

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

CLASS X

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

OR

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

CLASS IX

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

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

CLASS X

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

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

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

Objectives

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

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

CLASS IX

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

CLASS IX

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

OR

Letter Typing

Marks : 45

Time : 40 minutes

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

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

(D) HOME SCIENCE

(CODE NO. 064)

CLASS IX

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

CLASS IX

Practicals : 20 + 5 (sessional work)	25
1. Observe your own family for -type, size & role of each member. Record the activities of all members on any one typical day of the family.	
2. Observe food preparation using different methods and record taste, texture, colour of ready food.	
3. Prepare food using different methods of cooking.	
4. Study your own house for light ventilation, disposal of waste water and surroundings and record your observations.	
5. Study your house for measures of safety against accidents and give suggestions for improvement.	
6. Practice giving first aid to cuts, burns, fevers, scalds and bites.	
7. Collect samples of fabrics available in the market and present a comparative picture on the basis of cost (optional), durability, appearance and suitability.	
8. Identification of fabric-physical appearance and burning test.	

CLASS X

One Theory paper	3 hours	75 Marks
One Practical paper	3 hours	25 Marks
Theory		
Unit I :	Principles of growth and development of child; growth and development of children between birth to 3 years. Important milestones in physical, motor, social, emotional and language development of children; physical, social and emotional needs of children	10
Unit II :	Role of books, music rhymes, games, radio, TV & Video, in the life of a child upto 3 years of age.	4
Unit III :	Play : Meaning, need and types of play in children between birth & 3 yrs; Characteristics of play-active, passive, natural, serious and exploratory Play materials for children-Characteristics of play material	5
Unit IV :	Nutrients : Functions, sources and deficiency of Carbo hydrates, proteins, Fats Minerals-Iron, Calcium and Iodine and Vitamins- Vitamin A, B, B2, Vitamin C and Vitamin D. Loss of nutrients during cooking, conservation and enhancement of nutrients	7
Unit V:	Meal Planning : Concept, need and factors affecting meal planning-age, sex, climate, occupation, physical needs, number of family members, economic status of family, availability of food, family traditions, likes and dislike and occassion; Food Groups (Basic : 5 suggested by ICMR); Use of food groups in planning balanced diet, food allowances suggested by ICMR.	6
Unit VI :	Food hygiene & methods of storage of food : Rules of hygienic handling of food, Method of storage of perishable, semi-perishable and non-perishable foods.	6
Unit VII :	Resources available to family : Types of resources-Human (Energy, time, knowledge and skill) Non-Human (money, material goods and community resources); general characteristics of resources, wise use of resources; personal & shared:	6

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

CLASS X

Practicals : 20+5 (sessional work) =25

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

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

References :

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

ADDITIONAL LANGUAGES

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

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

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

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

*Please refer to the Scheme of studies for further details

(E) INTRODUCTORY INFORMATION TECHNOLOGY

(CODE No. 165)

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

Learning Objectives

General :

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

Specific :

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

CLASS IX

Unitwise Periods/weightage-theory and Practicals

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

One paper

Class-IX

Time : 2½ hours Marks : 40

THEORY

Unit 1: IT BASICS

Convergence of Technologies:

Computer System:

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

Concept of Memory:

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

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

Storage Devices :

Computer languages :

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

Types of software:

System, utility and Application software with examples

Communication Technology :

Need for networking, LAN, MAN, and WAN

Data Communication Device : Modem,

Introduction to Internet.

Content:

Data, Information and multimedia;

UNIT 2 : IT TOOLS

MS-Windows:

Basic concept of an Operating System and its functions.

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

MS-OFFICE

MS Word:

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

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

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

MS Power Point :

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

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

MS Excel:

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

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

UNIT 3: IT APPLICATIONS

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

Domains :

Documentation:

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

Presentation :

- * School Magazine

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

Analysis Reporting :

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

NOTE:

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

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

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

CLASS IX PRACTICALS

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

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

Design of a Practical Question Paper

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

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

I. WINDOWS operating system:*

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

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

II. MS Word:*

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

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

III. MS Power Point:*

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

- 1 Editing and formating slides
- 1 Inserting pictures and sounds
- 1 Animating pictures and text wth sound effects

IV. MS Excel:*

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

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

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

(B) IT Application Report File 20 Marks

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

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

(C) VIVA VOCE 10 Marks

CLASS X

Unitwise Periods/Weightage-Theory and Practicals

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

One paper

Class-X

Time : 2½ hours Marks : 40

THEORY

UNIT 1: IT BASICS

Internet : World Wide Web, Web Servers, Web sites, Web Pages, Web Browsers, HTML, Web address, Email address, URL, HTTP.

Services available on Internet: Information Retrieval, Electronic Mails, Locating sites using search engines and finding people on the net, Chat, Video Conferencing, FTP, Downloading and Uploading files from or to remote site, Newsgroup.

UNIT 2: IT TOOLS

MS-Office

MS Access:

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

HYPER TEXT MARKUPLANGUAGE

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

HTML Fundamentals:

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

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

BASEFONT (Attributes :COLOR, SIZE, FACE), CENTER, BR (Break), HR (Horizontal Rule, Attributes: SIZE, WIDTH, ALIGH, NOSHADE, COLOR), COMMENTS, ! for comments, H1.. H6 (Heading), P (Paragraph), B(Bold), I (Italics), U (Underline), UL & OL (Unorder List & Ordered List Attributes: TYPE, START, LI (List Item), Insertion of images using the element IMG (Attributes : SRC, WIDTH, HEIGHT, ALT, ALIGN)

Internal and External Linking between Web Pages: Significance of linking, A-Anchor Element (Attributes: NAME HREF, TITLE, ALT)

UNIT 3: IT APPLICATIONS

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

Domains :

Database

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

Website Designing

* Travel and Tourism

* Rural India

* Environment and Pollution

NOTE

I. Sample documents/presentations on the above are made available on CBSE CD-ROM

II. Teachers are requested to demonstrate some other popular software for word processing. Presentation, Spreadsheet, Database Management, system which support Hindi and/or some other Indian language (s)

(Leap Office is an example of Office suite with Indian Language support)

III. Students are suggested to prepare some document/presentations of their IT Application report file in Indian Language(s).

CLASS X PRACTICALS

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

(A) HANDS ON EXPERIENCE (2 Exercises)

30 Marks

Design of a Practical Question Paper

There is no pre-set question paper provided by CBSE for conducting practical examination. This flexibility has been provided to give more freedom to the examiners for the improvement of practical examination, keeping in view the resources and other facilities available in the laboratory of the School. However, detailed instructions on the basis of syllabus, distribution of marks and conduction of practical examination have been provided. The internal examiner and the external examiner together set the question paper according to the prescribed curriculum and distribution of marks.

I.	MS ACCESS	8 MARKS
II.	HTML	22 MARKS

I. MS Access:*

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

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

II. HTML*

A Problem on Web Page designing (Minimum 2 pages) to be given which will cover some of the following HTML elements:

- 1 <HTML>, <HEAD>, <TITLE>, <BODY>
- 1 Font Styles: , <i>, <U>
- 1 -FACE, SIZE
- 1 <CENTER>

1 <P>-ALIGN

1 <A>

1

1 Comments: <!-->

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

Breakup of marks (HTML)

1 Visual Effect :8

1 Linking :4

1 Coding: 10

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

(B) IT APPLICATION REPORT FILE

20 Marks

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

Must have print outs of the following:

1 Documents of MS Access (At least 5)

1 HTML source code along with browser view (At least 10)

(C) VIVA VOCE

10 Marks

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

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

Infrastructure

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

Software:

* WIN 96+

* MS-Office 95+

* Leap Office 2000

* Netscape Navigator

* Internet Explorer

Minimum hardware requirement:

* 486 Multimedia Machine

* 16 MB RAM

* 4.3 GB HDD

Internet connection:

* TCP/IP

Student Machine ratio : 2:1

Teacher's Qualification:

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

Magazine/Journal/Video Film

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

8. SUBJECTS OF INTERNAL ASSESSMENT

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

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

Recommended Book :

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

9. PRE-VOCATIONAL EDUCATION

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

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

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

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

10. WORK EDUCATION

RATIONALE

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

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

Objectives

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

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

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

Course Content

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

Essential Activities

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

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

appropriate equipment.

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

Elective Activities

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

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

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

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

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

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

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

Syllabus Outlines of Some Activities.

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

Essential Activities

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

Classes IX or X

Period 30

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

Specific Activities

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

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

Helping in community health programmes and enhancing the nutrition, health and environmental status of the community through door-to-door contact programmes.
- Activity 2 : Participating in the community health programme through door-to-door contact programmes.

Classess IX or X

Period 30

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

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

Specific Activities

- 1 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.
- 1 Correlating the nutrition, health and sanitation problems in the adopted community identified from previous survey (Activity 1) with the community health programmes being implemented and preparing a check-list of specific practices desirable in the community such as :
 - Gives supplementary foods of the child from the age of four months.
 - Gives milk to the child in katori and not in a bottle.
 - Feeds the child several times a day.
 - Feeds the child even when sick.
 - Immunizes the child.
 - Washes vegetables before cutting.
 - Makes use of surplus cooking water.
 - Uses green leafy vegetables regularly.
 - Uses raw vegetables/fruits/sprouted grains regularly.
 - Keeps the home surroundings clean.
 - Uses waste water for growing plants.
 - Throws garbage in a pit
 - Keeps teeth clean.
 - Keeps nails trimmed and clean
 - Keeps hair clean and combed.
 - Keeps clothes clean.
 - Defecates away from pathways, sources of water and houses.
 - Washes after defecation outside and not in pond/tank/stream.
- 1 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.

- 1 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.
- 1 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.
- 1 Assessing individual performance of the project team members on the basis of their integrity and honesty and improvement in practice percentage in the families assigned to them.

Activity 3 : First Aid.

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

Specific Activities

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

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

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

Specific Activities

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

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

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

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

Specific Activities:

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

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

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

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

Specific Activities

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

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

Specific Activities

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

Specific Activities

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

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

Specific Activities

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

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

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

Activity 9 : Helping School Authorities in Organizing

- (a) picnics, tours, excursions, functions.
- (b) exhibitions.

Specific Activities

- 1 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.
- 1 Helping school authorities in organizing exhibitions:
 - planning the programme;
 - collecting/making exhibits and keeping them safely;
 - collecting suitable tables, boards, etc. for display;
 - cleaning and decorating the exhibition hall or ground;
 - displaying the exhibits on proper spots according to plan;
 - doing reception duty on the day of the exhibition;
 - explaining exhibits to the visitors;
 - collecting the exhibits after the exhibition and restoring them to their owners/the school authorities;
 - putting back the furniture, etc. in its proper place.

Activity 10 : Participation in Adult-Literacy Programmes.

Specific Activities

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

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

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

Activity 11 : Material for Classroom Use.

Specific Activities

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

11. ART EDUCATION

RATIONALE

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

connected craft forms.

OBJECTIVES

The objectives of art education are to :

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

APPROACH TO ART ACTIVITIES

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

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

VISUAL ARTS

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

PERFORMING ARTS

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

SOURCES FOR ART TEACHING

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

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

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

SYLLABUS

A. VISUAL ARTS

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

Two-dimensional or Pictorial Activities

- 1 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.
- Print Making : Mono printing, Printing with wood-cut blocks, lino-cut and metal foil : serigraphy (silk screen), self-made stencil etc.
- Basic knowledge of computer graphics (wherever possible)

Three-dimensional or sculptural activities

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

Assignments

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

Correlating Art Activities with Other School Activities

- 1 Construction of puppets and then costumes and improvised puppet stage or theatre, correlation with Home Science and Arts (Drama) subjects;
- 1 Aesthetic organization of the physical environment by enhancing the surrounding land i.e. landscaping including plantation of trees and other flowering plants and vegetables, etc. correlating with Agriculture, Home Science and Environment Studies activities.
- 1 Constructing stage setting props such as curtain, backdrops, stage lighting improvised furniture sets, etc., designing utility (crafts) items; correlating with Work Education activities.
- 1 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

- 1 Organization, display and exhibitions of students' periodical and sessional work.
- 1 Organizing inter school art exhibitions to widen their interaction and horizon.
- 1 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).
- 1 Participating in study visits to museums, botanical gardens, zoological garden, and art galleries and art institutions, etc., for greater awareness of the environment and cultural variations.

Theoretical Understanding of Art and Culture

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

B. PERFORMING ART

Music (Vocal)

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

Project Work

- 1 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).
- 1 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)

- 1 Theory
 - Knowledge of the terms : Sangeet, Dhvani, Nad, Swar, (Shudha, Komal, Teevra) Saptak (Mandra, Madhya, Tar) Aroha, Avaroha, Raga, Gat, Laya Matra, Tal, Avartan, Sam Tal, Khali, Laghu Dhrutham, Anu Dhrutham.
 - Knowledge of notations system as laid down by Pt. Vishnu Narain Bhatkhande, Pt. Vishnu Digambar Paluskar and Purandar Dasa.
 - Short notes on at least for musical instruments, their main components and the characteristics of the sound (music) they produce.
- 1 Practical Activities
 - Tuning and playing of any one of the following instruments: Sitar, Sarod, Violin, Dilruba or Esraj, Flute, Jaltarang, Mandolin, Guitar (accompaniment of Tabla).
- 1 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).
- 1 To create proper sense of swaras and layas through Talabadh Alankaras.
- 1 The following ragas with descriptive details : Yaman, Khamaj, Kafi, Bhopali, Nattai, Kalyani, Todi, Saveri (acompaniment of Tanpura and Tabla).
- 1 The following five talas and their thekas : Kaharva, Dadra, Trital, Jhaptal, Choutal.

Creative Drama

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

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

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

designing of costumes for the characters of the play.

- Play-writing:

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

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

Hints for the Teachers

- 1 Students should be encouraged to work individually as well as in small groups, with girls and boys working together.
- 1 Learners should be encouraged to enquire about the technique, procedures and the work of master artists/artistes.
- 1 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.
- 1 Students should be encouraged to take the initiative and to critically evaluate their work.
- 1 Since the adolescent child is prone to adult influence, adult activities and methods working, he starts imitating and idealizing the adult approach and attitude to his work. The teacher, at this stage, should try to make the adolescent child aware of the originality and uniqueness of his/her own work and encourage him/her to develop his/her own methods and style of working as there exists a large variety and divergence in adults' work.
- 1 The teacher should develop friendly and sympathetic relations with his students and should encourage them to know about the artistic activities of the local community.
- 1 The teacher should organize studio/art room/theatre/stage with the help of students.
- 1 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.
- 1 The teacher should help children in the planning and organization of display and exhibitions, musical and other performances of master artists/artistes.
- 1 The teacher should develop projects correlating art activities with other subjects with the cooperation of other subject teachers.
- 1 The teacher should encourage the use of improvised instruments and tools by the students locally available.
- 1 The teaching approach should be inductive and students should be encouraged to mobilize their own resources to solve their problems. Direct instructions in the techniques should be avoided. They should be encouraged to develop techniques and styles of their own through exploration of discovery of materials, media, tools and techniques.

12. PHYSICAL AND HEALTH EDUCATION

RATIONALE

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

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

The objectives of Physical and Health Education are :

- 1 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;
- 1 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;
- 1 to develop a scientific point of view regarding health and physical education;
- 1 to identify personal, family and community health problems and acquire relevant scientific knowledge and information to prevent and control these problems to stay healthy;
- 1 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;
- 1 to promote improved preventive and promotive self-care behaviour in the families and in the community;
- 1 to develop awareness of HIV, AIDS and drug abuse in the community;
- 1 to develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life;
- 1 to develop awareness regarding transfer of fundamental processes to physical activities of one's choice;
- 1 to develop interest in exercise, sports and games for self-satisfaction and making it a part of life;

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

Learning Outcomes

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

(I) Learning outcomes in Physical Education :

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

(II) Suggestive Activities :

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

(III) Learning outcomes in Health Education

- 1 The learners develop a scientific point of view of health and physical education.
- 1 They identify personal, family and community health problems and are able to prevent and control these problems to stay healthy.
- 1 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.
- 1 They are always ready to promote improved preventive and promotive self-care behaviour in

the family and in the community.

(IV)Suggestive Areas :

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

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

PHYSICAL EDUCATION

CLASSES - IX & X

1. Athletics

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

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

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

2. Gymnastics

A. Boys

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

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

B. Girls

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

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

3. Yoga

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

4. Major Games

(Any two to be chosen from the following)

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

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

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

Introduction of basic rules related to the games.

5. Swimming

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

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

HEALTH EDUCATION

CLASS IX

- 1 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.
- 1 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.
- 1 Relationship of personal and environmental health practices with prevention of diseases and health promotion, cultural practices and health.
- 1 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.
- 1 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.
- 1 Factors and conditions affecting nutritional status of an individual, nutritional needs of the body in terms of calories and nutrients, low-cost, locally available sources of food rich in these nutrients, nutritive values of commonly used foodstuff, balanced diet-its importance and requirements according to age, sex, occupation, pregnancy and geographical location, principles of diet planning, deficiency diseases and their prevention.

CLASS X

- 1 Health hazards of modernization-pollution, effect of population explosion on health hazards, family and community life.
- 1 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.
- 1 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.
- 1 Approved systems of medicine being practiced in India, specialization available, prescription and non-prescription drugs, habit-forming drugs, dangers of self medication and going to a quack-harmful effects of alcohol and tobacco. Health set-up at the village, town, district, state and country levels, voluntary agencies working in the field of health and health education.
- 1 Awareness of HIV and AIDS. Students may also be acquainted with evils associated with promiscuity and child and drug abuse. Adolescence education and sex-education may also be provided in a suitable manner.

FRAME WORK FOR SPECIAL ADULT LITERACY DRIVE

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

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

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

CENTRAL BOARD OF SECONDARY EDUCATION, DELHI
SPECIAL ADULT LITERACY DRIVE : STUDENT VOLUNTEER ACHIEVEMENT RECORD

School Code : _____ School Name : _____ Examination _____

NOTE : To be submitted in duplicate by the end of February every year to the Regional Office. In case the Achievement Records do not reach the Boards office by FEBRUARY, no further request will be entertained. All entries to be made in CAPITAL letters only.

S.No.	Roll No.	Name of the Examinee Made Literate	Number of Adults Made Literate	Name of the Adults	Address of the literates	Remarks
				1. 2. 3. 4. 5.	 	
				1. 2. 3. 4. 5.	 	
				1. 2. 3. 4. 5.	 	
				1. 2. 3. 4. 5.	 	
				1. 2. 3. 4. 5.	 	
				1. 2. 3. 4. 5.	 	
				1. 2. 3. 4. 5.	 	
				1. 2. 3. 4. 5.	 	
				1. 2. 3. 4. 5.	 	
				1. 2. 3. 4. 5.	 	
				1. 2. 3. 4. 5.	 	
				1. 2. 3. 4. 5.	 	

* Mention other aspects of the literacy programme in which participated in lieu of actual teaching due to lack of knowledge of local language

CENTRAL BOARD OF SECONDARY EDUCATION, DELHI
SPECIAL ADULT LITERACY DRIVE

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

School : _____

Exam year _____

No. of Examinees :

No. of Adults Made Literate by the school

Secondary _____

Sr. Secondary _____

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

Signature

School's Stamp

(with address)

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

FOR BOARD'S PUBLICATIONS

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

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

Mode of Payment

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

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



CENTRAL BOARD OF SECONDARY EDUCATION

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