

GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION (SCHOOL BRANCH)
OLD SECRETARIAT, DELHI-110054

No.DE.23(555)/Sch.Br/2015/1369

Dated: 10/9/15

CIRCULAR

SUB: INVITING OPINION ABOUT PROPOSED REDUCTION IN SYLLABUS.

It is proposed to reduce the pressure of heavily loaded syllabi of various subjects and provide students with more quality time in school for vocational skills, arts like theatre, music, dance and sports etc. Accordingly, reduction in the existing syllabi of classes VI to X for English, Hindi, Sanskrit, Urdu, Punjabi, Maths, Science and Social Science has been worked out.

A detailed description of the proposed reductions, along with justification, is enclosed herewith. All Heads of Schools are directed to ensure the following: -

- a. All concerned subject teachers must thoroughly go through the details of proposed reduction in syllabi of their respective subjects/classes.
- b. Arrange Faculty Meetings to discuss the proposed reductions.
- c. Compile the opinion of the faculty w.r.t. the proposed reduction (in not more than 150 words for each class, either typed or neatly handwritten) in the format enclosed, separately for classes VI to VIII (Annexure-I) and IX-X (Annexure-II).
- d. Submit the formats of each subject, complete in all respect, to the office of respective Zonal DDEs by 16.09.2015.

The Zonal DDEs, in turn, must submit these hard copies with School Branch at the HQs on 17.09.2015.

Opinion of the faculty of government aided and private recognized schools is also invited in the same format to reach the offices of respective Zonal DDEs upto 16.09.2015. Interested Heads of Aided/Private Recognized Schools may accordingly take action as per a to d above.

This issues with the prior approval of the Competent Authority.


10/9/15

(Dr. Sunita Kaushik)
Addl. DE (School)

Heads of all Govt./Govt. Aided/Pvt. Recognized Schools.

No.DE.23(555)/Sch.Br/2015/1369

Dated: 10/9/15

Copy to:

1. PS to Hon'ble Dy. CM/MOE.
2. PS to Secretary (Education).
3. PS to Director (Education).
4. All RDEs/District & Zonal DDEs.
5. OS (IT) with the directions to upload it on DEL-E.
6. Guard File.


10/9/15
(Usha Rani)
DDE (School)

Format for Opinion about Proposed Reduction in Syllabus

School Name :.....

School ID :..... Contact number:.....

Subject for Classes VI to VIII :..... (Subject).

Name and Mobile Number of Group Leader (Mobile number of Group Leader is must.)	Names of members of the Group
	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

Opinion about the proposed reduction in the syllabus (with justification to support the opinion):

VI	
VII	
VIII	

Format for Opinion about Proposed Reduction in Syllabus

School Name :.....

School ID :..... Contact number:.....

Subject for Classes IX to X :..... (Subject).

Name and Mobile Number of Group Leader (Mobile number of Group Leader is must.)	Names of members of the Group
	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

Opinion about the proposed reduction in the syllabus (with justification to support the opinion):

IX	
X	

Proposed Reduction in Syllabus Subject wise and Class wise

PART A: Class VI to VIII

Hindi			
Sl. No.	Class	Lessons to be deleted	Justification
1.	VI	Chand se thodi si Gappe (Poem)	No specific utility. Other poems are more effective for grammar.
2.		Paar Nazar Ke (Story)	Translated lesson with very difficult language. Pupils are unable to relate.
3.		Lok Geet (Essay)	Far above the level of students. Knowledge of Raagas is necessary to teach this lesson. This can be kept only for reading and not for evaluation.
4.		Van ke Marg me(Poem)	Content deal with forest experiences of Ram and Seeta. This is also dealt in Bal Ram Katha Book. This lesson is repetitive exercise.
5.	VII	Dadi Maa (Story)	Very long and uninteresting story.
6.		Kancha (Translated Story)	Extremely long, no importance from language perspective, gives no moral lesson. Other lesson "Apurv Anubhav" is more interesting.
7.		Khan Pan ki badalti tasveer	Lesson is uninteresting and lacks succulence.
8.		Khan Paan ki Badalti Tasveer (Lekha Jokha)	Very short and descriptive lesson, uninteresting and lack succulence. Unimportant as far as knowledge of language is concerned.
9.		Viplav Gayan(Poem)	Difficult language, more philosophy and far above the level of students.
10.	VIII	Dhwani (Poem)	Both language and emotion of poem are difficult and above the level of students.
11.		Chitthiyon ki anokhi duniya (Essay)	Students have learnt about letters in class V in chapter "Chitthiyon ka safar" This lesson is repetitive exercise.
12.		Jab Cinema ne bolna seekha	Not very important, can be kept only for reading purpose and not for evaluation.
13.		Baaj or Saanp (Story)	Book contains many stories so one or two can be removed. This story is less interesting as compared to others.

English

Sl. No.	Class	Lessons to be deleted	Justification
1.	VI (Honeysuckle)	Lesson 4 An Indian American Woman In Space	Sentence construction is too complex and is more passive than active. Sentences are too long and appear contrived and convoluted. The learner is overwhelmed by vocabulary. The structure and explanations affect the impact of the lesson.
2.		Lesson 6 Who I am?	The concept of Multiple Intelligence is at variance with the level of understanding of an average 11-12 year old learner. Testing on the basis of the lesson goes against the purpose given in the "Notes for the Teachers".
3.		Lesson P-6 The Wonderful Words	Abstract concepts. The second stanza is especially difficult for the learners. Learners especially the first generation learners, lack the necessary linguistic competence.
4.		Lesson 9 Desert Animal	Factual topic which has been taken up in a much easier form in class VII. Language, construction and vocabulary is at variance with supposed level of the class. Too many disparate concepts in one chapter. Too many animals are dealt with in one chapter confuses the learners.
5.		Lesson 4 Beauty	The concept of beauty as given in the poem is beyond the linguistic competence and experience of the learners. Does not lend itself to evaluation. Much of the essence of the poem is lost in translation.
6.		Lesson L-4 The old Clock Shop	The tone of the lesson is too dark and morose. Much of the thoughts and actions of the characters are conveyed through mannerisms and insinuations making them difficult for our learners to understand them. Create difficulty in translation as well.
7.		Lesson L-9 What Happened to The Reptiles	Too long. The basic idea gets lost in convoluted sentence structure and the translation it necessitates.

8.	VII (Honeysuckle)	Lesson 6 Expert Detectives	Lengthy. Leaves the reader disappointed. Not much of a mystery. Stereotyping based on appearance. Nishad's sensitivity is not appreciated.
9.		The Invention of Vita-Wonk	Extract seems chosen without consideration of beginning, middle and end. Much of the humour derived from wordplay. Learners do not appreciate this.
10.		Lesson 9 A bicycle in Good Repair	The humor is too topical and subtle for the learners. Translation only renders the lesson tedious and long winded.
11.		Lesson 10 The Story of Cricket	Class IX NCERT Social Studies text book has the same lesson in Hindi. Too technical to be of interest, defeats the purpose of language acquisition. As for acquisition of knowledge, the learners will be able to do it much better in class IX since the lesson is in their mother tongue.
12.		Lesson P-8 Meadow Surprises	Not suited for evaluation. Over-analysis and paraphrasing with object of testing takes away the element of joy from learning. More suited for reading pleasure and providing a different linguistic experience.
13.		Lesson 6 I want Something in a Cage	Too morose and grim for the age group. Takes the focus away from the message. The concept of freedom (using animals) has been dealt with in the lesson 7- "Chandni"- already.
14.		Lesson 9 The Bear Story	Lengthy. Repetition of concept of the bond of love between the pet and the owner, mistaken identity etc has been more effectively dealt with in the lesson "A Tiger in the House".
15.		VIII (Honeydew)	Lesson 5 The Summit Within

16.		Lesson 7 A visit To Cambridge	Difficult syntax and vocabulary. The commentary is nuanced and persona. Highlights Firdaus Kanga's awe of Stephen Hawking rather reflecting Stephen Hawking's his brilliance. Learners left to their own devices to know more about hawking.
17.		Lesson P-7 When I set out for Lyonnesse	Spirituality is an abstract concept for the learners to grasp at this age. Adaptation seems arbitrary (long poem cut short); makes the poem seem merely put together, ends rather abruptly leaving the learners mystified about "magic" and "radiance" the poet found in Lyonnesse.
18.		Lesson 9 & 10 The Great Stone Face-I & The Great Stone Face-II	Too allegorical for a first generation learner to understand that the names such as "Earnest", "Gather Gold" point to describe the protagonist character as well. Too many topical references – alien to Indian context and sensibilities have changed much since Nathaniel Hawthorne wrote the story. Much of the point the author makes is lost in translation. Ends up being long winded and tedious.
19.		Lesson P-8 On the Grasshopper and the Cricket (Honeydew)	A surfeit of poems (three) on insects and animals. Too difficult for learners of this age group to appreciate.
20.		Lesson 9 and 10 The Comet-I and The Comet-II	Lengthy, too many concepts like superstitions, scientific reasoning, averting disaster etc makes the text challenge in terms of evaluation. Learners have done the story in Hindi.

Mathematics			
Sl. No.	Class	Lessons to be deleted	Justification
1.	VI	Chapter 13 Symmetry	Concepts given in this chapter will be studied by students in Class VII in Chapter 14 'Symmetry'.

2.		Chapter 9 Data handling	Content of this chapter from section 9.1 to 9.5 have been studied by students in class V and the second half i.e. section 9.7 related to bar graphs will be covered in detail in class VII chapter 3 data handling.
3.		Chapter 6 Integers Section 6.3 & 6.4 Exercise 6.2 & 6.3	The concept of addition & subtraction of integers using number line will be covered in chapter 1 of integers of class VII.
4.	VII	Chapter 15 Visualizing Solid Shapes	Concepts covered in this chapter will be covered in class VIII while doing chapter 10 visualizing solid shapes.
5.		Chapter 12 Algebraic Expressions	Students will be learning the same concepts in chapter 9 Algebraic Expressions & Identities. Therefore, it is a repetitive exercise.
6.		Chapter 09 Rational Numbers	
7.	VIII	Chapter 16 Playing with numbers	Concepts related to divisibility rules for various numbers have already been covered in detail in chapter 3 playing with numbers of class VI.
8.		Chapter 5 Data Handling Section 5.1 to 5.3 & section 5.5 Exercise 5.1 & 5.3	Concept of bar graph is covered in class VII and other topics like histograms & probability are done from introduction in class IX & covered in detail in both class IX as well as class X.
9.		Chapter 11 Mensuration Section 11.6 to 11.9 Exercise 11.3 & 11.4	The excluded portion basically deals with mensuration of solid shapes which is covered in details in Classes IX & X.

Science

Sl. No.	Class	Lessons to be deleted	Justification
1.	VI	Chapter 3 Fibre to fabric	Also included in Class VII.
2.		Chapter 4 Sorting materials into groups.	Basic concept taught in primary classes.

3.		Chapter 6 Changes around us.	Basic concept taught in primary classes. Included in class VII also.
4.	VII	Chapter 1 Nutrition in Plants Section 1.5	Taught in class VIII chapter 2 (Microorganisms) under 2.6 (Nitrogen Fixation).
5.		Chapter 4 Heat Section 4.4	Taught in class VIII 8.3 (air expands on heating).
6.		Chapter 5 Section 5.2	Taught in class VIII chapter 5 topic 5.1 (Acid and base) details covered in Class X chapter 2.
7.		Chapter 6 Section 6.3	Taught in class VIII chapter 4 topic 4.4 reaction with oxygen.
8.		Chapter 7	Adaptation already taught in class VI chapter 9
9.		Chapter 15 Section 15.1 & 15.2	Taught in class VI lesson 11
10.		Chapter 16	Taught in class VI lesson 14 water
11.		Chapter 17	Taught in class VIII lesson 7 conservation of plants and animals
12.		VIII	Chapter 2 Section 2.7
13.	Chapter 3 Section 3.6		Already included in class VI, L-16 topic 16.5 Plastic boon and curse.
14.	Chapter 6 Section 6.3		Types of combustion are of various forms. It should not be limited to three types only.
15.	Chapter 6 Section 6.7		Already included in L-18 topic 18.2, 18.3, 18.4 of Class VIII itself.
16.	Chapter 7 Section 7.11		Taught in class VI in L-16 topic- 16.4 Recycling of paper.
17.	Chapter 15 Section 15.7		Taught in class SST in class IX.
18.	Chapter 17		Taught in SST in class VI (Geography).
19.	Chapter 18 Section 18.8		Taught in class VII in L-18. The story of waste water.

Social Science

Sl. No.	Class	Lessons to be deleted	Justification
1.	VI History	Lesson 1 Kya, Kab, Kahan Aur Kaise?	Information of this chapter has been repeated in other chapters.
2.		Lesson 3 Bhojan: Sangreh Se Utpaadan Tak.	Information provided is confusing as Chronological errors are present and is also not of historical importance.
3.		Lesson 5 Kya Batati Hai Hamein Kitaabein Aur Kabrein	Information provided is not appropriate for Class VI. It creates confusion about the history.
4.		Lesson 12 Imaaratein, Chitra Aur Kitaabein.	Topics described in this lesson are neither interrelated nor related to earlier lessons. Inappropriate content.
5.	Geography	Lesson 4 Maanchitra	Content is far above the level of student and uninteresting. Vocabulary is difficult.
6.		Lesson 7-8 Hamara Desh Bharat & Bharat: Jalvaayu, Vanaspati Evam Vanya Praani	Both lessons are not related to rest of the lessons of the book. Topics of this chapter are dealt in detail in classes VIII and IX. The rest of the lessons are very lengthy so it is better to delete these two chapters.
7.		Lesson 2 Vividhata Evam Bhedbhav	Lesson 1 deal with diversity and this lesson brings out the negative aspects of diversity which confuses the child.
8.	Civics	Lesson 4 Loktantrik Sarkar Ke Mukhya Tatv	Presentation is not in conformation with the title. Information provided is not comprehensible for the students. This lesson depicts problems rather than their solutions.
9.		Lesson 5 Panchayati Raj	Deals with Panchayati Raj Institutions which are not related to city like Delhi and thus children are unable to comprehend properly.

10.	VII History	Lesson 1 Hazaar Varshon Ke Dauran Hue Parivartan Ki Padtal	Difficult and confusing content. Lot of information given in the chapter is not interrelated.
11.		Lesson 7 Janjatiyan, Khanabadosh Aur Ek Jagah Base Hue Samuday.	Lack of clarity and uninteresting content. No concrete information about the tribes and other communities.
12.		Lesson 9 Kshetriye Sanskritiyon Ka Nirmaan	Filled with very difficult jargons and content is not related with earlier lessons.
13.	Geography	Lesson 3 Hamari Badalti Prithvi	Lesson not appropriate for this age group. Content is dealt in details in Class IX.
14.		Lesson 9 Sheetoshan Ghaas Sthalo Mein Jeevan	Is inappropriate for VII Class. Does not match with the geographical features of India while all other lessons are connected to India in some or the other way.
15.		Lesson 3 Hamari Badalti Prithvi (Partial deletion)	Topic on Motions of Earth can be removed.
16.		Lesson 4 Ladke Aur Ladkiyon Ke Roop Mein Bada Hona	Lesson fails in its objective of giving a clear message and developing a clear thinking among the students.
17.		Lesson 7 Vigyapano Ko Samajhana	Does not match with the mental level of the students. Only superficial information is provided.
18.		Lesson 10 Samaanata Ke Liye Sangharsh.	Lesson is not for evaluation, its content has been dealt in first chapter.
19.	VIII History	Lesson 1 Kaise Kab aur Kahan?	Neither important nor related to next lessons. Also does not have enough information.

		Lesson 6 Upniveshvaad Aur Shahar	Not related to earlier lessons. Detailed information about this lesson is already covered in Class VII. Contains information that is difficult to comprehend.
		Lesson 8 Deshi Janta Ko Sabhya Banana, Rashtra Ko Shikshit Karna	Contains only factual information and over emphasis & justification of colonialism which is unnecessary.
20.		Lesson 10 Drishya Kalaon Ki Badalti Duniya	Contains description of Visual Arts which is not appropriate for the level of this class.
21.		Lesson 12 Swatantrata Ke Baad	Lengthy lesson containing discourses on Political Science instead of History. Its sub topics are not related to each other.
22.	Geography	Lesson 5 & 6 Udyog & Manav Sansadhan	Both lessons are only informative in nature containing many topics which can't be dealt in detail at this level due to time constraint. This information does not help the students to develop clear concepts.
23.	Civics	Lesson 2 Dharmnirpekshata Ki Samajh	Information provided in this lesson is already given in 1 st lesson and also discussed in detail in Class IX.
24.		Lesson 4 Kanoono Ki Samajh	Presentation of lesson is not as per the title. Pupils are not able to comprehend the crux of lesson.
25.		Lesson 6 Hamari Apradhik Nyay Pranali	Lack of clarity in the content. Inappropriate and uninteresting content.
26.		Lesson 7 Hashiyakaran Ki Samajh	Content of lesson relates to feudalism, which is not good for social harmony and is inappropriate for the level of students. The practices mentioned in this lesson are slowly disappearing from the modern society.

Urdu

Sl. No.	Class	Lessons to be deleted	Justification
1.	VI	Lesson 12 Rabindranath Tagore	The syllabus contains another lesson 'Kabuliwallah' by Rabindranath Tagore. Students were given information about the life of Rabindranath Tagore during this lesson. Hence, it may be deleted.
2.		Lesson 16 & 19 O Subah Ke Sitare & Pyame Amal	Contents are repetitive from grammatical and learning point of view.
3.		Lesson 3 Pari Ka Vardaan	Lesson is based on imaginative description only. The moral objective of this lesson is fulfilled by other lessons also.
4.		Lesson 8 Teen Kachhue	No specific moral knowledge, it creates confusion among students.
5.	VII	Lesson 7 Bahaar	Not important for curriculum as better poems are already part of syllabus.
6.		Lesson 11 Patthar Ka Soup	Not important for curriculum as better stories are already part of syllabus.
7.		Lesson 13 Subah Ke Nazaare	Not important for curriculum as better poems are already part of syllabus.
8.		Lesson 9 Badhe Chalo	Not important for curriculum as better poems are already part of syllabus.
9.		Lesson 10 Jugnu	Not important for curriculum as better poems are already part of syllabus.
10.	VIII	Lesson 6 Gul-e- Abbaas	Book contains four stories; if one would be removed there will be no effect. This story is less effective as compared to others.
11.		Lesson 9 Kundanlal Sehgal	Book contains four lessons on biographies out of which this is less important as it is related to Cinema while others have historical importance.
12.		Lesson 10 Shabnam	Not important for curriculum as better poems are already part of syllabus.
13.		Lesson 16 Palestini Bacche Ke Liye Lori	This poem is about Palestine in which the referred children are neither of Slaved India or Independent India.

14.		Lesson 6 Urdu Ka Ek Anokha Adeeb (Help Book)	This lesson neither contributes to the development of Urdu literature nor to the mental level of students. Other lessons are more effective.
-----	--	---	--

Sanskrit			
Sl. No.	Class	Lessons to be deleted	Justification
1.	VI	Lesson 4 Krida Spardha	Use of Irit lakar without giving knowledge of kriya, dhatu and lakars.
2.		Lesson 9 Anguliyamkam Praptam	Difficult language, primarily aims to teach panchami and shashthi vibhakti about which students are already aware.
3.		Lesson 10 Krishikha Karamvirah	Difficult vocabulary, use of difficult grammatical words.
4.		Lesson 13 Lokmangalam	Difficult language of Vedas is above the level of students.
5.	VII	Lesson 4 Hasya Baal Kavi Sammelan	Use of visarg sandhi which is out of syllabus. Avayay is the main focus of the lesson which is covered in other lessons. Lesson is primarily based on humor but in fact it lacks humor.
6.		Lesson 7 Sankalpah Siddhidayakah	Focus is on use of Dhatu which is covered in other lessons. Use of difficult grammatical terms.
7.		Lesson 12 Kalpaltev Vidya/ Vidyadhanam	Extensive use of verse based lesson. Other lesson based on moral education like: Subhashitani and Sadachar are enough.
8.		Lesson 14 Anarikayah Jigyasa	Focus of the lesson is to teach akarant words. This is a repetition of chapter 3.
9.	VIII	Lesson 3 Bhagvadjjukam	Difficult vocabulary and lack of moral education.
10.		Lesson 8 Sansaar Saagarasya Nayakah	Use of difficult language and not capable of generating interest among the students.
11.		Lesson 10 Ashok Vanika	Extensive use of grammatical words.

12.		Lesson 13 Himalayah	Far above the level of students and difficult vocabulary.
Punjabi			
Sl. No.	Class	Lessons to be deleted	Justification
1.	VI	Lesson 13 Chappal Ki Sonh	The teachings of this lesson are available in other lessons also.
2.		Lesson 16 Kudrati Lalten	Difficult language and content is far above the level of students
3.		Lesson 20 Mamta Di Moorat	Difficult vocabulary.
4.		Lesson 22 Ek Adhyapak Ek Ratrapati	Students are unable to understand a biography at this age.
5.		Lesson 25 Delhi Ke Prasih Etihask Sthan	Many historic places are mentioned in this lesson. Students must be completely aware of their history before reading this lesson.
6.	VII	Lesson 2 Mera Apna Pind	Today's urban children are unable to relate to this lesson as its story is set in a rural background.
7.		Lesson 9 Delhi Se Gangtok Tak	Lengthy lesson, unable to generate curiosity among the learners.
8.		Lesson 12 Gharghin, Kala Gaur Te Bhood	Students are unable to relate to the characters of this story as they are unaware about such insects.
9.		Lesson 22 Upari Sheh	This story puts learner into doubts. In today's scientific world we must not encourage such practices.
10.		Lesson 26 Nirmau	This story creates fear and talks about tantrums.
11.	VIII	Lesson 2 Shaher Da Nalka	Content is far above the level of students and unable to generate curiosity among them.
12.		Lesson 6 Jeev Jantu Apna Rasta Kaise Banate Hain.	Students do not find this lesson entertaining.
13.		Lesson 20 Gaddiyan Wale	Story is setup in rural background; urban children are unable to relate to nomadic tribes.

14.		Lesson 26 Shehnai	Lesson is related to Bengali background so unable to generate curiosity among the learners. Vocabulary is difficult.
15.		Lesson 27 Mud Gawacchi Sheh	Language is typical and difficult for learners to understand.

PART B: Class IX and X

Hindi			
Sl. No.	Class	Lessons to be deleted	Justification
1.	Class IX Hindi A	Saanwale Sapno Ki Yaad	Syllabus has two memoirs; Saanwale Sapno ki Yaad and Mere Bachpan Ke Din. One of them may be removed. This lesson contains grief arisen from the death of Saalim Ali whereas Mere Bachpan Ke Din preaches values related to social harmony and lively narration of students participation in freedom struggle. Hence this lesson may be removed.
2.		Nana Saheb Ki Putri Devi Naina Ko Bhasm Kar Diya Gaya	This story is based on the plot of 1857 revolt which was taught earlier in class VI; Jhansi Ki Rani. Hence this may be deleted.
3.		Vaakh	This is complicated and difficult to understand at the same time its aim is fulfilled by "Saakhi and Sabad".
4.		Gramshri	Chandra Gehana Se Lautati Ber and Gramshri include natural beauty and rural conscience so Gramshri lesson may be deleted to avoid repetition.
5.		Kis Tarah Akhirkar Main Hindi Mein Aya	This lesson has excess of Urdu and Farsi words which are difficult for students to understand. Since only one value based question is asked in each of the sessions. Therefore this lesson may be deleted.
6.	Class IX Hindi B	Dhool	Kichad Ka Kavya is interesting and more important than Dhool as the language of Dhool is difficult so it may be deleted.

7		Admi Nama	This Nazm is not useful as compared to other poems so it may be deleted.
8.		Geet Ageet	Other poems are more important. In this the poet is trying to explain that Ageets are as beautiful as Geets only. May be deleted.
9.		Smriti	In this lesson, the events of the childhood are elaborated. This is a repetition of "Sapno Ke Se Din" lesson of Class X. May be deleted.
10.	Class X Hindi A	Aatmkathya	Padya khand contains Aatmkathya and Gadya khand contains Ek Kahani. Both are biographies. Aatkathya is difficult to comprehend hence may be deleted.
11.		At Nahi Rahi Hai	Syllabus Contains two poems by Suryakant Tripathi 'Nirala'. This poem may be deleted as the other poem 'Utsah' is better.
12.		Fasal	Syllabus Contains two poems by Nagarjun. This poem may be deleted as the other poem 'Danturit Muskan' is more child centered and easy to understand by the students.
13.		Lakhnavi Andaaz	The lesson contains a satire on feudal class which may be removed. There are other lessons dealing with Satire and Humor like 'Premchand Ke Phate Jute and George Pancham'.
14.		Sanskriti	This lesson is difficult to understand. Syllabus contains two essays, one may be deleted.
15.	Class X Hindi B	Top	This poems gives historical information which is available to students through history subject also. Hence it may be deleted.
16.		Kar Chale Hum Fida	This is a patriotic song. Children learn patriotic songs on various other occasions hence this may be deleted.
17.		Teesri kasam Ke Shilpkar Shailendra	This lesson deals with the only film produced by Shailendra i.e., Teesri Kasam. Other lessons are more useful, hence this lesson may be deleted.

English

Sl. No.	Class	Lessons to be deleted	Justification
1.	Class IX	Gulliver's Travels -Jonathan Swift	Very Lengthy- There are 16 chapters in the First term & 23 in the Second term. The students till class 8 have not dealt with lessons beyond 3 pages. The language and vocabulary is old English. It is a difficult text for an average 14 year old first generation learner. Topical references to 18 century England and its political situation does not allow the student to relate with the text. The higher purpose behind subscribing the text is totally lost. Better suited for a more mature (in terms of years and linguistic competence) learner. Could be replaced with a less lengthier book suited to the learners level and interest. (An Indian / Children's author).
2.		Three Men in a Boat	Humour derives mainly from tongue-in cheek references and wordplay etc. (English dry humor). Apart from certain slapstick, the language and humour are too subtle and the nuances are beyond an average first generation learner. Too many incident and characters make the student avoid the text as range of questions increases. Novel is not chosen by the students (do not attempt the questions in the examination) as it is not easy to score marks.
3.		Lesson 8 Reach for the Top	Topical (Achievers at the time when the text book was published). Lengthy with two different stories in one lesson. Focus on one issue could make it less confusing. The method of incorporating two stories in one chapter has already been done in chapter 2, 'The Sound of Music'. Maria Sharapova has since fallen down the ATP rankings (Sania Mirza could replace her). India has better examples of achievement in the face of problems.
4.		Lesson P-4 The lake Isle of Innisfree (Poem)	Testing on the basis of the lesson goes against the purpose given in the "Notes for the Teachers". The imagery is beyond the experience of our learners.

5.		Lesson P-8 On Killing a Tree (Poem)	It is extremely difficult for a second language learner with very limited knowledge of the language to deal with allusion and symbolism. Testing the same makes it doubly challenging.
6.		Lesson P-10 A Slumber Did My Spirit Seal (Poem)	The language is archaic. (Not suitable for our students). Theme of loss and death has been dealt with in other lessons too. The nature imagery gets lost in translation. Paraphrasing takes away from what the poem and the poet intended.
7.		Lesson 4 The Kingdom of Fools (Prose)	Learners have done the same story In Hindi in the lower classes. They are already familiar with the story and the characters. For this reason the lesson does not do much in terms of enhancing the students grasp of the language as there is no novelty, therefore no incentive to acquire language.
8.		Lesson 9 A House is not A Home (Prose)	Theme of loss – father, friends, home, pet. Coping with death and loss have already been dealt with in “Weathering the Storm in Ersama” and “The Last Leaf”.
9.		Lesson 10 The Accidental Tourist (Prose)	Incidents are interesting and humorous however allusions may not relate to the student. Example getting locked out in an alley outside the cinema hall, the airport causeway, cutting meat into bite size, the urge to wear cream clothes, difference between Bill and William etc. These concepts are too foreign for our students and if the teacher goes on explaining much time will be wasted. If the students read the lesson on their own, as expected in the preface, such images are not comprehensible.
10.	Class X	The Diary of a Young Girl, Anne Frank	A lot into the culture and history of the times is prerequisite to understand the details. (A mere learning of facts in the History syllabus, which our children read in Hindi, does not suffice. Too explicit references to physical changes in the adolescent body. Lengthy.

11	First Flight (Book)	The Story of My Life, Hellen Keller	Lengthy. Too many incidents and characters. So difficult to remember. All characters are historical, so an understanding of the history of the time is essential. No time to discuss these.
12.		Lesson 2 A Long Walk to Freedom (Prose)	The chapter is an extract from the autobiography of a great statesman. Hence, references given cannot be explained without referring to South African history. Racism and Apartheid questions aren't easily answered by students. An inordinate length of time is taken to successfully deal with all references. Incidents are not of one time frame. Vocabulary is difficult for the level of English of our learners. Enjoyment of chapter dims with a lot of explanation.
13.		Lesson 4 From the Diary of Anne Frank	The book by Anne Frank is already prescribed as a long reading text. Translation of the original by different publications has brought a change in the name of 'key' characters like the teacher and Anne's best friend. Confusion can be eliminated by deleting the chapter.
14.		Lesson 5-6 A hundred Dresses I & II	Too long and time consuming. Racism in school, among students without any proper resolution in the end of the chapter makes it difficult to answer questions.
15.		Lesson 11 The Proposal	Long-winded and length. Talks of Russian nobility, cock hunting, lease, counts etc. – too many foreign concepts in one play.
16.		Lesson P-4 The Ball Poem	Symbolic, dealing with loss is already dealt with in the Sermon at Benaras.
17.		Lesson 5 Making of a Scientist	Too long winded and tedious. Concepts of science and the boy scientists' journey in reaching his goad are expected to be understood by the students on their own. The preface suggests that learners read the lessons on their own.
18.		Mijbil The Otter	Difficult for the learners to envisage and Otter as a pet. Difficult to relate to since many have not seen an Otter. There is already a lesson on a Pet in Foot prints without feet, The triumph of Surgery.

Mathematics			
Sl. No.	Class	Lessons to be deleted	Justification
1.	Class IX	Number System Exercise 1.4	By studying other sections of this chapter, students learn that every point on the number and vice-versa.
2.		Introduction to Euclid's Geometry	Though this chapter has great value in history of Mathematics, but instead of including it in SA syllabus, contributions of Euclid can be discussed with students in an interesting manner by combining with section 1.1 and 1.2 of Chapter 1 (Class X) OR It can be done as a project during summer vacation.
3.	Class X	Arithmetic Progressions Section 5.4 Exercise 5.3	Concept of A.P., general term of A.P., nth term of an A.P. can be done without including section 5.4 (related to sum of n terms of an A.P.)

Science			
Sl. No.	Class	Lessons to be deleted	Justification
1.	Class IX	Lesson-2 Topic 2.2.1 Concentration of Solution	Difficult to understand at Class IX and placed in Class XI also where it is easily understood with the help of experiments.
		Fractional Distillation	Already studied in Class 8 (Chapter 5). Hence it may be deleted.
		Topic 2.3.7 How can we obtain different gases from air	This concept is included in detail in Class XI. Hence, there is no need to study in Class IX.

2		Lesson -3 Topic 3.1 Laws of chemical combination Figure 3.2.1 What are the modern day symbols of atoms of different elements Topic 3.5.3 Mole concept	Can be better understood in Class XI as these concepts are also included in Class XI.
3.		Lesson -4 Topic 4.2 The Structure of an Atom	It is a complex chapter which can be understood easily with experiments and models. This is covered in Class XI where laboratory period are dedicated for it.
4.		Lesson -8 Topic 8.4 Equation of motion by Graphical method	This topic is difficult to understand and not very useful for understanding of any of the related concepts. Hence, it may be deleted.
5.		Lesson-10 Topic 10.2.1 To Calculation value of acceleration due to gravity(g)	It can be avoided at class 9 level because at this level only basic understanding is needed. Derivation of value of "g" is confusing at this level. This derivation is part of syllabus in Class XI.
6.		Lesson-12 Figure 12.2 Vibrating tuning fork just touching the suspended table tennis ball	It can be avoided at Class IX level as it is difficult to understand. It is also a part of practicals in Class XI.
7.	Class X	Lesson-4 Topic 4.3.3 Addition Reaction Topic 4.3.4 Substitution Reaction	Can be better understood in Class XI by experiment. It is very difficult and confusing to learn this only by theoretical methods at Class IX level.
8.		Lesson-5 Topic 5.1.1 Dobereiner's Triad Topic 5.1.2 Newland's law of octaves	History of periodic table is taught in higher Classes. This may be kept for information only and not for evaluation purpose.

9	Lesson-9 Heredity & Evolution 9.2.3 How do these traits get expressed 9.5 Evolution and classification Topic 9.6 Page No. 172 Evolution should not be equated with progress	Difficult to understand for the students at this level. Can be better understood in Class XII with the help of Practicals and Projects.
10.	Lesson-13 Topic 13.4 Electric motor	It is taught in detail in Class XII. Only basic Principle may be understood by taking it as a Project Work/Model.
	Topic 13.5 Electromagnetic induction Topic 13.6 Electric generator	These topics are studied in detail in Class XII. Difficult to conceptualize at Class IX level. However, it may be done as a Project Work/Model.
11.	Topic 14.3.1 Solar cooker Wind energy	It is already taught in lower classes. There is no need to repeat it again.
12.	Lesson-15 Our environment Page No. 295 Waste management	Already studied in Class 7 in the Chapter 'Garbage in and garbage out'.
13.	Lesson-16 Management of natural resources Topic 16.3 Water for all.	Already studied in lower classes so no need to repeat it again.
14.	Lesson-14 Topic 14.1.2 Movement of air Winds	This concept is already dealt in Social Science so may be deleted from Science syllabus.
	14.1.3 Rain Page No. 217 – Air pollution	Already studied in class VIII in Chapter no 18
	Topic 14.2 Page No. 219 Water Pollution	Already studied in class VIII in Chapter no 18
	Topic 14.3 Page No. 219 Minerals riches in soil	This topic is taught in Social Science in correlation with other aspects and gives more clarity there. Hence, it may be deleted.
	Topic 14.4.1 Page No. 222 Water cycle	Already studied in lower classes. Hence, it may be deleted.

		Topic 15.1.2(ii) Page No. 232 Irrigation	Already taught in Class VIII and also in Social Science. Hence, it may be deleted.
--	--	--	--

Social Science			
Sl. No.	Class	Lessons to be deleted	Justification
1.	Class IX Geography	Lesson 6 Population	This lesson may be deleted as it contains only data and figures. Further the data related to demography and population changes frequently.
2.	Economics	Lesson 4 Food Security	Instead of teaching food security separately it may be taught with lesson 3 (Poverty) as poverty and food security are inseparable and share a cause and effect relationship.
3.	History	Lesson 2 Socialism in Europe and Russian Revolution	The content is far above the level of student with no background information available to the learner. As a result they are unable to comprehend this lesson. Hence, it may be deleted.
4.	Civics	Lesson 1 Democracy in Contemporary World	Information provided is confusing and learners are not aware about the background information. Hence, it may be deleted.
5.		Making of Constitution	Lesson does not describe the making of constitution, it only describe the Constituent Assembly. Hence, it may be deleted.
6.		Functioning of Institutions	Lesson is very confusing and makes it difficult for the learner to understand the functioning of institutions clearly. Hence, it may be deleted.
7.	Class X Geography	Lesson 7 Lifelines of National Economy	Lesson contains only factual information which is not very important for the learner. Hence, it may be deleted.
8.	Economics	Lesson 5 Consumer Rights	This lesson may be taught with the help of projects and real life activities to provide them with some life skills. This lesson may be kept for reading only and not for evaluation purpose.
9.	History	Lesson 2 Nationalism in Indo China	Lessons deals with the political chronology of a very vast area which is not only difficult for the learners but also difficult for the teacher to teach. It is also uninteresting and burdensome. Hence, it may be deleted.

10.		The Story of Cricket	Cricket is not a standard game. Lesson gives unimportant and exaggerated account of cricket. Hence, it may be deleted.
11.	Civics	Lesson 1 Participation in Governance	Lesson contains examples from different parts of the world after reading this lesson students feel that participatory governance is a complete failure in India, which is not true. Hence, it may be deleted.
12.		Lesson 2 Federalism	It seems that lesson enumerates only the shortcomings in the Indian federalism. Hence, it may be deleted.
13.		Jan Sangharsh Va Andolan	After reading this lesson students feel that agitation, anarchy and going against the government are the only means of securing social justice. This is not true in a democracy. Hence, it may be deleted.
14.		Challenges in Democracy	Presentation is confusing and flawed. Students and teachers are unable to reach the core values of this lesson. Hence, it may be deleted.

Urdu			
Sl. No.	Class	Lessons to be deleted	Justification
1.	Class IX Navaye Urdu	Magar Veh Tut Gayi (Afsana)	The content is inappropriate for the level of students. A better Afsana is already part of the syllabus.
2.		Information Technology (Essay)	There are five essays in this book. One essay may be deleted. This will not have any negative effect on the learning of students. Also this topic is available in detail in Science and Social Science syllabus.
3.		Ek Aarzu	Another poem of the same author (Mohd. Iqbal) is part of the second book which will help the learners to know the writing style of the poet. Hence, it may be deleted.

4	Class IX Gulzaare Urdu	Tere Khyal Se Lo De Uthi Hai Tanhai	Deleting this lesson will not have any negative impact on the objective of this book. Further some poems on the same subject by other renowned poets are already part of the syllabus.
5.		Teri Sada Ka Hai Sadiyon Se Intezaar Mujhe	A total of 16 Ghazals are part of syllabus, out of which two can be deleted without any adverse effect on learning outcome.
6.		Kiye Jao Koshish	There are 9 <i>Nazms</i> in the book; one can easily be deleted without having any adverse effect on the learning outcome.
7.	Class IX Jaan Pehchan	Chidiyaghar Ki Sair	Same lesson with same title is part of Class VII textbook. Further a lesson with title "Jungle Ki Zindagi" gives elaborate account of forest. Hence, it may be deleted.
8.		Gaon Panchayat	Book contains 9 essays, out of which two can be deleted without having any adverse effect on learning outcomes.
9.	Class X Navaye Urdu	Chakbast Urdu	Book contains 5 essays, out of which one can be deleted without having any adverse effect on learning outcomes. Further, students have learnt the author earlier also.
10.		Jalvaye Darbare Dehli	Book contains 5 poems, out of which one can be deleted without having any adverse effect on learning outcomes. Further, students have learnt the author earlier also.
11.		Garmi Aur Dehati Bazar	Students have learnt the author earlier also. So it will be more appropriate that they learn about other authors also. Hence, it may be deleted.
12.		Misra- Ik Halkaye Zanzeer To Zanzeer Nahi and Misra- Har Aib Se Mana Ki Juda Ho Jaye	This book contains 6 <i>Rubais</i> of three authors, out of which two <i>Rubais</i> can easily be deleted without having any negative effect on the learning outcomes.
13.	Class X Gulzaare Urdu	Man Ka Tota	Students have studied about this <i>Afsana</i> earlier also. This is less interesting as compared to other lessons.

14.		Jigar Saheb	Students have studied about this author earlier also. Another lesson about a Peon is far more interesting and inspiring. Hence, it may be deleted.
15.	Class X Jaan Pehchan	Pani Ki Aaloodagi	This lesson is more connected to science curriculum. Further the book contains 6 essays, out of which two may be deleted without having any negative effect on learning outcomes.
16.		Internet	In today's time every students is well versed with the usage and importance of internet, so this lesson doesn't serve any important purpose. Further the book contains 6 essays, out of which two may be deleted without having any negative effect on learning outcomes.

Sanskrit

Sl. No.	Class	Lessons to be deleted	Justification
1	Class IX	Lesson 5 Bhraatrisnehastudurlabhah	Use of literary language which is difficult to understand by the students.
2.		Lesson 8 Karmana Yaati Samsiddhim	The "Antarshakti" mentioned in the lesson is not rational from learners perspective.
3.	Class X	Lesson 1 Vaad Mayam Tapah	Difficult language which the learners are not able to understand. Moral education is available in other lesson.

Punjabi

Sl. No.	Class	Lessons to be deleted	Justification
1.	Class IX	Lesson 12 Punjabi Bhasha Anuvad Aur Media	Another lesson from the same writer "Multi Media" which is similar to this lesson. This lesson is a repetitive exercise.
2.		Lesson 6 Kartara Kotaki	Difficult language. Plot of the story is set up in rural background to which students of Delhi are unable to relate.
3.	Class X	Mere Vade Vadre	Author has narrated the tales of his ancestors only, which is not comprehended by the learners.
4.		Lesson 21 Samhan Ke Sirmor	Another lesson from this author is in Class XI, therefore, this lesson is a repetitive exercise.