

## PART – A:

### ELIGIBILITY OF CANDIDATES

1. A student seeking admission to any class in an institution will be eligible for admission to that class only if he/she :
  - a. has been studying in an institution recognised by or affiliated to this Board or the Directorate of School Education, Nagaland or any other recognised Board, Council in India or the Education department of the concerned state,
  - b. has qualified at the qualifying or equivalent examination making him/her eligible for admission to that class, and
  - c. produces document(s) (marksheets, transfer certificate) in support of his/her having qualified the qualifying or equivalent examination.
2. Migrating students to Classes IX & X shall not be eligible for admission unless they get the permission from this Board. Permission shall be granted only after the Board is satisfied that the course of study undergone and examination qualified is equivalent to the corresponding class and course of this Board.

Permission shall not be granted if the course of study undergone and examination qualified is not based on the core curriculum which is followed by this Board.
3. Admission to a class in an institution shall be allowed only to such a student who :
  - a. has completed a regular course of study in the immediate lower class,
  - b. has qualified the qualifying or equivalent examination from an institution registered with this Board or the Directorate of School Education, Nagaland or under any recognised Board, Council or the Education department of the concerned state,
  - c. has not qualified the examination corresponding to the class for which admission is sought or the next higher examination,
  - d. was studying in that class or a class equivalent to the class in which admission is sought and
  - e. has been permitted by this Board.
4. No student shall be admitted to any class or examination or promoted to any subsequent higher class in any institution without completing the course. He/she has to complete the regular course of study of the class to which he/she was admitted at the beginning of the academic session. He/she also has to qualify the examination at the end of the concerned academic session qualifying him/her for promotion to the next higher class.
5. *Science stream at Higher Secondary level.*

A student desiring to go for Science stream must get the qualifying grades in Mathematics and Science at Class X.
6. *Commerce stream at Higher Secondary level.*

A student desiring to go for Commerce stream must get the qualifying grade in Mathematics at Class X.
7. *Arts stream at Higher Secondary level.*

A student who does not get qualifying grade in one of the following subjects- Mathematics, Science, Social Sciences and Second Language but gets qualifying grade in the sixth subject can be admitted to Class XI under Arts stream.

8. Detention of eligible candidates:  
Registered schools (recognised or permitted) may debar a student from appearing at the final examination on account of any of the following reasons:
  - a. if there is no sign of academic improvement or if the student has a deteriorating performance in the weekly/monthly tests and terminal examination.
  - b. gross misconduct and insubordination to the school authority,
  - c. failure to attend coaching classes.
  - d. non-payment of fees (school fees, examination fees etc).
  - e. failure to abide by the school rules.
  - f. any grave reason which necessitates such an action.
9. Candidates appearing for any of the Board's examination shall not be admitted to the examination if he/she has already qualified the equivalent or higher examination of any other Board, Council or University.
10. No student from an institution registered to the Board shall be eligible to take any of the Board's examination unless he/she has acquired the required percentage of attendance.
11. No institution registered with/affiliated to the Board shall endeavour to present the candidates who are not on its roll nor will it present the candidates of its unregistered branch/schools to any of the Board's examinations.
12. A student who has been studying in a school/college which is not recognised by this Board or by any other recognised Board, Council or University shall not be admitted to any class of an institution on the basis of certificate(s) of such unrecognised institution attended earlier nor shall be allowed to sit at any of the Board's examination.
13. If the statement made by the parent or guardian of a student or by the student himself/herself in any of the document(s) at the time of admission in school/concerned examination is found to be false or contain any willful misrepresentation of facts, the admission to school shall be cancelled or the candidature for the examination shall be rejected/cancelled at any time.
14. A candidate who has been expelled or is under punishment or rustication or is debarred for appearing in or taking an examination for any reason by this Board or any member Board of COBSE shall not be permitted to appear the High School Leaving Certificate Examination as private candidates.
15. To qualify at the Board's examination, a student must study and complete the prescribed regular course of study and also appear in all the required subjects of study at the examination.

## PART – B

### SCHEME OF STUDIES

**Subjects of study:** The scheme and subjects of study for Classes IX and X leading the enrolled students to the Class IX final examination and High School Leaving Certificate Examination (HSLC) respectively, shall include the following subjects of study.

**A. Compulsory subjects :**

1. First Language - English
2. Second Language - *any one of the following:*
  - i. Hindi
  - ii. Bengali
  - iii. Ao
  - iv. Lotha
  - v. Sümi
  - vi. Tenyidie
  - vii. Alternative English
3. Mathematics
4. Science
5. Social Sciences

**B. Sixth subject (any one) :**

1. Book Keeping & Accountancy
2. Environmental Education
3. Home Science
4. Foundation of Information Technology (FIT)
5. Music

**C. Internally Assessed subjects :**

1. Work & Art Education
2. Physical & Health Education (including Adolescence Education)

**D. INSTRUCTIONAL TIME :**

- (a) The number of working days shall be 210.
- (b) There shall be 6 (six) working hours having 8 (eight) periods a day and a minimum of 48 periods a week.

**Teaching Time per week :**

Recommended periods per week :

Subjects	Periods
1. First Language (English)	7
2. Second Language	6
3. Mathematics	8
4. Science	8
5. Social Sciences	8
6. Sixth subject	5
7. Work & Art Education	3
8. Physical & Health Education	3
<hr/>	
Total periods	48

**E. Medium of Instruction :**

The medium of instruction and examination for all subjects shall be English except for Major/Modern Indian Language subjects, in which case the language concerned shall be applicable

**F. Selection of the sixth subject :**

It is desired that students choose their sixth optional subject keeping in view their future course of studies in general and professional courses. However, the school may also make an endeavour to cater to the needs of its pupils.

## PART – C

### SCHEME OF EXAMINATIONS

#### Nature of Examination :

#### A. Class IX final examination :

Class IX (nine) examination shall be conducted at the end of the academic year and results shall be declared internally by recognized schools/centre schools only in accordance with the criteria and syllabus prescribed by the Board in order to maintain a uniform standard in all registered schools. Certificate of qualification shall be issued by the Board.

#### B. HSLC Examination :

Class X (ten) examination known as High School Leaving Certificate shall be conducted at the end of class 10 schooling, basing on the Board prescribed syllabus of Class X (ten) only.

#### C. Details of externally assessed subjects, marks and duration for Class IX and HSLC Examination is given below :

Sl.no.	Subject	No.of papers	Marks	Duration
1.	Language I	One	80	3 hours
2.	Language II	One	80	3 hours
3.	Mathematics	One	80	3 hours
4.	Science	One	80	3 hours
5.	Social Sciences	One	80	3 hours
6.	Sixth subject ( <b>any one</b> )			
	i) Environmental Education	One	80	3 hours
	ii) Home Science	One	70	3 hours
	iii) Book Keeping & Accountancy	One	70	3 hours
	iv) FIT	One	70	3 hours
	v) Music	One	70	3 hours
7.	W&A and P&H Education	Two	100 each	CCE

#### D. Internal Assessment :

- (i) The marks allotted for internal assessment in the compulsory subjects and the sixth subject shall be assessed by the school throughout the year by Continuous Comprehensive Evaluation (CCE)
- (ii) For the internally assessed subjects such as Work & Art Education and Physical & Health Education, 100% of the syllabus shall be assessed through CCE by the schools. These subjects shall be evaluated on a 5 (five) point absolute scale of grading. The qualifying grade is C. The marks in letter grades of these subjects shall have to be communicated by the schools to the Board.

#### E. Registration:

A student who is enrolled in the secondary classes under this Board shall register himself/herself with the Board.

Students who are not registered with the Board will not be allowed to sit at the Board's examination.

**F. CHANGE OF SUBJECT:**

- (i) A subject which is **NOT** studied in Class IX shall **NOT** be offered as a subject of study in Class X.
- (ii) After passing Class IX, students shall **NOT** be allowed to change the 6<sup>th</sup> subject in Class X.
- (iii) In special cases, change of subject from MILs to Alternative English shall be permissible with the prior approval of the Board. Change of Alternative English to MIL is not permitted.

**CRITERIA FOR QUALIFYING TO THE NEXT HIGHER CLASS :**

**A. Externally assessed subjects :**

1. **D grade or a higher grade** in First Language ( English )
2. **D grade or a higher grade** in any 4 (four) from the following :
  - i. Second Language (Hindi/Bengali/Ao/Lotha/Sumi/Tenyidie Alternative English)
  - ii. Mathematics
  - iii. Science
  - iv. Social Sciences
  - v. **any one** - Book Keeping & Accountancy, Environmental Education, Home Science, Foundation of Information Technology, Music.

**B. Internally assessed subjects:-**

- i. **D grade or a higher grade** in Work & Art Education
- ii. **D grade or a higher grade** in Physical & Health Education.

**C. Attendance:-**

The required minimum percentage of attendance to sit for the final examination is 80%.

A compulsory subject (excluding first language - English) in which a student has not acquired the qualifying grade can be interchanged with the sixth subject where he/she had acquired the qualifying grade for eligibility to the next higher class.

**Students who do not opt for the sixth subject, in order to qualify to the next higher class, shall have to secure the minimum qualifying grades in all the 5 (five) subjects i.e.**

- i. First Language (English), ii. Second Language, iii. Mathematics, iv. Science and v. Social Sciences.**

## PART – D

### DESIGN OF QUESTION AND SYLLABUS

#### ENGLISH

##### Objectives:

- to communicate effectively and appropriately in real-life situations,
- to understand English effectively for study purpose across the curriculum,
- to develop and integrate the use of the four language skills listening, speaking, reading and writing,
- to speak and express idea in clear and grammatically correct English(Tenses) using appropriate punctuation and cohesion devices,
- to understand and interpret text i.e. prose, poems and stories by relating them to other material on the same theme (in their own experience and knowledge),
- to analyse, interpret and evaluate the idea in a text,
- to recycle and reinforce structure already learnt,
- to plan, organise and present ideas, expand notes into a piece of writing,
- to write a clear description e.g. of a place, an object or a system and to develop an interest and appreciation of literature.

#### DESIGN OF QUESTION PAPER ENGLISH

##### Weightage to different forms of questions:

Sl. no.	Forms of questions	Marks for each question	No. of questions	Total marks
1.	SA-I	3	7	21
2.	SA-II	4	4	16
3.	SA-III	5	4	20
4.	LA-I	7	1	7
5.	LA-II	8	2	16
	<b>Total</b>		<b>18</b>	<b>80</b>

##### Weightage level of questions:

Sl. no.	Level	Percentage	Marks
1.	Easy	25	20
2.	Average	60	48
3.	Difficult	15	12
	<b>Total</b>	<b>100</b>	<b>80</b>

**The expected length of answer and time to be taken under different forms of questions shall be as follows:**

<b>Sl. no.</b>	<b>Forms of questions</b>	<b>Expected length of answer</b>	<b>Expected time for each question</b>	<b>Total expected time</b>
1.	Reading	-	-	5 minutes
2.	SA-I	30-35 words	6 minutes	42 minutes
3.	SA-II	40-45 words	8 minutes	32 minutes
4.	SA-III	50-55 words	10 minutes	40 minutes
5.	LA-I	60-100 words	19 minutes	19 minutes
6.	LA-II	100-150 words	16 minutes	32 minutes
7.	Revision	-	-	10 minutes
			<b>Total time</b>	<b>180 minutes</b>

**Scheme of options:**

Internal choice shall be provided in:

- i. 2 (two) questions of 5 marks each
- ii. 1(one) question of 4 marks.

**CLASS-X**  
**ENGLISH**

**Unit-Wise weightage**

**Part 'A' External**

**Time : 3 hours**

**Marks : 80**

<b>Unit</b>	<b>Marks</b>
<b>I. LITERATURE</b>	<b>25</b>
<b>a) Prose</b>	
i. Mehouviu and Morusa	
ii. Imitating the English Gentleman ( MK Gandhi)	
iii. Invictus	
iv. Macbeth (William Shakespeare)	
<b>b) Poetry</b>	
i. Death the Leveller(James Shirley)	
ii. Jina Etiben- A Romance re-told	
iii. The Listeners (Walter De La Mare)	
iv. The Windhover (GM Hopkins)	
<b>c) Drama</b>	
Riders to the Sea- J.N.Syngé	
<b>II. READING</b>	<b>20</b>
<b>III. WRITING</b>	<b>20</b>
<b>IV. GRAMMAR</b>	<b>15</b>
<b>Total</b>	<b>80</b>

**Part 'B' Internal**

<b>Internal Assessment</b>	
<b>1. Listening &amp; Speaking</b>	<b>10</b>
<b>2. Assignments and Formal Testing</b>	<b>5+5=10</b>
<b>Total</b>	<b>20</b>
<b>Grand total</b>	<b>100</b>

**PART – A: EXTERNAL**

**80 Marks/180 periods**

**Unit I: Literature**

**25 marks/56 periods**

- Questions will test comprehension at different levels, literal, influential and evaluative.
- There will be three short answer type questions on prose for 3 marks each.
- There will be one long answer type question on prose for 5 marks with internal option.
- There will be reference to context questions followed by questions to assess critical understanding of the poems for 5 marks. There can be two parts to each question.
- Reference to context questions followed by questions to assess the overall understanding of the play for 6 marks. There can be two parts to each question.



**Unit II: Reading****20 marks/45 periods**

- This section will assess Reading Comprehension. The Section will be of 20 marks and will have 3 reading passages of 8 and 4 marks followed by questions that will test the sub skills of scanning, skimming, vocabulary reinforcement, inference evaluation, and comprehension.
- The passages will be extracts from poems/factual/literacy/discursive or descriptive passages.
- There will be two reading passages in about 200 – 300 words and the other shorter one of 120 – 150 words.

**Unit III: Writing****20 marks/45 periods**

1. Short composition of not more than 60 words in the form of a notice, e-mail, invitation (formal with reply) or advertisement – 4 marks.
2. There will be a short answer question of up to 80 –100 words in the form of description of an event or completion of a paragraph based on inputs given – 4 marks.
3. There will be a question of 5 marks based on a visual input with a minimum of 120 words.
4. Writing of an article, speech, formal letter, report writing for 7 marks with a minimum of 200 words with internal options.

**Unit IV: Grammar****15 marks/34 periods**

This section will assess grammar items in context for 15 marks. There can be four – five questions in this section which will test grammar items that have been dealt with in the English Class -10 textbook. Different structures such determiners, subject-pronoun agreement, non-finite verb forms, transitive and intransitive verbs, voice, speech, clauses will be tested. Grammar usage will be tested in context and not in isolated sentences.

**PART – B : INTERNAL****20 marks/20 periods****INTERNAL ASSESSMENT****ASSESSMENT SCALE**

The Speaking and Listening Skills shall be assessed on a 3 (three) Band Point Scale. The assessment shall be done or given basing on the fulfilment of the criteria indicated against the respective Band Point.

**SPEAKING**

Many tasks will be set. The teacher has a choice to test the learner for 10 marks. The teacher can choose any two tasks based on the learners' competency.

<b>Band Points</b>	<b>Criteria</b>
5	a) High level of fluency b) High level of appropriacy c) Almost negligible errors as far as accuracy is concerned
3	a) Lacks fluency b) Some appropriacy c) Some accuracy
1	a) Lacks fluency b) Lacks appropriacy c) Lacks accuracy

**Explanation:** *Fluency* refers to using language in connected speech.  
*Appropriacy* refers to speaking relevantly based on the set task.  
*Accuracy* refers to grammatical and phonological functions of the language

## LISTENING

Two task types shall be set for 5 marks each to assess the listening skills.

*Task 1:* Listening for comprehension.

*Task 2:* Listening for specific information.

The following Band Point Scale is to be used to assess the Listening Skills.

Band Points	Criteria
5	a) Meaningful chunks are well represented b) No spelling mistakes c) No relevant words missing
3	a) Small bits of meaningful chunks fairly correct b) Some spelling mistakes (for every spelling error, half mark is to be deducted. Errors in Proper nouns to be ignored) c) Some relevant words missing
1	a) Small bits of meaningful chunks not present b) Lots of spelling mistakes c) Some words missing

### How to assess in accordance with the Band Point Scale:

1. If a learner fulfils the criteria in Band Point 5, he/she can be given 5 out of 5.
2. If a learner fulfils the criteria in Band Point 3 depending on the inaccuracies, he/she can be given 3 or 4 out of 5.
3. If a learner fulfils the criteria in Band Point 1 depending on the inaccuracies, he/she can be given 1 or 2 out of 5.

### Task types and Methodology for Listening & Speaking

**(Every student should be tested with two tasks on Listening and Speaking. The total marks secured out of 20 should be divided by 2 and added with the marks of formal testing and assignments). For eg. If a student secures 12 in listening and speaking, it should be divided by 2, i.e,  $12 \div 2 = 6$  and 5 in formal testing/assignment, the total mark should read as  $6+5=11$ .**

**Maximum marks: 20**

### LISTENING

**Total marks: 10**

Under Listening, there shall be 2(two) tasks of 5 marks each.

**Task 1:** Completion of table based on hearing the reading: **(5 marks)**

**Objective:** Listening for specific information.

**Time:** 1 period. 35 – 40 minutes. Actual test shall be for only 10 minutes. Time taken to prepare the learner, task familiarization and explanation is equally important.

**Supplementary materials required:** Listening text, copies of the task. If the task is to be put up on the board, it should be done before the examination starts. If the learner has to copy down the task, separate time should be set aside for that. It is however suggested that schools

should get photo copies of the task so that the learner can concentrate on putting their listening skills into use.

**Methodology:**

A table/MCQ/or questions based on a format is to be given to the learner to complete as he listens. The listening text needs to be read out clearly at varying speed. The text should be read 3 times in the final test.

**Task 2: Dictation in context in the best possible manner: (5 marks)**

**Objective:** This is to experience listening as a process. It is not meant to test reproducing of every word accurately. This dictation aims at testing comprehension of meaningful chunks of words/ sense groups rather than isolated words and at testing the learners overall reproduction of the idea behind the dictated sentence rather than accurate reproduction of isolated words.

**Time:** 1 period. 35 – 40 minutes. Actual test shall be for only 10 minutes. Time taken to prepare the learner, task familiarization and explanation is equally important to make into account learners shift in attention, listener affected emotionally, relationship between speaker and listener.

**Supplementary materials required:** Passage to be read out. Sheets for learner to complete the task.

**Methodology:**

Dictate the text at varying speed 3 times.

Keep the atmosphere relaxed yet strictly within the bounds of a testing procedure.

The teacher should adopt a non threatening attitude so as to make the test an enjoyable process for the learner.

**Assessment:** Refer the Assessment scale.

**SPEAKING**

**Total marks: 10**

In Speaking, the teacher can set many tasks but primarily these tasks shall be to test only two objectives i.e., **Objective I** which is individual work and **Objective II** which is group work activity.

**OBJECTIVE I :** To make learners talk for a minute on real life situations, like giving them part of an everyday situation and complete it or give part of a story and ask learners to complete it. Tasks should aim at enhancing the Communicative functions like:

- Greeting people
- Introducing oneself
- Making request
- Asking and giving permission
- Offering help
- Giving Instructions and directions
- Telephonic skills

**Time:** 2 periods or 1 and a half hour.

**Materials required:** Situations for the talk.

**Methodology:**

There will be five situations to choose in the final question paper. The learner needs to be allowed to make his/ her choice of any one situation. The learner should be given a time

period of 5 minutes to mentally prepare his/her talk. This is individual work and it will take the teacher time to complete the test. The class should be divided into groups. As such, other examiners will be needed to administer the test. The test should be simultaneously conducted by all examiners. The given assessment scale clearly outlines the mode of testing.

## **OBJECTIVE II:**

The testing of this Role play task is based on small group work activity. A maximum of 5 students will form a small group. Based on the number of students in each class, schools need to decide on the time frame required to administer the test. Based on roll numbers, or any other clear criteria, groups may be tested. This is being left to schools to decide individually based on their convenience. Five children may be called inside a room where they are tested on I followed by II testing. The next group may be given preparation time in the meanwhile. These are suggestions and every school is encouraged to innovate upon this.

**Time:** 20 minute per group.

**Materials required:** *Cue Cards*. Cue cards will be provided along with the question paper. Schools should Photostat the cue cards sheet separately, so that students can refer to them easily. They can be put upon on the black board also.

### **Methodology:**

Take a minute to make sure learners have understood their roles. A nervous student needs to be made comfortable and an overconfident student needs to be put in place firmly but politely.

**Assessment:** *Refer the Assessment scale.*

### **General Instructions:**

**Every school is encouraged to try out their own way of administering the test but a fair, and objective testing of listening and speaking is mandatory. For the final Board examination, the Board will intimate the date of examination. It is very important that schools should conduct this at least once, so that students are on completely familiar grounds when final testing is done. Continuous practice in the classroom using the tasks given in Orchids, a multi skill English course will reinforce the two important skills of listening and speaking which have been found to be largely neglected in most schools. It is important to begin reinforcing these skills and testing them from Class 9. These tests need to be conducted exactly in the spirit in which they have been outlined.**

### ***Prescribed textbook:***

*A Multi-Skill Course in English Class X* - *Headword Publishing Company Pvt. Ltd.*  
*B-40, Sector 57, Noida, UP - 201301*

### ***Reference Book:***

*Senior School Grammar and Composition* - *Orient Blackswan Pvt.Ltd*  
*Hester Lott* *1/24, Asaf Ali road, New Delhi 110002*

## **ALTERNATIVE ENGLISH**

### **Objectives:**

- To equip learners and develop proficiency in the four language skills i.e. reading, writing, listening and speaking.
- To develop and express ideas in their own words with correct usage of grammar/English.
- To enrich the vocabulary and enable the students to access knowledge and information through reference skills (consulting a dictionary/thesaurus, library, internet etc.)
- To develop an interest and appreciation of literature for future career.
- To develop curiosity, creativity and to facilitate self-learning to enable them to become independent learners through extensive.
- To provide alternative for those MIL which are not fully developed and as an introduction to the study of English literature.

### DESIGN OF QUESTION PAPER ALTERNATIVE ENGLISH

#### Weightage to different forms of questions:

Unit	Details of Topics/Sections	Types of questions	No. of questions	Marks	Total Marks
<b>Unit I – Reading</b>	- One unseen passage of 300 words - One literary piece/poem	VSA	10	10x1=10	10
<b>Unit II – Writing and Applied Grammar</b>	- Two writing items in about 100-150 words, i.e. a newspaper report, article, story writing, dialogue. - Grammar section will assess grammar items in context.	LA II	2	2x6=12	12
		SA II	4	4x2=8	8
<b>Unit III – Literature</b>	<b>Prose/Poetry</b>	MCQ	8	8x1=8	35
		SA I	3	3x2=6	
		SA II	4	4x4=16	
		LA I	1	1x5=5	
	<b>Drama/Fiction</b>	MCQ	2	2x1=2	15
		SA I	2	2x2=4	
		SA II	1	1x4=4	
		LA I	1	1x5=5	

Sl. no.	Forms of questions	Marks for each question	No. of questions	Total marks
1.	MCQ	1	10	10
2.	VSA	1	10	10
3.	SA-I	2	9	18
4.	SA-II	4	5	20
5.	LA-I	5	2	10
6.	LA-II	6	2	12
	<b>Total</b>		<b>38</b>	<b>80</b>

#### Weightage level of questions:

Sl.no.	Level	Percentage	Marks
1.	Easy	25	20
2.	Average	60	48
3.	Difficult	15	12
	<b>Total</b>	<b>100</b>	<b>80</b>

The expected length of answer and time to be taken under different forms of questions shall be as follows:

Sl.no.	Forms of questions	Expected length of answer	Expected time for each question	Total expected time
1.	Reading	-	-	10 minutes
2.	MCQ	-	2 minutes	20 minutes
3.	VSA	5-10 words	2 minutes	30 minutes
4.	SA-I	20-25 words	3 minutes	21 minutes
5.	SA-II	40-50 words	8 minutes	32 minutes
6.	LA-I	50-60 words	12 minutes	36 minutes
7.	LA-II	100-150 words	20 minutes	20 minutes
8.	Revision	-	-	11 minutes
			<b>Total time</b>	<b>180 minutes</b>

**Scheme of options:**

Internal choice shall be provided in:

- i. 1(one) question of 5 marks.
- ii. 1(one) question of 10 marks.

**Unit-Wise weightage****Part 'A' External****Time : 3 hours****Marks : 80**

<b>Unit</b>	<b>Marks</b>
<b>Unit I</b> - Reading skills	<b>10</b>
<b>Unit II</b> - Writing Skills and Applied Grammar	<b>20</b>
<b>Unit III</b> - Literature	
1. Prose/ Poetry	<b>35</b>
2. Non-Fiction	<b>15</b>
<b>Total</b>	<b>80</b>
<b>Part 'B' Internal</b>	<b>20</b>
<b>Grand total</b>	<b>100</b>

**PART – A: EXTERNAL****80 Marks/180 periods****Unit I: Reading****10 Marks/25 Periods**

This section will assess Reading Comprehension. The section will be of 10 marks and will have 1 reading passage i.e. factual or discursive in about 300 words and 1 literary passage or poem followed by VSA type of questions that will test the sub skills of scanning, skimming, vocabulary re-enforcement and comprehension.

**Unit II: Creative Writing Skills and Applied Grammar****12+8=20 Marks/55 Periods**

2 writing items in about 100-150 words for 6 marks each e.g. a newspaper report, article, story writing, dialogue.

Grammar section will assess grammar items in context for 8 marks. There can be two to four questions which will test grammar items through the following type of ways:

- Gap filling with one/two words to test conjunctions and prepositions.
- Editing on Omission covering Comparison of adjectives, Voice and Conjunctions.
- Transformation of Sentences in context, Clauses.

**Unit III: LITERATURE:****50 Marks/100 Periods****PROSE**

1. The Fragrance of the Gods (Rev. Dr. Toshi Langu)
2. Man against Virus (Naveen Sullivan)
3. Speech by Severn Suzuki
4. In Celebration of Being Alive (Dr. Christian Barnard)
5. The Ambitious Guest (Hawthorne)

**POETRY**

1. To Sleep (William Wordsworth)
2. Prayer of the Meek (Lhusi Haralu)
3. Closed Path (Rabindranath Tagore)
4. Old folks laugh (Maya Angelou)

**NON- FICTION**

The Dairy of a Young Girl - Anne Frank

(Retold by Cherry Gilchrist Series Editors: Andy Hopkins and Jocelyn Potter)

## **GRAMMAR**

1. Comparison of Adjectives
2. Conjunctions
3. Voice
4. Clauses
5. Prepositions

### **PART – B : INTERNAL**

**20 marks**

- |                        |    |
|------------------------|----|
| 1. Conversation skills | 10 |
| 2. Assignments         | 5  |
| 3. Formal testing      | 5  |

#### ***Recommended textbook:***

##### ***Prescribed textbook:***

***Alternative English Class X***

***- Orient Blackswan, Pvt. Ltd.***

***1/24 , Asaf Ali road, New Delhi 110002***

##### ***Reference Book:***

***Senior School Grammar and Composition***  
***Hester Lott***

***- Orient Blackswan Pvt.Ltd***

***1/24 , Asaf Ali road, New Delhi 110002***

**MAJOR/MODERN INDIAN LANGUAGES (MILs)**

**DESIGN O F QUESTION PAPER**



**Weightage to different forms of questions:**

Section	Details of Topics/Sections	Types of questions	No. of questions	Marks	Total Marks
<b>Section A– Reading</b>	One unseen passage of 300 – 400 words. There will be questions to test vocabulary and grammar.	VSA	10	10x1=10	10
<b>Section B– Writing</b>	- Informal Letter Writing/ Story Writing - Advertisement/Notice	LA II SA II	1 1	1x6=6 1x4=4	10
<b>Section C– Grammar</b>	<b>Grammar</b> <b>Translation</b>	MCQ VSA VSA	5 10 5	5x1=5 10x1=10 5x1=5	20
<b>Section D– Literature</b>	<b>Prose</b>	MCQ SA I SA II LA I	3 4 1 1	3x1=3 4x2=8 1x4=4 1x5=5	20
	<b>Poetry</b>	MCQ SA I SA II LA I	2 2 1 2	2x1=2 2x2=4 1x4=4 2x5=10	20

Sl. no.	Forms of questions	Marks for each question	No. of questions	Total marks
1.	MCQ	1	10	10
2.	VSA	1	25	25
3.	SA - I	2	6	12
4.	SA - II	4	3	12
5.	LA - I	5	3	15
6.	LA- II	6	1	6
	<b>Total</b>		<b>48</b>	<b>80</b>

**Weightage level of questions:**

Sl.no.	Level	Percentage	Marks
1.	Easy	25	20
2.	Average	60	48
3.	Difficult	15	12
	<b>Total</b>	<b>100</b>	<b>80</b>

The expected length of answer and time to be taken under different forms of questions shall be as follows:

<b>Sl.no.</b>	<b>Forms of questions</b>	<b>Expected length of answer</b>	<b>Expected time for each question</b>	<b>Total expected time</b>
1.	MCQ	-	2 minutes	20 minutes
2.	VSA	5-10 words	2 minutes	50 minutes
3.	SA - I	20-25 words	3 minutes	18 minutes
4.	SA - II	40-50 words	8 minutes	24 minutes
5.	LA - I	60-90 words	12 minutes	36 minutes
6.	LA - II	100-150 words	17minutes	17 minutes
7.	Reading of Question Paper & Revision	-	-	15 minutes
			<b>Total time</b>	<b>180 minutes</b>

**Scheme of options:**

There will be no overall choice. However, internal choice shall be provided in;

- i. 2(two) questions of 5 marks each.
- ii. 1(one) question of 4 marks.

**Objective:**

- Asen tetsü taso oshiji shitak angateta,züngtettsü, zülutettsü aser jempitettsü.
- Taküm nung pei kin sobaliba aser awashi angazüka benshitsü.
- Asen Ao oshi Arrla shitak wazüka ayutsü asoshi.

**CLASS-X**  
**MODERN INDIAN LANGUAGE: AO**

**Unit-Wise weightage**

<b>Part 'A' External</b>	<b>Time : 3 hours</b>	<b>Marks : 80</b>
<b>Unit</b>		
		<b>Marks</b>
SECTION A - Reading		10
SECTION B - Writing		10
SECTION C - Grammar		20
SECTION D - Literature		
1. Prose		20
2. Poetry		20
<b>Total</b>		<b>80</b>
<b>Part 'B' Internal</b>		<b>20</b>
<b>Grand total</b>		<b>100</b>

**PART - A : EXTERNAL****80 Marks/180 Periods****SECTION A – READING****10 Marks/20 Periods**

One unseen passage of 300 – 400 words. There will be questions to test vocabulary and grammar.

**SECTION B – WRITING****10 Marks/20 periods**

1. Formal Letter Writing/Report writing
2. Invitation/Dialogue writing

**SECTION C – GRAMMAR****20 Marks/40 Periods****Grammar and Translation:**

1. Tongnir (Subject), Salur (Predicate), Nendong (Object)
2. Kulem (Tense)
3. Jilok & Müken Tongta (Direct & Indirect Narration)
4. Leplashi (Voice)
5. Oyim Jinutepyim (Simple, compound & complex sentence)
6. Timsü & Rapasü
7. Mungra
8. O Meyipzük (Translation)

**SECTION D– LITERATURE****40 Marks/100 Periods****Prose:**

1. Aor Sobaliba Aser Awashiren
2. Kibong Nung Awashi
3. Kima Yimdong Awashi
4. Alu Wadang Nung Awashi
5. Arem, Lushi Aser Tzü Mopung

6. Lokti Puti Rajem Awashi

**Poetry:**

1. Chungliyimti Kü Soyim
2. Ao Konang
3. Lisem Manung Tenüing
4. Nokinketer Sangro
5. Ni Meteta Lir
6. Ayatai

**PART – B: INTERNAL**

**20 Marks**

- |                        |    |
|------------------------|----|
| 1. Conversation skills | 10 |
| 2. Assignments         | 5  |
| 3. Formal testing      | 5  |

Folk songs may be assessed under conversation skills. Painting, drawing or crafts indigenous to the tribe may be assessed under assignment.

*N.B: It is expected that students are assessed on continuous and comprehensive basis on the given topics. The role of teachers assumes a very significant part, as such, they are expected to be fair and assess the performance of the students without any bias.*

**Prescribed textbooks:**

1. *Mejen O Otsü Aser Sangro* – *Ao Senden Literature Board, Mokokchung*
2. *Orrlem (Ao Naga Grammar)* – *Ao Senden Literature Board, Mokokchung*  
*M.L. Wati Jamir*
3. *Aor Lokti Puti Rajem (Vol. 1)* – *Ao Senden Literature Board, Mokokchung*  
*Prof. A. Lanunungsang*

**MODERN INDIAN LANGUAGE: LOTHIA**

**Objectives:**

- Erantolan lo choka osi tssohung lithokvü tsükona.
- Erantolan lo choka lio ji yakchia ochyu – ovöng mhonkatokvü tsükona.
- Ekhae jiang, yitsüngkhyarhyu kyonkata ntsi-i mhonkata yithokvü.
- Yi – nsan lanka mezhü shiang esüa: engae ekhi, nsanchi, ekhao tona eramo to jianglo tsüka- rankata yithkvü tsükona.
- Onte etancho yilona mhom hatonchethokvü tsükona.
- Ekhao tona eramo tolo chakcheta nzokathokvü tsükona.

**CLASS-X**  
**MODERN INDIAN LANGUAGE: LOTHIA**

**Unit-Wise weightage**

<b>Part 'A' External</b>	<b>Time : 3 hours</b>	<b>Marks : 80</b>
<b>Unit</b>		
		<b>Marks</b>
SECTION A - Reading		10
SECTION B - Writing		10
SECTION C - Grammar		20
SECTION D - Literature		
1. Prose		20
2. Poetry		20
<b>Total</b>		<b>80</b>
<b>Part 'B' Internal</b>		<b>20</b>
<b>Grand total</b>		<b>100</b>

**PART - A : EXTERNAL :** **80 Marks/180 Periods**

**SECTION A – READING** **10 Marks/20 Periods**

One unseen passage of 300- 400 words. There will be questions to test vocabulary and grammar.

**SECTION B – WRITING** **10 Marks/20 Periods**

1. Formal Letter writing/ Report Writing
2. Invitation/ Dialogue Writing

**SECTION C – GRAMMAR** **20 Marks/40 Periods**

**Grammar and Translation:**

1. Eyieton (Mood)
2. Tssoyioyi (Verb)
3. Tepfüyi (Adverb)
4. Kyong Chokha (Lotha calender)
5. Yiyutsüng (Tenses)
6. Mhachungyi ( Preposition)
7. Yitsünga Tai Tsütsao (One Word Substitute)
8. Yirenthang Tona Erhüyi To Jiang Yinsan (Direct & Indirect speech)
9. Yichak Eni Pisi Yiren Nsungrio (Give two meanings and make sentences)
10. Yitsüng Echumpo Tssosi Yichak Esütao Tuv (Give another word with the same meaning)
11. Translation

**SECTION D – LITERATURE** **40 Marks/100 Periods**

**Prose:**

1. Kyongyiran Motsü Ekhürhyucho Echi II
2. Ranphan Motsü
3. Ete Ntsinranche
4. Onjeni Motsü
5. Elhi Etssoe Olan Mongo Jiang
6. Kyong Tokhü Tsüngkyim Opvü Jiang

**Poetry:**

1. Kyong Chungiyi Ekhürhyucho
2. Oshomo Merangtacho
3. Wokha Yantsüro
4. Otsoe Okhara Chücho
5. Phencho Vara Rocho
6. Pofü

**PART – B : INTERNAL****20 marks**

- |                        |    |
|------------------------|----|
| 1. Conversation skills | 10 |
| 2. Assignments         | 5  |
| 3. Formal testing      | 5  |

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*N.B:* It is expected that students are assessed on continuous and comprehensive basis on the given topics. The role of teachers assumes a very significant part, as such, they are expected to be fair and assess the performance of the students without any bias.

**Prescribed textbooks:**

1. *Kyongyiran Motsü Ekhürhyucho – Part I & II - Kyong Academy, Wokha by K.R. Murry*
2. *Kyong Chungiyi Ekhürhyucho - Kyong Academy, Wokha by K.R. Murry*
3. *Kyong Yinsalan (Grammar) - Kyong Academy, Wokha by K.R. Murry*
4. *Anglo Lotha Vocabulary - Kyong Academy, Wokha*
5. *Outline Grammar of Lotha Naga Language - Kyong Academy, Wokha by W.E. Witter*
6. *Kyong Yi Chüm kalan (Spelling Pattern) - Kyong Academy, Wokha by K.R. Murry*

**MODERN INDIAN LANGUAGE: SÜMI****Objectives:**

- Mütsümisheyi chilü eno philu kepu ghola lono qophenikeu.
- Akivishi philu eno yelu kepu ghola lono qophenikeu.
- Kiphimiyo pelo panongu kutoshino ililai philu keu vechewono akighithi alau phulupenikeu.
- Kiphimiyo pelono nilikhi nizatsa achipi eno mütsümisheyi pilu kepu shi qophe nikeu.
- Kiphimiyo pelo nizatsa kiu ghola lono yepe puanikeno vethalu eno hepho kuphalupenikeu.
- Nizatsa kipi ghola inikiviu lono pilu eno peithalu penikeu.
- Nizatsa – tsayiko kighithi akishe tsü eno gihulu penike.
- Vethakulu kimsikulu iquphe kulupu ghola lono qophenikeu.
- Kiphimiyo kükümsü kupulo, nizatsa phikutholu keu vechewono aghakiqi shilu penikeu.
- Nizatsa – tsayiko eno mhesho mheghi nikutsashi kümsülü penikeu ghola lono qophenikeu.
- Nizatsa – tsayiko eno mhesho mheghi niktssashi kümsülü penikeu ghola lono qophenikeu.
- Akiyethi qo kimyemi tsa gholano kumono nizatsa gholauno qophenikeu.
- Sümi tsalo akiyethi ‘ü’ alla süno Sümi tsa ipighilu akeu meküa ithi penike.
- Putüta ko agha tsa ghola hila pimono aqo lono qokiphe kaku mlano qophe akeu kipi lono pilu eno yeh moayesa keu.
- Kütami shiyeh tsah. Sümono Nizatsau likhino küputsa kile peni keu ghola lono qopheni keu.

**CLASS-X**  
**MODERN INDIAN LANGUAGE: SÜMI**

**Unit-Wise weightage**

<b>Part ‘A’ External</b>	<b>Time : 3 hours</b>	<b>Marks : 80</b>
<b>Unit</b>	<b>Periods</b>	<b>Marks</b>
I. SECTION A - Reading		10
II. SECTION B - Writing		10
III. SECTION C - Grammar		20
IV. SECTION D - Literature		
1. Prose		20
2. Poetry		20
<b>Total</b>		<b>80</b>
<b>Part ‘B’ Internal</b>		<b>20</b>
<b>Grand total</b>		<b>100</b>

**PART – A : EXTERNAL**

**80 Marks/180 Periods**

**SECTION A– READING**

**10 Marks/20 Periods**

One unseen passage of 300-400 words. There will be questions to test vocabulary and grammar.

**SECTION B– WRITING**

**10 Marks/20 Periods**

1. Formal Letter Writing/ Report Writing
2. Invitation /Dialogue Writing

**SECTION C– GRAMMAR**

**20 Marks/40 Periods**

**Grammar and Translation:**

1. Sütsakutho
2. Tsashi Pe Aje Lo Sükeu
3. Süchou Eno Bidelau
4. Akiye Ghola Shikithe Tsü Keu
5. Akiyethi Kikili
6. Atsa Tüna
7. Tsathi Kiyiqi

**SECTION D– LITERATURE**

**40 Marks/100 Periods**

**Prose:**

1. William Carey
2. Angushuu Kughulho
3. Nagami Küka Kümülapu Lo Sümiw Immaküssü
4. Tüsütixe Eno Külaküpu
5. Thochipa No Thochiu Miviwuve Keu
6. Tumumi Ghili

**Poetry:**

1. Shikhu Inakha Nu
2. Juxeli Mlo Ghime
3. Ashihamile
4. Arkha Leshe
5. Ratshamu Ghu Tüngü

**PART – B : INTERNAL**

**20 marks**

- |                        |    |
|------------------------|----|
| 1. Conversation skills | 10 |
| 2. Assignments         | 5  |
| 3. Formal testing      | 5  |

Folk songs may be assessed under conversation skills. Painting, drawing or crafts indigenous to the tribe may be assessed under assignment.

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**Prescribed textbooks:**

- |  |   |                       |
|--|---|-----------------------|
| 1. <i>Kichitssathoh</i>                  | – | Sumi Literature Board |
| 2. <i>Küghakiche Eno Leshe</i>           | – | Sumi Literature Board |
| <i>I. Lozhevi Sema</i>                   |   |                       |
| 3. <i>Apu Assü Leshe (Poems in Sümi)</i> | – | Sumi Literature Board |
| 4. <i>Sumi Tsayeh (Grammar)</i>          | – | Sumi Literature Board |
| <i>I. Lozhevi Sema</i>                   |   |                       |

**MODERN INDIAN LANGUAGE: TENYIDIE**



**Objectives:**

- Rūnyū mu phrūkecū nu puocapuola silieketuo chūlieketuo la.
- Pu mu thulie kevi chūlieketuo la.
- Keph rūmia bu u nei di u thuo u die phrū khropie mhasilieketuo la.
- Dieu puocū touu, puotouu mu puoca touu nunu silieketuo chūlieketuo la.
- Keph rūmia dieca chū pekralie mu sūu puotou nunu selieketuo chūlieketuo la.
- Uko bu uko diemvū rhulieketuo la.
- Uko bu uko die zivi, noule mu noudo se parlieketuo la.
- Uko bu uko die, diemvū mu kelhouzho-u uko vie ūkecū lelieketuo la mu
- U Tenyimia keph rūnuomiako bu u pfhe mu ūtsali puoma kereko si pesou salieketuo la.

**CLASS-X**  
**MODERN INDIAN LANGUAGE: TENYIDIE**

**Unit-Wise weightage**

<b>Part 'A' External</b>	<b>Time : 3 hours</b>	<b>Marks : 80</b>
		<b>Marks</b>
SECTION A - Reading		10
SECTION B - Writing		10
SECTION C - Grammar		20
SECTION D - Literature		
1. Prose		20
2. Poetry		20
	<b>Total</b>	<b>80</b>
<b>Part 'B' Internal</b>		<b>20</b>
	<b>Grand total</b>	<b>100</b>

**PART - A : EXTERNAL****80 Marks/180 Periods****SECTION A – READING****10 Marks/20 Periods**

One unseen passage of 300-400 words. There will be questions to test vocabulary and grammar.

**SECTION B – WRITING****10 Marks/20 Periods**

1. Formal Letter Writing/Report Writing
2. Invitation/Dialogue Writing

**SECTION C – GRAMMAR****20 Marks/30 Periods****Grammar and Translation:**

1. Diesouko (L to Z)
2. Kekrūkecūko thu kemezhūkecū
3. Thuyie (Translation)
4. Diekhu mu Dierozu

**SECTION D – LITERATURE****40 Marks/100 Periods****Prose:**

1. Tsathou mu Themia
2. Krase
3. Terhü Miavimia Puo
4. Redcross Pesiekeshü
5. Kezise
6. Martin Luther King

**Poetry:**

1. Rütsohouü
2. Nie Pie Penuo
3. A Kesuoü
4. Ketho mu Kevi
5. Niaki

**PART – B : INTERNAL**

**20 Marks**

1. Conversation skills	10
2. Assignments	5
3. Formal testing	5

Folk songs may be assessed under conversation skills. Painting, drawing or crafts indigenous to the tribe may be assessed under assignment.

*N.B: It is expected that students are assessed on continuous and comprehensive basis on the given topics. The role of teachers assumes a very significant part, as such, they are expected to be fair and assess the performance of the students without any bias.*

**Prescribed textbooks:**

- |   |                                  |
|---|----------------------------------|
| 1. <i>Neteya</i>  | – <i>Ura Academy Publication</i> |
| 2. <i>Üca 53</i>  | – <i>Ura Academy Publication</i> |
| 3. <i>Idiomatic Expression</i><br><i>Rüzhükhrie Sekhose</i> | – <i>Ura Academy Publication</i> |
| 4. <i>Diekhu Mu Dierozu</i><br><i>Shürhozelie</i>           | – <i>Ura Academy Publication</i> |

## OBJECTIVES:

- To develop the abilities of listening and reading with comprehension.
- To develop the abilities of oral and written expression.
- To enable the students to read independently for knowledge and recreation.
- To develop the abilities of using language correctly, accurately and effectively.
- To enable the students to understand the structure of the language and to analyse it.
- To enrich the vocabulary of the students and to enable them to use it more effectively.
- To enable them to appreciate literature of the language.
- To develop their aesthetic sense, originality, imagination and creativity.
- To sublimate their feelings and emotions through the studies of the literature of the language.
- To develop in them the feeling of belongingness to the language-literature and culture.
- To pay homage or honour to their mother tongue.
- To encourage to integrate various forms of creative expression from a story or poem.
- The language offers some unique opportunities – stories, poems, linking children to their cultural heritage and also to give them an opportunity to understand their own experiences and to develop sensitivity to others.
- Through grammar, students can develop their knowledge about the source of words; acquire correct ideas about grammatical errors which are counted as common mistakes.

## CLASS-X MAJOR INDIAN LANGUAGE: BENGALI

### Unit-Wise weightage

Part 'A' External		Time : 3 hours	Marks : 80
Unit		Periods	Marks
I.	SECTION A - Reading		10
II.	SECTION B - Writing		10
III.	SECTION C - Grammar		20
IV.	SECTION D - Literature		
	1. Prose		20
	2. Poetry		20
<b>Total</b>			<b>80</b>
<b>Part 'B' Internal</b>			<b>20</b>
<b>Grand total</b>			<b>100</b>

### **PART – A : EXTERNAL**

**80 Marks/180 Periods**

#### **SECTION A – READING**

**10 Marks/20 Periods**

One unseen passage of 300-400 words. There will be questions to test vocabulary and grammar.

#### **SECTION B – WRITING**

**10 Marks/20 Periods**

1. Formal Letter Writing/Report Writing
2. Invitation/Dialogue Writing

**SECTION C – GRAMMAR****20 Marks/40 Periods****Grammar and Translation:**

1. Bachya (voice) only definition & identification
2. Samas
3. Substitutions of single words or Aek Kothay Prokash
4. Idioms (from Pagar Par to Hite Biporeet pg. 301 –307, New Edition, 2002, Bani Bichitra)
5. Anubad (Translation)

**SECTION D – LITERATURE****40 Marks/100 Periods****Prose:**

1. Kolikatar Baroiary Pooja – Kali Prasanna Singha
2. Jameedar – Bankim Chandra Chattapaddhyay
3. Bolai – Rabindranath Tagore
4. Baan – Mahashweta Devi
5. Abhageer Swargo – Sharat Chandra Chattapaddhyay

**Poetry:**

1. Kalketur Bhojan – Kavikankan Mukundaram
2. Uttar – Gostho – Baloram Das
3. Jagadish Chandra – Rabindranath Tagore
4. Adbhut Andhar Aek – Jeevanananda Dash
5. Babarer Prarthana – Shankha Ghosh

**PART – B : INTERNAL****20 marks**

1. Conversation skills 10
2. Assignments 5
3. Formal testing 5

Folk songs may be assessed under conversation skills. Painting, drawing or crafts indigenous to the tribe may be assessed under assignment.

*N.B:* It is expected that students are assessed on continuous and comprehensive basis on the given topics. The role of teachers assumes a very significant part, as such, they are expected to be fair and assess the performance of the students without any bias.

**Prescribed Textbooks:**

1. *Natun Sahitya Chayan* – *The Assam State Text Book Production and Publication Corporation Limited, Guwahati*

2. *Bani Bichitra Pijush Dey* – *Bani Prakashani, College Hostel Road, Guwahati - 781003*

**MAJOR INDIAN LANGUAGE: HINDI**

## Objectives:

- Matri Bhasha ko sunane our padhane ke sath-sath bothan ke kshamta our योग्यता का विकास करना.
- Moukhik our lekhan abityati ko vikasit karna
- Sambado se gyan our manoranjan ke kshetra me atmnirbhar karna.
- Bhasha ke sudh our prabhavsali prayog karne ke kshamta ko vikshit karna.
- Apni Matri Bhasha tatha uski sanrachana ke sahi rup se samjh kar uska vishlesan kar sake.
- Shabd gyan ka vridhi karna jisase unka sahi rup se prayog kar sake.
- Matri Bhasha ke prati pathan-pathan ke liye protsahit karna.
- Kalatmak moulik, kalpnik our rachanatmak prabriti ko vikashit karna.
- Matri Bhasha tathu uske sahitya ke adhyan ke dwara bhawnao our sadbhaw ka parimarjan our vikash karna.
- Matri Bhasha uski sahitya samagri our sanskriti ke prati ruchi jagrit karna.

## CLASS-X MAJOR INDIAN LANGUAGE: HINDI

### Unit-Wise weightage

Part 'A' External		Time : 3 hours	Marks : 80
Unit		Periods	Marks
I.	SECTION A - Reading		10
II.	SECTION B - Writing		10
III.	SECTION C - Grammar		20
IV.	SECTION D – Literature		
	1. Prose		20
	2. Poetry		20
<b>Total</b>			<b>80</b>
<b>Part 'B' Internal</b>			<b>20</b>
<b>Grand total</b>			<b>100</b>

### **PART - A : EXTERNAL**

**80 Marks/180 Periods**

#### **SECTION A – READING**

**10 Marks/20 Periods**

One unseen passage of 300-400 words. There will be questions to test vocabulary and grammar.

#### **SECTION B – WRITING**

**10 Marks/20 Periods**

1. Formal Letter Writing/Report Writing
2. Invitation/Dialogue Writing

#### **SECTION C – GRAMMAR**

**20 Marks/40 Periods**

##### **Grammar and Translation:**

1. Sandhi Aur Uske Bhed

2. Samas Aur Vighrah
3. Karak Bhed Aur Prayog
4. Vachay Aur Uske Bhed
5. Punerukti Aur Uske Bhed
6. Paryaywachi/Vilom Shabd
7. Vachan Aur Ling
8. Muhavare Aur Lokoktiyan
9. Kaal Aur Uske Bhed
10. Translation

## SECTION D – LITERATURE

40 Marks/100 Periods

### Prose:

1. Mithaiwala
2. Akeli
3. Budhihya Ka Badla
4. Wapasi
5. Vyawahar Kushalta
6. Bhartiya Sanskriti Mein Guru Shishya Sambandh
7. Bhendey Aur Bhendiye

### Poetry:

1. Niti Ke Dohe (Raheem)
2. Bihari Ke Dohe
3. Karmveer
4. Geet Mere
5. Akal Aur Uske Baad
6. Pujari Bhajan Pujan Aur Sadhan

## PART – B : INTERNAL

20 marks

- |                        |    |
|------------------------|----|
| 1. Conversation skills | 10 |
| 2. Assignments         | 5  |
| 3. Formal testing      | 5  |

Folk songs may be assessed under conversation skills. Painting, drawing or crafts indigenous to the tribe may be assessed under assignment.

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### Prescribed Textbooks:

*Bhasha Sarita Part II for Class X* – Nagaland Bhasha Parishad, Kohima  
*S.K.Pathak, Zakienei Khoube & G.K. Singha*

## MATHEMATICS

**Objectives:**

The broad objectives of teaching of Mathematics at secondary stage are to help the learners to:

- consolidate the Mathematical knowledge and skills acquired at the upper primary stage.
- acquire knowledge and understanding particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills.
- develop mastery of basic algebraic skills.
- develop drawing skills.
- feel the flow of reasons while proving a result or solving a problem.
- apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method.
- to develop positive ability to think, analyze and articulate logically.
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of sex biases;
- to develop necessary skills to work with modern technological devices such as calculators, computers, etc;
- to develop interest in Mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc;
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics;
- to develop interest in the subject by participating in related competitions;
- to acquaint students with different aspects of Mathematics used in daily life;
- to develop an interest in students to study Mathematics as a discipline.

### DESIGN OF QUESTION PAPER MATHEMATICS

**Weightage to different forms of questions:**

Section	Forms of questions	Marks for each question	No. of questions	Total marks
A	MCQ	1	10	10
B	SA - I	2	5	10
C	SA - II	3	10	30
D	LA	5	6	30
<b>Total</b>			<b>31</b>	<b>80</b>

**Weightage level of questions:**

Sl. no.	Level	Percentage	Marks
1.	Easy	20	16
2.	Average	60	48
3.	Difficult	20	16
<b>Total</b>		<b>100</b>	<b>80</b>

The expected time to be taken under different section shall be as follows:

<b>Sl. no.</b>	<b>Section</b>	<b>Expected time for each question</b>	<b>Total expected time</b>
1.	Reading the question paper	-	10 minutes
2.	A	2 minutes	20 minutes
3.	B	4 minutes	20 minutes
4.	C	6 minutes	60 minutes
5.	D	10 minutes	60 minutes
6.	Revision	-	10 minutes
		<b>Total time</b>	<b>180 minutes</b>

**Scheme of options:**

1. Internal choice shall be provided in:
  - i. any 5(five) questions of 3 marks in Section C
  - ii. all 6 (six) questions of 5 marks in Section D
2. The internal choice questions shall be set from the same unit with the same difficulty level.
3. The question setter has the liberty to modify textual questions but has to set questions within the purview of the syllabus.



**Unit-Wise weightage****Part 'A' External****Time : 3 hours****Marks : 80**

<b>Unit</b>	<b>Marks</b>
I. Number System	2
II. Algebra	20
III. Trigonometry	12
IV. Coordinate Geometry	6
V. Geometry	16
VI. Mensuration	12
VII. Statistics & Probability	12
<b>Total:</b>	<b>80</b>
<b>Part 'B' Internal - Practical</b>	<b>20</b>
<b>Grand Total</b>	<b>100</b>

**PART – A: EXTERNAL****80 Marks/180 Periods****Unit I : NUMBER SYSTEMS****2 marks/6periods****1. Real Numbers**

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

**Unit II : ALGEBRA****20 marks****1. Polynomials****8 Periods**

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

**2. Pair of Linear Equations in Two Variables****15 Periods**

Pair of linear equations in two variables and their graphical solution. Geometric representation of different possibilities of solutions/inconsistency.

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

**3. Quadratic Equations****15 Periods**

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

Problems related to day-to-day activities to be incorporated.

**4. Arithmetic Progression****8 Periods**

Motivation for studying A.P. Derivation of standard results of finding the  $n^{\text{th}}$  term and sum of first  $n$  terms and their application in solving daily life problems.

**Unit III : TRIGONOMETRY****12 marks****1. Introduction to Trigonometry****12 Periods**

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

**2. Trigonometric Identities**

**8 Periods**

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

**3. Heights and Distances**

**8 Periods**

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**

**6 marks**

**1. Lines (in two-dimensions)**

**14 Periods**

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**

**16 marks**

**1. Triangles**

**22 Periods**

Definitions, examples, counter examples of similar triangles.

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

**2. Circles**

**8 Periods**

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 a circle are equal.

**3. Constructions**

**8 Periods**

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

2. Tangent to a circle from a point outside it.
3. Construction of a triangle similar to a given triangle.

#### Unit VI : MENSURATION

**12 marks**

##### 1. Areas related to Circles

**15 Periods**

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  $60^\circ$ ,  $90^\circ$  &  $120^\circ$  only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

##### 2. Surface Areas and Volumes

**15 Periods**

- 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. Frustrum 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 & PROBABILITY

**12 marks**

##### 1. Statistics

**9 Periods**

Mean, median and mode of grouped data (bimodal situation to be avoided). Cumulative frequency graph. Drawing of pie-charts (fractional angles to be avoided).

##### 2. Probability

**9 Periods**

Classical definition of probability. Connection with probability as given in Class 9. Simple problems on single events, not using set notation.

#### PART – B: INTERNAL

##### Practical

Sl. No.	Areas of assessment	Marks
1.	Practical	10
2.	Project work	5
3.	Formal testing	5
	Total :	20

##### *Prescribed textbook:*

*Mathematics Class X*  
*K.C. Kakoty*

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*Amenta Publications*  
*F-6, TDI Fun Mall, Moti Ngar,*  
*New Delhi - 110015*

#### SCIENCE

##### Objectives:

- to understand the basic concepts, principles and laws of science
- to apply basic scientific principles in finding solutions to problems related to agriculture, energy, health, nutrition, etc
- to develop problem- solving and decision- making skills
- to inculcate values that underline the study of science
- to develop and understand various processes of the environment and concern for its conservation and preservation
- to understand and appreciate the joint enterprise of science, technology and society
- to acquire process skills which form part of the attitude for developing a scientific temper
- to develop certain manipulative skills which are required in day-to-day situations
- to develop scientific attitude which will equip them to continue science education throughout life

### **DESIGN OF QUESTION PAPER SCIENCE**

#### **Weightage to different forms of questions:**

<b>Sl. no.</b>	<b>Forms of questions</b>	<b>Marks for each question</b>	<b>No. of questions</b>	<b>Total marks</b>
1.	MCQ	1	10	10
2.	VSA	1	5	5
3.	SA -I	2	5	10
4.	SA -II	3	10	30
5.	LA	5	5	25
	<b>Total</b>		<b>35</b>	<b>80</b>

#### **Weightage level of questions:**

<b>Sl.no.</b>	<b>Level</b>	<b>Percentage</b>	<b>Marks</b>
1.	Easy	25	20
2.	Average	60	48
3.	Difficult	15	12
	<b>Total</b>	<b>100</b>	<b>80</b>

**The expected length of answer and time to be taken under different forms of questions shall be as follows:**

<b>Sl.no.</b>	<b>Forms of questions</b>	<b>Expected length of</b>	<b>Expected time for</b>	<b>Total</b>
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		<b>answer</b>	<b>each question</b>	<b>expected time</b>
1.	Reading	-	-	10 minutes
2.	MCQ	-	2 minutes	20 minutes
3.	VSA	one word/one sentence	2 minutes	10 minutes
4.	SA-I	20-30 words	4 minutes	20 minutes
5.	SA-II	40-60 words	5 minutes	50 minutes
6.	LA	70-100 words	12 minutes	60 minutes
7.	Revision	-	-	10 minutes
			<b>Total time</b>	<b>180 minutes</b>

**Scheme of options:**

There will be no overall choice. However, internal choice shall be provided in:

- i. 4 (four) questions of 3 marks each
- ii. 4 (four) questions of 5 marks each.

**Numericals and diagrams:**

- i. Weightage of about 5 (five) marks shall be given for numericals.
- ii. Weightage of about 8 (eight) marks shall be given for diagrams.

**Typology of questions:**

In order to assess different abilities related to the subject, the question paper shall include open-ended questions; drawing/illustrations based questions and questions testing higher order thinking skills of the learners.

<b>Part 'A' External</b>		<b>Time : 3 hours</b>	<b>Marks : 80</b>
<b>Unit</b>		<b>Marks</b>	
I.	Materials	25	
II.	Energy	24	
III.	Living World	20	
IV.	Natural Resources	05	
V.	Our environment	06	
<b>Total :</b>		<b>80</b>	
<b>Part 'B' Internal</b>		<b>20</b>	
<b>Grand Total</b>		<b>100</b>	

**PART-A: EXTERNAL 80 marks/180 periods**

<b>Unit I</b>	<b>Materials: Chemical substances- nature and behaviour</b>	
	1.1 Rate of Chemical Reaction and Chemical Equilibrium	} 08
	1.2 Some Important Chemical Compounds	
	1.3 Metals and Non-metals	11
	1.4 Carbon compounds	06
<b>Unit II</b>	<b>Energy: Light, Electricity and Energy</b>	
	2.1 Light	10
	2.2 Electricity and its Effects	08
	2.3 Sources of Energy	06
<b>Unit III</b>	<b>Living World: Life Processes</b>	
	3.1 Life Processes I	10
	3.2 Life Processes II	} 10
	3.3 Heredity and Evolution	
<b>Unit IV</b>	<b>Natural Resources</b>	
	4.1 Management of Natural Resources	05
<b>Unit V</b>	<b>Our Environment</b>	
	5.2 Environment and Environmental Problems	06

**Unit I: MATERIALS-CHEMICAL SUBSTANCES- NATURE AND BEHAVIOUR**

**62 Periods**

**Rate of chemical reaction and chemical equilibrium:** Elementary idea of rate of reactions, slow and fast reactions, reversible and irreversible reactions. Chemical equilibrium-dynamic nature (in brief); acids and bases (Lowry and Bronsted theory); pH scale; heat changes during chemical reactions. **(10 periods)**

**Some important chemical compounds:** Preparation/manufacture (in brief), properties and uses of- washing soda, baking soda, bleaching powder and Plaster of Paris. Manufacture and properties of some important building materials–lime, cement, glass and steel.

**(10 periods)**

**Metals and non-metals:** Metals- Minerals and ores; metallurgy- enrichment of ores, extraction of metals from ores, their refinement and purification (with reference to iron and aluminium); activity series of metals, general properties and corrosion of metals. Alloys –

components, properties and uses of steel, stainless steel, brass and magnesium, Alloying of gold. Non-metals – physical and chemical properties of non-metals; preparation, properties and uses of hydrogen, ammonia, sulphur, sulphuric acid. **(26 periods)**

**Carbon compounds:** Carbon; carbon-tetravalency and catenation; Functional groups (oxygen containing only); Preparation, properties and uses of ethanol and formaldehyde; Carboxylic acids – preparation, properties and uses of acetic acid; some common synthetic polymers, soaps and detergents. **(16 periods)**

## **Unit II: ENERGY-LIGHT, ELECTRICITY AND ENERGY 48 Period**

**Light :** Nature of light – theories of light; reflection of light – laws of reflection, reflection from plane and curved surfaces; mirror – plane, concave and convex; sign conventions; derivation of mirror formula, magnification. Laws of refraction; refraction through a rectangular slab; image formation by concave and convex lenses; lens formula (with simple treatment); sign conventions; power of lens; some optical phenomena in nature (twinkling of stars, mirage); defects of vision and their correction. Construction and working of a compound microscope and an astronomical telescope; Dispersion of white light by a glass prism; composition of white light, colour of objects and pigments, super imposition of light of primary colours. **(20 periods)**

**Electricity and its effects:** Potential and potential difference, electric current, Ohm's Law, combination of resistances in series and parallel; heating effects of electric current and its applications; Power, commercial unit of electrical energy. Electrolysis– Faraday's Laws (excluding equations), electroplating, electrochemical cells– dry cell; Magnetic field due to current carrying conductor–straight, coil, solenoid (qualitative idea only), electromagnetic induction, electric motor and generator (DC), direct and alternating current (qualitative idea), domestic electric circuits, safety measures in using electricity. **(18 periods)**

**Sources of energy:** Renewable and non-renewable sources. Renewable sources–solar energy- solar cooker, solar water heater, solar cell; wind energy–hydro energy-hydroelectricity, geothermal, biogas, hydrogen; Non- renewable sources– fossil fuels-coal-destructive distillation of coal (in brief), petroleum and natural gas; conditions of combustion; choice of a good fuel; efficient use of fuels. Nuclear fusion, nuclear fission, chain reaction, nuclear reactors (basic principle and safety measures), advantages and hazards of using nuclear energy; judicious use of energy. **(10 periods)**

## **Unit III: LIVING WORLD - LIFE PROCESSES 46 Periods**

**Life processes I:** Nutrition– modes of nutrition–autotrophic, heterotrophic, saprophytic, holozoic and parasitic; nutrition in plants–photosynthesis (main steps), factors affecting photosynthesis; nutrition in animals (main steps) – in amoeba and grasshopper; Human digestive system. Respiration and breathing, types of respiration (aerobic and anaerobic), respiration in plants and animals, respiration through skin, gills, air tube, lungs (earthworm, fish, grasshopper and human); structure and functions of respiratory organs in humans (elementary idea). Transportation in plants and animals; transportation in plants (water and minerals, food), transportation in human– role and composition of blood, blood clotting, blood groups and blood transfusion; structure and function of heart and blood vessels (elementary idea), lymphatic system; Excretion in animals (amoeba and earthworm); excretion in humans; osmoregulation. **(20 periods)**

**Life processes II:** Control and coordination – coordination in plants and animals; nervous system, reflex action, hormones in human beings (in brief). Reproduction – types, significance; Reproduction in plants- asexual reproduction- vegetative propagation in plants-

cutting, grafting and layering; parthenogenesis; sexual reproduction- reproductive parts in plants; Pollination and fertilization. Reproduction in animals – fission, budding, regeneration; reproduction in humans; sexual cycle in female (in brief); fertilization in humans; artificial insemination, cloning (elementary idea only). **(16 periods)**

**Heredity and evolution:** Heredity and variation; physical basis of heredity– chromosomes, DNA (elementary idea only); genes; sex determination; organic evolution– theories of evolution (elementary idea only). **(10 periods)**

**Unit IV: NATURAL RESOURCES 8 Periods**

**Management of natural resources:** Conservation and judicious use of natural resources, Regional Environment: Adverse effects of hunting, logging, fishing with chemicals; Water harvesting, sustainability of natural resources.

**Unit V: OUR ENVIRONMENT 16 Periods**

**Environment and environmental problems:** Biodegradable and non-biodegradable materials; Solid waste management; Ecological balance – sustainable development, inter-relationship of population; Climate change; Global warming. Efforts for conservation and protection of the environment, environmental laws (mention only).

**PART-B: INTERNAL 20 Marks**

Area of Assessment	Marks
1. Experiments/Activities	10
2. Records	5
3. Formal Test	5
Total	20

Experiments and activities should be conducted alongside the concepts taught in theory classes. The students should be assessed on a continuous and comprehensive basis. The role of a teacher assumes a very significant part, as such, they are expected to be fair and assess the performance of the students without any bias.

A student is expected to perform and record at least 3 experiments and 2 activities in each period of assessment from the list suggested below. Thus, a student shall perform a total of at least 6 (six) experiments and 4 (four) activities, at least one from each unit, throughout the academic year.

**List of Experiments :**

• **CHEMICAL SUBSTANCES- NATURE AND BEHAVIOUR**

- To find the pH of given samples by using pH paper-  
(a) Dilute hydrochloric acid, (b) Dilute solution of sodium hydroxide, (c) Dilute solution of ethanoic acid, (d) Lemon juice, (e) Water (distilled), (f) dilute solution of sodium bicarbonate.
- To measure the change in temperature during chemical reactions (at least 4) and conclude whether the reaction is exothermic or not.
- To identify bleaching powder from a given sample of chemicals (4-5 samples).
- To identify washing soda or baking soda from given samples of chemicals (4 samples).



- To verify the dynamic nature of equilibrium by conducting any two reversible reactions.
  - (a) To carry out the reactions of an acid (HCL) with (i) litmus solution (blue and red), (ii) zinc metal (iii) sodium carbonate and (iv) sodium hydroxide.(b) To carry out the reactions of a base (NaOH) with (i) litmus solution (blue and red), (ii) aluminium metal, and (iii) hydrochloric acid.
- **LIGHT, ELECTRICITY AND ENERGY**
    - To verify the laws of reflection of light using plane mirror.
    - To determine the focal length of a concave mirror by obtaining image of a distant object.
    - To trace the path of a ray of light passing through a rectangular glass slab and measure the angle of incidence and the angle of emergence.
    - To determine the focal length of a convex lens by focusing a distant object.
    - To trace the path of the rays of light passing through a glass prism.
    - To study the dependence of current on the potential difference across a resistor and determine its resistance.
    - To find out the resultant resistance of two resistors connected in (i) series, and (ii) parallel.
- **LIFE PROCESSES**
    - To study binary fission for budding with the help of prepared slides.
    - To determine the percentage of water absorbed by raisins.
    - To prepare a temporary mount of a leaf peel to show stomata.
    - To show that light is necessary for photosynthesis.
    - To show that oxygen evolves during photosynthesis.
    - To show that carbon dioxide is produced during respiration.
    - To show transpiration in plants.
    - To grow different plants by different methods of propagation.
    - To make a list of the different blood groups of your class.
    - To dissect and study the structure of a complete flower.
- **NATURAL RESOURCES**
    - To find out about the organisations in your neighbourhood/village/town, those are active in the spread of awareness about our environment and promote activities and attitudes that lead to the conservation of our environment and natural resources.
    - To find about any two forest produce that are the basis for an industry. And to find out whether this industry is sustainable in the long run and whether do we need to control our consumption of these products.
- **OUR ENVIRONMENT**
    - To find out what happens to the waste generated at home. And to find out how the local body (Panchayat, Municipal Corporation, resident welfare organisations) deal with the waste.
    - To find out how the sewage in your locality is treated.
    - To find out how the local industries in your locality treat their wastes.
    - To search from the library/internet how to treat hazardous materials before disposing them.

- To find out the areas suffering chronic water shortage.
- To study the rainfall patterns of your state. Identify the regions where water is abundant and the regions of water scarcity.

**List of Activities:**

- Group/Individual Assignments
- Information gathering and deducing
- Discussion and debate
- Science symposium/seminar
- Presentation on science concepts/experiments
- Model making
- Field Trip

***Prescribed textbook:***

***Science Class X***

***Dr. N.K. Verma, Dr. J.P. Sharma,***

***Dr. J.K. Juneja, J.N. Jaiswal***

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***Laxmi Publications Pvt. Ltd.***

***113, Golden House, Daryaganj,***

***New Delhi - 110002***

**Objectives:**

- to develop an understanding of the processes of change and development both in terms of time and space;
- to deepen knowledge about an understanding of India's freedom struggle and of the values and ideals that it represented;
- to help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society;
- to deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of the life of the people;
- to develop an appreciation of the richness and variety of India's heritage - both natural and cultural and the need for its preservation;
- to promote an understanding of the issues and challenges of contemporary India - environmental, economic and social, as part of the development process;
- to help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community;
- to develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analyzing and evaluating information, views and interpretation;
- to develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms - co-operating with others, taking initiatives and providing leadership in solving others' problems;
- to develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

**DESIGN OF QUESTION PAPER  
SOCIAL SCIENCES****Weightage to different forms of questions:**

Sl. no.	Forms of questions	Marks for each question	No. of questions	Total marks
1.	MCQ	1	10	10
2.	VSA	1	10	10
3.	SA-I	2	6	12
4.	SA-II	4	6	24
5.	LA	6	4	24
	<b>Total</b>		<b>36</b>	<b>80</b>

**Weightage level of questions:**

Sl.no.	Level	Percentage	Marks
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1.	Easy	30	24
2.	Average	50	40
3.	Difficult	20	16
<b>Total</b>		<b>100</b>	<b>80</b>

**The expected length of answer and time to be taken under different forms of questions shall be as follows:**

<b>Sl. no.</b>	<b>Forms of questions</b>	<b>Expected length of answer</b>	<b>Expected time for each question</b>	<b>Total expected time</b>
1.	MCQ	-	1 minute	10 minutes
2.	VSA	One word/one sentence not more than 15 words	2 minutes	20 minutes
3.	SA-I	20-30 words	5 minutes	30 minutes
4.	SA-II	50-70 words	8 minutes	48 minutes
5.	LA	70-120 words	13 minutes	52 minutes
6.	Reading Question Paper and revision	-	-	20 minutes
			<b>Total time</b>	<b>180 minutes</b>

**Scheme of options:**

- i. Internal choice in 4 (four) questions of 4 marks each
- ii. General choice in 6 marks questions.

**Unit-Wise weightage****Part 'A' External****Time : 3 hours****Marks : 80**

<b>Unit</b>	<b>Marks</b>
I. India and the Contemporary World	18
II. Resources (India)	18
III. Democratic Politics	18
IV. Understanding an Economy	16
V. Nagaland (Geography & G.K.- a separate textbook)	10
<b>Total :</b>	<b>80</b>
<b>Part 'B' Internal</b>	<b>20</b>
<b>Grand Total</b>	<b>100</b>

**PART-A: EXTERNAL : 80 marks/180 periods****Unit I: India and the contemporary world 18 marks/44 periods****a. Nationalism in Europe:**

- \* The growth of nationalism in Europe after the 1830's.
- \* The ideas of Giuseppe Mazzini etc.
- \* General Characteristics of the Movements in Poland, Hungary & Greece.

**b. Nationalist Movement in Indo-China:**

- \* French colonialism in Indo-China.
- \* Phases of struggle against the French.
- \* The Second World War and the struggle for liberation.

**c. Nationalism in India :**

- \* Satyagraha Movement.
- \* Movements of peasants, workers, tribals.
- \* Simon Commission.
- \* INA, Cabinet Mission.

**d. Trade and Globalization :**

- \* Expansion and integration of the world market.
- \* Trade and economy between the two wars.
- \* Shifts after the 1950s.
- \* Impact of globalization.

**Unit II: Resources (India)****18 marks/44 periods****a. Resources : Types, need for resource planning.****Natural Resources :****Land :** Changing land use pattern, land degradation, soil types and conservation measures.**Water Resources :** Multipurpose projects, need for conservation and management, rain water harvesting.**Mineral :** Types, economic importance and conservation.**b. Power Resources:**

- \* Types of Power resources – conventional and non-conventional, utilization and conservation.

**c. Agriculture :**

- \* Types of farming, major crops, cropping pattern,

technological and institutional reforms, their impact, contribution of agriculture to national economy.

- d. Manufacturing Industries :**
- \* Types, contribution of industries to the national economy.
  - \* Industrial pollution and degradation of environment.
  - \* Measures to control degradation.
- e. Transport and Communication:**
- \* Types and importance.
- f. Map Reading:**
- \* Uses of map, classification of map basing on functions, grid reference.

**Unit III : Democratic politics**

**18 marks/42 periods**

- a. Working of democracy:**
- \* Division in the working of democracy.
  - \* Effects of caste on politics and of politics on caste.
  - \* Gender division in politics.
  - \* Effects of communalism in democracy.
- b. Power sharing mechanisms in democracy:**
- \* Division of power in democracies.
  - \* Indian Federalism towards national unity.
  - \* Decentralization and national unity.
  - \* Accommodation of different social groups in democracy.
- c. Competition and contestations in democracy:**
- \* Shaping of democracy in favour of ordinary people.
  - \* Role of political parties in competition and contestations.
  - \* Party system in India.
- d. Outcomes of democracy:**
- \* Democracy and its outcomes.
  - \* Expectations of democracies with special reference to India.
  - \* Development, security and dignity for the people in democracy.
  - \* Factors that sustains democracy in India.
- e. Challenges to democracy:**
- \* Challenges to Indian democracy.
  - \* Reforming and deepening of democracy.
  - \* Role of an ordinary citizen in deepening democracy.
  - \* Is the Idea of democracy shrinking?

**Unit IV: Understanding an economy :**

**16 marks/35 periods**

- a. Development :**
- \* 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 measures of development.
- b. Money and financial system:**
- \* Role of money in an economy.

- \* Formal and informal financial institutions for savings and credit.
- \* 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.

**c. Role of Service Sector in Indian Economy:**

- \* Service sector and its importance in generating employment and income to the nation.
- \* Growth of service sector in India.
- \* India as a major service provider to the world.
- \* Need for public investment.
- \* The role of important infrastructure- education and health.

**d. Consumer awareness :**

- \* Exploitation of consumer and its causes.
- \* Rise of consumer awareness.
- \* Consumer's responsibility in a market.
- \* Role of government in consumer protection.

**Unit V: Nagaland (Geography & G.K.)**

**10 marks/15 periods**

**PART-B : INTERNAL**

**20 marks**

1. Activities	10
2. Assignment	5
3. Formal Testing	5

***N.B:** It is expected that students are assessed on continuous and comprehensive basis on the given topics. The role of teachers assumes a very significant part, as such, they are expected to be fair and assess the performance of the students without any bias.*

**Prescribed textbooks:**

1. *A textbook of Social Sciences Class X* - *Goyal Brothers Prakashan*  
*I.L. Wanchoo, Arun Kumar* *11/1903, Chuna Mandi, Pahar Ganj,*  
*New Delhi – 110 055*
2. *A book on Nagaland (supplementary)* - *NBSE, Kohima*  
*for Classes IX & X*

**BOOK KEEPING & ACCOUNTANCY**

**Objectives:**

- to enable the students to understand the fundamental principles and concepts of Book Keeping and Accountancy
- to understand the basic concepts of accounting
- to develop accounting equation
- to develop the skills of preparing and maintaining cash book
- to enable the students to practically involve themselves in the day to day financial activities
- to enable the students in recording transactions, passing journal entries, posting to ledger accounts and preparing trial balance
- to develop skills of preparing and maintaining simple accounts, books and records.

### **DESIGN OF QUESTION PAPER BOOK-KEEPING & ACCOUNTANCY**

#### **Weightage to different forms of questions:**

<b>Sl.no.</b>	<b>Forms of questions</b>	<b>Mark for each question</b>	<b>No. of questions</b>	<b>Total marks</b>
1.	MCQ	1	10	10
2.	SA -I	2	6	12
3.	SA -II	3	6	18
4.	LA	5	6	30
	<b>Total</b>		<b>28</b>	<b>70</b>

#### **Weightage level of questions:**

<b>Sl.no.</b>	<b>Level</b>	<b>Percentage</b>	<b>Marks</b>
1.	Easy	20	14
2.	Average	60	42
3.	Difficult	20	14
	<b>Total</b>	<b>100</b>	<b>70</b>

#### **The expected length of answer and time to be taken under different forms of questions shall be as follows:**

<b>Sl.no.</b>	<b>Forms of questions</b>	<b>Expected length of answer</b>	<b>Expected time for each question</b>	<b>Total expected time</b>
1.	MCQ	-	1.5 minutes	15 minutes
2.	SA -I	20-30 words	5 minutes	30 minutes
3.	SA -II	30-50 words	7 minutes	42 minutes
4.	LA	70-100 words	13 minutes	78 minutes
5.	Revision	-	-	15 minutes
			<b>Total time</b>	<b>180 minutes</b>

#### **Scheme of options:**

1. There will be no overall choice.
2. Internal choice in 5(five) questions of 5 marks each

### **CLASS-X BOOK KEEPING & ACCOUNTANCY**



**Unit-Wise weightage****Part 'A' External****Time : 3 hours****Marks : 70**

<b>Unit</b>	<b>Marks</b>
I. Final Accounts (Without Adjustments)	15
II. Banking	10
III. Bank Reconciliation Statement	10
IV. Bills of Exchange	10
V. Errors and their rectification	10
VI. Depreciation	15
<b>Total :</b>	<b>70</b>
<b>PART-B: Internal</b>	<b>30</b>
<b>Grand Total</b>	<b>100</b>

**PART-A: EXTERNAL 70 marks/180 periods****Unit I: FINAL ACCOUNTS (WITHOUT ADJUSTMENTS)****15 marks/45 periods**

Final Accounts – Meaning and Limitations, Trading Account – Meaning, Need and Purpose, Proforma; Profit and Loss Account – Meaning, Need and Purpose, Proforma; Balance Sheet – Meaning, Need and Purpose, Proforma, Preparation of Trading, Profit and Loss Account and Balance Sheet of a Sole Trader (without adjustments).

**Unit II: BANKING****10 marks/30 periods**

Types of Accounts and their operation; ATM, Debit and Credit Card, E – banking.

**Unit III: BANK RECONCILIATION STATEMENT****10 marks/30 periods**

Utility and preparation.

**Unit IV: BILLS OF EXCHANGE****10 marks/25 periods**

Bills of Exchange – Meaning, Characteristics, Parties, Specimen, Elements.

Promissory Notes – Meaning, Characteristics, Parties, Specimen, Difference between Bills of Exchange and Promissory Notes.

**Unit V: ERRORS AND THEIR RECTIFICATION****10 marks/20 periods**

Types of errors and entries for their rectification.

**Unit VI: DEPRECIATION****15 marks/30 periods**

Meaning, Definition, Special features, Causes, Objectives, Factors, Methods, Advantages and Disadvantages.

**PART-B: INTERNAL****30 marks**

1. Project work

20

2.	Assignments	5
3.	Formal testing	5

**N.B:** *It is expected that students are assessed on continuous and comprehensive basis on the given topics. The role of teachers assumes a very significant part, as such, they are expected to be fair and assess the performance of the students without any bias.*

**Prescribed textbook:**

**Book Keeping & Accountancy Class X - A. S. Siddiqui** - **Laxmi Publications (P) Ltd.**  
**113, Golden House, Darya Ganj,**  
**New Delhi – 110 002.**

## Objectives :-

- to develop an awareness of the environment and its problems;
- to develop basic knowledge and understanding of the environment and its inter-relationship with man, including indigenous tradition and cultural practices related to the environment;
- to develop habits, values, attitudes and emotions to maintain and promote 'quality environment' for human survival;
- to develop skills to solve environmental problems through participation and designed activities.
- to develop ability to assess the outcomes of environmental action and initiatives;
- to develop a sense of responsibility and urgency to ensure appropriate action to solve environmental problems;
- to make learners recognize the need for protecting, preserving and conserving environment and its resources.
- it lays emphasis on three aspects:  
Learning *about* the environment.  
Learning *through* the environment, implying a systematic exploration through a variety of activities,  
Learning *for* the environment by developing a genuine concern and sensitivity towards its protection and preservation.
- The ultimate goal of Environmental Education is action
  - to improve the environment
  - to prevent its degradation and
  - to sustain its well being.

Above all, one of the main objectives of Environmental Education is to make learners love the environment and to commit themselves to protect the environment at any cost.

## DESIGN OF QUESTION PAPER ENVIRONMENTAL EDUCATION

### Weightage to different forms of questions:

Sl. no.	Forms of questions	Marks for each question	No. of questions	Total marks
1.	MCQ	1	10	10
2.	VSA	1	6	6
3.	SA-I	2	8	16
4.	SA-II	3	7	21
5.	LA-I	5	3	15
6.	LA-II	6	2	12
	<b>Total</b>		<b>36</b>	<b>80</b>

### Weightage level of questions:

Sl.no.	Level	Percentage	Marks
1.	Easy	20	16
2.	Average	60	48
3.	Difficult	20	16
	<b>Total</b>	<b>100</b>	<b>80</b>

The expected length of answer and time to be taken under different forms of questions shall be as follows:

<b>Sl.no.</b>	<b>Forms of questions</b>	<b>Expected length of answer</b>	<b>Expected time for each question</b>	<b>Total expected time</b>
1.	Reading	-	-	10 minutes
2.	MCQ	-	2 minutes	20 minutes
3.	VSA	One word/One sentence (not more than 15 words)	2 minutes	12 minutes
4.	SA-I	20-30 words	4 minutes	32 minutes
5.	SA-II	30-50 words	6 minutes	42 minutes
6.	LA-I	50-70 words	10 minutes	30 minutes
7.	LA-II	70-100 words	12 minutes	24 minutes
8.	Revision	-	-	10 minutes
			<b>Total time</b>	<b>180 minutes</b>

**Scheme of options:**

- i. Internal choice in 5 marks and 6 marks questions.

**Unit-Wise weightage****Part 'A' External****Time : 3 hours****Marks : 80**

<b>Unit</b>	<b>Marks</b>
I. Restoring Balance in Ecosystem	25
II. Pollution	17
III. Issues of the Environment	21
IV. Striving for a better Environment	17
<b>Total :</b>	<b>80</b>
<hr/>	
<b>PART 'B' Internal</b>	<b>20</b>
<b>Grand Total</b>	<b>180</b>
	<b>100</b>

**PART-A: EXTERNAL : 80 marks/180 periods****Unit I: Restoring Balance in Ecosystem 25 marks/55 periods**

- \* Need for adopting control measures to check for spoilage of landscape.
- \* Need for conservation and management of water – integrated watershed management, recharging of ground water including rain water harvesting, development of appropriate technology.
- \* Conservation and management of forests, grasslands, semi-arid ecosystems.
- \* Conservation and management of ocean resources – marine and coastal ecosystems, importance of coral reefs.
- \* Conservation and management of soil – alternate cropping, judicious use of inputs like water, fertilizers, pesticides; use of manure, bio-fertilizers and bio-pesticides; plantation and conservation of grasslands to check soil erosion; forest conservation including Joint Forests Management (JFM), afforestation including social forestry and agro-forestry.
- \* Measures to conserve wildlife – national parks, sanctuaries and bio-reserves; breeding programmes for endangered species; preventing poaching, hunting and bio-piracy; enforcement of legal provisions.
- \* Application of bio-technology.
- \* Public awareness programmes concerning conservation of water, soil, air, forests and other resources.
- \* Relevance of indigenous practices.
- \* Tribal culture and its linkage to forest resources and their conservation.

**Unit II: Pollution 17 marks/30 periods**

- \* Types of pollution – air, water (fresh and marine), soil, radiation and noise.
- \* Sources of pollution and major pollutants; oil spills.
- \* Effects of pollution on – environment, human health and other organisms.
- \* Abatement of pollution.

**Unit III: Issues of the Environment 21 marks/55 periods**

- \* Decline in forest, agricultural and marine productivity and its effects on economy.
- \* Resettlement and rehabilitation of people.
- \* Energy crisis – urban and rural sectors.
- \* Greenhouse effect and global warning.
- \* Climatic changes.
- \* Acid rain.
- \* Ozone layer depletion.

- \* Disaster – natural and man-made; disaster management and its mitigation.

#### **Unit IV: Striving for a Better Environment**

**17 marks/40 periods**

- \* Use of efficient and eco-friendly technology.
- \* Sustainable use of resources.
- \* Adoption of indigenous practices; sacred groves.
- \* Consumer education – consumer rights, making correct choices while buying different items, food adulteration.
- \* Community participation for ecological restoration and conservation.
- \* Protection of wildlife; stopping of cruelty to animals.
- \* Enforcements of acts, laws and policies.
- \* Some success stories – use of CNG, Chipko Movement, water harvesting, Silent Valley and the like.

#### **PART-B: INTERNAL**

**20 marks**

The marks awarded for internal assessment should be based on continuous and comprehensive evaluation. The allotment of marks shall be as follows.

- |                   |          |
|-------------------|----------|
| 1. Project        | 16 marks |
| 2. Formal testing | 4 marks  |

In each period of assessment, a minimum of four projects must be conducted basing on the suggested projects in the textbook, the available resources and take cognizance to the local environmental problem.

***N.B:** It is expected that students are assessed on continuous and comprehensive basis on the given topics. The role of teachers assumes a very significant part, as such, they are expected to be fair and assess the performance of the students without any bias.*

#### ***Prescribed textbook :***

***Textbook of Environment Education –  
A. N. Rai***

***Goyal Brothers Prakashan  
11/1903, Chuna Mandi, Pahar Ganj,  
New Delhi – 110 055***

### **HOME SCIENCE**

#### **Objectives:**

- To develop the art of co-operative living in the family and community.
- To develop the necessary attitudes, abilities, skill and techniques essential for group living and getting along with others.
- To help the pupils to understand their role and responsibilities in the family and community, in the management of resources and the duties of future parents.
- To develop an appreciation of social, religious and cultural values.
- To develop sound judgement and ability to make decisions.
- To develop the ability to do household work, such as cleaning, cooking, maintaining accounts, entertaining and looking after children.
- To cultivate good habits of health and hygiene.
- To impart knowledge of facts of health, nutrition, hygiene and other aspects of family living.
- To learn ways and means to supplement family income.
- To impart knowledge of the aesthetic, hygienic and economical value of clothing.

### DESIGN OF QUESTION PAPER HOME SCIENCE

#### Weightage to different forms of questions:

Sl.no.	Forms of questions	Mark for each question	No. of questions	Total marks
1.	MCQ	1	10	10
2.	SA -I	2	12	24
3.	SA -II	3	7	21
4.	LA	5	3	15
<b>Total</b>			<b>32</b>	<b>70</b>

#### Weightage level of questions:

Sl.no.	Level	Percentage	Marks
1.	Easy	25	18
2.	Average	60	42
3.	Difficult	15	10
<b>Total</b>		<b>100</b>	<b>70</b>

The expected length of answer and time to be taken under different forms of questions shall be as follows:

Sl.no.	Forms of questions	Expected length of answer	Expected time for each question	Total expected time
1.	MCQ	-	2.5 minutes	25 minutes
2.	SA -I	20-30 words	4 minutes	48 minutes
3.	SA -II	40-60 words	8 minutes	56 minutes
4.	LA	80-100 words	12 minutes	36 minutes
5.	Reading of Question Paper & Revision	-	-	15 minutes
<b>Total time</b>			<b>180 minutes</b>	

### CLASS-X HOME SCIENCE

**Unit-Wise weightage****Part 'A' External****Time : 3 hours****Marks : 70**

<b>Units</b>		<b>Marks</b>
I	Principles of growth and development of a child between birth to 3 years	09
II	Role of play and recreational activities during infancy stage	06
III	Nutrients	10
IV	Meal planning	05
V	Food hygiene and methods of storage of food	05
VI	Resources available to family	05
VII	Money management	05
VIII	Consumer education	07
IX	Interior decoration	08
X	Care of clothes, quality check of apparel	10
<b>Total</b>		<b>70</b>
<b>Part 'B' Internal</b>		<b>30</b>
<b>Grand Total</b>		<b>100</b>

**PART-A: EXTERNAL: 70 marks/180 periods****Unit I: Principles of growth and development of a child between birth to 3 years  
9 marks/25 periods**

Principles of growth and development of a child, growth and development of children between birth to 3 years. Important milestones in physical, motor, social, emotional and language development of children, physical, social and emotional needs of children.

**Unit II: Role of play and recreational activities during infancy stage:  
6 marks/15 periods**

Play- Meaning, need and types of play in children between birth to 3 years. Characteristics of play- active, passive, natural, serious and explanatory. Play materials for children- Characteristics of play material. Role of books, music, rhymes, games, radio, TV, and computer in the life of a child upto 3 years of age.

**Unit III: Nutrients: 10 marks/ 25 periods**  
Functions, sources and deficiency of Carbohydrates, Proteins, Fats, , Calcium, Phosphorus, Iron and Iodine and Vitamins- Vitamins A, B, C, D, E and K. Loss of nutrients during cooking, conservation and enhancement of nutrients.**Unit IV: Meal planning: 5 marks/15 periods**  
Concept need and factors affecting meal planning- age , sex, climate, occupation, physical needs, number of family members, economics status of family, availability of food, family traditions, likes and dislikes and occasion. Food Groups (Basic: 5 suggested by ICMR), use of Food Groups in planning balanced diet, food allowance suggested by ICMR.



- Unit V: Food hygiene and method of storage of food: 5 marks/ 10 periods**  
Rules of hygienic handling of food, methods of storage of perishable, semi-perishable and non-perishable foods.
- Unit VI: Resources available to family: 5 marks/ 10 periods**  
Types of resources- Human (energy, time, knowledge and skills). Non-human (money, material goods and community resources). General characteristics of resources, factors affecting wise use of resources, personal and shared.
- Unit VII: Money management: 5 marks/ 12 periods**  
Family income and expenditure, importance of saving, investment.
- Unit VIII: Consumer education: 7 marks/ 21 periods**  
Consumer rights and responsibilities, consumer problem, malpractices of traders- price variation, poor quality, adulteration, faulty weights and measures, non-availability of goods, misleading information, lack of standardized products, misleading advertisement, aids to help consumers- standardization marks, labels, packages, advertisement, pamphlets and leaflets.
- Unit IX: Interior decoration: 8 marks/ 22 periods**  
Elements of arts, principles of design. Flower arrangement- definition, different steps of flower arrangement, types and materials used in flower arrangement.
- Unit X: Care of clothes and quality check of apparel: 10 marks/ 25 periods**  
Cleaning and finishing agents used in everyday, care of clothes in the homes, stain removal (precautions and methods), laundering and storage of cotton, silk, wool and synthetics. Quality check of apparel: Workmanship of ready-made, tailor-made garments, reading of labels of clothes.

**PART-B INTERNAL**

**30**

1. Observe and record physical and motor characteristics of a child at any given stage between 0 to 3 years of age.
2. Observe play activities of children between 1 – 3 years of age. Record their interest and characteristics of play materials.
3. Make a suitable play object for a child between 0-3 years.
4. Prepare dishes using method of enhancements of nutrients.
5. Plan a balance meal for your family for a day.
6. Prepare useful household items from recycling waste materials.
7. List any five mal-practices you have observed in the market.
8. Practice basic stitches – tacking, running, hemming and backstitch.
9. Remove common stains – curry, paint, ball pen ink, lipstick, blood, rust, tea and coffee.
10. Launder and finish cotton, silk, wool and synthetic materials.
11. Examine the quality of a stitched garment. Read the label on a readymade garment.
12. Arrange a flower using different methods of flower arrangement considering the principle of design and elements of art.

**The allotment of marks shall be as follows:**

- |                        |      |
|------------------------|------|
| 1. Practical exercises | - 20 |
| 2. Practical record    | - 05 |
| 3. Formal testing      | - 05 |

***N.B.** It is expected that students are assessed on continuous and comprehensive basis on the given topics. The role of teachers assumes a very significant part, as such, they are expected to be fair and assess the performance of the students without any bias.*

***Prescribed textbook:***

***A textbook of Home Science Class IX - Nova Publications  
Navneet Kaur Sandhu 4738/23, Ansari Road,  
Darya Ganj, New Delhi – 110002.***

## FOUNDATION OF INFORMATION TECHNOLOGY

### Objectives:

#### General:

1. To familiarize with basic of information technology.
2. To develop basic skills of using tools for word processing, presentation and database management.
3. To appreciate use of IT in various domains.

#### Specific:

1. Cognitive domain: Knowledge and understanding  
To develop basic understanding of IT system operations and information accessing tools.
2. Psychomotor domain: Skills  
To develop skills in using tools of word processor, to manage database, to make graphs, to analyse report using spreadsheets and to develop web pages.
3. Affective domain: Personality traits  
To develop habit of teamwork and structured presentation.

## DESIGN OF QUESTION PAPER FOUNDATION OF INFORMATION TECHNOLOGY

### Weightage to different forms of questions:

Sl.no.	Forms of questions	Mark for each question	No. of questions	Total marks
1.	MCQ	1	10	10
2.	SA-I	2	11	22
3.	LA-I	3	6	18
4.	LA-II	5	5	20
	<b>Total</b>		<b>32</b>	<b>70</b>

### Weightage level of questions:

Sl.no.	Level	Percentage	Marks
1.	Easy	25	18
2.	Average	60	42
3.	Difficult	15	10
	<b>Total</b>	<b>100</b>	<b>70</b>

The expected length of answer and time to be taken under different forms of questions shall be as follows:

Sl.no.	Forms of questions	Expected time for each question	Total expected time
1.	MCQ	2 minutes	20 minutes
2.	SA-I	4 minutes	44 minutes
3.	LA-I	8.5 minutes	51 minutes
4.	LA-II	10 minutes	50 minutes
5.	Reading of Question Paper & Revision	-	15 minutes
		<b>Total time</b>	<b>180 minutes</b>

**CLASS-X**  
**FOUNDATION OF INFORMATION TECHNOLOGY**

**Unit-Wise weightage**

**Part 'A' External**

**Time : 3 hours**

**Marks : 70**

Unit	Marks	
	Theory	Practical
I. IT basic	15	05
II. IT Tools Ms office or Open office.org Database software *Ms Access(or any other Dbms software, Ex-sql,oracle,mysql) *HTML	50	15
III. IT Application	0	10
IV. *Societal Impact of IT	5	0
<b>Total :</b>	<b>70</b>	<b>30</b>

**PART-A: EXTERNAL:**

**70 marks/180 periods**

**Unit 1: Basic Of Information Technology.**

**15 Marks / 20 Periods**

**Internet:** World Wide Web, Web Servers, Websites, Web Pages, Web Browsers,Blogs, Newsgroup,HTML, Web Address, Email address, URL, HTTP,Intranet.

**Service available on Internet:** Information retrieval, Locating sites using search engine and finding people on the net , Locating sites using search engines and finding people on the net.

**Web Service:**

Chat,E-mail, Video conferencing , FTP, Downloading and Uploading files from or to remote site, Newsgroup,E-learning, E-Banking, E-shopping, E-Reservation, E-groups, Social Networking.

**Communication Technology.**

Computer Networking: LAN,MAN,WAN, Internet, Interspace

Wired Networking Technology; Examples Co-axial cable, Ethernet cable, optical fiber

Wireless Networking technology; Examples- Bluetooth, Infrared and Wifi

**Content Technology.**

Data, Information and Multimedia( Pictures/ Image, Audio, video, Animation)

**Unit 2: Information Processing Tools.**

**50 Marks/ 40 Periods**

**Office Tools Or Open Office Tools**

**Database Management software**

**Ms Access or any other DBMS software (Example- sql, oracle, my sql)**

Basic concepts and need for a database, Creating a database,data types-Text, Number,date,time. Setting the Primary Key, Entering data into a database, Inserting and deleting fields, Inserting and deleting records, Data validation: Field Size, Default Value, Validation rule, Validation text, Required, Allow zero length, Creating Query using design view only single Tab.

## **Information Representation Methods:**

### **HYPER TEXT MARKUP LANGUAGE**

Introduction to web page designing using HTML , Creating and saving an HTML document, Accessing a web page using web browser(Internet Explorer, Netscape Navigator, Firefox, Opera, Apple, Safari, Google Chrome)

#### **Elements in HTML:**

Elements in HTML, Container and Empty elements, Designing web pages using the following elements:

HTML, HEAD, TITLES ,BODY(Attributes: BACKGROUND, BGCOLOR,TEXT, LINK,ALINK,VLINK,LEFTMARGIN,TOPMARGIN), FONT ( Attributes: color,size,face), BASEFONT(Attributes: color,size,face), CENTER, BR(Break), HR(Horizontal Rule,Attributes: size, width, align,noshade,color), COMMENTS, <!-- > comments, H1, H6 (Heading),P(Paragraph),B(Bold), I(italics), U(underline), UL & OL(Unordered List & Ordered List Attributes : TYPE, START,LI(List Item), Insertation of Image using the elements IMG (Attributes : SRC,WIDTH,HEIGHT,ALT,ALIGN) Internal and External linking between web pages: Significance of linking, A- anchor elements ( Attributes: NAME, HREF, TITLE,ALT), Table tag (Attributes: tr,td,cellpadding, cellspacing, colspan, rowspan,border), **introduction of Frame tag(Attributes: src), Introduction to Audio tag, Introduction to video tag**, Html form and Inputs.

#### **Unit 3: IT Applications.**

**20 Periods**

Students are suggested to work on the following areas using Dbms software(like Ms-Access or Other) and HTML on topics implementing the tools covered in the course.

#### **Unit 4: Societal Impact of IT.**

**5 Marks / 5 Periods**

Unethical IT practices, Antivirus, How to Prevent Virus, Trojan Horse, Spam, Worms, SpyWare,Hackers And Crackers with regards to computer data and application, Data backup and Recovery tools and methods, Types of Backup, Information security provision in e-commerce.

#### **Domains:**

##### **Business computing**

- **Personal data record file**
- **School / class result record**
- **Employee Payroll**
- **Stock Inventory**
- **Vehicle parking record file**

##### **Webpage Design**

- My home page
- My School
- My Family

## PRACTICALS

### (A) Hands- on experience

#### 1. Business computing problems: \*

5 Marks

A business computing problem is required to be solved using Database Management Tool (Open Office or Ms-office) for testing the following aspects of database.

Creating and entering data into a database

- Setting the primary key
- Inserting a meaningful data and organising
- Creating query with the same design view of the table

#### 2. Web page designing: \*

15 Marks

A web page designing for testing in the following:

- Adding a title to web page.
- Formatting text
- Adding ordered / unordered list
- Writing text in Paragraphs

The students are supposed to know the tools and style for designing domain specific web pages from real life application and the topic mentioned in the syllabus.

*printout of the table content / web page should be attached with the answer sheet.
---

### (B) IT APPLICATION REPORT FILE:

5 Marks

The students are supposed to make an IT application Report file containing real life assignment using a database management tool and HTML on topics from the domain.

Must have Printout of the following:-

- 4 Database solutions from Business computing
- 4 HTML source code along with the browser view.

### (C) VIVA VOICE:

5 Marks.

Oral question can be asked from any portions of the syllabus covered during class 9 and class 10.

#### *Prescribed textbook:*

*Foundation of Information Technology Class X - Pearson Education  
Nancy Sehgal  
482 F.I.E. Patparganj,  
Delhi – 110092*

## MUSIC

### Objectives:

- To create interest in music generally and to inculcate in the students an appreciation of our own native music and to introduce several types of Ethnic musical instruments.
- To introduce the basic fundamentals of Western classical music. Keys, major, minor and chromatic forms are introduced as well as intervals basic chords, dynamics, tempo markings and principles of singing styles.
- To provide opportunity for the students to demonstrate practically what has been learned in theory.
- To develop and encourage musical curiosity and music writing skills.

### DESIGN OF QUESTION PAPER MUSIC

#### Weightage to different forms of questions:

Sl.no.	Forms of questions	Mark for each question	No. of questions	Total marks
1.	MCQ	1	10 (3E, 7W)	10
2.	SA-I	2	12 (1E, 11W)	24
3.	SA-II	3	7 (7W)	21
4.	LA	5	3(1E, 2W)	15
	<b>Total</b>		<b>32</b>	<b>70</b>

#### Weightage level of questions:

Sl.no.	Level	Percentage	Marks
1.	Easy	25	18
2.	Average	60	42
3.	Difficult	15	10
	<b>Total</b>	<b>100</b>	<b>70</b>

The expected length of answer and time to be taken under different forms of questions shall be as follows:

Sl.no.	Forms of questions	Expected time for each question	Total expected time
1.	MCQ	2 minutes	20 minutes
2.	SA-I	4 minutes	48 minutes
3.	SA-II	8 minutes	56 minutes
4.	LA-II	14 minutes	42 minutes
5.	Reading of Question Paper & Revision	-	14 minutes
		<b>Total time</b>	<b>180 minutes</b>

**CLASS - X**  
**MUSIC (THEORY)**

**Unit-Wise weightage**

**Part 'A' External**

**Time : 3 hours**

**Marks : 70**

Unit	Marks
I. Ethnic music	10
II. Western music	60
<b>Total</b>	<b>70</b>
<b>Part 'B' Internal - Practical</b>	<b>30</b>
<b>Grand Total</b>	<b>100</b>

**PART-A : EXTERNAL :**

**70 Marks/180 periods**

**Unit-I Ethnic Music 10 marks**

1. Know the basic structure of the following instruments: Single String/Cup violin, Bamboo mouth organ, Flute, Trumpet, Drum, Log Drum, Bamboo sounding box, Leaf music.
2. Identify and name ethnic Naga music instruments.
3. Identify the melodic intervals of a given Naga folk song (4 measures)

**Unit-II Western Music 60 marks**

1. New notes for Grade 3, Treble Clef and Bass Clef, Note values and Rests.
2. Compound time signatures; Grouping notes in 6/8, 9/8 and 12/8. Grouping rests in 6/8, 9/8 and 12/8.
3. Writing your own tunes to a given rhythm.
4. Anacrusis
5. Quaver triplets, Grouping quaver triplet rests.
6. The melodic minor scale, the circle of 5ths, more about the new keys for Grade 3, Labelling scales.
7. Second inversions of tonic triads, Arpeggios (Broken Chords).
8. Working out the key of a piece.
9. Intervals – major and minor 6ths and 7ths.
10. Real and tonal sequences.
11. Dominant triads in major keys; Dominant triads in minor keys; chord progression
12. Similar motion, Contrary motion.
13. Writing a Bass line; Writing a tune.
14. 4-part chords.
15. Transposing tunes up or down an octave
16. Analysis including Perfect cadences, Musical words and symbols

**PART-B: Practical**

**Marks : 30**

**Ethnic Music**

1. Sing 1 folk song from the students own tribe/ region.
2. Sing 1 folk song from another tribe

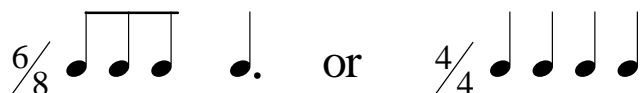
**Western Music**

*A. Singing*

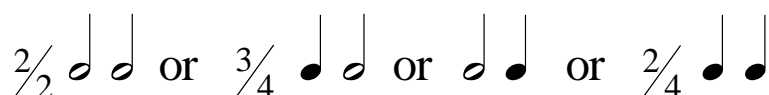
1. Learn any one of these songs with tonic solfa syllables from staff notation: Auld Lang Syne, Drink to me only with thine eyes, Fairest Lord Jesus, Holy Holy, Great is thy Faithfulness.



2. Sing one stanza from one of these songs by memory with words, using correct singing style principles:  
Drink...eyes; O Come, All Ye Faithful; 'Tis so sweet, Holy Holy.
3. Sing all the intervals up and down from 'Do' in the major scale.
4. Sing the major scale ascending with syllables, from RE, SOL, LA.
5. Sing two pitch patterns ascending only:
  - i) d m r d r f m r m s f m f l s f etc. in these rhythms:



- ii) d m r f m s f l s t l d t r do. Use any one of these rhythms:



### B. Aural Awareness

- i) Conduct or beat time to a melodic passage in the new time signatures



- ii) Sight Singing: Sing very easy songs (melody only) at sight, in the Keys of C, F and G, using syllables. Mostly stepwise motion, perhaps a few 3rds.

Using only these note values:

( in 2/4, 3/4, 4/4 time only)

- iii) Ear training:
  - a) Recognizing any major intervals played
  - b) Identify perfect and imperfect cadence.
  - c) Identify a chord played as either Minor or Major.

The allotment of marks shall be as follows:

1. Practical exercises	20
2. Assignment	5
3. Formal testing	5

**N.B.:** It is expected that students are assessed on Continuous Comprehensive basis on the given topics. The role of teachers assumes a very significant part, as such, they are expected to be fair and assess the performance of the students without any bias.

*Prescribed textbook:*

*Music Textbook IX (Theory & Practical)*

- *Publication of NBSE, Kohima.*

## Physical & Health and Work & Art Education for Classes IX & X

Sl.No	Unit	Lesson/Chapter	Content	Activity
I.	Physical Education	1. Games and Sports	<ul style="list-style-type: none"> <li>- Meaning of physical education</li> <li>- Importance of Athletics and other major sports</li> <li>- The value of discipline, punctuality, respect for others, observance of the rules and fair play</li> <li>- Being cooperative and developing team spirit</li> <li>- Components of Physical and Health Education and their role in the wholesome growth and development of personality.</li> </ul>	Games and Sports
		2. Common Games and Sports	<ul style="list-style-type: none"> <li>- Examples of some common games and sports played in Nagaland- giving dimensions/area and basic rules</li> <li>- Cricket, Football, Badminton, Track events, Martial Arts (Taekwondo) etc.</li> </ul>	Camps
		3. Scouting/ Guiding	<ul style="list-style-type: none"> <li>- Importance</li> <li>- Values</li> <li>- Role in the wholesome growth and development of personality.</li> </ul>	
		4. Adventure	<ul style="list-style-type: none"> <li>- Importance</li> <li>- Values</li> <li>- Role in the wholesome growth and development of personality</li> </ul>	Hiking/Cycling etc
II.	Health Education	5. Personal health	<ul style="list-style-type: none"> <li>- Definition of Health</li> <li>- Personal Health</li> <li>- Four aspects of Health: <i>Physical, Mental, Social, Moral</i></li> <li>- Factors affecting Health</li> </ul>	Case Studies
		6. Growth And Development	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Characteristics</li> <li>- Body and its functions: <i>Human Body (basic) and its functions</i></li> </ul>	Case Studies
		7. Nutrition	<ul style="list-style-type: none"> <li>- What is nutrition</li> <li>- Factors shaping up the nutritional status of an individual</li> <li>- Balanced Diet: what it is?</li> </ul>	

III.	Adolescence Education	8. Substance Abuse	<ul style="list-style-type: none"> <li>- What is substance abuse?</li> <li>- Harmful effects of - alcohol, tobacco, drugs</li> <li>- Preventive measures</li> </ul>	Awareness programmes
		9. Diseases	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Communicable And Non-communicable diseases</li> <li>- Categories of diseases with examples, symptoms and prevention</li> <li>- STD's- causes , symptoms and prevention</li> <li>- HIV/AIDS- cause , symptoms and prevention</li> </ul>	Awareness programmes
		10. First-aid	<ul style="list-style-type: none"> <li>- Meaning and definition</li> <li>- First-aid box- what it is <ul style="list-style-type: none"> <li>- components of a simple first-aid box</li> </ul> </li> <li>- First-aid during- bleeding <ul style="list-style-type: none"> <li>- burn / fire wounds</li> <li>-fractures</li> <li>- CPR</li> </ul> </li> </ul>	Perform mock first-aid for different situations
		11. Adolescence and Pubescence	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Various stages of a person's life</li> <li>- Importance</li> <li>- Role of parents, teachers, society</li> </ul>	Group Discussions
		12. Physical changes during early teens	<ul style="list-style-type: none"> <li>- General characteristics</li> <li>- Patterns of physical growth</li> <li>- What controls the physical growth?</li> <li>- Physical changes.</li> </ul>	
IV.	Work Education	13. Behavioral changes during adolescence	<ul style="list-style-type: none"> <li>- How do physical changes affect behavior/ attitude</li> <li>- Emotional changes</li> <li>- Mental changes</li> <li>- Personal goals or interests developed during adolescence</li> <li>- Social and mental interests</li> </ul>	Case Studies
		14. Gardening	<ul style="list-style-type: none"> <li>- Self sufficiency</li> <li>- Different types of gardening</li> <li>- What to grow? chart of vegetable-sowing season</li> <li>- preparing nursery bed, seed bed and soil management, irrigation</li> <li>- Some techniques of using space</li> </ul>	Do-it-yourself kitchen garden Visit a garden and report

V.	Art Education	15. Craft	<ul style="list-style-type: none"> <li>-Toys and doll making- with activity, steps and materials required</li> <li>- Paper craft</li> <li>- Tailoring, embroidery</li> <li>- Bamboo craft- bamboo mug, c.d rack, soap case</li> </ul>	Craft making
		16. Community service	<ul style="list-style-type: none"> <li>- Meaning</li> <li>- Types</li> <li>- Social work</li> <li>- Cleanliness drives</li> </ul>	Cleanliness drives, Observation of important environment programmes
		17. Disaster Management	<ul style="list-style-type: none"> <li>- What is disaster?</li> <li>- Types and nature of disasters</li> <li>- Natural: Earthquakes/Cyclones/Floods/ Droughts/Landslides</li> <li>- Man-made: Fires/Traffic accidents/ drowning accidents/Gas leaks</li> </ul>	Mock-drills For earthquake and fire
		18. Music	<ul style="list-style-type: none"> <li>- Different musical instruments <i>i.Ethnic</i> <i>ii.Western</i></li> <li>- Naga ethnic musical instruments- <i>i. single string/cup violin</i> <i>ii. Bamboo mouth organ</i> <i>iii. Flute</i> <i>iv. Trumpet</i> <i>v. Drum</i> <i>vi. Log drum</i> <i>vii. Bamboo sound box</i> <i>viii. Leaf music</i></li> <li>- Vocal- i. accurate inner hearing ii. good singing posture iii. correct breathing technique iv. good vowel and consonant sounds</li> <li>- Scope and future prospects of music industry</li> </ul>	Music compositions  Music competitions
		19. Art	<ul style="list-style-type: none"> <li>- Different art types</li> <li>- Drawing – method - Material required</li> <li>- Painting -method - Material required</li> <li>- Scope and future prospects of art industry</li> </ul>	Art competitions
		20. Dance	<ul style="list-style-type: none"> <li>- Different types of dance forms</li> <li>- Scope and future prospects of dance industry</li> </ul>	Dance competitions

VI.	Civic Sense	21. Civic life	- Meaning of civic sense - Civic life - in the family - at the school - in the society	Case studies
		22. Care of Public Property	- Meaning of public property - Importance of public property	Group Discussions
		23. Road safety	- Meaning - Dos and don'ts - Road signs	
VII.	Career Guidance	24. Career guidance	- What is career? - Different career options - Choosing the right subject/subject combination/vocation	Career guidance seminars/ career clinics

### Lesson – wise distribution

Unit	Lessons for Class IX	Lessons for Class X
I	1 & 3	2 & 4
II	5 – 7	8 – 10
III	11 & 12	13
IV	14 & 16	15 & 17
V	18	19 & 20
VI	21	22 & 23
VII	24	

#### *Prescribed textbook:*

**Life skills for Secondary** - **Headword Publishing Company Pvt. Ltd.**  
**B-40, Sector 57, Noida, UP - 201301**