

**CENTRAL BOARD OF SECONDARY EDUCATION  
2, COMMUNITY CENTRE, PREET VIHAR, DELHI**

ACAD/EO(COM.) 2009/

16.12.2009

Circular No. 63/09

**ALL THE HEADS OF INSTITUTIONS  
AFFILIATED TO THE CBSE**

**Subject: The Syllabus, Question paper design and the sample Question  
Paper for the subject Typewriting- English/Hindi of Class IX for the  
Summative Assessment II, March 2010**

**Dear Principal,**

In Continuation to office Circular No.42 dated 12.10.2009 regarding CCE in Class IX for 2<sup>nd</sup> Term (October, 2009 – March 2010), the syllabus and the design of the question papers for the subject Typewriting- English/Hindi have been finalized in consultation with the Course Committee Members for the students of Class IX who will be appearing for the final examination in March 2010. The design and the syllabus are placed at Annexure I and the Sample Question paper based on the design at Annexure II. This may be brought to the notice of all teachers and students involved in the teaching and learning this subject for class IX.

Yours faithfully,

**(Sugandh Sharma)  
Education Officer (Com.)  
Contact No. 011-23220155**

**Copy with a request to respective Heads of Directorates/ KVS/ NVS/ CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:**

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector – 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim-737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791 111.
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
9. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.

10. The Education Officers/ AEOs of the Academic Branch, CBSE.
11. The Joint Secretary (IT), with the request to put this circular on the CBSE website.
12. The Library and Information Officer, CBSE.
13. EO to Chairman, CBSE.
14. PA to Secretary, CBSE.
15. PA to CE, CBSE.
16. PA to HOD (AIEEE), CBSE.
17. PA to HOD (Edusat), CBSE.
18. PRO, CBSE.

**Education Officer (Com.)**

**ANNEXURE 1**

**TYPEWRITING (ENGLISH OR HINDI)  
CODE NO.354  
(CLASS IX)**

**Summative Assessment II for the Second Term ( October 2009 – March 2010)  
March 2010**

<b>One Theory Paper</b>	<b>2 hours</b>	<b>20 marks</b>
<b>One practical paper</b>	<b>1 hour</b>	<b>60 marks</b>

**A Design of the question paper for the Theoretical Examination**

01 The Question Paper will include questions from the following topics –

1. Knowledge about the mechanism of the Typewriter  
(Parts – Tabulator, Shift Keys/ Shift Lock, Variable Line Spacer, Bichrome Switch, Card Holders, Touch Tuning Device, Paper Guide)
2. Maintenance of the Typewriter
  - a. Overall upkeep of the Typewriter
  - b. Placing of Machine
  - c. Erasing
  - d. Periodical Servicing – oiling and dusting etc.

02 Weightage to different forms of questions

Form of questions	Marks for each question	No. of questions	Total marks
Very short answer	1	05	05
Short answer	2	05	10
Long answer	5	01	05
<b>Total</b>		<b>11</b>	<b>20</b>

Note : Internal choice is provided in the long answer question only.

**B. Practical Examination**

Accuracy Test – One passage of 100 words	20 marks	1 question	20 marks
Speed Test A passage of 200 words	40 marks 10 wpm	1 question	40 marks
			<b>Total 60 marks</b>

**Typewriting- English/Hindi**  
**Formative Assessment for the Second Term (October 2009 – March 2010)**  
**Class IX**

In the second term (October 2009 – March 2010), there will be two formative assessments of 10% weight age each and one summative assessment of 40% weight age.

In the subject of Typewriting English/Hindi, Formative assessment 3 and 4 for the second term will include the following:

- Part I – Assignments
- Part II – Observation
- Part III – Viva/ Oral Test
- Part IV – Practical

Part I – Assignments

A teacher has to assign graded passages for practice typewriting to students on regular basis. By means of these assignments, the students will be able to type with speed and accuracy using different Keys. Besides this, they will be able to:

- understand the principles of typewriting.
- explain various parts of the typewriter
- know the functions of different adjustment keys of the keyboard.
- typewrite the punctuation marks.
- adopt correct sitting posture.

Some examples of assignments are:

1. Typewrite the following 20 words in double-line-spacing:-

Dad	has	ash	lad	Fag
Dash	flask	flags	shall	asks
Agree	fraud	judge	risks	leads
Quota	past	petty	party	quake

2. Typewrite the following ten sentences by using the Shifts Keys, Shift Lock, hyphens, dashes, and punctuation signs:
  - a. Hold Shift Key Down firmly until capital letter has been typed.
  - b. He is working on part-time basis.
  - c. Man proposes: God disposes
  - d. The minimum temperature in some places is the maximum in others.
  - e. Three lazy labourers were exhausted by the zealous farm bailiff.
  - f. Can you lend me your pencil?
  - g. There are five departments in this college: Building, Business Studies, Engineering, General Studies and Science.
  - h. 4<sup>th</sup> July, 1776; American Independence declared.
  - i. 20<sup>th</sup> July, 1969; first man-landing on the moon.
  - j. HE IS COMING ON MONDAY

3. Typewrite the following ten lines on typewriter in double-line-spacing:

A sense of humour is one of the most precious gifts. It is as oil to the wheels of life. There is little hope for the man who is gloomy, and who cannot see the funny side of the tiresome little events of every day. He is who will meet troubles half-way and spend the energy he needs today in fighting the foes of tomorrow, which he may never see. Many people have white hairs caused by troubles that have never come. Laughter keeps the mind any body young. A happy doctor does more good than his medicine. The human voice is one of the simples' devices of Nature, and yet it is one of the most mysterious. By the aid of a fine voice with its wide range of tone, a man or woman may exert a very great charm.

4. Typewrite the following paragraph accurately:

There is a growing class of people known as advertisement writers, who furnish ideas for advertising agents or traders, and undoubtedly what may be termed the art of advertisement writing had been seriously cultivated by many people during the past years. Whilst a serious study of advertising may produce an improved organization and method, it may produce little in the way of a striking advertisement, because the imagination so necessary in such a case is a characteristic with which not everyone is gifted.

## Part II – Observation

The students can be observed in the class while using the typewriter. The main objectives of observing the students are to –

- ensure that the student is operating the keyboard properly.
- make sure that the student has adopted the correct sitting posture.
- ensure that the student is typewriting with touch method of typewriting.
- make sure that the eyesight of the student should be on the matter from which typewriting is being done and not on the keyboard.

## Examples

- Whether the student is operating the typewriter with touch method of typewriting or not?
- Whether the student is operating the keyboard with the fingers allotted to the keys or not?
- Whether the student has adopted the correct sitting posture or not?
- Whether the student's eyesight is on the material from which he/ she is typewriting or not?
- Whether the student has kept the typewriter at the correct place on the table or not?

### Part III – Viva/ Oral Test

The objectives of conducting viva/ oral test are to enable students to:

- Know the methods of typewriting.
- Know the parts of Typewriter.
- Undertake repeated practice of operating the keys on the keyboard.
- Know the Paper Control, Writing and Inking Devices

Examples of some questions that can be asked from the students while they are practicing on the Typewriter are -

- With which key the margin is released?
- Where the Home Keys are located?
- What are the features of a Standard Typewriter?
- How many spaces are left for making paragraph?
- With which finger the Space Bar is operated?

### Part IV – Practical

With the purpose to enable students to enhance their typewriting speed, the candidates will have to do repeated practice of passages assigned. The objectives being to:

- ensure that the student is able to typewrite accurately,
- be able to acquire high speed in typewriting.

#### Examples of practice

1. Typewrite the following passage in double line spacing in 10 minutes. Repeat the passage, if time permits

Nobody in this day and age needs to be told that the social return on the primary education is infinitely greater than on higher education. Yet the latter, who has not to any adequate degree served as a vehicle of equalization of opportunity or social mobility, continues to get the bulk of public education funds. In the event, the majority of the population remains unskilled, adult education neglected and the entire educational system largely unrelated to economic and social needs. This is not a small failure.

If one turns to health, despite definite pointers to the effect that the people prefer a greater emphasis on health facilities than on educational opportunity, public expenditure under

the former is much less than on education. What does get spent goes to the urban areas, where per capital public spending on health is 21 times than in the rural areas. The research that goes on medicine and the fact that 30 per cent of human mortality in the country is attributed to diseases that can be curtailed or wiped out by immunization and improvement of the environment are gain indicative of the scant attention that has been paid to the felt needs of the people.

2 Typewrite the following passage accurately in double line spacing.

This move may be viewed as a deeply motivated assault on the autonomy of the CSIR. It may, on the other hand, be viewed as arising from a well meant desire to make the CSIR shed some of its bulk and help reorganize it so as to make it function more efficiently. Had the tasks carried out with professional skill, there would be no reason to think that it was undertaken for considerations. Thus, nobody could reasonably object if some of the laboratories, working in advanced fields of research, related mainly to medicine or agriculture, were sought to be transferred to such decentralized agencies as the existing Indian Councils of Medical or Agricultural Research.

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**SAMPLE QUESTION PAPER  
TYPEWRITING (ENGLISH/ HINDI)  
Code No.354  
THEORY PAPER  
Class IX**

**Time 2 hrs.**

**Max. Marks 20**

Instructions

1. *This question paper has 11 questions in all. All questions are compulsory.*
2. *Marks are indicated against each question.*
3. *Questions from serial number 1 to 10 are of 1 mark each. Answer of these questions may be from one word to one sentence.*
4. *Questions from serial numbers 6 to 10 are of 2 marks each. Answer of these questions should not exceed 60 words each.*
5. *Question No.11 is a long answer question. Answer of this question should not exceed 120 words.*

1	Which key is used for typing capital letters?	1
2	What part of the typewriter is used for typing the statement?	1
3	Which device is used for typing more than one copy?	1
4	On which parts of the typewriter oiling is not done?	1
5	Which part is used for taking out paper from the machine?	1
6	Explain in brief the Bichrome switch.	2
7	Explain in brief Variable Line Spacer.	2
8	Write the uses of Card Holders.	2
9	How erasing is done on Typewriter while typewriting.	2
10	How the Typewriter is kept when not in use?	2
11	Write in brief the upkeep of a typewriter.	5

**OR**

Write short notes on any two -

- a) Back Spacer
- b) Carriage Return Lever
- c) Space Bar

2 ½ x 2  
=5

**SAMPLE QUESTION PAPER  
TYPEWRITING (ENGLISH/ HINDI)  
THEORY PAPER  
Class IX**

**Time : 2 hrs.**

**Max. Marks 20**

**MARKING SCHEME**

- |    |   |   |
|----|---|---|
| 1  | Shift Key   | (1)   |
| 2  | Tabulator   |   |
| 3  | Touch Tuning Device   | (1)   |
| 4  | Rubber parts  | (1)   |
| 5  | Paper Release Lever   |   |
| 6  | Bichrome switch is used while cutting stencil.  | (2)   |
| 7  | Two types of variable line spacer<br>a) Temporary<br>b) Permanent   |   |
| 8  | Two white metal clips on either side of the printing point are used for feeding, holding and typing on cards and ruled paper.   | (1+1)   |
| 9  | Carriage to be moved either to left or right. Apply eraser with light pressure. Use soft rubber if the typed impression is dark. White correcting fluid can also be used for corrections. | (2)   |
| 10 | The typewriter should be kept in the centre of the table properly covered. Margin stops to be kept in the centre of the carriage.   | (2)   |
| 11 | Upkeep of a typewriter<br>a) Placing of a Machine<br>b) Operation<br>c) When not in use<br>d) Erasing<br>e) Dusting<br>f) Oiling<br>g) Periodical servicing                               | 5 marks<br>(to be<br>assessed<br>as a<br>whole) |

OR

- |   |              |
|---|--------------|
| a) Back Spacer – It is used for moving the carriage one space backward. Used for squeezing and spreading.     | 2 ½ +<br>2 ½ |
| b) Carriage Return Lever –It is situated on the left side. Used for returning carriage and changing the line. |              |
| c) Space Bar is used to leave space between two words.  |              |

## **Practical**

30 minutes

### **1. Typewrite the following passage accurately :**

There is a need to identify the infrastructure, equipment, expertise and other resources of large private and public sector units and their incorporation into the local, state and national disaster management plans. There should be draft contracts prepared for supply of equipment and relief material which could be activated on occurrence of calamities. Corporate sector should take up components of disaster management activities as part of their social marketing. A silent disaster is the phenomena of massive rural-urban migration. The corporate sector can play a vital role in this context.

### **2. Speed Test – 10 minutes**

Insurance brings quality consciousness in the infrastructure and a culture of safety by insisting to follow building codes, norms, guidelines, quality materials in construction etc. It would enforce safety standards by bringing accountability. Hazardous areas are to be announced, notified and publicly displayed so that people would be motivated not to settle in those areas and insurance be made mandatory in disaster prone areas. Premiums can be charged on the basis of higher the risk high the premium; lesser the risk lesser the premium. Since many areas are multi hazard, there should be multi hazard insurance provisions. Insurance against all natural disasters to be made available including thunder and lightning etc. Gramin, Cattle and Crop insurance are limited, ad-hoc and scattered in scale which needs to be corrected. Incentives are to be provided to insurers who have followed building codes and other prescribed guidelines prevailing in the area. Insurance companies should have their own experts and supervisors for great Efficiency. Insurance companies are limited in the rural areas hence other existing institutions and their services such as Panchayats, local bodies, cooperative banks, and post offices could be used by insurance agencies to bring the culture of safety.