

English

Class IX & X

Executive Summary

Acquiring a language means to communicate confidently and naturally. In order to communicate effectively in real life, students need more than mere knowledge about the language. They must be able to use English effectively with confidence and fluency. The over-riding goal should be to develop the practical language skills for academic study and subsequent adult life.

Language is a skill to be acquired and not merely a medium of knowledge to be learnt. Acquiring a knowledge has been compared to learning to drive. It is not enough to have only theoretical knowledge of how an engine works: we must know how to use the gears and how to interact with other road users. Similarly, simply knowing parts of speech and how to convert the active into the passive voice does not mean proficiency in language. Language is acquired and there is not substitute for learning by doing. This attitude and quality need to be developed among the students in the present era. Skills of communication need to be strengthened so that the students could be made self-dependent and self-reliant as far as the learning of English language is concerned.

Keeping in view the above facts as also the NCF guidelines for syllabus revision, an effort was made to review the existing syllabus for Class IX & X. The books already prescribed for these classes were thoroughly gone through and discussed at length by the members of the committee appointed for the purpose.

During the revision and review of these books, it was felt that some of the positions and chapter needed a change or replacement in view of the needs of the students of H.P.

The following principles have been taken care of in the National Curriculum Framework (NCF)-2005 which also aims at the achievement of different objectives of language learning the syllabus designers of NCF had these

objectives in their mind and under the process of review (not deviating from the main principles) some recommendations have been incorporated according to NCF-2005.

1. Connecting knowledge to life outside the school – Activities on conversation, group discussion and describing an event or narrating their experiences have been incorporated.
2. To ensure that learning is shifted away from the rote method to the actual understanding of the language; self-learning exercises, role-play and more critical group discussions have been incorporated.
3. For overall development of learners, emphasis has been laid on comprehension and acquiring the skills of listening, reading, writing and speaking. To inculcate good values in the students the chapter and passages on social values, good manners and self-discipline have also been incorporated at different stages in Class IX & X.
4. For the development of literary skills among the students and ensuring the appropriateness of topics and themes, certain topics of renowned authors as also the state specific topic pertaining to Himachal Pradesh have been included in the syllabi.
5. For making the process of learning more enjoyable and informative, some of the poems and stories, which aim at entertaining and inspiring the students, have been introduced. Care has also been taken through these poems, to inculcate in the students good manners, moral values and the spirit of patriotism.
6. To make the students aware about the values enshrined in the constitution of India, topics on girl-child education, empowerment of woman and social reforms have been incorporated in the syllabus.

7. As per the norms of NCF, sufficient stress has been laid on the development of vocabulary and usage. For this various activities and worksheets have been designed for practice and are already given in the curriculum.
8. Certain lessons on the development of tourism, sight-seeing and nature study and also the geographical aspects of the state/country have been introduced for the students.
9. Continuity from one level to the next. This aspect has also been taken care of especially in the grammar portion, to encourage the students to move from the simple to complex.
10. Inter-disciplinary approach has also been followed while designing the syllabus and topics on different themes and from different fields have been introduced to enhance the knowledge of the learners.
11. To inspire the students and to inculcate in them the courage to face the realities and difficulties of life, some prose pieces have been included.
12. To develop creativity in the students, emphasis has been laid on writing and speaking skills by teaching them to describe and write their views freely and fluently.
13. For better understanding, glossary of each chapter of classes IX and X should be expanded and explained in Hindi.

Objectives

1. To build greater confidence and proficiency in oral and written communication.
2. To develop the ability and knowledge required for interaction and inquiry.

3. To use appropriate English to communicate in various social settings.
4. To equip learners with essential language skills to questions and to articulate their point of view.
5. To build competence in the different areas of English.
6. To enable the learners to access knowledge and information through reference skills (consulting a dictionary, library, internet etc.).
7. To develop curiosity and creativity through extensive reading.
8. To facilitate self-learning to enable them to become independent learners.
9. To review, organize and edit their own work and work done by the peers.

Evaluation

The package for classes IX and X consists of :

- (a) - A text book containing 10 comprehensive units, containing prose pieces, stories, one act play etc.
- Poems of varying lengths-six in number.
- (b) A Workbook having corresponding worksheets as the number of the comprehensive units of the text book.
- (c) A Supplementary Reader having about nine to ten pieces meant essentially for self-study.

- (d) A Grammar Book (for Class IX & X combined) for conscious knowledge of grammar and grammatical rules corresponding to the worksheets of the Work Book.

Evaluation Scheme for Final Exams

The recommended weightage in terms of marks is 30% for text book, 15% for the Supplementary Reader and 40% for language work (workbook and grammar). 10% weightage should be given to communication skills and 5% for internal assessment based on terminal or periodic tests.

Evaluation should be both written and oral. Communication skills should be tested internally by the teacher concerned and internal assessment should be based on the performance in terminal tests.

The scheme for evaluation for terminal tests (internal assessment) should be the same except that 5% marks shall be based on the performance in project work and activities during the session.

The terminal exams should be conducted twice in a session.

Evaluation Scheme for Internal Assesment

The recommended weightage in terms of marks is 40% for the text book, 40% for Language work (workbook and grammar) and 20% for the Supplementary Reader.

Evaluation should be both oral and written. Periodic tests, preferably at regular intervals for 6 weeks, should be done. The weightage for periodic tests should be 50% – 25% each to oral and written.

The evaluation for IX & X classes should be for internal assessment of these classes because the final evaluation is done by the H.P. Board of School Education.

Expected Outcome

By the end of the course of Class IX & X the students should be able to :

1. Give a brief oral description of events/incidents.
2. Retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews etc.).
3. Participate in conversations, discussions, etc. on topics of mutual interest in non -classroom situations.
4. Narrate the story depicted pictorially or in any other non-verbal mode.
5. Respond in writing to business letters, official communications.
6. Read and identify the main points/significant details of texts like scripts of audio-video interviews, discussions, debates etc.
7. Write without prior preparation on a given topic and be able to defend or explain the position taken/views expressed.
8. Write a summary of short lectures on familiar topics by making/taking notes.
9. Write an assessment of different points of view expressed in a discussion/debate.

Time Frame
(Class – IX)

| | | |
|-------------------------|---|----------------|
| Total working days | : | 150 (22 weeks) |
| Periods per week | : | 08 |
| Total periods | : | 175 |
| Period duration per day | : | 35 min. |
| Total duration in hours | : | 103 hrs. |

| Unit | Sub-Unit | Subject Matter | Periods | Duration in Hours |
|------|----------|--|---------|-------------------|
| 1. | 1.1 | Prose Pieces (8 in all) | 69 | 40 |
| | 1.2 | Conversation Techniques (1 in all) | 08 | 05 |
| | 1.3 | Play – One | 10 | 06 |
| | 1.4 | Poems (6 in all) | 27 | 16 |
| 2 | 2.1 | Supplementary Reader (9 Stories in all) | 34 | 20 |
| 3 | 3.1 | Work-Book on Grammar, Usage and Composition. (12 Work-Sheets in all) | 27 | 16 |
| | | | 175 | 103 |

Time Frame

(Class – X)

| | | |
|-------------------------|---|----------------|
| Total working days | : | 150 (22 Weeks) |
| Periods per week | : | 08 |
| Total periods | : | 175 |
| Period duration per day | : | 35 min. |
| Total duration in hours | : | 103 hrs. |

| Unit | Sub-Unit | Subject Matter | Periods | Duration in Hours |
|------|----------|--|---------|-------------------|
| 1. | 1.1 | Prose Pieces (9 in all) | 69 | 40 |
| | 1.2 | Play – One. | 10 | 06 |
| | 1.3 | Story – One | 08 | 05 |
| | 1.4 | Poems (6 in all) | 27 | 16 |
| 2 | 2.1 | Supplementary Reader (10 Lessons in all) | 34 | 20 |
| 3 | 3.1 | Work-Book on Grammar, Usage and Composition. (12 Work-Sheets in all) | 27 | 16 |
| | | | 175 | 103 |