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English

Examination Specifications

English Communicative

Code No. 201

Separate question paper and answer sheet format replaces combined booklet format from March, 2012 examination

One Paper
100 Marks

Section	Marks
Writing	30
Grammar	30
Literature	40

Section A : Reading

40 Periods

Two unseen passages with a variety of comprehension questions including 04 marks for world-attack skills such as world formation and inferring meaning in the longer passage of 12 marks.

1. **A factual passage** (e.g. instruction, description, report etc.) or a **literary passage** (e.g. extract from fiction, drama, poetry, essay or biography). The passage will be between 250-350 world in length. (In the case of a poetry extract, the text may be shorter than 150 words)
2. **A factual passage** or a **discursive** passage involving opinion, (argumentative, persuasive or interpretative text). The passage will be between 400-450 words in length. Questions on world attack skills will be for 04 marks.

The total length of the two passages will be between 650 and 800 words.

Section B: Writing

63 Periods

The writing Section comprises of four writing tasks as indicated below:

Questions 3 and 4 are Short compositions of not more than 50 words each - e.g., notice, message, Postcard

5. Composition based on a **Verbal stimulus** such as an advertisement, notice, newspaper clipping, tabular data, diary extract, notices, letter or other forms of correspondence. Word limit : 150-175 world.

Composition based on a visual stimulus such as a diagram, picture, graph, map, cartoon or flow chart.

Word limit : 150-175 words

One of the longer (10 marks) compositions will draw on the thematic content of the Main Course book.

Section C: Grammar

42 Periods

Question No. 7-11

A variety of **short question** involving the use of particular structures within a context (i.e., not in isolated sentences). Test-type used will include gap-filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, re-ordering word groups in sentences, editing, dialogue-completion and sentence - transformation.

Grammar syllabus will be sampled each year, with marks allotted for :

Verb forms

Sentence structures

other areas

Jumbled words in re-ordering exercise to test syntax will involve sentences in a context. Each sentence will be put into sense groups (not necessarily into single words) and jumbled up.

Section D : Literature

65 Periods

Word 13: Two extracts out of **three** from different poem the prescribed Reader, each followed by two or questions to test local and global comprehension of the set text. Each extract will carry 3 marks.

One out two question (with or without an extract) testing appreciation of global or local comprehension of a poem from the prescribed reader. (50-75 words)

Two questions based on one of the drama texts from the prescribed reader to test local and global comprehension of the set text. One or two lines for each question if an extract is given. If an extract is not given, the word limit be roughly 75 words.

One out of two questions from the drama texts based on theme, character, plot.

One out of two questions on one of the prose texts from the prescribed reader to test global comprehension and extrapolation beyond the set text. (50-75)

18. **One** out of two questions based on the prose texts from the prescribed reader to test global comprehension and extrapolation beyond the set text. (150-175 words)

Questions will test comprehension at different levels: literal, inferential and evaluative.

English

Examination Specifications

English - Language and Literature

Code No. 201

Separate question paper and answer sheet format replaces combined booklet format from March, 2012 examination

One Paper
100 Marks

Section	Marks
Writing	30
Grammar	30
Literature	40

Instructions :

- i) This question paper contains 3 sections A, B, and C.
- ii) All questions are compulsory **Section A** is of 50 marks
- iii) **Section B** is of 22 marks, **Section C** is of 8 marks.

Section-A (Reading)

30 Periods

Questions 1 and 2 two unseen passage of total 500 words with a variety of questions including 4 marks for vocabulary.

Only prose passages will be used. One will be factual and the other will be literary.

1. *Passage 1 - 200 words (8 marks) - Four or five comprehensive questions.*
2. *Passage 2 - 300 (12 marks) - Four or five comprehension questions and two questions on vocabulary. Marks for vocabulary will not exceed 4 marks.*

Section-B (Reading)

30 Periods

3. **Letter Writing** - One letter based on provided verbal stimulus and context.
Type of letter : Informal: Personal such as to family and friends.
Formal : Letter of complaints, enquiries, requests, applications
4. Writing a short paragraph on a given outline/topic in about 60 words
5. **Composition** : A short writing task based on a verbal and/or visual stimulus. (diagram, picture, graph, map, chart, table, flow chart etc.) Maximum words 80

Section-C (Grammar)

45 Periods

6-11. A variety of **short** questions involving the use of particular structures within a context. Text types use include cloze, gap-filling, sentence-completion, sentence-reordering, dialogue-completion and sentence-transform (including combining sentences). The Grammar syllabus will include the following areas for teaching :

1. Use of non-finites.
2. Sentence connectors: as, since, while, then, just because, just, until.
3. Clauses with what, where and how.
4. Past Tense.
5. Modals : can, could, may, must, might.

Note : All other areas covered in Class IX will also be tested in Class X as this is an integrated course for this area of learning.

Section-D (Text Books)

95 Periods

First Flight - NCERT Textbook for Class X

Prose

12 & 13. **Two** extracts from different prose lessons included in Textbook (Approximately 100 words each)

These extracts chosen from different lessons will be literary and discursive in nature

Each extract will be of 5 marks. One mark in each extract will be for vocabulary. 4 marks passage will be used for testing local and global comprehension besides a question on interpretation.

14. **One** out of **two** questions extrapolative in nature based on any one of the prose lessons from Textbook to be answered in about 80 words.
15. **One** out of **two** questions on Drama Text (local and global comprehension question) (30-40 words)

Poetry

16. **One** extract from a poem from the prescribed reader followed by two or three questions to test local and global comprehension of the set text.
17. **Two** out of **three** short answer type questions on interpretation of themes and ideas containing poems to be answered in 30-40 words each.

Print without Feet - NCERT Supplementary Reader for Class X

One out of **two** questions from Supplementary Reader to interpret, evaluate and analyse character, plot or situations occurring in the lesson to be answered in about 100 words.

One out of **two** short answer type questions of interpretative and evaluative nature based on lessons to be answered in 30-40 words.

One out of **two** short answer type questions based on factual aspects of the lessons to be answered in 20-30 words.

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Hindi 'A'
Examination Specifications
Code No. 202

एक प्रश्नपत्र

पूर्णांक 100

(क) अपठित गद्यांश	20
(ख) रचना	15
(ग) व्यावहारिक—व्याकरण	15
(घ) पाठ्य—पुस्तकें : क्षितिज—भाग 2	40
पूरक—पुस्तक : क्षितिज—भाग 2	10

भाग—क (अपठित गद्यांश बोध)

1. साहित्यिक गद्यांश (300 से 400 शब्द)
2. काव्यांश (250 से 300 शब्द) दो में से एक काव्यांश करना होगा।

उपर्युक्त गद्यांश एवम् काव्यांशों पर शीर्षक का चुनाव, विषय—वस्तु का बोध, भाषिक बिंदुओं / विशेषताओं आदि पर अति लघूत्तरात्मक प्रश्न पूछे जाएंगे।

भाग—ख (रचना)

3. संकेत – बिंदुओं पर आधारित किसी एक आधुनिक विषय पर निबंध—लेखन (विकल्प सहित)
4. पत्र—लेखन (औपचारिक / अनौपचारिक पत्र) (विकल्प सहित)

भाग—ग (व्यावहारिक—व्याकरण)

5. क) क्रिया—भेद : अकर्मक / सकर्मक, मुख्य क्रिया, सहायक क्रिया, संयुक्त क्रिया
ख) विशेषण और क्रियाविशेषण
6. क) पद—परिचय
ख) वाक्य—भेद : रचना के अनुसार, रचनान्तरण
7. क) वाच्य परिवर्तन
ख) अलंकार : अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा तथा मानवीकरण

भाग—घ (पाठ्य—पुस्तक एवं पूरक पुस्तक)

8. क्षितिज
9. दो में से किसी एक काव्यांश पर अर्थ—ग्रहण संबंधी तीन प्रश्न
10. कविताओं पर आधारित विषय—वस्तु / संदेश / जीवन—मूल्यों संबंधी चार में से तीन प्रश्न
11. दो काव्यांशों में से एक पर सराहना—संबंधी पाँच लघूत्तरात्मक प्रश्न
12. दो में से एक गद्यांश पर अर्थ ग्रहण संबंधी तीन प्रश्न
13. गद्य पाठों पर आधारित विषय—वस्तु संबंधी चार में से तीन प्रश्न
14. गद्य पाठों के विचार / संदेश से संबंधित दो लघूत्तरात्मक प्रश्न
15. पूरक—पुस्तक : कृतिका
16. पाठों पर आधारित दो में से एक निबंधात्मक प्रश्न
17. पाठों पर आधारित चार में से तीन लघूत्तरात्मक प्रश्न

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Hindi 'B'
Examination Specifications
Code No. 202

एक प्रश्नपत्र

पूर्णांक 100

(क) अपठित गद्यांश	20
(ख) रचना	10
(ग) व्यावहारिक—व्याकरण	20
(घ) पाठ्य—पुस्तक : स्पर्श—भाग 2	40
पूरक—पुस्तक : संचयप—भाग 2	10

भाग—क (अपठित गद्यांश बोध)

1. लगभग 300 से 400 शब्दों का एक गद्यांश
2. लगभग 200 से 300 शब्दों का दो में से एक काव्यांश

उपर्युक्त गद्यांश एवम् काव्यांशों पर शीर्षक का चुनाव, विषय—वस्तु का बोध, भाषिक विशेषताओं पर अति लघूत्तरात्मक प्रश्न पूछे जाएंगे।

भाग—ख (रचना)

3. पत्र—लेखन (औपचारिक पत्र) (विकल्प सहित)
4. अनुच्छेद—लेखक : संकेत बिन्दुओं पर आधारित सम—सामयिक विषयों पर 80 से 100 शब्दों का एक अनुच्छेद (विकल्प सहित)

भाग—ग (व्यावहारिक—व्याकरण)

5. शब्द, पद और पदबंध में अंतर, पद परिचय
6. मिश्र और संयुक्त वाक्यों का रूपांतरण
7. स्वर संधि, तत्पुरुष और कर्मधारय समास

8. मुहावरों और लोकोक्तियों का प्रयोग पाठ्य पुस्तक पर आधारित
9. क) अशुद्ध वाक्यों का शोधन :
ने की अशुद्धियाँ
— क्रम की अशुद्धियाँ

भाग-घ (पाठ्य-पुस्तक एवं पूरक पुस्तक)

10. पाठ्य-पुस्तक : स्पर्श भाग-2
11. दो में से एक काव्यांश पर आधारित पाँच अर्थ-ग्रहण के प्रश्न
12. कविताओं के विषय-बोध और सराहना पर आधारित चार में से तीन प्रश्न
13. कवित के प्रतिपाद्य / संदेश से संबंधित दो लघूत्तरात्मक प्रश्न
14. दो में से एक गद्यांश पर अर्थ-ग्रहण संबंधी तीन या चार प्रश्न
15. गद्य पाठों के विषय-बोध पर आधारित चार में से तीन प्रश्न
16. गद्य पाठों के विचार, संदेश से संबंधित दो लघूत्तरात्मक प्रश्न
17. पूरक-पुस्तक, सचयन भाग 2
18. दो में से एक निबंधात्मक प्रश्न
19. चार में से तीन लघूत्तरात्मक प्रश्न

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Punjabi
Examination Specifications
Code No. 203

One Paper

100 Marks

ਭਾਗ (ੳ)	50
ਭਾਗ (ਅ)	50

ਭਾਗ (ੳ)

1. ਵਿਆਕਰਨ :
 - i) ਸ਼ਬਦ ਰਚਨਾ-ਅਗੇਤਰ-ਪਿਛੇਤਰ ਅਤੇ ਸਮਾਸੀ ਸ਼ਬਦ
 - ii) ਪਦ-ਵੰਡ
 - iii) ਸ਼ਬਦ-ਸ਼ੁੱਧੀ ਅਤੇ ਵਾਕ-ਸ਼ੁੱਧੀ
 - iv) ਵਿਸ਼ਰਾਮ-ਚਿੰਨ੍ਹ
2. ਮੁਹਾਵਰੇ ਅਤੇ ਅਖਾਣ
3. ਲੇਖ ਰਚਨਾ (ਵਿਚਾਰਾਤਮਕ)
4. ਚਿੱਠੀ ਪੱਤਰ ਰਚਨਾ (ਦਫ਼ਤਰੀ ਅਤੇ ਵਪਾਰਕ)
5. ਸੰਖੇਪ ਰਚਨਾ

ਭਾਗ (ਅ)

ਪਾਠ-ਪੁਸਤਕਾਂ :

1. ਸਾਹਿਤ ਵੰਨਗੀਆਂ
2. ਸਾਹਿਤ ਦੀਪਿਕਾ
 - 1) ਸਾਹਿਤ ਵੰਨਗੀਆਂ :
 - ੳ) ਕਹਾਣੀਆਂ :
 - (i) ਕਰਾਮਾਤ (ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ)
 - (ii) ਉਹ ਸੋਚਦੀ (ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ)
 - (iii) ਕਸਤੂਰੀ ਵਾਲਾ ਮਿਰਗ (ਗੁਰਬਚਨ ਸਿੰਘ ਭੁੱਲਰ)
 - (iv) ਗਸ਼ਤ (ਜਗਦੀਸ਼ ਕੌਸ਼ਲ)

ਅ) ਇਕਾਂਗੀ :

- (i) ਦੁਸ਼ਮਣ (ਗੁਰਚਰਨ ਸਿੰਘ ਜਸੂਜਾ)
- (ii) ਕੋਊ ਨ ਨਿਬਹਿਓ ਸਾਥਿ (ਪਾਂਧੀ ਨਨਕਾਣਵੀ)

ੲ) ਜੀਵਨੀਆਂ :

- (i) ਟਾਲਸਟਾਏ (ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ)
- (ii) ਡਾ. ਸਰਵਪੱਲੀ ਰਾਧਾ ਕ੍ਰਿਸ਼ਨਨ (ਡਾ. ਗੁਰਚਰਨ ਸਿੰਘ)
- (i) ਬਾਬਾ ਗੁਰਦਿੱਤ ਸਿੰਘ ਕਾਮਾਗਾਟਾਮਾਰੂ (ਅਸ਼ੋਕ ਸ਼ਰਮਾ)
- (i) ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ ਜੀ (ਗੁਰਚਰਨ ਸਿੰਘ ਸਰਾਅ)

2. ਸਾਹਿਤ ਦੀਪਿਕਾ :

ਕਵਿਤਾ ਭਾਗ :

1. ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ :

- (i) ਸੋ ਕਿਉ ਮੰਦਾ ਆਖੀਐ
- (ii) ਬਾਬਰ ਵਾਣੀ ਫਿਰਿ ਗਈ

2. ਗੁਰੂ ਅਮਰਦਾਸ ਜੀ :

- (i) ਅਨੰਦ ਦੀ ਪ੍ਰਾਪਤੀ
- (ii) ਕਿਰਪਾ ਕਰਿ ਕੈ ਬਖਸਿ ਲੈਹੁ

3. ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ :

- (i) ਮੇਰਾ ਮਨ ਲੋਚੈ
- (ii) ਤੂੰ ਠਾਕੁਰ

4. ਭਾਈ ਗੁਰਦਾਸ :

- (i) ਸਤਿਗੁਰ ਨਾਨਕ ਪ੍ਰਗਟਿਆ
- (ii) ਅੰਨ੍ਹਾ ਆਗੂ
- (iii) ਅਕਿਰਤਘਣ

5. ਸ਼ੇਖ ਫਰੀਦ :

- (i) ਖੈਰੁ ਦੀਜੈ ਸਮਾਵਣਾ
- (ii) ਸਲੋਕ

6. ਸ਼ਾਹ ਹੁਸੈਨ :

- (i) ਖਾਕੁ ਵਿੱਚ ਸਮਾਵਣਾ
- (ii) ਨਾਲ ਮੱਜਣ ਦੇ ਰਹੀਏ

7. ਬੁੱਲੇ-ਸ਼ਾਹ :
- ਇਸ਼ਕ ਦੀ ਨਵੀਓ ਨਵੀਂ ਬਹਾਰ
8. ਪੂਰਨ ਸਿੰਘ :
- ਜਵਾਨ ਪੰਜਾਬ ਦੇ
9. ਫਿਰੋਜ਼ਦੀਨ ਸ਼ਰਫ :
- ਮਾਂ ਦਾ ਦਿਲ
10. ਹਜ਼ਾਰਾ ਸਿੰਘ ਗੁਰਦਾਸਪੁਰੀ :
- ਸਿੰਘ ਮਾਦਾ ਦੀ ਵਾਰ
11. ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ :
- ਅਹਿਦਨਾਮਾ
12. ਹਰਿਭਜਨ ਸਿੰਘ :
- ਕਿਥੇ ਗਈਆਂ ਭੈਣਾਂ
13. ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ :
- ਪੂਰਨ
14. ਡਾ. ਜਗਤਾਰ :
- ਔਰਤ ਦੀ ਹੱਕ ਤਲਫ਼ੀ
15. ਸੁਰਜੀਤ ਪਾਤਰ :
- ਹਨੇਰਾ ਜਰੇਗਾ ਕਿਵੇਂ

ਵਾਰਤਕ ਭਾਗ :

- (i) ਪ੍ਰਾਰਥਨਾ (ਡਾ. ਬਲਵੀਰ ਸਿੰਘ)
- (ii) ਅਗਲੇ ਜ਼ਮਾਨੇ (ਪ੍ਰਿੰ: ਤੇਜਾ ਸਿੰਘ)
- (iii) ਮੇਰੇ ਵੱਡੇ ਵਡੇਰੇ (ਗਿਆਨੀ ਗੁਰਦਿੱਤ)
- (iv) ਟੁੱਟੀ ਭੱਜੀ ਨੌਕਰੀ (ਵਣਜਾਰਾ ਬੇਦੀ)
- (v) ਸਭਹਨ ਕੇ ਸਿਰਮੌਰ (ਤਾਰਾ ਸਿੰਘ ਅਨਜਾਣ)

Mathematics

Examination Specifications

Code No. 204

Separate question paper and answer sheet format replaces combined booklet format from March, 2012 examination

One Paper

100 Marks

Units	Marks
Number Systems	04
Algebra	20
Trigonometry	12
Coordinate Geometry	18
Geometry	16
Mensuration	10
Statistics and Probability	20

Instructions :

- i) This question paper contains 3 sections A, B, and C.
- ii) All questions are compulsory **Section A** is of 50 marks
- iii) **Section B** is of 32 marks, **Section C** is of 18 marks.

Unit I : Number Systems

1. Real Numbers

15 Periods

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

Unit II : Algebra

1. Polynomials

6 Periods

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

2. Pair of linear equations in two variables

15 Periods

Pair of linear equations in two variables and their graphical solution. Geometric representation of different possibilities of solutions/inconsistency.

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

3. Quadratic Equations 15 Periods

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

Problems related to day to day activities to be incorporated.

4. Arithmetic Progressions 8 Periods

Motivation for studying AP. Derivation of standard results of finding the n^{th} term and sum of first n terms.

Unit III : Number Systems

1. Introduction to trigonometry 12 Periods

Trigonometric ratio of an acute angle of a right-angled triangle. Proof of their existence (well defined); motivate the ratios, whichever are defined at 0° & 90° . Values (with proofs) of the trigonometric ratios of 30° , 45° & 60° . Relationship between the ratios.

2. Trigonometric Identities 16 Periods

Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. Only simple identities to be given. Trigonometric ratios of complementary angles.

3. Height and Distances 8 Periods

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

Unit IV : Coordinate Geometry

1. Triangles 15 Periods

Definitions, examples, counter examples of similar triangles.

1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.

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

2. Circles

8 Periods

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

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

3. Constructions

8 Periods

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

Unit V : Mensuration

1. Areas related to circles

12 Periods

Motivate the area of a circle; area of sectors and segments of a circle. Problems based on areas an perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problem should be restricted to central angle of 60° , 90° & 120° only. Plane figure involving triangles, simple quadrilaterals and circle should be taken.)

2. Surface areas and volumes**12 Periods**

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

Unit VI : Statistics**1. Statistics****15 Periods**

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

2. Probability**10 Periods**

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

Internal Assessment

Evaluation of activities
Project Work
Continuous Evaluation

Science

Examination Specifications

Code No. 205

Separate question paper and answer sheet format replaces combined booklet format from March, 2012 examination

One Paper
100 Marks

Units	Marks
Chemical Substances	22
World of living	16
Effects of Current	14
Light	10
Natural Resources	8

Theme : Materials

Unit 1 : Chemical Substances - Nature and Behaviour

55 Periods

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

Chemical reactions : Chemical Equation, Balanced chemical equation, Implications of a balanced Chemical equation, Types of chemical reactions : combination, decomposition, displacement, double displacement, precipitation, neutralization, oxidation and reduction.

Metals and non metals : Properties of Metals and non-metals, reactivity series, Formation and properties of ionic compound, Basis Metallurgical processes, corrosion and its prevention.

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

Periodic classification of elements : Need for classification, Modern Periodic table, Gradation in Properties. Valency, Atomic number, metallic and non-metallic properties.

Theme : The world of the living

Unit 2 : World of Living

50 Periods

Life Processes : "living being"; Basic concept of nutrition, respiration, transport and excretion in plants and animals.

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

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

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

Theme : How things work

Unit 3 : Effects of Current

35 Periods

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

Magnetic effects of current : Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's left hand rule. Electro magnetic induction. Induced potential difference, Induced current, Fleming's Right Hand Rule, Direct current. Alternating current; frequency of AC Advantage of AC over DC Domestic electric circuits.

Theme : Natural Phenomena

Unit 4 : Reflection of light

20 Periods

Reflection of light at curved surface, Images formed by spherical mirrors, centre of curvature, principal axis, principal focus, focal length, Mirror Formula (Derivation not required), Magnification, Refraction; laws of refraction, refractive index.

Refraction of light by spherical lens, Image formed by spherical lenses, Lens formula (Derivation no Magnification, Power of a lens; Functioning of a lens in human eye, defects of vision and their corrections, applications of spherical mirrors and lenses.

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

Theme : Natural Resources**Unit 5 : Management of natural resources :****20 Periods**

Management of natural resources. Conservation and use of natural resources. Forest and wild life, coal and petroleum conservation. Examples of People's participation for conservation of natural resources.

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

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

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

PRACTICAL**LIST OF EXPERIMENTS****Marks 30**

1. To find the pH of the following samples by using pH paper/universal indicator.
 - i) Dilute Hydrochloric acid
 - ii) Dilute NaOH solution
 - iii) Dilute Ethanoic acid solution
 - iv) Lemon juice
 - v) Water
 - vi) Dilute Sodium Bicarbonate Solution
2. To study the properties of acids and bases HCl & NaOH by their reaction with
 - i) Litmus solution (Blue/Red)
 - ii) Zinc metal
 - iii) Solid Sodium Carbonate
3. To determine the focal length of
 - i) Concave mirror
 - ii) Convex lens

by obtaining the image of a distant object.
4. To trace the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.
5. To study the dependence of potential difference (V) across a resistor on their current (I) passing through it and determine its resistance. Also plot a graph between V and I.

6. To determine the equivalent resistance of two resistors when connected in series.
7. To determine the equivalent of two resistors when connected in parallel.
8. To prepare a temporary mount of a leaf peel to show stomata.
9. To show experimentally that light is necessary for photosynthesis.
10. To show experimentally that carbon dioxide is given out during respiration.
11. To study (a) binary fission in Amoeba and (b) budding in yeast with the help of prepared slides.
12. To determine the percentage of water absorbed by raisins.
13. To perform and observe the following reactions and classify them into:
 - i) Combination Reaction
 - ii) Decomposition Reaction
 - iii) Displacement Reaction
 - iv) Double Displacement Reaction
 1. Action of water on quick lime.
 2. Action of heat on Ferrous Sulphate crystals.
 3. Iron Nails kept in copper sulphate solution.
 4. Reaction between Sodium sulphate and Barium chloride solutions.
14. a) To observe the action of Zn, Fe, Cu and Al metals on the following salt solutions.
 - i) ZnSO_4 (aq.)
 - ii) FeSO_4 (aq.)
 - iii) CuSO_4 (aq.)
 - iv) $\text{Al}_2(\text{SO}_4)_3$ (aq.)b) Arrange Zn, Fe, Cu and Al metals in the decreasing order of reactivity based on the above result.
15. To study the following properties of acetic acid (ethanoic acid) :
 - i) odour
 - ii) solubility in water
 - iii) effect on litmus
 - iv) reaction with sodium bicarbonate

Scheme of Evaluation :

External Examination to be conducted by the Board through multiple choice type written test. This test will be based on the experiments listed in Class IX and Class X.

School-based hands-on practical examination practical syllabus reflects in this document.

Social Study

Examination Specifications

Code No. 206

Separate question paper and answer sheet format replaces combined booklet format from March, 2012 examination

One Paper

100 Marks

Units	Marks	Periods
Unit 1 : India and the contemporary World-II	30	45
Unit 2 : India-Resources and their Development	30	45
Unit 3 : Democratic Politics - II	20	45
Unit 4 : Understanding Economic Development - II	20	45
Unit 5 : Disaster Management-only project work and assignment	-	10
Internal Assessment		
1. Tests (Formative and summative)	10	10
2. Assignments (School & Home Assignment)	04	04
3. Project Work	06	06

Unit 1 : India and the Contemporary world-II

45 Periods

Themes

In Sub-unit 1.1 students are required to choose any two themes. In that sub-unit, theme 3 is compulsory and for second theme students are required to choose any one from the first two themes.

In Sub Units 1.2 and 1.3 student are required to choose any one theme from each.

Thus all students are required to study four theme in all.

Objectives

- The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.
- Discuss the relationship/difference between European nationalism and anti-colonial nationalism.
- Point to the way the idea of the nation states became generalized in Europe and elsewhere.

Sub-unit 1.1 : Events and processes :**1. Nationalism in Europe :**

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

2. Nationalist Movement in Indo China : Factors leading to growth of nationalism in India

(a) French colonialism in Indochina. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc. (d) The second world war and the liberation struggle. (e) America and the second Indochina war.

3. Nationalism in India : Civil Disobedience Movement

(a) First world war, Khilafat and Non-Cooperation. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups.

Sub-unit 1.2 : Economies and livelihoods :**4. Industrialization 1850s-1950s :**

(a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies : Britain and India.

5. Urbanization and urban lives :

(a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s. (d) Implications of globalization for livelihood patterns.

- Discuss the difference between French colonialism in Indochina and British colonialism in India.
- Outline the different stages of the anti-imperialist struggle in Indochina.
- Familiarize the students with the differences between nationalist movements in Indo China and India.
- Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement.
- Analyze the nature of the diverse social movement of the time.
- Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi.
- Discuss two different patterns of industrialization, one in the imperial country and another within a colony.
- Show the relationship between different sectors of production.
- Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussion on urbanization and industrialization to complement each other.
- Show that globalization has a long history and point to the shifts within the process.
- Analyze the implication of globalization for local economies.

Case study : The post War International Economic order, 1945 to 1960s.

Sub-unit 1.3 : Culture, Identity and Society

7. Print culture and nationalism :

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

8. History of the novel :

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

- Discuss how globalization is experienced differently by different social groups.
- Discuss the link between print culture and the circulation of ideas.
- Familiarize students with pictures, cartoons extracts from propaganda literature a newspaper debates on important events and issues in the past.
- Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.
- Familiarize students with some of the idea writers who have had a powerful impact on society.

Sub-unit 1.4 : Map Work

Unit 2 : India -Resources and their Development

45 Periods

Themes

Objectives

- | | |
|---|--|
| <p>1. Resources : Types - natural and human; Need for resource planning.</p> | <p>Understand the value of resources and the need for their judicious utilisation and conservation;</p> |
| <p>2. Natural Resources : Land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures.</p> | <p>Identify various types of farming and discuss the various farming methods; Describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern;</p> |
| <p>3. Forest and Wild life resources : Types and distribution, depletion of flora and fauna; conservation and protection of forest and wild life.</p> | <p>Explain various government policies for institutional as well as technological reforms since independence;</p> |
| <p>4. Agriculture : Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output.</p> | <p>Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources.</p> <p>Understand the importance of agriculture in national economy;</p> |

- | | |
|--|---|
| <p>5. Water Resources : Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced)</p> | <p>Understand the importance of water as a resource as well develop awareness towards its judicious use and conservation;</p> |
| <p>6. Mineral Resources : Types of minerals, distribution, use and economic importance of minerals, conservation.</p> | <p>Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation;</p> <p>Discuss various types of conventional and non-conventional resources and their utilization</p> |
| <p>7. Power Resources : Types of power resources : conventional and non-conventional, distribution and utilization, and conservation.</p> | <p>Discuss the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas;</p> |
| <p>8. Manufacturing Industries : Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced)</p> | <p>Discuss the need for a planned industrial development and debate over the role of government towards sustainable development;</p> <p>To explain the importance of transport and communication in the ever shrinking world;</p> |
| <p>9. Transport, communication and trade</p> | <p>To understand the role of trade in the economic development of a county,</p> |
| <p>10. Map Work</p> | |

Project/Activity

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

Posters

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

Note : Any similar activities may be taken up.

Unit 3 : Democratic Politics II**45 Periods**ThemesObjectives**1. Power sharing mechanisms in democracy**

Why and how is power shared in democracies ? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups?

2. Working of Democracy

Are divisions inherent to the working of democracy ? What has been the effect of caste on politics and of politics on caste ? How has the gender division shaped politics ? How do communal divisions affect democracy ?

3. Competition and contestations in democracy

How do struggles shape democracy in favour of ordinary people ? What role do political parties play in competition and contestation ? Which are the major national and regional parties in India ? Why have social movement come to Occupy large role in politics?

- Analyse the relationship between social cleavages and political competition with reference to Indian situation.
- Understand and analyse the challenges posed by communalism to Indian democracy.
- Understand the enabling and disabling effects of caste and ethnicity in politics.
- Develop a gender perspective on politics.
- Introduce students to the centrality of power sharing in a democracy.
- Understand the working of spatial and social power sharing mechanisms.
- Analyse federal provisions and institutions.
- Understand the new Panchayati Raj institution in rural and urban areas.
- Understand the vital role of struggle in the expansion of democracy.
- Analyse party system in democracies.
- Introduction to major political parties in the country.

ThemesLearning Objectives**Outcomes of democracy**

Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India?

- Analyze the role of social movement and non-party political formations
- Introduction to the difficult question of evaluating the functioning of democracies
- Develop the skills of evaluating Indian democracy on some key dimension : development, security and dignity for the people.

Challenges to democracy

Is the idea of democracy shrinking? What are the major challengers to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy?

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

Unit 4 : Understanding Economic Development-II

45 Periods

Themes

1. **The story of development** : The traditional notion of development; National Income and Per-capita Income. Growth of NI - critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development).

The approach to this theme : Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country)

2. **The Role of Service Sector in Indian Economy** : What is service sector (through examples) : Importance of Service Sector in generating employment and income to the nation (with the help of a few case studies); Growth of Service Sector in India; India as a major service provider to the world; The need for public investment; The role of important infrastructure, education and health

Learning Objectives

- Familiarisation of some macroeconomic concepts.
- Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvement in health and education rather than income.
- It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation.
- How and why people should be healthy and provided with education.
- Familiarize the concept of money as an economy concept;
- Create awareness of the role of finance institutions from the point of view of day-to day life.

3. **Money and Financial System** : Role of money in an economy : Historical origin; Formal and Informal financial institutions for Savings and Credit-General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, self help groups, chit funds and private finance companies.
 - To make aware of a major employment generating sector.
 - Sensitise the learner of how and why government invest in such an important sector.

4. **Globalisation** : What is Globalisation (through some simple examples); How India is being globalised and why; Development Strategy prior to 1991. State Control of Industries : Textile goods as an example for elaboration; Economic Reforms 1991; Strategies adopted in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalisation and its impact on different sectors; Political Impact of globalisation.
 - Provide children with some idea about how particular economic phenomenon is influence their surroundings and day-to-day life.

5. **Consumer Awareness** : How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection.
 - Making the child aware of his or her rights duties as a consumer.
 - Familiarizing the legal measures available protect from being exploited in markets.

Suggested Activities

Theme 2: Visit to banks and money lenders/pawnbrokers and discuss various activities that you have observed in banks in classroom; Participate in the meetings of self help groups, which engaged in micro credit schemes in the locality of learners and observe issues discussed.

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

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

Unit 5 : Disaster Management

10 Periods

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

Agriculture

Examination Specifications

English - Language and Literature

Code No. 207

Separate question paper and answer sheet format replaces combined booklet format from March, 2012 examination

One Paper	100 Marks	68 Periods
Theory	70	
Practical	30	

1. Introduction

The tasks before agricultural development are clear. We must attempt at least to double the production of food. We must change food habits, lessen our dependence on the vagaries of the monsoon and the winter rains, diversify and improve the quality of the products of our farms, forests and fisheries and push through a rural improvement programme to transform life in the villages from one of feudal backwardness into that of modernized communities.

If Agricultural Development is to receive the impetus it needs, education for agriculture must become a major concern of the entire national system of education. An orientation towards agriculture must be given in all educational institutions. Further, more the education system must give the training needed to those who will manage the supportive services required for agricultural development. It must also develop an understanding of agricultural problems and rural life among the large group who deal indirectly with these, such as rural life among the large group who deal indirectly with these, such as planners, administrators, lawyers, bankers, community leaders and entrepreneurs. It is on these groups that the better development of essential supporting services such as credit, crop insurance, marketing, pricing, distribution and the provision of better conditions and incentives for farmers will depend.

In view of its importance in the context of Indian life, agriculture has been introduced in the new curriculum as an elective subject in Classes IX and X.

2. Objectives

(a) General

Education in agriculture, when viewed comprehensively should enable an individual to acquire knowledge, skills, habits, aptitude and values necessary for:

- (i) A successful performance of his responsibilities as an agriculturist.
- (ii) A rewarding personal life by development of :
 - Innate talents.
 - Power of creative enterprise.
- (iii) Pursuit of a vocational course/career in the field of agriculture or an allied field.

(b) Specific

Some of the specific objectives of teaching Agriculture may be mentioned as follows:

- (i) To acquaint the children with neighboring plants, animals and tools used by the farmers and to help them distinguish between the harmless and harmful insects and animals who are closely associated with the farmer's enterprises.

- (ii) To impart scientific knowledge about the agricultural operations such as sowing, watering, manuring, weeding, harvesting and control of insect, pests and diseases which from the part and parcel of farmer's life.
- (iii) To make them familiar with different breeds of cattle, cows, buffaloes, goats and sheep, their handling, feeding and care etc.
- (iv) To develop amongst children the art of presentation of an oral report in simple language on the observations made by them and work done on the farm.
- (v) To inculcate aesthetic sense in the children so that they could make their surroundings pleasant and beautiful and to enable the children to utilise their leisure time advantageously.

Time : 3 hrs.	Theory	70 Marks.
Unit-I:	Geology : Kind of Rocks, Soil formation classification of soil, soil fertility, its meaning remedial measures for the infertile soil, soil erosion and methods of its control.	
Unit-II:	<p>Agronomy : Cultural methods prevalent in Himachal Pradesh, classification of field crops detailed study of food and fibre crops such as wheat, maize, paddy, sugarcane, cauliflower, Brinjal, Tomato.</p> <p>Crop Rotations and their importance :- Weeds and their control, Manures and fertilizers, Classification of fertilizers, importance of nitrogen, phosphorus. Potash Application of Fertilizers, Farmyard Manure and compost preparation, Composition and utilization, Green manuring, Tillage and Tillage implements and tools, Indigenous, and mould board ploughs their importance and usefulness.</p> <p>Irrigation :- Need of water for plants life, sources and means of irrigation in HP Methods of irrigation.</p>	
Unit-III:	<p>Horticulture :- Importance of horticulture, and its zones in Himachal Pradesh Layout of an orchards, orchards, grafting, budding and training of plants.</p> <ul style="list-style-type: none"> (i) Detailed study of the Horticulture crops in respect of soil climate, spacing, manuring, pests and diseases and their control. (ii) Fruit Crops (Cultivation): Apple, grapes, plums, peach, pear, almond, apricot, mango, citrus, litchi etc. (iii) Fruit Preservation : Importance of fruit preservation and its different methods. (iv) Ornamental plants : Propagation and cultivation of ornamental plants, viz. <ol style="list-style-type: none"> 1. Bulbous plant 2. Annual flowers 3. Shrubs 4. Climber and creepers 5. Ornamental trees 6. Indoor plants, water plants etc. (v) Study of different horticulture tools and implements and study of different spraying and dusting machine. 	

Practical work

Time : 3 hrs.

30 Marks

1. Measurement of the allotted land for the purpose of sowing vegetables. Each student to be provided with a plot in which he will grow one Kharif and Rabi season vegetable. He will keep the record in his practical note book.
2. Identification of important weeds and annual flower.
3. Preparation of Albums and charts.
4. Preparation of Jams Jellies, Squashes, Ketchup and Pickles.
5. Practice in yoking and Ploughing.
6. Assembling of implements and fault finding.
7. Handling, securing and drenching of animals.
8. Milking of cows.
9. Practice in the use of plant protection equipment.
10. Excursion/ study tours to the places of agricultural importance.
11. Preparation of seed beds.
12. Identification of seeds manure and fertilizers and soils.

Methodology of Teaching

The approach in teaching of agriculture should be practical rather than theoretical. The teacher should make frequent use of actual/live specimens to explain various points. Wherever possible, the instructions work may be organised in real situation. The school importing instructions in agriculture as an elective subject should have enough land to allot to each student for raising his crop. a lot of useful reading material has been brought out by the ICAR and other agencies. This should be provided to the students in sufficient quantity for extra reading

Prescribed Book

कृषि विज्ञान हि.प्र. स्कूल शिक्षा बोर्ड द्वारा प्रकाशित

Physical Education

Examination Specifications

Code No. 208

Separate question paper and answer sheet format replaces combined booklet format from March, 2012 examination

One Paper
100 Marks

Theory	70
Practical	30

- Health hazards of modernization-pollution, effect of population explosion on health hazards, family and community life.
- Communicable and non-communicable diseases, role of host agent and environment in the spread and control of communicable diseases, body defenses, immunity-natural and acquired, importance of regular medical check-up in preventing the diseases, immunization schedule and importance of booster doses. Morbidity and mortality, in India, National Health Programmes, Importance of pupil and people's participation in the implementation of these programmes, Primary health care, meaning and scope. Health care set-up in rural and urban areas.
- Importance of international health, international health measures to check spread of communicable diseases from one country to another, quarantine measures, World Health Organization-its functions and activities, UNICEF functions and activities, significance of World Health Day.
- Approved system of medicine being practiced in India, specialization available, prescription and non-prescription drugs, habit-forming drugs, dangers of self medication and going to a quack-harmful effects of alcohol and tobacco. Health set-up at the village, town, district, state and country levels, voluntary agencies working in the field of health and health education.
- Awareness of HIV and AIDs. Students may also be acquainted with evils associated with promiscuity and child and drug abuse. Adolescence education and sex-education may also be provided in a suitable manner.

PRACTICAL
30 Marks

Sanskrit
Examination Specifications
Code No. 209

एक प्रश्नपत्र

पूर्णांक 100

(क) अपठित गद्यांश	20
(ख) रचना	10
(ग) व्यावहारिक—व्याकरण	20
(घ) पाठ्य—पुस्तक : स्पर्श—भाग 2	40
पूरक—पुस्तक : संचयप—भाग 2	10

(सम्प्रेषण—उपगम—आधारितः)

नवदशमश्रेणीभ्याम् संस्कृतभाषायाः प्रभाविशिक्षणार्थं केन्द्रिमाध्यमिकशिक्षासंघटनेन विकसितः सम्प्रेषण—उपागम—आधारितः द्विवर्षीयः एषः पाठ्यक्रमः। प्रायः अनुवादमाध्यमेन एवं संस्कृतशिक्षणं प्रवर्तते येन छात्रेषु भाषागतकौशलानां सम्यक् विकासः न भवति। अतः छात्रशिक्षकमध्ये कक्षासु संस्कृतभाषायाम् अन्तः क्रिया भवेत् येन छात्राः

1. संस्कृत भाषायां श्रवणावसरं लभरेन,
2. सरलसंस्कृतवाक्यानि श्रुत्वा अर्थम् अवगच्छेयुः,
3. कक्षासु सामान्यव्यवहारे निपुणाः भवेयुः,
4. संस्कृतगद्यस्य पद्यस्य च मौनवाचने सस्वर—शुद्ध—उच्चारणे च सक्षमाः भवेयुः,
5. निर्दिष्टशब्दसूचीसाहाय्येन सरलसंस्कृतवाक्येषु अनुच्छेदलेखने, कथालेखने, पत्रलेखने योग्यतां धाआरयेयुः इति एतानि पाठ्यक्रमस्य लक्ष्याणि।

सारांशतः : संस्कृतेन श्रवण—भाषण—वाचन—लेखन कौशलानां विकासः अपेक्ष्यते। छात्राः केवलं कण्ठस्थीकरणं न कुर्युः अपितु चिन्तनप्रेरकप्रश्नानां माध्यमेन तेषां मौलिकसर्जनात्मकशक्तेरपि विकासः भवेत् इति आशास्यते।

विशिष्टोद्देश्यानि

श्रवणं—भाषणम्

1. छात्राः कक्षासु शिष्टाचारपालने संस्कृतस्य प्रयोगं कुर्युः,
2. सरलनिर्देशान् श्रुत्वा तदनुसारं कार्यं कुर्युः,
3. कक्षाव्यवहारे संस्कृतेन अनुमतिं प्राप्नुयुः,
4. सरलसंस्कृते प्रश्ननिर्माणे समर्थाः भवेयुः,
5. सरलसंस्कृतप्रश्नानां मौखिकरूपेण एकपदेन पूर्णवाक्येन वा उत्तराणि वक्तुं समर्थाः भवेयुः,
6. वर्णानाम् उच्चारणं श्रुत्वा उच्चारणस्थानं जानीयुः
7. सरलसंस्कृतवाक्येषु भावप्रकटनसामर्थ्यं शुद्धवाक्यसंरचनाप्रावीण्यं वा गृहणीयः।

वाचनम्

वाचनस्य अन्तर्गते छात्रेषु अधोलिखिताः दक्षताः अपेक्ष्यन्ते —

1. प्रदत्तगद्यांशस्य पद्यांशस्य नाट्यांशस्य च मौनवाचनं, सस्वरवाचनम् अथ च भावपूर्णवाचनम्
2. गद्य—पद्य नाट्यादिपाठ्यवस्तु पठित्वा भावावबोधनम्,
3. सरलवाक्यानि पठित्वा पद—विशेषम् आधृत्य प्रश्ननिर्माणम्
4. पाठ्यांशमधिकृत्य शीर्षकप्रदानम्,
5. पद्यानाम् अन्वयेषु। समुचितशब्दैः रिक्तस्थानपूर्तिः
6. पद्यानाम् प्रदत्तभावार्थेषु रिक्तस्थानपूर्तिः,
7. क्रमरहितवाक्यानि पठित्वा मौखिकरूपेण क्रमनिर्धारणम्,

लेखनम्

लेखनमधिकृत्य अधोलिखताः दक्षताः अपेक्षिताः —

1. देवनागरीलिपिज्ञानम्, संयुक्तव्यज्जनसंयोगेने शब्दनिर्माणम् शब्दानां विर्णविन्यासः,
2. वाक्येषु प्रतिपादिकानां सविभक्तिकप्रयोगः
3. कर्तृपदैः सह क्रियायाः अन्वितिः,
4. विशेषण—विशेष्यपदानाम् अन्वितिः,
5. कृत—तद्धितप्रत्ययानां सहायतया वाक्यनिर्माणम्,
6. कथनमाधृत्य प्रश्नलेखनम्,
7. अव्ययानां सार्थकशुद्धप्रयोगः,
8. विरामचिह्नानां समुचितप्रयोगः
9. क्रमरहितवाक्यानां समुचितप्रयोगः
10. घटनाक्रमानुसारम् अनुच्छेदस्य लेखनं, कथालेखनं पत्रादिलेखनं च,
11. प्रदत्तसूचीसाहाय्येन चित्रवर्णनम्
12. चित्रमधिकृत्य प्रश्ननिर्माणम्,
13. अभिन्दन—निमंत्रा—वर्धापनपत्राणां निर्माणं, प्राचार्य प्रति च प्रार्थनापत्रलेखनम्,
14. प्रदत्तवार्तालापे रिक्तस्थानपूरणम् ।

गतिविधयः

1. संस्कृतस्य समानान्तरसूक्तीनां सुभाषितानां संग्रहणम् प्रदर्शनञ्च ।
2. विविधप्रतियोतिनाम् आयोजनं
3. संस्कृतभाषावाक्यप्रयोगमाश्रित्य विविधक्रीडासु प्रतिभागितत्वम्
4. शब्दकोशस्य प्रयोगे नैपुण्यविकासाय छात्राणां स्वकीयशब्दकोशनिर्माणम् ।
5. विविध—अवसरेषु प्रयोगार्थम् अभिन्दन—निमंत्रण—वर्धापनपत्राणां निर्माणम् ।

6. संस्कृतभाषायां भित्तिपत्रिकासम्पादनम् ।
7. विद्यालयस्य पत्रिकायां संस्कृतविभास्य योगदानम् ।
8. छात्रैः कृतस्य कार्यस्य प्रदर्शनी-आयोजनम् ।
9. संस्कृतवाचनम् अधिकृत्य ध्वनिपट्टिकानां निर्माणम् ।

एक प्रश्नपत्रम्
अवधि-घण्टात्रयम्

- क खण्डः (अपठित-अवबोधनम्)
- ख खण्डः (रचनात्मकं कार्यम्)
- ग खण्ड (अनुप्रयुक्त-व्याकरणम्,
- घ खण्डः (पठित-अवबोधनम्)

'क' खण्डः (अपठित-अवबोधनम्)

(सरल गद्यांशम् आधारितं कार्यम्-गद्यांशद्वयम्)

1. 40-50 शब्दपरिमितः गद्यांशः (एकः सरलगद्यांशः)

एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि
भाषिककार्यम्

2. 80-100 शब्दपरिमितः गद्यांशः (एक सरलगद्यांशः)

(सरलकथा-घटनावर्णनम् वा)

एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि
समुचितशीर्षकप्रदानम्

भाषिककार्यम्

1. वाक्ये क्रियापदचयनम्
2. कर्तृक्रिया—अन्वितिः
3. विशेषविशेष्य—अन्वितिः
4. संज्ञास्थाने सर्वनाप्रयोगः अथवा सर्वनामस्थाने संज्ञाप्रयोगः
5. पर्यायं विलोमं वा पदं दत्त्वा अनुच्छेदे दत्तं पदचयनम्।

'ख' खण्डः (रचनात्मकं कार्यम्)

(मणिका—अभ्यासपुस्तकम्—।। आधारितम्)

3. संकेताधारितम् अनौपचारिकपत्रम्
4. संकेताधारितं: संवादलेखनम्:
5. चित्राधारितम् वर्णनम्

'ग' खण्डः (अनुप्रयुक्त—व्याकरणम्)

6. सन्धिकार्यम्

स्वरसन्धिः — दीर्घ, गुण, वृद्धि, यण्, अयादिः, पूर्णरूपम्।

व्यञ्जनसन्धिः — परसवर्ण, छत्वं, तुक्—आगमः, मोऽनुस्वारः, वर्गीयप्रथमाक्षाराणां तृतीयवर्णे परिवर्तनतम्, प्रथमवर्णस्य पंचमवर्णे परिवर्तनम्।

विसर्गसन्धिः — विसर्गस्य उत्वं, रत्वं, लोपः विसर्गस्थाने स्, श्, ष्।

7. समासः (वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः)

तुत्पुरुषः (विभक्तिः, नञ्, उपपदः)

कर्मधारयः (विशेषणम्—विशेष्यम्, उपमान—उपमेयम्)

द्विगुः

द्वन्द्वः (इतरेतरः, समाहारः, एकशेषः)

बहुव्रीहिः (समानाधिकरणम्)

अव्ययीभावः (अनु, उप, सह, निर्, प्रति, यथा)

8. प्रत्ययाः

अधोलिखित प्रत्ययोगैः वाक्यसंयोजनम्, रिक्तस्थानपूर्ति :-

कृदन्ताः तव्यत्, अनीयर, शतृ, शानच् ।

तद्धिताः मतुप्, इन्, ठक्, त्व, तल् ।
स्त्रीप्रत्ययैः टाप्, डीप् ।

9. अव्यय प्रदानि (कथायाम् अनुच्छेदे संवादे वा अव्ययानां प्रयोगः)

अपि, इति, इव, उच्चैः, एव, कदा, कुतः नूनम्, पुरा, मा, इतस्ततः, यत् अत्र—तत्र, यत्र—कुत्र, यदा—कदा, यथा—तथा, यावत्—तावत्, विना, सहसा, श्वः, ह्यः, अधुना, बहिः वृथा, कदापि, शनैः किमर्थम् ।

10. वाच्यपरिवर्तनम् (केवलं लट्लकारे)

11. घटिकाचित्रसाहाय्येन अंकानां स्थाने शब्देषु समय—लेखनम्
(सामान्य—समाद—सार्ध—पादोन)

12. सङ्ख्या एकतः पञ्चपर्यन्तं वाक्यप्रयोगः एकत्: शतपर्यन्तं संख्याज्ञानम्

13. वचन—लिङ्गः—पुरुष—लकार—दृष्ट्या संशोधनम्

'घ' खण्डः (पठित—अवबोधनम्)

14. पठित—सामग्रीम् आधृत्य अवबोधनकार्यम्

(अ) एकः गद्यांशः

(आ) एकः पद्यांशः

(इ) एकः नाटकांशः

प्रति—अंशम् आधारितम् अवबोधनकार्यम्

एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि रिक्तस्थानपूर्तिः

भाषिककार्यम्

1. वाक्ये क्रियापदचयनम्
2. कर्तृक्रिया—अन्वितिः
3. विशेषणविशेष्य—अन्वितिः
4. संज्ञास्थाने सर्वनामप्रयोगः अथवा सर्वनामस्थाने संज्ञाप्रयोगः
5. पर्यायं विलोमं वा पदं दत्त्वा अनुच्छेदे दत्तं पदचयनम्।

(विशेषण—विशेष्यचयनम्, कर्तृक्रियाचयनम्, पर्यायविलोमचयनम्)

15. भावावबोधनम् (अंशद्वयम्)

(रिक्तस्थानपूर्तिद्वारा, विकल्पचयनेन, शुद्ध—अशुद्ध माध्यमेन, समभावसूक्तिमाध्यमेन वा)

16. अन्वये रिक्त स्थानपूर्तिः

17. प्रश्ननिर्माणम् (चत्वारः)
18. क्रमरहित—अष्टवाक्यानां कथाक्रमसंयोजनम् कथापूर्तिः वा
19. सन्दर्भ शब्दानां प्रयोगः शब्दार्थ मेलनम् वा

पाठ्यसामग्री

1. मणिका (पाठ्यपुस्तकम्) भागः — 2 (संशोधित—संस्करणम्) हि.प्र. स्कूल शिक्षा बोर्ड द्वारा प्रकाशितम्।
2. मणिका (अभ्यासपुस्तकम् भागः — 2 (संशोधित—संस्करणम्) हि.प्र. स्कूल शिक्षा बोर्ड द्वारा प्रकाशितम् (उत्तराणि केवलं संस्कृतेन लेखितव्यानि)

Home Science

Examination Specifications

Code No. 213

Separate question paper and answer sheet format replaces combined booklet format from March, 2012 examination

One Paper **100 Marks** **68 Periods**

Theory	70
Practical	30

1. Introduction

Home Science is an elective subject of study in Class X. The subject aims at providing a preparation for the home and covers essential ground in the following areas :

1. Food, Nutrition and Cookery.
2. Textiles, and Cookery.
3. Home Management and Decoration.
4. Home Nursing and Child Development.

2. Objectives

1. To Provide Training for a happy and healthy family and social life.
2. To impart skills which would be helpful for the students to be responsible house hold managers.
3. To understand the importance of nutrition in relation to health of an individual.
4. To develop a sensitivity in children regarding the correct selection of food in terms of nutritive values and cost.
5. To have an understanding of the limited food resources and how to get the optimim amount of nourishment from them.
6. To impart to the children elementary knowledge about home nursing, child development and home management.

Home Science (Old)

(A) Theory one Paper

70 Marks

I. Cookery :

- (1) Balanced diet : food groups; Principles of Meal planning; catering.
- (2) Causes of deterioration in food and methods of food preservacn in home.

II. LAUNDRY AND NEEDLE WORK

- (1) Care and storage of fabrics synthetic, cotton, silk and wool.
- (2) The laundry room, laundry equipment and cleansing materials.
- (3) Washing and finishing of cotton and woolen clothes.

III. Home Management

- (1) Principles of interior decoration.
- (2) Selection of suitable furniture, fittings and simple articles of decoration; colour combinations, arrange of flowers and pictures.

IV. Home Nursing and child development

- (1) Principles of Child Development, Physical and emotional needs of the growing child.
- (2) Formation of habits : Eating, sleeping, toilet training, exercise and play habits.

B. Practical One Paper

30 Marks

- (1) Preparation of lunch and breakfast : Table setting.
- (2) Preparation of Jam Pickle.
- (3) Preparation of a household chest of medicines.
- (4) Washing and finishing of cotton and woolen clothes.
- (5) Preparation of two articles of decoration (one knitted).
- (6) Changing the safety valve of the Pressure Cooker.
- (7) Preparation of two charts.
- (8) Keeping records of Practical work done in the class.

3. Methods and Techniques of Teaching

Each lesson should be well-planned by the teacher. Whatever is taught should be related to appropriate demonstration, example, illustration or practical work. Students should be helped to arrive at their own conclusion. Experimental approach is recommended. The teacher is also advised to make available a variety of booklets and other reading material on different aspect of the subject for study by the students. Where necessary, a local expert may be brought to the classroom to demonstrate and explain a particular process or activity. Recapitulation can be arranged in a variety of ways. Outdoor activities should be preplanned. Internal assessment charts should be maintained with care. The teacher should also ensure a well equipped laboratory in the school.

Prescribed Books : Grih Vijyan by HPBSE Dhramshala.

Art Education

Examination Specifications

Code No. 215

Separate question paper and answer sheet format replaces combined booklet format from March, 2012 examination

One Paper

100 Marks

Theory	70
Practical	30

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, pottery and creative writing and other art-connected craft forms.

OBJECTIVES

The objectives of art education are to:

- ❖ help the student to consolidate past experiences and knowledge;
- ❖ introduce the student to new media and techniques and their use for creative expression and for making objects of common use;
- ❖ 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;
- ❖ help the student to use artistic and aesthetic sensibility in day-to-day life situation;

- ❖ 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;
- ❖ get acquainted with the life and work of the local artists/artistes;
- ❖ develop creative expression through locally available material with the help of the community;
- ❖ 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

- ❖ Two-dimensional of Principal
 - Drawing and Painting
 - Collage Making
 - Printing Making
 - Photography
 - Computer graphics (Wherever possible)
- ❖ Three-dimensional
 - Clay modelling and pottery
 - Carving and sculpture
 - Construction

PERFORMING ARTS

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

SOURCES FOR ART TEACHING

The arts programme in schools must reflect the ethos of the region. Artistic expression in music, poetry, dance theatre and in the creation of forms have been part of human life from the very beginning. It is 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.

Beside 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

- ❖ Study of visual resources and means of creative expression
 - Study of lines, strokes, colours, shades, tones, textures, etc. while organizing two dimensional space with two dimensional and three dimensional shapes and forms.
 - Sketching from nature and surrounding.
 - Creative use of colours to show space, atmosphere, subjective moods.
 - Creative use of perspective in spatial relationship.
 - Study of calligraphic strokes of Devnagari and Roman alphabet (Scripts)
 - Use of contrast as an expressive element of art.
 - Study and use of various media and techniques to the extent of their availability.

- Pencil, charcoal, water colour, crayon, oil colours, poster colour and gouache, acrylic colour and other unconventional sources of colours such as vermilion, yellow and red earth, rice flour, and tools like painting brushes for water colours and oil colours, painting surfaces such as papers of various kinds and quality, like smooth, rough, thick, thin, etc., canvas, hardboard, simple marking cloth pasted on paper, etc.
- College 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

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

Correlating Art Activities with Other School Activities

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

- ❖ Designing the school magazine and bulletin boards, making posters for school functions, and greeting/invitation cards, stage scenes for music, dance, drama performances, etc., correlating with applied Art activities.

Note: These activities and other group activities may emerge in project form at individual levels also.

Group Activities

- ❖ Organization, display and exhibitions of students' periodical and sessional work.
- ❖ Organizing inter school art exhibitions to widen their interaction and horizon.
- ❖ Planning and organizing festivals and celebrations of the community, cultural evenings, musical concerts, film shows and other performances including regional and folk (traditional art forms).
- ❖ Participating in study visits to museums, botanical gardens, zoological garden, and art galleries and art institutions, etc., for greater awareness of the environment and cultural variations.

Theoretical Understanding of Art and Culture

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

B. PERFORMING ART

Music (Vocal)

- ❖ Theory
 - Knowledge of the terms: Sangeet, Nad, Swar, Shudh, Komal, Teevra, Saptak, Mandra, Madhya Tar, Aroha Avaroha, Raga, Laya, Matra, Tal, Avartan, Sam Tal.
 - Knowledge of notations systems as laid down by Pt. Vishnu Digamber Paluskar, Pt. Vishnu Narain Bhatkhande and Purandar Dasa.
 - Outline history of music.
 - Practical Activities
 - National Anthem
 - Fifteen songs for community 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.
- ❖ To create proper sense of swara and laya through Talabadh and Alankaras.
- ❖ Introduction to the structure of any four of the following ragas with details: Yaman, Kafi, Khamaj, Bhopali, Nattai, Kalyani, Saveri, Todi (accompaniment of Tanpura and Tabla or Mrudang). The Teacher should communicate the characteristic features of the raga and its swaras patterned in such a way that the students will be able to recognize the qualities of the raga and the part played by different swaras.
- ❖ The following tals and their thekas-kaharva, Dadra, Trital, Jhaptal, Choutal, Alankar Talas.

Project Work

- ❖ To collect photographs of great musicians, with a write-up on their introduction, and all types of musical instruments (photographs/illustrations) and the artists who play them. (To be pasted in the scrap-book).
- ❖ To listen to music programme on Radio or T.V. and to write short description of the performances (To be written in the scrap-book).

Music (Melodic Instrument)

- ❖ Theory
 - Knowledge of the terms: Sangeet, Dhvani, Nad, Swar, (Sdhudha, 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.
- ❖ Practical Activities
 - Tuning and playing of any one of the following instruments: Sitar, Sarod, Violin, Dilruba or Esraj, Flute, Jaltarang, Mandolin, Guitar (accompaniment of Tabla).

- ❖ The candidates playing musical instruments may be allowed to opt for community singing or for instrumental assemblage based either on the ragas from the syllabus or light and folk dhun (Melodies).
- ❖ To create proper sense of swaras and layas through Talabadh Alankaras.
- ❖ The following ragas with descriptive details: Yaman, Khamaj, Kafi, Bhopali, Nattai, Kalyani, Todi, Saveri (accompaniment of Tanpura and Tabla).
- ❖ The following five talas and their thekas: Kaharva, Dadra, Trital, Jhaptal, Choutal.

Creative Drama

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

- ❖ Theory
 - Knowledge of the terms: Mime, playscript, movement, characterization, stage, stage props, stage costumes, stage movements, stage lighting, one-act play, etc.
- ❖ Practical Activities
 - Warming-up freeing activity in rhythmic movement and pantomime.
 - Exercises in characterization.
 - Exercises in speech dialogue delivery.
 - Exercises in creation of plot and conflict based on: (i) episodes and happenings in day-to-day life situations; (ii) episodes from stories from textbooks to story books; (iii) short scenes from classical dramas.
 - Stage Craft :
 - Planning a stage with props and lighting placement, movement of character of a given play in drawing form or model form:
 - Designing of costumes for the characters of the play.
 - Play-writing:
 - Unscripted play to be written down in the form of a script to be acted.

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

Hints for the Teachers

- ❖ Students should be encouraged to work individually as well as in small groups, with girls and boys working together.
- ❖ Learners should be encouraged to enquire about the technique, procedures and the work of master artists/artistes.
- ❖ Students should be encouraged and helped in handling new media and tools and meeting the new challenges in various problem-solving situations encountered by them.
- ❖ Students should be encouraged to take the initiative and to critically evaluate their work.
- ❖ Since the 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.
- ❖ 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.
- ❖ The teacher should organize studio/art room/theatre/stage with the help of students.
- ❖ The teacher should organize visits of museums, historical places, exhibitions, botanical and zoological gardens, theater and local drama activities, music and dance concerts, film shows, etc.
- ❖ The teacher should help children in the planning and organization of display and exhibitions, musical and other performances of master artists/artistes.
- ❖ The teacher should develop projects correlating art activities with other subjects with the cooperation of other subject teachers.
- ❖ The teacher should encourage the use of improvised instruments and tools by the students locally available.
- ❖ The teaching approach should be inductive and students should be encouraged to mobilize their own resources to solve their problems. Direct instructions in the techniques should be avoided. They should be encouraged to develop techniques and styles of their own through exploration of discovery of materials, media, tools and techniques.