

# Secondary Curriculum 2016-17

Volume - I  
Main Subjects

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**Effective for the Academic Session 2016-17 for classes IX-X**

This document needs to be read with reference to the circulars issued by CBSE from time to time

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**Central Board of Secondary Education**

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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 राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा 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 सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- <sup>1</sup>(ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान ( छयासीवां संशोधन ) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a **'SOVEREIGN 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<sup>2</sup>unity and integrity of the Nation;

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

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

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

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# THE CONSTITUTION OF INDIA

## Chapter IV A

### FUNDAMENTAL DUTIES

#### ARTICLE 51A

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

- (a) to abide 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;
- <sup>1</sup>(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

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1. Subs. by the Constitution (Eighty - Sixth Amendment) Act, 2002

Committees of Courses of various subjects offered by the Board annually review the curricula of their respective subjects. It is, therefore, obligatory for the schools and the students preparing for the Board's Examination for a particular year to follow the syllabi, courses and the books prescribed by it for that year. No deviation from the prescribed ones is permissible. The syllabi and courses in Regional and Foreign Languages have been provided in the Volume II, the syllabi and courses in Music and Dance have been provided in the Volume III printed separately. **Schools should also take note of the circulars, which announce modifications from time to time and are available on the academic website of Board [www.cbseacademic.in](http://www.cbseacademic.in)**

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**PART-I**  
**PRINCIPLES OF SCHOOL CURRICULUM**

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## PRINCIPLES OF SCHOOL CURRICULUM

The CBSE's School Curriculum gets its lead from the National Curriculum Framework (NCF 2005).

The paramount guiding principles as proposed by NCF-2005 are

- connecting knowledge to life outside the school,
- ensuring that learning shifts 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 re-conceptualised 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 promote such a commitment in children.

Independence of thought and action points to a capacity of carefully considered, value-based personal & collective decision-making. 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.

Ability to learn & re-learn is important as means of responding to new situations in a flexible and creative manner. The curriculum needs to emphasise the processes of constructing knowledge.

The ability to choose 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.

### **CBSE School Curriculum -The underlying Values and Rationale**

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 sustainable nature 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 facilitate learners' spiritual, ethical, social, cognitive, mental, and physical growth and development;
- to enhance learner's innate potentials;

- to foster constitutional values and tolerance for different cultures;
- to develop scientific outlook and transformative competencies to meet the demands of the 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 promote capabilities related to goal setting, decision making and lifelong learning;
- To nurture communication and interpersonal skills;
- To learn to be empathetic towards others, display dignity and respect to all , 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 develop abilities related to thinking skills and problem solving.
- To develop creativity and the ability to appreciate art and showcase one's own talents;

### **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, in 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 it must motivate learners to develop effective study skills and to become lifelong learners.

### **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;
- learning outcomes of different levels Secondary;
- possible innovative pedagogies for curricular transaction transformative and beyond

textbooks and classrooms;

- collaboration between home and school;
- project based learning to build research capabilities;
- emphasis on inclusion strategies;
- general and specific teaching and assessment objectives;
- emphasis on multiple modes of assessment through descriptors of good performance;
- provision of integrated activity based program on Environmental Education from classes I-XII;
- provision of NCC/NSS and other activities mentioned under physical education;

### **Curriculum Areas at Secondary Level**

For the purpose of fostering core competence in learners, the curriculum encompasses six major learning areas, which are: Languages, Humanities, Mathematics, Science, Health and Physical Education, Performing and Visual arts. It refers to the content of learning, not the titles of subjects.

#### **Major Contents of Each Curriculum Learning Area in Secondary Classes**

1. **Languages** include Hindi, English, and another 36 languages (detailed in Curriculum Volume II) and focus 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, 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, valuing arts, and the cultural heritage.
4. **Science** (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 a 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, both 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, yoga, 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 acquire the knowledge, and develop attitude, skills and values to make rational decisions in relation to it.
4. Learners understand their cultural, geographical and historical milieus and gain in depth knowledge, attitude, skills and values necessary to bring about transformation for a better India.
5. Learners rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns.
6. 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.
7. Learners interact harmoniously with people and cultures from across the globe and are tolerant and empathetic towards others.
8. Learners involve themselves in cultural pursuits as well as appreciate, respect and acknowledge the artistic, cultural and intellectual work of others.
9. Learners value and engage in practices that promote personal, physical as well as mental and cognitive development, and wellbeing.
10. 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.

#### **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 define activities for pedagogical practices, and evolve a plan for the teaching learning process, evaluation and be able to provide feedback for reflection. Subject experts, scholars and professionals may also be invited to join the committee in advisory capacity,

when necessary. 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 specific 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 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 the 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, Gender sensitivity 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 who 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 with experiences. Such connections are essentially required for being able to make sense of our world and foster learning capacity.

Linkages between subjects also help learners more effectively apply and embed skills and knowledge in meaningful and purposeful contexts. For example, mathematical data handling and interpretation can be effectively applied in geography and science; learners can write better-framed answers in history, geography and science when they have learnt how to write explanations/short descriptions in a language; 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 (Interdisciplinary) projects thus helping them 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, 1995, 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 having been 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 up to 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 up to 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; 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 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 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 along with 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 up to 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 up to 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 up to 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 up to 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 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 inter school 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 bona fide residents of the National Capital Territory of Delhi and satisfy the following additional conditions: -

- (1) that they have privately pursued the prescribed course of study under proper guidance; and
  - (2) 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 up to Secondary Examination.
- (1) 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 up to Secondary level.
  - (2) Physically handicapped students on producing reasonable evidence of having difficulty to attend normal institutions in the subjects not involving practical training / examination.
  - (3) 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 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 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. 2013 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.
- The above provisions shall be subject to periodical checks by the Board in respect of such schools/candidates appearing for examination as defined at (i) above

## **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/Certificate of Continuous Comprehensive Evaluation. 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:
- (d) Cumulative Grade Point Average (CGPA) would also be reflected in the Statement of Subject wise Performance /Certificate of Continuous and Comprehensive Evaluation.

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	—

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 =  $9.5 \times \text{GP of the subject}$
- Overall indicative percentage of marks =  $9.5 \times \text{CGPA}$

#### 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

- (a) 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.
- (b) 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.
- (c) 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.
- (d) 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.	Subject	Term I and Term II				
		Formative Assessment I and II	Formative Assessment III and IV	Summative Assessment I and II		
		Total Weightage (%)		Marks	Total Weightage (%)	Duration
1	Language I	10	10	90/3	30	3 hrs
2	Language II	10	10	90/3	30	3 hrs
3	Mathematics	10	10	90/3	30	3 hrs
4	*Science	10	10	90/3	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 and summative Assessment.						
5	Social Science	10	10	90/3	30	3 hrs
<b>Additional Subjects</b>						
6	*Home Science	10	10	90/3	30	2½-3 hrs
*Hands on practical skills and project will be assessed through Formative Assessments.						
7	*FIT/ICT	10	10	90/3	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 and Summative Assessment.						
8	Elements of Business	10	10	90/3	30	3 hrs
9	Elements of Book - Keeping and Accountancy	10	10	90/3	30	3 hrs
10	e-publishing & e-office English or Hindi	10	10	Theory-30 Marks	30	2 hrs
				Practical -60 Marks		1 hr
11	*Painting	10	10	60/2	30	3 hrs
*No Theory Paper, Only Practical Examination						
12	*Carnatic Music	15	35	50	50	2 hrs
13	*Hindustani Music	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.
- 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%. The total weightage of all the four Formative Assessments is 40%.
- Assessment of Speaking and Listening skills (ASL) will be done in English, 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.
- OTBA will be conducted only towards SA-II in class IX.

## **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 to appear in the Formative and Summative Assessments and the result shall be declared, subject to fulfillment 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 a 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)**

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/Grade sheet Cum Certificate of Performance at the Secondary School Examination 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/Grade Sheet Cum Certificate of Performance 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, Foundation of Information Technology/Information and Communication Technology, Commerce (Elements of Business) and Commerce (Elements of Book Keeping and Accountancy), e-publishing & e-office (English), e-publishing & e-office (Hindi), Introduction to Computer Technology, Retail(NSQF) and Information Technology (NSQF)

## **23. GUIDELINES REGARDING DIFFERENTLY ABLED CANDIDATES FOR THE CONDUCT OF ASSESSMENTS (EXAMINATION)**

In accordance with the Government of India, Ministry of Social Justice and Empowerment Department of Disability guidelines vide OM F. No. 16-110/2003-DD. III dated 26.02.2013 the schools are instructed to abide by the following guidelines regarding differently abled candidates during the conduct of CBSE Examination.

1. The differently abled candidates may be given compensatory time of 50 minutes in each paper of CBSE and CBSE-i Examination for differently abled candidates who

are making use of scribe/amanuensis. All the candidates with disability not availing the facility of scribe may also be allowed compensatory time of 50 minutes.

2. The facility of scribe/amanuensis may be allowed to any person who has disability of 40% or more if so desired by the person.
3. The candidate shall have the discretion of opting for his/her own scribe and shall have the flexibility in accommodating change in scribe in case of emergency. Candidate shall also have the option of meeting the scribe a day before the examination. The Centre Superintendent of the examination centre concerned shall forward to the Regional Officer concerned of the Board, a report of the giving full particulars of the candidate and that of the Scribe.
4. A person to be appointed as scribe should not have obtained his/her qualifications in the same subject(s) in which the candidate shall be appearing for the examination.\*
5. Proper seating arrangement preferably at ground floor should be made prior to the commencement of Examination to avoid confusion.
6. The time of giving the question paper, should be marked accurately and timely supply of question paper meant for visually impaired candidates, should be ensured.
7. There should also be flexibility in accommodating any change in scribe/reader/lab assistant in case of emergency. The candidates should also be allowed to take more than one scribe/reader for writing different papers especially for language.
8. In addition to this, the near relatives of the candidate may be permitted to be present in the examination hall only for the purpose of motivation and support to the candidate.

\*Amended as per the Notification No COORD/EC-21.2 and 30.7/2014 dated March 03,2015

#### **24. EXAMINATION BYE-LAWS**

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

## 2. SCHEME OF STUDIES

### 2.1 SUBJECT OF STUDIES

The learning areas will include:

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

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

(3) Mathematics

(4) Science

(5) Social Sciences

(6) Work Education or Pre-Vocational Education

(7) Art Education

(8) Health and Physical Education

### 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, Foundation of Information Technology/  
Information and Communication Technology

### NOTES

- (i) It is expected that all the students would have studied three languages up to class VIII. Those students who could not clear the third language in class VIII, and have been promoted to class IX shall be examined by the schools concerned at the end of class IX in the same syllabus and textbooks as are prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear at the Secondary School Examination of the Board at the end of class X unless she has cleared the third language.
- (ii) Hindi and English must be two of the three languages to be offered as stated in the note (i) above. Hindi and English must have been studied at least up to class VIII.
- (iii) Hindi 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.
- (iv) As a general practice the Board prescribes the textbooks of regional language being followed in classes IX and X in the State Board where the language is taught as the mother-tongue. The schools are advised to bring to the notice of CBSE the changes if any, brought out at the commencement of the academic session by the respectively State Boards, in the textbooks of the language of their State. The

affiliated institutions are advised to follow strictly the textbooks prescribed by CBSE in its curriculum unless the change has been duly notified to all schools for general information. No mid-term changes shall be entertained. School are not permitted to teach languages other than the ones prescribed by the Board.

### 2.3 INSTRUCTIONAL TIME

#### TIME TABLE AND WORK DISTRIBUTION NORMS AS 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 45 working-hour per week as per the recommendation of RTE-Act 2009, a school needs to function for six days a week for 6 hrs. 10 minutes on each day. Teachers may be retained after school hours for an additional 1 hour 20 minutes which can be used for planning/ preparation/ feedback/ follow up work.
3. Every teacher shall devote in a year not less than 1200 hours to the actual teaching in classroom in classes I-VIII, out of which not more than 200 hours may be required to be devoted for remedial teaching and attention to weak and gifted students before or after the school hours. Provided that if any teacher is required to devote more than 1200 hours to the teaching and planning, extra remuneration shall be paid to her 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. A time-table of 8 periods per day may be followed in schools with 45 minutes duration in the 1st and 5th periods and 40 minutes duration for the remaining periods.

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

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 800 hours 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 learning across subjects.

Age- appropriate activities are given in the Teachers' Manuals and Activity Cards brought out by the Board.

#### **TIME TABLE AND WORK DISTRIBUTION NORMS CLASSES IX AND X**

1. The teacher-student ratio as per the affiliation Bye-Laws of the Board should be maintained- 1:30.
2. Every teacher shall devote in a year not less than 1200 hours to the teaching and planning, out of which not more than 200 hours may be required to be devoted for remedial teaching and attention to weak and gifted students before or after the school hours. Provided that if any teacher is required to devote more than 1200 hours to the teaching and planning, extra remuneration shall be paid to her 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.
3. All teachers are required to teach for a minimum of 30 periods per week with remaining periods to be used for planning and preparation of the lessons and activities.
4. A time table of 8 periods per day may be followed in schools with 45 minutes duration in the 1st and 5th periods and 40 minutes duration for the remaining periods.
5. Number of periods may be 07 allotted for the first language for classes IX to X. Second Language may be allotted 06 periods. Periods for developing proficiency in spoken language may be carved out from the periods allotted for the respective languages.

#### **Instructional time for classes IX and X**

S. No.	Subject	Number of periods for theory classes	Number of periods for activity classes	Total Number of Periods
1	Language-I	6	01	7
2	Language-II	5	01	6
3	Mathematics	6	01 (Maths Lab)	7
4	Science	6	02 (Lab)	8
5	Social Sciences	7	01	8
6	Work Education	—	2	2
7	Art Education	—	2	2
8	Physical 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 learning across subjects. Age- appropriate activities given in the Teachers' Manuals and Activity Cards brought out by the Board may be referred to.

## 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 a 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 the prescribed curriculum and incorporated in work-education as an essential component.

## 2.5 SPECIAL PROVISIONS

Provision for Candidates with Visual and Hearing Impairment

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

Mathematics, Science, Social Science, Other language, Music, FIT/ICT, Painting and Home Science.

## 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, the Chairperson 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 31st August.

### 3. HOW TO APPLY FOR INTRODUCING ADDITIONAL SUBJECTS

A school affiliated to 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.

The 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. An electronic application form available on [www.cbse.nic.in](http://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.
2. Read the instructions carefully given in the curriculum document and Affiliation Byelaws before you start filling the electronic form.
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.
4. Schools are required to attach a copy of the 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, the school must inform the Director (Arti) 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

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**PART-III**  
**SUBJECTS OF STUDIES**

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# हिंदी मातृभाषा

## ( कोड 002 )

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

### 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 बोधकराना।
- साहित्य की प्रभावकारी क्षमता का उपयोग करते हुए सभी प्रकार की विविधताओं (राष्ट्रीयताओं, धर्म लिंग, भाषा) के प्रति सकारात्मक और संवेदनशील रवैये का विकास।

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

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

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

## 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 से 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

## रचनात्मक मूल्यांकन ( फॉरमेटिव ) श्रवण व वाचन ( मौखिक/बोलना ) संबंधी 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, व्यंग्य आदि को समझना।
- वैचारिक मतभेद होने पर भी वक्ता की बात को ध्यानपूर्वक, धैर्यपूर्वक व शिष्टाचारानुकूल प्रकार से सुनना व वक्ता के दृष्टिकोण को समझना।
- ज्ञानार्जन, मनोरंजन व प्रेरणा ग्रहण करने हेतु सुनना।
- वक्तव्य का आलोचनात्मक विश्लेषण कर सुनकर उसका सार ग्रहण करना।

### 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 कर देना, धन्यवाद देना, भाषण, वाद-विवाद, कृतज्ञता ज्ञापन, संवेदना व बधाई इत्यादि मौखिक कौशलों का उपयोग।
- मंच भय से मुक्त होकर प्रभावशाली ढंग से 5-10 मिनट तक भाषण देना।

### 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 सतत् प्रक्रिया होनी चाहिए। वार्तालाप कौशलों के मूल्यांकन के लिए एक मापक्रम नीचे दिया गया है। इसमें प्रत्येक

कौशल के लिए विद्यार्थियों को शून्य से दस के मध्य अंक प्रदान किए 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 विद्यार्थियों को किसी विशिष्ट पट्टिका में रख सकता है उदाहरणार्थ यदि किसी विद्यार्थी के कौशल पट्टिका संख्या 3 व 5 के मध्य स्थित हैं तो उसे 4 अंक प्रदान किये जा सकते हैं विशिष्ट योग्यता वाले विद्यार्थियों को 10 अंक भी प्रदान किये जा सकते हैं। विद्यार्थियों को वर्ष के प्रारम्भ में ही यह सूचित कर दिया जाना चाहिए कि उनका कक्षा में सहभागिता का मूल्यांकन इस प्रकार किया जाना है।

### कौशलों के अंतरण का मूल्यांकन के लिए मापक्रम

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 शृंखला को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।	4	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा प्रवाह रूप में प्रस्तुत कर सकता है। ऐसी गलतियाँ करता है जिनसे प्रेषण में रुकावट नहीं आती।
5	जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करता है, उद्देश्य के अनुकूल सुनने की कुशलता प्रदर्शित करता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है, केवल मामूली गलतियाँ करता है।

#### 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 चिंतन कर सकें तथा जिनमें न केवल अपने स्वयं के ज्ञान का निर्माण की क्षमता हो अपितु वे इसका आत्मावलोकन भी कर सकें।

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

## 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- विद्यार्थियों की अनुभव परिधि से संबंधित विषय।
- सामूहिक चर्चा- विद्यार्थियों की अनुभव परिधि से संबंधित विषय।

## मूल्यांकन के संकेत बिंदुओं का विवरण

### प्रस्तुतीकरण

- आत्मविश्वास
- हाव-भाव के साथ
- प्रभावशाली प्रस्तुति
- 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 हिन्दी 'अ'- संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2016-2017

संकलित परीक्षा 1 ( भार 30% ) ( अप्रैल-सितम्बर ) 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		
	(अ)	दो अपठित गद्यांश (100 से 150 शब्दों के) (1X10)	10	20
	(ब)	दो अपठित काव्यांश (100 से 150 शब्दों के) (1X10)	10	
2		व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न (1X15)	15	15
3		पाठ्यपुस्तक क्षितिज भाग-1 व पूरकपाठ्यपुस्तक कृतिका भाग-1		
	(अ)	<b>गद्य खण्ड</b>	<b>15</b>	
		1 क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न। (2+2+1)	05	
		2 क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन व मनन क्षमताओं का आंकलन करने हेतु प्रश्न। (2x5)	10	
	(ब)	<b>काव्य खण्ड</b>	<b>15</b>	
		1 काव्यबोध व काव्य पर स्वयं की सोच की परख करने हेतु क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर प्रश्न। (2+2+1)	05	
		2 क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु प्रश्न। (2x5)	10	
	(स)	<b>पूरक पाठ्यपुस्तक कृतिका भाग-1</b>	<b>05</b>	<b>35</b>
		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। (5x1)		

4	लेखन			
	(अ)	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिन्दुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 200 से 250 शब्दों में किसी एक विषय पर निबंध। (10x1)	10	20
	(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र। (5x1)	05	
	(स)	किसी एक विषय पर 'प्रतिवेदन'। (5x1)	05	
		<b>कुल</b>		<b>90</b>

**हिन्दी पाठ्यक्रम-अ कोड संख्या ( 002 )**  
**कक्षा नौवीं हिन्दी 'अ'- संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2016-2017**

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		
	(अ)	एक अपठित गद्यांश (100 से 150 शब्दों के) (1X5)	5	20
	(ब)	एक अपठित काव्यांश (100 से 150 शब्दों के) (1X5)	5	
	(स)	मुक्त पाठ्यवस्तु पर आधारित 2-5 दीर्घ/लघु प्रश्न (5+5)	10	
2		व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न (1X15)	15	15
3		पाठ्यपुस्तक क्षितिज भाग-1 व पूरकपाठ्यपुस्तक कृतिका भाग-1		
	(अ)	<b>गद्य खण्ड</b>	15	35
		1 क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न। (2+2+1)	05	
		2 क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन व मनन क्षमताओं का आंकलन करने हेतु प्रश्न। (2x5)	10	
	(ब)	<b>काव्य खण्ड</b>	15	
		1 काव्यबोध व काव्य पर स्वयं की सोच की परख करने हेतु क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर प्रश्न। (2+2+1)	05	
		2 क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु प्रश्न। (2x5)	10	
	(स)	<b>पूरक पाठ्यपुस्तक कृतिका भाग-1</b>	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। (5x1)		

4	लेखन			
	(अ)	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिन्दुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 200 से 250 शब्दों में किसी एक विषय पर निबंध। (10x1)	10	20
	(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र। (5x1)	05	
	(स)	किसी एक विषय पर 'प्रतिवेदन'। (5x1)	05	
		<b>कुल</b>		<b>90</b>

संकलित परीक्षा 1	30%
संकलित परीक्षा 2	30%
फॉरमेटिव परीक्षा एफ.ए.-1(भार 10%), एफ.ए.-2 (भार 10%) एफ.ए.-3 (भार 10%), एफ.ए.-4(भार 10%)	40%
<b>कुल भार</b>	<b>100%</b>

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

**टिप्पणी:**

1. संकलित परीक्षाओं का कुल भार 60 प्रतिशत तथा रचनात्मक मूल्यांकन परीक्षाओं का कुल भार 40 प्रतिशत होगा। रचनात्मक मूल्यांकन 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 फॉरमेटिव 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 परिवर्तित करने के उपरांत ग्रेड का निर्धारण किया जाएगा।

**हिन्दी पाठ्यक्रम-अ कोड संख्या ( 002 )**  
**कक्षा दसवीं हिन्दी 'अ'- संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2016-2017**

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		
	(अ)	दो अपठित गद्यांश (100 से 150 शब्दों के) (1x10)	10	20
	(ब)	दो अपठित काव्यांश (100 से 150 शब्दों के) (1x10)	10	
2		व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न (1x15)	15	15
3		पाठ्यपुस्तक क्षितिज भाग-1 व पूरकपाठ्यपुस्तक कृतिका भाग-1		
	(अ)	<b>गद्य खण्ड</b>	15	
		1 क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न। (2+2+1)	05	
		2 क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन व मनन क्षमताओं का आंकलन करने हेतु प्रश्न। (2x5)	10	
	(ब)	<b>काव्य खण्ड</b>	15	
		1 काव्यबोध व काव्य पर स्वयं की सोच की परख करने हेतु क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर प्रश्न। (2+2+1)	05	
		2 क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु प्रश्न। (2x5)	10	
	(स)	<b>पूरक पाठ्यपुस्तक कृतिका भाग-1</b>	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। (5x1)		35

4	लेखन			
	(अ)	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिन्दुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 200 से 250 शब्दों में किसी एक विषय पर निबंध। (10x1)	10	20
	(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र। (5x1)	05	
	(स)	दिए गए गद्यांश का 'सार लेखन'। (5x1)	05	
		<b>कुल</b>		<b>90</b>

संकलित परीक्षा 1	30%
संकलित परीक्षा 2	30%
फॉरमेटिव परीक्षा एफ.ए.-1(भार 10%), एफ.ए.-2 (भार 10%) एफ.ए.-3 (भार 10%), एफ.ए.-4(भार 10%)	40%
<b>कुल भार</b>	<b>100%</b>

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

**टिप्पणी:**

1. संकलित परीक्षाओं का कुल भार 60 प्रतिशत तथा रचनात्मक मूल्यांकन (फॉरमेटिव) परीक्षाओं का कुल भार 40 प्रतिशत होगा। रचनात्मक मूल्यांकन (फॉरमेटिव) 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 रचनात्मक मूल्यांकन (फॉरमेटिव) 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 परिवर्तित करने के उपरांत ग्रेड का निर्धारण किया जाएगा।

**कक्षा नौवीं हिन्दी 'अ'- संकलित एवं रचनात्मक मूल्यांकन ( फॉर्मेटिव ) परीक्षाओं हेतु  
पाठ्यक्रम का विभाजन ( 2016-2017 )**

क्र. स.	पाठ्य पुस्तक	प्रथम सत्र ( अप्रैल से सितम्बर )			द्वितीय सत्र ( अक्टूबर से मार्च )		
		FA1 10	FA2 10	SA-I 30	FA3 10	FA4 10	SA-II 30
<b>क्षितिज भाग-1 गद्य खण्ड</b>							
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	हजारीप्रसाद द्विवेदी - एक कुत्ता और एक मैना					✓	✓
<b>काव्य खंड</b>		<b>FA1 10</b>	<b>FA2 10</b>	<b>SA-I 30</b>	<b>FA3 10</b>	<b>FA4 10</b>	<b>SA-II 30</b>
9	कबीर - साखियाँ एवं सबद	✓		✓			
10	ललद्यद - वाख	✓		✓			
11	रसखान - सवैये		✓	✓			
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					✓	✓

क्र. स.	पाठ्य पुस्तक	प्रथम सत्र ( अप्रैल से सितम्बर )			द्वितीय सत्र ( अक्टूबर से मार्च )		
		FA1 10	FA2 10	SA-I 30	FA3 10	FA4/ 10	SA-II 30
<b>कृतिका पूरक पाठ्य पुस्तक</b>							
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					✓	✓
<b>व्याकरण</b>		<b>FA1 10</b>	<b>FA2 10</b>	<b>SA-I 30</b>	<b>FA3 10</b>	<b>FA4 10</b>	<b>SA-II 30</b>
1	शब्द निर्माण उपसर्ग - 2 अंक प्रत्यय - 2 अंक समास - 3 अंक	✓		✓	✓		✓
2	अर्थ की दृष्टि से वाक्य भेद - 4 अंक		✓	✓		✓	✓
3	अलंकार - 4 अंक ( शब्दालंकार अनुप्रास, यमक, श्लेष ) ( अर्थालंकार उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण )	✓	✓	✓	✓	✓	✓
<b>लेखन</b>		<b>FA1 10</b>	<b>FA2 10</b>	<b>SA-I 30</b>	<b>FA3 10</b>	<b>FA4 10</b>	<b>SA-II 30</b>
1	अपठित गद्यांश (5+5=10 अंक)			✓			✓
2	अपठित काव्यांश (5+5=10 अंक)			✓			✓
<b>पठन</b>		<b>FA1 10</b>	<b>FA2 10</b>	<b>SA-I 30</b>	<b>FA3 10</b>	<b>FA4 10</b>	<b>SA-II 30</b>
1	पत्र लेखन (5 अंक)	✓		✓		✓	✓
2	निबंध लेखन (10 अंक)			✓	✓		✓
3	प्रतिवेदन (5 अंक)		✓	✓		✓	✓

**कक्षा दसवीं हिन्दी 'अ'- संकलित एवं रचनात्मक मूल्यांकन ( फॉरमेटिव ) परीक्षाओं हेतु  
पाठ्यक्रम का विभाजन (2016-17)**

क्र. स.	पाठ्य पुस्तक	प्रथम सत्र ( अप्रैल से सितम्बर )			द्वितीय सत्र ( अक्टूबर से मार्च )		
		FA1 10	FA2 10	SA-I 30	FA3 10	FA4 10	SA-II 30
<b>क्षितिज भाग-2 गद्य खण्ड</b>							
1	स्वयं प्रकाश - नेताजी का चश्मा	✓		✓			
2	रामवृक्ष बेनीपुरी - बालगोबिन भगत	✓		✓			
3	यशपाल - लखनवी अंदाज़		✓	✓			
4	सर्वेश्वर दयाल सक्सेना - मानवीय करुणा की दिव्य चमक		✓	✓			
5	मन्नू भंडारी - एक कहानी यह भी				✓		✓
6	महावीरप्रसाद द्विवेदी - स्त्री-शिक्षा के विरोधी, कुतर्कों का खंडन				✓		✓
7	यतींद्र मिश्र - नौबतखाने में इबादत					✓	✓
8	भदंत आनंद कौसल्यायन संस्कृति					✓	✓
<b>काव्य खंड</b>							
		FA1 10	FA2 10	SA-I 30	FA3 10	FA4 10	SA-II 30
1	सूरदास- ऊधौ, तुम हौ अति बड़भागी....	✓		✓			
2	तुलसी दास - राम-लक्ष्मण - परशुराम संवाद				✓		✓
3	देव- पाँयनि नूपुर - मंजु बजें...	✓		✓			
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					✓	✓
<b>कृतिका पूरक पाठ्य पुस्तक</b>							
		FA1 10	FA2 10	SA-I 30	FA3 10	FA4 10	SA-II 30
1	शिवपूजन सहाय - माता का अँचल	✓		✓			
2	कमलेश्वर - जॉर्ज पंचम की नाक		✓	✓			
3	मधु कांकरिया - साना-साना हाथ जोड़ि...				✓		✓

4	शिव प्रसाद मिश्र 'रुद्र' - एही ठैयाँ झुलनी हेरानी हो रामा					✓	✓
5	अज्ञेय - मैं क्यों लिखता हूँ?					✓	✓
<b>व्याकरण</b>		<b>FA1 10</b>	<b>FA2 10</b>	<b>SA-I 30</b>	<b>FA3 10</b>	<b>FA4 10</b>	<b>SA-II 30</b>
1	रचना के आधार पर वाक्य भेद (3 अंक)	✓	✓	✓		✓	✓
2	वाच्य (4 अंक)			✓	✓		✓
3	पद-परिचय (4 अंक)	✓	✓	✓	✓		✓
4	रस (4 अंक)	✓	✓	✓	✓		✓
<b>पठन</b>		<b>FA1 10</b>	<b>FA2 10</b>	<b>SA-I 30</b>	<b>FA3 10</b>	<b>FA4 10</b>	<b>SA-II 30</b>
1	अपठित गद्यांश (5+5=10 अंक)			✓			✓
2	अपठित काव्यांश (5+5=10 अंक)			✓			✓
<b>लेखन</b>		<b>FA1 10</b>	<b>FA2 10</b>	<b>SA-I 30</b>	<b>FA3 10</b>	<b>FA4 10</b>	<b>SA-II 30</b>
1	पत्र लेखन (5 अंक)	✓		✓			✓
2	निबंध लेखन (10 अंक)			✓	✓		✓
3	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. रचनात्मक मूल्यांकन (फॉरमेटिव) मूल्यांकन का अभिप्राय अधिगम के मूल्यांकन से है। इसलिए विद्यालय उपर्युक्त विभाजन का अपनी सुविधानुसार उपयोग कर सकते हैं।
2. रचनात्मक मूल्यांकन (फॉरमेटिव) मूल्यांकन से संबंधित सभी कार्यकलाप जैसे विभिन्न प्रकार के शैक्षिक खेल, पहेली, प्रतियोगिता, परियोजना (Project), भूमिका निर्वहन (Role Play), 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।

**प्रश्नपत्र का प्रश्नानुसार विश्लेषण एवं प्रारूप**  
**हिन्दी पाठ्यक्रम-अ**  
**कक्षा-नौवीं**  
**संकलित परीक्षा ( प्रथम )**

समय: 3 घण्टे

अधिकतम अंक : 90

क्र.	प्रश्नों का प्रारूप	दक्षता परीक्षण/अधिगम परिणाम	बहु विकल्पीय 1 अंक	अति लघूत्तरात्मक 1 अंक	लघूत्तरात्मक 2 अंक	निबंधात्मक 5 अंक	निबंधात्मक II 10 अंक	कुल योग
(क)	अपठित बोध	अवधारणात्मक बोध, अर्थग्रहण, अनुमान लगाना, विश्लेषण करना, शब्दज्ञान व भाषिक कौशल	20					20
(ख)	व्यावहारिक व्याकरण	व्याकरणिक सरंचनाओं का बोध और प्रयोग, विश्लेषण एवं भाषिक कौशल		15				15
(ग)	पाठ्यपुस्तक	प्रत्यास्मरण, अर्थग्रहण ( भावग्रहण), लेखक के मनोभावों को समझना शब्दों का प्रसंगानुकूल अर्थ समझना, आलोचनात्मक चिंतन, तार्किकता, सराहना, साहित्यिक परंपराओं के परिप्रेक्ष्य में मूल्यांकन, विश्लेषण, सृजनात्मकता, कल्पनाशीलता, कार्य-कारण संबंध स्थापित करना, साम्यता एवं अंतरों की पहचान, अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान।		2	14	1		35
(घ)	रचनात्मक लेखक (लेखन कौशल)	संकेत बिंदुओं का विस्तार, अपने मत की अभिव्यक्ति, सोदाहरण समझाना, औचित्य निर्धारण, भाषा में प्रवाहमयता, सटीक शैली, उचित प्रारूप का प्रयोग, अभिव्यक्ति की मौलिकता, सृजनात्मकता एवं तार्किकता				2	1	20
		<b>कुल</b>	<b>1x20=20</b>	<b>1x17=17</b>	<b>2x14=28</b>	<b>5x3=15</b>	<b>10x1=10</b>	<b>90</b>

**प्रश्नपत्र का प्रश्नानुसार विश्लेषण एवं प्रारूप**  
**हिन्दी पाठ्यक्रम-अ ( कक्षा-नौवीं )**  
**संकलित परीक्षा ( द्वितीय )**

समय: 3 घण्टे

अधिकतम अंक : 90

क्र.	प्रश्नों का प्रारूप	दक्षता परीक्षण/अधिगम परिणाम	बहु विकल्पीय 1 अंक	अति लघूत्तरा त्मक 1 अंक	लघूत्तरा त्मक 2 अंक	निबंधा त्मक 5 अंक	निबंधा त्मक II 10 अंक	कुल योग
(क)	अपठित बोध  मुक्त पाठ्य पुस्तक	अवधारणात्मक बोध, अर्थग्रहण, अनुमान लगाना, विश्लेषण करना, शब्दज्ञान व भाषिक कौशल  5x2	10			2		20
(ख)	व्यावहारिक व्याकरण	व्याकरणिक सरंचनाओं का बोध और प्रयोग, विश्लेषण एवं भाषिक कौशल		15				15
(ग)	पाठ्यपुस्तक	प्रत्यास्मरण, अर्थग्रहण (भावग्रहण), लेखक के मनोभावों को समझना शब्दों का प्रसंगानुकूल अर्थ समझना, आलोचनात्मक चिंतन, तार्किकता, सराहना, साहित्यिक परंपराओं के परिप्रेक्ष्य में मूल्यांकन, विश्लेषण, सृजनात्मकता, कल्पनाशीलता, कार्य-कारण संबंध स्थापित करना, साम्यता एवं अंतरों की पहचान, अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान।		2	14	1		35
(घ)	रचनात्मक लेखक (लेखन कौशल)	संकेत बिंदुओं का विस्तार, अपने मत की अभिव्यक्ति, सोदाहरण समझाना, औचित्य निर्धारण, भाषा में प्रवाहमयता, सटीक शैली, उचित प्रारूप का प्रयोग, अभिव्यक्ति की मौलिकता, सृजनात्मकता एवं तार्किकता				2	1	20
		<b>कुल</b>	<b>1x10= 10</b>	<b>1x17= 17</b>	<b>2x14= 28</b>	<b>5x5=25</b>	<b>10x1= 10</b>	<b>90</b>

**टिप्पणी:** कक्षा नौवीं के लिए संकलित परीक्षा-2 के प्रश्नपत्र में मुक्त पाठ्य के आकलन हेतु 2 प्रश्न (2x5) सम्मिलित किये जायेंगे। जो कुल 10 अंक के होंगे। विद्यार्थियों को मामलों के अध्ययन (केस स्टडीज़) पहले ही से उपलब्ध करवाए जायेंगे। केस स्टडीज़ विद्यार्थियों की विश्लेषणात्मक व उच्च स्तरीय चिंतन कौशलों के परीक्षण हेतु बनाई जाएंगी।

**प्रश्नपत्र का प्रश्नानुसार विश्लेषण एवं प्रारूप  
हिन्दी पाठ्यक्रम-अ  
कक्षा-दसवीं  
संकलित परीक्षा ( प्रथम एवं द्वितीय )**

समय: 3 घण्टे

अधिकतम अंक : 90

क्र.	प्रश्नों का प्रारूप	दक्षता परीक्षण/अधिगम परिणाम	बहु विकल्पीय 1 अंक	अति लघूत्तरात्मक 1 अंक	लघूत्तरात्मक 2 अंक	निबंधात्मक 5 अंक	निबंधात्मक II 10 अंक	कुल योग
(क)	अपठित बोध	अवधारणात्मक बोध, अर्थग्रहण, अनुमान लगाना, विश्लेषण करना, शब्दज्ञान व भाषिक कौशल	20					20
(ख)	व्यावहारिक व्याकरण	व्याकरणिक संरचनाओं का बोध और प्रयोग, विश्लेषण एवं भाषिक कौशल		15				15
(ग)	पाठ्यपुस्तक	प्रत्यास्मरण, अर्थग्रहण ( भावग्रहण ), लेखक के मनोभावों को समझना शब्दों का प्रसंगानुकूल अर्थ समझना, आलोचनात्मक चिंतन, तार्किकता, सराहना, साहित्यिक परंपराओं के परिप्रेक्ष्य में मूल्यांकन, विश्लेषण, सृजनात्मकता, कल्पनाशीलता, कार्य-कारण संबंध स्थापित करना, साम्यता एवं अंतरों की पहचान, अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान।		2	14	1		35
(घ)	रचनात्मक लेखक (लेखन कौशल)	संकेत बिंदुओं का विस्तार, अपने मत की अभिव्यक्ति, सांदाहरण समझाना, औचित्य निर्धारण, भाषा में प्रवाहमयता, सटीक शैली, उचित प्रारूप का प्रयोग, अभिव्यक्ति की मौलिकता, सृजनात्मकता एवं तार्किकता				2	1	20
		<b>कुल</b>	<b>1x20=20</b>	<b>1x17=17</b>	<b>2x14=28</b>	<b>5x3=15</b>	<b>10x1=10</b>	<b>90</b>

# 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 तेज़ी 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 :

- द्वितीय भाषा के रूप में पढ़ाई जा रही हिंदी भाषा का स्तर पढ़ने और पढ़ाने दोनों ही दृष्टियों से मातृभाषा सीखने की तुलना में कुछ मंथर गति से चलेगा। यह गति धीरे-धीरे बढ़ सके, इसके लिए हिंदी अध्यापकों को बड़े धीरज से अपने अध्यापन कार्यक्रमों को नियोजित करना होगा। किसी भी द्वितीय भाषा में निपुणता प्राप्त करने-कराने का एक ही उपाय है- उस भाषा का लगातार रोचक अभ्यास करना-कराना। ये अभ्यास जितने अधिक रोचक, सक्रिय एवं प्रासंगिक होंगे विद्यार्थियों की भाषिक उपलब्धि भी उतनी ही तेज़ी 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।
- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापन को हर प्रकार की विभिन्नताओं (लिंग, धर्म, जाति, वर्ग आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।

## 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।

## रचनात्मक मूल्यांकन ( फॉरमेटिव )

### 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 अनुतान का प्रयोग करना।
- सामान्य विषयों पर बातचीत कर सकना और परिचर्चा में भाग ले सकना।
- हिन्दी कविताओं को उचित लय, आरोह-अवरोह और भाव के साथ पढ़ सकना।
- सरल विषयों पर कुछ तैयारी के साथ दो-चार मिनट का भाषण दे सकना।
- हिन्दी में स्वागत कर सकना, परिचय और धन्यवाद दे सकना।
- हिन्दी अभिनय में भाग ले सकना।

**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 विद्यार्थियों 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 विद्यार्थियों को किसी विशिष्ट पट्टिका में रख सकता है उदाहरणार्थ यदि किसी विद्यार्थी के कौशल पट्टिका संख्या 3 व 5 के मध्य स्थित हैं तो उसे 4 अंक प्रदान किये जा सकते हैं। विशिष्ट योग्यता वाले विद्यार्थियों को 10 अंक भी प्रदान किये जा सकते हैं। विद्यार्थियों को वर्ष के प्रारम्भ में ही यह सूचित कर दिया जाना चाहिए कि उनका कक्षा में सहभागिता का मूल्यांकन इस प्रकार किया जाना है।

## कौशलों के अंतरण 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 शृंखला को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।	4	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा प्रवाह रूप में प्रस्तुत कर सकता है। ऐसी गलतियाँ करता है जिनसे प्रेषण में रुकावट नहीं आती।
5	जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करता है, उद्देश्य के अनुकूल सुनने की कुशलता प्रदर्शित करता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है, केवल मामूली गलतियाँ करता है।

### 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

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

## लिखने की योग्यताएँ

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

## 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** - पाठ्यपुस्तक के पाठों से प्रेरणा लेते हुए आधुनिक तरीके से किसी नए मित्र से संवाद स्थापित करते हुए अपना परिचय सरल शब्दों में देना तथा उसके विषय में जानकारी प्राप्त करना।

- **अभिनय कला** – पाठों के आधार पर विद्यार्थी अपनी अभिनय प्रतिभा का प्रदर्शन कर भाषा में संवादों की अदायगी का प्रभावशाली प्रयोग कर सकते हैं, नाटक एक सामूहिक क्रिया है। अतः नाटक के लेखन, निर्देशन संवाद, अभिनय, भाषा व उद्देश्य इत्यादि को देखते हुए शिक्षक स्वयं अंकों का निर्धारण कर सकता है।
- **आशुभाषण** – विद्यार्थियों की अनुभव परिधि से संबंधित विषय।
- **सामूहिक चर्चा** – विद्यार्थियों की अनुभव परिधि से संबंधित विषय।

#### **मूल्यांकन के संकेत बिंदुओं का विवरण**

##### **प्रस्तुतीकरण**

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

##### **विषयवस्तु**

- विषय की सही अवधारणा
- तर्क सम्मत

##### **भाषा**

- अवसर के अनुकूल शब्द चयन व स्पष्टता।

##### **उच्चारण**

- स्पष्ट उच्चारण, सही अनुतान, आरोह अवरोह।

**कक्षा नौवीं हिन्दी 'ब' - संकलित एवं फॉरमैटिव परीक्षाओं हेतु पाठ्यक्रम विभाजन  
( 2016-2017 )**

संकलित परीक्षा 1 ( भार 30% ) ( अप्रैल-सितम्बर ) 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/बहुविकल्पीय		
	(अ)	दो अपठित गद्यांश (100 से 150 शब्दों का) (1x10)	10	20
	(ब)	दो अपठित काव्यांश (1x10)	10	
2		व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न पूछे जाएंगे। ( 1x15 )	15	15
3		पाठ्यपुस्तक स्पर्श भाग-1 व पूरकपाठ्यपुस्तक संचयन भाग-1		
	(अ)	<b>गद्य खण्ड</b>	<b>15</b>	
		1 विद्यार्थियों की साहित्य को पढ़कर समझ पाने की क्षमता के आकलन पर आधारित पाठ्यपुस्तक स्पर्श के गद्य पाठों के आधार पर लघु प्रश्न (2+2+1)	05	
		2 हिन्दी के माध्यम से अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर आधारित पाठ्य पुस्तक स्पर्श के निर्धारित पाठों (गद्य) पर एक निबंधात्मक प्रश्न (1x5)	05	
		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 (2+2+1)	05	30
	(ब)	<b>काव्य खण्ड</b>	<b>10</b>	
		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 (2+2+1)	05	
		5 कविताओं के अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर एक निबंधात्मक प्रश्न (1x5)	05	

	(स)	पूरक पाठ्यपुस्तक संचयन भाग-1	05	
		6 पाठों पर आधारित मूल्यों के प्रति संवेदनशीलता पर आधारित पूरक पुस्तिका 'संचयन' के निर्धारित पाठों से एक मूल्य परक प्रश्न (1x5)	05	
4	लेखन			
	(अ)	संकेत बिंदुओं पर आधारित विषयों एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 80 से 100 शब्दों में अनुच्छेद (1x5)	05	25
	(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित एक अनौपचारिक विषय पर पत्र (1x5)	05	
	(स)	चित्र वर्णन (20-30 शब्दों) (1x5)	05	
	(द)	किसी एक स्थिति पर 50 शब्दों के अन्तर्गत संवाद लेखन (1x5)	05	
	(इ)	विषय में संबंधित 20-25 शब्दों के अन्तर्गत विज्ञापन लेखन (1x5)	05	
		कुल		90

कक्षा नौवीं हिन्दी 'ब' - संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2016-2017

संकलित परीक्षा 2 ( भार 30% ) ( अक्टूबर-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 एवं मुक्त पाठ्य पर आधारित प्रश्न		20
	(अ)	अपठित गद्यांश (200 से 250 शब्दों का) (2x5)	10	
	(ब)	मुक्त पाठ्य पर आधारित 2-5 दीर्घ / लघु प्रश्न (5+5)	10	
2		व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न पूछे जाएंगे। (1x15)	15	15
3		पाठ्यपुस्तक स्पर्श भाग-1 व पूरकपाठ्यपुस्तक संचयन भाग-1		
	(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 (2+2+1)	05	30
	2	हिन्दी के माध्यम से अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर आधारित पाठ्य पुस्तक स्पर्श के निर्धारित पाठों (गद्य) पर एक निबंधात्मक प्रश्न (1x5)	05	
	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 (2+2+1)	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 (2+2+1)	05	
	5	कविताओं के अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर एक निबंधात्मक प्रश्न (1x5)	05	
	(स)	पूरक पाठ्यपुस्तक कृतिका भाग-1	05	
	6	पाठों पर आधारित मूल्यों के प्रति संवेदनशीलता पर आधारित पूरक पुस्तिका 'कृतिका' के निर्धारित पाठों से एक मूल्य परक प्रश्न (1x5)	05	

4	लेखन			
	(अ)	संकेत बिंदुओं पर आधारित विषयों एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 80 से 100 शब्दों में अनुच्छेद (1x5)	05	25
	(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित एक अनौपचारिक विषय पर पत्र (1x5)	05	
	(स)	चित्र वर्णन(20-30 शब्दों) (1x5)	05	
	(द)	किसी एक स्थिति पर 50 शब्दों के अन्तर्गत संवाद लेखन (1x5)	05	
	(इ)	विषय में संबंधित 20-25 शब्दों के अन्तर्गत विज्ञापन लेखन (1x5)	05	
		<b>कुल</b>		<b>90</b>

संकलित परीक्षा 1	30%
संकलित परीक्षा 2	30%
रचनात्मक (फॉरमेटिव) परीक्षा एफ.ए.-1(भार 10%), एफ.ए.-2 (भार 10%) एफ.ए.-3 (भार 10%), एफ.ए.-4(भार 10%)	40%
<b>कुल भार</b>	<b>100%</b>

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

#### टिप्पणी:

1. संकलित परीक्षाओं का कुल भार 60 प्रतिशत तथा रचनात्मक (फॉरमेटिव) परीक्षाओं का कुल भार 40 प्रतिशत होगा। रचनात्मक (फॉरमेटिव) 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 रचनात्मक (फॉरमेटिव) 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 परिवर्तित करने के उपरांत ग्रेड का निर्धारण किया जाएगा।

कक्षा दसवीं हिन्दी 'ब' - संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2016-2017

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		20
	(अ)	अपठित गद्यांश (200 से 250 शब्दों का) (2x6)	12	
	(ब)	अपठित काव्यांश (2x4)	08	
2		व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न पूछे जाएंगे। (1x15)	15	15
3		पाठ्यपुस्तक स्पर्श भाग-1 व पूरक पाठ्यपुस्तक 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 (2+2+1)	05	
	2	हिन्दी के माध्यम से अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर आधारित पाठ्य पुस्तक स्पर्श के निर्धारित पाठों (गद्य) पर एक निबंधात्मक प्रश्न (1x5)	05	
	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 लघु प्रश्न (2+2+1)	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 (2+2+1)	05	
	5	कविताओं के अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर एक निबंधात्मक प्रश्न (1x5)	05	
	(स)	पूरक पाठ्यपुस्तक संचयन भाग-1	05	
	6	पाठों पर आधारित मूल्यों के प्रति संवेदनशीलता पर आधारित पूरक पुस्तिका 'संचयन' के निर्धारित पाठों से एक मूल्य परक प्रश्न (1x5)	05	

4	लेखन			
	(अ)	संकेत बिंदुओं पर आधारित विषयों एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 80 से 100 शब्दों में अनुच्छेद (1x5)	05	25
	(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित एक औपचारिक विषय पर पत्र (1x5)	05	
	(स)	एक विषय 20-30 शब्दों में सूचना लेखन (1x5)	05	
	(द)	किसी एक स्थिति पर 50 शब्दों के अन्तर्गत संवाद लेखन (1x5)	05	
	(इ)	विषय में संबंधित 20-25 शब्दों के अन्तर्गत विज्ञापन लेखन (1x5)	05	
		<b>कुल</b>		<b>90</b>

संकलित परीक्षा 1	30%
संकलित परीक्षा 2	30%
रचनात्मक (फॉरमेटिव) परीक्षा एफ.ए.-1(भार 10%), एफ.ए.-2 (भार 10%) एफ.ए.-3 (भार 10%), एफ.ए.-4(भार 10%)	40%
<b>कुल भार</b>	<b>100%</b>

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

#### टिप्पणी:

1. संकलित परीक्षाओं का कुल भार 60 प्रतिशत तथा रचनात्मक (फॉरमेटिव) परीक्षाओं का कुल भार 40 प्रतिशत होगा। रचनात्मक (फॉरमेटिव) 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 फॉरमेटिव 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 परिवर्तित करने के उपरांत ग्रेड का निर्धारण किया जाएगा।

**कक्षा नौवीं हिन्दी 'ब' - संकलित एवं रचनात्मक ( फॉरमेटिव ) परीक्षाओं हेतु पाठ्यक्रम का विभाजन  
( 2016-2017 )**

पाठ्य पुस्तक		प्रथम सत्र ( अप्रैल से सितम्बर )			द्वितीय सत्र ( अक्टूबर से मार्च )		
क्र. स.	पाठ्य पुस्तक	FA1 10	FA2 10	SA-I 30	FA3 10	FA4 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	FA1 10	FA2 10	SA-I 30	FA3 10	FA4 10	SA-II 30
1	रैदास के पद	✓		✓			
2	रहीम के पद		✓	✓			
3	आदमी नामा		✓	✓			
4	एक फूल की चाह				✓		✓
5	गीत-अगीत				✓		✓
6	अग्निपथ					✓	✓
7	नए इलाके में, खुशबू रचते हैं हाथ					✓	✓
	पूरक पाठ्य पुस्तक	FA1 10	FA2 10	SA-I 30	FA3 10	FA4 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						✓
	<b>व्याकरण</b>	<b>FA1</b>	<b>FA2</b>	<b>SA-I</b>	<b>FA3</b>	<b>FA4</b>	<b>SA-II</b>
		<b>10</b>	<b>10</b>	<b>30</b>	<b>10</b>	<b>10</b>	<b>30</b>
1	वर्ण विच्छेद (2 अंक)	✓	✓	✓		✓	✓
	अनुस्वार (1 अंक)					✓	
2	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। )							
	<b>लेखन</b>	<b>FA1</b>	<b>FA2</b>	<b>SA-I</b>	<b>FA3</b>	<b>FA4</b>	<b>SA-II</b>
		<b>10</b>	<b>10</b>	<b>30</b>	<b>10</b>	<b>10</b>	<b>30</b>
1	पत्र (अनौपचारिक) (5 अंक)	✓		✓	✓		✓
2	अनुच्छेद (5 अंक)	✓		✓		✓	✓
3	चित्र वर्णन (5 अंक)		✓	✓	✓		✓
4	संवाद लेखन (5 अंक)		✓	✓	✓		✓
5	विज्ञापन लेखन (5 अंक)		✓	✓	✓	✓	✓
	<b>पठन्</b>	<b>FA1</b>	<b>FA-II</b>	<b>SA-I</b>	<b>FA3</b>	<b>FA4</b>	<b>SA-II</b>
		<b>10</b>	<b>10</b>	<b>30</b>	<b>10</b>	<b>10</b>	<b>30</b>
1	अपठित गद्यांश (10 अंक)			✓			✓
2	अपठित काव्यांश (10 अंक)			✓			✓

**कक्षा दसवीं हिन्दी 'ब' - संकलित एवं रचनात्मक ( फॉरमेटिव ) परीक्षाओं हेतु पाठ्यक्रम का विभाजन  
( 2016-2017 )**

पाठ्य पुस्तक		प्रथम सत्र ( अप्रैल से सितम्बर )			द्वितीय सत्र ( अक्टूबर से मार्च )		
क्र. स.	पुस्तक स्पर्श ( गद्य )	FA1 10	FA2 10	SA-I 30	FA3 10	FA4 10	SA-II 30
1	बड़े भाई साहब	✓		✓			
2	डायरी का एक पन्ना	✓		✓			
3	ततौरा 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					✓	✓
	<b>स्पर्श ( गद्य )</b>	<b>FA1 10</b>	<b>FA2 10</b>	<b>SA-I 30</b>	<b>FA3 10</b>	<b>FA4 10</b>	<b>SA-II 30</b>
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	आत्मत्राण					✓	✓
	<b>संचयन पूरक पाठ्य पुस्तक</b>	<b>FA1 10</b>	<b>FA2 10</b>	<b>SA-I 30</b>	<b>FA3 10</b>	<b>FA4 10</b>	<b>SA-II 30</b>
1	हरिहर काका	✓		✓			
2	सपनों के से दिन				✓		✓
3	टोपी शुक्ला					✓	✓

	व्याकरण	FA1 10	FA2 10	SA-I 30	FA3 10	FA4 10	SA-II 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	FA1 10	FA2 10	SA-I 30	FA3 10	FA4 10	SA-II 30
1	पत्र (औपचारिक) (5 अंक)	✓		✓		✓	✓
2	अनुच्छेद (5 अंक)	✓		✓	✓		✓
3	सूचना लेखन (5 अंक)		✓	✓	✓		✓
4	संवाद लेखन (5 अंक)	✓		✓		✓	✓
5	विज्ञापन लेखन (5 अंक)		✓	✓	✓		✓
	पठन	FA1 10	FA-2 10	SA-I 30	FA3 10	FA4 10	SA-II 30
1	अपठित गद्यांश (12 अंक)			✓			✓
2	अपठित काव्यांश (8 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. रचनात्मक (फॉरमेटिव) मूल्यांकन का अभिप्राय अधिगम के मूल्यांकन से है। इसलिए विद्यालय उपर्युक्त विभाजन का अपनी सुविधानुसार उपयोग कर सकते हैं।
2. रचनात्मक (फॉरमेटिव) 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 करवाए 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 शिक्षक के पर्यवेक्षण व मार्गदर्शन में होने चाहिए।

**प्रश्नपत्र का प्रश्नानुसार विश्लेषण एवं प्रारूप**  
**हिन्दी पाठ्यक्रम-ब**  
**कक्षा-नौवीं**  
**संकलित परीक्षा ( प्रथम )**

समय: 3 घण्टे

अधिकतम अंक: 90

क्र.	प्रश्नों का प्रारूप	दक्षता परीक्षण/अधिगम परिणाम	बहु विकल्पीय 1 अंक	अति लघूत्तरात्मक 1 अंक	लघूत्तरात्मक 2 अंक	निबंधात्मक 5 अंक	कुल योग
(क)	अपठित बोध	अवधारणात्मक बोध, अर्थग्रहण, अनुमान लगाना, विश्लेषण करना, शब्दज्ञान व भाषिक कौशल	20				20
(ख)	व्यावहारिक व्याकरण	व्याकरणिक सरंचनाओं का बोध और प्रयोग, विश्लेषण एवं भाषिक कौशल		15			15
(ग)	पाठ्यपुस्तक	प्रत्यास्मरण, अर्थग्रहण ( भावग्रहण ), लेखक के मनोभावों को समझना, शब्दों का प्रसंगानुकूल अर्थ समझना, आलोचनात्मक चिंतन, तार्किकता, सराहना, साहित्यिक परंपराओं के परिप्रेक्ष्य में मूल्यांकन, विश्लेषण, सृजनात्मकता, कल्पनाशीलता, कार्य-कारण संबंध स्थापित करना, साम्यता एवं अंतरों की पहचान, अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान।		3	6	3	30
(ग)	रचनात्मक लेखक (लेखन कौशल)	संकेत बिंदुओं का विस्तार, अपने मत की अभिव्यक्ति, सहोदाहरण समझाना, औचित्य निर्धारण, भाषा में प्रवाहमयता, सटीक शैली, उचित प्रारूप का प्रयोग, अभिव्यक्ति की मौलिकता, सृजनात्मकता एवं तार्किकता				5	25
		<b>कुल</b>	<b>1x20=20</b>	<b>1x18=18</b>	<b>2x6=12</b>	<b>5x8=40</b>	<b>90</b>

**प्रश्नपत्र का प्रश्नानुसार विश्लेषण एवं प्रारूप  
हिन्दी पाठ्यक्रम-ब (कक्षा-नौवीं)  
संकलित परीक्षा (द्वितीय)**

समय: 3 घण्टे

अधिकतम अंक: 90

क्र.	प्रश्नों का प्रारूप	दक्षता परीक्षण/अधिगम परिणाम	अति लघूत्तरात्मक 1 अंक	लघूत्तरात्मक 2 अंक	निबंधात्मक 5 अंक	कुल योग
(क)	अपठित बोध  मुक्त पाठ्यवस्तु	अवधारणात्मक बोध, अर्थग्रहण, अनुमान लगाना, विश्लेषण करना, शब्दज्ञान व भाषिक कौशल (5x2)		5	2	20
(ख)	व्यावहारिक व्याकरण	व्याकरणिक संरचनाओं का बोध और प्रयोग, विश्लेषण एवं भाषिक कौशल	15			15
(ग)	पाठ्यपुस्तक	प्रत्यास्मरण, अर्थग्रहण (भावग्रहण), लेखक के मनोभावों को समझना शब्दों का प्रसंगानुकूल अर्थ समझना, आलोचनात्मक चिंतन, तार्किकता, सराहना, साहित्यिक परंपराओं के परिप्रेक्ष्य में मूल्यांकन, विश्लेषण, सृजनात्मकता, कल्पनाशीलता, कार्य-कारण संबंध स्थापित करना, साम्यता एवं अंतरों की पहचान, अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान।	3	6	3	30
(ग)	रचनात्मक लेखक (लेखन कौशल)	संकेत बिंदुओं का विस्तार, अपने मत की अभिव्यक्ति, सहोदाहरण समझाना, औचित्य निर्धारण, भाषा में प्रवाहमयता, सटीक शैली, उचित प्रारूप का प्रयोग, अभिव्यक्ति की मौलिकता, सृजनात्मकता एवं तार्किकता			5	25
		<b>कुल</b>	<b>1x18=18</b>	<b>2x11=22</b>	<b>5x10=50</b>	<b>90</b>

**टिप्पणी:** कक्षा नौवीं के लिए संकलित परीक्षा-2 के प्रश्नपत्र में मुक्त पाठ्य के आकलन हेतु 2 प्रश्न (2x5) सम्मिलित किये जायेंगे। जो कुल 10 अंक के होंगे। 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 जाएंगे।

प्रश्नपत्र का प्रश्नानुसार विश्लेषण एवं प्रारूप  
हिन्दी पाठ्यक्रम-ब (कक्षा-दसवीं)  
संकलित परीक्षा (प्रथम एवं द्वितीय)

समय: 3 घण्टे

अधिकतम अंक: 90

क्र.	प्रश्नों का प्रारूप	दक्षता परीक्षण/अधिगम परिणाम	अति लघूत्तरात्मक 1 अंक	लघूत्तरात्मक 2 अंक	निबंधात्मक 5 अंक	कुल योग
(क)	अपठित बोध	अवधारणात्मक बोध, अर्थग्रहण, अनुमान लगाना, विश्लेषण करना, शब्दज्ञान व भाषिक कौशल		10		20
(ख)	व्यावहारिक व्याकरण	व्याकरणिक संरचनाओं का बोध और प्रयोग, विश्लेषण एवं भाषिक कौशल	15			15
(ग)	पाठ्यपुस्तक	प्रत्यास्मरण, अर्थग्रहण (भावग्रहण), लेखक के मनोभावों को समझना शब्दों का प्रसंगानुकूल अर्थ समझना, आलोचनात्मक चिंतन, तार्किकता, सराहना, साहित्यिक परंपराओं के परिपेक्ष्य में मूल्यांकन, विश्लेषण, सृजनात्मकता, कल्पनाशीलता, कार्य-कारण संबंध स्थापित करना, साम्यता एवं अंतरों की पहचान, अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान।	3	6	3	30
(ग)	रचनात्मक लेखक (लेखन कौशल)	संकेत बिंदुओं का विस्तार, अपने मत की अभिव्यक्ति, सोदाहरण समझाना, औचित्य निर्धारण, भाषा में प्रवाहमयता, सटीक शैली, उचित प्रारूप का प्रयोग, अभिव्यक्ति की मौलिकता, सृजनात्मकता एवं तार्किकता			5	25
		<b>कुल</b>	<b>1x18=18</b>	<b>2x16=32</b>	<b>5x8=40</b>	<b>90</b>

## 2. ENGLISH-COMMUNICATIVE

(Code No. 101)

(APRIL 2016 - MARCH 2017)

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. Extended Reading Texts

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

The overall aims of the course are:

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

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

**Creativity:** Students should be encouraged to think on their own and express their ideas using their experience, knowledge and imagination, rather than being text or teacher dependent.

**Self-monitoring:** Students should be encouraged to monitor their progress, space out their learning, so they should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values.

**Teaching/Testing Objectives**

### READING

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

1. read silently at varying speeds depending on the purpose of reading;\*1
2. adopt different strategies for different types of text, both literary and non-literary;

3. recognise the organization of a text;
4. identify the main points of a text;

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

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

## WRITING

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

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices;
2. write in a style appropriate for communicative purposes;
3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g., of a place, a person, an object or a system);
5. write a clear account of events (e.g., a process, a narrative, a trend or a cause-effect relationship);
6. compare and contrast ideas and arrive at conclusions;
7. present an argument, supporting it with appropriate examples;
8. use an appropriate style and format to write letters (formal and informal), 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
  - pun
  - repetition

### **Open Text-Based Assessment**

The open Text-Based Assessment was included in reading section for 10 marks, as a part of SA-II. The 'OTBA' text may be broadly based on the themes found in the course books.

The section will consist of a case study accompanied by 1-2 questions based on that text. The aim is to test a student's ability for analytical and critical thinking drawing inferences expressing their point of view and justify them with suitable examples based on the case studies and their own experiences based on their interaction with peers and society in general. They will be assessed on the ability to understand and interpret the case study and offer appropriate suggestions and opinions on the given issues. The role of teachers is to motivate their learners and provide ample opportunities to apply their understanding of the given cases to real life through group work and discussion. The students responses would consist of the following:-

- (i) Objectives of the case studies
- (ii) Concepts involved
- (iii) Application of concepts to the given situation
- (iv) Description / explanation of the case and
- (v) Analysis with different perspectives.

## Assessment of Speaking and Listening Skills (ASL)

As a part of teaching a language, it is necessary that all the skills of a language i.e. reading, writing, listening and speaking are given due weightage in all the four skills, both formatively and summatively. Therefore, the CBSE had introduced the Assessment of Speaking and Listening skills (ASL) in secondary classes in 2012-13 as a pilot, and in 2013-14 in all the schools affiliated to it. Since, then it is mandatory for schools to conduct ASL for SA-I and SA-II. The data of ASL, namely marks/grades and recording of SA-I and SA-II, will be collected by the CBSE through its Regional Offices for analysis, monitoring and maintenance of the quality of assessment and assessment processes. In addition, this analysis is expected to create a wash back effect in the classroom teaching. The CBSE expects that the ASL is also reliable, fair and valid and the data thus obtained reflect these. A matrix of performance descriptors has been given in this document which will assist in ensuring a valid assessment. Teachers are, therefore, advised to go through the Performance Descriptors of speaking assessment thoroughly before they begin the task of assessment.

### 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	Is easily able to initiate discussions on the themes/ functions at the given level appropriately. Contributes effectively to	Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction	Struggles to initiate discussions on the themes/ functions at the given level. Makes little	Does not initiate discussions. Makes no effort to keep the interaction going.

	spontaneously to keep the interaction going; takes turn appropriately.	keep the interaction going and takes turn appropriately.	going; takes turn.	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.
<b>FLUENCY</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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	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.	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	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

	ently with minimal hesitation. Has intelligible speed of delivery.	Has intelligible speed of delivery.	hesitancy or rephrasing. Intelligible speed of delivery		
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.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and 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 accuracy, including some complex forms. Makes only negligible errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and 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.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker	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.



**SA-II:**

- Q.1a: A Factual passage 200-250 words with five very short answer type questions with one question to test vocabulary. **5 marks**
- Q.1b: A Literary passage (Prose only - Fiction / Non-fiction) of 200-250 words with five short answer type questions to test inference, evaluation and analysis with one question to test vocabulary. **5 marks**
- Q.2: Open text-based assessment (OTBA) with 1-2 long answer questions to test analytical and critical thinking skills. **10 marks**

**SECTION B: WRITING & GRAMMAR**

**25 Marks**

**60 Periods**

- Q. 3: Writing a diary/article in about 100-120 words will make use of visual or verbal cue/s, and the questions will be thematically based on MCB. **5 marks**
- Q. 4: Writing a short story based on a given outline or cue/s in about 150 - 200 words. **10 marks**

The Grammar syllabus will include the following areas in 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.5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**
- Q. 6: Editing or Omission **4 marks**
- Q. 7: Sentences reordering or Sentence Transformation in context. **3 marks**

## SECTION C: LITERATURE TEXTBOOK & EXTENDED READING TEXT

25 Marks      60 Periods

Q. 8. One out of two extracts from prose/poetry/play for reference to the context. Three very short answer questions. **3 marks**

One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.

Q.9. Four short answer type questions from the Literature Reader to test local and global comprehension of theme and ideas (30-40 words each) **4x2 = 08 Marks**

Q.10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words). **4 marks**

Q.11. One out of two very Long Answer Questions on theme, plot involving interpretation, inference and character sketch, in about 150-200 words based on the prescribed extended reading text. **10 Marks**

Prescribed Books: Published by CBSE, New Delhi

Interact in English Series

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

Extended Reading Texts (either one)

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

**NOTE:** Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as roleplay, 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.

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 Terms in 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.

**Speaking and Listening Skills:**

**50 Periods**

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carry out speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

## ENGLISH COMMUNICATIVE COURSE

Summative Assessment (2016-17)

CLASS IX

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
<b>PROSE</b>	
1. How I Taught My Grandmother to Read	1. The Man Who Knew too Much
2. A Dog Named Duke	2. Keeping it from Harold
	3. Best Seller
<b>POETRY</b>	
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	
<b>DRAMA</b>	
1. Villa for Sale	2. The Bishop's Candlesticks
<b>MAIN COURSE BOOK</b>	
1. People	1. Mystery
2. Adventure	2. Children
3. Environment	3. Sports and Games
4. The Class IX Radio and Video Show	

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

\*Note on Workbook: The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. Since grammar and usage is not to be tested directly, but in an integrated manner, the split up as shown 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 given 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 (SA-I)**  
**English Communicative 2016-17 (Code No. 101)**

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	Short answer Questions 30-40 words 2 marks	Long Answer Question-I 80-100 words 4 marks	Very Long Answer Question 100-120 words 5 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analysing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	10	----	----	01	01	25
Literature Textbook and Extended Reading Texts	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	----	01	25
Total		25 x 01 = 25 marks	08 x 02 = 16 marks	01 x 04 = 04 marks	01 x 05 = 05 marks	02 x 10 = 20 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
Total							90marks

**Class IX (SA-II)**  
**English Communicative 2016-17 (Code No. 101)**

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	Short answer Question-I 30-40 words 2 marks	Long Answer Questions-I 80-100 words 4 marks	Very Long Answer Question 100-120 words 5 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Marks
Reading Skills + OTBA	Conceptual understanding, decoding, analyzing, inferring, interpreting, critical thinking and vocabulary.	10	---	---	02	---	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	25
Literature Textbook and Extended Reading Texts	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	----	01	25
Total		25 x 01 = 23 marks	04 x 02 = 08 marks	01 x 04 = 04 marks	03 x 05 = 15 marks	02 x 10 = 20 marks	70
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20
Total							90

## ENGLISH COMMUNICATIVE (Code No. 101)

### SYLLABUS

#### Summative Assessment (2016-17)

#### CLASS - X

#### SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

Section		Total Weightage 90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbook and Extended Reading Text	25
D	Assessment of Speaking and Listening (ASL)	20
	TOTAL	90

#### Note:

It is a division of marks 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 1-2. This section will have two unseen passages of a total length of 700-750 words. The arrangement within the reading section is as follows:

Q.1: A Factual passage 300-350 words with eight very short answer type questions. **8 marks**

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

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

Q. 3: Letter to the Editor / article in about 100-120 words will make use of any visual / verbal stimulus and the question will be thematically based on the MCB. **5 marks**

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

The Grammar syllabus will include the following areas in 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. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**

Q. 6: Editing or Omission **4 marks**

Q. 7: Sentences reordering or Sentence Transformation in context. **3 marks**

**SECTION C: LITERATURE TEXTBOOK AND EXTENDED READING TEXT****25 Marks 60 Periods**

Q. 8. One out of two extracts from prose / poetry / play for reference to context. Three very short answer questions. One mark in each extra will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation. **3 marks**

Q. 9. Four short answer type questions from the Literature Reader to test local and global comprehension of theme and ideas (30-40 words each) **2x4 = 8 Marks**

Q.10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words). **4 marks**

Q. 11. One out of two Very Long Answer Question on theme or plot involving interpretation, inference and character, in about 150-200 words based on prescribed novel.

**10 Marks**

Prescribed Books: Published by CBSE, New Delhi

### **INTERACT IN ENGLISH SERIES**

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

### **EXTENDED READING TEXTS (either one):**

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

**NOTE:** Teachers are advised to:

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talking time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- (iv) 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 are skills 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 Terms in both 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.

**Speaking and Listening Skills:****50 Periods**

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carry out speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

**ENGLISH COMMUNICATIVE COURSE****Summative Assessment (2016-17)****CLASS X**

Textbooks	
Literature Reader	
Summative Assessment - I	
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. The Rime of Ancient Mariner
3. Not Marble, nor the Gilded Monuments	3. Snake
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
Extended Reading Texts - (either one)	
Diary of a Young Girl - 1947 June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition) The Story of My Life - 1903, Chapters 1-14 By Helen Keller (unabridged edition)	Diary of a Young Girl - 1947 March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition) The Story of My Life - 1903 Chapters 15-23 By Helen Keller (unabridged edition)
WORK BOOK* - Suggested Break-up of Units for the purpose of classroom teaching only - NOT FOR TESTING (see the following note).	

Term I	Term II
1 Determiners	1 Comparison
2 Tenses	2 Avoiding Repetition
3 Subject-Verb Agreement	3 Nominalization
4 Non-Finites	4 Modals
5 Relatives	5 Active and Passive
6 Connectors	6 Reported Speech
7 Conditionals	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 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 given 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 2016-17 (Code No. 101)

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	SAQ 30-40 words 2 marks	LAQ-I 80-100 words 4 marks	LAQ-II 100-120 words 5 marks	VLAQ 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	----	-----	01	01	25
Literature Textbooks and Extended Reading Text	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	----	01	25
Total		25x1= 25 marks	8x2=16 marks	1x4=4 marks	1x5=5 marks	2x10=20 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
Total							90 marks

# ENGLISH - LANGUAGE AND LITERATURE

## (Code No. 184)

### Background

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

### Objectives

The general objectives at this stage are:

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

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

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

- write without prior preparation on a given topic and be able to defend or explain the position taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of view expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report

### **Language Items**

In addition to consolidating the grammatical items practised earlier, the courses at the secondary level seek to

reinforce the following explicitly:

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

### **Methods and Techniques**

The methodology is based on a multi-skill, activity-based, learner-centred approach. Care is taken to fulfil the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation, the teacher is the facilitator of learning, 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

### **Open Text-Based Assessment**

The open Text-Based Assessment will be included in reading section for 10 marks, as a part of SA-II. The 'OTBA' text may be broadly based on the themes found in the course books. The section will consist of a case-study accompanied by 1-2 questions based on that text. The aim is to test a student's ability for analytical and critical thinking, drawing inferences, expressing their point of view and justify them with suitable examples based on the case studies and their own experiences based on their interaction with peers and society in general. They will be assessed on the ability to understand and interpret the case study and offer appropriate suggestions and opinions on the given issues. The role of teachers is to motivate their learners and provide ample opportunities to apply their understanding of the given cases to real life through group work and discussion. The student responses would consist of the following:-

- (i) Objectives of the case studies
- (ii) Concepts involved
- (iii) Application of concepts to the given situation
- (iv) Description / explanation of the case and
- (v) Analysis with different perspectives.

### **Assessment of Speaking and Listening Skills (ASL)**

As part of teaching a language, it is necessary that all the skills of a language i.e. reading, writing, listening and speaking are given due weightage in all the four skills, both formatively and summatively. Therefore, the CBSE had introduced the Assessment of Speaking and Listening skills (ASL) in secondary classes in 2012-13 as a pilot, and in 2013-14 in all the schools affiliated to it. Since, then it is mandatory for schools to conduct ASL for SA-I and SA-II. The data of ASL, namely marks/grades and recording of SA-I and SA-II, will be collected by the CBSE through its Regional Offices for analysis, monitoring and maintenance of the quality of assessment and assessment processes. In addition, this analysis is expected to create a wash back effect in the classroom teaching. The CBSE expects that the ASL is also reliable, fair and valid and the data thus obtained reflect these. A matrix of performance descriptors has been given in this document which will assist in ensuring

a valid assessment.

Teachers are, therefore, advised to go through the Performance Descriptors of speaking assessment thoroughly before they begin the task of assessment.

### 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.
LANGUAGE	5	4	3	2	1

Accuracy	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and 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.

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)**  
**SYLLABUS**  
**Summative Assessment (2016-17)**  
**CLASS - IX**  
**SECTION WISE WEIGHTAGE**

Section		Total Weightage 90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbooks and Extended Reading Text	25
E	Assessment of Speaking and Listening (ASL)	20
	TOTAL	90

**Note :**

- It is a division of marks 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**

Q 1-2. This section will have two/three reading passages. The arrangement within the reading section is as follows:

**SA - I:**

Q.1: A Factual passage 300-350 words with eight very short answer type questions.

**8 marks**

Q. 2: A Discursive passage of 350-400 words with four short answer type questions to test inference, evaluation and analysis with four very short answer questions to test vocabulary.

**12 marks**

**SA-II:**

Q.1a: A Factual passage 200-250 words with five very short answer type questions with one

question to test vocabulary. **5 marks**

Q. 1b: A Literary passage (Prose only - Fiction / Non-fiction) of 200-250 words with five short answer type questions to test inference, evaluation and analysis with one question to test vocabulary. **5 marks**

Q. 2: Open text based assessment (OTBA) with 1-2 long answer questions to test analytical and critical thinking skills. **10 marks**

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

Q. 3: Writing a diary/article in about 100-120 words based on visual or verbal cue/s, and the questions will be thematically based on the MCB. **5 marks**

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

The Grammar syllabus will include the following areas in 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. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**

Q. 6: Editing or omission **4 marks**

Q. 7: Sentences reordering or sentence transformation in context. **3 marks**

**SECTION C: LITERATURE TEXTBOOKS** **60 Periods** **25 Marks**

Q. 8. One out of two extracts from prose/poetry/play for reference to the context. Three

very short answer questions.

**3 marks**

One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.

Q.9. Four short answer type questions from BEEHIVE AND MOMENTS to test local and global comprehension of theme and ideas (30-40 words each) **2x4 = 08 marks**

Q.10. One out two long answer type questions to assess how the values inherent in the texts have been brought out (BEEHIVE & MOMENTS). Creativity, imagination and extrapolation beyond the text and across the texts will be assessed.  
(80-100 words) **4 marks**

Q. 11. One out of two Very Long Answer Questions on theme or plot involving interpretation and inference and character sketch in about 100-120 words based on prescribed extended reading text. **10 marks**

Prescribed Books: Published by CBSE New Delhi

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

Extended Reading Texts (either one)

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

**NOTE: Teachers are advised to:**

- 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.

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 are skills 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.

**Speaking and Listening Skills**

**50 Periods**

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carry out speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

# ENGLISH LANGUAGE AND LITERATURE COURSE

## Summative Assessment (2016-17)

### CLASS IX

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
<b>PROSE (Beehive)</b>	
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	
<b>POETRY</b>	
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
<b>SUPPLEMENTARY READER (Moments)</b>	
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
<b>Extended Reading Texts (either one):</b> Gulliver's Travels in four parts (Unabridged Edition) (2005) by Jonathan Swift <b>Parts I &amp; II</b> Three Men in a Boat (Unabridged Edition) (1889) by Jerome K. Jerome - <b>Chapters 1 - 10</b>	Gulliver's Travels in four parts (Unabridged Edition) (2005) by Jonathan Swift - <b>Parts III &amp; IV</b> Three Men in a Boat (Unabridged Edition) (1889) by Jerome K. Jerome - <b>Chapters 11 - 19</b>

Class IX (SA-I)

English Language and Literature 2016-17 (Code No. 184)

Typology	Testing competencies/ learning outcomes	VSAQ 1 mark	Short answer Questions 30-40 words 2 marks	Long Answer Ques- tions-I 80-100 words 4 marks	Long answer Ques- tion- II 100- 120 words 5 marks	Very Long Answer Ques- tion 150- 200 words (HOTS) 10 marks	Marks
<b>Reading Skills</b>	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
<b>Creative Writing Skills and Grammar</b>	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	25

<b>Literature Text-books and Extended Reading Text</b>	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	---	01	25
<b>Total</b>		<b>25 x 01 = 25 marks</b>	<b>08 x 02 = 16 marks</b>	<b>01 x 04 = 04 marks</b>	<b>01 x 05 = 15 marks</b>	<b>02 x 10 = 20 marks</b>	<b>70 marks</b>
<b>Assessment of Speaking and Listening Skills</b>	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
<b>Total</b>							90 marks

Class IX (SA-II)

English Language and Literature 2016-17 (Code No. 184)

Typology	Testing competencies/ learning outcomes	VSAQ 1 mark	Short answer Ques- tions 30-40 words 2 marks	Long Answer Ques- tions-I 80-100 words 4 marks	Long answer Ques- tion- II 100- 120 words 5 marks	Very Long Answer Ques- tion 150- 200 words (HOTS) 10 marks	Marks
<b>Reading Skills OTBA</b>	Conceptual understanding, decoding, analyzing, inferring, interpreting, critical thinking and vocabulary.	10	---	---	02	---	20
<b>Creative Writing Skills and Grammar</b>	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	25

<b>Literature Textbooks and Extended Reading Text</b>	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	---	01	25
<b>Total</b>		<b>23 x 01 = 23 marks</b>	<b>04 x 02 = 08 marks</b>	<b>01 x 04 = 04 marks</b>	<b>03 x 05 = 15 marks</b>	<b>02 x 10 = 20 marks</b>	<b>70 marks</b>
<b>Assessment of Speaking and Listening Skills</b>	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
<b>Total</b>							<b>90 marks</b>

# ENGLISH LANGUAGE AND LITERATURE (Code No. 101)

## SYLLABUS

### Summative Assessment (2016-17)

#### CLASS - X

#### SECTION WISE WEIGHTAGE IN ENGLISH LANGUAGE & LITERATURE

Section		Total Weightage 90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbooks and Extended Reading Text	25
D	Assessment of Speaking and Listening (ASL)	20
	<b>TOTAL</b>	<b>90</b>

#### Note :

- It is a division of marks 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

Q1-2 This section will have two unseen passages of a total length of 700-750. The arrangement within the reading section is as follows:

Q.1: A Factual passage of 300-350 words with eight very short answer type questions. **8 marks**

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

#### SECTION B: WRITING AND GRAMMAR

25 Marks

60 Periods

Q 3: Letter to the editor /article in about 100-120 words will make use of any visual/verbal stimulus and the question will be thematically based on the MCB. **5 marks**

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

**10 marks**

The Grammar syllabus will include the following areas in classes IX and 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.5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**

Q. 6: Editing or omission. **4 marks**

Q. 7: Sentences reordering or Sentence Transformation in context. **3 marks**

### **SECTION C: LITERATURE TEXTBOOKS AND EXTENDED READING TEXT**

**25 Marks 60 Periods**

Q.8: One out of two extracts from prose/poetry/drama for reference to context. Three very short answer questions. **3 marks**

One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.

Q.9: Four short answer type questions from FIRST FLIGHT AND FOOTPRINTS WITHOUT FEET (two from each to test local and global comprehension of theme and ideas (30-40 words each) **2x4=08 marks**

Q.10: One out of two long answer type questions to assess how the values inherent in the texts have been brought out (FIRST FLIGHT AND FOOTPRINTS WITHOUT FEET) creativity, imagination and extrapolation beyond the text and across the texts, will

be assessed. (80-100 words).

4 marks

Q.11: One out of two Long Answer Questions on theme, plot or character involving interpretation and inference in about 150-200 words based on prescribed extended reading text. **10 marks**

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

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

**EXTENDED READING TEXTS (either one) :**

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

*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 are skills 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 Terms in both 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.

**Speaking and Listening Skills**

**50 Periods**

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carry out speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

# ENGLISH LANGUAGE AND LITERATURE COURSE

## Summative Assessment (2016-17)

### CLASS X

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
<b>PROSE (First Flight)</b>	
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 the Diary of Anne Frank	4. The Sermon at Benares
5. The Hundred Dresses -I	5. The Proposal
6. The Hundred Dresses -II	
<b>POETRY</b>	
1. Dust of Snow	1. Animals
2. Fire and Ice	2. The Trees
3. A 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	
<b>SUPPLEMENTARY READER (Footprints without Feet)</b>	
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
<b>Extended Reading Texts - (either one)</b>	
<b>Reading of a Young Girl - 1947</b> June 12, 1942 to March 14, 1944 by Anne Frank ( <i>unabridged edition</i> ) <b>The Story of My Life - 1903 Chapters 1-14</b> by Helen Keller ( <i>unabridged edition</i> )	<b>Diary of a Young Girl - 1947</b> March 16, 1944 to August 01, 1944 by Anne Frank ( <i>unabridged edition</i> ) <b>The Story of My Life - 1903 Chapters 15-23</b> by Helen Keller ( <i>unabridged edition</i> )

Class X (SA-I)

English Language and Literature 2016-17 (Code No. 184)

Typology	Testing competencies/ learning outcomes	VSAQ 1 mark	Short answer Ques- tions 30-40 words 2 marks	Long Answer Ques- tions-I 80-100 words 4 marks	Long answer Ques- tion- II 100- 120 words 5 marks	Very Long Answer Ques- tion 150- 200 words (HOTS) 10 marks	Marks
<b>Reading Skills</b>	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
<b>Creative Writing Skills and Grammar</b>	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	25

<b>Literature Text-books and Extended Reading Text</b>	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	---	01	25
<b>Total</b>		<b>25 x 1=25 marks</b>	<b>8 x 2 =16 marks</b>	<b>1 x 4 =4 marks</b>	<b>1 x 5=5 marks</b>	<b>2 x 10=20 marks</b>	<b>70 marks</b>
<b>Assessment of Speaking and Listening Skills</b>	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
<b>Total</b>							90 marks

### 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 the Focus Group on Teaching of Mathematics which is to meet the emerging needs of all categories of students. For motivating the teacher to relate the topics to real life problems and other subject areas, greater emphasis has been laid on applications of various concepts.

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

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

#### Objectives

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

- consolidate the Mathematical knowledge and skills acquired at the upper primary stage;
- acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills;
- develop mastery of basic algebraic skills;
- develop drawing skills;
- feel the flow of reason while proving a result or solving a problem;
- apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method;
- to develop 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 term wise.
- 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.
- The Summative Assessment in term I will carry 30% weightage and the Summative Assessment in term II 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	11
V	MENSURATION	
	<b>Total (Theory)</b>	<b>90</b>

### 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. Existence of non-rational numbers (irrational numbers) such as  $\sqrt{2}, \sqrt{3}$  and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, viz. every point on the number line represents a unique real number.
3. Existence of  $\sqrt{x}$  for a given positive real number  $x$  and its representation on the number line with geometric proof.
4. Definition of  $n$ th root of a real number.
5. 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.)
6. Rationalization (with precise meaning) of real numbers of the type  $\frac{1}{a+b\sqrt{x}}$  and  $\frac{1}{\sqrt{x}+\sqrt{y}}$  (and their combinations) where  $x$  and  $y$  are natural number and  $a$  and  $b$  are integers.

## UNIT II: ALGEBRA

### 1. POLYNOMIALS

(23) Periods

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

Recall of algebraic expressions and identities. Verification of identities:  $(x+y+z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$ ,  $(x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y)$ ,  $x^3 \pm y^3 = (x \pm y)(x^2 \mp xy + y^2)$ ,  $x^3 + y^3 + z^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$  and their use in factorization of polynomials.

## 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 (13) Periods**

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

**3. TRIANGLES (20) Periods**

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

**UNIT IV: COORDINATE GEOMETRY**

**COORDINATE GEOMETRY (6) Periods**

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

**UNIT V: MENSURATION**

**1. AREAS (4) Periods**

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

## COURSE STRUCTURE CLASS-IX

Second Term

Marks: 90

Units		Marks
II	ALGEBRA (Contd.)	16
III	GEOMETRY (Contd.) (Quadrilaterals - 10 Marks) (Area, Circle & Constructions - 28 Marks)	38
V	MENSURATION (Contd.)	18
VI	STATISTICS	10
VII	PROBABILITY	08
	<b>Total (Theory)</b>	<b>90</b>

**Note:** The text of OTBA for SA-II will be from Unit - III, Chapter 4, Quadrilaterals

### 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. Focus on linear equations of the type  $ax+by+c=0$ . Prove that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line. Graph of linear equations in two variables. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.

### UNIT III: GEOMETRY (Contd.)

#### 4. QUADRILATERALS (10) Periods

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

#### 5. AREA (7) Periods

Review concept of area, recall area of a rectangle.

- (Prove) Parallelograms on the same base and between the same parallels have the same area.
- (Motivate) Triangles on the same (or equal base) base and between the same parallels are equal in area.

## 6. CIRCLES

(15) Periods

Through examples, arrive at definition of circle and related concepts-radius, circumference, diameter, chord, arc, secant, sector, segment, subtended angle.

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

## 7. CONSTRUCTIONS

(10) Periods

1. Construction of bisectors of line segments and angles of measure  $60^\circ$ ,  $90^\circ$ ,  $45^\circ$  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

(13) Periods

Introduction to Statistics: Collection of data, presentation of data – tabular form, ungrouped / grouped, bar graphs, histograms (with varying base lengths), frequency polygons. Mean, median and mode of ungrouped data.

## UNIT VII: PROBABILITY

(9) Periods

History, Repeated experiments and observed frequency approach to probability. Focus is on empirical probability. (A large amount of time to be devoted to group

and to individual activities to motivate the concept; the experiments to be drawn from real - life situations, and from examples used in the chapter on statistics).

## QUESTIONS PAPER DESIGN 2016-17 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 (SA) (2 Marks)	Short Answer-II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage
1	<b>Remembering - (Knowledge based)</b> Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	1	2	2	3	23	26%
2	<b>Understanding- (Comprehension -</b> to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	1	4	23	26%
3	<b>Application</b> (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	<b>Higher Order Thinking Skills (Analysis &amp; Synthesis -</b> Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	-	1	4	-	14	16%
5	<b>Creating, Evaluation and Multi-Disciplinary-</b> (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*	8	8%
<b>Total</b>		<b>4x1=4</b>	<b>6x2=12</b>	<b>10x3=30</b>	<b>11x4=44</b>	<b>90</b>	<b>100%</b>

**note:** The question paper will include a section on Open Text based assessment (questions of 10 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 LA (4 marks) will be to assess the values inherent in the texts.

## COURSE STRUCTURE (FIRST TERM) CLASS X

Units		Marks
I	NUMBER SYSTEMS	11
II	ALGEBRA	23
III	GEOMETRY	17
IV	TRIGONOMETRY	22
V	STATISTICS	17
	<b>Total</b>	<b>90</b>

### UNIT I: NUMBER SYSTEMS

#### 1. REAL NUMBERS (15) Periods

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

### UNIT II: ALGEBRA

#### 1. POLYNOMIALS (7) Periods

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

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

Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency.

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

### UNIT III: GEOMETRY

#### 1. TRIANGLES (15) Periods

Definitions, examples, counter examples of similar triangles.

- (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.
- (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
- (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.

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

#### 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  $0^\circ$  and  $90^\circ$ . Values (with proofs) of the trigonometric ratios of  $30^\circ$ ,  $45^\circ$  and  $60^\circ$ . 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 (SECOND TERM) CLASS X

Units		Marks
II	ALGEBRA (Contd.)	23
III	GEOMETRY (Contd.)	17
IV	TRIGONOMETRY (Contd.)	08
V	PROBABILITY	08
VI	COORDINATE GEOMETRY	11
VII	MENSURATION	23
	<b>Total</b>	<b>90</b>

## UNIT II: ALGEBRA (Contd.)

### 3. QUADRATIC EQUATIONS (15) Periods

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

Situational problems based on quadratic equations related to day to day activities to be incorporated.

### 4. ARITHMETIC PROGRESSIONS (8) Periods

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

## UNIT III: GEOMETRY (Contd.)

### 2. CIRCLES (8) Periods

Tangent to a circle at, point of contact

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

### 3. CONSTRUCTIONS (8) Periods

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

## UNIT IV: TRIGONOMETRY

### 3. HEIGHTS AND DISTANCES : Angle of elevation, Angle of Depression. (8) Periods

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

## UNIT V: STATISTICS AND PROBABILITY

### 2. PROBABILITY (10) Periods

Classical definition of probability. Simple problems on single events (not using set notation).

## UNIT VI: COORDINATE GEOMETRY

### 1. LINES (In two-dimensions)

(14) Periods

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

## UNIT 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  $60^\circ$ ,  $90^\circ$  and  $120^\circ$  only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

### 2. SURFACE AREAS AND VOLUMES

(12) Periods

- (i) 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.)

### 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
7. Mathematics exemplar problems for class IX, NCERT publication.
8. Mathematics exemplar problems for class X, NCERT publication.

## QUESTIONS PAPER DESIGNS 2016-17

### 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 (SA) (2 Marks)	Short Answer-II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage
1	<b>Remembering - (Knowledge based)</b> Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	1	2	2	3	23	26%
2	<b>Understanding- (Comprehension -</b> to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	1	4	23	26%
3	<b>Application</b> (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	<b>Higher Order Thinking Skills (Analysis &amp; Synthesis -</b> Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	-	1	4	-	14	16%
5	<b>Creating, Evaluation and Multi-Disciplinary-</b> (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*	8	8%
<b>Total</b>		<b>4x1=4</b>	<b>6x2=12</b>	<b>10x3=30</b>	<b>11x4=44</b>	<b>90</b>	<b>100%</b>

\*One of the LA (4 marks) will be to assess the values inherent in the texts.

## 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. Hands on Practical examination will be conducted through Formative Assessment in every term with 20% weightage of total term marks.
5. Assessment of Practical Skills through Practical Based Questions (PBQ) will carry 15 marks in every term end Summative Assessment.

### COURSE STRUCTURE CLASS IX

**First Term**

**Marks: 90**

Unit No.	Unit	Marks
I	Matter - Its Nature and Behaviour	29
II	Organisation in the Living World	18
III	Motion, Force and Work	30
V	Food; Food Production	13
	<b>Total</b>	<b>90</b>

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 (only four types of tissues 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, derivation of equations of motion by graphical method; elementary idea of uniform circular motion.

**Force and Newton's laws** : Force and Motion, Newton's Laws of Motion, 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 and manures; Protection from pests and diseases; Organic farming.

#### **PRACTICALS - FIRST TERM**

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

1. To test (a) the presence of starch in the given food sample, (b) the presence of the

adulterant metanil yellow in dal.

2. To prepare:

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

3. To prepare

- a) a mixture
- b) 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 ribbon in air
- c) Zinc with dilute sulphuric acid
- d) Heating of copper sulphate crystals
- e) Sodium sulphate with barium chloride in the form of their solutions in water

5. To prepare stained temporary mounts of (a) onion peel, (b) human cheek cells & 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. 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**

Unit No.	Unit	Marks
I	Matter - Its Nature and Behaviour	18
II	Organisation in the Living World	26
III	Motion, Force and Work	36
IV	Our Environment	10
	<b>Total</b>	<b>90</b>

**Note:** The material for Open Text Based Assessment (OTBA) for SA-II will be from Unit - IV: Our Environment. This unit will be tested through OTBA only.

**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 - SECOND TERM

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

#### LIST OF EXPERIMENTS

1. To verify the Laws of reflection of sound.
2. To determine the density of solid (denser than water) by using a spring balance and a measuring cylinder.
3. To establish the relation between the loss in weight of a solid when fully immersed in
  - a) tap water
  - b) strongly salty water, with the weight of water displaced by it by taking at least two different solids.
4. 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.
5. To determine the velocity of a pulse propagated through a stretched string/slinky.
6. 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 the groups they belong to.
7. To observe the given pictures/charts/models of earthworm, cockroach, bony fish and bird. For each organism, draw their picture and 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 (2016-17)**

**Time: 3 Hours**

**Max. Marks: 90**

S. No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer -I (SAI) 2 Marks	Short Answer -II (SAII) 3 Marks	Long Answer (LA) 5 Marks	Total Marks	% Weightage
1	<b>Remembering</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	3	-	1	1	11	15%
2	<b>Understanding</b> (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	-	1	4	1	19	25%
3	<b>Application</b> (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%
4	<b>High Order Thinking Skills</b> (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%
5	<b>Inferential and Evaluative</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	-	2+1*	2	19	25%
	<b>Total (Theory Based Questions)</b>	<b>3x1=3</b>	<b>3x2=6</b>	<b>12x3= 36</b>	<b>6x5=30</b>	<b>75(24)</b>	<b>100%</b>
	<b>Practical Based Questions (PBQs)</b>	<b>9x1=9</b>	<b>3x2=6</b>	-	-	<b>15(12)</b>	
	<b>Total</b>	<b>12x1=12</b>	<b>6x2=12</b>	<b>12x3=36</b>	<b>6x5=30</b>	<b>90(36)</b>	

**Note:** The question paper of SA-II will include a section on Open Text Based Assessment (OTBA) of 10 marks. The case studies will be supplied in advance. This material is designed to test the analytical and higher order thinking skills of students.

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

## COURSE STRUCTURE CLASS X

First Term

Marks: 90

Unit No.	Unit	Marks
I	Chemical Substances-Nature and Behaviour	33
II	World of Living	21
IV	Effects of Current	29
V	Natural Resources	07
	<b>Total</b>	<b>90</b>

**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<sup>+</sup> and OH<sup>-</sup> 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 of 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.

**Theme: Natural Resources**

**(08 Periods)**

**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 of Energy.

### **PRACTICALS - FIRST TERM**

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

#### **LIST OF EXPERIMENTS**

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)  $\text{ZnSO}_4$  (aq)
  - b)  $\text{FeSO}_4$  (aq)
  - c)  $\text{CuSO}_4$  (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

Unit No.	Unit	Marks
I	Chemical Substances -Nature and Behaviour	23
II	World of Living	30
III	Natural Phenomena	29
V	Natural Resources	08
	<b>Total</b>	<b>90</b>

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 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 V: 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 - SECOND TERM**

Practicals should be conducted alongside the concepts taught in theory classes

**LIST OF EXPERIMENTS**

1. To study the following properties of acetic acid (ethanoic acid):
  - i) odour
  - ii) solubility in water

- iii) effect on litmus
  - iv) reaction with sodium bicarbonate
2. To study saponification reaction for preparation of soap.
  3. To study the comparative cleaning capacity of a sample of soap in soft and hard water.
  4. To determine the focal length of:
    - i) Concave mirror
    - ii) Convex lensby 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
- Exemplar Problems - NCERT Publication

**QUESTION PAPER DESIGN FOR SCIENCE (CODE NO. 086/090)**  
**Class-X (2016-17)**

**Time: 3 Hours**

**Max. Marks: 90**

S. No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer -I (SAI) 2 Marks	Short Answer -II (SAII) 3 Marks	Long Answer (LA) 5 Marks	Total Marks	% Weight age
1	<b>Remembering</b> (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	3	-	1	1	11	15%
2	<b>Understanding</b> (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	-	1	4	1	19	25%
3	<b>Application</b> (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%
4	<b>High Order Thinking Skills</b> (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%
5	<b>Inferential and Evaluative</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	-	2+1*	2	19	25%
	<b>Total (Theory Based Questions)</b>	<b>3x1=3</b>	<b>3x2=6</b>	<b>12x3=36</b>	<b>6x5=30</b>	<b>75(24)</b>	<b>100%</b>
	<b>Practical Based Questions (PBQs)</b>	<b>9x1=9</b>	<b>3x2=6</b>	-	-	<b>15(12)</b>	
	<b>Total</b>	<b>12x1=12</b>	<b>6x2=12</b>	<b>12x3=36</b>	<b>6x5=30</b>	<b>90(36)</b>	

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

## 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 to understand society from different angles and form a holistic view.

### Objectives

The main objectives of this syllabus are:

- to develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved.
- to make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- to develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.
- to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.
- to help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- to deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives.
- to facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- to develop an appreciation of the richness and variety of India's heritage-both

natural and cultural and the need for its preservation.

- to promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process.
- to help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- to develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations.
- to develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms- cooperating with others, taking initiatives and providing leadership in solving others' problems.
- to develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

## COURSE STRUCTURE CLASS IX

Time: 3 Hrs.

Marks: 90

No.	Units	Term I	Term II
I	India and the Contemporary World - I	23	23
II	Contemporary India - I	23	13+10(OTBA)
III	Democratic Politics - I	22	22
IV	Economics	22	22
V	Disaster Management (Through Project & Assignments)	-	-
	<b>Total</b>	<b>90</b>	<b>90</b>

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.

**Note:** The text of OTBA for SA-II will be from Unit-2; Chapter 4: Climate for session 2016-2017.

Themes	Objectives
<p>Two themes from the first sub-unit and one each from the second and third sub-units could be studied.</p> <p><b>Term I</b></p> <p><b>Sub-unit 1.1 : Events and processes:</b></p> <p>In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism.</p> <p><b>Two themes of the following: I. The French Revolution:</b></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><b>II. Socialism in Europe and the Russian Revolution:</b></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><b>III. Nazism and the Rise of Hitler:</b></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><b>Map Work - Theme one only (3 marks)</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>• Show how written, oral and visual material can be used to recover the history of revolutions.</li> <li>• Explore the history of socialism through a study of the Russian revolution.</li> <li>• Familiarize students with the names of people involved, the different types of ideas that inspired the revolution.</li> <li>• Discuss the critical significance of Nazism in shaping the politics of modern world.</li> <li>• Familiarize students with the speeches and writings of Nazi leaders.</li> </ul>

<p><b>Term II</b>  <b>Sub-unit 1.2: Livelihoods, Economies and Societies:</b>  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.  <b>Any one theme of the following:</b>  <b>IV. Forest Society and Colonialism:</b>  (a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism.  Case studies : Focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)</p> <p><b>V. Pastoralists in the Modern World:</b>  (a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states?  Case studies: Focus on two pastoral groups, one from Africa and one from India. (Chapter 5)</p> <p><b>VI. Peasants and Farmers:</b>  (a) Histories of the emergence of different forms of farming and peasant societies.  (b) Changes within rural economies in the modern world.  <b>Case studies:</b> 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>	<ul style="list-style-type: none"> <li>• Discuss the social and cultural world of forest communities through the study of specific revolts.</li> <li>• Understand how oral traditions can be used to explore tribal revolts.</li> <li>• Point to the varying patterns of developments within pastoral societies in different places.</li> <li>• Look at the impact of colonialism on forest societies, and the implication of scientific forestry.</li> <li>• Show the different processes through which agrarian transformation may occur in the modern world.</li> </ul> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand how agricultural systems in India are different from that in other countries.</li> <li>• Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.</li> </ul>
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<p><b>Map Work Based on theme 4/5/6.</b> (Internal choice will be provided)</p> <p style="text-align: right;"><b>(3 marks)</b></p> <p><b>Term II</b> <b>Sub-unit 1.3: Everyday Life, Culture and Politics:</b></p> <p>The themes in this unit will consider how issues of culture are linked up to the making of contemporary world.</p> <p><b>Any one of the following:</b></p> <p><b>VII. History and Sport: The Story of Cricket:</b></p> <p>(a) The emergence of cricket as an English sport. (b) Cricket and colonialism. (c) Cricket nationalism and de-colonialization. (Chapter 7)</p> <p><b>VIII. Clothing: A Social History:</b></p> <p>(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"> <li>• Suggest how sports also have a history and that it is linked up with the politics of power and domination.</li> <li>• Introduce students to some of the stories in cricket that have historical significance.</li> <li>• Show how clothing has a history, and how it is linked to questions of cultural identity.</li> <li>• Discuss how clothing has been the focus of intense social battles.</li> </ul>
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**Unit 2: Contemporary India - I**

Themes	Objectives
<p><b>Term I</b></p> <p><b>1&amp;2. India - Size and Location &amp; Physical Features of India:</b> relief, structure, major physiographic unit.. (Chapter 1&amp;2)</p> <p><b>3. Drainage:</b> 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><b>Map Work (3 marks)</b></p> <p><b>Term II</b></p> <p><b>4. Climate:</b> Factors influencing the climate;</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• To understand the river systems of the country and explain the role of rivers in the evolution of human society.</li> </ul>

<p>monsoon- its characteristics, rainfall and temperature distribution; seasons; climate and human life. (Chapter 4)</p> <p><b>5. Natural Vegetation and Wild Life:</b> Vegetation types, distribution as well as altitudinal variation, need for conservation and various measures. Major species, their distribution, need for conservation and various measures.</p> <p><b>6. Population:</b> Size, distribution, age-sex composition, population change-migration as a determinant of population change, literacy, health, occupational structure and national population policy : adolescents as under-served population group with special needs. (Chapter 6)</p> <p><b>Map Work</b> (3 marks)</p>	<ul style="list-style-type: none"> <li>• To explain the importance and unifying role of monsoons.</li> <li>• To find out the nature of diverse flora and fauna as well as their distribution.</li> <li>• To develop concern about the need to protect the biodiversity of our country.</li> <li>• To analyse the uneven nature of population distribution and show concern about the large size of our population;</li> <li>• To understand the various occupations of people and explain various factors of population change;</li> <li>• To explain various dimension of national policy and understand the needs of adolescents as under served group.</li> </ul>
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**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	Objectives
<p><b>Term I</b></p> <p><b>1&amp;2. Democracy in the Contemporary World &amp; What is Democracy? Why Democracy?:</b></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&amp;2)</p>	<ul style="list-style-type: none"> <li>• Develop conceptual skills of defining democracy</li> <li>• Understand how different historical processes and forces have promoted democracy.</li> <li>• Developing a sophisticated defence of democracy against common prejudices</li> <li>• Develop a historical sense of the choice and nature of democracy in India.</li> <li>• Introduction to the process of Constitution making</li> </ul>

<p>(Part 1.3 and 1.4 (pages 10-18 of prescribed NCERT Textbook) will be assessed through formative assessment only)</p> <p><b>3. Constitutional Design:</b></p> <p>How and why did India become a democracy?</p> <p>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><b>Term II</b></p> <p><b>4. Electoral Politics:</b></p> <p>Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens' participation in electoral politics changed? What are the ways to ensure free and fair elections? (Chapter 4)</p> <p><b>5. Working of Institutions:</b></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><b>6. Democratic Rights</b></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"> <li>• Develop respect for the Constitution and appreciation for Constitutional values</li> <li>• Recognise that constitution is a living document that undergoes changes.</li> <li>• Introduce the idea of representative democracy via competitive party politics</li> <li>• Familiarise with our electoral system and reasons for choosing this</li> <li>• Develop an appreciation of citizen's increased participation in electoral politics</li> <li>• Recognise the significance of the Election Commission</li> </ul> <ul style="list-style-type: none"> <li>• Provide an overview of central governmental structures</li> <li>• Sensitise to the key role of the Parliament and its procedures</li> <li>• Distinguish between nominal and real executive authorities and functions</li> <li>• Understand the parliamentary system of executive's accountability to the legislature</li> <li>• Develop citizens awareness of their rights</li> <li>• Introduction to and appreciation of the Fundamental Rights</li> <li>• Recognition of the ways in which these rights are exercised and denied in real life situations.</li> <li>• Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission.</li> </ul>
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Themes	Objectives
<p><b>Term I</b></p> <p><b>1. The Story of Village Palampur:</b> 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><b>2. People as Resource:</b> Introduction of how people become resource / asset; economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as a form of non utilisation of human resource; sociopolitical implication in simple form. (Chapter 2)</p> <p><b>Term II</b></p> <p><b>3. Poverty as a Challenge:</b> 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><b>4. Food Security in India:</b> Source of Foodgrains, variety across the nation, famines in the past, the need for self sufficiency, role of government in food security, procurement of foodgrains, overflowing of granaries and people without food, public distribution system, role of cooperatives in food security (foodgrains, milk and vegetables ration shops, cooperative shops, two-three examples as case studies) (Chapter 4)</p>	<ul style="list-style-type: none"> <li>• Familiarising the children with some basic economic concepts through an imaginary story of a village.</li> <li>• Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building.</li> <li>• Understanding of poverty as a challenge and sensitization of the learner;</li> <li>• Appreciation of the government initiative to alleviate poverty;</li> <li>• Exposing the child to an economic issue which is basic necessities of life;</li> <li>• Appreciate and critically look at the role of government in ensuring food supply.</li> </ul>

### Suggested Activities / Instructions:

**Theme I:** Give more examples of activities done by different workers and farmers. Numerical problems can also be included.

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

**Theme II:** Discuss the impact of unemployment.

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

Is 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

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

## QUESTION PAPER DESIGN FOR SOCIAL SCIENCE (CODE NO. 087) Class-IX (2016-17)

Time: 3 Hours

Max. Marks: 90

S. No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer (SA) 3 Marks	Long Answer (LA) (5 Marks)	Total Marks	% Weightage
1	<b>Remembering</b> (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	<b>Understanding</b> (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	2	15	17%
3	<b>Application</b> (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	<b>High Order Thinking Skills</b> (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	<b>Creating, Evaluation and Multi-Creating Evaluation and Multi-Disciplinary</b> (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%
	<b>Total</b>	<b>8x1=8</b>	<b>14x3=42</b>	<b>8x5=40</b>	<b>90</b>	<b>100%</b>

**Note:** The question paper will include a section on Open Text based assessment (questions of 10 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 question of 3 marks will be included to assess the values inherent in the texts.

## COURSE STRUCTURE CLASS X

Time: 3 Hrs.

Marks: 90

Units		Term I	Term II
I	India and the Contemporary World - II	23	23
II	Contemporary India - II	23	23
III	Democratic Politics II	22	22
IV	Understanding Economic Development	22	22
V	Disaster Management-only through project work and assignments.	-	-
<b>Total</b>		<b>90</b>	<b>90</b>

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><b>Term I</b>  <b>Sub-unit 1.2: Livelihoods, Economies and Societies:</b>  <b>Any one of the following themes:</b>  <b>4. The making of Global World:</b> (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)  <b>5. The Age of Industrialisation:</b> (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)  <b>Case Studies:</b> London and Bombay in the nineteenth and twentieth century.  <b>6. Work, Life and Leisure:</b> (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy</p>	<ul style="list-style-type: none"> <li>• Discuss two different patterns of industrialization, one in the imperial country and another within a colony.</li> <li>• Show the relationship between different sectors of production.</li> <li>• 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.</li> <li>• Show that globalization has a long history and point to the shifts within the process.</li> <li>• Analyze the implication of globalization for local economies.</li> </ul>

between the two Wars. (c) Shifts after the 1950s. (d) Implications of globalization for livelihood patterns. Case study : The post War International Economic order, 1945 to 1960s. (Chapter 6)

**Sub-unit 1.3 : Everyday Life, Culture and Politics Any one of the following themes:**

**7. Print Culture and the Modern World:**

(a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics. (Chapter 7)

**8. Novels, Society and History:**

(a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers. (Chapter 8)

**Term II**

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. In Sub-units 1.2 and 1.3 students are required to choose any one theme from each. Thus all students are required to study four themes in all.

**Sub-unit 1.1 : Events and processes:**

**Any two of the following themes:**

**1. The Rise of Nationalism in Europe:**

(a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini, etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece. (Chapter 1)

- Discuss how globalization is experienced differently by different social groups.

- Discuss the link between print culture and the circulation of ideas.

- Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.

- Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.

- Familiarize students with some of the ideas of writers who have had a powerful impact on society.

- 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.

<p><b>2. The Nationalist Movement in Indo - China: Factors Leading to Growth of Nationalism in Indo-China</b>  (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><b>3. Nationalism in India:</b>  (a) First world war, Khilafat, Non-Cooperation and Civil Disobedience Movement. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups. (Chapter 3)</p> <p><b>Map work based on theme 3 only.</b>  (3 marks)</p>	<ul style="list-style-type: none"> <li>• Point to the way the idea of the nation states became generalized in Europe and elsewhere.</li> <li>• Discuss the difference between French colonialism in Indo-China and British colonialism in India.</li> <li>• Outline the different stages of the anti-imperialist struggle in Indo-China.</li> <li>• Familiarize the students with the differences between nationalist movements in Indo China and India.</li> <li>• Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement.</li> <li>• Analyze the nature of the diverse social movements of the time.</li> <li>• Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi.</li> </ul>
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**Unit 2: Contemporary India - II**

**45 Periods**

Themes	Objectives
<p><b>Term I</b></p> <p><b>1. Resources and Development:</b> Types - natural and human; Need for resource planning, natural resources, land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures.  (Chapter 1)</p>	<ul style="list-style-type: none"> <li>• Understand the value of resources and the need for their judicious utilisation and conservation.</li> <li>• 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.</li> </ul>

<p><b>2. Forest and Wild Life Resources:</b> Types and distribution, depletion of flora and fauna; conservation and protection of forest and wild life. (Chapter 2)</p>	<ul style="list-style-type: none"> <li>• Explain various government policies for institutional as well as technological reforms since independence.</li> <li>• Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources.</li> </ul>
<p><b>3. Water Resources:</b> Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)</p>	<ul style="list-style-type: none"> <li>• Understand the importance of agriculture in national economy.</li> <li>• Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation.</li> </ul>
<p><b>4. Agriculture:</b> 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>	<ul style="list-style-type: none"> <li>• Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation.</li> </ul>
<p><b>Map work</b> (3 marks)</p>	<ul style="list-style-type: none"> <li>• Discuss various types of conventional and non- conventional resources and their utilization.</li> </ul>
<p><b>Term II</b></p>	
<p><b>5. Minerals and Energy Resources:</b> Types of minerals, distribution, use and economic importance of minerals, conservation, types of power resources: conventional and non- conventional, distribution and utilization, and conservation. (Chapter 5)</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.</li> </ul>
<p><b>6. Manufacturing Industries:</b> Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced) (Chapter 6)</p>	<ul style="list-style-type: none"> <li>• To explain the importance of transport and communication in the ever shrinking world.</li> <li>• To understand the role of trade in the economic development of a country.</li> </ul>
<p><b>7. Life Lines of National Economy</b> (Chapter 7)</p>	
<p><b>Map work</b> (3 marks)</p>	

**Project / Activity:**

- Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with 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><b>Term I</b></p> <p><b>1&amp;2.Power Sharing &amp; Federalism:</b></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&amp;2)</p> <p><b>3&amp;4.Democracy and Diversity &amp; Gender Religion and Caste:</b></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&amp;4)</p> <p><b>Term II</b></p> <p><b>5&amp;6.Popular Struggles and Movements &amp; Political Parties:</b> 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 movements come to occupy large role in politics? (Chapter 5&amp;6)</p>	<ul style="list-style-type: none"> <li>• Analyse the relationship between social cleavages and political competition with reference to Indian situation.</li> <li>• Understand and analyse the challenges posed by communalism to Indian democracy.</li> <li>• Understand the enabling and disabling effects of caste and ethnicity in politics.</li> <li>• Develop a gender perspective on politics.</li> <li>• Introduce students to the centrality of power sharing in a democracy.</li> <li>• Understand the working of spatial and social power sharing mechanisms.</li> <li>• Analyse federal provisions and institutions.</li> <li>• Understand the new Panchayati Raj institutions in rural and urban areas.</li> <li>• Understand the vital role of struggle in the expansion of democracy.</li> <li>• Analyse party systems in democracies.</li> <li>• Introduction to major political parties in the country.</li> </ul>

<p><b>7. Outcomes of Democracy:</b></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?</p> <p style="text-align: right;">(Chapter 7)</p> <p><b>8. Challenges to Democracy:</b></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?</p> <p style="text-align: right;">(Chapter 8)</p>	<ul style="list-style-type: none"> <li>• Analyse the role of social movements and non- party political formations.</li> <li>• Introduction to the difficult question of evaluating the functioning of democracies.</li> <li>• Develop the skills of evaluating Indian democracy on some key dimensions : development, security and dignity for the people.</li> <li>• Understand the causes for continuation of democracy in India.</li> <li>• Distinguish between sources of strength and weaknesses of Indian democracy.</li> <li>• Reflect on the different kinds of measures possible to deepen democracy.</li> <li>• Promote an active and participatory citizenship.</li> </ul>
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**Unit 4: Understanding Economic Development      45 Periods**

Themes	Objectives
<p><b>Term I</b></p> <p><b>1. Development:</b> 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><b>2. Sectors of the Indian Economy:</b> *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>	<ul style="list-style-type: none"> <li>• Familiarisation of some macroeconomic concepts.</li> <li>• 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.</li> <li>• It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation.</li> <li>• How and why people should be healthy and provided with education.</li> <li>• Familiarize the concept of money as an economic concept.</li> <li>• Create awareness of the role of financial institutions from the point of view of day-to- day life.</li> </ul>

<p><b>Term II</b></p> <p><b>3. Money and Credit:</b> Role of money in an economy: Historical origin; Formal and Informal financial institutions for Savings and Credit - General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, self help groups, chit funds and private finance companies. (Chapter 3)</p> <p><b>4. Globalisation and the Indian Economy:</b> **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><b>5. Consumer Rights:</b> ***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"> <li>• To make aware of a major employment generating sector.</li> <li>• Sensitise the learner of how and why governments invest in such an important sector.</li> <li>• Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.</li> </ul> <ul style="list-style-type: none"> <li>• Making the child aware of her rights and duties as a consumer;</li> <li>• Familiarizing the legal measures available to protect from being exploited in markets.</li> </ul>
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**Suggested Activities / Instructions:**

**Theme 2\*:** Visit to banks and money lenders / pawnbrokers and discuss various activities that you have observed in banks in the classroom.

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

**Theme 4\*\*:** Provide many examples of service sector activities. Use numerical examples, charts and photographs.

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

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

**QUESTION PAPER DESIGN FOR SOCIAL SCIENCE (CODE NO. 087) Class-X (SA-I) (2016-17)**

**Time: 3 Hours**

**Max. Marks: 90**

S. No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer (SA) 3 Marks	Long Answer (LA) (5 Marks)	Total Marks	% Weightage
1	<b>Remembering</b> (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	<b>Understanding</b> (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	2	2	18	20%
3	<b>Application</b> (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	<b>High Order Thinking Skills</b> (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	<b>Creating, Evaluation and Multi-Creating Evaluation and Multi-Disciplinary</b> (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	-	1	-	3	04%
	<b>Total</b>	<b>8x1=8</b>	<b>14x3=42</b>	<b>8x5=40</b>	<b>90</b>	<b>100%</b>

\*Map work in history in term - II only.

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

**QUESTION PAPER DESIGN FOR SOCIAL SCIENCE (CODE NO. 087)**  
**Class-X (SA-II) (2016-17)**

**Time: 3 Hours**

**Max. Marks: 90**

S. No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer (SA) 3 Marks	Long Answer (LA) (5 Marks)	Total Marks	% Weightage
1	<b>Remembering</b> (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	<b>Understanding</b> (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	2	15	17%
3	<b>Application</b> (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	<b>High Order Thinking Skills</b> (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	<b>Creating, Evaluation and Multi-Creating Evaluation and Multi-Disciplinary</b> (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%
	<b>Total</b>	<b>8x1=8</b>	<b>14x3=42</b>	<b>8x5=40</b>	<b>90</b>	<b>100%</b>

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

**LIST OF MAP ITEMS FOR SOCIAL SCIENCE (2016-2017)**  
**CLASS IX -MAP WORK FOR SA-I**  
**SUBJECT-GEOGRAPHY**

**Chapter-1: INDIA-SIZE AND LOCATION**

- **India-States** with Capitals, Tropic of Cancer, Standard Meridian, Southern most, northern most, eastern most and western most point of India (location and labelling)

**Chapter-2: PHYSICAL FEATURES OF INDIA**

**Mountain Ranges:** The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Wn & En Ghat.

**Mountain Peaks** - K2, Kanchanchunga, Anai Mudi,

**Plateau** - Deccan Plateau, Chotta Nagpur Plateau, Malwa plateau

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

**Chapter-3: Drainage**

- **Rivers:** (Identification only )
  - a) The Himalayan River Systems - The Indus, The Ganges, and The Satluj
  - b) The Peninsular rivers - The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi
- **Lakes:** Wular, Pulicat, Sambhar, Chilika, Vembanad

**History-SA-I**

**Chapter: The French Revolution**

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

- Bordeaux
- Nantes
- La Forte
- Paris
- Marseilles
- Alsace
- Normandy

## CLASS IX-MAP WORK FOR SA-II GEOGRAPHY

### Chapter-4: CLIMATE

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

### Chapter-5: NATURAL VEGETATION AND WILD LIFE

- **Vegetation Type :** Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove-For identification only
- **National Parks :** Corbett, Kaziranga, Rantrfambor. Shivpuri, Kanha, Simlipal & Manas
- **Bird Sanctuaries :** Bharatpur and Ranganthitta
- **Wild life Sanctuaries :** Sariska, Mudumalai, Rajaji, Dachigam (location and labelling)

### Chapter-6: POPULATION (location and labelling)

- The state having highest and lowest density of population
- The state having highest and lowest sex ratio
- Largest and smallest state according to area

**HISTORY-SA-II : No map work**

**LIST OF MAP ITEMS FOR SOCIAL SCIENCE (2016-2017)**

## CLASS X -MAP WORK FOR SA-I GEOGRAPHY

### Chapter 1 : Resources and Development

Identification only : Major soil Types.

### Chapter 3 : Water Resources-Locating and Labelling - Dams:

- Salal
- Bhakra Nangal
- Tehri
- Rana Pratap Sagar
- Sardar Sarovar
- Hirakud
- Nagarjuna Sagar
- Tungabhadra (Along with rivers)

### Chapter 4 : Agriculture-Identification only

- (a) Major areas of rice and wheat.
- (b) Largest / Major producer states of sugarcane; tea; coffee; rubber; cotton and jute.  
( Location and labelling)

**History- No Map**

**LIST OF MAP ITEMS FOR SOCIAL SCIENCE (2016-2017)**  
**CLASS X - MAP WORK FOR SA-II**  
**HISTORY**

Outline Political Map of India

**Nationalism in India - (1918-1930).**—(For locating and labelling / Identification.)

**1. Indian National Congress Sessions:-**

- Calcutta (Sep. 1920)
- Nagpur (Dec. 1920)
- Madras (1927)
- Lahore (1929)

**2. Important Centres of Indian National Movement**

(Non-cooperation and Civil Disobedience Movement)

- Champaran (Bihar) Movement of Indigo Planters
- Kheda (Gujrat) Peasant Satyagrah
- Ahmedabad (Gujarat) Cotton Mill Workers Satyagraha
- Amritsar (Punjab) Jallianwala Bagh Incident.
- Chauri Chaura (U.P.) calling off the NCM.
- Bardoli (Gujarat) no tax campaign
- Dandi (Gujarat) Civil Disobedience Movement

**GEOGRAPHY**

**Chapter 5: Mineral and Energy Resources.**

Minerals: (Identification only)

- (i) Iron ore mines : Mayurbhanj, Durg, Bailadila, Bellary, Kudremukh
- (ii) Mica mines: Ajmer, Beawar, Nellore, Gaya, Hazaribagh.
- (iii) Coal mines : Raniganj, Jhajria, Bokaro, Talcher, Korba, Singrauli, Neyvali
- (iv) Oil Fields : Digboi, Naharkatia, Mumbai High, Bassien, Kalol, Ankaleshwar

**Power Plants:- (Locating and Labelling only)**

- (a) Thermal: Namrup, Talcher, Singrauli, Harduaganj, Korba, Ramagundam, Tuticorin
- (b) Nuclear: Narora, Rawat Bhata, Kakrapara, Tarapur, Kaiga, Kalpakkam

**Chapter 6: Manufacturing Industries**

**Locating and Labelling Only**

- (1) **Cotton Textile Industries :** Mumbai, Indore, Ahmedabad, Surat, Kanpur, Coimbatore, Madurai

- (2) **Woollen Industry** : Srinagar, Amritsar, Ludhiana, Panipat, Mirzapur, Jamnagar
- (3) **Silk Industry** : Anantnag, Srinagar, Murshidabad, Mysore
- (4) **Iron and Steel Plants** : Burnpur, Durgapur, Bokaro, Jamshedpur, Raurkela, Bhilai, Vijaynagar, Bhadravati, Vishakhapatnam, Salem
- (5) **Software Technology Parks**: Mohali, Noida, Gandhinagar, Indore, Mumbai, Pune, Kolkata, Bhubaneswar, Hyderabad, Bangalore, Chennai, Thiruvananthapuram

## **Chapter 7: Lifelines of National Economy.**

### **Identification Only:**

- Golden Quadrilateral, North-South Corridor, East-West Corridor.
- National Highways : NH-1, NH-2, NH-7

### **Locating and Labelling:**

**Major Ports** - Kandla, Mumbai, Marmagao, Kochi, Tuticorin, Chennai, Paradip, Haldia

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

**Note:** Items of locating and labelling may also be given for identification

## 6. ADDITIONAL SUBJECTS

### (A) MUSIC

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

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

#### (i) CARNATIC MUSIC VOCAL

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

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 2 Theory Paper	15%	15+35	50%
	Practicals	35%		
<b>Total</b>				<b>100%</b>

	Term-I		Term-II		Total
Theory	15%	+	15%	=	30%
Practical	35%	+	35%	=	70%
<b>Total</b>					<b>100%</b>

## Carnatic Music (Code No. 034)

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

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

### (i) CARNATIC MUSIC VOCAL

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

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 2 Theory Paper	15%	15+35	50%
	Practicals	35%		
<b>Total</b>				<b>100%</b>

	Term-I		Term-II		Total
Theory	15%	+	15%	=	30%
Practical	35%	+	35%	=	70%
<b>Total</b>					<b>100%</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT  
FIRST TERM (APRIL 2016 - SEPTEMBER 2016)  
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, Tyagaraja, Muthuswamy and Shyama Shastri.
2. Definition of the following terms - Sangeetam, Arohana, Avarohana, Dhatu, Matu, Sruti, Sthayi, Alankara, Uttaranga, Poorvanga, Svara, Swara-Prakriti and Vikriti Varas.
3. Brief raga lakshana of (a) Mohanam (b) Malahar c) Bilahari (d) Khamas (e) Sankarabharanam (f) Mayamalavagaula
4. Brief knowledge about the theory of a) Geetamb) Svarajati, a) Svaravali-Sarali Varisai, Janta Varisai, Dhatu Varisai, Hechchu & Taggu Sthayi, Varisai, Alankaras in two speeds, Aditala Varnam
5. Description about Talas - Adi, Roopaka, Introduction to Suladi Sapta Talas.

**(B) Practical 25 marks**

1. Singing of National Anthem and any song pertaining to community singing, a folk song.
2. Singing alankara in two degrees of Speed.
3. Singing two Pillari Gita, two Sadharana Geeta or Sanchari Geeta and Bilahari and Khamas Svarajatis
4. Rendition of Arohana and Avarohana of Mayamalavagoula, Malahari and Mohanam, Sankarabharana, Bilahari and Khamas

**(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.

**(I) CARNATIC MUSIC (VOCAL) (CODE NO. 031)**  
**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT**  
**FIRST TERM (APRIL 2016 - SEPTEMBER 2016)**  
**CLASS - IX**

Time: 2 hours

Total Marks: 50

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	Definitions of the following terms: Sangeetam, Arohana, Avarohana, Dhatu, Matu, Sruti, Svara, Sthayi, Alankara, Uttaranga, Poorvanga, Svaravalis	MCQ	01 (four parts A, B, C, D)	02
	2	Brief knowledge about the following ragas: a) Mohanam b) Malahari c) Bilahari d) Mayamala-vagaula e) Khamas f) Sankarabharnam	SA	01	03
	3	Description of the following Talas - Adi, Roopaka, Suladi Sapta Talas	SA	01	03
	4	Introduction to the following musical forms Geetam, Svarajati, Svaravalis, Alankaras and Var-nams	SA	01	03
	5	An outline Biography of Purandara Dasa, Tyagaraja, Muthuswamy Dikshitra, Shyama Shastri	LA	01	04
					<b>Total 15</b>
Practical	1	Identification of 12 Svarasthanas	-	02	03
	2	singing of Svaravalis and Sapthatala Alankaras in two speed	-	03	09
	3	Singing Pillari Geetam and Sadharana Geetaam and Bilahari Swarajathi and Kamas ( One Speed)	-	03	09
	4	Arohana and Avarohana of the following Raga: Mayamalavagoula and Malahari, Mohanam , Bilahari, Khamas and Sankarabharanam (Minimum 2)	-	02	04
					<b>Total 25</b>
Project work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same		Minimum Two and Maximum six reports	02	10
					<b>Total 35</b>

**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 2016 - MARCH 2017)  
CARNATIC MUSIC (VOCAL) (CODE 031) CLASS: IX**

**(A) Theory 15 Marks**

1. Brief history of Carnatic Music with special reference to Swati Tirumal, Bhadrachala Ramdas and Annamacharya
2. Definition of the following: Nada, Raga, Tala, Laya, Graha (Sama, Atita, Anagata), Vadi, Samvadi, Anuvadi, Vivadi, Svaramsa, Nyasa and Jeeva
3. Brief Raga Lakshana of:
  - Kharaharapriya
  - Kalyani,
  - Abhogi and Hindolam
4. Introduction of the following Talas:
  - Adi - Double Kalai
  - Rupaka
  - Chapu - Misra, Khanda, Tisra

**(B) Practical 25 marks**

1. Singing of Sapta Tala Alankaras in three degree of speed.
2. Singing Geetam, Svarajati, Varanams and simple Devarnamas.
3. Rendering the Arohana and Avarohana with correct Svarasthana and Gamaka of Kharaharapriya, Kalyani and Abhogi and Hindolam.
4. National Anthem, Folk Song, Devotional, Patriotic. (minimum from the list)

**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 2016 - MARCH 2017)  
CARNATIC MUSIC (VOCAL) (CODE 031) CLASS - IX**

Time: 2 hours

Total Marks: 50

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 (Amsa, Jeeva and Nyasa), Raga, Tala, Laya (Vilamba, Madhya, Druta), Graha (Sama, Atita, Anagata),	MCQ	01	02
	2	Brief history with special reference to Swati Tirumal, Annamacharya and Bhadrachala Ramdas	LA	01	05
	3	Brief raga Lakshana Kalyani, Kharaharapriya, Abhogi and Hindolam	SA	01	04
	4	Basic knowledge of Notation of Adi, Rupaka.	SA	01	04
					<b>Total 15</b>
Practical	1	Singing of Sapta Tala Alankaras in three degree of speed	-	02	<b>06</b>
	2	Singing Geetam, Svarajati, simple Devarnamas, Varnams	-	03	10
	3	Arohana-Avarohana of Kharaharapriya, Abhogi and Hindolam, Kalyani, Khamas	-	02	04
	4	(a) National Anthem (b) Folk song (c) Devotional (d) Patriotic	-	02	05
					<b>Total 25</b>
Project work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.		Minimum Two and Maximum six reports	02	<b>10</b>
					<b>Total 35</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**FIRST TERM (APRIL 2016 - SEPTEMBER 2016)**  
**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 varanam in single speed.
3. Brief knowledge about Raga lakshana of Sriranjani, Suddha Dhanyasi and Hamsadhvani
4. Basic knowledge about the musical form Varnam, Kirtana, Kriti.
- 5.

**(B) Practical**

**25 Marks**

1. Rendition of simple composition like Namavalis or Divyanama Sankeertanams.
2. Outline knowledge of Raga Kalyani: or Sankarabharanam, Kharaharapriya.
3. Singing alankaras in ragas other than Mayamalavagoula.
4. Singing one Jatisvaram, one Kriti, one Kirtana.
5. Two 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 2016 - SEPTEMBER 2016)  
Carnatic Music (Vocal) (CODE 031) CLASS: X**

Time: 2 hours

Total Marks: 50

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	Raga classification in general	MCQ	01	02
	2	Basic principle of notation. Notation of Geetam and Svarajati, Varanam in one speed.	SA	01	03
	3	Brief raga lakshana about- Suddha Dhanyasi and Shriranjini and Hamsadhwani and Hamsadhwani	LA	01	04
	4	An outline knowledge about Varnam, Kirti and Kirtana	SA	01	03
	5	Understanding the structure of Tambura	SA	01	03
					<b>Total 15</b>
Practical	1	Singing of simple Namavali/Keertanas, Kirti	-	01	04
	2	Outline knowledge in singing Suddha Dhanyani and Srivanjani and Hamsadhwani	-	01	04
	3	Rendition of one Jatisvaram or one Keertana, one Kirti	-	03	08
	4	Alankara in a raga other than Mayamalavagoula	-	02	04
	5	Adi Tala Varna in two degree speed	-	01	05
					<b>Total 25</b>
<b>Project work</b>	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.		Minimum Four and Maximum ten reports	02	10
					<b>Total 35</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**SECOND TERM (OCTOBER 2016 - MARCH 2017)**  
**CARNATIC MUSIC (VOCAL) (CODE 031)**  
**CLASS: X**

**TOPIC**

**(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 in two degrees.
3. Raga lakshana of the following ragas: Suddhasaveri, Kambhoji and Anandabharavi and Keeravani
4. Detailed study of the musical form Jatiswaram, Varanam and Kriti.

**(B) Practical 25 marks**

1. Community singing of Bhajans or Namavalis.
2. Knowledge about the raga Kamboji, Suddhasaveri and Anandabharavi and Keeravani.
3. Singing alankara in a raga other than Mayamalavagoula in three degrees.
4. Rendition of any two kritis from prescribed ragas.
5. Singing two 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 2016 - MARCH 2017)  
CARNATIC MUSIC (VOCAL) (CODE 031)  
CLASS: X**

Time: 2 hours

Total Marks: 50

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	Brief knowledge about 72 Melakartha scheme	LA	01	04
	2	Basic principles of notation system, Notation of Varnam in two degrees	LA	01	04
	3	Raga lakshana in brief for Keeravani, Kambhoji and Suddhasaveri and Anandabharavi	LA	01	04
	4	Brief Lakshanas of Jati Swaram, Kriti and Kirtana	LA	01	03
					<b>Total 15</b>
Practical	1	Singing Bhajans or devotional hymns	-	01	03
	2	An outline knowledge of Kambhoji, Suddhasaveri and Anandabharavi and Keeravani	-	02	08
	3	Singing alankara in raga other than Mayamalavagoulain three degrees of speed	-	02	06
	4	Rendition of two kritis	-	01	06
	5	Two Adi tala varna in two degree of speed	-	02	05
					<b>Total 25</b>
Project work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.		Minimum Four and Maximum ten reports	02	10
					<b>Total 35</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**FIRST TERM (APRIL 2016 - SEPTEMBER 2016)**  
**(ii) CARNATIC MUSIC (MELODIC INSTRUMENTS) (CODE: 032)**  
**CLASS: IX**

**TOPIC**

**(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 iii) Mohanam
3. Ability to describe the following talas : Adi; Roopkam
4. Knowledge of the musical forms : Geetam, Svarajati, Swaravalis, Sarali, Jantai, Dattu, Heehusthayi, Taggusthayi and Alankaras
5. A short biography of Sh. Purandara Dasa, Sh. Thyagaraja, Muthuswamy Dikshitar, Shyama Shastri.

**(B ) Practical** **25 Marks**

1. Knowledge about basic techniques of any one of the choosen instruments:
  - a) Veena b) Flute c) Violin d) Mandolin
2. An introduction of Sapta Tala Alankaras.
3. Lakshana of the musical forms Pillari Geeta and Sadharana Geeta or Sanchari Geeta.
4. An outline knowledge of Raga Lakshanas of : Sankarabharanam, Hamsadhwani and Mohanam.

**(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 2016 - SEPTEMBER 2016)**

**(ii) CARNATIC MUSIC (MELODIC INSTRUMENTS) (CODE 032) CLASS: IX**

**Time: 2 hours**

**Total Marks: 50**

**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	Definition of the following terms: Sangeetam, Arohana, Avarohana, Dhatu, Matu, Sruti, Sthayi, Nada, Alankara, Poorvanga, Uttaranga, Svaravali	MCQ	01 (four parts A, B, C, D)	02
	2	Brief knowledge about the following ragas: a) Sankarabharanam b) Hamsadhwani c) Mohanam	SA	01	03
	3	Description of the following Talas - Adi, Rupakam	SA	01	03
	4	Brief lakshanas of musical form Geetam, Svarajati, Svaravalis and Alankaras	SA	01	03
	5	An outline Biography of Purandara Dasa, Sh. Thyagaraja, Muthuswamy Dikshita, Shyama Shastri	LA	01	04
					<b>Total 15</b>
Practical	1	Basic techniques of Instrument playing	-	01	05
	2	Playing technique of <b>Sapta Tala</b> Alankaras	-	02	06
	3	Playing Pillari Geeta and Sadharana or Sanchari <b>Geeta</b>	-	02	08
	4	Playing Arohana and Avarohana of the following Ragas: a) Sankarabharanam b) Hamsadhwani c) Mohanam	-	01	06
					<b>Total 25</b>
<b>Project Work</b>	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.		Minimum Four and Maximum ten reports	02	10
					<b>Total 35</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**SECOND TERM (OCTOBER 2016 - MARCH 2017)**  
**CARNATIC MUSIC (MELODIC INSTRUMENTS) (CODE 032)**  
**CLASS: IX**

**(A) Theory** **15 marks**

1. Brief history of Carnatic Music with special reference to Swati Tirunal, Bhadrachala Ramdas and Annamacharya.
2. Definition of the following: Svara (Suddha, Vikrita), Raga, Tala, Laya (Vilamba, Madhya, Druta), Graha (Sama, Atita, Anagata) Anya Swara
3. Brief Raga Lakshana of the following: Mayamalava Gaula, Kalyani and Kharaharapriya.
4. Notation of following Talas: Geetam in Rupaka and Triputa.

**(B) Practical** **25 marks**

1. Rendering of Sapta Tala Alankaras in two speeds.
2. Arohana and Avarohana and brief outline of Ragas: Mayamalavagoula, Kalyani, Kharaharapriya.
3. Rendering of the following musical forms:
  - a) Two Geatams
  - b) one Svarajati
  - c) one Adi Tala Varnam in one 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 2016 - MARCH 2017)**  
**CARNATIC MUSIC (MELODIC INSTRUMENTS) (CODE 032) CLASS: IX**

Time: 2 hours

Total Marks: 50

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 (Suddha, 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 Swati Tirumal, Bhadrachala Ramdas and Annamacharya	LA	01	05
	3	Brief raga Lakshana of Mayamalavagiula, Kalyani, Kharaharapriya	SA	01	04
	4	Notation of Gitam and Swarawali Alankaram	SA	01	04
					<b>Total 15</b>
Practical	1	Rendering of Sapta Tala Alankaras in two degrees	-	01	06
	2	Arohana-Avarohana and brief outline of Mayamalavagaula, Kalyani, Kharaharapriya	-	01	05
	3	Rendering of two Geatams, One Svarajati, Adi Tala Varnam in one speed	-	03	10
	4	Rendering of National Anthem a) Folk song b) Devotional	-	02	04
					<b>Total 25</b>
Project Work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.		Minimum Four and Maximum ten reports	02	10
					<b>Total 35</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**FIRST TERM (APRIL 2016 - SEPTEMBER 2016)**  
**CARNATIC MUSIC (MELODIC INSTRUMENT) (CODE 032)**  
**CLASS: X**

**TOPIC**

**(A) Theory** **15 marks**

1. Raga classification in general.
2. Raga lakshana of Suddha Dhanyasi and Sri Ranjani and Kambhoji.
3. Basic principles of Notations, Notation of Adi Tala Varna in two speeds.
4. Basic knowledge of the structure and tuning of the instrument opted for.
5. Outline knowledge of Kriti and Jatisvarams, Kirtana and Varnam.

**(B) Practical** **25 marks**

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

**(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 2016 - SEPTEMBER 2016)  
CARNATIC MUSIC (MELODIC INSTRUMENT) (CODE 032)**

**CLASS: X**

**Time: 2 hours**

**Total Marks: 50**

**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
<b>Theory</b>	1	Raga classification in general	SA	01	03
	2	Brief Raga Lakshana of Suddha Dhanyasi and Sri Ranjani and Kambhoji.	SA	01	03
	3	Knowledge of structure and tuning of the instrument opted for	LA	01	04
	4	Basic principle of Notation. Notation of simple Adi Tala Varna in two speeds.	SA	01	03
	5	MCQ for above topics	MCQ	01	02
					<b>Total 15</b>
<b>Practical</b>	1	Rendering simple Keertanam/ Jatisvaram	-	02	06
	2	Playing Adi tala Varna in two degree speed	-	01	05
	3	Practical knowledge of about the Raga Kamboji, Suddha Dhanyasi and Sri Ranjani.	-	01	06
	4	Knowledge of tuning instrument opted for	-	01	04
	5	Alankara in a raga other than Mayamalavagoula in two speeds.	-	01	04
					<b>Total 25</b>
<b>Project Work</b>	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.		Minimum Four and Maximum ten reports	02	10
					<b>Total 35</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**SECOND TERM (OCTOBER 2016 - MARCH 2017)**  
**CARNATIC MUSIC (MELODIC INSTRUMENTS) (CODE 032)**  
**CLASS: X**

**TOPICS**

**(A) Theory 15 marks**

1. Brief knowledge lakshana of musical forms Kriti and Keertana.
2. Principles of writing notation of simple Kritis in Adi and Rupaka talas.
3. Practical knowledge of ragas: Abhogi, Nata, Hindolam.
4. An outline knowledge of 72 melakarta.

**(B) Practical 25 marks**

1. Brief lakshana of the musical forms Kriti and Keertana.
2. Basic knowledge of the tuning and playing techniques of 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 2016 - MARCH 2017)  
CARNATIC MUSIC (MELODIC INSTRUMENTS) (CODE 032)  
CLASS: X**

Time: 2 hours

Total Marks: 50

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	Brief lakshana of musical forms Kriti and Keertana	SA	01	03
	2	Knowledge of writing notation of simple Kritis in Adi and Rupaka talas	LA	01	04
	3	Practical knowledge of following ragas: a) Abhogi b) Nata, Hindolam c) Raga Lakshna	SA	01	03
	4	Objective type questions based on topics 1 to 3	MCQ	01	02
	5	An outline knowledge of 72 melakarta scheme	SA	01	03
					<b>Total 15</b>
Practical	1	Ability to play the musical forms Kriti and Keertana	-	-	04
	2	Basic knowledge of Tuning the instruments opted for	-	-	04
	3	Practical ability to play the ragas Abhogi, Nata, Hindolam	-	-	07
	4	Solo performance of students choice	-	-	10
	5	Alankara in a raga other than Mayamalavagoula in two speeds.	-	01	04
					<b>Total 25</b>
Project Work	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.		Minimum Four and Maximum ten reports	02	10
					<b>Total 35</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**FIRST TERM (APRIL 2016 - SEPTEMBER 2016)**  
**(iii) CARNATIC MUSIC (PERCUSSION INSTRUMENTS) (CODE 033)**  
**CLASS: IX**

**TOPICS**

**(A) Theory 15 marks**

1. Definition of the following terms: Tala, Laya, Avartana, Kala & Kaala 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 2016 - SEPTEMBER 2016)  
CARNATIC MUSIC (PERCUSSION INSTRUMENTS) (CODE 033)**

**CLASS: IX**

**Time: 2 hours**

**Total Marks: 50**

**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
<b>Theory</b>	1	Definition of the following terms: Nada, Tala, Sruti, Avartanam, Kala, Kaala Graha, Nada, Sangeetam, Laya (Vilamba, Madhya, Druta)	MCQ	01	02
	2	Basic knowledge of instrument opted for	LA	01	07
	3	Description and ability to write notations of Adi Tala and Rupaka	SA	01	03
	4	Objective type questions based on above mentioned topics	SA	01	03
					<b>Total 15</b>
<b>Practical</b>	1	Knowledge of basic techniques and Sollukattus of Mridangam (OR) Ghatam	-	01	08
	2	Ability to play the talas of Adi and Rupaka	-	01	10
	3	Ability to recite sollukattus for different talas	-	01	07
					<b>Total 25</b>
<b>Project Work</b>	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.		Minimum Four and Maximum ten reports	02	10
					<b>Total 35</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**SECOND TERM (OCTOBER 2016 - MARCH 2017)**  
**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, St. Thyagaraja, Muthuswamy Dikshitas and Shyama Shastri.
  2. Definition of the following terms: Nada, Svara, Sthayi, Raga, Tala, Laya, Graha, Alankara, Arohana, Avarohana, Uttaranga, Poorvanga.
  3. Notation of sollukkattus for the following Talas: Adi, Rupaka and Chapu Talas (all variety)
  4. Brief Lakshana of Geetam, Svarajati, Varnam

- (B) Practical 25 marks
1. Recitation of Sapta Tala Alankaras in two degrees.
  2. Recitation of sollukkattus in Adi, Rupaka, Chapu.
  3. Playing on instrument simple sollus in Adi, Rupaka, Chapu.
  4. Simple playing technique of Ghatam or 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 2016 - MARCH 2017)  
CARNATIC MUSIC (PERCUSSION INSTRUMENTS) (CODE 033)**

**CLASS: IX**

**Time: 2 hours**

**Total Marks: 50**

**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
<b>Theory</b>	1	Svara (Suddha, 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, Muthuswamy Dikshitas and Shyama Shastri	SA	01	04
	3	Notation of the following Talas of sollukattus for: Adi, Rupaka and Chapu Talas (all variety)	LA	01	05
	4	Brief lakshanas of Geetam, Svarajati, Varnam	SA	01	04
					<b>Total 15</b>
<b>Practical</b>	1	Recitation of Sapta Talas Alankaras in Tattakaram	-	01	07
	2	Recitation of Sollukattu in Adi, Rupaka, Chapu Talas	-	01	08
	3	Playing on instrument Adi, Rupaka, Chapu (Simple Sollus)	-	01	07
	4	Simple playing technique of Ghatam or Kanjira	-	01	03
					<b>Total 25</b>
<b>Project Work</b>	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.		Minimum Four and Maximum ten reports	02	10
					<b>Total 35</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT  
SECOND TERM (OCTOBER 2016 - MARCH 2017)  
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 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 Sollukattu 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 Triputa 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  
FIRST TERM (APRIL 2016 - SEPTEMBER 2016)  
CARNATIC MUSIC (PERCUSSION INSTRUMENTS) (CODE 033)**

**CLASS: X**

**Time: 2 hours**

**Total Marks: 50**

**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
<b>Theory</b>	1	Knowledge of the structure of Mridangam, tuning	LA	01	07
	2	Knowledge of Saptatala Alankaras	SA	01	03
	3	Knowledge of Anga, Shadanga, Korvai, Korrupu	SA	01	03
	4	MCQ based on above mentioned topics	MCQ	04	02
					<b>Total 15</b>
<b>Practical</b>	1	Knowledge of tuning Mridangam	-	01	06
	2	To play Sollukattu's and Tathakaram in Talas like Adi and Roopaka	-	01	06
	3	Ability to play for varnam, kriti, Jatisvaram	-	01	05
	4	Ability to prepare simple Mohra and Koruvai in Adi and Roopaka talas	-	01	08
					<b>Total 25</b>
<b>Project Work</b>	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.		Minimum Four and Maximum ten reports	02	10
					<b>Total 35</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT  
FIRST TERM (APRIL 2016 - SEPTEMBER 2016)  
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 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 Sollukattu 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 Triputa 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 2016 - MARCH 2017)  
CARNATIC MUSIC (PERCUSSION INSTRUMENTS) (CODE 033)**

**CLASS: X**

**Time: 2 hours**

**Total Marks: 50**

**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	Rudiments of notation of Carnatic Music	LA	01	04
	2	Knowledge of different schools of playing in Mridangam	SA	01	03
	3	Life sketch of any one famous Mridangam player	LA	01	04
	4	Brief knowledge of principles of performance	SA	01	02
	5	MCQ on topics given above	MCQ	01	02
					<b>Total 15</b>
Practical	1	To prepare and play Sollukattu for Misra Chapu and Khanta Chapu	-	01	06
	2	Ability to play for 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
					<b>Total 25</b>
<b>Project Work</b>	Watch Carnatic classical music programmes in different T.V. channels or live concerts and prepare reports on the same.		Minimum Four and Maximum ten reports	02	10
					<b>Total 35</b>

## Hindustani Music

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

Term	Type of Assessment	Percentage of Weightage In Academic Session For Both Terms	Termwise Weightage	Total
<b>First Term (April - Sept.)</b>	Formative Assessment I Formative Assessment II	15% 35%	15+35	50%
	Summative Assessment I	50%		
<b>Second Term (Oct.- March)</b>	Formative Assessment III Formative Assessment IV	15% 35%	15+35	50%
	Summative Assessment II	50%		
<b>Total</b>				<b>100%</b>

	Term-I		Term-II		Total
<b>Theory</b>	<b>15%</b>	+	<b>15%</b>	=	<b>30%</b>
<b>Practical</b>	<b>35%</b>	+	<b>35%</b>	=	<b>70%</b>
<b>Total</b>					<b>100%</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**FIRST TERM (APRIL 2016 - SEPTEMBER 2016)**  
**HINDUSTANI MUSIC VOCAL(CODE 034)**  
**CLASS: IX**

**Time: 2 hours**

**Total Marks: 50**

**Theory**

**15 Marks**

1. Describe the following: Sangeet Dhwani, Nada, Shruti, Swara, Saptak, Thaata, Raga, Aaroha, Avaroha, Pakad, Laya, Tala, Matra, Sam, Khali, Vibhag, Avartan.
2. Notation System of Pt. V.D. Paluskar OR Pt. V.N. Bhatkhande
3. Ability to do notation of Compositions in Prescribed Ragas.
4. Description of the following Ragas: Raga Alhaiya Bilawal, Raga Yaman
5. Description and ability to do Tala-Notation of the following Tala: Keharwa, Teentala, Dadra.

**Practical**

**35 marks**

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

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:  
FIRST TERM (APRIL 2016 - SEPTEMBER 2016)**

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

Time: 2 hours

Total Marks: 50

The Question Paper will be divided into two sections:

Theory - 15 marks

Practical - 35 marks

Section	Details of Topics/ Sections		Types of Questions	No. of questions	Marks
Theory	1	Describe the following: Sangeet Dhwani, Nada, Shruti, Swara, Saptak, Thaata, Raga, Aaroha, Pakad Avaroha, Laya, Tala, Matra, Sam Khali, Vibhag, Avartan	SA	01	03
	2	Description of the Ragas: Raga Alhaiya Bilawal, Raga Yaman	LA	02	03
	3	Description and Notation of Tala: Keharwa, Teentala, Dadra	LA	01	02
	4	Notation of compositions of prescribed Raga	LA	01	04
	5	Multiple choice question based on topic 1 and 2	MCQ	06	03
					<b>Total 15</b>
Practical	1	Svarmailka and Lakshan Geet of prescribed Ragas		02	06
	2	Aaroha, Avaroha, Pakad and drut Khayal with few alaps and tanas in Raga Alhaiya Bilawal and Raga Yaman		02	12
	3	(i) National Anthem and National Song (ii) One Folk or Tribal Song (iii) One Patriotic song (iv) One devotional song (v) One community song		02	06
	4	Recitation of the thekas of Keharwa, Dadra, Teentala, with dugun, keeping Tala with hand beats		02	08
	5	Six Alankaras set to all prescribed Talas		01	03
					<b>Total 35</b>
					<b>Total 50</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT:  
SECOND TERM (OCTOBER 2016 - MARCH 2017)  
HINDUSTANI MUSIC VOCAL (CODE 034)  
CLASS: IX**

**Time: 2 hours**

**Total Marks: 50**

**Theory**

**15 Marks**

1. Definition of the following : Vadi, Samvadi, Anuvadi, Vivadi, Jati, Bandish, Sthai, Antara, Swarmalika, Lakshan Geet and Khayal Vibhag, Sam, Tali, Khali, Avartan.
2. An outline history of Hindustani Music of modern period with special reference to the works of Pt. Vishnu Narayan Bhatkhande and Pt. Vishnu Digambar Paluskar.
3. Description and notation of the following Ragas: Bhairav, Kafi.
4. Description and ability to do Tala-notation of the following Talas: Jhaptala, Ektala

**Practical**

**35 Marks**

1. Aaroha, Avroha, Pakad, Swarmalika, Lakshan Geet and Drut Khayal with few Alaps and Tanas in Raga Bhairav and Kafi.
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 Jhaptala and Ektala with dugun keeping tala with hand beats.
5. Six Alankaras set to all prescribe Ragas and Talas.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:  
SECOND TERM (OCTOBER 2016- MARCH 2017)  
HINDUSTANI MUSIC VOCAL (Code 034)**

**CLASS: IX**

**Time: 2 hours**

**Total Marks: 50**

**The Question Paper will be divided into two sections:**

**Theory - 15 marks**

**Practical - 35 marks**

Section	Details of Topics/ Sections		Types of Questions	No. of questions	Marks
Theory	1	History of Hindustani Music of modern period with special reference to - Pt. V. N. Bhattachande and Pt. V. D. Paluskar.	LA	01	04
	2	Definitions - Vadi, Samvadi, Anuvadi, Vivadi, Jati Bandish, Sthai, Antara, Khayal, Swarmalika Lakshangeet	SA	01	03
	3	Description and notation of Raga, Bhairav, Kafi	LA	01	04
	4	Description and Tala-notation of Jhaptala and Ektala	LA	01	02
	5	Multiple choice questions based on topics 1 and 2	MCQ	04	02
					<b>Total 15</b>
Practical	1	a) Swarmalika and Lakshan Geet in prescribed Ragas b) Aaroha, Avroha, Pakad and Drut Khayal with few and Alaps and Tanas in Raga Bhairav and Kafi.	-	02 02	<b>06 12</b>
	2	(a) One folk or tribal song (b) One devotional song (c) One patriotic song (d) One community song	-	03	06
	3	Recitation of Thekas of Jhaptala and ektala with dugun, keeping tala with hand beats	-	02	04
	4	Six Alankaras set to all prescribe Talas	-	02	03
	5	Identification of prescribed Ragas from the passages of Swaras.	-	02	04
					<b>Total 35</b>
					<b>Total 50</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT  
FIRST TERM (APRIL 2016 - SEPTEMBER 2016)  
HINDUSTANI MUSIC (VOCAL) (CODE 034)  
CLASS: X**

**Time: 2 hours**

**Total Marks: 50**

**Theory**

**15 Marks**

1. Describe of the following: Aalap, Tana, Dhrupad, Dhamar, Tarana, Thumri and Lokgeet.
2. Description of Raga Bhupali and Khamaj.
3. Description and ability to do Tala-notation of Chautala and Rupak.
4. Basic knowledge of the structure and tuning of Tanpura.
5. Ability to do notation of prescribed ragas.

**Practical**

**35 Marks**

1. One Vilambit Khayal with simple elaborations in any one prescribed Ragas.
2. Aaroha, Avaroha, Pakad and Drut Khayal in Raga Bhupali and Khamaj with simple elaborations and few tanas.
3. a) One folk song  
b) One patriotic song
4. Recitation of the Thekas of Chautala and Rupak with Dugan, 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:  
FIRST TERM (APRIL 2016 - SEPTEMBER 2016)  
Hindustani Music (Vocal) (CODE 034)  
CLASS: X**

Time: 2 hours

Total Marks: 50

The Question Paper will be divided into two sections:

Theory - 15 marks

Practical - 35 marks

Section	Details of Topics/ Sections		Types of Questions	No. of questions	Marks
Theory	1	Describe: Aalap, Tana, Dhruwad Dhamar Tarana, Thumri and Lokgeet,	LA	02	04
	2	Knowledge of structure and tuning of Tanpura	LA	01	02
	3	Brief description and notation of Raga, Bhupali and Khamaj	LA	02	04
	4	Description and Tala-notation of Chautala and Rupak	SA	01	02
	5	Multiple choice questions based on topic 1 to 4	MCQ	03	03
					<b>Total 15</b>
Practical	1	Aaroha, Avroha, Pakad and Vilambit Khayal with simple elaborations in any prescribed ragas	-	01	10
	2	Aaroha, Avroha, Pakad and Drut Khayal in Raga Bhupali and Khamaj with simple elaborations and few tanas	-	02	12
	3	a) One folk song b) One patriotic song	-	02	04
	4	Recitation of the Thekas of Chautala and Rupak with Dugan, keeping Tala with hand beats	-	02	06
	5	Ability to recognise the prescribed Ragas from the passages of Swaras rendered by the examiner	-	02	03
					<b>Total 35</b>
					<b>Total 50</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT  
SECOND TERM (OCTOBER 2016 - MARCH 2017)  
HINDUSTANI MUSIC (VOCAL) (CODE 034)**

**CLASS: X**

**Time: 2 hours**

**Total Marks: 50**

**Theory**

**15 Marks**

1. Origin and development of Dhrupad and Khayal
2. Definition of the Following: Meend, Kan, Khatka, Murki
3. Brief life sketch of Miyan Tansen Sadarang and ustad Faiyaz Khan.
4. Ability to do the Tala-notation of Tilwada and Sultala with Dugun.
5. Description of Raga Des and Durga.
6. Ability to do notation of prescribed Ragas.

**Practical**

**35 Marks**

1. One Vilambit Khayal with simple elaborations in any one prescribed Ragas.
2. One Dhrupad with Dugun in any one prescribed Ragas.
3. Aaroha, Avroha, Pakad, Swarmalika, lakshan Geet and Drut Khayal with simple elaborations and few Tanas in Raga Des and Durga
4. (a) One folk song  
(b) One patriotic song
5. Recitation of the Thekas of Tilwada and Sultala with Dugun, keeping Tala with hand beats.
6. Ability to recognise the prescribed Ragas from the passages of Swaras rendered by the examiner.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:  
SECOND TERM (OCTOBER 2016 - MARCH 2017)  
HINDUSTANI MUSIC VOCAL (CODE 034)  
CLASS: X**

Time: 2 hours

Total Marks: 50

The Question Paper will be divided into two sections:

Theory - 15 marks

Practical - 35 marks

Section	Details of Topics/ Sections		Types of Questions	No. of questions	Marks
Theory	1	Origin and development of Dhrupad and Khayal	LA	01	03
	2	Definition of Meend, Kan, Khatka, Murki	SA	02	02
	3	Brief life sketch of Miyan Tansen and ustad Faiyaz Khan, Sadarang	LA	01	03
	4	Brief description and notation of Raga Des and Durga	LA	01	03
	5	Description and Tala-notation of Tilwada and Sultala with dugun	SA	01	02
	6	Multiple choice questions based on topics 1-5	MCQ	04	02
					<b>Total 15</b>
Practical	1	Aaroha, Avroha, Pakad, Vilambit khyal and Dhrupad with Dugun in any prescribed Ragas	-	02	12
	2	Aaroha, Avroha, Pakad, and Drut Khayal with simple elaborations and few Tanas in Raga Durga and Des	-	02	10
	3	(a) One folk song (b) One patriotic song	-	02	05
	4	Recitation of the Thekas of Tilwada and Sultala with Dugun, keeping Tala with hand beats	-	02	04
	5	Ability to recognise the prescribed Ragas from the passages of Swaras rendered by the examiner	-	02	04
					<b>Total 35</b>
					<b>Total 50</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**FIRST TERM (APRIL 2016 - SEPTEMBER 2016)**  
**HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035)**

**CLASS: IX**

**Time: 2 hours**

**Total Marks: 50**

**Theory**

**15 Marks**

1. Describe the following: Sangeet Dhvani, Nada, Shruti, Swara, Saptak, Thaata, Raga, Aaroha, Avaroha, Pakad, Laya, Tala, Matra, Sam, Khali, Vibhag and Avartan.
2. Notation system of Pt. V.D. Pulaskar or Pt. V.N. Bhatkhande.
3. Description of the following Ragas: Raga Alhaiya Bilawal, Raga Yaman.
4. Ability to do notation of compositions in prescribed Ragas.
5. Description and ability to do Tala-notation of the following Talas: Keharwa, Teentala, Dadra.

**Practical**

**35 Marks**

1. Aaroha, Avaroha, Pakad and Drut Gat with few Todas in Raga Alhaiya Bilawal and Raga Yaman.
2. Six 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 all prescribed Ragas and Talas.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:  
FIRST TERM (APRIL 2016 - SEPTEMBER 2016)  
HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035)  
CLASS: IX**

Time: 2 hours

Total Marks: 50

The Question Paper will be divided into two sections:

Theory - 15 marks

Practical - 35 marks

Section	Details of Topics/ Sections		Types of Questions	No. of questions	Marks
Theory	1	Describe the following: Sangeet Dhvani, Nada, Shruti, Swara, Saptak, Thaata, Raga, Aaroha, Avaroha, Pakad Laya, Tala, Matra, Sam, Khali vibhag Avartan	SA	01	03
	2	Description of Raga Alhaiya Bilawal, Raga Yaman	LA	01	03
	3	Description and notation of Talas Keharwa, Teentala, Dadra	LA	01	02
	4	Notation of composition of prescribed Ragas	LA	01	04
	5	Multiple choice questions based on topics 1 and 2	MCQ	06	03
					<b>Total 15</b>
Practical	1	Aaroha, Avaroha, Pakad and Drut Gat with Todas in Raga Alhaiya Bilawal and Raga Yaman	-	02	15
	2	Six chalans in each prescribed Raga	-	02	06
	3	Recitation of the Thekas of Keharwa, Dadra Teentala with dugun, keeping Tala with hand beats	-	02	08
	4	Six Tala-baddha Alankaras set to all prescribed Ragas and Talas	-	02	06
					<b>Total 35</b>
					<b>Total 50</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**SECOND TERM (OCTOBER 2016 - MARCH 2017)**  
**HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035) CLASS: IX**

**Time: 2 hours**

**Total Marks: 50**

**Theory**

**15 Marks**

1. Definition of the following:  
Vadi, Samvadi, Anuvadi, Vivadi, Jati, Gat, Sthai, Antara, Swarmalika, Lakshan Geet and Khayal. Tala, Matra, Vibhag, Sam, Tali, Khali, Avartan.
2. An outline history of Hindustani Music of modern period with special reference to the works of Pt. Vishnu Narayan Bhatkhande and Pt. Vishnu Digambar Paluskar.
3. Description and Notation of the following Ragas: Bhairav and Kafi.
4. Description and ability to do Tala-notation of the following Talas: Jhaptala and Ektala.

**Practical**

**35 Marks**

1. Aaroha, Avroha, Pakad, and Drut Gat with few Todas in Raga Bhairav and Kafi.
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 Jhaptala and Ektala with dugun, keeping Tala with hand beats.
5. Eight Tala-baddha Alankaras set to all prescribed Ragas and Talas.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT  
SECOND TERM (OCTOBER 2016 - MARCH 2017)  
HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035)  
CLASS IX**

Time: 2 hours

Total Marks: 50

The Question Paper will be divided into two sections:

Theory - 15 marks

Practical - 35 marks

Section	Details of Topics/ Sections		Types of Questions	No. of questions	Marks
Theory	1	History of Hindutani Music of modern period with special reference to Pt. V.N. Bhatkhande and Pt. V. D. Paluskar	LA	01	04
	2	Definitions - Vadi Samvadi, Anuvadi, Vivadi, JatiGat, Sthai, Antara, Khayal, Swarmalika and Lakshan Geet	SA	01	03
	3	Description and notation of Raga Bhairav and Kafi	LA	02	04
	4	Description and Tala-notation of Jhaptala and Ektala	LA	01	02
	5	Multiple choice questions based on topics 1 and 2	MCQ	04	02
					<b>Total 15</b>
Practical	1	Aaroha, Avroha, Pakad and Drut Gat with few Todas in Raga Kafi and Bhairav	-	02	12
	2	a) Two dhuns b) Two folk dhuns	-	02	08
	3	Recite Thekas of Jhaptala, Ektala with dugun, keeping Tala with hand beats	-	02	06
	4	Identification of prescribed Ragas from the passages of swaras rendered by the examiner	-	02	05
	5	Eight Tala-baddha Alankaras set to all prescribed Ragas and Talas	-	02	04
					<b>Total 35</b>
					<b>Total 50</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**FIRST TERM (APRIL 2016 - SEPTEMBER 2016)**  
**HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035)**

**CLASS: X**

**Time: 2 hours**

**Total Marks: 50**

**Theory**

**15 Marks**

1. Describe the following: Aalap, Tana, Dhrupad, Dhamar, Thumri, Masitkhani Gat, Razakhani Gat, Lok Dhun.
2. Description of Raga Bhupali and Khamaj.
3. Basic Knowledge of the structure and tuning of any one the following instruments:
  - (i) Sitar (v) Flute
  - (ii) Sarod (vi) Mandolin
  - (iii) Violin (vii) Guitar
  - (iv) Dilruba or Esraj
4. Description and ability to do Tala-notation of chautala and Rupak.
5. Ability to do notation of prescribed Ragas.

**Practical**

**35 Marks**

1. One Maseet Khani Gat with simple Todas in any one prescribed Ragas.
2. Aaroha, Avroha, Pakad and Drut gat with Tanas and Jhala in Raga Bhupali and Raga Khamaj.
3. (a) One Dhun  
(b) One Folk Dhun
4. Recitation of the Thekas of Chautala and Rupak with Dugan, 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:  
FIRST TERM (APRIL 2016 - SEPTEMBER 2016)  
HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035) CLASS: X**

Time: 2 hours

Total Marks: 50

The Question Paper will be divided into two sections:

Theory - 15 marks

Practical - 35 marks

Section	Details of Topics/ Sections		Types of Questions	No. of questions	Marks
Theory	1	Describe: Aalap, Tana, Dhrupad, Dhamar, Thumri Masitkhani Gat, Razakhani Gat, Lok Dhun.	LA	02	04
	2	Knowledge of structure and tuning of the instrument opted for	LA	01	02
	3	Brief description and notation of Raga Bhupali and Khamaj	LA	02	04
	4	Description and Tala-notation of chautala and Rupak	SA	01	02
	5	Multiple choice questions based on topics 1 to 4	MCQ	03	03
					<b>Total 15</b>
Practical	1	Aaroha, Avroha, Pakad and Maseet khani Gat with Simple Todas in any Prescribed Ragas	-	01	10
	2	Aaroha, Avroha, Pakad and Drut Gat with simple elaborations and few Tanas in Raga Khamaj and Bhupali	-	02	12
	3	One dhun and one folk dhun	-	02	04
	4	Recitation of Thekas of Chautala and Rupak with dugun, keeping Tala with hand beats	-	02	06
	5	Ability to recognise Ragas from the passages of swaras rendered by the examiner	-	02	03
					<b>Total 35</b>
					<b>Total 50</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**SECOND TERM (OCTOBER 2016 - MARCH 2017)**  
**HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035)**

**CLASS: X**

**Time: 2 hours**

**Total Marks: 50**

**Theory**

**15 Marks**

1. Origin and development of the Instrument opted for.
2. Definition of the following:  
Meend, Kan, Khatka, Murki
3. Brief life sketch of Miyan TansenUstad Allauddin Khan, Inayat Khan
4. Description and Tala-notation of Tilwada and Sultala.
5. Description of Raga Des and Durga.
6. Ability to do notation of prescribed Ragas.

**Practical**

**35 Marks**

1. One Maseetkhani Gat with Todas in any one prescribed Rag as.
2. Aaroha, Avroha, Pakad and Drut gat with Tana and Jhala in Ragas and Durga.
3. a) National Anthem  
b) Two Dhuns  
c) Two Folk Dhuns
4. Recitation of the Thekas of Tilwada and Sultala with dugan, keepingTala with hand beats.
5. Ability to recognise prescribed Raga from the passages of swaras rendered by the examiner.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:  
SECOND TERM (OCTOBER 2016 - MARCH 2017)  
HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 035)  
CLASS: X**

Time: 2 hours

Total Marks: 50

The Question Paper will be divided into two sections:

Theory - 15 marks

Practical - 35 marks

Section	Details of Topics/ Sections		Types of Questions	No. of questions	Marks
Theory	1	Origin and development of the Instrument opted for	LA	01	03
	2	Definition of Meend, Kan, Khatka, Murki	SA	02	02
	3	Brief life sketch of Miyan Tansen and Ustad Allauddin Khan, Inayat Khan	LA	01	03
	4	Description and notation of Raga Des and Durga	LA	01	03
	5	Description and Tala-notation of Tilwada and Sultala	SA	01	02
	6	Multiple choice questions based on topics 1 to 5	MCQ	04	02
					<b>Total 15</b>
Practical	1	Aaroha, Avroha, Pakad and Maseetkhani Gat with SimpleTodas in any Prescribed Ragas	-	01	10
	2	Aaroha, Avroha, Pakad and Drut Gat with simple elaborations and fewTanas in Raga Bhimpalasi and Des	-	02	10
	3	a) National Anthem b) Two Dhuns c) Two Folk Dhuns	-	03	06
	4	Recitation of theka of Tilwada and Sultala with dugun, keeping Tala with hand beats.	-	02	06
	5	Ability to recognise prescribed Ragas from the passages of swaras rendered by the examiner	-	02	03
					<b>Total 35</b>
					<b>Total 50</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**FIRST TERM (APRIL 2016 - SEPTEMBER 2016)**  
**HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE 036)**  
**CLASS: IX**

**Time: 2 hours**

**Total Marks: 50**

**Theory**

**15 Marks**

1. Short notes on the following terms:  
Tala, laya, Matra, Vibhag, Sam, Tali, Khali, Avartan Theka, Kayada or Rela, Palta, Tihai and Chakradar and Tukra,
2. Basic knowledge of your Instruments (Tabla or Pakhawaj), its structure and its structure and its various parts
3. Notation system of Pt. V.D. Pulaskar Or Pt. V.N. Bhatkhande.
4. Description and ability to do Tal Notation with Thalh and Dugun Laya in Teental, Keharwa and Dadra.
5. Notation of two Kaydas in Teentala with four Paltas, Tihai and two tukras in any Talanotaion System.

**Practical**

**35 Marks**

1. Knowledge of basic techniques and bols of Tabla or Pakhawaj and ability to do combinations of syllables.
2. Ability to play four kayadas with four Paltas and Tihai in Teental
3. Ability to play two simple and one Chakradar Tukra in Teental
4. Ability to play Thekas of Teentala, Keharwa and Dadra with two simple variation in Thah and Dugun laya.
5. Ability to recite Theka with Thah and Dugun of Teentala, Keharwa and Dadra with hand beats.
6. Solo performance at least five minutes in Teentala.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT:  
FIRST TERM (APRIL 2016 - SEPTEMBER 2016)  
HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE 036)  
CLASS: IX**

Time: 2 hours

Total Marks: 50

The Question Paper will be divided into two sections:

Theory - 15 marks

Practical - 35 marks

Section	Details of Topics/ Sections		Types of Questions	No. of questions	Marks
Theory	1	Basic knowledge of your Instrument structure and its various parts	LA	01	02
	2	Notation in Teentala of Kayda Palta, Tihai, Tukra and Chakradar	LA	01	04
	3	Knowledge of the notation system of Pt. V. N. Bhatkhande or Pt. V.D. pulaskar and notation of Prescribed Talas	LA	02	04
	4	Short notes on Tala, Laya, Tali, Khali, Matra, Vibhag, Avartan, Kayada or Rela, Palta, Tihai Chakradar Tukra	SA	02	02
	5	Multiple choice question based on topics 1 to 4	MCQ	06	03
					<b>Total 15</b>
Practical	1	Knowledge of basic techniques and bols of Tabla or Pakhawaj and ability to play Kayada Rela, Tukra, Chakradar	-	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 and Dadra and on hand with simple elaborations in Thahand Dugun Laya	-	01	08
	4	Ability to perform solo performance for 5-10 minutes in Teental	-	01	07
					<b>Total 35</b>
					<b>Total 50</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**SECOND TERM (OCTOBER 2016 - MARCH 2017)**  
**HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE 036) CLASS: IX**

**Time: 2 hours**

**Total Marks: 50**

**Theory**

**15 Marks**

1. Definition of the following: Rela, Chakradar, Paran, Mukhra
2. Elementary knowledge of the origin of Tabla or Pakhawaj
3. Ability to write Rela, Chakradar, Paran and Mukhra in Tala Notation System
4. Description and ability to do Tala Notation of Jhaplala, Ektala and Teentala.
5. Elementary Knowledge of Salient features of various gharanas of Tabla or Pakhawaj
6. An outline History of Hindustani Music of modern period with special reference to the works of Pt. V.D. Bhatkhande and Pt. V.D. Pulaskar

**Practical**

**35 Marks**

1. Ability to recite thekas of Jhaptala and Ektala with Thah, Dugan Chaugan in hand beats.
2. Ability to play one Kayda in Jhaptala with four Paltas and one Tihai.
3. Ability to play two simple Tukras and one Damdar tihai in Jhaptal.
4. Ability to play two advance Kayadas one Rela, two Chakrdar Tukras, one Bedam Tihai in Teentala.
5. Solo performance at least 5-10 minutes and knowledge of accompaniment.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT  
SECOND TERM (OCTOBER 2016 - MARCH 2017)  
HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE036) CLASS: IX**

Time: 2 hours

Total Marks: 50

The Question Paper will be divided into two sections:

Theory - 15 marks

Practical - 35 marks

Section	Details of Topics/ Sections		Types of Questions	No. of questions	Marks
Theory	1	Origin of Tabla or Pakhawaj	LA	01	03
	2	Definition of the following: Rela, Chakradar, Paran and Mukhra	SA	03	03
	3	Ability to write the Thekas of Jhap-tala, Ektala, in Thah, Dugun and Chaugun Laya	LA	01	03
	4	Salient features of various Gharanas of Tabla or Pakhawaj	LA	01	03
	5	Multiple choice question based on topics 1 to 4	MCQ	06	03
					<b>Total 15</b>
Practical	1	Four Kaydas in Teentala with four Paltas and one Tihai, two Chakradar Tukras and one DamdarTihai	-	01	10
	2	Ability to play Thekas of Jhaptala, Ektala in Thah, Dugun and Chaugun laya with some variations and Kayada, Palta, Tihai in Jhaptal	-	02	10
	3	Ability to recite Kayada, Thekas and Tukras with hand beats	-	01	05
	4	Solo performance and accompaniment	-	02	10
					<b>Total 35</b>
					<b>Total 50</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT**  
**FIRST TERM (APRIL 2016 - SEPTEMBER 2016)**  
**HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE 036)**  
**CLASS: X**

**Time: 2 hours**

**Total Marks: 50**

**Theory**

**15 Marks**

1. Define the following:  
Farmaishi Chakradar, Gat and its varieties, Laggi - Larri.
2. Brief Study of Delhi and Ajrada Gharanas of Tabla or Kudau Singh Gharana of Pakhawaj.
3. Study of Tripushkar vadya for special reference to Natyashastra.
4. Ability to write: Kayda, Tukra Farmaishi Chakradar and Gat in Jhaptala and Teentala with notation.
5. Ability to write the Kayda in Ektala with notation.

**Practical**

**35 Marks**

1. Ability to Play:
  - 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 and One Chakradar Tukra in Jhaptala
3. One Adalaya Kayda, Two advance Kaydas, One Farmaishi Chakradar and one Gat in Teentala.
4. Ability to do accompaniment with Bhajan and Geet.
5. Solo performance with Lehara at least 10-15 Minutes.

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT  
FIRST TERM (APRIL 2016 - SEPTEMBER 2016)  
HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE 036) CLASS: X**

Time: 2 hours

Total Marks: 50

The Question Paper will be divided into two sections:

Theory - 15 marks

Practical - 35 marks

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	02
	2	Brief Knowledge of Delhi and Ajrada Gharanas of Tabla Kudau Singh Gharana of Pak-hawaj	LA	01	04
	3	Ability to write the Kayda or Rela, Palta, Tihai Tukra; Farmaishi Chakradarand Gat in Tal Notation in Teental	LA	01	04
	4	Write Kayada and Tukra in Jhaptala and Ektala in Tala tal Notation	LA	01	03
	5	MCQ based on 1 - 3	MCQ	04	02
					<b>Total 15</b>
Practical	1	Two Kaydas, One Chakradar Tukra in Jhaptala, One Adalaya Kayda, two advance Kaydas, one Farmaichi Chakradar and one Gat in Teental	-	01	10
	2	Ability to play Kayada and Tukra in Ektala	-	01	06
	3	Ability to recite the Thekas of Jhaptal and Ektala with Thah, Dugun and Chaugun Laya	-	01	06
	4	Two Laggi-Larri in Dadra and Keharwa	-	02	03
	5	Solo performance at least 10-15 minutes and accompaniment with vocal	-	02	10
					<b>Total 35</b>
					<b>Total 50</b>

**HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS)**  
**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT**  
**SECOND TERM (OCTOBER 2016 - MARCH 2017)**  
**CLASS: X(CODE 036)**

Time: 2 hours

Total Marks: 50

The Question Paper will be divided into two sections:

Theory - 15 marks

Practical - 35 marks

Section	Details of Topics/ Sections		Types of Questions	No. of questions	Marks
Theory	1	Development of Tabla or Pakhawaj	LA	01	03
	2	Write short notes on Farukhabat and Lucknow Gharanas of Tabla or Nanaparse gharana of Pakhawaj	LA	01	04
	3	Short notes on Graha, Marg, Kriya	SA	02	02
	4	Write one Kayada in Teentala of Delhi Gharana in Tal Notation	LA	01	03
	5	MCQ based on 1 - 4	MCQ	06	03
					<b>Total 15</b>
Practical	1	Ability to play four Advance Kayadas with Paltas, Tihai and Chakradar in Teentala	-	01	10
	2	Ability to play Kayada, Palta, Tihai and Chakradar in Jhaptala and Ektala	-	02	10
	3	Ability to play varieties of Thekas of Jhaptala, Rupak, Ek tala and teen tal	-	01	05
	4	Solo Performance in teental with Lehra for 10-15 minutes and 5 minutes in Jhaptal	-	02	10
					<b>Total 35</b>
					<b>Total 50</b>

**SUGGESTED GUIDELINES/ACTIVITIES FOR CONDUCTING PRACTICALS**  
**1. HINDUSTANI MUSIC VOCAL (CODE 034)**

**CLASS-IX: FIRST TERM**

**Class work:**

1. Identification of basic sware.
2. Teaching of Alankaras set to different Talas. (1 to 6)
3. Teaching of Raga Alhaiya 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 song  
(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 Alhaiya 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 and Bhairav with Aaroha, Avroha, Pakad, Swarmalika, Lakshangeet and Drut Khayal with few tanas.
2. Teaching of Jhaptala and Ektala with hand beats with Dugun.
3. (i) National Song - Vande Matram

- (ii) One Folk or Tribal song
- (iii) One devotional song
- (iv) One Patriotic and one Community song

4. Teaching of six 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 Aaroha, Avroha, Pakad, Swarmalika, Lakshangeet and Drut Khayalin Raga Yama and Bhaurav with few tanas.
2. Noting down of Jhaptala and Ektala.
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. Aaroha, Avroha and Pakad of Ragas being taught.
3. Drut Khayal with simple elaborations and few tanas in Raga Bhupali and Khamaj.
4. Noting down of Notation of DrutKhayal of Raga Bhupali 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 Bhupali and Khamaj.

**Class X - Second Term**

**Class work:**

1. Recitation of Alankars
2. Aaroha, Avroha Pakad, Swarmalika, Lakshangeet of Ragas being taught.
3. Drut Khayal with simple elaborations and few tanas in Raga Des and Bhimpalasi.
4. Writing of Notation of Drut Khayal of Raga Des and Bhimpalasi.
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 and Bhimpalasi
5. One folk song

## **SUGGESTED GUIDELINES/ACTIVITIES FOR CONDUCTING PRACTICALS**

### **2. HINDUSTANI MUSIC (MELODIC INSTRUMENTS) (CODE 034)**

#### **CLASS-IX: FIRST TERM**

##### **Class work:**

1. Teaching six Tala-baddha Alankaras set to prescribed Ragas and Talas.
2. Teaching of Raga Alhaiya Bilawal and Raga Kafi with Aaroha, Avroha, Pakad, Drut Gat with few Todas.
3. Teaching of six 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 Alhaiya 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 and Bhairav with Aaroha, Avroha, Pakad and Drut Gat with few Todas.
2. Teaching of six Tala-baddha Alankaras set to prescribed Ragas and Talas.
3. Teaching of two dhuns and two folk dhuns.
4. Teaching of Jhaptala and Ektala 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 Aaroaha, Avroha, Pakad and Drut Gatin Raga Yaman and Bhairav with few Todas.
3. Noting down of Jhaptala and Ektala.
4. Noting down of six 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 Todas in Raga Bhupali and Khamaj.
4. Noting down of Drut Gats of Raga Bhupali 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 Alankaras.
2. Writing of Aaroaha, Avroha, Pakad and Drut Gatin Raga Bhupali 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 Des and Bhimpalasi.
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. Aaroha, Avroha, Pakadand Drut Gat in Raga Bhimpalasi and Desh with few tanas.
3. Theka of Tilwada and Sultala with Dugun.
4. Sketching and labelling the various parts of the instrument opted for.

**SUGGESTED GUIDELINES/ACTIVITIES FOR CONDUCTING PRACTICALS**  
**3. HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS) (CODE 036)**

**CLASS-IX: FIRST TERM**

**Class work:**

1. Teaching the basic techniques of playing basic Bols on Tabla or Pakhawaj.
2. Teaching the technique of tuning the Instrument.
3. Teaching Kayda, Tukra, Chakradar and Theka of mention subject.
4. Recite the Thekas, Kayada, Tukra, 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.

**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 con-joint syllables.
4. Noting down of Kayada, Tukra, Chakradar, Tihai in various Talas of 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**

**Class work:**

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

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

**Project work:** 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 Kayada with simple elaborations on Tabla or Pakhawaj.
4. Recitation of Theka and Kayada 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 Kayada.
2. Basic Bols of Tabla or Pakhawaj .
3. Paste the pictures of Tabla, Pakhawaj, Dholak, Naal and Nakkara.
4. Sketeching of the parts of Tabla and Pakhawaj with Syllabus.

**Class X - Second Term**

**Class work:**

1. Teaching the techniques of produce good sound own instrument.
2. Tuning of the instrument opted for.
3. Theka and Kayada of Ektala with simple elaborationson the instrument opted for.
4. Recitation of Kayada, Tukra and Thekas of Ektala 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.

**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 Tripushkar Vadya (According to Natyashastra)

**(B) PAINTING (CODE NO. 049)**  
**THE WEIGHTAGE FOR FORMATIVE ASSESSMENT (FA) AND SUMMATIVE**  
**ASSESSMENT (SA) SHALL BE AS FOLLOWS**  
**FOR CLASSES IX & X**  
**FOR I & II TERMS**

	I		II		III		IV	Total
Formative Assessment I	10%	+	10%	+	10%	+	10%	40%
Summative Assessment	30%	+	30%					60%
<b>Total</b>								<b>100%</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT-I**  
**FIRST TERM (APRIL 2016- SEPTEMBER 2016)**  
**(No theory paper)**  
**CLASS - IX**

**Time: 3hrs.**

**Marks: 60**

**Learning Outcomes/Objectives**

**Students opt painting 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.

Free hand sketching from memory, objects and life.

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

**Project Work (Any two) - Formative Assessment (FA)**

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

- Rangoli making
- Paper Collage (Newspaper/magazine)
- Print making
- Landscape

### Marking Scheme

Compositional arrangement including emphasis on the subject

(a)	Drawing (Composition)	24 marks
(b)	Treatment of Media (colours)	18 marks
(c)	Originality, creativity and overall impression	18 marks
	Total	60 marks

## EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT I FIRST TERM (APRIL 2016 - SEPTEMBER 2016) (No theory paper) CLASS - IX

Time: 3hrs.

Marks: 60

### Project Work (Any two)

- Rangoli making
- Paper Collage (Newspaper/magazine)
- Print making
- Landscape

### Marking Scheme

Compositional arrangement including emphasis on the subject

(a)	Drawing (Composition)	24 marks
(b)	Treatment of Media (colours)	18 marks
(c)	Originality, creativity and overall impression	18 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%	20%
	Formative Assessment 2	10%	
	Summative Assessment 1	30%	30%
<b>Total</b>			<b>50%</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT-II**  
**SECOND TERM (OCTOBER 2016 - MARCH 2017)**  
**(No theory paper)**  
**CLASS: IX**

Time: 3hrs.

Marks: 60

**1. Still life (Object Drawing)**

(Study of objects, shapes, fruits, vegetables etc.) in any medium (water/tempera/pested etc.)

**2. Project Work (Any two) - Formative Assessment (FA)**

Individual/ Group Activities

(i) Greeting Card

(ii) Sketches with Pencil/Colour

**Marking Scheme**

Compositional arrangement including emphasis on the subject

(a)	Drawing (Composition)	24 marks
(b)	Treatment of Media (colours)	18 marks
(c)	Originality, creativity and overall impression	18 marks
	<b>Total</b>	<b>60 marks</b>

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT II**  
**SECOND TERM (OCTOBER 2016 - MARCH 2017)**  
**(No theory paper)**  
**CLASS - IX**

Time: 3hrs.

Marks: 60

**Project Work (Any two) - Formative Assessment (FA)**

Individual/ Group Activities

(i) Greeting Card

(ii) Sketches with Pencil/Colour

## Marking Scheme

Compositional arrangement including emphasis on the subject

(a)	Drawing (Composition)	24 marks
(b)	Treatment of Media (colours)	18 marks
(c)	Originality, creativity and overall impression	18 marks
	<b>Total</b>	<b>60 marks</b>

(Since no theory paper, 30% weightage will be taken for final.) = 30+10+10=50 marks

First Term (April - Sept.)	Formative Assessment 3	10%	20%
	Formative Assessment 4	10%	
	Summative Assessment 2	30%	30%
<b>Total</b>			<b>50%</b>

## SYLLABUS FOR SUMMATIVE ASSESSMENT-I FIRST TERM (APRIL 2016 - SEPTEMBER 2016) CLASS - X

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 of study in painting

#### 1. Painting Composition from memory:

Simple compositions in any medium (water/tempera/pastel etc.) on given subject based on sketching from life and nature.

Subjects covering family, school, regional, national and international problems/ events/celebration/festivals etc.

**Project Work (Any two of these)**

Individual/Group Activities

1. Folk Art (Rangoli, Alpna)
2. Five sketches (in a week)

**Marking Scheme**

Compositional arrangement including emphasis on the subject

(a)	Drawing (Composition)	24 marks
(b)	Treatment of Media (colours)	18 marks
(c)	Originality, creativity and overall impression	18 marks
	<b>Total</b>	<b>60 marks</b>

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT I  
FIRST TERM (APRIL 2016 - SEPTEMBER 2016)  
(No theory paper) CLASS: X**

Time: 3hrs.

Marks: 60

**Project Work**

Individual/Group Activities

1. Folk Art (Rangoli, Alpna)
2. Five sketches in a week

**Marking Scheme**

Compositional arrangement including emphasis on the subject

(a)	Drawing (Composition)	24 marks
(b)	Treatment of Media (colours)	18 marks
(c)	Originality, creativity and overall impression	18 marks
	<b>Total</b>	<b>60 marks</b>

(Since no theory paper, 30% weightage will be taken for final.) = 30+10+10=50 marks

First Term (April. - Sept.)	Formative Assessment 1	10%	20%
	Formative Assessment 2	10%	
	Summative Assessment 1	30%	30%
<b>Total</b>			<b>50%</b>

**SYLLABUS FOR SUMMATIVE ASSESSMENT-II  
SECOND TERM (OCTOBER 2016 - MARCH 2017) CLASS - X**

Time: 3hrs.

Marks: 60

**Painting Composition for memory :**

Project Work (Any of the following):

**Group Activities**

- (1) Folk Art (Rangoli, Alpna)
- (2) Five Sketches in a week

**Marking Scheme**

Compositional arrangement including emphasis on the subject

(a)	Drawing (Composition)	24 marks
(b)	Treatment of Media (colours)	18 marks
(c)	Originality, creativity and overall impression	18 marks
<b>Total</b>		<b>60 marks</b>

**EXAMINATION STRUCTURE FOR SUMMATIVE ASSESSMENT II  
SECOND TERM (OCTOBER 2016 - MARCH 2017) CLASS: X**

Time: 3hrs.

Marks: 60

**Project Work (Any of the following)**

**Group Activities**

- (1) Folk Art (Rangoli, Alpna)
- (2) Five Sketches in a week

**Marking Scheme**

Compositional arrangement including emphasis on the subject

(a)	Drawing (Composition)	24 marks
(b)	Treatment of Media (colours)	18 marks
(c)	Originality, creativity and overall impression	18 marks
<b>Total</b>		<b>60 marks</b>

(Since no theory paper, 30% weightage will be taken for final.) = 30+10+10=50 marks

Second Term (Oct. - March)	Formative Assessment 3	10%	20%
	Formative Assessment 4	10%	
	Summative Assessment 4	30%	30%
<b>Total</b>			<b>50%</b>

## Guidelines for Summative and Formative Assessment Painting (Code No. 049) for Class IX & X April to March

Time: 3hrs.

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

#### 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. 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 may 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
Rangoli making	Individual/ Group Activities
Paper Collage (Newspaper/magazine)	i) Greeting Card
Print making	ii) Sketches with Pencil/Colour
Landscape	

**ASSESSMENT RUBRICS FOR FORMATIVE ASSESSMENT**

The Marks will be all allocated under the following heads:

1	Compositional arrangement including emphasis on the subject	5 Marks
2	Treatment of Media (colours)	3 Marks
3	Originality, creativity and overall appeal impression	2 Marks
	<b>Total</b>	<b>10 marks</b>

**(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 (2016-2017)**

<b>First Term</b>	<b>Theory 80 Marks</b>
<b>3 Hours</b>	<b>Practical 10 Marks</b>
<b>Formative</b>	<b>10 Marks</b>
	<b>100 Marks</b>

Units	Topics	Periods	No. of Marks
I	Concept and Scope of Home Science Education and recent trends	05	08
II	Human Growth and Development	10	10
III	Family - a Unit of Society	17	10
IV	Food, Nutrition and Health	25	20
V	Fibre and Fabric	20	17
VI	Resource Management; Community Development	13 (10+3)	15 (10+5)
	Practical	20	10
	<b>Grand Total</b>	<b>110</b>	<b>90</b>

**Unit I: Concept and Scope of Home Science Education and Recent Trends    05 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** **10 periods**

- a) Concept of growth and development
- b) Principles of growth and development

**Unit III: Family - A Unit of Society** **17 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** **25 periods**

- a) Definition of food, nutrition, nutrient, balanced diet and health (WHO)
- b) Food and its functions (physiological, social and psychological)
- c) Relationship of food and health
- d) Eating disorders: Special emphasis on lifestyle problems- Anorexia, bulimia, obesity and their consequences.

**Unit V: Fibre and Fabric** **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, shrinkage, elasticity, effect of heat and sunlight.
- d) Methods of construction of fabrics -brief description of weaving, knitting and felting.

**Unit VI: Resource Management; Community Development** **13 (10+3) periods**

- a) Optimum use of resources; water and electricity.
- b) Waste management - need to refuse, reduce, reuse, repair and recycle wastes.
- c) Proper disposal of kitchen wastes.
- d) Schemes and Programmes for Community development: Objectives and Provision of ICDS, SABLA and Jan Dhan Yojna.

**PRACTICAL** **20 periods**

- 1. Observe and analyse the use of technology in your family and discuss with elders the alternatives in former time.
- 2. Record the daily expenses of your family for a week. Family size. Suggest ways to

- reduce unnecessary expenditures.
3. Identification and use of kitchen tools and at least any five e.g. Refrigerator Cooling Gas Mixer Grinder Microwave, Smokeless Chullah, Pressure Cooker etc.
  4. Weights and Measures: Equivalent/conversions of Ounce, Gram, cup, teaspoon, tablespoon. How to use a kitchen weighing scale.
  5. Identification of fruits, vegetables, spices, oils, sugars, cereals and lentils.
  6. Prepare sandwiches (at least 2 varieties).
  7. Collection and Identification of fabrics: physical and burning tests.
  8. Take a case study of a house for disposal of kitchen wastes and encourage segregation of biodegradable and non degradable wastes, through creating slogans / posters etc.
  9. File work
  10. Viva Voce

## CLASS IX SECOND TERM (2016-17)

**3 Hours**

**Theory 80 marks  
Practical 10 marks  
Formative 10 marks  
100 marks**

Units	Topics	Periods	No. of Marks
VII	Food Groups and Nutrients	18	15
VIII	Scientific Methods of Food Preparation	18	10
IX	Elements of Art and their Application	16	10
X	Consumer Education; Communication	12	15 (10+5)
XI	Selection of Fabric	14	20
XII	Measures of Safety and Management of Emergencies	12	10
	Practical	20	10
	<b>Grand Total</b>	<b>110</b>	<b>90</b>

### Unit VII: Food Groups and Nutrients

**18 Periods**

- a) Basic food groups and their functions
- b) Sources and functions of nutrients- Proteins, Carbohydrates , Fats, Vitamins (A,B,C,D,E) and Minerals (Calcium, Iron and Iodine) & water.

**Unit VIII: Scientific Methods of Food Preparation** **18 Periods**

- a) Conservation and enhancement of nutrients while preparing and cooking food.
- b) Brief description of methods of cooking: advantages, disadvantages, suitability for foods effect on nutrients (boiling, direct steaming, pressure-cooking, roasting, baking, shallow and deep-frying, solar cooking)

**Unit IX: Elements of Art, Principles of Design and their Application** **16 Periods**

- a) Elements of art- line, colour, texture and shape
- b) Principles of design - Balance, Proportion harmony, rythum and emphasis,
- c) Application of elements of art and dress desiging.

**Unit X: Consumer Education; Communication** **12 Periods**

- a) Definition of a consumer.
- b) Problems faced by consumers.
- c) Consumer rights and responsibilities
- d) Communication:
  - i) Concepts
  - ii) Ways to make communication effective

**Unit XI: Selection of Fabric and Apparel** **14 Periods**

- a) Characteristics of fabric (Cotton, Wool, Silk, Nylon, Blended fibres)-drape, warmness/ coolness, wrinkle resistance, durability etc.
- b) Factors affecting selection of fabric: age, purpose occupation, occasion, fashion, figure, climate, comfort and cost.

**Unit XII: Measures of Safety and Management of Emergencies** **12 Periods**

- a) Measures of safety against burns, electric shock, and food poisoning.
- b) Management of emergencies first aid for cuts, fractures, burns, electric shock, poisoning and bites (snake, dog)

**PRACTICAL** **20 Periods**

1. Type <sup>pr</sup> 6 from term I
2. Prepare snacks /dishes using different (atleast three) methods of cooking. Evaluate and record taste, texture and colour of prepared dishes/snacks.
3. Prepare an article using elements of art.
4. Prepare and present a skit on any social issue.
5. Evaluate suitability of given fabric, based on factors affecting selection.
6. Practice giving first aid for cuts, burns, bites, fractures and electric shocks.

7. Practice dressings for wounds on hand, elbow, finger, wrist and ankle.
8. File work
9. Viva Voce

**(D) HOME SCIENCE (CODE NO. 064) CLASS X (2016-17)**

**COURSE STRUCTURE**

**First Term**

**Theory 80 marks**

**3 Hours**

**Practical 10 marks**

**Formative 10 marks**

**100 marks**

<b>Units</b>	<b>Topics</b>	<b>Periods</b>	<b>Marks</b>
I	Growth and Development II	20	25
II	Resources	21	15
III	Food Hygiene	18	10
IV	Therapeutic adaptation of normal diet	22	15
V	Apparel and fabric selection	10	15
	Practical	20	10
	<b>Grand Total</b>	<b>110</b>	

**Unit I: Growth and Development in Humans**

**20 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**

**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**

**18 Periods**

- a) Principles of hygienic handling of food, including serving of food.
- b) Hygiene in kitchen

- c) Personal hygiene of food handler
- d) Hygiene during food storage

**Unit IV: Therapeutic Adaptation of Normal Diet** **22 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) Apparel selection according to cost, Age, complexion, size, figure and comfort.
- b) Workmanship of readymade garments, checking labels for assessing quality and care instructions.

**PRACTICAL** **20 Periods**

1. Observe and record play activities of children between 1-3 years of age with critical analysis.
2. Make suitable play material for children between 0-3 years.
3. Prepare a dish suitable for the given physiological condition.
4. Examine positive and negative qualities of one readymade and one tailor made garment.
5. Prepare a care label for a readymade garment according to its fabric and design.
6. File work
7. Viva Voce

## Second Term (2016-17)

**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	20	20
VIII	Consumer Education	20	15
IX	Care and Maintenance of Fabrics and Apparel	15	15
X	Childhood Adolescence and Adulthood	10	10
	Practical	20	10
	<b>Grand Total</b>	<b>110</b>	<b>90</b>

**Unit VI: Meal Planning** **25 Periods**

- a) Concept

- b) Factors affecting meal planning: age, sex, climate, occupation, cost of food items, number of family members, occasion, availability of food, family traditions, likes and dislikes.
- c) Basic food groups ,use of food groups in planning balanced diet
- d) RDA as suggested by ICMR.

**UNIT VII: Time, Energy and Money Management**

**20 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**

**20 Periods**

1. Plan a balanced meal comprising of not more than three dishes using all the basic food groups and prepare one dish.
2. Observe your daily routine for a week and suggest improvements based on time and energy management.
3. Prepare a report on any five malpractices you have observed in the market.
4. Collect labels of Ag mark, ISI, FPO, Eco logo. Mark and prepare one Collage.
5. Remove common stains of -curry, paint, ball pen ink, grease, lipstick, tea and coffee.
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 (2016-2017), CLASS X (2016-17)**

**Time: 3 hours**

**Maximum Marks: 90**

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 (2016-17)**

TERM - I			TERM - II		
Units	Topic	Marks	Units	Topics	Marks
I	Concept and scope of Home Science Education and recent trends	08	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	10
IV	Food, Nutrition and Health	20	X	Consumer education; Communication	(10+5)15
V	Fibre and Fabric	17	XI	Selection of fabric and apparel	20
VI	Resource Management: Community Development	15	XII	Measures of safety and management of emergencies	10
	Practical	10		Practical	10
	<b>Grand Total</b>	<b>90</b>		<b>Grand Total</b>	<b>90</b>

**B. Weightage of content units Class - X (2016-17)**

TERM - I			TERM - II		
Units	Topic	Marks	Units	Topics	Marks
I	Growth and Development II	25	VI	Meal planning	20
II	Resources	15	VII	Time, energy and money management	20
III	Food Hygiene	10	VIII	Consumer education	15
IV	Therapeutic adaptation of normal diet	15	IX	Care and maintenance of fabric and Apparel	15
V	Apparel selection	15	X	Childhood adolescence and adulthood	10
	Practical	10		Practical	10
	<b>Grand Total</b>	<b>90</b>		<b>Grand Total</b>	<b>90</b>

**HOME SCIENCE (CODE NO. 064)**  
**QUESTION PAPER DESIGNS CLASS-IX**  
**(2016-17), CLASS-X (2016-17)**  
**SA-I & II**

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	<b>Remembering- (Knowledge based)</b> Simple recall questions, to know specific facts, terms concepts, principles, or theories, Identify, define, or recite, information)	Reasoning Analytical skills Critical Thinking	2	1	1	-	-	08	10
2	<b>Understanding-</b> (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)		1	2	1	-	1	14	18
3	<b>Application</b> (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	<b>Higher Order Thinking Skills (Analysis &amp; Synthesis</b> - 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	<b>Creating, Evaluation and Multi-Creating, Evaluation and Multi-Disciplinary-</b> (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	2	1	19	24
<b>Total Estimated Time</b>			1(5)=5	2(7)=14	4(8)=32	3(3)=9	5(4)=20	80	100

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

**(G) NATIONAL CADET CORPS (Code No. 076)**  
**SYLLABUS (2016-17)**

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

tiers of trainers.

- (a) **First Tier:** Regular defence officers of the rank of Colour equivalent rank in Air Force and Navy, Whole Time Lady Officers (WTLO) and Civilian Gliding Instructors (CGI). They are responsible for coordination and supervision of training and conduct of camps.
- (b) **Second Tier:** Professors and teachers nominated by respective schools and colleges and trained by NCC at its NCC Officers Training Academy and on completion of Pre-Commission Course, commissioned as Associated NCC Officer (ANO) form the most important link between the cadets and NCC.

They conduct most of the theory classes of non-specialized subjects. Besides, the Pre Commission training they attend refresher courses.

- (c) **Third Tier:** The Junior Commissioned Officers (JCO) and Non-Commissioned Officers (NCO) from the three services and Girl Cadet Instructors (GCI) and Ship Model Instructors (SMI) conduct the specialized training of the cadets.

#### 5. Eligibility for Enrolment as Cadet.

- (a) Should be a citizen of India or a subject of Nepal.
- (b) Should be on the roll of the school or college which has an NCC Unit or part thereof.
- (c) The cadet should be within the age as mentioned below:-
  - (i) Junior Division - Not less than 13 years and below 18 years and 6 months.
  - (ii) Senior Division - Should be below 26 years.

- 6. NCC Syllabus. The syllabus includes common subjects for all three wings and specialized subjects with respect to Army, Air Force and Navy. The common subjects comprise of approximately 70% and specialized service is 30% of the curriculum. Detailed syllabus is as follows:

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

- 7. In addition to this syllabus, cadets attend one Annual Training Camp in the second year of junior and senior division to be eligible to appear in Part A and Part B certificate examination.

- 8 Cadets willing to pursue Part C Certificate will have to attend the third year senior division in the college.

### **Evaluation System**

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

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

#### **Objectives**

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

**CLASS IX**  
**Block Syllabus**

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

## PART-II COMMON SUBJECTS ( Syllabus)

**Total Marks: 49**

**Total Periods: 83**

**Unit 1: The NCC**

**03 Periods**

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

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

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

**Unit 2: National Integration and Awareness**

**07 Periods**

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

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

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

**Unit 3: Civil Affairs**

**04 Periods**

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

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

- Civil Defence Organization and its duties/ NDMA
- Types of emergencies/ Natural Hazards
- Role of NCC during Natural Hazards/ Calamities
- Civil Administrative Set up at District/Taluk/Village

- Fire service and fire Fighting
- Essential services and their maintenance

#### **Unit 4: Drill**

**19 Periods**

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

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

##### **Drill without Arms**

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

#### **Unit 5: Weapon Training**

**16 Periods**

**Aim:** To give elementary knowledge about rifles.

**Scope:** Basic Knowledge about rifle and firing.

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

#### **Unit 6: Adventure Training**

**08 Periods**

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

**Scope:** To expose cadets to various adventure activities.

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

### **Unit 7: Personality Development and Leadership**

**10 Periods**

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

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

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

### **Unit 8: Social Awareness Community Development**

**08 Periods**

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

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

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

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

### **Unit 9: Health and Hygiene**

**06 Periods**

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

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

- Structure and functioning of the human body
- Hygiene and sanitation (Personal and Food Hygiene)
- Physical and mental health
- Infectious and contagious diseases and its prevention
- Basics of first aid in common medical emergencies
- Wounds and fractures
- Introduction to yoga and exercise 2

### **Unit 10: Environment Awareness and Conservation**

**02 Periods**

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

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

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

## **SPECIALISED SUBJECTS (ARMY)**

**Total Marks: 21**

**Total Periods: 35**

### **Unit 1: Armed Forces**

**04 Periods**

**Aim:** To acquaint cadets with the Armed Forces

**Scope:** Introductory and general information about the Armed Forces

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

### **Unit 2: Military History**

**06 Periods**

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

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

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

### **Unit 3: Map Reading**

**13 Periods**

**Aim:** To teach cadets elementary map reading

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

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

### **Unit 4: Field Craft and Battle Craft**

**09 Periods**

**Aim:** To teach cadets elementary field craft and battle craft

**Scope:** Basic field craft and battle craft

- Introduction
- Judging distance
- Description of ground
- Recognition, description and indication of land marks and targets
- Observation, camouflage and concealment
- Field signals

- Use of ground and movement
- Selection of formations
- Knots and Lashing

#### **Unit 5: Communication**

**03 Periods**

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

**Scope:** Types of communications and future trends

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

## **SPECIALIZED SUBJECTS (NAVY)**

**Total Marks: 21**

**Total Periods: 35**

#### **Unit 1: Naval Orientation**

**17 Periods**

**Aim:** To impart training on Naval Organization.

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

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

#### **Unit 2: Naval Communication**

**04 Periods**

**Aim:** To impart basic knowledge of Naval Communication.

**Scope:** Introduction to visual communication.

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

#### **Unit 3: Seamanship**

**12 Periods**

**Aim:** To impart basic knowledge about Seamanship.

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

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

#### **Unit 4: Ship and Boat Modelling**

**02 Periods**

**Aim:** To provide knowledge about Ship Modelling

**Scope:** Materials used in different types of models

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

## **SPECIALIZED SUBJECTS (AIR FORCE)**

**Total Marks: 20**

**Total Periods: 30**

#### **Unit 1: General Service Knowledge**

**02 Periods**

**Aim:** To impart basic knowledge of IAF

**Scope:** History and Organization of IAF

- Development of Aviation.
- History of IAF

#### **Unit 2: Air Campaigns**

**02 Periods**

**Aim:** To impart basic knowledge of Air Campaigns

**Scope:** History and Motivation.

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

#### **Unit 3: Aero-modelling**

**08 Periods**

**Aim:** To provide knowledge about Aero Modelling

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

- History of Aero-modelling
- Materials used in Aero-modelling
- Types of Aero-models

- Building /Flying of Aero-models

**Unit 4: Principles of Flight**

**09 Periods**

**Aim:** To introduce principles of flight

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

- Introduction
- Laws of Motion
- Glossary of Terms

**Unit 5: Parts of Aircraft**

**02 Periods**

**Aim:** To provide knowledge of Aircraft Parts

**Scope:** Knowledge about the parts of aircraft to be flown

- Parts of Aircraft

**Unit 6: Aircraft Particulars**

**01 Periods**

**Aim:** To provide knowledge of Aircraft Instruments

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

- Aircraft Particular Type, Specific

**Unit 7: Airfield Layout**

**01 Periods**

**Aim:** To provide knowledge of Airfields

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

**Unit 8: RT Procedure**

**02 Periods**

**Aim:** To provide knowledge of wireless communication.

**Scope:** Knowledge about the communication is required for flying aircraft

- RT Procedure

### Class X (Block Syllabus)

Sl No.	Unit	Marks	Periods
<b>Part 1: Common Subjects</b>			
1	The NCC	07	01
2	National Integration and Awareness		08
3	Disaster Management		04
4	Drill	27	21
5	Weapon Training		14
6	Adventure Training and Obstacle		04
7	Personality Development and Leadership	15	14
8	Social Awareness and Community Development		07
9	Health and Hygiene		07
10	Environment Awareness and Conservation		03
	<b>Total</b>	<b>49</b>	<b>85</b>
<b>Part 2 A: Special Subjects (Army)</b>		<b>Marks</b>	<b>Periods</b>
1	Armed Forces	04	05
2	Military History		05
3	Map Reading	17	11
4	Field Craft and Battle Craft		11
5	Communication		03
	<b>Total</b>	<b>21</b>	<b>35</b>
<b>Part 2 B: Special Subjects (Navy)</b>		<b>Marks</b>	<b>Periods</b>
1.	Naval Orientation	07	07
2.	Naval Communication		04
3.	Seamanship	14	12
4.	Navigation		06
5.	Ship and Boat Modelling		06
	<b>Total</b>	<b>21</b>	<b>35</b>
<b>Part 2 C: Special Subjects (Air Force)</b>		<b>Marks</b>	<b>Periods</b>
1	Air Campaigns	13	06
2	Aircraft Recognition		03
3	Aeromodeling		24
4	Atmosphere	08	01
5	Maps		01
	<b>Total</b>	<b>21</b>	<b>35</b>

## COMMON SUBJECTS (Detailed Syllabus)

**Total Marks: 49**

**Total Periods: 83**

### **Unit 1: The NCC**

**01 Periods**

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

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

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

### **Unit 2: National Integration and Awareness**

**08 Periods**

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

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

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

### **Unit 3: Disaster Management /Civil Affairs**

**04 Periods**

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

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

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

#### **Unit 4: Drill**

**21 Periods**

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

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

##### **Drill without Arms**

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

#### **Unit 5: Weapon Training**

**14 Periods**

**Aim:** To give elementary knowledge about rifles.

**Scope:** Basic Knowledge about rifle and firing.

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

#### **Unit 6: Adventure Training**

**04 Periods**

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

**Scope:** To expose cadets to various adventure activities.

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

#### **Unit 7: Personality Development and Leadership**

**14 Periods**

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

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

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

#### **Unit 8: Social Awareness Community Development**

**7 Periods**

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

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

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

**Unit 9: Health and Hygiene****07 Periods****Aim:** To instil respect and responsibility towards personal health and hygiene.**Scope:** Basic information of the human body, maintenance of health, hygiene, sanitation, disease and an elementary knowledge of First Aid and Nursing.

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

**Unit 10: Environment Awareness and Conservation****03 Periods****Aim:** To sensitise the cadets on natural resource conservation and protection of environment.**Scope:** Basic understanding of environment in general and waste management in particular, energy conservation, pollution control and wildlife conservation in particular.

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

**SPECIALISED SUBJECTS (ARMY)****Total Marks: 21****Total Periods: 35****Unit 1: Armed Forces****05 Periods****Aim:** To acquaint cadets with the Armed Forces**Scope:** Introductory and general information about the Armed Forces

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

**Unit 2: Military History****05 Periods****Aim:** To provide knowledge of renowned Military Generals, PVCs and Indo-Pak Wars

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

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

**Unit 3: Map Reading**

**11 Periods**

**Aim:** To teach cadets elementary map reading

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

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

**Unit 4: Field Craft and Battle Craft**

**11 Periods**

**Aim:** To teach cadets elementary field craft and battle craft

**Scope:** Basic field craft and battle craft

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

**Unit 5: Communication**

**03 Periods**

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

**Scope:** Types of communications and future trends

- Importance of communication
- Means of communication

## SPECIALIZED SUBJECTS (NAVY)

**Total Marks: 21**

**Total Periods: 35**

### **Unit 1: Naval Orientation**

**Periods 07**

**Aim:** To impart training on Naval Organisation.

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

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

### **Unit 2: Naval Communication**

**Periods 04**

**Aim:** To impart basic knowledge to Naval Communication.

**Scope:** Introduction to visual communication.

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

### **Unit 3: Seamanship**

**Periods 12**

**Aim:** To impart basic knowledge about Seamanship.

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

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

### **Unit 4: Navigation**

**Periods 06**

**Aim:** To impart basic knowledge to Naval Communication.

**Scope:** Introduction to visual communication.

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

### **Unit 5: Ship and Boat Modelling**

**Periods 06**

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

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

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

## **SPECIALIZED SUBJECTS (AIR FORCE)**

**Total Marks: 21**

**Total Periods: 35**

### **Unit 1: Air Campaigns**

**06 Periods**

**Aim:** To introduce Air Campaigns of Air Force

**Scope:** An overview of important campaigns

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

### **Unit 2: Aircraft Recognition**

**03 Periods**

**Aim:** To introduce various aircrafts of the Air Force

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

- Fighters
- Transport
- Helicopters.

### **Subject 3: Aero-modelling**

**24 Periods**

**Aim:** To provide knowledge about Aero Modelling

**Scope:** Materials used in different types of models

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

### **Unit 4: Atmosphere**

**01 Periods**

**Aim:** To give basic knowledge of Atmosphere

**Scope:** Use of basic knowledge of Atmosphere

- Atmosphere

### **Subject 5: Maps**

**01 Periods**

**Aim:** To give basic knowledge of Air Navigation

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

- Maps

## Annual Training Camp: Junior and Senior Division

### Rationale

- The Annual Training Camp is an exciting and essential element of NCC. Activities at the camp will help students develop qualities like social service, team spirit, challenge, leadership, discipline, self confidence, widen horizon, develop ambition to do creative work, enhance personal and social development, learn how to overcome adversity, civil defence & self defence, other new and exciting experiences.
- The Training Camp will make the students become more aware that they are a part of a greater ecosystem and are not 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 among the youth of the country.
- The Training Camp will let students live in the camp with a social environment and help teachers observe and understand their students' development in terms of personal aspirations, psychological behaviours and social skills. It will also allow students to appreciate their environment and natural surroundings and provide opportunities for students to be independent and exercise self-discipline.
- The Annual Training Camp is the culmination of NCC training instills and stimulates in youths an urge for excellence and inculcates a spirit of adventure and outdoor activities.

### Objectives

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

environment issues.

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

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

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

**ANNUAL TRAINING CAMP**

**Total Marks 30**

**Periods 112**

**Unit 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

<ul style="list-style-type: none"> <li>• Drill Without Arms</li> <li>• Individual Drill</li> <li>• Squad Drill</li> </ul>		
<b>Unit 3: Weapon Training</b>	<b>08 Marks</b>	<b>16 Periods</b>
<ul style="list-style-type: none"> <li>• Characteristics of 22 Rifle, Stripping, Assembling</li> <li>• Loading/Unloading And Bolt Manipulation</li> <li>• Lying position and Holding</li> <li>• Aiming, Range and Figure Target</li> <li>• Trigger Control and Firing a Shot</li> <li>• Range Procedure and Safety Precautions</li> <li>• Firing. 22 Rifle</li> </ul>		
<b>Unit 4: Map Reading</b>	<b>06 Marks</b>	<b>12 Periods</b>
<ul style="list-style-type: none"> <li>• Introduction to Map and Conservational Signs</li> <li>• Prismatic Compass, use and introduction to GPS</li> </ul>		
<b>Unit 5: Field Craft and Battle Craft</b>	<b>04 Marks</b>	<b>10 Periods</b>
<ul style="list-style-type: none"> <li>• Description of Ground</li> <li>• Judging Distance</li> <li>• Field Signal</li> <li>• Section Formation</li> <li>• Knots and Lashing</li> <li>• Observation, Camouflage and Concealment</li> </ul>		
<b>Unit 6: Military History</b>	<b>00 Marks</b>	<b>12 Periods</b>
<ul style="list-style-type: none"> <li>• Biographies of Military Leaders</li> <li>• Indian Battles</li> <li>• Indian Army War Heroes</li> <li>• War Movies</li> </ul>		
<b>Unit 7: Personality Development</b>	<b>00 Marks</b>	<b>18 Periods</b>
<ul style="list-style-type: none"> <li>• Factors Influencing/Shaping Personality-Physical, Social, Psychological and Philosophical</li> <li>• Self Awareness and Critical and Creative Thinking</li> <li>• Importance of Team Work, Communication Skills-Group Discussion</li> <li>• Character Building</li> <li>• Leadership Traits</li> <li>• Interview Skills</li> <li>• Time Management</li> </ul>		

## **Unit 8: National Integration and Social Awareness National Integration 00 Marks**

**16 Periods**

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

### **CIVIL AFFAIRS**

#### **Disaster Management Fire Services and Fire Fighting Vigilance awareness**

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

### **ENVIRONMENT AWARENESS**

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

### **SOCIAL AWARENESS AND COMMUNITY DEVELOPMENT**

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

### **HEALTH AND HYGIENE**

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

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

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

**ANNUAL TRAINING CAMP**  
**(Detailed Syllabus)**

**Total Marks 30**

**Periods 112**

**Unit 1: Physical Training and Games**

**04 Marks**

**16 Periods**

- Physical Training
- Yoga
- Games

**Unit 2: Drill**

**09 Marks**

**20 Periods**

- Words of Command
- Drill With Arms
- Individual Drill
- Squad Drill
- Ceremonial Drill

**Unit 3: Weapon Training**

**04 Marks**

**08 Periods**

- Characteristics of .22 Rifle,

<ul style="list-style-type: none"> <li>• Loading/Unloading and Bolt Manipulation</li> <li>• Lying Posn and Hold</li> <li>• Aiming , Range and Figure Targets</li> <li>• Trigger Control and Firing a Shot</li> <li>• Range Procedure and Safety Precautions</li> <li>• Firing .22 Rifle</li> </ul>		
<b>Unit 4: Naval Orientation</b>	<b>02 Marks</b>	<b>04 Periods</b>
<ul style="list-style-type: none"> <li>• Main Parts of a Ship</li> <li>• Survival and Rescue- Life Safety</li> <li>• Items on Board Ship, Life Raft,</li> <li>• Life Boats and Distress signals</li> </ul>		
<b>Unit 5: Naval Communication</b>	<b>02 Marks</b>	<b>04 Periods</b>
<ul style="list-style-type: none"> <li>• Semaphore, , Use of Semaphore,</li> <li>• Introduction of Various Letter</li> <li>• Position, Reading of Semaphore</li> <li>• Message, Transmission of Semaphore</li> </ul>		
<b>Unit 6: Navigation</b>	<b>01 Marks</b>	<b>01 Periods</b>
<ul style="list-style-type: none"> <li>• Uses of Maps and Charts and Its</li> <li>• Purpose, Introduction to Map</li> <li>• Reading and Navigation Aids to Include GPS</li> </ul>		
<b>Unit 7: Seamansbship</b>	<b>06 Marks</b>	<b>11 Periods</b>
<ul style="list-style-type: none"> <li>• Rigging, Cordage and Wire Ropes, Rope</li> <li>• Work Terms, Preparation Ropes for use, Bends and Hitches, Anchor and Anchor cable</li> </ul>		
<b>Unit 8: Ship and Boat Modeling</b>	<b>02 Marks</b>	<b>04 Periods</b>
<ul style="list-style-type: none"> <li>• Reading of a Ship Drawing of a Model, Practical Training on Static Models viz Preparation of Hull</li> <li>• Construction of Super Structure, Chemical Work and Finishing of a Model and Stability and Operation of a Model</li> </ul>		
<b>Unit 9: Military History</b>	<b>00 Marks</b>	<b>08 Periods</b>
<ul style="list-style-type: none"> <li>• Biographies of Military Leaders</li> <li>• Famous Battles</li> </ul>		
<b>Unit 10: Personality Development</b>	<b>00 Marks</b>	<b>10 Periods</b>
<ul style="list-style-type: none"> <li>• Factors Influencing/Shaping Personality</li> <li>• Physical, Social, Psychological and Philosophical</li> <li>• Self Awareness and Critical and Creative Thinking</li> </ul>		

- Communication Skills-Group Discussion
- Importance of Team Work, Character Building,
- Leadership Traits, Interview Skills
- Time Management

**Unit 11: National Integration, Civil Affairs Environment, Social Awareness & Community Development, health and Hygiene** **00 Marks**  
**16 Periods**

- Unity In Diversity
- National Integration and Its Importance
- Contribution of Youth In Nation Building

**Civil Affairs**

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

**Environment Awareness**

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

**Social Awareness and Community Development**

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

**Health and Hygiene**

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

## ELIGIBILITY CONDITIONS FOR CERTIFICATE EXAMINATIONS

### 'A' CERTIFICATE

1. All NCC cadets in Junior Division, on successful completion of their two years training and having passed Part 'A' examination conducted by respective NCC units, are issued NCC 'A' Certificate. The certificate examination comprises of a written and practical test. Cadets to be eligible to appear in the certificate examination must fulfill the following conditions.
  - (a) The cadet should be on the roll of NCC unit/sub unit.
  - (b) The cadet should have attended a minimum of 75% of total training periods laid down in the syllabus for the first and second years of Junior Division/ Wing, NCC (All Wings).
  - (c) Attended one Annual Training Camp of JD/JW.
  - (d) Break in the NCC training of the cadet prior to appearing in the examination should not exceed more than 12 months at one time, to count his previous training period. In case the break exceeds 12 months and the cadet has been on the unit rolls for a minimum of two years before his discharge and had attended 75% of the total period during his NCC service; he/she will need another 45 periods in the year he/she is appearing for the examination.

### '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/her 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.

## ROCEDURE 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/ Coays 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) :

	Boys	Girls	Total
11th / 1 <sup>st</sup> Year (CBSE)			
12th / 2 <sup>nd</sup> Year (CBSE)			
3rd Year (Under Graduate Courses)			
<b>Total</b>			
<b>For Junior Division</b>			

7. Total number of students in the college/ : \_\_\_\_\_

10th Class (Optional Subject)			
<b>Total</b>			

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 of 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 event 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.

## (C) COMMERCE

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

- I. Elements of Business  
or
- II. Elements of Book Keeping and Accountancy  
or
- III. e-Typerwriting

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

#### Objective:

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

- As per CCE guidelines, the syllabus for Elements of Business for classes IX & X has been divided term-wise.
- The units specified for each term shall be assessed through both Formative and Summative assessments.
- In each term, there will be two Formative assessments with each carrying a 10% weightage.
- The Summative assessment in the first term will carry 30% weightage and the Summative assessment in the second term will carry 30% weightage.
- Formative assessments during the academic session may take the form of class tests, assignments and Projects.

#### CLASS-IX

One Paper

3 Hours

90 Marks

270 Periods

Term I		Marks	Periods
I.	Introduction to business	10	15
II.	Trade and Auxiliaries to trade	30	40
III.	Forms of Business Organisations	50	65
IV.	Project	10	15
	<b>Total</b>	<b>100</b>	<b>135</b>
Term II		Marks	Periods
IV.	Transport	30	40
V.	Banking	30	40
VI.	Saving and Investment	30	40
	Project	10	15
	<b>Total</b>	<b>100</b>	<b>135</b>

## TERM I

	Contents	Learning Outcomes
I	<p>Introduction to business</p> <p>(a) Human activities Meaning and Types: Economic and Non-economic activities</p> <p>(b) Business activities: Meaning and Types: Industry and Commerce Business- meaning and features, e-business- Meaning and benefits</p> <p>(c) Not for profit organisations- meaning</p>	<p>The learner would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the meaning of human activities</li> <li>• Differentiate between economic and non- economic activities</li> <li>• Understand the meaning of business activities</li> <li>• Explain the different types of business activities</li> <li>• Give the meaning of industry and commerce</li> <li>• Explain the concept of business</li> <li>• Understand the meaning of e-business</li> <li>• Appreciate the importance of e-business</li> <li>• Give the meaning of not for profit organizations</li> <li>• Differentiate between profit-making and not for profit organisations</li> </ul>
II	<p>Trade and Auxiliaries to trade</p> <p>(a) Trade-Wholesale and retail - meaning, functions of wholesaler and retailer.</p> <p>(b) Auxiliaries to trade: Insurance, transportation, warehousing, banking, communication and advertising - meaning.</p>	<p>The learner would be able to:</p> <ul style="list-style-type: none"> <li>• Give the meaning of trade and auxiliaries to trade</li> <li>• Differentiate between the concepts of wholesale and retail trade</li> <li>• State the functions of wholesaler and retailer</li> <li>• Give the meaning of insurance, transportation, warehousing, banking, communication and advertising</li> </ul>
III	<p>Forms of Business Organisations</p> <p>Sole proprietorship- meaning and features.</p> <p>Partnership- meaning and features.</p> <p>Hindu Undivided family- meaning and features.</p> <p>Company - meaning and features.</p>	<p>The learner would be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept of 'Forms of business organisations'</li> <li>• Give the meaning of sole proprietorship, partnership and a company</li> <li>• State the features of sole proprietorship, partnership and a company</li> </ul>

## TERM II

	Contents	Learning Outcomes
I	Transport Rail, road, sea and air transport- features, advantages and limitations.	The learner would be able to: <ul style="list-style-type: none"> <li>• Enumerate the different modes of transport</li> <li>• Highlight the importance of transport business</li> <li>• State the features of rail, road, air and sea transport</li> <li>• Give transport the advantages of different modes of transport</li> <li>• Give the limitations of different modes of transport</li> </ul>
II	<b>Banking</b> Commercial banks- meaning and functions Bank Deposit accounts -types Opening and operating of Savings Bank Account.	The learner would be able to: <ul style="list-style-type: none"> <li>• Give the meaning of commercial banks</li> <li>• Explain the functions commercial banks</li> <li>• Differentiate between the different types of bank accounts</li> <li>• Open and operate a savings bank account</li> </ul>
III	<b>Saving and Investment</b> Sources of income, spending money wisely need for savings, avenues of investments	The learner would be able to: <ul style="list-style-type: none"> <li>• Give the meaning of savings</li> <li>• Understand the need for savings</li> <li>• Identify the different sources of income</li> <li>• Make judicious use of income</li> <li>• Identify the different avenues of investment</li> </ul>

## PROJECT WORK- IX

**Terms I**

**15 Periods**

**10 Marks**

**(Select any one)**

1. Prepare a project on the history, development and types of any one auxiliary to trade (Insurance, transportation, warehousing, banking, communication and advertising) and also link it to the present style of business.

(OR any other topic that the teacher deems fit for the term related to the course content)

2. Visit a wholesale and retail outlet, study the differences in their approach and present it in a project.

(OR any other topic that the teacher deems fit for the term related to the course content)

**TERM II**

**15 Periods**

**10 Marks**

**(Select any one)**

1. Prepare a project on different types of banks.

(OR any other topic that the teacher deems fit for the term related to the course content)

2. Prepare a project on different kinds of services provided by banks.

(OR any other topic that the teacher deems fit for the term related to the course content)

**CLASS-X**

One Paper

90 Marks

70 Periods

Term I		Marks	Periods
I	Company	30	40
II	Sources of Business Finance	30	40
III	Communication in Business Organisations	30	40
	Project	10	15
	<b>Total</b>	<b>100</b>	<b>135</b>
Term 11		Marks	Periods
III	Selling and Distribution	30	40
IV	Large scale Retail Trade	30	40
V	Selling	30	40
	Project	10	15
	<b>Total</b>	<b>100</b>	<b>135</b>

**TERM I**

	Contents	Learning Outcomes
I	<p>Company Private and Public company: meaning and Features. Multinational companies: meaning and features</p>	<p><b>The learner would be able to:</b></p> <ul style="list-style-type: none"> <li>• Recall the meaning of a company</li> <li>• Understand the meaning of private and public company</li> <li>• State the features of private and public company</li> <li>• Give the meaning of a Multinational Company</li> <li>• State the features of a Multinational Company</li> </ul>
II	<p><b>Sources of Business Finance</b> Sole proprietor, partnership firm: sources Company: Owners funds and borrowed funds</p>	<p><b>The learner would be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the need for business finance</li> <li>• List the different sources of business finance</li> <li>• Identify the sources of business finance for sole proprietorship, partnership firm and a company</li> <li>• Distinguish between owners funds and borrowed funds</li> </ul>

III	<b>Communication in Business Organisations</b> Meaning and methods: letter, e-mail, video conferencing, telephonic conversation	<b>The learner would be able to:</b> <ul style="list-style-type: none"> <li>• Recall the meaning of communication</li> <li>• Mention the different modes of communication</li> <li>• Distinguish between a letter and an email</li> <li>• Distinguish between telephonic conversation and video conferencing</li> </ul>
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## TERM II

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

## PROJECT WORK-X

**TERM I**

**15 Periods    10 Marks**

**(Select any one)**

1. Prepare a project to show the advantages of different means of communication (letter, e-mail, telephonic conversation and video conferencing).  
(OR any other topic that the teacher deems fit for the term related to the course content)
2. Prepare a project on the difference between:
  - i. Letter and an e-mail
  - ii. Telephonic conversation and video conferencing(OR any other topic that the teacher deems fit for the term related to the course content)

**TERM II**

**15 Periods    10 Marks**

**(Select any one)**

1. Prepare a project on the difference between Personal Selling and Sales Promotion.  
(OR any other topic that the teacher deems fit for the term related to the course content)
2. Prepare a project on the use of different media for advertising.  
(OR any other topic that the teacher deems fit for the term related to the course content)

## (II) ELEMENTS OF BOOK-KEEPING AND ACCOUNTANCY

### (CODE NO. 254) CLASS-IX

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

One Paper

3 Hours

90 Marks

270 Periods

Unit	Term I	Marks	Periods
1	Introduction to Book Keeping and Accounting.	20	30
2	Accounting Equating effects.	20	30
3	Nature of Accounts and Rules for debit and credit	20	30
4	Journal	30	30
	Project	10	15
	<b>Total</b>	<b>100</b>	<b>135</b>
	Term II	Marks	Periods
5	Ledger	30	40
6	Recording and posting of cash transactions	30	40
7	Trial Balance	30	40
	Project	10	15
	<b>Total</b>	<b>100</b>	<b>135</b>

#### TERM I

Unit 1 : Introduction to Book keeping and Accounting

30 Periods 20 Marks

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

Unit 2 : Accounting Equating effects

30 Periods 20 Marks

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

Unit 3 : Nature of Accounts and Rules for Debit and Credit

30 Periods 20 Marks

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

Unit 4 : Journal

30 Periods 20 Marks

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

**TERM II**

Unit 5 : Ledger

40 Periods 30 Marks

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

Unit 6 : Recording and Posting of Cash Transaction:

40 Periods 30 Marks

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

	<ul style="list-style-type: none"> <li>• Understand the concepts of petty cash book</li> <li>• Explain the purpose of maintaining petty cash book on imprest system</li> </ul>
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Unit 7 : Trial Balance

40 Periods 30 Marks

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

### PROJECT WORK

**TERM I**

15 Periods 10 Marks

Prepare a pictorial/ verbal dictionary of accounting terms.

or

Prepare subsidiary books

or

Diagrammatic presentation of principles of accounting

[OR any other topic that the teacher deems fit for the term related to the course content]

**TERM II**

15 Periods 10 Marks

Prepare of a Cash Book of;

i. Your pocket money

ii. Help your parent to maintain one month cash statement

[OR any other topic that the teacher deems fit for the term related to the course content]

## CLASS-X

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

**One Paper**

**3 Hours**

**90 Marks**

**270 Periods**

Unit	Term I	Marks	Periods
1	Capital and Revenue.	20	30
2	Depreciation.	30	40
3	Bank Reconciliation Statement	40	50
	Project	10	15
	<b>Total</b>	<b>100</b>	<b>135</b>
	<b>Term II</b>		
4	<b>Bills of Exchange</b>	<b>20</b>	<b>30</b>
5	Final Accounts	40	50
6	Accounting from Incomplete Records	30	40
	Project	10	15
	Total	100	135
	<b>Total</b>	<b>100</b>	<b>135</b>

### TERM I

Unit 1 : Capital and Revenue

**30 Periods 20 Marks**

Content	Learning Outcomes
Capital and revenue: Capital and revenue receipts, capital and revenue expenditure and deferred revenue expenditure.	<p><b>The learners would be able to:</b></p> <ul style="list-style-type: none"> <li>• Recapitulate the meaning of the terms 'Capital' and 'Revenue'</li> <li>• Appreciate the difference between capital and revenue receipts and capital and revenue expenditure</li> <li>• Acquire the knowledge about deferred revenue expenditure</li> </ul>

Unit 2 : Depreciation

**30 Periods 20 Marks**

Content	Learning Outcomes
Depreciation: Need and methods- Straight line and Diminishing balance method. [No change in the method ]	<p><b>The learners would be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the necessity of providing depreciation on fixed assets</li> <li>• Develop the skills of using the two different methods i.e straight line and diminishing balance for computing depreciation</li> </ul>

## Unit 3 : Bank Reconciliation Statement

30 Periods 20 Marks

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

## TERM II

## Unit 4 : Bills of Exchange

30 Periods 20 Marks

Content	Learning Outcomes
Bills of Exchange: Nature and use of Bills of Exchange, Terms used in Bills of Exchange. [No Journal; Only Theory]	<p><b>The learners would be able to:</b></p> <ul style="list-style-type: none"> <li>• Acquire the knowledge of using bills of exchange for financing business transactions</li> <li>• Understand the need of Bills of exchange in business</li> <li>• State the meaning of different terms used in bills of exchange and their implication in accounting</li> </ul>

## Unit 5 : Final Accounts

50 Periods 40 Marks

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

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

**PROJECT WORK****TERM I****15 Periods****10 Marks**

Identify 20 items and classify them as capital and revenue receipts, capital and revenue expenditure and deferred revenue expenditure

[OR any other topic that the teacher deems fit for the term related to the course content]

**TERM II****15 Periods****10 Marks**

Make a statement of affairs for incomplete records of a small shop.

[OR any other topic that the teacher deems fit for the term related to the course content]

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

### **Learning Outcomes**

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

### **Note:**

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

Theory	30 Marks
Practical	70 Marks
Total	100 Marks

1. As per CCE guidelines the syllabus for e-Publishing & e - office -English/Hindi for classes IX and X has been divided term wise.
2. The units specified for each term shall be assessed through both formative and summative assessments.
3. In each term, there will be two formative assessments with each carrying a 10% weightage.
4. The summative Assessments in the first term and second term will carry 30% weightage for each term.
5. In both summative assessments I and II, there will be on theory paper of 30% marks of 2 hours duration and one practical paper of 70 marks of 1 hour duration.
6. The formative Assessments 1 & 2 for the first term and formative assessment 3 & 4 for the second term will include assignment, observation, Viva/oral test and practical.

**Class IX - Term I****Maximum Marks: 30****Periods:30**

		Marks	Periods	Th. Pds.	Pr. Pds.
1.	Introduction to Computing	12	8	2	6
2.	Efficient e- typing	8	7	2	5
3.	Introduction to Word Process- ing	10	15	5	10
	<b>Total</b>	<b>30</b>	<b>30</b>	<b>9</b>	<b>21</b>

**Class IX- Term II****Maximum Marks:30****Periods:30**

		Marks	Periods	Th. Pds.	Pr. Pds.
4.	Software in Open domain	6	3	2	1
5.	Ethical Practice	2	3	1	2
6.	Creating and editing image and text document	12	10	3	7
7.	Working with spreadsheet	10	14	3	11
	<b>Total</b>	<b>30</b>	<b>30</b>	<b>9</b>	<b>21</b>

**Class IX- Term I****Theory****Maximum Marks: 30****1. Introduction to Computing 12 marks**

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

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

Encoding Schemes; ASCII and UNICODE

**1.2 Keyboard Layout**

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

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

Setting for Keyboard layouts and language variations.

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

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

- 2. Efficient e- Typing** **8 marks**
- 2.1 Ergonomics: Layout, Correct sitting posture, Position of Keyboards, Mouse and Monitor.
- 2.2 Methods of Typewriting
- 2.2.1 Touch Methods of Typewriting
- 2.2.2 Sight Method of Typewriting  
(Advantages and Disadvantages of both the methods)
- 2.3 Positioning of fingers on the Keyboard according to touch method of Typewriting.
- 2.4 Use of Touch Typing Tutor Software (Online and Downloadable; Freeware and Open Source Software) for practice.
- 2.5 Tips for higher efficiency (Speed And Accuracy)  
[Students may be encouraged to attain e-typing skills for an Indian language up to 5w/min]
- 3. Introduction to Word Processing (such as Writer)** **10 marks**
- 3.1 Creating, Saving and Opening a document in a Word Processor such as Writer.
- 3.2 Text styles (Bold, Italic, and Underline); Selecting Font Faces, Size and Color. Installing and using non-English fonts.
- 3.3 Unicode: compliant Fonts, Font Convertors
- 3.4 Text Alignment, Automatic Page Numbering with or without header and footer, Cut-Copy-Paste, Undo and Redo.
- 3.5 Preview & Printing a document with different features  
(page range, copies, page per sheet, scale to paper size)
- 3.6 Settings for page layout variations.

### Class IX - Term II

- | Theory                                                                                                                                                                                           | Maximum Marks:30 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>4. Software in Open domain</b>                                                                                                                                                                | <b>6 marks</b>   |
| Open Source Software, Features, Shareware, Role of OSS in Education for Creativity promotion, Licensing scheme, Copywriting, GPL (General Public License)                                        |                  |
| <b>5. Ethical Practices in Computing</b>                                                                                                                                                         | <b>2 Marks</b>   |
| Email etiquettes - proper structure and layout, case sensitivity, Disclaimer to email care with abbreviations and emotions, Gender sensitivity, refrain from copyright violation and piracy etc. |                  |
| <b>6. Creating and editing image and text documents (GIMP)</b>                                                                                                                                   | <b>12 marks</b>  |

- 6.1 The Toolbox: Introduction, Tools Icons, Color and Indicator Area, Tool Options, Selection Tools
  - 6.2 Selection Features: Rectangle Selection, Ellipse Selection, Free Selection (Lasso), Fuzzy selection (Magic wand), Select By Color, Intelligent Scissors, Foreground Select
  - 6.3 Paint Tools: Brush Tools (Pencil, Paintbrush, Airbrush), Bucket Fill, Blend, Pencil, Paintbrush, Eraser, Airbrush, Ink, Clone, Heal, Perspective Clone, Blur/Sharpen, Smudge, Dodge/Burn
- 7. Working with spreadsheets (such as CALC may be used). 10 marks**
- 7.1 Creating, Saving & Opening a Spreadsheet
  - 7.2 Selecting Cells and Ranges
  - 7.3 Entering Numbers & Text in Spreadsheet
  - 7.4 Simple Arithmetic Operations (+, -, \*, /)
  - 7.5 Copying Data from Spreadsheet into a Word Processing Document

## PRACTICAL WORK

Class IX

**Term I 70 marks**

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

**2. Efficient e-Typing**

Calculating of Gross (Running) Speed and Accuracy

Calculating of Net (Accurate) Speed and Accuracy

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

### Self - Assessment

	Term 1			Term 2		
	Month 1	Month2	Month3	Month 1	Month 2	Month 3
Speed						
Accuracy						

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

#### 3. Document preparation : Create a document with the following features:

- 1) Word Processing Text Styles (B,I,U)
- 2) Selecting Font, Size and Color, Font Conversion
- 3) Text alignment
- 4) Automatic Page Numbering, Cut-Copy-Paste, Word-Count, Preview and printing of documents

#### Sample Case Studies

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

#### Term II

70 marks

#### 4. Demonstrating various open office softwares

Visit <http://www.openoffice.org> and explore and install the open office softwares specifically CALC and Writer. Take a simple example and re-write the program for an Indian language so as to incite for creative programming.

#### 5. Ethical Practices:

- 1) Identify cases of violation of ethical practices.

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

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

### Sample Case Studies:

- (a) Pick an image of an automobile. Delete the picture back ground using selection tools. Insert the edited picture in word processing software and write its specifications.
  - (b) Design a Rangoli (Replication of Geometrical Patterns) using refreshment coupon for all the participants of techno fest organized by the school. Replicate as many copies of the coupon on A-4 sheet to save the paper.
- 7 Spreadsheet Preparation :Using Arithmetic Operations ( +, -, \*/) and inserting spreadsheet into word document.

### Sample Case Studies:

- a) Prepare a Report Card with the following information
  - School Name
  - Name of the student
  - Roll no
  - Class and SectionIt should also comprise of following column heads
  - Name of the Subjects
  - Highest marks scored in the class
  - Maximum marks
  - Marks scored by the student

Use arithmetic operators and cell addresses

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

### Project

Project is initiated in class IX and continues to class X.

	Practical File	Hands on Experience and Viva	Total
Term 1	20	50	70
Term 2	20	50	70

Class - X Term - I

Unit No.	Title of the unit	Marks	Periods	Th	Pr
1.	Internet as Web Resource	10	10	3	7
2.	Word Processing (Advanced)	15	15	4	11
3.	File Formats and Conversions	5	5	2	3
	<b>Total</b>	<b>30</b>	<b>30</b>	<b>9</b>	<b>21</b>

Class-X Term II

Unit No.	Title of the unit	Marks	Periods	Th	Pr
4.	Spreadsheet (Advanced)	10	10	3	7
5.	Working with Images and Texts (Advance)	12	12	3	9
6.	Network Security	3	3	2	1
7	<b>e-publishing</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>4</b>
	<b>Total</b>	<b>30</b>	<b>30</b>	<b>9</b>	<b>21</b>

Class-X Term I

S. No	Title of the Unit	Marks
1.	Internet as Web Resource	10
1.1	Browsers such as Chrome, Mozilla, Internet Explorer	
1.2	Protocol such as TCP/IP, FTP, PPP, Remote Login Protocol (TELNET)	
1.3	Electronic Mail: Create and email, sorting email, attachments (upload/download). Explore methods for e-mailing non-English documents	
1.4	Office Web Apps : Google docs/Sky drive Creation of (Folder, Document, Form, Spreadsheet)	
2	Word Processing Advanced Features (Writer)	15
2.1	Page-Setting (Size, Orientation and Margins), Setting Line Spacing & Paragraph Spacing. Inserting Special Characters and Symbols, Creating Bulleted & Numbered List, Inserting Pictures	
2.2	Using Find & Replace, Using Superscript & Subscript, Writing mathematical formulas and equations	
2.3	Creating a Table and Entering Data in it.	
2.4	Using Spell Check and Grammar Check, Adding Header and Footer.	
2.5	Using Mail Merge	

3.	File Formats And conversions	5
3.1	File Types in Writer/Calc Document	
3.2	Saving Writer/Calc as Pdf	
3.3	Import files frame call into Writer by using insert OLE objects.	
3.4	Online tools for converting PDF of doc./ .xls(such as www.zamzar.com)	
3.5	Online tools to convert Scanned text document (JPEG) to Writer/Cals(such as www.onlineocr.net	

Class-X Term II

S.no	Title of the Unit	Marks
4.	Spreadsheet Advanced (Features)	10
4.1	Relative referencing, Absolute Referencing, Mixed Referencing	
4.2	Usage of simple Statistical Functions: SUM(), AVERAGE(), MAX(), MIN(), IF function with range of values	
4.3	Embedding Charts of various types: Line, Pie, Scatter Bar and Area Chart.	
5.	Working with Images and Texts (GIMP)	12
5.1	Transform Tool: Align, Move, Crop, Rotate, Scale, Shear, perspective, Flip, The Cage Tool Color Tools: Color Balance. Hue-Saturation, Colorize, Brightness-Contrast, Threshold, Levels, Curves,	
5.2	Posterize, Desaturate	
5.3	Other: Paths, Color Picker, Zoom, Measure, Text	
6.	Network Security	3
6.1	Concepts: Cyber Law, Firewall, Cookies, Hackers and Crackers, Ethical Practices: Netiquettes	
6.2	Practice in on-line transactions such as online registration, net-banking, e-purchasing etc.	
6.3	Precautions in secured transactions	
7	e-Publishing	5
7.1	e-publishing: Publishing in older days, e-magazine, e-book, e-book: Book marks, Search, Read from, Read to , Page count, Indexing, Summary, Comparing two books. Book review.	
7.2	Digital Library: TIFF, GIT, JPGE	
7.3	e-office operations: Content capturing, Content Authoring, Work Flow, Archiving, Publishing, Indexing. Searching & retrieval, Versioning, Aging & retention, security, compression, reporting, Appointment.	
7.4	Collaborative Working e-office working etiquettes and ethical practices, advantages of e-office and application in e-governance.	

## PRACTICAL WORK Class X

Term II

70 marks

1) Internet as web resource:

- Create an email id on Google, upload an attachment and send email, download the attachment from the received email
- Demonstration of TCP/IP, FTP & Remote login Protocol.
- Web Apps

### Sample Case Studies

a. Write a Document on Google drive with a notice for cancellation of winter vacation and opening of school and share it with 5 students of your class.

b. Create a online registration form in Google drive to register the students for the competition to be held in school with the following information

S.No: Text

Name of the Student: Text

Date of Birth: Date

School Name: Paragraph Text

Tel. No.: Text

Event Name: Check Boxes

Gender: Choose from List

Participation in Surprise Event: Multiple Choice

Share it with the students of your class (using email IDs). Print the Spread sheet is created after filling the form.

2) **Document Preparation:**

Layout are required to be created with the following features:

1. Page-Setting, Setting Line Spacing & Paragraph Spacing.
2. Inserting Special Characters and Symbols inserting Pictures
3. Creating a Table and Entering Data in it
4. Adding Header and Footer, Creating Bulleted & Numbered List.
5. Spell check and grammar check of a document.

### Sample Case Studies

a. Create a newsletter for your school

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

c. Using Mail Merge replicate a birthday invitation letter with five different addresses.

[Students may be encouraged to work on a case study with entries in an Indian language.]

3) File Formats and conversions

- Save the document created in the above specified lab activity in 4(a) and 4(b) in pdf. Open the documents thus saved and observe the associated software.
- Import spreadsheet file into document file
- Convert scanned document into word/spreadsheet format.

**Class -X**

**Term II**

**70 marks**

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

**Sample Case Studies**

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

Your worksheet should include the following data:

- a. A title such as “ My Monthly Expenses”
- b. Expenses: At least four items (e.g. rent, utilities, food , parking, payroll, phone bill, etc.) during a period of four months
- c. Income: At least two sources (e.g. Loan, Family Support, Student Work, Other, etc.) during a period of four months

Follow the instructions below and complete a personal work sheet for the expenses you spent in the past 4 months.

- (i) Set up the table. Plan how you would like the table to look like. The following is an example.

**My Monthly Income**

Expenses	September	October	November	December	Total	Average Check
Housing						
Phone						
Tuition						
Utilities						
Food						
Total Expenses						
<b>Income</b>						
Work study						
loan						
Total Income						

Balance

(ii) Input raw data

(iii) Compute the data

#### **Compute the total**

- Compute the total expense for each of the months
- Compute the total expense for each of the items across the four months
- Compute the total income for each of the months
- Compute the total income for each of the sources across the four months

#### **Compute the average**

- Compute the average for each of the items across the four months
- Compute the average income for the different sources
- Compute the average monthly income

#### **Compute the balance : difference between income and expense**

For each of the months between the total income and the total expense for the four months and the difference between the total income and the total expense during the four months.

Multiply the average by four to double-check the average operation. In other words see if the result of the multiplication matches the total.

#### **iv. Create graphs.**

- Create a column chart on monthly expenses in the worksheet, including a chart title, and axes titles. Your legend must have specific labels instead of “ series 1, Series 2... and Series 5”
- Create a second graphic (of your chosen style) on the monthly balance during the past four months.

#### **v. Header/footer**

Add a header to the worksheet that displays your name, email address, class & section, and a footer that displays the number of pages.

#### **vi. Print it**

- 5) Image Editing: Transform Tools: Align, Move, Crop, Rotate, Scale, Shear, Perspective, Flip, The Cage Tool, Color Tools: Color Balance, Hue\*Saturation, Colorize, Brightness-Contrast, Threshold.

#### **Sample Case Studies**

- 1) Create a collage from the pics of any event held in school
- 2) Create a logo of school magazine.

## 6) Network Security

- Practice in online transaction eg. Online registration, net banking, e-purchasing etc.
- Demonstration of network security features and precautions regarding secured transaction.

## 7) E-Publishing

- Preparing e-book in PDF format
- Prepare a write up on difficulties faced in e-publishing and precautions you suggest.

### Project Work :

For IX - X to be submitted in class X Term II

The Project starts in class IX and continues in class - X

### Sample Project:

ABC Company is planning to establish a publishing House. They have asked you to explore the market and submit the report that should have

- Hardware requirement and estimated cost
- Software requirement and estimated cost
- Infrastructure requirement
- Manpower
- Electricity
- Other expenses
- Expected market
- Profits etc.

### The report should have

- A letter head having company's logo and name
- Advertisement in pdf format
- Brochure having details of Publishing House

Use mail merge feature to send the report to various banks for sanctioning of loans.

	Practical File	Hands on Experience, Project Report & viva	Total
Term1	20	50	70
Term 2	20	50	70

**Note :** Computing is easy in Hindi and Other India Languages also. Example case studies are given in Hindi students may prepare similar case-studies in respective regional languages.

- **Class IX Term II**

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

- **Class - IX**

पोस्टर बनाओ जिसमें “बेटी बचाओ बेटी पढ़ाओ” अभियान को प्रभावी ढंग से दिखाया गया हो। इसके साथ अपनी बात को वर्ड प्रोसेसर से एक पेज में लिखो और अपने मित्र को **E-mail** करो।

- **Class X - Term II (Sample Case Study) Annexure - I**

“जन धन योजना” के अंतर्गत गोपाल गाँव के निवासियों ने केनरा बैंक में खाते खोले हैं, इनमें बैलेंस शून्य हो सकता है, या 5 डिजिट में धनराशि हो सकती है, सूची तैयार करो जिसमें 50 निवासियों को वोटर कार्ड संख्या, निवासी का नाम, लिंग आयु, खाता संख्या, जमा धनराशि हो।

**Filter command** से इस सूची से उन निवासियों की सूची तैयार करो, जिनकी जमा धनराशि शून्य है।

**(E) FOUNDATION OF INFORMATION TECHNOLOGY(FIT)  
(CODE No. 165)**

**Learning Objectives:**

- Understanding organization of a computer system and networking.
- Ability to work on office tools such as word processor, spreadsheet and presentation.
- Ability to apply knowledge and practice on office tools to develop IT applications
- Ability to use Indian languages in developing an IT application.
- Appreciation/awareness of societal impacts of information technology in business. Public services, education, health etc.
- Awareness of basic information security issues.
- Ability to design HTML webpage.
- Basic understanding of database design.

**Job Opportunities:**

- Upon completion of this optional course on FIT at secondary level, one will be able to assist in IT-enabled office work.

**WEIGHTAGE DISTRIBUTION**

**CLASS IX & X**

TERM I (50%)			TERM II (50%)		
FA1	FA2	SA1	FA3	FA4	SA2
10%	10%	30%	10%	10%	30%

**COURSE STRUCTURE**

**CLASS IX : Term I**

Marks: 90 (70 Theory , 20 Practical)

Class	Term	Duration	Marks
IX	I	3 Hours	90

S. No.	Description	Periods	Marks
1	Basics of Information Technology	08	30
2	Information Processing	08	30
3	IT Applications	06	10
Total		22	70

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, 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

Marks: 90 (70 Theory , 20 Practical)

Class	Term	Duration	Marks
IX	I	3 Hours	90

S. No.	Description	Periods	Marks
1	Basics of Information Technology	06	15
2	Information Processing Tools	10	35
3	IT Applications	06	10
4	Societal impacts of IT	05	10
		27	70

Note: Assessment of Practical Skills through MCQ will carry 18 marks, i.e., 20% weightage of the Summative Assessment.

## TERM-II (THEORY)

### 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 Auto Fill, Editing and formatting a worksheet

including changing colour, size, font, alignment of text, Inserting or Deleting cells, rows and columns, Formula-Entering a formula in a cell, using operators(+,-,\*,/) in formulae, Relative referencing, Absolute referencing and mixed referencing, Printing a worksheet. Use simple Statistical functions: SUM(), AVERAGE(), MAX(), MIN(), IF() (without compound statements); 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 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/ 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 TERM I

### CLASS - X

Marks: 90 (70 Theory , 20 Practical)

Class	Term	Duration	Marks
X	I	3 Hours	90

S.No.	Description	Periods	Marks
1	Basics of Information Technology	06	20
2	Information Processing Tools	12	40
3	IT Applications	06	10
	Total	24	70

**Note:** Assessment of Practical Skills through MCQ will carry 18 marks, i.e., 20% weightage of the Summative Assessment.

### Unit I: Basics of Information Technology

Internet: World Wide Web, Web servers, Web sites, Web Pages, Web Browsers, Blogs, News groups, HTML, Web address, E-mail 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 remote site;

Web Services: Chat, email, Video Conferencing, e-Learning, e-Banking, e-Shopping, e-Reservation, e- Governance, e-Groups, Social Networking.

## **Unit II: Information Processing Tools**

### **Office Tools**

**Database Management Tool:** Basic Concepts and need for a database, Creating a database, 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.

### **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, Net scape 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) inserting comments, H1..H6 (Heading), P (Paragraph), B (Bold), I (Italics), U (Underline), UL & OL (Unordered List & Ordered List Attributes: TYPE, START), LI (List Item)

## **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.

## TERM-II

Marks: 90 (70 Theory , 20 Practical)

Class	Term	Duration	Marks
X	I	3 Hours	90

S. No.	Description	Periods	Marks
1	Basics of Information Technology	06	15
2	Information Processing Tools	10	30
3	IT Applications	06	10
4	Societal impacts of IT	05	15
Total		27	70

**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 using the element TABLE (BACKGROUND, BGCOLOR, WIDTH, CELSPACING, CELLPADDING, BORDER), TR, TH, TD, ROWSPAN, COLSPAN, Internal and External Linking between Web Pages: Significance of linking, A - Anchor Element (Attributes: NAME, HREF, TITLE, MAILTO)

##### XML

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 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.

**(F) INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**  
**(CODE NO. 166)**

**General instructions**

1. The unit specified for each term shall be accessed through Formative and Summative Assessment.
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 second term). Each Formative Assessment carries 10% weightage that sum up to 40 % weightage (FA1 + FA2 +FA3 +FA4) in the annual examination.

**WEIGHTAGE DISTRIBUTION**

**Time: 3 Hrs.**

**Marks: 90**

TERM I (50%)			TERM II (50%)		
FA1	FA2	SA1	FA3	FA4	SA2
10%	10%	30%	10%	10%	30%

**COURSE STRUCTURE - Class IX Term-I**

**Duration: 3 Hours**

**Marks: 90 (70 Theory + 20 Practical)**

Unit	Name of Unit	Periods	Maximum Marks
I	Basics of Internet	5	20
II	Web Service	5	20
III	Introduction to GIMP	12	30
<b>Total</b>		<b>22</b>	<b>70</b>

**Note:** Assessment of Practical Skills through MCQ will carry 18 marks i.e. 20% weightage of the SA

**Term I (Theory)**

**Unit I: Basics of Internet**

World Wide Web - History of World Wide Web, difference between Internet and www, search engines.

**Web Servers:** What is a server; Server software, Services provided by servers and their types.

**Website:** Definition and its difference from portal, Components of website, Construction

of website, how to build a website? elements of website, software used to create website.

**Web pages:** Definition of webpage, what does it contain? static and dynamic areas, what makes a webpage work?, difference between web page and website.

**Web Browser:** Tool bar, SSL, names of various web browsers.

**Blogs-** Definition of blog and bloggers, advantages and disadvantages of blogging.

**URL:** Definition, elements, absolute and relative URL

**Protocols:** Definition, TCP/IP, HTTP, FTP which one to use when and why, applications and examples.

## Unit II: Web Services

### Concept of web services

**Email:** Definition, protocols used in email services, mail account and address, sending and receiving an email, difference between cc and bcc, spam and junk, Email etiquettes-proper structure and layout, case sensitivity, disclaimer to email, care with abbreviations and emotions, gender sensitivity,

**Chat:** Definition, chat room, commonly used types of chat.

**Video conferencing :** Definition, areas of application, advantages and disadvantages of video conferencing.

**e-learning:** Definition, benefits, application areas, e-learning software.

**e-shopping:** Definition, advantages and disadvantages, sites available, threats and security concerns.

**e-reservation:** Definition, benefits, application areas, reservation process, live and non-live reservation

**e-group:** Definition, features, benefits.

**Social Networking:** Definition, names of various social networking web sites, merits and demerits, service providers, features available, ethics.

## Unit III: Introduction to GIMP

**Image editing:** Basics of image editing and their features. Various image editing software including freeware and paid software.

**GIMP-** Introduction, features and uses of GIMP. Downloading GIMP, GIMP compatible platforms. Creation of new file using shortcut or mouse. Default extension of these files and opening of existing file.

Saving a file with keyboard or mouse, .xcf and various file formats supported by GIMP. Basics of GIMP window, Understanding main components of GIMP window, Toolbox.

Toolbox- Explain selection tools, text tools, eraser tools, bucket fill tools, foreground and background.

Handling of menus in GIMP with its editing features, Image handling by using various selections and paint tools, resizing (scaling) and cropping, editing images for web, Layers.

## Term II

Duration: 3 Hours

Marks: 90 (70 Theory + 20 Practical)

Unit	Name of Unit	Periods	Maximum Marks
IV	Introduction to HTML	10	30
V	Introduction to HTML II	08	25
VI	Security Threats and Security Measures	05	15
<b>Total</b>		<b>23</b>	<b>70</b>

**Note:** Assessment of Practical Skills through MCQ will carry 18 marks i.e. 20% weightage of the summative Assessment.

### Unit IV: Introduction to HTML

Introduction and origin of HTML, History of HTML, Advantages of using HTML, Tools to be used, Tags and attributes, Document structure

Tags and attributes- tags - what are they, tag format, single and multiple tags, empty elements and container elements, Formatting elements.

Structure of HTML document- HTML, HEAD, TITLE, BODY, Attributes (BACKGROUND, BGCOLOR, TEXT, LINK, ALINK, VLINK)

Formatting elements: Font (attributes - colour - <font color> ,</font>), size - <font size> , </font>), face), Centre, Break, Horizontal rule, (attributes- size, width, align, no shade, colour) Headings (H1 to H6), Paragraph ,<p></p> , P ALIGN , Bold<B> , </B>, Italics<I> , </I>, underline<U> , </U>, <br>, <hr> tag.

### Unit V: Introduction to HTML II

LISTS- requirement of list in HTML, definition and introduction of LIST<li> , </li>, different types of lists, unordered or bulleted list <ul> ...</ul>, ordered numbered list <ol>...</ol>, definition or glossary list<dl> ...</dl>, <dt>...</dt>(attribute- type, start)

Inserting Image, Audio and Video, Image attributes - align, border, alternate label, width and height)

Audio (attributes - autoplay and controls)

Video (attributes - height, width, auto buffer, controls)

## Unit VI: Security Threats and Security Measures

**Virus-** definition, types, virus spread, protection, current threats

**Worms-** definition, types, spread, protection, current threats

**Trojans-** definition, Trojan spread, protection

**Spyware-** definition, symptoms, prevention and protection

**Malware-** definition, types, prevention

**Spams-** definition, detection and prevention

**Hackers and Crackers-** definition, tools available, types of hacking, difference between hackers and crackers.

**Antivirus tools-** free and paid tools, latest tools, their style of working, importance of regular update

**Data Backup and Recovery tools-** Need for backup, technologies and tools available, importance of backup and recovery plan, types of backup.

## PRACTICAL WORK

### Class IX

### Term I

- 1
  - a) Find out and make a list of all the e-commerce websites, Academic websites and social networking sites.
  - b) Find out all the latest search engines with the features and make a presentation.
  - c) Students can be asked to make a list of IP addresses of few of their favorite sites using google search engine. Ask them to use those IP addresses to open the sites.
  - e) Ask students to create a blog for their class and update the blog on daily basis.
- 2
  - a) Make a list of all the sites through which video conferencing is possible without paying any money.
  - b) Create an e-group of your class and share your view on the current societal issues with your friends.
  - c) Find out and make a list of various e-shopping websites and make a presentation on the information gathered.
  - d) Log into your email account and perform the following operations:-
    - compose a mail using all the options of email such as bcc and cc.
    - Add email address from your address book.
    - Transfer mail from Inbox to spam and vice versa. Create different folders and arrange mails in different folders.

e) Create a face book and twitter account for your class and invite all teachers and students of your class to this account. Use this account for academic purpose.

### 3) Case Study

a) Create a blog with the site [www.blogger.com](http://www.blogger.com) or [wordpress.com](http://wordpress.com) and keep the following points into consideration:

- Enter the title of the blog as "School Activities at a glance"
- Select a suitable template for your blog.
- The URL of your blog should be your complete name.
- Publish the post on the monthly basis with the pictures of your school activities of a particular month and then view this post.
- Sign out from the blog website.

b) Design a digital poster of any e-shopping website.

c) Take your own picture, scan it and change the background colour and clothes colour using paint tools and layouts.

d) Collect three or four images live water image, building image, ship image and a bird image. Make one image showing reflection of the building on the shore and bird flying in a sky in water with the ship.

4 a) Import ant image file of your choice. Change the foreground and the background color, use a text tool to give a heading to your file. Add a layer and place another picture on it. Select the text tool and type your name in blue color. Select a portion of the picture and then change the direction. Save the file.

b) Make a collage on "heritage of India"

c) Create an advertisement for a magazine on any product of your choice.

d) Try to design the logos of some famous brands.

**Project : Developing & Project using the concepts studied so far.**

**(15 Periods)**

## Term II

### Case Studies

- Create the web page for the possible security solutions available for promoting the business of company involved in security solution:

<b>Ultimate Security Solutions</b>
<ul style="list-style-type: none"><li>• Digital Video Recording</li><li>• CCTV Surveillance Cameras</li><li>• Video Door Phones</li><li>• Force Intruder Alarms</li><li>• Electronic Door Locks</li></ul>

Design the webpage for a transport company. The company allows on-line reservation of taxis, buses, train and airplane ticket

<p style="text-align: center;"><b>Comfort Travel</b></p> <p style="text-align: center;"><b>Contents</b></p> <ul style="list-style-type: none"><li>• Destinations covered</li><li>• Services available</li><li>• Mode of Transport</li><li>• Reservation</li></ul>
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Create the following web pages with the specification:-

1. Title of the web page should be "Town Restaurants"
2. Background color of the page should be "blue"
3. Font face in the page should be "Comic Sans MS"
4. Use OL and UL tags to display the list.

<p style="text-align: center;"><b>TOWN RESTAURANT</b></p> <ol style="list-style-type: none"><li>1. Pizzas<ol style="list-style-type: none"><li>a) Cheese Capsicum and Onion</li><li>b) Cheese Tomato</li><li>c) Chicken Mushroom</li></ol></li><li>2. Burgers</li><li>3. Hot Dogs</li><li>4. Chowmein<ol style="list-style-type: none"><li>a) Vegetarian</li><li>b) Non- Vegetarian</li></ol></li></ol>
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Make a web site depicting all latest viruses and anti-virus available in the market.

- Create a web page for the company dealing in the data Backup and Recovery tools.

**Extended Project** using the concepts studied so far.

## CLASS X COURSE STRUCTURE

Term I

Duration : 3 Hours

Marks: 90 (70 Theory + 20 Practical)

Unit	Name of Unit	Periods	Maximum Marks
I	Computer components and Inter-connection	6	20
II	Advance GIMP	12	25
III	Advanced HTML	10	25
<b>Total</b>		<b>28</b>	<b>70</b>

**Note :** Assessment of Practical skills through MCQ will carry 18 marks i.e. 20% weightage of the summative Assessment.

### Unit I: Computer Components and Interconnection

Computer System and its definition, Hardware, Basic components of a Computer System, Input Unit, Central processing Unit/CPU, Output unit and functions, Memory, types of memory, Primary Memory, RAM (Random Access Memory), ROM(Read Only Memory), SECONDARY MEMORY, Binary digit, concept of bit and bytes, Types of computers (Analog, Digital, Hybrid), characteristics of computers, types of software (System Software, Application Software, Utility Softwares, classification of Programming Languages Ports and Cables)

### Unit II: Advance GIMP

Toolbox-Move tool, Alignment tool, Scale tool, Shear tool, Perspective tool, Flip tool, Blend tool, Blur/Sharpen tool, Smudge tool, Dodge / Burn tool Painting in GIMP-Pencil and paintbrush tool

Operations on Layers (Adding new layers, Renaming a Layer, Deleting a Layer, Merging a Layer, Scaling a layer, Duplicating a Layer)

Masking-Introduction and example, editing a mask

### Unit III: Advanced HTML

Representing data in Tabular forms, Concept of Table

Attributes <table> ..</table> ,<TR>..</TR>, <TD>..</TD>TH, Colspan, ROWSPAN)

Table Border<TABLE BORDER>, Align, width, Border Color, BGcolor, background, <CAPTION> tag

Working with frames, frame attributes (<frameset..> ), Attributes of <frameset>( Rows, Cols, Border, Frameborder, Framespacing.

Frameset element and its attribute (Src, Scrolling, Noresize), target attribute in anchor tag.

Term II

Duration : 3 Hours

Marks: 90 (70 Theory + 20 Practical)

Unit	Name of Unit	Periods	Maximum Marks
IV	Working with HTML Forms	06	20
V	DHTML & CSS	12	30
VI	Network Security	05	20
<b>Total</b>		<b>23</b>	<b>70</b>

**Note :** Assessment of Practical skills through MCQ will carry 18 marks i.e. 20% weightage of the Summative Assessment.

#### **Unit IV: Working with HTML Forms**

Introduction and explanation of forms, Tags and attributes used in form (FORM, <form>..</form> INPUT tag and its attributes (Name,Size , Maxlength , Type)

Fields displayed by type attribute, (Text Box Field, Radio Buttons, Check boxes, command Button, Drop down Box and TEXTAREA, SELECT)

#### **Unit V: DHTML & CSS**

Introduction to DHTML, Features and used of DHTML, Components of DHTML, Cascading style sheet, Advantages and Limitations of CSS,

Methods of applying CSS to an HTML document, In-line (the attribute style) and Internal (the tag style), External (link to style sheet), creating and saving cascading style sheets

Introduction and familiarization of Font, Font-Family, Style, Size, Variant, Weight Text and Background properties; Colour properties - Text Indent, Align, Decorating, Spacing Transform Text alignment, decoration and transformation, Foreground and Background colour, Image and Repeat

Use of margin and margin properties, Concept of padding and Border and Padding and Border Properties

Absolute and Relative Positioning

#### **Unit VI: Network Security**

Concepts: Cyber Law, Cyber Crime, Fire wall, Cookies, Hackers and Crackers

Open Source Software, Free ware, Shareware, Licensing scheme, Copy writing, GPL(General Public Licence), Licensed software, Copyright software, refrain from copyright violation and piracy etc.

## **PRACTICAL WORK Class X (Term I)**

1. Find out and make a list of the types of memory available in the market and their storing capacity. Also find out, about the various utility and application software(s) used, and share this information through social networking sites. Create a document/ spreadsheet/form through Office Web Apps e.g google docs/sky drive and share it you're your friends.
2. Create a collage from the pictures of any recent event held in school using following GIMP (GNU Image Editing Software) tools:  
Transform Tools: Align, Move, Crop, Rotate, Scale, Shear, Perspective, Flip, Blend, Blur, Sharpen, Smudge and Burn tool  
Operations on Layers (Adding new layers, Renaming a Layer, Deleting a Layer, Merging a Layer, Scaling a layer, Duplicating a Layer), Masking and editing a mask as required.
3. Case Study:
  - a) Design a digital poster for any state of your choice in India depicting their tourist spots and thus promoting tourism.
  - b) Collect and Import few pictures or images of important monuments (tourist spots). Add layers and place a picture in each layer. Merge layers and edit layers and use mask to to selectively colour the images.
  - c) Create a website for a Computer Hardware firm. The firm deals in various output units and various types of memory. Collect information about various brands of printers, scanners, memory etc. available in market. Show the various product details in tabular form on each web page.

### **ABC Solutions**

Memory; Printers; Scanners

**Extended Project : Developing Project integrating concepts covered so far. (10 Periods)**

## **Class -X Practical (Term II)**

### **Case Study:**

1. Create following on line forms:
  - a) Adhar Card
  - b) Railway Reservation form
- Using Front Page design a web site for your school.
- Collect information about different licensing schemes in case of software(s). Using HTML design a web site providing information about Open source, free ware, licensed software(s).
- Collect information of Cyber Laws and using Front page create a web site. Extended

**Extended Project : Developing Project integrating concepts covered so far.**

**(10 Periods)**

## 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 Education in Schools :
- (ii) Art Education in Schools.
- (iii) Health and Physical Education in Schools.

### (i). WORK EDUCATION (500)

#### 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 in social and economic activities inside and outside the classroom, which would enable them to understand scientific principles and procedures involved in different types of work. The productive manual work situations were to be drawn from the area of health and hygiene, food, shelter, clothing, recreation and community service. The competencies to be developed in this field should include knowledge, understanding, practical skills and values through need based life activities. Pre-vocational courses should get a prominent place at this stage.

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

#### 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 socioeconomic 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 :

1. First aid activities like counting of pulse, taking of temperature and bandaging of wounds after cleaning them.
2. Preparation of family budget and maintenance of daily household accounts.
3. To be able to know and procure transport facilities from one point to another using online resources or cooperation with local authorities such as Panchayat.
4. Studying the nutrition and health status of people in a village/city/slum/tribal area.
5. Helping in community health programmes for enhancing the nutrition, health and environmental status of the community through door-to-door contact programmes.
6. Help in preparation and distribution of mid-day meal/snacks in composite schools.
7. Volunteer work in hospitals and fairs, during natural disasters and accident, etc.
8. Activities related to sensitization towards needs of differently abled and elderly persons.
9. Activities related to sensitization towards weaker sections of society.
10. Participation in cleanliness drives in schools, community and neighborhood areas.
11. Participation in adult literacy programme.
12. Helping school authorities in organizing exhibitions, picnics, tours and excursions, school functions, etc.
13. Helping in child-care in creches.
14. Helping traffic police in the regulation of traffic.
15. Plantation and care of shady/fuel/ornamental/avenue trees.

### **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:

### **Agriculture and Horticulture Skills**

1. Acquaintance with common fertilizers and pesticides and their application with appropriate equipment.

2. Acquaintance with common pests and plant diseases and use of simple chemical and plant protection equipment.
3. Raising of flowers, vegetables, plants and their seedlings in nurseries.
4. Repair and maintenance of equipment for horticulture and agriculture.
5. Prefabrication of irrigation channels.
6. Development of plants by vegetative propagation budding, grafting, cutting, layering, etc.
7. Mushroom cultivation for consumption, preservation or sale.
8. Post-harvest technology and safe storage of food grains.
9. Making of bio fertilizers.
10. Plant protection against pest and diseases.
11. Soil testing and reclamation measures.
12. Maintenance of farm equipment and machines.

#### **Animal Husbandry Skills**

13. Milking of dairy animals and managing allied activities.
14. Handling farm animals for feeding, washing or general examination.
15. Raising poultry birds (1) for eggs, (2) for table purposes.
16. Bee-keeping, bottling and marketing of honey.
17. Silk worm rearing for sale or yarn-making.
18. Fish rearing in small ponds.

#### **Skills for food manufacture**

19. Making bakery and confectionery products.
20. Food preservation making of jam, jelly, tomato ketchup, pickles.
21. Projects relating to non-conventional sources of energy sun, wind, tides, biogas, etc.
22. Cookery skills.
23. Preparation of milk products.

#### **Skills for Textiles**

24. Tying and dyeing and screen printing as commercial ventures.
25. Garment making.
26. Mat and carpet weaving.
27. Hand embroidery.

28. Stitching and Tailoring.

### **Other Skills**

29. Preparation of stationery items such as files, file boards, registers, writing pads, stamping ink, etc.
30. Preparing paper out of waste paper
31. Repair and maintenance of domestic electrical gadgets.
32. Preparing electric extension boards for use in home/school or for sale.
33. Plumbing.
34. Preparation of decoration pieces of a more sophisticated nature out of plaster of paris.
35. Doll making.
36. Preparation of toys and other play materials for self and primary classes.
37. Typewriting with adequate proficiency.
38. Stenography.
39. Running a cooperative store.
40. Running a book bank.
41. Caning, carpentry and handling the job of as mason.
42. Cycle, motorcycle and scooter preparing.
43. Computer operation and maintenance
44. Photocopying
45. Screen-printing
46. PCO (Fax)
47. Photography-commercial.
48. Making of assisting devices/material for persons with special needs
49. 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 :
  - socioeconomic conditions;
  - environmental sanitation problems;
  - commonly prevalent health problems;
  - malnutrition problems of children, mothers and the community;
  - undesirable nutrition, health and sanitation practices in the community;
  - practicable intervention measures to enhance the nutrition and health status.

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

**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 and care of Shade/Fuel/Ornamental/Avenue trees.**

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

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

**Activity 6: Helping school authorities in organizing:**

- (a) picnics, tours, excursions, functions.
- (b) exhibitions.

**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 7: Participation in Adult-Literacy Programmes.**

**Specific Activities**

- Survey of the neighborhood and identification of adult illiterates.
- Making door-to-door visits and persuading them to join literacy classes.
- Grouping the illiterates according to their age, occupation and interests.
- Grouping students on the basis of their known capabilities and interests.
- Selecting literacy materials with the guidance and help of the teacher.
- Making spatial and physical arrangements for conducting the programme.
- Making adequate preparation for teaching, including the selection of teaching aids.
- Teaching adults in groups.
- Getting together in class and reviewing the progress of work and problems, if any.
- Correcting the teaching methods and procedures in the light of experience.
- Evaluating the progress of adult literacy and maintaining records.

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

## **(ii) ART EDUCATION (CODE No. 502)**

### **Rationale**

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

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

### **Objectives**

The objectives of art education are to :

- help learners to consolidate past experiences and knowledge;
- introduce learners to different media and techniques and their use for creative and productive expression for common use;
- provide opportunities for development of awareness about folk arts, local specific arts and other cultural components leading to an appreciation of national heritage;
- assist learners to use artistic and aesthetic sensibility in day-to-day life situation;
- enable learners to achieve a balanced growth as a social being in tune with our culture through project work.
- get acquainted with the life and work of the local artists/artistes;
- use resourcefully locally available material to make different products (objects) with the help of the community;
- refine the sense of appreciation of the beauty of nature through the basic elements of art forms.

## **Approach to Art Activities**

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

In the interest of the learner, as far as possible, all the media of creative arts may be placed before them to facilitate selection of one form or a combination of art forms. These are :

### **Visual Arts**

1. Two-dimensional or Pictorial
  - Drawing and Painting
  - Collage Making
  - Printing
  - Photography
  - Computer graphics
2. Three-dimensional
  - Clay modelling and pottery
  - Carving and sculpture
  - Construction

Art is about creative expression of the learners, uniquely contributed by each one. Studying the works of famous artists of the past or present is undertaken to orient the learners to varied expressions. Replicating or copying either the Master or the teacher's work will check the imagination of the students and therefore must be avoided in all cases.

### **Performing and Language Arts**

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

### **Sources for Art Teaching**

The arts programme in schools must reflect the ethos of the region. Artistic expression in music, poetry, dance theatre and in the creation of forms have been part of human life from the very beginning. It is an integral part of human existence. Exposure to the local environment and arts must be treated as an essential activity of the school art programme.

Besides individual expression, the arts provide an opportunity to the learners to study

and appreciate the contributions made in the past and present. By learning to appreciate music, painting, dance and theatre, students develop aesthetic sensibility and sensitivity to understand people from other cultures. To build a harmonious society, a productive nation or a world, requires to make learners familiar with the tradition of arts of the local region. The strength and confidence gained from the familiar, will make it possible for her to respect and appreciate the culture and contribution made by others.

A creative expression essentially depends on the approach to create opportunities for learners to explore, imagine and communicate the same in an art form they feel confident to use. Availability of material and experts closer to the school or community can be accented.

## **A. VISUAL ARTS**

### **SYLLABUS**

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

#### *Two-dimensional or Pictorial Activities*

- Study of visual resources and means of creative expression.
  - Study of lines, strokes, colours, shades, tones, textures, etc. while organizing two dimensional space with two dimensional and three dimensional shapes and forms.
  - Sketching from nature and surrounding.
  - Creative use of colours to show space, atmosphere, subjective moods.
  - Creative use of perspective in spatial relationship.
  - Study of calligraphic strokes of Devnagari and Roman alphabet (Scripts).
  - Use of contrast as an expressive element of art.
  - Study and use of various media and techniques to the extent of their availability.
  - Pencil, charcoal, water colour, crayon, oil colours, poster colour and gouache, acrylic colour and other unconventional sources of colours such as vermilion, yellow and red earth, rice flour, and tools like painting brushes for water colours and oil colours, Painting surfaces such as papers of various kinds and quality, like smooth, rough, thick, thin, etc., canvas, hardboard, simple marking cloth pasted on paper, etc.
  - Collage and mosaic work with a variety of coloured papers and coloured printed pictures/photographs from magazines and newspapers.
  - Printing : Mono printing, Printing with wood-cut blocks, lino-cut and metal foil : serigraphy (silk screen), self-made stencil, etc.
  - Basic knowledge of computer graphics.

### ***Three-dimensional or sculptural activities***

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

### ***Assignments***

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

### ***Correlating Art Activities with Other School Activities***

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

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

### ***Group Activities***

- Organization, display and exhibitions of students' periodical and sessional work.
- Organizing inter school art exhibitions to widen their interaction and horizon.
- Planning and organizing festivals and celebrations of the community, cultural evenings, musical concerts, film shows and other performances including regional

and folk (traditional art forms).

- Participating in study visits to museums, botanical gardens, zoological garden, art galleries and art institutions, etc., for greater awareness of the environment and cultural variations.

### ***Theoretical Understanding of Art and Culture***

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

## **B. Performing Arts**

### ***Music (Vocal)***

- Theory
  - Knowledge of the terms: Sangeet, Nad, Swar, Shudh, Komal, Teevra, Saptak, Mandra, Madhya Tar, Aroha Avaroha, Raga, Laya, Matra, Tal, Avartan, Sam Tal.
  - Basics knowledge of notation systems.
  - A brief introduction of Indian music
- Practical Activities
  - National Anthem
  - Songs for community singing
    - a) Five folk or tribal songs of different regions, indicating time of the year, occasion and the function with which they related. Writing down the same with its meaning and knowledge of its rhythm.
    - b) Five devotional songs (Bhajans, Shlokas, Hymns, Sufiana Kalam and Shabad Kirtan)
    - c) Three songs in regional languages other than mother tongue.
    - d) Three patriotic songs on the theme of universal love and amity.

To create proper sense of swara and laya through Talabadh and Alankaras.

Introduction to the structure of any four of the following Ragas with : Bilawal, Yaman, Kafi, Bhairav, Shankarabharan, Kalyani, Mayamalav gaud, Todi (accompaniment of Tanpura and Tabla or Mrudang). The Teacher should communicate the characteristic features of the raga and its swaras pattern. The teacher may use references of popular songs for Raga association.

The following tals and their thekas-Kaharva, Dadra, Trital, Jhaptal & Aditala, Alankar Talas.

### ***Project Work***

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

### ***Music (Melodic Instrument)***

- Theory
  - Knowledge of the terms : Sangeet, Dhvani, Nad, Swar (Shudha, Komal, Teevra) Saptak (Mandra, Madhya, Tar) Aroha, Avaroha, Raga, Gat, Laya Matra, Tal, Avartan, Sam Tal, Khali, Laghu Dhrutham, Anu Dhrutham.
  - Basic Knowledge of notation systems.
  - Short notes on at least four musical instruments, their main components and the characteristics of the sound (music) they produce.
- Practical Activities
  - Tuning and playing of any one of the following instruments: Sitar, Sarod, Violin, Flute, Veena, Mandolin, Guitar (accompaniment of Tabla).
  - The candidates playing musical instruments may be allowed to opt for community singing or for instrumental assemble based either on the ragas from the syllabus or light and folk dhun (Melodies).
  - To create proper sense of swaras and layas through Talabadh Alankaras.
  - The following ragas with descriptive details : Bilawal, Yaman, Kafi, Bhairav, Sharkarbharanam, Kalyani, Mayamalav gaud, Todi, Saveri (accompaniment of Tanpura and Tabla).
  - The following five talas and their thekas : Kaharva, Dadra, Trital, Jhaptal, Adi Tala, Alankar Tala

### ***Creative Drama***

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

- Theory
  - Knowledge of the terms: Mime, play script, movement, characterization, stage, stage props, stage costumes, stage movements, stage lighting, one-act play, etc.
- Practical Activities
  - Warming-up freeing activity in rhythmic movement and pantomime.

- Exercises in characterization.
- Exercises in speech dialogue delivery.
- Exercises in creation of plot and conflict based on: (i) episodes and happenings in day-to-day life situations: (ii) episodes from stories from textbooks or story books; (iii) short scenes from classical dramas.
- Stage Craft : Planning a stage with props and lighting placement, movement of character of a given play in drawing form or model form.
- designing of costumes for the characters of the play.
- Play-writing: unscripted play to be written down in the form of a script to be acted.

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

### **Dance & Movement**

Movement and rhythm, as expressed through dance, have long been the heart and soul of all cultures. Dance allows people to discover, explore and develop their natural instincts for movement, enabling students of dance to develop not only their motor skills but also their mental and emotional personalities. The purpose of this course is to enhance the appreciation and understanding of the different forms of dance and movement as practiced across cultures today, with specific reference to Indian context.

- Theory
  - i. Dance as a form of nonverbal communication, exhibited through Gymnastics, figure skating, synchronized swimming and martial arts as well.
  - ii. Reasons for people to move and Dance: (include visual references)
    - a. for personal expression and social connection,
    - b. as a medium for sensing, understanding, and communicating ideas, feelings, and experiences,
    - c. a means to mourn, to celebrate, to heal, to give thanks,
    - d. to preserve cultural heritage and treasured legends,
    - e. demonstrate physical prowess, to assert individuality, to provoke and to entertain.
  - iii. Forms of movement and dance :
    - a. Formal, exhibitionistic dance with Trained dancers (Classical traditions)
    - b. Reflections of or challenge to the social, cultural, religious traditions and values (Folk or semi-classical or dance drama formats)
    - c. Various forms now seen in a theatrical context that have their roots in ancient temple dances (Ritualistic or festive dancing)

- d. Entertainment (Cinematic/social)
- iv. Definitions of dance through social, cultural, aesthetic, artistic and moral contexts. (participatory, social, performed for an audience, ceremonial, competitive or erotic, classical, folk or experimental)
- v. Dance as a means of communication: elements of dance (content, vocabulary, skills and technique)
- vi. Brief history of the evolution of dance (Indian/Western, Mythology/history, regional differences, major exponents)

### **Practical**

Introduction to the elements of costume, music form, instruments, distinguishing features, region and language of the following:

- i. Major styles of classical dance - Bharatnatyam, Kathakali, Kuchipudi, Kathak, Mohiniattam, Manipuri, Odissi, chhau and Sattriya.
- ii. Tribal and folk dances of India: region-wise samples (need not to be exhaustive)
- iii. Modern experimental dance (Indian and Western)
- iv. Western styles: Ballet, Jazz, Salsa, Street, Funk

The teacher must use as much visual material in the form of videos, pictures, slide-shows etc as possible to impart the training.

### **Assignments:**

- i. Creation of a scrap book that documents the different dance styles
- ii. Chart tabulation of music, costume, region, language association
- iii. Identification of dance styles/exponents in quiz format
- iv. Writing creative pieces (prose/poetry/drama) on dance

### **Correlating Dance Activities with other school subjects**

Understanding dance and its elements helps develop cultural sensitivity in students (Values Education)

Appreciation of the traditional forms of dance and movement enhance the capacity of preserving heritage (Heritage and Culture)

Delving into Dance history helps understand the period and context of society related to the art form (Social Sciences)

### **Hints for the Teachers**

- Students should be encouraged to work individually as well as in small groups, girls and boys working together.
- Learners should be encouraged to enquire about the technique, procedures and the work of master artists/artistes.

- 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.

**(iii). HEALTH & PHYSICAL EDUCATION (Code No. : 506)**  
**SECONDARY SCHOOL (Classes: IX-X)**

**RATIONALE**

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

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

**The objectives of Physical and Health Education are:**

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

activities of one's choice;

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

### **Learning Outcomes**

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

#### **(I) Learning outcomes in Physical Education :**

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

#### **Suggestive Activities:**

- Dance
- Sports and Games (including training/coaching)
- Yoga
- Athletics
- Gymnastics

- Swimming
- Combative / 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.

## HEALTH EDUCATION CLASS IX

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

## CLASS X

- Health hazards of modernization-pollution, effect of population explosion on health hazards, family and community life.
- Communicable and non-communicable diseases, role of host agent and environment in the spread and control of communicable diseases, body defenses, immunity-natural and acquired, importance of regular medical check-up in preventing the diseases, immunization schedule and importance of booster doses. Morbidity and mortality, in India.

National Health Programmes, Importance of pupil and people's participation in the implementation of these programmes, Primary health care, meaning and scope. Health care set-up in rural and urban areas.

- Importance of international health, international health measures to check spread

of communicable diseases from one country to another, quarantine measures, World Health Organization-its functions and activities, UNICEF functions and activities, significance of World Health Day.

- Approved systems of medicine being practiced in India, specialization available, prescription and non-prescription drugs, habit-forming drugs, dangers of self-medication and going to a quack-harmful effects of alcohol and tobacco. Health set-up at the village, town, district, state and country levels, voluntary agencies working in the field of health and health education.
- Awareness of HIV and AIDS. Students may also be acquainted with evils associated with promiscuity and child and drug abuse. Adolescence education and sex-education may also be provided in a suitable manner.

## **Physical Education**

### **Class - IX**

#### **Unit - I: Introduction to Physical Education**

- Meaning and Concept of Physical Education
- Aims and Objectives of Physical Education
  - Physical Development
  - Mental Development
  - Social Development
  - Emotional Development
  - Neuro-Muscular Development
- Changing Trends in Physical Education

#### **Unit - II: Physical Fitness**

- Meaning and Concept
- Components of Physical Fitness
  - Speed
  - Strength
  - Endurance
  - Flexibility
  - Coordinative Ability
- Development of Physical Fitness through Games and Sports

#### **Unit - III: Measurement of Growth**

- Measurement of Height & Weight
  - Body Mass Index

- Body Composition (Lean Body Mass, Fat Percentage)
- Formulas for 2 sites/3 sites
- Waist and Hip Ratio

#### **Unit - IV: First Aid Measures**

- Meaning and Concept
- Introduction to general Sports Injuries
- Soft Tissue
- Bone and Joint Dislocation
- PRICER and its Effects

#### **Unit - V: Sociological Aspects of Physical Education**

- Meaning and Concept of sports culture, society
- Role of Family, School in Sports Socialization
- Role of Society in Sports Socialization

#### **Unit - VI: Physical Activity and Differently abled Children**

- Physical Education Programmes for Physical Challenged
- Physical Education Programmes for Visually Impaired
- Physical Education Programmes for Dumb and Deaf

#### **Unit - VII: Community Recreation**

- Meaning and Concept of Recreation
- Recreational activities for different age groups
- Recreational activities for family.

#### **Unit - VIII: Sports and Human Resources**

- Role of Sports in creating fit citizens
- Fit citizen as an asset for the family, society and nation
- Fit citizen and productivity

#### **Unit - IX: Adventure Sports**

- Meaning and Objective
- Introduction to the concept of Camping and Tracking
- To organize Site, Materials required and safety measures

#### **Practical**

- Athletics: 30/50 mtrs dash, Middle distance, Jumps

- Fitness Tests: Fitness test for class IX should be conducted on the basis of the AAPHER test and record should be maintained (50 Mtrs dash, Pull ups, Flexed arm hang, Sit up for 1 min, Shuttle run 10×4 mtrs, Standing broad jump, 9/12 run and walk)
- Any two games: Students are required to play two games out of all the listed sports:
- Volleyball
- Football
- Handball
- Hockey
- Basketball
- Gymnastics
- Kabaddi
- Kho-Kho

## **Physical Education Syllabus Class - X**

### **Unit - I**

- Tests for Measuring different Fitness Components
- Strength: Pull Ups, Push Ups, Rope Climbing
- Speed: 30 Mtrs, 40 Mtrs
- Flexibility: Sit and Reach, Tests to measure Spine Flexibility
- Endurance: 9 Min, 12 Min Run and Walk
- Agility: Shuttle Run (10 × 4)

### **Unit - II**

- Play
- Meaning and Concept
- Characteristics of Play
- Benefits of Play
- Regional play Activities

### **Unit - III**

- Physical Activity and Gender
- Anatomical differences between genders
- Physical activity and women
- Weight training for women

#### **Unit - IV**

- Stress and Coping
- Meaning and Causes
- Relaxation Training
- Coping Strategies

#### **Unit - V**

- Physical Activity and Quality of Life
- Meaning and Concept
- Benefits of Physical activities to promote quality of life
- Development of ethical values through physical activities

#### **Unit - VI**

- Physiological basis of physical Education
- Meaning and concept of physiology
- Measurement of blood pressure, pulse rate and respiratory rate
- Warming up and Cool down

#### **Unit - VII**

- Psychological basis of Physical education
- Meaning and importance
- Habit: formation of good habits, breaking bad habits
- Emotions: meaning, types, training for controlling emotions

#### **Unit - VIII**

- Career avenues in the field of Physical Education
- Career avenues in educational institutions, media, fitness, industries (sports), Educational qualifications in physical education
- Leading institutions of physical education

#### **Unit - IX**

- Safety and Injuries
- Self safety
- Safety of equipment
- Prevention of sports injuries

#### **Practical**

- Athletics: 50 mtrs dash, throws

- Fitness test: Fitness test of class X should be conducted on the basis of the AAPHER test and records
- should be maintained.
- Any two games: Students are required to play two games out of the listed sports:
- Badminton
- Table Tennis
- Lawn Tennis
- Judo
- Aerobics
- Karate
- Taekwondo
- Students are required to prepare a project on the regional play activities from their home town.

### **Assessment & Observation**

During the school sessions, many observations would arise because of individual behavior, related conditions, change in social/cultural factors hence the teacher need to take corrective actions and record the behavior. Some key assessment points and their observations are mentioned here.

- Initiate to participate, if yes, observe for: Leadership quality/Active/ Energetic/ Talented
- Team game, if yes, observe for: Sportsman spirit/Good group behavior/Group sharing/Interaction & Coordination
- Organized game participation, if yes, observe for: Discipline/Emotionally balanced/ Rushness
- Rules & regulations follower, if yes, observe for: Listening & speaking skills/knowledge about the rules
- \* Equipment management, if yes, observes for: Self control/Self disciplined/Organized-maintained.

## 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.

### TradeCode No.

S.No.	Trade	Trade No.
1	Basic Office Procedures	507
2	Basic Computer Practices	508

3	Basic Accountancy Procedures	509
4	Fruit and Vegetable Preservation	510
5	Basic Bakery	511
6	Basic Confectionery	512
7	Basic Electronics	513
8	Air conditioning and Refrigeration	514
9	Repair of Electrical Domestic Appliances	515
10	Textile Printing Technology	516
11	Textile Silk Screen Printing Technology	517
12	Cutting and Tailoring	518
13	Skin Care and Beauty Culture	519
14	Automobile	520
15	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.

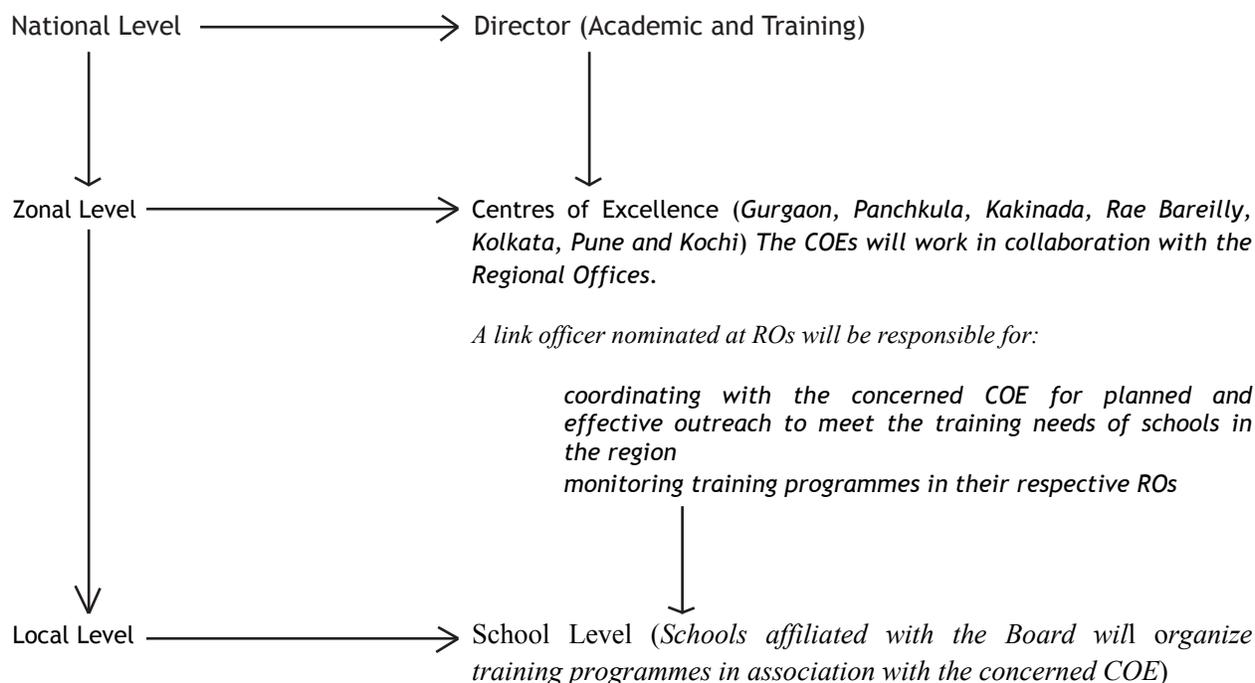
## The Training Policy in Central Board of Secondary Education

It is generally acknowledged that promoting teacher quality is a key element in improving school education and promoting students' development. So systematic in-service training should be given paramount importance in an academic organization. Without a doubt, one of the primary goals of CBSE should be to have 'highly qualified teacher work force in every classroom'.

To bring in qualitative change in the attitude of teachers, the schools affiliated with the Board should organize at least five - days training programme for all its teachers at least once in every three years in association with teacher training institutes recognized by the State or Central Government or any agency identified by the Board or the Board itself or the Centres of Excellence of the Board. The schools can organize training programmes for at least one third of its teachers every year.

The Board has set up Centres of Excellence at various places throughout the country to impart effective and continual training to the heads of schools, teachers and other stakeholders in a planned and systematic manner.

### 1. Organizational set up of Training Unit at CBSE



#### 1.1 Role of Training Unit at National Level

The Training Unit at Academic Branch of CBSE (Shiksha Sadan, 17, Rouse Avenue, Institutional Area, New Delhi) under the guidance of Director (Academic and Training) will act as a nodal agency of training.

It will be responsible for:

- i. Formulating training policy and reviewing it in the light of other reforms

- ii. Monitoring the training programmes
- iii. Issuing appropriate guidelines to Centres of Excellence to facilitate the implementation of the training policy and other changes brought out by CBSE
- iv. Coordinating with the various Centres of Excellence for :
  - a. Strengthening Trainer Development Programme and creation of Resource Pool of Master Trainers and Trainers to provide wider coverage
  - b. preparation, validation and review of training modules in different areas
  - c. conduct of Training Programmes
  - d. reviewing training process and strengthening it according to the feedback received from the trainees and the stakeholders
  - v. Keeping a track of latest national as well as international trends in in-service training of teachers and assimilating those in its training programmes in the Indian context
  - vi. Constantly upgrading the skills of the Master Trainers and Trainers in the new emerging techniques and methodologies of training as well as in emerging trends in education
  - vii. Carrying out evaluation studies to assess the impact of training programmes on the overall skills and knowledge of teachers /trainees and largely on the school education system.

### **1.2 Role of Regional Offices**

The ten Regional Offices of the Board at Ajmer, Allahabad, Bhubaneswar, Chennai, Delhi, Dehradun, Guwahati, Panchkula, Patna and Thiruvananthapuram will be responsible for:

- i. Updating database of schools (old and new) affiliated with the Board in their region
- ii. Conducting need analysis of teachers in their region in collaboration with the respective Centres of Excellence
- iii. Helping the Centres of Excellence in identifying:
  - a. Subject Experts for developing training material or modules
  - b. Personnel to be trained as Master Trainers and Trainers
  - c. Venues for different training programmes
- iv. Identifying Experienced Principals to help in preparation of training modules for the Induction Programmes for the heads of newly affiliated schools
- v. Conducting Induction Programmes for the heads of newly affiliated schools in collaboration with the respective Centres of Excellence.

### **1.3 Role of Centres of Excellence**

The seven Centres of Excellence at Gurgaon, Panchkula, Kakinada, Rae Bareilly, Kolkata, Pune and Thiruvananthapuram are responsible for:

- i. Carrying out Training Need Analysis in the areas of their own jurisdiction
- ii. Preparation of Training Modules in different training areas
- iii. Identifying personnel to be trained as Master Trainers and Trainers
- iv. Training of Master Trainers and Trainers depending upon the requirement
- v. Identifying areas for Action Research
- vi. Motivating schools to carry out action researches and to share their best practices with other schools
- vii. Undertaking action research in collaboration with schools and Training Unit of CBSE for the development of innovative methods, processes and practices for the improvement of teaching and learning environment in school education
- viii. Planning and implementing annual training calendar for the continuous professional development of teachers and principals
- ix. Disseminating information regarding various initiatives of CBSE to teachers and Heads of schools
- x. Monitoring the training programmes
- xi. Taking feedback from the trainees about the training attended
- xii. Reviewing and analyzing the feedback of the training programmes and then making desired changes in the training programmes
- xiii. Conducting seminars/webinars and conferences for teachers and Heads of schools on educational issues
- xiv. Liaising with various Educational Institutes/Organizations to collaborate and share ideas to strengthen capacity building of teachers, students and Heads of schools
- xv. Bringing out publications (monograph or journal) on educational issues relevant for heads of schools and teachers

## 2. Approach to Training

The entire training process will be carried out systematically as depicted below:



## 2.1 Identifying Training Needs

Before planning and organizing a training programme for teachers, a “Needs Assessment Survey” will be conducted so as to identify the training needs of the teachers. This will be a decentralized exercise. The Regional Offices with their academic staff as well as CBSE Centres of Excellence (COEs) will identify the needs of the teachers in their particular regions. The data regarding the training needs of the teachers will be obtained through online survey or interviews.

The needs identified at the Regional Offices/COEs will be collated and prioritized at Academic Unit of CBSE currently at Shiksha Sadan, 17 Rouse Avenue, Institutional Area, New Delhi and then training areas will be identified and training material will be prepared.

## 2.2 Setting Training Objectives

After identifying the training needs, training objectives will be formulated. Some general objectives of training programmes are listed below:

- a. To equip teachers with skills and competencies to effectively transact challenging content areas
- b. To motivate teachers to deliver quality education
- c. To enable teachers to be reflective and thoughtful about school practices

## 2.3 Planning and Designing Training Programmes

The training programmes will be planned and designed by enlisting the active participation of different personnel (Academic Officers at Academic Branch, ROs and Centres of Excellence) at different levels. Training experts, Heads of schools and teachers will also be consulted in planning and designing the training programmes.

### 2.3.1 Identification of Training Areas/Programmes

Based on the common needs of all the school teachers, the following training programmes will be planned and undertaken by the Board:

For Teachers		For Principals	For Students
Core Areas	Other Areas		
1. Subject Specific Training Programmes for Senior Secondary School Teachers (English, Geography, Economics, Accountancy, Business Studies, Mathematics, Chemistry, Physics and Biology)	1. Life Skills	1. Institutional Management / School Management and Leadership Skills	1. Life Skills

2. Subject Specific Training Programmes for Secondary School Teachers	2. ICT in Education (in collaboration with Oracle Academy and also by CBSE)	2. Induction Programme for heads of newly affiliated schools	2. ICT in Education (in collaboration with Oracle Academy)
3. Assessment of Speaking and Listening Skills	3. Heritage Education		3. Study Skills and Learning Strategies
4. Pedagogical / Instructional Strategies	4. Disaster Management		4. Career Counseling
5. Assessment of Learning	5. Inclusive Education		5. Disaster Management
6. Training Programmes for newly introduced subjects	6. Classroom Management		6. Leadership and Entrepreneurial Skills
	7. Action Research		7. Cyber Safety
	8. Values Education and Gender Sensitivity		8. Mental Health and Adolescent Issues
			9. Self Defence and Civil Defence

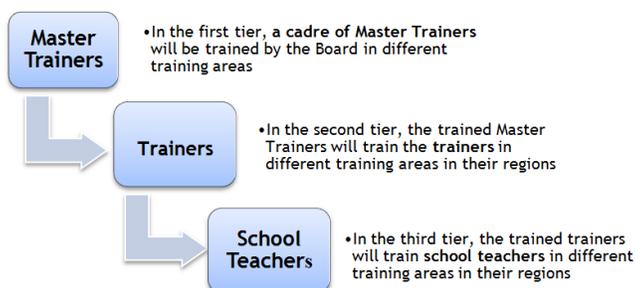
The list of identified training programmes might increase or decrease as per the needs of the trainees.

### 2.3.2 Preparation of Training Material/Modules

The training material on different areas will be prepared by involving subject experts especially school teachers, which then will be reviewed by a committee of experts before being implemented. All the COEs will be given the responsibility of getting the training modules prepared by the subject experts. The training modules will be reviewed at regular intervals and appropriate changes will be made as per the needs of the trainees.

### 2.3.3 In-service Teacher Education Model

A Three Tier Cascade Model will be used as given below:



Transfer of learning will take place from one level to the other level.

#### **2.3.4 Identification and Training of Master Trainers and 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:

- a. experienced in school improvement processes and strategies
- b. highly motivated and committed
- c. familiar with curriculum and pedagogy
- d. capable of using new technology
- e. easily and readily available
- f. effective communicator
- g. experienced in in-service trainings of teachers

**The Master Trainers/ Trainers will be:**

- Principals (Working / Retired)
- Vice Principals
- HODs and Coordinators
- Senior teachers
- Mentors (Active/Senior/Awarded)

The Master Trainers from all over India covering all the regions and zones will be selected after proper scrutiny and will be given training in the different training modules. Minimum 100 trainers will be trained by Master Trainers in each area specifically for subject specific training programmes for each COE. This number may vary and depends on the number of schools under the jurisdiction of each COE. Each trained trainer will conduct a minimum of 10 training programmes in two years.

#### **2.3.5 Identifying Training Venues and preparation of Training Calendar**

The training programmes will be conducted at various COEs or through respective COEs in the schools having adequate infrastructure in the areas under the jurisdiction of the respective COE.

## Jurisdiction for Centres of Excellence

S. No.	CENTRE OF EXCELLENCE	STATES	APPROX. NO. OF SCHOOLS	STATUS	CBSE REGIONAL OFFICE
1.	Gurgaon	Foreign schools	135	Functional	Delhi and Ajmer
		Delhi	1983		
		Rajasthan	767		
2	Panchkula	Himachal Pradesh	221	Functional	Panchkula
		Punjab	1001		
		Jammu and Kashmir	121		
		Chandigarh	157		
		Haryana	1224		
3	Kakinada	Andhra Pradesh	441	Functional	Bhubaneswar and Chennai
		Telangana			
		Odisha	287		
		Tamil Nadu	580		
		Puducherry	17		
		Andaman and Nicobar Islands	111		
4	Kolkata	Sikkim	211	Functional	Guwahati, Bhubaneswar and Patna
		Assam	220		
		Arunachal Pradesh	287		
		Nagaland	32		
		Manipur	64		
		Mizoram	13		
		Meghalaya	23		
		Tripura	43		
		West Bengal	241		
		Jharkhand	363		
		Chhattisgarh	510		
5	Rae Bareilly	Uttar Pradesh	2065	Functional	Allahabad, Dehradun and Patna
		Uttaranchal	470		
		Bihar	661		
6	Pune	Maharashtra	605	Functional	Chennai and Ajmer
		Daman and Diu	05		
		Dadar and Nagar Haveli	07		
		Goa	14		
		Madhya Pradesh	921		
		Gujarat	316		
7	Kochi	Kerala	1249	Non Functional	Thiruvananthapuram and Chennai
		Karnataka	629		
		Lakshadweep	12		

A comprehensive training calendar detailing the training venues and dates of training programmes will be prepared quarterly / half yearly at each Centre of Excellence and will be uploaded on the CBSE website.

### 2.3.5 Mode of Registration

The registrations will be done both in online and offline mode.

### 2.3.6 Modes of organizing In-service Training Programmes and Training Strategies and Techniques

In-service training programmes will be organized through the following modes:

- a. Face to Face Interaction Mode
- b. Online Mode
- a. Face to Face Interaction Mode: In this mode, the resource persons/trainers and the participants sit face to face. Strong advantage is the two way communication thus providing opportunities for social interaction between resource persons/trainers and the participants.

The following training strategies /techniques shall be utilised in the face-to-face training programme:

Discussion	Demonstration
Group Work/Pair Work	Brainstorming
Case Study	Interactive lectures supported by multimedia
Role Play	

- b. **Online Mode:** This mode is helpful in catering to the needs of the teachers who are located at far off places.

Online interactive webinars, video conferences may be organized on various issues of educational importance to supplement the face-to-face mode of training.

## 2.4 Implementing Training Programmes

Each Centre of Excellence will conduct the planned training programmes throughout the year in their jurisdiction. Each training programme will have the participation of 45-50 trainees. Each training programme may be monitored to ensure that quality of in-service education is maintained.

## 2.5 Assessing the training programmes and analyzing the feedback received

Each training programme will be assessed to know:

- a. The quality and effectiveness of training provided
- b. Improvement in the performance of teachers/trainees
- c. Adequacy of training programme

At the end of each training programme, the participants will be asked to fill in the

feedback form which will be reviewed and analysed. This will help in improving the training programmes. Moreover, the trainees will be given a post training test to assess how far they have benefitted from the training programme.

In order to ensure transfer of learning on part of the teachers, regular follow up may be taken up in the form of getting feedback from teachers through questionnaires and from Heads of schools who can send a report of the changes observed in the classroom and learning outcomes of the students. The gap(s) can be addressed in subsequent programmes.

### **3. Advisory Committee on Trainings**

An Advisory Committee will be constituted to provide quality inputs regarding the training programmes to be offered to the schools affiliated with the CBSE.

The Advisory Committee will consist of the following members:

- Director (Academic and Training): 01
- Advisors (Training) posted at various Centres of Excellence: 02
- Officers in charge of CBSE Training Unit: 02-03
- Directors of ZIETs of KVS: 02
- Representatives from NVS: 02
- Principal of Sainik School: 01
- Principal of school under Directorate of Education, Delhi: 01
- Principals of independent schools affiliated with the Board: 02
- Primary school teachers (one from Delhi and one from outside Delhi): 02
- Representative from NE states: 01
- Representative from Jharkhand: 01

Each Advisory Committee will be constituted for a term of three years.

### **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 heads of schools that will have a long term impact on the school education system in our country.

### Application for Introduction of Additional Subject(s)

The Secretary,

Central Board of Secondary Education, Shiksha Kendra, 2- Community Centre, Preet Vihar, Delhi-110092.

Sub: Request for introduction of additional subject(s)

from .....

Session in class .....

Sir,

Approval for teaching of the following additional subject(s) with effect from ..... is requested:

Subjects: (i) ..... (ii) .....  
(iii) ..... (iv) .....

Information in respect of facilities available/proposed to be made available for the teaching of additional subject is attached on following points:

- (a) Additional accommodation for teaching the subject (if the subject needs a separate room).
- (b) Particulars of teacher(s) to teach the subject(s) (Give details of academic qualifications etc. on the prescribed proforma).
- (c) Apparatus and equipment provided for teaching the subject(s) and amount spent (Attach separate lists of articles and apparatus, etc. with cost for each subject, if applicable).
- (d) Amount proposed to be spent on the equipment and accessories required for introduction of the new subject(s) in the next year .....
- (e) Particulars of library book added/proposed to be added on the subjects) in the current financial year.
- (f) Dimensions of the laboratory if the subject involves practical work.
- (g) Any other relevant information .....

**Countersigned:**

Yours faithfully,

Education Officer/President/ Manager/Secretary/Chairman of Trust/Society,

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 a crossed demand draft payable to the Secretary, Central Board of Secondary Education, New Delhi or in cash. The details of fees are as under.

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 (20) and the SALD (20) will be clubbed together for assessment on this activity. These students will be awarded marks out of 40 instead of 20 as it would be in the normal cases under 4 above. The students making three or more adults literate in that case will not be required to offer any other activity under the Essential Area. They will be deemed to have utilised maximum 40 marks (20 under essential Area + 20 under SALD).

In order to arrive at the overall grade in Work Experience it would be advisable that initially the assessment is done in terms of marks according to the weightages assigned to the 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-eighth (1/8) candidates be awarded A1 grade and the next one-eighth (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, Government and Government 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.

## 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. _____	_____ _____ _____ _____	

\*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 point wise 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, Shilpagram Road, Near Sankardev, Kalakhetra Panjabari, Guwahati - 781037
3. Regional Officer, Central Board of Secondary Education, Todarmal Marg, Ajmer (Raj.)- 305030
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, Haryana - 134152
6. Regional Officer, Central Board of Secondary Education, New No. - 3 (Old No. 1630A), J. Block, 16th Main Road, Anna Nagar (West), Chennai - 600040
7. Regional Officer, Central Board of Secondary Education, Ambika Complex, Behind State Bank Colony, Brahmsthan, Sheikhpura, Raja Bazar, Bailey Road, Patna - 800014
8. Regional Officer, Central Board of Secondary Education, 6th Floor, Alok Bharti Complex, Shaheed Nagar, Bhubaneswar - 751007
9. Regional Officer, Central Board of Secondary Education, Block-B, 2nd Floor, LIC Divisional Office Campus, Pattom, Thiruvananthapuram - 695004
10. Regional Officer, Central Board of Secondary Education, 99, Kaulagarh Road, Dehradun Uttarakhand - 248001

### 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 offices, along with 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.