : X

Time : 3 hours

Full Marks : 100

Pass Marks : 30

Theory : 90

Internal Assessment : 10

Pass marks in written examination : 27

Unit	LESSONS	Course	
		Half Yearly	Final
1	Physical Geography– Geomorphic Processes	✓	✓
2	Environmental Geography	✓	✓
3	Regional Geography : Concept of Region and Regional Geography		
	Regional Geography of the World	✓	✓
4	Regional Geography of the U.S.A.		✓
5	Regional Geography of Japan		✓
6	Regional Geography of India		✓
	<b>Total</b>	<b>90</b>	<b>90</b>
7	Internal Assessment	10	10
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

*Textbook* : **Adhunik Bhugol** (Class X) ASTPPC Ltd.

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

**CURRICULAM & SYLLABI  
FOR  
CLASS - IX - X  
SUBJECT : SANSKRIT (E)  
SUBJECT CODE - 27**

A. **Objectives :** Study of this classical language in the secondary level helps the pupil in the following directions :

- (i) To develop the basic knowledge of the language.
- (ii) To grow the genuine desire and curiosity to learn this language and develop the creative aptitude of writing and speaking.
- (iii) To enable the pupil to appreciate the position of Sanskrit as the language of India's heritage.
- (iv) To equip the pupil with requisite knowledge to enable him to appreciate values of the language and literature.
- (v) To grow the desire to learn moral sense, ethical 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 : অসমীয়া : প্ৰথম ভাষা and অসমীয়া : প্ৰথম ভাষা words. (Some important words only)
- (ii) Conjugation : Some important roots of অসমীয়া : প্ৰথম ভাষা and অসমীয়া : প্ৰথম ভাষা s in অসমীয়া : প্ৰথম ভাষা and অসমীয়া : প্ৰথম ভাষা.
- (iii) অসমীয়া : প্ৰথম ভাষা
- (iv) Translation from English/Assamese into Sanskrit.



# SANSKRIT (E)

Subject Code - 27

Class : IX

Full Marks : 100

Time : 3 hours

Pass Marks : 30

Sl. No.	Sub-Unit / Lessons	Marks	
		Half Yearly	Final
কাক্স	i) অসমীয়া ঃ প্রথম ভাষা ii) অসমীয়া ঃ প্রথম ভাষা	✓	✓
কাক্স	iii) অসমীয়া ঃ প্রথম ভাষা iv) অসমীয়া ঃ প্রথম ভাষা	✓	✓
কাক্স	v) অসমীয়া ঃ প্রথম ভাষা vi) অসমীয়া ঃ প্রথম ভাষা	✓	✓
কাক্স	vii) অসমীয়া ঃ প্রথম ভাষা viii) অসমীয়া ঃ প্রথম ভাষা		✓
কাক্স	ix) অসমীয়া ঃ প্রথম ভাষা x) অসমীয়া ঃ প্রথম ভাষা		
কাক্স	General Grammar : All the grammar portion of class IX and the following Declension : sabdas like : অসমীয়া অসমীয়া ঃ প্রথম ভাষা	✓	✓
কাক্স	Conjugation : Dhatus like : অসমীয়া অসমীয়া ঃ প্রথম ভাষা	✓	✓
কাক্স	অসমীয়া ঃ প্রথম ভাষা and অসমীয়া ঃ প্রথম ভাষা অসমীয়া ঃ প্রথম ভাষা and অসমীয়া ঃ প্রথম ভাষা		✓
কাক্স	অসমীয়া ঃ প্রথম ভাষা and অসমীয়া ঃ প্রথম ভাষা	✓	✓
কাক্স	Textual Grammar	✓	✓
কাক্স	Translation from English/ Assamese into Sanskrit	✓	✓
	<b>Total</b>	<b>100</b>	<b>100</b>

Textbook : অসমীয়া ঃ প্রথম ভাষা — ASTPPC

Grammar : অসমীয়া ঃ প্রথম ভাষা — ASTPPC

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

# SANSKRIT (E)

Subject Code - 27

Class : X

Time : 3 hours

Full Marks : 100

Pass Marks : 30

Sl. No.	Sub-Unit / Lessons	Marks	
		Half Yearly	Final
কাক্স	i) অসমীয়া : প্রথম ভাষা ii) অসমীয়া : প্রথম ভাষা	✓	✓
কাক্স	iii) অসমীয়া : প্রথম ভাষা iv) অসমীয়া : প্রথম ভাষা	✓	✓
কাক্স	v) অসমীয়া : প্রথম ভাষা	✓	✓
	vi) অসমীয়া : প্রথম ভাষা		
কাক্স	vii) অসমীয়া : প্রথম ভাষা viii) অসমীয়া : প্রথম ভাষা		✓
কাক্স	ix) অসমীয়া : প্রথম ভাষা x) অসমীয়া : প্রথম ভাষা		✓
কাক্স	General Grammar : Declension : sabdas like : অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা		
কাক্স	Conjugation : Dhatus like : অসমীয়া : প্রথম ভাষা	✓	✓
	অসমীয়া : প্রথম ভাষা অসমীয়া : প্রথম ভাষা and অসমীয়া : প্রথম ভাষা		
কাক্স	অসমীয়া : প্রথম ভাষা	✓	✓
কাক্স	অসমীয়া : প্রথম ভাষা	✓	✓
কাক্স	Textual Grammar	✓	✓
11.	Translation from English/Assamese into Sanskrit or Comprehension	✓	✓
	<b>Total</b>	<b>100</b>	<b>100</b>

Textbook : অসমীয়া : প্রথম ভাষা — ASTPPC

Grammar : অসমীয়া : প্রথম ভাষা — ASTPPC

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

## C. Course Content : for Class - X

### (a) Text Lessons (Prose & poetry) :

A text book comprising of prose and poetry covering about hundred pages is to be prescribed. Selections are to be from Pancatantra, Hitopadesa, Manusamhita, Nitisataka, Mahabharata, Ramayana, 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 : অসমীয়া ৰু প্ৰথম ভাষা and অসমীয়া ৰু প্ৰথম ভাষা words which are not prescribed in class IX
- (ii) Conjugation : Some important roots of all the অসমীয়া ৰু প্ৰথম ভাষা in অসমীয়া ৰু প্ৰথম ভাষা and অসমীয়া ৰু প্ৰথম ভাষা.
- (iii) অসমীয়া ৰু প্ৰথম ভাষা Translation from English/Assamese into Sanskrit.
- (iv) Comprehension.



**Computer Science (E)**  
**Subject Code-34**  
**Class-IX**  
**TERM I (THEORY)**

<b>CHAPTERS</b>	
Chapter 1	: Basics of Computer System
Chapter 2	: Operating Systems
Chapter 3	: Office Application
Chapter 4	: Introduction to Internet
Chapter 5	: Ethics in Information Technology
Chapter 11	: Case Studies

**TERM I (PRACTICAL)**

**Computer Lab Works:**

**1. Word Processor:**

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

- Opening, saving and closing a document
- Editing a document- cut, copy, paste, delete
- Formatting a document
- Formatting Text- using Bold, Italic and Underline commands, Text alignment
- Paragraph formatting- Alignment, tabs, indentation
- Line and paragraph spacing
- Spelling and Grammar check
- Borders and shading
- Bullets and numbering

- Working with text boxes
- Inserting Symbols, Shapes, Clip Arts, Word Arts, Pictures and Objects
- Use of format painter
- Inserting page number
- Inserting blank page and page breaks
- Modifying page layout
- Adding Headers and Footers
- Crating, Modifying and formatting a table
- Mail merge
- Printing a documents

## **2. Spreadsheet:**

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

- Opening, saving and closing a blank workbook
- Selecting cell range in the worksheet
- Selecting rows and columns
- Edit or remove cell content
- Copying & moving cell values
- Inserting rows and columns in the existing worksheet, delete rows and columns
- Modifying columns, rows & cells
- Number formatting
- Text formatting
- Aligning cell values
- Applying cell borders and cell shading
- Using Auto Fill feature

- Using formulas and functions
- Creating different types of charts
- Page setup
- Printing a worksheet

### **3. Presentation**

A Power Point presentation is required to be created for testing the following areas:

- Creating a new presentation
- Adding slides to a presentation
- Editing and formatting the slides
- Changing slide layout
- Changing the order of the slides
- Themes & background styles
- Opening, Saving and closing presentation
- Inserting / modifying / grouping symbols, shapes, pictures, objects, ClipArt
- Working with WordArt
- Inserting and working with tables
- Adding Headers and Footers
- Using Slide Master
- Creating Watermark
- Inserting sounds and movies
- Applying Slide Transition and Animation
- Slide Show
- Printing the presentation

## TERM II (THEORY)

CHAPTERS	
Chapter 6 :	Introduction to Database part I
Chapter 7 :	Coding and its importance
Chapter 8 :	C programming Language
Chapter 9 :	Exploring C Programming Language
Chapter 10 :	Recent Developments in IT

## TERM II (PRACTICAL)

### Computer Lab Works:

#### 1. Database – MS Access

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

- Creating a blank database
- Saving, closing & opening a database
- Adding & naming a table, adding fields
- Setting data types & primary key
- Adding & editing records
- Moving fields / deleting fields
- Creating query
- Creating form
- Creating report
- Printing report

#### 2. C Programming

Students are supposed to work on various C IDEs & to develop various programs using C Language that they have learned from Chapter 7 to Chapter 9.

## **DISTRIBUTION OF MARKS PER CHAPTER**

### **UNIT TEST - I (THEORY)**

<b>CHAPTERS</b>		<b>MARKS</b>
Ch 1:	Basics of Computer System	
Ch 2:	Operating System and its Importance	
Ch 3:	Office Application <ul style="list-style-type: none"><li>● Word Processor</li><li>● MS Word</li></ul>	
<b>Total</b>		<b>50 marks</b>

### **HALF YEARLY EXAM (THEORY)**

<b>CHAPTERS</b>		<b>MARKS</b>
Ch 1:	Basics of Computer System	
Ch 2:	Operating System and its Importance	
Ch 3:	Office Applications	
Ch 4:	Introduction to Internet	
Ch 5:	Ethics in Information Technology	
<b>Total</b>		<b>70 marks</b>

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

## HALF YEARLY EXAM (PRACTICAL)

CHAPTERS		MARKS
Ch 3:	Office Application <ul style="list-style-type: none"><li>● Ms Word</li><li>● Ms Excel</li><li>● Ms PowerPoint</li></ul>	
Ch 11:	Case Studies (Project work only)	
	Viva	
<b>Total</b>		<b>30 Marks</b>

## UNIT TEST II (THEORY)

CHAPTERS		MARKS
Ch 6:	Introduction to Database Part I	
Ch 7:	Coding and its Importance	
<b>Total</b>		<b>50 marks</b>

## ANNUAL EXAM (THEORY)

CHAPTERS		MARKS
Ch 1:	Basics of Computer System	
Ch 2:	Operating System and its Importance	
Ch 4:	Introduction to Internet	
Ch 5:	Ethics in Information Technology	
Ch 6:	Introduction to Database part I	
Ch 7:	Coding and its Importance	
Ch 8:	Introduction to C Programming	
Ch 9:	Exploring C Programming Language	
Ch 10:	Recent Developments in IT	
<b>Total</b>		<b>70 marks</b>

- N.B.:** 1. Chapter 3 is not necessary for Annual Examination.  
2. Chapter 11 (Case Studies) may be transacted through project work.

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

## ANNUAL EXAM (PRACTICAL)

CHAPTERS		MARKS
Ch 6:	Introduction to Database part I	
Ch 7:	Coding and its Importance	
Ch 8:	C Programming Language	
Ch 9:	Exploring C Programming Language	
	Viva	
<b>Total</b>		<b>30 marks</b>

**Textbook :** An Introduction to Computer Science (for Class IX), published by The Assam State Textbook Production and Publication Corporation Ltd.

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

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

**General Instructions :**

1. The unit specified for each term shall be accessed through **Formative Assessment (FA)** and **Summative Assessments (SA)**

**(Formative Assessments** are based on on hands of skills, oral, projects, practicals and assignments. **Summative Assessments** will be in the form of a test at the end of the term.)

2. There will be 1 Formative Assessments (FA 1) in the first term (TERM I) & 1 Formative Assessments (FA2) in the second term (TERM II).
3. Each of the summative Assessments (SA 1) in the first term (TERM I) & Summative Assessments (SA2) in the second term (TERM II) will carry 30% WEIGHTAGE

**SUBJECT : COMPUTER SCIENCE (E)**  
**SUBJECT CODE : 34**  
**CLASS-X**

<b>Sl. No.</b>	<b>Examination</b>	<b>Chapters</b>	<b>Marks</b>
1	Unit Test-I	Chapter-1 : Introduction to Computer Network	
		Chapter-4 : Introduction to Loops	
2	Half Yearly	Chapter-1 : Introduction to Computer Network	
		Chapter-4 : Introduction to Loops	
		Chapter-5 : Nested Loops in C	
		Chapter-6 : Arrays in C	
		Chapter-7 : Functions in C	
3	Unit Test-II	Chapter-2 : HTML and CSS3 (Part-I)	
		Chapter-2 : Lists, Tables and Images (Part-II)	
		Chapter-2 : Links, Frames and Forms (Part-III)	
4	HSLC Examination	Chapter-1 : Introduction to Computer Network	
		Chapter-2 : HTML and CSS3 (Part-I)	
		Chapter-2 : Lists, Tables and Images (Part-II)	
		Chapter-2 : Links, Frames and Forms (Part-III)	
		Chapter-3 : Database Part-II-MySQL	

Sl. No.	Examination	Chapters	Marks
		Chapter-4 : Introduction to Loops	
		Chapter-5 : Nested Loops in C	
		Chapter-6 : Arrays in C	
		Chapter-7 : Functions in C	
		Chapter-8 : Pointers in C	
		Chapter-10 : An Introduction to Object Oriented Programming	
		<b>Total (Theory)</b>	
<b>Portion for HSLC Exam (Practical)</b>			
1		HTML	
2		C Programms	
3		MySQL	
4		Viva	
		<b>Total</b>	<b>30</b>

**N.B.:** 1. Chapter 9 is not necessary for HSLC Examination.  
2. Chapter 11 (Case Studies) may be transacted through project work.

**Textbook :** Building concepts in Computer Science (for Class X) published by the Assam State Textbook Production and Publication Corporation Ltd.

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

# WOOD CRAFT(E)

SUBJECT CODE - 41

Class - IX

Theory Marks : 50

Full Marks : 100

Time : 2 hours

Pass Marks : 15

Practical Marks : 50

Time : 3 hours

Pass Marks : 15

Sl. No.	UNIT / LESSONS	Marks	
		Half Yearly	Annual
	<b>Theory : 40 Marks, Time : 2 hours</b>		
1.	Precautions & Rules Marking Tools Measuring Tools	✓	✓
2.	Testing Tools Planing Tools Cutting Tools	✓	✓
3.	Rules of shopening of Saws		✓
4.	Stricking Tools Boring and Drilling Tools. Holding Instruments Miscellaneous Tools		✓
	<b>Total</b>	<b>50</b>	<b>50</b>
	<b>Practical : Marks - 50, Time : 2 hours</b>		
1.	Demonstration of workshop safety	✓	✓
2.	Practice of operation of fire extinguisher	✓	✓
3.	Industrial visit to wood working shop	✓	✓
4.	Demonstration of various type and size of hand tools and practice of sharpening hand tools and operation of various types of hand tools.	✓	✓

Sl. No.	UNIT / LESSONS	Marks	
		Half Yearly	Annual
5.	Demonstration of marking, measuring and Cutting testing angle, Surface of flatness and different thickness.	✓	✓
6.	Demonstration of Boring, Striking and testing		✓
7.	Demonstration of drilling and other miscellaneous tools and testing		✓
8.	Revised practice of marking, measuring and sawing and testing.		✓
9.	Revised practice of planing types of chiseling and testing		✓
10.	Demonstration of cross half lap joints, T-lap joints etc.,		✓
	<b>Total</b>	<b>50</b>	<b>50</b>

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

# WOOD CRAFT (E)

SUBJECT CODE - 41

Class-X

Theory Marks : 50

Practical Marks : 50

Full Marks : 100

Time : 2 hours

Pass Marks : 15

Time : 2 hours

Pass Marks : 15

Sl. No.	UNIT / LESSONS	Marks	
		Half Yearly	Annual
	<b>Theory : 50 Marks</b> <b>Time : 2 hours</b>		
1.	Wood Working Machines Staining and Polishing Joinery Glue	✓	✓
2.	Botany Department Classification of Timber	✓	✓
3.	Grain Structure & growth of trees Felling of Trees		✓
4.	Cutting of logs or conversion of logs Seasoning Defects and Diseases of Timber		✓
	<b>Total</b>	<b>50</b>	<b>50</b>
	<b>Practical : Marks - 50</b> <b>Time : 2 hours</b>		
1.	Dingtheiny joints slopping scart, racking seared, half lapping of table, scarf joint etc.	✓	✓
2.	Demonstration in forest		

Sl. No.	Practical	Marks	
		Half Yearly	Annual
3.	Sawing and planing various class of timber	✓	✓
4.	Demonstration of power tools use in		
5.	Operating of machine saw and Dath machine.		
6.	Operating of electric drill and machine planer.	✓	✓
7.	Practise of making Door frame, window frame.		
8.	Practise of Door cover and window frame.		
9.	Practise of making of table, chair, bed, tool, almirah, tool box, wall almirah repairing etc.		✓
10.	Practise of making toys and doll, wall rack, blind, pen stand, file tray etc.		
11.	Prctise of putin vernish painting.		✓
12.	Packing practise.		
	<b>Total</b>	<b>50</b>	<b>50</b>

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

**MUSIC (E)**  
**(Vocal and Instrumental)**  
**SUBJECT CODE - 38**  
**Class IX-X**

**1.00 Objectives : The Pupil**

- 1.01 acquires knowledge of the musical notes and patterns of rhythm on accompanying percussion instruments.
- 1.02 understands the basic ragas and talas and 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)**  
**(Vocal & Instrumental)**  
**Subject Code : 38**

**Class : IX**  
**Theory Marks : 50**

**Full Marks : 100**  
**Time : 2 hours**  
**Pass Marks : 15**

**Practical Marks : 50**

**Time : 3 hours**  
**Pass Marks : 15**

Unit	SUB-UNIT / LESSONS	Marks	
		Half Yearly	Annual
Unit-1	<p><b>A. Vocal &amp; Instrument :</b> (i) Notation of any two Bada Khayal (Bhatkhande &amp; 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 &amp; Bhupali.</p> <p><b>B. Tabla/Pakhawaj :</b> Notation of tukda, Tehai, Gat, Chakradar, Quida and Paran in Tintal, Jhaptal and Choutal.</p>	✓	✓
Unit-2	<p><b>A. Vocal &amp; Instrument :</b> 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>B. Tabla/Pakhawaj :</b> Sangeet, Nad, Tal, Tali, Khali, Som, Bibhag, Matra, Laya, Mohra, Tehai (Damdar &amp; Bedam) and Paran.</p>	✓	✓

*Contd..*

Unit	SUB-UNIT / LESSONS	Marks	
		Half Yearly	Annual
Unit-3	<b>A. Vocal &amp; Instrument &amp; B. Tabla/Pakhawaj :</b> Notation writing of Tala in Borabar, Dugun and Chogun Laykari : (a) Trital, (b) Ektal, (c) Choutal, (d) Jhaptal, (e) Rupak, (f) Dadra, (g) Kaharwa, (h) Dhamar in both Bhatkhande and Poluskar Tala notation system.	✓	✓
Unit-4	<b>A. Vocal and Instrument :</b> (i) Description of Ragas-- Yaman, Alhia Bilawal, Bhairav, Kafi and Bhupali. (ii) Diagram and description of your own instruments and identification of its parts. <b>B. Tabla/Pakhawaj :</b> (i) Drawing and description of different parts of your instrument. (ii) Knowledge of Varnas used in your instrument with the description of the method of playing of each Varna. (iii) Origin of your instrument.		✓
Unit-5	<b>A. Vocal and Instrument :</b> Life sketch of Sankar Dev, Tansen, Lakhiram Baruah, Omkarnath Thakur, Bishnu Rabha, Pt. Ravi Sankar. <b>B. Tabla/Pakhawaj :</b> Life sketch of Allarkha Khan, Ahmed Jan Thirkhowa, Samta Prasad, Keshab Changkakoty, Nana Saheb Panse, Ayodhya Prasad.		✓
	<b>Total</b>	<b>50</b>	<b>50</b>

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

# MUSIC (E)

## Subject Code - 38 (P)

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

Class - IX

Total Marks- 50

Time : 2 hours

Unit	SUB-UNIT / LESSONS	Marks	
		Half Yearly	Annual
1.	Any composition of a Bada Khayal/Masitkhani Gat (Bilambit Gat) of any two of the following Ragas : Eman, Bhairav, Kafi, Bhupali and Alhia Bilawal. (In instruments with Masitkhani Gat/Rajakhani Gat is compulsory).	✓	✓
2.	For Vocal one Dhrupad with Sthayee, Antara in Dugun Laya. For instrumental one Rajakhani Gat in Madhya laya in any Tal other than Trital with Tan, Toda in Ragas.	✓	✓
3.	Knowledge of varieties Alankar and Paltas (Swargyana) is compulsory. For example, ... Complete the Aroh -- Abaroh of the Alankar and Paltas with suddha and Vikrit swaras for example, ... i) Sa ga re sa, Re ma ga re, Ga pa ma ga.....	✓	✓

Unit	SUB-UNIT / LESSONS	Marks	
		Half Yearly	Annual
	ii) Ga re sa re ga, Ma ga re ga ma, Pa ma ga ma pa... iii) Sasa rare gaga re sa, Rere gaga mama ga re, Gaga mama papa ma ga, .....		
4.	Chhota Khayal/Rajakhani Gat with Sthayee, Antara, Alap, Tan Toda, Jhala in raga : Eman, Bhairav, Kafi, Bhupali and Alhia Bilawal.		✓
5.	Oral recital of the following Talas with Theka, Sam, Tali and Khali (with hath tali). <b>Tals</b> : Trital, Ektal, Choutal, Jhaptal, Rupak, Dadra and Kaharava.		✓
6.	Sing (i) and (ii) and any one of the following from iii to vi (i) O-mor-Aponar Desh. (ii) Jana-gana mana. (iii) Nazrul Giti. (iv) Loka Geet. (v) Jyoti Sangeet. (vi) Bishnu Rabha Sangeet.		✓
	<b>Total</b>	<b>50</b>	<b>50</b>

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

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

# MUSIC (E)

## Subject Code - 38 (P)

### Practical : Tabla/Pakhawaj

**Class - IX**

**Time : 2 hours**

<b>Total Marks- 50</b>			
<b>Unit</b>	<b>Sub-Unit / Lessons</b>	<b>Marks</b>	
		<b>Half Yearly</b>	<b>Annual</b>
<b>Unit-1</b>	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.	✓	✓
<b>Unit-2</b>	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	✓	✓
<b>Unit-3</b>	Knowledge of playing of the following boles: Terekete, Tuna, Kerenag, Kran, Gadigana, Kredha, Gherenag, Dhumakita.		✓
<b>Unit-4</b>	Hath Tali in borabar, dugun and ability to play the following Tals : Jhaptal, Ektal Sooltal, Choutal, Dadra and Kaharwa		✓
<b>Total</b>		<b>50</b>	<b>50</b>

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

# MUSIC (E)

## (Vocal & Instrumental)

### Subject Code : 38

Class : X

Full Marks : 100

Theory Marks : 50

Time : 2 hours | Pass Marks : 15

Practical Marks : 50

Time : 2 hours | Pass Marks : 15

Theory : 50 Marks

Unit	LESSONS	Marks	
		Half Yearly	Annual
1.	<p><b>A. Vocal &amp; Instrument :</b> Notation of (i) Three Bada Kheyal (Bhatkhande &amp; Poluskar system) or Masitkhani Gat (ii) One Dhamar or Drut Gat (other than Trital) of the following Ragas-Asawari Bihag, Malkonsh &amp; Kedar.</p> <p><b>B. Tabla/Pakhawaj :</b> Comparison of– Jhaptal and Sooltal, Rupak and Teora, Ektal and Sooltal, Deepchandi and Dhamar, Tukda and Paran, Quida and Rela, Chakradar and Tehai.</p>	✓	✓
2.	<p><b>A. Vocal &amp; Instrument :</b> Write short notes of the following– Kheyal, Dhrupad Dhamar, Tarana, Lokshan Geet, Sargam, Lokageet, Bargeet, Purbanga Raga, Utta-ranga Raga, Gamak, Meend, Nad, Masitkhani, Chikari, Akarsha, Apakarsha, Mijrab, Jaba and Sandhiprakash.</p>	✓	✓

*Contd..*

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
3.	<p><b>B. Tabla/Pakhawaj :</b> Definition of Tukda, Quida, Gat, Jati, Yati, Rela, Peshkar, Chakradar and Avartan with example.</p> <p><b>A. Vocal &amp; Instrument &amp; B. Tabla/Pakhawaj :</b> Notation writing of the following Talas in Dugun, Tingun and Chougun-trital, Ektal, Choutal, Sooltal, Jhaptal, Rupak &amp; Dhamar.</p>	✓	✓
4.	<p><b>A. Vocal &amp; Instrument :</b></p> <p>(i) Description of the following Ragas-Asawari, Khambaj, Malkonsh, Bihag and Kedar.</p> <p>(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>B. Tabla/Pakhawaj :</b> (i) Qualities and drawbacks of a Tabla player, (ii) Classification of instruments– Tat Vadya, Ghana Vadya, Susirr Vadya and Avanaddha Vadya.</p>		✓
5.	<p><b>A. Vocal &amp; Instrument :</b> Life sketch of : Vishnu Narayan Bhatkhande, Vishnu Digambar Poluskar, Jyoti Prasad Agarwala.</p> <p><b>B. Tabla/Pakhawaj :</b> Life sketch of Kishan Maharaj, Zakir Hussain and Anokhe Lal Mishra, Kudau Singh, Parbat Singh.</p>		✓
	<b>Total</b>	<b>50</b>	<b>50</b>

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

# MUSIC (E)

Subject Code - 38 (P)

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

Class - X

Time : 2 hours

Total Marks- 50

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
1.	Any composition of a Bada Kheyal / Masitkhani Gat (Bilambit Gat) of any two of the following Rages : Ashawari, Khamaj, Bihag, Malkons, Kedar, (While Singing Bada Kheyal, Chhota Kheyal is compulsory. For instrumental candidate while playing Masitkhani Gat, Rajakhani Gat is compulsory with the following parts :- Sthai, Antara, Alap, Bol Alap, Tan, Toda and Jhala etc.	✓	✓
2.	For vocal one Dhrupad and Dhamar with sthai, Antara in Dugun/Tigun/ Chougun Laykari except the Raga Sung for Bada Kheyal of the course. For instrumental one Rajakhani Gat in Madhyalaya in any tal other than trital with alap, Tan-Toda and ghala in any one of the prescribed Ragas.	✓	✓
3.	One chota kheyal for vocal candidates/ Rajakhani Gat for instrumental candidate with sthai, Antara, Aalap, Tan-Toda and ghala in a Raga which is different from	✓	✓

Contd..

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
4.	the Raga selected for Bada Kheyal/ Masitkhani Gat in unit 1. Oral recital of the following Tals:-With Theka, Som, Tail, Khali etc., in Barabar and Dugun lay. TALS : Ektal, Tilowara, Sooltal, Choutal, Dhamar, Trital, Jhapal and Rupak.		✓
5.	Sing the following songs (two) (i) Bargeet (ii) Bhajan (iii) Jyoti Sangeet (iv) Rabindra Sangeet (v) Bishnu Rabha Sangeet (vi) Dr. Bhupen Hazarika's Song. [One song between (i) and (ii) and the other song from the rests.]		✓
6.	Knowledge of tuning an instrument (a) Vocal- Knowledge of tanpura tuning with respect to a particular note on Harmonium. or Identify the raga in which alap/vistar is sung before you. or Identify the notes in which the short- alap/tan is sung before you. (b) Instrument - knowledge of tuning of your instrument with respect to a particular note on Harmonium. Candidates of flute have to follow the instruments of vocalmusic in this regard (2nd two options)		✓
<b>Total</b>		<b>50</b>	<b>50</b>

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

**MUSIC (E)**  
**Subject Code - 38**  
**PRACTICAL : TABLA/PAKHAWAJ**

**Class-X**

**Time : 3 hours**

**Full Marks : 50**

**Pass Marks : 15**

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
1	Ability to perform solo of : Trital: (i) Peshkar (ii) Two quidas with six bistars and Tehai (one quida of 'Tete' or Terkete and another quida of Dheredhere Vani) (iii) Four Tukdas/Parans (iv) Two Gats. (v) Two Chakradar Tukdas/Chakradar Parans (one formaishi) (vi) One Rela (with six bistars and Tehai) (vii) Two Tehais - both Damdar and Bedam.	✓	✓
2	Ability to play : (a) Jhaptal and Rupak : (i) One quida with six bistars and Tehai (ii) Two Tukdas/Parans (iii) One Rela (with six bistars and Tehai)	✓	✓

*Contd..*

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Annual
	(b) Sooltal and Dhamar : (i) Uthan (ii) One Rela with six bistars and Tehai (iii) Two parans (iv) Two Chakradar Parans (one formaishi) (v) Tehai- both Damdar and Bedam		✓
3	Knowledge of accompaniment with vocal/Instrumental Music :		✓
4	Knowledge of playing Laggi in Dadra and Kaharwa Tal		✓
5	Knowledge of tuning of the instrument		✓
6	Hathtali (Barabar, Dugun, Tingun and Chougun) Trital, Jhaptal, Ektal, Sooltal and Dhamar		✓
<b>Total</b>		<b>50</b>	<b>50</b>

**Textbook : Sangeet Madhurya, ASTPPC, Guwahati-1**

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

# **DANCE (E)**

## **SUBJECT CODE -35**

### **Class-IX-X**

#### **INTRODUCTION :**

All Indian classical dance forms have their origin in Bharat Muni's "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). 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 : 50**

**Pass Marks : 15**  
**Time : 2 hours**

**Practical Marks : 50**

**Pass Marks : 15**  
**Time : 2 hours**

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

**Marks : 20**

Contents	Marks	
	Half Yearly	Annual
1. Indian classical dances and their origin.	✓	
2. Nritta, Nritya, Natya- knowledge of Tandav and dasya.		
3. Origin and evolution of Dance		✓
4. Basic Postures of dances		
5. Hasta or Hand gestures		
6. Bhav, Rasa, Tal, Laya		

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

# DANCE (E)

Class : IX

## Bharat Natyam

Part : B Theory

Marks : 30

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

\* Questions from each Unit/Lesson will carry marks 2-10.

## Bharat Natyam : Practical

Full Marks : 50

Contents	Marks	
	Half	Annual
1. Repeatation of all dance exercises and advus.		
2. Knowledge of adavu, Mandalam, Jati, Tirmanam and sollokatu	(1,2,3)	
3. Concert items Alarippu, Jatiswaram, Sabdam and varnam.	✓	✓
4. Singing of above items		
5. Demonstration of Devahastas and Dasavatarhastas		

\* Questions from each Unit/Lesson will carry marks 2-10.

## Sattriya Dance

Part : B Theory

Full Marks : 30

Contents	Marks	
	Half Yearly	Annual
1. Elementary knowledge of sattriya dance.		
2. Description of Mati-Akhara, ora, chata, Jalak, Pak, Muruka, Tewai, chitika.		

Contd..

## DANCE (E), Class : IX

Contents	Marks	
3. Knowledge of lawanuchuri Nritya.	Half Yearly	Annual
4. Knowledge of Nadubhangi Nritya.		
5. General knowledge of Jhumura Nach.	(1,2,3,4,5)	
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 : 50**

Contents	Marks	
1. Practical Knowledge of Mati-Akhara	Half Yearly	Annual
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)	
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 : 30**

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

*Contd..*

## DANCE (E), Class : IX

Contents	Marks	
4. Elementary knowledge of Bhangis and Pada-bhedas.	Half Yearly	Annual
5. Elementary knowledge of Hastas used in Odissi dance as described in Abhinaya Darpana and Abhinaya Chandrika.		✓
6. Instruments and Costumes.		

### Odissi : Practical

**Marks : 50**

Contents	Marks	
1. Practical knowledge of Talas and Ragas.	Half Yearly	Annual
2. Practical knowledge of Pada-bheda and Hasta.	(1&2)	
3. Practical knowledge of bhangis.	✓	✓
4. Dance items- a) Batu, b) Pallavi on any raga, c) Muksha		

### Kathak

**Part : B Theory**

**Marks : 30**

Contents	Marks	
1. Origin and Development of Kathak Dance.	Half Yearly	Annual
2. Concept of Tala, Sam, Tali, Khali, Abartan, Matra, Pronami.		
3. Introduction of Trital with Theka.		
4. Knowledge of laya and its three kinds.	(1,2,3)	
5. General Knowledge of Anga, pratyanga and upanga.	✓	✓
6. Knowledge of Asamyukta Hasta according to Abhinaya Darpan.		
7. Notation of some bols of Trital and Jhaptal used in Kathak Dance.		

*Contd..*

## Kathak : Practical

Marks : 50

Contents	Marks	
	Half Yearly	Annual
1. Barabar, Dugun and chougum Tatkar in Jhaptal and choutal.	(1, 2, 3, 4)	
2. One Amadjuri Paran in Trital.		
3. That, Pranami in Trital and Jhaptal.		
4. Two simple tukra and two chakradar Tukra in trital and jhaptal.		
5. Advance Tatkar with palta in trital.	✓	✓
6. Gat Nikas of Basuri, Ghunghal and Mukut.		
7. One Kabit in Trital.		
8. Practice of Padhant in Jhaptal and Trital.		

## Manipuri

Part : B Theory

Marks : 30

Contents	Marks	
	Half Yearly	Annual
1. Impotence of Maharaja Bhagya Chandra in the development of Manipuri Dance.	(1, 2, 3)	✓
2. Note on Laiharaoba Festival.		
3. Festival Dance of Manipur.		
4. Knowledge about few Manipuri Dance Exponents.		
5. Knowledge about Musical instruments, dress and ornaments used in Manipuri dance.		

Contd..

# Manipuri : Practical

Marks : 50

Contents	Marks	
	Half Yearly	Annual
1. NRITTABANDHA (PUNGLOL JAGOI)- Dances on talas of rhythm pattern.		
a) Tal Tanchep in Hasya or tandava.	(1 (a), (b), (c))	
b) Tal Menkup in hasya or Tandava.	✓	✓
c) Tal Chali in hasya or Tandava.		
2. PRABANDHANARTAN (ISHEIJAGOI) - Dances on Songs		
a) Krishna Nartan		
b) Radha Nartan		
3. Festival Dance - Dance of priestess (Mai bi Jagoi) in Laiharaoba Festival.		

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



**DANCE (E)**  
**Subject Code - 35**  
**Class IX**

**Summary of Marks Distributions**

<b>Unit</b>	<b>SUB-UNIT/LESSONS</b>	<b>Marks</b>
	<b>Theory : 50</b> <b>Part -A</b> (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  <b>Part - B</b> Bharat Natyam Or Satriya Nritya Or Odissi Dance Or Manipuri Dance Or Kathak Dance	
	<b>Theory Total</b>	<b>50</b>
	<b>Practical</b>	<b>50</b>
	<b>Grand Total</b>	<b>100</b>

**Textbook :** Bharatiya Shastriya Nrityar Ruprekha  
Published by the ASTPPC.

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

# DANCE (E)

## Subject Code : 35

**Class : X**

**Theory Marks : 50**

**Practical Marks : 50**

**Full Marks : 100**

**Pass Marks : 15**

**Time : 2 hours**

**Pass Marks : 15**

**Time : 2 hours**

**Part (A) Theory common to all Indian classical Dance Forms    Marks : 20**

Contents	Marks	
	Half Yearly	Annual
1. Meaning of Siras, Griva, Dristy Bhedas.	(1,2,3) ✓	✓
2. Nine Rasas and their meaning		
3. Cosmic Dancer Shiva. Significance of various parts of Shiva and Krishna.		
4. Brief knowledge about Bharat muni's "Natya shastra" and Nandikeswara's "Abhinaya Darpana"		

## Manipuri Dance

**Part : B Theory**

**Marks : 30**

Contents	Marks	
	Half Yearly	Annual
1. Different Rasleelas Performed in Manipur.	(1,2) ✓	✓
2. Costumes of Lord Krishna and Radha		
3. Knowledge of Notations of Talas like Tanchep, Menkup, Chali, Teoda, Chautal.		

## Manipuri Dance : Practical

**Marks : 50**

Contents	Marks	
	Half Yearly	Annual
1. NRITTABANDHA (Punglol Jagoi) Dances on Talas and Rhythm Patterns. (a) Tal Teoda or tinal macha. (b) Tal Chowtal or Tanjao.	(1,2) ✓	✓
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 : 30

Contents	Marks	
	Half Yearly	Annual
1. Definitions of that, Primalu, Kabit, Gat Bhava, Paran and Tukra.		
2. Brief life sketches of Birju Maharaj, Uday Sankar, and Bindadin Maharaj.	(1,2,3)	
3. Name Various musical instruments, costume and ornaments used in kathak.	✓	✓
4. knowledge of Jati and Yati.		
5. Ability to write notation of the bol in Dhamar, Choutal, Jhaptal and Trital.		

## Kathak Dance : Practical

Marks : 50

Contents	Marks	
	Half Yearly	Annual
1. Revision of all Previous Course		
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.	(1,2,3)	
3. Chautal	✓	✓
(a) Two Simple and Chakradhar Tukra.		
(b) One paran.		
(c) One Tihai		
4. Dhamar		
(a) Barabar, Dugan, Chougun Tatkar.		
(b) One Pranami		
(c) One Chakradar Paran		

**DANCE (E)**  
**CLASS - X**  
**Bharat Natyam**

**Part : B Theory**

**Theory Marks : 30**

Contents	Marks	
	Half Yearly	Annual
1. Description of Astapadi, Padam and Tillana.	(1,2) ✓	✓
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.		

**Bharat Natyam : Practical**

**Marks : 50**

Contents	Marks	
	Half Yearly	Annual
1. Repeation of all Exercises and adavus.	(1,2) ✓	✓
2. Concert Items Astapadi Padam Tillana		
3. Singing of above concert items.		

**Sattriya Nritya**

**Part : B Theory**

**Theory Marks : 30**

Contents	Marks	
	Half Yearly	Annual
1. Origin and Development of Sattriya dance.	(1,2,3,4) ✓	✓
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.		

*Contd..*

## DANCE (E), CLASS - X

### Sattriya Nritya : Practical

Marks : 50

Contents	Marks	
	Half Yearly	Annual
1. Revision of the Previous Course.		
2. Knowledge of the Raja Ghariya chalinach (One Ramdani and geetar Nach)		
3. Practical Knowledge of Nava Rasa.		
4. Knowledge of the Demonstration of Abhinaya.		
5. Sutradhari Nritya (Geetar Nach, Ragar Nach, Slokar Nach.)		
6. Knowledge of the Bhaona Nritya-gopi pravesa, Ram-Lakshman or Krishna-Boloram Pravesa, Patra Pravesha etc.	(1,2,3,4,5) ✓	✓
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 : 30**

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)	
4. Knowledge of various Ragas and Talas used in oddissi dance.	✓	✓
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) ✓	✓
4. Dance items (a) One Astapadi. (b) One Oriya Song With Abhinaya.		

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

# FINE ART (E)

Subject Code - 36

Class IX & X

## OBJECTIVES :

1. To create in the pupils art awareness and to develop creative ability and skill in drawing, painting, sculpture, graphics and applied art.
2. To enable the pupil to acquire knowledge about the elementary history of art.
3. To help the pupil to acquire knowledge of preliminary appreciation of art.

**Class-IX**

**Theory : 50**

**Practical : 50**

**Theory Marks : 50**

**Full marks : 100**

**Pass marks : 15**

**Time 2 hours**

**Pass marks : 15**

**Time 2 hours**

<b>Contents</b>		<b>Marks</b>	
<b>Unit I :</b>	Definition of Fine Art and other related areas.	<b>Half Yearly</b>	<b>Annual</b>
	An introduction to Fine art, areas of Fine Art.	✓	✓
<b>Unit II :</b>	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	✓	✓
<b>Unit III :</b>	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.		✓
<b>Total</b>		<b>50</b>	<b>50</b>

**FINE ART (E)**  
**Subject Code - 36 (P)**  
**Class IX**  
**Practical : Mark - 50**

Unit	Content	Marks	
		Half Yearly	Annual
I	<ul style="list-style-type: none"> <li>❖ Free hand sketches from their own environment.</li> <li>❖ Still life study in Pencil Shading, Water colour, Pastel and collage medium of different geometrical objects, flowers, fruits, utensils, vegetables or any object of their own choice showing correct perspective and proportion.</li> <li>❖ Workshop on painting from their own environment or imagination using water-colour, pastel and collage medium within the campus or in a joyful manner.</li> <li>❖ Some copy works of any Indian classical painting and Western masters of Renaissance, using water colour, acrylic or oil on paper, board/canvas etc.</li> </ul>	✓	✓
II	A need based design in ornamental, geometrical pattern specially for table cloth, chador, gamosa, or a book cover.	✓	✓
III	Simple composition in line, on rubber or soft wood and printing it with press ink or in black and white drawing.		✓

*Contd..*

Unit	Content	Marks	
		Half Yearly	Annual
IV	Concept of Sculpture, in relief and three- dimensional form using armature with clay or plaster of paris.		✓
V	<ul style="list-style-type: none"> <li>❖ Batic and tie-dye if colour is locally available</li> <li>❖ Concept of Stencil, Spray painting, Glass painting and Sand painting.</li> <li>❖ Illustration of a creative story, greeting cards, calendar etc.</li> <li>❖ 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.)</li> </ul>		✓
<b>Total</b>		<b>50</b>	<b>50</b>

***Suggestion for the subject teacher :***

1. Classes should be conducted in a natural environment outside the class, if possible, but within the school campus.
2. The practical class, if possible, should be allotted in the period and for a duration of two periods at a stretch.
3. It is desirable that by the end of the academic year an art exhibition of the works done in the year be organized internally within the school campus. School authority may arrange this in consonance with any school festival or school week at their convenience.
4. It is expected that students should submit one assignment of each activity given in the syllabus for continuous evaluation.
5. Visit art galleries, museums, historical monuments etc. if available in their locality and ask the student to submit a report about it on the basis of their personal experience.

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



# FINE ART (E)

## SUBJECT CODE - 36

**Class - X**

**Theory : 50**

**Practical : 50**

**Theory Marks : 50**

**Full marks : 100**

**Pass marks : 15**

**Time 2 hours**

**Pass marks : 15**

**Time 2 hours**

Contents		Marks	
		Half Yearly	Final
<b>Unit I :</b>	The difference between fine arts and crafts and its need in our life and society	✓	✓
<b>Unit II:</b>	Indian Miniature painting 1. Pala 2. Jaina 3. Rajput 4. Mughal Modern Art in India, a historical perspective	✓	✓
<b>Unit III :</b>	Modern Art in Assam, a historical perspective		✓
<b>Unit IV:</b>	Western Art & its history		✓
<b>Total</b>		<b>50</b>	<b>50</b>

*Contd..*

## FINE ART : PRACTICAL

Marks : 60

Contents	Course	
	Half Yearly	Final
<b>Unit I :</b> <ul style="list-style-type: none"><li>● Drawing and painting of human and animal figure with any colour (water, acrylic, oil, pastel, sketch pen etc.) from their own environmental subjects like fair and festivals city-scape, village-scape, market, mela, summer and winter, day and night Environment-forestation, deforestation, flood etc.</li><li>● Composition with human and animal figure with water colour, acrylic or oil.</li></ul>	✓	✓
<b>Unit II :</b> <ul style="list-style-type: none"><li>● 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)</li><li>● 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.</li><li>● Layout of a book jacket Design</li><li>● Layout of a Calendar or greeting card</li></ul>	✓	✓

*Contd..*

Contents	Course	
	Half Yearly	Final
<b>Unit III :</b> <ul style="list-style-type: none"> <li>● Illustration of a creative story with black line sketches with pen and ink</li> <li>● Drawing of flower vase, pitch etc. with lead/wood pencil showing light and shade</li> </ul>		✓
<b>Unit IV :</b>  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.		✓
<b>Total</b>	<b>50</b>	<b>50</b>

**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.

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

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# WEAVING AND TEXTILE DESIGN (E)

SUBJECT CODE - 39

Class : IX

Theory : 50 Marks

Pass Marks : 15

Total Marks : 100

Time : 2 hours

Practical : 50 Marks

Pass Marks : 15

Time : 2 hours

Unit	THEORY : SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
I	<b>Composition of Basic Shapes</b> 1.1 – Elements of design. 1.2 – Basic Shapes 1.3 – Using Shapes in Textile Desing 1.4 – Motif. 1.5 – Arrangement/composition of Motif. 1.6 – Layout of Motif	✓	✓
II	<b>Weaving :</b> 2.1 – Loom 2.2 – Parts of Handloom. 2.3 – Motions of a plain Loom. 2.4 – Common Terminologies of weaving. 2.5 – Passage of warp Through Loom. 2.6 – Basic weaves & its properties 2.7 – Fundamental weaves.	✓	✓
III	<b>Dyeing</b> 3.1 – Introduction.		✓

Contd...

Unit	THEORY : 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.		
	<b>Printing</b>		
	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.		
	<b>Total</b>	<b>50</b>	<b>50</b>

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

**Textbook :**

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

# WEAVING AND TEXTILE DESIGN

## PRACTICAL

SUBJECT CODE - 39 (P)

CLASS IX

Practical : 50 Marks

Time : 2 hours

Pass Mark : 15

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
1	Drawing of motif, different floral desing in drawing paper, different. Shapes and their placement process.	✓	✓
2	Introduction to common parts of loom, General idea of different types of fabric.	✓	✓
3	Dyeing of cotton yarn by using direct and reactive dyes by conventional method using different colours is different shades.		✓
	<b>Total</b>	<b>50</b>	<b>50</b>
Distri- bution of marks	<b>Theory</b>	<b>50</b>	<b>50</b>
	<b>Practical</b>	<b>50</b>	<b>50</b>
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

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

# 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 : 2 hours

THEORY		Marks	
Unit	SUB-UNIT/LESSONS	Half Yearly	Final
<b>I.</b>	<b>Traditional Designs</b> 1.1 Traditional Design 1.2 Traditional Design in India 1.3 Folk Art 1.4 Motifs 1.5 Design	✓	✓
<b>II.</b>	<b>Traditional Designs of North East</b> 2.1 Traditional Designs of North East 2.2 Assamese Traditional Design 2.3 Bodo, Rabha Traditional Design 2.4 Mising Traditional Design 2.5 Manipuri Traditional Design 2.6 Arunachal Traditional Design	✓	✓
<b>III.</b>	<b>Ornamentation of Fabric</b> 3.1 Ornamentation of fabric by weaving		✓

Contd...

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
IV.	3.2 Development of decorative design by weaving		✓
	3.3 Ornamentation of fabric by tie and dye		
	3.4 Ornamentation of fabric by batik		
	<b>Dyeing of Silk</b>		
	4.1 Conventional method of silk dyeing		
	4.2 Dyeing of silk with Acid dye		
	4.3 Dyeing of silk with Basic dye		
V.	<b>Printing Method</b>		✓
	5.1 Hand block printing		
	5.2 Printing paste		
	5.3 Printing paste preparation		
	5.4 Screen printing		
	5.5 Machine printing		
	5.6 Machine screen printing		
	5.7. Difference between Roller and Rotary screen printing.		
<b>Total</b>		<b>50</b>	<b>50</b>

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

# WEAVING & TEXTILE DESIGN (E)

SUBJECT CODE - 39 (P)

CLASS - X

PRACTICAL		Marks	
Unit	SUB-UNIT/LESSONS	Half Yearly	Final
I	1. Drawing of different floral Design in drawing paper.	✓	✓
	2. Drawing of different Geometrical Design and traditional design.		
II	3. Drawing of different Asomiya Design used in Mekhela-Chadar.	✓	✓
	4. Drawing of different Bodo Design.		
III	5. Drawing of different Asomiya traditional Design in graph paper for Handloom.	✓	✓
IV	6. Dyeing of Silk yarn using Acid Dye by conventional method.		✓
	7. Dyeing of cotton fabric by using Tie & Dye Method.		
V	8. Preparation of Screen for Screen printing in dark room. (Conventional Method)		✓
	9. Printing of fabric by using screen with pigment colour		
	10. Printing of fabric by using block with pigment colour		
	<b>Total</b>	<b>50</b>	<b>50</b>
	<b>Theory</b>	<b>50</b>	<b>50</b>
	<b>Practical</b>	<b>50</b>	<b>50</b>
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

# Garment Designing (E)

**SUBJECT CODE - 40 (P)**

**Class - IX**

**Theory : 50**

**Practical : 50**

**Full Marks : 100**

**Pass Marks : 15**

**Time : 2 hours**

**Pass Marks : 15**

**Time : 2 hours**

THEORY		Marks	
Sl. No.	Lessons	Half Yearly	Annual
1.	Prospect and demand of Garment Making	✓	✓
2.	Tools & Equipment	✓	✓
3.	Pattern. (drafting and Pattern Making)	✓	✓
4.	Care and maintenance of cutting Tools & Equipment	✓	✓
5.	Tools & Equipment for hand stitch	✓	✓
6.	Tools & Equipment for ironing	✓	✓
7.	Sewing Machine	✓	✓
8.	Problems in sewing and Remedies		✓
9.	Precautions to be taken while working with the sewing machine		✓
10.	System of measurement with Measuring Tape		✓
11.	Calculation : a) Width of cloth b) Body measurement as per age		✓
12.	Classification of stitch for different fabrics a) Light weight fabrics b) Medium weight fabrics c) Heavy weight fabrics		✓
	<b>Total</b>	<b>50</b>	<b>50</b>

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

# GARMENT DESIGNING

Subject Code - 40 (P)

Class IX

## Practical

Marks -50

1. Method of cutting & sewing .
2. Formation of stitch.
3. Petticoat.
4. Bib.
5. Apron.
6. Yoke Frock.
7. (a) Basic Bodice  
(b) Basic Shirt  
(c) Bias Bodice
8. Shorts.
9. Shirt.
10. Pant

### Marks Distribution

Contents	Marks	
	Half Yearly	Annual
Drafting -	✓	✓
Cutting -	✓	✓
Stitching		✓
<b>Total</b>	<b>50</b>	<b>50</b>

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

# GARMENT DESIGNING (E)

## SUBJECT CODE - 40

**Class-X**

**Theory : 50**

**Practical : 50**

**Full Marks : 100**

**Pass Marks : 15**

**Time : 2 hours**

**Pass Marks : 15**

**Time : 2 hours**

**THEORY:**

**50 Marks**

Sl. No.	Lessons	Marks	
		Half Yearly	Annual
1.	Pattern Layout (a) Fabric calculation (b) Estimation of cost	✓	✓
2.	Study of Indian Traditional wears	✓	✓
3.	Market survey and analysis of different types of-		✓
4.	(a) Necklines    (b) Collars (c) Sleeves      (d) Skirts (e) Trousers     (f) Shirts		✓
	<b>Total</b>	<b>50</b>	<b>50</b>

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



# HOME SCIENCE (E)

## SUBJECT CODE - 37

### Class IX-X

#### **OBJECTIVES :** The Pupil,

1. acquires the necessary ability and skills to assume his/her position and responsibility in the family.
2. learns ways and means to supplement family income.
3. plans for leisure hour recreation.
4. believes in the dignity of labour.
5. makes the necessary adjustment between the demands of home and career.
6. develops sense of 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**

**Full Marks - 100**

**Theory Paper, Marks - 50**

**Pass Marks - 15 (Time : 2 hours)**

**Practical Paper, Marks - 50**

**Pass Marks - 15 (Time : 2 hours)**

## **THEORY**

**Chapter-1 : Introduction to Home Science Education : (Marks : 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 :**

**(Marks : 10)**

- 2.01 : Meaning and importance of Food and Nutrition. Study of classification of food- Body building, Energy giving, protective and regulatory food, Function of food.
- 2.02 : Introduction to different Nutrients- Carbohydrates, Proteins, 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 : (Marks : 10)**

- 3.01 : Introduction to Child Development- Concept of growth and development, principles of growth and development.
- 3.02 : Different phases of life- Pre-natal, Infancy, Babyhood, pre-school age, school age, Adolescence, Adulthood, Old age.

- 3.03 : Various aspects of growth and development– Physical, Motor, Intellectual, Emotional, Social and Moral, and Language Development.

**Chapter-4 : Clothing and Textile : (Marks : 10)**

- 4.01 : Clothing and its importance
- 4.02 : Introduction to Textile fibre and their classification– Vegetable, Animal and Mineral fibres, Man-made fibres.
- 4.03 : Study of Natural and man-made fibres and its properties.
- 4.04 : Common methods of fibre identification (Visual, Microscopic and burning methods)
- 4.05 : Stain Removal (Principles and methods of removing stains, equipments and reagents required for stain removal)

**Chapter-5 : Family Resource Management : (Marks : 10)**

- 5.01 : Introduction to Home management, Meaning and its importance.
- 5.02 : Resources– Human and Non-human.
- 5.03 : Study of common household equipment and their uses. Refrigerator, Washing machine, Mixer and Grinder, Pressure Cooker, Vacuum Cleaner, Oven, Microwave etc.
- 5.04 : Work simplification– its meaning and different ways of work simplification.
- 5.05 : Household pests and their control– (mosquitoes, ants, cockroaches, bedbugs, rats, flies etc.)

SL NO.	PRACTICAL	MARKS
1	Preparation of Khichari Chana Dal Veg. Curry Pokoras - from vegetables/eatable green leaves or flowers Fruit juice	20
2	Preparation of project report on topics related to course.	10
3	Common methods of fibre identification-visual microscopic, burning,	} 10
4	or Removal of common stains - grease, curry, blood, perspiration, mud, lipsticks, tea, ink etc.	
5	or Cleaning and polishing of - Brass, silverware, copper, steel aluminium etc.	
6	Practical note book	10
<b>Total</b>		<b>50</b>

### Marks Distribution of Practical

Unit	SUB-UNITS	Marks	
		Half Yearly	Final
1	Cookery	10	10
2	Project report/chart	10	10
3	Clothing & Texttile	10	10
4	Home Management	10	10
5	Practical note book	10	10
<b>Total</b>		<b>50</b>	<b>50</b>

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# HOME SCIENCE (E)

SUBJECT CODE - 37

Class-X

Full Marks - 100

Theory Paper, Marks - 50

Pass Marks - 15 (Time : 2 hours)

Practical Paper, Marks - 50

Pass Marks - 15 (Time : 2 hours)

## THEORY

**Chapter-1 Food and Nutrition (Marks : 15)**

1.01 : Balanced diet- meaning and 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, Pellegra, Nightblindness, Kwashiorkor, Marasmus, Karatomalacia and their preventive measures.

**Chapter-2 Child-Development and Family Studies (Marks : 15)**

2.01 : Begining of life- conception, growth during prenatal life.

2.02 : Care of the pregnant mother and preparation for child birth.

2.03 : Care of the child- feeding, bathing, toilating, wearing, 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 Textiles and Clothing (Marks : 10)**

- 3.01 : Laundering– Principle 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 clothes and its importance.

**Chapter-4 Home Management (Marks : 10)**

- 4.01 : Principles of design– Application to interior decoration. Proportion, Balance, Rhythm, Emphasis and Harmony.
- 4.02 : Colour Scheme ; Primary colour, Secondary colours, intermediate or tertiary colour, use of colour in different rooms.
- 4.03 : Selection, Care and Arrangement of furniture for different rooms.
- 4.04 : Principles and types of flower arrangement (Flower arrangement is an art). The main principles of flower arrangement, types of flower arrangement.
- 4.05 : Budget– Meaning and its importance Factors to be considered for planning a budget, types of budget.
- 4.06 : Saving and investment : Definition, differences between one's earnings and expenditure. Income– Expenditure, savings.

# HOME SCIENCE (E)

SUBJECT CODE - 37 (P)

## PRACTICAL

CLASS - X

Marks : 50

1. Preparation of - (i) Pulao (ii) Paratha (iii) Poories (iv) Ghugni (v) Egg curry (vi) Vegetable chop/cutlet (vii) Jam/Jelly (viii) Pud-ing/Halwa (Carrot or Suji)
2. Preparation of project report on topics related to the course content of child development and family studies.
3. Preparation of samples of constructive/basic stitches - like-Tuking, Running, Hemming, Back stitch.  
Decorative Stitches like - Chain, Shadow, Feather, Heming, Bone, Cross, Blanket, Bullion knot, French knot, Applique etc. Mending, Patching, Daming, Stitching of Button and Button holes. Hooks etc.
4. Drawing a colour wheel.
5. Arrangement of flowers - line arrangement, Mass arrangement, and combination of line and mass arrangement for different purpose.
6. Practical note book.

### Marks Distribution of Practical

Unit	SUB-UNITS	Marks	
		Half Yearly	Final
1	Cookery	10	10
2	Project report/chart	10	10
3	Clothing & Texttile	10	10
4	Home Management	10	10
5	Practical note book	10	10
	<b>Total</b>	<b>50</b>	<b>50</b>

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**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 laks 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 putrhi judate 01 sodor hoyok', a.

Iralak, (viii) klas lagit', usara parhao lagit', Madhomik Sikkha parisoe hotete bachao 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 tehen. 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 taken jarura.

(g. Ced, ar ceoet', reak', jos)

- 1.00 Pathua ko ror anjom te ge parsi egeyan ar ona selet somaj  
ar kristi reak', gun ar mon ko hamet jono.
- 1.01. Santali parsi reak, pustau ucran, sade sao at macha parhas  
bhason-boktrite, Beter program emanteak, anjom tuluc';
- 1.02 Parsi reak, bhul ror, parhao ar ucran dodk kate.
- 1.03 Usara ror, natok, kathni ko khon raska hunar-hamet kate.
- 2.00 Pathua ko sapha pustau roror ko ceda.
- 2.01 Go-parsi ucran niyon dhara, nao reak', ropor-kaeda ar  
herem anjomok', ropor dhara ko hamet kate.
- 2.02 Ropor kaeda reak', bhul ko apnar te sudhrau kate.
- 2.03 Thik thik, thai re rorar ropor ari thik thik baisau kate.
- 2.04 Jukti select', hudis bundis sao mil doho kate, galmarao,  
torko ar --boktrita emanteak',re selet' --kate.
- 2.05 Jatiari ar Rastriyo Songit bandao akan somoe sima bitrire  
bugor Bhulte-tal-loy ar ror te seren kate ar noa ko etak',  
ko bujhau ako reak', dare hamet kate.
- 3.00 Pathua ko pustau sapha paperhao riti ko hamet jona.
- 3.01 Moca bhitri Phaelao kate at te (moreak, klas re minit re  
50-60 gotec', ar turnuiak', klas khon ehop', kate cetan klas  
kore minit re 80-90 gotec', se ona khon jasti) path se  
parphao sa por selet, ror kate.
- 3.02 Soros kaedate boktrita, rocona, parhao, Natok reak, ropor  
path se parhao te.
- 3.03 Begor sadete (Moreak, klas re minit re 120-140 ar turuiak,  
klas khon cetan klas kore minit re 140-150 gotec', se  
onakhon jasti) usarate parhao kate.
- 3.04 Nonkan path se parhao te ge pathua ko arjao jona:-
  - (k) Rocona reak. khati hudis sendra odak dare.
  - (kh) Sahitto tho cakha kate sapha raska nem jon,

- (g) Somaj re taken reak.;niti niyom sikhaune,
- (gh) Rar, ror loy, chondo mil aran emanteak,' bhitri te kabbo bisoe reak, kukli mojok-buj arjao dare ,
- (n) Rar te kobita ror kate ona reak, raska cakha jon ar etak," ko ona cakha reak', dare emako-

### 3.05 Path reak, khandri bibron ko hamet

- (k) Badae nam akan bisoe-bibron disa kate
- (kh) Minit gotec', bisoe bhitri menak., jonorao ko tulau reak., dare Arjao kate,
- (g) Sopha Sora phailao idi reak', dare hear kate
- (gh) Namuna sao bibron emok', dare arjao kate
- (n) Onolia se kobi koak', hudis nij hudis te phailao kate.
- (c) Path bisoe khon bahre reak', rocona ko khon khati ror ruar bachao odok dare hamet kate.
- (ch) Abhidhan - se Ror gola (sabda kosh) Bis gola (Bisso kosh) emanteak', geyan puthi ko beohar kate.

### 4.00 Pathua ko monj samtao onol reak, kaeda Kauso 1 hamet kate--

- 4.01 Banan reak', khatitet', ar o1 reak, eogortet' jut kate.
- 4.02 Sorai, 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 o l bisoe kore nij nij kusi raska bisoe ko dul mida.
- 6.01 Mon awilok', bisoe te perez', akan puthi potrika ko parhaoa,
- 6.02 Puthi gola re durup kate aema Iekanak', puthi parhao kate,
- 6.03 Potrika kore nijak', ono 1 ko chapa odok lagit', kurumutu, kate.
- 6.04 Onolia ar kobi koak', sirjon-onol dare ar ror ko beohar re gakhur hudis uduk', kate raska nam jon.
- 7.00 Etak, parsi khon Go-parsi te torjoma reak, dare arjoo (Are ar gelak, klas re),
- 7.01 Mul parsi reak',ror ar katha sao milauk', lekan ror se katha go-oarsu jgib bacgai idij jate.
- 7.02 Thik thik katha-hatin', ror dhara beoharkate.
- 7.03 Mul rocona reak', hudis sao milau dopo kate.
- 7.04 Mul rocona reak', ban jarur hatin se katha ko bagigidi kate.

### **Iralak, klas reak lagt', 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 mojak 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 dabie', cetan re ol akan beyakoron do jasti lekan jnorow leka hoyok'a jarur len khan moreak', beyakoron reak', riti niti khatao reak' galmarao tahena. Noa chada latar re ol akan bisoe samtao kate mit' tec', beyakoron ar rocona puthi ol odok hoyok'a. Parsi, adepase parsi Ror hatin kami ror reak', mul, dulmit', hudis (samas) joraok, aran (laha, eocak, ar mucat', sec, ak') hatha ultau acur katha, aran budli, etak' lekan manewak, ror, mit, lakan manewak, ror mit ten manewak, ror aemalekan manewak', ror ulta rol thirok', cinha, thora lagit' thirok cinha, ror dhara, lai cal katha ar rodona ko.

### For Class IX

<b>Group-A</b>			<b>Group-B</b>		
Prose	-	18	Prose	-	18
Poetry	-	10	Poetry	-	12
Essay	-	10	Letter writing	-	10
Translation	-	04	Amplification	-	10
Grammar	-	08			
<hr/>			<hr/>		
<b>Total-50</b>			<b>Total-50</b>		

### For Class IX Distribution of Marks

<b>Group-A</b>			<b>Group-B</b>		
Prose	-	18	Prose	-	17
Poetry	-	10	Poetry	-	13
Essay	-	10	Rapid Reader	-	10
Grammar	-	12	Amplification	-	10
<hr/>			<hr/>		
<b>Total-50</b>			<b>Total-50</b>		

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# SANTHALI (E)

## SUBJECT CODE - 25

**Class IX**

**Full Marks : 100**

**Time - 3 hours**

**Pass Marks : 30**

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

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

Unit	SUB-UNIT/LESSONS	Marks	
		Half Yearly	Final
1.	Text book : AKIL MARSAL SANTALI SAOHET Part - I  Group B, Marks : 50, Time 2 hours. <b>Prose :</b>	✓	✓
	a) Jomak' b) Olimpik enec'		
2.	c) Khatao ar Kurumutu d) Dak' Dhiri		✓
3.	<b>Poetry :</b>	✓	✓
	a) Thakur Jiu b) Okoe		
4.	c) Somaj d) Er Aphor		✓
5.	Essay / Letter Writting	✓	✓
6.	Composition	✓	✓
	<b>Grand Total</b>	<b>100</b>	<b>100</b>

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

# SANTHALI (E)

## SUBJECT CODE - 25

**Class-X**  
**Full Marks-100**

**Time-3hours**  
**Pass Marks : 30**

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

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

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

*Textbook* : Akil Marsal Santali Saohet

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

**ARABIC (E)**  
**Subject Code - 28**  
***For High School***  
**Classes : IX & X**

Arabic is an important language spoken in a large area of the world. It is not only the mother tongue of the Middle-East and Gulf countries, but this language is also being used as official language in several Afro-Asian countries including the United Nations Organisation (UNO). In this modern period the Indian Government has given emphasis on practical Arabic learning in order to improve the diplomatic, economic and trade relations with the Arab countries. At present this language has got the status of modern international language used throughout the world. Arabic has also got its unique linguistic value being originated from the semitic group of languages.

The following are the main objectives of Arabic learning at Secondary Stage :

- (i) To get the pupils acquainted with preliminary knowledge of Arabic language.
- (ii) To generate the interest and curiosity to learn this language and to develop the creative aptitude of Arabic speaking and writing.
- (iii) To develop the basic rules of composition of the language specially in respect of correct writing.
- (iv) To develop the interactive and communicative skills of the students of Arabic learning.
- (v) To help the students to be acquainted with Arabic

words and phrases used in different Indian languages including Assamese and Bengali.

- (vi) To enable the students to appreciate the values of language and literature as well as to develop their moral sense and ethical behaviour.
- (vii) To harmonize the outlook and broaden the ideas in respect of society and culture.
- (viii) To develop the sense of national and international integrity and relations with the Arabic speaking countries.
- (ix) Finally, to have facilities of job opportunities in the national and international levels under the government as well as private sectors.



**ARABIC (E)**  
**Subject Code - 28**

**Class : IX**  
**Time : 3 hours**

**Full Marks- 100**  
**Pass Marks - 30**

	UNIT / LESSONS	Marks	
		Half Yearly	Annual
1	Alphabets & vocabularies: Lessons included (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>	✓	✓
2	<b>Prose :</b> Lessons included (vi) <u>Tahiya wa-Tahaduth</u> (vii) <u>Baiti</u> (ix) Mubina wa al-'Usfur (x) Amina wa Ummuha (xii) Dukkan al-Fawakihi	✓	✓
3	<b>Poetry :</b> Lessons included (vii) Nasidu Qittati (xi) Yam al- 'Id <b><u>Instructions :</u></b> Questions of all the 3 textual units are to be set covering all lessons in accordance with the model questions available in the Textbook. Stress should be given on Question-Answer in Arabic.		✓

	UNIT / LESSONS	Marks	
		Half Yearly	Annual
4	Textual grammar, Numerals and Composition : 1. <u>Noun (Ism): Singular and Plural</u> 2. <u>Pronoun (Damir) and its kinds</u> 3. Verb (Feil): <u>Madi</u> and Mudari‘ 4. <u>Particles (Huruf) and its uses</u> 5. Numerals (‘Adad) : upto ten 6. <u>Simple sentence making / Translation</u>	✓	✓
	<b>Instruction :</b> Grammatical questions are to be set from the model questions existing in different lessons of the Textbook.		
	<b>Total</b>	<b>100</b>	<b>100</b>

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

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

**Textbook : ARABI ADHYAYAN**  
**Pratham Bhag (For Class - IX)**  
**Published by : ASTPPC Ltd, Guwahati.**

# ARABIC (E)

## Subject Code - 28

**Class- X**  
**Time : 3 hours**

**Full Marks-100**  
**Pass Marks - 30**

	<b>UNIT / LESSONS</b>	<b>Marks</b>	
		Half Yearly	Final
1	<b>Prose :</b> Lessons included (i) <u>Minal Quranil Karim</u> (ii) <u>Minal Ahadithin Nababiyyah</u> (iii) <u>Ibnatun wa Ummuha</u>	✓	✓
2	<b>Prose :</b> Lessons included (v) <u>Al-Hamamatun wan-Namlah</u> (vi) <u>Manjarul Huqul</u> (vii) <u>‘Indat Tabib</u>	✓	✓
3	<b>Prose :</b> Lessons included (ix) Tawakkulun ‘ala Allah (x) Fil Funduq (xii) Rajulun wa-Namirun		✓
	<b><u>Instruction :</u></b> Questions of the units 1,2 & 3 are to be set covering all lessons in accordance with the model questions available in the Textbook. Stress should be given on Question-Answer in Arabic. 2 or 3 textual portions from different units are to be set for translation into mother tongue providing maximum 10 marks.		
4	<b>Poetry :</b> Lessons included (iv) <u>Sahibi al-Kitab</u>	✓	✓

	UNIT / LESSONS	Marks	
		Half Yearly	Final
	(viii) Nashidul ‘Amal (xi) Talimul Fatah		
	<b>Instructions :</b> Questions of the unit 4 are to be set in <u>the model of the</u> 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 from the grammar portion of class-IX may be asked (Mudari Majhul, Al Amar, An Nuhi, Sifat, Zins etc.)	✓	✓
	B. Composition : <u>Sentence making</u> / Passage writing / Simple Story writing / Letter writing/Short essay writing. C. Translation : (Unseen)	✓	✓
	A few numbers of sentences are to be set for <u>Translation</u> into Arabic.		
	<b>Total</b>	<b>100</b>	<b>100</b>

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

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

**Textbook : ARABI ADHYAYAN, Dwitiya Bhag**  
**(For Class - X), Published by : ASTPPC Ltd, Guwahati.**

**PERSIAN (E)**  
**SUBJECT CODE - 29**  
**CLASSES : IX & X**

**INTRODUCTION:**

Like Arabic and Sanskrit, Persian is also categorised under the classical group of languages. Persian being the language of Iran (originally Persia) is learnt by a good number of the people of West Asian countries including India. During the medieval period it was the court language of India and since then this language is taught in the schools and colleges of Assam.

**OBJECTIVES:**

- (i) To develop the basic knowledge of the language.
- (ii) To grow the desire and eagerness to learn the language and develop the skill of reading, writing and speaking.
- (iii) To make the pupils informed of the fact that the original stock of Indian languages are more or less the same. Persian being the sister language of Sanskrit plays a vital role in developing the Modern Indian Languages including Assamese.
- (iv) To harmonise the outlook of the pupils and broaden their ideas in the field of history and culture.
- (v) To develop the sense of fraternity and friendship with the Persian speaking countries

**COURSE CONTENT : FOR CLASS - IX**

**(A) TEXT LESSONS :**

The Textbook will have 20 lessons comprising of

Alphabets and its different shapes with pictorials, a package of language comprising of vocabularies and usage with meanings in Assamese, simple text for intensive and extensive reading of different disciplines like nature, hygiene, seasons, environment and morals, besides a text on functional Persian to enable the pupils to take part in conversation. Lessons may include pictorials, textual exercises, grammatical items and exercises for practising grammar and composition.

**(B) GRAMMATICAL COMPONENTS :**

Jumla and its kind, Adad and Zins, Masdar, Zamana, Mazi, Hal, Mastaqbil, Mozare, Amar, Nahi, Conjugation of Tense, construction of Persian sentences.

**(C) TRANSLATION OF UNSEEN SENTENCES :**

From English/Assamese into Persian.

**PERSIAN (E)**  
**SUBJECT CODE - 29**

**CLASS - IX**  
**Time : 3 hours**

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

Sl. No.	Content	UNIT / LESSONS	Marks	
			Half Yearly	Annual
A.	Prose	(i) <u>Lesson No. 1-10</u> (ii) Lesson No. 11-16, 17	✓	✓
B.	Poetry	(iii) Lesson No. 18-20		✓
C.	Grammar & Composition	(iv) <u>Jumla and its parts,</u> (v) <u>Adad and Zins</u> (vi) <u>Zamana, (Mazi, Hal &amp; Mustaqbil)</u> (vii) Ilm Saraf (viii) Construction of Simple Sentences (ix) <u>Masdar &amp; Mozare</u>	✓	✓
D.	<u>Translation</u>	(x) <u>Unseen sentences into Persian</u>	✓	✓
		<b>Total</b>	<b>100</b>	<b>100</b>

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

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

**TEXTBOOK : DARS-I-FARSI (FARSI PATH)**  
**JALD-AWWAL (PRATHAM BHAG)**

# **PERSIAN (E)**

**Subject Code - 29**

## **COURSE CONTENT : FOR CLASS - X**

### **(A) PROSE & POETRY :**

The textbook comprising of prose and poetry covering about 110 pages is to be prescribed for class X. The prose section should contain maximum of ten lessons of stories and articles of both classical and modern writers while six or seven poems may be included in the poetry section. The lessons should be prepared in simple language and more emphasis should be given on moral and educative values.

The essential elements of Persian grammar and composition should be properly dealt with and discussed in each and every lesson. Annotations of difficult vocabularies, model questions and exercises should also be given after the lessons.

Moreover, in order to enhance the knowledge of vocabularies, phrases and idioms, synonyms, antonyms etc. may be provided for extensive reading. The pupils may be acquainted with the short biographies of poets and writers in simple Persian.

### **(B) GRAMMATICAL COMPONENTS :**

- (i) Ism and its kinds
- (ii) Adad and Zins
- (iii) Jumla and its kinds

- (iv) Feil, Fayel & Ma'ful
- (v) Masdar & Muzare
- (vi) Zamana (Mazi, Hal, Mustaqbil)
- (vii) Saraf-i-zamana
- (viii) Amar, Nahi, Nafi
- (ix) Paswand & peswand
- (x) Mutradif & Mutazad
- (xi) Construction of simple sentences in Persian

**(C) Translation of Unseen Sentences into Persian.**

**PERSIAN (E)**  
**SUBJECT CODE - 29**

**CLASS - X**  
**Time : 3 hours**

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

	UNIT / LESSONS	Marks	
		Half Yearly	Final
	<b>Prose</b>		
1.	(i) <u>Hekayat-i-Naushir wan</u> (ii) <u>Hekayat -i- Nabina</u> (iii) <u>Hekayat-i-Du Rafiq wa Khar</u>	✓	✓
2.	(iv) <u>Hekayat-i-Gusphand Dar wa shuban</u> (v) <u>Dastan-i-Parwaz</u>	✓	✓
3.	(vi) <u>Nauruj</u> (vii) <u>Firdausi</u>	✓	✓
4.	(viii) <u>Atish</u> (ix) <u>Ahu, Mush wa Aqab</u>		✓
	<b>Poetry</b>		
5.	(x) <u>Munazat</u> (xi) <u>Gariya-i-Aflatun az sitayish-i- nadan</u>	✓	✓
6.	(xii) <u>Dar Arzoo-i-Tu Basham</u> (xiii) <u>Chashma wa Sang</u>		✓
7.	(xiv) <u>Ashk-i-yatim</u> (xv) <u>Rubah wa Jag</u>		✓
8.	<b>Biography</b> (xvi) Short biography on poets and writers		✓

	UNIT / LESSONS	Marks	
		Half Yearly	Final
9.	<b>Grammar &amp; Composition</b> 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 &amp; Ma'ful</u> , <u>Masdar &amp; Muzare</u> , <u>Zamana</u> (Mazi, Ha' 1, Mustaqbil) Saraf-i-zamana, <u>Amar</u> , <u>Nahi</u> , <u>Nafi</u> , Paswand -o-peshwand, <u>Mutrarif &amp; Mutazad</u> , construction of simple sentences.	✓	✓
10.	<b>Translation</b> <u>Translation</u> of unseen sentences into Persian	✓	✓
	<b>Total</b>	<b>100</b>	<b>100</b>

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

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

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



# COMMERCE (E)

SUBJECT CODE - 55

THEORY

**CLASS - IX**

**Theory : 70**

**Practical : 30**

**Pass Marks : 21**

**Time : 2 hours**

**Pass Marks : 9**

## VISION

To aware about the basic knowledge of commerce in school level and generate interest among the students towards the commerce stream.

## MISSION

- I. To give an idea about different subjects of commerce in school standard.
- II. To enhance the knowledge of commerce & importance of commerce education in today's world.
- III. To enable students to choose and build future prospects & career in commerce.
- IV. To attract students towards commerce education by giving simple & easy course structure of different commerce subjects.
- V. The growth of the commerce education directly contributes to the economic growth of the country. The inclusion of commerce education in school standard will be a new horizon to our education system.

Sl. No.	Unit	LESSONS	Marks
1.	Unit-I	<b><u>Chapter-1 : Business Studies</u></b> <b>Foundation of Business</b> Economic Activities, Non-economic Activities Classification of Economic Activities, Business, Characteristics of Business,	



Sl. No.	Unit	LESSONS	Marks
3.	Unit-II	Objectives of Accounting, Process/Stages of Accounting, Functions of Accounting, Difference between Accounting and Book-keeping, Advantages of Accounting, Limitations of Accounting, Accountancy, Accounting Cycle, Phases/Steps of Accounting	
		<b>Accounting Principles &amp; Concepts</b> Accounting Concept, Business Entity, Concept, Going concern Concept, Money Measurement Concept, Cost Concept, Dual Aspect Concept, Realisation Concept (Revenue Recognition Concept), Accrual Concept, Accounting Period Concept, Matching Concept	
	Unit-III	<b>Basic Accounting Terminology</b> Transactions, Goods, Services, Book-keeping Journal, Ledger, Capital, Drawings, Assets, Liabilities, Debtors, Creditors, Investment, Revenue, Expenses, Profit, Loss, Stock, Discount, Cost	
Unit-I	<b>Chapter-3 : Banking</b> <b>Basic Concept of Banking</b> Introduction Evolution of Indian Banking System, Definition of Bank, Banking, Characteristics/		

Sl. No.	Unit	LESSONS	Marks
4.	<p data-bbox="270 655 342 687">Unit-I</p> <p data-bbox="263 1091 350 1123">Unit-II</p>	<p data-bbox="386 180 784 596">features of Banking, Functions of Banking (Primary functions) Functions of Banking (Secondary functions), e-Banking, Central Bank, Commercial Bank, Development Banks, Investment Bank/Industrial Bank, Co-operative Bank (Regional Rural Bank/ Agricultural Bank), Non-Banking Financial Company, Exchange Banks</p> <p data-bbox="386 612 674 644"><b><u>Chapter-4 : Insurance</u></b></p> <p data-bbox="386 660 721 692"><b>Introduction to Insurance</b></p> <p data-bbox="386 700 784 1075">Introduction, Characteristics of Insurance, Types of Insurance- Life Insurance, General Insurance, Fire Insurance, Theft Insurance, Marine Insurance, Principles of Insurance, Principle of Utmost Good faith, Principle of Insurable Interest, Principle of Indemnity, Principle of Warranty, Advantages of Insurance</p> <p data-bbox="386 1091 773 1123"><b>Basic Insurance Terminology</b></p> <p data-bbox="386 1131 784 1394">Insured, Insurer, Insurance Assurance, Premium, Indemnity, Utmost good Faith, Insurable Interest, Contribution, Reinsurance Peril, Agent, Broker, Claim, Warranty Risk, Grace period, Assurance</p> <p data-bbox="386 1410 514 1442"><b>Appendix</b></p>	

# COMMERCE

## SYLLABUS FOR CLASS IX

<b>CHAPTER-1 : BUSINESS STUDIES</b>		
Unit-I	Foundation of Business	
Unit-II	Business Organisation	
Unit-III	Present Modes of Business	
<b>CHAPTER-2 : INTRODUCTION TO BOOK-KEEPING AND ACCOUNTANCY</b>		
Unit-I	Meaning & Objectives	
Unit-II	Accounting Principles & Concepts	
Unit-III	Basic Accounting Terminology	
<b>CHAPTER-3 : BANKING</b>		
Unit-I	Basic Concept of Banking	
<b>CHAPTER-4 : INSURANCE</b>		
Unit-I	Introduction to Insurance	
Unit-II	Basic Insurance Terminology	

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

**MARKS DISTRIBUTION FOR CLASS IX****THEORY**

<b>S. No.</b>	<b>Chapter Section</b>	<b>H.Y.</b>	<b>Annual</b>
1.	Business Studies	✓	✓
2.	Book-keeping & Accountancy	✓	✓
3.	Banking		✓
4.	Insurance		✓
	<b>Total</b>	<b>70</b>	<b>70</b>

**PRACTICAL**

<b>S. No.</b>	<b>Chapter Section</b>	<b>H.Y.</b>	<b>Annual</b>
1.	Project Report on a retailer working In the location school	✓	✓
2.	Classroom assignments & activities	✓	✓
3.	Project Report on transport facilities Available in the location of student		✓
4.	Project report on economic activities like fishery, poultry, vegetables, Dairy etc. working in the location of student.		✓
	<b>Total</b>	<b>30</b>	<b>30</b>

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

# COMMERCE (E)

SUBJECT CODE - 55  
THEORY

CLASS - X  
Theory : 70  
Practical : 30

Pass Marks : 21  
Time : 2 hours  
Pass Marks : 9

Sl. No.		UNIT / LESSONS	Marks
1.	Unit-I	<b><u>CHAPTER 1: BUSINESS STUDIES</u></b> Company business Meaning of Company Characteristics of Company Advantages of Company Disadvantages of Company	
	Unit-II	Management Introduction Management v/s Administration Importance of Management Levels of Management Role of Manager	
	Unit-III	Entrepreneurship Introduction Role and importance of entrepreneurship Qualities of an entrepreneur	
2.	Unit-I	<b><u>CHAPTER 2: BANKING AND FINANCE</u></b> Opening of bank account Introduction	



Sl. No.		UNIT / LESSONS	Marks
	<p data-bbox="263 528 347 560">Unit-II</p> <p data-bbox="263 1246 347 1278">Unit-III</p>	<p data-bbox="390 180 779 507">           Characteristics of Book-Keeping            Process/Steps of Book-Keeping            Objectives of Book-Keeping            Advantages of Book-Keeping            Meaning of Accounting            Characteristics of Accounting            Objectives of Accounting            Book-keeping and Accounting         </p> <p data-bbox="390 528 779 1225">           Recording in the books            Introduction            Source documents            Journal            Double Entry System of Book-keeping            Journalizing            Rules of Debit and Credit            Suitability of Modern/American approach of Book-Keeping over Traditional/English approach            Subsidiary Books            Ledger            Rules for posting transactions in Ledger            Balancing of Ledger account            Trial Balance         </p> <p data-bbox="390 1246 721 1449">           Receipts and Payments            Meaning of Receipts and Payments            Not-for-Profit Organisation            Preparation of receipts and         </p>	

Sl. No.		UNIT / LESSONS	Marks
		payments account Characteristics of receipts and payments account Cash book Difference between Cash Book and Cash account Characteristics of Cash book Types of Cash book Single Column Cash book Balancing of Cash book Career prospects/job opportunities in Accountancy Appendix for practical + sample questions	

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

## COMMERCE

### SYLLABUS FOR CLASS X

<b>CHAPTER-1 : BUSINESS STUDIES : 30 Marks</b>		
Unit-I	Company Business	
Unit-II	Management	
Unit-III	Entrepreneurship	
<b>CHAPTER-2 : BANKING AND FINANCE : 20 Marks</b>		
Unit-I	Opening of Bank Account	
Unit-II	Negotiable instruments	
Unit-III	Sources of Finance	
Unit-IV	Insurance Agents	
<b>CHAPTER-3 : BOOK-KEEPING AND ACCOUNTING : 20 Marks</b>		
Unit-I	Introduction	
Unit-II	Recording in the Books	
Unit-III	Receipts and Payments	

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

**MARKS DISTRIBUTION FOR CLASS X****THEORY**

<b>S. No.</b>	<b>Chapter Section</b>	<b>Half Yearly</b>	<b>Annual</b>
1.	Business Studies	✓	✓
2.	Banking & Finance	✓	✓
3.	Booking Keeping and Accounting		✓
<b>Total</b>		<b>70</b>	<b>70</b>

**PRACTICAL**

<b>S. No.</b>	<b>Chapter Section</b>	<b>Half Yearly</b>	<b>Annual</b>
1.	Project Report on steps of registering a business firm (company/partnership/cooperative/government company/HUF/sole-proprietorship)	✓	✓
2.	Case study on profile of a successful entrepreneur	✓	✓
3.	Project Report on steps involved in opening different types of bank account (current/ savings / recurring account)		✓
4.	Project Report on estimation of capital requirements for starting a business (any business type)		✓
<b>Total</b>		<b>30</b>	<b>30</b>

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

# Subject : Yoga and Physical Education (E)

## Subject Code : 62, Class - IX

### Objectives of the Subject

The Yoga is a Vedic tradition first found in *Rig Veda*. The great sage *Maharishi Patanjali* developed yoga as a system of purifying mind body and spirit through his great work *Patanjal Yoga Darsana*. In fact yoga is a scientific life style to manage total health. The objectives of yoga at Classes IX and X are given below.

1. To enable the children to realize ancient Indian value system.
2. To make the children learn the truth that the human body is a part of the nature and the universe.
3. To make them aware that healthy mind rests in healthy body and health is the wealth.
4. To utilize Yoga as a therapy for mental stress, anxiety, depression and mental ailments.
5. To utilize yoga to develop memory, thinking and retaining power.
6. To develop confidence, perseverance, attention, interest, creativity and hard working power in children.
7. To make the children learn that the practice of yoga is a practice of mind to understand brotherhood, love, respect, unity and empathy.
8. Yoga is a science of physical and mental wellbeing and physical education. It is to be inculcated to build ourselves and a skilled healthy nation.

### Syllabus for Class IX

S/N	Chapter	Content for 1st Six Months (Semester)	Marks
		<b>THEORY</b>	<b>50</b>
1	Introduction to Yoga	Indus Valley ( <i>Sindhu</i> ) Civilization, Veda-Upanisada, Mahabhararata, Background of Yoga-Maharishi Patanjali, usefulness of yoga	
2	Yoga Science	Asana : Definition, Classification, Mudra etc-rule of practice and benefits	
3	Food and Human Body	Food; its classification-balance diet, seasonal food, effects of food on body and mind, list of everyday foods and calorie values.	

Unit Test-1

Sl. No.	Chapter	Content for first Six Months (Semester)	Marks
		<b>PRACTICAL</b>	<b>50</b>
1	Joint ( <i>Sandhi</i> ) Exercise	Pasini, Janu, Uru, Kati, Skandha, Kilakuti, Moni, Anguli, Greeva, Meru sandhi	
2	Preparation for Asana	First to Eighth (Action 1 to 8) action	
3	Asana	Tarasana, Ardhakatichakrasana, Brikshasana, Sasakasana, Ustrasana, Janusirasana, Padmasana, Bhujangasana, Halasana	
4	Mudra and Bandha	Yoga and <i>Biparit karani mudra</i>	
5	Dhyana	Mouna dhyana, bhramari dhvani	
		<b>Total</b>	<b>100</b>

Sl. No.	Chapter	Content for 2nd Six Months (Semester)	Marks
		<b>THEORY</b>	<b>50</b>
1	Introduction to Yoga	Concept of yoga-Jnana yoga, Bhakti yoga Karma yoga, Introduction to Patanjali's Yogasutra etc.	
2	Yoga Science	Aerobics (Bayu), Pranayam and its benefits	
3	Food and Human body	Health and wellbeing, Body-mass index, blood pressure, body temperature, respiration etc.	
		<b>PRACTICAL</b>	
1	Yoga Exercise	Yoga exercises from Yogabyayam-1 to Yogabyayam-9	
2	Preparation for Pranayama	Agnisar, Udghat, Bhastrika, Batsar Kapalbhathi, Udariya swasan, Bakshiya swasan, Greeva and Yougik swasan (respiration)	
3	Asana	Padahastasana, Trikonasana, Sasangasana, Supta brajasana, Simhasana, Ardhamatchyendrasana, Sirsasana, Pavanmuktasana, Uttan padasana, Salabhasana, Dhanurasana	

Unit Test-2

<b>Sl. No.</b>	<b>Chapter</b>	<b>Content for first Six Months (Semester)</b>	<b>Marks</b>
4	Mudra and Bandha	Maha, Aswini and Mahabandha mudra	
5	Dhyana	Sthula dhyana, Preksha dhyana	
		<b>Total</b>	<b>100</b>

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

# **Subject : Yoga and Physical Education (E)**

## **Subject Code : 62, Class- X**

### **Objective of the Subject**

The Yoga is Vedic tradition first found in *Rig Veda*. The great sage *Maharishi Patanjali* developed yoga as a system of purifying mind body spirit Through his great work *Patanjali Yoga Darsana*. In fact yoga is a scientific life style to manage total health. The objective of yoga at Classes IX and X are given below.

1. To enable the children to realize ancient Indian value systemm.
2. To make the children learn the truth that the human body is a part of the nature and the universe.
3. To make them aware that healthy mind rests in healthy body and health is wealth.
4. To utilize Yoga as a therapy for mental stress. anxiety, depression and mental ailments.
5. To utilize Yoga to develop memory, thinking and retaining power.
6. To develop confidence, perseverance, attention, interest, creativity and hard working power in children.
7. To make the children learn that the practice of yoga is a practice of mind to understand brotherhood, love, respect, unity and empathy.
8. Yoga is science of physical and mental wellbeing and physical education. It is to be inculcated to build ourselves and a skilled healthy nation.

## Syllabus for Class X

S/N	Chapter	Content for 1st Six Months (Semester)	Marks
		<b>THEORY</b>	<b>50</b>
1	Introduction to Yoga	: Relieving measure of Chitta Vritti : Astanga Yoga : Tama, Niyama, Asana, Pranayana, Pratyahara, Dharana, Dhyana and Samadhi.  : Yama: Ahimsa, Satya, Asteya, Brahmacharya, Aparigraha.  : Niyama : Shauca, Santosha, Tapah, Swadhyaya, Ishwarapranidhara	
2	Yoga Science	: Difference between Yoga Modelities and Exercises,  : Dhyana: Sthuladhyana, Jyotirdhyana, Nadanusandhana : Satkarma and their classifications.	
3	Food and Human Body	: Ayurveda; Saptadhatu  : Exclaratory System : Sweda, Mala, Mutra and their deseases  : Muscular system; Bones, Joints and Their functions  : Digestive System : Liver, Gall bladder, peneceas and their deseases.	

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

## Syllabus for Class X

S/N	Chapter	Content for 1st Six Months (Semester)	Marks
		<b>PRACTICAL</b>	<b>50</b>
1	Surya Namaskar	: Surya Namaskar - 12 times	
2	Asana	: Paribritta Trikonasana, Sankatasana, Utthita Padmasana, Anjanasana, Bhadrasana, Pachimuttanasana, Bhadrasana, Naukasana, Dhanurasana, Hansasana, Setubandhasana	
3	Pranayama	: Nadishuddhi, Vedic Pranayama	
4	Mudra and Bandha	: Mahabandha Mudra, Mahabedha Mudra, Uddiyanbandha Mudra	
5	Trataka	: Nasikagra Trataka, Angustha Trataka, Dakshinayatra Trataka, Bamayatra Trataka.	
6	Dhyana	: Jyotidhyana, Sakshibhavadhyana	

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

## Syllabus for Class X

S/N	Chapter	Content for 2nd Six Months (Semester)	Marks
		<b>THEORY</b>	<b>50</b>
1	Introduction to Yoga	<p>: Gheranda Samhita : Ghata, Saptasadhana</p> <p>: Sudhana, Drirhata, Sthairya, Dhairya, Laghava, Pratyaksha and Nirlipta.</p> <p>: Hathayaga Pradipika : Place of Practices, Obstacles of Yoga, Assistance of Yoga, Criteria and Symptoms of Hathayoga Siddhi.</p> <p>: Nadi Chakra : Ida, Pingala and Sushumna Nadi, Muldhara, Swadhisthana, Manipura, Anarata Vishuddha, Ajna, Sahasrara</p>	
2	Yoga Science	<p>: Dhyana : 1. Prekshadhyana 2. Sakshibhavadhyana</p> <p>: Activities of every division of satkarma and their benefits.</p> <p>: Jalneti, Bamanadhouti, Sahaj Bastikriya.</p>	
3	Food and Human Body	<p>: Respiratory system : Lungs</p> <p>: Blood circulatory system : Heart</p> <p>: Endrocrine Gland : Pineal, Pituitary, Thyroid, Parathyroid, Thymus, Adrinal.</p> <p>: Naturopathy</p>	

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

## Syllabus for Class X

S/N	Chapter	Content for 2nd Six Months (Semester)	Marks
		<b>PRACTICAL</b>	<b>50</b>
1	Surya Namaskar	: Surya Namaskar - 12 times with Mantra	
2	Asana	: Parshakonasana, Birabhadrasana, Garudasana, Aakarnadhanurasana-2, Matsyasana, Ardha-Matsyendrasana, Ardha-Chakrasana, Hastanabhisana, Mayurasana, Sarbargasana	
3	Pranayama	: Suryaveda Pranayama, Shitali Pranayama, Sitkari Pranayama.	
4	Mudra and Bandha	: MahaMudra	
5	Dhyana	: Shabda Dhyana, Nadasandhana	
6	Satkarma	: Jalneti	

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

# **SYLLABUS : ARTIFICIAL INTELLIGENCE & ROBOTICS (E)**

**CLASS: IX**

**SUBJECT CODE: 63**

## **UNIT TEST -I (THEORY)**

<b>UNIT</b>	<b>SESSION</b>	<b>MARKS</b>
1	1,2,3,4	25
2	1,2	20
5	1,2	5
	<b>TOTAL</b>	<b>50 marks</b>

## **HALF YEARLY EXAM (THEORY)**

<b>UNIT</b>	<b>SESSION</b>	<b>MARKS</b>
1	1,2,3,4,5,6	20
2	1,2,3	20
5	1,2	10
	<b>TOTAL</b>	<b>50 marks</b>

## **HALF YEARLY EXAM (PRACTICAL)**

<b>UNIT</b>	<b>SESSION</b>	<b>MARKS</b>
2	3	20
5	1,2	30
	<b>TOTAL</b>	<b>50 marks</b>

## **UNIT TEST -II (THEORY)**

<b>UNIT</b>	<b>SESSION</b>	<b>MARKS</b>
1	7,8,9	30
4	1,2	20
	<b>TOTAL</b>	<b>50 marks</b>

## ANNUAL EXAM (THEORY)

UNIT		MARKS
1	AI, REFLECTION, PROJECT CYCLE AND ETHICS	20
2	DATA LITERACY	10
4	INTRODUCTION TO GENERATIVE AI	10
5	INTRODUCTION TO PYTHON	10
TOTAL		50 marks

## ANNUAL EXAM (PRACTICAL)

UNIT	SESSION		MARKS
2	2	ACQUIRING DATA, PROCESSING, AND INTERPRETING DATA	5
2	3	PROJECT INTERACTIVE DATA DASHBOARD AND PRESENTATION	10
5	1,2,3	INTRODUCTION TO PYTHON	35
TOTAL			50 marks

**TEXTBOOK:** Artificial Intelligence (A Textbook of Class IX), author Sumita Arora, published by Dhanpat Rai & Co. (Pvt.) Ltd.

N.B.: Unit 3 of the Textbook is not necessary.

# **SYLLABUS : ARTIFICIAL INTELLIGENCE & ROBOTICS (E)**

**CLASS: X**

**SUBJECT CODE: 63**

**UNIT TEST – I (THEORY)**

UNIT	SESSION	MARKS
1	1,2,3,4,5	15
2	1,2,3,4	20
3	1	15
<b>TOTAL</b>		<b>50 marks</b>

**HALF YEARLY EXAM (THEORY)**

UNIT	SESSION	MARKS
1	1,2,3,4,5	10
2	1,2,3,4	10
3	1,2,3,4	15
7	1,2,3	5
<b>TOTAL</b>		<b>50 marks</b>

**HALF YEARLY EXAM (PRACTICAL)**

UNIT	SESSION	MARKS
3	2,3	20
7	1,2,3	30
<b>TOTAL</b>		<b>50 marks</b>

**UNIT TEST – II (THEORY)**

UNIT	SESSION	MARKS
5	1,2,3,4	30
6	1,2,3	20
<b>TOTAL</b>		<b>50 marks</b>

**ANNUAL EXAM (THEORY)**

UNIT		MARKS
1	Revisiting AI Project Cycle & Ethical Frameworks for AI	5
2	Advanced Concepts of Modelling in AI	10
3	Evaluating Models	10
5	Computer Vision	10
6	Natural Language Processing	10
7	Advance Python	5
<b>TOTAL</b>		<b>50 marks</b>

**ANNUAL EXAM (PRACTICAL)**

UNIT	SESSION	MARKS
5	2,3	15
6	4	10
7	1,2,3,4	25
<b>TOTAL</b>		<b>50 marks</b>

**TEXTBOOK:** Artificial Intelligence (A Textbook of Class X), author Sumita Arora, published by Dhanpat Rai & Co. (Pvt.) Ltd.

**N.B.:** Unit 4 of the Textbook is not necessary.

**NSQF Course Content for the Session 2025-26**  
**Subject/Sector : Retail, NSQF (E), Subject Code : 49**  
**Class IX**  
**Job Role : Store Operations Assistant**

Units		Max. Marks for Theory : 50 Practical : 50 Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills -I	
	Unit 2: Self-management Skills -I	
	Unit 3: Information and Communication Technology Skills - I	
	Unit 4: Entrepreneurial Skills - I	
	Unit 5: Green Skills - I	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Introduction to Retailing	
	Unit 2: Receiving and Storage of Goods	
	Unit 3: Stock Levels in Storage	
	Unit 4: Customer Service	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voce	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26**  
**Subject/Sector : IT-ITeS, NSQF (E), Subject Code : 50**  
**Class IX**  
**Job Role : Domestic Data Entry Operator**

	Units	Max. Marks for
		Theory : 50 Practical : 50 Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills	
	Unit 2: Self-management Skills	
	Unit 3: Basic ICT Skills	
	Unit 4: Entrepreneurial Skills	
	Unit 5: Green Skills	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Introduction to IT-ITeS Industry	
	Unit 2: Data Entry and Keyboarding Skills	
	Unit 3: Digital Documentation (Elementary)	
	Unit 4: Electronic Spreadsheet (Elementary)	
	Unit 5: Digital Presentation	
	<b>Total</b>	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
	<b>Total</b>	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/ Student Portfolio	
	Viva Voce	
	<b>Total</b>	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total Hours</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26**  
**Subject/Sector : Agriculture & Horticulture, NSQF (E)**  
**Subject Code : 53**  
**Class IX**  
**Job Role : Solanaceous Crop Cultivator**

Units		Max. Marks for
		Theory : 50 Practical : 50 Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills-I	
	Unit 2: Self-management Skills-I	
	Unit 3: Information and Communication Technology Skills-I	
	Unit 4: Entrepreneurial Skills-I	
	Unit 5: Green Skills-I	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Introduction to Horticulture	
	Unit 2: Seed selection and seedling production	
	Unit 3: Soil preparation and transplanting	
	Unit 4: Nutrient management in vegetable crops	
	<b>Total</b>	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
	<b>Total</b>	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voce	
	<b>Total</b>	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	
	<b>Grand Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2024-25**  
**Subject/Sector : Electronics and Hardware, NSQF (E)**  
**Subject Code : 60**  
**Class IX**  
**Job Role : Field Technician-Other Home Appliances**

	Units	Max. Marks for
		Theory : 50
		Practical : 50
		Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills	
	Unit 2: Self-management Skills	
	Unit 3: Basic ICT Skills	
	Unit 4: Entrepreneurial Skills	
	Unit 5: Green Skills	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Basics of Electrical and Electronics	
	Unit 2: Electronic Components	
	Unit 3: Tools and Equipment	
	Unit 4: Installation of Water Purifier	
	Unit 5: Repair and Maintenance of Water purifier	
	Unit 6: Maintain Health and Safety	
	<b>Total</b>	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
	<b>Total</b>	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/ Student Portfolio	
	Viva Voce	
	<b>Total</b>	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	

\* Questions from each Unit/Lesson will carry marks 2-10.

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26**  
**Subject/Sector : Tourism and Hospitality, NSQF (E)**  
**Subject Code : 54, Class IX**  
**Job Role : Food and Beverage Service Trainee**

	Units	Max. Marks for
		Theory : 50 Practical : 50 Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills – I	
	Unit 2: Self-management Skills – I	
	Unit 3: Information and Communication Technology Skills – I	
	Unit 4: Entrepreneurial Skills – I	
	Unit 5: Green Skills – I	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Introduction to Tourism and Hospitality Industry	
	Unit 2: Classification of Catering Industry	
	Unit 3: Preparation for Food and Beverage Service Operations	
	Unit 4: Food and beverage service operation	
	Unit 5: After - dining activities	
	Unit 6: Communication with customers and colleagues	
	<b>Total</b>	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
	<b>Total</b>	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voce	
	<b>Total</b>	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26**  
**Subject/Sector : Beauty and Wellness, NSQF (E)**  
**Subject Code : 57**  
**Class IX**  
**Job Role : Assistant Beauty Therapist**

	Units	Max. Marks for
		Theory : 50
		Practical : 50
		Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills – I	
	Unit 2: Self-management Skills – I	
	Unit 3: Information and Communication Technology Skills – I	
	Unit 4: Entrepreneurial Skills – I	
	Unit 5: Green Skills – I	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Introduction to Beauty and Wellness Industry and Beauty Therapy	
	Unit 2: Manicure, Pedicure and Mehendi Services	
	Unit 3: Hair Care	
	<b>Total</b>	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
	<b>Total</b>	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voce	
	<b>Total</b>	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26**  
**Subject/Sector : Automotive (Engineering and**  
**Technology), NSQF (E), Subject Code : 59**  
**Class IX**  
**Job Role : Auto Service Technician**

Units		Max. Marks for
		Theory : 50
		Practical : 50
		Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills-I	
	Unit 2: Self-management Skills-I	
	Unit 3: Information and Communication Technology Skills-I	
	Unit 4: Entrepreneurial Skills-I	
	Unit 5: Green Skills-I	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: History and Evolution of Automobiles	
	Unit 2: Various types of Automobiles	
	Unit 3: Major Systems & Components of an Automobile	
	Unit 4: Road Safety	
	Unit 5: Health, Hygiene and Environment	
	Unit 6: Introduction to Vehicle Maintenance & Servicing	
	Unit 7: Innovations & Developments in Automobiles	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voce	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26**  
**Subject/Sector : Apparel, Made-Ups and Home Furnishing**  
**NSQF(E), Subject Code : 64**  
**Class : IX**  
**Job Role : Sewing Machine Operator**

	Units	Max. Marks for
		Theory : 50
		Practical : 50
		Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills – I	
	Unit 2: Self-management Skills – I	
	Unit 3: Information and Communication Technology Skills – I	
	Unit 4: Entrepreneurial Skills – I	
	Unit 5: Green Skills – I	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Introduction to Sewing Machine	
	Unit 2: Sewing Tools and Sewing Machine Operations	
	Unit 3: Basics of Garment Construction	
	Unit 4: Care and Maintenance of Sewing Machine	
	Unit 5: Hazard in industry and Safety Measures	
	<b>Total</b>	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
	<b>Total</b>	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voce	
	<b>Total</b>	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	
	<b>Grand Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26**  
**Subject/Sector : Agriculture Dairy Worker**  
**NSQF (E)**  
**Subject Code : 61, Class IX**  
**Job Role : Animal Health Worker**

Units		Max. Marks for
		Theory : 50
		Practical : 50
		Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
1.	Communication Skills	
2.	Self-management Skills	
3.	Information and Communication Technology Skills	
4.	Entrepreneurial Skills	
5.	Green Skills	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
6.	Overview of Dairy Farming in India	
7.	Breeds of Dairy Animals	
8.	Livestock Housing Systems-	
9.	Transfer of Livestock to another Location	
10.	Feeding and Watering for Livestock	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voce	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26**  
**Subject/Sector : Health Care, NSQF (E)**  
**Subject Code : 52, Class IX**  
**Job Role : Home Health Aide-Inductee/Trainee**

Units		Max. Marks for
		Theory : 50
		Practical : 50
		Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills – I	
	Unit 2: Self-management Skills – I	
	Unit 3: Information and Communication Technology Skills – I	
	Unit 4: Entrepreneurship Development – I	
	Unit 5: Green Skills – I	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Human Body Structure and Functions	
	Unit 2: Health Care Delivery System	
	Unit 3: Role of Home Health Aid	
	Unit 4: Personal Hygiene and First -Aid	
	Unit 5: Primary Health Care and Emergency Medical Response	
	<b>Total</b>	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voice	
	<b>Total</b>	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voice	
	<b>Total</b>	
<b>Part E</b>	<b>Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26  
and HSLC Examination, 2026**  
**Subject/Sector : Retail, NSQF (E), Subject Code : 49**  
**Class X**  
**Job Role : Store Operations Assistant**

Units		Max. Marks for
		Theory : 50 Practical : 50 Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills - II	
	Unit 2: Self-management Skills - II	
	Unit 3: Information and Communication Technology Skills – II	
	Unit 4: Entrepreneurial Skills – II	
	Unit 5: Green Skills – II	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Retail Store Operations	
	Unit 2: Delivery of Goods	
	Unit 3: Health and Safety Practices	
	Unit 4: Work in Team & Organization	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voce	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26  
and HSLC Examination, 2026**  
**Subject/Sector : IT-ITeS, NSQF (E), Subject Code : 50**  
**Class X**  
**Job Role : Domestic Data Entry Operator**

	Units	Max. Marks for Theory : 50 Practical : 50 Total : 100
Part A	Employability Skills	
	Communication Skills	
	Self-management Skills	
	Basic ICT Skills	
	Entrepreneurial Skills	
	Green Skills	
	Total	
Part B	Vocational Skills	
	Unit 1: Digital Documentation (Advanced)	
	Unit 2: Electronic Spreadsheet (Advanced)	
	Unit 3: Database Management System	
	Unit 4: Maintain Health, Safety and Secure Working Environment	
	Total	
Part C	Practical Work	
	Practical Examination	
	Written Test	
	Viva Voce	
	Total	
Part D	Project Work/Field Visit	
	Practical File/ Student Portfolio	
	Viva Voce	
	Total	
Part E	Continuous and Comprehensive Evaluation (CCE)	
	Total	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26  
and HSLC Examination, 2026**

**Subject/Sector : Health Care, NSQF (E)**

**Subject Code : 52, Class X**

**Job Role : Home Health Aide-Inductee/Trainee**

Units		Max. Marks for
		Theory : 50
		Practical : 50
		Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills – II	
	Unit 2: Self-management Skills – II	
	Unit 3: Information and Communication Technology Skills – II	
	Unit 4: Entrepreneurship Development – II	
	Unit 5: Green Skills – II	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Immunization	
	Unit 2: Drug Administration and Physiotherapy	
	Unit 3: Geriatric and Child Care	
	Unit 4: Prevention and Control Infection in Home Setting	
	Unit 5: Bio - Medical Waste Management	
	<b>Total</b>	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voice	
	<b>Total</b>	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voice	
	<b>Total</b>	
<b>Part E</b>	<b>Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26  
and HSLC Examination, 2026**  
**Subject/Sector : Agriculture & Horticulture, NSQF (E)**  
**Subject Code : 53, Class X**  
**Job Role : Solanaceous Crop Cultivator**

	Units	Max. Marks for
		Theory : 50
		Practical : 50
		Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills – II	
	Unit 2: Self-management Skills – II	
	Unit 3: Information and Communication Technology Skills – II	
	Unit 4: Entrepreneurial Skills – II	
	Unit 5: Green Skills – II	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Irrigation management in vegetable crops	
	Unit 2: Weed control and management in vegetable crops	
	Unit 3: Integrated pest and disease management in vegetable crops	
	Unit 4: Harvest and post harvest management in Solanaceous crop	
	Unit 5: Occupational Health, Hygiene and First Aid Practices	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
	<b>Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

	Units	<b>Max. Marks for</b>
		Theory : 50
		Practical : 50
		Total : 100
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	10
	Viva Voce	05
	<b>Total</b>	<b>15</b>
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	<b>10</b>
	<b>Grand Total</b>	<b>100</b>

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26  
and HSLC Examination, 2026**  
**Subject/Sector : Tourism and Hospitality, NSQF (E),**  
**Subject Code : 54, Class X**  
**Job Role : Food and Beverage Service Trainee**

	Units	Max. Marks for	
		Theory : 50	Practical : 50
		Total : 100	
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills – II		
	Unit 2: Self-management Skills – II		
	Unit 3: Information and Communication Technology Skills – II		
	Unit 4: Entrepreneurial Skills – II		
	Unit 5: Green Skills – II		
	<b>Total</b>		
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Customer - Centric Service		
	Unit 2: Etiquette And Hospitable Conduct		
	Unit 3: Gender and Age Sensitive Service Practices		
	Unit 4: IPR of organization and customer		
	Unit 5: Health and Hygiene		
	Unit 6: Safety at Workplace		
	Unit 7: Learn a foreign or local language(s) including English		
	<b>Total</b>		
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination		
	Written Test		
	Viva Voce		
	<b>Total</b>		
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio		
	Viva Voce		
	<b>Total</b>		
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>		
	<b>Total</b>		
	<b>Grand Total</b>		

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26  
and HSLC Examination, 2026**

**Subject/Sector : Beauty and Wellness, NSQF (E)**

**Subject Code : 57, Class X**

**Job Role : Assistant Beauty Therapist**

	Units	Max. Marks for
		Theory : 50
		Practical : 50
		Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills – II	
	Unit 2: Self-management Skills – II	
	Unit 3: Information and Communication Technology Skills – II	
	Unit 4: Entrepreneurial Skills – II	
	Unit 5: Green Skills – II	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Basic Skin Care Services	
	Unit 2: Basic Depilation Services	
	Unit 3: Simple Make Up Services	
	Unit 4: Create A Positive Impression At The Workplace	
	<b>Total</b>	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
	<b>Total</b>	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voce	
	<b>Total</b>	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	
	<b>Grand Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26  
and HSLC Examination, 2026**  
**Subject/Sector : Automotive (Engineering and  
Technology), NSQF (E), Subject Code : 59, Class X**  
**Job Role : Auto Service Technician**

Units		Max. Marks for
		Theory : 50 Practical : 50 Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills-II	
	Unit 2: Self-management Skills-II	
	Unit 3: Information and Communication Technology Skills-II	
	Unit 4: Entrepreneurial Skills-II	
	Unit 5: Green Skills-II	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Automobile and its components	
	Unit 2: Automobile Service Tools	
	Unit 3: Vehicle Servicing	
	Unit 4: Customer sales care	
	Unit 5: Innovation and Development	
<b>Part C</b>	<b>Practical Examination</b>	
	Written Test	
	Viva Voce	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voce	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	
	<b>Grand Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26**  
**Subject/Sector : Apparel, Made-Ups and Home Furnishing**  
**NSQF(E), Subject Code : 64**  
**Class : X**  
**Job Role : Sewing Machine Operator**

	Units	Max. Marks for
		Theory : 50
		Practical : 50
		Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills – II	
	Unit 2: Self-management Skills – II	
	Unit 3: Information and Communication Technology Skills – II	
	Unit 4: Entrepreneurial Skills – II	
	Unit 5: Green Skills – II	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Basics of garment construction- II	
	Unit 2: Stitching of Garments	
	Unit 3: Use of Fasteners in Garments	
	Unit 4: Cleaning, storage, waste disposal, organizational rules and regulations at workplace	
	Unit 5: Introduction to job cards in garment industry	
	<b>Total</b>	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
	<b>Total</b>	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voce	
	<b>Total</b>	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26  
and HSLC Examination, 2026**  
**Subject/Sector : Electronics and Hardware, NSQF (E),**  
**Subject Code : 60, Class X**  
**Job Role : Field Technician-Other Home Appliances**

	Units	Max. Marks for
		Theory : 50
		Practical : 50
		Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Communication Skills	
	Self-management Skills	
	Basic ICT Skills	
	Entrepreneurial Skills	
	Green Skills	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Electrical Components and Motor	
	Unit 2: Repair and Maintenance of Mixer/ Juicer/ Grinder	
	Unit 3: Repair and Maintenance of Microwave Oven	
	Unit 4: Maintain Health and Safety	
	<b>Total</b>	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
	<b>Total</b>	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/ Student Portfolio	
	Viva Voce	
	<b>Total</b>	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26**  
**Subject/Sector : Employability Skills**  
**Class : X**

	Units	Max. Marks for
		Theory : 50
		Practical : 50
		Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
Unit 1	Communication Skills – II	
Unit 2	Self-management Skills – II	
Unit 3	Information and Communication Technology Skills – II	
Unit 4	Entrepreneurial Skills – II	
Unit 5	Green Skills – II	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
<b>Part C</b>	<b>Practical Examination</b>	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	<b>Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26  
and HSLC Examination, 2026**  
**Subject/Sector : Agriculture Dairy Worker, NSQF (E)**  
**Subject Code : 61, Class X**  
**Job Role : Dairy Worker**

Units		Max. Marks for
		Theory : 50
		Practical : 50
		Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Communication Skills	
	Self-management Skills	
	Information and Communication Technology Skills	
	Entrepreneurial Skills	
	Green Skills	
<b>Part B</b>	<b>Vocational Skills</b>	
	Maintaining the healthy performance of animals	
	Prevention of diseases	
	Process of Milk Production	
	Record keeping in a Dairy Farm	
	Health and Safety Hazards in a Dairy Farm	
	Animal Welfare Legislation	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voce	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

Parts	Units	Contents	Max. Marks for Theory and Practical 100		
			Half-Yearly	Annual	Total
<b>Part E</b>	2	Viva Voce	✓	✓	
		Continuous and Comprehensive Evaluation (CCE)	✓	✓	
		<b>Total</b>	<b>100</b>	<b>100</b>	
		<b>Grand Total</b>			<b>100</b>

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

\* Marks for practical Examination will be specified at the time of evaluation.

**NSQF Course Content for the Session 2025-26  
and HSLC Examination, 2026**  
**Subject/Sector : Private Security, NSQF (E)**  
**Subject Code : 51, Class X**  
**Job Role : Unarmed Security Guard**

	Units	Max. Marks for Theory : 50 Practical : 50 Total : 100
<b>Part A</b>	<b>Employability Skills</b>	
	Unit 1: Communication Skills – I	
	Unit 2: Self-management Skills – I	
	Unit 3: Information and Communication Technology Skills – I	
	Unit 4: Entrepreneurial Skills – I	
	Unit 5: Green Skills – I	
	<b>Total</b>	
<b>Part B</b>	<b>Vocational Skills</b>	
	Unit 1: Hygiene and Safety	
	Unit 2: Documentation	
	Unit 3: Traffic Control and Parking	
	Unit 4: Security in Industrial and Commercial Deployments	
	<b>Total</b>	
<b>Part C</b>	<b>Practical Work</b>	
	Practical Examination	
	Written Test	
	Viva Voce	
	<b>Total</b>	
<b>Part D</b>	<b>Project Work/Field Visit</b>	
	Practical File/Student Portfolio	
	Viva Voce	
	<b>Total</b>	
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	
	<b>Total</b>	
	<b>Grand Total</b>	

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

\* Marks for practical Examination will be specified at the time of evaluation.

# CO-CURRICULAR ACTIVITIES

## Objectives :

- 1.00** The pupil develops health and physical well-being.
- 1.01 The pupil develops habits of tidiness, cleanliness and per social hygiene.
- 1.02 Develops proper food habits necessary for the maintenance of health.
- 1.03 Takes regular and moderate physical exercise and participates regularly in sports, indoor and outdoor games.
- 1.04 Keeps regular hours.
- 1.05 Develops physical stamina and fitness.
- 2.00** The pupil undertakes spare-time activities.
- 2.01 The pupil plays games and participates in sports.
- 2.02 Participates in artistic, cultural and scientific activities.
- 2.03 Practices hobbies.
- 2.04 Join excursion parties, picnics, etc.
- 2.05 Develops an interest in travelling and enjoys visiting places of historical and social interest and meeting people belonging to different parts of the country.
- 2.06 Enjoys sight-seeing and natural scenic beauty.
- 2.07 Enjoys music and other artistic activities, dramatic performances, film shows, radio programmes etc. meant for children.
- 2.08 Reads suitable books, newspapers, journals etc. in addition to those prescribed in the syllabi.

- 3.00** The pupil develops imaginative power and creative abilities.
- 3.01 The pupil writes stories, poems, plays, articles etc in the mother tongue and other languages learnt by him/her.
- 3.02 Translates or adapts stories, poems, plays, articles etc. from other languages learnt by him/her into the mother tongue and vice versa.
- 3.03 Takes an active part in dramatics, music and other artistic and cultural activities.
- 3.04 Participates in scientific activities and makes scientific experiments.
- 4.00** The pupil develops interests and skill in extra-curricular activities.
- 4.01 The pupil develops an interest in public speaking and practises it.
- 4.02 Develops skill in play-reading and different aspects of performances.
- 4.03 Develops skill in literary activities.
- 4.04 Develops skill in scientific and cultural activities and participates in them.
- 4.05 Develops skill in reading.
- 4.06 Develops skill in different kinds of games and sports and becomes familiar with their rules.
- 5.00** Develops personal and social qualities.
- 5.01 Develops and practises moral discipline and cultivates the values of honesty, justice and moral courage.
- 5.02 Develops the ability of organising activities of various kinds.

- 5.03 Develops the qualities of leadership and initiative.
- 5.04 Learns and practises the values of team work, co-operation and fellow-feeling.
- 5.05 Learns and practises the rules of polite behaviour and manners including forms of greetings and expression of gratefulness and thankfulness.
- 5.06 Develops the qualities of hard work and perseverance.
- 5.07 Develops spirit of sportsmanship.
- 5.08 Shows proper respect for rules of games and sports and develops discipline and obedience.
- 5.09 Takes an interest in social service and loves doing good to others.
- 5.10 Develops social awareness and assumes social responsibilities.
- 5.11 Develops toleration and understanding and appreciates other people's opinions and practices.
- 5.12 Develops patriotic interests.
- 5.13 Enjoys mixing with others and makes friends with fellow pupils belonging to linguistic and cultural groups other than his/her own.
- 5.14 Enjoys community living.
- 5.15 Takes an intelligent interest in all kinds of current affairs and in the political and other problems of the state, the country and the world.
- 5.16 Develops an alert and sensitive mind capable of understanding and receiving new ideas.
- 5.17 Develops well-integrated personality and becomes a useful responsible member of the society.

## LIST OF CO-CURRICULAR ACTIVITIES

### 1. Athletics : (Suggested games and sports)

#### A. Outdoor games

Football, Cricket, Hockey, Badminton, Volleyball, Hadu du-du (Hau Khel or kabadi), Tennis, Basketball, Kho-Kho, Tiger's Catching the tail, Tunnel Ball Pass, Arm-locked Relay, Joy Wheel, Hit the man Rounders, Golla Chhut khela, Merry-Go Round, Cock Fight, Dog and the Bone, Whip Tag, Horse and the Rider, Musical Chair, Leap Frog, Hare Jump, 1-say-'Squat' Games, Discipline Games (imitation of animals' voice), In the Tank and outside the tank, Houd and Hare, Antelope Hunting, Marbles, Daria khel, Tug-of-war etc.

#### B. Indoor Games

Carrom, Chess, Table Tennis, Ludo, Badminton, Chinese Chequers, Billiards, Word Building and Word Making, Crossword Games, Jigsaw Puzzles. Tiger-and Cow game অসমীয়া : প্রথম ভাষা, Card Games, Golak Dham অসমীয়া : প্রথম ভাষা, 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, vauling box, Beam, Malkhab, Pyramids, Parallel bar, Lizium exercises and Putting the shot.

#### **II. Artistic and Cultural Activities :**

Listening to music, radio programmes and watching theatrical performances, film shows and other cultural events meant for children.

Organising cultural activities (folk dances, songs, group singing). Dramatics, Play Reading, Debates, Extempore speeches, Recitation, Moral Instruction, Excursion, Travelling, Cycling tours, walking tours, picnics, participating in holiday home etc. Hobbies: photography, stamp collecting, gardening, insect collecting, rock specimen collecting, plants and indigenous medical herbs etc., Reading.

#### **III. Scientific Activities :**

1. Scientific experiments 2. The use of the telescope and other scientific instruments.

#### **IV. Literary Activities :**

Writing stories, poems, plays, articles etc. in the mother tongue and other languages learnt. Translating,

adapting stories, poems, plays, articles etc. from other language into the mother tongue and vice versa. Editing journals etc., telling stories, literary discussions.

**V. Social Service :**

Tending the sick, helping the old invalid, helping the poor and needy, helping people in danger, Organising relief work. Building roads, cleaning and sweeping roads and public places Cleaning tanks, digging wells etc., Acting as volunteers in public functions, Teaching the illiterate. Imparting education on health and hygiene, Imparting information on traffic rules and civic duties. Forming organisation and arranging functions to promote amity and goodwill among people of different linguistic and cultural identities, other public welfare activities.

# SCOUTS & GUIDES

## Objectives :

### The pupil

- acquires purity in thought, word and deed.
- develops trustworthiness.
- develops sense of loyalty.
- develops the qualities like help and co-operation, courtesy and kindness, obedience, readiness.
- develops the desire to be friendly to all and treat fellow cadets as brothers and sisters.
- develops friendly attitude to birds and animals and love for nature.
- develops discipline and helps to protect public property.
- becomes courageous.
- realises his/her duty to God and his/her country.
- develops work culture.
- develops commitment to the society.
- develops human values
- develops simple living and high thinking.

অসমীয়া : প্ৰথম ভাষা

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অসমীয়া : প্ৰথম ভাষা

# 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 include prize, medal and any other distinction (e.g. membership of a representative team or an outstanding performance) achieved by the pupil inside and outside the school.



