2009-10

कक्षा – 10

हिन्दी

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

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

खण्ड क – अपठित गद्यांश — 10 अंक

1.	(i)	साहित्यिक गद्यांश (450 से 600 शब्द) गद्यांश में शीर्षक का चुनाव, विषय वस्तु का बोध, भाषिक विशेषताओं आदि पर अति लघूत्तरात्मक पाँच प्रश्न पूछे जायेंगे।	(2+2+2+2+2)	10

खण्ड ख–रचना — 15 अंक

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

खण्ड ग–व्यावहारिक व्याकरण — 10 अंक

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

खण्ड घ–पाठ्य पुस्तकें — 35 अंक

- **क्षितिज भाग – 2** — **29 अंक**

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

14.	(vi)	गद्य पाठों के विचार/संदेश से सम्बन्धित दो लघूत्तरात्मक प्रश्न	3+2 = 5
		• **कृतिका भाग – 2**	**06 अंक**
15.	(i)	पाठों पर आधारित चार में से तीन लघूत्तरात्मक प्रश्न	2+2+2 = 6
खण्ड च–पाठ्य पुस्तक संस्कृत (विनोदिनी भाग – 2)			**20 अंक**
	(i)	गद्य अनुच्छेद पर आधारित चार में से तीन प्रश्नों के उत्तर	2+2+2 = 6
	(ii)	पद्य अनुच्छेद पर आधारित तीन में से दो प्रश्नों के उत्तर	2+2 = 4
	(iii)	पाठ्य–पुस्तक पर आधारित चार में से तीन प्रश्नों के उत्तर	2+2+2 = 6
	(iv)	दिए गये शब्दों की सहायता से वाक्य पूरा करना (छः प्रश्नों में से चार वाक्य बनाना)	1+1+1+1 = 4
खण्ड छ–संस्कृत व्याकरण और अनुवाद			**10 अंक**
	(i)	संधि, स्वर संधि (यण, अयादि, पूर्वरूप, पररूप) समास, कारक, उपसर्ग (पाँच प्रश्नों में से तीन प्रश्नों के उत्तर)	2+2+2 = 6
	(ii)	दिए गये छः स्वतंत्र पदों में से चार की संस्कृत वाक्यों में रचना अथवा दिए गये तीन वाक्यों में से दो का संस्कृत में अनुवाद करना	1+1+1+1 = 4 2+2 = 4

निर्धारित पुस्तकें :

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

निम्नलिखित पाठों का मूल्यांकन नहीं किया जायेगा :–

1– क्षितिज–भाग 2– 1. "देव"
2. "नौबत खाने में इबादत"
3. "लखनवी अन्दाज"

2– कृतिका भाग 2– 1. "एही ठैयाँ झुलनी हेरानी हो रामा!"

कोविड 19 महामारी के कारण शैक्षिक सत्र 2020–21 हेतु विषय– हिन्दी (कक्षा–10) में उपरोक्त पाठ्यक्रम से 30 प्रतिशत की कटौती निम्नवत् की जाती हैः–

Class – X
DELETED SYLLABUS
(For the Session of 2020-21 Only)
HINDI
(THEORY)

क्षितिज भाग– 2	काव्य खण्ड	• देव • जयशंकर प्रसाद – आत्मकथ्य • नागार्जुन – यह दन्तुरित मुसकान, फसल • गिरिजा कुमार माथुर – छाया मत छूना • मंगलेश डबराल – संगतकार
	गद्य खण्ड	• मन्नू भंडारी – एक कहानी यह भी • महावीर प्रसाद द्विवेदी – स्त्री शिक्षा के विरोधी कुतर्कों का खंडन • यतीन्द्र मिश्र – नौबत खाने में इबादत • भदंत आनंद कौसल्यायन – संस्कृति
कृतिका भाग– 2	• एहीठैयाँझुलनीहेरानीहोरामा। • मैं क्यों लिखता हूँ?	
संस्कृत विनोदिनी	• सूक्तिमौक्तिकानि • अन्योक्तिविलासः • स्वामी विवेकानन्दः	

2009-2010

Class X

ENGLISH - LANGUAGE AND LITERATURE

Time : 3 Hours

One Paper **Marks : 100**

SECTION A : READING 20 Marks

1 & 2 two unseen passages of total 500 words with a variety of questions including 4 marks forvocabulary. Only prose passages will be used. One will be factual and the other will be literary.
Passage 1 - 200 words (8 marks) - Four or five comprehension questions

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

SECTION B : WRITING 20 Marks

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

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

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

SECTION C : READING 15 Marks

Question No. 6-11

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

1. Use of non-finites.

2. Sentence connectors : as, since, while, then, just because, just, until.

3. Clauses with what, where and how.

4. Past Tense.

5. Modals : can, could, may, must, might.

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

SECTION D : TEXT BOOKS 45 Marks

First Flight - Textbook for Class X

Prose 20 Marks

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

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

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

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

Poetry 10 Marks

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

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

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

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

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

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

Prescribed Books

1. First Flight
2. Foot Prints without Feet

कोविड 19 महामारी के कारण शैक्षिक सत्र 2020–21 हेतु विषय– अंग्रेजी (कक्षा–10) में उपरोक्त पाठ्यक्रम से 30 प्रतिशत की कटौती निम्नवत् की जाती हैः–

Class – X
DELETED SYLLABUS
(For the Session of 2020-21 Only)
ENGLISH
(THEORY)

Grammer

- **FIRST FLIGHT – Text for Class X**

Literature

FIRST FLIGHT

1. How to Tell Wild Animals
2. Trees
3. Fog
4. Mijbil the Otter
5. For Anne Gregory

FOOTPRINTS WITHOUT FEET

1. The Midnight Visitor
2. A Question of Trust
3. The Book That Saved The Earth

2009–10
दशमी कक्षा
संस्कृत

एकं प्रश्नपत्रम् | अवधि – घण्टात्रयम् | पूर्णांकाः – 100

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

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

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

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

2. 80–100 शब्दपरिमितः गद्यांशः (एकः सरलगद्यांशः) — **10 अंकाः**

(सरलकथा–घटनावर्णनम् वा)

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

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

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

3. संकेताधारितम् अनौपचारिकपत्रम् — **5 अंकाः**

4. संकेताधारितम् संवादलेखनम् — **5 अंकाः**

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

"ग" खण्डः (अनुप्रयुक्त–व्याकरणम्) 30 अंकाः
(अभ्यासपुस्तकम् आधारितम्)

6. सन्धिकार्यम् **3 अंकाः**

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

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

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

8. प्रत्ययाः **5 अंकाः**

- अधोलिखित – प्रत्ययप्रयोगैः वाक्यसंयोजनम्, रिक्तस्थानापूर्तिः–
- कृदन्ताः – तव्यत्, अनीयर, शतृ, शानच। (2)
- तद्धिताः – मतुप्, इन्, ठक्, त्व, तल्। (2)
- स्त्रीप्रत्ययौ – टाप्, डीप। (1)

9. अव्ययपदानि (कथायाम् अनुच्छेदे संवादे वा अव्ययानां प्रयोग) **5 अंकाः**

अपि, इति, इव, उच्चैः, एव, कदा, कुतः, नूनम्, पुरा, मा, इतस्ततः, यत्, अत्र–तत्र, यत्र–कुत्र, इदानीम्, सम्प्रति, यदा–कदा, यथा–तथा, यावत्–तावत्, विना, सहसा, श्वः, ह्यः, अधुना, बहिः, वृथा, कदापि, शनैः, किमर्थम्।

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

11. घटिकाचित्रसाहाय्येन अङ्कानां स्थाने शब्देषु समय–लेखनम् **4 अंकाः**

सामान्य–सपाद–सार्ध–पादोन

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

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

"घ" खण्डः (पठित– अवबोधनम्) 35 अंकाः

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

(अ) एकः गद्यांशः (1+2+2) (5 अंकाः)

(ब) एकः पद्यांशः (1+2+2) (5 अंकाः)

(स) एकः नाट्यांशः (1+2+2) (5 अंकाः)

- प्रति–अंशम् आधारितम् अवबोधनकार्यम्
  एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि, रिक्तस्थानपूर्तिः (1+2) (3 अंकाः)
- भाषिककार्यम् (2 अंकाः)

(i) वाक्ये कर्तृक्रियापदचयनम्

(ii) कर्तृक्रिया–अन्वितिः

(iii) विशेषणविशेष्य–अन्वितिः

(iv) संज्ञास्थाने सर्वनामप्रयोगः अथवा सर्वनामस्थाने संज्ञाप्रयोगः

(v) पर्यायं विलोमं वा पदं दत्वा अनुच्छेदे दत्तं पदचयनम्

(v) विशेषण – विशेष्यचयनम्, कर्तृक्रियाचयनम्

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

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

16. अन्वये रिक्तस्थानपूर्तिः **$1\frac{1}{2}+1\frac{1}{2}=$ 3 अंकाः**

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

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

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

कोविड 19 महामारी के कारण शैक्षिक सत्र 2020–21 हेतु विषय– संस्कृत (कक्षा–10) में उपरोक्त पाठ्यक्रम से 30 प्रतिशत की कटौती निम्नवत् की जाती हैः–

Class – X
DELETED SYLLABUS
(For the Session of 2020-21 Only)
Sanskrit
(THEORY)

कक्षा–10 पाठ्यपुस्तक–शेमुषी अध्याय–(1) विचित्रः साक्षी

(2) सूक्तयः

(3) भूकम्पविभीषिका

(4) प्राणेभ्योऽपि प्रियः सुहृद्

Class – X
REVISED SYLLABUS
(For the Session of 2020-21 Only)
SOCIAL SCIENCE
(THEORY)

Unit 1 : India and the Contemporary world - II

Themes	Objectives
Students are required to choose any two themes each from the first two sub units and one from the third sub-unit. In sub-unit 1.1, theme 3 is compulsory. For second theme in that subunit, students are required to choose any one from the first two themes. Thus all students are required to study five themes in all. **Sub-unit 1.1 : Events and processes :** **1. Nationalism in Europe :** (a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece.	The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. Discuss the relationship/difference etween European nationalism and anti-colonial nationalisms. Point to the way the idea of the nation states became generalized in Europe and elsewhere.
2. Nationalism in India : Civil Disobedience Movement (a) First world war, Khilafat and Non-Cooperation. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups. **Sub-unit 1.2 : Economies and livelihoods :** **3. Industrialization 1850s - 1950s :** (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies : Britain and India.	Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement. Analyze the nature of the diverse social movements of the time. Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi. discuss two different patterns of industrialization, one in the imperial country and another within a colony. Show the relationship between different sectors of production.

4. Trade and Globalization : (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s. (d) Implications of globalization for livelihood patterns. Case study : The post War International Economic order, 1945 to 1960s. **Sub-unit 1.3 : Culture, Identity and Society** **5. Print culture and nationalism.** (a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics.	Show that globalizaton has a long history and point to the shifts within the process. Analyze the implication of globalization for local economies. Discuss how globalization is experienced differently by different social groups. Discuss the link between print culture and the circulation of ideas. Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.

Sub-unit 1.4 : Map Work (2 Marks)

Unit 2 : India - Resources and their Development

Themes	Objectives
1. **Resources** : Types - natural and human; Need for resource planning. 2. **Natural Resources** : land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures.	Understand the value of resources and the need for their judicious utilisation and conservation; Identify various types of farming and discuss the various farming methods; To describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern; Explainvarious government policies for institutional as well as technological reforms since independence;
4. **Agriculture** : types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output.	Understand the importance of agriculture in national economy;
7. **Power Resources** : types of power resources : conventional and non-conventional, distribution and utilization, and conservation.	Discuss various types of conventional and nonconventional resources and their utilization Discuss the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas;
8. **Manufacturing Industries** : Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced)	Discuss the need for a planned industrial development and debate over the role of government towards sustainable development;
9. **Transport, communication and trade** 10. Map Work (4 marks)	To explain the importance of transport and communication in the ever shrinking world; To understand the role of trade in the economic development of a country,

Project / Activity

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

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

Posters

Pollution of water in the locality.

Depletion of forests and the greenhouse effect.

Note : Any similar activities may be taken up.

Unit 3 : Democratic Politics II

Themes	Objectives
1. Power sharing mechanisms in democracy Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups? **2. Working of Democracy** Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy? **3. Competition and contestations in democracy** How do struggles shape democracy in favour of ordinary people? What role do political parties play in competition and contestation? Which are the major national and regional Parties in India? Why have social movements come to occupy large role in politics?	Analyse the relationship between social cleavages and political competition with reference to Indian situation. Understand and analyse the challenges posed by communalism to Indian democracy. Understand the enabling and disabling effects of caste and ethnicity in politics. Develop a gender perspective on politics. Introduce students to the centrality of power sharing in a democracy. Understand the working of spatial and social power sharing mechanisms. Analyse federal provisions and institutions. Understand the new Panchayati Raj institutions in rural and urban areas. Understand the vital role of struggle in the expansion of democracy. Analyse party systems in democracies. Introduction to major political parties in the country. Analyse the role of social movements and nonparty political formations

Unit 4 : Understanding Economics II

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

Suggested Activities

Theme 2 :

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

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

Theme 4 :

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

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

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

Class – X
REVISED SYLLABUS
(For the Session of 2020-21 Only)
SCIENCE
(THEORY)

Theme : Materials
Unit 1 : Chemical Substances - Nature and Behaviour

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

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

Metals and non metals : General properties of Metals and Non-metals, reactivity series, Formationand properties of ionic compounds,

Carbon Compounds : Covalent bonding in carbon compounds. Versatile nature of carbon,

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

Theme : The world of the living
Unit 2 : World of Living

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

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

Heridity and evolution : Heridity; Origin of life : brief introduction;

Theme : How things work.
Unit 3 : Effects of Current

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

Magnets : Magnetic field, field lines, field due to a current carrying wire, field due to current carryingcoil or solenoid; Force on current carrying conductor, Fleming's left hand rule. Electro magnetic induction. Induced potential difference, Induced current. Fleming's Right Hand Rule

Theme : Natural Phenomena

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

Refraction; laws of refraction, refractive index.

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

Magnification. Power of a lens; Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life.

Theme : Natural Resources

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

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

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

Class – X
REVISED SYLLABUS
(For the Session of 2020-21 Only)
MATHEMATICS
(THEORY)

UNIT I : NUMBER SYSTEMS

1. REAL NUMBERS

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

UNIT II : ALGEBRA

1. POLYNOMIALS

Zeros of a polynomial. Relationship between zeros and coefficients of a polynomial with particular reference to quadratic polynomials.

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

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

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

3. QUADRATIC EQUATIONS

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

4. ARITHMETIC PROGRESSIONS

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

UNIT III : TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY

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

2. TRIGONOMETRIC IDENTITIES

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

3. HEIGHTS AND DISTANCES

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

UNIT IV : COORDINATE GEOMETRY

1. LINES (In two-dimensions)

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

UNIT V : GEOMETRY

1. TRIANGLES

Definitions, examples, counter examples of similar triangles.

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

8- (Prove) In a right triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides.

2. CIRCLES

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

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

3. CONSTRUCTIONS

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

UNIT VI : MENSURATION

1. AREAS RELATED TO CIRCLES

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

2. SURFACE AREAS AND VOLUMES

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

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

UNIT VII : STATISTICS AND PROBABILITY

1. STATISTICS

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

2. PROBABILITY

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

Class – X
REVISED SYLLABUS
(For the Session of 2020-21 Only)
Home Science
(THEORY)

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

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

Unit III : **Play :** Meaning, need and types of play in children between birth & 3 yrs; Play materials for Children, Characteristics of play material

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

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

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

Unit VII : **Resources available to family :**
Types of resources-Human (Energy, time, knowledge and skill) Non-Human (money, material goods and community resources);

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

Unit IX : **Consumer Education :** Consumer rights and responsbilities, consumer problems, malpractces of traders-price variation, poor quality, adulteration, faulty weights and measures, non-availability of goods, misleading information

Unit X: **Care of clothes :**
Cleaning and finishing agents used in everyday care of clothes in the homes:
laundering and storage of cotton, silk, wool and synthetics.

Unit XI : **Quality check of apparrel :** Workmanship of readymade, tailor made garment,

Class – X
REVISED SYLLABUS
(For the Session of 2020-21 Only)
Elements of Business
(THEORY)

I. Office Routine : Different departments of Business establishment, Filing methods, copying methods.

II. Business Correspondence: Essential forms of a good business letter, writing of simple business letters of enquiry, order.

III. Banks : Functions of a Bank, Kinds of account and their operation; traveller's cheques.

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

V. Bills of Exchange : Kinds, parties, Promissory notes and Hundies

Class – X
REVISED SYLLABUS
(For the Session of 2020-21 Only)
Elements of Book-Keeping & Accountancy
(THEORY)

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

II. *Bank Reconciliation Statement :* Utility and preparation; preparation of Cash Book

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

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

V. *Depreciation :* Objects and methods-Straight line

Class – X
REVISED SYLLABUS
(For the Session of 2020-21 Only)
Agriculture
(THEORY)

1. इकाई –फसल चक्र एवं खेती के प्रकारः–

(क) फसलों का वर्गीकरण।

(ख) फसल चक्र।

(ग) शुष्क खेती।

(ड.) बहुफसली खेती।

2. इकाई – फसलोत्पादन :–

(क) अनाज की फसलें – धान मक्का, मंडुआ, गेहूँ की खेती।

(ख) दलहनी फसलें – अरहर, गहत एवं मटर की खेती।

(ग) तिलहनी फसलें – तिल, सरसों एवं लाही की खेती।

(घ) सब्जी की फसलें – आलू, टमाटर, शिमला मिर्च एवं फरासबीन की खेती।

(ड.) नकदी फसल – गन्ना की खेती।

(च) चारे की फसलें – बरसीम की खेती।

3. इकाई – बागवानी :–

(क) बागवानी का महत्व।

(ग) भूमि की तैयारी।

(ड.) गृहवाटिका एवं पौधों का प्रवर्धन।

4. इकाई – फलोत्पादन :–

(क) आम, लीची, सन्तरा एवं सेब की खेती।

(ख) फल परिरक्षण अर्थ, आवश्यकता एवं महत्व फल परिरक्षण की विधियाँ।

5. इकाई –पुष्पोत्पादन :–

(क) उत्तराखण्ड में पुष्पोत्पादन की आवश्यकता एवं महत्व।

(ख) उत्तराखण्ड में पुष्पोत्पादन– गेंदा, गुलाब, ग्लैडुलस की वैज्ञानिक खेती।

6. इकाई – पशुपालन एवं दुग्धोत्पादन :–

(क) पशुधन विकास की आवश्यकता एवं महत्व।

(ख) पशुओं की सामान्य देखरेख एवं प्रबन्ध, पशुओं की सामान्य बीमारियाँ एवं उपचार/गाय, भैंस, बकरी व उनकी उन्नत नस्लें।

(ग) स्वच्छ एवं सुरक्षित दुग्ध उत्पादन, दुग्ध दोहन की विभिन्न विधियाँ।

Class – X
REVISED SYLLABUS
(For the Session of 2020-21 Only)
Information Technology
(THEORY)

UNIT 1: IT BASICS

Internet : World Wide Web, Web Servers, Web sites, Web Pages, Web Browsers, HTML.

Services available on Internet: Chat, Video Conferencing, FTP, Downloading and Uploading files from or to remote site, Newsgroup.

UNIT 2: IT TOOLS

MS-Office
MS Access:
Basic Concepts and need for a database, Creating a database, Setting the Primary Key, Entering data into a database, Inserting and deleting fields, Inserting and deleting Records,

HYPER TEXT MARKUPLANGUAGE
Basic Concept of Web Browsers with emphasis on popular browsers Internet Explorer and Netscape Navigator.

HTML Fundamentals:
Introduction to Web Page Designing using HTML, Creating and saving an HTML document, Elements in HTML Container and Empty elements, Designing web pages using the following elements:
HTML, HEAD, TITLE, BODY (Attributes: BACKGROUND, BGCOLOUR, TEXT, LINK, ALINK, VLINK, LEFTMARGIN, TOPMARGIN), FONT (Attributes: COLOUR, SIZE, FACE),

BASEFONT (Attributes :COLOUR, SIZE, FACE), CENTER, BR (Break), HR (Horizontal Rule, Attributes: SIZE, WIDTH, ALIGH, NOSHADE, COLOUR), COMMENTS, ! for comments, H1..H6 (Heading), P (Paragraph), B(Bold), I (Italics), U (Underline), UL & OL (Unorder List & OrderedList Attributes: TYPE, START, LI (List Item), Insertion of images using the element IMG (Attributes : SRC, WIDTH, HEIGHT, ALT, ALIGN)
Internal and External Linking between Web Pages: Signficance of linking, A-Anchor Element
(Attributes: NAME HREF, TITLE, ALT)

UNIT 3: IT APPLICATIONS

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

Domains :

Database

* Personal Data Management System
* Employee Payroll
* Stock Inventory

* Travel and Tourism
* Rural India
* Environment and Pollution

NOTE

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

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

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

2009-10
URDU (Course A) Code No. 004
CLASS X

One Paper | 3 Hours | Marks: 100

Section – A

Marks : 40

1. **Reading Skills :**
   (i) Comprehension of an unseen prose passage followed by five questions. 10
2. **Writing Skills :**
   (i) Composition (Essay Writing) 10
3. **Applied Grammar :** **20**
   The following elements of grammar are to be studied :
   a. **Fael Ki Qismein** 05
      Lazim, Mutaddi, Nargis, Maroof, Majhool
   b. **Figures of speech** 10
      Husn-e-Taileel, Miratunnazeer, Tazad, Tajnees, Laff-o-Nashr, Talmih, Tashbeeh, Istiara
   c. **Idioms and Proverbs** 05

Section – B

Marks : 60

1. **Prescribed Text-Books :**
   (i) **Nawa-e-Urdu** (Daswin Jamaat Ke Liye) Published by the NCERT, New Delhi
   (ii) **Supplementary Reader (Gulzar-E-Urdu)** Published by the NCERT, New Delhi
1. **Prose :** **Marks : 20**
   All the lessons from the above book (Nawa-E-Urdu) are to be studied.
   (i) One out of two extracts from the prescribed lessons followed by short answer type questions for comprehension 07
   (ii) One essay type question about 100 words on content/theme. 05
   (iii) Two short answer type questions on the prescribed lessons. (knowledge about life and literary contribution of the prose writers of the prescribed text). 08

2. Poetry : **Marks : 20**

All the poets and their works from the above book (Nawa-e-Urdu) are to be studied.

(i) One out of two for reference to the context from the poetry section 07

(ii) One essay type question about 100 words on content/theme 05

(iii) Two short answer type questions on the prescribed lessons (knowledge about life and literary contribution of the poets of the prescribed text) 08

3. Supplementary Reader : **Marks : 10**

(i) One out of two essay type questions 04

(ii) Two out of four short answer type questions 06

4. Literary genres of the prescribed book **05**

5. Origin and Development of Urdu Literature **05**
(as covered by the prescribed prose & poetry)

Recommended books :

(i) **Urdu Adab Ki Tareekh,** Published by the NCERT, New Delhi

(ii) **Urdu Qawaid,** Published by the NCERT, New Delhi

कोविड 19 महामारी के कारण शैक्षिक सत्र 2020–21 हेतु विषय– उर्दू (कक्षा–10) में उपरोक्त पाठ्यक्रम से 30 प्रतिशत की कटौती निम्नवत् की जाती हैः–

Class – X
DELETED SYLLABUS
(For the Session of 2020-21 Only)
Urdu (Sub. Code 004)
(THEORY)

Section – A

Applied Grammer

1- Fael ki Qismein : Lazim, Mutaddi, Naqis.
2- Figures of Speech : Husn-e-taleel, Miratunnazeer, Tazad.

Section – B

Prose

Book : Nawa-e-Urdu
Afsana : (i) Bheek – Hayatullah Ansari.
Mukhtasar Mazmoon : (i) Makhloot zaban – Maulvi Abdul Haq.
(ii) Ishtaharat 'Zaroori nahi hai' ke – Ibn-e Insha.

Book : Gulzar-e-Urdu
Afsana : (i) Sakhi – Kalam-e-Haidari.
(ii) Man ka tauta – Ratan Singh
(iii) Doshala – Jeelani Bano.
Khaka : (i) Mirza Chapati – Ashraf Subuhi.

Poetry

Book : Nawa-e-Urdu
Ghazal : (i) Asghar Gondvi – Alaam-e-rozgar ko asan bana diya.
(ii) Yas Yagana Changezi – Adab ne dil ke taqaze uthaye hein kya kya?
Nazm : (i) Akhtar Sheerani – O des se aane wale bata.
Rnbai : (i) Tilok Chand Mehroom – Fitrat ki di hui musarrat kho kar.
Mazhab ki zuban par hai nikoi ka payam.

2009-10
BENGALI
CLASS X

One Paper **Time: 3 Hours** **Marks: 100**

Section A **Marks : 60**

1. **Grammar** **35**
   a. Sandhis (Byanjan & Bisarga) 05
   b. Samas (Karmadhrya, Dwanda, Avyayibhabh) 05
   c. Transformation of Sentences (Simple, Compound & Complex) 05
   d. Sadhu and Chalit Bhasa 05
   e. Punctuation – only sentences from prose 05
   f. Polysemous words (to be used in sentences) (Ekisabder Bibhinaa Arthe Prayog) 05
   g. General Correction of words and sentences 05
2. **Composition** **19**
   a) Paragraph Writing (150 words) 08
   b) Story Writing (with given hint in 100 words) 05
   (Title – 2; Moral – 1; Story – 3)
   c) Personal Letter and Leave Application 06
3. **Reading comprehension of unseen prose passage** **06**

Prescribed Book :
Prabesika Bangla Byakran O Rachna by **Nirmal Kumar Das**
Publisher : Oriental Book Co., 56, Surya Sen Street, Kolkata – 700 009

Section B **Marks : 40**

1. **Prose (Detailed Study)** **18**
   1. General Questions on the text passages 13
   2. Expansion of ideas 05

Prescribed book :
'Path Sankalan' ***(Prose portion only)*** Latest Edition
Published by Board of Secondary Education West Bengal, Kolkata
Lessons to be studied :

- Bhagirathir Utsha Shandhane by J.C. Bose
- Ghar O Bahir by Rabindra Nath Tagore
- Vidya Sagar By Rabindra Nath Tagore
- Mahesh by Sarat Chandra Chatterjee
- Palli Sahitya by Mohd. Shahidulla
- Padma Nadir Majhi by Manik Bandhopadhyay

2. Poetry 12

(i) General Questions 07
(ii) Explanations 05

Path Sankalan (*Latest Edition*), **(Poetry portion only)**
Published by Board of Secondary Education West Bengal, Kolkata
Poems to be studied:

(i) Annapurna O Ishwari Patni by Bharat Chandra Roy
(ii) Chhatra Dhara by Kalidas Roy
(iii) Chhelar Dal by Satyendra Nath Dutta
(iv) Kandari Hunshiyar by Kazi Nasurl Islam
(v) Vibhishaner Prati Indrajit by Madhu Sudan Dutt
(vi) Dui Bigha Jami - Rabindra Nath Tagore

3. Short Stories 10

Raj Kahini (1986) by Avanindra Nath Tagore
Published by Anand Publishers, Kolkata
Questions should be of general nature, i.e. dealing with themes, characters etc.
(First Four Short Stories only)

(i) Shiladitya
(ii) Goho
(iii) Hambirer Rajyalabh
(iv) Padmini

कोविड 19 महामारी के कारण शैक्षिक सत्र 2020–21 हेतु विषय– बंगाली (कक्षा–10) में उपरोक्त पाठ्यक्रम से 30 प्रतिशत की कटौती निम्नवत् की जाती हैः–

Class – X
DELETED SYLLABUS
(For the Session of 2020-21 Only)
Bengali
(THEORY)

4. Grammar

h. Punctuation – only sentences from prose

i. General Correction of words and sentences

5. Composition

d) Leave Application

Section B

2. Prose (Detailed Study)

Lessons to be studied :

- Vidya Sagar By Rabindra Nath Tagore
- Palli Sahitya by Mohd. Shahidulla

2. Poetry

Poems to be studied:

(vii) Chhatra Dhara by Kalidas Roy

(viii) Vibhishaner Prati Indrajit by Madhu Sudan Dutt

3. Short Stories

(First Four Short Stories only)

(v) Goho

(vi) Hambirer Rajyalabh

2009-10
PUNJABI (005)
Class X

One Paper **3 Hours** **Marks: 100**

Section – A **Marks : 50**

1. Grammer **15**

A Variety of questions as listed below will be included based on the application of grammer items:

(i)	Word Building (Shabad Rachna) : Aggetar, Pichhetar and Samasi Shabad		3
(ii)	Parsing (Pad Vand)		3
(iii)	Correction of words and sentences		3
(iv)	Transformation of Sentences (Vak-Vatandra)		3
(v)	Punctuation (Visram – Chinh)		3

2. Idioms and Proverbs **(3+2)** **5**

3. Essay Writing (Reflective) **12**

4. Letter Writing (Business and Official) **8**

5. Precis Writing with a heading **(8+2)** **10**

Section – B **Marks : 50**

1. Text Books

(1) Prose **10**

(i)	One Very short answer type questions		1
(ii)	Two short answer type questions	(2x2)	4
(iii)	Long question to test factual comprehension and interpretation		5

(2) Poetry **15**

(i)	Three very short answer type question	(3x1)	3
(ii)	One Short answer question to test factual comprehension	(1x2)	2
(iii)	Two reference to the context followed by short questions	(2x5)	10

(3) One Act Plays **05**

A long question to test theme, character, heading, plot etc. on the basis of one act play 05

(4) Short Stories **10**

(i)	Reference to the context followed by short questions		4
(ii)	Two short questions to test factual comprehension	(2x2)	4
(iii)	Very short answer type questions to test facts	(2x1)	2

(5) Biographies **10**

(i)	Two vert short answer questions based on the text	(2x1)	2
(ii)	Four short answer type questions to text factual comprehension	(4x2)	8

Prescribed books :

1. **Sahit Deepika, Part – II,** Revised edition 2004, published by C.B.S.E., Delhi
2. **Sahitak Vannagian, Part – II,** Revised edition 2004, published by C.B.S.E., Delhi

कोविड 19 महामारी के कारण शैक्षिक सत्र 2020–21 हेतु विषय– पंजाबी (कक्षा–10) में उपरोक्त पाठ्यक्रम से 30 प्रतिशत की कटौती निम्नवत् की जाती हैः–

Class – X
DELETED SYLLABUS
(For the Session of 2020-21 Only)
Punjabi
(THEORY)

पुस्तक का नाम – साहित्यिक दीपिका

1. शाह हुसैन – खाकू विच समावणा, नाल सज्जन दे रहिए।
2. बुल्ले शाह – इश्क दी नवीओं नवीं बहार।
3. हजारा सिंह गुरदास पुरी – सिंध माता दी वार।
4. सुरजीत पातर – हनेरा जरे गा किवें।
5. वणजारा बेदी – टुॅटी भॅंजी नौकरी।
6. तारा सिंह अणजाण – सभन के सिरमौर।

पुस्तक का नाम – साहित्यिक वनगीयाँ

1. गशत – जगदीश कौशल
2. कोऊँ न निबहिओ साथ – पांधी ननकाणवी
3. बाबा गुरदित सिंह कामागाटा मारू – अशोक शर्मा

Revised Curriculum for Multi Skill Foundation Course for Class 10th for AY 2020-21

Multi Skill Foundation Course MLT/Q0001 (Class X)

*__NOTE:__ Following topics will not be assessed in the theory examination –

UNIT 1 (Session 4,7,8)	These topics can be assessed for the knowledge & performance evaluation during the Practical examination only.
UNIT 2 (Session 2,8)	
UNIT 3 (Session 4)	
Unit 4 (Session 4,6)	
Unit 1 (Session 6)**	As per the curriculum, students are only expected to observe the demonstration given by teacher. Hence, this topic will be assessed for only knowledge evaluation by means of **viva** during practical examination.

Revised Curriculum/Topics for Class X:

Unit	Session	Practical
1-Workshop & Engineering Techniques	1. Introduction of Engineering Drawing Instruments	• Identification and use of Engineering Drawing instruments
	2. Engineering Drawing (Orthographic & Isometric Projection)	• Draw plan, elevation of simple objects (Cone, Cylinder, Cube)
	3. Safety Precautions In Engineering Workshop	• Demonstrate the use of necessary safety measures inside engineering workshop.
	4. Introduction To Engineering Measurement Instruments*	• Demonstrate the use of Engineering measurement Instrument (Vernier Caliper, Outside micrometer, Vernier height gauge)
	5. Types Of GI Pipe Fittings	• Carry out GI piping using threading, coupling two or more pipes using different fittings
	6. Welding Technique & Welding Joint Test** (Simulation or observation only)	• Teacher to provide demonstration of preparing welding joints (T- fillet joint, Open corner joint, Single V butt joint) and students are only expected to observe (Simulation or observation only)
	7. Basic Techniques In Building Construction -Ferro Cement Sheet*	• Prepare Ferro cement items like sheet, tank, wall etc.
	8. Making Of RCC Column*	• Prepare RCC column
	9. Costing Of Construction	• Calculate costing of construction
	10. Plastering And Painting	• Plaster an area of 1 sq. meter
2- Energy & Environment	1. Introduction To Electrical Techniques And Practices	• Prepare series & parallel electrical circuit
	2. Introduction Of Electric Pump, DOL Starter, And Inverter*	• Identify different parts & working principle of inverter • Identify different parts & working principle of motor/pump • Demonstrate installation of DOL/Starter to motor
	3. Solar Energy	• Identify the various components & working principle of solar devices

	4. Demonstrate The Functioning And Operation Of A Petrol Or Diesel Engine	• Identify the various components & working principle of Petrol & Diesel Engine
	5. Bio Gas Concept And Use	• Identify the various components of biogas plant and prepare biogas from biomass • Making of charcoal using biomass
	6. Water Conservation Concept	• Identify & study the different components of rain water harvesting system
	7. Rainfall Measurement Method	• Make a rain gauge using plastic bottle & funnel
	8. Land Survey Method*	• Use plain table /dumpy level to mark contours
3-Gardening, Nursery and Agriculture Techniques	1. Nursery Technique	• Prepare seed bed • Demonstrate different grafting methods
	2. Irrigation & Water Conservation Methods	• Demonstrate the knowledge and application of different irrigation & water conservation methods (surface irrigation, Furrow , basin, sprinkler & drip irrigation) • Demonstrate installation & maintenance of drip/sprinkler irrigation system
	3. Interpreting Result Of Soil Testing	• Demonstrate the procedure for collecting soil sample & interpret the results of soil test
	4. Artificial Insemination*	• Identify breeds used for artificial insemination
	5. Prepare Fodder For Animals	• Prepare fodder for animals
4-Personal Health & Hygiene	1. Balanced Diet	• Identify different nutrition deficiency diseases
	2. Personal Health & Hygiene And Community Health & Mental Health	NA
	3. Communicable & Non-Communicable Diseases, Vaccination, Dehydration And Emergency First Aid	• Prepare O.R.S solution • Prepare Emergency FIRST AID kit & learn to use FIRST AID kit
	4. Blood & Blood Group-Basic Information And Blood Pressure And Measuring Hemoglobin (Simulation or observation only)*	• Teacher to provide demonstration of blood group testing and students are expected to only observe (Simulation or observation only) • Teacher to provide demonstration of Blood Hemoglobin testing and students are expected to only observe (Simulation or observation only) • Determine blood pressure using blood pressure machine
	5. Community Health & Environment Care (Awareness Programs For People With Special Needs And Family Health And Health Planning)	• Calculate medical health expenses of a family
	6. Pollution-Sources, Effects And Solutions And Water Quality Testing*	• Perform water quality test using H2O strip testing kit
	7. Food Products (Handling Of Food Products, Perishable & Non-Perishable Food, Packed & Loose Food And Fresh & Stale Food Product	• Identify Perishable & Non Perishable food • Identify the hygienic practices adopted for handling of food. • Develop & administer a questionnaire on food habits & hygienic practices