



SECONDARY SCHOOL CURRICULUM 2022-23



CENTRAL BOARD OF SECONDARY EDUCATION

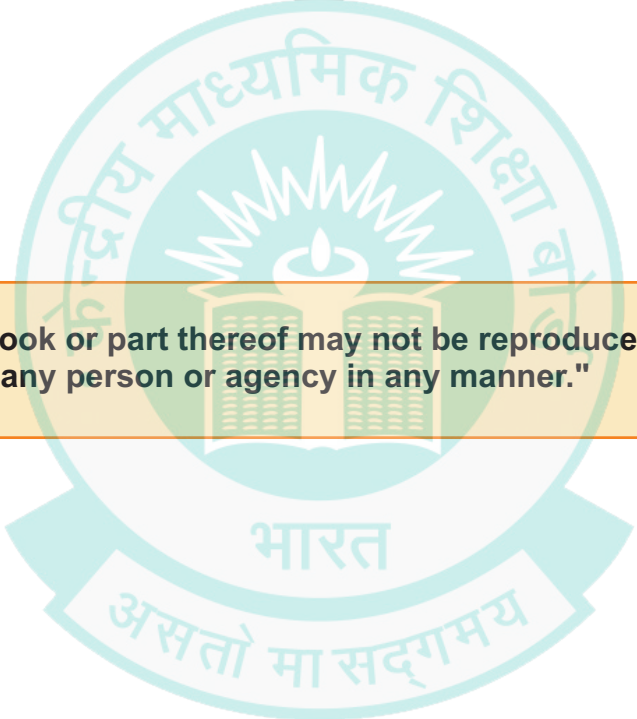
Academic Unit, Shiksha Sadan, 17, Rouse Avenue, New Delhi-110 002

Secondary School Curriculum 2022-23

Class IX-X

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and fourteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढसंकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
 - (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
 - (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
 - (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
 - (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
 - (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
 - (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
 - (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
 - (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
 - (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

1. PRINCIPLES OF THE CBSE CURRICULUM

1.1 CBSE Curriculum

The curriculum refers to the lessons and educational content to be taught to a learner in a school. In empirical terms, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, competencies to be attained, courses of study, subject-wise learning outcomes and content, pedagogical practices and assessment guidelines. The curriculum provided by CBSE is based on National Education Policy 2020 and seeks to provide opportunities for students to achieve excellence in learning.

1.2 Salient Features of the CBSE Secondary School Curriculum

The Curriculum prescribed by CBSE strives to:

1. provide ample scope for holistic i.e. physical, intellectual and social development of students;
2. emphasize constructivist rather than rote learning by highlighting the importance of hands-on experience;
3. enlist general and specific teaching and assessment objectives to make learning competency-based;
4. encourage the application of knowledge and skills in real-life problem solving scenarios;
5. uphold the 'Constitutional Values' by encouraging values-based learning activities;
6. promote Critical and Creative Thinking aligned to the 21st Century Skills in classrooms;
7. integrate innovations in pedagogy such as experiential learning, Sport & Art-Integrated Learning, toy-based pedagogy, storytelling, gamification etc. with technological innovations (ICT integration) to keep pace with the global trends in various disciplines;



8. promote inclusive practices as an overriding consideration in all educational activities;
9. enhance and support learning by different types of assessments; and
10. integrate environmental education in various disciplines from classes I- XII.

1.3 Objectives of the Curriculum

The Curriculum aims to:

1. achieve cognitive, affective and psychomotor excellence;
2. enhance self-awareness and explore innate potential;
3. attain mastery over laid down competencies by following on core concepts, ideas, application and problem solving;
4. imbibe 21st century learning, literacy and life skills;
5. promote lifelong learning through experiential, interactive activity centered and joyful learning;
6. inculcate values and foster cultural learning and international understanding in an interdependent society;
7. acquire the ability to utilize technology and information for the betterment of humankind;
8. strengthen knowledge and attitude related to livelihood skills;
9. develop the ability to appreciate art and show case talents;
10. Promote physical fitness, health and well-being.
11. Promote arts integrated learning.

1.4 Curriculum Areas at Secondary Level

CBSE envisions the all-around development of students in consonance with the holistic approach to education and therefore, has done away with artificial boundary between the co-curricular domain and the curricular domain.

Secondary Curriculum provides students a broad and balanced understanding of subjects including languages, Mathematics, Science, and Social Science to enable students to communicate effectively, analyze information, make informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. The recent focus of CBSE is on the development of 21st-century skills in settings where each student feels independent, safe, and comfortable with their learning. The Board hopes that schools will try to align curriculum in a way so that children feel more connected to it and employ their learning in real-life contexts. To achieve this aim, it is important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Work Education.

In an operational sense, the secondary curriculum is learner-centered with school being a place where students would be acquiring various skills; building self-concept, sense of enterprise, aesthetic sensibilities, and sportsmanship. Therefore, for the purpose of fostering core competencies in learners, this curriculum encompasses major learning areas as under:

Languages 1	Compulsory
Languages 2	
Social Science	
Mathematics	
Science	
Elective Subjects	Optional
Health and Physical Education	Compulsory Subjects having only school based internal assessment
Work Experience*	
Art Education	

* subsumed in Health and Physical Education



1.5 Curricular Areas:-

The curriculum envisages individual learning propensity and seeks to explore the potential of students in acquiring knowledge and skills. With greater orientation and research skills in core areas, students would evolve as judicious young adults with a sense of real self-estimate having true values and principles. The curricular areas are as follows:

- (i) **Languages** include Hindi, English and 37 other languages. The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective communicative proficiencies. Learners use language to comprehend, acquire and communicate ideas in an effective manner.
- (ii) **Social Science** (Geography, History, Economics and Political Science) intends to make learners understand their cultural, geographical and historical milieus and gain in-depth knowledge, attitude, skills and values necessary to bring about transformation for a better world. Social Science includes the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities and the incorporation of the above-mentioned learning. Learners appreciate and value everyone's right to feel respected and safe, and, also understand their Fundamental Rights and Duties and behave responsibly in the society.
- (iii) **Science:** (Biology, Chemistry and Physics) includes gaining knowledge about Food, Materials, The World of the Living, How things work, Moving things, People and Ideas, Natural Phenomenon and Natural Resources. The Focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life. The Curriculum promotes the ability to engage with science-related issues, and with the ideas of science, as a reflective citizen by being able to explain phenomena scientifically, evaluate and design scientific enquiry, and interpret data and evidence scientifically.

Students understand the importance of to apply scientific knowledge in the context of real-life situations and gain competencies that enable them to participate effectively and productively in life.

- (iv) **Mathematics** includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, the ability to apply this Knowledge and acquired skills in their daily life and the skills to think mathematically. It also includes understanding of the principles of reasoning and problem solving. Children learn to rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns. Mathematics is offered at two different levels i.e. Mathematics (Basic) & Mathematics Standard to suit needs of different learners.
- (v) **Skills Electives-** A well-skilled workforce is one of the key requirements for the prosperity and growth for any country. Some skills come from general education, but specific occupational skills are also important. Typically initial vocational education and training systems have a big part to play in supplying these skills. To develop skills and talents as a form of free expression, Board offers variety of competency based subjects under NSQF like Retail, Information Technology, Marketing & Sales, Banking, Finance, AI etc. Choosing any one Skill subject at secondary level can help the child to pursue what truly interests or pleases him or her. This liberty promotes a sense of self-esteem in accepting one's own talents and strengths.

The curriculum and the study material for the Skill Electives is available on the CBSE academic website under the tab 'Skill Education' and can be accessed through the link: <http://cbseacademic.nic.in/skill-education.html>.

- (vi) **Art Education** entails instruction in various art forms (visual as well as performing) with an aim to help children develop an interest for arts and encourage them to enthusiastically participate in related activities,



thus, promoting abilities such as imagination, creativity, valuing arts and cultural heritage. In addition, Arts should be integrated with other subjects to promote creative thinking and expression

- (vii) **Health and Physical Education** focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, Yoga, NCC, self-defense, fitness and life style choices.
- (viii) **Work Experience:** The Work Experience has been subsumed in the Health and Physical Education, however, it is an integral part of the curriculum and is given as much as focus as Health and Physical Education.

1.6 Integrating all areas of learning:

All these eight areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Children should get opportunities to think laterally, critically, identify opportunities, challenge their potential and be open to new ideas. Children should be engaged in practices that promote physical, cognitive, emotional and social development and wellbeing, connect different areas of knowledge, application and values with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth while transacting the curriculum to make them good citizens who can contribute in making the world a happy place.

2. IMPLEMENTATION OF CURRICULUM

2.1 School Curriculum Committee

The Board mandates that all schools must setup a School Curriculum

Committee comprising teachers from each area. The School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/reference materials are age appropriate, incorporate inclusive principles, gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community. The committee will then send the list of books to the Principal to take action as per para 2.4.7 (b) of the Affiliation Byelaws, 2018. The committee would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NEP-2020. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

2.2 Pedagogical Leadership:

All Principals have a crucial role to play in the evolution of the teaching-learning ecosystem as the Head and pedagogical leader of their schools. In the role of school pedagogical leader, the Principal is expected to undertake the following:

- (a) Lead, Guide and Support the teaching and learning processes in the school by focusing on classroom specific requirements for transacting the curriculum, so that both teachers and students perform at their optimal best.
- (b) Direct the entire focus of all school activities towards the students' learning and acquiring of necessary competencies. Every activity taken up by the school, therefore, should be mapped for the educational competencies, and for life skills, values, etc., being acquired by the students.
- (c) Prepare Annual Pedagogical Plan of the school by designing and developing annual plan for the school by giving equal importance to all areas.



- (d) Promote innovative pedagogy, with special focus on integrating art, sports and ICT (Information and Communication Technology) with education, and use of active and experiential learning methods in the classrooms.
- (e) Ensure joyful learning at all levels through use of such innovative pedagogy.
- (f) Develop school specific resources for teaching and learning, in the form of lesson plans, e-content, use of mathematics and science kits developed by NCERT, etc.
- (g) Ensure proper in-house training of teachers in the school to enable them to unleash their own unique capabilities and creativity in their classrooms.
- (h) To be up to date with all new ideas and tools, etc. being used in education at the global level and constantly innovate the pedagogy of the school.
- (i) To make efforts to learn from the best practices of other schools, by arranging for discussions with Principals of such schools, or through observation visits of teachers to other schools.

The Board has not laid down the structure or format of the annual pedagogical plan as the Board respects educational autonomy of every school and expects each school to prepare its own unique and innovative annual plan. This plan must be an implementable one with realistic timelines that should include administrative inputs and detailed pedagogical aspects.

2.3 Pedagogical Practices by Teachers

The pedagogical practices should be learner centric. Teachers are expected to ensure such an atmosphere for students where they feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher should be that of a facilitator

who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

Teachers should follow inclusive principles and not label children as 'slow learners' or 'bright students', or 'problem children'. They should instead attend to the individual difference of students by diagnosing and modifying their pedagogic planning. As far as possible, Arts should be integrated in teaching, especially while teaching the concept which students find difficult to understand.

2.4 Competency based Learning:

To face the challenges of 21st Century, education should be competency based and Principals as Pedagogical Leaders must create conducive environment for the development of competencies among the students. Competency based Learning focuses on the student's demonstration of desired learning outcomes as central to the learning process. Learning outcomes are statements of expected outcomes that the student will be able to do to know, understand and/or be able to demonstrate after completion of a process of learning as a result of learning the activity. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes. Experiential and active learning are the preferred pedagogies for Competency Based Learning as they promote critical thinking, creativity and effective study skills among students. Learning Outcomes approach developed by NCERT for classes I-X that is enclosed with each subject should be adopted by all the schools and teaching-learning process may be changed in the light of these outcomes. The schools are expected to have well-defined Learning objectives for every grade that are observable and measurable, and empower learners to focus on mastery of valuable skills and knowledge. It is expected that teachers will provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks. Schools are expected to track the attainment of Learning Outcomes by each learner and ensure that no child is left behind. CBSE has also come



out with suggestive mapping of learning outcomes with NCERT curriculum which can be adopted/ adapted by schools. CBSE has also mapped each learning outcome with assessment to enable tracking of learning progress and these resources are available at the website of CBSE in the form of **Teachers Energized Resource Material**. Schools should also attempt this on their own. The Board has developed Learning standard frameworks for all major subjects i.e. Hindi, English, Science, Social Science and Mathematics. The learning standard framework (LSF) offers a structured conceptual map for integrating the discrete elements such as learning outcomes, content, pedagogies and assessments, into a coherent continuum. Its goal is to demystify the 'evidence of learning' and engender a common understanding of it in teachers and examiners by cataloguing competencies in clear, measurable, and contextualized achievement standards. Combining theory and practice, different LSFs detail how the learning and assessment need to be conducted in classrooms, These frameworks contain detailed guidelines for preparing reliable and valid items along with sample questions and marking scheme for assessment. Model question paper designs have also been laid out our helping teachers prepare the question paper.

2.5 Lesson/ Unit Plan

Specific Lesson Plans for the topics are to be prepared by the teachers. These plan may have the following parts:

- ❖ Specific Learning Outcomes;
- ❖ Pedagogical Strategies;
- ❖ Group activities/experiments/hands-on-learning;
- ❖ Interdisciplinary Linkages and infusion of Life-skills, Values, Gender sensitivity etc.;
- ❖ Resources (including ICT);
- ❖ Assessment items for measuring the attainment of the Learning Outcome
- ❖ Feedback and Remedial Teaching Plan.
- ❖ Inclusive Practices

2.6 Classroom and School Environment

School environment should be conducive for holistic development of the students. The school should focus on health and hygiene by adopting inclusive practices. As part of the policy the school should adopt practices which will promote mental health. In this direction, the schools may follow the guidelines issued by the Board on making the school a No-Anger Zone or Anger Free Zone. The board has developed school health manuals which are available on www.cbseacademic.nic.in. The time table in the school should take care of proper rest and the children learn subjects with relaxation. School must also ensure that Children avoid the intake of junk food and should ban it around school premises. Intake of the healthy foods should be encouraged with activities described in circular issued by CBSE.

The surroundings and daily life activities and situations are the best experiential teachers for the students. Teachers must make efforts to draw examples and group activities from daily life observations within the classroom/within the school and surroundings, and encourage presentations and reflection by the students once the activity is completed, to develop the skills of critical thinking and communication.

Children learn a lot through peer learning. To promote peer learning, flexible seating arrangements may be made available during the classroom transactions. The seating should also take care of the needs of the students with disabilities as well. Learning should focus on individual differences and promote collaborative learning. The classroom activities must be connected to the immediate environment of children. The school should maintain connection with the parents and the progress of children should be communicated to the parents, and, if needed remedial measures be taken up for improving the learning outcomes.

2.7 Creating Cross-Curricular Linkages

Creating cross-curricular linkages are vital to learning as they help to connect prior knowledge with new information. For example, Mathematical data handling and interpretation can be effectively applied in geography



and science. Children can write better-framed answers in history, geography and science when they have learnt how to write explanations/ short descriptions in a language. Similarly, Life Skills like empathy, problem solving and interpersonal communications can be easily integrated with the study of literature and other areas. Universal Values, Life Skills and Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.

2.8 Special emphasis on Integrating Arts in education:

All disciplines being pursued by students at all stages require creative thinking and problem-solving abilities. Therefore, when Art is integrated with education, it helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics. Secondly, Art Integrated learning is a strong contender for experiential learning, as it enables the student to derive meaning and understanding, directly from the learning experience. Thirdly, this kind of integration not only makes the teaching and learning process joyful, it also has a positive impact on the development of certain life skills, such as, communication skills, reflection and enquiry skills, un-conditioning of the mind leading to higher confidence levels and self-esteem, appreciation for aesthetics and creativity, etc. Fourthly, this kind of integration broadens the mind of the student, and enables him/her to see the multi-disciplinary links between subjects, topics, and real life. Schools are, thus, required to take up the integration of Art with the teaching learning process.

It must be understood that Art Education and Art Integrated Education may be mutually exclusive, but they build upon each other and strengthen each other. Art Education is not only relevant for developing creativity and appreciation of art among students, but is also necessary for inculcating art-based enquiry skills in the students. Art Education is a necessary precursor for the adoption of Art Integrated learning.

2.8.1 Art Education and Art Integration:

The following two-pronged approach is followed:

- (i) Art education continues to be an integral part of the curriculum. The schools may also promote and offer Visual and Performing Arts based subjects at the Secondary and Senior Secondary level.
- (ii) Art is also integrated with the teaching and learning process of all subjects from classes 1 to 12, to promote active and experiential learning for “connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods and for enriching the curriculum, so that it goes beyond textbooks.”

2.8.2 Art Integrated Pedagogy:

While preparing its annual pedagogical plan under the leadership of the Principal of the school, the school must plan out in detail the Art Education to be imparted at various levels, and how that Art can be integrated with classroom learning of various subjects. The focus must be on mutually reinforcing Art as a subject and Art as a tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration.

For implementing this in classrooms, the subject teacher picks the topic/concept/idea that she wants to teach by integrating Art. The teacher can do this jointly with the Art teacher too. Then, the subject teacher collaborates with the Art teacher to align the pedagogy. Next, the teacher teaches the topic/concept/idea ensuring active learning and ensuring that both the subject and Art are integrated well and there is learning in both areas. Finally, the teacher prepares a rubric to assess the student in both the areas - that is, the topic taught and the Art used.

2.9 21st Century Skills:

There is an increased awareness among the educators of the need to integrate what are called as 21st Century skills in educational systems. There are three key 21st century skills;



There are three key 21st century skills i.e. Learning Skills, Literacy Skills and Life Skills.

Learning skills include:

- Critical Thinking
- Creativity
- Communication
- Collaboration

Literacy skills include:

- Information literacy
- Media literacy
- Technology literacy

Life skills include:

- Flexibility
- Leadership
- Initiative
- Productivity
- Self-awareness

The need of the hour is that schools must focus on enhancing the skills required for a successful adult life in 21st Century. It is important that the students are able to think scientifically, mathematically or artistically to face the real-life challenges in an information and technology driven world and enhance their inherent potential. CBSE has published a handbook on 21st century skills available at its website. Schools may further refer to it.

2.10 Inclusive Education:

Inclusive approach in education is a prerequisite for ensuring full participation of all students with equal opportunity in all areas without any discrimination. Inclusive attitude in all staff and faculty members is crucial for successful inclusive education. Therefore, all the members of teaching and non-teaching staff should be sensitized on the issues of inclusive education. Students without disabilities should also be sensitized.



3.4 Medium of Instruction

English is the medium of instruction in this school.

4. STRUCTURE OF ASSESSMENT SCHEME

The Assessment scheme will have an 80 marks component for Board examination (class X) and Annual Examination (class IX) in all subjects except compulsory subjects to be assessed internally along with a 20 marks component of Internal Assessment. Students have to secure 33 percent in total in each of these components.

This condition has been relaxed vide Notification No. CBSE/Coord/DS/EC dated 11/10/2018 available at:

https://www.cbse.gov.in/cbsenew/Examination_Circular/2018/15_CIRCULAR.pdf

As the Board is progressively allowing more space to 'learning outcome based' assessment in place of textbook driven assessment, question papers of Board examinations will have more questions based on real-life situations requiring students to apply, analyse, evaluate and synthesize information as per the stipulated outcomes. The core-competencies to be assessed in all questions, however, will be from the prescribed syllabus and textbooks recommended therein. This will eliminate predictability and rote learning to a large extent.

4.1 Board Examination for (Class X) and Annual Examination (class IX) for 80 marks For Class X:

The Board Examination in each subject will cover entire syllabus of Class-X. Grades corresponding to the marks shall be on the basis of 9-point grading system. Grades will be awarded in each scholastic subject. For awarding the grades, the Board will put all the passed students in a rank order and will award the grades as follows:

ENGLISH LANGUAGE AND LITERATURE

Code No. 184

(2022-23)

1. Background

At the secondary stage of English language learning the textual materials and other resources should represent a wide range of learning experience. Literature has always played a significant role in learning language. However it is felt that pupils should be apprised with contemporary issues, read authentic literature and experiences of people to reflect and build their personality traits.

While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class is meant for reading literature from different perspectives and to engage in activities for developing communicative competence, creativity and enrichment of language skills. It should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

2. Objectives:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- make appropriate usage of English language
- to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different aspects of the Language
- develop sensitivity to, and appreciation of world literature representing varieties of English and cultures embedded in it.
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- integrate listening and speaking skills in the curriculum.
- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom

situations

- narrate a story which has been depicted pictorially or in any other non-verbal mode
- respond, in writing, to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the stand taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of views expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report
- Develop appreciation for Indian languages(multilingualism), translations and Indian Literature.

3. Language Items

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

- sequence of tenses
- reported speech in extended texts
- modal auxiliaries (those not covered at upper primary)
- non-finites (infinitives, gerunds, participles)
- conditional clauses
- complex and compound sentences
- phrasal verbs and prepositional phrases
- cohesive devices
- punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

4. Methods and Techniques

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

- Role play
- Simulating real life situations
- Dramatising and miming

- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings as a resource for comprehending and analysing issues.
- Borrowing situations and registers from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
SYLLABUS CLASS – IX (2022-23)**

Sections	
A	Reading Skills (40 periods)
B	Writing Skills with Grammar (40 periods)
C	Literature Textbooks and Supplementary Reading Text (50 periods)

Section A

Reading Skills

Reading Comprehension through Unseen Passage

20 Marks

I. Discursive passage of 400-450 words.

(10 marks)

II. Case-based passage (with visual input- statistical data, chart etc.) of 200-250 words.

(10 marks)

(Total length of two passages to be 600-700 words)

Multiple Choice Questions / Objective Type Questions will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

Section B

III Grammar

10 Marks

- Tenses
- Modals
- Subject – verb concord
- Reported speech
 - Commands and requests
 - Statements
 - Questions
 - Determiners

The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of 12 questions will be attempted.

IV Creative Writing Skills

10 marks

This section will have short as well as long writing tasks including compositions.

- I. Writing a Descriptive Paragraph (word limit 100-120 words) on a person/event/situation based on visual or verbal cue/s. One out of two questions is to be answered. **5 marks**
- II. Writing a Diary Entry/ Story on a given title in 100-120 words. One out of two questions is to be answered. **5 marks**

Section C

V. Reference to the Context

40 Marks

- I. One extract out of two from Drama / Prose.
- II. One extract out of two from poetry.

(5+5 = 10 Marks)

Multiple Choice Questions / Objective Type Questions will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

VI. Short & Long Answer Questions

- I. Three out of Four Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE. **3x3=9 marks**
- II. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book MOMENTS. **3x3=9 marks**
- III. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the texts. This can also be a passage-based question taken from a situation/plot from the texts. **6 marks**

IV. One out of two Long Answer Type Questions from MOMENTS on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

Beehive

Prose

1. The Fun They Had
2. The Sound of Music
3. The Little Girl
4. A Truly Beautiful Mind
5. The Snake and the Mirror
6. My Childhood
7. Reach For The Top
8. Kathmandu
9. If I were You

Poems-

1. The Road Not taken
2. Wind
3. Rain on The Roof
4. The Lake Isle of Innisfree
5. A Legend of The Northland
6. No Men Are Foreign
7. On killing a tree
8. A Slumber Did My Spirit Seal

Moments

1. The Lost Child
2. The adventures of Toto
3. Iswaran the Storyteller
4. In the kingdom of fools
5. The Happy Prince
6. The Last Leaf
7. A House is not a Home
8. The Beggar

3. WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS X) – Units 1 to 6 and Units 8, 10 & 11

- **NOTE: Teachers are advised to:**

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talk time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skill is to be assessed through a judicious mixture of different types of questions.

INTERNAL ASSESSMENT

Listening and Speaking Competencies

30 Periods

Assessment of Listening and Speaking Skills will be for 05 marks.

It is recommended that listening and speaking skills should be regularly practiced.

Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used. Please refer to the Circular no. Acad-33/2020 dated 14th May 2020 at the http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf for details.

Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

CLASS – IX (2022 – 23)

Marks-80

Sections	Competencies	Total marks
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
Language Through Literature	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
Total		80

For the details of Internal Assessment of 20 marks, please refer to the circular no.

Acad-11/2019, dated March 06, 2019.

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

CLASS – X (2022-23)

SECTION - WISE WEIGHTAGE

Sections	
A	Reading Skills (40 periods)
B	Writing Skills with Grammar (40 periods)
C	Literature Textbooks and Supplementary Reading Text (50 periods)

Section A

Reading Skills

Reading Comprehension through Unseen Passage

20 Marks

I. Discursive passage of 400-450 words.

(10 marks)

II. Case-based passage (with visual input- statistical data, chart etc.) of 200-250 words.

(10 marks)

(Total length of two passages to be 600-700 words)

Multiple Choice Questions / Objective Type Questions will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

Section B

III Grammar

10 Marks

- Tenses
- Modals
- Subject – verb concord
- Reported speech
 - Commands and requests
 - Statements
 - Questions
 - Determiners

The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar in context will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.

IV Creative Writing Skills

10 marks

This section will have short as well as long writing tasks including compositions.

- I. Formal Letter based on a given situation in 100-120 words. One out of two questions is to be answered. **5 marks**
- II. Writing an Analytical Paragraph (100-120 words) on a given Map / Chart / Graph / Cue/s. One out of two questions is to be answered. **5 marks**

Section C

40 Marks

V. Reference to the Context

- I. One extract out of two from Drama / Prose.
- II. One extract out of two from poetry. **(5+5 = 10 Marks)**

Multiple Choice Questions / Objective Type Questions will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

VI. Short & Very Long Answer Questions

30 Marks

- I. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT **4x3=12 marks**
- II. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET. **2x3=6 marks**
- III. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question taken from a situation/plot from the texts. **6 marks**
- IV. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

First Flight

Prose

1. A letter to God
2. Nelson Mandela - Long Walk to Freedom
3. Two Stories About Flying
4. From the Diary of Anne Frank
5. Glimpses of India
6. Mijbil the Otter
7. Madam Rides the Bus
8. The Sermon at Benares
9. The Proposal (Play)

Poems

1. Dust of Snow
2. Fire and Ice
3. A tiger in the Zoo
4. How to Tell Wild Animals
5. The Ball Poem
6. Amanda!
7. The Trees
8. Fog
9. The Tale of Custard the Dragon
10. For Anne Gregory

FOOTPRINTS WITHOUT FEET

1. A triumph of Surgery
2. The Thief's Story
3. The Midnight Visitor
4. A Question of Trust
5. Footprints Without Feet
6. The making of a Scientist
7. The necklace
8. Bholi
9. The Book That Saved the Earth

3. WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS X) – Units 1 to 4 and Units 7 to 11

Note: Teachers are advised to:

- (i) encourage interaction among peers, students and teachers through activities such as roleplay, discussions, group work etc.

- (ii) reduce teacher-talking time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- (iv) follow the Speaking and Listening activities given in the NCERT books.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skill is to be assessed through a judicious mixture of different types of questions.

INTERNAL ASSESSMENT

Listening and Speaking Competencies

30 Periods

Assessment of Listening and Speaking Skills will be for 05 marks.

It is recommended that listening and speaking skills should be regularly practiced .

Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used.

Please refer to the Circular no. Acad-33/2020 dated 14th May 2020 at the http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf for details

Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.

ENGLISH LANGUAGE AND LITERATURE**Code no. (184)****CLASS - X (2022-23)****Marks 80**

Sections	Competencies	Total marks
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
Language through Literature	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
Total		80

For the details of Internal Assessment of 20 marks, please refer to the circular no.

Acad-11/2019, dated March 06, 2019.

Guidelines for Assessment of Listening and Speaking Skills (ALS)

ALS is a component of the Subject Enrichment Activity under Internal Assessment. ALS must be seen as an integrated component of all four language skills rather than a compartment of two. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

Assessment of Listening and Speaking Skills: (5 Marks)

i. Activities:

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. Parameters for Assessment: The listening and speaking skills are to be assessed on the following parameters:

- Interactive competence (Initiation & turn taking, relevance to the topic)
- Fluency (cohesion, coherence and speed of delivery)
- Pronunciation
- Language (grammar and vocabulary)

A suggestive rubric is given below:

	1.	2.	3.	4.	5.
Interaction	<ul style="list-style-type: none"> • Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction 	<ul style="list-style-type: none"> • Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation 	<ul style="list-style-type: none"> • Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns 	<ul style="list-style-type: none"> • Interaction is adequately initiated and develop • Can take turn but needs little prompting 	<ul style="list-style-type: none"> • Can initiate & logically develop simple conversation on familiar topics • Can take turns appropriately
Pronunciation	<ul style="list-style-type: none"> • Insufficient accuracy in pronunciation; many grammatical errors • Communication is severely affected 	<ul style="list-style-type: none"> • Frequently unintelligible articulation • Frequent phonological errors • Major communication problems 	<ul style="list-style-type: none"> • Largely correct pronunciation & clear articulation except occasional errors • Some expressions cause stress without compromising with understanding of spoken discourse. 	<ul style="list-style-type: none"> • Mostly correct pronunciation & clear articulation • Can be clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> • Can pronounce correctly & articulate clearly • Is always comprehensible ; uses appropriate intonation

	1.	2.	3.	4.	5.
Fluency & Coherence	<ul style="list-style-type: none"> • Noticeably/ long pauses; rate of Speech is slow • Frequent repetition and/or self- correction • Links only basic sentences; breakdown of coherence evident 	<ul style="list-style-type: none"> • Usually fluent; produces simple speech fluently, but loses coherence in complex communication • Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically 	<ul style="list-style-type: none"> • Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects; occasionally loses coherence • Topics mainly developed, but usually not logically concluded 	<ul style="list-style-type: none"> • Speaks without noticeable effort, with a little repetition • Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction • Topics not fully developed to merit 	<ul style="list-style-type: none"> • Speaks fluently almost with no repetition & minimal hesitation • Develops topic fully & coherently
Vocabulary & Grammar	<ul style="list-style-type: none"> • Demonstrates almost no flexibility, and mostly struggles for appropriate words • Uses very basic vocabulary to express view-points. 	<ul style="list-style-type: none"> • Communicates with limited flexibility and appropriacy on some of the topics • Complex forms and sentence structures are rare; exhibits limited vocabulary to express new ideas 	<ul style="list-style-type: none"> • Communicate s' with limited flexibility and appropriacy on most of the topics • Sometimes uses complex forms and sentence structures; has limited vocabulary to describe/ express new points 	<ul style="list-style-type: none"> • Can express with some flexibility and appropriacy on most of the topics • Demonstrates ability to use complex forms and sentence structures most of the time; expresses with adequate vocabulary 	<ul style="list-style-type: none"> • Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel and current events • Frequently uses complex forms and sentence structures; has enough vocabulary to express himself/ herself

iii. Schedule:

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

हिंदी मातृभाषा (कोड-002)

कक्षा 9वीं-10वीं (2022-23)

राष्ट्रीय पाठ्यचर्या की रूपरेखा, नई शिक्षा नीति 2020 तथा केंद्रीय माध्यमिक शिक्षा बोर्ड द्वारा समय-समय पर दक्षता आधारित शिक्षा, कला समेकित अधिगम, अनुभवात्मक अधिगम को अपनाने की प्रेरणा दी गई है, जो शिक्षार्थियों की प्रतिभा को उजागर करने, खेल-खेल में सीखने पर बल देने, आनंदपूर्ण ज्ञानार्जन और विद्यार्जन के विविध तरीकों को अपनाने तथा अनुभव के द्वारा सीखने पर बल देती है।

योग्यता या दक्षता आधारित शिक्षा से तात्पर्य है- सीखने और मूल्यांकन करने का एक ऐसा दृष्टिकोण, जो शिक्षार्थी के सीखने के प्रतिफल और विषय में विशेष दक्षता को प्राप्त करने पर बल देता है। योग्यता वह क्षमता, कौशल, ज्ञान और दृष्टिकोण है, जो व्यक्ति को वास्तविक जीवन में कार्य करने में सहायता करता है। इससे शिक्षार्थी यह सीख सकते हैं कि ज्ञान और कौशल को किस प्रकार प्राप्त किया जाए तथा उन्हें वास्तविक जीवन की समस्याओं पर कैसे लागू किया जाए। प्रत्येक विषय, प्रत्येक पाठ को जीवनोपयोगी बनाकर प्रयोग में लाना ही दक्षता आधारित शिक्षा है। इसके लिए उच्च स्तरीय चिंतन कौशल पर विशेष बल देने की आवश्यकता है।

कला समेकित अधिगम को शिक्षण-अधिगम प्रक्रिया में सुनिश्चित करना अत्यधिक आवश्यक है। कला के संसार में कल्पना की एक अलग ही उड़ान होती है। कला एक व्यक्ति की रचनात्मक अभिव्यक्ति है। कला समेकित अधिगम से तात्पर्य है- कला के विविध रूपों संगीत, नृत्य, नाटक, कविता, रंगशाला, यात्रा, मूर्तिकला, आभूषण बनाना, गीत लिखना, नुक्कड़ नाटक, कोलाज, पोस्टर, कला प्रदर्शनी को शिक्षण अधिगम की प्रक्रिया का अभिन्न हिस्सा बनाना। किसी विषय को आरंभ करने के लिए आइस ब्रेकिंग गतिविधि के रूप में तथा सामंजस्यपूर्ण समझ पैदा करने के लिए अंतरविषयक या बहुविषयक परियोजनाओं के रूप में कला समेकित अधिगम का प्रयोग किया जाना चाहिए। इससे पाठ अधिक रोचक एवं ग्राह्य हो जाएगा।

अनुभवात्मक अधिगम या आनुभविक ज्ञानार्जन का उद्देश्य शैक्षिक वातावरण को शिक्षार्थी केंद्रित बनाने के साथ-साथ स्वयं मूल्यांकन करने, आलोचनात्मक रूप से सोचने, निर्णय लेने तथा ज्ञान का निर्माण कर उसमें पारंगत होने से है। यहाँ शिक्षक की भूमिका मार्गदर्शक की रहती है। ज्ञानार्जन-अनुभव सहयोगात्मक अथवा स्वतंत्र होता है और यह छात्रों को एक साथ कार्य करने तथा स्वयं के अनुभव द्वारा सीखने पर बल देता है। यह सिद्धांत और व्यवहार के बीच की दूरी को कम करता है।

माध्यमिक स्तर तक आते-आते विद्यार्थी किशोर हो चुका होता है और उसमें सुनने, बोलने, पढ़ने, लिखने के साथ-साथ आलोचनात्मक दृष्टि विकसित होने लगती है। भाषा के सौंदर्यात्मक पक्ष, कथात्मकता/गीतात्मकता, अखबारी समझ, शब्द शक्तियों की समझ, राजनैतिक एवं सामाजिक चेतना का विकास, स्वयं की अस्मिता का संदर्भ और आवश्यकता के अनुसार उपयुक्त भाषा-प्रयोग, शब्दों का सुचिंतित प्रयोग, भाषा की नियमबद्ध प्रकृति आदि से विद्यार्थी परिचित हो जाता है। इतना ही नहीं, वह विविध विधाओं और अभिव्यक्ति की अनेक शैलियों से भी परिचित हो चुका होता है। अब विद्यार्थी की

दृष्टि आस-पड़ोस, राज्य-देश की सीमा को लाँघते हुए वैश्विक क्षितिज तक फैल जाती है। इन बच्चों की दुनिया में समाचार, खेल, फ़िल्म तथा अन्य कलाओं के साथ-साथ पत्र-पत्रिकाएँ और अलग-अलग तरह की किताबें भी प्रवेश पा चुकी होती हैं।

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

इस पाठ्यक्रम के अध्ययन से -

- (क) विद्यार्थी अगले स्तरों पर अपनी रुचि और आवश्यकता के अनुरूप हिंदी की पढ़ाई कर सकेंगे तथा हिंदी में बोलने और लिखने में सक्षम हो सकेंगे।
- (ख) अपनी भाषा दक्षता के चलते उच्चतर माध्यमिक स्तर पर विज्ञान, समाज विज्ञान और अन्य के साथ सहज संबद्धता (अंतर्संबंध) स्थापित कर सकेंगे।
- (ग) दैनिक जीवन व्यवहार के विविध क्षेत्रों में हिंदी के औपचारिक/अनौपचारिक उपयोग की दक्षता हासिल कर सकेंगे।
- (घ) भाषा प्रयोग के परंपरागत तौर-तरीकों एवं विधाओं की जानकारी एवं उनके समसामयिक संदर्भों की समझ विकसित कर सकेंगे।
- (ङ.) हिंदी भाषा में दक्षता का इस्तेमाल वे अन्य भाषा-संरचनाओं की समझ विकसित करने के लिए कर सकेंगे।

कक्षा 9वीं व 10वीं में मातृभाषा के रूप में हिंदी-शिक्षण के उद्देश्य :

- कक्षा आठवीं तक अर्जित भाषिक कौशलों (सुनना, बोलना, पढ़ना और लिखना) का उत्तरोत्तर विकास।
- सृजनात्मक साहित्य के आलोचनात्मक आस्वाद की क्षमता का विकास।
- स्वतंत्र और मौखिक रूप से अपने विचारों की अभिव्यक्ति का विकास।
- ज्ञान के विभिन्न अनुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति एवं क्षमता का बोध कराना।
- साहित्य की प्रभावकारी क्षमता का उपयोग करते हुए सभी प्रकार की विविधताओं (राष्ट्रीयता, धर्म, लिंग एवं भाषा) के प्रति सकारात्मक और संवेदनशील आचार-विचार का विकास।
- भारतीय भाषाओं एवं विदेशी भाषाओं की सांस्कृतिक विविधता से परिचय।
- व्यावहारिक और दैनिक जीवन में विविध अभिव्यक्तियों की मौखिक व लिखित क्षमता का विकास।

- संचार माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से अवगत कराना और नवीन भाषा प्रयोग करने की क्षमता से परिचय।
- विश्लेषण और तर्क क्षमता का विकास।
- भावाभिव्यक्ति क्षमताओं का उत्तरोत्तर विकास।
- मतभेद, विरोध और टकराव की परिस्थितियों में भी भाषा को संवेदनशील और तर्कपूर्ण इस्तेमाल से शांतिपूर्ण संवाद की क्षमता का विकास।
- भाषा की समावेशी और बहुभाषिक प्रकृति की समझ का विकास करना।

शिक्षण युक्तियाँ

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

- विद्यार्थी द्वारा की जा रही गलतियों को भाषा के विकास के अनिवार्य चरण के रूप में स्वीकार किया जाना चाहिए, जिससे विद्यार्थी अबाध रूप से बिना झिझक के लिखित और मौखिक अभिव्यक्ति करने में उत्साह का अनुभव करें। विद्यार्थियों पर शुद्धि का ऐसा दबाव नहीं होना चाहिए कि वे तनावग्रस्त माहौल में पड़ जाएँ। उन्हें भाषा के सहज, कारगर और रचनात्मक रूपों से इस तरह परिचित कराना उचित है कि वे स्वयं सहज रूप से भाषा का सृजन कर सकें।
- विद्यार्थी स्वतंत्र और अबाध रूप से लिखित और मौखिक अभिव्यक्ति करें। अधिगम बाधित होने पर अध्यापक, अध्यापन शैली में परिवर्तन करें।
- ऐसे शिक्षण-बिंदुओं की पहचान की जाए, जिनसे कक्षा में विद्यार्थी निरंतर सक्रिय भागीदारी करें और अध्यापक भी इस प्रक्रिया में उनके साथी बनें।
- हर भाषा का अपना व्याकरण होता है। भाषा की इस प्रकृति की पहचान कराने में परिवेशगत और पाठगत संदर्भों का ही प्रयोग करना चाहिए। यह पूरी प्रक्रिया ऐसी होनी चाहिए कि विद्यार्थी स्वयं को शोधकर्ता समझें तथा अध्यापक इसमें केवल निर्देशन करें।
- हिंदी में क्षेत्रीय प्रयोगों, अन्य भाषाओं के प्रयोगों के उदाहरण से यह बात स्पष्ट की जा सकती है कि भाषा अलगाव में नहीं बनती और उसका परिवेश अनिवार्य रूप से बहुभाषिक होता है।
- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापक को हर प्रकार की विविधताओं (लिंग, जाति, वर्ग, धर्म आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।
- काव्य भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से

कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।

- रा.शै.अ. और प्र.प.,(एन.सी.ई.आर.टी.) द्वारा उपलब्ध कराए गए अधिगम प्रतिफल/सीखने-सिखाने की प्रक्रिया जो इस पाठ्यचर्या के साथ संलग्नक के रूप में उपलब्ध है, को शिक्षक द्वारा क्षमता आधारित शिक्षा का लक्ष्य प्राप्त करने के लिये अनिवार्य रूप से इस्तेमाल करने की आवश्यकता है।
- शिक्षा मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए कराए गए अन्य कार्यक्रम/ ई-सामग्री वृत्तचित्रों और फ़ीचर फ़िल्मों को शिक्षण-सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।
- कक्षा में सिर्फ़ पाठ्यपुस्तक की उपस्थिति से बेहतर होगा कि शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को विद्यार्थी देखें और कक्षा में अलग-अलग मौकों पर शिक्षक उनका इस्तेमाल करें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सटीक अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा, वे शब्दों के सूक्ष्म अंतर के प्रति और सजग हो पाएँगे।

श्रवण व वाचन (मौखिक बोलना) संबंधी योग्यताएँ

श्रवण (सुनना) कौशल

- वर्णित या पठित सामग्री, वार्ता, भाषण, परिचर्चा, वार्तालाप, वाद-विवाद, कविता-पाठ आदि को सुनकर अर्थ ग्रहण करना, मूल्यांकन करना और अभिव्यक्ति के ढंग को जानना।
- वक्तव्य के भाव, विनोद व उसमें निहित संदेश, व्यंग्य आदि को समझना।
- वैचारिक मतभेद होने पर भी वक्ता की बात को ध्यानपूर्वक, धैर्यपूर्वक व शिष्टाचार के साथ सुनना व वक्ता के दृष्टिकोण को समझना।
- ज्ञानार्जन मनोरंजन व प्रेरणा ग्रहण करने हेतु सुनना।
- वक्तव्य का आलोचनात्मक विश्लेषण करना एवं सुनकर उसका सार ग्रहण करना।

श्रवण (सुनना) वाचन (बोलना) का परीक्षण : कुल 5 अंक (2.5+2.5)

- परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 100-150 शब्दों का होना चाहिए।

या

परीक्षक 1-2 मिनट का श्रव्य अंश (ऑडियो क्लिप) सुनवाएगा। अंश रोचक होना चाहिए। कथ्य /घटनापूर्ण एवं स्पष्ट होना चाहिए। वाचक का उच्चारण शुद्ध, स्पष्ट एवं विराम चिह्नों के उचित प्रयोग सहित होना चाहिए।

- परीक्षार्थी ध्यानपूर्वक परीक्षा/ ऑडियो क्लिप को सुनने के पश्चात परीक्षक द्वारा पूछे गए प्रश्नों का अपनी समझ से मौखिक उत्तर देंगे।

कौशलों के मूल्यांकन का आधार

	श्रवण (सुनना)		वाचन(बोलना)
1	विद्यार्थी में परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है।	1	विद्यार्थी केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है।
2	छोटे सुसंबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	2	परिचित संदर्भों में शुद्धता से केवल छोटे सुसंबद्ध कथनों का सीमित प्रयोग करता है।
3	परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है।	3	अपेक्षित दीर्घ भाषण में जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है।
4	दीर्घ कथनों को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।	4	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धाराप्रवाह रूप में प्रस्तुत कर सकता है।
5	जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है।

टिप्पणी

- परीक्षण से पूर्व परीक्षार्थी को तैयारी के लिए कुछ समय दिया जाए।
- विवरणात्मक भाषा में विषय के अनुकूल तीनों कालों का प्रयोग अपेक्षित है।
- निर्धारित विषय परीक्षार्थी के अनुभव संसार के हों, जैसे - कोई चुटकुला या हास्य-प्रसंग सुनाना, हाल में पढ़ी पुस्तक या देखे गए सिनेमा की कहानी सुनाना।
- शिक्षार्थी को विषय केंद्रित स्वतंत्र अभिव्यक्ति करने का अवसर प्रदान करें।

पठन कौशल

- सरसरी दृष्टि से पढ़कर पाठ का केंद्रीय विचार ग्रहण करना।

- एकाग्रचित हो एक अभीष्ट गति के साथ मौन पठन करना।
- पठित सामग्री पर अपनी प्रतिक्रिया व्यक्त करना।
- भाषा, विचार एवं शैली की सराहना करना।
- साहित्य के प्रति अभिरुचि का विकास करना।
- साहित्य की विभिन्न विधाओं की प्रकृति के अनुसार पठन कौशल का विकास।
- संदर्भ के अनुसार शब्दों के अर्थ-भेदों की पहचान करना।
- सक्रिय (व्यवहारोपयोगी) शब्द भंडार की वृद्धि करना।
- पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
- पठित अनुच्छेदों के शीर्षक एवं उपशीर्षक देना।
- कविता के प्रमुख उपादान यथा - तुक, लय, यति, गति, बलाघात आदि से परिचित कराना।

लेखन कौशल

- लिपि के मान्य रूप का ही व्यवहार करना।
- विराम-चिह्नों का उपयुक्त प्रयोग करना।
- प्रभावपूर्ण भाषा तथा लेखन-शैली का स्वाभाविक रूप से प्रयोग करना।
- उपयुक्त अनुच्छेदों में बाँटकर लिखना।
- प्रार्थना पत्र, निमंत्रण पत्र, बधाई पत्र, संवेदना पत्र, ई-मेल, आदेश पत्र, एस.एम.एस आदि लिखना और विविध प्रपत्रों को भरना।
- विविध स्रोतों से आवश्यक सामग्री एकत्र कर अभीष्ट विषय पर निबंध लिखना।
- देखी हुई घटनाओं का वर्णन करना और उन पर अपनी प्रतिक्रिया देना।
- हिंदी की एक विधा से दूसरी विधा में रूपांतरण का कौशल।
- समारोह और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।
- सार, संक्षेपीकरण एवं भावार्थ लिखना।
- गद्य एवं पद्य अवतरणों की व्याख्या लिखना।
- स्वानुभूत विचारों और भावनाओं को स्पष्ट सहज और प्रभावशाली ढंग से अभिव्यक्त करना।
- क्रमबद्धता और प्रकरण की एकता बनाए रखना।
- लिखने में सृजनात्मकता लाना।
- अनावश्यक काट-छाँट से बचते हुए सुपाठ्य लेखन कार्य करना
- दो भिन्न पाठों की पाठ्यवस्तु पर चिंतन करके उनके मध्य की संबद्धता (अंतर्संबंधों) पर अपने विचार अभिव्यक्त करने में सक्षम होना।
- रटे-रटाए वाक्यों के स्थान पर अभिव्यक्तिपरक/ स्थिति आधारित/ उच्च चिंतन क्षमता वाले प्रश्नों पर सहजता से अपने मौलिक विचार प्रकट करना।

रचनात्मक अभिव्यक्ति

अनुच्छेद लेखन

- पूर्णता - संबंधित विषय के सभी पक्षों को अनुच्छेद के सीमित आकार में संयोजित करना
- क्रमबद्धता- विचारों को क्रमबद्ध एवं तर्कसंगत विधि से प्रकट करना
- विषय-केंद्रित - प्रारंभ से अंत तक अनुच्छेद का एक सूत्र में बँधा होना
- सामासिकता - अनावश्यक विस्तार न देकर सीमित शब्दों में यथासंभव विषय से संबद्ध पूरी बात कहने का प्रयास करना

पत्र लेखन

- अनौपचारिक पत्र विचार-विमर्श का ज़रिया, जिनमें मैत्रीपूर्ण भावना निहित, सरलता, संक्षिप्त और सादगी से भरी लेखन शैली
- औपचारिक पत्रों द्वारा दैनिक जीवन की विभिन्न स्थितियों में कार्य, व्यापार, संवाद, परामर्श, अनुरोध तथा सुझाव के लिए प्रभावी एवं स्पष्ट संप्रेषण क्षमता का विकास
- सरल और बोलचाल की भाषा शैली, उपयुक्त, सटीक शब्दों के प्रयोग, सीधे-सादे ढंग से विषय की स्पष्ट और प्रत्यक्ष प्रस्तुति
- प्रारूप की आवश्यक औपचारिकताओं के साथ सुस्पष्ट, सुलझे और क्रमबद्ध विचार आवश्यक; तथ्य, संक्षिप्तता और संपूर्णता के साथ प्रभावी प्रस्तुति

विज्ञापन लेखन

(विज्ञापित वस्तु / विषय को केंद्र में रखते हुए)

- विज्ञापित वस्तु के विशिष्ट गुणों का उल्लेख
- आकर्षक लेखन शैली
- प्रस्तुति में नयापन, वर्तमान से जुड़ाव तथा दूसरों से भिन्नता
- विज्ञापन में आवश्यकतानुसार नारे (स्लोगन) का उपयोग
- विज्ञापन लेखन में बॉक्स, चित्र अथवा रंग का उपयोग अनिवार्य नहीं है, किंतु समय होने पर प्रस्तुति को प्रभावी बनाने के लिए इनका उपयोग किया जा सकता है।

संवाद लेखन

(दी गई परिस्थितियों के आधार पर संवाद लेखन)

- सीमा के भीतर एक दूसरे से जुड़े सार्थक और उद्देश्यपूर्ण संवाद
- पात्रों के अनुकूल भाषा शैली
- कोष्ठक में वक्ता के हाव-भाव का संकेत
- संवाद लेखन के अंत तक विषय/मुद्दे पर वार्ता पूरी

लघुकथा लेखन

(दिए गए विषय/शीर्षक आदि के आधार पर रचनात्मक सोच के साथ लघुकथा लेखन)

- कथात्मकता
- निरंतरता, जिज्ञासा/रोचकता
- प्रभावी संवाद/ पात्रानुकूल संवाद
- रचनात्मकता/कल्पनाशक्ति का उपयोग

संदेश लेखन

(शुभकामना, पर्व-त्योहारों एवं विशेष अवसरों पर दिए जाने वाले संदेश)

- विषय से संबद्धता
- संक्षिप्त और सारगर्भित
- भाषाई दक्षता एवं प्रस्तुति
- रचनात्मकता/सृजनात्मकता
- विषय के अनुकूल काव्य-पंक्तियों का आंशिक उपयोग, किंतु इसकी अनिवार्यता नहीं

ई-मेल लेखन

(विविध विषयों पर आधारित औपचारिक ई-मेल लेखन)

- बोधगम्य भाषा
- विषय से संबद्धता
- संक्षिप्त, स्पष्ट व सारगर्भित
- शिष्टाचार व औपचारिकताओं का निर्वाह

स्ववृत्त लेखन

(उपलब्ध रिक्ति के लिए स्ववृत्त लेखन)

- स्पष्ट, संपूर्ण व व्यवस्थित
- नाम, जन्मतिथि, वर्तमान पता, शैक्षणिक योग्यता, अनुभव, अभिरुचियों, आत्मकथ्य, दूरभाष आदि का उल्लेख (परीक्षा में गोपनीयता का निर्वाह अपेक्षित)
- अन्य विशेष जानकारी/ योग्यता आदि

सूचना लेखन

(औपचारिक शैली में व्यावहारिक जीवन से संबंधित विषयों पर आधारित सूचना लेखन)

- सरल एवं बोधगम्य भाषा
- विषय की स्पष्टता
- विषय से जुड़ी संपूर्ण जानकारी
- औपचारिक शिष्टाचार का निर्वाह

हिंदी पाठ्यक्रम-अ (कोड सं. 002)

कक्षा 9वीं हिंदी - अ परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2022-23

- प्रश्नपत्र दो खंडों, खंड 'अ' और 'ब' में विभक्त होगा।
- खंड 'अ' में 49 वस्तुपरक प्रश्न पूछे जाएँगे, जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।
- खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे।
- भारांक-(80(वार्षिक बोर्ड परीक्षा)+20 (आंतरिक परीक्षा))

निर्धारित समय- 3 घंटे

भारांक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन			
खंड - अ (बहुविकल्पी प्रश्न)			
	विषयवस्तु	उप भार	कुल भार
1	अपठित गद्यांश व काव्यांश पर चिंतन क्षमता एवं अभिव्यक्ति कौशल पर आधारित बहुविकल्पी प्रश्न		10
	अ एक अपठित गद्यांश लगभग 250 शब्दों का। (1x5=5) (विकल्प के बिना)	5	
	ब एक अपठित काव्यांश लगभग 120 शब्दों का। (1x5=5) विकल्प सहित	5	
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर बहुविकल्पी प्रश्न (1x16) कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे		16
	व्याकरण		
	1 शब्द निर्माण उपसर्ग - 2 अंक, प्रत्यय - 2 अंक, समास - 4 अंक उपसर्ग-प्रत्यय- (5 में से 4 प्रश्न करने होंगे), समास (5 में से 4 प्रश्न करने होंगे)	8	
	2 अर्थ की दृष्टि से वाक्य भेद - 4 अंक (5 में से 4 प्रश्न करने होंगे)	4	
	3 अलंकार - 4 अंक (शब्दालंकार : अनुप्रास, यमक) (अर्थालंकार : उपमा, रूपक) (5 में से 4 प्रश्न करने होंगे)	4	
3	पाठ्यपुस्तक क्षितिज भाग - 1		
	अ गद्य खंड	7	
	1 क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	
	2 क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	2	

	ब	काव्य खंड	7	14
	1	क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5)	5	
	2	क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्य-बोध परखने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	2	
खंड - ब (वर्णनात्मक प्रश्न)				
पाठ्यपुस्तक क्षितिज भाग - 1 व पूरक पाठ्यपुस्तक कृतिका भाग - 1				
1	अ	गद्य खंड		
		क्षितिज से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे।(विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब	काव्य खंड		
		क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	20
	स	पूरक पाठ्यपुस्तक कृतिका भाग - 1		
		कृतिका से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (4x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	8	
2	लेखन			
	क	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों में से किन्हीं तीन विषयों पर लगभग 120 शब्दों में किसी एक विषय पर अनुच्छेद (6x1)	6	
	ख	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में लगभग 100 शब्दों में किसी एक विषय पर पत्र। (5x1)	5	
	ग	दिए गए विषय/शीर्षक आदि के आधार पर रचनात्मक सोच के साथ लगभग 100 शब्दों में लघुकथा लेखन। (5x1) अथवा विविध विषयों पर आधारित लगभग 100 शब्दों में औपचारिक ई-मेल लेखन।	5	20
	घ	दी गई परिस्थितियों के आधार पर लगभग 80 शब्दों में संवाद लेखन। (4x1) अथवा व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 80 शब्दों में सूचना लेखन।	4	
		कुल		80

	आंतरिक मूल्यांकन		20
अ	सामयिक आकलन	5	
ब	बहुविध आकलन	5	
स	पोर्टफोलियो	5	
द	श्रवण एवं वाचन	5	
	कुल		100

निर्धारित पुस्तकें :

1. क्षितिज, भाग-1, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
2. कृतिका, भाग-1, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

नोट - निम्नलिखित पाठों से प्रश्न नहीं पूछे जाँगे-

क्षितिज, भाग - 1	काव्य खंड	<ul style="list-style-type: none"> • केदारनाथ अग्रवाल - चंद्र गहना से लौटती बेर (पूरा पाठ) • चंद्रकांत देवताले - यमराज की दिशा (पूरा पाठ)
	गद्य खंड	<ul style="list-style-type: none"> • चपला देवी - नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया (पूरा पाठ) • हजारीप्रसाद द्विवेदी - एक कुत्ता और एक मैना (पूरा पाठ)
कृतिका, भाग - 1		<ul style="list-style-type: none"> • विद्यासागर नौटियाल - माटी वाली (पूरा पाठ) • शमशेर बहादुर सिंह - किस तरह आखिरकार मैं हिंदी में आया (पूरा पाठ)

हिंदी पाठ्यक्रम -अ (कोड सं. 002)

कक्षा 10वीं हिंदी - अ परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2022-23

- प्रश्नपत्र दो खंडों, खंड 'अ' और 'ब' में विभक्त होगा।
- खंड 'अ' में 49 वस्तुपरक प्रश्न पूछे जाएँगे, जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।
- खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे।
- भारांक-{80(वार्षिक बोर्ड परीक्षा)+20 (आंतरिक परीक्षा)}

निर्धारित समय- 3 घंटे

भारांक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन				
खंड - अ (बहुविकल्पी प्रश्न)				
	विषयवस्तु	उप भार	कुल भार	
1	अपठित गद्यांश व काव्यांश पर चिंतन क्षमता एवं अभिव्यक्ति कौशल पर आधारित बहुविकल्पी प्रश्न।		10	
	अ एक अपठित गद्यांश लगभग 250 शब्दों का। (1x5=5) (विकल्प के बिना)	5		
	ब एक अपठित काव्यांश लगभग 120 शब्दों का। (1x5=5) विकल्प सहित	5		
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर बहुविकल्पी प्रश्न। (1x16) (कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे)		16	
	व्याकरण			
	1	रचना के आधार पर वाक्य भेद (4 अंक) (5 में से 4 प्रश्न करने होंगे)		4
	2	वाच्य (4 अंक) (5 में से 4 प्रश्न करने होंगे)		4
	3	पद परिचय (4 अंक) (5 में से 4 प्रश्न करने होंगे)		4
	4	अलंकार- (शब्दालंकार : श्लेष) (अर्थालंकार : उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण) 4 अंक (5 में से 4 प्रश्न करने होंगे)		4
3	पाठ्यपुस्तक क्षितिज भाग - 2			
	अ	गद्य खंड	7	
	1	क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	

	2	क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	2	14
	ब	काव्य खंड	7	
	1	क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5)	5	
	2	क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	2	
खंड - ब (वर्णनात्मक प्रश्न)				
पाठ्यपुस्तक क्षितिज भाग - 2 व पूरक पाठ्यपुस्तक कृतिका भाग - 2				
1	अ	गद्य खंड		
		क्षितिज से निर्धारित पाठों में से विषयवस्तु का ज्ञान बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे।(विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	20
	ब	काव्य खंड		
		क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	स	पूरक पाठ्यपुस्तक कृतिका भाग - 2		
		कृतिका के निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे । (4x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	8	
2	लेखन			
	i	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन	6	20
	ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र	5	
	iii	उपलब्ध रिक्ति के लिए लगभग 80 शब्दों में स्ववृत्त लेखन अथवा विविध विषयों पर आधारित लगभग 80 शब्दों में औपचारिक ई-मेल लेखन	5	

iv	विषय से संबंधित लगभग 60 शब्दों के अंतर्गत विज्ञापन लेखन अथवा संदेश लेखन लगभग 60 शब्दों में (शुभकामना, पर्व-त्योहारों एवं विशेष अवसरों पर दिए जाने वाले संदेश)	4	
		कुल	80
	आंतरिक मूल्यांकन	अंक	20
अ	सामयिक आकलन	5	
ब	बहुविध आकलन	5	
स	पोर्टफोलियो	5	
द	श्रवण एवं वाचन	5	
	कुल		100

निर्धारित पुस्तकें :

1. क्षितिज, भाग-2, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
2. कृतिका, भाग-2, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

नोट - निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे-

क्षितिज, भाग - 2	काव्य खंड	<ul style="list-style-type: none"> • देव- सवैया, कवित्त (पूरा पाठ) • गिरिजाकुमार माथुर - छाया मत छूना (पूरा पाठ) • ऋतुराज - कन्यादान (पूरा पाठ)
	गद्य खंड	<ul style="list-style-type: none"> • महावीरप्रसाद द्विवेदी - स्त्री-शिक्षा के विरोधी कुतर्कों का खंडन (पूरा पाठ) • सर्वेश्वर दयाल सक्सेना- मानवीय करुणा की दिव्य चमक (पूरा पाठ)
कृतिका, भाग - 2		<ul style="list-style-type: none"> • एही ठैयाँ झुलनी हेरानी हो रामा! (पूरा पाठ) • जार्ज पंचम की नाक (पूरा पाठ)

MATHEMATICS (IX-X)
(CODE NO. 041)
Session 2022-23

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

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

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

Objectives

The broad objectives of teaching of Mathematics at secondary stage are to help the learners to:

- consolidate the Mathematical knowledge and skills acquired at the upper primary stage;
- acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills;
- develop mastery of basic algebraic skills;
- develop drawing skills;
- feel the flow of reason while proving a result or solving a problem;
- apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method;
- to develop ability to think, analyze and articulate logically;
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases;
- to develop necessary skills to work with modern technological devices and mathematical software's.
- to develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics;
- to develop interest in the subject by participating in related competitions;
- to acquaint students with different aspects of Mathematics used in daily life;
- to develop an interest in students to study Mathematics as a discipline.

COURSE STRUCTURE CLASS -IX

Units	Unit Name	Marks
I	NUMBER SYSTEMS	10
II	ALGEBRA	20
III	COORDINATE GEOMETRY	04
IV	GEOMETRY	27
V	MENSURATION	13
VI	STATISTICS & PROBABILITY	06
	Total	80

UNIT I: NUMBER SYSTEMS

1. REAL NUMBERS

(18) Periods

- Review of representation of natural numbers, integers, and rational numbers on the number line. Rational numbers as recurring/ terminating decimals. Operations on real numbers.
- Examples of non-recurring/non-terminating decimals. Existence of non-rational numbers (irrational numbers) such as $\sqrt{2}$, $\sqrt{3}$ and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, viz. every point on the number line represents a unique real number.
- Definition of nth root of a real number.
- Rationalization (with precise meaning) of real numbers of the type $\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{\sqrt{x}+\sqrt{y}}$ (and their combinations) where x and y are natural number and a and b are integers.
- Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)

UNIT II: ALGEBRA

1. POLYNOMIALS

(26) Periods

Definition of a polynomial in one variable, with examples and counter examples. Coefficients of a polynomial, terms of a polynomial and zero polynomial. Degree of a polynomial. Constant, linear, quadratic and cubic polynomials. Monomials, binomials, trinomials. Factors and multiples. Zeros of a polynomial. Motivate and State the Remainder Theorem with examples. Statement and proof of the Factor Theorem. Factorization of $ax^2 + bx + c$, $a \neq 0$ where a, b and c are real numbers, and of cubic polynomials using the Factor Theorem.

Recall of algebraic expressions and identities. Verification of identities:

$$(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$$

$$(x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y)$$

$$x^3 \pm y^3 = (x \pm y)(x^2 \mp xy + y^2)$$

$$x^3 + y^3 + z^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$$

and their use in factorization of polynomials.

2. LINEAR EQUATIONS IN TWO VARIABLES (16) Periods

Recall of linear equations in one variable. Introduction to the equation in two variables. Focus on linear equations of the type $ax + by + c=0$. Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line.

UNIT III: COORDINATE GEOMETRY

COORDINATE GEOMETRY (7) Periods

The Cartesian plane, coordinates of a point, names and terms associated with the coordinate plane, notations.

UNIT IV: GEOMETRY

1. INTRODUCTION TO EUCLID'S GEOMETRY (7) Periods

History - Geometry in India and Euclid's geometry. Euclid's method of formalizing observed phenomenon into rigorous Mathematics with definitions, common/obvious notions, axioms/postulates and theorems. The five postulates of Euclid. Showing the relationship between axiom and theorem, for example:

- (Axiom) 1. Given two distinct points, there exists one and only one line through them.
- (Theorem) 2. (Prove) Two distinct lines cannot have more than one point in common.

2. LINES AND ANGLES (15) Periods

- 1. (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180° and the converse.
- 2. (Prove) If two lines intersect, vertically opposite angles are equal.
- 3. (Motivate) Lines which are parallel to a given line are parallel.

3. TRIANGLES (22) Periods

- 1. (Motivate) Two triangles are congruent if any two sides and the included angle of one triangle is equal to any two sides and the included angle of the other triangle (SAS Congruence).
- 2. (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal to any two angles and the included side of the other triangle (ASA Congruence).

3. (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence).
4. (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle. (RHS Congruence)
5. (Prove) The angles opposite to equal sides of a triangle are equal.
6. (Motivate) The sides opposite to equal angles of a triangle are equal.

4. QUADRILATERALS

(13) Periods

1. (Prove) The diagonal divides a parallelogram into two congruent triangles.
2. (Motivate) In a parallelogram opposite sides are equal, and conversely.
3. (Motivate) In a parallelogram opposite angles are equal, and conversely.
4. (Motivate) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal.
5. (Motivate) In a parallelogram, the diagonals bisect each other and conversely.
6. (Motivate) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and in half of it and (motivate) its converse.

5. CIRCLES

(17) Periods

- 1.(Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse.
- 2.(Motivate) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord.
3. (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the center (or their respective centers) and conversely.
- 4.(Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle.
- 5.(Motivate) Angles in the same segment of a circle are equal.
- 6.(Motivate) If a line segment joining two points subtends equal angle at two other points lying on the same side of the line containing the segment, the four points lie on a circle.
- 7.(Motivate) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is 180° and its converse.

UNIT V: MENSURATION

1. AREAS

(5) Periods

Area of a triangle using Heron's formula (without proof)

2. SURFACE AREAS AND VOLUMES

(17) Periods

Surface areas and volumes of spheres (including hemispheres) and right circular cones.

UNIT VI: STATISTICS & PROBABILITY

STATISTICS

(15) Periods

Bar graphs, histograms (with varying base lengths), and frequency polygons.

MATHEMATICS QUESTION PAPER DESIGN CLASS – IX (2022-23)

Time: 3 Hrs.

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	43	54
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	19	24
3	Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	18	22
	Total	80	100

INTERNAL ASSESSMENT	20 MARKS
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

COURSE STRUCTURE CLASS -X

Units	Unit Name	Marks
I	NUMBER SYSTEMS	06
II	ALGEBRA	20
III	COORDINATE GEOMETRY	06
IV	GEOMETRY	15
V	TRIGONOMETRY	12
VI	MENSURATION	10
VII	STATISTICS & PROBABILITY	11
	Total	80

UNIT I: NUMBER SYSTEMS

1. REAL NUMBER

(15) Periods

Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of irrationality of $\sqrt{2}, \sqrt{3}, \sqrt{5}$

UNIT II: ALGEBRA

1. POLYNOMIALS

(8) Periods

Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials.

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

(15) Periods

Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency.

Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination. Simple situational problems.

3. QUADRATIC EQUATIONS

(15) Periods

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

Situational problems based on quadratic equations related to day to day activities to be incorporated.

4. ARITHMETIC PROGRESSIONS

(10) Periods

Motivation for studying Arithmetic Progression Derivation of the n^{th} term and sum of the first n terms of A.P. and their application in solving daily life problems.

UNIT III: COORDINATE GEOMETRY

Coordinate Geometry

(15) Periods

Review: Concepts of coordinate geometry, graphs of linear equations. Distance formula. Section formula (internal division).

UNIT IV: GEOMETRY

1. TRIANGLES

(15) Periods

Definitions, examples, counter examples of similar triangles.

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

2. CIRCLES

(10) Periods

Tangent to a circle at, point of contact

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

UNIT V: TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY (10) Periods

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

2. TRIGONOMETRIC IDENTITIES (15) Periods

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

3. HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression. (10)Periods

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

UNIT VI: MENSURATION

1. AREAS RELATED TO CIRCLES (12) Periods

Area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60° , 90° and 120° only.

2. SURFACE AREAS AND VOLUMES (12) Periods

Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.

UNIT VII: STATISTICS AND PROBABILITY

1. STATISTICS (18) Periods

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

2. PROBABILITY (10) Periods

Classical definition of probability. Simple problems on finding the probability of an event.

**MATHEMATICS-Standard
QUESTION PAPER DESIGN
CLASS – X (2022-23)**

Time: 3 Hours

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	<p>Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	43	54
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	19	24
3	<p>Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p>Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p>Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	18	22
	Total	80	100

INTERNAL ASSESSMENT	20 MARKS
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

**MATHEMATICS-Basic
QUESTION PAPER DESIGN
CLASS – X (2022-23)**

Time: 3Hours

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	<p>Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	60	75
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	12	15
3	<p>Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p>Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p>Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	8	10
	Total	80	100

INTERNAL ASSESSMENT	20 MARKS
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

PRESCRIBED BOOKS:

1. Mathematics - Textbook for class IX - NCERT Publication
2. Mathematics - Textbook for class X - NCERT Publication
3. Guidelines for Mathematics Laboratory in Schools, class IX - CBSE Publication
4. Guidelines for Mathematics Laboratory in Schools, class X - CBSE Publication
5. Laboratory Manual - Mathematics, secondary stage - NCERT Publication
6. Mathematics exemplar problems for class IX, NCERT publication.
7. Mathematics exemplar problems for class X, NCERT publication.

SCIENCE

(Code No. 086)

Classes: IX and X (2022-23)

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

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

The present syllabus has been designed around seven broad themes viz. Food; Materials; The World of The Living; How Things Work; Moving Things, People and Ideas; Natural Phenomenon and Natural Resources. Special care has been taken to avoid temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

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

General Instructions:

1. There will be an Annual Examination based on the entire syllabus.
2. The Annual Examination will be of 80 marks and 20 marks weightage shall be for Internal Assessment.
3. For Internal Assessment:
 - a. There will be Periodic Assessment that would include:
 - For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 05 marks towards the final result.
 - For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include - short tests, oral test, quiz, concept maps, projects, posters, presentations and enquiry based scientific investigations etc. and use rubrics for arguing them objectively. This will also have a weightage of 05 marks towards the final result.
 - b. Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weightage of 5 marks towards the final result. All practicals listed in the syllabus must be completed.
 - c. Portfolio to be prepared by the student- This would include classwork and other sample of student work and will carry a weightage of 5 marks towards the final results.

COURSE STRUCTURE

CLASS IX

(Annual Examination)

Marks: 80

Unit No.	Unit	Marks
I	Matter - Its Nature and Behaviour	25
II	Organization in the Living World	22
III	Motion, Force and Work	27
IV	Food; Food Production	06
	Total	80
	Internal assessment	20
	Grand Total	100

Theme: Materials

Unit I: Matter-Nature and Behaviour

Definition of matter; solid, liquid and gas; characteristics - shape, volume, density; change of state-melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.

Nature of matter: Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions. Physical and chemical changes (excluding separating the components of a mixture).

Particle nature and their basic units: Atoms and molecules, Law of Chemical Combination, Chemical formula of common compounds, Atomic and molecular masses.

Structure of atoms: Electrons, protons and neutrons, Valency, Atomic Number and Mass Number, Isotopes and Isobars.

Theme: The World of the Living

Unit II: Organization in the Living World

Cell - Basic Unit of life : Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles and cell inclusions; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus; nucleus, chromosomes - basic structure, number.

Tissues, Organs, Organ System, Organism:

Structure and functions of animal and plant tissues (only four types of tissues in animals; Meristematic and Permanent tissues in plants).

Theme: Moving Things, People and Ideas

Unit III: Motion, Force and Work

Motion: Distance and displacement, velocity; uniform and non-uniform motion along a straight line; acceleration, distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, elementary idea of uniform circular motion.

Force and Newton's laws : Force and Motion, Newton's Laws of Motion, Action and Reaction forces, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration.

Gravitation: Gravitation; Universal Law of Gravitation, Force of Gravitation of the earth (gravity), Acceleration due to Gravity; Mass and Weight; Free fall.

Floatation: Thrust and Pressure. Archimedes' Principle; Buoyancy.

Work, Energy and Power: Work done by a Force, Energy, power; Kinetic and Potential energy; Law of conservation of energy (excluding commercial unit of Energy).

Sound: Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo.

Theme: Food

Unit IV: Food Production

Plant and animal breeding and selection for quality improvement and management; Use of fertilizers and manures; Protection from pests and diseases; Organic farming.

Note for the Teachers:

1. The chapter Natural Resources (NCERT Chapter 14) will not be assessed in the year-end examination. However, learners may be assigned to read this chapter and encouraged to prepare a brief write up on any concept of this chapter in their Portfolio. This may be for Internal Assessment and credit may be given for Periodic Assessment/Portfolio.
2. The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

PRACTICALS

Practicals should be conducted alongside the concepts taught in theory classes.

(LIST OF EXPERIMENTS)

1. Preparation of: **Unit-I**
 - a) a true solution of common salt, sugar and alum
 - b) a suspension of soil, chalk powder and fine sand in water
 - c) a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of

- transparency
- filtration criterion
- stability

- Preparation of **Unit-I**
 - A mixture
 - A compound

using iron filings and sulphur powder and distinguishing between these on the basis of:

 - appearance, i.e., homogeneity and heterogeneity
 - behaviour towards a magnet
 - behaviour towards carbon disulphide as a solvent
 - effect of heat
- Perform the following reactions and classify them as physical or chemical changes: **Unit-I**
 - Iron with copper sulphate solution in water
 - Burning of magnesium ribbon in air
 - Zinc with dilute sulphuric acid
 - Heating of copper sulphate crystals
 - Sodium sulphate with barium chloride in the form of their solutions in water
- Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams. **Unit-II**
- Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams. **Unit-II**
- Determination of the melting point of ice and the boiling point of water. **Unit-I**
- Verification of the Laws of reflection of sound. **Unit-III**
- Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder. **Unit-III**
- Establishing the relation between the loss in weight of a solid when fully immersed in **Unit-III**
 - Tap water
 - Strongly salty water with the weight of water displaced by it by taking at least two different solids.
- Determination of the speed of a pulse propagated through a stretched string/slinky (helical spring). **Unit-III**
- Verification of the law of conservation of mass in a chemical reaction. **Unit-III**

COURSE STRUCTURE
CLASS X
(Annual Examination)

Marks: 80

Unit No.	Unit	Marks
I	Chemical Substances-Nature and Behaviour	25
II	World of Living	25
III	Natural Phenomena	12
IV	Effects of Current	13
V	Natural Resources	05
	Total	80
	Internal assessment	20
	Grand Total	100

Theme: Materials

Unit I: Chemical Substances - Nature and Behaviour

Chemical reactions: Chemical equation, Balanced chemical equation, implications of a balanced chemical equation, types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, endothermic exothermic reactions, oxidation and reduction.

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

Metals and nonmetals: Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds; Basic metallurgical processes; Corrosion and its prevention.

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

Theme: The World of the Living

Unit II: World of Living

Life processes: 'Living Being'. Basic concept of nutrition, respiration, transport and excretion in plants and animals.

Control and co-ordination in animals and plants: Tropic movements in plants; Introduction of plant hormones; Control and co-ordination in animals: Nervous system; Voluntary, involuntary and reflex action; Chemical co-ordination: animal hormones.

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

Heredity and Evolution: Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination: brief introduction: (topics excluded - evolution; evolution and classification and evolution should not be equated with progress).

Theme: Natural Phenomena

Unit III: Natural Phenomena

Reflection of light by curved surfaces; Images formed by spherical mirrors, centre of curvature, principal axis, principal focus, focal length, mirror formula (Derivation not required), magnification.

Refraction; Laws of refraction, refractive index.

Refraction of light by spherical lens; Image formed by spherical lenses; Lens formula (Derivation not required); Magnification. Power of a lens.

Functioning of a lens in human eye, defects of vision and their corrections, applications of spherical mirrors and lenses.

Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life (excluding colour of the sun at sunrise and sunset).

Theme: How Things Work

Unit IV: Effects of Current

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

Magnetic effects of current : Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left Hand Rule, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme: Natural Resources

Unit V: Natural Resources

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

Note for the Teachers:

1. The chapter Management of Natural Resources (NCERT Chapter 16) will not be assessed in the year-end examination. However, learners may be assigned to read this chapter and encouraged to prepare a brief write up to any concept of this chapter in their Portfolio. This

may be for Internal Assessment and credit may be given Periodic Assessment/Portfolio).

- The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

PRACTICALS

Practical should be conducted alongside the concepts taught in theory classes

LIST OF EXPERIMENTS

- A. Finding the pH of the following samples by using pH paper/universal indicator: **Unit-I**
 - Dilute Hydrochloric Acid
 - Dilute NaOH solution
 - Dilute Ethanoic Acid solution
 - Lemon juice
 - Water
 - Dilute Hydrogen Carbonate solution
- B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with: **Unit-I**
 - Litmus solution (Blue/Red)
 - Zinc metal
 - Solid sodium carbonate
- Performing and observing the following reactions and classifying them into: **Unit-I**
 - Combination reaction
 - Decomposition reaction
 - Displacement reaction
 - Double displacement reaction
 - Action of water on quicklime
 - Action of heat on ferrous sulphate crystals
 - Iron nails kept in copper sulphate solution
 - Reaction between sodium sulphate and barium chloride solutions
- Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: **Unit-I**
 - $\text{ZnSO}_4(\text{aq})$
 - $\text{FeSO}_4(\text{aq})$
 - $\text{CuSO}_4(\text{aq})$
 - $\text{Al}_2(\text{SO}_4)_3(\text{aq})$

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.
- Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I. **Unit-IV**
- Determination of the equivalent resistance of two resistors when connected in series and parallel. **Unit-IV**
- Preparing a temporary mount of a leaf peel to show stomata. **Unit- II**

7. Experimentally show that carbon dioxide is given out during respiration. **Unit-II**
8. Study of the following properties of acetic acid (ethanoic acid): **Unit- I**
- i) Odour
 - ii) solubility in water
 - iii) effect on litmus
 - iv) reaction with Sodium Hydrogen Carbonate
9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water. **Unit-I**
10. Determination of the focal length of: **Unit-III**
- i) Concave mirror
 - ii) Convex lens
- by obtaining the image of a distant object.
11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. **Unit - III**
12. Studying (a) binary fission in *Amoeba*, and (b) budding in yeast and Hydra with the help of prepared slides. **Unit-II**
13. Tracing the path of the rays of light through a glass prism. **Unit-III**
14. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean). **Unit-II**

PRESCRIBED BOOKS:

- Science-Textbook for class IX-NCERT Publication
- Science-Text book for class X- NCERT Publication
- Assessment of Practical Skills in Science-Class IX - CBSE Publication
- Assessment of Practical Skills in Science- Class X- CBSE Publication
- Laboratory Manual-Science-Class IX, NCERT Publication
- Laboratory Manual-Science-Class X, NCERT Publication
- Exemplar Problems Class IX – NCERT Publication
- Exemplar Problems Class X – NCERT Publication

Theory (80 marks)

Question Paper Design

(Class X)

Subject: Science

Competencies	Total
Demonstrate Knowledge and Understanding	46 %
Application of Knowledge/Concepts	22 %
Formulate, Analyze, Evaluate and Create	32 %
	100%

Note:

- Typology of Questions: VSA including objective type questions, Assertion – Reasoning type questions; SA; LA; Source-based/ Case-based/ Passage-based/ Integrated assessment questions.
- An internal choice of approximately 33% would be provided.

Internal Assessment (20 Marks)

- **Periodic Assessment** - 05 marks + 05 marks
- **Subject Enrichment** (Practical Work) - 05 marks
- **Portfolio** - 05 marks

Suggestive verbs for various competencies

- **Demonstrate Knowledge and Understanding**
 - State, name, list, identify, define, suggest, describe, outline, summarize, etc.
- **Application of Knowledge/Concepts**
 - Calculate, illustrate, show, adapt, explain, distinguish, etc.
- **Formulate, Analyze, Evaluate and Create**
 - Interpret, analyze, compare, contrast, examine, evaluate, discuss, construct, etc.

SOCIAL SCIENCE
CLASS IX-X (2022-23)
(CODE NO. 087)

Rationale

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

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view.

Objectives

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved
- make learners realize that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society
- deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives

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

COURSE STRUCTURE CLASS IX (2022-23)

Theory Paper

Time: 3 Hrs.		Max. Marks: 80	
No.	Units	No. of Periods	Marks
I	India and the Contemporary World – I	60	20
II	Contemporary India – I	55	20
III	Democratic Politics - I	50	20
IV	Economics	50	20
Total		215	80

COURSE CONTENT

Unit 1: India and the Contemporary World – I		60 Periods
Themes		Learning Objectives
Section 1: Events and Processes: (All the three themes are compulsory)		In each of the themes in this unit students would get familiarized with distinct ideologies, extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students

I. The French Revolution:

- French Society During the Late Eighteenth Century
- The Outbreak of the Revolution
- France Abolishes Monarchy and Becomes a Republic
- Did Women have a Revolution?
- The Abolition of Slavery
- The Revolution and Everyday Life

II. Socialism in Europe and the Russian Revolution:

- The Age of Social Change
- The Russian Revolution
- The February Revolution in Petrograd
- What Changed after October?
- The Global Influence of the Russian Revolution and the USSR

III. Nazism and the Rise of Hitler:

- Birth of the Weimar Republic
- Hitler's Rise to Power
- The Nazi Worldview
- Youth in Nazi Germany
- Ordinary People and the Crimes Against Humanity

Section 2: Livelihoods, Economies and Societies:

IV. Forest Society and Colonialism:

- Why Deforestation?
- The Rise of Commercial Forestry
- Rebellion in the Forest
- Forest Transformations in Java

would learn how to interpret these kinds of historical evidences.

- Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.
- Know the use of written, oral and visual material to recover the history of revolutions.

- Explore the history of socialism through the study of Russian Revolution.
- Familiarize with the different types of ideas that inspired the revolution.

- Discuss the critical significance of Nazism in shaping the politics of modern world.
- Get familiarized with the speeches and writings of Nazi Leaders.

- Discuss the social and cultural world of forest communities through the study of specific revolts.
- Understand how oral traditions can be used to explore tribal revolts.

<p>V. Pastoralists in the Modern World:</p> <ul style="list-style-type: none"> • Pastoral Nomads and their Movements • Colonial Rule and Pastoral Life • Pastoralism in Africa 	<ul style="list-style-type: none"> • Highlight varying patterns of developments within pastoral societies in different places. • Analyze the impact of colonialism on forest societies, and the implication of scientific forestry. • Show the different processes through which agrarian transformation may occur in the modern world. • Analyze the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.
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Unit 2: Contemporary India – I		55 Periods
Themes	Learning Objectives	
<p>1. India</p> <ul style="list-style-type: none"> • Location • Size • India and the World • India’s Neighbours <p>2. Physical Features of India:</p> <ul style="list-style-type: none"> • Major Physiographic Divisions – Himalayan Mountains, Northern Plains, Peninsular Plateau, Indian Desert, Coastal Plains, Islands <p>3. Drainage:</p> <ul style="list-style-type: none"> • Concept • Drainage Systems in India • The Himalayan Rivers - Ganga and Brahmaputra River System 	<ul style="list-style-type: none"> • Identify the location of India in the Indian subcontinent. • Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types. • Identify the river systems of the country and explain the role of rivers in the human society. 	

- The Peninsular Rivers- Narmada Basin, Tapti Basin, Godavari Basin, Mahanadi Basin, Krishna Basin, Kaveri Basin
- Lakes
- Role of Rivers in the Economy
- River Pollution

4. Climate:

- Concept
- Climatic Controls
- Factors influencing India's climate – Latitude, Altitude, Pressure and Winds (excluding Jet Streams and Western Cyclonic Disturbances and related figures)
- The Seasons – Cold Weather Season, Hot Weather Season, Advancing Monsoon, Retreating/Post Monsoons
- Distribution of Rainfall
- Monsoon as a unifying bond

5. Natural Vegetation and Wild Life:

- Types of Vegetation – Tropical Evergreen Forests, Tropical Deciduous Forests, Thorn Forests and Shrubs, Montane Forests, Mangrove Forests
- Wild Life

6. Population:

- Population Size and Distribution – India's Population Size and Distribution by Numbers, India's Population Distribution by Density
- Population Growth and Processes of Population Change – Population Growth, Processes of Population Change/Growth

- Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people.
- Explain the importance and unifying role of monsoons.

- Explain the nature of diverse flora and fauna as well as their distribution.
- Develop concern about the need to protect the biodiversity of our country.

- Analyse the uneven nature of population distribution and show concern about the large size of our population.

Unit 3: Democratic Politics – I		50 Periods
Themes	Learning Objectives	
<p>1. What is Democracy? Why Democracy?</p> <ul style="list-style-type: none"> • What is Democracy? • Features of Democracy • Why Democracy? • Broader Meanings of Democracy 	<ul style="list-style-type: none"> • Develop conceptual skills of defining democracy. • Understand how different historical processes and forces have promoted democracy. • Develop a sophisticated defense of democracy against common prejudices. • Develop a historical sense of the choice and nature of democracy in India. 	
<p>2. Constitutional Design:</p> <ul style="list-style-type: none"> • Democratic Constitution in South Africa • Why do we need a Constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution 	<ul style="list-style-type: none"> • Understand the process of Constitution making. • Develop respect for the Constitution and appreciation for Constitutional values. • Recognize Constitution as a dynamic and living document. 	
<p>3. Electoral Politics:</p> <ul style="list-style-type: none"> • Why Elections? • What is our System of Elections? • What makes elections in India democratic? 	<ul style="list-style-type: none"> • Understand representative democracy via competitive party politics. • Familiarize with Indian electoral system. • Reason out for the adoption of present Indian Electoral System. • Develop an appreciation of citizen's increased participation in electoral politics. • Recognize the significance of the Election Commission. 	
<p>4. Working of Institutions:</p> <ul style="list-style-type: none"> • How is the major policy decision taken? 	<ul style="list-style-type: none"> • Get an overview of central governmental structures. 	

<ul style="list-style-type: none"> • Parliament • Political Executive • The Judiciary <p>5. Democratic Rights:</p> <ul style="list-style-type: none"> • Life without Rights • Rights in a Democracy • Rights in the Indian Constitution • Expanding scope of rights 	<ul style="list-style-type: none"> • Identify the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature. • Understand the working of Indian Judiciary. • Recognize the need for rights in one's life. • Understand the availability /access of rights in a democratic system/government. • Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens. • Create awareness regarding the process of safeguarding rights.
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Unit 4: Economics	50 Periods
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Themes	Objectives
<p>1. The Story of Village Palampur:</p> <ul style="list-style-type: none"> • Overview • Organization of Production • Farming in Palampur • Non-farm activities in Palampur <p>2. People as Resource:</p> <ul style="list-style-type: none"> • Overview • Economic Activities by Men and Women • Quality of Population • Unemployment <p>3. Poverty as a Challenge:</p> <ul style="list-style-type: none"> • Overview • Two typical cases of Poverty 	<ul style="list-style-type: none"> • Familiarize with basic economic concepts through an imaginary story of a village. • Understand the demographic concepts. • Understand how population can be an asset or a liability for the nation.

<ul style="list-style-type: none"> • Poverty as seen by Social Scientists • Poverty Estimates • Vulnerable Groups • Interstate Disparities • Global Poverty Scenario • Causes of Poverty • Anti-Poverty measures • The Challenges Ahead <p>4. Food Security in India:</p> <ul style="list-style-type: none"> • Overview • What is Food Security? • Why Food Security? • Who are food insecure? • Food Security in India • What is Buffer Stock? • What is the Public Distribution System? • Current Status of Public Distribution System • Role of Cooperatives in food security 	<ul style="list-style-type: none"> • Understand poverty as a challenge. • Identify vulnerable group and interstate disparities. • Appreciate the initiatives of the government to alleviate poverty. <ul style="list-style-type: none"> • Understand the concept of food security. • Appreciate and analyse the role of government in ensuring food supply.
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**PROJECT WORK
CLASS IX (2022-23)**

05 Periods	05 Marks
<p>1. Every student has to compulsorily undertake <i>one project on Disaster Management</i></p> <p>2. Objectives: The main objectives of giving project work on Disaster Management to the students are to:</p> <ol style="list-style-type: none"> a. create awareness in them about different disasters, their consequences and management b. prepare them in advance to face such situations c. ensure their participation in disaster mitigation plans d. enable them to create awareness and preparedness among the community. <p>3. The project work should also help in enhancing the Life Skills of the students.</p> <p>4. If possible, various forms of art may be integrated in the project work.</p>	

5. In order to realize the expected objectives completely, it would be required of the Principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defense etc. in the area where the schools are located.

6. The ***distribution of marks*** over different aspects relating to Project Work is as follows:

S. No.	Aspects	Marks
a	Content accuracy, originality and analysis	2
b	Presentation and creativity	2
c	Viva Voce	1

7. The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

8. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.

9. A Summary Report should be prepared highlighting:

- objectives realized through individual work and group interactions;
- calendar of activities;
- innovative ideas generated in the process;
- list of questions asked in viva voce.

10. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

11. The Project Report can be handwritten or digital.

12. The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)

(The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story

telling/debate/panel discussion, paper presentation and whichever is suitable to **Visually Impaired Candidates.**)

13. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

**QUESTION PAPER DESIGN
CLASS IX (2022-23)**

Time: 3 Hours		Maximum Marks: 80	
Sr. No.	Competencies	Total Marks	% Weightage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	28	35%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	15	18.75%
3	Formulating, Analyzing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	Map Skill	5*	6.25%
		80	100%

Note: Teachers may refer 'Learning Outcomes' published by NCERT for developing Lesson Plans, Assessment Framework and Questions.

* 02 Items from History Map List and 03 from Geography Map List

INTERNAL ASSESSMENT: 20 MARKS

	Marks	Description				
Periodic Assessment	10 Marks	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Pen Paper Test</td> <td style="text-align: center;">5 marks</td> </tr> <tr> <td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td> <td style="text-align: center;">5 marks</td> </tr> </table>	Pen Paper Test	5 marks	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks
Pen Paper Test	5 marks					
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks					
Portfolio	5 Marks	<ul style="list-style-type: none"> • Classwork • Work done (Activities / Assignments) • Reflections, Narrations, Journals, etc. • Achievements of the student in the subject throughout the year • Participation of the student in different activities like Heritage India Quiz 				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"> • Project Work 				

LIST OF MAP ITEMS CLASS IX (2022-23)

SUBJECT - HISTORY

Chapter-1: The French Revolution

Outline Political Map of France (For locating and labeling / Identification)

- Bordeaux
- Nantes
- Paris
- Marseilles

Chapter-2: Socialism in Europe and the Russian Revolution

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of First World War

(Central Powers and Allied Powers)

Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire)

Allied Powers - France, England, Russia, U.S.A.

Chapter-3: Nazism and Rise of Hitler

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of Second World War
Axis Powers – Germany, Italy, Japan
Allied Powers – UK, France, Former USSR, USA
- Territories under German expansion (Nazi Power)
Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium

SUBJECT – GEOGRAPHY (Outline Political Map of India)

Chapter -1: India-Size and Location

- India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling)

Chapter -2: Physical Features of India

- Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats
- Mountain Peaks – K2, Kanchan Junga, Anai Mudi
- Plateau - Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateau
- Coastal Plains - Konkan, Malabar, Coromandal & Northern Circar (Location and Labelling)

Chapter -3: Drainage

- Rivers: (Identification only)
 - *The Himalayan River Systems*-The Indus, The Ganges, and The Satluj
 - *The Peninsular Rivers*-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi
- Lakes: Wular, Pulicat, Sambhar, Chilika

Chapter - 4: Climate

- Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

Chapter - 5: Natural Vegetation and Wild Life

- Vegetation Type: Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove- For identification only
- National Parks: Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas
- Bird Sanctuaries: Bharatpur and Ranganthitto
- Wild Life Sanctuaries: Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

Chapter - 6: Population (location and labelling)

- The state having highest and lowest density of population

PRESCRIBED BOOKS:

1. India and the Contemporary World - I (History) - Published by NCERT
2. Contemporary India - I (Geography) - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT
5. Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE

Note: Please procure latest reprinted edition (2021) of prescribed NCERT textbooks.

**COURSE STRUCTURE
CLASS X (2022-23)**

Theory Paper

Time: 3 Hrs.		Max. Marks: 80	
No.	Units	No. of Periods	Marks
I	India and the Contemporary World – II	60	20
II	Contemporary India – II	55	20
III	Democratic Politics - II	50	20
IV	Understanding Economic Development	50	20
Total		215	80

COURSE CONTENT

Unit 1: India and the Contemporary World – II		60 Periods
Themes		Learning Objectives
Section 1: Events and Processes:		
1. The Rise of Nationalism in Europe:		
<ul style="list-style-type: none"> • The French Revolution and the Idea of the Nation • The Making of Nationalism in Europe • The Age of Revolutions: 1830-1848 • The Making of Germany and Italy • Visualizing the Nation • Nationalism and Imperialism 		<ul style="list-style-type: none"> • Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. • Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms. • Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.
2. Nationalism in India:		
<ul style="list-style-type: none"> • The First World War, Khilafat and Non-Cooperation • Differing Strands within the Movement • Towards Civil Disobedience • The Sense of Collective Belonging 		<ul style="list-style-type: none"> • Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement. • Analyze the nature of the diverse social movements of the time. • Familiarize with the writings and ideals of different political groups and individuals.

Section 2: Livelihoods, Economies and Societies:

3. The Making of a Global World:

- The Pre-modern world
- The Nineteenth Century (1815-1914)
- The Inter war Economy
- Rebuilding a World Economy: The Post-War Era

4. The Age of Industrialization:

- Before the Industrial Revolution
- Hand Labour and Steam Power
- Industrialization in the Colonies
- Factories Come Up
- The Peculiarities of Industrial Growth
- Market for Goods

Section 3: Everyday Life, Culture and Politics:

5. Print Culture and the Modern World:

- The First Printed Books
- Print Comes to Europe
- The Print Revolution and its Impact
- The Reading Mania
- The Nineteenth Century
- India and the World of Print
- Religious Reform and Public Debates
- New Forms of Publication
- Print and Censorship

- Appreciate the ideas promoting Pan Indian belongingness.

- Show that globalization has a long history and point to the shifts within the process.
- Analyze the implication of globalization for local economies.
- Discuss how globalization is experienced differently by different social groups.

- Familiarize with the Pro- to-Industrial phase and Early – factory system.
- Familiarize with the process of industrialization and its impact on labour class.
- Enable them to understand industrialization in the colonies with reference to Textile industries.

- Identify the link between print culture and the circulation of ideas.
- Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.
- Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.

Unit 2: Contemporary India – II		55 Periods
Themes		Learning Objectives
<p>1. Resources and Development:</p> <ul style="list-style-type: none"> • Concept • Development of Resources • Resource Planning - Resource Planning in India, Conservation of Resources • Land Resources • Land Utilization • Land Use Pattern in India • Land Degradation and Conservation Measures • Soil as a Resource - Classification of Soils, Soil Erosion and Soil Conservation (excluding Box Information on State of India's Environment) 	<ul style="list-style-type: none"> • Understand the value of resources and the need for their judicious utilization and conservation. 	
<p>2. Forest and Wildlife</p> <ul style="list-style-type: none"> • Conservation of forest and wildlife in India • Types and distribution of forests and wildlife resources • Community and Conservation 	<ul style="list-style-type: none"> • Understand the importance of forests and wild life. • Understand the ability and knowledge of how forest and wildlife conservation and management relate to the economy and environment, both currently and in the future. 	
<p>3. Water Resources:</p> <ul style="list-style-type: none"> • Water Scarcity and The Need for Water Conservation and Management • Multi-Purpose River Projects and Integrated Water Resources Management • Rainwater Harvesting 	<ul style="list-style-type: none"> • Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation. 	
<p>4. Agriculture:</p> <ul style="list-style-type: none"> • Types of Farming – Primitive Subsistence, Intensive Subsistence, Commercial 	<ul style="list-style-type: none"> • Explain the importance of agriculture in national economy. 	

- Cropping Pattern – Major Crops, Food Crops other than Grains, Non Food Crops, Technological and Institutional Reforms
- Food Security (excluding impact of globalization on agriculture)

5. Minerals and Energy Resources

- What is a mineral?
- Mode of occurrence of Minerals - Where are these minerals found?, Ferrous Minerals, Non-Ferrous Minerals, Non-Metallic Minerals, Rock Minerals
- Conservation of Minerals
- Energy Resources - Conventional Sources of Energy, Non-Conventional Sources of Energy
- Conservation of Energy Resources

6. Manufacturing Industries:

- Importance of Manufacturing - Industrial Location (excluding Industry Market Linkage), Agro based Industry (excluding Cotton Textiles, Jute Textiles, Sugar Industry), Mineral based Industries (excluding Iron Steel Industry, Cement Industry), Industrial Pollution and Environmental Degradation, Control of Environmental Degradation

7. Life Lines of National Economy:

- Roadways
- Railways

- Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.
- Explain various government policies for institutional as well as technological reforms since independence.

- Identify different types of minerals and energy resources and places of their availability.
- Feel the need for their judicious utilization.

- Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas.
- Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.

- Explain the importance of transport and communication in the ever-shrinking world.

<ul style="list-style-type: none"> • Pipelines • Waterways • Major Seaports • Airways • Communication • International Trade • Tourism as a Trade 	<ul style="list-style-type: none"> • Understand the role of trade and tourism in the economic development of a country.
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Unit 3: Democratic Politics – II

50 Periods

Themes	Learning Objectives
<p>1. Power Sharing:</p> <ul style="list-style-type: none"> • Belgium and Sri Lanka • Majoritarianism in Sri Lanka • Accommodation in Belgium • Why power sharing is desirable? • Forms of Power Sharing <p>2. Federalism:</p> <ul style="list-style-type: none"> • What is Federalism? • What make India a Federal Country? • How is Federalism practiced? • Decentralization in India <p>4. Gender, Religion and Caste:</p> <ul style="list-style-type: none"> • Gender and Politics - Public/Private division, Women's political representation • Religion, Communalism and Politics – Communalism, Secular State (excluding image on page 46, 48, 49 of NCERT Textbook – Democratic Politics –II - reprinted edition 2021) • Caste and Politics - Caste inequalities, Caste in politics, Politics in caste <p>6. Political Parties:</p> <ul style="list-style-type: none"> • Why do we need Political Parties? – Meaning, Functions, Necessity 	<ul style="list-style-type: none"> • Familiarize with the centrality of power sharing in a democracy. • Understand the working of spatial and social power sharing mechanisms. • Analyze federal provisions and institutions. • Explain decentralization in rural and urban areas. • Identify and analyze the challenges posed by communalism to Indian democracy. • Recognize the enabling and disabling effects of caste and ethnicity in politics. • Develop a gender perspective on politics. • Analyze party systems in democracies.

<ul style="list-style-type: none"> • How many parties should we have? • National Parties • State Parties • Challenges to Political Parties • How can Parties be reformed? <p>7. Outcomes of Democracy:</p> <ul style="list-style-type: none"> • How do we assess democracy's outcomes? • Accountable, responsive and legitimate government • Economic growth and development • Reduction of inequality and poverty • Accommodation of social diversity • Dignity and freedom of the citizens 	<ul style="list-style-type: none"> • Introduction to major political parties, challenges faced by them and reforms in the country. <ul style="list-style-type: none"> • Evaluate the functioning of democracies in comparison to alternative forms of governments. • Understand the causes for continuation of democracy in India. • Distinguish between sources of strengths and weaknesses of Indian democracy.
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Unit 4: Understanding Economic Development	50 Periods
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Themes	Objectives
<p>1. Development:</p> <ul style="list-style-type: none"> • What Development Promises - Different People, Different Goals • Income and Other Goals • National Development • How to compare different countries or states? • Income and other criteria • Public Facilities • Sustainability of Development <p>2. Sectors of the Indian Economy:</p> <ul style="list-style-type: none"> • Sectors of Economic Activities • Comparing the three sectors • Primary, Secondary and Tertiary Sectors in India • Division of sectors as organized and unorganized 	<ul style="list-style-type: none"> • Familiarize with concepts of macroeconomics. • Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income. • Understand the importance of quality of life and sustainable development. <ul style="list-style-type: none"> • Identify major employment generating sectors. • Reason out the government investment in different sectors of economy.

<ul style="list-style-type: none"> • Sectors in terms of ownership: Public and Private Sectors <p>3. Money and Credit:</p> <ul style="list-style-type: none"> • Money as a medium of exchange • Modern forms of Money • Loan activities of Banks • Two different Credit situations • Terms of Credit • Formal Sector Credit in India • Self Help Groups for the Poor <p>4. Globalization and the Indian Economy:</p> <ul style="list-style-type: none"> • Production across countries • Interlinking production across countries • Foreign Trade and integration of markets • What is Globalization? • Factors that have enabled Globalization • World Trade Organization • Impact of Globalization in India • The Struggle for a fair Globalization <p>5. Consumer Rights: To be used only for Project Work</p>	<ul style="list-style-type: none"> • Understand money as an economic concept. • Understand the role of financial institutions from the point of view of day-to- day life. <ul style="list-style-type: none"> • Explain the working of the Global Economic phenomenon. <ul style="list-style-type: none"> • Gets familiarized with the rights and duties as a consumer; and legal measures available to protect from being exploited in markets.
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**PROJECT WORK
CLASS X (2022-23)**

05 Periods	05 Marks
<p>1. Every student has to compulsorily undertake any one project on the following topics:</p> <p align="center">Consumer Awareness</p> <p align="center">OR</p> <p align="center">Social Issues</p> <p align="center">OR</p> <p align="center">Sustainable Development</p>	

2. Objective: The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from interdisciplinary perspective. It should also help in enhancing the Life Skills of the students.

Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.

If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, various forms of art may be integrated in the project work.

3. The distribution of marks over different aspects relating to Project Work is as follows:

S. No.	Aspects	Marks
a.	Content accuracy, originality and analysis	2
b.	Presentation and creativity	2
c.	Viva Voce	1

4. The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

5. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.

6. A Summary Report should be prepared highlighting:

- objectives realized through individual work and group interactions;
- calendar of activities;
- innovative ideas generated in the process ;
- list of questions asked in viva voce.

7. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

8. The Project Report can be handwritten/digital.

9. The Project Work needs to enhance cognitive, affective, and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher

assessment. (NEP-2020)

(The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to **Visually Impaired Candidates.**)

10. Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Subjudiced cases, if any or those involving RTI / Grievances may however be retained beyond three months.

QUESTION PAPER DESIGN CLASS X

Time: 3 Hours		Maximum Marks : 80	
Sr. No.	Competencies	Total Marks	% Weightage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	28	35%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	15	18.75%
3	Formulating, Analyzing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	Map Skill	5	6.25%
		80	100%

Note: 1. Teachers may refer 'Learning Outcomes' published by NCERT for developing lesson plans, assessment framework and questions.

2. 02 Items from History Map List and 03 Items from Geography Map List

INTERNAL ASSESSMENT: 20 MARKS

	Marks	Description				
Periodic Assessment	10 Marks	<table border="1" style="width: 100%;"> <tr> <td>Pen Paper Test</td> <td style="text-align: right;">5 marks</td> </tr> <tr> <td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td> <td style="text-align: right;">5 marks</td> </tr> </table>	Pen Paper Test	5 marks	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks
		Pen Paper Test	5 marks			
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks					
Portfolio	5 Marks	<ul style="list-style-type: none"> • Classwork • Work done (Activities / Assignments) • Reflections, Narrations, Journals, etc. • Achievements of the student in the subject throughout the year • Participation of the student in different activities like Heritage India Quiz 				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"> • Project Work 				

LIST OF MAP ITEMS CLASS X (2022-23)

A. HISTORY (Outline Political Map of India)

Chapter - 3 Nationalism in India – (1918 – 1930) for locating and labelling / Identification

1. Indian National Congress Sessions:

- a. Calcutta (Sep. 1920)
- b. Nagpur (Dec. 1920)
- c. Madras (1927)

2. Important Centres of Indian National Movement

- a. Champaran (Bihar) - Movement of Indigo Planters
- b. Kheda (Gujarat) - Peasant Satyagrah
- c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
- d. Amritsar (Punjab) - Jallianwala Bagh Incident
- e. Chauri Chaura (U.P.) - Calling off the Non-Cooperation Movement

f. Dandi (Gujarat) - Civil Disobedience Movement

B. GEOGRAPHY (Outline Political Map of India)

Chapter 1: Resources and Development (Identification only)

a. Major soil Types

Chapter 3: Water Resources (Locating and Labelling)

Dams:

- | | |
|----------------------|--------------------|
| a. Salal | e. Sardar Sarovar |
| b. Bhakra Nangal | f. Hirakud |
| c. Tehri | g. Nagarjuna Sagar |
| d. Rana Pratap Sagar | h. Tungabhadra |

Chapter 4: Agriculture (Identification only)

- a. Major areas of Rice and Wheat
b. Largest / Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute

Chapter 5: Minerals and Energy Resources

Minerals (Identification only)

a. Iron Ore mines

- | | |
|--------------|-------------|
| • Mayurbhanj | • Bellary |
| • Durg | • Kudremukh |
| • Bailadila | |

b. Coal Mines

- | | |
|------------|-----------|
| • Raniganj | • Talcher |
| • Bokaro | • Neyveli |

c. Oil Fields

- | | |
|---------------|---------------|
| • Digboi | • Bassien |
| • Naharkatia | • Kalol |
| • Mumbai High | • Ankaleshwar |

Power Plants

(Locating and Labelling only)

a. Thermal

- | | |
|-------------|--------------|
| • Namrup | • Ramagundam |
| • Singrauli | |

b. Nuclear

- Narora
- Kakrapara
- Tarapur
- Kalpakkam

Chapter 6: Manufacturing Industries (Locating and Labelling Only)

Software Technology Parks:

- a. Noida
- b. Gandhinagar
- c. Mumbai
- d. Pune
- e. Hyderabad
- f. Bengaluru
- g. Chennai
- h. Thiruvananthapuram

Chapter 7: Lifelines of National Economy

Major Ports: (Locating and Labelling)

- a. Kandla
- b. Mumbai
- c. Marmagao
- d. New Mangalore
- e. Kochi
- f. Tuticorin
- g. Chennai
- h. Vishakhapatnam
- i. Paradip
- j. Haldia

International Airports:

- a. Amritsar (Raja Sansi - Sri Guru Ram Dass jee)
- b. Delhi (Indira Gandhi)
- c. Mumbai (Chhatrapati Shivaji)
- d. Chennai (Meenam Bakkam)
- e. Kolkata (Netaji Subhash Chandra Bose)
- f. Hyderabad (Rajiv Gandhi)

Note: Items of Locating and Labelling may also be given for Identification.

PRESCRIBED BOOKS:

1. India and the Contemporary World-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE

Note: Please procure latest reprinted edition (2021) of prescribed NCERT textbooks.

Mainstreaming Health and Physical Education



Central Board of Secondary Education

Preet Vihar, Delhi - 110092

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CHAPTER 1: INTRODUCTION / PREAMBLE

Curriculum reform is a global issue and drives education policy directives around the world. The broad framework is usually provided by a national apex body, the narrower focus is around the syllabi based on the disciplines and the learning outcomes expected at age appropriate levels.

1.1 RATIONALE

- 1.1.1 Health and Physical Education is concerned with total health of the learner and the community. Besides physical health, it includes mental and emotional health of the learners. Health is often a state of physical, mental, emotional, social and spiritual well-being and not merely the absence of disease or infirmity.
- 1.1.2 The aim of Mainstreaming Health and Physical Education is to enable the student to attain an optimum state of health, by incorporating each of the aforementioned aspects.
- 1.1.3 In this respect, it is a truism to say that the practice of healthy living will serve as the foundation for Physical Education. It is envisaged that any effort to promote aesthetic values at the school level will include a natural esteem for physical well-being. The mastery of the body, its powers and qualities, requires knowledge, methodical training and exercise. The skills and capacities need to be developed, the muscles and nerves trained, the senses cultivated and hygienic and proper dietary habits inculcated for this purpose.
- 1.1.4 Therefore, provision has to be made much more systematically than before, in the school curriculum for Health and Physical Education imbued with Life Skills
- 1.1.5 Research has demonstrated that there is a positive correlation between brain development and exercise which also has an impact on cognitive development thus helping to improve academic grades.
- 1.1.6 A comprehensive view of Health and Physical Education includes and encompasses the three areas of Health Education, Physical Education and Yoga as integral to achieving holistic health (physical, mental, intellectual, emotional, social and spiritual). Given the interdisciplinary nature of this subject, it needs to be transacted in innovative ways across the curriculum.
- 1.1.7 The ubiquitous digital presence can be an added resource for the student, teacher educator and the teacher. It provides endless possibilities of resorting to online resources to add value to PE.
- 1.1.8 At the Secondary level acquisition of the habits of healthy living and participation in games and sports and athletics for neuromuscular coordination and physical fitness are the aims which should be taken care of while developing any syllabus of Health and Physical Education.
- 1.1.9 While at the Senior Secondary level, through the integrated PE approach, students will acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle.

With these aims in mind, the overall and specific objectives for a HPE curriculum are outlined below:

1.2 Overall Objectives of Health and Physical Education:

- 1.2.1 To develop awareness regarding the importance of physical fitness in individual and social life including Life Skills.
- 1.2.2 To bring the overall awareness of values with regard to personal health and fitness, and to inculcate among students the desired habits and attitudes towards health to raise their health status.*
- 1.2.3 To make the pupils physically, mentally and emotionally fit and to develop such personal and social qualities that will help them to be good human beings.*
- 1.2.4 To take action individually and collectively to protect and promote (i) own health (ii) health of family members: and (iii) health of the surrounding community and seeking help when required from available community resources.*
- 1.2.5 To develop interest in exercise, sports and games for self-satisfaction and make it a part of life;
- 1.2.6 To enable an individual to enhance inner qualities - self-mastery, discipline, courage, confidence and efficiency.*
- 1.2.7 To enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community *
- 1.2.8 To develop awareness of the importance of self-defence.*
- 1.2.9 To create awareness among children about rules of safety in appropriate hazardous situations to avoid accidents and injuries. To acquaint them with first-aid measures about common sickness and injuries. *
- 1.2.10 To help children learn correct postural habits in standing, walking, running, sitting and other basic movements so as to avoid postural defects and physical deformities. *
- 1.2.11 To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, Red Cross, Scouts and Guides etc. *
- 1.2.12 To inculcate values and skills in children in order to promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, strain and fatigue of routine everyday life. *
- 1.2.13 To address the physical, psycho-social needs of CWSN (Children with Special Needs) in an integrated fashion. *
- 1.2.14 To seek in instilling self-worth thus helping students to become confident, assertive, emotionally stable, independent and self-controlled. *
- 1.2.15 To help release of emotional stress, anxiety and tension, leading to a reduced risk of depression. *
- 1.2.16 To help strengthen peer relationships, social bonding, buddy mentorship and team camaraderie.
- 1.2.17 To develop more positive attitude towards challenges, winning and losing, thus preparing students for life and for the workplace.*

*** Values Integrated across HPE**

1.3 Mainstreaming HPE

- 1.3.1 With the above objectives in mind, the CBSE in consultation with MHRD and Ministry of Sports, Govt. of India has attempted to integrate and mainstream Health and Physical Education across the secondary and senior secondary levels. This is to ensure that the Physical Education component which will continue to be assessed internally, is taken up as a cross-curricular, interdisciplinary discipline across the four strands.
- 1.3.2 Mainstreaming would require the coming together of the Class Teacher, PE teacher and teachers of other disciplines.
- 1.3.3 The mandatory nature of this discipline needs all students to participate in an innovative way through the strands detailed hereafter.
- 1.3.4 It will be mandatory for the **school to upload a report of work accomplished across the strands of grade X and XII in the prescribed manner, for enabling students to sit for the Board exam.**
- 1.3.5 The stipulation is to ensure all schools take this aspect seriously so as to ensure lasting and lifelong benefits for their students.
- 1.3.6 **The following subjects of internal assessment are being subsumed in Health and Physical Education from session 2018-19 onwards:**

Class IX-X

- i. Work Education (500)
- ii. Health and Physical Education (506)

Class XI-XII

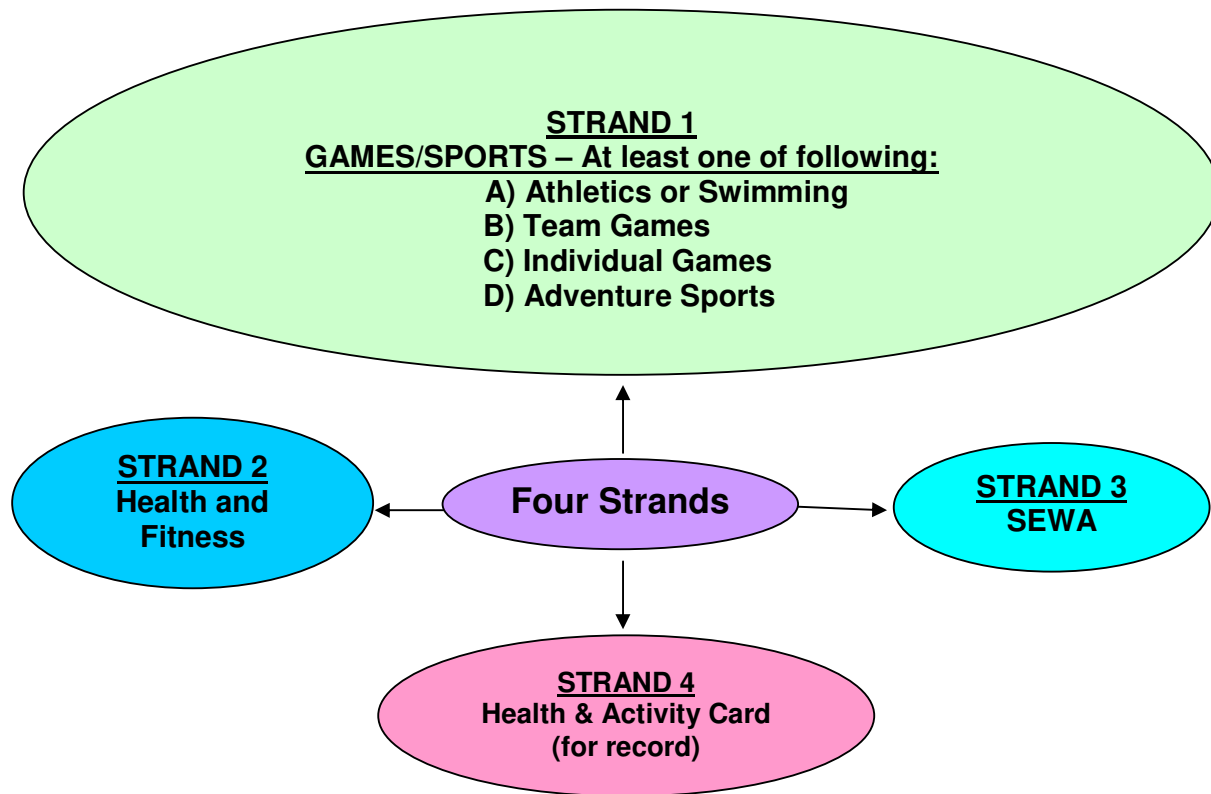
- i. Work Experience (500)
- ii. Physical and Health Education (502)

As the above subjects of internal assessment are being subsumed in Health and Physical Education, so the schools should not allocate any period to these above-mentioned subjects from session 2018-19 onwards. The same periods should be allocated to Health and Physical Education.

CHAPTER 2: FOUR STRANDS

2.1 Introduction

- 2.1.1 The new format of HPE envisions that each student will undertake activities categorized under four strands
- 2.1.2 The work education aspect of the syllabus is subsumed under this format, hence there will be no need to take it up as a separate subject
- 2.1.3 This format is to be compulsorily implemented for classes IX, X, XI and first half of the year for class XII
- 2.1.4 **This is an essential requirement for writing the Board examination.**
- 2.1.5 Unless schools undertake HPE seriously and are ready with records of all strands as well as Health and Activity Cards for all students, they will not be allowed to register their candidates for Board examinations
- 2.1.6 All schools need to fill in the HPE School Report for the ongoing session before registering their candidates in classes IX and XI. The report should reflect the activities undertaken under each strand separately for each class right from class IX to XII. The format of the HPE School Report is given in the Annexure
- 2.1.7 No theory classes will be taken as a part of this format
- 2.1.8 The class teacher shall be responsible for ensuring that each child participates in all strands
- 2.1.9 The class teacher shall also guide and facilitate strand 3 and strand 4
- 2.1.10 In the absence of a sports/games teacher, the class teacher may facilitate strand 1 and 2 also and ensure that all children participate in the games/sports of their choice.
- 2.1.11 Internal assessment is to be jointly done by the class teacher and the sports/games teacher
- 2.1.12 From Strand 1, at least one activity is to be taken up by each student as a class or as an individual. The choice will be left to the students and the class teacher will facilitate each child to decide, based upon the sports facilities available at the school. Schools are encouraged to provide more options by adding to the infrastructure each year
- 2.1.13 Children are free to choose more than one activity from strand 1, as long as the school sports infrastructure supports it.
- 2.1.14 Children are also free to change their choices during the course of a year
- 2.1.15 A class as a whole could be encouraged to take up any one team game and/or invasion game, by delineating the role of each student of the class. Roles should be decided by students among themselves. Roles could include player, captain, umpire, cheer leaders, commentators, event manager, coach, organizers, reporters for school magazines, etc.
- 2.1.16 The Board will be inspecting records for Strand 1 and 2 such as attendance and participation by all students. Evidences such as Portfolios, Journals, Essays, Video recordings etc. in case of SEWA may be kept ready for scrutiny by the CBSE at any time during the year.
- 2.1.17 Schools are encouraged to place the activities they undertake under various strands on their own website under the 'Sports Corner' which should be updated at regular intervals.



2.2 THE OBJECTIVES:

Regular, high quality PE programs should also provide all students with opportunities to develop:

- 2.2.1 An inclination towards, and strong motivation for lifelong maintenance of health and fitness *
- 2.2.2 Cardiovascular fitness, muscular endurance, muscular strength and flexibility to meet the demands of everyday life *
- 2.2.3 Agility, balance, coordination, reaction time, power and speed to be able to perform a wide range of daily tasks *
- 2.2.4 The techniques necessary to become a skillful performer and competitor in different sports and activities *
- 2.2.5 Such traits of character as self-mastery, discipline, courage, determination and confidence *
- 2.2.6 Good sportspersonship, fair play and ability to be an informed spectator *
- 2.2.7 An ability to perform in different activity – related roles such as attacker, defender, supporter, supported, referee, leader, captain *

* Values integrated across HPE

TABLE 1.1

DISTRIBUTION OF MARKS FOR INTERNAL ASSESSMENT

Strand	Marks	Periods (Approx)	Levels*
1. GAMES A) Athletics/ Swimming B) Team Games C) Individual Games/ Activity D) Adventure Sports	} 50 marks	90 periods	Upto 25 marks: Learning 26-40 marks: Proficiency 41-50 marks: Advanced
2. Health and Fitness	25 Marks	50 periods	Upto 12 marks: Learning 13-20 marks: Proficiency 21-25 marks: Advanced
3. SEWA	25 Marks	50 periods	Upto 12 marks: Learning 13-20 marks: Proficiency 21-25 marks: Advanced
4. Health and Activity Card	No Marks	10 periods	-
Total	100 Marks	200 Periods	-

*The grades/levels obtained under the first three Stands will be reflected in the report cards.

CHAPTER 3: STRAND 1: GAMES / SPORTS

Any one or more games or activity out of Athletics/ Swimming, Team Games, Individual Games and Adventure Sports must be taken up by each student as an individual, or as a class team or as a school team.

3.1 Athletics / Swimming

3.1.1 Example Activities (illustrative only): Track and field events that require physical strength, speed/skill, such as, racing against own best timing and with others over different distances; relay races; marathons, cross country running, race walking, throwing for distance and aiming onto/at targets; jumping for height; jumping for distance; swimming against own best timing and with others, over different distances.

3.1.2 Inclusion: Allow students to use standing starts or rolling starts if using a wheelchair. Use visual signs to start race so that students with hearing impairments can be involved. The students must find unique and creative ways to include CWSN who are their classmates. Though few of the strategies for inclusion have been outlined for some games in boxes attached below, if movement is not possible at all, then aided umpiring or aided cheering should be considered for CWSN. If some learning is possible, let the CWSN learn about the intricacies of the game. If they are interested in art work or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

3.1.3 Life Skills Imbided/ Acquired:

- Learning the techniques
- Learning about sports/games through other formats such as fine arts

3.1.4 Outcomes/ Values imbided:

- Going further, higher, faster
- Being able to set and meet personal targets
- Being able to focus, concentrate and practice to improve
- A commitment to training and an ability to set and meet personal targets
- Learning as a team and from others

Category of Activity: Athletic Activities

Name of Activity: Long Jump

Long jump is an individual event included as a track and field event under the term 'Athletics'. It requires participants to combine speed and lift to produce forward flight and maximum lift through the air. It combines an approach run with a take-off followed by a period of flight through the air that concludes in a landing. The event requires technical efficiency in order to gain the maximum distance possible.

At competency level students should learn and practice the different components of the long jump from standing positions and short run ups. They will also need to learn and be able to perform the correct sequence of movements if they have to perform the long jump efficiently.

At proficiency level students should be able to long jump with a high level of skill, competing against themselves and others in competitions and events where the outcome is performing at one's maximum level.

Rules of Long Jump

- Take off must be behind a line.
- The distance of the jump is measured from the jump line to the nearest break in the sand.
- The tape is placed at zero on the jump line.
- Performers take a number of jumps, of which the best is used for determining event winners and positions.
- A tie is settled by taking the second best attempt.
- A 'fault jump' is recorded when a performer places his/her foot beyond the jump line when approaching the take off board.

History of Long Jump

The Long Jump event can be traced back to the ancient Greek Olympic Games. At this time it was part of an event called the 'Pentathlon' which included 5 different events that one competitor undertook. It was the only jumping event that was included in the original Greek Olympic Games and as such it is one of the oldest and most important of the track and field events. To perform the long jump athletes had to run a short distance with a weight in each hand called 'halteres'. As they prepared to jump, they swung the weights forwards and pulled back in order to gain momentum and height.

Facts about Long Jump

- The current world record for men is 8.95 metres and for woman 7.52 metres. How far can you jump?
- The most popular style of jump uses the 'hitch kick' in which jumpers appear to walk in the air.
- Anju Bobby George became the first ever Indian to win a World Championship medal. In 2005 she was ranked 5th in the world for long jump.
- Amritpal Singh holds the Indian men's national record in the long jump with a leap of 8.08 meters done at the Federation Cup Athletics Championship in Delhi in March, 2004.

Basic Requirements/ Equipment

- A playing area that has a safe surface for running and jumping.
- A long jump pit that is well dug and free of objects.
- Low barriers for jumping over.
- A line or board to show the take off position.
- Boxes or benches from which students can jump.
- Students should be suitably dressed to undertake the activity safely.
- Lime Powder, Measuring tape.
- When working with large numbers of students use the landing pit lengthwise:



Including all Students

Space • Task • Equipment • People

Use STEP to modify long jump activities so that all students are included. Try these modifications or devise your own.

Space

- Increase or decrease the run up.
- Give students time to assess and determine the length of run up needed for them to reach the take off point consistently.

Task

- Establish balance and weight transference skills before introducing jumping
- Some students will be successful at long jump if they are able to perform jumps from standing positions.
- In the initial stages allow students to swing their arms and take off from two feet and land on two feet (standing broad jumps).
- Wheelchair users can take one push of their wheelchair and record the distance travelled.
- Substitute jumping upwards by placing targets at distances to increase the length of time in the air.

Equipment

- Use mats instead of a pit, crash mats for landing.
- Allow students to use support to help them achieve a jumping action. For example help them to push down on a chair to jump upwards.
- Jump over small plastic hurdles with one leg.
- Tie elastic ropes and jumps.
- Used sport step ladder for different jump drills.



People

Find a way to ensure that all students play an active role in the jumping activity. All students can improve their own ability to perform at their maximum level through jumping activities regardless of the distances or ways in which they might jump.

Physical & Health Education /Games

Links to assessment frame work for classes IX and X

- An appreciation and understanding of the physical fitness requirements of athletic activities.
- An involvement in sports/physical education programmes.
- Team work.
- A knowledge of different athletic events and their rules.
- Skills of agility, balance and coordination.
- Motivation and commitment to take part in athletics.
- Ability to lead others as a team captain, coach, timekeeper or judge.
- An awareness of rules of safety.
- An evidence of being self disciplined.

Life Skills

- Listen actively.
- Takes criticism positively.
- Communicate using appropriate words, intonation and body language.
- Identifies one's own strengths and weaknesses.





Purpose of the activity

To participate in events that require students to go further, higher and faster.

Outcome of the activities

- The outcomes of participating in these activities will be
- a commitment to training
 - willing to concentrate and practise to improve
 - an ability to set and meet personal targets

The 'Hitch-Kick' Technique



The Approach

- Approach the board at full speed after taking a usual number of steps so that the strong foot falls on the take off board.



Take off

- Attack the board and slap foot on it propelling the body upwards and outwards. The free knee and the arm above planted leg should be thrust forward.



Flight

- Extend bent knee and pull it backward. At the same time pull the opposite arm backward. 'Cycle in the air'.
- Circle the other arm behind body and up over head. Kick the planted leg forward so it points straight ahead.
- Bring the trailing leg forward and extend it so both legs point forward in a piked position. Swing both arms forward and down so they move past legs and behind body.



Landing

- On landing lean forwards in the sand. Avoid falling backwards. This loses distance.



Here are some practices

Approach run

- Run and jump from different starting points over 10-20m attempting to strike the same take off point.
- Place a marker to show the starting points.
- Develop an accurate run up, arriving at the take off point at maximum speed.



Jumping and bounding activities

Practise sequences of jumps using 'same', 'same', 'same' (hopping), 'other', 'other', 'other' (leaping) and other combinations. Call out different sequences that students perform:

Same, same, other; other, other, both; same, same, other, both, etc.

Set up plyometric circuits using jumping, hopping and bounding drills:

- Astride jumps onto and off a bench.
- Squat jumps: ½ squat, jump up into a tuck position, land and repeat.
- Double footed bounds: ½ squat, swing arms forward and up as jump forward. Land on two feet and repeat.
- Alternate foot bounds: repeated leaps forward from one foot to the other.

Flight

Begin with left foot forward, heel on the ground, toes raised and weight on the right foot. Take off from the left foot, hold the position and land in the same split leg position.

Take off on left leg and land on the opposite leg, upper body straight.

With an approach of 5-7 strides take off with a good drive and knee lift and then change the position of the legs before bringing them together to land.

Jump off raised surfaces to help improve flight techniques

Try these challenges

Compete in different jumping competitions. For example

- A 3-jump aggregate competition.
- A competition against yourself. How much have you improved? How can you improve further?
- An aggregate of a jump from right foot and left foot competition.
- A team competition by adding all team members jump distances together.

Now make up your own games and have some fun

- Compete against yourself combining the total distance of a 'hang' jump with a 'hitch' kick jump.
- Compete against others in athletic competitions organised by students. Can you act as 'take off' officials, 'pit' officials and recorders?
- Can you create a new jumping competition? What other ways might you combine and approach with a take off, flight and a landing?

Assessment

Knowledge (4)	• History of the activity	• Rules of long jump
	• Facts	
Skills (6)	• The approach	• Take off
	• Flight	• Landing
Application of skills (10)	• Effective approach run	• Lift at take off
	• 'Hitch kick' technique	• Controlled landing
	• Distance of the jump	

Links to NCERT syllabus

Theme: Orientation to physical education and sports education: sports and games

Links to other subjects

Maths : Volumes, using the dimensions of a rectangular pit and the level of sand in the pit (weight) the volume of the cuboidal pit and surface area can be calculated.

Language: Use of conditionals, students are asked to examine their performance and comment using conditionals. For example, 'unless I have stamina.....'.

Category of Activity: Athletic Activities

Name of Activity: Running

Races over short distances are called sprints. They are among the oldest running competitions in the world. Sprinting requires athletes to begin from a stationary position and reach and sustain their quickest possible running speed. Sprint races take place over distances of 100, 200 and 400 metres. Indoor sprints take place over 60 metres. The man and woman who run the fastest time over 100m is often named 'the fastest man/woman in the world'.

At competency level students should learn and practice to improve their running technique so that they are able to run efficiently over short distances. They should be able to start a race correctly and be able to run at their maximum speed over short and longer distances.

At proficiency level students should be able to run over different distances with high levels of proficiency, be able to start races appropriately and take part in relay events. They should be committed to training and regular practice to help them increase cardio vascular efficiency, muscle strength and endurance.

Rules of Running

- Any runner found guilty of obstructing the path of another runner is disqualified.
- Sprinters are not permitted to run inside the inner curve of the track.
- Any sprinter with a false start even once is disqualified.
- Competitors are allowed to run with spiked shoes.
- No points are awarded if the sprinter fails to finish the race.
- The time is recorded to 1/100th of a second in photo finish.
- Time is recorded to 1/10th of a second . (Hand time watch)

History of Running

The original Ancient Olympic Games held in Olympia, Greece had just one event - the 'stadion' race. This was a simple race from one end of the stadium to the other. It was a race over a distance of about 200 meters. Sprint races have been included in all Olympic Games from 1896. Woman took part in sprinting events from 1928. Now sprinting events for men and woman include individual and relay events and sprints over hurdles.

Facts about Sprints

- It is only possible to maintain near maximum speed for not more than 30 seconds.
- The winner of a sprinting event is the athlete whose torso reaches the closest edge of the finish line first.
- Usain Bolt is currently the world's fastest man, setting a world record for the 100m of 9.58 seconds.
- Abdul Najeed Qureshi, an Indian sprinter from Hyderabad, ran the 100m at the Commonwealth Games in 2010 in 10.30 seconds.

Basic Requirements/ Equipment

- An area that has a safe surface for running.
- Students should be appropriately dressed to participate safely in running events.
- A starting line and a finishing line.
- Cones or markers.
- Stop watches/measuring tapes.

Including all Students

Space · Task · Equipment · People

Use STEP to modify running activities so that all students are included. Try these modifications or devise your own.

Space

- Increase or decrease the distances over which students run. Keep the finishing line in the same position but change the position of the start.
- Visual impaired students can run with a sighted runner guiding them.

Task

- Students should explore different ways of moving. For example can they cover the distance by walking, pushing themselves, using sticks?
- Allow students to use standing starts, or 'rolling starts' if using a wheelchair.
- Use visual signals (e.g. a flag) to start races with students who have hearing impairments.



Relay races

- Use a touch changeover.
- Experiment with different ways of carrying the baton. Carry it in two hands or let wheelchair users carry it in their lap.
- Use adjacent lanes for takeovers.
- Use verbal guidance for outgoing runners.

Equipment

- Participating in running activities is easier if the surface is flat and even.
- Running on grass makes the activity more difficult, particularly for wheelchair users and those who use other mobility aids.

People

- Find a way of ensure that all students play an active role in the running activities. All students can improve their own ability to perform at their maximum level through moving in their own ways regardless of the distances or ways in which they might move.

Links to continuous and comprehensive assessment frame work for classes IX and X

Physical & Health Education /Games

- An appreciation and understanding of the physical fitness requirements of athletic activities
- An involvement in sports/physical education programmes
- Team work
- A knowledge of different athletic events and their rules
- Skills of agility, balance and coordination
- Motivation and commitment to take part in athletics
- Ability to lead others as a team captain, coach, timekeeper or judge
- An awareness of rules of safety
- An evidence of being self disciplined

Life Skills

- Raise questions, identify and analyse problems
- Get along well with others
- Communicate using appropriate words, intonation and body language
- Identifies one's own strengths and weaknesses

STEP



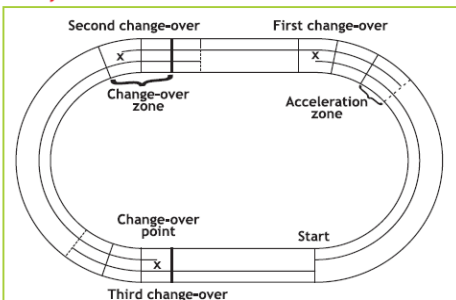
Purpose of the activity

To participate in events that require students to go further, higher and faster.

Outcome of the activities

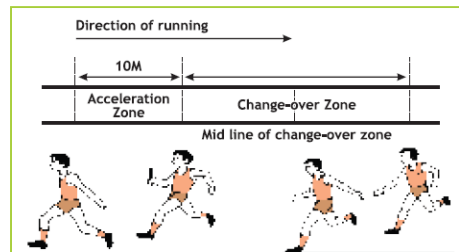
- The outcomes of participating in these activities will be
- a commitment to training
 - willing to concentrate and practise to improve
 - an ability to set and meet personal targets

Relay Races



Who will run when?

- The most popular strategy of running a relay race is to run in this order: the second best runner runs first; the fastest runner runs last; the slowest runner third and the other runner second. Is this best for your team?
- What other strategies might you use to win the race? What strategies work best for your team?



Baton Changeover

- Blind exchange technique to be practiced (4x100 mts.) a visual exchange (4x400 mts.) relay.
- The baton must be exchanged when both runners are running at maximum speed.
- Use the downsweep method of passing the baton, passing it from right hand to left hand.
- Outgoing runner holds the hand high and flat to receive the baton.
- Incoming runner uses a downward sweeping movement to place the baton firmly into the receiver's hand.

Here are some practices

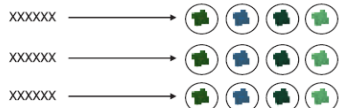
Short relays

Try 4 x 25 metre and 4 x 50 metre relay races where changeovers are more important than running speed using straight tracks



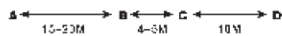
Pick up Relay

Set objects like bean bags or cones, inside hoops or chalked circles, at regular intervals from the start line. Runner 1 collects each object, one at a time, returning them to the start line. The next runner takes one object at a time and sets them out again in their original position. Runner 3 collects them and so on until all runners have had their turn.



The Relay Race

Set up a running area with cones like this:



No. 1 starts at cone A; No. 2 starts at cone C. When No. 1 reaches cone B; No. 2 sprints off and attempts to reach cone D before being tagged by No. 1.

Increase distance between B and C so that both athletes reach D at the same time.

Try this challenge

- In teams of 10. Each athlete runs as far as they can in 10 seconds. Combine the 10 individual distances to produce a team score. Which team covered the furthest distance?

Make up your own challenges and have some fun

- Organise individual and relay races over different times and distance against classmates and other schools. Include fun events. For example include a dribbling race. Runners from one school or class dribble a ball as fast as they can over 50 metres. Runners from another school or class begin 3 seconds after the first runners and try to beat the front runner to the finish line.

Assessment

Knowledge (4)	<ul style="list-style-type: none"> • History of the activity • Rules of running • Facts
Skills (6)	<ul style="list-style-type: none"> • Acceleration at approach • Change over compete within zone • Position of hand of outgoing runner • Effective downsweep and passing of baton by incoming runner
Application of skills (10)	<ul style="list-style-type: none"> • Efficient running • Running at near maximum speed • Efficient relay change over's • 4 x 100m relay race times

Links to NCERT syllabus

Theme: Orientation to physical education and sports education: sports and games

Links to other subjects

Science: The topic of motion may taught, particularly the concepts of distance, displacement, speed and velocity. The time taken by each runner may be recorded and using the data students may calculate distance and displacement, and also speed and velocity.

Maths: By using the recorded time taken by each runner in covering 100m or 200m or 400m, students may be asked to represent these as frequency distribution table and bar graph.

Language: Students may be asked to write a brief biography of sprinters like P. T. Usha. They may also write a piece on rules of relay races.

Social Science: The planning and using strategy in a relay race may be used for explaining the role of a District Magistrate or Chief of Gram Panchayat, especially how to evolve a suitable strategy for successful implementation of policies and programmes.

Category of Activity: Athletic Activities

Name of Activity: Putting the Shot

Shot put is a track and field event, which involves putting (throwing in a pushing motion). A heavy metal spherical ball called 'Shot', as far as possible. The shot is generally made of solid iron or brass although any metal not softer than brass may be used. The shot is thrown from inside a circle which is 2.135 mts. (7 ft.) in diameter having a 10 cm high stop board in front of the circle. The distance is measured from inside of the circumference of the circle to the nearest mark made on the ground by the fall of the shot. Distance is rounded off to the nearest centimeter.

Rules of the Event

- Thrower must rest the shot close to the neck.
- Shot must be kept tight to the neck through out the motion.
- Shot must be released above the shoulder, while using only one hand.
- Thrower must not touch the top or outside ground of the circle or stop board. His limbs may however extend over the lines of the circle.
- Shot must land in the sector of the throwing area (34.92°).
- Thrower must exit from the back of the circle, after the shot has landed.
- Thrower must start his throwing motion within 60 seconds of calling his/her name.
- Usually three attempts will be given to all participants & best 8 will be given 3 more attempts. Best throw will be used for performance ranking.

History of the Event

Shotput originated from ancient Greece in 776 BCE. It is believed that the game originated from the Scottish stone throw to kill Romans. It is also believed that originally the event was done by using stone balls to the British Isles. In Scotland stone throwing events were organised in pre-Christian times, as a way of determining which Clieftain was most powerful and had most military might. This eventually became a part of actual Highland games programmes, organised every August in Scotland since 11th century.

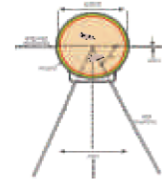
In the middle ages there is enough evidence to show that an event closely related to this sport existed, where participants hurled canon balls as a feat of strength. It seems the word 'Shot' came from the canon balls and 'Putt' must have come from the throwing style that was used. The sport remained popular among soldiers throughout 18th century there have been a few changes in the style of throwing in all these years. In the olden times the thrower used to stand on a wooden rectangle to throw, if he went out of it he fouled and his throw was discounted. At that time standing throw was only option until rectangle was replaced by a seven feet circle, the glide technique developed and then it was Randy Barnes one of the best shot putters who introduced rotational type of throw in 1976 at Montreal Olympics.

Facts about the Event

- Shotput competitions are being held in Olympic games for men since its inception in 1896.
- The event for women was added in 1948 Olympic program.
- Men's shot weighs about 7.260 kg. (16.01 lbs) and women's shot weighs about 4 kg. (8.8 lbs).
- Throwing a shot not only involves much technique and strength but also a few physics concepts.
- It needs good initial velocity and release of shot at 40° approx. to reach the farthest.

Basic Requirements/ Equipment

- A throwing area that has a safe surface for throwing.
- A shotput arena having a circle with an iron rim.
- High barriers for throwing over.
- A stop board.
- Boxes or benches on which students can sit.
- Students should be suitably dressed to undertake the activity safely.
- Lime Powder, Measuring tape.
- When working with large numbers of students use the landing area with great caution.



Including all Students

Space • Task • Equipment • People

Use STEP to modify Shotput activities so that all students are included. Try these modifications or devise your own.

Space

- Increase or decrease the diameter of the circle good throwers should use smaller circles and swift movement, lesser able students should use larger circles and gain momentum.
- Give students enough time to practice each type of throw, the momentum needed for them to push the shot with a greater effort.

Task

- Establish balance and weight transference skills before introducing throw.
- Some students will be successful at throws if they are able to perform throw from standing positions.
- In the initial stages allow students to push the shot standing position with facing the throwing arena.
- Wheelchair users can also take the throw while being stationary or by moving the chair within the scheduled arena.
- Substitute throwing upwards by placing barriers of different height to increase the parabolic angle of the shot in air.

Equipment

- Use objects of different shapes, sizes and weights.
- Use medicine balls.
- Allow students to support to help them in achieving throwing action.

People

- Find a way of ensure that all students play an active role in the throwing activity.
- All students can improve their own ability to perform at their maximum level through throwing activities regardless of the distances or ways in which they might throw.

Physical & Health Education /Games

Links to continuous and comprehensive assessment frame work for classes IX and X

- An appreciation and understanding of the physical fitness requirements of athletic activities.
- An involvement in sports/physical education programmes.
- Team work.
- A knowledge of different athletic events and their rules.
- Skills of agility, balance and coordination.
- Motivation and commitment to take part in athletics.
- Ability to lead others as a team captain, coach, timekeeper or judge.
- An awareness of rules of safety.
- An evidence of being self disciplined.

Life Skills

- Listen actively.
- Takes criticism positively.
- Communicate using appropriate words, intonation and body language.
- Identifies one's own strengths and weaknesses.

STEP

Athletic Activities Putting the Shot

Class IX - X

PROFICIENCY LEVEL



Purpose of the activity

To participate in events that require students to go further, higher and faster.

Outcome of the activities

- The outcomes of participating in these activities will be
- a commitment to training
 - willing to concentrate and practise to improve
 - an ability to set and meet personal targets

Rotational Technique

Grip and Hold

- Grip the shot on the base of your fingers not on the palm. Spread your fingers slightly.
- Hold the shot closer to the ear.
- Thumb under the shot.
- Throwing elbow pointed outward away from your body.



Stacne

- Stand at the back of the circle.
- Facing away from the target.
- Feet shoulder width apart body upright.
- Head up, extend your left arm.



Wind up

- Rotate your body about ¼ turned to the right.
- Your right elbow will point towards the target.
- Keep shoulder level as you rotate, pivot on your right foot. Keeping the left foot flat on the ground.
- Rotate the left leg so that your knee moves slightly towards right.
- Balance on the ball of your left foot.
- Move your left arm in sync with your left leg.



Entry phase I

- Shift your weight to your left as you pivot on, and turn your left foot.
- Bend your left knee slightly and flatten your left foot as you transfer the center of gravity to your left side.
- Begin push off with your right foot.
- So that you are on the ball of the foot.



Entry Phase II

- As your center of gravity shifts to your left side. Continue pushing with your right foot.
- Lift your left foot off the ground and begin sweeping it anti clockwise.
- Pivot and turn your left leg.
- Go back on the ball of your left foot as you pivot moving your upper and lower body together.
- Keep your left arm extended to counter balance the sweeping right leg. Which will extend past the right side of the circle.



Drive Phase I

- Continue sweeping your right leg around until it lands in the center of the circle towards the right foot.
- Your right elbow will be pointed towards the target and your right knee bent.
- Bend your left arm at the elbow. Bring your forearm closer to the body.
- Left your left leg and circle it towards the front of the ring. Do not slow down.



Athletic Activities Putting the Shot

Class IX - X

PROFICIENCY LEVEL



Drive Phase II

- Left leg lands in the center of the circle. Your foot should be flat & your leg firm with very little bend in the knees.
- Left arm extend towards target, then reaches up lifting your left shoulder.



Power Position

- Left arm should be pointed towards the target with your left leg straight and right knee bent.
- Right shoulder should be lower than the left, with your right forearm roughly parallel to the ground.
- Your weight should be over your right foot.
- Do not stop in this position.
- Continue rotating, because your rotation's momentum helps to power the shot.



Delivery

- As your left foot lands continue shifting your weight on the left foot.
- As you do so, punch your throwing arm up at approx. 45° angle, pushing off with your right leg as you release the shot forward.



Follow Through

- Good follow through is essential to maintain your momentum through out the delivery and keeping your balance afterwards.
- As you push off with your right foot, lift your left leg and pivot on your left foot.
- When your foot lands, hope on the foot and keep spinning.
- Keep your balance otherwise every thing you have done so far will be wasted if you fall out of the circle and foul.



Now make up your own games and have some fun

- Compete against yourself combining the total distance of glide and spin throw.
- Compete against others in athletic competitions organised by students. Can you act as judge, umpire, referee and recorders?
- Can you create a new throwing competition? What other ways might you combine and approach with the throw?

Assessment

Knowledge (4)	<ul style="list-style-type: none"> • History of the activity • Rules of Shot putt • Facts
Skills (6)	<ul style="list-style-type: none"> • Grip • Style • Stance • Follow through
Application of skills (10)	<ul style="list-style-type: none"> • Effective approach • Peri - O - Berian technique • Pivot • Controlled follow through • Distance of the throw

Links to NCERT syllabus

Theme: Orientation to physical education and sports education: sports and games

Links to other subjects

Maths: Trigonometry can be applied to calculate horizontal distance, picture of release angles.

Science: Preliminary swings shows, how to break the inertia, circular movements generates centrifugal and centripetal forces, transformation of energy from body to the shot. Newton laws can be best understood by observing throws.

3.2 Team Games

3.2.1 Examples of team games (illustrative only):

- **Invasion Games:** Basketball, Hockey, Kabaddi, Netball, Gallery, Football, Water Polo, Judo, Karate/ Self Defence
- **Net Games:** Lawn Tennis, Table Tennis, Badminton, Squash Volleyball
- **Inning Games:** Cricket, Kho-Kho, Rounders, Softball, Stoolball
- **Target Games:** Archery, Boccia, Bowls, Golf

3.2.2 Inclusion: Use bright colours which will help the participation of students with vision impairment. The teacher has to modify each skill as per the percentage of impairment of the child. The students must find unique and creative ways to include CWSN who are their classmates. Though few of the strategies for inclusion have been outlined for some games in boxes attached below, if movement is not possible at all, then aided umpiring or aided cheering should be considered for CWSN. If some learning is possible, let the CWSN learn about the intricacies of the game. If they are interested in art work or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

3.2.3 Life Skills Imbided/ Acquired:

- Cooperating with others to use individual skills and team strategies to beat the opposition and win the game (Interpersonal and Intrapersonal Skills)
- Playing individually or with a partner and strategizing to beat the opponent and win the game (Critical Thinking, Decision Making)
- Using individual skills and team strategies to cooperate with others to score points and win the game (Creative and Critical Thinking)
- Competing individually or as a team to score the most points (as in archery) or the least number of points (as in golf) and win the game
- Understanding that including all is more important than winning (Intrapersonal Skills)
- Learning about sports/games through other formats such as fine arts (Creative Thinking)

3.2.4 Outcomes/ Values Imbided:

- Team spirit and loyalty
- Sportsmanship
- Communicating with others
- Competing and winning fairly
- Fraternity

Category of Activity: Invasion Games

Name of Activity: Basketball

Basketball is a fast, free-flowing, high-scoring invasion game. The rules allow all players to move freely around the court and occupy any position on the court. All players have an equal opportunity to score goals. The way in which the game is re-started after a point is scored or a rule infringement makes it a fast game with few breaks in play. Dribbling allows players the opportunity to create advantageous scoring opportunities.

At competency level students should learn and practice the basic skills of dribbling, sending, receiving and shooting. They should play simple games using one to one marking, learning how to keep possession by dribbling effectively and moving the ball accurately and speedily between players. As they progress skills should become more consistent and efficient and players should be introduced to set play situations and different strategies of play.

At proficiency level students should be able to attain high degree of proficiency at most individual skills and should understand the more complex strategies and systems of play demanded by the game such as zone marking, man to man or press defence.

Rules of the Game

Basketball is played by teams of 5 players. It usually has a high target, or basket, in which goals are scored.

- Semi body contact game.
- No running while holding the ball.
- A player may dribble the ball to move from one position to another but only one dribble (continuous actions) is allowed.
- Any player can get the ball if it is in play and all players can occupy any part of the playing area.
- Any player may shoot from any part of the court.

History of Basketball

Basketball was invented in December 1891 by Jaims Naismith at Springfield College in Springfield, Massachusetts people wanted a game that could be played indoors and in a relatively small space. While trying to make lessons more appealing one of the teaching staff introduced various recreational games that included Football, American Football and Lacrosse but each game was difficult to play in the small space of the gymnasium. So the staff members decided to take different aspects of each of the games and combine them to produce a new game. The main features of the original game were: It was played indoors, with a ball that was easy to handle and difficult to conceal, no tackling was allowed. Players were not permitted to run with the ball. The target was placed above head height to make shooting a skillful action. The ball may be thrown in any direction with one or both hands. The ball may be batted in any direction with one or both hands (never with the fist). The ball must be held in or between the hands; the arms or body must not be used for holding it. The time shall be two 15-minute halves, with five minutes' rest in between.

Facts about Basketball

- The first game of Basketball was played in December 1891.
- The Basketball Federation of India was formed in 1950. Its first World Championship was played in 1950.
- The Indian national basketball team is known as the Young Cagers.
- The first Indian National Championship for men was conducted in 1934 in New Delhi. The Basketball Federation of India (BFI), which controls the game in India was formed in 1950.

Basic Requirements/ Equipment

- Any suitable indoor or outdoor space that can accommodate the group.
- A range of different size balls that bounce.
- Target(s) for shooting at or into to score points. Wherever possible these targets should be elevated and above head height.
- Bands or bibs that can be worn by different teams.

Including all Students

Space • Task • Equipment • People

Use STEP to modify basketball activities so that all students are included. Try these modifications or devise your own.

Space

- Increase or decrease the space between the sender and the receiver; for example, if players are closer together it improves the accuracy of the pass; if they are farther apart, it provides more reaction time.
- Increase the playing space to encourage more movement; reduce the size of the space to encourage the development of passing skills.

Task

Passing & receiving

- Some young people find it easier to catch (receive) a larger ball, but throw (send) a smaller ball; therefore, in some cases, it may be necessary for these individuals to practice the skills of sending and receiving separately until their competency has improved (see also 'Equipment').

Dribbling

- Begin with static dribbling before introducing movement.
- Some students who have mobility or coordination impairments can move a short distance carrying the ball, bounce from a static position, and then continue moving.
- Wheelchair users can dribble according to wheelchair basketball rules; two pushes with the ball on the lap allowed then the player must bounce, pass or shoot the ball.

Scoring

- Use targets placed at different heights: chalked onto walls, basketball rings or use buckets or hoops. Increase the size of the target to make it easier. Increase the distance from a target to make it more difficult.

Equipment

- Provide students with a range of balls that bounce; players can initially practise with the size of ball they find they can control best.
- A brightly-coloured ball may help the participation of students who have vision impairment.

People

- Team numbers can be varied; for example, in order to balance a game, it may be best to play 4 v 2, where four players who are developing their skills play against two more competent players.
- Have one or more unmarked players per side who are always ready to receive a pass.
- Some players might act as 'link' players, carrying the ball between attacking and defensive zones.
- End Line / Ball game.
- Instead of targets, each team can have a Catcher; the team scores a point if they can successfully pass the ball to the catcher.

Physical & Health Education /Games

Links to continuous and comprehensive assessment frame work for classes IX and X

- An appreciation and understanding of the physical fitness requirements of games playing
- An involvement in sports/ physical education programmes
- Team work
- A knowledge of different games and rules of the games
- Skills of agility, balance and coordination
- Motivation and commitment to take part in the game
- Ability to lead others as a team captain, coach or referee
- An awareness of rules of safety
- An evidence of being self disciplined

Life Skills

- Listen actively
- Takes criticism positively
- Communicate using appropriate words, intonations and body language
- Identifies one's own strengths and weaknesses





Purpose of the activity

To cooperate with others to use individual and team skills and strategies to invade the space of the opposition to score points and win the game.

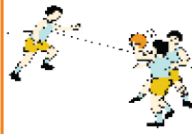
Outcome of the activities

The outcome of participating in these activities will be:
 • team spirit • cooperation • communication • focus on winning

Skills

Passing the ball

- Check team mate is ready to receive
- Keep the ball under control and be ready to pass
- Look at receiver without making it obvious to the opposition
- Pass in front of the receiver and to the target made by the receiver
- Use short, quick passes (3.5 - 4 metres) as much as possible in a direct line between passer and receiver



Receiving the ball

- Move to receive the ball
- Signal readiness for the ball using a clear signal to the passer with one or both hands
- Prior to moving check team mate is ready to pass
- Get free by moving towards the ball, away from the ball and then going towards the ball (feinting)
- Keep possession while dodging an opponent protecting the ball by keeping body between the ball and opponent.



Dribbling

Passing a player

- Control the ball by spreading the fingers around it
- Keep the hand on top of the ball to ensure it rebounds accurately back to the hand
- The head should be up and the player should be aware of both opponents and team mates
- The player should protect the ball by keeping his/her body between ball and opponent



Scoring

Lay up shots

- Technique (for right handed shot)
- At the end of the dribble, hold the ball with both hands
 - Look at the target
 - Ground the right foot and continue forward by stepping onto the left foot
 - Jump from the left foot upwards towards the basket
 - As the jump is made, take the ball up in front of the body and turn it so that the shooting hand is behind the ball
 - Release the ball with the shooting arm and hand at full stretch
 - Place the ball softly against the backboard so that it drops into the basket



Jump shots

- Ball position should be in front and above the head.
- Take a jump from both feet & try to stay in air.
- After reaching maximum height, throw the ball towards basket.

3



Here are some practices

Passing and Receiving

Bull in the Ring

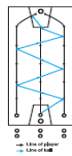
Six or seven players stand in a circle with one/two defender in the middle of the circle. Players on the outside of the circle try to pass the ball across the circle so that the defender cannot intercept the pass. A player who makes a pass that is intercepted changes places with the defender in the middle of the circle. Condition the game so that players must pass using:

- chest pass, hook pass, one handed side pass etc
- pass using a different pass to the one received



Passing and moving

Play in three's with one ball. Pass the ball from player 1, to 2, to 3 while travelling from one end of a playing area to another. Once at the far end one player dribbles in for a lay-up shot or attempt at a target. Change the position of the players each time.



Play using:

- different passes

- both hands to dribble
- Increase the difficulty of the game by adding defending players who try to intercept the ball as it is moved down the playing area.

Shooting

Practice lay up shooting from the left and right side of the basket

Shoot for goal

Play in teams of 10

Make a single file of players facing the basket. Give the ball to the player at the front of the line. Player shoots using a lay up shot, runs in for own rebound and passes out to the next player in the line.

Jump Shots

Practice jump shots from different positions on the court and from the free throw line.

Combine dribbling with jump shots without and with opposition.

Set up shooting competitions against other teams. First team to score 10, 20 points wins the game. Use lay up shots and jump shots.

Set up challenges that involved dribbling, sending and receiving and shooting using a large playing area. Which is the first team to score 10, 20 points?

Now make up your own games and have some fun

Decide a playing area. Mark it out in some way. How many players will be in each team? What rules will you have? How will you start the game? How long will your game last? How will you make sure that everyone is involved in the game? Who will referee your game, time it and keep score?

Assessment

Knowledge (4)	<ul style="list-style-type: none"> • History of the game • Facts 	<ul style="list-style-type: none"> • Rules
Skills (6)	<ul style="list-style-type: none"> • Dribbling • Shooting 	<ul style="list-style-type: none"> • Sending and receiving • Dodging/markig
Application of skills (10)	<ul style="list-style-type: none"> • Use of dribbling to dodge and move • Ability to pass and receive accurately and on the move 	<ul style="list-style-type: none"> • Ability to make space and use space • Ability to mark and defend

Links to NCERT syllabus

Theme: Orientation to sports skills, proficiency in sports and motor skills

Links to other subjects

Science: Experiences of this activity may be used to teach the Law of Reflection and Types of Bonding by using the processes and skills in passing, catching and dribbling (rebounding) the ball

Maths: Drawing comparisons, students will collect the scores (data) of both teams. The data will be used to compare the performances of two teams by drawing frequency polygons. Measures of central tendency (i.e. median, mean, mode) can also be calculated from the data.

The game of Basketball

- Condition the game to reinforce skill learning. For example pass without losing the ball. The team in possession must make 6 successful passes before attacking the basket.
- Teach different systems of play: 'man to man' marking, 'zone' marking, 'half court press', explaining when and how they are used.
- Set up knock out or league competitions that allow teams to play together often and get to understand each other's strengths and weaknesses.
- Teach students how to officiate and keep score. Begin by looking for and penalising just one or two obvious infringements in practice tasks and small sided games. For example, double dribble, shifting.

Category of Activity: Invasion Games

Name of Activity: Hockey

Hockey is a fast, exciting invasion game requiring high levels of skill, tactical awareness and mental and physical fitness. It involves two teams of players using curved sticks to try and score goals and beat the opposition. It can be played indoors or outdoors on any flat surface. It can also be played as a mini game or on ice. Hockey is played by both men and women.

At competency level students should learn and practice the basic skills of rolling dribbling, passing, receiving, stopping and shooting. They should play simple, small sided games so that all players are involved in the games. They should learn how to attack and score goals and how to work with others to defend and stop goals being scored. To do this they will need to learn how to keep possession by dribbling effectively and moving the ball accurately and speedily between players. As they progress, skills should become more consistent and efficient and players should be introduced to set play situations and different strategies of hockey.

At proficiency level students should be able to perform most individual skills proficiently and should understand the more complex strategies and systems of play demanded by the game. They should also understand and know their roles when involved in set play situations. For example when taking penalty corners.

Rules of the Game

Hockey is played by teams of up to 16 players, 11 of whom are permitted to be on the pitch at any one time.

- Only the flat side of the stick can be used to hit or control the ball. The stick must be held and not used in a dangerous way.
- The ball must not be played with any part of the stick when it is above shoulder height.
- The game is started and restarted after a goal is scored, with a pass back from the centre.
- Goals can only be scored from inside the shooting circle.
- Players must not play the ball dangerously or in a way which leads to dangerous play.

History of Hockey

Games like hockey, played with curved sticks and a ball have been played throughout history, in many countries, particularly in Asia. The modern game of field hockey grew from the game played in English public schools in the early 19th century. The game was first played in India, in Calcutta in 1885.

Since 1976 i.e. Montreal Olympic Games synthetic turfs are now mandatory for all the national & international competitions.

The FIH or federation international de hockey is the world hockey governing body, and has its headquarter at Lausanne Switzerland. The major international tournament are the World Cup, Olympic Games, Asian Games and the Champions Trophy.

Facts about Hockey

- The name 'hockey' comes from an old French word 'hoquet' meaning a shepherd's crook.
- Hockey was first played in the Olympic Games in 1908.
- In the Olympic Games in 1928 India won all five of its games without conceding a goal, going on to win gold in 1932, 1936, 1948, 1952, 1956, 1964 and 1980.
- The Indian Hockey Federation was formed at Gwalior in 1925.
- The first Indian sports teams to ever set foot in Australia/New Zealand (1926), Europe (1928) and Japan/USA (1932) were the Indian hockey teams.
- Sansarpur, a tiny village on the outskirts of Jalandhar has the distinction of producing 9 Olympians.

Basic Requirements/Equipment

- Any suitable indoor or outdoor space that can accommodate the group.
- A hockey stick and pair of shin guards.
- A range of different size balls that can be used for hitting and dribbling. Hard hockey balls should only be used when students have the skills to be able to control and play the ball safely.
- Goals for shooting at or into to score points.
- Bands or bibs that can be worn by different teams.
- Cones, markers, lime powder.
- Whistle.
- Students should be dressed so that they can play the game safely.

Including all Students

Space • Task • Equipment • People

Use STEP to modify hockey activities so that all students are included. Try these modifications or devise your own.

Space

- Increase or decrease the space between the sender and the receiver; for example, if players are closer together it improves the accuracy of the pass; if they are further apart, it provides more reaction time.
- Increase the playing space to encourage more movement; reduce the size of the space to encourage the development of passing skills.

Task

Passing & receiving

- Find the most appropriate way of passing the ball for each individual.

Dribbling

- Begin with static dribbling before introducing movement.
- Some students who have mobility or coordination impairments can move a short distance carrying the ball, drop it or throw it into play, and then continue moving.
- Wheelchair users may be able to dribble by holding the hockey stick in one hand and pushing the wheelchair with the other.

Scoring

- Increase the size of the goal to make it easier. Increase the distance from a target to make it more difficult.

Games playing

Have one or more unmarked player per side - always 'free and ready for a pass'

Some players can act as 'link' players, carrying the ball between attacking and defending zones.

Let a player move up and down the sidelines, receiving a pass from inside the playing area and passing it back in to a player inside the area. This might allow a player to feel safe and enable them to join in the game.

Create zones with students of similar abilities playing with and against each other in the zones.

Set up tackle-free zones.

Equipment

- Provide students with a range of balls that can be used for hitting; players can initially practise with the size of ball they find they can control best.
- A brightly-coloured ball may help the participation of students who have vision impairment.
- Provide a range of different sized and weight hockey sticks. Students should use one that suits their height.
- Plastic hockey sticks and balls/pucks might be advantageous when students are learning the game of hockey.

People

- Team numbers can be varied; for example, in order to balance a game, it may be best to play 4 v 2, where four players who are developing their skills play against two more competent players.
- Have one or more unmarked players per side who are always ready to receive a pass
- Have different games playing at the same time, some involving large groups of students, some involving small numbers of students.
- Set up games in which all players have the opportunity of participating. For example do not always use a goalkeeper.

Links to continuous and comprehensive assessment frame work for classes IX and X

- An appreciation and understanding of the physical fitness requirements of playing games
- An involvement in sports/physical education programmes
- Team work
- A knowledge of different games and rules of the games
- Skills of agility, balance and coordination
- Motivation and commitment to take part in the game
- Ability to lead others as a team captain, coach or referee
- An awareness of rules of safety
- An evidence of being self disciplined

Life Skills

- Listen actively
- Communicate using appropriate words, intonation and body language
- Take criticism positively
- Identifies one's own strengths and weaknesses





Purpose of the activity

To cooperate with others to use individual and team skills and strategies to invade the space of the opposition to score goals and win the game.

Outcome of the activities

The outcome of participating in these activities will be:
 • team spirit • cooperation • communication • focus on winning

Skills

Dribbling

Indian Dribble

- Drag the ball from left to right
- Roll the hands and wrists, generally the left hand controls the twisting and rotation.
- The right hand controls and stabilizes the ball.

Position of hands, hip and right leg



Passing

The Flick

This is used to lift the ball into the air.

- Hands apart on the stick.
- Step into the action.
- Left leg and shoulder point into the shot
- Body crouched and knees bent at start of the action.
- Lift the ball into the air, straightening the legs to help lift the ball.



The Jab Tackle

- Hold the stick in the left hand.
- Lunge at the ball, jabbing at it.
- Use the right hand to provide support.



Here are some practices

Dribbling

Set up dribbling practices requiring students to:

- Indian dribble, while stationary, while walking, jogging and running.
- Change speed, change direction.
- Dribble against opposition.

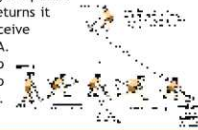
Set up dribbling relay challenges:

- Dribbling around cones
- Combining dribbling in different directions and dribbling and shooting



Passing and receiving a ball : In groups of 10 players: 'In and Out'

Player B runs to a cone. Player A passes the ball to Player B who returns it and runs forwards to receive another pass from Player A. Player B passes the ball to Player A and then sprints to the end of the playing area. Player C begins.



Gate Challenge

Player A dribbles the ball through Gate 1 and passes to player B. Player B dribbles the ball through Gate 2 and passes the ball back to Player A who has returned to position. Player C begins.

Return Pass

Player B stands in the middle of two cones. Player A passes the ball to the right and then to the left. Player B runs to receive and return the pass each time. How many passes in 20 seconds? Player C goes next.

Flicking the ball

Place a low barrier between two players. Flick the ball over the barrier.

Set up practices combining dribbling and flicking. For example, dribble the ball around markers and flick it over a low

barrier to try and score a goal or hit a target.

Dodging and feinting

Players A and B stand facing players C and D. Players A and B dribble the ball to Players C and D dodging past them to score a point.

Once the Jab Tackle is known use the above practice asking the defender to attempt a Jab Tackle when approached by the attacking player.

Shooting

Teach students to develop an effective shooting technique and how to create goal scoring opportunities.

Set up gates around the perimeter of the circle area. Players dribble the ball to one



Now make up your own games and have some fun

Decide a playing area. Mark it out in some way. How many players will be in each team? What rules will you have? How will you keep your game safe? How will you start the game? How long will your game last? How will you make sure that everyone is involved in the game? Who will officiate your game?

Assessment

Knowledge (4)	<ul style="list-style-type: none"> • History of the game • Rules • Facts
Skills (6)	<ul style="list-style-type: none"> • Dribbling • Passing and receiving • Shooting • Dodging/ marking/ tackling
Application of skills (10)	<ul style="list-style-type: none"> Use of dribbling to dodge and move Ability to pass and receive accurately and on the move Ability to make space and use space Ability to mark and defend Use of more advanced techniques and strategies

Links to NCERT syllabus

Theme: Orientation to sports skills: proficiency in sports and motor skills

Links to other subjects

Maths: Impossible event, introduce this concept during a games lesson before teaching it in the classroom. Students are given 5 chances of scoring from a penalty shot. Ask them to decide the probability that they will be successful with all 5 chances. This information can be used in the classroom to help student's understand theoretical probabilities.

Language: Writing biosketches, when students understand the tactics and strategies of the game of hockey they watch a video of a famous hockey player. They identify the qualities of good sportspeople and write a bio sketch of the player they have observed.

The game of Hockey

- Condition the game to reinforce skill learning. For example pass without losing the ball. The team in possession must make 6 successful passes before attempting to score.
- Teach different systems of play: 5-3-2-1, 4-4-2-1, 4-2-4-1, explaining when and how they are used.
- Set up knock out or league competitions that allow teams to play together often and get to understand each other's strengths and weaknesses.
- Teach students to umpire and keep score. Begin by looking for and penalising just one or two obvious infringements in practice tasks and small sided games. For example, hitting the ball with the reverse side of the stick.

Category of Activity: Invasion Games

Name of Activity: Kabaddi

Kabaddi is an invasion indigenous game of India. The game originated in South Asia, as a form of combat recreational activity. The two teams occupy opposite halves of a field and takes turn in sending a 'Raider' into the other half. In order to win points by tagging members of the opposite team and tries to return to his own half, holding his breath and chanting Kabaddi, Kabaddi..... The tagged members are declared out and are sent temporarily out of the field. The Raiding team earns one point for each player tagged. Defending team tries to refrain the raider from going back to his half individually or collectively. The Raider is considered out if he takes a breath before returning to his half or he or his any body part crosses/ touches boundary line. In such an event the defending team earns a points. Team which earns most points in stipulated time is declared winner. Its not a power game as generally perceived. Its a game which needs reflexes, intelligence and judgement.

Rules of the Game

- The ground shall be leveled and soft.
- 13 mts. x 10 mts. space, is divided by a middle line, creating two halves.
- Each half 10 x 6.25 mts. is divided by a middle line known as court.
- Baulk line is 3 mts. from the center line.
- There shall be stripped of 1 mt. on each side of the play field called the Lobby.
- Each team has 12 players, 7 takes the ground at a time, 5 are reserved.
- If anti or anties who have gone out of bounds, holding the raider, raider is not out. On the contrary anti or anties are declared out.
- Players are revived in the same order in which they have gone out.
- Maximum duration of the match is two halves of 20 minutes each with a 5 minutes of break in between.
- Lona comprises of 2 bonus points. Team which scores most number of points, wins.

Facts about the Game

- The game as introduced in Indian Olympic Games in 1938 at Kolkata.
- KFI formerly known as AKFI was formed in 1950.
- Its a national game of Bangladesh.
- Its a state game of Tamilnadu, Andhra Pradesh and Punjab.
- First asian championship organised in 1980.
- Introduced in asian games for the 1st time in Beijing 1990.
- 1st Kabaddi world cup was played in 2004.

History of the Game

The game known as Hu Tu Tu in western India, Hu-Do-Do in eastern India and Bangladesh, Chedu-Gudu in southern India and Kaun-Bada in Northern India existed in this part of the world and has change through ages. It is also believed that this game is a version of Chakravayuha, an ancient war strategy and defensive formation used in Mahabharata. The game was demonstrated for the first time at the international level during 1936 Bertin Olympics by Hanuman Vyayam Pracharak Mandal Amravati, Maharashtra. The game has been in existence for over 4000 years. One school of thought is that this must have developed during prehistoric times when the man was forced to defend himself from sudden attacks from ferocious beasts. They used to form groups of individuals and attacked animals.

Basic Requirements/ Equipment

- Playing area
- Stop watch
- Marble powder
- Measuring tape
- Markers
- Cones
- Whistle

Including all Students

Space • Task • Equipment • People

Use STEP to modify Kabaddi activities so that all students are included. Try these modifications or devise your own.

Space

- Increase/decrease the area of the ground.
- Change the shape of the playing area.
- Loose surface sand.
- Different surfaces such as clay, synthetic, colourful, etc.
- 10 x 13 mtrs. of space for man & 10 x 12 mts. for woman.

Task

- One for one as defensive technique.
- Raider could take a breath.
- Two raider at a time.
- Time of raid/game can be increased or decreased.
- For Not tagging a player negative points could be given.

Equipment

- Instead of tagging by hand, paper or sticks of various sizes and shapes could be used.
- Tagging only by hand or foot may be applied.
- Blind Fold

People

- Team Number of player in a team could be varied.
- Instead of tagging players, any specific part could be tagged.
- Having one /two marked players.
- Tagging marked players will earn bonus points.

Physical & Health Education /Games

Links to continuous and comprehensive assessment frame work for classes IX and X

- An appreciation and understanding of the physical fitness requirements of games playing
- An involvement in sports/physical education programmes
- Team work
- A knowledge of different games and rules of the games
- Skills of agility, balance and coordination
- Motivation and commitment to take part in the game
- Ability to lead others as a team captain, coach or referee
- An awareness of rules of safety
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Life Skills

- Listen actively
- Takes criticism positively
- Communicate using appropriate words, intonation and body language
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Purpose of the activity

To cooperate with others to use individual and team skills and strategies to invade the space of the opposition to score points and win the game.

Outcome of the activities

The outcome of participating in these activities will be:
 • team spirit • cooperation • communication • focus on winning

Skills

Side Kick

- Take sideward right leg stance.
- Bend right knee.
- Balance yourself on right leg.
- Kick left leg sideways to tag the defender's nearest body part.



Back Kick

- On the pretext of coming back raider stops near the baulk line facing the mid line.
- Raider stops suddenly, bends forward and moves his one leg back to touch the defender coming on to catch him.
- Raider falls down to touch the center line.



Ankle Hold

- Apply the hold when raider tries to apply toe touch.
- Defender bends down and tries to catch the ankle of the stationary leg after diving.
- After taking the hold, pull the raider towards you to de-stabilise and breaking off cant.



Knee Hold

- Defender takes the position and put his left hand under the right knee and right hand catches and ankle of the same leg.
- Change the direction.
- Pull the attacker to de-stabilise and break his cant.



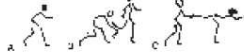
Catching the Hand/Wrist

- Defensive skill, when raider tries to touch with hand, defender quickly grapples his wrist.
- Pull the raider towards you, so that raider loses balance, falls and breaks his cant.



Here are some practices

Players asked to perform this practice by count
 1) Approach 2) Holding the ankle
 3) Lifting the leg up
 Reduce the number of counts and let the players perform by increasing the speed.



Each player will hold both the ankles of the player in front and move forward to reach the cone as shown in the figure and return to final position.



Player is asked to try to hold the moving object from hanger designed specially for ankle hold to improve catching accuracy.

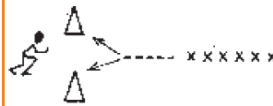


Here are some practices

Side/Back Kicks/Raiding : A raiding path is made as shown in the figure with three raiders who are required to move only in the path. The rest of players try to assemble in one zone. They are prevented by the raiders who execute side kick to touch on them. In case they are touched they will have to take the raider's place. While the raider takes his place with the other, who tried to gather in one zone.



Ankle Hold : The raider will be asked to take 5 leg touches on the targets while the anti tries to hold his ankle and prevent his escape. The number of successes and failures are counted by changing the partners. This can be a competitive practice.



Knee Hold : The raider tries to execute hand touch / toe touch / side kick / back kick on the three anti in different zones with natural run forward and one of the defender tries to take on the raider with knee hold.



The players stand in players as one raider and the other as a defensive player. The raider tries to touch the toe of the anti from the starting point. This will improve the reach and the accuracy of the raider.



Now make up your own games and have some fun

Decide a playing area. Mark it out in some way. How many players will be in each team? What rules will you have? How will you start the game? How long will your game last? How will you make sure that everyone is involved in the game? Who will referee your game, time it and keep score?

Assessment

Knowledge (4)	<ul style="list-style-type: none"> • History of the game • Rules • Facts
Skills (6)	<ul style="list-style-type: none"> • Side Kick • Back Kick • Ankle Hold • Knee Hold • Catching the Hand/Wrist
Application of skills (10)	<ul style="list-style-type: none"> • Use of kicking for tagging the defenders. • Ability to hold knee and ankle strongly. • Ability to make space and use space • Ability to catch the attacker by hand/wrist

Links to NCERT syllabus

Theme: Knowledge and Proficiency in Sports and Motor Skills Acquisition-Kabaddi

Links to other subjects

Science :

Maths : A Kabaddi Event may be used to develop speaking competencies as well as abilities for analytical writings. Some of them may be engaged in providing running commentary to the audience as experts of the game and others may be asked to prepare an analytical write up highlighting the specific skills used by individual players.

The game of Kabaddi

- Condition the game to reinforce skill learning. For example
- Teach different systems of play:
- Set up knock out or league competitions that allow teams to play together often and get to understand each other's strengths and weaknesses.
- Teach students to referee and keep score. Begin by looking for and penalising just one or two obvious infringements in practice tasks and small sided games. For example.....

Category of Activity: Invasion Games

Name of Activity: Soccer

Soccer is world's most exciting and popular game. It is played between two teams of eleven players each on a rectangular field of grass or artificial surface having same size goals in the middle of each end line. One player acts as goalkeeper and other ten players act as field players. The goal keeper is generally allowed to touch the ball with hands or arms whereas field player use their feet to kick the ball into specific places, occasionally using their head or torso to intercept the ball in mid air. The main aim of the game is to score maximum number of goals by driving the ball in two opponent's goal.

Soccer is a very emotional game full of joy and despair, triumph and tragedy, often it swings widely between these extremes in the course of a single match, bringing drama and exhilaration in to the lives of million across the globe. What makes soccer to play and watch is the flow of the game and to end play. It's goals, spectacular saves, near misses and other goal mouth incidents.

Rules of the Game

- Soccer field measures 90-120 mts. in length and 45-90 mts. in width.
- Each goal measures 7.32 mts. in length and 2.44 mts. in height.
- Diameter of the centre circle is 18.30 mts.
- Penalty spot is 11 mts. from the middle of the goal perpendicularly.
- Deliberate handling of the ball by field players is not allowed.
- Duration of the game is 90 min., with 15 min. break after 45 minutes.

History of Soccer

The origin of soccer can be found in every part of the globe. Almost every culture has reference to history of soccer. In china the games seems to have been played as far back as 3000 yrs ago. Recorded facts support that Romans and Greeks use to play ball for fun and frolic. It is believed that modern soccer started in England. In the old form of soccer ill. practices like kicking, biting and punching were allowed. King Edward III band soccer in 1365. World's oldest football club 'Sheffield Football Club' was established on 27th Oct. 1857. Football and Rugby association split in 1863, that laid the foundation of soccer in 1869. Soccer popularly spread rapidly in 1800's by British Sailors, Traders and Soldiers in different parts of the world. Despite the ban, soccer became to grow in medieval England and then it was introduced in English public schools in order to keep boys fit. Slowly game started becoming more organised with well defined teams, positions and training masters. Cobb, Morley is considered as the father of modern soccer. The game came to India also through british people. Initially matches were played between army teams. The game is played extensively in the country with a maximum of fan following in Goa, Kerela, West Bengal, Mizoram, Manipur and Sikkim. The oldest tournament of soccer was played in 1898 which was organized in Shimla by the name of 'Durrand Cup'. 1951-1962 was the golden period of Indian Soccer. When India won top honours in 1951 and 1956 Asian Games held in New Delhi and Jakarta and became the first Asian Nation to make it to the Olympic semifinals in 1956 at Melbourne.

Facts about Soccer

- Officially there are 17 laws of the game.
- Game is governed world over by FIFA. Which was constituted in 1906.
- FIFA (Federation De International Football Association) has their headquarters in Switzerland.
- Soccer is commonly known as Football.
- Soccer is a religion for more than a billion soccer lovers.
- Europeans have reached the final of each world cup except in 1930 and 1950.
- Until 1913 goal keepers wore same coloured jerseys as their team mates.
- 8 countries have won the world cup till now.
- Uruguay, Brazil, Argentina, Italy, Germany, France, England and Spain.
- Most Numbers of Goals scored in a match by one player is Ronaldo from Brazil.
- Most famous soccer players in the world are Pele, Beckham, Maradona and Ronaldo.
- Spain is the only country who won the Euro 2008 and World Cup 2010.

Basic Requirements/Equipment

- Football
- Markers
- Cones
- Bibs
- Sports Gear (Shin Guard, Jersey / Shorts, Gloves for the Goal Keeper)
- Marble Powder

Including all Students

Space • Task • Equipment • People

Use STEP to modify soccer activities so that all students are included. Try these modifications or devise your own.

- Space**
- Increase or decrease the space between the sender and the receiver; for example, if players are farther it improves the accuracy of the pass; if they are closer, it provides more reaction time.
 - Increase the playing space to encourage more movement; reduce the size of the space to encourage the development of passing skills.

Task

Passing & receiving

- Find the most appropriate way of kicking the ball for each individual.

Dribbling

- Begin with static dribbling before introducing movement.
- Some students who have mobility or coordination impairments can move a short distance dribble the ball, drop it or throw it into play, and then continue moving.

Scoring

- Increase the size of the goal to make it easier. Increase the distance from a target to make it more difficult.

Games playing

Have one or more unmarked player per side - always 'free and ready for a pass'

Some players can act as 'link' players, carrying the ball between attacking and defending zones.

Let a player move up and down the sidelines, receiving a pass from inside the playing area and passing it back in to a player inside the area. This might allow a player to feel safe and enable them to join in the game.

Create zones with students of similar abilities playing with and against each other in the zones.

Set up tackle-free zones.

Equipment

- Provide students with a range of balls that can be used for kicking; players can initially practise with the size of ball which they find they can control best.
- A brightly-coloured ball may help the participation of students who have vision impairment.
- Provide a range of different sized and weight football. Students should use one that which suits their age group.

People

- Team numbers can be varied; for example, in order to balance a game, it may be best to play 4 v 2, where four players who are developing their skills play against two more competent players.
- Have one or more unmarked players per side who are always ready to receive a pass
- Have different games playing at the same time, some involving large groups of students, some involving small numbers of students.
- Set up games in which all players have the opportunity of participating. For example do not always use a goalkeeper.

Links to continuous and comprehensive assessment frame work for classes IX and X

Physical & Health Education /Games

- An appreciation and understanding of the physical fitness requirements of games playing
- An involvement in sports/physical education programmes
- Team work
- A knowledge of different games and rules of the games
- Skills of agility, balance and coordination & Speed
- Motivation and commitment to take part in the game
- Ability to lead others as a team captain, coach or referee
- An awareness of rules of safety
- An evidence of being self disciplined

Life Skills

- Listen actively
- Communicate using appropriate words, intonation and body language
- Takes criticism positively
- Identifies one's own strengths and weaknesses





Purpose of the activity

To cooperate with others to use individual and team skills and strategies to invade the space of the opposition to score goals and win the game.

Outcome of the activities

The outcome of participating in these activities will be:
 • team spirit • cooperation • communication • focus on winning

Skills

Trapping with the sole of the foot

- Lift your foot not too high with toe pointing upwards.
- Allow the ball to wedge itself under your shoe.
- Develop soft touch.
- Trap the ball dead.



Controlling the ball with inside of the foot

- Have good balance position.
- Raise your foot to receive the ball.
- Move your foot backward to absorb the shock.
- Longer your foot stays in contact with the ball.
- More control you will have.



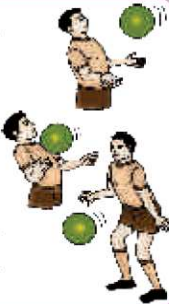
Controlling your thigh

- To be used when the ball comes to you on an awkward height.
- Lean slightly backward to receive the ball.
- Bend your supporting leg.
- Balance yourself.



Controlling on chest

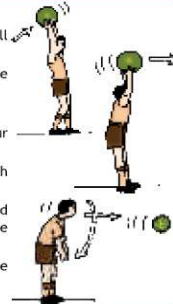
- Square your body towards the flight of the ball.
- Extend your arms and meet the ball with your chest pushed outwards.
- Balance your self.
- Avoid the ball hitting or your arms or hands.
- Arch your back and push your chest.
- Don't tense your muscles.
- Move back to absorb the shock.
- Move your shoulder down as you bring the ball down to your feet.
- Make sure your knees are bent and your feet are wide apart to maintain balance.



Throw in

is awarded when opposing team kicks the ball outside the touch line/side line.

- Throw must be taken from the place where ball has crossed line.
- Stand or run-up to line before you throw.
- Take ball over your head, spread your fingers around the ball.
- Take the ball back behind your head, arch your back.
- Bring your weight on your front leg and whip your body forward as you throw the ball.
- Use body weight to add power to the throw.



Fetching the Ball

- 12 players, numbered from 1 to 4, sit in a circle, in the centre of which there are 4 balls. A number from 1 to 4 is called out i.e. 2. All players with the number 2 run clockwise around the circle and back into the circle through their former space. They grab a ball, which they take back to their place via the same route as before. The first one to arrive is awarded 2 points.



Destroying the Wall

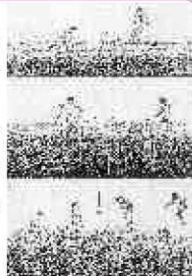
- The field is divided into 2 halves separated by a narrow strip. The teams are balanced out. Each has a player from the opposite team amongst them. The players have to try to kick the ball to their own man on the opposite side. A feat which requires him to break free cleverly while his own side passes him the ball at just the right moment.



If he succeeds, the player who passed him the ball then joins him on the other side, so that there are now 2 teammates among the opponents.

Football Tennis

- The game involved applying the acquired techniques in playing from under competition conditions. The rules are adopted at the technical level:
- The ball bounces once per player.
- Once on the pitch the second player plays directly.
- 4 against 4 the ball can only one bounce on the field, otherwise it has to be played directly.
- Just like volleyball, football-tennis only allows contact with the ball on three occasions.
- The ball may not bounce.



Now make up your own games and have some fun

Decide a playing area. Mark it out in some way. How many players will be in each team? What rules will you have? How will you keep your game safe? How will you start the game? How long will your game last? How will you make sure that everyone is involved in the game? Who will umpire your game?

Assessment

Knowledge (4)	<ul style="list-style-type: none"> • History of the game • Facts
Skills (6)	<ul style="list-style-type: none"> • Dribbling • Controlling the ball • Trapping • Throw in
Application of skills (10)	<ul style="list-style-type: none"> Use of dribbling to dodge and move Ability to pass and receive accurately and on the move Ability to make space and use space Ability to mark and defend Use of more advanced techniques and strategies

Links to NCERT syllabus

Theme: Knowledge and Proficiency in Sports and Motor Skills Acquisition-Football

Links to other subjects

Mathematics: This activity can be used in a number of ways for transaction of Mathematics. For example, by observing football field, the concept of symmetry, or concept of area and perimeter of the rectangular field can be explained; Or The experiences can also be used for teaching of surface area & volume and mid-point theorem.

Language: This activity can be utilized for developing various language abilities, such as use of Articles and Prepositions, identification of Subject and Predicate correctly, and write a sequence in active and passive voice.

Social Science: Teachers of Social Sciences can use the experiences in a number of ways while teaching the concepts like seasonal winds or ocean currents.

Category of Activity: Net/Wall Games

Name of Activity: Badminton

Badminton is a racquet sport played by either two opposing players (singles) or two opposing pairs (doubles), who take positions on opposite halves of a rectangular court that is divided by a net. Each team/player tries to score points by grounding the shuttle on the opponent's court. The game is played to a predetermined number of points (i.e. 21). If the player/team who reaches 21 earliest wins the game. If the points become 20 all, then the game is to be won by difference of 2 points upto 28. How so ever the score becomes 29 all, then the player/team who scores 30th point wins the game. Badminton is a rebound game. It is not permitted to drag the shuttle on the racquet. Because of this rule it is essential for the players to hit the shuttle at the right time. If the shuttle is not hit in a control manner, the points is awarded to the opponent.

At competency level students should learn and practice Basic fundamental skills of Grip & Stance (serving and receiving), High Serve, Low serve and Overhead clears. As the progress skills should become more consistent and efficient. And the players should be able to anticipate the path of the shuttle and the action of the opponent.

At proficiency level students should be able to attain high variation of service(flick, drive, short),Fore hand and back hand clear (attacking and defensive), Net & Drop shot and Smash. At this point player should understand both offensive and defensive play using different strokes.

Rules of the Game

- The game of Badminton is of 21 points and best of three set for both men and women.
- When the score becomes 20 all, the side which gains a two point lead first, shall win game. If the score becomes 29-all, the side scoring the 30th point shall win that game.
- The server and receiver stand diagonally. The serve is legal when it falls with in the specified court i.e. left / right service court.
- When scores are even i.e. 0,2,4,6 service must be done from right to right 'court' and visa versa.
- Both feet of the server and the receiver shall remain in contact with the surface of the court in a stationary position from the start of the service until the service is delivered.
- The head of the racket must contact with the shuttle below the waist line during service.

Facts about Badminton

- Badminton is an Olympic Sport played first in the 1992 Olympic Games in Barcelona.
- The number of feather in shuttlecock is fixed i.e. 16.
- Only two Indian won the All England Championship till date
Prakash Padukone 1980
Pullela Gopichand 2001.
- Saina Nehwal since 2003 has won 16 titles at International level.

History of Badminton

Badminton quickly spread from England to the United States, Canada, Australia and New Zealand, and made big strides in Europe. Although men first played it, women became enthusiastic about it, and interest now is about equally divided. The first All-England championship for men was held in 1899 and in 1900 the pioneer tournament for women was arranged. These, however, were regarded as "unofficial" and 1904 marked the beginning of the official All-England matches. Organized shuttle badminton in India started in the year 1934 with the formation of all India badminton association which has been subsequently remained as "Badminton Association of India" most of the states formed their association and got affiliated to the National Association. The first All India Badminton championship was held at earlier calcutta in 1934. Mr. VA Madgaonkar won the honour of being the first Badminton champion of India. In 1934, the International Badminton Federation (IBF) was organized with nine members - Canada, Denmark, England, France, Ireland, Netherlands, New Zealand, Scotland and Wales.

Basic Requirements/ Equipment

- Any suitable indoor or outdoor space that can accommodate the group
- A net or rope, placed at 5 feet height
- Racquets and Shuttle Cocks.
- Lime powder to create playing areas

Including all Students

Space • Task • Equipment • People

Use STEP to modify badminton activities so that all students are included. Try these modifications or devise your own.

Space	<ul style="list-style-type: none"> • Increase the playing space to encourage more movement; reduce the size of the space to encourage the development of overhead shot skills. • Play on different shaped courts. For example make the courts long and narrow to encourage longer hits in less space, or make the courts wide and shorter to encourage players to use peripheral vision and play the shuttle wide. • Vary the size of the courts depending on the ability of the students. For example increase the playing area for a competent player when playing against those still developing their skills.
Task	<p>Passing & receiving</p> <ul style="list-style-type: none"> • Some players will find it easier for them to join in the game if they are able to hit the shuttle hard. • Some players find it easier to play with a lighter and wider racquet. In some cases it may be necessary for these individuals to practice the skill of sending and receiving separately until competency has improved. • Some players may need to spend more time practicing individual skills before they are able to play in a game situations. • Allow players to serve the shuttle high and low from inside the court and from back gallery.
Equipment	<ul style="list-style-type: none"> • Provide players with a range of shuttle cocks. Players can initially practise with the shuttle they find can be controlled best. • A brightly coloured shuttle or shuttle with a sound may help the participation of students who have vision impairment. • Hitting balloon or a beach ball with hand will may slow down the game and allow more time for decision making. • Use some adjustable vertical stands with a ring on top to develop precision and control in high and low serving.
People	<p>a) Team numbers can be varied; for example, in order to balance a game, it may be best to play 1 v 2, 1 v 3 or 2 v 3, 2 v 4 where larger group who are developing their skills play against more competent players.</p> <p>b) Play the game seated. Reduce the court area and increase or decrease the height of the net. Players must remain seated and cannot lift their seats when hitting the shuttle.</p>
Physical & Health Education /Games	<p>Links to continuous and comprehensive assessment frame work for classes IX and X</p> <ul style="list-style-type: none"> • An appreciation and understanding of the physical fitness requirements of games playing • An involvement in sports/physical education programmes • Team work • A knowledge of different games and rules of the games • Skills of agility, balance and coordination • Motivation and commitment to take part in the game • Ability to lead others as a team captain, coach or referee • An awareness of rules of safety • An evidence of being self disciplined
Life Skills	<ul style="list-style-type: none"> • Listen actively • Communicate using appropriate words, intonation and body language • Gets along with others. • Takes criticism positively • Identifies one's own strengths and weaknesses





Purpose of the activity
Playing individually or with a partner to beat the opponents and win the game

Outcome of the activities
The outcome of participating in these activities will be:
• Team spirit • Cooperation • Communication • Focus on winning.

Skills

Backhand grip

- Hold the racket as you would on a forehand grip.
- Turn the racket anti-clockwise so that the V shape moves leftwards.
- Place your thumb against the back level of the handle for greater leverage and power.
- The racket handle shall also rest loosely in your fingers.

Forehand Drop Shot

- Bend your elbow and lock your wrist preparing to swing forward.
- Raise your non-racket hand and point at the shuttle and contact the shuttle as high as possible and out in front of your forehead.
- Slice or tap the shuttle as you hit it, reducing the speed of the racket head.
- Follow through with your racket and shift your weight from your rear foot to your front foot.

Smash

- Turn your body and stand sideways to the net with your non-racket shoulder facing the net.
- Raise your non-racket hand and point at the shuttle. Contact the shuttle as high as using a strong throwing action as if you are going to throw your racket high and forward through the air.
- Snap down your wrist at the point of impact giving the shuttle extra power and angle towards your opponent's court.
- Follow through with your racket and shift your weight from your rear foot to your front foot and move back to your base position.

Net Shot

- Play with forehand grip for forehand shots or the backhand grip for backhand shots.
- Extend the racket arm and keep the racket high to ensure the shuttle is hit as early as possible. The racket face shall be parallel to the floor and let the shuttle bounce off the racket face.
- Lunge movement and the parallel racket face will cause the shuttle to tumble over the net.

Here are some practices

- The feeder stands at short service line and lift the shuttle towards the end line for practice of drop shot.
- The student take the position at the center of the court and feeder lift the shuttle for smash.
- Student take stance at the center and practice for net shot.
- Students can play competitive game by using the smash, drop shot and net shot.
- In absence of or no partner one can practice against the wall.



Drills

2 Versus 1
Two players on one side of the court must assume a front back position and play as they would in a singles match. On the other side, there will be only one player. This will create a very tough and pressured condition, that will enable the individual to enhance his competency.

Multiple Shuttles - Overhead Strokes
The feeder plays the shuttles into different areas of your backcourt. You will then use your forehand, backhand or around the head to play the clears, drop shots or smashes. Return to your base position after each shot. This badminton drill is meant to improve speed and accuracy in executing overhead strokes.

Now make up your own games and have some fun
How many players will play at a time? What rules will you have? Which type of racquet will you use? How will you start the game? How long will you play for? How will you make sure that everyone is involved in the game?

Assessment

Knowledge (4)	<ul style="list-style-type: none"> History Basic rules and skills Facts
Skills (6)	<ul style="list-style-type: none"> Backhand Grip Forehand Drop shot Smash Net Shot
Application of skills (10)	<ul style="list-style-type: none"> Drop Shot land before the short service line. Execution of smash and Net shot. Positioning on the court.

Links to NCERT syllabus

Theme: Games and Sports : Badminton

Links to other subjects

Science : Physics: Laws of lever (to grip the racket), Laws of friction (for appropriate foot movement in court), Laws of motion (To break inertia and action and reaction for smash), **Biology:** (Knowledge of various body systems for proper training and Conditioning and what are the various effects of exercises on the system)

Mathematics : The experiences of Badminton may be utilised, especially the counting of score, marking of court with the help of Pythagoras theorem for diagonal.

Social Science:

Geography : (To locate the position and condition of the countries who play Badminton).

The game of Badminton

- Condition the game to reinforce skill learning. For example pass using specific passes only, or set up zoned areas in which only player can move.
- Teach different systems of play: Front back, Side ways, and how they will rotate. Explaining when and how these are used. Try different attacking formations.
- Set up knock out or league competitions that allow players to play together often and get to understand each other's strengths and weaknesses.
- Teach students how to officiate and keep score. Begin by looking for and penalising just one or two obvious infringements in practice tasks and small sided games. For example, net faults.

Category of Activity: Net Games

Name of Activity: Table Tennis

The game is also known as ping-pong. In which two or four players hit a light weight hollow ball back and forth using Table Tennis rackets. The game is played on a table divided by a net, except for the initial serve, players must allow the ball played towards them only after one bounce on their side of the table and must return in such a way that it bounces on the opposite side. Point has scored if the player is not able to send the ball across within the rules. The game is fast and demands quick reactions. Skilled player can apply several varieties of spin to the ball, altering its trajectory and limiting opponents options. You need to be able to hit the ball well and keep it low over the net. You also need to learn to hit the ball accurately and hard at the same time. The game required highest degree of physical fitness and mental concentration. Fred Perry world's mens single's champion in 1928-29, later achieved greater fame at Wimbledon, perhaps it would not be quite true to say that he move to the larger court when his game became too slow for the table but certainly it will be true to say that no sport requires faster reaction and more delicate muscular co-ordination than Table Tennis

Rules of the Game

- Table Tennis Table is 9 ft. long, 5 ft. wide and 2.5 ft high.
- Net is 6 inches high from the table.
- A game of Table Tennis is played upto 11 points.
- A player or the pair who first scores 11 points wins unless both players or pairs score 10 points then the game is won by the player or pairs who gains 2 point lead.
- If a player cause the table to move whilst the ball is in play, player losses a point.
- A player shall score a point if his opponents free hand touches the playing surface or the net assembly.
- Service receiving and end are decided by toss. Game start with legal service.

History of Table Tennis

The game of Table Tennis probably descended from the game of 'Royal Tennis', which was played in the medieval era (12th century A.D.) Table Tennis was probably played with improvised equipment in England during the last quarter of 19th century. Evidences show that DAVID FOSTER in England patented an action game of Tennis on Table in 1890. One year later John Jaques came out with a game called GOSSIMA. None of these game were successful due to ineffective rubber ball and cork, both had wild bounce. In 1900 a celluloid ball was introduced by Jaques and the name was given as 'Ping-Pong'. The game quickly caught on with the public under many names but Ping-Pong and Table Tennis were two most popular names. Ping-Pong was a trademarks of parker brothers of US and they wanted a large amount of money for their trademark. So, all settled with the name, Table Tennis. China the current olympic champion, they won all the gold medals at Beijing olympics. The game was brought to India during 1st half of 20th century. Initially, it was an after dinner amusement for British Officers in India until Table Tennis Federation of India came into existence in 1937.

Facts about Table Tennis

- Table Tennis is controlled by ITTF worldwide.
- ITTF (International Table Tennis Federation) was founded in 1926 with headquarters in Berlin.
- Introduced in olympics in 1988 in Seyol South Korea.
- First world championship was held in London in 1926.
- TTFFI was formed in 1937 at Calcutta now known as Kolkata.
- Table Tennis ball was not really hollow, it is slightly pressurised by a Gas.
- Certain top players can put up upto 900 rpm of spin to Table Tennis balls.
- Table Tennis was banned in Soviet Union from 1930-1950. It was believed to be harmful to eyes.
- Table Tennis is the most popular rackets sport in the world.
- Jackie Bellingher and List Lomas created a record of hitting the ball back and forth 173 times in one minute.
- China, Sweden and South Korea are the world powers in Table Tennis currently.
- Until 2001 Table Tennis was played upto 21 points.
- After sydney olympics in 2000, the ball size was increase to 40mm for improved TV viewing.

Basic Requirements/Equipment

- Table Tennis Tables
- T.T. Rackets and Bats
- A Hall to acomodate students
- Open space marked with lines
- Wall marked with Straight line at the height of 76 cm.

Including all Students

Space · Task · Equipment · People

Use STEP to modify Table Tennis activities so that all students are included. Try these modifications or devise your own.

Space

- Increase the playing space to encourage more movement; reduce the size of the space to encourage the development of forehand and backhand strokes.
- Play on different tables. For example the school tables can be used by keeping the books at the center of the table for service practice.
- Vary the size of the tables depending on the ability of the students. For example the length and height of the table could be increase or decreased at the competency of the player develops.
- For practice of strokes and task wall can be used.

Task

Passing & receiving

- Some players will find it easier for them to join in the game if they are able to hit the ball softly.
- Some players find it easier to play with a lighter and wider racquet. In some cases it may be necessary for these individuals to practice the skill of sending and receiving separately until competency has improved.
- Some players may need to spend more time practicing individual skills before they are able to play in a game situations.
- Allow players to serve the ball from near/further from the table.

Equipment

- Provide players with a range of balls. Players can initially practice with the tennis balls, plastic balls and while using their palm as racquets.
- A brightly-coloured bigger/larger balls with a sound may help the participation of students who have vision impairment.
- Polly racket could be introduced for initiating the game.
- Use some adjustable vertical stands with a ring on top to develop precision and control in high and low serving.

People

- Team numbers can be varied; for example, in order to balance a game, it may be best to play 1 v 2, 1 v 3 or 2 v 3, where larger group who are developing their skills play against more competent players.
- Play the game seated. Reduce the table area, use miniature table and increase or decrease the height of the net. Players must remain seated and cannot lift their seats when hitting the ball.

Physical & Health Education /Games

Links to continuous and comprehensive assessment frame work for classes IX and X

- An appreciation and understanding of the physical fitness requirements of games playing
- An involvement in sports/physical education programmes
- Team work
- A knowledge of different games and rules of the games
- Skills of agility, balance and coordination
- Motivation and commitment to take part in the game
- Ability to lead others as a team captain, coach or referee
- An awareness of rules of safety
- An evidence of being self disciplined

Life Skills

- Listen actively
- Communicate using appropriate words, intonation and body language
- Gets along with others.
- Takes criticism positively
- Identifies one's own strengths and weaknesses

STEP



Purpose of the activity

Playing individually or with a partner to beat the opponents and win the game

Outcome of the activities

The outcome of participating in these activities will be:
 • team spirit • cooperation • communication • focus on winning

Skills

Forehand Drive

- Keep arm close to the torso.
- Forearm make 90° with the upperarm.
- Draw the forearm back to another 45°.
- Let the waist turn naturally along with the arm and shift your weight towards the right foot.
- Swing forward with a slight upward motion while shifting your weight back to left foot.
- Elbow should be used as a pivot point and should only move a little forward in the follow throw.



Backhand Drive

- From ready position.
- Waste turn left with Racket towards 9 O'clock position.
- Contact with the ball is made in the front of the body slightly after the top of the bounce.
- Elbow acts again as pivot point.
- Snap the forearm forward in slightly upward direction.
- Power comes with the flick of the wrist.
- Follow through until the racket points after the ball.



Blocking is a backup shot, when there isn't enough time for a full drive or loop. Stroke allows player to use opponent force against him/her.

- Adjust the racket angle according to the severity of topspin. More the spin, the more one should close the racket.
- Involve a little backspin and follow through.
- Execute immediately after the bounce to keep control and speed.
- Hit the ball as it is rising of the surface of the table on your side using 50% of the stroke action before hitting the ball and 50% after hitting the ball.



Drive is a light topspin stroke that produces a low ball trajectory. It is primary offensive stroke and is applied to force opponent to make an error. The complete body is used for consistency and power.



Returning with Spin: Easiest return is that which keeps spin in the same direction.

Topsin to Backspin: Topspin service tumbles forward, if you chop downwards you are playing in the same direction as the spin.



Backspin to Topspin: Backspin service tumbles backward, if you play up and over the ball you are playing in the same direction as the spin.



Smash is the hardest drive you can play. It is a put away stroke and is generally applied to any ball that is high and close enough to the opponent's side. It combines waist, forearm, wrist, movement to the full extent. It is similar to drive and can be applied in both ways forehand and backhand. But the difference is

- Longer back swing, greater way transfer during swing.
- Faster and more intense snapping of forearm while contacting the ball.
- Depending on the weight, the racket is closed more than usual to keep the ball on the table.
- Keep a longer follow through and please remember to keep an open racket against backspin and a closed one against topspin.



Here are some practices

Rounder's Play is a table tennis lead up game, which is played by using backhand push only. On one table as many as ten players could play this game. Players should stand around the table, one player will serve across and call the opposite player standing diagonally, who will return the ball with backhand to the backhand of the player who standing next to the player who have served earlier. This way all players will keep rotating around the table and pushing the ball with the backhand across the net. The player who misses will earn a point, the game is played for a specific scheduled time i.e. 2 minutes. Player who earns the least number of points becomes ultimate leader.



Wall Practice: Half table is arranged against the wall, and two players are made to practice against the wall, individually and simultaneously. We may use forehand and backhand push against the wall. The target areas in different dimensions can be marked on the wall with circles and squares. For forehand push players will chop the ball at the right side of the body and thereafter will follow will same as done from the backhand.



Now make up your own games and have some fun

Decide a playing area. Mark it out in some way. How many players will play at a time? What rules will they follow? How will you keep your game safe? How will you start the game? How long will your game last? How will you make sure that everyone is involved in the game? Who will umpire your game?

Assessment

Knowledge (4)	• History of the game • Rules • Facts
Skills (6)	• Drives • Blocking • Smash
Application of skills (10)	Ability to hit the drive with forehand and backhand. Ability to deliver the return of powerful strokes of opponent with forehand and backhand blocks. Ability to kill the high ball with forehand and backhand smashes. Use of variation in drives like top spin, loop & side spin.

Links to NCERT syllabus

Theme: Orientation to sports skills: proficiency in sports and motor skills

Category of Activity: Net/Wall Games

Name of Activity: Volleyball

Volleyball is a net game that involves two teams of twelve players (six playing and six substitutes). Each team works together to hit an inflated ball over a high net. Each team tries to score points by grounding the ball on the other team's court. Games are played to a predetermined number of points (i.e. 25 points). They must be won by a lead of 2 points. Volleyball is a rebound game. It is not permitted to catch or hold the ball; every contact must be a rebound action. Because of this rule, it is essential for the player to be in the right place at the right time if the ball is to be played in a controlled manner. Therefore, good anticipation and movement skills should be taught to participants.

At competency level students should learn and practice the basic skills of sending and receiving a ball over a high net. They should play simple 3 touch volleyball games working as a team to keep the ball in play and ground it on the opponent's side of the court. As they progress skills should become more consistent and efficient players should be able to anticipate the path of the ball and the actions of the other members of the team and their opponent.

At proficiency level students should attain high proficiency at most individual skills and should understand both offensive and defensive play and be able to use different strategies and tactics when playing competitive games.

Rules of the Game

Volleyball is a fast game played by two teams of 6 players each. It can be played indoors or outdoors. A player on one of the teams begins a 'rally' by serving the ball from behind the back line of the court, over the net, and into the opponent's court. The receiving team must not let the ball be grounded within their court. The rally continues, with each team allowed up to three consecutive touches, until either a team grounds the ball on the opponent's court and wins the rally or a team commits a fault and loses the rally. The team that wins the rally is awarded a point, and serves the ball to start the next rally.

The ball is usually played with the hands or arms, but players can legally strike or push the ball with any part of the body.

Common faults include:

- catching and throwing the ball;
- two consecutive contacts with the ball made by the same player, except while blocking.
- four consecutive contacts with the ball made by the same team.
- touching the net during play
- crossing the centre line.
- causing the ball to touch the ground outside the opponents' court or without first passing over the net;
- Violation of rotation.

History of Volleyball

Volleyball was created by a physical education director in the United States. He created a new game based on some elements of tennis, handball and basketball. Originally named Mintonette it was created as a gentle indoor sport for older players to be able to exert a bit of athletic effort by keeping the ball in the air.

The idea of using a net was borrowed from tennis. It was raised to a height above the average man's height.

During a demonstration game, someone remarked that the players seemed to be volleying the ball back and forth over the net, and perhaps "volleyball" would be a more descriptive name for the sport.

Facts about Volleyball

Facts about Volleyball

- The first game of Volleyball was played in 1885
- It is the second most popular sport in the world, exceeded only by soccer
- Volleyball is an Olympic sport
- Beach Volleyball, played by two people is also an Olympic sport

Basic Requirements/ Equipment

- Any suitable indoor or outdoor space that can accommodate the group
- A net or rope, placed at above head level height
- A range of different size light balls that can be volleyed
- Lime powder to create playing areas

Including all Students

Space • Task • Equipment • People

Use STEP to modify volleyball activities so that all students are included. Try these modifications or devise your own.

Space

- Increase the playing space to encourage more movement; reduce the size of the space to encourage the development of passing skills.
- Play on different shaped courts. For example make the courts long and narrow to encourage longer pass in less space, or make the courts wide and shorter to encourage players to use peripheral vision and play the ball wide.
- Vary the size of the courts depending on the ability of the students. For example increase the playing area for a team of more competent players when playing against those still developing their skills.

Task

Passing & receiving

- Some players will find it easier for them to join in the game if they are able to catch the ball or if they are permitted to touch the ball more than once before it is passed. This will allow them to maintain control of the ball before passing it.
- Some players find it easier to retrieve a larger ball, in some cases, it may be necessary for these individuals to practice the skills until their competency has improved (see also Equipment).
- Some players may need to spend more time practicing individual skills before they are applied to game situations.
- Allow players to serve the ball from inside the court, throw or volley the ball in order to get the game started easily.

Equipment

- Provide students with a range of different weight/size. Players can initially practise with the ball they find can be controlled best.
- A brightly-coloured ball may help the participation of students who have vision impairment.
- Use angular adjustable stands with heavy material with a ball tied with a string to improve smashing and jumping skills.
- Use adjustable vertical stands with a ring on top to develop and control passing skills.

People

- Team numbers can be varied; for example, in order to balance a game, it may be best to play 9 v 4, 6 v 3 or 4 v 2, where larger group who are developing their skills play against more competent players.
- Play the game seated. Reduce the court area and lower the net. All players must remain seated and cannot lift their seats when playing the ball.

Physical & Health Education /Games

Links to continuous and comprehensive assessment frame work for classes IX and X

- An appreciation and understanding of the physical fitness requirements of games playing
- An involvement in sports/physical education programmes
- Team work
- A knowledge of different games and rules of the games
- Skills of agility, balance and coordination
- Motivation and commitment to take part in the game
- Ability to lead others as a team captain, coach or referee
- An awareness of rules of safety
- An evidence of being self disciplined

Life Skills

- Listen actively
- Communicate using appropriate words, intonation and body language
- Gets along with others.
- Takes criticism positively
- Identifies one's own strengths and weaknesses

STEP



Purpose of the activity

To cooperate with others to use individual and team skills and strategies to overcome the opposition

Outcome of the activities

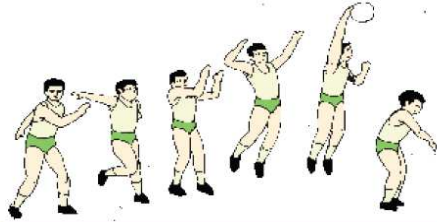
The outcome of participating in these activities will be:

- Team spirit • Cooperation • Communication • Focus on winning.

Skills

The Smash

- Run and approach as per the height, distance and speed of the ball.
- Swing the arms back behind the body. Bend slightly and jump off both feet.
- Hit the ball between the head and the hitting shoulder, in front of the body with an outstretched arm.
- Land in a balanced position on both feet and shift weight from toe to heel. Flex knees to avoid injury.



The Block

- Block is the first line of defence against the smash. It may be performed by one, two or three front-row players who jump at the net.
- Stand in a balanced position about half a metre from the net, feet shoulder width apart.
- Watch the opposition while developing their attack and move quickly to where it is anticipated.
- Use side steps or cross steps to move along the net.
- Coordinate with the timings of the jump of attacker and raise hands above and across the net to block the smash.



Here are some practices

Set up sending and receiving practices requiring students to:

- Overhead pass, underhand pass the ball.
- Keep the ball in the air. Play in a circle or small group: how long can you keep the ball in the air?

- Move to receive passes: from a ready position players should move right or left to receive a pass and return it.
- Play simple games that combine serving, overhead pass and underhand passes.



The Smash

Striking the ball against the wall
Player A strikes the ball on the surface keeping in view the force and direction in a manner that the ball hit the wall and deflects within the reach of Player B and the rally goes on.



Blocking action

Mark a chalk line on the wall. Practice the blocking action. Jump using vigorous knee extension and controlled arm movement. Both hands and must touch the wall or fence.

Practice blocking at the net with one, two or three players.



Now make up your own games and have some fun

How many players will be in each team? What rules will you have? What equipment will you use? How will you start the game? How long will you play for? How will you make sure that everyone is involved in the game?

Assessment

Knowledge (4)	<ul style="list-style-type: none"> • History of the game • Facts • Rules
Skills (6)	<ul style="list-style-type: none"> • Ready position • Overhead pass, underhand pass, serve • Smash, block
Application of skills (10)	<ul style="list-style-type: none"> • Ability to send the ball using overhead pass and underarm pass • Successful serves • Accuracy of passes • Positioning on court • Attacking and defensive play

The game of Volleyball

- Condition the game to reinforce skill learning. For example pass using specific passes only, or set up zoned areas in which only specified players are permitted.
- Teach different systems of play: 4-2, 5-1, explaining when and how they are used. Try different attacking formations. For example have the setter in the middle of the net with a potential striker on either side.
- Set up knock out or league competitions that allow teams to play together often and get to understand each other's strengths and weaknesses.
- Teach students how to officiate and keep score. Begin by looking for and penalising just one or two obvious infringements in practice tasks and small sided games. For example, net faults.

Links to NCERT syllabus

Theme: Orientation to sports skills: proficiency in sports and motor skills

Links to other subjects

Maths : Applications of trigonometry: using smash and block skills students will be told about the line of sight to the angles of elevation and depressions and factors using them to calculate height and distance.

Science : Effects of force: using the techniques of passing, smashing and blocking students will be helped to understand the effects of force. For example speed of the moving body, bringing the body to rest, changing the direction of the moving body.

3.3 Individual Games

3.3.1 Example Activities (only illustrative): Gymnastics, Skating, Judo, Wrestling, Boxing, Fencing, etc.

3.1.1 Inclusion: Efforts should be made that each child participates. Let each child choose a sport of his/her liking and modify the activity as per his/her requirement. Use visual signs to start game so that students with hearing impairments can be involved. The students must find unique and creative ways to include CWSN who are their classmates. Though few of the strategies for inclusion have been outlined for some games in boxes attached below, if movement is not possible at all, then aided umpiring or aided cheering should be considered for CWSN. If some learning is possible, let the CWSN learn about the intricacies of the game. If they are interested in art work or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

3.1.2 Life Skill Imbided/ Acquired:

- Learning to Excel, Self-Awareness, Empathy
- Learning about sports/games through other formats such as fine arts

3.1.3 Outcomes/ Values Imbided:

- Taking responsibility for one's involvement in activity (Self-Awareness)
- Personal satisfaction, self reliance and self accountability
- Improved self esteem and confidence
- A desire to compete for oneself

SECONDARY PHYSICAL EDUCATION CURRICULUM CARDS (SPEC)

CATEGORY OF ACTIVITY : INDIVIDUAL SPORTS

The focus of work in gymnastics is to help students understand how to combine movements and actions together accurately to produce outcomes that are aesthetically pleasing to observe and engaging for audiences.

Examples of activities through which students can learn how to accurately repeat actions, sequences and phrases include are:

- Jump rope
- Rhythmic gymnastics
- Ice skating
- Gymnastics
- Synchronised swimming
- Juggling and circus skills
- Diving
- Trampolineing
- Cheerleading

The focus of learning should be around the way in which student's progress in their application of the required skills in more challenging, intricate and complex routines. Learning should include:

- Developing skills and using them in increasingly complex routines and performances (DS),
- Using different compositional ideas to create interesting routines and performances (CI),
- Having the physical fitness and mental capacity needed to carry out the demands of the activity (P&M),
- Knowing what they do well and what they need to practice in order to improve further (IM).

As students progress in their understanding of these elements of gymnastics they should focus on the specific knowledge, skills and understanding that will help them to improve the overall success of a performance. For example students should understand and develop aspects of fitness that will enable them to complete performances showing fluency, quality and control throughout. They should also develop a sufficiently wide movement vocabulary so that they can select actions and movements that produce the best aesthetically pleasing and engaging outcomes for audiences.



The outcomes of learning about, and participating in these activities will be:

- Taking responsibility for one's own involvement in activity
- Personal satisfaction
- Self reliance and self accountability
- Improved self esteem

Students should also be able to make informed choices about whether they wish to engage in activities requiring them to perform routines and sequences as part of their own healthy lifestyle management.

Category of Activity: Individual Sports

Name of Activity: Gymnastics

Gymnastics is a graceful and artistic sport involving the performance of movements and balances. It requires a combination of physical strength, flexibility, agility, coordination, balance, and grace. It combines individual movements together to produce routines and performances for the purposes of competitions and displays. All of the gymnastic sports are governed by the Fédération Internationale de Gymnastique (FIG) with each country having its own national governing body affiliated to FIG, Gymnastics Federation of India.

At competency level students should learn and practice the correct way of performing different movements and balances. These might include some of the more recognised skills like forward rolls, handstands and cartwheels. These skills should be linked to produce short routines and displays that show quality, control and fluency. As gymnasts become stronger the skills should be performed with quality and control.

At proficiency level students should attain high proficiency in individual skills, performing them consistently with control and grace. They will also be able to use their movement vocabulary to perform with others and to participate in similar sports like rhythmic gymnastics and sports acrobatics.

Do's and Don'ts

Do's

- Gymnasts must be dressed appropriately so that clothing does not hinder the activity or cause any issues of safety.
- Mats should be used to protect gymnasts when moving and balancing.
- Gymnasts should always warm up before performing skills and actions. They should focus on strengthening muscles and flexibility.
- Equipment such as boxes and pommels should only be used with expert supervision
- Always perform under the guidance, supervision and assistance of Expert coaches.

Don'ts

- Do not wear jewellery
- No eatables while you are inside the gymnasium i.e. chewing gums, toffees
- No talking during performance.
- Don't do without supervision
- Do not perform tricks on cemented floor
- Do not attempt skills you cannot do by yourself safely

Facts about the Game

- Gymnastics was included in the first modern Olympic Games held in 1896
- Women first competed in gymnastics in the 1928 Olympic Games
- Gymnastics came of age in India, when at the 2010 Commonwealth Games, Ashish Kumar won the first-ever medal in gymnastics for India. He won a silver & bronze medal.
- The Gymnastics Federation of India (GFI), pioneer of Gymnastics in India, came in existence in the year 1951.

History of the Game

Gymnastics dates back to the time of ancient Greece. The early Greeks practiced gymnastics to prepare for war. Activities like jumping, running, discus throwing, wrestling, and boxing helped develop the muscles needed for hand-to-hand combat. During this period the term 'gymnast' described those who participated in these activities.

Gymnastics became a central component of ancient Greek education and was mandatory for all students. Gymnasia, buildings with open-air courts where the training took place, evolved into schools where gymnastics, rhetoric, music, and mathematics were taught.

It was in the early 19th century that the introduction of Ling's Swedish form of free gymnastics and Jahn's apparatus-based gymnastics became the standards form of gymnastics taught and performed in competitions.

Basic Requirements/ Equipment

- Gymnasts should wear clothing that will keep them safe and not impede movement
- Make sure the conditions of the floor will allow a gymnast to land or fall safely

Including all Students

Space · Task · Equipment · People

Use STEP to modify Gymnastic activities so that all students are included. Try these modifications or devise your own.

Space

- Create tactile pathways to enable students who have a visual impairment to make transitions or move around independently. For example stick tape over string on the floor to create tactile pathways.
- Give a student time to explore the space of a mat or piece of apparatus so that they know its boundaries, height etc.

Task

- Find out what is possible for each student and what skills you can introduce them to and what they can improve.
- Allow students to use support in order to be able to perform skills. For example let them perform against a wall, from a chair or while being supported by a partner.
- Help students to find the most effective way of linking individual movements. For example let them crawl, roll or slide across the floor or mat or travel by walking or pushing in a wheelchair.
- Some students may need to improve specific skills before they are linked together.
- Some students may find it difficult to sequence movements and actions together. If so, reduce the number of movements that are linked or let somebody tell the student what to do next so that they don't get stuck.

Equipment

- Allow students to use equipment to help support them. For example let them balance while holding onto the back of a chair.
- Let them explore equipment and find ways in which they can use equipment safely.
- Some students may be able to perform balances using large exercise balls:



People

- Students should work with different individuals and in different sized groups. They should learn to help, support each other and to be supported.

Physical & Health Education /Games

- Links to continuous and comprehensive assessment frame work for classes IX and X
- An appreciation and understanding of the physical fitness requirements of gymnastics
 - An involvement in sports/ physical education programmes
 - Team work (where applicable)
 - A knowledge of different sports, particularly those relating to gymnastics
 - Skills of agility, balance and coordination
 - Motivation and commitment to take part in gymnastics
 - Ability to lead others as a captain, coach or judge
 - An awareness of rules of safety of both self, the equipment and working area
 - An evidence of being self disciplined

Life Skills

- Listen actively
- Takes criticism positively
- Be original, flexible and imaginative in the creation of exciting routines
- Communicate using appropriate words, intonation and body language
- Identifies one's own strengths and weaknesses





Purpose of the activity

To participate for oneself in activity that is enjoyable and rewarding.

Outcome of the activities

- taking responsibility for one's involvement in activity
- personal satisfaction, self reliance and self accountability
- improved self esteem and confidence • desired to compete for one self

Try these partner balances

Perform different balances:

- Facing a partner
- Next to a partner
- Back to back with a partner



Perform opposite actions to a partner:

- High/low
- Large/small
- Fast/slow
- Still/moving



Perform movements over a partner:

- Make different shapes for a partner to move over
- Move over a partner in different ways

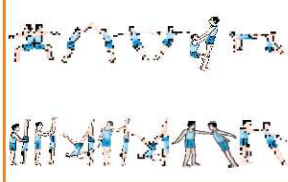


Try these counter balances

Partly supporting a partner's body weight



Counter balance and counter tension

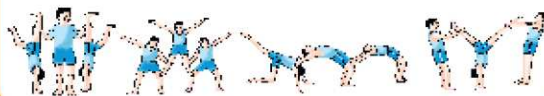


Supporting the weight of a partner

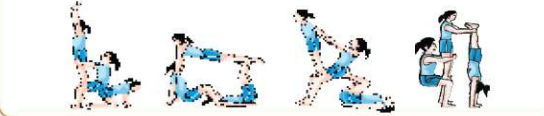


Try these Sports Acrobatic balances

Two make the same shape and one makes a different shape



All three in different shapes



In larger groups



Try this challenge

Compose, practice and refine pair, trio and/or group displays and perform them to audiences of classmates and parents. Include different pair/trio balances and changes in direction, body shape, speed and levels to add variety and interest to the routines. Include different partner formations:

SPATIAL VARIATIONS



Now make up your own sequences, balances and have some fun

Decide a working area. Mark it out in what ways and sequences, the group will perform. How long will you perform the sequences? How will you make sure that everyone is involved in the performance?

Assessment

Knowledge (4)

- History of the game
- Do's and Don'ts
- Facts

Skills (6)

- Working with partners
- Working opposite partners
- Acrobatic balances

Application of skills (10)

- Using different positions with or without partners
- Ability to make same or different shapes with partners using acrobatic balances.

Links to NCERT syllabus

Theme: Knowledge and Proficiency in Sports and Motor Skills Acquisition-Gymnastics

Links to other subjects

English: This activity can be utilized for developing the ability of creative writing. Based on the observation of various movements, and specially the rhythmic movements, students may asked to prepare a write up reflecting the artistic dimensions of the activity.

Science: The actions of this activity may be suitably utilized while transacting the lesson on motion, especially the concepts of uniform and non-uniform motion along a straight line, acceleration-uniform and uniform accelerated motion and uniform circular motion.

3.4 Adventure Sports

3.4.1 Example Activities (illustrative only): Trekking; Nature Bathing (walking in natural surroundings, such as forests, mountains, alongside rivers, etc.), wall/rock climbing; rappelling; camping; rafting; mountain biking; skiing; personal survival and lifesaving, first-aid, etc.

3.4.2 Inclusion: Provide a buddy to help the Child with Special Needs to do the activity or to accomplish as much of the given task as possible. Include students by using a wheel-chair, if required. The students must find unique and creative ways to include CWSN who are their classmates. If some learning is possible, let the CWSN learn about the natural surroundings. Teach them survival skills specifically adapted to them. If they are interested in art work or music, let them create their own version of the adventure sports in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

3.4.3 Life Skills Imbibed/ Acquired:

- Solving problems and having the courage to overcome fear/ anxieties in challenging situations and environments (Problem Solving, Decision Making)
- Team spirit (Interpersonal and Intrapersonal Skills)
- Courage

3.4.4 Outcomes/ Values Imbibed:

- Sense of achievement and satisfaction
- Knowing one's own limitations and taking risks safely
- Closeness to nature
- Nature bathing

SECONDARY PHYSICAL EDUCATION CURRICULUM CARDS (SPEC)

CATEGORY OF ACTIVITY : ADVENTURE

When involved in adventure activities students should learn how to solve problems and overcome challenges presented by themselves, others and the environment safely and effectively. Students should progress from undertaking challenges in and around familiar surroundings to unfamiliar environments. An unfamiliar environment might be a local park, a different school site or sports centre site, a water environment as well as more challenging wooded and hilly regions.

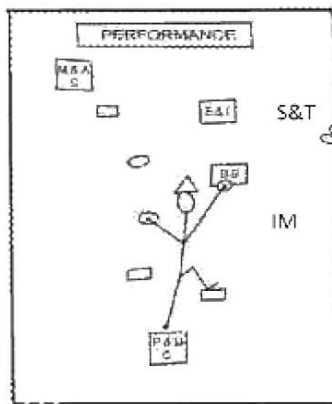
Examples of adventure activities are:

- Orienteering
- Personal survival
- Life saving
- Climbing
- Rappelling
- Rafting
- Mountain biking
- Skiing
- Expeditions by different modes of transport for example walking, boating, cycling
- Camping

The focus of learning should be around the way in which student's progress in their application of the required skills in more challenging and complex situations and activities. Learning should include:

- Developing skills and using them in familiar and unfamiliar environments and increasingly challenging adventure situations (DS)
- Using different strategies to bring about successful outcomes (ST)
- Having the physical fitness and mental capacity needed to carry out the demands of the activity (P&M)
- Knowing what they do well and what they need to do to practice in order to improve further (IM)

As student's progress in their understanding of the skills and knowledge required to overcome challenges they should focus on the specific knowledge, skills and understanding that will help them to improve the overall success of an outcome. For example students should understand and develop individual skills and techniques so that they can use them effectively when involved in adventurous activities. They should also improve aspects of fitness that will enable them to overcome challenges safely and effectively. Students will also need to learn to work with others to solve problems which will require them to learn to take responsibility for the roles, engagement and support they choose to give the rest of their group, team or partner.



The outcomes of learning about, and participating in these activities will be:

- Sense of achievement and satisfaction
- Knowing one's own limitations and taking risks safely
- Closeness to nature

Students should also be able to make informed choices about whether they wish to engage in activities requiring them to solve problems and overcome challenges presented by themselves, other's and the environment as part of their own healthy lifestyle management.

Category of Activity: ADVENTURE

Name of Activity: Team building and solving problems

Team building activities are challenging problem-solving tasks designed to help group members develop their capacity to work effectively together. The activities range from simple, straightforward challenges to more elaborate tasks that can involve ropes courses, night-time activities and exercises lasting several days. They require students to think, to try out ideas and to come up with solutions that can be tried and reviewed. An important part of team building activities is participants' reflection and discussion about the activity, how they approached the situation, and possible points of learning. Students should have time to reflect on the strengths and weaknesses of team members and their contributions to the success, or otherwise of the activity.

These activities provide opportunities for students:

- ♦ To learn how to work with others effectively including:
 - Listening to other's ideas and suggestions.
 - Making collective decisions and acting on these decisions.
 - Generating original, flexible and imaginative ideas.
 - Raising questions, identifying and analyzing problems in order to solve them.
 - Elaborating and building on ideas and suggestions.
- ♦ To consider the contribution they make to their team including:
 - The ideas they contribute.
 - The way they listen and respond to other's ideas and suggestions.
 - The support they provide to all team members.
- ♦ To consider aspects of safety when engaged in problem solving activities.

At competency level students should be given simple problems that can be solved with minimum of equipment. They should spend time reflecting and talking about how they went about solving the problem, why they were, or were not, successful and how each member of the team contributed to the decisions that were made.

At proficiency level students should be placed in challenging situations and unfamiliar environments that demand high levels of skill, team work and the ability to solve problems through the appropriate selection of solutions and the necessary skills to bring about those solutions.

Team Building: some do's and don't

- Do give students time to talk about the solutions they will put into practice.
- Do let students make mistakes (safely) so that they are able to learn about trying out solutions, making changes and reflecting on what strategies are successful and why.
- Do keep the groups small. Everybody should have the opportunity to contribute and be fully involved in the challenge.
- Do ensure the area is safe from objects and remove any that might cause a hazard.
- Don't rush students. Give them the time they need to make the mistakes and think through the solutions.

Basic Requirements/Equipment

- This will depend on the activity being undertaken. Any equipment should be safe to use and used safely by students. It is possible to use improvised equipment but it must be used safely. Part of the process of solving the problem should be helping students to consider the safe implications of the equipment choices they make.
- Students will need to be dressed appropriately to be able to participate safely and fully.

Including all Students

Space • Task • Equipment • People

Use STEP to modify Team Building and Problem Solving activities so that all students are included. Try these modifications or devise your own.

- Space**
 - Create a safe area for the activity.
 - Outline or highlight the boundaries of the play area with brightly coloured tape for students with low vision or attention difficulties.
 - Use brightly coloured or highly visible items to mark boundaries.
 - Increase the playing space to encourage more movement; reduce the size of the space when activities involve stepping onto objects.
- Task**
 - Simplify the instructions to make the task easier.
 - Provide suggestions or ask questions to guide student's thinking.
 - Give time for all students to think, discuss and try out ideas.
 - Let students solve problems in their own ways. If their solutions fail help them to think of other ways of solving the problem.
 - Help students to support each other when they are working as teams, recognising the strengths and weaknesses of all team members.
 - When orienteering, teach students to turn their body round the map so it shows what is in front of them.
- Equipment**
 - Lower or increase the height of barriers.
 - Use smaller targets or objects to make the task harder and larger targets or objects to make the task easier.
 - To increase the difficulty of an orienteering course, place controls on identical features.
- People**
 - Allocate specific roles so that all members of the team have to be involved.
 - Ensure the whole group listen to all members of the team and give consideration to all ideas and suggestions.

Links to the continuous and comprehensive assessment framework for classes XI and X

- Physical & Health Education /Games**
 - An appreciation and understanding of the physical fitness requirements of adventure activities.
 - An involvement in sports/physical education programmes.
 - Team work.
 - A knowledge of different sports and their etiquettes.
- Skills of agility, balance and coordination.
 - Motivation and leadership.
 - Ability to lead others as a team captain, coach or referee.
 - An awareness of safety as it relates to adventure activities.
 - An evidence of being self disciplined.

Life Skills Adventure activities provide exciting, real environments and contexts in which students are able to develop life skills. These include:

Thinking skills

- Original, flexible and imaginative
- Raise questions, identify and analyse problems.
- Implement a well thought out decision and take responsibility.
- Generate new ideas with fluency.
- Elaborate/build on new ideas.

Social skills

- Identify, verbalise and respond effectively to others' emotions in an empathetic manner.
- Get along well with others.
- Takes criticism positively.
- Listen actively.
- Communicate using appropriate words, intonation and body language.

Emotional skills

- Identifies one's own strengths and weaknesses
- Be comfortable with one's own self and overcome weaknesses for positive self-concept
- Ability to express and respond to emotions with an awareness of the consequences





Purpose of the activity

To solve problems and overcome challenges presented by themselves, others and the environment safely and effectively and, in doing so, to overcome fear/anxieties in challenging situations and environments.

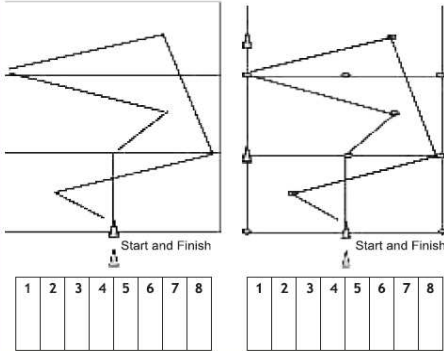
Outcome of the activities

- The outcomes of participating in these activities will be
- a sense of achievement and satisfaction
 - knowing one's own limitations and taking risks safely
 - closeness to nature

Try these challenges

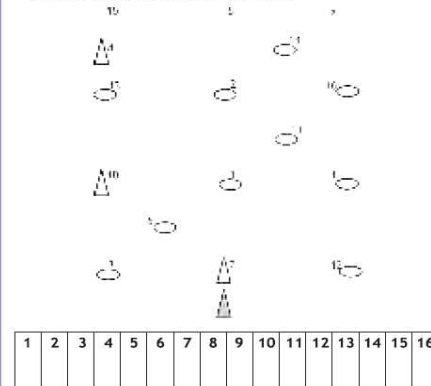
Line Orienteering

- Set out 6 to 10 control points around an area. At each control point place a number or letter. Give each pair or small group a map of the area with a route drawn on it that takes in a number of the control points (which should not be marked on the map). Ask students to follow the route and find the control points. They should mark each control point on the map once they find it.



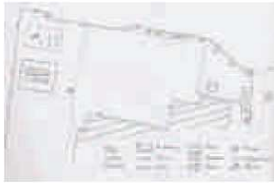
Score Orienteering

- Set out as many control points as possible. At each control point place a number, letter or simple task. Give students a specific amount of time (say 10 minutes) to visit as many controls as possible. Controls may be visited in any order. Control cards should be marked to show they have been visited.

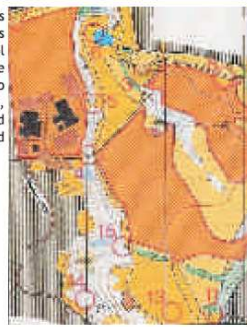


Orienteering courses

Set up orienteering challenges on the school site using maps created by teachers or students. Maps should show the main features of the school grounds and include a key to the symbols used. The control points should be shown on the maps. Allow students to visit the controls in any order and to choose their own routes.



Take part in orienteering challenges in unfamiliar surroundings. Courses should include at least 10 control points. To complete these challenge students will need to be able to interpret maps, orientate them, know their position at all times and be able to adjust their plans and routes as necessary.



Try these challenges

Now try some timed challenge

Take part in timed orienteering events which include between 6 and 12 controls. Do this either in familiar or unfamiliar surroundings. Students should copy the control points from a master map onto their own maps and plan their route to visit them. How long does it take each student (or pair) to complete the course?

Assessment

Knowledge (4)	<ul style="list-style-type: none"> • Symbols and keys • Map scale • Rules of orienteering • Safety rules
Skills (6)	<ul style="list-style-type: none"> • Orientation of map to terrain • 'Thumbing' maps • Knowing position at all times • Route planning
Application of skills (10)	<ul style="list-style-type: none"> • Accuracy of copying control points/route planning • Speed and accuracy • Recognising and following features • Fitness to complete the courses • Overall time for the event

Links to NCERT syllabus

Theme: Orientation to Sports Skills: proficiency in sports and motor skills

Links to other subjects

Language: Students may write a brief report on the experiences of the activities highlighting the challenges faced and solutions found by the teams.

Social Science: The experiences of teams in map reading, students may be asked to locate rivers, national highways, important cities, forest areas in the geographical map of a State.

CHAPTER 4

STRAND 2: HEALTH AND FITNESS

4.1 Exemplar Activities (illustrative only): It should be ensured that all students participate in Mass P.T. / Yoga. Any other activity, which leads to a connection of the physical body with the mind and with the inner workings of the body, and also leads to an improvement in overall health and fitness, can also be taken up, such as Aerobics, Dance, Calisthenics, Jogging, Cross Country Run, working out using weights/gym equipment, Tai-Chi etc. Children who are ready for it, may in addition, also participate in learning the nuances of meditation and its impact on stress management.

4.2 Inclusion: Efforts should be made that each child participates. Modify the activity as per his/her requirement. Class mates can come up with creative ways for inclusion. If movement is not possible at all, then aided movement can be considered for CWSN (Children with Special Needs). If some learning is possible, let the CWSN learn about the intricacies of the activity. Meditation can be taken up. If they are interested in art work or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

4.3 Life Skills Imbibed/ Acquired:

Exercising regularly and safely for personal well being

4.4 Outcomes/ Values Imbibed:

- A commitment to exercising safely and effectively for the benefit of personal health and wellness.
- Learning about how body responds to health and fitness interventions.
- An understanding of the connection with the inner workings of the body and how the body responds to external stimuli

Category of Activity: Health and Fitness

Name of Activity: Aerobics

The word aerobics means 'with oxygen'. It is a type of physical exercise that combines rhythmic aerobic exercise with stretching and strength training routines with the objective of improving all elements of fitness (flexibility, muscular strength, and cardio-vascular fitness). It is usually performed to music and may be practiced in a group setting led by a teacher, although it can be done solo and without musical accompaniment. The goal of aerobics is the prevention of illness and the promotion of physical fitness.

At competency level students should learn and practice low-impact aerobics. Routines should include basic floor-based rhythmic exercises combined with stretching and some strength training.

At proficiency level students should attain high proficiency in high-impact/high intensity aerobics which features lots of foot movements that involve lifting off the ground, jumping, hopping and jogging. In addition routine could include additional steps, the use of exercise balls and/or dumbbells.

Etiquettes of Aerobics

- It is very important to warm up and cool down before and after exercise to permit a slow build up to an individual's target heart rate for aerobic training and to avoid injury to muscles, tendons and ligaments.
- When lifting weights, students should not train the same muscle groups on consecutive days. Allow at least one or two days of rest between training sessions.
- Always pay careful attention to one's posture while lifting weights.
- Always wear comfortable well fitting footwear that cushions the feet and offers good ankle support.
- Try to take moderate exercise three or four times a week rather than intensive exercise intermittently.
- Be careful while exercising outside. Avoid very hot weather conditions and don't exercise in deserted areas.
- If at any time during the exercise you feel dizzy, nauseous, faint or in pain stop exercising immediately.

History of the Game

The term 'Aerobics' was devised by Dr. Kenneth H. Cooper, an exercise physiologist for the San Antonio Air Force Hospital, Texas, to describe the system of exercise that he devised to help prevent coronary heart disease. Dr. Cooper originally formulated aerobic exercises specifically for astronauts, but soon realized that the same set of exercises are useful for the general public as well, especially those who are overweight, who are more likely to develop various heart diseases and other circulatory disorders.

Facts about the Game

- Aerobic movements should be rhythmic and repetitive. The movements should involve the large muscle groups of the arms and legs.
- Aerobic activity should be undertaken for at least 20 minutes to be beneficial to health.
- Aerobic activities include swimming, running, cycling and walking.
- Aerobic activity improves the heart, lungs and cardiovascular system.

Basic Requirements/ Equipment

- Any suitable indoor flooring (preferably wooden)
- A music system
- Floor/exercise mats for vigorous training and toning
- Dumbbells for adding variety in different upper body exercises and strengthening core muscles
- Exercise balls to increase muscle strength and strengthen all of the principle muscle groups
- An elevated platform (e.g. a step) to add variety. The height for beginners should be no more than 10cms rising to 30cms for more experienced participants.

Including all Students

Space · Task · Equipment · People

Use STEP to modify fitness and aerobics activities so that all students are included. Try these modifications or devise your own.

Space

- Perform the stepping patterns and actions in a confined space, almost staying on the same spot.
- Include actions and movements that take students off the spot moving forwards, backwards and sideways in the space.
- Ensure there is sufficient turning and stopping space for students who have mobility impairments.
- Make sure the area is free of obstructions for students who have visual, mobility or coordination difficulties.

Task

- Increase/decrease the number of actions in a routine
- Simplify the movements or increase the intensity by adding arm or other body movements
- Students in wheel chairs can create simple routine to the beats of the music
- Movement skills may be performed more effectively with support from such things as a chair, wall, the floor or a partner.
- Teach students the step formations so that they can apply perform them in sequence and to the beat of music.
- Provide frequent rest periods, or the opportunity to be seated for some part of the session.
- Include a different action that provides a similar challenge. For example shoulder shrugs may provide a similar challenge to hopping or jumping for students who have physical impairments.

Equipment

- Provide students with DUMBBELLS or Exercise Balls to add variety to program
- Lower or increase the height of platforms for stepping onto and off.
- Use any type of platform or a raised surface instead of bench.

People

- Let students create their own movements, stepping patterns and actions.
- Work in pairs to create routines.
- Lead others through routines that students have created themselves
- Work with a partner who is able to offer support to another student.

Physical & Health Education /Games

- Links to continuous and comprehensive assessment frame work for classes IX and X
- An appreciation and understanding of the physical fitness requirements of Aerobics
 - An involvement in sports/physical education programmes
 - Team work
 - A knowledge of different fitness activities and the etiquettes of participating
 - Skills of agility, balance and coordination
 - Motivation and commitment to take part in Aerobics
 - Ability to lead others
 - An awareness of rules of safety
 - An evidence of being self disciplined

Life Skills

- Be original, flexible and imaginative in creating routines that are enjoyable and increase heart rates sufficiently
- Generate new ideas with fluency
- Elaborate/build on new ideas
- Listen attentively
- Be comfortable with one's own self and overcome weaknesses for positive self-concept





Purpose of the activity

To exercise regularly and safely for personal well-being

Outcome of the activities

understanding the place of regular activity as part of an overall healthy lifestyle. Commitment to exercising safely and effectively for the benefit of personal health and well being.

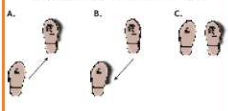
Floor workout

It is possible to combine moves learnt at competency level along with these moves to make choreography little challenging

Skills

Mambo

- To start with Mambo move step forward and back, forward and back with the same foot. Repeat with the other foot.



Shading indicates transfer of body weight.

Cha-Cha-Cha

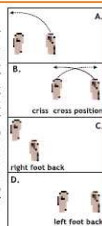
- With a Cha-Cha-Cha, you're just doing three steps really fast - instead of one, two, it's one, two, three.



Shading indicates transfer of body weight.

Jazz Square

- Start with your feet together. Cross your right foot over your left, step back with your left foot, step your right foot out to the side, then step forward on your left. Each step takes up two counts of music.



Kick Ball Change

- To do a kick ball change, kick your right foot out in front of you or across your body. Tap the ball of your right foot down on the ground and shift your weight onto it, then immediately step back onto your left foot. This is the "ball change" portion of the move.



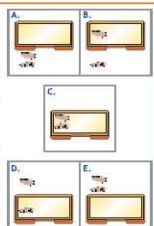
Try putting these steps and actions together with music

- Step touch(x2) • V-step(x2) • Jazz square (x2) • Kick ball change (x2) • Grapevine • Kick ball change • V-step • Cha-cha-cha

Learn these step patterns

Over the top

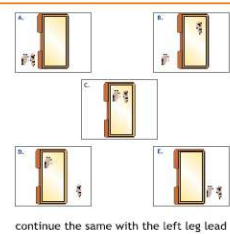
- With your bench in front of you, position yourself to the far left end of the bench.
- Turn your body to the right; your bench should now be on your left side.
- Step up with the left foot, and then step up with the right foot so that both feet are on top of the bench together.
- Step down to the left with your left foot; follow with the right foot.
- Reverse back over the step to start position.



NOTE- For added intensity, add a hop when at the top of the step bench.

A-step

- With the bench vertically oriented, stand to the lower left corner of the bench.
- Shift body weight to the left foot and step up to the front of the step with the right foot.
- Bring the left foot up so that it is also on the bench.
- Step down and back off the bench with the right foot, followed by the left making letter A on the bench.



continue the same with the left leg lead



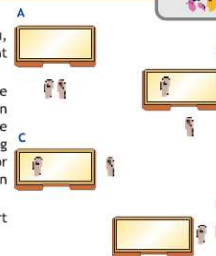
Turn step

- A turn step traces the shape of an upside-down letter U. Start with standing on left side of bench and facing sideways.
- Step with the left foot onto the nearest end of the bench, turning the entire body 180 degrees to the left.
- Place the right foot on the opposite end of the bench.
- Finally turn the entire body to the left again and step down and off the near side of the bench at the other end, leading with your right foot.
- Reverse the steps, leading off with your right foot and rotating 180 degrees to the right as you get on and off the bench, to return to your starting position.



L-step

- With your bench in front of you, position yourself to the far right end of the bench.
- Step up on the bench with the left foot. Lift the right knee in the air and step out wide to the right side of the bench placing the right foot on the floor followed by the left foot down next to the right.
- Do the reverse steps back to start position to complete the L step.



Try using the steps in these different combinations

- Basic step(2x) • V-step (x2) • L-step • Over the top • A-step (x2) • Turn step • Over the top • Knee up • Basic step (x2)
- L-step • Step tap (x2) • Astep • Challenge your coordination by combining moves with different type of music. • Change the order of the steps. • Can you add your own steps? • Can you make your routine longer? • Can you add arm actions to make the routine more challenging? • Try making up your own routines and teach them to each other.

Assessment

Knowledge	Maximum 4 marks	<ul style="list-style-type: none"> Importance of physical activity as part of a healthy lifestyle Importance of wellness Effect of exercise on various body systems and their functioning Calculation of Target Heart Rate (THR)
Application of skills	Maximum 16 marks	<ul style="list-style-type: none"> Different high intensity floor movements Different high intensity moves using platforms Co-ordination of movements with music Co-ordination of body movements Ability to work within target heart rate zone Ability to work aerobically for sustained periods of time Ability to create routines at the correct intensity Ability to lead routines and aerobic workouts

Links to NCERT syllabus

Theme: Fitness: concept of fitness

Links to other subjects

Science: the muscles: understanding of the accumulation of lactic acid in muscles due to a lack of oxygen leading to fatigue (tiredness) after aerobic activities.

Language Rhyming words: students create their own raps using rhyming words that they put to music or sing while performing aerobic routines.

YOGA

Over a prolonged period of time, too much stress leads to too much cortisol being released in our bodies, which in turn lowers the immune functions and metabolism, leading to rapid weight gain, susceptibility of body to pathogens, osteoporosis, blood pressure imbalance, muscle weakness, etc. It is proven that long term stress also has links to insomnia, chronic fatigue syndrome, depression, thyroid disorders, etc. Modern research accepts three aspects of yoga (*Asanas*, *Pranayama* and meditation) as one of the best methods for moderating the production of cortisol, thereby managing the stress response of the body. By reducing cortisol levels, yoga therefore raises the immunity levels of the body. Secondly, when we hold our body in a yoga posture for a few breaths/counts, our parasympathetic nervous system is stimulated, which in turn lowers our BP to enable a better post-stress response. Thirdly, exercise in the gym or outdoors cannot massage our internal organs, which are nothing but muscles performing a particular function. Yoga keeps these muscles exercised and active. Fourthly, yoga is able to enhance the body's natural defense mechanism against free radicals. There are many more benefits of Yoga, that students may like to research on themselves.

Category of Activity : Yoga

Name of Activity: Yoga

The word Yoga comes from Sanskrit word 'Yuj' that means bonding of connection, join or unite. This implies joining or integrating all aspects of the individual - Body, Mind & Spirit, to achieve a happy balanced & useful life, and spiritually uniting the individual with the 'Supreme'. Yoga is considered as one of the six branches of classical philosophy and is referred to throughout the 'Vedas'. Ancient Indian scriptures, the oldest texts in existence. Yoga is a spiritual quest. Its purpose is to help each one of us achieve our highest potential and to experience enduring health and happiness. While practicing Yoga we can extend our healthy productive years far beyond the expected norms and at the same time, improve the quality of life.

Yoga is truly a science of human personality. It has a very efficient system of postural and breathing exercise, which promotes the complete health including physical, physiological, emotional, behavioural, environmental and social aspects. Yoga is very helpful for school going students because now a days school children are suffering from physical, mental and emotional problems. Yoga helps school children to overcome stress, strain, anxiety, tension and provides relaxation. Yoga is not a single exercise, it has many aspects like Suryanamaskar, Yogasana, Pranayama and Meditation. These exercises are very effective for maintaining physical purity by reducing obesity and mental tension. It also contributes in developing moral and ethical values to lead a happy and contented life.

Rules of Yoga

- ◆ Yoga should be practiced empty stomach
- ◆ Wear loose and comfortable clothes for practicing yoga
- ◆ Use thin yoga mat or thick bed sheet for yoga
- ◆ Food should be taken after ½ hour of practicing yoga
- ◆ Girls should not practice yogasana during menstruation
- ◆ Like any other workout you must begin with easy poses
- ◆ Relax for 10 second atleast after yoga exercise
- ◆ Duration of each posture should be increased gradually
- ◆ Practice yoga preferably close to nature

History of Yoga

The history of yoga is indeed very old. Nothing can be said firmly, about the origin of yoga. Only it can be alluded that yoga originated in India. The available evidences show that history of yoga is related to the Indus valley civilisation.

Yoga is also mentioned in Mahabharata, Ramayana and Upanishads. Sage Patanjali also wrote about yoga in 147 BC. During this period, yoga had been developed enough. Even Kabir, Tulsidas and Surdas mentioned about yoga in their writings.

Facts about Yoga

- **Yoga has Eight steps:**
- ◆ Yama (Social discipline) - refraining from violence, telling lies, casual sex and stealing.
- ◆ Niyama 'Observance' - purity, contentment and tolerance.
- ◆ Asanas - Physical Exercise (Postures).
- ◆ Pranayama - Breathing techniques.
- ◆ Pratyahara - Control over senses.
- ◆ Dharna 'Concentration' - able to hold mind on an object.
- ◆ Dhyana 'Meditation' - ability to focus on one thing or nothing without divergence.
- ◆ Samadhi 'Absorption' - realisation of essential nature of self and the divine pleasure.

Basic Requirements/ Equipment

- Any suitable well ventilated indoor or outdoor accommodation for yoga
- Soft mat and comfortable dress.



Purpose of the activity

To exercise regularly and safely for personal well-being and to enhance physical flexibility, mental balance increased attention span.

Outcome of the activities

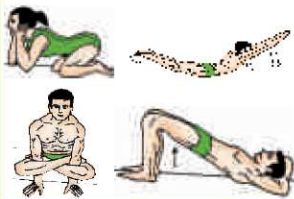
Understanding the place of regular activity as part of an overall healthy lifestyle, greater physical and mental coordination, harmony with nature leading to inner transformation of consciousness.

Skills

Asanas

Open the energy channels, chakras and psychic centers of the body. They not only purify and strengthen the body but also control and focus mind. They are one of the eight limbs of classical yogas.

Asana should be steady and comfortable, firm yet relaxed. They promote muscle flexibility, bone strength, heart tissue strength, messages the internal organs and brings various internal and glandular functions into balance.



Here are some practices of Pranayama

Bhastrika : Bellow Breathing : Bhastrika means Bellows in Sanskrit. Air is drawn in and out of the abdomen just as blacksmith uses his bellows. Sit in a comfortable position/ Asanas breath in through both nostrils till the lungs are full and diaphragm is stretched. Breath out gently.



Pranayam

Is an aspect of yoga that deals with breathing. It is the control of the motion of inhalation, exhalation and retention of vital energy. Proper breathing brings more oxygen to the blood and to the brain, and controls the vital life energy.

Ujjayi : In this breathing is done through your throat instead of nose. Sit erect in any comfortable posture, Spine erect. Inhale slowly drawing air by both nostrils in such a way that while inhaling the touch of air is experienced in the throat and some sound is produced. During inhalation do not bulge the abdomen, let chest expand. Exhale slowly and during this process chest should go inside, abdomen remain steady.



Meditation

is a form of stress management that allows our heart and mind to experience and oasis of peace and love within our heart and mind. It creates positive and peaceful thoughts to bring peace to our mind. It is one of the best method to bring about transformation and nurture the natural qualities within. While practice of meditation one has to be very patient and the mind does not want to focus.

One should increase duration of meditation and shift focus from gross body to subtle breathing.



Anuloma-Viloma

- Lung expansion
- Rhythmic breathing
- Inner and outer retention
- Neuro muscular lockes
- Breathing ratio 1:2:4 (inhale:retention:exhale)



Try some of these yogic asanas

Sarvangasana (Shoulder Stand)

- Lie in Supine position
- Raise your feet upwards
- Take the support of hands on the back and let the elbows rest on the ground
- Keep whole body state upwards, body weight remains on shoulders and neck. Let chin touch the chest. Hold, return slowly and relax.



Pawanmuktasana (Gas release pose)

- Lie in supine position. Raise your legs upwards
- Slowly bring the knees closer to your chest
- Lock knees by bringing both arms together
- While exhaling raise head to the knees.
- Hold, return slowly and relax.



Dhanurasana (Bow Pose)

- Lie in prone position
- Fold your knees and bring them closer to your hips
- Hold ankles with both hands
- Lift body weight by pulling the legs and neck upwards and pose like a bow
- Hold 20-30 seconds with normal breathing return back slowly



Kapalbhati (Blowing in Firm Pose) : Kapal means skull, Bhati means shine. This pranayam cleanses the respiratory system, particularly the nasal passage in the skull. This is done in a sitting position. The muscle of the stomach should be moved freely in this process, thereby throwing large quantity of CO₂ outside resulting in more oxygen absorption in the body. This increases O₂ in blood, hence the need for O₂ is lessened and breathing centre is calmed down.



Kneel and sit on your heels pointing outward. Keep your back straight and rest your hands on your thighs. Relax the muscles in your face in stomach.



Slowly breathe in deeply through your nostrils until your abdominal muscles contract like your stomach is sucked in. Breathe without any additional effort until your lungs are full.



Then exhale forcefully through your nostrils as well. You can do ten repetitions of this breathing exercise and make sure to take a break between each round especially if you feel a bit lightheaded.

Now design your own postures based on observation of nature and have fun.

- How you will choose your object.
- How will you create that shape using your body.
- Find out the focus area.

Assessment

Knowledge (4)	<ul style="list-style-type: none"> • History of the yoga • Facts 	<ul style="list-style-type: none"> • Rules
Skills (6)	<ul style="list-style-type: none"> • Yogic asanas • Suryanamaskar 	<ul style="list-style-type: none"> • Meditation • Pranayama
Application of skills (10)	<ul style="list-style-type: none"> • Beginning of each pose • Breath control • Ability to concentrate • Finishing 	

Links to NCERT syllabus

Theme: Health and physical fitness and orientation to sports skills

CHAPTER 5

STRAND 3: SEWA (Social Empowerment through Work Education and Action)

5.1 Introduction

Several years ago, the noted educationist *Paulo Freire* pointed out that there is no such thing as neutral education. Any education, to be meaningful, has to fit into the context of the society in which it is given and which is relevant to the times. In the context of the multiplicity and the rapidity of the changes that are taking place, the students need to know and understand the contexts in which they are living today and the demands that will be made on them, in the immediate future, to fit into the changing patterns of society.

SEWA aims to develop a whole person in their intellectual, personal, social, emotional and social growth. Learners engaged in this program are expected to be life-long learners and through experiential learning develop as active citizens and caring and compassionate humans. The experiential and constructive modes of learning emphasize the immediate personal experience of the learner and view learning as a process.

SEWA takes learning beyond the walls of the classroom and sometimes even beyond the boundaries of the school, building bridges with the authentic and real world in meaningful and positive ways. The following maybe noted with regard to SEWA:

- SEWA is an integral component of HPE.
- This aspect aims to focus on the mental/emotional and social health of the child
- All students of classes IX to XII (for XII, only till end of the first semester/ term) will participate in SEWA program around the year.

5.2 Objective:

There is an urgent need to foster strong mental and social health amongst today's children so that they can connect with their peers, their elders, the community, the environment, etc. The main objective of the SEWA projects is to direct children's mind in constructive activities with positive outcomes through the facilitation of creative and critical thinking. This would help them to develop self-confidence and self-esteem.

Another objective of this programme is to underline the significance of the interdependence of all human beings and our dependence on the environment in this shrinking global village. Students must acknowledge that they have a responsibility towards the less privileged, the disadvantaged, the CWSN (Divyang), the society, and the environment. The principle of giving to society has to become second nature to them.

5.3 The SEWA Philosophy

SEWA is all about social or community service; it can include environmental, civic responsibilities or democracy or health and fitness related projects, international and other projects too, as long as the project is able to connect the child to his surroundings or to a cause, and is able to generate a sense of responsibility towards it (even if it is towards health and fitness of the class itself). The Social Empowerment component to a large extent inspires SEWA philosophy, which in the Indian environment refers to the concept of service to the community.

5.4 Note to Class Teachers

SEWA has been designed to integrate social awareness into the regular curriculum of the students. The teacher must be careful in facilitating the child's activities so as to provide a suitable learning environment. This in turn would also give a boost to a positive school environment.

The teachers need to create opportunities for students to engage with learning activities to develop core competencies such as:

- a) Social Awareness, Self Awareness and Empathy
- b) Self Management and Leadership Skills
- c) Creative and Critical Thinking
- d) Interpersonal Skills and Effective Communication Skills
- e) Responsible Decision-making through Problem Solving

The teachers need to be open-minded about errors committed by learners while implementing the SEWA programme. The learners may find themselves in ambiguous situations and sometimes suffer from moral conflicts. As adults, we need to facilitate the widening of the scope for the learner so that they find alternative ways of making informed decisions. Here, one cannot undermine the responsibility of the school as a community. Thus, one can develop and establish a caring community encouraging collaborative learning activities by weaving Self-empowerment into their daily school activities.

5.5 The learning outcomes expected to be developed and fostered through participation in SEWA are experiential:

The Learner:

- Develops Life Skills of **Self-Awareness and Empathy**. *
- Develops Creative and Critical Thinking Skills. *
- Becomes a **caring and compassionate** individual.*
- Responds as a socially empowered change maker. *
- Acquires the skills to be an active leader and initiator of change.
- Plans, implements and delivers projects connected to the real world.
- Visualizes and participates in a world going beyond the classroom and often/ sometimes beyond the boundaries of the school.
- Formulates strategies to deliver meaningful programs and projects
- Critiques premises as a **reflective enquirer**.
- Demonstrates fair play and **non-judgmental ethical behavior**. *
- Actively engages in SEWA activities as an individual and at a team level.
- Participates in various activities in **age appropriate ways across disciplines**.
- Selects and applies skills, facts and compositional ideas.
- **Competes with oneself** to improve **self-performance** and **evaluate strategies** for further enhancement. *
- Knows, understand and applies rules.
* Integrated values across HPE

The integrated SEWA program helps to acquire the following learning skills:

- Plan, initiate and implement activities
- Learn to work in teams and collaborate through organizing activities/events in terms of skills, interest, motivation and professional growth
- Identify and nurture areas of strength and identify areas requiring further growth
- Engage with issues of social concern in the community, society, state and nation
- Develop new life skills and strategies and become lifelong learners.

5.6 Guidelines for Schools

- School can Design and announce school SEWA policy.
- School can also decide on yearly focus theme for SEWA and class-wise sub themes.
- Each class as a whole can decide to take up one SEWA activity for the entire year
- The choice of activity can be left to the students of the class, with guidance and facilitation by the class teacher and will depend upon the school policy too.
- Schools are encouraged to allow children to suggest SEWA themes for the year.
- Once a SEWA activity is decided for a particular school/class/year, the class students themselves will decide upon the role of each student of the class.
- Orient parents about SEWA and seek support from stakeholders.
- Appoint School SEWA Mentor and Class-wise SEWA Mentors, if required. Mentors could also be from amongst the parents or teachers.
- Arrange administrative support for the activities involving government and outside agencies.
- Dedicate day/s for SEWA exhibition or presentation day at the end of the year or as suitable.
- Ensure that each child in a class actively participates in his/her assigned role of SEWA.
- Arrange training and create support structure for all involved as required.
- Ensure 100% dedicated involvement.

5.7 Guidelines for Students

- Discuss how they can improve/impact the community/ environment/ health and fitness of the students and choose the focus area for the project.
- Brainstorm and create mind-maps on the chosen area
- Identify the causes they want to support and choose one/or more ways of carrying it forward.
- Outline the objectives of the projects they have chosen and present plans for the implementation as well as ways of measuring the success of the project.
- Assign roles to each member of the class community by consensus. Ensure each and every child is included.
- Learn to research on the chosen area of SEWA
- Seek guidance from the teacher when they need it.
- Learn how to plan, implement, review and take responsibility for their decisions.
- Examine the effect of their intervention and support for the causes they have chosen and present them to the rest of the class/school.
- Capture the hours spent as well as documents as evidence wherever required in the student Portfolio/dossier
- Share the impact of the SEWA work undertaken as Power Point with the school community and as part of a special exhibition at the end of the year, clearly highlighting the role of each student in the class.

5.8 What forms a Social Empowerment activity?

The activities conducted 'in school' as part of Eco-clubs, Sports Club, Literacy Clubs or 'out of school' as community outreach activities etc. can be considered as Social Empowerment activities. It may range from a small role as 'volunteer' and a 'contributor' to running an entire project over the year. Social Empowerment activities are bound to germinate some thought process in young minds.

The class may decide to take up any innovative social empowerment activity every year; students may decide the role of each child; at the end of each year the class as a whole may present its project report.

Even sports activities can be taken up as a SEWA project by the class. Some of the activities under sports that can be taken up are as follows (illustrative list):

- Organizing sports meet for CWSN (Children with Special Needs)
- Planning, organizing and delivering a League tournament (Basketball, Cricket, Football)
- Planning and holding a friendly cricket match between alumni and the current grade XI and XII
- Organizing sports competition for primary school
- Organized Inter-class/ Inter-school sporting activities (basketball, volleyball, swimming, hockey, netball, squash, cricket and boxing)
- Long distance runs (half and full marathons) for a cause
- Researching on Yoga, Running/Jogging, Dance, Trekking/ Hiking/Biking/Cycling, Camping, Military training as part of planned projects.

There are multiple other possibilities of projects that can be taken up under SEWA, such as (illustrative list):

- Organizing a fund raising Musical Extravaganza for school
- Holding an Art Exhibition for fund raising
- Inviting professionals from industry to develop career pathways (App on mobile)
- Running school café with focus on nutrition
- School gardening project
- Collaborating as part of Photography Club and create Exhibitions across the city with a social message.
- Projects on social awareness or cross curricular themes initiated, planned and implemented by students with teacher as initiator.
- As volunteer for '**in school activities**' such as organizing a school-based event based on Life Skills.
- Participating or volunteering in Youth Parliament or mock UN Sessions
- Activities from 'Revised School Health Manual (**see under Resources**)
- Life Skills Activities (Creative and Critical Thinking, Problem Solving and Decision Making, Effective Communication, Self Awareness and Empathy) (**see under Resources**)
- 'Buddies' or 'Peer Mentors' for **Adolescence Education, School Health Program, Life Skills Program** etc.

- Anti Bullying or Anti Ragging Committee and awareness raising
- As volunteer for charities '**outside of school**' such as orphanages, old-age homes
- Collecting and distributing used and unused books and clothes to the underprivileged
- **Volunteer work** with stray animals and organizations connected with the same cause
- Helping to raise funds for beneficiaries involving natural disasters (flood, earthquake victims)
- Adopting an old age home for interactive activities
- Adopting an orphanage for conducting joyful activities
- **Online volunteering** for counseling peers for raising awareness regarding career pathways.
- **Enrichment Activities** of different Ministries can be taken up in project mode, such as **Swachhta Abhiyan for neighbouring community, Ek Bharat Shrestha Bharat** (upto Oct 2018), **Paryatan Parv – creating awareness about historical sites and tourist spots in your city**, etc.
- Organising and volunteering for various 'in-school activities' and Language Club, Theatre and Dramatics Club, Social Science Club, Dance club, Science Club, Science Fairs, Heritage Club, Nature Clubs.

5.9 Activities complying with SEWA Criteria

SEWA activities require involvement and interaction. When students assume a passive role and no contributory service is performed, it cannot be defined as a SEWA activity/project.

Activities which do NOT fall under SEWA:

- An activity through which a student attains financial or some other type of benefit (unless this benefit is passed on in full to a worthy cause).
- Getting involved in effortless, monotonous, and repetitive work – like returning library books to the shelves.
- Work experience that only benefits an individual student.
- Activities that cause division among different groups in the community.
- Activities with a bias to any religion or cultural sector which may hurt the sentiment of any other person in any form.
- Regular recreational or community activities of a temporary nature - like a visit to a museum, the theatre, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged.
- Any unsupervised or recorded activity where there is no guide or responsible adult onsite to evaluate and confirm student performance and evaluate accordingly.

5.10 Guidelines for Class Teacher/Mentor for conduct of SEWA

- Support students in identification and selection of the causes they want to support and take up as projects, brainstorm and create mind-maps.
- Provide supervision, consultation, guidance to students and create support structures required whenever they need it including for research.
- Intervene positively to ensure participation of each and every child in the class, including CWSN
- Guide students on how to plan, implement, review and take responsibility for their decisions.

- Guide students on upkeep of Portfolio/dossier, making a report, analyzing data, creating presentations, video films, channels on social media, websites.
- Plan and prepare SEWA exhibition or presentation day at the end of the year.

5.11 Procedures

1. Fill out a My SEWA promise form. The description of the activity needs to be in complete simple sentences and describe the SEWA activity intended to be taken up by the class.
2. Each student in consultation with the teacher and parents decide and create an hourly schedule of activities in accordance with role assigned. This form must be signed by a parent and submitted before the activity begins to the school's SEWA Mentor.
3. Fill out 'Reflective Musings' at the end of every 4 hours given to the project and keep attaching it to the SEWA dossier. (The time is given in hours and not in periods with the intention that if the child does any additional work outside school hours, it can be reflected here).
4. SEWA hours will be accounted for both in school as well as out of school activities, provided they are agreed upon by the mentor.
5. It is expected from a SEWA volunteer that they would be honest in recording their activities.
6. Complete your SEWA classes/periods before the last date.
7. All the forms must be completed and signed and attached with relevant evidences, together with a Self-Appraisal Form for classes IX-XII and a summary list of the SEWA projects/hours as items of SEWA dossier/scrapbook.
8. The visual evidence (photographs, videos, etc.), testimonials and certifications must be there to support the project.

5.12

My SEWA Promise Form (illustrative)

Dear Student,

SEWA is a firm step to prepare you for life. It is a voluntary project experience. You have to complete **My SEWA Promise Form** and obtain prior approval for the activity/project. Selection of a SEWA activity, development, implementation of the proposal and evaluation of the activity is the responsibility of each student. Signature of the parent indicates review and approval of this proposal.

Student's Name: _____ Class: _____

(Print or type)

Brief Description of the Activity:

Duration (Days and Time): _____ Estimated Hours: _____

Name of Mentor Teacher: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

5.13 SEWA Hourly Schedule (illustrative)

Hour Count	Date and Day	Proposed Activity Plan
Hour 1		
Hour 2		
Hour 3		
Hour 4		
Hour 5		
Hour 6		

5.14

SEWA Hour Log (illustrative)

STUDENT NAME: _____

PROJECT: _____

Date	Activity	Hours	Mentor's Signature

Mentor's Observation (Suggestive)

Attendance: _____

Involvement: _____

Regularity: _____

Commitment: _____

Additional Comments: _____

The activity/project was (circle appropriate response):

Satisfactorily completed

Not Satisfactorily completed

Activity/Project Mentor's signature

Name

Seal of school

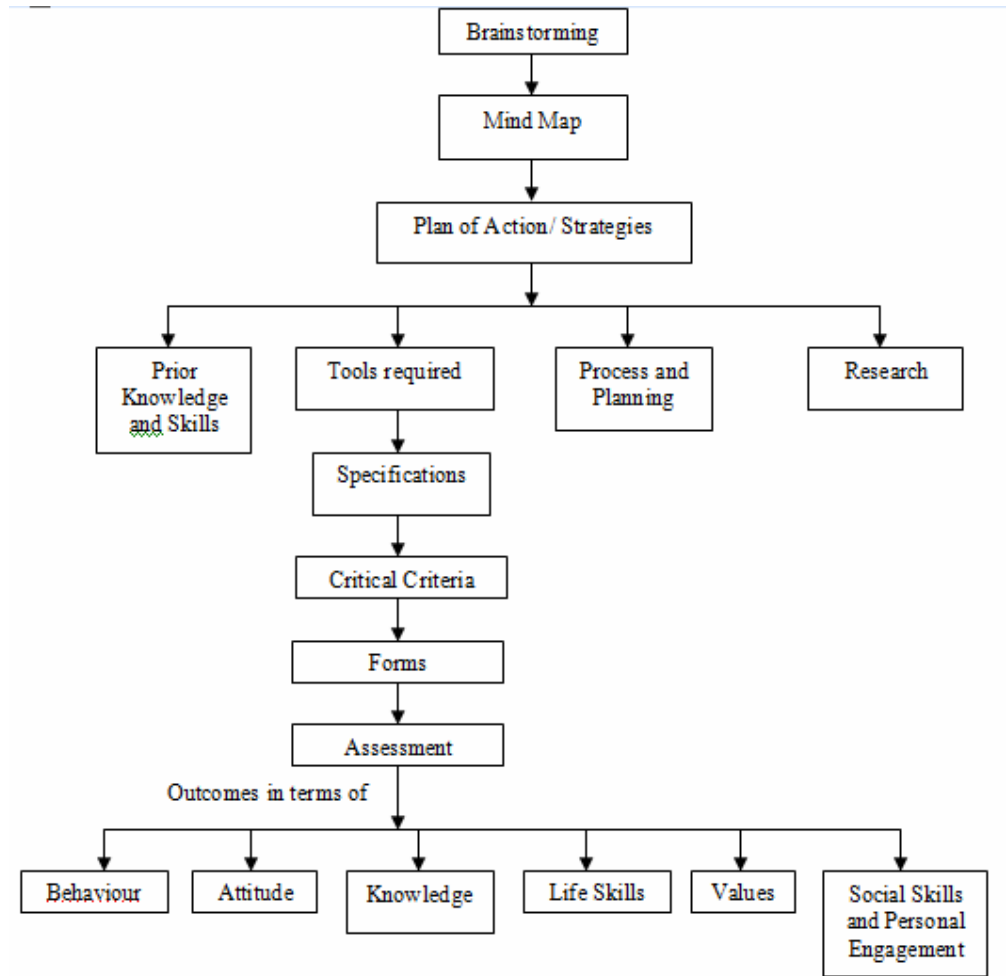
5.15

SEWA Self Appraisal Form (illustrative)

The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions.

My Name _____
My Activity / Project _____
My Commitment Towards the Project/ Activity _____ _____
This Activity/ Project has been a great learning experience because _____ _____
I initially felt that the project could not have achieved its outcomes because _____ _____
The project has definitely changed me as a person in terms of behaviour, attitude and life skills because _____ _____
The details of beneficiary(ies). Any significant comment received from them; please quote _____ _____
The challenges I faced and the things I might do differently next time so as to improve? _____ _____

5.16 Illustrative Flow Chart for Conducting a Project/Report/ Event
(Can be Quarterly/ Bi-Annual / Annual)



5.17 Assessment and Evaluation

The following strategies may be taken up for assessing the individual/ group projects. In case of group, they all get marked the same way.

Tools, Techniques and Strategies:

1. For activities being done, a portfolio or dossier may be maintained individually by each student.
2. Report at the end of the project may be assessed through a rubric developed by teachers and students.
3. Rubric for assessing will depend on the project/ activity being taken up.

5.18 Exemplar Projects under Social Empowerment sub-strand of SEWA

(These may be taken up in age-appropriate ways across IX - XII)

The projects given here are only exemplar projects and are illustrative/suggestive in nature. These are given so that the child/class may be able to understand the topic/activity. This will help the child/class to plan the activity/project accordingly. The child/class may take/choose any other project/activity which has a positive impact on the environment, community, society, the disadvantaged, etc.

Project-1: 'Swachha Vidyalaya Swachha Bharat'

Project Focus- Cleanliness and Sanitation

Duration- Term/Annual

Key Objectives:

Learner will:

- identify clean and dirty places.
- bring attitudinal change towards cleanliness and sanitation.
- be able to distinguish between benefits of cleanliness and the disadvantages of uncleanliness, including the health hazards.
- make the community aware of the result of not practising cleanliness.
- know the importance of cleanliness in neighbourhoods, parks, market places, roads and cities.
- know how to appeal for clean places.
- be aware of unclean and unhealthy surroundings as breeding ground of epidemics and diseases.
- be able to highlight cleanliness as an important value in day-to-day life.
- Develop a creative methodology to create awareness in community and test it

SE Component

- To be able to take care of personal hygiene and being organized with belongings.
- To learn to keep household items and personal belongings in proper place (before and after photos).
- To be able to live life of cleanliness through word and example.
- To learn the art of **proper waste disposal and be able to sensitize other people about it.**

"We must get obsessed about the cleanliness of our city."

Role of Mentor/ Teacher:

- Initiate a project in consultation with students
- Act as an initiator and motivate learners to be ever vigilant in maintaining cleanliness at all public places such as markets, parks, gardens, bus stands, railway stations, movie halls, and malls, etc., as well as while using public transport, public utilities.
- Focus on the tidiness of Class Room, Library, Assembly Hall and Computer Room.
- Respect National property.
- Generate awareness of health and hygiene amongst the slum dwellers.

Project Process:

Prepare:

- Brainstorming and discussion sessions to be organised for students.
- Identify the area to focus on and prepare a **road map** to achieve targets.

The following ideas can be further explored (illustrative only):

- a) Disposal of human waste properly and safely

- b) Creating sensitization amongst community members about personal hygiene
- c) Spreading awareness about sanitized and clean toilets and contribution required to maintain public utilities
- d) Proper garbage disposal
- e) School Sanitation
- f) Personal Hygiene
- g) Drinking Water Testing
- h) Green and Blue Bins
- i) Recycling
- j) Water Conservation
- k) Water Table
- l) Interacting with City Sanitary Workers
- m) Spending a day with sanitary workers
- n) Visiting a city water works
- o) Adopt a Park/ Lake/ Pond

Collect the above data and read prepared report of the class, then segregate the areas where 'Mission Cleanliness' can be accomplished. Reflect and form groups and get the project rolling.

Suggestions: (May be done in groups under the supervision of a Mentor/ Adult/ Peer Mentor)

Organize Cleanliness Month:

- For cleanliness drive arrange advertisement competition for students' in schools.
- Identify surroundings or a locality which need assistance by doing a field survey of the surrounding community area.
- Create awareness and take up projects to ensure cleanliness of water sources like lakes, rivers, ponds and other such bodies that are getting polluted due to insensitivity of human beings.
- Segregate groups who can provide solutions to most aspects of cleanliness through researching articles, TV programmes, and video on YouTube or by speaking to the authorities and residents.
- Students can prepare Street Plays and present them to community members, using creative medium like-posters, placards for slogan march to generate awareness.
- Project on 'Cleanliness Drive' of a nearby public place may be taken up in groups.
- Don't miss to click the photographs of the area before the cleanliness drive and after that.

Reflective Musings:

- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.,
 - Describe what have you learned and felt about your project?
 - How far was the activity beneficial for you?

- What have you learned about yourself and your surroundings from this project?
- How do you think we can solve problem of cleanliness and sanitation? Where did you find maximum dirt and squalor?
- How can we make the project more effective?
- The students will be given a Proforma to fill in (Self Assessment) so that they can assess their own learning from the project.
- Share and Celebrate
- An assembly can be arranged to award all participants.
- The students will display the charts and models on school notice-board.
- Certificates can be awarded to students.
- The students can make future plans about continuing the activities/projects by taking them to the community.
- The class room can also be decorated with charts and models.
- The students can also keep imparting information regarding cleanliness through practical demonstration to other students.
- The report of the project may be published in the newspapers and the school's magazine.

Activity Report for Cleanliness/ Sanitation Drive (illustrative only):

S. No.	Identified Locality	Steps taken for cleaning up	Awareness generated	Solutions recommended

Student to write and update their activity report:

Date	Activity	Learning Experience	Outcome

Students to give details of their learning experience:

Learning Outcomes

Learner will:

- learn that they must keep their surrounding areas and themselves clean.
- raise awareness among other students and their community members about personal hygiene and keeping their surrounding environment clean.
- become aware citizens and will be able to spread awareness amongst the people around them.
- go through the process of initiating, planning and implementing a project based on cleanliness and sanitation.

Key Messages

- Share your knowledge, experience and skills with others.
- Take utmost care of both personal hygiene and environmental hygiene.
- Do not throw garbage or litter at public places.
- Keep your surrounding areas clean in order to make your environment pleasant.

Assessment

Rubric may be developed in consultation with teachers

Project - 2: "Dignity of Labour"

Project Focus – Empathy and Compassion

Target Point- As individuals we should encourage students to respect all jobs and understand the value and dignity of work. Sweepers, shoe makers, laborers and launderers contribute to comfortable living.

We should respect people for their perseverance, hard work and effort. If we have to accord dignity to labour, social services must be commended and community has to be sensitive to individuals and learn to understand and respect them.

Key Objectives:

Learner will:

- understand the value of toil.
- understand the importance of different occupations in our social system – such as, ice-cream lorry, balloon man, chai stall, kite seller, bangle seller, knife sharpener, food lorry, etc.
- learn to respect people from different vocations of life. *
- understand and value of Human Rights.
- be empathetic and compassionate. *
- respect people despite nature of work involved in their vocations. *
- instill love for labour. *

* values integrated across SEWA

Role of mentor teacher / Peer Mentor:

- Initiate and brainstorm a collaborative project.
- Deducing inferences from comparative study of life situations.
- Discussing consequences of disliking a type of work and attitudinal problems related to it.
- Suggest remedies.
- Instill respect for all types of work.
- Be able to support discussions with anecdotes and examples from the life of great people (M.K. Gandhi, Abraham Lincoln, Martin Luther King, Lal Bahabhur Shastri), who believed in dignity of labour and practised it as well.

Project Process:

- Divide students in groups of around ten.
- Organise brainstorming sessions with the students.
- Collect quotations and quips.
- Collect Newspaper cuttings indicating both - respect for Human Rights and violation of Human Rights.
- Share stories and anecdotes highlighting the theme.
- Prepare an action plan and roadmap to achieve it.
- Analyze the action plan.
- Collect views of elders/parents/other adults.

- Organise outing in specific area to identify and correlate the project.

Suggestive Activities:

- One group could contribute to community work by regularizing and facilitating the job of people from different walks of life in their respective areas/ apartment complexes by making them aware of hygiene, etc.
- Collect funds in cash / kind to recognize and reward the contribution of helpers on special occasions like New Year / Labour Day. Keep proper records of this collection.
- Organise a discussion in class where people were victimised due to their profession and how Human Rights were violated in such situations.
- Celebrate World Human Rights Day (10th December) and Labour Day (1st May).
- Address the issue through creative arts, perform street plays, interviews of the school helpers (getting to know them better).
- Understand the importance of knowing how to work with the hand.

Reflective Musings:

- Discussion sessions will be organized to have a better understanding of Human Rights.
- Students can discuss about the importance of different vocations in a social structure.
 - Why must a human being be seen and treated beyond his/her occupation.
 - Basic courtesies that should be extended to one and all.
 - How do they need to change their attitude and behaviour to be more humane compassionate and empathetic.
 - What are the social or mental problems that arise from lack of respect for labour in different categories?
 - How can we appreciate the contribution of helpers?
 - Develop a code of personal behaviour consistent with the social and physical aspects.
 - In a Journal explore the life skills you have developed in the process.
- Elucidate the ideas you have gathered from your preparation on the value of 'Dignity of Labour'.

"It is dignity for a man to labor in his vocation."

Interview Questionnaires

- Understand the problems of ten different community helpers.
- Share experiences in class discussion and dissect problems and threats.

S. No.	Name and address	Occupational problems and threats	Assistance required	Suggestions

Activity reports (to be updated by students):

Date	Name and address	Activity	Outcome/s	Change in attitude

Assessment

Rubric may be developed in consultation with teachers

Project - 3: "Empathy"

Project Focus- Facilitating inclusivity

Target Point- The concern about the fate of others, the ability to realize another person's insecurities and fears and ability to put oneself in their shoes and willingness to extend a supportive hand makes for empathy.

Individuals, communities, countries will not be able to get socially empowered without EMPATHY.

It is also ability to appreciate, understand and accept other person's emotions. It improves inter-personal relations especially with people of different abilities, backgrounds, regions and nationalities.

Key Outcomes:

Learner will:

- be sensitive to the needs of others
- support inclusivity and develop a positive attitude
- develop compassion and value human life
- support and help people in distress
- develop a humane outlook
- express love, care and compassion towards the disadvantaged and CWSN (Divyang)
- be able to communicate the value of empathy
- understand the importance of inclusivity and support it
- sensitize peers as well as community members about inclusivity and help prepare a conducive environment for the same
- develop skills of self awareness and critical thinking towards the under privileged

Role of Mentor/ Teacher:

The mentor/teacher should:

- help students understand implications of life situations -discrete difference between sympathy and empathy;
- guide students to communicate value of empathy through examples;
- organize rotation mentoring of CWSN (Divyang)
- support and create conducive environment for promoting inclusivity.
- Initiate, brainstorm, plan, organize and collaborate with students.

Project Process

Prepare: (Suggestive ideas)

- Organise brainstorming sessions with the students
- Discuss the scope of project and prepare a road map
- Draft an action plan
- Make 'who needs my help' worksheet

- Participate in prayer services. Express feelings in form of poem/ story.
- Write letters to sick or distressed or visit old age homes / orphanages (read to them or play with them)
- Role-play, creating situations which call for a manifestation of empathy.
- Identify or compose a poem on the subject and read it to the class.
- Ask them to work on 'who needs my help' worksheets prepared during the 'Prepare' phase. They can depict it through words or drawing thinking about the needs of others and provide assistance without being asked. (Show the writings and pictures)
- Discuss how we can help CWSN, fighting with terminal diseases like Cancer, belong to disadvantaged groups.
- Plan their interaction, on rotation, with CWSN.

Reflective Musings:

- Talk about empathy with students, ask them to discuss it within their peer group and family.
- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.

"I believe empathy is the most essential quality of civilization."

- Describe what have you learned and felt about your project?
- How far was the activity beneficial for you?
- What have you learned about inclusivity from this project?
- The students will be given a Proforma to fill in so that they can assess their own learning from the project.
- The teacher will also fill the Proforma to assess and rate the performance of the students.

Share and Celebrate

- Students share awards and certificates for practicing the value after relating situations and elaborating on them.
- An assembly can be arranged to award the outstanding students.
- The report of the project may be published in the newspapers and the school's magazine.

Assessment

Rubric may be developed in consultation with teachers

Project - 4: Care for Homeless Children

Project Focus- Child Rights

Target Point- Groups as community volunteers participate in a programme to give happiness to children living in shelters. This would also increase awareness about the issue of homelessness. This SE project will also focus on every child's right for special protection and care. Children have the right to an adequate standard of living, health care, education and services, and to play and recreation.

Learning Outcomes:

Learner

- understands and appreciates every child's right to an optional standard of living, health care, education and services, and to play and recreation. These also include a balanced diet, a warm bed to sleep in, and access to schooling.
- is aware about issues of homelessness.
- develops empathy for other children who may be less privileged than them but not less creative or talented.
- expands their horizon of society and develop an understanding of child rights.
- assesses impact of one's work.
- supports underprivileged children.
- helps create a social environment that supports and respects every child's rights.
- develops deep insight into the living conditions of underprivileged children.

Role of mentor/ teacher:

The teacher/ Mentor/Initiator

- help students develop an action plan.
- provide them with an understanding of Child Rights.
- help them with all support in terms of logistics.
- facilitate the process and provide them all scaffolding required.

Project Process:

- help students in identifying a shelter for children.
- guide students to understand the complexities involved by a few pre-project activities.
- brainstorm and ask what they think their objective is.
- coordinate with the authorities concerned and complete any official formalities required in the school and in the shelter.

Suggestive activities

- Plan to clean a shelter. The improved aesthetics will add cheer to the House.
- Identify needs of various Shelters in the community (Read the concept and complete the Survey Form). Look up which Shelter has the direst need to be painted. Steps for painting the Shelter:

- a) A group of students may go and take measurement of the area to be painted- the rooms, the compound wall and the outside wall.
- b) Discuss the budget that will be involved in purchasing the paints and discuss how to arrange for any donation from the community.
- c) Organise a donation drive.
- d) Meet the local authorities.
- e) Get budget allocated for cleaning

Reflective Musings:

- Discussions will be held in the class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.:
 - i. Describe what you have learned and felt about your project.
 - ii. How far was the activity beneficial for you?
 - iii. What have you learned about child rights from this project?
- What can be your future plans about continuing to support such children in terms of their other basic requirements?

Share and Celebrate

- An assembly can be arranged to award the outstanding students.
- The students may display activity pictures (before and after) on school notice-board.
- Certificates can be awarded to all students.
- The report of the project be published in the newspapers and the school's magazine.

Survey Form - Suggestive

1. Please read the following concept and complete the survey:

A group of students from _____(School's name) are interested in giving a makeover to a House like yours. These children have decided to bring happiness to a group of their friends by adding colour to their life and be friends with them. However, as the resource is limited, they are interested to find out which of the Shelters have the urgent need for it.

Survey form to identify Shelter for Makeover

i) Select how you feel about the qualities of your Shelter:

Quality/Scale Low _____ High 1, 2, 3, 4, 5

Maintenance of rooms

Maintenance of bathrooms

Number of games played

Colour of your room-wall

Classes conducted

ii) After reading the above service description, how interested would you be in using the described service?

- Not at all interested
- Not very interested
- Neither interested nor uninterested
- Somewhat interested
- Extremely interested

iii) Which features are the most valuable in the above description?

iv) Do you find anything unappealing in the concept? Please Write.

v) How often do you get such opportunities from other community groups?

- Once in a year
- Once in two years
- Less often
- Never seen

vi) Do you want us to do anything more for you in addition to what we offering? List any three in order of you preference.

Alternate Suggestive Activities:

- Celebration of festivals with children in Orphanages.
- Adopting an Orphanage/Slum/Village and help to skill children (Communicative Skills, Etiquette, Exploring viable job opportunities)

Assessment

Rubric may be developed in consultation with teachers

Project - 5: Being Safe and Responsible

Project Focus - First Aid/ Health Club; Disaster Prevention and Mitigation

Target Point - To bring awareness in the society about safety concern, reactions to different types of dangers and how to give first aid during emergencies.

Learning Outcomes:

Learner will

- understand importance of being safe and responsible.
- understand the importance of first aid, dealing with cuts and bruises, heat exhaustion and heat stroke, breathing difficulties, cuts nosebleeds, choking, basic sports injuries
- practice first aid skills in order to empower them to help people in emergencies.
- learn to prepare a first aid kit.

Cross-Curricular Linkages

- The students will learn basics of first aid.
- The students will be trained practically about first aid skills.

Project Process

- The students will be provided tips for facing danger.
- Informative lecture-demonstration sessions will be arranged with doctors from different hospitals including a dentist.
- The students will be provided first aid boxes.
- The students will be divided into four groups for conducting the project. A project manager from within the group will check the progress of the students for their field work. The project manager will bring a camera to make video of first aid provision to others.
- After collecting data about the topic, the students will discuss various dangers in the classroom and will come up with life saving and precautionary reactions. They will be asked the following questions:
 - What is your very first response to danger?
 - Why is first aid not a common practice?
 - How can it be made common practice among people of the community?
 - Can you explain different situations in which first aid is required?
 - What can be your first reaction towards an injured person?
 - What will you do, if you see an unconscious person lying in a pool of blood?
 - What can be done to make first aid a common practice?
- The students will go to the hospitals in order to attend lectures of the doctors about first aid. Each group of students will visit 3 doctors. The students will also make videos of the sessions held with the doctors. 'First aid' videos will be shown to students.
- Practice of first aid will be done in the classroom.

- The students will learn how to check temperature and blood pressure of a person.
- Charts and models will be prepared by students.
- The students will perform first aid in real life. They will treat the injured students and their community members. They will keep a record of those who will be treated.
- The students will teach students of lower class about different first aid techniques.

Reflective Musings:

- Students will share their experience of working on the project with their teachers and class fellows.
- Students will be asked the following questions about their project and present it in the form of a report:
 - What did you learn after conducting this project?
 - Did you feel that this project made a difference to your life and the lives of others?
 - What problems did you face during the project?
 - Do you think that the project was successful?
- The students will develop a proforma to fill in, so that they can assess and judge their performance.
- The teacher will also develop a proforma to assess and rate the performance of the students.
- Each student will present a Report.

Share and Celebrate:

- Health Mela: A Health Mela can be organised to sensitize people about the importance of first aid. Demonstrations and lectures on administering first-aid can be presented.
- Exhibition: An exhibition will be held during the Mela. Charts and models made by the students can be displayed in the exhibition.
- Speeches: Speeches/ Lecture-demonstrations can be done by the students to spread awareness about first aid.
- Publicity: The report of the project may be published in the school's magazine and newspapers.

Assessment

Rubric may be developed in consultation with teachers

Project - 6: Environment Conscious Citizens as Part of Eco Clubs

Project Rationale -

Our world is changing, and changing fast. Our environment is pressured due to over-exploitation of our finite natural resources, climate change, and rapidly changing economic and social situations. This is leading to us leaving behind a complicated and difficult mess for our future generations to deal with. Unless the young generation does not build an appreciation for nature and see value in its preservation, we will continue to deplete our natural resources, causing irreparable damage to our planet.

Our education systems must ensure our children develop an understanding of the environmental systems and learn new skills and new ways of living sustainably with respect for themselves, each other, their communities and their surrounding environment.

Education has been globally recognized as a key solution to achieving sustainability in development and current lifestyle approaches. To achieve this, it is important to target all the stakeholders by empowering them to take conservation action. Classes IX to XII are the most crucial years of laying foundation for professional life, thus an intervention at this stage is most impactful in shaping the society.

Project Focus-

This is a leadership building exercise and will help the students to become a thinking and environmentally conscious individual. It is a journey of self-evaluation and personal and professional growth.

Target Point-

The following activities that the senior secondary school (Classes IX to XII) students of all the CBSE schools, can undertake through its Social Empowerment through Work Education and Action (SEWA) programme. You can choose 1 activity from each section.

6.1. SELF HELP

6.1.1 Learning Outcomes:

Students will –

1. Connect with nature
2. Adopt practices that will benefit the environment
3. Prepare a plan and suggest steps your family can take to become a sustainable household.
4. Manage domestic waste produced in their homes

6.1.2 Activities –

Did you know that nature has a therapeutic effect on us? It has been scientifically proven that, being in the proximity of nature encourages physical activity, reduces negative

emotions, enhances recovery from illness and eventually has positive effects on physical and mental health. Nature can be an individual's first step to achieving holistic well being.

6.1.2.1 Connecting with Nature

- a) Go on a walk in a park/garden/forest nearby. Choose a time when there is a likelihood of minimum disturbance.
 - b) Take a deep breath and feel the air (warm/cool).
 - c) Visit regularly and observe different kinds of trees that grow there.
 - d) Compare their size, kinds of leaves, flowers, seeds, bark, canopy etc.
 - e) Observe different kinds of birds, insects any other animal that you see on the walk.
 - f) Look closely at the birds and insects having an affinity to a particular kind of tree. Find out if there is a symbiotic relationship.
 - g) Choose a plant and observe it closely to find some additional information about the tree such as flowers, fruits, seeds, bark, trunk, any special adaptation, size, kind of soil it grows on etc.
 - h) Find the name of the tree, its importance in nature and for humans.
 - i) Collect or draw pictures of its leaves, fruit, flower and other prominent parts.
 - j) Create herbariums with fallen leaves, flowers and twigs of the tree.
 - k) Look for a special feature that helps the plant adapt in the climate of your region.
 - l) Make a list of books and publications that you referred for additional information on the tree.
 - m) Prepare a portfolio for the tree capturing detailed information about the tree.
 - n) Read National/International publications and websites on environmental themes regularly.
- **Refer to field guides on the Indian Landscape on Birds, Mammals, Reptiles, Trees and Marine life**

6.1.2.2 Set up a small kitchen/herb garden at your school. This can be your first step to healthier living while conserving resources. If possible, take help from a gardener or a visit a nursery nearby.

- a) Identify a space in your school, where you can start your kitchen garden. You can grow vegetables/herbs in pots as well.
- b) Ensure that it gets enough sunlight.
- c) Analyze the space available and decide upon the herbs/vegetables you can grow.
- d) Choose the herbs/vegetables that are easy to grow and are seasonal.
- e) Procure the seeds, soil, pots (optional), manure and basic gardening tools.
- f) Water your garden regularly.
- g) Consult a gardener on the steps to be taken to care for the plants.
- h) Harvest the vegetables/herbs and cook your favourite dishes with them.
- i) Involve others in looking after the garden.

6.1.2.3 Prepare a plan to make the households of all students and teachers of a class more efficient and sustainably functioning unit.

a) Prepare a chart to evaluate the monthly household expenditure on various items used by your family and the waste generated. Talk to your parents and other family members to collect the information.

Items	Monthly Expenditure	List of waste generated
Groceries	INR	Packaging material- Plastic bags, tetra packs, cartons, plastic bottles etc.
Fruits & Vegetables	INR	Food waste
Clothing (monthly average)	INR	Old clothes, buttons, bed sheets, old shoes etc.
Electricity	INR	
Transport	INR	
Cooking Gas	INR	
Water	Litres	Waste water from kitchen, laundry etc.

b) A sustainable household should have minimal impact on the environment. For this, it should use minimal resources and generate as less waste as possible. To ensure this, suggest ways in which use of resources and generation of household waste can be minimized.

c) Reuse grey water or waste water from the kitchen and laundry for gardening or floor cleaning.

d) Repair, Reuse and Recycle household waste as much as possible.

e) Reduce the use of electricity and cooking gas

f) Use eco friendly means of transport such as public transport or CNG vehicles.

g) Practice the above ways and review the chart to measure the extent to which your household has become low cost and sustainable.

6.1.2.4 Segregation and proper disposal of waste in every household will help combat the issue of waste management in out towns and cities by reducing the burden on its landfills. It is important to segregate waste at source itself. Sensitize family members of households and start segregating waste at each selected home.

a) Keep separate containers for dry and wet waste in the kitchen.

b) Keep two bags for dry waste collection- paper and plastic, for the rest of the household waste

c) Keep plastic from the kitchen clean and dry and drop into the dry waste bin. Keep glass/plastic containers rinsed of food matter. Give away the recyclable waste items to the kabadiwala/junk dealers or rag pickers.

d) Send kitchen waste to the community compost pits. You may sensitize and encourage your community to start composting wet waste from the kitchen.

6.2 COMMUNITY OUTREACH ACTIVITIES

6.2.1 Learning Outcomes:

Students will –

1. Conduct awareness campaigns in School and neighbourhood community.
2. Conduct survey on utilization of resources, quality of soil, water, air and sanitary conditions
3. Prepare a report based on the survey and inform the local authorities about the issues.
4. Adopt a neighbourhood community for greening and cleanliness.
5. Suggest innovative solutions for sensitization of the community and dealing with local environmental issues.

6.2.2 Activities –

6.2.2.1 Start a Birding club in your school

- a) Find a group of nature enthusiasts (conservation leaders) in your school who volunteer to be the core working committee for the Birding club. Give an interesting name to your club.
- b) Organize the Birding club core committee meeting to plan the activities of the club.

Arrange for some binoculars, if possible.

- Conduct regular nature walks especially during winters.
- To start with looking at some common birds.
- Be attentive to the different kinds of bird calls you hear during the walk.
- Observe their size, colour of feathers, colour of the eyes and beak and claws if possible.
- Try to find out the different kinds of nests birds make.
- Follow some basic rules during birding walks such as, maintaining a distance from nests and nesting colonies to ensure that there is no stress caused to the birds.
- Learn some interesting facts and stories about birds and share them among your birding community members.
- Refer to books
- Conduct regular meetings for the core committee to share knowledge and gain from each other's experience.
- Conduct presentations for others in the school to sensitize them about issues concerning the birds.

6.2.2.2 In the 21st century, it has become utmost essential for the schools to become green entities and undertake activities that will empower their students and teachers to take conservation action and become leaders for nature conservation. Prepare an annual calendar of activities that will offer them opportunities to explore, learn and practice sustainable living. Student committees can be formulated to undertake following activities during the year.

- Publish quarterly e-newsletter on Sustainability and Conservation of environment, "The Green Gene". Students will design e-newsletter. The following are the suggested sections; however, students may use their own creativity to design it. –
 - i. Editor's Column
 - ii. News Alert
 - iii. New species discovered
 - iv. People for the Planet (Conservationists, scientists, authors for nature etc.)

- v. Sustainable practices – Try at Home
 - vi. Activity section (Crossword, Quiz, picture quiz, puzzles etc.)
 - vii. Reader’s Column (Nature art, posters, stories, poems, photographs etc. contributed by the readers)
 - viii. Circulate the newsletter to all the stakeholders.
- Suggest methods to reuse of greywater in school. Share the ideas with the school authorities and support them in the implementation.
 - Track journey of waste in your school from source to destination
 - Segregate waste in your classroom and prepare a plan to dispose each kind of waste sustainably. Attempt to become a zero waste classroom and showcase your classroom as a model classroom for others to follow.

6.2.2.3 Survey your local community to find out the environmental issues. Prepare a set of questions that you will need to ask to collect relevant information on sanitary conditions, quality of air, soil and practices that have a negative impact on the environmental health.

Prepare a report on the above with respect to your school/community highlighting the issues and its impact on them. Draft a letter to the school/local authorities informing them about the issue and send the letter to them along with the report.

6.2.2.4 Make a School Compost pit- Organic waste constitutes 35-40% of the municipal solid waste generated in India. This waste can be recycled by the method of composting. Composting ensures that this waste is not carelessly thrown or left to rot but nutrients are recycled and returned to the soil.

- a) A group of students may conduct a survey on the kind of waste produced in the school.
- b) Identify a cool, shady corner in your school compound or garden where a pit can be dug. Cover the pit with a net or mesh to keep away flies and birds.
- c) Start a waste segregation project in the school. Install two dustbins in the school for biodegradable and non-biodegradable waste.
- d) Put a layer of biodegradable waste (Bits of paper, leaves, twigs, fruit peels, leftover food etc.) into the pit and cover it with a thin layer of soil or dried leaves to prevent bad odour.
- e) Turn the waste over and over once every three days. In about 45 days, the pure, rich and organic waste will be ready to be used in the school’s garden.

6.2.2.5 Plan an awareness campaign for water conservation/plastic free school/neighbourhood in your school and execute it.

- a) Create a poster to dissuade the local community members from using plastic bag or waste water and display the posters in public places.
- b) Write slogans against use of plastic bags/water wastage/pollution.
- d) Have these community members take pledge to avoid using plastic bags/ prevent water wastage.

6.2.2.6 Form groups of volunteers in your neighbourhood for making it greener and cleaner. Undertake any of the following activities in the locality-

- a) Conduct cleanliness drives in the locality
- b) Carry out plantation drive in the locality

- c) Install dustbins in the area
- d) Write a letter to the local authorities to ban plastics
- e) Run anti fire cracker campaigns in the locality.
- f) Encourage community households to segregate waste and educate them about proper disposal of waste.

6.3 PRE VOCATIONAL AND SKILL DEVELOPMENT ACTIVITIES

6.3.1 Learning Outcomes:

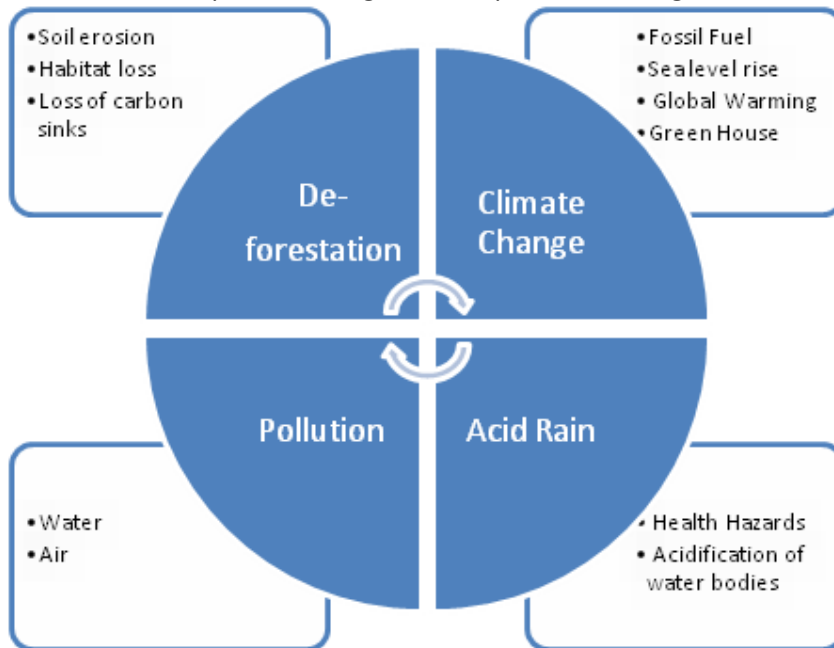
Students will –

1. Prepare a plan to start a small scale eco-friendly business (Entrepreneurship)
2. Set up Vermicompost pits/compost bins, Upcycle (Paper, Glass bottles, plastic), installing vertical gardens for earning profits.

6.3.2 Activities –

6.3.2.1 As more consumers demand that companies behave in a socially responsible way, it's becoming more common for businesses to implement environment friendly practices. You can take this initiative one step further by starting an eco friendly business and scale it.

- Prepare a mind- map of desirable and sustainable future in local community or neighbourhood. For example, following is the map for describing environmental issues-



- List the changes needed in the local community to ensure that the business does not harm or degrade the environment in any way. Each required change is a business opportunity.
- The business can be service/product based.
- Fix upon a business based on your knowledge and skills.
- Describe your business idea. (What to sell? How to sell? Where to sell? Who will buy? Why will he buy?)

- Find the investment on the basis of operational and human resource costs. Fix the pricing.
- Plan a fundraising activity (refer to next activity).
- Analyze the risks & threats. Prepare a strategy to overcome it.
- Analyze strengths and opportunities and plan to use them for running your business.
- Build your network. Promote your product/service (Make a poster advertisement for your product/service).
- Few eco friendly businesses are- Selling upcycled (paper bags, cloth bags etc.) or energy efficient products, garden products, nursery, environmental radio programme etc.

6.3.3. Fund- Raising for Eco Friendly businesses-

- Explain who you are, what you are all about and why someone should support you in 15 seconds.
- Remember fundraising is not just about raising money, it's also about building relationships with your community for the longer term.
- Tell the prospective supporters following things.



- Share a report of expenditure with your donors/supporters to ensure transparency and credibility in your efforts.

6.3.4. Environmental consciousness and sustainability should infuse in every aspect of our living. This will require every individual to develop certain skills that will enable them to manage their resources more efficiently.

- Make a list of skills that are required to manage resources in a more sustainable way such as vermicomposting, paper recycling, gardening, rainwater harvesting etc.
- Find an expert and invite him/her to conduct a workshop.
- Organize the workshop in the school.
- Have students form groups and undertake the project.
- Organize an exhibition to display the projects.

Project - 7: Reduce, Recycle, Reuse (most important 3R's) and Now Respect

Project Focus – Conservation, Caring for the Planet, Segregation of garbage

Target Area - It enables children to learn about the original source of material and also which materials can be recycled.

Every living organism is important in this world, be it an elephant, a banyan tree, a rabbit, an insect, a mustard plant, or inanimate resources such as water, air or soil. They are members of one or the other food chain and are dependent on one another. Every food chain starts from a plant source and man is the last consumer in almost all the food chains. But with increasing population the resources are depleting. We need to establish a balance between human populations and available resources so that renewable sources find sufficient time to renew themselves and others can be recycled and reused.

Learning Outcomes:

Learners-

- learn about the original source of material goods such as glass, aluminium, iron, paper, plastic, petroleum, coal.
- learn the importance of segregating garbage.
- learn which materials can be recycled. .
- learn to coordinate between plan and action, within the volunteer group as well as with the target group.
- find new ways of cooperating with each other.
- learn social skills and ability to solve problems in a group.
- understand the importance of conserving resources.
- explore and internalize the importance of Reduce, Recycle, Reuse.
- learn to use resources judiciously.

Project Process: Prepare:

- Students will make a rough layout and plan the activities to practically implement the project.
- Conduct a class discussion. Discuss the meaning of recycling. (The teacher may tell a story with a message - "There is enough for everyone's need but not for their greed").
- Students will make a list of things that can be recycled at home or at school.
- Discuss the reasons for recycling. Ask students if they know what the source of the original material is.
- Many students do not know the actual origin of materials and how material is recycled. Prepare and use the resource sheets to sequence the steps from original product to recycling for each material.
- Draw story boards about where materials come from. Display stories.
- Identify locality or target area for the execution of the project.
- Form groups of 10 to 12 students and elect a group leader for each group. The students in each group should preferably be from the same residential area to make it practically easy for them to target their project area.

- Divide larger areas into smaller target areas, and allot them to each group accordingly.
- Do a door to door survey to find out things that are needed to be recycled by the people living in the neighbourhood and collect data to fill in the provided survey sheet.
- Talk to the local area welfare society and arrange a presentation.
- Conduct a survey on environmental hygiene of your school (classroom, corridors, washroom, public spaces) and suggest solutions.
- Prepare a presentation to :-
 - spread awareness about Reuse and Recycling.
 - sensitize people about conservation of nature by recycling.
 - make residents aware about the benefits of segregating the trash.
 - tell them about the various benefits of understanding the origin of various goods so that recycling becomes easy for them..
- Ask students to prepare two lists by following the steps given below:
 - Make a list of all man-made things around them.
 - Try to find out where they come from.
 - The materials, about which they have a doubt (its origin), will be marked in the list.
 - The teacher will help them find the origins of these materials.
- Share the list prepared by you with the residents and prepare a consent list of those who would agree to segregate the trash in order to facilitate the garbage disposal.
- Prepare an evaluation sheet after monitoring and taking feedback from the residents to make a record of people to know how they have benefitted from the project.

Reflective Musings:

- After the collection of the data from survey, ask students to assemble all the collected data at one place.
We have to start caring about our planet. That is why we should recycle. "Why should we recycle? To talk is good, to act is better."
- Guide students to research and prepare two lists- one with the materials that can be recycled and another one with the materials that cannot be recycled.
- Guide students to prepare a presentation highlighting the following:
 - Meaning of Recycling.
 - The need for reuse.
 - Does it help in easy disposal if the garbage is segregated?
 - Why do some materials need to be recycled while others cannot?
 - Why does man need to control greed and utilise Mother Earth's resources thoughtfully?
 - Why do we need to respect the resources provided by nature?
 - What should be reduced and why?
- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.,

- Describe what you have learned and felt about your project:
 - How far was the activity beneficial for you?
 - What have you learned about yourself and your surroundings from this project?
 - How do you think we can sensitize people about conserving and respecting resources?
 - How can we make the project more effective?
- The students will be given a Performa to fill in so that they can assess their own learning from the project.

Share and Celebrate:

- An assembly can be arranged to award the outstanding students.
- The students will display the charts and models on school notice-board.
- Certificates can be awarded to all students.
- The classroom can also be decorated with charts and models.
- The students can also keep imparting information regarding cleanliness through a practical demonstration to other students.
- The report of the project may be published in the newspapers and the school's magazine.

Survey Sheet

SN	Name	Residential Address	People who started segregating garbage	People who did not start segregating garbage	People who were benefitted (Those who Changed)

Student Evaluation Sheet to be filled by the Mentor after the completion of each activity:-

Scheduled Activity	Proposed Date	Suggested number of hours	Hours invested	Date of completion of the activity	Learning Outcomes achieved	Skills developed

Self Assessment

1. The experience was a great learning experience because

2. The next time, i will ensure

3. The community needs that were fulfilled

4. The community needs that were not addressed include

5. The things that i would do differently next time include

6. I think we can be better equipped for future involvement in the community by

Overall Assessment

Rubric may be developed in consultation with teachers

Activities under SEWA?

Activities leading to 'Physical Fitness' as an outcome and contributing to a healthy lifestyle will fall under SEWA.

The assessment criteria will be evidence based taking the readings from Health Card (**Fitnometer, Actometer and Nutrometer**). These will be used as scientific evidence towards fulfilling the weighting assigned to this component. These activities need to be taken up in larger groups and organized as a motivational and aspirational tool of outreach to the community.

The illustrative list of activities suggested under this theme are as under:

- Being part of **adventure camps** either at school or as part of collaboration with uniformed services, this is in addition to the 'adventure' activities under the strand
- Part of '*Swachh Bharat*' activities such as cleaning and clearing fields and other initiatives of Ministries.
- Creating leagues of Sporting activities (basketball, volleyball, swimming, hockey, netball, squash, cricket and boxing) as interclass, school, city, district or even at national levels
- Long distance runs (half and full marathons). 'Fun runs' for a cause
- Yoga, Running/ Jogging with fitness trackers with a goal in mind at the end of the year.
- Dance and choreography in groups
- Trekking/ Hiking/ Biking/ Cycling as meaningful fitness activities with a goal in mind at the end of the year.
- Camping, Military training with a goal in mind at the end of the year.
- Gardening and creating herb gardens/medicinal gardens/vegetable garden
- Disciplined and responsible dietary habits as outcome-based fitness projects

Managing Sport Events: An Exemplar Activity:

All participation in any of the above activities or those under scheme of games and sports must be consistent and on a daily basis. The **by-product and outcome** of these will be **health and wellness and overall fitness**. **Physical fitness** also leads to choosing **good dietary practices**, thus ensuring **good nutrition habits**.

Organizing and managing sport events are complex. It includes integration of modern management skills like budgeting, sponsorship management, venue management logistic management, facility management are required.

Learning outcomes:

The learner:

- Creates court/ground marking as per specifications
- Learns to use equipment for marking such as nails, ropes, pegs, hammer, measuring tape, chalk powder
- Prepares fixtures as per the specifications:

- Maintains props and equipment as per the requirement e.g. pressure for various balls, plans budgets, organizes venue, logistics
- Implements to make it a positive learning experience
- Marks restricted area around the field servings, area, pitch, scorers table
- Uses chalk powder to make a 5 cm line as per the dimension of the field depending on the game.
- Understands cross curricular linkages through concept of dimensions (Length, breadth, depth on height), radius, diameter
- Understands the methods of conducting a league and implements them

League Format

League is a way of conducting a tournament where each team plays against all the teams or within a group. In league format, teams play all the pre-fixed matches and get the advantage to recover even if the team losses the first or second match.

For example, in a tournament, if 4 groups are made and each group has 4 teams in each group, one team may play against 3 other teams.

Likewise, the champion of all 4 groups move to the next level. In the next level, the group champion teams may play against each other (all the teams) and the winner is decided based on the maximum number of wins. This method is known as league-cum-league.

The other method is league-cum-knockout where in the champion team of a group plays with the other group champion and the winners play the final.

The method of league or league-cum-knockout solely depends on the organizers. Organizers decide on the basis of time availability, no. grounds available, funds and no. of teams.

In a league format, the total no. of matches is calculated as $n(n-1)/2$

'n' is the total number of teams.

Each group has 4 teams. So the total no. of matches in each group will be

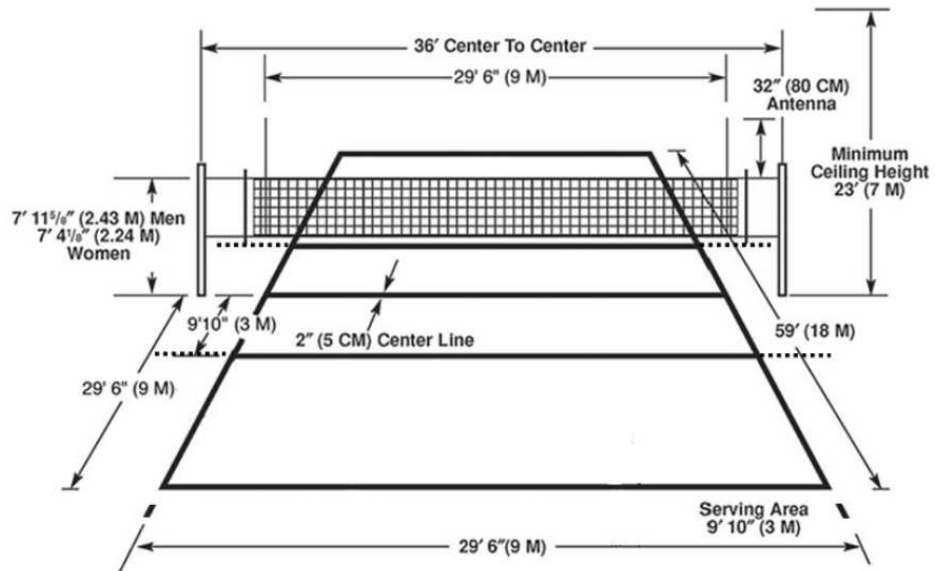
$$n(n-1)/2$$

$$4(4-1)/2 = 6 \text{ matches}$$

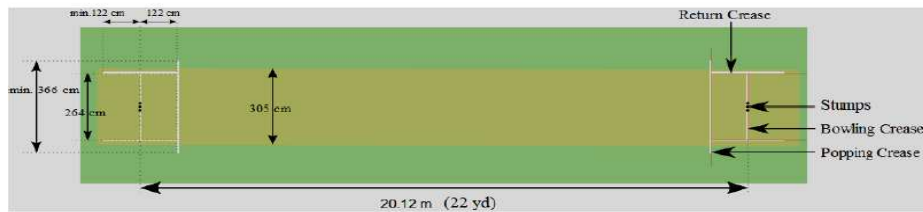
Total no. of matches including all the groups will be 24 only (6 matches per group X 4 groups).

Post group league, it may continue as league format or knockout format.

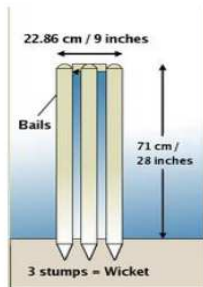
Volleyball: Dimension of the Court



Cricket: Dimension of the Pitch



Pitch Dimension



Wicket/ Stumps Measurement

Maintaining the Props and Equipment?

Check the pressure carefully. Pressures for various balls are:

Football - 0.6 – 1.1 atmosphere (600 – 1,100 g/cm²) at sea level

Basketball – 3.17 – 4.0 atmosphere (3170 – 4000 g/cm²) at sea level

Volleyball - 0.30 - 0.325 atmosphere (300 – 325 g/cm²) at sea level

Before using balls:

1. Inflate balls to correct pressures.
2. Before you inflate the balls, moisten the needle.
3. To inflate balls, squeeze balls while gradually adding a small amount of air at a time.
4. Inflating balls with too much air at once will damage the inner tube/ bladder.
5. Avoid inflating balls with machines as it may over inflate resulting in bursting.

After using balls:

1. Deflate little air after use. If the same air pressure remains in balls after use, balls may expand or deform.
2. Wipe the surface with a soft cloth.
3. If you are unable to remove dirt easily, wipe balls with a moistened cloth.
4. If you are unable to remove dirt with water, wipe balls with a cloth moistened with water-diluted mild detergent.
5. If you use mild detergent to clean balls, thoroughly wipe off any remaining detergent to ensure that it does not remain on the ball surface. (Detergent may cause stain).
6. If you use water to clean balls, wipe the ball afterwards with a dry cloth.
7. Dry balls out of direct sunlight in a well-ventilated place.
8. If the ball has been soaked by rain, wipe away moisture and dirt using a cloth. Dry the ball out of direct sunlight in a well-ventilated place.

To store balls:

1. Avoid leaving balls in a place that is exposed to direct sunlight.
2. Avoid storing balls in hot or damp places.
3. Store balls in a well-ventilated place.
4. Inflate balls regularly, in a well-ventilated place out of direct sunlight.

To maintain props and equipment:

1. After the activity, use a dry cloth to wipe the props/ equipment and store in a well-ventilated place out of direct sunlight.
2. Check the condition of the props/ equipment regularly to avoid any unobserved crack/ breakage.
3. Do not leave the props/ equipment in direct sunlight for the whole day. It would reduce the life of props/ equipment.
4. Do not store the props and equipment made of iron/ metal in a damp place. The moisture may lead to rusting.
5. The equipment which has not been in use for long duration (posts, flags, poles, hurdles etc.) needs special care.
6. Wrap it properly and store it in a well-ventilated place out of direct sunlight. Such equipment should be checked at least once in a year to ensure the good condition.
7. Do not apply water in any leather props and equipment. Always use dry cloth to clean.

Project/ Activity 8: Studying the nutrition and health status of people in a peer group/ village/city slum/ tribal area/ neighbourhood

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

Specific Activities

- Adoption of a village/city slum/tribal area or even peer group/neighbourhood
- Preliminary identification of nutritional and health problems of the community.
- Preparation of questionnaire/interview schedule to elicit background and information from family such as:
 - General information: head of the family, type of family
 - Composition of the family
 - Meal pattern of the family
 - Monthly expenditure pattern on food, clothing, housing, education, medicine, fuel, transport, saving, remittance of debt, recreation, other items.
 - Details of monthly food expenditure.
 - Food produced at home.
 - Food given under special condition
 - Methods of cooking.
 - Food items stored in the home
 - Food items which are considered "good" and "not-good".
 - Commonly occurring health problems:
- deficiency / diseases of children
- other common ailments of children
- commonly occurring ailments in the family
 - Measures taken to get rid of the ailments
 - Environmental sanitation problem:
- procedure of disposal of wastes (solid or liquid)
- source of water supply and mode of water storage at home
 - Hygienic habits followed
 - Health services available
- Conduct of Survey (Students in groups may develop a questionnaire for the survey)
- Analysis of data and preparation of reports on main findings in respect of:
 - socio-economic conditions;
 - environmental sanitation problems;
 - commonly prevalent health problems;
 - malnutrition problems of children, mothers and the community;
 - undesirable nutrition, health and sanitation practices in the community;
 - practicable intervention measures to enhance the nutrition and health status;

- Helping in community health programmes and enhancing the nutrition, health and environmental status of the community through door-to-door contact programmes.
- Presentation through feedback videos/posters/pamphlets

Process

1. May be done individually, in pairs or in groups
2. Form may be developed for data collection
3. Online data analysis and graphical presentation of findings

Assessment

Rubric may be developed in consultation with teachers

Project/ Activity 9: Participating in the community health programme through door-to-door contact programmes.

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

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

Process

- May be done in groups
- Developing a checklist to collect data
- Analyze data and prepare a graph
- Record the findings in the report

Specific Activities

- Correlating the nutrition, health and sanitation problems in the adopted community. With the community health programmes being implemented and preparing a checklist of specific practices desirable in the community such as:
 - Gives supplementary foods to the child from the age of four months.
 - Gives milk to the child in katori and not in a bottle.
 - Feeds the child several times a day.
 - Feeds the child even when sick.
 - Immunizes the child.
 - Washes vegetables before cutting.

- Makes use of surplus cooking water.
- Uses green leafy vegetables regularly.
- Uses raw vegetables/fruits/sprouted grains regularly.
- Keeps the home surroundings clean.
- Uses waste water for growing plants.
- Throws garbage in a pit
- Keeps teeth clean.
- Keeps nails trimmed and clean
- Keeps hair clean and combed.
- Keeps clothes clean.
- Uses clean toilet facilities
- Distributing families among members of the project team for door-to-door contact and preparing a time schedule for door-to-door contact programmes, explaining the importance of desirable practices for better nutrition, health and sanitation and recording the practices present in the family in the checklist of desirable practices.
- Discussing the problems encountered by the team members after every 3 contacts, analyzing why a particular desirable practice is not achieved, finding out possible solutions to reinforce the programme.

Process:

- May be done in groups
- Developing a checklist to collect data
- Analyze data and prepare graphs
- Record the findings in the report

Reporting and Consolidation

- Consolidating the records of desirable practices on the first and last contact programme for the entire community and seeing the impact of the programme on the basis of improvement in practice percentage.

Assessment:

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

Project / Activity 10: First Aid: Awareness raising and demonstration

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

Specific Activities

- Preparation and use of First Aid Kit.
- Dressing of wounds and bandaging.
- Management of simple injuries and emergencies:
 - bleeding
 - shock

- drowning
- burns
- snakebites
- fractures
- poisoning

Activity 11: Plantation of Shade/ Fuel/ Ornamental/ Avenue trees

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

Specific Activities

- Identification of shade/fuel/ornamental/avenue trees.
- Preparation of herbaria of various trees.
- Phenological observations on vegetative growth, emergence of new shoots/leaves, flowering, fruiting, etc.
- Identification of seeds, seed treatment before sowing in the nursery.
- Preparation of nursery beds for sowing the seeds.
- Raising seedlings in the nursery and nursery management.
- Vegetative propagation by cuttings, layerage.
- Layout for planting
- Digging pits for planting.
- Preparation of soil-manure mixture for filling the pits.
- Transfer of seedlings for plantation.
- Planting with the help of planting board or rope.
- Providing tree-guards/fencing for protection (made of iron bars/empty old drums/thorny/ twigs/bricks/ barbed wire/live fence, etc.)
- After care of the plants: watering, weeding mulching, hoeing, protection against disease, pests, animals, adverse weather conditions, etc.

Project/ Activity 12: Acquaintance with common fertilizers and pesticides and their application with appropriate equipment.

- Elements of plant nutrition, Common fertilizers nitrogenous, phosphates.
- Concept of bio-fertilizers, micronutrients, Common insecticides, fungicides, weedicides.
- Calculation of doses.
- Plant protection equipments; various types of sprayers and dusters.
- Use and maintenance of plant protection equipments.
- Methods of fertilizers application soil and foliar application.

Specific Activities:

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

Assessment:

Data Collection, analysis and their reporting through graphs, presentations and written reports, rubric for assessment may be developed

Project/ Activity 13: Acquaintance with Common Pests and Diseases of Plants and Use of Simple Chemicals and Plant Protection Equipment

- Significance of pests and diseases in agriculture.
- General idea about biological and integrated control measures.
- Common insecticides, fungicides, weedicides.
- Common plant protection equipments, their construction details, simple repairs and maintenance.
- Precautions while using plant protection chemicals.
- Common pests of important field crops, vegetable and fruit crops.
- Common diseases of important field crops, vegetables and fruit crops.

Specific Activities

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

Assessment:

Data Collection, analysis and their reporting through graphs, presentations and written reports, rubric for assessment may be developed

Project / Activity 14: Preparation of Family Budget and Maintenance of Daily Household Accounts.

Specific Activities

- Identifying importance of household accounts.
- Learning the procedure of recording transactions.
- Keeping records of expenses, vouchers, receipts, bill, etc.
- Preparing simple receipts & payment account in the register systematically & neatly.
- Comparing past receipts and payments with present receipts and payments.
- Discriminating between necessities, comforts and luxuries of different families.
- Preparing a list of consumable articles of the family.
- Collecting comparative prices for the required consumable articles.
- Allocating the family income on various heads.
- Preparing family budget.
- Making a comparative study of the budget of families from lower class, lower middle and middle class.

Assessment:

Data Collection, analysis and their reporting through graphs, presentations and written reports, rubric for assessment may be developed

Project / Activity 15: Helping school authorities in organizing

(a) picnics, tours, excursions, functions

(b) exhibitions.

Specific Activities

- Helping school authorities in organizing picnics, tours, excursions and school functions:
 - planning the programme;
 - forming groups for different functions such as conveyance, food, games and entertainment, collection of funds and maintenance of accounts;
 - making arrangements/preparation of each activity;
 - organizing/performing activities on the day of the picnic, tour/excursion, function;
 - evaluation of the success of the programme/effectiveness of the activity undertaken.
- Helping school authorities in organizing exhibitions:
 - planning the programme;
 - collecting/making exhibits and keeping them safely;
 - collecting suitable tables, boards, etc. for display;
 - cleaning and decorating the exhibition hall or ground;
 - displaying the exhibits on proper spots according to plan;
 - doing reception duty on the day of the exhibition;
 - explaining exhibits to the visitors;
 - collecting the exhibits after the exhibition and restoring them to their owners/the school authorities;
 - putting back the furniture, etc. in its proper place.

Assessment:

Writing a report and making an audio visual film on the entire process including the planning stage.

Project / Activity 16: Participation in Adult-Literacy Programmes

Specific Activities

- Survey of the neighbourhood and identification of adult illiterates.
- Making door-to-door visits and persuading them to join literacy classes.
- Grouping the illiterates according to their age, occupation and interests.
- Grouping students on the basis of their known capabilities and interests.
- Selecting literacy materials with the guidance and help of the teacher.
- Making spatial and physical arrangements for conducting the programme.
- Making adequate preparation for teaching, including the selection of teaching aids.
- Teaching adults in groups.
- Getting together in class and reviewing the progress of work and problems, if any
- Modifying the teaching methods and procedures in the light of experience.
- Evaluating the progress of adult literacy and maintaining records.
- Materials, Tools and Equipment Required : Charts, maps, register, almirah, etc.

Procedure:

- Develop a survey form and conduct the same
- Develop a pre test and post test and administrator
- Conducting an end of the project assessment for the adult learners
- Compare the results of pre and post test and analyze the data

Project/ Activity 17: Resources for Classroom Use and School Use

Specific Activities

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

Procedure

- Brainstorm with the concerned subject teacher and develop a mind map
- Identify resources to be developed according to the subject
- Work in groups of 3-5 to develop resources, aids for a particular subject
- Pilot them in class in age-appropriate ways, modify if required

Assessment

- In groups, write a report based on the template developed
- As peer educator/ mentor / buddy, teach a lower class level using the resources developed
- Video film a lesson you are teaching using the resources developed and share it with other groups

CHAPTER 6
STRAND 4: HEALTH AND ACTIVITY RECORD

Note:

- The schools will maintain record of children in the formats given in next pages. This is only for the purpose of maintaining record and communication with parents, or if any information is required to be shared. It is for encouraging the child to attain health and wellness.
- No weightage of Health Record is to be given in result.
- This information of the students written in Health Record should not be shared with any third party/ agency in any case. Privacy must be ensured.

HEALTH AND ACTIVITY RECORD

CBSE
Logo

School
Logo

GENERAL INFORMATION

Aadhar Card no. of Student (optional) _____

NAME: _____.

ADMISSION NO.: _____ DATE OF BIRTH: _____.

M F T _____ BLOOD GROUP: _____.

MOTHER'S NAME: _____.

YOB _____ WEIGHT _____ HEIGHT _____ BLOOD GROUP _____

AADHAR CARD NO. (optional) _____

FATHER'S NAME: _____.

YOB _____ WEIGHT _____ HEIGHT _____ BLOOD GROUP _____

AADHAR CARD NO. (optional) _____

FAMILY MONTHLY INCOME _____.

ADDRESS _____

_____.

PHONE NO. _____ (M): _____.

CWSN, SPECIFY _____.

SIGNATURE OF PARENTS/ GUARDIAN

DATE:

Fitness Components	Fitness Parameters		Test Name	What does it measure	Age 15+ Yrs
Health Components	Body Composition		BMI	Body Mass Index for specific Age and Gender	Height, Weight
	Muscular Strength	Core	Partial Curl Up	Abdominal Muscular Endurance	60 seconds
		Upper Body	Flexed/ Bent Arm Hang	Muscular endurance/functional strength	Yes
	Flexibility		Sit and Reach	Measures the flexibility of the lower back and hamstring muscles	Yes
	Endurance		600 Mt Run	Cardiovascular Fitness/ Cardiovascular Endurance	Yes
	Balance	Static Balance	Flamingo Balance Test	Ability to balance successfully on a single leg	Yes
Skill Components	Agility		Shuttle Run	Test of speed and agility	6 x 10 Meters Shuttle Run
	Speed		Sprint/ Dash	Determines acceleration and speed	50 Meter Dash
	Power		Standing Vertical Jump	Measures the Leg Muscle Power	Yes
	Co-ordination		Plate Tapping	Tests speed and co-ordination of limb movement	-
			Alternative Hand Wall Toss Test	Measures hand-eye coordination	Yes

Test Details are:

Test Name	What does it measure	How to Perform	Equipment Required	Scoring
BMI	Body Mass Index for specific Age and Gender	BMI is calculated from body mass (M) and height(H). $BMI = M / (H \times H)$, where M = body mass in kilograms and H = height in meters. The higher the score usually indicating higher levels of body fat.	Scales and stadiometer as for weight and height.	Height and Weight as per the WHO for each Age and Gender
Partial Curl Up	The curl up test measures abdominal muscular strength and endurance of the abdominals and hip-flexors, important in back support and core stability.	The subject lies on a cushioned, flat, clean surface with knees flexed, usually at 90 degrees, with hands straight on the sides (palms facing downwards) closer to the ground, parallel to the body. The subject raises the trunk in a smooth motion, keeping the arms in position, curling up the desired amount (at least 6 inches above ground). The trunk is lowered back to the floor so that the shoulder blades or upper back touch the floor.	Flat, clean, cushioned surface, stopwatch, recording sheets, pen	Record the maximum number of sit ups in a certain time period, such as 30 seconds (Age 9-14 years) or 1 Minute (Age 15+)
Flexed/Bent Arm Hang	Upper body functional strength and muscular endurance	The subject is assisted into position, the body lifted to a height so that the chin is level with the horizontal bar. The bar is grasped using an overhand grip (palms are facing away from body), with the hands shoulder width apart. The timing starts when the subject is released. They should attempt to hold this position for as long as possible. Timing stops when the person's chin falls below the level of the bar or the head is tilted backward to enable the chin to stay level with the bar.	Stopwatch, an elevated horizontal bar	The total time in seconds is recorded.
Sit and Reach	Common measure of flexibility, and specifically measures the flexibility of the lower back and hamstring muscles. This test is important as because tightness in this area is implicated in lumbar lordosis, forward pelvic tilt and lower back pain	This test involves sitting on the floor with legs stretched out straight ahead. Shoes should be removed. The soles of the feet are placed flat against the Sit and Reach box. Both knees should be locked and pressed flat to the floor - the tester may assist by holding them down. With the palms facing downwards, and the hands on top of each other or side by side, the subject reaches forward along the measuring line as far as possible. Ensure that the hands remain at the same level, not one reaching further forward than the other. After some practice reaches, the subject reaches out and holds that position for at one-two seconds while the distance is recorded. Make sure there are no jerky movements.	Sit and Reach box with the following dimensions: 12" x 12" (sides) 12" x 10" (front and back) 12" x 21" (top) Inscribe the top panel with centimeter/mm gradations. It is crucial that the vertical plane against which the subject's feet will be placed is exactly at the 23 cm mark.	The score is recorded to the nearest centimeter as the distance reached by the hand
600 Mt Run	Cardiovascular Fitness/ Cardiovascular Endurance	Participants are instructed to run 600 mts. in the fastest possible pace. The participants begin on signal, "ready, start" as they cross	Stopwatch, whistle, marker cone, lime powder,	Time taken for completion (Run or Walk)

		the finish line elapsed time should be announced to the participants. Walking is permitted but the objective is to cover the distance in the shortest possible time.	measuring tape	
Flamingo Balance Test	Ability to balance successfully on a single leg. This single leg balance test assesses the strength of the leg, pelvic, and trunk muscle as well as dynamic balance.	Stand on the beam/line with shoes removed. Keep balance by holding the instructor's hand. While balancing on the preferred leg, the free leg is flexed at the knee and the foot of this leg held close to the buttocks. Start the watch as the instructor lets go. Stop the stopwatch each time the person loses balance (either by falling off the beam or letting go of the foot being held).	Stopwatch, can be done on just standing on one leg on a thin line (Age Group: 5-8 years) or a beam locally procured (Age Groups: 9-14, 15+ years)	Total time till the subject loses balance.
Shuttle Run	Test of speed and agility	Marker cones and/or lines are placed 10 meters apart. Start with a foot at one marker. When instructed by the timer, the subject runs to the opposite marker, turns and returns to the starting line. This is repeated four times without stopping (covering 40 meters total) for Age 9-14 years <u>OR</u> repeated five times without stopping (covering 50 meters total) for Age 15+ years. At each marker both feet must fully cross the line.	stopwatch, measuring tape, marker cones, a flat non-slip surface	Record the total time taken to complete the 40 mt/50 m course.
Sprint/Dash	Determines acceleration and speed	The test involves running a single maximum sprint over 20 meters (Age 5-8 years)/30 mts (Age 9-14 years)/50 Mts (Age 15+), with the time recorded. A thorough warm up should be given, including some practice starts and accelerations. Start from a stationary position, with one foot in front of the other. The front foot must be on or behind the starting line. This starting position should be static (dead start). The tester should provide hints for maximizing speed (such as keeping low, driving hard with the arms and legs) and encouraged to continue running hard through the finish line.	Measuring tape or marked track, stopwatch, cone markers, flat and clear surface of at least 60 meters.	Time taken for completion
Standing Vertical Jump (Sargent Jump)	Measures the Leg Muscle Power	The subject stands side on to a wall and reaches up with the hand closest to the wall. Keeping the feet flat on the ground, the point of the fingertips is marked or recorded. This is called the standing reach height. The athlete then stands away from the wall, and leaps vertically as high as possible using both arms and legs to assist in projecting the body upwards. Attempt to touch the wall at the highest	measuring tape or marked wall, chalk powder for marking wall	The jump height is usually recorded as a distance score.

		point of the jump. The difference in distance between the standing reach height and the jump height is the score.		
Plate Tapping Test	Tests speed and coordination of limb movement	If possible, the table height should be adjusted so that the subject is standing comfortably in front of the discs. The two yellow discs are placed with their centers 60 cm apart on the table. The rectangle is placed equidistant between both discs. The non-preferred hand is placed on the rectangle. The subject moves the preferred hand back and forth between the discs over the hand in the middle as quickly as possible. This action is repeated for 25 full cycles (50 taps).	Table (adjustable height), yellow discs (20cm diameter), rectangle (30 x 20 cm), stopwatch.	The time taken to complete 25 cycles is recorded
Alternative Hand Wall Toss Test	Measures hand-eye coordination	A mark is placed a certain distance from the wall (e.g. 2 meters, 3 feet). The person stands behind the line and facing the wall. The ball is thrown from one hand in an underarm action against the wall, and attempted to be caught with the opposite hand. The ball is then thrown back against the wall and caught with the initial hand. The test can continue for a nominated number of attempts or for a set time period (e.g. 30 seconds). By adding the constraint of a set time period, you also add the factor of working under pressure.	tennis ball or baseball, smooth and solid wall, marking tape, stopwatch	Score of the number of successful catches in a 30 second period

Chapter 7

Transactional Strategies for the Strands of HPE (Except Health and Activity Record)

The cross-cutting themes of the transactional strategy are as follows:

- Transacting it through cross curricular linkages cutting across subjects, thus creating interest and motivation, enhancing physical fitness levels thus leading to overall health.
- Enhancing Life Skills such as creative and critical thinking, problem solving and decision making, inter personal and Intra personal skills, empathy and self awareness, effective communication and collaboration and team-work.
- Focus on inclusion

The ways of transaction across the curriculum would include:

- Recognition of HPE as a compulsory component across stages beginning with pre-primary, primary, upper primary, secondary and senior.
- The CBSE in its previous circulars and advisories has already mandated at least forty-five to sixty minutes of compulsory transaction on a daily basis.
- PE has been an integral theme of the **Comprehensive School Health Manuals** (brought out in four volumes by the Board in 2005, revised in 2010). (Available under Resources)
- Resources for transacting PE by providing linkages across subjects at the Pre-primary, and Primary level are already available in **Physical Education Cards** brought out for teachers and students. (Available under Resources)
- PE Cards are also available for differently-abled children as PEC ability cards and also for secondary level (SPEC). (Available under Resources)
- **Life Skills Manuals** for Primary, Middle and Secondary have activities and themes for transaction of PE across classes in age appropriate ways. (Available under Resources)

Specific transactional methodology for Class IX – XII

- Students should select the activities they want to pursue further whether as specialists or for personal enjoyment.
- If students are to prepare themselves for using their leisure time effectively, they will need to acquire the knowledge and skills of a broad range of activities, sports and games so that they are able to make truly informed choices about the activities they want to get involved in as part of their own healthy lifestyle management. Therefore, facilitate sports/games/health and fitness/SEWA activities by discussing with students about the knowledge, attributes, skills, strategies and / or compositional knowledge required to meet the outcomes of the activity and involve students as performers and officials, judges and/or referees.
- Inter-class/ school games, competitions and performances must be encouraged and used as opportunities for assessing students using the continuous and comprehensive assessment framework.

- All schools cannot include every physical activity within its time table.
- The list of physical activities available to young people these days is vast and ranges from the very traditional, indigenous games of our country to the increasingly popular games and pastimes of the west. Combinations of activities chosen must take the choices of the students into account.
- **Schools may add their own games, sports and activities to the relevant category**
- Schools may choose the activities they wish to include depending on the infrastructure and expertise available as well as interest of their students.
- In classes IX and X, whereas all students are expected to involve themselves in games, activities and sports, it is possible that some of them may choose to excel in areas of their interest. It is therefore, recommended that such students be permitted to pursue **one activity out of the strands over each year**. This will allow for specialization whilst still providing breadth to their learning.
- As far as PE is concerned, there is a need to create a skilled class of PE educators or trainers through the TOT, cascade model, a beginning of which was made by CBSE in the PEC program. (Physical Education Cards) PE cards are age appropriate tools for implementing the PE curriculum using a cross-curricular approach.

Chapter 8

Assessment for the Strands

- The strands conceptualized will be assessed internally through a blended approach of self-assessment and teacher assessment.
- **There will be no separate theory part as was the trend earlier.**
- Students will be assessed in each of the strands on the basis of evidence such as - direct observation, checklists, and/or use of video. In case of SEWA Projects Students plan and conduct projects and communicate their findings. Evidence in this case can include journals, diaries, essays, laboratory reports, oral presentations and/or the use of video, etc.

Maximum marks allotted for each strand are given in table 1.1. SEWA can be assessed on the basis of the rubric developed by the class teacher for the project chosen by the class for that year. Each game/ sports/ activity should broadly be assessed on the basis of following criteria and marks should be given accordingly:

- Participation in game/ sports/ SEWA/ activity
- Basic Knowledge & understanding of the game/ sports/ SEWA/ activity
- Skills learnt/ development or enhancement of skills of game/ sports/ SEWA/ activity
- Motivation to excel
- Improvement in performance (competing with self)
- Team spirit
- Development/ enhancement of
 - Organizational skills for game/ sports/ SEWA/ activity
 - Leadership skills/ qualities
- Sensitivity towards
 - CWSN (children with special needs) / inclusion in team
 - Sensitivity towards gender in team

ART EDUCATION(CODE No. 502)

Rationale

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

The idea of creative art involves all the elements of commonly known art forms visual, performing and language arts, namely music, dance, drama, drawing and painting, modelling and sculpture, or construction work, pottery and ceramic work, poetry and creative writing and other connected craft forms.

Objectives

The objectives of art education are to:

- help learners to consolidate past experiences and knowledge;
- introduce learners to different media and techniques and their use for creative and productive expression for common use;
- provide opportunities for development of awareness about folk arts, local specific arts and other cultural components leading to an appreciation of national heritage;
- assist learners to use artistic and aesthetic sensibility in day-to-day life situation;
- enable learners to achieve a balanced growth as a social being in tune with our culture through project work.
- get acquainted with the life and work of the local artists/artistes;
- use resourcefully locally available material to make different products (objects) with the help of the community;
- refine the sense of appreciation of the beauty of nature through the basic elements of art forms.

Approach to Art Activities

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

In the interest of the learner, as far as possible, all the media of creative arts may be placed before them to facilitate selection of one form or a combination of art forms. These are:

Visual Arts

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

Art is about creative expression of the learners, uniquely contributed by each one. Studying the works of famous artists of the past or present is undertaken to orient the learners to varied expressions. Replicating or copying either the Master or the teacher's work will check the imagination of the students and therefore must be avoided in all cases.

Performing and Language Arts

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

Sources for Art Teaching

The arts programme in schools must reflect the ethos of the region. Artistic expression in music, poetry, dance theatre and in the creation of forms have been part of human life from the very beginning. It is an integral part of human existence. Exposure to the local environment and arts must be treated as an essential activity of the school art programme.

Besides individual expression, the arts provide an opportunity to the learners to study and appreciate the contributions made in the past and present. By learning to appreciate music, painting, dance and theatre, students develop aesthetic sensibility and sensitivity to understand people from other cultures. To build a harmonious society, a productive nation or a world, requires to make learners familiar with the tradition of arts of the local region. The strength and confidence gained from the familiar, will make it possible for them to respect and appreciate the culture and contribution made by others.

A creative expression essentially depends on the approach to create opportunities for learners to explore, imagine and communicate the same in an art form they feel confident to use. Availability of material and experts closer to the school or community can be accentuated.

VISUAL ARTS SYLLABUS

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

Two-dimensional or Pictorial Activities

- Study of visual resources and means of creative expression.
- Study of lines, strokes, colours, shades, tones, textures, etc. while organizing two dimensional space with two dimensional and three dimensional shapes and forms.
- Sketching from nature and surrounding.
- Creative use of colours to show space, atmosphere, subjective moods.
- Creative use of perspective in spatial relationship.
- Study of calligraphic strokes of Devnagari and Roman alphabet (Scripts).
- Use of contrast as an expressive element of art.
- Study and use of various media and techniques to the extent of their availability.
- Pencil, charcoal, water colour, crayon, oil colours, poster colour and gouache, acrylic colour and other unconventional sources of colours such as vermilion, yellow and red earth, rice flour, and tools like painting brushes for water colours and oil colours, Painting surfaces such as papers of various kinds and quality, like smooth, rough, thick, thin, etc., canvas, hardboard, simple marking cloth pasted on paper, etc.

- Collage and mosaic work with a variety of coloured papers and coloured printed pictures/photographs from magazines and newspapers.
- Printing: Mono printing, Printing with wood-cut blocks, lino-cut and metal foil : Serigraphy (silk screen), self-made stencil, etc.
- Basic knowledge of computer graphics.

Three-dimensional or sculptural activities

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

Assignments

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

Correlating Art Activities with Other School Activities

- Construction of puppets and their costumes and improvised puppet stage or theatre, correlation with Home Science and Arts (Drama) subjects.
- Aesthetic organization of the physical environment by enhancing the surrounding area, i.e., landscaping including plantation of trees and other flowering plants and vegetables, etc., correlating with Agriculture, Home Science and Environment Studies activities.
- Constructing stage setting props such as curtain, backdrops, stage lighting, improvised furniture sets, etc., designing utility (crafts) items; correlating with Work Education activities.
- Designing the school magazine and bulletin boards, making posters for school functions, and greeting/invitation cards, stage scenes for music, dance, drama performances, etc., correlating with applied Art activities.

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

Group Activities

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

Theoretical Understanding of Art and Culture

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

Performing Arts

Music (Vocal)

Theory

- Knowledge of the terms: Sangeet, Nad, Swar, Shudh, Komal, Teevra, Saptak, Mandra, Madhya Tar, Aroha Avaroha, Raga, Laya, Matra, Tal, Avartan, Sam Tal.
- Basics knowledge of notation systems.
- A brief introduction of Indian music

Practical Activities

- National Anthem
- Songs for community singing
 - Five folk or tribal songs of different regions, indicating time of the year, occasion and the function with which they related. Writing down the same with its meaning and knowledge of its rhythm.
 - Five devotional songs (Bhajans, Shlokas, Hymns, Sufiana Kalam and Shabad Kirtan)

- Three songs in regional languages other than mother tongue.
- Three patriotic songs on the theme of universal love and amity.

To create proper sense of swara and laya through Talabadh and Alankaras.

Introduction to the structure of any four of the following Ragas with: Bilawal, Yaman, Kafi, Bhairav, Shankarabharan, Kalyani, Mayamalav gaud, Todi (accompaniment of Tanpura and Tabla or Mrudang). The Teacher should communicate the characteristic features of the raga and its swaras pattern. The teacher may use references of popular songs for Ragaassociation.

The following tals and their thekas-Kaharva, Dadra, Trital, Jhaptal & Aditala, Alankar Talas.

Project Work

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

Music (Melodic Instrument)

Theory

- Knowledge of the terms : Sangeet, Dhvani, Nad, Swar (Shudha, Komal, Teevra) Saptak (Mandra, Madhya, Tar) Aroha, Avaroha, Raga, Gat, Laya Matra, Tal, Avartan, Sam Tal, Khali, Laghu Dhrutham, Anu Dhrutham.
- Basic Knowledge of notation systems.
- Short notes on at least four musical instruments, their main components and the characteristics of the sound (music) they produce.

Practical Activities

- Tuning and playing of any one of the following instruments: Sitar, Sarod, Violin, Flute, Veena, Mandolin, Guitar (accompaniment of Tabla).
- The candidates playing musical instruments may be allowed to opt for community singing or for instrumental assemble based either on the ragas from the syllabus orlight and folk dhun (Melodies).
- To create proper sense of swaras and layas through Talabadh Alankaras.
- The following ragas with descriptive details: Bilawal, Yaman, Kafi, Bhairav, Sharkarbharanam, Kalyani, Mayamalav gaud, Todi, Saveri (accompaniment of Tanpuraand Tabla).

- The following five talas and their thekas : Kaharva, Dadra, Trital, Jhaptal, Adi Tala, Alankar Tala

Creative Drama

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

Theory

- Knowledge of the terms: Mime, play script, movement, characterization, stage, stage props, stage costumes, stage movements, stage lighting, one-act play, etc.

Practical Activities

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

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

Dance & Movement

Movement and rhythm, as expressed through dance, have long been the heart and soul of all cultures. Dance allows people to discover, explore and develop their natural instincts for movement, enabling students of dance to develop not only their motor skills but also their mental and emotional personalities. The purpose of this course is to enhance the appreciation and understanding of the different forms of dance and movement as practiced across cultures today, with specific reference to Indian context.

Theory

- Dance as a form of nonverbal communication, exhibited through Gymnastics, figure skating, synchronized swimming and martial arts as well.
- Reasons for people to move and Dance: (include visual references)
 - for personal expression and social connection,
 - as a medium for sensing, understanding, and communicating ideas, feelings, and experiences,
 - a means to mourn, to celebrate, to heal, to give thanks,
 - to preserve cultural heritage and treasured legends,
 - demonstrate physical prowess, to assert individuality, to provoke and to entertain.
- Forms of movement and dance :
 - Formal, exhibitionistic dance with Trained dancers (Classical traditions)
 - Reflections of or challenge to the social, cultural, religious traditions and values (Folk or semi-classical or dance drama formats)
 - Various forms now seen in a theatrical context that have their roots in ancient temple dances (Ritualistic or festive dancing)
 - Entertainment (Cinematic/social)
- Definitions of dance through social, cultural, aesthetic, artistic and moral contexts. (participatory, social, performed for an audience, ceremonial, competitive or erotic, classical, folk or experimental)
- Dance as a means of communication: elements of dance (content, vocabulary, skills and technique)
- Brief history of the evolution of dance (Indian/Western, Mythology/history, regional differences, major exponents)

Practical

Introduction to the elements of costume, music form, instruments, distinguishing features, region and language of the following:

- Major styles of classical dance - Bharatnatyam, Kathakali, Kuchipudi, Kathak, Mohiniattam, Manipuri, Odissi, chhau and Sattriya.
- Tribal and folk dances of India: region-wise samples (need not to be exhaustive)
- Modern experimental dance (Indian and Western)

- Western styles: Ballet, Jazz, Salsa, Street, Funk

The teacher must use as much visual material in the form of videos, pictures, slide-shows etc as possible to impart the training.

Assignments:

- Creation of a scrap book that documents the different dance styles
- Chart tabulation of music, costume, region, language association
- Identification of dance styles/exponents in quiz format
- Writing creative pieces (prose/poetry/drama) on dance

Correlating Dance Activities with other school subjects

Understanding dance and its elements helps develop cultural sensitivity in students (ValuesEducation)

Appreciation of the traditional forms of dance and movement enhance the capacity of preserving heritage (Heritage and Culture)

Delving into Dance history helps understand the period and context of society related to the art form (Social Sciences)

Hints for the Teachers

- Students should be encouraged to work individually as well as in small groups, girls and boys working together.
- Learners should be encouraged to enquire about the technique, procedures and the work of master artists/artistes.
- Students should be encouraged and helped in handling new media and tools and meeting the new challenges in various problem-solving situations encountered by them.
- Students should be encouraged to take the initiative and to critically evaluate their work.
- Since the adolescents are prone to adult influence, adult activities and methods working, she starts imitating and idealizing the adult approach and attitude to her work. The teacher, at this stage should try to make the adolescent child aware of the originality and uniqueness of her own work and encourage her to develop her own methods and style of working as there exists a large variety and divergence in adults' work.
- The teacher should develop friendly and empathetic relations with the students and should encourage them to know about the artistic activities of the local community.
- The teacher should organize studio/art room/theatre/stage with the help of students.

- The teacher should organize visits of museums, historical places, exhibitions, botanical and zoological gardens, theatre and local drama activities, music and dance concerts, film shows, etc.
- The teacher should help children in the planning and organization of display and exhibitions, musical and other performances of master artists/artistes.
- The teacher should develop projects correlating art activities with other subjects with the cooperation of other subject teachers.
- The teacher should encourage the use of improvised instruments and tools by the students locally available.
- The teaching approach should be inductive and students should be encouraged to mobilize their own resources to solve their problems. Direct instructions in the techniques should be avoided. They should be encouraged to develop techniques and styles of their own through exploration of discovery of materials, media, tools and techniques.

Work Experience

or

SEWA (Social Empowerment through Work Education and Action)

1.1 Introduction

Several years ago, the noted educationist *Paulo Freire* pointed out that there is no such thing as neutral education. Any education, to be meaningful, has to fit into the context of the society in which it is given and which is relevant to the times. In the context of the multiplicity and the rapidity of the changes that are taking place, the students need to know and understand the contexts in which they are living today and the demands that will be made on them, in the immediate future, to fit into the changing patterns of society.

SEWA aims to develop a whole person in their intellectual, personal, social, emotional and social growth. Learners engaged in this program are expected to be life-long learners and through experiential learning develop as active citizens and caring and compassionate humans. The experiential and constructive modes of learning emphasize the immediate personal experience of the learner and view learning as a process.

SEWA takes learning beyond the walls of the classroom and sometimes even beyond the boundaries of the school, building bridges with the authentic and real world in meaningful and positive ways. The following maybe noted with regard to SEWA:

- SEWA is an integral component of HPE.
- This aspect aims to focus on the mental/emotional and social health of the child
- All students of classes IX to XII (for XII, only till end of the first semester/ term) will participate in SEWA program around the year.

1.2 Objective:

There is an urgent need to foster strong mental and social health amongst today's children so that they can connect with their peers, their elders, the community, the environment, etc. The main objective of the SEWA projects is to direct children's mind in constructive activities with positive outcomes through the facilitation of creative and critical thinking. This would help them to develop self-confidence and self-esteem.

Another objective of this programme is to underline the significance of the interdependence of all human beings and our dependence on the environment in this shrinking global village. Students must acknowledge that they have a responsibility towards the less privileged, the disadvantaged, the CWSN (Divyang), the society, and the environment. The principle of giving to society has to become second nature to them.

1.3 The SEWA Philosophy

SEWA is all about social or community service; it can include environmental, civic responsibilities or democracy or health and fitness related projects, international and other projects too, as long as the project is able to connect the child to his surroundings or to a cause, and is able to generate a sense of responsibility towards it (even if it is towards health and fitness of the class itself). The Social

Empowerment component to a large extent inspires SEWA philosophy, which in the Indian environment refers to the concept of service to the community.

1.4 Note to Class Teachers

SEWA has been designed to integrate social awareness into the regular curriculum of the students. The teacher must be careful in facilitating the child's activities so as to provide a suitable learning environment. This in turn would also give a boost to a positive school environment.

The teachers need to create opportunities for students to engage with learning activities to develop core competencies such as:

- a) Social Awareness, Self Awareness and Empathy
- b) Self Management and Leadership Skills
- c) Creative and Critical Thinking
- d) Interpersonal Skills and Effective Communication Skills
- e) Responsible Decision-making through Problem Solving

The teachers need to be open-minded about errors committed by learners while implementing the SEWA programme. The learners may find themselves in ambiguous situations and sometimes suffer from moral conflicts. As adults, we need to facilitate the widening of the scope for the learner so that they find alternative ways of making informed decisions. Here, one cannot undermine the responsibility of the school as a community. Thus, one can develop and establish a caring community encouraging collaborative learning activities by weaving Self-empowerment into their daily school activities.

1.5 The learning outcomes expected to be developed and fostered through participation in SEWA are experiential:

The Learner:

- Develops Life Skills of **Self-Awareness and Empathy**. *
- Develops Creative and Critical Thinking Skills. *
- Becomes a **caring and compassionate** individual.*
- Responds as a socially empowered change maker. *
- Acquires the skills to be an active leader and initiator of change.
- Plans, implements and delivers projects connected to the real world.
- Visualizes and participates in a world going beyond the classroom and often/ sometimes beyond the boundaries of the school.
- Formulates strategies to deliver meaningful programs and projects
- Critiques premises as a **reflective enquirer**.
- Demonstrates fair play and **non-judgmental ethical behavior**. *
- Actively engages in SEWA activities as an individual and at a team level.
- Participates in various activities in **age appropriate ways across disciplines**.
- Selects and applies skills, facts and compositional ideas.
- **Competes with oneself** to improve **self-performance** and **evaluate strategies** for further enhancement. *
- Knows, understand and applies rules.

* Integrated values across HPE

The integrated SEWA program helps to acquire the following learning skills:

- Plan, initiate and implement activities
- Learn to work in teams and collaborate through organizing activities/events in terms of skills, interest, motivation and professional growth
- Identify and nurture areas of strength and identify areas requiring further growth
- Engage with issues of social concern in the community, society, state and nation
- Develop new life skills and strategies and become lifelong learners.

1.6 Guidelines for Schools

- School can Design and announce school SEWA policy.
- School can also decide on yearly focus theme for SEWA and class-wise sub themes.
- Each class as a whole can decide to take up one SEWA activity for the entire year
- The choice of activity can be left to the students of the class, with guidance and facilitation by the class teacher and will depend upon the school policy too.
- Schools are encouraged to allow children to suggest SEWA themes for the year.
- Once a SEWA activity is decided for a particular school/class/year, the class students themselves will decide upon the role of each student of the class.
- Orient parents about SEWA and seek support from stakeholders.
- Appoint School SEWA Mentor and Class-wise SEWA Mentors, if required. Mentors could also be from amongst the parents or teachers.
- Arrange administrative support for the activities involving government and outside agencies.
- Dedicate day/s for SEWA exhibition or presentation day at the end of the year or as suitable.
- Ensure that each child in a class actively participates in his/her assigned role of SEWA.
- Arrange training and create support structure for all involved as required.
- Ensure 100% dedicated involvement.

1.7 Guidelines for Students

- Discuss how they can improve/impact the community/ environment/ health and fitness of the students and choose the focus area for the project.
- Brainstorm and create mind-maps on the chosen area
- Identify the causes they want to support and choose one/or more ways of carrying it forward.
- Outline the objectives of the projects they have chosen and present plans for the implementation as well as ways of measuring the success of the project.
- Assign roles to each member of the class community by consensus. Ensure each and every child is included.
- Learn to research on the chosen area of SEWA
- Seek guidance from the teacher when they need it.
- Learn how to plan, implement, review and take responsibility for their decisions.
- Examine the effect of their intervention and support for the causes they have chosen and present them to the rest of the class/school.
- Capture the hours spent as well as documents as evidence wherever required in the student Portfolio/dossier

- Share the impact of the SEWA work undertaken as Power Point with the school community and as part of a special exhibition at the end of the year, clearly highlighting the role of each student in the class.

1.8 What forms a Social Empowerment activity?

The activities conducted 'in school' as part of Eco-clubs, Sports Club, Literacy Clubs or 'out of school' as community outreach activities etc. can be considered as Social Empowerment activities. It may range from a small role as 'volunteer' and a 'contributor' to running an entire project over the year. Social Empowerment activities are bound to germinate some thought process in young minds.

The class may decide to take up any innovative social empowerment activity every year; students may decide the role of each child; at the end of each year the class as a whole may present its project report.

Even sports activities can be taken up as a SEWA project by the class. Some of the activities under sports that can be taken up are as follows (illustrative list):

- Organizing sports meet for CWSN (Children with Special Needs)
- Planning, organizing and delivering a League tournament (Basketball, Cricket, Football)
- Planning and holding a friendly cricket match between alumni and the current grade XI and XII
- Organizing sports competition for primary school
- Organized Inter-class/ Inter-school sporting activities (basketball, volleyball, swimming, hockey, netball, squash, cricket and boxing)
- Long distance runs (half and full marathons) for a cause
- Researching on Yoga, Running/Jogging, Dance, Trekking/ Hiking/Biking/Cycling, Camping, Military training as part of planned projects.

There are multiple other possibilities of projects that can be taken up under SEWA, such as (illustrative list):

- Organizing a fund raising Musical Extravaganza for school
- Holding an Art Exhibition for fund raising
- Inviting professionals from industry to develop career pathways (App on mobile)
- Running school café with focus on nutrition
- School gardening project
- Collaborating as part of Photography Club and create Exhibitions across the city with a social message.
- Projects on social awareness or cross curricular themes initiated, planned and implemented by students with teacher as initiator.
- As volunteer for '**in school activities**' such as organizing a school-based event based on Life Skills.
- Participating or volunteering in Youth Parliament or mock UN Sessions
- Activities from 'Revised School Health Manual (**see under Resources**)
- Life Skills Activities (Creative and Critical Thinking, Problem Solving and Decision Making, Effective Communication, Self Awareness and Empathy) (**see under Resources**)

- 'Buddies' or 'Peer Mentors' for **Adolescence Education, School Health Program, Life Skills Program** etc.
- Anti Bullying or Anti Ragging Committee and awareness raising
- As volunteer for charities '**outside of school**' such as orphanages, old-age homes
- Collecting and distributing used and unused books and clothes to the underprivileged
- **Volunteer work** with stray animals and organizations connected with the same cause
- Helping to raise funds for beneficiaries involving natural disasters (flood, earthquake victims)
- Adopting an old age home for interactive activities
- Adopting an orphanage for conducting joyful activities
- **Online volunteering** for counseling peers for raising awareness regarding career pathways.
- **Enrichment Activities** of different Ministries can be taken up in project mode, such as **Swachhta Abhiyan for neighbouring community, Ek Bharat Shrestha Bharat** (upto Oct 2018), **Paryatan Parv – creating awareness about historical sites and tourist spots in your city**, etc.
- Organising and volunteering for various 'in-school activities' and Language Club, Theatre and Dramatics Club, Social Science Club, Dance club, Science Club, Science Fairs, Heritage Club, Nature Clubs.

1.9 Activities complying with SEWA Criteria

SEWA activities require involvement and interaction. When students assume a passive role and no contributory service is performed, it cannot be defined as a SEWA activity/project.

Activities which do NOT fall under SEWA:

- An activity through which a student attains financial or some other type of benefit (unless this benefit is passed on in full to a worthy cause).
- Getting involved in effortless, monotonous, and repetitive work – like returning library books to the shelves.
- Work experience that only benefits an individual student.
- Activities that cause division among different groups in the community.
- Activities with a bias to any religion or cultural sector which may hurt the sentiment of any other person in any form.
- Regular recreational or community activities of a temporary nature - like a visit to a museum, the theatre, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged.
- Any unsupervised or recorded activity where there is no guide or responsible adult onsite to evaluate and confirm student performance and evaluate accordingly.

1.10 Guidelines for Class Teacher/Mentor for conduct of SEWA

- Support students in identification and selection of the causes they want to support and take up as projects, brainstorm and create mind-maps.
- Provide supervision, consultation, guidance to students and create support structures required whenever they need it including for research.
- Intervene positively to ensure participation of each and every child in the class, including CWSN
- Guide students on how to plan, implement, review and take responsibility for their decisions.

- Guide students on upkeep of Portfolio/dossier, making a report, analyzing data, creating presentations, video films, channels on social media, websites.
- Plan and prepare SEWA exhibition or presentation day at the end of the year.

1.11 Procedures

1. Fill out a My SEWA promise form. The description of the activity needs to be in complete simple sentences and describe the SEWA activity intended to be taken up by the class.
2. Each student in consultation with the teacher and parents decide and create an hourly schedule of activities in accordance with role assigned. This form must be signed by a parent and submitted before the activity begins to the school's SEWA Mentor.
3. Fill out 'Reflective Musings' at the end of every 4 hours given to the project and keep attaching it to the SEWA dossier. (The time is given in hours and not in periods with the intention that if the child does any additional work outside school hours, it can be reflected here).
4. SEWA hours will be accounted for both in school as well as out of school activities, provided they are agreed upon by the mentor.
5. It is expected from a SEWA volunteer that they would be honest in recording their activities.
6. Complete your SEWA classes/periods before the last date.
7. All the forms must be completed and signed and attached with relevant evidences, together with a Self-Appraisal Form for classes IX-XII and a summary list of the SEWA projects/hours as items of SEWA dossier/scrapbook.
8. The visual evidence (photographs, videos, etc.), testimonials and certifications must be there to support the project.

1.12

My SEWA Promise Form (illustrative)

Dear Student,

SEWA is a firm step to prepare you for life. It is a voluntary project experience. You have to complete **My SEWA Promise Form** and obtain prior approval for the activity/project. Selection of a SEWA activity, development, implementation of the proposal and evaluation of the activity is the responsibility of each student. Signature of the parent indicates review and approval of this proposal.

Student's Name: _____ Class: _____

(Print or type)

Brief Description of the Activity:

Duration (Days and Time): _____ Estimated Hours: _____

Name of Mentor Teacher: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

1.13 SEWA Hourly Schedule (illustrative)

Hour Count	Date and Day	Proposed Activity Plan
Hour 1		
Hour 2		
Hour 3		
Hour 4		
Hour 5		
Hour 6		

Mentor's Observation (Suggestive)

Attendance: _____

Involvement: _____

Regularity: _____

Commitment: _____

Additional Comments: _____

The activity/project was (circle appropriate response):

Satisfactorily completed

Not Satisfactorily completed

Activity/Project Mentor's signature

Name

Seal of school

1.15

SEWA Self-Appraisal Form (illustrative)

The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions.

My Name _____

My Activity / Project _____

My Commitment Towards the Project/ Activity

This Activity/ Project has been a great learning experience because

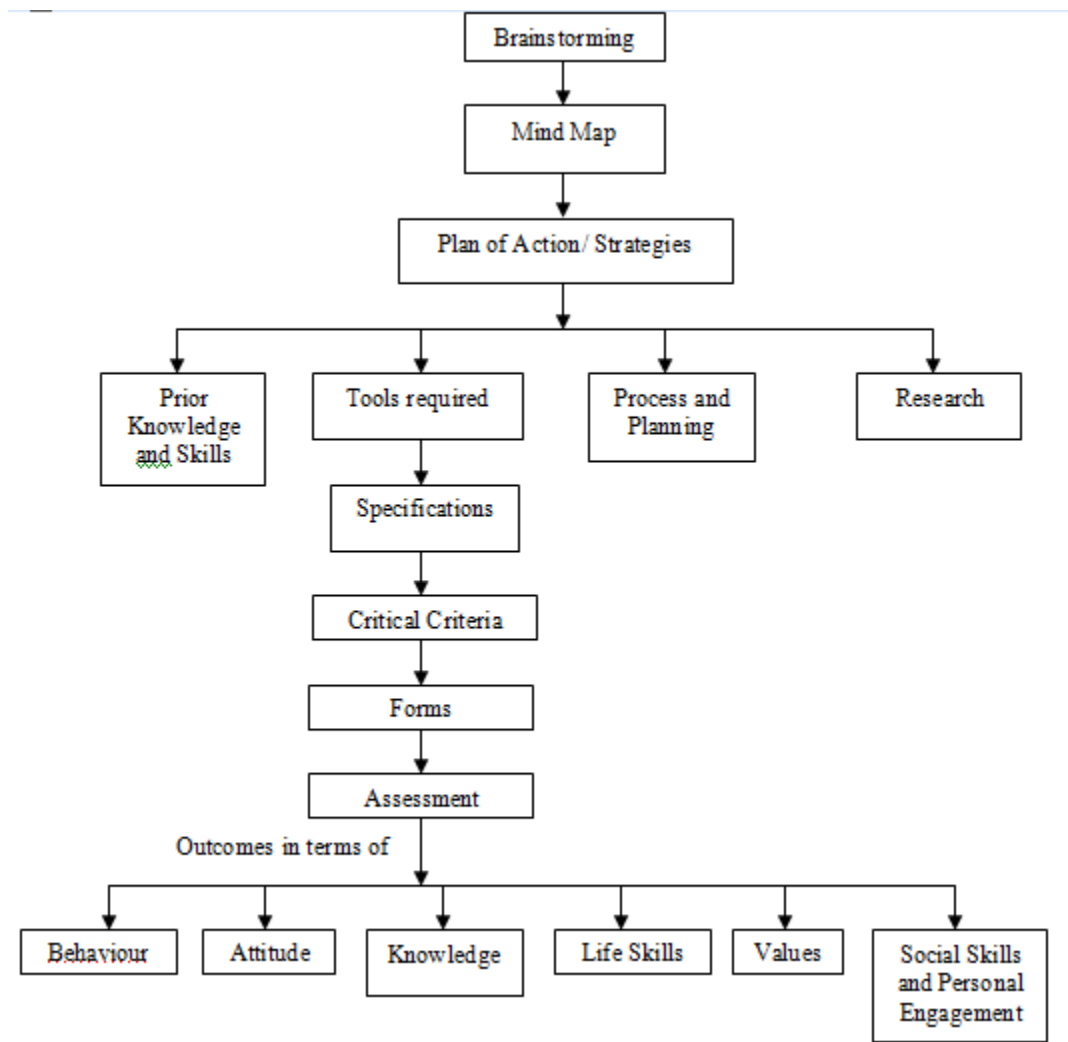
I initially felt that the project could not have achieved its outcomes because

The project has definitely changed me as a person in terms of behaviour, attitude and life skills because

The details of beneficiary(ies). Any significant comment received from them; please quote

The challenges I faced and the things I might do differently next time so as to improve?

1.16 Illustrative Flow Chart for Conducting a Project/Report/ Event (Can be Quarterly/ Bi-Annual / Annual)



1.17 Assessment and Evaluation

The following strategies may be taken up for assessing the individual/ group projects. In case of group, they all get marked the same way.

Tools, Techniques and Strategies:

1. For activities being done, a portfolio or dossier may be maintained individually by each student.
2. Report at the end of the project may be assessed through a rubric developed by teachers and students.
3. Rubric for assessing will depend on the project/ activity being taken up.

1.18 Exemplar Projects under Social Empowerment sub-strand of SEWA

(These may be taken up in age-appropriate ways across IX - XII)

The projects given here are only exemplar projects and are illustrative/ suggestive in nature. These are given so that the child/class may be able to understand the topic/ activity. This will help the child/class to plan the activity / project accordingly. The child/class may take/ choose any other project/ activity which has a positive impact on the environment, community, society, the disadvantaged, etc.

Project-1: 'Swachha Vidyalaya Swachha Bharat'

Project Focus- Cleanliness and Sanitation

Duration- Term/Annual

Key Objectives:

Learner will:

- identify clean and dirty places.
- bring attitudinal change towards cleanliness and sanitation.
- be able to distinguish between benefits of cleanliness and the disadvantages of uncleanliness, including the health hazards.
- make the community aware of the result of not practising cleanliness.
- know the importance of cleanliness in neighbourhoods, parks, market places, roads and cities.
- know how to appeal for clean places.
- be aware of unclean and unhealthy surroundings as breeding ground of epidemics and diseases.
- be able to highlight cleanliness as an important value in day-to-day life.
- Develop a creative methodology to create awareness in community and test it

SE Component

- To be able to take care of personal hygiene and being organized with belongings.
- To learn to keep household items and personal belongings in proper place (before and after photos).
- To be able to live life of cleanliness through word and example.
- To learn the art of **proper waste disposal and be able to sensitize other people about it.**

"We must get obsessed about the cleanliness of our city."

Role of Mentor/ Teacher:

- Initiate a project in consultation with students
- Act as an initiator and motivate learners to be ever vigilant in maintaining cleanliness at all public places such as markets, parks, gardens, bus stands, railway stations, movie halls, and malls, etc., as well as while using public transport, public utilities.
- Focus on the tidiness of Class Room, Library, Assembly Hall and Computer Room.
- Respect National property.
- Generate awareness of health and hygiene amongst the slum dwellers.

Project Process:

Prepare:

- Brainstorming and discussion sessions to be organised for students.
- Identify the area to focus on and prepare a **road map** to achieve targets.

The following ideas can be further explored (illustrative only):

- a) Disposal of human waste properly and safely
- b) Creating sensitization amongst community members about personal hygiene
- c) Spreading awareness about sanitized and clean toilets and contribution required to maintain public utilities
- d) Proper garbage disposal
- e) School Sanitation
- f) Personal Hygiene
- g) Drinking Water Testing
- h) Green and Blue Bins
- i) Recycling
- j) Water Conservation
- k) Water Table
- l) Interacting with City Sanitary Workers
- m) Spending a day with sanitary workers
- n) Visiting a city water works
- o) Adopt a Park/ Lake/ Pond

Collect the above data and read prepared report of the class, then segregate the areas where 'Mission Cleanliness' can be accomplished. Reflect and form groups and get the project rolling.

Suggestions: (May be done in groups under the supervision of a Mentor/ Adult/ Peer Mentor)

Organize Cleanliness Month:

- For cleanliness drive arrange advertisement competition for students' in schools.
- Identify surroundings or a locality which need assistance by doing a field survey of the surrounding community area.
- Create awareness and take up projects to ensure cleanliness of water sources like lakes, rivers, ponds and other such bodies that are getting polluted due to insensitivity of human beings.
- Segregate groups who can provide solutions to most aspects of cleanliness through researching articles, TV programmes, and video on YouTube or by speaking to the authorities and residents.
- Students can prepare Street Plays and present them to community members, using creative medium like-posters, placards for slogan march to generate awareness.
- Project on 'Cleanliness Drive' of a nearby public place may be taken up in groups.
- Don't miss to click the photographs of the area before the cleanliness drive and after that.

Reflective Musings:

- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.,
 - Describe what have you learned and felt about your project?

- How far was the activity beneficial for you?
- What have you learned about yourself and your surroundings from this project?
- How do you think we can solve problem of cleanliness and sanitation? Where did you find maximum dirt and squalor?
- How can we make the project more effective?
- The students will be given a Proforma to fill in (Self-Assessment) so that they can assess their own learning from the project.
- Share and Celebrate
- An assembly can be arranged to award all participants.
- The students will display the charts and models on school notice-board.
- Certificates can be awarded to students.
- The students can make future plans about continuing the activities/projects by taking them to the community.
- The class room can also be decorated with charts and models.
- The students can also keep imparting information regarding cleanliness through practical demonstration to other students.
- The report of the project may be published in the newspapers and the school's magazine.

Activity Report for Cleanliness/ Sanitation Drive (illustrative only):

S. No.	Identified Locality	Steps taken for cleaning up	Awareness generated	Solutions recommended

Student to write and update their activity report:

Date	Activity	Learning Experience	Outcome

Students to give details of their learning experience:

Learning Outcomes

Learner will:

- learn that they must keep their surrounding areas and themselves clean.
- raise awareness among other students and their community members about personal hygiene and keeping their surrounding environment clean.
- become aware citizens and will be able to spread awareness amongst the people around them.
- go through the process of initiating, planning and implementing a project based on cleanliness and sanitation.

Key Messages

- Share your knowledge, experience and skills with others.
- Take utmost care of both personal hygiene and environmental hygiene.
- Do not throw garbage or litter at public places.
- Keep your surrounding areas clean in order to make your environment pleasant.

Assessment

Rubric may be developed in consultation with teachers

Project - 2: "Dignity of Labour"

Project Focus – Empathy and Compassion

Target Point- As individuals we should encourage students to respect all jobs and understand the value and dignity of work. Sweepers, shoe makers, laborers and launderers contribute to comfortable living.

We should respect people for their perseverance, hard work and effort. If we have to accord dignity to labour, social services must be commended and community has to be sensitive to individuals and learn to understand and respect them.

Key Objectives:

Learner will:

- understand the value of toil.
- understand the importance of different occupations in our social system – such as, ice-cream lorry, balloon man, chai stall, kite seller, bangle seller, knife sharpener, food lorry, etc.
- learn to respect people from different vocations of life. *
- understand and value of Human Rights.
- be empathetic and compassionate. *
- respect people despite nature of work involved in their vocations. *
- instill love for labour. *

* values integrated across SEWA

Role of mentor teacher / Peer Mentor:

- Initiate and brainstorm a collaborative project.
- Deducing inferences from comparative study of life situations.
- Discussing consequences of disliking a type of work and attitudinal problems related to it.
- Suggest remedies.
- Instill respect for all types of work.
- Be able to support discussions with anecdotes and examples from the life of great people (M.K. Gandhi, Abraham Lincoln, Martin Luther King, Lal Bahabhur Shastri), who believed in dignity of labour and practised it as well.

Project Process:

- Divide students in groups of around ten.
- Organise brainstorming sessions with the students.
- Collect quotations and quips.
- Collect Newspaper cuttings indicating both - respect for Human Rights and violation of Human Rights.
- Share stories and anecdotes highlighting the theme.
- Prepare an action plan and roadmap to achieve it.
- Analyze the action plan.
- Collect views of elders/parents/other adults.
- Organise outing in specific area to identify and correlate the project.

Suggestive Activities:

- One group could contribute to community work by regularizing and facilitating the job of people from different walks of life in their respective areas/ apartment complexes by making them aware of hygiene, etc.
- Collect funds in cash / kind to recognize and reward the contribution of helpers on special occasions like New Year / Labour Day. Keep proper records of this collection.
- Organise a discussion in class where people were victimised due to their profession and how Human Rights were violated in such situations.
- Celebrate World Human Rights Day (10th December) and Labour Day (1st May).
- Address the issue through creative arts, perform street plays, interviews of the school helpers (getting to know them better).
- Understand the importance of knowing how to work with the hand.

Reflective Musings:

- Discussion sessions will be organized to have a better understanding of Human Rights.
- Students can discuss about the importance of different vocations in a social structure.
 - Why must a human being be seen and treated beyond his/her occupation.
 - Basic courtesies that should be extended to one and all.
 - How do they need to change their attitude and behaviour to be more humane compassionate and empathetic.

- What are the social or mental problems that arise from lack of respect for labour in different categories?
- How can we appreciate the contribution of helpers?
- Develop a code of personal behaviour consistent with the social and physical aspects.
- In a Journal explore the life skills you have developed in the process.
- Elucidate the ideas you have gathered from your preparation on the value of 'Dignity of Labour'.

"It is dignity for a man to labor in his vocation."

Interview Questionnaires

- Understand the problems of ten different community helpers.
- Share experiences in class discussion and dissect problems and threats.

S. No.	Name and address	Occupational problems and threats	Assistance required	Suggestions

Activity reports (to be updated by students):

Date	Name and address	Activity	Outcome/s	Change in attitude

Assessment

Rubric may be developed in consultation with teachers

Project - 3: "Empathy"

Project Focus- Facilitating inclusivity

Target Point- The concern about the fate of others, the ability to realize another person's insecurities and fears and ability to put oneself in their shoes and willingness to extend a supportive hand makes for empathy.

Individuals, communities, countries will not be able to get socially empowered without EMPATHY.

It is also ability to appreciate, understand and accept other person's emotions. It improves inter-personal relations especially with people of different abilities, backgrounds, regions and nationalities.

Key Outcomes:

Learner will:

- be sensitive to the needs of others
- support inclusivity and develop a positive attitude
- develop compassion and value human life
- support and help people in distress
- develop a humane outlook
- express love, care and compassion towards the disadvantaged and CWSN (Divyang)
- be able to communicate the value of empathy
- understand the importance of inclusivity and support it
- sensitize peers as well as community members about inclusivity and help prepare a conducive environment for the same
- develop skills of self awareness and critical thinking towards the under privileged

Role of Mentor/ Teacher:

The mentor/teacher should:

- help students understand implications of life situations -discrete difference between sympathy and empathy;
- guide students to communicate value of empathy through examples;
- organize rotation mentoring of CWSN (Divyang)
- support and create conducive environment for promoting inclusivity.
- Initiate, brainstorm, plan, organize and collaborate with students.

Project Process

Prepare: (Suggestive ideas)

- Organise brainstorming sessions with the students
- Discuss the scope of project and prepare a road map

- Draft an action plan
- Make 'who needs my help' worksheet
- Participate in prayer services. Express feelings in form of poem/ story.
- Write letters to sick or distressed or visit old age homes / orphanages (read to them or play with them)
- Role-play, creating situations which call for a manifestation of empathy.
- Identify or compose a poem on the subject and read it to the class.
- Ask them to work on 'who needs my help' worksheets prepared during the 'Prepare' phase. They can depict it through words or drawing thinking about the needs of others and provide assistance without being asked. (Show the writings and pictures)
- Discuss how we can help CWSN, fighting with terminal diseases like Cancer, belong to disadvantaged groups.
- Plan their interaction, on rotation, with CWSN.

Reflective Musings:

- Talk about empathy with students, ask them to discuss it within their peer group and family.
- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.

"I believe empathy is the most essential quality of civilization."

- Describe what have you learned and felt about your project?
- How far was the activity beneficial for you?
- What have you learned about inclusivity from this project?
- The students will be given a Proforma to fill in so that they can assess their own learning from the project.
- The teacher will also fill the Proforma to assess and rate the performance of the students.

Share and Celebrate

- Students share awards and certificates for practicing the value after relating situations and elaborating on them.
- An assembly can be arranged to award the outstanding students.
- The report of the project may be published in the newspapers and the school's magazine.

Assessment

Rubric may be developed in consultation with teachers

Project - 4: Care for Homeless Children

Project Focus- Child Rights

Target Point- Groups as community volunteers participate in a programme to give happiness to children living in shelters. This would also increase awareness about the issue of homelessness. This SE project will also focus on every child's right for special protection and care. Children have the right to an adequate standard of living, health care, education and services, and to play and recreation.

Learning Outcomes:

Learner

- understands and appreciates every child's right to an optimal standard of living, health care, education and services, and to play and recreation. These also include a balanced diet, a warm bed to sleep in, and access to schooling.
- is aware about issues of homelessness.
- develops empathy for other children who may be less privileged than them but not less creative or talented.
- expands their horizon of society and develop an understanding of child rights.
- assesses impact of one's work.
- supports underprivileged children.
- helps create a social environment that supports and respects every child's rights.
- develops deep insight into the living conditions of underprivileged children.

Role of mentor/ teacher:

The teacher/ Mentor/Initiator

- help students develop an action plan.
- provide them with an understanding of Child Rights.
- help them with all support in terms of logistics.
- facilitate the process and provide them all scaffolding required.

Project Process:

- help students in identifying a shelter for children.
- guide students to understand the complexities involved by a few pre-project activities.
- brainstorm and ask what they think their objective is.
- coordinate with the authorities concerned and complete any official formalities required in the school and in the shelter.

Suggestive activities

- Plan to clean a shelter. The improved aesthetics will add cheer to the House.

- Identify needs of various Shelters in the community (Read the concept and complete the Survey Form). Look up which Shelter has the direst need to be painted. Steps for painting the Shelter:
 - a) A group of students may go and take measurement of the area to be painted-the rooms, the compound wall and the outside wall.
 - b) Discuss the budget that will be involved in purchasing the paints and discuss how to arrange for any donation from the community.
 - c) Organise a donation drive.
 - d) Meet the local authorities.
 - e) Get budget allocated for cleaning

Reflective Musings:

- Discussions will be held in the class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.:
 - i. Describe what you have learned and felt about your project.
 - ii. How far was the activity beneficial for you?
 - iii. What have you learned about child rights from this project?
- What can be your future plans about continuing to support such children in terms of their other basic requirements?

Share and Celebrate

- An assembly can be arranged to award the outstanding students.
- The students may display activity pictures (before and after) on school notice-board.
- Certificates can be awarded to all students.
- The report of the project be published in the newspapers and the school's magazine.

Survey Form - Suggestive

1. Please read the following concept and complete the survey:

A group of students from _____(School's name) are interested in giving a makeover to a House like yours. These children have decided to bring happiness to a group of their friends by adding colour to their life and be friends with them. However, as the resource is limited, they are interested to find out which of the Shelters have the urgent need for it.

Survey form to identify Shelter for Makeover

i) Select how you feel about the qualities of your Shelter:

Quality/Scale Low _____ High 1, 2, 3, 4, 5

Maintenance of rooms
Maintenance of bathrooms
Number of games played
Colour of your room-wall
Classes conducted

ii) After reading the above service description, how interested would you be in using the described service?

- Not at all interested
- Not very interested
- Neither interested nor uninterested
- Somewhat interested
- Extremely interested

iii) Which features are the most valuable in the above description?

iv) Do you find anything unappealing in the concept? Please Write.

v) How often do you get such opportunities from other community groups?

- Once in a year
- Once in two years
- Less often
- Never seen

vi) Do you want us to do anything more for you in addition to what we offering? List any three in order of you preference.

Alternate Suggestive Activities:

- Celebration of festivals with children in Orphanages.
- Adopting an Orphanage/Slum/Village and help to skill children (Communicative Skills, Etiquette, Exploring viable job opportunities)

Assessment

Rubric may be developed in consultation with teachers

Project - 5: Being Safe and Responsible

Project Focus - First Aid/ Health Club; Disaster Prevention and Mitigation

Target Point - To bring awareness in the society about safety concern, reactions to different types of dangers and how to give first aid during emergencies.

Learning Outcomes:

Learner will

- understand importance of being safe and responsible.
- understand the importance of first aid, dealing with cuts and bruises, heat exhaustion and heat stroke, breathing difficulties, cuts nosebleeds, choking, basic sports injuries
- practice first aid skills in order to empower them to help people in emergencies.
- learn to prepare a first aid kit.

Cross-Curricular Linkages

- The students will learn basics of first aid.
- The students will be trained practically about first aid skills.

Project Process

- The students will be provided tips for facing danger.
- Informative lecture-demonstration sessions will be arranged with doctors from different hospitals including a dentist.
- The students will be provided first aid boxes.
- The students will be divided into four groups for conducting the project. A project manager from within the group will check the progress of the students for their field work. The project manager will bring a camera to make video of first aid provision to others.
- After collecting data about the topic, the students will discuss various dangers in the classroom and will come up with life saving and precautionary reactions. They will be asked the following questions:
 - What is your very first response to danger?
 - Why is first aid not a common practice?
 - How can it be made common practice among people of the community?
 - Can you explain different situations in which first aid is required?
 - What can be your first reaction towards an injured person?
 - What will you do, if you see an unconscious person lying in a pool of blood?
 - What can be done to make first aid a common practice?
- The students will go to the hospitals in order to attend lectures of the doctors about first aid. Each group of students will visit 3 doctors. The students will also make videos of the sessions held with the doctors. 'First aid' videos will be shown to students.
- Practice of first aid will be done in the classroom.
- The students will learn how to check temperature and blood pressure of a person.
- Charts and models will be prepared by students.

- The students will perform first aid in real life. They will treat the injured students and their community members. They will keep a record of those who will be treated.
- The students will teach students of lower class about different first aid techniques.

Reflective Musings:

- Students will share their experience of working on the project with their teachers and class fellows.
- Students will be asked the following questions about their project and present it in the form of a report:
 - What did you learn after conducting this project?
 - Did you feel that this project made a difference to your life and the lives of others?
 - What problems did you face during the project?
 - Do you think that the project was successful?
- The students will develop a proforma to fill in, so that they can assess and judge their performance.
- The teacher will also develop a proforma to assess and rate the performance of the students.
- Each student will present a Report.

Share and Celebrate:

- Health Mela: A Health Mela can be organised to sensitize people about the importance of first aid. Demonstrations and lectures on administering first-aid can be presented.
- Exhibition: An exhibition will be held during the Mela. Charts and models made by the students can be displayed in the exhibition.
- Speeches: Speeches/ Lecture-demonstrations can be done by the students to spread awareness about first aid.
- Publicity: The report of the project may be published in the school's magazine and newspapers.

Assessment

Rubric may be developed in consultation with teachers

Project - 6: Environment Conscious Citizens as Part of Eco Clubs

Project Rationale -

Our world is changing, and changing fast. Our environment is pressured due to over-exploitation of our finite natural resources, climate change, and rapidly changing economic and social situations. This is leading to us leaving behind a complicated and difficult mess for our future generations to deal with. Unless the young generation does not build an appreciation for nature and see value in its preservation, we will continue to deplete our natural resources, causing irreparable damage to our planet.

Our education systems must ensure our children develop an understanding of the environmental systems and learn new skills and new ways of living sustainably with respect for themselves, each other, their communities and their surrounding environment.

Education has been globally recognized as a key solution to achieving sustainability in development and current lifestyle approaches. To achieve this, it is important to target all the stakeholders by empowering them to take conservation action. Classes IX to XII are the most crucial years of laying foundation for professional life, thus an intervention at this stage is most impactful in shaping the society.

Project Focus-

This is a leadership building exercise and will help the students to become a thinking and environmentally conscious individual. It is a journey of self-evaluation and personal and professional growth.

Target Point-

The following activities that the senior secondary school (Classes IX to XII) students of all the CBSE schools, can undertake through its Social Empowerment through Work Education and Action (SEWA) programme. You can choose 1 activity from each section.

6.1. SELF HELP

6.1.1 Learning Outcomes:

Students will –

1. Connect with nature
2. Adopt practices that will benefit the environment
3. Prepare a plan and suggest steps your family can take to become a sustainable household.
4. Manage domestic waste produced in their homes

6.1.2 Activities –

Did you know that nature has a therapeutic effect on us? It has been scientifically proven that, being in the proximity of nature encourages physical activity, reduces negative emotions, enhances recovery from illness and eventually has positive effects on physical and mental health. Nature can be an individual's first step to achieving holistic well being.

6.1.2.1 Connecting with Nature

- a) Go on a walk in a park/garden/forest nearby. Choose a time when there is a likelihood of minimum disturbance.
- b) Take a deep breath and feel the air (warm/cool).
- c) Visit regularly and observe different kinds of trees that grow there.
- d) Compare their size, kinds of leaves, flowers, seeds, bark, canopy etc.
- e) Observe different kinds of birds, insects any other animal that you see on the walk.
- f) Look closely at the birds and insects having an affinity to a particular kind of tree. Find out if there is a symbiotic relationship.
- g) Choose a plant and observe it closely to find some additional information about the tree such as flowers, fruits, seeds, bark, trunk, any special adaptation, size, kind of soil it grows on etc.
- h) Find the name of the tree, its importance in nature and for humans.
- i) Collect or draw pictures of its leaves, fruit, flower and other prominent parts.
- j) Create herbariums with fallen leaves, flowers and twigs of the tree.
- k) Look for a special feature that helps the plant adapt in the climate of your region.
- l) Make a list of books and publications that you referred for additional information on the tree.
- m) Prepare a portfolio for the tree capturing detailed information about the tree.
- n) Read National/International publications and websites on environmental themes regularly.
- **Refer to field guides on the Indian Landscape on** Birds, Mammals, Reptiles, Trees and Marine life

6.1.2.2 Set up a small kitchen/herb garden at your school. This can be your first step to healthier living while conserving resources. If possible, take help from a gardener or a visit a nursery nearby.

- a) Identify a space in your school, where you can start your kitchen garden. You can grow vegetables/herbs in pots as well.
- b) Ensure that it gets enough sunlight.
- c) Analyze the space available and decide upon the herbs/vegetables you can grow.
- d) Choose the herbs/vegetables that are easy to grow and are seasonal.
- e) Procure the seeds, soil, pots (optional), manure and basic gardening tools.
- f) Water your garden regularly.
- g) Consult a gardener on the steps to be taken to care for the plants.
- h) Harvest the vegetables/herbs and cook your favourite dishes with them.
- i) Involve others in looking after the garden.

6.1.2.3 Prepare a plan to make the households of all students and teachers of a class more efficient and sustainably functioning unit.

a) Prepare a chart to evaluate the monthly household expenditure on various items used by your family and the waste generated. Talk to your parents and other family members to collect the information.

Items	Monthly Expenditure	List of waste generated
Groceries	INR	Packaging material- Plastic bags, tetra packs, cartons, plastic bottles etc.
Fruits & Vegetables	INR	Food waste
Clothing (monthly average)	INR	Old clothes, buttons, bed sheets, old shoes etc.
Electricity	INR	
Transport	INR	
Cooking Gas	INR	
Water	Litres	Waste water from kitchen, laundry etc.

b) A sustainable household should have minimal impact on the environment. For this, it should use minimal resources and generate as less waste as possible. To ensure this, suggest ways in which use of resources and generation of household waste can be minimized.

c) Reuse grey water or waste water from the kitchen and laundry for gardening or floor cleaning.

d) Repair, Reuse and Recycle household waste as much as possible.

e) Reduce the use of electricity and cooking gas

f) Use eco friendly means of transport such as public transport or CNG vehicles.

g) Practice the above ways and review the chart to measure the extent to which your household has become low cost and sustainable.

6.1.2.4 Segregation and proper disposal of waste in every household will help combat the issue of waste management in out towns and cities by reducing the burden on its landfills. It is important to segregate waste at source itself. Sensitize family members of households and start segregating waste at each selected home.

a) Keep separate containers for dry and wet waste in the kitchen.

b) Keep two bags for dry waste collection- paper and plastic, for the rest of the household waste

c) Keep plastic from the kitchen clean and dry and drop into the dry waste bin. Keep glass/plastic containers rinsed of food matter. Give away the recyclable waste items to the kabadiwala/junk dealers or rag pickers.

- d) Send kitchen waste to the community compost pits. You may sensitize and encourage your community to start composting wet waste from the kitchen.

6.2 COMMUNITY OUTREACH ACTIVITIES

6.2.1 Learning Outcomes:

Students will –

1. Conduct awareness campaigns in School and neighbourhood community.
2. Conduct survey on utilization of resources, quality of soil, water, air and sanitary conditions
3. Prepare a report based on the survey and inform the local authorities about the issues.
4. Adopt a neighbourhood community for greening and cleanliness.
5. Suggest innovative solutions for sensitization of the community and dealing with local environmental issues.

6.2.2 Activities –

6.2.2.1 Start a Birding club in your school

a) Find a group of nature enthusiasts (conservation leaders) in your school who volunteer to be the core working committee for the Birding club. Give an interesting name to your club.

b) Organize the Birding club core committee meeting to plan the activities of the club. Arrange for some binoculars, if possible.

- Conduct regular nature walks especially during winters.
- To start with looking at some common birds.
- Be attentive to the different kinds of bird calls you hear during the walk.
- Observe their size, colour of feathers, colour of the eyes and beak and claws if possible.
- Try to find out the different kinds of nests birds make.
- Follow some basic rules during birding walks such as, maintaining a distance from nests and nesting colonies to ensure that there is no stress caused to the birds.
- Learn some interesting facts and stories about birds and share them among your birding community members.
- Refer to books
- Conduct regular meetings for the core committee to share knowledge and gain from each other's experience.
- Conduct presentations for others in the school to sensitize them about issues concerning the birds.

6.2.2.2 In the 21st century, it has become utmost essential for the schools to become green entities and undertake activities that will empower their students and teachers to take conservation action and become leaders for nature conservation. Prepare an annual calendar of activities that will offer them opportunities to explore, learn and practice sustainable living. Student committees can be formulated to undertake following activities during the year.

- Publish quarterly e-newsletter on Sustainability and Conservation of environment, "The Green Gene". Students will design e-newsletter. The following are the suggested sections; however, students may use their own creativity to design it. –

- i. Editor's Column
- ii. News Alert

- iii. New species discovered
 - iv. People for the Planet (Conservationists, scientists, authors for nature etc.)
 - v. Sustainable practices – Try at Home
 - vi. Activity section (Crossword, Quiz, picture quiz, puzzles etc.)
 - vii. Reader’s Column (Nature art, posters, stories, poems, photographs etc. contributed by the readers)
 - viii. Circulate the newsletter to all the stakeholders.
- Suggest methods to reuse of greywater in school. Share the ideas with the school authorities and support them in the implementation.
 - Track journey of waste in your school from source to destination
 - Segregate waste in your classroom and prepare a plan to dispose each kind of waste sustainably. Attempt to become a zero waste classroom and showcase your classroom as a model classroom for others to follow.

6.2.2.3 Survey your local community to find out the environmental issues. Prepare a set of questions that you will need to ask to collect relevant information on sanitary conditions, quality of air, soil and practices that have a negative impact on the environmental health.

Prepare a report on the above with respect to your school/community highlighting the issues and its impact on them. Draft a letter to the school/local authorities informing them about the issue and send the letter to them along with the report.

6.2.2.4 Make a School Compost pit- Organic waste constitutes 35-40% of the municipal solid waste generated in India. This waste can be recycled by the method of composting. Composting ensures that this waste is not carelessly thrown or left to rot but nutrients are recycled and returned to the soil.

- a) A group of students may conduct a survey on the kind of waste produced in the school.
- b) Identify a cool, shady corner in your school compound or garden where a pit can be dug. Cover the pit with a net or mesh to keep away flies and birds.
- c) Start a waste segregation project in the school. Install two dustbins in the school for biodegradable and non-biodegradable waste.
- d) Put a layer of biodegradable waste (Bits of paper, leaves, twigs, fruit peels, leftover food etc.) into the pit and cover it with a thin layer of soil or dried leaves to prevent bad odour.
- e) Turn the waste over and over once every three days. In about 45 days, the pure, rich and organic waste will be ready to be used in the school’s garden.

6.2.2.5 Plan an awareness campaign for water conservation/plastic free school/neighbourhood in your school and execute it.

- a) Create a poster to dissuade the local community members from using plastic bag or waste water and display the posters in public places.
- b) Write slogans against use of plastic bags/water wastage/pollution.
- d) Have these community members take pledge to avoid using plastic bags/ prevent water wastage.

6.2.2.6 Form groups of volunteers in your neighbourhood for making it greener and cleaner.

Undertake any of the following activities in the locality-

- Conduct cleanliness drives in the locality
- Carry out plantation drive in the locality
- Install dustbins in the area
- Write a letter to the local authorities to ban plastics
- Run anti fire cracker campaigns in the locality.
- Encourage community households to segregate waste and educate them about proper disposal of waste.

6.3 PRE VOCATIONAL AND SKILL DEVELOPMENT ACTIVITIES

6.3.1 Learning Outcomes:

Students will –

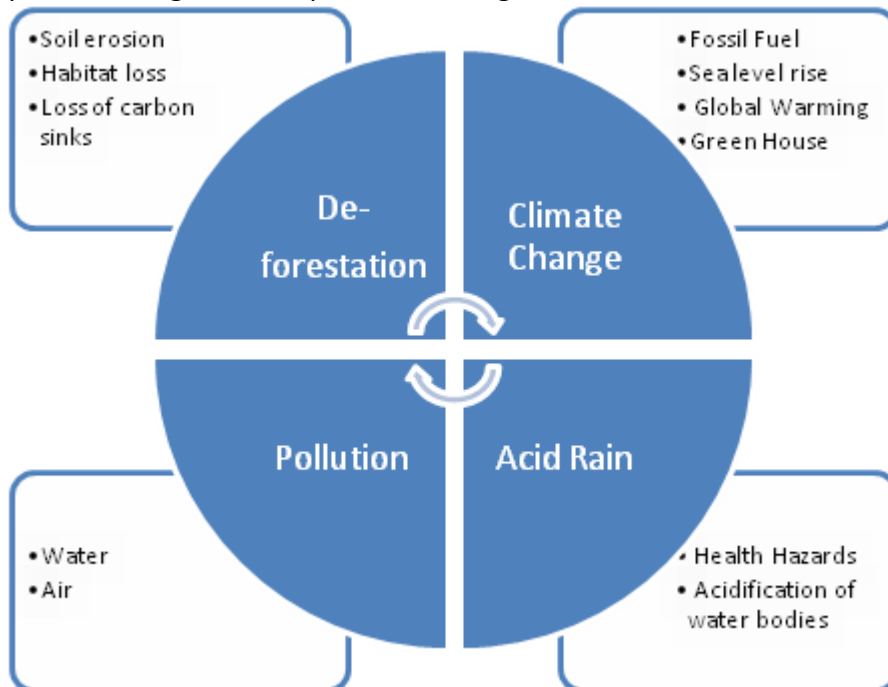
- Prepare a plan to start a small scale eco-friendly business (Entrepreneurship)
- Set up Vermicompost pits/compost bins, Upcycle (Paper, Glass bottles, plastic), installing vertical gardens for earning profits.

6.3.2 Activities –

6.3.2.1 As more consumers demand that companies behave in a socially responsible way, it's becoming more common for businesses to implement environment friendly practices. You can take this initiative one step further by starting an eco friendly business and scale it.

- Prepare a mind- map of desirable and sustainable future in local community or neighbourhood.

For example, following is the map for describing environmental issues-



- List the changes needed in the local community to ensure that the business does not harm or degrade the environment in any way. Each required change is a business opportunity.
- The business can be service/product based.
- Fix upon a business based on your knowledge and skills.
- Describe your business idea. (What to sell? How to sell? Where to sell? Who will buy? Why will he buy?)
- Find the investment on the basis of operational and human resource costs. Fix the pricing.
- Plan a fundraising activity (refer to next activity).
- Analyze the risks & threats. Prepare a strategy to overcome it.
- Analyze strengths and opportunities and plan to use them for running your business.
- Build your network. Promote your product/service (Make a poster advertisement for your product/service).
- Few eco friendly businesses are- Selling upcycled (paper bags, cloth bags etc.) or energy efficient products, garden products, nursery, environmental radio programme etc.

6.3.3. Fund- Raising for Eco Friendly businesses-

- Explain who you are, what you are all about and why someone should support you in 15 seconds.
- Remember fundraising is not just about raising money, it's also about building relationships with your community for the longer term.
- Tell the prospective supporters following things.



- Share a report of expenditure with your donors/supporters to ensure transparency and credibility in your efforts.

6.3.4. Environmental consciousness and sustainability should infuse in every aspect of our living. This will require every individual to develop certain skills that will enable them to manage their resources more efficiently.

- Make a list of skills that are required to manage resources in a more sustainable way such as vermicomposting, paper recycling, gardening, rainwater harvesting etc.
- Find an expert and invite him/her to conduct a workshop.
- Organize the workshop in the school.
- Have students form groups and undertake the project.
- Organize an exhibition to display the projects.

Project - 7: Reduce, Recycle, Reuse (most important 3R's) and Now Respect

Project Focus – Conservation, Caring for the Planet, Segregation of garbage

Target Area - It enables children to learn about the original source of material and also which materials can be recycled.

Every living organism is important in this world, be it an elephant, a banyan tree, a rabbit, an insect, a mustard plant, or inanimate resources such as water, air or soil. They are members of one or the other food chain and are dependent on one another. Every food chain starts from a plant source and man is the last consumer in almost all the food chains. But with increasing population the resources are depleting. We need to establish a balance between human populations and available resources so that renewable sources find sufficient time to renew themselves and others can be recycled and reused.

Learning Outcomes:

Learners-

- learn about the original source of material goods such as glass, aluminium, iron, paper, plastic, petroleum, coal.
- learn the importance of segregating garbage.
- learn which materials can be recycled. .
- learn to coordinate between plan and action, within the volunteer group as well as with the target group.
- find new ways of cooperating with each other.
- learn social skills and ability to solve problems in a group.
- understand the importance of conserving resources.
- explore and internalize the importance of Reduce, Recycle, Reuse.
- learn to use resources judiciously.

Project Process: Prepare:

- Students will make a rough layout and plan the activities to practically implement the project.
- Conduct a class discussion. Discuss the meaning of recycling. (The teacher may tell a story with a message - "There is enough for everyone's need but not for their greed").
- Students will make a list of things that can be recycled at home or at school.
- Discuss the reasons for recycling. Ask students if they know what the source of the original material is.
- Many students do not know the actual origin of materials and how material is recycled. Prepare and use the resource sheets to sequence the steps from original product to recycling for each material.
- Draw story boards about where materials come from. Display stories.
- Identify locality or target area for the execution of the project.

- Form groups of 10 to 12 students and elect a group leader for each group. The students in each group should preferably be from the same residential area to make it practically easy for them to target their project area.
- Divide larger areas into smaller target areas, and allot them to each group accordingly.
- Do a door to door survey to find out things that are needed to be recycled by the people living in the neighbourhood and collect data to fill in the provided survey sheet.
- Talk to the local area welfare society and arrange a presentation.
- Conduct a survey an environmental hygiene of your school (classroom, corridors, washroom, public spaces) and suggest solutions.
- Prepare a presentation to :-
 - spread awareness about Reuse and Recycling.
 - sensitize people about conservation of nature by recycling.
 - make residents aware about the benefits of segregating the trash.
 - tell them about the various benefits of understanding the origin of various goods so that recycling becomes easy for them..
- Ask students to prepare two lists by following the steps given below:
 - Make a list of all man-made things around them.
 - Try to find out where they come from.
 - The materials, about which they have a doubt (its origin), will be marked in the list.
 - The teacher will help them find the origins of these materials.
- Share the list prepared by you with the residents and prepare a consent list of those who would agree to segregate the trash in order to facilitate the garbage disposal.
- Prepare an evaluation sheet after monitoring and taking feedback from the residents to make a record of people to know how they have benefitted from the project.

Reflective Musings:

- After the collection of the data from survey, ask students to assemble all the collected data at one place.
We have to start caring about our planet. That is why we should recycle. "Why should we recycle? To talk is good, to act is better."
- Guide students to research and prepare two lists- one with the materials that can be recycled and another one with the materials that cannot be recycled.
- Guide students to prepare a presentation highlighting the following:
 - Meaning of Recycling.
 - The need for reuse.
 - Does it help in easy disposal if the garbage is segregated?
 - Why do some materials need to be recycled while others cannot?
 - Why does man need to control greed and utilise Mother Earth's resources thoughtfully?
 - Why do we need to respect the resources provided by nature?
 - What should be reduced and why?

- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.,
 - Describe what you have learned and felt about your project:
 - How far was the activity beneficial for you?
 - What have you learned about yourself and your surroundings from this project?
 - How do you think we can sensitize people about conserving and respecting resources?
 - How can we make the project more effective?
- The students will be given a Performa to fill in so that they can assess their own learning from the project.

Share and Celebrate:

- An assembly can be arranged to award the outstanding students.
- The students will display the charts and models on school notice-board.
- Certificates can be awarded to all students.
- The classroom can also be decorated with charts and models.
- The students can also keep imparting information regarding cleanliness through a practical demonstration to other students.
- The report of the project may be published in the newspapers and the school's magazine.

Survey Sheet

SN	Name	Residential Address	People who started segregating garbage	People who did not start segregating garbage	People who were benefitted (Those who Changed)

Student Evaluation Sheet to be filled by the Mentor after the completion of each activity:-

Scheduled Activity	Proposed Date	Suggested number of hours	Hours invested	Date of completion of the activity	Learning Outcomes achieved	Skills developed

Self Assessment

1. The experience was a great learning experience because

2. The next time, i will ensure

3. The community needs that were fulfilled

4. The community needs that were not addressed include

5. The things that i would do differently next time include

6. I think we can be better equipped for future involvement in the community by

Overall Assessment: Rubric may be developed in consultation with teachers

Activities under SEWA?

Activities leading to 'Physical Fitness' as an outcome and contributing to a healthy lifestyle will fall under SEWA.

The assessment criteria will be evidence based taking the readings from Health Card (**Fitnometer, Actometer and Nutrometer**). These will be used as scientific evidence towards fulfilling the weighting assigned to this component. These activities need to be taken up in larger groups and organized as a motivational and aspirational tool of outreach to the community.

The illustrative list of activities suggested under this theme are as under:

- Being part of **adventure camps** either at school or as part of collaboration with uniformed services, this is in addition to the 'adventure' activities under the strand
- Part of '*Swachh Bharat*' activities such as cleaning and clearing fields and other initiatives of Ministries.
- Creating leagues of Sporting activities (basketball, volleyball, swimming, hockey, netball, squash, cricket and boxing) as interclass, school, city, district or even at national levels
- Long distance runs (half and full marathons). 'Fun runs' for a cause
- Yoga, Running/ Jogging with fitness trackers with a goal in mind at the end of the year.
- Dance and choreography in groups
- Trekking/ Hiking/ Biking/ Cycling as meaningful fitness activities with a goal in mind at the end of the year.
- Camping, Military training with a goal in mind at the end of the year.
- Gardening and creating herb gardens/medicinal gardens/vegetable garden
- Disciplined and responsible dietary habits as outcome-based fitness projects

Managing Sport Events: An Exemplar Activity:

All participation in any of the above activities or those under scheme of games and sports must be consistent and on a daily basis. The **by-product and outcome** of these will be **health and wellness and overall fitness**. **Physical fitness** also leads to choosing **good dietary practices**, thus ensuring **good nutrition habits**.

Organizing and managing sport events are complex. It includes integration of modern management skills like budgeting, sponsorship management, venue management logistic management, facility management are required.

Learning outcomes:

The learner:

- Creates court/ground marking as per specifications
- Learns to use equipment for marking such as nails, ropes, pegs, hammer, measuring tape, chalk powder
- Prepares fixtures as per the specifications:
- Maintains props and equipment as per the requirement e.g. pressure for various balls, plans budgets, organizes venue, logistics

- Implements to make it a positive learning experience
- Marks restricted area around the field servings, area, pitch, scorers table
- Uses chalk powder to make a 5 cm line as per the dimension of the field depending on the game.
- Understands cross curricular linkages through concept of dimensions (Length, breadth, depth on height), radius, diameter
- Understands the methods of conducting a league and implements them

League Format

League is a way of conducting a tournament where each team plays against all the teams or within a group. In league format, teams play all the pre-fixed matches and get the advantage to recover even if the team losses the first or second match.

For example, in a tournament, if 4 groups are made and each group has 4 teams in each group, one team may play against 3 other teams.

Likewise, the champion of all 4 groups move to the next level. In the next level, the group champion teams may play against each other (all the teams) and the winner is decided based on the maximum number of wins. This method is known as league-cum-league.

The other method is league-cum-knockout where in the champion team of a group plays with the other group champion and the winners play the final.

The method of league or league-cum-knockout solely depends on the organizers. Organizers decide on the basis of time availability, no. grounds available, funds and no. of teams.

In a league format, the total no. of matches is calculated as $n(n-1)/2$

'n' is the total number of teams.

Each group has 4 teams. So the total no. of matches in each group will be

$$n(n-1)/2$$

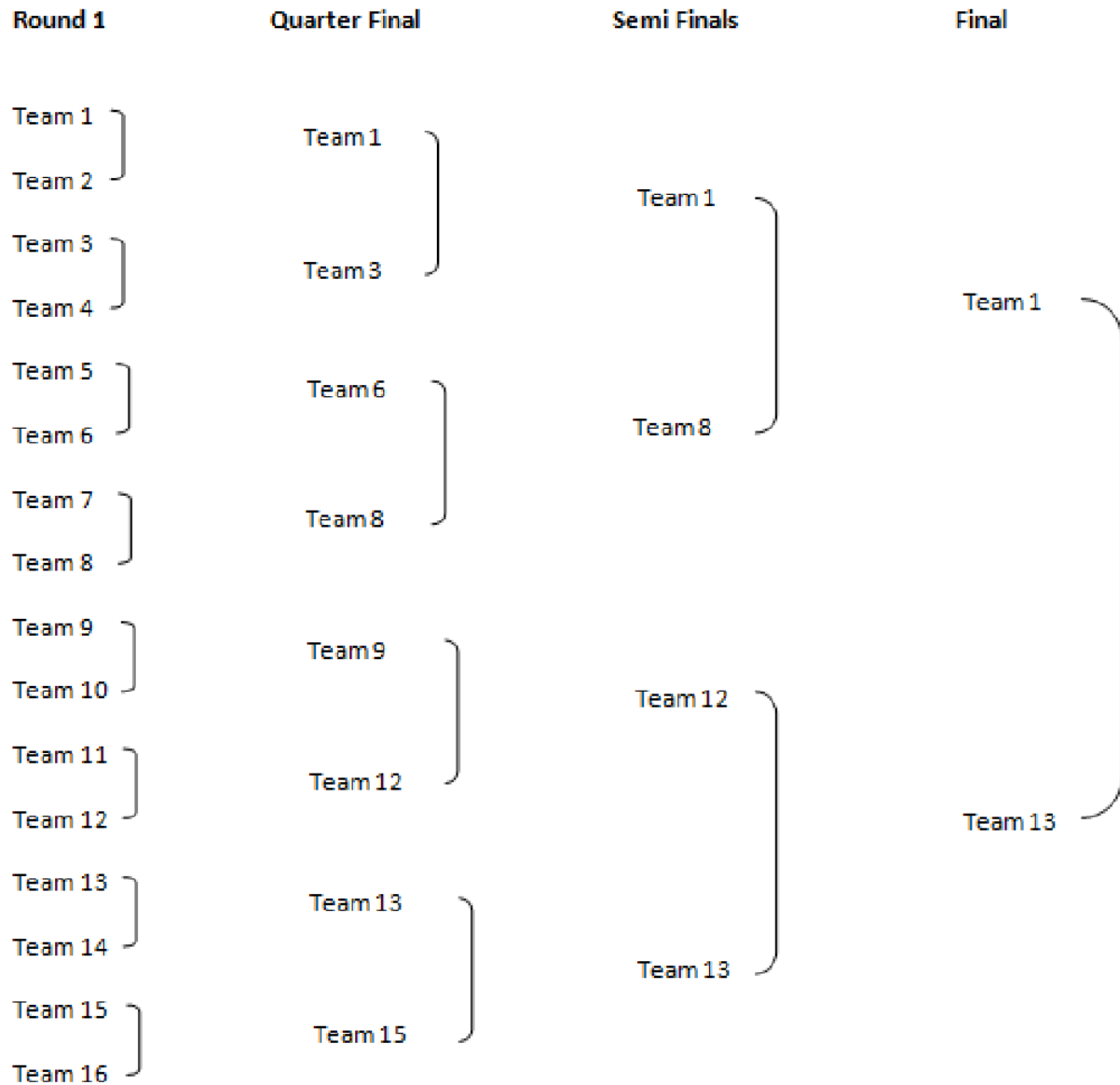
$$4(4-1)/ 2 = 6 \text{ matches}$$

Total no. of matches including all the groups will be 24 only (6 matches per group X 4 groups).

Post group league, it may continue as league format or knockout format.

Knockout Format

Knockout is another way of conducting a tournament where in the teams get knocked out on losing. The winning teams keep moving to the next level and finally 2 teams compete for the championship.



The above fixture is applicable only if the total no. of teams is exponential power of 2 that means $2^2 = 2 \times 2 = 4$, $2^3 = 2 \times 2 \times 2 = 8$ and so on (16, 32, 64).

Maintaining the Props and Equipment?

Check the pressure carefully. Pressures for various balls are:

Football - 0.6 – 1.1 atmosphere (600 – 1,100 g/cm²) at sea level

Basketball – 3.17 – 4.0 atmosphere (3170 – 4000 g/cm²) at sea level

Volleyball - 0.30 - 0.325 atmosphere (300 – 325 g/cm²) at sea level

Before using balls:

1. Inflate balls to correct pressures.
2. Before you inflate the balls, moisten the needle.
3. To inflate balls, squeeze balls while gradually adding a small amount of air at a time.
4. Inflating balls with too much air at once will damage the inner tube/ bladder.
5. Avoid inflating balls with machines as it may over inflate resulting in bursting.

After using balls:

1. Deflate little air after use. If the same air pressure remains in balls after use, balls may expand or deform.
2. Wipe the surface with a soft cloth.
3. If you are unable to remove dirt easily, wipe balls with a moistened cloth.
4. If you are unable to remove dirt with water, wipe balls with a cloth moistened with water-diluted mild detergent.
5. If you use mild detergent to clean balls, thoroughly wipe off any remaining detergent to ensure that it does not remain on the ball surface. (Detergent may cause stain).
6. If you use water to clean balls, wipe the ball afterwards with a dry cloth.
7. Dry balls out of direct sunlight in a well-ventilated place.
8. If the ball has been soaked by rain, wipe away moisture and dirt using a cloth. Dry the ball out of direct sunlight in a well-ventilated place.

To store balls:

1. Avoid leaving balls in a place that is exposed to direct sunlight.
2. Avoid storing balls in hot or damp places.
3. Store balls in a well-ventilated place.
4. Inflate balls regularly, in a well-ventilated place out of direct sunlight.

To maintain props and equipment:

1. After the activity, use a dry cloth to wipe the props/ equipment and store in a well-ventilated place out of direct sunlight.
2. Check the condition of the props/ equipment regularly to avoid any unobserved crack/ breakage.
3. Do not leave the props/ equipment in direct sunlight for the whole day. It would reduce the life of props/ equipment.
4. Do not store the props and equipment made of iron/ metal in a damp place. The moisture may lead to rusting.
5. The equipment which has not been in use for long duration (posts, flags, poles, hurdles etc.) needs special care.
6. Wrap it properly and store it in a well-ventilated place out of direct sunlight. Such equipment should be checked at least once in a year to ensure the good condition.
7. Do not apply water in any leather props and equipment. Always use dry cloth to clean.

Project/ Activity 8: Studying the nutrition and health status of people in a peer group/ village/city slum/ tribal area/ neighbourhood

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

Specific Activities

- Adoption of a village/city slum/tribal area or even peer group/neighbourhood
- Preliminary identification of nutritional and health problems of the community.
- Preparation of questionnaire/interview schedule to elicit background and information from family such as:
 - General information: head of the family, type of family
 - Composition of the family
 - Meal pattern of the family
 - Monthly expenditure pattern on food, clothing, housing, education, medicine, fuel, transport, saving, remittance of debt, recreation, other items.
 - Details of monthly food expenditure.
 - Food produced at home.
 - Food given under special condition
 - Methods of cooking.
 - Food items stored in the home
 - Food items which are considered "good" and "not-good".
 - Commonly occurring health problems:
 - deficiency / diseases of children
 - other common ailments of children
 - commonly occurring ailments in the family
 - Measures taken to get rid of the ailments
 - Environmental sanitation problem:
 - procedure of disposal of wastes (soild or liquid)
 - source of water supply and mode of water storage at home
 - Hygienic habits followed
 - Health services available
- Conduct of Survey (Students in groups may develop a questionnaire for the survey)
- Analysis of data and preparation of reports on main findings in respect of:
 - socio-economic conditions;
 - environmental sanitation problems;
 - commonly prevalent health problems;
 - malnutrition problems of children, mothers and the community;
 - undesirable nutrition, health and sanitation practices in the community;
 - practicable intervention measures to enhance the nutrition and health status;
- Helping in community health programmes and enhancing the nutrition, health and environmental status of the community through door-to-door contact programmes.
- Presentation through feedback videos/posters/pamphlets

Process

1. May be done individually, in pairs or in groups
2. Form may be developed for data collection
3. Online data analysis and graphical presentation of findings

Assessment

Rubric may be developed in consultation with teachers

Project/ Activity 9: Participating in the community health programme through door-to-door contact programmes.

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

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

Process

- May be done in groups
- Developing a checklist to collect data
- Analyze data and prepare a graph
- Record the findings in the report

Specific Activities

- Correlating the nutrition, health and sanitation problems in the adopted community. With the community health programmes being implemented and preparing a check-list of specific practices desirable in the community such as:
 - Gives supplementary foods to the child from the age of four months.
 - Gives milk to the child in katori and not in a bottle.
 - Feeds the child several times a day.
 - Feeds the child even when sick.
 - Immunizes the child.
 - Washes vegetables before cutting.
 - Makes use of surplus cooking water.
 - Uses green leafy vegetables regularly.
 - Uses raw vegetables/fruits/sprouted grains regularly.

- Keeps the home surroundings clean.
- Uses waste water for growing plants.
- Throws garbage in a pit
- Keeps teeth clean.
- Keeps nails trimmed and clean
- Keeps hair clean and combed.
- Keeps clothes clean.
- Uses clean toilet facilities
- Distributing families among members of the project team for door-to-door contact and preparing a time schedule for door-to-door contact programmes, explaining the importance of desirable practices for better nutrition, health and sanitation and recording the practices present in the family in the checklist of desirable practices.
- Discussing the problems encountered by the team members after every 3 contacts, analyzing why a particular desirable practice is not achieved, finding out possible solutions to reinforce the programme.

Process:

- May be done in groups
- Developing a checklist to collect data
- Analyze data and prepare graphs
- Record the findings in the report

Reporting and Consolidation

- Consolidating the records of desirable practices on the first and last contact programme for the entire community and seeing the impact of the programme on the basis of improvement in practice percentage.

Assessment:

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

Project / Activity 10: First Aid: Awareness raising and demonstration

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

Specific Activities

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

Activity 11: Plantation of Shade/ Fuel/ Ornamental/ Avenue trees

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

Specific Activities

- Identification of shade/fuel/ornamental/avenue trees.
- Preparation of herbaria of various trees.
- Phenological observations on vegetative growth, emergence of new shoots/leaves, flowering, fruiting, etc.
- Identification of seeds, seed treatment before sowing in the nursery.
- Preparation of nursery beds for sowing the seeds.
- Raising seedlings in the nursery and nursery management.
- Vegetative propagation by cuttings, layerage.
- Layout for planting
- Digging pits for planting.
- Preparation of soil-manure mixture for filling the pits.
- Transfer of seedlings for plantation.
- Planting with the help of planting board or rope.
- Providing tree-guards/fencing for protection (made of iron bars/empty old drums/thorny/ twigs/bricks/ barbed wire/live fence, etc.)
- After care of the plants: watering, weeding mulching, hoeing, protection against disease, pests, animals, adverse weather conditions, etc.

Project/ Activity 12: Acquaintance with common fertilizers and pesticides and their application with appropriate equipment.

- Elements of plant nutrition, Common fertilizers nitrogenous, phosphates.
- Concept of bio-fertilizers, micronutrients, Common insecticides, fungicides, weedicides.
- Calculation of doses.
- Plant protection equipments; various types of sprayers and dusters.
- Use and maintenance of plant protection equipments.
- Methods of fertilizers application soil and foliar application.

Specific Activities:

- Identification of various fertilizers, fungicides, insecticides, weedicides, bio-fertilizers.

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

Assessment:

Data Collection, analysis and their reporting through graphs, presentations and written reports, rubric for assessment may be developed

Project/ Activity 13: Acquaintance with Common Pests and Diseases of Plants and Use of Simple Chemicals and Plant Protection Equipment

- Significance of pests and diseases in agriculture.
- General idea about biological and integrated control measures.
- Common insecticides, fungicides, weedicides.
- Common plant protection equipments, their construction details, simple repairs and maintenance.
- Precautions while using plant protection chemicals.
- Common pests of important field crops, vegetable and fruit crops.
- Common diseases of important field crops, vegetables and fruit crops.

Specific Activities

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

Assessment:

Data Collection, analysis and their reporting through graphs, presentations and written reports, rubric for assessment may be developed

Project / Activity 14: Preparation of Family Budget and Maintenance of Daily Household Accounts.

Specific Activities

- Identifying importance of household accounts.
- Learning the procedure of recording transactions.
- Keeping records of expenses, vouchers, receipts, bill, etc.
- Preparing simple receipts & payment account in the register systematically & neatly.
- Comparing past receipts and payments with present receipts and payments.
- Discriminating between necessities, comforts and luxuries of different families.
- Preparing a list of consumable articles of the family.
- Collecting comparative prices for the required consumable articles.
- Allocating the family income on various heads.
- Preparing family budget.
- Making a comparative study of the budget of families from lower class, lower middle and middle class.

Assessment:

Data Collection, analysis and their reporting through graphs, presentations and written reports, rubric for assessment may be developed

Project / Activity 15: Helping school authorities in organizing

(a) picnics, tours, excursions, functions

(b) exhibitions.

Specific Activities

- Helping school authorities in organizing picnics, tours, excursions and school functions:
 - planning the programme;
 - forming groups for different functions such as conveyance, food, games and entertainment, collection of funds and maintenance of accounts;
 - making arrangements/preparation of each activity;
 - organizing/performing activities on the day of the picnic, tour/excursion, function;
 - evaluation of the success of the programme/effectiveness of the activity undertaken.
- Helping school authorities in organizing exhibitions:
 - planning the programme;
 - collecting/making exhibits and keeping them safely;
 - collecting suitable tables, boards, etc. for display;
 - cleaning and decorating the exhibition hall or ground;
 - displaying the exhibits on proper spots according to plan;
 - doing reception duty on the day of the exhibition;
 - explaining exhibits to the visitors;
 - collecting the exhibits after the exhibition and restoring them to their owners/the school authorities;
 - putting back the furniture, etc. in its proper place.

Assessment:

Writing a report and making an audio visual film on the entire process including the planning stage.

Project / Activity 16: Participation in Adult-Literacy Programmes

Specific Activities

- Survey of the neighbourhood and identification of adult illiterates.
- Making door-to-door visits and persuading them to join literacy classes.

- Grouping the illiterates according to their age, occupation and interests.
- Grouping students on the basis of their known capabilities and interests.
- Selecting literacy materials with the guidance and help of the teacher.
- Making spatial and physical arrangements for conducting the programme.
- Making adequate preparation for teaching, including the selection of teaching aids.
- Teaching adults in groups.
- Getting together in class and reviewing the progress of work and problems, if any
- Modifying the teaching methods and procedures in the light of experience.
- Evaluating the progress of adult literacy and maintaining records.
- Materials, Tools and Equipment Required : Charts, maps, register, almirah, etc.

Procedure:

- Develop a survey form and conduct the same
- Develop a pre test and post test and administrator
- Conducting an end of the project assessment for the adult learners
- Compare the results of pre and post test and analyze the data

Project/ Activity 17: Resources for Classroom Use and School Use

Specific Activities

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

Procedure

- Brainstorm with the concerned subject teacher and develop a mind map
- Identify resources to be developed according to the subject
- Work in groups of 3-5 to develop resources, aids for a particular subject
- Pilot them in class in age-appropriate ways, modify if required

Assessment

- In groups, write a report based on the template developed
- As peer educator/ mentor / buddy, teach a lower class level using the resources developed
- Video film a lesson you are teaching using the resources developed and share it with other groups

Assessment for SEWA

- The SEWA will be assessed internally through a blended approach of self-assessment and teacher assessment.
- **There will be no separate theory part as was the trend earlier.**
- Students will be assessed in each of the strands on the basis of evidence such as - direct observation, checklists, and/or use of video. In case of SEWA Projects Students plan and conduct projects and communicate their findings. Evidence in this case can include journals, diaries, essays, laboratory reports, oral presentations and/or the use of video, etc.

Maximum marks allotted for each strand are given in table 1.1. SEWA can be assessed on the basis of the rubric developed by the class teacher for the project chosen by the class for that year. Each activity should broadly be assessed on the basis of following criteria and marks should be given accordingly:

- Participation in SEWA/ activity
- Basic Knowledge & understanding of the SEWA/ activity
- Skills learnt/ development or enhancement of skills of SEWA/ activity
- Motivation to excel
- Improvement in performance (competing with self)
- Team spirit
- Development/ enhancement of
 - Organizational skills for SEWA/ activity
 - Leadership skills/ qualities
- Sensitivity towards
 - CWSN (children with special needs) / inclusion in team
 - Sensitivity towards gender in team

Strand	Periods (Approx.)	Grades
SEWA	50 periods	Grades of SEWA are considered against Work Experience Class IX-X: Grade (A-E) on 5-point scale (A, B, C, D, E)