



SECONDARY SCHOOL CURRICULUM 2023-24



CENTRAL BOARD OF SECONDARY EDUCATION

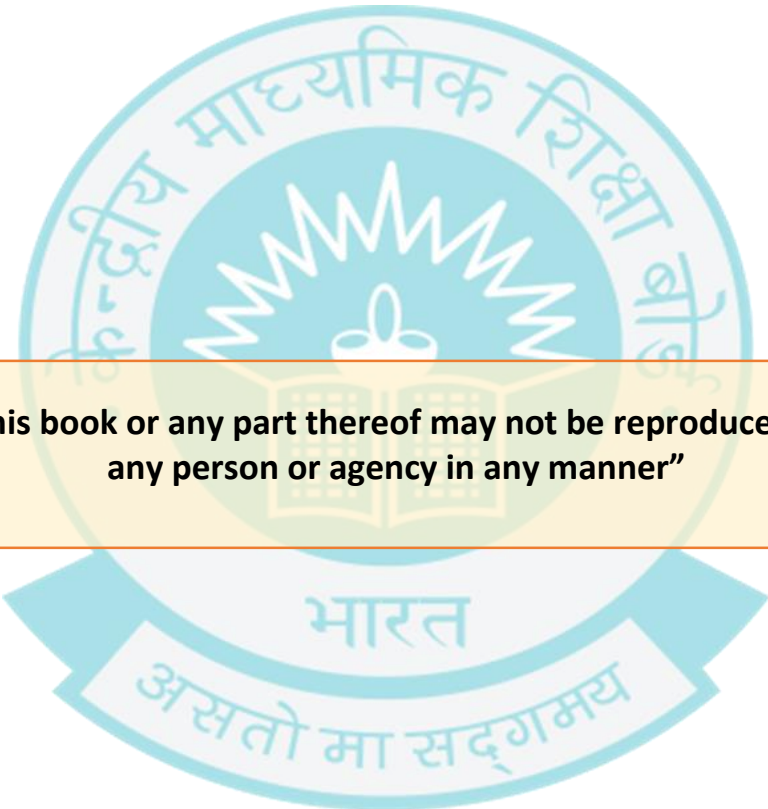
Academic Unit, Shiksha Sadan, 17, Rouse Avenue, New Delhi-110 002

Secondary School Curriculum 2023-24

Class IX-X

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THE CONSTITUTION OF INDIA¹

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

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

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

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

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

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

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

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

भारत का संविधान

उद्देशिका

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

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए²

तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

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

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

भाग 4 क

मूल कर्तव्य

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

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

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

1. PRINCIPLES OF THE CBSE CURRICULUM

1.1 CBSE Curriculum

The curriculum in broad term reflects nation's shared vision of education encompassing local, national and global needs and expectations. Empirically, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school to attain stipulated competencies using specified content, pedagogical practices and assessment guidelines etc. CBSE's curriculum strives to provide opportunities for students to achieve excellence in learning as envisioned in the National Education Policy-2020.

1.2 Salient Features of the CBSE Secondary School Curriculum

The Curriculum prescribed by CBSE strives to:

- i. provide ample scope for holistic i.e., physical, intellectual and social development of students;
- ii. emphasize constructivist rather than rote learning by highlighting the importance of hands-on experience;
- iii. enlist general and specific teaching and assessment objectives to make learning competency-based and attain mastery over laid down competencies;
- iv. encourage the application of knowledge and skills in real-life problem-solving scenarios;
- v. uphold the 'Constitutional Values' by encouraging values-based learning activities;
- vi. promote 21st Century Skills, Life Skills, Financial Literacy, Digital Literacy, Health and Wellness, Road Safety, Citizenship Education, Disaster Management and multilingualism;
- vii. integrate innovations in pedagogy such as experiential, activity centered, joyful learning, Sport & Art-Integrated Learning, toy-based pedagogy, storytelling, gamification etc. with technological innovations (ICT integration) to keep pace with the global trends in various disciplines;
- viii. promote inclusive practices as an overriding consideration in all educational activities;
- ix. enhance and support learning by different types of assessments; and
- x. strengthen knowledge and attitude related to livelihood skills;
- xi. foster multilingual and multicultural learning and national understanding in an interdependent society;
- xii. integrate environmental education in various disciplines from classes I- XII.

1.3 Curriculum Areas at Secondary Level

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

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

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

S. No.	Subject	Nature
1	Languages 1	Compulsory
2	Languages 2	
3	Social Science	
4	Mathematics	
5	Science	
6	Skill based Subject/ Elective Subject	Optional
7	Language 3	Optional
8	Health and Physical Education	Compulsory Subjects having only school based internal assessment
9	Work Experience	
10	Art Education	

i. Languages

Languages include Hindi, English and 38 other languages. The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective proficiencies in all these areas. Learners use language to comprehend, acquire and communicate ideas in an effective manner. CBSE also encourage schools to provide a multilingual and multicultural experiences to promote national integration.

ii. Social Science

Social Science (Geography, History, Economics and Political Science) intends to make learners understand how people behave, interact and influence the world within their cultural, geographical and historical milieus and gain in-depth knowledge, attitude, skills and values necessary to bring about transformation for a better world. It aims to develop the ability to analyse complex social, political, historical, economic and environmental issues, think critically, assess different solutions, understand different perspectives, and effectively communicate information. Social Science includes the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities and the incorporation of the above-mentioned learning. Learners appreciate and value everyone's right to feel respected and safe, and, also understand their Fundamental Rights and Duties and behave responsibly in the society.

iii. Science

Science: (Biology, Chemistry and Physics) seeks to explain the rules that govern the natural phenomenon through scientific methods. The focus is on knowledge and skills to develop a scientific temper and to use and apply scientific knowledge for improving the quality of life. The Curriculum promotes the ability to engage with science related issues, and with the ideas of science, as a reflective citizen by being able to explain phenomena scientifically, evaluate and design scientific enquiry, and interpret data and evidence scientifically.

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

iv. Mathematics

Mathematics is the abstract science of number, quantity, and space, either as abstract concepts, or as applied to other disciplines such as sciences, technology and engineering. Mathematics includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and

organize, the ability to apply this Knowledge and acquired skills in their daily life and the skills to think mathematically. It also includes understanding of the principles of reasoning and problem solving. Children learn to rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns. Mathematics is offered at two different levels i.e. Mathematics (Basic) & Mathematics Standard to suit needs of different learners.

v. Skill Electives

According to the National Education Policy 2020 aims to overcome the social status hierarchy associated with vocational education and integration of vocational education into mainstream education in all educational institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, CBSE has started quality vocational education through 12-hour modules for classes VI-VIII. In secondary classes Board offers variety of competency-based subjects under NSQF like Retail, Information Technology, Marketing & Sales, Banking, Finance, AI etc. Choosing any one Skill subject at secondary level can help the child to pursue what truly interests or pleases him or her. This liberty promotes a sense of self-esteem in accepting one's own talents and strengths.

CBSE is actively facilitating the Skill Hubs initiatives in its schools and also looking forward to operationalise National Credit Framework (NCrF) to enable the integration of academic and vocational domains to ensure flexibility and mobility between the two.

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

vi. Art Education

It entails instruction in various art forms (visual as well as performing) with an aim to help children develop an interest for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, valuing arts and cultural heritage. In addition, Arts should be integrated with other subjects to promote creative thinking and expression.

vii. Health and Physical Education

It focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, Yoga, NCC, self-defence, fitness and life style choices.³

viii. Work Experience

The Work Experience has been subsumed in the Health and Physical Education; however, it is an integral part of the curriculum and is given as much as focus as Health and Physical Education.

1.4 Integrating All Areas of Learning:

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

2. IMPLEMENTATION OF CURRICULUM

2.1 School Curriculum Committee

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

2.2 Pedagogical Leadership

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

- i. Lead, Guide and Support the teaching and learning processes in the school by focusing on classroom specific requirements for transacting the curriculum, so that both teachers and students perform at their optimal best.
- ii. Direct the entire focus of all school activities towards the students' learning and acquiring of necessary competencies. Every activity taken up by the school, therefore, should be mapped for the educational competencies, and for life skills, values, etc., being acquired by the students.
- iii. Prepare Annual Pedagogical Plan of the school by designing and developing annual plan for the school by giving equal importance to all areas.
- iv. Promote innovative pedagogy, with special focus on integrating art, sports and ICT (Information and Communication Technology) with education, and use of active and experiential learning methods in the classrooms.
- v. Ensure joyful learning at all levels through use of such innovative pedagogy.
- vi. Develop school specific resources for teaching and learning, in the form of lesson plans, e-content, use of mathematics and science kits developed by NCERT, etc.
- vii. Ensure proper in-house training of teachers in the school to enable them to unleash their own unique capabilities and creativity in their classrooms.
- viii. To be up to date with all new ideas and tools, etc. being used in education at the global level and constantly innovate the pedagogy of the school.
- ix. To make efforts to learn from the best practices of other schools, by arranging for discussions with Principals of such schools, or through observation visits of teachers to other schools.

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

2.3 Pedagogical Practices by Teachers

The pedagogical practices should be learner centric. Teachers are expected to ensure such an atmosphere for students where they feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

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

2.4 Competency Based Learning

Challenges of 21st Century necessitate education to be competency focussed to enable continuous watch on achievement of learning objectives and plan interventions. Competency focussed learning underscores the student's demonstration of desired learning outcomes as central to the learning process. Learning outcomes are statements of expected outcomes that the student will be able to do to know, understand and/or be able to demonstrate after completion of a process of learning as a result of learning the activity. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes.

Experiential and active learning are the preferred pedagogies for Competency focussed Learning as they promote critical thinking, creativity and effective study skills among students. Learning Outcomes developed by NCERT for classes I-X that is enclosed with each subject should be adopted by all the schools and teaching-learning process may be accordingly aligned. The schools are expected to have well-defined Learning objectives for every grade that are observable and measurable, and empower learners to focus on mastery of valuable skills and knowledge. It is expected that teachers will provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks. Schools are expected to track the attainment of Learning Outcomes by each learner and ensure that no child is left behind.

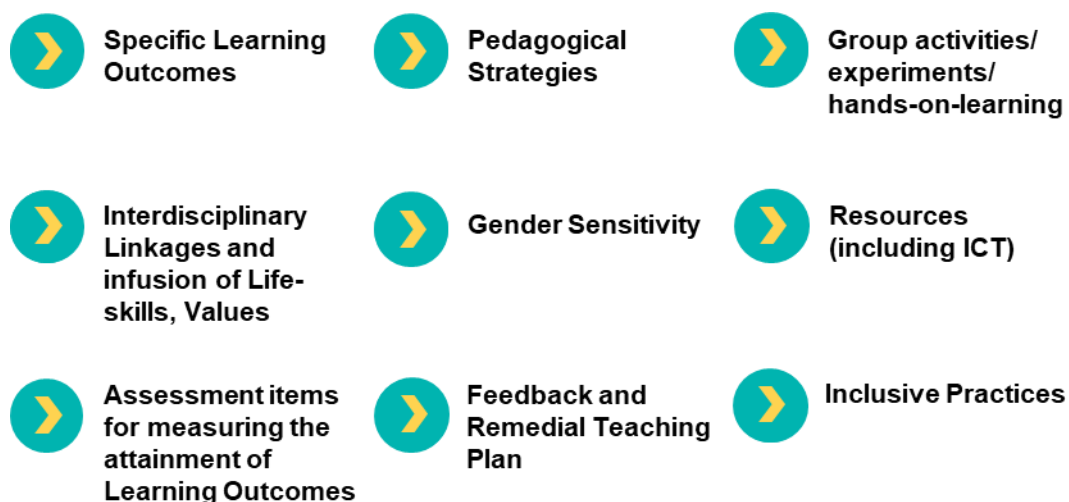
CBSE has also come out with suggestive mapping of learning outcomes with NCERT curriculum which can be adopted/ adapted by schools. CBSE has also developed many resources to map learning outcomes with pedagogy and assessment to enable tracking of learning progress and these resources are available at the website of CBSE. Schools are advised to attempt this mapping and use of innovative pedagogies to achieve learning objectives.

The Board has developed Learning standard frameworks for all major subjects i.e., Hindi, English, Science, Social Science and Mathematics. The learning standard framework (LSF) offers a structured conceptual map for integrating the discrete elements such as learning outcomes, content, pedagogies and assessments, into a coherent continuum. Its goal is to demystify the 'evidence of learning' and engender a common understanding of it in teachers and examiners by cataloguing competencies in clear, measurable, and contextualized achievement standards. Combining theory and practice,

different LSFs detail how the learning and assessment need to be conducted in classrooms, these frameworks contain detailed guidelines for preparing reliable and valid items along with sample questions and marking scheme for assessment. Model question paper designs have also been laid out our helping teachers prepare the question paper.

2.5 Lesson/Unit Plan

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



2.6 Classroom and School Environment

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

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

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

2.7 Creating Cross-Curricular Linkages

Creating cross-curricular linkages are vital to learning as they help to connect prior knowledge with new information. For example, Mathematical data handling and interpretation can be effectively applied in geography and science. Children can write better-framed answers in history, geography and science when they have learnt how to write explanations/ short descriptions in a language. Similarly, Life Skills like empathy, problem solving and interpersonal communications can be easily integrated with the study of literature and other areas. Universal Values, Life Skills and Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.

2.8 Special Emphasis on Integrating Arts in Education

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

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

based enquiry skills in the students. Art Education is a necessary precursor for the adoption of Art Integrated learning.

2.8.1 Art Education and Art Integration

The following two-pronged approach is followed:

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

2.8.2 Art Integrated Pedagogy

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

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

2.9 21st Century Skills

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

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

Learning Skills include:

Critical Thinking

Creativity

Communication

Collaboration

Literacy Skills include:

Information Literacy

Media Literacy

Technology Literacy

Life Skills include:

Flexibility

Leadership

Initiative

Productivity

Self-awareness

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

2.10 Inclusive Education

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

Schools must organize these sensitization programmes with the support of experts from respective field of disabilities. Capacity Building Programmes on Inclusive Education may be organized in collaboration with the CBSE- Centres of Excellence. Board has made the appointment of special educator mandatory to all the schools affiliated to the CBSE. Special Educators must possess the qualification as prescribed by the Rehabilitation Council of India (CBSE Circular No. 31/2015). CBSE has published a handbook on Inclusive Education which is available at its website.

3. SCHEME OF STUDIES

3.1 Subjects to be offered:

Class IX and X is a composite course. Students therefore should take only those subjects in class IX which they intend to continue in Class-X. Subjects can be offered as under:

Subject		Detail of the subject	Group
Compulsory	1	Language I (Hindi – Course A or Course B or English Language and Literature or English Communicative)	Group-L
	2	Language II (Anyone from the Group of Languages)	Group-L
	3	Mathematics – Basic or Mathematics Standard	Group-A1
	4	Science	Group-A1
	5	Social Science	Group-A1
Optional	6	Skill Subject/another subject from A2	Group-S/A2
	7	Language III / Any subject from A2	Group-L/A2
Internal Assessment (Compulsory)	8	Art Education	
	9	Health & Physical Education and Work Experience	

- i. The Board Examination in Mathematics is held at two levels in Class X. However, it is not be applicable to the internal assessment done in Mathematics at the school level in class X. For details, please refer Circular No. Acad. 03/2019. It may be noted that the students who are opting Mathematics - Basic will have the option of taking Applied Mathematics (241) as an Elective at Class XI/Sr. Secondary though they may not be permitted to take Mathematics (041) at Sr. Secondary level. However, a student who has opted Mathematics - standard can offer any one of the two available Mathematics at Sr. Secondary level.
- ii. If a student fails in any one of the three compulsory subjects (i.e., Science, Mathematics and Social Science) and passes in the Skill subject (offered as sixth optional subject), then that subject will be replaced by the Skill subject and the result of Class X Board examination will be computed accordingly.
- iii. If a student fails in any language subject, out of first five subjects, the same will be replaced by the language taken as sixth subject (in case of no skills subjects offered) or as seventh subject (optional), provided that he or she has passed this language and after replacement either Hindi or English remains as a passed language in the first five subjects.
- iv. It is expected that all the students should have studied three languages up to class VIII. Those students who could not clear the third language in class VIII and have been promoted to class IX, shall be examined by the concerned schools at the end of Class IX in the same syllabus and textbooks as prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he

has passed in the third language. However, CWSN are exempted from the study of third language.

- v. Either Hindi or English must be one of the two languages to be studied in class IX and X. Hindi and English can also be offered simultaneously. In Hindi, two courses have been provided for class IX and X keeping in view the varying backgrounds of the students and a student may either opt for Hindi A (Code 002) or Hindi B (Code 085). Similarly English can also be offered at two levels English Language & Literature (184) and Communication English (101). However, a language cannot be offered simultaneously at the two levels such as Hindi Course A and Hindi Course B or English Language and Literature and English Communicative etc.
- vi. Students offering additional sixth skill subject may also offer an additional language III/ any subject as seventh subject.
- vii. Out of the three subjects - Computer Application (Code 165), Information Technology (Code 402) and Artificial Intelligence (code 417) - only one can be offered. A combination of any of these subjects is not permitted.
- viii. Board is extending several exemptions/concessions to candidates with disabilities as defined in the “THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016”. Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted\ by the Board and the Standard Operating Procedure for availing these concessions are available on: https://www.cbse.gov.in/cbsenew/Examination_Circular/2019/5_CIRCULAR.pdf
Schools and candidates may also refer to the circulars issued by the Board from time to time on this matter.
- ix. For Regional Languages, the Board prescribes the textbooks being followed in classes IX and X in the respective State Boards where the language is taught. Schools are also advised to bring to the notice of CBSE the changes, if any, brought out at the commencement of the session by the respective State Boards, in the textbooks of the language of their State. Schools are directed to strictly follow the textbooks prescribed by CBSE in its curriculum. Changes, if any, can be adopted only after CBSE notifies it.
- x. Scheme of Studies for Children with Special Needs
Candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of studying one compulsory language instead two.

Subjects		Names of the subjects	Group
Compulsory	1	Language I (Hindi – Course A or Course B or English Language and Literature or English Communicative)	Group-L

	2	A language from Group L or any one subject from Group-A1, A2 and Group-S (Except Automotive)	Group- L/A1/ A2 and S (Except Automotive)
	3	Any one subject from Group-A1, A2 and Group-S (Except Automotive)	Group-A1, A2 and S (Except Automotive)
	4	Any one subject from Group-A1, A2 and Group-S (Except Automotive)	
	5	Any one subject from Group-A1, A2 and Group-S (Except Automotive)	
Optional	6	Any one subject from Group-A1, A2 and Group-S (Except Automotive)	Group-A1/A2 and S (Except Automotive)
	7	Language III (Other than L1 and L2) / Any subject other than opted above	Group-L/ A1/ A2 and S (Except Automotive)
Internal Assessment (Compulsory)	8	Art Education	
	9	Health & Physical Education and Work Experience	

3.2 List of subjects offered at Secondary Level:

LANGUAGE (GROUP-L)							
S. No.	CODE	Name		Theory Marks	Time (h)	Internal Marks	Total Marks
1	002	Hindi Course-A	(ANY ONE)	80	03	020	100
	085	Hindi Course-B		80	03	020	100
2	184	English Lang & Lit.	(ANY ONE)	80	03	020	100
	101	English Communicative		80	03	020	100
3	003	Urdu Course-A	(ANY ONE)	80	03	020	100
	004	Urdu Course-B		80	03	020	100
4	004	Punjabi		80	03	020	100
5	005	Bengali		80	03	020	100
6	006	Tamil		80	03	020	100
7	007	Telugu	(ANY ONE)	80	03	020	100

	089	Telugu Telangana		80	03	020	100
8	008	Sindhi		80	03	020	100
9	009	Marathi		80	03	020	100
10	010	Gujarati		80	03	020	100
11	011	Manipuri		80	03	020	100
12	012	Malayalam		80	03	020	100
13	013	Odia		80	03	020	100
14	014	Assamese		80	03	020	100
15	015	Kannada		80	03	020	100
16	016	Arabic		80	03	020	100
17	017	Tibetan		80	03	020	100
18	018	French		80	03	020	100
19	020	German		80	03	020	100
20	021	Russian		80	03	020	100
21	023	Persian		80	03	020	100
22	024	Nepali		80	03	020	100
23	025	Limboo		80	03	020	100
24	026	Lepcha		80	03	020	100
25	088	Bhoti		80	03	020	100
26	092	Bodo		80	03	020	100
27	091	Kok Borok		80	03	020	100
28	093	Tangkhul		80	03	020	100
29	094	Japanese		80	03	020	100
30	095	Bhutia		80	03	020	100
31	096	Spanish		80	03	020	100
32	097	Kashmiri		80	03	020	100
33	098	Mizo		80	03	020	100
34	099	Bahasa Melayu		80	03	020	100
35	122	Sanskrit	(ANY ONE)	80	03	020	100
	119	Sanskrit Communicative		80	03	020	100
36	131	Rai		80	03	020	100
37	132	Gurung		80	03	020	100
38	133	Tamang		80	03	020	100

39	134	Sherpa	80	03	020	100
40	136	Thai	80	03	020	100

COMPULSORY SUBJECTS (GROUP-A1)							
S. No.	CODE	Name		Theory Marks	Time (h)	Internal Marks	Total Marks
1	041	Mathematics Standard	(ANY ONE)	80	03	020	100
	241	Mathematics-Basic		80	03	020	100
2	086	Science		80	03	020	100
3	087	Social Science		80	03	020	100

OTHER SUBJECTS (GROUP-A2)									
S. No.	CODE	Name		Theory Marks	Time (h)	Internal Marks	Practical	Project	Total Marks
1	031	Carnatic Music	(Any One)	30	02	020	50	--	100
		(Vocal)							
	032	Carnatic Music		30	02	020	50	--	100
		(Melodic Instruments)							
	033	Carnatic Music		30	02	020	50	--	100
		(Percussion Instruments)							
	034	Hindustani Music	30	02	020	50	--	100	
		(Vocal)							
	035	Hindustani Music	30	02	020	50	--	100	
		(Melodic Instruments)							
	036	Hindustani Music	30	02	020	50	--	100	
		(Percussion Instruments)							

2	049	Painting		30	03	020	50	--	100
3	064	Home Science		70	03	--	30	--	100
4	076	National Cadet Corps (NCC)		70	03	30	--	--	100
5	165*	Computer Applications		50	02	--	50	--	100
6	154	Elements of Business	(Any One)	70	03	--	30	--	100
	254	Elements of Book Keeping & Accountancy		70	03	--	--	30	100

SKILL SUBJECTS (GROUP-S)

S. No.	Code	Name	Job Roles	Marks Distribution	
				Theory	Practical
1	401	Retail	Store Operations Assistant	50	50
2	402*	Information Technology	Domestic IT Executive/Operator	50	50
3	403	Security	Unarmed Security Guard	50	50
4	404	Automotive	Automotive Service Technician	50	50
5	405	Introduction to Financial Markets	Business Correspondent	50	50
6	406	Introduction to Tourism	Assistant Tour Guide	50	50
7	407	Beauty & Wellness	Assistant Beauty Therapist	50	50
8	408	Agriculture	Solanaceous Crop Cultivator	50	50
9	409	Food Production	Assistant Chef (reg.)	50	50
10	410	Front Office Operations	Front Office Executive	50	50
11	411	Banking & Insurance	Field Executive	50	50
12	412	Marketing & Sales	Marketing Assistant	50	50
13	413	Health Care	General Duty Assistant	50	50
14	414	Apparel	Hand Embroider	50	50
15	415	Multi Media	Texture Artist	50	50
16	416	Multi Skill Foundation Course	Multi Skill Assistant	50	50

17	417*	Artificial Intelligence		50	50
18	418	Physical Activity Trainer (New)	Early Years Physical Activity Trainer	50	50
19	419	Data Science		50	50
20	420	Electronics and Hardware (New)	Field Technician-Other Home Appliances	50	50
21	421	Foundation Skills for Sciences (Pharmaceutical and Biotechnology) (New)		50	50
22	422	Design Thinking and Innovation (New)		50	50

*Out of the three subjects with codes - 165, 402 and 417 - only one subject can be offered. The curriculum and the study material for the Skill Electives is available on the CBSE academic website under the tab 'Skill Education' and can be accessed through the link: <http://cbseacademic.nic.in/skill-education.html>.

LIST OF SKILL COURSES OFFERED AT MIDDLE LEVEL (FOR CLASSES VI/VII/VIII)

S. No.	Course Name	Duration in Hours	Marks Distribution	
			Theory	Practical
1	Artificial Intelligence	12	15	35
2	Beauty & Wellness	12	15	35
3	Design Thinking	12	15	35
4	Financial Literacy	12	15	35
5	Handicrafts	12	15	35
6	Information Technology	12	15	35
7	Marketing/Commercial Application	12	15	35
8	Mass Media	12	15	35
9	Travel & Tourism	12	15	35
10	Coding	12	15	35
11	Data Science (Class VIII only)	12	15	35
12	Augmented Reality / Virtual Reality (Level-1/Class 6)	12	15	35

13	Digital Citizenship (Level-1/Class 6)	12	15	35
14	Life Cycle of Medicine and Vaccine	12	15	35
15	Things You should know about keeping Medicines at home	12	15	35
16	What to do when Doctor is not around	12	15	35
17	Humanity and Covid-19	12	15	35
18	Blue Pottery	12	15	35
19	Pottery	12	15	35
20	Block Printing	12	15	35
21	Food	12	15	35
22	Food Preservation	12	15	35
23	Culinary and Baking	12	15	35
24	Herbal Heritage	12	15	35
25	Khadi	12	15	35
26	Mask making	12	15	35
27	Mass Media	12	15	35
28	How to make a Graphic Novel	12	15	35
29	Kashmiri Embroidery	12	15	35
30	Embroidery	12	15	35
31	Rockets	12	15	35
32	Satellites	12	15	35
33	Application of Satellites	12	15	35

3.3 Instructional Time

Instructional time shall be as per the subjects selected. Schools must ensure that minimum number of hours are spent for each subject as specified in the curriculum. The time duration for the subjects has been clearly indicated in the syllabus of each subject. However, it is expected that schools will create innovative Timetables (such as, teaching-learning only 2 or 3 subjects per day etc.) to ensure that the burden of the bag and homework are substantially reduced and the classroom transaction are based

on experiential processes. Schools may also think of introducing bag-less day and same may be incorporated in the time tables. The time table must also include the mandatory periods for compulsory areas including Health and Physical Education.

3.4 Medium of Instruction

The medium of instruction in general in all the schools affiliated with the Board shall either be Hindi or English for classes IX – X.

4. STRUCTURE OF ASSESSMENT SCHEME

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

This condition has been relaxed vide Notification No. CBSE/Coord/DS/EC dated 11/10/2018 available at: https://www.cbse.gov.in/cbsenew/Examination_Circular/2018/15_CIRCULAR.pdf

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

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

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

Grade	Octile
A-1	Top 1/8th of the passed candidates
A-2	Next 1/8th of the passed candidates
B-1	Next 1/8th of the passed candidates
B-2	Next 1/8th of the passed candidates
C-1	Next 1/8th of the passed candidates

C-2	Next 1/8th of the passed candidates
D-1	Next 1/8th of the passed candidates
D-2	Next 1/8th of the passed candidates
E*	Essential Repeat

Notes: -

- i. Minor variations in proportion of candidates to adjust ties will be made.
- ii. In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.
- iii. Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- iv. In respect of subjects where total number of candidates passing a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

For Class IX:

The assessment scheme will be similar to class X Board examination. However, the grading in class IX will be as follows:

Grading Scale for Scholastic Areas (Class-IX)	
(School will award grades as per the following grading scale)	
MARKS RANGE	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
45-50	C2
33-40	D

- Absolute grading in class IX is used keeping in view the number of students appearing from any particular school as against positional grading used for class X.

4.2 Internal Assessment (20 Marks):

One-time year-end examination is complimented and supplemented with Internal Assessment (IA) that assesses students in diverse manner, at different times and also examines a broad range of curriculum objectives. IA, in effect school-based assessment, plays the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing teachers of students' progress and therefore supporting classroom learning. It also informs the individual learner about his/ her progress over a period of time enabling them to develop strategies to improve learning.

4.2.1 Periodic Assessment (05 Marks)

The main purpose of Periodic Assessment is to assess the learning progress of students. Such Assessment done at regular intervals provides feedback and insight to teachers regarding learners' needs and helps them to improve instruction, do remedial teaching and set curricular targets for a student or a group of students. The feedback also helps students to know their errors as well as strengths and weaknesses. The students, thus, are enabled for better learning and setting up realistic goals. In essence, this is assessment for, of and as learning. Periodic Assessment is further divided into the following:

Periodic Tests (05 marks): As earlier, these would be restricted to 3 in each subject in a year and the average of best 2 would to be taken for final submission of marks. These tests tend to follow a pattern, which is quite similar to the final end of course examination, and have a gradually increasing portion of content. Hence, they also tend to prepare students for final summative exams in a more confident manner.

4.2.2 Multiple Assessment (05 marks):

Over the course of the curriculum transaction, multiple assessment strategies are advised. Subject teachers would determine the type and frequency. Schools/teachers would be able to use multiple and diverse assessment techniques to assess learners, i.e., observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organizers, visual representation etc. Hence, the schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment for and as learning, such as quizzes, project-work, Self and peer assessment, collaborative projects, experiments, classroom demonstrations, etc.

Caution must be exercised to ensure that recording such assessment is not cumbersome and can be easily translated into individual student scores. When choosing a particular technique, developing simple scoring criteria and rubrics becomes equally important. The purpose of periodic assessment is

to provide feedback to improve teaching and learning, so it is equally important to use follow-up measures when students are found to be lacking proficiency.

4.2.3 Portfolio (05 marks):

A portfolio is a collection of chosen work by a student representing a selection of performances. It is a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and pencil tests. Portfolio helps students gain an awareness of their own learning. Peer Assessment is a great support that facilitates a clear understanding and evaluation of personal goals. The active role that students plays in self-assessment not only motivates them but also help to develop metacognitive skills which enable them to make adjustments. The creation of portfolios is suggested to broaden the scope of learning and achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed.

The portfolio may take the form of a journal or notebook that would include students' artifacts selected along with their reflections. Learner here is an active participant involved in constructing his or her journey through the portfolio building process of selecting, organizing and reflecting. It is suggested that the portfolios would include classwork and homework assignments that would help evaluate learner's progress. The attention should be to promote techniques such as annotation, identification of key words / topics/ themes, summarization and organization of ideas and content, photos, presentations, assignments, art integrated learning, etc. Developing them should not be a burden on students- both in terms of cost and time.

Assessing Portfolios

Students' portfolio can be effectively evaluated using a simple scoring rubric. The criteria – to be used in determining the quality of a particular student's portfolio needs to be carefully developed and shared with students. They key elements of the particular criteria need to be specified as well. Suggested below are some elements to judge student's portfolio:

Elements to judge student's portfolio

- Organization – Neatness, Creativity and Visual Appeal
- Completion of guided work focused on specific curricular objectives
- Evidences of student's growth
- Inclusion of all relevant work (completeness)

4.2.4 Subject Enrichment Activities (05 marks):

Subject enrichment activities aim at enrichment of the understanding and skill development of students. They provide in-depth learning that motivates students to dig deeper into the discipline. These enrichment activities need to challenge students and permit them to apply knowledge to the next level. They ought to provide opportunity to students to explore their own interests as well as an understanding of the nature of particular discipline. Some suggestions for conducting these activities are as follows:

Languages provide ample space and the autonomy to subject teachers to develop relevant listening and speaking skills. Teachers need to use this opportunity to full advantage and use excerpts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity.

The specified activities in practical work in Science and Mathematics need to be conducted in congruence to the objectives of the subject. The focus must shift from confirmatory nature of lab experiments to explorations that focus on development of science processes. Students need to be encouraged to raise questions, generate hypotheses, experiment, innovate and find solutions to questions/ problems encountered.

Social science being the subject relevant to social context, activities and projects in this area should be related to, society, socio-economic and environmental problems, political theory and art and culture. It may also include development of Life Skills.

4.3 Art Education

Art Education constitutes curricular activities for the development of the wholesome personality of the children, aesthetic sensibilities and respect for social values and cultural heritage. It encourages learners to develop creative expression, sharpens keen observation and develops a sense of organization and order. Exploring into ideas and meanings through the works of artists/experts/writers/poets, the students would develop imagination and critical awareness. Students may select one form each from Visual Arts (drawing, painting, murals, collages, crafts, sculpture, etc.) and Performing Arts (dance, music, drama, puppetry and Folk Art forms etc.). Children's participation in activities/competitions form the basis of assessing the student.

4.4 Health and Physical Education (Sports/Self-Defence/Yoga/NCC etc.)

Focus of this area of curriculum is on health, hygiene and sanitation, work experience, indigenous sports, yoga, NCC, self-defence, fitness and lifestyle choices. Health and Physical Activities, preferably sports must be given one regular period per day. Students should be provided opportunities to get

professionally trained in the area of their interest. Indigenous sports, yoga and NCC must be encouraged in the schools. Similarly, Self-defence may be actively taught to students, especially girl students, as it instils confidence and empowers them.

The teachers should ensure that the students get opportunities to participate in activities of their choice and help them in identifying and nurturing their talents and gain confidence. The Physical Education teacher will maintain the record of all the Health and Physical Education activities/competitions that each of the children participate in. The Comprehensive School Health Manuals (four volumes) brought out by CBSE could be referred to for detailed information and the graded activities could be taken up as part of the curriculum in school.

Qualified doctors should examine children annually along with a follow-up session during the year to address the health aspect of HPE. School should also bring any noticeable disability in a student to the notice of the school counsellor and parents. Cases of special needs of students with medical history must be carefully noted and handled accordingly. Detailed information on the Comprehensive Physical and Health Education Curriculum is enclosed with this document.

4.5 Assessment of Art Education and Health and Physical Education

Assessment of Art Education and Health and Physical Education may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report Card of the children in the form of grades.

In the existing scheme of assessment, these activities will be graded on a 5- point grading scale (A to E) for classes IX-X and will have no descriptive indicators. The students shall be assessed on two areas i.e., Art Education, Health and Physical Education. Work Experience is subsumed in the Physical and Health Education. No up scaling of grades will be done.

The concerned teacher would make an objective assessment of the level of performance/ participation demonstrated by a student throughout a year and finally assign grades.

4.5.1 Parameters of Assessment

While the students are engaged in the core areas like Health and Physical Education and Art Education, the process is as important as the product. Hence, the assessment in these areas should take account of both aspects.

The basis of assessment has been suggested below:

Area	Product	Process
Health and Physical Education including Work Experience	Overall fitness	Participation, team-spirit, commitment and honest effort.
Art Education	Expression, creativity and Aesthetic appeal	Participation, Creative process, material use, appreciation, reflection, effort, craftsmanship and completion

4.5.2 Details of Five-point Grading for Art Education (Class IX and X)

Grade	Connotation
A	Exemplary
B	Proficient
C	Developing
D	Emerging
E	Beginner

4.5.3 Distribution of Periods/Grades for Internal Assessment in Health and Physical Education (with Work Experience subsumed in it)

Strand	Periods (approx.)	Grades*
1. GAMES Athletics/Swimming Team Games Individual Games / Activities Adventure Sports	90 periods	While filling online data, following grades may be filled against HPE: Class IX-X: Grade (A-E) on 5-point scale (A, B, C, D, E)
2. Health and Fitness	50 periods	
3. SEWA	50 periods	Grades of SEWA is considered against Work Experience Class IX-X: Grade (A-E) on 5-point scale (A, B, C, D, E)
4. Health and Activity Card		

*Refer the detailed HPE guidelines available on www.cbseacademic.nic.in, including the above amendment.

4.6 Development of Competencies Through Student Enrichment Activities:

In the recent past the board has been organizing various activities for promoting various 21st century skills. Following are some such activities introduced with the intention of enhancement of the skills and values.

S. No.	Student Enrichment Activity	Skills/Values to be Enhanced
1.	Story Telling Competition	Thinking Skills: Creative, Analytical, Evaluative Communication Skills, Linguistic Skills
2.	Reading Week, Budding Authors	
3.	Fastest Reading Contest	
4.	Aryabhata Ganit Challenge	Reasoning Abilities, Problem Solving Skills, Critical thinking, Analytical thinking, Ability to manipulate precise and intricate ideas, Ability to construct logical arguments
5.	CBSE Heritage India Quiz	Values of respect for diversity and tolerance, Awareness about preserving Indian heritage and monuments, Critical thinking skills, Appreciation for rich heritage and diversity of the country
6.	Science Exhibition	Critical and Creative Thinking Skills, Problem Solving Skills, Scientific Temperament, Connecting Science to day-to-day life
7.	Science Literacy Promotion Test	
8.	Expression Series	Creative Thinking Skills Communication Skills
9.	Eco-Club Activities	Awareness about Environmental Conservation and Protection
10.	Swacchata Abhiyan	
11.	Ek Bharat Shrestha Bharat	Spirit of Patriotism and Unity Creative Skills
12.	Rashtriya Ekta Diwas	
13.	Inter School and Competition	
14.	Fit India School week	Healthy lifestyle
15.	CBSE Inter-School Sports & Games Competitions	
16.	International Day of Yoga	
17.	Matri Bhasha Diwas	Awareness of Linguistic and Cultural traditions, Values of Tolerance and Dialogue, Communication Skills

18	The Constitution Day	Importance of Constitution, its history, structure and implications to citizens, orientation to composite culture and diversity of our nation awareness of Fundamental Rights and Duties as enshrined in the Indian Constitution.
19.	Art Integrated Project	Application of art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/ topics, promotes experiential learning as it enables to derive meaning and understanding directly from the learning, enables students to see the multi-disciplinary linkages between subjects, topics, and real life.

Schools are encouraged to ensure that their students participate in these activities of the Board for making the students future-ready and also for becoming a holistic learner.

4.7 Suggestions for Teachers

A teacher is expected to achieve at least all the stipulated class level learning outcomes in her students. Teachers feel accountable for the progress of her students and act with utmost honesty and integrity. They must constantly do self-assessment of their subject knowledge and skills and strive hard to keep them up-to-date in this area. Teachers may regularly visit CBSE's website for latest updates and must participate in a minimum of 50 hours of annual capacity building programmes at different levels. Teachers are required to work with other teachers and parents in the best interests of their students and need to:

- i. set high expectations to motivate and challenge students and help students to reflect on their progress;
- ii. carefully go through the curricular aims, and learning outcomes as stipulated in the National Curriculum Framework for foundational stage 2022 and National Curriculum Framework for Secondary classes;
- iii. analyse the need of her students and innovate or improvise to address this need in the best possible manner and facilitate the inculcation of 21st-century skills in her students;
- iv. ensure a safe and conducive environment for students as per the statutory provisions mentioned in the affiliation bye-laws of CBSE;
- v. follow inclusive practices for students of varying backgrounds;

- vi. lead by example by demonstrating constitutional values, positive attitudes, and behaviour;
- vii. help the principal in formulating an annual pedagogic plan and prepare and teach by using well-structured lesson plans. Also, follow the statutory provision of instructional time and directions of CBSE regarding Experiential and joyful Pedagogy and Art-integrated education;
- viii. set homework as per the directions of CBSE and plan other activities to consolidate and extend the knowledge and understanding students have acquired;
- ix. study Assessment Frameworks and other resources to make accurate and productive use of competency focussed formative and summative assessments. Regularly conduct a formative assessment to assess the effectiveness of her teaching and use relevant data to monitor progress, set targets, and plan subsequent lessons;
- x. provide students regular feedback and encourage them and their parents to respond to the feedback;
- xi. use effective classroom management skills to ensure a conducive learning environment;
- xii. treat students with dignity, and use proper discretion in line with statutory provisions like RTE-Act, POCSO, CBSE affiliation bye-laws guidelines of NCPCR, etc.;
- xiii. maintain high standards in their own attendance and punctuality; and
- xiv. perform duties assigned by CBSE from time to time.

4.8 Values Education and Life Skills

Constitutional and universal values should also be encouraged amongst students. Hygiene, sanitation, dedication, honesty, truthfulness, kindness, empathy respect for the environment, elders and all living things etc. are the values that our students must actively practice. Parents may also support schools in cultivating disciplined behaviour in their wards. Class teacher will grade the students on a Five- point scale (A to E) keeping in view the overall attendance, sincerity, values and behaviour of the students. Values Education Resource Book and Kit developed by CBSE may be used for inculcating values in students.

Similarly, schools endeavour to inculcate Life Skills and 21st Century Skills as per the directions and material developed by CBSE.

4.9 Rules Regarding Admission and Examination

Regarding eligibility for Admission, Eligibility for Examination, Scheme of Examination and related information, please see the Examination Bye-Laws of CBSE available on www.cbse.nic.in.

4.10 Introduction of National Curriculum Framework for Foundational Stage-2022.

NCF-FS 2022 will be introduced in the Session 2023-24 in those CBSE schools which offer education at foundational stage to students in the age group of 3-8 years. Schools offering foundational or preparatory education are mandatorily required to adhere to the recommendations regarding curriculum, pedagogy, assessment and other areas described in detail in the NCF-FS-2022.

While schools offering classes I to X / XII may make efforts to gradually augment the infrastructural requirements to include pre-primary classes, schools already running foundational classes may continue to offer 2 or 3 years of pre-primary education as per the practice followed in their respective State, till the time State Government adopts the 5+3+3+4 structure.

Teacher's qualifications remain same as per the existing National Council of Teachers Education's notification no 62-1/2012/NCTE(N&S) dated November 12,2014 and its subsequent amendments.

Schools are advised to go through the NCF-FS-2022 document available at https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf for its implementation.

The NCF-FS includes many examples and illustrations which play a critical role in its implementation. They help to clarify abstract concepts, reinforce learning, and make new ideas more accessible to practicing teachers. Myriad examples are aptly incorporated to enhance understanding, foster engagement, and elaborate concrete ways concepts can be implemented in day-to-day teaching. So, it is critical that teachers look at these illustrations and contextualize them according to the needs and contexts of children.

4.11 Academic Guidelines

Major academic highlights of NCF-FS-2022 for the benefit of schools are reproduced as hereunder:

i. Curricular Goals and Learning

NCF-FS-2022 identifies five key domains of development viz., Physical Development, Socio Emotional and Ethical Development, Cognitive Development, Language and Literacy Development, and Cultural Development, and Positive Learning Habits. Illustrative Curricular Goals, Competencies, and Learning Outcomes for the foundational stage in all these domains are given in NCF-FS-2022. Teachers should adapt the same in their curriculum to be designed by schools. The curriculum followed by schools should make specific choices for content and materials based on the Learning Outcomes, the principles, and guidelines of NCF along with considerations for the local context. Schools will follow their curriculum based on NCF-FS-2022 till the time syllabus is provided by NCERT. Once the syllabus is provided by NCERT, schools may adopt/adapt the same.

For the Foundational Stage, it would be appropriate to develop activity books and other handbooks for Teachers, that would guide them through the sequence planned in the syllabus. The syllabus should include broad guidelines for assessments that check for the achievement of Learning Outcomes.

ii. Organisation of Content

The selected content should be empirically engaging (e.g., engaging the child's senses) and/or relevant to their experience. It should be based on the child's experiences and reflect the child's socio-cultural and geographical context. Furthermore, content should introduce natural and human environments, the social and physical world, people, places, and living and non-living things. To accommodate the varied interests of individual children, the content should be diverse and inclusive. Special care should be taken to preclude the promotion of stereotypes.

Textbooks might be inappropriate for children of ages 3 to 6, activity books can guide Teachers to sequence activities and learning experiences. Textbooks can be introduced in class 1 and they must allow for the children's active participation. Workbooks and textbooks ought to be complementary to one another. Audio-visual materials including flashcards, cardboard-and-sandpaper, shapes of alphabets, games, and puzzles should adequately supplement textbooks.

When foundational stage children actively engage their hands and employ various senses, they learn more effectively. It is, thus, important to go beyond textbooks and use a range of Teaching Learning Material (TLM) at this Stage, from basic playthings to specific manipulatives for counting and numeracy. The majority of the TLM needed for the Foundational Stage can be constructed with readily available low-cost materials. For example, cardboards, straws, packaging material, old clothing, bottle caps, seeds, and pebbles (for counting), match sticks (without chemicals), discarded paper, coconut shells, and egg cartons (for sorting). Teachers can bring leftover fabric to create puppets, soft cloth balls, and other playthings. Young children can find making basic toys, puzzles, and board games to be particularly engaging activities that allow them to use all of their developmental domains.

The language content should contain a fair mixture of narratives, poetry, and information on local, natural and social contexts. Content on both flora and fauna as well as social and cultural issues allows youngsters to grasp the world around them while stories and poems develop young children's linguistic and imaginative abilities. Schools will aim to ensure the availability of teachers so that at least two or preferably three languages are taught to children on a regular basis.

Reading and writing should be initially developed through R1 (language in which a child first learns the concept of reading and writing) which is preferably L1 (mother tongue/ home language / familiar

language) whenever possible, via early exposure to oral language development, meaning-making activities, and print materials. Understanding of phonemes and graphemes and the correspondence between them (decoding) will be developed through games and interactive exercises. The aim should be to achieve literacy skills in R1 by Grade 3.

Mathematical content can represent engagement with the surrounding environment, much like language can. Counting and other mathematical tasks can be combined with interactions with the natural and social settings.

The content of art learning experiences should be derived from the school's local environment and designed as activities centred on specific learning outcomes.

Schools may also make use of the *Jadui Pitara* (Collection of teaching-learning material) prepared by NCERT for the teaching-learning process for the Foundational Years. *Jadui Pitara* is available at DIKSHA portal. Further, it is recommended that all related Teaching-Learning material for Foundational Stage being released by NCERT be used for teaching-learning purposes.

iii. Pedagogical Practices

CBSE advocates experiential, activity based and joyful learning. As part of its conceptual, operational, and transactional approach to curriculum structure, pedagogy, time and content organisation, and the overall experience of the child, NCF-FS2022 emphasises the significance of "play" as the cornerstone of these concepts. Play, in addition to sports and games, also includes singing songs, conversations, toys, stories, music, puzzles, rhymes, art and craft, painting, clay moulding, dancing, etc. Different children learn at different paces, and in different ways. So, it's crucial to avoid pressurising students to adopt a certain learning style. Children should be allowed to play with anything that engages them, is safe and easily available. In early education, experiential learning is essential. Projects give kids the chance to hone a variety of abilities, especially those that require peer collaboration.

Stories stimulate learning in children, and helps them build their own vocabulary. Stories not only introduce children to the world outside of their immediate experience but also to a wealth of resources for language learning and developing, helping youngsters acquire much more than just words. Stories help develop curiosity, imagination and intellect, promote emotional and social growth, making them an effective tool for children's overall development.

Schools may use thematic approach at this stage as a variety of curriculum areas are connected and integrated within a theme. Children are assisted in making meaningful connections through a theme and exploring different themes or elements within the theme as opposed to learning different skills at different times or learning distinct subjects.

Each of the aforementioned strategies has unique merits. A single, particular strategy for teaching and learning is not recommended. Depending on their environment and needs, teachers and schools are left to choose the best method for creating learning content and transaction of teaching learning.

iv. Assessment

Overall approach in these years as in all higher classes is also competency focussed assessment using a variety of techniques. However, assessment should not contribute to any additional burden for the child, should not overtly burden the teacher and care must be taken not to label the child. Teachers should try to provide each child individual care and attention and keep observing what they are doing.

The stipulated learning outcomes may not be achieved in a linear fashion for all students. Children take their time and have their own ups and downs during their journey towards achieving these learning objectives. Teachers, thus, need to be very patient provide adequate space and time to each child as per her/ his need and not be overbearing. Some of the strategies that can be employed to assess progress of children may be guided observation, storytelling etc. Tools of assessment may include anecdotal records, checklists, event sampling and analysis of artefacts and workbooks. Teachers should analyse evidence from multiple sources taken over a period of time to assess the extent to which children have demonstrated understanding and acquisition of skills.

There should be no ranking of students at this stage as each child is unique. A teacher can sometimes accomplish a range of distinct curricular objectives and competences just by telling a story, having a conversation, or playing a game. Therefore, the teacher should have the freedom to conduct activities as she / he seems fit in the context of their classrooms.

More details can be found in the format of Holistic Progress Card for foundational stage developed by CBSE.

v. Identification of Developmental Delays

In order to ensure holistic and inclusive education, it is important to ascertain provisional cases of developmental delay in children significantly lagging in achieving developmental milestones in physical, cognitive, communication, social-emotional, behavioural, - or a combination of domains. NCFES-2022 emphasizes the importance of early identification and intervention to ensure individual children receive timely and appropriate help. Though schools and Teachers are not supposed to confirm developmental delay or disability and should refer the perceptible cases to authorized medical professionals for diagnose, however, they can take the following steps to identify provisional cases for referring to clinical diagnosis:

Screening: Schools often conduct universal developmental screening to identify children who may be at risk for developmental delays. These screenings can be done by teachers, school psychologists, or other professionals using standardized assessment tools.

Teacher observations: Teachers spend a significant amount of time with their students and are well-positioned to observe developmental delays. Teachers can use checklists or rating scales developed by World Health Organisation to track their students' developmental progress and identify areas where children may need additional support. NCERT's PRASHAST is a checklist that enables the identification of children at risk. It comprises two parts - for use by regular teachers for first-level screening, and for use by special educators and others for second-level screening. It is a safeguard against unscientific diagnosis and needless labelling of children. It is aligned with the Rights of Persons with Disabilities Act (RPWD) Act 2016.

Parental concerns: Parents are often the first to notice developmental delays in their children. School staff should listen to parents' concerns and take appropriate action to assess and address any developmental concerns.

Standardized testing: Schools may administer standardized tests to assess academic skills, cognitive abilities, or social-emotional development. If a student performs significantly below their peers on these assessments, it may indicate a developmental delay.

The framework also encourages teachers to work closely with parents and caregivers to support children's learning and development. It emphasizes the importance of building strong partnerships between schools and families to create a supportive and collaborative learning environment for children.

Schools may make use of practical ideas and Sample Individual Education Programmes given in the framework to identify and support children with developmental delays.

vi. Use of Technology

Technology can be used to enable equitable access to a diverse range of content and material in diverse forms, spaces, and formats that is contextual for children of varying backgrounds including Divyang (CWSN) children.

Technology can enhance the learning experience and create new opportunities. It empowers students to be more creative, connected and collaborative with their peers and teachers. Using technology gives the opportunity to develop student's digital citizenship skills. As use of digital devices is bound to increase with passage of time, it is important for children to learn from their initial years to use

digital devices with responsibility. Technology should also provide an enjoyable experience for the learner and feed the child's innate curiosity.

Schools must also use technology in Capacity Building of Teachers, parents, and the community.

vii. The Learning Environment

A welcoming, compassionate environment where collaboration, inquiry, dialogue, and reflection are commonplace is a prerequisite for effective teaching and learning. Teachers require surroundings that are resource-rich, inspiring, and that offer ongoing chances for professional development and connection.

Access to safe infrastructure viz., potable water, clean and well-maintained restrooms with running water, arts and crafts supplies, furniture to set up learning corners, and a variety of children's books and learning resources must be available to enable a conducive learning environment.

viii. Organisation of Time in the School

The National Curriculum Framework for Foundational Stage 2022 highlights the importance of careful planning and organisation of time by allotting adequate and equitable time to all domains to achieve holistic education of children. Each activity may be planned to keep in mind the attention span of the child. There may be a balance between child-initiated and Teacher-guided activities, group (whole group or small group) and individual or pair activities, and alternating activities (e.g., quieter activity after physical activity, group activity after individual activity, indoor activity after outdoor activity). Art and Craft, Outdoor Play, and Free Play must have adequate time and focus during the day. Frequent breaks and transitions may also be provided to allow children to regain their energy and interest.

To achieve this, the curriculum framework recommends a balanced distribution of time across different areas of learning, such as language, mathematics, environmental studies, arts, and physical education. Illustrative examples are provided for schools to help in formulating their own schedules.

Similarly, the NCFFS advocates the need for the preparation of an annual calendar detailing all important school events prior to the commencement of the school academic year. Events of the school e.g., duration of the school term, vacations, annual day, sports day, other school celebrations, exhibitions/field trips, parent-teacher meetings, teacher professional development programs, and school meetings may be a part of this calendar.

ix. Culture of the Institution

Fundamentally, if children are loved and cared for, they will learn. Teachers should be kind and compassionate. The school should be a safe space for all children. Children learn from their parents

(the mother being the first teacher), the teacher in the classroom and the environment around. Therefore, it is vital that the school works seamlessly with the parents and the community to provide maximum learning opportunities for all children.

x. Teacher Orientation and Continuous Capacity Building

Through a variety of channels, teachers must consistently engage in their professional growth. The content must address the difficulties teachers confront, be thorough and complete, relevant to the classroom. It is necessary to provide platforms for peer learning with mentoring and assistance to teachers. Schools are required to fulfil the mandate given by CBSE regarding annual minimum teacher training hours.

ENGLISH LANGUAGE AND LITERATURE

Code No. 184
2023-24

1. Background

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

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

2. Objectives:

Objectives of the course are to enable learners to:

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

simple advertisements, short interviews, etc.)

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

3. Language Items

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

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

4. Methods and Techniques

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

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

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
SYLLABUS CLASS – IX
2023-24**

Sections		Weightage
A	Reading Skills (40 periods)*	20 Marks
B	Writing Skills and Grammar (40 periods)*	20 Marks
C	Language through Literature (50 periods)*	40 Marks

*This is a suggestive number.

Section A

Reading Skills

1. Reading Comprehension through Unseen Passage

20 Marks

1. Discursive passage of 400-450 words.

(10 marks)

2. Case-based factual passage (with visual input- statistical data/chart etc.) of 200-250 words.

(10 marks)

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

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

Section B
Writing Skills and Grammar

II Grammar

10 Marks

- Determiners
 - Tenses
 - Modals
 - Subject – verb concord
 - Reported speech
 - Commands and requests
 - Statements
 - Questions
3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of twelve questions will be attempted.

III Writing Skills

10 marks

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

Section C
Language through Literature

40 Marks

IV. Reference to the Context

(5+5 = 10 Marks)

6. One extract out of two, from Drama / Prose.
7. One extract out of two, from poetry.

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

V. Short & Long Answer Questions

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE to assess interpretation, analysis, inference and evaluation.
4x3=12 marks
9. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the

book MOMENTS to assess interpretation, analysis, inference and evaluation.

3x2=6 marks

10. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the text. This can also be a passage-based question taken from a situation/plot from the text.

6 marks

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

6 marks

Prescribed Books: Published by NCERT, New Delhi

Beehive

Prose

- a. The Fun They Had
- b. The Sound of Music
- c. The Little Girl
- d. A Truly Beautiful Mind
- e. The Snake and the Mirror
- f. My Childhood
- g. Reach For The Top
- h. Kathmandu
- i. If I were You

Poems-

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

Moments

1. The Lost Child
2. The adventures of Toto
3. Iswaran the Storyteller
4. In the kingdom of fools

5. The Happy Prince
6. The Last Leaf
7. A House is not a Home
8. The Beggar

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

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

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

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

INTERNAL ASSESSMENT

Listening and Speaking Competencies

30 Periods

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

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

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

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

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
2023-24**

CLASS – IX

Marks-80

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

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

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

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
CLASS – X
2023-24
SECTION - WISE WEIGHTAGE

Sections		Weightage
A	Reading Skills (40 periods)*	20 Marks
B	Writing Skills with Grammar (40 periods)*	20 Marks
C	Language through Literature (50 periods)*	40 Marks

*This is a suggestive number.

Section A

Reading Skills

I. Reading Comprehension through Unseen Passage 20 Marks

1. Discursive passage of 400-450 words. **(10 marks)**
2. Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words. **(10 marks)**

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

Multiple Choice Questions / Objective Type Questions, and Short Answer Questions (to be answered in 30-40 words) will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

Section B

II Grammar

Writing Skills and Grammar

10 Marks

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

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

III Writing Skills

10 marks

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

Section C

40 Marks

Language through Literature

IV. Reference to the Context

(5+5 = 10 Marks)

6. One extract out of two from Drama / Prose.
7. One extract out of two from poetry.

Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/ One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

v. Short & Very Long Answer Questions

30 Marks

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

Prescribed Books: Published by NCERT, New Delhi

1. FIRST FLIGHT

A. Prose

- i. A Letter to God
- ii. Nelson Mandela - Long Walk to Freedom
- iii. Two Stories About Flying
- iv. From the Diary of Anne Frank
- v. Glimpses of India
- vi. Mijbil the Otter
- vii. Madam Rides the Bus
- viii. The Sermon at Benares
- ix. The Proposal (Play)

B. Poems

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

2. FOOTPRINTS WITHOUT FEET

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

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

Note: Teachers are advised to:

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

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

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

INTERNAL ASSESSMENT

Listening and Speaking Competencies

30 Periods

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

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

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

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

ENGLISH LANGUAGE AND LITERATURE

Code no. (184)
2023-24
CLASS – X

Marks 80

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

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

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

Guidelines for Assessment of Listening and Speaking Skills (ALS)

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

Assessment of Listening and Speaking Skills: (5 Marks)

i. Activities:

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

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

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

A suggestive rubric is given below:

Interaction	1.	2.	3.	4.	5.
	<ul style="list-style-type: none"> • Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction 	<ul style="list-style-type: none"> • Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation 	<ul style="list-style-type: none"> • Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns 	<ul style="list-style-type: none"> • Interaction is adequately initiated and developed • Takes turn but needs some prompting 	<ul style="list-style-type: none"> • Initiates & logically develops simple conversation on familiar topics • Takes turns appropriately

Fluency & Coherence	<ul style="list-style-type: none"> Noticeably/ long pauses; rate of speech is slow Frequent repetition and/or self-correction this is all right in informal conversation Links only basic sentences; breakdown of coherence evident. 	<ul style="list-style-type: none"> Usually fluent; produces simple speech fluently, but loses coherence in complex communication Often hesitates and/or resorts to slow speech Topics partly developed; not always concluded logically 	<ul style="list-style-type: none"> Is willing to speak at length, however repetition is noticeable Hesitates and/or self corrects; occasionally loses coherence Topics developed, but usually not logically concluded 	<ul style="list-style-type: none"> Speaks without noticeable effort, with a little repetition Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction Topics not fully developed to merit. 	<ul style="list-style-type: none"> Speaks fluently almost with no repetition & minimal hesitation Develops topic fully & coherently
Pronunciation	<ul style="list-style-type: none"> Frequent inaccurate pronunciation Communication is severely affected 	<ul style="list-style-type: none"> Frequently unintelligible articulation Frequent phonological errors Major communication problems 	<ul style="list-style-type: none"> Largely correct pronunciation & clear articulation except occasional errors 	<ul style="list-style-type: none"> Mostly correct pronunciation & clear articulation Is clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> Pronounces correctly & articulates clearly Is always comprehensible uses appropriate intonation
Vocabulary & Grammar	<ul style="list-style-type: none"> Demonstrates almost no flexibility, and mostly struggles for appropriate words Many Grammatical errors impacting communication 	<ul style="list-style-type: none"> Is able to communicate on some of the topics, with limited vocabulary. Frequent errors, but self-corrects 	<ul style="list-style-type: none"> Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors 	<ul style="list-style-type: none"> Is able to communicate on most of the topics with appropriate vocabulary Minor errors that do not hamper communication 	<ul style="list-style-type: none"> Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions No grammatical errors

iii. Schedule:

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

TELUGU (A.P) SYLLABUS FOR THE ACADEMIC SESSION – 2023-2024

TELUGU (CODE: 007) CLASS – IX

Time: 3Hrs

Total: 80 Marks No. of Periods

The Question Paper will be divided into four sections:

Section A	Reading Comprehension	10 Marks	32 Pds
Section B	Writing	13 Marks	40 Pds
Section C	Grammar	20 Marks	40 Pds
Section D	Literature	37 Marks	80 Pds

Design of Question Paper

No. of Questions	No. of Marks Per Question	Total No. of Marks
8 S.A.Q.	02	16
1 L.A.Q.	05	05
1 L.A.Q.	07	07
1 V. L.A.Q.	08	08
1Q of 4 M.C.Q.	$\frac{1}{2}$	02
1 Q of 4 M.C.Q.	$\frac{1}{2}$	02
3 Q of 12 M.C.Q.	1	12 (Internal division) i.e. 4x1, 4x1, 4x1) 3Q
4 L.A.Q.	04	16
4 S.A.Q.	03	12
Total=24	-	80

A) Reading Section:	10
Marks	
Aparichita Gadyamsham (unseen prose passage)	
B) Writing Section:	13
Marks	
1. Lekha Rachana (Report writing) - 5 Marks	
2. Vyasa Rachana (Essay writing) - 8 Marks	
C) Grammar Section:	20
Marks	
1. Telugu & Sanskrita Sandhulu - 4×1=4M Akaara, Ikaara, Ukaara, Savarna Deergha, Guna, Vriddhi, Yanaadesha Sandhulu	
2. Paryaaya Padaalu - 4×1=4M	
3. Prakriti - Vikritulu - 4×½=2M	
4. Vyatirekha Padaalu - 4×½=2M	
5. Jateeyaalu - 2×2=4M	
6. Saametalu - 4×1=4M	

Prescribed Text Book: Telugu Divvelu - 1, Published by Government of Andhra Pradesh (2016 - New Edition).

D) Literature Section: Text **37 Marks**

Prose -

1. Prerana
2. Prabodham
3. Chudadamane Kala
4. Brathuku Pusthakam
5. Dharma Deeksha

Poetry -

1. Santhi Kanksha
2. Siva Taandavam
3. Aaadina Maata
4. Bhoomi Putrudu

Non-Detail Text: Telugu Upavachakamu (class IX) Sphurthi Daatalu Published by Government of Andhra Pradesh (2016 - New Edition).

1. Swami Vivekananda
2. Neenu Savitribaayini
3. Gidugu Rama Murthy Panthulu

TELUGU (A.P) SYLLABUS FOR THE ACADEMIC SESSION – 2023-2024

TELUGU (CODE: 007) CLASS – X

Time: 3Hrs

Total: 80 Marks

No. of Periods

The Question Paper will be divided into four sections:

Section A	Reading Comprehension	10 Marks	32 Pds
Section B	Writing	13 Marks	40 Pds
Section C	Grammar	20 Marks	40 Pds
Section D	Literature	37 Marks	80 Pds

Design of Question Paper

No. of Questions	No. of Marks Per Question	Total No. of Marks
8 S.A.Q.	02	16
1 L.A.Q.	05	05
1 L.A.Q.	07	07
1 V. L.A.Q.	08	08
4 L.A.Q.	04	16
4 Q of 16 M.C.Q.	01	16 (Internal division i.e. 4x1=4, 4x1=4, 2x1 + 2x1 = 4 2x1 + 2x1 = 4)
4 S.A.Q.	03	12
Total=23	-	80

A) Reading Section:

10 Marks

Unseen prose passage (Aparichita Gadyamsam)

B) Writing Section:

13 Marks

1. Report Writing (Lekha Rachana) - 5 Marks
2. Essay Writing (Vyasarachana) - 8 Marks

C) Grammar Section:

20 Marks

1. Telugu Sandhulu - 4 × 1 = 4 M
Rugaagama, Pumpvadesa, Trika, Padvadi,
Gasadadavaadesa, Dvirukta takaaradesa,
Tugagaama
2. Chandassu - 4 × 1 = 4 M
Utpalamala, Champakamala, Mattebham, Shardulam
3. Samaasaalu - 2 × 1 = 2 M
Dwandva, Dvigu, Bahuvreehi & Rupaka Samaasaalu
4. Alankaralu - 2 × 1 = 2 M
Upama, Atisayokti, Arthantaranyasa, Kramalankaralu
5. Jaatiyalu - 4 × 1 = 4 M
6. Saametalu - 2 × 1 = 2 M

7. Paryaya Padaalu

- 2 × 1 = 2 M

Prescribed Text Book: Telugu Divvelu – 2, Published by Government of Andhra Pradesh (2014 – New Edition) New Impressions – 2015 – 16.

D) Literature Section: Text

37 Marks

Prose -

1. Jaanapaduni Jaabu
2. Dhanyudu
3. Maa Prayatnam
4. Gorantha Deepalu

Poetry -

1. Matrubbhavan
2. Sataka Madhurima
3. Samudralanghanam
4. Manikya Veena
5. Bhiksha

Non-Detail Text: Ramayanam . . Bala Kaandam, Ayoodhya Kaandam, Aranya Kaandam, Kishkindha kaandam, Sundara Kaandam, Yuddha kadam.

Internal assessment

- | | |
|----------------------------------|---------|
| 1. Periodic Test | 5 marks |
| 2. Multiple Assessments | 5 marks |
| 3. Notebooks | 5 marks |
| 4. Student Enrichment Activities | 5 marks |

Total: 20 marks

द्वितीय भाषा के रूप में हिंदी

(कोड सं.-085)

कक्षा 9वीं - 10वीं (2023-24)

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

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

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

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

भारत एक बहुभाषी देश है जिसमें बहुत सी क्षेत्रीय भाषाएँ रची बसी हैं। भाषिक और सांस्कृतिक दृष्टि से भिन्न होने के बावजूद भारतीय परंपरा में बहुत कुछ ऐसा है जो एक दूसरे को जोड़ता है। यही कारण है कि मातृभाषा के रूप में अलग भाषा को पढ़ने वाला विद्यार्थी जब दूसरी भाषा के रूप में हिंदी का चुनाव करता है तो उसके पास अभिव्यक्ति का एक दृढ़ आधार पहली भाषा के रूप में पहले से ही मौजूद होता है। इसलिए छठी से आठवीं कक्षा में सीखी हुई हिंदी का विकास भी वह तेजी से करने लगता है। आठवीं कक्षा तक वह हिंदी भाषा में सुनने, पढ़ने, लिखने और कुछ-कुछ बोलने का अभ्यास कर चुका होता है। हिंदी की बाल पत्रिकाएँ और छिटपुट रचनाएँ पढ़ना भी अब उसे आ गया

है। इसलिए जब वह नवीं एवं दसवीं कक्षा में हिंदी पढ़ेगा तो जहाँ एक ओर हिंदी भाषा के माध्यम से सारे देश से जुड़ेगा वहीं दूसरी ओर अपने क्षेत्र और परिवेश को हिंदी भाषा के माध्यम से जानने की कोशिश भी करेगा, क्योंकि किशोरवय के इन बच्चों के मानसिक धरातल का विकास विश्व स्तर तक पहुँच चुका होता है।

शिक्षण उद्देश्य

- दैनिक जीवन में हिंदी में समझने-बोलने के साथ-साथ लिखने की क्षमता का विकास करना।
- हिंदी के किशोर-साहित्य, अखबार व पत्रिकाओं को पढ़कर समझ पाना और उसका आनंद उठाने की क्षमता का विकास करना।
- औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास करना।
- हिंदी के ज़रिए अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।
- संचार के विभिन्न माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी के विभिन्न रूपों को समझने की योग्यता का विकास करना।
- कक्षा में बहुभाषिक, बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- अपनी मातृभाषा और परिवेशगत भाषा को साथ रखकर हिंदी की संरचनाओं की समझ बनाना।
- सामाजिक मुद्दों पर समझ बनाना। (जाति, लिंग तथा आर्थिक विषमता)
- कविता, कहानी तथा घटनाओं को रोचक ढंग से लिखना ।
- भाषा एवं साहित्य को समझने एवं आत्मसात करने की दक्षता का विकास।

शिक्षण युक्तियाँ

- द्वितीय भाषा के रूप में पढ़ाई जा रही हिंदी भाषा का स्तर ऐसा होना चाहिए कि उसकी गति धीरे-धीरे बढ़ सके, इसके लिए हिंदी अध्यापकों को बड़े धीरज से अपने अध्यापन कार्यक्रमों को नियोजित करना होगा। किसी भी द्वितीय भाषा में निपुणता प्राप्त करने-कराने का एक ही उपाय है-उस भाषा का लगातार रोचक अभ्यास करना-कराना। ये अभ्यास जितने अधिक रोचक, सक्रिय एवं प्रासंगिक होंगे विद्यार्थियों की भाषिक उपलब्धि भी उतनी ही तेज़ी से हो सकेगी। मुखर भाषिक अभ्यास के लिए वार्तालाप, रोचक कहानी सुनना-सुनाना, घटना-वर्णन, चित्र-वर्णन, संवाद, वाद-विवाद, अभिनय, भाषण प्रतियोगिताएँ, कविता पाठ और अंत्याक्षरी जैसी गतिविधियों का सहारा लिया जा सकता है।
- **काव्य भाषा के मर्म** से विद्यार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से

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

- एनसीईआरटी द्वारा तैयार किए गए **अधिगम प्रतिफल** /सीखने-सिखाने की प्रक्रिया जो इस पाठ्यचर्या के साथ संलग्नक के रूप में उपलब्ध है, को शिक्षक द्वारा क्षमता आधारित शिक्षा का लक्ष्य प्राप्त करने के लिये अनिवार्य रूप से इस्तेमाल करने की आवश्यकता है।
- मानव संसाधन विकास मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए अन्य कार्यक्रम/ई-सामग्री/ वृत्तचित्रों और सिनेमा को शिक्षण-सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए **सिनेमा के माध्यम से भाषा के प्रयोग** की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।
- कक्षा में सिर्फ एक पाठ्यपुस्तक की उपस्थिति से बेहतर होगा कि शिक्षक के हाथ में विभिन्न प्रकार की पाठ्यसामग्री को विद्यार्थी देखें और कक्षा में अलग-अलग मौकों पर शिक्षक उनका इस्तेमाल कर सकें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी **शब्दकोश, साहित्यकोश, संदर्भग्रंथ** की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सटीक अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा, वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएँगे।
- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापन को हर प्रकार की विविधताओं (लिंग, धर्म, जाति, वर्ग, भाषा आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।

श्रवण (सुनने) और वाचन (बोलने) की योग्यताएँ

- प्रवाह के साथ बोली जाती हुई हिंदी को अर्थबोध के साथ समझना।
- हिंदी शब्दों का उचित उच्चारण करना तथा हिंदी के स्वाभाविक अनुत्तान का प्रयोग करना।
- सामान्य विषयों पर बातचीत करना और परिचर्चा में भाग लेना।
- हिंदी कविताओं को उचित लय, आरोह-अवरोह और भाव के साथ पढ़ना।
- सरल विषयों पर कुछ तैयारी के साथ दो-चार मिनट का भाषण देना।
- हिंदी में स्वागत करना, परिचय और धन्यवाद देना।
- अभिनय में भाग लेना।

श्रवण तथा वाचन परीक्षा हेतु दिशा-निर्देश

- **श्रवण (सुनना) (2.5 अंक):** वर्णित या पठित सामग्री को सुनकर अर्थग्रहण करना, वार्तालाप करना, वाद-विवाद, भाषण, कविता पाठ आदि को सुनकर समझना, विश्लेषण करना, मूल्यांकन करना और तदनुसार अभिव्यक्ति के ढंग को समझना।
- **वाचन (बोलना) (2.5 अंक):** भाषण, सस्वर कविता-पाठ, वार्तालाप और उसकी औपचारिकता, कार्यक्रम-प्रस्तुति, कथा-कहानी अथवा घटना सुनाना, परिचय देना, भावानुकूल संवाद-वाचन।

श्रवण (सुनना) एवं वाचन (बोलना) कौशल:

- परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 120 शब्दों का होना चाहिए।

या

- परीक्षक 1-1.5 मिनट का श्रव्य अंश (ऑडियो क्लिप) सुनवाएगा। अंश रोचक होना चाहिए। कथ्य/ घटना पूर्ण एवं स्पष्ट होनी चाहिए। वाचक का उच्चारण शुद्ध, स्पष्ट एवं विराम चिह्नों के उचित प्रयोग सहित होना चाहिए।
- परीक्षार्थी ध्यानपूर्वक परीक्षक/ऑडियो क्लिप को सुनने के पश्चात परीक्षक द्वारा पूछे गए प्रश्नों का अपनी समझ से मौखिक अथवा कार्यपत्रक के माध्यम से उत्तर देंगे।

कौशलों के अंतरण का मूल्यांकन

(इस बात का निश्चय करना कि क्या विद्यार्थी में श्रवण और वाचन की निम्नलिखित योग्यताएँ हैं)

	श्रवण (सुनना)		वाचन (बोलना)
1	परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है।	1	केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है।
2	छोटे सुसंबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	2	परिचित संदर्भों में शुद्धता से केवल छोटे संबद्ध कथनों का सीमित प्रयोग करता है।
3	परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है।	3	अपेक्षाकृत दीर्घ भाषण में जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है।
4	दीर्घ कथनों को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।	4	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा-प्रवाह रूप में प्रस्तुत करता है।

5	जटिल कथनों के विचार-बिंदुओं को समझने और विश्लेषित करने की योग्यता प्रदर्शित करने की क्षमता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है।
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पठन कौशल

पढ़ने की योग्यताएँ

- हिंदी में कहानी, निबंध, यात्रा-वर्णन, जीवनी, पत्र, डायरी आदि को अर्थबोध के साथ पढ़ना।
- पाठ्यवस्तु के संबंध में विचार करना और अपना मत व्यक्त करना।
- संदर्भ साहित्य को पढ़कर अपने काम के लायक सूचना एकत्र करना।
- पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
- पठित वस्तु का सारांश तैयार करना।
- भाषा, विचार एवं शैली की सराहना करना।
- साहित्य के प्रति अभिरुचि का विकास करना।

लिखने की योग्यताएँ

- लिखते हुए व्याकरण-सम्मत भाषा का प्रयोग करना।
- हिंदी के परिचित और अपरिचित शब्दों की सही वर्तनी लिखना।
- विराम चिह्नों का समुचित प्रयोग करना।
- लेखन के लिए सक्रिय (व्यवहारोपयोगी) शब्द भंडार की वृद्धि करना।
- प्रभावपूर्ण भाषा तथा लेखन-शैली का स्वाभाविक रूप से प्रयोग करना।
- उपयुक्त अनुच्छेदों में बाँटकर लिखना।
- प्रार्थना पत्र, निमंत्रण पत्र, बधाई पत्र, संवेदना पत्र, आदेश पत्र, ईमेल, एस.एम.एस आदि लिखना और विविध प्रपत्रों को भरना।
- विविध स्रोतों से आवश्यक सामग्री एकत्र कर एक अभीष्ट विषय पर अनुच्छेद लिखना।
- देखी हुई घटनाओं का वर्णन करना और उन पर अपनी प्रतिक्रिया प्रकट करना।
- पढ़ी हुई कहानी को संवाद में तथा संवाद को कहानी में परिवर्तित करना।
- समारोह और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।
- लिखने में सृजनात्मकता लाना।
- अनावश्यक काट-छाँट से बचते हुए सुपाठ्य लेखन कार्य करना
- दो भिन्न पाठों की पाठ्यवस्तु पर चिंतन करके उनके मध्य की संबद्धता (अंतर्संबंधों) पर अपने विचार अभिव्यक्त करने में सक्षम होना।

- रटे-रटाए वाक्यों के स्थान पर अभिव्यक्तिपरक/ स्थिति आधारित/ उच्च चिंतन क्षमता वाले प्रश्नों पर सहजता से अपने मौलिक विचार प्रकट करना।

रचनात्मक अभिव्यक्ति

अनुच्छेद लेखन

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

पत्र लेखन

- अनौपचारिक पत्र द्वारा पारस्परिक संबंधों मैत्रीपूर्ण भावों को व्यक्त करने हेतु सरल, संक्षिप्त लेखन शैली का विकास।
- औपचारिक पत्रों द्वारा दैनंदिनी जीवन की विभिन्न स्थितियों में कार्य, व्यापार, संवाद, परामर्श, अनुरोध तथा सुझाव के लिए प्रभावी एवं स्पष्ट संप्रेषण क्षमता का विकास।
- सरल और बोलचाल की भाषा शैली, उपयुक्त, सटीक शब्दों के प्रयोग, सीधे-सादे ढंग से स्पष्ट और प्रत्यक्ष बात की प्रस्तुति।
- प्रारूप की आवश्यक औपचारिकताओं के साथ सुस्पष्ट, सुलझे और क्रमबद्ध विचार आवश्यक; तथ्य, संक्षिप्तता और संपूर्णता के साथ प्रभावी प्रस्तुति।

विज्ञापन लेखन

(विज्ञापित वस्तु / विषय को केंद्र में रखते हुए)

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

चित्र-वर्णन

(चित्र में दिखाई दे रहे दृश्य /घटना को कल्पनाशक्ति से अपने शब्दों में लिखना)

- परिवेश की समझ

- सूक्ष्म विवरणों पर ध्यान
- दृश्यानुकूल भाषा
- क्रमबद्धता और तारतम्यता
- प्रभावशाली अभिव्यक्ति

संवाद लेखन

(दी गई परिस्थितियों के आधार पर संवाद लेखन)

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

सूचना लेखन

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

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

ई-मेल लेखन

(विविध विषयों पर आधारित औपचारिक ई-मेल लेखन)

- सरल, शिष्ट व बोधगम्य भाषा
- विषय से संबद्धता
- संक्षिप्त कलेवर, किंतु विषयगत संपूर्ण जानकारी
- व्यावहारिक/कार्यालयी शिष्टाचार व औपचारिकताओं का निर्वाह

लघुकथा लेखन

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

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

कक्षा 9वीं हिंदी 'ब' (कोड सं. 085) -परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2023-24

- प्रश्नपत्र दो खंडों, खंड 'अ' और 'ब' में विभक्त होगा।
- खंड 'अ' में 45 वस्तुपरक प्रश्न पूछे जाएँगे, जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।
- खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे।
- भारांक-{80(वार्षिक परीक्षा)+ 20 (आंतरिक परीक्षा)}
- कुल अंक-100

निर्धारित समय- 3 घंटे

भारांक-80

परीक्षा भार विभाजन		
	विषयवस्तु	भार
	खंड अ (वस्तुपरक प्रश्न)	40
1	अपठित गद्यांश	10
	अ दो अपठित गद्यांश (लगभग 200 शब्दों के) (1x5=5)+(1x5=5) (प्रत्येक गद्यांश पर आधारित पाँच बहुविकल्पीय प्रश्न पूछे जाएँगे।	10
2	व्यावहारिक व्याकरण के आधार पर बहुविकल्पात्मक प्रश्न (1 अंक x16 प्रश्न) 21 प्रश्न पूछे जाएँगे जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे।	16
	i शब्द और पद (2 अंक) (2 प्रश्न)	02
	ii अनुस्वार (1 अंक), अनुनासिक (1 अंक) (3 में से 2 प्रश्न)	02
	iii उपसर्ग (2 अंक), प्रत्यय (2 अंक) (5 में से 4 प्रश्न)	04
	iv स्वर संधि (3 अंक) (4 में से 3 प्रश्न)	03
	v विराम-चिह्न (3 अंक) (4 में से 3 प्रश्न)	03
	vi अर्थ की दृष्टि से वाक्य भेद (2 अंक) (3 में से 2 प्रश्न)	02
3	पाठ्यपुस्तक स्पर्श, भाग-1	14
	काव्य खंड	07
	पठित पद्यांश पर एक अंकीय पाँच बहुविकल्पी प्रश्न। (1x5) स्पर्श (भाग-1) से निर्धारित कविताओं के आधार पर एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	05 02

	गद्य खंड		07
	पठित गद्यांश पर एक अंकीय पाँच बहुविकल्पी प्रश्न। (1x5)		05
	स्पर्श (भाग-1) से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)		02
	खंड - ब (वर्णनात्मक प्रश्न)		40
4	पाठ्यपुस्तक स्पर्श, भाग-1		12
	1 स्पर्श (गद्य खंड) से निर्धारित पाठों के आधार पर तीन में से दो प्रश्न पूछे जाएँगे। (3 अंक x 2 प्रश्न) (लगभग 60 शब्द)		06
	2 स्पर्श (काव्य खंड) से निर्धारित पाठों के आधार पर तीन में से दो प्रश्न पूछे जाएँगे। (3 अंक x 2 प्रश्न) (लगभग 60 शब्द)		06
	पूरक पाठ्यपुस्तक संचयन भाग - 1		06
	पूरक पाठ्यपुस्तक संचयन के निर्धारित पाठों से तीन में से दो प्रश्न पूछे जाएँगे, जिनका उत्तर लगभग 60 शब्दों में देना होगा। (3 अंक x 2 प्रश्न)		06
5	लेखन		22
	i संकेत बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए किन्हीं तीन विषयों में से किसी एक विषय पर लगभग 100 शब्दों में अनुच्छेद लेखन। (6 अंक x1 प्रश्न) (विकल्प सहित)		06
	ii अभिव्यक्ति की क्षमता पर केंद्रित व्यावहारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में अनौपचारिक पत्र। (6 अंक x 1 प्रश्न)		06
	iii चित्र वर्णन- चित्र में दिखाई दे रहे दृश्य /घटना का कल्पनाशक्ति से लगभग 100 शब्दों में वर्णन। (विचारों का वर्णन स्पष्ट रूप से चित्र से ही संबद्ध होना चाहिए) (बिना किसी विकल्प के)		05
	iv दी गई परिस्थितियों के आधार पर संवाद लेखन। (लगभग 100 शब्दों में) (विकल्प सहित)		05
	कुल		80
	आंतरिक मूल्यांकन	अंक	20
	अ सामयिक आकलन	5	
	ब बहुविध आकलन	5	

स	पोर्टफोलियो	5	
द	श्रवण एवं वाचन	5	
	कुल		100

निर्धारित पुस्तकें:

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

❖ नोट : निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे-

स्पर्श(भाग -1)	<ul style="list-style-type: none"> • धर्म की आड़ (पूरा पाठ) • आदमीनामा (पूरा पाठ) • एक फूल की चाह (पूरा पाठ)
संचयन(भाग-1)	<ul style="list-style-type: none"> • हामिद खाँ (पूरा पाठ) • दिये जल उठे (पूरा पाठ)

कक्षा 10वीं हिंदी 'ब' परीक्षा हेतु पाठ्यक्रम विनिर्देशन-2023-2024

- प्रश्न-पत्र दो खंडों - खंड 'अ' और 'ब' का होगा।
- खंड 'अ' में 45 वस्तुपरक प्रश्न पूछे जाएँगे, जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।
- खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे।
- भारांक-(80(वार्षिक परीक्षा)+ 20 (आंतरिक परीक्षा))
- कुल अंक - 100

निर्धारित समय- 3 घंटे

भारांक -80

परीक्षा भार विभाजन		
	विषयवस्तु	भार
	खंड अ (वस्तुपरक प्रश्न)	40
1	अपठित गद्यांश	10
	अ दो अपठित गद्यांश (लगभग 200 शब्दों के) (1x5=5)+(1x5=5) (प्रत्येक गद्यांश पर आधारित पाँच बहुविकल्पीय प्रश्न पूछे जाएँगे)	10
2	व्यावहारिक व्याकरण के आधार पर बहुविकल्पात्मक प्रश्न (1 अंक x16 प्रश्न) कुल 21 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे।	16
	1 पदबंध (5 में से 4 प्रश्न)	04
	2 रचना के आधार पर वाक्य रूपांतरण (5 में से 4 प्रश्न)	04
	3 समास (5 में से 4 प्रश्न)	04
	4 मुहावरे (6 में से 4 प्रश्न)	04
3	पाठ्यपुस्तक स्पर्श भाग - 2	14
	काव्य खंड	07
	पठित पद्यांश पर एक अंकीय पाँच बहुविकल्पी प्रश्न। (1x5) स्पर्श (भाग-2) से निर्धारित कविताओं के आधार पर एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	5 2

	गद्य खंड	7
	पठित गद्यांश पर एक अंकीय पाँच बहुविकल्पी प्रश्न। (1x5)	5
	स्पर्श (भाग - 2) से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	2
	खंड - ब (वर्णनात्मक प्रश्न)	40
4	पाठ्यपुस्तक स्पर्श भाग - 2	12
	1 स्पर्श (गद्य खंड)से निर्धारित पाठों के आधार पर तीन में से दो प्रश्न पूछे जाएँगे। (3 अंक x 2 प्रश्न) (लगभग 60 शब्द)	06
	2 स्पर्श (काव्य खंड) से निर्धारित पाठों के आधार पर तीन में से दो प्रश्न पूछे जाएँगे। (3 अंक x 2 प्रश्न) (लगभग 60 शब्द)	06
	पूरक पुस्तक संचयन भाग - 2	06
	पूरक पुस्तक संचयन के निर्धारित पाठों से तीन में से दो प्रश्न पूछे जाएँगे, जिनका उत्तर लगभग 60 शब्दों में देना होगा। (3 अंक x 2 प्रश्न)	06
5	लेखन	22
	i संकेत बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए किन्हीं तीन विषयों में से किसी एक विषय पर लगभग 100 शब्दों में अनुच्छेद लेखन। (5 अंक x1 प्रश्न) (विकल्प सहित)	05
	ii अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र। (5 अंक x 1 प्रश्न)	05
	iii व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 60 शब्दों में सूचना लेखन। (4 अंक x1 प्रश्न) (विकल्प सहित)	04
	iv विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन। (3 अंक x1 प्रश्न) (विकल्प सहित)	03
	v दिए गए विषय/शीर्षक आदि के आधार पर रचनात्मक सोच के साथ लगभग 100 शब्दों में लघुकथा लेखन। (5 अंकx1 प्रश्न) अथवा विविध विषयों पर आधारित लगभग 100 शब्दों में औपचारिक ई-मेल लेखन	05
	कुल	80

MATHEMATICS (IX-X)

(CODE NO. 041)

Session 2023-24

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

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

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

Objectives

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

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

COURSE STRUCTURE CLASS -IX

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

UNIT I: NUMBER SYSTEMS

1. REAL NUMBERS

(18) Periods

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

UNIT II: ALGEBRA

1. POLYNOMIALS

(26) Periods

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

Recall of algebraic expressions and identities. Verification of identities:

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

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

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

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

and their use in factorization of polynomials.

2. LINEAR EQUATIONS IN TWO VARIABLES (16) Periods

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

UNIT III: COORDINATE GEOMETRY

COORDINATE GEOMETRY (7) Periods

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

UNIT IV: GEOMETRY

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

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

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

2. LINES AND ANGLES (15) Periods

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

3. TRIANGLES (22) Periods

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

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

4. QUADRILATERALS

(13) Periods

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

5. CIRCLES

(17) Periods

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

UNIT V: MENSURATION

1. AREAS

(5) Periods

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

2. SURFACE AREAS AND VOLUMES

(17) Periods

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

UNIT VI: STATISTICS

STATISTICS

(15) Periods

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

MATHEMATICS QUESTION PAPER DESIGN CLASS – IX (2023-24)

Time: 3 Hrs.

Max. Marks: 80

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

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

COURSE STRUCTURE CLASS -X

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

UNIT I: NUMBER SYSTEMS

1. REAL NUMBER

(15) Periods

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

UNIT II: ALGEBRA

1. POLYNOMIALS

(8) Periods

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

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

(15) Periods

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

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

3. QUADRATIC EQUATIONS

(15) Periods

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

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

4. ARITHMETIC PROGRESSIONS

(10) Periods

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

UNIT III: COORDINATE GEOMETRY

Coordinate Geometry

(15) Periods

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

UNIT IV: GEOMETRY

1. TRIANGLES

(15) Periods

Definitions, examples, counter examples of similar triangles.

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

2. CIRCLES

(10) Periods

Tangent to a circle at, point of contact

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

UNIT V: TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY (10) Periods

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

2. TRIGONOMETRIC IDENTITIES (15) Periods

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

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

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

UNIT VI: MENSURATION

1. AREAS RELATED TO CIRCLES (12) Periods

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

2. SURFACE AREAS AND VOLUMES (12) Periods

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

UNIT VII: STATISTICS AND PROBABILITY

1. STATISTICS (18) Periods

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

2. PROBABILITY (10) Periods

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

**MATHEMATICS-Standard
QUESTION PAPER DESIGN
CLASS – X (2023-24)**

Time: 3 Hours

Max. Marks: 80

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

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

**MATHEMATICS-Basic
QUESTION PAPER DESIGN
CLASS – X (2023-24)**

Time: 3Hours

Max. Marks: 80

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

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

PRESCRIBED BOOKS:

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

SCIENCE

(Code No. 086)

Classes: IX and X (2023-24)

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

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

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

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

General Instructions:

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

COURSE STRUCTURE

CLASS IX

(Annual Examination)

Marks: 80

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

Theme: Materials

Unit I: Matter-Nature and Behaviour

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

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

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

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

Theme: The World of the Living

Unit II: Organization in the Living World

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

Tissues, Organs, Organ System, Organism:

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

Theme: Moving Things, People and Ideas

Unit III: Motion, Force and Work

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

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

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

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

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

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

Theme: Food

Unit IV: Food Production

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

Note for the Teachers:

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

PRACTICALS

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

(LIST OF EXPERIMENTS)

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

- transparency
- filtration criterion
- stability

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

COURSE STRUCTURE
CLASS X
(Annual Examination)

Marks: 80

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

Theme: Materials

Unit I: Chemical Substances - Nature and Behaviour

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

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

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

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

Theme: The World of the Living

Unit II: World of Living

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

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

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

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

Theme: Natural Phenomena

Unit III: Natural Phenomena

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

Refraction; Laws of refraction, refractive index.

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

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

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

Theme: How Things Work

Unit IV: Effects of Current

Electric current, potential difference and electric current. Ohm's law; Resistance, Resistivity, Factors on which the resistance of a conductor depends. Series combination of resistors, parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications in daily life. Electric power, Interrelation between P, V, I and R. **Magnetic effects of current** : Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left Hand Rule, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme: Natural Resources

Unit V: Natural Resources

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

Note for the Teachers:

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

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

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

PRACTICALS

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

LIST OF EXPERIMENTS

- A. Finding the pH of the following samples by using pH paper/universal indicator: **Unit-I**
 - Dilute Hydrochloric Acid
 - Dilute NaOH solution
 - Dilute Ethanoic Acid solution
 - Lemon juice
 - Water
 - Dilute Hydrogen Carbonate solution

B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with: **Unit-I**

 - Litmus solution (Blue/Red)
 - Zinc metal
 - Solid sodium carbonate
- Performing and observing the following reactions and classifying them into: **Unit-I**
 - Combination reaction
 - Decomposition reaction
 - Displacement reaction
 - Double displacement reaction
 - Action of water on quicklime
 - Action of heat on ferrous sulphate crystals
 - Iron nails kept in copper sulphate solution
 - Reaction between sodium sulphate and barium chloride solutions
- Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: **Unit-I**
 - $\text{ZnSO}_4(\text{aq})$
 - $\text{FeSO}_4(\text{aq})$
 - $\text{CuSO}_4(\text{aq})$
 - $\text{Al}_2(\text{SO}_4)_3(\text{aq})$

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

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

PRESCRIBED BOOKS:

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

Theory (80 marks)

Question Paper Design

(Class X)

Subject: Science

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

Note:

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

Internal Assessment (20 Marks)

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

Suggestive verbs for various competencies

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



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CBSE SOCIAL SCIENCE SYLLABUS 2023-24 (Code No. 087) CLASS - IX & X



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RATIONALE

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

Social Science subject helps students strengthen their knowledge of the world around them, enhance their critical thinking skills, deepen their cultural understanding, in still analytical and evaluation and synthesizing skills, improve research based learning skills, and enhance their creative abilities.

It enables the students to understand the interdependence of individual and community.

Makes students examine human behaviour from many different perspectives and help students learn to analyse human interaction based on social and cultural influences.

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view. Developing knowledge in each of these subjects provides students with a broader and more comprehensive understanding of how individuals and societies function.

Through the study of History, students learn the significance of analysing historical events and using the past to evaluate modern trends and occurrences. Global History allows students to see the emergence of today's worldwide society, and enables the students to create projections on possible future outcomes of actions and events.

The discipline of Social Sciences broadens an individual's political awareness and deepens the understanding of political systems. Examining past and current political conflicts can let students understand human life on a different level.

LEARNING OBJECTIVES

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development over a period of time, through which human societies have evolved.
- make learners infer that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change in connection to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and appreciate the contributions made by people of all sections and regions of the country.
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- deepen the knowledge and understanding of India's environment in its totality on people's life.
- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- promote an understanding of the issues and challenges of contemporary India- environmental, economic and social, as part of the development process.
- develop competencies, analytical skills/ critical thinking skills, creative skills help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- enable students to correlate the Social Science subjects through an interdisciplinary approach.
- explore their creativity and innovation through experiential and art integrated learning.
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluate data and information as well as views and interpretations.
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms - cooperating with others, taking initiatives and providing leadership in solving others' problem .
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

CLASS IX
COURSE STRUCTURE

History (India and the Contemporary World - I)			Suggestive no. of periods = 60	20 inclusive of Map pointing
Section	Chapter No	Chapter Name	No. of Periods	Marks allocated
I Events and Process	I	The French Revolution	15	18+2 map pointing
	II	Socialism in Europe and the Russian Revolution	15	
	III	Nazism and the Rise of Hitler	15	
II Livelihoods, Economies and Societies	IV	Forest, Society and Colonialism Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	5	
	V	Pastoralists in the Modern World (To be assessed as part of Periodic Assessment only)	10	
Geography (Contemporary India - I)			Suggestive no. of periods = 55	20 inclusive of Map pointing
Chapter No	Chapter Name		No. of periods	Marks allocated
1	India – Size and Location		17	

2	Physical Features of India		17+3 map pointing*
3	Drainage	10	
4	Climate	12	
5	Natural Vegetation and Wildlife (Only map pointing to be evaluated in the annual examination.)	3	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	5	
6	Population	8	* Marks as mentioned above
Political Science (Democratic Politics - I)		Suggestive no. of periods = 50	20 Marks
Chapter No.	Chapter name	No. of Periods	Marks allocated
1	What is Democracy?	10	20
	Why Democracy?		
2	Constitutional Design	10	
3	Electoral Politics	8	
4	Working of Institutions	12	
5	Democratic Rights	10	

Economics		Suggestive no. of periods = 50	20 Marks
Chapter No.	Name of the Chapter	No. of Periods	Marks allocated
1	The Story of Village Palampur (To be assessed as part of Periodic Assessment only)	10	20
2	People as Resource	10	
3	Poverty as a Challenge	15	
4	Food Security in India	15	

CLASS IX
COURSE CONTENT

History: India and the Contemporary World - I			
Chapter No. and Name	Specific Learning Objectives	Suggestive Teaching Learning Process	Learning Outcome With Specific Competencies
I The French Revolution	<ul style="list-style-type: none"> • Compare & contrast the conditions that prevailed in France with the situations prevailed in India pre 1857 war. • Critically examine the need of voting rights of Common people in France which laid the foundation of future Democracies. • Examine various solutions to address imbalances that may lead to revolutions. 	<ul style="list-style-type: none"> • Class room discussions to compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857). • Graphic Organisers to critically examine the situations that made the raise in demand of voting rights by passive citizens as well as women • Debates to propose solutions to address such imbalances and discriminations that lead to revolutions • Inquiry based learning to appraise the impact of the French revolution on the world. Conclude with group Presentations 	<ul style="list-style-type: none"> • Compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857). • Critically Examine the situations that made the raise in demand of voting rights by passive citizens as well as women • Propose solutions to address such imbalances and discriminations that lead to revolutions • Appraise the impact of the French revolution on the world.
II Socialism in Europe and	<ul style="list-style-type: none"> • Analyse the situations that led to the rise of Russian and French revolutions. 	<ul style="list-style-type: none"> • Interactive Textual interpretations to compare and contrast the situations that led to the rise of Russia & French Revolutions 	<ul style="list-style-type: none"> • To compare and contrast the situations that led to the rise of Russian& French Revolutions.

<p>the Russian Revolution</p>	<ul style="list-style-type: none"> Evaluate the reasons that led to the rise of Lenin's communism and Marxist Socialism 	<ul style="list-style-type: none"> Student led seminar to cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people World café' strategy to evaluate the situations that enabled Lenin's Communism. Socratic Discussions to Interpret the different ideas of philosophers and leaders that shaped the revolution 	<ul style="list-style-type: none"> Cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people Evaluate the situations that enabled Lenin's Communism. Interpret the different ideas of philosophers and leaders that shaped the revolution.
<p>III Nazism and the Rise of Hitler</p>	<ul style="list-style-type: none"> Analyse the manipulated control of situations led by an individual. Analyse the role of the "Treaty of Versailles in that led to the rise of Hitler. Examine the circumstances that led to the rise and fall of Hitler Discuss the critical significance of Nazism in shaping the politics of the modern world. Appraise the war compensation compelled on Germany in the name of the "treaty of Versailles led to the rise of Hitler 	<ul style="list-style-type: none"> Watch Video clipping from the last days of Adolf Hitler and discuss the reasons for rise and fall of Hitler Dramatize the Nazi Propaganda/ racial discrimination against Jews Cartoon interpretation/ Image interpretation Read passages from "Dairy of Anne frank "and other related literature and discuss the impact of Nazism Jig saw strategy to critique the genocidal war waged against Jews by the Nazis 	<ul style="list-style-type: none"> Cite the events that helped Hitler's rise to power Evaluate various character traits of Hitler Compare and contrast the characteristics of Bismarck and Hitler Analyse the role of "Treaty of Versailles in the rise of Nazism and Hitler Critique the genocidal war waged against Jews by the Nazis.

	<ul style="list-style-type: none"> Compare and contrast the Nazi ideology with fascism of Mussolini 		<ul style="list-style-type: none"> Discuss the critical significance of Nazism in shaping the politics of modern world.
<p>IV</p> <p>Forest, Society and Colonialism</p>	<p>Inter Disciplinary Project with Chapter 5 of Geography “Natural Vegetation and Wild Life</p>	<ul style="list-style-type: none"> Refer Annexure II 	<ul style="list-style-type: none"> Refer Annexure II
<p>V</p> <p>Pastoralists in the Modern World</p>	<ul style="list-style-type: none"> Analyse the situations that have created Nomadic society Draw comparisons of African pastoralists and Indian Pastoralists during colonial rule. Examine the how the colonial laws impacted livelihood in pastoral communities Appraise the contribution of Pastoralists in the modern economy. 	<ul style="list-style-type: none"> T charts and similar graphic organizers to compare and contrast the lives of Pastoralists pre & post colonialism. Art integration to depict the evolution of nomadic society. Research based presentations using resources provided to compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes. Think- Pair- Share and summarize the reading of resources to analyse and infer varying patterns of developments within pastoral societies in different places in India. 	<ul style="list-style-type: none"> Compare and contrast the lives of Pastoralists pre & post colonialism Analyse the situations that have created Nomadic society Compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes. Analyse and infer varying patterns of developments within pastoral societies in different places in India. Analyse the impact of colonialism on forest societies leading to scientific forestry. Enumerate the different processes through which transformation of livelihood occur in the modern world.

Political Science: Democratic Politics - I

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
<p align="center">1</p> <p>What is Democracy? Why Democracy?</p>	<ul style="list-style-type: none"> Examine the concept /structural components of Democracy and its forms/features in different countries Examine and analyse the working structure of the governments of India and North Korea Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy. 	<ul style="list-style-type: none"> World café and Café conversations strategies for introduction of concepts of Democracy & features of Democracy 4 corners strategy to discuss “What & why of democracy?” students create democratic governance model in the class. Cartoon interpretation to summarize the benefits of democracy. 	<ul style="list-style-type: none"> Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country. Define Democracy and enumerate its features. Evaluate the authenticity of the voting rights of the Indian population versus the population of Iran. Interpret the statement “Democracy provides a method to deal with differences and conflicts” with reference to India. Summarize the features and benefits of democracy
<p align="center">2</p> <p>Constitutional Design</p>	<ul style="list-style-type: none"> Comprehend the purpose of constitution. Enumerate the essential features that need to be kept in mind while drafting any constitution. Examine the guiding values that created the Indian constitution. Comprehend the roles and responsibilities as citizens of India. 	<ul style="list-style-type: none"> Group Discussion to comprehend the purpose of constitution Poster making/ wall magazine for Comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution Role play strategy for creation of Indian constitution Declamation strategy for roles and responsibilities of citizens 	<ul style="list-style-type: none"> Analyse the difference between written or unwritten constitutions with reference to India and USA. Describe the situation that led to creation of Indian Constitution. Compare and contrast between Preamble of South African constitution with the preamble of Indian constitution. Enumerate the roles and responsibilities as citizens of India

<p>3</p> <p>Electoral Politics</p>	<ul style="list-style-type: none"> • Comprehend the concept and system of elections. • Evaluate the conditions that make Elections in India democratic. • Analyse the implications of power of vote and power of recall. • Appraise the role of election commission for the conduct of free and fair elections. 	<ul style="list-style-type: none"> • Role play/ have school council elections. • Design and present election manifesto • Create multiple parties and create symbols for elections • Use street play to create awareness about the right to vote. 	<ul style="list-style-type: none"> • Evaluate the role of political parties to adhere to electoral promises. • Create a solution for eradication of malpractices in elections • Differentiate between representative democracy and competitive party politics. • Summarize the essential features of the Indian Electoral system. • Examine the rationale for adopting the present Indian Electoral System.
<p>4</p> <p>Working of Institutions</p>	<ul style="list-style-type: none"> • Examine the roles, responsibilities and interdependency of all the 3 organs of the Government. • Examine the rule of law in India and its relevance • Understand the power and working of Indian Judiciary system and comprehend the hierarchy system of the judiciary in India. 	<ul style="list-style-type: none"> • Watch videos of Parliament and discuss the importance of question hour • Present Moot court to evaluate the rule of Law • Examine the relevant case studies to evaluate the rule of law • Present Mock Parliament session to convert a bill into law • Conduct a mock interview with a parliamentarian • Role play on features of the political and permanent executive 	<ul style="list-style-type: none"> • Analyse and infer how the three organs are interdependent and independent to execute their roles • Summarize and evaluate the rule of law in India. • Represent the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature. • Understand the working of Indian Judiciary.
<p>5</p>	<ul style="list-style-type: none"> • Comprehend what it is to be a responsible citizen while 	<ul style="list-style-type: none"> • Declamation on need to have rights and the importance of performing duties. 	<ul style="list-style-type: none"> • Analyse the need of having rights and categorize the rights.

Democratic Rights	performing their prescribed duties versus claiming rights <ul style="list-style-type: none"> Evaluate the role of rights in Democracy. 	<ul style="list-style-type: none"> Debate the need to have rights in the light of study of Saudi Arabia. Case study to analyse the role of citizens when the rights are exercised or otherwise. 6 thinking hats to discuss the current issues. Organize a moot court to discuss the violation of individual rights. Graphic organizer to summarize the coexistence of <i>rights vs duties</i> 	<ul style="list-style-type: none"> Evaluate the statement “Democracy is meaningless without rights” Analyse their role as responsible citizens. Summarize the flipped coexistence of rights versus duties Apply the process available to citizens for safeguarding rights.
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Geography: Contemporary India - I

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
1 India - Size and Location	<ul style="list-style-type: none"> Examine how the location of an area impacts its climate and time with reference to longitude and latitude. Explore and analyze the trading and cultural relationships of India with its neighboring countries. Evaluate the situation & reasons that made 82.5E* longitude as Time meridian of India. Examine how location of India enables its position as a 	<ul style="list-style-type: none"> Use GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time. Carousel brainstorming strategy for inferring conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. (Link for Carousel Brain storming Strategy https://www.youtube.com/watch?v=zZxaS7v1-jo) On map of India hypothetically design two to four alternate 	<ul style="list-style-type: none"> Justify the reasons for the differences in climatic conditions, local and standard time. To Infer how the conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. Justify the selection of 82.5E* longitude as Time meridian of India. (IST) Critically analyse the role of opening of Suez Canal in improvement of foreign trade.

	<p>strategic partner in the subcontinent.</p>	<p>longitudes on either side of 82.5°E and conclude on the selection</p> <ul style="list-style-type: none"> • Draw out the rationale/ reasons behind fixing (82.5°E) as a time meridian for India • PPT presentation to present alternate solutions. 	<ul style="list-style-type: none"> • Propose alternative solution for the problems that arise due to the size & location.
<p>2</p> <p>Physical Features of India</p>	<ul style="list-style-type: none"> • Justify why India is a sub-continent • Examine the geological process that played a crucial role in the formation of diverse physical features in India • Analyse the conditions and relationships of the people living in different physiographic areas. • Examine various environmental issues. 	<ul style="list-style-type: none"> • Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India a sub-continent. • Role play to depict the lives and relationships amongst physiographic areas. • Collaborative brainstorming and presentation using different modes such as flipped books, Journals, Collage and other suitable presentations. 	<ul style="list-style-type: none"> • Conclude why India is a subcontinent based on study of different physical features. • Analyse the conditions and relationships of the people living in different physiographic areas. • Enumerate the different environmental issues in India and propose solutions for these issues.
<p>3</p> <p>Drainage</p>	<ul style="list-style-type: none"> • Justify the statement that the rivers are lifeline of economy with reference to India. • Examine the information about different lakes and infer on their contribution to Indian ecology 	<ul style="list-style-type: none"> • Choice Board strategy where each group to take up one river and focus on the areas they serve and the impact on Economy of that area. • Students will prepare a PPT on lakes. • Street play strategy/ poster making/ save River songs/ to present 	<ul style="list-style-type: none"> • Enlist the different rivers, the areas they serve and their impact on the economy of That area. • Enumerate the different lakes and describe their contribution to the Indian ecology. • Present creative solutions to overcome the water pollution also

	<ul style="list-style-type: none"> Distinguish between the rivers of north and south India Analyse the flow of different rivers of India to infer on their impact on livelihood. 	awareness on water pollution and suggest solutions.	<p>to increase the contribution of water bodies to Indian economy</p> <ul style="list-style-type: none"> Identify the river systems of the country and explain the role of rivers in human society.
4 Climate	<ul style="list-style-type: none"> Examine and analyse the factors that determine the climate of India Discuss the mechanisms of monsoons in Indian subcontinent. Analyse and infer the reasons behind the wide difference between day and night temperatures at different geographical locations of India. To interpret how monsoon acts as a Unifying bond 	<ul style="list-style-type: none"> Collect and Read the Weather reports and have a class room discussion to conclude about the factors controlling climate Watch videos and summarize the findings Use Mind map/ graphic organizers to Enumerate and summarize the reasons for the wide difference between the day and night temperatures at different geographical locations of India Read Newspapers, prepare and present mock drills on protocols as preventive action for various disasters 	<ul style="list-style-type: none"> Infer how the factors determine the climate of India. Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent. Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region. Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of India Propose protocols as preventive action for various disasters
5 Natural Vegetation and Wild life	Inter disciplinary project with chapter no IV of History “Forest, Society and Colonialism”	Refer annexure II	Refer annexure II
6 Population	<ul style="list-style-type: none"> Examine the reasons behind the uneven distribution of population in India with specification to UP & 	<ul style="list-style-type: none"> Research based learning/ art integration strategy (4 grid analysis) to analyse and infer the reasons behind the uneven distribution of 	<ul style="list-style-type: none"> Analyse and infer the reasons behind the uneven distribution of population in India with specification

	Rajasthan and Mizoram and Karnataka.	population in India with specification to UP & Rajasthan and Mizoram and Karnataka	to UP & Rajasthan and Mizoram and Karnataka. <ul style="list-style-type: none"> Enlist the factors that affect the population density.
Economics			
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
1 The Story of Village Palampur	<ul style="list-style-type: none"> Evaluate the prevailing farming conditions in different states with reasons Examine the factors of production and interdependence of the requirements. Examine the contribution of non-farm activities to the economic growth of the village. 	<ul style="list-style-type: none"> Visit a nearest village, interview a farmer/ visit local markets and interview farmers and present it in the class. (Experiential learning strategy) Poster making/ Concept map and gallery walk to enlist the requirements of production and summarize the interdependence of these requirements. Present a business plan for non-farm activities by using the four factors of production. 	<ul style="list-style-type: none"> Analyse and infer how the prevailing farming conditions impact economic development of different states Enlist the requirements of production and summarize the interdependence of these requirements. Enlist non-farm activities and depict the link with economic growth.
2 People as Resource	<ul style="list-style-type: none"> Examine the various factors that constitute the quality of population Analyse the role of government in improving the quality of population. Examine the factors that contribute to unemployment. 	<ul style="list-style-type: none"> Case study on quality of population. (Class room discussion) Collect sources from Newspaper/ Media and present the findings in the form of a collage or an album Neighbourhood survey on employment /employability in neighbourhood, analyse the quality of neighbourhood and present in PPT format. 	<ul style="list-style-type: none"> Analyse and infer the reasons that contribute to the quality of population Enumerate the different schemes of Government in some states and infer on the quality of people there by. Propose solutions to resolve unemployment problem

<p style="text-align: center;">3</p> <p>Poverty as a Challenge</p>	<ul style="list-style-type: none"> • Comprehend that poverty is a multifaceted concept inherent in the rural and urban conditions. • Examine the measures taken by the government to eradicate poverty. 	<ul style="list-style-type: none"> • PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty. • Declamation with data to Evaluate the efficacy of government to eradicate poverty • Debate whether education can remove poverty 	<ul style="list-style-type: none"> • Analyse and infer the reasons of poverty in the rural and urban areas. • Evaluate the efficacy of government to eradicate poverty. • Compare how poverty estimates have transformed from 1993-94 to 2011-12 Examine the link between education and poverty.
<p style="text-align: center;">4</p> <p>Food Security in India</p>	<ul style="list-style-type: none"> • Examine the critical role of food security for its masses. • Justify the rationale for the system of food security in India. • Appraise the contributory role of Public Distribution system to address FSI • Substantiate the role of green revolution in strengthening the PDS. 	<ul style="list-style-type: none"> • Case study and group discussion to substantiate the link between a well-structured food security system and continuity of supply to masses. • Invite relevant Govt. officials to speak on FSI & PDS. <p>Panel discussion/ seminar on the impact of the green revolution and PDS.</p>	<ul style="list-style-type: none"> • Enumerate various aspects of food security that will ensure continuity of supply to the masses. • Examine, analyse and infer various sources of data that point to the rationale of FSI • Enumerate different features of PDS that directly address FSI. • Analyse and infer the impact of Green revolution in strengthening the PDS.

CLASS IX
LIST OF MAPS

S. No.	Subject	Name of the Chapter	List of Areas to Be Map Pointed
I	History	French Revolution	Outline political map of France Locate/label/identify; <ul style="list-style-type: none"> • Bordeaux, Nantes, Paris and Marseille
		Socialism in Europe	Outline political map of world locate/label/identify major countries of World War: central powers - Germany, Austria-Hungary, Turkey (Ottoman Empire) Allied Powers-France, England, Russia and USA
II	Geography	India: size & location	<ul style="list-style-type: none"> • India - States with Capitals • Tropic of Cancer, Standard Meridian (Location and Labelling) • Neighbouring countries
		India physical features	<ul style="list-style-type: none"> • Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats • Mountain Peaks – K2, Kanchan Junga, Anai Mudi • Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau • Coastal Plains - Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling)
		Drainage system	Rivers: (Identification only) <ul style="list-style-type: none"> • The Himalayan River Systems-The Indus, The Ganges, and The Sutlej • The Peninsular Rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi • Lakes: Wular, Pulicat, Sambhar, Chilika
		Climate	<ul style="list-style-type: none"> • Annual rainfall in India, Monsoon wind directions
		Population	<ul style="list-style-type: none"> • Population density of all states • The state having highest and lowest density of population

CLASS IX
INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks Allocated
Periodic Assessment	Pen Paper Test.	5
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Inter disciplinary project	5
Subject Enrichment Activity	Project work on Disaster Management	5
Portfolio	Classwork, work done (activities / assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like Heritage India quiz	5

CLASS IX
PRSECRIBED TEXT BOOKS

S.No	Subject	Name of the Book	Publisher
1	History	India and the Contemporary World - I	NCERT
2	Political Science	Democratic Politics - I	NCERT
3	Geography	Contemporary India - I	NCERT
4	Economics	Economics	NCERT
5	Disaster Management	Together, towards a safer India - part II	CBSE

Links for NCERT rationalised 2023-24 textbooks:

- <https://ncert.nic.in/textbook.php?iess1=ps-6>
- <https://ncert.nic.in/textbook.php?iess2=0-4>
- <https://ncert.nic.in/textbook.php?iess3=0-5>
- <https://ncert.nic.in/textbook.php?iess4=ps-5>

CLASS X
COURSE STRUCTURE

History (India and the Contemporary World - II)			Suggestive no. of periods = 60	20 inclusive of map pointing
Section	Chapter No.	Chapter name	No. of periods	Marks allocated
I Events and processes	I	The Rise of Nationalism in Europe	17	18 + 2 map pointing *
	II	Nationalism In India	17	
II Livelihoods, Economies and Societies	III	The Making of a Global World (To be evaluated in the Board Examination - Subtopics:1 to 1.3 Pre Modern World to Conquest, Disease and Trade)	6	
		Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks Sub topics 2 to 4.4 The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalisation.")	4	
	IV	The Age of Industrialization (To be assessed as part of Periodic Assessments only)	6	
III Everyday Life, Culture and Politics	V	Print Culture and the Modern World	10	* Marks as mentioned above

Geography (Contemporary India - II)			Suggestive no. of periods = 55	20 inclusive of map pointing
Chapter No.	Chapter Name		No. of Periods	Marks allocated
1	Resources and Development		7	17 + 3 map pointing
2	Forest and Wildlife Resources		7	
3	Water Resources		7	
4	Agriculture		10	
5	Minerals and Energy Resources		10	
6	Manufacturing Industries		10	
7	Lifelines of National Economy Only map pointing to be evaluated in the Board Examination		2	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)		2	
Political Science (Democratic Politics - II)			Suggestive no. of periods = 50	20
Unit no	Chapter No	Chapter Name	No. of Periods	Marks allocated
I	1	Power - sharing	15	
	2	Federalism		

II	3	Gender, Religion and Caste	12	20
III	4	Political Parties	12	
IV	5	Outcomes of Democracy	11	
Economics (Understanding Economic Development)			Suggestive no. of periods = 50	20
Chapter No.	Chapter name		No. of Periods	Marks allocated
1	Development		12	20
2	Sectors of the Indian Economy		12	
3	Money and Credit		12	
4	Globalisation and The Indian Economy To be evaluated in the Board Examination: <ul style="list-style-type: none"> • What is Globalization? • Factors that have enabled Globalisation 		8	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) <ul style="list-style-type: none"> • Production across the countries • Chinese toys in India • World Trade Organisation • The Struggle for a Fair Globalisation 		6	
5	Consumer Rights (Project Work)			

CLASS X
COURSE CONTENT

History: India and the Contemporary World - II			
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
I The Rise of Nationalism in Europe	<ul style="list-style-type: none"> • Examine the impact of the French Revolution on the European countries in the making of the Nation state. • Explore the nature of the diverse social movements of the time. (1830-1848) • Examine the ways by which the idea of nationalism emerged and led to the formation of nation states. • Comprehend how the World War I was triggered by the scramble for colonies in the Balkan states 	<ul style="list-style-type: none"> • Watch Videos/ read Textual materials/ read related novels on the French revolution followed by a Class room discussion and presentation. • World café/ Panel discussion/ debate using Collaborative learning, to explore the diverse social groups and present it as a group. • Use of graphic organizers to explain the idea of unification of states to form one nation. (Italy/ Germany/ Greece) • Visual representation of the map of Pre-First World War Europe followed by the Class discussion and reflection activity based on the map of Post First World War Europe 	<ul style="list-style-type: none"> • Infer how the French Revolution had an impact on the European countries in the making of nation state. • Enumerate and evaluate the validity of the nature of the diverse social movements of the time • Analyse and infer how the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere. • Illustrate that ,the quest for imperialism triggered the First World War.
II	<ul style="list-style-type: none"> • Explore various facets of Nationalistic movements that ushered in the sense of Collective Belonging 	<ul style="list-style-type: none"> • Sequence chart/ story Board/ Story telling pedagogy to Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging 	<ul style="list-style-type: none"> • Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging

<p>Nationalism in India</p>	<ul style="list-style-type: none"> Discuss the impact of the first world war on triggering two defining movements (Khilafat & Non-cooperation Movement) in India. Assess/ appraise the role of Mahatma Gandhi and other leaders in the two movements (NCM & CDM) 	<ul style="list-style-type: none"> Students will examine textual content and other references and Present through PPT. Viewing the relevant Snippets from the movies/ video clippings depicting various events involving Gandhiji and other leaders and present findings through a panel discussion or seminars. 	<ul style="list-style-type: none"> Summarize the aspects of the First World War that triggered two defining movements (Khilafat & Non-cooperation Movement) in India Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the Two movements.
<p>III</p> <p>The Making of a Global World</p> <p>Sub topic 1 The pre modern world</p> <p>Sub topic 2 19th century 1815 -1914</p> <p>Sub topic 3</p>	<ul style="list-style-type: none"> Explore various aspects of how the world changed profoundly in the 19th century in terms of Economic, Political, Social, Cultural and technological areas. Analyse the destructive impact of colonialism on the economy and the livelihoods of colonised people. <p>Inter disciplinary Project with chapter 7 of Geography: Life lines of National Economy and chapter 4 of Economics:</p>	<ul style="list-style-type: none"> Initiate an Inquiry based learning using world café' strategy and present your findings through café conversation strategy of each area (transformed the world in terms of economy, political, cultural and technological aspects.) Art integration and gallery walk to depict the interconnectedness. Students examine the photographic display/ new paper cutting that depict the destructive impact of colonialism on the livelihoods of colonised people and present their understandings in the form of Newsletter/ cartoon strips/ Inter Disciplinary Project <p>Refer Annexure IV</p>	<ul style="list-style-type: none"> Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas. Depict the global interconnectedness from the Pre modern to the present day. Enumerate the destructive impact of colonialism on the livelihoods of colonised people <p>Refer Annexure IV</p>

<p>The inter- war economy Sub topic 4 Rebuilding of world economy: the post war era.</p>	<p>Globalization and the Indian Economy</p>		
<p>IV The Age of Industrialisation</p>	<ul style="list-style-type: none"> Examine economic, political, social features of Pre and Post Industrialization. Analyse the impact of Industrialisation in the colonies with specific focus on India. 	<ul style="list-style-type: none"> Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre & Post economic, political, social features of Pre and Post Industrialization Debate on the impact of Industrialisation in the colonies with specific focus on India. 	<ul style="list-style-type: none"> Enumerate economic, political, social features of Pre and Post Industrialization. Analyse and infer how the industrialization impacted colonies with specific focus on India.
<p>V Print culture and the Modern World.</p>	<ul style="list-style-type: none"> Examine the development of Print from its beginnings in East Asia to its expansion in Europe and India Analyse the impact of the spread of technology and consider how social life and culture changed with coming of print 	<ul style="list-style-type: none"> Flow chart to depict the development of Print Declamation on the profound transformation of people due to the print revolution. Use of Venn diagram to compare the advantages of hand written books and the printed books Interpret and infer from pictures, cartoons, extracts from propaganda literature on important events and issues with focus on print culture. 	<ul style="list-style-type: none"> Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India. Comment on the statement that the print revolution was not just a way of producing book but profound transformation of people. Compare and contrast the old tradition of hand written manuscripts versus the print technology. Summarise the role of Print revolution and its impact on World & India 's political, social and economic condition.

Political Science: Democratic Politics - II

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
1 Power - sharing	<ul style="list-style-type: none"> Examines and comprehends how democracies handle demands and need for power sharing. Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing 	<ul style="list-style-type: none"> Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart Discuss various forms of power-sharing Classroom discussion on challenges faced by Belgium & Sri Lanka in ensuring effective power sharing Socratic discussion on Power Sharing Techniques used by India, Sri Lanka and Belgium Read Textual resource and other resources and present findings through graphic organizers 	<ul style="list-style-type: none"> Enumerate the need for power sharing in democracy. Analyse and infer the challenges faced by Belgium and Sri Lanka in ensuring Power sharing. Compare and contrast the power sharing of India with Sri Lanka and Belgium Summarize the purpose of power sharing in preserving the unity and stability of a country.
2 Federalism	<ul style="list-style-type: none"> Comprehend the theory and Practice of Federalism in India. Analyse the policies and politics that has strengthened federalism in practice. 	<ul style="list-style-type: none"> Group discussion on the distribution of powers between Union and state Government and present the outcomes through presentations. Debate on policies and politics that strengthens Federalism in practice and present through mind map 	<ul style="list-style-type: none"> Analyse and infer how federalism is being practised in India. Analyse and infer how the policies and politics that has strengthens federalism in practice.
3 Gender, Religion and Caste	<ul style="list-style-type: none"> Examines the role and differences of Gender, religion and Caste in practicing Democracy in India. Analyses the different expressions based on these 	<ul style="list-style-type: none"> Skit/ street play to enumerate how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy. Graphic method to Analyse and infer how different expressions based on 	<ul style="list-style-type: none"> Enumerates how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy Analyses and infers how different expressions based on

	differences are healthy or otherwise in a democracy	differences in Gender, Religion and Caste are healthy or unhealthy in a democracy.	the differences in Gender, Religion and Caste are healthy or unhealthy in a democracy
4 Political Parties	<ul style="list-style-type: none"> Examine the role, purpose and no. of Political Parties in Democracy Evaluates the contributions made by national and regional political parties in making or otherwise of Indian democracy. 	<ul style="list-style-type: none"> Role play the role, purpose and no. of Political Parties in Democracy Reads newspapers, watches video clippings to justify the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy. 	<ul style="list-style-type: none"> Enumerates the role, purpose, and no. of Political Parties in Democracy Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.
5 Outcomes of Democracy	<ul style="list-style-type: none"> Comprehends the expected and actual outcomes of democracy in view of quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. Analyses the reasons behind gap that occurs in conversion of expected outcomes into actual outcomes of democracy in various respects: quality of government, economic well-being, inequality, social differences and conflict and finally freedom and dignity 	<ul style="list-style-type: none"> Graphic organizer to enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity Case study to Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy. 	<ul style="list-style-type: none"> Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy.

Geography: Contemporary India - II

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
1 Resources and Development	<ul style="list-style-type: none"> • Examine the significance, interdependence, utilization development need of Planning of resources in India. • Summarise the rationale for development of resources • Comprehends the reasons for non-optimal utilization of land in India. • Analyse the need to conserve all the resources • Examine the significant role for resource planning in the light of the present requirements in India 	<ul style="list-style-type: none"> • Brainstorming on how the resources are interdependent in nature and the need to develop them in India and present in the form of Venn diagram • Use of maps, charts, and other tools to identify patterns and trends of land utilization • Case study and debate on the topic “Is the development acting as an adversary for conservation” and present a report in the form of PPT. 	<ul style="list-style-type: none"> • Enumerates how the resources are interdependent, justify how planning is essential judicious utilization of resources and the need to develop them in India • Infers the rationale for development of resources • Analyse and evaluate data and information related to non-optimal land, utilization in India • Appraise and infer the need to conserve all resources available in India suggest remedial measures for optimal utilization of underutilized resources
2 Forest and Wildlife Resources	<ul style="list-style-type: none"> • Examine the importance of conserving forests and wild life and their interdependency in maintaining the ecology for the sustainable development of India. • Analyse the role of grazing and wood cutting in the development and degradation 	<ul style="list-style-type: none"> • Read newspaper articles/ watch videos on deforestation and need for conservation and through world café strategy present your findings. • Debate how developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests. • Use art integration strategy to summarize and present the reasons for 	<ul style="list-style-type: none"> • Enumerate how conservation of forests and wildlife are interdependent in nature and in maintain the ecology of India. • Analyse and infer how some of the developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests.

	<ul style="list-style-type: none"> Comprehends the reasons for conservation of biodiversity in India under sustainable development. 	<p>conservation of biodiversity in India under sustainable development.</p>	<ul style="list-style-type: none"> Summarizes the reasons for conservation of biodiversity in India under sustainable development.
<p>3</p> <p>Water Resources</p>	<ul style="list-style-type: none"> Examine the reasons for conservation of water resource in India. Analyse and infer how the Multipurpose projects are supporting the requirement of water in India. 	<ul style="list-style-type: none"> Brainstorming session to discuss the scarcity of water and present through graphic organizers Prepare a PPT to Summarize the roles of Multipurpose projects in supporting the water requirement of India. 	<ul style="list-style-type: none"> Enumerate why the water resource of India to be conserved. Summarize the roles of Multipurpose projects in supporting the water requirement of India.
<p>4</p> <p>Agriculture</p>	<ul style="list-style-type: none"> Examine the crucial role played by agriculture in our economy and society. Analyses the challenges faced by the farming community in India. Comprehends the various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment. 	<ul style="list-style-type: none"> Discusses the challenges faced by farmers, such as low productivity, lack of modern technology, inadequate irrigation facilities, and post-harvest losses and presents the findings through PPT Reads Newspapers and panel discusses the challenges faced by the farming community in India Use of graphic organizers to distinguish the traditional and modern farming methods 	<ul style="list-style-type: none"> Enumerate how agriculture plays a contributory role in Indian economy Analyses and infers the challenges faced by the farming community in India Identifies and summarizes various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment.
<p>5</p>	<ul style="list-style-type: none"> Comprehends the formation of different types of minerals, location, their uses, importance for human life and the economy. 	<ul style="list-style-type: none"> Usage of textual resource, mind maps, pie charts to Analyse and infer how different types of minerals are formed, where they are found, their uses, importance for human life and the economy 	<ul style="list-style-type: none"> Analyses and infers how different types of minerals are formed, where they are found, their uses, importance for human life and the economy

Minerals and Energy Resources	<ul style="list-style-type: none"> Analyses the importance of minerals and natural resources for economic development of the country their distribution, and sustainable use. Distinguishes between the conventional and non-conventional sources of energy . 	<ul style="list-style-type: none"> Use graphic organizers to Infer the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources Use of flow chart to Differentiate between the conventional and non-conventional sources of energy 	<ul style="list-style-type: none"> Infers the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources Differentiates between the conventional and nonconventional sources of energy.
6 Manufacturing Industries	<ul style="list-style-type: none"> Distinguishes between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. Examines the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. Analyses the relation between the availability of raw material and location of the Industry 	<ul style="list-style-type: none"> Use of flow chart to differentiate between various types of manufacturing industries based on their input materials, processes, and end products. Utilizes the textual information (data given through various maps/ graphs) to Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. Uses Case Studies to Infers the relation between availability of raw material and location of the Industry 	<ul style="list-style-type: none"> Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector. Infers the relation between availability of raw material and location of the Industry

7	Inter disciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalization and the Indian Economy	Refer Annexure IV	Refer Annexure IV
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Economics: Understanding Economic Development

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
1 Development	<ul style="list-style-type: none"> • Examine the significance of designing suitable developmental goals in shaping the nation. • Examine the importance of per capita income and compare the per capita income of various countries to infer about reasons for the variance • Analyse the HDI in relation to PCI. • Examine the need for Sustainable development 	<ul style="list-style-type: none"> • Hot seat strategy to enumerate different developmental Goals that helps in nation building • Case study to analyse and infer how the per capita income depicts the economic condition of the nation. • Graphic organizer to compare and contrast the relation between HDI and PCI • Declamation to Analyses the multiple perspectives on the need development 	<ul style="list-style-type: none"> • Enumerate different and examine the different processes involved in setting developmental Goals that helps in nation building • Analyse and infer how the per capita income depicts the economic condition of the nation. • Evaluate the development goals that have been set for the nation by the Planning commission of India -with specific reference to their efficacy, implemental strategies, relevance to current requirements of the nation • Compare and contrast how the per capita income of some countries and infer reasons for the variance • Analyses the multiple perspectives on the need development.

<p style="text-align: center;">2</p> <p>Sectors of the Indian Economy</p>	<ul style="list-style-type: none"> Analyse and evaluate the economic activities in different sectors and how they contribute to the overall growth and development of the Indian economy. Identify problems in different sectors and propose solutions based on their understanding of the sectors. Analyse the major employment generating sectors and observe the challenges faced in an effort to provide employment to all. Examines the role of Unorganised sector in impacting PCI currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP Examine and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative 	<ul style="list-style-type: none"> Data analyse various sectors and their contribution in GDP and NDP. Research based strategy to propose solutions to identified problems in different sectors based on their understanding. Read Newspaper articles and group discuss to Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them 	<ul style="list-style-type: none"> Analyses and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy. Propose solutions to identified problems in different sectors based on their understanding Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them Enumerates the role of unorganised sector in impacting PCI currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP Enumerates and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative
<p style="text-align: center;">3</p> <p>Money and Credit</p>	<ul style="list-style-type: none"> Examine money as a medium of exchange in all transactions of goods and services since ancient times to the present times. 	<ul style="list-style-type: none"> Group discussion to Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times 	<ul style="list-style-type: none"> Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times

	<ul style="list-style-type: none"> Analyse the different sources of credit Identify the significance and role of self-help groups in the betterment of the economic condition of rural people/women. 	<ul style="list-style-type: none"> Case based study to Analyse and infer various sources of Credit Guest Speaker Programme (bank manager/ a self-help group member) to Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women. 	<ul style="list-style-type: none"> Analyse and infer various sources of Credit Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.
<p>4</p> <p>Globalization and the Indian Economy</p> <p>Sub topics:</p> <p>What is Globalization?</p> <p>Factors that have enabled Globalisation</p> <p>Sub topics:</p> <p>Production across the countries</p>	<ul style="list-style-type: none"> Examine the concept of globalization and its definition, evolution, and impact on the global economy. Explore the details of the key drivers of globalization and their role in shaping the global economic landscape in various countries Examines the significance of role of G20 and its significance in the light of India's present role <p>Inter disciplinary Project with chapter 3 of History: "The making of a Global World" and chapter 7 of Geography: "Lifelines of National Economy"</p>	<ul style="list-style-type: none"> Watch videos on globalisation followed by an interactive group discussion to enumerate the concept of globalization and its definition, evolution, and impact on the global economy Read Textual and other resources to analyse and infer the key drivers of globalization and their role in shaping the global economic landscape. <p>Refer Annexure IV</p>	<ul style="list-style-type: none"> Enumerate the concept of globalization and its definition, evolution, and impact on the global economy. Evaluate the key role of the key major drivers of globalization and their role in shaping the global economic landscape in various countries Enumerates the significance of role of G20 and its significance in the light of India's present role <p>Refer Annexure IV</p>

Chinese toys in India World Trade Organisation The Struggle For A Fair Globalisation			
5 Consumer Rights OR Social Issues OR Sustainable Development	Project work	Refer Annexure III	Refer Annexure III

CLASS X
LIST OF MAP ITEMS

Subject	Name of the Chapter	List of areas to be pointed on the Map
History	Nationalism in India	<p>I. Congress sessions:</p> <ul style="list-style-type: none"> • 1920 Calcutta • 1920 Nagpur. • 1927 Madras session, <p>II. 3 Satyagraha movements:</p> <ul style="list-style-type: none"> • Kheda • Champaran. • Ahmedabad mill workers <p>III. Jallianwala Bagh</p> <p>IV. Dandi March</p>
Geography	Resources and Development	Identify: Major Soil Types
	Water Resources	<p>Locating and Labelling:</p> <ul style="list-style-type: none"> • Salal • Bhakra Nangal • Tehri • Rana Pratap Sagar • Sardar Sarovar • Hirakud • Nagarjuna Sagar • Tungabhadra
	Agriculture	<p>Identify:</p> <ul style="list-style-type: none"> • Major areas of Rice and Wheat

		<ul style="list-style-type: none"> • Largest/ Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute
	Minerals and Energy Resources	<p>Identify:</p> <p>a. Iron Ore mines</p> <ul style="list-style-type: none"> • Mayurbhanj • Durg • Bailadila • Bellary • Kudremukh <p>b. Coal Mines</p> <ul style="list-style-type: none"> • Raniganj • Bokaro • Talcher • Neyveli <p>c. Oil Fields</p> <ul style="list-style-type: none"> • Digboi • Naharkatia • Mumbai High • Bassien • Kalol • Ankaleshwar <p>Locate & label: Power Plants</p> <p>a. Thermal</p> <ul style="list-style-type: none"> • Namrup • Singrauli • Ramagundam

		b. Nuclear <ul style="list-style-type: none"> • Narora • Kakrapara • Tarapur • Kalpakkam
	Manufacturing Industries	I. Manufacturing Industries (Locating and Labelling only) <ul style="list-style-type: none"> • Cotton Textile Industries: a. Mumbai b. Indore c. Surat d. Kanpur e. Coimbatore • Iron and Steel Plants: a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijayanagar f. Salem • Software Technology Parks: a. Noida b. Gandhinagar c. Mumbai d. Pune e. Hyderabad, f. Bengaluru g. Chennai. h. Thiruvananthapuram
	Lifelines of National Economy	Locating and Labelling: <p>a. Major sea ports</p> <ul style="list-style-type: none"> • Kandla • Mumbai • Marmagao • New Mangalore • Kochi • Tuticorin • Chennai • Vishakhapatnam • Paradip • Haldia

		<p>b. International Airports:</p> <ul style="list-style-type: none">• Amritsar (Raja Sansi - Sri Guru Ram Dass jee)• Delhi (Indira Gandhi)• Mumbai (Chhatrapati Shivaji)• Chennai (Meenam Bakkam)• Kolkata (Netaji Subhash Chandra Bose)• Hyderabad (Rajiv Gandhi)
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Note: Items of Locating and Labelling may also be given for Identification.

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CLASS X
QUESTION PAPER DESIGN

Subject Wise Weightage

Subject	Syllabus	Marks (80)	Percentage
History	<ul style="list-style-type: none"> • The Rise of Nationalism in Europe. • Nationalism in India: • The Making of a Global World Sub topics1 to 1.3 • Print Culture and the Modern World • Map pointing 	18+2	25%
Political Science	<ul style="list-style-type: none"> • Power - sharing • Federalism • Gender, Religion and Caste • Political Parties • Outcomes of Democracy 	20	25%
Geography	<ul style="list-style-type: none"> • Resources and Development • Forest and Wildlife Resources • Water Resources • Agriculture • Mineral & Energy resources • Manufacturing industries. • Lifelines of National Economy (map pointing) • Map pointing 	17+3	25%
Economics	<ul style="list-style-type: none"> • Development • Sectors of the Indian Economy 	20	25%

	<ul style="list-style-type: none"> • Money and Credit • Globalization and The Indian Economy Sub topics: <ul style="list-style-type: none"> ▪ What is Globalization? ▪ Factors that have enabled Globalisation 		
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Weightage to Type of Questions

Type of Questions	Marks (80)	Percentage
1 Mark MCQs (20x1) (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2 Marks Narrative Questions (4x2) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
3 Marks Narrative Questions (5x3) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
4 MARKS Case Study Questions (3x4) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
5 Mark Narrative Questions (4x5) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
Map Pointing	5	6.25%

Weightage to Competency Levels

Sr. No.	Competencies	Marks (80)	Percentage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	24	30%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	11	13.25%
3	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	40	50%
4	Map Skill	5	6.25%
Total		80	100%

CLASS X

GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks Allocated
Periodic Assessment	Pen Paper Test.	5
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Inter disciplinary project	5
Subject Enrichment Activity	Project Work on Consumer Rights OR Social Issues OR Sustainable Development	5
Portfolio	Classwork, Work done (activities/ assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like heritage India quiz	5

CLASS X
PRESCRIBED TEXTBOOKS

Subject	Name of the Book	Publisher
History	India and the Contemporary World - II	NCERT
Political Science	Democratic Politics	NCERT
Geography	Contemporary India	NCERT
Economics	Understanding Economic Development	NCERT
Disaster Management	Together Towards a Safer India -Part III (A text book on Disaster Management)	CBSE
learning_outcomes.pdf (ncert.nic.in)		

Links for NCERT rationalised 2023-24 textbooks:

- <https://ncert.nic.in/textbook.php?jess1=0-7>
- <https://ncert.nic.in/textbook.php?jess2=0-5>
- <https://ncert.nic.in/textbook.php?jess3=0-5>
- <https://ncert.nic.in/textbook.php?jess4=ps-5>

ANNEXURE I

Project Work: Class IX

Project work	10 periods
<p>Every student has to compulsorily undertake one project on Disaster Management</p> <p>Objectives: The main objectives of giving project work on Disaster Management to the students are to:</p> <ul style="list-style-type: none">● create awareness in them about different disasters, their consequences and management● prepare them in advance to face such situations● ensure their participation in disaster mitigation plans● enable them to create awareness and preparedness among the community.● The project work should also help in enhancing the Life Skills of the students.● If possible, various forms of art may be integrated in the project work.	<p>The students need to develop the following competencies:</p> <p>Collaboration</p> <p>Use analytical skills</p> <p>Evaluate the situations during disasters.</p> <p>Synthesize the information</p> <p>Find creative solutions</p> <p>Strategize the order of solutions</p> <p>Use right communication skills</p>

Guidelines:

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

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

The distribution of marks over different rubrics relating to Project Work is as follows:

S. No.	Aspects	Marks
a	Content accuracy, originality and collaborative skills	2
b	Competencies exhibited and Presentation	2
c	Viva	1

- All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- A Summary Report should be prepared highlighting:
 - objectives realized through individual work and group interactions;
 - calendar of activities;
 - innovative ideas generated in the process
 - list of questions asked in viva voce.
- It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
- The Project Report can be handwritten or digital.
- The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.)
- The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

ANNEXURE II

Interdisciplinary Project: Class-IX

Subject and Chapter No	Name of the Chapter	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
History Chapter IV	Forest Society and Colonialism	<ul style="list-style-type: none"> • To categorize different types of forest during the colonial regime. • To bring out the plight of Forest dwellers under colonial rule. • To examine the reason behind commercial forestry. • To devise ways to protect the forest vegetation and wildlife in India. • To defend the role of government and the local communities in protecting the forest cover. 	<p>Interdisciplinary project</p> <ul style="list-style-type: none"> • Teachers can make use of the pedagogies in facilitating the students in completion of Inter Disciplinary Project <p>Constructivism</p> <ul style="list-style-type: none"> • Inquiry based learning • Cooperative learning • Research based learning. • Experiential learning. • Art integration <p>Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery</p>	<ul style="list-style-type: none"> • Compare the forest situations prevailed at pre- colonial, colonial and post- colonial era. • Analyse and evaluate the growth &role of commercial forestry in different types of Vegetation. • Critically analyse the reasons for rebellions at forest areas of south East-Asia with specification to JAVA. 	<ul style="list-style-type: none"> • The Schools to do IDP between the months of April and September at the School under the guidance of teacher. (Carryover of project to home must be strictly avoided)
Geography Chapter 5	Natural Vegetation and Wildlife	<ul style="list-style-type: none"> • To discuss the social and cultural world of forest communities through the study of specific revolts. • To analyse the different processes through which agrarian transformation may 			

		occur in the modern world. • To understand how oral traditions can be used to explore tribal revolts	walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.	
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Guidelines for Inter Disciplinary Project:

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, A sample plan has been enclosed. Kindly access the link given below

https://docs.google.com/document/d/1668TKkRt80r4-kbjJ_Y7zg4mF3Vq1Y9k/edit

Instructions:

- Objectives and Outcomes need to be picked from Rationale and Specific Objectives considering the local context.

Plan of the project:

- A suggestive 10 days' plan given below which you may follow or you can create on your own, based on the templates provided below

Process:

- Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students

Team leader: Main collaborator
Team members:
Note: Teacher to allocate the roles as per the abilities of the students.

- Final submission based on course deliverables as given in the template below the 10-day plan.
- Assessment Plan: to be done by the teacher clearly mentioning the Rubrics
- Report, poster and video acknowledgements: reflections & expression of gratitude as given in the template given below

Day 1-2: "Colonialism and Forest Society"

Discuss the impact of colonialism on forest societies, and explore the concept of forest as a resource in colonialism.

Group project: Research and present a PPT on the colonial forest policy and its impact on forest societies.

Day 3-4: "Rebellion in the Forest"

Analyse the causes and effects of forest-based rebellions in history

Watch the following film Group discuss about forest tribes of your state and the exploitations they face. Refer Annexure VI for Rubrics.

https://www.youtube.com/watch?v=N6SR0REa_YA

Day 5-6: Forest Transformations in Java, Tropical Evergreen Forests

Examine the impact of human activity on forests in Java.

Explore how changes in land use, agriculture, and industry have impacted the forests. Students can research the history of forest transformations in Java and their impact on the environment.

Study the transformation of forests in Java, from pre-colonial to post-colonial times

Compare and contrast the conversion of forest into agricultural land and the need.

Through group discussions find solutions. Present an art integrated project.

Discuss the characteristics of tropical evergreen forests, including their climate, soil, and flora/fauna. Students can research specific examples of tropical evergreen forests and the challenges they face, such as deforestation and climate change.

Group project: watch the video through the link <https://www.youtube.com/watch?v=MI0xvHsBigI>

Analyse and present the impact of forest transformations on society, economy and environment in Java. Compare and contrast it with India.

Present a PPT of your learnings. Refer Annexure VI for rubrics

Day 7-8: Discuss how colonialism has affected the forest's biodiversity and the survival of indigenous communities living in and around the forest.

Group activity: Divide the group into smaller teams and assign them tasks related to identifying the impact of colonialism on different types of forests. For example, one team can research the impact of colonialism on forest fires, while another team can research the impact of colonialism on the survival of indigenous plants and animals. Make the students use cartoon strips to present their findings.

Day 9-10: Make the students to compile all the findings of 8 days' work and present in PPT and through the template given in Annexure V.

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ANNEXURE III

Class X - Project Work	10 periods.	5 marks
<p>Every student has to compulsorily undertake one project on</p> <p>Consumer Awareness OR Social Issues OR Sustainable Development</p> <p>Objectives: The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from an interdisciplinary perspective.</p> <p>It should also help in enhancing the Life Skills of the students.</p> <p>Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.</p> <p>If required, students may go out for collecting data and use different primary and secondary resources to prepare the project.</p> <p>If possible, various forms of art may be integrated in the project work.</p>		<p>The students need to develop the following competencies:</p> <p>Collaboration</p> <p>Use analytical skills</p> <p>Evaluate the situations during disasters.</p> <p>Synthesize the information</p> <p>Find creative solutions</p> <p>Strategize the order of solutions</p> <p>Use right communication skills</p>

Guidelines:

The distribution of marks over different rubrics relating to Project Work is as follows:

S. No.	Rubrics	Marks
a	Content accuracy, originality and collaborative skills	2
b	Competencies exhibited and Presentation	2
c	Viva	1

- 1) The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
- 2) All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- 3) A Summary Report should be prepared highlighting:
 - objectives realized through individual work and group interactions;
 - calendar of activities;
 - innovative ideas generated in the process
 - list of questions asked in viva voce.
- 4) It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
- 5) The Project Report can be handwritten or digital.
- 6) The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- 7) Must be done at school only as specific periods are allocated for project work.
- 8) The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.
- 9) Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Sub judice cases, if any or those involving RTI / Grievances may however be retained beyond three months.

ANNEXURE IV

Interdisciplinary Project: Class X

10 periods					Max. Marks 5
Subject Name and Chapter No.	Name of the chapter	Specific Learning objectives	Suggested Teaching Learning Process	Learning Outcome with specific competencies	Time schedule for Completion
History Chapter III	Making of a Global World	<ul style="list-style-type: none"> Trace the history of globalization and point out the shifts within the process. Analyse the implication of globalization on local economies. Examines the importance of transportation for the economic growth and development in India. 	The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project. <ol style="list-style-type: none"> 1) Constructivism 2) Inquiry based learning 3) Cooperative learning 4) Learning station 5) Collaborative learning 6) Videos/Visuals/documentaries/movie clippings 7) Carousel technique 8) Art integrated learning 9) Group Discussions Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based	<ul style="list-style-type: none"> Analyse the implication of globalization for local economies. Discuss how globalization is experienced differently by different social groups. Enumerates how the transportation works as a life line of economy. Analyse and infer the impact of roadways and railways on the national economy Analyses and infers the challenges faced by the roadways and railway sector in India. 	The Schools to do IDP between the months of April and September at the School under the guidance of teacher. (Carry over of project to home must be strictly avoided)
Geography Chapter 7	Lifelines of National Economy	<ul style="list-style-type: none"> Analyse the impact of roadways and railways on the national economy Evaluates the challenges faced by the roadways and railway sector in the country Discuss how globalization is experienced 			

Economics Chapter 4	Globalization and the Indian Economy	differently by different social groups. <ul style="list-style-type: none"> • Connect the role of means of transport and communication in the process of globalization. • Investigate the factors that facilitated the growth on MNC 's 	Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.	<ul style="list-style-type: none"> • Integrate various dimensions of globalisation in terms of cultural / political/ social /economical aspects) • Appraise the evolution of Globalisation and the global trends 	
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Guidelines:

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, a sample plan has been enclosed) Kindly access the link given below
- Methodology (A sample interdisciplinary project plan Link has been provided to get an insight about IDP.
- Topic: The Making of a Global World, Globalisation and Life lines of Economy

<https://docs.google.com/document/d/1dlwwFeaSrExJHMTkzcEuoq3ehh-7FtHM/edit>

Instructions:

- Objectives and Outcomes need to be picked from Rationale and Specific Objectives considering the local context.

Plan of the project:

- A suggestive 10 days' plan given below which you may follow or you can create on your own, based on the templates provided below

Process:

- Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students

Team leader: Main collaborator

Team members:

Note: Teacher to allocate the roles as per the abilities of the students.

- Final submission based on course deliverables as given in the template below.
- Assessment Plan: to be done by the teacher clearly mentioning the Rubrics
- Report, poster and video acknowledgements: Reflections & expression of gratitude as given in the template below

Class X: 10-day Suggestive plan for Interdisciplinary Project

Day 1: Introduction to the Interdisciplinary Project and Setting the Context:

Brief overview of the project and its objectives to be given by the teachers.

History teacher to Introduce the historical context of the World War II and its aftermath through inquiry method.

Make the students to Group discuss the impact of World War II on the global economy. Teacher to refer annexure III for rubrics)

Day 2: The Great Depression:

Students to watch a video from the link, <https://www.youtube.com/watch?v=62DxELjuRec> and

<https://www.youtube.com/watch?v=gqx2E5qIV9s>

and discuss the causes and consequences of the Great Depression and the role of mass production and consumption in the Great Depression. Present a group PPT /report on consequences of the Great Depression on the global economy.

Day 3: India and the Great Depression:

Students to collect material related to India's economic condition during the Great Depression and relate it to the present economic condition of India and US. Students may collect information through a visit to the library.

As a group activity they need to present a collage of their findings.(Refer Annexure VI for Rubrics)

Day 4: Rebuilding the World Economy and Interlinking Production across countries

- Teachers to use Jigsaw method to make the students to sit in groups and to give each group a part of the handout with information about process taken to rebuild economy and how the production across countries got interlinked. Make the groups to compile the information by moving from group to group.
- Make them discuss the post-war recovery efforts and their impact on the global economy

- Study the role of the Bretton Woods Institutions in rebuilding the world economy and present their learnings through Art Integrated Project. Refer Annexure VI for rubrics.

Day 5: The Early Post-War Years: The role of roadways, railways, waterways and airways in building the national economy

- The teacher distributes the Handout 1 given below to the groups and asks them to find answers to the questions posed at the end of Hand out and present it in groups using Café conversations mode. Refer Annexure III for rubrics.
- Study the challenges faced by the world in the early post-war years
- Discuss the efforts made towards decolonization and independence of nations

Day 6: Post war settlement and Bretton Woods institutions

- Make the students read the material given in https://en.wikipedia.org/wiki/Bretton_Woods_system and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure VI for Rubrics.

Day 7: Decolonization and Independence - The Role of World Trade Organization:

- The students will read the handout 2 given below and present a role play of the support rendered by the World Trade Organisation in building new nations. Refer Annexure VI for rubrics
- Introduction to the World Trade Organization
- Study the role of the WTO in promoting fair trade practices

Day 8: End of Bretton Woods and the Beginning of Globalization:

- The students will read material given in the link <https://www.imf.org/external/about/histend.htm#:~:text=End%20of%20Bretton%20Woods%20system,-The%20system%20dissolved&text=In%20August%201971%2C%20U.S.%20President,the%20breakdown%20of%20the%20system>.
- Organise an interview with a financial expert/economist/ lecturer/professor . Based on the information they gathered, the students can submit a report on the findings.
- Discuss the reasons for the end of the Bretton Woods system

Day 9: Impact of Globalization in India and role of waterways and airways

<https://www.jagranjosh.com/general-knowledge/new-economic-policy-of-1991-objectives-features-and-impacts-1448348633-1>

- The students will read the material given in the above link, and design a report on what would have happened to India if this stand wasn't taken and present it as a radio talk show. They will link the role of waterways and airways in the achievement of India in globalisation.
- Study the impact of globalization on the Indian economy
- Discuss the challenges faced by India in the process of globalization

Day 10.Final presentation

- Conclude the interdisciplinary project and summarize the key takeaways.

Handout 1 for Day 4 of Inter Disciplinary Project of Class X

Handout Title: The Role of Waterways and Airways in Post-World War II- World and India

Introduction: After the end of World War II, the world faced significant economic, social, and political changes. The role of waterways and airways in shaping the post-war world and India is crucial to understand. In this handout, we will discuss the impact of waterways and airways on the global economy and how it helped India in its development.

Waterways: In the post-World War II era, waterways played a crucial role in the movement of goods and people. The improvement of ports and waterways allowed for more efficient transportation of goods and helped to spur economic growth.

The increased demand for goods and services, combined with the development of shipping technologies, allowed for the expansion of international trade. This helped to boost the world economy and allowed for the growth of industries in many countries, including India.

In India, the development of waterways and ports helped to improve the country's economy. The country's long coastline and several rivers made it an ideal location for the transportation of goods. The growth of ports and waterways in India allowed for the movement of goods from one part of the country to another, helping to spur economic growth and development.

Airways: After World War II, the development of air transportation revolutionized the world's economy. The expansion of air travel allowed for faster and more efficient transportation of goods and people, which helped to boost the world economy.

In India, the growth of airways helped to connect different parts of the country and made it easier for people and goods to move from one place to another. This helped to spur economic growth and development in India.

The growth of air transportation in India also allowed for the expansion of international trade. Indian businesses could now easily access foreign markets, which helped to boost the country's economy.

Conclusion:

The role of waterways and airways in the post-World War II world and India was crucial in shaping the economic and social landscape of these countries. The development of these transportation modes helped to spur economic growth and allowed for the expansion of international trade. Understanding the impact of waterways and airways on the world and India is crucial in understanding the economic and social changes that took place after World War II.

Questions:

1. **Mention the role of major ports in imports and exports.**
2. **Emergence of Deccan airways changed the entire functionalities of domestic airways> Substantiate the statement**
3. **The waterways and airways contribute to the economic growth of India. Substantiate your answer.**

Handout 2 for day 7 of Inter Disciplinary Project of Class X

Handout Title: The Role of the World Trade Organization (WTO) in Building New Nations Post-Colonialization

Introduction: After the end of colonialism, many countries faced significant economic and political challenges as they worked to establish themselves as independent nations. The World Trade Organization (WTO) played a crucial role in helping these countries to rebuild their economies and participate in the global economy. In this handout, we will discuss the role of the WTO in building new nations post-colonialization.

What is the WTO?

The WTO is an international organization that was established in 1995 to promote international trade and help countries participate in the global economy.

The WTO provides a forum for countries to negotiate and enforce international trade agreements, and helps to ensure that trade is conducted in a fair and predictable manner. The organization also provides technical assistance and advice to help countries improve their trade policies and participate in the global economy.

How has the WTO helped new nations post-colonialization?

After colonial rule ended, many countries faced significant economic challenges as they worked to establish themselves as independent nations. The WTO helped these countries to participate in the global economy by providing a forum for trade negotiations and by helping to enforce international trade agreements.

The WTO also provided technical assistance and advice to help these countries improve their trade policies and participate in the global economy. This helped to spur economic growth and development in these countries, and allowed them to become more integrated into the global economy.

By participating in the global economy, new nations post-colonialization were able to expand their markets, attract foreign investment, and improve their economic performance. The WTO played a crucial role in helping these countries to build their economies and establish themselves as stable, independent nations.

Conclusion:

The WTO played a crucial role in building new nations post-colonialization by helping these countries to participate in the global economy. The organization's trade negotiations, enforcement of international trade agreements, and technical assistance helped to spur economic growth and development in these countries. Understanding the role of the WTO in building new nations post-colonialization is important in understanding the economic and political changes that took place after the end of colonial rule.

ANNEXURE V

Presentation Template by the students - Class IX & X

Name of the Student:	
Members of Team:	
Class :	Section:
Date of Submission:	
Topics of IDP:	
Title of the Project:	
Objectives:	
Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva,/group discussion,/visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.	
Evidences: Photos, Excerpts from Interviews, observations, Videos, Research References, etc.	
Overall presentation: Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.	
Acknowledgement:	
References (websites, books, newspaper etc)	
Reflections:	

ANNEXURE VI

Rubrics for IDP

Rubrics	Marks allocated
Research Work	1
Collaboration & Communication	1
Presentation & Content relevance	1
Competencies <ul style="list-style-type: none">• Creativity• Analytical skills• Evaluation• Synthesizing	2
Total	5

Note: The Schools may give multiple sub rubrics and may bring it down to 5 marks for weightage.

Ex: Collaboration:- Teamwork/ Language fluency/ Contribution to the team/resilience etc

Research Work: - Investigation/ reading & comprehending/ compilation etc

Synthesizing: - Data collection/ Data collation etc.