SECONDARY SCHOOL CURRICULUM

2017-18

Main Subject
Volume - I
Secondary School Curriculum
2017-18

Volume - I
Main Subjects for Classes IX-X

CENTRAL BOARD OF SECONDARY EDUCATION
Shiksha Sadan, 17, Institutional Area, Rouse Avenue, Delhi - 110002
Fundamental Duties Part IV-A

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

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

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

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

1. Fundamental Duties (चतुर्थ भाग: संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।
In the words of Sri Aurobindo, “The Indians must have the firm faith that India must rise and be great and that everything that happened, every difficulty; every reverse must help and further their end...The dawn would soon be complete and the sun rise over the horizon. The sun of India's destiny would rise and fill all India with its light and overflow India and overflow Asia and overflow the world.”

The Future Belongs to India.

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

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

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

2. Curriculum in school education is crucially important as it provides a framework for all the activities to be conducted in the school to achieve desirable quality of education. The curriculum of CBSE is based on the National Curriculum Framework-2005. It has a dynamic character reflecting the changes that occur in society and global scenario.

3. A good curriculum is one which encourages meaningful learning through regularity, sincerity and devotion on the part of students. They should be encouraged to study regularly, sincerely with devotion and focus on gaining the deeper meaning of learning. They should make earnest efforts to acquire knowledge of self-concept, gain a sense of enterprise, aesthetic sensibilities and sportsmanship. In the present knowledge economy, a student can learn from many sources and should work collaboratively with peers and teachers.

4. CBSE envisions all round development of students, however, considering growing disconnect between the existing academic achievements at the secondary level in schools vis-à-vis senior secondary, greater academic emphasis has been placed in this curriculum. Students must also be equipped with a diverse range of skills, such as, creative thinking, problem solving, collaboration and resilience. With this in view, the ‘Secondary School Curriculum 2017-18’ has been realigned as per remodelled assessment pattern as notified vide notification number Acad-05/2017(Annexure-A), Acad-11/2017(Annexure-B) and Acad-4/2017(Annexure-C).

5. I acknowledge the efforts of all associated with the preparation of this curriculum document.

6. The schools must refer to the Curriculum Document for clarity and comply the directions on remodelled assessment in letter and spirit.

(R K Chaturvedi)
IAS
Chairman
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1. PRINCIPLES OF THE CBSE CURRICULUM

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

1.1 Salient Features of the CBSE Secondary School Curriculum

The Curriculum prescribed by CBSE strives to:

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

1.2 Objectives of the Curriculum

The Curriculum aims to:

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

1.3 Curriculum Areas at Secondary Level

Responding to the growing realization of disconnect between the existing academic achievements at the secondary level in schools vis-à-vis senior secondary, the secondary school curriculum acknowledges the fact that subjects like language, mathematics, science and social studies help the cognitive development of the child and, therefore require a greater academic emphasis. However, CBSE envisions the all-round development of students in consonance with the holistic approach to education at the secondary level, which is an important subsection of the whole education system.

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

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**Scholastic Areas:**

The curriculum envisages individualized learning acumen and seeks to explore the potential of students in acquiring substantial acknowledge and skills through academic rigors. With greater academic orientation and research skills in core academic areas, students would evolve as judicious young adults with a sense of real self-estimate having true values and principles. The scholastic areas are as follows:
(i) **Languages** include Hindi, English and other 36 languages (detailed in Curriculum Volume II). The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective communicative proficiencies. Learners use language to comprehend, acquire and communicate ideas in an effective manner.

(ii) **Social Sciences** (Geography, History, Economics and Political Science) intends to make learners understand their cultural, geographical and historical milieus and gain in-depth knowledge, attitude, skills and values necessary to bring about transformation for a better world. Social Science include the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities and the incorporation of the above-mentioned learning. Learners appreciate and value everyone’s right to feel respected and safe, and, also understand their Fundamental Rights and Duties and behave responsibly in the society.

(iii) **Science** (Biology, Chemistry and Physics etc.) includes gaining knowledge about Food, Materials, The World of The Living, How Things Work, Moving Things, People and Ideas, Natural Phenomenon and Natural Resources. The focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life. This learning can be used to analyze, evaluate, synthesize and create. Learners understand and appreciate the physical, biological and technological world and acquire the knowledge and develop attitude, skills and values to make rational decisions in relation to it.

(iv) **Mathematics** includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, and the ability to apply this knowledge and acquired skills in their daily life. It also includes understanding of the principles of reasoning and problem solving. Learners identify, integrate and apply numerical and spatial concepts and techniques. They have clarity of concepts and are able to connect them to the real world. Learners rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns.

**Co-Scholastic Areas:**

It is a well-known fact that only a healthy child can learn effectively and good health leads to better learning. Many other activities are necessary for development of the affective and psychomotor domain. The activities like games and sport, art and music, craft work etc. are termed as co-scholastic activities. The term co-scholastic activities are used for both cognitive and non-cognitive development that can take place by exposing the child to the scholastic and non-scholastic subjects. Work education, Art Education including local art, craft, literature and skills, Health and Physical Education, Yoga, traditional games, indigenous sports, NCC, Scouts and Guides, Martial Arts etc.
are integral parts of the curriculum and to be included in the routine of the schools for the holistic development of children. These are detailed below:

(v) **Work Education** provides children opportunities for participation in activities inside and outside the classroom, which enables them to understand scientific procedures involved in different types of work. These activities are to be drawn from the areas of health and hygiene, food, shelter, clothing, recreation and community service. The competencies to be developed in this field should include knowledge, understanding, practical skills and values through need-based life activities.

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

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

NCF-2005

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

These seven learning areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Children should get opportunities to think laterally, critically, identify opportunities, challenge their potential and be open to new ideas. Children when engage in practices that promote physical, cognitive, emotional and social development and wellbeing, connect different areas of knowledge, application and values with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth while transacting the curriculum.
2. IMPLEMENTATION OF THE CURRICULUM

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

2.1 Pedagogical Practices by Teachers

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

This is a universal fact that every child, no matter how unresponsive he or she may look, has something to say, some insights to contribute to a class discussion. Teacher should not label children as ‘slow learners’ or ‘bright students’, or ‘problem children’. Teacher need to identify students who need remediation. This can be detected by the teacher in the course of teaching and attended to as a part of pedagogic planning, through individualized attention. Teacher must diagnose learning difficulties and problem areas.

Reflection:
- Teaching should be in the conversational modes rather than in the modes of authoritarian monologue
- The teacher needs to draw the children and gain their confidence,
- Teachers should make deliberate attempts to explain the learning from utility of the textual material taught in school to real life.
2.2 Lesson/ Unit Plans

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

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

2.3 Creating Cross-Curricular Linkages

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

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

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

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

For Class X:

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

A-1  Top 1/8th of the passed candidates
A-2  Next 1/8th of the passed candidates
B-1  Next 1/8th of the passed candidates
B-2  Next 1/8th of the passed candidates
C-1  Next 1/8th of the passed candidates
C-2  Next 1/8th of the passed candidates
D-1  Next 1/8th of the passed candidates
D-2  Next 1/8th of the passed candidates
E    Failed candidates

Notes :-

a) Minor variations in proportion of candidates to adjust ties will be made.

b) In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.

c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.

d) In respect of subjects where total number of candidates passing a subject is
less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

For Class IX:

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

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</tr>
<tr>
<td>81-90</td>
<td>A2</td>
</tr>
<tr>
<td>71-80</td>
<td>B1</td>
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<tr>
<td>61-70</td>
<td>B2</td>
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<tr>
<td>41-50</td>
<td>C2</td>
</tr>
<tr>
<td>33-40</td>
<td>D</td>
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<tr>
<td>32 and below</td>
<td>E (Failed)</td>
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3.2 Internal Assessment (20 Marks)

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

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

(i) Periodic Test (PT) for 10 Marks

Periodic Test is a Pen and Paper assessment which is to be conducted by the respective subject teacher. The format of periodic test must have questions items with a balance mix, such as, very short answer (VSA), short answer (SA) and long answer (LA) to effectively assess the knowledge, understanding, application,
skills, analysis, evaluation and synthesis. Depending on the nature of subject, the subject teacher will have the liberty of incorporating any other types of questions too. The modalities of the PT are as follows:

a) **Mode:** The periodic test is to be taken in the form of pen-paper test.

b) **Schedule:** In the entire Academic Year, three Periodic Tests in each subject may be conducted as follows:

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<th>Mid-Term (PT-II)</th>
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<td>July-August</td>
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This is only a suggestive schedule and schools may conduct periodic tests as per their convenience. The winter bound schools would develop their own schedule with similar time gaps between two consecutive tests.

c) **Syllabus:** The portion of syllabus will be cumulatively covered in periodic test with reference to the announcement of date of tests by schools.

d) **Average of Marks:** Once schools complete conduct of all the three periodic tests, they will convert the weightage of each of the three tests into ten marks each for identifying best two tests. The best two will be taken into consideration and the average of the two shall be taken as the final marks for PT.

e) **The school will ensure simple documentation to keep a record of performance as suggested in detail circular no. Acad-05/2017.**

f) **Sharing of Feedback/Performance:** The students’ achievement in each test must be shared with the students and their parents to give them an overview of the level of learning that has taken place during different periods. Feedback will help parents formulate interventions (conducive ambience, support materials, motivation and morale-boosting) to further enhance learning. A teacher, while sharing the feedback with student or parent, should be empathetic, non-judgmental and motivating. It is recommended that the teacher share best examples/performances of IA with the class to motivate all learners.

(ii) **Notebooks Submission (5 Marks)**

Notebook Submission is a compulsory part of the internal assessment carrying a weightage of five marks from the academic year 2017-18 as an appraisal tool to ensure the regular and attentive participation of students in classroom transaction. Notebook submission broadly aims at enhancing seriousness of students towards preparing different types of notes on the topics being taught in the classroom as well as assignments. This also addresses the critical aspect of regularity, punctuality, neatness and notebook upkeep.
Notebooks are permanent records of the information processing by students and can act as a reference to revisit and help in documenting classroom activities and their own reflections. Notebooks encourage students to use writing for thinking and empowers them to actively monitor their own learning process. Notebooks submission offers opportunities to develop proficiency in writing skills and helps in acquisition of appropriate vocabulary and semantic knowledge of the language. Through Notebooks, students also gain efficiency in writing by improving speed and handwriting. Moreover, notebooks also promotes techniques such as annotation, summarization, identification of keywords, themes and topics etc.

Notebooks may also be a tool for teacher to ascertain engagement level of the students and their organizational skills. Notebooks serve as an important evidence for Principals to keep track of the learning of students and progress of teaching learning in a particular class. Notebooks can also add value in planning remedial strategies. It also keeps parents informed about the academic progress of their ward and the coverage of syllabus in the class.

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

a. **Regularity:** refers to bringing notebooks as per the timetable. Students who do not bring the notebooks regularly should be motivated/encouraged/ counselled to be regular in bringing the notebooks.

b. **Completion of Assignment/work done:** Timely and regular completion of work done/assignments in notebook is expected from students. Special attention/counseling /feedback to parents should be given to students who do not complete the assignment/work.

c. **Neatness and Upkeep of Notebook:** Quality of work in the notebook (legible, properly-indexed and dated, properly titled and labelled topics, creativity, neatness, cognitive/psycho-motor skills, e.g. drawing of graphs/diagrams/analytical work done in the assignment given)

**Suggestions for teachers**

- Notebook assignments must be aligned to classroom teaching.
- The volume and nature of assignments should be age appropriate.
- It may be ensured that notebooks should not become an expensive or burdensome activity for the students.
- Teachers should avoid negative remarks and try to motivate students by providing positive feedback keeping abilities of individual student in view.
- Teacher must identify cases of dysgraphia or students with some kind of writing difficulties and make special provisions for them per se. As
far as practicable, care should be taken for individual difference of students.

(iii) Subject Enrichment Activities (5 Marks)

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

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

Suggestive Activities in Listening and Speaking

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

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

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

Options for speech or aural disabled candidates:

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

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

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

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

3.3 Co-Scholastic Areas

Education envisages the comprehensive and holistic development of children and, hence, Co-scholastic activities are essential. CBSE recommends three major Co-scholastic activities viz., Work Education, Art Education and Health and Physical Education. Notification No Acad-05/2017 dated January 31 may be referred to in this regard.
(a) **Work Education**

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

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

(b) **Art Education**

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

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

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

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

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

Assessment of Co-Scholastic Areas

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

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

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

Parameters of Assessment

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
</tr>
<tr>
<td>C</td>
<td>Good</td>
</tr>
<tr>
<td>D</td>
<td>Fair</td>
</tr>
<tr>
<td>E</td>
<td>Average</td>
</tr>
</tbody>
</table>

### Suggestions for Teachers

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

### 3.4 Discipline (Attendance, Sincerity, Behaviour, Values)

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

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

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

The Examination Bye-Laws.

http://www.cbse.nic.in/newsite/examinationbyelaws.html
4. SCHEME OF STUDIES

4.1 SUBJECT OF STUDIES

The learning areas will be as follows:

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

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

(3) Mathematics

(4) Science

(5) Social Sciences

(6) Work Education

(7) Art Education

(8) Health and Physical Education

4.2 ADDITIONAL SUBJECTS

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

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

OR

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

OR


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 concerned schools at the end of class IX in the same syllabus and textbooks as are prescribed for class VIII. Those who are still unable to clear the third
language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear at the Secondary School Examination of the Board at the end of class X unless she/he has cleared the third language.

(ii) Hindi and English must be two of the three languages to be offered as stated in the note (i) above. Hindi and English must have been studied at least up to class VIII.

(iii) Hindi or English must be one of the two languages to be studied in class IX and X. Hindi and English can also be offered simultaneously. In Hindi and English, two courses have been provided for class IX and X keeping in view the varying backgrounds of the students. A student may either opt Communicative-English (Subject Code 101) or English Language and Literature (Subject Code 184). Similarly, in Hindi, a student may either opt for Hindi A (Code 002) or Hindi B (Code 085).

(iv) Students offering additional sixth vocational subject under NSQF scheme may also offer an additional language III as 7th subject.

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

4.3 INSTRUCTIONAL TIME AND OTHER PROVISIONS

Instructional time and other provisions will be as per the Right to Education Act-2009, Affiliation Bye-laws and Examination-Bye-laws of the Board.

4.4 MEDIUM OF INSTRUCTION

The medium of instruction in general in all the schools affiliated with the Board shall either be Hindi or English.
नवीं कक्षा में दाखिल होने वाले विद्यार्थी की भाषा शैली और विचार बोध का ऐसा आधार बन चुका होता है कि उसे उसके माध्यमिक स्तर के विस्तार और वैज्ञानिक समृद्धि के लिए जरूरी संसाधन मुहैया कराने जा रहा है। 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, कथामक्ता / गीतामक्ता, अखबारी समझ, शब्द की दूसरी शाश्वतियों के बीच अंतर, राजनीतिक एवं सामाजिक शेनाना का विकास, ईमान की अभिव्वाता का संरचन और आवश्यकता के अनुसार उपयुक्त भाषा-प्रयोग, शब्दों के सुचिल किताब-लिखकन, भाषा के नियम-निर्देश प्रकृति आदि से विद्यार्थी परिचित हो जाता है। इस्तीफा ही नहीं वह विभिन्न विषयों और विश्वसनीय की अनेक शैलियों से भी वाकिफ होता है। अब विद्यार्थी की पढ़ाई आवेदण-पद्धति, राज्य-देश की सीमा को लांघते हुए वैश्विक बिश्वविद्यालय तक फैल जाती है। इन बच्चों की दुनिया में समाचार, खेल, फिल्म तथा अन्य कलाओं के साथ-साथ स्थान पर प्रतिकारी और अलग-अलग तरह की भिड़ंतें 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 विश्वविद्यालय की भाषा बन सके। यद्यपि भी यह होगा कि विद्यार्थी भाषा के लिखित प्रयोग के साथ-साथ सहज और स्वाभाविक वैश्विक अभिव्वाता में भी सक्षम हो सके।

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(क) विद्यार्थी अपने स्तरों पर अपनी रुचि और आवश्यकता के अनुसार हिंदी की पढ़ाई कर सकते हैं तथा हिंदी में बोलने और लिखने में सक्षम हो सकते हैं।
(ख) अपनी भाषा दक्षता के बलते उच्चतर माध्यमिक स्तर पर विज्ञान, समाज विज्ञान और अन्य पादर्थक विज्ञान के साथ सहज संबंध (अंतरसंबंध) स्थापित कर सकते हैं।
(ग) दैनिक व्यवहार, आवेदन-पत्र लिखने, अलग-अलग किस्म के पत्र लिखने और प्राथमिक दर्ज करने इत्यादि में सक्षम हो सकते हैं।
(घ) उच्चतर माध्यमिक स्तर पर पहुँचते विभिन्न प्रकृतियों की भाषा के द्वारा उनमें वर्तमान अंतरसंबंध को समझ सकते हैं।
(ड) हिंदी में दक्षता को वे अन्य भाषाएँ-संस्कृति की समझ विकसित करने के लिए इस्तेमाल कर सकते हैं, स्थानांतरित कर सकते हैं।

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- कक्षा आठ तक अर्जित माध्यमिक कौशलों (सुनना, बोलना, पढ़ना, लिखना और स्तंभन) का उत्तरदायित्व विकास।
- सूत्रात्मक साहित्य के आलोचनात्मक आवाज की शास्त्र का विकास।
- स्वतंत्र और मौखिक रूप से अपने विद्यार्थी की अभिव्वाता का विकास।
- ज्ञान के विभिन्न अनुशासनों के विश्लेषण की भाषा के रूप में हिंदी की विकित्व प्रकृति एवं शक्ति का बोध करना।
- साहित्य की प्रभावपूर्णकृति का उपयोग करते हुए सभी प्रकार की विकल्पें (राष्ट्रीयताओं, धर्म लिंग, भाषा) के प्रति साकारत्मक और संवेदनशील रूप में काम।
• जाति, धर्म, लिंग, राष्ट्रीयताओं, क्षेत्र आदि से संबंधित पूर्वग्रहों के चलते बनी रूढ़ियों की भाषिक अभिव्यक्तियों के प्रति सजगता।
• विदेशी भाषाओं समेत अन्य भारतीय भाषाओं की संस्कृति की परिवर्तन के विचार।
• व्यवहारिक और दैनिक जीवन में विविध किस्म की अभिव्यक्तियों की मौखिक व लिखित क्षमता का विकास।
• संसार माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से अद्वितीय करना और नए–नए तरीके से प्रयोग करने की क्षमता से परिचय।
• सघन विशेषण, स्वतंत्र अभिव्यक्ति और तर्क क्षमता का विकास।
• असृत की पूर्व अर्थित क्षमताओं का उत्तरोत्तर विकास।
• भाषा में मौजूद हिस्सा की सरवनाओं की समझ का विकास।
• मतभेद, विरोध और टकराव की परिस्थितियों में भी भाषा के संवेदनशील और तर्कपूर्ण इस्तेमाल से परित्याग कार्य।
• भाषा की सामाजिक और बघभाषिक प्रकृति के प्रति ऐतिहासिक नजरिए का विकास।
• शास्त्रीय और अन्य सभी प्रकार की चुनौतियों का सामना कर रहे व्यक्तियों में भाषिक क्षमताओं के साधन के उनकी अपनी विशिष्ट गति और प्रतिभा की पहचान।

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माध्यमिक कक्षाओं में अध्यापक की भूमिका उदित भावावरण के निर्माण में सहयोग की होनी चाहिए। भाषा और साहित्य के भाषण में इस प्रति पर ध्यान देने की ज़रूरत होगी कि
• विद्वानों द्वारा की जा रही गतिविधियों को भाषा के विकास के अनिवार्य चरण के रूप में स्वीकार किया जाना चाहिए जिससे विद्वानों का अबध न हो तथा मौखिक अभिव्यक्ति करने में अनुभव करें। विद्वानों का शुद्ध्क्ष का ऐसा दबाव नहीं होना चाहिए कि वे तनाववस्त माहील में पड़ जाएं। उन्हें भाषा के सहज, कारगर और चर्चात्मक रूपों से इस तरह परिवर्तित करना उदित है कि वे स्वयं सहजरूप से भाषा का सृजन कर सके।
• गलत से सही दिशा की ओर पहुँचने का प्रयास हो। विद्वानों स्वतंत्र और अबध 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–विद्वानों का पहचान की जाए जिससे कक्ष में विद्वानों निरंतर सक्रिय भागीदारी करे और अध्यापक भी इस प्रक्रिया में उनका साथ बने।
• हर भाषा का अपना एक नियम और व्यक्तर होता है। भाषा की इस प्रकृति की पहचान करने में परिवर्तन और पाठ्य संदर्भ का ही प्रयोग करना चाहिए। यह पूरी प्रक्रिया ऐसी होनी चाहिए कि विद्वानों स्वयं को शोधकर्ता समझें तथा अध्यापक इसमें केंद्र निर्देशन करें।
• हिंदी में क्षेत्रीय प्रयोगों, अन्य भाषाओं के प्रयोगों के उदाहरण से यह बता सकता है कि भाषा अलग में नहीं बनती और उसका परिवेश अनिवार्य रूप से बघभाषिक होता है।
• भिन्न शिक्षा वाले विद्वानों के लिए उपयुक्त शिक्षण–सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्वानों से कमतर या अलग न समझा जाए।
• कक्ष में अध्यापक को हर प्रकार की बिनमताओं (लिंग, जाति, वर्ग, धर्म आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।
• परंपरा से चले आ रहे मुहावरों, कहावतों (जैसे, रानी रुठंगी तो अपना सुहाग लेंगी) आदि के जरिए विभिन्न प्रकार के पूर्वोक्ताओं की समझ पैदा करनी चाहिए और उनके प्रयोग के प्रति आलोचनात्मक दृष्टि विकसित करनी चाहिए।

• मध्यकालीन काव्य की भाषा में से विवचार का परिचय कराने के लिए जरूरी होगा कि किताबों में आए काव्यांशों की संगीतवाद प्रस्तुतियों के ऑडिओ–वीडियो कैसेट तैयार किए जाएंगे। अगर आसानी से कोई गायक/गायिका मिले तो कक्ष में मध्यकालीन साहित्य के अध्यायन–शिक्षण में उससे मदद ली जानी चाहिए।

• वृत्तचित्रों और फीचर फिल्मों को शिक्षण–सामग्री के तौर पर इस्तेमाल करने की जरूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के जरिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग–अलग छटा दिखाई जा सकती है।

• कक्ष में सिर्फ एक पाद्यपुस्तक की भौतिक उपस्थिति से बेहतर यह है शिष्क के हाथ में तरह–तरह की पाद्यसामग्री की विद्यार्थी देख सकें और शिक्षक उनका कक्ष 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 शिष्क 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 पहुँचाकर संतुष्ट होने की जगह वे अधिकतम अर्थ की खोज करने का अर्थ समझ जाएंगे। इससे शब्दों की अलग–अलग रंगत का पता चलेगा, वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएंगे।

Q ld j.k fcaq
d {kk 9 ¼wo½
• उपसर्ग, प्रत्यय
• समास
• अर्थ की दृष्टि से बाक्य भेद
• अलंकार–शब्दालंकार – अनुप्रास, यमक, श्लेष अर्थालंकार – उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण
d {kk 10 ¼lo½
• रचना के आधार पर बाक्य भेद
• बाक्य
• पद – परिचय
• रस
Jo.k o okpu ¼ek$i d @cky uk½l a akh ; k;i r k;i

Jo.k ¼qu½ d lSky

- वर्णित या पहिले सामग्री, वातावरण, भाषण, परिचय, वार्तालाप, वाद-विवाद, कविता-पाठ आदि का सुनकर अर्थ प्रदान करना, मूल्यांकन करना और अभिव्यक्ति के ढंग को जानना।
- वक्तव्य के भाव, विनोद, व उसमें निहित संदेश, वार्ता आदि को समझना।
- वैचारिक मलेम्द होने पर भी वक्ता की बात को ध्यानपूर्वक, वार्तापूर्वक और शिष्टाचारजनुकुल प्रकार से सुनना व वक्ता के वृद्धि को समझना।
- ज्ञानार्थ, मनोरंजन व प्रेरणा प्राप्त करने हेतु सुनना।
- वक्तव्य का आलोचनात्मक विश्लेषण कर सुनकर उसका सार प्रदान करना।

Jo.k ¼qu½ d k ew; kld u

परीक्षक फिरसे प्रश्नात्मक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेंगे। अनुच्छेद तत्वावली या सुझावत्मक हो सकता है। अनुच्छेद लगभग 150 शब्दों का होना चाहिए। परीक्षक को सुनने-सुनते परीक्षार्थी अलग कागज़ पर दिए हुए श्लोक पुढ़ने के अनुसार को हल कर सकेंगे। आम्यास रिक्त स्थान पूर्ति, बहुविकल्पी अथवा सत्य-असत्य का चुनाव आदि विषयों में हो सकते हैं।

okpu ¼ek$i d u½ lSky

- बोलचं समय मली प्रकार उच्चारण करना, गति, तय, आरोह-अरोह उद्धित बलाघात व अनुतान सहित बोलना, सस्पेंस कविता-वाचन, कथा-कहानी अथवा घटना सुनना।
- आलंबितवाच, साहित्य व धारावाच बोलना, कार्यक्रम-प्रस्तुति।
- भाषा का सम्बन्ध जैसे हर, विशाल, विस्मय, आदर आदि को प्रभावशाली रूप से यक्त करना, भावानुकुल संवाद-वाचन।
- आवचारिक व अनौपचारिक भाषा में भेड़ कर सकने में कुशल होना व प्रतिक्रियाओं को नियंत्रित व शीघ्र भाषा में प्रकट करना।
- मौखिक अभिव्यक्ति को क्रमबद्ध, प्रकरण की एकता सहित व यथासंभव संशोधन रखना।
- स्थागत करना, परिचय कर देना, ध्यानदायक देना, भाषण, वाद-विवाद, कृतिभाषा ज्ञापन, सवेदना व बकाई इत्यादि मौखिक कौशलों का उपयोग।
- मंच भर से मुक्त होकर प्रभावशाली ढंग से 5-10 मिनट तक भाषण देना।

okpu ¼ek$i d k ij k k

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

यहाँ इस तत्व पर बल देना आवश्यक है कि संपूर्ण स्त्रोत के दौरान वाचन कौशलों का मूल्यांकन एक नियमित व लक्ष्य प्रक्रिया होनी चाहिए। वार्तालाप कौशलों के मूल्यांकन के लिए एक मापक्रम नीचे दिया गया है। इसमें प्रत्येक कौशल के लिए विवाहितों को अपने साथ पांच मात्र अंक प्रदान किए जाते हैं परंतु 1, 2, 3, 4 तथा 5 पटिटकां हेतु ही
विनिर्देशित स्पष्ट की गई है। विद्यार्थियों को वर्ष के प्रारंभ 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

<table>
<thead>
<tr>
<th>J.o.k ¼ quk½</th>
<th>okp u ¼ kgy uk½</th>
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<tbody>
<tr>
<td>1 विद्यार्थी में परिचित संदर्भों में प्रस्तुत शब्दों और पदों को समझने की समायोग्यता है, किन्तु सुसंबंध आशय को नहीं समझ पाता।</td>
<td>1 शिक्षार्थी केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है किन्तु एक सुसंबंध स्तर पर नहीं बोल सकता।</td>
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<tr>
<td>2 छोटे सुसंबंध कथनों को परिचित संदर्भों में समझने की योग्यता है।</td>
<td>2 परिचित संदर्भों में केवल छोटे सुसंबंध कथनों का सीमित युक्तिसूत्र से प्रयोग करता है।</td>
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<td>3 परिचित या अपरिचित दोनों संदर्भों में कठिन सूचना को स्पष्ट समझने की योग्यता है। अवश्यक या अनुरक्षित करता है जिससे प्रश्न में रूकावट आती है।</td>
<td>3 अपरिचित दीर्घ भाषण में अधिक जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है अभी भी कुछ अवश्यक या अनुरक्षित करता है। जिससे प्रश्न में रूकावट नहीं आती।</td>
</tr>
<tr>
<td>4 दीर्घ कथनों की हुयखला को प्रयात युक्तता से समझता है और निष्कर्ष निकाल सकता है।</td>
<td>4 अपरिचित स्थितियों में विचारों को तर्किक ढंग से संगठित कर धारा प्रवाह रूप में प्रस्तुत कर सकता है। ऐसी गलतियाँ करता है जिससे प्रश्न में रूकावट नहीं आती।</td>
</tr>
<tr>
<td>5 जटिल कथनों के विचार-विवुड़ों को समझने की योग्यता प्रदर्शित करता है, उद्देश्य के प्रस्तुत सूचना की कुशलता प्रदर्शित करता है।</td>
<td>5 उद्देश्य और प्रश्न के लिए पूर्णकृत शैली को अपना सकता है, केवल मामूली गलतियाँ करता है।</td>
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</tbody>
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fVii. kh %

● परीक्षण से पूर्व परीक्षाधीन को तैयारी के लिए कुछ समय दिया जाए।
● विद्यार्थियों के लिए विषय के समस्याओं का समझकर गणना का प्रयोग करें।
● निर्धारित विषय परीक्षा के अनुसार संसार के हो, जैसे: कोई चुटकुला या हास्य-प्रसंसा सुनना, हाल में पढ़ी पुस्तक या देखे गए सिनेमा की कहानी सुनना।
● जब परीक्षाधीन बोलना प्रारंभ कर दे तो परीक्षक कम से कम हर्षत्सक़ करें।

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पत्र क्षमता का मूल्य उद्देश्य ऐसे व्यक्तियों का निर्माण करने में निहित है जो स्वतंत्र रूप से बिजल कर सकें तथा जिनमें न केवल अपने स्वयं के ज्ञान का निर्माण की क्षमता हो अपने उक्त ये इसका आलमालशोकन भी कर सकें।

● सरस्यता दृष्टि से पढ़ पाता का कृंदीय विचार प्रणाली का प्रयोग करें।
● एकाग्रता हो एक अभिशेष गति के साथ मौन पतन करें।
● परिज्ञात समय पर केवल प्रतिदिन दिन का प्रकट कर सकना।
● भाषा, विचार एवं शैली की सतर्कता कर सकना।
● साहित्य के प्रति अभिव्यक्ति का विकास करना।
● संस्कार के अनुसार बोलना के अर्थ-मेहन्तों का पहचान करना।
● विभिन्न विशेष उद्देश्य को प्रणाल में रखते हुए तत्त्वज्ञाती विशेष स्थल को पहचान करना।

5
पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
पठित अनुच्छेदों के शीर्षक एवं उपशीर्षक देना।
कविता के प्रमुख उपादन तुक, लय, यति आदि से परिचित होना।

**व्यक्तिगत उत्तरपत्र**
५%पटन के लिए सामाजिक, सांस्कृतिक, प्राकृतिक, कलात्मक, मनोवैज्ञानिक, वैज्ञानिक तथा खेल–कूद और मनोरंजन संबंधी साहित्य के सरल अंश चुनें जाएँ।

**सिद्धांत**
- लिपि के मान्य रूप का ही व्यवहार करना।
- विराम–चिह्नों का सही प्रयोग करना।
- लेखन के लिए साक्षर (व्यवहारशिष्ट) शब्द भंडार की वृद्धि करना।
- प्रभावपूर्ण भाषा तथा लेखन–शैली का स्वाभाविक रूप से प्रयोग करना।
- उपयुक्त अनुच्छेदों में बॉक्स कर लिखना।
- प्रारंभना पत्र, निमंत्रण पत्र, बधाई पत्र, संवेदना पत्र, आदेश पत्र, एस. एम. एस. आदि लिखना और विविध प्रपत्रों को भरना।
- विविध ठोरों 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 संवर्त में परिवर्तित करना और संवर्त को कहानी में।
- समारोहों और गोष्टियों की सूचना और प्रतिवेदन तैयार करना।
- सार, संक्षेपकरण, भावार्थ लिखना।
- गद्य एवं पढ़ा अवतरणों की व्याख्या लिखना।
- स्वामुहूर्त विचारों और भावनाओं को सफ़ेद, सहज और प्रमाणशाली ढंग से अभिव्यक्त करना।
- क्रमबद्धता और प्रकरण की एकता बनाए रखना।
- अभिव्यक्ति में सौंप्य एवं संक्षिप्तता का ध्यान रखना।
- लिखने में मौलिकता और सर्जनात्मकता लाना।

**विषय**
- वाद–विवाद
  विषय — शिक्षक विषय का चुनाव स्वयं करें।
  आधार बिनु — तार्किकता, भाषण कला, अपनी बात अधिकारपूर्वक कहना।
- कविता समालन
  पाठयपुस्तक में संकलित कविताओं के आधार पर कविता पाठ या
  मौलिक कविताओं की रचना कर कवि समालन या अंत्याक्षरी
- मंच पर बोलने का अभ्यास / या मंच भय से मुक्ति
- कहानी सुनाना/कहानी लिखना या घटना का वर्णन/लेखन

**v k l y f c a q**
- संवाद — भावानुकूल, पात्रानुकूल
- घटनाओं का क्रमिक विवरण
- प्रस्तुति करण
- उच्चारण

- परिचय देना और परिचय देना — पाठ्य पुस्तक के पाठों से प्रेरणा लेते हुए आहुलिंक तरीके से किसी नए मिन्न 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।
- आशुमानण— विद्यार्थियों की अनुभव परिधि से संबंधित विषय।
- सामूहिक चर्चा— विद्यार्थियों की अनुभव परिधि से संबंधित विषय।

**e 8; k a lu d s l s f c a q k a d k f o o j . k**

**i t r q h d j . k**
- आत्मविश्वास
- हाव—भाव के साथ
- प्रभावशाली प्रस्तुति
- तार्किकता
- सम्पूर्णता

**f o 8; k; o l r q**
- विषय की सही अवधारणा
- तर्क सम्मत

**H k k ’ k k**
- शब्द चयन व सम्पूर्ण, सतर्क और अवसर के अनुकूल हों।

**m P p l j . k**
- सम्पूर्ण उच्चारण, सही अनुसार, आरोह—अवरोह पर अधिक बल देना चाहिए।

**bl v o L F k k i j c y f n , t h u s ; k k ; d j t h o u e 8;**
- सच्चाई, आत्म—अनुशासन
- सहकारिता, सहानुभूति
- न्याय, समानता
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<tr>
<td>पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिनु/संरचना आदि पर अति लघुत्तमक एवं लघुत्तमक प्रश्न</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>(अ) एक अपठित गद्यांश (100 से 150 शब्दों के) (1x2=2) (2x3=6)</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>(ब) एक अपठित काव्यांश (100 से 150 शब्दों के) (1x3=3) (2x2=4)</td>
<td></td>
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<td>2</td>
<td>व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिनु/संरचना आदि पर प्रश्न (1x15)</td>
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<tr>
<td>व्याकरण</td>
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<td></td>
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<td>1</td>
<td>शब्द निर्माण</td>
<td>7</td>
</tr>
<tr>
<td>उपसर्ग — 2 अंक, प्रत्यय — 2 अंक, समास — 3 अंक</td>
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<tr>
<td>2</td>
<td>अर्थ की दृष्टि से वाक्य भेद — 4 अंक</td>
<td>4</td>
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<tr>
<td>3</td>
<td>अर्थालंकार — 4 अंक</td>
<td>4</td>
</tr>
<tr>
<td>(शब्दालंकार अनुप्रास, यमक, रूपक) (अर्थालंकार उपप्रम, रूपक, उपचार, अर्थशास्त्र, मानवीकरण)</td>
<td></td>
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<tr>
<td>3</td>
<td>पादश्लागक शिल्पित भाग-1 व पूर्वपादश्लागक कृतिका भाग-1</td>
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<td>(अ)</td>
<td>गद्य खण्ड</td>
<td></td>
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<td>शिल्पित से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का बोध, भाषिक बिनु/संरचना आदि पर प्रश्न। (2+2+1)</td>
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<td>शिल्पित से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च विचार व मनन क्षमताओं का आकलन करने हेतु प्रश्न। (2x4)</td>
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<tr>
<td>(स)</td>
<td>पूर्व पादश्लागक कृतिका भाग-1</td>
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पूरक पुस्तिका 'कृतिका' के निर्धारित पाठों पर आधारित एक मूल्य परक प्रश्न पूछा जाएगा। इस प्रश्न का कुल मार्क पाँच अंक होगा। ये प्रश्न विद्यार्थियों के पाठ पर आधारित मूल्यों के प्रति उनकी संवेदनशीलता को परखने के लिए होगा।

4 लेखन

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<tr>
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(अ) अवधारित की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र। (5x1)

(स) किसी एक विषय पर 'संवाद लेखन'। (5x1)

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बंदरगाह, २०१७, दिसम्बर १

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<th>समलैंगिकता</th>
<th>संख्या</th>
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<td>1</td>
<td>काय्यबोध व काय्य पर स्वयं की सोच की परख करने हेतु क्षितिज से निर्धारित कविताओं में से काय्यांश के आधार पर प्रश्न। (2+2+1)</td>
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| 2 | क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काय्यबोध परखने हेतु प्रश्न। (2×4) | | 08 |

| (स) | पूरक पाठपुस्तक कृतिका भाग—2 | | 04 |

| पूरक पुस्तका ‘कृतिका’ के निर्धारित पाठों पर आधारित एक मूल्य परक प्रश्न पूछा जाएगा। इस प्रश्न का कुल मार पौष्ठिक अंक होगा। ये प्रश्न विद्यार्थियों के पाठ पर आधारित मूल्यों के प्रति उनकी संपेदनशीलता को परखने के लिए होगा। (4×1) |

| 4 | लेखन | | |

| (अ) | विभिन्न विषयों और संबंधों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत विन्दुओं पर आधारित समस्माविक एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 200 से 250 शब्दों में किसी एक विषय पर निबंध। (10×1) | | 10 | 10 |

| (ब) | अभिव्यक्ति की क्षमता पर कस्ट्रिक औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र। (5×1) | | 05 |

| (स) | विषय से संबंधित 25—50 शब्दों के अंतर्गत विज्ञापन लेखन। (5×1) | | 05 |

<p>| d g | | | 80 |</p>
<table>
<thead>
<tr>
<th>क्रमांक सं. 5</th>
<th>प्रश्नों का प्रारूप</th>
<th>दक्षता परीक्षण / अधिगम परिणाम</th>
<th>अंति लघूता रात्मक 1 अंक</th>
<th>लघूता रात्मक 2 अंक</th>
<th>निबंधात्मक वर्ग 1 4 अंक</th>
<th>निबंधात्मक वर्ग 5 10 अंक</th>
<th>कुल योग</th>
</tr>
</thead>
<tbody>
<tr>
<td>क</td>
<td>अपवित्र बोध</td>
<td>अवधारणात्मक बोध, अर्थ, अर्थशास्त्र, अनुमान लगाना, विश्लेषण करना, शब्दज्ञता व भाषिक कौशल</td>
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<td>ख</td>
<td>व्यावहारिक व्यक्ति</td>
<td>व्याकरणिक सर्वनामों का बोध और प्रयोग, विश्लेषण एवं भाषिक कौशल</td>
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<td>15</td>
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<td>ग</td>
<td>पादय पुस्तक</td>
<td>प्रत्यावर्धन, अर्थशास्त्र (बावभाषण), लेखक के मनोभावों को समझना शब्दों का प्रसंगानुकूल अर्थ समझना, आलोचनात्मक चित्रण, तार्किकता, सस्तहरू, साहित्यिक परिपथों के परिप्रेक्ष्य में मूल्यांकन, विश्लेषण, सूचनात्मकता, कल्पनाशीलता, कार्य-कारण संबंध स्थापित करना, सामयिक एवं अंतरों की पहचान, अभिव्यक्ति में मात्रिक्ष एवं जीवन मूल्यों की पहचान</td>
<td>02</td>
<td>12</td>
<td>01</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>घ</td>
<td>रचनात्मक लेखन (लेखन कौशल)</td>
<td>संकेत विद्वानों का विस्तार, अपने मत की अभियोजन, सांदर्भिक समझाना, आध्यात्मिक निर्देशन, भाषा में प्रवाहमयता, सटीक शैली, उचित प्रारूप का प्रयोग, अभिव्यक्ति की मात्रिक्ष, सूचनात्मकता एवं तार्किकता</td>
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<td></td>
<td>कुल</td>
<td>1 x 22 = 22</td>
<td>2 x 17 = 34</td>
<td>4 x 1 = 4</td>
<td>5 x 2 = 10</td>
<td>10 x 1 = 10</td>
<td>80</td>
</tr>
</tbody>
</table>
भारत एक बहुभाषी देश है जिसमें बहुत-सी श्रेणीय भाषाएँ रची-बती हैं। भाषिक और सांस्कृतिक दृष्टि से भिन्न होने के बावजूद मान्यता परिपत्र में बहुत कुछ ऐसा है जो एक दूसरे को जोड़ता है। यही कारण है कि मान्यता के रूप में अलग भाषा को पढ़ने वाला विद्वानें जब दूसरी भाषा के रूप में हिंदी का चुनाव करता है तो उसके पास अभिव्यक्ति का एक दृढ़ आधार पड़ती है। इसलिए एक दूसरी कला में सीखी हुई हिंदी का विकास भी वह तेजी से करने लगता है। आठवीं कक्षा तक वह हिंदी भाषा में चुना जाता है। दूसरी-दूसरी भाषा का अभ्यास कर चुका होता है। हिंदी का बाल पत्रिकाएं और छिटपुट रचनाएं पढ़ना भी अब उसे आ गया है। इसीलिए जब वह नवीं, दसवीं कक्षा में हिंदी पढ़ना तो जहाँ एक और हिंदी भाषा के माध्यम से शारीर देश से जुड़ेगा वहाँ दूसरी और 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।

**f' k k m i $:**
- 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।
- आधुनिक विषयों और संदर्भों में बातचीत में भाषा के अधिकार को पढ़ना करने की क्षमता का विकास करना।
- हिंदी के ज़रिये अपने आत्मा संसार को लिखने का सहज अभ्यास करना।
- संसार के विविध माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी के विविध रूपों को समझने की योग्यता का विकास करना।
- कक्षा में बहुभाषी, बहुसंस्कृति संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- अपनी मान्यता और परिवेशगत भाषा को साथ रखकर हिंदी की संरचनाओं की समझ बनाना।

**f' k k i O l ; i %:**
- द्वितीय भाषा के रूप में पढ़ाई जा रही हिंदी भाषा का स्तर पढ़ना और पढ़ने दोनों ही दृश्यों से मान्यता सीखने की तुलना में कुछ मंथर गति से चलने। यह गरीब ध्वनि-ध्वनि बदल सके, इसके लिए हिंदी अध्यापकों को बड़े धीरे से अपने अध्यापक कार्यक्रमों का नियोजित करना होगा। किसी भी द्वितीय भाषा में नियुक्त प्राप्त करने-कराने का एक ही उपाय है— मूलभूत कार्यालय और अभ्यास करना।
- ये अभ्यास जितने अधिक रोचक, संक्षिप्त और प्रासंगिक होने वाले विविधियों का भाषिक उपलब्धि भी उतनी ही तेजी से हो सकती है। फ़ूफ़ा भाषिक अभ्यास के लिए वार्तालाप, रोचक कहानी सुनना—सुनाना, घटना वर्णन, विचार-वर्णन, संवाद, वाद-विवाद, अभिव्यक्ति, भाषण प्रतिभागिताएँ, कविता पाठ और अंग्रेजी जैसी गतिविधियों का सहारा लिया जा सकता है।
- मध्यकालीन काल की भाषा के मर्म से विवाहों का परिवर्तन करने के लिए जरूरी होगा कि किसानों में आए कार्यों को संगीतिक प्रस्तुतियों के औरों—वीडियों कैनल तैयार किए जा रहे हैं। अगर आसानी से कोई गायक-गायिका मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।
- वृत्तियाँ और फ़ीचर फिल्मों की शिक्षा—सामाजिक के तौर पर इस्तेमाल करने की जरूरत है। इसके प्रदर्शन के क्रम में इन पर लगातार बालचीत के जरिए सीमा के मध्यम से भाषा के प्रयोग की विशेषता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।
• कक्शा में सिर्फ एक पाठ्यपुस्तक की भौतिक उपस्थिति से बहतर यह है शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को विद्यार्थी देख सके और शिक्षक उनका कक्शा 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 सके कि वे भी शब्दकोष, साहित्यकोष, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनको 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 जाएंगे। इससे शाब्दों की अलग-अलग रूपों का पता बलेगा और उनमें संवेदनशीलता भी बढ़ेगी। वे शाब्दों के बारे में कांतियों के प्रति और सजग हो पाएंगे।
• 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।
• कक्शा में अध्यापन को हर प्रकार की विभिन्नताओं (लिंग, धर्म, जाति, वर्ग आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निमित्त करना चाहिए।

Q 1.3.3.4.2

1. वर्ण-विच्छेद, अनुस्थाप, अनुवाद, संक्षेप करना।
2. तरह-तरह के पाठों के संदर्भ में शब्दों के अवलोकन द्वारा उपसर्ग और साधे प्रत्यय यापित करना।
3. वाक्य के स्तर पर विराम चिह्नों का सुनिश्चित करना।

Q 1.3.3.4.2

1. शब्द, पद और पदवंश में अंतर।
2. रचना के आधार पर वाक्य रूपांतर।
3. शब्दों के अवलोकन द्वारा समार्थ शब्दों की पहचान और उनके अर्थ का अनुमान।
4. मुहावरों और उनका प्रयोग।
5. वाक्य अगुन्दी शौर्य।

jpuK edw; kal u 1Q kyle $v0½

J o.k 1¼ qu½ v k$s okpu 1½ gky u½ d h; kr k;}
**J o. k (सुनना)** का मूल्यांकन: परीक्षक किसी प्रारंभिक विषय पर एक अनुशंस्क का स्पष्ट वाचन करेगा। अनुशंस्क तथ्यात्मक या सुझावात्मक हो सकता है। अनुशंस्क लगभग 150 शब्दों का होना चाहिए। परीक्षक को सुनने-सुनते परीक्षार्थी अनलग कागज पर लिख हुए श्रवण बोलने के अंशाओं को हल कर सकेंगे। अध्याय रिक्त स्थान पूर्ति, बहुविकल्पी अथवा सत्य/असत्य का चुनाव आदि विशेषों में हो सकते हैं।

**olpu ¼kg uk½ d k i h[k k**
- पदों के क्रम पर आदर्श 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 प्रत्यासरण कर सके।
- कोई कहानी सुनना या किसी घटना का वर्णन करना। यहीं इस तथ्य पर बल देना आवश्यक है कि संपूर्ण सत्र के दौरान व्याकरण की मूल्यांकन एक नियमित व सत्ता प्रक्रिया होनी चाहिए। वाल्तालाप कौशलों के मूल्यांकन के लिए एक मापक की नीचे दिया गया है। इसमें प्रयोग की जाएगी। कौशलों के लिए विद्याधिकारी को एक से पाँच के मध्य अंक प्रदान किये जाते हैं। पल्ट 1, 2, 3, 4 तथा 5 पटिकों में होती है विद्वानविद्वानों के संबंध में है। इस मापक का उपयोग करते हुए शिक्षक अपने विद्याधिकारी को किसी विशिष्ट पटिक में रख सकता है विद्याधिकारी को विषय के प्रारम्भ में ही यह सुनिश्चित कर दिया जाना चाहिए कि उसका भाषा में सहमागतिता का मूल्यांकन इस प्रकार किया जाना है।

<table>
<thead>
<tr>
<th>Olpu ¼kg uk½</th>
<th>olpu ¼kk uk½</th>
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<tbody>
<tr>
<td>J o. k ¼lquuk½</td>
<td>Shikshaarivinayak (यथा-यथा) शब्दों और पदों को समझने की सामान्य योग्यता है, किन्तु सुंबंध अंशयों को नहीं समझ पाता।</td>
</tr>
<tr>
<td>1</td>
<td>Shikshairivinayak (यथा-यथा) शब्दों और पदों को प्रयोग की योग्यता प्रदर्शित करता है किन्तु एक सुंबंध स्तर पर नहीं बोल सकता।</td>
</tr>
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<td>2</td>
<td>Parichit sāndhānānām kēvala chhote suṁbād kāsthānām kā sāminit suṇātā sa prāyog kārta है।</td>
</tr>
<tr>
<td>3</td>
<td>चौथे सुंबंध कथनों को परिचित संदर्भों में समझने की योग्यता है।</td>
</tr>
<tr>
<td>4</td>
<td>अपेक्षादीर्घ भाषण में अधिक जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है अभी भी कुछ अशुद्धियाँ करता है। जिससे प्रेषण में रूकावट आती है।</td>
</tr>
<tr>
<td>5</td>
<td>अपेक्षित स्थितियों में विचारों को तार्किक दंग से संगठित कर धारा प्रवाह रूप में प्रस्तुत कर सकता है। ऐसी गलतियों करता है जिससे प्रेषण में रूकावट नहीं आती।</td>
</tr>
<tr>
<td>6</td>
<td>दीर्घ कथनों की शृंखला को पर्याय शुद्धता से समझता है और निर्धार निकाल सकता है।</td>
</tr>
<tr>
<td>7</td>
<td>जटिल कथनों के विचार-विचारों को समझने की योग्यता प्रदर्शित करता है, उद्देश्य के अनुकूल सुनने की कुशलता प्रदर्शित करता है।</td>
</tr>
<tr>
<td>8</td>
<td>उद्देश्य और श्रोता के लिए उपयुक्त शैली का अपना सकता है, केवल मामूली गलतियाँ करता है।</td>
</tr>
<tr>
<td>9</td>
<td>उद्देश्य और श्रोता के लिए उपयुक्त शैली का अपना सकता है, अनुकूल सुनने की कुशलता प्रदर्शित करता है।</td>
</tr>
</tbody>
</table>
पतन क्षमता का मुख्य उदेश्य ऐसे व्यक्तियों का निर्माण करने में मिलता है जो स्वतंत्र रूप से विचार कर सकें और जिनमें न केवल अपने स्वयं के ज्ञान का निर्माण की क्षमता हो अपितू वे इसका आत्मावलोकन भी कर सकें।

हिंदी में कहानी, निबंध, यात्रा-वर्णन, जीवनी, पत्र, डायरी आदि को अर्थबोध के साथ पढ़ सकना।

पाठयपुस्तक के संबंध में विचार कर सकना और अपना मत व्यक्त कर सकना।

संदर्भ सहीत को पढ़कर अपने काम के लारक सूचना एकत्र कर सकना।

पतित विश्व का सारांश तैयार कर सकना।

हिंदी की परंपरित और अपरंपित शब्दों की सही वर्तमान लिखना।

विषय, विषय का चुनाव स्वयं करें

विश्वास, तार्किक, भाषण कला, अपनी बात अधिकारपूर्वक कहना

पाठ्यपुस्तक में संक्लित कविताओं के आधार पर कविता पाठ या मौलिक कविताओं की रचना कर कवि सम्मेलन या अंत्यायारी

अभिव्यक्ति

गति, लघु, आरोह-अवरोह सहित कविता वाचन

मंच पर बोलने का अभ्यास / या मंच-भाषा से मुक्ति

संवाद – भावानुकूल, पात्रानुकूल
• प्रश्नाओं का क्रमिक विवरण
• प्रस्तुतीकरण
• उच्चारण

- *iğp; nskvłiğp; ysk* — 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।

- *vHku; dyk* — पाठों के आधार पर विद्यार्थी अपनी अभिव्यक्ति का प्रदर्शन कर भाषा में संवाद की अदायगी का प्रभावशाली प्रयोग कर सकते हैं। नाटक एक सामूहिक क्रिया है। अतः नाटक के लेखन, निर्देशन संवाद, अभिव्यक्ति, भाषा व उद्देश्य इत्यादि को देखते हुए शिक्षक स्वयं अंकों का निर्धारण कर सकता है।

- आशुभाषण — विद्यार्थियों की अनुभव परिधि से संबंधित विषय।

- सामूहिक वर्चा — विद्यार्थियों की अनुभव परिधि से संबंधित विषय।

मूल्यांकन के संकेत विद्वानों का विवरण प्रस्तुतीकरण

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

- विषय की सही अवधारणा
- तर्क सम्मत

- अवसर के अनुकूल शब्द चयन व स्पष्टता।

- स्पष्ट उच्चारण, सही अनुतान, आरोह अवरोह।
<table>
<thead>
<tr>
<th></th>
<th>fo°k; oLrq</th>
<th>mi Hkkj</th>
<th>d g Hkkj</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिदु/संरचना आदि पर लघु प्रश्न एवं अति लघु प्रश्न</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>(अ)</td>
<td>अपवित्त गद्यांश (200 से 250 शब्दों के) (2X4) (1X)</td>
<td>9</td>
<td></td>
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<tr>
<td>(ब)</td>
<td>अपवित्त काव्यांश लघु प्रश्न (100 से 150 शब्दों के) (2X3)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>व्यक्तिक के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिदु/संरचना आदि पर प्रश्न पूछे जाएंगे। (1X15)</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>वर्ण विच्छेद (2 अंक)</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>अनुस्वार (1 अंक), अनुनासिक (1 अंक)</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>नुक्ता (1 अंक)</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>उपसर्ग-प्रत्यय (3 अंक)</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>संधि (4 अंक)</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>विराम विच्छेद (3 अंक)</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>पाद्यपुस्तक स्पर्श भाग-1 व पूरकपाद्यपुस्तक संचयन भाग-1</td>
<td></td>
<td></td>
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<tr>
<td>(अ)</td>
<td>गद्य खण्ड</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>विद्वानियों की साहित्य को पढ़कर समझ पाने की क्षमता का आकलन पर आधारित पाद्यपुस्तक स्पर्श के गद्य पाठों के आधार पर लघु प्रश्न (2+2+1)</td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>(ब)</td>
<td>काव्य खण्ड</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>कविताओं के विषय, काव्य बोध, अर्थ, बोध व सराहना को सरल शब्दों में अभिव्यक्ति करने की क्षमता पर आधारित पाद्यपुस्तक स्पर्श के काव्य खण्ड के आधार पर लघु प्रश्न (2+2+1)</td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>कविताओं के अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर आधारित पाद्य पुस्तक स्पर्श के निर्धारित पाठों (गद्य) पर एक निबंधात्मक प्रश्न (1X5)</td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>(स)</td>
<td>पूरक पाद्यपुस्तक संचयन भाग-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>पाठों पर आधारित मूल्यों के प्रति संवेदनशीलता पर आधारित पूरक पुस्तिका 'संचयन' के निर्धारित पाठों से एक मूल्य परक प्रश्न (1X5)</td>
<td>05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>लेखन</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(अ)</td>
<td>संकेत दिए दिए पर आधारित विषयों एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 80 से 100 शब्दों में अनुवाद (1X5)</td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>(ब)</td>
<td>अभिव्यक्ति की क्षमता पर कंटेंट एक अनोखायारिक विषय पर पत्र (1X5)</td>
<td>05</td>
<td></td>
</tr>
</tbody>
</table>

15 25
| (स) | चित्र वर्णन (20–30 शब्दों) (1X5) | 05 |
| (ट) | किसी एक स्थिति पर 50 शब्दों के अन्तर्गत संवाद लेखन (1X5) | 05 |
| (टइ) | विषय में संबंधित 25–50 शब्दों के अन्तर्गत विचारांक लेखन (1X5) | 05 |

| d g | 80 |

### भाषा अनुसार के संदर्भ

<p>| | |</p>
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| वाक्य के लिए निर्दिष्ट विषयों पर विषय–वस्तु का बोध, भाषिक बिनु/संरचना आदि पर प्रश्न पूछे जाएंगे। (1X15) |
|---|---|
| 1 | शब्द व पद में अंतर (2 अंक) |
| 2 | रचना के आदर्श पर वाक्य रूपांतर (3 अंक) |
| 3 | समास (4 अंक) |
| 4 | अशुद्धि शोधन (4 अंक) |
| 5 | मुहावरे (2 अंक) |

| शब्द रूप धारण के स्थाई भाग–2 व पूरक पाद्यपुस्तक संचयन भाग–2 |

<table>
<thead>
<tr>
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<th>गद्य खण्ड</th>
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<tr>
<td>1</td>
<td>विचारविधियों की साहित्य को पढ़कर समझ पाने की क्षमता के आकलन पर आधारित पाद्यपुस्तक संग्रह के गद्य पाठों के आधार पर लघु प्रश्न (2+2+1)</td>
</tr>
<tr>
<td>2</td>
<td>हिंदी के माध्यम से अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर आधारित पाद्य पुस्तक संग्रह के निर्धारित पाठों (गद्य) पर एक निबंधात्मक प्रश्न (1X5)</td>
</tr>
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<table>
<thead>
<tr>
<th>(ब)</th>
<th>काव्य खण्ड</th>
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<tr>
<td>1</td>
<td>कविताओं के विषय, काव्य बोध, अर्थ, बोध व सराहना को सरल शब्दों में अभिव्यक्ति करने की क्षमता पर आधारित पाद्यपुस्तक संग्रह के काव्य खण्ड के आधार पर लघु प्रश्न (2+2+1)</td>
</tr>
<tr>
<td>2</td>
<td>कविताओं के अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर एक निबंधात्मक प्रश्न (1X5)</td>
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<th>पूरक पाद्यपुस्तक संचयन भाग–2</th>
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<th>d g Hkkj</th>
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<tr>
<td>संख्या</td>
<td>लेखन</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>(अ) संकेत विद्यमान पर आधारित विषयों एवं व्यावहारिक जीवन से प्रेरित विषयों पर 80 से 100 शब्दों में अनुच्छेद (1X5)</td>
</tr>
<tr>
<td></td>
<td>(ब) अभिव्यक्ति की क्षमता पर केंद्रित एक औपचारिक विषय पर पत्र (1X5)</td>
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<td>(ब) एक विषय 20–30 शब्दों में सूचना लेखन (1X5)</td>
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<td>(व) किसी एक स्थिति पर 50 शब्दों के अन्तर्गत संवाद लेखन (1X5)</td>
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<td>(०) विषय में संबंधित 25–50 शब्दों के अन्तर्गत विज्ञापन लेखन (1X5)</td>
</tr>
</tbody>
</table>

|     | 80                                                                                     | 25                                                 |

<p>|     | d g                                                                                    | 80                                                 |</p>
<table>
<thead>
<tr>
<th>क्रमांक सं.</th>
<th>प्रश्नों का प्रारूप</th>
<th>दक्षता परीक्षण / अधिग्रहण परिणाम</th>
<th>अंतिम लघूतरात्मक १ अंक</th>
<th>लघूतरात्मक २ अंक</th>
<th>निवंद्धता लघूतरात्मक ५ अंक</th>
<th>कुल योग</th>
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</thead>
<tbody>
<tr>
<td>क</td>
<td>अपठित बोध</td>
<td>अवधारणात्मक बोध, अर्थग्रहण, अनुमान लगाना, विश्लेषण करना, शब्दज्ञान व भाषिक कौशल</td>
<td>01</td>
<td>07</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>ख</td>
<td>व्यावहारिक व्याकरण</td>
<td>व्यक्तिगत सरचनाओं का बोध और प्रयोग, विश्लेषण एवं भाषिक कौशल</td>
<td>15</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>ग</td>
<td>पाठ्य पुस्तक</td>
<td>प्रवृत्तिस्वरूप, अर्थग्रहण (भावग्रहण), लेखक के मनोभावों की समझना शब्दों का प्रसंगनुकूल अर्थ समझना, आलोचनात्मक चित्र, तार्किकता, सारांश, साहित्यिक परिपत्र अंकों के परिप्रेक्ष्य में मूल्यांकन, विश्लेषण, सूजनात्मकता, कार्य-कारण संबंध स्थापित करना, सामयिक एवं अंतरों की पहचान, अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान।</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>घ</td>
<td>रचनात्मक लेखन (लेखन कौशल)</td>
<td>संकेत बिंदुओं का विस्तार, अपने मत की अभिव्यक्ति, संदर्भण समझना, औचित्य निर्धारण, भाषा में प्रवाहभावना, सटीक शैली, उचित प्रारूप का प्रयोग, अभिव्यक्ति की मौलिकता, सूजनात्मकता एवं तार्किकता</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>कुल</td>
<td></td>
<td></td>
<td>18 x 1 = 18</td>
<td>11 x 2 = 22</td>
<td>8 x 5 = 40</td>
<td>80</td>
</tr>
</tbody>
</table>
This is a two-year syllabus for classes IX and X. The CBSE has prepared a package for this syllabus called *Interact in English*. It includes the following:

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

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

The overall aims of the course are:

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

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

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

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

**Teaching/Testing Objectives**

**READING**

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

1. read silently at varying speeds depending on the purpose of reading;
2. adopt different strategies for different types of text, both literary and non-literary;
3. recognise the organization of a text;
4. identify the main points of a text;  
   * Objectives which will not be tested in a formal examination
5. understand relations between different parts of a text through lexical and grammatical cohesion devices;
6. anticipate and predict what will come next in a text;*
7. deduce the meaning of unfamiliar lexical items in a given context;
8. consult a dictionary to obtain information on the meaning and use of lexical items;*
9. analyse, interpret, infer (and evaluate) the ideas in the text;
10. select and extract, from a text, information required for a specific purpose (and record it in note form);
11. transcode information from verbal to diagrammatic form;
12. retrieve and synthesise information from a range of reference materials using study skills such as skimming and scanning;
13. interpret texts by relating them to other material on the same theme (and to their own experience and knowledge);
14. read extensively on their own.

**WRITING**

By the end of the course, students should be able to:
1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices;
2. write in a style appropriate for communicative purposes;
3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g., of a place, a person, an object or a system);
5. write a clear account of events (e.g., a process, a narrative, a trend or a cause-effect relationship);
6. compare and contrast ideas and arrive at conclusions;
7. present an argument, supporting it with appropriate examples;
8. use an appropriate style and format to write letters (formal and informal), biographical sketches, dialogues, speeches, reports, articles, e-mails and diary entries;
9. monitor, check and revise written work;
10. expand notes into a piece of writing;
11. summarise or make notes from a given text; and
12. decode information from one text type to another (e.g., diary entry to letter, advertisement to report, diagram to verbal form).
LISTENING
By the end of the course, students should be able to:
1. adopt different strategies according to the purpose of listening (e.g., for pleasure, for general interest, for specific information);
2. use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g., cohesion devices, key words, intonation, gesture, background noises);
3. listen to a talk or conversation and understand the topic and main points;
4. listen for information required for a specific purpose, e.g., in radio broadcast, commentaries, airport and railway station announcements;
5. distinguish main points from supporting details, and relevant from irrelevant information;
6. understand and interpret messages conveyed in person or by telephone;
7. understand and respond appropriately to directive language, e.g., instruction, advice, requests and warning;
8. understand and interpret spontaneous spoken discourse in familiar social situations.

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

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

2. **Sentence Structure** :-
   - connectors
   - types of sentences
   - affirmative/interrogative sentences negation
   - exclamations
   - types of phrases and clauses
     - finite and non-finite subordinate clauses
     - noun clauses and phrases
     - adjective clauses and phrases
     - adverb clauses and phrases
   - indirect speech
   - comparison
   - nominalisation

3. **Other Areas** :-
   - determiners
   - pronouns
   - prepositions

LITERATURE
By the end of the course, students should be able to understand, interpret, evaluate and respond to the following features in a literary text:
1 Character as revealed through
   • appearance and distinguishing features
   • socio-economic background
   • action/events
   • expression of feelings
   • speech and dialogues

2 Plot/Story/Theme emerging through main events
   • progression of events and links between them
   • sequence of events denoting theme

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

4 Form
   • rhyme
   • rhythm
   • simile
   • metaphor
   • pun
   • repetition
ENGLISH COMMUNICATIVE (Code No. 101)
CLASS - IX (2017-18)
SECTION-WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

<table>
<thead>
<tr>
<th>Section</th>
<th>Total Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Reading Skills</td>
</tr>
<tr>
<td>B</td>
<td>Writing Skills with Grammar</td>
</tr>
<tr>
<td>C</td>
<td>Literature Textbook and Extended Reading Text</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
</tr>
<tr>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>

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

**SECTION A: READING**

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

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

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

**SECTION B: WRITING AND GRAMMAR**

Writing a diary/article in about 100-120 words using visual or verbal cue/s. The questions will be thematically based on MCB. 8 marks

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

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

1. Tenses
2. Modals
3. Use of passive voice
4. Subject - verb concord
5. Reporting
   (i) Commands and requests
   (ii) Statements
   (iii) Questions
6. Clauses:
   (i) Noun clauses
   (ii) Adverb clauses of condition and time
   (iii) Relative clauses

7. Determiners

8. Prepositions

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

Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. 3 marks

Q. 6: Editing or Omission 4 marks

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

SECTION C: LITERATURE TEXTBOOK AND EXTENDED READING TEXT

30 Marks        60 Periods

Q. 8. One out of two extracts from prose/poetry/play for reference to the context. Four Very Short Answer Questions: two questions of one mark each for global comprehension and two questions of one mark each for interpretation. 4 marks

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

Q. 10. One out of two Long Answer type Questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (100-120 words). 8 marks

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

Prescribed Books: Published by CBSE, New Delhi

Interact in English Series

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

Extended Reading Texts (either one)

- Gulliver’s Travels (unabridged) by Jonathan Swift
- Three Men in a Boat (unabridged) by Jerome K. Jerome
NOTE: Teachers are advised to:

i. encourage classroom interaction among peers, students and teachers through activities such as roleplay, group work etc.,

ii. reduce teacher-talk time and keep it to the minimum,

iii. take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

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

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

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

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

ENGLISH COMMUNICATIVE COURSE
CLASS - IX (2017-18)

<table>
<thead>
<tr>
<th>Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Reader</td>
</tr>
<tr>
<td>PROSE</td>
</tr>
<tr>
<td>1. How I Taught My Grandmother to Read</td>
</tr>
<tr>
<td>5. Best Seller</td>
</tr>
<tr>
<td>POETRY</td>
</tr>
<tr>
<td>1. The Brook</td>
</tr>
<tr>
<td>2. The Road Not Taken</td>
</tr>
<tr>
<td>3. The Solitary Reaper</td>
</tr>
<tr>
<td>DRAMA</td>
</tr>
<tr>
<td>1. Villa for Sale</td>
</tr>
<tr>
<td>MAIN COURSE BOOK</td>
</tr>
<tr>
<td>1. People</td>
</tr>
<tr>
<td>2. Adventure</td>
</tr>
<tr>
<td>3. Environment</td>
</tr>
<tr>
<td>4. The Class IX Radio and Video Show</td>
</tr>
</tbody>
</table>
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


WORK BOOK* - Suggested Break-up of Units for the Purpose of Classroom Teaching only-NOT FOR TESTING (see the note below)

<table>
<thead>
<tr>
<th>1 Verb Form</th>
<th>1 Connectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Determiners</td>
<td>2 The Passive</td>
</tr>
<tr>
<td>3 Future Time Reference</td>
<td>3 Reported Speech</td>
</tr>
<tr>
<td>4 Modals</td>
<td>4 Prepositions</td>
</tr>
</tbody>
</table>

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

Note:
1. Schools may adapt the given break-up as per their convenience.
2. Activities such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as ‘in class’ and ‘in school’ activities. In case, a field survey or visit is taken up, it must be under the direct supervision of the teacher.
## Class - IX
### English Communicative 2017-18 (Code No. 101)

<table>
<thead>
<tr>
<th>Typology</th>
<th>Testing competencies/learning outcomes</th>
<th>VSAQ 1 mark</th>
<th>Short answer Questions 30-40 words 2 marks</th>
<th>Long Answer Question 100-120 words 8 marks</th>
<th>Very Long Answer Question 150-200 words (HOTS) 10 marks</th>
<th>VLA 200-250 words 12 marks</th>
<th>Marks</th>
</tr>
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<tbody>
<tr>
<td>Reading Skills</td>
<td>Conceptual understanding, decoding, analysing, inferring, interpreting and vocabulary.</td>
<td>12</td>
<td>04</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>20</td>
</tr>
<tr>
<td>Creative Writing Skills and Grammar</td>
<td>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.</td>
<td>10</td>
<td>...</td>
<td>01</td>
<td>...</td>
<td>01</td>
<td>30</td>
</tr>
<tr>
<td>Literature Textbook and Extended Reading Texts</td>
<td>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.</td>
<td>04</td>
<td>04</td>
<td>01</td>
<td>01</td>
<td>...</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>26 x 01 = 26 marks</td>
<td>08 x 02 = 16 marks</td>
<td>02 x 08 = 16 marks</td>
<td>01 x 10 = 10 marks</td>
<td>1 x 12 = 12 marks</td>
<td>80 marks</td>
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</table>
ENGLISH COMMUNICATIVE (Code No. 101)  
SYLLABUS  
CLASS - X (2017-18)  
SECTION - WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

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<thead>
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<th>Section</th>
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<tbody>
<tr>
<td>A</td>
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<td>B</td>
<td>30</td>
</tr>
<tr>
<td>C</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
</tr>
</tbody>
</table>

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

SECTION A: READING  
20 Marks  
50 Periods

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

Q.1: A Factual passage 300-350 words with eight Very Short Answer Type (VSA) Questions.  
8 marks

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

SECTION B: WRITING AND GRAMMAR  
30 Marks  
60 Periods

Writing :-

Q. 3: Formal Letter (Complaints / Inquiry / Placing order / letter to the editor) in about 100-120 words. The questions will be thematically based on the Main Course Book.  
8 marks

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

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

1. Tenses
2. Modals
3. Use of passive voice
4. Subject - verb concord
5. Reporting
   (i) Commands and requests
   (ii) Statements
   (iii) Questions
6. Clauses:
   (i) Noun clauses
   (ii) Adverb clauses
   (iii) Relative clauses
7. Determiners
8. Prepositions

The above items may be tested through test types as given below:
Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. 4 marks
Q. 6: Editing or Omission 4 marks
Q. 7: Sentences Reordering or Sentence Transformation in context. 4 marks

SECTION C: LITERATURE TEXTBOOK AND EXTENDED READING TEXT
30 Marks 60 Periods
Q. 8. One out of two extracts from prose / poetry / play for reference to context. Four Very Short Answer Questions: Two questions of one mark each for global comprehension and two questions of one mark each on interpretation. 4 marks
Q. 9. Four Short Answer type Questions from the Literature Reader to test local and global comprehension of theme and ideas (30-40 words each) 2x4 = 8 Marks
Q. 10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (100-120 words). 8 marks
Q. 11. One out of two Very Long Answer Question on theme or plot involving interpretation, inference and character, in about 200-250 words based on prescribed novel text for extended reading. 10 Marks

Prescribed Books: Published by CBSE, New Delhi

INTERACT IN ENGLISH SERIES
1. Main Course Book (Revised Edition)
2. Workbook (Revised Edition)
3. Literature Reader (Revised Edition)
EXTENDED READING TEXTS (either one):

i  Diary of a Young Girl - 1947 by Anne Frank (unabridged edition), Published by CBSE

ii  The Story of My Life - 1903 by Helen Keller(unabridged edition)

NOTE: Teachers are advised to:

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

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

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

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

Listening and Speaking Skills. 50 Periods

ENGLISH COMMUNICATIVE COURSE
CLASS - X (2017-18)

<table>
<thead>
<tr>
<th>Textbooks</th>
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<tbody>
<tr>
<td>Literature Reader</td>
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<tr>
<td>PROSE</td>
<td></td>
</tr>
<tr>
<td>1. Two Gentlemen of Verona</td>
<td>4. A Shady Plot</td>
</tr>
<tr>
<td>2 Mrs. Packletide’s Tiger</td>
<td>5. Patol Babu</td>
</tr>
<tr>
<td>3. The Letter</td>
<td>6. Virtually True</td>
</tr>
<tr>
<td>POETRY</td>
<td></td>
</tr>
<tr>
<td>1. The Frog and the Nightingale</td>
<td>4. The Rime of Ancient Mariner</td>
</tr>
<tr>
<td>2. Not Marble, nor the Gilded Monuments</td>
<td>5. Snake</td>
</tr>
<tr>
<td>3. Ozymandias</td>
<td></td>
</tr>
<tr>
<td>DRAMA</td>
<td></td>
</tr>
<tr>
<td>1. The Dear Departed</td>
<td>2. Julius Caesar</td>
</tr>
<tr>
<td>Main Course Book</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>--</td>
</tr>
<tr>
<td>1. Health and Medicine</td>
<td>4. Environment</td>
</tr>
<tr>
<td>2. Education</td>
<td>5. Travel and Tourism</td>
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<table>
<thead>
<tr>
<th>Extended Reading Texts - (either one)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Diary of a Young Girl</strong> - 1947 June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition) (Published by CBSE)</td>
<td><strong>Diary of a Young Girl</strong> - 1947 March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition) (Published by CBSE)</td>
</tr>
<tr>
<td><strong>The Story of My Life</strong> - 1903, Chapters 1-14 By Helen Keller (unabridged edition)</td>
<td><strong>The Story of My Life</strong> - 1903 Chapters 15-23 By Helen Keller (unabridged edition)</td>
</tr>
</tbody>
</table>

<table>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Determiners</td>
<td>8 Comparison</td>
</tr>
<tr>
<td>2 Tenses</td>
<td>9 Avoiding Repetition</td>
</tr>
<tr>
<td>3 Subject-Verb Agreement</td>
<td>10 Nominalization</td>
</tr>
<tr>
<td>4 Non-Finites</td>
<td>11 Modals</td>
</tr>
<tr>
<td>5 Relatives</td>
<td>12 Active and Passive</td>
</tr>
<tr>
<td>6 Connectors</td>
<td>13 Reported Speech</td>
</tr>
<tr>
<td>7 Conditionals</td>
<td>14 Prepositions</td>
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</tbody>
</table>
## Testing competencies/learning outcomes

<table>
<thead>
<tr>
<th>Typology</th>
<th>VSAQ 1 mark</th>
<th>SAQ 30-40 words 2 marks</th>
<th>LAQ-II 100-120 words 8 marks</th>
<th>VLAQ 200-250 words (HOTS) 10 marks</th>
<th>Marks</th>
</tr>
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<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary</td>
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<td>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</td>
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<td>01</td>
<td>01</td>
<td>30</td>
</tr>
<tr>
<td><strong>Literature Textbook and Extended Reading Texts</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>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.</td>
<td>04</td>
<td>04</td>
<td>01</td>
<td>01</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>28 x 01 = 28 marks</td>
<td>08 x 02 = 16 marks</td>
<td>02 x 08 = 16 marks</td>
<td>02 x 10 = 20 marks</td>
<td>80 marks</td>
</tr>
</tbody>
</table>
Background
Traditionally, language-learning materials beyond the initial stages have been sourced from literature: prose, fiction and poetry. While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner’s imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

Objectives
The general objectives at this stage are:

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

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

- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate the story depicted pictorially or in any other non-verbal mode
• respond in writing to business letters, official communications
• read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
• write without prior preparation on a given topic and be able to defend or explain the position taken / views expressed in the form of article, speech, or a debate
• write a summary of short lectures on familiar topics by making / taking notes
• write an assessment of different points of view expressed in a discussion / debate
• read poems effectively (with proper rhythm and intonation)
• transcode information from a graph / chart to a description / report and write a dialogue, short story or report

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

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

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

• Role play
• Simulating real-to-life situations
• Dramatising and miming
• Problem solving and decision making
• Interpreting information given in tabular form and schedule
• Using newspaper clippings
• Borrowing situations from the world around the learners, from books and from other disciplines
• Using language games, riddles, puzzles and jokes
• Interpreting pictures / sketches / cartoons
• Debating and discussing
• Narrating and discussing stories, anecdotes, etc.
• Reciting poems
• Working in pairs and groups
• Using media inputs - computer, television, video cassettes, tapes, software packages
ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
SYLLABUS
(2017-18)
CLASS - IX
SECTION - WISE WEIGHTAGE

<table>
<thead>
<tr>
<th>Section</th>
<th>Total Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20</td>
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<tr>
<td>B</td>
<td>30</td>
</tr>
<tr>
<td>C</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
</tr>
</tbody>
</table>

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

SECTION A: READING

This section will have two reading passages.

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

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

SECTION B: WRITING AND GRAMMAR

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

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

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

1. Tenses

2. Modals

3. Use of passive voice

4. Subject - verb concord

5. Reporting
   (i) Commands and requests
(ii) Statements
(iii) Questions

6. Clauses:
   (i) Noun clauses
   (ii) Adverb clauses of condition and time
   (iii) Relative clauses

7. Determiners

8. Prepositions

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

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

SECTION C: LITERATURE TEXTBOOKS 30 Marks 60 Periods

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

Prescribed Books: Published by NCERT, New Delhi
- BEEHIVE - Textbook for class IX
- MOMENTS - Supplementary Reader for Class IX

Extended Reading Texts (either one)
- Gulliver’s Travels (unabridged) by Jonathan Swift
- Three Men in a Boat (unabridged) by Jerome K. Jerome
NOTE: Teachers are advised to:

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

(ii) reduce teacher-talk time and keep it to the minimum,

(iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

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

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

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

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

Listening and Speaking Skills

50 Periods
# ENGLISH LANGUAGE AND LITERATURE COURSE (2017-18)
## CLASS - IX

<table>
<thead>
<tr>
<th>Textbooks</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Literature Reader</td>
<td></td>
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<tr>
<td>PROSE (Beehive)</td>
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<tr>
<td>1. The Fun They Had</td>
<td>7. Packing</td>
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<tr>
<td>2. The Sound of Music</td>
<td>8. Reach for the Top</td>
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<tr>
<td>3. The Little Girl</td>
<td>9. The Bond of Love</td>
</tr>
<tr>
<td>5. The Snake and the Mirror</td>
<td>11. If I were you</td>
</tr>
<tr>
<td>6. My Childhood</td>
<td></td>
</tr>
</tbody>
</table>

## POETRY

| 1. The Road Not Taken | 6. No Men Are Foreign |
| 2. Wind | 7. The Duck and the Kangaroo |
| 3. Rain on the Roof | 8. On Killing a Tree |
| 4. The Lake Isle of Innisfree | 9. The Snake Trying |
| 5. A Legend of the Northland | 10. A Slumber did My Spirit Seal |

## SUPPLEMENTARY READER (Moments)

| 1. The Lost Child | 6. Weathering the Storm in Ersama |
| 2. The Adventures of Toto | 7. The Last leaf |
| 3. Iswaran the Storyteller | 8. A House is Not a Home |
| 4. In the Kingdom of Fools | 9. The Accidental Tourist |
| 5. The Happy Prince | 10. The Beggar |

Extended Reading Texts (either one):

- Three Men in a Boat (Unabridged Edition) (1889) by Jerome K. Jerome - Chapters 1 - 10

<table>
<thead>
<tr>
<th>Typology</th>
<th>Testing competencies/learning outcomes</th>
<th>VSAQ 1 mark</th>
<th>Short answer Questions 30-40 words 2 marks</th>
<th>Long answer Question II 100-120 words 8 marks</th>
<th>Very Long Answer Question 150-200 words (HOTS) 10 marks</th>
<th>VLA marks 200 - 250 words 12 marks</th>
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<tbody>
<tr>
<td>Reading Skills</td>
<td>Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.</td>
<td>12</td>
<td>04</td>
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<td>20</td>
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<tr>
<td>Writing Skills and Grammar</td>
<td>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.</td>
<td>10</td>
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<td>01</td>
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<td>01</td>
<td>30</td>
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<tr>
<td>Literature Textbook and Extended Reading Texts</td>
<td>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.</td>
<td>04</td>
<td>04</td>
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<td>08 x 02 = 16 marks</td>
<td>02 x 08 = 16 marks</td>
<td>01 x 10 = 10 marks</td>
<td>01 x 12 = 12 marks</td>
<td>80 marks</td>
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ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
SYLLABUS
2017-18
CLASS - X

SECTION - WISE WEIGHTAGE IN ENGLISH LANGUAGE AND LITERATURE

<table>
<thead>
<tr>
<th>Section</th>
<th>Total Weightage</th>
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<tbody>
<tr>
<td>A Reading Skills</td>
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</tr>
<tr>
<td>B Writing Skills with Grammar</td>
<td>30</td>
</tr>
<tr>
<td>C Literature Textbooks and Extended Reading Text</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
</tr>
</tbody>
</table>

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

SECTION A: READING 20 Marks 50 Periods

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

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

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

SECTION B: WRITING AND GRAMMAR 30 Marks 60 Periods

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

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

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

1. Tenses
2. Modals
3. Use of passive voice
4. Subject - verb concord
5. Reporting
   (i) Commands and requests
   (ii) Statements
   (iii) Questions

6. Clauses:
   (i) Noun clauses
   (ii) Adverb clauses
   (iii) Relative clauses

7. Determiners

8. Prepositions

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

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

SECTION C: LITERATURE TEXTBOOKS AND EXTENDED READING TEXT

30 Marks  60 Periods

Q.8: One out of two extracts from prose/poetry/drama for reference to context. Four very Short Answer Questions : Two questions of one mark each on global comprehension and two questions of 1 mark each on interpretation. 4 marks

Q.9: Four Short Answer type Questions from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET (two from each to test local and global comprehension of theme and ideas (30-40 words each) 4x2=08 marks

Q.10: One out of two Long Answer type Questions to assess how the values inherent in the texts have been brought out (FIRST FLIGHT and FOOTPRINTS WITHOUT FEET) creativity, imagination and extrapolation beyond the text and across the texts, will be assessed. (100-120 words). 8 marks

Q.11: One out of two Very Long Answer Questions on theme, plot or character involving interpretation and inference in about 200-250 words based on prescribed extended reading text. 10 marks

Prescribed Books: Published by NCERT, New Delhi
• FIRST FLIGHT - Text for Class X
• FOOTPRINTS WITHOUT FEET - Supplementary Reader for Class X
EXTENDED READING TEXTS (either one):

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

Note: Teachers are advised to:

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

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

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

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

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

Listening and Speaking Skills

50 Periods
## ENGLISH LANGUAGE AND LITERATURE COURSE
### 2017-18
### CLASS - X

<table>
<thead>
<tr>
<th>Textbooks</th>
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<tr>
<td>Literature Reader (First Flight)</td>
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<tr>
<td>PROSE (First Flight)</td>
<td></td>
</tr>
<tr>
<td>1. A Letter to God</td>
<td>7. Glimpses of India</td>
</tr>
<tr>
<td>2. Nelson Mandela</td>
<td>8. Mijbil the Otter</td>
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<tr>
<td>3. Two Stories about Flying</td>
<td>9. Madam Rides the Bus</td>
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<tr>
<td>4. From the Diary of Anne Frank</td>
<td>10. The Sermon at Benares</td>
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<tr>
<td>5. The Hundred Dresses -I</td>
<td>11. The Proposal</td>
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<td>6. The Hundred Dresses -II</td>
<td></td>
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<tr>
<td>POETRY</td>
<td></td>
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<tr>
<td>1. Dust of Snow</td>
<td>7. Animals</td>
</tr>
<tr>
<td>2. Fire and Ice</td>
<td>8. The Trees</td>
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<tr>
<td>4. How to Tell Wild Animals</td>
<td>10. The Tale of Custard the Dragon</td>
</tr>
<tr>
<td>5. The Ball Poem</td>
<td>11. For Anne Gregory</td>
</tr>
<tr>
<td>6. Amanda</td>
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<tr>
<td>SUPPLEMENTARY READER (Footprints without Feet)</td>
<td></td>
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<tr>
<td>1. A Triumph of Surgery</td>
<td>6. The Making of a Scientist</td>
</tr>
<tr>
<td>2. The Thief’s Story</td>
<td>7. The Necklace</td>
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<tr>
<td>3. The Midnight Visitor</td>
<td>8. The Hack Driver</td>
</tr>
<tr>
<td>5. Footprints without Feet</td>
<td>10. The Book that Saved the Earth</td>
</tr>
</tbody>
</table>

Extended Reading Texts - (either one)

### Diary of a Young Girl - 1947
- June 12, 1942 to March 14, 1944
  - by Anne Frank (unabridged edition)
  - Published by CBSE
- 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)
  - Published by CBSE
- The Story of My Life - 1903 Chapters 15-23
  - by Helen Keller (unabridged edition)
## Class - X

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

<table>
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<th>Typology</th>
<th>Testing competencies/learning outcomes</th>
<th>VSAQ 1 mark</th>
<th>Short answer Questions 30-40 words 2 marks</th>
<th>Long answer Question-II 100-120 words 8 marks</th>
<th>Very Long Answer Question 150-200 words (HOTS) 10 marks</th>
<th>Marks</th>
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<tr>
<td>Reading Skills</td>
<td>Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary</td>
<td>12</td>
<td>04</td>
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<td>Creative Writing Skills and Grammar</td>
<td>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.</td>
<td>12</td>
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<tr>
<td>Literature Textbook and Extended Reading Texts</td>
<td>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.</td>
<td>04</td>
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<td>28 x 01 = 28 marks</td>
<td>08 x 02 = 16 marks</td>
<td>02 x 08 = 16 marks</td>
<td>02 x 10 = 20 marks</td>
<td>80 marks</td>
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</table>
MATHEMATICS (IX-X)  
(Code No. 041)

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

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

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

Objectives

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

- consolidate the Mathematical knowledge and skills acquired at the upper primary stage;
- acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills;
- develop mastery of basic algebraic skills;
- develop drawing skills;
- feel the flow of reason while proving a result or solving a problem;
- apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method;
- to develop ability to think, analyze and articulate logically;
• to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases;
• to develop necessary skills to work with modern technological devices and mathematical softwares.
• to develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.
• to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics;
• to develop interest in the subject by participating in related competitions;
• to acquaint students with different aspects of Mathematics used in daily life;
• to develop an interest in students to study Mathematics as a discipline.

<table>
<thead>
<tr>
<th>Units</th>
<th>Unit Name</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>NUMBER SYSTEMS</td>
<td>08</td>
</tr>
<tr>
<td>II</td>
<td>ALGEBRA</td>
<td>17</td>
</tr>
<tr>
<td>III</td>
<td>COORDINATE GEOMETRY</td>
<td>04</td>
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<tr>
<td>IV</td>
<td>GEOMETRY</td>
<td>28</td>
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<tr>
<td>V</td>
<td>MENSURATION</td>
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<tr>
<td>VI</td>
<td>STATISTICS &amp; PROBABILITY</td>
<td>10</td>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

UNIT I: NUMBER SYSTEMS

1. REAL NUMBERS (18 Periods)


2. Examples of non-recurring/non-terminating decimals. Existence of non-rational numbers (irrational numbers) such as $\sqrt{2}$, $\sqrt{3}$ and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, viz. every point on the number line represents a unique real number.

3. Definition of $n^{th}$ root of a real number.

4. Existence of $\sqrt{x}$ for a given positive real number $x$ and its representation on the number line with geometric proof.
5. Rationalization (with precise meaning) of real numbers of the type \( \frac{1}{a+b\sqrt{x}} \) and \( \frac{1}{\sqrt{x}+\sqrt{y}} \) (and their combinations) where \( x \) and \( y \) are natural number and \( a \) and \( b \) are integers.

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

**UNIT II: ALGEBRA**

1. **POLYNOMIALS**

   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:

   \[
   \begin{align*}
   (x+y+z)^2 &= x^2+y^2+z^2+2xy+2yz+2zx \\
   (x\pm y)^3 &= x^3\pm y^3\pm 3xy(x\pm y) \\
   x^3\pm y^3 &= (x\pm y)(x^2\mp xy+y^2) \\
   x^3+y^3+z^3-3xyz &= (x+y+z)(x^2+y^2+z^2-xy-yz-zx)
   \end{align*}
   \]

   and their use in factorization of polynomials.

2. **LINEAR EQUATIONS IN TWO VARIABLES**

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

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

**UNIT III: COORDINATE GEOMETRY**

**COORDINATE GEOMETRY**

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

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

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

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

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

2. LINES AND ANGLES  (13) Periods

1. (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is $180^\circ$ 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.

4. QUADRILATERALS (10) Periods
1. (Prove) The diagonal divides a parallelogram into two congruent triangles.
2. (Motivate) In a parallelogram opposite sides are equal, and conversely.
3. (Motivate) In a parallelogram opposite angles are equal, and conversely.
4. (Motivate) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal.
5. (Motivate) In a parallelogram, the diagonals bisect each other and conversely.
6. (Motivate) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and in half of it and (motivate) its converse.

5. AREA (7) Periods
Review concept of area, recall area of a rectangle.
1. (Prove) Parallelograms on the same base and between the same parallels have the same area.
2. (Motivate) Triangles on the same (or equal base) base and between the same parallels are equal in area.

6. CIRCLES (15) Periods
Through examples, arrive at definition of circle and related concepts-radius, circumference, diameter, chord, arc, secant, sector, segment, subtended angle.
1. (Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse.
2. (Motivate) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord.
3. (Motivate) There is one and only one circle passing through three given non-collinear points.
4. (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the center (or their respective centers) and conversely.
5. (Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle.
6. (Motivate) Angles in the same segment of a circle are equal.
7. (Motivate) If a line segment joining two points subtends equal angle at two other points lying on the same side of the line containing the segment, the four points lie on a circle.
8. (Motivate) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is \(180^\circ\) 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

1. AREAS (4) Periods
   Area of a triangle using Heron’s formula (without proof) and its application in finding the area of a quadrilateral.

2. SURFACE AREAS AND VOLUMES (12) Periods
   Surface areas and volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/cones.

UNIT VI: STATISTICS & PROBABILITY

1. STATISTICS (13) Periods
   Introduction to Statistics: Collection of data, presentation of data — tabular form, ungrouped / grouped, bar graphs, histograms (with varying base lengths), frequency polygons. Mean, median and mode of ungrouped data.

2. PROBABILITY (9) Periods
   History, Repeated experiments and observed frequency approach to probability. Focus is on empirical probability. (A large amount of time to be devoted to group and to individual activities to motivate the concept; the experiments to be drawn from real-life situations, and from examples used in the chapter on statistics).
# QUESTIONS PAPER DESIGN 2017–18
## CLASS–IX

### Mathematics (Code No. 041)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Typology of Questions</th>
<th>Very Short Answer (VSA) (1 Mark)</th>
<th>Short Answer-I (SA) (2 Marks)</th>
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<th>Long Answer (LA) (4 Marks)</th>
<th>Total Marks</th>
<th>% Weightage (approx.)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td>2</td>
<td>2</td>
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<td>25%</td>
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<tr>
<td>2</td>
<td><strong>Understanding</strong> (Comprehension-to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)</td>
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<td>1</td>
<td>1</td>
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<td>29%</td>
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<tr>
<td>3</td>
<td><strong>Application</strong> (Use abstract information in concrete situation, to apply knowledge to new situation; Use given content to interpret a situation, provide an example, or solve a problem)</td>
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<td>2</td>
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<td>19</td>
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<tr>
<td>4</td>
<td><strong>Higher Order Thinking Skills</strong> (Analysis &amp; Synthesis- Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from variety of sources)</td>
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<td>5</td>
<td><strong>Evaluation</strong> (Judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)</td>
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<td>80</td>
<td>100%</td>
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</table>

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

**INTERNAL ASSESSMENT**
- Periodical Test 20 Marks
- Note Book Submission 10 Marks
- Lab Practical (Lab activities to be done from the prescribed books) 05 Marks
- Lab Practical (Lab activities to be done from the prescribed books) 05 Marks


**COURSE STRUCTURE CLASS -X**

<table>
<thead>
<tr>
<th>Units</th>
<th>Unit Name</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>NUMBER SYSTEMS</td>
<td>06</td>
</tr>
<tr>
<td>II</td>
<td>ALGEBRA</td>
<td>20</td>
</tr>
<tr>
<td>III</td>
<td>COORDINATE GEOMETRY</td>
<td>06</td>
</tr>
<tr>
<td>IV</td>
<td>GEOMETRY</td>
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<tr>
<td>V</td>
<td>TRIGONOMETRY</td>
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</tr>
<tr>
<td>VI</td>
<td>MENSURATION</td>
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<td>VII</td>
<td>STATISTICS &amp; PROBABILTY</td>
<td>11</td>
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<td>80</td>
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</tbody>
</table>

**UNIT I: NUMBER SYSTEMS**  

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

**UNIT II: ALGEBRA**

1. **POLYNOMIALS**  
   (7) Periods
   Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials. Statement and simple problems on division algorithm for polynomials with real coefficients.

2. **PAIR OF LINEAR EQUATIONS IN TWO VARIABLES**  
   (15) Periods
   Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency.
   Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination and by cross multiplication method. Simple situational problems. Simple problems on equations reducible to linear equations.

3. **QUADRATIC EQUATIONS**  
   (15) Periods
   Standard form of a quadratic equation $ax^2 + bx + c = 0$, ($a \neq 0$). Solutions of quadratic equations (only real roots) by factorization, by completing the square and by using quadratic formula. Relationship between discriminant and nature of roots.
   Situational problems based on quadratic equations related to day to day activities to be incorporated.
4. ARITHMETIC PROGRESSIONS (8) Periods
Motivation for studying Arithmetic Progression Derivation of the \( n \)th term and sum of the first \( n \) terms of A.P. and their application in solving daily life problems.

UNIT III: COORDINATE GEOMETRY
1. LINES (In two-dimensions) (14) Periods

UNIT IV: GEOMETRY
1. TRIANGLES (15) Periods
Definitions, examples, counter examples of similar triangles.
1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.
5. (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.
6. (Motivate) If a perpendicular is drawn from the vertex of the right angle of a right triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.
7. (Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares of their corresponding sides.
8. (Prove) In a right triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides.
9. (Prove) In a triangle, if the square on one side is equal to sum of the squares on the other two sides, the angles opposite to the first side is a right angle.

2. CIRCLES (8) Periods
Tangent to a circle at, point of contact
1. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.
2. (Prove) The lengths of tangents drawn from an external point to a circle are equal.
3. CONSTRUCTIONS (8) Periods
1. Division of a line segment in a given ratio (internally).
2. Tangents to a circle from a point outside it.
3. Construction of a triangle similar to a given triangle.

UNIT V: TRIGONOMETRY
1. INTRODUCTION TO TRIGONOMETRY (10) Periods
Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined); motivate the ratios whichever are defined at 0° and 90°. Values (with proofs) of the trigonometric ratios of 30°, 45° and 60°. Relationships between the ratios.

2. TRIGONOMETRIC IDENTITIES (15) Periods
Proof and applications of the identity \(\sin^2 A + \cos^2 A = 1\). Only simple identities to be given. Trigonometric ratios of complementary angles.

3. HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression. (8) Periods
Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only 30°, 45°, 60°.

UNIT VI: MENSURATION
1. AREAS RELATED TO CIRCLES (12) Periods
Motivate the area of a circle; area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60°, 90° and 120° only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

2. SURFACE AREAS AND VOLUMES (12) Periods
1. Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones. Frustum of a cone.
2. Problems involving converting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids be taken).
UNIT VII: STATISTICS AND PROBABILITY

1. STATISTICS (18) Periods
   Mean, median and mode of grouped data (bimodal situation to be avoided).
   Cumulative frequency graph.

2. PROBABILITY (10) Periods
   Classical definition of probability. Simple problems on single events (not using set notation).
# QUESTIONS PAPER DESIGN 2017-18
## CLASS-X
### Mathematics (Code No. 041)  
**Time : 3 hrs**  
**Marks: 80**

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INTERNAL ASSESSMENT 20 Marks

• Periodical Test 10 Marks
• Note Book Submission 05 Marks
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PRESCRIBED BOOKS:
1. Mathematics - Textbook for class IX - NCERT Publication
2. Mathematics - Textbook for class X - NCERT Publication
3. Guidelines for Mathematics Laboratory in Schools, class IX - CBSE Publication
4. Guidelines for Mathematics Laboratory in Schools, class X - CBSE Publication
5. Laboratory Manual - Mathematics, secondary stage - NCERT Publication
6. Mathematics exemplar problems for class IX, NCERT publication.
7. Mathematics exemplar problems for class X, NCERT publication.
The subject of Science plays an important role in developing well-defined abilities in cognitive, affective and psychomotor domains in children. It augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.

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

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

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

General Instructions:

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

<table>
<thead>
<tr>
<th>Unit No.</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>Matter - Its Nature and Behaviour</td>
<td>23</td>
</tr>
<tr>
<td>II</td>
<td>Organisation in the Living World</td>
<td>20</td>
</tr>
<tr>
<td>III</td>
<td>Motion, Force and Work</td>
<td>27</td>
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<tr>
<td>IV</td>
<td>Our Environment</td>
<td>06</td>
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<td>V</td>
<td>Food; Food Production</td>
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<td><strong>Internal assessment</strong></td>
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<td><strong>Grand Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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

Theme: Materials

Unit I: Matter - Nature and Behaviour (50 Periods)
Definition of matter; solid, liquid and gas; characteristics - shape, volume, density; change of state-melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.

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

Particle nature, basic units: Atoms and molecules, Law of constant proportions, Atomic and molecular masses. Mole concept: Relationship of mole to mass of the particles and numbers.

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

Theme: The World of the Living

Unit II: Organisation in the Living World (45 Periods)
Call - Basic Unit of life: Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles and cell inclusions; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus; nucleus, chromosomes - basic structure, number.

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

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

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

**Theme : Moving Things, People and Ideas**

**Unit III : Motion, Force and Work**

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

- **Force and Newton’s laws** : Force and Motion, Newton’s Laws of Motion, Action and reaction forces, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration. Elementary idea of conservation of Momentum.

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

- **Floatation** : Thrust and Pressure. Archimedes’ Principle; Buoyancy; Elementary Idea of Relative Density.


- **Sound** : Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo and SONAR. Structure of the Human Ear (Auditory aspect only).

**Theme : Natural Resources : Balance in Nature**

**Unit IV : Our Environment**

- **Physical resources** : Air, Water, Soil. Air for respiration, for combustion, for moderating temperatures; movements of air and its role in bringing rains across India.

- Air, Water and Soil pollution (brief introduction). Holes in ozone layer and the probable damages.

- **Bio-geo chemical cycles in nature** : Water, Oxygen, Carbon and Nitrogen.
Theme: Food
Unit V: Food Production (10 Periods)

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

PRACTICALS (30 Periods)

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

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

2. Preparation of:
   a) a mixture
   b) a compound

   using iron filings and sulphur powder and distinction between these on the basis of:
      (i) appearance, i.e., homogeneity and heterogeneity
      (ii) behaviour towards a magnet
      (iii) behaviour towards carbon disulphide as a solvent
      (iv) effect of heat

3. Separation of the components of a mixture of sand, common salt and ammonium chloride (or camphor).

4. Performing the following reactions and classifying them as physical or chemical changes:
   a) Iron with copper sulphate solution in water
   b) Burning of magnesium ribbon in air
   c) Zinc with dilute sulphuric acid
   d) Heating of copper sulphate crystals
   e) Sodium sulphate with barium chloride in the form of their solutions in water.
5. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams.

6. Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals from prepared slides. Drawing of their labeled diagrams.

7. Determination of the melting point of ice and the boiling point of water.

8. Verification of the Laws of reflection of sound.

9. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder.

10. Establishing the relation between the loss in weight of a solid when fully immersed in
    a) tap water
    b) strongly salty water, with the weight of water displaced by it by taking at least two different solids.

11. Determination of the speed of a pulse propagated through a stretched string / slinky.

12. Study of the characteristics of Spirogyra / Agaricus, Moss / Fern, Pinus (either with male or female cone) and an Angiospermic plant. Drawing and providing two identifying features of the groups they belong to.

13. Observing the given pictures / charts / models of earthworm, cockroach, bony fish and bird. For each organism, drawing of their picture and recording:
    a) one specific feature of its phylum.
    b) one adaptive feature with reference to its habitat.

14. Verification of the law of conservation of mass in a chemical reaction.

15. Study of the external features of root, stem, leaf and flower of monocot and dicot plants.
Course Structure Class - X  
(Annual Examination) 

Marks : 80

<table>
<thead>
<tr>
<th>Unit No.</th>
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<th>Marks</th>
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<tbody>
<tr>
<td>I</td>
<td>Chemical Substances - Nature and Behaviour</td>
<td>25</td>
</tr>
<tr>
<td>II</td>
<td>World of Living</td>
<td>23</td>
</tr>
<tr>
<td>III</td>
<td>Natural Phenomena</td>
<td>12</td>
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<td>IV</td>
<td>Effects of Current</td>
<td>13</td>
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<td>V</td>
<td>Natural Resources</td>
<td>07</td>
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Note: Above weightage includes the weightage of questions based on practical skills.

Theme: Materials

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

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

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

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

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

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

Unit II : World of Living (50 Periods)

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

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

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

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

Theme : Natural Phenomena

Unit III : Natural Phenomena (23 Periods)

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

Refraction; Laws of refraction, refractive index.

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

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

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

Theme : How Things Work

Unit IV : Effects of Currect (32 Periods)


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

Unit V : Natural Resources (20 Periods)

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


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

PRACTICALS

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

LIST OF EXPERIMENTS

1. Finding the pH of the following samples by using pH paper / universal indicator:
   a) Dilute Hydrochloric Acid
   b) Dilute NaOH solution
   c) Dilute Ethanoic Acid Solution
   d) Lemon juice
   e) Water
   f) Dilute Hydrogen Carbonate solution

Studying the properties of acids and bases (HCl & NaOH) by their reaction with:
   a) Litmus solution (Blue/Red)
   b) Zinc metal
   c) Solid sodium carbonate

2. Performing and observing the following reactions and classifying them into:
   a) Combination reaction
   b) Decomposition reaction
   c) Displacement reaction
   d) Double displacement reaction
      (i) Action of water on quick lime
      (ii) Action of heat on ferrous sulphate crystals
(iii) Iron nails kept in copper sulphate solution
(iv) Reaction between sodium sulphate and barium chloride solutions

OR

3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions:
   a) \( \text{ZnSO}_4 \) (aq)
   b) \( \text{FeSO}_4 \) (aq)
   c) \( \text{CuSO}_4 \) (aq)
   d) \( \text{Al}_2(\text{SO}_4)_3 \) (aq)

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

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

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

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

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

8. Study of the following properties of acetic acid (ethanoic acid):
   i) odour
   ii) solubility in water
   iii) effect on litmus
   iv) reaction with sodium Hydrogen Carbonate

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

10. Determination of the focal length of:
    i) Concave mirror
    ii) Convex lens

by obtaining the image of a distant object.

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

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

13. Tracing the path of the rays of light through a glass prism.
14. Finding the image distance for varying object distances in case of a convex lens and drawing corresponding ray diagrams to show the nature of image formed.

15. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).

Prescribed Books

- Science - Textbook for class IX - NCERT Publication
- Science - Textbook for class X - NCERT Publication
- Assessment of Practical Skills in Science - Class IX - CBSE Publication
- Assessment of Practical Skills in Science - Class X - CBSE Publication
- Laboratory Manual - Science - Class IX, NCERT Publication
- Laboratory Manual - Science - Class X, NCERT Publication
- Exemplar Problems - Clss IX - NCERT Publication
- Exemplar Problems Class X - NCERT Publication
**QUESTION PAPER DESIGN FOR SCIENCE (CODE NO. 086/090)**

**Class - IX & X (2017-18)**

**Time : 3 Hours**

**Max. Marks : 80**

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

**Total (Theory Based Questions)**

- Total = 2x1=2, 3x2=6, 10x3=30, 6x5=30, 68(21)
- % Weightage = 100%

**Practical Based Questions (PBQs)**

- Total = 6x2=12
- % Weightage = 6(12)

**Total**

- Total = 2x1=2, 9x2=18, 10x3=30, 6x5=30, 80(27)

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

*One question of 3 marks will be included to assess the values inherent in the texts.*
Rationale
Social Science is a compulsory subject up to 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.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Units</th>
<th>Marks</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>India and the Contemporary World - I</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>II</td>
<td>Contemporary India - I</td>
<td>20</td>
<td>55</td>
</tr>
<tr>
<td>III</td>
<td>Democratic Politics - I</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>IV</td>
<td>Economics</td>
<td>20</td>
<td>50</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>215</strong></td>
</tr>
</tbody>
</table>

**Max. Marks: 80**
# Unit 1: India and the Contemporary World - I

## Themes

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three themes in the first sub-unit and one each from the second sub unit could be studied.</td>
<td>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.</td>
</tr>
<tr>
<td>Sub-unit 1.1 : Events and processes: (All the three themes are compulsory)</td>
<td>• Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</td>
</tr>
<tr>
<td>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.</td>
<td>• Show how written, oral and visual material can be used to recover the history of revolutions.</td>
</tr>
<tr>
<td><strong>I. The French Revolution:</strong></td>
<td>• Explore the history of socialism through a study of the Russian revolution.</td>
</tr>
<tr>
<td>(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)</td>
<td>• Discuss the critical significance of Nazism in shaping the politics of modern world.</td>
</tr>
<tr>
<td><strong>II. Socialism in Europe and the Russian Revolution:</strong></td>
<td>• Familiarize students with the speeches and writings of Nazi leaders.</td>
</tr>
<tr>
<td>(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)</td>
<td></td>
</tr>
<tr>
<td><strong>III. Nazism and the Rise of Hitler:</strong></td>
<td></td>
</tr>
<tr>
<td>(a) The growth of social democracy. (b) The crises in Germany. (c) The basis of Hitler’s rise to power. (c) The ideology of Nazism. (d) The impact of Nazism. (Chapter 3)</td>
<td></td>
</tr>
</tbody>
</table>
Sub-unit 1.2: Livelihoods, Economies and Societies:
The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.

Any one theme of the following:

IV. Forest Society and Colonialism:
(a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism.
Case studies: Focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)

V. Pastoralists in the Modern World:
(a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states?
Case studies: Focus on two pastoral groups, one from Africa and one from India. (Chapter 5)

VI. Peasants and Farmers:
(a) Histories of the emergence of different forms of farming and peasant societies.
(b) Changes within rural economies in the modern world.
Case studies: focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India) (Chapter 6)

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

- Discuss the social and cultural world of forest communities through the study of specific revolts.
- Understand how oral traditions can be used to explore tribal revolts.
- Point to the varying patterns of developments within pastoral societies in different places.
- Look at the impact of colonialism on forest societies, and the implication of scientific forestry.
- Show the different processes through which agrarian transformation may occur in the modern world.
- Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets.
- Understand how agricultural systems in India are different from that in other countries.
- Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.
Unit 2 : Contemporary India - I

55 Periods

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. India - Size and Location</td>
<td>• 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.</td>
</tr>
<tr>
<td>2. Physical Features of India: relief,</td>
<td>• To understand the river systems of the country and explain the role of rivers in the evolution of human society.</td>
</tr>
<tr>
<td>structure, major physiographic unit.</td>
<td>• 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.</td>
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<tr>
<td></td>
<td>• To explain the importance and unifying role of monsoons.</td>
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<tr>
<td>3. Drainage: Major rivers and tributaries,</td>
<td>• To find out the nature of diverse flora and fauna as well as their distribution.</td>
</tr>
<tr>
<td>lakes and seas, role of rivers in the</td>
<td>• To develop concern about the need to protect the biodiversity of our country.</td>
</tr>
<tr>
<td>economy, pollution of rivers, measures to</td>
<td>• To analyse the uneven nature of population distribution and show concern about the large size of our population;</td>
</tr>
<tr>
<td>control river pollution. (Chapter 3)</td>
<td>• To understand the various occupations of people and explain various factors of population change;</td>
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<tr>
<td></td>
<td>• To explain various dimension of national policy and understand the needs of adolescents as under served group.</td>
</tr>
<tr>
<td>4. Climate: Factors influencing the</td>
<td></td>
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<tr>
<td>climate; monsoon- its characteristics,</td>
<td></td>
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<tr>
<td>rainfall and temperature distribution;</td>
<td></td>
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<tr>
<td>seasons; climate and human life. (Chapter 4)</td>
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<tr>
<td>5. Natural Vegetation and Wild Life:</td>
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<tr>
<td>Vegetation types, distribution as well as</td>
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<tr>
<td>altitudinal variation, need for conservation and various measures. Major species, their</td>
<td></td>
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<tr>
<td>distribution, need for conservation and</td>
<td></td>
</tr>
<tr>
<td>various measures.</td>
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<tr>
<td>6. Population: Size, distribution, age-</td>
<td></td>
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<tr>
<td>sex composition, population change-</td>
<td></td>
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<tr>
<td>migration as a determinant of population</td>
<td></td>
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<tr>
<td>change, literacy, health, occupational</td>
<td></td>
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<tr>
<td>structure and national population policy:</td>
<td></td>
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<tr>
<td>adolescents as under-served population</td>
<td></td>
</tr>
<tr>
<td>group with special needs. (Chapter 6)</td>
<td></td>
</tr>
<tr>
<td>Note: Data of pg 53, 54 is to be updated by the teacher in the Text Book NCERT, Class IX Geography.</td>
<td></td>
</tr>
</tbody>
</table>

Project/Activity: Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India.
Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

Posters:
River pollution
Depletion of forests and ecological imbalance.

## Unit 3: Democratic Politics - I

50 Periods

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 2. **What is Democracy? Why Democracy?:** What are the different ways of defining democracy? Why has democracy become the most prevalent form of government in our times? What are the alternatives to democracy? Is democracy superior to its available alternatives? Must every democracy have the same institutions and values? (Chapter 2) | • Develop conceptual skills of defining democracy  
• Understand how different historical processes and forces have promoted democracy.  
• Developing a sophisticated defence of democracy against common prejudices  
• Develop a historical sense of the choice and nature of democracy in India.  
• Introduction to the process of Constitution making  
• Develop respect for the Constitution and appreciation for Constitutional values  
• Recognise that constitution is a living document that undergoes changes.  
• Introduce the idea of representative democracy via competitive party politics  
• Familiarise with our electoral system and reasons for choosing this  
• Develop an appreciation of citizen’s increased participation in electoral politics  
• Recognise the significance of the Election Commission |
| 3. **Constitutional Design:** How and why did India become a democracy? How was the Indian constitution framed? What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India? (Chapter 3) |  |
| 4. **Electoral Politics:** Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens’ participation in electoral politics changed? What are the ways to ensure free and fair elections? (Chapter 4) |  |
5. Working of Institutions:
How is the country governed? What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another? (Chapter 5)

6. Democratic Rights:
Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured? (Chapter 6)

- Provide an overview of central governmental structures
- Sensitise to the key role of the Parliament and its procedures
- Distinguish between nominal and real executive authorities and functions
- Understand the parliamentary system of executive’s accountability to the legislature
## Unit 4: Economics

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The Story of Village Palampur:</strong> 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)</td>
<td>- Familiarising the children with some basic economic concepts through an imaginary story of a village.</td>
</tr>
<tr>
<td><strong>2. People as Resource:</strong> 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)</td>
<td>- Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building.</td>
</tr>
<tr>
<td><strong>3. Poverty as a Challenge:</strong> 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)</td>
<td>- Understanding of poverty as a challenge and sensitization of the learner</td>
</tr>
<tr>
<td><strong>4. Food Security in India:</strong> 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)</td>
<td>- Appreciation of the government initiative to alleviate poverty;</td>
</tr>
<tr>
<td><strong>Note:</strong> Current status of PDS mentioned in NCERT class IX Economics to be deleted. (pg no. 49-51)</td>
<td>- Exposing the child to an economic issue which is basic necessities of life;</td>
</tr>
<tr>
<td></td>
<td>- Appreciate and critically look at the role of government in ensuring food supply.</td>
</tr>
</tbody>
</table>
Suggested Activities / Instructions:

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

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

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

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

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

**Theme IV:** Visit a few farms in a village and collect the details of foodgrains cultivated. Visit a nearby ration shop and collect the details of goods available.

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

Project Work: 05 Periods (5 Marks)

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

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

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

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

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>ASPECTS</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content accuracy and originality</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Presentation and creativity</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Process of Project Completion : Initiative, cooperativeness, participation and punctuality</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Viva or written test for content assimilation</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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

It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure. The Project Report should be handwritten by the students themselves and comprise of not more than 15 foolscap pages. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.
PRESCRIBED BOOKS:
1. India and the Contemporary World - I History - Published by NCERT
2. Contemporary India - I Geography - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT
5. Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE
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<td>2</td>
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<td>80</td>
<td>100%</td>
</tr>
</tbody>
</table>
Subject - History

Chapter-1: The French Revolution
Outline map of France (For locating and labelling/Identification)
- Bordeaux
- Nantes
- Paris
- Marseilles

Chapter-2: Socialism in Europe and the Russian Revolution
Outline map of World (For locating and labelling/Identification)
- Major countries of First World War
  (Central Powers and Allied Powers)
  Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire)
  Allied Powers - France, England, (Russia), America

Chapter-3: Nazism and the Rise of Hitler
Outline map of World (For locating and labelling/Identification)
- Major countries of Second World War
  Axis Powers - Germany, Italy, Japan
  Allied Powers - UK, France, Former USSR, USA
- Territories under German expansion (Nazi power)
  Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium
SUBJECT-GEOGRAPHY

CH-1 : INDIA-SIZE AND LOCATION
1-India-States with Capitals, Tropic of Cancer, Standard Meridian, Southern most, northern most, eastern most and western most point of India (Location and Labelling)

CH-2 : PHYSICAL FEATURES OF INDIA
Mountain Peaks - K2, Kanchan Junga, Anai Mudi,
Plateau - Deccan Plateau, Chotta Nagpur Plateau, Malwa plateau
Coastal Plains- Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling)

CH-3 : DRAINAGE
Rivers: (Identification only)
a) The Himalayan River Systems-The Indus, The Ganges, and The Satluj
Lakes: Wular, Pulicat, Sambhar, Chilika, Vembanad, Kolleru

CH-4 : CLIMATE
1. Cities to locate: Tiruvananthpuram, Chennai, Jodhpur, Bangalore, Mumbai, Kolkata, Leh, Shillong, Delhi, Nagpur. (Location and Labelling)
2. Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

CH-5 : NATURAL VEGETATION AND WILD LIFE
Vegetation Type: Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove-For identification only
National Parks: Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas
Bird Sanctuaries: Bharatpur and Ranganthitto
Wild life Sanctuaries: Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

CH-6 : POPULATION (location and labelling)
The state having highest and lowest density of population
The state having highest and lowest sex ratio
Largest and smallest state according to area
SOCIAL SCIENCE (Scb. Code)

COURSE STRUCTURE CLASS - X (Session 2017-18)

Time: 3 Hrs.               Marks: 80

<table>
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Unit 1: India and the Contemporary World-II

60 Periods

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>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) 2. The Nationalist Movement in Indo-China: Factors Leading to Growth of Nationalism in Indo-China (a)French colonialism in Indo-China. (b) Phases of struggle against the French. (c) The ideas of Phan Chu Trinh, Phan Boi Chau, HO Chi Minh (d) The Second World War and the liberation struggle. (e) America and the Vietnam war. (Chapter 2)</td>
<td>• The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. • Discuss the relationship/difference between European nationalism and anti-colonial nationalisms. • Point to the way the idea of the For-math required nati-on states became generalized in Europe and elsewhere. • Discuss the difference between French colonialism in Indo-China and British colonialism in India. • Outline the different stages of the anti-imperialist struggle in Indo-China. • Familiarize the students with the differences between nationalist movements in Indo China and India. • Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement. • Analyze the nature of the diverse social movements of the time.</td>
</tr>
</tbody>
</table>
3. Nationalism in India:
(a) Impact of First world war, Khilafat, Non-Cooperation and Differing Strands within the Movement. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Limits of Civil Disobedience. (e) The Sense of Collective Belonging. (Chapter 3)

• Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi.

Sub-unit 1.2: Livelihoods, Economies and Societies:
Any one of the following themes:

4. The making of a Global World:
(a) The Pre-modern world (b) The Nineteenth Century global economy, colonialism) (c) The Inter war Economy (Great Depression) (d) Rebuilding the World Economy

5. The Age of Industrialization:
(a) Proto-industrialization and pace of industrial change (b) Life of workers (c) Industrialization in the colonies (d) Early Entrepreneurs & workers (e) The Peculiarities of Industrial Growth (f) Market for Goods

6. Work, Life & Leisure:
(a) Development of modern cities due to Industrialization in London & Bombay (b) Housing and Land Reclamation (c) Social Changes in the cities (d) Cities and the challenge of the Environment

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

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

• Show that globalization has a long history and point to the shifts within the process.
• Analyze the implication of globalization for local economies.
• Discuss how globalization is experienced differently by different social groups.
• Familiarize students with the Proto-Industrial phase and Early - factory system.
• To make them understand, about the process of industrialization and its impact on labour class.
• To explain them about industrialization in the colonies in reference to Textile industries.
• Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other.
• Discuss the link between print culture and the circulation of ideas.
• Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.
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)

- Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.
- Familiarize students with some of the ideas of writers who have had a powerful impact on society.

Unit 2: Contemporary India - II

55 Periods

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Resources and Development:</strong> 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)</td>
<td>• Understand the value of resources and the need for their judicious utilisation and conservation.</td>
</tr>
<tr>
<td><strong>3. Water Resources:</strong> Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)</td>
<td>• Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation.</td>
</tr>
</tbody>
</table>
| **4. Agriculture:** Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy-employment and output. Note: Content of pg no. 44-47 of NCERT Textbook is to be deleted. (Chapter 4) | • Understand the importance of agriculture in national economy.  
• Identify various types of farming and discuss the various farming methods; Describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.  
• Explain various government policies for institutional as well as technological reforms since independence. |
5. Minerals and Energy Resources:
Types of minerals, distribution (Note: on map only) use and economic importance of minerals, conservation, types of power resources: conventional and non-conventional, distribution and utilization, and conservation.
(Chapter 5)

6. Manufacturing Industries:
Types, spatial distribution (Note: on map only) contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. Note: Content mentioned on page no. 74-75 of NCERT, Geography Text book i.e. Aluminium Smelting, Chemical Industries, Fertilizer Industry, Cement Industry is not required to be deliver in class room during instruction.

7. Life Lines of National Economy:
Importance of means of Communication and transportation, Trade & Tourism (Chapter 7)

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

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

Note: Any similar activity may be taken up.
## Unit 3: Democratic Politics - II

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2. Power Sharing &amp; Federalism:</td>
<td>• Introduce students to the centrality of power sharing in a democracy.</td>
</tr>
<tr>
<td>Why and how is power shared in democracies? How has federal division</td>
<td>• Understand the working of spatial and social power sharing mechanisms.</td>
</tr>
<tr>
<td>of power in India helped national unity? To what extent has</td>
<td>• Analyse federal provisions and institutions.</td>
</tr>
<tr>
<td>decentralisation achieved this objective? How does democracy</td>
<td>• Understand the new Panchayati Raj institutions in rural and urban areas.</td>
</tr>
<tr>
<td>accommodate different social groups? (Chapter 1&amp;2)</td>
<td>• Analyse the relationship between social cleavages and political</td>
</tr>
<tr>
<td>3&amp;4. Democracy and Diversity &amp; Gender, Religion and Caste:</td>
<td>competition with reference to Indian situation.</td>
</tr>
<tr>
<td>Are divisions inherent to the working of democracy? What has been</td>
<td>• Understand and analyse the challenges posed by communalism to Indian</td>
</tr>
<tr>
<td>the effect of caste on politics and of politics on caste? How has the</td>
<td>democracy.</td>
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<tr>
<td>gender division shaped politics? How do communal divisions affect</td>
<td>• Understand the enabling and disabling effects of caste and ethnicity in</td>
</tr>
<tr>
<td>democracy? (Chapter 3&amp;4)</td>
<td>politics.</td>
</tr>
<tr>
<td>5. Popular Struggles and Movements (Note: Ch-5 is to be done as</td>
<td>• Develop a gender perspective on politics.</td>
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<tr>
<td>project work only and will not be evaluated in theory)</td>
<td>• Understand the vital role of struggle in the expansion of democracy.</td>
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<tr>
<td>6. Political Parties: What role do political parties play in</td>
<td>• Analyse party systems in democracies.</td>
</tr>
<tr>
<td>competition and contestation? Which are the major national and</td>
<td>• Introduction to major political parties in the country.</td>
</tr>
<tr>
<td>regional parties in India? (Chapter 6)</td>
<td>• Analyse the role of social movements and non-party political</td>
</tr>
<tr>
<td>7. Outcomes of Democracy: Can or should democracy be judged by its</td>
<td>formations.</td>
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<tr>
<td>outcomes? What outcomes can one reasonably expect of democracies?</td>
<td>• Introduction to the difficult question of evaluating the functioning of</td>
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<tr>
<td>Does democracy in India meet these expectations? Has democracy led</td>
<td>democracies.</td>
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<tr>
<td>to development, security and dignity for the people? What sustains</td>
<td>• Develop the skills of evaluating Indian democracy on some key</td>
</tr>
<tr>
<td>democracy in India? (Chapter 7)</td>
<td>dimensions: development, security and dignity for the people.</td>
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</tbody>
</table>
8. Challenges to Democracy:
Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy? (Chapter 8)

- Understand the causes for continuation of democracy in India.
- Distinguish between sources of strength and weaknesses of Indian democracy.
- Reflect on the different kinds of measures possible to deepen democracy.
- Promote an active and participatory citizenship.

Unit 4: Understanding Economic Development
50 Periods

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
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</thead>
</table>
| **1. Development:** The traditional notion of development; National Income and Per-capita Income. Growth of National Income - critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development. | - Familiarisation of some macroeconomic concepts.  
- Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income.  
- It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation.  
- How and why people should be healthy and provided with education.  
- To make aware of a major employment generating sector.  
- Sensitise the learner of how and why governments invest in such an important sector. |
| **2. Sectors of the Indian Economy:** *Sectors of Economic Activities; Historical change in sectors; Rising importance of tertiary sector; Employment Generation; Division of Sectors- Organised and Unorganised; Protective measures for unorganised sector workers. (Chapter 2) |  
| **3. Money and Credit:** Role of money in an economy: Formal and Informal financial institutions for Savings and Credit - General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, chit funds and private finance companies. (Chapter 3) (Note : Ch-3 will also be evaluated in theory) | - Familiarize the concept of money as an economic concept.  
- Create awareness of the role of financial institutions from the point of view of day-to- day life. |
4. Globalisation and the Indian Economy:
Production across countries, Foreign trade and Interaction of Markets, what is Globalization? Factors, WTO, Impact, Fair Globalization (Chapter 4)

5. Consumer Rights: ***How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection. (Chapter 5)

Suggested Activities / Instructions:

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

Participate in the meetings of Self Help Groups, which are engaged in micro credit schemes in the locality of learners and observe issues discussed.

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

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

Project Work: 05 Periods (5 Marks)

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

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

2. Popular Struggles and Movements
   OR

3. Money and Credit

The project have been carefully designed so as to -

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

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

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

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

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

It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure. The Project Report should be handwritten by the students themselves and comprise of not more than 15 foolscap pages. Records pertaining to projects (internal
assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Subjudiced cases, if any or those involving RTI / Grievances may however be retained beyond three months.

PRESCRIBED BOOKS:
1. India and the Contemporary World-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE
<table>
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<tr>
<th>S. No.</th>
<th>Typology of Questions</th>
<th>Very Short Answer (VSA) 1 Mark</th>
<th>Short Answer (SA) 3 Marks</th>
<th>Long Answer (LA) 5 Marks</th>
<th>Total Marks</th>
<th>% Weightage</th>
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<td>Remembering (Knowledge based simple recall questions, to now specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)</td>
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A. History - Outline Political Map of India
Lesson-3 Nationalism in India - (1918 - 1930).
For locating and labelling / Identification.

1. Indian National Congress Sessions:
   Calcutta (Sep. 1920)
   Nagpur (Dec. 1920)
   Madras (1927)
   Lahore (1929)

2. Important Centres of Indian National Movement
   (Non-cooperation and Civil Disobedience Movement)
   (i) Champaran (Bihar) - Movement of Indigo Planters
   (ii) Kheda (Gujarat) - Peasant Satyagrah
   (iii) Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
   (iv) Amritsar (Punjab) - Jallianwala Bagh Incident
   (v) Chauri Chaura (U.P.) - calling off the Non Cooperation Movement
   (vi) Dandi (Gujarat) - Civil Disobedience Movement

B. GEOGRAPHY
Outline Political Map of India

Chapter 1: Resources and Development
Identification only: Major soil Types.

Chapter 3: Water Resources
Locating and Labelling -

Dams:
(1) Salal
(2) Bhakra Nangal
(3) Tehri
(4) Rana Pratap Sagar
(5) Sardar Sarovar
(6) Hirakud
(7) Nagarjuna Sagar
(8) Tungabhadra. (Along with rivers)

Chapter 4: Agriculture
Identification only
(a) Major areas of Rice and Wheat.
(b) Largest / Major producer states of Sugarcane; Tea; Coffee; Rubber; Cotton and Jute.
Chapter: 5 Mineral and Energy Resources.

Minerals: (Identification only)

(I)  Iron ore mines:
Mayurbhanj
Durg
Bailadila
Bellary
Kudremukh

(II)  Mica mines:
Ajmer
Beawar
Nellore
Gaya
Hazaribagh

(III)  Coal mines:
Raniganj
Jharia
Bokaro
Talcher
Korba
Singrauli
Singareni
Neyvali

(IV)  Oil Fields:
Digboi
Naharkatia
Mumbai High
Bassien
Kalol
Ankaleshwar

(V)  Bauxite Deposits:
The Amarkantak plateau
Maikal hills
The plateau region of Bilaspur- Katni.
Orissa Panchpatmali deposits in Koraput district

(VI)  Mica deposits:
The Chota Nagpur plateau.
Koderma Gaya - Hazaribagh belt of Jharkhand
Ajmer
Nellore mica belt
Power Plants:
(Locating and Labelling only)

(a) Thermal:
Namrup
Talcher
Singrauli
Harduaganj
Korba
Uran
Ramagundam
Vijaywada
Tuticorin

(b) Nuclear:
Narora
Rawat Bhata
Kakrapara
Tarapur
Kaiga
Kalpakkam

Chapter 6: Manufacturing Industries
Locating and Labelling Only

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

(2) Iron and Steel Plants:
Burnpur
Durgapur
Bokaro
Jamshedpur
Raurkela
Bhilai
Vijaynagar
Bhadrawati
Vishakhapatnam
Salem

(3) Software Technology Parks:
Mohali
Noida
Jaipur
Gandhinagar
Indore
Mumbai
Pune
Kolkata
Bhubaneshwar
Vishakhapatnam
Hyderabad
Bangalore
Mysore
Chennai
Thiruvananthapuram

Chapter 7 Lifelines of National Economy.
Identification Only: Golden Quadrilateral, North-South Corridor, East-West Corridor.

National Highways:
\begin{itemize}
\item NH-1
\item NH-2
\item NH-7
\end{itemize}

Locating and Labelling:

Major Ports:
\begin{itemize}
\item Kandla
\item Mumbai
\item Jawahar Lal Nehru
\item Marmagao
\item New Mangalore
\item Kochi
\item Tuticorin
\item Chennai
\item Vishakhapatnam
\item Paradip
\item Haldia
\item Kolkata
\end{itemize}

International Airports:
\begin{itemize}
\item Amritsar (Raja Sansi)
\item Delhi (Indira Gandhi International)
\item Mumbai (Chhatrapati Shivaji)
\item Thiruvananthapuram (Nedimbacherry)
\item Chennai (Meenam Bakkam)
\item Kolkata (Netaji Subhash Chandra Bose)
\item Hyderabad (Rajiv Gandhi)
\end{itemize}

Note: Items of Locating and Labelling may also be given for Identification.
CARNATIC MUSIC (VOCAL) THEORY (Code No. 031)
Syllabus for Class - IX

Periods : 135          Marks : 25

I. Brief history of Carnatic Music with special reference to Saint Purandara dasa, Annamacharya, Bhadrachala Ramadasa, Saint Tyagaraja, Muthuswamy Dikshitar, Syama Shastry and Swati Tirunal.

II. Definition of the following terms :
Sangeetam, Nada, raga, laya, tala, dhatu, Mathu, Sruti, Alankara, Arohana, Avarohana, Graha (Sama, Atita, Anagata), Svara - Prakruti & Vikriti Svaras, Poorvanga & Uttaranga, Sthayi, vadi, Samvadi, Anuvadi & Vivadi Svara - Amsa, Nyasa and Jeeva.

III. Brief raga lakshanas of Mohanam, Hamsadhvani, Malahari, Sankarabharanam, Mayamalavagoula, Bilahari, Khamas, Kharaarapriya, Kalyani, Abhogi & Hindolam.

IV. Brief knowledge about the musical forms.
Geetam, Svarajati, Svara Exercises, Alankaras, Varnam, Jatisvaram, Kirtana & Kriti.

V. Description of following Talas :
Adi - Single & Double Kalai, Roopakam,
Chapu - Tisra, Misra & Khanda and Sooladi Sapta Talas.

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

25 Marks

1. Long Answer (Essay)
   a. Biography               05 Marks
   b. Musical Forms              05 Marks

Short Answers with Examples
   c. Writing of minimum three Raga-lakshana from prescribed list in the syllabus.               05 Marks
   d. Description of talas, illustrating with examples.          05 Marks
   e. Short notes of minimum 05 technical terms from the topic II.          05 Marks

Note : Examiners should set at least seven questions in total and the students should answer five questions from them, including two Essays, two short answer and short notes questions based on technical terms (topic-II) will be compulsory.
CARNATIC MUSIC (VOCAL) Practical (Code No. 031)
Syllabus for Class - IX

Periods : 405
Marks : 75

I. Vocal exercises - Svaravalis, Hechchu and Taggu Sthayi, Alankaras in three degrees of speed.

II. Simple Geetams - Two Pillari Gitams, two Sadharana Geetams or Sanchari Geetams.

III. Simple Svaraatis in Khamas and Bilahari raga.

IV. Four Adi tala Varnams in two degrees of speed.

V. 6 Keertanas in the ragas prescribed.

VI. Svarajnanam test in the prescribed ragas and learnt compositions.

VII. Signing of one Devarnama, one Patriotic song, one Tiruppugazh and one folk song.

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

Marks : 75

1. Questions based on vocal exercises in three degrees of speed.        10 Marks
2. Geetam - At least two from the syllabus            10 Marks
3. Questions based on Swarajatis taught.            10 Marks
4. Singing of Varnams in two degrees of speed.           15 Marks
5. Questions based on Keertanas learnt.            20 Marks
  a. Rendering of Kirtana
  b. Swarajnanam test
  c. Details of the ragas
6. Singing of one or two item from the topic VI           10 Marks
CARNATIC MUSIC (VOCAL) THEORY (Code No. 031)
Syllabus for Class - X

Periods : 135            Marks : 25
I. Brief knowledge of Raga classification.
II. Brief knowledge of scheme of 72 Melakarta.
III. Knowledge of Ragas Prescribed - Suddha Dhanyasi, Sriranjani, Suddha Saveri, Bhairavi Keeravani, Kambhoji, Ananda Bhairavi.
IV. Detailed knowledge of Kriti with explanation of decorative angas, Varnams - Tana Varnam & Pada Varnam.
V. Rudiments of notation & writings of notations of Varnamas and Geetams.
VI. Life and contribution of the following 20th Century Composers :
   a. Kotisvara Iyer
   b. Papanasam Sivan
   c. Balamurali Krishna
   d. G.N. Balasubramaniam
   e. Lalgudi Jayaraman

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

Marks : 25
1. Knowledge of writing notations of varnams & Gitams (Compulsory)
2. Knowledge of Ragas prescribed (compulsory)
3. Long Answer (Essay) 72 Melakarta Scheme.
5. Long Answer (Essay) Based on the musical formas prescribed.
6. Short Answer or short notes based on whole syllabus.
7. Life and contribution of anyone composer mentioned in topic-VI.

Note : Question paper should contain at least seven questions, out of which candidates are expected to answer five in all. In which questions based on Notation & Raga-lakshanas are compulsory. All questions carry equal marks.
CARNATIC MUSIC (VOCAL) Practical (Code No. 031)  
Practical Format for Class - X Examination  
Marks : 75

1. Singing of Alankaras and Swara Exercise in a raga other than Mayamalava Goula in three degrees of speed.  
   10 marks

2. Rendering of at least four Varnams learnt in two degrees of speed.  
   20 marks

3. Question based on kriti.  
   a. Rendition of Kriti learnt in Adi, Roopak and Chapu talas.  
   20 marks
   b. Swaragyanam test based on the compositions learnt.

4. Short bout of Kalpana Swaras in 1st speed for the compositions mentioned in the syllabus.  
   10 marks

5. Any one item from Topic IV  
   05 marks

6. Tuning of Tanpura.  
   10 marks

CARNATIC MUSIC (VOCAL) Theory (Code No. 031)  
Practical Syllabus for Class - X Examination  
Marks : 75

I. Singing of Alankaras and Svaravalis in a Raga other than Mayamalavagaula.

II. Rendering of taught Varnams (at least four) in two degrees of speed.

III. Eght Kritis in total using Adi tala, Rupaka and Chapu Tala and at lest one in slow tempo Adi tala.

IV. At least one Devarnama, Bhajan, Tiruppugazh, Patriotic song and one folk song.

V. Svarajnanam test based on the prescribed ragas and taught compositions.

VI. Singing Svarakalapana in first speed for the compositions taught in Mohanam, Hamsadhvani, Kharaharpriya, Sankarabharanam, Suddha Saveri, Kalyani and Suddha Dhanyasi.
CARNATIC MUSIC Melodic Instrument - Practical (Code No. 032)  
Syllabus for Class - IX

Periods : 405              Max. Marks : 75

I. Introduction of Svara exercises and Sapta Tala alankaras in two speeds.

II. Learning of 02 Pillari Geetams, 02 Sadharana Geetams/Sanchari Geetams, 01 Svarajati, 02 Adi Tala Varnams in one speed.

III. Brief outline of Ragas - Mayamalavagoula, Kalyani, Kharaharapriya, Sankarabharanam, Hamsadhvani, Mohanam & Suddha Dhanyasi.

IV. Basic techniques and construction of any one of the chosen instrument.
   a. Violin
   b. Veena
   c. Flute
   d. Mandolin

V. Rendering of any two of the following :
   a. Devotional Song
   b. Folk Song
   c. Patriotic Song

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

Max. Marks : 75

I. Questions based on the rendering of Swara Exercises and Sapta Tala alankaras in two speeds.  15 marks

II. Questions based on Gitams, Svarajati and Varnam  20 marks

III. Brief explanation of Ragas from the syllabus.  15 marks

IV. Questions based on the chosen instrument.  10 marks

V. Rendering in part or full of the compositions from the topic V.  10 marks

VI. Reciting the Sahitya or lyric of the compositions learnt.  05 marks
CARNATIC MUSIC Melodic Instrument - Theory (Code No. 032)
Syllabus for Class - IX

Periods : 135              Max. Marks : 25

I. Brief history of Carnatic music with special reference to Saint Purandara Dasa, Saint Tyagaraja, Muthuswamy Dikshitar, Syama Sastry, Swati Tirunal, Annamacharya and Bhadrachala Ramadasa.

II. Brief lakshanas of the following ragas :
Mayamalavagoula, Kalyani, Sankarabharanam, Hamsadhavani, Mohanam, Kharaharapriya and Suddha Dhanyasi.

III. Definitions of the following terms :
Sangeetam, Nada, Arohana, Avarohana, Dhatu, Mathu, Sruti, Sthayi, Alankara, Poorvanga, Uttaranga Laya - Vilamba, Madhya, Dhruta, Svara - Suddha & Vikrita, Raga, Tala, Graha - (Sama, Atita, Anagata), Anya Svara.

IV. Knowledge of Musical Forms :
Svaravalis - Sarali, Jantai, Dattu, Hechchusthayi - Taggu Sthayi, Alankaras, Geetam and Svarajati.

V. Ability to describe the following Talas :
Adi, Roopakam and Sooladi Sapta Talas

VI. Notation of Gitams in Rupaka and Triputa Tala.

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

Max. Marks : 25

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

Note : Examiners should set minimum seven questions based on the pattern given above and the candidates are expected to answer five questions in all.
CARNATIC MUSIC Melodic Instrument - Theory (Code No. 032)
Syllabus for Class - X

Periods : 135

1. Raga classification in General.
3. Writing notations of Adi tala Varna in two speeds and Kirtanas set in Adi and Rupaka tala.
4. An outline knowledge of 72 Melakartas.
5. Detailed knowledge of musical forms Kriti, Kirtana, Jatisvaram and Varnam.

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

Max. Marks : 25

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

Note : Examiners should set at-least seven questions in total and the students should answer five questions from them, including essay, short answers including Ragalakshana, Musical Forms etc. Topic number II & III are compulsory.
CARNATIC MUSIC Melodic Instrument - Practical (Code No. 032)
Syllabus for Class - X

Periods : 405  
Max. Marks : 75

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

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

Max. Marks : 75

I. Playing any part of the Varnam learnt in two speeds 15 marks
II. Rendering of the Keertanas from the prescribed syllabus 18 marks
III. Questions based on jatiswaram and Swarajati learnt 10 marks
IV. Explanation of Raga details prescribed 10 marks
V. Tuning of Instrument opted for 12 marks
VI. Reciting the Sahitya (or) Lyric for the compositions learnt 10 marks
CARNATIC MUSIC Percussion - Theory (Code No. 033)
Syllabus for Class - IX

Periods: 135

Max. Marks: 25

1. Definition of the following terms:
Tala, Laya, Avartana, Kala, Kaala, Graha (Atita - Anagata - Sama), Nada, Sangeetam, Svara, Sthay Raga, Alankara, Arohana, Avarohana, Uttaranga and Purvanga.

2. Brief history of Carnatic music with reference to Purandara Dasa, Tyagaraja, Muthuswamy, Dikshitar and Syama Sastry.

3. Basic knowledge of opted instrument.

4. Description and writing notation of sollukattus in Adi, Rupakam and chapu talas (all varieties).

5. Brief lakshanas of musical forms - Geetam Svarajati, Varnam.

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

Max. Marks: 25

1. Life and contribution of any one of the composers mentioned in topic II. 5 marks

2. Construction and playing techniques of opted percussion instrument 5 marks

3. Writing in notation, the Sollukattus for Adi/Roopakam/Chapu Talas 5 marks

4. Briefly explaining the lakshanas of any one of the Musical Term from topic V 5 marks

5. Writing short notes on five technical terms from the syllabus 5 marks

Note: Examiner should give internal choice for all the question set up.
CARNATIC MUSIC - Percussion Practical (Code No. 033)
Syllabus for Class - IX

Periods : 405              Max. Marks : 75

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

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

Max. Marks : 75

1. Reciting of Sollukattus for the prescribed talas with varieties at-least in three speeds. 15 marks
2. Ability to paly simple Sollukattus for Adi, Roopaka and Chapu tala varieties. 15 marks
3. Reciting the Sapta tala alankaras in three degrees of speed. 15 marks
4. Questions based on the construction and playing techniques adopted in Khanjira and Ghatam. 10 marks
5. Ability to explain the special technical knowledge, employed in Mridangam and following it up with Tattakaram accompariment for Janta Swaras, Alankaras, Geetam and Swarajatis. 20 marks
CARNATIC MUSIC - Percussion Theory (Code No. 033)
Syllabus for Class - X

Periods : 135
Max. Marks : 25

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

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

Max. Marks : 25

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

Note: Examiners can put seven questions from the above topics and the candidates should attempt five questions in all. All the questions carry equal marks.
CARNATIC MUSIC - Percussion Practical (Code No. 033)
Syllabus for Class - X

Periods : 405              Max. Marks : 75

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

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

Max. Marks : 75

I. Ability to tune Mridangam. 10 marks
II. Ability to prepare and recital Sollukattu for Adi, Rupaka, Triputa and Khanda Chapu talas. 20 marks
III. Knowledge about the way of accompaniment for musical forms like Varnam, kriti, Jatiswaram, Padam and Tillana. 15 marks
IV. Preparation of Mohra and Morvai in Adi, Rupaka, Triputa and Chapu talas. 20 marks
V. Ability to play “Tani Avartanam” for at-least 6 to 8 avartanas in simple talas. 10 marks
HINDUSTANI MUSIC VOCAL (Code - 034)
Examination Structure for Assessment Class IX

TOTAL: 100 Marks

Theory
Time: 03 hours 25 Marks
1. Five questions to be set with internal choice covering the entire syllabus.
2. Out of five questions, one question of composition in notation from the prescribed Ragas will be compulsory.
3. All the questions will carry five marks each.

Practical 75 Marks
Time: 15-20 Minutes for each candidate
1. Examiners are requested to ask the questions directly related to the syllabus.
2. Marks should be awarded in accordance with the marking scheme.

Distribution of Marks

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Value Points</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alankaras set to all prescribed Ragas and Talas</td>
<td>03</td>
</tr>
<tr>
<td>2</td>
<td>One Swaramakika and one Lakshan Geet</td>
<td>04x02=08</td>
</tr>
<tr>
<td>3</td>
<td>Aroha, Avaroha, Pakad and Drut Khayal with few Aalaps and Tanas in each prescribed Raga</td>
<td>10x04=40</td>
</tr>
<tr>
<td>4</td>
<td>Identification of prescribed Ragas from the passages of Swaras rendered by the examiner</td>
<td>08</td>
</tr>
<tr>
<td>5</td>
<td>Any three of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i. National Anthem</td>
<td>02x03=06</td>
</tr>
<tr>
<td></td>
<td>ii. National Song</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. Patriotic Song</td>
<td></td>
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<tr>
<td></td>
<td>iv. Community Song</td>
<td></td>
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<tr>
<td></td>
<td>v. Devotional Song</td>
<td></td>
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<tr>
<td></td>
<td>vi. Folk or Tribal Song</td>
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<tr>
<td>6</td>
<td>Recitation of the Thekas of the prescribed Talas with dugun</td>
<td>02x05=10</td>
</tr>
</tbody>
</table>
HINDUSTANI MUSIC VOCAL (Code - 034)
Examination Structure for Assessment Class X

TOTAL: 100 Marks

Theory

Time: 03 hours                25 Marks

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

Practical                   75 Marks

Time: 20-25 Minutes for each candidate

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

Distribution of Marks

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Value Points</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One Vilambit Khayal with simple elaborations in prescribed Raga</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Aaroha, Avaroha, Pakad and Drut Khayal with simple elaborations and few Tanas in each prescribed Raga</td>
<td>10x04=40</td>
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<tr>
<td>3</td>
<td>i. Devotional Song</td>
<td>02x02=04</td>
</tr>
<tr>
<td></td>
<td>ii. Patriotic Song</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>i. Folk Song</td>
<td>02½ x 02 = 05</td>
</tr>
<tr>
<td></td>
<td>ii. Tribal Song</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Identification of prescribed Ragas from the passages of Swaras rendered by the examiner.</td>
<td>04</td>
</tr>
<tr>
<td>6</td>
<td>Recitation of the Thekas of the prescribed Talas with dugun</td>
<td>02½ x 04 = 10</td>
</tr>
</tbody>
</table>
HINDUSTANI MUSIC
VOCAL (Code - 034) Class IX

TOTAL: 100 Marks

Theory

Time: 03 hours

1. Describe the following:
   Sangeet, Dhwani, Nada, Shruti, Swara, Saptak, Thaat, Jati.

2. Define the following:
   Raga, Aaroha, Avaroha, Pakad, Vadi, Samvadi, Anuvadi, Vivadi.

3. Describe the following:
   Bandish, Sthai, Antara, Swarmalika, Lakshan Geet, Khayal.

4. Define the following:
   Laya, Tala, Matra, Sam, Tali, Khali, Vibhag, Avartan.

5. An outline history of Hindustani Music of Modern period with special reference to


7. Description of the following Ragas:
   i. Alhaiya Bilawal
   ii. Yaman
   iii. Bhairav
   iv. Kafi

8. Ability to do notation of compositions in prescribed Ragas.

9. Description and ability to do Tala-Notation of the following Talas:
   Teentala, Ektala, Jhaptala, Keharwa, Dadra

Practical

1. Six Alankaras set to all prescribed Ragas and Talas.

2. One Swarmalika and one Lakshan Geet in each prescribed Raga.
3. Aroha, Avroha, Pakad and Drut Khayal with few Alaps and Tanas in the following Ragas:
   Alhaiya Bilawal, Yaman, Bhairav and Kafi.

4. Identification of prescribed Ragas from the passages of swaras rendered by the examiner.

5. i. National Anthem
   ii. National Song
   iii. Patriotic Song
   iv. Community Song
   v. Devotional Song
   vi. Folk or Tribal Song

6. Recitation of the Thekas of the following Talas with Dugun, keeping Tala with hand-beats:
   Teentala, Ektala, Jhaptala, Kehrwa, Dadra.
HINDUSTANI MUSIC
VOCAL (Code - 034) Class X

TOTAL: 100 Marks

Theory

Time: 03 hours  25 Marks

1. Define the following:
   Aalap, Tana, Meend, Kan, Khatka, Murki

2. Describe the following:
   Dhamar, Tarana, Thumri, Lokgeet


4. Basic knowledge of the structure and tuning of Tanpura.

5. Detail study of the following Ragas:
   i. Bhupali
   ii. Khamaj
   iii. Durga
   iv. Des

6. Ability to do notation of compositions in prescribed Ragas.

7. Brief life sketch and contribution to music of Miyan Tansen, Sadarang and Ustad Faiyaz Khan.

8. Description and Tala - Notation of the following Talas with dugun:
   Tilwada, Chautala, Sultala, Rupak.

Practical  75 Marks

1. One Vilambit Khayal with simple elaborations in any one of the prescribed Ragas.

2. Aaroha, Avaroha, Pakad and Drut Khayal with simple elaborations and few Tanas in the following Ragas:
   i. Bhupali
   ii. Khamaj
   iii. Durga
   iv. Des
3.  
   a.  Devotional Song  
       b.  Patriotic Song  

4.  
   a.  Folk song  
       b.  Tribal Song  

5.  Ability to recognize the prescribed Ragas from the passages of Swaras rendered 
    by the examiner.

6.  Recitation of the Thekas of the following Talas with dugun, keeping Tala with 
    hand-beats:
   i.  Tilwada  
   ii.  Chautala  
   iii.  Sultala  
   iv.  Rupak
HINDUSTANI MUSIC MELODIC INSTRUMENTS (Code - 035)
Examination Structure for Assessment Class IX

TOTAL: 100 Marks

Theory
Time: 03 hours                25 Marks
1. Five questions to be set with internal choice covering the entire syllabus.
2. Out of the five questions, one question of compositions in Notation from the
prescribed Ragas will be compulsory.
3. All questions will carry Five Marks each.

Practical                   75 Marks
Time: 15-20 Minutes for each candidate
1. Examiners are requested to ask the questions directly related to the syllabus.
2. Marks should be awarded in accordance with the marking scheme.

Distribution of Marks

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Value Points</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chalan set to all Ragas</td>
<td>06</td>
</tr>
<tr>
<td>2</td>
<td>Alankaras set to Ragas and Talas</td>
<td>04</td>
</tr>
<tr>
<td>3</td>
<td>Aroha, Avroha, pakad, Drut gat with few Toads in each prescribed Raga</td>
<td>10x04=40</td>
</tr>
<tr>
<td>4</td>
<td>Identification of prescribed Ragas from the passages of swaras rendered by the examiners</td>
<td>08</td>
</tr>
<tr>
<td>5</td>
<td>Dhun and Folk Dhun</td>
<td>07</td>
</tr>
<tr>
<td>6</td>
<td>Recitation of Thekas of prescribed Talas with Dugun</td>
<td>02x05=10</td>
</tr>
</tbody>
</table>
HINDUSTANI MUSIC MELODIC INSTRUMENTS (Code - 035)
Examination Structure for Assessment Class X

TOTAL: 100 Marks

Theory
Time: 03 hours

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

Practical
Time: 20-25 Minutes for each candidate

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

Distribution of Marks

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Value Points</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One Maseet Khani Gat in Prescribed Raga</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Aroha, Avroha, Pakad, Drut Gat with few Todas and Jhala in each prescribed Raga</td>
<td>10x04 = 40</td>
</tr>
<tr>
<td>3</td>
<td>National Anthem on Instrument opted for</td>
<td>04</td>
</tr>
<tr>
<td>4</td>
<td>Dhun and Folk Dhun</td>
<td>05</td>
</tr>
<tr>
<td>5</td>
<td>Identification of prescribed Ragas from the passages of Swaras rendered by the examiners</td>
<td>04</td>
</tr>
<tr>
<td>6</td>
<td>Recitation of Thekas of prescribed Talas with Dugun</td>
<td>10</td>
</tr>
</tbody>
</table>
HINDUSTANI MUSIC MELODIC INSTRUMENTS (Code - 035)  
Class IX  

TOTAL: 100 Marks

Theory

Time: 03 hours

1. Describe the following:
   Sangeet, Dhwani, Nada, Shruti, Swara, Saptak, Thaat, Jati.

2. Define the following:
   Raga, Aroha, Avroha, pakad, vadi, Samvadi, Anuvadi, Vivadi.

3. Describe the following:
   Gat, Sthai, Antara, Swarmalika, Lakshan Geet and Khayal

4. Define the following:
   Laya, Tala, Matra, Sam, Tali, Khali, Vibhag, Avartan.


6. Notation system of Pt. V.D. Paluskar and Pt. V. N. Bhatkhande

7. Description of the following Ragas:
   Alhaiya Bilawal, Yaman, Bhairav, Kafi.

8. Ability to do notation of compositions in prescribed Ragas.

9. Description and ability to do Tala-Notation of the following Talas:
   Teentala, Ektala, Jhaptala, Keharwa, Dadra

Practical

75 Marks

1. Six chalans set to all prescribed Ragas.

2. Eight Tala-baddha Alankaras set to all prescribed Ragas and Talas.

3. Aroha, Avaroha, Pakad, Drut Gat with few Todas in the following Ragas:
   Alhaiya Bilawal, Yaman, Bhairav, Kafi.

4. Identification of prescribed ragas from the passages of swaras rendered by the examiner.

5. a. Two Dhuns

   b. Two Folk Dhuns

6. Recitation of the Thekas of Teentala, Ektala, Jhaptala, Keharwa, Dadra with Dugun, keeping Tala with hand beats.
HINDUSTANI MUSIC MELODIC INSTRUMENTS (Code - 035)
Class X

TOTAL: 100 Marks

Theory
Time: 03 hours

1. Define the following:
   Aalap, Tana, Meend, Kan, Khatka, Murki.

2. Describe the following:
   Dhrupad, Dhamar, Thumri, Masitkhani Gat, Razakhani Gat, lok Dhun.

3. Origin and development of the instrument opted for.

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

5. Detailed study of the following Ragas:
   Bhupali, Khamaj, Durga, Des

6. Ability to do notation of compositions in prescribed ragas.

7. Brief life sketch and contribution to music of Miyan Tansen, Ustad Allaudin Khan
   and Inayat Khan.

8. Description and Tala notation of the following Talas with Dugun.
   Tilwada, Chautala, Sultala, Rupak.

Practical

1. One Maseetkhani Gat with simple Todas in any one prescribed ragas.

2. Aaroha, Avroha, pakad and Drut Gat with Tana and Jhala in the following ragas:
   Bhupali, Khamaj, Durga, Des

3. Ability to play National Anthem on the instrument opted for.

4. a. Two Dhuns
   b. Two Folk Dhuns

5. Ability to recognize the prescribed Ragas from the passages of swaras rendered by
   the examiner.

6. Recitation of the Thekas of the following Talas with Dugun, keeping Tala with hand
   beats:
   Tilwada, Chautala, Sultala, Rupak
HINDUSTANI MUSIC PERCUSSION INSTRUMENTS (Code - 036)
Examination Structure for Assessment Class IX

TOTAL: 100 Marks

Theory
Time: 03 hours

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

Practical
Time: 15-20 Minutes for each candidate

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

Distribution of Marks

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<th>Sr. no.</th>
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<tbody>
<tr>
<td>1</td>
<td>Basic techniques and bols of Tabla or Pakhawaj.</td>
<td>07</td>
</tr>
<tr>
<td>2</td>
<td>Kayadas or Relas, Tihai Sadharan Tukras or Parans Chakradar Tukras or Parans Mukharas and Damdar Tihais in Teentala or Aditala.</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Kayada or Rela, Paltas, Tihai Tukras or Parans in Jhaptala or Sultala</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Advance Kayadas, Paltas, Tihai Tukras or Parans, Damdar and Bedamdar Tihais in Teentala or Aditala.</td>
<td>10</td>
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<tr>
<td>5</td>
<td>Thekas of Teentala or Aditala, Jhaptala or Sultala, Ektala or Chartala</td>
<td>08</td>
</tr>
<tr>
<td>6</td>
<td>Thekas of Ektala, Keharwa and Dadra</td>
<td>05</td>
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<tr>
<td>7</td>
<td>Variations of Thekas in prescribed Talas</td>
<td>05</td>
</tr>
<tr>
<td>8</td>
<td>Solo Performance</td>
<td>20</td>
</tr>
</tbody>
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HINDUSTANI MUSIC PERCUSSION INSTRUMENTS (Code - 036)
Examination Structure for Assessment Class X

TOTAL: 100 Marks

Theory
Time: 03 hours 25 Marks

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

Practical 75 Marks
Time: 15-20 Minutes for each candidate

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

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<td>Kayadas or Relas, Paltas, Tihai, Chakradar Tukras or Parans in Ektala or Chautala</td>
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<td>2</td>
<td>Laggi in Keharwa and Dadra</td>
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<td>Kayada or Rela, Chakradar Tukras or Parans in Jhaptala or Sultala</td>
<td>10</td>
</tr>
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<td>4</td>
<td>Adalaya Kayada or Rela, Farmaishi Chakradar, Gat, Stuti Parans in Teentala or Aditala</td>
<td>10</td>
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<tr>
<td>5</td>
<td>Thekas Teentala or Aditala, Jhaptala or Sultala Rupak or Tevra Ektala or Chautala</td>
<td>05</td>
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<tr>
<td>6</td>
<td>Kayadas, Paltas, Tihais, Relas, Tukras, Parans</td>
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<tr>
<td>7</td>
<td>Accompaniment with Bhajan and Geet</td>
<td>05</td>
</tr>
<tr>
<td>8</td>
<td>Solo Performance</td>
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HINDUSTANI MUSIC PERCUSSION INSTRUMENTS (Code - 036)
Examination Structure for Assessment  Class IX

TOTAL: 100 Marks

Theory

Time: 03 hours 25 Marks

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

Practical 75 Marks

Time: 15-20 Minutes for each candidate

1. Knowledge of basic techniques and bols of Tabla or Pakhawaj and ability to do
   combinations of syllabus.
2. Ability to play Four Kayadas or Rela with four paltas and Tihai. Two sadharan
   Tukras or Parans, Two Chakradar Tukras or Parans, Two Mukharas, Two Damdar
   Tihais in Teentala or Adi Tala.
3. Ability to play One Kayada or Rela in Jhaptala or Sultala with four paltas and Tihai,
   One Tukra or Paran and One Damdar Tihai.
4. Ability to play Two Advance Kayadas or Relas, Two Advance Chakradar Tukras or
   Parans, One Damdar and One Bedamdar Tihai in Teentala or Adi tala.
5. Ability to play Thekas of Teentala or Aditala, Jhaptala or Sultala, Ektala or Chautala
   with Thah and Dugun laya.
6. Ability to play Ektala, Keharwa and Dadra with two variations in Thah and Dugun
   Layas.
7. Ability to play variations of Thekas in prescribed Talas.
8. Solo performance at least 8-10 minutes in Teentala.
HINDUSTANI MUSIC PERCUSSION INSTRUMENTS (Code - 036)
Examination Structure for Assessment Class X

TOTAL: 100 Marks

Theory
Time: 03 hours

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

Practical
Time: 15-20 Minutes for each candidate

1. Ability to play:
   a. Two Kayads or Relas in Ektala or Chautala with four Paltas and Tihai.
   b. Two Chakradar Tukras or Parans and one simple Tihai in Ektala or Chautala.
   c. Two Laggis in Keharwa and One in Dadra Tala.
2. Ability to play two Kayadas or Rela, one Chakradar Tukra or Paran in Jhaptala or Sultala.
3. One Adalaya Kayada or Rela, Four advance Kayadas or Relas, One Farmaishi Chakardar and one Gat or Stuti Paran in Teentala or Aditala.
4. Ability to play varieties of Thekas in Teentala or Adi Tala, Jhaptala or Sultala, Rupak or Teevra and Ektala or Chautala.
5. Ability to play Kayada, Paltas, Tihai, Relas, Tukra, Paran, Chakardar in Teentala or Adi Tala, Jhaptala or Sultala, Ektala or Chautala.
6. Ability to do accompaniment with Bhajan and Geet.
7. Solo performance with lehara at least 08-10 minutes in Teentala or Adi Tala and 02-03 minutes in Jhaptala or Sultala.
(B) Painting Code No. 049
Class - IX

One Paper              270 Periods
3 Hours          100 Marks

Learning outcomes / Objectives:
Students opting painting as an additional subject are able to:

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

i. Still life study
   Study of a group of two or three arranged object from a fixed point of view in colours. Group may include, vegetables, foliage and objects of daily use.

ii. Simple composition based on any one form of folk Art / Tribal Art such as Madhubani, Warli, Alpana, Rangoli, Mandarna etc.

iii. Sketches from life and nature in pencil and Ink.

iv. Submission of portfolio consisting of five selected works done during the year.

Marking Scheme            100 Marks

i. (a) Accurate drawing with proper composition of objects.                         (20)
   (b) Compositional arrangement with due emphasis on the subject matter.     (20)

ii. Treatment of media (colours) with an appropriate colour scheme in still life one panting composition.                                                                                     (10)

iii. Originality, Creativity and overall impression          (10)

iv. Sketches from life and nature in pencil and Ink.         (20)

v. Submission of part-folio consisting of 10 selected works done during the year. (5 still-life and 5 painting-composition)          (20)
(B) Painting (Code : 049)
Class - X

One Paper 270 Periods
3 Hours 100 Marks

* Learning outcomes / objectives :
Students opt painting as an additional subject are able to :

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

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

Class - X

Marking Scheme :

100 Marks
i. Compositional arrangement with due emphasis on the subject matter. (40)
ii. Treatment of media (colours) with appropriate colour scheme. (30)
iii. Creativity, originality and overall impression. (30)
Home Science (Code No. 064)  
Class - IX (2017-18)

Course Structure: Theory & Practical
Theory : 75 Marks
Practical : 25 Marks
Time: 3 Hrs.

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

Unit I : Concept and scope of Home Science Education and recent trends 05 Pd
a) Concept of Home science
b) Fields of Home Science
c) Relevance of study of Home Science and career options
d) Recent trends

Unit II : Human Growth & Development - I 25 Pd
a) Concept of growth and development
b) Principles of growth and development
c) Factors affecting growth and development (environmental and heredity)
d) Age specific milestones (Birth to adolescence)

Unit III : Family and Values 20 Pd
a) Concept and types of family
b) Role of family in Holistic development of an individual (Physical, Social, Psychological and spiritual)
c) Ethical and value based society (need for happy family, respect and care for each member of family, Dignity of labour, work distribution within the family)
d) Importance of Girl Child.
e) Influence of various factors on a family: Globalisation, urbanisation, migration, technology and media.

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

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

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

a) Definition of Fiber and Yarn
b) Classification of fiber on the basis of origin and length
c) Characteristics of fibers: feel, appearance, colour fastness, length, strength, absorbency, shrinkage, elasticity, effect of heat and sunlight.

**Unit VI: Resource Management**  
34 Pd

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

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

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

40 Periods 25 Marks

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

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

12) File work 4 Marks
13) Viva Voce 3 Marks
Course Structure: Theory & Practical

Theory : 75 Marks
Practical : 25 Marks

Time: 3 Hrs.

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<td>Human Growth &amp; Development - II</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Management of Resources</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Food and Personal Hygiene</td>
<td>08</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>Meal Planning</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>5</td>
<td>Food Safety and Consumer Education</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>Care and Maintenance of Fabrics and Apparel</td>
<td>13</td>
<td>30</td>
</tr>
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<td>220</td>
</tr>
</tbody>
</table>

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

a) Play (0-5 years), role of play in growth & development of children. Types of play-active, passive, natural, serious and exploratory, selection of play material for children.

b) Childhood. Adolescents and Adulthood : Special Features.

c) Problems of Adolescents

d) Old Age : Need of care

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

a) Time Management - Definition & Importance

b) Time plans - Factors affecting time plan

c) Energy Management : Definition and Importance

d) Fatigue and work Simplification

e) Family Income & Types : Expenditure & Importance of Saving and Investment Schemes (Only Listing)

Unit III : Food & Personal Hygiene (18 periods)

a) Principles of hygienic handling of food, including serving of food.

b) Hygiene in kitchen

c) Personal hygiene of food handler

d) Hygiene during food storage
Unit IV: Meal Planning (42 periods)

a) Concept of Meal Planning

b) Factors affecting meal planning: age, sex, climate, occupation, cost of food items, number of family members, occasion, availability of food, family traditions, likes and dislikes

c) Basic food groups

d) Use of food groups in planning balanced diet, in context of self. RDA-ICMR (2010) and its uses in family diets

e) Therapeutic adaptations of normal diet: Based on consistency and cooking methods

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

a) Food Safety, mal-practices of traders, price variation, poor quality, Faulty weights and measures, non-availability of goods, misleading information, lack of standardized products


c) Consumer Rights and problems faced by consumer, redressal and rights (Listing)

d) Sources of Consumer Education - Govt & Non-Govt. Agencies (Only listing)

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

a) Cleaning and finishing agents used in routine care of clothes.

b) Stain Removal

c) Storage of cotton, silk, wool and synthetics

d) Ready made garments, selection, need and workmanship
Practicals

(Distribution of Marks : 3 Marks per Unit)

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

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

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

- **Time:** 3 Hrs.  
- **Theory:** 75 Marks  
- **Practical:** 25 Marks

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

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<tr>
<td>2</td>
<td>Human growth &amp; Development - I</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Family and Values</td>
<td>08</td>
</tr>
<tr>
<td>4</td>
<td>Food, Nutrition and Health</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>Fiber and Fabric</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Resource Management</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>Measures of Safety and Management of Emergencies</td>
<td>07</td>
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<tr>
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<td><strong>Total</strong></td>
<td><strong>75</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Practical</strong></td>
<td><strong>25</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
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</tr>
</tbody>
</table>

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

- **Time:** 3 Hrs.  
- **Theory:** 75 Marks  
- **Practical:** 25 Marks

<table>
<thead>
<tr>
<th>No.</th>
<th>Units</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Human Growth &amp; Development - II</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>Management of Resources</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Food and Personal Hygiene</td>
<td>08</td>
</tr>
<tr>
<td>4</td>
<td>Meal Planning</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Food Safety and Consumer Education</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>Care and Maintenance of Fabrics and Apparel</td>
<td>13</td>
</tr>
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<tr>
<td></td>
<td><strong>Practical</strong></td>
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<td><strong>Grand Total</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>S. No.</td>
<td>Typology of Questions</td>
<td>Learning Outcomes &amp; Testing Skills</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Remembering (Knowledge based Simple recall questions, to know specific facts, terms</td>
<td>Reasoning Analytical skills</td>
</tr>
<tr>
<td></td>
<td>concepts, principles, or theories, Identify, define, or recite, information)</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>2.</td>
<td>Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Application (Use abstract information in concrete situation, to apply knowledge to new situations. Use given content to interpret a situation, provide an example, or solve a problem.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Higher Order Thinking Skills (Analysis &amp; Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)</td>
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<tr>
<td></td>
<td>Creating, Evaluation and Multi-Creating, Evaluation and Multi-Disciplinary-(Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)</td>
<td>1</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>Total Estimated Time</td>
<td>1(7) = 7</td>
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</table>

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

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Subject</th>
<th>No of Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>First Year</td>
</tr>
<tr>
<td></td>
<td><strong>Senior Division Wing</strong></td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td>Common Subjects</td>
<td>66</td>
</tr>
<tr>
<td>(ii)</td>
<td>Specialised Subjects</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td></td>
<td><strong>Junior Division Wing</strong></td>
<td></td>
</tr>
<tr>
<td>(a)</td>
<td>Common Subjects</td>
<td>85</td>
</tr>
<tr>
<td>(b)</td>
<td>Specialised Subject</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>
7. In addition to this syllabus, cadets attend one Annual Training Camp in the second year of junior and senior division to be eligible to appear in Part A and Part B certificate examination.

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

Evaluation System

9. NCC presently conducts three certificate examinations, these evaluations are conducted as a written paper for theory and practical in the second year of junior division for Part ‘A’ and in the second and third year of senior division for Part ‘B’ and ‘C’. The setting of papers and evaluation for Part ‘A’ and ‘B’ examinations are done by a board of officers at NCC Group Head Quarters headed by an officer of the rank of Brigadier and Part ‘C’ Examination at NCC state Directorate level headed by a officer of the rank of Major General.

10. Recommended evaluation pattern for NCC as an additional / elective subject in the schools affiliated to CBSE is as follows:

(a) Internal Examinations for class IX (JD) and class XI (SD) be conducted by respective ANO’s and PI staff under the supervision of respective Commanding Officers of the NCC unit. Marks to be included in the cadets’ report card by the concerned school.

(b) Part ‘A’ examination paper to be set at state Directorate level and evaluated by Board of Officers at Group Headquarters. Copy of the result in respect of CBSE schools be forwarded to CBSE Board as performance evaluation of class X cadet.

(c) Part ‘B’ examination paper be set at HQ DG NCC level and evaluated by the Board of Officers at the Group Headquarters. A copy of the result in respect of CBSE schools to be forwarded to CBSE Board as performance evaluation of class XII cadets. The result sheet in addition to the NCC cadet number will also have the CBSE roll number. The marks obtained to be included in the CBSE Board certificate and ‘C’ Certificate to be issued by the concerned State Directorate.

(d) Part ‘A’ and ‘B’ exams to be conducted in the month of February, before the commencement of the main exams of the students. Respective exams to be conducted on a same date all over India. The schedule of examination to be approved by HQ, DG, NCC and forwarded to CBSE for inclusion in the examination schedule.

11. Study Material

(a) Textbooks

(i) Cadet Hand Book (Common Subjects), published by DG NCC.

(ii) Cadet Hand Book (Specialized Subjects), published by DG NCC.

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

JUNIOR DIVISION SYLLABUS FOR CLASS IX AND X

Rationale
1. The NCC training curriculum is structured in a manner to instil in the cadets qualities like nationalism, patriotism, discipline, team spirit, esprit-de-corps, leadership, self confidence, national integration and improve their personality. The training is conducted with the following specific purpose:-

(a) To expose young cadets to a regimental way of life, which is essential to inculcate in them the values of discipline, duty, punctuality, orderliness, smartness, and respect for authority, correct work ethos and self-confidence.

(b) To generate interest in cadets by including and laying emphasis on those aspects of institutional training which attract youth and provide them an element of thrill and excitement.

(c) To inculcate Defence Services work ethos, which is characterized by hard work, sincerity of purpose, honesty, ideals of selfless service, dignity of labour, secular outlook, comradeship, spirit of adventure and sportsmanship.

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

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Unit</th>
<th>Marks</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1: Common Subjects</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>The NCC</td>
<td>08</td>
<td>03</td>
</tr>
<tr>
<td>2</td>
<td>National Integration and Awareness</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>3</td>
<td>Civil Affairs</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Drill</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>Weapon Training</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Adventure Training and Obstacle</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Personality Development and Leadership</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>8</td>
<td>Social Awareness and Community Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Health and Hygiene</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Environment Awareness and Conservation</td>
<td>02</td>
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<td><strong>Total</strong></td>
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<table>
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<th>Periods</th>
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<tbody>
<tr>
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<tr>
<td>Armed Forces</td>
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<td>Military History</td>
<td>06</td>
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<td>3</td>
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<td>Map Reading</td>
<td>17</td>
<td>09</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Craft and Battle Craft</td>
<td>17</td>
<td>09</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
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<table>
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<tr>
<th><strong>Part 2 B: Special Subjects (Navy)</strong></th>
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<th>Periods</th>
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<tbody>
<tr>
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<tr>
<td>Naval Orientation</td>
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<tr>
<td>2</td>
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<td>Naval communication</td>
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<td>3</td>
<td></td>
<td></td>
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<tr>
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<td>12</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ship and Boat Modelling</td>
<td>02</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
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</tbody>
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<table>
<thead>
<tr>
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<th>Periods</th>
</tr>
</thead>
<tbody>
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<td>Parts of Aircraft</td>
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<td>02</td>
</tr>
<tr>
<td>6</td>
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<tr>
<td>7</td>
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</tr>
<tr>
<td>Air Field Layout</td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>30</td>
</tr>
</tbody>
</table>
COMMON SUBJECTS
(Detailed Syllabus)

Total Marks: 49
Total Periods: 83

Unit 1: The NCC
03 Periods

Aim: To acquaint cadets with the aims and objectives of NCC
Scope: Introduction, aims, organization and general information about NCC.
  • Aims and Objectives of NCC.
  • Organisation and Training and NCC Song
  • Incentives of Joining NCC

Unit 2: National Integration and Awareness
07 Periods

Aim: To inculcate sense of patriotism, secular values and motivate cadets to contribute towards nation building through national unity and social cohesion.
Scope: The concepts of National Interests, Objectives and Integration, Unity in diversity and cultural heritage of India.
  • Religions, Culture, Traditions and Customs of India
  • National Integration: Importance and Necessity
  • Freedom Struggle and Nationalist Movement in India.
  • Problems/ Challenges of National Integration.
  • Unity in Diversity.
  • Famous Leaders of India
  • Images/ Slogans for National Integration
  • Contribution of Youth to Nation Building

Unit 3: Civil Affairs
04 Periods

Aim: To train Cadets to assist Civil Administration in performance of selective duties during disasters.
Scope: Basic information about civil defence organization and its duties, maintenance of essential services and providing assistance to civil administration in various types of emergencies during national disasters.
  • Civil Defence Organization and its duties/ NDMA
  • Types of emergencies/ Natural Hazards
  • Role of NCC during Natural Hazards/ Calamities
  • Civil Administrative Set up at District/Taluk/Village
  • Fire service and fire Fighting
  • Essential services and their maintenance
Unit 4: Drill  

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  

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  

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

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

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

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  
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  
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  
Aim: To impart basic knowledge of IAF
Scope: History and Organization of IAF
  • Development of Aviation.
  • History of IAF

Unit 2: Air Campaigns  
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  
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
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COMMON SUBJECTS
(Detailed Syllabus)

Total Marks: 49 Total

Unit 1: The NCC
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
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
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  
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  
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  
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**

**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**

**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

Unit 1: Armed Forces

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

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

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 landmarks 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

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 telephonic 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 constriction 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 trg, Drill
  - Weapon training and firing.
  - Map Reading
  - Field Craft and Battle Craft.
  - Personality development.
  - National Integration and Social awareness.
  - Cultural activities.
Lectures on Civil Affairs, Social Awareness and Community Development, Health and Hygiene and environment issues.

- Cadets will be tested for practical training during the camp as under: -
  - Drill.
  - Weapon Training.
  - Firing.
  - Obstacle Training.
  - Map Reading.
  - Field Craft and Battle Craft.

- ATC will be conducted under the aegis of the unit affiliated to the school/college.
- ATC will be conducted during the period from August to February by the ANO and Cadets keeping in view the availability of cadets as per their academic /curricular schedule.
### ANNUAL TRAINING CAMP: JUNIOR DIVISION (ARMY)

(Block Syllabus)

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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
•  Drill Without Arms
•  Individual Drill
•  Squad Drill

Unit 3: Weapon Training       08 Marks       16 Periods
•  Characteristics of 22 Rifle, Stripping, Assembling
•  Loading/Unloading And Bolt Manipulation
•  Lying position and Holding
•  Aiming, Range and Figure Target
•  Trigger Control and Firing a Shot
•  Range Procedure and Safety Precautions
•  Firing. 22 Rifle

Unit 4: Map Reading       06 Marks       12 Periods
•  Introduction to Map and Conservational Signs
•  Prismatic Compass, use and introduction to GPS

Unit 5: Field Craft and Battle Craft     04 Marks       10 Periods
•  Description of Ground
•  Judging Distance
•  Field Signal
•  Section Formation
•  Knots and Lashing
•  Observation, Camouflage and Concealment
Unit 6: Military History  
- Biographies of Military Leaders  
- Indian Battles  
- Indian Army War Heroes  
- War Movies

Unit 7: Personality Development  
- Factors Influencing/Shaping Personality-Physical, Social, Psychological and Philosophical  
- Self Awareness and Critical and Creative Thinking  
- Importance of Team Work, Communication Skills-Group Discussion  
- Character Building  
- Leadership Traits  
- Interview Skills  
- Time Management

Unit 8: National Integration and Social Awareness National Integration  
- 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)

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(Detailed Syllabus)

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<td>Individual Drill</td>
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<td>Squad Drill</td>
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<td>Ceremonial Drill</td>
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<td>3</td>
<td>Weapon Training</td>
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<td></td>
<td>Characteristics of .22 Rifle</td>
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<td></td>
<td>Loading/Unloading and Bolt Manipulation</td>
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<td></td>
<td>Lying Posn and Hold</td>
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<td>Aiming, Range and Figure Targets</td>
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<td></td>
<td>Trigger Control and Firing a Shot</td>
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<td></td>
<td>Range Procedure and Safety Precautions</td>
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<td>Firing .22 Rifle</td>
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<td>4</td>
<td>Naval Orientation</td>
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<td>Main Parts of a Ship</td>
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<td>Survival and Rescue- Life Safety</td>
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<td>Items on Board Ship, Life Raft</td>
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<td>Life Boats and Distress signals</td>
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<td>Naval Communication</td>
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<td>Semaphore, Use of Semaphore</td>
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<td>Introduction of Various Letter</td>
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<td>Position, Reading of Semaphore</td>
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<td>Message, Transmission of Semaphore</td>
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<tr>
<td>Unit 6: Navigation</td>
<td>01 Marks</td>
<td>01 Periods</td>
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<td>Uses of Maps and Charts and Its</td>
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<tr>
<td>Purpose, Introduction to Map</td>
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<td>Reading and Navigation Aids to Include GPS</td>
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<tr>
<th>Unit 7: Seamanship</th>
<th>06 Marks</th>
<th>11 Periods</th>
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<tr>
<td>Rigging, Cordage and Wire Ropes, Rope</td>
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<tr>
<td>Work Terms, Preparation Ropes for use, Bends and Hitches, Anchor and Anchor cable</td>
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<tr>
<th>Unit 8: Ship and Boat Modeling</th>
<th>02 Marks</th>
<th>04 Periods</th>
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<tr>
<td>Reading of a Ship Drawing of a Model, Practical Training on Static Models viz Preparation of Hull</td>
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<tr>
<td>Construction of Super Structure, Chemical Work and Finishing of a Model and Stability and Operation of a Model</td>
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<tr>
<th>Unit 9: Military History</th>
<th>00 Marks</th>
<th>08 Periods</th>
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<tbody>
<tr>
<td>Biographies of Military Leaders</td>
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<td>Famous Battles</td>
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<tr>
<th>Unit 10: Personality Development</th>
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<th>10 Periods</th>
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<tr>
<td>Factors Influencing/Shaping Personality</td>
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<td>Physical, Social, Psychological and Philosophical</td>
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<td>Self Awareness and Critical and Creative Thinking</td>
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<tr>
<td>Communication Skills-Group Discussion</td>
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<td></td>
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<tr>
<td>Importance of Team Work, Character Building,</td>
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<tr>
<td>Leadership Traits, Interview Skills</td>
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<td>Time Management</td>
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<tr>
<th>Unit 11: National Integration, Civil Affairs Environment, Social Awareness &amp; Community Development, health and Hygiene</th>
<th>00 Marks</th>
<th>16 Periods</th>
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<tr>
<td>Unity In Diversity</td>
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<tr>
<td>National Integration and Its Importance</td>
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<td></td>
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<tr>
<td>Contribution of Youth In Nation Building</td>
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</tr>
</tbody>
</table>

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.

NOTICE

1. NCC as an additional Subject will be available to those schools where NCC already exists. It will be available as per existing strength.

2. Schools wishful of applying for allotment of NCC must apply to the nearest NCC Unit and not to CBSE. NCC will be allotted as per seniority as per provisions of NCC Act and Rules, 1948.
Objective:
The objective of this paper is to provide elementary knowledge of the different aspects of business.

CLASS-IX

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<thead>
<tr>
<th>Unit</th>
<th>Contents</th>
<th>Marks</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction to Business</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>(a) Human activities</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Meaning and Types : Economic and Non-economic activities</td>
<td></td>
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<tr>
<td></td>
<td>(b) Business activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meaning and Types : Industry and Commerce</td>
<td></td>
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<tr>
<td></td>
<td>Business-meaning and features, E-business-Meaning, benefits and application</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>(c) Not for profit organisations - meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Trade and Auxiliaries to Trade</td>
<td>20</td>
<td>40</td>
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<tr>
<td>III</td>
<td>Forms of Business Organisations</td>
<td>25</td>
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<td>IV</td>
<td>Transport</td>
<td>15</td>
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<tr>
<td>V</td>
<td>Banking</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>VI</td>
<td>Saving and Investment</td>
<td>15</td>
<td>40</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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Contents

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner would be able to :</td>
</tr>
<tr>
<td>• Understand te meaning of human activities</td>
</tr>
<tr>
<td>• Differentiate between economic and non-economic activities</td>
</tr>
<tr>
<td>• Understand the meaning of business activities</td>
</tr>
<tr>
<td>• Explain the different types of business activities</td>
</tr>
<tr>
<td>• Give the meaning of industry and commerce</td>
</tr>
<tr>
<td>• Explain the concept of business</td>
</tr>
<tr>
<td>• Understand the meaning of e-business</td>
</tr>
<tr>
<td>• Appreciate the importance of e-business</td>
</tr>
<tr>
<td>• Give the meaning of not for profit organizations</td>
</tr>
<tr>
<td>• Differentiate between profit-making and not for profit organizations</td>
</tr>
</tbody>
</table>
## II Trade and Auxiliaries to Trade
(a) Trade-Wholesale and retail - meaning, functions of wholesaler and retailer.  
(b) Auxiliaries to trade: Insurance, transportation, warehousing, banking, communication and advertising - meaning.

The learner would be able to:
- Give the meaning of trade and auxiliaries to trade
- Differentiate between the concepts of wholesale and retail trade
- State the functions of wholesaler and retailer
- Give the meaning of insurance, transportation, warehousing, banking, communication and advertising

## III Forms of Business Organisations
Sole proprietorship - meaning and features.  
Partnership - meaning and features.  
Hindu Undivided family - meaning and features.  
Company - meaning and features.

The learner would be able to:
- Understand the concept of ‘Forms of business organisations’
- Give the meaning of sole proprietorship, partnership and a company
- State the features of sole proprietorship, partnership and a company

## IV Transport
Rail, road, sea and air transport - features, advantages and limitations.

The learner would be able to:
- Enumerate the different modes of transport
- Highlight the importance of transport business
- State the features of rail, road, air and sea transport
- Give transport the advantages of different modes of transport
- Give the limitations of different modes of transport

## V Banking
Commercial banks - meaning and functions  
Bank Deposit Accounts - types (Saving Accounts, Current Accounts, Recurring Accounts, Fixed Deposits)  
Opening and operating of Savings Bank Account

The learner would be able to:
- Give the meaning of commercial banks
- Explain the functions commercial banks
- Differentiate between the different types of bank accounts
- Open and operate a savings bank account

## VI Saving and Investment
Sources of income, spending money wisely, need for savings, avenues of investments

The learner would be able to:
- Give the meaning of savings
- Understand the need for savings
- Identify the different sources of income
- Make judicious use of income
- Identify the different avenues of investment
CLASS-X

One Paper 3 Hours 100 Marks 220 Periods

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<th>Periods</th>
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<td>I</td>
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<tr>
<td>II</td>
<td>Sources of Business Finance</td>
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<td>40</td>
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<tr>
<td>III</td>
<td>Communication in Business Organisations</td>
<td>20</td>
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<td>IV</td>
<td>Selling and Distribution</td>
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<tr>
<td>V</td>
<td>Large Scale Retail Trade</td>
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</tr>
<tr>
<td>VI</td>
<td>Selling</td>
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<td>Total</td>
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<thead>
<tr>
<th>Contents</th>
<th>Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Company</td>
<td>The learner would be able to:</td>
</tr>
<tr>
<td>Private and Public company: Meaning, Features and Difference</td>
<td>- Recall the meaning of a company</td>
</tr>
<tr>
<td>Multinational companies: Meaning and Features</td>
<td>- Understand the meaning of private and public company</td>
</tr>
<tr>
<td>II</td>
<td>Sources of Business Finance</td>
</tr>
<tr>
<td>Sole proprietor, partnership firm: sources</td>
<td>- Identify the need for business finance</td>
</tr>
<tr>
<td>Company: Owners funds and borrowed funds</td>
<td>- List the different sources of business finance</td>
</tr>
<tr>
<td>III</td>
<td>Communication in Business Organisations</td>
</tr>
<tr>
<td>Meaning and methods: letter, e-mail, video conferencing, telephonic conversation</td>
<td>- Distinguish between owners funds and borrowed funds</td>
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<thead>
<tr>
<th>IV</th>
<th>Selling and Distribution</th>
<th>The learner would be able to:</th>
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<tbody>
<tr>
<td></td>
<td>(a) Concept of purchase and sale</td>
<td>• Explain the concept of purchase and sale</td>
</tr>
<tr>
<td></td>
<td>(b) Types - Cash, Credit, Hire Purchase System and Installment Payment System</td>
<td>• List the different methods of payment</td>
</tr>
<tr>
<td></td>
<td>(c) Documents used in the process of purchase and sale - quotation, invoice, debit note, credit note, accounts sales, delivery note</td>
<td>• Explain the meaning and features of different methods of payment</td>
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<td></td>
<td></td>
<td>• Identify the documents used in the process of purchase and sale</td>
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<tr>
<td>V</td>
<td>Large scale Retail Trade</td>
<td>The learner would be able to:</td>
</tr>
<tr>
<td></td>
<td>(a) Forms of large scale retail trade - Departmental Store and Multiple shops</td>
<td>• Recall the meaning of retail trade</td>
</tr>
<tr>
<td></td>
<td>(b) Non-store retailing - Mail order business, teleshopping, automated vending machines, selling through internet.</td>
<td>• Explain the meaning of large scale retail trade</td>
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<tr>
<td></td>
<td></td>
<td>• Differentiate between Departmental stores and Multiple shops</td>
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<td></td>
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<td>• State the features of Mail order business, teleshopping, automated vending machines, selling through internet</td>
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<tr>
<td>VI</td>
<td>Selling</td>
<td>The learner would be able to:</td>
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<tr>
<td></td>
<td>(a) Personal Selling - meaning and importance</td>
<td>• Understand the meaning of ‘Promotion’</td>
</tr>
<tr>
<td></td>
<td>(b) Sales promotion - meaning and techniques</td>
<td>• Explain the meaning of ‘Personal’ Selling</td>
</tr>
<tr>
<td></td>
<td>(c) Advertising - meaning, importance and media of advertising</td>
<td>• Appreciate the importance of ‘Personal selling’</td>
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<td></td>
<td></td>
<td>• Explain the meaning of ‘Sales promotion’</td>
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<td>• Identify the different techniques of sales promotion</td>
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<td></td>
<td></td>
<td>• Explain the meaning of ‘Advertising’</td>
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<td>• Mention the different media of advertising</td>
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<td>• Appreciate the importance of advertising</td>
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</table>
Objective: The main objective of this paper is to enable the students to understand the fundamental principles and to develop skills of preparing and maintaining simple books of accounts from given details.

One Paper 3 Hours 100 Marks 240 Periods

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<td>2</td>
<td>Accounting Equation effects</td>
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<tr>
<td>3</td>
<td>Nature of Accounts and Rules for debit and credit</td>
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<td>4</td>
<td>Journal</td>
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<td>5</td>
<td>Ledger</td>
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<td>6</td>
<td>Recording and posting of cash transactions</td>
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<td>7</td>
<td>Trial balance</td>
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<td>Total</td>
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<td>100</td>
<td>240</td>
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</table>

Unit 1: Introduction to Book keeping and Accounting 30 Periods 12 Marks

**Content**

Introduction to Book Keeping and Accounting: Need, objectives, advantages

**Learning Outcomes**

The learners would be able to:
- Identify the need of Book Keeping.
- Understand the Objectives of Book Keeping.
- Appreciate the advantages of Book Keeping.
- Describe the meaning, objectives and advantages of accounting.

Unit 2: Accounting Equation effects 30 Periods 12 Marks

**Content**

Accounting Equation effects: Business entity Concept, dual aspect of transaction and the accounting equation, effect of transactions on accounting equation.

**Learning Outcomes**

The learners would be able to:
- Understand the importance of business entity concept
- Explain the concept of accounting equation and appreciate that every transaction affects the accounting equation
### Unit 3: Nature of Accounts and Rules of Debit and Credit  
**30 Periods  
12 Marks**

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| Nature of Accounts and Rules of debit and credit: Classification of accounts, rules debit and credit, preparation of accounting vouchers and supporting documents (Bills, cash memo, debit note, credit note) | The learners would be able to:  
● Understand the Classification of accounts  
● Explain the rules of debit and credit  
● Apply the rules of debit and credit  
● Prepare the accounting vouchers with the help of supporting documents |

### Unit 4: Journal  
**30 Periods  
17 Marks**

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● Understand the need for journal  
● Develop the understanding of recording of transactions in journal  
● Explain the importance of preparing subsidiary books. |

### Unit 5: Ledger  
**40 Periods  
15 Marks**

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</table>
| Ledger: Definition and importance, relation between journal and ledger. Meaning of posting, guiding rules procedure of posting transactions from journal to ledger and balancing of accounts. | The learners would be able to:  
● Explain the concept of ledger and its importance in accounting process.  
● Appreciate the relationship between journal and ledger.  
● Develop the understanding for posting of transactions and balancing of accounts.  
● Explain the meaning of ledger posting  
● Understand the procedure of ledger posting |

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

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<thead>
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</table>
● Explain the purpose of maintaining a cash book  
● Develop the skill of preparing the format of different types of cash books |
<table>
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<tr>
<th>Content</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Trial Balance : Purpose and Preparation (Only Balance Method; No suspense Account) | The learners would be able to:  
  - State the need and objective of preparing trial balance  
  - Develop the skill of preparing trial balance by balance method |
Objective: The main objective of this paper is to enable the students to understand the fundamental principles and develop skills of preparing and maintaining simple books of accounts from given details.

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<td>2</td>
<td>Depreciation</td>
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<td>3</td>
<td>Bank Reconciliation Statement</td>
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<td>4</td>
<td>Bills of Exchange</td>
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<td>5</td>
<td>Final Accounts</td>
<td>20</td>
<td>50</td>
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<tr>
<td>6</td>
<td>Accounting from Incomplete Records</td>
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<tr>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>

Unit 1: Capital and Revenue  

<table>
<thead>
<tr>
<th>Content</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital and revenue: Capital and revenue receipts, capital and revenue expenditure and deferred revenue expenditure</td>
<td>The learners would be able to:</td>
</tr>
<tr>
<td></td>
<td>● Recapitulate the meaning of the terms ‘Capital’ and ‘Revenue’</td>
</tr>
<tr>
<td></td>
<td>● Appreciate the difference between capital and revenue receipts and capital and revenue expenditure</td>
</tr>
<tr>
<td></td>
<td>● Acquire the knowledge about deferred revenue expenditure</td>
</tr>
</tbody>
</table>

Unit 2: Depreciation  

<table>
<thead>
<tr>
<th>Content</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depreciation: Need and methods of charging depreciation-straight line and Diminishing balance method (no change in the method)</td>
<td>The learners would be able to:</td>
</tr>
<tr>
<td></td>
<td>● Explain the necessity of providing depreciation on fixed assets</td>
</tr>
<tr>
<td></td>
<td>● Develop the skill of using the different methods i.e. straight line and diminishing balance for computing depreciation</td>
</tr>
<tr>
<td></td>
<td>● Prepare fixed assets accounting using straight line and diminishing balance method of charging depreciation</td>
</tr>
</tbody>
</table>
### Unit 3: Bank Reconciliation Statement  
**50 Periods  20 Marks**

<table>
<thead>
<tr>
<th>Content</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Bank Reconciliation Statement: Meaning Preparation of BRS with the given cash book / pass book balance | The learners would be able to:  
  - Understand the concept of bank reconciliation statement  
  - Appreciate the need of preparing bank reconciliation statement  
  - Develop understanding of preparing bank reconciliation statement |

### Unit 4: Bills of Exchange  
**30 Periods  14 Marks**

<table>
<thead>
<tr>
<th>Content</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Bill of Exchange: Nature and use of Bills of Exchange, Terms used in Bills of Exchange, simple transactions related to bills of exchange (No dishonour, retiring & renewal of the bill) | The learners would be able to:  
  - Acquire the knowledge of using bills of exchange for financing business transactions  
  - Understand the need of Bills of exchange in business  
  - State the meaning of different terms used in bills of exchange and their implication in accounting  
  - Develop in the skill of journalising simple bill transactions in the book of creditor and debtor |

### Unit 5: Final Accounts  
**50 Periods  20 Marks**

<table>
<thead>
<tr>
<th>Content</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Final Accounts: Preparation of Trading and Profit & Loss Account and Balance Sheet of Sole trader. Adjustment for closing stock only. [amount of closing stock to be given] | The learners would be able to:  
  - State the meaning of financial statements & the purpose they serve for a sole proprietor.  
  - Develop the skill of preparing Trading Account and calculating gross profit.  
  - Develop the skill of preparing Profit & Loss Account and calculating the net profit  
  - Explain the need for preparing ‘Balance Sheet’.  
  - Understand the techniques of preparing the ‘Balance Sheet’.  
  - Develop the understanding to to the simple adjustment for closing stock |
<table>
<thead>
<tr>
<th>Content</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Accounting from Incomplete Records: Meaning; preparation of statement of Profit, statement of affairs. [statement of affairs method only] | The learners would be able to:  
  ● State the meaning of incomplete records  
  ● Understand the uses and limitations of incomplete records  
  ● Develop the skill of computation of profit / loss by preparing Statement of Profit  
  ● Develop the skill of preparing ‘Statement of Affairs’ and ascertain the position of the business on a particular date. |
e- Publishing and e-Office  
(Code No. 354/454)

Learning Outcomes

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

Note:

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

<table>
<thead>
<tr>
<th>Theory</th>
<th>30 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>70 Marks</td>
</tr>
<tr>
<td>Total</td>
<td>100 Marks</td>
</tr>
</tbody>
</table>

Class IX

Maximum Marks: 30  Time: 2 Hours  Periods: 60

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

Maximum Marks: 30

1. **Introduction to Computing**

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

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

   Encoding Schemes; ASCII and UNICODE for English and Indian languages

1.2 **Keyboard Layout**

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


   Setting for Keyboard layouts and language variations.


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

2. **Efficient e- Typing**

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

   2.2 **Methods of Typewriting**

      2.2.1 Touch Methods of Typewriting

      2.2.2 Sight Method of Typewriting

      (Advantages and Disadvantages of both the methods)

   2.3 Positioning of fingers on the Keyboard according to touch method of Typewriting.

   2.4 Use of Touch Typing Tutor Software (Online and Downloadable; Freeware and Open Source Software) for practice.

   2.5 **Tips for higher efficiency (Speed And Accuracy)**

      [Students may be encouraged to attain e-typing skills for an Indian language up to 5w/min]
3. **Word Processing-I** 6 marks

3.1 Creating, Saving and Opening a document in a Word Processor such as Writer.

3.2 Text styles (Bold, Italic, and Underline); Selecting Font Faces, Size and Color.
   Installing and using non-English fonts.

3.3 Unicode: compliant Fonts, Font Convertors

3.4 Text Alignment, Automatic Page Numbering with or without header and footer,
   Cut-Copy-Paste, Undo and Redo.

3.5 Preview & Printing a document with different features
   (page range, copies, page per sheet, scale to paper size)

3.6 Settings for page layout variations.

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

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

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

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

   • The Toolbox: Introduction, Tools Icons, Color and Indicator Area, Tool Options,
     Selection Tools

   • Selection Features: Rectangle Selection, Ellipse Selection, Free Selection
     (Lasso), Fuzzy selection (Magic wand), Select By Color, Intelligent Scissors,
     Foreground Select

   • Paint Tools: Brush Tools (Pencil, Paintbrush, Airbrush), Bucket Fill, Blend,
     Pencil, Paintbrush, Eraser, Airbrush, Ink, Clone, Heal, Perspective Clone, Blur/
     Sharpen, Smudge, Dodge/Burn

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

   • Creating, Saving & Opening a Spreadsheet

   • Selecting Cells and Ranges

   • Entering Numbers & Text in Spreadsheet

   • Simple Arithmetic Operations (+, -, *, /)

   • Copying Data from Spreadsheet into a Word Processing Document
PRACTICAL WORK
Class - IX
70 marks

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

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

Self - Assessment

<table>
<thead>
<tr>
<th></th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
<th>Month 4</th>
<th>Month 5</th>
<th>Month 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

a) Green chilly multi cuisine restaurant is creating a new branch in west extension of the city. Design a menu card highlighting the cuisine and the dishes with their prices.

b) Hakeem Pharmaceutical Company is located at Arya Nagar Dehradun. Design a sample visiting card for a Medical Representative. Make 5 copies of the card on A4 sheet.

c) Design a refreshment coupon for all the participants of Techno Fest organized by the school. Replicate as many copies of the coupon on A4 sheet to save the paper.

4. Demonstrating open office software

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

2) Identify cases of violation of ethical practices.

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

1) Selection Features: Rectangle Selection, Ellipse Selection, Free Selection (Lasso), Fuzzy selection (Magic wand), Select By Color, Intelligent Scissors, Foreground Select

2) Paint Tools: Brush Tools (Pencil, Paintbrush, Airbrush), Bucket Fill, Blend, Pencil, Paintbrush, Eraser, Airbrush, Ink, Clone, Heal, Perspective Clone, Blur/Sharpen, Smudge, Dodge/Burn

Sample Case Studies:

a) Pick an image of an automobile. Delete the picture background using selection tools. Insert the edited picture in word processing software and write its specifications.

b) Design a Rangoli (Replication of Geometrical Patterns) using refreshment coupon for all the participants of techno fest organized by the school. Replicate as many copies of the coupon on A-4 sheet to save the paper.

6 Spreadsheet Preparation:

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

Sample Case Studies:

a) Prepare a Report Card with the following information

- School Name
- Name of the student
- Roll no
- Class and Section
It should also comprise of following column heads

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

Use arithmetic operators and cell addresses

1. To compute the total marks obtained
2. Compute the percentage in each subject
3. Find the difference between the highest marks scored in the class and the marks scored by the student in each Subject.

b) Prepare a Weather Forecast Report with the following headings

- Name of a city
- Maximum temperature of the weeks of the month
- Minimum temperature of the weeks of the month
- Find the difference between maximum and minimum temperature of each week
- Find average maximum temperature of the month
- Find average minimum temperature of the month

Project Work:

Sample project-I

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

Sample project-II

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

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

Sample project-III

Project Work:

Practical File

<table>
<thead>
<tr>
<th>Hands on Experience and Viva</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>50</td>
</tr>
</tbody>
</table>
# QUESTIONS PAPER DESIGN 2017-18
## CLASS-IX

### e-Publishing and e-Office

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

**Maximum Marks: 30**

**Time: 2 Hours**

**Periods: 60**

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

### Theory

**Maximum Marks: 30**

<table>
<thead>
<tr>
<th>S.No.</th>
<th><strong>Internet as Web Resource &amp; Network security</strong></th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Browsers such as Chrome, Mozilla, Internet Explorer</td>
<td>6</td>
</tr>
<tr>
<td>1.1</td>
<td>Protocol such as TCP/IP, FTP, PPP, Remote Login Protocol (TELNET)</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Electronic Mail: Create and email, sorting email, attachments (Upload/download). Explore methods for e-mailing non-English documents</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Office Web Apps : Google docs/Sky drive Creation of (Folder, Document, Form, Spreadsheet)</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Concepts: Cyber Law, Firewall, Cookies, Hackers and Crackers, Ethical Practices: Netiquettes</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Practice in on-line transactions such as online registration, net-banking, e-purchasing etc.</td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>Precautions in secured transactions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S.No.</th>
<th><strong>Word Processing-II</strong></th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Page-Setting (Size, Orientation and Margins), Setting Line Spacing &amp; Paragraph Spacing, Inserting Special Characters and Symbols, Creating Bulleted &amp; Numbered List, Inserting Pictures</td>
<td>9</td>
</tr>
<tr>
<td>2.2</td>
<td>Using Find &amp; Replace, Using Superscript &amp; Subscript, Writing mathematical formulas and equations</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Creating a Table and Entering Data in it.</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Using Spell Check and Grammar Check, Adding Header and Footer.</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Using Mail Merge</td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>File Types in Writer/Clac Document</td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Saving Writer/Clac as Pdf</td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>Import files frame call into Writer by using insert OLE objects.</td>
<td></td>
</tr>
</tbody>
</table>
### Working with Spreadsheet-II
- Relative Referencing, Absolute Referencing, Mixed Referencing
- Usage of simple Statistical Functions: `SUM()`, `AVERAGE()`, `MAX()`, `MIN()`, `IF` function with range of values
- Embedding Charts of various types: Line, Pie, Scatter Bar and Area Chart.

### Working with Image and Text Document-II
- 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
- Posterize, Desaturate
- Other: Paths, Color Picker, Zoom, Measure, Text

### E-Publishing
- Digital Library: TIFF, GIF, JPEG
- Collaborative Working e-office working etiquettes and ethical practices, advantages of e-office and application in e-governance.
- Online tools for converting PDF of doc./.xls (such as www.zam-zar.com)
- Online tools to convert Scanned text document (JPEG) to Writer/Clac (such as www.onlineocr.net)

### PRACTICAL WORK Class - X

**70 marks**

1) **Internet as web resource:**
   - Create an email id on Google, upload an attachment and send email, download the attachment from the received email
   - Web Apps
   - Practice in online transaction e.g. Online registration, net banking, e-purchasing etc.
   - Demonstration of network security features and precautions regarding secured transaction.
Sample Case Studies

a. Write a Document on Google drive with a notice for cancellation of winter vacation and opening of school and share it with 5 students of your class.

b. Create an online registration form in Google drive to register the students for the competition to be held in school with the following information

S. No.: Text
Name of the Student: Text
Date of Birth: Date
School Name: Paragraph Text
Tel. No.: Text
Event Name: Check Boxes
Gender: Choose from List
Participation in Surprise Event: Multiple Choices
Share it with the students of your class (using email IDs). Print the Spread sheet is created after filling the form.

c. Practice in online transaction e.g. online registration, net banking etc.

d. Demonstration of network security features and precautions regarding secured transaction.

2) Document Preparation:

Layout are required to be created with the following features:

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

Sample Case Studies

a. Create a newsletter for your school

b. Your school has organized Annual Function, Create a report that includes the highlights of the day.
c. Using Mail Merge replicate a birthday invitation letter with five different addresses. [Students may be encouraged to work on a case study with entries in an Indian language.]

3) Spreadsheet Preparation

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

Sample Case Studies

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

Your worksheet should include the following data:

a. A title such as “My Monthly Expenses”

b. Expenses: At least four items (e.g. rent, utilities, food, parking, payroll, phone bill, etc.) during a period of four months

c. Income: At least two sources (e.g. Loan, Family Support, Student Work, Other, etc.) during a period of four months

Follow the instructions below and complete a personal work sheet for the expenses you spent in the past 4 months.

(i) Set up the table. Plan how you would like the table to look like. The following is an example.

<table>
<thead>
<tr>
<th>My Monthly Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenses</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Housing</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Tuition</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Food</td>
</tr>
<tr>
<td>Total Expenses</td>
</tr>
<tr>
<td>Income</td>
</tr>
<tr>
<td>Work study</td>
</tr>
<tr>
<td>Loan</td>
</tr>
<tr>
<td>Total Income</td>
</tr>
<tr>
<td>Balance</td>
</tr>
</tbody>
</table>

(ii) Input raw data
(iii) Compute the total
• Compute the total expense for each of the months
• Compute the total expense for each of the items across the four months
• Compute the total income for each of the months
• Compute the total income for each of the sources across the four months

Compute the average
• Compute the average for each of the items across the four months
• Compute the average income for the different sources
• Compute the average monthly income

**Compute the balance:** difference between income and expense
For each of the months, between the total income and the total expense for the four months and the difference between the total income and the total expense during the four months.

Multiply the average by four to double-check the average operation. In other words see if the result of the multiplication matches the total.

iv. Create graphs.
• Create a column chart on monthly expenses in the worksheet, including a chart title, and axes titles. Your legend must have specific labels instead of “series 1, Series 2... and Series 5”
• Create a second graphic (of your chosen style) on the monthly balance during the past four months.

v. Header/footer
Add a header to the worksheet that displays your name, email address, class & section, and a footer that displays the number of pages.

vi. Print it

4. **Image and Text Editing:**

Sample Case Studies
1) Create a collage from the pics of any event held in school
2) Create a logo of school magazine.

5. **E-Publishing**
• Preparing e-book in PDF format
• Convert scanned document into word/spreadsheet format.
• Prepare a write up on difficulties faced in e-publishing and precautions you suggest.

Project Work:

Sample Project-I:

ABC Company is planning to establish a publishing House. They have asked you to explore the market and submit the report that should have

• Hardware requirement and estimated cost
• Software requirement and estimated cost
• Infrastructure requirement
• Manpower
• Electricity
• Other expenses
• Expected market
• Profits etc.

The report should have

• A letter head having company’s logo and name
• Advertisement in pdf format
• Brochure having details of Publishing House
  Use mail merge feature to send the report to various banks for sanctioning of loans.

Sample Project-II:

Given a bilingual document in Unicode, work out the procedure for E-publishing it.

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

Sample Project-III:

Filter command से इस सूची से उन निवासियों की सूची तैयार करो, जिनकी जमा धनराशि शुन्य है।

<table>
<thead>
<tr>
<th>Practical File</th>
<th>Hands on Experience, Project Report &amp; Viva</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>50</td>
<td>70</td>
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</tbody>
</table>
### QUESTIONS PAPER DESIGN 2017-18

#### CLASS-X

**e-Publishing and e-Office**

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

- Understanding organization of a computer system and networking.
- Basic understanding of database design.
- Ability to work on office tools such as word processor, spreadsheet and presentation.
- Ability to apply knowledge and practice on office tools to develop IT applications.
- Ability to use Indian languages in developing an IT application.
- Ability to design HTML webpage.
- Appreciation/awareness of societal impacts of information technology in business. Public services, education, health etc.
- Awareness of basic information security issues.

Job Opportunities:

- Upon completion of this optional course on FIT at secondary level, one will be able to assist in IT-enabled office work.

**CLASS - IX**

**Theory: 40 Marks**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Theory</td>
</tr>
<tr>
<td>Unit I</td>
<td>Basics of Information Technology</td>
<td>10</td>
</tr>
<tr>
<td>Unit II</td>
<td>Information Processing Tools</td>
<td>25</td>
</tr>
<tr>
<td>Unit III</td>
<td>Societal Impacts of IT</td>
<td>05</td>
</tr>
<tr>
<td>Unit IV</td>
<td>IT Applications</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>40</td>
</tr>
</tbody>
</table>
CLASS IX : (THEORY)

Time : 2½ hours                                                                                           Marks : 40

Unit I: Basics of Information Technology
Convergence of Technologies: Computer, Communication and Content Technologies.
Computer System: Characteristics of a computer, components of a computer system - CPU (CU & ALU), Memory, Storage Devices and I/O Devices
Memory: Primary (RAM & ROM) and Secondary Memory.
Units of Memory: Byte, Kilobyte, Megabyte, Gigabyte, Terabyte, I/O Devices - Keyboard, Mouse, Printer, Joystick, Scanner, Microphone, OCR, MICR, Light Pen, Barcode Reader, Digital Camera, Web Camera, Speaker, Plotter
Storage Devices: Hard Disk, CD ROM, DVD, Pen/Flash Drive, Memory Stick
Types of Software: System Software (Operating System), Application Software (General purpose application software - Word Processing, Spreadsheet, Presentation, Database Management; Specific purpose application software - (Accounting Management, Reservation System, HR Management, Attendance System, Payroll System, Inventory Control System, Billing System) and Utility Software (Disk/Folder/Files Management, Virus Scanner/Cleaner, Encryption/Decryption Tools)

Communication Technology:
Computer Networking - LAN, MAN, WAN, Internet, Interspace
Wired Networking Tools: Co-axial Cable, Ethernet Cable, Optical Fiber
Wireless Networking Tools: Bluetooth, Infrared and WiFi

Content Technology:
Data, Information and Multimedia (Picture/Image, Audio, Video, Animation)

Unit II: Information Processing Tools
Operating System - Basic concepts of Operating System, Operating System: Need for operating system, Functions of Operating System (Processor Management, Memory Management, File Management and Device Management), Types of operating system - Interactive (GUI based), Real Time and Distributed; Commonly used operating systems: UNIX, LINUX, Windows, Solaris, BOSS (Bharat Operating System Solutions); Mobile OS - Android, Symbian.

Basic components of a GUI Window: Desktop, Title Bar, Menu Bar, Status Bar, Scroll Bars (Horizontal and Vertical); Frame; Basic operations of left and right buttons of mouse, Creating Shortcut, Basic Tools: Text Editor, Painting Tool, Calculator, using Mouse and moving icons on the screen, Task Bar, Different types of menu and menu selection, running an application, setting system date and time; viewing files, concept of folders and directories, creating/moving/ renaming/ deleting files and folders, opening and closing Windows, Minimise, Restore and Maximise forms of windows.
Office Tools


Using auto-format, mail merge, track changes, review comments, usage of drawing tools, shapes and mathematical symbols.

Presentation Tool: Introduction to Presentation Graphics, Understanding the concept of Slide Shows, Basic elements of a slide, Different types of Slide Layouts, Creating and saving a Presentation, Different views of a slide: Normal view, Slide Sorter view and Slide Show, Editing and Formatting a slide: Adding Titles, Subtitles, Text, Background, Watermark; Headers and Footers, Numbering Slides; Printing Slides Handouts, Inserting pictures from files, Animating pictures and Text with Sound Effects, Timing Text box, Pictures and Slides, Rehearse Timings, Ungrouping and Grouping Objects (like text, picture).

Spreadsheet Tool: Introduction to Spreadsheet, Concept of Worksheet and Workbook, Creating and Saving a worksheet. Working with a spreadsheet: entering numbers, text, date/time, series using Auto Fill, Editing and formatting a worksheet including changing colour, size, font, alignment of text, Inserting or Deleting cells, rows and columns, Formula-Entering a formula in a cell, using operators (+, -, *, /) in formulae, Relative referencing, Absolute referencing and mixed referencing, Printing a worksheet. Use simple Statistical functions: SUM(), AVERAGE(), MAX(), MIN(), IF() (without compound statements); Embedding Charts of various types: Line, Pie, Scatter, Bar and Area in a worksheet; inserting tables in a worksheet.

Unit III: Societal Impacts of IT


Unit IV: IT Applications

Students are suggested to work on the following areas using Word Processing Tool, Spreadsheet Tool and Presentation Tool.

Domains:

Multi Lingual Documentation:

- Letter Writing - content, context, addressee, Mail-Merge Formal/Informal letter
- Report Writing - content, presentation, context
• Greeting Card - design, context, recipient
• Poster Making - design, context, target group

Presentation:
• School Presentation
• Environment (Save Energy) and Pollution (Global Warming)
• Product Advertisement
• Science and Social Science topic from the course
• Trends in Wireless Computing

Analysis Reporting:
• School/Class Result with student-wise and subject-wise marks
• Cricket Score Record
• Weather Forecasting Report
CLASS - IX (Practical)

Time: 4 hours                                                  Marks : 60

(A)  HANDS ON EXPERIENCE                                               30 Marks

1. Working on Operating System:
   To test some of the following basic system operations on file / folder(s):
   •  Create
   •  Rename
   •  Copy / Cut / Paste
   •  Delete
   •  Commands related to Text Editor / Drawing Tool

2. Word Processing*
   A document is required to be created for testing the following areas
   •  Editing and formatting text and paragraph
   •  Page and paragraph setup
   •  Inserting symbols and pictures

3. Presentation*
   A presentation is required to be created with 4 slides for testing the following areas:
   •  Editing and formatting slides
   •  Inserting pictures and sounds
   •  Animating pictures and text with sound effects

4. Spreadsheet*
   A spreadsheet is required to be created for testing the following areas:
   •  Formatting cells and data
   •  Functions & formulae (Relative, absolute and Mixed reference)
   •  Charts
   *Printouts of the document(s) should be attached with the answer sheet.

(B) IT APPLICATION REPORT FILE                                         15 Marks

Students are supposed to make an IT Application Report File containing real life assignments using Word Processing, Presentation and Spreadsheet Tools on at least 15 topics from the domain mentioned in Unit IV:
- At least 5 documents of Word Processing tools along with mail merge feature
- At least 5 presentations of Presentation tools
- At least 5 spreadsheets with graphs

(C) IT APPLICATION PROJECT using word processing, spreadsheet and presentation tools 10 Marks

(D) VIVA VOCE 05 Marks

Viva based on IT applications report file.
CLASS - X

Theory: 40 Marks          Practical: 60 Marks

<table>
<thead>
<tr>
<th>Unit</th>
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<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Unit IV</td>
<td>IT Applications</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

CLASS - X (THEORY)

Time : 2½ hours                                                                 Marks : 40

Unit I: Basics of Information Technology

Internet: World Wide Web, Web servers, Web Clients, Web sites, Web Pages, Web Browsers, Blogs, News groups, HTML, Web address, E-mail address, URL, HTTP, FTP, downloading and uploading files from remote site;

Services available on Internet: Information Retrieval, Locating sites using search engines and finding people on the net;


Unit II: Information Processing Tools

Office Tools

Database Management Tool: Basic Concepts and need for a database, Creating a database, DataTypes-Text, Number, Date, Time, Setting the Primary Key, Entering data into a database, Inserting and deleting Fields, Inserting and deleting Records, Field Size, Default Value, Creating Query using Design view.

Information Representation Methods

Hyper Text Markup Language

Introduction to Web Page Designing using HTML, Creating and saving an HTML document, accessing a web page using a web browser (Google Chrome, Internet Explorer, Mozilla Firefox, Opera, Apple Safari, Net scape Navigator);

Elements in HTML: Container and Empty elements, Designing web pages using the following elements:

HTML, HEAD, TITLE, BODY (Attributes: BACKGROUND, BGCOLOR, TEXT, LINK, ALINK, VLINK, LEFTMARGIN, TOPMARGIN), FONT(Attributes: COLOR, SIZE, FACE), BASEFONT(Attributes: COLOR, SIZE, FACE), CENTER, BR (Break), HR(Horizontal Rule,
Attributes: SIZE, WIDTH, ALIGN, NOSHADE, COLOR) inserting comments, H1..H6 (Heading), P (Paragraph), B (Bold), I (Italics), U (Underline), UL & OL (Unordered List & Ordered List Attributes: TYPE, START), LI (List Item)

Insertion of images using the element IMG (Attributes: SRC, WIDTH, HEIGHT, ALT, ALIGN), Super Script SUP, Subscript SUB, Creating Table using the element TABLE (BACKGROUND, BGCOLOR, WIDTH, CELLSPACING, CELLPADDING, BORDER), TR, TH, TD, ROWSPAN, COLSPAN, Internal and External Linking between Web Pages: Significance of linking, A - Anchor Element (Attributes: NAME, HREF, TITLE, MAILTO).

XML (Extensible Markup Language)

Introduction to XML, Difference between XML and HTML with respect to the following: Data separation, data sharing, document structure, tags, nesting of elements, attributes, values. XML Elements - Defining own tags in XML, root elements, child elements and their attributes; Comments in XML, White space and new line in XML, well formed XML documents, validating XML documents, XML Parser, Viewing XML documents in a web browser.

Unit III: Societal Impacts of IT


Knowledge based society, Infomania, Digital Unity and Digital Divide.

Unit IV: IT Applications

Students are suggested to work on the following suggestive areas using Database Management Tool and HTML on topics implementing the tools/elements covered in the course.

Domains:

Database Design:

• Personal Data Record File
• School/Class Result Record
• Employee Payroll
• Stock Inventory
• Vehicle Parking Record File

Webpage Design:

• My Home Page
• My School
• My Family
• Personal Blog with Name, Photo, Areas of Interest, School, State, Country
• School Website - Infrastructure, Facilities, Uniform, Motto, School Pictures, Extra Curricular Activities, Subject and Language Options
• Travel and Tourism
• Statistics on India - State wise Area, Population, Literacy (Enrolment in Primary, Middle, Secondary, Senior Secondary), Gender Ratio
• Environment (Save Energy) and Pollution (Global Warming)

CLASS - X (Practical)

Time : 4 hours

(A) HANDS ON EXPERIENCE

1. Database Design:
   • Creating and entering data into a database
   • Setting the primary key
   • Inserting meaningful data and organising
   • Creating Query with the same design view of the table.

2. Webpage Designing *
   • Adding a title to webpage
   • Formatting Text
   • Adding Ordered/Unordered Lists
   • Writing Text in Paragraphs
   • Inserting Image
   • Adding content in Tabular Form
   • Adding Internal / External links.

   The students are supposed to know the tools and style for designing domain specific web pages from real life applications and the topics mentioned in the syllabus.

3. XML Assignment*

   Students to be asked to create an XML document on the lines of XML concepts covered in theory syllabus.

*Printouts of the document(s) should be attached with the answer sheet.
(B) **IT APPLICATIONS REPORT FILE**  
15 Marks  
Students are supposed to make an IT Application Report File containing real life assignments using a Database Management Tool and HTML  
- 5 Database Solutions  
- 8 HTML source code along with browser view  
- 2 XML Documents Source Code and View  

(C) **IT Application project using database and website design in a domain such as School Management, Public Services Computing, Business Computing.**  
10 Marks  

(D) **VIVA VOCE**  
05 Marks  
Viva based on IT applications report file.
(F) INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
(Code No. 166) (Session 2017-18)

Learning Outcomes:
1. Ability to develop a basic know how of one’s computer system.
2. Ability to use Internet and its services.
3. Ability to efficiently work on Image editing tools.
4. Ability to design a website using HTML.
5. Ability to design Online forms using HTML.
6. Ability to apply style sheets using CSS.
7. Ability to recognize security threats and take preventive measures.

COURSE STRUCTURE
Class - IX

Theory: 40 Marks          Practical: 60 Marks

<table>
<thead>
<tr>
<th>Unit</th>
<th>Name of Unit</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Theory</td>
</tr>
<tr>
<td>Unit I</td>
<td>Basics of Internet</td>
<td>5</td>
</tr>
<tr>
<td>Unit II</td>
<td>Web services</td>
<td>5</td>
</tr>
<tr>
<td>Unit III</td>
<td>Introduction to GIMP</td>
<td>10</td>
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<tr>
<td>Unit IV</td>
<td>Introduction to HTML</td>
<td>15</td>
</tr>
<tr>
<td>Unit V</td>
<td>Security Threats and Security Measures</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

Class-IX
Theory Paper

Time : 2½ hours

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: Toolbar, SSL, names of various web browsers.

Blogs: Definition of blog and bloggers, advantages and disadvantages of blogging.

URL: Definition, elements, absolute and relative URL

Protocols: Definition, TCP/IP, HTTP, FTP which one to use when and why, applications and examples.

Unit II: Web Services

Concept of web services

Email: Definition, protocols used in email services, mail account and address, sending and receiving an email, difference between cc and bcc, spam and junk, Email etiquettes- proper structure and layout, case sensitivity, disclaimer to email, care with abbreviations and emotions, gender sensitivity,

Chat: Definition, chat room, commonly used types of chat.

Video Conferencing: Definition, areas of application, advantages and disadvantages of video conferencing.

e-Learning: Definition, benefits, application areas, e-learning software.

e-Shopping: Definition, advantages and dis-advantages, sites available, threats and security concerns.

e-Reservation: Definition, benefits, application areas, reservation process, live and nonlive reservation

e-Group: Definition, features, benefits.

Social Networking: Definition, names of various social networking web sites, merits and demerits, service providers, features available, ethics.

Unit III: Introduction to GIMP

Image editing: Basics of image editing and their features. Various image editing software including freeware and paid software.

GIMP: Introduction, features and uses of GIMP. Downloading GIMP, GIMP compatible platforms. Creation of new file using shortcut or mouse. Default extension of these files and opening of existing file.

Saving a file with keyboard or mouse, .xcf and various file formats supported by GIMP. Basics of GIMP window, Understanding main components of GIMP window, Toolbox.

Toolbox: Explain selection tools, text tools, eraser tools, bucket fill tools, foreground and background.

Handling of menus in GIMP with its editing features, Image handling by using various selections and paint tools, resizing (scaling) and cropping, editing images for web, Layers.
Unit IV: Introduction to HTML  
Marks: 15

Introduction and origin of HTML, History of HTML, Advantages of using HTML, Tools to be used, Tags and attributes, Document structure

Tags and attributes - tags - what are they, tag format, single and multiple tags, empty elements and container elements, Formatting elements.

Structure of HTML document - HTML, HEAD, TITLE, BODY, Attributes (BACKGROUND, BGCOLOR, TEXT, LINK, ALINK, VLINK)


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 V: Security Threats and Security Measures  
Marks: 5

Virus - definition, types, virus spread, protection, current threats

Worms - definition, types, spread, protection, current threats

Trojans - definition, Trojan spread, protection

Spyware - definition, symptoms, prevention and protection

Malware - definition, types, prevention

Spams - definition, detection and prevention

Hackers and Crackers - definition, tools available, types of hacking, difference between hackers and crackers, prevention and protection.

Antivirus tools - free and paid tools, latest tools, there style of working, importance of regular update

Data Backup and Recovery tools - Need for backup, technologies and tools available, importance of backup and recovery plan, types of backup.
Design of a Practical Question Paper

Instructions on the basis of syllabus, distribution of marks and conduction of practical examination have been provided.

The examiner is advised to set the question paper according to the prescribed curriculum and distribution of marks given below:

(A) **HANDS ON EXPERIENCE** 30 Marks
- GIMP 15 Marks
- HTML 15 Marks

(B) **IT Application Report File** 15 Marks
Students are supposed to make a IT Application Report File Containing Real life assignments/ presentations using GIMP and HTML.
- At least 7 Activities related to GIMP
- At least 8 webpages covering the concepts covered.

(C) **Project Work** 10 Marks
Developing a website on a topic containing all the concepts covered and images edited using GIMP.

(D) **Viva Voice** 5 Marks

**Suggested Activities**

1. Find out and make a list of all the e-commerce websites, Academic websites and social networking sites.
2. Find out all the latest search engines with the features and make a presentation.
3. Students can be asked to make a list of IP addresses of few of their favorite sites using google search engine. Ask them to use those IP addresses to open the sites.
4. Ask students to create a blog for their class and update the blog on daily basis.
5. Make a list of all the sites through which video conferencing is possible without paying any money.
6. Create an e-group of your class and share your view on the current societal issues with your friends.
7. Find out and make a list of various e-shopping websites and make a presentation on the information gathered.
8. Login to your email account and perform the following operations:-
   a. Compose a mail using all the options of email such as bcc and cc.
   b. Add email address from your address book.
   c. Transfer mail from Inbox to spam and vice versa. Create different folders and arrange mails in different folders.

9. Create an account on any popular social networking site for your class and invite all teachers and students of your class to this account. Use this account for academic purpose.

10. Create a blog on any popular blogging site keeping the following points into consideration:
    - Enter the title of the blog as “School Activities at a glance” - Select a suitable template for your blog.
    - The URL of your blog should be your complete name.
    - Publish the post on the monthly basis with the pictures of your school activities of a particular month and then view this post.
    - Sign out from the blog website.


12. Take your own picture, scan it and change the background colour and clothes colour using paint tools and layouts.

13. Collect three or four images like water image, building image, ship image and a bird image. Make one image showing reflection of the building on the shore and bird flying in a sky in water with the ship.

14. Import an image file of your choice. Change the foreground and the background color, use a text tool to give a heading to your file. Add a layer and place another picture on it. Select the text tool and type your name in blue color. Select a portion of the picture and then change the direction. Save the file.

15. Make a collage on “Heritage of India”

16. Create an advertisement for a magazine on any product of your choice.

17. Try to design the logos of some famous brands.

18. Create a webpage on any of the following:
   - My Home Page
   - My School
   - My Family
   - School Website - Infrastructure, Facilities, Uniform, Motto, School Pictures, Extra-Curricular Activities, Subject and Language Options
   - Travel and Tourism
• Statistics on India - State wise Area, Population, Literacy (Enrolment in Primary, Middle, Secondary, Senior Secondary), Gender Ratio
• Environment (Save Energy) and Pollution (Global Warming)

Note: Activities mentioned above are only suggestive. Teachers should encourage children to innovate.
# COURSE STRUCTURE

## Class - X

**Theory:** 40 Marks  
**Practical:** 60 Marks

<table>
<thead>
<tr>
<th>Unit</th>
<th>Name of Unit</th>
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<tbody>
<tr>
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<tr>
<td>Unit IV</td>
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<tr>
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</tbody>
</table>

## Class-X  
**Theory Paper**

**Time:** 2½ hours  
**Marks:** 40

### Unit I: Computer Components and Interconnection  
**Marks:** 5  
Computer System and its definition, Hardware, Basic components of a Computer System, Input Unit, Central processing Unit/CPU, Output unit and functions, Memory, types of memory, **Primary Memory**, RAM (Random Access Memory), ROM (Read Only Memory), **SECONDARY MEMORY**, Binary digit, concept of bit and bytes, Types of computers (Analog, Digital, Hybrid), characteristics of computers, types of software (System Software, Application Software, Utility Softwares, classification of Programming Languages Ports and Cables)

### Unit II: Advance GIMP  
**Marks:** 10  
Toolbox-Move tool, Alignment tool, Scale tool, Shear tool, Perspective tool, Flip tool, Blend tool, Blur/Sharpen tool, Smudge tool, Dodge / Burn tool Painting in GIMP-Pencil and paintbrush tool  
Operations on Layers (Adding new layers, Renaming a Layer, Deleting a Layer, Merging a Layer, Scaling a layer, Duplicating a Layer)  
Masking-Introduction and example, editing a mask

### Unit III: Advanced HTML  
**Marks:** 20  
Representing data in Tabular forms, Concept of Table  
Attributes `<table> ..</table>`, `<TR>..</TR>`, `<TD>..</TD>` TH, Attributes: `Colspan`, `ROWSPAN`  
Properties: Align, width, Border, Color, Bgcolor, background, `<CAPTION>` tag  
Working with frames, frame attributes (`<frameset..> `), Attributes of `<frameset>`, Rows, Cols, Border, Frameborder, Framespacing.
Frameset element and its attribute (Src, Scrolling, Noresize), target attribute in anchor tag.

**Working with HTML Forms**

Introduction and explanation of forms, Tags and attributes used in Form, `<Form>`..<`/Form>` INPUT tag and its attributes (Name, Size, Maxlength, Type)

Fields displayed by type attribute, (Text Box Field, Radio Buttons, Check boxes, command Button, Drop down Box, TEXTAREA and SELECT)

**DHTML & CSS**

Introduction to DHTML, Features and uses of DHTML, Components of DHTML, Cascading style sheet, Advantages and Limitations of CSS,

Methods of applying CSS to an HTML document: In-line (the attribute style) and Internal (the tag style), External (link to style sheet), creating and saving cascading style sheets

Introduction and familiarization of Font: Font-Family, Style, Size, Variant, Weight; Text and Background properties; Colour properties - Text Indent, Align, Decorating, Spacing, Transform, Text alignment, decoration and transformation, Foreground and Background colour, Image and Repeat

Use of margin and margin properties, Concept of padding and Border; Padding and Border Properties

Absolute and Relative Positioning

**Unit IV: Network Security**

Concepts: Cyber Law, Cyber Crime, Fire wall, Cookies, Hackers and Crackers

Open Source Software, Free ware, Shareware, Licensing scheme, Copywriting, GPL(General Public Licence), Licensed software, Copyright software, refrain from copyright violation and piracy etc.

**Class X**

**PRACTICAL WORK**

Duration : 4 hours  
Marks : 60

Design of a Practical Question Paper

Instructions on the basis of syllabus, distribution of marks and conduct of practical examination have been provided.

The examiner is advised to set the question paper according to the prescribed curriculum and distribution of marks.

**(A) HANDS ON EXPERIENCE**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Marks</th>
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<tbody>
<tr>
<td>GIMP</td>
<td>10 marks</td>
</tr>
<tr>
<td>ADVANCED HTML</td>
<td>20 marks</td>
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</table>
(B) IT Application Report File

Students are supposed to make a IT Application Report File Containing Real life assignments/ presentations using GIMP and Advanced HTML.

- At least 5 Activities related to Advance GIMP
- At least 10 webpages covering the concepts covered such as Tables, Frames, Forms, DHTML and CSS.

(C) Project Work

Developing a website on a topic integrating all the concepts covered using advance GIMP and advanced HTML.

(D) Viva Voice

5 Marks

Suggested Activities

1. Find out and make a list of the types of memory available in the market and their storing capacity. Also find out, about the various utility and application software(s) used, and share this information through social networking sites. Create a document/ spreadsheet/form through Office Web Apps e.g. google docs/sky drive and share it with your friends.

2. Create a collage from the pictures of any recent event held in school.

3. Design a digital poster for any state of your choice in India depicting their tourist spots and thus promoting tourism.

4. Collect and import few pictures or images of important monuments (tourist spots). Add layers and place a picture in each layer. Merge layers and edit layers and use mask to selectively colour the images.

5. Create a website for a Computer Hardware firm. The firm deals in various output units and various types of memory. Collect information about various brands of printers, scanners, memory etc. available in market. Show the various product details in tabular form on each web page.

6. Create following online forms:
   a) Adhaar Card
   b) Railway Reservation form

7. Using HTML design a web site for your school.

8. Using HTML design a web site providing information about Open source, free ware, licensed software(s).

9. Collect information of Cyber Laws and create a web site.

Note: Activities mentioned above are only suggestive. Teachers should encourage children to innovate.
Co-Scholastics Activities

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

(i) Work Education in Schools:
(ii) Art Education in Schools.
(iii) Health and Physical Education in Schools.

(i) WORK EDUCATION (500)

Rationale
In the National Curriculum Framework (2005) Work Experience has been termed as Work Education and thus makes it an integral component of education. As such it would provide both knowledge and skills through well-structured and graded programmes, which would help them on their entry into the world of work. Work Education is a distinct curricular area for providing children with opportunities for participation in social and economic activities inside and outside the classroom, which would enable them to understand scientific principles and procedures involved in different types of work. The productive manual work situations were to be drawn from the area of health and hygiene, food, shelter, clothing, recreation and community service. The competencies to be developed in this field should include knowledge, understanding, practical skills and values through need based life activities. Pre-vocational courses should get a prominent place at this stage.

Work Education aims at restoring dignity and respect to all types of manual work, promoting self-reliance in meeting one’s daily needs and those of one’s family and community, increasing productivity through the development of proper work skills and values, and promoting commitment to the welfare of the society through suitable programme of social work or community service. This is a two-year syllabus for classes IX and X. It has been designed with following objectives for Students:

Objectives
The major objectives of Work Education at the Secondary stage are:

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

• To help the students to develop skills:
  - for the selection, procurement, arrangement and use of tools and materials for different forms of productive work;
  - to observe, and participate in work practice;
  - for the application of problem-solving methods in productive work and social service situations;
  - for greater productive efficiency;
  - to enhance their working competence sufficiently so as to enable them to earn while they learn;
  - to use their creative faculties for devising innovative methods and materials.

• To help the students to develop proper attitude and values in terms of:
  - respect for manual work and regard for manual workers;
  - socially desirable values such as self-reliance, helpfulness, cooperativeness, teamwork, perseverance, tolerance, etc.
  - proper work ethics such as regularity, punctuality, honesty, dedication, discipline, etc.
  - self-esteem through achievement in productive work and services;
  - a deeper concern for the environment and a sense of belonging, responsibility and commitment for the society;
  - strive for excellence.

Course Content
The content of Work Education comprises of three categories, i.e.,

A. **Self-help Activities:** A programme for the satisfaction of day-to-day needs of the students and their families.

B. **Community Out-reach Activities:** A programme for sensitization of the students towards their responsibility to satisfy the community needs.

C. **Pre-vocational Skill Development Activities:** This is the most important programme as it is designed to prepare the students for the world of work. However, the actual selection of activities/projects/pre-vocational courses by school would depend upon the availability of natural, physical and human resources in the locality, the
socioeconomic background of the community and the needs and interests of the students.

Work education is a distinct curricular area for students for participation in social, economic and welfare activities. Student gets a sense of community service and develops self-reliance. Schools should promote Work Education Activities for holistic development of the student. These activities are to be graded on a 5-point grading scale (A to E) and will have no descriptive indicators. No upscaling of grades will be done. The grading is to be done by the concerned teacher facilitating the activity.

The total number of periods for performance of the work education activities should be approximately 120 periods for two years at the secondary stage.

SECTION WISE WEIGHTAGE IN WORK EDUCATION (for One Academic Year)

<table>
<thead>
<tr>
<th>Section</th>
<th>Total Weightage</th>
<th>Total Periods</th>
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<tr>
<td>A</td>
<td>Self-help Activities</td>
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</tr>
<tr>
<td>B</td>
<td>Community Outreach Activities</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Pre-vocational Skill Development Activities</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10 points = A grade</strong></td>
<td><strong>60 periods</strong></td>
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</table>

<table>
<thead>
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<td>D</td>
<td>3-4</td>
</tr>
<tr>
<td>E</td>
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**A. Self-help Activities**

Out of the list of activities given below for the Secondary School stage any three are to be completed in class IX and remaining three in class X.

1. First aid activities like counting of pulse, taking of temperature and bandaging of wounds after cleaning them.
2. Preparation of family budget and maintenance of daily household accounts.
3. To be able to know and procure transport facilities from one point to another using online resources or cooperation with local authorities such as Panchayat.
4. Understanding the basic traffic rules and helping traffic police in the regulation of traffic.
5. Helping school authorities in organizing exhibitions, picnics, tours and excursions, school functions, etc.
6. Basic cooking activities.

The total number of periods for performance of the Self-Help activities may be 20 periods for two years at the secondary stage

B. Community Outreach Activities

Out of the list of activities given below choose any two activities, one is to be completed in class IX and another in class X.

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

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

3. Volunteer work in hospitals and fairs, during natural disasters and accident, etc.

4. Activities related to sensitization towards needs of differently abled and elderly persons.

5. Activities related to sensitization towards weaker sections of society.

6. Participation in cleanliness drives in schools, community and neighborhood areas.

7. Participation in adult literacy programme.


The total number of periods for performance of the Community-Outreach activities may be 40 periods for two years at the secondary stage

C. Pre-vocational Skill Development Activities

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

The total number of periods for performance of the Pre-vocational Skill Development activities may be 60 periods for two years at the secondary stage

Choose any two activities of the following: one is to be completed in class IX and another in class X.

Agriculture and Horticulture Skills

1. Acquaintance with common fertilizers and pesticides and their application with appropriate equipment.
2. Acquaintance with common pests and plant diseases and use of simple chemical and plant protection equipment.
3. Raising of flowers, vegetables, plants and their seedlings in nurseries.
4. Repair and maintenance of equipment for horticulture and agriculture.
5. Prefabrication of irrigation channels.
6. Development of plants by vegetative propagation budding, grafting, cutting, layering, etc.
7. Mushroom cultivation for consumption, preservation or sale.
8. Post-harvest technology and safe storage of food grains.
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**
20. Food preservation making of jam, jelly, tomato ketchup, pickles.
21. Projects relating to non-conventional sources of energy sun, wind, tides, biogas, etc.
22. Cookery skills.
23. Preparation of milk products.

**Skills for Textiles**
24. Tie-dyeing and screen printing as commercial ventures.
26. Mat and carpet weaving.
27. Hand embroidery.
28. Stitching and Tailoring.

**Other Skills**
29. Preparation of stationery items such as files, file boards, registers, writing pads, stamping ink, etc.
30. Preparing paper out of waste paper
31. Repair and maintenance of domestic electrical gadgets.
32. Preparing electric extension boards for use in home/school or for sale. 33 Plumbing.
33. Preparation of decoration pieces of a more sophisticated nature out of plaster of paris.
34. Doll making.
35. Preparation of toys and other play materials for self and primary classes.
36. Typewriting with adequate proficiency.
37. Stenography.
38. Running a cooperative store.
40. Caning, carpentry and handling the job of as mason.
41. Cycle, motorcycle and scooter preparing.
42. Computer operation and maintenance
43. Photocopying
44. Screen-printing
45. Photography-commercial.
46. Making of assisting devices/material for persons with special needs

Suggested Outlines of Some of the Activities
In order to enable the translation of the above activities and projects into concrete action
and to ensure proper utilization of the allotted period as also optimum attainment of
the intended objectives, some of the self-help and community out-reach activities have
been specified further. Suitable tools and material are indicated for these activities.
Tasks for the remaining activities/projects/pre-vocational courses can be worked out
in similar manner.

Activity 1

Studying the nutrition and health status of people in a village/city slum/tribal area.
The nutrition and health status of the people reflects the present status and future
prospects of a country. Enhancement of the nutrition and health status of the people is
a first priority of the national planning for development. Study of the factors responsible
for the present status of nutrition and health will lead to acquisition of facts on the
basis of which proper planning for the enhancement of their status can be made.

Suggested Tasks
- Adoption of a village/city slum/tribal area.
- Preliminary identification of nutritional and health problems of the community.
- Preparation of questionnaire/interview schedule to elicit background and
  information from family such as:
  - General information: head of the family, type of family
- Composition of the family
- Meal pattern of the family
- Monthly expenditure pattern on food, clothing, housing, education, medicine, fuel, transport, saving, remittance of debt, recreation, other items.
- Details of monthly food expenditure.
- Food produced at home.
- Food given under special condition
- Methods of cooking.
- Food items stored in the home
- Food items which are considered “good” and “not-good”.

• Commonly occurring health problems:
  - deficiency disease of children
  - other common ailments of children
  - commonly occurring ailments in the family
  - measures taken to get rid of the ailments

• Environmental sanitation problem:
  - procedure of disposal of wastes (solid or liquid)
  - source of water supply and mode of water storage at home
  - Hygienic habits followed
  - Health services available

• Conduct of Survey.

• Analysis of data and preparation of reports on main findings in respect of :
  - socioeconomic conditions;
  - environmental sanitation problems;
  - commonly prevalent health problems;
  - malnutrition problems of children, mothers and the community;
  - undesirable nutrition, health and sanitation practices in the community;
  - practicable intervention measures to enhance the nutrition and health status.

Activity 2

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

Malnutrition and infection are the major causes of the precarious status of health in the developing world. Malnutrition is not only due to poverty or non-availability of food resulting from social and distributive injustice, but also due to ignorance of nutritional facts and undesirable practices. Malnutrition problems can be resolved to a great extent if judicious selection of food is made possible within economic means and the available foods are better utilized. Infectious diseases are caused mainly by the lingering existence of two fundamental problems of environmental sanitation, mainly unsafe water supply and unhygienic disposal of waste, specially human excreta. The
application of modern scientific knowledge to environmental sanitation can lead to 80 per cent of the diseases being effectively controlled. Thus, by developing desirable nutrition, health and environmental sanitation practices in the communities, health problems can be considerably resolved. This can be achieved through environment based education for all age groups of population. A door to door contact programme is the most effective way of environment based education. Without any nutrition, health and sanitation intervention, the status of nutrition, health and sanitation in the community can be enhanced through functional education by door to door contact.

Suggested Tasks

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

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

Activity 3
First Aid
First aid is the immediate and temporary care given to the victim of an accident or sudden illness. The main purpose of first aid is to preserve life, assist recovery and prevent aggravation of the condition until the availability of a doctor, or during transport to casualty home or hospital.

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

Activity 4
Plantation and care of Shade/Fuel/Ornamental/Avenue trees.

Suggested Tasks
- Identification of shade/fuel/ornamental/avenue trees.
- Preparation of herbaria of various trees.
• Phenological observations on vegetative growth, emergence of new shoots/leaves, flowering, fruiting, etc.
• Identification of seeds, seed treatment before sowing in the nursery.
• Preparation of nursery beds for sowing the seeds.
• Raising seedlings in the nursery and nursery management.
• Vegetative propagation by cutting, layerage.
• Layout for planting.
• Digging pits for planting.
• Preparation of soil-manure mixture for filling the pits.
• Transfer of seedlings for plantation.
• Planting with the help of planting board or rope.
• Providing tree-guard/fencing for protection (made of iron bars/empty old drums/thorny twigs/bricks barbed wire/live fence, etc.)
• After care of the plants; watering, weeding, mulching, hoeing, protection against disease, pests, animals, adverse weather conditions, etc.

Activity 5
Preparation of Family Budget and Maintenance of Daily Household Accounts.
Suggested Tasks
• Identifying importance of household accounts.
• Learning the procedure of recording transactions.
• Keeping records of expenses, vouchers, receipts, bills, etc.
• Preparing simple receipts and payment account in the register systematically and neatly.
• Comparing past receipts and payments with present receipts and payments.
• Discriminating between necessities, comforts and luxuries of different families. Preparing a list of consumable articles of the family.
• Collecting comparative prices for the required consumable articles.
• Allocating the family income on various heads.
• Preparing family budget.
• Making a comparative study of the budget of families from lower class, lower middle and middle class.

Activity 6
Helping school authorities in organizing:
(a) picnics, tours, excursions, functions.
(b) exhibitions.
Suggested Tasks

- Helping school authorities in the organization of picnics, tours, excursions and school functions:
  - planning the programme;
  - forming groups for different functions such as conveyance, food, games and entertainment, collection of funds and maintenance of accounts;
  - making arrangements/preparation of each activity;
  - organizing/performing activities on the day of the picnic, tour/excursion, function;
  - evaluation of the success of the programme/effectiveness of the activity undertaken.

- Helping school authorities in organizing exhibitions:
  - planning the programme;
  - collecting/making exhibits and keeping them safely;
  - collecting suitable tables, boards, etc., for display;
  - cleaning and decorating the exhibition hall or ground;
  - displaying the exhibits on proper spots according to plan;
  - doing reception duty on the day of the exhibition;
  - explaining exhibits to the visitors;
  - collecting the exhibits after the exhibition and restoring them to their owners/the school authorities;
  - putting back the furniture, etc., in its proper place.

Activity 7
Participation in Adult-Literacy Programmes.
Suggested Tasks

- Survey of the neighborhood and identification of adult illiterates.
- Making door-to-door visits and persuading them to join literacy classes.
- Grouping the illiterates according to their age, occupation and interests.
- Grouping students on the basis of their known capabilities and interests.
- Selecting literacy materials with the guidance and help of the teacher.
- Making spatial and physical arrangements for conducting the programme.
- Making adequate preparation for teaching, including the selection of teaching aids.
- Teaching adults in groups.
- Getting together in class and reviewing the progress of work and problems, if any.
- Correcting the teaching methods and procedures in the light of experience.
- Evaluating the progress of adult literacy and maintaining records.
ART EDUCATION (CODE No. 502)

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

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

Objectives
The objectives of art education are to:

• help learners to consolidate past experiences and knowledge;
• introduce learners to different media and techniques and their use for creative and productive expression for common use;
• provide opportunities for development of awareness about folk arts, local specific arts and other cultural components leading to an appreciation of national heritage;
• assist learners to use artistic and aesthetic sensibility in day-to-day life situation;
• enable learners to achieve a balanced growth as a social being in tune with our culture through project work.
• get acquainted with the life and work of the local artists/artistes;
• use resourcefully locally available material to make different products (objects) with the help of the community;
• refine the sense of appreciation of the beauty of nature through the basic elements of art forms.

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

In the interest of the learner, as far as possible, all the media of creative arts may be placed before them to facilitate selection of one form or a combination of art forms. These are:

**Visual Arts**

1. Two-dimensional or Pictorial
   - Drawing and Painting
   - Collage Making
   - Printing
   - Photography
   - Computer graphics
2. Three-dimensional
   - Clay modelling and pottery
   - Carving and sculpture
   - Construction

Art is about creative expression of the learners, uniquely contributed by each one. Studying the works of famous artists of the past or present is undertaken to orient the learners to varied expressions. Replicating or copying either the Master or the teacher’s work will check the imagination of the students and therefore must be avoided in all cases.

**Performing and Language Arts**

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

**Sources for Art Teaching**

The arts programme in schools must reflect the ethos of the region. Artistic expression in music, poetry, dance theatre and in the creation of forms have been part of human life from the very beginning. It is an integral part of human existence. Exposure to the local environment and arts must be treated as an essential activity of the school art programme.

Besides individual expression, the arts provide an opportunity to the learners to study and appreciate the contributions made in the past and present. By learning to appreciate music, painting, dance and theatre, students develop aesthetic sensibility and sensitivity to understand people from other cultures. To build a harmonious society, a productive nation or a world, requires to make learners familiar with the tradition of arts of the local region. The strength and confidence gained from the familiar, will make it possible for her to respect and appreciate the culture and contribution made by others.
A creative expression essentially depends on the approach to create opportunities for learners to explore, imagine and communicate the same in an art form they feel confident to use. Availability of material and experts closer to the school or community can be accented.

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

Two-dimensional or Pictorial Activities
- Study of visual resources and means of creative expression.
  - Study of lines, strokes, colours, shades, tones, textures, etc. while organizing two dimensional space with two dimensional and three dimensional shapes and forms.
  - Sketching from nature and surrounding.
  - Creative use of colours to show space, atmosphere, subjective moods.
  - Creative use of perspective in spatial relationship.
  - Study of calligraphic strokes of Devnagari and Roman alphabet (Scripts).
  - Use of contrast as an expressive element of art.
  - Study and use of various media and techniques to the extent of their availability.
  - Pencil, charcoal, water colour, crayon, oil colours, poster colour and gouache, acrylic colour and other unconventional sources of colours such as vermillion, 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 mobils, 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, Dhwani, 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.
HEALTH & PHYSICAL EDUCATION (Code No. : 506)
SECONDARY SCHOOL (Classes: IX-X)

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

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

The objectives of Physical and Health Education are:
• to bring the overall awareness of values and to inculcate among students the desired habits and attitudes towards health and to raise their health status;
• to make the pupils physically, mentally and emotionally fit and to develop their personal and social qualities that will help them to be good human beings;
• to develop a scientific point of view regarding health and physical education;
• to identify personal, family and community health problems and acquire relevant scientific knowledge and information to prevent and control these problems to stay healthy;
• to take action individually and collectively to protect and promote (i) their own health (ii) health of their family members: and (iii) health of those around them in the community, seeking help when required from available community resources;
• to promote improved preventive and promotive self-care behaviour in the families and in the community;
• to develop awareness of HIV, AIDS and drug abuse in the community;
• to develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life;
• to develop awareness regarding transfer of fundamental processes to physical activities of one’s choice.
• to develop interest in exercise, sports and games for self-satisfaction and making it a part of life;
• to enable an individual to enhance inner qualities - as self-mastery, discipline, courage, confidence and efficiency;
• to enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community in a better way;
• to develop awareness of the importance of self-defense and self-dependence;
• to develop awareness of good posture so that one may strive to maintain a good posture; z to enable an individual to lead an enthusiastic and active life;
• to enable an individual to practice socially acceptable behavior patterns in an impressive manner.

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

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

Suggestive Activities:
• Dance
• Sports and Games (including training/coaching)
• Yoga
• Athletics
• Gymnastics
• Swimming
• Combative/ Material Arts

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

Suggestive Areas:
• Meaning and Nature of Health
• Environment and Health
• Major accidents, which can be fatal in rural and urban areas. First Aid.
• Nutrition.
• Health hazards of modernization: drug abuse, HIV and AIDS.
• Communicable and non-communicable diseases. Approved systems of medicine being practiced in our country.
• Importance of International Health. Physical Education activities are dependent upon the facilities available in and around the school. Therefore the teacher should develop programmes taking into consideration the facilities available in the school and in the community.
HEALTH EDUCATION CLASS - IX

- Meaning and nature of health, ecological concept of health, interdependence of physical, mental, emotional and social dimensions of health, factors and conditions influencing health, importance of health, meaning, purpose, principles and methods of health education; role of media in Health Education.

- Environmental conditions in villages, towns and slums in relation to the health status of people, waste disposal practices, measures to prevent pollution, compost pits, soakage pits, sanitary latrines, sources of safe drinking water, municipal water supply system, housing.

- Relationship of personal and environmental health practices with prevention of diseases and health promotion, cultural practices and health.

- Major accidents which cause deaths in rural and urban areas, factors responsible for accidents, general principles for prevention of common accidents, safety rules related to making fires, using stoves/cooking gas, using electricity, climbing stairs, crossing roads, boarding means of transport, cycling, swimming, playing, storing medicines and poisonous chemicals, practicing crafts, working in laboratories and using electrical and mechanical gadgets and machines, measures to remove accident hazards.

- First-aid measures for cuts, wounds, sprains, strains, continuous bleeding, fractures, bites and stings, drowning, fainting, shock, burns: Principles of first-aid, home nursing and skills in dealing with specific situations.

- Factors and conditions affecting nutritional status of an individual, nutritional needs of the body in terms of calories and nutrients, low-cost, locally available sources of food rich in these nutrients, nutritive values of commonly used foodstuff, balanced diet-its importance and requirements according to age, sex, occupation, pregnancy and geographical location, principles of diet planning, deficiency diseases and their prevention.
HEALTH EDUCATION CLASS - X

- Health hazards of modernization-pollution, effect of population explosion on health hazards, family and community life.
- Communicable and non-communicable diseases, role of host agent and environment in the spread and control of communicable diseases, body defenses, immunity-natural and acquired, importance of regular medical check-up in preventing the diseases, immunization schedule and importance of booster doses. Morbidity and mortality, in India.
- National Health Programmes, Importance of pupil and people’s participation in the implementation of these programmes, Primary health care, meaning and scope. Health care set-up in rural and urban areas.
- Importance of international health, international health measures to check spread of communicable diseases from one country to another, quarantine measures, World Health Organization-its functions and activities, UNICEF functions and activities, significance of World Health Day.
- Approved systems of medicine being practiced in India, specialization available, prescription and non-prescription drugs, habit-forming drugs, dangers of self-medications 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.
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
- P.R.I.C.E.R 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.
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.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Trade</th>
<th>Trade No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic Office Procedures</td>
<td>507</td>
</tr>
<tr>
<td>2</td>
<td>Basic Computer Practices</td>
<td>508</td>
</tr>
</tbody>
</table>
NOTIFICATION

To,
The Heads of Schools
(Affiliated to the CBSE)

Subject: Restoring of Class X Board examination with effect from the Academic Year 2017-18

Consequent upon the decision taken by the Governing Body of the Board, the dual scheme of examination for Class X known hitherto as Scheme-I and Scheme-II shall stand discontinued for the students appearing in Class-X from the Academic Year 2017-18 and onwards. The examination from Academic Year 2017-18 and onwards would be conducted as per the remodeled assessment structure explained below. However, for Class-X students appearing in Academic Year 2016-17 examination, the existing scheme of assessment would apply.

A. Remodeled assessment structure effective from the Academic Year 2017-18 for Class X

1. Scholastic Area

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Total 100 marks (Syllabus for assessment will be only Class-X)</th>
<th>20 Marks (Internal Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student has to secure 33% marks out of overall 20 marks earmarked in each subject</td>
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<tr>
<td></td>
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<td>Periodic Test (10 Marks)</td>
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<td></td>
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<td>(i)</td>
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<tr>
<td>Language 1</td>
<td>Board will conduct Class-X Examination for 80 marks in each subject covering 100% syllabus of the subject of Class-X only. Marks and Grades both will be awarded for Individual subjects. 9-point grading will be same as followed by the Board in Class XII.</td>
<td>Periodic written Test, restricted to three in each subject in an Academic Year. Average of the best two tests to be taken for final marks submission.</td>
</tr>
<tr>
<td>Language 2</td>
<td></td>
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<tr>
<td>Science</td>
<td></td>
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<tr>
<td>Mathematics</td>
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<td></td>
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<tr>
<td>Social Science</td>
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</tbody>
</table>
(i) Periodic Test (10 marks):

The school should conduct three periodic written tests in the entire academic year and the average of the best two will be taken. The schools have the autonomy to make its own schedule. However, for the purpose of gradient learning, three tests may be held as one being the mid-term test and other the two being pre mid and post mid-term with portion of syllabus cumulatively covered. The gradually increasing portion of contents would prepare students acquire confidence for appearing in the Board examination with 100% syllabus. The school will take the average of the best two tests for final marks submission.

(ii) Notebook Submission (5 marks):

Notebook submission as a part of internal assessment is aimed at enhancing seriousness of students towards preparing notes for the topics being taught in the classroom as well as assignments. This also addresses the critical aspect of regularity, punctuality, neatness and notebook upkeep.

(iii) Subject Enrichment Activities (5 marks):

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

For Languages: Activities conducted for subject enrichment in languages should aim at equipping the learner to develop effective speaking and listening skills.

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

For Science: The listed practical works I activities may be carried out as prescribed by the CBSE in the curriculum.

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

2. Co-Scholastic Activities:

Schools should promote co-curricular activities for the holistic development of the student. These activities will be graded on a 5-point grading scale (A to E) and will have no descriptive indicators. No upscaling of grades will be done.

<table>
<thead>
<tr>
<th>Activity</th>
<th>To be graded on a 5-point scale (A-E) in school</th>
<th>Areas and Objectives (as prescribed in the Scheme of Studies for Subjects of Internal Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Education or</td>
<td>By the concerned Teacher</td>
<td>Work education is a distinct curricular area for students for participation in social, economic and</td>
</tr>
</tbody>
</table>
### Pre-Vocational Education

<table>
<thead>
<tr>
<th>Pre-Vocational Education</th>
<th>welfare activities. Student gets a sense of community service and develops self-reliance. (for Pre-Vocational Education as per Scheme of Studies)</th>
</tr>
</thead>
</table>

### Art Education

<table>
<thead>
<tr>
<th>Art Education</th>
<th>By the VA/PA or the concerned teacher</th>
<th>Art Education constitutes an important area of curricular activity for development of wholesome personality of the students. Students will select one or more forms of creative arts.</th>
</tr>
</thead>
</table>

### Health & Physical Education (Sports / Martial Arts / Yoga / NCC etc.)

<table>
<thead>
<tr>
<th>Health &amp; Physical Education (Sports / Martial Arts / Yoga / NCC etc.)</th>
<th>By the PE Teacher</th>
<th>Health &amp; Physical Activity preferably sports must be given a regular period. Students should be provided opportunities to get professionally trained in the area of their interest. Indigenous sports, yoga and NCC must be encouraged in the schools creating a sense of physical fitness, discipline, sportsmanship, patriotism, self-sacrifice and health care.</th>
</tr>
</thead>
</table>

3. **Discipline (Attendance, Sincerity, Behaviour, Values):**

   Discipline significantly impacts career shaping and it helps build character. Sincerity, good behavior and values develop strength and foster unity and co-operation.

   Therefore, the element of discipline has been introduced. Class teacher will be responsible for grading the students on a Five-point scale (A to E).

   The internal assessment comprising 20 marks (10+5+5) entails objectivity and a structured approach. For a holistic assessment, the teachers are expected to make it an effective tool.

B. **Documentation:**

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

C. **Assessment Scheme for Class-VI to IX in the CBSE affiliated schools:**

   The CBSE affiliated schools, for the purpose of uniformity in classes VI to IX may, replicate the same assessment model as described above for Class-X for Academic Year 2017-18.

   The above scheme must be implemented in letter and spirit.

(R.K. Chaturvedi)

Chairman, CBSE
Copy to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim-737101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791111.
7. The Director of Education, Govt. of A&N Islands, Port Blair-744101.
9. The Secretary, Central Tibetan School Administration, ESS Plaza, Community Centre, Sector 3 Rohini, Delhi-110085.
10. The Additional Director General of Army Education, A-Wing, SenaBhawan, DHQ, PO, New Delhi-110001.
12. The Under Secretary, (SE-111), Ministry of Human Resource Development, Shastri Bhawan, New Delhi.
13. EO to Chairman, CBSE
14. SPS to Secretary, CBSE
15. SPS to Controller of Examinations, CBSE
16. SPS to Director (Information Technology)
17. SPS to Director (Special Exams and CTET), CBSE
18. SPS to Director (NET)
19. SPS to ED (JAB)
20. The Public Relations Officer, CBSE
21. All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
22. All Additional Directors/Joint Director/ Deputy Director/ Assistant Director, CBSE
23. PA to JS (Coordination)
24. PA to JS (A&L)
25. PA to OS (Affiliation)
26. The Hindi Officer, CBSE
27. The Assistant Librarian, CBSE
28. Director (IT) for uploading this Notification on the CBSE websites.

Chairman CBSE
## Additional Subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total 100 Marks (Syllabus for assessment will be only Class-X)</th>
<th>Board Examination</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Modalities defined as in case of Languages 1 and 2 are to be followed</td>
<td>Student has to secure 33% marks out of marks earmarked in each subject covering 100% syllabus of the subject.</td>
<td>Student has to secure 33% marks out of the marks earmarked in each subject.</td>
</tr>
<tr>
<td>Home Science</td>
<td>Board Class-X Examination for 75 marks</td>
<td>Practical Examination 25 Marks</td>
<td></td>
</tr>
<tr>
<td>FIT/ICT</td>
<td>Board Class-X Examination for 40 marks</td>
<td>Practical Examination 60 Marks</td>
<td></td>
</tr>
<tr>
<td>Elements of Business</td>
<td>Board Class-X Examination for 100 marks</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Elements of Bookkeeping and Accountancy</td>
<td>Board Class-X Examination for 100 marks</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>e-publishing &amp; e-office English or Hindi</td>
<td>Board Class-X Examination for 30 marks</td>
<td>Practical Examination 70 Marks</td>
<td></td>
</tr>
<tr>
<td>Painting</td>
<td>Board Class-X Examination for 100 marks</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Carnatic Music</td>
<td>Board Class-X Examination for 25 marks</td>
<td>Practical Examination 75 Marks</td>
<td></td>
</tr>
<tr>
<td>Hindustani Music</td>
<td>Board Class-X Examination for 25 marks</td>
<td>Practical Examination 75 Marks</td>
<td></td>
</tr>
<tr>
<td>NCC</td>
<td>Board Class-X Examination for 36 marks</td>
<td>Annual Training Camp 30 Marks</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**

- Student opting for a language, as the 6th additional subject will follow the modalities defined as in case of Languages 1 and 2 in the main circular.
- Practical examination in Hindustani Music (75 marks), Carnatic Music (75 marks), Home Science (25 marks), FIT/ICT (60 marks), e-publishing & e-office English or Hindi - as one of the optional under Commerce (70 marks), will be conducted by the schools and marks will be reported to the Board. For further details about options available and breakup of marks please refer to the syllabi of the discipline concerned in the Secondary curriculum document 2017-18.
NOTIFICATION
(NSQF Scheme)

To,
The Heads of Schools
(Affiliated to the CBSE)

Subject: Remodeled assessment scheme of Class X Board examination for schools offering vocational subject as compulsory subject (under NSQF) with effect from the Academic Year 2017-18.

Further to the circular no. Acad.-05/2017 dated 31st January 2017. The existing assessment scheme followed by schools offering vocational subject as compulsory 6th subject under National Skill Qualification Framework (NSQF) stands discontinued from the Academic Year 2017-18. The revised scheme of studies along with remodeled assessment scheme for the schools offering vocational subject as compulsory subject under NSQF are explained below. The examination from Academic Year 2017-18 and onwards would be conducted accordingly. However for Class-X students with compulsory vocational subject appearing in Academic Year 2016-17 examination, the existing assessment scheme would apply.

A. Revised Scheme of studies (under NSQF)

<table>
<thead>
<tr>
<th>Name of the subject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject 1</td>
<td>Language 1</td>
</tr>
<tr>
<td>Subject 2</td>
<td>Language 2</td>
</tr>
<tr>
<td>Subject 3</td>
<td>Science</td>
</tr>
<tr>
<td>Subject 4</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Subject 5</td>
<td>Social Science</td>
</tr>
<tr>
<td>Subject 6 (additional)</td>
<td>Vocational subject*</td>
</tr>
</tbody>
</table>

*If any student fails in any one of the three elective subjects (i.e., Science, Mathematics and Social Science), then it will be replaced by the Vocational subject (offered as a 6th additional subject) and result of Class X Board Examinations will be computed accordingly. However, if a candidate desires to reappear in the failed subject, he/she may appear along with the compartment examination.

B. Remodeled assessment scheme effective from the Academic Year 2017-18 for Class X (under NSQF)

1. Assessment of Scholastic Area pertaining to Board Examination. Internal Assessment (for Periodic Test, Notebook submission and subject enrichment
activities) for the first 5 subjects as mentioned in ‘A’. Discipline and Documentation will remain same as notified in the Circular no. Acad.-05/2017 dated 31st January 2017.

2. Assessment Schemes for Vocational Subjects is detailed at Annexure I.

3. Under Co-Scholastic activities, student opting vocational subject shall be exempted from work education or pre-vocational activities but assessment of Art education, Health and Physical education shall remain same as indicated in the circular no. Acad-05/2017 dated 31st January 2017.

The above scheme must be implemented in letter and spirit.

(R.K. Chaturvedi)
Chairman, CBSE
### Assessment scheme for Vocational Subjects (under NSQF)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total 100 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Syllabus for assessment will be only Class-X)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Board Examination</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dynamics of Retailing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Financial Market</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Tourism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beauty &amp; Wellness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Front Office Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banking &amp; Insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing &amp; Sales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**

Practical examination for all vocational subjects for 50 marks will be conducted by the schools based on the parameter and marks will be submitted to the Board. For further details about options available and breakup of marks please refer to the syllabiss student handbook of respective vocational subject published by CBSE.

(R.K. Chaturvedi)  
Chairman, CBSE
NOTIFICATION
(NSQF Scheme)

To,
The Heads of CBSE Affiliated Schools

Subject: Uniform System of Assessment, Examination and Report Card for classes VI to IX from Academic Year 2017-18 onwards.

1. As you are aware, the CBSE has issued Circular No. Acad-05/2017 dated 31.01.2017 on the restoration of Board Examination for class X and revised assessment structure and examination for class X from Academic Year 2017-18 onwards. This new scheme will bring the uniformity in the system of assessment and examination for classes IX and X in all the CBSE affiliated schools. To increase the confidence in the students to start preparing for class X Board examination when they join the upper primary stage in class VI, the CBSE has decided to implement the uniform system of assessment, examination pattern and issue of report cards for classes VI to VIII also on the similar pattern. While keeping in view the provisions of Right to Education Act, 2009, the scheme for classes VI-VIII has been designed on Term Assessment basis with gradual increase in the learning assessment as the students move forward. This would prepare the students to cover the whole syllabus of the academic year and face the challenge of class X Board examination, and would thus, ensure the ‘quality of education’.

2. The CBSE affiliated schools currently follow various systems of assessment and examination for classes VI to IX and issue different types of report cards to their students. Due to disparities in the system, the students of classes VI to IX face several problems whenever they migrate to another school. With the family of CBSE affiliated schools growing from 309 schools in 1962 to 18,688 at present, it has become imperative to have a uniform system of assessment, examination pattern and report cards for classes VI to IX for ease of students and other stakeholders. This will not only ensure the easy migration of students within the family of CBSE affiliated schools but also ease their difficulties while seeking admission in new schools.

3. With restoration of class X Board examination, the CBSE will issue the report card for class X based on the Board examination with effect from Academic Year 2017-18. As the assessment structure and examination pattern for class IX will be similar to that of class X, the report card for class IX issued by the schools should also be similar to that of class X.

4. As the CBSE affiliated schools are required to follow the NCERT syllabus in the upper primary stage, uniformity in the assessment structure, examination and
issue of report cards across all the affiliated schools is felt necessary from class VI to VIII. The detail components of the scheme are mentioned below for easy understanding and implementation.

4.1 Scholastic Area: The assessment structure and examination for classes VI to VIII have been prepared in view of the provisions of RTE-Act 2009 and comprises of two terms i.e. Term-1 and 2 as explained below:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>TERM-1 (100 marks) (1st half of the session)</th>
<th>TERM-2 (100 marks) (2nd half of the session)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 marks Periodic Assessment + 80 marks for Half Yearly Exam</td>
<td>20 marks Periodic Assessment + 80 marks for Yearly Exam</td>
</tr>
<tr>
<td>Language -1</td>
<td>PA 20 marks</td>
<td>Half Yearly Exam</td>
</tr>
<tr>
<td>Language -2</td>
<td>• Periodic Test 10 marks with syllabus covered till announcement of test dates by school</td>
<td>• Written exam for 80 marks with syllabus covered till announcement of Half Yearly exam dates by school</td>
</tr>
<tr>
<td>Language -3</td>
<td>• Note Book Submission 5 marks at termend</td>
<td>• Note Book submission 5 marks at termend</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Sub Enrichment</td>
<td>• Sub Enrichment 5 marks at termend</td>
</tr>
<tr>
<td>Science</td>
<td>5 marks at termend</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other Subjects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2 Subject Enrichment Activities: These are subject-specific activities aimed at enhancing the understanding and skills of the students. These activities are to be carried out throughout the term, however, they should be evaluated at the term-end.
4.3 Languages: Aimed at equipping the learners to develop effective listening and speaking skills. The language teachers may devise their own methods and parameters for assessment of the languages.

4.4 Mathematics: For the activities in Mathematics, following links in CBSE website may be referred to (click on the hyperlinks given below):
- Link 1- Classes 3 - 8 (.doc)
- Link 2- Classes 3 - 6 (.pdf)
- Link 3- Classes 7 - 8 (.pdf)

4.5 Science: Practical work and activities in Science may be undertaken as suggested by the NCERT Syllabus and Text Books. The following link in CBSE website may be referred to: Science Activity class VIII

4.6 Social Science: Map or the project work may be undertaken as suggested by the NCERT Syllabus and Text Book.

<table>
<thead>
<tr>
<th>Grading Scale for Scholastic Areas (Classes VI-VIII)</th>
<th>Grading Scale for Scholastic Areas (Class-IX)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School will award grades as per the following grading scale)</td>
<td>(School will award grades as per the following grading scale)</td>
</tr>
<tr>
<td><strong>MARKS RANGE</strong></td>
<td><strong>GRADE</strong></td>
</tr>
<tr>
<td>91 - 100</td>
<td>A1</td>
</tr>
<tr>
<td>81 - 90</td>
<td>A2</td>
</tr>
<tr>
<td>71 - 80</td>
<td>B1</td>
</tr>
<tr>
<td>61 - 70</td>
<td>B2</td>
</tr>
<tr>
<td>51 - 60</td>
<td>C1</td>
</tr>
<tr>
<td>41 - 50</td>
<td>C2</td>
</tr>
<tr>
<td>33 - 40</td>
<td>D</td>
</tr>
<tr>
<td>32 &amp; below</td>
<td>E (Needs improvement)</td>
</tr>
</tbody>
</table>

5. Co-Scholastic Activities (Classes VI-VIII): For the holistic development of the student, co-curricular activities in the following areas be carried out in CBSE affiliated schools by the teachers and will be graded term-wise on a 3-point grading scale (A=Outstanding, B=Very Good and C=Fair). The aspect of regularity, sincere participation, output and teamwork be the generic criteria for grading in the following co-scholastic activities:

(a) Work Education - Work Education refers to skill-based activities resulting in goods or services useful to the community

(b) Art Education (Visual & Performing Art)

(c) Health and Physical Education (Sports/Martial Arts/Yoga/NCC etc.)

6. Discipline (Classes VI-VIII): The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation
and others. Grading on Discipline will be done term-wise on a 3-point grading scale (A=Outstanding, B=Very Good and C=Fair)

7. Record Keeping: The CBSE affiliated schools will follow the simple documentation procedure and collate the same at the time of preparing the report card. Unnecessary lengthy and repetitive documentation by teachers must be avoided.

8. Report Card: Based on the above scheme, report cards for classes VI to IX will follow the annexed formats and the report card will prominently display the logo of CBSE on left side and school’s logo on right side:

(a) Annex-1: format for the report card for class IX

(b) Annex-2: format for the report card for classes VI to VIII.

9. The above scheme of uniform assessment, examination and the report card must be implemented by all CBSE affiliated schools in letter and spirit to ensure the quality of education.

(R.K. Chaturvedi)
IAS
Chairman, CBSE

Copy to: respective Heads of Directorates/KVS/NVS/CTSA to disseminate the information to all concerned schools under their jurisdiction:

3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh
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6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar
7. The Director of Education, Govt. of A&N Islands, Port Blair
8. The Director of Education, S.I.E., CBSE Cell, VIP Road, Junglee Ghat, P.O. 744103, A&N Islands
9. The Secretary, Central Tibetan School Administration, ESS Plaza, Community Centre, Sector 3 Rohini, Delhi
10. The Additional Director General of Army Education, A -Wing, Sena Bhawan, DHQ, PO, New Delhi
11. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No.
202, Shankar Vihar (Near APS), Delhi

12. The Under Secretary,(SE-II), Ministry of Human Resource Development, Shastri-Bhawan, New Delhi
13. PS to JS (SE&L), MHRD
14. EO to Chairman, CBSE
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18. SPS to Director (NET)
19. SPS to ED (JAB)
20. SPS to JS (ARTI), CBSE
21. The Public Relations Officer, CBSE
22. All Regional Directors/ Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
23. All Additional Directors/Joint Directors/ Deputy Directors/ Assistant Director, CBSE
24. PA to JS (Coordination)
25. PA to JS (A&L)
26. PA to DS (Affiliation)
27. The Hindi Officer, CBSE
28. The Assistant Librarian, CBSE
29. The Officer in charge of I.T. with the request to put this circular on the CBSE websites

Chairman, CBSE
# Report Card for Class IX

**Academic Session: 2017-18**

## Scholastic Areas:

<table>
<thead>
<tr>
<th>Sub Name</th>
<th>Periodic Test (10)</th>
<th>Note Book (5)</th>
<th>Subject Enrichment (5)</th>
<th>Annual Examination (80)</th>
<th>Marks Obtained (100)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional or NSQF Sub</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Co-Scholastic Areas [on a 5-point (A-E) grading scale]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Work Education (or Pre-vocational Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Art Education</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Physical Education</td>
</tr>
</tbody>
</table>

## Discipline [on a 5-point (A-E) grading scale]

<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
</table>

## Class Teacher’s Remarks

Result:

## Instructions

Grading scale for scholastic areas & grades are awarded on a 8-point grading scale as follows:

<table>
<thead>
<tr>
<th>MARK RANGE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 - 100</td>
<td>A1</td>
</tr>
<tr>
<td>81 - 90</td>
<td>A2</td>
</tr>
<tr>
<td>71 - 80</td>
<td>B1</td>
</tr>
<tr>
<td>61 - 70</td>
<td>B2</td>
</tr>
<tr>
<td>51 - 60</td>
<td>C1</td>
</tr>
<tr>
<td>41 - 50</td>
<td>C2</td>
</tr>
<tr>
<td>33 - 40</td>
<td>D</td>
</tr>
<tr>
<td>32 &amp; Below</td>
<td>E (Failed)</td>
</tr>
</tbody>
</table>

---

Date: 

Signature of Class Teacher: 

Signature of Principal: 

---

Annexure-1
Academic Session: 2017-18
Report Card for VI-VIII

Roll No. :
Student’s Name:
Mother’s/Father’s/Guardian’s Name
Date of Birth
Class/Section:

<table>
<thead>
<tr>
<th>Scholastic Areas:</th>
<th>Term-1 (100 marks)</th>
<th>Term-2 (100 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub Name</td>
<td>Per Test (10)</td>
<td>Note Book (5)</td>
</tr>
<tr>
<td></td>
<td>Sub Enrichment (5)</td>
<td>Half Yearly Exam (80)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>So Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other Sub</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Co-Scholastic Areas: Term-1 [on a 3-point (A-C) grading scale] Grade
Co-Scholastic Areas: Term-2 [on a 3-point (A-C) grading scale] Grade
- Work Education (or Pre-vocational Education)
- Art Education
- Health & Physical Education

Discipline: Term-1 [on a 3-point (A-C) grading scale] Grade
Discipline: Term-2 [on a 3-point (A-C) grading scale]

Class Teacher’s remarks:..........................

Promoted to Class:..........................

<table>
<thead>
<tr>
<th>Place:</th>
<th>Signature of Class Teacher</th>
<th>Signature of Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructions

Grading scale for scholastic areas: Grades are awarded on a 8-point grading scale as follows -

<table>
<thead>
<tr>
<th>MARKS RANGE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 - 100</td>
<td>A 1</td>
</tr>
<tr>
<td>81 - 90</td>
<td>A 2</td>
</tr>
<tr>
<td>71 - 80</td>
<td>B 1</td>
</tr>
<tr>
<td>61 - 70</td>
<td>B 2</td>
</tr>
<tr>
<td>51 - 60</td>
<td>C 1</td>
</tr>
<tr>
<td>41 - 50</td>
<td>C 2</td>
</tr>
<tr>
<td>33 - 40</td>
<td>D</td>
</tr>
<tr>
<td>32 &amp; Below</td>
<td>E (Needs improvement)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Office Type</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Assistant (Publication Stores)</td>
<td>Central Board of Secondary Education PS 1-2, Institutional Area, I.P. Extension Patpar Ganj, Delhi - 110092</td>
</tr>
<tr>
<td>Regional Officer</td>
<td>Central Board of Secondary Education Shilpagram Road, Near Sankardev Kalakhetra Panjabari, Guwahati - 781037</td>
</tr>
<tr>
<td>Regional Officer</td>
<td>Central Board of Secondary Education Todarmal Marg, Ajmer (Raj.)-305030</td>
</tr>
<tr>
<td>Regional Officer</td>
<td>Central Board of Secondary Education 35-B, Civil Station, MG Marg, Civil Lines, Allahabad - 211001</td>
</tr>
<tr>
<td>Regional Officer</td>
<td>Central Board of Secondary Education Sector - 5 Panchkula, Haryana - 134152</td>
</tr>
<tr>
<td>Regional Officer</td>
<td>Central Board of Secondary Education New No. - 3 (Old No. 1630A), J. Block 16th Main Road, Anna Nagar (West) Chennai - 600040</td>
</tr>
<tr>
<td>Regional Officer</td>
<td>Central Board of Secondary Education Ambika Complex, Behind State Bank Colony, Brahmsthan, Sheikhpura, Raja Bazar, Bailey Road, Patna - 800014</td>
</tr>
<tr>
<td>Regional Officer</td>
<td>Central Board of Secondary Education 6th Floor, Alok Bharti Complex, Shaheed Nagar, Bhubaneshwar - 751007</td>
</tr>
<tr>
<td>Regional Officer</td>
<td>Central Board of Secondary Education 99, Kaulagarh Road, Dehradun Uttarakhand - 248001</td>
</tr>
</tbody>
</table>

**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.

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