SCIENCE
Subject Code – 086
Classes IX and X (2025-26)

Science Education aims to achieve Scientific understanding of the natural and physical world; Capacities for scientific inquiry; Understanding the evolution of scientific knowledge; Interdisciplinary understanding between science and other curricular areas; Understanding of the relationship between Science, Technology and, Society; Scientific temper and Creativity.

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.

The Curricular Goals of Science at the Secondary Stage move from the concrete nature of the Middle Stage towards abstraction - from perceptual and practical concepts to theoretical concepts.

The Learning Standards (Curricular Goals and Competencies) for Science as an integrated curricular area, in alignment with the National Curriculum Framework 2023 are as follows:

CG-1 Explores the world of matter, its interactions, and properties at the atomic level	C-1.1 Describes classification of elements in the Periodic Table, and explains how compounds (including carbon compounds) are formed based on atomic structure (Bohr's model) and properties (valency) C-1.2 Investigates the nature and properties of chemical substances (distillation, crystallisation, chromatography, centrifugation, types and properties of mixtures, solutions, colloids, and suspensions) C-1.3 Describes and represents chemical interactions and changes using symbols and chemical equations (acid and base, metal, and non-metal, reversible, and irreversible)
CG-2 Explores the physical world around them, and understands scientific principles and laws based on observations and analysis	C-2.1 Applies Newton's laws to explain the effect of forces (change in state of motion – displacement and direction, velocity and acceleration, uniform circular motion, acceleration due to gravity) and analyses graphical and mathematical representations of motion in one dimension C-2.2 Explains the relationship between mass and weight using universal law of gravitation and connect it to laws of motion C-2.3 Manipulates the position of object and properties of lenses (focus, centre of curvature) to observe image characteristics and correspondence with a ray diagram, and extends this understanding to a combination of lenses (telescope, microscope) C-2.4 Manipulates and analyses different characteristics of the circuit (current, voltage, resistance) and mathematises their relationship (Ohm's law), and applies it to everyday usage (electricity bill, short circuit, safety measures) C-2.5 Defines work in scientific terms, and represents the relationship

	between potential and kinetic energy (conservation of energy) in mathematical expressions C-2.6 Demonstrates the principle of mechanical advantage by constructing simple machines (system of levers and pulleys) C-2.7 Describes the origin and properties of sound (wavelength, frequency, amplitude) and differences in what we hear as it propagates through different instruments
CG-3 Explores the structure and function of the living world at the cellular level	C-3.1 Explains the role of cellular components (nucleus, mitochondria, endoplasmic reticulum, vacuoles, chloroplast, cell wall), including the semi-permeability of cell membrane in making cell the structural basis of living organisms and functional basis of life processes C-3.2 Analyses similarities and differences in the life processes involved in nutrition (photosynthesis in plants; absorption of nutrients in fungi; digestion in animals), transport (transport of water in plants; circulation in animals), exchange of materials (respiration and excretion), and reproduction C-3.3 Describes mechanisms of heredity (in terms of DNA, genes, chromosomes) and variation (as changes in the sequence of DNA)
CG-4 Explores interconnectedness between organisms and their environment	C-4.1 Applies the knowledge of cellular diversity in organisms along with the ecological role organisms play (autotrophic or heterotrophic nutrition) to classify them into five-kingdoms C-4.2 Illustrates different levels of organisations of living organisms (from molecules to organisms) C-4.3 Analyses different levels of biological organisation from organisms to ecosystems and biomes along with interactions that take place at each level C-4.4 Analyses patterns of inheritance of traits in terms of Mendel's laws and its consequences at a population level (using models and/or simulations) C-4.5 Analyses evidences of biological evolution demonstrating the consequences of the process of natural selection in terms of changes: in allele frequency in population, structure, and function of organisms
CG-5 Draws linkages between scientific knowledge and knowledge across other curricular areas	C-5.1 Explores how literature and the arts have influenced Science C-5.2 Examines a case study related to the use of Science in human life from the perspective of Social Sciences and ethics (e.g., Marie Curie, Jenner, treatment of patients with mental illness, the story of the atomic bomb, green revolution and GMOs, conservation of biodiversity) C-5.3 Applies scientific principles to explain phenomena in other subjects (sound pitch, octave, and amplitude in music; use of muscles in dance form and sports)
CG-6 Understands and appreciates the contribution of India through history and the present times to the overall	C-6.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner

field of Science, including the disciplines that constitute it	
CG-7 Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving, and that there are still many unanswered questions	C-7.1 States concepts that represent the most current understanding of the matter being studied, ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students C-7.2 States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate
CG-8 Explores the nature of Science by doing Science	C-8.1 Develops accurate and appropriate models (including geometric, mathematical, graphical) to represent real-life events and phenomena using scientific principles and use these models to manipulate variables and predict results C-8.2 Designs and implements a plan for scientific inquiry (formulates hypotheses, makes predictions, identifies variables, accurately uses scientific instruments, represents data, primary and secondary, in multiple modes, draws inferences based on data and understanding of scientific concepts, theories, laws, and principles, communicates findings using scientific terminology)

It is important to note that the Curricular Goals are interdependent, and not separate curricular pieces of study.

(Reference: National Curriculum Framework for School Education – 2023.)

The competencies, as defined by the NCFSE 2023, are designed to encompass the entire secondary stage (classes IX-XII). Attainment of the competencies shall be done through transaction of the curriculum using appropriate pedagogy; these shall be assessed through an integrated evaluation scheme.

General Instructions for Assessment:

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:
   i) 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 of rubrics for assessing them objectively. This will also have a weightage of 05 marks towards the final result.

ii) For 5 marks - Practical / Laboratory work that is done throughout the year. The students should maintain record of the same. Practical Assessment should be continuous. All practical work listed in the syllabus must be completed.

iii) For 5 marks - Portfolio that includes classwork and other sample of student's work.

COURSE STRUCTURE
CLASS IX (2025-26)
(Annual Examination)

Time: 03 Hours **Marks: 80**

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

Theme: Materials

Unit I: Matter-Nature and Behaviour

Matter in Our Surroundings: Definition of matter; Particulate Nature of Matter; States of Matter: solid, liquid and gas and their characteristics; change of state- melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.

Is Matter Around Us Pure: Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions. Physical and chemical changes (excluding separating the components of a mixture); Pure and Impure substances.

Atoms and Molecules: Atoms and molecules, Law of Chemical Combination, Chemical formula of common compounds, Atomic and molecular masses.

Structure of atom: Sub-atomic particles: Electrons, protons and neutrons, Models of atom; 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; Meristematicand Permanent tissues in plants).

The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. The reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

Health and Diseases: Health and its failure. Infectious and Non-infectious diseases, their causes and manifestation. Diseases caused by microbes (Virus, Bacteria and Protozoans) and their prevention; Principles of treatment and prevention. Pulse Polio programmes.

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.

The following topic is included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. The reduces academic stress while ensuring meaningful learning. Schools can integrate this with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

Elementary idea of conservation of Momentum

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; Lawof conservation of energy (excluding commercial unit of Energy).

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

Theme: Food

Unit IV: Food Production

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

Note for Teachers: The NCERT text books present information in boxes across the book. These help studentsto 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 distinguishbetween these on the basis of

- transparency
- filtration criterion
- stability

2. Preparation of **Unit-I**

a) A mixture

b) A compound

using iron filings and sulphur powder and distinguishing between these on the basis of:

- appearance, i.e., homogeneity and heterogeneity

- behaviour towards a magnet
- behaviour towards carbon disulphide as a solvent
- 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 (2025-26)
(Annual Examination)

Time: 03 Hours **Marks: 80**

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

Theme: Materials

Unit I: Chemical Substances - Nature and Behaviour

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

Acids, Bases and Salts: Acids and Bases – definitions in terms of furnishing of H+ and OH– ions, identification using indicators, chemical 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 Non-metals: Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds; Basic metallurgical processes; Corrosion and its prevention.

Carbon and its Compounds: Covalent bonds – formation and properties of covalent compounds, Versatile nature of carbon, Hydrocarbons – saturated and unsaturated Homologous series. Nomenclature of alkanes, alkenes, alkyne and carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes). 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 plantsand 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.

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 (Derivationnot required); Magnification. Power of a lens.

Functioning of a lens in human eye, defects of vision and their corrections, applications ofspherical 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:

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**

a) Dilute Hydrochloric Acid
b) Dilute NaOH solution
c) Dilute Ethanoic Acid solution
d) Lemon juice
e) Water
f) 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

- Action of water on quicklime
- Action of heat on ferrous sulphate crystals
- Iron nails kept in copper sulphate solution
- Reaction between sodium sulphate and barium chloride solutions

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

a) $ZnSO_4$ (aq)
b) $FeSO_4$ (aq)
c) $CuSO_4$ (aq)
d) $Al_2 (SO_4)_3$ (aq)

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on theabove 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**

a) Odour
b) solubility in water
c) effect on litmus
d) 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**

a) Concave mirror
b) 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 andinterpret 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
- Reading Material – Science – Class IX – CBSE

Question Paper Design (Theory)

Class X (2025-26)

Science (086)

Theory (80 marks)

Competencies	Total
Demonstrate Knowledge and Understanding	50 %
Application of Knowledge/Concepts	30 %
Formulate, Analyze, Evaluate and Create	20 %

Note:

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

Internal Assessment (20 Marks)

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

Suggestive verbs for various competencies

- **Demonstrate Knowledge and Understanding**

  State, name, list, identify, define, suggest, describe, outline, summarize, etc.

- **Application of Knowledge/Concepts**

  Calculate, illustrate, show, adapt, explain, distinguish, etc.

- **Formulate, Analyze, Evaluate and Create**

  Interpret, analyze, compare, contrast, examine, evaluate, discuss, construct, etc.

ENGLISH COMMUNICATIVE
Subject Code-101
Class-IX-X (2025-26)

I. INTRODUCTION

Acquiring a language means, above all, acquiring a means to communicate confidently and naturally. In otherwords, in order to communicate effectively in real life, students need more than mere knowledge about the language. In addition, they must be able to use the language effectively, with confidence and fluency. Therefore, the course in Communicative English has been designed to develop the practical language communication skills needed for academic study and subsequent adult life.

The course brings together a number of ideas about the nature of language and language learning.

Knowledge and Skill

One of the tenets of the communicative approach is the idea that Language is a skill to be acquired, not merely a body of knowledge to be learnt. Acquiring a language has been compared to learning to drive. It is not enough to have only a theoretical knowledge of how an engine works: you must know how to use the gears and (crucially) how to interact with other road users. Similarly, simply knowing parts of speech or howto convert the active into the passive voice does not mean you are proficient in a language. You must be able to put knowledge into practice in everyday language use. Of course, we do not expect a novice driver to move off without preparation: the driver has rules of the highway which he/she must learn by rote. But there is no substitute for learning by doing, albeit in the artificial conditions of a deserted road at slow speeds. Equally in language learning there are some 'rules to be learnt' but there is no substitute for learning by doing. In good teaching, this experience is supported by carefully-graded, contextualised exercises.

Structure and Function

Language can be described in different ways. Obviously we can label an utterance according to its grammatical structure. Another approach is to decide what function it performs. Consider the following:

a) "Can I open the window?"

b) "Can I carry that case?"

We could say that a) and b) have the same grammatical structure: they are both interrogative sentences. Weshould also recognise that they perform different functions:

a) is a 'request'

b) is an 'offer'.

The course aims to recognise the use to which language is put and encourages pupils to be aware of the relationship between structure and function.

The overall aims of the course are to:

(a) enable the learner to communicate effectively and appropriately in real-life situations;
(b) use English effectively for study purposes across the curriculum;
(c) develop and integrate the use of the four language skills, i.e., listening, speaking, reading and writing;
(d) develop interest in and appreciation of literature;
(e) revise and reinforce structures already learnt.

To develop creativity, students should be encouraged to think on their own and express their ideas using their experience, knowledge and imagination, rather than being text or teacher dependent. Students should be encouraged to monitor their progress, space out their learning, so they should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values.

II. OBJECTIVES

READING

By the end of the course, students should be able to:

1. read silently at varying speeds depending on the purpose of reading;
2. adopt different strategies for different types of text, both literary and non-literary;
3. recognise the organization of a text;
4. identify the main points of a text;
5. understand relations between different parts of a text through lexical and grammatical cohesive devices;
6. anticipate and predict what will come next in a text; *
7. deduce the meaning of unfamiliar lexical items in a given context;
8. consult a dictionary to obtain information on the meaning and use of lexical items; *
9. analyse, interpret, infer (and evaluate) the ideas in the text;
10. select and extract, from a text, information required for a specific purpose (and record it in note form);
11. transcode information from verbal to diagrammatic form;
12. retrieve and synthesise information from a range of reference materials using study skills such as skimming and scanning;
13. interpret texts by relating them to other material on the same theme (and to their own experience and knowledge);
14. read extensively on their own.

WRITING

By the end of the course, students should be able to:

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesive devices;
2. write in a style appropriate for communicative purposes;

3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g., of a place, a person, an object or a system);
5. write a clear account of events (e.g., a process, a narrative, a trend or a cause-effect relationship);
6. compare and contrast ideas and arrive at conclusions;
7. present an argument, supporting it with appropriate examples;
8. use an appropriate style and format to write letters (formal and informal), biographical sketches,dialogues, speeches, reports, articles, e-mails and diary entries;
9. monitor, check and revise written work;
10. expand notes into a piece of writing;
11. summarise or make notes from a given text; and
12. decode information from one text type to another (e.g., diary entry to letter, advertisement to report, diagram to verbal form).

(* Objectives which will not be tested in a formal examination)

LISTENING

By the end of the course, students should be able to:

1. adopt different strategies according to the purpose of listening (e.g., for pleasure, for general interest,for specific information);
2. use linguistic and non-linguistic features of the context as clues to understanding and interpreting whatis heard (e.g., cohesive devices, key words, intonation, gesture, background noises);
3. listen to a talk or conversation and understand the topic and main points;
4. listen for information required for a specific purpose, e.g., in radio broadcast, commentaries, airport andrailway station announcements;
5. distinguish main points from supporting details, and relevant from irrelevant information;
6. understand and interpret messages conveyed in person or on telephone;
7. understand and respond appropriately to directive language, e.g., instruction, advice, requests andwarning;
8. understand and interpret spontaneous spoken discourse in familiar social situations.

SPEAKING

By the end of the course, students should be able to:

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns;
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience(including the appropriate use of polite expressions);
3. narrate incidents and events, real or imaginary in a logical sequence;
4. present oral reports or summaries; make announcements clearly and confidently;
5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas;

7. express and respond to personal feelings, opinions and attitudes;
8. convey messages effectively in person or on telephone;
9. frame questions so as to elicit the desired response, and respond appropriately to questions;
10. participate in spontaneous spoken discourse in familiar social situations.

GRAMMAR

By the end of the course, students should be able to use the following accurately and appropriately in context:

1. Verbs: -

- present/past forms
- simple/continuous forms
- perfect forms
- future time reference
- modals
- active and passive voice
- subject-verb concord
- non-finite verb forms (infinitives and participles)

2. Sentence Structure: -

- connectors
- types of sentences
- affirmative/interrogative sentences/ negation
- exclamations
- types of phrases and clauses
    - finite and non-finite subordinate clauses
    - noun clauses and phrases
    - adjective clauses and phrases
    - adverb clauses and phrases
    - indirect speech
    - comparison
    - nominalization

3. Other Areas: -

- determiners
- pronouns
- prepositions

LITERATURE

By the end of the course, students should be able to comprehend, interpret, analyse, infer and evaluate the following features in a literary text:

1 Character as revealed through

- appearance and distinguishing features
- socio-economic background
- action/events

- expression of feelings
- speech and dialogues

2 Plot/Story/Theme emerging through main events
- progression of events and links between them
- sequence of events denoting theme

3 Setting, as seen through time and place, socio-economic and cultural background, people beliefs andattitudes.

4 Form

- rhyme
- rhythm
- simile
- metaphor
- pun
- repetition

III. ROLE OF THE TEACHER

Unlike a teacher-centered classroom, where the teacher plays a dominant role, speaks most of the time, andinteracts with the class as a whole, for the success of this course teachers will need to adopt a variety of roles.

Littlewood[1] sets out the roles as follows:

- As a general overseer of his/ her students' learning, the teacher must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability.
- As a classroom manager, he/ she is responsible for grouping activities into 'lessons' and for ensuring thatthese are satisfactorily organised at a practical level.
- In many activities, he/ she may perform the familiar role of language instructor: he/ she will present new language, exercise direct control over the learner's performance, evaluate and correct it, and so on.
- In others, he/ she will not intervene after initiating the proceedings, but will let learning take place throughindependent activity or pair and group work.
- When such an activity is in progress s/he may act as a consultant or adviser, helping where necessary. He/ She may also move about the classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning activities.
- He /She will sometimes wish to participate in an activity as co-communicator with the learners. In this role, he/ she can simulate and present new language without taking the main initiative for learning away fromthe learners themselves.

[1] Littlewood, W. (1981). Communicative language teaching. Cambridge: Cambridge University Press

IV. CLASSROOM PROCEDURES

The main types of classroom organization recommended are individual work, pair work, small group work and whole class work. It has been the experience of teachers that students adapt themselves very quickly to the new classroom arrangements, and the interesting nature of the activities themselves produce discipline. The following sections give practical advice on organization of different types of classroom activities.

Individual Work

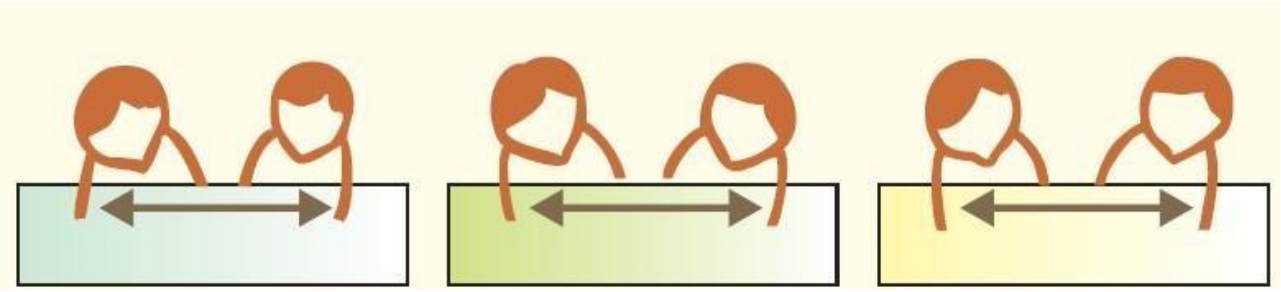
When an activity is designed for individual work, students will be working mainly on their own. First, ask students to read the instructions (or read them aloud to the students). Make sure that students understand what they are expected to do, if necessary by giving an example or (preferably) asking one of the students togive an example. Then set them to do the activity.

While students do the activity, the teacher can move around the classroom, making sure that everything is going smoothly and giving individual help where it is needed. Do not interfere too much; remember that too much interruption and correction may discourage students.

Students will work at different speeds, so they will not all finish at the same time. The easiest solutions to this is to ask students who have finished to compare their answers with their neighbours'. Call the class together again when the majority of them have finished the activity, even if some are still working on it. The activity can then be checked by asking students to give their answers. The teacher needn't act as the 'judge', but instead can ask other students whether they agree. This checking procedure keeps all students involved, and gives the slower ones a chance to catch up.

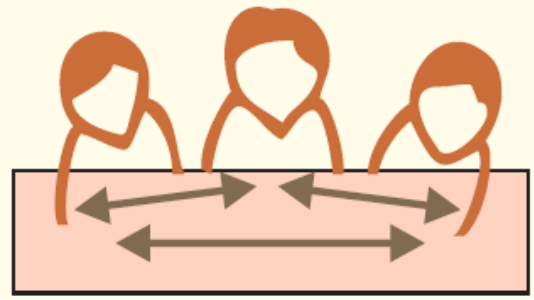
Pair Work

As with individual work, you first need to make sure that students understand the instructions. Once the activity is clear, you will then have to arrange the class in pairs. Usually it is easiest if a student pairs up with the person sitting at the same desk. (You may have to move one or two if they are on their own.)



Sometimes it will be necessary to have three working together, but this should not seriously affect their work.

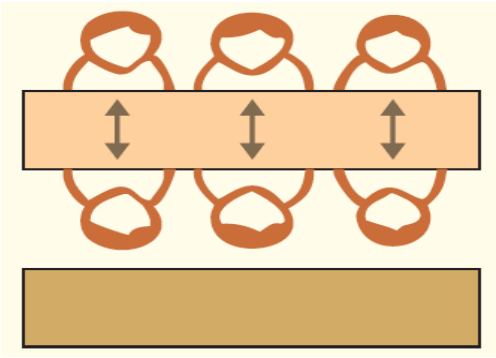
If your class is very crowded, with most students sitting three to a desk, one row may turn to face thosebehind to form three pairs.



Once students have settled down to work, circulate round the classroom, observing and listening to them, and giving help to those who need it. As with individual work, resist the temptation to interfere too much!

You may find it useful to set a time limit for pair work activity. This can help to focus the students' attention and provide a challenge, as well as simplify management of the class. If you wish to do this, tell them the time limit before they begin, and be prepared to extend or reduce if you find you have misjudged the time required.

In many pair work tasks, checking can be carried out in the same way as for individual work by the teacher eliciting answers from the students. Sometimes, though, it may be better for one or more pairs of students to report back their conclusions to the rest of the class, possibly with a class discussion.



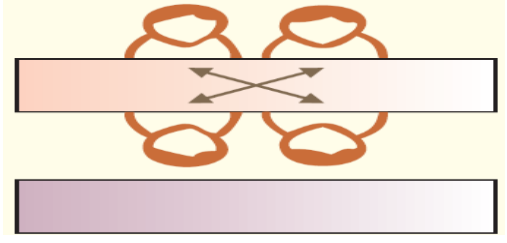
Group work

Usually, group work, involves four students but at times it may extend to five or six or even more. Four, however, is a more convenient number for most classroom situations.

The general procedure for group work is the same as for pair work, that is:

- instructions for the whole class
- organization of the groups
- group activity while the teacher circulates
- feedback and checking for the whole class

The major difference is that the organization of the groups needs more care. It is fairly simple to form groupsof four by asking students to turn and face those behind.



However, you may feel that some changes are required to achieve a balance in some of the groups. In this case, move only a few students from one group to another. When the groups move over to the feedback and checking stage, you may make it more interesting by asking a student to chair the inter-group discussion.

Whole Class Work

Whole class work, of course, is necessary for maters such as formal instruction (e.g. the format of formal and informal letters), for "warm-up" activities, for class discussion, for "class review" sessions at the close of pairwork or group work. During the whole class work, the teacher is in her traditional role.

V. HANDLING PAIR WORK AND SMALL GROUP WORK (PW/SGW)

Introducing and Demonstrating

After a brief explanation of what is to be done, always demonstrate the activity. You have these options:

- The teacher takes both (for all) parts.
- The teacher takes one part, while one or more students take the other parts.
- Two or more students take different parts.

In selecting students to help demonstrate an activity, always select those who will demonstrate it well. Also, choose students from different parts of the classroom (particularly from the back), so that they will have to speak loudly in order to be heard. (Don't choose students sitting side-by-side, or they will speak so softly to each other that nobody else will hear!) Don't allow this phase to take too much time – two or three minutes isusually enough.

Organising

This has largely been covered in the Section B.3.above. A few additional points:

- There is no need to move chairs and desks, and only a very few students will need to move places. For the most part, students simply face in a different direction in order to form pairs and small groups.
- The teacher is responsible for deciding who is to work with whom. (Don't leave it to students to decide, orthe result will be confusion.)
- You may also prefer to allocate roles yourself, e.g. "When pairs, the one nearest the window is A, theother is B."
- If you have not used PW/SGW before, expect a little, noise and excitement at first! But students quickly get used to the new procedures and soon settle down with minimum noise and fuss.

Managing

While students are actually doing the PW/SGW activity, the teacher has an important role to play. It is vital tomove round the class, listening in on PW / SGW and helping / advising where necessary.

Be careful, of course, not to “take over” the activity by intervening too strongly. (Students need the English language practice, not you!) Sometimes it is advisable to just ‘hover’ at a distance while moving round the class, simplychecking that students are actually doing the activity. Make sure that you distribute your attention evenly overthe course of a term; and give particular help and attention to weaker students.

Concluding

At the close of a PW/SGW activity, bring the whole class together. You may wish to ask a pair or group to demonstrate what they have done at the front of the class. (Ask weaker pairs or groups to demonstrate, too.This can be a powerful confidence-builder). Alternatively, you may find a brief class discussion profitable, in which students exchange experiences that have arisen from the activity itself, e.g. a problem they have encountered, a good idea someone came up with, something they did not understand. Be careful not to allowthis conclusion phase to take too much time – 5 minute is plenty.

Many teachers view with alarm the prospect of pair work and small group work with a large number of students. The following are concerns commonly expressed together with the responses of experienced teachers:

VI. SOME CONCERNS ABOUT PAIR WORK AND SMALL GROUP WORK

For many teachers, the prospect of PW/SGW with large numbers of students in a class is viewed with alarm. To help such teachers, the following are concerns expressed, followed by responses that have been given by other teachers.

Teachers’ concerns about PW/SGW

- It is difficult for the teacher to check whether all students are doing the activity, and (if so) whether they areproducing correct and suitable English.
- More proficient pupils take over weaker pupils.
- Noise levels are high.
- It is not right for the teacher to withdraw from a position of “central control”
- PW/SGW will be rejected by other teachers, parents and by the students themselves as a waste of timeand frivolous.

Responses to these Concerns

- In traditional teacher-led classes, often individual students are not actively participating, but the teacherremains unaware of this, if a sufficient students seem to be ‘following the lesson’.
- Noise is a necessary element of good language learning – as it is in a Music lesson. It is not so much noise itself that some teachers are concerned about, but the amount of noise. It is for the teacher to make it clear to the class what amount of noise is acceptable,and to make sure that noise is kept to that level. If noise levels get too high for comfort, the “noisy approach” (i.e. the teacher shouting to get less noise) is unlikely to work for any more than a short while. Instead,

try the “quiet approach”, i.e. train your students to recognise that when your hand is raised, they must raise theirs and be more quiet. On occasions, you may have to speak to particularly noisy and excited groups. Please do not let the prospect of some degree of noise put you off PW/SGW. If students are to learn to use English, then they must communicate with each other, not just you. And if they are to communicate, then there will be a certain amount of positive, beneficial noise. Welcome it as a sign that your students are growing in confidence and fluency in English.

- It is perfectly true that in PW/SGW the teacher cannot judge whether all students are producing correct and suitable English. (Of course, this is equally true of a teacher-led classroom where one student is speaking (to you), and all the others are silent.) But we need to accept that making mistakes in language is not only normal, but is actually necessary if a learner is to make progress. Advice on what to do about students’ mistakes when speaking in PW/SGW is given in Section C.6.

- P/SGW encourages all students, even the shy ones, to participate actively. Because they feel they are not “on show” in front of the whole class, they feel free to experiment with the language, trying out newly-acquired forms.

- Much research in psycholinguistics in recent years has indicated that peer interaction in language classes is highly successful. Not all students, even those in the same class, have precisely the same stock of knowledge and understanding of the language. Students can pool ideas and often perform a task better together than they can alone. As they become more familiar with PW/SGW, they learn to handle activities in a mature manner, sensitively correcting each other’s work. In fact, research shows that appropriate error correction in well graded activities is just as likely to occur between students as by the teacher in a teacher-led mode.

- If a good student is paired with a less able one, the former is likely to assume the role of a ‘teacher’. This experience is often fruitful for both. The less able student has a ‘personal tutor’, and the good student also improves: having to explain something in simple terms is often an excellent learning experience in itself.

- If a task is well-constructed and the students appropriately prepared, the activity often creates ‘peer pressure’ to induce reluctant group members to participate.

- PW/SGW is an attempt to encourage students to accept some of the responsibility for learning themselves. If the technique is handled well, it will soon become evident that the teacher is working just as hard as she/he does in a teacher-led mode. PW/SGW is one of a number of different techniques which a teacher can employ to accommodate students with different learning styles and for activities with goals.

ENGLISH COMMUNICATIVE
CLASS – IX (2025-26)

SECTION-WISE WEIGHTAGE

Section	Title	Total Weightage
A	Reading Skills	20
B	Writing Skills	24
C	Grammar	10
D	Literature Textbook	26
	TOTAL	80

SECTION A: READING SKILL **10+10=20 Marks**

- The section will have two unseen passages with the maximum word limit of 600 words. The passages canbe of any two types out of the following: literary / factual / discursive. (Please refer to the Main Course Book.)
- Objective Type Questions (including Multiple Choice Questions), and Very Short Answer Type Questions will be asked to test inference, evaluation, analysis and vocabulary in context.

SECTION B: WRITING SKILLS **24 Marks**

This section will have a variety of short and long writing tasks.

- Notice Writing for school assembly/ Resident Welfare Association/ School Events/ Classroom Information etc. (maximum 50 words) **4 marks**
- Dialogue Writing, (maximum 100 words) **5 marks**
- Informal Letter (maximum 120 words) **7 marks**
- Paragraph on one out of two themes from the Main Course Book, based on verbal or visual cues (maximum150 words) **8 marks**

SECTION C: GRAMMAR **10 Marks**

Grammar items will be taught and assessed over a period of time.

1. Tenses
2. Modals
   I. Subject – Verb Concord
   II. Reported Speech
      i. Commands and Requests
      ii. Statements
      iii. Questions

III. Clauses
    i. Noun clauses
    ii. Adverb clauses
    iii. Relative clauses

IV. Determiners

The above items may be tested through test types as given below:

- Gap filling **3 marks**
- Editing or Omission **4 marks**
- Sentences Reordering or Sentence Transformation in context. **3 marks**

SECTION D: LITERATURE TEXTBOOK **26 Marks**

- Two out of three extracts from prose/poetry for reference to the context. Very Short Answer Questions and Short Answer Questions will be asked to assess local and global comprehension, interpretation and analysis. **4x2=8 marks**

- Six Short Answer Questions out of seven, from the Literature Reader, to test local and global comprehension of theme and ideas, analysis and evaluation (30-40 words) **2x6 = 12 marks**

- One out of two Long Answer Type Questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. This can also be a passage-based question taken from a situation/plot from the texts. (120 words). **6 marks**

Prescribed Books: Interact in English Series by CBSE (Available on www.cbseacademic.nic.in)

- Main Course Book (Revised Edition)
- Literature Reader (Revised Edition)
- Workbook (Revised Edition)

NOTE: Teachers are suggested 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 minimum,
iii. take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

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

English Communicative
Question Paper Design
CLASS IX (2025-26)

TIME: 3 Hours **Max. Marks: 80**

S.No	Competencies	Weightage
1	**Demonstrative Knowledge + Understanding** (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information, comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	Up to 30%
2	**Conceptual Application** (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example or solve a problem)	Up to 35%
3	**Analysis, Evaluation and Creativity** Analysis and Synthesis- classify, compare, contrast, or differentiate between different pieces of information; organise and/or integrate unique pieces of information from a variety of sources.	Up to 35%
	Total	**100%**

For the details of Internal Assessment of 20 marks, please refer to circular no. Acad-11/2019, dated March 06,2019.

ENGLISH COMMUNICATIVE
CLASS – X (2025-26)

SECTION-WISE WEIGHTAGE

Section		Total Weightage
A	Reading Skills	22
B	Writing Skills	22
C	Grammar	10
D	Literature Textbook	26
	TOTAL	80

SECTION A: READING SKILLS **12+10=22 Marks**

- The section will have two unseen passages with the maximum word limit of 750 words. The passages can have continuous and non-continuous text inspired from the themes in prescribed books. Please refer to the Main Course Book (MCB) for types of non-continuous texts. (For example –Unit 1 has lists, tables, cues, message, telephone conversation etc.).
- Objective Type Questions (including Multiple Choice Questions), Very Short Answer Type Questions (one word/ one phrase / one sentence) and Short Answer Type Questions (30-40 words each) will be asked to test interpretation, analysis, inference, evaluation and vocabulary in context.

SECTION B: WRITING SKILLS **22 Marks**

This section will have a variety of short and long writing tasks.

- Application for leave/ change of subject /change of section/ bus-timings or similar topics in maximum 50 words **3 marks**
- Factual Description of a person/object in maximum 100 words **4 marks**
- One out of two formal letters, in maximum 120 words, thematically aligned to topics in MCB. **7 marks**
- One out of two articles based on verbal cues, in maximum 150 words, thematically aligned to MCB topics. **8 marks**

SECTION C: GRAMMAR **10 marks**

Grammar items will be taught and assessed over a period of time.

1. Tenses
2. Modals
3. Subject – Verb Concord

4. Reported speech
    - Commands and requests
    - Statements
    - Questions
5. Clauses
    - Noun clauses
    - Adverb clauses
    - Relative clauses
6. Determiners

The above items may be tested through test types as given below:

- Gap filling **3 marks**
- Editing or Omission **4 marks**
- Sentences Reordering or Sentence Transformation in context. **3 marks**

SECTION D: LITERATURE TEXTBOOK **26 Marks**

- Two out of three extracts from prose/poetry for reference to the context. Very Short Answer Questions will be asked to assess global comprehension, interpretation, inference and evaluation. **4x2=8 marks**
- Five Short Answer Type Questions out of six from the Literature Reader to test local and global comprehension of theme and ideas, analysis, evaluation and appreciation (30-40 words each) **5x2 = 10 marks**
- One out of two Long Answer Type Questions to assess how the values inherent in the text have been brought out. Creativity, evaluation and extrapolation beyond the text and across the texts will be assessed. This can also be a passage-based question taken from a situation/plot from the texts. (150 words**). 8 marks**

Prescribed Books: Interact in English Series by CBSE (available on www.cbseacademic.nic.in)

- Main Course Book (Revised Edition)
- Literature Reader (Revised Edition)
- Workbook (Revised Edition)

NOTE: Teachers are suggested to:

i) encourage classroom interaction among peers, students and teachers through activities such as roleplay, 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 andexpress and defend their views.

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

English Communicative

Question Paper Design

CLASS X (2025-26)

TIME: 3 Hours		**Max. Marks: 80**
S.No	**Competencies**	**% Weightage**
1	**Demonstrative Knowledge + Understanding** (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information, Comprehension –to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	Up to 30%
2	**Conceptual Application** (Use abstract information in concrete situation, to apply knowledge to new situations;use given content to interpret a situation, provide an example or solve a problem)	Up to 35%
3	**Analysis, Evaluation and Creativity** Analysis & Synthesis-classify, compare, contrast, or differentiate between different pieces of information; organise and/or integrate unique pieces of information from a variety of sources.	Up to 35%
Total		**100%**

Annexure I

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. Suggested activities, therefore, take intoconsideration 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 and turn taking, relevance to the topic)
b) Fluency (cohesion, coherence and speed of delivery)
c) Pronunciation
d) Language (grammar and vocabulary)

Suggestive Rubric

	1	2	3	4	5
Interaction	• Contributions are mainly unrelated to those of other speakers • Shows hardly anyinitiative in the development of conversation • Very limited interaction	• Contributions are often unrelated to those of the otherspeaker • Generally passive inthe development of conversation	• Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns	• Interaction is adequately initiated and developed • Takes turn butneeds some prompting	• Initiates & logically develops simple conversation onfamiliar topics • Takes turns appropriately
Fluency & Coherence	• Noticeably long pauses; rate of speech is slow • Frequent repetition and/or self- correction this is all right in informal conversation	• Usually fluent; produces simple speech fluently, but loses coherence in complex communication	• Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects;	• Speaks without noticeable effort,with a little repetition • Demonstrates hesitation to findwords or use correct	• Speaks fluentlyalmost with no repetition & minimal hesitation Develops topic fully & coherently

	• Links only basic sentences; breakdown of coherence evident.	• Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically	occasionally loses coherence • Topics developed, but usually not logically concluded	grammatical structures and/or self-correction • Topics not fully developed to merit.	
Pronunciation	• Frequent inaccurate pronunciation • Communication is severely affected	• Frequently unintelligible articulation • Frequent phonological errors • Major communication problems	• Largely correct pronunciation & clear articulation except occasional errors	• Mostly correct pronunciation & clear articulation • Is clearly understood mostof the time; very few phonological errors	• Pronounces correctly & articulates clearly • Is always comprehensible • uses appropriate intonation
Vocabulary & Grammar	• Demonstrates almost no flexibility, and mostly struggles for appropriate words • Many Grammatical errors impacting communication	• Is able to communicate on some of thetopics, with limited vocabulary. • Frequent errors, but self-corrects	• Is able to communicat e on most of the topics, with limited vocabulary. • A few grammatical errors	• Is able to communicate on most of the topics with appropriate vocabulary • Minor errors that do not hamper communication	• Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions • No grammatical errors

iii. Schedule:

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

हिंदी मातृभाषा

विषय कोड - 002

कक्षा 9वीं-10वीं (2025-26)

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 सप्रेषित 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 है, 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 कराए गए अन्य कार्यक्रम/ ई-सामग्री वृत्तचित्रों और फ़ीचर 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 कि 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/कल्पनाशील्ता
- 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

विषय कोड - 002

कक्षा 9वीं (2025-26)

परीक्षा हेतु पाठ्यक्रम विनिर्देशन

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			14
	अ	एक अपठित गद्यांश लगभग 250 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7	
	ब	एक अपठित काव्यांश अधिकतम 120 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=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 | (1x16) कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे |			16
	अ	शब्द निर्माण	8	

			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)		
	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	**खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)**				30
	अ		**गद्य खंड पाठ्यपुस्तक (क्षितिज (भाग 1)**	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		**काव्य खंड पाठ्यपुस्तक (क्षितिज (भाग 1**)	11	
		1	क्षितिज (भाग 1) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5)	5	
		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		**पूरक पाठ्यपुस्तक** (**कृतिका भाग – 1**)	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	
	खंड – घ (रचनात्मक लेखन)				
4	**लेखन**				
	क		विभिन्न विषयों और संदर्भो 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)	5	

		अथवा 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) **अथवा** व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 80 शब्दों में सूचना लेखन। (4x1=4)	4	
		कुल		**80**
		आंतरिक मूल्यांकन		20
	अ	**सामयिक आकलन**	5	
	ब	**बहुविध आकलन**	5	
	स	**पोर्टफ़ोलियो**	5	
	द	**श्रवण एवं वाचन**	5	
		कुल		**100**

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 जाएँगे–

क्षितिज, भाग – 1	काव्य खंड	• केदारनाथ अग्रवाल - चंद्र गहना से लौटती बेर (पूरा पाठ) • चंद्रकांत देवताले – यमराज की दिशा (पूरा पाठ)
	गद्य खंड	• चपला देवी – नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया (पूरा पाठ) • हजारीप्रसाद द्विवेदी – एक कुत्ता और एक मैना (पूरा पाठ)
कृतिका, भाग – 1	• विद्यासागर नौटियाल – माटी वाली (पूरा पाठ) • शमशेर बहादुर सिंह – किस तरह आखिरकार मैं हिंदी में आया (पूरा पाठ)	

हिंदी पाठ्यक्रम -अ

विषय कोड - 002

कक्षा 10वीं (2025-26)

परीक्षा हेतु पाठ्यक्रम विनिर्देशन

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			14
	अ	एक अपठित गद्यांश लगभग 250 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7	
	ब	एक अपठित काव्यांश लगभग 120 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=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)			16
	खंड – ख (व्यावहारिक व्याकरण)			
	1	रचना के आधार पर वाक्य भेद (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	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			**खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)**		30
	अ		**गद्य खंड पाठ्यपुस्तक (क्षितिज भाग 2)**	11	
		1	क्षितिज (भाग 2) 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 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		**काव्य खंड (पाठ्यपुस्तक) (क्षितिज भाग 2)**	11	
		1	क्षितिज(भाग 2) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच **बहुविकल्पी प्रश्न** 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		**पूरक पाठ्यपुस्तक (कृतिका भाग – 2)**	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			**खंड – घ (रचनात्मक लेखन)**		
	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	20
	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	
	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)	4	

		अथवा संदेश लेखन लगभग 40 शब्दों में (शुभकामना, पर्व-त्योहारों एवं विशेष अवसरों पर दिए जाने वाले संदेश) (4 x 1 = 4)		
		कुल		**80**
		आंतरिक मूल्यांकन	**अंक**	20
	अ	**सामयिक आकलन**	5	
	ब	**बहुविध आकलन**	5	
	स	**पोर्टफ़ोलियो**	5	
	द	**श्रवण एवं वाचन**	5	
		कुल		**100**

निर्धारित पुस्तकें :

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

नोट – निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे–

क्षितिज, भाग – 2	काव्य खंड	• देव- सवैया, कवित्त (पूरा पाठ) • गिरिजाकुमार माथुर – छाया मत छूना (पूरा पाठ) • ऋतुराज – कन्यादान (पूरा पाठ)
	गद्य खंड	• महावीरप्रसाद द्विवेदी – स्त्री-शिक्षा के विरोधी कुतर्कों का खंडन (पूरा पाठ) • सर्वेश्वर दयाल सक्सेना- मानवीय करुणा की दिव्य चमक (पूरा पाठ)
कृतिका, भाग – 2	• एही ठैयाँ झुलनी हेरानी हो रामा! (पूरा पाठ) • जार्ज पंचम की नाक (पूरा पाठ)	

कक्षा दसवीं हेतु प्रश्न पत्र का विस्तृत प्रारूप जानने के लिए कृपया बोर्ड द्वारा जारी आदर्श प्रश्न पत्र देखें।

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Mathematics
Subject Code – 041 & 241
Classes IX-X (2025 – 26)

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**

S. No.	Content	Competencies	Explanation
Unit 1: Number Systems			
1.	**REAL NUMBERS** 1. Review of representation of natural numbers, integers, rational numbers on the number line. Representation of terminating/non-terminating recurring decimals on the number line through successive magnification, Rational numbers as recurring/ terminating decimals. Operations on real numbers. 2. 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. 3. Definition of nth root of a real number. 4. 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 numbers and a and b are integers.	• Develops a deeper understanding of numbers, including the set of real numbers and its properties. • Recognizes and appropriately uses powers and exponents. • Computes powers and roots and applies them to solve problems.	• Differentiates rational and irrational numbers based on decimal representation. • Represents rational and irrational numbers on the number line. • Rationalizes real number expressions such as $\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{\sqrt{x}+\sqrt{y}}$, where x, y are natural numbers and a, b are integers. • Applies laws of exponents

	5. 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** 1. Definition of a polynomial in one variable, with examples and counter examples. Coefficients of a polynomial, terms of a polynomial and zero polynomial. 2. Degree of a polynomial. 3. Constant, linear, quadratic and cubic polynomials. Monomials, binomials, trinomials. Factors and multiples. 4. Zeroes of a polynomial. 5. Motivate and State the Remainder Theorem with examples. 6. 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. 7. Recall of algebraic expressions and identities. Verification of identities: $(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$ $(x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y)$ $x^3 + y^3 = (x + y)(x^2 - xy + y^2)$ $x^3 - y^3 = (x - y)(x^2 + xy + y^2$ $x^3 + y^3 + z^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$ and their use in factorization of polynomials.	• Learns the art of factoring polynomials.	• Defines polynomials in one variable. • Identifies different terms and different types of polynomials. • Finds zeros of a polynomial • Proves factor theorem and applies the theorem to factorize polynomials. • Proves and applies algebraic identities up to degree three.
2.	**LINEAR EQUATIONS IN TWO VARIABLES** 1. Recall of linear equations in one variable. 2. Introduction to the equation in two variables. Focus on linear equations of the type ax + by + c = 0.	• Visualizes solutions of a linear equation in two variables as ordered pair of real numbers on its graph	• Describes and plot a linear equation in two variables.

	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			
1.	**Coordinate Geometry:** 1. The Cartesian plane, coordinates of a point 2. Names and terms associated with the coordinate plane, notations.	• Specifies locations and describes spatial relationships using coordinate geometry.	• Describes cartesian plane and its associated terms and notations
UNIT IV: GEOMETRY			
1.	**INTRODUCTION TO EUCLID'S GEOMETRY** 1. 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. 2. The five postulates of Euclid. Equivalent versions of the fifth postulate. Showing the relationship between axiom and theorem, for example: (a) Given two distinct points, there exists one and only one line through them. (Axiom) (b) (Prove) Two distinct lines cannot have more than one point in common. (Theorem)	• Proves theorems using Euclid's axioms and postulates– for triangles, quadrilaterals, and circles and applies them to solve geometric problems.	• Understands historical relevance of Indian and Euclidean Geometry. • Defines axioms, postulates, theorems with reference to Euclidean Geometry.
2.	**LINES AND ANGLES** 1. (State without proof) If a ray stands on a line, then the sum of the two adjacent angles so formed is $180°$ and the converse. 2. (Prove) If two lines intersect, vertically opposite angles are equal. 3. (State without proof) Lines which are parallel to a given line are parallel.	• derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines by applying axiomatic approach and solves problems using them.	• Visualizes, explains and applies relations between different pairs of angles on a set of parallel lines and intersecting transversal.

			• Solves problems based on parallel lines and intersecting transversal.
3.	**TRIANGLES** 1. (State without proof) Two triangles are congruent if any two sides and the included angle of one triangle is equal (respectively) 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 (respectively) to any two angles and the included side of the other triangle (ASA Congruence). 3. (State without proof) Two triangles are congruent if the three sides of one triangle are equal (respectively) to three sides of the other triangle (SSS Congruence). 4. (State without proof) 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. (State without proof) The sides opposite to equal angles of a triangle are equal.	• Describe relationships including congruency of two-dimensional geometrical shapes (lines, angle, triangles) to make and test conjectures and solve problems. • derives proofs of mathematical statements particularly related to geometrical concepts triangles by applying axiomatic approach and solves problems using them.	• Visualizes and explains congruence properties of two triangles. • Applies congruency criteria to solve problems
4.	**QUADRILATERALS** 1. (Prove) The diagonal divides a parallelogram into two congruent triangles. 2. (State without proof) In a parallelogram opposite sides are equal, and conversely. 3. (State without proof) In a parallelogram opposite angles are equal, and conversely.	• derives proofs of mathematical statements particularly related to geometrical concepts of quadrilaterals by applying axiomatic approach and solves problems using them.	• Visualizes and explains properties of quadrilaterals • Solves problems based on properties of quadrilaterals.

	4. (State without proof) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal. 5. (State without proof) In a parallelogram, the diagonals bisect each other and conversely. 6. (State without proof) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and is half of it and (State without proof) its converse.		
5.	**CIRCLES** 1. (Prove) Equal chords of a circle subtend equal angles at the center and (State without proof) its converse. 2. (State without proof) 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. (State without proof) 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. (State without proof) Angles in the same segment of a circle are equal. 6. (State without proof) 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. (State without proof) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is 180° and its converse.	• Proves theorems about the geometry of a circle, including its chords and subtended angles	• Visualizes and explains properties of circles. • Solves problems based on properties of circle.

UNIT V: MENSURATION			
1.	**AREAS** 1. Area of a triangle using Heron's formula (without proof)	• Visualizes, represents, and calculates the area of a triangle using Heron's formula.	• States and applies Heron's Formula to find area of a triangle.
2.	**SURFACE AREAS AND VOLUMES** 1. Surface areas and volumes of spheres (including hemispheres) and right circular cones.	• Visualizes and uses mathematical thinking to discover formulas to calculate surface areas and volumes of solid objects (spheres, hemispheres and right circular cones)	• Solves problems based on surface areas and volumes of three-dimensional shapes (spheres/hemi-sphere, right circular cones).
UNIT VI: STATISTICS			
1.	**STATISTICS** 1. Bar graphs 2. Histograms (with varying base lengths) 3. Frequency polygons.	• Draws and interprets bar graph, histogram and frequency polygon	• Represents data using Bar Graph, Histogram and frequency polygon.

MATHEMATICS QUESTION PAPER DESIGN

CLASS – IX (2025-26)

Time: 3 Hrs. **Max. Marks: 80**

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

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

CLASS – IX (2025-26)

The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

S. No.	Content	Competencies	Explanation
	UNIT II: ALGEBRA		
1.	**LINEAR EQUATIONS IN TWO VARIABLES** 1. Graph of linear equations in two variables. 2. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.	• Visualizes solutions of a linear equation in two variables as ordered pair of real numbers on its graph.	• Describes and plot a linear equation in two variables. • Exemplifies a linear equation in two variables and its possible solutions using real life examples.
	UNIT III: COORDINATE GEOMETRY		
1.	**Coordinate Geometry:** 1. Plotting points in the plane.	• Specifies locations and describes spatial relationships using coordinate geometry, e.g., plotting points in a plane	• Plots/locates points in the plane.
	UNIT IV: GEOMETRY		
1.	**LINES AND ANGLES** 1. (State without proof) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines. 2. (Prove) The sum of the angles of a triangle is 180°. 3. (State without proof) If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interior opposite angles.	• derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines by applying axiomatic approach and solves problems using them.	• Visualizes, explains and applies relations between different pairs of angles on a set of parallel lines and intersecting transversal. • Solves problems based on parallel lines and intersecting transversal. • Visualizes the relation between exterior and interior angles of a triangle.

2.	**TRIANGLES** 1. (State without proof) Triangle inequalities and relation between 'angle and facing side' inequalities in triangles.	• Derives proofs of mathematical statements particularly related to geometrical concepts in triangles by applying axiomatic approach and solves problems using them.	• Defines and applies triangle inequalities with reference to angles and sides
3.	**AREAS OF PARALLELOGRAMS AND TRIANGLES** Review concept of area, recall area of a rectangle. 1. (Prove) Parallelograms on the same base and between the same parallels have equal area. 2. (State without proof) Triangles on the same base (or equal bases) and between the same parallels are equal in area.	• Find areas of all types of triangles by using appropriate formulae and apply them in real life situations	• Finds area of rectangle, parallelogram and triangle.
4.	**CIRCLES** 1. Through examples, arrive at definition of circle and related concepts-radius, circumference, diameter, chord, arc, secant, sector, segment, subtended angle. 2. (State without proof) There is one and only one circle passing through three given non-collinear points.	• Proves theorems about the geometry of a circle, including its chords and subtended angles	• Solves problems based on properties of circle.
5.	**CONSTRUCTIONS** 1. Construction of bisectors of line segments and angles of measure $60°$, $90°$, $45°$ etc., equilateral triangles. 2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.	• Constructs different geometrical shapes like bisectors of line segments, angles and their bisectors and triangles satisfying given constraints.	• Constructs line-segments, bisectors of line-segments, angles and triangle with given conditions.

UNIT V: MENSURATION			
1.	**AREAS** 1. Application of heron's formula in finding the area of a quadrilateral.	• Visualizes, represents, and calculates the area of a triangle using Heron's formula.	• States and applies Heron's Formula to find area of a quadrilateral.
2.	**SURFACE AREAS AND VOLUMES** 1. Surface areas and volumes of cubes, cuboids and right circular cylinders.	• Visualizes and uses mathematical thinking to discover formulas to calculate surface areas and volumes of solid objects (cubes, cuboids and right circular cylinders)	• Solves problems based on surface areas and volumes of three-dimensional shapes (cube, cuboid and right circular cylinders).
UNIT VI: STATISTICS			
1.	**STATISTICS** 1. Introduction to Statistics: Collection of data, presentation of data — tabular form, ungrouped / grouped data. 2. Mean, median and mode of ungrouped data.	• Applies measures of central tendencies such as mean, median and mode of ungrouped data.	• Organizes raw data in tabular form. • Calculates mean, median, mode of ungrouped data
2.	**PROBABILITY** 1. History, Repeated experiments and observed frequency approach to probability. Focus is on empirical probability. (A large amount of time to be devoted to group and to individual activities to motivate the concept); 2. The experiments to be drawn from real - life situations, and from examples used in the chapter on statistics).	• Applies concepts from probability to solve problems on the likelihood of everyday events.	• Conceptualizes probability using repeated experiments and observed frequencies.

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 AND PROBABILITY	11
	TOTAL	**80**

S. No.	Content	Competencies	Explanation
	UNIT I: NUMBER SYSTEMS		
1.	**REAL NUMBERS** 1. Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples 2. Proofs of irrationality of $\sqrt{2}, \sqrt{3}, \sqrt{5}$	• Develops understanding of numbers, including the set of real numbers and its properties. • Extends the understanding of powers (radical powers) and exponents. • Applies Fundamental Theorem of Arithmetic to solve problems related to real life contexts.	• Describes Fundamental Theorem of Arithmetic with examples • Prove algebraically the Irrationality of numbers like $\sqrt{2}, \sqrt{3}, \sqrt{5}, 3 + 2\sqrt{5}$ etc.
	UNIT II: ALGEBRA		
1.	**POLYNOMIALS** 1. Zeros of a polynomial 2. Relationship between zeros and coefficients of quadratic polynomials.	• develops a relationship between algebraic and graphical methods of finding the zeroes of a polynomial.	• Find the zeros of polynomial graphically and algebraically and verifying the relation between zeros and coefficients of quadratic polynomials.

2.	**PAIR OF LINEAR EQUATIONS IN TWO VARIABLES** 1. Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency. 2. Algebraic conditions for number of solutions. 3. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination. Simple situational problems.	• Describes plotting a pair of linear equations and graphically finding the solution. • Models and solves contextualised problems using equations (e.g., simultaneous linear equations in two variables).	• Find the solution of pair of linear equations in two variables graphically and algebraically (substitution and elimination method)
3.	**QUADRATIC EQUATIONS** 1. Standard form of a quadratic equation $ax^2 + bx + c = 0, (a \neq 0)$. 2. Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula. Relationship between discriminant and nature of roots. 3. Situational problems based on quadratic equations related to day-to-day activities to be incorporated	• demonstrates strategies of finding roots and determining the nature of roots of a quadratic equation.	• Solves quadratic equations using factorization and quadratic formula • Determines the nature of roots using discriminant • Formulates and solves problems based on real life context
4.	**ARITHMETIC PROGRESSIONS** 1. Motivation for studying Arithmetic Progression 2. Derivation of the nth term and sum of the first n terms of AP and their application in solving daily life problems.	• Develops strategies to apply the concept of A.P. to daily life situations.	• Applies concepts of AP to find the nth term and sum of n terms. • Application of AP in real life problems

UNIT III: COORDINATE GEOMETRY			
1.	**Coordinate Geometry** **1. Review:** Concepts of coordinate geometry. Distance formula. Section formula (internal division).	• Derives formulae to establish relations for geometrical shapes in the context of a coordinate plane, such as, finding the distance between two given points, to determine the coordinates of a point between any two given points.	• Solves problems using distance formula and section formula
UNIT IV: GEOMETRY			
1.	**TRIANGLES** 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. State (without proof) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side. 3. State (without proof) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar. 4. State (without proof) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar. 5. State (without proof) 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.	• works out ways to differentiate between congruent and similar figures. • establishes properties for similarity of two triangles logically using different geometric criteria established earlier such as, Basic Proportionality Theorem, etc.	• Prove Basic Proportionality theorem and applying the theorem and its converse in solving questions • Prove similarity of triangles using different similarity criteria

2.	**CIRCLES** 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.	• derives proofs of theorems related to the tangents of circles.	• Prove the theorems based on the tangent to a circle. • Applies the concept of tangents of circle to solve various problems.
UNIT V: TRIGONOMETRY			
1.	**INTRODUCTION TO TRIGONOMETRY** 1. Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined) 2. Motivate the ratios whichever are defined at $0°$ and $90°$. Values of the trigonometric ratios of $30°$, $45°$ and $60°$. 3. Relationships between the ratios.	• Understands the definitions of the basic trigonometric functions (including the introduction of the sine and cosine functions).	• Evaluates trigonometric ratios • Describes trigonometric ratios of standard angles and solving related expressions
2.	**TRIGONOMETRIC IDENTITIES** 1. Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. 2. Only simple identities to be given.	• Uses Trigonometric identities to solve problems.	• Proves trigonometric identities using $\sin^2 A + \cos^2 A = 1$ and other identities
3.	**HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression.** 1. Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only 30°, 45°, and 60°.	• Applies Trigonometric ratios in solving problems in daily life contexts like finding heights of different structures or distance from them.	• Find heights and distances in real life word problems using trigonometric ratios

UNIT VI: MENSURATION			
1.	**AREAS RELATED TO CIRCLES** 1. Area of sectors and segments of a circle. 2. Problems based on areas and perimeter /circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60°, 90° and 120° only.	• Derives and uses formulae to calculate areas of plane figures.	• Visualises and evaluates areas of sector and segment of a circle
2.	**SURFACE AREAS AND VOLUMES** 1. Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.	• Visualises and uses mathematical thinking to discover formulae to calculate surface areas and volumes of solid objects (cubes, cuboids, spheres, hemispheres, right circular cylinders/cones, and their combinations).	• Evaluates the surface areas and volumes of combinations of solids by visualisation
UNIT VII: STATISTICS AND PROBABILITY			
1.	**STATISTICS** 1. Mean, median and mode of grouped data (bimodal situation to be avoided).	• calculates mean, median and mode for different sets of data related with real life contexts.	• Computes the mean, of a grouped frequency distribution using direct, assumed mean and step deviation method. • Computes the median and mode of grouped frequency distribution by algebraic method
2.	**PROBABILITY** 1. Classical definition of probability. 2. Simple problems on finding the probability of an event.	• Applies concepts from probability to solve problems on the likelihood of everyday events.	• Determines the probabilities in simple real-life problems

MATHEMATICS- STANDARD (Code – 041)

QUESTION PAPER DESIGN

CLASS – X (2025-26)

Time: 3 Hours **Max. Marks: 80**

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

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

MATHEMATICS-BASIC (Code – 241)

QUESTION PAPER DESIGN

CLASS – X (2025-26)

Time: 3Hours **Max. Marks: 80**

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

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

PRESCRIBED BOOKS:

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

SOCIAL SCIENCE
Subject Code-087
Classes - IX & X (2025-26)

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 in 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 Knowledge, Capacities, and Values and Dispositions that underpin the 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 environment in the quest to continuously improve a society. In the study of this subject, students learn methods of observing and interpreting the human world, which help them lead their own lives and also contribute as members of society.

It 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.

The role of the subject in developing a comprehensive sense of the human world and its functioning in an individual student is significant. This understanding is critiical to help students see how things around them are changing and are interdependent in the world today what are the causes of the change, and how the change impacts human societies.

It also helps them realise 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 to contribute to the nation as responsible citizens of society.

AIMS & OBJECTIVE

As per NCF- 2023, the aims of teaching Social Science in school education can be summarised as follows:

a. Develop 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. an 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 NEP 2020 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.

NOTE-Refer to NCF-2023-Page no-320-323

CURRICULAR GOALS-CG

As per NCF 2023 - At the Secondary Stage, students will go into details to understand India's past and appreciate its complexity, diversity, and unity brought about by cultural integration and the sharing of knowledge traditions across geographical and linguistic boundaries. P-154

- CG -2 Analyse the important phases in world history and draw insight to understand the present-day world
- CG-3 Understand the idea of a nation and the emergence of the modern Indian Nation
- 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
- CG -5 Understand the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.
- CG -6 Understand and analyse 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
- CG -7 Develop 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
- CG -8 Evaluate the economic development of a country in terms of its impact on the lives of its people and nature
- CG-9 Understand and appreciate the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it

COMPETENCIES

Competencies are specific learning achievements that are observable and can be assessed systematically. In NCF, Competencies are directly derived from a Curricular Goal and are expected to be attained by the end of a Stage. The following competencies need to be developed in students to achieve the curricular goals at secondary stage.

- C-2.1 Explain historical events and processes with different types of sources with specific examples from India and world history.
- C-2.3 Trace aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)
- C-2.4 Explain the growth of new ideas and practices across the world and how they affected the course of world history.
- C-2.5 Recognise 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.
- C3.2 Identify and analyse 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.

- C-4.1 Locate physiographic regions of India and the climatic zones of the world on a globe/map.
- C-4.2 Explain important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region
- C-4.3 Draw inter- linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife.
- C-4.4 Analyse and evaluate 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 that resulted in practices of nature conservation
- C-4.5 Critically evaluate 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
- C-4.6 Develop sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation
- C-5.1 Understand 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)
- C-5.2 Appreciate fundamental Constitutional values and identify their significance for the prosperity of the Indian nation.
- C-5.3 Explain that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
- C-5.4 Analyse 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.
- C-5.5- Analyse 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
- C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence
- C-6.2 Understand 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.
- 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)

- 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
- C-7.4 Trace 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.
- C-8.1 Gather, comprehend, and analyse data related to income, capital, poverty, and employment in one's locality, region and at the national level. Markets.
- C-8.3 Understand 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
- 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.

In Grades 9 and 10 of the Secondary Stage, the study of Social Science is organised within the disciplines of History, Geography, Political Science, and Economics. The concepts and content are chosen to develop an in-depth understanding in each discipline.

CLASS IX (2025-26)
COURSE STRUCTURE

History-India and the Contemporary World - I			**Marks-20 inclusive of Map pointing**
Section	**Chapter No**	**Chapter Name**	**Marks**
I Events and Process	**I**	The French Revolution	**18+2 map pointing**
	II	Socialism in Europe and the Russian Revolution	
	III	Nazism and the Rise of Hitler	
II Livelihood, Economies and Societies	**IV**	Forest, Society and Colonialism **Interdisciplinary project as part of multiple assessments** (Internally assessed for 5 marks)	
	V	Pastoralists in the Modern World **(assessed as part of Periodic Assessment only)**	

Geography-Contemporary India - I		Marks-20 inclusive of Map pointing
Chapter No.	**Chapter Name**	**Marks**
1	India – Size and Location	**17+3 map pointing***
2	Physical Features of India	
3	Drainage	
4	Climate	
	Natural Vegetation and Wildlife **(Only map pointing to be evaluated in the annual examination**.	
5	Population	* Marks as mentioned
6	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	

Political Science- Democratic Politics - I		20 Marks
Chapter No.	**Chapter name**	**Marks**
1	What is Democracy?	20
	Why Democracy?	
2	Constitutional Design	
3	Electoral Politics	
4	Working of Institutions	
5	Democratic Rights	

Economics		20 Marks
Chapter No.	**Chapter name**	**Marks**
1	The Story of Village Palampur **(To be assessed as part of Periodic Assessment only)**	20
2	People as Resource	
3	Poverty as a Challenge	
4	Food Security in India	

CLASS IX

History-India and the Contemporary World - I

Section I: Events and Processes

Chapter-1 The French Revolution

Learning Outcomes-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.

- Illustrate that, the quest for imperialism triggered the First World War.
- Examine various sources to address imbalances that may lead to revolutions

Chapter 2- Socialism in Europe and the Russian Revolution

Learning Outcomes- The students will be able to

- Compare the situations that led to the rise of Russian and French Revolutions.
- Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization.
- Analyse the role played by the varied philosophers and leaders that shaped the revolution.

Chapter 3-Nazism and the Rise of Hitler.

Learning Outcomes- The students will be able to

- Analyse the role of "Treaty of Versailles" in the rise of Hitler to power.
- Analyse the genocidal war waged against the "undesirables" by Hitler.
- Compare and contrast the characteristics of Hitler and Gandhi

Section II: Livelihoods, Economies and Societies

Chapter 4- Forest Society and Colonialism

Interdisciplinary Project with Chapter 5 of Geography "Natural Vegetation and Wildlife"

Learning Outcomes- Refer Annexure II

Chapter 5- Pastoralists in the Modern World

Learning Outcomes- The students will be able to

- Examine the situations that have created nomadic societies highlighting the key factors played by the climatic conditions and topography.
- Analyse varying patterns of developments within pastoral societies in different places in India.
- Comprehend the impact of colonialism on Pastoralists in India and Africa.

Geography- Contemporary India - I

Chapter 1- India – Size and Location

Learning Outcomes- The students will be able to

- Examine how the location of an area impacts its climate and time with reference to longitude and latitude.
- Explore and analyses the trading and cultural relationships of India with its neighbouring countries.
- Evaluate the situation & reasons that made 82.5E* longitude as Time meridian of India.
- Examine how location of India enables its position as a strategic partner in the subcontinent.
- Justify the reasons for the differences in climatic conditions, local and standard time.

Chapter 2- Physical Features of India

Learning Outcomes- The students will be able to

- Justify how the Physical Features of India influences the livelihoods, culture, and the biodiversity of the region.
- Examine the geological process that played a crucial role in the formation of diverse physical features in India.
- Analyse the conditions and relationships of the people living in different physiographic areas.

Chapter 3- Drainage

Learning Outcomes- The students will be able to

- Examine the information about different lakes and infer on their contribution to Indian ecology.
- Present creative solutions to overcome the water pollution and also to increase the contribution of water bodies to the Indian economy.
- Identify the river systems of the country and explain the role of rivers in human society

Chapter 4- Climate

Learning Outcomes- The students will be able to

- Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.
- Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.
- Enumerate and summarise the reasons for the wide difference between temperatures at different geographical locations of India

Chapter 5- Natural Vegetation and Wildlife

Interdisciplinary project with chapter no IV of History “Forest, Society and Colonialism

Learning Outcomes- -Refer annexure II

Chapter-6. Population

Learning Outcomes- The students will be able to

- Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP & Rajasthan and Mizoram and Karnataka
- Enlist the factors that affect the population density

Political Science-Democratic Politics - I

Chapter 1- What is Democracy? Why Democracy?

Learning Outcomes- The students will be able to

- Examine the concept of structural components of Democracy and its forms/ features.

- Compare and Contrast working of democracies of India and some other countries and discuss differences and similarities in each country.
- Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy

Chapter 2- Constitutional Design

Learning Outcomes- The students will be able to
- Discuss and describe the situation that led to creation of Indian Constitution
- Enumerate the essential features that need to be kept in mind while drafting a constitution.
- Examine the guiding values that created the Indian constitution
- Comprehend the roles and responsibilities as citizens of India.

Chapter 3- Electoral Politics

Learning Outcomes- The students will be able to

- Analyse the implications of power of vote and power of recall.
- Summarise the essential features of the Indian Electoral system.
- Examine the rationale for adopting the present Indian Electoral System.

Chapter 4- Working of Institutions

Learning Outcomes- The students will be able to

- Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government.
- Appreciate the parliamentary system of executive's accountability to the legislature.
- Summarise and evaluate the rule of law in India.

Chapter 5- Democratic Rights

Learning Outcomes- The students will be able to

- Summarise the importance of fundamental rights and duties in the light of the nation's glory.
- Analyse and recognise the role of a responsible citizen while performing their prescribed duties versus claiming rights.

ECONOMICS

Chapter 1- The Story of Village Palampur

Learning Outcomes- The students will be able to

- Enlist the requirements of production and comprehend the interdependence of these requirements.
- Correlate farming and non-farming activities to economic growth.
- Comprehend how the significance of conditions of farming and the factors of production impact economic development.
- Find solutions to foster an equitable society.

Chapter 2- People as Resource

Learning Outcomes- The students will be able to

- Evaluate the reasons that contribute to the quality of population.
- Observe different government schemes and see their effect on the people there.

Chapter 3- Poverty as a Challenge

Learning Outcomes- The students will be able to

- Comprehend the reasons for poverty in the rural and urban areas.
- Evaluate the efficacy of the government to eradicate poverty.
- Correlate the link between education and poverty.

Chapter 4- Food Security in India

Learning Outcomes- The students will be able to

- Comprehend various aspects of food security that will ensure continuity of supply
- Enumerate the different features of PDS that directly address FSI.
- Analyse and infer the impact of the Green Revolution.
- Analyse causes and effect of famines in food security during pre and post independent India.

CLASS IX (2025-26)
MAP WORK

Subject	Chapter	List of Areas to be located /labeled/identified on the map
History	French Revolution	Outline political map of France. Locate/label/ identify. ● Bordeaux, Nantes, Paris and Marseille
	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
Geography	India : size and location	● India - States and Capitals ● Tropic of Cancer, Standard Meridian (Location and Labeling) ● Neighbouring Countries
	India physical features	● Mountain Ranges: The Karakoram, The Zanskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western and Eastern Ghats ● Mountain Peaks-K2, Kanchan Junga, Anai Mudi

		● Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau ● Coastal Plains – Konkan, Malabar, Coromandel & Northen Circar (Location and Labelling)
	Drainage system	Rivers (Identification only) ● The Himalayan River Systems - Indus, Ganges & Sutlej ● The Peninsular Rivers – The Narmada, The Tapti, The Kaveri, The Krishna, The Godavari, The Mahanadi ● Lakes - Wular, Pulicat, Sambar, Chilika
	Climate	● Annual rainfall in India, Monsoon wind direction
	Population	● Population density of all states ● The state having highest and lowest density of population

Note- The Maps available in the website of Govt. of India may be used.

CLASS IX (2025-26)
INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks
Periodic Assessment	Pen Paper Test	5
Multiple Assessment	Quiz, debate, role play, viva-voce, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, self- assessment etc. through interdisciplinary project	5
Subject Enrichment Activity	Project work (Interdisciplinary)-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
PRESCRIBED TEXT BOOKS

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

CLASS X -2025-26
COURSE STRUCTURE

History (India and the Contemporary World-II)			**20 Marks inclusive of map pointing**
Section	**Chapter No.**	**Chapter name**	**Marks**
I Events and processes	I	The Rise of Nationalism in Europe	18+2 map pointing
	II	Nationalism in India	
II Livelihoods, Economies and Societies	III	The Making of a Global World (**To be evaluated in the Board Examination** Subtopics: 1 to 1.3 Pre Modern World to Conquest, disease and trade)	
		Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) Subtopics 2 to 4.4 –The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalisation"	
	IV	The Age of Industrialisation (**To be assessed as part of Periodic Assessment only**)	
III. Everyday Life, Culture and politics	V	Print Culture and the Modern world	

Geography (Contemporary India-II)		**Marks-20 inclusive map pointing**
Chapter No.	**Chapter Name**	**Marks**
1	Resources and Development	17+3 map pointing
2	Forest and Wildlife Resources	
3	Water resources	
4	Agriculture	
5	Minerals and energy Resources	
6	Manufacturing Industries	
7	Lifelines of National Economy (Only map pointing to be evaluated in the Board Examination)	

	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)		
Political Science (Democratic Politics-II)			**20**
Unit No.	**Chapter No.**	**Chapter name**	**Marks**
I	1	Power-sharing	20
	2	Federalism	
II	3	Gender, Religion and Caste	
III	4	Political Parties	
IV	5	Outcomes of Democracy	
Economics (Understanding Economic Development)			**20**
Chapter No.	**Chapter name**		**Marks**
1	Development		20
2	Sectors of the Indian Economy		
3	Money and Credit		
4	• Globalisation and the Indian Economy to be evaluated in the Board Examination • What is Globalisation? • Factors that have enabled Globalisation		
	• Interdisciplinary project as part of multiple assessment (Internally assessed for 5 marks) • Production across the countries • Chinese toys in India • World Trade Organisation • The Struggle for a Fair Globalisation		
5	Consumer Rights (Project Work)		

CLASS X (2025-26)
COURSE CONTENT

HISTORY: India and the Contemporary World - II

Chapter I -The Rise of Nationalism in Europe

Learning outcome- The students will be able to

- Infer how French Revolution had an impact on the European countries in the making of a nation state.
- Comprehend the nature of the diverse social movements of the time.
- Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere.
- Evaluate the reasons which led to the First World War.

Chapter 2 Nationalism in India

Learning outcome- The students will be able to

- Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging.
- Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him.
- Summarise the effects of the First World War that triggered the two defining movements (Khilafat &Non- Cooperation Movement) in India

Chapter 3-. The Making of a Global World

Subtopic 1. The pre-modern world
Subtopic 2. 19th century 1815 -1914
Subtopic 3. The inter- war economy
Subtopic 4. Rebuilding of world economy: the post war era.

Inter disciplinary Project with chapter 7 of Geography: Lifelines of National Economy and chapter 4 of Economics: Globalisation and the Indian Economy

Refer Annexure III B

Learning outcome- The students will be able to

- Summarise the changes that transformed the world in different areas.
- Depict the global interconnectedness from the Pre-modern to the present day.
- Enumerate the destructive impact of colonialism on the livelihoods of colonised people.

Chapter 4-The Age of Industrialisation

Learning outcome- The students will be able to

- Enumerate economic, political, social features of Pre and Post Industrialization.
- Analyse and infer how the industrialization impacted colonies with specific focus on India

Chapter 5. Print culture and the Modern World

Learning Outcome- The students will be able to

- Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India.
- Compare and contrast the old tradition of handwritten manuscripts versus print technology.
- Summarise the role of Print revolution and its impact

Geography: Contemporary India – II

Chapter 1- Resources and Development

Learning Outcome- The students will be able to

- Enumerates how the resources are interdependent, justify how planning is essential in judicious utilisation of resources and the need to develop them in India.
- Infer the rationale for development of resources.
- Analyse and evaluate data and information related to non-optimal land, utilization in India
- Suggest remedial measures for optimal utilization of underutilized resources

Chapter 2- Forest and Wildlife Resources

Learning Outcome- The students will be able to

- Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India.
- Analyse the role of grazing and wood cutting in the development and degradation
- Summarise the reasons for conservation of biodiversity under sustainable development.
- Discuss how developmental works, grazing wood cutting have impacted the forests
- Use art integration to summarise and present the reasons for conservation of biodiversity in India under sustainable development.

Chapter 3-Water Resources

Learning Outcome- The students will be able to

- Examine the reasons for conservation of water resource in India.
- Analyse and infer how the multipurpose projects are supporting the requirement of water.

Chapter 4- Agriculture

Learning Outcome

- Examine the crucial role played by agriculture in our economy and society.
- Analyse the challenges faced by the farming community in India.
- Identifies various aspects of agriculture, including crop production, types of farming etc.

Chapter 5- Minerals and Energy Resources

Learning Outcome- The students will be able to

- Enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector.
- Differentiate between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.
- Analyse the relation between the availability of raw material and location of the industry

Chapter 7- Life Lines of National Economy

Interdisciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalisation and the Indian Economy

Learning Outcome-Refer Annexure III-B

Political Science: Democratic Politics - II

Chapter 1- Power – sharing

Learning Outcome- The students will be able to

- Enumerate the need for power sharing in democracy.
- Analyse the challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing.
- Compare and contrast the power sharing of India with Sri Lanka and Belgium.
- Summarise the purpose of power sharing in preserving the unity and stability of a country

Chapter 2-Federalism

Learning Outcome- The students will be able to

- Infer how federalism is being practised in India.
- Analyse the policies and politics that has strengthened federalism in practice.

Chapter 3- Gender, Religion and Caste

Learning Outcome- The students will be able to

- Examine the role and differences of Gender, religion and Caste in practicing Democracy.
- Analyse that different expressions based on the differences, are healthy or otherwise in a democracy

Chapter 4- Political Parties

Learning Outcome- The students will be able to

- Understand the process of parties getting elected.
- Know the significance of the right to vote and exercise the duties as citizens of a nation.
- Examine the role, purpose and no. of Political Parties in Democracy.

Chapter 5- Outcomes of Democracy

Learning Outcome- The students will be able to

- Enumerates how the success of democracy depends on quality of government, economic well- being, inequality, social differences, conflict, freedom and dignity.

Economics: Understanding Economic Development

Chapter- 1. Development

Learning Outcome- The students will be able to

- Enumerate and examine the different processes involved in setting developmental Goals.
- Analyse and infer how the per capita income depicts the economic condition of the nation.

- Evaluate the development goals with reference to their efficacy, implemental strategies, relevance to current requirements of the nation.
- Compare the per capita income of some countries and infer reasons for the variance.
- Analyse the multiple perspectives on the need of development.

Chapter 2- Sectors of the Indian Economy

Learning Outcome- The students will be able to

- Analyse and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy.
- Propose solutions to identified problems in different sectors based on their understanding.
- Summarise how the organised and unorganised sectors are providing employment
- Enumerate the role of the unorganised sector in impacting Per Capita Income currently and propose suggestive steps to reduce the unorganised sector for more productive contributions to GDP.
- Enumerate and infer the essential role of the Public and Private sectors

Chapter 3- Money and Credit

Learning Outcome- The students will be able to

- Enumerate how money plays as a medium exchange in all transactions of goods and services from ancient times to the present times.
- Analyse and infer various sources of Credit.
- Summarise the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.

Chapter- 4. Globalisation and the Indian Economy

Subtopics: What is Globalisation?
Factors that have enabled Globalisation**.**

Interdisciplinary Project with chapter 3 of History: "The making of a Global World". And chapter 7 of Geography: "Lifelines of National Economy"

Subtopics:

i. Production across the countries
ii. World Trade Organisation
iii. The Struggle for a Fair Globalisation

Refer Annexure III-B

Learning Outcome- The students will be able to

- Enumerate the concept of globalisation and its definition, evolution, and impact on the global economy.
- Evaluate the key role of the key major drivers of globalisation and their role in shaping the global economic landscape in various countries.
- Comprehend the significance of role of G20 and its significance in the light of India's role.

5. Project work - Consumer Rights **OR** Social Issues **OR** Sustainable Development

Learning Outcome- Refer Annexure III

CLASS X (2025-26)
MAP WORK

<table>
<tr><th>Subject</th><th>Name of the Chapter</th><th>List of areas to be located/ labeled/ identified on the map</th></tr>
<tr><td>History</td><td>Nationalism in India</td><td>I. Congress sessions:
1920 Calcutta
1920 Nagpur
1927 Madras session
II. 3 Satyagraha movements:
Kheda
Champaran
Ahmedabad mill workers
III. Jallianwala Bagh
IV. Dandi March</td></tr>
<tr><td>Geography</td><td>Resources and Development</td><td>Identify Major Soil Types</td></tr>
<tr><td rowspan="3"></td><td>Water Resources</td><td>Locating and Labeling:<table><tr><td>Salal
Bhakra Nangal
Tehri
Rana Pratap Sagar</td><td>Sardar Sarovar
Hirakund
Nagarjun Sagar
Tungabhadra</td></tr></table></td></tr>
<tr><td>Agriculture</td><td>Identify:
Major areas of Rice and Wheat
Largest/Major producer states of Sugarcane, Tea, Coffee,
Rubber, Cotton and Jute</td></tr>
<tr><td>Minerals and Energy Resources</td><td>Identify:<table><tr><td>Iron Ore Mines
Mayurbhanj
Durg
Bailadila
Bellary
Kudremukh</td><td>Coal Mines
Raniganj
Bokaro
Talcher
Neyveli</td><td>Oil Fields
Digboi
Naharkatia
Mumbai High
Bassien
Kalol
Ankaleshwar</td></tr></table></td></tr>
<tr><td></td><td></td><td>Locate and label: Power Plants<table><tr><td>Thermal
Namrup
Singrauli
Ramagundam</td><td>Nuclear
Narora
Kakrapara
Tarapur
Kalpakkam</td></tr></table></td></tr>
</table>

<table>
<tr><td></td><td>Manufacturing Industries</td><td>• Manufacturing Industries (Locating and labeling only)
• Cotton textile Industries: a. Mumbai, b. Indore, c. Surat, d. Kanpur, e. Coimbatore
• Iron and Steel Plants: a. Durgapur, b. Bokaro, c. Jamshedpur, d. Bhilai, e. Vijayanagar, f. Salem
• Software technology Parks: a. Noida, b. Gandhi-nagar, c. Mumbai, d. Pune, e. Hyderabad, f. Bengaluru, g. Chennai,h. Thiruvananthapuram</td></tr>
<tr><td></td><td>Lifelines of National Economy</td><td>Locating and Labeling
a. Major Sea Ports<table><tr><td>• Kandla
• Mumbai
• Marmagao
• New Mangalore
• Kochi</td><td>• Tuticorin
• Chennai
• Visakhapatnam
• Paradip
• Haldia</td></tr></table>b. International Airports
• Amritsar (Raja Sansi-Sri Guru Ram Das ji)
• Delhi (Indira Gandhi)
• Mumbai (Chhatrapati Shivaji)
• Chennai (Meenambakkam)
• Kolkata (Netaji Subhash Chandra Bose)
• Hyderabad (Rajiv Gandhi)</td></tr>
</table>

Note

1. Items of Locating and Labelling may also be given for Identification.
2. The Maps available in the website of Govt. of India may be used.

CLASS X
QUESTION PAPER DESIGN

Subject Wise Weightage

Subject	Syllabus	Marks (80)	Percentage
History	• The Rise of Nationalism in Europe. • Nationalism in India: • The Making of a Global World Sub topics 1 to 1.3 • Print Culture and the Modern World • Map pointing	18+2	25%
Political Science	• Power – sharing • Federalism • Gender, Religion and Caste • Political Parties • Outcomes of Democracy	20	25%
Geography	• Resources and Development • Forest and Wildlife Resources • Water Resources • Agriculture • Mineral& Energy resources • Manufacturing industries. • Lifelines of National Economy (map pointing) • Map pointing	17+3	25%
Economics	• Development • Sectors of the Indian Economy • Money and Credit • Globalisation and The Indian Economy Sub topics: ➢ What is Globalisation? ➢ Factors that have enabled Globalisation	20	25%

Weightage to Type of Questions

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

Weightage to Competency Levels

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

CLASS X (2025-26)

GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks
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 Interdisciplinary project	**5**
Subject Enrichment Activity	Project Work on Consumer Rights OR Social Issues OR Sustainable Development (Interdisciplinary)	**5**
Portfolio	Classwork, Work done (activities/ assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like heritage India quiz	**5**

CLASS X
PRESCRIBED TEXTBOOKS

S.No.	Subject	Name of the Book	Publisher
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

Project Work: Class IX

Project work	Competencies
Every student must undertake one project on Disaster Management **Objectives:** The main objectives of giving project work on Disaster Management to the students are to: • To create awareness in them about different disasters, their consequences and management • To prepare them in advance to face such situations • To ensure their participation in disaster risk reduction plans • To enable them to create awareness and preparedness among the community. • The project work helps in enhancing the Life Skills of the students. • Various forms of art must be integrated in the project work.	The students will develop the following competencies: • Collaboration • Use analytical skills. • Evaluate the situations during disasters. • Synthesize the information. • Find creative solutions. • Strategies the order of solutions. • Use the right communication skills.

Guidelines:

To realise the expected objectives, it would be required of the principals / teachers to muster support from various local authorities and organisations 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 and originality	2
b	Competencies exhibited and Presentation	2
c	Viva-Voce	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 PowerPoint 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.

Class-IX

Interdisciplinary Project

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	Interdisciplinary project Teachers can make use of the pedagogies in facilitating the students in completion of Interdisciplinary Project Constructivism Inquiry based learning Cooperative Learning Research based learning. Experiential learning. Art integration **Multiple Assessment:** Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/ integration of technology etc.	Compare the forest situations prevailed in the pre- colonial, colonial and post-colonial era. Evaluate the growth &role of commercial forestry in different types of Vegetation. Analyse the reasons for rebellions in forest areas of south East-Asia with specification to JAVA. To defend the role of government and the local communities in protecting the forest cover.	The schools to do IDP between the months of April and September at the School under the guidance of a teacher. (Carryover of project to home must be strictly avoided)
Geography Chapter 5	Natural Vegetation and Wildlife		To devise ways to protect the forest vegetation and wildlife in India.	

Guidelines for Interdisciplinary 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

Plan of the project:

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

Process:

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

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

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

Class IX Interdisciplinary project

10 days suggestive plan **10 periods**

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

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

- Examine the impact of human activity on forests in Java.
- Explore how changes in land use, agriculture, and industry have impacted the forests. Students can research the history of forest transformations in Java and their impact on the environment.
- Study the transformation of forests in Java, from pre-colonial to post-colonial times. Compare and contrast the conversion of forest into agricultural land and the need. Through group discussions find solutions. Present an art integrated project.
- Discuss the characteristics of tropical evergreen forests, including their climate, soil, and flora/fauna.
- Students can research specific examples of tropical evergreen forests and the challenges they face, such as deforestation and climate change.

Group project: watch the video through the link https://www.youtube.com/watch?v=Ml0xvHsBigI

- 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 V 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 compile all the findings of 8 days' work and present them in PPT and through the template given in Annexure IV.

Annexure III-A

Class X - Project **10 periods**	**5 marks**
Every student must undertake one project on … **Consumer Awareness** OR **Social Issues** OR **Sustainable Development** **Objectives:** • The 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. • It should also help in enhancing the Life Skills of the students. • Students are expected to apply the Social Science concepts that they have learnt over the years to prepare the project report • If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. • If possible, various forms of art may be integrated in the project work.	The students will develop the following competencies: • Collaboration • Use analytical skills. • Evaluate the situations during disasters. • Synthesize the information. • Find creative solutions. • Strategies the order of solutions • Use right communication skills

Guidelines:

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

S.no	Rubrics	Marks
a	Content accuracy and originality	2
b	Competencies exhibited and Presentation	2
c	Viva-Voce	1

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

1. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
2. 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.
3. 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.
4. The Project Report can be handwritten or digital.
5. 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)

6. Must be done at school only as specific periods are allocated for project work.

7. 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.

8. 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 the Board. Subjudice cases, if any or those involving RTI / Grievances may however be retained beyond three months.

B

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 Geography Chapter 7	Making of a Global World Lifelines of National Economy	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 Group Discussions Multiple Assessment:Ex. Surveys/ Interviews/ Research work/ Observation/ Story based	➢ Analyse the implication of globalisation for local economies. ➢ Discuss how globalisation is experienced differently by different social groups. Enumerates how transportation works as a lifeline of the economy. ➢ Analyse and infer the impact of roadways and railways on the national economy. ➢ Analyses and infers the challenges faced by the roadways and railway sector in India	The schools do IDP between the months of April and September at the School under the guidance of a teacher. (Carryover of project to home must be strictly avoided)
Economics Chapter 4	Globalisation on and the Indian Economy	Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin	➢ Integrate various dimensions of globalisation in terms of cultural / political/ social /economical aspects)	

		boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self - assessment/integration of technology etc.	➢ Appraise the evolution of Globalisation and the global trends ➢ Investigate the factors that facilitated the growth on MNC 's	

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 Lifelines of Economy

  https://docs.google.com/document/d/1dIwwFeaSrExJHMtkzcEuoq3ehh-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 World War II and its aftermath through inquiry methods. 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 V 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 V 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

Day 6: Post war settlement and Bretton Woods institutions

- Make the students read the material available online/in library and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure V 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 V for rubrics
- Introduction to the World Trade Organization
- Study the role of the WTO in promoting fair trade practices
- Discuss the efforts made towards decolonization and independence of nations

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

- 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 globalisation on the Indian economy
- Discuss the challenges faced by India in the process of globalisation

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

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

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-colonialisation was 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 IV

Suggested Template for Presentation by the Students - Class IX & X

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

ANNEXURE V

Rubrics for Interdisciplinary Project

Rubrics	Marks allocated
Research Work	1
Collaboration & Communication	1
Presentation & Content relevance	1
Competencies- Creativity, Analytical skills, Evaluation, Synthesizing,	2
Total	**5**