

HIMACHAL PRADESH BOARD OF SCHOOL EDUCATION



SYLLABI AND COURSES OF STUDY FOR MATRICULATION  
2008

GYANALOK PARISAR, CIVIL LINES,  
DHARAMSHALA-176 213.

**REGULATIONS, SCHEME OF EXAMINATIONS AND PASS  
CRITERIA, SCHEME OF STUDIES AND COURSES OF STUDY FOR  
MATRICULATION  
2008**

**Acknowledgements :**

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**Effective from academic session 2008-09 for Matriculation and  
Public Examination to be held in December, 2008 / March 2009**

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2007/35339-70 dated 05.11.2007**

**HIMACHAL PRADESH BOARD OF SCHOOL EDUCATION, GYANALOK  
PARISAR, CIVIL LINES, DHARAMSHALA-176 213**

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**Note :—** The Board reserves the right to amend Regulations, Scheme of Examinations and Pass Criteria, Scheme of Studies and Courses of Study as and when it deems necessary. The schools are required to strictly follow the syllabi and text books prescribed by the Board. No deviation is permissible.

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**Note** :— The syllabus of compulsory subjects-English, Hindi, Mathematics, Science and Technology and Social Science has been revised as per NCF-2005. There is no change in rest of the subjects and the syllabus for these subjects is same as per the Syllabi and Courses of Study for Matriculation 2006.

# **REGULATIONS, SCHEME OF STUDIES AND COURSES OF STUDY FOR MATRICULATION EXAMINATION**

## **PART I REGULATIONS**

### **1. SHORT TITLE**

These Regulations may be called “the Himachal Pradesh Board of School Education Matriculation Examination (Scheme of Examinations. Scheme of Studies and Courses of Study) Regulations. 2008.”

### **2. COMMENCEMENT**

These Regulations shall “come into force” w.e.f. admission year 2008 the annual public examination of which shall be conducted in December 2008 for Winter closing schools and March. 2009 for Summer closing schools.

### **3. DEFINITIONS**

#### **In these Regulations :—**

Unless the subject or context otherwise requires, the following terms shall have the following meanings. Words importing the masculine gender shall be taken to include feminine and those in singular shall include the plural and vice versa :

- (a) “Act” means the Himachal Pradesh Board of School Education Act, 1968;
- (b) “Board” means the Himachal Pradesh Board of School Education;
- (c) “Chairman” means the Chairman of the Himachal Pradesh Board of School Education;
- (d) “Department” means the Education Department of Himachal Pradesh;
- (e) “Director” means the Director of Education, Himachal Pradesh;
- (f) “Examination” means the Matriculation Examination;
- (g) “Equivalent Examination” means an examination conducted by any recognized Board/Indian University or an Institution recognized by or affiliated to such Board/University and is recognized by this Board equivalent to the corresponding examination conducted by this Board or conducted by a school affiliated to/recognized by the Board;
- (h) “Guardian” means the natural or legal guardian or a person approved by the Head of the Institution concerned as the guardian of a student for the purpose of these regulations;

- (i) "Head of an Institution" means the Principal/Headmaster of a Senior Secondary/High School and such other institution recognized by the Board;
- (j) "High School" means an educational institution preparing candidates for the Matriculation examination of the Board and recognized by the Board for this purpose;
- (k) "Institution" means an institution admitted to the privileges of the Himachal Pradesh Board of School Education or an institution recognized by or affiliated to such Board/University which is recognized by this Board;
- (l) "Pass Criteria" means the standard fixed by the Board for a candidate being declared successful in each subject of examination and/the examination as a whole;
- (m) "Principal" means the Principal of a Senior Secondary School or Senior Secondary division of a College;
- (n) "Private" candidate means a person seeking admission to an examination conducted by the Board and has not, during the session, preceding the examination, been on the rolls of an educational institution affiliated to the Board;
- (o) "Regular Courses of Study" means a Course of Study prescribed by the Board for the purpose of any of its examination;
- (p) "Senior Secondary School" means an educational institution preparing candidates for the Ten Plus Two examination of the Board and recognized by the Board for such purpose;
- (q) "Scholar's Register" means the register containing the record of a scholar's progress kept by the institution to which he belongs in the form approved by the Board;
- (r) "Secretary" means the Secretary of Himachal Pradesh Board of School Education;
- (s) "Session" means the period for which an institution is open for tuition during the twelve months commencing with the formation of new classes; and
- (t) "Teacher" means a person actually engaged in the work of instructions in an institution affiliated to the Board.
- (u) All other words and expressions used in these Regulations but not defined, shall have the same meaning as has been respectively assigned to them in the Act.

#### **4. TIME OF EXAMINATION**

- (a) The Board shall conduct Matriculation examination at the end of Class X in the course prescribed from the academic year 2008-2009 and onwards.
- (b) The examination shall be held thrice a year. The annual examination shall ordinarily be held every in the month of December for Winter closing schools, March for Summer closing schools and Supplementary examination in the month of September for Compartmental candidates at such centres and on such dates and at such time as may be fixed by the Board from time to time.

#### **5. ADMISSION TO CLASS X**

In order to be admitted to class X of an Institution affiliated to the Board, a student must have completed a regular course of studies and passed the class IX Examination from an Institution affiliated to recognized Board.

#### **6. ADMISSION TO STUDENTS OF OTHER STATES**

A candidate who has passed Class IX examination from the recognized school of any other State/Union Territory in India, the SLC issued by the school shall be accepted only if it is countersigned by the District Education Officer of the area or an equivalent officer of the State/U.T. The certificate/SLC issued by the school and accompanied by Detail Marks Certificate shall also indicate the subjects in which the candidate has passed along with detail marks certificate.

#### **7. GENERAL CONDITIONS FOR THE PURPOSE OF ADMISSION**

- (i) The admission cases coming from abroad or in respect of the examinations, the equivalence of which has not been established may be referred to the Board by the Head of the institution with full details and their recommendations.
- (ii) Students migrating from other recognized Boards/ Universities who have undertaken any examination of that Board/University shall furnish Migration Certificate in addition to marks sheet/qualifying certificate issued by the Board/university or an Institution recognized by a Board concerned to the Institution where they are seeking admission.
- (iii) No candidate who has been expelled or is under sentence or is under the punishment or rustication or is debarred from appearing in or taking an examination for any reason whatsoever, shall be admitted to any examination of the Board.

## 8. ADMISSION PROCEDURE

- (i) An admission and withdrawal register in the form prescribed by the Education Department shall be maintained by the Institution where the name of every scholar joining an institution shall be entered.
- (ii) Successive numbers must be allotted to scholars on their admission and each scholar should retain this number up to X standard. A scholar leaving and then returning to the school after, absence of any, duration shall resume his original number of admission.
- (iii) If, a scholar applying for, admission to an Institution has attended any other Institution, an authenticated copy of the transfer certificate from his last school must be produced before his name can be entered *in* the scholar's register.
- (iv) In no case shall a scholar be admitted to a class higher than for which he is eligible according to the Transfer Certificate.
- (v) A scholar shall not be allowed to migrate from one affiliated institution to another during the session after his name has been sent up for the examination of the Board. This condition may be waived only in special circumstances by the Chairman.
- (vi) A scholar leaving his institution at the end of a session or who is permitted to leave his institution during the session shall, on payment of all dues, receive an authenticated copy of the Transfer Certificate up-to-date. A duplicate copy may be issued if the Head of the Institution is satisfied that the original is lost but it shall always be so marked.
- (vii) In case a scholar from an institution affiliated to any recognized Board/University seeks admission in an institution affiliated to the Board, the Transfer Certificate indicating the subjects of studies of the previous institution of such a student shall be countersigned by an officer not below the rank of District Education Officer/District Inspector of School of the Education Department of the State/Union Territory concerned and the scholar shall not be admitted to an Institution without such a countersignature. Countersignatures are not necessary in case a candidate is admitted from one institution affiliated to the Board to another.

PROVIDED that the students migrating from other Boards/Universities to this Board shall be registered as student(s) to the privileges of the Himachal Pradesh Board of School Education after remitting the prescribed fee and shall be issued Students Registration Card.



- (viii) If the statement made by the parent or guardian of a scholar or by the scholar himself, if he was a major at the time of his admission to an institution, is found to contain any willful misrepresentation of facts regarding the scholar's career, the Head of Institution may punish him by expulsion and report the matter to the Board.

#### **9. ELIGIBILITY FOR EXAMINATIONS : REGULAR CANDIDATES**

The Examination shall be open to a student of an Institution affiliated to the Board whose name is submitted to the Secretary duly certified by the Head of the Institution on the form prescribed by the Board that he/she :

- (i) has passed the class IX Examination of the affiliated institution.
- (ii) has not passed equivalent or higher examination of any other Board/University.
- (iii) has completed the prescribed course of study in the subjects required to pass the examination.
- (iv) he/she is on the active rolls of the class X.
- (v) bears good moral character.

#### **10. SUBMISSION OF APPLICATION FORMS FOR EXAMINATION**

- (i) Every candidate from a recognized institution shall have to forward his/ her application on the form together with the prescribed fee for the examination through the Head of Institution which he/she belongs so as to reach the Secretary of the Board at Dharmshala on 30<sup>th</sup> September/ 15<sup>th</sup> October and with late fee of Rs. 100/- upto 31<sup>st</sup> October/15<sup>th</sup> November for Winter/Summer closing schools respectively. No form shall be entertained after the last date. The fee, whether by post or at the Board's counter, may be remitted through a Bank Draft drawn in favour of the Secretary, HP Board of School Education, payable at any Scheduled Bank at Dharmshala.
- (ii) The Head of Institution shall submit the Internal Assessment to the Board one month before the commencement of theory examination.

#### **11. REQUIREMENT OF ATTENDANCE FOR REGULAR CANDIDATES**

- (i) The expression prescribed courses of studies means 75% of attendance counted from the opening of class X upto 14<sup>th</sup> day preceding first day of examination of the Board.
- (ii) Failed candidates who have rejoined class X shall be required to put in 75% of attendance calculated from the 11<sup>th</sup> day after the

declaration of result and upto the 14th day preceding the first day of examination of the Board.

- (iii) In the case of migration, attendance at an institution from which the candidate migrates will be taken into account in calculating the required percentage of attendance.
  - (iv) If candidate's attendance falls short of the prescribed percentage, the Head of the institution may submit his/her name to the Board provisionally. If the candidate does not complete the required percentage before the 14th day preceding the first day of examination, he/she shall become ineligible for the examination. The Head of the Institution shall not issue roll number slip/Admit Card to such a candidate and shall report and return his/her roll number slip/Admit Card to the Secretary.
  - (v) Candidates taking up a subject involving practical *work* shall be required to put in 75% of the total attendance for practical work in the laboratory.
  - (vi) A candidate whose name has been struck off the rolls of the institution after his application for admission to the examination was sent, ceases to be eligible for the examination. The Head of the institution shall not issue roll number slip/ admit card to such an ineligible candidate and shall report and return his roll number slip/ admit card to the Secretary. If, however, a candidate whose name had been struck off the rolls and is re-admitted upto one month before the commencement of the examination, he shall automatically become eligible to appear at the examination, subject to the fulfillment of other eligibility conditions.
- 12.**
- (i) The Secretary shall be the competent authority to condone a deficiency of attendance up to 20 and the Chairman upto 40.
  - (ii) The Head of the Institution shall refer a case of shortage of attendance to the Secretary, with his recommendations failing which valid reasons for not recommending the case shall have to be stated.
  - (iii) The following may be considered valid reasons for recommending the cases;
    - (a) Prolonged illness;
    - (b) Loss of father/mother or some other such incident leading to absence from school. and which merits special consideration; and
    - (c) Any other reason of serious nature.

- (d) In case a candidate participates in sports and cultural activities/ tournaments conducted by the Education Department/ Government or appears in a competitive examination conducted by the Govt. or Public Service Commission, the actual days spent in sports and cultural activities /tournament, examination and traveling days connected there with shall be counted, on the production of satisfactory evidence, towards the attendance of the candidates.

### **13. DETAINING OF ELIGIBLE CANDIDATES**

- (i) Heads of affiliated institutions shall not detain eligible candidates from appearing at the examination of the Board except for very grave reasons and with the prior permission of the Chairman of the Board.
- (ii) Notwithstanding anything contained in these regulations no candidate *who* has been expelled or is still undergoing rustication or *who* has been debarred from taking an examination for having used unfair means or for any other reasons shall be admitted to any examination of the Board.

### **14. CHANGE OF SUBJECTS**

- (a) A private candidate appearing in Matriculation Examination of the Board can make an application to the Secretary for change of one or more subjects indicated by him in his application form along with the prescribed fee, 30 days before the commencement of the examination.
- (b) Notwithstanding anything contained in any other regulations, the Board, in order to avoid hardship to a candidate shall have power to relax the regulation regarding change of subject for Matriculation examination, or other similar regulation where the mistake is primarily of the Head of the Institution provided that these powers shall not include relaxation of the minimum qualification laid down for admission to the examination.

### **15. ELIGIBILITY FOR PRIVATE CANDIDATES (FULL SUBJECTS)**

**The following shall be eligible to appear as a private candidate at the annual examination :**

- (i) Candidates *who* has previously appeared and failed in Matriculation Examination of the Board or equivalent examination of a recognized

Board. Unless otherwise notified, such candidate shall appear, in the syllabus and text books as prescribed for the examination of the year in which they will appear.

- (ii) The following candidates may appear as private candidate in Matriculation examination if they have passed the Middle Standard Examination of the Board or an equivalent examination from a recognized Board/University/ Institution at least *two* years earlier than the year in which they *would* take Matriculation Examination;
- (a) All persons who are bonfide residents of Himachal Pradesh.
  - (b) A candidate who has passed the Middle Standard examination from this Board.
  - (c) Members of regular Land, Air and Naval Forces serving in Himachal Pradesh or their wards.
  - (d) Members of Border Police serving in the State of Himachal Pradesh or their wards.
  - (e) Members of any security force created by the Ministry of Home Affairs, serving in Himachal Pradesh or their wards.
  - (f) All persons who are residing in Himachal Pradesh for nine months preceding the commencement of Examination.

PROVIDED that in respect of category (c), (d) and (e), a certificate from the Commanding Officer of the Unit, in case of category f), a certificate from the employer along with a solemn declaration duly attested by the Executive Magistrate First Class to the effect that the candidate is residing in Himachal Pradesh for nine months preceding the commencement of examination, shall be appended with the admission form.

PROVIDED FURTHER that a candidate who has passed the Middle Standard Examination or an equivalent examination with compulsory subjects of English, Mathematics and Regional Language scoring at least 33% marks in each subject from a duly recognized institution of any State/ Union Territory whose Middle Standard Examination is not conducted by the Board/ University shall have to obtain countersignature of the District Education officer or an equivalent officer of the State/Union Territory on the school leaving certificate issued to the candidate by the institution.

PROVIDED FURTHER that the certificate/SLC issued by the institution accompanied by Detail Marks Certificate should indicate the subjects in which the candidate has passed the Middle Standard/Equivalent examination along with detail marks sheet.

**(II-ENGLISH ONLY)**

- (i) Candidate(s) who have already passed Oriental Title or a Modern Indian Language examination from the Punjab University/Himachal Pradesh University may appear in English only. Such candidates having passed the examination in English only shall be exempted from appearing in English when they appear in the remaining subject to qualify the TENTH CLASS EXAMINATION but they shall not be eligible for scholarship.
- (ii) Candidate (s) who have passed the proficiency of honours examination in Sanskrit or Hindi or Urdu from Punjab University/H.P. University shall, if he/she so desires, be exempted from passing in that language. In awarding marks for the language, passing marks shall be taken as representing the value of those marks.
- (iii) A candidate who has passed the Matriculation Examination from other recognized University/Board without English shall have to take up only English Examination of X class.

**(III-SPECIFIC CONDITIONS)**

- (i) Every candidate desirous of appearing at the Matriculation Examination should have attained a minimum age of 15 years on 1st October preceding the date of examination provided that the Chairman may permit relaxation in age up to one year on the merit of each case.
- (ii) No candidate who has been on the rolls of an affiliated institution at any time during the academic year preceding the examination shall be eligible to appear as a private candidate without recommendation from the Head of the Institution in which he studied.
- (iii) No candidate who has been debarred by any recognized Board/ University/any other competent authority from appearing at the examination shall be allowed to appear at the Matriculation examination of the year concerned.

**16. ATTESTATION OF ADMISSION FORM AND PROCEDURE FOR SUBMISSION OF APPLICATIONS OF PRIVATE CANDIDATES**

**A candidate shall submit his application for admission on the prescribed Admission Form to the Secretary with the required certificate countersigned by authorities as mentioned below :**

- (i) For Regular candidates : by the Head of the Government/affiliated institution concerned;

- (ii) For Private candidates : by any of the authorities mentioned below:
- (a) Head of the Institution last attended;
  - (b) Principal/Headmaster/Headmistress of the Government/ Affiliated institution or any officer of the **H.P.** Education Department not below the rank of Deputy Director of Education.
  - (c) A Member of the Board.
- (iii) For Private candidates serving in the Military/Para Military forces; by the Commanding Officer of their units.
- (iv) All private candidates will submit three copies of the latest passport size photograph attested by the same authority who attested the certificate on application for admission.
- (v) If the application for admission to the examination on the prescribed form of a private candidate is received after 31<sup>st</sup> August for annual examination to be conducted in December for Winter areas, 30<sup>th</sup> September for annual examination to be conducted in March for Summer areas and 30<sup>th</sup> June for supplementary examination, he/ she shall pay late fee as under:

**ANNUAL EXAMINATION DECEMBER**

Rs.100/- upto 15th September	Rs.500/- upto 30th September	Rs.1000/- (with permission of Chairman) upto 15 <sup>th</sup> October
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**ANNUAL EXAMINATION MARCH**

Rs.100/- upto 15th October	Rs.500/- upto 15th November	Rs.1000/- (with permission of Chairman) upto 15 <sup>th</sup> December
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**SUPPLEMENTARY EXAMINATION**

Rs.100 Upto 15th July	RS.200/- upto 31st July
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**NB :** Candidates placed under Compartment in the examination can send their admission form & fee for the immediate following examination within 20 days from the date of declaration of their result without late fee and thereafter the last date of receipt of admission forms and fee shall be the same as mentioned above. The date of receipt of form & fee shall be the day of receipt in the Board's office.

After the expiry dates mentioned above, no admission form shall be entertained.

#### **17. SUBMISSION OF MIGRATION/TRANSFER CERTIFICATE BY PRIVATE CANDIDATES**

The candidate(s) who has/have passed the Middle Standard or equivalent examination from other recognized Board/ University/ Institutions shall be required to submit Migration/Transfer Certificate from the concerned Board/University along with the examination form, However, in case a Migration/Transfer Certificate is not received fifteen days before the commencement of the examination, the candidature of a candidate shall be cancelled and the Admit Card/roll number slip for appearing at the examination shall not be issued to him/her by the Board.

#### **18. MEDIUM OF EXAMINATION**

- (i) Medium for English shall be English except for passage of English which shall be translated into Hindi.
- (ii) Medium for the paper of Sanskrit will be Hindi.
- (iii) Medium for the papers in other languages shall be the language concerned;
- (iv) Medium for all other subjects shall be Hindi or English.

#### **19. MODE OF EXAMINATION**

**Candidates for the examination shall be examined by means of;**

- (a) Written question papers which they shall be required to answer in writing;
- (b) Practical/Oral tests as provided for in the Syllabus for the respective subject(s);
  - (i) Practical and Oral test unless otherwise specified shall be carried out by the examiners appointed by the Board or any other authority approved by the Board in such manner as the Board may determine from time to time.
  - (ii) Wherever practical work has been prescribed in the syllabus in any subject for the Examination, a record of such work done by

each candidate offering the subject in the form prescribed by the Board shall be duly maintained and attested by the Head of the Institution concerned and the same shall be produced or forwarded for purpose of evaluation in such manner and according to such directions as may be issued by the Board from time to time.

- (iii) Written test in a subject shall be, by means of question paper and the question paper in the subject shall be given to candidates simultaneously at every centre at which the examination is being held.

## **20. SUBJECTS OF EXAMINATION**

The Examination shall be held in the subjects provided in the Scheme of Studies or as approved by the Board from time to time .

## **21. SYLLABI IN SUBJECTS OF EXAMINATION**

- (i) The Syllabus in each subject for the examination setting out the detailed courses of study and scheme of examination shall be prescribed by the Board from time to time and shall be shown in the 'Courses of Study and Syllabi'.
- (ii) 'Courses of Study and Syllabi' for various examinations shall be made available by the Board for sale at such price and at such places as may be decided by the Chairman and, shall also be available at the office of the Board for reference.

## **22. POWER OF THE BOARD TO EXCLUDE ANY CANDIDATE FROM EXAMINATION**

- (i) The Board shall have the power to exclude any candidate from examination permanently or for a specified period for reasons to be recorded in writing if it is satisfied that such candidate is not a fit and proper person to be admitted thereto.
- (ii) If a candidate, after admission to an examination, commits an immoral act or is discovered to have committed an immoral act, 'Which, in the opinion of the Board is such 'that had it come to their knowledge in time they 'Would have excluded him from the examination, the Board may;
  - (i) Cancel his candidature for that examination and order that his result be not declared; and/or
  - (ii) Disqualify him permanently or for a specified period from appearing at the examination.



- (iii) If a candidate, subsequent to the issue of roll number slip is found to be ineligible to take the examination, his candidature shall be cancelled.

### **23. CHANCES TO APPEAR AT THE EXAMINATION**

- (i) Where the chances of a candidate to clear an examination are limited and he is disqualified from appearing at it for a fixed period he may be allowed by the Chairman one more chance to appear at the examination in the current syllabus after the period of disqualification, in lieu of the chance or chances missed by him during the period of disqualification.
- (ii) Where the chances of a candidate to clear an examination are limited, the Chairman shall have the authority to grant an extra chance, for valid reasons in lieu of the chance missed by a candidate; provided that the extra chance shall be immediately admissible next to the last admissible chance.
- (iii) Where a candidate has missed one or more chances to clear an examination on account of illness or due to some natural calamities, additional chance or chances in lieu thereof may be given by the Chairman provided the candidate had submitted his admission form and fees and had informed the Secretary of the Board within 30 days of the commencement of the Board examination of inability to appear at the examination on account of illness along with a medical certificate of a Government Hospital/any other well known Hospital and in case of natural calamities a certificate from the Tehsildar duly countersigned by the Sub Divisional Magistrate of the area provided that the additional chance or chances shall be immediately next to the last admissible chance.

### **24. ADMISSION TO EXAMINATION OF PHYSICALLY HANDICAPPED PERSONS**

**Notwithstanding anything contained in any other regulation, the Board shall have the power, in case of a permanently physically handicapped person to :**

- (i) admit him/her to the Matriculation examination as a private candidate i. e. without attending an affiliated institution;
- (ii) provide services of a competent amanuensis for writing out the answers at the examination and shall pay the prescribed fee per paper of examination for the use of an amanuensis.

- (iii) permit the answers to be typewritten by himself/herself if the examinee so desires;
- (iv) lay down any other method for assessing the examinee's academic ability and declare his/her result.

Provided that in each case, the examinee shall produce such evidence to the satisfaction of the Secretary as he may consider necessary, in proof of the statement that his /her permanent disability is such that he/she deserves to be considered for the above facility.

#### **25. EXEMPTIONS TO BLIND DEAF & MUTE CANDIDATES :**

- (i) The blind, Deaf & Mute examinees have the option to study one language out of English, Hindi and anyone of the languages out of (i) Sanskrit (ii) Urdu (iii) Tamil, (iv) Telugu and (v) Panjabi.
- (ii) The blind examinees have the option to study two electives - Music Vocal and Music Instrumental in place of two languages and the marks obtained in these subjects are shown against the two languages not offered by the examinee.
- (iii) The blind examinees are exempted from appearing in Mathematics and in lieu thereof they have to study one elective subject.
- (iv) The blind examinees are completely exempted from paying examination fee.
- (v) The blind examinees using the services of scribes are permitted half an hour extra time for taking examination.
- (vi) The blind examinees have been exempted from taking practical examination except in Music.
- (vii) The blind examinees are allowed the facility of a writer for writing out the answer scripts. The amanuensis must be of a lower grade of education than the candidate and may be from the same institution to which the candidate belongs, but he/she must not have secured more than 40 to 50 per cent marks in the last house examinations.
- (viii) The blind examinees will be provided separate series of question papers specially designed for them in the subjects of Mathematics, Science and Social Science.

#### **DEAF & MUTE**

- (i) Deaf & Mute examinees have the option to study one language out of English, Hindi and anyone of the languages out of (i) Sanskrit (ii) Urdu (iii) Tamil, (iv) Telugu and (v) Punjabi.

- (ii) The Deaf & Mute examinees have the option to study two elective subjects in lieu of the two exempted languages and the marks obtained in these electives are shown against the languages where exemption has been given.
- (iii) The Deaf & Mute examinees are exempted from appearing in Mathematics and in lieu there of they have to study one Elective subject.
- (iv) Deaf & Mute examinees are completely exempted from paying examination fee for Middle and Matriculation examinations.

## **26. PASS CRITERIA**

**The result of Matriculation Examination will be furnished in terms of marks for each subject secured in the examination.**

- (i) In order to pass the examination a regular candidate will be required to obtain 33% marks both in external examination and aggregate of a subject combined with Internal Assessment in English, Hindi, Mathematics, Science and Technology and Social Sciences each and any one of the remaining two subjects i.e.
  - (a) Regional Languages
  - (b) One Elective Subject.
- (ii) In order to pass the examination, a candidate appearing in private capacity will be required to obtain 33% marks in Compulsory subjects each of Group I and any one of the remaining two subjects i.e. Regional Language and one Elective subject of Group II of Scheme of Studies.
- (iii) For subjects involving practical work, a candidate must obtain at least 33% marks in theory and practical separately in order to qualify that subject.
- (iv) The marks of failure subject will not be included in the aggregate.
- (v) If a candidate fails in one or more subjects and the total deficiency is not more than 1% of total marks, he/she shall be accorded these marks to make up the deficiency without regard to the number of subjects. In case the percentage of grace marks is increased to more than 1% if total marks as per the provisions of Regulation 11.17.2 of Himachal Pradesh Board of School Education Examination Regulations, 1994; the candidate shall not be accorded more than 1% of the total marks in an individual subject. If by the addition of these, he/she obtains the pass marks, he/she shall be declared to have passed the examination.

- (vi) A candidate appearing in the additional subject(s) or compartmental or English only or qualifying subjects shall also be eligible for the above concession, but the limit of grace marks shall be 1% of the total marks of the subject(s) in which he/she appears.
- (vii) A candidate shall be given 1% of the aggregate marks as grace marks to improve the division. However, a candidate who has already availed of the grace marks for passing the examination or any part thereof or a candidate who appears for Compartmental examination or for Improvement of Performance, shall not be entitled to any grace marks for improving the division.
- (viii) **The successful candidates of matriculation Examination shall be classified as under :**
- |                               |   |
|-------------------------------|---|
| (i) Distinction in subject(s) | Those who secure 75% or more marks in subject(s)                              |
| (ii) First Division           | Those who secure 60% or more of the aggregate marks.                          |
| (iii) Second Division         | Those who secure 50% or more marks but, less than 60% marks of the aggregate; |
| (iv) Third Division           | Those who secure less than 50% marks of the aggregate.                        |

## 27. ELIGIBILITY OF COMPARTMENT

If a candidate passes in four subjects of Group-I and one subject of Group -II, shall be given compartment in one Compulsory subject of Group-I in which he/she has failed/absented.

**OR**

If a candidate passes in all the compulsory subjects of Group-I and fails in both the subjects of Group-II, the candidate shall be given compartment only in that one subject in which he/she obtains higher marks. In case a candidate passes in all the Compulsory subjects of Group-I and fails in both the subjects of Group-II after having obtained equal marks OR absents himself/herself in both the subjects of Group-II, in such an event the result of the candidate(s) shall be declared as RESULT LATER and thereafter, the candidate(s) shall be asked his/her

choice of subject in which he/she would like to appear out of any of the two subjects in which he/she has failed or absented and the subject so opted by him/her shall be determined as his/her Compartment subject and the result declared accordingly. The candidate shall have the choice to appear in one subject out of any of the two subjects in which he/she has failed or absented.

#### **28. COMPARTMENT EXAMINATION**

- (a) A candidate placed under Compartment may appear at the Supplementary examination during the same year and may avail himself of the second chance in annual examination next year as per Syllabi and Courses laid down for the Matriculation examination concerned.
- (b) A candidate who does not appear at one or both the chances of Compartment or who avails the chance/chances but does not succeed, shall be treated to have failed in the examination and will be required to appear in all the subjects at a subsequent annual examination of the Board as per Syllabi and Courses laid down for the examination concerned in order to pass the examination.
- (c) In case candidate has passed in practical at the main examination, he shall be allowed to appear in theory part only and marks in practical obtained at the main examination shall be carried forward and accounted for at the compartment examination. In case the candidate had failed in practical, he shall have to appear in theory and practical both irrespective of the fact that he has already cleared the theory examination.
- (d) A candidate placed in compartment shall have the liberty to appear in full subjects but he/she can do so only at the annual examination.

#### **29. ADDITIONAL SUBJECT(S)**

- (a) Candidates who have passed the Matriculation Examination from this Board or other recognize institution affiliated with any Board in India may offer additional subject(s) as private candidates provided in the scheme of studies subject to the condition that the additional subject(s) is/are offered within five years of passing the examination. Exemption from time limit may, however, be granted by the Chairman in deserving cases. Such candidates can appear in

one additional subject in the Supplementary examination but the facility to appear in more than one additional subject will be available only at the annual examination.

### **30. ALLOTMENT OF EXAMINATION CENTRES**

- (a) The Board reserves the right to allot any examination centre to a candidate for his theory or practical examination or both. No institution/candidate can, as a matter of right, ask for any particular Centre or challenge the centre allotted by the Board in any Court of Law.
- (b) Centers for the regular or private candidates will be fixed keeping in view the seating capacity of an examination centre, the object of fair conduct of examination or other administrative reasons.
- (c) Ordinarily, the regular students of an institution which itself is an approved Examination Centre, will be allotted Centre in their own institution. Other regular candidates may be allotted examination centre requested by them or any other centre determined by the Board.
- (d) It will be obligatory for a private candidate to name in his admission form three approved Examination Centers which are nearest to his place of residence or home town and the Board may allot him any Centre out of the three at its discretion. In case he cannot be allotted any of the three Centers due to some reason he may be allotted any other centre by the Board.
- (e) Where a private candidate does not name any Centre in his admission form or names only one Centre or two Centers, the Board may allot him any Centre whether named by him in his admission form or not.

### **31. CHANGE OF EXAMINATION CENTRE**

- (a) A candidate shall take the examination at the Centre fixed by the Board unless he obtains prior written permission of the, Board for the change.
- (b) **The board shall not allow change of Examination Centre in the following cases :**
  - (i) Change of centre within the same city/town

- (ii) Change of centre within one month of commencement of the examination
- (c) The Board may allow change of centre in the following cases on payment of prescribed fee and form;
  - (i) If a candidate or his father or guardian is transferred and the fact of transfer is certified by the Head of the Office in which he or his father or guardian is employed.
  - (ii) If a regular student has joined a school at some other place and his application has been received duly forwarded by the Head of the Institution where the candidate has been admitted with date of admission
- (d) A candidate seeking change of examination centre under the above Regulations shall make an application on the prescribed form accompanied by the prescribed fee and photos to the Secretary. The application form for change will be entertained if the same has been submitted through the Head of the Institution in case of a regular student and countersigned by any person competent to attest the admission form in case of a private candidate.
- (e) Concerned Deputy Secretary/Assistant Secretary (Exams) shall be competent to order change of examination centres as per prescribed rules.
- (f) The application and fee for change of centre shall be entertained upto one month before the date of commencement of examination concerned.
- (g) Notwithstanding the provisions in sub clause (b) Supra the Secretary may approve change by written order justifying special circumstances for change of centre 15 days before the commencement of an examination.
- (h) A candidate *who* has appeared at an examination centre not allotted to him without prior approval of the Board, may forfeit his eligibility for examination and the Board reserves the right to declare him 'Not Eligible' for the concerned examination and cancel his result.

### **32. IMPROVEMENT OF PERFORMANCE**

- (a) A candidate who has passed the Matriculation Examination of the Board may reappear for improvement of performance only ONCE provided he has not passed higher examination in the meantime, as under:
- (i) For improvement in one subject at the supplementary examination to be held in the same year or at the annual examination next year.
  - (ii) For improvement in more than one subject at the annual examination next year.
  - (iii) A candidate appearing for Improvement of Performance in one or more subjects cannot appear for additional subject (s) simultaneously.
- (b) A candidate appearing for Improvement of Performance in the examination shall appear as a private candidate and shall appear in the subject (s) only in which he has been declared pass but not in the subject in which he has been declared fail.
- (c) In case a candidate has passed in practical at the main examination, he shall be allowed to appear in theory part only and marks in practical obtained at the main examination shall be carried forward and accounted for at the Improvement examination.
- (d) A candidate who appears for improvement of performance in full subjects or less subjects shall have to surrender the previous statement of marks/certificate before the issuance of new statement of marks/certificate.
- (e) If a candidate obtained lower aggregate in Improvement Exam than what he had attained at the earlier examination of the Board, his/her better aggregate will bestand.
- (f) The Syllabi & Courses of Study for Improvement of Performance shall be the same as are applicable to the regular candidates appearing with him/her in the concerned examination.

### **FEE STRUCTURE**

#### **33. REGULAR**

Rs. 240/

#### **COMPARTMENT**

Rs. 160/

#### **PRIVATE**

Rs. 280/-



- Note :—**
- (i) The Practical Examination will only be conducted of those compartmental candidates who have been declared fail in the previous Practical Examination of the subject.
  - (ii) The compartment candidates who have already passed the Practical Examination previously will not be allowed to appear again in the Practical examination of the subject.
  - (iii) Blind, Deaf and Mute students are exempted from paying admission fee.

#### **ADDITIONAL SUBJECT (s)**

One Subject	Rs. 100/-
Two or more subjects	Full fee

#### **IMPROVEMENT OF PERFORMANCE**

Full Fee

Fee for change of subject (s) of examination shall be Rs. 30/- per subject.

Candidates coming from outside Himachal Pradesh shall remit an extra fee of Rs. 100/-

**Note :** *The fee structure is subject to change under the instructions issued by the Board from time to time.*

#### **34. MODE OF APPLICATION**

- (a) Any candidate seeking admission to any examination of the Board shall make an application on the prescribed form. The Board may, from time to time, prescribe a proforma for the submission of names of regular candidates instead of individual admission forms.
- (b) The admission forms duly filled in shall be submitted to the Secretary through the prescribed agency, if any, before the date prescribed for the concerned examination.
- (c) A private candidate shall also enclose along with his application form three copies of his photograph certified on the back by the authority countersigning the application form that the photograph is

of the candidate submitting the form, name of the candidate and that of his father being indicated on the photograph.

- (d) The Board may prescribe dates by which applications may be received with late fee.
  - (e) The Chairman or in his absence the Secretary may, when he considers it appropriate sanction acceptance of any admission form/ fee after the expiry of the last date with late fee, on such terms and conditions as he may deem fit.
  - (f) In any disputed case, the Chairman shall have the power to decide whether or not any late fee is due and the amount thereof. He may also sanction remission of late fee upto Rs. 100/- in cases of extreme hardship.
  - (g) For the purpose of calculating late fee, the date of receipt of admission forms and fees together, whether on receipt counter or by post, shall be taken as the date of receipt there of by the Board.
35. (a) A Candidate who has appeared in Matriculation Examination of the Board shall be issued a Result-cum-Detailed Marks Card.
- (b) A candidate who has appeared in the Matriculation Examination of the Board and has passed the examination shall be given a Pass Certificate. However, a candidate who has appeared for an additional subject in a subsequent examination and passed shall not be issued a separate certificate. Such candidates shall be given only a statement of marks in that subject.
- (c) Compartmental/Improvement of Performance candidates shall appear as private candidate and certificate will be issued accordingly.

### **36. POWER TO RELAX**

Where the Board is of the opinion that it is necessary or expedient to do so, it may, by order, for reasons to be recorded in writing, relax any of the provisions of these regulations with respect to any case or category of cases.

### **37. REPEAL AND SAVINGS**

From the commencement of these Regulations, the “Himachal Pradesh Board of School Education Matriculation Examination (Courses of Study, Syllabus and Scheme of Studies) Regulations, 2005” shall stand repealed.

Notwithstanding such repeal, anything done or any action taken including any orders, Notifications etc; issued in exercise of the powers conferred by or under the repealed Regulations shall be deemed to have been done or taken under the corresponding provisions of these Regulations and in case of any dispute, the decision of the Board shall be final.

### **38. INTERPRETATION OF THESE REGULATIONS**

If any question arises as to the interpretation of these regulations, the Board's decision shall be final.

### **39. POWER TO ALTER THESE REGULATIONS**

The Board may amend, modify or revise these regulations in the prescribed manner at any time without any notice to any party.

### **40. JURISDICTION OF THE COURTS REGARDING DISPUTES/ INTERPRETATION OF RULES**

Any differences or disputes arising out of the interpretation of these Rules and Regulations of the Board, entries made in the Application Forms and the matter relating to use of Unfair Means by a candidate or any other decision or order of the Board or any competent authority will be subject to the jurisdiction of the Courts at Dharmshala.

### **41. EXAMINATION REGULATIONS**

The provisions of the “Himachal Pradesh Board of School Education Examination Regulations, 1994” shall also remain applicable and shall be read alongwith these Regulations.

**PART - II****SCHEME OF EXAMINATIONS**

The following is the Scheme of Examination for Matriculation Examination :—

SUBJECTS	No. of Paper(s)	Marks			Duration
		Theory	Practical	INA	
<b>COMPULSORY SUBJECTS</b>					
1. Hindi	1	85	—	15	3 Hours
2. English	1	85	—	15	3 Hours
3. Mathematics	1	85	—	15	3 Hours
4. Science and Technology	2	60	25	15	3 Hours
5. Social Science	1	85	—	15	3 Hours
6. Sanskrit/Urdu/Panjabi/ Telugu/Tamil	1	85	—	15	3 Hours
<b>ELECTIVE SUBJECTS</b>					
7. Music	2	25	60	15	2 Hours
8. Home Science	2	60	25	15	3 Hours
9. Drama	2	50	35	15	3 Hours
10. Dance	2	50	35	15	3 Hours
11. Economics	1	85	—	15	3 Hours
12. Commerce					
(i) Elements of Business	1	85	—	15	3 Hours
OR					
(ii) Elements of Book-Keeping and Accountancy	1	85	—	15	3 Hours
OR					
Typewriting English OR Hindi	2	25	60	15	2 Hours
13. Social Reconstruction	1	85	—	15	3 Hours
14. Elements of Engineering	2	50	35	15	3 Hours
15. Agriculture	2	50	35	15	3 Hours
16. Introductory Information Technology	2	50	35	15	3 Hours
17. Art (Drawing, Painting and Applied Art)	2	Paper-A Theory 50	Paper-B Practical 35	15	3 Hours

**Note :— There shall be no INA in respect of private candidates. In their case, the marks obtained in theory paper shall be proportionately increased to make them equivalent to marks of theory and INA clubbed together.**

### PART III SCHEME OF STUDIES

The following are the subjects of studies for Class X. A candidate is required to study 7 subjects.

#### GROUP I

##### Compulsory Subjects :

1. Hindi.
2. English.
3. Mathematics
4. Science and Technology
5. Social Science

#### GROUP - II

6. Any one of the language out of Urdu, Tamil, Telugu, Sanskrit, Punjabi.

##### 7. Elective Subjects :—

##### Any one of the following subjects :

Art, Music, Home Science, Economics, Commerce, Drama, Dance, Social Reconstruction, Element of Engineering, Agriculture, introductory Information Technology.

#### Compulsory (Non Examination Subjects)

1. Socially useful productive work.
2. Physical and Health Education.
3. Education for Human Values.

Full record for Non Examination Subjects is to be maintained in the schools. For compulsory Non Examination Subjects Pass criterion will be 40% in each subject.

**Deaf and Mute** candidates shall have the option of studying one Language i.e. English or Hindi or Regional Language but in lieu of two exempted languages they would study two extra Elective subjects. Marks for elective subjects so offered would be shown to equalize with the Languages not offered by the candidate.

**Blind** candidates have the option of studying one Language and two branches of music i.e. Music Vocal and Music Instrumental in lieu of two exempted languages. Marks obtained in two branches of music so offered would be shown to equalize with the Languages not offered by the candidate.

Moreover, Blind, Deaf and Mute students will be exempted from appearing in Mathematics subject and in lieu thereof they have to study one Elective subject. Marks for elective subject so offered would be shown to equalize with the subject of Mathematics.

### **Instructional Time**

Regarding instructional time, it has been stipulated that a minimum of one hundred and eighty days in a year will be available for instructional activities. It is expected that the loss of instructional time due to unspecified reasons would be prevented or minimised through better educational management. After taking into account activities like evaluation / test, school functions etc; schools will be getting adequate time for effective instruction and it is hoped that the prescribed quantum of the subject areas in syllabus will be properly completed.

The instructional work will be about 31 hours and 30 minutes per week. In addition to the instructional time, each school is expected to devote 45 minutes for each day for Morning Assembly and Recess. The duration of the instructional period will be 35 minutes. There will be 9 periods daily for instructional work.

### **Subjectwise weekly distribuion of period :**

Hindi	6
English	8
Mathematics	8
Social Science	7
Science and Technology	8
Regional Language	5
Elective Subjects	4
Physical and Health Education	4
Library	1
Moral Education	1
Co-curricular Activities	2

**Note :—** While designing the courses, it has been presumed that given margin for vacations, public holidays and other contingencies, a minimum of 30 weeks of teaching time will be available in each session for actual instructional transaction. Accordingly, the distribution of periods over units and sub-units has been done which is only suggestive in character. The school, keeping the overall number of periods in each subject/area the same, may assign more or less number of periods to individual units according to their relative importance, if thought necessary. The distribution of marks over each unit (Unit wise weightage), is however, prescriptive hence shall remain, unchanged.

## PART - IV

### COURSE OF STUDY

# 1. ENGLISH LANGUAGE AND LITERATURE

## Background

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

## Objectives

The general objectives at this stage are:

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

- ◆ to facilitate self-learning to enable them to become independent learners
- ◆ to review, organise and edit their own work and work done by the peers
- ◆ At the end of this stage learners will be able to do the following :  
give brief oral description of events/incidents of topical interest
- ◆ retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- ◆ Participate in conversations, discussion, etc. on topics of mutual interest in non-classroom situations
- ◆ narrate the story depicted pictorially or in any other non-verbal mode.
- ◆ respond in writing to business letters, official communications.
- ◆ read and identify the main points/significant details of texts like scripts of audio-video interviews, discussions, debates etc.
- ◆ write without prior preparation on a given topic and be able to defend or explain the position taken views expressed.
- ◆ write a summary of short lectures on familiar topics by making/ taking notes
- ◆ write an assessment of different points of view expressed in a discussion/debate.
- ◆ read poems effectively (with proper rhythm and information)
- ◆ to transcode information from a graph / chart to a description/report

### Language Items

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

- ◆ sequence of tenses.
- ◆ reported speech in extended texts
- ◆ Modal auxiliaries (those not covered at upper primary)
- ◆ non-finites (infinitives, gerunds, participles)
- ◆ conditional clauses
- ◆ Complex and compound sentences



- ◆ Phrasal verbs and prepositional phrases
- ◆ Cohesive devices.
- ◆ Punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

### Methods and Techniques

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

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

<b>One Paper</b>	<b>3 Hours</b>	<b>Marks : 85</b>
<b>Section-A : Reading</b>	<b>17 Marks</b>	<b>30 Periods</b>
<p><b>1 &amp; 2</b> two unseen passages 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.</p> <p>Passage 1-200 words (7 marks)- Four or five comprehension questions</p> <p>Passage 2 - 300 words (10 marks)- Four or five comprehension questions and two questions on vocabular Marks for vocabulary not exceed 4 marks.</p>		
<b>Section-B : Writing</b>	<b>16 Marks</b>	<b>40 Periods.</b>
<p><b>3.</b> Letter Writing-One letter based on provided verbal stimulus and context. <b>6 marks</b></p> <p><i>Types of letter: Informal</i> : Personal such as to family and friends Formal: Letter of complaints, enquiry, requests, applications.</p> <p><b>4.</b> Writing a short paragraph on a given outline/ topic in about 60 words. <b>4 marks</b></p> <p><b>5. Composition</b> : A short writing task based on a verbal and / or visual stimulus. (diagram, picture, graph, map, chart, table, flow chart etc.) <b>6 marks</b></p>		
<b>Maximum words 80</b>		
<b>Section-C : Grammer</b>	<b>15 Marks</b>	<b>45 Periods</b>
<b>Question No. 6-11</b>		
<p>A variety of short questions involving the use of particular structures within a context. Text types used include cloze, gap-filling, sentences-completion, sentence-reordering, dialogue-completion and sentence-transformation (including combining sentences). The Grammar syllabus will include the following areas for teaching :</p> <ol style="list-style-type: none"> <li>1. Use of non- finites.</li> <li>2. Sentence connectors: as since, while, then, just because, just, unit.</li> <li>3. Clauses with what, where and how.</li> <li>4. Past Tense.</li> <li>5. Modals: can, could, may, must, might.</li> </ol>		
<b>Sectond-D : Text Books</b>	<b>37 marks</b>	<b>95 Periods</b>
<b>Prose</b>		<b>18 Marks</b>
<p><b>12 &amp; 13</b> Two extracts from different prose lessons included in Textbook (Approximately 100 words each) <b>5 + 2 = 10 Marks</b></p>		

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 in each 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. **5 marks**
15. One out of two questions on Drama Text (local and global comprehension question) (30-40 words) **3 marks**
- Poetry** **8 marks**
16. One extract from a poem from the prescribed reader followed by two or three questions to test the local and global comprehension of the set text. The extract will carry three marks. **3 marks**
17. Two out of three short answer type questions on interpretation of themes and ideas contained in the poems to be answered in 30-40 words each. **5 marks**
- Supplementary Reader** **11 marks**
18. One out of two questions from supplementary Reader to interpret, evaluate and analyse character, plot or situations occurring in the lessons to be answered in about 100 words. **5 marks**
19. One out of two short answer type questions of interpretative and evaluative nature based on lessons to be answered in 30-40 words. **4 marks**
20. One out of two short answer type questions based on factual aspects of the lessons to be answered in 20-30 words. **2 marks**

#### **PRESCRIBED BOOKS**

- |                            |  |
|----------------------------|--|
| 1. First Flight            | Published by H.P Board of School Education |
| 2. Footprints without Feet | Published by H.P Board of School Education |

## 2. हिंदी

दसवीं कक्षा में दाखिल होने वाले विद्यार्थी की भाषा शैली और विचार बोध का ऐसा आधार बन चुका होता है कि उसे उसके भाषिक दायरे के विस्तार और वैचारिक समृद्धि के लिए ज़रूरी संसाधन मुहैया कराए जाएँ। माध्यमिक स्तर तक आते-आते विद्यार्थी किशोर हो गया होता है और उसमें बोलने, पढ़ने, लिखने के साथ-साथ आलोचनात्मक दृष्टि विकसित होने लगती है। भाषा के सौन्दर्यात्मक पक्ष, कथात्मकता / गीतात्मकता, अखबारी समझ, शब्द की दूसरी शक्तियों के बीच अंतर राजनैतिक चेतना, सामाजिक चेतना का विकास, उसमें बच्चे की अपनी अस्मिता का संदर्भ और आवश्यकता के अनुसार उपयुक्त भाषा-प्रयोग, शब्दों के सुचिंतित इस्तेमाल, भाषा की नियमबद्ध प्रकृति आदि से विद्यार्थी परिचित हो जाता है। इतना ही नहीं वह विभिन्न विधाओं और अभिव्यक्ति की अनेक शैलियों से भी वाकिफ होता है। अब विद्यार्थी की पढ़ाई आस पड़ोस राज्य-देश की सीमा को लांघते हुए वैश्विक क्षितिज तक फैल जाती है। इन बच्चों की दुनिया में समाचार, खेल, फिल्म तथा अन्य कलाओं के साथ-साथ पत्र-पत्रिकाएँ और अलग-अलग तरह की किताबें भी प्रवेश पा चुकी होती हैं।

इस स्तर पर मातृभाषा हिंदी का अध्ययन साहित्यिक, सांस्कृतिक और व्यावहारिक भाषा के रूप में कुछ इस तरह से हो कि उच्चतर माध्यमिक स्तर तक पहुँचते-पहुँचते यह विद्यार्थियों की पहचान, आत्मविश्वास और विमर्श की भाषा बन सके। प्रयास यह भी होगा कि विद्यार्थी भाषा के लिखित प्रयोग के साथ-साथ सहज और स्वाभाविक मौखिक अभिव्यक्ति में भी सक्षम हो सके।

इस पाठ्यक्रम के अध्ययन से

1. विद्यार्थी अगले स्तरों पर अपनी रुचि और आवश्यकता के अनुरूप हिंदी की पढ़ाई कर सकेंगे तथा हिंदी में बोलने और लिखने में सक्षम हो सकेंगे।
2. अपनी भाषा दक्षता के चलते उच्चतर माध्यमिक स्तर पर विज्ञान, समाज विज्ञान और अन्य पाठ्यक्रमों के साथ सहज संबद्धता (अंतर्संबंध) स्थापित कर सकेंगे।
3. दैनिक व्यवहार, आवेदन-पत्र लिखने, अलग-अलग किस्म के पत्र लिखने, तार (टेलिग्राम) लिखने, प्राथमिकी दर्ज कराने इत्यादि में सक्षम हो सकें।
4. उच्चतर माध्यमिक स्तर पर पहुँचकर विभिन्न प्रयुक्तियों की भाषा के द्वारा उनमें वर्तमान अंतरसंबंध को समझ सकेंगे।
5. हिंदी में दक्षता को वे अन्य भाषा-संरचनाओं की समझ विकसित करने के लिए इस्तेमाल कर सकेंगे, स्थानांतरित कर सकेंगे।

### मातृभाषा के रूप में हिंदी शिक्षण के उद्देश्य

- ◆ कक्षा आठ तक अर्जित भाषिक कौशलों (सुनना, बोलना, पढ़ना, लिखना और चिंतन) का उत्तरोत्तर विकास।

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

### पाठ्य-सामग्री

#### 1. काव्य और गद्य संग्रह भाग-1 और भाग-2

(प्रमुख रचनाकारों द्वारा लिखे साहित्य की विविध विधाओं से संबंधित काव्य और गद्य लगभग 15-18 पाठ होंगे।) प्रश्न-अभ्यासों के द्वारा पाठगत संदर्भयुक्त भाषिक- प्रयोगों की ओर ध्यान दिलाने हुए भाषा की नियमबद्ध प्रकृति से परिचित कराया जाएगा। इस पुस्तक के अंत में परिशिष्ट के रूप में भिन्न ज्ञानानुशासनों में प्रयुक्त शब्दावलियों की सूची होगी।

#### 2. पूरक पाठ्यपुस्तक - विद्यार्थियों में पठन रुचि पैदा करने करके लिए साहित्य की विविध विधाओं की रचनाओं का एक संकलन होगा।

3. **अध्यापकों को संबोधित पुस्तक** - (इसमें विभिन्न विधाओं से संबंधित शिक्षण-युक्तियों का परिचय होगा) इस पुस्तक में भाषा और व्याकरण से परिचित कराने की नई तकनीक पर भी चर्चा होगी। इसी पुस्तक में रचनात्मक और व्यावहारिक लेखन के अंतर्गत पुस्तक-समीक्षा, यात्रावृतान्त, साक्षात्कार आदि पर ऐसी सामग्री होगी जिसके सहारे अध्यापक कक्षा में इनका अभ्यास करा सकें। इसी पुस्तक में इलेक्ट्रॉनिक मीडिया संबंधी सामग्री के उपयोग से प्रभावशाली शिक्षण पर भी विचार होगा।

यह पुस्तक IX और X दोनों कक्षाओं के लिए संयुक्त रूप में तैयार की जाएगी।)

### शिक्षण युक्तियाँ

माध्यमिक कक्षाओं में अध्यापक की भूमिका उचित वातावरण के निर्माण में सहायक की होनी चाहिए। भाषा और साहित्य की पढ़ाई में इस बात पर ध्यान देने की ज़रूरत होगी कि-

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

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

### व्याकरण बिंदु

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

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

### कक्षा VI से X तक के लिए कुछ व्याकरण बिंदु

- ◆ संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रियाविश्लेषण
- ◆ लिंग, वचन, काल
- ◆ पदबंध में लिंग और वचन का विशेषण पर प्रभाव
- ◆ वाक्य में कर्ता और कर्म के लिंग और वचन का क्रिया पर प्रभाव
- ◆ परसर्ग, 'ने' का क्रिया पर प्रभाव

- ◆ अकर्मक, सकर्मक, द्विकर्मक, प्रेरणार्थक
- ◆ सरल, संयुक्त, मिश्र वाक्य
- ◆ कर्तृवाच्य, कर्मवाच्य
- ◆ समुच्चयबोधक शब्द और अन्य-अविकारी शब्द
- ◆ पर्यायवाची, विलोम, समास, अनेककार्थी, श्रुतिसमभिन्नार्थक शब्द, मुहावरे

एक प्रश्नपत्र : समय - 3 घंटे

पूर्णांक 85

(क) अपठित गद्यांश	17
(ख) रचना	11
(ग) व्यावहारिक-व्याकरण	15
(घ) पाठ्य पुस्तकें (क्षितिज)	33
पूरक-पुस्तक	9
<b>खण्ड-क-अपठित गद्यांश</b>	<b>17</b>
1. (i) साहित्यिक गद्यांश (450 से 700 शब्द)	10
2. (ii) वर्णनात्मक / गद्यांश (300 से 450 शब्द)	7
उपर्युक्त दोनों गद्यांशों में शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक विशेषताओं आदि पर अति लघूत्तरात्मक वाले प्रश्न पूछे जाएंगे।	
<b>खण्ड-ख- रचना</b>	<b>11</b>
3. (i) किसी आधुनिक विषय पर संकेत बिंदुओं पर आधारित निबंध-लेखन	7
4. (ii) पत्र-लेखन (औपचारिक / अनौपचारिक पत्र)	4
<b>खण्ड-ग व्यावहारिक व्याकरण</b>	<b>15</b>
5. (i) क्रिया- भेद : अकर्मक / सकर्मक	3
6. (ii) अव्यय: समुच्चयबोधक, क्रियाविशेषण और अन्य अविकारी शब्द	3
7. (iii) वाक्य भेद : मिश्र वाक्य	3
8. (iv) वाच्य - कर्तृ अकर्तृ वाच्य	3
9. (v) समास, अनेकार्थी शब्द	3
<b>खण्ड-घ - पाठ्य-पुस्तकें</b>	<b>42</b>
(क्षितिज)	32
(पूरक-पुस्तक)	10
10. (i) दो में से किसी एक काव्यांश पर अर्थ-ग्रहण संबंधी तीन / चार प्रश्न	6
11. (ii) कविताओं पर आधारित विषय-वस्तु संबंधी चार में से तीन प्रश्न	2 + 2 + 2 = 6
12. (iii) कतिवाओं के संदेश / जीवन मूल्यों पर दो लघूत्तरात्मक प्रश्न	2 + 2 = 4



13. (iv) दो में से एक गद्यांश पर अर्थ ग्रहण संबंधी चार प्रश्न 6
14. (v) गद्य पाठों पर आधारित विषय-वस्तु संबंधी चार में से तीन प्रश्न।  $2 + 2 + 2 = 6$
15. (vi) गद्य पाठों के विचार / संदेश से संबंधित दो लघुत्तरात्मक प्रश्न  $2 + 2 = 4$

**पूरक पुस्तक**

10

16. (i) पाठों पर आधारित दो में से एक निबंधात्मक प्रश्न 4
17. (ii) पाठों पर आधारित चार में से तीन लघुत्तरात्मक प्रश्न  $2 + 2 + 2 = 6$

**निर्धारित पुस्तकें**

1. क्षितिज-भाग-2 हि. प्र. स्कूल शिक्षा बोर्ड द्वारा प्रकाशित
2. कृतिका भाग 2 हि. प्र. स्कूल शिक्षा बोर्ड द्वारा प्रकाशित

### 3. MATHEMATICS

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

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

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

#### OBJECTIVES

**The broad objectives of teaching of Mathematics at Secondary Stage are to help the learners to :**

1. Consolidate the Mathematical Knowledge and Skills acquired at the upper primary stage;
2. Acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills.
3. Develop mastery of basic algebraic skills;
4. Develop drawing skills;
5. Feel the flow of reasons while proving a result or solving a problem.

6. Apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method.
7. To develop positive ability to think analyze and articulate logically;
8. To develop awareness of the need for national integration, protection of the environment, observance of small family norms, removal of social barriers, elimination of sex biases :
9. To develop necessary skills to work with modern technological devices such as calculators, computers etc;
10. To develop interest in Mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc;
11. To develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.
12. To develop interest in the subject by participating in related competitions.
13. To acquaint students with different aspects of mathematics used in daily life.
14. To develop an interest in students to study mathematics as a discipline.

**One Paper**

**Time : 3 Hours**

**Marks : 85**

UNIT	MARKS
I. Number Systems	05
II. Algebra	20
III. Trigonometry	12
IV. Coordinate Geometry	10
V. Geometry	16
VI. Mensuration	12
VII. Statistics And Probability	10
<b>Total 85</b>	

### UNIT I : NUMBER SYSTEMS

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

Euclid's division lemma, Fundamental Theorem of Arithmetic-statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of results-irrationality of  $\sqrt{2}$ ,  $\sqrt{3}$ ,

Ö5, 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 a polynomial with particular reference to 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. 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 elimination and by cross multiplication. Simple situational problems must be included. Simple problems on equations reducible to linear equations may be included.

### 3. Quadratic Equations

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

Problems related to day to day activities to be incorporated.

### 4. Arithmetic Progression 8 Periods

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

## UNIT III : TRIGONOMETRY :

### 1. Trigonometric Ratios 15 Periods

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

**2. Trigonometric Identities** **16 Periods**

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

**3. Heights and Distances** **8 Periods**

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

**Unit-IV : Coordinate Geometry**

**1. Lines (In two-dimensions)** **15 Periods**

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

**Unit-V : Geometry**

**1. TRIANGLES** **15 Periods**

**Definitions, examples, counter examples of similar triangles.**

1. (Prove) if a line a drawn parallel to one side of a triangle to intersect to other two sides in distinct points, the other two sides are divided in the same ratio.
2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
4. (Motivate) If the corresponding sides of two triangles are proportional, their correspondsing angles ae equal and the two triangles are similar.
5. (Motivate) If one angles of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangler are similar.

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

## 2. CIRCLES

**8 Periods**

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

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

## 3. CONSTRUCTIONS

**8 Periods**

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

## UNIT VI MENSURATION

**12 Periods**

### 1. AREAS OF PLANE FIGURES

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

### 2. SURFACE AREAS AND VOLUMES

**12 Periods**

- (i) Problems on finding surface areas and volumes of combinations of any two of the following cubes, cuboids, spheres, hemispheres and right circular cylinders / cones. Frustum of a cone.

- (ii) Problems involving concerting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids be taken)

## **UNIT VII : STATISTICS AND PROBABILITY**

### **1. Statistics 15 Periods**

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

### **2. PROBABILITY**

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

### **Prescribed Book :**

1. Ganit Published by H.P. Board of School Education.

## 4. SCIENCE AND TECHNOLOGY

The subject of Science plays an important role in developing in children well-defined abilities in cognitive, affective and psychomotor domains. It augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.

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

The present syllabus has been designed around six broad themes viz. Food, Materials, the world of the living, how things work, moving things, people and ideas, natural phenomenon and natural resources. Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

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

### (THEORY)

One Paper

Time : 3 hours

Marks : 60

Unit	Marks
I. Chemical Substances	18
II. World of living	16
III. Effects of Current	10
IV. Light	8
V. Natural Resources	8
<b>Total</b>	<b>60</b>

Theme : Materials

(55 Periods)

Unit 1 : Chemical Substances - Nature and Behaviour

**Acids, bases and salts** : General properties, examples and uses.

**Chemical reactions**: Types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation,



neutralization, oxidation and reduction in terms of gain and loss of oxygen and hydrogen.'

**Metals and non metals** : Brief discussion of basic metallurgical processes. Properties of common metals. Elementary idea about bonding.

**Carbon Compounds:** Carbon compounds, elementary idea about bonding.

Saturated hydrocarbons, alcohols, carboxylic acids (no preparation, only properties).

**Some important chemical compounds:** Soap-cleansing action of soap.

**Periodic classification of elements** : Gradations in properties : Mendeleev periodic table.

**Theme : The world of the living** **(50 Periods)**

**Unit-2 Our environment**

**Our environment** : Environmental problems, their solutions. Biodegradable, non biodegradable, ozone depletion.

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

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

**Reproduction** : Reproduction in plants and animals. Need for and methods of family planning. Safe sex vs HIV /AIDS. Child bearing and women's health.

**Heridity and evolution** : Heridity; Origin of life: brief introduction; Basic concepts of evolution.

**Theme : How things work.** **35 Periods**

**Unit 3 : Effects of Current**

Potential, Potential difference, Ohm's law; Series combination of resistors, parallel combination of resistors; Power dissipation due to current; Inter relation between P, V, I and R.

**Magnets** : Magnetic field, field lines, field due to a current carrying wire, 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. Direct current. Alternating current; frequency of AC. Advantage of AC over DC. Domestic electric circuits.

**Theme : Natural Phenomena**

**Unit 4 :** Convergence and divergence of light. Images formed by a concave mirror; related concepts; centre of curvature; principal axis. Optic centre, focus, focal length.

Refraction; laws of refraction.

Image formed by a convex lens; functioning of a lens in human eye; problems of vision and remedies. Applications of spherical mirrors and lenses.

Appreciations of concept of refraction; velocity of light : refractive index. twinkling of stars; dispersion of light. Scattering of light.

**Theme : Natural Resources (20 Periods)**

**Unit 5 : Conservation of natural resources :** Management of natural resources. Conservation and judicious use of natural resources. Forest and wild life, coal and petroleum conservation. People's participation. Chipko movement. Legal perspectives in conservation and international scenario.

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

**Sources of energy :** Different forms of energy, leading to different sources for human use : fossil fuels, solar energy; biogas; wind, water and tidal energy; nuclear energy. Renewable versus non-renewable sources.

**PRACTICAL**

**LIST OF EXPERIMENTS**

**Marks : 25**

**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**
  - (a) Concave mirror
  - (b) Convex lensby 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 current (I) on the potential difference (V) across a resistor and determine its resistance. Also plot a graph between V and I.**
- 6. To determine the equivalent resistance of two resistors when connected in series.**
- 7. To determine the equivalent resistance of two resistors when connected in parallel.**
- 8. To prepare a temporary mount of a leaf peel to show stomata.**
- 9. To show experimentally that 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 prepare  $\text{SO}_2$  gas, observe its following properties and draw inferences in respect of**
  - (i) odour
  - (ii) solubility in water
  - (iii) effect on litmus paper
  - (iv) action on acidified potassium dichromate solution.
- 14. (a) To observe the action of Zn, Fe, Cu and Al metals on the following salt solutions.**
  - (i)  $\text{ZnSO}_4(\text{aq.})$

- (ii)  $\text{FeSO}_4$  (aq.)
- (iii)  $\text{CuSO}_4$  (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)

**25 Marks**

**Prescribed Books :**

1. Vigyan                      Published by H.P. Board of School Education.
2. Science                    Published by H.P. Board of school Education.

## 5. SOCIAL SCIENCE

### RATIONALE

Social Sciences is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building.

The social sciences curriculum draws its content mainly from geography, history, civics and economics, Some elements of sociology and commerce are also included. Together they provide a comprehensive view of society-over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners study society from different angles and form a holistic view.

### OBJECTIVES

**The main objectives of this syllabus are :**

- a To develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved.
- a To make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- a To develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.
- a To deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.

- a To help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities and effective citizens of a democratic society.
- a To deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of peoples lives.
- a To facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- a To develop an appreciation of the richness and variety of India's heritage both natural and cultural and the need for its preservation.
- a To promote and understanding of the issues and challenges of contemporary India–environmental, economic and social, as part of the development process.
- a To help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- a To develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations.
- a To develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms-cooperating with others, taking initiatives and providing leadership in solving others', problems.
- a To develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

**3 hours**

**One Paper**

**Marks : 85**

		<b>Marks</b>	<b>Periods</b>
<b>Unit-1</b>	India and the contemporary World-II	22	45
<b>Unit-2</b>	India-Resources and their Development	18	40
<b>Unit-3</b>	Democratic Politics II	18	40
<b>Unit-4</b>	Understanding Economics-II	18	40
<b>Unit-5</b>	Disaster Management	9	25

**UNIT I : INDIA AND THE CONTEMPORARY WORLD-II**

THEMES	OBJECTIVES
<p><b>Theme 3 is compulsory. Students to choose any one form the first two themes.</b></p> <p><b>Sub-unit 1.1 : Events and processes:</b></p> <p><b>1. Nationalism in Europe :</b></p> <p>(a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini etc. (c) General Characteristics of the movements in Poland, Hungary, Italy, Germany and Greece.</p> <p><b>2. Nationalist movment in Indo China :</b></p> <p>Factors leading to growth of rationalism in India</p> <p>(a) French colonialism in Indochina. (b) Phases of struggle against the French (c) The ideas of Phan Dinh Phung. Phan Boi Chau, Nguyen Ac Quouc (d) The second world war and the liberation struggle. (e) America and the second Indochina war.</p> <p><b>3. Nationalism in India. Civil Disobedience Movement</b> (a) First World War, Khilafat and Non-Cooperation. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups.</p> <p>Sub-Unit 1.2 : Economies and livelyhoods :</p> <p><b>4. Industrialization 1850s- 1950s :</b></p> <p>(a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handi-crafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies : Britain and India.</p>	<p>a The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</p> <p>a Discuss the relationship/ difference between European nationalism and anti-colonial nationalisms.</p> <p>a Point to the way the idea of the nation states became generalized in Europe and elsewhere.</p> <p>a Discuss the difference between French colonialism in Indochina and British Colonialism in India.</p> <p>a Outline the different stages of the anti-imperialist struggle in Indochina.</p> <p>a Familiarize the students with the differences between nationalist movements in Indo China and India.</p> <p>a Discuss the characteristics of Indian nationalism through a case study of Civil Dis-obedience movement.</p> <p>a Analyze the nature of the diverse social movements of the time.</p> <p>a Familiarize students with the writings and ideals of different political groups and individuals.</p> <p>a Discuss two different patterns of industrialization, one in the imperial country and another within a colony.</p> <p>Show the relationship between different sectors of production.</p>

THEMES	OBJECTIVES
<p><b>5. Urbanization and urban lives :</b></p> <p>(a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life.(d) Merchants, middle classes, workers and urban poor.</p> <p><b>Case studies :</b> London and Bombay in the nineteenth and twentieth century.</p> <p><b>6. Trade and Globalization :</b></p> <p>(a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s (d) Implications of globalization for livelihood patterns.</p> <p><b>Case study :</b> The post War International Economic order, 1945 to 1960s.</p> <p><b>Sub-unit 1.3 :</b> Culture, Identity and Society</p> <p><b>7. Print culture and nationalism.</b></p> <p>(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.</p> <p><b>8. History of the Novel :</b></p> <p>(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.</p> <p><b>Sub units 1.4 :</b> Map Work (2 Marks)</p>	<p>a Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other.</p> <p>a Show that globalization has a long history and point to the shifts within the process.</p> <p>a Analyze the implication of globalization for local economies.</p> <p>a Discuss how globalization is experienced differently by different social groups.</p> <p>a Discuss the link between print culture and the circulation of ideas.</p> <p>a Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.</p> <p>a Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.</p> <p>a Familiarize students with some of the ideas of writers who have had a powerful impact on society.</p>



## UNIT-2 : INDIA-RESOURCES AND THEIR DEVELOPMENT

THEMES	OBJECTIVES
<p><b>1. Resources</b> : Types-natural and human; Need for resource planning.</p> <p><b>2. Natural Resources</b> : land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures.</p> <p><b>3. Agriculture</b> : types of farming, major crops, cropping pattern, technological and institutional reforms : their impact-contribution of Agriculture to national economy - employment and output.</p> <p><b>4. Water resources</b> : Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting, (One case study to be introduced).</p> <p><b>5. Mineral Resources</b> : Types of minerals, distribution, use and economic importance of minerals, conservation.</p> <p><b>6. Power Resources</b> : types of power resources conventional and non-conventional, distribution and utilization and conservation.</p> <p><b>7. Manufacturing Industries</b> : Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced)</p> <p><b>8. Transport, communication and trade</b></p> <p><b>9. Map Work</b> ( 3 marks)</p>	<p>Understand the value of resources and the need for their judicious utilisation and conservation;</p> <p>Identify various types of farming and discuss the various farming methods; to describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern;</p> <p>Explain various government policies for institutional as well as technological reforms since independence; Understand the importance of agriculture in national economy;</p> <p>Understand the importance of water as a resources as well as develop awareness towards its judicious use and 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>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>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>To understand the role of trade in the economic development of a country and analyse the changing.</p>

## UNIT- 3 DEMOCRATIC POLITICS-II

40 Periods

THEMES	OBJECTIVES
<p><b>1. Working of Democracy</b> 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?</p> <p><b>2. Power sharing mechanisms in democracy :</b> 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 ?</p> <p><b>3. Competition and contestations in democracy.</b> How do struggles shape democracy in favour of ordinary people ? What role do political parties play in competition and contestation ? Which are the major national and regional parties in India ? Why have social movements come to occupy large role in politics?</p>	<ul style="list-style-type: none"> <li>◆ Analyse the relationship between social cleavages and political competition with reference to Indian situation.</li> <li>◆ Understand and analyse the challenges posed by communalism to Indian democracy.</li> <li>◆ Understand the enabling and disabling effects of caste and ethnicity in politics.</li> <li>◆ Develop a gender perspective on politics</li> <li>◆ Introduce students to the centrality of power sharing in a democracies.</li> <li>◆ Understand the working of spatial and social power sharing mechanisms.</li> <li>◆ Analyse federal provisions and institutions</li> <li>◆ Understand the new Panchayati Raj institutions in rural and urban areas.</li> <li>◆ Understand the vital role of struggle in the expansion of democracy.</li> <li>◆ Analyse party systems in democracies.</li> <li>◆ Introduction to major political parties in the country.</li> </ul>

Themes	Learning Objectives
<p><b>4. Outcomes of democracy</b> 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 led to development, security and dignity for the people ? What sustains democracy in India ?</p> <p><b>5. Challenges to democracy.</b> Is the idea of democracy shrinking ? What are the major challenges to democracy in India ? How can democracy be reformed and deepened ? What role can an ordinary citizen play in deepening democracy ?</p>	<ul style="list-style-type: none"> <li>◆ Analyse the role of social movements and non party political formations.</li> <li>◆ Introduction to the difficult question of evaluating the functioning of democracies.</li> <li>◆ Develop the skills of evaluating Indian democracy on some key dimensions : Development, security and dignity for the people.</li> <li>◆ Understand the causes for continuation of democracy in India.</li> <li>◆ Distinguish between sources of strength and weaknesses of Indian democracy.</li> <li>◆ Reflect on the different kinds of measures possible to deepen democracy.</li> <li>◆ Promote an active and participatory citizenship</li> </ul>

#### Unit 4 : Understanding Economics-II

**40 Periods**

THEMES	Learning Objectives
<p><b>1. The story of Development :</b> The traditional notion of development ; National Income and Per-capita Income. Growth of NI- critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development). 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)</p>	<ul style="list-style-type: none"> <li>◆ Familiarisation of some macroeconomic concepts.</li> <li>◆ Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income.</li> <li>◆ It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation.</li> <li>◆ How and why people should be healthy and provided with education.</li> </ul>

<p><b>2. Money and financial System:</b>  Role of money in an economy :  Historical Origin; Formal and Informal financial institutions for Savings and Credit – General Introduction : Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, self help groups, chit funds and private finance companies.</p> <p><b>3. The role of Service Sector in Indian Economy :</b> 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.</p> <p><b>4. Globalisation :</b> What is Globalisation (through some simple examples); How India is being globalised and why; Development Strategy prior to 1991, State Control of Industries : Textile goods as an example for elaboration; Economic Reforms 1991; Strategies adopted in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalisation and its impact on different sectors; Political Impact of Globalisation.</p> <p><b>5. Consumer Awareness :</b> How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection.</p>	<ul style="list-style-type: none"> <li>◆ Familiarize the concept of money as an economic concept;</li> <li>◆ Create awareness of the role of financial institutions from the point of view day-to-day life.</li>   <li>◆ To make aware of a major employment generating sector.</li> <li>◆ Sensitise the learner of how and why governments invest in such an important sector.</li>   <li>◆ Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.</li>   <li>◆ Making the child aware of his or her rights and duties as a consumer;</li> <li>◆ Familiarizing the legal measures available to protect from being exploited in markets.</li> </ul>
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## Suggested Activities

### Theme 2 :

Visit to banks and money lenders / pawnbrokers and discuss various activities that you have observed in banks in the classroom ;

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

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

### Theme 3 :

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

25 Periods

- ◆ Tsunami
- ◆ Safer Construction Practices.
- ◆ Survival Skills.
- ◆ Alternate Communication Systems during disasters.
- ◆ Sharing Responsibility.

## PRESCRIBED BOOKS :

भारत और समकालीन विश्व-2  
India and the contemporary World-II  
समकालीन भारत-2  
Contemporary India-II  
आर्थिक विकास की समझ  
Understanding Economic Development  
लोक तान्त्रिक राजनीति-2  
Democratic Polities-II  
आपदा प्रबन्धन  
Disaster Management

Published by  
Himachal Pradesh Board  
of School Education.

## 6. संस्कृतपाठ्यक्रमः

( सम्प्रेषण-उपागम-आधारितः )

नवमदशमश्रेणीभ्याम् संस्कृतभाषायाः प्रभाविशिक्षणार्थं केन्द्रियमाध्यमिकशिक्षासंघटनेन विकसितः सम्प्रेषण-उपागम-आधारितः द्विवर्षीयः एषः पाठ्यक्रमः। प्रायः अनुवादमाध्यमेन एव संस्कृतशिक्षणं प्रवर्तते येन छात्रेषु भाषागतकौशलानां सम्यक् विकासः न भवति। अतः छात्रशिक्षकमध्ये कक्षासु संस्कृतभाषायाम् अन्तः क्रिया भवेत् येन छात्राः

1. संस्कृत भाषायां श्रवणावसरं लभेरन्,
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 गृहणीयुः।

#### 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, संयुक्तव्यञ्जनलेखनम्, स्वरव्यञ्जनसंयोगेने 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. अभिनन्दन-निमंत्रण-वर्धापनपत्राणां निर्माणं, प्राचार्यं प्रति च प्रार्थनापत्रलेखनम्,
14. प्रदत्तवार्तालापे रिक्तस्थानपूरणम्।

### गतिविधयः

1. संस्कृतस्य समानान्तरसूक्तीनां सुभाषितानां संग्रहणम् प्रदर्शनञ्च।
2. विविधप्रतियोगितानाम् आयोजनं श्लोकोच्चारणम्, कथोपकथनं, भाषणं नाट्यांशानाम् अभिनयश्च।
3. संस्कृतभाषावाक्यप्रयोगमाश्रित्य विविधक्रीडासु प्रतिभागित्वम्
4. शब्दकोशस्य प्रयोगे नैपुण्यविकासाय छात्राणां स्वकीयशब्दकोशनिर्माणम्।
5. विविध-अवसरेषु प्रयोगार्थम् अभिनन्दन-निमंत्रण- वर्धापनपत्राणां निर्माणम्।

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

एक प्रश्नपत्रम्

अवधि- घण्टात्रयम्

पूर्णांका - 85

क खण्डः (अपठित- अवबोधनम्) 13 अंकाः  
 ख खण्ड : (रचनात्मकं कार्यम् ) 17 अंकाः  
 ग खण्ड (अनुप्रयुक्त- व्याकरणम् , 26 अंकाः  
 घ खण्डः (पठित- अवबोधनम्) 29 अंकाः

'क' खण्डः (अपठित-अवबोधनम्)

13 अंकाः

(सरल गद्यांशम् आधारितं कार्यम्-गद्यांशद्वयम्)

1. 40-50 शब्दपरिमितः गद्यांशः ( एकः सरलगद्यांशः ) 5 अंकाः
  - ◆ एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि 3
  - ◆ भाषिककार्यम् 2
2. 80- 100 शब्दपरिमितः गद्यांशः ( एक सरलगद्यांशः ) 8 अंकाः
  - ◆ (सरलकथा-घटनावर्णनम् वा)
  - ◆ एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि 5
  - ◆ समुचितशीर्षकप्रदानम् 2
  - ◆ भाषिककार्यम् 1
    1. वाक्ये क्रियापदचयनम्
    2. कर्तृक्रिया-अन्वितिः
    3. विशेषणविशेष्य-अन्वितिः
    4. संज्ञास्थाने सर्वनामप्रयोगः अथवा सर्वनामस्थाने संज्ञाप्रयोगः
    5. पर्यायं विलोमं वा पदं दत्त्वा अनुच्छेदे दत्तं पदचयनम्।



<b>'ख' खण्डः ( रचनात्मकं कार्यम् )</b>		<b>17 अंकाः</b>
<b>( मणिका-अभ्यासपुस्तकम्-II आधारितम् )</b>		
3.	संकेताधारितम् अनौपचारिकपत्रम्	5 अंकाः
4.	संकेताधारितः संवादलेखनम्:	5 अंकाः
5.	चित्राधारितम् वर्णनम्	7 अंकाः
<b>'ग' खण्डः ( अनुप्रयुक्त-व्याकरणम् )</b>		<b>26 अंकाः</b>
<b>( मणिका-अभ्यासपुस्तकम्-II आधारितम् )</b>		
6.	<b>सन्धिकार्यम्</b>	<b>3 अंकाः</b>
	◆ स्वरसन्धिः - दीर्घ, गुण, वृद्धि, यण्, अयादिः, पूर्णरूपम्।	1
	◆ व्यञ्जनसन्धिः - परसवर्ण, छत्वं, तुक्-आगमः, मोऽनुस्वारः, वर्गीयप्रथमाक्षराणां तृतीयवर्णे परिवर्तनम्, प्रथमवर्णस्य पंचमवर्णे परिवर्तनम्।	1
	◆ विसर्गसन्धिः - विसर्गस्य उत्वं, रत्वं, लोपः विसर्गस्थाने स्, श्, ष्।	1
7.	<b>समासः ( वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः )</b>	<b>2 अंकाः</b>
	◆ तुत्पुरुषः ( विभक्तिः, नञ्, उपपदः )	½
	◆ कर्मधारयः ( विशेषणम्-विशेष्यम्, उपमान-उपमेयम् )	
	◆ द्विगुः	
	◆ द्वन्द्वः ( इतरेतरः, समाहारः, एकशेषः )	½
	◆ बहुव्रीहिः ( समानाधिकरणम् )	½
	◆ अव्ययीभावः ( अनु, उप, सह, निर्, प्रति, यथा )	½
8.	<b>प्रत्ययाः</b>	<b>5 अंकाः</b>
	◆ अधोलिखित प्रत्ययोगैः वाक्यसंयोजनम्, रिक्तस्थानपूर्तिः-	
	◆ कृदन्ताः तव्यत्, अनीयर् शत्, शानच्।	2
	◆ तद्धिताः मतुप्, इन्, ठक्, त्व, तल्।	2
	◆ स्त्रीप्रत्ययैः टाप्, डीप्।	1
9.	<b>अव्यय पदानि ( कथायाम् अनुच्छेदे संवादे वा अव्ययानां प्रयोगः )</b>	<b>5 अंकाः</b>
	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) 3 अंकाः  
 11. घटिकाचित्रसाहाय्येन अंकाना स्थाने शब्देषु समय-लेखनम् 4 अंकाः  
 (सामान्य-समाद-सार्ध-पादोन)  
 12. सङ्ख्या एकतः पञ्चपर्यन्तं वाक्यप्रयोगः एकत्: शतपर्यन्तं संख्याज्ञानम् 2 अंकाः  
 13. वचन-लिङ्ग-पुरुष -लकार-दृष्ट्या संशोधनम् 2 अंकाः

**'घ' खण्डः ( पठित- अवबोधनम् )**

14. पठित-सामग्रीम् आधृत्य अवबोधनकार्यम् 15 अंकाः  
 (अ) एकः गद्यांशः 5 अंकाः  
 (आ) एकः पद्यांशः 5 अंकाः  
 (इ) एकः नाटकांशः 5 अंकाः  
 ◆ प्रति-अंशम् आधारितम् अवबोधनकार्यम्  
 एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि रिक्तस्थानपूर्तिः 3 अंकाः  
 ◆ भाषिककार्यम् 2 अंकाः  
 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 ) 3 + 3 अंकाः  
 (रिक्तस्थानपूर्तिद्वारा, विकल्पचयनेन, शुद्ध- अशुद्ध माध्यमेन, समभावसूक्तिमाध्यमेन वा)  
 16. अन्वये रिक्त स्थानपूर्तिः 1 + 1 = 2 अंकाः  
 17. प्रश्ननिर्माणम् ( चत्वारः ) 2 अंकाः  
 18. क्रमरहित-अष्टवाक्यानां कथाक्रमसंयोजनम् कथापूर्तिः वा 2 अंकाः  
 19. सन्दर्भ शब्दानां प्रयोगः शब्दार्थ मेलनम् वा 2 अंकाः

**पाठ्यसामग्री**

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

## 7. URDU

**Objectives** :— At present urdu is widely spoken language of the country with a glorious past. As such it contains highly valued literature on multifarious aspects of country's social and cultural life. During the freedom struggle of the country it was the most inspiring language and its poetry and slogans penetrated deep in to the hearts of Indian masses with positive results.

**Specific objectives** :— It is an official language of neighbouring state Jammu and Kashmir. It is second language in Uttar Pradesh. It is widely spoken language in many states of the Indian union. Many regional newspapers in some states of India are published in this language. Old generation of H.P. also gets benefit from these urdu newspapers. This language also happens to be language linguistically interwoven and closely inter related with Hindi our national language hence it is necessary to expose it to new generation.

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<b>One Paper</b>	<b>3 Hours</b>	<b>Max. Marks : 85</b>
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**I. Text Book** **37 Marks**

(i) **Prose-16 Lessons consisting of :—**

- |   |           |
|---|-----------|
| (a) Short Stories.  |           |
| (b) Lessons of General Interest reflecting social, cultural national and moral values.                      | <b>23</b> |
| (ii) Poetry : 10 Poems of Poets for children literature keeping in view the understanding level of children | <b>14</b> |

**II. Grammar and Composition :** **48 Marks**

- |   |    |
|---|----|
| (a) (i) Knowledge of Nouns, Pronouns, adjectives and verbs. | 3  |
| (ii) Singular and Plural Numbers                            | 3  |
| (iii) Fill in the Blanks.                                   | 4  |
| (iv) Use of words and phrases in sentences.                 | 4  |
| (v) Use opposite words.                                     | 3  |
| (vi) Masculine Feminine genders                             | 3  |
| (b) <b>Composition</b>                                      |    |
| (i) Essays (very simple topics)                             | 12 |
| (ii) Simple letters   | 8  |
| (iii) Simple applications                                   | 8  |

**Note** :— All the questions in grammar should be set on the basis of vocabulary in the Text book.

## 8. TAMIL

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One paper

3 Hours

85 Marks

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### INTRODUCTION :

Tamil classed as one of the Modern Indian language is one of the earliest languages of India. Tamil belongs to the Dravidian family of languages spoken in the Southern part of India. It has a continuous history of written literature for more than two thousand years. Apart from being the official language of Tamilnaadu State Tamil is one of the national languages in Sri Lanka, Singapore and Malaysia. Tamil people living all over the country have a distinct culture of their own which enriches the tradition and heritage of India. And therefore, it is very necessary that the people of the North Indian States should have an acquaintance with this language. It is with this purpose, and on the basis of the three language system (formula) of the Government of India, that Tamil is introduced as a subject of study in the schools in the State of Himachal Pradesh

### SPECIFIC OBJECT OF THIS COURSE

**The main objective of this Course is to develop in the students :**

- (i) An ability to understand Tamil when it is spoken.
- (ii) An ability to read and understand simple Tamil.
- (iii) An ability to write simple Tamil on common topics and .
- (iv) An ability to understand and appreciate the way of life and the cultural heritage of the Tamil people.

**Text Book - Tamil - II**

Lesson — 3, 5, 7, 9, 11, 17 and 21.

### Course Content

- A. Nouns and Pronouns
- B. Number, Gender and Casemarkers.
- C. Entonyms
- D. Verb and Tenses.

**Such as :** Read, Come, Go, Write, Teach, to give, to be.

### Translation

- A. Translation from Tamil to Hindi.
- B. Translation from Hindi to Tamil.

**Note :—** *Either 10 simple sentences or a passage of about five lines from the Text-Book will be given for translation.*

### Comprehension :

A passage of about five lines from the prescribe Text-Book Tamil-II will be given out of the lessons mentioned above and the student will be asked to answer the questions and giving meanings of four difficult words asked for.

### Text

The text book will be a collection of small lessons both prose and poetry on various topics in simple style. The students may be asked to fill in the blanks, to write four lines of any poem from the text-book to write in good hand writing a passage given from the text book.

### Essay Writing :

The students will be asked to write an essay on certain common topics such as My School- My village, Himachal Pradesh, My Best Friend.

### Letters and Applications.

Letter to father for money.

Application to the Headmaster / Principal for sick leave or leave for an urgent work.

## 9. TELUGU

3 Hours

85 Marks

### 1. Vocabulary :

(A) **Numerals** : 51 to 1000 and upto one crore.

(B) **Pronouns and their Oblique Forms** :

Such as

Neenu	naa	naaku
Miiru	mii	miiku
Idi	diini	diiniki

### 2. Tenses :

(A) **Present Tense : Just as** :

1. Miiru paalu taagutunnadu.
2. Neenu paalu taagutunnanu.

(B) **Past Tense** :

**Example** :

1. Neenu paalu taagaanu.
2. Miiru paalu taagaaru.

(C) **Future Tense** :

**Example** :

1. Neenu Paalu taagutaanu.
2. Miiru paalu taagutaaru.

(D) **Use of can and cannot** :

Use of Galunu and leenu.

(E) **Use of should and should not** :

Use of Kaawali and Wodddu.

(F) **Use of Telsu and Teliidu** :

(G) **Conditional Sentences** :

**Example** : Aame Wastee Neenu-Wastaanu.

## 1. Grammar :

### 1. Change of Genders :

Such as Kodduku, Kutturu, Manvadu, Manvarralu etc.

### 2. Change the Numbers :

Such as Balla, Kurchii, Piillii, Semham etc.

### 3. Opposite Words :

Just as Manchi, chinna, I-kkada; Ippudu etc.

### 4. Post Position :

I jaggara, Kinda, Lopala, Bayita, Meedu etc.

### 5. Use of Ku / Ki, Nu / Ni :

## 2. Text Book :

### 1. Telugu Velugu Part-II :

Lesson No's 1, 2, 3, 4, 5, 7, 8, 9, 12, 13, 15, are to be taught only.

The other lessons are deleted. The above book is written by Venpat Raman Rao and published by C.I.I.L. Mysore.

## 3. Composition :

### (A) Essays :

Maa Badi, Maa Uuru, Himachal Pradesh and Maa Sanchitudu etc.

### (B) Stories :

It will be asked from the Text Book only.

### (C) Letters :

1. Letter to father for money.
2. Letter to bookseller for books.
3. Application for leave.

### 6. One passage for comprehension out of the prescribed Text Book.

**A@. ê³ÛÄÏÆ**

ÃÏ» C Ø³ä¶

Õ³¶ Æ³Õ HE

**A êÄÄ-ÃÏ³×ðÆ** **DB**

ê³ÛÄÏÆ ç¶ Æðñ ÇÄÕ»×Æ, ÕÇðäÄð», ÕÖÄäÆÄ», ñ⁻Õ-ÕÖÄäÆÄ», ÛÆðéÆÄ», ÆðË-  
ÛÆðéÆÄ», ÆðéÄÇÏÄ» Çð¶° ð⁻Û Ä³ðÍ (Õ³¶ Æ³ÛÄð» B@)

**B ñ¶Ö-ðÛéÄ Ää¶ ÇðÄÄÖðé** **DC**

- (á) ÇÇÄ¶ ÇÄ¶ ä⁻ ÕÖÄäÆ ÇñÖäÄ (ñ×-ê× BE@ ôìç) **H**
- (â) ÆðË Æ³ÛÄ (êìËÆ) **H**
- (ã) ñ¶Ö - ÇäÄ°Öäð, ï¶ñ¶, ð³ä» ïé⁻ðÛé ç¶ ÄÄéé, ÄÏÄÇÛÖ, ÄÏÇÄÄðÄ, ÇÇÇÄÄðÆ  
ÛÆðé, éÄñ Ä:ìçÇèä ïÄñ¶, ÄéðéÄÏÄ, ÇÇçð òðäé (ñ×-ê× E@@ ôìç) **AB**
- (ä) Ä×¶äð, ÇËÛ¶äð, ïÖ¹ä¶ ôìç» ÇÆ æ» ÇÄ³Ö ôìç, Çðð⁻éÄðæÖ ôìç, ÄÏÄéÄðæÖ  
ôìçÍ **E**
- (å) ôìç-Û⁻óÄ / òÄÖ» é±ç ð¹è Öð¶ ÇñÖäÄÍ **E**
- (æ) ñ×» ÇÆ òðä⁻ -

**ÇìçÇÆ ÇÄÆ ÇÄ Ä³äð,**

ÄÄÖ, ÇìçÇÆ, ÇÄÆ é±ç ñÄ°äÄ Û» éÄ ñÄ°ä éÄñ Äð» Çð¶ ê³°ÇÄ Ä³äðÍ  
Ä°ÇÄÖðä , ïÄ×-ì»×, ÄÛ¶-ÄÛ¶¶, èé-èçé **E**  
éÄä ê¹ÄäÖ - ÇÏÄÛñ êìç¶ ê³ÛÄÏÆ éÄä-ê¹ÄäÖ



## 11. ART

### I. INTRODUCTION :

Art education begins with creative aesthetic activities. As the child grows in capacity and understanding, he should be taught in the course of his education to add aesthetic taste and refinement to power and precision. He must be made to appreciate and taught to love the beautiful, lofty, healthy and noble things, whether the nature or in human creation. A methodical and enlightened culture of the senses can, little by little, remove from the child whatever has been vulgar, commonplace and crude, in him; for one who has developed truly refined taste, because of this very refinement, will feel incapable of acting in a crude, brutal or vulgar manner. This refinement will also give his character a nobility and generosity which will spontaneously find expression in his behaviour. The teaching of the different arts—dance, music, painting etc. should be based on the same fundamental principle of giving to the student an opportunity for perfecting his own capacities and for helping and encouraging him in the process. Art Education is a neglected area in the school curriculum, whatever little art education is imparted, the emphasis is on the learning of skills, whereas the goal of art education should be to develop the aesthetic attitude which permeates all activities and not only the learning of the skills of the Arts. The attitude to the arts in the educational system is full of prejudices the arts are supposed to be intended for the dropouts or the slow learners only. Such attitude needs to be changed. Anything which becomes a vehicle for self-expression and for creativity should be taught to all students rather than to the handful who may be extra-ordinary in either singing or painting.

### II. OBJECTIVES

1. To help the child sharpen his perception and observation of his physical and social environment.
2. To help the child use his own imagination and development of his own concepts and expression through exploration and discoveries of his visual symbols, media and techniques.
3. To develop in the child a sense of organisation and design i.e. aesthetic arrangements permeating all life.
4. To help the child achieve all round growth as an individual and as a social being in tune with our culture.
5. To give the child deep and lasting enjoyment of art that may persist in his adult life.

6. Consolidation of the knowledge of previous artistic experience.
7. Development of artistic sensibility at this transitional stage suited to his age group.
8. To make the work or art more functional in daily life.
9. Exploration of various media techniques.
10. Exploration of environment through observation.

**PAPER-A**

**Time : 3 hours**

**PAPER-A**

**50 Marks**

**ART (DRAWING, PAINTING & APPLIED ARTS)**

Scale and Geometrical Drawing

1. **Scale Drawing** : Almirahs, Stool, Dressing Tables, Drawing Desks, Towel Stand, News Paper Stands, Pot Stands.
2. **Geometrical Drawing** : Polygons, Circles, Solid Geometry (Solid Geometry : There should be solid of squares, Prisms and Pyramids)

**PAPER-B**

**Time 3 Hours**

**PRACTICAL**

**35 Marks**

1. **Composition or Applied Art** (Poster Design or Illustrations) **18**
2. **Still Life** : Making Drawing of the objects placed at a distance to finish the drawing with light, shade and shadows (Not more than three objects). **17**
  1. One angular shape.
  2. Round shape.
  3. Fruits and vegetable.

**Media**

Dark Pencils, water colours, postal colours, tempera.

**Compositions**

Study of natural and made forms human figures, animals etc. Out door sketching on daily life subjects like postman, milkman, watchman, folk stories, scenes of accidents, madari, snake charmers etc.

**Applied Art :**

**Poster Design** : Based on the topics such as school activities Drama Annual function fete and fair and current issues etc.

**Illustrations** : Based on daily life incidents, stories poems accidents social activities etc.

**Media** Poster colour, water colours, inks and sketch pens etc.

**Note :** *There will be two questions to do for the students in paper-B, One question on still life is compulsory.*

#### **IV. METHODOLOGY OF TEACHING.**

The principal of “learning by doing” which forms the basis of the liberal methods of teaching art implies also self discovery through self expression for the child. Art therefore is training in seeing sensing, feeling and finally in doing. The instruction should revolve round the relationship of the child with his environment, both within and without. The teaching approach should be such as to provide to the child the maximum enrichment materials for developing his liking and understanding about them. At the middle school stage the art teacher, however, should avoid any direct instruction and should induce and motivate the pupil enough to let him mobilize his own resources to find out appropriate means for self-expression. Guidance in techniques should be indirect and inductive, although the child should be exposed to evaluate and appreciate works of art in his sphere of interest. More and more media should be introduced for his exploration and use in self expression. The secondary stage is a transitional period between the creative expression of childhood and the vocation-based training of the later period. The adolescent should be induced to acquire them as far as possible through exploration and discovery.

Teacher should encourage children’s own initiatives, independent enquiry, thoughts and ideas by respecting their humble expressions.

Children should be exposed to variety of situations, materials and media for keener observation and close analysis.

Teacher being a guide and “adult child” is to help the children to plan their activities.

Teacher must see that all children participate in art activities in one way or the other and every child gets recognition of his deeds.

Over-emphasis on one or a few children’s work and competition methods would hamper their imagination and sincere involvement because in order to get other’s approval or appreciation the child would adopt show off tendency instead of exploring imagining and participating in the creative process.

#### **PRESCRIBED BOOK**

कला संकलन

हि.प्र. स्कूल शिक्षा बोर्ड द्वारा प्रकाशित

## 12. MUSIC

### INTRODUCTION :

Music is a Performing art. The objective of this paper is to acquaint the student to know the background of our tradition and history. Our cultural background which reminds us of Gandharva Ved Music is a highly precious discipline of Vedic Science. A syllabus is meaningless unless it is taken in the right spirit. Today there is a tendency to have a short cut of everything and as a result music has suffered the most, Most of the students take up music as a hobby and do not want to go deep into the subject. Our country is a vast country and we have many spoken languages but it is only the music which unites us. Music cannot be learn only at schools and one must have further knowledge from various sources.

### (i) HINDUSTANI MUSIC (VOCAL)

<b>Theory</b>	<b>2 hours</b>	<b>25 Marks</b>	<b>68 Periods</b>
<b>Practical</b>		<b>60 Marks</b>	

### THEORY

1. Basic knowledge of the structure and tuning of Taanpura.
2. Knowledge of the notation systems laid down by Pt. Vishnu Digamber and Pt. V.N. Bhatkhande.
3. Definition of Vadi, Samvadi, Anuvadi, Vivadi, Alap
4. Brief description of Natya shastra, Sangeet Ratnakar.

**MARKS**                      **PERIODS**

### PRACTICAL

**60**                              **202 Pds**

### 1. Community Singing :

- (a) Two songs in different regional languages.
- (b) One Tagore song

2. Aaroha, Avaroha, Pakad and Drut Khyal in the following Ragas : Kafi, Khamaj, Sarang and Desh with simple elaborations and few tanas.]

**Prescribed Books :** Sangeet Prakash : HP Bd. of School Edu.

**Suggested Reference Books :**

1. Kramik Pustak Malika by Pandit V. N. Bhatkhande
2. Rag Vigyan by Pandit V.N. Patwardhan.

**(II) HINDUSTANI MUSIC (MELODIC INSTRUMENTS)**

<b>Theory</b>	<b>2 hours</b>	<b>25 Marks</b>	<b>68 Pds.</b>
<b>Practical</b>		<b>60 Marks</b>	

**THEORY**

1. Basic knowledge of the structure and tuning of any one of the following instruments.  
(i) Sitar, (ii) Sarod, (iii) Violin, (iv) Dilruba or Esraj, (v) Flute, (vi) Mandolin, (vii) Guitar.
2. Knowledge of the notation systems laid down by Pt. Vishnu Digamber Paluskar and Pt. V.N. Bhatkhande.
3. Vadi, Samvadi, Anuvadi, Vivdi, Alap
4. Brief description of Natya Shastra, Sangeet Ratnakar.

**MARKS PERIOD**

**PRACTICAL**

**60 202 Pds**

1. Eight Tala-babbha Alankaras set to different Talas.
2. Aaroha, Avaroha, Pakad and Drut gat in the following Ragas : Kafi, Khamaj, Sarang and Desh with simple elaborations and few Toras.

**Prescribed Books :** Sangeet Prakash : HP Bd. of School Edu.

**Suggested Reference Books :**

1. Sitar Marg (1 Part) by Shri S. Bandyopadhyaya, Vani Mandir, Subzi Mandi, Delhi-7
2. Vitat Vadya Shiksha', by Shri S. Bandyopadhyaya, Vani Mandir, Subzi Mandi, Delhi-7
3. Sitar and its Technique by Prof. Debu Chaudhuri, Avon Publishers, Shahdara, Delhi.

## 13. COMMERCE

**Note : Any one of the following three areas can be offered :**

- I. Elements of Business **OR**
- II. Elements of Book Keeping and Accountancy **OR**
- III. Typewriting-English or Hindi

### (I) ELEMENTS OF BUSINESS

**Objective :** The objective of this paper is to provide elementary knowledge of the different aspects of business.

One Paper	3 hours	85 Marks	Periods
I. Office Routine : Different departments of Business : establishment, handling inward and outward mail, Filing and indexing methods, copying and duplicating methods.	17	54	
II. Business Correspondence : Essential forms of a good business letter, writing of simple business letters of enquiry, quotations, order, reference , advice and compliants	17	54	
III. Banks: Functions of a Bank, Kinds of account and their operation; bank drafts, traveller's cheques, Post Office Saving Bank.	17	54	
IV. Negotiable Instruments : Nature, kinds of cheques, endorsement, crossing, dishonouring of a cheque.	17	54	
V. Bills of Exchange : Kinds, parties, negotiation, endorsing dishonouring, Promissory notes and Hundies.	17	54	
<b>OR</b>			
(II) Elements of Book-Keeping and Accountancy			

One Paper	3 hours	85 Marks	270 Per
I. Final Accounts : Preparation of Trading and Profit and Loss Account and Balance Sheet of a sole trader with simple adjustments.	17	54	
II. Bank Reconciliation Statement : Utility and Preparation; preparation of Cash Book with discount and Bank columns	17	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.	17	54	

IV. Errors and their Rectification :Types of errors and entries for their rectification.	17	54
V. Depreciation : Objects and methods-Straight line and Diminishing Balance methods.	17	54

**OR**

**(III) Type Writing-(English or Hindi)**

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. HPBSE has decided to include the subject "Typewriting-English or Hindi" as an Elective 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.

	<b>Marks</b>	<b>Periods</b>
<b>One Theory Paper</b>	<b>25</b>	<b>68</b>
1. Functions of important parts of Typewriter. 2. Elementary knowledge about display of letters and tabulation margin setting, centering, headings, subheadings. 3. Knowledge of cutting stencils and use of correcting fluid. 4. Simple proof correction symbols. 5. Standard abbreviations. 6. Speed development exercises.		
<b>Practical Paper</b>	<b>60</b>	<b>202</b>

**(A) Running Matter-A Speed and Accuracy Test**

**Marks - 24      Time : 10 minutes**

(A Passage of 300 Words @ 30 w.p.m. in English and 250 words @ w.p.m in Hindi. The same passage to be repeated, if finished before time)

**(B) Tabulation Test**

**Marks 36      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)

## 14. HOME SCIENCE

**One Theory Paper**

**3 hours**

**60 Marks**

### 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 Needlework.
- (3) Home Management and Decoration.
- (4) Home Nursing and Child Development.

### II. 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 optimum 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**

**3 HOURS**

**60 Marks**

### 1. COOKERY :

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

### II. LAUNDRY AND NEEDLE WORK

- (1) Care and storage of fabrics sythetic, 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**

**3 HOURS**

**25 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.

### **IV. 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 Dhamshala.

## 15. INTRODUCTORY INFORMATION TECHNOLOGY

Computer has permeated in every walk of life. The Himachal Board has taken a step towards Information Technology sensitivity. It has included Introductory Information Technology as an Elective Subject 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.

**One Paper**

**3 hrs.**

**35 Marks**

**THEORY :**

### UNIT 1 : IT BASICS

**8 Periods**

**9 Marks**

**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****17 Periods****26 Marks****MS-Office****MS Access :****05 Periods****8 Marks**

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 :****12 Periods****18 Marks**

Introduction to Web Page Designing using HTML, Creating saving an HTML document, Elements in HTML Container and Empty elements, Designing web pages using the following elements : HTML, **HEAD, TITLE, BODY** (Attributes : **BACK GROUHD, BGCLOUR, TEXT, LINK, ALINK VLINK, LEFTMARGIN, TOPMARGIN), FONT** (Attributes : **COLOUR, SIZE, FACE),**

**BASEFONT (ATTRIBUTES : COLOUR, SIZE, FACE), CENTER, BR** (Break, **HR** (Horizontal Rule Attributes. **SIZE, WIDTH, ALIGH, NOSHADE, COLOUR), 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 :** (1) Teachers are requested to demonstrate some 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)

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

## PRACTICALS

Practical Paper	Examination Duration	Marks	Period in Year
one	4 hrs.	50	80
<b>(A) HANDS ON EXPERIENCE (2 EXERCISES)</b>		<b>26</b>	
I. MS Access	8 Marks		
II. HTML	18 Marks		

### 1. MS Access : \*

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

- u Creating and entering data into a database.
- u Setting the primary key
- u 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:

- u <HTML> < HEAD>, <TITLE>, <BODY>
- u Font Styles : <B>, <i>, <U>

- u <Font> - Face, Size
- u < CENTER >
- u <P>- ALIGN
- u <A>
- u <IMG SRC>
- u 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)**

- u Visual Effect : 6
- u Linking : 4
- u Coding : 8

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

#### **(B) IT Application Report File**

**16 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 :

- u Documents of MS Access (At least 5)
- u HTML Source code along with browser view (at least 10)

#### **(C) Viva Voce**

**8 Marks**

The questions can be asked from any portion of the syllabus covered during 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
- \* 4.4 GB HDD

### **INTERNET CONNECTION :**

- \* TCP/IP

Student Machine ratio : 2 : 1

Magazine / Journal / Video Film

- \*PC quest
- \*Chip
- \*PC World
- \*Computer @ home.
- \* Computer Today.
- \*Microsoft training Software
- \*C-DAC's ADIT Course Material.

## 16. ECONOMICS

### 1. INTRODUCTION :

Socio-economic changes take place rapidly in our developing society. An understanding of the economic forces which influence our daily life is essential for a successful living. Elementary knowledge of Economics has; therefore, been introduced in the new curriculum as an elective subject in Class X.

The approach in the teaching of the subject at this stage is not to emphasize the principles of economics so much as the current problems and issues that affect the everyday life of the common man. Some of these current problems relate to the influence of natural resources, agriculture and industry on our economic life, the role of the Government in economic development, and the crucial issues of population, the unemployed and price trends in the context of Indian economy. An introductory course of this type would provide necessary preparation for a more systematic course at the higher secondary stage.

### OBJECTIVES :

#### (A) General Objectives :

1. To provide an intelligent understanding of various economic problems of country and the state of the students and help them to understand the efforts being made to solve them.
2. To give an insight into the special problems of the development of hill areas of Himachal Pradesh and to inculcate in them attitude towards conservation and proper use of the scarce natural resources.

#### (B) Specific Objectives :

1. To acquaint students with the contemporary economic problems and to help them appreciate the efforts being made to solve these problem at local and national levels.
2. To foster an urge among students for effective participation in the tasks of national reconstruction.

**पुस्तक हमारी अर्थव्यवस्था एक परिचय**

हि. प्र. स्कूल शिक्षा बोर्ड द्वारा प्रकाशित

एक प्रश्न पत्र  
समय : 3 घण्टे

अंक 85

**अध्याय-4 आर्थिक विकास की ओर**

कम विकसित देशों में बेरोजगारी की समस्या-भारतीय अर्थव्यवस्था की कार्यशील जनसंख्या-भारतीय अर्थव्यवस्था में कृषि का स्थान-ग्रामीण क्षेत्र में आजीविका का स्रोत-राष्ट्रीय आय और कृषि का योगदान-सरकारी राजस्व में कृषि का योगदान-ग्रामीण क्षेत्र में रोजगार-उद्योगों का योगदान-खाद्य आवश्यकताओं की पूर्ति-कृषि और भारत का निर्यात व्यापार-कृषि एवं आर्थिक विकास कृषक परिवार-भूमि सुधार मध्यस्थों की समाप्ति जीतों की चकबन्दी-भू, जोत की अधिकतम सीमा-कृषि श्रमिक-कृषि निविष्टियाँ (इन्पुट्स)- कृषि में नई तकनोलॉजी-उपलब्धियों-खाद्य समस्या-कृषि उत्पादकता-भारतीय कृषि के लिए भावी संभावना-औद्योगिक विकास-कृषि और उद्योग की पूरकता-तीव्र औद्योगीकरण एवं संतुलित औद्योगिक ढांचे की आवश्यकता-वर्तमान औद्योगिक ढांचा-भारत के गांवों में कुटीर उद्योग-लघु पैमाना क्षेत्र-बड़े के उद्योग-उत्पादन के प्रकार के आधार पर बड़े पैमाने के उद्योगों का वर्गीकरण- बड़े पैमाने के उद्योगों के प्रोत्साहन के लिए उठाए गए कदम-उद्योगों में प्रादेशिक विषमताएँ-औद्योगिक उत्पादकता एवं कार्यकुशलता -उद्योगों की अकार्यकुशलता एवं निम्न उत्पादकता के कारण-औद्योगिक विकास की भावी संभावनाएँ-विदेशी व्यापार-भारत की अर्थव्यवस्था में विदेशी व्यापार का महत्त्व-भारत के विदेशी व्यापार का आकार-निर्यात एवं आयात की मुख्य मर्दे भारत की व्यापार शर्त-भारत के निर्यातों और आयातों की दिशा।

**अध्याय : 5 राज्य एवं आर्थिक विकास**

आर्थिक विकास के संवर्धन में राज्य की भूमिका-राज्य द्वारा हस्तक्षेप की विधियाँ-राजकोषीय नीति-मौद्रिक नीति-उत्पादन एवं वितरण पर सार्वजनिक नियंत्रण-औद्योगिक लाइसेंसिंग सार्वजनिक वितरण एवं राशनिंग-आर्थिक नियोजन आवश्यकता एवं उद्देश्य-नियोजन की रणनीतियाँ-नियोजन एवं लोग- योजनाओं के अन्तर्गत आर्थिक विकास-नब्बे के दशक के लिए नियोजन।

**हिमाचल की अर्थव्यवस्था**

हिमाचल प्रदेश का आर्थिक विकास :

**इकाई-11**

अध्याय-14	कृषि, बागवानी
अध्याय-15	पशु पालन व डायरी विकास, मछली पालन
अध्याय-16	भूमि कटाव व भू-संरक्षण, भूमि सुधार
अध्याय-17	सहकारिता
अध्याय-18	औद्योगिक विकास
अध्याय-19	प्रमुख उद्योग
अध्याय 20	जनसंख्या बेरोजगारी
अध्याय 21	पंचवर्षीय योजना



## 17. DRAMA

### 1. INTRODUCTION

Drama is a way of learning and a form of self-expression, It is a unique art of involving both individual expression and group endeavour. By participating in it, the child finds new means of expression and communication leading to balanced growth of personality. Drama is oriented towards development of the person. That is why is it included as apart of the curriculum for all children. It is centred on the participants and what happens to them and not on production or performance to audiences. Drama stresses process and not product. No matter how many times a story is done. It is for the purpose of deepening understanding and strengthening and enriching the child and not for perfecting the performance, Again, scenery, costumes and make up have no real place. Sometimes materials and props are used to stimulate the imagination.

### OBJECTIVES

1. To encourage learning by doing.
2. To sharpen the power of observation.
3. To encourage team work and cooperation.
4. To bring out the inherent talents of students.
5. To develop their artistic and creative ability.

**THEORY One Paper**

**3 Hours**

**50 Marks**

### 1. Literature :

- (i) **Study of four plays out of which at least :**
  - (a) One play should be based on history, culture, social life, economic life and development of Himachal Pradesh.
  - (b) One play should be based on modern Indian drama on patriotic history.
  - (c) One play should be based on Ancient Indian drama connected with our cultural heritage.
  - (d) One play connected with social problems of Indian life i.e. family welfare, population education, dowry, untouchability, Prohibition and small savings.
  - (e) One plays intimately bound up with the formation of character and the inculcation of spiritual and moral values of service, truth, honesty, discipline, consideration for others, social responsibility and respect for all religions etc.

- (ii) (a) One chapter on costume designing (about four pages).
- (b) One chapter on sound lighting equipment and lighting designing (about six pages).
- (c) Stage construction (about four pages)
- (d) Different types of theatres as arena, proscenium theatre, open air theatre, Indian classical theatre.
- (iii) Life history of atleast four eminent persons of theatre.
- (iv) **Methodology of Teaching**

The emphasis in teaching will be on practical work demonstration by the teacher, discussion of principles by the students actual performance. The students should be given opportunities to witness dramatic performance and to discuss their good and bad points. Experts in the art should be invited to the school for practical demonstration. The students will also be acquainted with the available literature on the history and art of theatre, alongwith learning of the skills, the development of an aesthetic taste should receive attention. Instructions should be based on the principle of learning by doing, self discovery through self-expression. The individual style of the child should be respected and encouraged. the method of exploration and self discovery rather than direct instruction should be the rule. The teachers in the subject be given adequate orientation in the content and methodology of the art of the drama.

<b>PRACTICAL WORK</b>
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<b>Time : 3 hrs.</b>	<b>One Paper</b>	<b>35 Marks</b>
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1. **Stage Craft** : Stage setting and lighting; stage design and shape; basis of stage movement and stage management working with props and costumes; acting in different spaces like open air proscenium, arena etc.
2. **Improvisations** : Further exercise in mime movement, speech making, characterisation etc.
3. Costume designing and make-up.
4. **Acting and Stage performance.**
  - (a) Suitable children's plays.
  - (b) Short Scenes from classic drama.
  - (c) Adaptations, Unscripted plays and scripted plays.
  - (d) Acting of two Folk dramas - Formal performance before an audience.

## 18. DANCE

### 1. प्रस्तावना

नृत्य का हमारे इतिहास में विशेष महत्त्व है। यह हमारे प्राचीन संस्कृति व सभ्यता का प्रतीक है। यह हमारे प्रसन्नता के भावों को व्यक्त करता है। इसीलिए नये पाठ्यक्रम में नृत्य को एक विशिष्ट स्थान दिया गया है।

### 2. उद्देश्य

पाठ्यक्रम निर्माण में निम्न उद्देश्यों को ध्यान में रखा गया है :

विद्यार्थियों में ललित कलाओं के प्रति सहज रुचि जागृत करना।

शास्त्रीय तथा लोकनृत्य कला का क्रमबद्ध शिक्षण। अंग सौष्टव के साथ-साथ हृदय सौष्टव प्रदान करते हुए कला की गरिमा की पहचान व उनके प्रति वैज्ञानिक दृष्टिकोण का विकास। भारतीय एवं हिमाचलीय सांस्कृतिक विविध सौन्दर्य का प्रतिनिधित्व करने वाले लोक नृत्यों का परिचय देना।

### लिखनात्मक

समय : 3 घण्टे

अंक : 50

1. नृत्य कला का अन्य ललित कलाओं से सम्बन्ध : जैसे : काव्य कला, संगीत कला, मूर्तिकला, चित्र कला, वास्तु कला।
2. कथक नृत्य की विशेषतायें : थाठ या लक्षण, जाति शून्य, नृत्यांग, भाव रंग, ईष्टपद, गति भाव, तराना।
3. नृत्य के प्राचीन अंग कौन-कौन हैं। आधुनिक नृत्य शैलियों में इन में से किन अंगों का प्रयोग होता है।
4. 'रस' शब्द से आप क्या समझते हैं इसके कितने भेद हैं। तथा एक सफल नर्तक को रस का ज्ञान लेना अनिवार्य है।
5. ताण्डव तथा लास्य की उत्पत्ति बतला कर इन के सभी भेदों का पूर्ण रूप से वर्णन।
6. निबन्ध : नृत्य काल के लाभ : शारीरिक लाभ, सामाजिक लाभ, मानसिक लाभ और आध्यात्मिक लाभ। नृत्य प्रदर्शन की सफलता।
7. भारत के लोक नृत्य : गरबा, पूर्वो अट्टम, लाईहारोबा।
8. लच्छू महाराज, श्रीमती रुकमणी अरूण्डेल, मिनाक्षी सुन्दरम् पिल्लई। जीवनीयाँ।

### तालाध्याय

तीन ताल : ठेके के बोल दुगुन, तिगुन, चौगुन लय।

एक ताल : ठेके के बोल, दुगुन चौगुन लय।

झपताल : ठेके बोल, दुगुन, तिगुन चौगुन लय।

### क्रियात्मक

समय : 3 घण्टे

अंक : 35

झपताल : तन्तकार, तन्तकार के प्रकार आमद, सलामी, तोड़े, चक्करदार तोड़े, परण चक्करदार परण, कवित।

एक ताल : तन्तकार, तन्तकार के प्रकार, आमद, सलामी, तोड़े, परण कब्रिन्त।

कहरवा ताल : तन्तकार, तन्तकार के प्रकार, बोल, कवित।

**PRESCRIBED BOOK**

नृत्य कौमुदी

हि.प्र. स्कूल शिक्षा बोर्ड द्वारा प्रकाशित

## **19. SOCIAL RECONSTRUCTION**

### **I. INTRODUCTION**

The Education system must inculcate attitudes and create values so that every individual should promote aspect of socialism, secularism and democracy and strive for realisation of the principles of justice, liberty, equality and fraternity. However, this has not received adequate attention in our education system in the past. In order, therefore to provide the students with opportunities to study the principles and methodology of social change a new subject. "Social Reconstruction" has been introduced in the new curriculum.

An attempt is proposed to be made under the new subject to the students familiar with policies and programmes of social reconstruct as enunciated by Gandhiji and Acharya Vinoba Bhave, the Principles and programmes of social reconstruction in the context of the five year development plants of the country, the elements of social legislation broad principles of local self government, health education, co-operative movement and family welfare besides a number of other related issues.

### **II. OBJECTIVES**

#### **General**

1. To enable the students to acquire knowledge,skills, attitudes and values necessary for their successful performance of the responsibilities as citizens.
2. To develop in them working knowledge of the structure and functions of the social institutions.
3. To develop social awareness in the students for their successful adjustment in their social and personal life.

#### **Behavioural**

1. To foster an urge among students for effective participation in the tasks of national reconstruction.
2. To promote in the students the competencies and aptitudes necessary for their participation in the community affairs effectively.

3. To acquaint students with the contemporary social-economic problems and to help them appreciate the efforts being made to solve these problems at local and national levels.
4. To prepare students to undergo necessary stress and strains of socio-economic reconstruction.
5. To develop among students a passion for social justice and an urge to resist exploitation in any form.

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**Time 3 hrs.**

**One Paper**

**85 Marks**

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**1. Surveys & Planning :**

- (i) Meaning of Surveys
- (ii) Need and utility of surveys
- (iii) Planning of surveys
- (iv) Steps of planning.

**2. Social Reforms**

- (a) Dowry system
- (b) Beggary
- (c) Child Marriage
- (d) Social celebrations

**3. Educational and cultural institutions**

- (i) Importance of Balwadis.
- (ii) Anganwadis.
- (iii) School
- (iv) Adult Education Centres.
- (v) Handicrafts centre.
- (vi) Youth Association
- (vii) Nehru Yuvak Kendras.
- (viii) Mahila Mandals.

#### **4. Hygiene and Sanitation**

- (i) Importance of health education
- (ii) **Centres for and programmes for health education.**
  - (a) Centre for washing and bathing and their care
  - (b) Gardens and parks and their care.
  - (c) Play centres their organisation and management.
  - (d) Nature-cure centres, public dispensaries and hospitals.

#### **5. Co-operative Societies**

Constitution and functions of different types of co-operative institutions.

- (i) Credit co-operative society.
- (ii) Buyers and sellers co-operative societies.
- (iii) Co-operative banks.

Study of the fundamental principles of co-operation.

#### **Project Work**

- (i) Running of school co-operative stores, book banks, San-chayika.
- (ii) Conducting Village Surveys with regard to illiterates beggars, attitude towards, dowry of eligible boys, girls and parents, and preparing reports there of.
- (iii) Organisation of Vana Mahotsava. Sanitation and Cleanliness Days- Teachers Day, Gandhi Jayanti-Enrolment drive. book and Science Exhibition etc.
- (iv) Visiting slums and habitation of weaker sections of society in order to acquaint the students with actual living conditions and problems being faced by them.

**Note** :— The project work is to be planned. organised and executed by the students themselves. The teacher will provide necessary guidance whenever needed.

#### **IV. METHODS AND TEACHING TECHNIQUES.**

There is a lot of scope for experimentation in teaching the subject. The teacher will have to give some thought as to the approach he should adopt in order to achieve best results. Some of the important considerations which the teacher should bear in mind while organising instructions in the subject are given below :

1. Teaching should be related to the formulation and explanation of basic principles.
2. It should be related to everyday experience.
3. It should stress open mindedness and scientific temper.
4. Emphasis should be laid on functional aspects.
5. It should have relevance to society.
6. Stress should be on experimental approach and self-learning rather than on teaching.
7. Presentation of the basic ideas in accordance with the level of the comprehension of student should be another important consideration.
8. Class-room teaching and project work should be organised in such a manner that it contributes adequately to the development of desirable social and moral values amongst students and it creates among them a hatred for anti-social and anti-moral etc.

#### **PRESCRIBED BOOK**

सामाजिक पुर्ननिर्माण

हि.प्र. स्कूल शिक्षा बोर्ड द्वारा प्रकाशित



## 20. ELEMENTS OF ENGINEERING

Time : 3 hrs.

THEORY

50 Marks.

### SECTION-1 (MECHANICAL ENGINEERING)

17 MARKS

Study of simple machine like levers, wheel and axle, pulleys, Jacks, winch crab. Transmission of motion and power by belts, gears and chains. Drawing Instruments and their correcture). Types of Projection (1st angle and 3rd angle) concept of orthographic and isometric views.

### SECTION-II (ELECTRICAL ENGINEERING)

17 MARKS

Factors affecting the resistance. Difference between conductors and insulators. Concept of capacitance, capacitors in series and parallel (No Problems). Concept of Electromagnets. Elementary idea of various domestic electrical appliances like Electric kettle. room heater, electric oven, table lamp, electric bell, electric iron and immersion on rod.

### SECTION-III (CIVIL ENGINEERING)

16 MARKS

Different types of cement and their uses. Concept of qualities of sand and bajri, bricks and stones, Concept of mixes of plain and reinforced cement concrete with their applications. Mortor :— Concept of mortar's of different types. Timber seasoning, preservation. Concept of paints and varnishes.

## PRACTICAL

Time : 3 hrs.

35 Marks.

### Mechanical Engineering :

1. To find out Mechanical advantage, velocity ratio and efficiency of simple wheel and axle.

**Electrical Engineering :**

1. Measurement of current and voltage by means of ammeter and voltmeter using battery as a source of emf.
2. Repair of Electric iron and heater.

**Civil Engineering :**

1. Construction of brick wall of 20cm thickness using English and Flemish bond.
2. To find out the percentage of water absorbed by the bricks.

## 21. AGRICULTURE

### I. 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, diversity 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 man 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 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.

### II. 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 be 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 neighbouring plants, animals and tools used by the farmers and to help them distinguished between the harmless and harmful insects and animals who as 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, buffallows, 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.

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<b>Time : 3 hrs.</b>	<b>THEORY</b>	<b>50 Marks.</b>
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<b>Unit-I :</b>	<b>Geology :</b> Kinds of Rocks, Soil formation classification of soil, soil fertility, its meaning remedial measures for the infertile soil, soil erosion and methods of its control.
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<b>Unit-II :</b>	<b>Agronomy :</b> Cultural methods prevalent in Himachal Pradesh, classification of field crops detailed study of food and fibre crops such as wheat, maize, paddy, sugarcane, couli-flower Bringle, Tomato.
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**Crop Rotations and their importance :—** Weeds and their control, Manures and fertilizers, Classification of fertilizers,

importance of nitrogen, phosphorus. Potash Application of Fertilizers, Parnyard manure and compost preparation, Composition and utilization, Green manuring, Tillage and Tillage implements and tools, Indigenous, and mould board ploughs their importance and usefulness.

**Irrigation** :— Need of water for plants life, sources and means of irrigation in HP Methods of irrigation.

**Unit-III :**

**Horticulture** :— Importande of horticulture, and its zones in Himachal Pradesh Layout of an orchards, orchards, grafting, budding and purning of plants.

- (i) Detailed study of the Horticulture crops in respect of soil climate, spacing, manuring, posts and deseases 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 clutivation of ornamental plants, viz.
  - 1. Bulbus plant
  - 2. Annual flowers
  - 3. Shrubs
  - 4. Climber and creapars
  - 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.**

**35 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, Ketchups 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 imparting 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

## **22. SOCIALLY USEFUL PRODUCTIVE WORK**

### **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 :**

- (a) Identifying needs of the self, family and community in respect of food, health and hygiene, clothing, shelter, recreation and social service.
- (b) Acquainting themselves with productive activities in the community ;
- (c) Understanding facts and scientific principles involved in various forms of work;

- (d) 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 ;
- (e) Understanding the needs of a technology advancing society in terms of productive processes and skills;
- (f) Understanding the process of planning and organizing productive work;
- (g) Conceptualizing their role in productive situations;
- (h) Developing abilities for self-evaluation of performance and for entrepreneurship.

## **2. To help the pupils to develop skills :**

- (a) For the selection, procurement, arrangement and use of tools and materials for different forms of productive work;
- (b) To observe , manipulate and participate in work practice;
- (c) For the application of problem –solving methods in productive work and social service situations:
- (d) For greater productive efficiency .
- (e) To enhance their working competence sufficiently so as to enable them to earn while they learn;
- (f) To use their creative faculties for devising innovative methods and materials.

## **3. To help the pupils to develop proper attitude and values in terms of**

- (a) Respect for manual work and regard for manual workers;
- (b) Socially desirable values such as self-reliance , helpfulness, cooperativeness, teamwork, perseverance, tolerance etc;
- (c) Proper work ethics such as regularity , punctuality , honesty , dedication , discipline , etc;
- (d) Self-esteem through achievement in productive work and services ;
- (e) A deeper concern for environment and a sense of belonging , responsibility and commitment for the society :
- (f) 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 :**

- (a) Use of bus, railway, air time-table etc.
- (b) Milking of dairy animals and manageing allied activities.
- (c) Help in preparation and distribution of mid-day meal/snacks in composite schools.
- (d) Preparation of toys and other play materials for self and primary classes.
- (e) Helping school authorities in organizing exhibitions, picnics , tours and excursion , school functions etc, and then presenting report on that.

### **4. First aid activities like counting of pulse, taking of temperature and bandaging of wounds after cleaning them,.**

- (a) Helping traffic police on the regulation of traffic.
- (b) Plantation of shady/fuel/ ornamental /avenue trees.
- (c) Preparation of family budget and maintainence of daily household accounts.
- (d) Acquaintance with common fertilizers and pesticides and their applications with appropriate equipment.
- (e) To be able to make efforts to know and procure transport facilities from one point to another in cooperation with Panchayat.
- (f) Acquaintance with common pests and plant diseases and use of simple chemical and plant protecion equipment .
- (g) Handling farm animals for feeding, washing and general examination.
- (h) Studying the nutrition and health status of people in a village/city / slum/tribal area.
- (i) Helping in community health programmes for enhancing the nutrition, health and environment status of the community through door-to-door contact programmes.

- (j) Participation in adult literacy programme.
- (k) Helping in child-care in creches.
- (l) 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 diverseneed and occupational areas, to be pursued over a span of time raging from a fes months to the entire two-years duration of the Secondary stage, are clearly the answerfor this requirement. Such projects/prevocational courses are intended to lead to intensive skill formation and profiency in work which would be conductive to increase productivity and capacity on the part of pupils to engage in work which enables them to earn while they learn . This empahasis 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 course will serve as preparation for vocational courses at the +2 stage . A tentative list of such projects/prevocational courses is given below.

- (a) Raising of flowers, vegetables, plant and their seelings in nurseries .
- (b) Repair and maintainence of equipment for plant protection .,
- (c) Prefabrication of irrigation channels.
- (d) Development plants by vegetative propagaion-budding, grafting, cutting layering etc.
- (e) Raising poultry birds (1) for eggs (2) for table purposes.
- (f) Making bakery and confectionery products.
- (g) Food preservation-making of jam, jelly , tomato ketchup, pickles.

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

- (i) Bee –keeping , bottling and marketing of honey.
- (ii) Silk worm rearing for sale or yarn-making .
- (iii) Mushroom cultivation for consumption preservation or sale .
- (iv) Cookery skills.

- (v) Fish dreading in small ponds .
- (vi) Post –harvesting technology and safe storage of food grains.
- (vii) Use of bacterial fertilizers.
- (viii) Preparation of milk products.
- (ix) Plant protection against pest and diseases .
- (x) Soil testing and reclamation measures .
- (xi) Praparation of stationary items such as files, file boards , registers, writing pads, stamping ink, etc.
- (xii) Tieing and dyeing and screen printing as commercial ventures.
- (xiii) Garment making.
- (xiv) Repair and maintenance of domestic electrical gadgets .
- (xv) Preparing electric extension boards for use in home/school or for sale .
- (xvi) Photography –commercial
- (xvii) Plumbing
- (xviii) Preparing paper out waste paper .
- (xix) Preparation of decoration pieces of a more sophisticated nature out of plaster of paris.
- (xx) Mat and carpet weaving.
- (xxi) Doll making.
- (xxii) Hand embroidery.
- (xxiii) Typewriting with adequate profieciency .
- (xxiv) Stenography.
- (xxv) Running a cooperative store.
- (xxvi) Running a students Bank.
- (xxvii) Running a book bank .
- (xxviii) Caning, carpentry and handling the Job of a mason.
- (xxix) Cycle , scooter repairing.
- (xxx) Computer operation & maintenance (surfing, accessing internet, e-mail)
- (xxxi) Photocopying .
- (xxxii) Screen – printing.
- (xxxiii) PCO (fax).
- (xxxiv) Maintainance of farm equipments and machines.
- (xxxv) 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.

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 the which proper planning for the enhancement of their status can be made.

### **Specific Activities**

1. Adoption of a village / city slum/tribal area.
2. Preliminary identification of nutritional and health problems of the community.
3. Preparation of questionnaire/interview schedule to elicit background and information from family such as:
  - (a) General information : Head of the family, type of family
  - (b) Composition of the family

- (c) Meal pattern of the family
  - (d) Monthly expenditure pattern of food, clothing, housing, education, medicine, fuel, transport, saving, remittance of debt, recreation, other items.
  - (e) Details of monthly food expenditure.
  - (f) Food produced at home.
  - (g) Food given under special condition.
  - (h) Methods of cooking.
  - (i) Food items which are considered “good” and “not -good”.
  - (j) Commonly occurring health problem.
  - (k) Deficiency disease of children.
  - (l) Other common ailments of children.
  - (m) Commonly occurring ailments in family
  - (n) Measures taken to get rid of the ailments .
  - (o) Environmental sanitation problem.
  - (p) Procedure of disposal of wastes (solid or liquid)
  - (q) Source of water supply and mode of water storage at home.
  - (r) Hygienic habits followed.
  - (s) Health services available.
4. Conduct of Survey.
5. Analysis of data preparation of reports on main findings in respect of :
- (a) Socio-economic conditions.
  - (b) Environmental sanitation problems ;
  - (d) Malnutrition problems of children mothers and the community;
  - (e) Undesirable, nutrition, health and sanitation practices in the community;
  - (f) 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.

Malnutrition and infection are the major cause 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, especially 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 Office and discussing about the community health programmes being implemented if the adopted community and exploring the possibility of their participation and cooperation in the contact programme.
2. 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 :
  - (a) Gives supplementary foods of the child from the age of four months.
  - (b) Gives milk to the child in Katori and not in a bottle.
  - (c) Feeds the child several times a day.
  - (d) Feeds the child even when sick.
  - (e) Immunized the child.
  - (f) Washes vegetables before cutting.
  - (g) Makes use of surplus cooking water.
  - (h) Use green leafy vegetable regularly,

- (i) Uses raw vegetables /fruits/sprouted grains regularly.
  - (j) Keeps the home surroundings clean.
  - (k) Uses waste water for growing plants.
  - (l) Throws garbage in a pit.
  - (m) Keeps teeth clean.
  - (n) Keeps nails trimmed and clean.
  - (o) Keeps hair clean and combed.
  - (p) Keeps clothes clean.
  - (q) Defecates away from pathways, sources of water and houses.
  - (r) Washes after defecation outside and not in pond /tank/stream.
3. 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.
  4. 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.
  5. 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.
  6. Assessing individual performance of the project team members on 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 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.
2. Dressing of wounds and bandaging.
3. management of simple injuries and emergencies :
  - (a) Bleeding.
  - (b) Shock drawing
  - (c) Burns

- (d) Snakebites
- (e) Fractures
- (f) 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.
2. Preparation of herbaria of the various trees.
3. Phenological observations on vegetative growth, emergence of new shoots/leaves, flowering, fruiting etc.
4. Identification of seeds, seed treatment before sowing in the nursery.
5. Preparation of nursery beds for sowing the seeds.
6. Raising seedlings in the nursery and nursery management.
7. Vegetative propagation by cuttings, layerage.
8. Layout for planting.
9. Digging pits for planting.
10. Preparation of soil-manure mixture for filling the pits.
11. Transfer of seedlings for plantation.
12. Planting with the help of planting board or rope.
13. Providing tree-guards/fencing for protection (made of iron bars/empty old drums/ thorny twigs/bricks/barbed wire/live fence, etc.)
14. After care of the plants; ratering, weeding mulching, hoeing, protection against disease,pests, animals, adverse weather conditions, etc.

**Activity 5** : Acquaintance with 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 maintenance of PP equipment.

Methods of fertilizers application soil and foliar application.



## SEPCIFIC ACTIVITIES

1. Identification of various fertilizers, fungicides, insecticides, Weedicides bio-fertilizers.
2. Identification of various parts of sprayers and dusters.
3. Calibration of PP equipment.
4. Calculation of doses of fertilizers, pesticides, etc. for specific purpose.
5. Preparation of working solution of PP chemicals.
6. Use of PP equipment.
7. Fertilizers application through basal dressing, top dressing and foliar spraying.
8. Use of bio-fertilizers for legume crops.
9. Band placement of fertilizers in horticultural crops.
10. 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 diseases of important field crops, vegetable and fruit crops.

1. Specific Activities.
2. Collection and preservation of insects, their larvae, pupae, eggs.
3. Collection and preservation of diseases affected plant parts.
4. Identification and description of pests and diseases of crops.
5. Identification of plant protection chemicals.
6. Estimation of crops damage due to pests and diseases.
7. Cleaning, maintenance and simple repairs of PP equipment.
8. Operation of PP equipment.
9. Preparation of working solutions of PP chemicals.
10. Observation of plant after application of PP chemicals.
11. Comparison between the treated and untreated plants.
12. Seed treatment with fungicides.

**Activity 7 :** preparation of Family Budget and maintenance of Daily House hold Accounts.

### **SPECIFIC ACTIVITIES**

1. Identification importance of house hold accounts.
2. Learning the procedure of recording transactions.
3. Keeping records of expense, vouchers, receipts, bill etc.
4. Preparing simple receipts and payment account in the register systematically and neatly.
5. Comparing past receipts and payments with present receipts and payments.

### **SPECIFIC ACTIVITIES**

1. Discriminating between necessities, comforts and luxuries of different families.
2. Preparing a list of consumable articles of the family.
3. Collecting comparative prices for the required consumable articles.
4. Allocating the family income on various heads.
5. Preparing family budget.
6. 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.
2. Collecting bus time-table from the bus stand and railway time-table from railway station.
3. Studying various parts of time-tables.
4. Learning procedures of consulting bus and railway time-table.  
Planning bus and railway journey for 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, excursion and school functions :**

- (a) Planning the programme;
- (b) Forming groups for different functions such as conveyance, food games and entertainment, collection of funds and maintenance of accounts.
- (c) Making arrangements/preparation of each activity.
- (d) Organizing/performing activities on the day of the picnic tour/ excursion, function;
- (e) Evaluation the success of the programme/effectiveness of the activity under-taken.

### **2. Helping school authorities in organizing exhibitions :**

- (a) Planning the programme.
- (b) Collecting/making exhibits and keeping them safely;
- (c) Collecting suitable tables, boards, etc. for display;
- (d) Cleaning and decorating the exhibits on proper spots according to plan;
- (e) Doing reception duty on the day of the exhibition ;
- (f) Explaining exhibits to the visitors;
- (g) Collecting the exhibits to the visitors;
- (h) Collecting the exhibits after the exhibition and restoring them to their own we/the school authorities;
- (i) 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.
2. Making door-to-door visits and persuading them to join literacy classes.
3. Grouping the illiterates according to their age, occupation and interests.
4. Grouping students on the basis of their known capabilities and interests.
5. Selecting literacy materials with the guidance and help of the teacher.

6. Making spatial and physical arrangements for conducting the programme.
  7. Making adequate preparation for teaching, including the selection of teaching aids.
  8. Teaching adults in groups.
  9. Getting together in class and reviewing the progress of work and problems, if any.
  10. Correcting the teaching methods and procedures in the light of experience.
  11. 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.
2. Identification of the teaching aids to be prepared—flashcards, chart, model, scrapbook, flannel board, improved apparatus etc.
3. Making a plan/working drawing of the teaching aid as also a list of tools and materials required.
4. Collecting materials needed for making it.
5. Preparing the teaching aid under the guidance of the teacher.
6. Using the teaching aid on a sample of students to find out its effectiveness and defects.
7. Correcting the defects.
8. Submitting it to the school authorities for use.

## **23. 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 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 ;
2. To make the pupils Physically, mentally and emotionally fit and to develop their personal and social qualities that will help than to be good human beings.
3. To develop a scientific point of view regarding health and Physical education;
4. To identify personal, family and community health problems and acquire relevant scientific knowledge and information to prevent and control these problems to stay healthy :
5. To take action individually and collectively to protect and promote (i) their own health (ii) helth of their family members : and (iii) health of those

around them in the community, seeking help when required from available community resources ;

6. To promote improved preventative and promotive self-care behavior in the families and in the community;
7. To develop awareness of HIV, AIDS and drug abuse in the community;
8. To develop and awareness regarding the importance of Physical fitness and organic efficiency in individual and social life;
9. To develop awareness regarding transfer of fundamental processes to Physical activities of one's choice.
10. To develop interest in exercise, sports and games for self satisfaction and making it a part of life ;
11. To enable an individual to enhance inner qualities- as self-mastery, discipline, courage, confidence and efficiency.
12. To enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community in a better way ;
13. To develop awareness of the importance of self-defense and self dependence;
14. To develop awareness of good posture so that one may strive to maintain a good posture.
15. 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 learner develop organic fitness, formal sense organs and efficient organic systems.
2. They cultivate habits of engaging in appropriate exercises so that immediate and future health needs will be met.
3. They develop neuro-muscular skills that promote the ability to perform work with ease and grace.
4. They develop attitudes of cooperation, good sportsmanship and fair Play.
5. They cultivate such traits of character as self-mastery, discipline, courage and confidence.
6. They develop a sense of patriotism, self-sacrifice, self-reliance and a desire to serve.

7. 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
2. Sports and Games (including training / coaching)
3. Yoga
4. Athletics
5. Gymnastics
6. Swimming
7. Combative

## **III. LEARNING ORTCOMES IN HEALTH EDUCATION**

1. The learners develop a scientific point of view of health and Physical education.
2. They identify personal, family and community health problems and are able to prevent and control these problems to stay healthy.
3. 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.
4. 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
2. Environment and Health
3. major accidents, which we be fatal in rural and urban areas, First Aid.
4. Nutrition.
5. Health hazards of modernization : drug abuse, HV and AIDS.
6. Communicable and non-communicable diseases. Approved systems of medicine being practiced in our country.
7. Improtance of International Health.

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

## 1. ATHLETICS

- (a) Running Events - Sprints (including hurdles) and middle and long distance events Emphasis is to be laid to correct starting and finishing techniques, running action including foot plantation and body carriage.
- (b) Jumping Events-Consolidation of shot put and discus throw techniques and introduction of basic fundamental of javelin and hammer throws.
- (c) 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 events.**

## 2. GYMNASTICS

### A. BOYS

- (a) Repetition of previously learnt skills.
- (b) **Skills (floor Exercises)**
  - Head Spring
  - Round of
- (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 type for developing motor components essential for gymnastics.

### **3. YOGA**

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

#### **4. MAJOR GAMES**

(any two to be chosen from the following)

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

Emphasis is to be laid on consolidation of technique and learning of basic tactical patterns. These games 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.**

1. Health hazards of modernization - pollution, effect of population explosion on health hazards, family and community life.
2. Communicable and non-communicable diseases rule 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 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.
3. Importance of international health, internationally health measures to chec spread of communicable diseases from one country to another, quarantine measures,World Health Organization- its functions and activities, UNICEF functions and activites, signficance of World Health Day.
4. Approved systems of medicine being practiced in India, Speacilization 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.
5. Awareness of HIV and AIDS. Students may also be acquainted with evils assiciated with promiscuity and child and drug aguse. 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-Ecperience 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 essestial component 20%
  - (c) Optional Activities : Any one to be chosen out of the many provided in guidelines issued by the Board 60%

3. In the areas where 100% literacy has been achieved, the 20% weightage earmarked for Sald shall be merged with the component designated as Essential Area, Concomitantly, in such situations/areas the component of Essential Area will acquire 40% weightage (including 20% that of Sald) and the optional area with 60% weightage.
4. In recognition of the useful work done by students under Sald, in consonance with 20% weightage assigned to it as part of Work Experience, the award of marks will be as under :
  - 4.1 Making one adult literate (15-35 years) = 15 marks
  - 4.2 making two adults literature (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 class under 4 above. The students making three or more adults literate in that case 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 the individual candidates be arranged in rank order (i.e. from highest to the lowest for the entire class). Those getting less than 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 activites 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. These 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 area specific. They may adopt nearby village 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 dairies maintained by the student volunteers.

16.3 To have complete address 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 proforms SALD-2 given at Appendix-B every years by the end of February.

## **24. EDUCATION FOR HUMAN VALUES**

### **GENERAL OBJECTIVES FOR ALL THE STAGES OF SCHOOL EDUCATION**

1. To inculcate basic human values, ethical, spiritual, social civic and national.
2. To develop group and social attitudes and skills required for team work and group work.
3. To place the student on the path of self confidence and self-sacrifice, humility and reverence.
5. To enable students to bring out the best in them and place it at the service of the community and the country.

### **EDUCATION IN HUMAN VALUES IN THE SECONDARY STAGE**

**One period per week of 40 minutes duration**

#### **1. Values to be Emphasized**

##### **(a) Social Values**

- (i) Accountability
- (ii) Belongingness to a group
- (iii) Concern for posterity
- (iv) Co- operation
- (v) Dignity of Labour
- (vi) Freedom of the human spirit
- (vii) Generosity
- (viii) Gratitude
- (ix) Hospitality
- (x) Justice
- (xi) Leadership
- (xii) Non-violence (avoidance of injury to others)
- (xiii) Patient
- (xiv) Patriotism
- (xv) Reversence
- (xvi) Sportsmanship

- (xvii) Tolerance
- (xviii) Respective for law
- (xix) Respect for religions culture, language, castes etc.

**(b) Ethical Values :**

- (i) Avoidance of book-bitting
- (ii) Comparison
- (iii) Contentment
- (iv) Courtesy
- (v) Dutifulness
- (vi) Equanimity
- (vii) Fearlessness
- (viii) Forgiveness
- (ix) Friendliness
- (x) Harmony between though work and deed
- (xi) Honesty
- (xii) Keeping one Promise
- (xiii) Respect for lae
- (xiv) Sacrifice
- (xv) Service
- (xvi) Sincerity
- (xvii) Sympathy
- (xviii) Work is workship

**(c) Personal Values :**

- (i) Appreciation of beauty in all its forms.
- (ii) Cleanliness
- (iii) Diligence
- (iv) Discrimination
- (v) Importance of Physical fitness including food, clothing
- (vi) Nature Appreciation
- (vii) Optimism
- (viii) Personal Hygiene
- (ix) Punctuality
- (x) Pursuits of excellence and Perfection.