

## हिंदी मातृभाषा (कोड-002)

### कक्षा 9वीं-10वीं (2024-25)

**राष्ट्रीय शिक्षा नीति** 2020 तथा केंद्रीय माध्यमिक शिक्षा बोर्ड द्वारा समय-समय पर दक्षता आधारित शिक्षा, कला समेकित अधिगम, अनुभवात्मक अधिगम को अपनाने की बात की 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-अनुभाविक 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।

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

इन बच्चों की दुनिया में समाचार, खेल, फ़िल्म तथा अन्य कलाओं के साथ-साथ पत्र-पत्रिकाएँ और अलग-अलग तरह की किताबें भी प्रवेश पा चुकी होती हैं।

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

### **इस पाठ्यक्रम के अध्ययन से –**

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

**दृश्य-श्रव्य, मल्टी मीडिया तथा विविध प्रिंट माध्यमों से प्रसारित सूचनाओं को समझना विश्लेषित करना और संप्रेषित कर सकेंगे।**

- कक्षा आठवीं तक अर्जित भाषिक कौशलों (सुनना, बोलना, पढ़ना और लिखना) का उत्तरोत्तर विकास।
- सृजनात्मक साहित्य के आलोचनात्मक आस्वाद की क्षमता का विकास।
- स्वतंत्र और मौखिक रूप से अपने विचारों की अभिव्यक्ति का विकास।
- ज्ञान के विभिन्न अनुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति एवं क्षमता का बोध कराना।
- साहित्य की प्रभावकारी क्षमता का उपयोग करते हुए सभी प्रकार की विविधताओं (राष्ट्रीयता, धर्म, जाति, लिंग एवं भाषा) के प्रति सकारात्मक और संवेदनशील आचार-विचार का विकास।
- भारतीय भाषाओं एवं विदेशी भाषाओं की सांस्कृतिक विविधता से परिचय।
- व्यावहारिक और दैनिक जीवन में विविध अभिव्यक्तियों की मौखिक व लिखित क्षमता का विकास।
- संचार माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से अवगत कराना और नवीन भाषा प्रयोग करने की क्षमता से परिचय। (मल्टीमीडिया, सोशल मीडिया, पौडकास्ट, ब्लाग)
- विश्लेषण और तर्क क्षमता का विकास।
- भावाभिव्यक्ति क्षमताओं का उत्तरोत्तर विकास।

- मतभेद, विरोध और टकराव की परिस्थितियों में भी भाषा को संवेदनशील और तर्कपूर्ण इस्तेमाल से शांतिपूर्ण संवाद की क्षमता का विकास।
- भाषा की समावेशी और बहुभाषिक प्रकृति की समझ और व्यवहार का विकास करना।

### शिक्षण युक्तियाँ

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

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

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

### श्रवण व वाचन (मौखिक बोलना) संबंधी योग्यताएँ

#### श्रवण (सुनना) कौशल

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

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

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

या

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

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

### कौशलों के मूल्यांकन का आधार

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

### टिप्पणी

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

### पठन कौशल

- सरसरी दृष्टि से पढ़कर पाठ का केंद्रीय विचार ग्रहण करना।
- एकाग्रचित हो एक अभीष्ट गति के साथ मौन पठन करना।
- पठित सामग्री पर अपनी प्रतिक्रिया व्यक्त करना।
- भाषा, विचार एवं शैली की सराहना करना।
- साहित्य के प्रति अभिरुचि का विकास करना।
- साहित्य की विभिन्न विधाओं की प्रकृति के अनुसार पठन कौशल का विकास।
- संदर्भ के अनुसार शब्दों के अर्थ-भेदों की पहचान करना।

- सक्रिय (व्यवहारोपयोगी) शब्द भंडार की वृद्धि करना।
- पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
- पठित अनुच्छेदों के शीर्षक एवं उपशीर्षक देना।
- कविता के प्रमुख उपादान यथा - तुक, लय, यति, गति, बलाघात आदि से परिचित कराना।

### लेखन कौशल

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

## रचनात्मक अभिव्यक्ति

### अनुच्छेद लेखन

- **पूर्णता** – संबंधित विषय के सभी पक्षों को अनुच्छेद के सीमित आकार में संयोजित करना
- **क्रमबद्धता**– विचारों को क्रमबद्ध एवं तर्कसंगत विधि से प्रकट करना
- **विषय-केंद्रित** – प्रारंभ से अंत तक अनुच्छेद का एक सूत्र में बँधा होना

- **सामासिकता** – अनावश्यक विस्तार न देकर सीमित शब्दों में यथासंभव विषय से संबद्ध पूरी बात कहने का प्रयास करना

### पत्र लेखन

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

### विज्ञापन लेखन

(विज्ञापित वस्तु / विषय को केंद्र में रखते हुए)

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

### संवाद लेखन

(दी गई परिस्थितियों के आधार पर संवाद लेखन)

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

### लघुकथा लेखन

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

- कथात्मकता
- निरंतरता, जिज्ञासा/रोचकता/कल्पनाशीलता
- प्रभावी संवाद/ पात्रानुकूल संवाद

- रचनात्मकता/
- उद्देश्यपरकता

### संदेश लेखन

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

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

### ई-मेल लेखन

(विविध विषयों पर आधारित औपचारिक ई-मेल लेखन)

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

### स्ववृत्त लेखन

(उपलब्ध रिक्ति के लिए स्ववृत्त लेखन)

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

### सूचना लेखन

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

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



**हिंदी पाठ्यक्रम-अ (कोड सं. 002)**  
**कक्षा 9वीं हिंदी - अ परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2024-25**

खंड		भारांक
क	अपठित बोध	14
ख	व्यावहारिक व्याकरण	16
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	30
घ	रचनात्मक लेखन	20

- भारांक-{80(वार्षिक बोर्ड परीक्षा)+20 (आंतरिक परीक्षा)}

निर्धारित समय- 3 घंटे

भारांक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन			
खंड - क (अपठित बोध)			
	विषयवस्तु	उपभार	कुल भार
1	अपठित गद्यांश व काव्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		
	अ एक अपठित गद्यांश लगभग 250 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1×3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7	14
	ब एक अपठित काव्यांश अधिकतम 120 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1×3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7	
खंड - ख (व्यावहारिक व्याकरण)			
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक प्रश्न   (1×16) कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे।		
	अ शब्द निर्माण उपसर्ग - 2 अंक, प्रत्यय - 2 अंक, समास - 4 अंक उपसर्ग-प्रत्यय- (5 में से 4 प्रश्न करने होंगे), समास (5 में से 4 प्रश्न करने होंगे)	8	16

	ब	अर्थ की दृष्टि से वाक्य भेद – 4 अंक (5 में से 4 प्रश्न करने होंगे)	4	
	स	अलंकार – 4 अंक (शब्दालंकार : अनुप्रास, यमक, श्लेष) (5 में से 4 प्रश्न करने होंगे)	4	
3	<b>खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)</b>			
	अ	<b>गद्य खंड पाठ्यपुस्तक (क्षितिज (भाग 1))</b>	11	
	1	क्षितिज (भाग 1) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	
	2	क्षितिज (भाग 1) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे।(विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब	<b>काव्य खंड पाठ्यपुस्तक (क्षितिज (भाग 1))</b>	11	
	1	क्षितिज (भाग 1) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5)	5	30
	2	क्षितिज (भाग 1) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	स	<b>पूरक पाठ्यपुस्तक (कृतिका भाग – 1)</b>	8	
		कृतिका ( भाग 1) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (4x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	8	
	<b>खंड – घ (रचनात्मक लेखन)</b>			
4	<b>लेखन</b>			
	क	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (6 x1 = 6)	6	20
	ख	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में लगभग 100 शब्दों में किसी एक विषय पर पत्र। (5x1= 5)	5	
	ग	विविध विषयों पर आधारित लगभग 100 शब्दों में ई-मेल लेखन। (5x1= 5) <b>अथवा</b>	5	

		दिए गए विषय/शीर्षक आदि के आधार पर लगभग 100 शब्दों में लघुकथा लेखन। (5x1= 5)		
	घ	दिए गए विषय/परिस्थिति के आधार पर लगभग 80 शब्दों में संवाद लेखन। (4x1=4) <b>अथवा</b> व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 80 शब्दों में सूचना लेखन। (4x1=4)	4	
		<b>कुल</b>		<b>80</b>
		<b>आंतरिक मूल्यांकन</b>		20
	अ	<b>सामयिक आकलन</b>	5	
	ब	<b>बहुविध आकलन</b>	5	
	स	<b>पोर्टफोलियो</b>	5	
	द	<b>श्रवण एवं वाचन</b>	5	
		<b>कुल</b>		<b>100</b>

### निर्धारित पुस्तकें :

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

### नोट – निम्नलिखित पाठों से प्रश्न नहीं पूछे जाँगे-

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

**हिंदी पाठ्यक्रम -अ (कोड सं. 002)**  
**कक्षा 10वीं हिंदी - अ परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2024-25**

खंड		भारांक
क	अपठित बोध	14
ख	व्यावहारिक व्याकरण	16
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	30
घ	रचनात्मक लेखन	20

भारांक-{80(वार्षिक बोर्ड परीक्षा )+20 (आंतरिक परीक्षा)}

निर्धारित समय- 3 घंटे

भारांक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन			
खंड - क (अपठित बोध)			
	विषयवस्तु	उप भार	कुल भार
1	अपठित गद्यांश व काव्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		
	अ एक अपठित गद्यांश लगभग 250 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2x2=4) पूछे जाएँगे	7	14
	ब एक अपठित काव्यांश लगभग 120 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2x2=4) पूछे जाएँगे	7	
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक/लघूत्तरात्मक प्रश्न। (1x16) (कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे)		
खंड - ख (व्यावहारिक व्याकरण)			
1	रचना के आधार पर वाक्य भेद (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	16
2	वाच्य (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
3	पद परिचय (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
4	अलंकार- (अर्थालंकार : उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण) (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	

3	<b>खंड - ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)</b>			
	अ	<b>गद्य खंड पाठ्यपुस्तक (क्षितिज भाग 2 )</b>	11	
	1	क्षितिज (भाग 2 ) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच <b>बहुविकल्पी प्रश्न</b> पूछे जाएँगे। (1x5)	5	
	2	क्षितिज (भाग 2 ) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे।(विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब	<b>काव्य खंड (पाठ्यपुस्तक) (क्षितिज भाग 2 )</b>	11	30
	1	क्षितिज(भाग 2 ) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच <b>बहुविकल्पी प्रश्न</b> पूछे जाएँगे (1x5)	5	
	2	क्षितिज (भाग 2 ) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	स	<b>पूरक पाठ्यपुस्तक (कृतिका भाग - 2)</b>	8	
		कृतिका (भाग 2 ) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (4x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	8	
4	<b>खंड - घ (रचनात्मक लेखन)</b>			
	i	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (6 x1 = 6)	6	
	ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र (5 x 1= 5)	5	20
	iii	रोजगार से संबंधित रिक्तियों के लिए लगभग 80 शब्दों में स्ववृत्त लेखन (5 x 1= 5) अथवा विविध विषयों पर आधारित लगभग 80 शब्दों में ई-मेल लेखन (5 x 1= 5)	5	
	iv	विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन (4 x 1 = 4) अथवा	4	



**ENGLISH LANGUAGE AND LITERATURE**  
**Code No. 184**  
**2024-25**

**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**  
**2024-25**

<b>Sections</b>		<b>Weightage</b>
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**

**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/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.

### IV. 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 14<sup>th</sup> May 2020 at the**

**[http://cbseacademic.nic.in/web\\_material/Circulars/2020/33\\_Circular\\_2020.pdf](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)

2024-25

CLASS – IX

Marks-80

Sections	Competencies	Total marks
<b>Reading Comprehension</b>	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
<b>Writing Skills and Grammar</b>	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
<b>Language through Literature</b>	Recalling, reasoning, appreciating, applying literary conventions, illustrating and justifying. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
<b>Total</b>		<b>80</b>

**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**  
**2024-25**

**SECTION - WISE WEIGHTAGE**

<b>Sections</b>		<b>Weightage</b>
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**

**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 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**

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

**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 skills to be assessed through a judicious mixture of different types of questions.

#### **INTERNAL ASSESSMENT**

**Listening and Speaking Competencies**

**30 Periods**

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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 14<sup>th</sup> May 2020 at the**

**[http://cbseacademic.nic.in/web\\_material/Circulars/2020/33\\_Circular\\_2020.pdf](http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf) for details**

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

**ENGLISH LANGUAGE AND LITERATURE**

**Code no. (184)**

**CLASS – X**

**2024-25**

**Marks 80**

<b>Sections</b>	<b>Competencies</b>	<b>Total marks</b>
<b>Reading Comprehension</b>	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
<b>Writing Skills and Grammar</b>	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
<b>Language through Literature</b>	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
<b>Total</b>		<b>80</b>

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

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

### 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.

# MATHEMATICS (IX-X)

## (CODE NO. 041)

### Session 2024-25

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  $180^\circ$  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  $180^\circ$  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 (2024-25)

Time: 3 Hrs.

Max. Marks: 80

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

### 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  $n^{\text{th}}$  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  $0^\circ$  and  $90^\circ$ . Values of the trigonometric ratios of  $30^\circ$ ,  $45^\circ$  and  $60^\circ$ . 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  $30^\circ$ ,  $45^\circ$ , and  $60^\circ$ .

## 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  $60^\circ$ ,  $90^\circ$  and  $120^\circ$  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 (2024-25)**

**Time: 3 Hours**

**Max. Marks: 80**

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

<b>INTERNAL ASSESSMENT</b>	<b>20 MARKS</b>
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 (2024-25)**

**Time: 3Hours**

**Max. Marks: 80**

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

<b>INTERNAL ASSESSMENT</b>	<b>20 MARKS</b>
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 (2024-25)**

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
	<b>Total</b>	<b>80</b>
	<b>Internal assessment</b>	<b>20</b>
	<b>Grand Total</b>	<b>100</b>

#### 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 compoundusing 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
	<b>Total</b>	<b>80</b>
	<b>Internal assessment</b>	<b>20</b>
	<b>Grand Total</b>	<b>100</b>

**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 hydrocarbons 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).
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**

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

#### **LIST OF EXPERIMENTS**

1. A. Finding the pH of the following samples by using pH paper/universal indicator: **Unit-I**
  - (i) Dilute Hydrochloric Acid
  - (ii) Dilute NaOH solution
  - (iii) Dilute Ethanoic Acid solution
  - (iv) Lemon juice
  - (v) Water
  - (vi) Dilute Hydrogen Carbonate solution

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

- a) Litmus solution (Blue/Red)
- b) Zinc metal
- c) Solid sodium carbonate

2. Performing and observing the following reactions and classifying them into: **Unit-I**

- A. Combination reaction
- B. Decomposition reaction
- C. Displacement reaction
- D. Double displacement reaction
  - (i) Action of water on quicklime
  - (ii) Action of heat on ferrous sulphate crystals
  - (iii) Iron nails kept in copper sulphate solution
  - (iv) Reaction between sodium sulphate and barium chloride solutions

3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: **Unit-I**

- i)  $\text{ZnSO}_4(\text{aq})$
- ii)  $\text{FeSO}_4(\text{aq})$
- iii)  $\text{CuSO}_4(\text{aq})$
- iv)  $\text{Al}_2(\text{SO}_4)_3(\text{aq})$

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.

4. 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**

5. Determination of the equivalent resistance of two resistors when connected in series and parallel. **Unit-IV**

6. 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**

<b>Competencies</b>	<b>Total</b>
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

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**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.





संयुक्त कुटुम्बकम्  
ONE EARTH • ONE FAMILY • ONE FUTURE

# **CBSE SOCIAL SCIENCE SYLLABUS 2024-25 (Code No. 087) CLASS - IX & X**

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## RATIONALE

***The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.*** [NEP 2020, pages 4-5]

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education. Social Science can play a unique role within the school curriculum to enable the Knowledge, Capacities, and Values and Dispositions that underpin this purpose of education as committed to in NEP.

Social Science plays an important role in developing an integrated understanding of the human world and its functioning, including its deep interrelationships with nature and the environment in the quest to continuously improve as a society. In the study of this subject, students learn methods of observing and interpreting the human world, which helps them lead their own lives and also contribute as members of a society.

Social Science also helps in developing some of the Values and Dispositions that are essential for democratic participation — building and sustaining cooperation among communities that strive for peace, harmony, equity, and justice for all. It encourages them to understand and appreciate the feeling of Indianness ‘Bhartiyata’ by valuing the rich cultural heritage and tradition of the country.

Social Science plays an important role in developing in an individual student a comprehensive sense of the human world and its functioning. In an increasingly globalizing and interdependent world, this understanding is critical to help students see how things around them are changing, what are the causes of these changes, and how the change impacts human societies.

It also helps them realize the need for interdependence, collaboration, and an appreciation for the diversity of human culture and societies. The subject also teaches students the method of observing and interpreting the world wearing the hat of a social scientist. It does so by building core skills such as observing what is going on around them, analysing causes of various phenomena (historical, geographical, socio-political, or economic) using evidence, asking questions, making connections, forming viewpoints based on conceptual understanding and evidence, recognizing patterns and generalizations, and arriving at logical conclusions.

These skills prepare the students in contributing to the nation as a responsible citizen of society.

## AIMS & OBJECTIVE

The aims of Social Science in school education can be summarised as follows: as per NCF-2023

**a. Develop the disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.**

**This can be enabled through:**

- i. an understanding of continuity and change in human civilisation, its causation and effect, and its impact on modern life,
- ii. an understanding of the interaction between nature and human beings, the spatial patterns arising out of this interaction, and its effect on human life,
- iii. awareness and understanding of the diversity of people and their practices in different societies, regions, and cultures within societies,
- iv. an awareness of various social, political, and economic institutions, their origin, functioning and transformations over time.

**b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society.**

**These could be specifically seen as:**

- i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,
- ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,
- iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem-solving attitude,
- iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,
- v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

**c. Foster ethical, human, and Constitutional values:**

As the DNEP 2019 emphasises, to foster a “democratic outlook and commitment to liberty and freedom; equality, justice, and fairness; embracing diversity, plurality, and inclusion; humaneness and fraternal spirit; social responsibility and the spirit of service; ethics of integrity and honesty; scientific temper and commitment to rational and public dialogue; peace; social action through Constitutional means; unity and integrity of the nation, and a true rootedness and pride in India with a forward-looking spirit to continuously improve as a nation.

**CLASS IX  
COURSE STRUCTURE**

<b>History (India and the Contemporary World - I)</b>			<b>Suggestive no. of periods = 60</b>	<b>20 inclusive of Map pointing</b>
<b>Section</b>	<b>Chapter No</b>	<b>Chapter Name</b>	<b>No. of Periods</b>	<b>Marks allocated</b>
<b>I Events and Process</b>	<b>I</b>	The French Revolution	<b>15</b>	<b>18+2 map pointing</b>
	<b>II</b>	Socialism in Europe and the Russian Revolution	<b>15</b>	
	<b>III</b>	Nazism and the Rise of Hitler	<b>15</b>	
<b>II Livelihoods, Economies and Societies</b>	<b>IV</b>	Forest, Society and Colonialism <b>Interdisciplinary project as part of multiple assessments</b> (Internally assessed for 5 marks)	<b>5</b>	
	<b>V</b>	Pastoralists in the Modern World <b>(To be assessed as part of Periodic Assessment only)</b>	<b>10</b>	
<b>Geography (Contemporary India - I)</b>			<b>Suggestive no. of periods = 55</b>	<b>20 inclusive of Map pointing</b>
<b>Chapter No</b>	<b>Chapter Name</b>		<b>No. of periods</b>	<b>Marks allocated</b>
<b>1</b>	India – Size and Location		<b>17</b>	
<b>2</b>	Physical Features of India			
<b>3</b>	Drainage		<b>10</b>	

4	Climate	12	17+3 map pointing*
	Natural Vegetation and Wildlife (Only map pointing to be evaluated in the annual examination.)	3	
5	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	5	
6	Population	8	* Marks as mentioned above
<b>Political Science (Democratic Politics - I)</b>		<b>Suggestive no. of periods = 50</b>	<b>20 Marks</b>
<b>Chapter No.</b>	<b>Chapter name</b>	<b>No. of Periods</b>	<b>Marks allocated</b>
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	
<b>Economics</b>		<b>Suggestive no. of periods = 50</b>	<b>20 Marks</b>
<b>Chapter No.</b>	<b>Name of the Chapter</b>	<b>No. of Periods</b>	<b>Marks allocated</b>
1	The Story of Village Palampur (To be assessed as part of Periodic Assessment only)	10	

2	People as Resource	10	20
3	Poverty as a Challenge	15	
4	Food Security in India	15	

**CLASS IX  
COURSE CONTENT**

**HISTORY: India and the Contemporary World - I**

Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
<p>Section I: Events and Processes</p> <p>Chapter-1 The French Revolution</p>	<p>CG-2 Analyses the important phases in world history and draws insight to understand the present-day world</p>	<p>C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history.</p> <p>C-2.4 Explains the growth of new ideas and practices across the world and how they affected the course of world history.</p> <p>C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and</p>	<ul style="list-style-type: none"> <li>➤ The students will be able to Infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and elsewhere.</li> <li>➤ Will be able to Illustrate that, the quest for imperialism triggered the First World War.</li> <li>➤ Will Examine various sources to address imbalances that may lead to revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conduct Classroom discussions to compare the conditions that prevailed in France that led to revolution and the conditions that led to the first war of Indian Independence. (1857).</li> <li>➤ Use Graphic Organisers (concept map/story map etc) to examine the situations.</li> <li>➤ Suggest solutions to address such imbalances and discriminations that lead to revolutions.</li> <li>➤ Appraise the impact of the French revolution on the world with a group presentation.</li> </ul>



		have left unhealed wounds.		
Chapter 2- Socialism in Europe and the Russian Revolution	CG-2 Analyses important phases of world history and draws insight to understand the present-day world	C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history.  C-2.4 Explains the growth of new ideas in Europe and Asia and how it affected the course of human history	<ul style="list-style-type: none"> <li>➤ To compare the situations that led to the rise of Russian and French Revolutions.</li> <li>➤ Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization.</li> <li>➤ Analyse the role played by the varied philosophers and leaders that shaped the revolution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Flipped learning through making of concept maps/role plays etc reflecting the situations which led to both revolutions.</li> <li>➤ Flow chart reflecting how Lenin's communism /Stalin's collectivization was established.</li> <li>➤ Socratic method to discuss the role played by the varied philosophers and leaders that shaped the revolution</li> </ul>
Chapter 3-Nazism and the Rise of Hitler.	CG-2 Analyses important phases of world history and draws insight to understand the present-day world	C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history. C-2.4 Explains the growth of new ideas in Europe and Asia and how it affected the course of human history.	<ul style="list-style-type: none"> <li>➤ Analyse the role of "Treaty of Versailles" in the rise of Hitler to power.</li> <li>➤ Analyse the genocidal war waged against the "undesirables" by Hitler.</li> <li>➤ Compare and contrast the characteristics of Hitler and Gandhi</li> </ul>	<ul style="list-style-type: none"> <li>➤ Audio-visual aids like a film or animations can be shown followed by a discussion on the reasons for the rise and fall of Hitler.</li> <li>➤ Jig saw strategy to critique the genocidal war waged against the "undesirable" by the Nazis.</li> </ul>

		C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.		➤ Role play/Dramatize the Characters-Hitler and Gandhi. Cartoon interpretations on these leaders.
Section II: Livelihoods, Economies and Societies Chapter 4 Forest Society and Colonialism	<b>Inter Disciplinary Project</b> with Chapter 5 of Geography “Natural Vegetation and Wildlife”	Refer Annexure II	Refer Annexure II	Refer Annexure II
Chapter 5 Pastoralists in the Modern World	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region	C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife. C-4.4 Analyses and evaluates the inter-relationship between	<ul style="list-style-type: none"> <li>➤ Examine the situations that have created nomadic societies highlighting the key factor played by the climatic conditions and topography.</li> <li>➤ Analyse varying patterns of developments within pastoral societies in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Locate the various pastoral communities on an outline map of India and explain cyclical movements of these according to climatic conditions.</li> <li>➤ Audio Visual aids like documentaries on the various pastoral</li> </ul>

		<p>the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation.</p> <p>C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them</p>	<p>different places in India.</p> <ul style="list-style-type: none"> <li>➤ Comprehend the impact of colonialism on Pastoralists in India and Africa.</li> </ul>	<p>communities can be shown.</p> <ul style="list-style-type: none"> <li>➤ Presentations comparing the lives of pastoralists and the colonial impact on pastoralists in India and Africa.</li> <li>➤ T charts and similar graphic organizers to compare the lives of pastoralists in pre- and post-colonial periods.</li> <li>➤ Think-pair and share can be practised to discuss various methods of colonial policies of exploitation and their impact on pastoralists of Africa and India.</li> </ul>
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**Political Science: Democratic Politics - I**

<b>Content</b>	<b>Curricular goals</b>	<b>Competency</b>	<b>Learning outcome</b>	<b>Suggestive Pedagogical process</b>
1. What is Democracy? Why Democracy?	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics	C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India	<ul style="list-style-type: none"> <li>➤ Examine the concept structural components of Democracy and its forms/ features.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Brainstorming on introduction of concepts of Democracy &amp; features of Democracy</li> </ul>

	of a democratic government	and across the world – and compares this form of government with other forms of government	<ul style="list-style-type: none"> <li>➤ Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country.</li> <li>➤ Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy</li> </ul>	<ul style="list-style-type: none"> <li>➤ 4 corners strategy to discuss “What &amp; why of democracy?”</li> <li>➤ students create democratic governance model in the class.</li> <li>➤ Cartoon interpretation to summarize the benefits of democracy</li> </ul>
2. Constitutional Design	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.1 Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India’s early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds sanghas and ganas, village councils and committees, Uthiramerur inscriptions)	<ul style="list-style-type: none"> <li>➤ Group discussion and describe the situation that led to creation of Indian Constitution</li> <li>➤ Enumerate the essential features that need to be kept in mind while drafting any constitution. Examine the guiding values that created the Indian constitution</li> <li>➤ Comprehend the roles and responsibilities as citizens of India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group Discussion to comprehend the purpose of constitution.</li> <li>➤ Poster making/ wall magazine for Comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution.</li> <li>➤ Declamation strategy for discussing the roles and responsibilities of citizens.</li> </ul>

3. Electoral Politics	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties	<ul style="list-style-type: none"> <li>➤ Analyse the implications of power of vote and power of recall.</li> <li>➤ Summarize the essential features of the Indian Electoral system.</li> <li>➤ Examine the rationale for adopting the present Indian Electoral System.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Role play on performing fundamental duties.</li> <li>➤ Perform school council elections for practical learning of the system.</li> <li>➤ Design and present election manifesto.</li> <li>➤ Create multiple parties and create symbols for elections.</li> <li>➤ Use street play to create awareness about the right to vote and fundamental duties.</li> </ul>
4. Working of Institutions	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions	<ul style="list-style-type: none"> <li>➤ Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government.</li> <li>➤ Appreciate the parliamentary system of executive's accountability to the legislature.</li> <li>➤ Summarize and evaluate the rule of law in India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Watch videos of Parliament and discuss the importance of question hour.</li> <li>➤ Present Moot court to evaluate the rule of Law. Examine the relevant case studies to evaluate the rule of law conduct Mock Parliament session.</li> <li>➤ Collect information on the performance of the functioning of a democratic government and society from social media and other institutions and present.</li> </ul>

5. Democratic Rights	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation.	<ul style="list-style-type: none"> <li>➤ Analyse the role of the responsible citizens.</li> <li>➤ Summarize the importance of fundamental rights and duties in the light of the nation's glory.</li> <li>➤ Recognize the role of a responsible citizen while performing their prescribed duties versus claiming rights.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Debate the need to have rights in the light of study of Saudi Arabia.</li> <li>➤ Case study to analyse the role of citizens when the rights are exercised or otherwise.</li> <li>➤ Organize a moot court to discuss the violation of individual rights.</li> <li>➤ Graphic organizer to summarize the coexistence of rights vs duties.</li> </ul>
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**Geography: Contemporary India - I**

Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
1. India – Size and Location	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.1 Locates physiographic regions of India and the climatic zones of the world on a globe/map.	<ul style="list-style-type: none"> <li>➤ Examine how the location of an area impacts its climate and time with reference to longitude and latitude.</li> <li>➤ Explore and analyses the trading and cultural relationships of India with its neighbouring countries.</li> <li>➤ Evaluate the situation &amp; reasons that made</li> </ul>	<ul style="list-style-type: none"> <li>➤ On map of India Locate physiographic regions of India and the climatic zones of the world on a globe/map.</li> <li>➤ Use GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time.</li> <li>➤ Brainstorming strategy for inferring conditions</li> </ul>

			<p>82.5E* Longitude as Time Meridian of India.</p> <ul style="list-style-type: none"> <li>➤ Examine how location of India enables its position as a strategic partner in the subcontinent.</li> <li>➤ Justify the reasons for the differences in climatic conditions, local and standard time.</li> </ul>	<p>and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture.</p> <ul style="list-style-type: none"> <li>➤ Make a PPT presentation on the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.</li> </ul>
2. Physical Features of India	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region	<ul style="list-style-type: none"> <li>➤ Justify how the Physical Features of India influence the livelihoods, culture, and the biodiversity of the region.</li> <li>➤ Examine the geological process that played a crucial role in the formation of diverse physical features in India.</li> <li>➤ Analyse the conditions and relationships of the people living in different physiographic areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India a sub-continent.</li> <li>➤ Group work to discuss the lives and relationships amongst physiographic areas.</li> <li>➤ Brainstorming and make a comparison of India's Physical features with another country.</li> <li>➤ presentation using different modes such as</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Examine various environmental issues.</li> </ul>	Journals, Collage and other references.
3.Drainage	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them	<ul style="list-style-type: none"> <li>➤ Examine the information about different lakes and infer on their contribution to Indian ecology.</li> <li>➤ Present creative solutions to overcome the water pollution also to increase the contribution of water bodies to Indian economy.</li> <li>➤ Identify the river systems of the country and explain the role of rivers in human society</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Students will prepare a chart on lakes.</li> <li>➤ Slogan writing, poster making/ save River songs/ to bring awareness on water pollution and suggest solutions</li> </ul>
4. Climate	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation and wildlife	<ul style="list-style-type: none"> <li>➤ Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.</li> <li>➤ Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.</li> <li>➤ Enumerate and summarize the reasons for the wide difference between temperatures at different</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Collect Newspaper reports for knowing the weather status.</li> <li>➤ Prepare and present mock drills on climate change and protocols as</li> </ul>



			geographical locations of India	preventive action for various disasters
5. Natural Vegetation and Wildlife.	Inter disciplinary project	Inter disciplinary project with chapter no IV of History “Forest, Society and Colonialism	Refer annexure II	Refer annexure II
6. Population	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation	<ul style="list-style-type: none"> <li>➤ Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP &amp; Rajasthan and Mizoram and Karnataka</li> <li>➤ Enlist the factors that affect the population density</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use a Pie -diagram to depict the population distribution in India.</li> <li>➤ Group discussion and presentation on reasons behind the uneven distribution of Population</li> </ul>
<b>ECONOMICS</b>				
<b>Content</b>	<b>Curricular goals</b>	<b>Competency</b>	<b>Learning outcome</b>	<b>Suggestive Pedagogical process</b>
Chapter 1: The Story of Village Palampur	CG-7 Develops an understanding of the economy of a nation-state, with specific reference to India.	C-7.1 Defines key features of the economy such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology).	<ul style="list-style-type: none"> <li>➤ Enlist the requirements of production and comprehend the interdependence of these requirements.</li> <li>➤ Corelate farming and non-farming activities to economic growth.</li> <li>➤ Comprehend how the significance of conditions of farming</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visit to a nearby village or local markets and interview different classes of farmers to know about their lifestyles and thereafter present in the class.</li> <li>➤ Concept map/Poster making/ gallery walk to enlist the factors of production and</li> </ul>

		C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.	and the factors of production impact economic development. ➤ Find solutions to foster an equitable society.	evaluate their interdependence. ➤ Discussion/PPT presentation on how to eradicate poverty among farmers and trying to suggest innovative strategies to improve the farmers lifestyles.
Chapter -2 People as Resource	CG-7 Develops an understanding of the economy of a nation, with specific reference to India.	C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.	<ul style="list-style-type: none"> <li>➤ Evaluate the reasons that contribute to the quality of population.</li> <li>➤ Observe the different government schemes in some states and see its effect on the quality of people there by.</li> <li>➤ Propose innovative strategies to resolve unemployment problems.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Classroom discussions/debates on various factors that affect the quality of population. For e.g. significance of Education/Health in Human Resource Development.</li> <li>➤ Make a newsletter collecting articles from newspapers/magazines etc on illiteracy and unemployment status in India and government initiative in solving the issues.</li> <li>➤ Audio-Visual aids showing initiatives undertaken by the government in promoting education</li> </ul>

				and employment in various states of India.
Chapter 3 Poverty as a challenge	CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.	C-8.1 Gathers, comprehends, and analyses data related to poverty and unemployment in one's locality and at the national level. C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets. C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress	<ul style="list-style-type: none"> <li>➤ Comprehend the reasons of poverty in the rural and urban areas.</li> <li>➤ Evaluate the efficacy of government to eradicate poverty.</li> <li>➤ Compare how poverty estimates have transformed from 1993-94 to 2011-12.</li> <li>➤ Correlate the link between education and poverty.</li> </ul>	<ul style="list-style-type: none"> <li>➤ PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty.</li> <li>➤ Declamation with data to evaluate the efficacy of government to eradicate poverty and suggest measures/ ways which can be used to minimise the same.</li> <li>➤ Debate on the topic- 'Can education remove poverty?'</li> </ul>

<p>Chapter 4 Food Security in India</p>	<p>CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.</p>	<p>C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets. C-8.4 Describes India’s recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.</p> <p>C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.</p>	<ul style="list-style-type: none"> <li>➤ Comprehend various aspects of food security that will ensure continuity of supply to the masses.</li> <li>➤ Enumerate the different features of PDS that directly address FSI.</li> <li>➤ Analyse and infer the impact of Green Revolution.</li> <li>➤ Analyse the causes and impact of famines/disasters in food security during pre and post independent India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case study and group discussion to connect the link between a well-structured food security system and continuity of supply to masses.</li> <li>➤ Guest Speaker programmes where govt. officials can be called to talk on FSI and PDS (Public Distribution System)</li> <li>➤ Panel Discussion /seminar on the impact of the green revolution and PDS.</li> <li>➤ Concept maps explaining the causes behind the famines in the colonial period and the causes and impact of recurring disasters on food security in post independent India through examples.</li> </ul>
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**CLASS IX  
LIST OF MAPS**

S. No.	Subject	Name of the Chapter	List of Areas to be located /labeled/identified on the map
I	History	French Revolution	Outline political map of France. Locate/label/identify. <ul style="list-style-type: none"> <li>Bordeaux, Nantes, Paris and Marseille</li> </ul>
		Socialism in Europe and the Russian Revolution	Outline political map of the World. Locate/label/identify Major countries of First World War: Central Powers: Germany, Austria-Hungary, Turkey (Ottoman Empire). Allied Powers – France, England, Russia and USA
		Nazism and the Rise of Hitler	Outline Political Map of World. Locate/label/identify Major countries of Second World War Axis: Powers – Germany, Italy, Japan Allied Powers – UK, France, Former USSR, USA
II	Geography	India : size and location	<ul style="list-style-type: none"> <li>India – States and Capitals</li> <li>Tropic of Cancer, Standard Meridian (Location and Labeling)</li> <li>Neighbouring Countries</li> </ul>
		India physical features	<ul style="list-style-type: none"> <li>Mountain Ranges : The Karakoram, The Zanskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western and Eastern Ghats</li> <li>Mountain Peaks – K2, Kanchan Junga, Anai Mudi</li> <li>Plateau – Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau</li> <li>Coastal Plains – Konkan, Malabar, Coromandel &amp; Northern Circar (Location and Labelling)</li> </ul>
		Drainage system	Rivers (Identification only) <ul style="list-style-type: none"> <li>The Himalayan River Systems – The Indus, The Ganges and The Sutlej</li> <li>The Peninsular Rivers – The Narmada, The Tapti, The Kaveri, The Krishna, The Godavari, The Mahanadi</li> <li>Lakes – Wular, Pulicat, Sambhar, Chilika</li> </ul>
		Climate	<ul style="list-style-type: none"> <li>Annual rainfall in India, Monsoon wind direction</li> </ul>
		Population	<ul style="list-style-type: none"> <li>Population density of all states</li> <li>The state having highest and lowest density of population</li> </ul>

**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	Classroom, 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 etc.	5

**CLASS IX  
PRSECRIBED TEXT BOOKS**

<b>S. No.</b>	<b>Subject</b>	<b>Name of the Book</b>	<b>Publisher</b>
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

**Note: Please procure latest reprinted edition (2024-05) of prescribed NCERT textbooks.**

**CLASS  
COURSE STRUCTURE**

History (India and the Contemporary World-II)			Suggestive no. of periods = 60	20 inclusive 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 <b>(To be evaluated in the Board Examination)</b> Subtopics: 1 to 1.3 Pre Modern World to Conquest, Disease and trade)	6	
		<b>Interdisciplinary project as part of multiple assessments</b> (internally assessed for 5 marks) Subtopics 2 to 4.4 -The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalization"	4	
	IV	The Age of Industrialization <b>(To be assessed as part of Periodic Assessment only)</b>	6	
III Everyday Life, Culture and politics	V	Print Culture and the Modern world	10	
Geography (Contemporary India-II)			Suggestive no. of periods = 55	20 inclusive map pointing
Chapter No.	Chapter name		No. of periods	Marks allocated
1	Resources and Development		7	
2	Forest and Wildlife Resources		7	



3	Water resources	7	17+3 map pointing	
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		
<b>Political Science (Democratic Politics-II)</b>			<b>Suggestive no. of periods = 50</b>	<b>20</b>
<b>Unit No.</b>	<b>Chapter No.</b>	<b>Chapter name</b>	<b>No. of periods</b>	<b>Marks allocated</b>
I	1	Power-sharing	15	20
	2	Federalism		
II	3	Gender, Religion and Caste	12	
III	4	Political Parties	12	
IV	5	Outcomes of Democracy	11	
<b>Economics (Understanding Economic Development)</b>			<b>Suggestive no. of periods = 50</b>	<b>20</b>
<b>Chapter No.</b>	<b>Chapter name</b>	<b>No. of periods</b>	<b>Marks allocated</b>	

1	Development	12	20
2	Sectors of the Indian Economy	12	
3	Money and Credit	12	
4	Globalization and the Indian Economy To be evaluated in the Board Examination <ul style="list-style-type: none"> <li>• What is Globalization?</li> <li>• Factors that have enabled Globalization</li> </ul>	8	
	Interdisciplinary project as part of multiple assessment (Internally assessed for 5 marks) <ul style="list-style-type: none"> <li>• Production across the countries</li> <li>• Chinese toys in India</li> <li>• World Trade Organization</li> <li>• The Struggle for a Fair Globalization</li> </ul>	6	
5	Consumer Rights (Project Work)		

**CLASS X  
COURSE CONTENT**

**HISTORY: India and the Contemporary World - II**

Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
<b>I The Rise of Nationalism in Europe</b>	<p>CG-2 Analyses important phases in world history and draws insight to understand the present - day world.</p> <p>CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation</p>	<p>C-2.4 Explains the growth of new ideas in Europe and Asia (humanism, mercantilism, industrialisation, colonialism, scientific developments and explorations, imperialism, and the rise of new nation-states across the world) and how it affected the course of human history.</p> <p>C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of</p>	<ul style="list-style-type: none"> <li>➤ Infer how the French Revolution had an impact on the European countries in the making of nation state.</li> <li>➤ Comprehend the nature of the diverse social movements of the time.</li> <li>➤ Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere.</li> <li>➤ Evaluate the reasons which led to the First World War.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Presentation and discussion on the French Revolution after watching animations/films/reading stories or novels related to French revolution.</li> <li>➤ Use of graphic organizers to explain unification of states to form one nation.</li> <li>➤ Map activity familiarising the location of various places studying the map of Europe after the Congress of Vienna 1815 and locating important places on the political outline map of Europe.</li> <li>➤ World Café on changes after 1815 in Europe.</li> <li>➤ Role play on the social revolutions of Europe</li> </ul>

		which have also impacted the course of world history and have left unhealed wounds.		
<b>II Nationalism in India</b>	CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation.	C-3.2 Identifies and analyses important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self-sacrifice, ahimsa) that played a part in achieving Independence.	<ul style="list-style-type: none"> <li>➤ Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging.</li> <li>➤ Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him.</li> <li>➤ Summarise the effects of the First World War that triggered the two defining movements (Khilafat &amp; Non Cooperation Movement) in India</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sequence chart/ story Board/ Story telling pedagogy to Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging</li> <li>➤ Students will examine textual content and other references and Present through PPT.</li> <li>➤ Viewing the relevant Snippets from the movies/ video clippings depicting various events involving Gandhiji and other leaders and present findings</li> </ul>
<b>III. The Making of a Global World</b>  <b>Subtopic 1</b> The premodern world	CG-7 Develops an understanding of the economy of a nation, with specific reference to India.	C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and	<ul style="list-style-type: none"> <li>➤ Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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,</li> </ul>

<p><b>Subtopic 2</b> 19<sup>th</sup> century 1815 -1914 <b>Subtopic 3</b> The inter- war economy <b>Subtopic 4</b> Rebuilding of world economy: the post war era.</p> <p><b>Inter disciplinary Project</b> with chapter 7 of Geography: Lifelines of National Economy and chapter 4 of Economics: Globalization and the Indian Economy</p>		<p>economic and political transformations)</p> <p>C-7.4 Traces the beginning and importance of large- scale trade and commerce (including e- commerce) between one country and another – the key items of trade in the beginning, and the changes from time to time.</p> <p>Refer Annexure IV</p>	<ul style="list-style-type: none"> <li>➤ Depict the global interconnectedness from the Premodern to the present day.</li> <li>➤ Enumerate the destructive impact of colonialism on the livelihoods of colonised people.</li> <li>➤ Refer Annexure IV</li> </ul>	<p>cultural and technological aspects.)</p> <ul style="list-style-type: none"> <li>➤ Art integration and gallery walk to depict the interconnectedness.</li> <li>➤ 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</li> </ul>
<p><b>IV</b></p> <p><b>The Age of Industrialisation</b></p>	<p>CG-2 Analyses the important phases in world history and draws insights to understand the present-day world</p>	<p>C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism,</p>	<ul style="list-style-type: none"> <li>➤ Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre &amp; Post economic, political,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Enumerate economic, political, social features of Pre and Post Industrialization.</li> <li>➤ Analyse and infer how the industrialization impacted</li> </ul>

		industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history	social features of Pre and Post Industrialization	colonies with specific focus on India
<b>V</b> <b>Print culture and the Modern World</b>	CG-2 Analyses the important phases in world history and draws insights to understand the present-day world.  CG-9 Understands and appreciates the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it	C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history.	<ul style="list-style-type: none"> <li>➤ Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India.</li> <li>➤ Comment on the statement that the print revolution was not just a way of producing book but profound transformation of people.</li> <li>➤ Compare and contrast the old tradition of handwritten manuscripts versus the print technology.</li> <li>➤ Summarise the role of Print revolution and its impact</li> </ul>	<ul style="list-style-type: none"> <li>➤ Flow chart to depict the development of Print.</li> <li>➤ Declamation on the profound transformation of people due to the print revolution.</li> <li>➤ Use of Venn diagram to compare the advantages of handwritten books and the printed books</li> <li>➤ Interpret and infer from pictures, cartoons, extracts from propaganda literature on important events and issues with focus on print culture.</li> </ul>

**Political Science: Democratic Politics - II**

<b>Content</b>	<b>Curricular goals</b>	<b>Competency</b>	<b>Learning outcome</b>	<b>Suggestive Pedagogical process</b>
1.Power - sharing	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government	<ul style="list-style-type: none"> <li>➤ Enumerate the need for power sharing in democracy.</li> <li>➤ Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing.</li> <li>➤ Compare and contrast the power sharing of India with Sri Lanka and Belgium.</li> <li>➤ Summarize the purpose of power sharing in preserving the unity and stability of a country</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart.</li> <li>➤ Discuss various forms of power-sharing.</li> <li>➤ Classroom discussion on challenges faced by Belgium&amp; Sri Lanka in ensuring effective power sharing.</li> <li>➤ Socratic discussion on Power Sharing Techniques used by India, Sri Lanka and Belgium.</li> </ul>
2 Federalism	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation	<ul style="list-style-type: none"> <li>➤ Infer and appreciate how federalism is being practised in India.</li> <li>➤ Analyse and infer how the policies and politics that has</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group discussion on the distribution of powers between Union and state Government and present the outcomes through presentations.</li> <li>➤ Debate on policies and politics that strengthens Federalism in</li> </ul>

			strengthens federalism in practice.	practice and present through mind map
3. Gender, Religion and Caste	CG-6 Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them	C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.	<ul style="list-style-type: none"> <li>➤ Examines the role and differences of Gender, religion and Caste in practicing Democracy in India.</li> <li>➤ Analyses the different expressions based on these.</li> <li>➤ differences are healthy or otherwise in a democracy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Skit/ street play to enumerate how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy.</li> <li>➤ Graphic method to analyse and infer how different expressions based on differences in Gender, Religion and Caste are healthy or unhealthy in a democracy</li> </ul>
4. Political Parties	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties	<ul style="list-style-type: none"> <li>➤ Understand the process of parties getting elected.</li> <li>➤ Know the significance of right to vote and exercise the duties as citizen of nation.</li> <li>➤ Examine the role, purpose and no. of Political Parties in Democracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mock election to learn the process.</li> <li>➤ Role play and create awareness of fundamental duties.</li> <li>➤ Use flow chart to bring out the role, purpose and no. of Political Parties.</li> <li>➤ Read newspapers, watches video clippings to justify the contributions /non contributions made by</li> </ul>



			➤ Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.	national and regional political parties in successful functioning of Indian democracy.
5.Outcomes of Democracy	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions.	➤ Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.	➤ Graphic organizer to enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.

### Geography: Contemporary India - II

Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
<b>1.Resources and Development</b>	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.4 Analyses and evaluates the inter-relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos	➤ Enumerates how the resources are interdependent, justify how planning is essential in judicious utilization of resources and the need to develop them in India.	<ul style="list-style-type: none"> <li>➤ Brainstorming on how the resources are interdependent in nature and the need to develop them in India and present in the form of a Venn diagram.</li> <li>➤ Use of maps, charts, and other tools to identify patterns and trends of land utilization.</li> </ul>

		that resulted in practices of nature conservation	<ul style="list-style-type: none"> <li>➤ Infers the rationale for development of resources.</li> <li>➤ 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.</li> <li>➤ suggest remedial measures for optimal utilization of underutilized resources</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case study and debate on the topic “Is the development acting as an adversary for conservation”.</li> <li>➤ Present a report in the form of PPT.</li> </ul>
2. Forest and Wildlife Resources	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation	<ul style="list-style-type: none"> <li>➤ Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India.</li> <li>➤ Analyse the role of grazing and wood cutting in the development and degradation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read newspaper articles/ watch videos on deforestation and need for conservation and through world café strategy present your findings.</li> <li>➤ Discuss how developmental works, grazing wood cutting have impacted on the survival forests</li> <li>➤ Use art integration strategy to summarize and present the reasons for conservation of biodiversity in India under sustainable development.</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Summarizes the reasons for conservation of biodiversity in India under sustainable development.</li> </ul>	
3. Water Resources	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region.	<ul style="list-style-type: none"> <li>➤ Examine the reasons for conservation of water resource in India.</li> <li>➤ Analyse and infer how the Multipurpose projects are supporting the requirement of water in India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Brainstorming session to discuss the scarcity of water and present through graphic organizers.</li> <li>➤ Prepare a PPT to Summarize the roles of Multipurpose projects in supporting the water requirement of India</li> </ul>
4. Agriculture	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife	<ul style="list-style-type: none"> <li>➤ Examine the crucial role played by agriculture in our economy and society.</li> <li>➤ Analyses the challenges faced by the farming community in India.</li> <li>➤ Identifies and summarizes various aspects of agriculture, including crop production,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group Discussion on the challenges faced by farmers, such as low productivity, lack of modern technology, inadequate irrigation facilities, and post-harvest losses and present the findings through PPT/chart.</li> <li>➤ Collect Newspaper and have a panel discussion on the challenges faced by the farming community in India</li> <li>➤ Use of graphic organizers to distinguish the traditional and modern farming methods</li> </ul>

			<p>types of farming, modern</p> <ul style="list-style-type: none"> <li>➤ agricultural practices, and the impact of agriculture on the environment.</li> <li>➤ Analyses the challenges faced by the farming community in India</li> </ul>	
5. Minerals and Energy Resources	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation.	<ul style="list-style-type: none"> <li>➤ Differentiates between the conventional and nonconventional sources of energy.</li> <li>➤ Analyses the importance of minerals and natural resources for economic development of the country.</li> <li>➤ Suggests strategies for sustainable use of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use graphic organizers to infer the resource distribution to real-world situations and lists the strategies for sustainable use of natural resources.</li> <li>➤ Use of flow chart to Differentiate between the conventional and non-conventional sources of energy</li> </ul>
6. Manufacturing Industries	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the	C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and	<ul style="list-style-type: none"> <li>➤ Enumerates the impact of manufacturing industries on the environment and develop strategies for sustainable development of the</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use of flow chart to differentiate between various types of manufacturing industries based on their input materials, processes, and end products.</li> <li>➤ Utilizes the textual information (data given through various</li> </ul>

	livelihoods, culture, and the biodiversity of the region	loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them	<p>manufacturing sector.</p> <ul style="list-style-type: none"> <li>➤ Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.</li> <li>➤ Analyses the relation between the availability of raw material and location of the industry</li> </ul>	<p>maps/ graphs) to enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector.</p> <ul style="list-style-type: none"> <li>➤ Uses case studies to Infer the relation between availability of raw material and location of the industry.</li> </ul>
7.Life Lines of National Economy		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
<b>Economics: Understanding Economic Development</b>				
Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
<b>1 Development</b>	CG-8 Evaluates the economic development of a country in terms of	C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty,	<ul style="list-style-type: none"> <li>➤ Enumerate and examine the different processes involved in setting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Hot seat strategy to enumerate different developmental Goals that helps in nation building.</li> </ul>

	its impact on the lives of its people and nature.	and employment in one's locality, region and at the national level. C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress. C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.	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 the per capita income of some countries and infer reasons for the variance. ➤ Analyses the multiple perspectives on the need of development.	➤ Case study to analyse and infer how the per capita income depicts the economic condition of the nation. ➤ Graphic organizer to compare the relation between HDI (Human Development Index) and PCI (Per Capita National Income) ➤ Declamation to Analyse the multiple perspectives on the need of development. ➤ Debate on 'Health and Education are the true indicators of development.'
2	CG-7 Develops an understanding of the	C-7.1 Defines key features of the economy	➤ Analyses and infer how the economic	➤ Data analysis of various sectors and their contribution

<p><b>Sectors of the Indian Economy</b></p>	<p>economy of a nation, with specific reference to India.</p>	<p>such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology) C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society.</p>	<p>activities in different sectors contribute to the overall growth and development of the Indian economy.</p> <ul style="list-style-type: none"> <li>➤ Propose solutions to identified problems in different sectors based on their understanding.</li> <li>➤ Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them.</li> <li>➤ Enumerates the role of unorganised sector in impacting PCI (Per Capita Income) currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP.</li> <li>➤ Enumerates and infer the essential role of the Public and Private sectors</li> </ul>	<p>in GDP (Gross domestic Product) and NDP (Net Domestic Product).</p> <ul style="list-style-type: none"> <li>➤ Research based strategy to propose solutions to identified problems in different sectors based on their understanding.</li> <li>➤ Read Newspaper articles and group discuss to Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them.</li> <li>➤ Role plays of case studies explaining underemployment/disguised unemployment.</li> <li>➤ Class conversation/group discussion on how to create more employment.</li> </ul>
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			the present trends of PPP and efficacy of the initiative.	
<p><b>3</b></p> <p><b>Money and Credit</b></p>	<p>CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.</p>	<p>C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level.</p> <p>Markets.</p> <p>C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period</p>	<ul style="list-style-type: none"> <li>➤ Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times.</li> <li>➤ Analyse and infer various sources of Credit.</li> <li>➤ Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Case based study to Analyse and infer various sources of Credit.</li> <li>➤ Guest Speaker Programme (bank manager/ a self-help group member) who will summarize the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.</li> </ul>
<p><b>4</b></p> <p><b>Globalization and the Indian Economy</b></p> <p><b>Subtopics:</b></p>	<p>CG-7 Develops an understanding of the economy of a nation, with specific reference to India.</p> <p>CG-8 Evaluates the economic development of a country in terms of its impact on the lives</p>	<p>society C-7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another – the key items of trade in the beginning, and the</p>	<ul style="list-style-type: none"> <li>➤ Enumerate the concept of globalization and its definition, evolution, and impact on the global economy.</li> <li>➤ Evaluate the key role of the key major drivers of</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Read Textual and other resources to analyse and infer</li> </ul>



<p>What is Globalization? Factors that have enabled Globalisation.</p> <p><b>Inter disciplinary Project</b> with chapter 3 of History: “The making of a Global World”.and chapter 7 of Geography: “Lifelines of National Economy” <b>Subtopics:</b> Production across the countries</p>	<p>of its people and nature</p>	<p>changes from time to time. C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world’s leading economies up to the colonial period.</p> <p>Refer Annexure IV</p>	<p>globalization and their role in shaping the global economic landscape in various countries.</p> <ul style="list-style-type: none"> <li>➤ Comprehends the significance of role of G20 and its significance in the light of India's present role.</li> </ul>	<p>the key drivers of globalization and their role in shaping the global economic landscape.</p> <ul style="list-style-type: none"> <li>➤ Discussions /Debates on the positive impact of Globalization on the lives of people.</li> </ul>
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Chinese toys in India World Trade Organization The Struggle for A Fair Globalisation				
<b>5</b> <b>Consumer Rights</b> <b>OR</b> <b>Social Issues</b> <b>OR</b> <b>Sustainable Development</b>	<b>Project work</b>	Refer Annexure III	Refer Annexure III	

**CLASS X**  
**LIST OF MAP ITEMS**

Subject	Name of the Chapter	List of areas to be located/labeled/identified on the map
History	Nationalism in India	<b>I. Congress sessions:</b> <ul style="list-style-type: none"> <li>• 1920 Calcutta</li> <li>• 1920 Nagpur</li> <li>• 1927 Madras session</li> </ul> <b>II. 3 Satyagraha movements:</b> <ul style="list-style-type: none"> <li>• Kheda</li> <li>• Champaran</li> <li>• Ahmedabad mill workers</li> </ul> <b>III. Jallianwala Bagh</b> <b>IV. Dandi March</b>
Geography	Resources and Development	Identify Major Soil Types
	Water Resources	<b>Locating and Labeling:</b> <ul style="list-style-type: none"> <li>• Salal</li> <li>• Bhakra Nangal</li> <li>• Tehri</li> <li>• Rana Pratap Sagar</li> <li>• Sardar Sarovar</li> <li>• Hirakund</li> <li>• Nagarjun Sagar</li> <li>• Tuhgabhadra</li> </ul>
	Agriculture	<b>Identify:</b> <ul style="list-style-type: none"> <li>• Major areas of Rice and Wheat</li> <li>• Largest/Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute</li> </ul>
	Minerals and Energy Resources	<b>Identify:</b> <ol style="list-style-type: none"> <li>a. <b>Iron Ore mines</b> <ul style="list-style-type: none"> <li>• Mayurbhanj</li> <li>• Durg</li> </ul> </li> </ol>

		<ul style="list-style-type: none"> <li>• Bailadila</li> <li>• Bellary</li> <li>• Kudremukh</li> </ul> <p><b>b. Coal Mines</b></p> <ul style="list-style-type: none"> <li>• Raniganj</li> <li>• Bokaro</li> <li>• Talcher</li> <li>• Neyveli</li> </ul> <p><b>c. Oil Fields</b></p> <ul style="list-style-type: none"> <li>• Digboi</li> <li>• Naharkatia</li> <li>• Mumbai High</li> <li>• Bassien</li> <li>• Kalol</li> <li>• Ankaleshwar</li> </ul> <p><b>Locate and label: Power Plants</b></p> <p><b>a. Thermal</b></p> <ul style="list-style-type: none"> <li>• Namrup</li> <li>• Singrauli</li> <li>• Ramagundam</li> </ul> <p><b>b. Nuclear</b></p> <ul style="list-style-type: none"> <li>• Narora</li> <li>• Kakrapara</li> <li>• Tarapur</li> <li>• Kalpakkam</li> </ul>
	Manufacturing Industries	<p><b>I. Manufacturing Industries (Locating and labeling only)</b></p> <ul style="list-style-type: none"> <li>• Cotton textile Industries: a. Mumbai, b. Indore, c. Surat, d. Kanpur, e. Coimbatore</li> </ul>

		<ul style="list-style-type: none"> <li>• Iron and Steel Plants: a. Durgapur, b. Bokaro, c. Jamshedpur, d. Bhilai, e. Vijayanagar, f. Salem</li> <li>• Software technology Parks: a. Noida, b. Gandhinagar, c. Mumbai, d. Pune, e. Hyderabad, f. Bengaluru, g. Chennai, h. Thiruvananthapuram</li> </ul>
	Lifelines of National Economy	<p><b>Locating and Labeling:</b></p> <p><b>a. Major Sea Ports</b></p> <ul style="list-style-type: none"> <li>• Kandla</li> <li>• Mumbai</li> <li>• Marmagao</li> <li>• New Mangalore</li> <li>• Kochi</li> <li>• Tuticorin</li> <li>• Chennai</li> <li>• Visakhapatnam</li> <li>• Paradip</li> <li>• Haldia</li> </ul> <p><b>b. International Airports</b></p> <ul style="list-style-type: none"> <li>• Amritsar (Raja Sansi-Sri Guru Ram Dasjee)</li> <li>• Delhi (Indira Gandhi)</li> <li>• Mumbai (Chhatrapati Shivaji)</li> <li>• Chennai (Meenam Bakkam)</li> <li>• Kolkata (Netaji Subhash Chandra Bose)</li> <li>• Hyderabad (Rajiv Gandhi)</li> </ul>

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

**CLASS X**  
**QUESTION PAPER DESIGN**  
**Subject Wise Weightage**

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

### Weightage to Type of Questions

Type of Questions	Marks (80)	Percentage
<b>1 Mark MCQs (20x1)</b> (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
<b>2 Marks Narrative Questions (4x2)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
<b>3 Marks Narrative Questions (5x3)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
<b>4 MARKS Case Study Questions (3x4)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
<b>5 Mark Narrative Questions (4x5)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
<b>Map Pointing</b>	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%
<b>Total</b>		<b>80</b>	<b>100%</b>



**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 TEXT BOOKS**

<b>S.No.</b>	<b>Subject</b>	<b>Name of the Book</b>	<b>Publisher</b>
1	History	India and the Contemporary World-II	NCERT
2	Political Science	Democratic Politics-II	NCERT
3	Geography	Contemporary India-II	NCERT
4	Economics	Understanding Economic Development	NCERT
5	Disaster Management	Together, towards a safer India- Part III	CBSE

**Note: Please procure latest reprinted edition (2024-05) of prescribed NCERT textbooks.**

## ANNEXURE I

### Project Work: Class IX

Project work	10 periods
<p>Every student must undertake one project on Disaster Management</p> <p><b>Objectives:</b> The main objectives of giving project work on Disaster Management to the students are to:</p> <ul style="list-style-type: none"><li>● To create awareness in them about different disasters, their consequences and management</li><li>● To prepare them in advance to face such situations</li><li>● To ensure their participation in disaster risk reduction plans</li><li>● To enable them to create awareness and preparedness among the community.</li><li>● The project work helps in enhancing the Life Skills of the students.</li><li>● Various forms of art must be integrated in the project work.</li></ul>	<p>The students will develop the following competencies:</p> <ul style="list-style-type: none"><li>● Collaboration</li><li>● Use analytical skills.</li><li>● Evaluate the situations during disasters.</li><li>● Synthesize the information.</li><li>● Find creative solutions.</li><li>● Strategies the order of solutions.</li><li>● Use right communication skills.</li></ul>

### Guidelines:

To realize the expected objectives, 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	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
History Chapter IV	Forest Society and Colonialism	<p>Interdisciplinary project Teachers can make use of the pedagogies in facilitating the students in completion of Inter Disciplinary Project</p> <p>Constructivism Inquiry based learning Cooperative learning Research based learning. Experiential learning. Art integration</p> <p><b>Multiple Assessment:</b> 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-</p>	<p>Compare the forest situations prevailed at pre- colonial, colonial and post- colonial era.</p> <p>Evaluate the growth &amp; role of commercial forestry in different types of Vegetation.</p> <p>Analyse the reasons for rebellions at forest areas of south East-Asia with specification to JAVA.</p> <p>To defend the role of government and the local communities in protecting the forest cover.</p>	<p>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)</p>

		assessment/integration of technology etc.		
Geography Chapter 5	Natural Vegetation and Wildlife		To devise ways to protect the forest vegetation and wildlife in India.	

### 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](https://docs.google.com/document/d/1668TKkRt80r4-kbjJ_Y7zg4mF3Vq1Y9k/edit).

### 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.
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- 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](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.

### ANNEXURE III

<b>Class X - Project Work</b>	<b>10 periods</b>	<b>5 marks</b>
<p>Every student must undertake one project on ... <b>Consumer Awareness OR Social Issues OR Sustainable Development</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• It should also help in enhancing the Life Skills of the students.</li><li>• Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report</li><li>• If required, students may go out for collecting data and use different primary and secondary resources to prepare the project.</li><li>• If possible, various forms of art may be integrated in the project work.</li></ul>	<p>The students will develop the following competencies:</p> <ul style="list-style-type: none"><li>• Collaboration</li><li>• Use analytical skills.</li><li>• Evaluate the situations during disasters.</li><li>• Synthesize the information.</li><li>• Find creative solutions.</li><li>• Strategies the order of solutions</li><li>• Use right communication skills</li></ul>	

#### Guidelines:

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

<b>S.no</b>	<b>Rubrics</b>	<b>Marks</b>
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

Subject and Chapter No	Name of the Chapter	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
History Chapter III	Making of a Global World	The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project. 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"> <li>➤ Analyse the implication of globalization for local economies.</li> <li>➤ Discuss how globalization is experienced differently by different social groups. Enumerates how the transportation works as a lifeline of economy.</li> <li>➤ Analyse and infer the impact of roadways and railways on the national economy.</li> <li>➤ Analyses and infers the challenges faced by the roadways and railway sector in India</li> </ul>	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 7	Lifelines of National Economy			
Economics Chapter 4	Globalization and the Indian Economy	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"> <li>➤ Integrate various dimensions of globalisation in terms of cultural / political/ social /economical aspects)</li> <li>➤ Appraise the evolution of Globalisation and the global trends</li> <li>➤ Investigate the factors that facilitated the growth on MNC 's</li> </ul>	

**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>

**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

## 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](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

<b>Name of the Student:</b>	
<b>Members of Team:</b>	
<b>Class :</b>	<b>Section:</b>
<b>Date of Submission:</b>	
<b>Topics of IDP:</b>	
<b>Title of the Project:</b>	
<b>Objectives:</b>	
<b>Multiple Assessment:</b> 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.	
<b>Evidences: Photos, Excerpts from Interviews, observations, Videos, Research References, etc.</b>	
<b>Overall presentation: Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.</b>	
<b>Acknowledgement:</b>	
<b>References (websites, books, newspaper etc)</b>	
<b>Reflections:</b>	



## 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"><li>• Creativity</li><li>• Analytical skills</li><li>• Evaluation</li><li>• Synthesizing</li></ul>	2
Total	5

# CBSE | DEPARTMENT OF SKILL EDUCATION

## CURRICULUM FOR SESSION 2024-2025

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### INFORMATION TECHNOLOGY (SUB. CODE – 402)

#### JOB ROLE: DOMESTIC DATA ENTRY OPERATOR

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#### CLASS – X

#### COURSE TITLE: DOMESTIC DATA ENTRY OPERATOR

Domestic Data Entry Operator in the IT-ITeS Industry is also known as Data Entry Operator. Individuals are responsible to provide daily work reports and work on daily hour basic. The individual is responsible for electronic entry of data from the client side to the office site or vice-versa. Individual tasks vary depending on the size and structure of the organization. This job requires the individual to have a thorough knowledge of various technology trends and processes as well as have updated knowledge about database management systems and IT initiatives. The individual should have fast and accurate typing/data encoding. This job involves working in a personal computer, and appropriate software to enter accurate data regarding different issues like retrieving data from a computer or to a computer

#### COURSE OUTCOME:

On completion of the course, students should be able to:

- Apply effective oral and written communication skills to interact with people and customers;
- Identify the principal components of a computer system; Demonstrate the basic skills of using computer;
- Demonstrate self-management skills;
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- Work safely on the computer.
- Start the computer.
- Open and use the related software.
- Exit from the software.
- Shut down the computer.
- Use the computer for data entry process.
- Collect all necessary information about the query.
- Log any decision about the query on the data entry tracking form.
- Follow Rules and guidelines for data entry.
- Handle queries.
- Undertake data entry with speed and accuracy.
- Identify and control hazards in the workplace that pose a danger or threat to their safety or health, or that of others.

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## **COURSE OBJECTIVES:**

In this course, the students will be introduced to the fundamental concepts of digital documentation, digital spreadsheet, digital presentation, database management and internet security.

The following are the main objectives of this course:

- To familiarize the students with the world of IT and IT enabled services.
- To provide in-depth training in use of data entry, internet and internet tools.
- To develop practical knowledge of digital documentation, spreadsheets and presentation.
- To enable the students to understand database management systems and have updated knowledge about digital record keeping.
- To make the students capable of getting employment in Private Sector, Public Sector, Ministries, Courts, House of Parliament and State Legislative Assemblies.
- To develop the following skills:
  - Data Entry and Keyboarding skills
  - The concept of Digital Documentation
  - The concept of Digital Presentation
  - The concept of Electronic Spreadsheet
  - The concept of Databases
  - Internet Technologies

## **SALIENT FEATURES:**

To be a data entry operator/analyst, one requires a lot of hard work and practical hands-on experience. One should have an intensive knowledge of Office applications, computer operations, and knowledge of clerical, administrative techniques and data analysis. Along with this, as a data entry operator/analyst, you will be expected to have high typing speed, accuracy and efficiency to perform tasks.

As a data entry operator/analyst, one should improve their computer skills, numerical and literacy skills. These skills can help one expand into a new career path in the future.

## **SCHEME OF UNITS**

**Total Marks: 100 (Theory-50+Practical-50)**

This course is a planned sequence of instructions consisting of units meant for developing employability and vocational competencies of students of Class X opting for skill subject along with other subjects.

The unit-wise distribution of hours and marks for class X is as follows:



**INFORMATION TECHNOLOGY (SUBJECT CODE - 402)**  
**CLASS – X (Session 2024-2025)**

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
<b>Part A</b>	<b>Employability Skills</b>			
	Unit 1: Communication Skills-II	10		2
	Unit 2: Self-Management Skills-II	10		3
	Unit 3: ICT Skills-II	10		1
	Unit 4: Entrepreneurial Skills-II	15		3
	Unit 5: Green Skills-II	05		1
	<b>Total</b>	<b>50</b>		<b>10</b>
<b>Part B</b>	<b>SUBJECT SPECIFIC SKILLS</b>	<b>Theory</b>	<b>Practical</b>	<b>Marks</b>
	Unit 1: Digital Documentation (Advanced)	12	18	8
	Unit 2: Electronic Spreadsheet (Advanced)	15	23	10
	Unit 3: Database Management System	18	27	12
	Unit 4: Maintain Health, Safety and Secure Working Environment	15	22	10
	<b>Total</b>	<b>60</b>	<b>90</b>	<b>40</b>
<b>Part C</b>	<b>PRACTICAL WORK</b>			
	<b>Practical Examination</b>			<b>20</b>
	• Advanced Documentation	5 Marks		
	• Advanced Spreadsheets	5 Marks		
	• Databases	10 Marks		
	• Viva Voce	10 Marks		10
	<b>Total</b>			<b>30</b>
<b>Part D</b>	<b>PROJECT WORK/FIELD VISIT</b> Any Interdisciplinary Real World Case Study to be taken. Summarized data reports of same can be presented in base. Input should be taken using forms and output should be done using reports using base. Documentation of the case study should be presented using writer.			10
	<b>PORTFOLIO/ PRACTICAL FILE:</b> (Portfolio should contain printouts of the practical done using Writer, Calc and Base with minimum 5 problems of each)			10
	<b>Total</b>			<b>20</b>
	<b>GRAND TOTAL</b>	<b>200</b>		<b>100</b>

## DETAILED CURRICULUM/ TOPICS:

### Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-II	10
2.	Unit 2: Self-management Skills-II	10
3.	Unit 3: Information and Communication Technology Skills-II	10
4.	Unit 4: Entrepreneurial Skills-II	15
5.	Unit 5: Green Skills-II	05
	<b>TOTAL</b>	<b>50</b>

**Note:** The detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

### Part-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Digital Documentation (Advanced)
- Unit 2: Electronic Spreadsheet (Advanced)
- Unit 3: Database Management System
- Unit 4: Web Applications and Security

#### UNIT 1: DIGITAL DOCUMENTATION (ADVANCED)

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Apply Styles in the document	<ul style="list-style-type: none"><li>• Styles/ categories in Writer</li><li>• Styles and Formatting window</li><li>• Using Fill Format.</li><li>• Creating and updating new style from selection</li><li>• Load style from template or another document.</li><li>• Creating a new style using drag-and-drop.</li><li>• Applying styles.</li></ul>	<ul style="list-style-type: none"><li>• List style categories in Writer. Select the style from the Styles and Formatting window.</li><li>• Use Fill Format to apply a style to many different areas quickly.</li><li>• Create and update a new style from a selection.</li><li>• Load a style from a template or another document.</li><li>• Create a new style using drag-and drop.</li></ul>
2.	Insert and use images in document	<ul style="list-style-type: none"><li>• Options to insert image to document from various sources.</li><li>• Options to modify, resize, crop and delete an image.</li><li>• Creating drawing objects, setting or changing its properties. Resizing and grouping drawing objects.</li><li>• Positioning image in the text.</li></ul>	<ul style="list-style-type: none"><li>• Insert an image to document from various sources.</li><li>• Modify, resize, crop and delete an image.</li><li>• Create drawing objects</li><li>• Set or change the properties of a drawing object</li><li>• Resize and group drawing objects</li><li>• Position the image in the text</li></ul>

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
3.	Create and use template	<ul style="list-style-type: none"> <li>• Templates in Writer.</li> <li>• Using predefined templates.</li> <li>• Creating a template.</li> <li>• Set up a custom template.</li> <li>• Using a template</li> <li>• Changing to a different template.</li> <li>• Updating a Document</li> </ul>	<ul style="list-style-type: none"> <li>• Create a template.</li> <li>• Use predefined templates.</li> <li>• Set up a custom default template.</li> <li>• Update a document.</li> <li>• Change to a different template.</li> <li>• Use the Template.</li> <li>• Update the document.</li> </ul>
4.	Create table of contents	<ul style="list-style-type: none"> <li>• Table of contents.</li> <li>• Hierarchy of headings.</li> <li>• Customization of table of contents.</li> <li>• Character styles. Maintaining a table of contents.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a table of contents.</li> <li>• Define a hierarchy of headings.</li> <li>• Customize a table of contents.</li> <li>• Apply character styles.</li> <li>• Maintain a table of contents.</li> </ul>

## UNIT 2: ELECTRONIC SPREADSHEET (ADVANCED)

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Analyse data using scenarios and goal seek.	<ul style="list-style-type: none"> <li>• Using consolidating data.</li> <li>• Creating subtotals.</li> <li>• Using “what if” scenarios. Using “what if” tools</li> <li>• Using goal seek and solver.</li> </ul>	<ul style="list-style-type: none"> <li>• Use consolidating data</li> <li>• Create subtotals</li> <li>• Use “what if” scenarios Use “what if” tools</li> <li>• Use goal seek and solver</li> </ul>
2.	Link spreadsheets data	<ul style="list-style-type: none"> <li>• Setting up multiple sheets.</li> <li>• Creating reference to other sheets by using keyboard and mouse.</li> <li>• Creating reference to another document by using keyboard and mouse.</li> </ul>	<ul style="list-style-type: none"> <li>• Setup multiple sheets by inserting new sheets.</li> <li>• Create reference to other sheets by using keyboard and mouse.</li> <li>• Create references to other documents by using keyboard and mouse.</li> </ul>

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
		<ul style="list-style-type: none"> <li>Relative and absolute hyperlinks</li> <li>Hyperlinks to the sheet.               <ul style="list-style-type: none"> <li>Linking to external data.</li> <li>Linking to registered data sources.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Create, Edit and Remove hyperlinks to the sheet.</li> <li>Link to external data.</li> <li>Link to registered data source.</li> </ul>
3.	Share and review a spreadsheet	<ul style="list-style-type: none"> <li>Setting up a spreadsheet for sharing.</li> <li>Opening and saving a shared spreadsheet.</li> <li>Recording changes.</li> <li>Add, Edit and Format the comments.</li> <li>Reviewing changes – view, accept or reject changes.</li> <li>Merging and comparing.</li> </ul>	<ul style="list-style-type: none"> <li>Set up a spreadsheet for sharing.</li> <li>Open and save a shared spreadsheet.</li> <li>Record changes.</li> <li>Add, Edit and Format the comments.</li> <li>Review changes – view, accept or reject changes.</li> <li>Merge and compare sheets.</li> </ul>
4.	Use Macros in spreadsheet	<ul style="list-style-type: none"> <li>Using the macro recorder.</li> <li>Creating a simple macro.</li> <li>Using a macro as a function.</li> <li>Passing arguments to a macro.</li> <li>Passing the arguments as values.</li> <li>Macros to work like built-in functions.</li> <li>Accessing cells directly.</li> <li>Sorting the columns using macro.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the use of a macro recorder.</li> <li>Create a simple macro.</li> <li>Use a macro</li> <li>Pass arguments to a macro</li> <li>Pass the arguments as values</li> <li>Write the macros that act like built – in functions</li> <li>Access cells directly</li> <li>Sort the columns using macro.</li> </ul>

### UNIT 3: DATABASE MANAGEMENT SYSTEM

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Appreciate the concept of Database Management System	<ul style="list-style-type: none"> <li>Concept and examples of data and information,</li> <li>Concept of database,</li> <li>Advantages of database,</li> <li>Features of database,</li> <li>Concept and examples of Relational database,</li> <li>Concept and examples of field, record, table, database,</li> <li>Concept and examples of Primary key, composite primary key, foreign key,</li> <li>Database management system (DBMS) software</li> </ul>	<ul style="list-style-type: none"> <li>Identify the data and information,</li> <li>Identify the field, record, table in the database,</li> <li>Prepare the sample table with some standard fields.</li> <li>Assign the primary key to the field,</li> <li>Identify the primary key, composite primary key, foreign key.</li> </ul>



S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
		<ul style="list-style-type: none"> <li>Relational Data base management system (RDBMS) software.</li> </ul>	
2.	Create and edit tables using wizard and SQL commands	<ul style="list-style-type: none"> <li>Introduction to LibreOffice Base</li> <li>Database objects – tables, queries, forms, and reports of the database,</li> <li>Terms in database – table, field, record,</li> <li>Steps to create a table using table wizard</li> <li>Data types in database.,</li> <li>Option to set primary key Table Data View dialog box</li> </ul>	<ul style="list-style-type: none"> <li>Start the Libre Office Base and observe the parts of mainwindow,</li> <li>Identify the data base objects</li> <li>Create the sample table in any category using wizard,</li> <li>Practice to create different tables from the available list and choosing fields from the available fields.</li> <li>Assign data types of fields, Setprimary key,</li> <li>Edit the table in design view, Enter the data in the fields.</li> </ul>
3.	Perform operations on table	<ul style="list-style-type: none"> <li>Inserting data in the table,</li> <li>Editing records in the table,</li> <li>Deleting records from the table,</li> <li>Sorting data in the table,</li> <li>Referential integrity,</li> <li>Creating and editing relationships – one to one, one to many, many to many</li> <li>Field properties</li> </ul>	<p>Demonstrate to:</p> <ul style="list-style-type: none"> <li>Insert data in the table,</li> <li>Edit records in the table,</li> <li>Delete records from table,</li> <li>Sort data in the table,</li> <li>Create and edit relationships <ul style="list-style-type: none"> <li>one to one, one to many, many to many,</li> </ul> </li> <li>Enter various field properties.</li> </ul>
4.	Retrieve data using query	<ul style="list-style-type: none"> <li>Database query,</li> <li>Defining query,</li> <li>Query creation using wizard,</li> <li>Creation of query using design view,</li> <li>Editing a query,</li> <li>Applying criteria in query – single field, multiple fields, using wildcard,</li> <li>Performing calculations,</li> <li>Grouping of data,</li> <li>Structured Query Language (SQL).</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a query for given criteria,</li> <li>Demonstrate to create query using wizard, and using design view,</li> <li>Edit a query,</li> <li>Demonstrate to apply various criteria in query – single field, multiple fields, using wild card,</li> <li>Performing calculations using query in Base,</li> <li>Demonstrate to group data,</li> <li>Use basic SQL commands,</li> </ul>

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
5.	Create Forms and Reports using wizard	<ul style="list-style-type: none"> <li>Forms in BASE.</li> <li>Creating form using wizard,</li> <li>Steps to create form using Form Wizard,</li> <li>Options to enter or remove data from forms</li> <li>Modifying form,</li> <li>Changing label, background,</li> <li>Searching record using Form,</li> <li>Inserting and deleting record using Form,</li> <li>Concept of Report in Base,</li> <li>Creating Report using wizard,</li> <li>Steps to create a Report using Wizard.</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate the various steps to create Form using Form Wizard,</li> <li>Enter or remove data from Forms,</li> <li>Demonstrate to modify Forms,</li> <li>Demonstrate to change label, background,</li> <li>Search record using Form,</li> <li>Insert and delete record using Form View,</li> <li>Illustrate the various steps to create Report using Report Wizard,</li> <li>Demonstrate various examples of Report.</li> </ul>

#### UNIT 4: MANAGING HEALTH AND SAFETY

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Maintain workplace safety	<ul style="list-style-type: none"> <li>Basic safety rules to follow at workplace – Fire safety,</li> <li>Falls and slips, Electrical safety, Use of first aid.</li> <li>Case Studies of hazardous situations.</li> </ul>	<ul style="list-style-type: none"> <li>Practice to follow basic safety rules at workplace to prevent accidents and protect workers – Fire safety,</li> <li>Falls and slips, Electrical safety, Use of first aid.</li> </ul>
2..	Prevent Accidents and Emergencies	<ul style="list-style-type: none"> <li>Accidents and emergency,</li> <li>Types of Accidents,</li> <li>Handling Accidents</li> <li>Types of Emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate to handle accidents at workplace,</li> <li>Demonstrate to follow evacuation plan and procedure in case of an emergency.</li> </ul>
3.	Protect Health and Safety at work	<ul style="list-style-type: none"> <li>Hazards and sources of hazards,</li> <li>General evacuation procedures,</li> <li>Healthy living.</li> </ul>	<ul style="list-style-type: none"> <li>Identify hazards and sources of hazards,</li> <li>identify the problems at workplace that could cause accidents,</li> <li>Practice the general evacuation procedures in case of an emergency.</li> </ul>

## **ORGANISATION OF FIELD VISITS:**

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit a data entry centre and observe the following: Location, Site, Office building, Computer Systems, Tools and Equipment, Printer, Scanner. During the visit, students should obtain the following information from the owner or the supervisor of the Data Centre:

1. Data Entry Centre.
2. Computer Infrastructure.
3. Sitting Posture of data entry operators.
4. Assistive technology.
5. Man power engaged.
6. Total expenditure of Data Entry Centre.
7. Total annual income.
8. Profit/Loss (Annual).
9. Any other information.

## **LIST OF EQUIPMENT/ MATERIALS:**

The list given below is suggestive and an exhaustive list should be compiled from the feedback given by various by the teachers teaching the subject. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

<b>S. No.</b>	<b>ITEM NAME, DESCRIPTION &amp; SPECIFICATION</b>	<b>QUANTITY</b>
<b>A</b>	<b>HARDWARE</b>	
1.	Computer with latest configuration or minimum Pentium Processor with minimum 2GB RAM, 512 GB HDD, 17" LED Monitor, NIC Card, 3 button Mouse, 105 keys key board and built-in speakers and mic.	15
2.	Laser Printer - Black	01
3.	Inkjet Printers (Colour and Black & White)	01
4.	Scanner	01
5.	Online UPS 5 KVA	01
6.	16 Port Switches	01
7.	Air Conditioner 1.5 tonne	02
8.	Telephone line (For Internet)	01
9.	Fire extinguisher	01
<b>B</b>	<b>SOFTWARE</b>	
1.	Operating System Linux and Windows	
2.	Anti-Virus Latest version	
3.	Productivity Suite, Example – LibreOffice, etc.	
<b>C</b>	<b>FURNITURE</b>	
1.	Class room chairs and desks	25
2.	Computer Tables	15
3.	Straight back revolving & adjustable chairs (Computer Chairs)	15
4.	Printer Tables	02
5.	Trainers Table	01
6.	Trainers Chair	01
7.	Steel cupboards drawer type	02
8.	Cabinet with drawer	01
9.	Steel Almira - big size	01
10.	Steel Almira- small size	01

## **TEACHER'S/ TRAINER'S QUALIFICATIONS:**

Qualification and other requirements for appointment of teachers/trainers for teaching this subject, on contractual basis should be decided by the State/ UT. The suggestive qualifications and minimum competencies for the teacher should be as follows:

<b>Qualification</b>	<b>Minimum Competencies</b>	<b>Age Limit</b>
Diploma in Computer Science/ Information Technology <b>OR</b> Bachelor Degree in Computer Application/ Science/ Information Technology (BCA, B. Sc. Computer Science/ Information Technology) <b>OR</b> Graduate with PGDCA OR DOEACC A Level Certificate.  The suggested qualification is the minimum criteria. However higher qualifications will also be acceptable.	<ul style="list-style-type: none"><li>• The candidate should have a minimum of 1 year of work experience in the same job role.</li><li>• S/He should be able to communicate in English and local language.</li><li>• S/He should have knowledge of equipment, tools, material, Safety, Health &amp; Hygiene.</li></ul>	<ul style="list-style-type: none"><li>• 18-37 years (as on Jan. 01 (year))</li><li>• Age relaxation to be provided as per Govt. rules</li></ul>

Teachers/Trainers form the backbone of Skill (Vocational) Education being imparted as an integral part of Rashtriya Madhyamik Shiksha *Abhiyan* (RMSA). They are directly involved in teaching of Skill (vocational) subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Teachers/ Trainers, Educational Qualifications, Industry Experience and Certification/ Accreditation.

The State may engage Teachers/Trainers in schools approved under the component of scheme of Vocationalisation of Secondary and Higher Secondary Education under RMSA in following ways:

- (i) Directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC).

**OR**

- (ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF\*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

*\* The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organizations involved in education and training must meet in order to be accredited by competent bodies to provide government- funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers/ trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. Teachers/trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which S/he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Teachers/trainers, the State should ensure that a standardized procedure for selection of (Vocational) Teachers/trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Teachers/ Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the (Vocational) Teachers/trainers:

- Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- Make effective use of learning aids and ICT tools during the classroom sessions;
- Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
- Work with the institution's management to organise skill demonstrations, site visits, on job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- Identify the weaknesses of students and assist them in up-gradation of competency;
- Cater to different learning styles and level of ability of students;
- Assess the learning needs and abilities, when working with students with different abilities
- Identify any additional support the student may need and help to make special arrangements for that support;
- Provide placement assistance

Assessment and evaluation of (Vocational) Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the (Vocational) Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the (Vocational) Teachers/Trainers.

Following parameters may be considered during the appraisal process:

- Participation in guidance and counseling activities conducted at Institutional, District and State level;
- Adoption of innovative teaching and training methods;
- Improvement in result of vocational students of Class X or Class XII;
- Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
- Membership of professional society at District, State, Regional, National and International level;
- Development of teaching-learning materials in the subject area;
- Efforts made in developing linkages with the Industry/Establishments;
- Efforts made towards involving the local community in Vocational Education
- Publication of papers in National and International Journals;
- Organisation of activities for promotion of vocational subjects;
- Involvement in placement of students/student support services.

### **CAREER OPPORTUNITIES:**

The job of a data entry operator/ analyst is to work for a wide variety of public and private organisations. A data entry operator/analyst is responsible to input data in a quick and efficient manner, create data storage and should possess knowledge about the methods for recovering useful data when needed, organizing and analyzing data in a clear and effective way, navigating computer and database systems proficiently, editing and preparing reports based on the information they have put into the system. They also help the organisations to keep up with recording and analyzing the abundance of information received on a daily basis.

**Some of the top sectors that require a data entry operator/analyst are listed below:**

- Banks and Public Sector
- Marketing Companies
- Accounting Companies
- Human Resources
- Corporate Businesses
- MNCs
- Study Centers
- Schools and Universities
- Hospitals or Healthcare Service Providers
- Insurance Firms
- Small-scale Businesses

### **VERTICAL MOBILITY**

- Students can pursue Polytechnic/Diploma/Certificate courses in IT fields.
- Can work as DEO
- Data Entry/Analysis work from home for different companies