

## Co-Scholastics Activities

Evaluation of Work Education/Pre-vocational Education, Art Education and Physical and Health Education will be done by the schools. CBSE has developed guidelines for internal assessment in these subjects which the schools are expected to keep in view while organizing teaching and evaluation of these subjects. Following publications of the Boards are recommended for their use and reference which give outlines of syllabi and hints for evaluation:

- (i) Work Education in Schools :
- (ii) Art Education in Schools.
- (iii) Health and Physical Education in Schools.

### (i) WORK EDUCATION (500)

#### Rationale

In the National Curriculum Framework (2005) Work Experience has been termed as Work Education and thus makes it an integral component of education. As such it would provide both knowledge and skills through well-structured and graded programmes, which would help them on their entry into the world of work. Work Education is a distinct curricular area for providing children with opportunities for participation in social and economic activities inside and outside the classroom, which would enable them to understand scientific principles and procedures involved in different types of work. The productive manual work situations were to be drawn from the area of health and hygiene, food, shelter, clothing, recreation and community service. The competencies to be developed in this field should include knowledge, understanding, practical skills and values through need based life activities. Pre-vocational courses should get a prominent place at this stage.

Work Education aims at restoring dignity and respect to all types of manual work, promoting self-reliance in meeting one's daily needs and those of one's family and community, increasing productivity through the development of proper work skills and values, and promoting commitment to the welfare of the society through suitable programme of social work or community service. This is a two-year syllabus for classes IX and X. It has been designed with following objectives for Students:

#### Objectives

The major objectives of Work Education at the Secondary stage are:

- To help the students to develop essential knowledge and understanding in terms of :
  - identifying needs of the self, family and community in respect of food, health and hygiene, clothing, shelter, recreation and social service;
  - acquainting themselves with productive activities in the community;
  - understanding facts and scientific principles involved in various forms of work;

- knowing the sources of raw materials and understand the use of tools and equipment in the production of goods and services; understanding the utility of productive work and services to the community;
  - understanding the needs of a technologically advancing society in terms of productive processes and skills;
  - understanding the processes of planning and organization of productive work;
  - conceptualizing their role in productive situations;
  - developing abilities for self-evaluation of performance and for entrepreneurship.
- To help the students to develop skills:
    - for the selection, procurement, arrangement and use of tools and materials for different forms of productive work;
    - to observe, and participate in work practice;
    - for the application of problem-solving methods in productive work and social service situations;
    - for greater productive efficiency;
    - to enhance their working competence sufficiently so as to enable them to earn while they learn;
    - to use their creative faculties for devising innovative methods and materials.
  - To help the students to develop proper attitude and values in terms of:
    - respect for manual work and regard for manual workers;
    - socially desirable values such as self-reliance, helpfulness, cooperativeness, teamwork, perseverance, tolerance, etc.
    - proper work ethics such as regularity, punctuality, honesty, dedication, discipline, etc.
    - self-esteem through achievement in productive work and services;
    - a deeper concern for the environment and a sense of belonging, responsibility and commitment for the society;
    - strive for excellence.

### Course Content

The content of Work Education comprises of three categories, i.e.,

- A. **Self-help Activities:** A programme for the satisfaction of day-to day needs of the students and their families.
- B. **Community Out-reach Activities:** A programme for sensitization of the students towards their responsibility to satisfy the community needs.
- C. **Pre-vocational Skill Development Activities:** This is the most important programme as it is designed to prepare the students for the world of work. However, the actual selection of activities/projects/pre- vocational courses by school would depend upon the availability of natural, physical and human resources in the locality, the

socioeconomic background of the community and the needs and interests of the students.

Work education is a distinct curricular area for students for participation in social, economic and welfare activities. Student gets a sense of community service and develops self-reliance. Schools should promote Work Education Activities for holistic development of the student. These activities are to be graded on a 5-point grading scale (AtoE) and will have no descriptive indicators. No upscaling of grades will be done. The grading is to be done by the concerned teacher facilitating the activity.

The total number of periods for performance of the work education activities should be approximately 120 periods for two years at the secondary stage.

### SECTION WISE WEIGHTAGE IN WORK EDUCATION (for One Academic Year)

Section		Total Weightage	Total Periods
A	Self-help Activities	2	10
B	Community Outreach Activities	3	20
C	Pre-vocational Skill Development Activities	5	30
<b>TOTAL</b>		<b>10 points = A grade</b>	<b>60 periods</b>

Grade	Grade point
A	9-10
B	7-8
C	5-6
D	3-4
E	1-2

#### A. Self-help Activities

Out of the list of activities given below for the Secondary School stage any three are to be completed in class IX and remaining three in class X.

1. First aid activities like counting of pulse, taking of temperature and bandaging of wounds after cleaning them.
2. Preparation of family budget and maintenance of daily household accounts.
3. To be able to know and procure transport facilities from one point to another using online resources or cooperation with local authorities such as Panchayat.
4. Understanding the basic traffic rules and helping traffic police in the regulation of traffic.
5. Helping school authorities in organizing exhibitions, picnics, tours and excursions, school functions, etc.

6. Basic cooking activities.

**The total number of periods for performance of the Self-Help activities may be 20 periods for two years at the secondary stage**

### **B. Community Outreach Activities**

Out of the list of activities given below choose any two activities, one is to be completed in class IX and another in class X.

1. Studying the nutrition and health status of people in a village/city/slum/tribal area.
2. Helping in community health programmes for enhancing the nutrition, health and environmental status of the community through door-to-door contact programmes.
3. Volunteer work in hospitals and fairs, during natural disasters and accident, etc.
4. Activities related to sensitization towards needs of differently abled and elderly persons.
5. Activities related to sensitization towards weaker sections of society.
6. Participation in cleanliness drives in schools, community and neighborhood areas.
7. Participation in adult literacy programme.
8. Plantation and care of shady/fuel/ornamental/avenue trees.

**The total number of periods for performance of the Community-Outreach activities may be 40 periods for two years at the secondary stage**

### **C. Pre-vocational Skill Development Activities**

Work practice at this stage is to take the form of projects with sequential activities in respect of vocations in the production or service sectors. Intensive projects/pre-vocational courses in diverse need and occupational areas, to be pursued over a span of time ranging from a few months to the entire two-years duration of the Secondary stage, are clearly the answer for this requirement. Such projects/pre-vocational courses are intended to lead to intensive skill formation and proficiency in work which would be conducive to increased productivity and capacity on the part of students to engage in work which enables them to earn while they learn. This emphasis on intensive skill formation is meant to provide a pre-vocational base to the work education programme at this stage and also to serve as ground preparation for the world for those students who terminate their studies after Class X. For those who continue their education at the Senior School Stage, these pre-vocational courses will serve as preparation for vocational courses at the +2 stage.

**The total number of periods for performance of the Pre-vocational Skill Development activities may be 60 periods for two years at the secondary stage**

**Choose any two activities of the following: one is to be completed in class IX and another in class X.**

#### **Agriculture and Horticulture Skills**

1. Acquaintance with common fertilizers and pesticides and their application with appropriate equipment.

2. Acquaintance with common pests and plant diseases and use of simple chemical and plant protection equipment.
3. Raising of flowers, vegetables, plants and their seedlings in nurseries.
4. Repair and maintenance of equipment for horticulture and agriculture.
5. Prefabrication of irrigation channels.
6. Development of plants by vegetative propagation budding, grafting, cutting, layering, etc.
7. Mushroom cultivation for consumption, preservation or sale.
8. Post-harvest technology and safe storage of food grains.
9. Making of bio fertilizers.
10. Plant protection against pest and diseases.
11. Soil testing and reclamation measures.
12. Maintenance of farm equipment and machines.

### **Animal Husbandry Skills**

13. Milking of dairy animals and managing allied activities.
14. Handling farm animals for feeding, washing or general examination.
15. Raising poultry birds (1) for eggs, (2) for table purposes.
16. Bee-keeping, bottling and marketing of honey.
17. Silk worm rearing for sale or yarn-making.
18. Fish rearing in small ponds.

### **Skills for Food Manufacture**

19. Making bakery and confectionery products.
20. Food preservation making of jam, jelly, tomato ketchup, pickles.
21. Projects relating to non-conventional sources of energy sun, wind, tides, biogas, etc.
22. Cookery skills.
23. Preparation of milk products.

### **Skills for Textiles**

24. Tie-dyeing and screen printing as commercial ventures.
25. Garment making.
26. Mat and carpet weaving.
27. Hand embroidery.
28. Stitching and Tailoring.

### **Other Skills**

29. Preparation of stationery items such as files, file boards, registers, writing pads, stamping ink, etc.

30. Preparing paper out of waste paper
31. Repair and maintenance of domestic electrical gadgets.
32. Preparing electric extension boards for use in home/school or for sale. 33 Plumbing.
33. Preparation of decoration pieces of a more sophisticated nature out of plaster of paris.
34. Doll making.
35. Preparation of toys and other play materials for self and primary classes.
36. Typewriting with adequate proficiency.
37. Stenography.
38. Running a cooperative store.
39. Running a book bank.
40. Caning, carpentry and handling the job of as mason.
41. Cycle, motorcycle and scooter preparing.
42. Computer operation and maintenance
43. Photocopying
44. Screen-printing
45. Photography-commercial.
46. Making of assisting devices/material for persons with special needs

### **Suggested Outlines of Some of the Activities**

In order to enable the translation of the above activities and projects into concrete action and to ensure proper utilization of the allotted period as also optimum attainment of the intended objectives, some of the self-help and community out-reach activities have been specified further. Suitable tools and material are indicated for these activities. Tasks for the remaining activities/projects/pre-vocational courses can be worked out in similar manner.

### **Activity 1**

#### **Studying the nutrition and health status of people in a village/city slum/tribal area.**

The nutrition and health status of the people reflects the present status and future prospects of a country. Enhancement of the nutrition and health status of the people is a 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.

### **Suggested Tasks**

- Adoption of a village/city slum/tribal area.
- 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 disease 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.
- Analysis of data and preparation of reports on main findings in respect of :
  - socioeconomic 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.

## Activity 2

### 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 per cent 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.

### Suggested Tasks

- Organizing a conference, inviting the sarpanch of the village, community health worker, personnel from the Primary Health Centre, Public Health Engineer and Block Development Officer and discussing about the community health programmes being implemented in the adopted community and exploring the possibility of their participation and cooperation in the contact programme.
- Correlating the nutrition, health and sanitation problems in the adopted community identified from previous survey (Activity 1) with the community health programmes being implemented and preparing a check-list of specific practices desirable in the community such as :
  - Gives supplementary foods to the child from the age of four months.
  - Gives milk to the child in bowl 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.
  - Defecates away from pathways, sources of water and houses.
  - Washes after defecation outside and not in pond/tank/stream.
- 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 solution to reinforce the programme.
- Consolidation the records of desirable practices on the first and last contact programme for the entire community and seeing the impact of the programme on the basis of improvement in practice percentage.
- 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.

### Activity 3

#### First Aid

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 casualty home or hospital.

#### Suggested Tasks

- Preparation and use of First Aid Kit.
- Dressing of wounds and bandaging.
- Management of simple injuries and emergencies :
  - bleeding
  - shock
  - drowning
  - burns
  - snake bites
  - fractures
  - poisoning

### Activity 4

Plantation and care of Shade/Fuel/Ornamental/Avenue trees.

Importance of trees for ecological balance of the environment. Local and exotic trees for various purposes. Factors affecting normal growth of the plants. Specific problems pertaining to certain tree species and their solution. Raising seedlings in the nursery, nursery management. Vegetative propagation of ornamental trees. Planning layout. Planting and after care.

#### Suggested Tasks

- 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 cutting, 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.

### Activity 5

#### Preparation of Family Budget and Maintenance of Daily Household Accounts.

##### Suggested Tasks

- Identifying importance of household accounts.
- Learning the procedure of recording transactions.
- Keeping records of expenses, vouchers, receipts, bills, etc.
- Preparing simple receipts and payment account in the register systematically and 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.

### Activity 6

#### Helping school authorities in organizing:

- (a) picnics, tours, excursions, functions.
- (b) exhibitions.

### Suggested Tasks

- Helping school authorities in the organization of 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.

### Activity 7

#### Participation in Adult-Literacy Programmes.

##### Suggested Tasks

- Survey of the neighborhood 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.
- Correcting the teaching methods and procedures in the light of experience.
- Evaluating the progress of adult literacy and maintaining records.

## 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

1. Two-dimensional or Pictorial
  - Drawing and Painting
  - Collage Making
  - Printing
  - Photography
  - Computer graphics
2. 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 her to respect and appreciate the culture and contribution made

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.

## A. 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.



## B. 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
- a) 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.
- b) Five devotional songs (Bhajans, Shlokas, Hymns, Sufiana Kalam and Shabad Kirtan)
- c) Three songs in regional languages other than mother tongue.
- d) 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 Raga association.

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 play them. (To be pasted in the scrap-book).
- To listen to music programme on Radio or T.V. and to write short description of the performances (To be written in the scrap-book).

### Music (Melodic Instrument)

- Theory
  - Knowledge of the terms : Sangeet, Dhvani, Nad, Swar (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 or light 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 Tanpura and 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; (iii) short scenes from classical dramas.
  - Stage Craft : Planning a stage with props and lighting placement, movement of character of a given play in drawing form or model form.
  - designing of costumes for the characters of the play.
  - Play-writing: unscripted play to be written down in the form of a script to be acted.

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

### 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
- i. Dance as a form of nonverbal communication, exhibited through Gymnastics, figure skating, synchronized swimming and martial arts as well.
- ii. Reasons for people to move and Dance: (include visual references)
  - a. for personal expression and social connection,
  - b. as a medium for sensing, understanding, and communicating ideas, feelings, and experiences,
  - c. a means to mourn, to celebrate, to heal, to give thanks,
  - d. to preserve cultural heritage and treasured legends,
  - e. demonstrate physical prowess, to assert individuality, to provoke and to entertain.
- iii. Forms of movement and dance :
  - a. Formal, exhibitionistic dance with trained dancers (Classical traditions)
  - b. Reflections of or challenge to the social, cultural, religious traditions and values (Folk or semi-classical or dance drama formats)
  - c. Various forms now seen in a theatrical context that have their roots in ancient temple dances (Ritualistic or festive dancing)
  - d. Entertainment (Cinematic/social)
- iv. 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)
- v. Dance as a means of communication: elements of dance (content, vocabulary, skills and technique)
- vi. 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:

- i. Major styles of classical dance - Bharatnatyam, Kathakali, Kuchipudi, Kathak, Mohiniattam, Manipuri, Odissi, chhau and Sattriya.
- ii. Tribal and folk dances of India: region-wise samples (need not to be exhaustive)
- iii. Modern experimental dance (Indian and Western)
- iv. 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:

- i. Creation of a scrap book that documents the different dance styles
- ii. Chart tabulation of music, costume, region, language association
- iii. Identification of dance styles/exponents in quiz format
- iv. 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 (Values Education)

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.

## HEALTH & PHYSICAL EDUCATION (Code No. : 506) SECONDARY SCHOOL (Classes: IX-X)

### RATIONALE

Health and Physical education is concerned with total health of the learner and the community. Besides physical health, it includes mental and emotional health of the learners. WHO defines health as a state of physical, mental and social well-being and not merely the absence of disease or infirmity. The aim of Health and Physical Education is to enable the student to attain such a state of health that, it becomes an education for the total human being.

In this respect, it is 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 developed, the muscles and nerves trained, the senses cultivated and hygienic and proper dietary habits inculcated. Therefore, provision has to be made much more systematically than before, in the school curriculum for Health and Physical Education. At the Secondary level acquisition of the habits of healthy living and participation in games and sports and athletics for the neuro muscular coordination and physical fitness are the aims which should be taken care of while developing any syllabus of health and physical education.

### The objectives of Physical and Health Education are:

- to bring the overall awareness of values and to inculcate among students the desired habits and attitudes towards health and to raise their health status;
- to make the pupils physically, mentally and emotionally fit and to develop their personal and social qualities that will help them to be good human beings;
- to develop a scientific point of view regarding health and physical education;
- to identify personal, family and community health problems and acquire relevant scientific knowledge and information to prevent and control these problems to stay healthy;
- to take action individually and collectively to protect and promote (i) their own health (ii) health of their family members: and (iii) health of those around them in the community, seeking help when required from available community resources;
- to promote improved preventive and promotive self-care behaviour in the families and in the community;
- to develop awareness of HIV, AIDS and drug abuse in the community;
- to develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life;
- to develop awareness regarding transfer of fundamental processes to physical activities of one's choice.
- to develop interest in exercise, sports and games for self-satisfaction and making it a part of life;

- to enable an individual to enhance inner qualities - as self-mastery, discipline, courage, confidence and efficiency;
- to enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community in a better way;
- to develop awareness of the importance of self-defense and self-dependence;
- to develop awareness of good posture so that one may strive to maintain a good posture; z to enable an individual to lead an enthusiastic and active life;
- to enable an individual to practice socially acceptable behavior patterns in an impressive manner.

### Learning Outcomes

The syllabus in Physical and Health Education at this stage aims at realising the following:

#### (I) Learning outcomes in Physical Education :

- The learners develop organic fitness, formal sense organs and efficient organic systems.
- They cultivate habits of engaging in appropriate exercises so that immediate and future health needs will be met.
- They develop neuromuscular skills that promote the ability to perform work with ease and grace.
- They develop attitudes of cooperation, good sportsmanship and fair-play.
- They cultivate such traits of character as self-mastery, discipline, courage and confidence.
- They develop a sense of patriotism, self-sacrifice, self-reliance and a desire to serve.
- They prepare themselves for making a worthy use of leisure time by acquiring knowledge of sports for the purpose of participation or observing, appreciating and enjoying them.

#### Suggestive Activities:

- Dance
- Sports and Games (including training/coaching)
- Yoga
- Athletics
- Gymnastics
- Swimming
- Combative/ Material Arts

#### (II) Learning outcomes in Health Education

- The learners develop a scientific point of view of health and physical education.
- They identify personal, family and community health problems and are able to prevent and control these problems to stay healthy.

- They take action individually and collectively to protect and promote their own health, health of family and of the people around them in the community.
- They are always ready to promote improved preventive and promotive self-care behaviour in the family and in the community.

**Suggestive Areas:**

- Meaning and Nature of Health
- Environment and Health
- Major accidents, which can be fatal in rural and urban areas. First Aid.
- Nutrition.
- Health hazards of modernization: drug abuse, HIV and AIDS.
- Communicable and non-communicable diseases. Approved systems of medicine being practiced in our country.
- Importance of International Health. Physical Education activities are dependent upon the facilities available in and around the school. Therefore the teacher should develop programmes taking into consideration the facilities available in the school and in the community.



## HEALTH EDUCATION CLASS - IX

- Meaning and nature of health, ecological concept of health, interdependence of physical, mental, emotional and social dimensions of health, factors and conditions influencing health, importance of health, meaning, purpose, principles and methods of health education; role of media in Health Education.
- Environmental conditions in villages, towns and slums in relation to the health status of people, waste disposal practices, measures to prevent pollution, compost pits, soakage pits, sanitary latrines, sources of safe drinking water, municipal water supply system, housing.
- Relationship of personal and environmental health practices with prevention of diseases and health promotion, cultural practices and health.
- Major accidents which cause deaths in rural and urban areas, factors responsible for accidents, general principles for prevention of common accidents, safety rules related to making fires, using stoves/cooking gas, using electricity, climbing stairs, crossing roads, boarding means of transport, cycling, swimming, playing, storing medicines and poisonous chemicals, practicing crafts, working in laboratories and using electrical and mechanical gadgets and machines, measures to remove accident hazards.
- First-aid measures for cuts, wounds, sprains, strains, continuous bleeding, fractures, bites and stings, drowning, fainting, shock, burns: Principles of first-aid, home nursing and skills in dealing with specific situations.
- Factors and conditions affecting nutritional status of an individual, nutritional needs of the body in terms of calories and nutrients, low-cost, locally available sources of food rich in these nutrients, nutritive values of commonly used foodstuff, balanced diet-its importance and requirements according to age, sex, occupation, pregnancy and geographical location, principles of diet planning, deficiency diseases and their prevention.

## HEALTH EDUCATION CLASS - X

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

## Physical Education Class - IX

### Unit - I: Introduction to Physical Education

- Meaning and Concept of Physical Education
- Aims and Objectives of Physical Education
  - Physical Development
  - Mental Development
  - Social Development
  - Emotional Development
  - Neuro-Muscular Development
- Changing Trends in Physical Education

### Unit - II: Physical Fitness

- Meaning and Concept
- Components of Physical Fitness
  - Speed
  - Strength
  - Endurance
  - Flexibility
  - Coordinative Ability
- Development of Physical Fitness through Games and Sports

### Unit - III: Measurement of Growth

- Measurement of Height & Weight
  - Body Mass Index
- Body Composition (Lean Body Mass, Fat percentage)
- Formulas for 2 sites/3 sites
- Waist and Hip Ratio

### Unit - IV: First Aid Measures

- Meaning and Concept
- Introduction to general Sports Injuries
  - Soft Tissue
  - Bone and Joint Dislocation
- PRICER and its Effects

### Unit - V: Sociological Aspects of Physical Education

- Meaning and Concept of sports culture, society

- Role of Family, School in Sports Socialization
- Role of Society in Sports Socialization

#### **Unit - VI: Physical Activity and Differently abled Children**

- Physical Education Programmes for Physical Challenged
- Physical Education Programmes for Visually Impaired
- Physical Education Programmes for Dumb and Deaf

#### **Unit - VII: Community Recreation**

- Meaning and Concept of Recreation
- Recreational activities for different age groups
- Recreational activities for family.

#### **Unit - VIII: Sports and Human Resources**

- Role of Sports in creating fit citizens
- Fit citizen as an asset for the family, society and nation
- Fit citizen and productivity

#### **Unit - IX: Adventure Sports**

- Meaning and Objective
- Introduction to the concept of Camping and Tracking
- To organize Site, Materials required and safety measures

#### **Practical**

- Athletics:30/50 mtrs dash, Middle distance, Jumps  
Fitness Tests: Fitness test for class IX should be conducted on the basis of the AAPHER test and record should be maintained (50 Mtrs dash, Pull ups, Flexed arm hang, Sit up for 1 min, Shuttle run 10×4 mtrs, Standing broad jump, 9/12 run and walk)  
Any two games: Students are required to play two games out of all the listed sports:
- Volleyball
- Football
- Handball
- Hockey
- Basketball
- Gymnastics
- Kabaddi
- Kho-Kho

## Physical Education Syllabus Class - X

### Unit - I

- Tests for Measuring different Fitness Components
- Strength: Pull Ups, Push Ups, Rope Climbing
- Speed: 30 Mtrs, 40 Mtrs
- Flexibility: Sit and Reach, Tests to measure Spine Flexibility
- Endurance: 9 Min, 12 Min Run and Walk
- Agility: Shuttle Run (10 × 4)

### Unit - II

- Play
- Meaning and Concept
- Characteristics of Play
- Benefits of Play
- Regional play Activities

### Unit - III

- Physical Activity and Gender
- Anatomical differences between genders
- Physical activity and women
- Weight training for women<sup>341</sup>

### Unit - IV

- Stress and Coping
- Meaning and Causes
- Relaxation Training
- Coping Strategies

### Unit - V

- Physical Activity and Quality of Life
- Meaning and Concept
- Benefits of Physical activities to promote quality of life
- Development of ethical values through physical activities

### Unit - VI

- Physiological basis of physical Education
- Meaning and concept of physiology
- Measurement of blood pressure, pulse rate and respiratory rate

- Warming up and Cool down

### Unit - VII

- Psychological basis of Physical education
- Meaning and importance
- Habit: formation of good habits, breaking bad habits
- Emotions: meaning, types, training for controlling emotions

### Unit - VIII

- Career avenues in the field of Physical Education
- Career avenues in educational institutions, media, fitness, industries (sports), Educational qualifications in physical education
- Leading institutions of physical education

### Unit - IX

- Safety and Injuries
- Self safety
- Safety of equipment
- Prevention of sports injuries

### Practical

- Athletics: 50 mtrs dash, throws342
- Fitness test: Fitness test of class X should be conducted on the basis of the AAPHER test and records should be maintained.
- Any two games: Students are required to play two games out of the listed sports:
- Badminton
- Table Tennis
- Lawn Tennis
- Judo
- Aerobics
- Karate
- Taekwondo
- Students are required to prepare a project on the regional play activities from their home town.

### Assessment & Observation

During the school sessions, many observations would arise because of individual behavior, related conditions, change in social/cultural factors hence the teacher need to take corrective actions and record the behavior. Some key assessment points and their observations are mentioned here.

- Initiate to participate, if yes, observe for: Leadership quality/Active/Energetic/Talented
  - Team game, if yes, observe for: Sportsman spirit/Good group behavior/Group sharing/Interaction & Coordination
  - Organized game participation, if yes, observe for: Discipline/Emotionally balanced/Rushness
  - Rules & regulations follower, if yes, observe for: Listening & speaking skills/knowledge about the rules
- \* Equipment management, if yes, observes for: Self control/Self disciplined/Organized maintained.