

SECONDARY SCHOOL CURRICULUM

Vol 1
Main Subjects

Effective from the academic session 2006-2007 of Class IX
and for the Board Examination (Class X) to be held in 2008



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2-Community Centre, Preet Vihar, Vikas Marg,

DELHI-110 092

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Note : The Board reserves the right to amend Syllabi and Courses as and when it deems necessary. The Schools are required to strictly follow the Syllabi and text books prescribed by the Board for the academic sessions and examinations concerned. No deviation is permissible.

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CONTENTS

Page

PART I : ELIGIBILITY AND SCHEME OF STUDIES

- | | |
|---|----|
| 1. Eligibility of Candidates | 1 |
| 2. Scheme of Examinations and Pass Criteria | 7 |
| 3. Scheme of Studies | 12 |

PART II : COURSES OF STUDIES

- | | |
|--|---------|
| 1. $\int_{-\infty}^{\infty} f(x) \delta(x-a) dx$, * | 19 |
| $\int_{-\infty}^{\infty} f(x) \delta(x-a) dx$ * | 27 |
| 2. English - Communicative | 33 |
| English - Language and Literature | 46 |
| 3. Mathematics | 54 |
| 4. Science and Technology | 64 |
| 5. Social Science | 72 |
| 6. Additional Subjects | 87 |
| 7. Subjects of Internal Assessment | 110 |
| 8. Pre-Vocational Education | 110 |
| 9. Work Education | 112 |
| 10. Art Education | 123 |
| 11. Physical and Health Education | 130 |
| 12. Framework for Special Adult Literacy Drive | 136 |
| Other Information | 139-140 |

Curriculum updating is a continuous process, and hence the Board brings out the revised curricula every year. It is obligatory for the Schools and the students preparing for the Board's examination of a particular year to follow the syllabi, courses and the books prescribed by it for that year. No deviation from the ones prescribed is permissible. All concerned are, therefore, strongly advised to purchase the curriculum prescribed for the year concerned from the CBSE Headquarters or its Regional Offices for their information and use. Orders with the required price and postage can be placed with the Store Keeper (Publications) at the Headquarters or with the Regional Officer of the Zone as the case may be. Readers are also advised to refer to the details given at the end of this publication. The syllabi and courses in Regional and Foreign Languages have been provided in the Volume II printed separately which is also a priced publication.

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **¹SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
 2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)
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THE CONSTITUTION OF INDIA

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties – It shall be the duty of every citizen of India-

- a) to abide the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- c) to uphold and protect the sovereignty, unity and integrity of India;
- d) to defend the country and render national service when called upon to do so;
- e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- f) to value and preserve the rich heritage of our composite culture;
- g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- i) to safeguard public property and to abjure violence;
- j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

1. ELIGIBILITY OF CANDIDATES

Admission of students to a School, Transfer/Migration of Students.

1. ADMISSION-GENERAL CONDITIONS

1.1 A student seeking admission to any class in a 'School' will be eligible for admission to that class only if he:-

- (i) has been studying in a school recognised by or affiliated to this Board or any other recognised Board of Secondary Education in India;
- (ii) has passed qualifying or equivalent qualifying examination making him eligible for admission to that class;
- (iii) satisfies the requirements of age limits (minimum & maximum) as determined by the State/U.T. Government and applicable to the place where the School is located;
- (iv) produces :-
 - (a) the School Leaving Certificate/Transfer Certificate signed by the Head of the Institution last attended and countersigned ;
 - (b) document(s) in support of his having passed the qualifying or equivalent qualifying examination, and
 - (c) The Date of Birth Certificate issued by the Registrar of Births and Deaths wherever existing as proof of date of birth.

Explanation:-

- (a) A person who has been studying in an institution, which is not recognised by this Board or by any other recognised Board of Secondary Education or by the State/U.T. Government of the concerned place, shall not be admitted to any class of a 'School' on the basis of Certificate(s) of such unrecognised institution(s) attended by him earlier.
 - (b) 'Qualifying Examination' means an examination -the passing of which makes a student eligible for admission to a particular class and 'equivalent examination' means-an examination conducted by any recognised Board of Secondary Education/Indian University or an institution recognised by or affiliated to such Board/University and is recognised by this Board equivalent to the corresponding examination conducted by this Board or conducted by a "School" affiliated to/recognised by this Board.
- 1.2** No student migrating from a school in a foreign country other than the school affiliated to this Board shall be eligible for admission unless an eligibility certificate in respect of such a student has been obtained from this Board. For obtaining eligibility certificate from the Board, the Principal of the School to which admission is being sought will submit to the Board full details of the case and relevant documents with his own remarks/recommendations. The eligibility certificate will be issued by the Board only after the Board is satisfied that the course of study undergone and examination passed is equivalent to the corresponding class of this Board.
- 1.3** No person who is under the sentence of rustication or is expelled from any Board/University/

School or is debarred from appearing in the examination for whatever reason by any Board/ University shall be admitted to any class in a School affiliated to this Board.

- 1.4 No student shall be admitted or promoted to any subsequent higher class in any school unless he has completed the regular course of study of the class to which he was admitted at the beginning of the academic session and has passed the examination at the end of the concerned academic session qualifying him for promotion to the next higher class.
- 1.5 No student shall be admitted in Class IX and above in a school affiliated with the Board after 31st day of August of the year except with prior permission of the Chairman, CBSE/ Competent Authority as may have been defined in the State/Union Territory Education Acts. The application for permission to grant admission after 31st of August shall be routed through the Principal of the school specifying the reasons which are unavoidable. The candidate shall complete the required percentage of attendance (75%) for Class IX & X as per Examination Bye-Laws of the Board to make him/her eligible for the examinations. In such cases where the admission by the candidate could not be taken in a higher class by the stipulated date because of the late declaration of result by the Board such permission would not be required, provided the candidate applied for admission within a fortnight of the declaration of the result.

2. ADMISSION : SPECIFIC REQUIREMENTS

- 2.1 Admission upto Class VIII (i.e. class VIII and below) shall be regulated by the rules, regulations, orders of the State/U.T. Governments applicable to the place where the school is located.
- 2.2 Admission to class IX in a school shall be opened only to such a student who has passed class VIII examination from an institution affiliated to this Board or to any recognised Board or is recognised by the Education Department of the Government of the State/U.T. in which such an institution is located.

ADMISSION TO CLASS X

- 2.3 As the syllabus prescribed at Secondary level is of two years integrated course, no admission shall be taken in Class X directly. Provided further that admission to Class X in a school shall be open only to such a student who :
 - (a) has completed a regular course of study for class IX and;
 - (b) has passed class IX examination from an institution affiliated to this Board.
 - (c) A student who has completed a regular course of study for Class IX and has passed Class IX examination from an institution recognised by/affiliated to any recognised Board in India, other than this Board, can be admitted to a school only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the student the mark sheet and the Transfer Certificate duly countersigned by the Educational Authorities of the Board concerned. In case of such admissions the schools would obtain post facto approval of the Board within one month of admission of the student.

3. ADMISSION PROCEDURE

- (i) Admission register in the form prescribed by the State Government concerned/Kendriya Vidyalaya Sangathan/Navodaya Vidyalaya Samiti as the case may be, shall be maintained by the "School" where the name of every student joining "the School" shall be entered.

- (ii) Successive numbers must be allotted to students on their admission and each student should retain this number throughout the whole of his career in the school. A student returning to the school after absence of any duration shall resume his original admission number.
- (iii) If a student applying for admission to a school has attended any other school, an authenticated copy of the Transfer Certificate in the format given in Examination Bye-Laws from his last school must be produced before his name can be entered in the Admission register.
- (iv) In no case shall a student be admitted into a class higher than that for which he is entitled according to the Transfer Certificate.
- (v) A student shall not be allowed to migrate from one "School" to another during the session after his name has been sent up for the examination of the Board. This condition may be waived only in special circumstances by the Chairman.
- (vi) A student leaving his school at the end of a session or who is permitted to leave school during the session shall on a payment of all dues, receive an authenticated copy of the Transfer Certificate up-to-date. A duplicate copy may be issued if the head of the institution is satisfied that the original is lost but it shall always be so marked.
- (vii) In case a student from an institution not affiliated to the Board seeks admission in a school affiliated to the Board, such a student shall produce a transfer certificate duly countersigned by an authority as indicated in the format given in Examination Bye-laws.
- (viii) If the statement made by the parent or guardian of a student or by the student himself/ herself if he/ she was major at the time of his/her admission to a school, is found to contain any wilful misrepresentation of facts regarding the student's career, the head of the institution may punish him/her as per provision of the Education Act of the State/Union Territory or Kendriya Vidyalaya Sangathan/Navodaya Vidyalaya Samiti rules, as the case may be respectively and report the matter to the Board.

4. ADMISSION TO EXAMINATIONS

General

No student who has been expelled or is under punishment or rustication or is debarred for appearing in or taking an examination for any reason whatsoever shall be admitted to any examination of the Board.

5. ACADEMIC QUALIFICATIONS FOR UNDERTAKING EXAMINATIONS :

A candidate for All India/Delhi Secondary School Examination should have:-

- (a) passed the Middle School Examination (Class VIII) of a Board or of an affiliated/ recognised school at least two years earlier than the year in which he would take Secondary School (Class X) Examination,
- (b) secured a grade higher than grade E in each of the subjects of internal assessment at the examination referred to at (a) above; and
- (c) passed the third language as per requirement laid down in the scheme of studies.

6. ADMISSION TO EXAMINATIONS : REGULAR CANDIDATES

All India/Delhi Secondary School Examination will be opened to such regular candidates who have submitted their duly completed application for admission to the concerned examination, and/or his name has been registered in the manner prescribed by the Board alongwith the prescribed

fee forwarded to the Controller of Examinations by the Head of the Institutions/School with the following duly certified by such Head :

- (i) that he possesses the academic qualifications as laid down in Examination Bye laws;
- (ii) that he has not passed equivalent or higher examination of any other Board or University;
- (iii) that he is on the active rolls of the School;
- (iv) that he has completed a “regular course of study” as defined and detailed in Examination Bye Laws in a school in the subjects in which he would appear in the examination;
- (v) that he bears a good moral character and is of good conduct; and
- (vi) that he satisfies all other provisions, applicable to him/her, of the Examination Bye laws and any other provision made by the Board governing admission to the examination concerned, if any.

- 6.1**
- (i) It is mandatory upon a school affiliated to Board to follow the Examination Bye-Laws of the Board in toto.
 - (ii) No affiliated school shall endeavour to present the candidates who are not on its roll nor will it present the candidates of its unaffiliated branch/school to any of the Board’s examinations.
 - (iii) If the Board has reasons to believe that an affiliated school is not following the subsection (i) and (ii) of this section, the Board will resort to penalties as deemed fit.

7. A REGULAR COURSE OF STUDY

- 7.1**
- (i) The expression “a regular course of study” referred to in the Examination Bye-laws means atleast 75% of attendance in the classes held; counted from the day of commencement of teaching of class X upto the 1st of the month preceding the month in which the examination of the Board commences. Candidates taking up subject(s) involving practicals shall also be required to have put in at least 75% of the total attendance for practical work in the subject in the laboratory. Head of Institutions shall not allow a candidate who has offered subject(s) involving practicals to take the practical examination(s) unless the candidates fulfil the attendance requirements as given in this Rule.
 - (ii) The candidates who had failed in the same examination in the preceding year and who rejoin class X shall be required to put in 75% of attendance calculated on the possible attendance from the 1st of the month following the publication of the results of that examination by the Board upto the 1st of the month preceding the month in which the examination of the Board commences
 - (iii) In the case of migration from other institution, attendance at the institution/school recognised by the Education Department of the State/Union Territory from which the candidate migrates will be taken into account in calculating the required percentage of attendance.

7.2 Requirement of Attendance in Subjects of Internal Assessment

- (i) No student from a School affiliated to the Board shall be eligible to take the examination unless he has completed 75% of attendance counted from the opening of class X upto

the 1st of the month preceding the month in which the examination commences in the subject of internal assessment.

- (ii) Exemption from W.E./ Art Education/P& HE may be granted to a candidate on medical grounds provided the application is supported by a certificate given by a Registered Medical Officer of the rank not below that of Asstt. Surgeon and forwarded by the Head of the School with his recommendations.
- (iii) The Chairman shall have powers to condone shortage of attendances in subjects of internal assessment.

8. RULES FOR CONDONATION OF SHORTAGE OF ATTENDANCE

- (i) If a candidate's attendance falls short of the prescribed percentage, the Head of the School may submit his name to the Board provisionally. If the candidate is still short of the required percentage of attendances within three weeks of the commencement of the examination, the Head of the institution shall report the case to the Regional Officer concerned immediately. If in the opinion of the Head of the institution, the candidate deserves special consideration, he may submit his recommendation to the Regional Officer concerned not later than three weeks before the commencement of the examination for condonation of shortage in attendance by the Chairman, CBSE, who may issue orders as he may deem proper. The Head of the School, in his letter requesting for condonation of shortage in attendance should give the maximum possible attendance by a student counted from the day of commencement of teaching of classes X (beginning of the session) upto the 1st of the month preceding the month in which the examination of the Board commences, attendance by the Candidate in question during the aforesaid period & the percentage of attendance by such candidate during the aforesaid period.
- (ii) Shortage upto 15% only may be condoned by the Chairman. Case of candidates with attendance below 60% in Class-X shall be considered for condonation of shortage of attendance by the Chairman only in exceptional circumstances created on medical grounds, such as candidate suffering from serious diseases like Cancer, AIDS, T.B. or any other disease or injury requiring long period of hospitalization.
- (iii) The Principal shall refer a case of shortage within the above prescribed limit of condonation to the Board, either with the recommendations or with valid reasons for not recommending the case.
- (iv) The following may be considered valid reasons for recommending the case of the candidate with attendance less than the prescribed percentage :-
 - (a) prolonged illness;
 - (b) loss of father/mother or some other such incident leading to his absence from the school and meriting special consideration; and
 - (c) any other reason of similar serious nature.

- (d) authorised participation in sponsored tournaments and Sports' meet of not less than inter school level and at NCC//NSS Camps including the days of journeys for such participation shall be counted as full attendance.

9. DETAINING OF ELIGIBLE CANDIDATES

In no case the Heads of affiliated schools shall detain eligible candidates from appearing at the examination.

10. PRIVATE CANDIDATES

Definition : Refer Examination Bye-Laws.

10.1 Persons eligible to appear as Private Candidates for Delhi Secondary School Examination :

The following categories of candidates shall be eligible to appear as private candidates at the Delhi Secondary School Examination of the Board in the syllabi and courses as prescribed for the examination concerned on the conditions as laid down below :-

- (a) candidates who had failed at the Delhi Secondary School Examination of the Board;
- (b) teachers serving in educational institutions affiliated to the Board; and
- (c) (i) Women candidates who are bonafide residents of the National Capital Territory of Delhi and satisfy the following additional conditions:-
 - (a) that they have privately pursued the prescribed course of study under proper guidance; and
 - (b) that they are unable to join a Secondary School affiliated to the Board or there are such other reasons compelling them to appear at the examinations as a private candidate.
- (ii) A Women student who has left an institution at a stage earlier than or in Class IX shall not be permitted to appear at the examination as a private candidate in a year earlier than in which she would have appeared, had she continued her studies in a recognised institution upto Secondary Examination.
- (d) Physically handicapped students on producing reasonable evidence of having difficulty to attend normal institutions in the subjects not involving practical training / examination.

10.2 Persons eligible to appear as Private Candidates for All India Secondary School Examination:

- (i) A candidate who had failed at the All India Secondary School Examination of the Board will be eligible to reappear at the subsequent examination as a private candidate in the syllabi and text books as prescribed for the examination of the year in which he will reappear.
- (ii) Teachers serving in educational institutions affiliated to the Board.

11. PROCEDURE FOR SUBMISSION OF APPLICATIONS OF PRIVATE CANDIDATES AT ALL INDIA/DELHI SECONDARY SCHOOL EXAMINATION

- (i) The application forms for teachers shall be countersigned by the Director of Education of the State/U.T. concerned and those of others by a member of the Governing Body of the Board or by the Head of an institution affiliated to the Board.
- (ii) A private candidate must submit within the prescribed date to the Regional Officer concerned, an application in the form prescribed together with the prescribed fee for the examination and three copies of the passport size photograph duly signed by the

- candidate and countersigned by one of the authorities mentioned at (i) above.
- (iii) If the application of a private candidate is received after the prescribed date, he shall pay late fee as prescribed.
 - (iv) When a private candidate's application for admission to the examination is rejected, the examination fee including late fee, if any, paid by him less Rs. 10/- or the amount as decided by Chairman from time to time will be refunded to him provided that in the case of candidates whose applications have been rejected on account of the candidates producing a false certificate or making false statement in the application, the full amount of fees shall be forfeited.
 - (v) Those regular candidates who have failed to obtain promotion to class X of the school affiliated to the Board or any other recognised Board shall not be admitted to the Delhi Secondary School Examination of the Board as private candidates.
 - (vi) Every year in the beginning of the session, the heads of schools shall send to the Regional Officer, Delhi, a list of female and handicapped students who have been detained in Class IX containing student's name, date of birth, name of his//her father or guardian and the place of residence.
 - (vii) Women Private Candidate shall not be allowed to offer Science with practical work, unless she has put in a regular course of study in an institution affiliated to the Board and produces a certificate to the effect to the satisfaction of the Board. However, not withstanding this condition they can offer Home-Science with Practical without such a certificate.
 - (viii) Private Candidates shall not be allowed to offer for their examination a subject (even if the subject is recognised for the examination) which is not being taught in an affiliated institution.

2. SCHEME OF EXAMINATIONS AND PASS CRITERIA

2.1 GENERAL CONDITIONS

- (i) The Scheme of Examinations and Pass Criteria for All India//Delhi Secondary School Examinations conducted by the Board, shall be as laid down from time to time.
- (ii) Class IX examination shall be conducted internally by the schools themselves.
- (iii) The Board will conduct the external examinations at the end of class X.
- (iv) Class X examination shall be based on the Syllabi as prescribed by the Board for class X from time to time.
- (v) Number of papers, duration of examination and marks for each subject/paper will be as specified in the curriculum for the year.
- (vi) The examination would be conducted in theory as well as in practicals, depending upon the nature of the subject(s) and the marks/grades allotted shall be as prescribed in the curriculum.
- (vii) Marks/grades shall be awarded for individual subjects and the aggregate marks shall not be given.

2.2 Grading

- (i) Assessment of theory/practical papers in external subjects shall be in numerical scores. In addition to numerical scores, the Board shall indicate grades in the marks sheets issued to the candidates in case of subjects of external examinations. In case of internal assessment subjects, only grades shall be shown.
- (ii) Letter grades on a nine-point scale shall be used for subjects of external examinations. However, for subjects of internal examination in Class X the assessment shall be made on a five point scale i.e. A,B,C,D and E.
- (iii) The grades shall be derived from scores in case of subjects of external examination. In case of subjects of internal assessment, they shall be awarded by the schools.
- (iv) The qualifying marks in each subject of external examination shall be 33% at Secondary School Examination.
- (v) For awarding the grades, the Board shall put all the passed students in a rank order and will award grades as follows :
 - A-1 Top 1/8th of the passed candidates
 - A-2 Next 1/8th of the passed candidates
 - B-1 Next 1/8th of the passed candidates
 - B-2 Next 1/8th of the passed candidates
 - C-1 Next 1/8th of the passed candidates
 - C-2 Next 1/8th of the passed candidates
 - D-1 Next 1/8th of the passed candidates
 - D-2 Next 1/8th of the passed candidates
 - E Failed candidates

Notes :-

- (a) Minor variations in proportion of candidates to adjust ties will be made.
- (b) In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.
- (c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- (d) In respect of subjects where total number of candidates passing a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

2.3 MERIT CERTIFICATES

- (i) The Board will award Merit Certificates in each subject to the top 0.1% of candidates passing the subject, provided that they have passed examination as per the pass criteria of the Board.
- (ii) The number of Merit Certificates in a subject will be determined by rounding of the number of candidates passing the subject to the nearest multiple of thousand. If the number of candidates passing a subject is less than 500, no merit certificate will be issued.
- (iii) In the matter of tie, if one student gets a Merit certificate, all candidates getting that score will get the Merit Certificate.

2.4 SCHEME OF EXAMINATIONS

- (i) Assessment in the following subjects will be undertaken by the schools themselves in terms of grades on a five-point scale (i.e. A,B,C,D & E)
- 1 Work Experience
 - 1 Art Education
 - 1 Physical and Health Education
- (ii) The evaluation for subjects of internal assessment shall be based on cumulative record of the candidate during his/her continuous assessment in the school.
- (iii) Schools are expected to maintain regular records of student's achievement and progress. These records are subject to scrutiny by the Board when it deems fit. As per the notification of the Board, the schools shall issue the Certificate of School Based Evaluation at the end of class X.
- (iv) Rest of the subjects of study not mentioned under sub-clause (i) shall be externally examined by the Board. Details of question papers, marks and duration are given below :-

S.No.	Subject	No. of Question Papers	Max. Marks	Duration
1.	Language I	1	100	3 hours
2.	Language II	1	100	3 hours
3.	Mathematics	1	100	3 hours
4.	Science and Technology	1 (Theory)*	75	3 hours
5.	Social Science	1	80 [#]	3 hours
Additional Subjects				
	(i) Commerce (Elements of Business OR Elements of Book Keeping Accountancy OR Typewriting English OR Typewriting Hindi)	1	100/25*	3 hours
	(ii) Painting	1	100	3 hours
	(iii) Music	1 (Theory)*	25	2 hours
	(iv) Home Science	1 (Theory)*	75	3 hours
	(v) Introductory Information Technology	1 (Theory)*	40	3 hours

20(Twenty) Marks are assigned for internal assessment

Notes :

1. *Practicals in Science and Technology (25 marks), Music (75 marks), Home Science (25 marks), Introductory Information Technology (60 marks), Typewriting** as one of the optional under Commerce (75 marks) will be conducted by the schools and marks will be reported to the Board. For further details about options available and breakup of marks please refer to the syllabi of the discipline concerned.
2. In social science, twenty marks are assigned for internal assessment which will be carried out by the school as per guidelines given by the Board.

3. The candidates from recognised school having physical deformity or otherwise unable to take part in Work Education, Physical and Health Education and Art Education may be granted exemption by the Chairman of the Board on the recommendation of the Head of Institution on the merit of each case. Request for exemption should be supported by documentary evidence like Medical Certificate from a Medical Officer not below the rank of an Assistant Surgeon.
4. Private/Patrachar Vidyalaya and candidates sponsored by Adult School shall be exempted from the subject of internal assessment.
5. Heads of all affiliated institutions shall be required to issue "Certificate of School Based Evaluation" covering co-cognitive and other related areas of learning based on continuous and comprehensive evaluation of students who will be completing a course of study of ten years.

2.4.1 Pass Criteria

- (i) A candidate will be eligible to get the pass certificate of the Board, if he/she gets a grade higher than E in all subjects of internal assessment unless he/she is exempted. Failing this, the result of the external examination will be withheld but not for a period of more than one year.
- (ii) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. at least 33% marks) in all the five subjects of external examination in the main or at the compartmental examinations. The pass marks in each subject of external examination shall be 33%.
- (iii) No overall division/distinction/aggregate shall be awarded.
- (iv) In respect of a candidate offering an additional subject, the following norms shall be applied :-
 - (a) a language offered as an additional subject may replace a language in the event of a candidate failing in the same provided after replacement the candidate has English/Hindi as one of the languages; and
 - (b) the replacement shall satisfy the conditions as laid down in the Scheme of Studies.
- (v) Candidates exempted from one or more subjects of internal examination shall be eligible for appearing in external examination and result shall be declared subject to fulfilment of other conditions laid down in the Pass Criteria.

2.4.2. Eligibility for Compartment

A Candidate failing in two of the five subjects of external examination shall be placed in compartment in those subjects provided he/she qualifies in all the subjects of internal assessment.

2.5 COMPARTMENT EXAMINATION

- (i) A candidate placed in compartment may reappear at the compartmental examination to be held in July/August and may avail himself/herself of the second chance in March/ April next year and may further avail himself/herself of the third chance at the compartmental examination to be held in July/August of that year. The candidate will be declared 'Pass' provided he/she qualifies the compartmental subject/subjects in which he/she had failed.
- (ii) A candidate who does not appear or fails at one or all the chances of compartment shall be treated to have failed in the examination and shall be required to reappear in all the subjects at the subse-

quent annual examination of the Board as per syllabi and courses laid down for the examination concerned in order to pass the examination. The candidate shall have the option to appear at the practical examination in the subjects involving practical or retain their previous marks in one more annual examination after the 3rd chance compartment.

- (iii) Syllabi and Courses for the Compartmental Candidates in March Examination shall be the same as applicable to the candidates of full subjects appearing at the examination.
- (iv) A candidate placed in compartment shall be allowed to appear only in those subjects in which he/she has been placed in compartment at the Second Chance Compartmental Examination to be held in March/April next year.
- (v) For subjects involving practical work, in case the candidate has passed in practical at the main examination he/she shall appear only in theory part and previous practical marks will be carried forward and accounted for. In case a candidate has failed in practical he / she shall have to appear in theory and practical both irrespective of the fact that he / she has already cleared the theory examination.

2.6 RETENTION OF PRACTICAL MARKS IN RESPECT OF FAILURE CANDIDATES

A candidate who has failed in the examination in the first attempt shall be required to re-appear in all the subjects at the subsequent annual examination of the Board. **He/she shall appear only in theory part and his/her previous practical marks will be carried forward and accounted for if he/she has passed in practical.** In case a candidate has failed in practical he/she shall have to appear in theory and practical both. If he/she fails to pass the examination in two consecutive years **after the first attempt**, he/she shall have to reappear in all the subjects including practical.

2.7 IMPROVEMENT OF PERFORMANCE

AMENDED RULE 44.2 (i) A candidate who has passed Secondary School Examination of the Board may reappear at the examination for improvement of performance in the main examination in succeeding year only, provided he/she has not pursued higher studies in the mean time. He/she shall appear as a private candidate. Those reappearing in the whole examination may appear as regular candidates also. The candidate(s) appearing for improvement of performance in the examination can appear in the subject(s) only in which they have been declared pass but not in the subject in which they have been declared fail.

- (ii) A candidate appearing for improvement in subject(s) involving practical shall appear only in theory and previous practical marks shall be carried forward and accounted for.
- (iii) A candidate appearing for Improvement of performance in one or more subjects can not appear for additional subject simultaneously.

AMENDED RULE 44.2 (iv) Candidates who appear for improvement of performance will be issued only Statement of Marks reflecting the marks of the improvement examination.

2.8 Patrachar Vidyalaya Candidates

- (i) Patrachar Vidyalaya Candidates for Secondary School Examination will be required to offer two languages as laid down in the Scheme of Examination but will be allowed to offer Home Science, Commerce in place of Mathematics and Science.

- (ii) Patrachar Vidyalaya Candidates for Secondary School Examinations from outside Delhi shall not be allowed to offer subjects involving practical work.

2.9 EXEMPTION TO SPASTIC, BLIND, DYSLEXIC AND PHYSICALLY HANDICAPPED CANDIDATES

Dyslexic, Spastic candidates and candidates with visual and hearing impairment have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four of following subjects be offered :-

Mathematics, Science and Technology, Social Science, another language, Music, Painting, Home Science and Introductory Information Technology.

2.10 EXAMINATION BYE-LAWS

Rest of the conditions for appearing in the examination shall be as laid down in the Examination Bye-Laws of the Board from time to time.

3. SCHEME OF STUDIES

3.1 SUBJECT OF STUDIES

The learning areas will include :

- (1) and (2) Two Languages out of :

Hindi, English, Assamese, Bengali, Gujrati, Kannada, Kashmiri, Marathi, Malayalam Manipuri, Oriya, Punjabi, Sindhi, Tamil, Telugu, Urdu, Lepcha, Limbu, Bhutia, Sanskrit Arabic, Persian, French, German, Portuguese, Russian, Spanish, Nepali, Tibetan and Mizo, (Please also refer to notes) (i), (ii) and (iii)

- (3) Mathematics
(4) Science and Technology
(5) Social Science
(6) Work Education or Pre-Vocational Education
(7) Art Education
(8) Physical and Health Education

3.2 ADDITIONAL SUBJECTS

Students may offer any one of the following as an additional subject :

Language other than the two compulsory languages (offered as subjects of study)

OR

Commerce, Painting, Music, Home Science or Introductory Information Technology.

NOTES

- (i) It is expected that all the students would have studied three languages upto class VIII. Those students who could not clear the third language in class VIII, and have been promoted to class IX shall be examined by the schools concerned at the end of class IX in the same syllabus and text books as are prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear at the Secondary School Examination of the Board at the end of class X unless he/she has cleared the third language.

- (ii) Hindi and English must be two of the three languages to be offered as stated in the note. (i) above. Hindi and English must have been studied at least upto class VIII.
- (iii) Hindi and English must be one of the two languages to be studied in class IX and X Hindi and English can also be offered simultaneously. In Hindi and English, two courses have been provided for class IX and X keeping in view the varying background of the student. A student may either opt Communicative-English (Subject Code 101) or English Language and Literature (Subject Code 184). Similarly, in Hindi, a student may either opt for Hindi A or Hindi B.

3.3 INSTRUCTIONAL TIME

Assuming an academic week consisting of 45 periods of 40 minutes duration each, the broad distribution of periods per week will be as follows :

Subjects	Suggested periods for Class X
Language I	7
Language II	6
Mathematics	7
Science and Technology	9
Social Science	9
Work Education or Pre-Vocational Education (Please refer to the note on page 91)	3+2*/6
Art Education	2
Physical and Health Education	2

*Time Expected to be spent outside school hours.

Note : While designing the courses it has been presumed that, given margin for vacations, public holidays and other contingencies, a minimum of 30 weeks of teaching time will be available in each session for actual instructional transaction. Accordingly the distribution of periods over units and sub-units has been done which is only suggestive in character. The school, keeping the overall number of periods in each subject/area the same, may assign more or less number of periods to individual units according to their relative importance, if thought necessary. The distribution of marks over each unit (unit wise weightage), is however, prescriptive hence shall remain, unchanged.

3.4 SPECIAL ADULT LITERACY DRIVE (SALD)

In pursuance of the objectives of National Literacy Mission, Govt. of India, Special Adult Literacy programme has been taken up by the Board from the academic session 1991-92 beginning with classes IX & XI as special measure to remove illiteracy through mass involvement of students. This has been termed as SALD. The SALD has been made an integral part of prescribed curriculum and incorporated in work-education as an essential component. Framework for SALD is given in Appendix 'A'.

3.5 SPECIAL PROVISIONS

3.5.1 Provision for the Patrachar Vidyalaya Candidates

- (a) The Patrachar Vidyalaya candidates are allowed to offer Home Science and Commerce in place of Mathematics and Science and Technology.
- (b) The Patrachar Vidyalaya Candidates from outside Delhi are, however, not allowed to offer subjects involving practical work.

3.5.2 Provision for Candidates with Visual and Hearing Impairment

The candidates with visual and hearing impairment have the option of studying one compulsory language as against two. This language should be in correspondence with the overall spirit of the Language Teaching Scheme of the Board on the previous pages besides one language, any four of the following subjects may be offered :

Maths, Science and Technology, Social Science, Other language
Music, Painting and Home Science.

3.6 MEDIUM OF INSTRUCTION

The medium of instruction in general in all the schools affiliated with the Board shall either be Hindi or English.

RULES FOR CHANGE IN SUBJECT

- (i) No candidate shall be permitted to change his subject of study after passing class IX as the case may be.
- (ii) The candidate shall not offer a subject in class X which he has not studied and passed in class IX.
- (iii) Not with standing anything contained in the rules above, Chairman shall have the powers to allow a change in subject(s) to avoid undue hardship to the candidate provided such a request for change is made before 30th September.

ADDITIONAL SUBJECT(S)

- (i) A candidate who has passed the Secondary / Senior School Certificate Examination of the Board may offer an additional subject as a private candidate provided the additional subject is provided in the Scheme of Studies and is offered within SIX YEARS of passing the examination of the Board. **No exemption from time limit will be given after six years.** Facility to appear in additional subject will be available at the annual examination only.
- (ii) However, candidates appearing in six subjects at the Senior School Certificate Examination having been declared "Pass" by virtue of securing pass marks in five subjects as per Rule 40.1 (iv) may appear in the failing subject (Sixth subject) at the Compartment Examination to be held in July/ August the same year.

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d{kk IX-X

uchad{kkesarfk[lygksusdys fo|kFkZchHk`k 'kS}hvksj fopkj ds/ dk ,silvk/kj cuppogksrkogS fõmls mlõs Hkkf`kdnk; js ds foLrkj vksj ospkfjd le`f/4ds fy, T+k: jh lalk/u eggS;kdjk, tk, ;A ekè; fedLrj rd vksvks fo|kFkZ fd`kksj gksx;kgksrkogsvksjmlesadxsus i<+us] fy[kus ds lkFk&lkFk vkykspkRedn`fVfoflrgksus yxrhgSAHk`kks ds lkSan; kZRed i{k] dFkRedk@xhkRedk] v[kdjh le> 'kGhchwljh 'kfdR;ksa ds dhpvarj] jktuSfird psruk] lkekftd psruk dk foodl] mlesa cPps dh viuh vfLerk dk lanHkZ vksj vko' ; dkk ds vuqLkj mi;qDr Hk`k&iz;ksx] 'kRksa ds lqppafir bRsekj] Hk`kks dh fu;e`/4iz`fir vkfn ls fo|kFkZ ifjifrgks tkrkgsA bruk ghugha og foFHU fo/kksavksj vfHkO; fDr dh vusd 'kSfy;ksa ls Hkh dfoiQgksrkogS Avc fo|kFkZ chi<ktZ vkl imkSl] jkT; &ns'kch lhk dks ya?krs gg, osf'od f[kfir rd iQSytkrhgSA bu cPps achmofu; kesa lekpkj] [ksy] fiQverFkk vU; dkkksa ds lkFk&lkFk i=k&if=kdk, ; vksj vxx&vxx rjg dh fdkksa Hkh izos'k ikpphgksrhgSA

bl Lrj ij ekr`Hk`k fganhk`vè; ;u lkfgR;d] lkaNfir d vksj O;kogkfjd Hk`kks ds :i esa dNbl rjg ls gks fd mPprj ekè; fedLrj rd igpprs&igpprs ;g fo|kFkZ;ksa dh igku] vkRefo' dkl vksj foe'kZ chHk`kks cu ldsA iz;kl ;g Hkh gksk fd fo|kFkZ Hk`kks ds fyf[kr iz;ksx ds lkFk&lkFk lgt vksj ldkFk fodekSf[kd vfHkO; fDr esa Hkh l{kegs ldsA

bl ikB-;Øe ds vè; ;u ls

- (i) fo|kFkZ vxs Lrjksa ij viuh #fopvksj vko' ; dkk ds vuq:i fganh chi<ktZ dj ldsaxs rFkk fganh esa dksyus vksj fy[kusa l{kegs ldsaxA
- (ii) viuh Hk`kkn[krk ds pyrs mPprj ekè; fedLrj ij fdkku] lekt fdkku vksj vU; ikB-;Øe ks a ds lkFk lgt lac/k (varlta/) lFkkfir dj ldsaxA
- (iii) nSfudO;ogkj] vkonsu i=k fy[kus] vxx&vxx fõleds i=k fy[kus] rkj (Vsfyxke) fy[kus] izkFkfeh rtZ dj kus bR;kfinesa l{kegs ldsA
- (iv) mPprj ekè; fedLrj ij igppdj foFHU iz;ofDr;ksa chHk`kks ds }kjk muesa orZeku varjlaca/ dks le> ldsA
- (v) fganh esa [krk ds osvU; Hk`k&lajpukksa ch le> foFlrdjus ds fy, bRsekj dj ldsaxs] lFkkukarfjr dj ldsaxA

d{kk IX-X ekr`Hk`kks ds :i esa fganh f`k[k.k ds mÍs'; %

- d{kk vkBrdvftZr Hkkf`kdkS'kyksa (lquk] dksyuk] i<+uk] fy[kuk vksj fparu) dknÜkjksÜkj foodlA
- l`tukRed lkfgR; ds vkykspkRed vkLokn dh {kerk dk foodlA
- lora=k vksj eksf[kd :i ls viuh fopkjksa ch vfHkO; fDr dk foodlA

- Kkuds fofHkuvuq'kkluksads foe'kZchHk'kkds :i esa fgarhch.fof'k"Vizñfr ,ca {kerkdkds/ djkuA
- lkfgR; ch.izHkkoqjh {kerkdkmi;ksxdjrsqg, lHh.izdkj ch.fofo/rkksa (jk"Vh;rkksa) /eZ] fyax] Hk'kk) ds izfr ldj]RedvSj laonu'khyjcs;sck.foklA
- tkfr] /eZ] fyax] jk"Vh;rkksa] {skvkfnls.lacaf/r.iwZzgsads;prsch.fk+;ksachHk'kdvfHk;fDr;ksa ds izfr ltxkA
- fons'khHk'kkksa.lesrxSj fgarhHk'kkksach.lañfrch.fofo/rk.lsisfjp;A
- O;kogkfjdvkSj nSfud.thu.esa.fofo/ foLechvfHk;fDr;ksachekSE[kdo.fyf[kr {kerkdk.foklA
- lapkj èè;eksa (fiza/vkSj bysD^kñfud) esa.iz;qDr.fgarhch.izñfr.lsvoxrdjkkvkSj u,&, rjns ls iz;ksxdjus ch {kerk.lsisfjp;A
- l?ku.fo'ys"K.k] lora.kvfHk;fDr.vkSj rdZ {kerkdk.foklA
- vewZuch.iwZvftZr {kerkksadkñkjSukj.foklA
- Hk'kk.esa.ekStwn.fgalk.ch.lajjukksach.le>dk.foklA
- eHksn] fojks/vkSjVj.kochifjffkfr;ksa.esa.Hk'kk'kkds.laonu'khyvkSj rdZiw.kZlrsdy.ls 'kafriw.kZ laon.ch {kerkdk.foklA
- Hk'kk.ch.lekos'khvkSj cggHk'kd.izñfr ds izfr ,sfrgflduHkfj, dk.foklA
- 'kkjh.fjdvkSj wU; lHh.izdkj ch.pukSfr;ksa ck.lk.kudj jgs cPksa.esa.Hk'kd {kerkksads.fokl.ch.muh.viuh.fof'k"VxfrvkSj izfrHk'kch.igkuA

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1 dko; vkSj x| lazgj HkksG1 vkSj HkksG2

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3 vè;kidsads ladsf/r iqrd&. (blesa.fofHku.fo/kksa.lslacaf/r.f'k[k.k&qDr;ksa ck.ifjp; gksxhA) bl iqrd esa Hk'kk'kk vkSj O;kdj.k.lsisfjfor.djkus ch.ubZ.rduhd ij Hk'kppkZ gksxhA bl iqrd esa

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ftlls fo|kFkZ vck/ :i ls fuk f>>d fyf [kr vSj ekSf [kd vfHkO; fDr djs esa mRlkg dk vuqHko djsA
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- xyr ls lgh fn'kk dh vSj igqpus dk iz;kl gksA fo|kFkZ Lora k vSj vckè :i ls fyf [kr vSj ekSf [kd
vfHkO; fDr djsA vxj dgha Hkwy gksrh gS rks vè;kid ds viuh vè;kiu 'kSjh esa ifjorZu dh vko' ;dk
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- ,sls f'k{k.k&frangksa dh igkuch tk, ftlls d{kkesa fo|kFkZ fu jarj lfD; Hk'kk jh dh vSj vè;kid
Hk hbl izfD;kesa muk lkFk h usA
- gj Hk'kk dk viuk ,d fu;evSj O;kdj .k gksrk gSA Hk'kk dh bl izñfr dh igkud jkus esa ifjos'kxr
vSj ikBr laHk st dk gh iz;ksx djuk p kfg,A ;giw jh izfD;k ,silhg sa h p kfg, fd fo|kFkZ Lo;ads 'ks/
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- 'k kjh fjdck/vzr fo|kFkZ;ksa ds fy, mi;qDr f'k{k.k&lkezh d k b r seky fd;k tk, r f k k f d l h Hk iz dk j
ls n Uga vU; fo|kFkZ;ksa ls derj ;kvyxu le k tk,A
- d{kkesa vè;kid ds gj izdkj dh fofHkUr k vSj (tsaMj] tkfr] oZ] /eZ) ds izfr ldkj Red vSj
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- ijaijklspysvkjgsegkojksa] djojksa (tsals] jkuh :Baxh rks viuk logkysah) vkfnd s T+kfj, fofHkU
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- èè; dkjhudO; dh Hk'kk ds eZ ls fo|kFkZ dk ifjop; dkjus ds fy, T+k: jhgksk fd f d r k s a e s v k,
dkO;ka'kksa ch laxhr% iz l r qfr;ksa ds vM;ks schM;ks d s l s v r S;kj fd, tk, ;Avj vk l kuh ls d s d Z
xk;dèk f;dk feys rks d{kkesa èè;dkyhu lkfgR; ds vè;kiu&f'k{k.k. esa mlls em y h tkuh p kfg,A

- o`ÙkfpkksavkSj iQnpj fiQðksads f'k{k.k}lkexhdsrkSj ij bRsekydjusdhT+k:jrgSAuds izn'kZudsØ esabu ij yxkrkj dkpnr dsT+kfj, flusks ds ekè;e ls Hkk"kk ds iz;ksx dh fof'k"Vrk dh igkudjktZ tk ldh gS vkSj fgarh dh vyx&vyxNMk fn[kktZ tk ldh gSA
- d{kksesa fliQZ ,dikB-;iqLrd dh HkSfrdmiflEkfr ls csgrj ;g gS f'k{k}kd ds gkFk esa rjg&rjg dh ikB-;lkexhds fo|kFkZns[k ldsavkSj f'k{k}dmuk d{kksesa vyx&vyx ekSksa ij bRsekydj ldsA
- Hkk"kk yxkrkj xzg.kdjus dh fØ;k esa curh gS] bls izn'kZ rdjus dk ,drjrk ;g Hkh gS fd f'k{k}d [kq ;g fl[kk ldsafdos Hk 'kFks'k' lkgp;ds'k' laHkZ zaFk dh yxkrkj emys jgs gSA bls fo|kFkZ;ksa esa buds bRsekydjus dks ysdj rRijrk <+sHAvugku ds vkèkj ij fudVre vFkZ rd igppdj laq'Vgksus dh txg os vf/dre vFkZ dh [kksst djus dk vFkZ le> tk, axSA bls 'kChksa dh vyx&vyx jaxr dk irkpsk] os 'kChksa ds dgjhdvarj ds izfr vkSj ltxgk ik, axSA

O;kdj jkfcng

fo|kFkZ;ksadsekr Hkk"kk ds laHkZ esa O;kdj.k ds fofHkui{ksadk ifj; d{k}kll ls gh feyus yxkgSA fgarh Hkk"kkesa bui{ksavkSj fgarh dh viuh Hkk"kk xr fof'k"Vrk ksadh ppZ ikB-;iqLrd vkSj vU; f'k{k.k}lkexhds le¼ laHkZ esa ch tkh pfg, Au ps d{k}kVI ls X ds fy, d}NO;kdjf.kd fcng fn, x, gsa ftUgsa d{k}k;k fofHkuij.kksa ds Øe esa gh a j[kk;k gSA

lajpuk vkSj vFkZ ds Lrj ij Hkk"kk dh fof'k"Vrk ksadh ifjf/ buO;kdjf.kd fcngksa ls dg h avfèd foLr`rgSA os fcng bu fof'k"Vrk ksadh laSr Hkj gsa ftu dh ppZ ikB ds lgt laHkZ esa vkSj d}ksa ds vklikl miyC/ Hkk"kk;h ifjos'k dks è;kuesa j[kks g; ch tkh pfg, A

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- la{k} loÙke] fo'ks"kk] fØ;k] fØ;kfo'ys"kk
- fyax] qpu] dky
- ima/ esa fyax vkSj qudk fo'ks"kk ij izHko
- dD; esa d}kZ vkSj dèZ ds fyax vkSj qudk fØ;k ij izHko
- ijlxZ] ^us* dk fØ;k ij izHko
- vdsZd] ldsZd] f]dsZd] izsj.kkFkZd
- l]j] la;qDr] feJ dD;
- dr`ZdkP;] dèZdkP;
- leqPp;ds/d 'kCh vkSj vU; &vfokjh 'kCh
- i;kZ;dqh] foykse] lek] vsd kFkZ] Jofrle fHkUkFkZd 'kCh] egjrojs

**1- fganh ikB~;Øe & ^,*
(ðksM la- & 002)
d[ðks9**

,d iz'ui=k%

le; & 3 ?kavS

iw.kæd100

(d)	vifBr x ka'k	20
([k)	jpuk	15
(x)	O;kogkfjð&O;kðj.k	15
(ðk)	ikB~;ðiqLrðsa%f(ðfit	30
	iwjð&iqLrd	10
(Ä)	e:SF[ð&vfkO;ðr	10

[k.M d & vifBr x|ka'k

20 vad

- 1 rksx|ak% (i) lkfgfR;dx|ka'k (450 ls 700 'kCh) 12
- 2 (ii) o.kZukRedx|ka'k (yxHkx 400 'kCh) 8

mi;qDrx|ka'ksa ls 'kh'kZðkqkko fo'k;&drgkdcs/]Hkf"kd lajukvfn ij vfry:kWkjRediz'u iwðk;psA

[k.M [k & jpuk

15 vad

- 3 (i) ladsr fcaqksa ij vk/kfjr fdlh ,dvk/qfud fo'k; ij yxHkx 200 'kChksa esa fuaè&ys[kuA 10
- 4 (ii) ladsr&ys[ku@i=k&ys[ku 5

[k.M x & O;kogkfjð&O;kðj.k

15

- 5 (i) fo's'k.k] fyaxvSj quak fo's'k.k ij izHko 3
- 6 (ii) ijlxZ ^us* dk f0;k ij izHko 3
- 7 (iii) ckD;&jpuk & l jyvksj la;qDr ckD; 3
- 8 (iv) i;kZ;dkh] fo'kse] UjrlfHkukHkd 'kCh 3
- 9 (v) ejoS 3

ikB;siqrd

40 vad

f(ikfrt (15\$15)

30 vad

- 10- (i) nksesa ls fdlh ,ddkO;ka'kij vfkZszg.k.laca/hpkj ;kikpiz'u 6
- 11- (ii) fu/kZfjrdforkksaesa.lspjds/kRediz'uksaesa.lsrhuiz'u 3\$3\$3 ¾ 9
- 12- (iii) nksesa ls fdlh ,dx|ka'kij vk/kfjrvfkZszg.k.laca/hpkj ;kikpiz'u 6
- 13- (iv) x| ikEsa.ij vk/kfjrpkj esa.lsrhudsèkkRediz'u 3\$3\$3 ¾ 9

iwjdsiqrd

10

- 14- (i) nksesa.l s ,dfira/kRediz'u 4
- 15- (ii) pkjesa.lsrhuy?wukjReddysiz'u 2\$2\$2 ¾ 6

[kaMM+e:SF]d vfhO;fDr

10 vad

x61 lqk

of.kZr ;k ifBr lkezhds lqdtj vfkZszg.k.djuk dkrZyki] dn foodn] Hk'k.k] dfork ikB vkfndks lqdtj le'uk] ewY;kadu djuk vksj vfhO;fDr ds <ax dks tkuk 5

x62 dsyk

5

- (i) Hk'k.k] dn foodn
- (ii) xfr] y;] vkjksq&vojksq lfgr lLoj dfork&dkpu
- (iii) dkrZyki vksj mlch vksj p f j d k ;
- (iv) dk;Z&szir qfr
- (v) dFks&gkjh vfkck ?wuk.lqkuk
- (vi) ifjp; nsuk] ifjp; izk'rdjuk
- (vii) Hk'k.k] dn foodn

dkrZyki dhn[kr,a

fviLh% dkrZyki dhn[krksadkewY;kadu fu jarjrk ds vk/kj ij ijh[kk ds le; gksA fu èkkZ fjr 10 vadksa esa ls 5 Jo.k (lqk) ds ewY;kadu ds fy, vksj 5 dkpu (ksyk) ds ewY;kadu ds fy, gksaxsA

Jo.k (lqk) dk ewY;kadu

ijh[kd fdlh izklafxd fo"k; ij ,dvuqPn n dk Li"V dkpu djsxkAvuqPn n rF;kRed ;k lqkokRed gks ldk gAvuqPn nyHkx200 "kksadk gksukpkfg,Aijh[kk ds lqrs&lqrs ijh[kkÈkZ vxd&P+k ij fn, gg, Jo.k ds èku ds vH;kksadks gydj ldsaxAvH;kl fjDr LFku iwfrZ] cggfodYih vfkck lR;@vLR; dkpu ko vkfn fo/kksa esa gks lds gAvA izR;sdvks svad ds fy, 10 ijh[k.k iz'ugksaxsA

dkpu (ksyk) dk ijh[k.k

1 fpihsads&ij vk/kfjroLZu%blHkksa vis{kchtk,xhfdijh[kkÈkZ foj.kkRedHk'k.kkdk iz;ksx

fgunh ikB~;0e & ^, *
(dksM la- & 002)
d{kk & 10

,d iz 'ui=k%

le; & 3 ?lavS

iw.kkd100

(d) vifBr x ka'k	20
(l)k jpuk	15
(x) O;kogkfjdsO;kdj .k	15
(3) ikB~;siqrda (f{krft)	40
iwjdsiqLrd	10

[k.M d & vifBr x|ka'k

20

- 1 (i) lkfgfR;dx|ka'k (450 ls 700 'kCh) 12
- 2 (ii) o.kZukRed@x|ka'k (300 ls 450 'kCh) 8
- mi;vDnksax|ka'ksaa 'h'Zdkpuk] fo'k;&DpdkdS/]Hkf'ldfo'ks'kksavknijvir
y:kWkjReddysiz'uiNtk,asA

[k.M [k & jpuk

15

- 3 (i) fdllvk/qfud fo'k; ij ladsr fcaqvksa ij vk/kfjr fuca/&ys[ku 10
- 4 (ii) i=k&ys[ku (vkSipkfjd@vkSipkfjd i=k) 5

[k.M x & O;kogkfjdsO;kdj .k

15

- 5 (i) f0;k & Hksn % vdezd @ ldezd 3
- 6 (ii) vO;; % leqP;dkS/d] f0;kfo'ks"k.k vkSj vU; vfodkj h 'kCh 3
- 7 (iii) dkD;&Hksn % faJ dkD; 3
- 8 (iv) dkP; & dr`Z] vdr`Z dkP; 3
- 9 (v) lekL] vusdFkZ 'kCh 3

[k.M?k&ikB~;siqirdsa

50

- **(f{kfrt) 20\$20**

40

(iwjdsiqird)

10

10- (i) nksesa.lsfllh,ddkO;ka'kijvfkZxzg.klaca@hrhu@pkj iz'u

6

11- (ii) dforkksa.ijvk/kfjr fo"K;&Drqlaca/hpkjesa.lsrhuiz'u

3\$3\$3 ¾ 9

12- (iii) dforkksadslans'k@thueW;ksa.ijnksy?kùkjkRediz'uA

3\$2 ¾ 5

13- (iv) nksesa.lsfllh,ddkO;ka'kijvfkZxzg.klaca/hrhu@pkj iz'u

6

14- (v) x| ikBsa.ijvk/kfjr fo"K;&Drqlaca/hpkjesa.lsrhuiz'uA

3\$3\$3 ¾ 9

15- (vi) x| ikBsa.dsfqkj@lans'k.lslacaf/rnksy?kùkjkRediz'u

3\$2 ¾ 5

- **iwjdsiqird**

10

16- (i) ikBsa.ijvk/kfjrnksesa.lsfllh,ddkO;ka'kijvfkZxzg.klaca@hrhu@pkj iz'u

4

17- (ii) ikBsa.ijvk/kfjrpjesa.lsrhuiz'u

2\$2\$2 ¾ 6

fu/Zfjriqirdsa%

1 f{kfrtHsx2,u-lh-bZ-vkj-Vh }kjkizckf'kr

2 iwjdsiqirdHsx2&,u-lh-bZ-vkj-Vh- }kjkizckf'kr

fjrh; Hkk'kkds :i esa fgarh

d{kk IX-X

Hkkjr ,dggHkk'khrs'kgS ftlesa cgr lh {s=th; Hkk'kk; ; jh&clhgSAHkkf"kdvSj lkaNfrdn`f"Vls fHkUgS us ds dwtwHkkjrh; ijaijkesa cgr dN ,silkgStks ,dnwljs dks tkM+rkgSA ;ghdkj .kgS fdekr`Hkk'kkds :i esa vyx Hkk'kkds i<+us dyk fo|kfkZ tcnwljhHkk'kkds :i esa fgarh dkggiko djrkgs rksml ds ikl vfHkO; fDr dk ,dn`<+ vk/kj igyhHkk'kkds :i esa igys ls ghekStwngs rkgSA blhfy, Nhl ls vkBhad{kk esa lh[khg pZ fgarh dk fockl Hkhogrsth ls djus yrkgSA vkBhad{kk rdog fgarh Hkk'kk esa lqus] i<+us] fy[kus vkSj dN dN dks yus dk vH;kl dj ppkg rkgSA fgarh dky if=kdk; ; vkSj fNviqV juk; ; i<+uk Hkhvcmls vkx;kgSA blhfy, tc ogudha] nlcha d{kk esa fgarh i<+sk rkgstgk; ,dvksj fgarh Hkk'kk ds eè;e ls lkjs rns'k lstoMsk oganwl] hvsj vius {s=kvSj ifjos'k ds fgarh Hkk'kk ds eè;e ls tkus choksf'k'k Hkh djs kD;ksa fd fd'kksj o; ds lu d{ksa ds ekufld /jkry dk fockl fo'o Lrj rd igg ppkg rkgSA

f'k{k kmis';

- nSfud thou esa fgarh esa le>us dks yus ds lkFk&lkFk fy[kus ch {kerk dk fockl djukA
- fgarh ds fd'kksj&lkfgr;] v[kdkj o if=kdkksa dks i<+dj le> ikuk vkSj ml dk vkuanmBkus ch {kerk dk fockl djukA
- vkSipkfjd fo'k;ksa vkSj laHkkt esa dqrh esa Hkkxys ikus ch {kerk dk fockl djukA
- fgarh ds T+kfj;svius vuqHko lalkj dks fy[kdj lgt vfHkO; fDr dj ikus esa l {ke cukukA
- lapkj ds foHkU deè;ksa (fiza/vkSj bysDV^kNfu) esa iz;qDr fgarh ds foHkU :iksads leus ch ;ksX;rk dk fockl djukA
- d{kk esa cgr Hkkf"kd] cgr lkaNfrd laHkkt ds izfr laosu'khy ldkj Red lkspakukA
- viuhkr`Hkk'kk vkSj ifjos'kr Hkk'kk ds lkFk j[kdj fgarh ch lajukvksa ch le> cukukA

ikB; ,lkzh vkSj ikB; fgarh

d{kk IX vkSj X ds fy,

- 1 **ikB; ; iqrd & dkO; vkSj x | laxzg Hkkx (1 vkSj 2) & bl iqrd esa dforh vkSj x | ds #fcdj ikBksa dks lFkku fn;k tk, xA ;s juk, ans'kesa izpfyr fgarh ds foHkU :iksads ckrsgg, Hkk'kk ch fu;eè;4 izNfr dk mkgj .kgS xA {s=th; rkovk pfydk ls qrs gg, Hkkf"kd fofoèrk ch igkud jkZ tk, xA vH;kl iz'uksa esa ikBksa ch laHkzr Hkkf"kd lajukvksa ls ifjfr dj;k; ktk, xA ikB; ; iqrd ds vare esa fHkU kukuq'kk lksa esa iz;qDr fgarh 'kChofy;ksa ls ifjfr dj;k; ktk, xA**
- 2 **ivjd ikB; ; iqrd & fo|kfkZ;ksa esa iBu #fp ishk djus ds fy, lkfgr; ch fofo/ fo/kvksa ch jpuvkksa dk ,d&, d ladyu (Hkkx 1&2) d{kk IX vkSj X ds fy, rS;kj fd;k tk, xA**

3 **vè;kidsads ladsf/r ,diqrd&** bl iqrdesa lkfgR; lsHkk"kkchvksj ys tkus ch ;qfDr chppkZ gksxA eksf[lad (ladn) dnrfofn] Hkk"kk.kvfn) rffk.fyf[kr (iqrd) leh[kk] fjikSVs[ku] wofNnys[kuvfn] Hkk"kk chfo'ks"krkij dNlqkorffk.fVif.k;A

fViljh%

- bl iqrdesa 'kkjhfd :i lsdck/kzlr fo|kffkZ;ksack [kkl [;kyj [kktk,xA
- n`';&D; vksj eq[; lkezhdsmi;ksx lsHkk"kkk'k[k.kds lqpeak;ktk,xAtksHkk"kkchfo'ks"kiZfr dks leuseaHhendjsxA

f'k{k;k,qfDr;k%

- fjh;Hkk"kkds :iesai<kZtkjghHkk"kkLrj i<+svksj i<kusksuagm`f'V;ksalsek`Hkk"kkLh]kus chrqykesa dNneafkj xfr lspysxA ;gxfr /hjs/hjs c+ lds] bls fy, fgarh vè;kidsads dMs /hjt ls vius vè;kiudk;Zèksads fu;ksftr djuk gksxA fdlhHkh fjh; Hkk"kk esa fuiq.krk izkTr djus&djkus dk ,dghmik; gS&ml Hkk"kk dk yxkrkj jkspdvH;kl djuk&djkukA ;s vH;kl ftus vfèd jkspd] lf0; ,o.izklaf&dgsaxs fo|kffkZ;ksachHkkf"kdmiyfC/Hkhmuhghrsth.lsgs ldsxA eq[kj Hkkf"kdvH;kl ds fy, dkrZyki jkspddjuh lquik&lquik] ?kUko.kZu] fp-&o.kZu] ladn] dnrfofn] vfhu;] Hkk"kk.kizfr;ksfxk, ;] dfoak ikBvksj var;k[kjhtSlhxfrfof/;ksack.lgkj.k.fy;ktk ldrkgsA
- eè; dkyhud0; dhHkk"kkds eez ls fo|kffkZdk ifjp; djkus ds fy, Tk: jhgksk fd fdrkksa esa vk, dk0;ka'kksach.laxrd/4izLrqr;ksads vMfM;kschfM;ksdSlsvrS;kj fd, tk,aAwj vkluh.lsdksZ xk;d&kf;dk feys rks d[kk esa eè; dkyhu lkfgR; ds vè;kiudf'k[k.k esaml ls emyh tkuhpkfg,A
- o`Ùkfp&ksavksj iqPj fiQèksads f'k{k.k lkezhdsrksj ij blrseydjusdTk:jrgAluds izn'kZudsè esa bu ij yxkrkj dnrhdS Tkfj, flusek ds ekè;e ls Hkk"kkds iz;ksx ch fof'k"Vrk ch igkudjktZ tk ldrh gS vksj fgarh dh vy&vyxNm k fn[kkZ tk ldrh gSA
- d[kk esa fliQZ ,dikB-;iqrdchHkkSfrdmifLkfr ls csgrj ;ggs f'k[kd ds gkfk esa rjg&rjg ch ikB-;lkezhds fo|kffkZns[k ldsavksj f'k[kdmud d[kk esa vy&vyxekSksa ij blrseydj ldsA
- Hkk"kk yxkrkj xg.kd jus dh f0;kesa curhgs] bls iznf'kZrdjus dk ,drjnk ;gHhgs fd f'k[kd [kn ;gfl[kk ldsafdsHh'k'ns'k] lkfgR;ds'k] laHkZafkch yxkrkj emys jsgsAblls fo|kffkZ;ksa esa buds blrseydjus dks ysdj rRijrk c<stA wofkuds vk/kj ij fuMrevfKZrd igppdj larq"Vgksus dh txg os vf/dre vfKZ dh [kst djus dk vfKZ le> tk,axsAblls 'kChksa ch vy&vyx jaxr dk irkpskvksj mesa laosu'khykHh c<stAos 'kChksads d jndvarj ds izfrvksj ltxgk ik,axsA

O;hdj.kds fang

d[kk IX

- o.kZfoNn] oZih% j<ds fofkU :i] fangpazfang] v/pankdjupk

- rjg&rjgds ik'ksads lafHZ esa 'k'ksads voyksdu }kjk milxZ] izR;; vksj lekl 'k'ksach igkuA
- dD; ds Lrj ij i; kZ; dgh] fojks vksj vusd fHZ 'k'ksadklqf'afir iz;ksx
- egj ojsadkdD;ksa esa iz;ks vksj muds fy, mfr lafHZ fl'fkr;ksad ko.kZu

d{kX

- 'k'h] invksj ina/ esa varj
- feJ vksj la; d r dD;ksach lajpu vksj v'fZ] dD; :ikarj.k
- 'k'ksads voyksdu }kjk laf/ ch igku] d'vksj milxst] izR;;ksa vksj lekl 'k'ksach igku vksj muds v'fZ dk vupku
- egj ojsa vksj ksds fD;ksad varj vksj mudk iz;ksx
- dD; ds Lrj ij i; kZ; dgh] fojks vksj vusd fHZ 'k'ksadklqf'afir iz;ksx

fganh ikB~;Øe & ^ch*
(dksM la- & 085)
d{kk & 9

,d iz'ui=k%

le; & 3 ?raVs

iw.kkd100

(d)	vifBr x ka'k	20
([k)	jpuk	10
(x)	O;kogkfjdsO;kdj.k	20
(?k)	ikB~;siqrda (Li'kZ)	30
	iwjdsiqrd	10
(Ä)	eksf ;dvwfko;fdr	10

[k.M d & vifBr x|ka'k

20

1 (i) 450 ls 700 'kChksadk ,dx|ka'k

12

2 (ii) 350 ls 500 'kChksadk ,dx|ka'k

8

mi;vDx|ka'ksaesa 'kh"Zdkqkko] fo'k;&diqkds/vkSjHkf"kdfo'ks"kkksaijvfr
y?w|k]Rediz'uiwNstk,asA

[k.M [k & jpuk

10

3 (i) i=kys[ku (vukSipkfj) ek&firk] fe-k ;klaca/hvkfndks

5

4 (ii) vuPNnsys[ku%le&lkef;dfo'k;ksaij ladsr fdUqksaij vk/kfjr
80 ls 100 'kChksadk ,dvuPNn

5

[k.M x & O;kogkfjdsO;kdj.k

20

5 (i) o.kZvfoPNn] orZh% ^j* ds foHku :i] fcanj] v/Zanzdkj] uDk

5

6 (ii) ikBksads laHkZesamilxZ] izR; ; vkSj lekl

5

7 (iii) i;kZ;dkh] fojse vkSj vusd kHkZ 'kCh

5

8 (iv) egjdsd] seais;ks

2

9 (v) v'kd/d;ksads 'kd/djuk

3

[k.M?k&ikB-;siqrda (Li'kz)

15\$15 ¾ 30

- 10- (i) nksesa ls ,d d k ;ka'k ij vk/kfjr rhu @pkj vfkZæzg.k d s iz'u 6
- 11- (ii) dfor kksa ds fo" k ;& ds / ij vk/kfjr pkj esa ls rhu iz'u 3\$3\$3 ¾ 9
- 12- (iii) nksesa ls ,dx|ka'k ij vfkZæzg.k laca/h rhu ;kpkj iz'u 6
- 13- (iv) x|&ikBsa ds fo" k ;& ds / ij vk/kfjr pkj esa ls rhu iz'u 3\$3\$3 ¾ 9

iwj&siqrda

10

- 14- (v) nksesa ls ,d fua /kRed iz'u 4
- 15- (vi) pkj esa ls rhu y?k wUkj kRed d ys iz'u 2\$2\$2 ¾ 6

[k.MÄ&eksf [k&vfH0;fDr

10

1 lqk

5

of.kZr ;k i f r l k æ z h d s l q d j v f k Z æ z g . k d j u k

dkkZyki] d n f o d n] H k k " k . k] d f o r k & i k B v k f n d s l q d j l e > u k] e w Y ; k a d u d j u k v k S j v f H 0 ; f D r d s < a x d s t k u k A

2 dsyk

5

- (i) H k k " k . k] d n f o d n
- (ii) x f r] y ;] v k j k s g v o j k s g l f g r l l o j d f o r k & o k p u]
- (iii) d k k Z y k i v k S j m l c h v k S i p k f j o k , i
- (iv) d k ; Z e s i z l r o f r
- (v) d F k & o j u h v f k c ? k u k l q u k
- (vi) i f j p ; n u k] i f j p ; i z k T r d j u k
- (vii) H k d u p w l a d n f o p u

dkkZyki dhn [rk ;

vi.Jh% dkkZyki dhn [rk kksa d e w Y ; k a d u f u j a r j r k d s v k / k j i j i j h [k k d s l e ; g k s k A f u / k Z f j r 10 v a d s a e s a 5 J o . k (l q u k) d s e w Y ; k a d u d s f y , v k S j 5 o k p u (d k s y u k) d s e w Y ; k a d u d s f y , g k s a x s A

Jo.k (lquk) dk e w Y ; k a d u

i j h [k d f o l h i z k l a f x d f o " k ; i j , d v u q P N n d k L i " V o k p u d j s x k A v u q P N n r F ; k R e d ; k l o p k o k R e d g k s

ldrkGAvuqPnnyHkx200 'kCksadkgsukpfig,Aijh{kcdks lqurslqurs ijh{kKkHZvyxdkxt ij fn, gg, Jo.k ds/ucsvH;kllksadsgydj ldsaxAvH;kI fJDrIFkkuawfRZ] cggfoDihvFkck IR; @vIR; dkpukovkfn foekvksa esags ldsGSAizR;sdvk/svadcs10 ijh{k.kiz'ugksaxA

dkpu (dksyuk) dk ijh{k.k

- 1 f'k{kKkHZ dsoyvyx'kCksavSj inksads iz;ksxch;ksX;rk iznf'kZrdjrkGsf dUrq,lq lac/Lrj ij ugha dksy ldrkA
- 2 fdlh fu/kZfjr fo"K; ij dksyuk] ftlls ogvius O;fDxr vuqfko dk izR;kLej.k dj ldsA
- 3 fdlh fu/kZfjr fo"K; ijh{kKkHZ dsvuqfko lalkj dsgstSlS% dksZp djk ;kgL;szlax lqkuk] gyesa ikthiqrd;k ns[ksx, flusekch djuh.lqkukA
- 4 tc ijh{kKkHZ dksyuk izkja k dj ns rks ijh{kcdels degLr[ksi djsaA

fvljh%

- 1 ijh{k.k.lsiwZ ijh{kKkHZ dksrS;kjhds fy, dNle; fn;ktk,A
- 2 foj.kkRedHk"kkesaorZekudkydk iz;ksxvisf{krGSA
- 3 fu/kZfjr fo"K; ijh{kKkHZ dsvuqfko lalkj dsgstSlS% dksZp djk ;kgL;szlax lqkuk] gyesa ikthiqrd;k ns[ksx, flusekch djuh.lqkukA
- 4 tc ijh{kKkHZ dksyuk izkja k dj ns rks ijh{kcdels degLr[ksi djsaA

dkS'kyksadsvarj.kdkew;hadu

Jo.k (lquik)

dkpu (dksyuk)

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 fo kHZeafjfr laHkstesaizD'kCksavSj inksads leusch.lkeU; ;ksX;rkGsf dUrq,lq lac/vk'k; dks ugha le> ikrkA 3 NsVslac/dkksads ifjfr laHkstesa leusch ;ksX;rkGSA 5 ifjfr ;kvifjfr nksu salahkstesa dffkr lpuk dksLi"Vleusch;ksX;rkGSAv'kqf/4;k; djrkGsf ftlls izs"k.kesa :dkv'kthGSA 7 mh'kZ d'kksadhJ`a kykdsi;kZlr 'kq/4kds le>rkGsvkSj fu"d"KZ fudky ldrkGSA | <ol style="list-style-type: none"> 1 f'k{kKkHZ dsoyvyx'kCksavSj inksads iz;ksxch;ksX;rk iznf'kZrdjrkGsf dUrq,lq lac/Lrj ij ugha dksy ldrkA 3 ifjfr laHkstesa dsoyNsVslac/dkksadk lhfer 'kq/4k.lsi iz;ksx djrkGSA 5 vis{kH'mh'kZ Hk"K.kesavf/dtfvy d'kksads iz;ksxch;ksX;rk iznf'kZrdjrkGsf vHhHhdN v'kqf/4;k; djrkGsf ftlls izs"k.kesa :dkv'kthGSA 7 vifjfr flfkr;ksesa fopjksads rkdZ d'axls laxfBr dj /kj&izdkg izlrrq dj ldrkGSA, silh xyfir;k; djrkGsf ftlls izs"k.kesa :dkv'kthGSA |
|---|---|

9 tfVydFlksa ds fopkj&foanqksa dks le>us dh
;ksX;rk iznf'kZr djrk gS] mIs'; ds vuqwy lqus
chdq'kyrk iznf'kZr djrk gSA

9 mIs'; vkSj Jksrk ds fy, mi;qDr 'kSyh dks viuk
ldrk gS] ds oy ekw h. xyfr; ki; djrk gSA

fu/kZfjri qndsa%

1 **Li'kZ&Hks1** ,u-lh-bZ-vkj-Vh }kjki zckf'kr

2 **iwjd iqndHks1&** ,u-lh-bZ-vkj-Vh- }kjki zckf'kr

fganh ikB;Øe & ^ch*
(dksM la- & 085)
d{kk & 10

,d iz'ui=k%

le; & 3 ?raVs

iw.kkd100

(d)	vifBr x ka'k	20
([k)	jpuk	10
(x)	O;kogkfjd & O;kdj .k	20
(?k)	ikB; & iqlrda (Li'kZ)	40
	iwjdiqlrd	10

[kaM d & vifBr x|ka'k

20

1 (i) yxHkx 450 ls 700 'kChksa dk ,dx|ka'k

12

2 (ii) yxHkx 350 ls 500 'kChksa dk ,dx|ka'k

8

mi;qDr x|ka'ksa ij 'kh'kZksa dko] fo"ke; & d r q d k s / v k S j H k k f " d f o " k s " k r k s a i j v f r
 y?w j k R e l i z ' u i w S t k , p s A

[k.M [k & jpuk

10

3 (i) i=kys[ku (vkSipkfjdi=k)

5

4 (ii) vuqPNn&ys[ku% lachr foUr qksa ij vk/kfjr le&lkef;d fo"ke;ksa ij 80 ls 100
 'kChksa dk ,d vuqPNn

5

[k.M x & O;kogkfjd & O;kdj .k

20

5 (i) 'kCh] invkSj inca/ esa varj

4

6 (ii) feJvkSj la;qDr dD;ksa ch lajpuk vkSj dD; :ikarj.k

4

7 (iii) laf/] lekl] milxZ vkSj izR;;

4

8 egjojksa vkSj ykso fDr;ksa dvar joiz;ksx

4

9 i;kZ;dqh] fojke o vu d f k H Z 'kCh

4

[k.M?k&ikB~;siqrda

50

(i'z)

20 \$ 20 ¾ 40

- 10- (i) nksesa ls ,ddk;ka'kij vk/kfjr rhu@pkj vfkZxzg.kds iz'u 6
- 11- (ii) dforkksads fo"k;&ks/ ij vk/kfjrpkj esa ls rhu iz'u 3\$3\$3 ¾ 9
- 12- (iii) dforkds izfrikn; @lans'k ls lacaf/rksy?k wUkj Rediz'u 3\$2 ¾ 5
- 13- (iv) nksesa ls ,dx|ka'kij vfkZxzg.k lacaf/rhu ;kpkj iz'u 6
- 14- (v) x|siksads fo"k;&ks/ ij vk/kfjrpkj esa ls rhu iz'u 3\$3\$3 ¾ 9
- 15- (vi) x|iksads fopkj @lans'k ls lacaf/rksy?k wUkj Rediz'u 3\$2 ¾ 5

iwjd & iqLrd

10

- 16- (i) nksesa ls ,dfuca/k Rediz'u 4
- 17- (ii) pkj esa ls rhu y?k wUkj Rediz'u 2\$2\$2 ¾ 6

fu/kZfjriqrda%

- 1 **Li'z&Hks2** ,u-lh-bZ-vkj-Vh }kjk izckf'kr
- 2 **iwjd iqLrd Hks2&** ,u-lh-bZ-vkj-Vh- }kjk izckf'kr

2. ENGLISH-COMMUNICATIVE

(CODE NO. 101)

This is two-year syllabus for classes IX and X. The CBSE has prepared a package for this syllabus called **Interact in English**. It includes the following:

For Students

1. Main course book
2. Literature Reader
3. Work book

For teachers

1. Teacher's book
2. Audio cassettes

Interact in English has been designed to develop the student's communicative competence in English. Therefore, content selection is determined by the student's present and future academic, social and professional needs.

The overall aims of the course are:

- (a) to enable the learner to communicate effectively and appropriately in real-life situations.
- (b) to use English effectively for study purpose across the curriculum.
- (c) to develop and integrate the use of the four language skills, i.e. listening, speaking, reading and writing.
- (d) to develop interest in and appreciation of literature.
- (e) to revise and reinforce structures already learnt.
- (f) to develop interest in the appreciation of literature.

Teachers may kindly keep the following in mind to develop these competencies:

- Creativity** : Students should be encouraged to think on their own and express their ideas using their experience, knowledge and imagination, rather than being text or teacher dependent.
- Self-monitoring** : Students should be encouraged to monitor their progress, space out their learning, so students should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values.

Teaching/Testing Objectives

READING

By the end of the course, students should be able to :

1. read silently at varying speed depending on the purpose of reading;*
2. adopt different strategies for different types of text, both literary and non-literary;
3. recognise the organization of a text;
4. identify the main points of a text;
5. understand relations between different parts of a text through lexical and grammatical cohesion devices.

* Objectives which will not be tested in a formal examination

6. anticipate and predict what will come next in a text;*
7. deduce the meaning of unfamiliar lexical items in a given context;
8. consult a dictionary to obtain information on the meaning and use of lexical items;*
9. analyse, interpret, infer (and evaluate*) the ideas in the text;
10. select and extract from a text information required for a specific purpose (and record it in note form*)
11. transcode information from verbal to diagrammatic form;
12. retrieve and synthesise information from a range of reference material using study skills such as skimming and scanning;*
13. interpret texts by relating them to other material on the same theme (and to their own experience and knowledge*); and
14. read extensively on their own.

WRITING

By the end of the course, students should be able to :

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices;
2. write in a style appropriate for communicative purposes;
3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g. of a place, a person, an object or a system);
5. write a clear account of events (e.g. a process, a narrative, a trend or a cause-effect relationship);
6. compare and contrast ideas and arrive at conclusions;
7. present an argument, supporting it with appropriate examples;
8. use an appropriate style and format to write letters (formal and informal), postcards, telegrams, notices, messages, reports, articles and diary entries;
9. monitor, check and revise written work;
10. expand notes into a piece of writing;
11. summarise or make notes from a given text; and
12. recode information from one text type to another (e.g. diary entry to letter, advertisement to report, diagram to verbal form)

****LISTENING**

By the end of the course, the students should be able to :

1. adopt different strategies according to the purpose of listening (e.g. for pleasure, for general interest, for specific information);
2. use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g. cohesion devices, key words, intonation, gesture, background noises);
3. listen to a talk or conversation and understand the topic and main points;
4. listen for information required for a specific purpose, e.g. in radio broadcast, commentaries, airport and

* *Objectives which will **not be tested** in a formal examination*

** *These objectives will **not be tested** in a formal examination, but will be included for Continuous Assessment in Class IX.*

- railway station announcements;
5. distinguish main points from supporting details, and relevant from irrelevant information;
 6. understand and interpret messages conveyed in person or by telephone;
 7. understand and respond appropriately to directive language, e.g. instruction, advice, requests and warning; and
 8. understand and interpret spontaneous spoken discourse in familiar social situations.

****SPEAKING**

By the end of the course, students should be able to :

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns;
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions);
3. narrate incidents and events, real or imaginary in a logical sequence;
4. present oral reports or summaries; make announcements clearly and confidently;
5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas;
7. express and respond to personal feelings, opinions and attitudes;
8. convey messages effectively in person or by telephone;
9. frame questions so as to elicit the desired response, and respond appropriately to questions; and
10. participate in spontaneous spoken discourse in familiar social situations.

GRAMMAR

By the end of the course, students should be able to use the following accurately and appropriately in context

1. Verbs

Tenses:

- present/past forms
- simple/continuous forms
- perfect forms.
- future time reference

Modals

Active and Passive voice

Subject-verb concord

**non-finite verb forms (infinitives and participles)*

2. Sentence Structure

Connectors

** Objective which will not be tested at Class IX level. They will, however, form the part of testing in Class X.*

*** These objectives will not be tested in a formal examination, but will be included for Continuous Assessment in Class IX.*

Types of sentences:

affirmative/interrogative sentences

negation

exclamations

*Types of Phrases and Clauses

finite and non-finite subordinate clauses:

noun clauses and phrases

adjective clauses and phrases

adverb clauses and phrases

Indirect speech

**Comparison*

* *Nominalisation*

3. Other Areas

Determiners

Pronouns

Prepositions

LITERATURE

By the end of the course, students should be able to understand, interpret, evaluate and respond to the following features in a literary text :

1. **Character**, as revealed through
appearance and distinguishing features,
socio-economic background
action/events,
expression of feelings,
speech and dialogues
2. **Plot/Story/Theme**, emerging through main events,
progression of events and links between them;
sequence of events denoting theme.
3. **Setting**, as seen through
time and place,
socio-economic and cultural background , people, beliefs and attitudes.
4. Form
rhyme
rhythm
simile
metaphor, alliteration
pun
repetition

EXAMINATION SPECIFICATIONS

English (Communicative)

(Code No. 101)

CLASS-IX

SEPARATE QUESTION PAPER AND ANSWER SHEET FORMAT REPLACES COMBINED BOOKLET FORMAT FROM MARCH, 2005 EXAMINATION.

One Paper	3 Hours	100 Marks
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SECTION A : READING	20 Marks	40 Periods
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Two unseen passages with a variety of comprehension questions including 04 marks for word-attack skills such as word formation and inferring meaning.

1 250-350 words in length – 08 marks

2 400-450 words in length – 12 marks

The total length of the two passages will be between 650 and 800 words.

1. Will have a factual passage (e.g., instruction, description, report etc.) or a literary passage (e.g., extract from fiction, drama, poetry, essay or biography).

2. Will have a factual passage or a discursive passage involving opinion, (argumentative, persuasive or interpretative text).

Only 2 will have questions on word-attack skills for 04 marks.

SECTION B : WRITING	30 Marks	63 Periods
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Four writing tasks as indicated below:

3 and 4 Short composition of not more than 50 words each - e.g., notice, message, telegram or short postcard.	5 + 5	10
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Important note on format and word limit :

Notice : Word limit : 50 words for body of the notice. Notice must be placed in a box. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Message: Word limit : 50 words for body of the message. Message must be placed in a box. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Postcard: Word limit : 50 words for body of the letter. Format of postcard has to be printed in the question paper for candidates to copy while writing the answer. 1 mark will be deducted if the student fails to copy the proper layout. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Telegram: Word limit : 25 words inclusive of receiver's name and address, sender's name and the word STOP/. However Sender's address, which is not to be telegraphed, will not be counted for deciding word limit. Format of telegraph form has to be printed in the question paper for candidates to copy while writing the answer. 1 mark will

be deducted if the student fails to copy the proper layout. If the candidate exceeds the word limit by one or two words ½ mark will be deducted. If he/she exceeds the word limit by three or more words 1 mark will be deducted.

5. Composition based on a verbal stimulus such as an advertisement, notice, newspaper cutting, table, diary extract, notes, letter or other forms of correspondence.

Word limit : 200 words (For letter : 150 words only for body of the letter) 10

6. Composition based on a visual stimulus such as a diagram, picture, graph, map, cartoon or flow chart.

Word limit : 150-200 words 10

One of the longer (10 marks) compositions will draw on the thematic content of the Main Course book.

Note : 5. and 6. : If the candidate exceeds the word limit by 15 words or more 1 mark will be deducted. Word limit applies only to the body of the letter (150 words) / article (200 words) / speech (150 words) / report (excluding the format—200 words) etc.

SECTION C : GRAMMAR

20 Marks

42 Periods

Question No. 7-11

A variety of short questions involving the use of particular structures within a context (i.e., not in isolated sentences). Test types used will include gap-filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, reordering word groups in sentences, editing, dialogue completion and sentence transformation.

The grammar syllabus will be sampled each year, with marks allotted for :

Verb forms

Sentence structures

Other areas

Note : Jumbled words in reordering exercise to test syntax will involve sentences in a context. Each sentence will be split into sense groups (not necessarily into single words) and jumbled up.

SECTION D : LITERATURE

30 Marks

65 Periods

12 and 13 : Two extracts from different poems from the prescribed reader, each followed by two or three questions to test local and global comprehension of the set text. Each extract will carry 4 marks.

Word limit : one or two lines for each answer. 4+4 8

14. One question (with or without an extract) testing global or local comprehension of a poem or a play from the prescribed reader.

Word limit : 75-100 words 05

15. Up to three questions based on one of the drama texts from the prescribed reader to test local and global comprehension of the set text. An extract may or may not be used.

Word limit : one or two lines for each question if an extract is given. If an extract is not given, the word limit will be roughly 75 words. 05

16. One question based on one of the prose texts from the prescribed reader to test global comprehension and extrapolation beyond the set text.

Word limit : 50-75 words 04

17. One extended question based on one of the prose texts from the prescribed reader to test global comprehension and extrapolation beyond the set text.

Word limit : 150-175 words 08

Questions will test comprehension at different levels : literal, inferential and evaluative.

Prescribed Books/Materials

- | | | |
|--|-----------------|---------------------------|
| 1. Interact in English— IX Main Course Book | Revised edition | Published by
CBSE |
| 2. Interact in English—IX Literature
Reader | Revised edition | Delhi-110092 |
| 3. Interact in English—IX Workbook | Revised edition | |
| 4. Interact in English—IX Audio Cassette | Revised edition | Produced by
CBSE Delhi |

Support Material :

5. Interact in English—Teacher’s Book

OVERALL ASSESSMENT POLICY FOR CLASS IX

(including Continuous Assessment)

The English curriculum aims at the harmonious development of the four language skills, and thus of the learners' communicative capacity. Teaching/testing objectives have been set for each of these skills, indicating the level of achievement expected of the learners. However, although it is possible to assess these skills and sub-skills, it is not possible to test all of them through a formal, time-bound examination. It is, therefore, essential to measure the level of attainment in these skills through continuous assessment, in addition to the formal examination.

The overall pattern of the two modes of assessment at Class IX is as follows:

- | | |
|---------------------------------|-----|
| 1. Continuous Assessment | 60% |
| (a) Conversation skills | 20% |
| (b) Assignments | 20% |
| (c) Formal testing | 20% |
| 2. Final Examination | 40% |

Promotion

In order to pass at Class IX level, a student must secure at least 33% marks in continuous assessment as well as in the final examination i.e. a student must secure at least 20 out of the 60 that represents continuous assessment, and at least 13 out of the 40 that represents the final examination. One has to pass in continuous assessment and final exam separately.

Continuous Assessment 60%

Continuous assessment is essential to measure students' progress in the acquisition of skills, particularly in listening and speaking. Unless listening and speaking skills are assessed, they will tend to be neglected. These skills should be brought under continuous assessment.

Continuous assessment refers to the assessment of student's achievement through-out the year, through a variety of activities carried out within each school. Such activities may be formal, but in order to assess listening and speaking skills, it is important that a large proportion of the marks allotted should be derived from informal procedures. It is, therefore, recommended that marks should be allotted as follows :

Conversation skills	20%
Assignments	20%
Formal testing	20%
Total	60%

Further details are given as under :

(a) Conversation Skills-20%

Conversation skills- both listening and speaking- Assessment in this area relates to the teaching/testing objectives for these two skills. In the skill-based approach to language learning, the importance of conversation skills cannot be underestimated.

20 marks have been allotted for conversation skills, which may be evaluated either through **informal assessment** (20 marks), or through a combination of **informal assessment** (10 marks) and **formal assessment (interviews)** (10 marks).

(i) Informal Assessment-20% or 10%

At the end of each term, the teacher should be able to assess the level of each student's conversation skills, based on observation of their participation in the English classes. Whenever in the coursework the students are required to

discuss, role play; simulate, express a point of view etc., the teacher should monitor the activities and quietly observe each student's participation. It is important to stress that informal assessment for conversation skills should be a regular, ongoing activity throughout the term. A **Conversation Skill Assessment Scale** is given below. For each skill, students may be awarded marks from 0 to 10, but specifications are given only for bands 1,3,5,7 and 9. Using this scale, a teacher can place a student at a particular band; for example, a student falling between bands 3 and 5 would be awarded 4 marks, and particularly deserving students could be awarded 10 marks. Students should be informed at the beginning of the year that their class participation will be assessed in this way.

Conversation Skills Assessment Scale

Listening

1. **The learner :**
shows general ability to understand words and phrases in a familiar context but cannot follow connected speech;
3. has ability to follow short connected utterances in a familiar context;
5. has ability to understand explicitly stated information in both familiar and unfamiliar contexts;
7. understands a range of longer spoken texts with reasonable accuracy, and is able to draw inferences;
9. shows ability to interpret complex discourse in terms of points of view; adapts listening strategies to suit different purposes.

(ii) **Formal assessment (interview)-10%**

Conversation skills may be assessed through informal assessment only, but each school may, if it wishes, reserve 10 of the 20 marks for formal assessment (interviews). These should be held towards the end of the year, and it is recommended that in order to allow for assessment of all the relevant skills, they should be conducted as group interviews. Students should be organised in groups of 4 or 5, and each group in turn should engage in a discussion on a topic notified to them only ten minutes before the interview takes place. This is to prevent rote learning of a speech by each student. During the discussion, the teacher (preferably together with a colleague) observes the student's performance and awards each one a mark out of 10 according to the assessment scale. A school may opt for individual interviews if the procedure suggested above is not feasible.

(b) **Assignments**

20%

During the year, students will engage in a variety of activities based on the course material. In many a case these will involve written work which may be carried out either in class or as homework. A number of these activities are identified as suitable for continuous assessment assignments, where the student's performance is recorded and counts towards his final mark for the year. 20 marks have been allotted for these assignments.

Speaking

1. **The learner:**
shows ability to use only isolated words and phrases but cannot operate at connected speech level;
3. in familiar situation, uses only short connected utterances with limited accuracy;
5. shows ability to use more complex utterances with some fluency in longer discourse; still makes some errors which impede communication;
7. organises and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication;
9. can spontaneously adopt style appropriate to purpose and audience; makes only negligible errors.

The overall assessment policy for Class IX seeks to measure the four skills. **Speaking** has been covered under conversation skills, and is clearly not assessable through a written assignment. **Listening and reading**, however, can be assessed in this way, through coursebook activities which lead to a written product such as notes, a table or a summary. This type of assessment, however should not be a test of writing skills. Students should be awarded marks as objectively as possible according to the extent to which they have understood, whether through reading or through listening. They should not be penalised in such assignments for errors in punctuation, spelling or grammar. Marking of these assignments will be based on the content expected to demonstrate comprehension and for this reason assessment scales will not be necessary.

Other assignments, however, will focus on **writing skills** and involve extended writing. This takes place in writing skills activities in the Main Course Book, and in certain activities in the Literature Reader. Assessment of written work forms an important and integral part of the overall assessment of the student's ability in the use of the English language. It is in this area very often that subjectivity creeps in and mars the judgement in evaluation because of a lack of clear-cut guidelines for the teachers.

In the new curriculum for English, each student's written work has to be assessed throughout the year in an informal manner. For this, it becomes essential to provide a rating scale to help teachers to make continuous assessment objective and uniform.

It is recommended the 12 activities from the Main Course Book and Literature Reader should count as assignments towards continuous assessment. These should be four per term—one each reading, writing and listening; and from Literature (sustained writing activities). The chosen assignments should vary each year, and students should not be told (before or after) that the marks of certain assignments will count towards continuous assessment.

Throughout the year, the teacher should keep a record of marks awarded for assignments carried out either in class or as homework, and these marks should be aggregated to provide each student's final marks out of 20 for this component of the continuous assessment.

Final Examination at the end Class IX carries 40% marks.

EXAMINATION SPECIFICATIONS

English (Communicative)

(Code No. 101)

CLASS-X

SEPARATE QUESTION PAPER AND ANSWER SHEET FORMAT REPLACES COMBINED BOOKLET FORMAT FROM MARCH, 2005 EXAMINATION.

One Paper	3 Hours	100 Marks
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SECTION A : READING	20 Marks	40 Periods
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Two unseen passages with a variety of comprehension questions including 04 marks for word-attack skills such as word formation and inferring meaning.

1 250-350 words in length – 08 marks

2 400-450 words in length – 12 marks

The total length of the two passages will be between 650 and 800 words.

1 will have a factual passage (e.g., instruction, description, report etc.) or a literary passage (e.g., extract from fiction, drama, poetry, essay or biography). In the case of a poetry extract, the text may be shorter than 150 words.

2 will have a factual passage or a discursive passage involving opinion, (argumentative, persuasive or interpretative text).

Only **2** will have questions on word-attack skills for 04 marks.

SECTION B : WRITING	30 Marks	63 Periods
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Four writing tasks as indicated below:

3 and 4 Short composition of not more than 50 words each - e.g., notice, message, telegram or short postcard.	5 + 5	10
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Important note on format and word limit :

Notice : Word limit : 50 words for body of the notice. Notice must be placed in a box. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Message: Word limit : 50 words for body of the message. Message must be placed in a box. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Postcard: Word limit : 50 words for body of the letter. Format of postcard has to be printed in the question paper for candidates to copy while writing the answer. 1 mark will be deducted if the student fails to copy the proper layout. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Telegram: Word limit : 25 words inclusive of receiver's name and address, sender's name and the word STOP/. However Sender's address, which is not to be telegraphed, will not be counted for deciding word limit. Format of

telegraph form has to be printed in the question paper for candidates to copy while writing the answer. 1 mark will be deducted if the student fails to copy the proper layout. If the candidate exceeds the word limit by one or two words ½ mark will be deducted. If he/she exceeds the word limit by three or more words 1 mark will be deducted.

5 Composition based on a verbal stimulus such as an advertisement, notice, newspaper cutting, table, diary extract, notes, letter or other forms of correspondence.

Word limit : 200 words (For letter : 150 words only for body of the letter) 10

6 Composition based on a visual stimulus such as a diagram, picture, graph, map, cartoon or flow chart.

Word limit : 150-200 words 10

One of the longer (10 marks) compositions will draw on the thematic content of the Main Course book.

Note : 5. and 6. : If the candidate exceeds the word limit by 15 words or more 1 mark will be deducted. Word limit applies only to the body of the letter (150 words) / article (200 words)/speech (150 words)/report (excluding the format—200 words) etc.

SECTION C : GRAMMAR

20 Marks

42 Periods

Question No. 7-11

A variety of short questions involving the use of particular structures within a context (i.e., not in isolated sentences). Test types used will include gap-filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, reordering word groups in sentences, editing, dialogue completion and sentence transformation.

The grammar syllabus will be sampled each year, with marks allotted for :

Verb forms

Sentence structures

Other areas

Note : Jumbled words in reordering exercise to test syntax will involve sentences in a context. Each sentence will be split into sense groups (not necessarily into single words) and jumbled up.

SECTION D : LITERATURE

30 Marks

65 Periods

12 and 13 : Two extracts from different poems from the prescribed reader, each followed by two or three questions to test local and global comprehension of the set text. Each extract will carry 4 marks.

Word limit : one or two lines for each answer. 4+4 8

14 One question (with or without an extract) testing global or local comprehension of a poem or a play from the prescribed reader.

Word limit : 75-100 words 05

15 Up to three questions based on one of the drama texts from the prescribed reader to test local and global comprehension of the set text. An extract may or may not be used.

Word limit : one or two lines for each question if an extract is given. If an extract is not given, the word limit will be roughly 75 words. 05

- 16** One question based on one of the prose texts from the prescribed reader to test global comprehension and extrapolation beyond the set text.

Word limit : 50-75 words 04

- 17** One extended question based on one of the prose texts from the prescribed reader to test global comprehension and extrapolation beyond the set text.

Word limit : 150-175 words 08

Questions will test comprehension at different levels : literal, inferential and evaluative.

Prescribed Books/Materials

- | | | | |
|----|--|-----------------|---------------------------|
| 1. | Interact in English — X Main Course Book | Revised edition | Published by
CBSE |
| 2. | Interact in English—X Literature
Reader | Revised edition | Delhi-110092 |
| 3. | Interact in English—X Workbook | Revised edition | |
| 4. | Interact in English—X Audio Cassette | Revised edition | Produced by
CBSE Delhi |

Support Material :

5. Interact in English—Teacher’s Book

ENGLISH - LANGUAGE AND LITERATURE

(Code No. 184)

SECONDARY (CLASSES IX-X)

Background

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

Objectives

The general objectives at this stage are :

- to build greater confidence and proficiency in oral and written communication
- to develop the ability and knowledge required in order to engage in independent reflection and inquiry
- to use appropriate English to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view.
- to build competence in the different registers of English
- to develop sensitivity to, and appreciation of, other varieties of English, Indian Englishes, and the culture they reflect
- to enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet etc.)
- to develop curiosity and creativity through extensive reading
- to facilitate self-learning to enable them to become independent learners
- to review, organise and edit their own work and work done by the peers

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

- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc. on topics of mutual interest in non-classroom situations
- narrate the story depicted pictorially or in any other non-verbal mode
- respond in writing to business letters, official communications

- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates etc.
- write without prior preparation on a given topic and be able to defend or explain the position taken / views expressed
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of view expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- to transcode information from a graph / chart to a description / report

Language Items

In addition to consolidating the grammatical items practised earlier, the courses at secondary level will seek to reinforce the following explicitly :

- sequence of tenses
- reported speech in extended texts
- modal auxiliaries (those not covered at upper primary)
- non-finites (infinitives, gerunds, participles)
- conditional clauses
- complex and compound sentences
- phrasal verbs and prepositional phrases
- cohesive devices
- punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

Methods and Techniques

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

- Role playing
- Simulating real-to-life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule

- Using newspaper clippings
- Borrowing situations from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages.

ENGLISH - LANGUAGE AND LITERATURE

(Code No. 184)

Examination Specifications

CLASS IX

One Paper

3 Hours

Marks : 100

SECTION A : READING

20 Marks

30 Periods

1 & 2 Two unseen passages of total 500 words with a variety of questions including 4 marks for vocabulary.

Only prose passages will be used. One will be factual and the other will be literary.

Passage 1 - 200 words (8 marks) - Four or five comprehension questions

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

SECTION B : WRITING

20 Marks

40 Periods

- 3. Letter Writing** - One letter in not more than 80 words based on provided verbal stimulus and context. Types of letter : Informal; Personal such as to family and friends. Formal : Letters of complaint, enquiry, request & application 8 Marks
- 4.** Writing a short paragraph on a given outline/topic in about 60 words 4 Marks
- 5.** Writing a short writing task based on a verbal and / or visual stimulus. (diagram, picture, graph, map, chart, flow chart etc.) Maximum words 80 8 marks

SECTION C : GRAMMAR

15 Marks

45 Periods

Question No. 6-11

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

1. Tenses (present with extension)
2. Modals (have to / had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject-verb concord
5. Reporting

(i) Commands and requests

(ii) Statements

(iii) Questions

6. Clauses :

(i) Noun-clauses

(ii) Adverb Clauses of condition and time

(iii) Relative Clauses

7. Determiners, and

8. Prepositions

Note : No separate marks allotted for any of grammatical items listed above.

SECTION D : TEXT BOOKS

45 Marks

95 Periods

New NCERT Textbook for Class IX

Prose

20 Marks

12 & 13 Two extracts from different prose lessons included in Textbook (Approximately 100 words each) 5X2

10 Marks

These extracts chosen from different lessons will be literary and discursive in nature

Each extract will be of 5 marks. One mark in each extract will be for vocabulary. 4 marks in each passage will be used for testing local and global comprehension besides a question on interpretation.

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

6 Marks

15. One question on Drama Text (local and global comprehension question) (30-40 words)

4 Marks

Poetry

10 Marks

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

4 Marks

17. Two out of three short answer type questions on interpretation of themes and ideas

6 Marks

New NCERT Supplementary Reader for Class IX

15 Marks

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

8 Marks

19. One out of two short answer type questions of interpretative and evaluative nature based on lessons to be answered in 30-40 words 4 Marks
20. One out of two very short answer type questions based on factual aspects of the lessons to be answered in 20-30 words 3 Marks

To the teachers

NOTE : Teachers are advised to :

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talking time 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) Use scale of assessment for conversation skills for testing the students for continuous assessment.

Besides measuring attainment, tests serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment each language ability is to be tested through a judicious mixture of different types of questions. In addition to the formal examination, continuous and comprehensive assessment is essential to measure the level of attainment in the four language skills and the learners' communicative capability. Continuous evaluation will be done through tests, assignments and projects.

Prescribed Books

- 1. New Textbook for Class IX
- 2. New Supplementary Reader for Class IX



Published by NCERT,
Sri Aurobindo Marg, New Delhi.

Examination Specifications

Class X

One Paper 3 Hours Marks : 100

SECTION A : READING 20 Marks 30 Periods

1 & 2 two unseen passages of total 500 words with a variety of questions including 4 marks for vocabulary.

Only prose passages will be used. One will be factual and the other will be literary.

Passage 1 - 200 words (8 marks) - Four or five comprehension questions

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

SECTION B : WRITING 20 Marks 40 Periods

3. Letter Writing - One letter based on provided verbal stimulus and context. 8 Marks

Type of letter : Informal: Personal such as to family and friends Formal : Letter of complaints, enquiries, requests, applications

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

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

Maximum words 80

SECTION A : READING 15 Marks 45 Periods

Question No. 6-11

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

1. Use of non-finites.
2. Sentence connectors : as, since, while, then, just because, just, until.
3. Clauses with what, where and how.
4. Past Tense.
5. Modals : can, could, may, must, might.

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

SECTION D : TEXT BOOKS

45 Marks

95 Periods

New NCERT Textbook for Class X

Prose

20 Marks

- 12 & 13** Two extracts from different prose lessons included in Textbook (Approximately 100 words each) 5x2

10 Marks

These extracts chosen from different lessons will be literary and discursive in nature

Each extract will be of 5 marks. One mark in each extract will be for vocabulary. 4 marks in each passage will be used for testing local and global comprehension besides a question on interpretation.

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

6 Marks

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

4 Marks

Poetry

10 Marks

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

4 Marks

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

6 Marks

New NCERT Supplementary Reader for Class X

15 Marks

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

8 Marks

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

4 Marks

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

3 Marks

Prescribed Books

1. New Textbook for Class X
2. New Supplementary Reader for Class X



Published by NCERT,
Sri Aurobindo Marg, New Delhi.

3. MATHEMATICS

(CODE NO. 041)

The Syllabus in the subject of Mathematics has undergone changes from time to time in accordance with growth of the subject and emerging needs of the society. The present revised syllabus has been designed in accordance with National Curriculum Framework 2005 and as per guidelines given in Focus Group on Teaching of Mathematics which is to meet the emerging needs of all categories of students. Motivating the topics from real life problems and other subject areas, greater emphasis has been laid on applications of various concepts.

The curriculum at Secondary stage primarily aims at enhancing the capacity of students to employ Mathematics in solving day-to-day life problems and studying the subject as a separate discipline. It is expected that students should acquire the ability to solve problems using algebraic methods and apply the knowledge of simple trigonometry to solve problems of heights and distances. Carrying out experiments with numbers and forms of geometry, framing hypothesis and verifying these with further observations form inherent part of Mathematics learning at this stage. The proposed curriculum includes the study of number system, algebra, geometry, trigonometry, mensuration, statistics, graphs and coordinate geometry etc.

The teaching of Mathematics should be imparted through activities which may involve the use of concrete materials, models, patterns, charts, pictures posters, games, puzzles and experiments.

OBJECTIVES

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

- consolidate the Mathematical knowledge and skills acquired at the upper primary stage;
- acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills.
- develop mastery of basic algebraic skills;
- develop drawing skills;
- feel the flow of reasons while proving a result or solving a problem.
- apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method.
- to develop positive ability to think, analyze and articulate logically;
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of sex biases;
- to develop necessary skills to work with modern technological devices such as calculators, computers etc;

- to develop interest in Mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc;
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.
- to develop interest in the subject by participating in related competitions.
- to acquaint students with different aspects of mathematics used in daily life.
- to develop an interest in students to study mathematics as a discipline.

Course Structure Class IX

One Paper

Time : 3 Hours

Marks : 80

UNITS	MARKS
I. NUMBER SYSTEMS	06
II. ALGEBRA	20
III. COORDINATE GEOMETRY	06
IV. GEOMETRY	22
V. MENSURATION	14
VI. STATISTICS AND PROBABILITY	12
TOTAL	80

UNIT I : NUMBER SYSTEMS

1. REAL NUMBERS

(20) Periods

Review of representation of natural numbers, integers, rational numbers on the number line. Representation of terminating / non-terminating recurring decimals, on the number line through successive magnification. Rational numbers as recurring/terminating decimals.

Examples of nonrecurring / non terminating decimals such as $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$ etc. Existence of non-rational

numbers (irrational numbers) such as $\sqrt{2}$, $\sqrt{3}$ and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, every point on the number line represents a unique real number.

Existence of \sqrt{x} for a given positive real number x (visual proof to be emphasized).

Definition of n th root of a real number.

Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)

Rationalization (with precise meaning) of real numbers of the type (& their combinations)

$$\frac{1}{a + b\sqrt{x}} \quad \& \quad \frac{1}{\sqrt{x} + \sqrt{y}} \quad \text{where } x \text{ and } y \text{ are natural number and } a, b \text{ are integers.}$$

UNIT II : ALGEBRA

1. POLYNOMIALS

(25) Periods

Definition of a polynomial in one variable, its coefficients, with examples and counter examples, its terms, zero polynomial. Degree of a polynomial. Constant, linear, quadratic, cubic polynomials; monomials, binomials, trinomials. Factors and multiples. Zeros/roots of a polynomial / equation. State and motivate the Remainder Theorem with examples and analogy to integers. Statement and proof of the Factor Theorem. Factorization of $ax^2 + bx + c$, $a \neq 0$ where a, b, c are real numbers, and of cubic polynomials using the Factor Theorem.

Recall of algebraic expressions and identities. Further identities of the type $(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$, $(x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y)$.

$x^3 + y^3 + z^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$ and their use in factorization of polynomials. Simple expressions reducible to these polynomials.

2. LINEAR EQUATIONS IN TWO VARIABLES

(12) Periods

Recall of linear equations in one variable. Introduction to the equation in two variables. Prove that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they seem to lie on a line. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.

UNIT III : COORDINATE GEOMETRY

1. COORDINATE GEOMETRY

(9) Periods

The Cartesian plane, coordinates of a point, names and terms associated with the coordinate plane, notations, plotting points in the plane, graph of linear equations as examples; focus on linear equations of the type

$ax + by + c = 0$ by writing it as $y = mx + c$ and linking with the chapter on linear equations in two variables.

UNIT IV : GEOMETRY

1. INTRODUCTION TO EUCLID'S GEOMETRY

(6) Periods

History - Euclid and geometry in India. Euclid's method of formalizing observed phenomenon into rigorous mathematics with definitions, common/obvious notions, axioms/postulates and theorems. The five postulates of Euclid. Equivalent versions of the fifth postulate. Showing the relationship between axiom and theorem.

1. Given two distinct points, there exists one and only one line through them.
2. (Prove) two distinct lines cannot have more than one point in common.

2. LINES AND ANGLES

(10) Periods

1. (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180° and the converse.
2. (Prove) If two lines intersect, the vertically opposite angles are equal.
3. (Motivate) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines.
4. (Motivate) Lines, which are parallel to a given line, are parallel.
5. (Prove) The sum of the angles of a triangle is 180° .
6. (Motivate) If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interiors opposite angles.

3. TRIANGLES

(20) Periods

1. (Motivate) Two triangles are congruent if any two sides and the included angle of one triangle is equal to any two sides and the included angle of the other triangle (SAS Congruence).
2. (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal to any two angles and the included side of the other triangle (ASA Congruence).
3. (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence).
4. (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle.
5. (Prove) The angles opposite to equal sides of a triangle are equal.
6. (Motivate) The sides opposite to equal angles of a triangle are equal.
7. (Motivate) Triangle inequalities and relation between 'angle and facing side' inequalities in triangles.

4. QUADRILATERALS

(10) Periods

1. (Prove) The diagonal divides a parallelogram into two congruent triangles.
2. (Motivate) In a parallelogram opposite sides are equal, and conversely.
3. (Motivate) In a parallelogram opposite angles are equal, and conversely.
4. (Motivate) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal.
5. (Motivate) In a parallelogram, the diagonals bisect each other and conversely.
6. (Motivate) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and (motivate) its converse.

5. AREA

(4) Periods

Review concept of area, recall area of a rectangle.

1. (Prove) Parallelograms on the same base and between the same parallels have the same area.
2. (Motivate) Triangles on the same base and between the same parallels are equal in area and its converse.

6. CIRCLES

(15) Periods

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

1. (Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse.
2. (Motivate) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord.
3. (Motivate) There is one and only one circle passing through three given non-collinear points.
4. (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the center(s) and conversely.
5. (Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle.
6. (Motivate) Angles in the same segment of a circle are equal.
7. (Motivate) If a line segment joining two points subtends equal angle at two other points lying on the same side of the line containing the segment, the four points lie on a circle.
8. (Motivate) The sum of the either pair of the opposite angles of a cyclic quadrilateral is 180° and its converse

7. CONSTRUCTIONS

(10) Periods

1. Construction of bisectors of line segments & angles, 60° , 90° , 45° angles etc., equilateral triangles.

2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.
3. Construction of a triangle of given perimeter and base angles.

UNIT V : MENSURATION

1. AREAS (4) Periods

Area of a triangle using Hero's formula (without proof) and its application in finding the area of a quadrilateral.

2. SURFACE AREAS AND VOLUMES (10) Periods

Surface areas and volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/ cones.

UNIT VI : STATISTICS AND PROBABILITY

1. STATISTICS (13) Periods

Introduction to Statistics : Collection of data, presentation of data — tabular form, ungrouped / grouped, bar graphs, histograms (with varying base lengths), frequency polygons, qualitative analysis of data to choose the correct form of presentation for the collected data. Mean, median, mode of ungrouped data.

2. PROBABILITY (12) Periods

History, Repeated experiments and observed frequency approach to probability. Focus is on empirical probability. (A large amount of time to be devoted to group and to individual activities to motivate the concept; the experiments to be drawn from real - life situations, and from examples used in the chapter on statistics).

INTERNALASSESSMENT 20 Marks

Evaluation of activities	10 Marks
Project Work	05 Marks
Continuous Evaluation	05 Marks

CLASS X

One Paper

Time : 3 Hours

Marks : 80

UNITS	MARKS
I. NUMBER SYSTEMS	04
II. ALGEBRA	20
III. TRIGONOMETRY	12
IV. COORDINATE GEOMETRY	08
V. GEOMETRY	16
VI. MENSURATION	10
VII. STATISTICS AND PROBABILITY	10
TOTAL	<hr/> 80 <hr/>

UNIT I : NUMBER SYSTEMS

1. REAL NUMBERS

(15) Periods

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

UNIT II : ALGEBRA

1. POLYNOMIALS

(6) Periods

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

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

(15) Periods

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

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

3. QUADRATIC EQUATIONS (15) Periods

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

Problems related to day to day activities to be incorporated.

4. ARITHMETIC PROGRESSIONS (8) Periods

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

UNIT III : TRIGONOMETRY

1. TRIGONOMETRIC RATIOS (12) Periods

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

2. TRIGONOMETRIC IDENTITIES (16) Periods

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

3. HEIGHTS AND DISTANCES (8) Periods

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

UNIT IV : COORDINATE GEOMETRY

1. LINES (In two-dimensions) (15) Periods

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

UNIT V : GEOMETRY

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.
6. (Motivate) If a perpendicular is drawn from the vertex of the right angle of a right triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.
7. (Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares on their corresponding sides.
8. (Prove) In a right triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides.
9. (Prove) In a triangle, if the square on one side is equal to sum of the squares on the other two sides, the angles opposite to the first side is a right triangle.

2. CIRCLES

(8) Periods

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

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

3. CONSTRUCTIONS

(8) Periods

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

UNIT VI : MENSURATION

1. AREAS OF PLANE FIGURES

(12) Periods

Motivate the area of a circle; area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60° , 90° & 120° only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

2. SURFACE AREAS AND VOLUMES

(12) Periods

- (i) Problems on finding surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones. Frustum of a cone.
- (ii) Problems involving converting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids be taken.)

UNIT VII : STATISTICS AND PROBABILITY

1. STATISTICS

(15) Periods

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

2. PROBABILITY

(10) Periods

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

INTERNAL ASSESSMENT

20 Marks

Evaluation of activities

10 Marks

Project Work

05 Marks

Continuous Evaluation

05 Marks

4. SCIENCE

(Code No. 086 / 090)

The subject of Science plays an important role in developing in children well-defined abilities in cognitive, affective and psychomotor domains. It augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.

Whereas the upper primary stage demands that plentiful opportunities should be provided to the students to engage them with the processes of science like observing, recording observations, drawing, tabulation, plotting graphs etc., the secondary stage expects abstraction and quantitative reasoning to occupy a more central place in the teaching and learning of Science. Thus, the idea of atoms and molecules being the building blocks of matter makes its appearance, as does Newton's law of Gravitation.

The present syllabus has been designed around six broad themes viz. Food, Materials, the world of the living, how things work, moving things, people and ideas, natural phenomenon and natural resources. Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

At this stage, while science is still a common subject, the disciplines of Physics, Chemistry and Biology begin to emerge. The students should be exposed to experiences as well as modes of reasoning that are typical of the subject.

COURSE STRUCTURE

CLASS IX (THEORY)

One Paper	Time : 2½ hours.	Marks : 60
Unit		Marks
I. Food		05
II. Matter - ITS nature and behaviour		15
III. Organisation in living world		13
IV. Motion, Force and Work		20
V. Our Environment		07
	Total	<hr/> 60 <hr/>

Theme : Food

(10 Periods)

Unit 1 : Food

Plant and animal breeding and selection for quality improvement and management ; use of fertilizers, manures; protection from pests and diseases; organic farming.

Theme : Materials

(50 Periods)

Unit 2 : Matter - Nature and behaviour

Definition of matter; solid, liquid and gas; characteristics - shape, volume, density; change of state-melting (absorption of heat), freezing, evaporation (Cooling by evaporation), condensation, sublimation.

Nature of matter : Elements, compounds and mixtures. Heterogenous and homogenous mixtures, colloids and suspensions.

Particle nature, basic units : atoms and molecules. Law of constant proportions. Atomic and molecular masses.

Mole Concept : Relationship of mole to mass of the particles and numbers. Valency. Chemical formula of common compounds.

Structure of atom : Electrons, protons and neutrons; Isotopes and isobars.

Theme : The World of the living

(45 Periods)

Unit 3 : Organization in the living world.

Biological Diversity : Diversity of plants and animals - basic issues in scientific naming, basis of classification. Hierarchy of categories / groups, Major groups of plants (salient features) (Bacteria, Thalophyta, Bryo phyta, Pteridophyta, gymnosperms and Angiosperms). Major groups of animals (salient features) (Non-chordates upto phyla and chordates upto classes).

Cell - Basic Unit of life : Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles; chloroplast, mitochondria, vacuoles, ER, golgi apparatus; nucleus, chromosomes - basic structure, number.

Tissues, organs, organ systems, organism.

Structure and functions of animal and plant tissues (four types in animals; merismatic and permanent tissues in plants).

Health and diseases : Health and its failure. Disease and its causes. Diseases caused by microbes and their prevention - Typhoid, diarrhoea, malaria, hepatitis, rabies, AIDS, TB, polio; pulse polio programme.

Transport of materials in the living systems : Diffusion / exchange of substances between cells and their environment and between the cells themselves in the living system; role in nutrition, water and food transport, excretion, gaseous exchange.

Theme : Moving things, people and ideas

(60 Periods)

Unit 4 : Motion, Force and Work

Motion : displacement, velocity; uniform and non-uniform motion along a straight line; acceleration, distance - time and velocity-time graphs for uniform and uniformly accelerated motion, equations of motion by graphical method; elementary idea of uniform circular motion.

Force and Newton's laws : Force and motion, Newton's laws of motion, inertia of a body, inertia and mass, momentum, force and acceleration. Elementary idea of conservation of momentum, action and reaction forces.

Gravitation : Gravitation; universal law of gravitation, force of gravitation of the earth (gravity), acceleration due to gravity; mass and weight; free fall.

Work, Energy and Power : Work done by a force, energy, power; kinetic and potential energy; law of conservation of energy.

Floatation : Thrust and pressure. Archimedes' principle, buoyancy, elementary idea of relative density.

Sound : Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo and SONAR.

Structure of the human ear (auditory aspect only).

Theme : Natural Resources

(15 Periods)

Unit 5 : Our Environment

Physical resources : Air, Water, Soil.

Air for respiration, for combustion, for moderating temperatures, movements of air and its role in bringing rains across India.

Air, water and soil pollution (brief introduction). Holes in ozone layer and the probable damages.

Bio-geo chemical cycles in nature : water, oxygen, carbon, nitrogen

PRACTICALS

LIST OF EXPERIMENTS

Marks : 40 (20 + 20)

1. To prepare

- a) a true solution of common salt, sugar and alum
- b) a suspension of soil, chalk powder and fine sand in water
- c) a colloidal of starch in water and egg albumin in water and distinguish between these on the basis of
 - i) transparency
 - ii) filtration criterion
 - iii) stability

2. To prepare
 - a) a mixture
 - b) a compoundusing iron filings and sulphur powder and distinguish between these on the basis of :
 - i) appearance i.e., homogeneity and heterogeneity
 - ii) behaviour towards a magnet
 - iii) behaviour towards carbon disulphide a solvent.
 - iv) effect of heat.
3. To carry out the following chemical reactions and record observations. Also to identify the type of reaction involved in each case.
 - i) Iron with copper sulphate solution in water.
 - ii) Burning of Magnesium in air.
 - iii) Zinc with dilute sulphuric acid
 - iv) Heating of Lead Nitrate.
 - v) Sodium sulphate with Barium chloride in the form of their solutions in water.
4. To verify laws of reflection of sound.
5. To determine the density of solid (denser than water) by using a spring balance and a measuring cylinder.
6. To establish the relation between the loss in weight of a solid when fully immersed in
 - i) tap water
 - ii) strongly salty water, with the weight of water displaced by it by taking at least two different solids.
7. To measure the temperature of hot water as it cools and plot a temperature-time graph.
8. To determine the velocity of a pulse propagated through a stretched string/slinky.
9. To prepare stained temporary mounts of (a) onion peel and (b) human cheek cells and to record observations and draw their labeled diagrams.
10. To identify parenchyma and sclerenchyma tissues in plants, striped muscle fibers and nerve cells in animals, from prepared slides and to draw their labeled diagrams.
11. To separate the components of a mixture of sand, common salt and ammonium chloride (or camphor) by sublimation.
12. To determine the melting point of ice and the boiling point of water.

13. To test (a) the presence of starch in the given food sample (b) the presence of the adulterant metanil yellow in dal.
14. To study the characteristic of spirogyra/Agaricus, Moss/Fern, Pinus (either with male or female conre) and an Angiospermic plant. Draw and give two identifying features of groups they belong to.
15. To observe and draw the given specimens—earthworm, cockroach, bony fish and bird. For each specimen record
 - (a) one specific feature of its phylum
 - (b) one adaptive feature with reference to its habitat.

SCHEME OF EVALUATION

Multiple choice type question written test (School based) : 20 Marks

Hands-on practicals examination (school based) : 20 Marks

CLASS X (Theory)

One Paper

Time : 2½ hours

Marks : 60

	Unit	Marks
I.	Chemical Substances	18
II.	World of living	16
III.	Effects of Current	10
IV.	Light	8
V.	Natural Resources	8
	Total	60

Theme : Materials

(55 Periods)

Unit 1 : Chemical Substances - Nature and Behaviour

Acids, bases and salts : General properties, examples and uses.

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

Metals and non metals : Brief discussion of basic metallurgical processes. Properties of common metals. Elementary idea about bonding.

Carbon Compounds : Carbon compounds, elementary idea about bonding.

Saturated hydrocarbons, alcohols, carboxylic acids (no preparation, only properties).

Some Important chemical compounds : Soap-cleansing action of soap.

Periodic classification of elements : Gradations in properties : Mendeleev periodic table.

Theme : The world of the living (50 Periods)

Unit 2 : Our environment

Our environment : Environmental problems, their solutions. Biodegradable, non biodegradable, ozone depletion.

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

Control and Co-ordination in plants and animals : Tropic movements in plants; Introduction to plant hormones; control and co-ordination in animals : voluntary, involuntary and reflex action, nervous system; chemical co-ordination : animal hormones.

Reproduction : Reproduction in plants and animals. Need for and methods of family planning. Safe sex vs HIV/AIDS. Child bearing and women's health.

Heridity and evolution : Heridity; Origin of life : brief introduction; Basic concepts of evolution.

Theme : How things work. (35 Periods)

Unit 3 : Effects of Current

Potential, Potential difference, Ohm's law; Series combination of resistors, parallel combination of resistors; Power dissipation due to current; Inter relation between P, V, I and R.

Magnets : Magnetic field, field lines, field due to a current carrying wire, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's left hand rule. Electro magnetic induction. Induced potential difference, Induced current. Direct current. Alternating current; frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme : Natural Phenomena (20 Periods)

Unit 4 : Convergence and divergence of light. Images formed by a concave mirror; related concepts; centre of curvature; principal axis. Optic centre, focus, focal length.

Refraction; laws of refraction.

Image formed by a convex lens; functioning of a lens in human eye; problems of vision and remedies. Applications of spherical mirrors and lenses.

Appreciations of concept of refraction; velocity of light; refractive index; twinkling of stars; dispersion of light. Scattering of light.

Theme : Natural Resources

(20 Periods)

Unit 5 : Conservation of natural resources : Management of natural resources. Conservation and judicious use of natural resources. Forest and wild life, coal and petroleum conservation. People's participation. Chipko movement. Legal perspectives in conservation and international scenario.

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

Sources of energy : Different forms of energy, leading to different sources for human use : fossil fuels, solar energy; biogas; wind, water and tidal energy; nuclear energy. Renewable versus non - renewable sources.

PRACTICALS

LIST OF EXPERIMENTS

Marks : 40 (20 + 20)

1. To find the pH of the following samples by using pH paper/universal indicator.
 - i) Dilute Hydrochloric acid
 - ii) Dilute NaOH solution
 - iii) Dilute Ethanoic acid solution
 - iv) Lemon juice
 - v) Water
 - vi) Dilute Sodium Bicarbonate Solution.
2. To study the properties of acids and bases HCl & NaOH by their reaction with
 - i) Litmus solution (Blue/Red)
 - ii) Zinc metal
 - iii) Solid Sodium Carbonate
3. To determine the focal length of
 - a) Concave mirror
 - b) Convex lensby obtaining the image of a distant object.

4. To trace 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.
5. To study the dependence of current (I) on the potential difference (V) across a resistor and determine its resistance. Also plot a graph between V and I.
6. To determine the equivalent resistance of two resistors when connected in series.
7. To determine the equivalent resistance of two resistors when connected in parallel.
8. To prepare a temporary mount of a leaf peel to show stomata.
9. To show experimentally that light is necessary for photosynthesis.
10. To show experimentally that carbon dioxide is given out during respiration.
11. To study (a) binary fission in Amoeba and (b) budding in yeast with the help of prepared slides.
12. To determine the percentage of water absorbed by raisins.
13. To prepare SO_2 gas, observe its following properties and draw inferences in respect of
 - i) odour
 - ii) solubility in water
 - iii) effect on litmus paper
 - iv) action on acidified potassium dichromate solution.
14. a) To observe the action of Zn, Fe, Cu and Al metals on the following salt solutions.
 - i) ZnSO_4 (aq.)
 - ii) FeSO_4 (aq.)
 - iii) CuSO_4 (aq.)
 - iv) $\text{Al}_2(\text{SO}_4)_3$ (aq.)b) Arrange Zn, Fe, Cu and Al metals in the decreasing order of reactivity based on the above result.
15. To study the following properties of acetic acid (ethanoic acid):
 - i) odour
 - ii) solubility in water
 - iii) effect on litmus
 - iv) reaction with sodium bicarbonate

SCHEME OF EVALUATION :

External Examination (to be conducted by the Board through multiple choice type written test)	20 Marks
School-based hands-on practical examination.	20 Marks

5. SOCIAL SCIENCE

CODE NO. 087

RATIONALE

Social Sciences is a compulsory subject upto secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building.

The social sciences curriculum draws its content mainly from geography, history, civics and economics. Some elements of sociology and commerce are also included. Together they provide a comprehensive view of society-over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners study society from different angles and form a holistic view.

OBJECTIVES

The main objectives of this syllabus are :

- to develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved.
- to make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- to develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.
- to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.
- to help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- to deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives
- to facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- to develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- to promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process.
- to help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community
- to develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations
- to develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms- cooperating with others, taking initiatives and providing leadership in solving others', problems
- to develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

CLASS IX

Time : 3 Hrs.

Marks : 80 + 20

	Marks	Periods
Unit 1 : India and the Contemporary World - I	18	40
Unit 2 : India -Land and the People	20	45
Unit 3 : Democratic Politics I	18	40
Unit 4 : Understanding Economics	16	40
Unit 5 : Disaster Management	8	25

Internal Assessment

1. Tests (Formative and Summative)	10	
2. Assignments (School & Home)	05	
3. Project Work	05	

Class IX

Unit 1 : India and the Contemporary World - I

40 Periods

Themes	Objectives
<p>Any two themes from the first two sub-units and one from the third could be studied.</p> <p>Sub-unit 1.1 : Events and processes.</p> <p>In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism.</p> <p>1. French revolution :</p> <p>(a) The Ancient Regime and its crises. (b) The social forces that led to the revolution. (c) The different revolutionary groups and ideas of the time. (d) The legacy.</p> <p>2. Russian Revolution.</p> <p>(a) The crises of Tzarism. (b) The nature of</p>	<ul style="list-style-type: none"> ❑ In each of the themes in this unit students would be made familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences. ❑ Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. ❑ Show how written, oral and visual material can be used to recover the history of revolutions. ❑ Explore the history of socialism through a study of the Russian revolution. ❑ Familiarize students with the names of people involved, the different types of ideas that inspired the revolution.

Themes	Objectives
<p>social movements between 1905 and 1917. (c) The First World War and foundation of Soviet state. (d) The legacy.</p> <p>3. Rise of Nazism.</p> <p>(a) The growth of social democracy (b) The crises in Germany. (b) The basis of Hitler's rise to power. (c) The ideology of Nazism. (d) The impact of Nazism.</p> <p>Sub-unit 1.2 : Economies and Livelihoods</p> <p>The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.</p> <p>4. Pastoralists in the modern world.</p> <p>(a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states?</p> <p>Case studies : focus on two pastoral groups, one from Africa and one from India.</p> <p>5. Forest society and colonialism :</p> <p>(a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism.</p> <p>Case studies : focus on two forest movements one in colonial India (Bastar) and one in Indonesia.</p> <p>6. Farmers and peasants :</p> <p>(a) Histories of the emergence of different forms of farming and peasant societies. (b) Changes within rural economies in the modern world.</p> <p>Case studies : focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England,</p>	<ul style="list-style-type: none"> ❑ Discuss the critical significance of Nazism in shaping the politics of modern world. ❑ Familiarize students with the speeches and writings of Nazi leaders. <ul style="list-style-type: none"> ❑ Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets. ❑ Point to the varying patterns of developments within pastoral societies in different places. ❑ Look at the impact of colonialism on forest societies, and the implication of scientific forestry. ❑ Discuss the social and cultural world of forest communities through the study of specific revolts. ❑ Understand how oral traditions can be used to explore tribal revolts. ❑ Show the different processes through which agrarian transformation may occur in the modern world. ❑ Understand how agricultural systems in India are different from that in other countries. ❑ Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.

Themes	Objectives
<p>and small peasant production in colonial India)</p> <p>Sub-unit 1.3 : Culture, Identity and Society The themes in this unit will consider how issues of culture are linked up to the making of contemporary world.</p> <p>7. Sports and politics : The story of cricket (a) The emergence of cricket as an English sport. (b) Cricket and colonialism. (c) Cricket nationalism and de-colonialization.</p> <p>8. Clothes and cultures. (a) A short history of changes in clothing. (b) Debates over clothing in colonial India. (c) Swadeshi and the movement for Khadi.</p> <p>Sub-unit 1.4 : Map Work. (2 Marks).</p>	<ul style="list-style-type: none"> ❑ Suggest how sports also have a history and that it is linked up with the politics of power and domination. ❑ Introduce students to some of the stories in cricket that have historical significance. ❑ Show how clothing has a history, and how it is linked to questions of cultural identity. ❑ Discuss how clothing has been the focus of intense social battles.

Unit 2 : India - Land and the People

45 Periods

Themes	Objectives
<p>1. India : location, relief, structure, major physiographic units.</p> <p>2. Climate : factors influencing the climate; monsoon- its characteristics, rainfall and temperature distribution; seasons; climate and human life.</p> <p>3. Drainage : major rivers and tributaries, lakes and seas, role of rivers in the economy, pollution of rivers, measures to control river pollution.</p> <p>4. Natural Vegetation : vegetation types, distribution as well as altitudinal variation, need for conservation and various measures.</p> <p>5. Wildlife : major species, their distribution, need for conservation and various measures.</p>	<p>To understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types</p> <p>To identify the various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. To explain the importance and unifying role of monsoons;</p> <p>To understand the river systems of the country and explain the role of rivers in the evolution of human society.</p> <p>To find out the nature of diverse flora and fauna as well as their distribution; To develop concern about the need to protect the bio-diversity of our country;</p>

Themes	Objectives
<p>6. Population : size, distribution, age-sex composition, population change-migration as a determinant of population change, literacy, health, occupational structure and national population policy : adolescents as under-served population group with special needs.</p>	<p>To analyse the uneven nature of population distribution and show concern about the large size of our population;</p> <p>To understand the various occupations of people and explain various factors of population change;</p> <p>To explain various dimension of national policy and understand the needs of adolescents as underserved group.</p>
<p>7. Map Work (4 marks).</p>	

Project/Activity

Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India.

Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

Posters

- River pollution
- Depletion of forests and ecological imbalance.

Unit - 3 : Democratic Politics I

40 Periods

Themes	Learning Objectives
<p>1. What is democracy? Why democracy?</p> <p>What are the different ways of defining democracy? Why has democracy become the most prevalent form of government in our times? What are the alternatives to democracy? Is democracy superior to its available alternatives? Must every democracy have the same institutions</p>	<ul style="list-style-type: none"> • Develop conceptual skills of defining democracy • Understand how different historical processes and forces have promoted democracy. • Developing a sophisticated defence of democracy against common prejudices

Themes	Learning Objectives
<p>and values?</p> <p>2. Designing of Democracy in India</p> <p>How and why did India become a democracy? How was the Indian constitution framed? What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India?</p> <p>3. Electoral politics in democracy</p> <p>Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens' participation in electoral politics changed? What are the ways to ensure free and fair elections?</p> <p>4. Institutions of parliamentary democracy</p> <p>How is the country governed? What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another?</p> <p>5. Citizens' rights in democracy</p> <p>Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured?</p>	<ul style="list-style-type: none"> • Develop a historical sense of the choice and nature of democracy in India. • Introduction to the process of Constitution making • Develop respect for the Constitution and appreciation for Constitutional values • Recognise that constitution is a living document that undergoes changes. • Introduce the idea of representative democracy via competitive party politics • Familiarise with our electoral system and reasons for choosing this • Develop an appreciation of citizen's increased participation in electoral politics • Recognise the significance of the Election Commission • Provide an overview of central governmental structures • Sensitise to the key role of the Parliament and its procedures • Distinguish between nominal and real executive authorities and functions • Understand the parliamentary system of executive's accountability to the legislature • Develop a citizens' awareness of their rights • Introduction to and appreciation of the Fundamental Rights • Recognition of the ways in which these rights are exercised and denied in real life situations. • Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission.

Unit - 4 : Understanding Economics - I

40 Periods

Themes	Objectives
<p>1. The economic story of Palampore: Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced.</p>	<p>Familiarising the children with the some basic economic concepts through an imaginary story of a village</p>
<p>2. People as Resource : Introduction of how people become resource / asset; economic activities done by men and women; unpaid work done by women; quality of human resource ; role of health and education; unemployment as a form of nonutilisation of human resource; socio-political implication in simple form</p>	<p>Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building</p>
<p>3. Poverty as a challenge facing India : Who is poor (through two case studies one rural one urban); indicators; absolute poverty (not as a concept but through a few simple examples) - why people are poor ; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation</p>	<p>Understanding of poverty as a challenge and sensitization of the learner;</p> <p>Appreciation of the government initiative to alleviate poverty</p>
<p>4. Food Security : Source of foodgrains- variety across the nation - famines in the past - the need for self sufficiency - role of government in food security - procurement of foodgrains - overflowing of granaries and people without food - public distribution system - role of cooperatives in food security (foodgrains, milk and vegetables ration shops, cooperative shops, two-three examples as case studies)</p>	<p>Exposing the child to an economic issue which is basic necessities of life;</p> <p>Appreciate and critically look at the role of government in ensuring food supply</p>

Suggested Activities / Instructions :

Theme 1 : Give more examples of activities done by different workers and farmers.

Numerical problems can also be included.

Some of the ways through which description of villages are available in the writings of Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.

Theme II : Discuss the impact of unemployment

Debate on whether all the activities done by women should be included or not. Why?

Is begging an economic activity? Discuss.

Is it necessary to reduce population growth or family size? Discuss.

Theme IV : Visit a few farms in a village and collect the details of foodgrains cultivated;

Visit a nearby ration shop and collect the details of goods available;

Visit a regulated market yard and observe how goods are transacted and get the details of the places where the goods come and go.

Unit - 5 : Disaster Management

25 Periods

1. **Man made disasters** - Nuclear, Biological and Chemical.
 2. **Common Hazards** - Prevention and Mitigation
 3. **Community Based Disaster Management.**
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Class X

Theory Paper 1

3 Hours

**Marks 80 + 20
for internal assessment**

	Marks	Periods
Unit 1 :India and the contemporary World - II	20	45
Unit 2 :India - Resources and their Development	18	40
Unit 3 :Democratic Politics II	18	40
Unit 4 :Understanding Economics - II	16	40
Unit 5 :Disaster Management	8	25

Internal Assessment

1. Tests (formative and summative)	10
2. Assignments (School & Home assignments)	05
3. Project work	05

Unit 1 : India and the Contemporary world - II

45 Periods

Themes	Objectives
<p>Theme 3 is compulsory. Students to choose any one from the first two themes.</p> <p>Sub-unit 1.1 : Events and processes :</p> <p>1. Nationalism in Europe :</p> <p>(a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece.</p> <p>2. Nationalist Movement in Indo China : Factors leading to growth of nationalism in India</p> <p>(a) French colonialism in Indochina. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc (d) The second world war and the liberation struggle. (e) America and the second Indochina war.</p> <p>3. Nationalism in India : Civil Disobedience Movement (a) First world war, Khilafat and Non-Cooperation. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups.</p> <p>Sub-unit 1.2 : Economies and livelihoods :</p> <p>4. Industrialization 1850s - 1950s : (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies : Britain and India.</p>	<ul style="list-style-type: none"> ❑ The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. ❑ Discuss the relationship/difference between European nationalism and anti-colonial nationalisms. ❑ Point to the way the idea of the nation states became generalized in Europe and elsewhere. ❑ Discuss the difference between French colonialism in Indochina and British colonialism in India. ❑ Outline the different stages of the anti-imperialist struggle in Indochina. ❑ Familiarize the students with the differences between nationalist movements in Indo China and India. ❑ Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement. ❑ Analyze the nature of the diverse social movements of the time. ❑ Familiarize students with the writings and ideals of different political groups and individuals. ❑ discuss two different patterns of industrialization, one in the imperial country and another within a colony. ❑ Show the relationship between different sectors of production.

Themes	Learning Objectives
<p>5. Urbanization and urban lives : (a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor. Case studies : London and Bombay in the nineteenth and twentieth century.</p> <p>6. Trade and Globalization : (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s. (d) Implications of globalization for livelihood patterns. Case study : The post War International Economic order, 1945 to 1960s.</p> <p>Sub-unit 1.3 : Culture, Identity and Society</p> <p>7. Print culture and nationalism. (a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics.</p> <p>8. History of the novel: (a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers.</p> <p>Sub-unit 1.4 : Map Work (2 Marks)</p>	<ul style="list-style-type: none"> ❑ Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other. ❑ Show that globalizaton has a long history and point to the shifts within the process. ❑ Analyze the implication of globalization for local economies. ❑ Discuss how globalization is experienced differently by different social groups. ❑ Discuss the link between print culture and the circulation of ideas. ❑ Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. ❑ Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change. ❑ Familiarize students with some of the ideas of writers who have had a powerful impact on society.

Unit 2 : India - Resources and their Development

40 Periods

Themes	Objectives
<p>1. Resources : Types - natural and human; Need for resource planning.</p> <p>2. Natural Resources : land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures.</p> <p>3. Agriculture : types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output.</p> <p>4. Water resources : sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced)</p> <p>5. Mineral Resources : types of minerals, distribution, use and economic importance of minerals, conservation.</p> <p>6. Power Resources : types of power resources conventional and non-conventional, distribution and utilization, and conservation.</p> <p>7. Manufacturing Industries : Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced)</p> <p>8. Transport, communication and trade</p> <p>9. Map Work (3 marks)</p>	<p>Understand the value of resources and the need for their judicious utilisation and conservation;</p> <p>Identify various types of farming and discuss the various farming methods; To describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern;</p> <p>Explain various government policies for institutional as well as technological reforms since independence; Understand the importance of agriculture in national economy;</p> <p>Understand the importance of water as a resources as well as develop awareness towards its judicious use and conservation;</p> <p>Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation;</p> <p>Discuss various types of conventional and non-conventional resources and their utilization</p> <p>Discuss the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas;</p> <p>Discuss the need for a planned industrial development and debate over the role of government towards sustainable development</p> <p>To explain the importance of transport and communication in the ever shrinking world;</p> <p>To understand the role of trade in the economic development of a country and analyse the changing.</p>

Project / Activity

- Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with the climatic conditions and relief of the area.
- Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade.

Posters

- Pollution of water in the locality.
- Depletion of forests and the greenhouse effect.

Note : Any similar activities may be taken up.

Unit 3 : Democratic Politics II

40 Periods

Themes	Objectives
<p>1. Working of Democracy Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy?</p>	<ul style="list-style-type: none">• Analyse the relationship between social cleavages and political competition with reference to Indian situation• Understand and analyse the challenges posed by communalism to Indian democracy• Understand the enabling and disabling effects of caste and ethnicity in politics• Develop a gender perspective on politics• Introduce students to the centrality of power sharing in a democracies• Understand the working of spatial and social power sharing mechanisms• Analyse federal provisions and institutions• Understand the new Panchayati Raj institutions in rural and urban areas• Understand the vital role of struggle in the expansion of democracy• Analyse party systems in democracies• Introduction to major political parties in the country
<p>2. Power sharing mechanisms in democracy Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups?</p>	
<p>3. Competition and contestations in democracy How do struggles shape democracy in favour of ordinary people? What role do political parties play in competition and contestation?</p>	

Themes	Learning Objectives
<p>Which are the major national and regional parties in India? Why have social movements come to occupy large role in politics?</p> <p>4. Outcomes of democracy Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India?</p> <p>5. Challenges to democracy Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy?</p>	<ul style="list-style-type: none"> • Analyse the role of social movements and non-party political formations • Introduction to the difficult question of evaluating the functioning of democracies • Develop the skills of evaluating Indian democracy on some key dimensions : development, security and dignity for the people. • Understand the causes for continuation of democracy in India. • Distinguish between sources of strength and weaknesses of Indian democracy • Reflect on the different kinds of measures possible to deepen democracy • Promote an active and participatory citizenship.

Unit 4 : Understanding Economics II

40 Periods

Themes	Learning Objectives
<p>1. The Story of Development : The traditional notion of development; National Income and Per-capita Income. Growth of NI - critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development).</p> <p>The approach to this theme : Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country)</p>	<ul style="list-style-type: none"> • Familiarisation of some macroeconomic concepts. • Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income. • It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation. • How and why people should be healthy and provided with education.

Themes	Learning Objectives
<p>2. Money and Financial System : Role of money in an economy : Historical origin; Formal and Informal financial institutions for Savings and Credit - General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, self help groups, chit funds and private finance companies.</p> <p>3. The Role of Service Sector in Indian Economy : What is service sector (through examples) : Importance of Service Sector in generating employment and income to the nation (with the help of a few case studies); Growth of Service Sector in India; India as a major service provider to the world; The need for public investment ; The role of important infrastructure, education and health</p> <p>4. Globalisation : What is Globalisation (through some simple examples); How India is being globalised and why ; Development Strategy prior to 1991. State Control of Industries : Textile goods as an example for elaboration; Economic Reforms 1991; Strategies adopted in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalisation and its impact on different sectors; Political Impact of globalisation</p> <p>5. Consumer Awareness : How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection</p>	<ul style="list-style-type: none"> • Familiarize the concept of money as an economic concept; • Create awareness of the role of financial institutions from the point of view day-to-day life. • To make aware of a major employment generating sector • Sensitise the learner of how and why governments invest in such an important sector • Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life. • Making the child aware of his or her rights and duties as a consumer; • Familiarizing the legal measures available to protect from being exploited in markets

Suggested Activities

Theme 2 :

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

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

Theme 4 :

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

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

Unit 5 : Disaster Management

25 Periods

- Tsunami
 - Safer Construction Practices.
 - Survival Skills.
 - Alternate Communication systems during disasters.
 - Sharing Responsibility
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6. ADDITIONAL SUBJECTS

(A) MUSIC

Any one of the following can be offered: (Hindustani or Carnatic)

- | | |
|---|---|
| 1. Hindustani Music-Vocal
or | 4. Carnatic Music-Vocal
or |
| 2. Hindustani Music Melodic Instruments
or | 5. Carnatic Music-Melodic Instruments
or |
| 3. Hindustani Music Percussion Instruments | 6. Carnatic Music-Percussion Instruments |

(1) HINDUSTANI MUSIC (VOCAL) (CODE NO. 034)

	CLASS IX	Marks	Periods
Theory	2hours	25	68
Practical		75	

THEORY

1. An outline history of Indian Music
2. Definition of the following:
Sangeet, Nada, Swara, Shuddha, Vikrit (Komal, Teevra) Sthana (Mandra, Madhya, Tara), Aaroha, Avaroha, Raga, Laya, Tala, Sam, Tali, Khali, Matra, Avartana

PRACTICAL

202 pds.

1. (a) National Anthem
(b) Four folk or tribal songs
(c) Four devotional songs
(d) Three patriotic songs
(e) Community singing (two songs)
2. Aaroha, Avaroha, Pakad and Drut Khyal in the following Ragas: Yaman, Bhairav, Bhopali with few tanas.
3. Recitation of the Thekas of Teentala, Kaharwa, Dadra and Jhaptal; keeping tala with hand beats.
4. Eight Tala-Baddha, Alankars set to different Talas.

	CLASS X	Marks	Periods
Theory	2 hours	25	68
Practical		75	

THEORY

1. Basic knowledge of the structure and tuning of Taanpura.
2. Knowledge of the notation systems laid down by Pt. Vishnu Digamber and Pt. V.N. Bhatkhande.

3. Definition of Vadi, Samvadi, Anuvadi, Vivadi, Alap
4. Brief description of Natya shastra, Sangeet Ratnakar.

Marks Periods

PRACTICAL

75 202

1. Community Singing:
 - (a) Two songs in different regional languages.
 - (b) One Tagore song
2. Aaroha, Avaroha, Pakad and Drut Khyal in the following Ragas: Kafi, Khamaj, Sarang and Desh with simple elaborations and few tanas.

Suggested Reference Books :

1. Kramik Pustak Malika by Pandit V.N. Bhatkhande
2. Rag Vigyan by Pandit V.N. Patwardhan.

(II) HINDUSTANI MUSIC (MELODIC INSTRUMENTS)

(Code No. 035)

CLASS IX

Theory	2 hours	25	68
Practical		75	

THEORY

1. An outline history of Indian Music
2. Definition of the following:
Sangeet, Nada, Swara, Shuddha, Vikrit (Komal, Teevra) Sthana (Mandra, Madhya, Tara), Aaroha, Avaroha, Raga, Laya, Tala, Sama, Tali, Khali, Matras, Avartana.

PRACTICAL

202

1. Proficiency in any one of the following instruments :
 - (i) Sitar, (ii) Sarod, (iii) Violin, (iv) Dilruba or Esraj (v) Flute (vi) Mandolin, (vii) Guitar.
2. (a) The tune of National Anthem.
(b) Four light Dhuns and four folk dhuns of different regions.
3. Aaroha, Avaroha, Pakad and Drut gat in the following Ragas; Yaman, Bhairav, Bhopali with few Todas.
4. The recitation of Thekas of Teen Taal, Keharwa, Dadra and Jhaptal, taal keeping with hand beats.

CLASS X

Theory	2 hours	25	68
Practical		75	

THEORY

1. Basic knowledge of the structure and tuning of any one of the following instruments:
(i) Sitar, (ii) Sarod, (iii) Violin, (iv) Dilruba or Esraj, (v) Flute, (vi) Mandolin, (vii) Guitar.

3. Definition of Avartan, Theka, Lahera, Amad, Mohra, Tihai.
4. Brief description of Natya Shastra, Sangeet Ratnakar.

PRACTICAL	Marks	Periods
	75	202

1. To produce correctly the basic Bolas-Ta, Dha, Tin and Dhin, Dha, Ki, Na, Ti, Dhi, Na and Ti; Ti, Na, Dhi, Dhi, Ga, Tir, Kit, Tu, Na, Katta, etc.
2. Ability to recognise the tala of the composition being sung or played on a melodic instrument.
3. To recite the tala with hand beats and to play on the instrument the Theka of Jhaptala, Rupak and Ektala with elaborations.

Suggested Reference Books :

1. 'Tal Sastra' by Shri Bhagwat Sharan, Sangit Hathras.
2. Tabla Vadan Shiksha by Pt. Krishna Rao Shankar Pandit.

(IV) CARNATIC MUSIC (VOCAL)
(CODE NO. 031)

	CLASS IX	Marks	Periods
Theory	2 hours	25	68
Practical		75	

THEORY

1. Knowledge of the following terms:
Sangita, Naada, Swara, Svarsthana, Arohana, Avarohana, Sruti, Taala, Laya, Alankara, Sthayi, Graha or Eduppu, Dhaatu, Maatu or Degrees of Speed, Anya Svvara, Suddha Svvara, Vikrta, Svvara Sangati, Poorvaanga, Uttaraanga, Vaadi Samvaadi, Anuvaadi, Vivaadi, Samam, Atita, Anaagata, Raaga
2. Outlines of Raaga, Lakshanaas of the following:
Maayaamaalavagowla, Sankaraabharanam, Kharaharapriya, Hamsadhvani.
3. Lakshanaas of the following musical forms:
Gitam, Svarajati, Varnam.
4. Basic knowledge of the following Taalas:
Aadi, Roopakam, Chaapu.
5. An outline history of Indian Music, including the biography of Purandaradaasa and Tyaagaraaja.

PRACTICAL	75	202
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1. Community Singing:
 - (a) National Anthem
 - (b) Five folk or tribal songs of any region indicating time of the year and occasion with which they are related.
2. Voice-culture exercises for Sruti Suddha and Sthana Suddha
3. The following ragas with descriptive details:
Maayaamaalavagowla, Sankaraabharanam, Kharaharapriya, Hamsadhvani
4. Singing of simple Devernaamaas and Tiru Pugazh to the accompaniment of Tambura and Mridangam.

5. Soolaadi Sapta Talas and Chaapu Talas.

Suggested Referene Books:

South Indian Music Publishing Home: Volumes I, II, III & IV by Prof. P. Sambamoorthy.

	CLASS X	Marks	Periods
Theory	2 hours	25	68
Practical		75	

THEORY

1. Raaga Lakshana outlines of the following:
Mohanam, Kalyaani, Kaambhoji, Bhairavi.
2. Lakshanas of Keertana and Kriti
3. Outlines knowledge of the seventy-two Melakarta Scheme
4. Basic Knowledge of the structure and tuning of the Tambura.
5. Principles of Notation in carnatic music.

PRACTICAL

75 202

1. Community Singing:
Four devotional songs, simple Naamaavalis, Bhajans composed by the saints/poets of India.
2. The following ragas with descriptive details:
Mohanam, Kalyaani, Kaambhoji, Bhairavi.
3. To create proper sense of svara and laya through sapta tala alankaaras. Alankaaras in Mayaamaalava gowla and other simple scales.
4. Divyanaama keertanas and simple kritis, to the accompaniment of Tambura and Mridangam.
5. Principles of notation in Carnatic music, illustrated with suitable examples.

(V) CARNATIC MUSIC (MELODIC INSTRUMENTS)

(CODE NO. 032)

CLASS IX

Theory	2 hours	25	68
Practical		75	

THEORY

1. Knowledge of the following terms :
Sangita, Naada, Swara, Svarsthana, Arohana, Avarhana, Aavarta, Sruti, Sthayi, Graha or Eduppu, Dhaatu, Maatum Sama, Kaala or Degrees of Speed, Suddha Svava Vikrta, Svava, Sangati Poorvaanga, Uttaranga, Vaadi, Samvaadi, Anuvaadi, Vivaadi, Atita, Anaagata, Anya svava.
2. Raaga Lakshanaas Outlines of :
Maayaamaalavogowla, Sankaraabharanam, Kharaharapriya, Hamsadhvani.
3. Lakshanaas of the musical forms geetam, svarajati and Varnam.
4. Taalas : Aadi, Roopakam and Chaapu.

5. An outline history of Indian Music including the biography of Purandaradaasa and Tyaagaraaja.

	Marks	Periods
PRACTICAL	75	202

- Any one of the following instruments :
1. Veena 2. Violin 3. Flute 4. Gottuvadyam
- The candidates for instruments may be allowed to opt for community singing or for instrumental ensemble based either on the ragas from the syllabus or light and folk melodies.
- Sapta Tala Alankaras in simple scales.
- Playing ragas in detail on the instrument as prescribed in Theory.
- Musical compositions :
Two geetams, one svarajati and one Adi Tala Varnam in two degrees of speed.

CLASS IX

Theory	2 hours	25	68
Practical		75	

THEORY

- Basic knowledge of the structure and tuning of the instrument opted for
- Outline knowledge of the seventy-two Melakarta Scheme
- Principles of Notation in Carnatic music
- Raaga Lakshana of Mohanam, Kalyaani, Kaambhoji, Bhariavi
- Lakshanas of the musical forms keertanam and Kriti

PRACTICAL	202
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- Playing of the ragas prescribed for Theory
- Tuning the instrument
- Musical composition : Ata tala Varnam in two degrees of speed.
- Simple keertanams and simple kritis.

Suggested Reference Books:

- Flute by Prof. Sambamoorthy.
- Musical Instruments of India by S. Krishnaswamy.

(VI) CARNATIC MUSIC (PERCUSSION-INSTRUMENTS)

(CODE NO. 033)

CLASS IX

Theory	2 hours	25	68
Practical		75	

THEORY

- Knowledge of the following terms:
Sangita, Naada, Swara, Svarasthana, Arohana, Avarohana, Aavarta, Sruti, Sthayi, Graha or

Eduppu, Dhaatu, Maatu, Sama, Kaala or Degrees of Speed, Suddha Svara, Vikrta, Svara, Sangati, Poorvaanga, Uttaranga, Vaadi, Samvaadi, Anuvaadi, Vivaadi, Atita, Anaagata, Anya Svara.

2. Raaga Laksanaas Outlines of :
Maayaamaalavagowla, Sankaraabharanam, Kharaharapriya, Hamsadhvani.
3. Lakshanaas of the musical forms geetam, Svarajati and Varnam.
4. Taalas : Aadi, Roopakam and Chaapu.
5. An outline history of Indian Music including the biography of Purandaradaasa and Tyaagaraaja

PRACTICAL	Marks	Periods
	75	202

1. To acquire proficiency in playing on the Mridangam both for Solo and Accompanying purposes. Also to learn to handle a few other percussion instruments, such as the Ghatam, the Kanjeera and the Moresing.
 1. To participate in community singing
 2. Stress to be laid on creating and developing proper sense of rhythm.
 3. To recite “Sollukattus” for the different taalas.

CLASS IX	Marks	Periods
2 hours	25	68
Theory		
Practical	75	

THEORY

1. Knowledge of the structure and tuning of the instrument
2. To produce correctly and clearly the Sollukattus on the instrument opted for and the technicalities related to them.
3. Principles of Notation in Carnatic music
4. Lakshanas of the musical forms keertanam and Kriti, also ragas Mohanam, Kalyaani, Kaambhoji, Bhairavi.
5. Basic knowledge of the principles of performance as presented in Vocal and Instrumental music.

PRACTICAL	75	202
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1. To play precisely, the Sollukattus in different degrees of speed.
2. Tuning of the instrument.
3. Ability to play the Thekas and Mohras in Adi tala, Rupaka tala and Chaappu tala.
4. To play brief tani-aavartams in simple taalas.

Suggested Reference Books :

1. ‘Percussion Instruments & Laya Vadys’ Prof. P. Sambamurti.
2. ‘Mridanga Svabodhini’ by M.R. Durairaj

(B) PAINTING
(CODE NO. 049)
CLASS IX

One paper	3 hours	100 Marks	270 Periods
(i) Still Life Study Study of a group of two or three arranged objects from a fixed point of view in colour. Group may include, vegetables, foliage and objects of daily use.		50	190
(ii) Sketches from Life and Nature in Pencil and Ink.		20	80
(iii) Submission of portfolio consisting of five selected works done during the year.		30	

CLASS X

One paper	3 hours	100 Marks	270 Periods
Painting from memory Simple composition in (water/poster/pastel) colours on given subjects based on sketching from life,			

(C) COMMERCE

Note : Any one of the following three areas can be offered:

- I. Elements of Business**
- Or**
- II. Elements of Book Keeping and Accountancy**
- or**
- III. Typewriting-English or Hindi**

(I) ELEMENTS OF BUSINESS
(CODE NO. 154)

Objective : The objective of this paper is to provide elementary knowledge of the different aspects of business.

CLASS IX

One Paper	3 hours	100 Marks	270 Periods
I. <i>Introductory</i> : Meaning and scope of business		05	12
II. <i>Channels of distribution</i> : Types and functions of wholesaler and retailer		20	54
III. <i>Course of Business Transactions</i> : Buying and selling of goods, methods of approaching customers; enquiries and quotations, price list, tenders, estimates and firm offers,			

	general terms of sale, quality, price, packing, delivery, transfer of ownership and payments; preparing of invoice Debit note and Credit note	20	54
IV.	<i>Mercantile Agents</i> : Kinds of agents and their functions, commission agents, factor and broker, Del Credere agents, bought note and sold note, Preparation of Account sales.	20	54
V.	<i>Warehousing and storekeeping</i> : Meaning, purpose, functions and kinds	15	42
VI.	<i>Transportation of goods</i> : rail, road, sea and air transport, comparative merits	20	54
VII.	Insurance : General Principles of Insurance-Elementary exposure		

CLASS X

One paper	3 hours	100 Marks	Periods
I.	Office Routine : Different departments of Business establishment, handling inward and outward mail, Filing and indexing methods, copying and duplicating methods.	20	54
II.	Business Correspondence: Essential forms of a good business letter, writing of simple business letters of enquiry, quotations, order, reference, advice and compliants	20	54
III.	Banks : Functions of a Bank, Kinds of account and their operation; bank drafts, traveller's cheques, Post Office Saving Bank.	20	54
IV.	Negotiable Instruments : Nature, kinds of cheques, endorsement, crossing, dishonouring of a cheque.	20	54
V.	Bills of Exchange : Kinds, parties, negotiation, endorsing, dishonouring, Promissory notes and Hundies	20	54

OR

(II) ELEMENTS OF BOOK-KEEPING AND ACCOUNTANCY

(CODE NO. 254)

CLASS IX

One paper	3 hours	100 Marks	270 Periods
	<i>Objective</i> :The main objective of this paper is to enable the student to understand the fundamental principles and to develop skills of preparing and maintaining simple accounts books, and records from given details.		
I.	<i>Introduction</i> : Need for Book-Keeping, Objectives and advantages of Book-keeping.	14	38
II.	<i>Basic concepts</i> : Dual aspect of transactions and the accounting equation, Effect of transaction on Accounting equations, Business entity concept.	14	38

III. Nature of Accounts and Rules for debit and credit : Classification of accounts, Rules for debit and credit, Preparation of vouchers and supporting documents	14	38
IV. <i>Journal</i> : Need for journal; Journal entries; Subsidiary books.	14	38
V. Ledger : Definition and importance; relation between journal and ledger; Meaning of posting, guiding rule for posting transactions, balancing of accounts	14	38
VI. <i>Recording and posting of cash transactions</i> : Necessity of cash book-types of cash books-petty cash books and imprest system, journal proper.	15	40
VII. <i>Trial balance</i> : Purpose, methods and limitations	15	40

CLASS X

One paper	3 hours	100 Marks	270 Periods
I. <i>Final Accounts</i> : Preparation of Trading and Profit and Loss Account and Balance Sheet of a sole trader with simple adjustments		20	54
II. <i>Bank Reconciliation Statement</i> : Utility and preparation; preparation of Cash Book with discount and Bank columns		20	54
III. <i>Bills of Exchange</i> : Nature and use of bills of exchange and promissory notes; Recording transactions pertaining to drawing, discounting, retiring, dishonouring and renewing of bills of exchange		20	54
IV. <i>Errors and their Rectification</i> : Types of errors and entries for their rectification		20	54
V. <i>Depreciation</i> : Objects and methods-Straight line and Diminishing balance methods		20	54

(III) TYPEWRITING-(ENGLISH OR HINDI) (CODE NO. 354)

Due to speedy industrialisation and rapid means of communication, the use of labour saving devices is on the increase. Typewriting is one of the most commonly used labour saving devices even in remote towns. Its relevance is more pronounced in developing countries, where other sophisticated labour saving devices are not available. CBSE has decided to include the subject “Typewriting-English or Hindi” as an additional (optional) at the Secondary level. This step has made the Scheme of Studies job oriented and need based.

Objectives

- To help the learner understand the mechanism of the typewriter.
- To enable the learner understand methods of typewriting
- To help the learner know the symbols used in proof-correction.

- To enable the learner acquire the skills of proper display of matter like margin setting, centering and tabulation.
- To help the learner acquire skills of typing and cutting stencils with speed and accuracy.

CLASS IX

		Marks	Periods
One Theory paper	2 hours	25	68
Knowledge of Key Board			
Methods and Principles of Typewriting			
Touch system of Typewriting			
Knowledge about mechanisation of the Typewriter-Its different parts			
Maintenance of Typewriter			
One Practical paper	1 hour	75	202
1. Speed Test (15 words per minute)			
Marks : 30		Time : 10 minutes	
(A simple passage of about 150 words in English or 120 words in Hindi. The same passage to be repeated if finished before time)			
2. Accuracy Test			
Marks: 45		Time : 40 Minutes	
(A simple passage of about 400 words in English or Hindi @ 10 w.p.m.)			

CLASS IX

		Marks	Periods
One Theory paper	2 hours	25	68
- Functions of important parts of Typewriter			
- Elementary knowledge about display of letters and tabulation-margin setting, centering, headings, Subheadings			
- Knowledge of cutting stencils and use of correcting fluid			
- Simple proof correction symbols			
- Standard abbreviations			
- Speed development exercises.			
One Practical paper	1 hours	75	202
A. Running Matter-A speed and Accuracy Test			
Marks : 30		Time : 10 minutes	
(A Passage of 300 words @ 30 w.p.m. in English and 250 words @ 25 w.p.m. in Hindi. The same passage to be repeated, if finished before time)			
B. Tabulation Test			
Marks : 45		Time : 40 minutes	
(A Tabular statement having not more than 3-4 rows and columns horizontally and vertically. The same is applicable for Hindi Typewriting also)			

OR

Letter Typing

Marks : 45

Time : 40 minutes

(Typing a simple letter in English or in Hindi of around 200 words)

NOTE: Ten minutes time is allowed in between for adjustment of typewriters and starting of the above job (s).

(D) HOME SCIENCE

(CODE NO. 064)

CLASS IX

One Theory paper	3 hours	75 marks
One Practical paper	3 hours	25 marks
Theory		75 Marks
Unit I: Concept and Scope of Home Science.		5
Unit II: Family-a unit of society : Type & size of family; reasons for change in family types, effect of size on welfare of its members, role of family members in its smooth functioning.		10
Unit III: Food and its relation to health: Definition of food, health, nutrition, nutrients and balanced diet, functions of food		10
(i) energy giving		
(ii) growth and repair		
(iii) protection against diseases		
(iv) regulation of body functions		
(v) psychological satisfaction		
(vi) sociological function		
(vii) Inter relationship between food and health.		
Unit IV: Methods of cooking : boiling, steaming, pressure cooking, frying, roasting & baking-brief description of each & suitability for foods.		10
Unit V: Functions of a home : protective and social characteristics of functional house-security, light, ventilation, sanitation (brief description of disposal of waste water, garbage and human excreta) & surroundings.		10
Unit VI: Safety in the house : prevention of accidents in the kitchen and bathroom-cuts, falls, burns, electric shock, poisoning, safe use of fuels; first-aid given to cuts, bruises, burns, scalds, poisoning, shocks & bites.		10
Unit VII: Fabrics available in the market : Definition of fibre and yarn; classification of fibre on the basis of origin and length; yarn making, blends, construction of fabric-weaving (Different types of weaves-plain, twill and stain), felting and knitting; characteristics of fibres-length, durability, absorbancy, heat conductivity resilience and elasticity; effect of heat, moth and mildew, acids and alkalis.		14
Unit VIII: Selection of clothes : factors affecting selection		
(i) fabric related factors (characteristics of fibre, fabric construction)		
(ii) person related factors-age, occupation occasion, fashion, figure, comfort		
(iii) Other factors-climate & cost		6

CLASS IX

Practicals : 20 + 5 (sessional work) 25

1. Observe your own family for -type, size & role of each member. Record the activities of all members on any one typical day of the family.
2. Observe food preparation using different methods and record taste, texture, colour of ready food.
3. Prepare food using different methods of cooking.
4. Study your own house for light ventilation, disposal of waste water and surroundings and record your observations.
5. Study your house for measures of safety against accidents and give suggestions for improvement.
6. Practice giving first aid to cuts, burns, fevers, scalds and bites.
7. Collect samples of fabrics available in the market and present a comparative picture on the basis of cost (optional), durability, appearance and suitability.
8. Identification of fabric-physical appearance and burning test.

CLASS X

One Theory paper 3 hours 75 Marks

One Practical paper 3 hours 25 Marks

Theory

- Unit I : Principles of growth and development of child; **growth and development of children between birth to 3 years.** Important milestones in physical, motor, social, emotional and language development of children; physical, social and emotional needs of children 10
- Unit II : **Role of books,** music rhymes, games, radio, TV & Video, in the life of a child upto 3 years of age. 4
- Unit III : **Play :** Meaning, need and types of play in children between birth & 3 yrs; Characteristics of play-active, passive, natural, serious and exploratory Play materials for children- Characteristics of play material 5
- Unit IV : **Nutrients :** Functions, sources and deficiency of Carbo hydrates, proteins, Fats Minerals-Iron, Calcium and Iodine and Vitamins- Vitamin A, B, B2, Vitamin C and Vitamin D. Loss of nutrients during cooking, conservation and enhancement of nutrients 7
- Unit V : **Meal Planning :** Concept, need and factors affecting meal planning-age, sex, climate, occupation, physical needs, number of family members, economic status of family, availability of food, family traditions, likes and dislike and occasion; Food Groups (Basic : 5 suggested by ICMR); Use of food groups in planning balanced diet, food allowances suggested by ICMR. 6
- Unit VI : **Food hygiene & methods of storage of food :** Rules of hygienic handling of food, Method of storage of perishable, semi-perishable and non-perishable foods. 6
- Unit VII : **Resources available to family :**
Types of resources-Human (Energy, time, knowledge and skill) Non-Human (money, material goods and community resources); general characteristics of resources, wise use of resources; personal & shared: 6

Unit VIII: Money Management : Family income and expenditure and importance of saving & Investment	6
Unit IX: Consumer Education : Consumer rights and responsibilities, consumer problems, malpractices of traders-price variation, poor quality, adulteration, faulty weights and measures, non-availability of goods, misleading information, lack of standardised products, misleading advertisement, aids to help consumers-standardisation marks, labels, packages, advertisement, Pamphlets & Leaflets.	6
Unit X: Care of clothes : Cleaning and finishing agents used in everyday care of clothes in the homes: stain removal (precautions and methods); laundering and storage of cotton, silk, wool and synthetics.	14
Unit XI: Quality check of apparel : Workmanship of readymade, tailor made garment, reading of labels on clothes.	5

CLASS X

Practicals : 20+5 (sessional work) =25

1. Observe and record physical and motor characteristics of a child at any given stage between 0-3 yrs of age.
2. Observe play activities of children between 1-3 yrs of age. Record their interests and characteristics of play materials.
3. Make a suitable play object for a child between 0-3 yrs.
4. Prepare dishes using methods of enhancement of nutrients.
5. Prepare useful household items recycling waste materials.
6. List any five malpractices you have observed in the market.
7. Practice basic stitches-tacking, running, hemming and back stitch.
8. Remove common stains-curry, paint, ball pen ink, lipstick, blood, rust, tea & coffee.
9. Launder and finish cotton, silk, wool and synthetic articles.
10. Examine quality of a stitched garment.
11. Read label on a ready made garment.

Note : Students are required to maintain record of practical work undertaken in the academic session.

References :

1. Home Science by Staff of Lady Irwin College Published by Longmans, New Delhi.
2. Despatches 1-6 (secondary Course) prepared, published & Marketed by National Open School. B-31-B, Kailash Colony, New Delhi-48.

ADDITIONAL LANGUAGES

Any one from the following other than the ones offered under the compulsory group:

Hindi, English, Assamese, Bengali, Bhutia, Gujarati, Kannada, Kashmiri, Limboo, Lepcha, Marathi, Malayalam, Manipuri, Oriya, Punjabi, Sindhi, Tamil, Telugu, Urdu, Sanskrit, Arabic, Persian, French, German, Russian, Spanish, Nepali, Portuguese, Tibetan and Mizo.

Note : Syllabi and text books of these languages will be the same as given for the respective

languages under the Compulsory Languages Group in Vol. II of this curriculum.

*Please refer to the Scheme of studies for further details

(E) INTRODUCTORY INFORMATION TECHNOLOGY (CODE No. 165)

Computer has permeated in every walk of life. CBSE has taken first step towards Information Technology sensitivity. It has included the subject INTRODUCTORY INFORMATION TECHNOLOGY as an additional (optional) at the secondary level. This subject offers scope for computer-added learning. It also facilitates developing a generation of knowledge workers.

Learning Objectives

General :

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

Specific :

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

CLASS IX

Unitwise Periods/weightage-theory and Practials

Unit	Topic	Period		Marks	
		Theory	Practical	Theory	Practical
1	IT Basic	08	00	10	00
2	IT Tools	30	60	30	30
	Windows	(8)	(15)		
	MS-Office				
	*MS-Word	(8)	(15)		
	*MS-Power Point	(8)	(15)		
	*MS-Excel	(6)	(15)		
3	IT Application	02	20	00	30
	Total	40	80	40	60

One paper

Class-IX

Time : 2½ hours Marks : 40

THEORY

Unit 1: IT BASICS

Convergence of Technologies:

Computer System:

Characteristics of a computer, Basic applications of a computer, Components of a computer system- Central processing Unit (CPU), Visual Display Unit (VDU), Keyboard;

Concept of Memory:

Primary and Secondary Memory, RAM and ROM, Units of Memory-Byte, Kilobyte, Megabyte, Gigabyte, Terabyte Input/Output Devices:

Mouse, Joy Stick, Scanner, Microphone, OCR, MICR, Light pen, Bar code Reader, Digital Camera, Printer, Speaker, Plotter.

Storage Devices :

Computer languages :

Machine Language, Assembly Language and High level Languages, Role of Assembler and Compiler.

Types of software:

System, utility and Application software with examples

Communication Technology :

Need for networking, LAN, MAN, and WAN

Data Communication Device : Modem,

Intrdouction to Internet.

Content:

Data, Information and multimedia;

UNIT 2 : IT TOOLS

MS-Windows:

Basic concept of an Operating System and its functions.

Introduction of Windows : Using Mouse and moving icons on the screen, My Computer, Recycle Bin, Task Bar, Start-menu and menu selection, running an application, Setting system date and time; Windows Explorer to view files, folders and directories, creating and renaming of files and folder, Opening and Closing of Windows, Minimise, Restore and Maximise forms of windows, Basic components of a Window: Desktop, Frame, Titele Bar, Menu Bar, Status Bar, Scroll Bars (Horizontal and Vertical), Using right button of the Mouse, Creating Shortcut, Basic Windows Accessories: Notepad, Paint, Calculator, Wordpad, using Clipboard;

MS-OFFICE

MS Word:

Introduction to a Word Processor, Creating and Saving a document, Editing and Formatting a Document; Text Style (B, I.U.), Font Type Size, changing color, alignment of text; Formatting paragraphs with line or paragraph spacing; adding headers and footers numbering pages, using grammar and spell check utilities, using subscript and superscript, inserting symbols, Print Preview, printing a document.

Inserting Word Art, Clipart and Pictures, Page Setting, Bullets and Numbering, Borders and Shading, Format Painter, Find and Replace, Inserting Tables:

Inserting, deleting-rows and columns, merging cells, splitting cells, using autofomat: Mail Merge

MS Power Point :

Introduction to Presentation Graphics, Understanding the concept of Slide Shows, Basic elements of a slide, Different types of Slide Layouts, Creating and saving a Presentation, Different views of a slide: Normal view, Slide Sorter view and Slide Show, Editing and Formatting a slide: Adding Titles, Subtitles, Text Background, Watermark ; Headers and Footers, Numbering Slides;

Inserting pictures from files, Animating pictures and Text with Sound Effects, Timing Text box, Pictures and Slides, Rehearse Timings, ungrouping and Grouping pictures from Clipart.

MS Excel:

Introudction to Spreadsheets, Concept of Worksheets and workbooks, Creating and Saving a worksheet, Working with a spreadsheet: entering numbers, text, date/time, series using Auto Fill, Editing and formatting a worksheet including changing colour, size, font, alignment of text, Inserting or Deleting cells, rows and columns, Formulae-Entering a formula in a cell, using operators (+, -, *.) (in formulae, Relative referencing, Absolute referencing and mixed referencing, Printing a worksheet.

Use Simple Statistical functions: SUM(), AVERAGE(), MAX(), MIN(), IF(), (without compound statements); inserting tables in worksheet, Embedding Charts of various types: Line, Pie, Scatter, Bar and Area in a worksheet.

UNIT 3: IT APPLICATIONS

Students are suggested to work on the following areas using MS-Word, MS-Powerpoint and MS-Excel on topics implementing the tools covered in the course.

Domains :

Documentation:

- * Informal letter
- * Formal letter
- * Report Writing
- * Greeting card
- * Poster making

Presentation :

- * School Magazine

- * Environment and Pollution
- * Product Advertisement
- * Any topic specific from text book (any subject)

Analysis Reporting :

- *Cricket Record
- *Weather Report
- * School/Class Result

NOTE:

Sample documents/ presentations/spreadsheets on the above topics are made available on CBSE CD-ROM

Teachers are requested to demonstrate some other popular software for word processing, presentation, and spreadsheet, which support Hindi and/or some other Indian language(s).

[Lead Office is an example of Office suite (word processor with an interface to MS-Office, Lotus Smartsuite, Pagemaker, Corel Draw etc.) with complete support to Indian language]

**CLASS IX
PRACTICALS**

Practical Paper	Examination Duration	Marks	Period in year
One	4 Hours	60	80

(A) HANDS ON EXPERIENCE (4 Exercises)
30 Marks

Design of a Practical Question Paper

Instructions on the basis of syllabus, distribution of marks and conduction of practical examination have been provided. The examiner is advised to set the question paper according to the prescribed curriculum and distribution of marks.

- | | | |
|-----|--------------------------|---------|
| I | Windows Operating System | 6 Marks |
| II | MS Word | 8 Marks |
| III | MS Excel | 8 Marks |
| IV | MS Powerpoint | 8 Marks |

I. WINDOWS operating system:*

To test some of the following basic sysem operations on file/folder(s):

- Create
- Rename
- Copy/Cut/Paste
- Delete
- Commands related to Notepad/Wordpad/Paint
- Using Clipboard

II. MS Word:*

A Paragraph in MS Word incorporating some of the tools given below to be tested during the examination

- Editing and Formatting text and paragraph.
- Page and Paragraph Setup
- Inserting pictures and WordArt

III. MS Power Point:*

A Power Point presentation with 2/3 slides using some of the tools given below to be tested during the examination:

- Editing and formatting slides
- Inserting pictures and sounds
- Animating pictures and text with sound effects

IV. MS Excel:*

A problem in spreadsheet related to some of the tools given below to be tested during the examination:

- Formatting cells and data
- Functions & Formulae (Relative, absolute and Mixed reference)
- Charts

* Printouts of the documents(s) should be attached with the answer sheet

(B) IT Application Report File

20 Marks

Students are supposed to make a IT Application Report File Containing Real life assignments/ presentations using MS Word, MS PowerPoint and MS Excel on at least 15 topics from the domain:

- At least 5 documents of MS Word
- At least 5 presentations of MS Power Point
- At least 5 spreadsheets of MS Excel with graphs

(C) VIVA VOCE

10 Marks

CLASS X

Unitwise Periods/Weightage-Theory and Practicals

Unit	Topic	Period		Marks	
		Theory	Practical	Theory	Practical
1	IT Basics	08	05	10	05
2	IT Tools	17	30	30	30
	MS-Office				
	*MS-Access	(05)	(10)	(10)	(10)
	HTML	(12)	(20)	(20)	(20)
3	IT Application	00	15	00	25
	Total	25	50	40	60

THEORY

UNIT 1: IT BASICS

Internet : World Wide Web, Web Servers, Web sites, Web Pages, Web Browsers, HTML, Web address, Email address, URL, 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 2: IT TOOLS

MS-Office

MS Access:

Basic Concepts and need for a database, Creating a database, Setting the Primary Key, Entering data into a database, Inserting and deleting fields, Inserting and deleting Records, **Data Validation:** Field Size, Default Value Validation Rule, Validation Text, Required, Allow Zero Length.

HYPER TEXT MARKUPLANGUAGE

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

HTML Fundamentals:

Introduction to Web Page Designing using HTML, Creating and saving an HTML document, Elements in HTML Container and Empty elements, Designing web pages using the following elements:

HTML, HEAD, TITLE, BODY (Attributes: BACKGROUND, BGCOLOR, TEXT, LINK, ALINK, VLINK, LEFTMARGIN, TOPMARGIN), FONT (Attributes: COLOUR, SIZE, FACE),

BASEFONT (Attributes :COLOUR, SIZE, FACE), CENTER, BR (Break), HR (Horizontal Rule, Attributes: SIZE, WIDTH, ALIGH, NOSHADE, COLOUR), COMMENTS, ! for comments, H1.. H6 (Heading), P (Paragraph), B(Bold), I (Italics), U (Underline), UL & OL (Unorder List & 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-Anchor Element (Attributes: NAME HREF, TITLE, ALT)

UNIT 3: IT APPLICATIONS

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

Domains :

Database

- * Personal Data Management System
- * Employee Payroll
- * Stock Inventory

Website Designing

- * Travel and Tourism
- * Rural India
- * Environment and Pollution

NOTE

- Sample documents/presentations on the above are made available on CBSE CD-ROM
- Teachers are requested to demonstrate some other popular software for word processing. Presentation, Spreadsheet, Database Management, system which support Hindi and/or some other Indian language (s)
(Leap Office is an example of Office suite with Indian Language support)
- Students are suggested to prepare some document/presentations of their IT Application report file in Indian Language(s).

CLASS X PRACTICALS

Practical Paper	Examination Duration	Marks	Period in year
One	4 Hours	60	80

(A) HANDS ON EXPERIENCE (2 Exercises) 30 Marks

Design of a Practical Question Paper

There is no pre-set question paper provided by CBSE for conducting practical examination. This flexibility has been provided to give more freedom 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 instructions on the basis of syllabus, distribution of marks and conduction of practical examination have been provided. The internal examiner and the external examiner together set the question paper according to the prescribed curriculum and distribution of marks.

- | | | |
|-----|-----------|----------|
| I. | MS ACCESS | 8 MARKS |
| II. | HTML | 22 MARKS |

I. MS Access:*

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

- Creating and entering data into a database
- Setting the primary key
- Data Validation

II. HTML*

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>
- Font Styles: , <i>, <U>
- -FACE, SIZE
- <CENTER>

- <P>-ALIGN
- <A>
-
- Comments: <!-->

The students are supposed to know the tools and style for designing domain specific webpages from real life applications and the topic mentioned in the syllabus

Breakup of marks (HTML)

- Visual Effect :8
- Linking :4
- Coding: 10

* Printouts of the documents (s) should be attached with the answer sheet

(B) IT APPLICATION REPORT FILE

20 Marks

Students are supposed to make a IT Applications Report File Containing Real life assignment/ presentations using MS Access and HTML on topic from the domain:

Must have print outs of the following:

- Documents of MS Access (At least 5)
- HTML source code along with browser view (At least 10)

(C) VIVA VOCE

10 Marks

The questions can be asked from any portion of the syllabus covered during Class IX and Class X.

NOTE-Teachers are suggested to give first-hand demonstration covering the aspects such as : Connecting to internet, Using popular Search Engines, Web Browsing, Opening E-mail accounts, Sending and Receiving E-mails, Downloading files and pictures.

Infrastructure

Following minimum infrastructure requirement is suggested keeping in view of the existing infrastructure

Software:

- * WIN 96+
- * MS-Office 95+
- * Leap Office 2000
- * Netscape Navigator
- * Internet Explorer

Minimum hardware requirement:

- * 486 Multimedia Machine
- * 16 MB RAM
- * 4.3 GB HDD

Internet connection:

- * TCP/IP

Student Machine ratio : 2:1

Teacher's Qualification:

- * Graduate (B.Sc. Comp)
- * Graduate with 'A' Level
- * Graduate with PGDCA (minimum 1 and half years) from a recognized institute/university

Magazine/Journal/Video Film

- * PC Quest
- * Chip
- * PC World
- * Computer@home
- *Computer Today
- *Microsoft training software
- *C-DAC's ADIT course material

8. SUBJECTS OF INTERNAL ASSESSMENT

Evaluation of Work Experience/Pre-vocational education, Art Education and Physical & Health Education will be done by the schools. CBSE has developed guidelines for internal assessment in these subjects which the schools are expected to keep in view while organizing teaching and evaluation of these subjects. Following publications of the Boards are recommended for their use and reference which give outlines of syllabi and hints for evaluation:

- (i) Work Experience in Schools : Guidelines & Syllabus-Revised edition 1991
- (ii) Art Education in Schools.
- (iii) Physical & Health Education in Schools.
- (iv) Guidelines for School based evaluation.

Recommended Book :

“Health” Published by Frank Brothers & Company Publishers Ltd., Darya Ganj, New Delhi

9. PRE-VOCATIONAL EDUCATION

1. In pursuance of the provisions in the National Policy of Education 1986 and recommendations of various committees, the CBSE has made provision of Pre-Vocational Education in its scheme of studies with effect from the academic session 1995-96 of class IX. The objectives of Pre-Vocational Education are :
 - To impart training in simple marketable skills to students in classes IX & X.
 - To develop vocational interests and aptitudes in enhancing productivity and to allow for self exploration of vocational preferences.
 - To facilitate the students in making choice of vocational courses at the higher secondary level.
 - To prepare students for participation in work-experience as a desired dimension of academic education and;
 - To inculcate healthy values related to work culture.
2. The main features of the scheme of Pre-Vocational Education are as follows:
 - i. Pre-Vocational Education may be offered in lieu of Work Experience.
 - ii. Minimum six periods per week will be allotted for Pre-Vocational Education.
 - iii. Pre-Vocational Education will be introduced only in the schools where vocational courses at +2 State are being offered and the regular infrastructure facilities are available for the chosen Pre-Vocational Course.
 - iv. After completion of Pre-Vocational at lower secondary stage the pass outs should attain marketable skills in the course concerned.
 - v. Pre-Vocational Education is being offered only in selected schools on an experimental basis. Hence prior approval from the Board is essential before starting a Pre-Vocational Course.
 - vi. The scheme of assessment is similar to that of Work Experience. The evaluation in classes IX and X will be done by the schools. However the grades awarded by the schools in class X will be reflected in the Board’s Certificates with the title of the course concerned.

2. The NCT of Delhi and Chandigarh Administration have expressed their willingness to introduce the following Pre-Vocational Trades in some of their selected schools from the academic session 1995-96.

Trade	Code No.
- Basic Office Procedures	507
- Basic Computer Practices	508
- Basic Accountancy Procedures	509
- Fruit & Vegetable Preservation	510
- Basic Bakery	511
- Basic Confectionery	512
- Basic Electronics	513
- Airconditioning & Refrigeration	514
- Repair of Electrical Domestic Appliances	515
- Textile Printing Technology	516
- Textile Silk Screen Printing Technology	517
- Cutting & Tailoring	518
- Skin Care & Beauty Culture	519
- Automobile	520
- Food Preparation & Services	521

These courses being experimental in nature have been started only in selected schools run by Directorates of Education, Delhi and Chandigarh Administration. Any school administered by these Directorates desirous of starting any of these courses should seek permission from their concerned Directorates and possess necessary infrastructure as recommended for each Pre-Vocational Course.

10. WORK EDUCATION

RATIONALE

In the new curriculum framework (2000) work experience has been termed as work education and thus makes it an integral component of education. As such it would provide both knowledge and skills through well-structured and graded programmes, which would help them on their entry into the world of work. Work education is a distinct curricular area for providing children with opportunities for participation of social and economic activities inside and outside the classroom, which would enable them to understand scientific principles and procedures involved in different types of work. The productive manual work situations were to be drawn from the area of health and hygiene, food, shelter, clothing, recreation and community service. The competencies to be developed in this field should include knowledge, understanding, practical skills and values through need based life activities. Pre-vocational courses should get a prominent place at this stage.

Work education aims at restoring dignity and respect to all types of manual work, promoting self-reliance in meeting one's daily needs and those of one's family and community, increasing productivity through the development of proper work skills and values, and promoting commitment to the welfare of the society through suitable programme of social work or community service.

Objectives

The major objectives of work education at the Secondary stages are:

- To help the pupils to develop essential knowledge and understanding in terms of :
 - identifying needs of the self, family and community in respect of food, health and hygiene, clothing, shelter, recreation and social service.
 - acquainting themselves with productive activities in the community;
 - understanding facts and scientific principles involved in various forms of work;
 - knowing the sources of raw materials and understand the use of tools and equipment in the production of goods and services; understanding the utility of productive work and services to the community;
 - understanding the needs of a technologically advancing society in terms of productive processes and skills;
 - understanding the processes of planning and organization of productive work;
 - conceptualizing their role in productive situations;
 - developing abilities for self-evaluation of performance and for entrepreneurship.
- To help the pupils to develop skills:
 - for the selection, procurement, arrangement and use of tools and materials for different forms of productive work;
 - to observe, manipulate and participate in work practice;
 - for the application of problem-solving methods in productive work and social service situations;

- for greater productive efficiency.
- to enhance their working competence sufficiently so as to enable them to earn while they learn;
- to use their creative faculties for devising innovative methods and materials.
- To help the pupils to develop proper attitude and values in terms of:
 - respect for manual work and regard for manual workers;
 - socially desirable values such as self-reliance, helpfulness, cooperativeness, teamwork, perseverance, tolerance, etc;
 - proper work ethics such as regularity, punctuality, honesty, dedication, discipline, etc;
 - self-esteem through achievement in productive work and services;
 - a deeper concern for the environment and a sense of belonging, responsibility and commitment for the society;
 - strive for excellence.

Course Content

The content of work education comprises two parts i.e. 'Essential Activities' for the satisfaction of day-to day needs of the pupils, their families and communities and an Elective Programme of productive work and services, which would result in some remuneration in cash or kind. The component of productive work practice through 'Elective Activities' is most important at this stage and is, therefore, to be assigned a weightage of 70 percent of the school time-table. However, the actual selection of activities/projects/prevocational courses by school would depend upon the availability of natural, physical and human resources in the locality, the socio-economic background of the community and the needs and interests of the pupils.

Essential Activities

List of activities for the secondary School stage is given below :

- Use of bus, railway, air time-table etc.
- Milking of dairy animals and managing allied activities.
- Help in preparation and distribution of mid-day meal/snacks in composite schools.
- Preparation of toys and other play materials for self and primary classes.
- Helping school authorities in organizing exhibitions, picnics, tours and excursions, school functions etc., and then presenting report on that.
- First aid activities like counting of pulse, taking of temperature and bandaging of wounds after cleaning them.
- Helping traffic police in the regulation of traffic.
- Plantation of shady/fuel/ornamental/avenue trees.
- Preparation of family budget and maintenance of daily household accounts.
- Acquaintance with common fertilizers and pesticides and their application with

appropriate equipment.

- To be able to make efforts to know and procure transport facilities from one point to another in cooperation with Panchayat.
- Acquaintance with common pests and plant diseases and use of simple chemical and plant protection equipment.
- Handling farm animals for feeding, washing or general examination.
- Studying the nutrition and health status of people in a village/city/slum/tribal area.
- Helping in community health programmes for enhancing the nutrition, health and environmental status of the community through door-to-door contact programmes.
- Participation in adult literacy programme.
- Helping in child-care in creches.
- Volunteer work in hospitals and fairs, during natural disasters and accident etc.

Elective Activities

Work practice at this stage is to take the form of projects with sequential activities in respect of vocations in the production or service sectors. Intensive projects/prevocational courses in diverse need and occupational areas, to be pursued over a span of time ranging from a few months to the entire two-years duration of the Secondary stage, are clearly the answer for this requirement. Such projects/prevocational courses are intended to lead to intensive skill formation and proficiency in work which would be conducive to increased productivity and capacity on the part of pupils to engage in work which enables them to earn while they learn. This emphasis on intensive skill formation is meant to provide a prevocational base to the work education programme at this stage and also to serve as ground preparation for the world for those pupils who terminate their studies after Class X. For those who continue their education at the higher Secondary Stage, these prevocational courses will serve as preparation for vocational courses at the +2 stage. A tentative list of such projects/prevocational courses is given below.

- Raising of flowers, vegetables, plant and their seedlings in nurseries.
- Repair and maintenance of equipment for plant protection.
- Prefabrication of irrigation channels.
- Development of plants by vegetative propagation-budding, grafting, cutting, layering etc.
- Raising poultry birds (1) for eggs, (2) for table purposes.
- Making bakery and confectionery products.
- Food preservation-making of jam, jelly, tomato ketchup, pickles.

Projects relating to non-conventional sources of energy-sun, wind, tides, biogas, etc.

- Bee-keeping, bottling and marketing of honey.
- Silk worm rearing for sale or yarn-making.
- Mushroom cultivation for consumption, preservation or sale.

- Cookery skills.
- Fish rearing in small ponds.
- Post-harvest technology and safe storage of food grains.
- Use of bacterial fertilizers.
- Preparation of milk products.
- Plant protection against pest and diseases.
- Soil testing and reclamation measures.
- Preparation of stationery items such as files, file boards, registers, writing pads, stamping ink, etc.
- Tying and dyeing and screen printing as commercial ventures.
- Garment making.
- Repair and maintenance of domestic electrical gadgets.
- Preparing electric extension boards for use in home/school or for sale.
- Photography-commercial.
- Plumbing.
- Preparing paper out of waste paper.
- Preparation of decoration pieces of a more sophisticated nature out of plaster of paris.
- Mat and carpet weaving.
- Doll making.
- Hand embroidery.
- Typewriting with adequate proficiency.
- Stenography.
- Running a cooperative store.
- Running a students bank.
- Running a book bank.
- Caning, carpentry and handling the job of a mason.
- Cycle, scooter repairing.
- Computer operation & maintenance (surfing, accessing internet, e-mail)
- Photocopying.
- Screen-printing.
- PCO (fax).
- Maintenance of farm equipments and machines.
- NCC, NSS, Scouting and Guiding.

Out of the list of Elective Activities suggested above, each pupil is to select one or two

activities/projects from different areas of human needs such as food, health and hygiene, clothing, shelter, recreation and community service. The number of elective courses to be selected would depend upon the total number of periods required for their performance which should not exceed 120.

Syllabus Outlines of Some Activities.

In order to enable the translation of the above activities and projects into concrete action and to ensure proper utilization of the allotted time as also optimum attainment of the intended objectives, some of the Essential and Elective Activities have been specified further. For Essential Activities, the number of periods needed for their performance, the class for which they are suitable and tools and materials required, are indicated. In case of Elective Activities, class wise prevocational courses are presented with details content/ major activities, learning outcomes/specific activities, teaching/learning methods, tools and materials, time required for performance and linkage with other curricular areas. Specific activities for the remaining activities/projects/prevocational courses can be worked out in similar manner. Syllabus outlines of some activities are given below.

Essential Activities

Activity 1 : Studying the nutrition and health status of people in a village/city slum/tribal area.

Classes IX or X

Period 30

The nutrition and health status of the people reflect and present status and future prospects of a country. Enhancement of the nutrition and health status of the people should, therefore, be the first priority of the national planning for development. Study of the factors responsible for the present status of nutrition and health will lead to acquisition of facts on the basis of which proper planning for the enhancement of their status can be made.

Specific Activities

- Adoption of a village/city slum/tribal area.
- Preliminary identification of nutritional and health problems of the community.
- Preparation of questionnaire/interview schedule to elicit background and information from family such as:
 - General information: head of the family, type of family
 - Composition of the family
 - Meal pattern of the family
 - Monthly expenditure pattern on food, clothing, housing, education, medicine, fuel, transport, saving, remittance of debt, recreation, other items.
 - Details of monthly food expenditure.
 - Food produced at home.
 - Food given under special condition
 - Methods of cooking.

- Food items stored in the home
- Food items which are considered "good" and "not-good".
- Commonly occurring health problem:
 - deficiency disease of children
 - other common ailments of children
 - commonly occurring ailments in the family
- Measures taken to get rid of the ailments
- Environmental sanitation problem:
 - procedure of disposal of wastes (solid or liquid)
 - source of water supply and mode of water storage at home
- Hygienic habits followed
- Health services available
- Conduct of Survey.
- Analysis of data and preparation of reports on main findings in respect of :
 - Socio-economic conditions;
 - environmental sanitation problems;
 - commonly prevalent health problems;
 - malnutrition problems of children, mothers and the community;
 - undesirable nutrition, health and sanitation practices in the community;
 - practicable intervention measures to enhance the nutrition and health status;

Helping in community health programmes and enhancing the nutrition, health and environmental status of the community through door-to-door contact programmes.

Activity 2 : Participating in the community health programme through door-to-door contact programmes.

Classess IX or X

Period 30

Malnutrition and infection are the major causes of the precarious status of health in the developing world. Malnutrition is not only due to poverty or non availability of food resulting from social and distributive injustice, but also due to ignorance of nutritional facts and undesirable practices. Malnutrition problems can be resolved to a great extent if judicious selection of food is made possible within economic means and the available foods are better utilized. Infectious diseases are caused mainly by the lingering existence of two fundamental problems of environmental sanitation, mainly unsafe water supply and unhygienic disposal of waste, specially human excreta. The application of modern scientific knowledge to environmental sanitation can lead to 80 percent of the diseases being effectively controlled.

Thus, by developing desirable nutrition, health and environmental sanitation practices in the communities, health problems can be considerably resolved. This can be achieved through environment based education for all age groups of population. A door to door contact programme is the most effective way of environment based education. Without any nutrition, health and sanitation intervention, the status of nutrition, health and sanitation in the community can be enhanced through functional education by door to door contact.

Specific Activities

- Organizing a conference, inviting the sarpanch of the village, community health worker, personnel from the Primary Health Centre, Public Health Engineer and Block Development Officer and discussing about the community health programmes being implemented in the adopted community and exploring the possibility of their participation and cooperation in the contact programme.
- Correlating the nutrition, health and sanitation problems in the adopted community identified from previous survey (Activity 1) with the community health programmes being implemented and preparing a check-list of specific practices desirable in the community such as :
 - Gives supplementary foods of the child from the age of four months.
 - Gives milk to the child in katori and not in a bottle.
 - Feeds the child several times a day.
 - Feeds the child even when sick.
 - Immunizes the child.
 - Washes vegetables before cutting.
 - Makes use of surplus cooking water.
 - Uses green leafy vegetables regularly.
 - Uses raw vegetables/fruits/sprouted grains regularly.
 - Keeps the home surroundings clean.
 - Uses waste water for growing plants.
 - Throws garbage in a pit
 - Keeps teeth clean.
 - Keeps nails trimmed and clean
 - Keeps hair clean and combed.
 - Keeps clothes clean.
 - Defecates away from pathways, sources of water and houses.
 - Washes after defecation outside and not in pond/tank/stream.
- Distributing families among members of the project team for door-to-door contact and preparing a time schedule for door-to-door contact programmes, explaining the importance of desirable

practices for better nutrition, health and sanitation and recording the practices present in the family in the checklist of desirable practices.

- Discussing the problems encountered by the team members after every 3 contacts, analyzing why a particular desirable practice is not achieved, finding out possible solution to reinforce the programme.
- Consolidation the records of desirable practices on the first and last contact programme for the entire community and seeing the impact of the programme on the basis of improvement in practice percentage.
- Assessing individual performance of the project team members on the basis of their integrity and honesty and improvement in practice percentage in the families assigned to them.

Activity 3 : First Aid.

First aid is the immediate and temporary care given to the victim of an accident or sudden illness. The main purpose of first aid is to preserve life, assist recovery and prevent aggravation of the condition until the availability of a doctor, or during transport to casualty home or hospital.

Specific Activities

- Preparation and use of First Aid Kit.
- Dressing of wounds and bandaging.
- Management of simple injuries and emergencies :
 - bleeding
 - shock
 - drowning
 - burns
 - snakebites
 - fractures
 - poisoning

Activity 4 : Plantation of Shade/Fuel/Ornamental/Avenue trees.

Importance of trees for ecological balance of the environment. Local and exotic trees for various purposes. Factors affecting normal growth of the plants. Specific problems pertaining to certain tree species and their solution. Raising seedlings in the nursery, nursery management. Vegetative propagation of ornamental trees. Planning layout. Planting and after care.

Specific Activities

- Identification of shade/fuel/ornamental/avenue trees.
- Preparation of herbaria of various trees.
- Phenological observations on vegetative growth, emergence of new shoots/leaves, flowering, fruiting, etc.

- Identification of seeds, seed treatment before sowing in the nursery.
- Preparation of nursery beds for sowing the seeds.
- Raising seedlings in the nursery and nursery management.
- Vegetative propagation by cuttings, layerage.
- Layout for planting
- Digging pits for planting.
- Preparation of soil-manure mixture for filling the pits.
- Transfer of seedlings for plantation.
- Planting with the help of planting board or rope.
- Providing tree-guards/fencing for protection (made of iron bars/empty old drums/thorny twigs/bricks/ barbed wire/live fence, etc.)
- After care of the plants; watering, weeding mulching, hoeing, protection against disease, pests, animals, adverse weather conditions, etc.

Activity 5 : Acquaintance with Common Fertilizers and pesticides and their Application with Appropriate Equipment.

Elements of plant nutrition, Common fertilizers nitrogenous, phosphatic. Concept of biofertilizers, micronutrients, Common insecticides, fungicides, weedicides. Calculation of doses. Plant protection equipment; various types of sprayers and dusters. Use and maintenance of PP equipment. Methods of fertilizers application soil and foliar application.

Specific Activities:

- Identification of various fertilizers, fungicides, insecticides, Weedicides, bio-fertilizers.
- Identification of various parts of sprayers and dusters.
- Calibration of PP equipment.
- Calculation of doses of fertilizers, pesticides, etc. for specific purpose.
- Preparation of working solution of PP chemicals.
- Use of PP equipment.
- Fertilizer application through basal dressing, top dressing and foliar spraying.
- Use of bio-fertilizers for legume crops.
- Band placement of fertilizers in horticultural crops.
- General observations of crops/plants/after application of fertilizers/pesticides and their comparison with the untreated ones.

Activity 6 : Acquaintance with Common Pests and Diseases of Plants and Use of Simple Chemicals and Plant Protection Equipment.

Significance of pests and diseases in agriculture. Their control measures. General idea about biological and integrated control measures. Common insecticides, fungicides, weedicides. Common

plant protection equipment, their construction details, simple repairs and maintenance. Precautions while using PP chemicals. Common pests of important field crops, vegetable and fruit crops. Common diseases of important field crops, vegetable and fruit crops.

Specific Activities

- Collection and preservation of insects, their larvae, pupae, eggs.
- Collection and preservation of diseases affected plant parts.
- Identification and description of pests and diseases of crops.
- Identification of plant protection chemicals.
- Estimation of crops damage due to pests and diseases.
- Cleaning, maintenance and simple repairs of PP equipment.
- Operation of PP equipment.
- Preparation of working solutions of PP chemicals.
- Observation of plant after application of PP chemicals.
- Comparison between the treated and untreated plants.
- Seed treatment with fungicides.

Activity 7 : Preparation of Family Budget and Maintenance of Daily Household Accounts.

Specific Activities

- Identifying importance of house hold accounts.
- Learning the procedure of recording transactions.
- Keeping records of expenses, vouchers, receipts, bill, etc.
- Preparing simple receipts and payment account in the register systematically and neatly.
- Comparing past receipts and payments with present receipts and payments.

Specific Activities

- Discriminating between necessities, comforts and luxuries of different families.
- Preparing a list of consumable articles of the family.
- Collecting comparative prices for the required consumable articles.
- Allocating the family income on various heads.
- Preparing family budget.
- Making a comparative study of the budget of families from lower class, lower middle and middle class.

Activities 8 : Use of Bus and Railway Time Table and Other Information Sources.

Specific Activities

- Appreciating the importance of bus, railway and other time-tables.
- Collecting bus time-table from bus stand and railway time-table from railway station.

- Studying various parts of time-tables.
- Learning procedures of consulting bus and railway time-table.

Planning bus and railway journey for different purposes and different destinations and routes.

Activity 9 : Helping School Authorities in Organizing

- picnics, tours, excursions, functions.
- exhibitions.

Specific Activities

- Helping school authorities in the organization of picnics, tours, excursions and school functions:
 - Planning the programme;
 - forming groups for different functions such as conveyance, food, games and entertainment, collection of funds and maintenance of accounts;
 - making arrangements/preparation of each activity;
 - organizing/performing activities on the day of the picnic, tour/excursion, function;
 - evaluation of the success of the programme/effectiveness of the activity undertaken.
- Helping school authorities in organizing exhibitions:
 - planning the programme;
 - collecting/making exhibits and keeping them safely;
 - collecting suitable tables, boards, etc. for display;
 - cleaning and decorating the exhibition hall or ground;
 - displaying the exhibits on proper spots according to plan;
 - doing reception duty on the day of the exhibition;
 - explaining exhibits to the visitors;
 - collecting the exhibits after the exhibition and restoring them to their owners/the school authorities;
 - putting back the furniture, etc. in its proper place.

Activity 10 : Participation in Adult-Literacy Programmes.

Specific Activities

- Survey to the neighbourhood and identification of adult illiterates.
- Making door-to-door visits and persuading them to join literacy classes.
- Grouping the illiterates according to their age, occupation and interests.
- Grouping students on the basis of their known capabilities and interests.
- Selecting literacy materials with the guidance and help of the teacher.
- Making spatial and physical arrangements for conducting the programme.

- Making adequate preparation for teaching, including the selection of teaching aids.
- Teaching adults in groups.
- Getting together in class and reviewing the progress of work and problems, if any
- Correcting the teaching methods and procedures in the light of experience.
- Evaluating the progress of adult literacy and maintaining records.

Materials, Tools and Equipment Required : Charts, maps, register, almirah, etc.

Activity 11 : Material for Classroom Use.

Specific Activities

- Identification of the concept/topic/lesson for which teaching aids are to be prepared.
- Identification of the teaching aids to be prepared-flashcards, chart, model, scrapbook, flannel-board, improvised apparatus, etc.
- Making a plan/working drawing of the teaching aid as also a list of tools and materials required.
- Collecting materials needed for making it.
- Preparing the teaching aid under the guidance of the teacher.
- Using the teaching aid on a sample of students to find out its effectiveness and defects.
- Correcting the defects.
- Submitting it to the school authorities for use.

11. ART EDUCATION

RATIONALE

Art education constitutes an important area of curricular activity for the development of the wholesome personality of the learners. Art is a process of fulfilment running through every aspect of life and it goes on in a creative, productive and joyful manner. Art education helps to explore various means of communication (verbal and non-verbal). It encourages to develop creative expression and sharpens senses through keen observation of the environment. It helps to discover preferences through exposition to variety of material and identify the personal form and style of expression. It develops awareness of various art forms in and around the environment and locality and develops skills in the use of various tools, instruments and other art materials in the process of experimentation and exploration. In the process of discovering space, organization, colours, forms, lines, texture, movement, sound etc., learners develop a sense of organization and a sense of design which includes in them a sense of order with regard to their personal appearance, home, school and community. It also develops aesthetic sensibilities and respect for social values and cultural heritage.

The idea of creative art involves all the elements of commonly known art forms-visual, performing and language arts, namely music, dance, drama, drawing and painting, modelling and sculpture, or construction work, pottery and ceramic work, poetry and creative writing and other art-

connected craft forms.

OBJECTIVES

The objectives of art education are to :

- help the student to consolidate past experiences and knowledge;
- introduce the student to new media and techniques and their use for creative expression and for making objects of common use;
- provide opportunities for the development of awareness about folk arts, local specific arts and other cultural components leading to an awareness and appreciation of national heritage;
- help the student to use artistic and aesthetic sensibility in day-to-day life situation;
- help the student to achieve a balanced growth as a social being in tune with our culture through projects on natural and cultural heritage etc;
- get acquainted with the life and work of the local artists/artistes;
- develop creative expression through locally available material with the help of the community;
- refine the sense of appreciation of the beauty of nature and the basic elements of art forms;

APPROACH TO ART ACTIVITIES

At the secondary stage, art education is closer to the local folk art and craft and folk theatre. Art is not only to always blindly copy the old masters or copying the teacher's work in a rigid manner but to help learners express themselves in creative and imaginative ways. Creative arts cannot be a substitute of Work Education under which a few artistic activities may be conducted but the approach and product would be different.

In the interest of the learner, as far as possible, all the media of creative arts may be placed before the students for their choice of selection in one form of art or in a combination of art forms. These are :

VISUAL ARTS

- Two-dimensional or Pictorial
 - Drawing and Painting
 - Collage Making
 - Printing Making
 - Photography
 - Computer graphics (Wherever possible)
- Three-dimensional
 - Clay modelling and pottery
 - Carving and sculpture
 - Construction

PERFORMING ARTS

- Music (Vocal, Instrumental)
- Movement and Dance
- Creative Drama and Puppetry
- Creative Writing and Poetry

SOURCES FOR ART TEACHING

The arts programme in schools must reflect the ethos of the region. Artistic expression in music, poetry, dance theatre and in the creation of forms have been part of human life from the very beginning. It is not something new and strange - it is an integral part of human existence. Exposure to the local environment and arts in an essential activity of the school art programme.

Besides individual expression, the arts provide an opportunity to study and appreciate the contributions made in the past and present. By learning to appreciate music, painting, dance and theatre, one develops aesthetic sensibility and sensitivity to a better understanding of people belonging to other cultures. We can build a harmonious society, a productive nation or world itself with a deep sense of appreciation. For this, it would be necessary that the arts programme in school makes the child familiar with the tradition of arts of the region. From the strength and confidence gained from the familiar, it will be possible for him/her to respect and appreciate the culture and contribution made by others.

It is not always the sophisticated materials and expertise resources which matter for some sort of creative programme in schools—it is the understanding of the approach to the creative arts (for which the skills develop automatically) and the satisfaction of working and playing with children are of utmost importance. Locally available material can be used for creative expression. Help of the experts from the community can be taken.

SYLLABUS

A. VISUAL ARTS

When the school(s) can provide art teachers in different media the following syllabus may be adopted. Activities in Terms of Materials/Media and Techniques

Two-dimensional or Pictorial Activities

- Study of visual resources and means of creative expression
 - Study of lines, strokes, colours, shades, tones, textures, etc, while organizing two dimensional space with two dimensional and three dimensional shapes and forms.
 - Sketching from nature and surrounding.
 - Creative use of colours to show space, atmosphere, subjective moods
 - Creative use of perspective in spatial relationship.
 - Study of calligraphic strokes of Devnagari and Roman alphabet (Scripts)
 - Use of contrast as an expressive element of art.

- Study and use of various media and techniques to the extent of their availability.
- Pencil, charcoal, water colour, crayon, oil colours, poster colour and gouache, acrylic colour and other unconventional sources of colours such as vermilion, yellow and red earth, rice flour, and tools like painting brushes for water colours and oil colours, Painting surfaces such as papers of various kinds and quality, like smooth, rough, thick, thin, etc, canvas, hardboard, simple marking cloth pasted on paper, etc.,
- Collage and mosaic work with a variety of coloured papers and coloured printed pictures/ photographs from magazines and newspapers.
- Print Making : Mono printing, Printing with wood-cut blocks, lino-cut and metal foil : serigraphy (silk screen), self-made stencil etc.
- Basic knowledge of computer graphics (wherever possible)

Three-dimensional or sculptural activities

- Study of basic forms in clay
 - Study of various materials such as clay, plaster of paris, soft-stone, wood. (blocks, twigs and branches, roots, etc.,) metal scraps, plastic sheets, wire thread, papers and cardboards, vegetables and other throw-away available materials.
 - Study of natural and man-made forms, human figures, birds, animals, vegetation and other objects like household items, buildings or as desired by the students.
 - Objects of day-to-day use in groups and in different settings and arrangements;

Assignments

Assignments in two and three-dimensional subjective forms and utility and functional art and craft forms in different media and techniques. Painting, murals, graphics, clay modelling, wood-carving, soft-stone, plaster of paris, block of brick constructions, collage mobiles, applique, pottery and ceramics, masks, and puppets, textile designing (including tie-dye and batik, and block printing) poster designing, lay-out illustrations and photography etc.,

Correlating Art Activities with Other School Activities

- Construction of puppets and then costumes and improvised puppet stage or theatre, correlation with Home Science and Arts (Drama) subjects;
- Aesthetic organization of the physical environment by enhancing the surrounding land i.e. landscaping including plantation of trees and other flowering plants and vegetables, etc. correlating with Agriculture, Home Science and Environment Studies activities.
- Constructing stage setting props such as curtain, backdrops, stage lighting improvised furniture sets, etc., designing utility (crafts) items; correlating with Work Education activities.
- Designing the school magazine and bulletin boards, making posters for school functions, and greeting/invitation cards, stage scenes for music, dance, drama performances, etc., correlating with applied Art activities.

Note : These activities and other group activities may emerge in project form at individual levels also.

Group Activities

- Organization, display and exhibitions of students' periodical and sessional work.
- Organizing inter school art exhibitions to widen their interaction and horizon.
- Planning and organizing festivals and celebrations of the community, cultural evenings, musical concerts, film shows and other performances including regional and folk (traditional art forms).
- Participating in study visits to museums, botanical gardens, zoological garden, and art galleries and art institutions, etc., for greater awareness of the environment and cultural variations.

Theoretical Understanding of Art and Culture

- Short notes on important aspects of Indian art and culture based on social studies. Such writing may be based on reproductions of art work printed in Textbooks.
- Contribution made by any one contemporary artist.
- Knowledge of terms : Contour, texture, graphic, form, volume, space, tone, printmaking, collage, amature, modelling in relief, mobil construction, applique, calligraphy, layout, poster and composition.

B. PERFORMING ART

Music (Vocal)

- Theory
 - Knowledge of the terms: Sangeet, Nad, Swar, Shudh, Komal, Teevra, Saptak, Mandra, Madhya Tar, Aroha Avaroha, Raga, Laya, Matra, Tal, Avartan, Sam Tal.
 - Knowledge of notations systems as laid down by Pt. Vishnu Digamber Paluskar, Pt. Vishnu Narain Bhatkhande and Purandar Dasa.
 - Outline history of music.
- Practical Activities
 - National Anthem
 - Fifteen songs for community signing
 - Five folk or tribal songs of different regions, indicating time of the year, occasion and the function with which they are related. Writing down the same with its meaning and knowledge of its rhythm.
 - Five devotional songs, Bhajans from the saint-poets of India.
 - Three songs in regional languages other than mother tongue, including one Tagore song.
 - Three patriotic songs or on the theme of universal love and amity.
- To create proper sense of swara and laya through Talabadh and Alankaras.
- Introduction to the structure of any four of the following ragas with details : Yaman, Kafi, Khamaj, Bhopali, Nattai, Kalyani, Saveri, Todi (accompaniment of Tanpura and Tabla or Mrudang). The Teacher should communicate the characteristic features of the raga and its swaras patterned in such a way that the students will be able to recognize the qualities of the raga and the part played by different swaras.
- The following tals and their thekas-kaharva, Dadra, Trital, Jhaptal, Choutal, Alankar Talas.

Project Work

- To collect photographs of great musicians, with a write-up on their introduction, and all types of musical instruments (photographs/illustrations) and the artists who play them. (To be pasted in the scrap-book).
- To listen to music programme on Radio or T.V. and to write short description of the performances (To be written in the scrap-book).

Music (Melodic Instrument)

- Theory
 - Knowledge of the terms : Sangeet, Dhvani, Nad, Swar, (Shudha, Komal, Teevra) Saptak (Mandra, Madhya, Tar) Aroha, Avaroha, Raga, Gat, Laya Matra, Tal, Avartan, Sam Tal, Khali, Laghu Dhrutham, Anu Dhrutham.
 - Knowledge of notations system as laid down by Pt. Vishnu Narain Bhatkhande, Pt. Vishnu Digambar Paluskar and Purandar Dasa.
 - Short notes on at least for musical instruments, their main components and the characteristics of the sound (music) they produce.
- Practical Activities
 - Tuning and playing of any one of the following instruments: Sitar, Sarod, Violin, Dilruba or Esraj, Flute, Jaltarang, Mandolin, Guitar (accompaniment of Tabla).
- The candidates playing musical instruments may be allowed to opt for community singing or for instrumental assemble based either on the ragas from the syllabus or light and folk dhun (Melodies).
- To create proper sense of swaras and layas through Talabadh Alankaras.
- The following ragas with descriptive details : Yaman, Khamaj, Kafi, Bhopali, Nattai, Kalyani, Todi, Saveri (acompaniment of Tanpura and Tabla).
- The following five talas and their thekas : Kaharva, Dadra, Trital, Jhaptal, Choutal.

Creative Drama

This is the stage at which young people are to be introduced to theatre and related crafts to broaden their understanding of drama through literature. Their previous experience of creative drama will help in exploring the area as under:

- Theory
 - Knowledge of the terms: Mime, playscript, movement, characterization, stage, stage props, stage costumes, stage movements, stage lighting, one-act play, etc.
- Practical Activities
 - Warming-up freeing activity in rhythmic movement and pantomime.
 - Exercises in characterization.
 - Exercises in speech dialogue delivery.
 - Excercises in creation of plot and conflict based on: (i) episodes and happenings in day-to-day life situations; (ii) episodes from stories from textbooks or story books; (iii) short scenes from classical dramas.
 - Stage Craft :

planning a stage with props and lighting placement, movement of character of a given play in drawing form or model form :

designing of costumes for the characters of the play.

- Play-writing:

unscripted play to be written down in the form of a script to be acted.

Note : Formal performance before an audience can be an incentive to good work at this stage.

Hints for the Teachers

- Students should be encouraged to work individually as well as in small groups, with girls and boys working together.
- Learners should be encouraged to enquire about the technique, procedures and the work of master artists/artistes.
- Students should be encouraged and helped in handling new media and tools and meeting the new challenges in various problem-solving situations encountered by them.
- Students should be encouraged to take the initiative and to critically evaluate their work.
- Since the adolescent child is prone to adult influence, adult activities and methods working, he starts imitating and idealizing the adult approach and attitude to his work. The teacher, at this stage, should try to make the adolescent child aware of the originality and uniqueness of his/her own work and encourage him/her to develop his/her own methods and style of working as there exists a large variety and divergence in adults' work.
- The teacher should develop friendly and sympathetic relations with his students and should encourage them to know about the artistic activities of the local community.
- The teacher should organize studio/art room/theatre/stage with the help of students.
- The teacher should organize visits of museums, historical places, exhibitions, botanical and zoological gardens, theatre and local drama activities, music and dance concerts, film shows, etc.
- The teacher should help children in the planning and organization of display and exhibitions, musical and other performances of master artists/artistes.
- The teacher should develop projects correlating art activities with other subjects with the cooperation of other subject teachers.
- The teacher should encourage the use of improvised instruments and tools by the students locally available.
- The teaching approach should be inductive and students should be encouraged to mobilize their own resources to solve their problems. Direct instructions in the techniques should be avoided. They should be encouraged to develop techniques and styles of their own through exploration of discovery of materials, media, tools and techniques.

12. PHYSICAL AND HEALTH EDUCATION

RATIONALE

Health and Physical education is concerned with total health of the learner and the community. Besides physical health, it includes mental and emotional health of the learners. WHO defines health as a state of physical, mental and social well-being and not merely the absence of disease or infirmity. The aim of Health and Physical Education is to enable the student to attain such a state of health that, it becomes an education for the total human being.

In this respect, it is a truism to say that the practice of healthy living will serve as the foundation for physical education. It is envisaged that any effort to promote aesthetic values at the school level will include a natural esteem for physical well-being. The mastery of the body, its powers and qualities, requires knowledge, methodical training and exercise. The skills and capacities developed, the muscles and nerves trained, the senses cultivated and hygienic and proper dietary habits inculcated. Therefore, provision has to be made much more systematically than before, in the school curriculum for Health and Physical Education. At the Secondary level acquisition of the habits of healthy living and participation in games and sports and athletics for the neuro muscular coordination and physical fitness are the aims which should be taken care of while developing any syllabus of health and physical education.

The objectives of Physical and Health Education are :

- to bring the overall awareness of values and to inculcate among students the desired habits and attitudes towards health and to raise their health status;
- to make the pupils physically, mentally and emotionally fit and to develop their personal and social qualities that will help them to be good human beings;
- to develop a scientific point of view regarding health and physical education;
- to identify personal, family and community health problems and acquire relevant scientific knowledge and information to prevent and control these problems to stay healthy;
- to take action individually and collectively to protect and promote (i) their own health (ii) health of their family members: and (iii) health of those around them in the community, seeking help when required from available community resources;
- to promote improved preventive and promotive self-care behaviour in the families and in the community;
- to develop awareness of HIV, AIDS and drug abuse in the community;
- to develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life;
- to develop awareness regarding transfer of fundamental processes to physical activities of one's choice;
- to develop interest in exercise, sports and games for self-satisfaction and making it a part of life;

- to enable an individual to enhance inner qualities - as self-mastery, discipline, courage, confidence and efficiency;
- to enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community in a better way;
- to develop awareness of the importance of self-defense and self-dependence;
- to develop awareness of good posture so that one may strive to maintain a good posture;
- to enable an individual to lead an enthusiastic and active life;
- to enable an individual to practice socially acceptable behavior patterns in an impressive manner.

Learning Outcomes

The syllabus in Physical and Health Education at this stage at realising the following :

(I) Learning outcomes in Physical Education :

- The learners develop organic fitness, formal sense organs and efficient organic systems.
- They cultivate habits of engaging in appropriate exercises so that immediate and future health needs will be met.
- They develop neuro-muscular skills that promote the ability to perform work with ease and grace.
- They develop attitudes of cooperation, good sportsmanship and fair-play.
- They cultivate such traits of character as self-mastery, discipline, courage and confidence.
- They develop a sense of patriotism, self-sacrifice, self-reliance and a desire to serve.
- They prepare themselves for making a worthy use of leisure time by acquiring knowledge of sports for the purpose of participation or observing, appreciating and enjoying them.

(II) Suggestive Activities :

- Dance
- Sports and Games (including training/coaching)
- Yoga
- Athletics
- Gymnastics
- Swimming
- Combative / Martial Arts

(III) Learning outcomes in Health Education

- The learners develop a scientific point of view of health and physical education.
- They identify personal, family and community health problems and are able to prevent and control these problems to stay healthy.
- They take action individually and collectively to protect and promote their own health, health of family and of the people around them in the community.
- They are always ready to promote improved preventive and promotive self-care behaviour in

the family and in the community.

(IV) Suggestive Areas :

- Meaning and Nature of Health
- Environment and Health
- Major accidents, which can be fatal in rural and urban areas. First Aid.
- Nutrition.
- Health hazards of modernization: drug abuse, HIV and AIDS.
- Communicable and non-communicable diseases. Approved systems of medicine being practiced in our country.
- Importance of International Health.

Physical Education activities are dependent upon the facilities available in and around the school. Therefore the teacher should develop programmes taking into consideration the facilities available in the school and in the community.

PHYSICAL EDUCATION

CLASSES - IX & X

1. Athletics

- (a) **Running Events**-Sprints (including hurdles) and middle and long distance events. Emphasis is to be laid on correct starting and finishing techniques, running action including foot plantation and body carriage.
- (b) **Jumping Events**-Consolidation of long jump and high jump techniques and introduction of basic fundamentals of triple jump and pole vault.
- (c) **Throwing Events**- Consolidation of shot put and discus throw techniques and introduction of basic fundamentals of javelin and hammer throws.
- (d) Participation in exercise schedules for improving different motor components namely speed, strength, endurance, flexibility and coordinative abilities.

Note (i) At this stage the student has to aim for his performance attainment and hence he should select one event for specialization. More than one event be chosen only if logical relation exists between them.

- (ii) Introduction of basic rules related to the events.

2. Gymnastics

A. Boys

- (a) Repetition of previously learnt skills
- (b) Skills (Floor Exercises)

- Head Spring
- Round off
- (c) Vaulting Horse
 - Straddle vault on broad horse
 - Hand spring on broad horse
 - Take off and sitting on the long horse
 - Straddle from the standing position on long horse
- (d) Parallel Bars
 - Different kinds of mounts and dismounts
 - One bar roll
 - Shoulder stand
 - 'L' position hold
- (e) Horizontal Bar
 - Different types of grips
 - Back turn over
 - One leg circle forward
 - Simple swing

B. Girls

- (a) Repetition of skills learnt in the previous class
- (b) Skills (Floor Exercises)
 - One hand cartwheel
 - Round off
- (c) Balancing Beam
 - Dancing movements
 - Turning movements
 - Front roll and back roll
 - Different balances
- (d) Vaulting Horse
 - Straddle vault on broad horse
 - Wolf vault (side vault)
 - Cat spring and jump on long horse

C. Conditioning exercises of different types for developing motor components essential for gymnastics.

3. Yoga

- Dhanurasana
- Kukutasana
- Mayurasana
- Suptavajrasana
- Vakasana
- Gaumukhasana
- Supt - pawan Muktasana
- Halasana
- Shalabhasana
- Naukasana
- Shirshasana
- Surya Namaskar

4. Major Games

(Any two to be chosen from the following)

- (a) Cricket
- (b) Football
- (c) Hockey
- (d) Basketball
- (e) Volleyball
- (f) Handball
- (g) Kho-Kho
- (h) Kabaddi
- (i) Table Tennis
- (j) Badminton
- (k) Wrestling
- (l) Judo

Emphasis is to be laid on consolidation of technique and learning of basic tactical patterns. These games be played in full size fields, if available. In case only small play area is available, these games be played in modified form.

Participation in exercise schedules for improving different motor components namely speed, strength, endurance, flexibility and coordinative abilities.

Introduction of basic rules related to the games.

5. Swimming

- (a) Emphasis is to be laid on the consolidation of techniques of all strokes and learning of basic tactical patterns, using competitive distances.
- (b) Participation in exercise schedules for improving different motor components related to swimming.
- (c) Consolidation of water polo skills and dives
- (d) Introduction to basic rules of swimming, water polo and diving

Note : At this stage the student has to aim for high performance attainment and hence he should select one event for specialization. More than one event be chosen only if logical relation exists between them.

HEALTH EDUCATION

CLASS IX

- Meaning and nature of health, ecological concept of health, interdependence of physical, mental, emotional and social dimensions of health, factors and conditions influencing health, importance of health, meaning, purpose, principles and methods of health education; role of media in Health Education.
- Environmental conditions in villages, towns and slums in relation to the health status of people, waste disposal practices, measures to prevent pollution, compost pits, soakage pits, sanitary latrines, sources of safe drinking water, municipal water supply system, housing.
- Relationship of personal and environmental health practices with prevention of diseases and health promotion, cultural practices and health.
- Major accidents which cause deaths in rural and urban areas, factors responsible for accidents, general principles for prevention of common accidents, safety rules related to making fires, using stoves/cooking gas, using electricity, climbing stairs, crossing roads, boarding means of transport, cycling, swimming, playing, storing medicines and poisonous chemicals, practicing crafts, working in laboratories and using electrical and mechanical gadgets and machines, measures to remove accident hazards.
- First-aid measures for cuts, wounds, sprains, strains, continuous bleeding, fractures, bites and stings, drowning, fainting, shock, burns: Principles of first-aid, home nursing and skills in dealing with specific situations.
- Factors and conditions affecting nutritional status of an individual, nutritional needs of the body in terms of calories and nutrients, low-cost, locally available sources of food rich in these nutrients, nutritive values of commonly used foodstuff, balanced diet-its importance and requirements according to age, sex, occupation, pregnancy and geographical location, principles of diet planning, deficiency diseases and their prevention.

CLASS X

- Health hazards of modernization-pollution, effect of population explosion on health hazards, family and community life.
- Communicable and non-communicable diseases, role of host agent and environment in the spread and control of communicable diseases, body defenses, immunity-natural and acquired, importance of regular medical check-up in preventing the diseases, immunization schedule and importance of booster doses. Morbidity and mortality, in India. National Health Programmes, Importance of pupil and people's participation in the implementation of these programmes, Primary health care, meaning and scope. Health care set-up in rural and urban areas.
- Importance of international health, international health measures to check spread of communicable diseases from one country to another, quarantine measures, World Health Organization-its functions and activities, UNICEF functions and activities, significance of World Health Day.
- Approved systems of medicine being practiced in India, specialization available, prescription and non-prescription drugs, habit-forming drugs, dangers of self medication and going to a quack-harmful effects of alcohol and tobacco. Health set-up at the village, town, district, state and country levels, voluntary agencies working in the field of health and health education.
- Awareness of HIV and AIDS. Students may also be acquainted with evils associated with promiscuity and child and drug abuse. Adolescence education and sex-education may also be provided in a suitable manner.

FRAME WORK FOR SPECIAL ADULT LITERACY DRIVE

1. It seeks involvement of students on a mass scale, as also of the schools, as committed and supportive systems, in the national cause of eradication of illiteracy among adults.
2. SALD will form an essential component of Work-Experience. Accordingly, the area of Work-Experience has been restructured and assigned weightages looking to their relative significance in the curriculum, both at the Secondary & Senior Secondary stages, as under :
 - a) Essential Area : which may include health, hygiene, food, shelter, recreation etc. as outlined in the guidelines issued by the Board. 20%
 - b) Special Adult Literacy Drive : as a separate and essential component 20%
 - c) Optional Activities : Any one to be chosen out of the many provided in guidelines issued by the Board 60%
3. In the areas where 100% literacy has been achieved, the 20% weightage earmarked for SALD shall be merged with the component designated as Essential Area. Concomitantly, in such situations/areas the component of Essential Area will acquire 40% weightage (including 20% that of SALD) and the optional area with 60% weightage.
4. In recognition of the usefull work done by students under SALD, in consonance with 20% weightage assigned to it as part of Work-Experience, the award of marks will be as under :
 - 4.1) Making one adult literate (15-35 years) = 15 marks
 - 4.2) Making two adults literate (15-30 years) = 20 marks

5. The students, who make, more than two adults literate may be awarded extra credit in the same ratio, as suggested under para 4 above, i.e. :
 5.1) for 3 adults = Additional 15 marks
 5.2) for 4 adults = additional 20 marks
6. These additional 20 marks be drawn from the Essential Area of Work Experience which has been assigned 20% weightage in the scheme. For such students the maximum marks allocated for the Essential Area (20) and the SALD (20) will be clubbed together for assessment on this activity. These students will be awarded marks out of 40 instead of 20 as it would be in the normal cases under 4 above. The students making three or more adults literate in that case will not be required to offer any other activity under the Essential Area. They will be deemed to have utilised maximum 40 marks (20 under essential Area + 20 under SALD). In order to arrive at the overall grade in Work Experience it would be advisable that initially the assessment is done in terms of marks according to the weightages assigned to different three components i.e. Essential Area, (SALD) and Optional Activities. Then the overall scores (total of three components) obtained by individual candidates be arranged in rank order (i.e. from highest to the lowest for the entire class. Those getting less than 33% will be treated as failed and be given grade E Of the remainder pass candidates i.e. those getting 33% marks or above in accordance with the criterion laid-down by the Board, the top one - eight (1/8) candidates be awarded A1 grade and the next one-eight (1/8) A2 grade and so on.
7. In those schools or in case of such students who are not familiar with the language of the region concerned wherein the literacy programme has to be undertaken, the candidates may either be.
 - 7.1) exempted from this activity (in that case they will be assessed under the Essential Area for 40% weightage instead of 20% weightage in normal circumstances)
 - 7.2) or such candidates may be engaged in other related activities of the SALD rather than direct teaching of adults and may be awarded marks suitable for the work done by them.
8. In order to give due recognition to the work done by the students, indication will also be made on the certificates issued by the Board, at the end of Secondary and Senior Secondary stages regarding participation in SALD and number of adults made literate during the block period.
9. The good work done by the institutions will also be encouraged. It is expected that under the special drive, the schools would be able to make two persons literate for each student they send every year to Board's examination at the Secondary and Senior stages.
10. Each student volunteer who wants to make use of incentive marks would be required to devote at least 100 hours in each academic session. The activity may have flexible schedule to be organised during regular school hours or after school hours or during holidays or summer vacation since the entire programme is learner based. This schedule may differ from individual also. Adult literate will have to be certified by the School on the basis of testing done under the norms laid down by NLM and Board.
11. The special drive (SALD) being a part of the national movement, should not be treated as an activity to be taken up by the students alone at their individual levels but the entire school, as a system, under the leadership of the Head of the Institution should involve itself wholly so as to include all the teachers playing their roles effectively in planning, supporting and extending this activity. Involvement of parents is also necessary for the success of the drive. Suitable incentives may also be worked out by the schools and PTA.

12. The school should make this activity time-bound and also area specific. They may adopt nearby villages or communities as the case may be and declare them literate within a specific period of time i.e. two or three years. Thus the target is obligatory not only for the students but also for the schools to be attained within a specific period of time. In metropolitan cities if such localities cannot be identified in the nearby areas, the students and teacher may adopt families and declare them literate within the specified period.
13. The SALD shall be monitored by the Board regularly. For this purpose, it may set up State-Wise/Region-Wise Monitoring Committees to review the progress of the Programme in their designated States/Regions with reference to supply of materials, academic inputs, general coordination and overall effectiveness of the programme in the state/region concerned.
14. These Monitoring Committees will also pay surprise visits to the affiliated institutions any time during the months of February to April every year to examine the activities and all the related aspects of the programme and to go into records of the adult learners maintained by the schools, from the standpoint of :
 - 14.1) ascertaining that proper evaluation procedures have been followed by the school while awarding the certificates to the adult learners;
 - 14.2) verifying that the student volunteers have made literate the number of adults as has been claimed in the Performance Reports submitted to the Board by the Schools for that year.
15. The monitoring in respect of Kendriya Vidyalays, Navodaya Vidyalayas, Govt. and Govt. aided institutions will be done by the respective organisations controlling them. The Board may, however direct its Monitoring Committees to inspect these institutions also, as and when necessary for required verification.
16. For purpose of monitoring, the schools are expected to do the following :
 - 16.1 To maintain student volunteers Achievement Record as per Appendix-A, given for purposes of award of incentive marks to student volunteers.
 - 16.2 To keep record of adult learners in readiness which may include the test administered by the schools, the exercise books of the adults and the diaries maintained by the student volunteers.
 - 16.3 To have complete addresses and particulars of the adults made literate for verification by the Monitoring Committee. The Monitoring Committee may also like to meet the adults, the sessions with whom could be arranged on the following days or visits could be organised to their places, if desired by the Committee.
 - 16.4 To send Annual Performance Reports to the Board in proforma SALD-2 given at Appendix-B every year by the end of February.

**CENTRAL BOARD OF SECONDARY EDUCATION, DELHI
SPECIAL ADULT LITERACY DRIVE**

Proforma for the Annual Performance Report

(To be sent in Duplicate to the Regional office latest by the last week of February every year along with Student Volunteers Achievement record-SALD-1)

School : _____

Exam year _____

No. of Examinees :

No. of Adults Made Literate by the school

Secondary _____

Sr. Secondary _____

1. A descriptive account of the programme with reference to the area/community selected, total population, part of the population covered, duration of the drive, quantum of achievement, reasons for shortfall, if any, tasks yet to be achieved, approach and strategies followed, problems faced, their solutions, resources generated, unique aspects of the programme. The narration may be done pointwise to facilitate analysis.
2. Observations and Suggestions :
 - 2.1 For the school
 - 2.2 For the Board
 - 2.3 Other Liaising Agencies

Signature

School's Stamp

(with address)

NB : More sheets may be added if the space is not adequate.

FOR BOARD'S PUBLICATIONS

Orders for text books and other publications brought out by the Board can be placed with any of the following offices :

1. Head Assistant (Publication Stores)
Central Board of Secondary Education,
Shiksha Kendra, 2, Community Centre,
Preet Vihar, Delhi-110092
2. Regional Officer,
Central Board of Secondary Education,
Rajgarh Road, Rajgarh Tinali,
Guwahati-781003.
3. Regional Officer,
Central Board of Secondary Education,
Todarmal Marg,
Ajmer (Raj.)-305001
4. Regional Officer,
Central Board of Secondary Education,
35-B, Civil Station, MG Marg,
Civil Lines, Allahabad-211001
5. Regional Officer,
Central Board of Secondary Education,
Sector - 5,
Panchkula.
6. Regional Officer,
Central Board of Secondary Education,
Plot No. 1630 A, 16th Main Road,
Anna Nagar (West)
Chennai-600040

Mode of Payment

- (i) Payments are accepted either through Bank Draft/Money Order drawn in favour of Secretary Central Board of Secondary Education, or in cash which may be sent to the CBSE officers, alongwith the order.
- (ii) Mailing charges are additional to the price indicated against each publication.
- (iii) Packing charges will be @3% extra.

Discount : For 10 copies or more of each publication discount @ 15% is admissible. No discount for less copies.