



SECONDARY CURRICULUM 2015

**MAIN SUBJECTS
VOLUME - 1**



**CENTRAL BOARD
OF SECONDARY EDUCATION**

Shiksha Kendra, 2, Community Centre,
Preet Vihar, Delhi-110 092 India

नया आगाज़

आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ.....



SECONDARY SCHOOL CURRICULUM 2015

Volume 1 Main Subjects

**Effective from the academic session 2013-2014 of Class IX
and for the Board/School based Examination (Class X) to be held in 2015**



CENTRAL BOARD OF SECONDARY EDUCATION

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

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण 'प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,
तथा उन सब में,

व्यक्ति की गरिमा और ² राष्ट्र की एकता
और अखण्डता सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क मूल कर्तव्य

51 क. मूल कर्तव्य - 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 परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र 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 उंचाइयों को छू ले।

THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

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

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

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

THE CONSTITUTION OF INDIA

Chapter IV A

Fundamental Duties

ARTICLE 51A

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

- (a) to abide 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.

Curriculum updation is a continuous process and hence the Board brings out revised curricula every year. It is obligatory for the Schools and the students of a particular year to follow the syllabi, courses and the books prescribed by it for that year. All concerned are, therefore, strongly advised to purchase the curriculum prescribed for the year concerned from the CBSE Headquarters or its Regional Offices for their information and use. Orders with the required price and postage can be placed with the Store Keeper (Publications) at the Headquarters or with the Regional Officer of the Zone as the case may be. Readers are also advised to refer to the details given at the end of this publication. The syllabi and courses in Regional and Foreign Languages have been provided in the Volume II printed separately which is also a priced publication.

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PART I
PRINCIPLES OF SCHOOL CURRICULUM

PRINCIPLES OF SCHOOL CURRICULUM

The CBSE School Curriculum gets its lead from National Curriculum Framework (NCF 2005) and also from Right to Free and Compulsory Education Act (RTE 2009).

National Curriculum Framework 2005

The paramount guiding principles as proposed by NCF-2005 are

- connecting knowledge to life outside the school,
- ensuring that learning is shifted away from rote methods,
- enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- making examinations more flexible and integrated into classroom life and,
- nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

According to NCF 2005 the greatest national challenge for education is to strengthen our participatory democracy and the values enshrined in the Constitution. Meeting this challenge implies that we make quality and social justice the central theme of curricular reform. Citizenship training has been an important aspect of formal education. Today, it needs to be boldly reconceptualised in terms of the discourse of universal human rights and the approaches associated with critical pedagogy. A clear orientation towards values associated with peace and harmonious coexistence is not only desirable but also essential. Quality in education includes a concern for quality of life in all its dimensions. This is why a concern for peace, protection of the environment and a predisposition towards social change must be viewed as core components of quality, not merely as value premises.

Aims of Education

The Aims of Education are landscaped in the guiding principles of constitution which reflect a commitment to democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and human rights. Education should aim to build a commitment to these values, which are based on reason and understanding. The curriculum, therefore, should provide adequate experience and space for dialogue and discourse in the school to build such a commitment in children.

Independence of thought and action points to a capacity of carefully considered, value-based decision-making, both independently and collectively. Sensitivity to others' well-being and feelings, together with knowledge and understanding of the world, should form the basis of a rational commitment to values.

Learning to learn and the willingness to unlearn and relearn are important as means of responding to new situations in a flexible and creative manner. The curriculum needs to emphasise the processes of constructing knowledge.

Choices in life and the ability to participate in democratic processes depend on the ability to contribute to society in various ways. This is why education must develop the ability to work and participate in economic processes and social change. This necessitates the integration of work with education.

We must ensure that work-related experiences are sufficient and broad-based in terms of skills and attitudes, that they foster an understanding of socio-economic processes, and help inculcate a mental frame that encourages working with others in a spirit of cooperation. Work alone can create a social temper.

Appreciation of beauty and art forms is an integral part of human life. Creativity in arts, literature and other domains of knowledge is closely linked.

Education must provide the means and opportunities to enhance the child's creative expression and the capacity for aesthetic appreciation. Education for aesthetic appreciation and creativity is even more important today when aesthetic gullibility allows for opinion and taste to be manufactured and manipulated by market forces. The effort should be to enable the learner

to appreciate beauty in its several forms. However, we must ensure that we do not promote stereotypes of beauty and forms of entertainment that might constitute an affront to women and persons with disabilities.

(adopted from NCF 2005)

Right to Free and Compulsory Education Act 2009

According to the **Right to Free and Compulsory Education Act 2009 (RTE Act)** free and compulsory education is a right to every child in the age group of six to fourteen years in a neighbourhood school till completion of elementary education (class I to VIII). No child shall be liable to pay any kind of fee or charges or expenses which may prevent her from pursuing and completing the elementary education. No child can be refused admission on any grounds and will be admitted to her age appropriate class and have a right to receive special training so that the child can cope with the current curriculum. Education will be inclusive and the schools are supposed to make appropriate arrangements for children with disabilities and with special needs.

Right to Free and Compulsory Education Act 2009 (RTE Act) in its Chapter V delineates explicit terms related to Curriculum and the evaluation procedures thus ensuring a clear focus on the quality of elementary education. It states that an academic authority, to be specified by the appropriate Government, by notification, shall lay down the curriculum and the evaluation procedure for elementary education. The academic authority, while laying down the curriculum and the evaluation procedure shall take into consideration the following:

- (a) conformity with the values enshrined in the constitution;
- (b) all round development of the child;
- (c) building up child's knowledge, potentiality and talent;
- (d) development of physical and mental abilities to the fullest extent;
- (e) learning through activities, discovery and exploration in a child friendly and child centered manner;
- (f) medium of instructions shall, as far as practicable, be in child's mother tongue;
- (g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
- (h) comprehensive and continuous evaluation of child's understanding of knowledge and her ability to apply the same.

It also outlines that No child shall be required to pass any Board examination till completion of elementary education as well as every child completing her elementary education shall be awarded a certificate in such form and in such manner, as may be prescribed.

Right to Free and Compulsory Education Act 2009 (RTE Act) also defines norms for the minimum number of working days/instructional hours in an academic year. It allocates-

1. 200 (two hundred) working days for first to fifth class
2. 220 (two hundred and twenty) working days for sixth to eighth class
3. 800 (eight hundred) instructional hours per academic year for first to fifth class
4. 1000 (one thousand) instructional hours per academic year for sixth to eighth class

The minimum number of working hours per week for the teacher should be 45 (forty-five). This includes both teaching and preparation time.

Formulation of CBSE School Curriculum

The National Curriculum Framework (NCF 2005) is the framework on the basis of which the Central Board of Secondary Education formulates its own curriculum and syllabus document by adopting and adapting the guidelines and syllabus provided.

There are a number of underlying factors, which are evident in this document:

- values and underlying principles of the Constitution;
- general and specific teaching and assessment objectives;

- learning outcomes of different levels Secondary and Senior Secondary;
- lesson distribution in terms of time;
- possible innovative pedagogies for curricular transaction transformative and beyond textbooks and classrooms;
- integration and cross-curricular themes for all subject areas;
- collaboration between home and school;
- collaboration between school and community;
- project based learning to build research capabilities;
- guidance and counselling activities through counsellors appointed by the schools;
- emphasis on inclusion strategies;
- provision of diagnostic and remedial teaching-learning;
- emphasis on multiple modes of assessment through descriptors of good performance;
- organisation of various club activities such as, 'Eco Club', 'Health and Wellness Club', 'Literary Clubs', 'Disaster Management Clubs', 'Consumer Clubs', etc.;
- provision of integrated activity based program on Environmental Education from classes I-XII;
- provision of NCC/NSS and other activities mentioned under physical education;
- provision of varied disciplines under sports but definitely the 16 disciplines which form a part of the CBSE Competitive Sports program.

Core Rationale of CBSE School Curriculum -the underlying values

"Education, as a planned endeavour, at a personal level on a small scale or institutional level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring members of society. They are made familiar with the various practices of the community by imparting the relevant skills and ideas. Ideally, education is supposed to encourage the students to analyse and evaluate their experiences, to doubt, to question, to investigate-in other words, to be inquisitive and to think independently."

-NCF 2005 (Position Paper- Aims of Education)

The core values of CBSE School Curriculum draw its strength, by keeping pace with the 21st century and the global trends of educational transformations, as well as keeping in view that India is an independent nation with a rich variegated history, extraordinarily complex cultural diversity, and commitment to democratic values and general well-being.

One of the basic aims of education is to nurture in the learner a sound mind and strong values driven character. Learners should be educated to uphold the democratic values, respect the Rules of Law, and support humanitarian ideals; they should engage in healthy practices to be able to develop robust and healthy physiques, learn how to think for themselves and be creative.

We aim at nurturing responsible citizens with a sense of patriotism and a global perspective. In principle, education is a learning progression to help learners explore their innate capacity and talents as well as develop their potential to improve and enhance sustainability of their living environment.

Keeping this in mind we need to have a rationale with core components as follows:

- "Nurturing Life-skills" includes developing an improved self-esteem, building empathy towards others and different cultures, etc. Improving on their critical and creative thinking and making them better at problem solving with a balanced approach towards decision-making. The core life-skills must be integral to the whole process of education.
- "Integration" includes creating harmony of sense with sensibility, a connection between knowledge and application, and integrating human sciences with technological innovations.
- "Upholding Constitutional values" safeguarding values expressed in the Constitution- sovereignty, socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation.

- "A global perspective" keeping pace with the 21st century and the global trends, enhance learner's ability to understand her status and position in the community and the world. Develop understanding how we all are interconnected and how we can bring about transformations as well as the individual's responsibility in this change process.
- "Lifelong learning" to see education as a liberating process, leading to active exploration, problem solving, and the utilization of information and languages leading to socially transformative practices.
- "Appreciating Individual Differences" to promote and nourish wide range of capacities and skills in learners. As intelligence is diverse in its dimension, pedagogy and evaluation should aim at making it possible for this diversity to bloom. Excellence in diverse areas should be accepted and rewarded.

CBSE School Curriculum Mission and Goals

The curriculum will adopt the following principles:

- to create a connect between learners' spiritual, ethical, social, cognitive, mental and physical growth and development;
- to nurture individuality and thus enhance one's innate potentials;
- to foster constitutional literacy and tolerance for different cultures;
- to develop scientific outlook and transformative competences, in order to meet the demands of changing society.

The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective.

Schools will accomplish such standards through the promotion of values based learning activities which emphasize humanity, practicality, individuality, inclusiveness, and modernity. Such activities involve collaborations between oneself and others, individuals and the community, as well as humans and nature. To achieve this, we must guide our learners to achieve the following curriculum goals:

- To enhance self-awareness and explore innate potential;
- To develop creativity and the ability to appreciate art and showcase one's own talents;
- To promote capabilities related to goal setting, decision making and lifelong learning;
- To nurture assertive communication and interpersonal skills;
- To learn to be empathetic towards others, display dignity and respect to the opposite gender, to contribute for the community, and focus on preserving environment;
- To foster cultural learning and international understanding in an interdependent society;
- To strengthen knowledge and attitude related to livelihood skills;
- To acquire the ability to utilize technology and information for the betterment of humankind;
- To inspire the attitude of functional and participatory learning; and
- To develop abilities related to thinking skills and problem solving.

Core Competence and Outcomes

In order to achieve the above-mentioned goals, the curriculum shall focus on the requirements and capabilities of learners and aim at developing core competences which a global 21st century citizen should possess. Such core competences may be categorized as follows:

1. Self-awareness and exploration of innate potential, which involves thorough understanding of one's personality, competencies, emotions, requirements, and dispositions, respect and love for self, regular self-reflection, self-discipline, optimistic attitude, and ethics, showcasing one's individuality, and instituting values.
2. Appreciation, representation, and vision, which include the ability to perceive and appreciate the beauty of things as well

as using imagination and creativity, developing a dynamic and innovative attitude, and expressing one in order to promote the quality of living.

3. Goal setting, decision making and lifelong learning, which involves the development of individual abilities in order to bring forth one's talents, chart the path for future success, and develop the capability of lifelong learning in accordance with the transition of the current century.
4. Effective Communication skills which involves making effective use of all kinds of symbols (such as languages in both verbal and non-verbal forms, sounds, motions, visual and written) and tools (such as media and technology) in order to better interpersonal relationships through skills of listening attentively to and communicating effectively with others, and sharing various perspectives and information assertively with others.
5. Empathy, which involves being aware of other people's feelings and situations, respect for the opposite gender, tolerant of different opinions, and unbiased to humans and groups of different identities, with respect for life and thoughtful for the community, the environment, and nature, obeying and respecting the rules of the law, and holding an attitude which is conducive to collaborative work and leads to individual, societal as well as global transformation.
6. Cultural learning and international understanding, which involves appreciating and respecting different groups and cultures, taking pride in the history and culture of one's own country as well as holding a positive outlook towards different cultures, developing a global perspective with conjoint interdependence, trust and cooperation.
7. Knowledge and attitude related to livelihood skills, adopting approaches by which such considerations and practices are incorporated, equipping and enabling each member to contribute to the community as well as serve the public and one's country in a productive way.
8. Utilization of technology and information, which involves the utilization of technology in a positive, safe and effective way for the welfare of mankind, for boosting learning efficacy and living quality.
9. Functional and participatory learning, leading to the development of higher order thinking skills. Encouraging inquisitiveness and keen observation, actively exploring and discovering solutions, and applying knowledge, attitude and skills in daily life.
10. Thinking skills and problem solving, which involves cultivating the ability and habit of thinking creatively and reflectively, making logical analyses and decisions, and effectively solving problems and resolving conflicts.

Conception of Learning and Learning Environment

Learning occurs both at individual as well as peer group level and lies in the process of building knowledge and skills. Learning in a purposeful way takes place by a learner independently, in class with a teacher, out of class interaction with the peer group and the larger community. Learning is an active and goal oriented process.

Learning environment must be physically, psychologically and socially safe and motivate learners to develop effective study skills and become lifelong learners.

Curriculum Areas at Secondary Level

For the purpose of fostering core competences in learners, the curriculum encompasses seven major learning areas, which are: Languages, Humanities, Mathematics, Science and Technology, Health and Physical Education, Visual arts, Performing arts and contemporary subjects.

It refers to the content of learning, not the titles of subjects. Beyond the required core and elective courses, optional courses relevant to specific curriculum areas may also be made available in consideration of changing individual, societal and global requirements and demands.

Major Contents of Each Curriculum Learning Area in Secondary Classes

1. **Languages** include Hindi, English, and another 32 languages (detailed in Curriculum Volume II) and focuses on listening, speaking, reading and writing skills, along with developing effective communicating proficiencies.

2. **Humanities** (Geography, History, Economics and Political 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 into one's life.
3. **Performing and Visual Arts** (Dance, Drama, Music, Drawing, Painting, Crafts and Sculpture) include music, instruction in these arts, aiming 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, value arts, and the cultural heritage.
4. **Science and Technology** (Biology, Chemistry, Physics and Computer Sciences) include gaining knowledge about matter and energy, nature, the environment, technology, breakthroughs in science. It will focus on knowledge and skills to develop scientific attitude, use and application of such knowledge and skills to improve the quality of life and further use this learning to analyse, evaluate, synthesise, create, invent and discover.
5. **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.
6. **Health and Physical Education** focuses on the learning for holistic development like mental and physical. Understanding the importance of physical fitness, health, well-being and the factors that contribute to them. Focus of this curriculum 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 proper health management, sports, fitness and lifestyle choices.

These six 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 connect between different areas of knowledge and application. They should be encouraged to cognize and appreciate the interconnectedness of all knowledge and the enduring connection between knowledge and values. Their education should help them to connect the content of their learning areas and subjects with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth throughout.

Main Pedagogical Outcomes for Curriculum Learning Areas

1. Learners use language to comprehend, acquire and communicate ideas and information and to interact with others.
2. 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.
3. Learners understand and appreciate the physical, biological and technological world and have the knowledge, attitude, skills and values to make rational decisions in relation to it.
4. Learners understand their cultural, geographical and historical milieus and have the knowledge, attitude, skills and values necessary to bring about transformation for a better India.
5. Learners recognize the requirement of information, locate and resource it from a range of data available and evaluate, use and collaborate it with others.
6. Learners identify, select, use technologies and are able to synthesise, innovate and discover newer technologies as required.
7. Learners rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop more relevant patterns.
8. Learners think laterally, critically, identify opportunity, challenge their potential and are open to challenges. They are aware of consequences and take ownership of their deeds.
9. Learners interact harmoniously with people and cultures from across the globe and are tolerant and empathetic towards others.
10. Learners involve themselves in cultural pursuits as well as appreciate, respect and acknowledge the artistic, cultural and intellectual work of others.

11. Learners value and engage in practices that promote personal physical as well as mental and cognitive development and well being.
12. Learners have positive self-esteem. They are confident and self-motivated learners who are able to work independently as well as collaboratively.
13. Learners appreciate and value everyone's right to feel respected and safe, and, in this regard, also understand their constitutional rights as well as duties and behave responsibly.
14. Learners are aware and participate responsibly in the social, political, economic and cultural transformations.
15. Learners are equipped with the attitude and skills to be a lifelong learner.

Implementation of Curriculum

Formulating a comprehensive and all encompassing School Curriculum Plan (Syllabus) is an essential way forward to this Curriculum document. Schools will establish a School Curriculum Committee, which will have teachers representing each subject. This committee will be responsible to draft the school curriculum plan for the coming session, by the beginning of this session based on the Curriculum documents. This committee shall define the teaching periods for each subject for each grade, review textbooks, develop topics and activities for pedagogical practices, and evolve a plan for the teaching learning process evaluation and so as to be able to provide feedback for reflection. This committee should continue meeting, reviewing and assessing the pedagogical practices on a regular basis. Subject Experts, Scholars and professionals may also be invited to join the committee in advisory capacity, when necessary. Schools may join hands to establish an inter-school Committee within their 'Sahodaya' groups. These committees must ensure and record that the text books selected for classes I-VIII (other than NCERT books) do not contain any material which may hurt the sentiments of any community. The books should also reflect gender sensitivity and be in conformity with the underlying principles of the constitution of India.

This Committee will consolidate the efforts of all school staff as well as resources provided, to develop a comprehensive school-based curriculum, giving due importance to both Scholastic as well as Co-Scholastic areas.

The School Curriculum Plan (Syllabus) will include:

- Pedagogical goals of the school for the session
- Subject focused pedagogical objectives
- Mapping of units with pedagogical objectives
- Resources/activities to achieve the unit wise pedagogical objectives
- Pedagogical outcomes
- Assessment directives
- Feedback rubrics

This Plan will also contain specified descriptions on how to infuse the seven core areas (including Life Skills Education, Values Education, Gender Sensitivity, Environmental Education, Information Technology Education, Human Rights Education, Health and Wellness Education) into the teaching of each subject. It is a good idea to involve parents in formulating this plan. The plan is an effective tool to let parents connect and support the pedagogical practices of the school.

Lesson/ Unit Plans

Lesson plans for the topics will be prepared by the teachers within their faculty. This will be supported by School Curriculum Plan (Syllabus). Some important components of this plan can be:

- Specific learning outcomes
- Unit/topic learning contexts
- Pedagogical strategies
- Flow of lesson/unit (including activities/ experiments/hands-on-learning)

- Formative assessment tasks
- Remedial teaching plan
- Interdisciplinary Linkages
- Infusion of Core (Life-skills, Values, etc.)
- Resources (including ICT)

The component of remedial teaching is to be drafted keeping in view differentiated instructional requirements of the individual learners. As the learning difficulties are observed the remedial teaching must be taken up. This should be planned with a mutual understanding with the parents and they should be informed about how the remedial instruction is being provided.

Creating Cross-Curricular Linkages

Cross-curricular linkages are vital to learning as it is important to be able to connect prior knowledge and experiences and new information and experiences. Such connections are essentially required for being able to make sense of our world and foster learning capacity.

Making links between subjects also helps learner more effectively apply and embed skills and knowledge in meaningful and purposeful contexts. For example, mathematical data handling and interpretation 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 English; Learning to make well-formed strokes can help learners illustrate their science diagrams with great perfection. Role-plays in language classrooms can act as effective tools once the learners have been exposed to dramatics. Strong links such as these can undoubtedly enhance learning in all subjects. They help learners connect, with a greater range, of the skills, attitude and knowledge they are acquiring in specific subjects. Creating cross-curricular linkages can help learners reflect on their learning. Aspects of learning - such as problem solving, reasoning, creative thinking -can be used across the curriculum.

Teachers should involve learners in cross-curricular projects thus helping learners recognise these underpinning skills and how to use them in a variety of contexts.

PART II
ELIGIBILITY AND SCHEME OF STUDIES

1. ELIGIBILITY OF CANDIDATES

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

1. ADMISSION-GENERAL CONDITIONS

- 1.1 (a) A student seeking admission to any class in a 'School' will be eligible for admission to that class only if she:
- (i) has been studying in a school recognised by or affiliated to this Board or any other recognised Board of Secondary Education in India;
 - (ii) has passed qualifying or equivalent qualifying examination making her eligible for admission to that class;
 - (iii) satisfies the requirements of age limits (minimum and maximum) as determined by the State/ Union Territory Government and applicable to the place where the School is located;
 - (iv) produces :-
 - (a) the School Leaving Certificate/Transfer Certificate signed by the Head of the School last attended and countersigned ;
 - (b) document(s) in support of her having passed the qualifying or equivalent qualifying examination, and
 - (c) For the purposes of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration. Act, 1886 or on the basis of such other document, as may be prescribed, as stipulated in section 14(1) of *The Right of Children to Free and Compulsory Education Act, 2009*.
 - (d) No child shall be denied admission in a school for lack of age proof, as stipulated in section 14(2) of *The Right of Children to Free and Compulsory Education Act, 2009*.

Explanation:

- (a) A person who has been studying in a school, which is not recognised by this Board of Secondary Education or by the State/Union Territory Governments of the concerned place, shall not be admitted to any class of a 'school' on the basis of certificate(s) of such unrecognised institution(s) attended by her earlier.
- (b) 'Qualifying Examination' means an examination -the passing of which makes a student eligible for admission to a particular class and 'equivalent examination' means-an examination conducted by any recognised Board of Secondary Education/Indian University or an institution recognised by or affiliated to such Board/University and is recognised by this Board equivalent to the corresponding examination conducted by this Board or conducted by a "School" affiliated to/recognised by this Board.
- (b) A child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (*Equal Opportunities, Protection and Full Participation*) Act, 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of chapter V of the said Act, as stipulated in Section 3(2) of *The Right of Children to Free and Compulsory Education Act, 2009*.
- (c) Where a child above six years of age has not been admitted in any school or though admitted could not complete her elementary education, then, she shall be admitted in a class appropriate to her age.

Provided that where a child is directly admitted in a class appropriate to her age, then she shall, in order to be at par with others, have a right to receive special training in such manner, and within such time-limits, as may be prescribed.

Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years, as stipulated in section 3(4) of *The Right of Children to Free and Compulsory Education Act, 2009*.

(d)

- (i) For the purposes of this Act, a school specified in sub-clauses (iii) and (iv) of clause (n) of Section 2 shall admit in class I, to the extent of the strength specified in The Right of Children to Free and Compulsory Education Act, 2009, of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion.

Provided further that where a school specified in clause (n) of section 2 imparts pre-school education, the provisions of clause (c) shall apply for admission to such pre-school education, as stipulated in section 12(1) (c) of The Right of Children to Free and Compulsory Education Act, 2009.

- (ii) The school specified in sub-clause (iv) of clause (n) of section 2 providing free and compulsory elementary education as specified in clause (c) of sub-section (1) shall be reimbursed expenditure so incurred by it to the extent of per child-expenditure incurred by the state, or the actual amount charged from the child, whichever is less, in such manner as may be prescribed.

Provided that such reimbursement shall not exceed per-child-expenditure incurred by a school specified in sub-clause (i) of clause (n) of section 2

Provided further that where such school is already under obligation to provide free education to a specified number of children on account of it having received any land, building, equipment or other facilities, either free of cost or at a concessional rate, such school shall not be entitled for reimbursement to the extent of such obligation as specified in section 12(2) of The Right of Children to Free and Compulsory Education Act, 2009.

- (e) No school or person shall while admitting a child collect any capitation fee and subject the child to any screening procedure, as stipulated in section 13(1) of The Right of Children to Free and Compulsory Education Act, 2009.

Any school or person, if in contravention of the above provisions-

- (a) Receives capitation fee, shall be punishable with fine which may extend to ten times the capitation fee charged.
- (b) Subjects a child to screening procedure, shall be punishable with fine which may extend to twenty five thousand rupees for the first contravention and fifty thousand rupees for each subsequent contravention or as may be decided from time to time, as stipulated in section 13(2) of The Right of Children to Free and Compulsory Education Act, 2009.

1.2 No student migrating from a school in a foreign country other than the school affiliated to this Board shall be eligible for admission unless an eligibility certificate in respect of such a student has been obtained from this Board. For obtaining eligibility certificate from the Board, the Head of the School to which admission is being sought will submit to the Board full details of the case and relevant documents with her own remarks/ recommendations. The Board will issue the eligibility certificate only after it is satisfied that the course of study undergone and examination passed is equivalent to the corresponding class of this Board.

1.3 No person who is under the sentence of rustication or is expelled from any Board/University/ School or is debarred from appearing in the examination for whatever reason by any Board/ University shall be admitted to any class in a School affiliated to this Board.

1.4 No student shall be admitted or promoted to any subsequent higher class in any school unless she has completed the regular course of study of the class to which she was admitted at the beginning of the academic session and has passed the examination at the end of the concerned academic session qualifying her for promotion to the next higher class.

- 1.5 (i) For admissions upto class VIII a child shall be admitted in a school at the commencement of the academic year or within such extended period as may be prescribed by the school(s) concerned.

Provided that no child shall be denied admission if such admission is sought subsequent to the extended period.

Provided further that any child admitted after the extended period shall complete her studies in such manner as may be prescribed by the school concerned as stipulated in Section 15 of The Right of Children to Free and Compulsory Education Act, 2009.

- (ii) No student shall be admitted in class IX and above in a school affiliated with the Board after 31st August of the year except with prior permission of the Chairman, CBSE/Competent Authority as may have been defined in the State/Union Territory Education Acts. The application for permission to grant admission after 31st August shall be routed through the Head of the School specifying the reasons which are unavoidable. The candidate shall complete the required percentage of attendance (75%) for class IX and X as per Examination Byelaws of the Board to make her eligible for the examinations conducted by the Board/School. In such cases where the admission by the candidate could not be taken in a higher class by the stipulated date because of the late declaration of result by the Board in respect of the examinations conducted by the Board such permission would not be required, provided the candidate applied for admission within a fortnight of the declaration of the result.

1.6 No child shall be subjected to physical punishment or mental harassment. Whoever contravenes the provisions of sub section (1) shall be liable to disciplinary action under the service rules applicable to such person, as stipulated in sections 17(1) and (2) of The Right of Children to Free and Compulsory Education Act, 2009.

2. ADMISSION: SPECIFIC REQUIREMENTS

2.1 (i) Admissions upto class VIII (i.e., class VIII and below) shall be regulated by the rules, regulations, and orders of the State/Union Territory Governments applicable to the place where the school is located.

- (ii) Every child completing her elementary education shall be awarded a certificate, in such form and in such manner, as may be prescribed by the respective school(s) as stipulated in Section 30(2) of The Right of Children to Free and Compulsory Education Act, 2009.

2.2 Admission to class IX in a school shall be open only to such a student who has passed class VIII examination from an institution affiliated to this Board or to any recognised Board or is recognised by the Education Department of the Government of the State/Union Territory in which such an institution is located.

2.3 ADMISSION TO CLASS X

As the syllabus prescribed at Secondary level is of two years integrated course, no admission shall be taken in class X directly. Provided further that admission to class X in a school shall be open only to such a student who:

- (a) has completed a regular course of study for class IX from an institution affiliated to this Board;
- (b) has completed a regular course of study for class IX and has obtained minimum Grade D in the five subjects (excluding the 6th additional subject) under Scholastic Area A as well as grades in subjects under Scholastic Area B under the Continuous and Comprehensive Evaluation scheme in class IX examination conducted by an institution affiliated to this Board and migrating from/within one city/ State to another only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the student the Report Book/Grade Sheet and the Transfer Certificate duly countersigned by the Board; and
- (c) has completed a regular course of study for class IX and has passed class IX examination from an institution recognized by/affiliated to any recognized Board in India can be admitted to a school affiliated to this Board only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the student the Grade Sheet and the Transfer Certificate duly countersigned by the Educational Authorities of the Board concerned.

Notwithstanding anything contained in the rules above, Chairman shall have the powers to allow change of school for better academic performance, medical reasons, etc., to avoid undue hardship to the candidate(s).

In case of all such admissions the schools would obtain post facto approval of the Board within one month of admission of the student.

3. ADMISSION PROCEDURE

- (a) Admission register in the form prescribed by the State Government concerned/Kendriya Vidyalaya Sangathan/Navodaya Vidyalaya Samiti as the case may be, shall be maintained by the "School" where the name of every student joining "the School" shall be entered.
- (b) Successive numbers must be allotted to students on their admission and each student should retain this number throughout the whole of her career in the school. A student returning to the school after absence of any duration shall resume her original admission number.
- (c) If a student applying for admission to a school has attended any other school, an authenticated copy of the Transfer Certificate in the format given in Examination Byelaws from her last school must be produced before her name can be entered in the Admission register.
- (d) In no case shall a student be admitted into a class higher than that for which she is entitled according to the Transfer Certificate.
- (e) A student shall not be allowed to migrate from one "School" to another during the session after her name has been sent up for the Secondary School (class X) Examination conducted by the Board. This condition may be waived only in special circumstances by the Chairman, CBSE.
- (f) A student leaving her school at the end of a session or who is permitted to leave her school during the session on account of migration from one city/State to another on the transfer of the parent(s) or shifting of their families from one place to another or parents' request, especially in classes IX/X, as the case may be, shall on payment of all dues, receive an authenticated copy of the Transfer Certificate up to date. A Duplicate copy may be issued if the Head of the School is satisfied that the original is lost but it shall always be so marked.
- (g) In case a student from an institution not affiliated to the Board seeks admission in a school affiliated to the Board, such a student shall produce a transfer certificate duly countersigned by an authority as indicated in the format given in Examination Byelaws.
- (h) If the statement made by the parent or guardian of a student or by the student herself if she was major at the time of her admission to a school, is found to contain any wilful misrepresentation of facts regarding the student's career, the Head of the School may punish her as per provision of the Education Act of the State/Union Territory or Kendriya Vidyalaya Sangathan/Navodaya Vidyalaya Samiti rules, as the case may be respectively and report the matter to the Board.

4. ADMISSION TO EXAMINATIONS

General

Notwithstanding anything contained in these Byelaws, no candidate who has been expelled or is under the punishment of rustication or is debarred for appearing in or taking an examination for any reason whatsoever, shall be admitted to the All India/Delhi Secondary School Examination conducted by the Board.

5. ACADEMIC QUALIFICATIONS FOR UNDERTAKING ALL INDIA/DELHI SECONDARY SCHOOL EXAMINATION

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

- (a) passed the Middle School Examination (class VIII) of a Board or of an affiliated/recognized school at least two years earlier than the year in which she would take Secondary(class X) examination conducted by the Board/ School affiliated to the Board;
- (b) secured grades in subjects under Scholastic Area B as given in the Scheme of Studies;
- (c) passed the third language as per requirement laid down in the Scheme of Studies;

- (d) qualified class IX examination by obtaining minimum Grade D in all the five subjects (excluding 6th additional subject) of study under Scholastic Area A and grades in subjects under Scholastic Area B and Co-Scholastic Areas at least one year earlier than the year in which she would take the Secondary (class X) examination conducted by the Board/ School affiliated to the Board; and
- (e) passed class IX examination from a school recognized by/affiliated to any other recognized Board in India at least one year earlier than the year in which she would take the Secondary (class X) examination conducted by the Board/ School affiliated to the Board.

6. ADMISSION TO EXAMINATIONS: REGULAR CANDIDATES

All India/Delhi Secondary School Examination will be open to such regular candidates who have submitted their duly completed application for admission to the concerned examination, and/or her name has been registered in the manner prescribed by the Board alongwith the prescribed fee forwarded to the Controller of Examinations by the Head of the School with the following duly certified by such Head:

- (a) that she possesses the academic qualifications as laid down in Examination Byelaws;
 - (b) that she has not passed equivalent or higher examination from this Board or equivalent or higher examination of any other Board or University;
 - (c) that she is on the active rolls of the School;
 - (d) that she has completed a "regular course of study" as defined and detailed in Examination Byelaws in a school and in the subjects in which she would appear in the examination;
 - (e) that she bears a good moral character and is of good conduct; and
 - (f) that she satisfies all other provisions, applicable to her, of the Examination Byelaws and any other provision made by the Board governing admission to the examination concerned, if any.
- 6.1 (i) It is mandatory upon a school affiliated to Board to follow the Examination Byelaws of the Board.
- (ii) No affiliated school shall endeavour to present the candidates who are not on its roll nor will it present the candidates of its unaffiliated branch/school to any of the Board's examinations.
- (iii) If the Board has reasons to believe that an affiliated school is not following the subsection (i) and (ii) of this section, the Board will resort to penalties as deemed fit.

7. A REGULAR COURSE OF STUDY

- 7.1 (i) The expression "a regular course of study" referred to in the Examination Byelaws means at least 75% of attendance in the classes held; counted from the day of commencement of teaching of class IX/X upto the 1st of the month preceding the month in which the examination of the School/Board commences. Candidates taking up subject(s) involving practical examinations shall also be required to have put in at least 75% of the total attendance for practical work in the subject in the laboratory. Head of Schools shall not allow a candidate who has offered subject(s) involving practical examinations to take the practical examination(s) unless the candidates fulfil the attendance requirements as given in this Rule.
- (a) The expression "a regular course of study" referred to in these Byelaws means at least 60% of attendance in respect of students participating in Sports at National level organized by recognized Federations/CBSE/ School Games Federation of India (SGFI), the classes held counted from the day of commencing teaching classes IX/X, as the case may be upto the 1st of the month preceding the month in which the examination of the School/Board commences. Candidates taking up a subject(s) involving practical examinations shall also be required to have put in at least 60% of the total attendance for practical work in the subject in the laboratory. Head of Schools shall not allow a candidate who has offered subject(s) involving practical examination(s) to take the practical examination(s) unless the candidate fulfills the attendance requirements as given in this Rule.

- (ii) The candidates who had failed in the same examination in the preceding year and who re-joins classes IX/X shall be required to put in 75% of attendance calculated on the possible attendance from the 1st of the month following the publication of the results of that examination by the School/ Board upto the 1st of the month preceding the month in which the examination of the School/Board commences.
- (a) The candidate who had failed in the same examination in the preceding year and who rejoins classes IX/X shall be required to put in 60% of attendance in respect of students participating in Sports at National level organized by recognized Federations/CBSE/SGFI calculated on the possible attendance from the 1st of the month following the publication of the results of that examination by the School/ Board upto the 1st of the month preceding the month in which the examination of the School/Board commences.
- (iii) In the case of migration from other institution, attendance at the institution/school recognised by the Education Department of the State/Union Territory from which the candidate migrates will be taken into account in calculating the required percentage of attendance.

7.2 Requirement of Attendance in Subjects of Internal Assessment

Exemption from study of subjects under Scholastic Area B/ Work Education /Art Education/Physical and Health Education may be granted to a candidate on medical grounds in respect of Secondary School candidates appearing for the Secondary School Certificate Examination conducted by the Board provided the application is supported by a certificate given by a registered medical officer of the rank not below that of Assistant Surgeon and forwarded by the Head of the School with her recommendations.

8. RULES FOR CONDONATION OF SHORTAGE OF ATTENDANCE

- (a) If a candidate's attendance falls short of the prescribed percentage in case of students appearing for the examination conducted by the Board, the Head of the School may submit her name to the Board provisionally. If the candidate is still short of the required percentage of attendance within three weeks of the commencement of the examination, the Head of the School shall report the case to the Regional Officer concerned immediately. If in the opinion of the Head of the School, the candidate deserves special consideration, she may submit her recommendation to the Regional Officer concerned not later than three weeks before the commencement of the examination for condonation of shortage in attendance by the Chairman, CBSE, who may issue orders, as he may deem proper. The Head of the School, in her letter requesting for condonation of shortage in attendance should give the maximum possible attendance by a student counted from the day of commencement of teaching of class X (beginning of the session) upto the 1st of the month preceding the month in which the examination of the Board commences, attendance by the candidate in question during the aforesaid period and the percentage of attendance by such candidate during the aforesaid period.
- (b) Shortage up to 15% only may be condoned by the Chairman in respect of those students appearing for the Secondary School Examinations conducted by the Board. Cases of candidates with attendance below 60% in class X, appearing for the Board's examinations, shall be considered for condonation of shortage of attendance by the Chairman only in exceptional circumstances created on medical grounds, such as candidate suffering from serious diseases like cancer, AIDS, Tuberculosis or similar serious diseases requiring long period of hospitalization.
- (c) The Head of the School shall refer a case of shortage within the above-prescribed limit of condonation to the Board, either with the recommendations or with valid reasons for not recommending the case.
- (d) The following may be considered valid reasons for recommending the case of the candidate with attendance less than the prescribed percentage: -
 - (i) prolonged illness;
 - (ii) loss of father/mother or some other such incident leading to her absence from the school and meriting special consideration; and
 - (iii) any other reason of similar serious nature;
 - (iv) authorised participation in sponsored tournaments and Sports' meet of not less than interschool level and at NCC/NSS Camps including the days of journeys for such participation shall be counted as full attendance.
- (e) authorized participation in sports at National level organized by recognized Federations/CBSE/SGFI.

9. DETAINING OF ELIGIBLE CANDIDATES

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

10. PRIVATE CANDIDATES

Definition: Refer Examination Byelaws.

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

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

- (a) candidates who had failed to qualify at the Delhi Secondary School Examination of the Board;
- (b) Teachers serving in educational institutions affiliated to the Board. Teacher candidates shall submit their application form along with a certificate by the Head of the School in which they are serving duly countersigned by the Director of Education, Government of National Capital Territory of Delhi to the Regional Officer, Delhi; and
- (c) (i) Women candidates who are bonafide residents of the National Capital Territory of Delhi and satisfy the following additional conditions: -
 - (a) that they have privately pursued the prescribed course of study under proper guidance; and
 - (b) that they are unable to join a Secondary School affiliated to the Board or there are such other reasons compelling them to appear at the examinations as a private candidate.
- (ii) A girl student who has left an institution at a stage earlier than or in class IX shall not be permitted to appear at the examination as a private candidate in a year earlier than in which she would have appeared, had she continued her studies in a recognised institution upto Secondary Examination.
 - (a) a girl candidate shall not be permitted to appear at the Delhi Secondary School Examination as a private candidate in a year earlier than in which she would have appeared, had she continued her studies in a recognized institution upto Secondary level.
- (d) Physically handicapped students on producing reasonable evidence of having difficulty to attend normal institutions in the subjects not involving practical training / examination.
- (e) Regular candidate (s) of the previous year who have completed regular course of studies and have been allotted roll number for appearing at the examination but could not appear at the Annual Examination due to medical reasons except shortage of attendance as laid down in the Examination Byelaws will also be eligible to reappear at a subsequent examination as a private candidate in the syllabus and text books as prescribed for the examination of the year in which she will reappear.

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

- (a) A candidate who had failed to qualify at the All India Secondary School Examination of the Board.
- (b) Teachers serving in educational institutions affiliated to the Board. Teacher candidates shall submit their application form along with a certificate by the Head of the School in which they are serving duly countersigned by the Director of Education of the State/Union Territory concerned in which the teacher is serving to the Regional Office of the Board concerned in which the school is situated.
- (c) Regular candidate (s) of the previous year who have completed regular course of studies and have been allotted roll number for appearing at the examination but could not appear at the Annual Examination due to medical reasons except shortage of attendance as laid down in the Examination Byelaws will also be eligible to reappear at a subsequent examination as a private candidate in the syllabi and textbooks as prescribed for the examination of the year in which she will reappear.

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

- (a) The application forms for private candidates shall be countersigned by a member of the Governing Body of the Board or by the Head of an institution affiliated to the Board.
- (b) A private candidate must submit within the prescribed date to the Regional Officer concerned, an application in the form prescribed, together with the prescribed fee for the examination and three copies of the passport size photograph duly signed by the candidate and countersigned by one of the authorities mentioned at subsection a above.
- (c) If the application of a private candidate is received after the prescribed date, she shall pay late fee as prescribed.
- (d) When a private candidate's application for admission to the examination is rejected, the examination fee including late fee, if any, paid by her less INR 10/- or the amount as decided by Chairman from time to time will be refunded to her provided that in the case of candidates whose applications have been rejected on account of the candidates producing a false certificate or making false statement in the application, the full amount of fees shall be forfeited.
- (e) Those regular candidates who have failed to obtain promotion to class X of the school affiliated to the Board or any other recognised Board shall not be admitted to the Secondary School Examination of the Board as private candidates.
- (f) Every year in the beginning of the session, the Head of Schools shall send to the Regional Officer, Delhi, a list of female and handicapped students who have been detained in class IX containing student's name, date of birth, name of her father or guardian and the place of residence.
- (g) (i) Women Private candidate under Rule 10 shall not be allowed to offer Science with practical work, unless she has put in a regular course of study in an institution affiliated to the Board and produces a certificate to that effect to the satisfaction of the Board. However, notwithstanding this condition they can offer Home Science with Practical without such a certificate.
(ii) Women private candidate under Rule 10 can offer Mathematics and Social Science without producing a certificate of putting in a regular course of study for internal assessment from an institution affiliated to the Board.
- (h) Private candidates shall not be allowed to offer for their examination a subject (even if the subject is recognised for the examination) which is not being taught in an affiliated institution.

12. SCHEME OF EXAMINATION

Scheme of the Continuous and Comprehensive Evaluation shall be as under:

- i) there shall be no Board Examination at Secondary (class X) level w.e.f. 2009 for students studying in the schools affiliated to the Board who do not wish to move out of the CBSE system after class X;
- ii) students of Schools affiliated to the Board who wish to move out of the CBSE system after class X (Pre-University, Vocational course, Change of Board, etc.) shall be required to take the Board's External Examination at Secondary (class X) level.

13. SCHEME OF EXAMINATIONS -GRADING

- (a) At the Secondary School Examination, assessment of subjects under Scholastic Area A shall be in numerical scores to be converted to Grades on a nine-point scale which shall be indicated in the Statement of Subject wise Performance/ Grade Sheet cum Certificate of Performance.

Assessment in subjects under Scholastic Area B shall also be in grades, as per Scheme of Studies.

- (b) The qualifying grade in each subject under Scholastic Area A shall be a minimum Grade D.
- (c) The students will be assessed in subjects under Scholastic Area A using the conventional numerical marking and later converted into the grades and the same shall be awarded as under:

MARKS RANGE	GRADE	GRADE POINT
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40	D	4.0
21-32	E1	–
20 and Below	E2	–

Cumulative Grade Point Average(CGPA) would also be reflected in the Statement of Subject wise Performance / Grade Sheet cum Certificate of Performance.

Note: Cumulative Grade Point Average(CGPA) is the average of Grade Points obtained in all the subjects excluding 6th additional subject as per Scheme of Studies. Subject wise and overall indicative Percentage of Marks can be assessed as under:

- Subject wise indicative percentage of marks = 9.5 x GP of the subject
- Overall indicative percentage of marks = 9.5 x CGPA

14. MERIT CERTIFICATES

The Board will award Merit Certificates to such candidates who have obtained Grade A1 in all the five subjects (excluding the 6th additional subject) under Scholastic Area A at the Secondary School Examination, as per the qualifying criteria.

15. SCHEME OF EXAMINATIONS

- Assessment in the subjects under Scholastic Area A, Scholastic Area B and Co-Scholastic areas shall be undertaken by the schools in terms of grades as per the Scheme of Studies.
- The evaluation for subjects under Scholastic Area B and Co-Scholastic areas shall be based on cumulative record of the candidate during her continuous assessment in the school.
- Schools are expected to maintain regular records of student's achievement and progress. These records are subject to scrutiny by the Board when it deems fit.
- Subjects of study under Scholastic Area A shall be assessed jointly by the School and Board in respect of students appearing for the examination conducted by the Board. However, in case of students appearing for the Summative Assessment II conducted by the schools, the School will do the assessment. Details of question papers, marks and duration will be as per the Scheme of Studies.

S.No	Subject	Term I					Term II			
		Formative Assessment I	Problem Solving Assessment/ Formative Assessment II	Summative Assessment I		Formative Assessment III	Formative Assessment IV	Summative Assessment II		
		Weightage	Marks	Weightage %	Duration	Weightage %	Marks	Weightage %	Duration	
1	Language I	10%	90	30%	3 hrs	10%	90	30%	3 hrs	
2	Language II	10%	90	30%	3 hrs	10%	90	30%	3 hrs	
3	Mathematics	10%	90	30%	3 hrs	10%	90	30%	3hrs	
4	* Science	10%	90	30%	3 hrs	10%	90	30%	3 hrs	
* Hands on Practical Examination will be conducted through Formative Assessments in every term with 20% weightage of total term Marks, Assessment of practical skills through MCQ will carry 20% weightage in every term end Summative Assessment.										
5	Social Science	10%	90	30%	3 hrs	10%	90	30%	3 hrs	
Additional Subjects										
6	*Home Science	10%	90	30%	2½-3 hrs	10%	90	30%	2½-3 hrs	
* Hands on practical skills and project will be assessed through Formative Assessments.										
7	*F.I.T./ICT	10%	90	30%	2½-3 hrs	10%	90	30%	2½-3 hrs	
* Hands on skills and project will carry 40% of the 10% weightage in every Formative Assessment. Assessment of Practical skills through MCQ will carry 20% weightage in every term end Summative Assessment.										
8	Elements of Business	10%	90	30%	3 hrs	10%	90	30%	3 hrs	
9	Elements of Book-Keeping and Accountancy	10%	90	30%	3 hrs	10%	90	30%	3 hrs	

10	Typewriting English or Hindi	10%	10%	Theory -30 Marks Practical 60 Marks	30%	2 hrs	10%	10%	Theory -30 Marks Practical 60 Marks	30%	2 hrs
						1 hr.					1 hr
11	*Painting	10%	10%	60	30%	3 hrs	10%	10%	60	30%	3 hrs
			*No Theory Paper, Only Practical Examination								

S.No	Subject	Term I					Term II				
		Summative Assessment I					Summative Assessment II				
	Additional Subject	Marks Theory	Marks Practical	Marks Total	Weightage %	Duration	Marks Theory	Marks Practical	Marks Total	Weightage %	Duration
12	*Carnatic Music	15	35	50	50%	2 hrs	15	35	50	50%	2 hrs
13	*Hindustani Music	15	35	50	50%	2 hrs	15	35	50	50%	2 hrs
		*Formative Assessment is a part of practical Examination (No separate marks for Formative Assessments)									

Notes: The following points have to be noted by teachers and students (for class IX and X):

- There are two Formative Assessments each in the first and second term. FA-II will be substituted with PSA in class IX.
- Each Formative Assessment is again divided into smaller assessments (class assignment, quiz, project, written test) which can carry different marks.
- Each Formative Assessment has a weightage of 10% which can be arrived at by taking an average of all tasks or the best three or four.
- The total weightage of all the four Formative Assessments is 40%.

16. QUALIFYING CRITERIA

- (a) A candidate not covered under the scheme of Continuous and Comprehensive Evaluation will be eligible to get the Statement of Subject wise Performance/Qualifying Certificate if she gets minimum Grade 'D' in all the five subjects(excluding the 6th additional subject) under Scholastic Area A in the main or at the only attempt of Improvement of Performance. However, a candidate who has appeared at the Secondary School Examination under the Scheme of Continuous and Comprehensive Evaluation will be eligible to get the Grade Sheet cum Certificate of Performance indicating the grades obtained in the subjects under Scholastic Area A, Scholastic Area B and Co-Scholastic Areas.
- (b) No overall grade shall be awarded. However, Cumulative Grade Point Average (CGPA) shall be indicated. in the statements of Subject wise Performance/Grade Sheet cum Certificate of Performance. Subject wise and overall indicative percentage of marks could be derived based on Cumulative Grade Point Average.
- (c) In respect of a candidate offering an additional subject, the following norms shall be applied:
 - (i) A language offered as an additional subject may replace a language in the event of a candidate failing in the same provided after replacement the candidate has English/Hindi as one of the languages; and
 - (ii) The replacement shall satisfy the conditions as laid down in the Scheme of Studies.
- (d) Candidates exempted from one or more subjects under Scholastic Area B and Co-Scholastic Areas shall be eligible for appearing in the Formative and Summative Assessments and result shall be declared subject to fulfilment of other conditions laid down in the Qualifying Criteria.
- (e) A candidate obtaining minimum Grade D in all the five subjects(excluding the 6th additional subject) under Scholastic Area A as well as Grades in subjects under Scholastic Area B, as stipulated in the Scheme of Studies, at the main or the subsequent Improvement of Performance attempt shall be eligible to qualify class IX Examination.

17. ELIGIBILITY FOR IMPROVEMENT OF PERFORMANCE

A candidate obtaining Grades E1 or E2 in any or all the five subjects(excluding 6th additional subject as per the scheme of studies) under Scholastic Area A at the examination jointly conducted by the Board and School shall be eligible for Improvement of Performance in any or all the five subjects.

18. IMPROVEMENT OF PERFORMANCE

- (i) (a) A candidate who has appeared for the Secondary School Examination and obtained Grades E1 or E2 in any or all the five subjects(excluding the 6th additional subject) under Scholastic Area A, as per the Scheme of Studies, shall be eligible for improving her performance in any or all the five subjects and may reappear at the only chance of Improvement of Performance to be conducted by the Board/School by July, as per the option exercised for the main examination held in March the same year. The candidate will be issued Statement of Subject wise Performance/Grade Sheet cum Certificate of Performance provided she obtains minimum Grade D in at least five subjects(excluding the 6th additional subject) under Scholastic Area A as per the Scheme of Studies and grades in the subjects under Scholastic Area B and Co-Scholastic Areas.
- (b) A candidate who has appeared for the Secondary School Examination conducted by a school affiliated to the Board and obtained Grades E1 or E2 in any or all the five subjects(excluding the 6th additional subject) under Scholastic Area A, as per the Scheme of Studies, shall be eligible for improving her performance in any or all the five subjects and may reappear at the only chance of Improvement of Performance examination to be conducted by the School by July the same year.
- (c) At the Secondary School Examination, a candidate who does not obtain minimum Grade D in the five subjects(excluding the 6th additional subject) under Scholastic Area A at the only chance of Improvement of Performance shall be treated to have not qualified the examination and shall be required to reappear in all the subjects at the examination to be held in March of the subsequent year, in order to qualify the examination. The syllabi and courses shall be as laid down for Summative Assessment II for the year of examination concerned. The candidates' grades obtained in all the Formative Assessments and Summative Assessments at the main examination shall be carried over for the only chance of Improvement of Performance.

- (d) A candidate who fails to obtain minimum Grade D in the five subjects(excluding 6th additional subject) under Scholastic Area A at the Secondary School Examination conducted by the School/Board shall be provisionally admitted to class XI till she takes in the only chance Improvement of Performance to be held that year. Her admission shall be treated as cancelled if she fails to obtain minimum Grade D in the five subjects(excluding the 6th additional subject) under Scholastic Area A at the Improvement of Performance examination.

19. ADDITIONAL SUBJECT (S)

- (i) A candidate who has obtained minimum Grade D in at least five subjects (excluding the 6th additional subject) under Scholastic Area A as per the Scheme of Studies and a Qualifying Certificate/Certificate of Continuous and Comprehensive Evaluation at the Secondary School Examination/passed the Senior School Certificate Examination of the Board may offer an additional subject as a private candidate provided the additional subject is provided in the Scheme of Studies and is offered within six years of passing the examination of the Board. No exemption from time limit will be given after six years. Facility to appear in additional subject will be available at the main examination only.

20. UPGRADING OF PERFORMANCE - SECONDARY EXAMINATION

- (i) A candidate who has obtained minimum Grade D in the five subjects under Scholastic Area A and a Qualifying Certificate/Certificate of Continuous and Comprehensive Evaluation at the Secondary School Examination may reappear at the examination for upgrading of performance in one or more subjects in the main examination in succeeding year only, provided she has not pursued higher studies in the mean time. She shall appear as a private candidate. Those reappearing in the whole examination may appear as regular candidates also. The candidates appearing for upgrading of performance in the examination can appear in the subject(s) in which they have appeared for the examination.
- (ii) A candidate appearing for upgrading of performance shall appear in the syllabus prescribed for Summative Assessment II only for the year of examination.
- (iii) Candidates who appear for upgrading of performance shall be issued only Statement of Subject wise Performance reflecting the grades obtained in the said examination.
- (iv) A candidate appearing for upgrading of performance in one or more subjects cannot appear for additional subject simultaneously.

21. PATRACHAR VIDYALAYA CANDIDATES

- (i) Patrachar Vidyalaya Candidates for Secondary School Examination will be required to offer two languages as laid down in the Scheme of Examination but will be allowed to offer Home Science, Commerce in place of Mathematics and Science.
- (ii) Patrachar Vidyalaya Candidates for Secondary School Examination from outside Delhi shall not be allowed to offer subjects involving practical work.

22. EXEMPTION TO SPASTIC, BLIND, DYSLEXIC AND PHYSICALLY HANDICAPPED CANDIDATES

Candidates with visual and hearing impairment, Spastic, Dyslexic, Autistic and those with disabilities as defined in the Persons with Disabilities Act, 1995 have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the three Languages formula prescribed by the Board. Besides one language any four of the following subjects be offered:

Mathematics, Science, Social Science, another Language, Music, Painting, Home Science, Introductory Information Technology, Commerce (Elements of Business) and Commerce (Elements of Book Keeping and Accountancy).

23. EXAMINATION BYELAWS

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

2. SCHEME OF STUDIES

2.1 SUBJECT OF STUDIES

The learning areas will include:

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

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

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

2.2 ADDITIONAL SUBJECTS

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

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

OR

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

NOTES

- (i) It is expected that all the students would have studied three languages upto class VIII. Those students who could not clear the third language in class VIII, and have been promoted to class IX shall be examined by the schools concerned at the end of class IX in the same syllabus and 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 has cleared the third language.
- (ii) Hindi and English must be two of the three languages to be offered as stated in the note (i) above. Hindi and English must have been studied at least upto class VIII.
- (iii) Hindi and English must be one of the two languages to be studied in class IX and X. Hindi and English can also be offered simultaneously. In Hindi and English, two courses have been provided for class IX and X keeping in view the varying background of the student. A student may either opt Communicative-English (Subject Code 101) or English Language and Literature (Subject Code 184). Similarly, in Hindi, a student may either opt for Hindi A or Hindi B.

2.3 INSTRUCTIONAL TIME

TIME TABLE AND WORKDISTRIBUTION NORMSAS PER RTE ACT CLASSES VI-VIII

1. The teacher student ratio as per the affiliation Bye-Laws of the Board should be maintained **1:30**
2. In order to complete the 45working hour per week as per the recommendation of RTE-Act 2009, a school needs to function for six day 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/ checking/ 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 at such rate as may be determined ,by the managing committee, for every hour in excess of 1200 hours devoted by her 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. 08 periods Time Table may be followed in schools with 45 minutes duration in the 1st and 5th periods and 40 minutes duration for the remaining periods.

Sl	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(Math's Lab)	7
5	Science	5	01(Lab)	6
6	Social Science	5	01	6
7	Work Education	—	2	2
8	Art Education	—	2	2
9	Physical and Health Education	—	2	2
10	Co-Curricular Activities	—	1	2
11	Life Skills*	—	1	1
12	Values Education and Gender Sensitivity*	—	1	1
13	Library	—	1	1
Total				48

*Schools are expected to give adequate time for Community Service outside the school hours, the minimum being equivalent of two periods a week. A minimum of 800hours of teaching time will be available in each academic session for actual instructional transaction in classes' I-V and 1000 hours in classes VI-VIII. The above distribution of periods over subjects is prescriptive in character. A school, keeping the overall number of periods in each subject/area the same, may assign more or less number of periods to individual sub-subjects according to their relative importance, if thought necessary. **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 reading learning across subjects as well through age- appropriate activities given in the Teachers' Manuals and Activity Cards brought out by the Board.**

TIME TABLE AND WORK DISTRIBUTION NORMS CLASSES IX AND X

- The teacher student ratio as per the affiliation Bye-Laws of the Board should be maintained **1:30**.
- 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 at such rate as may be determined, by the managing committee, for every hour in excess of 1200 hours devoted by her to the teaching and planning.
- 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.
- 08 periods Time Table may be followed in schools with 45 minutes duration in the 1st and 5th periods and 40 minutes duration for the remaining periods.
10. 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 periods allotted for the respective languages.

Revised instructional time for classes IX and X

Sl	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(Math's Lab)	7
4	Science	6	02(Lab)	8
5	Social Science	7	01	8
6	Work Education	—	2	2
7	Art Education	—	2	2
8	Physical and Health Education	—	3	3
9	Co-Curricular Activities	—	2	2
10	Life Skills*	—	1	1
11	Values Education and Gender Sensitivity*	—	1	1
12	Library	—	1	1
Total				48

Schools are expected to give adequate time for Community Service outside the school hours, the minimum being equivalent of two periods a week. A minimum of 30 weeks of teaching time will be available in each academic session for actual instructional transaction. The above distribution of periods over subjects is prescriptive in character. A school, keeping the overall number of periods in each subject/area the same, may assign more or less number of periods to individual sub-subjects according to their relative importance, if thought necessary.

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

2.4 SPECIAL ADULT LITERACY DRIVE (SALD)

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

2.5 SPECIAL PROVISIONS

2.5.1 Provision for the Patrachar Vidyalaya Candidates

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

2.5.2 Provision for Candidates with Visual and Hearing Impairment

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

Maths, Science, Social Science, Other language

Music, Painting and Home Science.

2.6 MEDIUM OF INSTRUCTION

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

RULES FOR CHANGE IN SUBJECT

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

3. How to Apply for Introducing New/ Additional Subject/Course

A school affiliated with CBSE may introduce any subject/elective/course (vocational) offered by the CBSE if it fulfills the requirements to offer it as per the detailed criterion given in the curriculum of the elective/course to be introduced.

Availability of well qualified staff as per qualifications detailed in the Senior Secondary Curriculum Volume- I or Chapter IX of the Affiliation Byelaws should be ensured by the school before introducing the concerned subject. The number of qualified teachers for the course/ subject should be sufficient to teach all the students expected to take the course/ subject to be started.

Last date for submission of application is 30th June of the year preceding the year in which subject/course in classes IX or XI is proposed to be started. A subject/course should not be started without prior affiliation with the Board.

The CBSE will not be responsible for any consequences if any subject/course is started without proper affiliation, etc., by the CBSE.

How to apply:

1. Read the instructions carefully given in the curriculum document and Affiliation Byelaws before you start filling the electronic form.
2. There is an electronic application form available on www.cbse.nic.in e-affiliation a window will open, scroll to the end, click on the tab (click here to proceed) again scroll and click on the tab (click here to proceed) Form will open up.
3. Take a printout of the electronic online form after submitting it and attach bank draft* of the requisite amount in favor of **Secretary, Central Board of Secondary Education, Delhi, payable at Delhi** and other relevant documents and send it to the Affiliation Branch with a copy of the same to the Director (Academic) for information.
4. Schools are required to attach a copy of affiliation letter as scanned copy (jpg, gif and pdf files only and not more than 1MB in size) for applying to introduce new subjects.
5. Schools are required to pursue with the Affiliation Branch of the Board after sending their application for their affiliation status regarding the particular subject to be introduced.
6. After getting provisional affiliation, school must inform the Director (Academic) so as to ensure the dispatch of relevant academic material/information regarding training, etc., to school, if any.

*The details of the fee are as follows:

1	Independent schools within the country (Science Subject)	₹ 5,000/- per subject
2	Independent schools within the country (Other Subject)	₹ 3,000/- per subject
3	Overseas Independent Schools (Science Subject)	₹ 15,000/- per subject
4	Overseas Independent Schools (Other Subject)	₹ 10,000/- per subject
5	Govt./Aided/KVS/JNV Schools	₹ 1,000/-per subject
6	Overseas KVS Schools	₹ 2,000/-per subject

EXAMPLE

A new elective subject "Knowledge Traditions and Practices of India" has been introduced in the Senior Secondary classes w.e.f. 2012. All the modules of the textbook are available on the CBSE Academic website www.cbseacademic.in along with the circular no. 68 September, 2012. The print version will be available soon. This elective subject is multidisciplinary with

ample content on Language and Literature. The course gets well with the 'humanities stream' because it extensively deals the history and knowledge traditions of India in various branches of Science and Humanities like Chemistry Metallurgy, Astronomy, Life Sciences, History, Geography, Agriculture, Trade, Theatre and Dance, etc.

This course "Knowledge Traditions and Practices of India" can be opted as an elective subject as one out of five or as an elective subject with any of the combination of subjects. Other elective subjects as mentioned in the scheme of studies point no. III to V can be opted. A student can opt for the sixth elective also. In the final examination, the best scores are counted for the admission in undergraduate courses.

Similar way all additional subjects like Music, Dance, Painting, Fine Arts, Physical Education, etc., can be taken as an additional subject along with other five main subjects. In the final examination, the best scores are counted for the admission in undergraduate courses.

4. Minimum Qualifications for Teachers

Minimum Academic and Professional Qualifications for Recruitment of Teachers as per NCTE and in view of RTE 2009 are as follows:

1. **For Classes Pre-School / Nursery** (For children in the age group of 4-6 years)
 - a. Secondary School (Class ten) certificate or its equivalent; and
 - b. Diploma/Certificate in Pre-school teacher education programme of duration of not less than one year.
2. **For Classes Pre-School/ Nursery followed by first two years in a formal school** (For children in the age-group of 4-6 and 6-8 years)
 - a. Senior Secondary School (class twelve) Certificate or Intermediate or its equivalent with at least 45% marks; and
 - b. Diploma/Certificate in Nursery teacher education programme of duration of not less than two years.
3. **For Classes I-V: Primary Stage**
 - a. Senior Secondary (or its equivalent) with at least 50% marks and 2- year Diploma in Elementary Education (by whatever name known)

OR

Senior Secondary (or its equivalent) with at least 45% marks and 2- year Diploma in Elementary Education (by whatever name known), in accordance with the NCTE (Recognition Norms and Procedure), Regulations, 2002.

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4- year Bachelor of Elementary Education (B.El.Ed).

OR

Senior Secondary (or its equivalent) with at least 50% marks and 2- year Diploma in Education (Special Education)*.

OR

Graduation and two year Diploma in Elementary Education (by whatever name known).

And
 - b. Pass in the Central Teacher Eligibility Test (CTET)/ Teacher Eligibility Test (TET)- Paper-I, conducted by CBSE/ appropriate Government in accordance with the guidelines framed by the NCTE for the purpose.
4. **For Classes VI-VIII: Elementary Stage**
 - a. Graduation and 2-year Diploma in Elementary Education (by whatever name known).

OR

Graduation with at least 50% marks and 1-year Bachelor in Education (B.Ed).

OR

Graduation with at least 45% marks and 1- year Bachelor in Education (B.Ed), in accordance with the NCTE (Recognition Norms and Procedure) Regulations issued from time to time in this regard.

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4- year Bachelor in Elementary Education (B.El.Ed).

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4- year B.A/B.Sc.Ed or B.A.Ed/B.Sc.Ed.

OR

Graduation with at least 50% marks and 1-year B.Ed. (Special Education)*.

And

- b. Pass in the Central Teacher Eligibility Test (CTET)/ Teacher Eligibility Test (TET) Paper-II, conducted by CBSE/ appropriate Government in accordance with the guidelines framed by the NCTE for the purpose.

5. For Classes IX-X: Secondary Stage/ High School

- a. Graduate with Bachelor of Education (B.Ed.) or its equivalent.

OR

Four years integrated B.Sc., B.Ed. or an equivalent course.

6. For Classes IX-X: Senior Secondary Stage/ PUC/ Intermediate

- a. Masters Degree in the relevant subject with Bachelor of Education (B.Ed.) or its equivalent.

OR

- b. Two years integrated M.Sc.Ed. course or an equivalent course.

Note:

- i. Reservation Policy: Relaxation upto 5% in qualifying marks shall be allowed to the candidates belonging to reserved categories such as SC/ST/OBC/PH.
- ii. * Diploma/Degree Course in Teacher Education: For the purposes of this Notification, a diploma/degree course in teacher education recognized by the National Council for Teacher Education (NCTE) only shall be considered. However, in case of Diploma in Education (Special Education) and B.Ed. (Special Education), a course recognized by the Rehabilitation Council of India (RCI) only shall be considered.
- iii. Training to be undergone: A person with D.Ed (Special Education) or B.Ed (Special Education) qualification shall undergo, after appointment an NCTE recognized 6-month Special Programme in Elementary Education.
- iv. The minimum qualifications referred above apply to teachers of Languages, Social Studies/Social Science, Mathematics, Science etc. In respect of teachers for Physical Education, the minimum qualification norms for Physical Education teachers referred to in NCTE Regulation, dated 3rd November, 2001 (as amended from time to time) shall be applicable. For teachers of Art Education, Craft Education, Home Science, Work Education, etc. the existing eligibility norms prescribed by the State Governments and other school managements shall be applicable till such time the NCTE lays down the minimum qualifications in respect of such teachers.

PART III
COURSES OF STUDIES

हिंदी मातृभाषा

कक्षा IX-X

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 लाँघते 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।

इस पाठ्यक्रम के अध्ययन से

- (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, तार (टेलिग्राम) लिखने, प्राथमिकी दर्ज़ कराने इत्यादि में सक्षम हो सकेंगे।
- (घ) उच्चतर माध्यमिक स्तर पर पहुँचकर विभिन्न प्रयुक्तियों की भाषा के द्वारा उनमें वर्तमान अंतः संबंध को समझ सकेंगे।
- (ङ) हिंदी में दक्षता को वे अन्य भाषा-संरचनाओं की समझ विकसित करने के लिए इस्तेमाल कर सकेंगे, स्थानांतरित कर सकेंगे।

कक्षा 9 व 10 में मातृभाषा के रूप में हिंदी-शिक्षण के उद्देश्य :

- 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 गैर हिंदी 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।

शिक्षण युक्तियाँ

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 करे। 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 करे। 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 करे 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।
- शारीरिक बाधाग्रस्त 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) 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 फिल्मों 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।

व्याकरण बिंदु

विद्यार्थियों को मातृभाषा के संदर्भ में व्याकरण के विभिन्न पक्षों का परिचय कक्षा 3 से ही मिलने लगता है। हिंदी भाषा में इन पक्षों और हिंदी की अपनी भाषागत विशिष्टताओं की चर्चा पाठ्यपुस्तक और अन्य शिक्षण-सामग्री के समृद्ध संदर्भ में की जानी चाहिए। नीचे कक्षा 6 व 10 के लिए कुछ व्याकरणिक बिंदु दिए गए हैं जिन्हें कक्षा या विभिन्न चरणों के क्रम में नहीं रखा गया है।

संरचना और अर्थ के स्तर पर भाषा की विशिष्टताओं की परिधि इन व्याकरणिक बिंदुओं से कहीं अधिक विस्तृत है। वे बिंदु इन विशिष्टताओं का संकेत भर हैं जिनकी चर्चा पाठ के सहज संदर्भ में और बच्चों के आसपास उपलब्ध भाषायी परिवेश को ध्यान में रखते हुए की जानी चाहिए।

कक्षा 6 से 10 तक के लिए कुछ व्याकरण बिंदु

- संज्ञा, सर्वनाम, विशेषण, क्रिया
- लिंग, वचन, कारक
- संधि, समास
- वाक्य में कर्ता और कर्म के लिंग और वचन का, क्रिया पर प्रभाव
- अकर्मक, सकर्मक, द्विकर्मक, प्रेरणार्थक क्रिया
- सरल, संयुक्त, मिश्र वाक्य
- कर्तृवाच्य, कर्मवाच्य, भाववाच्य
- समुच्चयबोधक शब्द और अन्य अविकारी शब्द
- रस, अलंकार
- पर्यायवाची, विलोम, समास, अनेकार्थी, श्रुतिसमभिन्नार्थक शब्द, मुहावरे

फॉरमैटिव श्रवण व वाचन की योग्यताएँ

श्रवण (सुनना) कौशल

- 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, व्यंग 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।

श्रवण (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 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।

वाचन (बोलना) कौशल

- 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 करना, 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।

वाचन (बोलना) का परीक्षण

- 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 छात्रों को शून्य से दस के मध्य अंक प्रदान किये जाते हैं परंतु 1, 3, 5, 7 तथा 9 पट्टिकाओं हेतु ही विनिर्दिष्टताएँ स्पष्ट की गई हैं इस मापक्रम का उपयोग करते हुए शिक्षक अपने छात्रों को किसी विशिष्ट पट्टिका में रख सकता है उदाहरणार्थ यदि किसी छात्र के कौशल पट्टिका संख्या 3 व 5 के मध्य स्थित हैं तो उसे 4 अंक प्रदान किये जा सकते हैं विशिष्ट योग्यता वाले छात्रों को 10 अंक भी प्रदान किये जा सकते हैं। छात्रों 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

श्रवण (सुनना)	वाचन (बोलना)
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 श्रृंखला 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।

टिप्पणी :

- 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।

पठन कौशल

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।

- सरसरी दृष्टि से पढ़ पाठ का केंद्रीय विचार ग्रहण कर लेना।
- एकाग्र चित्त 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।

टिप्पणी:- पठन के लिए सामाजिक, सांस्कृतिक, प्राकृतिक, कलात्मक, मनोवैज्ञानिक, वैज्ञानिक तथा खेल-कूद और मनोरंजन संबंधी साहित्य के सरल अंश चुने जाएँ।

लिखने की योग्यताएँ

- लिपि के मानक रूप का ही व्यवहार करना।
- विराम-चिन्हों 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, तार लिखना और विविध प्रपत्रों को भरना ।
- विविध स्रोतों से आवश्यक सामग्री एकत्र कर अभीष्ट विषय पर निबन्ध 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 का 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।

रचनात्मक अभिव्यक्ति

- **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

आधार बिंदु

- ◆ 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**
आधार बिंदु
 - ◆ 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-** छात्रों की अनुभव परिधि से संबंधित विषय।
- **सामूहिक चर्चा-** छात्रों की अनुभव परिधि से संबंधित विषय।

मूल्यांकन के संकेत बिंदुओं का विवरण

प्रस्तुतीकरण

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

विषय वस्तु

- विषय की सही अवधारणा
- तर्क सम्मत

भाषा

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

उच्चारण

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

इस अवस्था पर बल दिए जाने योग्य कुछ जीवन मूल्य

- सच्चाई, आत्म-अनुशासन
- सहकारिता, सहानुभूति
- न्याय, समानता
- पहल, नेतृत्व
- ईमानदारी, निष्ठा
- जनतांत्रिकता, देशभक्ति
- उत्तरदायित्व की भावना

हिन्दी पाठ्यक्रम-अ कोड संख्या (002)

कक्षा नौवीं तथा दसवीं हिन्दी 'अ'- संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2013-2015

संकलित परीक्षा 1 (भार 30%) (अप्रैल-सितम्बर) तथा संकलित परीक्षा 2 (भार 30%) (अक्टूबर से मार्च)
हेतु भार विभाजन

	विषयवस्तु	उप भार	कुल भार
1	पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर बहुविकल्पी प्रश्न		20
(अ)	दो अपठित गद्यांश (100 से 150 शब्दों के)	10	
(ब)	दो अपठित काव्यांश (100 से 150 शब्दों के)	10	
2	व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न	15	15
3	पाठ्यपुस्तक क्षितिज भाग-1 व पूरकपाठ्यपुस्तक कृतिका भाग-1		35
(अ)	गद्य खण्ड	15	
1	क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न ।	05	
2	क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन व मनन क्षमताओं का आंकलन करने हेतु प्रश्न।	10	
(ब)	काव्य खण्ड	15	
1	काव्यबोध व काव्य पर स्वयं की सोच की परख करने हेतु क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर प्रश्न।	05	
2	क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु प्रश्न।	10	
(स)	पूरक पाठ्यपुस्तक कृतिका भाग-1	05	
	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।		
4	लेखन		20
(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।	10	

(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र।	05	
(स)	किसी एक विषय पर 'प्रतिवेदन'। (केवल कक्षा नौवीं हेतु) दिए गए गद्यांश का 'सार लेखन'। (केवल कक्षा दसवीं हेतु)	05	
कुल			90

संकलित परीक्षा 1	30%
संकलित परीक्षा 2	30%
फॉर्मेटिव परीक्षा एफ.ए.-1(भार 10%), समस्या समाधान आकलन (भार 10%) एफ.ए.-3(भार 10%), एफ.ए.-4(भार 10%)	40%
कुल भार	100%

(मूल्यपरक प्रश्न पूरकपाठ्यपुस्तक पर आधारित होगा। इसके लिए 5 अंक निर्धारित हैं।)

टिप्पणी:

1. संकलित परीक्षाओं का कुल भार 60 प्रतिशत तथा फॉर्मेटिव परीक्षाओं का कुल भार 40 प्रतिशत होगा। फॉर्मेटिव परीक्षाओं के 40 प्रतिशत में से प्रत्येक सत्र में 5 प्रतिशत भाग (संपूर्ण वर्ष में 10 प्रतिशत) श्रवण व वाचन कौशलों के परीक्षण हेतु आरक्षित होगा। शेष 30 प्रतिशत फॉर्मेटिव मूल्यांकन, पाठ्यचर्या के अन्य अंगों जैसे पठन, लेखन, व्याकरण, पाठ्यपुस्तक व पूरक पाठ्यपुस्तक, पर आधारित होगा। इसमें बोलने, सुनने, लिखने व बोध पर आधारित मौखिक, लिखित अथवा कार्यकलापों पर आधारित परीक्षण किया जा सकता है।
2. संकलित परीक्षा एक (एस-1) 90 अंकों की होगी। 90 अंकों को मूल्यांकन के पश्चात 30 अंकों में से परिवर्तित कर लिया जाएगा तदुपरांत ग्रेड का निर्धारण किया जाएगा तथा संकलित परीक्षा दो (एस-2) 90 अंकों की होगी व 90 अंकों को मूल्यांकन के पश्चात 30 अंकों में से 40 परिवर्तित करने के उपरांत ग्रेड का निर्धारण किया जाएगा।

**कक्षा नौवीं हिन्दी 'अ'- संकलित एवं फॉरमैटिव परीक्षाओं हेतु पाठ्यक्रम का विभाजन
(2013-2014)**

क्रम0 स0	पाठ्य पुस्तक	प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्टूबर से मार्च)		
		FA 1 10	FA 2 10	SA I 30	FA3 10	PSA 10	SA II 30
क्षितिज भाग-1 गद्य खण्ड							
1	प्रेमचंद-दो बैलों की कथा	✓		✓			
2	राहुल सांकृत्यायन -ल्हासा की ओर	✓		✓			
3	श्यामचरण दुबे-उपभोक्तावाद की संस्कृति		✓	✓			
4	जाबिर हुसैन-साँवले सपनों की याद		✓	✓			
5	चपला देवी-नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया				✓		✓
6	हरिशंकर परसाई- प्रेमचंद के फटे जूते				✓		✓
7	महादेवी वर्मा-मेरे बचपन के दिन						✓
8	हज़ारीप्रसाद द्विवेदी-एक कुत्ता और एक मैना						✓
काव्य खंड		FA 1 10	FA2 10	SA I 30	FA3 10	PSA 10	SA II 30
9	कबीर-साखियाँ एवं सबद	✓		✓			
10	ललद्यद-वाख	✓		✓			
11	रसखान-सवैये		✓	✓			

		FA 1 10	FA2 10	SA I 30	FA3 10	PSA 10	SA II 30
12	माखनलाल चतुर्वेदी-कैदी और कोकिला		✓	✓			
13	सुमित्रानंदन पंत-ग्राम श्री		✓	✓			
14	केदारनाथ अग्रवाल-चंद्र गहना से लौटती बेर				✓		✓
15	सर्वेश्वर दयाल सक्सेना-मेघ आए				✓		✓
16	चंद्रकांत देवताले- यमराज की दिशा						✓
17	राजेश जोशी-बच्चे काम पर जा रहे हैं						✓
कृतिका		FA 1 10	FA2 10	SA I 30	FA3 10	PSA 10	SA II 30
1	फणीश्वरनाथ रेणु- इस जल प्रलय में	✓		✓			
2	मृदुला गर्ग- मेरे संग की औरतें		✓	✓			
3	जगदीश चन्द्र माथुर- रीढ़ की हड्डी				✓		✓
4	माटी वाली-विद्यासागर नौटियाल				✓		✓
5	शमशेर बहादुर सिंह- किस तरह आखिरकार मैं हिन्दी में आया						✓

क्रम0 पाठ्य पुस्तक स0		प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्टूबर से मार्च)		
	व्याकरण	FA 1 10	FA2 10	SA I 30	FA3 10	FA4 10	SA II 30
1	शब्द निर्माण- उपसर्ग - 2 अंक प्रत्यय - 2 अंक समास - 3 अंक	✓		✓	✓		✓
2	अर्थ की दृष्टि से वाक्य भेद - 4 अंक		✓	✓			✓
3	अलंकार - 4अंक (शब्दालंकार अनुप्रास, यमक, श्लेष) (अर्थालंकार उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण)	✓	✓	✓	✓		✓
4	अपठित गद्यांश (5+5=10 अंक)			✓			✓
5	अपठित काव्यांश (5+5=10 अंक)			✓			✓
6	पत्र लेखन (5 अंक)			✓			✓
7	निबंध लेखन (10 अंक)			✓	✓		✓
8	प्रतिवेदन (5 अंक)		✓	✓			✓

**कक्षा दसवीं हिन्दी 'अ'- संकलित एवं फॉरमैटिव परीक्षाओं हेतु पाठ्यक्रम का विभाजन
(2014-15)**

क्रम0 स0	पाठ्य पुस्तक	प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्टूबर से मार्च)		
		FA 1 10	FA2 10	SA I 30	FA3 10	PSA 10	SA II 30
क्षितिज भाग-2 गद्य खण्ड							
10	स्वयं प्रकाश- नेताजी का चश्मा	✓		✓			
11	रामवृक्ष बेनीपुरी - बालगोबिन भगत	✓		✓			
12	यशपाल- लखनवी अंदाज़		✓	✓			
13	सर्वेश्वर दयाल सक्सेना- मानवीय करुणा की दिव्य चमक		✓	✓			
14	मन्नू भंडारी- एक कहानी यह भी				✓		✓
15	महावीरप्रसाद द्विवेदी- स्त्री-शिक्षा के विरोधी, कुतर्को का खंडन				✓		✓
16	यतींद्र मिश्र- नौबतखाने में इबादत						✓
17	भदंत आनंद कौसल्यायन-संस्कृति						✓
काव्य खंड		FA 1 10	FA2 10	SA I 30	FA3 10	PSA 10	SA II 30
1	सूरदास- ऊधौ, तुम हौ अति बड़भागी....	✓		✓			
2	तुलसी दास- राम-लक्ष्मण- परशुराम संवाद				✓		✓

3	देव- पाँयनि नूपुर मंजु बजैँ...	✓		✓			
4	जयशंकर प्रसाद- आत्मकथ्य	✓		✓			
5	सूर्यकांत त्रिपाठी 'निराला' -उत्साह, अट नहीं रही है		✓	✓			
6	नागार्जुन-यह दंतुरित मुसकान, फसल		✓	✓			
7	गिरिजाकुमार माथुर- छाया मत छूना				✓		✓
8	ऋतुराज - कन्यादान						✓
9	मंगलेश डबराल- संगतकार						✓
	कृतिका	FA 1 10	FA2 10	SA I 30	FA3 10	PSA 10	SA II 30
1	शिवपूजन सहाय- माता का अँचल	✓		✓			
2	कमलेश्वर-जॉर्ज पंचम की नाक		✓	✓			
3	मधु कांकरिया- साना-साना हाथ जोड़िँ...				✓		✓
4	शिव प्रसाद मिश्र 'रुद्र'- एही ठैयाँ झुलनी हेरानी हो रामा						✓
5	अज्ञेय-मैं क्यों लिखता हूँ?						✓

क्रम0 पाठ्य पुस्तक स0		प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्टूबर से मार्च)		
	व्याकरण	FA 1 10	FA2 10	SA I 30	FA3 10	FA4 10	SA II 30
1	रचना के आधार पर वाक्य भेद (3 अंक)	✓	✓	✓			✓
2	वाच्य (4 अंक)				✓		✓
3	पद-परिचय (4 अंक)	✓	✓	✓	✓		✓
4	रस (4 अंक)	✓	✓	✓	✓		✓
5	अपठित गद्यांश (5+5=10 अंक)			✓			✓
6	अपठित काव्यांश (5+5=10 अंक)			✓			✓
7	पत्र लेखन (5 अंक)	✓		✓			✓
8	निबंध लेखन (10 अंक)			✓			✓
9	सार लेखन (5 अंक)			✓			✓

निर्धारित पुस्तकें:

1. पाठ्य पुस्तक क्षितिज भाग-1 (कक्षा- नौवीं हेतु)
2. पाठ्य पुस्तक क्षितिज भाग-2 (कक्षा- दसवीं हेतु)
3. पूरक पुस्तक कृतिका-भाग-1 (कक्षा- नौवीं हेतु)
4. पूरक पुस्तक कृतिका-भाग-2 (कक्षा- दसवीं हेतु)

टिप्पणी:

1. फॉरमैटिव मूल्यांकन का अभिप्राय अधिगम के मूल्यांकन से है। इसलिए विद्यालय उपर्युक्त विभाजन का अपनी सुविधानुसार उपयोग कर सकते हैं।
2. फॉरमैटिव मूल्यांकन से संबंधित सभी कार्यकलाप जैसे विभिन्न प्रकार के शैक्षिक खेल, पहेली, प्रतियोगिता, परियोजना (Project), भूमिका निर्वहन (Roleplay), कहानी लेखन, नाट्य रचनांतरण (Dramatisation), आदि कक्षा में अथवा विद्यालय में करवाये जाने वाले कार्यकलाप हैं। यदि कोई ऐसा कार्यकलाप है जिसमें विद्यालय से बाहर जाकर कार्य करने की आवश्यकता पड़ती है तो ऐसी स्थिति में यह कार्य शिक्षिका, के पर्यवेक्षण व मार्गदर्शन में होने चाहिए।

प्रश्न पत्र तैयार करने हेतु आधारभूत-प्रारूप (अधिकतम अंक- 90)

क्रम संख्या	प्रश्नों का प्रकार	अधिगम के परिणाम तथा परीक्षण कौशल	लघूत्तरात्मक/ बहुविकल्पात्मक (1 अंक)	लघूत्तरात्मक (3 अंक)	दीर्घउत्तरात्मक (5 अंक)	कुल अंक	प्रतिशत/ लगभग
1	स्मृति (ज्ञानाधारित- स्मृति के प्रयोग पर सरल प्रश्न	• श्रवण, भाषण, पठन तथा लेखन कौशल	7	1	-----	10	10
2	बोध (अर्थपूर्ण परिचित बोध पर आधारित प्रश्न)	• तर्क-वर्तिक • विश्लेषणात्मक कौशल	4	2*	2*	20	22.5
3	अनुप्रयोग (नवीन स्थितियों में ज्ञान के अनुप्रयोग पर आधारित आनुमानिक प्रकार के प्रश्न	• रचनात्मक कौशल, सार लेखन, व्याख्या करना • मूल्यांकन स्पष्टीकरण,	1	3*	2*	20	22.5
4	उच्च स्तरीय चिन्तन कौशल (विश्लेषण एवं मूल्यांकन पर आधारित प्रश्न)	तुलना करना, भेद करना, उचित/अनुचित सिद्ध करना	2	1*	2*	15	17
5	रचनात्मक (निर्णय अथवा स्थिति के मूल्यांकन की क्षमता एवं बहुविषयात्मक	• मूल्यपरक विचारों को अभिव्यक्त करना	-----	-----	5	25	28
		कुल	14	7	11	90	100

*अंकित प्रश्नों के उप भाग भी लिये जा सकते हैं।

टिप्पणी: प्रश्न पत्र में मुक्त विषय वस्तु के आकलन हेतु एक खंड सम्मिलित किया जायेगा (पाठ्यक्रम से सात अंको वाले प्रश्न-कुल-14 अंक)। विद्यार्थियों को मामलों के अध्ययन (केस स्टडीज़) पहले ही से उपलब्ध करवाए जाएंगे। केस स्टडीज़ विद्यार्थियों की विश्लेषणात्मक व उच्च स्तरीय चिंतन कौशलों के परीक्षण हेतु बनाई जाएंगी।

द्वितीय भाषा के रूप में हिंदी (कोड संख्या -085)

कक्षा IX-X

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।

शिक्षण उद्देश्य

- 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 ज़रिये 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।

शिक्षण युक्तियाँ :

- दिव्तीय 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 दिव्तीय 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 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 फीचर फिल्मों 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 और उनमें संवेदनशीलता भी बढ़ेगी। वे शब्दों के बारीक अंतर के प्रति और सजग हो जाएँगे।

व्याकरण के बिंदु

कक्षा IX

- वर्ण-विच्छेद, वर्तनी : र् के विभिन्न रूप, बिंदु-चंद्रबिंदु, अर्धचंद्राकार, नुक्ता।
- तरह-तरह के पाठों के संदर्भ में शब्दों के अवलोकन द्वारा उपसर्ग, प्रत्यय और समास शब्दों की पहचान।
- वाक्य के स्तर पर पर्यायवाची, विलोम और अनेकार्थी शब्दों का सुचिंतित प्रयोग।
- मुहावरों का वाक्यों में प्रयोग और उनके लिए उचित संदर्भ स्थितियों का वर्णन।

कक्षा X

- शब्द, पद और पदबंध में अंतर।
- मिश्र और संयुक्त वाक्यों की संरचना और अर्थ, वाक्य रूपांतरण।
- शब्दों के अवलोकन द्वारा संधि की पहचान, कुछ और उपसर्गों, प्रत्ययों और समास शब्दों की पहचान और उनके अर्थ का अनुमान।
- मुहावरों और लोकोक्तियों का अंतर और उनका प्रयोग।
- वाक्य के स्तर पर पर्यायवाची, विलोम और अनेकार्थी शब्दों का सुचिंतित प्रयोग।

फॉर्मैटिव मूल्यांकन

श्रवण (सुनने) और वाचन (बोलने) की योग्यताएँ

- 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 अनुदान 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।

श्रवण (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 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।

वाचन (बोलना) का परीक्षण

- 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 छात्रों को शून्य से दस के मध्य अंक प्रदान किये जाते हैं परंतु 1, 3, 5, 7 तथा 9 पट्टिकाओं हेतु ही विनिर्दिष्टताएँ स्पष्ट की गई हैं। इस मापक्रम का उपयोग करते हुए शिक्षक अपने छात्रों को किसी विशिष्ट पट्टिका में रख सकता है उदाहरणार्थ यदि किसी छात्र के कौशल पट्टिका संख्या 3 व 5 के मध्य स्थित हैं तो उसे 4 अंक प्रदान किये जा सकते हैं। विशिष्ट योग्यता वाले छात्रों को 10 अंक भी प्रदान किये जा सकते हैं। छात्रों 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 के मूल्यांकन के लिए मापक्रम

श्रवण (सुनना)	वाचन (बोलना)
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 श्रृंखला 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।

टिप्पणी :

- 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।

पठन कौशल

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।

पढ़ने की योग्यताएँ

- हिन्दी 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।

लिखने की योग्यताएँ

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

रचनात्मक अभिव्यक्ति

- **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

आधार बिंदु-

- ◆ 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**
 - ◆ 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** - छात्रों की अनुभव परिधि से संबंधित विषय।
- **सामूहिक चर्चा**- छात्रों की अनुभव परिधि से संबंधित विषय।

मूल्यांकन के संकेत बिंदुओं का विवरण

प्रस्तुतीकरण

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

विषय वस्तु

- ◆ विषय की सही अवधारणा
- ◆ तर्क सम्मत

भाषा

- ◆ अवसर के अनुकूल शब्द चयन व स्पष्टता ।

उच्चारण

- ◆ स्पष्ट उच्चारण, सही अनुतान, आरोह अवरोह ।

कक्षा नौवीं तथा दसवीं हिन्दी 'ब'- संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2013-2015

संकलित परीक्षा 1 (भार 30%) (अप्रैल-सितम्बर) तथा संकलित परीक्षा 2 (भार 30%) (अक्टूबर से मार्च) हेतु भार विभाजन			
	विषयवस्तु	उप भार	कुल भार
1	पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर लघु प्रश्न प्रश्न		20
(अ)	अपठित गद्यांश (200 से 250 शब्दों का)	12	
(ब)	अपठित काव्यांश (150 से 200 शब्दों का)	08	
2	व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न पूछे जाएंगे।	15	15
3	पाठ्यपुस्तक स्पर्श भाग-1 व पूरकपाठ्यपुस्तक संचयन भाग-1		30
(अ)	गद्य खण्ड	15	
1	विद्यार्थियों की साहित्य को पढ़कर समझ पाने की क्षमता के आकलन पर आधारित पाठ्यपुस्तक स्पर्श के गद्य पाठों के आधार पर लघु प्रश्न	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	05	
3	हिन्दी गद्य के संदर्भ में विषय तथा अर्थबोध की क्षमता का आकलन करने पर केन्द्रित स्पर्श के निर्धारित पाठों (गद्य) में से गद्यांश पर आधारित लघुप्रश्न	05	
(ब)	काव्य खण्ड	10	
4	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	05	
5	कविताओं के अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर एक निबंधात्मक प्रश्न	05	
(स)	पूरक पाठ्यपुस्तक कृतिका भाग-1	05	
6	पाठों पर आधारित मूल्यों के प्रति संवेदनशीलता पर आधारित पूरक पुस्तिका 'संचयन' के निर्धारित पाठों से एक मूल्य परक प्रश्न	05	

4	लेखन		25
(अ)	संकेत बिंदुओं पर आधारित विषयों एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 80 से 100 शब्दों में अनुच्छेद	05	
(ब)	कक्षा नवमी में अभिव्यक्ति की क्षमता पर केन्द्रित एक अनौपचारिक विषय पर पत्र कक्षा दसवीं में अभिव्यक्ति की क्षमता पर केन्द्रित एक औपचारिक विषय पर पत्र	05	
(स)	कक्षा नवमी में चित्र वर्णन(20-30 शब्दों) कक्षा दसवीं में एक विषय 20-30 शब्दों में सूचना लेखन	05	
(द)	कई एक स्थिति पर 50 शब्दों के अन्तर्गत संवाद लेखन	05	
(इ)	विषय में संबंधित 20-25 शब्दों के अन्तर्गत विज्ञापन लेखन	05	
कुल			90

संकलित परीक्षा 1	30%
संकलित परीक्षा 2	30%
फॉरमैटिव परीक्षा एफ.ए.-1(भार 10%), एफ.ए.-2(भार 10%), एफ.ए.-3(भार 10%) समस्या समाधान आकलन (भार 10%)	40%
कुल भार	100%

(मूल्यपरक प्रश्न पूरकपाठ्यपुस्तक पर आधारित होगा। इसके लिए ५ अंक निर्धारित हैं।)

टिप्पणी:

- संकलित परीक्षाओं का कुल भार 60 प्रतिशत तथा फॉरमैटिव परीक्षाओं का कुल भार 40 प्रतिशत होगा। फॉरमैटिव परीक्षाओं के 40 प्रतिशत में से प्रत्येक सत्र में 5 प्रतिशत भाग (संपूर्ण वर्ष में 10 प्रतिशत) श्रवण व वाचन कौशलों के परीक्षण हेतु आरक्षित होगा। शेष 30 प्रतिशत फॉरमैटिव मूल्यांकन, पाठ्यचर्या के अन्य अंगों जैसे पठन, लेखन, व्याकरण, पाठ्यपुस्तक व पूरक पाठ्यपुस्तक, पर आधारित होगा। इसमें बोलने, सुनने, लिखने व बोध पर आधारित मौखिक, लिखित अथवा कार्यकलापों पर आधारित परीक्षण किया जा सकता है।
- संकलित परीक्षा एक (एस-1) 90 अंकों की होगी। 90 अंकों को मूल्यांकन के पश्चात 30 अंकों में से परिवर्तित कर लिया जाएगा तदुपरांत ग्रेड का निर्धारण किया जाएगा तथा संकलित परीक्षा दो (एस-2) 90 अंकों की होगी व 90 अंकों को मूल्यांकन के पश्चात 30 अंकों में से परिवर्तित करने के उपरांत ग्रेड का निर्धारण किया जाएगा।

**कक्षा नौवीं हिन्दी 'ब'- संकलित एवं फॉरमैटिव परीक्षाओं हेतु पाठ्यक्रम विभाजन
(2013-2014)**

पाठ्य पुस्तक		प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्टूबर से मार्च)		
क्रम0 स0	पाठ्य पुस्तक	FA 1 10	FA2 10	SA I 30	FA3 10	PSA 10	SA II 30
1	धूल	✓		✓			
2	दुख का अधिकार		✓	✓			
3	एवरेस्ट मेरी शिखर यात्रा		✓	✓			
4	तुम कब जाओगे अतिथि			✓			
5	वैज्ञानिक चेतना के वाहक				✓		✓
6	कीचड़ का काव्य				✓		✓
7	धर्म की आड़						✓
8	शुक्रतारे के समान						✓
	पाठ्य पुस्तक	FA 1 10	FA2 10	SA I 30	FA3 10	PSA 10	SA II 30
1	रैदास के पद	✓		✓			
2	रहीम के पद		✓	✓			
3	आदमी नामा		✓	✓			
4	एक फूल की चाह				✓		✓
5	गीत-संगीत				✓		✓
6	अग्निपथ						✓
7	नद इलाके में, खुशबू रचते हैं साथ						✓
	पाठ्य पुस्तक	FA 1 10	FA2 10	SA I 30	FA3 10	PSA 10	SA II 30
1	गिल्लू	✓		✓			
2	स्मृति		✓	✓			
3	कल्लू कुम्हार की उनाकोटी		✓	✓			
4	मेरा छोटा सा निजी पुस्तकालय				✓		✓

5	हामिद खां						
6	दिए जल उठे						
क्रम0 स0	पाठ्य पुस्तक	प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्टूबर से मार्च)		
	व्याकरण	FA 1 10	FA 2 10	SA I 30	FA 3 10	PSA 10	SA II 30
1	वर्ण विच्छेद (2 अंक)	✓	✓	✓			✓
2	अनुस्वार (1 अंक) अनुनासिक (1 अंक)	✓	✓	✓			✓
3	नुक्ता (1अंक)	✓	✓	✓			✓
4	उपसर्ग-प्रत्यय (3 अंक)		✓	✓	✓		✓
5	संधि (4 अंक)		✓	✓	✓		✓
6	विराम चिह्न (3 अंक)		✓	✓	✓		✓
(नोट:- व्याकरण पाठ्य पुस्तक पर आधारित होनी चाहिए।)							
लेखन							
1	पत्र (अनौपचारिक) (5 अंक)	✓		✓	✓		✓
2	अनुच्छेद (5 अंक)	✓		✓			✓
3	चित्र वर्णन (5 अंक)		✓	✓	✓		✓
4	संवाद लेखन (5 अंक)		✓	✓	✓		✓
5	विज्ञापन लेखन (5 अंक)		✓	✓	✓		✓

**कक्षा दसवीं हिन्दी 'ब'- संकलित एवं फॉरमैटिव परीक्षाओं हेतु पाठ्यक्रम का विभाजन
2014-15**

पाठ्य पुस्तक		प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्टूबर से मार्च)		
क्रम0 स0	पुस्तक स्पर्श (गद्य)	FA 1 10	FA2 10	SA I 30	FA3 10	PSA 10	SA II 30
1	बड़े भाई साहब	✓		✓			
2	डायरी का एक पन्ना	✓		✓			
3	ततारा वामीरो कथा		✓	✓			
4	तीसरी कसम के शिल्पकार		✓	✓			
5	गिरगिट				✓		✓
6	अब कहाँ दूसरों के दुख में दुखी होने वाले				✓		✓
7	पतझड़ में टूटी पत्तियाँ						✓
8	कारतूस						✓
	स्पर्श (गद्य)	FA 1 10	FA2 10	SA I 30	FA3 10	PSA 10	SA II 30
1	कबीर (साखी)	✓		✓			
2	मीरा के पद	✓		✓			
3	पर्वत प्रदेश में पावस		✓	✓			
4	तोप		✓	✓			
5	बिहारी के दोहे				✓		✓
6	मनुष्यता				✓		✓
7	मधुर-मधुर मेरे दीपक जल				✓		✓
8	कर चले हम फिदा						✓
9	आत्मत्रण						✓
	संचयन	FA 1 10	FA2 10	SA I 30	FA3 10	PSA 10	SA II 30
1	हरिहर काका	✓		✓			
2	सपनों के से दिन				✓		✓
3	टोपी शुक्ला						✓

क्रम0 स0	पाठ्य पुस्तक	प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्टूबर से मार्च)		
		FA 1 10	FA2 10 10	SA I 30 30	FA3 10 10	PSA 10	SA II 30 30
1	शब्द व पद में अंतर (2 अंक)	✓		✓			✓
2	रचना के आधार पर वाक्य रूपांतर (3 अंक)		✓	✓	✓		✓
3	समास (4 अंक)		✓	✓			✓
4	अशुद्धि शोधन (4 अंक)	✓		✓	✓		✓
5	मुहावरे (2 अंक)	✓		✓	✓		✓
(नोट:- व्याकरण पाठ्य पुस्तक के आधार पर होनी चाहिए।)							
लेखन		FA 1 10	FA2 10 10	SA I 30 30	FA3 10 10	PSA 10	SA II 30 30
1	पत्र (अनौपचारिक) (5 अंक)	✓		✓			✓
2	अनुच्छेद (5 अंक)	✓		✓	✓		✓
3	चित्र वर्णन (5 अंक)		✓	✓	✓		✓
4	संवाद लेखन (5 अंक)	✓		✓			✓
5	विज्ञापन लेखन (5 अंक)		✓	✓	✓		✓

निर्धारित पुस्तकें:

1. पाठ्य पुस्तक स्पर्श भाग-1 (कक्षा- नौवीं हेतु)
2. पाठ्य पुस्तक स्पर्श भाग-2 (कक्षा- दसवीं हेतु)
3. पूरक पुस्तक संचयन-भाग-1 (कक्षा- नौवीं हेतु)
4. पूरक पुस्तक संचयन-भाग-2 (कक्षा- दसवीं हेतु)

टिप्पणी:

1. फॉरमैटिव मूल्यांकन का अभिप्राय अधिगम के मूल्यांकन से है। इसलिए विद्यालय उपर्युक्त विभाजन का अपनी सुविधानुसार उपयोग कर सकते हैं।
2. फॉरमैटिव मूल्यांकन से संबंधित सभी कार्यक्रम जैसे विभिन्न प्रकार के शैक्षिक खेल, पहेली, प्रतियोगिता, परियोजना (Project), भूमिका निर्वहन (Roleplay), कहानी लेखन, नाट्य रचनांतरण (Dramatisation), आदि कक्षा में अथवा विद्यालय में करवाए जाने वाले कार्यक्रम हैं। यदि कोई ऐसा कार्यक्रम है जिसमें विद्यालय से बाहर जाकर कार्य करने की आवश्यकता पड़ती है तो ऐसी स्थिति में यह कार्य शिक्षक के पर्यवेक्षण व मार्गदर्शन में होने चाहिए।

प्रश्न पत्र तैयार करने हेतु आधारभूत-प्रारूप (अधिकतम अंक- 90)

क्रम संख्या	प्रश्नों का प्रकार	अधिगम के परिणाम तथा परीक्षण कौशल	लघूत्तरात्मक/ बहुविकल्पात्मक (1 अंक)	लघूत्तरात्मक (3 अंक)	दीर्घउत्तरात्मक (5 अंक)	कुल अंक	प्रतिशत/ लगभग
1	स्मृति (ज्ञानाधारित- स्मृति के प्रयोग पर सरल प्रश्न	• श्रवण, भाषण, पठन तथा लेखन कौशल	7	1	-----	10	10
2	बोध (अर्थपूर्ण परिचित बोध पर आधारित प्रश्न)	• तर्क-वर्तिक • विश्लेषणात्मक कौशल	4	2*	2*	20	22.5
3	अनुप्रयोग (नवीन स्थितियों में ज्ञान के अनुप्रयोग पर आधारित आनुमानिक प्रकार के प्रश्न	• रचनात्मक कौशल, सार लेखन, व्याख्या करना • मूल्यांकन स्पष्टीकरण,	1	3*	2*	20	22.5
4	उच्च स्तरीय चिन्तन कौशल (विश्लेषण एवं मूल्यांकन पर आधारित प्रश्न)	तुलना करना, भेद करना, उचित/अनुचित सिद्ध करना	2	1*	2*	15	17
5	रचनात्मक (निर्णय अथवा स्थिति के मूल्यांकन की क्षमता एवं बहुविषयात्मक	• मूल्यपरक विचारों को अभिव्यक्त करना	-----	-----	5	25	28
		कुल	14	7	11	90	100

*अंकित प्रश्नों के उप भाग भी लिये जा सकते हैं।

टिप्पणी: प्रश्न पत्र में मुक्त विषय वस्तु के आकलन हेतु एक खंड सम्मिलित किया जायेगा (पाठ्यक्रम से सात अंको वाले प्रश्न-कुल-14 अंक)। विद्यार्थियों को मामलों के अध्ययन (केस स्टडीज़) पहले ही से उपलब्ध करवाए जाऐंगे। केस स्टडीज़ विद्यार्थियों की विश्लेषणात्मक व उच्च स्तरीय चिंतन कौशलों के परीक्षण हेतु बनाई जाएंगी।

2. ENGLISH-COMMUNICATIVE

CODE NO. 101

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:

For Students

1. Main Course Book
2. Literature Reader
3. Work Book
4. Long 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;
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 material using study skills such as skimming and scanning;
13. interpret texts by relating them to other material on the same theme (and to their own experience and knowledge); and
14. read extensively on their own.

WRITING

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

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices;
2. write in a style appropriate for communicative purposes;
3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g., of a place, a person, an object or a system);
5. write a clear account of events (e.g., a process, a narrative, a trend or a cause-effect relationship);

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

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; and
8. understand and interpret spontaneous spoken discourse in familiar social situations.

SPEAKING

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

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns;
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions);
3. narrate incidents and events, real or imaginary in a logical sequence;
4. present oral reports or summaries; make announcements clearly and confidently;

5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas;
7. express and respond to personal feelings, opinions and attitudes;
8. convey messages effectively in person or by telephone;
9. frame questions so as to elicit the desired response, and respond appropriately to questions; and
10. participate in spontaneous spoken discourse in familiar social situations.

GRAMMAR

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

1. Verbs

Tenses:

- present/past forms
- simple/continuous forms
- perfect forms
- future time reference
- modals
- active and passive voice
- subject-verb concord
- non-finite verb forms (infinitives and participles)

2. Sentence Structure

- connectors
- types of sentences
- affirmative/interrogative sentences negation
- exclamations
- types of phrases and clauses
 - finite and non-finite subordinate clauses
 - noun clauses and phrases
 - adjective clauses and phrases
 - adverb clauses and phrases

- indirect speech
- comparison
- nominalisation

3. Other Areas

- determiners
- pronouns
- prepositions

LITERATURE

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

1 Character, as revealed through

- appearance and distinguishing features,
- socio-economic background,
- action/events,
- expression of feelings,
- speech and dialogues.

2 Plot/Story/Theme, emerging through main events,

- progression of events and links between them;
- sequence of events denoting theme.

3 Setting, as seen through time and place, socio-economic and cultural background, people, beliefs and attitudes.

4 Form

- rhyme
- rhythm
- simile
- metaphor
- alliteration
- pun
- repetition

ENGLISH COMMUNICATIVE (101)
SYLLABUS
Summative Assessment (2013-14)
CLASS – IX

SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

Section		Total Weightage 100
A	Reading Comprehension	20 %
B	Writing Skills with Grammar	30 %
C	Literature Textbooks & Long Reading Text	30 %
D	Assessment of Speaking and Listening (ASL)	20 %
	TOTAL	100 %

Note:

- These are percentages for each section and not marks. It is a broad division of weightage assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.
- **Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative – II.** Schools can conduct ASL for Summative - I themselves as per the guidelines provided by the CBSE. However assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

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

Qs 1-4. This section will have **three unseen passages** of a total length of 600 words and **an unseen poem** of about 14-28 lines. The arrangement within the reading section is as follows:

- Q. 1:** A **Factual** passage of 200 words with **Five MCQs** out of which **One** will test **Vocabulary**. **5 marks**
- Q. 2:** A **Discursive** passage of 200 words with **Five MCQs** out of which **one** will test **vocabulary**. **5 marks**
- Q. 3:** This passage may be a **literary passage**. There will be **Five Very Short Answer Type Questions VSAQs** to test inference, evaluation and analysis out of which **one** will test **vocabulary**. The passage will be of 200 words. **5 marks**
- Q. 4:** A poem or an extract from a poem will be of 14-28 lines to test inference, interpretation, and appreciation along with literary devices in **Five Very Short Answer Type Questions VSAQs**. **5 marks**

SECTION B: WRITING & GRAMMAR**25 Marks****60 Periods**

- Q. 5: Letter Writing:** Any one letter out of formal, informal letter or an e-mail in about 120-150 words based on verbal stimulus and context provided. **6marks**
- Q. 6:** Writing of an **article/ debate/ speech** based on visual or verbal stimulus in about 120 words. **5 marks**
- Q. 7:** Writing a **Notice/ short story** based on a given outline or cue/s or a **short newspaper report** in about 80-100 words. **4 marks**

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject – verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses of condition and time

(iii) Relative clauses

7. Determiners, and

8. Prepositions

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

Q. 8: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**

Q. 9: Editing or Omission **4 marks**

Q. 10: Sentences reordering or Sentence Transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOK & LONG READING TEXT 25 Marks 60 Periods

Literature Reader (Interact in English)

Q. 11. One extract from **prose/ poetry or play** for reference to context. Three very short answer questions. **3 marks**

Up to one mark in each extract will be for vocabulary. At least one question will be used for testing local and global comprehension and one question will be on interpretation.

Q.12. **Four short answer** type questions from the **Literature Reader** to test local and global comprehension of theme and ideas (30-40 words each)—2 mark each. **2x4 = 8 Marks**

Q.13. **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. (80- 100 words). **4 marks**

Novel/ Long Reading Text 5+5 = 10 Marks

Q. 14. One Long Answer Question on theme or plot involving interpretation and inference in about 100-120 words: **5 Marks**

Q. 15. One character sketch in about 100 words. **5 Marks**

Prescribed Books: Published by CBSE, New Delhi

Interact in English Series

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

NOVEL/ LONG READING TEXT

- *Gulliver's Travels (2005 edition) by Jonathan Swift*

Or

- *Three Men in a Boat (1889 edition) by Jerome. K. Jerome*

NOTE: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- reduce teacher-talking time and keep it to the minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- use the performance descriptors scale for conversation skills to test the students for continuous assessment.

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. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

Reading Section:

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative Assessment.

Writing Section:

All types of short and extended writing tasks will be dealt with in both I and II Term Formative as well as in Summative Assessments.

Grammar:

Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessments for the two terms.

ENGLISH COMMUNICATIVE COURSE
Summative Assessment (2013-14)
CLASS IX

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
PROSE	
1. How I Taught My Grandfather To Read	1. The Man Who Knew too Much
2. A Dog Name Duke	2. Keeping it from Harold
	3. Best Seller
POETRY	
1. The Brook	1. The Seven Ages
2. The Road Not Taken	2. Oh, I Wish I'd Looked After My Teeth
3. The Solitary Reaper	3. Song of the Rain
4. Lord Ullin's Daughter	
DRAMA	
1. Villa for Sale	2. The Bishop's Candlesticks
Main Course Book	
1. People	1. Mystery
2. Adventure	2. Children
3. Environment	3. Sports and Games
4. The Class IX Radio and Video Show	
Long Reading Text/ Novel Gulliver's Travels in four parts Unabridged Edition (2005) by Jonathan Swift Part I & II <p style="text-align: center;">OR</p> 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 - Part III & IV <p style="text-align: center;">OR</p> 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)

Term I

1. Verb Form
2. Determiners
3. Future Time Reference
4. Modals

Term II

5. Connectors
6. The Passive
7. Reported Speech
8. 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 above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units.** Grammar will 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. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

Note:

1. Formative Assessment is **assessment ‘for’ learning**. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment 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 2013-14 (Code: 101)

Typology	Testing competencies/learning outcomes	MCQ 1 mark	VSAQ 1 mark	Short answer Question-I 30-40 words 2 marks	Long Answer Questions-I 80-100 words 4 marks	Long answer Question-II 100-120 words 5 marks	Very Long Answer Question 120-150 words (HOTS) 6 marks	Total Marks 70+20 = 90
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	10	10	---	---	---	---	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.	---	10	---	01	01	01	25
Literature and Textbooks	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.	---	03	04	01	02	---	25
Total		01x10 = 10 marks	23x01 = 23 marks	04x02 = 08 marks	02x04 = 08 marks	03x05 = 15 marks	01x06 = 06 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency							20 marks
TOTAL								90 marks

Note: The question paper will include a section on Open Text based assessment (questions of 7 marks each from the syllabus-a total of 14 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

ENGLISH COMMUNICATIVE (101)
SYLLABUS
Summative Assessment (2014-15)
CLASS - X

SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

Section		Total Weightage
		100
A	Reading Comprehension	20 %
B	Writing Skills with Grammar	30 %
C	Literature Textbooks & Long Reading Text	30 %
D	Assessment of Speaking and Listening (ASL)	20 %
	TOTAL	100 %

Note:

- These are percentages for each section and not marks. It is a broad division of weightage assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.
- **Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative - II.** Schools can conduct ASL for Summative - I themselves as per the guidelines provided by the CBSE. However assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

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

Qs 1-4. This section will have **three unseen passages** of a total length of 600 words and **an unseen poem** of about 14-28 lines. The arrangement within the reading section is as follows:

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- Q. 3:** This passage may be a **literary passage**. There will be **Five Very Short Answer Type Questions VSAQs** to test inference, evaluation and analysis out of which **one** will test **vocabulary**. The passage will be of 200 words. **5 marks**
- Q. 4:** A poem or an extract from a poem will be of 14-28 lines to test inference, interpretation, and appreciation along with literary devices in **Five Very Short Answer Type Questions VSAQs**. **5 marks**

SECTION B: WRITING & GRAMMAR**25 Marks****60 Periods**

- Q. 5: Letter Writing:** Any one letter out of formal, informal letter or an e-mail in about 120-150 words based on verbal stimulus and context provided. **6 marks**
- Q. 6:** Writing of an **article/ debate/ speech** based on visual or verbal stimulus in about 120 words. **5 marks**
- Q. 7:** Writing a **Notice/ short story** based on a given outline or cue/s or a **short newspaper report** in about 80-100 words **4 marks**

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject – verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses of condition and time

(iii) Relative clauses

7. Determiners, and

8. Prepositions

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

- Q. 8: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**
- Q. 9: Editing or Omission **4 marks**
- Q. 10: Sentences reordering or Sentence Transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOK & LONG READING TEXT 25 Marks 60 Periods

Literature Reader (Interact in English)

- Q. 11. One extract from **prose/ poetry or play** for reference to context. Three very short answer questions. **3 marks**

Up to one mark in each extract will be for vocabulary. At least one question will be used for testing local and global comprehension and one question will be on interpretation.

- Q.12. **Four short answer** type questions from the **Literature Reader** to test local and global comprehension of theme and ideas (30-40 words each)—**2 marks** each. **2x4 = 8 Marks**
- Q.13. **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.** (80- 100 words). **4 marks**

Novel/ Long Reading Text

5 + 5 = 10 Marks

- Q. 14. One Long Answer Question on theme or plot involving interpretation and inference in about 100-120 words: **5 Marks**
- Q. 15. One character sketch in about 100 words. **5 Marks**

Prescribed Books: Published by CBSE, New Delhi

INTERACT IN ENGLISH SERIES

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

NOVEL/ LONG READING TEXT

- *Diary of a Young Girl – 1947* By Anne Frank (unabridged edition)

OR

- *The Story of My Life – 1903* By Helen Keller(unabridged edition)

NOTE: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- reduce teacher-talking time and keep it to the minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- use the performance descriptors scale for conversation skills to test the students for continuous assessment.

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. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

Reading Section:

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative Assessments.

Writing Section:

All types of short and extended writing tasks will be dealt with in both I and II Term Formative as well as in Summative Assessments.

Grammar:

Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessment for the two terms.

ENGLISH COMMUNICATIVE COURSE
Summative Assessment (2014-15)
CLASS X

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
PROSE	
1. Two Gentlemen of Verona	1. A Shady Plot
2. Mrs. Packletide's Tiger	2. Patol Babu
3. The Letter	3. Virtually True
POETRY	
2. The Frog and the Nightingale	1. Ozymandias
2. Mirror	2. Snake
3. Not Marble, nor the Gilded Monuments	3. The Rime of Ancient Mariner
DRAMA	
1. The Dear Departed	1. Julius Caesar
Main Course Book	
2. Health and Medicine	1. Environment
2. Education	2. Travel and Tourism
3. Science	3. National Integration
Long Reading Text - Novels	
<i>Diary of a Young Girl - 1947</i> (unabridged edition) June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition)	<i>Diary of a Young Girl - 1947</i> (unabridged edition) March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition)
OR	OR
<i>The Story of My Life - 1903</i>	

(unabridged edition)Chapter 1-14 By Helen Keller (unabridged edition)	<i>The Story of My Life – 1903</i> (unabridged edition)Chapter 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 note below).	
Term I 8. Determiners 9. Tenses 10. Subject-Verb Agreement 11. Non-Finites 12. Relatives 13. Connectors 14. Conditionals	Term II 1. Comparison 2. Avoiding Repetition 3. Nominalization 4. Modals 5. Active and Passive 6. Reported Speech 7. 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 discreetly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units.** Grammar will 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. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

Note:

1. Formative Assessment is **assessment ‘for’ learning**. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment 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 X
English Communicative 2014-15 (Code: 101)

Typology	Testing competencies/learning outcomes	MCQ 1 mark	VSAQ 1 mark	Short answer Question-I 30-40 words 2 marks	Long Answer Questions-I 80-100 words 4 marks	Long answer Question-II 100-120 words 5 marks	Very Long Answer Question 120-150 words (HOTS) 6 marks	Total Marks 70+20 = 90
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	10	10	---	---	---	---	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.	---	10	---	01	01	01	25
Literature and Textbooks	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.	---	03	04	01	02	---	25
Total		01x10 = 10 marks	23x01 = 23 marks	04x02 = 08 marks	02x04 = 08 marks	03x05 = 15 marks	01x06 = 06 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency							20 marks
TOTAL								90 marks

Note: The question paper will include a section on Open Text based assessment (questions of 7 marks each from the syllabus-a total of 14 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

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, 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)
- to 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 practiced earlier, the courses at 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, she presents language items, contrives situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. The electronic and print media could be used extensively. The evaluation procedure should be continuous and comprehensive. A few suggested activities are :

- Role playing
- Simulating real-to-life situations

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

ENGLISH LANGUAGE & LITERATURE (184)

SYLLABUS

Summative Assessment (2013-14)

CLASS – IX

SECTION WISE WEIGHTAGE IN ENGLISH LANGUAGE & LITERATURE

Section		Total Weightage 100
A	Reading Comprehension	20 %
B	Writing Skills with Grammar	30 %
C	Literature Textbooks & Long Reading Text	30 %
D	Assessment of Speaking and Listening (ASL)	20 %
	TOTAL	100 %

Note:

- These are percentages for each section and not marks. It is a broad division of weightage assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.
- Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative – II. Schools can conduct ASL for Summative I themselves as per the guidelines provided by the CBSE. However assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

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

Qs 1-4. This section will have **three unseen passages** of a total length of 600 words and **an unseen poem** of about 14-28 lines. The arrangement within the reading section is as follows:

- Q. 1:** A **Factual** passage of 200 words with **Five MCQs** out of which **One** will test **Vocabulary**. **5 marks**
- Q. 2:** A **Discursive** passage of 200 words with **Five MCQs** out of which **one** will test **vocabulary**. **5 marks**
- Q. 3:** This passage may be a **literary passage**. There will be **Five Very Short Answer Type Questions VSAQs** to test inference, evaluation and analysis out of which **one** will test **vocabulary**. The passage will be of 200 words. **5 marks**
- Q. 4:** A poem or an extract from a poem will be of 14-28 lines to test inference, interpretation, and appreciation along with literary devices in **Five Very Short Answer Type Questions VSAQs**. **5 marks**

SECTION B: WRITING & GRAMMAR**25 Marks****60 Periods**

- Q. 5: Letter Writing:** Any one letter out of formal, informal letter or an e-mail in about 120-150 words based on verbal stimulus and context provided. **6 marks**
- Q. 6:** Writing of an **article/ debate/ speech** based on visual or verbal stimulus in about 120 words. **5 marks**
- Q. 7:** Writing a **Notice/ short story** based on a given outline or cue/s or a **short newspaper report** in about 80-100 words. **4 marks**

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject – verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
9. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses of condition and time

(iii) Relative clauses

10. Determiners, and

11. Prepositions

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

- Q. 8:** Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**
- Q. 9:** Editing or Omission **4 marks**
- Q. 10:** Sentences reordering or Sentence Transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOKS & LONG READING TEXT 25 Marks 60 Periods

BEEHIVE AND MOMENTS

- Q. 11.** One extract from **prose/ poetry or play** for reference to context. Three very short answer questions. **3 marks**
Up to one mark in each extract will be for vocabulary. At least one question will be used for testing local and global comprehension and one question will be on interpretation.
- Q.12.** Four short answer type questions from **BEEHIVE & MOMENTS** (two from each) to test local and global comprehension of theme and ideas (30-40 words each)—**2 marks** each. **2x4 = 8 Marks**
- Q.13.** One out of 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. (80- 100 words) **4 mark**

Novel/ Long Reading Text

5+5 = 10 Marks

- Q. 14.** One Long Answer Question on theme or plot involving interpretation and inference in about 100-120 words. **5 Marks**
- Q. 15.** One character sketch in about 100-120 words. **5 Marks**

Prescribed Books: Published by NCERT, Sri Aurobindo Marg, New Delhi

- **BEEHIVE** – Textbook for Class IX
- **MOMENTS** – Supplementary Reader for Class IX

NOVEL/ LONG READING TEXT

- *Gulliver's Travels (2005 edition) by Jonathan Swift*
Or
- *Three Men in a Boat (1889 edition) by Jerome. K. Jerome*

NOTE: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- reduce teacher-talking time and keep it to the minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- use the performance descriptors scale for conversation skills to test the students for continuous assessment.

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. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

Reading Section:

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative Assessments.

Writing Section:

All types of short and extended writing tasks will be dealt with in both I and II Term Formative as well as in Summative Assessments.

Grammar:

Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessment for the two terms.

ENGLISH LANGUAGE & LITERATURE COURSE

Summative Assessment (2013-14)

CLASS IX

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
PROSE (Beehive)	
1. The Fun They Had	1. Packing
2. The Sound of Music	2. Reach for the Top
3. The Little Girl	3. The Bond of Love
4. A Truly Beautiful Mind	4. Kathmandu
5. The Snake and the Mirror	5. If I were you
6. My Childhood	
POETRY	
1. The Road Not Taken	1. No Men Are Foreign
2. Wind	2. The Duck and the Kangaroo
3. Rain on the Roof	3. On Killing a Tree
4. The Lake Isle of Innisfree	4. The Snake Trying
5. A Legend of the Northland	5. A Slumber Did My Spirit Seal
Supplementary Reader (Moments)	
1. The Lost Child	1. Weathering the Storm in Ersama
2. The Adventures of Toto	2. The Last leaf
3. Iswaran the Storyteller	3. A House is not a Home
4. In the Kingdom of Fools	4. The Accidental Tourist
5. The Happy Prince	5. The Beggar

Long Reading Text/ Novel

Gulliver's Travels in four parts Unabridged Edition (2005)
by Jonathan Swift **Part I & II**

OR

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 - **Part III & IV**

OR

Three Men in a Boat Unabridged Edition (1889) by
Jerome K. Jerome - **Chapters 11 - 19**

Class - IX
English Literature and Language (2013-14)

Typology	Testing competencies/learning outcomes	MCQ 1 mark	VSAQ 1 mark	Short answer Question- I 30-40 words 2 marks	Long Answer Questions- I 80-100 words 4 marks	Long answer Question- II 100-120 words 5 marks	Very Long Answer Question 120-150 words (HOTS) 6 marks	Total Marks 70+20 = 90
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	10	10	---	---	---	---	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.	---	10	---	01	01	01	25
Literature and Textbooks	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.	---	03	04	01	02	---	25
Total		01x10 = 10 marks	23x01 = 23 marks	04x02 = 08 marks	02x04 = 08 marks	03x05 = 15 marks	01x06 = 06 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency							20 marks
TOTAL								90 marks

Note: The question paper will include a section on Open Text based assessment (questions of 7 marks each from the syllabus-a total of 14 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

ENGLISH LANGUAGE & LITERATURE (184)

SYLLABUS

Summative Assessment (2014-15)

CLASS - X

SECTION WISE WEIGHTAGE IN ENGLISH LANGUAGE & LITERATURE

Section		Total Weightage
		100
A	Reading Comprehension	20 %
B	Writing Skills with Grammar	30 %
C	Literature Textbooks & Long Reading Text	30 %
D	Assessment of Speaking and Listening (ASL)	20 %
	TOTAL	100 %

Note:

- These are percentages for each section and not marks. It is a broad division of weightage assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.
- Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative - II. Schools can conduct ASL for Summative - I themselves as per the guidelines provided by the CBSE. However assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

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

Qs 1-4. This section will have **three unseen passages** of a total length of 600 words and **an unseen poem** of about 14-28 lines. The arrangement within the reading section is as follows:

- Q. 1:** A **Factual** passage of 200 words with **Five MCQs** out of which **One** will test **Vocabulary**. **5 marks**
- Q. 2:** A **Discursive** passage of 200 words with **Five MCQs** out of which **one** will test **vocabulary**. **5 marks**
- Q. 3:** This passage may be a **literary passage**. There will be **Five Very Short Answer Type Questions VSAQs** to test inference, evaluation and analysis out of which **one** will test **vocabulary**. The passage will be of 200 words. **5 marks**
- Q. 4:** A poem or an extract from a poem will be of 14-28 lines to test inference, interpretation, and appreciation along with literary devices in **Five Very Short Answer Type Questions VSAQs**. **5 marks**

SECTION B: WRITING AND GRAMMAR**25 Marks****60 Periods**

- Q. 5: Letter Writing:** Any one letter out of formal, informal letter or an e-mail in about 120-150 words based on verbal stimulus and context provided. **6 marks**
- Q. 6:** Writing of an **article/ debate/ speech** based on visual or verbal stimulus in about 120 words. **5 marks**
- Q. 7:** Writing a **Notice/ short story** based on a given outline or cue/s or a **short news paper report** in about 80-100 words. **4 marks**

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject – verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
7. Noun clauses
8. Adverb clauses of condition and time

9. Relative clauses
10. Determiners, and
11. Prepositions

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

- | | | |
|--------|--|----------------|
| Q. 8: | Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. | 3 marks |
| Q. 9: | Editing or Omission | 4 marks |
| Q. 10: | Sentences reordering or Sentence Transformation in context. | 3 marks |

SECTION C: LITERATURE TEXTBOOKS AND LONG READING TEXT	25 Marks	60 Periods
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FIRST FLIGHT AND FOOTPRINTS WITHOUT FEET

- Q. 11. One extract from **prose/ poetry or play** for reference to context. Three very short answer questions. **3 marks**

Up to one mark in each extract will be for vocabulary. At least one question will be used for testing local and global comprehension and one question will be on interpretation.

- Q.12. **Four short answer** type questions from **FIRST FLIGHT & FOOTPRINTS WITHOUT FEET**(two from each)to test local and global comprehension of theme and ideas (30-40 words each)—**2 marks** each. **2x4 = 8 Marks**
- Q.13. **One out of two long answer** type questions to assess how the values inherent in the texts have been brought out (**FIRST FLIGHT & FOOTPRINTS WITHOUT FEET**). Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80- 100 words) **4 marks**

Novel/ Long Reading Text	5 + 5 = 10 Marks
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- Q. 14. **One Long Answer Question** on theme or plot involving interpretation and inference in about 100-120 words. **5 Marks**
- Q. 15. One character sketch in about 100-120 words. **5 Marks**

Prescribed Books: Published by NCERT, Sri Aurobindo Marg, New Delhi

- **FIRST FLIGHT** - Textbook for Class X
- **FOOTPRINTS WITHOUT FEET** - Supplementary Reader for Class X

NOVEL/ LONG READING TEXT

- *Diary of a Young Girl – 1947* By Anne Frank (unabridged edition)

OR

- *The Story of My Life – 1903* By Helen Keller (unabridged edition)

NOTE: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- reduce teacher-talking time and keep it to the minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- use the performance descriptors scale for conversation skills to test the students for continuous assessment.

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. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

Reading Section:

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative assessments.

Writing Section:

All types of short and extended writing tasks will be dealt with in both I and II Term Formative as well as in Summative Assessments.

Grammar:

Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessment for the two terms.

ENGLISH LANGUAGE & LITERATURE COURSE**Summative Assessment (2013-14)****CLASS X**

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
PROSE (First Flight)	
1. A Letter to God	1. Glimpses of India
2. Nelson Mandela	2. Mijbil the Otter
3. Two Stories about Flying	3. Madam Rides the Bus
4. From of the Anne Frank	4. The Sermon at Benares
5. The Hundred Dress -I	5. The Proposal
6. The Hundred Dress -II	
POETRY	
1. Dust of Snow	1. Animals
2. Fire and Ice	2. The Trees
3. The Tiger in the Zoo	3. Fog
4. How to Tell Wild Animals	4. The Tale of Custard the Dragon
5. The Ball Poem	5. For Anne Gregory
6. Amanda	
Supplementary Reader (Footprints without Feet)	
1. A Triumph of Surgery	1. The Making of a Scientist
2. THE Thief's Story	2. The Necklace
3. The Midnight Visitor	3. The Hack Driver
4. A Question of Trust	4. Bholi
5. Footprints without Feet	5. The Book that Saved the Earth

Long Reading Text – Novels

Diary of a Young Girl – 1947

(unabridged edition) June 12, 1942 to March 14, 1944

By Anne Frank (unabridged edition)

OR

The Story of My Life – 1903

(unabridged edition) Chapter 1-14

By Helen Keller (unabridged edition)

Diary of a Young Girl – 1947

(unabridged edition) March 16, 1944 to August 01, 1944

By Anne Frank (unabridged edition)

OR

The Story of My Life – 1903

(unabridged edition) Chapter 15-23

By Helen Keller (unabridged edition)

Class - X
English Literature and Language (2014-15)

Typology	Testing competencies/learning outcomes	MCQ 1 mark	VSAQ 1 mark	Short answer Question- I 30-40 words 2 marks	Long Answer Questions- I 80-100 words 4 marks	Long answer Question- II 100-120 words 5 marks	Very Long Answer Question 120-150 words (HOTS) 6 marks	Total Marks 70+20 = 90
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	10	10	---	---	---	---	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.	---	10	---	01	01	01	25
Literature and Textbooks	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.	---	03	04	01	02	---	25
Total		01x10 = 10 marks	23x01 = 23 marks	04x02 = 08 marks	02x04 = 08 marks	03x05 = 15 marks	01x06 = 06 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency							20 marks
TOTAL								90 marks

Note: The question paper will include a section on Open Text based assessment (questions of 7 marks each from the syllabus-a total of 14 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

SPEAKING ASSESSMENT: PERFORMANCE DESCRIPTORS

INTERACTIVE COMPETENCE	5	4	3	2	1
Task Management	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or contributions may not be related to the task.
Initiation & Turn-taking	Is prompt to initiate discussions on the themes/ functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turn appropriately.	Is easily able to initiate discussions on the themes/ functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turn appropriately.	Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction going; takes turn.	Struggles to initiate discussions on the themes/functions at the given level. Makes little effort to keep the interaction going;	Does not initiate discussions. Makes no effort to keep the interaction going.
Appropriacy & Relevance	Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/ situation.	Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in formal situations.	Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/ situation.	Has unclear sense of purpose and may be unable to adapt register. Contributions may not be connected to the context/ situation.	Has hardly any sense of purpose and cannot adapt to register.

FLUENCY	5	4	3	2	1
Cohesion & Coherence Speed of Delivery sequence	Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Uses a range of cohesive devices. Speaks fluently with minimal hesitation. Has intelligible speed of delivery.	Presents information in a logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some cohesive devices. Speaks fluently with some hesitation. Has intelligible speed of delivery.	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of cohesive devices but some over/under use. Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery	Presents information but without clear progression. Uses limited cohesive devices repetitively. Severe hesitation may impede communication. Speed of delivery impedes understanding	Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.
PRONUNCIATION	5	4	3	2	1
Pronunciation, Stress & intonation	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Has pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time Flat intonation and/or inappropriate stress for the task, content or meaning	Is not intelligible...
LANGUAGE	5	4	3	2	1
Accuracy	Uses a range of grammatical patterns with	Uses a range of grammatical patterns with	There may be some mistakes which affect meaning but	There are mistakes which affect meaning	Communicates with fragments of words and

	accuracy, including some complex forms. Makes only negligible errors.	accuracy, including few complex forms and makes only noticeable errors.	there is an attempt to correct most of these mistakes.	but there is hardly an attempt to correct these mistakes.	structures but does not manage to bridge the gaps or correct his/her mistakes.
Range	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message.	Uses an expressive and appropriate range of words and phrases on topics appropriate to the level. These may be repetitive.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker	Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message.	Uses simple, isolated words for the level. There is little effort to find words.

3. MATHEMATICS (CODE NO. 041)

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

The curriculum at Secondary stage primarily aims at enhancing the capacity of students to employ Mathematics in solving day-to-day life problems and studying the subject as a separate discipline. It is expected that students should acquire the ability to solve problems using algebraic methods and apply the knowledge of simple trigonometry to solve problems of 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 positive ability to think, analyze and articulate logically;
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases;
- to develop necessary skills to work with modern technological devices such as calculators, computers, etc.
- to develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics;
- to develop interest in the subject by participating in related competitions;
- to acquaint students with different aspects of mathematics used in daily life;
- to develop an interest in students to study mathematics as a discipline.

General Instructions:

- As per CCE guidelines, the syllabus of Mathematics for classes IX and X has been divided termwise.
- The units specified for each term shall be assessed through both Formative and Summative Assessments.
- In each term, there will be two Formative Assessments, each carrying 10% weightage out of these four FA one with amount to words problem solving assessment(PSA).
- The Summative Assessment in term I will carry 30% weightage and the Summative Assessment in the II term will carry 30% weightage.
- Listed laboratory activities and projects will necessarily be assessed through formative assessments.

Course Structure CLASS-IX

First Term	Marks : 90
UNITS	MARKS
I. NUMBER SYSTEMS	17
II. ALGEBRA	25
III. GEOMETRY	37
IV. COORDINATE GEOMETRY	06
V. MENSURATION	05
TOTAL (THEORY)	90

Course Structure (First Term)

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.
2. Examples of non-recurring / non-terminating decimals such as $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$, etc. Existence of non-rational numbers (irrational numbers) such as $\sqrt{2}$, $\sqrt{3}$ and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, every point on the number line represents a unique real number.
3. Rational numbers as recurring/terminating decimals.
4. Existence of \sqrt{x} for a given positive real number x (visual proof to be emphasized).
5. Definition of n th root of a real number.
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.)
7. Rationalization (with precise meaning) of real numbers of the type (and their combinations)

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

UNIT II : ALGEBRA

1. POLYNOMIALS

(23) Periods

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

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

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

UNIT III : 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

(10) Periods

- (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180° and the converse.
- (Prove) If two lines intersect, the vertically opposite angles are equal.
- (Motivate) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines.
- (Motivate) Lines which are parallel to a given line are parallel.
- (Prove) The sum of the angles of a triangle is 180° .
- (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

- (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).
- (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal to any two angles and the included side of the other triangle (ASA Congruence).

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

UNIT IV : COORDINATE GEOMETRY

1. COORDINATE GEOMETRY

(9) Periods

The Cartesian plane, coordinates of a point, names and terms associated with the coordinate plane, notations, plotting points in the plane, graph of linear equations as examples; focus on linear equations of the type $Ax + By + C = 0$ by writing it as $y = mx + c$.

UNIT V : MENSURATION

1. AREAS

(4) Periods

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

Course Structure CLASS-IX

Second Term		Marks : 90
UNITS		MARKS
II.	ALGEBRA (Contd.)	16
III.	GEOMETRY (Contd.)	38
V.	MENSURATION (Contd.)	18
VI.	STATISTICS AND PROBABILITY	18
TOTAL (THEORY)		90

UNIT II : ALGEBRA (Contd.)

2. LINEAR EQUATIONS IN TWO VARIABLES

(14) Periods

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

UNIT III : GEOMETRY (Contd.)

4. QUADRILATERALS

(10) Periods

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

5. AREA

(4) Periods

Review concept of area, recall area of a rectangle.

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

6. CIRCLES

(15) Periods

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

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

7. CONSTRUCTIONS

(10) Periods

1. Construction of bisectors of line segments and angles, 60° , 90° , 45° angles, etc., equilateral triangles.
2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.
3. Construction of a triangle of given perimeter and base angles.

UNIT V : MENSURATION (Contd.)

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 AND PROBABILITY

1. STATISTICS

(13) Periods

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

2. PROBABILITY

(12) Periods

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

**QUESTIONS PAPER DESIGNS 2013-14
CLASS-IX**

MATHEMATICS CODE NO. 041		Time-3 Hours					Marks-90	
S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer - I (VSA) (2 Marks)	Short Answer - II (VSA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	%	
1	Remembering - (Knowledge based) Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	1	2	2	3	23	26%	
2	Understanding- (Comprehension) -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	1	1	2	14	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	3	2	22	24%	
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	4	1	19	21%	
5	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)		-	-	3*	12	13%	
	TOTAL	4x1=4	6x2=12	10x3=30	11x4=44	90	100%	

Note: The question paper will include a section on Open Text based assessment (questions of 7 marks each from the syllabus-a total of 14 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

*One of the LSA (4 marks) will to assess the values in herent in the texts.

**COURSE STRUCTURE
CLASS X**

First Term	Marks : 90
UNITS	MARKS
I. NUMBER SYSTEMS	11
II. ALGEBRA	23
III. GEOMETRY	17
IV. TRIGONOMETRY	22
V. STATISTICS	17
TOTAL	90

UNIT I : NUMBER SYSTEMS

1. REAL NUMBERS (15) Periods

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

UNIT II : ALGEBRA

1. POLYNOMIALS (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 their graphical solution. Geometric representation of different possibilities of solutions/inconsistency.

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

UNIT III : GEOMETRY

1. TRIANGLES (15) Periods

Definitions, examples, counter examples of similar triangles.

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

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

UNIT IV : 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.

UNIT V : STATISTICS AND PROBABILITY

1. STATISTICS (18) Periods

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

COURSE STRUCTURE CLASS X

Second Term	Marks : 90
UNITS	MARKS
II. ALGEBRA (Contd.)	23
III. GEOMETRY (Contd.)	17
IV. TRIGONOMETRY (Contd.)	08
V. PROBABILITY	08
VI. COORDINATE GEOMETRY	11
VII. MENSURATION	23
TOTAL	90

Course Structure (First Term)

UNIT II : ALGEBRA (Contd.)

3. QUADRATIC EQUATIONS (15) Periods

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

Problems related to day to day activities to be incorporated.

4. ARITHMETIC PROGRESSIONS (8) Periods

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

UNIT III : GEOMETRY (Contd.)

2. CIRCLES (8) Periods

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

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

3. CONSTRUCTIONS (8) Periods

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

UNIT IV : TRIGONOMETRY

3. HEIGHTS AND DISTANCES (8) Periods

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

UNIT V : STATISTICS AND PROBABILITY

2. PROBABILITY (10) Periods

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

UNIT VI : COORDINATE GEOMETRY

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

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

UNIT VII : 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

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

**QUESTIONS PAPER DESIGNS 2014-15
CLASS-X**

MATHEMATICS CODE NO. 041		Time-3 Hours					Marks-90	
S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer - I (VSA) (2 Marks)	Short Answer - II (VSA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	%	
1	Remembering - (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	1	2	2	3	23	26%	
2	Understanding- (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	1	1	2	14	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	3	2	22	24%	
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	4	1	19	21%	
5	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)		-	-	3*	12	13%	
	TOTAL	4x1=4	6x2=12	10x3=30	11x4=44	90	100%	

Note: The question paper will include a section on Open Text based assessment (questions of 7 marks each from the syllabus-a total of 14 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

*One of the LSA (4 marks) will to assess the values in herent in the texts.

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. A Handbook for Designing Mathematics Laboratory in Schools - NCERT Publication
6. Laboratory Manual - Mathematics, secondary stage - NCERT Publication

4. 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.

Whereas the 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., the secondary stage expects abstraction and quantitative reasoning to occupy a more central place in the teaching and learning of science. Thus, the idea of atoms and molecules being the building blocks of matter makes its appearance, as does Newton's law of gravitation.

The present syllabus has been designed around six broad themes viz. Food, Materials, The World of The Living, How Things Work, Moving Things, People and Ideas, Natural Phenomenon and Natural Resources. Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

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

General Instructions :

1. The units specified for each term shall be assessed through both Formative and Summative Assessments.
2. In each term, there will be two Formative Assessments each carrying 10% weightage.
3. The Summative Assessment in each term will carry 30% weightage.
4. One Formative Assessment carrying 10% weightage in each term should include hands on practicals.
5. Assessment of Practical Skills through MCQ will carry 15% weightage of term marks in each Summative Assessment.

COURSE STRUCTURE CLASS IX

First Term		Marks : 90
S. No	Units	Marks
1.	I. Matter - Its Nature and Behaviour	29
2.	II. Organisation in the Living World	18
3.	III. Motion, Force and Work	30
4.	V. Food; Food Production	13
Total		90

Theme : Materials

(22 Periods)

Unit I: Matter-Nature and Behaviour

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

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

Theme: The World of The Living

(22 Periods)

Unit II: Organization in the Living World

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 (four types in animals; meristematic and permanent tissues in plants).

Theme : Moving Things, People and Ideas

(36 Periods)

Unit III: Motion, Force and Work

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, equations of motion by graphical method; elementary idea of uniform circular motion.

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

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

Theme: Food

(10 Periods)

Unit V: Food Production

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

PRACTICALS

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

List of Experiments

- To test (a) the presence of starch in the given food sample, (b) the presence of the adulterant metanil yellow in dal.
- To prepare:
 - a true solution of common salt, sugar and alum
 - a suspension of soil, chalk powder and fine sand in water
 - a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of
 - transparency
 - filtration criterion
 - stability
- To prepare
 - a mixture
 - a compound

using iron filings and sulphur powder and distinguish between these on the basis of:

- i. appearance, i.e., homogeneity and heterogeneity
 - ii. behaviour towards a magnet
 - iii. behaviour towards carbon disulphide as a solvent
 - iv. effect of heat
4. To carry out the following reactions and classify them as physical or chemical changes:
- a. Iron with copper sulphate solution in water
 - b. Burning of magnesium in air
 - c. Zinc with dilute sulphuric acid
 - d. Heating of copper sulphate
 - e. Sodium sulphate with barium chloride in the form of their solutions in water
5. To prepare stained temporary mounts of (a) onion peel and (b) human cheek cells and to record observations and draw their labeled diagrams.
6. To identify parenchyma and sclerenchyma tissues in plants, striped muscle fibers and nerve cells in animals, from prepared slides and to draw their labeled diagrams.
7. To separate the components of a mixture of sand, common salt and ammonium chloride (or camphor) by sublimation.
8. To determine the melting point of ice and the boiling point of water.
9. To establish relationship between weight of a rectangular wooden block lying on a horizontal table and the minimum force required to just move it using a spring balance.
10. To determine the mass percentage of water imbibed by raisins.

COURSE STRUCTURE CLASS IX

Second Term		Marks : 90
S. No.	Units	Marks
1.	I. Matter - Its Nature and Behaviour	17
2.	II. Organisation in the Living World	25
3.	III. Motion, Force and Work	36
4.	IV. Our Environment	12
Total		90

Theme : Materials

(28 Periods)

Unit I: Matter-Its Nature and Behaviour

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

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

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

Theme : The World of The Living

(23 Periods)

Unit II: Organization in the Living World

Biological Diversity : Diversity of plants and animals - basic issues in scientific naming, basis of classification. Hierarchy of categories / groups, Major groups of plants (salient features) (Bacteria, 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

(24 Periods)

Unit III: Motion, Force and Work

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

(15 Periods)

Unit IV: Our Environment

Physical resources : Air, Water, Soil.

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

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

Bio-geo chemical cycles in nature : Water, oxygen, carbon and nitrogen.

PRACTICALS

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

SECOND TERM

- To verify laws of reflection of sound.
- To determine the density of solid (denser than water) by using a spring balance and a measuring cylinder.
- To establish the relation between the loss in weight of a solid when fully immersed in
 - tap water
 - strongly salty water, with the weight of water displaced by it by taking at least two different solids.
- To observe and compare the pressure exerted by a solid iron cuboid on fine sand/ wheat flour while resting on its three different faces and to calculate the pressure exerted in the three different cases.
- To determine the velocity of a pulse propagated through a stretched string/slinky.
- To study the characteristic of *Spirogyra/Agaricus*, Moss/Fern, Pinus (either with male or female cone) and an Angiospermic plant. Draw and give two identifying features of groups they belong to.

7. To observe and draw the given pictures/charts/models-earthworm, cockroach, bony fish and bird. For each organism record:
 - a. one specific feature of its phylum.
 - b. one adaptive feature with reference to its habitat.
8. To verify the law of conservation of mass in a chemical reaction.
9. To study the external features of root, stem, leaf and flower of monocot and dicot plants.
10. To study the life cycle of mosquito.

QUESTION PAPER DESIGN FOR SCIENCE (CODE NO. 086/090)
CLASS IX (2013-2014)

TIME: 3 Hours		Max. Marks: 90						
S. No.	TYPOLOGY OF QUESTIONS	LEARNING OUTCOMES AND TESTING COMPETENCIES	VERY SHORT ANSWER (VSA)	SHORT ANSWER-I (SA-I)	SHORT ANSWER-II (SA-II)	LONG ANSWER (LA)	TOTAL MARKS	% WEIGHTAGE
			1 MARK	2 MARKS	3 MARKS	5 MARKS		
01	REMEMBERING (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information)	<ul style="list-style-type: none"> • Reasoning • Analytical Skills • Critical Thinking Skills etc. 	3	--	1	1	11	15%
02	UNDERSTANDING (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)		--	1	4	1	19	25%
03	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)		--	--	4	1	17	23%
04	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	--	1	9	12%
05	EVALUATION AND MULTI-DISCIPLINARY (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		--	--	3	2	19	25%
	Total (Theory Based Questions)		3 × 1 = 3	3 × 2 = 6	12 × 3 = 36	6 × 5 = 30	75 (24)	100%
	Practical Based Questions (PBQs)		9 × 1 = 9	3 × 2 = 6*	--	--	15 (12)	
	TOTAL		12 × 1 = 12	6 × 2 = 12	12 × 3 = 36	6 × 5 = 30	90 (36)	

Note: The question paper will include a section on Open Text based assessment (questions of 7 marks each from the syllabus-a total of 14 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

COURSE STRUCTURE CLASS X

First Term		Marks : 90
S. No.	Units	Marks
1.	I. Chemical Substances-Nature and Behaviour	33
2.	II. World of Living	21
3.	IV. Effects of Current	29
4.	V. Natural Resources	07
Total		90

Theme : Materials

(30 Periods)

Unit I: Chemical Substances - Nature and Behaviour

Chemical reactions : Chemical equation, Balanced chemical equation, implications 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 non metals : Properties of metals and non-metals, reactivity series, formation and properties of ionic compounds, basic metallurgical processes, corrosion and its prevention.

Theme : The World of The Living

(20 Periods)

Unit II: World of Living

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

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

Theme : How Things Work

(32 Periods)

Unit IV: Effects of Current

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. Electromagnetic induction. Induced potential difference, Induced current. Fleming's Right Hand Rule, Direct current. Alternating current : frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Unit V: Natural Resources

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.

PRACTICALS

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

FIRST TERM

1. To find 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 Sodium Bicarbonate solution
2. To study the properties of acids and bases (HCl & NaOH) by their reaction with:
 - a. Litmus solution (Blue/Red)
 - b. Zinc metal
 - c. Solid sodium carbonate
3. To perform and observe the following reactions and classify them into:
 - i. Combination reaction
 - ii. Decomposition reaction
 - iii. Displacement reaction
 - iv. Double displacement reaction
 - 1) Action of water on quick lime
 - 2) Action of heat on ferrous sulphate crystals
 - 3) Iron nails kept in copper sulphate solution
 - 4) Reaction between sodium sulphate and barium chloride solutions
4. i) To observe 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)

- ii) Arrange Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.
5. To study the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plot a graph between V and I.
 6. To determine the equivalent resistance of two resistors when connected in series.
 7. To determine the equivalent resistance of two resistors when connected in parallel.
 8. To prepare a temporary mount of a leaf peel to show stomata.
 9. To show experimentally that light is necessary for photosynthesis.
 10. To show experimentally that carbon dioxide is given out during respiration.

COURSE STRUCTURE CLASS X

Second Term		Marks : 90
S.No	Units	Marks
1.	I. Chemical Substances -Nature and Behaviour	23
2.	II. World of Living	30
3.	III. Natural Phenomena	29
4.	IV. Natural Resources	08
Total		90

Theme : Materials

(25 Periods)

Unit I: Chemical Substances - Nature and Behaviour

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, Modern periodic table, gradation in properties, valency, atomic number, metallic and non-metallic properties.

Theme : The World of The Living

(30 Periods)

Unit II: World of Living

Reproduction : Reproduction in animals and plants (asexual and sexual) reproductive health-need for 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

(23 Periods)

Unit III: Natural Phenomena

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 : Natural Resources

(12 Periods)

Unit IV: Natural Resources

Conservation of natural resources.

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.

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

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

PRACTICALS

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

SECOND TERM

- To study the following properties of acetic acid (ethanoic acid) :
 - odour
 - solubility in water
 - effect on litmus
 - reaction with sodium bicarbonate
- To study saponification reaction for preparation of soap.
- To study the comparative cleaning capacity of a sample of soap in soft and hard water.
- To determine the focal length of:
 - Concave mirror,
 - Convex lens,by obtaining the image of a distant object.

5. To trace the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.
6. To study (a) binary fission in Amoeba, and (b) budding in yeast with the help of prepared slides.
7. To trace the path of the rays of light through a glass prism.
8. To find the image distance for varying object distances in case of a convex lens and draw corresponding ray diagrams to show the nature of image formed.
9. To study homology and analogy with the help of models/charts of animals and models/charts/specimens of plants.
10. To identify 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

QUESTION PAPER DESIGN FOR SCIENCE (CODE NO. 086/090)
CLASS X (2014-2015)

TIME: 3 Hours		Max. Marks: 90						
S. No.	TYPOLOGY OF QUESTIONS	LEARNING OUTCOMES AND TESTING COMPETENCIES	VERY SHORT ANSWER (VSA)	SHORT ANSWER-I (SA-I)	SHORT ANSWER-II (SA-II)	LONG ANSWER (LA)	TOTAL MARKS	% WEIGHTAGE
			1 MARK	2 MARKS	3 MARKS	5 MARKS		
01	REMEMBERING (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information)	<ul style="list-style-type: none"> • Reasoning • Analytical Skills • Critical Thinking Skills etc. 	3	--	1	1	11	15%
02	UNDERSTANDING (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)		--	1	4	1	19	26%
03	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)		--	--	4	1	17	23%
04	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	--	1	9	12%
05	EVALUATION AND MULTI-DISCIPLINARY (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		--	--	3	2	19	25%
	Total (Theory Based Questions)		3 × 1 = 3	3 × 2 = 6	12 × 3 = 36	6 × 5 = 30	75 (24)	100%
	Practical Based Questions (PBQs)		9 × 1 = 9	3 × 2 = 6*	--	--	15 (12)	
	TOTAL		12 × 1 = 12	6 × 2 = 12	12 × 3 = 36	6 × 5 = 30	90 (36)	

Note: The question paper will include a section on Open Text based assessment (questions of 7 marks each from the syllabus-a total of 14 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

5. 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 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.

The Formative Assessment will comprise of projects, assignments, activities and class tests/periodic tests for which Board has already issued guidelines to the schools. The Summative Assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

Course Structure Class IX

Time : 3 Hrs.

Marks : 90

UNIT	TERM 1	TERM 2
1 India and the Contemporary World - I	23	23
2 India -Land and the People	23	23
3 Democratic Politics I	22	22
4 Understanding Economic Development-I	22	22
5 Disaster Management (Through Project & Assignments)	-	-
TOTAL	90	90

The Formative Assessment will comprise of projects, assignments, activities and class tests/periodic tests for which Board has already issued guidelines to the schools. The Summative Assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

Unit 1 : India and the Contemporary World - I

40 Periods

Themes	Objectives
<p>Term I</p> <p>Two themes from the first sub-unit and one each from the second and third sub-units could be studied.</p> <p>Sub-unit 1.1 : Events and processes.</p> <p>In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism.</p>	<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.

Themes	Objectives
<p>Two themes of the following:</p> <p>1. French Revolution.</p> <p>(a) The Ancient Regime and its crises. (b) The social forces that led to the revolution. (c) The different revolutionary groups and ideas of the time. (d) The legacy. Compulsory (Chapter 1)</p> <p>2. 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>3. Rise of Nazism.</p> <p>(a) The growth of social democracy (b) The crises in Germany. (b) The basis of Hitler's rise to power. (c) The ideology of Nazism. (d) The impact of Nazism. (Chapter 3)</p> <p>4. Map Work - Theme one only</p> <p>Term II</p> <p>Sub-unit 1.2 : Economies and Livelihoods</p> <p>The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.</p> <p>Any one theme of the following:</p> <p>4. Pastoralists in the modern world:</p> <p>(a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states?</p> <p>Case studies : focus on two pastoral groups, one from Africa and one from India. (Chapter 5)</p> <p>5. Forest society and colonialism :</p> <p>(a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism.</p> <p>Case studies : focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)</p> <p>6. Farmers and peasants :</p> <p>(a) Histories of the emergence of different forms of farming and peasant societies. (b) Changes within rural economies in the modern world.</p>	<ul style="list-style-type: none"> ❑ 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. <ul style="list-style-type: none"> ❑ Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets. ❑ Point to the varying patterns of developments within pastoral societies in different places. ❑ Look at the impact of colonialism on forest societies, and the implication of scientific forestry. ❑ Discuss the social and cultural world of forest communities through the study of specific revolts. ❑ Understand how oral traditions can be used to explore tribal revolts. ❑ Show the different processes through which agrarian transformation may occur in the modern world. ❑ Understand how agricultural systems in India are different from that in other countries. ❑ Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.

Themes	Objectives
<p>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)</p> <p>7. Map Work Based on theme 4/5/6. (Internal choice will be provided)</p> <p>Term II</p> <p>Sub-unit 1.3 : Culture, Identity and Society</p> <p>The themes in this unit will consider how issues of culture are linked up to the making of contemporary world. Any one of the following :</p> <p>7. Sports and politics :</p> <p>The story of cricket (a) The emergence of cricket as an English sport. (b) Cricket and colonialism. (c) Cricket nationalism and de-colonialization. (Chapter 7)</p> <p>8. Clothes and cultures. (a) A short history of changes in clothing. (b) Debates over clothing in colonial India. (c) Swadeshi and the movement for Khadi. (Chapter 8)</p>	<ul style="list-style-type: none"> ❑ Suggest how sports also have a history and that it is linked up with the politics of power and domination. ❑ Introduce students to some of the stories in cricket that have historical significance. ❑ Show how clothing has a history, and how it is linked to questions of cultural identity. ❑ Discuss how clothing has been the focus of intense social battles.

Unit 2 : India - Land and the People

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

Themes	Objectives
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)	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;
7. Map Work (3 marks).	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

40 Periods

Themes	Learning Objectives
<p>Term I</p> <p>1. What is democracy? Why democracy?</p> <p>What are the different ways of defining democracy? Why has democracy become the most prevalent form of government in our times? What are the alternatives to democracy? Is democracy superior to its available alternatives? Must every democracy have the same institutions and values? (Chapter 1&2)</p> <p>(Part 1.3 and 1.4 (pages 10-18 of prescribed NCERT Textbook) will be assessed through formative assessment only)</p> <p>2. Designing of Democracy in India</p> <p>How and why did India become a democracy? How was the Indian constitution framed? What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India?(Chapter 3)</p> <p>Term II</p> <p>3. Electoral politics in democracy</p> <p>Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens' participation in electoral politics</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. • Introduction to the process of Constitution making • Develop respect for the Constitution and appreciation for Constitutional values • Recognise that constitution is a living document that undergoes changes. • Introduce the idea of representative democracy via competitive party politics • Familiarise with our electoral system and reasons for choosing this • Develop an appreciation of citizen's increased participation in electoral politics • Recognise the significance of the Election Commission

Themes	Learning Objectives
<p>changed? What are the ways to ensure free and fair elections? (Chapter 4)</p> <p>4. Institutions of parliamentary democracy</p> <p>How is the country governed? What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another? (Chapter 5)</p> <p>5. Citizens' rights in democracy</p> <p>Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured? (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 • Develop citizens awareness of their rights • Introduction to and appreciation of the Fundamental Rights • Recognition of the ways in which these rights are exercised and denied in real life situations. • Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission.

Unit - 4 : Understanding Economic Development - I

40 Periods

Themes	Objectives
<p>Term I</p> <p>1. The economic story of Palampore: Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced. (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 nonutilisation of human resource; socio-political implication in simple form. (Chapter 2)</p> <p>Term II</p> <p>3. Poverty as a challenge facing India : Who is poor (through two case studies: one rural, one urban); indicators; absolute poverty (not as a concept but through a few simple examples) - why people are poor ; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation. (Chapter 3)</p> <p>4. Food Security : Source of foodgrains- variety across the nation - famines in the past - the need for</p>	<p>Familiarising the children with some basic economic concepts through an imaginary story of a village.</p> <p>Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building.</p> <p>Understanding of poverty as a challenge and sensitization of the learner;</p> <p>Appreciation of the government initiative to alleviate poverty;</p> <p>Exposing the child to an economic issue which is basic necessities of life;</p>

Themes	Objectives
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)	Appreciate and critically look at the role of government in ensuring food supply.

Suggested Activities / Instructions :

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

Numerical problems can also be included.

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

Theme II : Discuss the impact of unemployment.

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

Is begging an economic activity? Discuss.

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

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

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

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

Unit - 5 : Disaster Management

25 Periods

Term I

1. **Introduction to Disaster Management** (Chapter 1)
2. **Common Hazards - Prevention and Mitigation** (Chapter 2)

Term II

3. **Man made disasters - Nuclear, Biological and Chemical.** (Chapter 3)
4. **Community Based Disaster Management** (Chapter 4)

Note: Projects, activities and other exercises in Unit 5 should encourage students to place 'disasters' and "disaster management" in:

- (i) The wider context of Social Science knowledge as covered through History, Geography, Political Science and Economics textbooks of class IX/X.
- (ii) Other problems faced by our country and the world from time to time.

PRESCRIBED BOOKS:

1. India and the Contemporary World History - Published by NCERT
2. Contemporary India - Geography - Published by NCERT
3. Democratic Politics - 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

QUESTIONS PAPER DESIGNS 2013-14
CLASS-IX

SOCIAL SCIENCE CODE NO. 087		Time-3 Hours				Marks-90	
S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer - II (SA) (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	2	2	18	20%	
2	Understanding- (Comprehension) -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	2	15	17%	
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	4	2	24	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	2	2	18	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)	-	3	-	9	10%	
6	MAP	-	2	-	6	7%	
	TOTAL	8x1=8	14x3=42	8x5=40	90	100%	

Note: The question paper will include a section on Open Text based assessment (questions of 7 marks each from the syllabus-a total of 14 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

Course Structure Class X

Time : 3 Hours

Marks : 90

UNIT	TERM 1	TERM 2
1 India and the Contemporary World - II	23	23
2 India - Resources and their Development	23	23
3 Democratic Politics II	22	22
4 Understanding Economic Development - II	22	22
5 Disaster Management-only through project work and assignments.	-	-
TOTAL	90	90

The formative assessment will comprise of Projects, assignments, activities and Class Tests/periodic tests for which Board has already issued guidelines to the schools. The Summative assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

Unit 1 : India and the Contemporary World - II

45 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.</p> <p>Thus all students are required to study four themes in all.</p> <p>Term I</p> <p>Sub-unit 1.1 : Events and processes :</p> <p>Any two of the following themes :</p> <p>1. Nationalism in Europe :</p> <p>(a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini, etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece. (Chapter 1)</p>	<ul style="list-style-type: none"> ❑ The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. ❑ Discuss the relationship/difference between European nationalism and anti-colonial nationalisms. ❑ Point to the way the idea of the nation states became generalized in Europe and elsewhere. ❑ Discuss the difference between French colonialism in 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.

Themes	Objectives
<p>2. Nationalist Movement in Indo China : Factors leading to growth of nationalism in India</p> <p>(a) French colonialism in Indo-China. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc (d) The second world war and the liberation struggle. (e) America and the second Indo-China war.(Chapter 2)</p> <p>3. Nationalism in India : Civil Disobedience Movement (a) First world war, Khilafat and Non-Cooperation. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups. (Chapter 3)</p> <p>4. Mapwork based on theme 3 only. (3 marks)</p>	<ul style="list-style-type: none"> ❑ Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement. ❑ Analyze the nature of the diverse social movements of the time. ❑ Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi.
Term II	
Sub-unit 1.2 : Economies and Livelihoods :	
Any one of the following themes :	
<p>5. Industrialization 1850s - 1950s : (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies : Britain and India.(Chapter 4)</p> <p>6. Urbanization and Urban Lives : (a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor. (Chapter 5)</p> <p>Case studies : London and Bombay in the nineteenth and twentieth century.</p> <p>7. Trade and Globalization : (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s. (d) Implications of globalization for livelihood patterns.</p> <p>Case study : The post War International Economic order, 1945 to 1960s. (Chapter 6)</p>	<ul style="list-style-type: none"> ❑ Discuss two different patterns of industrialization, one in the imperial country and another within a colony. ❑ Show the relationship between different sectors of production. ❑ Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other. ❑ Show that globalizaton has a long history and point to the shifts within the process. ❑ Analyze the implication of globalization for local economies. ❑ Discuss how globalization is experienced differently by different social groups.
Sub-unit 1.3 : Culture, Identity and Society	
Any one of the following themes :	
<p>8. Print culture and nationalism. (a) The history of print in Europe. (b) The growth of press in nineteenth century</p>	<ul style="list-style-type: none"> ❑ Discuss the link between print culture and the circulation of ideas.

Themes	Learning Objectives
<p>India. (c) Relationship between print culture, public debate and politics. (Chapter 7)</p> <p>9. History of the novel: (a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers. (Chapter 8)</p> <p>10. Map for all chapters - 3 marks</p>	<ul style="list-style-type: none"> ❑ Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. ❑ Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change. ❑ Familiarize students with some of the ideas of writers who have had a powerful impact on society.

Unit 2 : India - Resources and their Development

45 Periods

Themes	Objectives
<p>Term I</p> <p>1. Resources : Types - natural and human; Need for resource planning. (Chapter 1)</p> <p>2. Natural Resources : Land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures.(Chapter 1)</p> <p>3. Forest and Wild Life Resources : Types and distribution ,depletion of flora and fauna; conservation and protection of forest and wild life. (Chapter 2)</p> <p>4. Water Resources : Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)</p> <p>5. Agriculture : Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output. (Chapter 4)</p> <p>Term II</p> <p>6. Mineral Resources : Types of minerals, distribution, use and economic importance of minerals, conservation. (Chapter 5)</p> <p>7. Power Resources : Types of power resources : conventional and non-conventional, distribution and utilization, and conservation. (Chapter 6)</p> <p>8. Manufacturing Industrie : Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment,</p>	<ul style="list-style-type: none"> ❑ Understand the value of resources and the need for their judicious utilisation and conservation. ❑ 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. ❑ Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources. ❑ Understand the importance of agriculture in national economy. ❑ Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation. ❑ 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

Themes	Objectives
measures to control degradation. (One case study to be introduced) (Chapter 7)	and debate over the role of government towards sustainable development.
9. Transport, Communication and Trade (Chapter 8)	<ul style="list-style-type: none"> ❑ To explain the importance of transport and communication in the ever shrinking world.
10. Map Work (3 marks)	<ul style="list-style-type: none"> ❑ To understand the role of trade in the economic development of a country.

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 activities may be taken up.

Unit 3 : Democratic Politics II

45 Periods

Themes	Objectives
<p>Term I</p> <p>1. Power sharing mechanisms in democracy</p> <p>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>2. Working of Democracy</p> <p>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>Term II</p> <p>3. Competition and contestations in democracy</p> <p>How do struggles shape democracy in favour of ordinary people? What role do political parties play in competition and contestation? Which are the major national and regional parties in India? Why have social</p>	<ul style="list-style-type: none"> • Analyse the relationship between social cleavages and political competition with reference to Indian situation. • Understand and analyse the challenges posed by communalism to Indian democracy. • Understand the enabling and disabling effects of caste and ethnicity in politics. • Develop a gender perspective on politics. • Introduce students to the centrality of power sharing in a 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. • Understand the vital role of struggle in the expansion of democracy. • Analyse party systems in democracies.

Themes	Objectives
<p>movements come to occupy large role in politics? (Chapter 5&6)</p> <p>4. Outcomes of Democracy</p> <p>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> <p>5. Challenges to Democracy</p> <p>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"> • 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. • Understand the causes for continuation of democracy in India. • Distinguish between sources of strength and weaknesses of Indian democracy. • Reflect on the different kinds of measures possible to deepen democracy. • Promote an active and participatory citizenship.

Unit 4 : Understanding Economic Development-II

45 Periods

Themes	Learning Objectives
<p>Term I</p> <p>1. The Story of Development : The traditional notion of development; National Income and Per-capita Income. Growth of NI - critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development.</p> <p>The approach to this theme : Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country) (Chapter 1)</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>Term II</p> <p>3. Money and Credit: Role of money in an economy : Historical origin; Formal and Informal financial</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. • 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.

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

Suggested Activities

Theme 2*:

Visit to banks and money lenders / pawnbrokers and discuss various activities that you have observed in banks in the classroom. Participate in the meetings of self help groups, which 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.

Unit 5 : Disaster Management (Through Formative Assessment only)

10 Periods

- Tsunami
- Safer Construction Practices
- Survival Skills
- Alternate Communication systems during disasters
- Sharing Responsibility

Note: Project, activities and other exercises in Unit 5 should encourage students to place 'disasters' and 'disaster management' in:

- (i) The wider context of Social Science knowledge as covered through History, Geography, Political Science and Economics textbooks of class IX/X.
- (ii) Other problems faced by our country and the world from time to time.

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 II - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE

QUESTIONS PAPER DESIGNS 2014-15 CLASS-X						
SOCIAL SCIENCE CODE NO. 087			Time-3 Hours			Marks-90
S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer - II (VSA) (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	2	2	18	20%
2	Understanding- (Comprehension) -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	2	15	17%
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	4	2	24	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	2	2	18	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)	-	3	-	9	10%
6	MAP	-	2	-	6	7%
	TOTAL	8x1=8	14x3=42	8x5=40	90	100%

Note: The question paper will include a section on Open Text based assessment (questions of 7 marks each from the syllabus-a total of 14 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

6. ADDITIONAL SUBJECTS

(A) MUSIC

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

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

THE WEIGHTAGE FOR FORMATIVE ASSESSMENT (F.A.) AND SUMMATIVE ASSESSMENT (S.A.) FOR TERM I & II SHALL BE AS FOLLOWS MUSIC (VOCAL)

TERM	TYPE OF ASSESSMENT	PERCENTAGE OF WEIGHTAGE IN ACADEMIC SESSION FOR BOTH TERMS	TERMWISE WEIGHTAGE	TOTAL
FIRST TERM (April - Sept.)	Summative 1 Theory Paper	15%	15+35	50%
	Practicals	35%		
SECOND TERM (Oct.-March)	Summative Assessment 2 Theory Paper	15%	15+35	50%
	Practicals	35%		
			TOTAL	100%

	I Term	+	II Term	=	Total
Theory	15%		15%		30%
Practical	35%		35%		70%
	Total				100%

SYLLABUS FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2013 - SEPTEMBER 2013)
HINDUSTANI MUSIC VOCAL(CODE 034)
CLASS:IX

Theory

2hours
Total Marks : 50
15 Marks

1. Definition of the following:
Sangeet, Nada, Shruti, Swara (Shuddha -Vikrit), Saptak (Sthan), That, Raga, Aaroha, Avaroha,Tala
2. Description of the following Ragas :
Raga Bilawal, Raga Kafi
3. Description and ability to do Tala-Notation of the following Tala: Keharwa, Teentala, Dadra.
4. Six Tala-baddha alankaras set to prescribed Ragas and Talas.

Practical

35 marks

1. Aaroha, Avaroha, Pakad, Swarmalika, Lakshan geet and drut Khayal with few alaps tanas in Raga Bilawal and Raga Kafi.
2. (i) National Anthem
(ii) One Folk or Tribal Song
(iii) One Patriotic song
(iv) One devotional song
(v) One community song
3. Recitation of the thekas of Keharwa, Dadra, Teentala, with dugun, keeping Tala with hand beats.
4. Six Tala-baddha Alankaras set to prescribed Ragas and Talas.

Total = 50 marks

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:

FIRST TERM (APRIL 2013 - SEPTEMBER 2013) SEPTEMBER 2013

1. HINDUSTANI MUSIC VOCAL(CODE 034): CLASS: IX

The Question Paper will be divided into two sections:

Time: 2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks - 50

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Definition of the following: Sangeet, Nada, Shurti Swara (Shuddha Vikrit), Saptak (Sthan), That, Raga, Tala, Aroha Avaroha	SA	01	5x3 = 15
	2. Description of Ragas Bilawal, Kafi	LA	01	
	3. Description and Notation of Tala Keharwa, Dadra, Teentala	SA	01	
	4. Six Tala-baddha Alankaras set to prescribed Ragas and Talas.	LA	01	
	5. Objective type questions based on topics 1-4	MCQ	03	Total 15
Practical	1. Identification of Shuddha Swaras		01	03
	2. Aaroha, Avroha, Pakad Swarmalika Lakshangeet and Drut Khayal with few tanas in Raga Bilawal and Raga Kafi		01	12
	3. (i) National Anthem (ii) One Folk or Tribal song (iii) One devotional song (iv) One Patriotic song (v) One Community song		01	06
	4. Recitation of Thekas of Teentala, Keharwa and Dadra with dugun, keeping Tala with hand beats.		01	08
	5. Six Tala-baddha Alankaras set to prescribed Ragas and Talas.		01	06
				Total 35

**SYLLABUS FOR SUMMATIVE ASSESSMENT:
SECOND TERM (OCTOBER 2013 - MARCH 2014) MARCH 2014
HINDUSTANI MUSIC VOCAL (CODE 034)
CLASS : IX**

TOPIC

**15 Marks
2hours**

THEORY

1. An outline history of modern Indian Music (Hindustani Music) with special reference to the works of Pt. Vishnu Narayan Bhatkhande and Pt. Vishnu Digambar Paluskar.
2. Definition of the following:
Raga, Vadi, Samvadi, Anuvadi, Vivadi, Bandish, Sthai, Antara, Khayal, Laya, Matra, Vibhag, Sam, Tali, Khali, Avartan.
3. Introduction of Raga: Yaman.
4. Description and ability to do Tala-notation of the following Talas: Keharwa, Dadra, Teentala, Jhaptala.
5. Eight Tala-baddha Alankars set to prescribed Ragas and Talas.

PRACTICAL

35 Marks

1. Aaroha, Avroha, Pakad, Swarmalika, Lakshan Geet and Drut Khayal with few Tanasin Raga Yaman.
2. Identification of prescribed Ragas from the passages of swaras rendered by the examiner.
3. (a) One folk or tribal song
(b) One devotional song
(c) One patriotic song
(d) One community song
4. Recitation of Thekas of Teentala, Dadra, Keharwa and Jhaptala with dugun keeping tala with hand beats.
5. Eight Tala-baddha Alankaras set to prescribed Ragas and Talas.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:
SECOND TERM (OCTOBER 2013- MARCH 2014) MARCH 2014
HINDUSTANI MUSIC VOCAL (Code 034)
CLASS: IX**

The Question Paper will be divided into two sections:

Time:2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks - 50

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1) History - Pt. V. N. Bhatkhande and Pt. V. D. Paluskar.	MCQ	03	3x1=3
	2) Definitions - Raga, Vadi, Samvadi, Anuvadi, Vivadi, Bandish, Sthai, Antara, Khayal, Tala, Laya, Matra, Vibhag, Sam, Tali, Khali, Avartan.	SA	01	
	3) Description of Raga Yaman,	LA	01	
	4) Description and Tala-notation of Dadra, Keharwa, Teentala and Jhaptala.	LA	01	4x3=12
	5) Eight Tala - baddha Alankaras set to prescribed Ragas and Talas.	SA	01	
				Total = 15
Practical	1. Aaroha, Avroha, Pakad, Swarmalika, Lakshan Geet and Drut Khayal with few Tanas in Raga Yaman.	-	01	12
	2. (a) One folk or tribal song (b) One devotional song (c) One patriotic song (d) One community song	-	01	06
	3. Recitation of thekas of Teentala, Dadra, Keharwa and Jhaptala with dugun, keeping Tala with hand beats.	-	01	08
	4. Eight Tala-baddha Alankaras set to prescribed Ragas and Talas.	-	01	04
	5. Identification of prescribed Ragas from the passages of Swaras.	-	05	
				Total = 35

SYLLABUS FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2014 - SEPTEMBER 2014) SEPTEMBER 2014
HINDUSTANI MUSIC (VOCAL) (CODE 034)
CLASS: X

Theory

15 Marks

1. Definition of the following:
Aalap, Tana, Swarmalika, Lakshan Geet, Drut Khayal, Vilambit Khayal, Lokgeet, Jati.
2. Description of Raga Bhairav and Khamaj.
3. Basic knowledge of the structure and tuning of Tanpura.

Practical

35 Marks

1. Aaroha, Avaroha, Pakad and Drut Khayal in Raga Bhairav and Khamaj with simple elaborations and few tanas.
2.
 - a. Vande Matram
 - b. One regional language song
 - c. One folk song
 - d. One patriotic song
3. Recitation of the Thekas of Ektala and Rupak with Dugan, keeping Tala with hand beats.

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:

FIRST TERM (APRIL 2014 - SEPTEMBER 2014) SEPTEMBER 2014

Hindustani Music (Vocal) (CODE 034)

CLASS: X

The Question Paper will be divided into two sections:

Time:2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks - 50

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Definition: Aalap, Tana, Swarmalika, Lakshan Geet, Drut Khayal, Vilambit Khayal, Lokgeet, Jati.	SA	01	5x3=15
	2. Knowledge of structure and tuning of Tanpura	LA	01	
	3. Brief description of Raga Bhairav and Khamaj	SA	01	
	4. Writing of Drut Khayal with notation in Raga Bhairav and Khamaj.	LA	01	
	5. Objective type questions based on topics 1 to 4	MCQ	03	
				Total = 15
Practical	1. Aaroha, Avroha, Pakad and Drut Khayal in Raga Bhairav with simple elaborations and few tanas.	-	01	10
	2. Aaroha, Avroha, Pakad and Drut Khayal in Raga Khamaj with simple elaborations and few tanas.	-	01	10
	3. a. One regional language song b. Vande Matram c. One folk song d. One patriotic song	-	01	08
	4. Recitation of Thekas of Ektala and Rupak with Dugun, keeping Tala with hand beats.	-	01	07
				Total = 35
				Total = 50

SYLLABUS FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2014 - MARCH 2015) MARCH 2015
HINDUSTANI MUSIC (VOCAL) (CODE 034)

CLASS: X

Theory

15 Marks

1. Knowledge of the notation systems laid down by Pt. Vishnu Digambar Paluskar and Pt. V. N. Bhatkhande.
2. Brief life sketch of Tansen.
3. Ability to do the Tala -notation of Chautala with Dugun.
4. Description of Raga Des.

Practical

35 Marks

1. Aaroaha, Avroha, Pakad, Swarmalika, lakshan Geet and Drut Khayal with simple elaborations and few Tanas in Raga Des.
2. (i) One regional language song
(ii) One folk song
(iii) One patriotic song
4. Recitation of the Theka of Chautala with Dugun, keeping Tala with hand beats.
5. Ability to recognise the prescribed Ragas from the passages of Swaras rendered by the examiner.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:
SECOND TERM (OCTOBER 2014 - MARCH 2015) MARCH 2015
HINDUSTANI MUSIC VOCAL (CODE 034)**

CLASS: X

The Question Paper will be divided into two sections:

Time:2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks - 50

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Knowledge of notation systems laid down by Pt.V.D. Paluskar and Pt.V.N. Bhatkhande	LA	01	5x3=15
	2. Brief life sketch of Tansen			
	3. Brief description of Raga Des	LA	01	
	4. Writing of Theka of Chautala with dugun	SA	01	
	5. Objective type questions based on topics 1 to 4	SA	01	
		MCQ	01	Total = 15
Practical	1. Aaroha, Avroha, Pakad , Swarmalika lakshan Geet and Drut Khayal with simple elaborations and few tanas in Raga Des.	-	01	10+12=22
	2. a) One regional language song	-	01	06
	b) One folk song			
	c) One patriotic song			
3. Recitation of the Theka of Chautala with Dugun, keeping Tala with hand beats.	-	01	04	
4. Ability to recognise the prescribed Ragas from the passages of swaras rendered by the examiner.	-	01	03	
				Total = 35
				Total = 50

SYLLABUS FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2013 - SEPTEMBER 2013) SEPTEMBER 2013
HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035)
CLASS: IX

2 hours
Total Marks: 50

Theory

15 Marks

1. Definition of the following:
Sangeet, Nada, Shruti, Swara, (Shuddha-Vikrit), Saptak (Sthan), That, Raga, Aaroha, Avaroha, Tala.
2. Description of the following Ragas:
Raga Bilawal, Raga Kafi
3. Description and ability to do Tala-notation of the following Talas:
Keharwa, Teentala, Dadra
4. Six Tala-baddha alankar as set to prescribed Ragas and Talas.

Practical

35 Marks

1. Aaroha, Avaroha, Pakad and Drut Gat with few Todas in Raga Bilawal and Raga Kafi.
2. Five chalans in each prescribed Raga.
3. Recitation of the Thekas of Keharwa, Dadra Teentala with dugun, keeping Tala with hand beats.
4. Six Tala-baddha Alankaras set to prescribed Ragas and Talas.

Total= 50 marks

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:
FIRST TERM (APRIL 2013 - SEPTEMBER 2013) SEPTEMBER 2013
HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035)**

CLASS: IX

The Question Paper will be divided into two sections:

Time:2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks - 50

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Definition of the following: Sangeet, Nada, Shruti, Swara (Shuddha-Vikrit), Saptak (Sthan), That, Raga, Aaroha, Avaroha, Tala.	SA	01	5x3=15
	2. Description of Raga Bilawal, Kafi	LA	01	
	3. Description and Notation of Tala Keharwa, Dadra, Teentala	SA	01	
	4. Six Tala-baddha Alankaras set to prescribed Ragas and Talas.	LA	01	
	5. Objective type questions based on topics 1-4	MCQ	03	
				Total = 15
Practical	1. Aaroha, Avroha, Pakad and Drut Gat with Todasini Raga Bilawal and Raga Kafi.		01	15
	2. Five chalans in each prescribed Raga.		01	08
	3. Recitation of Thekas of Keharwa, Dadra and Teentala with dugun, keeping Tala with hand beats		01	06
	4. Six Tala-baddha Alankaras.		01	06
				Total = 35
				Total = 50

SYLLABUS FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2013 - MARCH 2014) MARCH 2014
HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035)
CLASS: IX

Theory

15 Marks

1. An outline history of modern Indian Music (Hindustani Music) with special reference to the works of Pt. Vishnu Narayan Bhatkhande and Pt. Vishnu Digambar Paluskar.
2. Definition of the following:
Raga, Vadi, Samvadi, Anuvadi, Vivadi, Gat, Sthai, Antara, Khayal.
Laya, Matra, Vibhag, Sam, Tali, Khali, Avartan.
3. Introduction of Raga Yaman.
4. Description and ability to do Tala-notation of the following Talas : Teentala, Keharwa, Dadra and Jhaptala.
5. Eight Tala-baddha Alankaras set to prescribed Ragas and Talas.

Practical

35 Marks

1. Aaroha, Avroha, Pakad, and Drut Gat with few Todas in Raga Yaman.
2. Identification of prescribed Ragas from the passages of swaras rendered by the examiner.
3. a. Two dhuns.
b. Two folk dhuns.
4. Recitation of the Thekas of Teentala, Dadra, Keharwa and Jhaptala with dugun, keeping Tala with hand beats.
5. Eight Tala-baddha Alankaras set to prescribed Ragas and Talas.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2013 - MARCH 2014) MARCH 2014
HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035)
CLASS IX**

The Question Paper will be divided into two sections:

Time:2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks - 50

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1) History - Pt. V.N. Bhatkhande and Pt. V. D. Paluskar		03	3x1=3
	2) Definitions - Raga, Vadi Samvadi, Anuvadi, Vivadi, Gat, Sthai, Antara, Khayal. Tala, Laya, Matra Vibhag, Sam, Tali, Khali, Avartan.		01	
	3) Description of RagaYaman,		01	
	4) Description and Tala-notation of Dadra, Keharwa, Teentala and Jhaptala.		01	
	5) Eight Tala-baddha Alankaras set to prescribed Ragas and Talas.		01	4x3=12
				Total = 15
Practical	1. Aaroha, Avroha, Pakad and Drut Gat with few Todas in RagaYaman.	-	01	12
	2) a. Two dhuns b. Two folk dhuns	-	01	08
	3) Recite Thekas of Dadra, Keharwa, Teentala and Jhaptala, keeping Tala with hand beats.	-	01	06
	4) Identification of prescribed Ragas from the passages of swaras rendered by the examiner.	-	01	05
	5) Eight Tala-baddha Alankaras set to prescribed Ragas and Talas.	-	01	04
				Total = 35
				Total = 50

SYLLABUS FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2014 - SEPTEMBER 2014) SEPTEMBER 2014
HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035)
CLASS: X

Theory

15 Marks

1. Definition of the following :
Aalap, Tana, Swarmalika, Lakshan Geet, Masitkhani Gat, Razakhani Gat, Lok Dhun, Jati.
2. Description of Raga Bhairav and Khamaj.
3. Basic Knowledge of the structure and tuning of any one the following instruments:
 - (i) Sitar
 - (ii) Sarod
 - (iii) Violin
 - (iv) Dilruba or Esraj
 - (v) Flute
 - (vi) Mandolin
 - (vii) Guitar

Practical

35 Marks

1. For Tala-baddha Alankars set to prescribed Ragas and Talas.
2. Aaroha, Avroha, Pakad and Drut gat with simple elaborations and few todas in Raga Bhairav and Raga Khamaj.
 - (a) One Dhun
 - (b) One Folk Dhun
3. Recitation of the Thekas of Ektala and Rupak with Dugan, keeping Tala with hand beats.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:
FIRST TERM (APRIL 2014 - SEPTEMBER 2014) SEPTEMBER 2014
HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035)**

CLASS:X

The Question Paper will be divided into two sections:

Time:2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks - 50

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Definition of Aalap, Tana, Swarmalika, Lakshan Geet, Masitkhani Gat, Razakhani Gat, Lok Dhun, Jati.	SA	01	5x3=15
	2. Knowledge of structure and tuning of the instrument opted for.	LA	01	
	3. Brief description of Raga Bhairav and Raga Khamaj	SA	01	
	4. Writing of Drut Gat with notation in Raga Bhairav and Raga Khamaj.	LA	01	
	5. Objective type questions based on topics 1 to 4	MCQ	01	Total = 15
Practical	1. Four Tala-baddha Alankaras set to different Talas		01	08
	2. Aaroaha, Avroha, Pakad and Drut Gat with simple elaborations and few Todasin Raga Bhairav.		01	10
	3. Aaroaha, Avroha, Pakad and Drut Gat with simple elaborations and few Todasin Raga Khamaj.		01	10
	4. Recitation of Thekas of Ektala and Rupak with dugun, keeping Tala with hand beats.		01	7
				Total = 35
				Total = 50

SYLLABUS FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2014 - MARCH 2015) MARCH 2015
HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035)

CLASS: X

Theory

15 Marks

1. Knowledge of the notation systems laid down by Pt. Vishnu Digambar Paluskar and Pt. V.N. Bhatkhande.
2. Brief life sketch of Tansen.
3. Writing of Chautala with dugun.
4. Description of Raga Des.

Practical

35 Marks

1. Four Tala-baddha Alankaras set to prescribed Ragas and Talas.
2. Aaroha, Avroha, Pakad and Drut gat with simple elaborations and few Todas in Raga Des.
3. Recitation of the Theka of Chautala with dugun, keeping Tala with hand beats.
4. a) National Anthem
b) Two Dhuns and two Folk Dhuns
5. Ability to recognise prescribed Raga from the passages of swaras rendered by the examiner.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:
SECOND TERM (OCTOBER 2014 - MARCH 2015) MARCH 2015
HINDUSTANI MUSIC (MELODIC INSTRUMENT) (CODE 035)**

CLASS: X

The Question Paper will be divided into two sections:

Time: 2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks - 50

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Knowledge of notation systems laid down by Pt. Vishnu Digambar Paluskar and Pt. V.N. Bhattachande	LA	01	5x3=15
	2. Brief life sketch of Tansen.	LA	01	
	3. Brief description of Raga Des	SA	01	
	4. Writing of Chautala with dugun.	SA	01	
	5. Objective type questions based on topics 1 to 4.	MCQ	01	
				Total = 15
Practical	1. Four Tala-baddha Alankaras set to prescribed Ragas and Talas.	-	01	08
	2. Aaroha, Avroha, Pakad and Drut Gat with simple elaborations and few Todas in Raga Des.	-	01	14
	3. (a) National Anthem (b) Two dhuns and two folk dhuns	-	01	06
	4. Recitation of theka of Chautala with dugun, keeping Tala with hand beats.	-	01	04
	5. Ability to recognise prescribed Ragas from the passages of swaras rendered by the examiner.	-	01	03
				Total = 35
				Total = 50

SYLLABUS FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2013 - SEPTEMBER 2013) SEPTEMBER 2013
HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE 036)
CLASS: IX

Theory

15 Marks

1. Short notes on the following terms:
Tala, laya, Matra, Sam, Tali, Khali and Theka.
2. Basic knowledge of your Instruments (Tabla or Pakhawaj).
3. Write notation of two Kaydas in Teentala with four Paltas and Tihai.
4. Write Teentala and Keharwa in notation with Thah and DugunLaya.

Practical

35 Marks

1. Knowledge of basic techniques and bols of Tabla or Pakhawaj and practice of combinations of syllables.
2. Ability to play Thekas of Teentala, Keharwa and Dadra with two simple variation with Thah and Dugun laya.
3. Ability to recite Theka of Teentala, Keharwa and Dadra with hand beats.
4. Solo performance at least five minutes.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:
FIRST TERM (APRIL 2013 - SEPTEMBER 2013) SEPTEMBER 2013
HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE 036)**

CLASS: IX

The Question Paper will be divided into two sections:

Time:2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks - 50

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Basic knowledge of your Instrument structure and its various parts.	SA	01	03
	2. Basic knowledge of syllables of dayan and bayan then conjoint.	LA	01	05
	3. Knowledge of the notation system of Pt. V. N. Bhatkhande.	SA	01	03
	4. Short notes on Tala, Laya, Tali, Khali, Matra.	MCQ	04	04
				Total = 15
Practical	1. Knowledge of basic techniques and bols of Tabla or Pakhawaj.		01	10
	2. Ability to play two Kaydas in Teentala with four paltas and one Tihai.		01	10
	3. Ability to play two simple Tukras and Theka of Teentala, Keharwa with simple elaborations in Thah, Dugun.		01	07
	4. Ability to recite Theka of Teentala, Keharwa, Dadra keeping tala with hand beats.		01	08
				Total = 35
				Total = 50

SYLLABUS FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2013 - MARCH 2014) MARCH 2014
HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS)(CODE 036)
CLASS: IX

Theory

15 Marks

1. Origin of Tabla.
2. Definition of the following:
Kayda, Tukra, Rela, Tihai, Mukhara and Paran.
3. Ability to write the above mention terms in notation system.
4. Elementary knowledge of Gharana .

Practical

35 Marks

1. Ability to play one Kayda in Jhaptala with four Paltas, one Tihai and one simple Tukra.
2. Ability to play four advance Kaydas, two Chakrdar Tukras, One Bedam Tihai in Teentala.
3. Ability to recite thekas of Depchandi and Ektala with Thah, Dugun and Chaugum in hand beats.
4. Solo performance at least 5-10 minutes and knowledge of accompaniment.

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2013 - MARCH 2014) MARCH 2014
HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE036)

CLASS: IX

The Question Paper will be divided into two sections:

Time:2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks - 50

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. History- Pt. Bhatkhande and Pt. Paluskar	LA	01	05
	2) Definitions of the following - Kayda, Tukra, Rela, Tihai, Mukhara and Paran.	SA	01	03
	3) Ability to write the Thekas of Jhaptala, Depchandi, Ektala, in Thah, Dugun and Chaugun Laya.	LA	01	03
	4) Detailed knowledge of various parts and tuning process of the instrument opted for.	SA	01	04
				Total = 15
Practical	1. Four basic Kayda in Teentala with four Paltas and one Tihai, Two Chakradar Tukras and Two DamdarTihai.	-	01	10
	2) Ability to play Thekas of Jhaptala, Ektala and Rupak in Thah, Dugun and Chaugun laya with some variations.	-	01	10
	3) Ability to recite Kayda, Thekas and Tukras with hand beats.	-	01	05
	4) Solo performance and accompaniment.	-	01	10
				Total = 35
				Total = 50

SYLLABUS FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2014 - SEPTEMBER 2014) SEPTEMBER 2014
HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE 036)
CLASS: X

Theory

15 Marks

1. Write short note on Delhi and Ajrada Gharanas of Tabla.
2. Short note on Tripushkar vadya special reference to Natyashastra.
3. Ability to write about: Kayda, Tukra Chakradar in Jhaptala and Teentala with notation.
4. Ability to write the Kayda in Ektala with notation.

Practical

35 Marks

1.
 - a) Two Kaydas in Ektala with four Paltas and Tihai.
 - b) Two Chakradar Tukras and one Simple Tihai in Ektala.
 - c) Two laggi in Keharwas and one in Dadra Tala.
2. Ability to play two Kaydas, One Chakradar Tukra in Jhaptala One Adalaya Kayda in Teentala, Two advance Kaydas, One Farmaici Chakradar and one Gat in Teentala.
3. Solo performance with Lehara at least 10-15 Minutes and accompaniment with Bhajan and Geet.

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2014 - SEPTEMBER 2014) SEPTEMBER 2014
HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE 036)

CLASS: X

The Question Paper will be divided into two sections:

Time:2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks - 50

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Short note on Tripushkar vadya special reference to Natyashastra.	SA	01	03
	2. Brief Knowledge of Delhi and Ajrada Gharanas of Tabla.	LA	01	05
	3. Ability to write the Kayda and Tukra in Jhaptala with notation.	SA	01	03
	4. MCQ(Objective type questions based on above mentioned topics)	MCQ	04	04
				Total = 15
Practical	1. Two Kaydas, One Chakradar Tukra in Jhaptala, One Adalaya Kayda, two advance Kaydas, one Farmaichi Chakradar and one Gat in Teentala.		01	12
	2. Ability to play Farmaici Chakradar and Gat.		01	06
	3. Solo performance at least 10-15 minutes and accompaniment with vocal.		01	17
				Total = 35
				Total = 50

SYLLABUS FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2014 - MARCH 2015) MARCH 2015
HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE 036)
CLASS: X

Theory

15 Marks

1. Write a short note on Farukhabad and Lucknow Gharanas of Tabla.
2. Development of Tabla.
3. Recognition of Talas from given portion of Thekas.

Practical

35 Marks

1. Ability to recognize the tala of the composition being sung or played on a melodic Instruments.
2.
 - a). Six Kaydas in Teentala.
 - b). One Adralaya Kayda in Teentala.
 - c). One Chakradar, Farmaici Chakradar and Gat.
 - d). Kayda in Jhaptala, Rupak and Ektala.
 - e). Verities of Theka.
3. Solo performance in Teentala with Lehara at least 10-15 Minutes.

HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE 036)

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT

SECOND TERM (OCTOBER 2014 - MARCH 2015) MARCH 2015

CLASS: X

The Question Paper will be divided into two sections:

Time:2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks - 50

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Development of Tabla.	LA	01	05
	2. Brief description of Natyashastra.	LA	01	03
	3. Awandha vadhaya special reference to Natyashastra.	LA	01	03
	4. MCQ based on above mentioned three topics.	MCQ	02	02
	5. Ability to write the Tabla compositions in notation system.	SA	01	02
				Total = 15
Practical	1. Ability to recognize the tala of the composition being sung or played on a melodic instrument.		01	05
	2. Ability to play Jhaptal and Ektala with compositional forms.		01	5+5=10
	3. a) Ability to play two Kaydas in Ektala with three Palta and one Tihai. b) Ability to Play Two Kaydas in Rupak with four palta and one Tihai.		01	10+10=20
				Total = 35
				Total = 50

SUGGESTED GUIDELINES/ACTIVITIES FOR CONDUCTING PRACTICALS

Class IX - First Term

1. Hindustani Music Vocal

(Code 034)

Class work :

1. Identification of basics wars.
2. Teaching of Alankaras set to different Talas. (1to6)
3. Teaching of Raga Bilawal and Raga Kafi with Aaroha, Avroha, Pakad, Swarmalika, lakshan geet Drut Khayal with few tanas.
4. Teaching of Tala Keharwa, Dadra, Teentala
5. (i) National Anthem
(ii) One folk or Tribal songs
(iii) One Devotional song
(iv) One Patriotic song
(v) One Community song

Homework - Regular practice of syllabus covered in the class and ability to reproduce it the next day.

Project work - Preparation of a File for Project work which should include the following:

1. Noting down of:
 - (a) National Anthem
 - (b) One folk or Tribal song
 - (c) One Devotional song
 - (d) One Patriotic song
 - (e) One Community song.
2. Aaroha, Avroha, Pakad Swarmalika Lakshan geet and Drut Khayal in Raga Bilawal and Raga Kafi with few tanas.
3. Noting down of Tala Keharwa, Dadra, Teentala
4. Pasting Prominent Vocal Artists' photographs.

Class IX - Second Term

Class work:

1. Teaching of Raga Yaman with Aaroha, Avroha, Pakad, Swarmalika, Lakshangeet and Drut Khayal with few tanas.
2. Teaching of Teentala, Dadra, Keharwa and Jhaptala with hand beats with Dugun.
3. (i) One Folk or Tribal song.
(ii) One devotional song
(iii) One Patriotic and one Community song.
4. Teaching of eight Alankaras set to prescribed Ragas and Talas.

Homework: Regular practice of syllabus covered in the class and ability to produce it the next day.

Project work:

1. Noting down of Aaroaha, Avroha, Pakad, Swarmalika, Lakshangeet and Drut Khayalin Raga Yaman with few tanas.
2. Noting down of Teentala, Dadra, Keharwa and Jhaptala.
3. Noting down of Folk or Tribal songs, devotional songs, patriotic songs and community songs that are taught in the class.

Class X - First Term

Class work:

1. Recitation of Alankaras
2. Aaroaha, Avroha and Pakad of Ragas being taught.
3. Drut Khayal with simple elaborations and few tanas in Raga Bhairav and Khamaj.
4. Noting down of Notation of DrutKhayal of Raga Bhairav and Khamaj.
5. Encouraging individual performance.

Home work: Regular practice of syllabus covered in the class and ability to reproduce it the next day.

Project work: Preparing a file which should include the following:

1. One regional song
2. Pasting the pictures of prominent musicians and vocalists.
3. Sketching of Tanpura and labeling its different parts.
4. Writing of notation of Drut Khayalin Raga Bhairav and Khamaj.

Class X - Second Term

Class work:

1. Recitation of Alankars
2. Aaroaha, Avroha Pakad, Swarmalika, Lakshangeet of Ragas being taught.
3. Drut Khayal with simple elaborations and few tanas in Raga Des.
4. Writing of Notation of Drut Khayal of Raga Des.
5. Encouraging individual performance.

Homework: Regular practice of syllabus covered in the class and ability to reproduce it the next day.

Project work: Preparation of a file which should include the following:

1. One regional song
2. Pasting the pictures of prominent musicians and vocalists.
3. Sketchs of Tanpura and labeling its different parts.
4. Write of notation of Drut Khayal of Raga Des.
5. One folk song

SUGGESTED GUIDELINES/ACTIVITIES FOR CONDUCTING PRACTICALS

Class IX - First Term

2. Hindustani Music

(Code 034)

(Melodic Instruments)

Class work :

1. Teaching six Tala-baddha Alankaras set to prescribed Ragas and Talas.
2. Teaching of Raga Bilawal and Raga Kafi with Aaroha, Avroha, Pakad, Drut Gat with few Todas.
3. Teaching of five chalans in each prescribed Ragas.
4. Teaching of technical terms with illustrations wherever possible.
5. Noting down of Gat and Talas in notation system.
6. Teaching of Tala Keharwa, Dadra and Teentala.

Homework - Regular practice of syllabus covered in the class and ability to reproduce it the next day.

Project work - Preparation of a file for Project work which should include the following:

1. Noting down of six Tala-baddha Alankaras.
2. Noting down Aaroha, Avroha, Pakad and Drut Gat in Raga Bilawal and Raga Kafi with few Todas.
3. Noting down of Tala Keharwa, Dadra and Teentala.
4. Pasting pictures of prominent Instrumental artists.

Class IX - Second Term

Class work:

1. Teaching of Raga Yaman with Aaroha, Avroha, Pakad and Drut Gat with few Todas.
2. Teaching of eight Tala-baddha Alankaras set to prescribed Ragas and Talas.
3. Teaching of two dhuns and two folk dhuns.
4. Teaching of Teentala, Keharwa, Dadra and Jhaptala with hand beats.
5. Encouraging individual performance.
6. Teaching of technical terms with illustrations wherever possible.

Homework - Regular practice of the syllabus covered in the class and ability to reproduce it the next day.

Project work - Preparation of a file for Project work which should include the following:

1. Noting down of two Dhuns and two Folk Dhuns.
2. Noting down Aaroha, Avroha, Pakad and Drut Gat in Raga Yaman with few Todas.
3. Noting down of Teentala, Keharwa, Dadra and Jhaptala.
4. Noting down of eight Tala-baddha Alankaras.

Class X - First term

Class work:

1. Recitation of Alankaras.
2. Aaroaha, Avroha and Pakad of Ragas being taught.
3. Drut Gat with simple elaborations and few Todasin Raga Bhairav and Khamaj.
4. Noting down of Drut Gats of Raga Bhairav and Raga Khamaj.
5. Encouraging individual performance.
6. Teaching of technical terms with illustrations wherever possible.

Homework - Regular practice of the syllabus covered in the class and ability to reproduce it the next day.

Project work - Preparation of a file for Project work which should include the writing of:

1. Four Tala-baddha Alankars.
2. Writing of Aaroaha, Avroha, Pakad and Drut Gatin Raga Bhairav and Raga Khamaj with few Todas.
3. Pasting the pictures of various string instruments.

Class X - Second term

Class work:

1. Recitation of Alankaras.
2. Aaroaha, Avroha and Pakad of Raga being taught.
3. Drut Gatin Raga Khamaj and Des.
4. Noting down of Drut Gat of Raga Des.
5. Encouraging individual performance.

Homework - Regular practice of the syllabus covered in the class and ability to reproduce it the next day.

Project work - Preparation of a file for Project work which should include the writing of:

1. Four Tala baddha Alankaras.
2. Aaroaha, Avroha, Pakad and Drut Gat in Raga Khamaj and Desh with few tanas.
3. Theka of Chautala with dugun.
4. Sketching and labelling the various parts of the instrument opted for.

SUGGESTED GUIDELINES/ACTIVITIES FOR CONDUCTING PRACTICALS

Class IX - First Term

3. Hindustani Music

(Code 036)

(Percussion Instruments)

Classwork:

1. Teaching the basic techniques of playing basic Bols on Tabla or Pakhawaj.
2. Teaching the technique of tuning the Instrument.
3. Teaching all Kayda, Tukra, Chakradar and Theka of mention subject.
4. Recite the Thekas, Chakradar, Paran, with hand beats.
5. Encouraging individual performance.

Homework - Regular practice of syllabus covered in the class and ability to reproduce it the next day.

Project work - Preparation of a file for Project work which should include the following:

1. Sketching your own Instrument in details .
2. Pasting the pictures of various percussion Instruments.
3. Sketching of various parts of Tabla or Pakhawaj with singal (dayan bayan) and conjoint syllables.
4. Noting down of Kayda, Tukra, Chakradar, Tihai and various Talas in syllabus.
5. Pasting the photographs of prominent artists of Percussion Instruments.
6. Listening classical, semi classical music and describe in details.

Class IX - Second term

Classwork:

1. Play all Thekas of syllabus with simple elaborations.
2. Recite the all Kayda, Tukra, Tihai and The ka with hand beats.
3. Encouraging individual performance.

Homework: Regular practice of syllabus covered in the class and ability to produce it the next day.

Projectwork: Project work to continue with the following additions: Generation tree of Tabla Gharanas.

Class X - First Term

Class work:

1. Teaching the techniques of playing basic Bols on Tabla or Pakhawaj.
2. Tuning of the Instrument opted for.
3. Theka of Jhaptala and Kayda with simple elaborations on Tabla or Pakhawaj.
4. Recitation of Theka and Kayda of Jhaptala with hand beats.
5. Encouraging individual performance.

Home work - Regular practice of syllabus covered in the class and ability to reproduce it the next day.

Projectwork: Preparation of a project File which should include the following:

1. Noting down of Jhaptala Kayda.
2. Basic Bols of Tabla or Pakhawaj .
3. Paste the pictures of prominent percussion artists.
4. Sketeching of the parts of Tabla and Pakhawaj.

Class X - Second Term

Classwork:

1. Teaching the techniques of produce good sound own instrument.
2. Tuning of the instrument opted for.
3. Theka and Kayda of Ektala with simple elaborationson the instrument opted for.
4. Recitation of Kayda, Tukra and Thekas of Ektala with hand beats.
5. Encouraging individual performance.

Homework - Regular practice of syllabus covered in the class and ability to reproduce it the next day.

Project work: Preparing a project File which should include the following:

1. Noting of Teentala Rupak, Jhaptala, Ektala, Keharwa and Dadra.
2. Noting of Kayda in mention syllabus .
3. Paste the pictures of prominent artists.
4. Sketching of TripushkarVadya (According to Natyashastra)

(B) MUSIC Carnatic Music

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

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

THE WEIGHTAGE FOR FORMATIVE ASSESSMENT (F.A.) AND SUMMATIVE ASSESSMENT (S.A.) FOR TERM I & II SHALL BE AS FOLLOWS MUSIC (VOCAL)

TERM	TYPE OF ASSESSMENT	PERCENTAGE OF WEIGHTAGE IN ACADEMIC SESSION FOR BOTH TERMS	TERMWISE WEIGHTAGE	TOTAL
FIRST TERM (April - Sept.)	Summative Assessment 1 Theory Paper	15%	15+35	50%
	Practicals	35%		
SECOND TERM (Oct.-March)	Summative Assessment 2 Theory Paper	15%	15+35	50%
	Practicals	35%		
			TOTAL	100%

	I Term	+	II Term	=	Total
Theory	15%		15%		30%
Practical	35%		35%		70%
	Total				100%

SYLLABUS FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2013 - SEPTEMBER 2013) SEPTEMBER 2013
CARNATIC MUSIC (VOCAL) (CODE 031)
CLASS IX

TOPIC

(A) Theory 15 Marks

1. Brief history of Carnatic Music with special reference to Saint Purandara Dasa.
2. Definition of the following terms - Sangeetam, Arohana, Avarohana, Dhatu, Matu, Sruti, Sthayi, Alankara, Uttaranga, Poorvanga, Svara.
3. Brief raga lakshana of (a) Mohanam(b) Malahari.
4. Brief knowledge about the theory of a) Geetam b) Svarajati
5. Description about Talas - Adi, Roopaka.

(B) Practical 25 marks

1. Singing of National Anthem and any song pertaining to community singing, a folk song.
2. Singing alankara in one Speed.
3. Singing one Pillari Gita, One Sadharana Gita and Bilahari Swarajathi.
4. Rendition of Arohana and Avarohana of Mayamalavagoula, Malahari and Mohanam.

(C) Project Work - Two Reports 10 Marks

Project Work-Guidelines - Term I

Watch classical Carnatic Music programmes over different T.V. channels or live concerts and report the following:

1. Date of Telecast:-
2. Name of the T.V. Channel:-
3. Details of the artistes (Both main and accompanying artistes)
4. Details of items presented:-
5. Whether regular concert or thematic concert:-
6. Photographs of the concert can be given (if possible)

Minimum two reports and maximum six (best two will be valued) have to be submitted by the students during the practical examination.

Total = 50 marks

(IV) CARNATIC MUSIC (VOCAL)

(CODE NO. 031)

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT

FIRST TERM (APRIL 2013 - SEPTEMBER 2013) SEPTEMBER 2013

CLASS - IX

The Question Paper will be divided into four sections:

Time: 2 hrs.

Theory - 15 marks

Practical - 35 marks

Total : 50 Marks

Scheme of Section and Weightage to content:

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Definitions of the following terms: Sangeetam, Arohana, Avarohana, Dhatu, Matu, Sruti, Svara, Sthayi, Alankara, Uttaranga, Poorvanga	M.C.Q.	01 (four parts A, B, C, D)	02
	2. Brief knowledge about the following ragas: a) Mohanam b) Malahari c) Bilahari	L.A.	01	04
	3. Description of the following Talas - Adi, Roopaka	S.A.	01	03
	4. Introduction to the following musical forms Geetam, Svarajati	S.A.	01	03
	5. An outline Biography of Purandara Dasa	S.A.	01	03
				Total=15
Practical	1. Identification of 12 Svarasthanas		01	05
	2. Singing of Saphatala Alankaras in one speed		02	08
	3. Singing Pillari Geetam and Sadharana Geetaam and Bilahari Swarajathi		02	08
	4. Arohana and Avarohana of the following Raga: Mayamalavagoula and Malahari, Mohanam and Bilahari		01	4
Project work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.	Minimum Two reports and Maximum six reports	02	10
				Total=35
				Total=50

C) Project Work-Guidelines - Term I

Minimum two reports and maximum six (best two will be valued) have to be submitted by the students during the practical examination.

Watch Classical Carnatic Music programmes over different T.V. channels or live concerts and report the following:

1. Date of Telecast:-
2. Name of the T.V. Channel:-
3. Details of the artistes (Both main and accompanying artistes):-
4. Details of items presented:-
5. Whether regular concert or thematic concert:-
6. Photographs of the concert can be given (if possible):-

**SYLLABUS FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2013-MARCH 2014) MARCH 2014
CARNATIC MUSIC (VOCAL) (CODE 031)
CLASS : IX**

(A) Theory

15 Marks

1. Brief history of Carnatic Music with special reference to Tyagaraja Swamy
2. Definition of the following
Nada, Svara, Raga, Tala, Laya, Graha (Sama, Atita, Anagata), Vadi, Samvadi
3. Brief Raga Lakshana of:
 - Sankarabhranam,
 - Kalyani,
 - Khamas
4. Notation of the following Talas:
 - Adi,
 - Rupaka
 - Chapu

(B) Practical

25 marks

1. Singing of Sapta Tala Alankaras in two degree of speed.
2. Singing Geetam, Svarajati and simple Devarnamas.
3. Rendering the Arohana and Avarohana with correct Svarasthana and Gamaka of Sankarabharanam, Kalyani and Khamas.
4. National Anthem, Folk Song, Devotional, Patriotic.

C) Project Work-Two Reports**10 Marks****Project Work-Guidelines - Term II**

Watch Classical Carnatic Music programmes over different T.V. channels or on live concerts and report the following:

1. Date of Telecast:-
2. Name of the T.V. Channel:-
3. Details of the artistes (Both main and accompanying artistes):-
4. Details of items presented:-
5. Whether regular concert or thematic concert:-
6. Photographs of the concert can be given (if possible):-

Minimum two reports and Maximum six (best two will be valued) have to be submitted by the students during the practical examination.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2013 - MARCH 2014) MARCH 2014
CARNATIC MUSIC (VOCAL) (CODE 031)
CLASS - IX**

The Question Paper will be divided into four sections:

Time: 2 hrs.

Theory - 15 marks

Practical - 35 marks

Total : 50 Marks

Scheme of Section and Weightage to content:

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1) Svvara (Sudha, Vikrita), Raga, Tala, Laya (Vilamba, Madhya, Druta), Graha (Sama, Atita, Anagata), Vadi, Samvadi, Anuvadi, Vivadi, Nada.	MCQ	01	02
	2) Brief history with special reference to Tyagaraja	SA	01	04
	3) Brief raga Lakshana shankarabharaman, Kalyani, Khamas	LA	01	05
	4) Basic knowledge of Notation of Adi, Rupaka.	SA	01	04
				Total=15
Practical	1. Singing of Sapta Tala Alankaras in two degree of speed	-	01	08
	2. Singing Geetam, Svarajati, simple Devarnamas		01	08

	3. Arohana-Avarohana of Sankarabharanam, Kalyani, Khamas	-	01	04
	4. (a) National Anthem (b) Folk song (c) Devotional (d) Patriotic	-	01	05
Project Work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.	Minimum Two reports and Maximum six reports	02	10
				Total = 35
				Total = 50

SYLLABUS FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2014-SEPTEMBER 2014) SEPTEMBER 2014
CARNATIC MUSIC (VOCAL) (CODE 031)
CLASS : X

TOPIC

(A) Theory 15 marks

1. Brief knowledge about the Raga classification.
2. Rudiments of Notation system. Notation of geetam/svarajati.
3. Brief knowledge about Raga lakshana of Kharaharapriya Abhogi, and Hamsadhwani
4. Basic knowledge about the musical form Varnam.
5. Understanding the structure of Tambura.

B) Practical 25 Marks

1. Rendition of simple composition like Namavalis or Divyanama Sankeertanams.
2. Outline knowledge of Raga Kalyani: or Sankarabharanam.
3. Singing alankaras in ragas other than Mayamalavagoula.
4. Singing one Jatisvaram, one Kriti.
5. One Adi tala varna in two degree of speed.

(C) Project Work 10 Marks

Project Work-Guidelines - Term I

Watch classical Carnatic Music programmes over different T.V. channels or live concerts and report the following:

1. Date of Telecast:-
2. Name of the T.V. Channel:-

3. Details of the artistes (Both main and accompanying artistes):-
4. Details of items presented:-
5. Whether regular concert or thematic concert:-
6. Photographs of the concert can be given (if possible):-

Minimum four reports and maximum ten (best four will be valued) have to be submitted by the students during the practical examination.

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT

FIRST TERM (APRIL 2014-SEPTEMBER 2014) SEPTEMBER 2014

Carnatic Music (Vocal) (CODE 031)

CLASS: X

The Question Paper will be divided into four sections:

Theory - 15 marks

Time : 2 hrs.

Practical - 35 marks

Total Marks : 50

Scheme of Section and Weightage to content:

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Raga classification in general.	M.C.Q.	1	02
	2. Basic principle of notation. Notation of Geetam and Svarajati.	S.A.	1	03
	3. Brief raga lakshana about- Kharaharapriya Abhogi, and Hamsadhwani	L.A.	1	04
	4. An outline knowledge about Varnam	S.A.	1	03
	5. Understanding the structure of Tambura	S.A.	1	03
				Total=15
Practical	1. Singing of simple Namavali/Keertanas		1	04
	2. Outline knowledge in singing Kharaharapriya Abhogi, and Hamsadhwani		1	06
	3. Rendition of one Jatisvaram or one Keertana		1	04
	4. Alankara in a raga other than Mayamalavagoula		1	04
	5. Adi Tala Varna in two degree speed		1	07
				Total=25

Project Work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.	Minimum four reports and Maximum ten reports	02	10
				Total = 15
				Total = 50

SYLLABUS FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2014-MARCH 2014) MARCH - 2015
CARNATIC MUSIC (VOCAL) (CODE 031)
CLASS : X

Total - 50 Marks

TOPICS

(A) Theory **15 marks**

1. Brief knowledge about the scheme of 72 Melakartha.
2. Advanced knowledge of notation of Carnatic Music, Notation of a Varnam.
3. Raga lakshana of the following ragas: Hamsadhwani, Kambhoji and Hindolam
4. Understanding the musical form Jatiswaram and Kriti.

(B) Practical **25 marks**

1. Community singing of Bhajans or Namavalis.
2. Knowledge about the raga Kamboji, Hindolam and Abhogi.
3. Singing alankara in a raga other than Mayamalavagoula.
4. Rendition of any two kritis from prescribed ragas.
5. Singing one Adi tala varna in two degree of speed.

(C) Project Work **10 Marks**

Project Work-Guidelines - Term II

Watch classical Carnatic Music programmes over different T.V. channels or live concerts and report the following:

1. Date of Telecast:-
2. Name of the T.V. Channel:-
3. Details of the artistes (Both main and accompanying artistes):-
4. Details of items presented:-
5. Whether regular concert or thematic concert:-
6. Photographs of the concert can be given (if possible):-

Minimum four reports and maximum ten (best four will be valued) have to be submitted by the students during the practical examination.

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2014 - MARCH 2015) MARCH 2015
CARNATIC MUSIC (VOCAL) (CODE 031)
CLASS: X

The Question Paper will be divided into four sections:

Theory - 15 marks

Time : 2 hrs.

Practical - 35 marks

Total Marks : 50

Scheme of Section and Weightage to content:

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Brief knowledge about 72 Melakartha scheme.	L.A.	1	04
	2. Basic principles of notation system, Notation of varnam.	L.A.	1	04
	3. Raga lakshana in brief for Keeravani, Kambhoji and Hindolam	L.A.	1	04
	4. Brief Lakshanas of Jati Swaram. Kriti	L.A.	1	03
				Total - 15
Practical	1. Singing Bhajans or devotional hymns.		1	04
	2. An outline knowledge of Kambhoji, Hindolan and Keeravani.		1	07
	3. Singing alankara in raga other than Mayamalavagoula		1	03
	4. Rendition of two kritis		1	05
	5. One Adi tala varna in two degree of speed.		1	06
				Total = 25
Project Work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same	Minimum four reports and Maximum ten reports	02	10
				Total = 35
				Total=50

MELODIC INSTRUMENTS
SYLLABUS FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2013-SEPTEMBER 2013) SEPTEMBER 2013
(V) CARNATIC MUSIC (MELODIC INSTRUMENTS) (CODE 032)
CLASS : IX

TOPICS

- (A) Theory** **15 marks**
1. Definition of the following terms Sangeetam, Nada, Arohana, Avarohana, Dhatu, Matu, Sruti, Sthayi, Alankara, Uttaranga, Poorvanga, Vilamba, Madhya, Druta laya.
 2. Knowledge about the following ragas:
 - i) Sankarabharanam
 - ii) Hamsadhwani
 3. Ability to describe the following talas : Adi; Roopkam
 4. Knowledge of the musical forms : Geetam, Svarajati
 5. A short biography of Sh. Purandara Dasa.

- (B) Practical** **25 Marks**
1. Knowledge about basic techniques of any one of the following instruments:
 - a) Veena
 - b) Flute
 - c) Violin
 - d) Mandolin
 2. An introduction of Alankaras : Eka, Roopaka and Triputa.
 3. Lakshana of the musical forms Pillari Geeta and Sadharana Geeta.
 4. An outline knowledge of Raga Lakshanas of : Sankarabharanam, Hamsadhwani.

- (C) Project Work** **10 Marks**

Project Work-Guidelines - Term I

Watch Classical Carnatic Music programmes over different T.V. channels or live concerts and report the following:

1. Date of Telecast:-
2. Name of the T.V. Channel:-
3. Details of the artistes (Both main and accompanying artistes):-
4. Details of items presented:-
5. Whether regular concert or thematic concert:-
6. Photographs of the concert can be given (if possible) :-

Minimum four reports and maximum ten (best four will be valued) have to be submitted by the students during the practical examination.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2013 - SEPTEMBER 2013) SEPTEMBER 2013
(V) CARNATIC MUSIC (MELODIC INSTRUMENTS) (CODE 032)
CLASS :IX**

The Question Paper will be divided into four sections:

Time: 2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks : 50

Scheme of Section and weightage to content:

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Definition of the following terms: Sangeetam, Arohana, Avarohana, Dhatu, Matu, Sruti, Sthayi, Nada, Alankara, Poorvanga, Uttaranga	M.C.Q.	01 (four parts a, b, c, d)	02
	2. Brief knowledge about the following ragas: a. Sankarabharanam b. Hamsadhwani	L.A.	01	04
	3. Description of the following Talas - Adi, Rupakam	S.A.	01	03
	4. Brief lakshanas of musical form Geetam, Svara Jati	S.A.	01	03
	5. An outline Biography of Purandara Dasa	S.A.	01	03
				Total=15
Practical	1. Basic techniques of Instrument playing.		01	05
	2. Playing technique of Alankaras Eka, Roopakam, Tripata		02	06
	3. Playing Pillari Geeta and Sadharana Geeta		02	08
	4. Playing Arohana and Avarohana of the following Ragas: a) Sankarabharanam b) Hamsadhwani		01	06
				Total = 25
Project Work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same	Minimum four reports and Maximum ten reports	02	10
				Total = 35
				Total=50

SYLLABUS FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2013 - MARCH 2014) MARCH - 2014
CARNATIC MUSIC (MELODIC INSTRUMENTS) (CODE 032)
CLASS : IX

- (A) Theory** **15 marks**
1. Brief history of Carnatic Music with special reference to Purandara Dasa and Tyagaraja .
 2. Definition of the following
Svara (Sudha, Vikrita), Raga, Tala, Laya (Vilamba, Madhya, Druta), Graha (Sama, Atita, Anagata) Anya Swara
 3. Brief Raga Lakshana of the following: Mayamalavagaula, Kalyani.
 4. Notation of following Talas: Adi, Rupaka and Chapu.

- (B) Practical** **25 marks**
1. Rendering of Sapta Tala Alankaras.
 2. Arohana and Avarohana and brief outline of Ragas: Mayamalavagaula, Kalyani, Hamsadhvani, Shankarabharana.
 3. Rendering of the following musical forms:
a) Two Geetams b) one Svarajati c) one Adi Tala Varnam in two-degree speed
 4.
 - Rendering of National Anthem
 - Folk Song
 - Devotional song

- (C) Project Work** **10 Marks**

Project Work-Guidelines - Term II

Watch Classical Carnatic Music programmes over different T.V. channels or live concerts and report the following:

1. Date of Telecast:-
2. Name of the T.V. Channel:-
3. Details of the artistes (Both main and accompanying artistes):-
4. Details of items presented:-
5. Whether regular concert or thematic concert:-
6. Photographs of the concert can be given (if possible):-

Minimum four reports and maximum ten (best four will be valued) have to be submitted by the students during the practical examination.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2013 - MARCH 2014) MARCH 2014
CARNATIC MUSIC (MELODIC INSTRUMENTS) (CODE 032)
CLASS: IX**

The Question Paper will be divided into four sections:

Time: 2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks : 50

Scheme of Section and Weightage to content:

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1) Svara (Sudha, Vikrita), Raga, Tala, Laya (Vilamba, Madhya, Druta), Graha (Sama, Atita, Anagata), Vadi, Samvadi, Anuvadi, Vivadi	MCQ	01	02
	2) Brief history with special reference to Purandara Dasa and Tyagaraja	SA	01	04
	3) Brief raga Lakshana of Mayamalavagaula, Kalyani	LA	01	05
	4) Notation of Adi, Rupakam,	SA	01	04
				Total=15
Practical	1. Rendering of Sapta Tala Alankaras		01	06
	2. Arohana-Avarohana and brief outline of Mayamalavagaula, Kalyani, Hamsadhvani, Shankarabharanam		01	05
	3. Rendering of two Geatams, One Svarajati, Adi Tala Varnam in two degree speed		01	08
	4. Rendering of National Anthem a) Folk song b) Devotional		01	06
				Total=25
Project Work	Watch Carnatic classical music in different T.V. channels or live concerts and prepare reports on the same	Minimum four Maximum ten reports	02	10
				Total = 35
				Total=50

SYLLABUS FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2014 - SEPTEMBER 2014) SEPTEMBER 2014
CARNATIC MUSIC (MELODIC INSTRUMENT) (CODE 032)
CLASS : X

TOPIC

(A) Theory 15 marks

1. Raga classification in general.
2. Raga lakshana of Mohanam, Kamboj.
3. Basic principal of Notations, Notation of Adi Tala Varna.
4. Basic knowledge of the structure and tuning of the instrument opted for.
5. Outline knowledge of Kriti and Jatisvarams.

(B) Practical 25 marks

1. Musical Form - Adi tala Varnam in two degrees of speed.
2. Practical knowledge about the Raga Mohana and Kambhoji.
3. Tuning of the instrument opted for.
4. Rendering simple Keertanams and Jatisvaram.

(C) Project Work 10 Marks

Project Work-Guidelines - Term I

Watch classical Carnatic Music programmes over different T.V. channels or live concerts and report the following:

1. Date of Telecast:-
2. Name of the T.V. Channel:-
3. Details of the artistes (Both main and accompanying artistes:-
4. Details of items presented:-
5. Whether regular concert or thematic concert:-
6. Photographs of the concert can be given (if possible):-

Minimum four reports and maximum ten (best four will be valued) have to be submitted by the students during the practical examination.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:
FIRST TERM (APRIL 2014 - SEPTEMBER 2014) SEPTEMBER 2014
CARNATIC MUSIC (MELODIC INSTRUMENT) (CODE 032)
CLASS : X**

The Question Paper will be divided into four sections:

Theory - 15 marks

Time : 2 hrs.

Practical - 35 marks

Total Marks : 50

Scheme of Section and Weightage to content:

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1) Raga classification in general.	SA	1	03
	2) Brief Raga Lakshana of Mohanam and Kamboji.	SA	1	03
	3) Knowledge of structure and tuning of the instrument opted for.	LA	1	04
	4) Basic principle of Notation. Notation of simple Adi Tala Varna.	SA	1	03
	5) MCQ for above topics.	MCQ	1	02
				Total=15
Practical	1) Rendering simple Keertanam/ Jatisvaram.		1	06
	2) Playing Adi tala Varna in two degree speed.		1	05
	3) Practical knowledge of about the Raga Mohana and Kamboji.		1	05
	4) Knowledge of tuning instrument opted for.		1	05
	5) Alankara in a raga other than Mayamalavagoula		1	04
				Total=25
Project Work	Watch Carnatic classical music in different T.V. channels or live concerts and prepare reports on the same	Minimum four Maximum ten reports	02	10
				Total = 35
				Total=50

SYLLABUS FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2014 - MARCH 2015) MARCH 2015
CARNATIC MUSIC (MELODIC INSTRUMENTS) (CODE 032)
CLASS: X

TOPICS

(A) Theory 15 marks

1. Brief knowledge lakshana of musical forms Kritis and Keertana.
2. Principles of writing notation of simple Kritis in Adi and Rupaka talas.
3. Practical knowledge of ragas: Abhogi, Nata, Hindolam.

(B) Practical 25 marks

1. Brief lakshana of the musical forms Kritis and Keertana.
2. Basic knowledge of the tuning the instrument opted for.
3. Knowledge of practical ability to play the ragas : Abhogi, Nata, Hindolam.
4. Giving solo performance of students choice.

(C) Project Work 10 marks

Project Work-Guidelines - Term II

Watch classical Carnatic Music programmes over different T.V. channels or live concerts and report the following:

1. Date of Telecast:-
2. Name of the T.V. Channel:-
3. Details of the artistes (Both main and accompanying artistes):-
4. Details of items presented:-
5. Whether regular concert or thematic concert:-
6. Photographs of the concert can be given (if possible):-

Minimum four reports and maximum ten (best four will be valued) have to be submitted by the students during the practical examination.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:
SECOND TERM (OCTOBER 2014 - MARCH 2015) MARCH 2015
CARNATIC MUSIC (MELODIC INSTRUMENTS) (CODE 032)
CLASS : X**

The Question Paper will be divided into four sections:

Theory - 15 marks

Time : 2 hrs.

Practical - 35 marks

Total Marks : 50

Scheme of Section and Weightage to content:

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Brief lakshana of musical forms Kriti and Keertana.		1	03
	2. Knowledge of writing notation of simple Kriti in Adi and Rupaka talas.		1	04
	3. Practical knowledge of following ragas in brief: a) Abhogi b) Nata, Hindolam		1	03
	4. Objective type questions based on topics 1 to 3.	MCQ (a, b, c, d, e)	1	02
	5. An outline knowledge of 72 melakarta scheme.		1	03
				Total=15
Practical	1. Ability to play the musical forms Kriti and Keertana.			04
	2. Tuning the instrument opted for.			04
	3. Practical ability to play the ragas Abhogi, Nata, Hindolam.			07
	4. Solo performance of students choice			10
				Total=25
Project Work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.	Minimum four reports and Maximum ten reports	02	10
				Total = 35
				Total=50

SYLLABUS FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2013-SEPTEMBER 2013) SEPTEMBER 2013
CARNATIC MUSIC (PERCUSSION INSTRUMENTS) (CODE 033)
CLASS: IX

TOPICS

A) Theory 15 marks

1. Definition of the following terms:-
Tala, Laya, Avartana, Kala and Graha, Nada, Sangeetam, Graha (Sama, Atita, Anagata)
2. Basic knowledge of opted instrument.
3. Description and writing of Tala notation of Adi and Rupaka talas.

(B) Practical 25 marks

1. Knowledge of basic techniques of Sollukattus of Mridangam (OR) Ghatam.
2. Ability to play the talas of Adi and Rupaka.
3. Ability to recite Sollukattus for different talas.

(C) Project Work 10 Marks

Project Work-Guidelines - Term I

Watch classical Carnatic Music programmes over different T.V. channels or live concerts and report the following:

1. Date of Telecast
2. Name of the T.V. Channel
3. Details of the artistes (Both main and accompanying artistes)
4. Details of items presented
5. Whether regular concert or thematic concert
6. Photographs of the concert can be given if possible

Minimum four reports and maximum ten (best four will be valued) have to be submitted by the students during the practical examination.

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2013-SEPTEMBER 2013) SEPTEMBER 2013
CARNATIC MUSIC (PERCUSSION INSTRUMENTS) (CODE 033)
CLASS: IX

The Question Paper will be divided into four sections:

Time: 2 hrs.

Theory - 15 marks

Practical - 35 marks

Total Marks : 50

Scheme of Section and Weightage to content:

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1) Definition of the following terms: Nada, Tala, Sruti, Avartanam, Kala, Graha, Nada, Sangeetam, Laya (Vilamba, Madhya, Druta)	M.C.Q.	1	02
	2) Basic knowledge of instrument opted for.	L.A.	1	07
	3) Description and ability to write notations of Adi Tala and Rupaka.	S.A.	1	03
	4) Objective type questions based on above mentioned topics.	S.A.	1	03
				Total=15
Practical	1) Knowledge of basic techniques and Sollukattus of Mridangam (OR) Ghatam		1	08
	2) Ability to play the talas of Adi and Rupaka		1	10
	3) Ability to recite sollukattus for different talas.		1	07
				Total=25
Project Work	Watch Carnatic classical music in different T.V. channels or live concerts and prepare reports on the same.	Minimum four reports and Maximum ten reports	02	10
				Total = 35
				Total=50

SYLLABUS FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2013-MARCH 2014) MARCH 2014
CARNATIC MUSIC (PERCUSSION INSTRUMENTS) (CODE 033)
CLASS : IX

(A) Theory 15 marks

1. Brief history of Carnatic Music with special reference to Purandara Dasa and Tyagaraja .
2. Definition of the following terms:
Nada, Svaram, Sthayi, Raga, Tala, Laya, Graha, Alankara, Arohana, Avarohana, Uttara, Poorvanga.
3. Notation of the following Talas: Adi, Rupaka and Chapu Talas
4. Brief Lakshana of Geetam, Svarajati, Varnam

(B) Practical 25 marks

1. Recitation of Sapta Tala Alankaras.
2. Recitation of sollukettu in Adi, Rupaka, Chapu.
3. Playing on instrument simple sollus in Adi, Rupaka, Chapu.
4. Simple playing technique of Ghatam, Kanjira.

(C) Project Work 10 marks

Project Work - Guidelines - Term II

Watch classical Carnatic Music programmes over different T.V. channels or live concerts and report the following:

1. Date of Telecast:-
2. Name of the T.V. Channel:-
3. Details of the artistes (Both main and accompanying artistes):-
4. Details of items presented:-
5. Whether regular concert or thematic concert:-
6. Photographs of the concert can be given (if possible):-

Minimum four reports and maximum ten (best four will be valued) have to be submitted by the students during the practical examination.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2013 - MARCH 2014) MARCH 2014
CARNATIC MUSIC (PERCUSSION INSTRUMENTS) (CODE 033)
CLASS : IX**

The Question Paper will be divided into two sections:

Theory - 15 marks

Practical - 35 marks

Scheme of Section and Weightage to content:

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1) Svara (Sudha, Vikrita), Sthayi, Raga, Tala, Laya, Alankara, Arohana, Avarohana, Uttaranga, Poorvanga	MCQ	01	02
	2) Brief history of Carnatic Music with special reference to Purandara Dasa, Tyagaraja	SA	01	04
	3) Notation of Adi, Rupaka, Chapu Talas	LA	01	05
	4) Brief lakshanas of Geetam, Svarajati, Varnam	SA	01	04
				Total=15
Practical	1. Recitation of Sapta Talas Alankaras		01	07
	2. Recitation of Sollukettu in Adi, Rupaka, Chapu Talas		01	08
	3. Playing on instrument Adi, Rupaka, Chapu (Simple Sollus)		01	07
	4. Simple playing technique of Ghatam, Kanjira		01	03
				Total = 25
Project Work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.	Minimum four reports and Maximum ten reports	02	10
				Total = 35
				Total=50

SYLLABUS FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2014 - SEPTEMBER 2014) SEPTEMBER 2014
CARNATIC MUSIC (PERCUSSION INSTRUMENTS) (CODE 033)
CLASS : X

(A) Theory 15 marks

1. Knowledge of the structure and parts of the Instrument opted for.
2. An outline knowledge of playing technique of Mridangam.
3. Brief idea about Sapta tala Alankara.
4. Theory of Tala-Angas-Shadanga, Korvai, Koraiipu.
5. Basic knowledge of Jaati and Gati variations (bhedas).

(B) Practical 25 marks

1. Practical knowledge about the tuning of instrument -Mridangam.
2. To prepare Sollukattu's and Tathakaram in Talas like Adi and Roopaka.
3. Ability to play along with rendering of - varnam, kriti, Jatisvaram.
4. Practical knowledge in preparing Mohra and Koruvai in Adi and Roopaka talas.

(C) Project Work 10 marks

Project Work-Guidelines - Term I

Watch classical Carnatic Music programmes over different T.V. channels or live concerts and report the following:

1. Date of Telecast:-
2. Name of the T.V. Channel:-
3. Details of the artistes (Both main and accompanying artistes):-
4. Details of items presented:-
5. Whether regular concert or thematic concert:-
6. Photographs of the concert can be given (if possible):-

Minimum four reports and maximum ten (best four will be valued) have to be submitted by the students during the practical examination.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT
FIRST TERM (APRIL 2014 - SEPTEMBER 2014) SEPTEMBER 2014
CARNATIC MUSIC (PERCUSSION INSTRUMENTS) (CODE 033)
CLASS : X**

The Question Paper will be divided into four sections:

Theory - 15 marks

Time : 2 hrs.

Practical - 35 marks

Max. Marks : 50

Scheme of Section and Weightage to content:

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Knowledge of the structure of Mridangam, tuning.	L.A.	01	07
	2. Knowledge of Saptatala Alankaras.	S.A.	01	03
	3. Knowledge of Anga, Shadanga. Korvai, Korrupu	S.A.	01	03
	4. MCQ based on above mentioned topics.		0	02
			4	Total=15
Practical	1. Knowledge of tuning Mridangam		01	08
	2. To play Sollukattu's and Tathakaram in Talas like Adi and Roopaka.		01	09
	3. Ability to play four varnam, kriti, Jatisvaram.		01	09
	4. Ability to prepare simple Mohra and Koruvai in Adi and Roopaka talas		01	09
Project Work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.	Minimum four reports and Maximum ten reports	02	10
				Total = 35
				Total=50

SYLLABUS FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2014 - MARCH 2015) MARCH 2015
CARNATIC MUSIC (PERCUSSION INSTRUMENTS) (CODE 033)
CLASS : X

TOPICS

(A) Theory 15 marks

1. Basic principles of Notation in Carnatic Music.
2. Outline knowledge of different schools of playing of Mridangam.
3. Brief life sketch of any one of the following:
 - a) Palani Subrahmania Pillavi
 - b) Palghat Manilyer
4. An outline knowledge of principles of practical performance.

(B) Practical 25 Marks

1. Ability to prepare Sollukettu for Chapu talas.
2. Practical ability to accompany for Padam and Tillana.
3. Practical knowledge to play "Tani Avartanam" in simple Talas.
4. Ability to prepare Mohra and Korvai Chapu and Tripura Tala.

(C) Project Work 10 marks

Project Work-Guidelines - Term II

Watch classical Carnatic Music programmes over different T.V. channels or live concerts and report the following:

1. Date of Telecast:-
2. Name of the T.V. Channel:-
3. Details of the artistes (Both main and accompanying artistes):-
4. Details of items presented:-
5. Whether regular concert or thematic concert:-
6. Photographs of the concert can be given (if possible):-

Minimum four reports and maximum ten (best four will be valued) have to be submitted by the students during the practical examination.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT
SECOND TERM (OCTOBER 2014 - MARCH 2015) MARCH 2015
CARNATIC MUSIC (PERCUSSION INSTRUMENTS) (CODE 033)
CLASS : X**

The Question Paper will be divided into four sections:

Theory - 15 marks

Time : 2 hrs.

Practical - 35 marks

Max. Marks : 50

Scheme of Section and Weightage to content:

SECTION	DETAILS OF TOPICS/ SECTIONS	TYPES OF QUESTIONS	NO. OF QUESTIONS	MARKS
Theory	1. Rudiments of notation of Carnatic Music.	L.A.	01	04
	2. Knowledge of different schools of playing in Mridangam	S.A.	01	03
	3. Life sketch of any one famous Mridangam player.	L.A.	01	04
	4. Brief knowledge of principles of performance.	S.A.	01	02
	5. MCQ on topics given above.	M.C.Q.		02
				Total=15
Practical	1. To prepare and play Sollukattu for Misra Chapu and Khanta Chapu.		01	06
	2. Ability to play with Padam and Tillana.		01	06
	3. Ability to play four Avartana in Mridangam in simple Talas.		01	05
	4. Ability to prepare Mohra and Korvai.		01	08
				Total=25
Project Work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.	Minimum four reports and Maximum ten reports	02	10
				Total = 35
				Total=50

(C) PAINTING

(CODE NO. 049)

THE WEIGHTAGE FOR FORMATIVE ASSESSMENT (F.A.) AND SUMMATIVE ASSESSMENT (S.A.) SHALL BE AS FOLLOWS
FOR CLASSES IX & X FOR I & II TERMS
(APRIL TO MARCH)

No Theory Paper

TERM	TYPE OF ASSESSMENT	PERCENTAGE OF WEIGHTAGE IN ACADEMIC SESSION FOR BOTH TERMS	TERMWISE WEIGHTAGE	TOTAL
FIRST TERM (April - Sept.)	Formative Assessment I	10%	Formative Assessment	
	Formative Assessment II	10%	I+II=20%	
	Summative Assessment I	30%	Summative Assessment I = 30%	30+20=50%
SECOND TERM (Oct.-March)	Formative Assessment III	10%	Formative Assessment	
	Formative Assessment IV	10%	III+IV=20%	
	Summative Assessment II	30%	Summative Assessment II = 30%	30+20=50%

Total = 100%

Formative Assessment I(10) + II(10) + III(10) + IV(10) = 40 marks }
Summative Assessment I(30) + II(30) = 60 marks } = 100 marks

SYLLABUS FOR SUMMATIVE ASSESSMENT-I
FIRST TERM (APRIL 2013- SEPTEMBER 2013) SEPTEMBER 2013

(No theory paper)

CLASS - IX

Time: 3hrs.

Marks: 60

LEARNING OUTCOMES/OBJECTIVES

Students who take painting and drawing as an additional subject are able to :

- communicate ideas and thoughts.
- understand of basic principles of design and color, concepts, media and formats, and the ability to apply them to a specific aesthetic intent.
- get functional knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning.
- get the knowledge and skills in the use of basic tools and techniques sufficient to work from concept to finished product.
- learn to use real materials in active ways, asking and answering questions, figuring things out (using scientific inquiry), and solving problems about position and motion.
- prepare for future course in painting.

1. **Free hand sketching** from memory and objects

Birds, Animals, Human figure, Flowers, Trees, Cities, Monuments, etc.

2. **Paintings Composition:** any four topics.

Knowledge of colours/medium, techniques, tools and its applications through topics like:

Any Indian festival, Culture, landscapes, Regional specific features, for example : Bus Stop, Tea Stall, Library, School, Holiday; using

- Water Colour
- Poster Colour
- Pastel Colour

Project Work (Any two)

Knowledge of Earth colours and Indian Tradition/occasions (Folk Art)

- Rangoli making
- Paper Collage (Newspaper/magazine)
- Paper Sculpture/ Paper Massey
- Clay Modelling
- Print making
- Outdoor landscape

Marking Scheme

(a)	Drawing (Composition)	30 marks
(b)	Treatment of Media (colours)	10 marks
(c)	Originality, creativity and overall impression	10 marks
(d)	Project work	10 marks
Total		60 marks

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT I**FIRST TERM (APRIL 2013-SEPTEMBER 2013) SEPTEMBER 2013****(No theory paper)****CLASS - IX****Time : 3hrs.****Marks : 60****Project Work** (Any two)

Knowledge of Earth colours and Indian Tradition/occasions (Folk Art)

- Rangoli making
- Paper Collage (Newspaper/magazine)
- Paper Sculpture/ Paper Massey
- Clay Modelling
- Print making
- Outdoor landscape.

Marking Scheme

(a)	Drawing (Composition)	30 marks
(b)	Treatment of Media (colours)	10 marks
(c)	Originality, creativity and overall impression	10 marks
(d)	Project work	10 marks
Total		60 marks

(Since no theory paper, 30% weightage will be taken for final.)

=30+10+10=50 marks

FIRST TERM (April - Sept.)	Formative Assessment 1	10%	Formative Assessment	
	Formative Assessment 2	10%	I+II=20%	
	Summative Assessment 1	30%	Summative Assessment-I =30%	30+20=50%

SYLLABUS FOR SUMMATIVE ASSESSMENT-II
SECOND TERM (OCTOBER 2013-MARCH 2014) SEPTEMBER 2014

(No theory paper)

CLASS -IX

Time: 3 hrs.

Marks : 60

1. Still life (Object Drawing)

(Study of objects, shapes, fruits, vegetables or nature) pencil shading, colours: Pastel, Water and Poster Colour (use any colour).

2. Composition (Painting)

Knowledge of colours/medium, techniques, tools and its applications.

Topics like: Any Indian festival, culture, landscapes, Regional surrounding:

(Through this practice giving knowledge of perspective dimension and composition). For example,

Make a composition "**Village scene**" use only one medium (colours)

- Water Colour, Pastel Colour, Poster Colour
- Oil Colours
- Acrylic Colours (May be elaborate in theoretical manner)

3. Knowledge of Contemporary Art

Eminent Artist, Art Galleries, Art Museums happening in the Art World.

Project Work (Any two)

Individual/ Group Activities

- (i) Mural on paper (Colour)
- (ii) Poster Design
- (iii) Greeting Card
- (iv) Outdoor Sketches with Pencil/Colour

Marking Scheme

- | | |
|--|----------|
| (a) Drawing (Composition) | 30 marks |
| (b) Treatment of Media (colours) | 10 marks |
| (c) Originality, creativity and overall impression | 10 marks |
| d) Project work | 10 marks |

Total **60 marks**

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT II
SECOND TERM (OCTOBER 2013-MARCH 2014) MARCH 2014

(No theory paper)

CLASS - IX

Time : 3hrs.

Marks : 60

Project Work (Any two)

Individual/ Group Activities

- (i) Mural on paper (Colour)
- (ii) Poster Design
- (iii) Greeting Card
- (iv) Outdoor Sketches with Pencil/Colour

Marking Scheme

- (a) Drawing (Composition) 30 marks
- (b) Treatment of Media (colours) 10 marks
- (c) Originality, creativity and overall impression 10 marks
- d) Project work 10 marks

Total 60 marks

(Since no theory paper, 30% weight age will be taken for final.) =30+10+10=50 marks

SECOND TERM (Oct. - March)	Formative Assessment 3	10%	Formative Assessment	
	Formative Assessment 4	10%	III+IV=20%	
	Summative Assessment 2	30%	Summative Assessment-I =30%	30+20=50%

SYLLABUS FOR SUMMATIVE ASSESSMENT-I
FIRST TERM (APRIL 2014-MARCH 2014) SEPTEMBER 2014
CLASS -X

Time: 3 hrs.

Marks : 60

LEARNING OUTCOMES/OBJECTIVES

Students who take painting and drawing as an additional subject are able to :

- communicate ideas and thoughts
- understand of basic principles of design and color, concepts, media and formats, and the ability to apply them to a specific aesthetic intent.
- get functional knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning.
- get the knowledge and skills in the use of basic tools and techniques sufficient to work from concept to finished product.
- learn to use real materials in active ways, asking and answering questions, figuring things out (using scientific inquiry), and solving problems about position and motion.
- prepare for future course of study in painting

1. Still life (Object Drawing) - Two exercise

(Study of objects, shapes, Fruits, Vegetables, etc.) in colour.

2. Composition (Painting) - any four topics

Knowledge of Colours/Medium, Techniques, tools and its applications, topics (Practical), on Any Indian Festival, Culture, landscape, Regionals specific features,

Example: Make a composition, city scape, canteen, Railway Station, Dhaba, Chaupal, etc.

(Note-Teacher should explain the theoretical process of making the above composition.)

3. Knowledge of Contemporary eminent artists, Art Galleries, Art Museums, happening in the World of art.

Project Work (Any two of these)

Individual/Group Activities

1. Folk Art (Rangoli, Alpna)
2. Textile Designing
3. Miniature Painting
4. Five sketches (in a week)
5. Outdoor landscape

Marking Scheme

(a) Drawing (Composition)	30 marks
(b) Treatment of Media (colours)	10 marks
(c) Originality, creativity and overall impression	10 marks
d) Project work	10 marks
Total	60 marks

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT II
FIRST TERM (APRIL 2014 - SEPTEMBER 2014) SEPTEMBER 2014**

(No theory paper)

CLASS : X

Time: 3 hrs.

Marks: 60

Project Work (Any two of these)

Individual/Group Activities

1. Folk Art (Rangoli, Alpna)
2. Textile Designing
3. Miniature Painting
4. Five sketches in a week
5. Outdoor landscape

Marking Scheme

(a) Drawing (Composition)	30 marks
(b) Treatment of Media (colours)	10 marks
(c) Originality, creativity and overall impression	10 marks
d) Project work	10 marks
Total	60 marks

(Since no theory paper, 30% weightage will be taken for final)

=30+10+10=50 marks

FIRST TERM (April - Sept.)	Formative Assessment 1	10%	Formative Assessment	
	Formative Assessment 2	10%	I+II=20%	
	Summative Assessment 1	30%	Summative Assessment-I =30%	30+20=50%

SYLLABUS FOR SUMMATIVE ASSESSMENT-II
SECOND TERM (OCTOBER 2014 - MARCH 2015) MARCH 2015
CLASS -X

Time : 3 hrs.

Marks : 60

1. **Still life (Object drawing)** - any two exercises
Using different objects, shapes fruits, vegetables with colour drapery.
2. **Composition** (Make any four)
Knowledge of colours/Medium, techniques, tools and its applications (Practical) Topics: - Fair, Street Vendors, Balloons, Sellers, Ice cream stall, Zoo ,Restaurant
3. **Knowledge of Contemporary eminent artists**, Art Galleries, Art Museums, happening in the world of art .

Project Work (Any one of the below)

Group Activities

- (1) Folk Art (Rangoli, Alpna)
- (2) Textile Designing
- (3) Miniature Painting
- (4) Five Sketches in a week
- (5) Outdoor landscape

Marking Scheme

(a) Drawing (Composition)	30 marks
(b) Treatment of Media (colours)	10 marks
(c) Originality, creativity and overall impression	10 marks
(d) Project work	10 marks
Total	60 marks

EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT II
 SECOND TERM (OCTOBER 2014 - MARCH 2015) MARCH 2015
 CLASS : X

Time: 3 hrs.

Marks: 60

Project Work (Any one of the below)

Group Activities

- (1) Folk Art (Rangoli, Alpna)
- (2) Textile Designing
- (3) Miniature Painting
- (4) Five Sketches in a week
- (5) Outdoor landscape

Marking Scheme

- | | | |
|-----|--|----------|
| (a) | Drawing (Composition) | 30 marks |
| (b) | Treatment of Media (colours) | 10 marks |
| (c) | Originality, creativity and overall impression | 10 marks |
| d) | Project work | 10 marks |

Total **60 marks**

(Since no theory paper, 30% weightage will be taken for final.) =30+10+10=50 marks

SECOND TERM (Oct. - March)	Formative Assessment 3	10%	Formative Assessment	
	Formative Assessment 4	10%	III+IV=20%	
	Summative Assessment 4	30%	Summative Assessment-II =30%	30+20=50%

Guidelines for Summative and Formative Assessment

In Painting (Code No. 049) for Class IX & X

April to March

Time: 3 hrs.

Marks: 60

(a) For Summative Assessment :

Painting composition

Study of forms from life and nature such as human figures, birds, animals, rivers, mountains and scenes of day-to-day common life in colours with lights and shade.

(b) For Formative Assessment:

1. Project Work

Compositional arrangement of forms from life and nature covering day-to-day life in colours (water/pastel/poster).

- a) Compositional arrangement with emphasis on the subject matter.
- b) Treatment of Media (colours)
- c) Originality, creativity and overall impression

2. Home Work

3. Class Work

GUIDELINES FOR CLASS IX and X (C) PAINTING (CODE NO. 049)

This section provides some basic guidelines for the teachers and students to take up the projects in Painting . It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

The teachers must ensure that the project work assigned to the students whether individually or in-group are discussed at different stages right from assigning topic to drafts review to finalization. Students should be facilitated in terms of selection of relevant materials, suggesting websites, obtaining of required permission for archives, Art galleries, etc. The teachers must ensure that the students should submit original work. Project report may be a hand written /original painting work of a student. (Eco-friendly materials can be used by students.)

The following steps might be followed:

1. Teacher should design/prepare a list of 10-15 projects and should give an option to students to choose their project as per the convenience of the student.
2. The project can be done in a group or individually.
3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion and should guide the children by providing necessary inputs, resources, etc. and should enrich the subject content.

5. The project work for each term can culminate in the form of Powerpoint Presentation/ART Exhibition/ paper presentation and so on.
6. Students can use appropriate sources available within neighbourhood.

Suggested topics in class IX	Suggested topics in class X
<ul style="list-style-type: none"> • Rangoli making • Paper Collage (Newspaper/magazine) • Paper Sculpture/ Paper Massey • Clay Modelling • Print making • Outdoor landscape 	Individual/ Group Activities i) Mural on paper (Colour) ii) Poster Design iii) Greeting Card iv) Outdoor Sketches with Pencil/Colour

ASSESSMENT RUBRICS

The marks will be allocated under the following heads:

1.	Drawing (Composition)	5 marks
2.	Treatment of Media (colours)	3 Marks
3.	Originality, creativity and overall impression	2 Marks
	Total	10 Marks

(D) HOME SCIENCE (IX and X)
(CODE NO. 064)

General Instructions

1. The units specified for each term shall be assessed through both Formative and Summative Assessments.
2. In each term, there will be two Formative Assessments, each carrying 10% weightage.
3. The Summative Assessment in the I term will carry 30% weightage and the Summative Assessment in the II term will carry 30% weightage. (equal distribution)
4. Hands-on practical skills and projects may necessarily be assessed through formative assessments. (10 marks are allotted in each term for practical included in 90 marks to total).

COURSE STRUCTURE

CLASS IX (2013-2014)

3 Hours

First Term

Theory 80 Marks
Practical 10 Marks
Formative 10 Marks
100 Marks

Units	Topics	No. of Periods	Marks
I.	Concept and Scope of Home Science Education and recent trends	10	16
II.	Human Growth and Development	20	
III.	Family - a Unit of Society	20	28
IV.	Food, Nutrition and Health	20	
V.	Fabrics	20	36
VI.	Resource Management	5	
	Practical	15	10
	Grand Total	110	90

Unit I: Concept and Scope of Home Science Education and Recent Trends

10 periods

- a. Introduction to five streams of Home Science.
- b. Relevance of study of Home Science and career options.
- c. Recent trends

Unit II: Human Growth and Development

20 periods

- a. Concept of growth and development
- b. Principles of growth and development

- Unit III: Family - A Unit of Society** **20 periods**
- a. Concept and types of family
 - b. Role of family in:
 - Holistic development of an individual
 - Development of value based society
 - Importance of girl child
 - c. Influence of various factors on a family: Globalisation, urbanisation, migration, technology and media.

- Unit IV: Food, Nutrition and Health** **20 periods**
- a. Definition of food and health (WHO)
 - b. Relationship of food and health
 - c. Food and its functions (physiological, social and psychological)
 - d. Eating disorders: Special emphasis on lifestyle problems- Anorexia, bulimia, obesity and their consequences.

- Unit V: Fabrics** **20 periods**
- a. Definition of fibre and yarn.
 - b. Classification of fibre on the basis of origin and length.
 - c. Characteristics of fibres- feel, appearance, colour fastness, length, strength, absorbency, wrinkle resistance, shrinkage, elasticity, effect of heat and sunlight.
 - d. Methods of construction of fabrics -brief description of weaving, knitting and felting.

- Unit VI: Resource Management** **5 periods**
- a. Waste management - need to refuse, reduce, reuse, repair and recycle wastes.
 - b. Proper disposal of kitchen wastes.
 - c. Optimum use of resources; water and electricity.

II . PRACTICAL **15 periods**

Observe your family for type and size to conduct specific practical.

1. Record the daily expenses of your family for a week. Identify expenses which are incurred because of family size. Suggest ways to reduce unnecessary expenditures.
2. Identification of kitchen tools and appliances.
3. Weights and Measures: Equivalents/conversions of Ounce, cup, Gram, teaspoon, tablespoon. How to use a weighing scale.
4. Identification of fruits, vegetables, spices, oils, sugars, cereals and lentils.
5. Cookery terms and their demonstration (various cuts of vegetables and fruits- slicing, chopping, julienne, mince, cubing).
6. Prepare sandwiches (at least 2 varieties).
7. Identification of fabrics- physical and burning tests.
8. Take a case study of a house for disposal of kitchen wastes and encourage segregating biodegradable and non degradable wastes.
9. File work
10. Viva Voce

CLASS IX
SECOND TERM(2013-14)

Second Term

3 Hours

Theory 80 marks

Practical 10 marks

Formative 10 marks

100 marks

Units	Topics	Periods	Marks
VII	Food Groups and Nutrients	16	25
VIII	Scientific Methods of Food Preparation	16	
IX	Elements of Art and their Application	16	25
X	Consumer Education	16	
XI	Selection of Fabric and Apparel	(April - Sept.) 16	30
XII	Measures of Safety and Management of Emergencies	15	
	Practical	15	10
	Total	110	90

Unit VII: Food Groups and Nutrients

16 Periods

- a. Definition of nutrition, nutrients and balanced food
- b. Basic food groups and their functions
- c. Sources and functions of nutrients- Proteins, Carbohydrates , Fats, Vitamins (A,B,C,D,E) and Minerals (Calcium, Iron and Iodine).

Unit VIII: Scientific Methods of Food Preparation

16 Periods

- a. Conserve nutrients while preparation and cooking food.
- b. Brief description of methods of cooking, their advantages and disadvantages, their suitability for foods (boiling, direct steaming,pressure-cooking, roasting, baking, shallow and deep-frying, solar cooking, microwave cooking).

Unit IX: Elements of Art and their Application

16 Periods

- a. Elements of art- line, colour, texture and shape
- b. Elements of art application in your home decor

Unit X: Consumer Education

16 Periods

- a. Definition of a consumer.
- b. Problems of consumers.
- c. Consumer rights and responsibilities

Unit XI: Selection of Fabric and Apparel

16 Periods

- a. Factors affecting selection of fabrics: age, occupation, occasion, fashion, figure, climate, comfort and cost.
- b. Characteristics of fibres (Cotton, Wool, Silk, Nylon, Rayon, Blended fibres, Spandex)

Unit XII: Measures of Safety and Management of Emergencies

15 Periods

- a. Prevention of accidents at homecuts, accidents, falls, burns, electric shock, and food poisoning.
- b. Management of emergencies first aid for cuts, fractures, burns, electric shock, poisoning and bites (snake, dog)

PRACTICAL

15 Periods

1. Identification of flatware and their use.
2. Table setting and three napkin folding.
3. Practice giving first aid for cuts, burns, bites, fractures and electric shocks.
4. Practice dressings for wounds on hand, elbow, finger, wrist and ankle.
5. Prepare snacks /dishes using different methods of cooking. Evaluate and record taste, texture and colour of prepared dishes/snacks.
6. File work
7. Viva Voce

(D) HOME SCIENCE (CODE NO. 064)

CLASS X (2014 - 2015)

COURSE STRUCTURE

First Term

3 Hours

Theory 80 marks

Practical 10 marks

Formative 10 marks

100 marks

Units	Topics	Periods	Marks
I.	Growth and Development II	25	25
II.	Resources Availability	20	15
III.	Food Hygiene	22	12
IV.	Therapeutic Adaptation of Normal Diet	18	13
V.	Apparel and Fabric Selection	10	15
	Practical	15	10
	Grand Total	110	90

Unit 1: Growth and Development in Humans 25 Periods

- a) Growth and development of children(0-3years): Important milestones in physical, motor, social ,emotional and language development.
- b) Physical, social and emotional needs of children.
- c) Play (0-5 years); role of play in growth and development of children, Types of play- active, passive, natural, serious and exploratory, selection of play material for children.

Unit II: Resources Availability 20 Periods

- a) Types of resources- Human (energy, time, knowledge and skill) and Non -Human (money, material goods and community resources)
- b) General characteristics of resources,
- c) Optimum use of resources: personal and shared.

Unit III: Food Hygiene 22 Periods

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

Unit IV: Therapeutic Adaptation of Normal Diet 18 Periods

- a) Concept, adaptation based on consistency and cooking methods.

- b) Preferring and avoiding certain food stuffs in specific physiological conditions: Obesity, fever, diarrhoea, constipation, diabetes, and hypertension.

Unit V: Apparel and Fabric Selection

10 Periods

- a) Fabric and apparel selection according to cost, purpose, season, occasion, size and figure.
 b) Workmanship of readymade garments, checking labels for assessing quality and need for its care.

PRACTICAL

15 Periods

1. Observe and record play activities of children between 1-3 years of age.
2. Make suitable play material for a children between 0-3 years.
3. Prepare nutritious dishes for a family and make a project report.
4. Examine positive and negative qualities of a readymade and tailor made garments.
5. Prepare a care label for a readymade garment.
6. File work
7. Viva Voce

Second Term (2014-15)

3 Hours

Theory 80 marks

Practical 10 marks

Formative 10 marks

100 marks

Units	Topics	Periods	Marks
VI.	Meal Planning	25	20
VII.	Time, Energy and Money Management	25	20
VIII.	Consumer Education	20	15
IX.	Care and Maintenance of Fabrics	15	15
X.	Childhood Adolescence and Adulthood	10	10
	Practical	15	10
	Grand Total	110	90

Unit VI: Meal Planning

25 Periods

- a) Concept
- b) Need and 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 ,use of food groups in planning balanced diet
- d) RDA as suggested by ICMR.

UNIT VII: Time, Energy and Money Management**25 Periods**

- a) Need of managing resources.
- b) Time plans- factors affecting time plan
- c) Fatigue, ways to reduce fatigue
- d) Work simplification methods at home.
- e) Family income and types
- f) Expenditure and importance of saving and investment.

Unit VIII: Consumer Education**20 Periods**

- a) Malpractices of traders price variation, poor quality, adulteration, faulty weights and measures, non-availability of goods, misleading information, lack of standardized products.
- b) Aids to help consumers standardization marks, labels, advertisements, pamphlets.

Unit IX: Care and Maintenance of Fabrics and Apparel**15 Periods**

- a) Cleaning and finishing agents used in routine care of clothes.
- b) Stain removal
- c) Storage of cotton, silk, wool and synthetics.

Unit X: Childhood Adolescence and Adulthood**10 Periods**

- a) Special features of childhood adolescence and adulthood
- b) Old age: needs and care

PRACTICAL**15 Periods**

1. Prepare useful household items from recycled waste material.
2. Prepare a report on any five malpractices you have observed in the market.
3. Design a tablecloth by using basic stitches tacking, running, hemming and backstitch.
4. Remove common stains of -curry, paint, ball pen ink, grease, lipstick, tea and coffee.
5. Collect labels of Ag mark, ISI, FPO, Eco logo. Mark and prepare one Collage.
6. List five areas of agreement and disagreement each with parents, siblings and friends and present the solutions to class.
7. Practical file.
8. Viva Voce

HOME SCIENCE (IX and X) (CODE 064)
DESIGN OF THE QUESTION PAPER
CLASS IX (2013-2014), CLASS X (2014-15)

Time: 3 hours

Maximum Marks: 100

The weightage of the distribution of marks over different dimensions of the question paper shall be as follows:

A. Weightage of Content Unit Class - IX (2013-14)

TERM-I			TERM-II		
Units	Topics	Marks	Units	Topics	Marks
I.	Concept and scope of Home Science Education and recent trends	06	VII.	Food groups and nutrients	15
II.	Human growth and development	10	VIII.	Scientific methods of food preparation	10
III.	Family - a unit of society	10	IX.	Elements of art and their application	15
IV.	Food, Nutrition and Health	18	X.	Consumer education	10
V.	Fabrics	18	XI.	Selection of fabric and apparel	15
VI.	Resource Management	18	XII.	Measures of safety and management of emergencies	15
	Practical	10		Practical	10
	Grand Total	90		Grand Total	90

B. Weightage of content units Class - X (2014-15)

TERM-I			TERM-II		
Units	Topics	Marks	Units	Topics	Marks
I.	Growth and Development II	25	VI.	Meal planning	20
II.	Resources Availability	15	VII.	Time, energy and money management	20
III.	Food Hygiene	12	VIII.	Consumer education	15
IV.	Therapeutic adaptation of normal diet	13	IX.	Care and maintenance of fabrics	15
V.	Apparel and fabric selection	15	X.	Childhood adolescence and adulthood	10
	Practical	10		Practical	10
	Grand Total	90		Grand Total	90

B Weightage to different forms of Questions

S. No.	Forms of Questions	Marks for each question	No of Questions	Total marks
1.	Very short answer (VSA)	1	6	6
2.	Short answer (SA I)	2	8	16
3.	Short answer (SA II)	3	2	06
4.	Long Answer -I	4	8	32
5.	Long Answer-II	5	4	20
	Total		28	80

Weightage to Typology of Questions

S. No.	Forms of Questions	No of Questions	Total marks	%
1.	Remembering (Knowledge based Simple recall questions)	7	20	26%
2.	Understanding (Comprehension -Familiar with meaning and understands)	5	14	17%
3.	Application & Inferential Type	7	21	30%
4.	Higher Order Thinking Skills (HOTS) (Critical Analysis & evaluation)	6	18	17%
5.	Creating & Multi-Disciplinary (Formation & Evaluation of a Judgment or Situation)	3	7	10%
	Total	28	80	100%

C Scheme of options

- There will be no choice in the question paper.

D Weightage to difficulty level of questions.

S. No.	Estimated difficulty	Percentage
1	Easy	20
2	Average	60
3	Difficult	20

**QUESTION PAPER DESIGNS
CLASS-IX (2013-14), CLASS-X (2014-15)**

HOME SCIENCE CODE NO. 064

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)	<ul style="list-style-type: none"> Reasoning Analytical Skills 	2	1	2	1	1	20	25%
2	Understanding- (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	<ul style="list-style-type: none"> Critical Thinking 	1	2	1		1	14	18%
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	1	21	26%
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	22%
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	1	2	20	26%
	TOTAL		6(1)=6 10 min.	2(8)=16 35 min.	4(8)=32 50 min.	3(2)=6 20 min	5(4)=20 50 min.	80	100
	ESTIMATED TIME								165min.+15 min. For revision

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

(E) FOUNDATION OF INFORMATION TECHNOLOGY

(CODE No. 165)

General Instructions

1. The units specified for each term shall be assessed through Formative Assessments and Summative Assessments.
2. Each of the Summative Assessments, SA1 in the first term and SA2 in the second term will carry 30% weightage.
3. Formative Assessment is based on hands-on skills and projects. In each term, there will be two Formative Assessments (FA1, FA2 in first term and FA3, FA4 in the second term). Each Formative Assessment carries 10% weightage that sum up to 40% weightage (FA1+FA2+FA3+FA4) in the annual evaluation.

WEIGHTAGE DISTRIBUTION

TERM I			3 Hours		90 Marks
TERM I (50%)			TERM II (50%)		
FA1	FA2	SA1	FA3	FA4	SA2
10%	10%	30%	10%	10%	30%

COURSE STRUCTURE

CLASS IX

CLASS	TERM	DURATION	MARKS
IX	I	3 Hours	90

S.No	Description
1	Basics of Information Technology
2	Information Processing Tools
3	IT Applications
Note: Assessment of Practical Skills through MCQ will carry 18 marks, i.e., 20% weightage of the Summative Assessment.	

TERM - I (THEORY)

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, Blu Ray, 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)

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.

Introduction to Windows: Basic components of a GUI Window: Desktop, Frame, Title Bar, Menu Bar, Status Bar, Scroll Bars (Horizontal and Vertical), 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 Tool: 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.

Unit III: IT Applications

Students are suggested to work on the following areas using Word Processing.

Domains:

Multi Lingual Documentation:

- Letter Writing - content, context, addressee
- Report Writing - content, presentation, context
- Greeting Card - design, context, recipient
- Poster Making - design, context, target group

TERM - I (PRACTICAL)

(A) HANDS ON EXPERIENCE

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

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

(B) IT APPLICATION REPORT FILE

Students are supposed to make an IT Application Report File containing real life assignments using Word Processing Tool on 4 topics (Report Making, Poster Making, Invitation Cards, Letter/Application writing).

(C) VIVA VOCE

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

TERM-II(Theory)

CLASS	TERM	DURATION	MARKS
IX	II	3 Hours	90

S.No	Description
1	Basics of Information Technology
2	Information Processing Tools
3	IT Applications
4	Societal impacts of IT
<p>Note: Assessment of Practical Skills through MCQ will carry 18 marks, i.e., 20% weightage of the Summative Assessment.</p>	

Unit I: Basics of Information Technology

Communication Technology

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

Wired Networking Technology; examples Co-axial Cable, Ethernet Cable, Optical Fiber

Wireless Networking Technology, examples, Bluetooth, Infrared and WiFi

Content Technology

Data, Information and Multimedia (Picture/Image, Audio, Video, Animation)

Unit II: Information Processing Tools

Office Tools

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 Spreadsheets, Concept of Worksheets and Workbooks, Creating and Saving a worksheet. Working with a spreadsheet: entering numbers, text, date/time, series using AutoFill, 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); Inserting tables in worksheet, Embedding Charts of various types: Line, Pie, Scatter, Bar and Area in a worksheet.

Word Processing Tool: Using auto-format, mail merge, track changes, review comments, insertion of drawing tools, shapes and mathematical symbols.

Unit III: IT Applications

Students are suggested to work on the following areas using Word Processing, Presentation and Spreadsheet Tools.

Domains:

Documentation:

- Mail-Merge Formal/Informal letter

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

Unit IV: Societal Impacts of IT

Benefits of ICT in Education, Healthcare, Governance, Business, Design and Manufacturing Plagiarism, Privacy, Security and Integrity of Information; Intellectual Property Rights, Careers in IT

TERM-II (PRACTICAL)

(A) HANDS ON EXPERIENCE

1. 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

2. 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 Handouts/Spreadsheet(s) should be attached with the answer sheet.

(B) IT APPLICATION REPORT FILE

Students are supposed to make an IT Application Report File containing real life assignments/presentations using Presentation and Spreadsheet Tools.

- 4 presentations
- 4 spreadsheets with charts
- 1 word processing document along with mail merge feature.

(C) VIVA VOCE

The questions can be asked from any portion of the syllabus covered during Term II.

COURSE STRUCTURE CLASS - X

CLASS	TERM	DURATION	MARKS
X	I	3 Hours	90

S.No	Description
1	Basics of Information Technology
2	Information Processing Tools
3	IT Applications

Note: Assessment of Practical Skills through MCQ will carry 18 marks, i.e., 20% weightage of the Summative Assessment.

TERM-I (THEORY)

Unit I: Basics of Information Technology

Internet: World Wide Web, Web servers, Web sites, Web Pages, Web Browsers, Blogs, Newsgroups, HTML, Web address, Email address, URL, HTTP;

Services available on Internet: Information Retrieval, Locating sites using search engines and finding people on the net, FTP, Downloading and Uploading files from or two remote site;

Web Services: Chat, email, Video Conferencing, e-Learning, e-Banking, e-Shopping, e-Reservation, e-Groups, Social Networking.

Unit II: Information Processing Tools

Office Tools

Database Management Tool: Basic Concepts and need for a database, Creating a database, Data Types : Text, Number, data, 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 only single Tab.

Information Representation Methods

Hyper Text Markup Language

Introduction to Web Page Designing using HTML, Creating and saving an HTML document, accessing a web page using a web browser (Internet Explorer, Mozilla Firefox, Opera, Apple Safari, Netscape Navigator, Google Chrome);

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, LEFT MARGIN, TOP MARGIN), FONT(Attributes: COLOR, SIZE, FACE), BASEFONT(Attributes: COLOR, SIZE, FACE), CENTER, BR (Break), HR(Horizontal Rule, Attributes: SIZE, WIDTH, ALIGN, NO SHADE, COLOR), COMMENT, ! for comments, H1..H6 (Heading), P (Paragraph), B (Bold), I (Italics), U (Underline), UL & OL (Unordered List & Ordered List Attributes: TYPE, START), LI (List Item)

Unit III: IT Applications

Students are suggested to work on the following areas using Database Management Tool on topics implementing the tools covered in the course.

Domains:

Business Computing

- Personal Data Record File
- School/Class Result Record
- Employee Payroll
- Stock Inventory
- Vehicle Parking Record File

Webpage Design

- My Home Page
- My School
- My Family

TERM - I (PRACTICAL)

(A) HANDS ON EXPERIENCE

1. Business Computing Problem:*

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

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. Web Page Designing *

A Web Page designing for testing in the following:

- Adding a title to webpage
- Formatting Text
- Adding Ordered/Unordered Lists
- Writing Text in Paragraphs

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.

* Printouts of the Table Content / Web Pages should be attached with the answer sheet.

(B) IT Application Report File

Students are supposed to make an IT Application Report File containing real life assignments using a Database Management Tool and HTML on topics from the domain:

Must have print outs of the following:

- 4 Database Solutions from Business Computing
- 4 HTML source code along with browser view

(C) VIVA VOCE

Oral questions can be asked from any portion of the syllabus covered during Term I.

CLASS	TERM	DURATION	MARKS
X	II	3 Hours	90

S.No	Description
1	Information Processing Tools
2	IT Applications
3	Societal impacts of IT

Note: Assessment of Practical Skills through MCQ will carry 18 marks, i.e., 20% weightage of the Summative Assessment.

TERM-II (THEORY)

Unit II: Information Processing Tools

Information Representation Methods

Hyper Text Markup Language

Insertion of images using the element IMG (Attributes: SRC, WIDTH, HEIGHT, ALT, ALIGN), Super Script SUP, Subscript SUB, Creating Table TABLE (BACKGROUND, BGCOLOR, WIDTH, CELLSPACING, CELLPADDING, BORDER), TR, TD, ROWSPAN, COLSPAN Internal and External Linking between Web Pages: Significance of linking, A - Anchor Element (Attributes: NAME, HREF, TITLE, ALT MAILTO)

XML

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: IT Applications

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

Domains:

Website Designing

- 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 Indian - State wise Area, Population, Literacy (Enrolment in Primary, Middle, Secondary, Senior Secondary), Gender Ratio
- Environment (Save Energy) and Pollution (Global Warming)

Unit IV: Societal Impacts of IT

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.

TERM - II (PRACTICAL)

(A) HANDS ON EXPERIENCE

1. Web Page Designing *

Web Page designing for testing in the following:

- Adding a title to webpage

- Formatting Text
- Inserting Image
- Adding Ordered/Unordered Lists
- Writing Text in Paragraphs
- Adding content in Tabular Form
- Adding Internal / External links.

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.

2. 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 Application Report File

Students are supposed to make a IT Application Report File containing real life assignments on HTML and XML on Domains mentioned in UNIT III

- 4 HTML source code along with browser view
- 2 XML Documents Source Code and View.

(C) VIVA VOCE

The questions can be asked from any portion of the syllabus covered during Term II.

7. SUBJECTS OF INTERNAL ASSESSMENT

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 Experience in Schools : Guidelines and Syllabus-Revised edition 1991
- (ii) Art Education in Schools.
- (iii) Physical and Health Education in Schools.
- (iv) Guidelines for School Based Evaluation.

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

8. PRE-VOCATIONAL EDUCATION

1. In pursuance of the provisions in the National Policy of Education 1986 and recommendations of various committees, the CBSE has made provision of Pre-Vocational Education in its scheme of studies with effect from the academic session 1995-96 of class IX. The objectives of Pre-Vocational Education are :
 - To impart training in simple marketable skills to students in classes IX 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.
- Basic Office Procedures	507
- Basic Computer Practices	508
- Basic Accountancy Procedures	509
- Fruit and Vegetable Preservation	510
- Basic Bakery	511
- Basic Confectionery	512
- Basic Electronics	513
- Airconditioning and Refrigeration	514
- Repair of Electrical Domestic Appliances	515
- Textile Printing Technology	516
- Textile Silk Screen Printing Technology	517
- Cutting and Tailoring	518
- Skin Care and Beauty Culture	519
- Automobile	520
- Food Preparation and Services	521

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

9. WORK EDUCATION

RATIONALE

In the new 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 of social and economic activities inside and outside the classroom, which would enable them to understand scientific principles and procedures involved in different types of work. The productive manual work situations were to be drawn from the area of health and hygiene, food, shelter, clothing, recreation and community service. The competencies to be developed in this field should include knowledge, understanding, practical skills and values through need based life activities. Pre-vocational courses should get a prominent place at this stage.

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

Objectives

The major objectives of Work Education at the Secondary stage are:

- To help the pupils to develop essential knowledge and understanding in terms of :
 - identifying needs of the self, family and community in respect of food, health and hygiene, clothing, shelter, recreation and social service;
 - acquainting themselves with productive activities in the community;
 - understanding facts and scientific principles involved in various forms of work;
 - knowing the sources of raw materials and understand the use of tools and equipment in the production of goods and services; understanding the utility of productive work and services to the community;
 - understanding the needs of a technologically advancing society in terms of productive processes and skills;
 - understanding the processes of planning and organization of productive work;
 - conceptualizing their role in productive situations;
 - developing abilities for self-evaluation of performance and for entrepreneurship.
- To help the pupils to develop skills:
 - for the selection, procurement, arrangement and use of tools and materials for different forms of productive work;
 - to observe, manipulate and participate in work practice;
 - for the application of problem-solving methods in productive work and social service situations;
 - for greater productive efficiency;
 - to enhance their working competence sufficiently so as to enable them to earn while they learn;
 - to use their creative faculties for devising innovative methods and materials.
- To help the pupils to develop proper attitude and values in terms of:
 - respect for manual work and regard for manual workers;
 - socially desirable values such as self-reliance, helpfulness, cooperativeness, teamwork, perseverance, tolerance, etc.

- proper work ethics such as regularity, punctuality, honesty, dedication, discipline, etc.
- self-esteem through achievement in productive work and services;
- a deeper concern for the environment and a sense of belonging, responsibility and commitment for the society;
- strive for excellence.

Course Content

The content of Work Education comprises two parts, i.e., 'Essential Activities' for the satisfaction of day-to-day needs of the pupils, their families and communities and an Elective Programme of productive work and services, which would result in some remuneration in cash or kind. The component of productive work practice through 'Elective Activities' is most important at this stage and is, therefore, to be assigned a weightage of 70 per cent of the school time-table. 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 socio-economic background of the community and the needs and interests of the pupils.

Essential Activities

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

- Use of bus, railway, air time-table, etc.
- Milking of dairy animals and managing allied activities.
- Help in preparation and distribution of mid-day meal/snacks in composite schools.
- Preparation of toys and other play materials for self and primary classes.
- Helping school authorities in organizing exhibitions, picnics, tours and excursions, school functions, etc., and then presenting report on that.
- First aid activities like counting of pulse, taking of temperature and bandaging of wounds after cleaning them.
- Helping traffic police in the regulation of traffic.
- Plantation of shady/fuel/ornamental/avenue trees.
- Preparation of family budget and maintenance of daily household accounts.
- Acquaintance with common fertilizers and pesticides and their application with appropriate equipment.
- To be able to make efforts to know and procure transport facilities from one point to another in cooperation with Panchayat.
- Acquaintance with common pests and plant diseases and use of simple chemical and plant protection equipment.
- Handling farm animals for feeding, washing or general examination.
- Studying the nutrition and health status of people in a village/city/slum/tribal area.
- Helping in community health programmes for enhancing the nutrition, health and environmental status of the community through door-to-door contact programmes.
- Participation in adult literacy programme.
- Helping in child-care in creches.
- Volunteer work in hospitals and fairs, during natural disasters and accident, etc.

Elective Activities

Work practice at this stage is to take the form of projects with sequential activities in respect of vocations in the production or

service sectors. Intensive projects/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 pupils 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 pupils 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. A tentative list of such projects/ pre-vocational courses is given below:

- Raising of flowers, vegetables, plants and their seedlings in nurseries.
- Repair and maintenance of equipment for plant protection.
- Prefabrication of irrigation channels.
- Development of plants by vegetative propagation budding, grafting, cutting, layering, etc.
- Raising poultry birds (1) for eggs, (2) for table purposes.
- Making bakery and confectionery products.
- Food preservation making of jam, jelly, tomato ketchup, pickles.
- Projects relating to non-conventional sources of energy sun, wind, tides, biogas, etc.
- Bee-keeping, bottling and marketing of honey.
- Silk worm rearing for sale or yarn-making.
- Mushroom cultivation for consumption, preservation or sale.
- Cookery skills.
- Fish rearing in small ponds.
- Post-harvest technology and safe storage of food grains.
- Use of bacterial fertilizers.
- Preparation of milk products.
- Plant protection against pest and diseases.
- Soil testing and reclamation measures.
- Preparation of stationery items such as files, file boards, registers, writing pads, stamping ink, etc.
- Tying and dyeing and screen printing as commercial ventures.
- Garment making.
- Repair and maintenance of domestic electrical gadgets.
- Preparing electric extension boards for use in home/school or for sale.
- Photography-commercial.
- Plumbing.
- Preparing paper out of waste paper.
- Preparation of decoration pieces of a more sophisticated nature out of plaster of paris.
- Mat and carpet weaving.
- Doll making.
- Hand embroidery.
- Typewriting with adequate proficiency.

- Stenography.
- Running a cooperative store.
- Running a students bank.
- Running a book bank.
- Caning, carpentry and handling the job of a mason.
- Cycle, scooter repairing.
- Computer operation and maintenance (DTP packages, e-mail)
- Photocopying.
- Screen-printing.
- PCO (fax).
- Maintenance of farm equipment and machines.
- NCC, NSS, Scouting and Guiding.

Out of the list of Elective Activities suggested above, each pupil is to select one or two activities/projects from different areas of human needs such as food, health and hygiene, clothing, shelter, recreation and community service. The number of elective courses to be selected would depend upon the total number of periods required for their performance which should not exceed 120.

Syllabus Outlines of Some Activities

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

Essential Activities

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

Classes IX or X

Period 30

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

Specific Activities

- Adoption of a village/city slum/tribal area.
- Preliminary identification of nutritional and health problems of the community.
- Preparation of questionnaire/interview schedule to elicit background and information from family such as:
 - General information: head of the family, type of family

- Composition of the family
- Meal pattern of the family
- Monthly expenditure pattern on food, clothing, housing, education, medicine, fuel, transport, saving, remittance of debt, recreation, other items.
- Details of monthly food expenditure.
- Food produced at home.
- Food given under special condition
- Methods of cooking.
- Food items stored in the home
- Food items which are considered "good" and "not-good".
- Commonly occurring health 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 :
 - socio-economic conditions;
 - environmental sanitation problems;
 - commonly prevalent health problems;
 - malnutrition problems of children, mothers and the community;
 - undesirable nutrition, health and sanitation practices in the community;
 - practicable intervention measures to enhance the nutrition and health status.

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

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

Classes IX or X

Period 30

Malnutrition and infection are the major causes of the precarious status of health in the developing world. Malnutrition is not only due to poverty or non-availability of food resulting from social and distributive injustice, but also due to ignorance of nutritional facts and undesirable practices. Malnutrition problems can be resolved to a great extent if judicious selection of food is made possible within economic means and the available foods are better utilized. Infectious diseases are caused mainly by the

lingering existence of two fundamental problems of environmental sanitation, mainly unsafe water supply and unhygienic disposal of waste, specially human excreta. The application of modern scientific knowledge to environmental sanitation can lead to 80 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.

Specific Activities

- Organizing a conference, inviting the sarpanch of the village, community health worker, personnel from the Primary Health Centre, Public Health Engineer and Block Development Officer and discussing about the community health programmes being implemented in the adopted community and exploring the possibility of their participation and cooperation in the contact programme.
- Correlating the nutrition, health and sanitation problems in the adopted community identified from previous survey (Activity 1) with the community health programmes being implemented and preparing a check-list of specific practices desirable in the community such as :
 - Gives supplementary foods 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.

Specific Activities

- 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 of Shade/Fuel/Ornamental/Avenue trees.

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

Specific Activities

- Identification of shade/fuel/ornamental/avenue trees.
- Preparation of herbaria of various trees.
- Phenological observations on vegetative growth, emergence of new shoots/leaves, flowering, fruiting, etc.
- Identification of seeds, seed treatment before sowing in the nursery.
- Preparation of nursery beds for sowing the seeds.
- Raising seedlings in the nursery and nursery management.
- Vegetative propagation by 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 : Acquaintance with common fertilizers and pesticides and their application with appropriate equipment.

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

Specific Activities:

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

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

Significance of pests and diseases in agriculture. Their control measures. General idea about biological and integrated control measures. Common insecticides, fungicides, weedicides. Common plant protection equipment, their construction details, simple repairs and maintenance. Precautions while using PP chemicals. Common pests of important field crops, vegetable and fruit crops. Common diseases of important field crops, vegetable and fruit crops.

Specific Activities

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

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

Specific Activities

- Identifying importance of 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.

Specific Activities

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

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

Specific Activities

- Appreciating the importance of bus, railway and other time-tables.
- Collecting bus time-table from bus stand and railway time-table from railway station.
- Studying various parts of time-tables.
- Learning procedures of consulting bus and railway time-table.
- Planning bus and railway journey for different purposes and different destinations and routes.

Activity 9: Helping school authorities in organizing:

- (a) picnics, tours, excursions, functions.
- (b) exhibitions.

Specific Activities

- Helping school authorities in the organization of picnics, tours, excursions and school functions:
 - planning the programme;
 - forming groups for different functions such as conveyance, food, games and entertainment, collection of funds and maintenance of accounts;
 - making arrangements/preparation of each activity;
 - organizing/performing activities on the day of the picnic, tour/excursion, function;
 - evaluation of the success of the programme/effectiveness of the activity undertaken.
- Helping school authorities in organizing exhibitions:
 - planning the programme;

- collecting/making exhibits and keeping them safely;
- collecting suitable tables, boards, etc., for display;
- cleaning and decorating the exhibition hall or ground;
- displaying the exhibits on proper spots according to plan;
- doing reception duty on the day of the exhibition;
- explaining exhibits to the visitors;
- collecting the exhibits after the exhibition and restoring them to their owners/the school authorities;
- putting back the furniture, etc., in its proper place.

Activity 10 : Participation in Adult-Literacy Programmes.

Specific Activities

- Survey of the neighbourhood and identification of adult illiterates.
- Making door-to-door visits and persuading them to join literacy classes.
- Grouping the illiterates according to their age, occupation and interests.
- Grouping students on the basis of their known capabilities and interests.
- Selecting literacy materials with the guidance and help of the teacher.
- Making spatial and physical arrangements for conducting the programme.
- Making adequate preparation for teaching, including the selection of teaching aids.
- Teaching adults in groups.
- Getting together in class and reviewing the progress of work and problems, if any.
- Correcting the teaching methods and procedures in the light of experience.
- Evaluating the progress of adult literacy and maintaining records.

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

Activity 11 : Material for Classroom Use.

Specific Activities

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

10. ART EDUCATION

RATIONALE

Art education constitutes an important area of curricular activity for the development of the wholesome personality of the learners. Art is a process of fulfilment running through every aspect of life and it goes on in a creative, productive and joyful manner. Art education helps to explore various means of communication (verbal and non-verbal). It encourages to develop creative expression and sharpens senses through keen observation of the environment. It helps to discover preferences through exposition to variety of material and identify the personal form and style of expression. It develops awareness of various art forms in and around the environment and locality and develops skills in the use of various tools, instruments and other art materials in the process of experimentation and exploration. In the process of discovering space, organization, colours, forms, lines, texture, movement, sound, etc., learners develop a sense of organization and 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 (wherever possible)
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. From the strength and confidence gained from the familiar, it will be 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.

SYLLABUS

A. VISUAL ARTS

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

Two-dimensional or Pictorial Activities

- Study of visual resources and means of creative expression.

- Study of lines, strokes, colours, shades, tones, textures, etc. while organizing two dimensional space with two dimensional and three dimensional shapes and forms.
- Sketching from nature and surrounding.
- Creative use of colours to show space, atmosphere, subjective moods.
- Creative use of perspective in spatial relationship.
- Study of calligraphic strokes of Devnagari and Roman alphabet (Scripts).
- Use of contrast as an expressive element of art.
- Study and use of various media and techniques to the extent of their availability.
- Pencil, charcoal, water colour, crayon, oil colours, poster colour and gouache, acrylic colour and other unconventional sources of colours such as vermilion, yellow and red earth, rice flour, and tools like painting brushes for water colours and oil colours, Painting surfaces such as papers of various kinds and quality, like smooth, rough, thick, thin, etc., canvas, hardboard, simple marking cloth pasted on paper, etc.
- Collage and mosaic work with a variety of coloured papers and coloured printed pictures/photographs from magazines and newspapers.
- 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 (wherever possible).

Three-dimensional or sculptural activities

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

Assignments

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

Correlating Art Activities with Other School Activities

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

Project Work

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

Music (Melodic Instrument)

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

Creative Drama

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

- Theory
 - Knowledge of the terms: Mime, playscript, movement, characterization, stage, stage props, stage costumes, stage movements, stage lighting, one-act play, etc.
- Practical Activities
 - Warming-up freeing activity in rhythmic movement and pantomime.
 - Exercises in characterization.
 - Exercises in speech dialogue delivery.
 - 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.

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.
- 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.

11. PHYSICAL AND HEALTH EDUCATION

RATIONALE

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

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

The objectives of Physical and Health Education are:

- to bring the overall awareness of values and to inculcate among students the desired habits and attitudes towards health and to raise their health status;
- to make the pupils physically, mentally and emotionally fit and to develop their personal and social qualities that will help them to be good human beings;
- to develop a scientific point of view regarding health and physical education;
- to identify personal, family and community health problems and acquire relevant scientific knowledge and information to prevent and control these problems to stay healthy;
- to take action individually and collectively to protect and promote (i) their own health (ii) health of their family members, and (iii) health of those around them in the community, seeking help when required from available community resources;
- to promote improved preventive and promotive self-care behaviour in the families and in the community;
- to develop awareness of HIV, AIDS and drug abuse in the community;
- to develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life;
- to develop awareness regarding transfer of fundamental processes to physical activities of one's choice;
- to develop interest in exercise, sports and games for self-satisfaction and making it a part of life;
- to enable an individual to enhance inner qualities - as self-mastery, discipline, courage, confidence and efficiency;
- to enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community in a better way;
- to develop awareness of the importance of self-defense and self-dependence;
- to develop awareness of good posture so that one may strive to maintain a good posture;
- to enable an individual to lead an enthusiastic and active life;
- to enable an individual to practice socially acceptable behavior patterns in an impressive manner.

Learning Outcomes

The syllabus in Physical and Health Education at this stage 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 neuro-muscular skills that promote the ability to perform work with ease and grace.
- They develop attitudes of cooperation, good sportsmanship and fair-play.
- They cultivate such traits of character as self-mastery, discipline, courage and confidence.
- They develop a sense of patriotism, self-sacrifice, self-reliance and a desire to serve.
- They prepare themselves for making a worthy use of leisure time by acquiring knowledge of sports for the purpose of participation or observing, appreciating and enjoying them.

Suggestive Activities :

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

PHYSICAL EDUCATION

CLASSES - IX and X

1. Athletics

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

Note :

- (i) At this stage the student has to aim for her performance attainment and hence she should select one event for specialization. More than one event be chosen only if logical relation exists between them.
- (ii) Introduction of basic rules related to the events.

2. Gymnastics

A. Boys

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

B. Girls

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

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

3. Yoga

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

4. Major Games

(Any two to be chosen from the following)

- (a) Cricket
- (b) Football
- (c) Hockey
- (d) Basketball
- (e) Volleyball
- (f) Handball

- (g) Kho-Kho
- (h) Kabaddi
- (i) Table Tennis
- (j) Badminton
- (k) Wrestling
- (l) Judo

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

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

Introduction of basic rules related to the games.

5. **Swimming**

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

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

HEALTH EDUCATION CLASS IX

- Meaning and nature of health, ecological concept of health, interdependence of physical, mental, emotional and social dimensions of health, factors and conditions influencing health, importance of health, meaning, purpose, principles and methods of health education; role of media in Health Education.
- Environmental conditions in villages, towns and slums in relation to the health status of people, waste disposal practices, measures to prevent pollution, compost pits, soakage pits, sanitary latrines, sources of safe drinking water, municipal water supply system, housing.
- Relationship of personal and environmental health practices with prevention of diseases and health promotion, cultural practices and health.
- Major accidents which cause deaths in rural and urban areas, factors responsible for accidents, general principles for prevention of common accidents, safety rules related to making fires, using stoves/cooking gas, using electricity, climbing stairs, crossing roads, boarding means of transport, cycling, swimming, playing, storing medicines and poisonous chemicals, practicing crafts, working in laboratories and using electrical and mechanical gadgets and machines, measures to remove accident hazards.
- First-aid measures for cuts, wounds, sprains, strains, continuous bleeding, fractures, bites and stings, drowning, fainting, shock, burns. Principles of first-aid, home nursing and skills in dealing with specific situations.

- Factors and conditions affecting nutritional status of an individual, nutritional needs of the body in terms of calories and nutrients, low-cost, locally available sources of food rich in these nutrients, nutritive values of commonly used food stuff, balanced diet-its importance and requirements according to age, sex, occupation, pregnancy and geographical location; principles of diet planning, deficiency diseases and their prevention.

CLASS X

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

12. TRAINING SYLLABUS: NATIONAL CADET CORPS AS AN ADDITIONAL SUBJECT IN SCHOOLS

**“It is Easy to Train and Mould the Youth
than to Repair and Recast the Adult”**

INTRODUCTION

1. The training curriculum of the NCC is primarily focused towards character building, inculcating leadership qualities and skill enhancement through structured academic syllabi, practical training and opportunity of exposure/interaction beyond a cadet's immediate environment and thereby enabling them for a brighter and progressive future.
2. **The AIM of NCC is as listed below: -**
 - (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 Training:** The NCC training curriculum is conducted as under: -
 - (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 one 10 days camp in the second year of Junior and Senior division. Respective NCC units conduct these camps.
 - (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 teamwork, 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 Academies is also conducted.
 - (f) **Youth Exchange Programme (YEP).** Select 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 under take various social service activities, by conduct of rallies to bring awareness and participate in various relief programme / activities whenever called for.

4. **Trainers.** To conduct and implement the NCC training curriculum, there are three tiers of trainers.
- First Tier.** It comprises of 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 Teacher 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 Enrolments 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 a NCC Unit or part thereof.
 - The cadet should be within the age as mentioned below:-
 - Junior Div. – Not less than 13 years and below 18 years and 6 months.
 - Senior Div. - Should be below the age of 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 wanting to pursue for Part C Certificate will have to attend 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's 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 evaluations 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 an officer of the rank of Major General.

10. Recommended evaluation pattern for NCC as an additional / elective subject in the schools affiliated with 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 NCC unit. Marks included in the cadets' report card by concerned school.
- (b) Part 'A' examination paper 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 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 XII cadet. The result sheet in addition to the NCC cadet number will also have CBSE roll number. The marks obtained be included in the CBSE Board certificate and 'C' Certificate be issued by 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 exam to be conducted on same date all India. The schedule of examination to be approved by HQ, DG, NCC and forwarded to CBSE for inclusion in examination schedule.

11. Study Material

(a) Reference Books

- (i) Grooming Tomorrows 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.

(b) Syllabus Books

- (i) Cadet Hand Book (Common Subjects), Published by DG NCC.
- (ii) Cadet Hand Book (Specialized Subjects), Published by DG NCC.

(iii) ANO Précis

12. Detailed syllabus with respect to Junior Division for class 9 and 10, Senior Division class 11 and 12 listed in Part One to Part Three of the document.
- (a) **Part One** - Junior Division Syllabus for class IX and X.
 - (b) **Part Two** - Senior Division Syllabus for class XI and XII.
 - (c) **Part Three** - Annual Training Camp Syllabus for class X (JD) and class XII (SD).

PART-I

JUNIOR DIVISION SYLLABUS FOR CLASS IX AND X

Rationale

1. NCC training curriculum is structured in a manner to instil in the cadets qualities like nationalism, patriotism, discipline, team spirit, spirit-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 authorities, 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 the 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.
- Teach leadership and make self-reliant citizens.
- Prepare a volunteer force to participate during national disasters.
- Create awareness to live with principles and values.
- Provide glimpse and overview of armed forces.
- Inculcate national integration.
- Create awareness about social causes and community development.
- Inculcate sportsmanship and spirit of adventure.
- Imbibe road safety and traffic control
- Teach life saving and first aid.

CLASS IX
Block Syllabus

S. No	Unit	Marks	Periods
Part 1: Common Subjects			
1	The NCC	02	03
2	National Integration and Awareness	03	07
3	Drill	15	19
4	Weapon Training	15	16
5	Personality Development and Leadership	05	10
6	Civil Affairs	03	04
7	Social Awareness and Community Development	08	08
8	Health and Hygiene	04	06
9	Adventure Training	07	08
10	Environment Awareness and Conservation	03	02
11	Obstacle Training	05	02
	Total	70	85
Part 2 A: Special Subjects (Army)			
1	Armed Forces	03	04
2	Map reading	15	13
3	Field Craft and Battle Craft	07	09
4	Military History	02	06
5	Communication	03	03
	Total	30	35
Part 2 B: Special Subjects (Navy)			
S. No.	Unit	Marks	Periods
1.	Naval Orientation	15	17
2.	Seamanship	10	12
3.	Naval Communication	03	04
4.	Ship and Boat Modelling	02	02
	Total	30	35
Part 2 C: Special Subjects (Air Force)			
S. No.	Unit	Marks	Periods
1	General Service Knowledge	05	05
2	Air Campaigns	02	02
3	Principle of Flight	03	09

4	Parts of Aircraft	02	02
5	Aircraft Particulars	01	01
6	Air Field layout	01	01
7	RT Procedure	02	02
8	Aero modelling	19	08
	Total	35	30

PART-II
COMMON SUBJECTS
(Detailed Syllabus)

Total Marks: 70

Total Periods: 85

Unit 1: The NCC **02 Marks** **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 **03 Marks** **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 in Nation Building

Unit 3: Drill **15 Marks** **19 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 4: Weapon Training **05 Marks** **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 5: Personality Development and Leadership **05 Marks** **05 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 6: Civil Affairs **03 Marks** **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 7: Social Awareness Community Development **08Marks** **08Periods**

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, NSAPetc
- 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 8: Health and Hygiene **04 Marks** **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 2

Unit 9: Adventure Training **07 Marks** **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 10: Environment Awareness and Conservation **03 Marks** **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

Unit 11: Obstacle training **05 Marks** **02 Periods**

Aim: To make cadets capable of crossing a standard obstacle course so as to inculcate team spirit and self-confidence.

Scope: Training on a standard obstacle course.

- Obstacle course

SPECIALISED SUBJECTS (ARMY)

Total Marks: 30

Total Periods: 35

Unit 1: Armed Forces **03 Marks** **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: Map Reading **15 Marks** **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
- Types of bearings and use of service protractor
- Prismatic compass and its use and GPS
- Setting of map, finding north and own position

Unit 3: Field Craft and Battle Craft **07 Marks** **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 4: Military History **02 Marks** **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 5: Communication **03 Marks** **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
- Modern methods of communication

SPECIALIZED SUBJECTS (NAVY)

Total Marks: 30

Total Periods: 35

Unit 1: Naval Orientation **15 Marks** **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:	Seamanship	10 Marks	12 Periods
	Aim: To impart basic knowledge about Seamanship.		
	Scope: Introduction to rigging, anchor work, parts of boats and accessories etc.		
	<ul style="list-style-type: none"> • 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 3:	Naval Communication	03 Marks	04 Periods
	Aim: To impart basic knowledge to Naval Communication.		
	Scope: Introduction to visual communication.		
	<ul style="list-style-type: none"> • Introduction to Naval Communication • Semaphore, Use of semaphore, introduction of various letter position, Reading of semaphore message, Transmission of semaphore message • Phonetic Alphabets - Introduction and use 		
Unit 4:	Ship and Boat Modelling	02 Marks	02 Periods
	Aim: To provide knowledge about Ship Modelling		
	Scope: Materials used in different types of models		
	<ul style="list-style-type: none"> • 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: 30		Total Periods: 35	
Unit 1:	General Service Knowledge	05 Marks	05 Periods
	Aim: To impart basic knowledge of IAF		
	Scope: History and Organization of IAF		
	<ul style="list-style-type: none"> • Development of Aviation. • History of IAF 		
Unit 2:	Air Campaigns	02 Marks	02 Periods
	Aim: To impart basic knowledge of Air Campaigns		

Scope: History and Motivation.

- Indo-Pak War-1971
- Operation SafedSagar
- Motivational Movies

Unit 3: Principles of Flight **03 Marks** **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 4: Parts of Aircraft **02 Marks** **02 Periods**

Aim: To provide knowledge of Aircraft Parts

Scope: Knowledge about the parts of aircraft to be flown

- Parts of Aircraft

Unit 5: Aircraft Particulars **01 Marks** **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 6: Airfield Layout **01 Marks** **01 Periods**

Aim: To provide knowledge of Airfields

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

Unit 7: RT Procedure **02 Marks** **02 Periods**

Aim: To provide knowledge of wireless communication.

Scope: Knowledge about the communication is required for flying aircraft

- RT Procedure

Unit 8: Aero-modelling **19 Marks** **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

CLASS X (Block Syllabus)

S. No.	Unit	Marks	Periods
Part 1: Common Subjects			
1	The NCC	02	01
2	National Integration and Awareness	03	08
3	Drill	15	21
4	Weapon Training	15	14
5	Personality Development and Leadership	08	14
6	Disaster Management	02	04
7	Social Awareness and Community Development	05	07
8	Health and Hygiene	03	07
9	Adventure Training	03	04
10	Environment Awareness and Conservation	02	03
11	Obstacle Training	02	02
	Total	70	85
Part 2 A: Special Subjects (Army)		Marks	Periods
1	Armed Forces	03	05
2	Map reading	12	11
3	Field Craft and Battle Craft	10	11
4	Military History	04	05
5	Communication	02	03
	Total	30	35
Part 2 B: Special Subjects (Navy)			
S. No.	Unit	Marks	Periods
1.	Naval Orientation	06	07
2.	Seamanship	10	12
3.	Naval Communication	05	04
4.	Navigation	04	06
5.	Ship and Boat Modelling	05	06
	Total	30	35
Part 2 C: Special Subjects (Air Force)			
S. No.	Unit	Marks	Periods

1	Air Campaigns	05	06
2	Aircraft Recognition	05	03
3	Atmosphere	05	01
4	Maps	05	01
5	Aeromodeling	10	24
Total		30	35

COMMON SUBJECTS (Detailed Syllabus)

Total Marks: 70

Total Periods: 85

Unit 1: The NCC

02 Marks 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

03 Marks 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: Drill **15 Marks** **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 4: Weapon Training **15 Marks** **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 5: Personality Development and Leadership **08 Marks** **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 6: Disaster Management /Civil Affairs **02 Marks** **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 7: Social Awareness Community Development **5 Marks** **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, NSAPetc
- 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 8: Health and Hygiene **03 Marks** **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 9: Adventure Training **03 Marks** **04Periods**

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 10: Environment Awareness and Conservation **02 Marks** **03Periods**

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

Unit 11: Obstacle training **02 Marks** **02 Periods**

Aim: To make cadets capable of crossing a standard obstacle course so as to inculcate team spirit and self-confidence.

Scope: Training on a standard obstacle course.

- Obstacle course

SPECIALISED SUBJECTS (ARMY)

Total Marks: 30

Total Periods: 35

Unit 1: Armed Forces **03 Marks** **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: Map Reading **12 Marks** **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
- Prismatic compass and its use and GPS
- Setting of map, finding north and own position

Unit 3: Field Craft and Battle Craft **10 Marks** **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 4: Military History **04 Marks** **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 5: Communication **02 Marks** **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: 30

Total Periods: 35

Unit 1: Naval Orientation

Marks 06

Periods07

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: Seamanship **Marks 10** **Period 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 3: Naval Communication **Marks 04** **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 4: Navigation **Marks 05** **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 **Marks 05** **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: 30

Total Periods: 35

Unit 1:	Air Campaigns	05 Marks	06 Periods
	Aim: To introduce Air Campaigns of Air Force		
	Scope: An overview of important campaigns		
	<ul style="list-style-type: none"> • Indo-Pak War-1971 • Operation SafedSagar • Motivational Movies 		
Unit 2:	Aircraft Recognition	05 Marks	03 Periods
	Aim: To introduce various aircrafts of the Air Force		
	Scope: Types, roles, variants of aircraft of the IAF		
	<ul style="list-style-type: none"> • Fighters • Transport • Helicopters. 		
Unit 3:	Atmosphere	05 Marks	01 Periods
	Aim: To give basic knowledge of Atmosphere		
	Scope: Use of basic knowledge of Atmosphere		
	<ul style="list-style-type: none"> • Atmosphere 		
Subject 4:	Maps	05 Marks	01 Periods
	Aim: To give basic knowledge of Air Navigation		
	Scope: Use of Maps and fundamentals of Map Reading from the air		
	<ul style="list-style-type: none"> • Maps 		
Subject 5:	Aero-modelling	10 Marks	24 Periods
	Aim: To provide knowledge about Aero Modelling		
	Scope: Materials used in different types of models		
	<ul style="list-style-type: none"> • History of Aero-modelling 		

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

PART-III

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.
- Camp will make the students become more aware that they are part of a greater ecosystem and are not as 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 amongst the youth of the country.
- 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.
- Annual Training Camp is the culmination of NCC training instils and stimulate youths urge for excellence and inculcate 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 trg.
 - Drill
 - 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
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ANNUAL TRAINING CAMP

Total Marks 30 **Periods 112**

Units 1: Physical Training and Games **04 Marks** **12 Periods**

- Physical Training
- Yoga
- Games
- Obstacle Training

Unit 2: Drill **08 Marks** **16 Periods**

- Words of Command
- Drill Without Arms
- Individual Drill
- Squad Drill

Unit 3: Weapon Training **08 Marks** **16 Periods**

- 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**

- Introduction to Map and Conservational Signs
- Prismatic Compass, Its use and Introduction to GPS

Unit 5: Field Craft and Battle Craft **04 Marks** **10 Periods**

- 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 in Nation Building

CIVIL AFFAIRS

Disaster Management Fire Services and Fire Fighting Vigilance awareness

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

ENVIRONEMENT 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 Feticide

HEALTH AND HYGINE

- 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.	UNIT	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
	<ul style="list-style-type: none"> • Physical Training • Yoga • Games 		
Unit 2:	Drill	09 Marks	20 Periods
	<ul style="list-style-type: none"> • Words Of Command • Drill With Arms • Individual Drill • Squad Drill • Ceremonial Drill 		
Unit 3:	Weapon Trg	04 Marks	08 Periods
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • Main Parts of a Ship • Survival and Rescue- Life Safety • Items on Board Ship, Life Raft, • Life Boats and Distress signals 		
Unit 5:	Seamanship	06 Marks	11 Periods
	<ul style="list-style-type: none"> • Rigging, Cordage and Wire Ropes, Rope • Work Terms, Preparation of Ropes for use, Bends and Hitches, Anchor and Anchor cable 		

Unit 6:	Naval Communication	02 Marks	04 Periods
	<ul style="list-style-type: none"> • Semaphore,, Use of Semaphore, • Introduction of Various Letter • Position, Reading of Semaphore • Message, Transmission of Semaphore 		
Unit 7:	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 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 Devp	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 Envoirment, Social Awarness & 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 Disaster
- Role Of NCC During Natural Hazards

Envoirement Awarness

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

Social Awarness and Community Development

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

Health and Hygine

- 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 a written and practical test. Cadets to be eligible to appear in the certificate examination must fulfill the under mentioned 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 his 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 will need another 45 periods in the year he is appearing for the examination.

'B' CERTIFICATE

2. All NCC cadets in Senior Division on successful completion of their two years training and having passed Part 'B' examination conducted by respective NCC units are issued NCC 'B' Certificate. The certificate examination comprises a written and practical test. Cadets eligible to appear in the certificate examination must fulfill the under mentioned conditions:-
- (a) The cadet must have attended a minimum of 75% of total training period laid down in the syllabus for the first and second years for Senior Division/ Wing NCC (All Wings).
 - (b) Break in the NCC service of the cadet SD/SW prior to appearing in the 3rd exam should not exceed more than 18 months at one time, after his discharge to count his service for certificate 'B' examination.
 - (c) Must have attended one Annual Training Camp of Senior Division.
 - (d) Cadets possessing 'A' certificate are awarded 10 bonus marks.

NOTICE

1. NCC as an Elective 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.

PROCEDURE FOR ALLOTMENT OF NCC TO SCHOOL/ COLLEGE

1. Any school or college which is desirous of having a NCC unit/ sub unit in their institution has to apply for the same through the nearest NCC unit covering the given geographical area. The application format is as per appendix 'A' att.
2. The terms and conditions for raising a senior division coy/ junior division troop are listed at paragraph 9 to 12 of the application form.
3. Since the numbers of vacancies authorized to each NCC unit are fixed, the allotment will depend on availability of vacancies. Otherwise the institution will be placed on waiting list of the given NCC unit and allotted as per waiting list seniority.

4. The approval for allotment of NCC to institutions is approved at state NCC Directorate for intern allotments. Out of turn allotment is approved only by Director General NCC, only in exceptional cases.

**APPLICATION FORM FOR RAISING OF SENIOR DIVISION NCC SUB UNIT/
JUNIOR DIVISION TROOP**

(ARMY WING)

1. (a) Name of Institution :
- (b) Funded by : Central Government/State Govt. aided/
Self financing
2. Department of Education under whom functioning . :
3. Number of NCC unit/ Coys/Troop (if any) :
Already functioning in the institution
4. Name of NCC unit to which affiliated (if applicable) :
5. Nearest NCC unit/ sub unit (if known) :
6. Number of NCC units/ Coys/ Troops :
Desired to be raised/ allocated (and its
Cadet Strength)
7. Total number of student in the college/ School. :

For Senior Division	Boys	Girls	Total
11 th /1st Year (CBSE)			
12 th / 2nd Year (CBSE)			
3rd Year (Under Graduate Courses)			
Total			
For Junior Division			
9 th Class (Optional Subject)			
10 th Class (Optional Subject)			

Total			
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8. Names(s) of Lecturer(s)/Teachers(s) :
 Recommended for pre-commissioned
 Training in case NCC unit/Coy/Troop
 Is raised/ allocated. State educational
 Qualifications and Appointment.

**Conditions for raising a Senior Division NCC Unit/
 Coy or Junior Division Troop NCC:-**

9. A Unit/Coy/Troop or part thereof of the Senior/ Junior Division is raised in a College/ School subject to the following conditions:-
- (a) The college/ school shall provide from among the members of its staff NCC officers for the unit/ coy/ troops at the scales prescribed in Peace Establishment.
 - (b) The college/ school shall give an undertaking that it can enroll and maintain up to strength of unit/ coy/ troop or part thereof, which may be allotted to it.
 - (c) The college/ school shall provide for the unit/ coy/ troop or part thereof, which may be allotted to it, a storeroom for the storage of clothing and equipment and an office room for the unit/ coy/ troop office.
 - (d) The college' school shall provide a suitable miniature rifle range or arrange to obtain the use of such a miniature rifle range.
 - (e) The college/ school shall be in a position to supplement from its own funds the financial grants made by the State Government for the unit/ coy / troop or part thereof which may be allotted to it.
 - (f) The college/ school shall be in a position to provide the services of a lascar as per authorization of Peace Establishment for smooth conduct of NCC activities (For Self-financing institutions).
10. Provided that the State Government may, in any case, relax wholly or in part the provision of clause (e) or if it is satisfied that the requisite facilities are provided by schools located in the same place the provisions of clause (c) and (d).
11. **Declaration by Head of Institution**
- (a) I hereby declare that the raising of a troop in my College/ School will be subject to the conditions stipulated in Rule 3 (in respect of Senior Division) and in Rule 4 (in respect o

Junior Division) of the NCC Act and Rules (Boys) and Rule 3 of NCC Act and Rules (Girls Division) and I will not request for withdrawal of NCC before ten years.

(b) I further declare that the College/ School will ensure the following:-

1. Enrolment of cadets to the maximum required strength and to maintain the same consistently during the training session.
2. Regular attendance of cadets on parade up to the required percentage lay down.
3. Regular attendance in camps of NCC Cadets and NCC Officer(s) of the College/ School.
4. Maintenance of proper discipline of NCC Officers and NCC Cadets.
5. Safeguards to ensure NCC cadets of my Institution return all NCC stores, equipment and clothing issued to them for training before they withdraw/ leave the institution or give up NCC.
6. Accommodation as required will be provided for office storeroom and strong room.
7. Arrangement for medical examination of cadets will be made.
12. In the events of any unsatisfactory performance as regards the points referred to in Para 11 above the NCC unit/ coy/ troop will be liable to be disbanded or re-allotted/ transferred to another College/ School at the discretion and decision of the Deputy Director General of NCC.

Place: Signature of the Head of Institution

Date: (Name in Block Letters)

13. Recommendation of the OC Unit to which the proposed Unit/ Coy/ Troop is to be affiliated. Confirming that the financial commitments vide SNCCO 1/S/65 has been accepted by the Institution and Sponsor.

Place: Signature

Date: (Name in Block Letters)

14. Recommendation of the NCC Group Commander.

Place: Signature

Date: (Name in Block Letters)

15. Specific recommendation of the Deputy Director General of NCC.

Covering prospects of response to cadet to take training facilities radius of action/ distances, availability of official and domestic accommodation, administrative feasibility.

Place:

Signature

Date:

(Name in Block Letters)

16. Recommendations of State Government/ Sponsor.

The financial commitment as laid down in the Model Budget in respect of the State Government/ Sponsor's responsibility is accepted as amended from time to time.

Place:

Signature

Date:

(Competent State Govt Official/
Concerned Ministry Official/ Sponsor)

NOTE: In the event of a private Institution this commitment will be accepted by the Head of the Private Institution.

The Training Policy in Central Board of Secondary Education

It is generally acknowledged that promoting teacher quality is a key element in improving school education in any country. It is a proven fact, now, that systematic in-service teacher training improves the quality of school education programs and promotes students' development. So systematic in-service training, over and above teacher's formal education and experience, is a predictor of educational program quality. Without a doubt, one of the primary goals of the training policy of the CBSE is to have a "highly qualified teacher work force in every classroom. The CBSE has been engaged in in-service training of teachers and principals as a part of its mandate for the last decade. These are conducted throughout the country to support continuous professional development of the teachers and the principals.

CBSE has decided to set up the National Institute for Continuous Professional Development at Gurgaon with centres at Kochi, Chandigarh/Panchkula/Mohali, Shahjahanpur, Kolkata, Pune and Kakinanda to impart effective and continual training to the Principals, teachers, parents and other stakeholders in a planned and systematic manner, to acquire and sharpen capabilities required to perform various functions associated with their present and expected future roles.

CBSE: A Policy Perspective in Teacher Training

1. **Preamble:** The quality of education plays a pivotal role in the process of development of nations. Hence quality concerns in school education are the priorities of CBSE. It is committed to make provisions for in-service training programmes with selection and training of mentors for training of teachers, principals and other stakeholders of education system especially the parents.
2. **Vision Statement:** Teacher Education must become more sensitive to the emerging demands from the school system. CBSE capacity building of teachers enables a teacher to play varied and distinctive role as a curriculum designer, developer of instructional materials, organiser of learning centric activities drafting good test items and assessing learners holistically.
3. **Mission Statement:** CBSE teacher development aims at creating situations where all teachers are able to get the best possible professional preparation and support for updating their pedagogical skills which result in good quality and motivated teachers for all levels of education. They in turn will assist all students and peers in the country with relevant and effective learning.
4. **Target Groups:**
 - All teachers will be provided training to equip them with the competencies required for their current job. Such trainings will be imparted at regular intervals in the course of their career i.e. Continuous Professional Development programmes.
 - In-service training will also be given to the principals of the schools affiliated with the Board.
 - Parent Advocates will reach out to parents as a voluntary group who can share the reforms initiated by CBSE with other parents.
5. **Training Concerns:** Teachers constitute a very important part of any education system, all efforts for enhancing the quality of education should focus on teachers and head teachers or principals.

The in-service training programmes for teachers would therefore, focus on developing the following.

- Acquainting them with emerging issues in school education such as Continuous and Comprehensive Evaluation; Formative Assessment and School Based Assessment in the wake of examination reforms;
- Readiness to use technology tools effectively in the classroom;
- Effective pedagogic techniques to make the teaching learning process more effective and joyful;

- Life Skills;
- Active communication skills;
- Leadership capacities;
- Competencies to deal with the needs of the learners and the society effectively;
- Sensitizing teachers towards the needs of special children.

6. **Training of Master Trainers:** The success of any training programme not only depends upon proper planning but also on the quality of the trainers. So the trainers need to be identified with care as they need to be highly motivated and committed. The trainers must be familiar with the content of the curriculum and the pedagogy. They should be capable of using new technology because there are new developments in the field of training techniques and particularly in the use of technology in enabling and facilitating training for large number of people. There is an urgency to identify the current international best practices in training skills and techniques and develop a cadre of trainers in such skills / techniques.

In addition to its in-house trainers and resource persons, the Board taken up the responsibility of training the Master Trainers to give training to the teachers of CBSE schools.

The Master trainers from all over India will be selected after proper scrutiny and will be given training. As far as possible, the Master Trainers will be selected from each and every region so that whenever there is a training programme, the Master Trainers belonging to that particular region will be taken up for the empowerment programmes. This will be a cost effective measure.

7. **The Conceptual Framework:** Teacher Professional Development refers to the wide range of learning activities which teachers engage in to improve their professional practice and to enhance student learning. This definition includes In-service Training, Continuing Professional Development and Teacher Learning.
- **In-service Training** typically refers to the training engaged in by teachers in response to curriculum change. It is generally of short term duration with the emphasis on knowledge content and methodologies specific to areas of the curriculum. The CBSE with its focus on School based reforms in the areas of assessment, evaluation and ICT needs to have these programmes in large numbers.
 - **Continuing Professional Development** includes the vocational training implicit in in-service training but the focus is on supporting the personal, professional and social dimensions of the teacher's role as it changes during the lifetime of a teacher's career. It is the process by which teachers (like other professionals) reflect upon their competencies, maintain them up to date, and develop them further. The Board needs to build on this with more certification to help it to move from one level to another
 - **Teacher Learning** is the concept underpinning Continuing Professional Development which emphasises the teacher as a lifelong learner whose capacity to engage in critical reflection and to improve ones own knowledge base is at the centre of teacher professionalism.

8. **The Rationale:** Levin (1962) mentioned that retraining of in-service teachers works like a toxin that helps to protect the body from different diseases.

Therefore, in-service education of the teachers is undoubtedly the most crucial and critical component of any school improvement programme. The need for continual in-service education of teachers is based on well founded rationale. The need for the professional development of the teachers in India is particularly significant for a number of reasons:

- 8.1 The education sector in India has expanded and changed a lot. Every other day something new comes up in the field of education because of researches and new experiences in content and pedagogy. So the teachers need to be exposed to these new trends through in-service training programmes.
- 8.2 The schools exist in the community and the role of the community in school system has increased manifold. The teachers have to learn to live in harmony with the community for their mutual benefit. They need to own a responsibility towards society and work along with community members to make this world a better place to live in and produce good citizens in the country.
- 8.3 New developments in informatics have necessitated the need of new thinking in the field of education because it has given new points for training and learning. Teachers need to be equipped with competence to use ICT for their own professional development through training programmes.
- 8.4 India is a land of diversity. The CBSE reflects this diversity in spirit and form. So students belong to different social, cultural, linguistic, ethnic and racial groups. The teachers need to be sensitized towards the needs of children belonging to different groups and also for fostering national integration and instilling constitutional values.
- 8.5 Today teachers do encounter many paradoxes: globalization vs. individualization; school asticvs. non scholastic subjects; autocratic teaching strategies vs. education for vocation; values education vs. values in practice etc. These paradoxes lead to indecisiveness and confusion. Teachers need mentoring and empowerment on a continual basis.
- 8.6 Prof. D.S. Kothari, Chairman of Indian Education Commission (1964-66) rightly observed that by the time the students graduate and get degrees, the knowledge obtained by them would have become obsolete. This has become a stark reality. Mostly there is a gap between the completion of the course and actual employment of the teachers. By the time, teachers get into actual curriculum transacting situation, their knowledge becomes obsolete. In-service programmes have to be formulated in such a way that the teachers are able to refresh their knowledge and get access to new knowledge and information in the field of education. CBSE endeavours to work on INSET and CPD on a continuous basis.
- 8.7 There is a growing feeling that teacher education is not effective in turning out efficient teachers. The in-service training programmes have to be effective so as to have quality teachers as both equity access and quality are essential. An initial course of teacher education can no longer be sufficient to prepare a teacher for a career spanning 30-40 years as the global world is changing extremely fast with ICT driving the change. The way out of this problem is the Continuous Professional Development of teachers.
- 8.8 There is a thrust on integrated multidisciplinary curriculum which CBSE has been encouraging. The teachers are unable to cope up with the demands of this new paradigm shift. There is an urgent need to remove this content deficiency on the part of the teachers and CBSE training cell has been actively considering this to form a part of the training in this decade.
- 8.9 The National Curriculum Framework (NCF 2005) places the crucial responsibility of implementing the perspective of enhancing the ability of learners to learn from their activities and experiences in day to day life on the teachers and recommends in-service training programmes for teachers. The CBSE in 2011-2012 initiated empanelment of agencies for training of teachers and head teachers through proper process. After the pilot phase the agencies have now started to carry out training in different areas (2013-14) across the schools in schools affiliated to CBSE.

- 8.10 The objectives of training are stage specific i.e. they are different for primary class, middle and secondary class teachers, from one level to the other s/he needs proper orientation to cope up with the changed perspectives across these levels.
- 8.11 There is increasing violence and polarisation within children, which is being caused by increasing stress in society. Education has a crucial role to play in promoting values of peace based on equal respect of self and others. The NCF 2005 and subsequent syllabi and materials are attempting to do this as well. Teachers need to understand the issues and incorporate them in their teaching. Continuing with its efforts in the area of Values Education and in light of the NCERT Values Framework, CBSE has developed a 'Values Education Kit' and introduced 'Values Based Questions' that can help bring Education for Values in schools. CBSE is also in the process of developing Gender Sensitivity Manual and Cards to sensitize students towards gender related issues. These Manual and Cards aim at creating a gender receptive society which in due course should become more and more responsive towards gender issues.
- 8.12 There has been much research and innovation in the field of education. These research insights and innovations need to be incorporated in curriculum practices but has not materialized so far due to non-availability of appropriate dissemination mechanism and lack of access to these findings. Teachers need to be oriented regarding these researches and innovations.
- 8.13 Education aims at the all-round development of the children. This includes even the physical development of the child. The NCF 2005 stressed that the special efforts are needed to ensure that girls receive as much attention as boys in health and physical education programmes from the pre-school stage upwards. The RTE Act (2009) has also emphasized the all-round development of the child. So it is necessary for the teachers to take care of the physical development of the children and the teachers need training in delivering physical education in schools. The Board has developed the Physical Education Card (PEC) across various levels in age appropriate ways. The CBSE as well as empanelled agencies are conducting these trainings.
- 8.14 Concepts like Constructivism, Comprehensive and Continuous Evaluation, competency based teaching, team teaching, grades in place of marks are being introduced in school education. Teachers need orientation regarding all these concepts.
- 8.15 Many new concerns have emerged in education like Population Education, Environmental Education, AIDs Education, Consumer Education, Computer Literacy, Legal Literacy, and Life Skills Education. Teachers require orientation in these areas also so as to enrich their classes.
- 8.16 Right to Education Act 2009 has come into force with effect from 1st April 2010. Various provisions of the Act directly affect the life of a teacher within the curriculum as well as outside the curriculum. Teachers need to be aware of the various provisions of the Act to discharge their duties in consonance with the spirit of the Act.
- 8.17 The child with disabilities is excluded from the schools as the teachers are not well versed with the needs of such a child and also does not know how to make learning possible for them.

According to Right to Education Act 2009, children with disabilities will also be educated in the mainstream schools. So the teachers need to be sensitized towards the needs of such children.

8.18 The draft documentation of NCFTE 2009 emphasises that the training of teachers is a major area of concern at present as both pre-service and in-service training of school teachers is extremely inadequate.

9. **Dynamics of In-service Education:** Need analysis of in-service education has revealed three basic approaches to in-service education which are sufficiently distinctive to merit characterization as paradigms. A brief description of each paradigm will help us to understand in-service education.

9.1 **The growth paradigm:** Growth paradigm begins with the postulates that teaching is a complex and multifaceted activity about which there is more to know than can ever be known by one person. Learning to teach is a lifelong process. Special efforts on the part of school authorities are needed to encourage teachers for professional growth.

9.2 **Change paradigm:** Education system keeps on changing as it is a sub system of society which is ever changing. The core assumption of the change paradigm is that the education system needs redirection from time to time in accordance with economic, cultural, social and technological change. INSET activities should be geared to study and incorporate changes in the school system.

9.3 **The problem solving paradigm:** Teaching and learning is a difficult and complex process and circumstances are constantly changing, so the problem solving paradigm assumes that problems will invariably arise in individual schools and classrooms. Since teachers are most closely connected with the content in which these problems arise, only they can diagnose these problems. INSET programmes should be organized to study solutions to these problems. Problem solving paradigm acts as a framework to encourage the teachers to think creatively. INSET offers opportunities to share their experiences and learn as they experiment.

10. Assumptions of Training Programme

The Training Programme will be based on the following assumptions that are believed to be true and from which conclusions will be drawn in formulating the training policy.

- Teacher education is not effective in turning out efficient teachers and has not been able to keep pace with the changes taking place in other spheres of our national life.
- Teaching, today, has become complex and challenging. These challenges emerge from the explosion of knowledge; advances in pedagogical science; changes in basic concepts in psychology, sociology, economics and political ideologies; changes in school curricula; changing learning behaviours of pupils, etc. To meet these emerging challenges, teachers need to update their knowledge and skills on a continuing basis and learn to adjust to changing conditions of schools. This in turn accentuates the need for in-service training of teachers.
- Today ICT and 'e-learning' have become important concepts in school education. It has become a trend to have computers or multimedia in schools. So the teachers need to equip themselves with the competence to use ICT for their own professional growth.
- NCF 2005 places different demands and expectations on the teachers i.e. it requires a teacher to be facilitator of children's learning; curriculum designer; developer of instructional materials; organizer of

learning activities and an evaluator. All these demands need to be addressed by both pre-service initial and continuing teacher education. (in-service)

- To achieve the quality concerns in education, in-service training programme need to be strengthened.
- As per NCF 2005, in-service education can play a significant role in the professional growth of teachers and function as an agent for change in school related practices. It helps teachers gain confidence by engaging with their practices and reaffirming their experiences.

11. **Training Needs of Teachers:** The training needs of teachers refer to the gap between the current status and required level of knowledge, skill and competencies in a particular area or discipline. The training needs emerge from growth in knowledge; innovative researches; enabling information technology; acts and policies and innovations in education philosophy and psychology.

Identification of Training Needs

Before planning and organising a training programme for teachers, the “Needs Assessment Survey” should be conducted so as to identify the training needs of the teachers. Needs analysis should be a decentralized exercise. The Regional Offices with their academic staff may identify the needs of the teachers in their particular regions. The data regarding the training needs of the teachers will be obtained using variety of tools such as:

- Questionnaires
- Case studies
- Field surveys
- Observation of classroom teaching
- Appraisal reports
- Discussions
- Interview
- Questionnaires
- Survey
- Maintaining school records, etc.

The needs identified at the Regional Offices will be collated and prioritised at Academic Unit of CBSE currently at Shiksha Sadan,, 17 Rouse Avenue, Institutional Area, New Delhi - 110002.

Common needs of all teachers

- Content enrichment
- Pedagogical development
- Contextual strategies
- Assessment competencies
- Awareness of emerging issues in education:
 - Life Skills education

- Use of technology in classroom
- Human rights with a focus on child rights
- Population education
- Values education
- AIDS education
- Disaster management
- Gender awareness and sensitization
- Emotional and stress management
- Citizenship education
- Peace education
- Child inspired education
- Inclusive education
- Guidance and counselling
- Twenty first century skills
- Educational journalism
- Research needs:
 - Keeping observational records
 - Action research
 - Analysis of school textbooks

As education system is an ever evolving area, this list of needs is neither complete nor exhaustive.

12. Guiding Principles of an Effective In-service Training Programme

- The in-service training programme should aim at comprehensive training design for different categories of teachers such as in-service teachers, pre-service teachers, co-ordinators, paper setters, head examiners and principals.
- The training programme should aim at the empowerment of regular teachers and also professional development so as to help them move up vertically.
- The training programme should be different for different categories of teachers as their needs are different.
- In-service training programme should aim at renewing and updating the knowledge of the teachers about teaching methodologies and the subject content.
- The training programme should aim at developing the managerial and leadership skills of the principals.

- The in-service training programmes must be based on the felt needs of the target groups because one size cannot fit all.
- In-service training programmes need to create 'spaces' for teachers so that they can share their ideas and experiences which is of utmost importance in their professional development.
- The content of the training programme should be such so that the teachers are able to relate it with their own experiences and find opportunities to reflect on these experiences.
- In-service training programme should be designed keeping in view the aims and objectives of the programme. This is a must for the successful completion of the training programme and achieving its objectives.
- The in-service training programme needs to keep the community in loop for achieving its aims.
- The training programmes must find acceptance of their aims with the concerned target groups.
- Latest technology and techniques should be adopted for the in-service training programmes.
- Interaction should form the basis of the training programme even if electronic media is being used.
- Various routes towards the teacher's continuous professional development need to be sought.
- Teachers, for whom the in-service training learning programme are meant, already possess a working professional identity and have varied experiences related to learners and over all training process. So it is a must to acknowledge and respect their knowledge and professional identity while attempting to alter practice or simply providing knowledge.
- Proper planning based on extensive interactions with the teachers and principals over a period of time needs to be done before starting any training programme.
- Quick fix strategies are not enough to bring about changes in the practice of teaching but that should be accompanied with proper framework / theory on the process of learning and aims of education.
- In-service training programme should be based on research inputs.
- It should aim at bringing about qualitative improvement in the school education system.

13. Objectives of In-service Training Programme

- To produce effective and motivated teachers to deliver quality education.
- To provide continuous professional growth opportunities to keep teachers abreast of ongoing changes in their field and provide vertical mobility in a structured manner.
- To organize in-service training programmes periodically for teachers and principals.

- To train teachers to carry out action research to improve school practices. This in turn will encourage the teachers to be 'reflective' and 'thoughtful' about school practices.
- To enable teachers to work in close collaboration with parents and community and to mobilise community support for the school.
- To make teachers responsive to the demands of inclusive education.
- To build capacities of teachers to evolve knowledge, understanding and professional skills to deal with diverse learning contents.
- To give orientation in child centred pedagogies so as to address the needs and interests of the children.
- To prepare teachers for their roles as facilitators of learning; and also as curriculum designers; instructional material developers; organizer of learning activities and an evaluator.
- To develop counselling skills amongst teachers so that they can address the socio-emotional, personal and physical problems of students.
- To sensitize teachers to the various strands of Health and Physical Education, Life Skills Education and Values Education.
- To give training to teachers in citizenship education in terms of human rights and gender awareness.
- To prepare modules for training of teachers and principals.
- To orient and sensitize teachers to distinguish between enabling ICT softwares and to equip them with competence to use ICT for their professional growth.
- To help teachers to create a balance between work and home through stress management and time management workshops.
- To orient teachers to different strategies of classroom management so that they refrain completely from inflicting corporal punishment.
- To encourage teachers to develop self study skills and critical inquiry skills.
- To encourage teachers to work in teams and groups to ensure collaborative learning.
- To sensitize teachers towards the problems of learners.
- To develop sensitivity amongst teachers towards commitment to justice and zeal for social reconstruction.
- To foster the ability amongst teachers to work with children creatively to generate innovative ideas, theories, products and thereby add to the frontiers of knowledge.
- To orient teachers with the different tools of assessment to carry out continuous and comprehensive evaluation effectively.

- To enable the teachers to understand the assumptions underlying existing educational policy curricula and syllabi.
- To enable teachers to integrate values in all subjects and activities.
- To enable teachers to be sensitive to environment related issues and concerns.
- To collaborate with different public and private agencies to carry out in-service training programmes effectively and on large scale.
- To organize parent advocacy programs to implement the educational reforms.

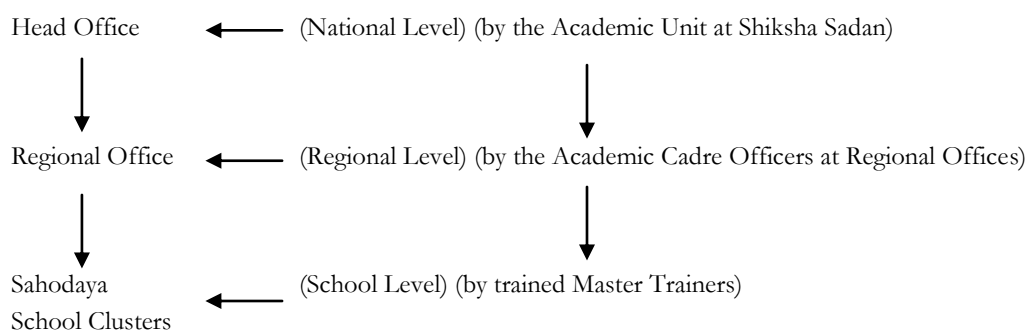
14. In-Service Teacher Education Models:

Some of the models which can be of help in carrying out in-service training programme are:

Face to Face Model: It is an extensively used model where a resource institution offers in-service programme using direct face-to-face approach. This model can work well when the number of participants is around 30-40. The strategies which can be adopted in this model to impart training are: lecture-cum-discussion; project related case studies; library work; peer sessions; workshop and other small group techniques.

It has the advantage of having direct and sustained interaction between participants and the resource persons. However this model cannot be used when the number of trainees is large.

Cascade Model: This model is useful when the number of trainees is large. It is cost effective and flexible model of training. This model uses two or three tier system. As far as training of teachers of CBSE schools is concerned, we can have three tier system of this model i.e.



Transfer of learning will take place from one level to the other level.

In the three tier system, the first tier i.e. cadre of trainers are trained who, in turn, train master trainers in their regions. These master trainers will then train the school teachers. Large number of teachers can be trained in a relatively short period of time. But this model is vulnerable to the limitations that dilution of knowledge and information takes place as it passes on from first tier to the third tier. So its success depends upon the quality of the trainers.

Media Supported Distance Education Model:

The advantage of this model is that the objectives of the training can be achieved without teachers being dislodged from their place of work. It has been possible with the advances in the field of ICT. The programmes are conducted using electronic media. The CBSE is planning to bring in self-learning Training Modules through the Center for Assessment Evaluation and Research (CAER).

Reflective Teacher Observations Model:

Classroom observation of in-service teacher trainees is a part of this model. To avoid anxiety on the part of the teachers, collaborative classroom observation with constructive feedback is the benchmark of this model. Observation can encourage teacher trainees to reflect upon their training and make such reflection a permanent part of their training regimen. The work of observation can be effectively carried out by the trained mentors or the principals.

More models of training can be generated keeping in view the local needs as well as the needs of the teachers.

15. Collaboration with Other Agencies:

CBSE will be open to collaborate with other agencies such as NUEPA, NCERT, NCTE, CTEs, IASEs, IITs, IIMs, IISCs, DOPT, NGOs, CIE, SCERT; Teacher Education Organisations like AIAER, CTE; international organisations like AERO, IDEA;IOE; Alternative Schools and empanelled agencies.

The Services of retired professionals will also be sought.

16. Trainee Selection and Duration of Training Programme

It will be mandatory for every teacher to undergo training if we actually want to bring a change in the attitude of the teachers. The in-service training programmes will not be carried out at a stretch or for a long duration. These training programmes will be conducted at frequent intervals for 1-2 days.

This will not affect the regular working of the schools.

17. Training Division

The Training Division at Delhi office of CBSE (Shiksha Sadan, 17, Rouse Avenue, Institutional Area, New Delhi-02) will act as a nodal agency of training.

It will be responsible for:

- Implementation of the training policy and other reforms being brought in from time to time.
- Issuing appropriate guidelines to facilitate the implementation of the training policy and other changes brought out by CBSE.
- Strengthening Trainer Development Programme to provide wider coverage.
- Creation of a 'Resource Pool' of empowered head teachers and teachers.
- Coordinating with the Regional offices and the faculty of the academic cadre posted for conducting Training Programmes.
- Preparing training modules on various aspects of training.

- Preparing a calendar of training programmes for every session.
- Monitoring the training programme through Mentors and Observers.
- Keeping a track of latest as well as international trends in the in-service training of teachers and assimilating those in its training programme keeping in view the Indian context;
- Constantly upgrading the skills of the Master Trainers in the new emerging techniques and methodologies of training as well as in emerging trends in education;
- Constantly reviewing the training modules and modifying it according to the needs of the teachers and the community;
- Carrying out evaluation studies to assess the impact of training programmes on the overall personality of teachers and largely on the school education system.

18. Role of Regional Offices-Academic Faculty

There are eight Regional Offices of CBSE at Ajmer, Allahabad, Bhubaneswar, Chennai, Delhi, Guwahati, Panchkula and Patna.

The Regional Offices will be responsible for:

- Updating the database of schools and teachers and maintaining it accurately;
- Maintaining database of trainings state wise/district wise/school wise;
- Conducting training programmes;
- Coordinating with the schools regarding the training programmes as well as attempting a need analysis in every term;
- Coordinating with the nodal agency for carrying out the training programmes smoothly and their follow-up;
- Assessing the needs of the teachers in their own regions;
- Assessing the training programmes and preparing a report of the same to be sent to the Training Division at Rouse Avenue;
- Setting up of a Resource Centre for the teachers at the regional level;
- Assisting schools in the appointment of counsellors who in turn can empower all teachers in counselling skills;
- Bring out publication for the professional growth of teachers;
- Collaborating with SIEs, CTEs, other educational bodies as well as private organisations for conducting the training programmes;
- Collaborating with agencies empanelled with the Board from time to time.

19. Development of Training Material / Modules

Training material will be developed by the CBSE after reviewing already prepared material by the Board. The training modules/materials developed by other organisations will also be reviewed. These will be made available

to the team members responsible for the development of training materials/modules. Quality study material for self learning will be developed too.

It will be difficult to standardise the training modules/material as the needs of the teachers are different at different levels and because of geographic constraints.

Training material/modules will be developed for:

- Core Competencies
- Professional/specialised competencies
- Continuous and Comprehensive Evaluation(CCE)
- Diagnostic testing and remedial teaching
- Mentoring and Monitoring
- Assessment

20. Venue

Venue for the training of teachers will be a good school with adequate physical facilities in terms of auditorium, availability of rooms; drinking water, furniture; electricity, projector etc. The Academic Unit at Rouse Avenue already has a list of prospective venues prepared after receiving online inputs from schools.

21. Modes of Organising In-service Training Programmes and Training Techniques

In-service training programmes may be organised through three modes:

- I. Face to Face Interaction Mode
- II. Online / Distance Mode
- III. Online / Distance-cum-contact Mode

I. Face to Face Interaction Mode:

In this mode, the resource persons and the participants sit face to face. Strong advantage is two way communication thus providing opportunities for social interaction between resource persons and the participants.

Techniques to be utilised are:

• Seminar	• Demonstration
• Workshop	• Group Work/Pair Work
• Symposium	• Field Trip
• Panel Discussion	• Teacher Networking Groups/Discussion Forums
• Conference	• Interactive lectures supported by multimedia
• Lecture-cum-discussions	• Brainstorming

II. Distance Mode / Online:

Howsoever effective the in-service education programmes may be, the fact remains that the students suffer a loss when teachers attend these programmes during working days. Besides, it is inconvenient to go to a far

off place to attend the programme. Such limitations may be overcome if distance online mode is used for organising the training programme.

Techniques to be utilised are:

• Self learning modules/materials	• Tele-learning
• Podcasting	• Radio Lessons
• Online interactions through webinars	• Lessons through EDUSAT

III. Distance-cum-Contact Mode:

This mode has the features of face-to-face interaction mode and distance mode. It is made possible with advances in the field of ICT. The objectives of the training can be achieved without teachers being dislodged from their place of work.

Techniques to be utilised are:

• Audio Conferencing	• Online Discussion Forums
• Tele-Conferencing	• e Twinning
• Webinars	• Peer Network

22. Evaluation of In-service Training Programme

The training programme will be incomplete without the post conduct phase i.e. feedback and follow up.

Feedback of the teachers could be obtained at the end of the training programme about various aspects of training transaction. But this is not effective to assess the real outcomes of the training programmes.

So follow up programmes is must to ensure the transfer of learning on the part of the teachers. The impact of the training programme can be assessed by observing changes in classroom and learning outcomes of the students. The gaps can be addressed in the subsequent programmes.

23. Policy for Training the Teachers

- CBSE will establish a training division in all its Regional Offices to cater to the needs of the teachers in the schools affiliated with the Board.
- The training programmes will not be carried out at a stretch but flexibility will be followed.
- In-service training programmes will be organised for the teachers serving in schools affiliated to CBSE and located outside the country.
- Teachers will be trained in guidance and counselling course at regular intervals so that they are able to fulfil the needs of the special children.

- Training in Continuous and Comprehensive Evaluation, Physical and Health Education, Life Skills Education, Inclusive Education will be given to the teachers.
- Modern techniques along with the traditional ones will be harnessed for providing in-service training.
- Given the size of clientele and vastness of geographical area to be covered distance-cum-contact mode of giving in-service training will be preferred.
- Comprehensive need based training programmes will be organised.
- All training initiatives will be planned, programmed and recorded. The results will be reviewed to determine how training methods can be improved and how maximum benefits can be obtained from resources devoted to in-service training.
- The nodal agency of training programme will provide advice and assistance on training activities and it will be responsible for administrative and operative coordination of the training programme.
- The training programmes will be evaluated to assess the results of the programme. The results will be measured against pre-determined objectives.
- CBSE will start online discussion forums for the teachers and principals as well as encourage face-to-face teacher networking groups.
- Opportunities will be provided to the teachers to gain exposure on latest innovations and trends in education through transactional mobility.
- Field studies and research will be conducted for assessing the needs of the teachers.
- CBSE will try to assimilate technology in its training programmes to enable learning anywhere anytime for the teachers/principals (e.g. through podcasts, webinars, online discussion forums).
- A cadre of trainers in different skills as well as a cadre of domain specific trainers will be developed.
- CBSE will try to rope in NGOs, retired professionals and other private agencies to give in-service training to the teachers.
- Teachers will be given training in emotional and spiritual well being by roping in organisations like ‘Art of Living’ and ‘Living Treasure’.
- Proper time will be given to the teachers to implement the ideas gained from the training programme.
- Proper coordination will be maintained with NCERT, SCERT and other organisations, so that there is no overlapping of training programmes.
- CBSE will try to move towards a system of permanent opportunities for the professional development of teachers.
- Major emphasis will be given to the training of Secondary and Senior Secondary class teachers.
- Post training seminars will also be conducted to get proper feedback from the teachers.

24. In-Service Training of Principals

Principals play a key role in making a school succeed. CBSE will serve as an anchor for such heads of institutions. Principals’ abilities are central to the task of building schools that promote powerful teaching and learning for all students.

Today the role of principal has grown to include a staggering array of professional tasks and competencies. Principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communication experts, budget analysts, facility managers, administrators as well as guardians of various legal contractual and policy mandates and initiatives.

Therefore, in-service training of the principals is undoubtedly the most crucial and critical component of any school improvement programme. It has to be viewed as central to the success of the entire schooling process.

The heads of schools need to be oriented in:

- The legal and professional framework of school management and key management tasks such as strategic planning including overall policy and aims and the school's development plan;
- Communication and decision making structures and roles, including team building and development;
- The curriculum teaching methods, testing and examinations;
- The management of financial and material resources;
- External relations, including working with parents, the State and Central Government Education authority;
- Monitoring and evaluation of effectiveness;
- The management of change and development;
- Self development as a leader;
- Leadership skills and competencies.

25. Policy for Training of Principals

- A continuous programme of training of principals will be planned and implemented whenever it is deemed expedient.
- Training programmes will be organised for all principals at regular intervals.
- Principals will be deputed for programmes conducted by Institutes of National and International importance in educational management.
- Need based courses will be organised for principals in Academics, Administration and financial matters.
- Principals will be encouraged to participate in the workshops/conferences/seminars etc. organized by institutes like IIMs, NUEPA, NCERT and other Government agencies.
- Principals will be trained in disciplinary preceding either in-house or in collaboration with ISTM, New Delhi.
- Principal's Annual Conference will be conducted every year where the principals from different schools will participate and voice their feelings and concerns and share their success stories of Training programmes. Moreover, the future plans will also be discussed.
- They will be encouraged to undergo overseas study trips.
- The services of the retired principals will be sought to train the present principals.
- Workshops will be organized to train the Principals for Mentoring and Monitoring; Accreditation, Continuous and Comprehensive Evaluation and Strategic Leaderships and many more areas.

26. **Honorarium**

The payment of honorarium to the venue directors, resource persons, support staff and guest speakers will be regulated as per the norms of CBSE.

Conclusion

Society demands more schools and teachers than ever before. It expects them to provide broader access to high quality teaching, for an increasingly diverse student body with specific needs. In a rapidly changing world, demands on teachers change. To stay ahead, in-service training and professional development must take place on a regular basis so that teachers are “reflective practitioners” in their classrooms and schools become ‘learning organisations”. If we are concerned about the professional development of the nation’s growing number of teachers and the quality of the services they deliver to our young children, then we must invest our resources in training. The Board believes in interesting, practical and flexible training programs and will offer opportunities for the professional development of the teachers and the parents that will have a long term impact on the school education system in our country.

रजिस्ट्री सं० डी० एल-(एन)०४/०००७/२००३-०९

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EXTRAORDINARY

Part II – Section I

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Separate paging is given to this Part in order that it may be filed as a separate compilation

MINISTRY OF LAW AND JUSTICE

(Legislative Department)

New Delhi, the 27th August, 2009/Bhadra 5, 1931 (Saka)

The following Act of Parliament received the assent of the President on the 26th August, 2009, and is hereby published for general information:-

THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009

No- 35 of 2009

[26th August, 2009.]

An Act to provide for free and compulsory education to all children of the
age of six to fourteen years.

Be it enacted by Parliament in the Sixtieth Year of the Republic of India as follows:—

CHAPTER I

PRELIMINARY

1. (1) This Act may be called the Right of Children to Free and Compulsory Education Act, 2009.
- (2) It shall extend to the whole of India except the State of Jammu and Kashmir.
- (3) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

Short title
extent and
Commence-
ment

Definitions

2. In this Act, unless the context otherwise requires, -

(a) "appropriate Government" means-

- (i) in relation to a school established, owned or controlled by the Central Government, or the administrator of the Union territory, having no legislature, the Central Government;
- (ii) in relation to a school, other than the school referred to in sub-clause (1), established within the territory of—
 - (A) a State, the State Government;
 - (B) a Union territory having legislature, the Government of that Union territory;

(b) "capitation fee" means any kind of donation or contribution or payment other than the fee notified by the school

(c) "child" means a male or Female child of the age of six to fourteen years;

(d) "child belonging to disadvantaged group" means a child belonging to the Scheduled caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, Geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification;

(e) "child belonging to weaker section" means a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government, by notification;

(f) "elementary education" means the education from first class to eighth class;

(g) "guardian", in relation to a child, means a person having the care and custody of that child and includes a natural guardian or guardian appointed or declared by a court or a statute;

(h) "local authority" means a Municipal Corporation or Municipal Council or Zila Parishad or Naga: Panchayat or Panchayat, by whatever name called, and includes such other authority or body having administrative control over the school or empowered by or under any law for the time being in force to function as a local authority in any city, town or village;

(i) "National Commission for Protection of Child Rights" means the National Commission for Protection of Child Rights constituted under section 3 of the Commissions for Protection of Child Rights Act, 2005;

(j) "Notification" means a notification published in the official Gazette;

(k) "parent" means either the natural or step or adoptive father or mother of a child; .

(l) "prescribed" means prescribed by rules made under this Act;

(m) "Schedule" means the Schedule annexed to this Act;

(n) "school" means any recognised School imparting elementary education and includes;

- (i) school established, owned or controlled by the appropriate Government or a local authority;
- (ii) an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority;
- (iii) a school belonging to specified category; and
- (iv) an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority;

(o) "screening procedure" means the method of selection for admission of a child, in preference over another, other than a random method;

- (p) "specified category", in relation to a school, means a school known as Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik School or any other school having a distinct character which may be specified, by notification, by the appropriate Government;
- (q) "State Commission for Protection of Child Rights" means the State Commission for Protection of Child Rights constituted under section 3 of the Commission for Protection of Child Rights Act, 2005.

CHAPTER II

RIGHT TO FREE AND COMPULSORY EDUCATION

3. (1) Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education. Right of Child to free and compulsory
- (2) For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education:
- Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons With Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act.
4. Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age; Special Provisions for children not admitted to or who have not completed, elementary education
- Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others have a right to receive special training, in such manner, and within such time-limits, as may be prescribed:
- Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even fourteen years.
5. (1) Where in a school, there is no provision for completion of elementary education; a child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of section 2, for completing his or her elementary education. Right of Transfer of other school
- (2) Where a child is required to move from one school to another, either within a State or outside, for any reason whatsoever, such child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of section 2, for completing his or her elementary education.
- (3) For seeking admission in such other school, the Head-teacher or in-charge of the school where such child was last admitted, shall immediately issue the Transfer certificate:
- Provided that delay in producing transfer certificate shall not be a ground for either delaying or denying admission in such other school:
- Provided that the Head-teacher or in-charge of the school delaying issuance of transfer certificate shall be liable for disciplinary action under the service rules applicable to him or her

CHAPTER III

DUTIES OF APPROPRIATE GOVERNMENT, LOCAL AUTHORITY AND PARENTS

6. For carrying out the provisions of this Act, the appropriate Government and the local authority shall establish, within such area or limits of neighbourhood, as may be prescribed, a school, where it is not so established, within a period of three years from the commencement of this Act.
7. (1) The Central Government and the State Government shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.
 (2) The Central Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provisions of the Act.
 (3) The Central Government shall provide to the State Governments, as grants-in-aid of revenues' such percentage of expenditure referred to in subsection (2) as it may determine, from time to time, in consultation with the State Governments.
 (4) The Central Government may make a request to the President to make a reference to the Finance Commission under sub-clause (d) of clause (3) of article 280 to examine the need for additional resources to be provided to any State Government so that the said State Government may provide its share of funds for carrying out the provisions of the Act.
 (5) Notwithstanding anything contained in sub-section (4), the State Government shall, taking into consideration the sums provided by the Central Government to a State Government under sub-section (3), and its other resources be responsible to provide Funds for implementation of the provisions of the Act.
 (6) The Central Government shall-
 (a) develop a framework of national curriculum with the help of academic authority specified under section 29;
 (b) develop and enforce standards for training of teachers;
 (c) provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building.
8. The appropriate Government shall-
 (a) provide free and compulsory elementary education to every child:

Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school.

Explanation – The term "compulsory education" means obligation of the appropriate Government to-

- (i) provide free elementary education to every child of the age of six to fourteen years; and
 (ii) ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years;
- (b) ensure availability of a neighbourhood school as in section 6;
 (c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;
 (d) provide infrastructure including school building, teaching staff and learning equipment;
 (e) provide special training facility specified in section 4;
 (f) ensure and monitor admission, attendance and completion of elementary education by every child;

Sharing of financial and other responsibilities

Duties of appropriate Government

Duty of appropriate Government and local authority to establish school

- (g) ensure good quality elementary education conforming to the standards and norms specified in the Schedule; ensure timely prescribing of curriculum and courses of study for elementary education; and
- (h) provide training facility for teachers.

9. Every local authority shall-

- (a) provide free and compulsory elementary education to every child:

Duties of local authority

Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school;

- (b) ensure availability of a neighbourhood school as specified in section 6;
- (c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;
- (d) maintain records of children up to the age of fourteen years residing within its jurisdiction, in such manner as may be prescribed;
- (e) ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction;
- (f) provide infrastructure including school building, teaching staff and learning material;
- (g) provide special training facility specified in section 4;
- (h) ensure good quality elementary education conforming to the standards and norms specified in the Schedule;
- (i) ensure timely prescribing of curriculum and courses of study for elementary education;
- (j) provide training facility for teachers;
- (k) ensure admission of children of migrant families;
- (l) monitor functioning of schools within its jurisdiction; and
- (m) decide the academic calendar.

10. It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighbourhood school.

Duties of parents and guardian.

11. With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangements for providing free pre-school education for such children.

Appropriate Government to provide for pre-school education.

CHAPTER IV

RESPONSIBILITIES OF SCHOOLS AND TEACHERS

12. (1) For the purposes of this Act, a school,-

- (a) specified in sub-clause (i) of clause (n) of section 2 shall provide Free and compulsory elementary education to all children admitted therein;
- (b) specified in sub-clause (ii) of clause (n) of section 2 shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty-five per cent.;
- (c) specified in sub-clauses (iii) and (iv) of clause (n) of section 2 shall admit in class I, to the extent of at least twenty-five per cent. of the strength of that class, children belonging to weaker section and disadvantaged group in the

Extent of school's responsibility for free and compulsory education

neighbourhood and provide free and compulsory elementary education till its completion:

Provided further that where a school specified in clause (n) of section 2

Imparts pre-school education, the provisions of clauses (a) to (c) shall apply for admission to such pre-school education.

(2.) The school specified in sub-clause (iv) of clause (n) of section 2 providing free and compulsory elementary education as specified in clause (c) of sub-section (1) shall be reimbursed expenditure so incurred by it to the extent of per-child-expenditure incurred by the State, or the actual amount charged from the child, whichever is less, in such manner as may be prescribed:

Provided that such reimbursement shall not exceed per-child-expenditure incurred by a school specified in sub-clause (i) of clause (n) of section 2:

Provided further that where such school is already under obligation to provide free education to a specified number of children on 'account of it having received any land, building, equipment or other facilities, either free of cost or at a concessional rate, 'such school shall not be entitled for reimbursement to the extent of such obligation.

(3) Every school shall provide such information as may be required by the appropriate Government or the local authority, as the case may be.

No capitation fee and screening procedure for admission

13. (1) No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure.

(2) Any school or person, if in contravention of the provisions of subsection (1),-

(a) receives capitation fee, shall be punishable with fine which may extend to ten times the capitation fee charged;

(b) Subjects a child to screening procedure shall be punishable with fine which may extend to twenty-five thousand rupees for the first contravention and thousand rupees for each subsequent contravention.

Proof of age for admission

14. (1) For the purposes of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions Births, Deaths and Marriages Registration Act, 1886 or on the basis of such other document, as may be prescribed.

(2) No child shall be denied admission in a school for lack of age proof.

No denial of admission.

15. A child shall be admitted in a school at the commencement of the academic year or within such extended period as may be prescribed:

Provided that no child shall be denied admission if such admission is sought subsequent to the extended period:

Provided further that any child admitted the extended period shall complete his studies in such manner as may be prescribed by the appropriate Government.

Prohibition of holding back and expulsion

16. No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

Prohibition of physical punishment and mental harassment to child.

17. (1) No child shall be subjected to physical punishment or mental harassment.

(2) Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person.

18. (1) No school, other than a school established, owned or controlled by the appropriate Government of the local authority, shall, after the commencement of this Act, be established or function, without obtaining a certificate of recognition from such authority, by making an application in such form and manner, as may be prescribed.

No School to be established without obtaining certificate of recognition

(2) The authority prescribed under sub-section (1) shall issue the certificate of recognition in such form, within such period, in such manner, and subject to such conditions, as may be prescribed:

6 of 1886.

Provided that no such recognition shall be granted to a school unless it fulfils norms and standards specified under section 19.

(3) On the contravention of the conditions of recognition, the prescribed authority shall, by an order in writing, withdraw recognition:

Provided that such order shall contain a direction as to which of the neighbourhood school, the children studying in the de recognised school shall be admitted:

Provided further that no recognition shall be so withdrawn without giving an opportunity of being heard to such school, in such manner, as may be prescribed.

(4) With effect from the date of withdrawal (if the recognition under sub-section (3), no such school shall continue to function. -

(5) Any person who establishes or runs a school without obtaining certificate of recognition, or continues to run a school withdrawal of recognition, shall be liable to fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine of ten thousand rupees for each day during Which such contravention continues.

19. (1) No school shall be established, or recognised, under section 18. unless it fulfils the norms and standards specified in the Schedule.

(2) Where a school established before the commencement of this Act does not fulfil the norms and standards specified in the Schedule. it shall take steps to fulfil such norms and standards at its own expenses, within a period years from the date of such commencement.

(3) Where a school fails to fulfil the norms and standards within the period specified under sub-section (2), the authority prescribed under sub-section (1) of section 18 shall withdraw recognition granted to such school in the manner specified under sub-section (3) thereof.

(4) With effect from the date of withdrawal of recognition under sub-section (3), no school shall continue to function.

(5) Any person who continues to run a school the recognition is withdrawn. Shall be liable to fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine often thousand rupees for each day during which such contravention continues.

20. The Central Government may, by notification, amend the Schedule by adding to, or omitting any norms and standards.

21. (1) A school, other than a school specified sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers:

Provided that at least three-fourth of members of such Committee shall be parents or guardians:

Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section:

Provided also that fifty per cent. of Members of such Committee shall be women.

(2) The School Management Committee shall perform the following functions. .

(a) monitor the working of the school;

(b) prepare and recommend school development plan;

(c) monitor the utilisation of the grants received from the appropriate Government or local authority or any other source; and

(d) perform such other functions as may be prescribed.

22. (1) Every School Management Committee, constituted under sub-section (1) of section 21 shall prepare a School Development Plan, in such manner as may be prescribed.

(2) The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority, as the case may be

Norms and standards for school

Power to amend Schedule.

School Management committee

School Development Plan

Qualifications for appointment and terms and conditions of service of teachers

23. (1) Any person possessing such minimum qualifications, as laid down by an academic authority, authorised by the Central Government, by notification shall be eligible for appointment as a teacher.

(2) Where a State does not have adequate institutions offering courses or training in teacher education, or teachers possessing minimum qualifications as laid down under sub-section (1) are not available in sufficient numbers, the Central Government may, if it deems necessary, by notification, relax the minimum qualifications required for appointment as a teacher, for such period, not exceeding five years, as may be specified in that notification:

Provided that a teacher who at the commencement of this Act, does not possess minimum qualifications as laid down under sub-section (1), shall acquire such minimum qualifications within a period of five years.

(3) The salary and allowances payable to, and the terms and conditions of service of, teachers shall be such as may be prescribed.

Duties of teachers and redressal of grievances

24. (1) A teacher appointed under sub-section (1) of section 23 shall perform the following duties, namely:-

- (a) Maintain regularity and punctuality in attending school;
- (b) Conduct and complete the curriculum in accordance with the provisions of sub-section (2) of section 29;
- (c) Complete entire curriculum within the specified time;
- (d) assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;
- (e) Hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and
- (f) Perform such other duties as may be prescribed.

(2) A teacher committing default in performance of duties specified in sub-section (1), shall be liable to disciplinary action under the service rules applicable to him or her:

Provided that before-taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.

(3) The grievances, if any, of the teacher shall be re-dressed in such manner as may be prescribed.

Pupil-Teacher Ratio

25. (1) within six months from the date of commencement of this Act, the appropriate Government and the local authority shall ensure that the Pupil-Teacher Ratio, as specified in the Schedule, is maintained in each school.

Filling up vacancies of teachers

(2) For the purpose of maintaining the Pupil-Teacher Ratio under sub-section (1), no teacher posted in a school shall be made to serve in any other school or office or deployed for any non-educational purpose, other than those specified in section 27.

Prohibition of deployment of teachers for non-educational purpose

26. The appointing authority, in relation to a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or by a local authority, shall ensure that vacancy of teacher in a school under its control shall not exceed ten per cent of the total sanctioned strength.

27. No teacher shall be deployed for any non-educational purpose other than the decennial population census, disaster relief duties or duties relating to election to the local authority or the State Legislatures or Parliament, as the case may be.

Prohibition of private tuition by teacher

28. No teacher shall engage himself or herself in private tuition or private teaching activity.

CHAPTER V

CURRICULUM AND COMPETITION OF ELEMENTARY EDUCATION

29. (1) the curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification. Curriculum and evaluation procedure

(2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:—

- (a) Conformity with the values enshrined in the Constitution;
- (b) all round development of the child;
- (c) building up child's knowledge, potentiality and talent;
- (d) development of physical-and mental abilities to the fullest extent;
- (e) learning through activities. discovery and exploration in a child friendly and child-centered manner;
- (f) Medium of instructions shall, as far as practicable, be in child's mother tongue;
- (g) making :he child free of fear, trauma and anxiety and helping the child to express views freely;
- (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

30. (1) No child shall be required to pans any Board examination till completion of elementary education. Examination and completion certificate.

(2) Every child completing his elementary education shall be awarded a certificate, in such form and in such manner. as may be prescribed.

CHAPTER VI

PROTECTION OF RIGHT OF CHILDREN

31 (1) The National Commission for Protection of Child Rights constituted under section on 3, or. as the case may he, the State Commission for Protection of Child Rights constituted under section 17, the Commissions for Protection of Child Rights Act, 2005, shall, in addition to the functions assigned to them under that Act, also perform the following functions, namely:- Monitoring of child's right to education.

- (a) examine and review the safeguards for rights provided by or under this Act and recommend measures for their effective implementation;
- (b) Inquire into complaints, relating to Child's right to free and compulsory education; and.
- (c) Take necessary steps as provided under sections 15 and 24 of the said Commissions for Protection of Child Rights Act.

(2) The said Commissions shall, while inquiring into any matters relating lo child's right to free and compulsory education under clause (c) of sub-section (1). have the same powers as assigned to them respectively under sections 14 and 24 of the said Commissions for Protection of Child Rights Act.

(3) Where the State Commission for Protection of Child Rights has not been constituted in a State, the appropriate Government may, for the purpose of performing the functions specified in clauses (a) to (c) of sub-section (1), constitute such authority, in such manner and subject to such terms and conditions' as may be prescribed.

32. (1) Notwithstanding anything contained in section 31, any person having any grievance relating to the right of a child under this Act may make a written complaint to the local authority having jurisdiction. Redressal of grievances

(2) receiving the complaint under subsection (1). the local authority shall decide the matter within a period of three months after affording a reasonable opportunity of being heard to the parties Concerned.

(3) Any person aggrieved by the decision of the local authority may prefer an appeal to the State Commission for Protection of Child Rights or the authority prescribed under sub-section (3) of section 31, as the case may be.

(4) The appeal preferred under sub-section (3) shall be decided by State Commission for Protection of Child Rights or the authority prescribed under sub-section (3) of Section 31, as the case may be, as provided under clause (c) of sub-section (1) of section 31.

Constitution of National Advisory Council.

33. (1) The Central Government shall constitute, by notification, a National Council, consisting of such number of Members, not exceeding as the Central Government may deem necessary, to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development.

(2) The functions of the National Advisory Council shall be to advise the Central Government on implementation of the provisions of the Act in an effective manner.

(3) The allowances and other terms and conditions of the appointment of the National Advisory Council shall be such as may be prescribed.

Constitution of State Advisory Council.

34. (1) The State Government shall constitute, by notification, a State Council consisting of such number of Members, not exceeding as fifteen, as the State Government may deem necessary, to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development.

(2) The functions of the State Advisory Council shall be to advise the State Government on implementation of the provisions of the Act in an effective manner.

(3) The allowances and other terms and conditions of appointment of Members of the State Advisory Council shall be such as may be prescribed.

CHAPTER VI MISCELLANEOUS

Power of issue directions

35. (1) The Central Government may issue such guidelines to the appropriate Government or, as the case may be, the local authority, as it deems fit for the purpose of implementation of the provisions of this Act.

(2) The appropriate Government may issue guidelines and give such directions, as it deems fit, to the local authority or the School Management Committee regarding implementation of the provisions of this Act.

(3) The local authority may issue guidelines and give such directions, as it deems fit, to the School Management Committee regarding implementation of the provisions of this Act.

Previous sanction for prosecution

36. No prosecution for offences punishable under sub-section (2) of section 13, sub-section (5) of section 18 and sub-section (5) of section 19 shall be instituted except with the previous sanction of an officer authorised in this behalf, by the appropriate Government, by notification.

Protection of action taken in good faith

37. No suit or other legal proceeding shall lie against the Central Government, the State Government, the National Commission for Protection of Child Rights, the State Commission for Protection of Child Rights, the local authority, the School Management Committee or any person, in respect of anything which is in good faith done or intended to be done, in pursuance of this Act, or any rules or order made thereunder.

Power of appropriate Government to make rules

38. (1) The appropriate Government may, by notification, make rules, for carrying out the provisions of this Act.

(2) In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely: -

(a) the manner of giving special training and the time-limit thereof, under first proviso to section 4:

- (b) the area or limits for establishment of a neighbourhood school, under section 6;
- (c) the manner of maintenance of records of children up to the age of fourteen years' under clause (d) of section 9;
- (d) the manner and extent of reimbursement of expenditure, under sub-section (2) of section 12;
- (e) any other document for determining the age of child under sub-section (1) of 14;
- (f) the extended period for admission and the manner of completing study if admitted after the extended period, under section 15;
- (g) the authority, the form and manner of making application for certificate of recognition under sub-section (1) of section 18;
- (h) the form, the period, the manner and the conditions for issuing Certificate of recognition, under sub-section (2) of section 18; -
- (i) the manner of giving opportunity of hearing under second proviso to sub-section (3) of section 18;
- (j) the other functions to be performed by School Management Committee under clause (d) of sub-section (2) of section 21;
- (k) the manner of preparing School Development Plan under sub-section (1) of section 22; -
- (l) the salary and allowances payable to, and the terms and conditions of service of teacher, under sub-section (3) of section 23;
- (m) the duties to be performed by the teacher under clause (f) of sub-section (1) of section 24;
- (n) the manner of redressing grievances of teachers under sub-section (3) of section 24; -
- (o) the form and manner awarding certificate for completion of elementary education under sub-section (2) of section 30;
- (p) the authoring, the manner of its constitution and the terms and conditions therefore, under sub-section (3) of section 31;
- (q) the allowances and other terms and conditions of appointment of Members of the National Advisory Council under sub-section (3) of section 33;
- (r) the allowances and other terms and conditions of appointment of Members of the State Advisory Council under sub-section (3) of section 34

(3) Every rule made under this Act and every notification issued under sections 20 and 23 by the Central Government shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both agree in making any modification in the rule or notification or both Houses agree that the rule or notification should not be made, the rule or notification shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule or notification.

(4) Every rule or notification made by the State Government under this Act shall be laid, as soon as may be after it is made; before the State Legislatures.

THE SCHEDULE

(See sections 19 and 25)

NORMS AND STANDARDS FOR A SCHOOL

Sl No.	Item	Norms and Standards
1. Number of teachers:		
(a)	For first class to fifth class	<p>Admitted children</p> <p>Up to Sixty</p> <p>Between sixty-one to ninety</p> <p>Between Ninety-one to one hundred and twenty</p> <p>Between One hundred and twenty-one to two hundred</p> <p>Above One hundred and fifty children</p> <p>Above two hundred children</p> <p>Number of teacher</p> <p>Two</p> <p>Three</p> <p>Four</p> <p>Five</p> <p>Five plus one Head-Teacher</p> <p>Pupil-teacher Ratio (excluding Head-teacher) shall not exceed forty</p>
(b)	For sixth class to eighth class	<p>(1) At least one teacher per class so that there shall be at least one teacher each</p> <p>For-</p> <p>(i) Science and Mathematics;</p> <p>(ii) Social Studies;</p> <p>(iii) Languages.</p> <p>(2) At least one teacher for every thirty-five children.</p> <p>(3) where admission of children is above One hundred-</p> <p>(i) A full time head-teacher;</p> <p>(ii) Part time instructor for -</p> <p>(A) Art Education;</p> <p>(B) Health and Physical Education;</p> <p>(C) Work Education.</p>
2.	Building	<p>All-weather building consisting of-</p> <p>(i) At least one class-room for every teacher and an office-cum-store-cum-Head teacher's room</p> <p>(ii) Barrier free access</p> <p>(iii) separate toilets for boys and girls;</p> <p>(iv) safe and adequate drinking water facility to all children;</p> <p>(v) a kitchen where mid-day meal is cooked in the school;</p> <p>(vi) Playground;</p>

Sl. No.	Item	Norms and Standards
		(vii) arrangements for securing the school building by boundary wall or fencing.
3.	Minimum number of working days/instructional hours in an academic year	(i) Two hundred working days for first class to fifth class; (ii) Two hundred and twenty working days for sixth class to eighth class; (iii) Eight hundred instructional hours per academic year for first class to fifth class; (iv) One thousand instructional hours per academic year for sixth class to eighth class
4.	Minimum number of working hours per week for the teacher	forty-five teaching including preparation hours.
5.	Teaching learning equipment	Shall be provided to each class as required.
6.	Library	There shall be a library in each school providing newspaper magazines and books on all subjects, including story-hooks
7.	Play material, games and sports equipment	Shall be provided to each class as required.

T.K. VISWANATHAN.

Secretary of the Govt. of India

Name.....

Principal

Name.....

Notes:

1. Every application must be accompanied with the prescribed fee for each additional subject proposed to be introduced. The amount be remitted through crossed demand draft payable to the Secretary, Central Board of Secondary Education, New Delhi or in cash. The details of fees are as under.

Introduction of additional subject

1	Independent schools within the country (Science Subject)	₹ 5,000/- per subject
2	Independent schools within the country (Other Subject)	₹ 3,000/- per subject
3	Overseas Independent Schools (Science Subject)	₹ 15,000/- per subject
4	Overseas Independent Schools (Other Subject)	₹ 10,000/- per subject
5	Govt./Aided/KVS/JNV Schools	₹ 1,000/-per subject
6	Overseas KVS Schools	₹ 2,000/-per subject

2. Application for introduction of additional subject(s) should reach the Board's office not later than 30th June of the year preceding in which the subject is proposed to be introduced.

Frame Work for Special Adult Literacy Drive

1. It seeks involvement of students on a mass scale, as also of the schools, as committed and supportive systems, in the national cause of eradication of illiteracy among adults.
2. SALD will form an essential component of Work-Experience. Accordingly, the area of Work-Experience has been restructured and assigned weightages looking to their relative significance in the curriculum, both at the Secondary & Senior Secondary stages, as under:
 - a) Essential Area: Which may include health, hygiene, food shelter, recreation etc. as outlined in the 20%
 - b) Special Adult Literacy Drive: as a separate and essential component 20%
 - c) Optional Activities: Any one to be chosen out of the many provided in guidelines issued by the Board 60%
3. In the areas where 100% literacy has been achieved, the 20% weightage earmarked for SALD shall be merged with the component designated as Essential Area. Concomitantly, in such situations/areas the component of Essential Area will acquire 40% weightage (including 20% that of SALD) and the optional area with 60% weightage.
4. In recognition of the useful work done by students under SALD, in consonance with 20% weightage assigned to it as part of Work-experience, the award of marks will be as under:
 - 4.1 Marking one adult literate (15-35 years) = 15 marks
 - 4.2 Marking two adults literate (15-30 years) = 20 marks
5. The students, who make, more than two adults literate may be awarded extra credit in the same ratio, as suggested under para 4 above, i.e.:
 - 5.1 for 3 adults = Additional 15 marks
 - 5.2 for 4 adults = Additional 20 marks
6. These additional 20 marks be drawn from the Essential Area of Work Experience which has been assigned 20% weightage in the scheme. For such students the maximum marks allocated for the Essential Area (2) and the SALD (20) will be clubbed together for assessment on this activity. These students will be awarded marks out of 40 instead of 20 as it would be in the normal cases under 4 above. The students making three or more adults literate in that case will not be required to offer any other activity under the Essential Area. They will be deemed to have utilised maximum 40 marks (20 under essential Area + 20 under SALD).

In order to arrive at the overall grade in Work Experience it would be advisable that initially the assessment in done in terms in marks according to the weightages assigned to difference three components i.e. Essential Area, (SALD) and Optional Activities. Then the overall scores (total of three components) obtained by individual candidates be arranged in rank order (i.e. from highest to the lowest for the entire class. Those getting less than 33% will be treated as failed highest to the lowest for the entire class. Those getting less than 33% will be treated as failed and be given grade E of the remainder pass candidates i.e., those getting 33% marks or above in accordance with the criterion laid-down by the Board, the top one-eight (1/8) candidates be awarded A1 grade and the next one-eight (1/8) A2 grade and so on.
7. In those schools or in case of such students who are not familiar with the language of the region concerned where in the literacy programme has to be undertaken, the candidates may either be.
 - 7.1 exempted from this activity (in that case they will be assessed under the Essential Area for 40% weightage instead of 20% weightage in normal circumstances).
 - 7.2 or such candidates may engaged in other related activities of the SALD rather than direct teaching of adults and may be awarded marks suitable for the work done by them.

8. In order to give due recognition to the work done by students, indication will also be made on the certificates issued by the Board, at the end of Secondary and Senior Secondary stages regarding participation of SALD and number of adults made literate during the block period.
9. The good work done by the institutions will also be encouraged. It is expected that under the special drive, the schools would be able to make two persons literate for each student they send every year to Board's examination at the Secondary and Senior stages.
10. Each student's volunteer who wants to make use of incentive marks would be required to devote at least 100 hours in each academic session. The activity may have flexible schedule to be organised during regular school hours or after school hours or during holidays or summer vacation since the entire programme is learner based. This schedule may differ from individual also. Adult literate will have to be certified by the School on the basis of resting done under the norms laid down by NLM and Board.
11. The special driver (SALD) being a part of the national movement, should not be treated as an activity to be taken up by the student alone at their individual levels but the entire school, as a system, under the leadership of the Head of the Institution should involve itself wholly so as to include all the teachers playing their roles effectively in planning, supporting and extending this activity. Involvement of parents is also necessary for the success of the drive. Suitable incentives may also be worked out by the schools and PTA.
12. The school should make this activity time-bound and also area specific. They may adopt nearby villages or communities as the case may be and declare them literate within a specific period of time i.e. two or three years. Thus the target is obligatory not only for the students but also for the schools to be attained within a specific period of time. In metropolitan cities if such localities cannot be identified in the nearby areas, the students and teacher may adopt families and declare within the specified period.
13. The SALD shall be monitored by the board regularly. For the purpose, it may set up State - Wise/Region - Wise Monitoring Committees to review the progress of the Programme in their designated States/Regions with reference to supply of materials, academic inputs, general coordination and overall effectiveness of the programme in the state/region concerned.
14. These Monitoring Committees will also pay surprise visits to the affiliated institutions any time during the months of February to April every year to examine the activities and all the related aspects of the programme and to into records of the adult learners maintained by the schools, from the standpoint of:
 - 14.1 ascertaining that proper evaluation procedures have been followed by the school while awarding the certificated to the adult learners;
 - 14.2 verify that the students volunteers have made literate the number of adults as has been claimed in the Performance Reports submitted to the Board by Schools for that year.
15. The monitoring in respect of Kendriya Vidyalays, Navodaya Vidyalayas, Govt. and Govt. aided institution will be done by the respective organisations controlling them. The Board may, however direct its Monitoring Committees to inspect these institutions also, as and when necessary for required verification.
16. For purpose of monitoring, the schools are expected to do the following:
 - 16.1 To maintain student volunteers Achievement Record as per Appendix - 1, given for purpose of award of incentive marks to student volunteers.
 - 16.2 To keep record of adult learners in readiness which may include the test administered by the schools, of exercise books of the adults and the diaries maintained by the student volunteers.
 - 16.3 To have complete addresses and particulars of the adults made literate for verification by the Monitoring Committee. The Monitoring Committee may also like to meet the adults, the sessions with whom could be arranged on the following days or visits could be organised to their desired by the Committee.
 - 16.4 To send Annual Performance Reports to the Board in proforma SALD-2 given at Appendix-B every year by the end of February.

**APPENDIX - A
SALD-1**

**CENTRAL BOARD OF SECONDARY EDUCATION, DELHI
SPECIAL ADULT LITERACY DRIVE : STUDENT VOLUNTEER ACHIEVEMENT RECORD**

School Code : _____ School Name : _____ Examination _____
NOTE : To be submitted in duplicate by the end of February every year to the Regional Office. In case the Achievement Records do not reach the Board's office by FEBRUARY, no further request will be entertained. All entries to be made in CAPITAL letters only.

S.No.	Roll No.	Name of the Examinee made Literate	Number of Adults made Literate	Name of the Adults	Address of the literates	Remarks
				1. 2. 3. 4. 5.		
				1. 2. 3. 4. 5.		
				1. 2. 3. 4. 5.		
				1. 2. 3. 4. 5.		
				1. 2. 3. 4. 5.		
				1. 2. 3. 4. 5.		
				1. 2. 3. 4. 5.		
				1. 2. 3. 4. 5.		
				1. 2. 3. 4. 5.		
				1. 2. 3. 4. 5.		

* Mention other aspects of the literacy programme in which participated in lieu of actual teaching due to lack of knowledge of local language

CENTRAL BOARD OF SECONDARY EDUCATION, DELHI
SPECIAL ADULT LITERACY DRIVE

Proforma for the Annual Performance Report

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

School : _____

Exam year _____

No. of Examinees :

No. of Adults Made Literate by the school

Secondary _____

Sr. Secondary _____

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

Signature

School's Stamp

(with address)

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

FOR BOARD'S PUBLICATIONS

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

1. Head Assistant (Publication Stores)
Central Board of Secondary Education,
PS 1-2, Institutional Area, I.P. Extension, Patpar Ganj, Delhi - 110092
2. Regional Officer,
Central Board of Secondary Education,
Rajgarh Road, Rajgarh Tinali, Guwahati-781003.
3. Regional Officer,
Central Board of Secondary Education,
Todarmal Marg, Ajmer (Raj.)-305001
4. Regional Officer,
Central Board of Secondary Education,
35-B, Civil Station, MG Marg, Civil Lines, Allahabad-211001
5. Regional Officer,
Central Board of Secondary Education,
Sector - 5, Panchkula- 133152
6. Regional Officer,
Central Board of Secondary Education,
Plot No. 1630 A, 16th Main Road, Anna Nagar (West), Chennai-600040
7. Regional officer,
Central Board of Secondary Education, 8th floor,
BSFC Building, Fraser Road, Patna 800001.
8. Regional officer,
Central Board of Secondary Education, 6th floor, Alok Bharati Complex,
Shaheed Nagar, Bhubaneswar-751007.

Mode of Payment

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

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





CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India