





केन्द्रीय माध्यमिक शिक्षा बोर्ड
CENTRAL BOARD OF SECONDARY EDUCATION



SECONDARY SCHOOL CURRICULUM



2017-18

Main Subject
Volume - I



Secondary School Curriculum 2017-18

Volume - I
Main Subjects for Classes IX-X



CENTRAL BOARD OF SECONDARY EDUCATION

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Aricle 4 d Fundamental Duties

4 d- Fundamental Duties – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे ;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू ले;
- 1(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।
 1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

Fundamental Duties Part IV-A

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

- (a) to abide by 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(k) who is a parent or guardian to provide opportunities for education to her/his child or, as the case may be, ward between age of 6 and 14 years.
 1. Subs. by the Constitution (Eighty - Sixth Amendment) Act, 2002

In the words of Sri Aurobindo, “The Indians must have the firm faith that India must rise and be great and that everything that happened, every difficulty; every reverse must help and further their end...The dawn would soon be complete and the sun rise over the horizon. The sun of India’s destiny would rise and fill all India with its light and overflow India and overflow Asia and overflow the world.”

The Future Belongs to India.

With belief that education is the most powerful instrument of change, the Board has consistently been endeavoring for meaningful learning for its students in affiliated schools for meeting the challenges of the present and the future. Growth trajectory of the CBSE stands testimony of its vibrant and robust outlook. Board focuses on creating a learning environment that helps develop confident and enterprising citizens empowering them as future citizens who would promote harmony and peace and bring glory to this great nation.

Ministry of Human Resource Development Government of India

A New Vision-A New Approach

“The future belongs to India-the largest vibrant democracy in the world, teeming with opportunities. With hope in their eyes and a yearning to learn, the youth of this great nation awaits a new paradigm of education that fosters knowledge with analytical skills, logical reasoning and the ability to imagine beyond the given”.

The Manual of Powers and Functions of the Board, vide its Rule No. 9, mandates the Central Board of Secondary Education to conduct examinations for the institutions affiliated to it and to prescribe the courses of instructions for examinations conducted by the Board. Deriving strength from this mandate, the Board annually undertakes the curriculum updation process. The process takes into account the outcomes of intensive deliberations of the experts whose views and suggestions are dovetailed carefully both with contemporary needs as well as emerging scenario. Focus is increasingly on promoting knowledge, right attitude, creative, critical and social skills. Board issues the Secondary and Senior Secondary School Curriculum every year for ascertaining uniformity and equity in the course content, pedagogical practices and quality of teaching across all affiliated schools. All concerned are, therefore, strongly advised to purchase the prescribed curriculum for implementation in the schools. Curriculum may be purchased from the CBSE Headquarters placing orders alongwith required price and postage charges with the Store Keeper (Publications) at CBSE HQ Delhi or with the concerned CBSE Regional. Details given at the end of this publication may be referred. Heads of the schools affiliated with the CBSE must make sure to obtain the curriculum printed by the CBSE so as to formulate their entire academic plan accordingly.

In terms of Circular No. Acad-05/2017 dated 31/01/2017, Board has discontinued the assessment duality prevalent in class X. Instead, a remodeled scheme of examination for class X has been put in place with effect from the Academic Session 2017-18. The said circular must be carefully read by all concerned. It is obligatory on the part of every school and students preparing for examination for the session 2017-18 to follow the syllabi and the books prescribed in this curriculum document without deviation. The syllabi and courses in Regional and Foreign Languages have been provided in the VOLUME II printed separately. Schools should also take note of the circulars uploaded from time to time on the CBSE websites: www.cbseacademic.in and www.cbse.nic.in

FOREWORD

यः पठति लिखति पश्यति, परिपृच्छति पंडितान् उपाश्रयति ।

तस्य दिवाकरकिरणैः नलिनी, दलं इव विस्तारिता बुद्धिः ।।

जो पढ़ता है, लिखता है, देखता है, प्रश्न पूछता है, बुद्धिमानों का आश्रय लेता है,
उसकी बुद्धि उसी प्रकार बढ़ती है जैसे कि सूर्य किरणों से कमल की पंखुड़ियाँ ।।

One who reads, writes, sees, inquires, lives in the company of learned, his intellect expands as the lotus petals expands in presence of the rays of sun.

2. Curriculum in school education is crucially important as it provides a framework for all the activities to be conducted in the school to achieve desirable quality of education. The curriculum of CBSE is based on the National Curriculum Framework-2005. It has a dynamic character reflecting the changes that occur in society and global scenario.
3. A good curriculum is one which encourages meaningful learning through regularity, sincerity and devotion on the part of students. They should be encouraged to study regularly, sincerely with devotion and focus on gaining the deeper meaning of learning. They should make earnest efforts to acquire knowledge of self-concept, gain a sense of enterprise, aesthetic sensibilities and sportsmanship. In the present knowledge economy, a student can learn from many sources and should work collaboratively with peers and teachers.
4. CBSE envisions all round development of students, however, considering growing disconnect between the existing academic achievements at the secondary level in schools vis-à-vis senior secondary, greater academic emphasis has been placed in this curriculum. Students must also be equipped with a diverse range of skills, such as, creative thinking, problem solving, collaboration and resilience. With this in view, the ‘**Secondary School Curriculum 2017-18**’ has been realigned as per remodelled assessment pattern as notified vide notification number Acad-05/2017(Annexure-A), Acad-11/2017(Annexure-B) and Acad-4/2017(Annexure-C).
5. I acknowledge the efforts of all associated with the preparation of this curriculum document.
6. The schools must refer to the Curriculum Document for clarity and comply the directions on remodelled assessment in letter and spirit.

(R K Chaturvedi)

IAS

Chairman

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1. PRINCIPLES OF CBSE CURRICULUM

Curriculum refers to the lessons and academic content to be taught to a learner in school. It typically refers to the knowledge and skills students are expected to learn. In empirical terms, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, courses of study, subject-wise instructional objectives and content, pedagogical practices and assessment guidelines. The thrusts here include enabling learners to respond to the impact of globalization and the demands of the emerging knowledge-based economy and society. The CBSE curriculum seeks to provide opportunities for students to achieve excellence in learning vis a vis global standards.

1.1 Salient Features of the CBSE Secondary School Curriculum

The Curriculum prescribed by CBSE strives to:

1. uphold Constitutional values such as socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation;
2. keep pace with the 21st century and the global trends in various disciplines;
3. provide ample scope for physical, intellectual and social development of students;
4. integrate innovations in pedagogy, knowledge and application, such as human sciences with technological innovations;
5. nurture Life-Skills by prescribing curricular and co-curricular activities to help improve self-esteem, empathy towards others and different cultures etc.;
6. promote Inclusivity by providing equal opportunities to all students;
7. encourage values-based learning activities;
8. enlist general and specific teaching and assessment objectives;
9. integrate environmental education in other disciplines from classes I-XII;
10. emphasize on Co-scholastic areas of Work Education, Art Education and Health and Physical Education

1.2 Objectives of the Curriculum

The Curriculum prescribed aims to:

1. enhance self-awareness and explore innate potential;
2. promote capabilities related to goal setting, decision making and lifelong learning;

3. develop thinking skills, problem solving and creativity;
4. nurture communication and interpersonal skills;
5. inculcate values;
6. foster cultural learning and international understanding in an interdependent society;
7. acquire the ability to utilize technology and information for the betterment of humankind;
8. strengthen knowledge and attitude related to livelihood skills;
9. develop the ability to appreciate art and showcase talents;
10. promote physical fitness, health and well-being.

1.3 Curriculum Areas at Secondary Level

Responding to the growing realisation of disconnects between the existing academic achievements at the secondary level in schools vis-à-vis senior secondary, this school curriculum acknowledges the fact that subjects like language, mathematics, science and social studies help the cognitive development of the child and, therefore, greater academic emphasis is needed. However, Board envisions the all-round development, since holistic approach to education at the secondary level is an important subsection of the whole education system.

In operational sense, the secondary curriculum is learner-centered with school being a place where students would be acquiring various skills; building self-concept, self image, sense of enterprise, aesthetic sensibilities and sportsmanship. Therefore, for the purpose of fostering core competencies in learners, this curriculum encompasses seven major learning areas, from scholastic and co scholastic point of view.

Languages	Science
Scholastic Areas	
Social Sciences	
Mathematics	

Work Education	Co-scholastic Areas
Art Education	
Health and Physical Education	

Scholastic Areas:-

The curriculum envisages individualized personal learning acumen and seeks to explore the potential of students in acquiring substantial knowledge and skills through academic rigors. With greater academic orientation and research skills in core academic areas,

students would evolve as discerning young adults with a sense of real self-estimate having true values and principles. The scholastic areas are as follows:

- (i) Languages include Hindi, English and other 36 languages (detailed in Curriculum Volume II). The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective communicative proficiencies. Learners use language to comprehend, acquire and communicate ideas.
- (ii) Social Sciences (Geography, History, Economics and Political Science) intends to make learners understand their cultural, geographical and historical milieus and gain in-depth knowledge, attitude, skills and values necessary to bring about transformation for a better world. Social Science include the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities and the incorporation of the above-mentioned learning. Learners appreciate and value everyone's right to feel respected and safe, and, in this regard, also understand their Fundamental Rights and Duties and behave responsibly. Learners learn to be tolerant and empathetic towards others through the study of this subject.
- (iii) Science (Biology, Chemistry and Physics etc.) includes gaining knowledge about Food, Materials, The World of The Living, How Things Work, Moving Things, People and Ideas, Natural Phenomenon and Natural Resources. The focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life. This learning can be used to analyze, evaluate, synthesize and create. Learners understand and appreciate the physical, biological and technological world and acquire the knowledge and develop attitude, skills and values to make rational decisions in relation to it.
- (iv) Mathematics includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, and the ability to apply this knowledge and acquired skills in their daily life. It also includes understanding of the principles of reasoning and problem solving. Learners identify, integrate and apply numerical and spatial concepts and techniques. They have clarity of concepts and are able to connect them to the real world. Learners rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns.

Co- Scholastic Areas:-

It is a well-known fact that only a healthy child can learn effectively and good health status leads to better learning. Many other activities are necessary for development of the affective and psychomotor domain. Those activities like games and sport, art and music, craft work etc. are termed as co-scholastic activities. Instead of co-curricular activities, the term co-scholastic activities are used as both cognitive and non-cognitive development can take place by exposing the child to the lesson on scholastic subjects

and non-scholastic subjects. Work education, Art Education including local art, craft, literature and skills, Health and Physical education, yoga, traditional games, indigenous sports, NCC, Scouts and Guides, Martial Arts etc. will be integral part of the curriculum and would be in the routine of the schools for the holistic development of children as per the specific details given below:

(v) Work Education provides learners opportunities for participation in activities inside and outside the classroom, which enables them to understand scientific principles and procedures involved in different types of work. These productive activities are to be drawn from the areas 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.

(vi) Art Education entails instruction in various art forms (visual as well as performing) with an aim to help learners cultivate an interest and appreciation for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, valuing arts and cultural heritage.

Theatre in Education: Theatre is one of the most powerful, yet least utilised art forms in education. In the exploration of self in relation to others, the development of understanding of the self, and of critical empathy, not only for humans but also towards the natural, physical and social worlds, theatre is a medium par excellence. Dramatising texts is only one small part of theatre. Much more significant experiences are possible through role play, theatre exercises, body and voice control and movement, and group and spontaneous enactments. Such experiences are important not only for teachers in their own development, but also for teachers to provide to children.

NCF-2005

(vii) Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, well-being and the factors that contribute to them. Focus of this area is on helping learners develop a positive attitude and commitment to lifelong, healthy active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, yoga, NCC, self-defence, fitness and lifestyle choices.

These seven learning areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Learners should get opportunities to think laterally, critically, identify opportunity, challenge their potential and be open to challenges. Learners value and engage in practices that promote physical, cognitive, emotional and social development and wellbeing. This enables learners to connect different areas of knowledge, application and values with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth throughout.

2. IMPLEMENTATION OF THE CURRICULUM

Schools are expected to establish a School Curriculum Committee with teachers representing each subject. School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and scope of feedback for reflection and ensure its implementation. The committee would also ensure that the textbooks/ reference material is age appropriate, incorporates inclusive principles, is gender sensitive, has valid content and does not contain any material which may hurt the sentiments of any community. It would also ensure that the reference material reflects conformity with the underlying principles of the Constitution of India and is compliant with NCF 2005. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction. The Schools will comply with the direction given in the Affiliation Bye-laws regarding NCERT books. It will be ensured by the schools that the books used in the school promote harmony and do not contain any discriminating issues/ events/examples in the context of gender, disability, caste, religion, etc. Citizenship education, character building, constitutional literacy, financial literacy including cashless transactions, environmental sustainability and other common core should be promoted through all the subject areas.

2.1 Pedagogical Practices by Teachers

The pedagogical practices should be learner centric. It is expected of a teacher to ensure an atmosphere for students to feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

There is a universal fact that every child, no matter how unresponsive he or she may look, has something to say, some insight to contribute to a class discussion. Teacher should not label children as ‘slow learners’ or ‘bright students’, or ‘problem children’. Such categories segregate children, placing the learning solely on them, and detract from the role and purpose of pedagogy. Teacher need to identify students who need remediation. This can be detected by the teacher in the course of teaching and attended to as a part of pedagogic planning, through individualized attentions. Teacher must diagnose learning difficulties and problem areas.

2.2 Lesson/ Unit Plans

Specific Lesson Plans for the topics are to be prepared by the teachers. These plan may have the following:

- Specific Learning Outcomes;
- Multiple Pedagogical Strategies;

- Flow of lesson/unit (including activities/ experiments/hands-on-learning);
- Interdisciplinary Linkages and infusion of Core Skills (Life-skills, Values, Gender sensitivity etc.);
- Resources (including ICT);
- Feedback and Remedial Teaching Plan.

2.3 Creating Cross-Curricular Linkages

Creating cross-curricular linkages can help learners reflect on their learning. These linkages are vital to learning as they help to connect prior knowledge with new information. For example, Mathematical data handling and interpretation can be effectively applied in geography and science; learners can write better-framed answers in history, geography and science when they have learnt how to write explanations/short descriptions in a language; Life Skills like empathy, problem solving and interpersonal communications can be easily integrated with the study of literature and other areas. Universal Values, Life Skills, Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.

3. STRUCTURE OF ASSESSMENT SCHEME

The contents of the Circular no. Acad-05/2017 dated January 31st, 2017 available at CBSE website may carefully be noted for the structure of assessment.

The Assessment scheme will have an 80 marks component for Board examination (class X)/Annual examination (class IX) in all scholastic subjects along with a 20 marks component of Internal Assessment. Students need to secure 33 percent marks separately in each of these components.

3.1 Board Examination for (class X) /Annual examination (class IX) 80 marks

For Class X:

The Board Examination for 80 marks in each subject will cover 100% syllabus of only Class-X. The examination paper will be designed for a 3 hours duration. Marks and Grades both will be awarded in each scholastic subject and a 9-point grading system, as followed by the Board in Class XII will be applicable. For awarding the grades, the Board will put all the passed students in a rank order and will award the 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.

For Class IX:

The assessment scheme will be similar to class X Board examination. However, the grading in class IX will be as follows:

The pedagogical practices should be learner centric. It is expected of a teacher to ensure an at

Grading Scale for Scholastic Areas (Class-IX) (School will award grades as per the following grading scale)	
MARKS RANGE	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	E (Failed)

3.2 Internal Assessment (20 Marks)

With effect from the session 2017-18, the Board has introduced the remodeled structure of assessment which also includes a component of Internal Assessment (IA) of 20 marks. IA comprises Periodic Tests (PT) with weightage of 10 marks, Notebook Submission of 5 marks and Subject Enrichment Activities of 5 marks. Internal Assessment emphasizes that learning is a continuous phenomenon and the acquisition of learning may be assessed through multiple approaches.

The component of internal assessment brings the elements of attention to the process of teaching - learning. It helps teachers to set their curricular targets for students and adjust pedagogy as per the need of students. It appries both teachers and students about the extent of learning at a point when timely intervention or remedial action can be made. It also provides a mechanism for individual learner to actively understand the level of their leaning attainment. By analyzing and discussing their queries, the students develop strategies to improve learning and enhance their study habits and, therefore, accordingly formulate strategies with the help of parents and teachers.

(i) Periodic Test (PT) for 10 Marks

Periodic Test is a Pen and Paper assessment which is to be conducted by the subject teacher. The format of periodic test must have questions items with a balance

mix, such as, very short answer (VSA), short answer (SA) and long answer (LA) to effectively assess the knowledge, understanding, application, skills, analysis, evaluation and synthesis. Depending on the nature of subject, the subject teacher will have the liberty of incorporating any other types of questions too. The modalities of the PT are as follows:

- a) Mode: The periodic test is to be taken in the form of pen-paper test.
- b) Schedule: In the entire Academic Year, three Periodic Tests in each subject will be conducted as follows :

Test	Pre Mid-term (PT-I)	Mid-Term (PT-II)	Post Mid-Term (PT-III)
Month	July-August	November	January

The winter bound schools would develop their own schedule with similar time gaps between two consecutive tests.

- c) Syllabus: The portion of syllabus will be cumulatively covered in periodic test with reference to the announcement of date of tests by schools.
- d) Average of Marks: Once schools complete conduct of all the three periodic tests, they are required to convert the weightage of each of the three tests into ten marks each for identifying best two tests. These best two will be taken into consideration and the average of the two shall be the final marks for PT.
- e) Sharing of Feedback/Performance: The students' achievement in each test must be shared with the students and their parents to give them an overview of the level of learning that has taken place during different periods. The school will ensure simple documentation to keep a record of performance as suggested in circular no. Acad-05/2017.

Feedback will help parents formulate interventions (conducive ambience, support materials, motivation and morale-boosting) to further enhance learning. A teacher, while sharing the feedback with student or parent, should be empathetic, non-judgmental and motivating. It is recommended that the teacher share best examples/performances of IA with the class to motivate all learners. This exercise may be done with sensitivity.

(ii) Notebooks Submission (5 Marks)

Notebook Submission is a compulsory part of the internal assessment carrying a weightage of five marks from the academic year 2017-18 as an appraisal tool to ensure the regular and attentive participation of students in classroom transaction. Notebook submission broadly aims at enhancing seriousness of students towards preparing different types of notes on the topics being taught in the classroom

as well as assignments. This also addresses the critical aspect of regularity, punctuality, neatness and notebook upkeep.

Notebooks are permanent records of the information processing by students and can act as a reference to revisit and help in documenting classroom activities and their own reflections. Notebooks encourage students to use writing for thinking and empowering to actively monitor in their own learning process. Notebooks submission offers opportunities to develop proficiency in writing skills and helps in acquisition of appropriate vocabulary and semantic knowledge of the language. Through Notebooks students also gain efficiency in writing by improving speed and handwriting. Moreover, notebooks also promotes techniques such as annotation, summarization, identification of keywords, themes and topics etc.

Notebooks may also be a tool for teacher to ascertain engagement level of the students and organizational skills of students. Notebooks also help the learner to add the portion which he/she has left out/not covered with the help of peers. Open-ended writing assignments in notebooks increase the chances of a meaningful and constructive discussion, if assigned in the beginning. This way even those students can be involved in the discussion who otherwise remain reluctant to speak. Notebooks serve as an important evidence for Principals to keep track of the learning of the students and progress of teaching learning in a particular class. Notebooks can also add value in planning remedial strategies. It also keeps parents informed about the academic progress of their ward and the coverage of syllabus in the class.

Assessment of Notebook: While assessing the Notebook Submission, teachers should follow these parameters:

- a. **Regularity:** refers to bringing notebooks as per the timetable. Students who do not bring the notebooks regularly should be motivated/ encouraged/ counselled to be regular in bringing the notebooks.
- b. **Completion of Assignment/work done:** Timely and regular completion of work done/assignments in notebook is expected from students. Special attention/counseling /feedback to parents should be given to students who do not complete the assignment/work.
- c. **Neatness and Upkeep of Notebook:** Quality of work in the notebook (legible, properly- indexed and dated, properly titled and labelled topics, creativity, neatness, cognitive/psycho-motor skills, e.g. drawing of graphs/ diagrams/analytical work done in the assignment given)

Suggestions for teachers

- Notebook assignments must be aligned to classroom teaching.
- The volume and nature of assignments should be age appropriate.

- It may be ensured that notebooks should not become an expensive and burdensome activity for the students.
- Teachers should avoid negative remarks and try to motivate students by providing positive feedback keeping abilities of individual student in view.
- Teacher must identify cases of dysgraphia or students with some kind of writing difficulties and make special provisions for them per se. As far as practicable, care should be taken for individual difference of students.
- Teachers should encourage different types of note taking as long as it helps in learning.
- If required and possible, teachers should discuss their comments given in the Notebook with the students in terms of their strengths and areas of improvement.

(iii) Subject Enrichment Activities (5 Marks)

These are subject specific activities aimed at enrichment of the understanding and skill development. These activities are to be recorded internally by respective subject teachers.

For Languages: Activities conducted for subject enrichment in languages should aim at equipping the learner with effective Listening and Speaking skills. Assessment of listening and speaking skills may be done on the basis of Interaction, Pronunciation, Fluency, Coherence, Vocabulary and Grammar.

Suggestive Activities in Listening and Speaking

The teachers may use activities for Listening and Speaking provided in the prescribed text.

Listening: Listening to small narrations, stories etc. and handling exercises such as true /false, MCQ questions, gap filling and Short Answer Questions.

Speaking: Conversations and dialogues, presentation on an unseen visual/verbal stimulus (within the prescribed syllabus), spontaneous question-answers, recitation and narration. Schools should not send any recording of speaking skills to CBSE.

Options for speech or aural disabled candidates:

In lieu of the assessment of Listening and Speaking, students will be required to write a story/poem/small narrative/article etc. which may express the creativity and imagination of the student. Students who stammer may be given extra time during the assessment process as per the need of the child.

For Mathematics: The listed laboratory activities and projects as given in the prescribed publication of CBSE/NCERT may be followed.

For Science: The listed practical works / activities may be carried out as prescribed by the CBSE in the curriculum. It is well recognized that concepts of science are best understood by students through demonstration and lab experiments.

For Social Science: Map and project work may be undertaken as prescribed by the CBSE in the curriculum.

3.3 Co- Scholastic Areas

Education envisages the comprehensive and holistic development of a learner and, hence, Co-scholastic activities are essential for the all-round development of the learner's personality. CBSE recommends three major Co-scholastic activities viz., Work Education, Art Education and Health and Physical Education. Notification No Acad-05/2017 dated January 31 may be referred to in this regard.

(a) Work Education or Pre-Vocational Education

Work education is a distinct curricular area for students for participation in social, economic and welfare activities. Student gets a sense of community service and develops self-reliance. Work education can be viewed as purposive and meaningful manual work organized as an integral part of the learning process, resulting in dignity of labor, Self-fulfilment and goods/services useful to the community.

The schools are expected to ensure meaningful working space to preferred work education activities over a sustained period (to be distinguished from a short-duration innovative experiment) where the student can engage and participate in the chosen activities under the supervision of the concerned teacher. Wherever possible, the students should be provided industrial exposure and the experts may also be invited to interact with students in school. Details of activities of Work Education are given in the curriculum of work education in this curriculum document. Schools must also refer to the manual of work education published by CBSE.

(b) Art Education

Art Education constitutes curricular activities for the development of the wholesome personality of the learners, aesthetic sensibilities and respect for social values and cultural heritage. It encourages learners to develop creative expression, sharpens keen observation and develops a sense of organization and order. Students may select one form each from Visual Arts (drawing, painting, murals, collages, crafts, sculpture, etc.) and Performing Arts (dance, music, drama, puppetry and Folk Art forms etc.). Learners' participation in activities / competitions organized and conducted throughout the year form the basis of assessing the student by the Visual Art/Performing Art teacher.

(c) Health and Physical Education (Sports/Self-Defence/Yoga/NCC etc.)

Health and Physical Education focuses on holistic development, both mental

and physical, understanding the importance of physical fitness, health, well-being and the factors that contribute to them. Focus of this area of curriculum is on helping learners develop a positive attitude and commitment to lifelong, healthy and active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, yoga, NCC, self-defense, fitness and lifestyle choices.

Health and Physical Activity preferably sports must be given a regular period. Students should be provided opportunities to get professionally trained in the area of their interest. Indigenous sports, yoga and NCC must be encouraged in the schools as they develop physical fitness, discipline, sportsmanship combined with patriotism, self-sacrifice and health care. Similarly Self-Defence may be actively taught to students as it instils confidence and empowers the students. The teachers should ensure that the students get opportunities to participate in activities of their choice and help them in identifying and nurturing their talents and gain confidence. The Physical Education Teacher will maintain a detailed record of all the Health and Physical Education activities / competitions that each of the learners participates in. The Comprehensive School Health Manuals (four volumes) brought out by CBSE could be referred to for detailed information and the graded activities could be taken up as part of the curriculum in school.

To address the Health aspect of HPE, qualified doctors should examine learners once in the academic session along with a follow-up session during the year. This has also been stated in affiliation byelaws of the Board. School should also bring any noticeable disability in a student to the notice of the school counsellor and parents. Cases of special needs of students with medical history must be carefully noted and handled accordingly.

Assessment of Co-Scholastic Areas

Assessment of Co-scholastic Areas may be continuously done by collecting information, reflecting on and using that information to review learner's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report Card of the learner in the form of grades.

In the existing scheme of assessment, these activities will be graded on a 5-point grading scale (A to E) for classes IX-X and will have no descriptive indicators. The students shall be assessed on any two activities of her/his choice from each of the three areas i.e. Work Education, Art Education, Health and Physical Education. No upscaling of grades will be done.

The concerned teacher would make an objective informal assessment of the level of performance/participation demonstrated by a student in the entire academic year throughout the year and finally assign grades.

Parameters of Assessment

While the students are engaged in the co-scholastic areas, the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

Co-scholastic Areas	Product	Process
Work Education or Pre-Vocational Education	Utility, Durability and Aesthetic appeal	Participation, cooperativeness, patience, systematic approach, neatness and cleanliness in work and work place and devotion and honest effort in work
Art Education	Expression, creativity and Aesthetic appeal	Participation, cooperativeness, patience, systematic approach, neatness and cleanliness in work and work place and devotion and honest effort in work
Health and Physical Education	Overall fitness	Participation, team-spirit, commitment and honest effort.

Details of Five-point Grading for Co-scholastic Areas (Class IX and X)

A	Outstanding
B	Very Good
C	Good
D	Fair
E	Average

Suggestions for Teachers

Teachers should ensure and encourage participation of each learner in some activity or the other so that no learner is left out from participation in activities organized at the class/school or at interschool level. By carefully examining the behaviour / skills / competencies of each learner in the class on all possible occasions, teachers will maintain records of the performance of learners. Schools should encourage teachers to work collaboratively with other teachers to facilitate and assess learner's performance and then finally assign grades.

3.4 Discipline (Attendance, Sincerity, Behaviour, Values)

Discipline is adherence to rules and regulations for attainment of optimum learning in school, therefore, students should abide by the rules stipulated in the prospectus of school. Discipline significantly impacts career shaping and it helps build character, sincerity, self-control, perseverance, good behavior and values. It teaches students to focus on the long term goals instead of satiating their instant desires.

The concept of discipline should not be confused with strict authoritarian environment and the students should be given freedom to share their doubts and feelings with teachers regarding classwork. Teachers may involve students in framing their own rules and regulations and collectively decide the non-monetary fine to be imposed on a defaulter. Constitutional values and those that are universal should also be encouraged amongst students. Hygiene, sanitation, cleanliness, dedication, honesty, truthfulness, kindness, empathy respect for the environments, elders and all living things etc. are the values that our students must actively practice. Parents may also support schools in cultivating disciplined behavior and desired values in their wards. Class teacher will grade the students on a Five-point scale (A to E) keeping in view the overall attendance, sincerity, values and behavior of the students.

3.5 Rules regarding Admission and Examination

For Eligibility for Admission and Examination and Scheme of Examination, Admission-General Conditions, Admission: Specific Requirements, Admission Procedure, Admission to Examinations, a Regular Course of Study, Rules for Condonation of Shortage of Attendance, Detaining of Eligible Candidates, Private Candidates and Procedure for Submission of Applications of Private Candidates at All India/Delhi Secondary School Examination, kindly see the Examination Bye-Laws of CBSE for detailed information.

The Examination Bye-Laws are available at:

<http://www.cbse.nic.in/newsite/examinationbyelaws.html>

4. SCHEME OF STUDIES

4.1 SUBJECT OF STUDIES

The learning areas will be as follows:

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

Hindi, English, Assamese, Bangla, Gujarati, Kannada, Kashmiri, Marathi, Malayalam, Manipuri, Odia, Punjabi, Sindhi, Tamil, Telugu, Urdu, Lepcha, Limboo, Bhutiya, Sanskrit, Arabic, Persian, French, German, Russian, Spanish, Nepali, Tibetan, Mizo, Tangkhul, Bodo, Bahasa Melayu, Gurung, Japanese, Rai, Sherpa, Tamang and Thai.

(3) Mathematics

(4) Science

(5) Social Sciences

(6) Work Education or Pre-Vocational Education

(7) Art Education

(8) Health and Physical Education

4.2 ADDITIONAL SUBJECTS

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

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

OR

B. Commerce, Painting, Music, Home Science or Foundation of Information Technology/Information and Communication Technology

NOTES

(i) It is expected that all the students would have studied three languages up to 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 textbooks 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 she/he 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 up to class VIII.

- (iii) Hindi or 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 (Code 002) or Hindi B (Code 085).
- (iv) As a general practice, the Board prescribes the textbooks being followed in classes IX and X in the State Board where the language is taught as the mother-tongue. The schools are advised to bring to the notice of CBSE the changes if any, brought out at the commencement of the academic session by the respective State Boards, in the textbooks of the language of their State. The affiliated institutions are advised to follow strictly the textbooks prescribed by CBSE in its curriculum unless the change has been duly notified to all schools for general information. No mid-term changes shall be entertained. School are not permitted to teach languages other than the ones prescribed by the Board.

4.3 INSTRUCTIONAL TIME

TIME TABLE AND WORK DISTRIBUTION NORMS AS PER RTE ACT - 2009

FOR CLASSES VI-VIII

1. The teacher-student ratio as per the Affiliation Bye-Laws of the Board should be maintained as 1:30
2. In order to complete the 45 working-hour per week as per the recommendation of RTE-Act 2009, a school needs to function for six days a week for 6 hrs. 10 minutes on each day. Teachers may be retained after school hours for an additional 1 hour 20 minutes which can be used for planning/ preparation/ feedback/ follow up work.
3. Every teacher shall devote, in a year, not less than 1200 hours to the actual teaching in classroom in classes I-VIII, out of which not more than 200 hours may be required to be devoted for remedial teaching and attention to weak and gifted students before or after the school hours. Provided that if any teacher is required to devote more than 1200 hours to the teaching and planning, extra remuneration shall be paid to her/his at such rate as may be determined, by the managing committee, for every hour in excess of 1200 hours devoted by her/his to the teaching and planning.
4. All teachers are required to teach for a minimum of 30 periods per week with remaining periods to be used for planning and preparation of the lessons and activities.

5. A time-table of 8 periods per day may be followed in schools with 45 minutes duration in the 1st and 5th periods and 40 minutes duration for the remaining periods.

S. No.	Subject	Number of periods for theory classes	Number of periods for activity classes	Total Number of Periods
1	Hindi	5	01	6
2	English	5	01	6
3	Language-III	5	01	6
4	Mathematics	6	01 (Maths Lab)	7
5	Science	5	01 (Lab)	6
6	Social Sciences	5	01	6
7	Work Education	—	2	2
8	Art Education	—	2	2
9	Health and Physical Education	—	4	4
10	Life Skills, Values Education and Gender Sensitivity	—	2	2
11	Library	—	1	1
	Total			48

Schools are expected to give adequate time for Work Education outside the school hours. The above distribution of periods over subjects is suggestive in character. These guidelines may be read along with the guidelines issued from time to time by the Directorate of Education of the State Government where a school is situated.

*Life Skills, Values Education and Gender Sensitivity may also be done as a part of learning across subjects.

TIME TABLE AND WORK DISTRIBUTION NORMS

CLASSES FOR IX AND X

1. The teacher-student ratio as per the affiliation Bye-Laws of the Board should be maintained-1:30.
2. Every teacher shall devote in a year not less than 1200 hours to the teaching and planning, out of which not more than 200 hours may be required to be devoted for remedial teaching and attention to weak and gifted students before or after the school hours. Provided that if any teacher is required to devote more than 1200 hours to the teaching and planning, extra remuneration shall be paid to her/his at such rate as may be determined ,by the managing

committee, for every hour in excess of 1200 hours devoted by her/his to the teaching and planning.

3. All teachers are required to teach for a minimum of 30 periods per week with remaining periods to be used for planning and preparation of the lessons and activities.
4. A time table of 8 periods per day may be followed in schools with 45 minutes duration in the 1st and 5th periods and 40 minutes duration for the remaining periods.
5. Number of periods may be 07 allotted for the first language for classes IX to X. Second Language may be allotted 06 periods. Periods for developing proficiency in spoken language may be carved out from the periods allotted for the respective languages.

Instructional time for classes IX and X

S. No.	Subject	Number of periods for theory classes	Number of periods for activity classes	Total Number of Periods
1	Language-I	6	01	7
2	Language-II	5	01	6
3	Mathematics	6	01 (Maths Lab)	7
4	Science	6	02 (Lab)	8
5	Social Sciences	7	01	8
6	Work Education	—	2	2
7	Art Education	—	2	2
8	Health and Physical Education	—	5	5
9	Life Skills, Values Education and Gender Sensitivity*	—	2	2
10	Library	—	1	1
	Total			48

Schools are expected to give adequate time for Work Education outside the school hours. These guidelines may be read along with the guidelines issued from time to time by the Directorate of Education of the State Government where a school is situated.

*Life skills, Values Education and Gender Sensitivity may be done as a part of learning across subjects. Age- appropriate activities given in the Teachers' Manuals and Activity Cards brought out by the Board may be referred to.

4.4 SPECIAL PROVISIONS

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:

Mathematics, Science, Social Science, Other language, Music, FIT/ICT, Painting and Home Science and vocational subjects with reference to Circular Acad-11/2017 dated March 9,2017.

4.5 MEDIUM OF INSTRUCTION

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

नवीं कक्षा में दाखिल होने वाले विद्यार्थी की भाषा शैली और विचार बोध का ऐसा आधार बन चुका होता है कि उसे उसके भाषिक दायरे के विस्तार और वैचारिक समृद्धि के लिए ज़रूरी संसाधन मुहैया कराए जाएँ। माध्यमिक स्तर तक आते-आते विद्यार्थी किशोर हो गया होता है और उसमें सुनने, बोलने, पढ़ने, लिखने के साथ-साथ आलोचनात्मक दृष्टि विकसित होने लगती है। भाषा के सौंदर्यात्मक पक्ष, कथात्मकता / गीतात्मकता, अखबारी समझ, शब्द की दूसरी शक्तियों के बीच अंतर, राजनैतिक एवं सामाजिक चेतना का विकास, स्वयं की अस्मिता का संदर्भ और आवश्यकता के अनुसार उपयुक्त भाषा-प्रयोग, शब्दों के सुचिंतित इस्तेमाल, भाषा की नियमबद्ध प्रकृति आदि से विद्यार्थी परिचित हो जाता है। इतना ही नहीं वह विभिन्न विधाओं और अभिव्यक्ति की अनेक शैलियों से भी वाकिफ़ होता है। अब विद्यार्थी की पढ़ाई आस-पड़ोस, राज्य-देश की सीमा को लांघते हुए वैश्विक क्षितिज तक फैल जाती है। इन बच्चों की दुनिया में समाचार, खेल, फ़िल्म तथा अन्य कलाओं के साथ-साथ पत्र-पत्रिकाएँ और अलग-अलग तरह की किताबें भी प्रवेश पा चुकी होती हैं।

इस स्तर पर मातृभाषा हिंदी का अध्ययन साहित्यिक, सांस्कृतिक और व्यावहारिक भाषा के रूप में कुछ इस तरह से हो कि उच्चतर माध्यमिक स्तर तक पहुँचते-पहुँचते यह विद्यार्थियों की पहचान, आत्मविश्वास और विमर्श की भाषा बन सके। प्रयास यह भी होगा कि विद्यार्थी भाषा के लिखित प्रयोग के साथ-साथ सहज और स्वाभाविक मौखिक अभिव्यक्ति में भी सक्षम हो सके।

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- (क) विद्यार्थी अगले स्तरों पर अपनी रुचि और आवश्यकता के अनुरूप हिंदी की पढ़ाई कर सकेंगे तथा हिंदी में बोलने और लिखने में सक्षम हो सकेंगे।
- (ख) अपनी भाषा दक्षता के चलते उच्चतर माध्यमिक स्तर पर विज्ञान, समाज विज्ञान और अन्य पाठ्यक्रमों के साथ सहज संबद्धता (अंतर्संबंध) स्थापित कर सकेंगे।
- (ग) दैनिक व्यवहार, आवेदन-पत्र लिखने, अलग-अलग किस्म के पत्र लिखने और प्राथमिकी दर्ज कराने इत्यादि में सक्षम हो सकेंगे।
- (घ) उच्चतर माध्यमिक स्तर पर पहुँचकर विभिन्न प्रयुक्तियों की भाषा के द्वारा उनमें वर्तमान अंतर्संबंध को समझ सकेंगे।
- (ङ) हिंदी में दक्षता को वे अन्य भाषा-संरचनाओं की समझ विकसित करने के लिए इस्तेमाल कर सकेंगे, स्थानांतरित कर सकेंगे।

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- कक्षा आठ तक अर्जित भाषिक कौशलों (सुनना, बोलना, पढ़ना, लिखना और चिंतन) का उत्तरोत्तर विकास।
- सृजनात्मक साहित्य के आलोचनात्मक आस्वाद की क्षमता का विकास।
- स्वतंत्र और मौखिक रूप से अपने विचारों की अभिव्यक्ति का विकास।
- ज्ञान के विभिन्न अनुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति एवं क्षमता का बोध कराना।
- साहित्य की प्रभावकारी क्षमता का उपयोग करते हुए सभी प्रकार की विविधताओं (राष्ट्रीयताओं, धर्म लिंग, भाषा) के प्रति सकारात्मक और संवेदनशील रवैये का विकास।

- जाति, धर्म, लिंग, राष्ट्रीयताओं, क्षेत्र आदि से संबंधित पूर्वाग्रहों के चलते बनी रूढ़ियों की भाषिक अभिव्यक्तियों के प्रति सजगता।
- विदेशी भाषाओं समेत अन्य भारतीय भाषाओं की संस्कृति की विविधता से परिचय।
- व्यावहारिक और दैनिक जीवन में विविध किस्म की अभिव्यक्तियों की मौखिक व लिखित क्षमता का विकास।
- संचार माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से अवगत कराना और नए-नए तरीके से प्रयोग करने की क्षमता से परिचय।
- सघन विश्लेषण, स्वतंत्र अभिव्यक्ति और तर्क क्षमता का विकास।
- अमूर्तन की पूर्व अर्जित क्षमताओं का उत्तरोत्तर विकास।
- भाषा में मौजूद हिंसा की संरचनाओं की समझ का विकास।
- मतभेद, विरोध और टकराव की परिस्थितियों में भी भाषा के संवेदनशील और तर्कपूर्ण इस्तेमाल से शांतिपूर्ण संवाद की क्षमता का विकास।
- भाषा की समावेशी और बहुभाषिक प्रकृति के प्रति ऐतिहासिक नज़रिए का विकास।
- शारीरिक और अन्य सभी प्रकार की चुनौतियों का सामना कर रहे बच्चों में भाषिक क्षमताओं के विकास की उनकी अपनी विशिष्ट गति और प्रतिभा की पहचान।

f' k k k ; Dr; k

माध्यमिक कक्षाओं में अध्यापक की भूमिका उचित वातावरण के निर्माण में सहायक की होनी चाहिए। भाषा और साहित्य की पढ़ाई में इस बात पर ध्यान देने की ज़रूरत होगी कि

- विद्यार्थी द्वारा की जा रही गलतियों को भाषा के विकास के अनिवार्य चरण के रूप में स्वीकार किया जाना चाहिए जिससे विद्यार्थी अबाध रूप से बिना झिझक लिखित और मौखिक अभिव्यक्ति करने में उत्साह का अनुभव करें। विद्यार्थियों पर शुद्धि का ऐसा दबाव नहीं होना चाहिए कि वे तनावग्रस्त माहौल में पड़ जाएँ। उन्हें भाषा के सहज, कारगर और रचनात्मक रूपों से इस तरह परिचित कराना उचित है कि वे स्वयं सहजरूप से भाषा का सृजन कर सकें।
- गलत से सही दिशा की ओर पहुँचने का प्रयास हो। विद्यार्थी स्वतंत्र और अबाध रूप से लिखित और मौखिक अभिव्यक्ति करें। अगर कहीं भूल होती है तो अध्यापक को अपनी अध्यापन-शैली में परिवर्तन की आवश्यकता होगी।
- ऐसे शिक्षण-बिंदुओं की पहचान की जाए जिससे कक्षा में विद्यार्थी निरंतर सक्रिय भागीदारी करें और अध्यापक भी इस प्रक्रिया में उनका साथी बने।
- हर भाषा का अपना एक नियम और व्याकरण होता है। भाषा की इस प्रकृति की पहचान कराने में परिवेशगत और पाठगत संदर्भों का ही प्रयोग करना चाहिए। यह पूरी प्रक्रिया ऐसी होनी चाहिए कि विद्यार्थी स्वयं को शोधकर्ता समझे तथा अध्यापक इसमें केवल निर्देशन करें।
- हिंदी में क्षेत्रीय प्रयोगों, अन्य भाषाओं के प्रयोगों के उदाहरण से यह बात स्पष्ट की जा सकती है कि भाषा अलगाव में नहीं बनती और उसका परिवेश अनिवार्य रूप से बहुभाषिक होता है।
- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापक को हर प्रकार की विभिन्नताओं (लिंग, जाति, वर्ग, धर्म आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।

- परंपरा से चले आ रहे मुहावरों, कहावतों (जैसे, रानी रूठेंगी तो अपना सुहाग लेंगी) आदि के ज़रिए विभिन्न प्रकार के पूर्वाग्रहों की समझ पैदा करनी चाहिए और उनके प्रयोग के प्रति आलोचनात्मक दृष्टि विकसित करनी चाहिए।
- मध्यकालीन काव्य की भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की संगीतबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।
- वृत्तचित्रों और फ़ीचर फ़िल्मों को शिक्षण-सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।
- कक्षा में सिर्फ एक पाठ्यपुस्तक की भौतिक उपस्थिति से बेहतर यह है शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को विद्यार्थी देख सकें और शिक्षक उनका कक्षा में अलग-अलग मौकों पर इस्तेमाल कर सकें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे अधिकतम अर्थ की खोज करने का अर्थ समझ जाएँगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा, वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएँगे।

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d{k 9 ¼oñ½

- उपसर्ग, प्रत्यय
- समास
- अर्थ की दृष्टि से वाक्य भेद
- अलंकार-शब्दालंकार – अनुप्रास, यमक, श्लेष अर्थालंकार – उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण

d{k 10 ¼ñl oñ½

- रचना के आधार पर वाक्य भेद
- वाक्य
- पद – परिचय
- रस

Jo.k o okpu ¼k[kd@ck/uk½l ckh ; k; rk ;

Jo.k ¼ quk½dkSky

- वर्णित या पठित सामग्री, वार्ता, भाषण, परिचर्चा, वार्तालाप, वाद-विवाद, कविता-पाठ आदि का सुनकर अर्थ ग्रहण करना, मूल्यांकन करना और अभिव्यक्ति के ढंग को जानना।
- वक्तव्य के भाव, विनोद, व उसमें निहित संदेश, व्यंग्य आदि को समझना।
- वैचारिक मतभेद होने पर भी वक्ता की बात को ध्यानपूर्वक, धैर्यपूर्वक व शिष्टाचारानुकूल प्रकार से सुनना व वक्ता के दृष्टिकोण को समझना।
- ज्ञानार्जन, मनोरंजन व प्रेरणा ग्रहण करने हेतु सुनना।
- वक्तव्य का आलोचनात्मक विश्लेषण कर सुनकर उसका सार ग्रहण करना।

Jo.k ¼ quk½dk eW; kdu

परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 150 शब्दों का होना चाहिए। परीक्षक को सुनते-सुनते परीक्षार्थी अलग कागज़ पर दिए हुए श्रवण बोधन के अभ्यासों को हल कर सकेंगे। अभ्यास रिक्त स्थान पूर्ति, बहुविकल्पी अथवा सत्य/असत्य का चुनाव आदि विधाओं में हो सकते हैं।

okpu ¼ck/uk½dkSky

- बोलते समय भली प्रकार उच्चारण करना, गति, लय, आरोह-अवरोह उचित बलाघात व अनुतान सहित बोलना, सस्वर कविता-वाचन, कथा-कहानी अथवा घटना सुनाना।
- आत्मविश्वास, सहजता व धाराप्रवाह बोलना, कार्यक्रम-प्रस्तुति।
- भावों का सम्मिश्रण जैसे हर्ष, विषाद, विस्मय, आदर आदि को प्रभावशाली रूप से व्यक्त करना, भावानुकूल संवाद-वाचन।
- औपचारिक व अनौपचारिक भाषा में भेद कर सकने में कुशल होना व प्रतिक्रियाओं को नियंत्रित व शिष्ट भाषा में प्रकट करना।
- मौखिक अभिव्यक्ति को क्रमबद्ध, प्रकरण की एकता सहित व यथासंभव संक्षिप्त रखना।
- स्वागत करना, परिचय कर देना, धन्यवाद देना, भाषण, वाद-विवाद, कृतज्ञता ज्ञापन, संवेदना व बधाई इत्यादि मौखिक कौशलों का उपयोग।
- मंच भय से मुक्त होकर प्रभावशाली ढंग से 5-10 मिनट तक भाषण देना।

okpu ¼ck/uk½dk ijhkk

- चित्रों के क्रम पर आधारित वर्णन: इस भाग में अपेक्षा की जाएगी कि परीक्षार्थी विवरणात्मक भाषा का प्रयोग करें।
- किसी चित्र का वर्णन: (चित्र लोगों या स्थानों के हो सकते हैं)।
- किसी निर्धारित विषय पर बोलना, जिससे वह अपने व्यक्तिगत अनुभव का प्रत्यास्मरण कर सके।
- कोई कहानी सुनाना या किसी घटना का वर्णन करना।

यहाँ इस तथ्य पर बल देना आवश्यक है कि संपूर्ण सत्र के दौरान वाचन कौशलों का मूल्यांकन एक नियमित व सतत प्रक्रिया होनी चाहिए। वार्तालाप कौशलों के मूल्यांकन के लिए एक मापक्रम नीचे दिया गया है। इसमें प्रत्येक कौशल के लिए विद्यार्थियों को एक से पांच के मध्य अंक प्रदान किए जाते हैं परंतु 1, 2, 3, 4 तथा 5 पट्टिकाओं हेतु ही

विनिर्दिष्टताएँ स्पष्ट की गई हैं। विद्यार्थियों को वर्ष के प्रारम्भ में ही यह सूचित कर दिया जाना चाहिए कि उनका कक्षा में सहभागिता का मूल्यांकन इस प्रकार किया जाना है।

कौशलों के अंतरण का मूल्यांकन के लिए मापक्रम

Jo.k ¼ quk½		okpu ¼ekyuk½	
1	विद्यार्थी में परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है, किन्तु सुसंबद्ध आशय को नहीं समझ पाता।	1	शिक्षार्थी केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है किन्तु एक सुसंबद्ध स्तर पर नहीं बोल सकता।
2	छोटे सुसंबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	2	परिचित संदर्भों में केवल छोटे सुसंबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है।
3	परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है। अशुद्धियाँ करता है जिससे प्रेषण में रुकावट आती है।	3	अपेक्षित दीर्घ भाषण में अधिक जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है अभी भी कुछ अशुद्धियाँ करता है। जिससे प्रेषण में रुकावट आती है।
4	दीर्घ कथनों की शृंखला को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।	4	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा प्रवाह रूप में प्रस्तुत कर सकता है। ऐसी गलतियाँ करता है जिनसे प्रेषण में रुकावट नहीं आती।
5	जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करता है, उद्देश्य के अनुकूल सुनने की कुशलता प्रदर्शित करता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है, केवल मामूली गलतियाँ करता है।

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- परीक्षण से पूर्व परीक्षार्थी को तैयारी के लिए कुछ समय दिया जाए।
- विवरणात्मक भाषा में वर्तमान काल का प्रयोग अपेक्षित है।
- निर्धारित विषय परीक्षार्थी के अनुभव संसार के हों, जैसे : कोई चुटकुला या हास्य-प्रसंग सुनाना, हाल में पढ़ी पुस्तक या देखे गए सिनेमा की कहानी सुनाना।
- जब परीक्षार्थी बोलना प्रारंभ कर दे तो परीक्षक कम से कम हस्तक्षेप करें।

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पठन क्षमता का मुख्य उद्देश्य ऐसे व्यक्तियों का निर्माण करने में निहित है जो स्वतंत्र रूप से चिंतन कर सकें तथा जिनमें न केवल अपने स्वयं के ज्ञान का निर्माण की क्षमता हो अपितु वे इसका आत्मावलोकन भी कर सकें।

- सरसरी दृष्टि से पढ़ पाठ का केंद्रीय विचार ग्रहण कर लेना।
- एकाग्रचित्त हो एक अभीष्ट गति के साथ मौन पठन करना।
- पठित सामग्री पर अपनी प्रतिक्रिया प्रकट कर सकना।
- भाषा, विचार एवं शैली की सराहना कर सकना।
- साहित्य के प्रति अभिरुचि का विकास करना।
- संदर्भ के अनुसार शब्दों के अर्थ-भेदों को पहचान लेना।
- किसी विशिष्ट उद्देश्य को ध्यान में रखते हुए तत्सम्बन्धी विशेष स्थल को पहचान लेना।

- पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
- पठित अनुच्छेदों के शीर्षक एवं उपशीर्षक देना।
- कविता के प्रमुख उपादान तुक, लय, यति आदि से परिचित होना।

fVli . kh % पठन के लिए सामाजिक, सांस्कृतिक, प्राकृतिक, कलात्मक, मनोवैज्ञानिक, वैज्ञानिक तथा खेल-कूद और मनोरंजन संबंधी साहित्य के सरल अंश चुने जाएँ।

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- लिपि के मान्य रूप का ही व्यवहार करना।
- विराम-चिह्नों का सही प्रयोग करना।
- लेखन के लिए सक्रिय (व्यवहारोपयोगी) शब्द भंडार की वृद्धि करना।
- प्रभावपूर्ण भाषा तथा लेखन-शैली का स्वाभाविक रूप से प्रयोग करना।
- उपयुक्त अनुच्छेदों में बाँटकर लिखना।
- प्रार्थना पत्र, निमंत्रण पत्र, बधाई पत्र, संवेदना पत्र, आदेश पत्र, एस. एम. एस. आदि लिखना और विविध प्रपत्रों को भरना।
- विविध स्रोतों से आवश्यक सामग्री एकत्र कर अभीष्ट विषय पर निबंध लिखना।
- देखी हुई घटनाओं का वर्णन करना और उन पर अपनी प्रतिक्रिया प्रकट करना।
- पढ़ी हुई कहानी को संवाद में परिवर्तित करना और संवाद को कहानी में।
- समारोहों और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।
- सार, संक्षेपीकरण, भावार्थ लिखना।
- गद्य एवं पद्य अवतरणों की व्याख्या लिखना।
- स्वानुभूत विचारों और भावनाओं को स्पष्ट, सहज और प्रभावशाली ढंग से अभिव्यक्त करना।
- क्रमबद्धता और प्रकरण की एकता बनाए रखना।
- अभिव्यक्ति में सौष्ठव एवं संक्षिप्तता का ध्यान रखना।
- लिखने में मौलिकता और सर्जनात्मकता लाना।

jpukRed vfHQ fDr

- वाद-विवाद
विषय – शिक्षक विषय का चुनाव स्वयं करें।
आधार बिंदु – तार्किकता, भाषण कला, अपनी बात अधिकारपूर्वक कहना।
- कवि सम्मेलन
पाठ्यपुस्तक में संकलित कविताओं के आधार पर कविता पाठ
या
मौलिक कविताओं की रचना कर कवि सम्मेलन या अंत्याक्षरी

vk/kkj fcaq

- अभिव्यक्ति
- गति, लय, आरोह-अवरोह सहित कविता वाचन

- मंच पर बोलने का अभ्यास / या मंच भय से मुक्ति
- कहानी सुनाना/कहानी लिखना या घटना का वर्णन/लेखन

vk/kj fcng

- संवाद – भावानुकूल, पात्रानुकूल
- घटनाओं का क्रमिक विवरण
- प्रस्तुतीकरण
- उच्चारण
- परिचय देना और परिचय लेना – पाठ्य पुस्तक के पाठों से प्रेरणा लेते हुए आधुनिक तरीके से किसी नए मित्र से संवाद स्थापित करते हुए अपना परिचय सरल शब्दों में देना तथा उसके विषय में जानकारी प्राप्त करना।
- अभिनय कला – पाठों के आधार पर विद्यार्थी अपनी अभिनय प्रतिभा का प्रदर्शन कर भाषा में संवादों की अदायगी का प्रभावशाली प्रयोग कर सकते हैं, नाटक एक सामूहिक क्रिया है। अतः नाटक के लेखन, निर्देशन संवाद, अभिनय, भाषा व उद्देश्य इत्यादि को देखते हुए शिक्षक स्वयं अंकों का निर्धारण कर सकता है।
- आशुभाषण– विद्यार्थियों की अनुभव परिधि से संबंधित विषय।
- सामूहिक चर्चा– विद्यार्थियों की अनुभव परिधि से संबंधित विषय।

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- आत्मविश्वास
- हाव-भाव के साथ
- प्रभावशाली प्रस्तुति
- तार्किकता
- स्पष्टता

fo"k; oLrq

- विषय की सही अवधारणा
- तर्क सम्मत

Hk'kk

- शब्द चयन व स्पष्टता, स्तर और अवसर के अनुकूल हों।

mPpkj.k

- स्पष्ट उच्चारण, सही अनुतान, आरोह-अवरोह पर अधिक बल देना चाहिए।

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- सच्चाई, आत्म-अनुशासन
- सहकारिता, सहानुभूति
- न्याय, समानता

		पूरक पुस्तिका 'कृतिका' के निर्धारित पाठों पर आधारित एक मूल्य परक प्रश्न पूछा जाएगा। इस प्रश्न का कुल भार पाँच अंक होगा। ये प्रश्न विद्यार्थियों के पाठ पर आधारित मूल्यों के प्रति उनकी संवेदनशीलता को परखने के लिए होगा। (4x1)	4	
4	लेखन			
	(अ)	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिन्दुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 200 से 250 शब्दों में किसी एक विषय पर निबंध। (10x1)	10	20
	(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र। (5x1)	05	
	(स)	किसी एक विषय पर 'संवाद लेखन'। (5x1)	05	
		dy		80

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		fo" k oLrq	mi Hkj	dy Hkj
1		पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर अति लघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		15
	(अ)	एक अपठित गद्यांश (100 से 150 शब्दों के) (1x2=2) (2x3=6)	8	
	(ब)	एक अपठित काव्यांश (100 से 150 शब्दों के) (1x3=3) (2x2=4)	7	
2		व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न (1x15)		15
	1	रचना के आधार पर वाक्य भेद (3 अंक)	03	
	2	वाच्य (4 अंक)	04	
	3	पद-परिचय (4 अंक)	04	
	4	रस (4 अंक)	04	
3		पाठ्यपुस्तक क्षितिज भाग-2 व पूरकपाठ्यपुस्तक कृतिका भाग-2		30
	(अ)	गद्य खण्ड	13	
	1	क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न। (2+2+1)	05	
	2	क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन व मनन क्षमताओं का आंकलन करने हेतु प्रश्न। (2x4)	08	
	(ब)	काव्य खण्ड	13	

	1	काव्यबोध व काव्य पर स्वयं की सोच की परख करने हेतु क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर प्रश्न। (2+2+1)	05	
	2	क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु प्रश्न। (2x4)	08	
	(स)	पूरक पाठ्यपुस्तक कृतिका भाग-2		
		पूरक पुस्तिका 'कृतिका' के निर्धारित पाठों पर आधारित एक मूल्य परक प्रश्न पूछा जाएगा। इस प्रश्न का कुल भार पाँच अंक होगा। ये प्रश्न विद्यार्थियों के पाठ पर आधारित मूल्यों के प्रति उनकी संवेदनशीलता को परखने के लिए होगा। (4x1)	04	
4	लेखन			
	(अ)	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिन्दुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 200 से 250 शब्दों में किसी एक विषय पर निबंध। (10x1)	10	20
	(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र। (5x1)	05	
	(स)	विषय से संबंधित 25-50 शब्दों के अंतर्गत विज्ञापन लेखन। (5x1)	05	
		dy		80

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क्रमांक सं. 5	प्रश्नों का प्रारूप	दक्षता परीक्षण/ अधिगम परिणाम	अति लघूत्त -रात्मक 1 अंक	लघूत्त -रात्मक 2 अंक	निबंधात्मक I 4 अंक	निबंधात्मक II 5 अंक	निबंधात्मक III 10 अंक	कुल योग
क	अपठित बोध	अवधारणात्मक बोध, अर्थग्रहण, अनुमान लगाना, विश्लेषण करना, शब्दज्ञान व भाषिक कौशल	05	05				15
ख	व्यावहारिक व्याकरण	व्याकरणिक संरचनाओं का बोध और प्रयोग, विश्लेषण एवं भाषिक कौशल	15					15
ग	पाठ्य पुस्तक	प्रत्यास्मरण, अर्थग्रहण (भावग्रहण), लेखक के मनोभावों को समझना शब्दों का प्रसंगानुकूल अर्थ समझना, आलोचनात्मक चिंतन, तार्किकता, सराहना, साहित्यिक परंपराओं के परिप्रेक्ष्य में मूल्यांकन, विश्लेषण, सृजनात्मकता, कल्पनाशीलता, कार्य-कारण संबंध स्थापित करना, साम्यता एवं अंतरों की पहचान, अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान।	02	12	01			30
घ	रचनात्मक लेखन (लेखन कौशल)	संकेत बिंदुओं का विस्तार, अपने मत की अभिव्यक्ति, सांदाहरण समझाना, औचित्य निर्धारण, भाषा में प्रवाहमयता, सटीक शैली, उचित प्रारूप का प्रयोग, अभिव्यक्ति की मौलिकता, सृजनात्मकता एवं तार्किकता				02	01	20
		कुल	1 x 22 = 22	2 x 17 = 34	4 x 1 = 4	5 x 2 = 10	10 x 1 = 10	80

द्वितीय भाषा के रूप में पढ़ाई जा रही हिंदी भाषा का स्तर पढ़ने और पढ़ाने दोनों ही दृष्टियों से मातृभाषा सीखने की तुलना में कुछ मंथर गति से चलेगा। यह गति धीरे-धीरे बढ़ सके, इसके लिए हिंदी अध्यापकों को बड़े धीरज से अपने अध्यापन कार्यक्रमों को नियोजित करना होगा। किसी भी द्वितीय भाषा में निपुणता प्राप्त करने-कराने का एक ही उपाय है— उस भाषा का लगातार रोचक अभ्यास करना—कराना। ये अभ्यास जितने अधिक रोचक, सक्रिय एवं प्रासंगिक होंगे विद्यार्थियों की भाषिक उपलब्धि भी उतनी ही तेजी से हो सकेगी। मुखर भाषिक अभ्यास के लिए वार्तालाप, रोचक कहानी सुनना—सुनाना, घटना वर्णन, चित्र—वर्णन, संवाद, वाद—विवाद, अभिनय, भाषण प्रतियोगिताएँ, कविता पाठ और अंत्याक्षरी जैसी गतिविधियों का सहारा लिया जा सकता है।

भारत एक बहुभाषी देश है जिसमें बहुत-सी क्षेत्रीय भाषाएँ रची-बसी हैं। भाषिक और सांस्कृतिक दृष्टि से भिन्न होने के बावजूद भारतीय परंपरा में बहुत कुछ ऐसा है जो एक दूसरे को जोड़ता है। यही कारण है कि मातृभाषा के रूप में अलग भाषा को पढ़ने वाला विद्यार्थी जब दूसरी भाषा के रूप में हिंदी का चुनाव करता है तो उसके पास अभिव्यक्ति का एक दृढ़ आधार पहली भाषा के रूप में पहले से ही मौजूद होता है। इसीलिए छठी से आठवीं कक्षा में सीखी हुई हिंदी का विकास भी वह तेजी से करने लगता है। आठवीं कक्षा तक वह हिंदी भाषा में सुनने, पढ़ने, लिखने और कुछ-कुछ बोलने का अभ्यास कर चुका होता है। हिंदी की बाल पत्रिकाएँ और छिटपुट रचनाएँ पढ़ना भी अब उसे आ गया है। इसीलिए जब वह नवीं, दसवीं कक्षा में हिंदी पढ़ेगा तो जहाँ एक ओर हिंदी भाषा के माध्यम से सारे देश से जुड़ेगा वहीं दूसरी ओर अपने क्षेत्र और परिवेश को हिंदी भाषा के माध्यम से जानने की कोशिश भी करेगा क्योंकि किशोरवय के इन बच्चों के मानसिक धरातल का विकास विश्व-स्तर तक पहुँच चुका होता है।

दिनांक 15/11/2020 ;

- दैनिक जीवन में हिंदी में समझने-बोलने के साथ-साथ लिखने की क्षमता का विकास करना।
- हिंदी के किशोर-साहित्य, अखबार व पत्रिकाओं को पढ़कर समझ पाना और उसका आनंद उठाने की क्षमता का विकास करना।
- औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास करना।
- हिंदी के जरिये अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।
- संचार के विभिन्न माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी के विभिन्न रूपों को समझने की योग्यता का विकास करना।
- कक्षा में बहुभाषिक, बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- अपनी मातृभाषा और परिवेशगत भाषा को साथ रखकर हिंदी की संरचनाओं की समझ बनाना।

दिनांक 15/11/2020 ;

- द्वितीय भाषा के रूप में पढ़ाई जा रही हिंदी भाषा का स्तर पढ़ने और पढ़ाने दोनों ही दृष्टियों से मातृभाषा सीखने की तुलना में कुछ मंथर गति से चलेगा। यह गति धीरे-धीरे बढ़ सके, इसके लिए हिंदी अध्यापकों को बड़े धीरज से अपने अध्यापन कार्यक्रमों को नियोजित करना होगा। किसी भी द्वितीय भाषा में निपुणता प्राप्त करने-कराने का एक ही उपाय है— उस भाषा का लगातार रोचक अभ्यास करना—कराना। ये अभ्यास जितने अधिक रोचक, सक्रिय एवं प्रासंगिक होंगे विद्यार्थियों की भाषिक उपलब्धि भी उतनी ही तेजी से हो सकेगी। मुखर भाषिक अभ्यास के लिए वार्तालाप, रोचक कहानी सुनना—सुनाना, घटना वर्णन, चित्र—वर्णन, संवाद, वाद—विवाद, अभिनय, भाषण प्रतियोगिताएँ, कविता पाठ और अंत्याक्षरी जैसी गतिविधियों का सहारा लिया जा सकता है।
- मध्यकालीन काव्य की भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए जरूरी होगा कि किताबों में आए काव्यांशों की संगीतबद्ध प्रस्तुतियों के ऑडियो—वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन—शिक्षण में उससे मदद ली जानी चाहिए।
- वृत्तचित्रों और फीचर फिल्मों को शिक्षण—सामग्री के तौर पर इस्तेमाल करने की जरूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के जरिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।

- कक्षा में सिर्फ एक पाठ्यपुस्तक की भौतिक उपस्थिति से बेहतर यह है शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को विद्यार्थी देख सकें और शिक्षक उनका कक्षा में अलग-अलग मौकों पर इस्तेमाल कर सकें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोष, साहित्यकोष, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे अधिकतम अर्थ की खोज करने का अर्थ समझ जाएँगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा और उनमें संवेदनशीलता भी बढ़ेगी। वे शब्दों के बारीक अंतर के प्रति और सजग हो जाएँगे।
- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापन को हर प्रकार की विभिन्नताओं (लिंग, धर्म, जाति, वर्ग आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।

Q kdj . k ds fcnaq

d{kk ix ¼uoeh½

- वर्ण-विच्छेद, अनुस्वार, अनुनासिक, नुक्ता।
- तरह-तरह के पाठों के संदर्भ में शब्दों के अवलोकन द्वारा उपसर्ग और सांधे प्रत्यय
- वाक्य के स्तर पर विराम चिहनों का सुचिंतित प्रयोग।

d{kk x ¼nl oh½

- शब्द, पद और पदबंध में अंतर।
- रचना के आधार पर वाक्य रूपांतर।
- शब्दों के अवलोकन द्वारा समास शब्दों की पहचान और उनके अर्थ का अनुमान।
- मुहावरों और उनका प्रयोग।
- वाक्य अशुद्धि शोधन।

jpukRed eV; kdu ¼QWesVo½

Jo.k ¼qu½vK okpu ¼kyus½dh ; k; rk ;

- प्रवाह के साथ बोली जाती हुई हिन्दी को अर्थबोध के साथ समझना। वार्ताओं या संवादों को समझ सकना।
- हिन्दी शब्दों का ठीक उच्चारण कर सकना तथा हिन्दी के स्वाभाविक अनुतान का प्रयोग करना।
- सामान्य विषयों पर बातचीत कर सकना और परिचर्चा में भाग ले सकना।
- हिन्दी कविताओं को उचित लय, आरोह-अवरोह और भाव के साथ पढ़ सकना।
- सरल विषयों पर कुछ तैयारी के साथ दो-चार मिनट का भाषण दे सकना।
- हिन्दी में स्वागत कर सकना, परिचय और धन्यवाद दे सकना।
- हिन्दी अभिनय में भाग ले सकना।

Jo.k (सुनना) का मूल्यांकन: परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 150 शब्दों का होना चाहिए। परीक्षक को सुनते-सुनते परीक्षार्थी अलग कागज पर दिए हुए श्रवण बोधन के अभ्यासों को हल कर सकेंगे। अभ्यास रिक्त स्थान पूर्ति, बहुविकल्पी अथवा सत्य/असत्य का चुनाव आदि विधाओं में हो सकते हैं।

okpu ¼kyuk½dk ijhkk

- चित्रों के क्रम पर आधारित वर्णन: इस भाग में अपेक्षा की जाएगी कि परीक्षार्थी विवरणात्मक भाषा का प्रयोग करें।
- किसी चित्र का वर्णन: (चित्र लोगों या स्थानों के हो सकते हैं)।
- किसी निर्धारित विषय पर बोलना, जिससे वह अपने व्यक्तिगत अनुभव का प्रत्यास्मरण कर सकें।
- कोई कहानी सुनाना या किसी घटना का वर्णन करना। यहाँ इस तथ्य पर बल देना आवश्यक है कि संपूर्ण सत्र के दौरान वाचन कौशलों का मूल्यांकन एक नियमित व सतत प्रक्रिया होनी चाहिए। वार्तालाप कौशलों के मूल्यांकन के लिए एक मापक्रम नीचे दिया गया है। इसमें प्रत्येक कौशल के लिए विद्यार्थियों को एक से पांच के मध्य अंक प्रदान किये जाते हैं परंतु 1, 2, 3, 4 तथा 5 पट्टिकाओं हेतु ही विनिर्दिष्टताएँ स्पष्ट की गई हैं। इस मापक्रम का उपयोग करते हुए शिक्षक अपने विद्यार्थियों को किसी विशिष्ट पट्टिका में रख सकता है विद्यार्थियों को वर्ष के प्रारम्भ में ही यह सूचित कर दिया जाना चाहिए कि उनका कक्षा में सहभागिता का मूल्यांकन इस प्रकार किया जाना है।

dkkykadsvarj.k dsew; kdu dsfy, ekiØe

Jo.k ¼kyuk½		okpu ¼kyuk½	
1	विद्यार्थी में परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है, किन्तु सुसंबद्ध आशय को नहीं समझ पाता।	1	शिक्षार्थी केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है किन्तु एक सुसंबद्ध स्तर पर नहीं बोल सकता।
2	छोटे सुसंबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	2	परिचित संदर्भों में केवल छोटे सुसंबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है।
3	परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है। अशुद्धियाँ करता है जिससे प्रेषण में रुकावट आती है।	3	अपेक्षित दीर्घ भाषण में अधिक जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है अभी भी कुछ अशुद्धियाँ करता है। जिससे प्रेषण में रुकावट आती है।
4	दीर्घ कथनों की शृंखला को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।	4	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा प्रवाह रूप में प्रस्तुत कर सकता है। ऐसी गलतियाँ करता है जिनसे प्रेषण में रुकावट नहीं आती।
5	जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करता है, उद्देश्य के अनुकूल सुनने की कुशलता प्रदर्शित करता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है, केवल मामूली गलतियाँ करता है।

fVli . kh %

- परीक्षण से पूर्व परीक्षार्थी को तैयारी के लिए कुछ समय दिया जाए।
- विवरणात्मक भाषा में वर्तमान काल का प्रयोग अपेक्षित है।
- निर्धारित विषय परीक्षार्थी के अनुभव संसार के हों, जैसे : कोई चुटकुला या हास्य-प्रसंग सुनाना, हाल में पढ़ी पुस्तक या देखे गए सिनेमा की कहानी सुनाना।
- जब परीक्षार्थी बोलना प्रारंभ कर दे तो परीक्षक कम से कम हस्तक्षेप करें।

i Bu dSkky

पठन क्षमता का मुख्य उद्देश्य ऐसे व्यक्तियों का निर्माण करने में निहित है जो स्वतंत्र रूप से चिन्तन कर सकें तथा जिनमें न केवल अपने स्वयं के ज्ञान का निर्माण की क्षमता हो अपितु वे इसका आत्मावलोकन भी कर सकें।

i <us dh ; k; rk ;

- हिंदी में कहानी, निबंध, यात्रा-वर्णन, जीवनी, पत्र, डायरी आदि को अर्थबोध के साथ पढ़ सकना।
- पाठ्यवस्तु के संबंध में विचार कर सकना और अपना मत व्यक्त कर सकना।
- संदर्भ साहित्य को पढ़कर अपने काम के लायक सूचना एकत्र कर सकना।
- पठित वस्तु का सारांश तैयार कर सकना।

fy [kus dh ; k; rk ;

- हिंदी के परिचित और अपरिचित शब्दों की सही वर्तनी लिखना।
- विराम चिह्नों का समुचित प्रयोग कर सकना।
- लिखते हुए व्याकरण-सम्मत भाषा का प्रयोग करना।
- हिंदी में पत्र, निबंध, संकेतों के आधार पर कहानियाँ, वर्णन, सारांश आदि लिखना।
- हिंदी से मातृभाषा में और मातृभाषा से हिन्दी में अनुवाद कर सकना।

jpukRed vfHQ fDr

● oln&fooln

विषय – शिक्षक विषय का चुनाव स्वयं करें

आधार बिंदु – तार्किकता, भाषण कला, अपनी बात अधिकारपूर्वक कहना

● dfo l Eesyu

पाठ्यपुस्तक में संकलित कविताओं के आधार पर कविता पाठ

या

मौलिक कविताओं की रचना कर कवि सम्मेलन या अंत्याक्षरी

● vk/kkj fca&

➤ अभिव्यक्ति

➤ गति, लय, आरोह-अवरोह सहित कविता वाचन

➤ मंच पर बोलने का अभ्यास / या मंच-भय से मुक्ति

● dgluh l qkuk@dgluh fy [kuk ; k ?kuk dk o. k@y[ku

➤ संवाद – भावानुकूल, पात्रानुकूल

- घटनाओं का क्रमिक विवरण
 - प्रस्तुतीकरण
 - उच्चारण
 - **ifjp; nsuk vlf ifjp; ysuk** – पाठ्यपुस्तक के पाठों से प्रेरणा लेते हुए आधुनिक तरीके से किसी नए मित्र से संवाद स्थापित करते हुए अपना परिचय सरल शब्दों में देना तथा उसके विषय में जानकारी प्राप्त करना।
 - **vfflu; dyk** – पाठों के आधार पर विद्यार्थी अपनी अभिनय प्रतिभा का प्रदर्शन कर भाषा में संवादों की अदायगी का प्रभावशाली प्रयोग कर सकते हैं, नाटक एक सामूहिक क्रिया है। अतः नाटक के लेखन, निर्देशन संवाद, अभिनय, भाषा व उद्देश्य इत्यादि को देखते हुए शिक्षक स्वयं अंकों का निर्धारण कर सकता है।
 - आशुभाषण – विद्यार्थियों की अनुभव परिधि से संबंधित विषय।
 - सामूहिक चर्चा – विद्यार्थियों की अनुभव परिधि से संबंधित विषय।
- मूल्यांकन के संकेत बिंदुओं का विवरण प्रस्तुतीकरण
- आत्मविश्वास
 - हाव-भाव के साथ
 - प्रभावशाली
 - तार्किकता
 - स्पष्टता
- fo"k oLrq**
- विषय की सही अवधारणा
 - तर्क सम्मत
- Hk"kk**
- अवसर के अनुकूल शब्द चयन व स्पष्टता।
- mPplj . k**
- स्पष्ट उच्चारण, सही अनुतान, आरोह अवरोह।

दक्षिण भारत & उत्तर प्रदेश के फलक 2017&2018

उत्तर प्रदेश के फलक			
	प्रश्न	मार्क	कुल
1	पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर लघु प्रश्न एवं अति लघु प्रश्न		
	(अ) अपठित गद्यांश (200 से 250 शब्दों के) (2X4) (1X1)	9	15
	(ब) अपठित काव्यांश लघु प्रश्न (100 से 150 शब्दों के) (2X3)	6	
2	व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न पूछे जाएंगे। (1X15)		
	1 वर्ण विच्छेद (2 अंक)	02	15
	2 अनुस्वार (1 अंक), अनुनासिक (1 अंक)	02	
	3 नुक्ता (1 अंक)	01	
	4 उपसर्ग-प्रत्यय (3 अंक)	03	
	5 संधि (4 अंक)	04	
	6 विराम चिह्न (3 अंक)	03	
3	पाठ्यपुस्तक स्पर्श भाग-1 व पूरकपाठ्यपुस्तक संचयन भाग-1		
	(अ) गद्य खण्ड	10	25
	1 विद्यार्थियों की साहित्य को पढ़कर समझ पाने की क्षमता के आकलन पर आधारित पाठ्यपुस्तक स्पर्श के गद्य पाठों के आधार पर लघु प्रश्न (2+2+1)	05	
	2 हिन्दी के माध्यम से अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर आधारित पाठ्य पुस्तक स्पर्श के निर्धारित पाठों (गद्य) पर एक निबंधात्मक प्रश्न (1X5)	05	
	(ब) काव्य खण्ड	10	
	1 कविताओं के विषय, काव्य बोध, अर्थ, बोध व सराहना को सरल शब्दों में अभिव्यक्ति करने की क्षमता पर आधारित पाठ्यपुस्तक स्पर्श के काव्य खंड के आधार पर लघु प्रश्न (2+2+1)	05	
	2 कविताओं के अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर एक निबंधात्मक प्रश्न (1X5)	05	
	(स) पूरक पाठ्यपुस्तक संचयन भाग-1	05	
	पाठों पर आधारित मूल्यों के प्रति संवेदनशीलता पर आधारित पूरक पुस्तिका 'संचयन' के निर्धारित पाठों से एक मूल्य परक प्रश्न (1X5)	05	
4	लेखन		
	(अ) संकेत बिंदुओं पर आधारित विषयों एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 80 से 100 शब्दों में अनुच्छेद (1X5)	05	25
	(ब) अभिव्यक्ति की क्षमता पर केन्द्रित एक अनौपचारिक विषय पर पत्र (1X5)	05	

(स)	चित्र वर्णन (20-30 शब्दों) (1X5)	05	
(द)	किसी एक स्थिति पर 50 शब्दों के अन्तर्गत संवाद लेखन (1X5)	05	
(इ)	विषय में संबंधित 25-50 शब्दों के अन्तर्गत विज्ञापन लेखन (1X5)	05	
द्व			80

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1	पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर लघु एवं अति लघु प्रश्न			15
	(अ)	अपठित गद्यांश (200 से 250 शब्दों के) (2X4) (1X1)	9	
	(ब)	अपठित काव्यांश (2X3)	6	
2	व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न पूछे जाएंगे। (1X15)			15
	1	शब्द व पद में अंतर (2 अंक)	02	
	2	रचना के आधार पर वाक्य रूपांतर (3 अंक)	03	
	3	समास (4 अंक)	04	
	4	अशुद्धि शोधन (4 अंक)	04	
	5	मुहावरे (2 अंक)	02	
3	पाठ्यपुस्तक स्पर्श भाग-2 व पूरक पाठ्यपुस्तक संचयन भाग-2			25
	(अ)	गद्य खण्ड	10	
	1	विद्यार्थियों की साहित्य को पढ़कर समझ पाने की क्षमता के आकलन पर आधारित पाठ्यपुस्तक स्पर्श के गद्य पाठों के आधार पर लघु प्रश्न (2+2+1)	05	
	2	हिन्दी के माध्यम से अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर आधारित पाठ्य पुस्तक स्पर्श के निर्धारित पाठों (गद्य) पर एक निबंधात्मक प्रश्न (1X5)	05	
	(ब)	काव्य खण्ड	10	
	1	कविताओं के विषय, काव्य बोध, अर्थ, बोध व सराहना को सरल शब्दों में अभिव्यक्ति करने की क्षमता पर आधारित पाठ्यपुस्तक स्पर्श के काव्य खंड के आधार पर लघु प्रश्न (2+2+1)	05	
	2	कविताओं के अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर एक निबंधात्मक प्रश्न (1X5)	05	
	(स)	पूरक पाठ्यपुस्तक संचयन भाग-2	05	

		पाठों पर आधारित मूल्यों के प्रति संवेदनशीलता पर आधारित पूरक पुस्तिका 'संचयन' के निर्धारित पाठों से एक मूल्य परक प्रश्न (1X5)	05	
4	लेखन			25
	(अ)	संकेत बिंदुओं पर आधारित विषयों एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 80 से 100 शब्दों में अनुच्छेद (1X5)	05	
	(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित एक औपचारिक विषय पर पत्र (1X5)	05	
	(स)	एक विषय 20-30 शब्दों में सूचना लेखन (1X5)	05	
	(द)	किसी एक स्थिति पर 50 शब्दों के अन्तर्गत संवाद लेखन (1X5)	05	
	(इ)	विषय में संबंधित 25-50 शब्दों के अन्तर्गत विज्ञापन लेखन (1X5)	05	
		dy		80

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निर्धारित समय : 3 घण्टे

अधिकतम अंक : 80

क्रमांक सं. 5	प्रश्नों का प्रारूप	दक्षता परीक्षण/ अधिगम परिणाम	अति लघूत्तरात्मक 1 अंक	लघूत्तरात्मक 2 अंक	निबंधात्मक 5 अंक	कुल योग
क	अपठित बोध	अवधारणात्मक बोध, अर्थग्रहण, अनुमान लगाना, विश्लेषण करना, शब्दज्ञान व भाषिक कौशल	01	07		15
ख	व्यावहारिक व्याकरण	व्याकरणिक सरंचनाओं का बोध और प्रयोग, विश्लेषण एवं भाषिक कौशल	15			15
ग	पाठ्य पुस्तक	प्रत्यास्मरण, अर्थग्रहण (भावग्रहण), लेखक के मनोभावो को समझना शब्दों का प्रसंगानुकूल अर्थ समझना, आलोचनात्मक चिंतन, तार्किकता, सराहना, साहित्यिक परंपराओं के परिपेक्ष्य में मूल्यांकन, विश्लेषण, सृजनात्मकता, कल्पनाशीलता, कार्य-कारण संबंध स्थापित करना, साम्यता एवं अंतरों की पहचान, अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान।	2	4	3	25
घ	रचनात्मक लेखन (लेखन कौशल)	संकेत बिंदुओं का विस्तार, अपने मत की अभिव्यक्ति, सोदाहरण समझाना, औचित्य निर्धारण, भाषा में प्रवाहमयता, सटीक शैली, उचित प्रारूप का प्रयोग, अभिव्यक्ति की मौलिकता, सृजनात्मकता एवं तार्किकता			5	25
		कुल	18 x 1 = 18	11 x 2 = 22	8 x 5 = 40	80

ENGLISH-COMMUNICATIVE (Code No. 101) (2017 - 2018)

This is a 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:

1. Main Course Book
2. Literature Reader
3. Work Book
4. Extended Reading Texts

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 purposes 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.

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 they 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 speeds 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;
* Objectives which will not be tested in a formal examination
5. understand relations between different parts of a text through lexical and grammatical cohesion devices;
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 materials 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);
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), biographical sketches, dialogues, speeches, reports, articles, e-mails 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. decode 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, 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 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;
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;
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 :-

- 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
- 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
 - pun
 - repetition

ENGLISH COMMUNICATIVE (Code No. 101)
CLASS - IX (2017-18)
SECTION-WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbook and Extended Reading Text	30
	TOTAL	80

Note:

- The annual examination will be of 80 marks, with a duration of three hours.

SECTION A: READING **20 Marks** **50 Periods**

This section will have two reading passages as per the details below :

- Q.1: A Factual passage 300-350 words with eight Very Short Answer Type Questions. **8 marks**
- Q. 2: A Discursive passage of 350-400 words with four Short Answer Type Questions to test inference, evaluation and analysis and four Very Short Answer Type questions to test vocabulary. **12 marks**

SECTION B: WRITING AND GRAMMAR **30 Marks** **60 Periods**

- Q. 3: Writing a diary/article in about 100-120 words using visual or verbal cue/s. The questions will be thematically based on MCB. **8 marks**
- Q. 4: Writing a short story based on a given outline or cue/s in about 200 - 250 words. **12 marks**

The Grammar syllabus will include the following areas in class IX :

1. Tenses
2. Modals
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
8. Prepositions

The above items may be tested through test types as given below:

- Q.5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**
- Q. 6: Editing or Omission **4 marks**
- Q. 7: Sentences Reordering or Sentence Transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOK AND EXTENDED READING TEXT

30 Marks 60 Periods

- Q.8. One out of two extracts from prose/poetry/play for reference to the context. Four Very Short Answer Questions : two questions of one mark each for global comprehension and two questions of one mark each for interpretation. **4 marks**
- Q.9. Four Short Answer type Questions from the Literature Reader to test local and global comprehension of theme and ideas (30-40 words each) **4x2 = 08 Marks**
- Q.10. One out of two Long Answer type Questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (100-120 words). **8 marks**
- Q.11. One out of two very Long Answer Questions on theme, plot involving interpretation, inference and character sketch, in about 150-200 words based on the prescribed extended reading text. **10 Marks**

Prescribed Books: Published by CBSE, New Delhi

Interact in English Series

- Main Course Book (Revised Edition)
- Workbook (Revised Edition)
- Literature Reader (Revised Edition)

Extended Reading Texts (either one)

- Gulliver's Travels (unabridged) by Jonathan Swift
- Three Men in a Boat (unabridged) by Jerome K. Jerome

NOTE: Teachers are advised to:

- i. encourage classroom interaction among peers, students and teachers through activities such as roleplay, group work etc.,
- ii. reduce teacher-talk time and keep it to the minimum,
- iii. take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Reading Section: Reading for comprehension, critical evaluation, inference and analysis is to be assessed.

Writing Section: All types of short and extended writing tasks will be dealt with.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed over a period of time. There will be no division of syllabus for Grammar.

Listening and Speaking Skills : As given in the subject enrichment activities, section 3.2 (III) at the initial pages of this Curriculum Document. 50 Periods

ENGLISH COMMUNICATIVE COURSE CLASS - IX (2017-18)

Textbooks	
Literature Reader	
PROSE	
1. How I Taught My Grandmother to Read	3. The Man Who Knew too Much
2. A Dog Named Duke	4. Keeping it from Harold
	5. Best Seller
POETRY	
1. The Brook	5. The Seven Ages
2. The Road Not Taken	6. Oh, I Wish I'd Looked After My Teeth
3. The Solitary Reaper	7. Song of the Rain
4. Lord Ullin's Daughter	
DRAMA	
1. Villa for Sale	2. The Bishop's Candlesticks
MAIN COURSE BOOK	
1. People	5. Mystery
2. Adventure	6. Children
3. Environment	7. Sports and Games

4. The Class IX Radio and Video Show	
Extended Reading Text (either one): Gulliver's Travels in four parts, Unabridged Edition (2005) by Jonathan Swift Parts I & II Three Men in a Boat, Unabridged Edition (1889) by Jerome K. Jerome - Chapters 1 - 10	Gulliver's Travels in four parts Un- abridged Edition (2005) by Jonathan Swift - Parts III & IV Three Men in a Boat, Unabridged Edition (1889) by Jerome K. Jerome - Chapters 11-19
WORK BOOK* - Suggested Break-up of Units for the Purpose of Classroom Teaching only-NOT FOR TESTING (see the note below)	
1 Verb Form	1 Connectors
2 Determiners	2 The Passive
3 Future Time Reference	3 Reported Speech
4 Modals	4 Prepositions

*Note on Workbook: The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. Since grammar and usage is not to be tested directly, but in an integrated manner, the split up as shown, does not restrict questions in the grammar section of question papers to the specific units shown in the split up of Workbook units. Grammar is to be tested by recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching, making modifications according to their specific needs.

Note:

1. Schools may adapt the given break-up as per their convenience.
2. Activities such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as 'in class' and 'in school' activities. In case, a field survey or visit is taken up, it must be under the direct supervision of the teacher.

Class - IX

English Communicative 2017-18 (Code No. 101)

Typology	Testing competencies/ learning outcomes	VSAQ 1 mark	Short answer Questions 30-40 words 2 marks	Long Answer Question 100-120 words 8 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	VLA 200- 250 words 12 marks	Marks
Reading Skills	Conceptual understanding, decoding, analysing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying con-ventions, using inte-grated structures with accuracy and fluency	10	---	01	---	01	30
Literature Textbook and Extended Reading Texts	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	04	04	01	01	---	30
Total		26x 01 = 26 marks	08 x 02 = 16 marks	02 x 08 = 16 marks	01 x 10 = 10 marks	1 x 12 = 12 marks	80 marks

ENGLISH COMMUNICATIVE (Code No. 101)

SYLLABUS

CLASS - X (2017-18)

SECTION - WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbook and Extended Reading Text	30
	TOTAL	80

Note:

The Board examination will be of 80 marks, with a duration of three hours.

SECTION A: READING

20 Marks

50 Periods

This section will have two unseen passages of a total of 700-750 words as per the details below :

- Q.1: A Factual passage 300-350 words with eight Very Short Answer Type (VSA) Questions. **8 marks**
- Q. 2: A Discursive passage of 350-400 words with four Short Answer Type Questions of eight marks to test inference, evaluation and analysis and four VSA to test vocabulary and comprehension (two VSA for vocabulary and two for comprehension) **12 marks**

SECTION B: WRITING AND GRAMMAR

30 Marks

60 Periods

Writing :-

- Q. 3: Formal Letter (Complaints / Inquiry / Placing order / letter to the editor) in about 100-120 words. The questions will be thematically based on the Main Course Book. **8 marks**
- Q.4: Writing a short story based on a given outline or cue/s in about 200-250 words. **10 marks**

Grammar :-

The Grammar syllabus will include the following areas in class X.

1. Tenses
2. Modals
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
 - (iii) Relative clauses
7. Determiners
8. Prepositions

The above items may be tested through test types as given below:

- Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **4 marks**
- Q. 6: Editing or Omission **4 marks**
- Q. 7: Sentences Reordering or Sentence Transformation in context. **4 marks**

SECTION C: LITERATURE TEXTBOOK AND EXTENDED READING TEXT

30 Marks 60 Periods

- Q. 8. One out of two extracts from prose / poetry / play for reference to context. Four Very Short Answer Questions: Two questions of one mark each for global comprehension and two questions of one mark each on interpretation. **4 marks**
- Q. 9. Four Short Answer type Questions from the Literature Reader to test local and global comprehension of theme and ideas (30-40 words each) **2x4 = 8 Marks**
- Q.10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (100-120 words). **8 marks**
- Q.11. One out of two Very Long Answer Question on theme or plot involving interpretation, inference and character, in about 200-250 words based on prescribed novel text for extended reading. **10 Marks**

Prescribed Books: Published by CBSE, New Delhi

INTERACT IN ENGLISH SERIES

1. Main Course Book (Revised Edition)
2. Workbook (Revised Edition)
3. Literature Reader (Revised Edition)

EXTENDED READING TEXTS (either one):

- i Diary of a Young Girl - 1947 by Anne Frank (unabridged edition), Published by CBSE
- ii The Story of My Life - 1903 by Helen Keller(unabridged edition)

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-talk time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and

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

Reading Section: Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed over a period of time. There will be no division of syllabus for Grammar.

Listening and Speaking Skills.

50 Periods

ENGLISH COMMUNICATIVE COURSE CLASS - X (2017-18)

Textbooks	
Literature Reader	
PROSE	
1. Two Gentlemen of Verona	4. A Shady Plot
2 Mrs. Packletide’s Tiger	5. Patol Babu
3. The Letter	6. Virtually True
POETRY	
1. The Frog and the Nightingale	4. Ozymandias
2. Mirror	5. The Rime of Ancient Mariner
3. Not Marble, nor the Gilded Monuments	6. Snake
DRAMA	
1. The Dear Departed	2. Julius Caesar

Main Course Book	
1. Health and Medicine	4. Environment
2. Education	5. Travel and Tourism
3. Science	6. National Integration
Extended Reading Texts - (either one)	
Diary of a Young Girl - 1947 June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition) (Published by CBSE)	Diary of a Young Girl - 1947 March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition) (Published by CBSE)
The Story of My Life - 1903, Chapters 1-14 By Helen Keller (unabridged edition)	The Story of My Life - 1903 Chapters 15-23 By Helen Keller (unabridged edition)
WORK BOOK* - Suggested Break-up of Units for the purpose of classroom teaching only - NOT FOR TESTING (see the following note).	
1 Determiners	8 Comparison
2 Tenses	9 Avoiding Repetition
3 Subject-Verb Agreement	10 Nominalization
4 Non-Finites	11 Modals
5 Relatives	12 Active and Passive
6 Connectors	13 Reported Speech
7 Conditionals	14 Prepositions

Class - X

English Communicative 2017-18 (Code No. 101)

Typology	Testing competencies/ learning outcomes	VSAQ 1 mark	SAQ 30-40 words 2 marks	LAQ-II 100-120 words 8 marks	VLAQ 200- 250 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	12	04	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	12	---	01	01	30
Literature Textbook and Extended Reading Texts	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	04	04	01	01	30
Total		28 x 01 = 28 marks	08 x 02 = 16 marks	02 x 08 = 16 marks	02 x 10 = 20 marks	80 marks

ENGLISH - LANGUAGE AND LITERATURE

(Code No. 184)

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, like Indian English, 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 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 in the form of article, speech, or a debate
- 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)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report

Language Items

In addition to consolidating the grammatical items practised earlier, the courses at the secondary level 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 is based on a multi-skill, activity-based, learner-centred approach. Care is 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 in-tegral feature of the teaching-learning process. The electronic and print media could be used extensively. A few suggested activities are:

- Role play
- 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)

SYLLABUS

(2017-18)

CLASS - IX

SECTION - WISE WEIGHTAGE

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbook and Extended Reading Text	30
	Total	80

The annual examination will be of 80 marks, with a duration of three hours.

SECTION A: READING

20 Marks

50 Periods

This section will have two reading passages.

Q.1: A Factual passage 300-350 words with eight very Short Answer type Questions.
8 marks

Q. 2: A Discursive passage of 350-400 words with four Short Answer type Questions to test inference, evaluation and analysis with four Very Short Answer Questions to test vocabulary.
12 marks

SECTION B: WRITING AND GRAMMAR

30 Marks

60 Periods

Q. 3: Writing a diary/article in about 100-120 words based on visual or verbal cue/s. The questions will be thematically based on the prescribed books.
8 marks

Q. 4: Writing a short story based on a given outline or cue/s in about 200 - 250 words.
12 marks

The Grammar syllabus will include the following areas in class IX :

1. Tenses
2. Modals
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
8. Prepositions

The above items may be tested through test types as given below:

- Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**
- Q. 6: Editing or omission **4 marks**
- Q. 7: Sentences reordering or sentence transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOKS

30 Marks

60 Periods

- Q. 8. One out of two extracts from prose/poetry/play for reference to the context. Four Very Short Answer Questions : two questions of one mark each on global comprehension and two questions of one mark each on interpretation. **4 marks**
- Q.9. Four Short Answer Type Questions from BEEHIVE AND MOMENTS to test local and global comprehension of theme and ideas (30-40 words each) **2x4 = 08 marks**
- Q.10. One out two long answer type questions to assess how the values inherent in the texts have been brought out (BEEHIVE & MOMENTS). Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. **(100-120 words) 8 marks**
- Q.11. One out of two Very Long Answer Questions on theme or plot involving interpretation and inference and character sketch in about 150-200 words based on prescribed extended reading text. **10 marks**

Prescribed Books: Published by NCERT, New Delhi

- BEEHIVE - Textbook for class IX
- MOMENTS - Supplementary Reader for Class IX

Extended Reading Texts (either one)

- Gulliver's Travels (unabridged) by Jonathan Swift
- Three Men in a Boat (unabridged) by Jerome K. Jerome

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-talk time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

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

Reading Section: Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.

Writing Section: All types of short and extended writing tasks will be dealt with.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed.

Listening and Speaking Skills

50 Periods

**ENGLISH LANGUAGE AND LITERATURE COURSE
(2017-18)
CLASS - IX**

Textbooks	
Literature Reader	
PROSE (Beehive)	
1. The Fun They Had	7. Packing
2. The Sound of Music	8. Reach for the Top
3. The Little Girl	9. The Bond of Love
4. A Truly Beautiful Mind	10. Kathmandu
5. The Snake and the Mirror	11. If I were you
6. My Childhood	
POETRY	
1. The Road Not Taken	6. No Men Are Foreign
2. Wind	7. The Duck and the Kangaroo
3. Rain on the Roof	8. On Killing a Tree
4. The Lake Isle of Innisfree	9. The Snake Trying
5. A Legend of the Northland	10. A Slumber did My Spirit Seal
SUPPLEMENTARY READER (Moments)	
1. The Lost Child	6. Weathering the Storm in Ersama
2. The Adventures of Toto	7. The Last leaf
3. Iswaran the Storyteller	8. A House is Not a Home
4. In the Kingdom of Fools	9. The Accidental Tourist
5. The Happy Prince	10. The Beggar
Extended Reading Texts (either one): Gulliver's Travels in four parts (Unabridged Edition) (2005) by Jonathan Swift Parts I & II Three Men in a Boat (Unabridged Edition) (1889) by Jerome K. Jerome - Chapters 1 - 10	Gulliver's Travels in four parts (Unabridged Edition) (2005) by Jonathan Swift - Parts III & IV Three Men in a Boat (Unabridged Edition) (1889) by Jerome K. Jerome - Chapters 11 - 19

Class - IX

English Language and Literature 2017-18 (Code No. 184)

Typology	Testing competencies/ learning outcomes	VSAQ 1 mark	Short answer Questions 30-40 words 2 marks	Long answer Ques- tion-II 100-120 words 8 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	VLA marks 200 - 250 words 12 marks	Total
Reading Skills	Conceptual un- derstanding, decoding, ana-lyzing, inferring, inter-preting and vocabulary.	12	04	---	---	---	20
Writing Skills and Grammar	Expressing an opinion, reasoning, justi-fying, illustrating, ap- propriacy of style and tone, using appropriate for-mat and fluency. Applying conventions, using integrated struc-tures with accuracy and flu-ency.	10	---	01	---	01	30
Literature Textbook and Extended Reading Texts	Recalling, rea-soning, appreciating, ap- plying literary conven- tions, extrapolating, illustrating and justifying etc. Extracting rel-evant information, identifying the central theme and sub themes, under- standing the writer's message and writing fluently.	04	04	01	01	---	30
Total		26 x 01 = 26 marks	08 x 02 = 16 marks	02 x 08 = 16 marks	01 x 10 = 10 marks	01 x 12 = 12 marks	80 marks

ENGLISH LANGUAGE AND LITERATURE (Code No. 101)

SYLLABUS

2017-18

CLASS - X

SECTION - WISE WEIGHTAGE IN ENGLISH LANGUAGE AND LITERATURE

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbooks and Extended Reading Text	30
	TOTAL	80

Note :

The Board examination will be of 80 marks, with a duration of three hours.

SECTION A: READING

20 Marks

50 Periods

This section will have two unseen passages of a total length of 700-750. The arrangement within the reading section is as follows:

Q.1: A Factual passage of 300-350 words with eight Very Short Answer type Questions. **8 marks**

Q. 2: A Discursive passage of 350-400 words with four Short Answer type Questions to test inference, evaluation and analysis and four MCQs to test vocabulary. **12 marks**

SECTION B: WRITING AND GRAMMAR

30 Marks

60 Periods

Q 3: Formal letter complaint / Inquiry / placing order / Letter to the editor / article in about 100-120 words. The questions will be thematically based on the prescribed books. **8 marks**

Q. 4: Writing a short story based on a given outline or cue/s in about 150-200 words. **10 marks**

The Grammar syllabus will include the following areas in class X.

1. Tenses
2. Modals
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
 - (iii) Relative clauses
7. Determiners
8. Prepositions

The above items may be tested through test types as given below:

- Q.5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **4 marks**
- Q. 6: Editing or omission. **4 marks**
- Q. 7: Sentences Reordering or Sentence Transformation in context. **4 marks**

SECTION C: LITERATURE TEXTBOOKS AND EXTENDED READING TEXT

30 Marks 60 Periods

- Q.8: One out of two extracts from prose/poetry/drama for reference to context. Four very Short Answer Questions : Two questions of one mark each on global comprehension and two questions of 1 mark each on interpretation. **4 marks**
- Q.9: Four Short Answer type Questions from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET (two from each to test local and global comprehension of theme and ideas (30-40 words each) **4x2=08 marks**
- Q.10: One out of two Long Answer type Questions to assess how the values inherent in the texts have been brought out (FIRST FLIGHT and FOOTPRINTS WITHOUT FEET) creativity, imagination and extrapolation beyond the text and across the texts, will be assessed. (100-120 words). **8 marks**
- Q.11: One out of two Very Long Answer Questions on theme, plot or character involving interpretation and inference in about 200-250 words based on prescribed extended reading text. **10 marks**

Prescribed Books: Published by NCERT, New Delhi

- FIRST FLIGHT - Text for Class X
- FOOTPRINTS WITHOUT FEET - Supplementary Reader for Class X

EXTENDED READING TEXTS (either one) :

Diary of a Young Girl - 1947 by Anne Frank (unabridged edition), Published by CBSE
The Story of My Life - 1903 by Helen Keller(unabridged edition)

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

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

Reading Section: Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.

Writing Section: All types of short and extended writing tasks will be dealt with.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed over a period of time. There will be no division of syllabus for Grammar.

Listening and Speaking Skills

50 Periods

**ENGLISH LANGUAGE AND LITERATURE COURSE
2017-18
CLASS - X**

Textbooks	
Literature Reader (First Flight)	
PROSE (First Flight)	
1. A Letter to God	7. Glimpses of India
2. Nelson Mandela	8. Mijbil the Otter
3. Two Stories about Flying	9. Madam Rides the Bus
4. From the Diary of Anne Frank	10. The Sermon at Benares
5. The Hundred Dresses -I	11. The Proposal
6. The Hundred Dresses -II	
POETRY	
1. Dust of Snow	7. Animals
2. Fire and Ice	8. The Trees
3. A Tiger in the Zoo	9. Fog
4. How to Tell Wild Animals	10. The Tale of Custard the Dragon
5. The Ball Poem	11. For Anne Gregory
6. Amanda	
SUPPLEMENTARY READER (Footprints without Feet)	
1. A Triumph of Surgery	6. The Making of a Scientist
2. The Thief's Story	7. The Necklace
3. The Midnight Visitor	8. The Hack Driver
4. A Question of Trust	9. Bholi
5. Footprints without Feet	10. The Book that Saved the Earth
Extended Reading Texts - (either one)	
Diary of a Young Girl - 1947 June 12, 1942 to March 14, 1944 by Anne Frank (unabridged edition) Published by CBSE	Diary of a Young Girl - 1947 March 16, 1944 to August 01, 1944 by Anne Frank (unabridged edition) Published by CBSE
The Story of My Life - 1903 Chapters 1-14 by Helen Keller (unabridged edition)	The Story of My Life - 1903 Chapters 15-23 by Helen Keller (unabridged edition)

Class - X

English Language and Literature 2017-18 (Code No. 184)

Typology	Testing competencies/ learning outcomes	VSAQ 1 mark	Short answer Questions 30-40 words 2 marks	Long answer Question- II 100-120 words 8 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analyz-ing, inferring, interpreting and vocabulary	12	04	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated struc-tures with accuracy and fluency.	12	---	01	01	30
Literature Textbook and Extended Reading Texts	Recalling, reasoning, appreciating, applying literary conven-tions, extrapolating, illustrating and justifying etc. Extracting relevant information, iden-tifying the central theme and sub themes, understanding the writer’s message and writing fluently.	04	04	01	01	30
Total		28 x 01 = 28 marks	08 x 02 = 16 marks	02 x 08 = 16 marks	02 x 10 = 20 marks	80 marks

MATHEMATICS (IX-X) (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 the Focus Group on Teaching of Mathematics which is to meet the emerging needs of all categories of students. For motivating the teacher to relate the topics to 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 height 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 reason 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 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 gender biases;
- to develop necessary skills to work with modern technological devices and mathematical softwares.
- 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

Units	Unit Name	Marks
I	NUMBER SYSTEMS	08
II	ALGEBRA	17
III	COORDINATE GEOMETRY	04
IV	GEOMETRY	28
V	MENSURATION	13
VI	STATISTICS & PROBABILITY	10
	Total	80

UNIT I: NUMBER SYSTEMS

1. REAL NUMBERS (18 Periods)
 1. 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. Operations on real numbers.
 2. Examples of non-recurring/non-terminating decimals. 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, viz. every point on the number line represents a unique real number.
 3. Definition of n^{th} root of a real number.
 4. Existence of \sqrt{x} for a given positive real number x and its representation on the number line with geometric proof.

5. Rationalization (with precise meaning) of real numbers of the type $\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{\sqrt{x}+\sqrt{y}}$ (and their combinations) where x and y are natural number and a and b are integers.
6. 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.)

UNIT II: ALGEBRA

1. POLYNOMIALS (23) Periods

Definition of a polynomial in one variable, with examples and counter examples. Coefficients of a polynomial, terms of a polynomial and zero polynomial. Degree of a polynomial. Constant, linear, quadratic and cubic polynomials. Monomials, binomials, trinomials. Factors and multiples. Zeros of a polynomial. Motivate and State the Remainder Theorem with examples. Statement and proof of the Factor Theorem. Factorization of $ax^2 + bx + c$, $a \neq 0$ where a, b and c are real numbers, and of cubic polynomials using the Factor Theorem.

Recall of algebraic expressions and identities. Verification of identities:

$$(x+y+z)^2 = x^2+y^2+z^2+2xy+2yz+2zx$$

$$(x\pm y)^3 = x^3\pm y^3\pm 3xy(x\pm y)$$

$$x^3\pm y^3 = (x\pm y)(x^2\mp xy+y^2)$$

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

2. LINEAR EQUATIONS IN TWO VARIABLES (14) Periods

Recall of linear equations in one variable. Introduction to the equation in two variables.

Focus on linear equations of the type $ax+by+c=0$. 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 lie on a line. Graph of linear equations in two variables. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.

UNIT III: COORDINATE GEOMETRY

COORDINATE GEOMETRY (6) Periods

The Cartesian plane, coordinates of a point, names and terms associated with the coordinate plane, notations, plotting points in the plane.

UNIT IV: GEOMETRY

1. INTRODUCTION TO EUCLID'S GEOMETRY (6) Periods

History - Geometry in India and Euclid's geometry. 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, for example:

(Axiom) 1. Given two distinct points, there exists one and only one line through them.

(Theorem) 2. (Prove) Two distinct lines cannot have more than one point in common.

2. LINES AND ANGLES (13) 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, 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 interior 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. (RHS Congruence)
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 in half of it and (motivate) its converse.

5. AREA (7) 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 (or equal base) base and between the same parallels are equal in area.

6. CIRCLES (15) Periods

Through examples, arrive at definition of circle and related concepts-radius, circumference, diameter, chord, arc, secant, sector, segment, 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 (or their respective centers) 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 either of the 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 and angles of measure 60° , 90° , 45° 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 Heron's formula (without proof) and its application in finding the area of a quadrilateral.

2. SURFACE AREAS AND VOLUMES (12) Periods

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

UNIT VI: STATISTICS & 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. Mean, median and mode of ungrouped data.

2. PROBABILITY (9) 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).

**QUESTIONS PAPER DESIGN 2017-18
CLASS-IX**

Mathematics (Code No. 041)

Time : 3 hrs

Marks: 80

S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer -I (SA) (2 Marks)	Short Answer -II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage (approx.)
1	Remembering (Knowledge based- Simple recall questions, to know specific facts, terms, concepts, principles or theories; Identify, define, or recite, information)	2	2	2	2	20	25%
2	Understanding (Comprehension- to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	1	4	23	29%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situation; Use given content to interpret a situation, provide an example, or solve a problem)	2	2	3	1	19	24%
4	Higher Order Thinking Skills (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and /or integrate unique pieces of information from variety of sources)	-	1	4	-	14	17%
5	Evaluation (Judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	-	-	1	4	5%
	Total	6x1=6	6x2=12	10x3=30	8x4=32	80	100%

Note: One of the LA will be to assess the values inherent in the texts.

INTERNAL ASSESSMENT

- | | |
|--|---|
| <ul style="list-style-type: none">• Periodical Test• Note Book Submission• Lab Practical (Lab activities to be done from the prescribed books) | 20 Marks
10 Marks
05 Marks
05 Marks |
|--|---|

COURSE STRUCTURE CLASS -X

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

UNIT I: NUMBER SYSTEMS

1. REAL 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 irrationality of $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$ Decimal representation of rational numbers in terms of terminating/non-terminating recurring decimals.

UNIT II: ALGEBRA

1. POLYNOMIALS (7) Periods
- Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials. Statement and simple problems on division algorithm for polynomials with real coefficients.
2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES (15) Periods
- Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency.
- Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination and by cross multiplication method. Simple situational problems. Simple problems on equations reducible to linear equations.
3. QUADRATIC EQUATIONS (15) Periods
- Standard form of a quadratic equation $ax^2 + bx + c = 0$, ($a \neq 0$). Solutions of quadratic equations (only real roots) by factorization, by completing the square and by using quadratic formula. Relationship between discriminant and nature of roots.
- Situational problems based on quadratic equations related to day to day activities to be incorporated.

4. ARITHMETIC PROGRESSIONS (8) Periods

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

UNIT III: COORDINATE GEOMETRY

1. LINES (In two-dimensions) (14) Periods

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

UNIT IV: GEOMETRY

1. TRIANGLES (15) Periods

Definitions, examples, counter examples of similar triangles.

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

2. CIRCLES (8) Periods

Tangent to a circle at, point of contact

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

3. CONSTRUCTIONS (8) Periods
1. Division of a line segment in a given ratio (internally).
 2. Tangents to a circle from a point outside it.
 3. Construction of a triangle similar to a given triangle.

UNIT V: TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY (10) Periods
- Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined); motivate the ratios whichever are defined at 0° and 90° . Values (with proofs) of the trigonometric ratios of 30° , 45° and 60° . Relationships between the ratios.
2. TRIGONOMETRIC IDENTITIES (15) Periods
- Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. Only simple identities to be given. Trigonometric ratios of complementary angles.
3. HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression. (8) Periods
- Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only 30° , 45° , 60° .

UNIT VI: MENSURATION

1. AREAS RELATED TO CIRCLES (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° and 120° only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)
2. SURFACE AREAS AND VOLUMES (12) Periods
1. 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.
 2. 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 (18) Periods
Mean, median and mode of grouped data (bimodal situation to be avoided).
Cumulative frequency graph.
2. PROBABILITY (10) Periods
Classical definition of probability. Simple problems on single events (not using set notation).

**QUESTIONS PAPER DESIGN 2017-18
CLASS-X**

Mathematics (Code No. 041)

Time : 3 hrs

Marks: 80

S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer -I (SA) (2 Marks)	Short Answer -II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage (approx.)
1	Remembering (Knowledge based- Simple recall questions, to know specific facts, terms, concepts, principles or theories; Identify, define, or recite, information)	2	2	2	2	20	25%
2	Understanding (Comprehension- to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	1	4	23	29%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situation; Use given content to interpret a situation, provide an example, or solve a problem)	2	2	3	1	19	24%
4	Higher Order Thinking Skills (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and /or integrate unique pieces of information from variety of sources)	-	1	4	-	14	17%
5	Evaluation (Judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	-	-	1	4	5%
	Total	6x1=6	6x2=12	10x3=30	8x4=32	80	100%

Note: One of the LA will be to assess the values inherent in the texts.

INTERNAL ASSESSMENT**20 Marks**

- Periodical Test 10 Marks
- Note Book Submission 05 Marks
- Lab Practical (Lab activities to be done from the prescribed books) 05 Marks

PRESCRIBED BOOKS:

1. Mathematics - Textbook for class IX - NCERT Publication
2. Mathematics - Textbook for class X - NCERT Publication
3. Guidelines for Mathematics Laboratory in Schools, class IX - CBSE Publication
4. Guidelines for Mathematics Laboratory in Schools, class X - CBSE Publication
5. Laboratory Manual - Mathematics, secondary stage - NCERT Publication
6. Mathematics exemplar problems for class IX, NCERT publication.
7. Mathematics exemplar problems for class X, NCERT publication.

SCIENCE **(Code No. 086 / 090)**

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

Upper primary stage demands that a number of opportunities should be provided to the students to engage them with the processes of Science like observing, recording observations, drawing, tabulation, plotting graphs, etc., whereas the secondary stage also 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 seven 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 being to emerge. The students should be exposed to experiences based on hands on activities as well as modes of reasoning that are typical of the subject.

General Instructions :

1. There will be an Annual examination based on entire syllabus
2. The annual examination will be of 80 marks and 20 marks weightage shall be for internal assessment
3. Out of 80 marks annual examination, 68 marks weightage shall be for theory and 12 marks weightage shall be for practical based questions.
4. For internal assessment
 - a. There will be three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 10 marks towards the final result.
 - b. Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weightage of 5 marks towards the final result. All practicals listed in the syllabus must be completed.
 - c. Regularity, class work and home assignment completion along with neatness and upkeep of notebook will carry a weightage of 5 marks towards the final result.

Course Structure Class - IX (Annual Examination)

Marks : 80

Unit No.	Unit	Marks
I	Matter - Its Nature and Behaviour	23
II	Organisation in the Living World	20
III	Motion, Force and Work	27
IV	Our Environment	06
V	Food; Food Production	04
	Total	80
	Internal assessment	20
	Grand Total	100

Note : Above weightage includes the weightage of questions based on practical skills.

Theme : Materials

Unit I : Matter-Nature and Behaviour (50 Periods)

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. Heterogeneous 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.

Structure of atoms : Electrons, protons and neutrons, valency, chemical formula of common compounds. Isotopes and Isobars.

Theme : The World of the Living

Unit II : Organization in the Living World (45 Periods)

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 and cell inclusions; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus; nucleus, chromosomes - basic structure, number.

Tissues, Organs, Organ System, Organism : Structure and functions of animal and plant tissues (only four types of tissues in animals; Meristematic and Permanent tissues in plants).

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, Thallophyta, Bryophyta, Pteridophyta, Gymnosperms and Angiosperms). Major groups of animals (salient features) (Non-chordates upto phyla and chordates upto classes).

Health and Diseases : Health and its failure. Infectious and Non-infectious diseases, their causes and manifestation. Diseases caused by microbes (Virus, Bacteria and Protozoans) and their prevention; Principles of treatment and prevention. Pulse Polio programmes.

Theme : Moving Things, People and Ideas

Unit III : Motion, Force and Work

(60 Periods)

Motion : Distance and displacement, velocity; uniform and non-uniform motion along a straight line; acceleration, distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, derivation of 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, Action and reaction forces, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration. Elementary idea of conservation of Momentum.

Gravitation : Gravitation; Universal Law of Gravitation, Force of Gravitation of the earth (gravity), Acceleration due to Gravity; Mass and Weight; Free fall.

Floatation : Thrust and Pressure. Archimedes' Principle; Buoyancy; Elementary Idea of Relative Density.

Work, energy and power : Work done by a Force, Energy, Power; Kinetic and Potential energy; Law of conservation of energy.

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 : Balance in Nature

Unit IV : Our Environment

(15 Periods)

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 and Nitrogen.

Theme : Food

Unit V : Food Production

(10 Periods)

Plant and animal breeding and selection for quality improvement and management; Use of fertilizers and manures; Protection from pests and diseases; Organic farming.

PRACTICALS

(30 Periods)

**Practicals should be conducted alongside the concepts taught in theory classes.
(LIST OF EXPERIMENTS)**

1. Preparation of :
 - 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 solution of starch in water and egg albumin/milk in water and distinction between these on the basis of
 - transparency
 - filtration criterion
 - stability
2. Preparation of
 - a) a mixture
 - b) a compoundusing iron filings and sulphur powder and distinction between these on the basis of:
 - (i) appearance, i.e., homogeneity and heterogeneity
 - (ii) behaviour towards a magnet
 - (iii) behaviour towards carbon disulphide as a solvent
 - (iv) effect of heat
3. Separation of the components of a mixture of sand, common salt and ammonium chloride (or camphor).
4. Performing the following reactions and classifying them as physical or chemical changes :
 - a) Iron with copper sulphate solution in water
 - b) Burning of magnesium ribbon in air
 - c) Zinc with dilute sulphuric acid
 - d) Heating of copper sulphate crystals
 - e) Sodium sulphate with barium chloride in the form of their solutions in water.

5. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams.
6. Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals from prepared slides. Drawing of their labeled diagrams.
7. Determination of the melting point of ice and the boiling point of water.
8. Verification of the Laws of reflection of sound.
9. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder.
10. Establishing the relation between the loss in weight of a solid when fully immersed in
 - a) tap water
 - b) strongly salty water, with the weight of water displaced by it by taking at least two different solids.
11. Determination of the speed of a pulse propagated through a stretched string / slinky.
12. Study of the characteristics of Spirogyra / Agaricus, Moss / Fern, Pinus (either with male or female cone) and an Angiospermic plant. Drawing and providing two identifying features of the groups they belong to.
13. Observing the given pictures / charts / models of earthworm, cockroach, bony fish and bird. For each organism, drawing of their picture and recording :
 - a) one specific feature of its phylum.
 - b) one adaptive feature with reference to its habitat.
14. Verification of the law of conservation of mass in a chemical reaction.
15. Study of the external features of root, stem, leaf and flower of monocot and dicot plants.

Course Structure Class - X (Annual Examination)

Marks : 80

Unit No.	Unit	Marks
I	Chemical Substances - Nature and Behaviour	25
II	World of Living	23
III	Natural Phenomena	12
IV	Effects of Current	13
V	Natural Resources	07
	Total	80
	Internal assessment	20
	Grand Total	100

Note : Above weightage includes the weightage of questions based on practical skills.

Theme : Materials

Unit I : Chemical Substances - Nature and Behaviour (55 Periods)

Chemical reactions : Chemical equation, Balanced chemical equation, implication of a balanced chemical equation, types of chemical reactions : Combination, decomposition, displacement, double displacement, precipitation, neutralization, oxidation and reduction.

Acids, bases and salts : Their definitions in terms of furnishing of H^+ and OH^- ions, General properties, examples and uses, concept of pH scale (Definition relating to logarithm not required), importance of pH in everyday life; preparation and uses of Sodium Hydroxide, Bleaching powder, Baking soda, Washing soda and Plaster of Paris.

Metals and nonmetals : Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds; Basic metallurgical processes; Corrosion and its prevention.

Carbon compounds : Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes and alkynes), difference between saturated hydrocarbons and unsaturated hydrocarbons. Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

Periodic classification of elements : Need for classification, Early attempts at classification of elements (Dobereiner's Triads, Newland's Law of Octaves, Mendeleev's Periodic Table), Modern periodic table, gradation in properties, valency, atomic number, metallic and non-metallic properties.

Theme : The World of the Living

Unit II : World of Living

(50 Periods)

Life processes : 'Living Being'. Basic concept of nutrition, respiration, transport and excretion in plants and animals.

Control and co-ordination in animals and plants : Topic movements in plants; Introduction of plant hormones; Control and co-ordination in animals; Nervous system; Voluntary, involuntary and reflex action; Chemical co-ordination: animal hormones.

Reproduction : Reproduction in animals and plants (asexual and sexual) reproductive health-need and methods of family planning. Safe sex vs HIV / AIDS. Child bearing and women's health.

Heredity and Evolution : Heredity; Mendel's contribution - Laws for inheritance of traits : Sex determination : brief introduction; Basic concepts of evolution.

Theme : Natural Phenomena

Unit III : Natural Phenomena

(23 Periods)

Reflection of light by curved surfaces; Images formed by spherical mirrors, centre of curvature, principal axis, principal focus, focal length, mirror formula (Derivation not required), magnification.

Refraction; Laws of refraction, refractive index.

Refraction of light by spherical lens; Image formed by spherical lenses; Lens formula (Derivation not required); Magnification. Power of a lens.

Functioning of a lens in human eye, defects of vision and their corrections, applications of spherical mirrors and lenses.

Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life.

Theme : How Things Work

Unit IV : Effects of Current

(32 Periods)

Electric current, potential difference and electric current. Ohm's law; Resistance, resistivity, Factors on which the resistance of a conductor depends. Series combination of resistors, parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications in daily life. Electric power, Interrelation between P, V, I and R.

Magnetic effects of current : Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left Hand Rule, Electric Motor, Electromagnetic induction. Induced potential difference, Induced current. Fleming's Right Hand Rule, Electric Generator, Direct Current. Alternating current : frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme : Natural Resources

Unit V : Natural Resources

(20 Periods)

Sources of energy : Different forms of energy, conventional and non-conventional sources of energy : Fossil fuels, solar energy; biogas; wind, water and tidal energy; Nuclear energy. Renewable versus non-renewable sources of Energy.

Out environment : Eco-system, Environmental problems, Ozone depletion, waste production and their solutions. Biodegradable and non-biodegradable substances.

Management of natural resources : Conservation and judicious use of natural resources. Forest and wild life; Coal and Petroleum conservation. Examples of people's participation for conservation of natural resources. Big dams: advantages and limitations; alternatives, if any. Water harvesting. Sustainability of natural resources.

PRACTICALS

Practicals should be conducted alongside the concepts taught in theory classes.

LIST OF EXPERIMENTS

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

- a) Dilute Hydrochloric Acid
- b) Dilute NaOH solution
- c) Dilute Ethanoic Acid Solution
- d) Lemon juice
- e) Water
- f) Dilute Hydrogen Carbonate solution

Studying the properties of acids and bases (HCl & NaOH) by their reaction with:

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

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

- a) Combination reaction
- b) Decomposition reaction
- c) Displacement reaction
- d) Double displacement reaction
 - (i) Action of water on quick lime
 - (ii) Action of heat on ferrous sulphate crystals

(iii) Iron nails kept in copper sulphate solution

(iv) Reaction between sodium sulphate and barium chloride solutions

OR

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

a) ZnSO_4 (aq)

b) FeSO_4 (aq)

c) CuSO_4 (aq)

d) $\text{Al}_2(\text{SO}_4)_3$ (aq)

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

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

5. Determination of the equivalent resistance of two resistors when connected in series and parallel.

6. Preparing a temporary mount of a leaf peel to show stomata.

7. Experimentally show that carbon dioxide is given out during respiration.

8. Study of the following properties of acetic acid (ethanoic acid) :

i) odour

ii) solubility in water

iii) effect on litmus

iv) reaction with sodium Hydrogen Carbonate

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

10. Determination of the focal length of :

i) Concave mirror

ii) Convex lens

by obtaining the image of a distant object.

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

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

13. Tracing the path of the rays of light through a glass prism.

14. Finding the image distance for varying object distances in case of a convex lens and drawing corresponding ray diagrams to show the nature of image formed.
15. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).

Prescribed Books

- Science - Textbook for class IX - NCERT Publication
- Science - Textbook for class X - NCERT Publication
- Assessment of Practical Skills in Science - Class IX - CBSE Publication
- Assessment of Practical Skills in Science - Class X - CBSE Publication
- Laboratory Manual - Science - Class IX, NCERT Publication
- Laboratory Manual - Science - Class X, NCERT Publication
- Exemplar Problems - Class IX - NCERT Publication
- Exemplar Problems Class X - NCERT Publication

QUESTION PAER DESIGN FOR SCIENCE (CODE NO. 086/090)
Class - IX & X (2017-18)

Time : 3 Hours

Max. Marks : 80

S. No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer - I (SAI) 2 Marks	Short Answer - II (SAII) 3 Marks	Long Answer (LA) 5 Marks	Total Marks	% Weightage
1	Remembering (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	2	-	1	1	10	15%
2	Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	-	1	4	2	24	35%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example or solve a problem)	-	1	2	2	18	26%
4	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast or differentiate between different pieces of information, organize and / or integrate unique pieces of information from a variety of sources)	-	-	1	1	8	12%
5	Inferential and Evaluative (Appraise, judge and / or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	1	1+1*	-	8	12%
	Total (Theory Based Questions)	2x1=2	3x2=6	10x3=30	6x5=30	68(21)	100%
	Practical Based Questions (PBQs)		6x2=12	-	-	12(6)	
	Total	2x1=2	9x2=18	10x3=30	6x5=30	80(27)	

1. Question paper will consist of 27 questions.
2. All questions would be compulsory. However, an internal choice will be provided in two questions of 3 marks each and one question of five marks.

*One question of 3 marks will be included to assess the values inherent in the texts.

SOCIAL SCIENCE

(Code No. 087)

Rationale

Social Science 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 Science curriculum draws its content mainly from Geography, History, Political Science 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 to understand 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.

COURSE STRUCTURE CLASS IX

Time: 3 Hrs.

Max. Marks: 80

No.	Units	Marks	Periods
I	India and the Contemporary World - I	20	60
II	Contemporary India - I	20	55
III	Democratic Politics - I	20	50
IV	Economics	20	50
	Total	80	215

Unit 1: India and the Contemporary World - I

60 Periods

Themes	Objectives
<p>Three themes in the first sub-unit and one each from the second sub unit could be studied.</p> <p>Sub-unit 1.1 : Events and processes:(All the three themes are compulsory)</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>I. The 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. (Compulsory Chapter-1)</p> <p>II. Socialism in Europe and the Russian Revolution:</p> <p>(a)The crises of Tzarism. (b) The nature of social movements between 1905 and 1917. (c) The First World War and foundation of Soviet state. (d) The legacy. (Chapter 2)</p> <p>III. Nazism and the Rise of Hitler:</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. (Chapter 3)</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. • Discuss the critical significance of Nazism in shaping the politics of modern world. • Familiarize students with the speeches and writings of Nazi leaders.

Sub-unit 1.2: Livelihoods, Economies and Societies:

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.

Any one theme of the following:

IV. Forest Society and Colonialism:

(a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism.

Case studies : Focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)

V. Pastoralists in the Modern World:

(a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states?

Case studies: Focus on two pastoral groups, one from Africa and one from India. (Chapter 5)

VI. Peasants and Farmers:

(a) Histories of the emergence of different forms of farming and peasant societies.

(b) Changes within rural economies in the modern world.

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, and small peasant production in colonial India) (Chapter 6)

Map Work Based on theme 4/5/6. (Internal choice will be provided)

- 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.
- 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.
- Show the different processes through which agrarian transformation may occur in the modern world.
- 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.
- 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.

Unit 2 : Contemporary India - I

55 Periods

Themes	Objectives
<p>1. India - Size and Location</p> <p>2. Physical Features of India: relief, structure, major physiographic unit.</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. (Chapter 3)</p> <p>4. Climate: Factors influencing the climate; monsoon- its characteristics, rainfall and temperature distribution; seasons; climate and human life. (Chapter 4)</p> <p>5. Natural Vegetation and Wild Life: Vegetation types, distribution as well as altitudinal variation, need for conservation and various measures. Major species, their distribution, need for conservation and various measures.</p> <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. (Chapter 6)</p> <p>Note : Data of pg 53, 54 is to be updated by the teacher in the Text Book NCERT, Class IX Geography.</p>	<ul style="list-style-type: none"> • 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. • To understand the river systems of the country and explain the role of rivers in the evolution of human society. • 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. • To find out the nature of diverse flora and fauna as well as their distribution. • To develop concern about the need to protect the biodiversity of our country. • To analyse the uneven nature of population distribution and show concern about the large size of our population; • To understand the various occupations of people and explain various factors of population change; • To explain various dimension of national policy and understand the needs of adolescents as under served group.

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

50 Periods

Themes	Objectives
<p>2. What is Democracy? Why Democracy?: 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 and values? (Chapter 2)</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 • Develop a historical sense of the choice and nature of democracy in India.
<p>3. Constitutional Design: 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? (Chapter 3)</p>	<ul style="list-style-type: none"> • 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.
<p>4. Electoral Politics: 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? (Chapter 4)</p>	<ul style="list-style-type: none"> • 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

<p>5. Working of Institutions: 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? (Chapter 5)</p> <p>6. Democratic Rights : 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? (Chapter 6)</p>	<ul style="list-style-type: none"> • 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
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Unit 4: Economics

50 Periods

Themes	Objectives
<p>1. The Story of Village Palampur: 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. (Chapter 1)</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 non utilisation of human resource; sociopolitical implication in simple form. (Chapter 2)</p> <p>3. Poverty as a Challenge: 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. (Chapter 3)</p> <p>4. Food Security in India: 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) (Chapter 4)</p> <p>Note : Current status of PDS mentioned in NCERT class IX Economics to be deleted. (pg no. 49-51)</p>	<ul style="list-style-type: none"> • Familiarising the children with some basic economic concepts through an imaginary story of a village. • Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building. • Understanding of poverty as a challenge and sensitization of the learner • Appreciation of the government initiative to alleviate poverty; • Exposing the child to an economic issue which is basic necessities of life; • Appreciate and critically look at the role of government in ensuring food supply.

Suggested Activities / Instructions:

Theme I: 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.

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.

Class - IX

Project Work:

05 Periods (5 Marks)

Every student has to compulsorily undertake one project on Disaster Management (Pertaining to class IXth curriculum of Disaster Management only). The project have been carefully designed so as to -

- a) Create awareness in learners
- b) Enable them to understand and co-relate all aspects of Disaster Management.
- c) Relate theory with practice
- d) Relation of different aspects with life
- e) Provide hands on experience.

In order to realize the expected objectives completely, it would be required of the Principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defense etc. in the area where the schools are located. The teachers must ensure judicious selection by students of projects.

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

S.NO.	ASPECTS	MARKS
1.	Content accuracy and originality	1
2.	Presentation and creativity	1
3.	Process of Project Completion : Initiative, cooperativeness, participation and punctuality	1
4.	Viva or written test for content assimilation	2

The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc. All documents pertaining to assessment under this activity should be meticulously maintained by the concerned schools. A Summary Report should be prepared highlighting:

- o Objectives realized through individual or group interactions;
- o Calendar of activities;
- o Innovative ideas generated in this process ;
- o List of questions asked in viva voce

It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure. The Project Report should be handwritten by the students themselves and comprise of not more than 15 foolscap pages. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

PRESCRIBED BOOKS:

1. India and the Contemporary World - I History - Published by NCERT
2. Contemporary India - I Geography - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT
5. Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE

QUESTION PAPER DESIGN - SOCIAL SCIENCE
CLASS -IX SESSION 2017-18

S. No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer (SA) 3 Marks	Long Answer (LA) 5 Marks	Total Marks	% Weightage
1	Remembering (Knowledge based simple recall questions, to now specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	--	2	2	16	20%
2	Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	1	2	16	20%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example, or solve a problem)	2	3	2	21	26%
4	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	2	3	1	16	20%
5	Creating, Evaluation and Multi-Creating Evaluation and Multi-Disciplinary (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	--	2	--	6	08%
6	Map	2	1	--	5	06%
	Total	1x9=9	3x12 = 36	5x7 = 35	80	100%

**CLASS-IX
2017-2018**

LIST OF MAP ITEMS FOR SOCIAL SCIENCE

Subject - History

Chapter-1: The French Revolution

Outline map of France (For locating and labelling/Identification)

- Bordeaux
- Nantes
- Paris
- Marseilles

Chapter-2: Socialism in Europe and the Russian Revolution

Outline map of World (For locating and labelling/Identification)

- Major countries of First World War
(Central Powers and Allied Powers)
Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire)
Allied Powers - France, England, (Russia), America

Chapter-3: Nazism and the Rise of Hitler

Outline map of World (For locating and labelling/Identification)

- Major countries of Second World War
Axis Powers - Germany, Italy, Japan
Allied Powers - UK, France, Former USSR, USA
- Territories under German expansion (Nazi power)
Austria, Poland, Czechoslovakia(only Slovakia shown in the map), Denmark,
Lithuania, France, Belgium

SUBJECT-GEOGRAPHY

CH-1 : INDIA-SIZE AND LOCATION

1-India-States with Capitals, Tropic of Cancer, Standard Meridian, Southern most, northern most, eastern most and western most point of India (Location and Labelling)

CH-2 : PHYSICAL FEATURES OF INDIA

Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats

Mountain Peaks - K2, Kanchan Junga, Anai Mudi,

Plateau -Deccan Plateau, Chotta Nagpur Plateau, Malwa plateau

Coastal Plains- Konkan, Malabar, Coromandal & Northern Circar (Location and Labelling)

CH-3 : DRAINAGE

Rivers : (Identification only)

- a) The Himalayan River Systems-The Indus, The Ganges, and The Satluj
- b) The Peninsular rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi

Lakes: Wular, Pulicat, Sambhar, Chilika, Vembanad, Kolleru

CH-4 : CLIMATE

1. Cities to locate : Tiruvananthpuram, Chennai, Jodhpur, Bangalore, Mumbai, Kolkata, Leh, Shillong, Delhi, Nagpur. (Location and Labelling)
2. Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

CH-5 : NATURAL VEGETATION AND WILD LIFE

Vegetation Type : Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove-
For identification only

National Parks : Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas

Bird Sanctuaries : Bharatpur and Ranganthitto

Wild life Sanctuaries : Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

CH-6 : POPULATION (location and labelling)

The state having highest and lowest density of population

The state having highest and lowest sex ratio

Largest and smallest state according to area

SOCIAL SCIENCE (Scb. Code)
COURSE STRUCTURE CLASS - X (Session 2017-18)

Time: 3 Hrs.

Marks: 80

Units		Marks	Pd
I	India and the Contemporary World - II	20	60
II	Contemporary India - II	20	55
III	Democratic Politics II	20	50
IV	Understanding Economic Development	20	50
	Total	80	215

Unit 1: India and the Contemporary World-II

60 Periods

Themes	Objectives
<p>In Sub-unit 1.1 students are required to choose any two themes. In that sub-unit, theme 3 is compulsory and for second theme students are required to choose any one from the first two themes.</p> <p>In Sub-units 1.2 and 1.3 students are required to choose any one theme from each. Thus all students are required to study four themes in all.</p> <p>Sub-unit 1.1 : Events and processes: Any two of the following themes:</p> <p>1. The Rise of Nationalism in Europe: (a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini, etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece. (Chapter 1)</p> <p>2. The Nationalist Movement in Indo - China: Factors Leading to Growth of Nationalism in Indo-China (a) French colonialism in Indo-China. (b) Phases of struggle against the French. (c) The ideas of Phan Chu Trinh, Phan Boi Chau, HO Chi Minh (d) The Second World War and the liberation struggle. (e) America and the Vietnam war. (Chapter 2)</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 Formath required nati-on states became generalized in Europe and elsewhere. • Discuss the difference between French colonialism in Indo-China and British colonialism in India. • Outline the different stages of the anti- imperialist struggle in Indo-China. • 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.

<p>3. Nationalism in India: (a) Impact of First world war, Khilafat, Non-Cooperation and Differing Strands within the Movement. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Limits of Civil Disobedience. (e) The Sense of Collective Belonging. (Chapter 3)</p>	<ul style="list-style-type: none"> Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatma Gandhi.
<p>Sub-unit 1.2: Livelihoods, Economies and Societies: Any one of the following themes: 4. The making of a Global World: (a) The Pre-modern world (b) The Nineteenth Century global economy, colonialism) (c) The Inter war Economy (Great Depression) (d) Rebuilding the World Economy 5. The Age of Industrialization : (a) Proto-industrialization and pace of industrial change (b) Life of workers (c) Industrialization in the colonies (d) Early Entrepreneurs & workers (e) The Peculiarities of Industrial Growth (f) Market for Goods 6. Work, Life & Leisure : (a) Development of modern cities due to Industrialization in London & Bombay (b) Housing and Land Reclamation (c) Social Changes in the cities (d) Cities and the challenge of the Environment Sub-unit 1.3 : Everyday Life, Culture and Politics Any one of the following themes: 7. Print Culture and the Modern World: (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. (Chapter 7)</p>	<ul style="list-style-type: none"> Show that globalization has a long history and point to the shifts within the process. Analyze the implication of globalization for local economies. Discuss how globalization is experienced differently by different social groups. Familiarize students with the Proto-Industrial phase and Early - factory system. To make them understand, about the process of industrialization and its impact on labour class. To explain them about industrialization in the colonies in reference to Textile industries. 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. 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.

<p>8. Novels, Society and History: (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. (Chapter 8)</p>	<ul style="list-style-type: none"> • 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.
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Unit 2: Contemporary India - II

55 Periods

Themes	Objectives
<p>1. Resources and Development: Types - natural and human; Need for resource planning, natural resources, land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures. (Chapter 1)</p> <p>3. Water Resources: Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)</p> <p>4. Agriculture: Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy-employment and output. Note : Content of pg no. 44-47 of NCERT Textbook is to be deleted. (Chapter 4)</p>	<ul style="list-style-type: none"> • Understand the value of resources and the need for their judicious utilisation and conservation. • Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation. • Understand the importance of agriculture in national economy. • Identify various types of farming and discuss the various farming methods; Describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. • Explain various government policies for institutional as well as technological reforms since independence.

<p>5. Minerals and Energy Resources: Types of minerals, distribution (Note : on map only) use and economic importance of minerals, conservation, types of power resources: conventional and non-conventional, distribution and utilization, and conservation. (Chapter 5)</p> <p>6. Manufacturing Industries: Types, spatial distribution (Note : on map only) contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. Note : Content mentioned on page no. 74-75 of NCERT, Geography Text book i.e. Aluminium Smelting, Chemical Industries, Fertilizer Industry, Cement Industry is not required to be deliver in class room during instruction.</p> <p>7. Life Lines of National Economy : Importance of means of Communication and transportation, Trade & Tourism (Chapter 7)</p>	<ul style="list-style-type: none"> • Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation. • Discuss various types of conventional and non- conventional resources and their utilization. • Discuss the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas. • Discuss the need for a planned industrial development and debate over the role of government towards sustainable development. • To explain the importance of transport and communication in the ever shrinking world. • To understand the role of trade in the economic development of a country.
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Project / Activity:

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

Posters:

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

Note: Any similar activity may be taken up.

Unit 3: Democratic Politics - II

50 Periods

Themes	Objectives
<p>1&2. Power Sharing & Federalism: 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? (Chapter 1&2)</p> <p>3&4. Democracy and Diversity & Gender, Religion and Caste: 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? (Chapter 3&4)</p> <p>5. Popular Struggles and Movements (Note : Ch-5 is to be done as project work only and will not be evaluated in theory)</p> <p>6. Political Parties: What role do political parties play in competition and contestation? Which are the major national and regional parties in India? (Chapter 6)</p> <p>7. 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? (Chapter 7)</p>	<ul style="list-style-type: none"> • Introduce students to the centrality of power sharing in a democracy. • Understand the working of spatial and social power sharing mechanisms. • Analyse federal provisions and institutions. • Understand the new Panchayati Raj institutions in rural and urban areas. • 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. • Understand the vital role of struggle in the expansion of democracy. • Analyse party systems in democracies. • Introduction to major political parties in the country. • Analyse the role of social movements and 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.

<p>8. 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? (Chapter 8)</p>	<ul style="list-style-type: none"> • 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.
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Unit 4: Understanding Economic Development

50 Periods

Themes	Objectives
<p>1. Development: The traditional notion of development; National Income and Per-capita Income. Growth of National Income - 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>2. Sectors of the Indian Economy: *Sectors of Economic Activities; Historical change in sectors; Rising importance of tertiary sector; Employment Generation; Division of Sectors- Organised and Unorganised; Protective measures for unorganised sector workers. (Chapter 2)</p> <p>3. Money and Credit: Role of money in an economy: 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, chit funds and private finance companies. (Chapter 3) (Note : Ch-3 will also be evaluated in theory)</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. • To make aware of a major employment generating sector. • Sensitise the learner of how and why governments invest in such an important sector. • Familiarize the concept of money as an economic concept. • Create awareness of the role of financial institutions from the point of view of day-to- day life.

<p>4. Globalisation and the Indian Economy: Production across countries, Foreign trade and Interaction of Markets, what is Globalization? Factors, WTO, Impact, Fair Globalization (Chapter 4)</p> <p>5. Consumer Rights: ***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. (Chapter 5)</p>	<ul style="list-style-type: none"> • 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 her rights and duties as a consumer; • Familiarizing the legal measures available to protect from being exploited in markets.
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Suggested Activities / Instructions:

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 are 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 newspapers and consumer courts.

Class - X

Project Work:

05 Periods(5 Marks)

Every student has to compulsorily undertake any one project on the following units / topics.

1. Disaster Management (Pertaining to class Xth curriculum of Disaster Management only).

OR

2. Popular Struggles and Movements

OR

3. Money and Credit

The project have been carefully designed so as to -

- a) Create awareness in learners
- b) Enable them to understand and co-relate all aspects of selected topic
- c) Relate theory with practice
- d) Relation of different aspects with life
- e) Provide hands on experience

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

S.NO.	ASPECTS	MARKS
1.	Content accuracy and originality	1
2.	Presentation and creativity	1
3.	Process of Project Completion : Initiative, cooperativeness, participation and punctuality	1
4.	Viva or written test for content assimilation	2

The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools. A Summary Report should be prepared highlighting:

- o objectives realized through individual or group interactions;
- o calendar of activities;
- o innovative ideas generated in this process ;
- o list of questions asked in viva voce

It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure. The Project Report should be handwritten by the students themselves and comprise of not more than 15 foolscap pages. Records pertaining to projects (internal

assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Subjudiced cases, if any or those involving RTI / Grievances may however be retained beyond three months.

PRESCRIBED BOOKS:

1. India and the Contemporary World-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE

QUESTION PAPER DESIGN - SOCIAL SCIENCE
CLASS - X SESSION 2017-18

S. No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer (SA) 3 Marks	Long Answer (LA) 5 Marks	Total Marks	% Weightage
1	Remembering (Knowledge based simple recall questions, to now specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	--	2	2	16	20%
2	Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	1	2	16	20%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example, or solve a problem)	2	3	2	21	26%
4	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	2	3	1	16	20%
5	Creating, Evaluation and Multi-Creating Evaluation and Multi-Disciplinary (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	--	2	--	6	08%
6	Map	2	1	--	5	06%
	Total	1x9=9	3x12 = 36	5x7 = 35	80	100%

CLASS -X 2017-2018
LIST OF MAP ITEMS FOR SOCIAL SCIENCE

A. History - Outline Political Map of India

Lesson-3 Nationalism in India - (1918 - 1930).

For locating and labelling / Identification.

1. Indian National Congress Sessions:

Calcutta (Sep. 1920)

Nagpur (Dec. 1920)

Madras (1927)

Lahore (1929)

2. Important Centres of Indian National Movement

(Non-cooperation and Civil Disobedience Movement)

(i) Champaran (Bihar) - Movement of Indigo Planters

(ii) Kheda (Gujrat) - Peasant Satyagrah

(iii) Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha

(iv) Amritsar (Punjab) - Jallianwala Bagh Incident

(v) Chauri Chaura (U.P.) - calling off the Non Cooperation Movement

(vi) Dandi (Gujarat) - Civil Disobedience Movement

B. GEOGRAPHY

Outline Political Map of India

Chapter 1: Resources and Development

Identification only: Major soil Types.

Chapter 3: Water Resources

Locating and Labelling -

Dams:

(1) Salal

(2) Bhakra Nangal

(3) Tehri

(4) Rana Pratap Sagar

(5) Sardar Sarovar

(6) Hirakud

(7) Nagarjuna Sagar

(8) Tungabhadra. (Along with rivers)

Chapter 4: Agriculture

Identification only

(a) Major areas of Rice and Wheat.

(b) Largest / Major producer states of Sugarcane; Tea; Coffee; Rubber; Cotton and Jute.

Chapter: 5 Mineral and Energy Resources.

Minerals: (Identification only)

(I) **Iron ore mines:**

Mayurbhanj
Durg
Bailadila
Bellary
Kudremukh

(II) **Mica mines:**

Ajmer
Beawar
Nellore
Gaya
Hazaribagh

(III) **Coal mines :**

Raniganj
Jharia
Bokaro
Talcher
Korba
Singrauli
Singareni
Neyvali

(IV) **Oil Fields :**

Digboi
Naharkatia
Mumbai High
Bassien
Kalol
Ankaleshwar

(V) **Bauxite Deposits:**

The Amarkantak plateau
Maikal hills
The plateau region of Bilaspur- Katni.
Orissa Panchpatmali deposits in Koraput district

(VI) **Mica deposits:**

The Chota Nagpur plateau.
Koderma Gaya - Hazaribagh belt of Jharkhand
Ajmer
Nellore mica belt

Power Plants:

(Locating and Labelling only)

(a) Thermal :

Namrup
Talcher
Singrauli
Harduaganj
Korba
Uran
Ramagundam
Vijaywada
Tuticorin

(b) Nuclear:

Narora
Rawat Bhata
Kakrapara
Tarapur
Kaiga
Kalpakkam

Chapter 6: Manufacturing Industries

Locating and Labelling Only

(1) Cotton Textile Industries:

Mumbai
Indore
Ahmedabad
Surat
Kanpur
Coimbatore
Madurai

(2) Iron and Steel Plants:

Burnpur
Durgapur
Bokaro
Jamshedpur
Raurkela
Bhilai
Vijaynagar
Bhadravati
Vishakhapatnam
Salem

(3) Software Technology Parks:

Mohali
Noida

Jaipur
Gandhinagar
Indore
Mumbai
Pune
Kolkata
Bhubaneshwar
Vishakhapatnam
Hyderabad
Bangalore
Mysore
Chennai
Thiruvananthapuram

Chapter 7 Lifelines of National Economy.

Identification Only: Golden Quadrilateral, North-South Corridor, East-West Corridor.

National Highways:

NH-1
NH-2
NH-7

Locating and Labelling:

Major Ports:

Kandla
Mumbai
Jawahar Lal Nehru
Marmagao
New Mangalore
Kochi
Tuticorin
Chennai
Vishakhapatnam
Paradip
Haldia
Kolkata

International Airports:

Amritsar (Raja Sansi)
Delhi (Indira Gandhi International)
Mumbai (Chhatrapati Shivaji)
Thiruvananthapuram (Nedimbacherry)
Chennai (Meenam Bakkam)
Kolkata (Netaji Subhash Chandra Bose)
Hyderabad (Rajiv Gandhi)

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

CARNATIC MUSIC (VOCAL) THEORY (Code No. 031)
Syllabus for Class - IX

Periods : 135

Marks : 25

- I. Brief history of Carnatic Music with special reference to Saint Purandara dasa, Annamacharya, Bhadrachala Ramadasa, Saint Tyagaraja, Muthuswamy Dikshitar, Syama Shastry and Swati Tirunal.
- II. Definition of the following terms :
Sangeetam, Nada, raga, laya, tala, dhatu, Mathu, Sruti, Alankara, Arohana, Avarohana, Graha (Sama, Atita, Anagata), Svara - Prakruti & Vikriti Svaras, Poorvanga & Uttaranga, Sthayi, vadi, Samvadi, Anuvadi & Vivadi Svara - Amsa, Nyasa and Jeeva.
- III. Brief raga lakshanas of Mohanam, Hamsadhvani, Malahari, Sankarabharanam, Mayamalavagoula, Bilahari, Khamas, Kharaharapriya, Kalyani, Abhogi & Hindolam.
- IV. Brief knowledge about the musical forms.
Geetam, Svarajati, Svara Exercises, Alankaras, Varnam, Jatisvaram, Kirtana & Kirti.
- V. Description of following Talas :
Adi - Single & Double Kalai, Roopakam,
Chapu - Tisra, Misra & Khanda and Sooladi Sapta Talas.

CARNATIC MUSIC (VOCAL) Theory (Code No. 031)
Format of Written Examination for Class - IX

25 Marks

1. Long Answer (Essay)
 - a. Biography 05 Marks
 - b. Musical Forms 05 Marks
 - Short Answers with Examples
 - c. Writing of minimum three Raga-lakshana from prescribed list in the syllabus. 05 Marks
 - d. Description of talas, illustrating with examples. 05 Marks
 - e. Short notes of minimum 05 technical terms from the topic II. 05 Marks
- Note : Examiners should set atleast seven questions in total and the students should answer five questions from them, including two Essays, two short answer and short notes questions based on technical terms (topic-II) will be compulsory.

CARNATIC MUSIC (VOCAL) Practical (Code No. 031)
Syllabus for Class - IX

Periods : 405

Marks : 75

- I. Vocal exercises - Svaravalis, Hechchu and Taggu Sthayi, Alankaras in three degrees of speed.
- II. Simple Geetams - Two Pillari Gitams, two Sadharana Geetams or Sanchari Geetams.
- III. Simple Svaraatis in Khamas and Bilahari raga.
- IV. Four Adi tala Varnams in two degrees of speed.
- V. 6 Keertanas in the ragas prescribed.
- VI. Swarajnanam test in the prescribed ragas and learnt compositions.
- VII. Signing of one Devarnama, one Patriotic song, one Tiruppugazh and one folk song.

CARNATIC MUSIC (VOCAL) Theory (Code No. 031)
Format of Practical Examination for Class - IX

Marks : 75

- | | | |
|----|---|----------|
| 1. | Questions based on vocal exercises in three degrees of speed. | 10 Marks |
| 2. | Geetam - At least two from the syllabus | 10 Marks |
| 3. | Questions based on Swarajatis taught. | 10 Marks |
| 4. | Singing of Varnams in two degrees of speed. | 15 Marks |
| 5. | Questions based on Keertanas learnt. | 20 Marks |
| | a. Rendering of Kirtana | |
| | b. Swarajnanam test | |
| | c. Details of the ragas | |
| 6. | Singing of one or two item from the topic VI | 10 Marks |

CARNATIC MUSIC (VOCAL) THEORY (Code No. 031)
Syllabus for Class - X

Periods : 135

Marks : 25

- I. Brief knowledge of Raga classification.
- II. Brief knowledge of scheme of 72 Melakarta.
- III. Knowledge of Ragas Prescribed - Suddha Dhanyasi, Sriranjani, Suddha Saveri, Bhairavi Keeravani, Kambhoji, Ananda Bhairavi.
- IV. Detailed knowledge of Kriti with explanation of decorative angas, Varnams - Tana Varnam & Pada Varnam.
- V. Rudiments of notation & writings of notations of Varnamas and Geetams.
- VI. Life and contribution of the following 20th Century Composers :
 - a. Kotisvara Iyer
 - b. Papanasam Sivan
 - c. Balamurali Krishna
 - d. G.N. Balasubramaniam
 - e. Lalgudi Jayaraman

CARNATIC MUSIC (VOCAL) Theory (Code No. 031)
Question Format for Class - X

25 Marks

1. Knowledge of writing notations of varnams & Gitams (Compulsory)
2. Knowledge of Ragas prescribed (compulsory)
3. Long Answer (Essay) 72 Melakarta Scheme.
4. Long answer (Essay) Classification of Ragas.
5. Long Answer (Essay) Based on the musical formas prescribed.
6. Short Answer or short notes based on whole syllabus.
7. Life and contribution of anyone composer mentioned in topic-VI.

Note : Question paper should contain at least seven questions, out of which candidates are expected to answer five in all. In which questions based on Notation & Raga-lakshanas are compulsory. All questions carry equal marks.

CARNATIC MUSIC (VOCAL) Practical (Code No. 031)
Practical Format for Class - X Examination

Marks : 75

1. Singing of Alankaras and Swara Exercise in a raga other than Mayamalava Goula in three degrees of speed. 10 marks
2. Rendering of at least four Varnams learnt in two degrees of speed. 20 marks
3. Question based on kriti. 20 marks
 - a. Rendition of Kriti learnt in Adi, Roopak and Chapu talas.
 - b. Swaragyanam test based on the compositions learnt.
4. Short bout of Kalpana Swaras in 1st speed for the compositions mentioned in the syllabus. 10 marks
5. Any one item from Topic IV 05 marks
6. Tuning of Tanpura. 10 marks

CARNATIC MUSIC (VOCAL) Theory (Code No. 031)
Practical Syllabus for Class - X Examination

Marks : 75

- I. Singing of Alankaras and Svaravalis in a Raga other than Mayamalavagaula.
- II. Rendering of taught Varnams (at least four) in two degrees of speed.
- III. Eight Kritis in total using Adi tala, Rupaka and Chapu Tala and at least one in slow tempo Adi tala.
- IV. At least one Devarnama, Bhajan, Tiruppugazh, Patriotic song and one folk song.
- V. Svarajnanam test based on the prescribed ragas and taught compositions.
- VI. Singing Svarakalpana in first speed for the compositions taught in Mohanam, Hamsadhvani, Kharaharapriya, Sankarabharanam, Suddha Saveri, Kalyani and Suddha Dhanyasi.

CARNATIC MUSIC Melodic Instrument - Practical (Code No. 032)
Syllabus for Class - IX

Periods : 405

Max. Marks : 75

- I. Introduction of Svara exercises and Sapta Tala alankaras in two speeds.
- II. Learning of 02 Pillari Geetams, 02 Sadharana Geetams/Sanchari Geetams, 01 Swarajati, 02 Adi Tala Varnams in one speed.
- III. Brief outline of Ragas - Mayamalavagoula, Kalyani, Kharaharapriya, Sankarabharanam, Hamsadhvani, Mohanam & Suddha Dhanyasi.
- IV. Basic techniques and construction of any one of the chosen instrument.
 - a. Violin
 - b. Veena
 - c. Flute
 - d. Mandolin
- V. Rendering of any two of the following :
 - a. Devotional Song
 - b. Folk Song
 - c. Patriotic Song

CARNATIC MUSIC Melodic Instrument - Practical (Code No. 032)
Format for Practical Examination for Class - IX

Max. Marks : 75

- I. Questions based on the rendering of Swara Exercises and Sapta Tala alankaras in two speeds. 15 marks
- II. Questions based on Gitams, Swarajati and Varnam 20 marks
- III. Brief explanation of Ragas from the syllabus. 15 marks
- IV. Questions based on the chosen instrument. 10 marks
- V. Rendering in part or full of the compositions from the topic V. 10 marks
- VI. Reciting the Sahitya or lyric of the compositions learnt. 05 marks

CARNATIC MUSIC Melodic Instrument - Theory (Code No. 032)
Syllabus for Class - IX

Periods : 135

Max. Marks : 25

- I. Brief history of Carnatic music with special reference to Saint Purandara Dasa, Saint Tyagaraja, Muthuswamy Dikshitar, Syama Sastry, Swati Tirunal, Annamacharya and Bhadrachala Ramadasa.
- II. Brief lakshanas of the following ragas :
Mayamalavagoula, Kalyani, Sankarabharanam, Hamsadhavani, Mohanam, Kharaharapriya and Suddha Dhanyasi.
- III. Definitions of the following terms :
Sangeetam, Nada, Arohana, Avarohana, Dhatu, Mathu, Sruti, Sthayi, Alankara, Poorvanga, Uttaranga Laya - Vilamba, Madhya, Dhruva, Svara - Suddha & Vikrita, Raga, Tala, Graha - (Sama, Atita, Anagata), Anya Svara.
- IV. Knowledge of Musical Forms :
Svaravalis - Sarali, Jantai, Dattu, Hechchusthayi - Taggu Sthayi, Alankaras, Geetam and Svarajati.
- V. Ability to describe the following Talas :
Adi, Roopakam and Sooladi Sapta Talas
- VI. Notation of Gitams in Rupaka and Triputa Tala.

CARNATIC MUSIC Melodic Instrument - Theory (Code No. 032)
Format for Examination for Class - IX

Max. Marks : 25

- I. Notation of any one Gitam 5 marks
- II. Brief lakshanas of any one of the ragas learnt. 5 marks
- III. Life and contribution of any one composer from the syllabus 5 marks
- IV. Brief description of two musical forms from the syllabus 5 marks
- V. Ability to describe any tala from the syllabus 5 marks
- VI. Brief description about the construction of any chosen melodic instrument 5 marks
- VII. Short notes of not less than five technical terms from the syllabus 5 marks

Note : Examiners should set minimum seven questions based on the pattern given above and the candidates are expected to answer five questions in all.

CARNATIC MUSIC Melodic Instrument - Theory (Code No. 032)
Syllabus for Class - X

Periods : 135

Max. Marks : 25

1. Raga classification in General.
2. Raga lakshanas of Suddha Saveri, Sriranjani, Kambhoji, Abhogi, Nata, Hindolam and Hari Kambhoji.
3. Writing notations of Adi tala Varna in two speeds and Kirtanas set in Adi and Rupaka tala.
4. An outline knowledge of 72 Melakartas.
5. Detailed knowledge of musical forms Kriti, Kirtana, Jatisvaram and Varnam.

CARNATIC MUSIC Melodic Instrument - Theory (Code No. 032)
Format for the Examination for Class - X

Max. Marks : 25

- I. Long answer - Briefly write the Raga classification in general.
- II. Writing the scheme of 72 Melakarta in detail.
- III. Knowledge of writing detailed description about any one musical forms mentioned in topic V.
- IV. Writing Ragalakshanas briefly about any one of the Raga mentioned in topic II.
- V. Knowledge of writing notation of Adi Tala Varna or any Kirtana covered in syllabus.

Note : Examiners should set at-least seven questions in total and the students should answer five questions from them, including essay, short answers including Ragalakshana, Musical Forms etc. Topic number II & III are compulsory.

CARNATIC MUSIC Melodic Instrument - Practical (Code No. 032)
Syllabus for Class - X

Periods : 405

Max. Marks : 75

- I. Four Adi tala Varnam in two speeds.
- II. Six Keertanas in the prescribed ragas - Sriranjani, Suddha Saveri, kambhoji, Abhogi, Nata, Hindolam and Harikambhoji.
- III. At-least one Jatisvaram and one Svarajati.
- IV. Explanation of the details of the ragas prescribed.
- V. Tuning of the instrument opted for.
- VI. Reciting the Sahitya of the compositions learnt.

CARNATIC MUSIC Melodic Instrument - Practical (Code No. 032)
Format of the Examination for Class - X

Max. Marks : 75

- | | |
|---|----------|
| I. Playing any part of the Varnam learnt in two speeds | 15 marks |
| II. Rendering of the Keertanas from the prescribed syllabus | 18 marks |
| III. Questions based on jatiswaram and Swarajati learnt | 10 marks |
| IV. Explanation of Raga details prescribed | 10 marks |
| V. Tuning of Instrument opted for | 12 marks |
| VI. Reciting the Sahitya (or) Lyric for the compositions learnt | 10 marks |

CARNATIC MUSIC Percussion - Theory (Code No. 033)
Syllabus for Class - IX

Periods : 135

Max. Marks : 25

1. Definition of the following terms :
Tala, Laya, Avartana, Kala, Kaala, Graha (Atita - Anagata - Sama), Nada, Sangeetam, Svaram, Sthay Raga, Alankara, Arohana, Avarohana, Uttaranga and Purvanga.
2. Brief history of Carnatic music with reference to Purandara Dasa, Tyagaraja, Muthuswamy, Dikshitar and Syama Sastry.
3. Basic knowledge of opted instrument.
4. Description and writing notation of sollukattus in Adi, Rupakam and chapu talas (all varieties).
5. Brief lakshanas of musical forms - Geetam Svarajati, Varnam.

CARNATIC MUSIC - Percussion Theory (Code No. 033)
Format for Theory Examination for Class - IX

Max. Marks : 25

1. Life and contribution of any one of the composers mentioned in topic II. 5 marks
2. Construction and playing techniques of opted percussion instrument 5 marks
3. Writing in notation, the Sollukattus for Adi/Roopakam/Chapu Talas 5 marks
4. Briefly explaining the lakshanas of any one of the Musical Term from topic V 5 marks
5. Writing short - notes on five technical terms from the syllabus 5 marks

Note : Examiner should give internal choice for all the question set up.

CARNATIC MUSIC - Percussion Practical (Code No. 033)
Syllabus for Class - IX

Periods : 405

Max. Marks : 75

1. Ability to recite Sollukattus for the prescribed talas with varieties and in at-least three speeds.
2. Ability to play Sollukattus (simple) in Adi, Rupaka and Chapu Tala varieties.
3. Reciting the Sapta Tala Alankaras in three degrees of speed.
4. Questions based on the construction and playing techniques adopted for Kanjira and Ghatam.
5. Basic technical knowledge adopted for Mridangam play and short bouts of accompanying in the format of Tattakaramas for Janta Svaras, Patterns, alankarams, geetam, svarajatis.

CARNATIC MUSIC - Percussion Practical (Code No. 033)
Format for Practical Examination for Class - IX

Max. Marks : 75

1. Reciting of Sollukattus for the prescribed talas with varieties at-least in three speeds. 15 marks
2. Ability to play simple Sollukattus for Adi, Roopaka and Chapu tala varieties. 15 marks
3. Reciting the Sapta tala alankaras in three degrees of speed. 15 marks
4. Questions based on the construction and playing techniques adopted in Khanjira and Ghatam. 10 marks
5. Ability to explain the special technical knowledge, employed in Mridangam and following it up with Tattakaram accompaniment for Janta Svaras, Alankaras, Geetam and Swarajatis. 20 marks

CARNATIC MUSIC - Percussion Theory (Code No. 033)
Syllabus for Class - X

Periods : 135

Max. Marks : 25

- I. Knowledge about the structure and components of the instruments opted for.
- II. Playing techniques adopted for Sapta tala alankaras in three speeds.
- III. 16 Angas of Talas, Korvai, Koraippu etc.
- IV. Basic knowledge of Jaati and Gati Bhedas or Variations.
- V. A brief outline of different schools of playing Mridangam.
- VI. Life sketch and contribution of
 - a. Palghat Mani Iyer and
 - b. Plani Subramania Pillai
- VII. A short outline knowledge of principles of practical performance.

CARNATIC MUSIC - Percussion Theory (Code No. 033)
Format for Theory Examination for Class - X

Max. Marks : 25

- I. Illustration of the structure and components of the instruments with the help of a diagram.
- II. Explanation of the playing techniques adopted for Sapta Tala alankaras in three speeds.
- III. Knowledge of Shodasanga, Korvai, Kuraippu etc.
- IV. Knowledge of Jaati and Gati bhedas.
- V. Brief knowledge of different schools of Mridangam playing.
- VI. Knowledge of life and contribution of Palghat Mani Iyer and Palani Subramaniam Pillai.
- VII. Outline knowledge of principles of Practical Performance.

Note : Examiners can put seven questions from the above topics and the candidates should attempt five questions in all. All the questions carry equal marks.

CARNATIC MUSIC - Percussion Practical (Code No. 033)
Syllabus for Class - X

Periods : 405

Max. Marks : 75

- I. Knowledge of tuning Mridangam.
- II. To prepare and play Sollukattu for Adi, Rupaka, Triputa and Khanda Chapu talas.
- III. Accompaniment for musical form like Varnam, Kriti, jatiswaram, Padam and Tillana.
- IV. Knowledge to prepare Mohra and Morvai in Adi, Rupaka, Chapu and Triputa talas.
- V. Play “Tani Avartanam” for at-least 6 to 8 avartanas in simple talas.

CARNATIC MUSIC - Percussion Practical (Code No. 033)
Format for Practical Examination for Class - X

Max. Marks : 75

- I. Ability to tune Mridangam. 10 marks
- II. Ability to prepare and recite Sollukattu for Adi, Rupaka, Triputa and Khanda Chapu talas. 20 marks
- III. Knowledge about the way of accompaniment for musical forms like Varnam, kriti, Jatiswaram, Padam and Tillana. 15 marks
- IV. Preparation of Mohra and Korvai in Adi, Rupaka, Triputa and Chapu talas. 20 marks
- V. Ability to play “Tani Avartanam” for at-least 6 to 8 avartanas in simple talas. 10 marks

HINDUSTANI MUSIC VOCAL (Code - 034)
Examination Structure for Assessment Class IX

TOTAL: 100 Marks

Theory

Time: 03 hours

25 Marks

1. Five questions to be set with internal choice covering the entire syllabus.
2. Out of five questions, one question of composition in notation from the prescribed Ragas will be compulsory.
3. All the questions will carry five marks each.

Practical

75 Marks

Time: 15-20 Minutes for each candidate

1. Examiners are requested to ask the questions directly related to the syllabus.
2. Marks should be awarded in accordance with the marking scheme.

Distribution of Marks

Sr. No.	Value Points	Marks
1	Alankaras set to all prescribed Ragas and Talas	03
2	One Swarmalika and one Lakshan Geet	04x02=08
3	Aaroha, Avaroha, Pakad and Drut Khayal with few Aalaps and Tanas in each prescribed Raga	10x04=40
4	Identification of prescribed Ragas from the passages of Swaras rendered by the examiner	08
5	Any three of the following: i. National Anthem ii. National Song iii. Patriotic Song iv. Community Song v. Devotional Song vi. Folk or Tribal Song	02x03=06
6	Recitation of the Thekas of the prescribed Talas with dugun	02x05=10

HINDUSTANI MUSIC VOCAL (Code - 034)
Examination Structure for Assessment Class X

TOTAL: 100 Marks

Theory

Time: 03 hours

25 Marks

1. Five questions to be set with internal choice covering the entire syllabus.
2. Out of five questions, one question of composition in notation from the prescribed Ragas will be compulsory.
3. All the questions will carry five marks each.

Practical

75 Marks

Time: 20-25 Minutes for each candidate

1. Examiners are requested to ask the questions directly related to the syllabus.
2. Marks should be awarded in accordance with the marking scheme.

Distribution of Marks

Sr. No.	Value Points	Marks
1	One Vilambit Khayal with simple elaborations in prescribed Raga	12
2	Aaroha, Avaroha, Pakad and Drut Khayal with simple elaborations and few Tanas in each prescribed Raga	10x04=40
3	i. Devotional Song ii. Patriotic Song	02x02=04
4	i. Folk Song ii. Tribal Song	02½ x 02 = 05
5	Identification of prescribed Ragas from the passages of Swaras rendered by the examiner.	04
6	Recitation of the Thekas of the prescribed Talas with dugun	02½ x 04 = 10

HINDUSTANI MUSIC
VOCAL (Code - 034) Class IX

TOTAL: 100 Marks

Theory

Time: 03 hours

25 Marks

1. Describe the following:
Sangeet, Dhvani, Nada, Shruti, Swara, Saptak, Thaata, Jati.
2. Define the following:
Raga, Aaroha, Avaroha, Pakad, Vadi, Samvadi, Anuvadi, Vivadi.
3. Describe the following:
Bandish, Sthai, Antara, Swarmalika, Lakshan Geet, Khayal.
4. Define the following:
Laya, Tala, Matra, Sam, Tali, Khali, Vibhag, Avartan.
5. An outline history of Hindustani Music of Modern period with special reference to the works of Pt. Vishnu Narayan Bhattacharya and Pt. Vishnu Digambar Paluskar.
6. Notation system of Pt. V. D. Paluskar and Pt. V. N. Bhattacharya.
7. Description of the following Ragas:
 - i. Alhaiya Bilawal
 - ii. Yaman
 - iii. Bhairav
 - iv. Kafi
8. Ability to do notation of compositions in prescribed Ragas.
9. Description and ability to do Tala-Notation of the following Talas:
Teentala, Ektala, Jhaptala, Keharwa, Dadra

Practical

75 Marks

1. Six Alankaras set to all prescribed Ragas and Talas.
2. One Swarmalika and one Lakshan Geet in each prescribed Raga.

3. Aaroha, Avroha, Pakad and Drut Khayal with few Alaps and Tanas in the following Ragas:
Alhaiya Bilawal, Yaman, Bhairav and Kafi.
4. Identification of prescribed Ragas from the passages of swaras rendered by the examiner.
5.
 - i. National Anthem
 - ii. National Song
 - iii. Patriotic Song
 - iv. Community Song
 - v. Devotional Song
 - vi. Folk or Tribal Song
6. Recitation of the Thekas of the following Talas with Dugun, keeping Tala with hand-beats:
Teentala, Ektala, Jhaptala, Kehrwa, Dadra.

HINDUSTANI MUSIC
VOCAL (Code - 034) Class X

TOTAL: 100 Marks

Theory

Time: 03 hours

25 Marks

1. Define the following:
Aalap, Tana, Meend, Kan, Khatka, Murki
2. Describe the following:
Dhamar, Tarana, Thumri, Lokgeet
3. Origin and development of Dhrupad and Khayal.
4. Basic knowledge of the structure and tuning of Tanpura.
5. Detail study of the following Ragas:
 - i. Bhupali
 - ii. Khamaj
 - iii. Durga
 - iv. Des
6. Ability to do notation of compositions in prescribed Ragas.
7. Brief life sketch and contribution to music of Miyan Tansen, Sadarang and Ustad Faiyaz Khan.
8. Description and Tala - Notation of the following Talas with dugun:
Tilwada, Chautala, Sultala, Rupak.

Practical

75 Marks

1. One Vilambit Khayal with simple elaborations in any one of the prescribed Ragas.
2. Aaroha, Avaroha, Pakad and Drut Khayal with simple elaborations and few Tanas in the following Ragas:
 - i. Bhupali
 - ii. Khamaj
 - iii. Durga
 - iv. Des

3.
 - a. Devotional Song
 - b. Patriotic Song
4.
 - a. Folk song
 - b. Tribal Song
5. Ability to recognize the prescribed Ragas from the passages of Swaras rendered by the examiner.
6. Recitation of the Thekas of the following Talas with dugun, keeping Tala with hand-beats:
 - i. Tilwada
 - ii. Chautala
 - iii. Sultala
 - iv. Rupak

HINDUSTANI MUSIC MELODIC INSTRUMENTS (Code - 035)
Examination Structure for Assessment Class IX

TOTAL: 100 Marks

Theory

Time: 03 hours

25 Marks

1. Five questions to be set with internal choice covering the entire syllabus.
2. Out of the five questions, one question of compositions in Notation from the prescribed Ragas will be compulsory.
3. All questions will carry Five Marks each.

Practical

75 Marks

Time: 15-20 Minutes for each candidate

1. Examiners are requested to ask the questions directly related to the syllabus.
2. Marks should be awarded in accordance with the marking scheme.

Distribution of Marks

Sr. No.	Value Points	Marks
1	Chalan set to all Ragas	06
2	Alankaras set to Ragas and Talas	04
3	Aaroha, Avroha, pakad, Drut gat with few Toads in each prescribed Raga	10x04=40
4	Identification of prescribed Ragas from the passages of swaras rendered by the examiners	08
5	Dhun and Folk Dhun	07
6	Recitation of Thekas of prescribed Talas with Dugun	02x05 =10

HINDUSTANI MUSIC MELODIC INSTRUMENTS (Code - 035)
Examination Structure for Assessment Class X

TOTAL: 100 Marks

Theory

Time: 03 hours

25 Marks

1. Five questions to be set with internal choice covering the entire syllabus.
2. Out of the five questions, one question of compositions in Notation from the prescribed Ragas will be compulsory.
3. All questions will carry Five Marks each.

Practical

75 Marks

Time: 20-25 Minutes for each candidate

1. Examiners are requested to ask the questions directly related to the syllabus.
2. Marks should be awarded in accordance with the marking scheme.

Distribution of Marks

Sr. No.	Value Points	Marks
1	One Maseet Khani Gat in Prescribed Raga	12
2	Aaroha, Avroha, Pakad, Drut Gat with few Todas and Jhala in each prescribed Raga	10x04 = 40
3	National Anthem on Instrument opted for	04
4	Dhun and Folk Dhun	05
5	Identification of prescribed Ragas from the passages of Swaras rendered by the examiners	04
6	Recitation of Thekas of prescribed Talas with Dugun	10

HINDUSTANI MUSIC MELODIC INSTRUMENTS (Code - 035)
Class IX

TOTAL: 100 Marks

Theory

Time: 03 hours

25 Marks

1. Describe the following:
Sangeet, Dhvani, Nada, Shruti, Swara, Saptak, Thaata, Jati.
2. Define the following:
Raga, Aroha, Avroha, Pakad, vadi, Samvadi, Anuvadi, Vivadi.
3. Describe the following:
Gat, Sthai, Antara, Swarmalika, Lakshan Geet and Khayal
4. Define the following:
Laya, Tala, Matra, Sam, Tali, Khali, Vibhag, Avartan.
5. An outline history of Hindustani Music of modern period with special reference to the works of Pt. Vishnu Narayan Bhattachande and Pt. Vishnu Digambar Paluskar.
6. Notation system of Pt. V.D. Paluskar and Pt. V. N. Bhattachande
7. Description of the following Ragas:
Alhaiya Bilawal, Yaman, Bhairav, Kafi.
8. Ability to do notation of compositions in prescribed Ragas.
9. Description and ability to do Tala-Notation of the following Talas:
Teentala, Ektala, Jhaptala, Keharwa, Dadra

Practical

75 Marks

1. Six chalan set to all prescribed Ragas.
2. Eight Tala-baddha Alankaras set to all prescribed Ragas and Talas.
3. Aaroha, Avaroha, Pakad, Drut Gat with few Todas in the following Ragas:
Alhaiya Bilawal, Yaman, Bhairav, Kafi.
4. Identification of prescribed ragas from the passages of swaras rendered by the examiner.
5. a. Two Dhuns
b. Two Folk Dhuns
6. Recitation of the Thekas of Teentala, Ektala, Jhaptala, Keharwa, Dadra with Dugun, keeping Tala with hand beats.

HINDUSTANI MUSIC MELODIC INSTRUMENTS (Code - 035)
Class X

TOTAL: 100 Marks

Theory

Time: 03 hours

25 Marks

1. Define the following :
Aalap, Tana, Meend, Kan, Khatka, Murki.
2. Describe the following:
Dhrupad, Dhamar, Thumri, Masitkhani Gat, Razakhani Gat, lok Dhun.
3. Origin and development of the instrument opted for.
4. 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
5. Detailed study of the following Ragas:
Bhupali, Khamaj, Durga, Des
6. Ability to do notation of compositions in prescribed ragas.
7. Brief life sketch and contribution to music of Miyan Tansen, Ustad Allaudin Khan and Inayat Khan.
8. Description and Tala notation of the following Talas with Dugun.
Tilwada, Chautala, Sultala, Rupak.

Practical

75 Marks

1. One Maseetkhani Gat with simple Todas in any one prescribed ragas.
2. Aaroha, Avroha, pakad and Drut Gat with Tana and Jhala in the following ragas:
Bhupali, Khamaj, Durga, Des
3. Ability to play National Anthem on the instrument opted for.
4.
 - a. Two Dhuns
 - b. Two Folk Dhuns
5. Ability to recognize the prescribed Ragas from the passages of swaras rendered by the examiner.
6. Recitation of the Thekas of the following Talas with Dugun, keeping Tala with hand beats:
Tilwada, Chautala, Sultala, Rupak

HINDUSTANI MUSIC PERCUSSION INSTRUMENTS (Code - 036)
Examination Structure for Assessment Class IX

TOTAL: 100 Marks

Theory

Time: 03 hours

25 Marks

1. Five questions to be set with internal choice covering the entire syllabus.
2. Out of the five questions, one question of compositions in Notation from the prescribed Talas will be compulsory.
3. All questions will carry five marks each.

Practical

75 Marks

Time: 15-20 Minutes for each candidate

1. Examiners are requested to ask the questions directly related to the syllabus.
2. Marks should be awarded in accordance with the marking scheme.

Distribution of Marks

Sr. no.	Value Points	Marks
1	Basic techniques and bols of Tabla or Pakhawaj.	07
2	Kayadas or Relas, Tihai Sadharan Tukras or Parans Chakradar Tukras or Parans Mukharas and Damdar Tihais in Teentala or Aditala.	10
3	Kayada or Rela, Paltas, Tihai Tukras or Parans in Jhaptala or Sultala	10
4	Advance Kayadas, Paltas, Tihai Tukras or Parans, Damdar and Bedamdar Tihais in Teentala or Aditala.	10
5	Thekas of Teentala or Aditala, Jhaptala or Sultala, Ektala or Chartala	08
6	Thekas of Ektala, Keharwa and Dadra	05
7	Variations of Thekas in prescribed Talas	05
8	Solo Performance	20

HINDUSTANI MUSIC PERCUSSION INSTRUMENTS (Code - 036)
Examination Structure for Assessment Class X

TOTAL: 100 Marks

Theory

Time: 03 hours

25 Marks

1. Five questions to be set with internal choice covering the entire syllabus.
2. Out of the five questions one question of compositions in Notation from the prescribed Talas will be compulsory.
3. All questions shall carry five marks each.

Practical

75 Marks

Time: 15-20 Minutes for each candidate

1. Examiners are requested to ask the questions directly related to the syllabus.
2. Marks should be awarded in accordance with the marking scheme

Distribution of Marks

Sr. no.	Value Points	Marks
1	Kayadas or Relas, Paltas, Tihai, Chakradar Tukras or Parans in Ektala or Chautala	15
2	Laggi in Keharwa and Dadra	05
3	Kayada or Rela, Chakradar Tukras or Parans in Jhaptala or Sultala	10
4	Adalaya Kayada or Rela, Farmaishi Chakradar, Gat, Stuti Parans in Teentala or Aditala	10
5	Thekas Teentala or Aditala, Jhaptala or Sultala Rupak or Tevra Ektala or Chautala	05
6	Kayadas , Paltas, Tihais, Relas, Tukras, Parans	05
7	Accompaniment with Bhajan and Geet	05
8	Solo Performance	20

HINDUSTANI MUSIC PERCUSSION INSTRUMENTS (Code - 036)
Examination Structure for Assessment Class IX

TOTAL: 100 Marks

Theory

Time: 03 hours

25 Marks

1. Definition of the following:
Tala, Laya, Matra, Vibhag, Sam, Tali, Khali, Avartan, Theka, Kayada or Rela, Palta, Tihai, Tukra Chakradar, Mukhara and Paran.
2. Basic knowledge of own instruments (Tabla or Pakhawaj) its structure and its various parts.
3. Elementary knowledge of the origin of Tabla or Pakhawaj.
4. Elementary knowledge of various Gharanas of Tabla or Pakhawaj.
5. Notation system of Pt. V.N. Bhattachande and Pt. V. D. Paluskar.
6. Description and ability to do Tala Notation with Thah and Dugun Laya in Teentala, Jhaptala, Ektala, Keharwa and Dadra.
7. Notation of two Kayadas in Teentala with four Paltas and Tihai.
8. Ability to write Rela, Chakradar Paran and Mukhara in Tala Notation system.
9. An outline History of Hindustani Music of Modern Period with special reference to the works of Pt. V.N. Bhattachande and Pt. V. D. Paluskar.

Practical

75 Marks

Time: 15-20 Minutes for each candidate

1. Knowledge of basic techniques and bols of Tabla or Pakhawaj and ability to do combinations of syllabus.
2. Ability to play Four Kayadas or Rela with four paltas and Tihai. Two sadharan Tukras or Parans, Two Chakradar Tukras or Parans, Two Mukharas, Two Damdar Tihais in Teentala or Adi Tala.
3. Ability to play One Kayada or Rela in Jhaptala or Sultala with four paltas and Tihai, One Tukra or Paran and One Damdar Tihai.
4. Ability to play Two Advance Kayadas or Relas, Two Advance Chakradar Tukras or Parans, One Damdar and One Bedamdar Tihai in Teentala or Adi tala.
5. Ability to play Thekas of Teentala or Aditala, Jhaptala or Sultala, Ektala or Chautala with Thah and Dugun laya.
6. Ability to play Ektala, Keharwa and Dadra with two variations in Thah and Dugun Layas.
7. Ability to play variations of Thekas in prescribed Talas.
8. Solo performance at least 8-10 minutes in Teentala.

HINDUSTANI MUSIC PERCUSSION INSTRUMENTS (Code - 036)
Examination Structure for Assessment Class X

TOTAL: 100 Marks

Theory

Time: 03 hours

25 Marks

1. Define the following:
Farmaishi Chakradar, Gat and its varieties, Laggi & Laddi, Mukhara & Mohara.
2. Short notes on Graha, Marg and Kriya.
3. Origin and development of Tabla or Pakhawaj.
4. Study of Tripuskar Vadya with special reference to Natyashastra.
5. Salient feature of various Gharanas of Tabla or Pakhawaj.
6. Detail study of Delhi and Ajrada Gharana of Tabla or Kudau Singh Gharana of Pakhawaj.
7. Short notes on Farukhabad Gharana and Lucknow Gharana of Tabla or Nana Panse Gharana of Pakhawaj.
8. Ability to write: Kayada or Rela, Tukra, Farmaishi Chakradar and Gat or Paran in Teentala or Adi Tala and Jhaptala or Sultala with Tala Notation system.
9. Ability to write the Kayada or Rela in Ektala or Chautala with Tala notation system.
10. Ability to write the Thekas of Jhaptala or Sultala, Ektala or Chautala in Thah, Dugun and Chaugun laya.
11. Write one Kayada of Delhi Gharana in Teentala with Tala Notation system or Rela in Adi Tala.

Practical

75 Marks

Time: 15-20 Minutes for each candidate

1. Ability to play:
 - a. Two Kayads or Relas in Ektala or Chautala with four Paltas and Tihai.
 - b. Two Chakardar Tukras or Parans and one simple Tihai in Ektala or Chautala.
 - c. Two Laggis in Keharwa and One in Dadra Tala.
2. Ability to play two Kayadas or Rela, one Chakradar Tukra or Paran in Jhaptala or Sultala.
3. One Adalaya Kayada or Rela, Four advance Kayadas or Relas, One Farmaishi Chakardar and one Gat or Stuti Paran in Teentala or Aditala.
4. Ability to play varieties of Thekas in Teentala or Adi Tala, Jhaptala or Sultala, Rupak or Teevra and Ektala or Chautala.
5. Ability to play Kayada, Paltas, Tihai, Relas, Tukra, Paran, Chakardar in Teentala or Adi Tala, Jhaptala or Sultala, Ektala or Chautala.
6. Ability to do accompaniment with Bhajan and Geet.
7. Solo performance with lehara at least 08-10 minutes in Teentala or Adi Tala and 02-03 minutes in Jhaptala or Sultala.

(B) Painting Code No. 049
Class - IX

One Paper
3 Hours

270 Periods
100 Marks

Learning outcomes / Objectives :

Students opting painting as an additional subject are able to :

- Develop their aesthetic sense.
 - Appreciate the beauty in lines, forms and colours.
 - Understand the fundamentals of Visual Arts. (Elements and Principles) ability to apply them to a specific aesthetic intent.
 - Get the knowledge and skills in the use of basic tools, medium and techniques required to works from concept to finished product.
 - Develop memory and observation power through the study / exercise in still life and painting composition.
 - Develop their mental faculties for proper maintenance and arrangements of things in their painting practicals as well as in their life.
- i. Still life study
- Study of a group of two or three arranged object from a fixed point of view in colours. Group may include, vegetables, foliage and objects of daily use.
- ii. Simple composition based on any one form of folk Art / Tribal Art such as Madhubani, Warli, Alpana, Rangoli, Mandarna etc.
- iii. Sketches from life and nature in pencil and Ink.
- iv. Submission of portfolio consisting of five selected works done during the year.

Marking Scheme

100 Marks

- i. (a) Accurate drawing with proper composition of objects. (20)
- (b) Compositional arrangement with due emphasis on the subject matter. (20)
- ii. Treatment of media (colours) with an appropriate colour scheme in still life one painting composition. (10)
- iii. Originality, Creativity and overall impression (10)
- iv. Sketches from life and nature in pencil and ink. (20)
- v. Submission of part-portfolio consisting of 10 selected works done during the year. (5 still-life and 5 painting-composition) (20)

(B) Painting (Code : 049)
Class - X

One Paper

270 Periods

3 Hours

100 Marks

*** Learning outcomes / objectives :**

Students opt painting as an additional subject are able to :

- Develop their aesthetic sense.
- Appreciate the beauty in line, forms and colours.
- Understand the fundamentals of visual Arts (Elements and Principles) ability to apply them to a specific aesthetic intent.
- Get the knowledge and skills in the use of basic tools, medium and techniques required to works from concept to finished product.
- Develop memory and observation power through the study / exercise in still life and painting composition.
- Develop their mental faculties for proper maintenance and arrangements of things in their Painting practicals as well as in their life.

Painting from memory

Simple composition in (Water / paster / pastel) Colours on given subjects based on sketching from life and nature. It may also be in abstract / semi-abstract / folk art forms.

Class - X

Marking Scheme :

100 Marks

- | | | |
|------|--|------|
| i. | Compositional arrangement with due emphasis on the subject matter. | (40) |
| ii. | Treatment of media (colours) with appropriate colour scheme. | (30) |
| iii. | Creativity, originality and overall impression. | (30) |

Home Science (Code No. 064)
Class - IX (2017-18)

Course Structure: Theory & Practical

Theory : 75 Marks

Time: 3 Hrs.

Practical : 25 Marks

No.	Units	Marks	No. of Pd.
1	Concept and scope of Home Science Education and recent trends	03	05
2	Human growth & Development - I	10	25
3	Family and Values	08	20
4	Food, Nutrition and Health	17	45
5	Fiber and Fabric	15	34
6	Resource Management	15	34
7	Measures of Safety and Management of Emergencies	07	17
	Total	75	180
	Practical	25	40
	Grand Total	100	220

Unit I : Concept and scope of Home Science Education and recent trends **05 Pd**

- a) Concept of Home science
- b) Fields of Home Science
- c) Relevance of study of Home Science and career options
- d) Recent trends

Unit II : Human Growth & Development - I **25 Pd**

- a) Concept of growth and development
- b) Principles of growth and development
- c) Factors affecting growth and development (environmental and heredity)
- d) Age specific milestones (Birth to adolescence)

Unit III : Family and Values **20 Pd**

- a) Concept and types of family
- b) Role of family in Holistic development of an individual (Physical, Social, Psychological and spiritual)
- c) Ethical and value based society (need for happy family, respect and care for each member of family, Dignity of labour, work distribution within the family)
- d) Importance of Girl Child.

- e) Influence of various factors on a family : Globalisation, urbanisation, migration, technology and media.

Unit IV : Food, Nutrition and Health **45 Pd**

- a) Definition of food, nutrition, nutrient, Health and nutritional status.
- b) Food and its functions (Physiological, social and psychological)
- c) Nutrients : sources and functions
- d) Relationship of food, health and diseases
- e) Malnutrition : concepts and components (over nutrition and under nutrition)
- f) Concept of Balanced Diet
- g) Methods of cooking and processing
- Cooking methods : Dry methods, moist methods, combination methods
 - Processing methods : Germination, Fermentation, Mutual supplementation / Combination
 - Conservation of nutrients while cooking and processing

Unit V : Fibre and Fabric **34 Pd**

- a) Definition of Fiber and Yarn
- b) Classification of fiber on the basis of origin and length
- c) Characteristics of fibers : feel, appearance, colour fastness, length, strength, absorbency, shrinkage, elasticity, effect of heat and sunlight.
- d) Methods of construction of fabric - brief description of weaving, knitting and felting.
- e) Selection of fabric : Factors affecting selection of fabric (age, purpose, occupation, fashion, figure, climate, comfort and cost).

Unit VI : Resource Management **34 Pd**

- a) Resources : Definition and characteristics
- b) Types of resources (Human : Time, Energy, Knowledge and attitude
Non-Human : Money, materialistic goods and community resources)
- c) Waste Management - Need to refuse, reduce, reuse, repair and recycle waste.
- d) Proper disposal of kitchen waste (Biodegradable : Composting, Vermicomposting, biogas and bagass. Non Biodegradable : Inceneration, Land fills and recycle)

Unit VII : Measures of Safety and Management of Emergencies **17 Pd**

- a) Accident prone / Unsafe Zones at home
- b) Need of safety at home
- c) Measures of safety against burns, electric shocks, cuts, fractures, bites, poisoning
- d) First Aid : Concept and Importance

Practicals

40 Periods

25 Marks

[Distribution of Marks : 3 Marks per unit (Unit No. 2 - 7)]

- 1) Observation of motor skills in three year old child.
- 2) Behavioural changes in an adolescent through observation method among peer group.
- 3) Role of family members : collage / chart etc.
- 4) Design educational games specific to functions / sources of nutrients.
- 5) Identification and use of kitchen tools and appliances : at least any five e.g. refrigerator, cooking gas, mixer-grinder, microwave, smokeless chulas, pressure cooker etc.
- 6) Weights and measures : Equivalents / conversions of Ounce, gram, cup, teaspoon, tablespoon, how to use a kitchen weighing scale.
- 7) Identification of fruits, vegetables, spices, oils, sugars, cereals, and lentils.
- 8) Food processing method demonstration : Germination and Fermentation.
- 9) Collection and Identification of fabrics, physical and burning tests.
- 10) Take a case study of a house for disposal of kitchen waste and encourage segregation of biodegradable and non biodegradable waste, through creating slogans / posters etc.
- 11) Prepare a first aid kit and practice giving first aid for burns, cuts, bites, fractures, electric shocks. (group activity)
- 12) File work 4 Marks
- 13) Viva Voce 3 Marks

Home Science (Code No. 064)
Class - X (2017-18)

Course Structure: Theory & Practical

Theory : 75 Marks

Time: 3 Hrs.

Practical : 25 Marks

No.	Units	Marks	No. of Pd.
1	Human Growth & Development - II	13	30
2	Management of Resources	13	30
3	Food and Personal Hygiene	08	18
4	Meal Planning	15	42
5	Food Safety and Consumer Education	13	30
6	Care and Maintenance of Fabrics and Apparel	13	30
	Total	75	180
	Practical	25	40
	Grand Total	100	220

Unit I : Human growth & development II (30 periods)

- a) Play (0-5 years), role of play in growth & development of children. Types of play-active, passive, natural, serious and exploratory, selection of play material for children.
- b) Childhood. Adolescents and Adulthood : Special Features.
- c) Problems of Adolescents
- d) Old Age : Need of care

Unit II : Management of Resources : Time, Energy & Money (30 periods)

- a) Time Management - Definition & Importance
- b) Time plans - Factors affecting time plan
- c) Energy Management : Definition and Importance
- d) Fatigue and work Simplification
- e) Family Income & Types : Expenditure & Importance of Saving and Investment Schemes (Only Listing)

Unit III : Food & Personal Hygiene (18 periods)

- a) Principles of hygienic handling of food, including serving of food.
- b) Hygiene in kitchen
- c) Personal hygiene of food handler
- d) Hygiene during food storage

Unit IV : Meal Planning**(42 periods)**

- a) Concept of Meal Planning
- b) Factors affecting meal planning : age, sex, climate, occupation, cost of food items, number of family members, occasion, availability of food, family traditions, likes and dislikes
- c) Basic food groups
- d) Use of food groups in planning balanced diet, in context of self. RDA-ICMR (2010) and its uses in family diets
- e) Therapeutic adaptations of normal diet : Based on consistency and cooking methods

Unit V : Food Safety and Consumer Education**(30 periods)**

- a) Food Safety, mal-practices of traders, price variation, poor quality, Faulty weights and measures, non-availability of goods, misleading information, lack of standardized products
- b) Food adulteration : Concept, adulterants & harmful effects of adulteration, FSSAI Standards (2006)
- c) Consumer Rights and problems faced by consumer, redressal and rights (Listing)
- d) Sources of Consumer Education - Govt & Non-Govt. Agencies (Only listing)

Unit VI : Care and Maintenance of Fabrics and Apparel**(30 periods)**

- a) Cleaning and finishing agents used in routine care of clothes.
- b) Stain Removal
- c) Storage of cotton, silk, wool and synthetics
- d) Ready made garments, selection, need and workmanship

Practicals

40 Periods

25 Marks

(Distribution of Marks : 3 Marks per Unit)

1. Make suitable play material for children between 0-3 years (work in a pair)
2. Plan a balanced diet to self (only one meal).
3. Prepare a time plan to self for one day.
4. Prepare a report on any five mal practices you have observed in the market.
5. Undertake a market survey and collect five (5) food labels, analyze them and illustrate the labels.
6. Remove common stains of curry, paint, ball pen ink, grease, lipstick, tea and coffee.
7. List five areas of agreement and disagreement each with parents, siblings and friends, and present the solutions to class.
8. Examine positive & negative qualities of one readymade and one tailor made garment.
9. Prepare a care label for a readymade garment according to its fabric and design.
10. Practical File. 4 Marks
11. Viva Voce. 3 Marks

Home Science (Code No. 064)
Class - IX & X (2017-18)
Design of the Question Paper

The weightage of the distribution of marks over different dimensions of the question paper for classes IX & X shall be as follows :

Time: 3 Hrs.

Theory : 75 Marks

Practical : 25 Marks

A. Weightage of Content-Unit-Class : IX (2017-18)

No.	Units	Marks
1	Concept and scope of Home Science Education and recent trends	03
2	Human growth & Development - I	10
3	Family and Values	08
4	Food, Nutrition and Health	17
5	Fiber and Fabric	15
6	Resource Management	15
7	Measures of Safety and Management of Emergencies	07
	Total	75
	Practical	25
	Grand Total	100

B. Weightage of Content-Unit-Class : X (2017-18)

Time: 3 Hrs.

Theory : 75 Marks

Practical : 25 Marks

No.	Units	Marks
1	Human Growth & Development - II	13
2	Management of Resources	13
3	Food and Personal Hygiene	08
4	Meal Planning	15
5	Food Safety and Consumer Education	13
6	Care and Maintenance of Fabrics and Apparel	13
	Total	75
	Practical	25
	Grand Total	100

HOME SCIENCE (CODE NO. 064)
QUESTION PAPER DESIGN
CLASS-IX (2017-18), CLASS-X (2017-18)

S. No.	Typology of Questions	Learning Outcomes & Testing Skills	Very Short Answer (1 Mark)	Short Answer-I (2 Marks)	Short Answer-II (4 Marks)	Case Study and Picture based (3 marks)	Long Answer (LA) (5 marks)	Marks	%
1.	Remembering (Knowledge based Simple recall questions, to know specific facts, terms concepts, principles, or theories, Identify, define, or recite, information)	Reasoning Analytical skills Critical Thinking	3	1	1	-	-	09	12
2.	Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)		1	1	1	-	1	12	16
3.	Application (Use abstract information in concrete situation, to apply knowledge to new situations. Use given content to interpret a situation, provide an example, or solve a problem.		1	2	2	-	1	18	24
4.	Higher Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)		1	2	2	-	1	18	24

5.	Creating, Evaluation and Multi- Creating, Evaluation and Multi-Disciplinary-(Generating new ideas, product or ways of viewing things Appraise, judge, and/ or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		1	1	1	2	1	18	24
	Total Estimated Time		1(7) = 7	2(7) = 14	4(7) = 28	3(2) = 6	5(4) = 20	75	100

Note: No Chapter wise weightage, care should be taken to cover all chapters.

(G) NATIONAL CADET CORPS (Code No. 076) SYLLABUS (2017-18)

1. The training curriculum of the NCC is primarily focused on character building, inculcating leadership qualities and skill enhancement through structured academic syllabi, practical training and opportunity for exposure/interaction beyond a cadets' immediate environment, and thereby enabling them for a brighter and progressive future.
2. The Aims of NCC:
 - (a) To develop character, comradeship, discipline, secular outlook, spirit of adventure and the ideals of selfless service amongst the youth of the country.
 - (b) To create a human resource of organized, trained and motivated youth to provide leadership in all walks of life and always available for the service of the nation.
 - (c) To provide a suitable environment to motivate the youth to take up a career in the Armed Forces.
3. Conduct of NCC Training Curriculum
 - (a) Institutional Training: Conducted in respective schools/ colleges by Associate NCC Officers (ANO), Permanent Instructional (PI) staff as part of the school curriculum.
 - (b) Annual Training Camps (ATC): To provide practical outdoor training, each NCC cadet attends 10 days camp in the second year of junior and senior division. These camps are conducted by respective NCC units.
 - (c) Centrally Organized Camps (COC): These camps are conducted at all India level, as National Integration Camps, attended by cadets from all states.
 - (d) Adventure Training: To inculcate a spirit of adventure and team work, NCC cadets undergo various adventure activities such as para jumps, para sailing, trekking, mountaineering and sailing expeditions.
 - (e) Attachment Camps: To give the cadets exposure to interact with Regular Army, Navy and Air Force units, attachment camps are conducted, where cadets are attached with these units. To motivate cadets to join the Armed Forces attachment of cadets with Indian Military Academy is also conducted.
 - (f) Youth Exchange Programme (YEP): Selected cadets also get an opportunity to visit various foreign countries as part of YEP. In one year approximately 100 cadets visit 10 -11 countries.
 - (g) Social Service Activities: The cadets also undertake various social service activities, by conduct of rallies to bring awareness and participate in various relief programmes/activities whenever called for.

4. Trainers : To conduct and implement the NCC training curriculum, there are three tiers of trainers.
- First Tier: Regular defence officers of the rank of Colour equivalent rank in Air Force and Navy, Whole Time Lady Officers (WTLO) and Civilian Gliding Instructors (CGI). They are responsible for coordination and supervision of training and conduct of camps.
 - Second Tier: Professors and teachers nominated by respective schools and colleges and trained by NCC at its NCC Officers Training Academy and on completion of Pre-Commission Course, commissioned as Associated NCC Officer (ANO) form the most important link between the cadets and NCC.
They conduct most of the theory classes of non-specialized subjects. Besides, the Pre Commission training they attend refresher courses.
 - Third Tier: The Junior Commissioned Officers (JCO) and Non-Commissioned Officers (NCO) from the three services and Girl Cadet Instructors (GCI) and Ship Model Instructors (SMI) conduct the specialized training of the cadets.
5. Eligibility for Enrolment as Cadet.
- Should be a citizen of India or a subject of Nepal.
 - Should be on the roll of the school or college which has an NCC Unit or part thereof.
 - The cadet should be within the age as mentioned below:-
 - Junior Division - Not less than 13 years and below 18 years and 6 months.
 - Senior Division - Should be below 26 years.
6. NCC Syllabus. The syllabus includes common subjects for all three wings and specialized subjects with respect to Army, Air Force and Navy. The common subjects comprise of approximately 70% and specialized service is 30% of the curriculum. Detailed syllabus is as follows:

S. No.	Subject	No of Periods			
		First Year	Second Year	Third Year	Total
Senior Division Wing					
(i)	Common Subjects	66	72	72	210
(ii)	Specialised Subjects	24	33	33	90
	Total	90	105	105	300
Junior Division Wing					
(a)	Common Subjects	85	85	--NA--	170
(b)	Specialised Subject	35	35		70
	Total	120	120		240

7. In addition to this syllabus, cadets attend one Annual Training Camp in the second year of junior and senior division to be eligible to appear in Part A and Part B certificate examination.
- 8 Cadets willing to pursue Part C Certificate will have to attend the third year senior division in the college.

Evaluation System

9. NCC presently conducts three certificate examinations, these evaluations are conducted as a written paper for theory and practical in the second year of junior division for Part 'A' and in the second and third year of senior division for Part 'B' and 'C'. The setting of papers and evaluation for Part 'A' and 'B' examinations are done by a board of officers at NCC Group Head Quarters headed by an officer of the rank of Brigadier and Part 'C' Examination at NCC state Directorate level headed by a officer of the rank of Major General.
10. Recommended evaluation pattern for NCC as an additional / elective subject in the schools affiliated to CBSE is as follows:
 - (a) Internal Examinations for class IX (JD) and class XI (SD) be conducted by respective ANO's and PI staff under the supervision of respective Commanding Officers of the NCC unit. Marks to be included in the cadets' report card by the concerned school.
 - (b) Part 'A' examination paper to be set at state Directorate level and evaluated by Board of Officers at Group Headquarters. Copy of the result in respect of CBSE schools be forwarded to CBSE Board as performance evaluation of class X cadet.
 - (c) Part 'B' examination paper be set at HQ DG NCC level and evaluated by the Board of Officers at the Group Headquarters. A copy of the result in respect of CBSE schools to be forwarded to CBSE Board as performance evaluation of class XII cadets. The result sheet in addition to the NCC cadet number will also have the CBSE roll number. The marks obtained to be included in the CBSE Board certificate and 'C' Certificate to be issued by the concerned State Directorate.
 - (d) Part 'A' and 'B' exams to be conducted in the month of February, before the commencement of the main exams of the students. Respective exams to be conducted on a same date all over India. The schedule of examination to be approved by HQ, DG, NCC and forwarded to CBSE for inclusion in the examination schedule.
11. Study Material
 - (a) Textbooks
 - (i) Cadet Hand Book (Common Subjects), published by DG NCC.
 - (ii) Cadet Hand Book (Specialized Subjects), published by DG NCC.
 - (iii) ANO Précis

- (b) Reference Books
- (i) Grooming Tomorrow's Leaders, published by DG, NCC.
 - (ii) Youth in Action, published by DG, NCC.
 - (iii) The Cadet, Annual Journal of the NCC.
 - (iv) Précis Issued by respective Service Headquarters on specialized subject available to PI Staff as reference material.

JUNIOR DIVISION SYLLABUS FOR CLASS IX AND X

Rationale

1. The NCC training curriculum is structured in a manner to instil in the cadets qualities like nationalism, patriotism, discipline, team spirit, esprit-de-corps, leadership, self confidence, national integration and improve their personality. The training is conducted with the following specific purpose:-
 - (a) To expose young cadets to a regimental way of life, which is essential to inculcate in them the values of discipline, duty, punctuality, orderliness, smartness, and respect for authority, correct work ethos and self-confidence.
 - (b) To generate interest in cadets by including and laying emphasis on those aspects of institutional training which attract youth and provide them an element of thrill and excitement.
 - (c) To inculcate Defence Services work ethos, which is characterized by hard work, sincerity of purpose, honesty, ideals of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.

Objectives

- Motivate young dynamic youth to serve the nation.
- Inculcate unity and discipline amongst citizens.
- Promote leadership and make self-reliant citizens.
- Prepare a volunteer force to participate during national disasters.
- Raise awareness to live with principles and values.
- Gain a glimpse and overview of armed forces.
- Develop a sense of national integration.
- Create awareness about social causes and community development.
- Inculcate sportsmanship and spirit of adventure.
- Learn about road safety and traffic control
- Learn about life saving and first aid.

CLASS - IX
Block Syllabus

Sl No.	Unit	Marks	Periods
Part 1: Common Subjects			
1	The NCC	08	03
2	National Integration and Awareness		07
3	Civil Affairs		04
4	Drill	25	19
5	Weapon Training		16
6	Adventure Training and Obstacle		8
7	Personality Development and Leadership	16	10
8	Social Awareness and Community Development		08
9	Health and Hygiene		06
10	Environment Awareness and Conservation		02
	Total	49	83
Part 2 A: Special Subjects (Army)		Marks	Periods
1	Armed Forces	04	04
2	Military History		06
3	Map Reading	17	13
4	Field Craft and Battle Craft		09
5	Communication		03
	Total	21	35
Part 2 B: Special Subjects (Navy)		Marks	Periods
1	Naval Orientation	11	17
2	Naval communication		04
3	Seamanship	10	12
4	Ship and Boat Modelling		02
	Total	21	35
Part 2 C: Special Subjects (Air Force)		Marks	Periods
1	General Service Knowledge	12	05
2	Air Campaigns		02
3	Aero Modelling		08
4	Principle of Flight	09	09
5	Parts of Aircraft		02
6	Aircraft Particulars		01
7	Air Field Layout		01
8	RT Procedure		02
	Total	21	30

COMMON SUBJECTS (Detailed Syllabus)

Total Marks: 49

Total Periods: 83

Unit 1: The NCC

03 Periods

Aim: To acquaint cadets with the aims and objectives of NCC

Scope: Introduction, aims, organization and general information about NCC.

- Aims and Objectives of NCC.
- Organisation and Training and NCC Song
- Incentives of Joining NCC

Unit 2: National Integration and Awareness

07 Periods

Aim: To inculcate sense of patriotism, secular values and motivate cadets to contribute towards nation building through national unity and social cohesion.

Scope: The concepts of National Interests, Objectives and Integration, Unity in diversity and cultural heritage of India.

- Religions, Culture, Traditions and Customs of India
- National Integration: Importance and Necessity
- Freedom Struggle and Nationalist Movement in India.
- Problems/ Challenges of National Integration.
- Unity in Diversity.
- Famous Leaders of India
- Images/ Slogans for National Integration
- Contribution of Youth to Nation Building

Unit 3: Civil Affairs

04 Periods

Aim: To train Cadets to assist Civil Administration in performance of selective duties during disasters.

Scope: Basic information about civil defence organization and its duties, maintenance of essential services and providing assistance to civil administration in various types of emergencies during national disasters.

- Civil Defence Organization and its duties/ NDMA
- Types of emergencies/ Natural Hazards
- Role of NCC during Natural Hazards/ Calamities
- Civil Administrative Set up at District/Taluk/Village
- Fire service and fire Fighting
- Essential services and their maintenance

Unit 4: Drill

19 Periods

Aim: To inculcate a sense of discipline, improve bearing, smartness, and turnout and to develop the quality of immediate and implicit obedience to orders.

Scope: All-important basic aspects of drill including ceremonial drill, drill with arms and words of command.

Drill without Arms

- General and Words of Command
- Attention, Stand at Ease and Stand Easy, turning and inclining at the halt
- Sizing, forming up in three ranks and numbering, open and close order march and dressing
- Saluting at the halt
- Getting on parade, dismissing and falling out
- Marching, length of pace and time of marching in quick time and halt, slow march and halt
- Turning on the march and wheeling
- Saluting on the March Individual word of command

Unit 5: Weapon Training

16 Periods

Aim: To give elementary knowledge about rifles.

Scope: Basic Knowledge about rifle and firing.

- Characteristics of a rifle/ rifle ammunition and its fire power
- Stripping, assembling, care and cleaning and sight setting
- Loading, cocking and unloading
- The lying position and Holding
- Aiming, range and figure target
- Trigger control and firing a shot
- Range precautions and safety precautions
- Short range firing

Unit 6: Adventure Training

08 Periods

Aim: To inculcate a sense of adventure and develop confidence, courage and determination.

Scope: To expose cadets to various adventure activities.

- Trekking including selection of route and administration planning
- Cycle expedition including selection of route and administration planning
- Rock climbing

Unit 7: Personality Development and Leadership

10 Periods

Aim: To develop an all-round dynamic personality with adequate leadership traits to deal / contribute effectively in all walks of life.

Scope: Basic subjects of leadership with emphasis on self-awareness, life/soft skills, time management and character building.

- Introduction to Personality development
- Factors influencing/shaping personality: Physical, Social, Psychological and philosophical
- Self Awareness - know yourself
- Critical and creative thinking
- Communication skills: group discussions/lectures
- Self confidence, courage & self conviction
- Effects of leadership with historical examples
- Problem solving skills
- Interview skills
- Importance of group and team work
- Effective use of time
- Coping with stress / emotions
- Sociability: social skills
- Characteristics of healthy personalities - ethics/values

Unit 8: Social Awareness Community Development

08 Periods

Aim: To teach cadets the values and skills involved in providing voluntary Social Service.

Scope: Understanding of social service and its needs, knowledge about the weaker sections of our society and their requirements, about NGOs and contribution of youth towards social welfare.

- Basics of Social service, and its needs
- Social/ Rural Development Projects: MNREGA, SGSY, NSAP etc.
- Literacy enhancement and poverty alleviation
- Contribution of youth towards social welfare
- Civic responsibilities
- Drug abuse and trafficking
- Causes and prevention of HIV/AIDS, Role of Youth
- Corruption
- Social evils viz dowry/female foeticide/child abuse and trafficking etc

- Traffic control organization and anti drunken driving
- Provisions of child Act

Unit 9: Health and Hygiene

06 Periods

Aim: To instil respect and responsibility towards personal health and hygiene.

Scope: Basic information of the human body, maintenance of health, hygiene, sanitation, disease and an elementary knowledge of First Aid and Nursing.

- Structure and functioning of the human body
- Hygiene and sanitation (Personal and Food Hygiene)
- Physical and mental health
- Infectious and contagious diseases and its prevention
- Basics of first aid in common medical emergencies
- Wounds and fractures
- Introduction to yoga and exercise

Unit 10: Environment Awareness and Conservation

02 Periods

Aim: To sensitise the cadets on natural resource conservation and protection of environment.

Scope: Basic understanding of environment in general and waste management in particular, energy conservation, pollution control and wildlife conservation in particular.

- Natural resources - conservation and management
- Water conservation and rain water harvesting
- Waste management
- Pollution control, water, air, noise, soil
- Wildlife conservation: projects in India

SPECIALISED SUBJECTS (ARMY)

Total Marks: 21

Total Periods: 35

Unit 1: Armed Forces

04 Periods

Aim: To acquaint cadets with the Armed Forces

Scope: Introductory and general information about the Armed Forces

- Basic organization of Armed Forces
- Organisation of the Army
- Badges and Ranks
- Honours and Awards
- Modes of entry into Army
- Fighting Arms
- Supporting Arms and Services

Unit 2: Military History

06 Periods

Aim: To provide knowledge of renowned Military Generals, PVCs and Indo-Pak Wars

Scope: Introduction to biographies, famous Indian battles and gallantry awards

- Biographies of renowned generals (Carriappa/ Manekshaw)
- Indian Army War Heroes
- Study of battles of Indo-Pak war 1965, 1971 and Kargil
- War movies

Unit 3: Map Reading

13 Periods

Aim: To teach cadets elementary map reading

Scope: Basic understanding of map sheets and map reading instruments and development of capability to use them to carry out simple Map Reading

- Introduction to types of Maps and conventional signs.
- Scales and grid system
- Topographical forms and technical terms
- Relief, contours and gradients
- Cardinal points and Types of North

Unit 4: Field Craft and Battle Craft

09 Periods

Aim: To teach cadets elementary field craft and battle craft

Scope: Basic field craft and battle craft

- Introduction

- Judging distance
- Description of ground
- Recognition, description and indication of land marks and targets
- Observation, camouflage and concealment
- Field signals
- Use of ground and movement
- Selection of formations
- Knots and Lashing

Unit 5: Communication

03 Periods

Aim: To introduce cadets to the latest trends in the field of communications

Scope: Types of communications and future trends

- Importance of communication
- Means of communication
- Modern methods of communication

SPECIALIZED SUBJECTS (NAVY)

Total Marks: 21 Total

Periods: 35

Unit 1: Naval Orientation

17 Periods

Aim: To impart training on Naval Organization.

Scope: History of Indian Naval Organizations, Rank structure, Indo-Pak War- 1971 etc.

- History of the Indian Navy (Gallantry Award Winners)
- Organization of IN - NHQ, Commands and Ships
- Main Parts of a Ship
- Types of Warships and Role - A/C Carriers, Submarines, Destroyers, and Frigates
- Organization on Board a Ship
- Survival and Rescue - Life Safety Items on board Ship, Life Raft, Life Boats and Distress Signals

Unit 2: Naval Communication

04 Periods

Aim: To impart basic knowledge of Naval Communication.

Scope: Introduction to visual communication.

- Introduction to Naval Communication
- Semaphore, use of semaphore, introduction of various letter position, Reading of semaphore message, Transmission of semaphore message
- Phonetic Alphabet - Introduction and use

Unit 3: Seamanship

12 Periods

Aim: To impart basic knowledge about Seamanship.

Scope: Introduction to rigging, anchor work, parts of boats and accessories etc.

- Rigging
- Bends and Hitches: Reef Knot, Half Hitch, Clove Hitch, Rolling Hitch, Timber Hitch, Bow line, Round Turn and Two Half Hitches and Bow Line on the Bight and its basic element
- Anchor and Anchor Cable- Types of anchors and cable its use

Unit 4: Ship and Boat Modelling

02 Periods

Aim: To provide knowledge about Ship Modelling

Scope: Materials used in different types of models

- Principles of Ship Modelling
- Reading of a Ship Drawing of a Model
- Views in blue print
- Measurement of superstructure and hull

SPECIALIZED SUBJECTS (AIR FORCE)

Total Marks: 20 Total

Periods: 30

Unit 1: General Service Knowledge

05 Periods

Aim: To impart basic knowledge of IAF

Scope: History and Organization of IAF

- Development of Aviation.
- History of IAF

Unit 2: Air Campaigns

02 Periods

Aim: To impart basic knowledge of Air Campaigns

Scope: History and Motivation.

- Indo-Pak War-1971
- Operation Safed Sagar
- Motivational Movies

Unit 3: Aero-modelling

08 Periods

Aim: To provide knowledge about Aero Modelling

Scope: History of aero modelling, materials used in different types of models

- History of Aero-modelling

- Materials used in Aero-modelling
- Types of Aero-models
- Building /Flying of Aero-models

Unit 4: Principles of Flight

09 Periods

Aim: To introduce principles of flight

Scope: To impart knowledge about basic principles on which aviation is based

- Introduction
- Laws of Motion
- Glossary of Terms

Unit 5: Parts of Aircraft

02 Periods

Aim: To provide knowledge of Aircraft Parts

Scope: Knowledge about the parts of aircraft to be flown

- Parts of Aircraft

Unit 6: Aircraft Particulars

01 Periods

Aim: To provide knowledge of Aircraft Instruments

Scope: Knowledge about the aircraft to be flown including checks and procedures

- Aircraft Particular Type, Specific

Unit 7: Airfield Layout

01 Periods

Aim: To provide knowledge of Airfields

Scope: Knowledge about the airfields to be flown including checks and procedures
Airfield Layout

Unit 8: RT Procedure

02 Periods

Aim: To provide knowledge of wireless communication.

Scope: Knowledge about the communication is required for flying aircraft

- RT Procedure

Class - X (Block Syllabus)

Sl No.	Unit	Marks	Periods
Part 1: Common Subjects			
1	The NCC	07	01
2	National Integration and Awareness		08
3	Disaster Management		04
4	Drill	27	21
5	Weapon Training		14
6	Adventure Training and Obstacle		04
7	Personality Development and Leadership	15	14
8	Social Awareness and Community Development		07
9	Health and Hygiene		07
10	Environment Awareness and Conservation		03
	Total	49	83
Part 2 A: Special Subjects (Army)		Marks	Periods
1	Armed Forces	04	05
2	Military History		05
3	Map Reading	17	11
4	Field Craft and Battle Craft		11
5	Communication		03
	Total	21	35
Part 2 B: Special Subjects (Navy)		Marks	Periods
1.	Naval Orientation	07	07
2.	Naval Communication		04
3.	Seamanship	14	12
4.	Navigation		06
5.	Ship and Boat Modelling		06
	Total	21	35
Part 2 C: Special Subjects (Air Force)		Marks	Periods
1	Air Campaigns	13	06
2	Aircraft Recognition		03
3	Aeromodeling		24
4	Atmosphere	08	01
5	Maps		01
	Total	21	35

COMMON SUBJECTS (Detailed Syllabus)

Total Marks: 49 Total

Periods: 83

Unit 1: The NCC

01 Periods

Aim: To acquaint cadets with the aims and objectives of NCC

Scope: Introduction, aims, organization and general information about NCC.

- Aims and Objectives of NCC.
- Organization and Training and NCC Song
- Incentives of Joining NCC

Unit 2: National Integration and Awareness

08 Periods

Aim: To inculcate sense of patriotism, secular values and motivate cadets to contribute towards nation building through national unity and social cohesion.

Scope: The concepts of National Interests, Objectives and Integration, Unity in diversity and cultural heritage of India.

- Religions, Culture, Traditions and Customs of India
- National Integration: Importance and Necessity
- Freedom Struggle and Nationalist Movement in India.
- Problems/ Challenges of National Integration.
- Unity in Diversity.
- Famous Leaders of India
- Images/ Slogans for National Integration
- Contribution of Youth in Nation Building

Unit 3: Disaster Management /Civil Affairs

04 Periods

Aim: To train Cadets to assist Civil Administration in performance of selective duties during disasters.

Scope: Basic information about civil defence organization and its duties, maintenance of essential services and providing assistance to civil administration in various types of emergencies during national disasters

- Civil Defence Organisation and its duties/ NDMA
- Types of emergencies/ Natural Hazards
- Role of NCC during Natural Hazards/ Calamities
- Civil Administrative Set up at District/Taluk/Village
- Fire service and fire fighting
- Essential services and their maintenance

Unit 4: Drill

21 Periods

Aim: To inculcate a sense of discipline, improve bearing, smartness, and turnout and to develop the quality of immediate and implicit obedience of orders.

Scope: All important basic aspects of drill including ceremonial drill, drill with arms and words of command.

Drill without Arms

- General and Words of Command
- Attention, Stand at Ease and Stand Easy, turning and inclining at the halt
- Sizing, forming up in three ranks and numbering, open and close order march and dressing
- Saluting at the halt,
- Getting on parade, dismissing and falling out
- Marching, Length of Pace and time of marching in quick time and halt, slow march and halt
- Turning on the march and wheeling
- Saluting on the March
- Individual word of command

Unit 5: Weapon Training

14 Periods

Aim: To give elementary knowledge about rifles.

Scope: Basic Knowledge about rifle and firing.

- Characteristics of a rifle/ rifle ammunition and its fire power
- Stripping, assembling, care and cleaning and sight setting
- Loading, cocking and unloading
- The lying position and Holding
- Aiming, range and figure target
- Trigger control and firing a shot
- Range precautions and safety precautions
- Short range firing

Unit 6: Adventure Training

04 Periods

Aim: To inculcate a sense of adventure and develop confidence, courage and determination.

Scope: To expose cadets to various adventure activities.

- Trekking including selection of route and administration planning

- Cycle expedition including selection of route and administration planning
- Rock climbing

Unit 7: Personality Development and Leadership

14 Periods

Aim: To develop an all-round dynamic personality with adequate leadership traits to deal / contribute effectively in all walks of life.

Scope: Basic subjects of leadership with emphasis on self-awareness, life/soft skills, time management and character building.

- Introduction to Personality development
- Factors influencing/shaping personality: Physical, Social, Psychological and philosophical
- Self Awareness - know yourself
- Critical and creative thinking
- Communication skills: group discussions/lectures
- Self confidence, courage & self conviction
- Effects of leadership with historical examples
- Problem solving skills
- Interview skills
- Importance of group and team work
- Effective use of time
- Coping with stress / emotions
- Sociability: social skills
- Characteristics of healthy personalities - ethics/values

Unit 8: Social Awareness Community Development

7 Periods

Aim: To teach cadets the values and skills involved in providing voluntary Social Service.

Scope: Understanding of social service and its needs, knowledge about the weaker sections of our society and their requirements, about NGOs and contribution of youth towards social welfare.

- Basics of Social service, and its needs
- Social/ Rural Development Projects: MNREGA, SGSY, NSAP etc.
- Literacy enhancement and poverty alleviation
- Contribution of youth towards social welfare
- Civic responsibilities
- Drug abuse and trafficking

- Causes and prevention of HIV/AIDS, Role of Youth
- Corruption
- Social evils viz. dowry/female foeticide/child abuse and trafficking etc.
- Traffic control organization and anti drunken driving
- Provisions of child act

Unit 9: Health and Hygiene

07 Periods

Aim: To instil respect and responsibility towards personal health and hygiene.

Scope: Basic information of the human body, maintenance of health, hygiene, sanitation, disease and an elementary knowledge of First Aid and Nursing.

- Structure and functioning of the human body
- Hygiene and sanitation (Personal and Food Hygiene)
- Physical and mental health
- Infectious and contagious diseases and its prevention
- Basics of first aid in common medical emergencies
- Wounds and fractures
- Introduction to yoga and exercise

Unit 10: Environment Awareness and Conservation

03 Periods

Aim: To sensitise the cadets on natural resource conservation and protection of environment.

Scope: Basic understanding of environment in general and waste management in particular, energy conservation, pollution control and wildlife conservation in particular.

- Natural resources - conservation and management
- Water conservation and rain water harvesting
- Waste management
- Pollution control, water, air, noise, soil
- Wildlife conservation: projects in India

SPECIALISED SUBJECTS (ARMY)

Total Marks: 21 Total

Periods: 35

Unit 1: Armed Forces

05 Periods

Aim: To acquaint cadets with the Armed Forces

Scope: Introductory and general information about the Armed Forces

- Basic organization of Armed Forces
- Organization of the Army
- Badges and Ranks
- Honours and Awards
- Modes of entry into Army
- Fighting Arms
- Supporting Arms and Services

Unit 2: Military History

05 Periods

Aim: To provide knowledge of renowned Military Generals, PVCs and Indo-Pak Wars

Scope: Introduction to biographies, famous Indian battles and gallantry awards

- Biographies of renowned generals (Carriappa/ Manekshaw)
- Indian Army War Heroes
- Study of battles of indo Pak war 1965, 1971 and Kargil
- War movies

Unit 3: Map Reading

11 Periods

Aim: To teach cadets elementary map reading

Scope: Basic understanding of map sheets and map reading instruments and development of capability to use them to carry out simple Map Reading

- Introduction to types of Maps and conventional signs.
- Scales and grid system
- Topographical forms and technical terms
- Relief, contours and gradients
- Cardinal points and Types of North
- Types of bearings and use of service protractor

Unit 4: Field Craft and Battle Craft

11 Periods

Aim: To teach cadets elementary field craft and battle craft

Scope: Basic field craft and battle craft

- Introduction
- Judging distance
- Description of ground
- Recognition, description and indication of land marks and targets
- Observation, camouflage and concealment
- Field signals
- Use of ground and movement
- Selection of formations
- Knots and Lashing

Unit 5: Communication

03 Periods

Aim: To introduce cadets to latest trends in the field of communications

Scope: Types of communications and future trends

- Importance of communication
- Means of communication

SPECIALIZED SUBJECTS (NAVY)

Total Marks: 21

Total Periods: 35

Unit 1: Naval Orientation

Periods 07

Aim: To impart training on Naval Organisation.

Scope: History of Indian Naval Organizations, Rank structure, Indo-Pak War- 1971 etc.

- Indo Pak War -1971
- Rank Structure and Badges - PBOR to MCPO and Equivalent
- Rank Structure and Badges - Officers and equivalent
- Mode of entry into IN

Unit 2: Naval Communication

Periods 04

Aim: To impart basic knowledge to Naval Communication.

Scope: Introduction to visual communication.

- Semaphore, Use of semaphore, introduction of various letter position, Reading of semaphore message, Transmission of semaphore message
- Introduction to radio telephony procedure

Unit 3: Seamanship

Periods 12

Aim: To impart basic knowledge about Seamanship.

Scope: Introduction to rigging, anchor work, parts of boats and accessories etc.

- Fundamentals of Steering - Steering orders, reports and alteration of course
- Parts of a Sail- types of sails
- Parts of Whaler and Oar- Pulling orders
- Parts of a Cadet Class Dingy- sailing terms
- Throwing a Heaving Line- Use of Heaving line on board
- Use of Boatswain Call (Piping)- Parts of Pipe

Unit 4: Navigation

Periods 06

Aim: To impart basic knowledge to Naval Communication.

Scope: Introduction to visual communication.

- Uses of Maps and Charts and its purpose
- Instruments required for chart work
- Markings on Chart, Light houses, buoys
- Introduction to Map reading and Navigation Aids to include GPS

Unit 5: Ship and Boat Modelling

Periods 06

Aim: To impart basic knowledge about Ship Modelling to cadets.

Scope: Basic knowledge about reading of Diagrams and construction of Ship Models.

- Practical Training on Static Models
- Preparation of hull construction
- Preparation of super structure
- Chemical work and finishing of model
- Stability and Operation of model

SPECIALIZED SUBJECTS (AIR FORCE)

Total Marks: 21

Total Periods: 35

Unit 1: Air Campaigns

06 Periods

Aim: To introduce Air Campaigns of Air Force

Scope: An overview of important campaigns

- Indo-Pak War-1971
- Operation Safed Sagar
- Motivational Movies

Unit 2: Aircraft Recognition

03 Periods

Aim: To introduce various aircrafts of the Air Force

Scope: Types, roles, variants of aircraft of the IAF

- Fighters
- Transport
- Helicopters.

Subject 3: Aero-modelling

24 Periods

Aim: To provide knowledge about Aero Modelling

Scope: Materials used in different types of models

- History of Aero-modelling
- Materials used in Aero-modelling
- Types of Aero-modelling
- Flying/Building of Aero-models

Unit 4: Atmosphere

01 Periods

Aim: To give basic knowledge of Atmosphere

Scope: Use of basic knowledge of Atmosphere

- Atmosphere

Subject 5: Maps

01 Periods

Aim: To give basic knowledge of Air Navigation

Scope: Use of Maps and fundamentals of Map Reading from the air

- Maps

Annual Training Camp: Junior and Senior Division

Rationale

- The Annual Training Camp is an exciting and essential element of NCC. Activities at the camp will help students develop qualities like social service, team spirit, challenge, leadership, discipline, self confidence, widen horizon, develop ambition to do creative work, enhance personal and social development, learn how to overcome adversity, civil defence & self defence, other new and exciting experiences.
- The Training Camp will make the students become more aware that they are a part of a greater ecosystem and are not bound by social customs and norms. In essence, students will be true to themselves and more able to see others as people regardless of class, colour and creed.
- Camp activities will lead students to self-reliance, self-confidence, national spirit and leadership, and will enhance the NCC aims of developing character, comradeship, discipline, secular outlook, spirit of adventure and the ideals of selfless service among the youth of the country.
- The Training Camp will let students live in the camp with a social environment and help teachers observe and understand their students' development in terms of personal aspirations, psychological behaviours and social skills. It will also allow students to appreciate their environment and natural surroundings and provide opportunities for students to be independent and exercise self-discipline.
- The Annual Training Camp is the culmination of NCC training instills and stimulates in youths an urge for excellence and inculcates a spirit of adventure and outdoor activities.

Objectives

- Attendance of ATC is a mandatory requirement before the cadet is eligible for A and B Certificate in case JD/JW and SD/SW respectively.
- ATC is conducted for duration of 10 days in the second year of JD/JW and SD/SW to provide outdoor practical trg.
- General activities covered during the ATC are as under :-
 - Physical fitness to include PT, Yoga, Games, Obstacle trgDrill
 - Weapon training and firing.
 - Map Reading
 - Field Craft and Battle Craft.
 - Personality development.
 - National Integration and Social awareness.
 - Cultural activities.

- Lectures on Civil Affairs, Social Awareness and Community Development, Health and Hygiene and environment issues.
- Cadets will be tested for practical training during the camp as under: -
 - Drill.
 - Weapon Training.
 - Firing.
 - Obstacle Training.
 - Map Reading.
 - Field Craft and Battle Craft.
- ATC will be conducted under the aegis of the unit affiliated to the school/college.
- ATC will be conducted during the period from August to February by the ANO and Cadets keeping in view the availability of cadets as per their academic /curricular schedule

CLASS - X
ANNUAL TRAINING CAMP: JUNIOR DIVISION (ARMY)
(Block Syllabus)

S. No.	UNITS	MARKS	PERIODS
1	Physical Training, Games and Obstacle Training	4	12
2	Drill	8	16
3	WT and Firing	8	16
4	Map Reading	6	12
5	FC and BC	4	10
6	Military History	0	12
7	Personality Development	0	18
8	National Integration, Civil Affairs, Environment, Social Awareness and Community development, Health and hygiene	0	16
	Total	30	112

ANNUAL TRAINING CAMP

Total Marks 30		Periods 112
Unit 1: Physical Training and Games	04 Marks	12 Periods
<ul style="list-style-type: none">• Physical Training• Yoga• Games• Obstacle Training		
Unit 2: Drill	08 Marks	16 Periods
<ul style="list-style-type: none">• Words of Command• Drill Without Arms• Individual Drill• Squad Drill		
Unit 3: Weapon Training	08 Marks	16 Periods
<ul style="list-style-type: none">• Characteristics of 22 Rifle, Stripping, Assembling• Loading/Unloading And Bolt Manipulation• Lying position and Holding• Aiming, Range and Figure Target• Trigger Control and Firing a Shot• Range Procedure and Safety Precautions• Firing. 22 Rifle		
Unit 4: Map Reading	06 Marks	12 Periods
<ul style="list-style-type: none">• Introduction to Map and Conservational Signs• Prismatic Compass, use and introduction to GPS		
Unit 5: Field Craft and Battle Craft	04 Marks	10 Periods
<ul style="list-style-type: none">• Description of Ground• Judging Distance• Field Signal• Section Formation• Knots and Lashing• Observation, Camouflage and Concealment		

Unit 6: Military History **00 Marks** **12 Periods**

- Biographies of Military Leaders
- Indian Battles
- Indian Army War Heroes
- War Movies

Unit 7: Personality Development **00 Marks** **18 Periods**

- Factors Influencing/Shaping Personality-Physical, Social, Psychological and Philosophical
- Self Awareness and Critical and Creative Thinking
- Importance of Team Work, Communication Skills-Group Discussion
- Character Building
- Leadership Traits
- Interview Skills
- Time Management

Unit 8: National Integration and Social Awareness National Integration **00 Marks** **16 Periods**

- Unity in Diversity
- National Integration and its Importance
- Contribution of Youth to Nation Building

CIVIL AFFAIRS

DISASTER MANAGEMENT FIRE SERVICES AND FIRE FIGHTING VIGILANCE AWARENESS

- Civil Defence Organization and Its Duties
- Types of Emergencies/Natural Disasters
- Role of NCC during Natural Hazards
- Civil Administrative setup at District/Tehsil/Village

ENVIRONMENT AWARENESS

- Conservation of Environment and Ecology
- Pollution and its Control
- Wildlife Conservation

SOCIAL AWARENESS AND COMMUNITY DEVELOPMENT

- Drug Abuse and Trafficking
- HIV and AIDS-Causes and Prevention
- Cancer awareness
- Adult Education
- Traffic Control Organization
- Rural Development Programmes
- Civic Responsibilities
- Corruption
- Social Evils
- Child Abuse and Trafficking
- Female foeticide

HEALTH AND HYGIENE

- First Aid In Common Medical Emergencies
- Hygiene And Sanitation-Personal and Food Hygiene
- Preventable Diseases
- Physical and Mental Health

CLASS - X
ANNUAL TRAINING CAMP: JUNIOR DIVISION (NAVY)
 (Block Syllabus)

S. No.	UNITS	MARKS	PERIODS
1.	Physical Training, Games and Obstacle Training	4	16
2.	Drill	9	20
3.	Wt and Firing	4	8
4.	Naval Orientation	2	4
5.	Naval Communication	2	4
6.	Navigation	1	1
7.	Seamanship	6	11
8.	Ship and Boat Modelling	2	4
9.	Military History	0	8
10.	Personality Development	0	10
11.	National Integration, Civil Affairs, Environment, Social Awareness and Community Development, Health and Hygiene	0	16
12.	TEST	30	10
	TOTAL	30	112

ANNUAL TRAINING CAMP (Detailed Syllabus)

Total Marks	30	Periods	112
Unit 1: Physical Training and Games	04 Marks	16 Periods	
• Physical Training			
• Yoga			
• Games			
Unit 2: Drill	09 Marks	20 Periods	
• Words of Command			
• Drill With Arms			
• Individual Drill			
• Squad Drill			
• Ceremonial Drill			
Unit 3: Weapon Training	04 Marks	08 Periods	
• Characteristics of .22 Rifle			
• Loading/Unloading and Bolt Manipulation			
• Lying Posn and Hold			
• Aiming, Range and Figure Targets			
• Trigger Control and Firing a Shot			
• Range Procedure and Safety Precautions			
• Firing .22 Rifle			
Unit 4: Naval Orientation	02 Marks	04 Periods	
• Main Parts of a Ship			
• Survival and Rescue- Life Safety			
• Items on Board Ship, Life Raft			
• Life Boats and Distress signals			
Unit 5: Naval Communication	02 Marks	04 Periods	
• Semaphore, Use of Semaphore			
• Introduction of Various Letter			
• Position, Reading of Semaphore			
• Message, Transmission of Semaphore			

Unit 6: Navigation	01 Marks	01 Periods
<ul style="list-style-type: none"> • Uses of Maps and Charts and Its • Purpose, Introduction to Map • Reading and Navigation Aids to Include GPS 		
Unit 7: Seamanship	06 Marks	11 Periods
<ul style="list-style-type: none"> • Rigging, Cordage and Wire Ropes, Rope • Work Terms, Preparation Ropes for use, Bends and Hitches, Anchor and Anchor cable 		
Unit 8: Ship and Boat Modeling	02 Marks	04 Periods
<ul style="list-style-type: none"> • Reading of a Ship Drawing of a Model, Practical Training on Static Models viz Preparation of Hull • Construction of Super Structure, Chemical Work and Finishing of a Model and Stability and Operation of a Model 		
Unit 9: Military History	00 Marks	08 Periods
<ul style="list-style-type: none"> • Biographies of Military Leaders • Famous Battles 		
Unit 10: Personality Development	00 Marks	10 Periods
<ul style="list-style-type: none"> • Factors Influencing/Shaping Personality • Physical, Social, Psychological and Philosophical • Self Awareness and Critical and Creative Thinking • Communication Skills-Group Discussion • Importance of Team Work, Character Building, • Leadership Traits, Interview Skills • Time Management 		
Unit 11: National Integration, Civil Affairs Environment, Social Awareness & Community Development, health and Hygiene	00 Marks	16 Periods
<ul style="list-style-type: none"> • Unity In Diversity • National Integration and Its Importance • Contribution of Youth In Nation Building 		
Civil Affairs		
<ul style="list-style-type: none"> • Disaster Management 		

- Fire Fighting
- Vigilance Awareness
- Civil Defence Organization and Its Duties
- Types Of Emergencies / Natural Disasters
- Role Of NCC during Natural Hazards

Environment Awareness

- Conservation of Environment and Ecology
- Pollution and Its Control
- Wildlife Conservation

Social Awareness and Community Development

- Drug Abuse and Trafficking, HIV and AIDS
- Cancer Awareness, Adult Education
- Traffic Control
- Evils - Female Foeticide, Abuse, Dowry

Health and Hygiene

- First Aid in Common Medical Emergencies
- Hygiene and Sanitation
- Preventable Diseases
- Dressing of Wounds
- Physical and Mental Health

ELIGIBILITY CONDITIONS FOR CERTIFICATE EXAMINATIONS

‘A’ CERTIFICATE

1. All NCC cadets in Junior Division, on successful completion of their two years training and having passed Part `A` examination conducted by respective NCC units, are issued NCC `A` Certificate. The certificate examination comprises of a written and practical test. Cadets to be eligible to appear in the certificate examination must fulfill the following conditions.
 - (a) The cadet should be on the roll of NCC unit/sub unit.
 - (b) The cadet should have attended a minimum of 75% of total training periods laid down in the syllabus for the first and second years of Junior Division/ Wing, NCC (All Wings).
 - (c) Attended one Annual Training Camp of JD/JW.
 - (d) Break in the NCC training of the cadet prior to appearing in the examination

should not exceed more than 12 months at one time, to count his previous training period. In case the break exceeds 12 months and the cadet has been on the unit rolls for a minimum of two years before his discharge and had attended 75% of the total period during his NCC service; he/she will need another 45 periods in the year he/she is appearing for the examination.

NOTICE

1. NCC as an additional Subject will be available to those schools where NCC already exists. It will be available as per existing strength.
2. Schools wishful of applying for allotment of NCC must apply to the nearest NCC Unit and not to CBSE. NCC will be allotted as per seniority as per provisions of NCC Act and Rules, 1948.

**(I) ELEMENTS OF BUSINESS (CODE NO. 154)
(2017-18)**

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

220 Periods

Unit		Marks	Periods
I	Introduction to Business	10	20
II	Trade and Auxiliaries to Trade	20	40
III	Forms of Business Organisations	25	40
IV	Transport	15	40
V	Banking	15	40
VI	Saving and Investment	15	40
	Total	100	220

	Contents	Learning Outcomes
I	Introduction to Business (a) Human activities Meaning and Types : Economic and Non-economic activities (b) Business activities : Meaning and Types : Industry and Commerce Business-meaning and features, E-business-Meaning, benefits and application (c) Not for profit organisations - meaning	The learner would be able to : <ul style="list-style-type: none"> ● Understand the meaning of human activities ● Differentiate between economic and non-economic activities ● Understand the meaning of business activities ● Explain the different types of business activities ● Give the meaning of industry and commerce ● Explain the concept of business ● Understand the meaning of e-business ● Appreciate the importance of e-business ● Give the meaning of not for profit organizations ● Differentiate between profit-making and not for profit organizations

II	<p>Trade and Auxiliaries to Trade</p> <p>(a) Trade-Wholesale and retail - meaning, functions of wholesaler and retailer.</p> <p>(b) Auxiliaries to trade : Insurance, transportation, warehousing, banking, communication and advertising - meaning.</p>	<p>The learner would be able to:</p> <ul style="list-style-type: none"> ● Give the meaning of trade and auxiliaries to trade ● Differentiate between the concepts of wholesale and retail trade ● State the functions of wholesaler and retailer ● Give the meaning of insurance, transportation, warehousing, banking, communication and advertising
III	<p>Forms of Business Organisations</p> <p>Sole proprietorship - meaning and features.</p> <p>Partnership-meaning and features.</p> <p>Hindu Undivided family-meaning and features.</p> <p>Company-meaning and features.</p>	<p>The learner would be able to:</p> <ul style="list-style-type: none"> ● Understand the concept of 'Forms of business organisations' ● Give the meaning of sole proprietorship, partnership and a company ● State the features of sole proprietorship, partnership and a company
IV	<p>Transport</p> <p>Rail, road, sea and air transport-features, advantages and limitations.</p>	<p>The learner would be able to:</p> <ul style="list-style-type: none"> ● Enumerate the different modes of transport ● Highlight the importance of transport business ● State the features of rail, road, air and sea transport ● Give transport the advantages of different modes of transport ● Give the limitations of different modes of transport
V	<p>Banking</p> <p>Commercial banks - meaning and functions</p> <p>Bank Deposit Accounts - types (Saving Accounts, Current Accounts, Recurring Accounts, Fixed Deposits)</p> <p>Opening and operating of Savings Bank Account</p>	<p>The learner would be able to:</p> <ul style="list-style-type: none"> ● Give the meaning of commercial banks ● Explain the functions commercial banks ● Differentiate between the different types of bank accounts ● Open and operate a savings bank account
VI	<p>Saving and Investment</p> <p>Sources of income, spending money wisely, need for savings, avenues of investments</p>	<p>The learner would be able to :</p> <ul style="list-style-type: none"> ● Give the meaning of savings ● Understand the need for savings ● Identify the different sources of income ● Make judicious use of income ● Identify the different avenues of investment

CLASS-X

One Paper

3 Hours

100 Marks

220 Periods

Unit		Marks	Periods
I	Company	15	40
II	Sources of Business Finance	15	40
III	Communication in Business Organisations	20	35
IV	Selling and Distribution	20	40
V	Large Scale Retail Trade	15	30
VI	Selling	15	35
	Total	100	220

	Contents	Learning Outcomes
I	Company Private and Public company : Meaning, Features and Difference Multinational companies : Meaning and Features	The learner would be able to : <ul style="list-style-type: none"> ● Recall the meaning of a company ● Understand the meaning of private and public company ● State the features of private and public company ● Give the meaning of a Multinational Company ● State the features of a Multinational Company
II	Sources of Business Finance Sole proprietor, partnership firm : sources Company : Owners funds and borrowed funds	The learner would be able to : <ul style="list-style-type: none"> ● Identify the need for business finance ● List the different sources of business finance ● Identify the sources of business finance for sole proprietorship, partnership firm and a company ● Distinguish between owners funds and borrowed funds
III	Communication in Business Organisations Meaning and methods : letter, e-mail, video conferencing, telephonic conversation	The learner would be able to : <ul style="list-style-type: none"> ● Recall the meaning of communication ● Mention the different modes of communication ● Distinguish between a letter and an email ● Distinguish between telephonic conversation and video conferencing

IV	<p>Selling and Distribution</p> <p>(a) Concept of purchase and sale</p> <p>(b) Types - Cash, Credit, Hire Purchase System and Installment Payment System</p> <p>(c) Documents used in the process of purchase and sale - quotation, invoice, debit note, credit note, accounts sales, delivery note</p>	<p>The learner would be able to :</p> <ul style="list-style-type: none"> ● Explain the concept of purchase and sale ● List the different methods of payment ● Explain the meaning and features of different methods of payment ● Identify the documents used in the process of purchase and sale
V	<p>Large scale Retail Trade</p> <p>(a) Forms of large scale retail trade - Departmental Store and Multiple shops</p> <p>(b) Non-store retailing - Mail order business, teleshopping, automated vending machines, selling through internet.</p>	<p>The learner would be able to :</p> <ul style="list-style-type: none"> ● Recall the meaning of retail trade ● Explain the meaning of large scale retail trade ● Differentiate between Departmental stores and Multiple shops ● State the features of Mail order business, teleshopping, automated vending machines, selling through internet
VI	<p>Selling</p> <p>(a) Personal Selling - meaning and importance</p> <p>(b) Sales promotion - meaning and techniques</p> <p>(c) Advertising - meaning, importance and media of advertising</p>	<p>The learner would be able to :</p> <ul style="list-style-type: none"> ● Understand the meaning of 'Promotion' ● Explain the meaning of 'Personal' Selling ● Appreciate the importance of 'Personal selling' ● Explain the meaning of 'Sales promotion' ● Identify the different techniques of sales promotion ● Explain the meaning of 'Advertising' ● Mention the different media of advertising ● Appreciate the importance of advertising

(II) ELEMENTS OF BOOK-KEEPING AND ACCOUNTANCY (CODE NO. 254) CLASS-IX

Objective : The main objective of this paper is to enable the students to understand the fundamental principles and to develop skills of preparing and maintaining simple books of accounts from given details.

One Paper

3 Hours

100 Marks

240 Periods

Unit	Contents	Marks	Periods
1	Introduction to Book Keeping and Accounting	12	30
2	Accounting Equation effects	12	30
3	Nature of Accounts and Rules for debit and credit	12	30
4	Journal	17	30
5	Ledger	15	40
6	Recording and posting of cash transactions	17	40
7	Trial balance	15	40
	Total	100	240

Unit 1 : Introduction to Book keeping and Accounting

30 Periods

12 Marks

Content	Learning Outcomes
Introduction to Book Keeping and Accounting : Need, objectives, advantages	<p>The learners would be able to :</p> <ul style="list-style-type: none"> ● Identify the need of Book Keeping. ● Understand the Objectives of Book Keeping. ● Appreciate the advantages of Book Keeping. ● Describe the meaning, objectives and advantages of accounting.

Unit 2 : Accounting Equation effects

30 Periods

12 Marks

Content	Learning Outcomes
Accounting Equation effects : Business entity Concept, dual aspect of transaction and the accounting equation, effect of transactions on accounting equation.	<p>The learners would be able to :</p> <ul style="list-style-type: none"> ● Understand the importance of business entity concept ● Explain the concept of accounting equation and appreciate that every transaction affects the accounting equation

Unit 3 : Nature of Accounts and Rules of Debit and Credit 30 Periods 12 Marks

Content	Learning Outcomes
Nature of Accounts and Rules of debit and credit : Classification of accounts, rules debit and credit, preparation of accounting vouchers and supporting documents (Bills, cash memo, debit note, credit note)	<p>The learners would be able to :</p> <ul style="list-style-type: none"> • Understand the Classification of accounts • Explain the rules of debit and credit • Apply the rules of debit and credit • Prepare the accounting vouchers with the help of supporting documents

Unit 4 : Journal 30 Periods 17 Marks

Content	Learning Outcomes
Journal : Need for journal, journal entries (no compound entries), subsidiary books (Cash book, purchase book, sales book, purchase return book, sales return book and journal proper)	<p>The learners would be able to :</p> <ul style="list-style-type: none"> • Understand the need for journal • Develop the understanding of recording of transactions in journal • Explain the importance of preparing subsidiary books.

Unit 5 : Ledger 40 Periods 15 Marks

Content	Learning Outcomes
Ledger : Definition and importance, relation between journal and ledger. Meaning of posting, guiding rules procedure of posting transactions from journal to ledger and balancing of accounts.	<p>The learners would be able to :</p> <ul style="list-style-type: none"> • Explain the concept of ledger and its importance in accounting process. • Appreciate the relationship between journal and ledger. • Develop the understanding for posting of transactions and balancing of accounts. • Explain the meaning of ledger posting • Understand the procedure of ledger posting

Unit 6 : Recording and Posting of Cash Transactions 40 Periods 17 Marks

Content	Learning Outcomes
Recording and posting of cash transactions : Necessity of cash book and its preparation. Simple cash book and cash book with cash and discount column. Petty cash book with imprest system.	<p>The learners would be able to :</p> <ul style="list-style-type: none"> • Explain the purpose of maintaining a cash book • Develop the skill of preparing the format of different types of cash books

	<ul style="list-style-type: none"> ● Understand the method of recording cash transactions in simple cash book, double column cash book (cash book with cash and discount column) and petty cash book ● Understand the concept of imprest system ● Develop the skill of maintaining petty cash book on imprest system
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Unit 7 : Trial Balance

40 Periods 15 Marks

Content	Learning Outcomes
Trial Balance : Purpose and Preparation (Only Balance Method; No suspense Account)	<p>The learners would be able to :</p> <ul style="list-style-type: none"> ● State the need and objective of preparing trial balance ● Develop the skill of preparing trial balance by balance method

Unit 3 : Bank Reconciliation Statement

50 Periods 20 Marks

Content	Learning Outcomes
Bank Reconciliation Statement : Meaning Preparation of BRS with the given cash book / pass book balance	The learners would be able to : <ul style="list-style-type: none"> • Understand the concept of bank reconciliation statement • Appreciate the need of preparing bank reconciliation statement • Develop understanding of preparing bank reconciliation statement

Unit 4 : Bills of Exchange

30 Periods 14 Marks

Content	Learning Outcomes
Bill of Exchange : Nature and use of Bills of Exchange, Terms used in Bills of Ex-change. simple transactions related to bills of exchange (No dishonour, retiring & renewal of the bill)	The learners would be able to : <ul style="list-style-type: none"> • Acquire the knowledge of using bills of exchange for financing business transactions • Understand the need of Bills of exchange in business • State the meaning of different terms used in bills of exchange and their implication in accounting • Develop in the skill of journalising simple bill transactions in the book of creditor and debtor

Unit 5 : Final Accounts

50 Periods 20 Marks

Content	Learning Outcomes
Final Accounts : Preparation of Trading and Profit & loss Account and Balance Sheet of Sole trader. Adjustment for closing stock only. [amount of closing stock to be given]	The learners would be able to : <ul style="list-style-type: none"> • State the meaning of financial statements & the purpose they serve for a sole proprietor. • Develop the skill of preparing Trading Account and calculating gross profit. • Develop the skill of preparing Profit & Loss Account and calculating the net profit • Explain the need for preparing 'Balance Sheet'. • Understand the techniques of preparing the 'Balance Sheet'. • Develop the understanding to to the simple adjustment for closing stock

Content	Learning Outcomes
Accounting from Incomplete Records : Meaning; preparation of statement of Profit, statement of affairs. [statement of affairs method only]	The learners would be able to : <ul style="list-style-type: none">● State the meaning of incomplete records● Understand the uses and limitations of incomplete records● Develop the skill of computation of profit / loss by preparing Statement of Profit● Develop the skill of preparing 'Statement of Affairs' and ascertain the position of the business on a particular date.

e- Publishing and e-Office (Code No. 354/454)

Learning Outcomes

- Ability to demonstrate creation of tables and integrating with (word documents) e-publishing operations
- Ability to use image creation and editing tools
- Ability to demonstrate touch typing with speed and accuracy on different layouts, e.g. QWERTY and INSCRIPT
- Ability to demonstrate conversions of various file format and creating UNICODE compliant documents
- Understanding various components of computer system including peripherals of different types
- Understanding of internet operations & Web applications
- Awareness of Cyber Security and Netiquette
- Awareness of ethical practices in computing
- Awareness of software in open domain and their licensing Scheme

Note:

This Paper has been divided in two parts i.e. theory and practical. The division of marks of theory and practical is as given below:

Theory	30 Marks
Practical	70 Marks
Total	100 Marks

Class IX

Maximum Marks: 30

Time: 2 Hours

Periods: 60

Unit No.	Title of the unit	Marks	Periods	Theory Periods	Practical Periods
1	Introduction to Computing	5	8	2	6
2	Efficient e- typing	3	7	2	5
3	Word Processing-I	6	15	5	10
4	Open source Software and ethical practices	4	6	3	3
5	Working with image and text document-I	6	10	3	7
6	Working with Spreadsheet-I	6	14	3	11
	Total	30	60	18	42

Theory

Maximum Marks: 30

1. Introduction to Computing 5 Marks

- 1.1 Understanding hardware- Starting and shutting down Computer and Printer: Steps to switch on and switch off a computer; Difference between Turn Off, Stand By, Hibernate, and Restart.

Characteristics of Computer, components of computer system - CPU, Memory, Storage Devices (Pen-drive, memory stick, CD - ROM and DVD) and I/O Devices (Input devices: Keyboard, mouse. Output devices: monitor, printer)

Encoding Schemes; ASCII and UNICODE for English and Indian languages

1.2 Keyboard Layout

Types of Keyboards - Physical Keyboards & Virtual Keyboard, Wireless & Wired Keyboard, Standard and Multimedia Keyboard

QWERTY Keyboard Layout: General Keys, Function Keys, Lock Keys, Lock indicators (Lights), Cursor Control Keys, Numeric Keys, Numeric Keypad. Phonetic Keyboarding for non English script.

Setting for Keyboard layouts and language variations.

INSCRIPT Keyboard Layout: importance of INSCRIPT Keyboard, Concept of using standard QWERTY keyboard with INSCRIPT overlay as at <http://tdil.mit.gov.in/isciichart.pdf>.

[Students may be encouraged to find out other relevant keyboard layouts for Indian language processing]

2. Efficient e- Typing 3 marks

- 2.1 Ergonomics: Layout, Correct sitting posture, Position of Keyboards, Mouse and Monitor.

2.2 Methods of Typewriting

2.2.1 Touch Methods of Typewriting

2.2.2 Sight Method of Typewriting

(Advantages and Disadvantages of both the methods)

- 2.3 Positioning of fingers on the Keyboard according to touch method of Typewriting.
- 2.4 Use of Touch Typing Tutor Software (Online and Downloadable; Freeware and Open Source Software) for practice.
- 2.5 Tips for higher efficiency (Speed And Accuracy)

[Students may be encouraged to attain e-typing skills for an Indian language up to 5w/min]

3. Word Processing-I **6 marks**

- 3.1 Creating, Saving and Opening a document in a Word Processor such as Writer.
- 3.2 Text styles (Bold, Italic, and Underline); Selecting Font Faces, Size and Color.
Installing and using non-English fonts.
- 3.3 Unicode: compliant Fonts, Font Convertors
- 3.4 Text Alignment, Automatic Page Numbering with or without header and footer, Cut-Copy-Paste, Undo and Redo.
- 3.5 Preview & Printing a document with different features
(page range, copies, page per sheet, scale to paper size)
- 3.6 Settings for page layout variations.

4. Open source Software and ethical practices **4 marks**

Open Source Software, Features, Shareware, Role of OSS in Education for Creativity promotion, Licensing scheme, Copywriting, GPL (General Public License)

Email etiquettes - proper structure and layout, case sensitivity, Disclaimer to email care with abbreviations and emotions, Gender sensitivity, refrain from copyright violation and piracy etc.

5. Working with image and text document-I (GIMP) **6 marks**

- The Toolbox: Introduction, Tools Icons, Color and Indicator Area, Tool Options, Selection Tools
- Selection Features: Rectangle Selection, Ellipse Selection, Free Selection (Lasso), Fuzzy selection (Magic wand), Select By Color, Intelligent Scissors, Foreground Select
- Paint Tools: Brush Tools (Pencil, Paintbrush, Airbrush), Bucket Fill, Blend, Pencil, Paintbrush, Eraser, Airbrush, Ink, Clone, Heal, Perspective Clone, Blur/Sharpen, Smudge, Dodge/Burn

6. Working with Spreadsheets-I **6 marks**

- Creating, Saving & Opening a Spreadsheet
- Selecting Cells and Ranges
- Entering Numbers & Text in Spreadsheet
- Simple Arithmetic Operations (+, -, *, /)
- Copying Data from Spreadsheet into a Word Processing Document

PRACTICAL WORK

Class - IX

70 marks

1. **Introduction to Computing:** components and operations
 - a. Demonstrate how to start and shut down the computer.
 - b. Use of various input, output and storage devices.
 - c. Getting fingers on the Keyboard and practicing each row of the keyboard. (Home, Upper, Bottom, and Number Rows), Practicing Numeric Keypad, Using Touch Typing Tutor Software.
 - d. Practicing on both QWERTY and INSCRIPT keyboard layout and language variations.

2. Efficient e-Typing

Calculating of Gross (Running) Speed and Accuracy

Calculating of Net (Accurate) Speed and Accuracy

The Purpose of assignment file extends much beyond the formality. The Assignment file should reflect and measure a student's continual improvement in e-Publishing & e-Office. An Assignment file must contain one document per month (in total 3 documents per term). Every month, an initial document without carrying out correction is to be kept in the file which will be known as initial document. The same documents must be duly signed by the instructor. (Private candidate may put self-attested test document)

Self - Assessment

	Month 1	Month2	Month3	Month 4	Month 5	Month 6
Speed						
Accuracy						

An additional analysis report at the end of the school term may be prepared by each student in the following format with self assessment of speed and accuracy.

3. Document preparation : Create a document with the following features:
 - 1) Word Processing Text Styles (B,I,U)
 - 2) Selecting Font, Size and Color, Font Conversion
 - 3) Text alignment
 - 4) Automatic Page Numbering, Cut-Copy-Paste, Word-Count, Preview and printing of documents

Sample Case Studies

- a) Green chilly multi cuisine restaurant is creating a new branch in west extension of the city. Design a menu card highlighting the cuisine and the dishes with their prices.
- b) Hakeem Pharmaceutical Company is located at Arya Nagar Dehradun. Design a sample visiting card for a Medical Representative. Make 5 copies of the card on A4 sheet.
- c) Design a refreshment coupon for all the participants of Techno Fest organized by the school. Replicate as many copies of the coupon on A4 sheet to save the paper.

4. Demonstrating open office software

- 1) Visit <http://www.openoffice.org> and explore and install the open office software specifically CALC and Writer. Take a simple example and re-write the program for an Indian language so as to incite for creative programming.
- 2) Identify cases of violation of ethical practices.

5. Image Creation and editing with the help of following tools:

- 1) Selection Features: Rectangle Selection, Ellipse Selection, Free Selection (Lasso), Fuzzy selection (Magic wand), Select By Color, Intelligent Scissors, Foreground Select
- 2) Paint Tools: Brush Tools (Pencil, Paintbrush, Airbrush), Bucket Fill, Blend, Pencil, Paintbrush, Eraser, Airbrush, Ink, Clone, Heal, Perspective Clone, Blur/Sharpen, Smudge, Dodge/Burn

Sample Case Studies:

- a) Pick an image of an automobile. Delete the picture back ground using selection tools. Insert the edited picture in word processing software and write its specifications.
- (b) Design a Rangoli (Replication of Geometrical Patterns) using refreshment coupon for all the participants of techno fest organized by the school. Replicate as many copies of the coupon on A-4 sheet to save the paper.

6 Spreadsheet Preparation:

Using Arithmetic Operations (+, -, */) and inserting spreadsheet into word document.

Sample Case Studies:

- a) Prepare a Report Card with the following information
 - School Name
 - Name of the student
 - Roll no
 - Class and Section

It should also comprise of following column heads

- Name of the Subjects
- Highest marks scored in the class
- Maximum marks
- Marks scored by the student

Use arithmetic operators and cell addresses

1. To compute the total marks obtained
2. Compute the percentage in each subject
3. Find the difference between the highest marks scored in the class and the marks scored by the student in each Subject.
 - b) Prepare a Weather Forecast Report with the following headings
 - Name of a city
 - Maximum temperature of the weeks of the month
 - Minimum temperature of the weeks of the month
 - Find the difference between maximum and minimum temperature of each week
 - Find average maximum temperature of the month
 - Find average minimum temperature of the month

Project Work:

Sample project-I

Create a word document (at least 5 pages long) giving details description about jobs available in IT sector.

Sample project-II

Prepare a dummy report card of any student showing marks and weightage in various subjects and final percentage.

Note: Computing is easy in Hindi and other Indian Languages also. An example case study is given in Hindi, students may prepare similar case-studies in respective regional languages also.

Sample project-III

अपनी कक्षा के छात्रा/छात्राओं की सूची तैयार करो जिसमें उनका अनुक्रमांक, नाम, पिता का नाम, माता का नाम, पता, फोन न. और जन्म दिन का उल्लेख हो।

पोस्टर बनाओ जिसमें "बेटी बचाओ बेटी पढ़ाओ" अभियान को प्रभावी ढंग से दिखाया गया हो। इसके साथ अपनी बात को वर्ड प्रोसेसर से एक पेज में लिखो।

Practical File	Hands on Experience and Viva	Total
20	50	70

QUESTIONS PAPER DESIGN 2017-18
CLASS-IX

e-Publishing and e-Office

Marks: 30

S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer -I (SA) (2 Marks)	Short Answer -II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weigh-tage (approx)
1	Remembering (Knowledge based- Simple recall questions, to know specific facts, terms, concepts, principles or theories; Identify, define, or recite, information)	2	1	-	-	4	14%
2	Understanding (Comprehension- to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	3	-	-	7	23%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situation; Use given content to interpret a situation, provide an example, or solve a problem)	1	1	1	1	10	33%
4	Higher Order Thinking Skills (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and /or integrate unique pieces of information from variety of sources)	-	-	1	1	7	23%
5	Evaluation (Judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	1	-	-	2	7%
	Total	4x1=4	6x2=12	2x3=6	2x4=8	30	100%

Class - X

Maximum Marks: 30

Time: 2 Hours

Periods: 60

Unit No.	Title of the unit	Marks	Periods	Theory Periods	Practical Periods
1	Internet as Web Resource & Network security	6	13	5	8
2	Word Processing-II	9	18	5	13
3	Working with Spreadsheet-II	5	10	3	7
4	Working with image and text document-II	6	12	3	9
5	E-publishing	4	7	2	5
	Total	30	60	18	42

Theory

Maximum Marks: 30

S.No.		Marks
1.	Internet as Web Resource & Network security	6
1.1	Browsers such as Chrome, Mozilla, Internet Explorer	
1.2	Protocol such as TCP/IP, FTP, PPP, Remote Login Protocol (TELNET)	
1.3	Electronic Mail: Create and email, sorting email, attachments (Upload/download). Explore methods for e-mailing non-English documents	
1.4	Office WebApps : Google docs/Sky drive Creation of (Folder, Document, Form, Spreadsheet)	
1.5	Concepts: Cyber Law, Firewall, Cookies, Hackers and Crackers, Ethical Practices: Netiquettes	
1.6	Practice in on-line transactions such as online registration, net-banking, e-purchasing etc.	
1.7	Precautions in secured transactions	
2	Word Processing-II	9
2.1	Page-Setting (Size, Orientation and Margins), Setting Line Spacing & Paragraph Spacing, Inserting Special Characters and Symbols, Creating Bulleted & Numbered List, Inserting Pictures	
2.2	Using Find & Replace, Using Superscript & Subscript, Writing mathematical formulas and equations	
2.3	Creating a Table and Entering Data in it.	
2.4	Using Spell Check and Grammar Check, Adding Header and Footer.	
2.5	Using Mail Merge	
2.6	File Types in Writer/Clac Document	
2.7	Saving Writer/Clac as Pdf	
2.8	Import files frame call into Writer by using insert OLE objects.	

3.	Working with Spreadsheet-II	5
3.1	Relative referencing, Absolute Referencing, Mixed Referencing	
3.2	Usage of simple Statistical Functions: SUM(), AVERAGE(), MAX(), MIN(), IF function with range of values	
3.3	Embedding Charts of various types: Line, Pie, Scatter Bar and Area Chart.	
4.	Working with image and text document-II	6
4.1	Transform Tool: Align, Move, Crop, Rotate, Scale, Shear, perspective, Flip, The Cage Tool Color Tools: Color Balance. Hue-Saturation, Colorize, Brightness-Contrast, Threshold, Levels, Curves,	
4.2	Posterize, Desaturate	
4.3	Other: Paths, Color Picker, Zoom, Measure, Text	
5.	E-Publishing	4
5.1	e-publishing: Publishing in older days, e-magazine, e-book, e-book: Book marks, Search, Read from, Read to, Page count, Indexing, Summary, Comparing two books, Book review.	
5.2	Digital Library: TIFF, GIT, JPGE	
5.3	e-office operations: Content capturing, Content Authoring, Work Flow, Archiving, Publishing, Indexing Searching & retrieval, Versioning, Aging & retention, security, compression, reporting, Appointment.	
5.4	Collaborative Working e-office working etiquettes and ethical practices, advantages of e-office and application in e- governance.	
5.5	Online tools for converting PDF of doc./ .xls(such as www.zam-zar.com)	
5.6	Online tools to convert Scanned text document (JPEG) to Writer/Clac (such as www.onlineocr.net)	

PRACTICAL WORK Class - X

70 marks

1) Internet as web resource:

- Create an email id on Google, upload an attachment and send email, download the attachment from the received email
- Demonstration of TCP/IP, FTP & Remote login Protocol.
- Web Apps
- Practice in online transaction e.g. Online registration, net banking, e-purchasing etc.
- Demonstration of network security features and precautions regarding secured transaction.

Sample Case Studies

- a. Write a Document on Google drive with a notice for cancellation of winter vacation and opening of school and share it with 5 students of your class.
- b. Create an online registration form in Google drive to register the students for the competition to be held in school with the following information
S. No.: Text
Name of the Student: Text
Date of Birth: Date
School Name: Paragraph Text
Tel. No.: Texts
Event Name: Check Boxes
Gender: Choose from List
Participation in Surprise Event: Multiple Choices
Share it with the students of your class (using email IDs). Print the Spread sheet is created after filling the form.
- c. Practice in online transaction e.g. online registration, net banking etc.
- d. Demonstration of network security features and precautions regarding secured transaction.

2) Document Preparation:

Layout are required to be created with the following features:

1. Page-Setting, Setting Line Spacing & Paragraph Spacing.
2. Inserting Special Characters and Symbols inserting Pictures
3. Creating a Table and Entering Data in it
4. Adding Header and Footer, Creating Bulleted & Numbered List.
5. Spell check and grammar check of a document.
6. Save the document created in the above specified lab activity in 4(a) and 4(b) in pdf. Open the documents thus saved and observe the associated software.
7. Import spreadsheet file into document file

Sample Case Studies

- a. Create a newsletter for your school
- b. Your school has organized Annual Function, Create a report that includes the highlights of the day.

- c. Using Mail Merge replicate a birthday invitation letter with five different addresses. [Students may be encouraged to work on a case study with entries in an Indian language.]

3) Spreadsheet Preparation

Use simple Statistical Functions: SUM (), AVERAGE (), MAX (), MIN (). IF function with range of values, embedding Charts of various types: Line, Pie, Scatter Bar and Area in a Worksheet

Sample Case Studies

- a) Create a worksheet to organize your monthly expenses and calculate the balance for you. You can use fictitious data for this assignment!

Your worksheet should include the following data:

- a. A title such as “ My Monthly Expenses”
- b. Expenses: At least four items (e.g. rent, utilities, food , parking, payroll, phone bill, etc.) during a period of four months
- c. Income: At least two sources (e.g. Loan, Family Support, Student Work, Other, etc.) during a period of four months

Follow the instructions below and complete a personal work sheet for the expenses you spent in the past 4 months.

- (i) Set up the table. Plan how you would like the table to look like. The following is an example.

My Monthly Income

Expenses	September	October	November	December	Total	Average Check
Housing						
Phone						
Tuition						
Utilities						
Food						
Total Expenses						
Income						
Work sutdy						
Loan						
Total Income						
Balance						

- (ii) Input raw data

- (iii) Compute the total
- Compute the total expense for each of the months
 - Compute the total expense for each of the items across the four months
 - Compute the total income for each of the months
 - Compute the total income for each of the sources across the four months

Compute the average

- Compute the average for each of the items across the four months
- Compute the average income for the different sources
- Compute the average monthly income

Compute the balance: difference between income and expense

For each of the months, between the total income and the total expense for the four months and the difference between the total income and the total expense during the four months.

Multiply the average by four to double-check the average operation. In other words see if the result of the multiplication matches the total.

iv. Create graphs.

- Create a column chart on monthly expenses in the worksheet, including a chart title, and axes titles. Your legend must have specific labels instead of “series 1, Series 2... and Series 5”
- Create a second graphic (of your chosen style) on the monthly balance during the past four months.

v. Header/footer

Add a header to the worksheet that displays your name, email address, class & section, and a footer that displays the number of pages.

vi. Print it

4. Image and Text Editing:

Transform Tools: Align, Move, Crop, Rotate, Scale, Shear, Perspective, Flip, The Cage Tool, Color Tools: Color Balance, Hue*Saturation, Colorize, Brightness-Contrast, Threshold.

Sample Case Studies

- 1) Create a collage from the pics of any event held in school
- 2) Create a logo of school magazine.

5. E-Publishing

- Preparing e-book in PDF format

- Convert scanned document into word/spreadsheet format.
- Prepare a write up on difficulties faced in e-publishing and precautions you suggest.

Project Work:

Sample Project-I:

ABC Company is planning to establish a publishing House. They have asked you to explore the market and submit the report that should have

- Hardware requirement and estimated cost
- Software requirement and estimated cost
- Infrastructure requirement
- Manpower
- Electricity
- Other expenses
- Expected market
- Profits etc.

The report should have

- A letter head having company's logo and name
- Advertisement in pdf format
- Brochure having details of Publishing House

Use mail merge feature to send the report to various banks for sanctioning of loans.

Sample Project-II:

Given a bilingual document in Unicode, work out the procedure for E-publishing it.

Note: Computing is easy in Hindi and Other Indian Languages also. An example case study is given in Hindi. Students may prepare similar case-studies in respective regional languages also.

Sample Project-III:

“जन धन योजना” के अंतर्गत गोपाल गाँव के निवासियों ने केनरा बैंक में खाते खोले हैं, इनमें बैलेंस शुन्य हो सकता है, या 5 डिजिट में धनराशि हो सकती है, सूची तैयार करो जिसमें 50 निवासियों को वोटर कार्ड संख्या, निवासी का नाम, लिंग, आयु, खाता संख्या, जमा धनराशि हो।

Filter command से इस सूची से उन निवासियों की सूची तैयार करो, जिनकी जमा धनराशि शुन्य है।

Practical File	Hands on Experience, Project Report & Viva	Total
20	50	70

QUESTIONS PAPER DESIGN 2017-18
CLASS-X

e-Publishing and e-Office

Marks: 30

S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer -I (SA) (2 Marks)	Short Answer -II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weigh-tage (approx)
1	Remembering (Knowledge based- Simple recall questions, to know specific facts, terms, concepts, principles or theories; Identify, define, or recite, information)	2	1	-	-	4	14%
2	Understanding (Comprehension- to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	3	-	-	7	23%
3	Application (Use abstract information in concrete situation, to apply knowledge to new situation; Use given content to interpret a situation, provide an example, or solve a problem)	1	1	1	1	10	33%
4	Higher Order Thinking Skills (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and /or integrate unique pieces of information from variety of sources)	-	-	1	1	7	23%
5	Evaluation (Judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	1	-	-	2	7%
	Total	4x1=4	6x2=12	2x3=6	2x4=8	30	100%

(E) FOUNDATION OF INFORMATION TECHNOLOGY (FIT)
(CODE No. 165) (Session 2017-18)

Learning Outcomes:

- Understanding organization of a computer system and networking.
- Basic understanding of database design.
- Ability to work on office tools such as word processor, spreadsheet and presentation.
- Ability to apply knowledge and practice on office tools to develop IT applications.
- Ability to use Indian languages in developing an IT application.
- Ability to design HTML webpage.
- Appreciation/awareness of societal impacts of information technology in business. Public services, education, health etc.
- Awareness of basic information security issues.

Job Opportunities:

- Upon completion of this optional course on FIT at secondary level, one will be able to assist in IT-enabled office work.

CLASS - IX

Theory: 40 Marks

Practical: 60 Marks

Unit	Description	Marks	
		Theory	Practical
Unit I	Basics of Information Technology	10	-
Unit II	Information Processing Tools	25	30
Unit III	Societal Impacts of IT	05	-
Unit IV	IT Applications	-	30
	Total	40	60

CLASS IX : (THEORY)

Time : 2½ hours

Marks : 40

Unit I: Basics of Information Technology

Convergence of Technologies: Computer, Communication and Content Technologies.

Computer System: Characteristics of a computer, components of a computer system - CPU (CU & ALU), Memory, Storage Devices and I/O Devices

Memory: Primary (RAM & ROM) and Secondary Memory.

Units of Memory: Byte, Kilobyte, Megabyte, Gigabyte, Terabyte, I/O Devices - Keyboard, Mouse, Printer, Joystick, Scanner, Microphone, OCR, MICR, Light Pen, Barcode Reader, Digital Camera, Web Camera, Speaker, Plotter

Storage Devices: Hard Disk, CD ROM, DVD, Pen/Flash Drive, Memory Stick

Types of Software: System Software (Operating System), Application Software (General purpose application software - Word Processing, Spreadsheet, Presentation, Database Management; Specific purpose application software - (Accounting Management, Reservation System, HR Management, Attendance System, Payroll System, Inventory Control System, Billing System) and Utility Software (Disk/Folder/Files Management, Virus Scanner/Cleaner, Encryption/Decryption Tools)

Communication Technology:

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

Wired Networking Tools: Co-axial Cable, Ethernet Cable, Optical Fiber

Wireless Networking Tools: Bluetooth, Infrared and WiFi

Content Technology:

Data, Information and Multimedia (Picture/Image, Audio, Video, Animation)

Unit II: Information Processing Tools

Operating System - Basic concepts of Operating System, Operating System: Need for operating system, Functions of Operating System (Processor Management, Memory Management, File Management and Device Management), Types of operating system - Interactive (GUI based), Real Time and Distributed; Commonly used operating systems: UNIX, LINUX, Windows, Solaris, BOSS (Bharat Operating System Solutions); Mobile OS - Android, Symbian.

Basic components of a GUI Window: Desktop, Title Bar, Menu Bar, Status Bar, Scroll Bars (Horizontal and Vertical); Frame; Basic operations of left and right buttons of mouse, Creating Shortcut, Basic Tools: Text Editor, Painting Tool, Calculator, using Mouse and moving icons on the screen, Task Bar, Different types of menu and menu selection, running an application, setting system date and time; viewing files, concept of folders and directories, creating/moving/ renaming/ deleting files and folders, opening and closing Windows, Minimise, Restore and Maximise forms of windows.

Office Tools

Word Processing Tools: 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 and/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 Pictures, Page Setting, Bullets and Numbering, Borders and Shading, Format Painter/Paintbrush, Find and Replace, Inserting Tables: inserting, deleting rows and columns, merging cells, splitting cells.

Using auto-format, mail merge, track changes, review comments, usage of drawing tools, shapes and mathematical symbols.

Presentation Tool: 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; Printing Slides Handouts, Inserting pictures from files, Animating pictures and Text with Sound Effects, Timing Text box, Pictures and Slides, Rehearse Timings, Ungrouping and Grouping Objects (like text, picture).

Spreadsheet Tool: Introduction to Spreadsheet, Concept of Worksheet and Workbook, 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, Formula-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); Embedding Charts of various types: Line, Pie, Scatter, Bar and Area in a worksheet; inserting tables in a worksheet.

Unit III: Societal Impacts of IT

Benefits of ICT in Education, Healthcare, Governance, Business, Plagiarism, Privacy, Security and Integrity of Information; Intellectual Property Rights, Careers in IT; Design and manufacturing.

Unit IV: IT Applications

Students are suggested to work on the following areas using Word Processing Tool, Spreadsheet Tool and Presentation Tool.

Domains:

Multi Lingual Documentation:

- Letter Writing - content, context, addressee, Mail-Merge Formal/Informal letter
- Report Writing - content, presentation, context

- Greeting Card - design, context, recipient
- Poster Making - design, context, target group

Presentation:

- School Presentation
- Environment (Save Energy) and Pollution (Global Warming)
- Product Advertisement
- Science and Social Science topic from the course
- Trends in Wireless Computing

Analysis Reporting:

- School/Class Result with student-wise and subject-wise marks
- Cricket Score Record
- Weather Forecasting Report

CLASS - IX (Practical)

Time: 4 hours

Marks : 60

(A) HANDS ON EXPERIENCE

30 Marks

1. Working on Operating System:

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

- Create
- Rename
- Copy / Cut / Paste
- Delete
- Commands related to Text Editor / Drawing Tool

2. Word Processing*

A document is required to be created for testing the following areas

- Editing and formatting text and paragraph
- Page and paragraph setup
- Inserting symbols and pictures

3. Presentation*

A presentation is required to be created with 4 slides for testing the following areas:

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

4. Spreadsheet*

A spreadsheet is required to be created for testing the following areas:

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

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

(B) IT APPLICATION REPORT FILE

15 Marks

Students are supposed to make an IT Application Report File containing real life assignments using Word Processing, Presentation and Spreadsheet Tools on at least 15 topics from the domain mentioned in Unit IV:

- At least 5 documents of Word Processing tools along with mail merge feature
- At least 5 presentations of Presentation tools
- At least 5 spreadsheets with graphs

(C) IT APPLICATION PROJECT using word processing, spreadsheet and presentation tools **10 Marks**

(D) VIVA VOCE **05 Marks**

Viva based on IT applications report file.

CLASS - X

Theory: 40 Marks

Practical: 60 Marks

Unit	Description	Marks	
		Theory	Practical
Unit I	Basics of Information Technology	10	-
Unit II	Information Processing Tools	25	30
Unit III	Societal Impacts of IT	05	-
Unit IV	IT Applications	-	30
	Total	40	60

CLASS - X (THEORY)

Time : 2½ hours

Marks : 40

Unit I: Basics of Information Technology

Internet: World Wide Web, Web servers, Web Clients, Web sites, Web Pages, Web Browsers, Blogs, News groups, HTML, Web address, E-mail address, URL, HTTP, FTP, downloading and uploading files from remote site;

Services available on Internet: Information Retrieval, Locating sites using search engines and finding people on the net;

Web Services: Chat, email, Video Conferencing, e-Learning, e-Banking, e-Shopping, e-Reservation, e-Governance, e-Groups, Social Networking.

Unit II: Information Processing Tools

Office Tools

Database Management Tool: Basic Concepts and need for a database, Creating a database, DataTypes-Text, Number, Date, Time, Setting the Primary Key, Entering data into a database, Inserting and deleting Fields, Inserting and deleting Records, Field Size, Default Value, Creating Query using Design view.

Information Representation Methods

Hyper Text Markup Language

Introduction to Web Page Designing using HTML, Creating and saving an HTML document, accessing a web page using a web browser (Google Chrome, Internet Explorer, Mozilla Firefox, Opera, Apple Safari, Net scape Navigator);

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

HTML, HEAD, TITLE, BODY (Attributes: BACKGROUND, BGCOLOR, TEXT, LINK, ALINK, VLINK, LEFTMARGIN, TOPMARGIN), FONT(Attributes: COLOR, SIZE, FACE), BASEFONT(Attributes: COLOR, SIZE, FACE), CENTER, BR (Break), HR(Horizontal Rule,

Attributes: SIZE, WIDTH, ALIGN, NOSHADE, COLOR) inserting comments, H1..H6 (Heading), P (Paragraph), B (Bold), I (Italics), U (Underline), UL & OL (Unordered List & Ordered List Attributes: TYPE, START), LI (List Item)

Insertion of images using the element IMG (Attributes: SRC, WIDTH, HEIGHT, ALT, ALIGN), Super Script SUP, Subscript SUB, Creating Table using the element TABLE (BACKGROUND, BGCOLOR, WIDTH, CELLPACING, CELLPADDING, BORDER), TR, TH, TD, ROWSPAN, COLSPAN, Internal and External Linking between Web Pages: Significance of linking, A - Anchor Element (Attributes: NAME, HREF, TITLE, MAILTO).

XML (Extensible Markup Language)

Introduction to XML, Difference between XML and HTML with respect to the following: Data separation, data sharing, document structure, tags, nesting of elements, attributes, values. XML Elements - Defining own tags in XML, root elements, child elements and their attributes; Comments in XML, White space and new line in XML, well formed XML documents, validating XML documents, XML Parser, Viewing XML documents in a web browser.

Unit III: Societal Impacts of IT

Information Security: Virus, Worms, Trojans and Anti-Virus Software, Spyware, Malware, Spams, Data Backup and recovery tools and methods, Online Backups, Hacker and Cracker with regard to Computer Data and Applications, Social Networking Information security provisions in e-commerce, Benefits of ICT in Education, Healthcare, Governance, Virtual, School, emergence of Knowledge economy, Impact of ICT on Society:

Knowledge based society, Infomania, Digital Unity and Digital Divide.

Unit IV: IT Applications

Students are suggested to work on the following suggestive areas using Database Management Tool and HTML on topics implementing the tools/elements covered in the course.

Domains:

Database Design:

- Personal Data Record File
- School/Class Result Record
- Employee Payroll
- Stock Inventory
- Vehicle Parking Record File

Webpage Design:

- My Home Page
- My School

- My Family
- Personal Blog with Name, Photo, Areas of Interest, School, State, Country
- School Website - Infrastructure, Facilities, Uniform, Motto, School Pictures, Extra Curricular Activities, Subject and Language Options
- Travel and Tourism
- Statistics on India - State wise Area, Population, Literacy (Enrolment in Primary, Middle, Secondary, Senior Secondary), Gender Ratio
- Environment (Save Energy) and Pollution (Global Warming)

CLASS - X (Practical)

Time : 4 hours

Marks : 60

(A) HANDS ON EXPERIENCE

30 Marks

1. Database Design:*

- Creating and entering data into a database
- Setting the primary key
- Inserting meaningful data and organising
- Creating Query with the same design view of the table.

2. Webpage Designing *

- Adding a title to webpage
- Formatting Text
- Adding Ordered/Unordered Lists
- Writing Text in Paragraphs
- Inserting Image
- Adding content in Tabular Form
- Adding Internal / External links.

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

3. XML Assignment*

Students to be asked to create an XML document on the lines of XML concepts covered in theory syllabus.

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

(B) IT APPLICATIONS REPORT FILE 15 Marks

Students are supposed to make an IT Application Report File containing real life assignments using a Database Management Tool and HTML

- 5 Database Solutions
- 8 HTML source code along with browser view
- 2 XML Documents Source Code and View

(C) IT Application project using database and website design in a domain such as School Management, Public Services Computing, Business Computing. 10 Marks

(D) VIVA VOCE 05 Marks

Viva based on IT applications report file.

(F) INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
(Code No. 166) (Session 2017-18)

Learning Outcomes:

1. Ability to develop a basic know how of one's computer system.
2. Ability to use Internet and its services.
3. Ability to efficiently work on Image editing tools.
4. Ability to design a website using HTML.
5. Ability to design Online forms using HTML.
6. Ability to apply style sheets using CSS.
7. Ability to recognize security threats and take preventive measures.

COURSE STRUCTURE
Class - IX

Theory: 40 Marks

Practical: 60 Marks

Unit	Name of Unit	Marks	
		Theory	Practical
Unit I	Basics of Internet	5	-
Unit II	Web services	5	-
Unit III	Introduction to GIMP	10	30
Unit IV	Introduction to HTML	15	30
Unit V	Security Threats and Security Measures	5	-
	Total	40	60

Class-IX
Theory Paper

Time : 2½ hours

Marks : 40

Unit I: Basics of Internet

Marks: 5

World Wide Web - History of World Wide Web, difference between Internet and www, search engines.

Web Servers: What is a server; Server software, Services provided by servers and their types.

Website: Definition and its difference from portal, Components of website, Construction of website, how to build a website? elements of website, software used to create website.

Web pages: Definition of webpage, what does it contain? static and dynamic areas, what makes a webpage work?, difference between web page and website.

Web Browser: Toolbar, SSL, names of various web browsers.

Blogs- Definition of blog and bloggers, advantages and disadvantages of blogging.

URL: Definition, elements, absolute and relative URL

Protocols: Definition, TCP/IP, HTTP, FTP which one to use when and why, applications and examples.

Unit II: Web Services

Marks: 5

Concept of web services

Email: Definition, protocols used in email services, mail account and address, sending and receiving an email, difference between cc and bcc, spam and junk, Email etiquettes- proper structure and layout, case sensitivity, disclaimer to email, care with abbreviations and emotions, gender sensitivity,

Chat: Definition, chat room, commonly used types of chat.

Video Conferencing : Definition, areas of application, advantages and disadvantages of video conferencing.

e-Learning: Definition, benefits, application areas, e-learning software.

e-Shopping: Definition, advantages and dis-advantages, sites available, threats and security concerns.

e-Reservation: Definition, benefits, application areas, reservation process, live and nonlive reservation

e-Group: Definition, features, benefits.

Social Networking: Definition, names of various social networking web sites, merits and demerits, service providers, features available, ethics.

Unit III: Introduction to GIMP

Marks: 10

Image editing: Basics of image editing and their features. Various image editing software including freeware and paid software.

GIMP- Introduction, features and uses of GIMP. Downloading GIMP, GIMP compatible platforms. Creation of new file using shortcut or mouse. Default extension of these files and opening of existing file.

Saving a file with keyboard or mouse, .xcf and various file formats supported by GIMP. Basics of GIMP window, Understanding main components of GIMP window, Toolbox.

Toolbox- Explain selection tools, text tools, eraser tools, bucket fill tools, foreground and background.

Handling of menus in GIMP with its editing features, Image handling by using various selections and paint tools, resizing (scaling) and cropping, editing images for web, Layers.

Unit IV: Introduction to HTML

Marks: 15

Introduction and origin of HTML, History of HTML, Advantages of using HTML, Tools to be used, Tags and attributes, Document structure

Tags and attributes- tags - what are they, tag format, single and multiple tags, empty elements and container elements, Formatting elements.

Structure of HTML document- HTML, HEAD, TITLE, BODY, Attributes (BACKGROUND, BGCOLOR, TEXT, LINK, ALINK, VLINK)

Formatting elements: Font (attributes - colour - ,), size - ,), face), Centre,
, <HR>, (attributes- size, width, align, no shade, colour) Headings (H1 to H6), Paragraph :<p></p> , attributes : ALIGN , Bold, , Italics<I>, </ I>, underline<U>, </U>.

LISTS- requirement of list in HTML, definition and introduction of LIST, , different types of lists, unordered or bulleted list ..., ordered numbered list ..., definition or glossary list<dl> ...</dl>, <dt>...</dt>(attribute- type, start)

Inserting Image, Audio and Video, Image attributes - align, border, alternate label, width and height)

Audio (attributes - autoplay and controls)

Video (attributes - height, width, auto buffer, controls)

Unit V: Security Threats and Security Measures

Marks: 5

Virus- definition, types, virus spread, protection, current threats

Worms- definition, types, spread, protection, current threats

Trojans- definition, Trojan spread, protection

Spyware- definition, symptoms, prevention and protection

Malware- definition, types, prevention

Spams- definition, detection and prevention

Hackers and Crackers- definition, tools available, types of hacking, difference between hackers and crackers, prevention and protection.

Antivirus tools- free and paid tools, latest tools, there style of working, importance of regular update

Data Backup and Recovery tools- Need for backup, technologies and tools available, importance of backup and recovery plan, types of backup.

Class - IX PRACTICAL WORK

Duration : 4 hours

Marks : 60

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 given below:

- (A) **HANDS ON EXPERIENCE** **30 Marks**
- | | | |
|------|----------|--|
| GIMP | 15 Marks | |
| HTML | 15 Marks | |
- (B) **IT Application Report File** **15 Marks**
- Students are supposed to make a IT Application Report File Containing Real life assignments/ presentations using GIMP and HTML.
- At least 7 Activities related to GIMP
 - At least 8 webpages covering the concepts covered.
- (C) **Project Work** **10 Marks**
- Developing a website on a topic containing all the concepts covered and images edited using GIMP.
- (D) **Viva Voice** **5 Marks**

Suggested Activities

1. Find out and make a list of all the e-commerce websites, Academic websites and social networking sites.
2. Find out all the latest search engines with the features and make a presentation.
3. Students can be asked to make a list of IP addresses of few of their favorite sites using google search engine. Ask them to use those IP addresses to open the sites.
4. Ask students to create a blog for their class and update the blog on daily basis.
5. Make a list of all the sites through which video conferencing is possible without paying any money.
6. Create an e-group of your class and share your view on the current societal issues with your friends.
7. Find out and make a list of various e-shopping websites and make a presentation on the information gathered.

8. Login to your email account and perform the following operations:-
 - a. Compose a mail using all the options of email such as bcc and cc.
 - b. Add email address from your address book.
 - c. Transfer mail from Inbox to spam and vice versa. Create different folders and arrange mails in different folders.
9. Create an account on any popular social networking site for your class and invite all teachers and students of your class to this account. Use this account for academic purpose.
10. Create a blog on any popular blogging site keeping the following points into consideration:
 - Enter the title of the blog as “School Activities at a glance” - Select a suitable template for your blog.
 - The URL of your blog should be your complete name.
 - Publish the post on the monthly basis with the pictures of your school activities of a particular month and then view this post.
 - Sign out from the blog website.
11. Design a digital poster of any e-shopping website.
12. Take your own picture, scan it and change the background colour and clothes colour using paint tools and layouts.
13. Collect three or four images like water image, building image, ship image and a bird image. Make one image showing reflection of the building on the shore and bird flying in a sky in water with the ship.
14. Import an image file of your choice. Change the foreground and the background color, use a text tool to give a heading to your file. Add a layer and place another picture on it. Select the text tool and type your name in blue color. Select a portion of the picture and then change the direction. Save the file.
15. Make a collage on “Heritage of India”
16. Create an advertisement for a magazine on any product of your choice.
17. Try to design the logos of some famous brands.
18. Create a webpage on any of the following:
 - My Home Page
 - My School
 - My Family
 - School Website - Infrastructure, Facilities, Uniform, Motto, School Pictures, Extra-Curricular Activities, Subject and Language Options
 - Travel and Tourism

- Statistics on India - State wise Area, Population, Literacy (Enrolment in Primary, Middle, Secondary, Senior Secondary), Gender Ratio
- Environment (Save Energy) and Pollution (Global Warming)

Note: Activities mentioned above are only suggestive. Teachers should encourage children to innovate.

COURSE STRUCTURE Class - X

Theory: 40 Marks

Practical: 60 Marks

Unit	Name of Unit	Marks	
		Theory	Practical
Unit I	Computer Components and Interconnection	5	-
Unit II	Advance GIMP	10	20
Unit III	Advanced HTML	20	40
Unit IV	Network Security	5	-
	Total	40	60

Class-X Theory Paper

Time : 2½ hours

Marks : 40

Unit I: Computer Components and Interconnection

Marks: 5

Computer System and its definition, Hardware, Basic components of a Computer System, Input Unit, Central processing Unit/CPU, Output unit and functions, Memory, types of memory, Primary Memory, RAM (Random Access Memory), ROM(Read Only Memory), SECONDARY MEMORY, Binary digit, concept of bit and bytes, Types of computers (Analog, Digital, Hybrid), characteristics of computers, types of software (System Software, Application Software, Utility Softwares, classification of Programming Languages Ports and Cables)

Unit II: Advance GIMP

Marks: 10

Toolbox-Move tool, Alignment tool, Scale tool, Shear tool, Perspective tool, Flip tool, Blend tool, Blur/Sharpen tool, Smudge tool, Dodge / Burn tool Painting in GIMP-Pencil and paintbrush tool

Operations on Layers (Adding new layers, Renaming a Layer, Deleting a Layer, Merging a Layer, Scaling a layer, Duplicating a Layer)

Masking-Introduction and example, editing a mask

Unit III: Advanced HTML

Marks: 20

Representing data in Tabular forms, Concept of Table

Attributes <table> ..</table> ,<TR>..</TR>, <TD>..</TD>TH, Attributes: Colspan, ROWSPAN

Properties: Align, width, Border, Color, Bgcolor, background, <CAPTION> tag

Working with frames, frame attributes (<frameset..>), Attributes of <frameset>; Rows, Cols, Border, Frameborder, Framespacing.

Frameset element and its attribute (Src, Scrolling, Noresize), target attribute in anchor tag.

Working with HTML Forms

Introduction and explanation of forms, Tags and attributes used in Form, <Form>..</Form> INPUT tag and its attributes (Name, Size, Maxlength, Type)

Fields displayed by type attribute, (Text Box Field, Radio Buttons, Check boxes, command Button, Drop down Box , TEXTAREA and SELECT)

DHTML & CSS

Introduction to DHTML, Features and uses of DHTML, Components of DHTML, Cascading style sheet, Advantages and Limitations of CSS,

Methods of applying CSS to an HTML document: In-line (the attribute style) and Internal (the tag style), External (link to style sheet), creating and saving cascading style sheets

Introduction and familiarization of Font: Font-Family, Style, Size, Variant, Weight; Text and Background properties; Colour properties - Text Indent, Align, Decorating, Spacing, Transform, Text alignment, decoration and transformation, Foreground and Background colour, Image and Repeat

Use of margin and margin properties, Concept of padding and Border ; Padding and Border Properties

Absolute and Relative Positioning

Unit IV: Network Security

Marks: 5

Concepts: Cyber Law, Cyber Crime, Fire wall, Cookies, Hackers and Crackers

Open Source Software, Free ware, Shareware, Licensing scheme, Copywriting, GPL(General Public Licence), Licensed software, Copyright software, refrain from copyright violation and piracy etc.

Class X PRACTICAL WORK

Duration : 4 hours

Marks : 60

Design of a Practical Question Paper

Instructions on the basis of syllabus, distribution of marks and conduct of practical examination have been provided.

The examiner is advised to set the question paper according to the prescribed curriculum and distribution of marks.

(A) HANDS ON EXPERIENCE

30 marks

GIMP 10 marks

ADVANCED HTML 20 marks

(B) IT Application Report File 15 Marks

Students are supposed to make a IT Application Report File Containing Real life assignments/ presentations using GIMP and Advanced HTML.

- At least 5 Activities related to Advance GIMP
- At least 10 webpages covering the concepts covered such as Tables, Frames, Forms, DHTML and CSS.

(C) Project Work 10 Marks

Developing a website on a topic integrating all the concepts covered using advance GIMP and advanced HTML.

(D) Viva Voice 5 Marks

Suggested Activities

1. Find out and make a list of the types of memory available in the market and their storing capacity. Also find out, about the various utility and application software(s) used, and share this information through social networking sites. Create a document/ spreadsheet/form through Office Web Apps e.g. google docs/sky drive and share it with your friends.
2. Create a collage from the pictures of any recent event held in school.
3. Design a digital poster for any state of your choice in India depicting their tourist spots and thus promoting tourism.
4. Collect and import few pictures or images of important monuments (tourist spots). Add layers and place a picture in each layer. Merge layers and edit layers and use mask to selectively colour the images.
5. Create a website for a Computer Hardware firm. The firm deals in various output units and various types of memory. Collect information about various brands of printers, scanners, memory etc. available in market. Show the various product details in tabular form on each web page.
6. Create following online forms:
 - a) Adhaar Card
 - b) Railway Reservation form
7. Using HTML design a web site for your school.
8. Using HTML design a web site providing information about Open source, free ware, licensed software(s).
9. Collect information of Cyber Laws and create a web site.

Note: Activities mentioned above are only suggestive. Teachers should encourage children to innovate.

Co-Scholastics Activities

Evaluation of Work Education/Pre-vocational Education, Art Education and Physical and 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 Education in Schools :
- (ii) Art Education in Schools.
- (iii) Health and Physical Education in Schools.

(i) WORK EDUCATION (500)

Rationale

In the National Curriculum Framework (2005) 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 in 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. This is a two-year syllabus for classes IX and X. It has been designed with following objectives for Students:

Objectives

The major objectives of Work Education at the Secondary stage are:

- To help the students 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 students to develop skills:
 - for the selection, procurement, arrangement and use of tools and materials for different forms of productive work;
 - to observe, 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 students 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 of three categories, i.e.,

- A. **Self-help Activities:** A programme for the satisfaction of day-to day needs of the students and their families.
- B. **Community Out-reach Activities:** A programme for sensitization of the students towards their responsibility to satisfy the community needs.
- C. **Pre-vocational Skill Development Activities:** This is the most important programme as it is designed to prepare the students for the world of work. However, the actual selection of activities/projects/pre- vocational courses by school would depend upon the availability of natural, physical and human resources in the locality, the

socioeconomic background of the community and the needs and interests of the students.

Work education is a distinct curricular area for students for participation in social, economic and welfare activities. Student gets a sense of community service and develops self-reliance. Schools should promote Work Education Activities for holistic development of the student. These activities are to be graded on a 5-point grading scale (AtoE) and will have no descriptive indicators. No upscaling of grades will be done. The grading is to be done by the concerned teacher facilitating the activity.

The total number of periods for performance of the work education activities should be approximately 120 periods for two years at the secondary stage.

SECTION WISE WEIGHTAGE IN WORK EDUCATION (for One Academic Year)

Section		Total Weightage	Total Periods
A	Self-help Activities	2	10
B	Community Outreach Activities	3	20
C	Pre-vocational Skill Development Activities	5	30
	TOTAL	10 points = A grade	60 periods

Grade	Grade point
A	9-10
B	7-8
C	5-6
D	3-4
E	1-2

A. Self-help Activities

Out of the list of activities given below for the Secondary School stage any three are to be completed in class IX and remaining three in class X.

1. First aid activities like counting of pulse, taking of temperature and bandaging of wounds after cleaning them.
2. Preparation of family budget and maintenance of daily household accounts.
3. To be able to know and procure transport facilities from one point to another using online resources or cooperation with local authorities such as Panchayat.
4. Understanding the basic traffic rules and helping traffic police in the regulation of traffic.
5. Helping school authorities in organizing exhibitions, picnics, tours and excursions, school functions, etc.

6. Basic cooking activities.

The total number of periods for performance of the Self-Help activities may be 20 periods for two years at the secondary stage

B. Community Outreach Activities

Out of the list of activities given below choose any two activities, one is to be completed in class IX and another in class X.

1. Studying the nutrition and health status of people in a village/city/slum/tribal area.
2. Helping in community health programmes for enhancing the nutrition, health and environmental status of the community through door-to-door contact programmes.
3. Volunteer work in hospitals and fairs, during natural disasters and accident, etc.
4. Activities related to sensitization towards needs of differently abled and elderly persons.
5. Activities related to sensitization towards weaker sections of society.
6. Participation in cleanliness drives in schools, community and neighborhood areas.
7. Participation in adult literacy programme.
8. Plantation and care of shady/fuel/ornamental/avenue trees.

The total number of periods for performance of the Community-Outreach activities may be 40 periods for two years at the secondary stage

C. Pre-vocational Skill Development 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/pre-vocational 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/pre-vocational 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 students to engage in work which enables them to earn while they learn. This emphasis on intensive skill formation is meant to provide a pre-vocational base to the work education programme at this stage and also to serve as ground preparation for the world for those students who terminate their studies after Class X. For those who continue their education at the Senior School Stage, these pre-vocational courses will serve as preparation for vocational courses at the +2 stage.

The total number of periods for performance of the Pre-vocational Skill Development activities may be 60 periods for two years at the secondary stage

Choose any two activities of the following: one is to be completed in class IX and another in class X.

Agriculture and Horticulture Skills

1. Acquaintance with common fertilizers and pesticides and their application with appropriate equipment.

2. Acquaintance with common pests and plant diseases and use of simple chemical and plant protection equipment.
3. Raising of flowers, vegetables, plants and their seedlings in nurseries.
4. Repair and maintenance of equipment for horticulture and agriculture.
5. Prefabrication of irrigation channels.
6. Development of plants by vegetative propagation budding, grafting, cutting, layering, etc.
7. Mushroom cultivation for consumption, preservation or sale.
8. Post-harvest technology and safe storage of food grains.
9. Making of bio fertilizers.
10. Plant protection against pest and diseases.
11. Soil testing and reclamation measures.
12. Maintenance of farm equipment and machines.

Animal Husbandry Skills

13. Milking of dairy animals and managing allied activities.
14. Handling farm animals for feeding, washing or general examination.
15. Raising poultry birds (1) for eggs, (2) for table purposes.
16. Bee-keeping, bottling and marketing of honey.
17. Silk worm rearing for sale or yarn-making.
18. Fish rearing in small ponds.

Skills for Food Manufacture

19. Making bakery and confectionery products.
20. Food preservation making of jam, jelly, tomato ketchup, pickles.
21. Projects relating to non-conventional sources of energy sun, wind, tides, biogas, etc.
22. Cookery skills.
23. Preparation of milk products.

Skills for Textiles

24. Tie-dyeing and screen printing as commercial ventures.
25. Garment making.
26. Mat and carpet weaving.
27. Hand embroidery.
28. Stitching and Tailoring.

Other Skills

29. Preparation of stationery items such as files, file boards, registers, writing pads, stamping ink, etc.

30. Preparing paper out of waste paper
31. Repair and maintenance of domestic electrical gadgets.
32. Preparing electric extension boards for use in home/school or for sale. 33 Plumbing.
33. Preparation of decoration pieces of a more sophisticated nature out of plaster of paris.
34. Doll making.
35. Preparation of toys and other play materials for self and primary classes.
36. Typewriting with adequate proficiency.
37. Stenography.
38. Running a cooperative store.
39. Running a book bank.
40. Caning, carpentry and handling the job of as mason.
41. Cycle, motorcycle and scooter preparing.
42. Computer operation and maintenance
43. Photocopying
44. Screen-printing
45. Photography-commercial.
46. Making of assisting devices/material for persons with special needs

Suggested Outlines of Some of the Activities

In order to enable the translation of the above activities and projects into concrete action and to ensure proper utilization of the allotted period as also optimum attainment of the intended objectives, some of the self-help and community out-reach activities have been specified further. Suitable tools and material are indicated for these activities. Tasks for the remaining activities/projects/pre-vocational courses can be worked out in similar manner.

Activity 1

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

The nutrition and health status of the people reflects the present status and future prospects of a country. Enhancement of the nutrition and health status of the people is a 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.

Suggested Tasks

- 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 problems:
 - 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 :
 - socioeconomic 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.

Activity 2

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

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 per cent 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.

Suggested Tasks

- 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 to the child from the age of four months.
 - Gives milk to the child in bowl 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.

Suggested Tasks

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

Activity 4

Plantation and care 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.

Suggested Tasks

- 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 cutting, 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

Preparation of Family Budget and Maintenance of Daily Household Accounts.

Suggested Tasks

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

Activity 6

Helping school authorities in organizing:

- (a) picnics, tours, excursions, functions.
- (b) exhibitions.

Suggested Tasks

- 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 7

Participation in Adult-Literacy Programmes.

Suggested Tasks

- Survey of the neighborhood 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.

ART EDUCATION (CODE No. 502)

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 design which inculcates 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 connected craft forms.

Objectives

The objectives of art education are to :

- help learners to consolidate past experiences and knowledge;
- introduce learners to different media and techniques and their use for creative and productive expression for common use;
- provide opportunities for development of awareness about folk arts, local specific arts and other cultural components leading to an appreciation of national heritage;
- assist learners to use artistic and aesthetic sensibility in day-to-day life situation;
- enable learners to achieve a balanced growth as a social being in tune with our culture through project work.
- get acquainted with the life and work of the local artists/artistes;
- use resourcefully locally available material to make different products (objects) with the help of the community;
- refine the sense of appreciation of the beauty of nature through 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 them to facilitate selection of one form or a combination of art forms. These are :

Visual Arts

1. Two-dimensional or Pictorial
 - Drawing and Painting
 - Collage Making
 - Printing
 - Photography
 - Computer graphics
2. Three-dimensional
 - Clay modelling and pottery
 - Carving and sculpture
 - Construction

Art is about creative expression of the learners, uniquely contributed by each one. Studying the works of famous artists of the past or present is undertaken to orient the learners to varied expressions. Replicating or copying either the Master or the teacher's work will check the imagination of the students and therefore must be avoided in all cases.

Performing and Language 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 an integral part of human existence. Exposure to the local environment and arts must be treated as an essential activity of the school art programme.

Besides individual expression, the arts provide an opportunity to the learners to study and appreciate the contributions made in the past and present. By learning to appreciate music, painting, dance and theatre, students develop aesthetic sensibility and sensitivity to understand people from other cultures. To build a harmonious society, a productive nation or a world, requires to make learners familiar with the tradition of arts of the local region. The strength and confidence gained from the familiar, will make it possible for her to respect and appreciate the culture and contribution made by others.

A creative expression essentially depends on the approach to create opportunities for learners to explore, imagine and communicate the same in an art form they feel confident to use. Availability of material and experts closer to the school or community can be accented.

A. VISUAL ARTS

SYLLABUS

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.
 - Printing : Mono printing, Printing with wood-cut blocks, lino-cut and metal foil : serigraphy (silk screen), self-made stencil, etc.
 - Basic knowledge of computer graphics.

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 their 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 area, 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, 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 Science. Such writing may be based on reproduction 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, amateur, modelling in relief, mobil construction, applique, calligraphy, layout, poster and composition.

B. Performing Arts

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.
 - Basics knowledge of notation systems.
 - A brief introduction of Indian music
- Practical Activities
 - National Anthem
 - Songs for community singing
- a) Five folk or tribal songs of different regions, indicating time of the year, occasion and the function with which they related. Writing down the same with its meaning and knowledge of its rhythm.
- b) Five devotional songs (Bhajans, Shlokas, Hymns, Sufiana Kalam and Shabad Kirtan)
- c) Three songs in regional languages other than mother tongue.
- d) Three patriotic songs 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 : Bilawal, Yaman, Kafi, Bhairav, Shankarabharan, Kalyani, Mayamalav gaud, Todi (accompaniment of Tanpura and Tabla or Mrudang). The Teacher should communicate the characteristic features of the raga and its swaras pattern. The teacher may use references of popular songs for Raga association.

The following tals and their thekas-Kaharva, Dadra, Trital, Jhaptal & Aditala, 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.
 - Basic Knowledge of notation systems.
 - Short notes on at least four 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, Flute, Veena, 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 : Bilawal, Yaman, Kafi, Bhairav, Sharkarbharanam, Kalyani, Mayamalav gaud, Todi, Saveri (accompaniment of Tanpura and Tabla).
- The following five talas and their thekas : Kaharva, Dadra, Trital, Jhaptal, Adi Tala, Alankar Tala

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, play script, 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.
 - Exercises 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.

Dance & Movement

Movement and rhythm, as expressed through dance, have long been the heart and soul of all cultures. Dance allows people to discover, explore and develop their natural instincts for movement, enabling students of dance to develop not only their motor skills but also their mental and emotional personalities. The purpose of this course is to enhance the appreciation and understanding of the different forms of dance and movement as practiced across cultures today, with specific reference to Indian context.

- Theory
- i. Dance as a form of nonverbal communication, exhibited through Gymnastics, figure skating, synchronized swimming and martial arts as well.
- ii. Reasons for people to move and Dance: (include visual references)
 - a. for personal expression and social connection,
 - b. as a medium for sensing, understanding, and communicating ideas, feelings, and experiences,
 - c. a means to mourn, to celebrate, to heal, to give thanks,
 - d. to preserve cultural heritage and treasured legends,
 - e. demonstrate physical prowess, to assert individuality, to provoke and to entertain.
- iii. Forms of movement and dance :
 - a. Formal, exhibitionistic dance with trained dancers (Classical traditions)
 - b. Reflections of or challenge to the social, cultural, religious traditions and values (Folk or semi-classical or dance drama formats)
 - c. Various forms now seen in a theatrical context that have their roots in ancient temple dances (Ritualistic or festive dancing)
 - d. Entertainment (Cinematic/social)
- iv. Definitions of dance through social, cultural, aesthetic, artistic and moral contexts. (participatory, social, performed for an audience, ceremonial, competitive or erotic, classical, folk or experimental)
- v. Dance as a means of communication: elements of dance (content, vocabulary, skills and technique)
- vi. Brief history of the evolution of dance (Indian/Western, Mythology/history, regional differences, major exponents)

Practical

Introduction to the elements of costume, music form, instruments, distinguishing features, region and language of the following:

- i. Major styles of classical dance - Bharatnatyam, Kathakali, Kuchipudi, Kathak, Mohiniattam, Manipuri, Odissi, chhau and Sattriya.
- ii. Tribal and folk dances of India: region-wise samples (need not to be exhaustive)
- iii. Modern experimental dance (Indian and Western)
- iv. Western styles: Ballet, Jazz, Salsa, Street, Funk

The teacher must use as much visual material in the form of videos, pictures, slide-shows etc as possible to impart the training.

Assignments:

- i. Creation of a scrap book that documents the different dance styles
- ii. Chart tabulation of music, costume, region, language association
- iii. Identification of dance styles/exponents in quiz format
- iv. Writing creative pieces (prose/poetry/drama) on dance

Correlating Dance Activities with other school subjects

Understanding dance and its elements helps develop cultural sensitivity in students (Values Education)

Appreciation of the traditional forms of dance and movement enhance the capacity of preserving heritage (Heritage and Culture)

Delving into Dance history helps understand the period and context of society related to the art form (Social Sciences)

Hints for the Teachers

- Students should be encouraged to work individually as well as in small groups, girls and boys working together.
- Learners should be encouraged to enquire about the technique, procedures and the work of master artists/artistes.³³³
- 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 adolescents are prone to adult influence, adult activities and methods working, she starts imitating and idealizing the adult approach and attitude to her work. The teacher, at this stage should try to make the adolescent child aware of the originality and uniqueness of her own work and encourage her to develop her own methods and style of working as there exists a large variety and divergence in adults' work.
- The teacher should develop friendly and empathetic relations with the 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.

HEALTH & PHYSICAL EDUCATION (Code No. : 506) **SECONDARY SCHOOL (Classes: IX-X)**

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; z 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 aims 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 neuromuscular 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.

Suggestive Activities:

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

(II) 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.

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.

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.

HEALTH EDUCATION 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.

Physical Education Class - IX

Unit - I: Introduction to Physical Education

- Meaning and Concept of Physical Education
- Aims and Objectives of Physical Education
 - Physical Development
 - Mental Development
 - Social Development
 - Emotional Development
 - Neuro-Muscular Development
- Changing Trends in Physical Education

Unit - II: Physical Fitness

- Meaning and Concept
- Components of Physical Fitness
 - Speed
 - Strength
 - Endurance
 - Flexibility
 - Coordinative Ability
- Development of Physical Fitness through Games and Sports

Unit - III: Measurement of Growth

- Measurement of Height & Weight
 - Body Mass Index
- Body Composition (Lean Body Mass, Fat percentage)
- Formulas for 2 sites/3 sites
- Waist and Hip Ratio

Unit - IV: First Aid Measures

- Meaning and Concept
- Introduction to general Sports Injuries
 - Soft Tissue
 - Bone and Joint Dislocation
- PRICER and its Effects

Unit - V: Sociological Aspects of Physical Education

- Meaning and Concept of sports culture, society

- Role of Family, School in Sports Socialization
- Role of Society in Sports Socialization

Unit - VI: Physical Activity and Differently abled Children

- Physical Education Programmes for Physical Challenged
- Physical Education Programmes for Visually Impaired
- Physical Education Programmes for Dumb and Deaf

Unit - VII: Community Recreation

- Meaning and Concept of Recreation
- Recreational activities for different age groups
- Recreational activities for family.

Unit - VIII: Sports and Human Resources

- Role of Sports in creating fit citizens
- Fit citizen as an asset for the family, society and nation
- Fit citizen and productivity

Unit - IX: Adventure Sports

- Meaning and Objective
- Introduction to the concept of Camping and Tracking
- To organize Site, Materials required and safety measures

Practical

- Athletics:30/50 mtrs dash, Middle distance, Jumps
- Fitness Tests: Fitness test for class IX should be conducted on the basis of the AAPHER test and record should be maintained (50 Mtrs dash, Pull ups, Flexed arm hang, Sit up foe 1 min, Shuttle run 10×4 mtrs, Standing broad jump, 9/12 run and walk)
- Any two games: Students are required to play two games out of all the listed sports:
- Volleyball
 - Football
 - Handball
 - Hockey
 - Basketball
 - Gymnastics
 - Kabaddi
 - Kho-Kho

Physical Education Syllabus Class - X

Unit - I

- Tests for Measuring different Fitness Components
- Strength: Pull Ups, Push Ups, Rope Climbing
- Speed: 30 Mtrs, 40 Mtrs
- Flexibility: Sit and Reach, Tests to measure Spine Flexibility
- Endurance: 9 Min, 12 Min Run and Walk
- Agility: Shuttle Run (10 × 4)

Unit - II

- Play
- Meaning and Concept
- Characteristics of Play
- Benefits of Play
- Regional play Activities

Unit - III

- Physical Activity and Gender
- Anatomical differences between genders
- Physical activity and women
- Weight training for women³⁴¹

Unit - IV

- Stress and Coping
- Meaning and Causes
- Relaxation Training
- Coping Strategies

Unit - V

- Physical Activity and Quality of Life
- Meaning and Concept
- Benefits of Physical activities to promote quality of life
- Development of ethical values through physical activities

Unit - VI

- Physiological basis of physical Education
- Meaning and concept of physiology
- Measurement of blood pressure, pulse rate and respiratory rate

- Warming up and Cool down

Unit - VII

- Psychological basis of Physical education
- Meaning and importance
- Habit: formation of good habits, breaking bad habits
- Emotions: meaning, types, training for controlling emotions

Unit - VIII

- Career avenues in the field of Physical Education
- Career avenues in educational institutions, media, fitness, industries (sports), Educational qualifications in physical education
- Leading institutions of physical education

Unit - IX

- Safety and Injuries
- Self safety
- Safety of equipment
- Prevention of sports injuries

Practical

- Athletics: 50 mtrs dash, throws³⁴²
- Fitness test: Fitness test of class X should be conducted on the basis of the AAPHER test and records should be maintained.
- Any two games: Students are required to play two games out of the listed sports:
- Badminton
- Table Tennis
- Lawn Tennis
- Judo
- Aerobics
- Karate
- Taekwondo
- Students are required to prepare a project on the regional play activities from their home town.

Assessment & Observation

During the school sessions, many observations would arise because of individual behavior, related conditions, change in social/cultural factors hence the teacher need to take corrective actions and record the behavior. Some key assessment points and their observations are mentioned here.

- Initiate to participate, if yes, observe for: Leadership quality/Active/Energetic/Talented
 - Team game, if yes, observe for: Sportsman spirit/Good group behavior/Group sharing/Interaction & Coordination
 - Organized game participation, if yes, observe for: Discipline/Emotionally balanced/Rushness
 - Rules & regulations follower, if yes, observe for: Listening & speaking skills/knowledge about the rules
- * Equipment management, if yes, observes for: Self control/Self disciplined/Organized maintained.

PRE-VOCATIONAL EDUCATION

Syllabus Class - X

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 and 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 Education.
 - 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 level 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 Education. 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 Certificate with the title of the course concerned.

3. 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.

S.No.	Trade	Trade No.
1	Basic Office Procedures	507
2	Basic Computer Practices	508

NOTIFICATION

To,
The Heads of Schools
(Affiliated to the CBSE)

Subject: Restoring of Class X Board examination with effect from the Academic Year 2017-18

Consequent upon the decision taken by the Governing Body of the Board, the dual scheme of examination for Class X known hitherto as Scheme-I and Scheme-II shall stand discontinued for the students appearing in Class-X from the Academic Year 2017-18 and onwards. The examination from Academic Year 2017-18 and onwards would be conducted as per the remodeled assessment structure explained below. However, for Class-X students appearing in Academic Year 2016-17 examination, the existing scheme of assessment would apply.

A. Remodeled assessment structure effective from the Academic Year 2017-18 for Class X

1. Scholastic Area

	Total 100 marks (Syllabus for assessment will be only Class-X)			
Subjects	80 Marks (Board Examination) Student has to secure 33% marks out of 80 marks in each subject	20 Marks (Internal Assessment) Student has to secure 33% marks out of overall 20 marks earmarked in each subject		
		Periodic Test (10 Marks)	Notebook Submission (5 Marks)	Subject Enrichment Activity (5 Marks)
		(i)	(ii)	(iii)
Language 1	Board will conduct Class-X Examination for 80 marks in each subject covering 100% syllabus of the subject of Class-X only. Marks and Grades both will be awarded for Individual subjects. 9-point grading will be same as followed by the Board in Class XII.	Periodic written Test, restricted to three in each subject in an Academic Year. Average of the best two tests to be taken for final marks submission.	This will cover: • Regularity • Assignment Completion • Neatness & upkeep of notebook	Speaking and listening skills
Language 2				Speaking and listening skills
Science				Practical Lab work
Mathematics				Maths Lab Practical
Social Science				Map Work and Project Work

6 th Additional Subject	Scheme of studies for 6 th additional subject is detailed in Annexure - I Note: In case student opts a language as 6 th additional subject the modalities defined for Languages 1 and 2 shall be followed
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(i) Periodic Test (10 marks):

The school should conduct three periodic written tests in the entire academic year and the average of the best two will be taken. The schools have the autonomy to make its own schedule. However, for the purpose of gradient learning, three tests may be held as one being the mid-term test and other the two being pre mid and post mid-term with portion of syllabus cumulatively covered. The gradually increasing portion of contents would prepare students acquire confidence for appearing in the Board examination with 100% syllabus. The school will take the average of the best two tests for final marks submission.

(ii) Notebook Submission (5 marks):

Notebook submission as a part of internal assessment is aimed at enhancing seriousness of students towards preparing notes for the topics being taught in the classroom as well as assignments. This also addresses the critical aspect of regularity, punctuality, neatness and notebook upkeep.

(iii) Subject Enrichment Activities (5 marks):

These are subject specific application activities aimed at enrichment of the understanding and skill development. These activities are to be recorded internally by respective subject teachers.

For Languages : Activities conducted for subject enrichment in languages should aim at equipping the learner to develop effective speaking and listening skills.

For Mathematics: The listed laboratory activities and projects as given in the prescribed publication of CBSE/NCERT may be followed.

For Science: The listed practical works / activities may be carried out as prescribed by the CBSE in the curriculum.

For Social Science: Map and project work may be undertaken as prescribed by the CBSE in the curriculum.

2. Co- Scholastic Activities:

Schools should promote co-curricular activities for the holistic development of the student. These activities will be graded on a 5-point grading scale (A to E) and will have no descriptive indicators. No upscaling of grades will be done.

Activity	To be graded on a 5-point scale (A-E) in school	Areas and Objectives (as prescribed in the Scheme of Studies for Subjects of Internal Assessment)
Work Education or	By the concerned Teacher	Work education is a distinct curricular area for students for participation in social, economic and

Pre-Vocational Education		welfare activities. Student gets a sense of community service and develops self-reliance. (for Pre-Vocational Education as per Scheme of Studies)
Art Education	By the VA/PA or the concerned teacher	Art Education constitutes an important area of curricular activity for development of wholesome personality of the students. Students will select one or more forms of creative arts.
Health & Physical Education (Sports / Martial Arts / Yoga / NCC etc.)	By the PE Teacher	Health & Physical Activity preferably sports must be given a regular period. Students should be provided opportunities to get professionally trained in the area of their interest. Indigenous sports, yoga and NCC must be encouraged in the schools creating a sense of physical fitness, discipline, sportsmanship, patriotism, self-sacrifice and health care.

3. Discipline (Attendance, Sincerity, Behaviour, Values):

Discipline significantly impacts career shaping and it helps build character. Sincerity, good behavior and values develop strength and foster unity and cooperation.

Therefore, the element of discipline has been introduced. Class teacher will be responsible for grading the students on a Five-point scale (A to E).

The internal assessment comprising 20 marks (10+5+5) entails objectivity and a structured approach. For a holistic assessment, the teachers are expected to make it an effective tool.

B. Documentation:

Records pertaining to the internal assessment of the students done by the schools will be maintained for a period of three months from the date of declaration of result for verification at the discretion of the Board. Subjudiced cases, if any or those involving RTI/ Grievances may however be retained beyond three months.

C. Assessment Scheme for Class-VI to IX in the CBSE affiliated schools:

The CBSE affiliated schools, for the purpose of uniformity in classes VI to IX may, replicate the same assessment model as described above for Class-X for Academic Year 2017-18.

The above scheme must be implemented in letter and spirit.

(R.K. Chaturvedi)

Chairman, CBSE

Copy to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction :

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg , New Delhi-1100 16.
2. The Commissioner, Navodaya Vidyalaya Samiti , B-15, Sector-62, Institutional Area, Noida-201309 .
3. The Director of Education , Directorate of Education, Govt. of NCT of Delhi , Old Secretariat, De lhi-11 O 054
4. The Director of Publ ic Instruct ions (Schools } , Un ion Territory Secretariat , Sector 9, Chandigarh-160 017 .
5. The Director of Education , Govt. of Sikkim , Gangtok, Sikkim - 737101 .
6. The Director of School Education , Govt. of Arunachal Pradesh , Itanagar - 791 111
7. The Director of Education , Govt. of A&N Islands, Port Blair - 7 44101 .
8. The Director of Education , S. l. E., CBSE Cell , VIP Road , Junglee Ghat, P.O. 744103, A&N Islands .
9. The Secretary, Central Tibetan School Administration , ESS Plaza , Community Centre, Sector 3 Rohini , Delh i- 110085.
10. The Additional Director General of Army Education, A -Wing , SenaBhawan, DHQ, PO, New Delhi-110001.
11. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202, Shankar Vihar (Near APS}, Delhi Cantt- 110010.
12. The Under Secretary,(SE-111), Ministry of Human Resource Development, Shastri Bhawan, New Delhi.
13. EO to Cha irman, CBSE
14. SPS to Secretary, CBSE
15. SPS to Controller of Examinations, CBSE
16. SPS to Director (Information Technology)
17. SPS to Director (Special Exams and CTET), CBSE
18. SPS to Director (NET)
19. SPS to ED (JAB)
20. The Public Relations Officer, CBSE
21. All Regional Directors/ Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.

22. All Additional Directors/Joint Director/ Deputy Director/ Assistant Director, CBSE
23. PA to JS (Coordination)
- 24 . PA to JS (A&L)
25. PA to OS (Affiliation)
26. The Hindi Officer, CBSE
27. The Assistant Librarian, CBSE
28. Director (IT) for uploading this Notification on the CBSE websites.

Chairman CBSE

Additional Subjects:

Subject	Total 100 Marks (Syllabus for assessment will be only Class-X)	
	Board Examination Student has to secure 33% marks out of marks earmarked in each subject covering 100% syllabus of the subject.	Internal Assessment Student has to secure 33% marks out of the marks earmarked in each subject.
Language	Modalities defined as in case of Languages 1 and 2 are to be followed	
Home Science	Board Class-X Examination for 75 marks	Practical Examination 25 Marks
FIT/ICT	Board Class-X Examination for 40 marks	Practical Examination 60 Marks
Elements of Business	Board Class-X Examination for 100 marks	N/A
Elements of Bookkeeping and Accountancy	Board Class-X Examination for 100 marks	N/A
e-publishing & eoffice English or Hindi	Board Class-X Examination for 30 marks	Practical Examination 70 Marks
Painting	Board Class-X Examination for 100 marks	N/A
Carnatic Music	Board Class-X Examination for 25 marks	Practical Examination 75 Marks
Hindustani Music	Board Class-X Examination for 25 marks	Practical Examination 75 Marks
NCC	Board Class-X Examination for 36 marks	Annual Training Camp 30 Marks

Note:

- Student opting for a language, as the 6th additional subject will follow the modalities defined as in case of Languages 1 and 2 in the main circular.
- Practical examination in Hindustani Music (75 marks), Carnatic Music (75 marks), Home Science (25 marks), FIT/ICT (60 marks), e-publishing & e-office English or Hindi - as one of the optional under Commerce (70 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 in the Secondary curriculum document 2017-18.

CBSE/CM/2017

Circular No.: Acad-11/2017

Date: 9th March 2017

NOTIFICATION (NSQF Scheme)

To,
The Heads of Schools
(Affiliated to the CBSE)

Subject: Remodeled assessment scheme of Class X Board examination for schools offering vocational subject as compulsory subject (under NSQF) with effect from the Academic Year 2017-18.

Further to the circular no. Acad.-05/2017 dated 31st January 2017. The existing assessment scheme followed by schools offering vocational subject as compulsory 6th subject under National Skill Qualification Framework (NSQF) stands discontinued from the Academic Year 2017-18. The revised scheme of studies along with remodeled assessment scheme for the schools offering vocational subject as compulsory subject under NSQF are explained below. The examination from Academic Year 2017-18 and onwards would be conducted accordingly. However for Class-X students with compulsory vocational subject appearing in Academic Year 2016-17 examination, the existing assessment scheme would apply.

A. Revised Scheme of studies (under NSQF)

	Name of the subject	Mark
Subject 1	Language 1	100
Subject 2	Language 2	100
Subject 3	Science	100
Subject 4	Mathematics	100
Subject 5	Social Science	100
Subject 6 (additional)	Vocational subject*	100

*If any student fails in any one of the three elective subjects (i.e., Science, Mathematics and Social Science), then it will be replaced by the Vocational subject (offered as a 6th additional subject) and result of Class X Board Examinations will be computed accordingly. However, if a candidate desires to reappear in the failed subject, he/she may appear along with the compartment examination

B. Remodeled assessment scheme effective from the Academic Year 2017-18 for Class X (under NSQF)

1. Assessment of Scholastic Area pertaining to Board Examination. Internal Assessment (for Periodic Test, Notebook submission and subject enrichment

activities) for the first 5 subjects as mentioned in 'A'. Discipline and Documentation will remain same as notified in the Circular no. Acad.-05/2017 dated 31st January 2017.

2. Assessment Schemes for Vocational Subjects is detailed at Annexure I.
3. Under Co-Scholastic activities, student opting vocational subject shall be exempted from work education or pre-vocational activities but assessment of Art education, Health and Physical education shall remain same as indicated in the circular no. Acad-05/2017 dated 31st January 2017.

The above scheme must be implemented in letter and spirit.

(R.K. Chaturvedi)
Chairman, CBSE

Assessment scheme for Vocational Subjects (under NSQF)

Subject	Total 100 Marks (Syllabus for assessment will be only Class-X)	
Subject 1	Board Examination Student has to secure 33% marks out of marks earmarked in each subject in the Board Examination covering 100% syllabus of the subject of Class-X only	Internal Assessment Student has to secure 33% marks out of the marks earmarked in each subject in the internal assessment
Dynamics of Retailing	Board Class-X Examination for 50 marks	Practical Examination 50 marks
Information Technology	Board Class-X Examination for 50 marks	Practical Examination 50 marks
Security	Board Class-X Examination for 50 marks	Practical Examination 50 marks
Automobile Technology	Board Class-X Examination for 50 marks	Practical Examination 50 marks
Introduction to Financial Market	Board Class-X Examination for 50 marks	Practical Examination 50 marks
Introduction to Tourism	Board Class-X Examination for 50 marks	Practical Examination 50 marks
Beauty & Wellness	Board Class-X Examination for 50 marks	Practical Examination 50 marks
Basic Agriculture	Board Class-X Examination for 50 marks	Practical Examination 50 marks
Food Production	Board Class-X Examination for 50 marks	Practical Examination 50 marks
Front Office Operations	Board Class-X Examination for 50 marks	Practical Examination 50 marks
Banking & Insurance	Board Class-X Examination for 50 marks	Practical Examination 50 marks
Marketing & Sales	Board Class-X Examination for 50 marks	Practical Examination 50 marks
Health Care Services	Board Class-X Examination for 50 marks	Practical Examination 50 marks

Note :

Practical examination for all vocational subjects for 50 marks will be conducted by the schools based on the parameter and marks will be submitted to the Board. For further details about options available and breakup of marks please refer to the syllabiss student handbook of respective vocational subject published by CBSE.

(R.K. Chaturvedi)
Chairman, CBSE

CBSE/CM/2017

Circular No.: Acad-14/2017

Date: 21st March 2017

**NOTIFICATION
(NSQF Scheme)**

To,
The Heads of CBSE Affiliated Schools

Subject: Uniform System of Assessment, Examination and Report Card for classes VIII from Academic Year 2017-18 onwards.

1. As you are aware, the CBSE has issued Circular No. Acad-05/2017 dated 31.01.2017 on the restoration of Board Examination for class X and revised assessment structure and examination for class X from Academic Year 2017-18 onwards. This new scheme will bring the uniformity in the system of assessment and examination for classes IX and X in all the CBSE affiliated schools. To increase the confidence in the students to start preparing for class X Board examination when they join the upper primary stage in class VI, the CBSE has decided to implement the uniform system of assessment, examination pattern and issue of report cards for classes VI to VIII also on the similar pattern. While keeping in view the provisions of Right to Education Act, 2009, the scheme for classes VI-VIII has been designed on Term Assessment basis with gradual increase in the learning assessment as the students move forward. This would prepare the students to cover the whole syllabus of the academic year and face the challenge of class X Board examination, and would thus, ensure the 'quality of education'.
2. The CBSE affiliated schools currently follow various systems of assessment and examination for classes VI to IX and issue different types of report cards to their students. Due to disparities in the system, the students of classes VI to IX face several problems whenever they migrate to another school. With the family of CBSE affiliated schools growing from 309 schools in 1962 to 18,688 at present, it has become imperative to have a uniform system of assessment, examination pattern and report cards for classes VI to IX for ease of students and other stakeholders. This will not only ensure the easy migration of students within the family of CBSE affiliated schools but also ease their difficulties while seeking admission in new schools.
3. With restoration of class X Board examination, the CBSE will issue the report card for class X based on the Board examination with effect from Academic Year 2017-18. As the assessment structure and examination pattern for class IX will be similar to that of class X, the report card for class IX issued by the schools should also be similar to that of class X.
4. As the CBSE affiliated schools are required to follow the NCERT syllabus in the upper primary stage, uniformity in the assessment structure, examination and

issue of report cards across all the affiliated schools is felt necessary from class VI to VIII. The detail components of the scheme are mentioned below for easy understanding and implementation.

4.1 Scholastic Area: The assessment structure and examination for classes VI to VIII have been prepared in view of the provisions of RTE-Act 2009 and comprises of two terms i.e. Term-1 and 2 as explained below:

Subjects	TERM-1 (100 marks) (1st half of the session) 20 marks Periodic Assessment + 80 marks for Half Yearly Exam		TERM-2 (100 marks) (2nd half of the session) 20 marks Periodic Assessment + 80 marks for Yearly Exam	
	PA 20 marks	Half Yearly Exam	PA 20 marks	Yearly Exam
Language -1				
Language -2	<ul style="list-style-type: none"> • Periodic Test 10 marks with syllabus covered till announcement of test dates by school 	<ul style="list-style-type: none"> • Written exam for 80 marks with syllabus-covered till announcement of Half Yearly exam dates by school 	<ul style="list-style-type: none"> • Periodic Test • 10 marks with syllabus covered till announcement of test dates by school 	Written exam for 80 marks with syllabus coverage as below:
Language -3				Class VI: 10% of 1st term covering significant topics + entire syllabus of 2nd term
Mathematics	<ul style="list-style-type: none"> • Note Book Submission 5 marks at term-end 		<ul style="list-style-type: none"> • Note Book submission 5 marks at term-end 	
Science				
Social Science	<ul style="list-style-type: none"> • Sub Enrichment 		<ul style="list-style-type: none"> • Sub Enrichment 5 marks at termend 	Class VII: 20% of 1st term covering significant topics + entire syllabus of 2nd term
Any other Subjects	5 marks at term-end			Class VIII: 30% of 1st term covering significant topics + entire syllabus of 2nd term

4.2 Subject Enrichment Activities: These are subject-specific activities aimed at enhancing the understanding and skills of the students. These activities are to be carried out throughout the term, however, they should be evaluated at the term-end.

- 4.3 Languages: Aimed at equipping the learners to develop effective listening and speaking skills. The language teachers may devise their own methods and parameters for assessment of the languages.
- 4.4 Mathematics: For the activities in Mathematics, following links in CBSE website may be referred to (click on the hyperlinks given below):
- Link 1- Classes 3 - 8 (.doc)
- Link 2- Classes 3 - 6 (.pdf)
- Link 3- Classes 7 - 8 (.pdf)
- 4.5 Science: Practical work and activities in Science may be undertaken as suggested by the NCERT Syllabus and Text Books. The following link in CBSE website may be referred to: Science Activity class VIII
- 4.6 Social Science: Map or the project work may be undertaken as suggested by the NCERT Syllabus and Text Book.

Grading Scale for Scholastic Areas (Classes VI-VIII)		Grading Scale for Scholastic Areas (Class-IX)	
(School will award grades as per the following grading scale)		(School will award grades as per the following grading scale)	
MARKS RANGE	GRADE	MARKS RANGE	GRADE
91 - 100	A1	91 - 100	A1
81 - 90	A2	81 - 90	A2
71 - 80	B1	71 - 80	B1
61 - 70	B2	61 - 70	B2
51 - 60	C1	51 - 60	C1
41 - 50	C2	41 - 50	C2
33 - 40	D	33 - 40	D
32 & below	E (Needs improvement)	32 & below	E (Failed)

5. Co-Scholastic Activities (Classes VI-VIII): For the holistic development of the student, co-curricular activities in the following areas be carried out in CBSE affiliated schools by the teachers and will be graded term-wise on a 3-point grading scale (A=Outstanding, B=Very Good and C=Fair). The aspect of regularity, sincere participation, output and teamwork be the generic criteria for grading in the following co-scholastic activities:
- Work Education - Work Education refers to skill-based activities resulting in goods or services useful to the community
 - Art Education (Visual & Performing Art)
 - Health and Physical Education (Sports/Martial Arts/Yoga/NCC etc.)
6. Discipline (Classes VI-VIII): The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation

and others. Grading on Discipline will be done term-wise on a 3-point grading scale (A=Outstanding, B=Very Good and C=Fair)

7. Record Keeping: The CBSE affiliated schools will follow the simple documentation procedure and collate the same at the time of preparing the report card. Unnecessary lengthy and repetitive documentation by teachers must be avoided.
8. Report Card: Based on the above scheme, report cards for classes VI to IX will follow the annexed formats and the report card will prominently display the logo of CBSE on left side and school's logo on right side:
 - (a) Annex-1: format for the report card for class IX
 - (b) Annex-2: format for the report card for classes VI to VIII.
9. The above scheme of uniform assessment, examination and the report card must be implemented by all CBSE affiliated schools in letter and spirit to ensure the quality of education.

(R.K. Chaturvedi)
IAS
Chairman, CBSE

Copy to: respective Heads of Directorates/KVS/NVS/CTSA to disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, KVS, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi.
2. The Commissioner, NVS, B-15, Sector-62, Institutional Area, Noida.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar
7. The Director of Education, Govt. of A&N Islands, Port Blair
8. The Director of Education, S.I.E., CBSE Cell, VIP Road, Junglee Ghat, P.O. 744103, A&N Islands
9. The Secretary, Central Tibetan School Administration, ESS Plaza, Community Centre, Sector 3 Rohini, Delhi
10. The Additional Director General of Army Education, A -Wing, Sena Bhawan, DHQ, PO, New Delhi
11. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No.

202, Shankar Vihar (Near APS), Delhi

12. The Under Secretary,(SE-II), Ministry of Human Resource Development, Shastri -Bhawan, New Delhi
13. PS to JS (SE&L), MHRD
14. EO to Chairman, CBSE
15. SPS to Controller of Examinations, CBSE
16. SPS to Director (Information Technology)
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18. SPS to Director (NET)
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22. All Regional Directors/ Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
23. All Additional Directors/Joint Directors/ Deputy Directors/ Assistant Director, CBSE
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27. The Hindi Officer, CBSE
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29. The Officer in charge of I.T. with the request to put this circular on the CBSE websites

Chairman, CBSE



School Name

School Logo

Academic Session: 2017-18
Report Card for Class IX

Roll No. :
Student's Name:
Mother's/Father's/Guardian's Name
Date of Birth
Class/Section:

Scholastic Areas:	Academic Year (100 marks)						
	Sub Name	Periodic Test (10)	Note Book (5)	Subject Enrichment (5)	Annual Examination (80)	Marks Obtained (100)	Grade
Language 1							
Language 2							
Subject 1							
Subject 2							
Subject 3							
Additional or NSQF Sub							

Co-Scholastic Areas [on a 5-point (A-E) grading scale]	
	Grade
Work Education (or Pre-vocational Education)	
Art Education	
Health & Physical Education	

	Grade
Discipline [on a 5-point (A-E) grading scale]	

Class Teacher's Remarks

Result :

Date.....

Signature of
Class Teacher

Signature of
Principal

Instructions

Grading scale for scholastic areas: Grades are awarded on a 8-point grading scale as follows -

MARKSRANGE	GRADE
91 - 100	A1
81 - 90	A2
71 - 80	B1
61 - 70	B2
51 - 60	C1
41 - 50	C2
33 - 40	D
32 & Below	E (Failed)



School Name

School Logo

Academic Session: 2017-18
Report Card for VI-VIII

Roll No. :

Student's Name:

Mother's/Father's/Guardian's Name

Date of Birth

Class/Section:

Scholastic Areas:	Term-1 (100 marks)						Term-2 (100 marks)						
	Sub Name	Per Test (10)	Note Book (5)	Sub Enrichment (5)	Half Yearly Exam (80)	Marks obtained (100)	Gr	Per Test (10)	Note Book (5)	Sub Enrichment (5)	Yearly Exam (80)	Marks obtained (100)	Gr
Language 1													
Language 2													
Language 3													
Mathematics													
Science													
So.Science													
Any other Sub													

Co-Scholastic Areas: Term-1 [on a 3-point (A-C) grading scale]		Co-Scholastic Areas: Term-2 [on a 3-point (A-C) grading scale]	
Grade		Grade	
Work Education (or Pre-vocational Education)		Work Education (or Pre-vocational Education)	
Art Education		Art Education	
Health & Physical Education		Health & Physical Education	

Grade		Grade	
Discipline: Term-1 [on a 3-point (A-C) grading scale]		Discipline: Term-2 [on a 3-point (A-C) grading scale]	

Class Teacher's remarks :.....

Promoted to Class:.....

Place:
Date.....

Signature of
Class Teacher

Signature of
Principal

Instructions

Grading scale for scholastic areas: Grades are awarded on a 8- point grading scale as follows -

MARKS RANGE	GRADE
91 - 100	A 1
81 - 90	A 2
71 - 80	B 1
61 - 70	B 2
51 - 60	C 1
41 - 50	C 2
33 - 40	D
32 & Below	E (Needs improvement)

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SECONDARY SCHOOL CURRICULUM

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