

पूरक पाठ्य पुस्तक - 'कृतिका' के सभी पाठों के आधार पर विद्यार्थी अपनी अभिनय प्रतिभा का प्रदर्शन कर भाषा में संवादों की अदायगी का प्रभावशाली प्रयोग कर सकते हैं नाटक एक सामूहिक क्रिया है। अतः नाटक के लेखन, निर्देशन संवाद, अभिनय, भाषा, उद्देश्य इत्यादि को देखते हुए शिक्षक स्वयं अंकों का निर्धारण कर सकता है।

कौशलों के अंतरण का मूल्यांकन

श्रवण (सुनना)	वाचन (बोलना)
१. विद्यार्थी में परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है, किन्तु सुसंबद्ध आशय को नहीं समझ पाता।	१. शिक्षार्थी केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है किन्तु एक सुसंबद्ध स्तर पर नहीं बोल सकता।
२. छोटे संबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	२. परिचित संदर्भों में केवल छोटे संबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है।
३. परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है। अशुद्धियाँ करता है जिससे प्रेषण में रुकावट आती है।	३. अपेक्षाकृत दीर्घ भाषण में अधिक जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है अभी भी कुछ अशुद्धियाँ करता है। जिससे प्रेषण में रुकावट आती है।
४. दीर्घ कथनों की शुद्धता को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।	४. अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा प्रवाह रूप में प्रस्तुत कर सकता है। ऐसी गलतियाँ करता है जिससे प्रेषण में रुकावट नहीं आती।
५. जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करता है, उद्देश्य के अनुकूल सुनने की कुशलता प्रदर्शित करता है।	५. उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है, केवल मामूली गलतियाँ करता है।

६ आशुभाषण

छात्रों की अनुभव परिधि से संबद्ध विषय

७ सामूहिक चर्चा

आपने हाल ही में जो कुछ पढ़ा है या कोई फिल्म देखी है उस पर सामूहिक चर्चा करें



मूल्यांकन के संकेत बिंदुओं का विवरण

प्रस्तुतिकरण

२

- (i) आत्मविश्वास
- (ii) हव भाव के साथ
- (iii) प्रभावशाली
- (iv) तार्किकता
- (v) स्पष्टता

विषय वस्तु

१

- (i) विषय की सही अवधारणा
- (ii) तर्क सम्मत

भाषा

१

शब्द चयन, स्तर और अवसर के अनुकूल, स्पष्टता, हों ।

उच्चारण

१

स्पष्ट उच्चारण, सही अनुतान, आरोह अवरोह अधिक बल देना चाहिए ।

कक्षा नवम - पाठ्यक्रम 'अ'

हिन्दी

अक्टूबर से फरवरी तक पाठ्यक्रम विभाजन - २००६-२०१०

पाठ्य पुस्तकें

क्षितिज - भाग-१

कृतिका - भाग-१

खण्ड-क

१.

दो अपठित गद्यांश (१०० से १५० शब्दों के)

२.

दो अपठित काव्यांश (१०० से १५० शब्दों के)

खण्ड-ख व्यावहारिक व्याकरण

- (i) (उपसर्ग-प्रत्यय) विशेषण
- (ii) लिंग और वचन का विशेषण पर प्रभाव तथा परसर्ग 'ने' का क्रिया पर प्रभाव
- (iii) संज्ञा
- (iv) सर्वनाम
- (v) लिंग (लिंग वचन, कारक) समास विलोम शब्द, व पर्यायवाची
- (vi) वाक्य रचना

खण्ड-ग

क्षितिज

२५

४. जाबिर हुसैन - साँवले सपनों की याद
५. चपला देवी - नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया
६. हरिशंकर परसाई - प्रेमचंद के फटे जूते
७. महादेवी वर्मा - मेरे बचपन के दिन
८. हज़री प्रसाद द्विवेदी - एक कुत्ता और एक मैना

काव्य खंड

१३. सुमित्रानंदन पंत - ग्राम धी
१४. केंदरनाथ अग्रवाल - चंद गहना से लौटती बेर
१५. सर्वेश्वर दयाल सक्सेना - मेघ आए
१६. चंद्रकांत देवताले - यमराज की दृष्टि
१७. राजेश जोशी - बच्चे काम पर जा रहे हैं।

कृतिका

५

३. रीढ़ की हड्डी - जगदीश चन्द्र माथुर
४. माटी वाली - विद्या सागर नौटियाल
५. किस तरह आखिरकार मैं हिन्दी में आया - शमशेर बहादुर सिंह



खण्ड-घ रचना

(१०)

- (i) निबन्ध-लेखा (समसमायिक विषयों पर)
- (ii) पत्र-लेखन वास्तविक जीवन की घटनाओं पर आधारित

(फॉरमेटिव परीक्षा)

फॉरमेटिव परीक्षा के अंक भार २० होगा।

रचनात्मक अभिव्यक्ति

- (i) वाचन या मौखिक अभिव्यक्ति
- (ii) लेखन या लिखित अभिव्यक्ति

१. याद-थियाद

विषय - शिक्षक विषय का चुनाव स्वयं करें

आधार बिंदु

- (i) – तार्किकता, भाषण कला, अपनी बात अधिकारपूर्वक कहना

२. कवि सम्मेलन - पाठ्यपुस्तक में संकलित कविताओं के आधार पर कविता पाठ या

मौखिक कविताओं की रचना कर कवि सम्मेलन या अंत्यक्षरी

आधार बिंदु

- (i) अभिव्यक्ति
- (ii) गति, लय, आरोह-अवरोह सहित कविता वाचन
- (iii) मंच पर बोलने का अभ्यास / या मंच भय से मुक्ति

३. कहानी सुनाना/कहानी लिखना या घटना का वर्णन / लेखन

- (i) संवाद - भावानुकूल, पात्रानुकूल
- (ii) घटनाओं का क्रमिक विवरण
- (iii) प्रस्तुतिकरण
- (iv) उच्चारण

४. परिचय देना और परिचय लेना

पाठ्य पुस्तक के पाठों से प्रेरणा लेते हुए आधुनिक तरीके से किसी नए मित्र से संवाद स्थापित करते हुए अपना परिचय सरल शब्दों में देना तथा उसके विषय में जानकारी प्राप्त करना।

आधार - महादेवी वर्मा - मेरे बचपन के दिन

जाबिर हुसैन - साँवले सपनों की याद

हरिशंकर परसाई - प्रेमचंद के फटे जूते

१. अभिनय कला -

पूरक पाठ्य पुस्तक - 'कृतिका' के सभी पाठों के आधार पर विद्यार्थी अपनी अभिनय प्रतिभा का प्रदर्शन कर भाषा में संवादों की अदायगी का प्रभावशाली प्रयोग कर सकते हैं नाटक एक सामूहिक क्रिया है। अतः नाटक के लेखन, निर्देशन संवाद, अभिनय, भाषा, उद्देश्य इत्यादि को देखते हुए शिक्षक स्वयं अंकों का निर्धारण कर सकता है।

कौशलों के अंतरण का मूल्यांकन

श्रवण (सुनना)	वाचन (बोलना)
१. विद्यार्थी में परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है, किन्तु सुसंबद्ध आशय को नहीं समझ पाता।	१. शिक्षार्थी केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है किन्तु एक सुसंबद्ध स्तर पर नहीं बोल सकता।
२. छोटे संबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	२. परिचित संदर्भों में केवल छोटे संबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है।
३. परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है। अशुद्धियाँ करता है जिससे प्रेषण में रुकावट आती है।	३. अपेक्षाकृत दीर्घ भाषण में अधिक जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है अभी भी कुछ अशुद्धियाँ करता है। जिससे प्रेषण में रुकावट आती है।
४. दीर्घ कथनों की श्रृंखला को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।	४. अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा प्रवाह रूप में प्रस्तुत कर सकता है। ऐसी गलतियाँ करता है जिससे प्रेषण में रुकावट नहीं आती।
५. जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करता है, उद्देश्य के अनुकूल सुनने की कुशलता प्रदर्शित करता है।	५. उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है, केवल मामूली गलतियाँ करता है।



६ आशुभाषण

छात्रों की अनुमय परिधि से संबद्ध विषय

७ सामूहिक चर्चा

आपने हाल ही में जो कुछ पढ़ा है या कोई फिल्म देखी है उस पर सामूहिक चर्चा करें

मूल्यांकन के संकेत बिंदुओं का विवरण

<u>प्रस्तुतिकरण</u>		२
(i)	आत्मविश्वास	
(ii)	हव भाव के साथ	
(iii)	प्रभावशाली	
(iv)	तार्किकता	
(v)	स्पष्टता	
<u>विषय वस्तु</u>		१
(i)	विषय की सही अवधारणा	
(ii)	तर्क सम्मत	
<u>भाषा</u>		१
शब्द चयन, स्तर और अवसर के अनुकूल, स्पष्टता, हों।		
<u>उच्चारण</u>		१
स्पष्ट उच्चारण, सही अनुतान, आरोह अवरोह अधिक बल देना चाहिए।		

CENTRAL BOARD OF SECONDARY EDUCATION

"Shiksha Sadan", 17, Institutional Area, Rouse Avenue,
Delhi-110002

CBSE/EO (L)/Punjabi bk rw/2009

Nov12, 2009
Circular No.53

The Heads of Independent Schools (offering Punjabi) Affiliated to the CBSE

SUBJECT: Deletion of the story Bagha Da Rakha written by Principal Sujan Singh in Punjabi textbook Katha Kahani for class XII

Dear Principal,

This is to bring to your notice that for the Session 2009-2010 the story Bagha Da Rakha authored by Principal Sujan Singh in the Punjabi textbook Katha Kahani published by Punjabi Academy Delhi prescribed for class XII stands deleted and no questions from this story will be asked in 2010 examination.

It is reiterated that the story is not to be considered to be a part of the textbook anymore and schools are advised not to teach this story.

This may be brought to the notice of all teachers and students who have offered Punjabi at Class XII.

Yours

sincerely,

(A H Ahmed)
Assistant Education Officer

Distribution:

1. The Director of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110054.
2. The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110602.
3. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi-110048.
4. The Director, Central Tibetan School Administration, ESS Plaza, Sector-3, Rohini, Delhi-85
5. The Additional Director General Director General of Army Education, A-Wing, Sena Bhawan, DHQ-PO, New Delhi.
6. The Secretary & Director Education, Govt. of Sikkim, Gangtok (Sikkim)-737101.
7. The Director of Education, Andaman and Nicobar Islands, Port Blair-744101.
8. The Director of School Education, Govt. of Aunachal Pradesh, Civil Sectt. Ita Nagar-70111, Arunachal Pradesh.



9. The Director of Public Instruction, Chandigarh Administration, Sector-9, Chandigarh-160017.
10. All the HODs of CBSE, Delhi.
11. E O to Chairman, CBSE
12. D.O. to Secretary CBSE, DELHI
13. All the Regional Officers of the CBSE,
14. All the Education Officers of the CBSE, DELHI.
15. Joint Secretary (IT), CBSE with a request to put the circular on the Website.

**Assistant Education
Officer**



CENTRAL BOARD OF SECONDARY EDUCATION

"Shiksha Kendra", 2, Community Center,
Preet Vihar, Delhi-110092

CBSE/ACAD/EO (L)/RPr/2009

October 21, 2009

Circular No.54

All the Heads of Independent Schools Affiliated to the CBSE

Subject: Promoting Reading Habits as part of CCE in English Language

Dear Principal

Inculcating good reading habits in children has always been a concern for all stakeholders in education. Now with the introduction of CCE and grading in secondary education there has been a paradigm shift from getting marks at an end of the term summative examination to the process of learning and acquiring better language skills.

With everything – information, entertainment, videos and even books within reach through the internet, it is indeed a challenge to convince students to pick up books and engage with the author, story, character and ideas presented in the reading passage or book. It is not enough to offer children what is considered a good selection of reading text as merely presenting a good selection of reading texts will not ensure that the child will read a passage and become a good reader. A conscious attempt needs to be made to help children to relate to the text in a meaningful way. Reading any text should be done with the purpose of:-

1. reading silently at varying speeds depending on the purpose of reading:
2. adopting different strategies for different types of texts, both literary and non-literary:
3. recognising the organisation of a text:
4. identifying the main points of a text;
5. understanding relations between different parts of a text through lexical and grammatical cohesion devices.
6. anticipating and predicting what will come next.
7. deducing the meaning of unfamiliar lexical items in a given context:
8. consulting a dictionary to obtain information on the meaning and use of lexical items:
9. analysing, interpreting, inferring (and evaluating) the ideas in the text:
10. selecting and extracting from text information required for a specific purpose.
11. retrieving and synthesising information from a range of reference material using study skills such as skimming and scanning:
12. interpreting texts by relating them to other material on the same theme (and to their own experience and knowledge): and
13. reading extensively on their own for pleasure.



A good reader is most often an independent learner and consequently an independent thinker capable of taking his/her own decisions in life rationally. Such a learner will most assuredly also be capable of critical thinking. To bring books and children together is indeed a challenge, especially in today's environment of overexposure to media.

The purpose of inculcating the habit of reading among children is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyze and evaluate it with objectivity and fairness.

Creating learners for the 21st century involves making them independent learners who can 'learn, unlearn and relearn' and if our children are in the habit of reading they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly, it is interactive dialogue between the author and the reader in which the reader and author share their experiences and knowledge with each other which helps them to understand the text and impart meaning to the text other than what the author himself may have implied. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them. They not only recall what they read but comprehend it too. Their critical reading and understanding of the text helps them create new understanding, solve problems, infer and make connections to other texts and experiences. Reading does not mean reading for leisure only but also reading for information. The child may be encouraged to read on topics as diverse as science and technology, politics and history. This will improve his critical thinking skills and also help in improving his concentration.

The library in the school should be kept updated and a reasonable sum of the annual budget should be made use of in buying books, CDs and reference material for the library. The library, by strengthening its resources should be developed as not merely a repository of books and information but a centre of knowledge creation. Children should be encouraged to visit the library as and when they wish to, a number of notices can be put up encouraging children to read books, informing them of the various types of books available in the library, even vocabulary building games can be a part of the library collection. In short a welcoming and inviting atmosphere in the library will be the first step towards motivating the children to visit the library and pick up a book to read. Children will be encouraged to read if they see their role model i.e. teachers and principals reading themselves hence before a book is introduced in a classroom it ought to have been read by the teachers.

It is often seen that reading book projects are assigned to children in which children are expected to read a book and write a report on it. Though the spirit behind the assigning of the project is commendable, the project does not often interest the students nor does it fulfill the objective which is to inculcate in students the habit of reading.

Reading a book should lead to creative and individual response to the author's ideas presented in the book in the form of a:-

- short review
- dramatization of the story
- commentary on the characters
- critical evaluation of the plot, story line and characters



- comparing and contrasting the characters within the story and with other characters in stories by the same author or by the other authors
- extrapolating about the story's ending or life of characters after the story ends
- defending characters' actions in the story.
- making an audio story out of the novel/text to be read out to younger children.
- Interacting with the author
- Holding a literature fest where various characters interact with each other
- Acting like authors/poets/dramatists, to defend their works and characters.
- Symposiums and seminars for introducing a book, an author, or a theme
- Finding similar text in other languages, native or otherwise and looking at differences and similarities.
- Creating graphic novels out of novels/short stories read
- Dramatising incidents from a novel or a story
- Creating their own stories

Reading Project in schools

1. **The CBSE is planning to introduce a Reading Project for upper Primary and Secondary classes. The list of books recommended for the Project is enclosed at Annexure I.**
2. **Schools may choose to use some of these books or others of their own choice.**
3. **Schools can vary the level but at least one book per term is to be read by every child.**

Teachers may opt for:-

- One book;
- Books by one author; or
- Books of one genre; to be read by the whole class.

The Project should lead to independent learning/ reading skills, hence the chosen book/selection should **not be taught** in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a child's progress or success in reading the book by asking for verbal or written progress reports, looking at the diary entries of students, engaging in a discussion about the book, giving a short quiz or a worksheet about the book/ short story. The mode of intermittent assessment may be decided by the teacher as she/he sees fit.

These may be used for Formative Assessment (F1, F2, F3 and F4) only. Various modes of assessment such as conducting Reviews, Scripts, Reading, Discussions, Open Houses, Exchanges, Interact with the Author can be considered.

This may be brought to the notice of all teachers and students involved in teaching and learning of English.

Yours sincerely,

Menaxi Jain
(Assistant Education Officer)



Enclosure: Annexure-I

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- 791111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. The Secretary, Central Tibetan School Administration, ESS ESS 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. E.O. to Chairman, CBSE
14. DO / PA to Secretary, CBSE
15. PA to CE, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

Menaxi Jain

List of Suggested Books for Reading

For classes V and VI:

1. **The Noddy Series** – Enid Blyton
2. **Tales from Panchtantra**
3. **Karadi Tales**
4. **The Young Visitors**- Daisy Ashford
5. **The wind in the Willows**-Kenneth Graham
6. **The Tale of Mr. Tod**- Beatrix Potter
7. **Gulliver's Travels**- Jonathan Swift
8. **The Famous Five Series** - Enid Blyton
9. **The Happy Prince** – Oscar Wilde
10. **Charlie and the Chocolate Factory**- Roald Dahl

For classes VII and VIII:

1. **The Adventures of Tom Sawyer** – Mark Twain
2. **The Adventures of Hucklebury Finn** – Mark Twain
3. **Treasure Island** – Robert Louis Stevenson
4. **Around the World in 80 Days** – Jules Verne
5. **The Time Machine** – H.G. Wells
6. **Harry Potter – The Series** – J K Rowling
7. **Twenty Thousand Leagues under the sea** – H.G. Wells
8. Books by **George Herriott**
9. **The Curious Case of a Dog in the Nighttime** – Alexander McCall Smith
10. Stories by **Roald Dahl**

For classes IX and X

1. Books by **Agatha Christie**
2. Books by **Arthur Conan Doyle**
3. **The Room on the Roof** – Ruskin Bond
4. **Little Women** – Louisa May Alcott
5. **The Call of the Wild** – Jack London
6. **Rebecca of Sunnybrook Farm** – Kate Douglas Wiggin
7. **The Canterville Ghost** – Oscar Wilde
8. **The Great Grammatizator and other Stories** – Roald Dahl



9. **Snappy Surprises** – Ruskin Bond
10. **Moby Dick** – Herman Melville
11. **Artemis Fowl series** - Eoin Colfer
12. **Daddy Long Legs** - Jean Webster
13. School Stories by **P.G. Wodehouse**

For classes XI and XII

1. **Father Brown** – GK Chesterton
2. **Pay It Forward**
3. **Uncle Tom's cabin** – Harriet Beecher Stowe
4. **To kill a Mocking Bird** – Harper Lee
5. **Animal Farm** – George Orwell
6. **Nineteen eighty four**-George Orwell
7. **Short Story Collections By Indian Authors**
8. Books by **Jane Austen**
9. Books by **George Elliot**
10. Books by **Charlotte Bronte**
11. Books by **Emily Bronte**
12. **Pickwick Papers** - Charles Dickens
13. **The Diary of a Young Girl** - Anne Frank
14. **Three men in a Boat** - Jerome K Jerome
15. **My Family and Other Animals** - Gerald Durrell
16. **Rosie is my Relative** - Gerald Durrell
17. **One Flew Over the Cuckoo's Nest**

Other Books and Authors suggested by the Committee:

1. **Satyajeet Ray**
2. **RK Narayan**
3. **Sudha Murthy**
4. **Ismat Chughtai**
5. **Vikas Swaroop**
6. **APJ Abdul Kalam**
7. **Mark Twain**
8. **Guy de Maupassant**
9. **O'Henry**

Central Board of Secondary Education

(An Autonomous Organisation under the Union Ministry of Human Resource
Development, Govt. of India)

'Shiksha Sadan', 17-Rouse Avenue, New Delhi – 110 002

DIRECTOR (ACAD.)/2009/

10.11.2009
Circular No.55/09

Sub.: CELEBRATION OF NATIONAL EDUCATION DAY

Dear Principal,

Your kind attention is drawn to the Board's circular no.46/08 on the cited subject wherein you have been apprised of the Government of India decision to observe, the birthday of Maulana Abul Kalam Azad, an eminent educationist and a great leader of India's freedom struggle, on 11th November of every year as National Education Day without declaring any holiday on that day. You were also requested to conduct activities befitting the occasion. It is to remind you that a report of the activities conducted this year also may be sent to the Board subsequently.

Yours faithfully,

(C. GURUMURTHY)
DIRECTOR (ADAD.)

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.

Director (Acad.)



CENTRAL BOARD OF SECONDARY EDUCATION

"Shiksha Kendra", 2, Community Center,
Preet Vihar, Delhi-110092

CBSE/EO (L)/IIMC-TRG/2009

November 11, 2009

Circular No. 56

**All the Heads of Independent Schools
Affiliated to the CBSE**

SUBJECT: Training Programme for Principals at IIM Calcutta.

Dear Principal,

As you may be aware, CBSE has been conducting training programmes for principals in '**Strategic Leadership and Management**' in collaboration with the Indian Institute of Managements and NUEPA, New Delhi. The second Strategic Leadership and Management Programme at IIM Calcutta for principals of senior secondary schools affiliated to CBSE is being organized as per the following details :

Dates : 18-22 January, 2010

The objectives of the programme are as given below :-

- Developing systematic strategies and processes for managing key functional areas in schools, such as financial management and resource mobilization, management of human resources and interpersonal relations and resolution of conflicts.
- Identifying and implementing suitable systems of appraisal and evaluation of feedback for teachers and staff.
- Place of value and culture in the present educational system: identifying options and evolving choices.
- Achieving personal growth (intellectual, emotional and social) and organisational development.
- Introducing and managing change within the school system in the context of rapid changes taking place in society.
- Role of technology in management of schools.

The fee for the training programme will be **Rs. 27,575/- (25000+2575 service tax @ 10.3%) per participant** which will include the training fee, boarding and lodging of the participants at the venue and reading materials. **This is a fully residential and intensive course and therefore requires commitment to learn. The participants will be expected to stay on campus and participate in pre dinner sessions also.**



Preference will be given to those who have never attended any IIM programme earlier, are active partners of various initiatives of the Board (hosting workshops, seminars etc.) are members of a Sahodaya cluster and contribute regularly to the Cenbosec, the quarterly journal of CBSE.

Principals who are interested in participating in this training programme are requested to complete the registration form given overleaf and send it to the following address:-

**Dr. Sadhana Parashar, Education Officer
CBSE, "Shiksha Sadan", 17, Institutional Area,
Rouse Avenue, Delhi- 110 002.**

The Registration form can also be emailed to: sadhanap.cbse@nic.in.

The registration form should not be accompanied by demand draft for the fee at this stage. The last date for receiving the registration form is December 15, 2009. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.

Yours sincerely,

(VINEET JOSHI)
CHAIRMAN

Encl : Registration Form

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, ESS ESS 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. E.O. to Chairman, CBSE
14. DO / PA to Secretary, CBSE
15. PA to CE, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE



CHAIRMAN

IIM (L)



Programme for Principals in Strategic Leadership Skills at IIM, Lucknow
Registration Form - IIM (L)
Jan. 11 – Jan. 15, 2010

1. Name of the Principal _____
2. Name and address of the school
with Pin Code: _____

3. Status of the School: _____ Secondary/ Senior Secondary
4. Phone No(s) with STD Code: _____ Office: _____ Residence: _____
Mobile: _____
5. Number of years spent working as Principal _____
6. No. of the years for which the school
has been affiliated with the CBSE _____

7. Email Address: _____
8. Whether the Principal has already attended Yes/No
training programme conducted by CBSE at _____
IIM, Ahmedabad or IIM, Bangalore or NUEPA, _____
New Delhi (if so when and where) _____
9. Whether the school has organized any
programme sponsored by the CBSE, (if _____
yes please give details) _____
10. Whether the school is a member of any
Sahodaya Complex or not. (If yes, please _____
give details.) _____
11. Any contribution to the field of Education _____
you would like to mention _____
12. Articles contributed to Cenbosec /National/ _____
International Journals. _____

13. Books published, if any (Separate list
may be enclosed) _____

The last date for receiving the **registration form is November 30, 2009**. Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later. **The registration form should not be accompanied by the demand draft for the fee at this stage.** The Participants will be required to remit the course fee directly to IIM, Lucknow **once the confirmation of the participants is conveyed to them.**

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____

Please note that Demand Draft for course fee should not be sent with the registration. The hard copy of the registration form in the format given above may be posted to:

Dr. Sadhana Parashar
Education Officer (L)
CBSE, "Shiksha Sadan" 17, Institutional Area,
Rouse Avenue, New Delhi-110002





CENTRAL BOARD OF SECONDARY EDUCATION

SHIKSHA KENDRA, 2 COMMUNITY CENTRE, PREET VIHAR
DELHI-110 092

CM/CBSE/ACAD/EO/2009/

Dated : 20/11/2009

Circular No.: 57

**All the Heads of CBSE
Affiliated Schools**

Subject : Physical Education Programme in Primary Schools.

Dear Principal,

The Central Board of Secondary Education in collaboration with British Council and under the directives of MHRD, Government of India has recently launched the Physical Education Programme. The programme aims at strengthening the delivery of the Physical Education in the primary School based on specially designed cards and sports equipment for the different age groups from classes 1 to 5.

The objectives of the Physical Education Programme are :

1. to offer support by introducing new teaching approaches and activities for primary age group physical education lessons.
2. to provide a new range of educational resources for Physical Education
3. to offer training to all of the primary staff who deliver primary physical education lessons.
4. to assist schools to deliver elements of the Physical Education curricula.
5. to act as a research based project that will demonstrate the wider benefits that Physical Education can have on the whole child education outcomes.

The CBSE has produced a **Physical Education Teacher Training Manual** and a set of **Physical Education Cards** for schools affiliated to CBSE. **These** Physical Education Cards are meant for teachers teaching at the primary level and are an effective tool for strengthening the transaction of Physical Education in schools.

They can be used for providing inclusive and interesting experiences to the children at the primary school stage and facilitating the process of engaging with them intensively in games and activities focused particularly on agility, balance, coordination, speed and strength. Each Physical Education Card is devoted to a particular set up activities which aims at agility, balance and coordination for classes I-III and agility, balance, coordination speed and strength for classes IV and V. These features make this teaching-aid material special and have convinced the stakeholders that if these Cards are used effectively, the transaction of this curricular area will result in achieving desired outcomes leading to behavioural modification.

Each Card is aimed at providing the essential information needed for engaging all students of the concerned class in the selected game / activity. The title of the Card specifies the abilities to be focused by the particular activities, the activities to be organized, the process of organizing the activities, equipment that will be needed, safety measures to be taken and the skills to be developed. Besides the link of the activities with the existing



curriculum the links with other school subjects or cross curricular links and the process of self assessment are also detailed.

The CBSE has also brought out a Teachers' Manual for implementation of the Physical Education Cards which will help teachers in organizing physical activities and lessons built around it. There is also a section on organizing activities for differently abled children as well as assessment in Physical Education in the Teachers' Manual.

The Physical Education Teachers' Manual is priced at Rs. 150/- and PEC of Physical Education Cards is priced at Rs. 250/-. These are available at the Publication Store, CBSE, Shiksha Sadan, 17, Rouse Avenue, New Delhi-110002 as well as the Regional Offices.

The Physical Education Cards (PEC) need to be implemented at primary level by not only the Physical Education teachers but also teachers of other subjects. Hence it is recommended that each teacher teaching a class should have a set of Physical Education Cards. Teacher training for implementing these cards will be done by the CBSE through the Asstt. Education Officer (Sports). Those interested in teacher training may get in touch with Mr. Pushkar Vohra, AEO(Sports), CBSE, 2 Community Centre, Preet Vihar, Delhi-110 092 at telephone no. 011-22050061 and e-mail at sportskpfit@sify.com or sportskpfit@hotmail.com

This may be brought to the notice of all teachers and students concerned.

Yours sincerely

(VINEET JOSHI)
SECRETARY & CHAIRMAN

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, ESS 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. E.O. to Chairman, CBSE
14. DO / PA to Secretary, CBSE
15. PA to CE, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

SECRETARY & CHAIRMAN



CENTRAL BOARD OF SECONDARY EDUCATION

"Shiksha Kendra", 2, Community Center,
Preet Vihar, Delhi-110092

CBSE/ACAD/HEALTH/2009

November 20, 2009

Circular No. 58

All the Heads of Independent Schools Affiliated to the CBSE

Subject : Guidelines on Protection from Exposure to Tobacco Smoke.

Dear Principals,

Tobacco is the foremost cause of preventable death and disease in the world today. India is the second largest consumer of tobacco products in the world. National Family Health Survey – 3, 2006 indicates an increasing prevalence of tobacco consumption in India, with 57% male and 10.9% females reportedly consuming tobacco in some form. Global Youth Tobacco Survey (GYTS), 2006 also indicates that approx. 14% children in the age group of 13-15 years are consuming tobacco in some form and that the age of initiation into tobacco has come down. Moreover, tobacco is responsible for almost 40% of overall health problem and 50% of all cancer related deaths in the country. Every year more than 8 lakh people die due to tobacco related diseases.

The Central Board of Secondary Education as part of the Adolescent Education Programme and Comprehensive School Health Programme has been constantly endeavouring to raise awareness regarding prevention of students from becoming addicted to tobacco as well as the dangers of exposure to tobacco smoke.

The WHO Framework Convention on Tobacco Control (FCTC) under Article-8 has brought out **Guidelines on protection from exposure to tobacco smoke** which are enclosed for perusal and dissemination.

The guidelines may be followed meticulously and awareness regarding them may be brought to the notice of all concerned including students, teachers, parents as well as all other stakeholders.

Yours sincerely

(Dr. Sadhana Parashar)
Education Officer (L)

Encl : Guidelines on Protection From Exposure to Tobacco Smoke

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 jurisdictions:

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, ESS ESS 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. PA to Chairman, CBSE
14. PA to CE, CBSE
15. DO to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE



Education Officer (L)

GUIDELINES ON PROTECTION FROM EXPOSURE TO TOBACCO SMOKE

Objectives of the guidelines

All the organization need to meet their obligations under Article 8 of the WHO Framework Convention, in a manner consistent with the scientific evidence regarding exposure to second-hand tobacco smoke and the best practice worldwide in the implementation of smoke free measures, in order to establish a high standard of accountability for in promoting the highest attainable standard of health. The objective is also to identify the key elements of legislation necessary to effectively protect people from exposure to tobacco smoke, as required by Article 8.

Underlying considerations

The development of these guidelines has been influenced by the following fundamental considerations.

- a) The duty to protect from tobacco smoke, embodied in the text of Article 8, is grounded in fundamental human rights and freedoms. Given the dangers of breathing second-hand tobacco smoke, the duty to protect from tobacco smoke is implicit in, inter alia, the right to life and the right to the highest attainable standard of health, as recognized in many international legal instruments (including the Constitution of the World Health Organization, the Convention on the Rights of the Child, the Convention on the Elimination of all Forms of Discrimination against Women and the Covenant on Economic, Social and Cultural Rights), as formally incorporated into the preamble of the WHO Framework Convention and as recognized in the constitutions of many nations.
- b) The duty to protect individuals from tobacco smoke corresponds to an obligation by governments to enact legislation to protect individuals against threats to their fundamental rights and freedoms. This obligation extends to all persons, and not merely to certain populations.
- (c) Several authoritative scientific bodies have determined that second-hand tobacco smoke is a carcinogen. Some Parties to the WHO Framework Convention (for example, Finland and Germany) have classified second-hand tobacco smoke as a carcinogen and included the prevention of exposure to it at work in their health and safety legislation. In addition to the requirements of Article 8, therefore, Parties may be obligated to address the hazard of exposure to tobacco smoke in accordance with their existing workplace laws or other laws governing exposure to harmful substances, including carcinogens.

STATEMENT OF PRINCIPLES AND RELEVANT DEFINITIONS UNDERLYING PROTECTION FROM EXPOSURE TO TOBACCO SMOKE

Principle 1

Effective measures to provide protection from exposure to tobacco smoke, as envisioned by Article 8 of the WHO Framework Convention, require the total elimination of smoking and tobacco smoke in a particular space or environment in order to create a 100% smoke free environment. There is no safe level of exposure to tobacco smoke, and notions such as a threshold value for toxicity from second-hand smoke should be rejected, as they are contradicted by scientific evidence. Approaches other than 100% smoke free environments, including ventilation, air filtration and the use of designated smoking areas (whether with separate ventilation systems or not), have repeatedly been shown to be ineffective and there is conclusive evidence, scientific and



otherwise, that engineering approaches do not protect against exposure to tobacco smoke.

Principle 2

All people should be protected from exposure to tobacco smoke. All indoor workplaces and indoor public places should be smoke free.

Principle

Legislation is necessary to protect people from exposure to tobacco smoke. Voluntary smoke free policies have repeatedly been shown to be ineffective and do not provide adequate protection. In order to be effective, legislation should be simple, clear and enforceable.

Principle 4

Good planning and adequate resources are essential for successful implementation and enforcement of smoke free legislation.

Principle 5

Civil society has a central role in building support for and ensuring compliance with smoke free measures, and should be included as an active partner in the process of developing, implementing and enforcing legislation.

Principle 6

The implementation of smoke free legislation, its enforcement and its impact should all be monitored and evaluated. This should include monitoring and responding to tobacco industry activities that undermine the implementation and enforcement of the legislation, as specified in Article 20.4 of the WHO Framework Convention.

Principle 7

The protection of people from exposure to tobacco smoke should be strengthened and expanded, if necessary; such action may include new or amended legislation, improved enforcement and other measures to reflect new scientific evidence and case-study experiences.

Definitions

In developing legislation, it is important to use care in defining key terms. Several recommendations as to appropriate definitions, based on experiences in many countries, are set out here. The definitions in this section supplement those already included in the WHO Framework Convention.

“Second-hand tobacco smoke” or “environmental tobacco smoke”

Several alternative terms are commonly used to describe the type of smoke addressed by Article 8 of the WHO Framework Convention. These include “second-hand smoke”, “environmental tobacco smoke”, and “other people’s smoke”. Terms such as “passive smoking” and “involuntary exposure to tobacco smoke” should be



avoided, as experience in France and elsewhere suggests that the tobacco industry may use these terms to support a position that “voluntary” exposure is acceptable. “Second-hand tobacco smoke”, sometimes abbreviated as “SHS”; and “environmental tobacco smoke”, sometimes abbreviated “ETS”, are the preferable terms; these guidelines use “second-hand tobacco smoke”.

Second-hand tobacco smoke can be defined as “the smoke emitted from the burning end of a cigarette or from other tobacco products usually in combination with the smoke exhaled by the smoker”.

“Smoke free air” is air that is 100% smoke free. This definition includes, but is not limited to, air in which tobacco smoke cannot be seen, smelled, sensed or measured.

“Smoking”

This term should be defined to include being in possession or control of a lit tobacco product regardless of whether the smoke is being actively inhaled or exhaled.

“Public places”

While the precise definition of “public places” will vary between jurisdictions, it is important that legislation define this term as broadly as possible. The definition used should cover all places accessible to the general public or places for collective use, regardless of ownership or right to access.

“Indoor” or “enclosed”

Article 8 requires protection from tobacco smoke in “indoor” workplaces and public places. Because there are potential pitfalls in defining “indoor” areas, the experiences of various countries in defining this term should be specifically examined. The definition should be as inclusive and as clear as possible, and care should be taken in the definition to avoid creating lists that may be interpreted as excluding potentially relevant “indoor” areas. It is recommended that “indoor” (or “enclosed”) areas be defined to include any space covered by a roof or enclosed by one or more walls or sides, regardless of the type of material used for the roof, wall or sides, and regardless of whether the structure is permanent or temporary.

“Workplace”

A “workplace” should be defined broadly as “any place used by people during their employment or work”. This should include not only work done for compensation, but also voluntary work, if it is of the type for which compensation is normally paid. In addition, “workplaces” include not only those places at which work is performed, but also all attached or associated places commonly used by the workers in the course of their employment, including, for example, corridors, lifts, stairwells, lobbies, joint facilities, cafeterias, toilets, lounges, lunchrooms and also outbuildings such as sheds and huts. Vehicles used in the course of work are workplaces and should be specifically identified as such.

Careful consideration should be given to workplaces that are also individuals’ homes or dwelling places, for example, prisons, mental health institutions or nursing homes. These places also constitute workplaces for others, who should be protected from exposure to tobacco smoke.

“Public transport”

Public transport should be defined to include any vehicle used for the carriage of members of the public, usually for reward or commercial gain. This would include taxis.

INFORM, CONSULT AND INVOLVE THE PUBLIC TO ENSURE SUPPORT AND SMOOTH IMPLEMENTATION



Raising awareness among the public and opinion leaders about the risks of second-hand tobacco smoke exposure through ongoing information campaigns is an important role for government agencies, in partnership with civil society, to ensure that the public understands and supports legislative action. Key stakeholders include businesses, restaurant and hospitality associations, employer groups, trade unions, the media, health professionals, organizations representing children and young people, institutions of learning or faith, the research community and the general public. Awareness-raising efforts should include consultation with affected businesses and other organizations and institutions in the course of developing the legislation.

Key messages should focus on the harm caused by second-hand tobacco smoke exposure, the fact that elimination of smoke indoors is the only science-based solution to ensure complete protection from exposure, the right of all workers to be equally protected by law and the fact that there is no trade-off between health and economics, because experience in an increasing number of jurisdictions shows that smoke free environments benefit both. Public education campaigns should also target settings for which legislation may not be feasible or appropriate, such as private homes.

Broad consultation with stakeholders is also essential to educate and mobilize the community and to facilitate support for legislation after its enactment. Once legislation is adopted, there should be an education campaign leading up to implementation of the law, the provision of information for business owners and building managers outlining the law and their responsibilities and the production of resources, such as signage. These measures will increase the likelihood of smooth implementation and high levels of voluntary compliance. Messages to empower non-smokers and to thank smokers for complying with the law will promote public involvement in enforcement and smooth implementation.

ENFORCEMENT

Duty of compliance

Effective legislation should impose legal responsibilities for compliance on both affected business establishments and individual smokers, and should provide penalties for violations, which should apply to businesses and, possibly, smokers. Enforcement should ordinarily focus on business establishments. The legislation should place the responsibility for compliance on the owner, manager or other person in charge of the premises, and should clearly identify the actions he or she is required to take. These duties should include:

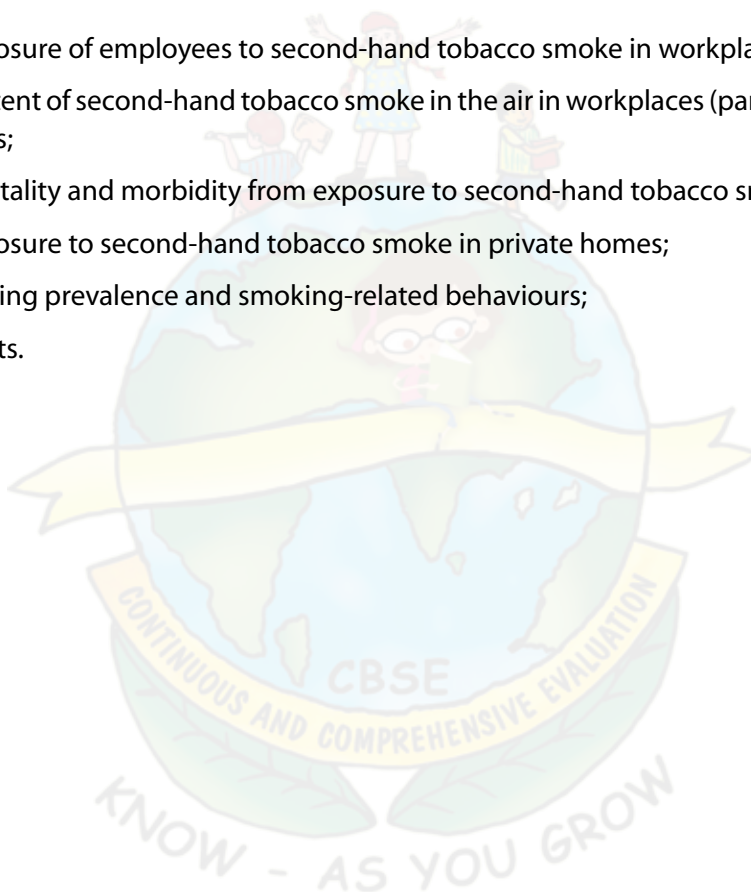
- (a) a duty to post clear signs at entrances and other appropriate locations indicating that smoking is not permitted. The format and content of these signs should be determined by health authorities or other agencies of the government and may identify a telephone number or other mechanisms for the public to report violations and the name of the person within the premises to whom complaints should be directed;
- (b) a duty to remove any ashtrays from the premises;
- (c) a duty to supervise the observance of rules;
- (d) a duty to take reasonable specified steps to discourage individuals from smoking on the premises. These steps could include asking the person not to smoke, discontinuing service, asking the person to leave the premises and contacting a law enforcement agency or other authority.

Mobilize and involve the community

The effectiveness of a monitoring-and-enforcement programme is enhanced by involving the community in the programme. Engaging the support of the community and encouraging members of the community to monitor compliance and report violations greatly extends the reach of enforcement agencies and reduces the resources needed to achieve compliance. In fact, in many jurisdictions, community complaints are the primary means of ensuring compliance. For this reason, smoke free legislation should specify that members of the public may initiate complaints and should authorize any person or nongovernmental organization to initiate action to compel compliance with measures regulating exposure to second-hand smoke. The enforcement programme should include a toll-free telephone complaint hotline or a similar system to encourage the public to report violations.

Outcomes

- a) reduction in exposure of employees to second-hand tobacco smoke in workplaces and public places;
- b) reduction in content of second-hand tobacco smoke in the air in workplaces (particularly in restaurants) and public places;
- c) reduction in mortality and morbidity from exposure to second-hand tobacco smoke;
- d) reduction in exposure to second-hand tobacco smoke in private homes;
- e) changes in smoking prevalence and smoking-related behaviours;
- f) economic impacts.





Central Board of Secondary Education

(An autonomous Organisation under the Union Ministry of Human Resource Development, Govt. of India)
'Shiksha Sadan', 17-Rouse Avenue, New Delhi – 110 002

CBSE/EO(SD)/CIRCULAR/2009

24.11.2009
Circular No. 59

All Heads of Institutions Affiliated to the Board

Dear Principal,

A guideline for Formative Assessment and Summative Assessment in **Foundation of Information Technology** for Class IX for 2010 examination is placed at Annexure -I

This may be brought to the notice of all the teachers and the students involved in the teaching and learning for Class IX.

Yours faithfully,

(C. GURUMURTHY)
DIRECTOR(ACADEMIC)

Copy to :

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 CE, CBSE
15. PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AIEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

DIRECTOR(ACADEMIC)





ANNEXURE - I

Foundation of Information Technology (Code: 165)

Second Term (October 2009 to March 2010)

In the Second Term there will be two formative tests (FA3 and FA4) and one Summative test for class IX.

The syllabus and design of the question paper for Summative Assessment II which is to be held in March 2010 is as follows :

Syllabus

Unit I

- Computing Technology
- Communication Technology

Unit II

- Operating System - Basic Concepts
- Word Processing Tools
- Presentation Tools
- Spreadsheet Tools

Design for Summative Question Paper

Maximum Marks : 80

Duration: 2 ½ Hours to 3 Hours

Sno	Type of Questions	No.of Questions	Marks Each Question for	Total Marks
1	MCQ (Practical Skills)	12 (Unit I - 2 Ques (Unit II 10 Ques)	2	24
2	Very Short Answer (Theory)	10 (Unit I - 2 Ques) (Unit II - 8 Ques)	1	10
3	Short Answer - Type I (Theory)	8 (Unit I - 2 Ques) (Unit II - 6 Ques)	2	16
4	Short Answer - Type I (Theory)	10 (Unit I - 2 Ques) (Unit II - 8 Ques)	3	30
		40		80



FA3 should be finished by 20th December. FA4 should be finished by 10th February.

Formative Assessment

A As the name suggests the assessment is taken during the formative stages of concept formation. It broadly classifies into

- Entry level assessment to know the readiness,
- Assessment during the transaction of a concept/lesson at definite stages which varies with situations,
- Assessment at the exit level for ascertaining the level of learning outcome.

B Its functionality is characterized by diagnosis and remediation for continuous betterment of quality.

C Parameters for assessment:

- Student receptivity to accept assignments for diagnosis and amenability to remediation procedures.
- Drive to prove mettle and achieve expected quality.
- Ability to transfer potential through one achievement to another.
- Ability to self assessment and peer group interaction.

D Teacher's tasks:

- Identify pre-requisites to learning a concept(s)
- Break the process of learning into sub stages
- Enumerate learning outcomes.
- Prepare suitable test items for diagnosis of each of the above stages.
- Prepare suitable remediation tasks in anticipation of lacunae normally occurring leaving flexibility of individual alterations.
- In order to have a variety of testing methods understand students' individual interests, aptitudes, family background etc. and maintain detailed profiles beforehand.
- Have reasonable varieties of testing tools to sustain learner's interest and at the same time that would successfully provide the required feed back.
- When adopting different methods of testing don't lose sight of the actual component being tested. For instance if it is to test the student's ability to handle a grammar item of direct-indirect speech and if an exercise of converting a story in dialogue form is adopted the teacher should not be distracted into assessing the histrionic talent of the child.



- Give importance to individual's pace of learning and maintain infinite patience, constant liaison with parents and immediate authorities, empathy and sense of accountability.
- Maintain portfolios of different trials in each individual's case and record justification for any particular assessment. Need not be too quantitative. The method of estimation for possible results over a period of appreciable time should be adopted.
- Use effectively home assignments to support class room teaching, peer activities and self assessment to optimize time vis-à-vis curriculum completion and to promote personality development as well as to reduce the correction work load.

Some suggestive activities for Formative Assessment are outlined below:

Set A: (Based on Spreadsheets and Presentation tools)

School & Class Results
Weather Forecasting Report
Trends in Technology
Poster Making

Set B: (Based on Societal Impacts)

IPR issues
Information Security
Ethics in IT
Careers in IT

Teachers to give track that the students should follow while working for the project. Two groups opting for the same topic may be assigned **different aspects of the same topic** by the teacher in the manner given below:

Mail Merge (Word Processing)

A number of events are organized in your school as a part of Golden Jubilee celebration. Sridhar Sharma is the cultural secretary in your school and he is given the responsibility of inviting schools from all over India to be part of a number of Inter School competitions.

You are asked to help Sridhar to draft the invitation letter and to create a database containing the mailing address and the contact person for all the schools to be invited. Use the facility of mail-merge and print out the invitation letters to all invitees.



Greeting Card (Word Processing)

Every year your parents spend a lot of money and time in selecting and purchasing greeting cards for the year. This year it was decided that all cards are going to be designed and printed by you. Use your expertise in word processing to create any type of greeting card. (eg: New Year, Diwali , Merry Christmas, Birth Day)

Teaching Aid (Problem on Presentation)

Mr. Pavan Desai is a Physics teacher teaching class VIII in your school. As he was teaching the chapter on Stars and Solar System, he realized that a presentation with few animation and pictures should be shown to the students for better understanding and retention. Since Mr. Pavan Desai is not conversant with the presentation tools, You are asked to create a presentation that will help the teacher to use it as a teaching aid. Use the properties of animation of Text and Pictures with sound effects.

Product Advertisement(Problem on Presentation)

Your neighbor Mr. Adhikari owns an automobile spare part manufacturing unit. He employed three sales men to market the product in Kanpur. After three months of work, the salesmen felt that Mr. Adhikari should provide each one with a Laptop and a presentation kit to make the sales more productive. Since Mr. Adhikari is not computer savvy, he had asked you to help him out to develop a presentation for his product. Use the properties of animation of Text and Pictures with sound effects.

A report presentation to be prepared on any one of the topics.

Ethics in IT

A friend of yours is always found spending long hours using Internet. When asked about it, he showed the content of his harddisk, having pirated software. The ethical questions that arise from software piracy are: Is it immoral or wrong to copy software, music, or movies? If so, why? What are the other computer ethical issues that prevail today and any solutions to it?

Careers in IT

Gopal is a student of X , who has not decided what subject to be taken along with Science stream when he joins class XI. Even though his teachers in school and parents at home are advising him to opt for



Computer Science, he is not completely convinced with their idea. You are required to make a study in the market and create a report on Careers in IT in the coming years to help him out to decide on the subjects.

Information Security Question 1:

What is meant by Information Security? What are the various Information security methods (like Encryption methods) used by organizations (for example Military) that need Information security of the highest level? Also explore the methods which were used in the past times? For example during World War II, encoding machines were used. What type of code was used during those times? How was the encoded information decoded? Various movies have been made on this topic. What all movies have dealt with this topic? What are the future needs and trends? Collect Information by visiting various websites and create a Presentation.

Information Security Question 2:

SuperFine Corporation has developed software that monitors and records all activities done by any person on a computer. A lot of companies have bought this software. Why are companies eager to purchase it? What problems can be solved by this software? It is being reported that some people are offended by the companies using it. Who can get offended and why. Collect Information about such software, their functions, organizations that buy such software etc and create a Presentation.

Example Question based on Intellectual Property Rights issues

What is Intellectual Property? How is it different from other material possessions like house, car etc of a person? How is a person or an organization harmed when someone steals their Intellectual property? What are the Cyber laws of our country that protect a person's Intellectual Property rights? What all violations do students of your class do w.r.t. Intellectual Property? Collect Information including these aspects and create a Presentation.

Example Question based on Presentation Skills (Trends in Technology)

You are one of the advisors in the Government. You have been given a task of developing a presentation on "Trends in Technology" to be presented in the next meeting of all the ministers of the country. Design a 8 slides or longer presentation. Include the following:

- Text depicting future predictions based on the current trends.
- interesting relevant pictures to liven up your presentation.
- Graphs like line graph, pie chart etc.

Example Question based on Spreadsheets(School Results)

You are responsible for processing Results of your School. Build worksheet(s) to tabulate marks secured in different subjects like English, Hindi, Mathematics, Science, Social studies and Information Technology by each student. Enter formulas to calculate Total marks scored by each student, Average Total Marks, Highest marks, Lowest Marks, Average marks in each subject. Embed appropriate charts in your worksheet .Format the worksheet to make it look attractive.

Example Question based on Spreadsheets(Weather forecast)

The Meteorological Department stores data about temperature, humidity, rainfall over the past few days. Suppose you are responsible for tabulating and processing the data. Build a worksheet to show the data and do appropriate calculations required.

Project guidelines

1. Students are required to work in groups of 3 -4 members each (preferably 3 members) ,for projects listed above
2. Each group will present their project (seminar) in front of all the students of their class.
3. Each group may choose any one project from each of the above mentioned 2 sets.
4. The members of the group should be reshuffled for working on each set.
5. Each member has to create a separate Project Report.
6. Both the projects will be separately assessed by the teacher.
7. Each group will present their project in front of the entire class. The other students of class will ask queries based on the presented Project; the answers to which will be given by the Project group members.
8. The teacher should evaluate each member of the group and other students for raising relevant queries.
9. The criterion of Project assessment is as follows:

Content	50%
Lab Activity, Consistency in working and Contributions made towards the project	15%
Presentation Skills	10%
Query handling	25%



CENTRAL BOARD OF SECONDARY EDUCATION

"SHIKSHA SADAN", 17, ROUSE AVENUE,
INSTITUTIONAL AREA, NEW DELHI – 110 002

DIR (A)/CBSE/2009/

25.11.2009
Circular No.60/ 09

**All the Heads of the
CBSE affiliated schools**

Subject: 39th UPU Letter Writing Competition for young people 2010 organised by the Department of Post, Ministry of Communications and IT, Govt. of India in collaboration with International Bureau of the Universal Postal Union.

Dear Principal,

With a view to develop faculty in composition and subtlety of thought amongst the young people and to contribute to the strengthening of international friendship, Department of Post, Ministry of Communications and IT, Govt. of India in collaboration with International Bureau of the Universal Postal Union, is organizing the 39th UPU Letter Writing Competition 2010 on 3rd January, 2010 between 10.00 hrs. and 11.00 hrs. The IBUPU shall select three prize winners from amongst the best entries received from each member country of the UPU. The three winners will be awarded Gold, Silver and bronze medals by the UPU along with an album of the official postage stamps of the Universal Postal Union.

The 39th Universal Postal Union (UPU) Letter Writing Competition shall be open for school going children up to 15 years of age as on 31.3.2010. All the candidates are required to apply in person to the Chief Post Master General/Post Master General/School Principal, latest by 20th December, 2009 in duplicate on a plain paper in the following format with three passport size photographs two of which have to be affixed in the application forms, one each.

- I. Name of the Competition : 39th UPU Letter Writing Competition for Young People 2010
- II. Full name of the participant
- III. Father/Guardian's name
- IV. Full address for correspondence
- V. Name of the school/Institution where studying with details.
- VI. Age with exact date of birth to be certified by Head of the institution
- VII. Sex (Male/Female)
- VIII. Centre

The students will be provided with answer booklets only at the centre but should make their own arrangements to reach the venue with other essential stationery for writing the composition. The duration of the competition shall be one hour and maximum marks allotted 100. They may write in English or in any language listed in the eighth schedule of the constitution of India. The subject of the competition is "Write a letter to some one to explain **"Why it is important to talk about AIDS and to protect yourself against the diseases"**". The composition must be presented in the form of a letter about 500 to 800 words length on the given subject.

The Department of Posts, Govt. of India, shall select three best entries at National level that will be given cash prizes of Rs. 2000/-, Rs. 1500/- and Rs. 1000/- respectively and certificates. In addition, consolation prizes of



Rs. 250 each and certificate will also be given to one best entry from each Postal circle. The best entry at the National Level shall qualify as the official Indian entry for the UPU level international competition.

For further details one could visit the Department's web site: <http://www.indiapost.gov.in> also. You are requested to organize this competition in your schools in consultation with the Chief Post Master General/ Postmaster General of your respective Circles/regions and forward your entries to the Chief Postmaster General of your state for evaluation and further forwarding the best three entries to the Postal Directorate, New Delhi. Addresses of the Chief Postmaster General of different circles and other detailed instructions are enclosed herewith.

Yours faithfully,

(C. Gurumurthy)
Director (Academic)

Encl: As stated above.

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 CE, CBSE
15. PA to Secretary, CBSE
16. PA to HOD (AIEEE)
17. PA to HOD (Edusat)
18. PRO, CBSE

Director (Academic)



Central Board of Secondary Education

(An Autonomous Organisation under the Union Ministry of Human Resource
Development, Govt. of India)

'Shiksha Sadan', 17-Rouse Avenue, New Delhi – 110 002

EO(COM.)/ACAD./2009/

25.11.2009
Circular No.61/09

ALL THE HEADS OF INSTITUTIONS AFFILIATED TO THE CBSE

Dear Principal,

In Continuation to our earlier circular no.42 dated 12.10.2009 regarding CCE in Class IX for 2nd Term (October, 2009 – March 2010), the syllabus and the design of the question papers for the subjects Elements of Business and Elements of Book Keeping and Accountancy 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 annexures I & II.

This may be brought to the notice of all teachers and students involved in the teaching and learning these subjects for class IX.

Yours faithfully,

(Sugandh Sharma)
Education Officer (Com.)
Telephone 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 I

CLASS IX (ELEMENTS OF BUSINESS) CODE NO.154

Summative Assessment II **March 2010**

Evaluation will be done from following topics :

Unit 4	Mercantile Agents	20
Unit 5	Warehousing and Storekeeping	20
Unit 6	Transportation of goods	20
Unit 7	Insurance	20

Design of the Question Paper

Type of questions	No. of questions	Marks for each question	Total marks
MCQs	16	1	16
Short answer questions	16	3	48
Long answer questions	4	4	16
	36 questions		80 marks

Duration of the examination will be 3 - 3 ½ hours.

There will be two formative assessments and one summative assessment.

Assessment	Weightage	Suggested duration
Formative Assessment III	10%	October- December 2009
Formative Assessment IV	10%	January – February 2010
Summative Assessment II	40%	March 2010

Formative Assessment will include

- Class tests/ Unit tests/ oral tests
- Assignments/ Projects
- Quizzes on topics such as Agents, Transportation of Goods, Warehouses.
- Field visits to bank/ warehouses etc.

ANNEXURE II

**ELEMENTS OF BOOK KEEPING AND ACCOUNTANCY
CODE NO.254
CLASS IX**

SUMMATIVE Assessment II
March 2010

Evaluation will be done from following topics

Unit 4	Journal	20
Unit 5	Ledger	20
Unit 6	Recording and posting of cash transaction	20
Unit 7	Trial balance	20
		80 marks

Design of the Question Paper

Type of questions	No. of questions	Marks for each question	Total marks
MCQs	16	1	16
Short answer questions	16	3	24
Long answer questions I	4	4	16
Long answer questions II	4	6	24
	32 questions		80 marks

Duration of the examination will be 3 - 3 ½ hours.

There will be two formative assessments and one summative assessment.

Assessment	Weightage	Suggested duration
Formative Assessment III	10%	October - December 2009
Formative Assessment IV	10%	January - February 2010
Summative Assessment II	40%	March 2010

Formative Assessment will include

- Class tests/ Unit tests/ oral tests/ Quizzes
- Assignments/ Projects
- Role Play



Website: www.cbse.nic.in

☎ 23237779



Central Board of Secondary Education

(An autonomous Organisation under the Union Ministry of Human Resource Development, Govt. of India)
'Shiksha Sadan', 17-Rouse Avenue, New Delhi- 110 002

CBSE/ED(SD)/CIRCULAR/2009

30.11.2009

Circular No. 62

All Heads of Institutions
Affiliated to the Board

Dear Principal,

In continuation to Circular No. 42 issued by CBSE regarding CCE in Class IX for IInd Term [Oct 2009 to March 2010] dated 12.10.2009, the design of the question paper in Science for the Summative Assessment IInd Term for Class IX which is going to be held in March 2010 has been modified as follows :

The modified design is as follows :

Modified Design of the Question Paper

Sl. No.	Type of questions	No. of questions	Marks allotted to each question	Total marks
1.	Very Short Answer Type(VSA)	05	01	05
2.	Short answer Type-I (SA I)	09	02	18
	Short answer Type-II (SA II)	09	03	27
4.	Long answer type (LA)	03	05	15
5.	MC Q(Practical Skills)	15	01	15
TOTAL		41		80

The syllabus of Science and Mathematics and the design of the Mathematics question paper for Summative Assessment II of Class IX will remain same as per the Circular 42 dated 12.10.2009. The final syllabus and design of Science and Mathematics is placed at Annexure I and Annexure II respectively.



The details of the Formative Assessment to be followed in Science and Mathematics for Class IX in the IInd term is given in Annexure III (Science) and Annexure IV (Mathematics).

This may be brought to the notice of all the teachers and the students involved in the teaching and learning for Class IX.

Yours faithfully,

(DR. SRIJATA DAS)
EDUCATION OFFICER(SD)
CONTACT NO. 23237779 (O)

Copy to :

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 CE, CBSE
15. PA to Secretary, CBSE
16. PA to Director (Acad.)
17. PA to HOD (AJEEE)
18. PA to HOD (Edusat)
19. PRO, CBSE

EDUCATION OFFICER(SD)



ANNEXURE I

EVALUATION SCHEME – II TERM OCT TO MARCH 2009 CLASS-IX SCIENCE

There will be two **formative tests** and a year end **summative test**. The weightages and time schedule will be as under :

Type of test	Weightage	Time schedule
Formative Assessment 3	10 %	Oct – Dec., 2009
Formative Assessment 4	10 %	Jan – Feb 2010
Summative Assessment 2	40 %	March 2010
Total	60 %	

Formative Assessment 3 and 4 will include the following :

- i) Written Assessment based on Theory
- ii) Practical Assessment based on CBSE curriculum 2009-2011
- iii) Continuous Assessment in the following suggested areas :
 - a) Home Assignments/Class Assignments
 - b) Class Response/oral assessment/quiz
 - c) Seminar
 - d) Symposium
 - e) Group Discussion
 - f) Group Activity preferably in groups of 4-5 students. Suggested areas
 - Investigatory/Experimental Projects
 - Action Plan
 - Survey
 - Assessment on worksheets based on field trips

Summative test will be taken at the year end from the following chapters :

Sl. No.	Name of the chapter
1.	Is matter around us pure
2.	Atoms and molecules
3.	Structure of the atom
4.	The fundamental unit of life
5.	Tissues
6.	Gravitation
7.	Sound
8.	Work and Energy
9.	Why do we fall ill
10.	Improvement in Food Resources

Modified Design of the Question Paper

Sl. No.	Type of questions	No. of questions	Marks allotted to each question	Total marks
1.	Very Short Answer Type(VSA)	05	01	05
2.	Short answer Type-I (SA I)	09	02	18
3.	Short answer Type-II (SA II)	09	03	27
4.	Long answer type (LA)	03	05	15
5.	MCQ(Practical Skills)	15	01	15
	TOTAL	41		80



ANNEXURE II

EVALUATION SCHEME – II TERM OCT TO MARCH 2009 CLASS-IX (MATHEMATICS)

There will be two formative tests and a year end summative test. The weightages and time schedule will be as under :

Type of test	Weightage	Time schedule
Formative Assessment 3	10 %	Oct – Dec., 2009
Formative Assessment 4	10 %	Jan – Feb 2010
Summative Assessment 2	40 %	March 2010
Total	60 %	

Formative tests may be of following forms :

- Unit test based on the content taught during the respective periods.
- Written test/oral test
- H.W./C.W.
- Worksheets/assignment
- Quiz
- Group activity/discussion
- Mathematics projects in groups of 3 to 4 students. The projects can be chosen from the ones given in the Activity Book for class IX or any other topics selected students related to the subject using the taught concepts
- Mathematics activities (Hands on) given in the Activity Book for Class IX or something which is related to concepts.

Summative test will be taken at the year end from the following chapters.

- Number systems
- Polynomials
- Lines and angles
- Triangles
- Quadrilaterals
- Areas of parallelograms and triangles
- Circles
- Surface areas and volumes
- Statistics

Design of the Question Paper

	Type of question	No. of questions	Marks allotted to each question	Total marks
i)	M.C.Q.	8	1	8
		4	2	8 = 16
ii)	Short Answer Type-I	7	2	14
iii)	Short Answer Type-II	10	3	30
iv)	Long Answer Type	5	4	20
	TOTAL	34		80



ANNEXURE II

EVALUATION SCHEME – II TERM OCT TO MARCH 2009 CLASS-IX (MATHEMATICS)

There will be two formative tests and a year end summative test. The weightages and time schedule will be as under :

Type of test	Weightage	Time schedule
Formative Assessment 3	10 %	Oct – Dec., 2009
Formative Assessment 4	10 %	Jan – Feb 2010
Summative Assessment 2	40 %	March 2010
Total	60 %	

Formative tests may be of following forms :

- Unit test based on the content taught during the respective periods.
- Written test/oral test
- H.W./C.W.
- Worksheets/assignment
- Quiz
- Group activity/discussion
- Mathematics projects in groups of 3 to 4 students. The projects can be chosen from the ones given in the Activity Book for class IX or any other topics selected students related to the subject using the taught concepts
- Mathematics activities (Hands on) given in the Activity Book for Class IX or something which is related to concepts.

Summative test will be taken at the year end from the following chapters.

- Number systems
- Polynomials
- Lines and angles
- Triangles
- Quadrilaterals
- Areas of parallelograms and triangles
- Circles
- Surface areas and volumes
- Statistics

Design of the Question Paper

	Type of question	No. of questions	Marks allotted to each question	Total marks
i)	M.C.Q.	8	1	8
		4	2	8 = 16
ii)	Short Answer Type-I	7	2	14
iii)	Short Answer Type-II	10	3	30
iv)	Long Answer Type	5	4	20
	TOTAL	34		80

ANNEXURE-III

Formative Assessment in Science will include the following:

I. Assessment on Paper-pen test

Due weightage to be given to different types of questions (short answer, long answer, MCQ etc.)

The questions should include all difficulty levels. (Easy, Average, Difficult and HOTS)

II. Practical assessment based on CBSE curriculum 2009-2010 would include the following:

The students should be asked to conduct experiments from all areas of curriculum.

The assessments should be based on the following:

- Experimental Set up
- Observation
- Record of observation/data
- Analysis of observation/data
- Conclusions drawn by the student
- Practical Record File
- Viva

III Continuous Assessment in the following suggested areas:

a) Home assignments / class assignments

Due weightage to be given to:

- Regularity
- Neatness
- Presentation
- Correctness

b) Class response may include:

- Oral Questioning
- Quiz
- Worksheets

S.No.	Assessment Method	Areas of Assessment
1.	<u>Oral Questioning</u> Oral Questions to assess the understanding of the topic	Listening Skills Clarity of expression Clarity of concepts Communication Skills
2.	<u>Quiz</u> The class students divided in groups and Questions pertaining to the topic asked to assess the students of a group	Thinking skills Alertness Time management Application of knowledge Reasoning skill Art of quizzing
3.	<u>Worksheets</u> Use of worksheets to assess the students in the class.	Comprehension Regularity Application of knowledge Attentiveness



c) Seminar

A topic may be divided among eight to ten students for them to research/study and 'present' it to all students. e.g. Topic "Improvement in Crop Yields" can be divided into sub topics for presentation by the students:

- i. Introduction
- ii. Crop Variety Improvement
- iii. Crop Production Management
- iv. Crop Protection on Management

Areas of Assessment

- ❖ Ability to research on the topic
- ❖ Acquisition of content knowledge
- ❖ Public speaking
- ❖ Verbal expression
- ❖ ICT skills
- ❖ Leadership quality

Suggested topics based on the curriculum

- Animal Husbandry
- Diseases and their causes
- Sources of energy & overcoming energy crisis
- Application of Archimede's Principle
- Physical and Chemical changes in daily life
- Separation of mixtures - the techniques

d) Symposium

Students can be asked to 'present' papers on the topics of their choice.

Areas of Assessment

- ❖ Depth of the content
- ❖ Presentation of the content
- ❖ Use of audio-visual aids
- ❖ Expression
- ❖ Comprehension of the topic

Suggested topics based on the curriculum/related to the curriculum

- Hygiene to ward off the diseases
- Prevention is better than cure
- Application of ultrasound
- 'Pressure' – its application in daily life



- Chemical classification of metals
- Atomic models

e) Group Discussion

A group of ten students can be given a topic to discuss.

- Students to choose their group leader, a moderator and a recorder
- Their roles to be clarified
- The topic to be thrown open for discussion

Group leader to ensure all students participate in the group discussion

Moderator to ensure that there is no cross talk and no two students speak together and all listen to one speaker patiently.

Recorder to record the observation made by all students in the group including his/her own.

Areas of Assessment

- ❖ Courage to put forth views
- ❖ Team work
- ❖ Respect to peer
- ❖ Knowledge of content
- ❖ Appropriate body language
- ❖ Communication skills
- ❖ Listening skills

Suggested topics - Based on curriculum OR Related to the curriculum

- Global warming and its impact
- Role of students in bringing awareness among community members on :
 - Importance of hygiene
 - Saving of power and water
 - Importance of immunization
- Displacement of an object in the absence of any force acting on it.
- Energy transformation in daily life situations
- Laws of chemical combination
- Application of Colloids

(f) Group Activity

Group Activity may include the following:



❖ Projects

The students may be asked to do the investigatory/experimental projects

• **Investigatory Projects include:**

- Collection of data
- Analysis & interpretation of data
- Observation
- Conclusion and Inference

Areas of Assessment

- ❖ Inquisitiveness
- ❖ Observational skill
- ❖ Thinking skill (logical, rationale)
- ❖ Analytical
- ❖ Application of knowledge
- ❖ Comprehension & understanding (viva-voce)
- ❖ Computing skills
- ❖ Drawing conclusions

Suggested topics related to the curriculum:

- Conservation of resources
- Factors affecting buoyant force
- Application of reflection of sound
- Spread of diseases caused by mosquito in the locality
- Soil fertility

• **Experimental Projects include:**

- Identifying problem
- Making hypothesis
- Testing & experimenting
- Observation
- Analysis & Interpretation
- Conclusion & Inference
- Making a theory

Areas of Assessment

- ❖ Inquisitiveness
- ❖ Observational skill
- ❖ Thinking skill (logical, rationale)
- ❖ Analytical
- ❖ Application of knowledge



- ❖ Comprehension & understanding (viva-voce)
- ❖ Computing skills
- ❖ Drawing conclusions
- ❖ Experimental Skills

Suggested topics related to the curriculum:

- Floatation using vegetables
- Density of immiscible liquids
- Vibrating objects produce sound
- Location of apical meristem
- Determination of PH in different sample need in daily life (eg. soap, lotions, food substances)
- Separation of substance using paper chromatography

ii) Action Plan

Students of a class to be divided in 5-6 groups to make an action plan.

Action Plan includes identifying a problem and making a plan to find a solution.

The students to

- Identify a problem
- Study the causes of the problem
- Interact with people (stake holders) associated with the problem.
- Categorize the problem in terms of
 - magnitude
 - effect on people
 - impact on community
- Make a plan to find the solution of the problem. The plan to include:
 - o Meeting people
 - o Counseling the people
 - o Listing people/authorities who can help find solutions
 - o Seeking appointments with the authorities to discuss the identified problem and seek their help
- A followup action on the solution of the problem

The work to be divided among the students or all work in a group as a unit.

Assessment may be done group-wise or student-wise

Areas of Assessment

- ❖ Identification of a problem
- ❖ Concern for the community
- ❖ Team work
- ❖ Analysis of the problem



- ❖ Strategy planned by the students
- ❖ Self confidence
- ❖ Speaking skills
- ❖ Follow up action to see concern for people/environment

Suggested topics related to the curriculum

- Smoking among teenagers vis-à-vis health
- Sale of cigarettes near schools
- Hygiene in and around school
- Seepage of water in buildings
- Leaking of water pipes
- Wastage of electricity
- Stagnation of water in the coolers
- Control of contagious/infectious diseases

ii) Survey – Collecting information on a relevant topic of study in a group

Assessment may be done group-wise or student-wise.

Areas of Assessment

- ❖ Inquisitiveness
- ❖ Conversational skills
- ❖ Public relations
- ❖ ICT skills
- ❖ Data collection
- ❖ Analytical skills

Suggested topics as general awareness (related to science)

- Garbage collection in the locality
- Prevalence of diseases in a locality/community
- Contamination of water of different areas
- Consumption/misuse of electricity



ANNEXURE - IV

FORMATIVE ASSESSMENT in Mathematics will include the following :

i) Unit Tests

These may be tests based on a single unit or a group of units studied during a specified period. A test may contain (15-20) questions for duration of one or two periods. This may contain

- a) multiple type questions
- b) fill in the blanks type questions
- c) short answer type questions which test the understanding of units
- d) may contain one/two long answer type question which test the application of a number of concepts.

ii) Oral tests

Small questions testing the

- a) knowledge of formulae involved in the units
- b) numerical ability of problems involved in the topics
- c) logical reasoning in the steps involved
- d) Clarity of concepts

iii) Checking of Home Work

The student may be checked on the following:

- a) regularity in doing the home work
- b) getting it checked by the teacher and re-doing the parts which have not been done correctly(follow-up)
- c) Neatness.

iv) Class Work

Whether the student is

- a) attentive in the classroom
- b) replying to questions raised by the teachers in the class
- c) interaction in the class with fellow students and teachers
- d) takes proper notes of concepts taught in the class and prepares according to the next-day's work.

v) Worksheets/Assignments

Worksheets/assignments on different topics may be given to the students related to the topics taught in the class to check the following :

- comprehension
- regularity
- understanding of concept
- application of knowledge



vi) Quizzes

Quizzes can be organized on the following :

- a) Comprehension of concepts
- b) Application of knowledge
- c) Reasoning skills
- d) Knowledge of historical events related to the subject

Some of the topics for quizzes can be

- Contribution of Indian Mathematician on various topics
- The knowledge on general topics like the number π , the golden triangle, the fourth dimension in the spatial concepts, etc.

vii) Group Activity

Activities given in the Activity books for classes IX and X can be done. Also teachers can think of other activities which help to clarify the concepts. Activities can be done in groups as well in individual capacity.

The student may be evaluated on the following :

- (a) Performance of activity
- (b) File record of the activities performed
- (c) Viva

viii) Discussions/seminars, etc.

The group discussions/seminars may be organized on the general topics like

- The concepts of zero and infinity
- Contribution of Indian Mathematicians
- The history of π etc.

i) Project Work

It may be presented in any of the following forms:

- a) Written project reports
- b) Charts/Models
- c) Power point presentations
- d) Survey analysis

Projects can be evaluated on the following :

- Rationale of the project
- Inquisitiveness, observation skill, thinking skill, analytical ability
- Application of knowledge
- Drawing conclusion
- Presentation in style



Some suggested projects are as follows :

- ii) Observing interesting patterns in a cricket match

This involves the performance of two teams involved in the following :

- a) run-rate per over
- b) runs scored in first 10,20,-----50 over by two teams.
- c) Wickets taken and runs per over given by bowlers.

Presenting the whole information in detail in

- Written form.
- Pictorial forms, - bar charts
- Tabular form – comparisons on bowling pattern, batting pattern, etc.

- iii) Designing a Cross Word Puzzle with Mathematics terms
- iv) History of A
- v) Contribution and life history of a selected Indian Mathematician like
 - Aryabhatt
 - Mahaviracharya
 - Bhaskaracharya, etc.
- vi) Number of different types of shop in a nearby shopping centre (A) ----- (B) -----
----- and its sufficiency.
- vii)
- viii) Survey type projects (involving field trips to different industries etc.)



**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 2nd 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.



-2-

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

One Theory Paper	2 hours	20 marks
One practical paper	1 hour	60 marks

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
Total		11	20

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
			Total 60 marks



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 type writing 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 type writing.
- 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. 4th July, 1776; American Independence declared.
- i. 20th July, 1969; first man-landing on the moon.
- j. HE IS COMING ON MONDAY



3. Typewrite the following ten lines on type writer 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 simplest 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 type writer. 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 type writing.
- 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 type writer with touch method of type writing 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 Type writer 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.



ANNEXURE 2

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 type writer 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 Type writer while typewriting.	2
10	How the Type writer 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

$2 \frac{1}{2} \times 2$
=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
a) Temporary
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
a) Placing of a Machine
b) Operation
c) When not in use
d) Erasing
e) Dusting
f) Oiling
g) Periodical servicing | 5 marks
(to be
assessed
as a
whole) |

OR

- | | |
|---|--------------|
| a) Back Spacer – It is used for moving the carriage one space backward. Used for squeezing and spreading. | 2 ½ +
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.



नया आगाज़

आज समय की मांग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।
नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढ़ते जाएं
बस आगे बढ़ते जाएं
बस आगे बढ़ते जाएं.....