

**History :**

- Ch-1. The Rise of Nationalism in Europe
- Ch-2. Nationalism in India
- Ch-3. The Making of Global world (1:1, 1:2, 1:3)
- Ch-5. Print Culture and the Modern world

**Geo :**

- Ch-1. Resources & Development
- Ch-2. Forest & Wildlife
- Ch-3. Water Resources
- Ch-4. Agriculture
- Ch-5. Minerals and energy resources
- Ch-6. Manufacturing Industries
- Ch-7 Life lines of national economy (only for Map)

**Civics : Ch-1 Power Sharing**

- Ch-2 Federalism
- Ch-3 Gender, Religion and Caste
- Ch-4 Political Parties
- Ch-5 Outcomes of Democracy

**Eco: Ch-1 Development**

- Ch-2 Sectors of the Indian economy
- Ch-3 Money & Credit
- Ch-4 Globalization & the Indian Economy (What is Globalisation & factors of Globalisation)
- Ch-5 Consumer rights (Protect work)

**FA-I**

- Civics : Ch-1
- Geo - Ch-1

**FA II**

- His. : Ch-2 - National of India
- Eco : Ch-1 - Development
- Ch-2 - Forest & Wildlife

**Mid Terms**

- His. Ch-2 & 5 Print culture and modern world
- Eco : Ch-1 & 2
- Civics : Ch-1, 2 & 4 (Gender Caste)
- Geo : Ch- 1 to 4

**Post Mid Terms (1)**

- His. - Ch.-2, 3, & 5
- Geo. - Ch- 1 to 5

**Post Mid Terms (2)**

- His. Ch-1, 2, 3 & 5
- Civics : Ch-1 to 5
- Geo. : Ch-1 to 6
- Eco : Ch-1 to 4

Class X - Project Work

10 periods

5 marks

Every student must undertake one project on ...

**Consumer Awareness OR Social Issues OR Sustainable Development****Objectives:**

- The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from an interdisciplinary perspective.
- It should also help in enhancing the Life Skills of the students.
- Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.
- If required, students may go out for collecting data and use different primary and secondary resources to prepare the project.
- If possible, various forms of art may be integrated in the project work.

The students will develop the following competencies:

- Collaboration
- Use analytical skills.
- Evaluate the situations during disasters.
- Synthesize the information.
- Find creative solutions.
- Strategies the order of solutions
- Use right communication skills

**Guidelines:**

The distribution of marks over different rubrics relating to Project Work is as follows:

S.No	Rubrics	Marks
a	Content accuracy, originality and collaborative skills	2
b	Competencies exhibited and Presentation	2
c	Viva	1

1. The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
2. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.

3. A Summary Report should be prepared highlighting:

- objectives realized through individual work and group interactions;
- calendar of activities;
- innovative ideas generated in the process
- list of questions asked in viva voce.

4. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

5. The Project Report can be handwritten or digital.

6. The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)

7. Must be done at school only as specific periods are allocated for project work.

8. The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show/story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.

9. Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Sub judice cases, if any or those involving RTI / Grievances may however be retained beyond three months.

### **LIST OF MAP ITEMS**

#### **History**

#### **Nationalism in India**

1. Congress sessions:

Sep - 1920 Calcutta

Dec - 1920 Nagpur

- 1927 Madras session

**II. 3 Satyagraha movements:**

- Kheda
- Champaran
- Ahmedabad mill workers

**III. Jallianwala Bagh****IV. Dandi March****Geography**

**Resources and Development - Identify Major Soil Types**

**Water Resources**

**Locating and Labeling:**

- Salal
- Bhakra Nangal
- Tehri
- Rana Pratap Sagar
- Sardar Sarovar
- Hirakund
- Nagarjun Sagar
- Tuhgabhadra

**Agriculture**

**Identify:**

- Major areas of Rice and Wheat
- Largest/Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute

**Minerals and Energy Resources**

**Identify:**

- a. Iron Ore mines
  - Mayurbhanj
  - Durg
  - Bailadila
  - Bellary
  - Kudremukh
- b. Coal Mines
  - Raniganj
  - Bokaro
  - Talcher

- Neyveli
- c. Oil Fields
  - Digboi
  - Naharkatia
  - Mumbai High
  - Bassien
  - Kalol
  - Ankaleshwar

#### **Locate and label: Power Plants**

- a. Thermal
  - Namrup
  - Singrauli
  - Ramagundam
- b. Nuclear
  - Narora, Kakrapar, Tarapur, Kalpakkam

#### **Manufacturing Industries**

##### **I. Manufacturing Industries**

(Locating and labeling only)

- Cotton textile Industries: a. Mumbai, b. Indore, c. Surat, d. Kanpur, e. Coimbatore
- Iron and Steel Plants: a. Durgapur, b. Bokaro, c. Jamshedpur, d. Bhilai, e. Vijayanagar, f. Salem
- Software technology Parks: a. Noida, b. Gandhinagar, c. Mumbai, d. Pune, e. Hyderabad, f. Bengaluru, g. Chennai, h. Thiruvananthapuram

#### **Lifelines of National Economy**

Locating and Labeling:

##### **a. Major Sea Ports**

Kandla, Mumbai, Marmagao, New Mangalore, Kochi, Tuticorin, Chennai, Visakhapatnam, Paradip, Haldia

##### **b. International Airports**

Amritsar (Raja Sansi-Sri Guru Ram Dasjee), Delhi (Indira Gandhi), Mumbai (Chhatrapati Shivaji), Chennai (Meenam Bakkam), Kolkata (Netaji Subhash Chandra Bose), Hyderabad (Rajiv Gandhi)

**Note: Items of Locating and Labelling may also be given for Identification.**

## Science PRACTICALS

**Practical should be conducted alongside the concepts taught in theory classes.**

### LIST OF EXPERIMENTS

1. A. Finding the pH of the following samples by using pH paper/universal indicator:

**Unit-I**

- (i) Dilute Hydrochloric Acid
- (ii) Dilute NaOH solution
- (iii) Dilute Ethanoic Acid solution
- (iv) Lemon juice
- (v) Water
- (vi) Dilute Hydrogen Carbonate solution

B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with:

**Unit-I**

- a) Litmus solution (Blue/Red)
- b) Zinc metal
- c) Solid sodium carbonate

2. Performing and observing the following reactions and classifying them into: Unit-I

- A. Combination reaction
- B. Decomposition reaction
- C. Displacement reaction
- D. Double displacement reaction
  - (i) Action of water on quicklime
  - (ii) Action of heat on ferrous sulphate crystals
  - (iii) Iron nails kept in copper sulphate solution
  - (iv) Reaction between sodium sulphate and barium chloride solutions

3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions:

**Unit-I**

- i)  $\text{ZnSO}_4(\text{aq})$
- ii)  $\text{FeSO}_4(\text{aq})$
- iii)  $\text{CuSO}_4(\text{aq})$
- iv)  $\text{Al}_2(\text{SO}_4)_3(\text{aq})$

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.

4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I. **Unit-IV**

5. Determination of the equivalent resistance of two resistors when connected in series and parallel. **Unit-IV**

6. Preparing a temporary mount of a leaf peel to show stomata. **Unit- II**

7. Experimentally show that carbon dioxide is given out during respiration. **Unit-II**

8. Study of the following properties of acetic acid (ethanoic acid): **Unit- I**

- i) Odour
- ii) solubility in water
- iii) effect on litmus
- iv) reaction with Sodium Hydrogen Carbonate

9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water. **Unit- I**

10. Determination of the focal length of:

- i) Concave mirror
- ii) Convex lens by obtaining the image of a distant object.

11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. **Unit - III**

12. Studying (a) binary fission in Amoeba, and (b) budding in yeast and Hydra with the help of prepared slides. **Unit-II**

13. Tracing the path of the rays of light through a glass prism. **Unit-III**

14. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean). **Unit-II**

**Science****FA-1**

Chemical Reaction & Equation  
Light (Till Reflection)  
Life process (Nutrition)

**FA-2**

Acid's Bases and Salts  
Light (Cont.)  
Life process (Cont.)

**SA-1**

Chapter : 1, 2, 5, 6, 9, 10 (All to new book)

**FA-3**

Metal and Non-Metal  
Electricity till ohm's law  
How do organism reproduce (Asexual Mode)

**FA-4**

Carbon and its compound  
Electricity (Cont.)  
How do organism reproduce (Cont.)

**SA-2**

Whole Syllabus



**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)**  
**CLASS – X**  
**2025-26**

**SECTION - WISE WEIGHTAGE**

Sections		Weightage
A	Reading Skills (40 periods)*	20 Marks
B	Writing Skills with Grammar (40 periods)*	20 Marks
C	Language through Literature (50 periods)*	40 Marks

\*This is a suggestive number.

**Section A**

**Reading Skills**

**I. Reading Comprehension through Unseen Passage** **20 Marks**

1. Discursive passage of 400-450 words. **(10 marks)**
2. Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words. **(10 marks)**

**(Total length of two passages to be 600-700 words)**

Multiple Choice Questions / Objective Type Questions, and Short Answer Questions (to be answered in 30-40 words) will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

**Section B**

**Writing Skills and Grammar**

**II Grammar** **10 Marks**

- Determiners
- Tenses
- Modals
- Subject – verb concord
- Reported speech
  - Commands and requests
  - Statements
  - Questions

3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar in context will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.

### III Writing Skills

**10 marks**

4. Writing a Formal Letter based on a given situation, in 100-120 words. One out of two questions is to be answered. **5 marks**
5. Writing an Analytical Paragraph in 100-120 words on a given Map/ Chart/ Graph/Cue/s. One out of two questions is to be answered. **5 marks**

### Section C

**40 Marks**

#### Language through Literature

#### IV. Reference to the Context

**(5+5 = 10 Marks)**

6. One extract out of two from Drama / Prose.
7. One extract out of two from poetry.

Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/ One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

#### V. Short & Very Long Answer Questions

**30 Marks**

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT to assess interpretation, analysis, inference and evaluation. **4x3=12 marks**
9. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation. **2x3=6 marks**
10. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the text. This can be a passage-based question taken from a situation/plot from the text. **6 marks**
11. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

**Prescribed Books: Published by NCERT, New Delhi****1. FIRST FLIGHT****A. Prose**

1. A Letter to God
2. Nelson Mandela - Long Walk to Freedom
3. Stories About Flying
4. From the Diary of Anne Frank
5. Glimpses of India
6. Mijbil the Otter
7. Madam Rides the Bus
8. The Sermon at Benares
9. The Proposal (Play)

**B. Poems**

1. Dust of Snow
2. Fire and Ice
3. A Tiger in the Zoo
4. How to Tell Wild Animals
5. The Ball Poem
6. Amanda!
7. The Trees
8. Fog
9. The Tale of Custard the Dragon
10. For Anne Gregory

**2. FOOTPRINTS WITHOUT FEET**

1. A Triumph of Surgery
2. The Thief's Story
3. The Midnight Visitor
4. A Question of Trust
5. Footprints Without Feet
6. The Making of a Scientist
7. The Necklace
8. Bholi
9. The Book that Saved the Earth

**3. WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS X) – Units 1 to 4 and Units 7 to 11****Note: Teachers are advised to:**

- (i) encourage interaction among peers, students and teachers through activities such as role play, discussions, group work etc.

- (ii) reduce teacher-talking time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- (iv) follow the Speaking and Listening activities given in the NCERT books.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skills to be assessed through a judicious mixture of different types of questions.

#### Marks 80

Sections	Competencies	Total marks
<b>Reading Comprehension</b>	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
<b>Writing Skills and Grammar</b>	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
<b>Language through Literature</b>	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
<b>Total</b>		<b>80</b>

For the details of Internal Assessment of 20 marks, please refer to the circular no. Acad-11/2019, dated March 06, 2019.

**UNIT- Test - 1**

First Flight

\*A letter to God

\*Dust &amp; Snow, Fire and Ice

Footprint without feet - A triumph &amp; Surgery

Writing skills - Letter to Editor

Grammar : Reported speech

**Unit Test-2**

First Flight

\*Nelson Mandela

\*A Tiger in the Zero

Footprint without fee - The Thief's Story

Writing Skills - Complaint letter

Grammar : Tense/Modals

**SA-1****First Flight**

1. Letter to God
2. Nelson Mandel
3. Two Stories about
4. Fromt the Diary of Anne Frank

**Poem**

\*Dust &amp; Show

\*Fire and Ice

\*A Tiger into Zoo

How to tell wild animals

The ball poem

**Footprint without feet**

1. A triumph of Surgery
2. The Thief's Story
3. The Midnight Visitor
4. A question of trust

**Writing Skills**

1. Letter

2. Data Analytical Paragraph

**Grammar**

Tense, Modals, Reported speech

**UNIT-3**

First Flight	Footprints without feet	Writing Skills	Grammar
1. Mijbil the otters 2. Amanda	*Footprints without feet	Placing order	Verb Concord

**UNIT-4**

1. Madam Rides the bus 2. The Trees	8 The making of a scientist	Enquiry letter	Reported Speech
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**SA-II**

*Mijbil the otter *Madam Rides the bus *The sermon at Benaras *The Proposal (Play) *Amanda *The Trees *Fog *The Tale of Custard the Dragon *For Anne Gregory	*Footprint without feet *The making of a scientist *The Necklace *Bholi *The Book that saved the earth	*Letters (All types) *Data Analytical Paragraph	*Verb Concord *Modal *Reports *Speech
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Final Syllabus = S.A.-1+S.A.-2 (All Syllabus)

## COURSE STRUCTURE CLASS -X

Units	Unit Name	Marks
I	NUMBER SYSTEMS	06
II	ALGEBRA	20
III	COORDINATE GEOMETRY	06
IV	GEOMETRY	15
V	TRIGONOMETRY	12
VI	MENSURATION	10
VII	STATISTICS & PROBABILITY	11
	Total	80

## UNIT I: 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  $n^{\text{th}}$  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° and 90°. Values of the trigonometric ratios of 30°, 45° and 60°. Relationships between the ratios.

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

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

**3. HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression. (10) Periods**

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.

**FA-1**

Ch-1 Real Numbers

Ch-2 Polynomials

**FA-2**

Ch-3 Pair of Linear Equations in two variables

Ch-4 Quadratic equations

Ch-8 Introduction to trigonometry

**1st Term:**

Ch-1, 2, 3, 4, 7, 8, 9, 13, 14

**FA-3**

Ch-5: Arithmetic progression

Ch-6: Triangles

**Final Term:**

Ch-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

## हिन्दी

## F.A.-1 (रचनात्मक मूल्यांकन-1)

पाठ-1 सूरदास के पद

पाठ-7 नेताजी का चश्मा

व्याकरण – रचना के आधार पर वाक्य के भेद

## F.A.-2 (रचनात्मक मूल्यांकन-2)

पाठ-2 राम-लक्ष्मण-परशुराम संवाद

पाठ-8 बालगोविन्द भगत

व्याकरण – वाच्य

## S.A.-1 (संकलित मूल्यांकन-1)

क्षितिज काव्य खण्ड

कृतिका – माता का आँचल

पाठ-1, 2, 3

पाठ-2 साना-साना हाथ

क्षितिज गद्य खण्ड

जोड़ी.....

पाठ-7, 8, 9

व्याकरण- रचना के आधार पर वाक्य के भेद, वाच्य पद परिचय और अलंकार

लेखन कौशल-

अनुच्छेद लेखन, औपचारिक तथा अनौपचारिक पत्र

स्ववृत्त लेखन औपचारिक ई-मेल लेखन, विज्ञापन

लेखन, संदेश लेखन।

## F.A.-3 (रचनात्मक मूल्यांकन-3)

पाठ-4 उत्साह और अट नहीं रहीं हैं।

पाठ-10 एक कहानी यह भी

व्याकरण – पद परिचय

## F.A.-4 (रचनात्मक मूल्यांकन-4)

पाठ-5 यह दंतुरित मुसकान और फसल

पाठ-11 नौवतखाने में इबादत

व्याकरण – अलंकार

समस्त पाठ्यक्रम – संकलित मूल्यांकन

एक – संकलित, मूल्यांकन – दो

क्षितिज गद्य खण्ड

क्षितिज काव्य खण्ड

पाठ-7, 8, 9, 10, 11, 12

पाठ-1, 2, 3, 4, 5, 6

कृतिका

पाठ-1, 2, 3

व्याकरण- रचना के आधार पर वाक्य के भेद, वाक्य, पद परिचय और अलंकार।

लेखन कौशल-

अनुच्छेद लेखन, औपचारिक अथवा अनौपचारिक पत्र

स्ववृत्त लेखन औपचारिक ई-मेल लेखन, विज्ञापन

लेखन, संदेश लेखन।

### रचनात्मक अभिव्यक्ति

#### अनुच्छेद लेखन

- पूर्णता – संबंधित विषय के सभी पक्षों को अनुच्छेद के सीमित आकार में संयोजित करना
- क्रमबद्धता- विचारों को क्रमबद्ध एवं तर्कसंगत विधि से प्रकट करना
- विषय-केंद्रित – प्रारंभ से अंत तक अनुच्छेद का एक सूत्र में बंधा होना

- **सामासिकता** – अनावश्यक विस्तार न देकर सीमित शब्दों में यथासंभव विषय से संबद्ध पूरी बात कहने का प्रयास करना

### पत्र लेखन

- अनौपचारिक पत्र विचार-विमर्श का ज़रिया, जिनमें मैत्रीपूर्ण भावना निहित, सरलता, संक्षिप्त और सादगी से भरी लेखन शैली
- औपचारिक पत्रों द्वारा दैनिक जीवन की विभिन्न स्थितियों में कार्य, व्यापार, संवाद, परामर्श, अनुरोध तथा सुझाव के लिए प्रभावी एवं स्पष्ट संप्रेषण क्षमता का विकास
- सरल और बोलचाल की भाषा शैली, उपयुक्त, सटीक शब्दों के प्रयोग, सीधे-सादे ढंग से विषय की स्पष्ट और प्रत्यक्ष प्रस्तुति
- प्रारूप की आवश्यक औपचारिकताओं के साथ सुस्पष्ट, सुलझे और क्रमबद्ध विचार आवश्यक; तथ्य, संक्षिप्तता और संपूर्णता के साथ प्रभावी प्रस्तुति

### विज्ञापन लेखन

(विज्ञापित वस्तु / विषय को केंद्र में रखते हुए)

- विज्ञापित वस्तु के विशिष्ट गुणों का उल्लेख
- आकर्षक लेखन शैली
- प्रस्तुति में नयापन, वर्तमान से जुड़ाव तथा दूसरों से भिन्नता
- विज्ञापन में आवश्यकतानुसार नारे (स्लोगन) का उपयोग
- विज्ञापन लेखन में बॉक्स, चित्र अथवा रंग का उपयोग अनिवार्य नहीं है, किंतु समय होने पर प्रस्तुति को प्रभावी बनाने के लिए इनका उपयोग किया जा सकता है।

### संवाद लेखन

(दी गई परिस्थितियों के आधार पर संवाद लेखन)

- सीमा के भीतर एक दूसरे से जुड़े सार्थक और उद्देश्यपूर्ण संवाद
- पात्रों के अनुकूल भाषा शैली
- कोष्ठक में वक्ता के हाव-भाव का संकेत
- संवाद लेखन के अंत तक विषय/मुद्दे पर वार्ता पूरी

### लघुकथा लेखन

(दिए गए विषय/शीर्षक आदि के आधार पर रचनात्मक सोच के साथ लघुकथा लेखन)

- कथात्मकता
- निरंतरता, जिज्ञासा/रोचकता/कल्पनाशीलता
- प्रभावी संवाद/ पात्रानुकूल संवाद

- रचनात्मकता/
- उद्देश्यपरकता

### संदेश लेखन

(शुभकामना, पर्व-त्योहारों एवं विशेष अवसरों पर दिए जाने वाले संदेश)

- विषय से संबद्धता
- संक्षिप्त और सारगर्भित
- भाषाई दक्षता एवं प्रस्तुति
- रचनात्मकता/सृजनात्मकता
- विषय के अनुकूल काव्य-पक्तियों का आंशिक उपयोग, किंतु इसकी अनिवार्यता नहीं

### ई-मेल लेखन

(विविध विषयों पर आधारित औपचारिक ई-मेल लेखन)

- बोधगम्य भाषा
- विषय से संबद्धता
- संक्षिप्त, स्पष्ट व सारगर्भित
- शिष्टाचार व औपचारिकताओं का निर्वाह

### स्ववृत्त लेखन

(उपलब्ध रिक्ति के लिए स्ववृत्त लेखन)

- स्पष्ट, संपूर्ण व व्यवस्थित
- नाम, जन्मतिथि, वर्तमान पता, शैक्षणिक योग्यता, अनुभव, अभिरुचियों, आत्मकथा, दूरभाष आदि का उल्लेख (परीक्षा में गोपनीयता का निर्वाह अपेक्षित)
- अन्य विशेष जानकारी/ योग्यता आदि

### सूचना लेखन

(औपचारिक शैली में व्यावहारिक जीवन से संबंधित विषयों पर आधारित सूचना लेखन)

- सरल एवं बोधगम्य भाषा
- विषय की स्पष्टता
- विषय से जुड़ी संपूर्ण जानकारी
- औपचारिक शिष्टाचार का निर्वाह