EFFECTIVE FROM
ACADEMIC SESSION
2024-25
for U.T of J&K
and U.T of Ladakh

SYLLABI & COURSES OF STUDY FOR CLASS X



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CONCESSION FOR CHILDREN WITH SPECIAL NEEDS

The Jammu and Kashmir Board of School Education vide notification No. F(Acad. C) Disabled/C/06, dated:- 03-07-2006 and F (Acad-C)CWSN/ Exam/ B/22, dated:- 25-04-2022 provides following concessions to Children With Special Needs. For further details, refer to our notification:-

1. Students with 40% disability, as defined in The Rights of Persons with Disabilities (RPWD) Act, 2016 of permanent nature shall have to secure only 28% marks instead of 33%. This is applicable to both theory and practicals.

2. No examination fee shall be charged to children with special needs as defined in The Rights of person with Disabilities (RPWD) Act, 2016 in case where the disability is 40% or more, of permanent nature.

Note: Children With Special Needs shall have to produce disability certificate from District Medical Board (Competent Authority appointed by the Directorate of Health Services Kashmir/Jammu/Ladakh or documentary proof such as Unique Disability ID (UDID) Card issued by Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Government of India.

The Disability Certificate is to be attached with the Admission cum Permission form.

SCHEME OF STUDIES

Every candidate shall be required to take up all the compulsory five subjects to pass/ qualify Class X from the course listed below.

(A) Compulsory Subjects:

- **General English**
- **Urdu or Hindi**
- **Mathematics**
- **Social Science** (History, Political Science, Geography, Economics, Disaster Management and Road Safety Education)
- **Science** (Physics, Chemistry, Biology)

In addition, Student can also opt one Additional/ Optional language subject from the following:

(B) Additional / Optional language Subjects:

1. Urdu
2. Kashmiri
3. Arabic
4. Persian
5. Hindi
6. Dogri
7. Sanskrit
8. Bhoti
9. Punjabi

Note: No repetition of compulsory language/ subject is allowed while opting for Additional/ Optional language/ subject.

Student can opt one additional/ optional subject from the following:

(C) Additional/ Optional Subjects

- Vocational Subjects
- Computer Science (Non- Vocational)

(D) Activity Related Areas:

- Work Experience
- Health and Physical Education
- Art Education

(E) Choice of Subjects for Children with Special Needs (CWSN):

Apart from General English as Compulsory Subject, CWSN can opt for Alternative Courses from the list given below

- Painting
- Music
- Art and Drawing
- Home Science
- Computer Science

Note: The CWSN candidate can opt either for Painting or Art and Drawing subject.

Structure of Scheme of Assessment

The Assessment scheme for all the compulsory/main subjects carrying 100 Marks shall have an 80 marks component for Board Examination as per the assessment scheme and a 20 marks component for Internal Assessment.

Assessment Structure for Internal Assessment of 20 marks

Learner assessment is a continuous process and an integral part of teaching learning. The purpose of internal assessment is to improve the learning levels of the children and decrease the examination fear that haunts a good number of children, if not completely defeated. The Assessment should be competency-based, which promotes learning and produce holistic development of students, and tests higher-order skills, such as inference and interpretation analysis, critical thinking, and conceptual clarity.

Teachers must assess learners at each stage of the learning process which will help them to focus on individual needs of learners for better performance. In order to empower schools and the teachers by providing some kind of autonomy in the assessment process, JKBOSE has decided to give internal weightage of 20 Marks for all the main compulsory subjects offered at Secondary Level. The locus is school and focus shall be teaching-learning. The school-based assessment will play the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing the teachers of student's progress and therefore supporting classroom learning. It shall also inform the learners about their progress over a period of time enabling them to develop strategies to improve learning.

The teachers should use different assessment strategies that connect teaching, learning and assessment to real life situation to assess and provide feedback on activities, surveys, demonstrations, role plays, project works, assignments, presentations, innovations etc. in such a way that the learner doesn't feel that his/ her performance is being evaluated.

In order to carry the said assessment in effective and desired manner, the following scheme for the same shall be followed:

Internal assessment shall carry 20 marks comprising the following parts:

1. Periodic Assessment
2. Portfolio
3. Subject Enrichment Activity

1) Periodic Assessment

The periodic assessment shall carry 10 marks.

These 10 marks shall further be divided into two parts

(I) Pen and Paper Assessment
(II) Multiple Assessment

(I) Pen and Paper Assessment (5 Marks)

This involves the pen & paper class evaluation. The exam shall be taken by the concerned subject teacher of the concerned subject during class room transaction. The questions should be mainly short answer type.

The student shall maintain separate test notebooks, which shall be kept as a record in the school after they are shown to the students and parents for transparency.

The teachers should mark the test copies and declare the result not later than 4 days from the test. It will be the Head's/ Teachers duty to supervise and keep the records.

The result should be communicated to the students and parents through a report card (School Based Evaluation Card). The schools shall be closely monitored with regard to school based assessment. The tests may cover the topics covered in each subject during the period in question as per the unit-wise division of syllabus.

[Note: Average of the tests would be taken and reduced to the weightage of only 5 marks for final submission of marks).

(II) Multiple Assessments (5 Marks)

Multiple assessments approach relevant to particular learning results are advised throughout the curriculum transaction. The teacher can make use of Quizzes, Oral Tests, Class discussions, Field-work, Visual Representation, Concept Maps, Exit Cards, and Visual Expression etc.

2. PORTFOLIO (5 Marks)

The portfolio is proposed to broaden the scope of learning and achieve learning outcomes by examining a range of children's performances and abilities. Its use is being recommended as a support to the new instructional approaches that emphasize student's role in constructing knowledge and understanding.

A portfolio is generally a collection of purposely chosen student's work showing a range of performances that are collected over time and that represents the learner's efforts, progress, growth and accomplishment in key areas learning outcomes.

Suggested elements to judge student's portfolio

Organisation - Neatness and Visual Appeal

Completion of guided work focussed on specific curricular objectives

Evidence of student's growth

Inclusion of all relevant work (Completeness)

Suggestive format for Portfolio

	Tools												
S.No.		Apr	May	Jun	July	Aug	Sept	Oct.	Nov	Dec	Jan	Feb	Mar
		A*/B*/C*			A/B/C			A/B/C			A/B/C		
1	Worksheets												
2	Essays												
3	Projects												
4	Models												
5	Map work												
6	Observation												
7	Pictures												
8	Experiences												
9	Anecdotal records												

*A, *B, *C depicts grades

Note: Portfolios should be developed in an easy way. They should be meaningful, though, simple and easily accessible and should not be a burden on students- both in terms of cost and time.

3. SUBJECT ENRICHMENT (5 Marks)

The Subject Enrichment Activities must be conducted with rigor and focus on the below suggested as follows:

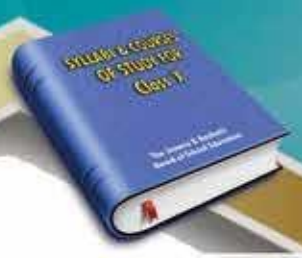
- Languages provide ample space and autonomy to subject teachers to develop relevant listening and speaking skills. Teachers need to use this opportunity to full advantage and use excerpts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity.
- The specified activities in practical work in Science and Mathematics need to be conducted in the investigatory spirit incongruence to the spirit of the subject. The focus must shift from confirmatory nature of lab experiments to explorations that focus on the development of science processes.
- Students need to be encouraged to raise questions, generate hypotheses, experiment, innovate and find solutions to questions/problems encountered.
- The discipline of Social Science puts the responsibility on concerned teachers to help students to design and execute related projects, relevant to the social context, and development of Life Skills.

GRADING IN INTERNAL ASSESSMENT

The Internal Assessment will have the following three grading scale

MARKS RANGE	GRADE
14-20	A
7-13	B
Below 7	C (To improve)

Note:
The concerned head of the Institution / subject teacher shall ensure to maintain the complete record of the internal parameter-wise components of all the students individually for any future clarifications.



ENGLISH

Objectives of Teaching English at the Secondary Level

Students are expected to

- listen to English with proper attention and understanding
- listen to announcements, instructions, read-aloud texts, audio, videos for information, gist and details, and respond to questions accordingly
- speak simple English correctly
- speak on contemporary issues like social justice, environment, gender, etc.
- read English texts and comprehend them
- read stories and literary texts, both fiction and non-fiction, with understanding for pleasure and enjoyment and discuss them
- understand and respond appropriately to what they hear, read and experience
- use subject, or contexts, and content related vocabulary to express their understanding of the texts and tasks.
- interpret different texts including poems, prose, short stories, newspapers, news reports, essays, etc.
- develop an awareness of the nature of language and language-learning skills along with a more general application (e.g., interfacing, analysing, synthesising material)
- enjoy and appreciate variety of language
- appreciate different shades of literary nuances and devices such as onomatopoeic sounds, symbols, similes,metaphors, alliteration, imagery, personification, allusions and the writer's point of view
- write simple and short paragraphs, narratives, etc. by planning revising, editing, rewriting and finalizing
- write reports of functions related to school, family and community
- write personal, official and business letters, articles, debates, paragraphs based on visual or verbal clues, textual inputs, etc.
- evaluate and analyze content in print form such as texts, newspapers, magazines, blogs, etc.
- promote core values such as tolerance, appreciation of diversity and civic responsibility through debate, discussion, etc.
- refer to dictionary, thesaurus, periodicals, and books for understanding and writing purposes and uses themin speech writing
- form a sound base for the skills required to communicate in English
- develop ability to use English effectively for practical communication in a variety of second language situations



Skills

- Listening
- Speaking
- Reading
- Writing

Listening

While listening students should be able to

- comprehend discourse such as lectures, conversations, interviews, and discussions
- make notes and use them in answering questions about the passage
- distinguish relevant from irrelevant information
- identify the topic and the main idea in it
- comprehend relationships between ideas
- make inferences about spoken discourse

Speaking

Speaking should enable students to

- produce appropriate vocabulary
- day-to-day conversation in English
- produce accurate grammatical forms
- give an oral presentation in class using effective delivery strategies.
- present facts, ideas or opinions in an orderly sequence.
- make relevant comments on what is heard, seen or read
- describe experience in simple and express intelligibly what is thought or imagined
- respond appropriately in a particular situation.
- speak audibly with appropriate tone, intonation and pace
- develop adequate speaking skills to communicate effectively to get engaged in meaningful conversations

Reading / Writing: Only a few tasks shall be set to test the reading skill. The skills of reading and writing shall be tested in an integrated manner to reflect the way in which language is actually used. This is to allow writing tasks to be stimulated by authentic reading texts rather than seeing the two activities as diverse elements. However, a few tasks may be set to test the reading skill exclusively.

Reading

Reading should enable students to

- scan for and extract specific information from different texts (at least from the prescribed textbooks)
- organise the relevant information and present it in a logical manner/ given format
- identify the main idea(s) in the text
- identify specific details
- discern main idea(s) from given information

- distinguish fact from opinion
- draw inferences based on information in the text
- decode meanings of words in context
- understand meanings of unfamiliar words
- identify author's purpose and tone

Writing

The skill of writing should enable students to

- write in a simple way
- learn to use words economically
- write sentences with simplicity and clarity
- organise ideas and write short and coherent paragraphs
- write texts, such as writing an essay, short letters, outline of short stories, paragraphs, reports, articles, speech, etc.
- paraphrase and summarise in an appropriate form in response to a written- stimulus
- use words in their proper contexts
- use appropriate vocabulary
- use a variety of accurate sentence structures;
- use accurate grammatical structures

Assessment in Listening and Speaking SkillsGuidelines for

Internal Assessment 20 Marks

Apart from the prescribed textbook, the subject teachers can plan their own activities and create their own material for assessing the listening and speaking skills.

- Language learning projects / activities should not be confined to classroom teaching only but should enable the students to engage with real life situations. The format and the variety of activitiesshould be extensive.
- The internal assessment based on different activities should be evaluated by the teacher throughout the academic session. It may be preserved for three months after the declaration of results for checking by the Board

Suggested Activities

The suggested activities aim to improve the communication skills and personality of the students. These should be followed by individual, peer and group talk.

- Screening of relevant and age appropriate audio-videos of stories/documentaries/ discussions/ films
- Listening to phone calls
- Model Reading by teacher
- Storytelling
- Narrating incidents
- Interviews
- Group Discussions and Talk Shows
- Role plays
- Debates / Presentations
- Convening meetings/talks in informal situations such as going to the shopkeeper, describing real time events like festivals and matches, picnics, vacations and travelogue

Assessment

Learner assessment is a continuous process and an integral part of teaching learning. The purpose of internal assessment is that the learning levels of the children improves the examination scare that haunts a good number of children is decreased if not completely defeated. The Assessment should be competency-based, promotes learning and development for students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity

The teachers should use different assessment strategies that connect teaching, learning and assessment to real life settings and to assess and provide feedback on activities, surveys, demonstrations, role plays, project works, assignments, presentations, innovations etc. in such a way that the learner doesn't feel that his/ her performance is being evaluated. Please refer to the structure of assessment given in the preliminary pages. Points related to English language learning be also assessed.

Parameters for Assessment

Interactive competence (initiation, turn taking, relevance to the topic)
Use and delivery of words and expressions (coherence and speed of delivery)
Vocabulary and Grammar (clarity, simplicity and precision)
Pronunciation (accent, fluency)

Contents

Key to English Pronunciation		I-VIII
Prose		
1. Footprints without Feet	H. G. Wells	1
2. An Excellent Father	Jane Austen	12
3. From the Diary of a Young Girl	Anne Frank	19
4. Long Walk To Freedom	Nelson Mandela	30
5. The Sermon at Benares	Berta Renstaw	40
6. Pappachi's Moth	Arundhati Roy	48
7. The Merchant of Venice	Adapted and abridged from Charles Lamb's 'Tales from Shakespeare'	55
Poetry		
8. Prayer	G. A. Mehjoor Translated by Prof. G.R Malik	64
9. Miracles	Walt Whitman	66
10. When You Are Old	W. B. Yeats	69
11. Snowdrop	Ted Hughes	71
12. My Mother at Sixty-six	Kamala Das	74
13. An Evening Wet with Rain	Ved Pal Deep Translated by Shivnath	77
14. The Tale of Custard the Dragon	Ogden Nash	80
15. Last lesson of the Afternoon	D.H.Lawrence	85
Short Stories		
16. The Necklace	Guy de Maupassant	88
17. Abhiley	Abdul Gani Sheikh Translated by Ravina Aggarval	98
18. The Servant	S.T. Semyonov	104
19. Dusk	Saki	112
Play		
20. The Proposal	Anton Chekov	118
Glossary		137



Scheme of Assessment for Class X

Theory Paper= 80 Marks

Internal Assessment= 20 Marks

Tulip Series Book X, A Textbook of English for Class X

Section A

Reading Comprehension **15 Marks**

1. One seen stanza from the poems to be attempted followed by MCQs based on comprehension, literary devices, inference, etc. from the prescribed text. 1 x 5 = 5 Marks
2. One unseen passage of about 400 to 500 words to be attempted followed by MCQs, comprehension questions (SA or VSA), providing suitable title to the passage, one-word substitution, vocabulary, inference, analysis, etc 1x 5= 5 Marks
3. One question based on pictures/statistical data/bar graphs/pie charts/ histograms to be attempted followed by MCQs and SA/VSA questions based on inference, analysis, evaluation, etc. 1x5= 5 Marks

Section B

Grammar **10 Marks**

Modals, Articles, Relative Clauses, Tenses, Narration, Punctuation

- One passage with blanks to be filled by using appropriate articles, modals, relative pronouns etc. 3 Marks
- One passage given in direct/indirect speech to be converted inversely. 3 Marks
- One contextualized passage/ story/ paragraph to be edited testing the use of tenses, punctuation, articles, pronouns, spellings etc 4 Marks

Section C

Writing Skills **25 Marks**

- Create/Write dialogues on given situation with the help of hints. 4 Marks
- One question to be attempted on notice writing with the help of hints. (50 words). 3 Marks
- One question to be attempted on message writing with the help of hints (50words). 2 Marks
- One letter to be attempted out of the given two (formal/informal). 5 Marks
- One speech/ article /paragraph to be attempted on a given topic out of two. The hint words will be given. (80 -100 words) 5 marks
- A creative story to be developed out of the given hints and also to suggest a suitable title. 6 marks

Section D

Literature

30 Marks

- Three out of five short competency-based questions to be attempted from the prose lessons of the prescribed textbook. 3x3 = 9 Marks
- Three out of five short competency-based questions based on theme, central idea, literary devices to be attempted from the poems excluding the one given in reading comprehension. 3x3= 9 Marks
- One out of three long answer competency-based questions to be attempted based on character/ scene/ theme/ plot, situation, event, irony etc. from the short stories. 1x6 = 6 Marks
- One out of two long answer competency-based questions to be attempted based on character/ scene/ theme/ plot, situation, event, irony etc. from the play. 1x6 = 6 Marks

Note:-

The question paper will contain questions based on critical and creativity thinking (*HOTS) to discourage rote memory.

***HOTS - Higher Order Thinking Skills**

- The students must read the textbook thoroughly for comprehensive and better understanding of the topics.
- The examiner will not ask very short questions from a poem in Literature Section if the poem or the extract has been asked in the Reading Comprehension.
- The examiner will not ask short type questions in Literature Section from a chapter if the seen passage from the prescribed textbook has been asked in Reading Comprehension.
- The chapter 'The Ghat of the Only World' will not be evaluated in the examinations.

Internal Assessment

20 Marks

Assessment of LSRW (Listening, Speaking, Reading, and Writing) Skills will be for 20 marks. Practice and assessment are to be based on the activities included in the prescribed textbooks and by taking recourse to various resources and techniques available in the school. The guidelines to evaluate the listening and speaking skills have been given in the objectives of teaching English at secondary level.

Schedule

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

Suggested Reading in Grammar

For grammar, teachers and students can refer to any standard grammar textbook for further reading and clarification of concepts. Some of the books include:

- A Practical English Grammar by Thomson and Martinet (Oxford University Press)
- High School English Grammar by Wren and Martin (S Chand Publishing)
- English Grammar in Use by Raymond Murphy (Cambridge University Press)

हिंदी पाठ्यक्रम (Hindi)

Max. Marks: 100 Theory: 80. Internal Assessment: 20 Time Allowed: 3 Hrs

दसवीं कक्षा तक आते-आते भाषायी कौशलों पर बच्चों का अच्छा अधिकार हो जाता है अर्थात् वे अपने स्तर के विषयों की रचनाएँ पढ़कर समझ सकते हैं तथा उन पर अपनी मौखिक और लिखित प्रतिक्रिया व्यक्त कर सकते हैं।

सामान्य उद्देश्य

छात्रों में :-

1. भाषा के शुद्ध, उपयुक्त एवं प्रभावपूर्ण प्रयोग की योग्यता का विकास हो।
2. शब्द-भंडार की वृद्धि तथा उसके यथोचित प्रयोग की योग्यता का विकास हो।
3. अर्थबोध के साथ सुनने और पढ़ने की योग्यताओं का विकास हो।
4. मौखिक एवं लिखित अभिव्यक्ति की योग्यताओं का विकास हो।
5. ज्ञान एवं आनंद प्राप्त करने के लिए स्वतंत्र रूप में पढ़ने की योग्यता का विकास हो।

छात्र

6. साहित्य की विविध विधाओं से परिचित हो सकें।
7. साहित्य के रसास्वादन की योग्यता विकसित कर सकें।
8. साहित्य के अध्ययन द्वारा मनोभावों को उदात्त बनाकर सद्वृत्तियों का विकास कर सकें।
9. पाठ्यपुस्तकों में आए हुए साहित्यकारों का सामान्य परिचय प्राप्त कर सकें।
10. चिन्तन-शक्ति विकसित कर सकें।

विशिष्ट उद्देश्य

(क) मौखिक अभिव्यक्ति की योग्यता बढ़ाना–

1. सामाजिक, राजनैतिक, वैज्ञानिक, साहित्यिक एवं सांस्कृतिक विषयों पर बातचीत, संवाद, परिचर्चा एवं वाद-विवाद में भाग लेने से।
2. स्वागत करना, परिचय लेना-देना और धन्यवाद देना, कृतज्ञताज्ञापन, संवेदना, बधाई आदि की भाषा से परिचित होकर यथावसर व्यवहार में लाने में।
3. 5 से 10 मिनट तक भाषण देने से।
4. अभिनय में भाग लेने से।

(ख) पठन-योग्यता का विकास–

1. मुखर वाचन में अपेक्षित गति तथा अनुमान के साथ शुद्ध पढ़ने से।
2. अर्थबोध एवं गति के साथ मौन वाचन करने से।
3. शब्द के तीनों अर्थों – वाच्यार्थ, लक्ष्यार्थ और व्यंग्यार्थ को समझ लेने से।
4. अध्ययन करके केंद्रीय विचार एवं सार ग्रहण करने से।
5. शब्द-कोश, संदर्भ-ग्रंथ, विषय-सूची, अनुक्रमणिका आदि देखकर वांछित सामग्री ढूंढकर उसका उपयोग करने से।
6. आलोचनात्मक दृष्टि से पढ़ने और पठित सामग्री पर अपनी प्रतिक्रिया व्यक्त करने से।
7. ज्ञान तथा आनंद के लिए पढ़ने से।
8. पाठ्यवस्तु और उसकी सराहना करने से।
9. साहित्य के प्रति अभिरुचि का विकास करने से।

(ग) शब्द-भण्डार में वृद्धि–

1. स्तरानुसार शब्दों और मुहावरों के ज्ञान में क्रमिक वृद्धि करना।
2. उपसर्ग, प्रत्यय, संधि, समास आदि के आधार पर शब्दों के अर्थ मालूम करना।
3. शब्दकोश की सहायता से नवीन शब्दों के प्रसंगानुकूल अर्थ-ज्ञान करना।
4. संदर्भ-अनुसार शब्दों के अर्थ पहचानना।

(घ) अर्थबोध एवं सराहना–

1. पाठ में वर्णित प्रमुख तथ्यों, भावों एवं विचारों का चयन करना और उनके पारस्परिक संबंध पहचानना।
2. पाठ में विषय-वस्तु तथा उसके केंद्रीय भाव को समझना।
3. पठित पाठ की पूर्व ज्ञान से तुलना एवं मूल्यांकन करना।
4. कवि/लेखक के मनोभाव समझना।
5. पाठ में अभिव्यक्त विचार एवं शैली पर अपनी सहमति देना।
6. पठित-अपठित अनुच्छेदों के शीर्षक देना।
7. कविता के प्रमुख उपादान तुक, लय, यति आदि से परिचित होना।
8. शब्द-चित्र एवं अलंकारों-अनुप्रास, श्लेष, यमक, उपमा, रूपक, उत्प्रेक्षा को समझना।
9. कविता में छंद (दोहा, सोरठा, चौपाई, कवित, सवैया) पहचानना।

(ङ) वर्तनी और भाषा–

1. लिपि के मानक रूप का ही व्यवहार करना।
2. परिचित शब्द शुद्ध रूप से लिखना
3. रूप-विज्ञान एवं ध्वनि-विज्ञान के नियमों के आधार पर शब्दों की उचित वर्तनी जानना।
4. विराम चिह्नों का शुद्ध प्रयोग करना।
5. लेखन के लिए व्यवहारोपयोगी शब्द-भण्डार की वृद्धि करना और उनका उपयुक्त एवं प्रसंगानुकूल प्रयोग करना।
6. शब्दों, मुहावरों और पदबंधों का प्रभावशाली और उपयुक्त प्रयोग करना तथा समानार्थक शब्दों के प्रयोग में सावधानी बरतना।
7. शुद्ध प्रभावपूर्ण भाषा तथा लेखन शैली का स्वाभाविक रूप से प्रयोग करना।
8. विषय उपयुक्त अनुच्छेदों में बांटकर लिखना।

(च) रचना-कौशल–

1. अपने भावों एवं विचारों को उपयुक्त विधा में अभिव्यक्त करना।
2. विभिन्न प्रकार की रचनाओं जैसे पत्र, निबंध आदि के लिए उपयुक्त रूपाकार और तकनीक का अनुसरण करना।
3. आवश्यकतानुसार अपनी रचना को प्रभावशाली बनाने हेतु उपयुक्त उद्धरणों, प्रसंगों, उदाहरणों, शब्दों, पदबंधों और मुहावरों का प्रयोग करना।

निर्धारित पुस्तकें–

(1) **भास्कर भाग-2** (नई पुस्तक) (गहन अध्ययन के लिए)
जम्मू और कश्मीर विद्यालय शिक्षा बोर्ड द्वारा प्रकाशित।

(2) मानक हिंदी व्याकरण - राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् द्वारा प्रकाशित।

1. प्रश्नपत्र का प्रथम वस्तुनिष्ठ प्रश्न (भास्कर भाग-2) पर आधारित होगा। **10**

2. किसी एक पद्यांश की सप्रसंग व्याख्या। (विकल्प सहित) 4

3. किसी कविता का भावार्थ। (विकल्प सहित) 4

4. किसी एक गद्यांश की सप्रसंग व्याख्या। (विकल्प सहित) 4

5. किसी एक गद्य पाठ का सार सौ शब्दों में। (विकल्प सहित) 4

6. गद्य पाठों पर आधारित तीन प्रश्नों के उत्तर। (विकल्प सहित) 2+2=4

7. हिन्दी साहित्य का इतिहास में से हिन्दी कविता के काल संबंधी, उपन्यास, नाटक, कहानी संकलन, एकांकी संकलन, रेखाचित्र/संस्मरण, आत्मकथा/जीवनी, साहित्य के काल संबंधी तीन प्रश्न पूछे जाएंगे। 3+2+3=8

8. निबंध-लेखन :- किन्हीं पांच दिए गए निबंधों में से एक निबंध लिखना।
विषय :- सामाजिक, वैज्ञानिक, पर्यावरण-संबंधी, त्यौहार (सामजिक तथा राष्ट्रीय), शैक्षिक, यात्रा-संबंधी, ऐतिहासिक स्थान, विद्यार्थी-जीवन संबंधी (अनुशासन, नैतिकता, सहपाठ्यक्रमीय गतिविधियाँ), महान् व्यक्तित्व, नेता, महापुरुष, वैज्ञानिक, लेखक/कवि, अभिनेता/कलाकार। 8

9. पत्र-लेखन :- (दिए गए दो पत्रों में से एक पत्र लिखना) 6
विषय :- पारिवारिक, सामाजिक, व्यावसायिक, कार्यालीय, आवेदन-पत्र, संपादक के नाम पत्र।

10. अपठित गद्यांश का सार, शीर्षक तथा एक प्रश्न का उत्तर। 6

11. अलंकार - (अनुप्रास, यमक, उपमा, रूपक, अतिश्योक्ति) दिए गए पद्यांश में से अलंकार बताना। (विकल्प सहित) 2
छंद :- (दोहा, सोरठा, चौपाई, कवित्त, सवैया) दिए गए पद्यांश में से छंद बताना। (विकल्प सहित) 2

12. (क) दिए गए वाक्य में संज्ञा पदबंध, विशेषण पदबंध, क्रिया पदबंध तथा क्रिया-विशेषण पदबंध छाँटना। (इसमें से एक वाक्य विकल्प सहित पूछा जाएगा) 2
(ख) वाक्य-विश्लेषण - सरल वाक्य, संयुक्त तथा मिश्र वाक्य। सरल वाक्यों को संयुक्त अथवा मिश्र वाक्य में परिवर्तित करना तथा मिश्र या संयुक्त वाक्य को सरल वाक्यों में लिखना। (विकल्प सहित)
(ग) किन्हीं दो मुहावरों का वाक्यों में प्रयोग। 2

13. संधि, संधि-विच्छेद, समास, विग्रह। वाक्य-परिवर्तन। क्रिया-अकर्मक, सकर्मक। (इसमें से दो प्रश्न विकल्प सहित पूछने हैं) 2+2=4

14. समानार्थक, भिन्नार्थक, अनेकार्थक, पर्यायवाची, अनेक शब्दों के लिए एक शब्द, विराम-चिह्न। (इसमें से दो प्रश्न विकल्प सहित पूछने हैं) 2+2=4

15. उपसर्ग, प्रत्यय, विशेषण की रूप-रचना तथा अवस्थाएँ। (इसमें से दो प्रश्न विकल्प सहित पूछने हैं।) 2

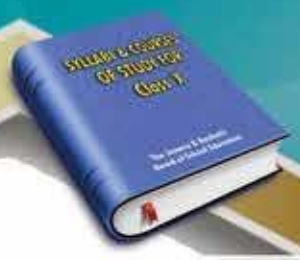
16. संज्ञा से भाववाचक संज्ञा तथा विशेषण से संज्ञा बनाना। सर्वनाम के भेद तथा उपभेद। (इसमें से दो प्रश्न विकल्प के साथ पूछने हैं।) 2+2=4

टिप्पणी :- अध्यापक कुछ अन्य पुस्तकें भी पढ़ने के लिए छात्रों को सुझाए :-

उदाहरणतया :-

1. उपन्यास, 2. नाटक, 3. कहानी संकलन, 4. एकांकी संकलन, 5. रेखाचित्र/संस्मरण, 6. आत्म-कथा/जीवनी। इनके अतिरिक्त सामाजिक, आर्थिक, औद्योगिक, व्यावसायिक, राजनैतिक, सांस्कृतिक, खेल-कूद, यात्रा आदि विषयों पर निबंध-संकलन पूरक पठन के लिए निर्धारित करें।

अनुशंसित पाठ्यपुस्तक



جماعت دہم

کل نمبرات:۸۰

۱۔ غیر درسی اقتباس اور سوالات	۵ نمبر
۲۔ شعری عبارات اور سوالات۔	۵ نمبر
۳۔ غیر درسی عبارت اور سوالات۔	۵ نمبر
۴۔ الفاظ کو جملوں میں استعمال۔	۵ نمبر
۵۔ حروف کی تعریف اور مثالیں۔	۵ نمبر
۶۔ ہدایات کے مطابق جواب لکھئے (گرائمر)	۵ نمبر
۷۔ محاورات	۴ نمبر
۸۔ ترکیب نحوی۔	۶ نمبر
۹۔ اصناف کے متعلق (نوٹ)	۵ نمبر
۱۰۔ خلاصہ (درسی اسباق کا خلاصہ)	۵ نمبر
۱۱۔ اشعار کی تشریح۔	۶ نمبر
۱۲۔ درسی کتاب کے اسباق کے سوالات کے مختصر جوابات۔	۱۰ نمبر
۱۳۔ حالات زندگی (نوٹ) دفتری رنجی رکاروباری	۶ نمبر
۱۴۔ مضمون (ڈیڑھ سو سے دو سو الفاظ)	۸ نمبر

منظومات

نظیر اکبرآبادیؔ:	مفلسی
چکبستؔ:	رامائن کا ایک سین
محمد حسین آزادؔ:	اولوالعزمی
ڈاکٹر سر محمد اقبالؔ:	جگنو
مرزا محمد یٰسین بیگ:	شکستِ انتظار

رباعیات

میر ببر علی انیسؔ:	تین رباعیاں
جگت موہن لال رواںؔ:	تین رُباعیاں

قطعہ

الطاف حُسین حالیؔ:	نوکروں پر سخت گیری کرنے کا انجام

۱۔ ابنِ مریم ہوا کرے کوئی

۲۔ کوئی اُمید بر نہیں آتی — غالبؔ

۱۔ تمناؤں میں الجھایا گیا ہوں — شادؔ

۱۔ دُنیا میری بلا جانے مہنگی ہے یا سستی ہے — فانی بدایونیؔ

۱۔ کون سا وہ زخمِ دل تھا جو تر و تازہ نہ تھا

۲۔ ہر ایک رنگ میں کاٹیں گے ہم سزا ہی سہی — عرشؔ صہبائی

۱۔ کس کو معلوم ملے خاک میں منظر کتنے — اکبر جے پوریؔ

۱۔ ایسا نہیں کہ سر پہ سدا آسمان تھا

۲۔ ایک بھی موسم میرے اندر نہ تھا — ہمدمؔ کاشمیری

۱۔ کتاب بند سہی، حرف تر کھلا رکھنا

۲۔ کتنی بھوکی ہے، کتنی پیاسی ہے — شعیبؔ رضوی

(۲) قصیدہ

اب سامنے میرے جو کوئی پیرو جواں ہے (شہر آشوب) — مرزا محمد رفیع سوداؔ

نعت

بنی نوعِ انسان کا غم خوار آیا — رسا جاودانیؔ

مرثیہ

(حضرت علی اصغرؓ کے لیے پانی مانگنا) — مرزا سلامت علی دبیرؔ

نصابی کتاب: بہارستانِ اُردو

(دسویں جماعت کے لیے)

اسباق

حصہ نثر

داستان:	سیر چوتھے درویش کی	میر امّن
ناول:	اور مزاج دارئٹ گئی	ڈپٹی نذیر احمد
افسانہ:	عبرت	پریم چند
	آسمان، پھول اور لہو	نور شاہ
خاکہ:	حالی	عبدالحق
انشائیہ:	خوشامد	سرسید احمد خان

حصہ شعر

(ا) غزلیات

ا۔ ہمارے آگے ترا جب کسو نے نام لیا	
۲۔ ہنگامہ گرم کُن جو دلِ ناصبور تھا	میر تقی میر
ا۔ دہن پر ہیں اُن کے گماں کیسے کیسے	آتش

لکھنا: تمام طلباء اس قابل ہوں کہ وہ اُردو زبان بول، پڑھ اور لکھ سکیں۔ دیئے گئے اقتباس میں سے ضروری مواد حاصل کر کے اسے اپنے الفاظ میں پیش کریں۔ نیز الفاظ کو مختلف معنوں میں استعمال کریں۔

استعمال:

اس میں یہ دیکھا جائے گا کہ کیا طالب علم صحیح اُردو پڑھ اور لکھ سکتا ہے۔

کورس

اس کا مقصد یہ ہے کہ طلباء اُردو زبان پر دسترس حاصل کر سکیں اور پھر تخلیقی مضامین لکھ سکیں۔ پورے تعلیمی سال میں ہر طالب علم ایسے دو مضامین لکھے۔ یہ مضامین نثری حصہ میں داستان، ناول، افسانہ، انشائیہ، خاکہ، مقالہ اور ڈراما وغیرہ سے متعلق ہوں یا نظم میں مختلف اصناف سخن مثلاً غزل، نظم، قصیدہ، مرثیہ، رُباعی اور قطعہ کی بحیثیت صنف سخن سراہنا کی گئی ہو۔

Urdu

اُردو

نمبرات:۱۰۰ وقت:۳ گھنٹے

ثانوی سطح پر اُردو زبان پڑھنے کے مقاصد
طلباء وطالبات اس قابل ہوں کہ وہ:

۱۔ اردو زبان کو عام بول چال کے لیے استعمال کر سکیں۔
۲۔ زبان کو صحیح طرح سے موقع اور ماحول کی مناسبت سے استعمال کر سکیں۔
۳۔ اُردو کی اعلیٰ تعلیم حاصل کر سکیں۔
۴۔ اپنے اندر ادبی ذوق پیدا کر سکیں۔
۵۔ زبان دانی کے قواعد سے واقف ہو سکیں۔
۶۔ اصناف نثر و شعر سے واقف ہو سکیں۔

دائرہ کار

۱۔ بولنا، سننا اور سمجھنا۔
۲۔ پڑھنا اور لکھنا

اُردو گرائمر (قواعد اُردو)

پڑھنا: تمام طلباء وطالبات اُردو زبان میں دسویں جماعت کے معیار کی کتابیں پڑھ اور سمجھ سکیں۔ دیئے ہوئے اقتباس کا خلاصہ پیش کر سکیں اور حاصل کی ہوئی جانکاری کو واضح اور جامع طریقے سے پیش کریں۔

MATHEMATICS

Total Marks 100 **Time: 3 Hours**

(External 80 Marks)

(Internal 20 Marks)

Unit :- I	Number Systems	06 Marks
Unit : II	Algebra	20 Marks
Unit : III	Coordinate Geometry	06 Marks
Unit :IV	Geometry	15 Marks
Unit :V	Trigonometry	12 Marks
Unit :VI	Mensuration	10 Marks
Unit :VII	Statistics and Probability	11 Marks
TOTAL		80 Marks

UNIT 1:- NUMBER SYSTEMS

1. REAL NUMBER (15) Periods

Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of irrationality of $\sqrt{2}, \sqrt{3}, \sqrt{5},$

UNIT II: ALGEBRA

1. POLYNOMIALS (8) Periods

Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials.

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES (15) Periods

Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency. Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically – by substitution, by elimination. Simple situational problems.

3. QUADRATIC EQUATIONS (15) Periods

Standard form of a quadratic equation $ax^2 + bx + c = 0, \ (a \neq 0)$ Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula. Relationship between discriminant and nature of roots. Situational problems based on quadratic equations related to day to day activities to be incorporated.

4. ARITHMETIC PROGRESSIONS (10) Periods

Motivation for studying Arithmetic Progression Derivation of the nth term and sum of the first n terms of A.P. and their application in solving daily life problems.

UNIT III: COORDINATE GEOMETRY

Coordinate Geometry **(15) Periods**

Review: Concepts of coordinate geometry, graphs of linear equations. Distance formula. Section formula (internal division).

UNIT IV: GEOMETRY

1. TRIANGLES **(15) 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.

2. CIRCLES **(10) Periods**

Tangent to a circle at, point of contact

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.

UNIT V: TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY **(10) 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^o and 90^o. Values of the trigonometric ratios of 30^o, 45^0 and 60^0. Relationships between the ratios.

2. TRIGONOMETRIC IDENTITIES **(15) Periods**

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

3. HEIGHTS AND DISTANCES: **(10) Periods**

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

UNIT VI: MENSURATION

1. AREAS RELATED TO CIRCLES **(12) Periods**

Area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60°, 90° and 120° only.

2. SURFACE AREAS AND VOLUMES **(12) Periods**

Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.

UNIT VII: STATISTICS AND PROBABILITY

1. STATISTICS **(18) Periods**

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

2. PROBABILITY **(10) Periods**

Classical definition of probability. Simple problems on finding the probability of an event.

MATHEMATICS
QUESTION PAPER DESIGN
CLASS 10TH

Time: 3 Hours M. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	**Remembering:** Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. **Understanding:** Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	43	54
2	**Applying:** Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	19	24
3	**Analysing :** Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations **Evaluating:** Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. **Creating:** Compile information together in a different way by combining elementsin a new pattern or proposing alternative solutions	18	22
	Total	**80**	**100**

INTERNAL ASSESSMENT	**20 MARKS**
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

SOCIAL SCIENCE

Total Marks 100 **Time: 3 Hours**

(External 80 Marks)

(Internal 20 Marks)

S.No	Titles	Periods	Theory (Marks)	Internal Assessment (Marks)
1.	India and the Contemporary World – II **(HISTORY)**	**65**	**25**	**20**
2	Contemporary India –II **(GEOGRAPHY)**	**55**	**20**	
3	Democratic Politics – II **(POLITICAL SCIENCE)**	**40**	**20**	
4	Economics, Disaster Management and Road Safety Education	**40**	**15**	
	.	**200**	**80**	

Title 1: India and the Contemporary World – II (HISTORY)

Themes	Learning Objectives	Total Periods 65	Total Marks 25
		Breakup of periods	Breakup of marks
Section 1: Events and Processes: **A.** ***The Rise of Nationalism in Europe:*** ❖ The French Revolution and the Idea of the Nation ❖ The Making of Nationalism in Europe ❖ The Age of Revolutions:1830-1848 ❖ The Making of Germany and Italy ❖ Visualizing the Nation ❖ Nationalism and Imperialism	❖ Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830period. ❖ Establish the relationship and bring out the difference between European nationalism and anti colonial nationalisms. ❖ Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.	**14**	**06**

B. Nationalism in India: ❖ The First World War, Khilafat and Non – Cooperation ❖ Differing Strands within the Movement ❖ Non-Cooperation Movement in Jammu and Kashmir ❖ Towards Civil Disobedience ❖ The Sense of Collective Belonging ❖ Cultural awakening and Growth of nationalism in Jammu & Kashmir Region.	❖ Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement ❖ Analyze the nature of the diverse social movements of the time. ❖ Familiarize with the writings and ideals of different political groups and individuals.	**10**	**05**
Section 2: Livelihoods, Economies and Societies: ***Any one of the following:*** **A. The Making of a Global World:** ❖ The Pre-modern world ❖ The Nineteenth Century (1815-1914) ❖ The Case of Begar (Forced Labour in Kashmir) ❖ The Inter war Economy ❖ Rebuilding a World Economy: The Post- War Era OR **B. The Age of Industrialization:** ❖ Before the Industrial Revolution ❖ Hand Labour and Steam Power ❖ Industrialization in the colonies ❖ Factories Come Up ❖ Growth of Industries in Jammu and Kashmir ❖ The Peculiarities of Industrial Growth ❖ Market for Goods	❖ Appreciate the ideas promoting Pan Indian belongingness. ❖ Show that globalization has a long history and point to the shifts within the process. ❖ Analyze the implication of globalization for local economies. ❖ Discuss how globalization is experienced differently by different social groups. ❖ Familiarize with the Pro-to Industrial phase and Early – factory system. ❖ Familiarize with the process of industrialization and its impact on labour class. ❖ Enable them to understand industrialization in the colonies with reference to Textile industries.	**13** **11**	**06**

Section 3: Everyday Life, Culture and Politics: ***A. Print Culture and the Modern World:*** ❖ The First Printed Books ❖ Print Comes to Europe ❖ The Print Revolution and its Impact ❖ The Reading Mania ❖ The Nineteenth Century ❖ India and the World of Print ❖ Vibrant manuscript culture and Print technology in J&K under the Dogra Ruler Maharaja Ranbir Singh ❖ Religious Reform and Public Debates ❖ New Forms of Publication ❖ Portrayal of Women in J&K ❖ Print and Censorship ❖ Growth of Press in J&K	❖ Identify the link between print culture and the circulation of ideas. ❖ Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. ❖ Understand that forms of writing have a specific history and that they reflect historical changes within society and shape the forces of change.	**12**	**05**
Section 4: Modernisation of Erstwhile Jammu & Kashmir State. ***A. Post Independence Era :Jammu and Kashmir on thepath of Modernisation*** ❖ First Phase (1947-1965) ❖ Second Phase (1965- 1982) ❖ Third Phase	❖ To understand the impact about various initiatives taken in different fields in Post Independence Era. ❖ To analyze the impact of different initiatives taken	**05**	**03**
Title 2: Contemporary India – II (GEOGRAPHY)		**Total Periods 55**	**Total Marks 20**
Themes	**Learning Objectives**	**Breakup of Periods**	**Breakup of Marks**
1. Resources and Development: ❖ Development of Resources ❖ Resource Planning in India ❖ Land Resources ❖ Land Utilization ❖ Land Use Pattern in India ❖ Land Degradation and Conservation Measures ❖ Soil as a Resource ❖ Classification of Soils ❖ Soil Erosion and Soil Conservation	❖ Understand the valueof resources and the need for their judicious utilization and conservation	**09**	**05**

(Excluded Topic: Types of Resources)

2. Forest and Wildlife * ***(To be assessed in Periodic tests)*** ❖ Types of Resources Biodiversity or Biological Diversity ❖ Vanishing Forests ❖ Asiatic Cheetah: Where did they go? ❖ Conservation of forest & wildlife in India ❖ Project Tiger ❖ Types and distribution of forests and wildlife resources ❖ Community and Conservation *(Excluded Topics: Flora and Fauna in India, The Himalayan Yew in Trouble)*	❖ Understand the importance of forests and wild life in one environment as well as develop concept towards depletion of resources	**06**	
3. Water Resources: * ***(To be assessed in Periodic tests)*** ❖ Water Scarcity and The Need for Water Conservation and Management ❖ Multi-Purpose River Projects and Integrated Water Resources Management ❖ Rainwater Harvesting	❖ Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.	**07**	
4. Agriculture: ❖ Types of farming ❖ Cropping Pattern ❖ Major Crops ❖ Technological and Institutional Reforms ***(Excluded Topics: Contribution of agriculture to the national economy, employment and output, Impact of globalisation on agriculture)***	❖ Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. ❖ Explain various government policies for institutional as well as technological reforms since independence.	**11**	**05**

5. Minerals and Energy Resources ❖ What is a mineral? ❖ Mode of occurrence of Minerals ❖ Ferrous and Non-Ferrous Minerals ❖ Non-Metallic Minerals ❖ Rock Minerals ❖ Conservation of Minerals ❖ Energy Resources Conventional and Non- Conventional Conservation of Energy Resources	❖ Identify different types of minerals and energy resources and places of their availability ❖ Feel the need for their judicious utilization	**09**	**04**
6. Manufacturing Industries: ❖ Importance of manufacturing ❖ Industrial Location ❖ Classification of Industries ❖ Spatial distribution ❖ Industrial pollution and environmental degradation. ❖ Control of environmental degradation. **Excluded Topics** ***(Contribution of industry to national economy, paragraphs from cotton textiles, Jute textiles, Sugar industry, Iron Steel industry, Cement industry)***	❖ Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas. ❖ Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.	**07**	**03**
7. Life Lines of National Economy: ❖ Transport, Roadways, Railways, Pipelines, Waterways, Airways ❖ Communication ❖ International Trade ❖ Tourism as a Trade	❖ Explain the importance of transport and communication in the ever- shrinking world. ❖ Understand the role of trade and tourism in the economic development of a country.	**06**	**03**

Title 3. Democratic Politics – II (POLITICAL SCIENCE)		Total Periods 40	Total Marks 20
Themes	**Learning Objectives**	**Breakup of Periods**	**Breakup of Marks**
1. Power Sharing: ❖ Case Studies of Belgium and Sri Lanka ❖ Why power sharing is desirable? ❖ Forms of Power Sharing	❖ Familiarize with the centrality of power sharing in a democracy. ❖ Understand the working of spatial and social power sharing mechanisms	**07**	**05**
2. Federalism: ❖ What is Federalism? ❖ What make India a Federal Country? ❖ How is Federalism practiced? ❖ Decentralization in India	❖ Analyse federal provisions and institutions. ❖ Explain decentralization in rural and urban areas.	**07**	**05**
3. Gender, Religion and Caste: ❖ Gender and Politics ❖ Religion, Communalism and Politics ❖ Caste and Politics	❖ Identify and analyse the challenges posed by communalism to Indian Democracy. ❖ Recognize the enabling and disabling effects of caste and ethnicity in politics. ❖ Develop a gender perspective on politics	**07**	**03**
4.Political Parties: ❖ Why do we need Political Parties? ❖ How many Parties should we have? ❖ National Political Parties ❖ State Parties ❖ Challenges to Political Parties ❖ How can Parties be reformed?	❖ Analyse party systems in democracies. ❖ Introduction to major political parties, challenges faced by them and reforms in the country.	**07**	**03**
5. Outcomes of Democracy: ❖ How do we assess democracy's Outcomes? ❖ Accountable, responsive and legitimate government ❖ Economic growth and development ❖ Reduction of inequality and poverty ❖ Accommodation of social diversity Dignity and freedom of the citizens	❖ Evaluate the functioning of democracies in comparison to alternative forms of governments. ❖ Understand the causes for continuation of democracy in India. ❖ Distinguish between sources of Strengths and weaknesses of Indian democracy.	**06**	**02**

Addendum The Jammu and Kashmir Reorganization Act, 2019	❖ Understanding of the Re-organization Act, 2019 ❖ Knowledge about the different provisions of the act	**03**	**02**
Cooperative Movement (To be accessed in Periodic Tests only) ❖ Overview ❖ Issues and Challenges faced by Cooperative sector ❖ Ways to strengthen the Cooperative sector. ❖ Role of Government in nurturing Cooperative movement. ❖ Success story of Amul.	❖ Analyse and identify the various issues and challenges faced by Cooperative Sector. ❖ Recognise the role of government in strengthening and nurturing the Cooperative movement.	**03**	

Title 4. Economics, Disaster Management and Road Safety Education		Total Periods 40	Total Marks(15)
Themes	**Learning Objectives**	**Breakup of Periods**	**Breakup ofMarks**
Unit 1: Understanding J & K Economy ❖ Contribution of Major Sectors in the J and K ❖ Economic Importance of Primary Sector ❖ Agriculture Allied Sectors, Majors Crops , Live Stock, Horticulture ❖ Fisheries, Forest, Mining, Quarrying ❖ Economic Importance of Secondary Sector ❖ Economic Importance of Tertiary Sector ❖ Hurdles in Economic Development	❖ Concept of GDP and the contribution of various sectors to GDP ❖ Concept and Understanding of different Sectors of Economy ❖ Major issues in Economic Development	**09**	**05**
Unit 2: Employment Generation ❖ Potential and Scope for Employment generation ❖ Special Industry Initiative (SII J&K) ❖ Towards Employment Initiative ❖ Sectoral Initiatives taken by the Government for employment	❖ Significance of Employment generation. ❖ To Understand How Different Initiatives taken to boost the Economy	**08**	**05**
Unit 3. Financial Literacy **Stock market operations** **(**To be assessed in periodic tests.)	❖ The learner should be able to understand how the stock markets operate.	**04**	
Unit 4. Protecting Ourselves from Disasters* ❖ Survival Skills: Search and Rescue Skills ❖ Safe Construction Practices: Various Structural Safety Measures taken up for Constructing Disaster Resistant Building ❖ Emergency Communication during a Disaster ❖ Sharing Responsibility :Role of Individual, Community NGOs, Local and State Bodies ❖ Ill effects of Polythene	❖ Understanding of Role and Responsibilities during the Disasters. ❖ Promotion of Skills by Active and Participatory Approach in Management of Disasters.	**09**	**05**

Unit 5. Road Safety Education **(to be assessed in periodic tests.)** ❖ Introduction ❖ Why do Children have Accidents ❖ Who can Prevent Accidents ❖ Road Safety : Motor Vehicle (Amendment) Bill 2016 ❖ Traffic Authorities in India ❖ Traffic Offence and Penalties in India ❖ 4Es to prevent Accidents ❖ Road Safety Education Examples of Good Practices	❖ Understanding about the Road Mishaps and the Preventive Measures about Accidents ❖ Knowledge about the different Provisions and the Acts of Road Safety.	**10**	

Suggestive Projects

1. Eminent women freedom fighters from different parts of India and present information through photographs, illustrations, writings, speeches, etc.
2. Collect information on the conditions of the peasantry, city dwellers, kings and nobility before the revolution and the kinds of inhuman practices that were followed in France/German
3. Make a survey report on challenges faced by the Roadways and railway Sectors in J&K.
4. Prepare the following documents to organize a session of Parliament for a Parliamentary democracy.
    a. Officials required – Composition of the House.
    b. Seating plan diagram
    c. A Bill on any current economic or social value, for example child labour laws, women's reservation, free medical care bill.
    d. Documents on procedures
    e. A debate/speech on any issue either from the government or opposition side.
5. Write a report on how man's interaction with nature has resulted in different hazardous situations such as
    a. Deforestation and soil erosion causing floods and droughts.
    b. Faulty constructional practices leading to disastrous impact on life and property during cyclones and earthquakes.
    c. Water scarcity in rural and urban areas.
    d. Uncontrolled growth of settlements on hazardous hill slopes causing landslides.
6. Design posters/slogans/skits/songs for generating awareness about Road Safety among other school children.

7. Interview any of the Govt./Non-Government functionaries in your locality on their role in Disaster Management:

   Senior District Magistrate

   Additional District Magistrate

   Sarpanch

   Head of any NGO – dealing in Disaster Management

   Police inspector,

   Superintendent of Police

   Civil Defence Warden.

Prescribed Textbooks:

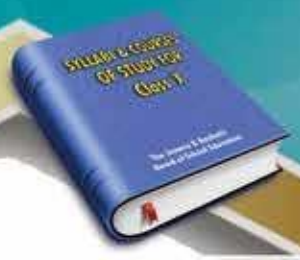
1- A textbook of History for Class 10th (India and the Contemporary World-II)

2- A textbook of Geography for Class 10th (Contemporary India-II)

3- A textbook of Political Science for Class 10th (Democratic Politics-II)

4- A textbook of Economics, Disaster Management, and Road Safety Education for Class 10th

   Published by Jammu & Kashmir Board of School Education.



SCIENCE

OBJECTIVES:

The objective of teaching science to Class X students is to:

1. Provide, through well designed studies of the experimental and practical science, a worthwhile educational experience for all students, whether or not they intend to study science beyond the secondary stage. In particular, it aims at enabling them to acquire sufficient understanding and knowledge to:

1.1 Become confident citizens in a technological world, and enable them to take active interest in matters of scientific importance

1.2 Recognize the usefulness and limitations of scientific method and to appreciate its applicability in other disciplines and in everyday life.

1.3 Be suitably prepared for studies beyond the secondary stage in pure sciences or in applied sciences or in science – dependent courses.

2. Develop abilities and skills that:

2.1 are relevant to the study and practice of science.
2.2 are useful in everyday life.
2.3 encourage efficient and safe practice.
2.4 encourage effective communication.

3. Develop Attitude relevant to science such as:

3.1 concern for accuracy and precision.
3.2 objectivity
3.3 integrity
3.4 enquiry
3.5 initiatives
3.6 inventiveness/ innovation.

4. Stimulate interest in and care for the environment

5. Promote awareness that:

5.1 Scientific theories and methods have developed and continue to do so as a result of cooperative activities of groups and individuals.

5.2 The study and practice of science are subject to social, economic, technological ethical and cultural influences and limitations.

5.3 The application of science may be both beneficial and detrimental to the individual, the community and the environment.

5.4. Science transcends national boundaries and that the language of science, correctly and rigorously applied is universal

Domains

The three domains in Science (Physics, Chemistry and Biology) are:

(a) Knowledge with understanding.

(b) Handling information and solving problems.

(c) Experimental skills and investigations.

Description of each domain is given below.

(a) Knowledge with understanding

1. Scientific phenomena, facts, laws, definitions, concepts, theories.
2. Scientific vocabulary, terminology, conventions (including symbols, quantities and units).
3. Scientific instruments and apparatus including techniques of operation and aspects of safety.
4. Scientific quantities and their determination.
5. Scientific and technological applications with their social, economic and environmental implications.

The curriculum objectives define the factual material that candidates may be required to recall and explain. Question testing these objectives will often begin with one of the following words; define state, describe, explain or outline etc.

(b) Handling Information and Solving Problems

Students should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical) to:

1. locate, select, organize and present information from a variety of sources;
2. translate information from one to another;
3. manipulate numerical and other data;
4. use information to identify patterns, report trends and draw inferences;
5. present reasoned explanations for – phenomena, patterns and relationships;
6. make predictions and hypotheses;
7. solve problems;

These skills cannot be precisely specified in the curriculum objectives because the questions testing such skills are often based on information which is unfamiliar to the candidate. In answering such questions, candidates are required to use principles and concepts that are within the syllabus and apply them in a logical, deductive manner to a novel situation.

The questions for testing these skills, will often begin with one of the following words; Discuss, predict,suggest, calculate or determine etc.

(c) Experimental Skills and Investigations

Students should be able to

1. use techniques, apparatus and materials;
2. make and record observations, measurements and estimates;
3. interpret and evaluate experimental observations and date;
4. plan, investigate and/or evaluate methods and suggest possible improvements (including the selection of techniques, apparatus and materials).

Scheme of Assessment

Board Examination

Theory

Theory paper of Science shall have 80 marks spread over one single question paper containing three sections, viz, Section – I based on the syllabus of Physics and Section – II based on the syllabus of Chemistry and Section – III based on the syllabus of Biology having a weightage of 80 marks and 3 hours duration.

Section I (Physics)	:	**26 marks**
Section II (Chemistry)	:	**26 marks**
Section III (Biology)	:	**28 marks**

Each section shall contain

(i)	03 long answer questions with internal choice each of 05 marks	**3 x 5 = 15 marks**
(ii)	09 short answer questions with internal choice each of 03 marks	**9 x 3 = 27 marks**
(iii)	10 very short answer question each of 02 marks	**10 x 2 = 20 marks**
(iv)	18 multiple choice questions each of 01 mark	**18 x 1 = 18 marks**

Total marks for Physics, Chemistry and Biology Sections: 80 marks



SCIENCE

Theory Marks: 80 (Physics + Chemistry + Biology: 26+26+28) **Time allotted: 3 hrs**

Internal Assessment: 20 Marks

Section – I (Physics)

Unit 1:- Light- Reflection and Refraction **Marks 08**

Reflection of light, spherical mirrors; image formation; use of spherical mirrors.

Sign conventions for spherical mirrors; relation between focal length and radius of curvature; mirror formula (only relation) (Numerical Problems); magnification.

Refraction of light, refraction through a glass slab, refractive index, Conditions for no refraction.

Spherical lenses, image formation, sign conventions, lens formula (only relation) (Numerical Problems), Magnification (Numerical Problems), Power of a lens (Numerical Problems).

Unit 2: The Human Eye and the Colorful World **Marks 05**

Human eye; power of accommodation; defects of vision and their correction.

Glass prism (refraction and dispersion).

Atmospheric refraction – twinkling of stars and color of sun at sunrise and sunset.

Unit 3 :-Electricity **Marks 06**

Concept of electric charge;

Electric current; electric potential and potential difference;

Ohm's law and experimental verification; resistance and its dependence; combination of resistances (series and parallel) (Numerical Problems)

Heating effect of current – Electric power and energy (Numerical Problems)

Unit 4: Magnetic Effects of Current **Marks 07**

Oersted's Experiment; Magnetic field and field lines.

Magnetic field due to a current carrying conductor- Straight, coil (loop) and solenoid (qualitativeonly).

Force on a current carrying conductor in a magnetic field.

Domestic electric circuits.

SECTION – II (CHEMISTRY)

Unit 1: Chemical Reactions and Equation **Marks 06**

Chemical equation, writing of chemical equation; Balancing chemical equations.

Types of chemical reactions, viz. Combination reactions; Decomposition reactions; Displacement reactions; Double displacement reactions; Oxidation and reduction.

Effects of oxidation and reduction reactions in everyday life, viz, corrosion and rancidity.

Unit-2

Carbon and its Compounds **Marks 08**

Bonding in Carbon, Covalent bond, Allotropes of carbon;

Versatile nature of carbon; Saturated and unsaturated hydrocarbons; chains; branches and rings, homologous series and its characteristics; nomenclature of Carbon compounds.

Chemical properties of carbon compounds viz. combustion; oxidation; addition and substitution reactions.

Important Carbon compounds like Ethanol and Ethanoic acid. Properties of Ethanol and Ethanoic acid.

Soaps and Detergents.

Unit-3

Metals and Non-metals **Marks 07**

Physical properties of metals and non- metals.

Chemical properties of metals like action of water, air, acids, salts; Reactivity series of metals.

Cause of reactivity of metals and non- metals. Properties of Ionic compounds.

Occurrence of metals; their extraction, enrichment of ores. Extraction of metals in accordance with activity series; refining of metals.

Corrosion of metals and its prevention.

Unit-4

Acids, Bases and Salts **Marks 05**

Idea about acids and bases; chemical properties of acids and bases viz. Action of metals, metal carbonates, metal hydrogen carbonates (only in case of acids), metallic acids; non- metallic acids and bases.

Similarities in acids and bases; reaction of acids and bases with water.

Strength of acid and base solutions; pH, its importance.

Idea of salts, their family and pH.Chemicals from common salts like Sodium hydroxide, Baking soda and Washing soda; Hydrated salts Plaster of Paris.

SECTION – III (BIOLOGY)

Unit 1: - Life Processes **Marks 08**

- What are life Processes?
- Nutrition – Autotrophic Nutrition, Heterotrophic Nutrition. How do animals obtain their nutrition? Nutrition in Human beings.
- Respiration.
- Transportation: Transportation in Plants.
- Excretion: Excretion in Human beings, Excretion in Plants.

Unit 2:- Control and Co-ordination **Marks 06**

- Animals – Nervous System, What happens in Reflex Action? Human Brain; How are these tissues protected? How does Nervous tissue cause action?
- Coordination in Plants, immediate response to stimulus, movements due to growth.
- Hormones in Animals.

Unit 3 :- How do Organism Reproduce **Marks 06**

- Do organisms create exact copies of themselves? The importance of variation.
- Modes of reproduction used by unicellular organisms. Fission. Fragmentation, Regeneration. Vegetative Propagation, Budding, Spore Formation.
- Sexual Reproduction: Why the sexual mode of reproduction? Sexual reproduction in flowering plants, Reproduction in human Beings. Male Reproductive System, Female Reproductive System. What happens when the egg is not fertilized? Reproductive Health.

Unit 4: Heredity **Marks 03**

- Accumulation of variation during reproduction.
- Heredity: Inherited traits, Rules for the inheritance of traits, Mendel's contribution. How do thesetraits get expressed? Sex determination.

Unit 5: Our Environment **Marks 05**

- What happens when we add our waste to the Environment?
- Ecosystem – What are its components? Food chains and Webs.
- How do our activities effect the environment? Ozone layer and how it is getting depleted. Managing the garbage we produce.

PRACTICAL WORK

Section – I

(PHYSICS)

List of Practicals

Section 1

1. Verify the laws of reflection using mirror strips.
2. Verify the laws of refraction using glass slab, and find the refractive index of the material.
3. Show that the image is as far behind the plane mirror as the object is in front of it.
4. Trace the path of rays through a glass prism and measure the angle of deviation. (2 obs).
5. Using a glass prism, Prove that $\angle i+\angle e=\angle A+\angle d$
6. Find the focal length of convex mirror using the candle wire gauge and screen.
7. Trace the path of a ray of light through a glass slab and show that the angle of incidence is equal to the angle of emergence.
8. Verify Ohm's law (3 observations).
9. Prepare an electromagnet and observe the relation between the direction of current and polarity of the electromagnet.
10. Draw the magnetic lines for a bar magnet using a compass needle.

Project work

1. To construct an Astronomical Telescope using two convex lenses.
2. Prepare a model showing the production of thermo electric energy.
3. To generate wind energy using a wind mill.
4. Prepare an electromagnet.
5. To prepare a model to demonstrate Oersted's experiment.

SECTION – II

(CHEMISTRY)

1. Determine the pH of water obtained from different sources (at least four)
2. Determine the pH of juice obtained from different fruits.
3. Simple volumetric acid – base titrations.
4. Preparation of soap.
5. Preparations of hydrogen gas by the action of diluted sulphuric acid oil and study the properties.
6. To test the conductivity of various salt solutions.

Project work

1. Make a list that contains.
   Five elements in the free state and
   Five elements in the combined state.
2. To frame modern periodic table.
3. To make models of alkanes.

SECTION III
(BIOLOGY)

1. Identification of organs through charts/ Models of the following.
    a. Digestive system in humans.
    b. Circulatory system in humans.
    c. Nervous system in human beings.
    d. Respiratory system in human beings.
2. To study the reproductive organs of a flower.
3. To measure the body temperature and observe pulse rate.
4. To measure the blood pressure using sphagnometer.
5. To show that green plants synthesize carbohydrates.
6. To prepare and study the temporary mount of Lactobacillus.
7. To study the microorganism in stagnant water under microscope.
8. To study Mendelian ratios using pea seeds.

Project work

a. Preparation of vermin-compost (earth worms).
b. Making a herbarium (At least 10 aquatic and 10 terrestrial plants).
c. Effects of water pollution

Or

Air Pollution

Or

Noise pollution

Prescribed Textbook:

A Textbook of Science for Class X Published by J&K Board of School Education.

COMPUTER SCIENCE

Maximum	**:**	**100 Marks**
Theory	**:**	**60 marks**
Practical (Internal)	**:**	**40 Marks**
Time	**:**	**2 Hours**

Unit – I: IT Basics **10 Marks**

Internet World Wide Web, Web Servers, Web Browsers, HTML, Web address, e-mail address, URI, HTTP.

Services available on Internet: Information retrieval, Electronic Mails, Locating sites using search engines and finding people on the net, Chat, Video Conferencing FTP, downloading and Uploading files from or to remote site, Newsgroup.

Unit – II: IT TOOLS

MS-Access **10 Marks**

Basic concepts and need for a database. Creating a database, Setting the Primary Key Inserting 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.

Unit-III: HYPER TEXT MARKUP LANGUAGE **20 Marks**

Basic Concept of Web Browsers with emphasis on popular browsers, Internet Explorer and Netscape navigator.

HTML Fundamentals:

Introduction to Web Page Designing using HTML, Creating and saving an HTML document, elements in HTML container and Empty elements, Designing Web pages using the following elements.

HTML, HEAD, TITLE, BODY (Attributes: BACKGROUND, 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; for comments, H1, H6 (Heading), P (Paragraph).B (Bold), I (Italics), U (Underline), UL & OL (Unordered list & Ordered List Attributes: TYPE, START, LI (List Item), Insertion of images using the element IMG (Attributes: SRC, WIDTH, HEIGHT, ALT ALIGN)

Internal and External Linking between Web pages: Significance of linking, A–Element (Attributes: NAME, HREF, TITLE, ALT)

Unit IV – IT Applications **20 Marks**

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

Domains:

Database

Personal Data Management System

Employee Payroll

Stock Inventory

Website Designing

Travel and Tourism

Rule India

Environment and Pollution.

Note:

1. Teachers are requested to demonstrate some other popular software for word processing. Presentation, Spreadsheet, Database management, System which supports Hindi and/ or some other Indian Language (s). (Leap, Office is an example of Office suit with Indian Language support).
2. Students are suggested to prepare some documents/ presentations of their IT Application report file, in Indian Language (s).

PRACTICALS

Internal Practical Paper	**:**	**40 Marks**
Duration of examination	**:**	**3 hours**

Distribution of Marks

(A)	(a) Hands on Experience	:	**(2 Exercises)**
	(i) Using Internet	:	**05 Marks**
	(ii) MS- Access	:	**05 Marks**
	(b) IT Application Report File	:	**05 Marks**
	(c) Viva- voce	:	**05 Marks**
(B)	(a) Hands on Experience		**(2 Exercises)**
	(i) Using Internet		**04 Marks**
	(ii) HTML		**06 Marks**
	(b) IT Application Report File		**05 Marks**
	(c) Viva		**05 Marks**

Design of Practical Question Paper

There is no pre- set question paper provided by the Board for conducting practical examination. This flexibility has been provided to the examiners for the improvement of practical examination, keeping in view the resources and other facilities available in the laboratory of the School. However, detailed instruction on the basis of syllabus, distribution of marks and conduction of practical examination has been provided. Examiners can set the question paper according to the prescribed curriculum and distribution of marks.

(A) (a) Hands on Experience **10 Marks**

(i) Using Internet **05 Marks**

A problem using Internet

Send e- mail

(ii) MS- Access **05 Marks**

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

Creating an entering data into a database

Setting the primary key.

Data Validation.

Note: Printouts of the documents should be attached with the answer sheets

Note:-Printouts of the documents should be attached with the answer sheets.

(b) IT Application Report file: Students are supposed to marks a IT Application Report File containing real life assignment using.

MS – Access

Documents of MS Access (At least 5) **05 Marks**

(c) Viva – voce **05 Marks**

(B) Hands- on Experience **10 Marks**

(i) Using Internet **04 Marks**

A problem using internet.

Searching pm a given topic and collecting relevant information.

(ii) HTML **06 Marks**

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

- HTML, HEAD, TITLE, BODY 02 Marks
- FONT
- CENTER, BR, HR, B,I,U,P
- Comments

The students are supposed to know the tools and style for designing the real life applications.

- Designing Web Pages for their School.
- Designing Web Pages for their personal interest.

Break up of Marks (HTML)

Visual effect	:	2 Marks
Linking	:	2 Marks
Tools used	:	2 Marks

Note: Printouts of the documents should be attached with the answer sheets.

(b) IT Application Report File **05 Marks**

Students are supposed to mark a IT application Report File containing real life presentations.

Report File must have printouts of the following.

HTML source code along with browsers view (at least 10)

Web Pages (Minimum 5) designed for the school (Both HTML code and the browser view).

(c) Viva **05 Marks**

For CWSN (Children with Special Needs)

Internal assessment	**40 Marks**
a. Activities and Project Work	24 Marks
b. Periodic Tests, Portfolio and Viva-voce	10 Marks
c. Note-book and Attendance	06 Marks

डोगरी (ऐच्छिक)
क्लास दसवीं

पूर्णांक : 100 समय : 3 घंटे
लिखित परीक्षा : 80 अंक
आंतरिक मूल्यांकन : 20 अंक

दसमीं जमातै तगर पुजदे-पुजदे बच्चें गी भाशा दी खरी जानकारी होई जंदी ऐ। जां इ'यां आक्खी लैओ जे बच्चे आपूं पढ़ियै बी विशे दी खरी जानकारी हासल करने च समर्थ होई जंदे न।

पाठ्यक्रम दा उद्देश्श बच्चें अंदर :-

i) भाशा दे शुद्ध, सटीक ते प्रभावपूर्ण प्रयोग दी योग्यता करना।
ii) शब्द भंडार च बाद्धा ते उंदे बनकदे इस्तेमाल दी योग्यता दा विकास करना।
iii) अर्थबोध कन्नै सुनने ते पढ़ने दी योग्यता दा विकास करना।
iv) साहित्य दियें बक्ख-बक्ख विधाएं कन्नै परिचित करना।
v) चिन्तन शक्ति च बाद्धा करना।
vi) मौखिक अभिव्यक्ति दी योग्यता च बाद्धा करना।
vii) पढ़ने दी योग्यता दा विकास करना ते रचना कौशल च बाद्धा करना ऐ।

क) **कवतां** 5×3=15
i) खूहै दे डिड्डूं - सुरेन्द्र सिंह मन्हास
ii) तवि सुक्केआं नेईं - विजय वर्मा
iii) दाज - रणधीर सिंह रायपुरिया
iv) इतिहास - इन्द्रजीत केसर
v) मंदर - रोशन बराल

ख) **कहानियां** 4×4=16
i) मियें दी बाड़ी - कृष्ण प्रेम
ii) ते उस कन्न बंद करी ले - राजेश्वर सिंह राजू
iii) भूतां - शकुंत दीपमाला
iv) जै गुरू देव - शिव देव सिंह मन्हास

ग) **निबंध** 4×4=16
i) ट्रैफिक जाम ते शैहर बदनाम - मोहन सिंह
ii) इंटरनैट च दोस्ती - विजय शर्मा
iii) लोक साहित्य बारै किश बुनियादी गल्लां - ओम गोस्वामी
iv) बाबा साहेब डॉ0 भीम राव अम्बेडकर - राजेश मन्हास

घ) **बाल नाटक** 13
i) आओ खेढ़चै - डॉ० सुषमा रानी

व्याकरण 5×4=2/
i) पर्यायवाची शब्द ii) विलोम शब्द iii) लिंग बदलो
iv) बहु वचन (वचन बदलो) v) संधि विच्छेद

नोट : निर्धारत कताब : 'रुनझुन' (जम्मू-कश्मीर स्कूली शिक्षा परिशद आसेआ प्रकाशत)

संस्कृत

संस्कृत (ऐच्छिक)- Sanskrit (Elective)

वर्ग - दशम

पूर्णांक- 100.

लिखित परीक्षा- 80

आन्तरिक मूल्यांकन- 20

समय- 3 घण्टे

संस्कृत विश्व की नवाचीनतम भाषाओं में से एक है। किसी भी अन्य भारतीय भाषा की अपेक्षा संस्कृत का साहित्य एवं शब्दकोष अत्यंत समृद्ध है। विद्यार्थियों के सर्वाङ्गीण विकास के लिए संस्कृत का अध्ययन अत्यावश्यक है। विदेशों में भी अन्य भारतीय भाषाओं की अपेक्षा संस्कृत विषय का अध्ययन एवं शोध अधिक किया जा रहा है, इस बात से उपर्युक्त मत की पुष्टि स्वयं ही हो जाती है। अतः निष्कर्ष रूप में कहा जा सकता है कि समग्र भारतीय संस्कृति की संवाहक यदि कोई भाषा है तो वह निश्चित रूप से संस्कृत ही है।

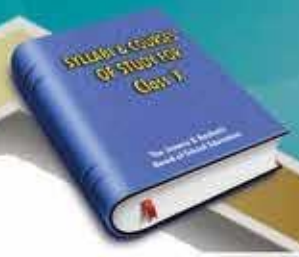
उद्देश्य-

1. विद्यार्थियों में शुद्ध उच्चारण, सस्वर वाचन एवं लेखन की योग्यता विकसित करना।
2. छात्रों में अर्थबोध के साथ-साथ संस्कृत समझने की योग्यता में वृद्धि करना।
3. संस्कृत शब्द ज्ञान में वृद्धि करना।
4. संस्कृत शब्दरूपावली के ज्ञान में वृद्धि करना।
5. संस्कृत धातुरूपावली के ज्ञान में वृद्धि करना।
6. छात्रों में संस्कृत साहित्य के प्रति अनुराग उत्पन्न करना।
7. छात्रों में संस्कृत सम्भाषण की योग्यता विकसित करना।
8. छात्रों में संस्कृत अनुवाद के कौशल का विकास करना।

गद्य - पद्य, लोकोक्तियां तथा व्याकरण -

1. पाठ्य-पुस्तक- सरल संस्कृत शिक्षक, भाग - २ भारतीय विद्याभवन, बम्बई द्वारा प्रकाशित।
2. सुबोध संस्कृत व्याकरण अथवा प्रदीप व्याकरण

पाठ्यक्रम.	अंक
1. गद्य भाग- निर्धारित पुस्तक के पाठ 6-10 (छः से दस)	15
2. शब्द अर्थ- निर्धारित पुस्तक के पाठ 6-10 (छः से दस).	15
3. सुभाषित- पाठ ग्यारह	15
4. लोकोक्तियां- पाठ बारह.	15
5. बाला, लता, मति, नदी, फल, पुस्तक शब्दों के विभक्तिरूप.	10
6. लिख्, वद्, पा (पिब्), चल् धातुओं के रूप.	10



पाठ्यक्रम के आधार पर निम्न प्रकार के प्रश्न पुछे जाएं :-

1. 6 से 10 तक के पाठों में से तीन गद्यांशो का हिन्दी में अनुवाद
2. 6 से 10 तक के पाठों में से 15 शब्दों का अर्थ।
3. पाठ्य पुस्तक के ग्यारहवें पाठ से तीन पद्यों की सरल व्याख्या।
4. पाठ बारह से तीन लोकोक्तियों की व्याख्या।
5. पाठ्यक्रम में लिखित शब्दों में से किन्हीं दो शब्दों की रुपावली (सभी विभक्तियों में।)
6. पाठ्यक्रम में लिखित धातुओं में से किन्हीं दो धातुओं के रूप अलग-अगल लकारों में।

विशेष

प्रत्येक प्रश्न में 50 से 100 प्रतिशत तक की छूट अनिवार्य है। उदाहरणतः विद्यार्थियों से यदि दो गद्यांशो *अथवा दो पद्यांशो का अनुवाद अथवा व्याख्या अपेक्षित है तो प्रश्न में दो से अधिक गद्यांश अथवा पद्यांश पूछे जायेंगे इसी प्रकार अन्य प्रश्नों में भी छूट आवश्यक है।*

BHOTI

བོད་ཡིག་འཛིན་གྲྭ་བཅུ་བའི་སྟོན་མཚན།

སྟོག་དེབ་ནས་ཨང་།	80	Theory Paper(Text book)	80 Marks
ནང་ཡོགས་ཀྱི་དབྱད་ཞིབ།	20	Internal Assessment=	20 Marks
དུས་ཡུན་ཆུ་ཚོད།	3	Time=	3 Hours

༡། ཚིག་ལྡུག	30	Prose Section-	30
༢། ཚིགས་བཅད།	20	Poetry Section-	20
༣། བརྡ་སྦྱོར།	30	Grammar Section-	30

༡། ཚིག་ལྡུག Prose Section 30 Marks

རང་གི་སྟོབ་དེབ་ནང་ཡོད་པའི་གཞན་གསལ་ཚིག་ལྡུག

༡།	ཆོས་བྱེད་དགོས་པའི་རྒྱུ་མཚན།	2
༢།	རིག་གནས་བཅུའི་གྲངས་ཁ།	2
༣།	རང་གི་སྟོབ་དེབ་ནང་གི་ཚིག་ལྡུག་གི་སྟོབ་ཚན་བཞིའི་ནང་ནས་གཉིས་ཀྱི་ སྐྱིང་དོན་མདོར་བསྡུས་བྱས་ནས་འབྲི་དགོས།	6
༤།	སྟོབ་དེབ་ནང་ནས་དྲི་བ་བཅུ་པས་བྱག་ལ་ལན་འབྲི་དགོས།	6
༥།	རིག་གནས་བཅུའི་ངོ་སྤྲོད།	8

๔། སྒོབ་དེབ་ནང་ཡོད་བའི་ཚིག་བཅུ་ལ་བརྩོད་བ་འབྲི་དགོས། 6

Scheme of Assessment

ཤེས་ཚད་བརྟག་བ།

ཚིག་སྡུད (Prose)

๑། ལེགས་བཤད་འཐུལ་གྱི་དྲ་བ།

๒། རོགས་པའི་དམག་གི་དུས་སྐབས། ཁག་དང་པོ།

๓། རོགས་པའི་དམག་གི་དུས་སྐབས། ཁག་གཉིས་པ།

๔། ལ་དྭགས་སུ་ནང་ཆོས་དང་ཚུལ།

๕། ཞིང་ལས།

๖། བཟོ་ཐབས།

๗། བུ་དགེ་དོན་དང་སྡེ་དོན། སྒྲུང་།

๘། སྲིད་བའི་འགོར་ལོ།

๙། ལ་དྭགས་སུ་ཕེས་ལྷས་གྱི་ཆོས་དང་ཚུལ།

๑๐། འཇུ་མི་བས།

๑๑། ལག་བཟོ།

๒། ཚིགས་བཅད། Poetry Section 20 Marks

๑། རང་གི་སྒོབ་ཚན་ནང་ཡོད་བའི་ཚིགས་བཅད་གཉིས་ལས་གཅིག་གི་
འབྲེལ་བ་འབྲི་དགོས། 8

๒། རང་གི་སྒོབ་ཚན་ནང་ཡོད་བའི་ཚིག་བཅད་རྩོམ་པོ་གསུམ་གྱི་ནང་ནས་

གཅིག་གི་འོ་རྒྱུ་འབྲི་དགོས། 8

རེ། ཚིག་དཀའ་བ་བཅོ་ལྔའི་ནང་ནས་བཞུའི་དོན་བྱིས་ཏེ་བརྗོད་པ་བཅོ་རྒྱ། 4

Scheme of Assessment

ཤེས་ཚད་བརྟག་པ།

ཚིགས་བཅད། Poetry Section

རང་གི་སློབ་དེབ་ནང་ཡོད་པའི་གཤམ་གསལ་ཚིགས་བཅད།

༡། ཁོང་ཡུག

༢། དམངས་ལུགས།

༣། ཤེས་རབ་སྟོང་བུ།

༤། སེམས་དང་ལུས།

༥། གསུང་མགུར།

༦། ཀ་བཤད།

༧། ཁ་རོག་འདུག

༨། སྒྲ་རིག་པ།

༩། དམངས་གཞུང་།

༡༠། ས་སྐྱ་ལེགས་བཤད།

༡༡། རྒྱལ་པོ་ལུགས་ཀྱི་བསྟན་བཅོས།

༡༢། དེང་གི་ཀཱཝིར།

རྩེ། བརྩི་གཞི། Grammar Section 30 Marks

༡།	བརྗོད་གཞི་བཞིའི་ནང་ནས་གཅིག་གི་སྐོར་ལ་བཤད་པ་འབྲི་དགོས།	5
༢།	ཡི་གེ་དང་སྒྲན་ཁུ་གཉིས་ལས་གཅིག་འབྲི་དགོས།	5
༣།	མིང་གཞི་སྟོན་འདྲུག་དང་རྗེས་འདྲུག་གི་ཚོ་མོ་མ་ནིང་སོགས་ཀྱི་ཡི་གེ་ངོས་འཛིན་བྱེད་རྒྱུ།	5
༤།	བདག་གཞན་གྱི་ཁྱད་པར་དུས་གསུམ་དང་བྱ་བྱེད་ལས་གསུམ་ལས་གཅིག་གི་སྐོར་འབྲི་དགོས།	5
༥།	ཚོ་ཡིག་བ་དུས་འདས་པ་ལ་འདྲུག་པའི་དབེར་བཙོད་བཏུ་ཡང་ན་མ་ནིང་གི་གཉིས་དུས་ད་ལྟ་ལ་འདྲུག་པའི་དབེར་བཙོད་བཏུ་འབྲི་དགོས།	5
༦།	གཏམ་དབེ་བཏུའི་ནང་ནས་ལྟའི་དོན་བྱིས་ནས་བཙོད་པ་འབྲི་དགོས།	5

Scheme of Assessment

ཤེས་ཚད་བརྟག་པ།

བརྩི་གཞི། Grammar Section

༡།	མིང་གཞིའི་ཚོ་མོ་མ་ནིང་སོགས་ཀྱི་དབྱེ་བ།
༢།	སྟོན་འདྲུག་གི་ཚོ་མ་ནིང་མོ་ཤེན་ཏུ་མོ་བཅས་ཀྱི་དོན་དང་དེ་དག་མིང་གཞི་གང་དང་གང་ལ་འདྲུག་ཚུལ།
༣།	རྗེས་འདྲུག་གི་ཚོ་མ་ནིང་མོ་བཅས་ཀྱི་དོན་དང་ནང་གསེས་ཀྱི་དབྱེ་བ་ཚ་ཚང་།
༤།	དུས་གསུམ་ཀྱི་རྣམ་དབྱེ་སྐོར་རྒྱས་བ།



Books Prescribed

འཇེལ་ཡོད་སྟོབས་དེབ།

७། གཞོན་ནུའི་མཛེས་རྒྱན། གཉིས་པ།

ངལ་གསྲོའི་གཞུང་གི་སི་ཀུལ་ཚེ་རྫུ་ཀེ་ཤན་གྱིས་བར་བསྒྲུན་བྱས་པ།

1. **Class X Bhoti Text Book Published by Jammu & Kashmir Board of School Education.**

९। བརྡ་སྤྲོད་ནོར་བུའི་རྒྱན། འཇམ་དབྱངས་རྒྱལ་མཚན།

ལ་དྭགས་མི་ཉམས་གོང་འཕེལ་ཚོགས་པས་བར་བསྒྲུན་བྱས་པ།

2. Grammar Book, Norbu's Rgyan

By Prof. Jamyang Gyaltsen.

རྒྱང་བལྟའི་དབེ་དེབ།

७। སི་ཀུའི་འགྲེལ་ཆེན་སྐུ་ཏེག་སྒེང་མཛེས།

སི་ཀུ་པཏ་ཆེན་གྱིས་མཛད་པ།

ਪੰਜਾਬੀ (Punjabi) (ਔਪਸ਼ਨਲ)

ਜਮਾਤ-ਦਸਵੀਂ (10ਵੀਂ)

ਕੁੱਲ ਅੰਕ-100

ਪ੍ਰਸ਼ਨ ਪੱਤਰ-80

ਸਮਾਂ : 3 ਘੰਟੇ

ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ-20

ਦਸਵੀਂ ਜਮਾਤ ਦੇ ਪਾਠਕ੍ਰਮ ਅਨੁਸਾਰ ਸਾਰਾ ਪਾਠਕ੍ਰਮ ਪੜ੍ਹਾਇਆ ਜਾਵੇਗਾ। ਇਸ ਵਿਚ 80 ਅੰਕ, ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ ਦੇ ਪ੍ਰਸ਼ਨ-ਪੱਤਰ ਲਈ ਹੋਣਗੇ ਅਤੇ 20 ਅੰਕ, ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ (Enternal Assesment) ਲਈ ਹੋਣਗੇ। ਇਸ ਲਈ ਅਧਿਆਪਕਾਂ ਲਈ ਇਹ ਜ਼ਰੂਰੀ ਹੈ ਕਿ ਉਹ ਨਿਸ਼ਚਿਤ ਵਿੱਧੀ ਨੂੰ ਅਧਾਰ ਬਣਾਕੇ, ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪਾਠਕ੍ਰਮ ਦੀ ਤਿਆਰੀ ਕਰਵਾਉਣ।

ਕਵਿਤਾ-ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ-ਗਗਨ ਮੈ ਥਾਲ...॥

ਸ਼ਾਹ ਹੁਸੈਨ-ਮੇਰੇ ਸਾਹਿਬਾ ਮੈਂ ਤੇਰੀ ਹੋ ਮੁੱਕੀਆਂ...।

ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ-ਹੁੱਖ

ਉਜਾਗਰ ਸਿੰਘ ਮਹਿਕ-ਨੇਕ ਦਿਲ ਬੱਚਾ

ਨੰਦ ਲਾਲ ਨੂਰ ਪੁਰੀ-ਪੰਜਾਬ ਦੀ ਧਰਤੀ

ਲੋਕ ਗੀਤ (ਘੋੜੀਆਂ)-ਹਾਥੀਆਂ ਦੇ ਸੰਗਲ ਤੇਰਾ ਬਾਪ ਫੜੇ

(2) ਸਿਹਰੇ ਦਾ ਮੁੱਲ।

ਨੋਟ :- ਕਵਿਤਾਵਾਂ ਦੇ ਭਾਗ ਵਿੱਚੋਂ ਪ੍ਰਸ਼ਨ ਹੇਠਲੇ ਪ੍ਰਸੰਗਾਂ ਦੇ ਅਧਾਰ 'ਤੇ ਪੁੱਛੇ ਜਾਣਗੇ :-

1. ਕਿਸੇ ਇਕ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ
2. ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ
3. ਕਵਿਤਾ ਦਾ ਸਾਰ
4. ਕਵੀ ਦਾ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦੇ ਇਤਿਹਾਸ ਵਿਚ ਸਥਾਨ ਅਤੇ ਦੇਣ। (20 ਅੰਕ)

ਵਾਰਤਕ :- ਗੁਰਬਖਸ਼ ਸਿੰਘ ਪ੍ਰੀਤਲੜੀ-ਮਾਂ

ਪ੍ਰੋ: ਸੇਵਾ ਸਿੰਘ-ਦੋਸਤੀ ਰਾਮਤੀ

ਨੋਟ :- ਵਾਰਤਕ ਭਾਗ ਵਿੱਚੋਂ ਪ੍ਰਸ਼ਨ ਇਸ ਪ੍ਰਕਾਰ ਹੋਣਗੇ :-

1. ਲੇਖ ਦਾ ਵਿਸ਼ਾ
2. ਲੇਖ ਦਾ ਉਦੇਸ਼/ਸਾਰ
3. ਵਾਰਤਕ (ਲੇਖ) ਦੇ ਪ੍ਰਮੁੱਖ ਵਿਚਾਰ।
4. ਵਾਰਤਕ ਦੀ ਜੀਵਨੀ ਅਤੇ ਸਾਹਿਤਕ ਦੇਣ।

(ਅੰਕ 20)

ਕਹਾਣੀ :-

ਨਾਨਕ ਸਿੰਘ-ਤਾਸ਼ ਦੀ ਆਦਤ।

ਕੰਵਲ ਕਸ਼ਮੀਰੀ-ਕਿਸ਼ਨਗੋਪੀ ਦਾ ਪਰਤ ਆਉਣਾ

ਖਾਲਿਦ ਹੁਸੈਨ-ਮੈਲੀ ਧੁੱਪ

ਸੜਕ ਸੁਰਖਿਆ (ਲੇਖ)

ਨੋਟ :- ਕਹਾਣੀ ਦੇ ਭਾਗ ਵਿੱਚੋਂ ਪ੍ਰਸ਼ਨ ਇਸ ਤਰ੍ਹਾਂ ਪੁੱਛੇ ਜਣਣਗੇ :-

1. ਕਹਾਣੀ ਦਾ ਵਿਸ਼ਾ/ਪਲਾਟ
2. ਕਹਾਣੀ ਵਿਚਲੇ ਪਾਤਰਾਂ ਦਾ ਪਾਤਰ ਚਿਤ੍ਰਣ
3. ਕਹਾਣੀ ਦਾ ਸਾਰ/ਉਦੇਸ਼
4. ਕਹਾਣੀਕਾਰਾਂ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਸੰਬਧੀ ਚਰਚਾ।

(ਅੰਕ ੨●)

ਇਕਾਂਗੀ :-

ਦੇਵਿੰਦਰ ਵਿਸ਼ਵਨਾਗਰਿਕ-ਕੈਦੀ ਅਰਜਨ ਸਿੰਘ

ਨੋਟ :- ਇਕਾਂਗੀ ਦੇ ਭਾਗ ਦੇ ਪ੍ਰਸ਼ਨ ਇਸ ਤਰ੍ਹਾਂ ਪੁੱਛੇ ਜਾਣਗੇ :-

1. ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ/ਪਲਾਟ
2. ਇਕਾਂਗੀ ਦਾ ਉਦੇਸ਼/ਸਾਰ

3. ਇਕਾਂਗੀ ਦੇ ਪਾਤਰਾਂ ਦਾ ਪਾਤਰ ਚਿਤ੍ਰਣ

4. ਇਕਾਂਗੀਕਾਰ ਦੀ ਪੰਜਾਬੀ ਇਕਾਂਗੀ ਦੇ ਇਤਿਹਾਸ ਵਿਚ ਦੇਣ

(10 ਅੰਕ)

ਵਿਆਖਿਆ :-

ਨਿਬੰਧ (ਸੋਸ਼ਲ ਮੀਡੀਆ, ਪ੍ਰਦੂਸ਼ਣ ਦੀ ਸਮੱਸਿਆ, ਨਸ਼ਾਖੋਰੀ ਦੀ ਸਮੱਸਿਆ) ਪੱਤਰ/ਅਰਜੀ

ਅਖਾਣ।

ਨੋਟ :- ਨਿਬੰਧ ਵਿਚੋਂ ਕੋਈ ਇਕ ਨਿਬੰਧ ਲਿਖੋ। (10 ਅੰਕ)

Book Prescribed :-

ਪੰਜਾਬੀ ਪਾਠ-ਪੁਸਤਕ ਦਸਵੀਂ ਸ਼੍ਰੇਣੀ (10ਵੀਂ) ਦੁਆਰਾ-ਜੰਮੂ-ਕਸ਼ਮੀਰ ਬੋਰਡ ਆਫ਼ ਸਕੂਲ ਐਜੁਕੇਸ਼ਨ।

ਪਾਠਕ੍ਰਮ ਲਈ ਅਧਾਰਤ ਪੁਸਤਕ :

ਪੰਜਾਬੀ ਪਾਠ ਪੁਸਤਕ

Persian

There shall be one theory paper of 80 marks of 3 hours duration and 20 marks will be for internal assessment/ viva to be carried by the subject teacher.

Selected Chapters from Persian Text Book انتخابات فارسی for 10th Class

Prescribed by the JKBOSE are as under:

Prose Portion حصہ نثر

1. انتخابات ازگلستان سعدی: صفحہ 19 – 32
2. انتخابات ازاخلاق محسنی: صفحہ 89 – 98
3. شاہان کشمیر ازحسین کاشفی (یوسف شاہ) صفحہ 142 – 146

(غازی شاہ) صفحہ 132 – 142

Poetry Portion حصہ نظم

1. انتخابات ازبوستان سعدی صفحہ 157 – 180
2. خوشدلی ازنظامی صفحہ 206 – 208
3. حالت دُنیا ازعُمر خیام صفحہ 230 – 231
4. چشمہ وسنگ صفحہ 235 – 236

Grammar Portion حصہ گرائیمر

مزکر ومونث (Genders)،

معنی الفاظ (Word Meanings)،

واحد وجمع (Singular Plurals)،

واژہ ھاے متضاد (Opposites)،

گردان فعل ماضی،/ ستاک حال (Conjugation of past tense / future tense)

Scheme Of Assessment

A:	**Language**	**10 Marks**
B:	**Effective Writing Skills**	**15 Marks**
C:	**Applied Grammar**	**15 Marks**
D:	**Literature**	**40 Marks**

Section A : Language **10 Marks**

Q1: Translation of Five out of Seven Persian sentences into Urdu/ English / Hindi $5 \times 1 = 5$

Q2: Translation of Five out of Seven Urdu/ English / Hindi sentences into Persian $5 \times 1 = 5$

Section B: Effective Writing Skills 15 Marks

Q3: Five questions of one mark each will be asked out of six questions. 5×1 = 5

Q4: To write the meanings of five Persian words into Urdu/ English / Hindi and make their sentences in Persian. 5×1 = 5

Q5: To write the genders, singular/ Plurals and opposites of 10 words out of 12 words. 10 × ½ = 5

Section C: Applied Grammar 15 Marks

Q6: Conjugation of two infinitives out of three with respect to past tense. 2×3 = 6

Q7: Conjugation of two infinitives out of three with respect to future tense. 2×3 = 6

Q8: Correction of three simple sentences. 1×3 = 3

Section D: Literature 40 Marks

Q9: Translation of any three out of four Persian passages Urdu/ English / Hindi 1×5 = 15

Q10: Translation of any two given Persian Verses into Urdu / English / Hindi 2×4 = 8

Q11: Translation and explanation with reference to the context of any two Persian verses out of three from the poetry portion of the prescribed text book into Urdu / English / Hindi. 2×6 = 12

Q12: One objective type question of 5 MCQ's based on Persian Literature information. 5×1 = 5

Internal Assessment (20 Marks)

Apart from the prescribed textbook, the subject teachers can plan their own activities and create their own material for assessing the listening, reading, writing and speaking skills and they should be evaluated throughout the academic session. It may include:

(i) Pen Paper Test

(ii) Periodic Tests / Participation in Talks Discussions and Role Play/ Presentation on given situational topics etc.

(iii) Project work like a short essay on any given topic or topics in Persian language.

(iv) Attendance and active participation of the students.

ARABIC

Book Prescribed: أساسُ العربية الجزءُ الثانى

Max Marks: 100 [80 (Theory) + 20 (Internal Assessment)]

2.	نثر:	Prose Section	50 Marks	2. شعر Poetry	10 marks
3	قواعد اللغة	Grammar	20 Marks		
4.	الاختبار الداخلى	Internal Assessment	20 Marks		

These Lessons from the prescribed textbook:

حصه نثر: البيت، الأسرة، المدرسة، أسماءُ شهورِ السنة، السُوق، القطار

حصه شعر: أسماءُ الايام، "احبائي" و "قلمى"

حصة قواعد اللغة: الفعل الماضى، العدد من الواحد و العشر، التراكيب المتعددة فى دروس النثر مثلا أسماءُ الإشارة للقريب و للبعيد، المبتداء و الخبر، المُضاف و المضاف إليه

Arabic: 10th
Paper : (Additional / optional)
Max Marks: 100 (Theory 80 Marks + Internal Assessment 20)

The paper shall have four sections with the weightage of marks shown against each section:

Section A:	Reading Comprehension	20 Marks
Section B:	Writing Skills	20 Marks
Section C:	Grammar	20 Marks
Section D:	Literature	20 Marks

Scheme of Assessment

Section A:

1. Paragraph / passage reading which is followed by six questions from which the students will have to answer only five questions. Each question will carry 4 marks $4 \times 5 = 20$ marks

Section B:

It will comprise of three questions (2, 3, and 4)

2. It will be based on translation from English /Urdu to Arabic. The students will require to translate five sentences and each sentence will carry two marks. $2 \times 5 = 10$ marks
3. It will be a fill up type question with three fill ups and each carrying 2 marks. $2 \times 3 = 6$ marks
4. It will be based on correction of four incorrect sentences each carrying one mark. It will have four marks in total. $4 \times 1 = 4$ marks



Section C:

It will have three questions (5, 6 and 7)

5. It will be based on definitions and illustration of grammatical terms. 5× 1 = 5 marks
6. It will be internally divided into two parts: Part-I and Part-II
   Part-I of question No 6 will be based on conjugation of verbs in past tense. 5 marks
   Part-II of question No 6 will be based on names of days of the week/ months of the year / numbers from 1 to 10. 5 marks
7. It will be based on the translation from Arabic to English / Urdu of five miscellaneous sentences selected from the prose section of the prescribed textbook. 5× 1 = 5 marks

Section D:

It will be based on literature. It will comprise of four questions (8,9,10 & 11)

8. Based on translation of Arabic prose passage taken from the prescribed textbook. The students will be asked to translate the given Arabic passage into Urdu / English. 10 marks
9. It is based on explanation of verses taken from poetry section of the textbook. 5 marks
10. It is based on multiple choice questions. The students will be asked to select two correct options from the given options. 1× 2 = 2 marks
11. It will be based on three fill ups. The content will be selected from the prose part of the textbook. 1× 3 = 3 marks

Internal Assessment of Class 10th Arabic: 20 Marks.

The internal assessment of 20 marks from lesson No 1 to lesson No 10 from the textbook will be carried out by the subject teacher during the entire academic session. The subject teacher will gauge the achievements of the students through different activities based on Listening, Writing, Speaking and Reading skills. The activities will comprise of discussions, presentations, role play, dialogues, viva-voice, instant translation assignments etc. The assessment will be divided into two intervals carrying 10 marks each.

حصہ	تفصیل	نمبر

نوٹ:۔ یٚمہِ مضمونہِ باپتھ چھِ کُل ۱۰۰نمبر مشخص تھاوِنہ آہٕتی ۔ یمو منٛز 80نمبر Theoryباپتھ تہٕ 20نمبر Internal Assessment مختص چھِ تھاوِنہ آہٕتی ۔

ذہنی مطالعہ:۔ ژورو غٲر درسی اقتباسو منٛز اکہِ اقتباسکو دِنہ آہٕتی سوال حل کرٕنی ۔ یم سوال ہمکن وتھ پأٹھی آسٕتھ صحیح 15
جواب ژارٕنی ، اعلیٰ احکام پانہٕ ناوٚنی ،ضِد یا ہم معنی الفاظ تٔ کڈٕنی ۔امہِ علاوٚ ہمکن یم سوال مباحثن تہٕ تجزیہٕن پٹھ تہٕ مشتمل آسٕتھ ۔

گرامر:۔ گرامرٕ کی اصول پانٲوتھ بٔنی مہٕن عُنصرن ہنٛز وٚدھنٕے کرٕنی :۔

۱۔ مثالہِ وتھ وضاحت کرٕنی :۔
ناوٗت تہٕ امکی قسم ۔کال،لفظن ہندی قسم،گوڈٕلگو تہٕ پتہٕ لگو (2 نمبر)

۲۔ جُملہ تہٕ امہِ کنہِ قسمن ہنٛز وضاحت کرٕنی ۔ (2نمبر)

۳۔ کاشُری تلمیح تہٕ تمن ہنٛز وضاحت کرٕنی ۔ (2نمبر)

۴۔ کاشرٕن مصوتن تہٕ مصمتن ہنٛز وٚدھنٕے کرٕنی ۔ (2نمبر)

۵۔پزٕیٚن ہُند معنہِ تہٕ تہُند استعمال۔ (2نمبر)

نصابی کتابہِ منٛز:۔ دِنہ آمتہِ ہتہِ پٹھ ڈوڈ ہتھ لفظن ہندی شعری تہٕ نثری اقتباسہِ منٛز ہنٛد آہٕتی سوال حل کرٕنی ۔

یم سوال ہمکن یک لفظی،الفاظ معنی ،مرکزی خیالن یا موضوعن نسبت پزٕ ژھنہِ وتھ (10نمبر)

سکوٗلی بچن ہمکن وُکھر علمی تہٕ شعری عنصرن متعلق سوال پزٕ ژھنہِ وتھ ۔ (10نمبر)

امہِ علاوٚ آسہِ شاعرن،ادیبن متعلق تہنٛز زندگی تہٕ ادبی کارنامن متعلق تفصیلہِ سان باوتھ کرٕنی ۔(10نمبر)

نثری تہٕ شعری صنفن متعلق خلاصہ،خالی جایہِ نصابی سوال تہٕ مختلف صنفن متعلق تہٕ آسہِ وضاحت کرٕنی ۔
(10نمبر)

تخلیقی تحریر:۔ ۱۔ دِنہ آمتہن موضوعن متعلق اٗکس موضوعس پٹھ تفصیلہِ سان لٔکھن ۔ (5نمبر)

۲۔ کٔنہِ اٗکس موضوعس تحت اکہِ ڈلیلہِ ہنٛز وضاحتہِ سان باوتھ کرٕنی ۔ (5نمبر)

۳۔درخاس یا چٹھی بیترٕ لٔکھنٕی ۔ (5نمبر)

Internal Assessment

۱۔ جماژ پرکھاے / وٗہومنٛز داہ (5نمبر)

پرکھایہِ ہنٛز بنیاد گوٚہ نصابی سوالن،گرامرس تہٕ لُغت سازی پٹھ بنی آسٕنٛ ۔

۲۔ نوٹ بک جمع کرنی اوٗ ہومنز داہ (5نمبر)

سکوٗلی بچن نِش تھاوو یہِ توقع زِتم کرن گرُلی مشق کرنہٕ علاوٕ نوٹ بک تہٕ تیار۔ Assessmentہیکہٕ یمن بُنیاٗدن پٹھ اَستھ ۔ پابندی، تکمیل تہٕ صاف گویی

۳۔ مضمون رتھِ کھالنچہٕ سرگرمیہ اوٗ ہومنز پاٹھ (5نمبر)

وہ ستاد ہیکہٕ یمن ہنز پرکھاٗے لِسانی زاٗوِ جار، بوزن تہٕ بولن تراین پٹھ کُرتھ۔Assessmentچھےٕ گوڈِ دہن تہٕ پتہٕ کم کُرتھ پاٹھن نمبرن تام کرنہٕ ۔ بوزن تہٕ بولن تراین ہنٕدِ باپتھ ہکو موضوعن ہنز ژاٗر نصاٗبی کتابہٕ منز کُرتھ۔یمن ہنز تفصیل یمہٕ آیہٕ اَس

جُز:۔ مشق

بوزن تراے:۔ لوکچہٕ لوکچہٕ کتھ بوٗ زِتھ تمن پٹھ غور خوض کرُن

بولن تراے:۔ مکالمہٕ نگاٗری، بحث، تقریر، سوال جواب، پرُن، کتھ باتھ، بیتر

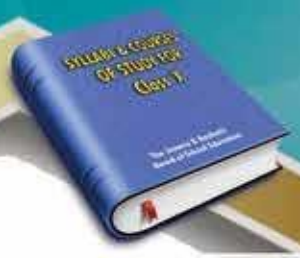
نصاب:۔ کاٗشر کتاب باپتھ ڈوٗم جماتھ

تیار کردہ: جموں کشمیر بورڈ آف سکوٗل ایجوکیشن

حضرت بُلبُل شاہؒ۔ کُشیر ہنٕدی موسم، شالہٕ ماٗرتہٕ نشاط باغ، شُگر بہماٗری، کیٚنہٕ شعرِ صنفہٕ، ماٗلی ہنز چھٹی کورِ ہنٕدِ ناوٕ، تماشہٕ، نکھ (افسانہٕ) ہودہٕر، شُرٕ ہن ہنٕدِ باپتھ لُکہٕ کتھ، لوٚگ تہٕ جوٚگ آوپوٚت پھیرِ تھ (ڈرامہ)۔نعت، شہید کربلا، لیلا، شےٚ غزلہٕ، ستھ نظمہٕ زِ مثنوی

سوانح	حضرت بُلبُلؒ شاہ	بشر بشیر
مقالہ	1۔ کُشیر ہندی موسم	پیر غلام حسن شاہ کھویہامی
	ترجمہ کار: ڈاکٹر شمس الدین احمد	
	2۔ شالہ مارتہ نشاط باغ	موتی لال ساقی
	3۔ شُگر بہمارُی	ڈاکٹر سید امین تابش
ادبی اِصطلاح	کینہہ شعر صِنفہ	غلام نبی فراق
چھٹی	مائی ہنز چھٹی کور ہندِ ناو	پنڈت جواہر لال نہرو
	ترجمہ کار: ناجی مُنور	
افسانہ	1۔ تماشہ	پروفیسر ہری کرشن کول
	2۔ نکھ	محی الدین ریشی
ایسے	ہودِ بُر	ظریف احمد ظریف
فوک لور	شُرہن ہندِ باتھ لُکہہ گتھہ	غلام نبی آتش
ڈراما	لوگ نہ تہ جوگ آوپوت پھیرِ تھ	اشوک کاک
عقیدتی شاعری	1۔ نعت	غلام محمد شاد
	2۔ شہیدِ کربلا	شاہد بڈگامی
	3۔ لیلا	لکھمن کول بُلبُل

غزل	شئے غزل	1۔	منظور ہاشمی
		2۔	غلام نبی ناظرؔ
		3۔	جانبازؔ کشتواری
		4۔	مشعلؔ سُلطانپوری
		5۔	مجروحؔ رشید
		6۔	شاہنازؔ رشید
نظمیہ	1۔ وولو ہاباغوانو		غلام احمد مہجورؔ
	2۔ موج		رنجورؔ تلگامی
	3۔ شام		غلام احمد فاضلؔ
	4۔ امار		شہبازؔ راجوروی
	5۔ شہرِ بے صدا		نسیم شفائیؔ
	6۔ کُشیر		برج ناتھ بے تابؔ
مثنوی	1۔ بکاولہِ چُھ پوش راوان		لسہ خان فِداؔ
	2۔ دُنیاچ بے ثباتی		فاروق نازکی



HEALTH AND PHYSICAL EDUCATION

SPECIFIC OBJECTIVES:

Health Education

1) To develop favourable attitude towards good health habits.
2) To prepare the individual for contribution towards the solution of common health problems.
3) To prepare the individual to contribute to environmental hygiene.
4) To develop active in good posture, exercise, rest, sleep, & food.
5) To develop favourable for participating in immunization programmes.
6) To develop favourable attitude to observe safety rules in and out of home.
7) To develop favourable attitudes towards health living through observance of health habits and such practices that contributes to good health.
8) To acquaint the individual with harmful effects of smoking, drinking and abuse of drugs.
9) To develop favourable attitude to cooperate with health, police and other organizations in the interest of efficient service to the community.
10) To enable the individual to make right decision relating to principles and practices of consumer health.
11) To enable the individual to practice and acceptable health habit and shun from practices and habits, like smoking, drinking etc.

Physical Education

1) To promote physical fitness and organic efficiency.
2) To develop awareness regarding importance of physical fitness and organic efficiency in individual and social life.
3) To develop awareness regarding transfer of fundamental process to physical activities of one's choice.
4) To develop interest in exercise, sports and games for self- satisfaction in present later life.
5) To enable an individual to give evidence of talent and such traits as self- mastery, discipline, courage, confidence and efficiency.
6) To enable an individual to display sense of responsibility, patriotism, self- sacrifice and service to the community in a better way.
7) To develop awareness to good posture so that one may strive to maintain good posture.
8) To enable an individual to lead an enthusiastic and active life.
9) To enable an individual to practise socially acceptable behaviour pattern in an impressive manner.



HEALTH AND PHYSICAL EDUCATION

There shall be one paper of 100 Marks.

(The teacher will evaluate the students throughout the academic session)

1. **Personal Health**

   Signs and symptoms of diseases, desirable practices to prevent diseases AIDS and Venerable diseases.

2. **Environment Health**

   (i) Protection of water against contamination.

   (ii) Use of water for drinking and cooking.

   (iii) Air; factors of air pollution.

3. **Food and Nutrition**

   Balanced diet from locally available food; food habits; healthy cooking practices; food preservation and conservation.

4. **Control of Diseases**

   Participating in popularization of immunized programme, precautions against communicable diseases and epidemics, participating in naturalization of natural calamities like floods, droughts, cyclones, etc.

5. **Consumer Education**

   Making wise decision in respect of various consumer products on the basis of their claims the form of advertisement; developing skills of distinguishing between a quack and a medical practitioner.

6. **First – Aid Home Nursing**

   Various steps of safety, first – aid home nursing.

   (a) Organisation of first – aid teams.

   (b) Preparing and using first – aid kit.

   (c) Participation in safety measure against fire, air- aids and other measures. Knowledge of causes and condition of athletic injuries and developing code of conduct for safety and safety measures.

7. **Physical Education**

1. **Athletics**

   a) Repetition of skills & techniques of the events learnt in the previous class.

   b) Hurdles – 11o m. Low (3 height), Warming up exercises, running over the sticks, setting leading action.

   c) Conditioning Specializing; Sprints; endurance run jumps, throw.

MAJOR GAMES (ANY TWO)

1. Badminton

(a) Repetition of skill learnt in the previous class.

(b) Drills to develop techniques of spin service, flat Service; floating; pushing; drop.

(c) Game practice.

2. Basket – Ball

(a) Repetition of skills learnt in the previous class.

(b) Practicing drills and offensive and defensive.

(c) Positional play.

(d) Training for endurance and speed.

3. Cricket

(a) Repetition of skills learnt in the previous class.

(b) Specific drills to develop offensive and defensive tactics.

(c) Training – Endurance

(d) Practice matches.

4. Foot – Ball

(a) Repetition of skills learnt in the previous class.

(b) Specific drills to develop techniques kicking; Trapping, Shooting into goal, Dribbling, Goal Keeping.

(c) Position play pushing, Kicking, Dribbling, Scooping, Goal Keeping, Goal Shooting.

(d) Positional play.

(e) Offensive and defensive tactics- Training- Endurance, Speed & Moves.

(f) Training for endurance and speed.

(g) Regulation.

5. Hand Ball

(a) Repetition of skills learnt in the previous class.

(b) Specific drills to develop techniques- passing, Shooting, Goalkeeping, Blocking.

(c) Offensive and defensive tactics.

(d) Positional play.

(e) Training to develop different moves, speed and endurance.

(f) Regulation games.

6. Hockey

(a) Repetition of skills learnt in the previous class.

(b) Specific drills to develop Techniques, Passing, Hitting.

7. Kabaddi

(a) Repetition of skills learnt in the previous class.

(b) Specific drills to develop techniques.

(c) Offensive and defensive tactics.

(d) Regulation game.

8. Kho – Kho

(a) Repetition of skills learnt in the previous class.

(b) Skills – single and double chain dodging.

(c) Practice of skills.

(d) Regulation game.

9. Volley- Ball

(a) Repetition of skills learnt in the previous class.

(b) Skills – Passing

(i) Upper hands pass and turn.

(ii) Upper hands pass with back and side roll.

(iii) Blocking.

(c) Positional play.

(d) Offensive and defensive tactics.

(e) Regulation game.

BOYS

II. Gymnastics:

Repetition of skills learnt in the previous class:

A. Skills part

Floor Exercises:

1. Combination of previously learnt exercises.
2. Flip – flop through teaching stages with the help of a teacher.
3. Forward salto with take – off from the spring board.

Note: Skill No 2 & 3 should only be taught keeping in view the capability of an individual.

Parallel Bars

(i) Upper arm swing.
(ii) Back upraise.
(iii) Up start.
(iv) Swing in support position.

Vaulting Horse

(i) Mastery over the teaching stage of straddle vault on long Horse.
(ii) Complete straddle vault on long Horse.

Horizontal Bar

(i) One leg up- start.
(ii) One leg circle backward.

C. Conditioning Exercises

This aspect should in include various exercises to develop strength, endurance, speed, agility, flexibility and coordination.

GIRLS

Gymnastics:

Repetition of skills learned in the previous class.

A. Skill Part

Floor Exercises

1) Mastery over the previously learnt skills with emphasis on dancing movements incorporating with music.
2) Flic- flac through various teaching stage keeping in view the capability of an individual.

Balancing Beams

1) Combination of various movements.
2) Various kinds of jumps on balancing beam.
3) Straddle legs sitting on balancing beam.

Vaulting Horse

1. Mastery over the various stages of handspring.
2. Complete handspring, keeping in view the capability of an individual.

B. Conditioning Exercises:

This aspect should include various exercises to develop strength, endurance, speed, flexibility agility, rhythm and coordination.

III. Yogic Exercises

1. Shalabhasan
2. Garabhasan
3. Naukasan
4. Shirshasan
5. Hjoolasan
6. Brishabhasan
7. Oordh Sarvangasan
8. Hast-Padangushasan
9. Uttan-Kooramasan
10. Surya–Namaskarm

IV. Combative

A. **Wrestling**

1. Repeating the previous skills learnt in the previous classes.
2. Pinning holds.

(a) Single arm roll
(b) Single arm roll with one leg.
(c) Double arm roll from underneath.
(d) Cradle.
(e) Crought lift.
(f) Break down and counter for above holds

3. Regulation Bouts

I. B. Dagger Fight (Jambia)

(a) Repetition on the strokes and defense skills learnt in the previous class.
(b) Stroke to a part of the body and defense. Fight after dagger release.
(c) Repetition on the strokes and defense skills learnt in the previous class.
(d) Stroke to a part of the body and defense.
(e) Fight after dagger release.
(f) Demonstration fight.

(g) VI. JUDO

1. History and its Developments.
2. Rules of the Judo.
3. Conditioning.
4. Purpose & methods of Randori/ Yakshoku- Rensho.

Skills

1. Thanai Goshi (Spring Hip Throw)
2. Tato Otoshi (Body Drop)
3. Koshi Gurma (Hip Wheel)
4. Satomaki Komi (Outside Drop)
5. Akuti Eri Jime (Sliding Lapel Check)
6. UdeGarami and Gatani
7. Hand Spring
8. Counter Techniques and Contests.

Terminology

Ippon	Pull Point
Wazzari	Almost Ippon
Yuko	Almost Wazzari
Koka	Almost Yuku
Shido	Note
Chui	Chuation
Keikoku	Warming up
Hikwake	Draw
Osackomi	Holding
Toketa	Hold Broken
Newaza	Ground Technique
Matte Maitta	Wait
Sonamama	Don't move
Yoshi	Start Again

VI. Swimming (Optional)

1. Repeat the skills learnt earlier
2. Develop the skills of the entire four stroke.
3. Simple ways of entry in the water (life/ saving)
4. Release from the victim.
5. Simple method of carry – Head Cross Chest.
6. Methods of resuscitation.

ART EDUCATION

There shall be one paper of 100 marks.

(The teacher will evaluate the students throughout the academic session)

1. **Two Dimensional or Pictorial Activities.**

(i) Study of visual resources and their expression.

(ii) Study of line, strokes, marks, tones, textures, etc., While organizing two dimensional spaces with 2 dimensional and 3 dimensional shapes and forms.

(iii) Creative use of perspective in spatial relationship.

(iv) Creative use of colour to show space, atmosphere, etc.

(v) Use of contrast as an expressive element of art.

2. **Study and use of various media and techniques to the extent of their availability.**

(i) Crayon, charcoal pencil colours and gouacha, acryline colour and other unconventional source of colours and tools on various surfaces such as papers, canvases, hard- board, simple marking cloth pasted on paper etc.

(ii) Collage and mosaic work with coloured papers

3. **Group Activities**

(i) Organizing display and exhibitions of student's periodical and sessional work.

(ii) Organizing inter-school art exhibitions (not with a view to competition and prize distribution but with a view to widen interaction).

(iii) Planning and arranging cultural evenings, musical concerts, film shows and other performances (including other regional and folk community art forms).

(iv) Participating in study trips to museums, botanical, gardens, zoological gardens, and art galleries and art institution etc. for greater awareness of the environment & cultural varieties.

4. **Theoretical understanding of Art**

(i) Short notes with suitable reproductions on important aspects of Indian Art and Culture.

(ii) Important contemporary Artists and Art movements.

Painting

Max Marks=100

Theory=30 & Practicals=70 **Time- 2 Hrs**

Rationale

- The Fine Arts have appeal to and benefit for all students, regardless of their level of functional capacity.
- The Fine Arts provide a set of tools for creating, for communicating and understanding others' ideas, and for making critical choices. This makes art as essential to success in daily living as knowing how to read, write and compute.
- Art helps children with the development of motor skills, language skills, social skills, decision-making, risk taking and inventiveness.

Course Objectives

The objectives of this course are:

- Develop the technical skills and ability to organize the visual elements necessary to communicate concepts and experiences across various media.
- Develop visual literacy/ vocabulary.
- Use variety of processes to connect and combine materials.

Course structure

Practicals = 70 marks

Activities & Project Work = 54 Marks, Periodic Tests, Portfolio, Assignment & Viva Voce = 10 Marks, Notebook & Attendance= 6 Marks

i) **Nature Study**: Outdoor/On-spot Painting (Any Medium) (18 marks)

A nature painting is a painting that references natural elements such as mountains, trees, or bodies of water. Nature paintings are sometimes referred to as landscape or scenery paintings.

On-spot/outdoor paintings means quite literally 'open-air' or 'outdoor'. It's about drawing from life, outside in the world. You go out and choose a spot and paint directly from the spot.

ii) **Craft Practices**: Collage (tearing-pasting) / Calligraphy (18 marks)

A **collage** is a work of art composed of numerous materials, such as paper, newsprint, photographs, ribbons or other objects attached to background support, such as plain paper. A collage can even be made with physical materials or electronic images, attaching them to a digital background.

Modern calligraphy provides with more creative freedom. It can be practiced with a whole variety of different tools, such as –

- Brush pens
- Classic dip pens
- Pencil
- Markers
- Broad nib pens (Parallel Pen)

Beginners can start practicing with a brush pen or a pencil simply because it is much easier to learn how to work with compared to the traditional dip pen.

iii) Story-making: comic strips/Stencil painting (18 marks)

iv) Assignment & other Things (10 Marks)
v) Notebook & Attendance (6 Marks)

iv)Field visit to Institute of Music and Fine Arts, University of Kashmir and Jammu, Museum (Jammu and Kashmir), Field visit to Local artisans workshops paper machie, wood carving and pottery, Copper Smith.

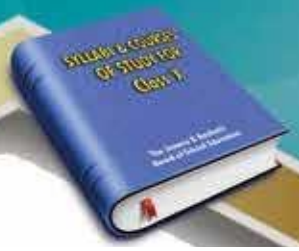
Theory:

- Basic Color Theory: Color wheel, Tint, Hue , Tone, Shade, etc.
- Colour Combination (complementary, warm & cool, primary colours, colour theory

- Categorization of art works by subject matter and style. 10 Marks
- Definition of subject matter, motif
- Parameters of Visual Analysis of given painting- Subject matter and motifs depicted in works of art 5 Marks
- Comic Strip- Definition and uses especially in contemporary times.
- Education, entertainment and storytelling through comic strips
- Elements of a comic strip (Panels/boxes, plot, graphics, gutter, dialogue, caption, colouring) 10 Marks
- Report Writing / Narrative writing of paintings / visits to local artisans on given situation 5 Marks

Scheme of Assessment of Theory = 30 marks

- Ten MCQs of 1 mark = 1x10=10 Marks
- Five very short type questions to be attempted out of six= 2x5=10 Marks
- Two long answer type questions to be attempted out of three = 5x2=10 Marks



Music

Maximum marks 100 **Time: 2 hrs**

Course Objectives

- Music is a universal sound and promotes creative thinking, memory self expression, self confidence and spirit of team work.
- To develop the process of learning and playing techniques of singing and instrument which nurtures mind and body.
- To develop a keen interest in music in order to showcase their musical skills and abilities through singing and playing on an instrument.
- To improve the faculties of memory, discipline and concentration.
- To enable students to acquire and develop a favourable, attitude and knowledge of the basic elementary ideas and fundamentals of music in both practical as well as theoretical aspect.
- To build imagination, creativity and intellectual curiosity.
- To develop sense of identifying and recognizing the different sounds of musical instruments.
- To develop sense and interest of creating different swara patterns in different rhythmic patterns.
- To develop aesthetic taste and enriches the area of composing and artistic expressions.
- To build and develop the awareness and recognition of the local art forms.
- To develop and foster a sense of rhyme, rhythms, feelings, emotions as well as melody.
- To facilitate and promote overall development of the personality of the child.
- To promote interest and motivation for presenting and preserving the traditional and cultural art forms.
- To develop a favourable attitude of understanding and appreciating the valuable contributions of artists in the various forms of music and other arts as well.
- To differentiate between different musical forms and styles like classical folk, regional as well as light music.
- To develop different tastes of presenting a group song/choral song, solo song and duet song.
- To build and fine tunes auditory skills and learns to appreciate music.
- To enable the students to acquire the basic skills and abilities of stage performance and song recordings.
- To encourage students to practice vocal music and express their feelings and emotions. Instrumental music strengthens fingers and improves coordination of mind and body.

There shall be one theory paper of 40 marks and 2 hrs duration and Internal Assessment / Practicalsof 60 Marks

Theory paper = 40 Marks

- Definition of Thaat. 2 Marks
- Brief description of 10 Thaats used in Indian classical music 4 Marks
- A brief description of Indian classical Music and its role and importance 4 Marks
- Introduction and concept of Raag 4 marks
- Defintion of following Musical terms: Jati, Pakad, Vadi, Samvadi, Anuvadi, Aroah, Avroah,Asthai, Antra, Bandish, Chota Khayal and Bada Khayal ,Alap, taan, Rasa and Bhava 6 Marks
- A brief description and presentation of Rag Bhopali and Rag Yaman with two taans and alaaps 8 Marks
- Description and writing the notation of following prescribed Taalas:-
  1) Teen Taal 2) Dadra Taal 3) Keharva Taal 6 Marks
- A brief life history and contribution of any one of the following Musicians :-
  1) Mian Tansen 2) Amir Khusroo 3) Pandit Bhimsen Joshi 6 Marks

Internal Assessment & Practicals = 60 Marks

Activities & Project Work= 44 Marks, Periodic Tests, Portfolio & Viva voce = 10 Marks,Notebook & Attendance= 6 Marks

- Raga for practical study:

Chota Khayal in the following ragas along with its Aroah ,Avroah ,Pakad ,alaap, Taans etc.

- 1) Rag Bhopali 2) Rag Yaman
- Practice and recitation of the following Taalas:-
- 1) Teen Taal 2) Dadra Taal 3) Keharva Taal
- Practice and presentation of the swaras of Thaats :-
- 1) Bilawal Thaat 2) Kalyan Thaat
- A visit to nearest musical acedemies and institutes .
- Practice and presentation of one folk and one patriotic song .
- A brief description of the following Musical instruments - Tanpora & Sitar
- Project work within the practicals or apart from it as assigned by teacher

Scheme of Assessment (Theory)

1. MCQs, fill ups, T/F, match, etc. based on the syllabi	1x10= 10 Marks
2. Six VSAT to be attempted out of seven	2x6=12 Marks
3. Three SAT to be attempted out of four	4x3= 12 Marks
4. One LAT to be attempted out of three	6x1= 6 Marks

Class 10th **Home Science** **Time 2.5 hours**

Theory 60 Marks

Practicals/ Internal Assessment 40 Marks

Course Objectives

- Analyze different sources and functions of different nutrients.
- Enable the learner to understand the basic colors.
- Enable the learner to understand the arrangement of furniture and inculcate a sense of aesthetics.
- Link Malnutrition with Human development.
- Differentiate groups of meals.
- Understand meal planning.
- Understand factors that affect meal planning such as "age, medical condition, weather"
- Understand growth development.
- Analyze difference between growth and development
- Understand the concept and importance of play.
- Analyze different types of play.
- Understand the importance of fibre
- Differentiate between various fibers.
- Explore and choose fabric on the basis of occasion and climate.
- Recognize various types of sewing equipment.
- Explore the art of sewing.
- Recognize basic equipment of embroidery.
- Recognize and explore embroidery stitches of J&K.
- Recognize the different standard marks on products for authenticity.
- Identify problems faced by consumers.
- Recognize the malpractices of traders and ways to address them.

UNIT 1: NUTRIENTS & THEIR FUNCTIONS **10 Marks**

- Functions and sources of Carbohydrates, Proteins & Fats.
- Importance of Vitamins & their sources
- Water-soluble Vitamin- B complex &
- Vitamin C, Fat-soluble Vitamins- A and D.
- Malnutrition and its effects on Human Development.
- Balanced Diet
- Deficiency Diseases

UNIT 2: MEAL PLANNING **6 Marks**

- Basic five groups and their nutritional contribution to the diet.
- Concept of Meal planning

- Factors affecting Meal planning—age, sex, climate, occupation, availability of food, cost of food items, family strength and traditions, likes and dislikes, etc.

UNIT 3: HUMAN DEVELOPMENT **10 Marks**

- Concept of growth and development
- Difference between growth and development
- Adolescence (Definition, development and characteristics)
- Puberty- features, delayed puberty
- Adolescent issues, anger, competition, peer pressure, etc.
- Problems related to adolescence
- Eating disorders, substance abuse, issues related to sex, antisocial behaviour

UNIT 4: PLAY **8 Marks**

- Meaning and role of play in growth and development
- Types of play - Active and Passive, Natural, Serious and Exploratory
- Childhood Milestones—Physical, motor, social, emotional, cognitive and language

UNIT 5: FABRICS **7 Marks**

- Definition of fibre & fabric.
- Classification of fibres on the basis of their origin
- Selection of fabric based on climate, and occasion
- Storage of cotton, silk, wool, synthetics
- Readymade garments- selection, need, care-label
- Stain removal

UNIT 6: SEWING EQUIPMENT **7 Marks**

- Lists of sewing equipment
- Art of a sewing machine
- Basic embroidery equipment
- Traditional embroidery stitches of J&K.

UNIT 7: Designing **5 Marks**

- Concept of color wheel
- Arrangement of furniture in different rooms - Bedroom, Drawing room, Dining room

UNIT 8: CONSUMER EDUCATION **7 Marks**

- Rights and responsibility of consumers
- Food safety standard – FSSAI (2006)
- Problems faced by consumers Malpractices of traders (adulteration, faulty weights, measures)
- Harmful Effects of adulterated food

Scheme of Assessment

1. Reading comprehension based on any of the thematic concepts delineated in the syllabus followed by MCQs based on comprehension, knowledge, inference, analysis etc.	1 x 6 = 6 Marks
2. 15 MCQs based on the units prescribed in syllabus	1 x 15 = 15 Marks
3. Match the following	½ x 4 = 2 Marks
4. Fill ups	½ x 6= 3 Marks
5. Six very short answer type questions to be attempted out of seven.	2 x 6 = 12 Marks
6. Four short answer type questions to be attempted out of five	4 x 4 = 16 Marks
7. One LAT to be attempted out of three	6x1= 6 Marks

Note: Questions will not be repeated on the same theme/concept

PRACTICAL/ Internal Assessment **40 Marks**

Activities & Project Work= 24 Marks, Periodic Tests, Portfolio & Viva voce = 10 Marks, Notebook & Attendance= 6 Marks

- Calculate BMI of yourself and your family members and repare a balanced meal for yourself and the family
- Write a report on any one of the deficiency diseases
- Make a PPT or a video on any of the deficiency diseases
- Make a PPT on adolescence related issues
- Make a chart depicting your positive and negative points
- Write a brief paragraph on anger management and peer pressure
- Do a case study of eating disorder/ substance abuse/ antisocial behaviour, etc.
- Field visit to local primary health centres and institutions like IMHANS, K/J, CGWC and prepare a brief report about the issues faced by adolescents
- Prepare play equipment out of locally available material
- Decorations using rangoli-patterns
- Diagram of color wheel
- Compare and contrast one ready made and one tailor made garment
- Prepare a care label for a readymade garment according to its fabric and designs
- Remove stains from white cotton fabric: curry, grease, ink, tea, food, etc.
- Draw and label a neat diagram of sewing machine and its parts
- Prepare a collage of samples of embroidery stitches and paste it on your scrap book
- Prepare a collage/ PPT/ video of samples of embroidery stitches
- Write a report on any five malpractices you have observed in the market and write your responsibilities as a consumer in each context
- Prepare a poster to create awareness on consumer education
- Project work within the activities or apart from it as assigned by the teacher

Art & Drawing (10th)

Course Objectives **Max Marks= 100, Theory=30 & Practicals=70**

- Develop visual literacy/ vocabulary.
- Develop the technical skills and ability to organize the visual elements necessary to communicate concepts and experiences using various media.
- Use different processes to combine materials.
- Helps to develop Fine Motor Skills as the students learn to control their finger grip and movement.
- Helps establish concentration. Drawing results in recollection of memory and information.
- Improves Hand-Eye Coordination.
- Create illustrations for a story or an article to produce realistic and beautiful drawings.
- Understand one's culture and history through drawing as art is the physical representation of a cultures views, beliefs and practices. It reflects the essences of the people through their drawing, painting, carving, body adornment and folklore.
- Art can help one to understand a culture that may otherwise be hard to relate to, since it reaches people on a basic emotional level.
- Art can also vary greatly between cultures, it can at the same time be a medium that bridges the gap between cultures.

Practicals:

Activities & Project Work = 54 Marks, Periodic Tests, Portfolio, Assignment & Viva Voce = 10 Marks, Notebook & Attendance= 6 Marks

1. **Design and Colour design**. (18 marks)

1.1 Principles of ornament naturalistic, conventional, abstract arrangement of the forms and details, compressing, repetition, alternation, symmetry, radiation, balance proportion, variety, rhythm, contrast, fitness, and utility ornamental filling of given spaces.
1.2 Repeat all over pattern, border designs, angle and elbows.
1.3 Centre Chands and corners, tracing and transferring of design suitable embroidery, Carpentry, Namda making, Gabba, and Hook work, Wall decoration and Stencilling.

2. **Geometrical Designs, Solid Geometrical Drawing and Scale Drawing** (18 marks)

2.1 Banded design based on geometrical forms, all over geometrical patterns, designs suitable for sealing covers such as Khatamband, Bandircom, Chargola, Latic, designs (woollen pingraz) based on geometrical form such as stars, lyzones etc.
Medium to be used: Water-colour, Pastel colours.

2.2 Drawing from cube, prism, cone, pyramid, cylinder in different angles showing deviation and plan according to scale.

2.3 Preparation of simple scale and diagonal scales, drawing from simple carpentery artices showing plan, side elevations such as paper trays, teapots, sitting garden benches, stool, chairs etc.

3. Three Dimensional or Sculptural Drawings: (18 marks)

3.1 Study of Basic forms in three dimensions in Pencil and charcoal.

3.2 Study of various mediums, tools and techniques for three dimensional drawings.

i) Study of natural man-made forms, human figures, birds, animals, vegetation and other objects asdesired by the students.

ii) Drawings of objects of day-to-day use in group and in different setting and arrangements.

iii) Architectural forms and other forms discovered by the students.

3. Assignment & Other things= (10 marks)

3.1 Assignment in two and three dimensional subjective forms utilization and functional art andcraft forms

3.2 Painting murals, poster designing and illustrations.

3.3 Drawing from memory.

4. Notebook & Attendance= (6 Marks)

5. Theory (30 marks)

- Parameters of Visual Analysis of given painting- Subject matter and motifs depicted in worksof art. (6 Marks)
- Introduction to Thangka Painting of Ladakh. (6 Marks)
- Life and works of Indian artists:
    1. Rabindranath Tagore
    2. S.H. Raza
    3. Amrita Shergil (6Marks)
- Basohli school of painting. (Introduction & Significance) (6 Marks)
- 14th century Indo-Islamic Architecture of Kashmir (Introduction & Significance) (6 Marks)

Scheme of Assessment of Theory = 30 marks

- Ten MCQs of 1 mark = 1x10=10 Marks
- Five very short type questions to be attempted out of six= 2x5=10 Marks
- Two long answer type questions to be attempted out of three = 5x2=10 Marks

WORK EXPERIENCE

M. Marks: 100

(The teacher will evaluate the students throughout the academic session)

The nature of essential activities at the secondary stage (Classes IX – X) will remain the same as proposed for class VI to VIII. However, their complexity will increase by adding more dimensions with a definite prevocational focus and on the job work.

1) Use of bus and railway time tables.
2) Milking of dairy animals.
3) Reception work in school.
4) Preparation & distribution of midday meal/snacks in composite schools.
5) Preparation of teaching aids preferable low cost/ no cost teaching/ learning material and equipment for self and lower classes.
6) Helping school authorities in organizing exhibitions, picnics, tour and excursions etc.
7) First aid activities like counting of pulse, taking of temperature and bandaging of wounds after their cleaning.
8) Helping traffic police regulation of traffic.
9) Plantation of shady/ fuel, ornamental/avenue trees.
10) Preparation of family budget and maintenance of daily household accounts
11) Acquaintance with common fertilizers and practices and their application with appropriate equipment.
12) Acquaintance with common pests and plant diseases and use of simple chemical and plant protection equipment.
13) Handling farm animals for feeding, washing or general examination.
14) Preparation of soak- pit for collecting liquid from the cattle shed.
15) Studying the nutrition and health status of people in a village/city, slum/tribal area.
16) Helping in community programmes and enhancing the nutrition. Health and environmental statusof the community through door-to-door contact programmes.
17) Digging branch latrines during festivals and maintaining them hygienically.
18) Participation in adult literacy programmes.
19) Helping in child- care.
20) Volunteer work in hospital and fairs, floods and famines and in an accident, etc

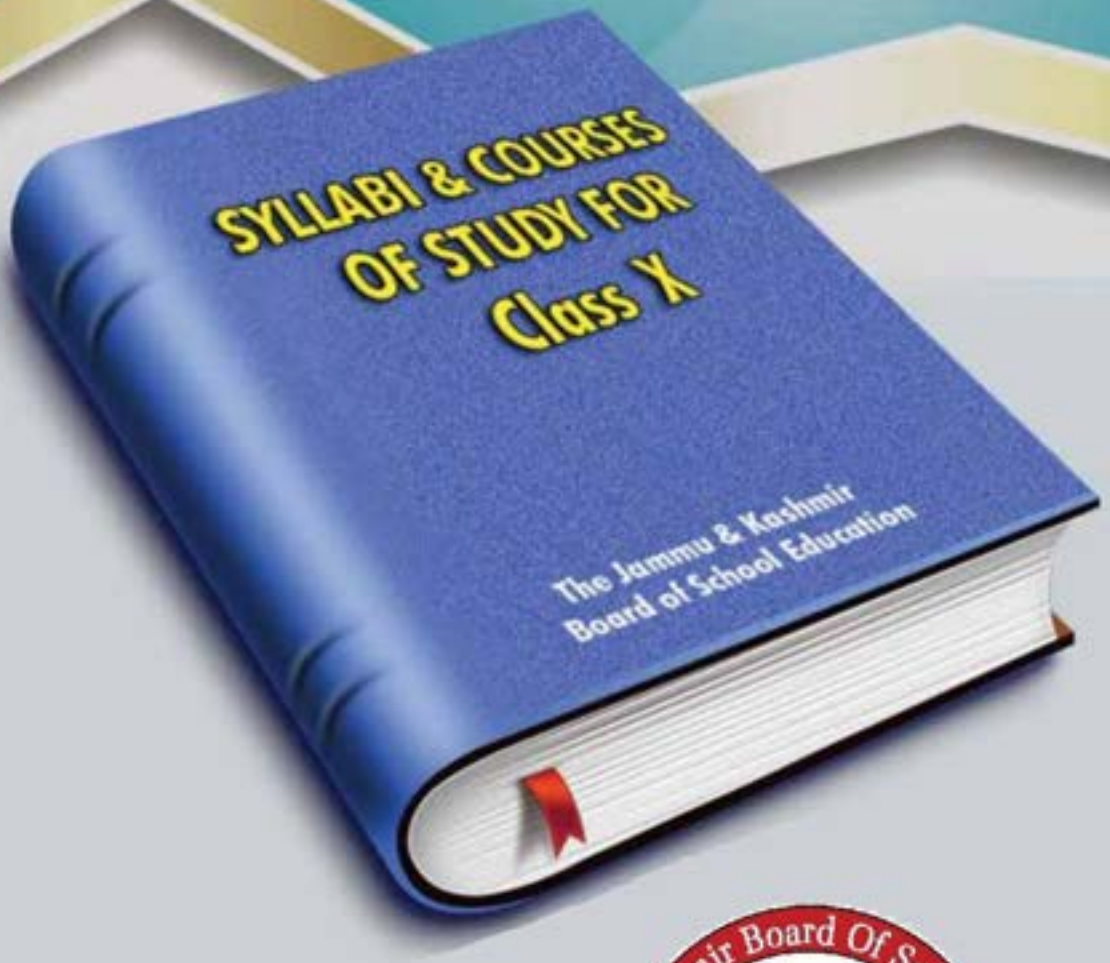
Note: Work practice at this stage may also take the form of project with sequential activities relatingto vocations in production or services sector. Each student should be required to take two projects in andoutside the school, depending upon the availability of resources and time. Students should be required in and outside the school depending upon the



availability of resource and time, select project in such a waythat at least two need areas are covered. The projects should provide vocational orientation.

A list of projects is given below

1. Raising of flowers, vegetables, plants and their seedlings in nurseries.
2. Repair and maintenance of equipment for plant protection.
3. Prefabrication of irrigation channels.
4. Developing plants by vegetative propagation- budding, grafting, cutting, layering, etc.
5. Raising poultry birds (1) for eggs, (2) for table purposes.
6. Making bakery and confectionery products.
7. Food preservation – making of jam, jelly, tomato, ketchup – pickles.
8. Project relating to non-conventional sources of energy – Sun, wind, tides, bio-gas, etc.
9. Cookery skills.
10. Bee – keeping, bottling and marketing of honey.
11. Silkworm rearing for sale or yarn making.
12. Mushroom cultivation for consumption, preservation or sale.
13. Fish rearing in small ponds.
14. Post – harvest technology and safe storage of food grains.
15. Use of bacterial fertilizers.
16. Preparation of milk products.
17. Plant protection against pests and diseases.
18. Soil testing reclamation measures.
19. Preparation of stationery items such as files, file- boards, registers, writing pads, stamping ink, etc.
20. Toeing and dyeing and screen- printing as commercial ventures.
21. Garment making
22. Repair and maintenance of domestic electrical gadgets.
23. Preparing electric extension boards for use in home/school or for sale.
24. Motor – winding as trade.
25. Photography- commercial.
26. Preparation of decoration pieces of a more sophisticated nature out of Plaster of Paris.
27. Mat and carpet weaving.
28. Doll- making.
29. Hand embroidery.
30. Typewriting with adequate proficiency.



Jammu and Kashmir Board of School Education

Rehari Colony, Jammu-Tawi/ New Campus, Bemina, Srinagar

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