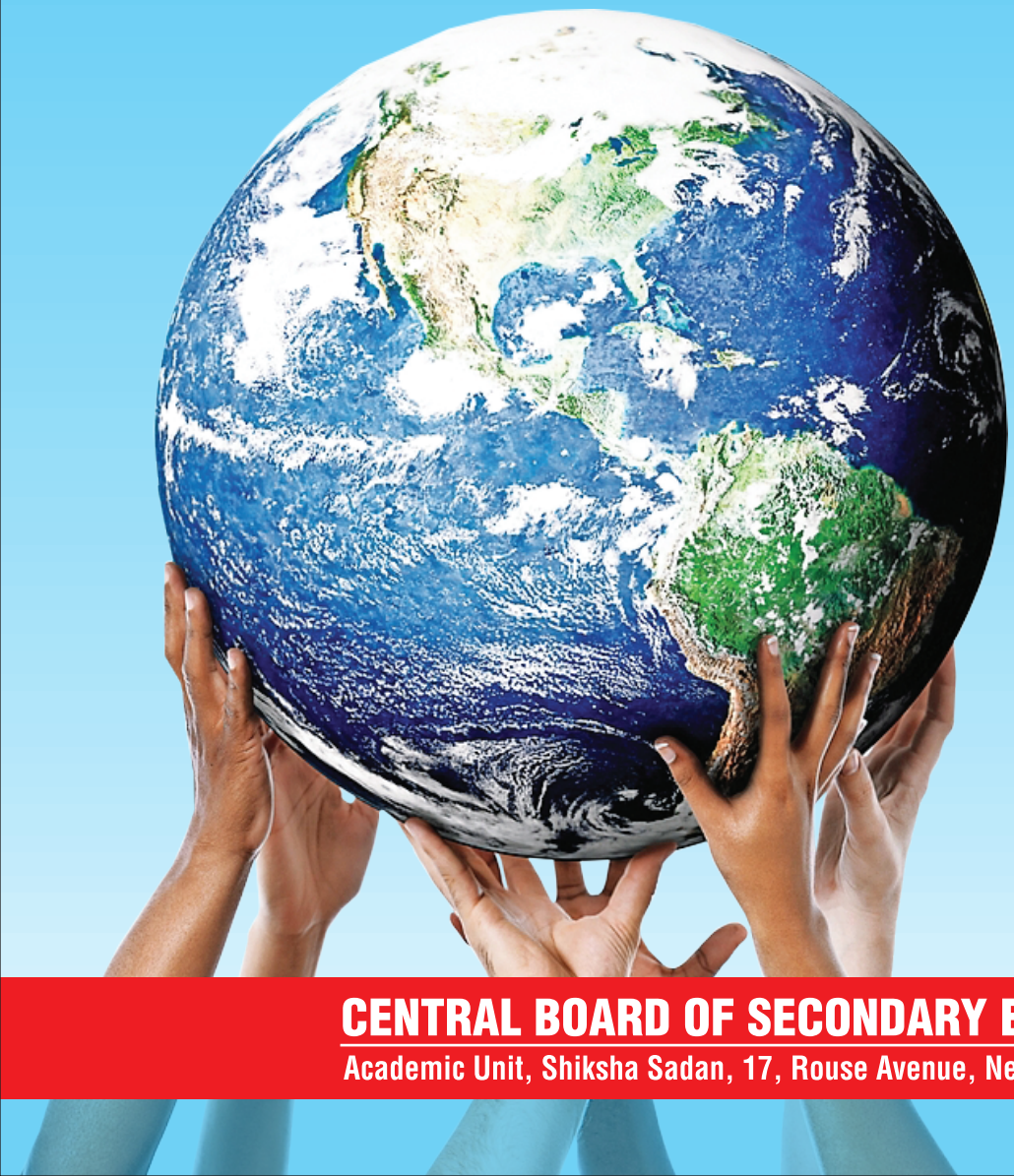
SECONDARY SCHOOL CURRICULUM 2021-22



CENTRAL BOARD OF SECONDARY EDUCATION
Academic Unit, Shiksha Sadan, 17, Rouse Avenue, New Delhi-110 002

Secondary School Curriculum 2021-22

Class IX-X

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THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

FRATERNITY assuring the dignity of the individual and the[2] [unity and integrity of the Nation];

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

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

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

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

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

[1](k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and forteen years.

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

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण [1]प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता
प्राप्त कराने के लिए
तथा उन सब में व्यक्ति की गरिमा
[2]और राष्ट्र की एकता और अखंडता
सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई॰ को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

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

भाग 4 क

मूल कर्तव्य

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

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;

(ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

(ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;

(च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;

(छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;

(झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;

[1](ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

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

1. PRINCIPLES OF THE CBSE CURRICULUM

1.1 CBSE Curriculum

The curriculum refers to the lessons and educational content to be taught to a learner in a school. In empirical terms, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, competencies to be attained, courses of study, subject-wise learning outcomes and content, pedagogical practices and assessment guidelines. The curriculum provided by CBSE is based on National Curriculum Framework-2005 and seeks to provide opportunities for students to achieve excellence in learning.

1.2 Salient Features of the CBSE Secondary School Curriculum

The Curriculum prescribed by CBSE strives to:

1. provide ample scope for holistic i.e. physical, intellectual and social development of students;
2. emphasize constructivist rather than rote learning by highlighting the importance of hands-on experience;
3. enlist general and specific teaching and assessment objectives to make learning competency-based;
4. encourage the application of knowledge and skills in real-life problem solving scenarios;
5. uphold the 'Constitutional Values' by encouraging values-based learning activities;
6. promote Critical and Creative Thinking aligned to the 21st Century Skills in classrooms;
7. integrate innovations in pedagogy such as experiential learning, Sport & Art-Integrated Learning ,toy-based pedagogy, storytelling, gamification etc. with technological innovations (ICT integration) to keep pace with the global trends in various disciplines;

8. promote inclusive practices as an overriding consideration in all educational activities;

9. enhance and support learning by different types of assessments; and

10. integrate environmental education in various disciplines from classes I- XII.

1.3 Objectives of the Curriculum

The Curriculum aims to:

1. achieve cognitive, affective and psychomotor excellence;

2. enhance self-awareness and explore innate potential;

3. attain mastery over laid down competencies;

4. imbibe 21st century learning, literacy and life skills;

5. promote goal setting, and lifelong learning;

6. inculcate values and foster cultural learning and iternational understanding in an interdependent society;

7. acquire the ability to utilize technology and information for the betterment of humankind;

8. strengthen knowledge and attitude related to livelihood skills;

9. develop the ability to appreciate art and show case talents;

10. Promote physical fitness, health and well-being.

11. Promote arts integrated learning.

1.4 Curriculum Areas at Secondary Level

CBSE envisions the all-around development of students in consonance with the holistic approach to education and therefore, has done away with

artificial boundary between the co-curricular domain and the curricular domain.

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

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

Languages 1	Compulsory
Languages 2	
Social Science	
Mathematics	
Science	
Elective Subjects	Optional
Health and Physical Education	**Compulsory Subjects having only school based internal assessment**
Work Experience*	
Art Education	

* subsumed in Health and Physical Education

1.5 Curricular Areas:-

The curriculum envisages individual learning propensity and seeks to explore the potential of students in acquiring knowledge and skills. With greater orientation and research skills in core areas, students would evolve as judicious young adults with a sense of real self-estimate having true values and principles. The curricular areas are as follows:

(i) **Languages** include Hindi, English and 37 other languages. The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective communicative proficiencies. Learners use language to comprehend, acquire and communicate ideas in an effective manner.

(ii) **Social Science** (Geography, History, Economics and Political Science) intends to make learners understand their cultural, geographical and historical milieus and gain in-depth knowledge, attitude, skills and values necessary to bring about transformation for a better world. Social Science includes the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities and the incorporation of the above-mentioned learning. Learners appreciate and value everyone's right to feel respected and safe, and, also understand their Fundamental Rights and Duties and behave responsibly in the society.

(iii) **Science:** (Biology, Chemistry and Physics) includes gaining knowledge about Food, Materials, The World of the Living, How things work, Moving things, People and Ideas, Natural Phenomenon and Natural Resources. The Focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life. The Curriculum promotes the ability to engage with science-related issues, and with the ideas of science, as a reflective citizen by being able to explain phenomena scientifically, evaluate and design

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

(iv) **Mathematics** includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, the ability to apply this Knowledge and acquired skills in their daily life and the skills to think mathematically. It also includes understanding of the principles of reasoning and problem solving. Children learn to rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns.

(v) **Skills Electives-** A well-skilled workforce is one of the key requirements for the prosperity and growth for any country. Some skills come from general education, but specific occupational skills are also important. Typically initial vocational education and training systems have a big part to play in supplying these skills. To develop skills and talents as a form of free expression, Board offers variety of competency based subjects under NSQF like Retail, Information Technology, Marketing & Sales, Banking, Finance, AI etc. Choosing any one Skill subject at secondary level can helps the child to pursue what truly interests or pleases him or her. This liberty promotes a sense of self-esteem in accepting one's own talents and strengths.

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

(vi) **Art Education** entails instruction in various art forms (visual as well as performing) with an aim to help children develop an interest for arts and encourage them to enthusiastically participate in related activities,

thus, promoting abilities such as imagination, creativity, valuing arts and cultural heritage. In addition, Arts should be integrated with other subjects to promote creative thinking and expression

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

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

1.6 Integrating all areas of learning:

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

2. IMPLEMENTATION OF CURRICULUM

2.1 School Curriculum Committee

The Board mandates that all schools must setup a School Curriculum

Committee comprising teachers from each area. The School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/ reference materials are age appropriate, incorporate inclusive principles, gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community. The committee will then send the list of books to the Principal to take action as per para 2.4.7 (b) of the Affiliation Byelaws, 2018. The committee would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NCF-2005.Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

2.2 Pedagogical Leadership:

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

(a) Lead, Guide and Support the teaching and learning processes in the school by focusing on classroom specific requirements for transacting the curriculum, so that both teachers and students perform at their optimal best.

(b) Direct the entire focus of all school activities towards the students' learning and acquiring of necessary competencies. Every activity taken up by the school, therefore, should be mapped for the educational competencies, and for life skills, values, etc., being acquired by the students.

(c) Prepare Annual Pedagogical Plan of the school by designing and developing annual plan for the school by giving equal importance to all areas.

(d) Promote innovative pedagogy, with special focus on integrating art, sports and ICT (Information and Communication Technology) with education, and use of active and experiential learning methods in the classrooms.

(e) Ensure joyful learning at all levels through use of such innovative pedagogy.

(f) Develop school specific resources for teaching and learning, in the form of lesson plans, e-content, use of mathematics and science kits developed by NCERT, etc.

(g) Ensure proper in-house training of teachers in the school to enable them to unleash their own unique capabilities and creativity in their classrooms.

(h) To be up to date with all new ideas and tools, etc. being used in education at the global level and constantly innovate the pedagogy of the school.

(i) To make efforts to learn from the best practices of other schools, by arranging for discussions with Principals of such schools, or through observation visits of teachers to other schools.

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

2.3 Pedagogical Practices by Teachers

The pedagogical practices should be learner centric. Teachers are expected to ensure such an atmosphere for students where they feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and

constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

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

2.4 Competency based Learning:

To face the challenges of 21st Century, education should be competency based and Principals as Pedagogical Leaders must create conducive environment for the development of competencies among the students. Competency based Learning focuses on the student's demonstration of desired learning outcomes as central to the learning process. Learning outcomes are statements of expected outcomes that the student will be able to do to know, understand and/or be able to demonstrate after completion of a process of learning as a result of learning the activity. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes. Experiential and active learning are the preferred pedagogies for Competency Based Learning as they promote critical thinking, creativity and effective study skills among students. Learning Outcomes approach developed by NCERT for classes I-X that is enclosed with each subject should be adopted by all the schools and teaching-learning process may be changed in the light of these outcomes. The schools are expected to have well-defined Learning objectives for every grade that are observable and measurable, and empower learners to focus on mastery of valuable skills and knowledge. It is expected that teachers will provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks. Schools are expected to

track the attainment of Learning Outcomes by each learner and ensure that no child is left behind. CBSE has also come out with suggestive mapping of learning outcomes with NCERT curriculum which can be adopted/ adapted by schools. CBSE has also mapped each learning outcome with assessment to enable tracking of learning progress and these resources are available at the website of CBSE in the form of **Teachers Energized Resource Material.** Schools should also attempt this on their own.

2.5 Lesson/ Unit Plan

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

- Specific Learning Outcomes;
- Pedagogical Strategies;
- Group activities/experiments/hands-on-learning;
- Interdisciplinary Linkages and infusion of Life-skills, Values, Gender sensitivity etc.;
- Resources (including ICT);
- Assessment items for measuring the attainment of the Learning Outcome
- Feedback and Remedial Teaching Plan.
- Inclusive Practices

2.6 Classroom and School Environment

School environment should be conducive for holistic development of the students. The school should focus on health and hygiene by adopting inclusive practices. As part of the policy the school should adopt practices which will promote mental health. In this direction, the schools may follow the guidelines issued by the Board on making the school a No-Anger Zone or Anger Free Zone. The board has developed school health manuals which are

available on www.cbseacademic.nic.in. The time table in the school should take care of proper rest and the children learn subjects with relaxation. School must also ensure that Children avoid the intake of junk food and should ban it around school premises. Intake of the healthy foods should be encouraged with activities described in circular issued by CBSE.

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

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

2.7 Creating Cross-Curricular Linkages

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

2.8 Special emphasis on Integrating Arts in education:

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

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

2.8.1 Art Education and Art Integration:

The following two-pronged approach is followed:

(i) Art education continues to be an integral part of the curriculum. The schools may also promote and offer Visual and Performing Arts based subjects at the Secondary and Senior Secondary level.

(ii) Art is also integrated with the teaching and learning process of all subjects from classes 1 to 12, to promote active and experiential

learning for "connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods and for enriching the curriculum, so that it goes beyond textbooks."

2.8.2 Art Integrated Pedagogy:

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

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

2.9 21st Century Skills:

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

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

Learning skills include:

- Critical Thinking
- Creativity

- Communication
- Collaboration

Literacy skills include:

- Information literacy
- Media literacy
- Technology literacy

Life skills include:

- Flexibility
- Leadership
- Initiative
- Productivity
- Self-awareness

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

2.10 Inclusive Education:

Inclusive approach in education is a prerequisite for ensuring full participation of all students with equal opportunity in all areas without any discrimination. Inclusive attitude in all staff and faculty members is crucial for successful inclusive education. Therefore, all the members of teaching and non-teaching staff should be sensitized on the issues of inclusive education. Students without disabilities should also be sensitized. Schools must organize these sensitization programmes with the support of experts from respective field of disabilities. Capacity Building Programmes

on Inclusive Education may be organized in collaboration with the CBSE- Centres of Excellence. Board has made the appointment of special educator mandatory to all the schools affiliated to the CBSE. Special Educators must possess the qualification as prescribed by the Rehabilitation Council of India. (CBSE Circular No. 31/2015). CBSE has published a handbook on Inclusive Education available at its website.

3. SCHEME OF STUDIES

3.1 Subjects to be offered:

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

Subjects		Names of the subjects	Group
Compulsory	Subject 1	Language I (Hindi -Course A or Hindi -Course B or English Language and Literature)	Group-L
	Subject 2	Language II (Any one from the Group of Languages (Group-L) other than the Language chosen as Subject 1)	Group-L
	Subject 3	Mathematics - Basic or Mathematics Standard	Group- A1
	Subject 4	Science	
	Subject 5	Social Science	
Optional	Subject 6	Skill subject	Group-S
	Subject 7	Language III /Any subject other than opted above	Group-L/Group-A2
Subjects of Internal Assessment	Subject 8 and 9	Art Education	
	Assessment and certification at school level	Health & Physical Education Work Experience*	

***Work experience is subsumed in Health and Physical Education**

(a) The Board Examination in Mathematics is held at two levels in Class X .However, it is not be applicable to the internal assessment done in Mathematics at the school level in class X. For details please refer Circular No. Acad. 03/2019. It may be noted that the students who are opting Mathematics - Basic will have the option of taking Applied Mathematics (241) as an Elective at Class XI/Sr. Secondary though they may not be permitted to take Mathematics (041) at Sr. Secondary level. However a student who has opted Mathematics - standard can offer any one of the two available Mathematics at Sr. Secondary level.

(b) If a student fails in any one of the three compulsory subjects (i.e. Science, Mathematics and Social Science) and passes in the Skill subject (offered as sixth optional subject), then that subject will be replaced by the Skill subject and the result of Class X Board examination will be computed accordingly.

(c) If a student fails in any language subject, out of first five subjects, the same will be replaced by the language taken as sixth subject (in case of no skills subjects offered) or as seventh subject (optional), provided that he or she has passed this language and after replacement either Hindi or English remains as a passed language in the first five subjects.

(d) It is expected that all the students would have studied three languages up to class VIII. Those students who could not clear the third language in class VIII and have been promoted to class IX, shall be examined by the concerned schools at the end of Class IX in the same syllabus and textbooks as prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he has passed in the third language. However, students with disabilities are exempted from the study of third language.

(e) Either Hindi or English must be one of the two languages to be studied in class IX and X. Hindi and English can also be offered simultaneously.

In Hindi, two courses have been provided for class IX and X keeping in view the varying backgrounds of the students and a student may either opt for Hindi A (Code 002) or Hindi B (Code 085).

(f) Students offering additional sixth skill subject may also offer an additional language III/ any subject as seventh subject.

(g) Out of the three subjects - Computer Application (Code 165), Information Technology (Code 402) and Artificial Intelligence (code 417) - only one can be offered. A combination of any of these subjects is not permitted.

(h) For Skill subjects, only those subjects can be offered for which permission has been given by the Department of Skill Education, CBSE.

(i) Board is extending several exemptions/concessions to candidates with disabilities as defined in the "THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016". Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the Board and the Standard Operating Procedure for availing these concessions are available on :

https://www.cbse.gov.in/cbsenew/Examination_Circular/2019/5_CIRCULAR.pdf

Schools and candidates may also refer to the circulars issued by the Board from time to time on this matter.

(j) For Regional Languages, the Board prescribes the textbooks being followed in classes IX and X in the respective State Boards where the language is taught. Schools are also advised to bring to the notice of CBSE the changes, if any, brought out at the commencement of the session by the respective State Boards, in the textbooks of the language of their State. Schools are directed to strictly follow the textbooks prescribed by CBSE in its curriculum. Changes, if any, can be adopted only after CBSE notifies it.

3.2 List of subjects offered at Secondary Level:

LANGUAGE (GROUP-L)							
S	CODE	NAME		Theory Marks	Time (h)	Internal Marks	Total Marks
1	002	HINDI COURSE-A	(ANY ONE)	80	03	020	100
	085	HINDI COURSE-B		80	03	020	100
2	184	ENGLISH LANG & LIT.		80	03	020	100
3	003	URDU COURSE-A	(ANY ONE)	80	03	020	100
	303	URDU COURSE-B		80	03	020	100
4	004	PUNJABI		80	03	020	100
5	005	BENGALI		80	03	020	100
6	006	TAMIL		80	03	020	100
7	007	TELUGU	Any One	80	03	020	100
	089	TELUGU TELANGANA		80	03	020	100
8	008	SINDHI		80	03	020	100
9	009	MARATHI		80	03	020	100
10	010	GUJARATI		80	03	020	100
11	011	MANIPURI		80	03	020	100
12	012	MALAYALAM		80	03	020	100
13	013	ODIA		80	03	020	100
14	014	ASSAMESE		80	03	020	100
15	015	KANNADA		80	03	020	100
16	016	ARABIC		80	03	020	100
17	017	TIBETAN		80	03	020	100
18	018	FRENCH		80	03	020	100
19	020	GERMAN		80	03	020	100
20	021	RUSSIAN		80	03	020	100
21	023	PERSIAN		80	03	020	100
22	024	NEPALI		80	03	020	100
23	025	LIMBOO		80	03	020	100
24	026	LEPCHA		80	03	020	100
25	092	BODO		80	03	020	100
26	093	TANGKHUL		80	03	020	100
27	094	JAPANESE		80	03	020	100
28	095	BHUTIA		80	03	020	100
29	096	SPANISH		80	03	020	100
30	097	KASHMIRI		80	03	020	100
31	098	MIZO		80	03	020	100

32	099	BAHASA MELAYU	80	03	020	100
33	122	SANSKRIT	80	03	020	100
34	131	RAI	80	03	020	100
35	132	GURUNG	80	03	020	100
36	133	TAMANG	80	03	020	100
37	134	SHERPA	80	03	020	100
38	136	THAI	80	03	020	100

COMPULSORY SUBJECTS (GROUP-A1)

S	CODE	NAME		Theory Marks	Time (h)	Internal Marks	Total Marks
1	041	MATHEMATICS -STANDARD	(ANY ONE)	80	03	020	100
	241	MATHEMATICS - BASIC		80	03	020	100
2	086	SCIENCE		80	03	020	100
3	087	SOCIAL SCIENCE		80	03	020	100

OTHER SUBJECTS (GROUP- A2)

S	CODE	NAME		Theory Marks	Time (h)	Internal Marks	Prac-tical	Proj-ect	Total Marks
1	031	CARNATIC MUSIC (VOCAL)	(ANY ONE)	30	02	020	50	--	100
	032	CARNATIC MUSIC (MELODIC INSTRU-MENTS)		30	02	020	50	--	100
	033	CARNATIC MUSIC (PERCUSSION IN-STRUMENTS)		30	02	020	50	--	100
	034	HINDUSTANI MUSIC (VOCAL)		30	02	020	50	--	100
	035	HINDUSTANI MUSIC (MELODIC INSTRU-MENTS)		30	02	020	50	--	100
	036	HINDUSTANI MUSIC (PERCUSSION IN-STRUMENTS)		30	02	020	50	--	100
2	049	PAINTING		30	03	020	50	--	100
3	064	HOME SCIENCE		70	03	--	30	--	100
4	076	NATIONAL CADET CORPS (NCC)		70	03	30	--	--	100
5	165*	COMPUTER APPLICATIONS		50	02	--	50	--	100
6	154	ELEMENTS OF BUSINESS		70	03	--	30	--	100
7	254	ELEMENTS OF BOOK- KEEP-ING & ACCOUNTANCY		70	03	--	--	30	100

SKILL SUBJECTS (GROUP-S)

S No	Code	Name	Job Roles	Marks Distribution	
				Theory	Practical
1	401	Retailing	Store Operations Assistant	50	50
2	402*	Information Technology	Domestic IT Executive/ Operator	50	50
3	403	Security	Unarmed Security Guard	50	50
4	404	Automotive	Automotive Service Technician	50	50
5	405	Introduction To Financial Markets	Business Correspondent	50	50
6	406	Introduction To Tourism	Assistant Tour Guide	50	50
7	407	Beauty & Wellness	Assistant Beauty Therapist	50	50
8	408	Agriculture	Solanaceous Crop Cultivator	50	50
9	409	Food Production	Assistant Chef (reg.)	50	50
10	410	Front Office Operations	Front Office Executive	50	50
11	411	Banking & Insurance	Field Executive	50	50
12	412	Marketing & Sales	Marketing Assistant	50	50
13	413	Health Care	General Duty Assistant	50	50
14	414	Apparel	Hand Embroider	50	50
15	415	Multi Media	Texture Artist	50	50
16	416	Multi Skill Foundation Course	Multi Skill Assistant	50	50
17	417*	Artificial Intelligence		50	50
18	418	Physical Activity Trainer (New)		50	50

*Out of the three subjects with codes - 165, 402 and 417 - only one subject can be offered.

The curriculum and the study material for the Skill Electives is available on the CBSE

academic website under the tab 'Skill Education' and can be accessed through the link: http://cbseacademic.nic.in/skill-education.html.

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

S. No.	COURSE NAME	Duration in Hours	MARKS DISTRIBUTION	
			Theory	Practical
1	Artificial Intelligence	12	15	35
2	Beauty & Wellness	12	15	35
3	Design Thinking	12	15	35
4	Financial Literacy	12	15	35
5	Handicrafts	12	15	35
6	Information Technology	12	15	35
7	Marketing/ Commercial Application	12	15	35
8	Mass Media	12	15	35
9	Travel & Tourism	12	15	35

3.3 Instructional Time

Instructional time shall be as per the subjects selected. Schools must ensure that minimum number of hours are spent for each subject as specified in the curriculum. The time duration for the subjects has been clearly indicated in the syllabus of each subject. However, it is expected that schools will create innovative Timetables (such as, teaching-learning only 2 subjects per day etc.) to ensure that the burden of the bag and homework are substantially reduced and the classroom transaction are based on experiential processes. Schools may also think of introducing bag-less day and same may be incorporated in the time tables. The time table must also include the mandatory periods for compulsory areas including Health and Physical Education.

3.4 Medium of Instruction

The medium of instruction in general in all the schools affiliated with the Board shall either be Hindi or English.

4. STRUCTURE OF ASSESSMENT SCHEME

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

This condition has been relaxed vide Notification No. CBSE/Coord/DS/EC dated 11/10/2018 available at:

https://www.cbse.gov.in/cbsenew/Examination_Circular/2018/15_CIRCULAR.pdf

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

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

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

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

Notes:-

(a) Minor variations in proportion of candidates to adjust ties will be made.

(b) In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.

(c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.

(d) In respect of subjects where total number of candidates passing a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

For Class IX:

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

Grading Scale for Scholastic Areas (Class-IX) **(School will award grades as per the following grading scale)**	
MARKS RANGE	**GRADE**
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	*Essential Repeat

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

4.2 Internal Assessment (20 Marks):

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

4.2.1 Periodic Assessment (05 Marks)

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

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

4.2.2 Multiple Assessment (05 marks):

Multiple assessment strategies relevant to particular learning outcomes are advised over the period of curriculum transaction. The subject teachers would determine the type and frequency of these. This would make assessment more comprehensive and provide schools/teachers flexibility to use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organizers, visual representation etc. Hence, the schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment for and as learning, such as, quizzes, project-work, Self and peer assessment, collaborative projects, experiments, classroom demonstrations, etc.

Caution must be observed that recording of such assessment is not cumbersome and can be easily translated into individual student scores. Thus, developing simple scoring criteria and rubrics becomes of equal importance when deciding to use a particular technique. In tune with purpose of periodic assessment, i.e., to provide feedback to improve teaching and learning, it becomes of equal importance to use follow-up measures incase students are found deficient in proficiency of relevant learning outcomes.

4.2.3 Portfolio (05 marks):

The creation of portfolios is suggested to broaden the scope of learning and achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed.

What is a portfolio?

A portfolio is a collection of chosen work by a student representing a selection of performances that is collected over time and describes the learner's efforts, progress, and achievement in key areas. It is a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and pencil tests. Assessment would include self and

peer assessment among others. Its use is recommended as a support to the new instructional approaches that emphasize student's role in constructing knowledge and understanding.

For a more simple approach, it is suggested that the portfolio take the form of a journal or notebook that would include besides classwork, students artifacts selected within a coherent framework along with their reflections. Learner here is an active participant involved in constructing his or her journey through the portfolio building process of selecting, organizing and reflecting. Now Schools are expected to develop the portfolios as per para 4.2.2 (a) above.

This portfolio can be seen both as a process and as a product:

a. As a product, it holds the performance records and documents, a student has produced during the learning course and represents a collection of their learning achievements.

b. As a process, it enables learners to monitor their own learning systematically, reflect on their performance, redirect their efforts and set future goals.

What purposes does a portfolio serve? A portfolio

- offers the possibility of assessing more complex and important aspects of a learning areas or subject matter that can't be assessed through traditional forms of testing;
- provides a profile of learner's abilities - in-depth growth and progress
- helps to develop among students an awareness of their own learning. The focus on self-assessment and reflection helps students to identify their strengths and weaknesses thereby facilitating setting up of realistic improvement goals. The active role that students plays in self assessment not only motivates them but also

help to develop metacognitive skills which enable them to make adjustments not only in their learning in school but beyond as well;

- provides an opportunity to share own learning with peers and review and give feedback on each other's work. Peer Assessment thus becomes a great support that further facilitates a clear understanding and evaluation of personal goals;

How to prepare a portfolio?

It is suggested that the portfolios would include classwork and homework assignments that would help evaluate learner's progress. Besides this, portfolio should be a space for student to display his/her exemplary work in the related area. The attention should be to promote techniques such as annotation, identification of key words / topics/ themes, summarization and organization of ideas and content, photos, presentations, assignments, art integrated learning, etc.

The sample of creative work and evidences that demonstrate process skills or development of critical thinking or problem solving merit inclusion as well. A periodic review of the evidences includes in the portfolio would facilitate self-assessment by learners who would be more aware of their own learning and be able to identify their strengths and weaknesses. The portfolio also provides an opportunity to learners to share and comment on each other's work. Such peer assessment facilitate understanding of criteria of good work to students. It is advised that such criteria be developed and made clear to students. Initially this self and peer assessment would be a guided endeavor.

Assessing Portfolios

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

Suggested are some elements to judge student's portfolio:

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

Teachers can include other subject relevant criteria and elements to assess portfolios.

A Word of Caution: Portfolios need to be developed in an easy to manage form. They need to be meaningful but simple and accessible. Developing them should not be a burden on students- both in terms of cost and time.

4.2.4 Subject Enrichment Activities (05 marks):

Subject enrichment activities aligned with the secondary school curriculum aim at enrichment of the understanding and skill development. They provide in-depth learning that motivates students to dig deeper into the discipline. These enrichment activities need to challenge students and permit them to apply knowledge to the next level. These activities become an important instrument to learn the processes by which knowledge is generated in a particular discipline. They ought to provide opportunity to students to explore their own interests as well along with an understanding of the nature of particular discipline.

It is important that the Subject Enrichment Activities be conducted with rigour and focus. Some suggestions for this are as follows:

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

The specified activities in practical work in **Science** and **Mathematics** need

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

The discipline of **Social Science** puts the responsibility on concerned teachers to facilitate students to design and execute relevant projects. It is suggested that social science being the subject relevant to social context, projects be related to Art and culture and include development of Life Skills too. Art is not only about self - expression but is more about perceptions and a special way of understanding and responding to work. Exploring into ideas and meanings through the works of artists/experts/ writers/poets, the students would develop imagination and critical awareness.

4.3 Art Education

Art Education constitutes curricular activities for the development of the wholesome personality of the children, aesthetic sensibilities and respect for social values and cultural heritage. It encourages learners to develop creative expression, sharpens keen observation and develops a sense of organization and order. Students may select one form each from Visual Arts (drawing, painting, murals, collages, crafts, sculpture, etc.) and Performing Arts (dance, music, drama, puppetry and Folk Art forms etc.). Children's participation in activities/competitions organized and conducted throughout the year form the basis of assessing the student by the Visual Art/Performing Art teacher.

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

Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this

area of curriculum is on helping children develop a positive attitude and commitment to life long, healthy and active living and the capacity to live satisfying, productive lives with the help of health, hygiene and sanitation, work experience, indigenous sports, yoga, NCC, self-defense, fitness and lifestyle choices.

Health and Physical Activities, preferably sports must be given one regular period per day. Students should be provided opportunities to get professionally trained in the area of their interest. Indigenous sports, yoga and NCC must be encouraged in the schools as they develop physical fitness, discipline, sportsmanship combined with patriotism, self-sacrifice and health care. Similarly Self-defense may be actively taught to students, especially girl students, as it instills confidence and empowers them. The teachers should ensure that the students get opportunities to participate in activities of their choice and help them in identifying and nurturing their talents and gain confidence. The Physical Education teacher will maintain the record of all the Health and Physical Education activities/competitions that each of the children participate in. The Comprehensive School Health Manuals (four volumes) brought out by CBSE could be referred to for detailed information and the graded activities could be taken up as part of the curriculum in school.

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

4.5 Assessment of Art Education and Health and Physical Education

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

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

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

4.5.1 Parameters of Assessment

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

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

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

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

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

Strand	Periods (Approx)	Grades*
1.GAMES Athletics/ Swimming Team Games Individual Games/ Activity Adventure Sports	**90 periods**	While filling online data, following grades may be filled against HPE: Class IX-X: Grade (A-E) on 5-point scale (A, B, C, D, E)
2. Health and Fitness	50 periods	
3. SEWA	50 periods	Grades of SEWA is considered against Work Experience Class IX-X: Grade (A-E) on 5-point scale **(A, B, C, D, E)**
4. Health and Activity Card	**10 periods**	
Total	**200 Periods**	

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

4.6 Development of competencies through Student Enrichment activities:

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

S. No.	Student Enrichment Activity	Skills/Values to be Enhanced
1	Story Telling Competition	Thinking Skills: Creative, Analytical, Evaluative Communication Skills Linguistic Skills
2	Reading Week	
3	Fastest Reading Contest	
4	Aryabhata Ganit Challenge	Reasoning Abilities Problem Solving Skills Critical thinking Analytical thinking Ability to manipulate precise and intricate ideas Ability to construct logical arguments
5	CBSE Heritage India Quiz	Values of respect for diversity and tolerance Awareness about preserving Indian heritage and monuments Critical thinking skills Appreciation for rich heritage and diversity of the country
6	Science Exhibition	Critical and Creative Thinking Skills Problem Solving Skills Scientific Temperament Connecting Science to day to day life
7	Science Literacy Promotion Test	
8	Expression Series	Creative Thinking Skills Communication Skills
9	Eco-Club Activities	Awareness about Environmental Conservation and Protection Clean lines Habits
10	Swachhata Abhiyan	

11	Ek Bharat Shrestha Bharat	Spirit of Patriotism and Unity Creative Skills
12	Rashtriya Ekta Diwas	
13	Inter School Band Competition	
14	Fit India School Week	Healthy lifestyle
15	CBSE Inter-School Sports & Games Competitions	
16	International Day of Yoga	
17	Matri bhasha Diwas	Awareness of Linguistic and Cultural traditions, Values of Tolerance and Dialogue, Communication Skills
18	The Constitution Day	importance of Constitution, its history, structure and implications to citizens orientation to composite culture and diversity of our nation awareness of Fundamental Rights and Duties as enshrined in the Indian Constitution.
19	Art Integrated Project	application of art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/ topics promotes experiential learning as it enables to derive meaning and understanding directly from the learning enables students to see the multi-disciplinary linkages between subjects, topics, and real life.

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

4.7 Suggestions for Teachers

Teachers should encourage participation of each child in some activity or the others. They must ensure that no child is left out from participation in activities organized by the Board or at the class/school or at interschool level. By carefully examining the behavior / skills / competencies of children in the class on all possible occasions, teachers will maintain records of

the performance of learners. Schools should encourage teachers to work collaboratively with other teachers for facilitating and assessing learner's performance and then finally assigning grades.

4.8 Discipline (Attendance, Sincerity, Behavior, Values)

Discipline significantly impacts career shaping and helps build character, sincerity, self- control, perseverance, good behavior and values. The concept of discipline should not be confused with strict authoritarian environment and the students should be given freedom to share their doubts and ideas with teachers regarding class work. Constitutional and universal values should also be encouraged amongst students. Hygiene, sanitation, dedication, honesty, truthfulness, kindness, empathy respect for the environment, elders and all living things etc. are the values that our students must actively practice. Parents may also support schools in cultivating disciplined behavior in their wards. Class teacher will grade the students on a Five- point scale (A to E) keeping in view the overall attendance, sincerity, values and behavior of the students. Values Education Resource Book and Kit developed by CBSE may be used for inculcating values in students.

4.9 Rules regarding Admission and Examination

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

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CENTRAL BOARD OF SECONDARY EDUCATION
Academic Unit, Shiksha Sadan, 17, Rouse Avenue, New Delhi-110 002

ENGLISH LANGUAGE AND LITERATURE

Code No. 184

(2021-22)

1. Background

Traditionally, language-learning materials beyond the initial stages have been sourced from literature: prose, fiction and poetry. While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

2. Objectives:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- use appropriate English to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different aspects of English
- develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- integrate listening and speaking skills in the curriculum.
- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate a story which has been depicted pictorially or in any other non-verbal mode

- respond, in writing, to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the stand taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of views expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report

3. Language Items

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

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

4. Methods and Techniques

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

- Role play
- Simulating real life situations
- Dramatising and miming

- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings
- Borrowing situations from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
SYLLABUS CLASS – IX (2021-22)

Sections		
A	Reading Skills	(50periods)
B	Writing Skills with Grammar	(60 periods)
C	Literature Textbooks and Supplementary Reading Text	(60 periods)

PART A

Reading:-

Unseen Passage **20 Marks**

I. Multiple Choice Questions based on a Discursive passage of 400-450 words to test inference, evaluation and vocabulary. Ten out of twelve questions to be answered.
(10x1=10)

II. Multiple Choice Questions based on a Case-based factual passage (with visual input-statistical data, chart etc.) of 200-250 words to test analysis and interpretation. Ten out of twelve questions to be answered. (**10x1=10)**

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

Literature Textbooks **10 Marks**

III. Multiple Choice Questions based on an extract from drama/prose to test inference, evaluation and vocabulary. Any 1 out of 2 extracts to be done. **(5x1=5)**

IV. Multiple Choice Questions based on an extract from poetry to test analysis and interpretation. Any 1 out of 2 extracts to be done (**5x1=5)**

Grammar **10 Marks**

V. Ten Multiple Choice Questions, out of twelve, to be answered (including gap filling/ editing/ dialogue writing). Questions shall be based on the following:

- Tenses
- Modals
- Subject – verb concord
- Reported speech
- Commands and requests
- Statements
- Questions
- Determiner
- Use of Passive Voice
- Clauses: Noun, Adverb Clauses of condition and time, Relative Clauses
- Prepositions

PART B

Writing **10 marks**

I. Writing an Informal Letter on a situation/ Descriptive Paragraph (person, place, event, diary entry) based on visual or verbal cue/s. (word limit 100-120 words)

One out of two questions is to be answered**.** **(5 marks)**

II. Writing a story based on a given outline or cue/s. (word limit 100-120 words)

One out of two questions is to be answered**.** **(5 marks)**

Literature **30 Marks**

III. Four out of six Short Answer Type Questions to be answered in 20-30 words each from BEEHIVE and MOMENTS (two out of three from BEEHIVE and two out of three from MOMENTS). (**2x4=8)**

IV. Four out of six Short Answer Type Questions to be answered in 40-50 words each from BEEHIVE and MOMENTS (two out of three from BEEHIVE and two out of three from MOMENTS). **(3x4=12)**

V. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question taken from a situation/plot from the texts. (**5 marks)**

VI. One out of two Long Answer Type Questions from MOMENTS on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. (**5 marks)**

Prescribed Books: Published by NCERT, New Delhi

- **BEEHIVE – Textbook for class IX**
- **MOMENTS – Supplementary Reader for Class IX**
- **Words and Expressions-I, Workbook**

NOTE: Teachers are advised to:

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

(ii) reduce teacher-talk time and keep it to the minimum,

(iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

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

1. Reading Section: Reading for comprehension, critical evaluation, inference and analysis are to be tested.
2. Writing Section: All types of short and extended writing tasks will be dealt with.
3. Grammar: Grammar items mentioned in the syllabus will be taught and assessed.

INTERNAL ASSESSMENT

Listening and Speaking Competencies 50 Periods

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

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

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

Guidelines for Assessment in Listening and Speaking Skills

i. Activities:

- Activities for listening and speaking available at www.cbseacademic.in can be used for developing listening and speaking skills of students.
- Subject teachers should also 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:

i. Interactive competence (Initiation & turn taking, relevance to the topic).
ii. Fluency (cohesion, coherence and speed of delivery).
iii. Pronunciation
iv. Language (accuracy and vocabulary).

iii. Schedule:

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

iv. Record keeping:

The record of the activities done and the marks given must be kept for three months after the declaration of result, for any random checking by the Board.

No recording of speaking skills is to be sent to the Board.

ENGLISH LANGUAGE AND LITERATURE

(Code No. 184) CLASS – IX (2021 – 22) Marks-80

Sections	Competencies	Total marks	% Weightage
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20	25%
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20	25%
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40	50%
Total		**80**	

Class IX

Suggested Pedagogical Processes	Learning Outcomes
The learners may be provided opportunities individually or in groups and encouraged to— • comprehend audio/video scripts, read aloud texts and answer comprehension and inferential questions by listening. • use English news, films, songs, dramas, role-play, talks on internet, etc., as a resource to develop listening comprehension and understanding of the use of tone/intonation/stress, etc., in speech. • meet people and discuss on variety of issues, or listen to record discussions with people from different professions through face to face or electronic media. • participate in inter and intra school activities like school exhibitions, annual day celebration, debate competitions, discussions, quiz competitions and sports events. • make announcements during school functions, take interviews of people or personalities by framing questions, introduce a speaker; develop news items and present in class or school assembly. • organise and participate in discussions, present viewpoints or arguments, express contrasts with logic and reasoning, in the process develop problem solving and reasoning ability; and critical thinking. • recite poems with proper stress and intonation. • use audio-video or text materials for writing short skits, role plays, street plays and dramatise to communicate messages. • refer to dictionary, magazines and periodicals, thesaurus, encyclopedia, electronic media, visit library and consult various resources for improving English language proficiency.	**The learner—** • listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly. • listens to and discusses literary/non-literary inputs in varied contexts to infer, interpret, and appreciate. • communicates thoughts, ideas, views and opinions verbally and non-verbally. • speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar. • listens to and speaks on a variety of verbal inputs, *viz.* debate, speech, group discussion, power point presentation, radio programme, interview, mock parliament, etc. • reads aloud and recites poems/prose with proper stress, pause, tone, and intonation. • reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising. • reads silently with comprehension andinterprets layers of meaning. • writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme. • writes letters both formal and informal, invitations, advertisements, notices, slogans, messages, and e-mails. • writes short dialogues and participates in role plays, skits, street plays, etc., for the promotion of social causes like *Beti Bachao Beti Padhao*, *Swachh Bharat Abhiyaan*, human trafficking, conservation of environment, childlabour, drug abuse, promotion of literacy, etc. • uses appropriate punctuation marks and correct spelling of words while taking down dictation.

- ask questions on the texts read in the class and during discussions; be patient and respectful and take turns while listening to others and expressing their views.
- share experiences of language used outside the classroom as in the market, post office, etc., and share their experiences such as journeys, visits, hobbies, etc.
- understand different registers/use of appropriate words through a variety of listening and speaking activities on topics such as sports, cookery, music, gardening, riding; use these registers in their day-to-day life and use them wherever necessary.
- read and narrate stories, describe incidents with fluency and in sequence.
- take down dictation by listening, attentively, using appropriate punctuation marks.
- to improve their listening and reading skills by taking down notes from passages read aloud, news on TV, during discussions in the class; understand the processes on how to make/take notes after reading a passage/article, etc., and then summarise.
- use map to understand directions, space, and distance; look at graphs, charts, and tables to know how data has been given and interpreted.
- connect the issues in the texts they read to the world outside and think on possible solutions.
- design advertisements and invitations for celebrations, prepare weather reports, news items and discussions by using audio-video support.
- jot down ideas, develop an outline, write the first draft, edit, revise, and then finalise (for writing short and long passages/paragraphs, notices, and reports, using these processes).
- utilise the given visual input and graphs with the clues provided and write passages/paragraphs.
- takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises.
- reads with understanding information in his environment outside the schools as in hoardings, advertisements, product labels, visiting market place, etc.
- organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes.
- interprets map, graph, table to speak or write a paragraph based on interpretation.
- edits passages with appropriate punctuation marks, grammar and correct spelling.
- uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc.
- uses words, phrases, idioms and word chunks for meaning-making in contexts.
- understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus, and digital facilities.
- reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.
- explains specific features of different literary genres for interpretation and literary appreciation.
- identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.
- writes short stories and composes poems on the given theme or on their own.
- exhibits in action and practice the values of honesty, cooperation, patriotism, and while speaking and writing on variety of topics.

- edit writings of self or peers using appropriate punctuation marks such as capital letters, comma, semicolon, inverted commas, grammar, and correct spelling.
- understand and learn to encode and decode texts of different genre through individual, pair, and group reading.
- understand the functions of grammar, the usages for accuracy in language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules.
- familiarise with a variety of vocabulary associated with various themes using these in different contexts through various inputs like collocations, word webs, thematic vocabulary, and word puzzles.
- be acquainted with proverbs, phrases, idioms, and their usage.
- use creativity and imagination and connect the discourse with real life contexts while expressing themselves through speech and writing.
- imagine and describe characters and situations using prompts, flash cards, verbal clues, pictures, and create stories.
- be exposed to a variety of poems like lyric, ballad, ode, limerick, elegy, etc., and notice onomatopoeic sounds, symbols, simile, metaphors, alliteration, and personification, for appreciation.
- identify comparisons, allusions, poet's or writer's point of view, literary devices, etc.
- undertake group or individual project work of interdisciplinary nature on social, cultural, and common themes to work with language — collection, processing, analysing, interpreting of information, and then presenting orally and in writing.
- know and promote core values such as tolerance, appreciation of diversity and civic responsibility, patriotism through debates, discussions, reading
- uses bilingual or multilingual abilities to comprehend a text and participates in activities like translations and bilingual and multilingual discourses on various themes.
- uses Sign Language to communicate with fellow learners with hearing impairment in an inclusive set up.
- reads poems, stories, texts given in Braille; graphs and maps given in tactile/raised material; interprets, discusses, and writes with the help of a scribe.
- appreciates similarities and differences across languages in a multilingual classroom and society.
- recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.

of biographies, stories of struggles, and episodes of ethics and morality. • follow the concept of directions on a given map of a locality, town, city, country; tactile or raised material for children with special needs. • read alternative material such as Braille texts, poems, cartoons, graphic presentations, audio tapes, video tapes, and audio visuals to speak on issues related to society. • get familiarised with Sign Language for using with learners with hearing impairment in an inclusive environment in the school. • use bilingual and multilingual ways to exchange ideas or disseminating information by taking the help of ICT, PPT, role play, street play, drama, written scripts, etc.	

द्वितीय भाषा के रुप में हिंदी (कोड सं.–085) कक्षा 9वीं – 10वीं (2021-22)

भारत एक बहुभाषी देश है जिसमें बहुत सी क्षेत्रीय भाषाएँ रची बसी हैं। भाषिक और सांस्कृतिक दृष्टि से भिन्न होने के बावजूद भारतीय परंपरा में बहुत कुछ ऐसा है जो एक दूसरे को जोड़ता है। यही कारण है कि मातृभाषा के रूप में अलग भाषा को पढ़ने वाला विद्यार्थी जब दूसरी भाषा के रूप में हिंदी का चुनाव करता है तो उसके पास अभिव्यक्ति का एक दृढ़ आधार पहली भाषा के रूप में पहले से ही मौजूद होता है। इसलिए छठी से आठवीं कक्षा में सीखी हुई हिंदी का विकास भी वह तेजी से करने लगता है। आठवीं कक्षा तक वह हिंदी भाषा में सुनने, पढ़ने, लिखने और कुछ-कुछ बोलने का अभ्यास कर चुका होता है। हिंदी की बाल पत्रिकाएँ और छिटपुट रचनाएँ पढ़ना भी अब उसे आ गया है। इसलिए जब वह नवीं एवं दसवीं कक्षा में हिंदी पढ़ेगा तो जहाँ एक ओर हिंदी भाषा के माध्यम से सारे देश से जुड़ेगा वहीं दूसरी ओर अपने क्षेत्र और परिवेश को हिंदी भाषा के माध्यम से जानने की कोशिश भी करेगा, क्योंकि किशोरवय के इन बच्चों के मानसिक धरातल का विकास विश्व स्तर तक पहुँच चुका होता है।

शिक्षण उद्देश्य

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

शिक्षण युक्तियाँ

- द्वितीय भाषा के रूप में पढ़ाई जा रही हिंदी भाषा का स्तर पढ़ने और पढ़ाने दोनों ही दृष्टियों से मातृभाषा सीखने की तुलना में कुछ मंथर गति से चलेगा। वह गति धीरे-धीरे बढ़ सके, इसके लिए हिंदी अध्यापकों को बड़े धीरज से अपने अध्यापन कार्यक्रमों को नियोजित करना होगा। किसी भी द्वितीय भाषा में निपुणता प्राप्त करने-कराने का एक ही उपाय है-उस भाषा का लगातार रोचक अभ्यास करना-कराना। ये अभ्यास जितने अधिक रोचक, सक्रिय एवं प्रासंगिक होंगे विद्यार्थियों की भाषिक उपलब्धि भी उतनी ही तेजी से हो सकेगी। मुखर भाषिक अभ्यास के लिए वार्तालाप, रोचक कहानी सुनना-सुनाना, घटना-वर्णन, चित्र-वर्णन, संवाद, वाद-विवाद, अभिनय, भाषण प्रतियोगिताएँ, कविता पाठ और अंत्याक्षरी जैसी गतिविधियों का सहारा लिया जा सकता है।
- काव्य भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए जरूरी 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.प .और प्र .अ.शै.,(एनसिखाने की -सीखने/ द्वारा उपलब्ध कराए गए अधिगम प्रतिफल (.टी.आर.ई.सी. प्रक्रिया जो इस पाठ्यचर्या के साथ संलग्नक के रूप में उपलब्ध है, को शिक्षक द्वारा क्षमता आधारित शिक्षा का लक्ष्य प्राप्त करने के लिये अनिवार्य रूप से इस्तेमाल करने की आवश्यकता है।
- मानव संसाधन विकास मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए अन्य कार्यक्रम/ई सामग्री/ वृत्तचित्रों और सिनेमा को शिक्षण-सामग्री के तौर पर इस्तेमाल करने की जरूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के जरिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।
- कक्षा में सिर्फ एक पाठ्यपुस्तक की उपस्थिति से बेहतर होगा कि शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को विद्यार्थी देखें और कक्षा में अलग-अलग मौकों पर शिक्षक उनका इस्तेमाल कर सकें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सटीक अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा, वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएँगे।

- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापन को हर प्रकार की विविधताओं (लिंग, धर्म, जाति, वर्ग आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।

श्रवण (सुनने) और वाचन (बोलने) की योग्यताएँ

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

श्रवण तथा वाचन परीक्षा हेतु दिशा-निर्देश

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

श्रवण (सुनना) एवं वाचन (बोलना) कौशल का मूल्यांकन:

- परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 80-100 शब्दों का होना चाहिए।

या

- परीक्षक 1 -1.5 मिनट का श्रव्य अंश (ऑडियो क्लिप) सुनवाएगा। अंश रोचक होना चाहिए। कथ्य/ घटना पूर्ण एवं स्पष्ट होनी चाहिए। वाचक का उच्चारण शुद्ध, स्पष्ट एवं विराम चिह्नों के उचित प्रयोग सहित होना चाहिए।

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

कौशलों के अंतरण का मूल्यांकन

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

	श्रवण (सुनना)		**वाचन (बोलना)**
1	परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है।	1	केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है।
2	छोटे सुसंबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	2	परिचित संदर्भों में केवल छोटे संबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है।
3	परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है।	3	अपेक्षाकृत दीर्घ भाषण में जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है।
4	दीर्घ कथनों की शृंखला को पर्याप्त शुद्धता से समझने के ढंग और निष्कर्ष निकाल सकने की योग्यता है।	4	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा-प्रवाह रूप में प्रस्तुत करता है।
5	जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करने की क्षमता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है।

वाचन -श्रवण कौशल एवं परियोजना कार्य का मूल्यांकन विद्यालय स्तर पर आंतरिक परीक्षक द्वारा ही किया जाएगा।

पठन कौशल

<u>पढ़ने की योग्यताएँ</u>

- हिंदी में कहानी, निबंध, यात्रा-वर्णन, जीवनी, पत्र, डायरी आदि को अर्थबोध के साथ पढ़ना।
- पाठयवस्तु के संबंध में विचार करना और अपना मत व्यक्त करना।
- संदर्भ साहित्य को पढ़कर अपने काम के लायक सूचना एकत्र करना।

- पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
- पठित वस्तु का सारांश तैयार करना।
- भाषा, विचार एवं शैली की सराहना करना।
- साहित्य के प्रति अभिरुचि का विकास करना।

<u>लिखने की योग्यताएँ</u>

- लिखते हुए व्याकरण-सम्मत भाषा का प्रयोग करना।
- हिंदी के परिचित और अपरिचित शब्दों की सही वर्तनी लिखना।
- विराम चिह्नों का समुचित प्रयोग करना।
- लेखन के लिए सक्रिय (व्यवहारोपयोगी) शब्द भंडार की वृद्धि करना।
- प्रभावपूर्ण भाषा तथा लेखन-शैली का स्वाभाविक रूप से प्रयोग करना।
- उपयुक्त अनुच्छेदों में बांटकर लिखना।
- प्रार्थना पत्र, निमंत्रण पत्र, बधाई पत्र, संवेदना पत्र, आदेश पत्र, ई मेल**,** एस**.**एम.एस आदि लिखना और विविध प्रपत्रों को भरना।
- विविध स्रोतों से आवश्यक सामग्री एकत्र कर एक अभीष्ट विषय पर अनुछेद लिखना।
- देखी हुई घटनाओं का वर्णन करना और उन पर अपनी प्रतिक्रिया प्रकट करना।
- पढ़ी हुई कहानी को संवाद में तथा संवाद को कहानी में परिवर्तित करना।
- समारोह और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।
- लिखने में मौलिकता और सर्जनात्मकता लाना।

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-केन्द्रित – प्रारंभ से अंत तक अनुच्छेद का एक सूत्र में बंधा होना|
- समासिकता– सीमित शब्दों में यथासंभव पूरी बात कहने का प्रयास, अनावश्यक बातें न करके केवल विषय संबद्ध वर्णन-विवेचन|

पत्र लेखन

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

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)

संवाद लेखन

दो या दो से अधिक लोगों के बीच होने वाले वार्तालाप/ बातचीत विषय, काल्पनिक या किसी वार्ता को सुनकर यथार्थ पर आधारित संवाद लेखन की रचनात्मक शक्ति का विकास, कहानी, नाटक, फिल्म और टीवी सीरियल से लें।

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

सूचना लेखन

किसी विशेष सूचना को सार्वजनिक करना, कम शब्दों में औपचारिक शैली में लिखी गई संक्षिप्त जानकारी जिसमें लेखन में

- उद्देश्य की स्पष्टता|
- आम बोलचाल की भाषा और सरल वाक्यों का प्रयोग|
- स्पष्ट शीर्षक, मुख्य तथ्य/ विषय वस्तु, उपयोगी संपर्क सूत्र के साथ स्पष्ट संप्रेषण क्षमता|

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

कहानी लेखन (दी गई पंक्तियों के आधार से कहानी लेखन)

- निरंतरता
- रचनात्मकता/कल्पना शक्ति का उपयोग
- प्रभावी संवाद/ पात्रानुकुल संवाद
- जिज्ञासा/ रोचकता
- कथात्मकता

नारा लेखन (दिए गए विषय पर आधारित नारा लेखन)

- शब्दों का उपयुक्त चयन एवं आपसी ताल-मेल
- विषय से संबद्धता
- आकर्षण
- मौलिकता
- रचनात्मकता

कक्षा 9वीं हिंदी 'ब'–परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2021-22

भारांक 80 **निर्धारित समय 3 घंटे**

परीक्षा भार विभाजन				
	विषयवस्तु			भार
1	**अपठित गद्यांश (चिंतन क्षमता एवं अभिव्यक्ति कौशल पर अति लघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न पूछे जाएंगे)**			**10**
	i	अपठित गद्यांश (100 से 150 शब्दों के) (1 अंक x 2 प्रश्न =2 अंक) (2 अंक x4 प्रश्न =8 अंक)		10
2	**व्याकरण पाठ्यपुस्तक में दिए गए भाषा-अध्ययन के आधार पर (1 अंक x16 प्रश्न)**			**16**
	i	शब्द और पद(2 अंक)		02
	ii	अनुस्वार (1 अंक), अनुनासिक (1 अंक)		02
	iii	उपसर्ग (2 अंक), प्रत्यय (2 अंक)		04
	iv	शब्द-विचार श्रुतिसम भिन्ननार्थक शब्द – 2 पर्यायवाची – 2 विलोम – 2		06
	v	अर्थ की दृष्टि से वाक्य भेद (2 अंक)		02
3	**पाठ्यपुस्तक स्पर्श भाग – 1 तथा पूरक पाठ्यपुस्तक संचयन भाग 1**			**28**
	अ	**गद्य खंड**		11
		i	पाठ्यपुस्तक स्पर्श के गद्य पाठों के आधार पर लघु प्रश्न ।(2 अंक x3 प्रश्न)	06
		ii	पाठ्य पुस्तक स्पर्श के निर्धारित पाठों (गद्य) पर एक निबंधात्मक प्रश्न (5 अंक x 1 प्रश्न) (विकल्प सहित)	05

	ब		**काव्य खंड**	11
		i	पाठ्यपुस्तक स्पर्श के काव्य खंड के आधार पर लघु प्रश्न (2 अंक x 3 प्रश्न)	06
		ii	कविता की समझ पर आधारित एक निबंधात्मक प्रश्न (5 अंक x 1 प्रश्न) (विकल्प सहित)	05
	स	**पूरक पाठ्यपुस्तक संचयन भाग – 1**		06
		'संचयन' के निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे (3 अंक x 2 प्रश्न) (विकल्प सहित)		06
4	**लेखन**			**26**
	अ	संकेत बिंदुओं पर आधारित समसामयिक/व्यावहारिक जीवन से जुड़े हुए विषयों में से किसी एक विषय पर 80 से 100 शब्दों में अनुच्छेद (6 अंक x 1 प्रश्न) (विकल्प सहित)		06
	ब	अनौपचारिक विषय से संबंधित पत्र (5 अंक x 1 प्रश्न) (विकल्प सहित)		05
	स	संदेश लेखन (शुभकामना, पर्व-त्योहारों एवं विशेष अवसरों पर दिए जाने वाले संदेश) (30-40 शब्दों में) (5 अंक x 1 प्रश्न) (विकल्प सहित)		05
	द	किसी एक स्थिति पर 50-60 शब्दों के अंतर्गत संवाद लेखन (5 अंक x 1 प्रश्न) (विकल्प सहित)		05
	इ	नारा–लेखन (स्लोगन लेखन) 20-30 शब्दों में विषय से संबंधित लेखन (5 अंक x 1 प्रश्न) (विकल्प सहित)		05
		कुल		**80**

निर्धारित पुस्तकें:

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

- **नोट: निम्नलिखित पाठ हटा दिये गये हैं ।**

स्पर्श (भाग – 1)	धीरंजन मालवे-वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकट रामन रामधारी सिंह दिनकर- गीत–अगीत
संचयन (भाग – 1)	कल्लू कुम्हार की उनाकोटी मेरा छोटा-सा निजी पुस्तकालय

हिंदी भाषा सीखने के प्रतिफल

परिचय

नवीं कक्षा में दा खल होने वाले वध्यार्थी की भाषा, शैली और वचार बोध एक ऐसा आधार बन चुका होता है की अब उसे उसके भा षक डायरे के वस्तार और वैचारिक समृद् ध के लए जरूरी संसाधन मुहैया कराये जाने की आवश्यकता होती है। माध्य मक स्टार तक आते-जाते वध्यार्थी कशोर हो चुका होता है और उसमें सुनने, बोलने, पढ़ने, लखने एवं समझने के साथ-साथ आलोचनात्मक दृष्टि वक सत होने लगती है। भाषा के सौंदर्यात्मक पक्ष, कथामकता/गीतमकता, अखबारी समझ, शब्द के दूसरी शक्तियों के बीच अंतर राजनैतिक चेतना एवं समाजीक चेतना का वकास हो जाता है। वह आस-पड़ोस के भाषा और आवश्यकता के अनुसार उपयुक्त भाषा-प्रयोग, शब्दों के सू चन्तित इस्तेमाल, भाषा की नियमबद्ध प्रकृति आदि से परि चत हो जाता है। इतना ही नहीं वह व भन्न वधाओं और अ भव्यक्ति की अनेक शै लयों से भी वा कफ हो चुका होता है। अब वद्यार्थी के पढ़ाई आस-पड़ोस, राज्य-देश के सीमा को लांघते हुए वैश्विक क्षतिज तक फैल जाती है। इन बच्चों के दुनिया में समाचार, खेल, फल्म तथा अन्य कलाओं के साथ-साथ पत्र-पतरिकलाए और अलग-अलग तरह की कतावें भी प्रवेश पा चुकी होती हैं।

यह आवश्यकता है की इस स्टार पर मातृभाषा हिंदी का अध्ययन साहित्यिक, सांस्कृतिक और व्यावहारिक भाषा के रूप में कुछ इस तरह से हो क उच्चतर माध्य मक स्टार तक पहुँचते-पहुँचते यह वद्यार्थी की पहचान, आत्म वश्वास और वमर्श के भाषा बन सके। प्रयास यह भी होगा क वद्यार्थी भाषा के ल खत प्रयोग के साथ-साथ सहज और स्वाभा वक मौ खक अ भव्यक्ति में भी सक्षम हो सके। हिंदी के प्रकृति के अनुसार वर्तनी और उच्चारण के आपसी सबंध दो समझ सके, ता क उसकी ल खत और मौ खक भाषा में एक समानता एवं स्पष्टता हो।

भाषा को सीखना- सखाना

इस संधर्भ में हम यही कहेंगे क अपनी बात दूसरों तक पहुँचाने ने एक माध्यम के रूप में हम भाषा को पहचानते और समझते रहे हैं, इस लए हम सब यही परिभाषा पढ़ते हुए बड़े हुए क भाषा अ भव्यक्ति का माध्यम है; यानि भाषा के ज़रिए ही हम कुछ कहते और लखते हैं और कसी दे द्वारा कहे और लखे को सुनते और पढ़ते हैं, इस लए भाषा के चार कौशलों की बात इस तरह से प्रमुख होती चली गई क हम भूल ही गए क कहने-सुनने वाला सोचता भी है। इस संदर्भ में बरतोल्लत ब्रेख्त की कुछ पंक्तियाँ ध्यान देने योग्य हैं, जिनमें सोचने के कौशल की ओर इशारा है-"जनरल, आदमी कतना उपयोगी है, वह उड़ सकता हैं और मार सकता है। ले कन उसमें एक नुक्स है-वह सोच सकता है।" बच्चे जो कुछ देखते या सुनते हैं उसे अपनी दृष्टि और समझ से देखते-सुनते हैं, और अपनी ही दृष्टि और समझ के साथ बोलते और लखते हैं। यह दृष्टि/समझ एक परिवेश और समाज के भीतर ही बनती है, इस लए परिवेश और समाज के बीच बन रही बच्चे की समझ को उपयुक्त अ भव्यक्ति में समर्थ बनने के को शश होनी चाहिये। जब क हो यह रहा है क जब बच्चे स्कूल आते हैं तो घर की भाषा और स्कूल की भाषा के बीच एक द्वंद शुरू हो जाता है। इस द्वंद से माध्य मक स्तर के बच्चे जो क कशोरावस्था में पहुँच रहे होते हैं, को भी जूझना पड़ता है, उनके पास अनेक सवाल हैं, अपने आस-पास के समाज और संसार से। जिनका जवाब वे ढूंढ रहे हैं। अगर हमारी भाषा के कक्षा उनके सवालों और जवाबों को, उनकी अपनी भाषा दे सके तो यह इसकी सार्थकता होगी। इस लए कक्षा में भाषा-कौशलों को एक साथ जोड़कर पढ़ने-पढ़ाने की दृष्टि भी वक सत करने होगी। यह भी ध्यान रखना होगा क भाषा-कौशलों को बेहतर बनाने के लए बच्चे के परिवेश में उस भाषा के उपयुक्त सामग्री उपलब्ध हो।

खासतौर से द् वतीय भाषा के रूप मीन हिन्दी पड़ने-पढ़ाने वालों के लए यह ज़रूरी होगा। भाषा पढ़ने के माहौल और प्र क्रया के अनुसार ही बच्चों में सीखने के प्रतिफल रूपी गुण जाग्रत होंगे।

द् वतीय भाषा के रूप में हिंदी में निपुणता प्राप्त कने के लए आवश्यक है क हिंदी भाषा में प्रचुर मात्रा एन पाठ्यसामग्री के साथ-साथ हिंदी में लगातार रोचक अभ्यास (शक्षण-अ धगम प्र क्रया) करना-कराना। यह प्र क्रया जितनी अ धक रोचक, स क्रय एवं प्रासं गक होगी, वद्या र्थयों की भा षक उपलब्धि भी उतनी तेज़ी से बढ़ेगी। मुखर भा षक अभ्यास के लए वार्तालाप, रोचक ढंग से कहानी कहना-सुनना, घटना-वर्णन, चत्र-वर्णन, वाद- ववाद, अ भनय, भाषण प्रतियो गताएं, क वता पाठ और अंत्याक्षरी जैसी गति व धयों का सहारा लया जा सकता है, व भन्न प्रकार के श्रव्य-दृश्य - व्रत्त चत्रों और फीचर फल्मों को सीखने- सखाने की सामग्री के रूप में इस्तेमाल कया जा सकता है, जैसा क हम जानते हैं, बहुभा षकता हमारे ज्ञान-निर्माण के प्र क्रया में सकारात्मक भू मका निभाती है, मातृभाषा के व वध भाषा-कौशलों एवं ज्ञान का उंपयोग शक्षक एवं वद्यार्थी द् वतीय-भाषा के रूप-में हिंदी सीखने- सखाने के लए कर सकते है,। प्रयास यह हो की वद्यार्थी अपनी मातृभाषा और परिवेशगत भाषा को साथ रखकर हिंदी भाषा-साहित्य को समझ सकें, उसका आनंद लें और अपने व्यावहारिक-जीवन में उसका उपयोग कर सकें।

पाठ्यक्रम संबंधी अपेक्षाएँ-

- वद्यार्थी अगले स्तरों पर अपनी रु च और आवश्यकता के अनुरूप हिंदी के पढ़ाई कर सकेंगे तथा हिंदी में बोलने और लखने में सक्षम हो सकेंगे।
- अपनी भाषा-दक्षता के चलये उच्चतर माध्य मक स्तर पर वज्ञान, सामाजिक वज्ञान और अन्य पाठ्यक्रमों के साथ सहज संबद्धता (अंतसरबन्ध) स्था पत कर सकेंगे।
- दैनिक व्यवहार, आवेदन पत्र लखने, अलग-अलग कस्म के पत्र,ई-मेल लखने, प्राथ मकी दर्ज कराने इत्यादि में सक्षम हो सेकेंगे।
- उच्चतर माध्य मक स्तर पर पहुँचकर, भाषा की व भन्न प्रयुक्तियों में मौजूद अंतसरबन्ध को समझ सकेंगे।
- हिंदी में दक्षता को वे अन्य भाषा-संरचनाओं के समझ वक सत करने के लए इस्तेमाल कर सकेंगे, स्थानांतरित कर सकेंगे।
- कक्षा आठवीं तक अर्जित भा षक कौशलों (सुनना, बोलना, पढ़ना, लखना और चंतन) का उत्तरोत्तर वकास कराना।
- सृजनात्मक साहित्य के आलोचनात्मक आस्वाद के क्षमता का वकास हो सकेगा।
- स्वतंत्र और मौ खक रूप से अपने वचारों के अभीव्यक्ति का वकास हो सकेगा।
- साहित्य की व भन्न वधाओं के मध्य अंतसरबन्ध एवमनतर के पहचांकर सकेंगे।
- भाषा और साहित्य के रचनात्मक उपयोग के प्रति रु च उत्पन्न कर सकेंगे।
- ज्ञान के व भन्न अनुशासनों के, वकर्ष के भाषा के रूप में हिंदी के व शष्ट प्रकृति एवं क्षमता का बोध कराना।
- साहित्य के प्रभावकाजी स्कमता का उपयोग करते हुए सभी प्रकार के व वधताओं (राष्ट्रियता, धर्म, जेंडर, भाषा) के प्रति सकारात्मक और संवेदनशील रवैये का वकास कराना।
- जाति, धर्म, जेंडर, राष्ट्रियता, क्षेत्र आदि से संबन्धित पूर्वाग्रहों, के चलये बनी रु ढयों की भा षक अ भव्यक्तियों के प्रति सजगता एवं आलोचनात्मक दृष्टिकोण का वकास कर सकेंगे।

- वदेशी भाषाओं समेत व भन्न भारतीय भाषाओं के संस्कृति के व वधता से परिचय कराना।
- व्यावहारिक और दैनिक जीवन में व वध कस्म, के अ भव्यक्तियों के मौ खक व ल खत क्षमता का वकास कराना।
- संचार माध्यमों (प्रंट और इलैकट्रोनिक) में प्रयुक्त हिंदी के प्रकृति से अवगत कराना और उन्हें नए-नए तरीकों, से प्रयोग करने के क्षमता का परीचय कराना।
- अर्थपूर्ण वश्लेषण, स्वतंत्र अ भव्यक्ति और तर्क क्षमता का वकास कराना।
- भाषा के अमूर्त रूप को समझने की पूर्व-अर्जित शांतावों का उत्तरोत्तर वकास कराना।
- भाषा में मौजूद हिंसा के संरचनाओं की समझ का वकास कराना।
- मतभेद, वरोध और टकराव की परिस्थितियों में भी भाषा के संवेदनशील और तर्दपूर्ण इस्तेमाल से शांतिपूर्ण संवाद की क्षमता का वकास कराना।
- भाषा के स्मवेशी और बहुभा षक प्रकृति के प्रति एतिहा सक और सामाजिक नज़रिये का वकास कराना।
- शारीरिक और अन्य सभी प्रकार के चुनौतियों का सामना कर रहे बच्चों में भा षक क्षमताओं के वकास की उनकी अपनी व शष्ट गति और प्रतभा की पहचान कराना।
- इलैकट्रोनिक माध्यमों से जुड़ते हुए भाषा-प्रयोग की बारी कयों और सावधानियों से अवगत कराना।

कक्षा 9

सीखने- सखाने की प्र क्रया	सीखने के प्रतिफल
सभी वद्या र्थयों को समझते हुए सुननेए बोलने पढ़ने लखने और परिवेशीय सजगता को ध्यान में रखते हुए व्यक्तिगत या सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिए जाएँ ता क - • संगीत, लोक-कलाओं फल्म, खेल आदि की भाषा पर पाठ पढ़ने या कार्यक्रम के दौरान गौर से करने/सुनने के बाद संबं धत गति व धयाँ कक्षा में हों। वद्या र्थयों को प्रेरित कया जाए क वे आस पास की ध्वनियों और भाषा को ध्यान से सुनें और समझें। • उन्हें इस बात के अवसर मलें क वे रे डयो और टेली वज़न पर खेल, फल्म एवं संगीत तथा अन्य गति व धयों से संबं धत कार्यक्रम देखें/सुनें और उनकी भाषा, लय संचार-संप्रेषण पर चर्चा करें। • रे डयो और टेली वज़न पर राष्ट्रीय, सामाजिक चर्चाओं को सुनने/देखने और सुनाने/समझने तथा उन पर टिप्पणी करने के अवसर हों। • अपने आस-पास के लोगों की ज़रूरतों को जानने/समझने के लए उनसे साक्षात्कार और बातचीत के अवसर सुलभ हों, ऐसी गति व धयाँ पाठ्यक्रम का हिस्सा हों। • हिंदी के साथ-साथ अपनी भाषा की सामग्री पढ़ने- लखने (ब्रेल तथा अन्य संकेत भाषा में भी) और उन पर बातचीत की आज़ादी हो। • अपने अनुभवों को स्वतंत्र ढंग से लखने के अवसर हों। • अपने परिवेश, समय और समाज से संबं धत रचनाओं को पढ़ने और उन पर चर्चा करने के अवसर हों। • अपनी भाषा गढ़ते हुए लखने की स्वतंत्रता हो। • स क्रय और जागरूक बनाने वाले स्त्रोत अखबार एवं पत्रिकाएँ .फल्म और अन्य श्रव्य-दृश्य (ऑ डयो-वी डयो) सामग्री को देखने व सुनने पढ़ने और लखकर अ भव्यक्त करने संबंधी गति व धयाँ हों। • कल्पनाशीलता और सृजनशीलता को वक सत करने वाली गति व धयों, जैसे- अ भनय, भू म का निर्वाह (रोल-प्ले), क वता पाठ, सृजनात्मक लेखन, व भन्न	वद्यार्थी- • सामाजिक मुद्दों (जेंडरभेद, जाति भेद, व भन्न प्रकार के भेद) पर कार्यक्रम सुनकर/देखकर अपनी राय व्यक्त करते हैं। जैसे- जब सब पढ़ें तो पड़ोस की मुसकान क्यों न पढ़े? या मुसकान अब पार्क में क्यों नहीं आतीघ? • अपने आस-पड़ोस के लोगोंए स्कूली सहायकों या स्कूली सा थयों की आवश्यकताओ को कह और लख पाते हैं। • पाठ्यपस्तुक के अतिरिक्त नई रचनाओं के बारे में जानने/समझने को उत्सुक हैं और उन्हें पढ़ते हैं। • अपनी पसंद की अथवा कसी सुनी हुई रचना को पुस्तकालय या अन्य स्थान से ढूँढकर पढ़ने की को शश करते हैं। • समाचारपत्र, रे डयो और टेली वज़न पर प्रसारित होने वाले व भन्न कार्यक्रमों, खेल, फल्म, साहित्य-संबंधी समीक्षाओं रिपोर्टों को दखेते, सनुते और पढ़ते हैं। • देखी-सुनी, सुनी-समझी, पढ़ी और लखी घटनाओ/रचनाओं पर स्पष्ट तया मौ खक एवं ल खत अ भव्य कत करते हैं। • दूसरों द्वारा कही जा रही बातों को धैर्य से सुनकर उन्हें समझते हुए अपनी स्पष्ट राय व्यक्त करते हैं। • अपने अनुभवोंए भावों और दूसरों की रायए व चारों को लखने की को शश करते हैं। जैसे- आँख बंद करके यह दुनिया, व्हीलचेयर से खेल मैदान आदि । • कसी सनुी, बोली गई कहानी, क वता अथवा अन्य रचनाओं को रोचक ढंग से आगे बढ़ाते हुए लखते हैं। • सामाजि क मुद्दों पर ध्यान देते हुए पत्र, नोट लेखन इत्यादि कर पाते हैं। • पाठ्यपुस्तकों में शा मल रचनाओं के अतिरिक्त, जैसे- क वता, कहानी, एकांकी, गद्य-पद्य की अन्य वधाओं को पढ़ते- लखते हैं और क वता की ध्वनि और लय पर ध्यान देते हैं।

स्थितियों में संवाद आदि के आयोजन हों तथा उनकी तैयारी से संबं धत स्क्रिप्ट (पटकथा) लेखन और रिपोर्ट लेखन के अवसर सुलभ हों। • अपने माहौल और समाज के बारे में स्कूल तथा व भन्न पत्र-पत्रिकाओं में अपनी राय देने के अवसर हों। • कक्षा में भाषा-साहित्य की व वध छ वर्यों/वधाओं के अंतरसंबंधों को समझते हुए उनके परिवर्तनशील स्वरूप पर चर्चा हो, जैसे - आत्मकथाए जीवन, संस्मरण, क वता, कहानी, निबंध आदि। • भाषा-साहित्य के सामाजिक - सांस्कृति-सौंदर्यात्मक पक्षों पर चर्चा ध वश्ले षण करने के अवसर हों। • संवेदनशील मुद्दों पर आलोचनात् मक वचार वमर्श के अवसर होंए जैसे- जाति, धर्म, रीति -रिवाज़, जेंडर आदि। • कृ ष, लोक-कलाओं, हस्त-कलाओं लघु-उद्योगों को दखेने और जानने के अवसर हों और उनसे संबं धत शब्दावली को जानने और उनके उपयोग के अवसर हों। • कहानी, क वता, निबंध आदि वधाओ में व्याकरण के ववि धि प्रयोगों तथा उपागमों पर चर्चा के अवसर हों। • वद्यार्थी को अपनी व भन्न भाषाओं के व्याकरण से तलुना/समानता देखने के अवसर हों। • रचनात्मक-लेखन, पत्र-लेखन, टिप्पणी, निबंध, अनुच्छेद आदि लखने के अवसर हों।	• संगीतए फल्म, वज्ञापनों खेल आदि की भाषा पर ध्यान देते हैं। जैसे- उपर्युक्त वषयों की समीक्षा करते हुए उनमें प्रयुक्त रजिस्टरों का उपयोग करते हैं। • भाषा-साहित्य की बारीक यों पर चर्चा करते हुए जसै कुछ व शष्ट शब्द-भंडार, वाक्य-संरचनाए शैली संरचनाए मौ लकता आदि । • लअपने आस-पास के रोज़ाना बदलते पर् यावरण पर ध्यान देते हैं तथा पर्यावरण संरक्षण के ल ए सचेत होते हैं। जैसेक- कल तक यहाँ पेड़ था, अब यहाँ इमारत बनने लगी। • अपने सा थयों की भाषा, उनके वचार, व्यवहार, खान-पान, पहनावा संबंधी जिज्ञासा को कहकर और लख कर व्यक्त करते हैं। • हस्त कलाए वास्तुकलाए खेतीबाड़ी के प्रति अपनी रु च व्यक्त करते हैं तथा इनमें प्रयुक्त होने वाली भाषा को जानने की उत्सुकता रखते हैं। • जाति, धर्म, रीति -रिवाज़, जेंडर आदि मुद्दों पर प्रश्न करते हैं। • अपने परिवेश की समस्याओं पर प्रश्न तथा सा थयों से बातचीत/चर्चा करते हैं। • सभी वद्यार्थी अपनी भाषाओं की संरचना से हिंदी की समानता और अंतर को समझते हैं।

MATHEMATICS (IX-X)
(CODE NO. 041)
Session 2021-22

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	08
II	ALGEBRA	17
III	COORDINATE GEOMETRY	04
IV	GEOMETRY	28
V	MENSURATION	13
VI	STATISTICS & PROBABILITY	10
	Total	**80**

UNIT I: NUMBER SYSTEMS

1. REAL NUMBERS (16 Periods)

1. Review of representation of natural numbers, integers, and rational numbers on the number line. Representation of terminating / non-terminating recurring decimals onthe 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 number and a and b are integers.

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 (23) Periods

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

Recall of algebraic expressions and identities. Verification of identities:

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

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

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

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

and their use in factorization of polynomials.

2. LINEAR EQUATIONS IN TWO VARIABLES (14) Periods

Recall of linear equations in one variable. Introduction to the equation in two variables. Focus on linear equations of the type $ax+by+c=0$. Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line. Graph of linear equations in two variables. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.

UNIT III: COORDINATE GEOMETRY

COORDINATE GEOMETRY (6) Periods

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

UNIT IV: GEOMETRY

1. INTRODUCTION TO EUCLID'S GEOMETRY (Not for assessment) (6) Periods

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

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

2. LINES AND ANGLES (13) Periods

1. (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180^O and the converse.
2. (Prove) If two lines intersect, vertically opposite angles are equal.
3. (Motivate) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines.
4. (Motivate) Lines which are parallel to a given line are parallel.
5. (Prove) The sum of the angles of a triangle is 180^O.
6. (Motivate) If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interior opposite angles.

3. TRIANGLES (20) Periods

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

3. (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence).
4. (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle. (RHS Congruence)
5. (Prove) The angles opposite to equal sides of a triangle are equal.
6. (Motivate) The sides opposite to equal angles of a triangle are equal.
7. (Motivate) Triangle inequalities and relation between 'angle and facing side' inequalities in triangles.

4. QUADRILATERALS (10) Periods

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

5. AREA (7) Periods

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. (Motivate) Triangles on the same base (or equal bases) and between the same parallels are equal in area.

6. CIRCLES (15) Periods

Through examples, arrive at definition of circle and related concepts-radius, circumference, diameter, chord, arc, secant, sector, segment, subtended angle.

1. (Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse.
2. (Motivate) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord.
3. (Motivate) There is one and only one circle passing through three given non-collinear points.
4. (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the center (or their respective centers) and conversely.
5. (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.
6. (Motivate) Angles in the same segment of a circle are equal.
7. (Motivate) If a line segment joining two points subtends equal angle at two other points lying on the same side of the line containing the segment, the four points lie on a circle.
8. (Motivate) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is 180° and its converse.

7. CONSTRUCTIONS (10) Periods

1. Construction of bisectors of line segments and angles of measure 60^o, 90^o, 45^o etc., equilateral triangles.
2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.
3. Construction of a triangle of given perimeter and base angles.

UNIT V: MENSURATION

1. AREAS (4) Periods

Area of a triangle using Heron's formula (without proof) and its application in finding the area of a quadrilateral.

2. SURFACE AREAS AND VOLUMES (12) Periods

Surface areas and volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/cones.

UNIT VI: STATISTICS & PROBABILITY

1. STATISTICS (13) Periods

Introduction to Statistics: Collection of data, presentation of data — tabular form, ungrouped / grouped, bar graphs, histograms (with varying base lengths), frequency polygons. Mean, median and mode of ungrouped data.

2. PROBABILITY (9) Periods

History, Repeated experiments and observed frequency approach to probability.
Focus is on empirical probability. (A large amount of time to be devoted to groupand to individual activities to motivate the concept; the experiments to be drawn from real - life situations, and from examples used in the chapter on statistics).

MATHEMATICS
QUESTION PAPER DESIGN
CLASS – IX (2021-22)

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

Learning Outcomes for Mathematics

Class- IX

Suggested Pedagogical Processes	Learning Outcomes
The learners may be provided with opportunities individually or in groups and encouraged to — • work with real numbers and consolidate the concepts of numbers learnt in earlier classes. Some such opportunities could be: ▪ to observe and discuss real numbers. ▪ to recall and observe the processes involved in different mathematical concepts studied earlier and find situations in which they come across irrational numbers. For example, finding the length of the diagonal of a square with side, say, 2 units or area of a circle with a given radius, etc. • to observe the properties of different types of numbers, such as, the denseness of the numbers, by devising different methods based on the knowledge of numbers gained in earlier classes. One of them could be by representing them on the number line. • to facilitate in making mental estimations in different situations, such as, arranging numbers like 2, 21/2, 23/2, 25/2, etc., in ascending (or descending) order in a given time frame or telling between which two integers the numbers like, √17, √23, √59, – √2, etc., lie. • y apply relevant results to factorise the polynomials. • draw and compare the graphs of linear equations in one or two	**The learner —** • **Applies** logical reasoning in classifying real numbers, proving their properties and using them in different situations. • **identifies/ classifies** polynomials among algebraic expressions and factorises them by applying appropriate algebraic identities. • **relates** the algebraic and graphical representations of a linear equation in one or two variables and applies the concept to daily life situations. • **identifies** similarities and differences among different geometrical shapes. • **derives** proofs of mathematical statements particularly related to geometrical concepts, like parallel lines, triangles, quadrilaterals, circles, etc., by

variables. • discuss the proofs of mathematical statements using axioms and postulates. • play the following games related to geometry. ▪ For Euclid's axioms, if one group says, If equals are added to equals, then the results are equal. The other group may be encouraged to provide example such as, If $a = b$, then $a + 3 = b + 3$, another group may extend it further as $a + 3 + 5 = b + 3 + 5$, and so on. ▪ By observing different objects in the surroundings one group may find the similarities and the other group may find the differences with reference to different geometrical shapes— lines, rays, angles, parallel lines, perpendicular lines, congruent shapes, non-congruent shapes, etc., and justify their findings logically. • work with algebraic identities using models and explore the use of algebraic identities in familiar contexts. • discuss in groups about the properties of triangles and construction of geometrical shapes such as, triangles, line segment and its bisector, angle and its bisector under different conditions. • find and discuss ways to fix position of a point in a plane and different properties related to it. • engage in a survey and discuss about different ways to represent data pictorially such as, bar graphs, histograms (with varying base	applying axiomatic approach and solves problems using them. • **finds** areas of all types of triangles by using appropriate formulae and apply them in real life situations. **constructs** different geometrical shapes like bisectors of line segments, angles and triangles under given conditions and provides reasons for the processes of such constructions. • **develops** strategies to locate points in a Cartesian plane. • **identifies and classifies** the daily life situations in which mean, median and mode can be used. • **analyses** data by representing it in different forms like, tabular form (grouped or ungrouped), bar graph, histogram (with equal and varying width and length), and frequency polygon. • **calculates** empirical probability through experiments and describes its use in words.

lengths) and frequency polygons. • collect data from their surroundings and calculate central tendencies such as, mean, mode or median. • explore the features of solid objects from daily life situations to identify them as cubes, cuboids, cylinders, etc. • play games involving throwing a dice, tossing a coin, etc., and find their chance of happening. • do a project of collecting situations corresponding to different numbers representing probabilities. • visualise the concepts using Geogebra and other ICT tools.	• **derives** formulae for surface areas and volumes of different solid objects like, cubes, cuboids, right circular cylinders/ cones, spheres and hemispheres and applies them to objects found in the surroundings. • **solves** problems that are not in the familiar context of the child using above learning. These problems should include the situations to which the child is not exposed earlier.

Learning Outcomes for Mathematics

Class- X

Suggested Pedagogical Processes	Learning Outcomes
The learners may be provided with opportunities individually or in groups and encouraged to — • extend the methods of finding LCM and HCF of large numbers learnt earlier to general form. • discuss different aspects of polynomials, such as — their degree, type (linear, quadratic, cubic), zeroes, etc., relationship between their visual representation and their zeroes. • play a game which may involve a series of acts of factorising a polynomial and using one of its factors to form a new one. For example, one group factorizing say, ($x3 – 2x2 – x – 2$) and using one of its factors $x–1$ to construct another polynomial, which is further factorized by another group to continue the	**The learner —** • **generalises** properties of numbers and relations among them studied earlier to evolve results, such as, Euclid's division algorithm, Fundamental Theorem of Arithmetic and applies them to solve problems related to real life contexts . • **develops** a relationship between algebraic and graphical methods of finding the zeroes of a polynomial.

SCIENCE

(Code No. 086)

Classes: IX and X (2021-22)

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

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

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

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

Curricular Expectations

At this stage learners are expected to:

- develop understanding of concepts, principles, theories, and laws governing the physical world, consistent with the stage of cognitive development.
- develop ability to acquire and use the methods and processes of science, such as observing, questioning, planning investigations, hypothesising, collecting, analyzing and interpreting data, communicating explanations with evidences, justifying explanations, thinking critically to consider and evaluate alternative explanation, etc.
- conduct experiments, also involving quantitative measurements.
- appreciate how concepts of science evolve with time giving importance to its historical prospective.
- develop scientific temper (objectivity, critical thinking, freedom from fear and prejudice, etc.).
- nurture natural curiosity, aesthetic sense, and creativity.
- imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment.
- develop respect for human dignity and rights, equity and equality.

General Instructions:

1. There will be an Annual Examination based on the entire syllabus.
2. The Annual Examination will be of 80 marks and 20 marks weightage shall be for Internal Assessment.
3. For Internal Assessment:
   a. There will be Periodic Assessment that would include:
      - For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 05 marks towards the final result.
      - For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include - short tests, oral test, quiz, concept maps, projects, posters, presentations and enquiry based scientific investigations etc. and use rubrics for arguing them objectively. This will also have a weightage of 05 marks towards the final result.

   b. Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weightage of 5 marks towards the final result. All practicals listed in the syllabus must be completed.

   c. Portfolio to be prepared by the student- This would include classwork and other sample of student work and will carry a weightage of 5 marks towards the final results.

COURSE STRUCTURE
CLASS IX
(Annual Examination)

Marks: 80

Unit No.	Unit	Marks	Periods
I	Matter - Its Nature and Behaviour	23	50
II	Organization in the Living World	20	45
III	Motion, Force and Work	27	60
IV	Our Environment	06	15
V	Food; Food Production	04	10
	Total	**80**	
	Internal assessment	**20**	
	Grand Total	**100**	

Theme: Materials **(50 Periods)**

Unit I: Matter-Nature and Behaviour

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

Nature of matter: Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions.

Particle nature and their basic units: Atoms and molecules, Law of constant proportions, Atomic and molecular masses. Mole concept: Relationship of mole to mass of the particles and numbers.

Structure of atoms: Electrons, protons and neutrons, valency, chemical formula of common compounds. Isotopes and Isobars.

Theme: The World of the Living **(45 Periods)**

Unit II: Organization in the Living World

Cell - Basic Unit of life :

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

Tissues, Organs, Organ System, Organism:

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

Biological Diversity:

Diversity of plants and animals-basic issues in scientific naming, basis of classification. Hierarchy of categories / groups, Major groups of plants (salient features) (Bacteria, Thallophyta, Bryophyta, Pteridophyta, Gymnosperms and Angiosperms). Major groups of animals (salient features) (Non-chordates upto phyla and chordates upto classes).

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 **(60 Periods)**

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, derivation of equations of motion by graphical method; 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. 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; Elementary idea of Relative Density.

Work, energy and power:

Work done by a Force, Energy, power; Kinetic and Potential energy; Law of conservation of energy.

Sound:

Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo and SONAR. Structure of the Human Ear (Auditory aspect only).

Theme: Natural Resources: Balance in nature **(15 Periods)**

Unit IV: Our Environment

Physical resources:

Air, Water, Soil. Air for respiration, for combustion, for moderating temperatures; movements of air and its role in bringing rains across India. Air, water and soil pollution (brief introduction). Holes in ozone layer and the probable damages.

Bio-geo chemical cycles in nature: Water, Oxygen, Carbon and Nitrogen.

Theme: Food **(10 Periods)**

Unit V: Food Production

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

PRACTICALS (30 Periods)

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

(LIST OF EXPERIMENTS)

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

   using iron filings and sulphur powder and distinguishing between these on the basis of:
   (i) appearance, i.e., homogeneity and heterogeneity
   (ii) behaviour towards a magnet
   (iii) behaviour towards carbon disulphide as a solvent
   (iv) effect of heat
3. Separation of the components of a mixture of sand, common salt and ammonium chloride (or camphor). **Unit-I**
4. 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
5. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams. **Unit-II**
6. 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**
7. Determination of the melting point of ice and the boiling point of water. **Unit-I**
8. Verification of the Laws of reflection of sound. **Unit-III**
9. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder. **Unit-III**

10. Establishing the relation between the loss in weight of a solid when fully immersed in

    a) Tap water **Unit-III**

    b) Strongly salty water with the weight of water displaced by it by taking at least two different solids.

11. Determination of the speed of a pulse propagated through a stretched string/slinky (helical spring). **Unit-III**

12. Study of the characteristics of *Spirogyra*, *Agaricus*, Moss, Fern, Pinus (either with male or female cone) and an Angiospermic plant. Draw and give two identifying features of the groups they belong to. **Unit-II**

13. Observe the given pictures/charts/models of earthworm, cockroach, bony fish and bird. For each organism, draw their picture and record: **Unit-II**

    a) one specific feature of its phylum.

    b) one adaptive feature with reference to its habitat.

14. Verification of the law of conservation of mass in a chemical reaction. **Unit-III**

15. Study of the external features of root, stem, leaf and flower of monocot and dicot plants.

Unit-III

Annexure

Class IX

Suggested Pedagogical Processes	Learning Outcomes
The learners may be provided with opportunities individually or in groups and encouraged to— • observe, group or classify materials, such as mixtures, based on their properties, *viz*. solubility, passage of light, etc., by performing various activities. Based on the observations, a discussion may be facilitated to help arrive at the appropriate conclusions. Students with visual impairment or low vision may be motivated to observe solubility of the materials by touching (caution should be taken while using the materials). • design and carry out activities. For example, 'Tug of war' to understand balanced and unbalanced forces. They may be encouraged to experiment by applying forces (equal and unequal) on an object in same and opposite directions, followed by peer groupdiscussion to generalise. • study the daily life experiences, using interdisciplinary approach such as the cause behind cooling of water in earthen pots. They may be encouraged to measure and compare the temperatures of water both in earthen pot and metal containers, thereby helping them to relate process of evaporation with cooling effect. Students with visual impairment or lowvision may be encouraged to feel the difference in temperature by touching the surface of the containers. conduct survey to understand the process of spreading of diseases. They may be encouraged to collect data from doctors and nurses about various diseases. They can prepare a report onspread, causes, prevention, and cure ofdiseases. They may share their findingswith the community through role plays,skits and also campaign for prevention.	**The learner—** • **differentiates materials, objects, organisms, phenomena, and processes, based on properties or characteristics,** such as, prokaryotes and eukaryotes, plant cell and animal cell, diffusion and osmosis, simple and complex tissues, distance and displacement, speed and velocity, balanced and unbalanced forces, elements, compound and mixture, solution, suspension and colloid, isobars and isotopes, etc. • **classifies materials, objects, organisms, phenomena, and processes, based on properties or characteristics,** such as, classification of plants and animals under various hierarchical sub-groups, natural resources, classification of matter based on their states (solid/liquid/gas) and composition (element/compound/mixture), etc. • **plans and conducts investigations or experiments to arrive at and verify the facts, principles, phenomena or to seek answers to queries on their own,** such as, how does speed of an object change? How do objects float/ sink when placed on the surface of a liquid? Is there any change in mass when chemical reaction takes place? What is the effect of heat on the state of substances? What is the effect of compression on different states of matter? Where are stomata present in different types of leaves? Where are growing tissues present in plants? • **relates processes and phenomena with causes and effects,** such as, symptoms with diseases and causal agents, tissues with their functions,production with use of fertilisers,

• present their observations/ ideas/ learning through flow charts/ concept maps/ graphs and ICT tools. • gather data for calculating different physical quantities, such as distance, displacement, velocity, which can be shared and discussed in groups or with peers. Rubrics can be used to assess the conversion of units and reporting results. • collect and analyse wide variety of graphs from newspapers, magazines orthe internet. They may be encouraged todraw, analyse and interpret the graphs(for example, distance-time, speed-time, or acceleration-time graphs of motion of a vehicle on a straight road) • write chemical formulae of simple compounds, chemical equations, etc., using playway methods such as a gameof cards. • select and use appropriate devices for measuring physical quantities. They may be encouraged to find the minimum and maximum value that can be measured by an instrument andnote down the readings correctly. • collect information from books, e-books, magazines, internet, etc., to appreciate the efforts of scientists made over time, for example, various models of atoms, discovery of microscope, etc., andshowcase it in the form of a project or role play. • observe various technological devices and innovative exhibits such as waste management kits, water filtration system, using low-cost or no-cost eco- friendly materials, develop them and showcase it in science exhibitions, clubs and parent-teacher meets. • share and discuss their beliefs and views regarding myths, taboos, superstitions, etc., by initiating an open ended debate,	process of evaporation with cooling effect, various processes of separation with the physical and chemicalproperties of the substances, productionof sound with vibrations of source, etc. • **explains processes and phenomena**, such as, functions of different organelles, spread of diseases and their prevention, effect of force on the state of motion of objects, action and reaction, rotation and revolution of planets and satellites, conservation laws, principle of separation of different gases from air, melting, boiling, freezing, how bats useultrasonic waves to catch prey, etc. • **calculates using the data given,** such as, distance, velocity, speed, frequency, work done, number of moles in a given mass of substance, concentration of solution in terms of mass by mass percentage of substances, conversion of Celsius scale to Kelvin scale and vice versa, number of neutrons in an atom from atomic number and mass number, speed of sound, kinetic and potential energies of an object, boiling points of liquids to predict the order of their separation from the mixture, etc. • **draws labelled diagrams, flow charts,concept maps, graphs,** such as, biogeochemical cycles, cell organelles and tissues, human ear, distance-time and speed-time graphs, distribution of electrons in different orbits in an atom, process of distillation and sublimation, etc. **analyses and interprets graphsand figures** such as, distance-time and velocity-time graphs, computing distance, speed, acceleration of objects in motion, properties of components of a mixture to identify the appropriate method of separation, crop yield after use of fertilisers, etc.

leading to the alignment of their beliefs to the scientifically proven facts. They may also be involved in awareness campaigns in the community.	• **uses scientific conventions, symbols, and equations to represent various quantities, elements, and units,** such as, SI units, symbols of elements, formulae of simple compounds, chemical equations, etc. • **measures physical quantities using appropriate apparatus, instruments, and devices**, such as, weight and mass of an object using spring balance, mass using a physical balance, time period of a simple pendulum, volume of liquid using measuring cylinder, temperatureusing thermometer, etc. • **applies learning to hypothetical situations,** such as, weight of an objectat moon, weight of an object at equatorand poles, possibility of life on other planets, etc. • **applies scientific concepts in daily life and solving problems,** such as, separation of mixtures, uses safety belts in automobiles, covers walls of large rooms with sound absorbent material, follows intercropping and crop rotation, takes preventive measures to control disease causing agents, etc. • **derives formulae, equations, and laws,** such as, mathematical expressions for Newton's second law of motion, law of conservation of momentum, expression for force of gravity, equations of motion from velocity-time graphs, etc. • **draws conclusion,** such as, classification of life forms is related to evolution, deficiency of nutrients affects physiological processes in plants, matter is made up of particles, elements combine chemically in a fixed ratio to form compounds, effect of action and reaction on two different bodies, etc. • **describes scientific discoveries and inventions,** such as, discovery of various atomic models, discovery of cell with invention of microscope, experiments of Lavoisier and Priestley, beliefs regarding motion, discovery of real cause for peptic ulcers, Archimedes principle, classification of living things, etc.

	• **designs models using eco-friendly resources,** such as, 3D model of a cell, water purification system, stethoscope, etc. • **exhibits values of honesty, objectivity, rational thinking, freedom from myths, superstitious beliefs while taking decisions, respect for life, etc.,** such as, records and reports experimental data exactly, myth that sexually transmitted diseases are spread by casual physical contact, belief that vaccination is not importantfor prevention of diseases, etc. • **communicates the findings and conclusions effectively,** such as, those derived from experiments, activities, and projects both in oral and written form using appropriate figures, tables, graphs, and digital forms, etc. **applies the interdependency and interrelationship in the biotic and abiotic factors of environment to promote conservation of environment,** such as, organic farming, waste management, etc.

SOCIAL SCIENCE
CLASS IX-X (2021-22)
(CODE NO. 087)

Rationale

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

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view.

Objectives

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved
- make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society

- deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives
- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation
- promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process
- help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms - cooperating with others, taking initiatives and providing leadership in solving others' problems
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

COURSE STRUCTURE
CLASS IX (2021-22)

Theory Paper

Time: 3 Hrs.			**Max. Marks: 80**
No.	**Units**	**No. of Periods**	**Marks**
I	India and the Contemporary World – I	60	20
II	Contemporary India – I	55	20
III	Democratic Politics - I	50	20
IV	Economics	50	20
Total		**215**	**80**

COURSE CONTENT

Unit 1: India and the Contemporary World – I	**60 Periods**
Themes	**Learning Objectives**
Section 1: Events and Processes: (All the three themes are compulsory)	In each of the themes in this unit students would get familiarized with distinct ideologies, extracts of

	speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences.
I. The French Revolution • French Society During the Late Eighteenth Century • The Outbreak of the Revolution • France Abolishes Monarchy and Becomes a Republic • Did Women have a Revolution? • The Abolition of Slavery • The Revolution and Everyday Life	• Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. • Know the use of written, oral and visual material to recover the history of revolutions.
II. Socialism in Europe and the Russian Revolution • The Age of Social Change • The Russian Revolution • The February Revolution in Petrograd • What Changed after October? • The Global Influence of the Russian Revolution and the USSR	• Explore the history of socialism through the study of Russian Revolution. • Familiarize with the different types of ideas that inspired the revolution.
III. Nazism and the Rise of Hitler • Birth of the Weimar Republic • Hitler's Rise to Power • The Nazi Worldview • Youth in Nazi Germany • Ordinary People and the Crimes Against Humanity	• Discuss the critical significance of Nazism in shaping the politics of modern world. • Get familiarized with the speeches and writings of Nazi Leaders.
Section 2: Livelihoods, Economies and Societies ***Any one theme of the following*** **IV. Forest Society and Colonialism** • Why Deforestation? • The Rise of Commercial Forestry	• Discuss the social and cultural world of forest communities

• Rebellion in the Forest • Forest Transformations in Java	through the study of specific revolts. • Understand how oral traditions can be used to explore tribal revolts.
V. Pastoralists in the Modern World • Pastoral Nomads and their Movements • Colonial Rule and Pastoral Life • Pastoralism in Africa	• Highlight varying patterns of developments within pastoral societies in different places. • Analyse the impact of colonialism on forest societies, and the implication of scientific forestry. • Show the different processes through which agrarian transformation may occur in the modern world. • Analyse the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.
Unit 2: Contemporary India – I	**55 Periods**
Themes	**Learning Objectives**
1. India • Size and Location • India and the World • India's Neighbours	• Identify the location of India in the Indian subcontinent.
2. Physical Features of India • Major Physiographic Divisions	• Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.
3. Drainage • Major rivers and tributaries • Lakes • Role of rivers in the economy	• Identify the river systems of the country and explain the role of rivers in the human society.

• Pollution of rivers **4. Climate** • Concept • Climatic Controls • Factors influencing India's climate • The Indian Monsoon • Distribution of Rainfall • Monsoon as a unifying bond **5. Natural Vegetation and Wild Life** • Factors affecting Vegetation • Vegetation types • Wild Life • Conservation **6. Population** • Size • Distribution • Population Growth and Process of Population Change	• Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of people. • Explain the importance and unifying role of monsoons. • Explain the nature of diverse flora and fauna as well as their distribution. • Develop concern about the need to protect the biodiversity of our country. • Analyse the uneven nature of population distribution and show concern about the large size of our population. • Identify the different occupations of people and explain various factors of population change. • Explain various dimensions of National Population Policy and understand the needs of adolescents as underserved group.
Unit 3: Democratic Politics – I	**50 Periods**
Themes	**Learning Objectives**
1. What is Democracy? Why Democracy? • What is Democracy? • Features of Democracy • Why Democracy? • Broader Meaning of Democracy	• Develop conceptual skills of defining democracy. • Understand how different historical processes and forces have promoted democracy.

	• Develop a sophisticated defense of democracy against common prejudices. • Develop a historical sense of the choice and nature of democracy in India.
2. Constitutional Design • Democratic Constitution in South Africa • Why do we need a Constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution	• Understand the process of Constitution making. • Develop respect for the Constitution and appreciation for Constitutional values. • Recognize Constitution as a dynamic and living document.
3. Electoral Politics • Why Elections? • What is our System of Elections? • What makes elections in India democratic?	• Understand representative democracy via competitive party politics. • Familiarize with Indian electoral system. • Reason out for the adoption of present Indian Electoral System. • Develop an appreciation of citizen's increased participation in electoral politics. • Recognize the significance of the Election Commission.
4. Working of Institutions • How is the major policy decision taken? • Parliament • Political Executive • Judiciary	• Get an overview of central governmental structures. • Identify the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature.

	• Understand the working of Indian Judiciary.
5. Democratic Rights • Life without rights • Rights in a Democracy • Rights in the Indian Constitution • Expanding the scope of rights	• Recognize the need for rights in one's life. • Understand the availability /access of rights in a democratic system/government. • Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens. • Create awareness regarding the process of safeguarding rights.
Unit 4: Economics	**50 Periods**
Themes	**Objectives**
1. The Story of Village Palampur • Overview • Organization of production • Farming in Palampur • Non-farm activities of Palampur	• Familiarize with basic economic concepts through an imaginary story of a village.
2. People as Resource • Overview • Economic activities by men and women • Quality of Population • Unemployment	• Understand the demographic concepts. • Understand how population can be an asset or a liability for a nation.
3. Poverty as a Challenge • Two typical cases of poverty • Poverty as seen by Social Scientists • Poverty Estimates • Vulnerable Groups • Interstate disparities • Global Poverty Scenario • Causes of Poverty • Anti-poverty measures • The Challenges Ahead	• Understand poverty as a challenge. • Identify vulnerable group and interstate disparities • Appreciate the initiatives of the government to alleviate poverty.

4. Food Security in India • Overview • What is Food Security? • Why Food Security? • Who are food insecure? • Food Security in India • What is Buffer Stock? • What is the Public Distribution System? • Current Status of Public Distribution System	• Understand the concept of food security. • Appreciate and analyse the role of government in ensuring food supply.

PROJECT WORK
CLASS IX (2021-22)

05 Periods	**05 Marks**

1. Every student has to compulsorily undertake ***one project on Disaster Management.***

2. **Objectives:** The main objectives of giving project work on Disaster Management to the students are to:
    a. create awareness in them about different disasters, their consequences and management
    b. prepare them in advance to face such situations
    c. ensure their participation in disaster mitigation plans
    d. enable them to create awareness and preparedness among the community.
3. The project work should also help in enhancing the Life Skills of the students.

4. If possible, ***different forms of art*** may be integrated in the project work.

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

6. The ***distribution of marks*** over different aspects relating to Project Work is as follows:

S. No.	Aspects	Marks
a	Content accuracy, originality and analysis	**2**
b	Presentation and creativity	**2**
c	Viva Voce	**1**

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

8. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.

9. A Summary Report should be prepared highlighting:

a. objectives realized through individual work and group interactions;
b. calendar of activities;
c. innovative ideas generated in the process ;
d. list of questions asked in viva voce.

10. 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.

11. The Project Report should be handwritten by the students themselves.

12. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

PRESCRIBED BOOKS:

1. India and the Contemporary World - I (History) - Published by NCERT
2. Contemporary India - I (Geography) - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT
5. Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE
6. Learning outcomes at Secondary stage Published by NCERT

Note: Please procure latest reprinted edition of prescribed NCERT textbooks.

SOCIAL SCIENCE (CODE NO. 087)
QUESTION PAPER DESIGN
CLASS IX (2021-22)

Time: 3 Hours			**Maximum Marks: 80**
Sr. No.	**Competencies**	**Total Marks**	**% Weightage**
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, comparing, translating, interpreting, giving descriptions and stating main ideas	28	35%
2	**Applying:** Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	14	17.5%
3	**Formulating, Analysing, Evaluating and Creating:** Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	**Map Skill**	6*	7.5%
		80	**100%**

Note: Teachers may refer 'Learning Outcomes' published by NCERT for developing Lesson Plans, Assessment Framework and Questions.

***** 02 Items from History Map List and 04 from Geography Map List

Internal Assessment: 20 Marks

INTERNAL ASSESSMENT

<table>
<tr><th></th><th>Marks</th><th>Description</th></tr>
<tr><td>Periodic Assessment</td><td>10 Marks</td><td>
<table>
<tr><td>Pen Paper Test</td><td>5 marks</td></tr>
<tr><td>Assessment using multiple strategies
For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td><td>5 marks</td></tr>
</table>
</td></tr>
<tr><td>Portfolio</td><td>5 Marks</td><td>• Classwork and Assignments
• Any exemplary work done by the student
• 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</td></tr>
<tr><td>Subject Enrichment Activity</td><td>5 Marks</td><td>• Project Work</td></tr>
</table>

LIST OF MAP ITEMS
CLASS IX (2021-22)

SUBJECT - HISTORY

Chapter-1: The French Revolution

Outline Political Map of France (For locating and labeling / Identification)

- Bordeaux
- Nantes
- Paris
- Marseilles

Chapter-2: Socialism in Europe and the Russian Revolution

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of First World War
  (Central Powers and Allied Powers)
  Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire)
  Allied Powers - France, England, Russia, U.S.A.

Chapter-3: Nazism and Rise of Hitler

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of Second World War
  Axis Powers – Germany, Italy, Japan
  Allied Powers – UK, France, Former USSR, USA
- Territories under German expansion (Nazi Power)
  Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium

SUBJECT – GEOGRAPHY (Outline Political Map of India)

Chapter -1: India-Size and Location

- India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling)

Chapter -2: Physical Features of India

- Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats
- Mountain Peaks – K2, Kanchan Junga, Anai Mudi
- Plateau - Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateau
- Coastal Plains - Konkan, Malabar, Coromandal & Northern Circar (Location and Labelling)

Chapter -3: Drainage

- Rivers: (Identification only)
  - *The Himalayan River Systems*-The Indus, The Ganges, and The Satluj
  - *The Peninsular rivers*-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi
- Lakes: Wular, Pulicat, Sambhar, Chilika

Chapter - 4: Climate

- Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

Chapter - 5: Natural Vegetation and Wild Life

- Vegetation Type: Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove- For identification only
- National Parks: Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas
- Bird Sanctuaries: Bharatpur and Ranganthitto
- Wild Life Sanctuaries: Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

Chapter - 6: Population (Location and Labelling)

- The state having highest and lowest density of population
- The state having highest and lowest sex ratio
- Largest and smallest state according to area

Learning Outcomes by NCERT

Introduction

The domain of Social Science forms an important part of general education. At the secondary stage, social science includes diverse concerns of society and encompasses a wide range of contents drawn from the disciplines of history, geography, economics, and political science. The contents of the subject area include a broad understanding of human interactions with natural and social environment across time, space, and institutions. It is necessary to recognise that Social Science lead students to methods of scientific enquiry, which are distinct from the natural and physical sciences. Social Science curriculum promotes human values namely, freedom, trust and respect for diversity. Social Science education provides opportunities for children to critically reflect on social issues having a bearing on individual and social well-being. This subject also inculcates other values such as, empathy, equality, liberty, justice, fraternity, dignity, and harmony.

Every discipline in Social Science has its own method of investigation for arriving at conclusions through understanding, analysing, evaluating, and applying a logical and rational approach to understand the cause and effect relationship of events, processes, and phenomena.

For an enabling curriculum in Social Science, certain themes which facilitate inter-disciplinary thinking are included. Social Science provides ample scope of enquiry by raising questions like what, where, when, how, etc., that help learners acquire an integrated perspective within as well as across subjects, thereby strengthening the inter-disciplinary approaches. To take an example, themes like agriculture, development, disaster, etc., can be studied from the perspective of History, Geography, Economics, and Political Science.

Social Science sensitizes learners to appreciate the rich and diverse cultural heritage of the country. Learners take pride in valuing the contributions made by known and less known individuals and events in India’s struggle for independence. Social Science helps learners to recognise the importance of sustainable development with an emphasis on preservation and conservation of our natural resources and to meet challenges related to social problems and natural calamities. Social Science helps in understanding the importance of resources, their equitable distribution and utilisation to achieve economic growth. Social Science inculcates democratic principles, citizenship values, rights, and duties from local, national, and global perspectives. Building conflict resolution skills and strengthening peace building processes are other focus areas. These help to promote

sensitivity and empathy towards gender, marginalised sections such as, SCs, STs, and persons with special needs.

Curricular Expectations

At this stage learners are expected to:

- recognise the relevance of the domain of knowledge in establishing interlinkages with natural and social environment;
- classify and compare the cause and effect relationship in the context of occurrence of events, natural and social processes and their impact on different sections of the society;
- explain concepts like unity in diversity, democracy, development, diverse factors and forces that enrich our cultural heritage;
- discuss the need to evolve plurality of approaches in understanding natural and social phenomena;
- demonstrate a variety of approaches on integration and interrelation within and across disciplines;
- identify spatial variability of events, processes, and phenomena in the contemporary world;
- identify democratic ethos, equity, mutual respect, equality, justice, and harmony;
- demonstrate skills of observation, enquiry, reflection, empathy, communication, and critical thinking;
- create awareness and sensitivity towards environmental issues, sustainable development, gender disparities, marginalised section of the society and persons with special needs; and
- illustrate concepts related to different subjects with the help of technology.

The Social Science learning outcomes for Classes IX and X each are broadly grouped into 12 broader areas. Each area (given in bold letters) deals with a similar set of competencies and includes a few learning outcomes linking the contents on the basis of the nature of Social Science. Some learning outcomes appear commonly in both Classes IX and X. Teachers can work with these using different examples. These are developed keeping in view their importance and contents in different social sciences. The concepts, historical events, places, names, and dates are used to exemplify the learning outcomes. They can be changed by the states depending on their Social Science syllabus.

Class IX

Suggested Pedagogical Processes	Learning Outcomes
The learners may be provided with opportunities individually or in groups and encouraged to— • observe political map of India or on School Bhuvan portal NCERT, mark with reference to location, extent, shape, size, etc., of States and UTs.	The learner— • **recognises and retrieves facts, figures and narrate processes, for example,**

• discuss and verify the information about the States and UTs from other sources, like the website of other states, textbooks, atlas, models, etc. • engage in projects to collect information about States and UTs in terms of languages, food, dress, cultural traditions, etc. • select the works of eminent thinkers like Jean-Paul Marat, Jean Jacques Rousseau, etc., and study the influence of their works on the outbreak of the French Revolution. • take part in discussion of the important political terms and concepts, such as, martial law, coup, veto, and referendum to recognise democracy as well as dictatorship. • discuss the details of: (a) the time when universal adult franchise was first provided to the citizens and (b) how the end of colonialism took place. • collect information and discuss the process of the making of the Indian Constitution. • collect the details of different factors of production like land, capital, and human resources from their surroundings. • visit a nearby ration shop, collect and compare the prices of items available with the local market and discuss the reasons for the differences. • analyse the role of cooperatives in food security. • explore various resources including the e-content on poverty, food security, human resource development, etc. • discuss how poverty line is estimated especially from the view point of social scientists. • gather information about physical, features in their surroundings and discuss about these features with peers; visuals related	○ locates places, states, union territories, and other physical features on the map of India. ○ recognises and describes different physical features, types of forests, seasons, etc. ○ describes important terms in Geography such as, standard meridian, drainage basin, water divide, monsoon, weather, climate, flora, fauna, population density, etc. ○ estimates annual growth rate. ○ defines simple economic terms such as, poverty, literacy, unemployment, head-count ratio, food security, exports and imports, etc. ○ lists various factors of production. ○ recalls names, places, years of some important socio-political and economic events that changed India and the world, such as, the American Revolution, French Revolution, Russian Revolution, and the Freedom Struggle of India. ○ locates places of historical importance on maps. ○ describes economies and livelihoods of a few social groups. ○ describes political terms and concepts associated with democracy and dictatorship, such as, free and fair election, freedom of expression, independent judiciary, accountability, rule of law, etc. • **classifies and compares events, facts, data, and figures, for example,** ○ classifies physical features in the surroundings and compare them with physical features of other places;

to other physiographic divisions may be shown and their features may be explained to them. • show different physiographic divisions and data to look out for the similarities and differences. • use tactile maps and models to classify physical features of India. • collate the views from different secondary sources of Desmoulins and Robespierre to know how each one of them understands the use of state force. What does Robespierre mean by 'the war of liberty against tyranny?' How does Desmoulins perceive liberty? • gather information about Constitutional Monarchy of France from different sources. • discuss different monarchies of contemporary times like United Kingdom, Saudi Arabia, and Bhutan. • develop timeline on significant events related to the outbreak of the French and Russian Revolutions. In connection with France, some events that can be displayed in the timeline are— Constitutional Monarchy, Declaration of Rights of Man, on becoming a Republic and the Reign of Terror. The students can add more information in this timeline on the French Revolution. • study features of different types of government and discuss. • design a group project on social exclusion as well as poverty. • interview vendors selling vegetables, newspaper; milkman, laundress (atleast 10 people). They may be guided to develop simple questions and draw inference from information collected in the survey. • explore various rivers, find details of their origin, course of river, major cities,	○ compares different data, such as, population and rainfall; ○ compares the course of events leading to important revolutions in the world such as, French and Russian Revolutions; ○ distinguishes different types of governments operating across the world; ○ compares levels of poverty and unemployment across Indian states; ○ compares different monarchies of contemporary times like United Kingdom, Saudi Arabia, and Bhutan. • **explains cause and effect relationship between phenomena,**

industries on the banks of a river; discuss how river affects the lives of people in cities leading to pollution of rivers. • work on group projects in which they can collect information from various sources, such as, books, magazines, newspapers, internet, elders, and plot the river and associated findings on a map and prepare a report. • work with tactile maps particularly by the children with special needs (CWSN). • identify social, economic, and political causes that led to the Russian Revolution in 1905; use a variety of teaching aids like a flow chart, powerpoint presentation, newspaper clippings, etc., belonging to that period (1905). • locate the places of French and Russian Revolutions on an outline map of the world. • participate in a discussion on the fall of Monarchy in February 1917, workers, strike, refusal of peasants to pay rent and activities of different political parties such as, Liberals, Social Democrats, and Social Revolutionaries. • discussion may be initiated on the concepts of revolution and social change. • elucidate the idea that some revolutions like the French and Russian were results of bloodshed. • discuss peaceful revolutions, such as, industrial revolution; Green, White and Blue revolutions in India. • collect current statements from media and from other sources and discuss the measure of success of democracy. • collect and discuss information about democratic countries of the world and their history of establishment, conditions under which those governments got established. • discuss democracy as a government of the people, by the people, and for the people	**events, and their occurrence, for example,** ○ examines factors causing pollution and their impact on people's lives; ○ explains factors affecting course of a river, climate, population distribution, flora and fauna of a region. ○ explains the causes and effects of various revolutions. ○ illustrates how different social groups coped with changes in the contemporary world and describe these changes. ○ explains the difference between revolution and social change. ○ outlines the formation of democratic governance in different countries of the world. ○ explains the process of change in democracies. ○ identifies democratic rights of Indian citizens and constitutional values such as, democracy, justice, liberty, equality, etc. ○ explains causes and impacts of economic issues such as, poverty, landlessness, and food insecurity. ○ analyses the impact of social exclusion and vulnerability.

by engaging with some examples. discussion may be held on the newspaper clipping or the teacher may provide data from government report on poverty, food security, etc. • familiarise with major climatic controls-latitude, altitude, pressure and wind systems, and distance from the sea and discuss how they affect the climate of various geographical regions. • discuss how the climate of hilly regions is significantly different from the plains. • look for and use a variety of primary and secondary sources, such as, written records, oral accounts to investigate themes like factors responsible for deforestation in the past in different regions of the world including India during the colonial rule. • discuss different Forest Acts in India — Forest Act of 1865, its amendment in1878 and 1927 and its impact on forest dwellers and the village community. • collect visuals, newspaper clippings, posters, leaflets, videos, memorabilia, writings, albums, and speeches of Hitler on the rise of Nazism and discus show Nazism led to the genocidal war that resulted in the killing of innocent civilians like the Jews, Gypsies, and Polish. • organise mock Parliaments and court proceedings in which various democratic rights can be the subject. • show visuals associated with famines and present OMT (one minute talk). • correlate different maps, for example, physical features and drainage, physical features and population. • opportunities may be provided to explore and overlay various maps on School Bhuvan NCERT portal. • use atlas maps for understanding various concepts.	• **analyses and evaluates information, for example,** ○ analyses different types of climate found in different regions of India and the world. ○ examines factors leading to deforestation. ○ outlines or assesses the working of Indian Parliament and the judiciary. ○ analyses historical trends in important developmental indicators, such as, literacy and poverty. ○ assesses the impact of important government welfare programmes which aimed at (a) poverty alleviation;(b) ensure food security; (c) generate self-employment; and (d) provide health care facilities. • **interprets, for example,** ○ maps of river systems in India, physiograph, and population distribution ○ maps of movement of goods and people from India to the rest of the world

• demonstrate skills of locating places associated with different revolutions like French and Russian. • explain the changes of geographical boundaries of places in the past and present and the reasons that have led to it. You may link this with the theme in the syllabus or textbooks. • study various symbols that depict roads, railways, buildings, monuments, rivers, etc., on an outline map of India and the world. This may be used as per the theme under study. • interpret information from an orthophotomap and compare it with reality. • use India's political map to demarcate states and parliamentary constituencies. • use India's map of the states to identify and colour the following: (i) high and low poverty (ii) levels of literacy(iii) production of food grains and interpret in terms of reasons for the above differences amongst the states. • choose photographs of persons engaged in different occupations in rural and urban areas and categorise into three sectors of the economy. • compile data from their surroundings and Government reports on (i) unemployment existing in urban and rural areas (ii) poverty existing indifferent states. • use tables to represent data on literacy rates, production of food grains and food in security with respect to population and interpret them in terms of well-being of the masses. • construct and convert tables into bar and pie diagrams. • explain from the newspaper clippings or the teacher may provide data from Government report on poverty, food security, social exclusion and vulnerability, their causes and impact on the society.	○ texts and symbols which stand for liberty, equality, and fraternity ○ cartoons ○ photographs ○ posters ○ newspaper clippings related to socio-political issues ○ pie and bar diagrams of data related to agricultural production, literacy, poverty, and population

• develop bar/pie diagrams and also be able to plot the data in the diagram, e.g., population data, natural vegetation, etc. • correlate topics with other disciplines ,for example, how various passes in the north and seaports in the south have provided passages to the travellers and how these passages have contributed in the exchange of ideas and commodities since ancient times. • discuss on deforestation in the colonial period and their impact on lives of forest dwellers; link deforestation with geographical aspects, such as, the extent of land covered under forest in the colonial and contemporary times. • discuss how the Forest Acts in the past and in the present influence various tribal communities including women. • study a few political developments and government decisions and look at them from the point of view of geographical importance and electoral constituencies. • read the history of democratic movements in various countries by underlining the geopolitical importance of countries. • study historical events of 1940s and the making of the Constitution of India during 1946–49. • focus on the issues of land and agriculture as part of the resources in geography with topics such as, factors of production and food security as a component of agriculture. • see linkages with political dimensions to highlight citizens, rights in a democracy and human beings as an asset for the economy. • show movies and documentaries such as, 3 Shades, Mirch Masala, Manthan and link them with low income and poverty which can then be followed by discussion in classroom on conflict between economic	• **draws inter linkages within Social Science, for example,** ○ explains inter-relationship between various passes and sea ports in India for trade and communication since historical times. ○ examines the geographical importance of electoral constituencies. ○ analyses food security as a component of agriculture. ○ analyses the linkages between population distribution and food security. ○ explains inter-relationships among livelihood patterns of various social groups including forest dwellers, economic development, and environmental conservation.

development and environmental conservation.
• read the National Population Policy 2000, and discuss its content related to adolescence.
• use historical sources to comprehend the difference between fact and fiction when they read the literary works of different authors.
• assess novels, biography, and poems composed at different points of our historical past.
• use pictures, cartoons, and newspaper clippings to find out and discuss assumptions, biases, and prejudices of various people. Teachers may guide learners to recognise the difference between facts and opinions using illustrative examples from socio, political, and economic aspects.
• explore and construct the holistic picture of the period under study using other sources such as, archaeological remains, official records, and oral accounts. Discussion may be initiated on the following questions:
  ○ What is the source about?
  ○ Who is the author?
  ○ What message can be extracted?
  ○ Is it relevant/useful?
  ○ Does it explain the event in totality?
• develop understanding that historical recorders are not free from subjectivity.
• dramatise from the examples of the French revolution on Olympede Gouges on her protest against excluding women from the Declaration of Rights of Man and Citizen, highlighting the bias that existed in this historic document.
• watch and note down the statements of politicians appearing regularly on TV or the newspaper articles on various issues and incidents. Teachers may also provide
	• **identifies assumptions, biases, prejudices, and stereotypes about various aspects, for example,**
	• texts
	• news items
	• visuals
	• political analysis
	• people in different geographical regions of India
	• important government welfare programmes

examples, and may also take students' own views on an issue to point out assumptions, biases, prejudices, and stereotypes. • list the details of wages paid to the males and females engaged in their area and discuss whether differences exist, if any, reasons may be provided. • analyse different government schemes to ensure food security, employment generation, promotion of health, and education in their area. • ask questions to understand the mechanism of monsoon for example, how do the effect of differential heating of land and water, shifting of Inter Tropical Convergence Zone (ITCZ),El Nino and jet streams influence monsoon? • use enquiry skills to collect a variety of primary and secondary sources; recognise the difference between fact and fiction. Gather information from archaeological remains—official and oral records, print and multimedia materials, to show how the ideals of freedom, equality, liberty, and fraternity motivated political movements in France, in the rest of Europe, and in various anti-colonial struggles; projects, posters, and models can be prepared on themes drawn from them in groups and in pairs. • collect the details on various topical, political, social, or any other local issues from different newspapers, magazines and books. Compare different views about the same issues. • explain a particular economic problem showing vulnerability faced by the disadvantaged groups. • analyse materials on green revolution. • find out the details from data and experiences for example, (a) how does the relief of a place affect the population distribution?; (b) how do climatic	• **demonstrates inquisitiveness, enquiry, i.e., pose questions related to—** ○ geographical events such as, the mechanism of monsoon and causes of natural disasters. ○ impact of green revolution in India and their own area. ○ legacy of French Revolution in India and the world. • **constructs views, arguments, and ideas on the basis of collected or given information, for example,** ○ people and their adaptation with different climatic conditions. ○ oral and written accounts of living historical legends.

conditions of a region affect the natural vegetation of a place? • get engaged in a role play on topics such as, Project Tiger and protection of rivers and discuss the relevance of tiger protection in India. • record or gather (from the internet) the interviews of living legends who have experienced trials and tribulations of Nazism.	○ people as a resource.
• show e-content and analyse case studies related to the quality of population. • gather information related to weather and population, from different sources such as, daily newspapers and analyse recorded data and information. • design a role play on the French Revolution and play the role of clergy, nobility, merchants, peasants and artisans; concluding remarks, drawing assumptions of the feelings of each class can be given by facilitators of each group. • collect information on the famines in India, explore the causes behind the famines in the colonial period. • discuss what would have happened if such famines reoccur in post-independent India. Also discuss the preventive measures.	• **extrapolates and predicts events and phenomena, for example,** ○ weather ○ pollution and diseases ○ famine and poverty
• identify the factors causing a problem and decide creatively and critically to arrive at solution(s) relating to river pollution, population growth, protection of flora and fauna, etc. • engage in a class debate on the topic—whether the use of violence for addressing different forms of human rights violation is the appropriate approach or not. • plan and participate in extra-curricular activities, daily chores in the school, sports, cultural programmes which require problem-solving and decision-making skills.	• **illustrates decision-making and problem-solving skills, for example,** ○ mitigating the impact of water pollution ○ conservation of resources ○ problem of food shortage ○ avoid hunger and famines in India ○ deciding on the appropriateness of resources in historical events and developments

• collect newspapers and magazines to show the impact of the concentration of resources in the hands of few. • illustrate the cause and impact of inequality in terms of distribution of resources between the rich and the poor. • participate in group projects to recognize the values of flora and fauna, disaster preparedness and waste management projects. • participate in activities that require conservation of environment (plants, water bodies, etc.), water disputes—interstate and across the border and promote nature-human sustainable relationship. • raise questions to secure healthcare, education and job security for its citizens; people from different communities be invited to make presentation on improving these issues. • collect and compile a variety of resources such as, films, audio visuals, and photocopy of records, private papers, and press clippings from the archives including original speeches of leaders associated with different historical events. • construct projects on themes like Nazism and tribal uprisings. • discuss the strategy of satyagraha and non-violence adopted by Gandhiji in achieving Independence of India; discuss different movements in the freedom struggle where satyagraha was adopted by the leaders to recognize the immense strength and courage it requires to internalise characteristics of satyagraha and non-violence to resolve conflicts. • explore and examine the published records of the lived experiences of the survivors of Holocaust. • study the Constitutional provisions available to improve conditions of disadvantaged groups, minorities;	• **shows sensitivity and appreciation skills, for example,** ○ empathises with differently abled and other marginalised sections of the society, such as, Scheduled Tribes ○ appreciates political diversity ○ appreciates cultural diversity ○ appreciates religious diversity ○ recognises language diversity ○ recognises social diversity ○ emphathises with the people who were affected by wars, holocaust, natural and human-made disasters ○ recognises how physical and mental violence leads to immense suffering of human beings ○ demonstrates or exhibits sense of citizenship such as, observing hygiene and cleanliness, punctuality, follow rules, etc.

promotion of patriotism, unity of the country, equality of people, respect for all human beings, and doing one's duties, etc. • engage in role play/short drama to highlight the problem faced by poor as well as food insecure people followed by discussion • identify the chain of ration shops established in your nearby area to ensure the supply of essential commodities for the targeted population • compose a short speech on gender equality and dignity for all (marginalized as well as Group with Special Needs)	

Class X

Suggested Pedagogical Processes	Learning Outcomes
The learners may be provided with opportunities individually or in groups and encouraged to— • collect different soil samples from the surroundings; recognise them with the help of their colour, texture, and composition; relate them with the geographical areas of India shown on the map; study the process of formation of these soils. • locate them on different types of maps of India such as, political, physical and outline map, wall map, and atlas; list and label places or areas where different agricultural crops, minerals, etc., are produced. • use tactile maps for students with visual impairments. • find the meaning of resources, subsistence agriculture, plantation, etc., from any dictionary of Geography. • read different sources and discover the course of the Indian national movement till India's independence.	**The learner—** • **recognises and retrieves facts, figures, and narrate, processes, for example,** ○ identifies different types of soil, minerals, renewable and non-renewable energy resources, etc. ○ locates areas or regions known for production of coal, iron ore, petroleum, rice, wheat, tea, coffee, rubber, and cotton textile on the map of India. ○ defines important terms in Geography such as, resource, renewable and non-renewable resources, subsistence agriculture, plantation, shifting agriculture, environmental protection, and environmental sustainability. ○ defines basic Economic terms associated with economic development such as, human capital, sustainable development, gross domestic product, gross value added, per capita income, human development index, multinational

PUNJABI

(ਅਪ੍ਰੈਲ 2021 ਤੋਂ ਮਾਰਚ 2022)

Code No - 004

Class IX

ਲਿਖਤੀ ਪਰੀਖਿਆ - 80 ਅੰਕ
ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ - 20 ਅੰਕ
ਕੁੱਲ - 100 ਅੰਕ

ਲਿਖਤੀ ਪਰੀਖਿਆ ਲਈ ਸਮਾਂ 3 ਘੰਟ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੇ ਉਦੇਸ਼

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਗਿਆਨ ਨੂੰ ਸਮਝ ਕੇ ਉਸ ਦੀ ਚੁਕਵੀਂ ਵਰਤੋਂ ਦੇ ਯੋਗ ਬਣਾਉਣਾ ਤੇ ਸਾਹਿਤ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਵਿਧਾਵਾਂ-ਕਵਿਤਾ, ਨਾਟਕ, ਨਾਵਲ, ਕਹਾਣੀ ਅਤੇ ਵਾਰਤਕ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ ਤਾਂ ਕਿ ਵਿਦਿਆਰਥੀ ਭਾਸ਼ਾ ਦੇ ਵੱਖ-ਵੱਖ ਕੌਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਹੋ ਕੇ ਆਪਣੀ ਬਹੁ-ਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ ਕਰ ਸਕਣ। ਭਾਸ਼ਾ ਦਾ ਮੂਲ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਸਾਹਿਤਕ ਵਿਰਸੇ ਨਾਲ਼ ਜੋੜਨਾ ਹੈ।

1. ਸਲਾਨਾ ਲਿਖਤੀ ਪਰੀਖਿਆ

(Year End Written Exam - 80)

ਇਕਾਈ /ਸਿੱਖਣ ਦਾ ਖੇਤਰ	ਅੰਕ		ਪੀਰੀਅਡ	
ਭਾਸ਼ਾ				
(ੳ) ਅਡਵਾਂਸ ਪੜ੍ਹਨ-ਕੌਸ਼ਲ	10		15	
(ਅ) ਵਿਆਕਰਨ	20		35	
(ਏ) ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ-ਕੌਸ਼ਲ	20		35	
ਸਾਹਿਤ (ਪਾਠ-ਪੁਸਤਕਾਂ 'ਤੇ ਆਧਾਰਿਤ)	30		65	

2. ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ

(Internal Assesment - 20)

ਕਿਰਿਆਤਮਿਕ ਕੰਮ (Activity/Assignment)	20		30	

ਪੰਜਾਬੀ—004

IX (ਨੌਵੀਂ)

ਸਲਾਨਾ ਪਰੀਖਿਆ ਲਈ ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਅੰਕ-ਵੰਡ

ਕੁੱਲ ਅੰਕ 80

I. ਪੜ੍ਹਨ-ਕੌਸ਼ਲ (Reading Skill)	**10**
1. **ਅਣਡਿੱਠਾ ਪੈਰਾ** (ਵਾਰਤਕ) 200-250 ਸ਼ਬਦਾਂ ਵਿੱਚ	7
ਤਿੰਨ ਛੋਟੇ ਪ੍ਰਸ਼ਨ (2+2+2)+ **1 ਅੰਕ** ਸਿਰਲੇਖ ਲਈ	
2. **ਅਣਡਿੱਠੀ ਕਾਵਿ ਟੁਕੜੀ ਨਾਲ਼ ਸੰਬੰਧਿਤ** (ਤਿੰਨ ਪ੍ਰਸ਼ਨ)	(1X3)=3
II. ਵਿਆਕਰਨ (Grammar) *(ਬਹੁ-ਵਿਕਲਪੀ ਅਤੇ ਛੋਟੇ ਪ੍ਰਸ਼ਨ)*	**20**
1. **ਵਿਰੋਧੀ ਸ਼ਬਦ** *(ਬਹੁ-ਵਿਕਲਪੀ ਚੋਣ ਆਧਾਰਿਤ)*	**1X3=3**
2. **ਲਿੰਗ** *(ਬਹੁ-ਵਿਕਲਪੀ ਚੋਣ ਆਧਾਰਿਤ)*	**1X3=3**
3. **ਸ਼ਬਦ ਸ਼ੁੱਧੀ** *(ਬਹੁ-ਵਿਕਲਪੀ ਚੋਣ ਆਧਾਰਿਤ)*	**1X3=3**
4. **ਵਿਸਮਿਕ** *(ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ ਚੋਣ ਆਧਾਰਿਤ)*	**1X3=3**
5. **ਕਿਰਿਆ** *(ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ ਚੋਣ ਆਧਾਰਿਤ)*	**1X4=4**
6. **ਮੁਹਾਵਰੇ (ੳ ਤੋਂ ਹ ਤੱਕ)** *(ਵਾਕਾਂ ਵਿੱਚ ਵਰਤ ਕੇ ਅਰਥ ਸਪਸ਼ਟ ਕਰਨਾ, ਚੋਣ ਆਧਾਰਿਤ)*	**1X4=4**
III. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ-ਕੌਸ਼ਲ (Writing Skill)	**20**
1. ਲੇਖ-ਰਚਨਾ (ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਅਤੇ ਆਮ ਵਿਸ਼ੇ) **200 ਸ਼ਬਦ**	8
(**ਤਿੰਨ ਲੇਖ ਚੋਣ ਆਧਾਰਿਤ**—ਨੁਕਤਿਆਂ ਸਹਿਤ)	
2. ਪੱਤਰ-ਰਚਨਾ (ਨਿੱਜੀ ਤੇ ਦਫ਼ਤਰੀ)	07
(**ਦੋ ਪੱਤਰ ਚੋਣ ਆਧਾਰਿਤ**—ਨੁਕਤਿਆਂ ਸਹਿਤ)	
3. **ਚਿੱਤਰ** (ਫੋਟੋ)/**ਤਸਵੀਰ** (ਦ੍ਰਿਸ਼) ਦੇ ਆਧਾਰ 'ਤੇ ਵਰਨਣ (**50 ਸ਼ਬਦਾਂ ਵਿੱਚ**)	05
IV. ਪਾਠ-ਪੁਸਤਕਾਂ 'ਤੇ ਆਧਾਰਿਤ (Text Books)	**30**
1. **ਅਤਿ ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ** (1 ਅੰਕ ਵਾਲ਼ੇ)	
(ੳ) **ਕਹਾਣੀ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ** (ਬਹੁ-ਵਿਕਲਪੀ)	1X5=5
(ਅ) **ਕਵਿਤਾ ਤੇ ਇਕਾਂਗੀ ਵਿੱਚੋਂ** (**ਇੱਕ ਸ਼ਬਦ ਵਾਲ਼ੇ**)	1X5=5

2. ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ 2 ਅੰਕ ਵਾਲ਼ੇ (25 ਤੋਂ 30 ਸ਼ਬਦਾਂ ਵਿੱਚ) (2X4)=8
(ਕਹਾਣੀ ਤੇ ਇਕਾਂਗੀ ਵਿੱਚੋਂ)

3. ਵੱਡੇ ਉੱਤਰਾਂ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ (50 ਤੋਂ 60 ਸ਼ਬਦਾਂ ਵਿੱਚ) (4X2)=8
ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ *(ਚੋਣ ਅਧਾਰਿਤ)*

4. ਇਕਾਂਗੀ 'ਚੋ ਵੱਡੇ ਉੱਤਰਾਂ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ (50 ਤੋਂ 60 ਸ਼ਬਦਾਂ ਵਿੱਚ) (4X1)=4
(ਚੋਣ ਅਧਾਰਿਤ)

ਨਿਰਧਾਰਿਤ ਪਾਠ-ਪੁਸਤਕਾਂ

1. ਸਾਹਿਤ-ਮਾਲ਼ਾ : 9 (ਪੰਜਾਬੀ ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ)

(ਪ੍ਰਕਾਸ਼ਕ - ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

ਕਾਵਿ-ਰਚਨਾਵਾਂ — 1. ਸਮਾਂ (ਭਾਈ ਵੀਰ ਸਿੰਘ)
2. ਵਿਸਾਖੀ ਦਾ ਮੇਲਾ (ਧਨੀ ਰਾਮ ਚਾਤ੍ਰਿਕ)
3. ਮੈਂ ਪੰਜਾਬੀ (ਫੀਰੋਜ਼ਦੀਨ ਸ਼ਰਫ਼)
4. ਨਵੀਂ ਪੁਰਾਣੀ ਤਹਿਜ਼ੀਬ (ਵਿਧਾਤਾ ਸਿੰਘ ਤੀਰ)
5. ਮਾਤਾ ਗੁਜਰੀ ਜੀ (ਨੰਦ ਲਾਲ ਨੂਰਪੁਰੀ)

ਵਾਰਤਕ — 1. ਵਹਿਮੀ ਤਾਇਆ (ਸੂਬਾ ਸਿੰਘ)
2. ਮੁੜ ਵੇਖਿਆ ਪਿੰਡ (ਬਲਰਾਜ ਸਾਹਨੀ)
3. ਖ਼ੁਸ਼ੀਆਂ ਆਪੇ ਨਹੀਂ ਆਉਂਦੀਆਂ (ਡਾ. ਟੀ.ਆਰ. ਸ਼ਰਮਾ)
4. ਬੇਬੇ ਜੀ (ਡਾ. ਹਰਪਾਲ ਸਿੰਘ ਪੰਨੂ)

2. ਵੰਨਗੀ 9 (ਪੰਜਾਬੀ ਕਹਾਣੀਆਂ ਤੇ ਇਕਾਂਗੀ)

(ਪ੍ਰਕਾਸ਼ਕ - ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

ਕਹਾਣੀਆਂ — 1. ਜਨਮ-ਦਿਨ (ਸਵਿੰਦਰ ਸਿੰਘ ਉੱਪਲ)
2. ਸਾਂਝੀ ਕੰਧ (ਸੰਤੋਖ ਸਿੰਘ ਧੀਰ)
3. ਬੱਸ-ਕੰਡਕਟਰ (ਡਾ. ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ)

ਇਕਾਂਗੀ — 1. ਮੌਨਧਾਰੀ (ਈਸ਼ਵਰ ਚੰਦਰ ਨੰਦਾ)
2. ਸਿਰਜਣਾ (ਪਾਲੀ ਭੁਪਿੰਦਰ ਸਿੰਘ)

ਨਿਰਧਾਰਿਤ ਪਾਠ-ਪੁਸਤਕਾਂ : 1. ਸਾਹਿਤ ਮਾਲ਼ਾ 9 (ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)
2. ਵੰਨਗੀ 9 (ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

ਨੋਟ - 1. ਸਾਹਿਤ ਮਾਲਾ 9, 2. ਵੰਨਗੀ 9 ਪਾਠ-ਪੁਸਤਕ ਨੂੰ ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ, ਸਾਹਿਬਜ਼ਾਦਾ ਅਜੀਤ ਸਿੰਘ ਨਗਰ (ਮੋਹਾਲੀ) ਵੱਲੋਂ ਪ੍ਰਕਾਸ਼ਤ ਕੀਤਾ ਗਿਆ ਹੈ। ਇਹ ਪੁਸਤਕਾਂ ਬੋਰਡ ਦੀ ਵੈੱਬਸਾਈਟ : www.pseb.ac.in 'ਤੇ ਵੀ ਉਪਲਬਧ ਹਨ।

ਨੌਵੀਂ ਜਮਾਤ ਦੇ ਪ੍ਰਸ਼ਨ-ਪੱਤਰ ਦੀ ਰੂਪ-ਰੇਖਾ (ਕੁੱਲ ਅੰਕ 80)

(ਅਪ੍ਰੈਲ 2021 ਤੋਂ ਮਾਰਚ 2022)

ਕ੍ਰਮ ਨੰ.	ਸਿੱਖਣ ਸਿਖਾਉਣ ਦੀ ਮੁਲਾਂਕਣ ਵਿਧੀ/ਕੌਸ਼ਲ ਪ੍ਰਸ਼ਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ	ਛੋਟੇ ਉੱਤਰ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ 1 ਅੰਕ	ਛੋਟੇ ਉੱਤਰ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ 2 ਅੰਕ	ਲੰਮੇ ਉੱਤਰ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ 4,5,7,8 ਅੰਕ	ਅੰਕ	%
1.	ਪਾਠ ਪੁਸਤਕਾਂ 'ਤੇ ਆਧਾਰਿਤ (ਸ਼ੁੱਧ ਲੇਖਣੀ, ਵਿਸ਼ਾ-ਵਸਤੂ, ਤਰਕਸ਼ੀਲਤਾ, ਰਚਨਾਤਮਿਕਤਾ)	ਬਹੁ-ਵਿਕਲਪੀ 1x5(5) (MCQ) ਛੋਟੇ ਉੱਤਰ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ 1x5(5)(VSQ)	2x4(8) (SQ)	4x2(8) 4x1(4) (LQ)	30	37.5%
2.	**ਸਮਝ-ਸੂਝ ਆਧਾਰਿਤ** (ਗਿਆਨ ਬੋਧ-ਅਣਡਿੱਠਾ ਪੈਰਾ ਅਤੇ ਅਣਡਿੱਠੀ ਕਾਵਿ-ਟੁਕੜੀ)	ਛੋਟੇ ਉੱਤਰ ਵਾਲ਼ੇ ਪ੍ਰਸ਼ਨ 1x4(4) (VSQ)	2x3(6) (SQ)	—	10	12.5%
3.	**ਵਿਹਾਰਕ** (ਵਿਹਾਰਕ ਗਿਆਨ ਦੇ ਨਵੇਂ ਸਿਧਾਂਤ) *ਅਨੁਮਾਨਿਤ ਕਿਸਮਾਂ*	ਬਹੁ-ਵਿਕਲਪੀ ਚੋਣ ਅਧਾਰਿਤ 1x12(12) (MCQ) ਛੋਟੇ ਉੱਤਰ ਵਾਲੇ ਪ੍ਰਸ਼ਨ ਚੋਣ ਅਧਾਰਿਤ 1x8(8) (VSQ)	—	—	20	25.00%
4.	**ਸਿਰਜਣਾਤਮਿਕ** (ਸਥਿਤੀ ਜਾਂ ਵਿਚਾਰ ਦੀ ਪਰਖ ਲਈ ਰਚਨਾਤਮਿਕ ਮੁਲਾਂਕਣ)	—	—	5x1(5) 7x1(7) 8x1(8) (LQ)	20	25.00%
	ਕੁਲ ਅੰਕ	34	14	32	80	100%

ਨੌਵੀਂ ਜਮਾਤ ਵਿੱਚ ਪੰਜਾਬੀ ਵਿਸ਼ੇ ਦੀਆਂ ਗਤੀਵਿਧੀਆਂ ਅਤੇ ਮੁਲਾਂਕਣ

Guidelines for Activities and Evaluation

ਪਾਠ-ਕ੍ਰਮ ਦਾ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਛਿਪੀ ਹੋਈ ਪ੍ਰਤਿਭਾ ਨੂੰ ਬਾਹਰ ਲਿਆਉਣਾ ਹੈ, ਇਸ ਲਈ ਬੋਰਡ ਵੱਲੋਂ **ਸਲਾਨਾ ਪਰੀਖਿਆ** ਦੇ ਨਾਲ਼-ਨਾਲ਼ **ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ** ਲਈ 20 **ਅੰਕ ਰਾਖਵੇਂ** ਰੱਖੇ ਗਏ ਹਨ। ਜਿਸ ਦੇ ਤਹਿਤ—

10 ਅੰਕ	**ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ** (ਜਮਾਤ ਟੈਸਟ)
5 ਅੰਕ	**ਗਤੀਵਿਧੀਆਂ (ASSIGNMENT) ਜਮਾਤ ਅਤੇ ਘਰ ਦਾ ਕਾਰਜ, ਮੁਲਾਂਕਣ ਪੱਤਰ 'ਤੇ ਆਧਾਰਿਤ**
5 ਅੰਕ	**LS (ਸੁਣਨ, ਬੋਲਣ 'ਤੇ ਆਧਾਰਿਤ)**

ਇਹਨਾਂ ਗਤੀਵਿਧੀਆਂ ਦਾ ਮੁਲਾਂਕਣ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਿਤ ਅਧਿਆਪਕ ਤੇ ਸਕੂਲ ਪ੍ਰਿੰਸੀਪਲ ਵੱਲੋਂ ਨਿਰਧਾਰਿਤ ਅਧਿਆਪਕ ਦੀ ਨਿਗਰਾਨੀ ਵਿੱਚ **ਪੜ੍ਹਨ-ਸੰਬੰਧੀ (Comprehension), ਲਿਖਣ ਕੌਸ਼ਲ (Writing Skill), ਬੋਲਣ ਕੌਸ਼ਲ (Speaking Skill)** ਅਨੁਸਾਰ ਕੀਤਾ ਜਾਵੇਗਾ।

ਦਿਵਯਾਂਗ ਵਿਦਿਆਰਥੀਆਂ ਲਈ	
ਜੇਕਰ ਵਿਦਿਆਰਥੀ ਨਾ ਬੋਲ ਸਕਦਾ ਹੈ ਤੇ ਨਾ ਹੀ ਸੁਣ ਸਕਦਾ ਹੈ ਜਾਂ **ਕੇਵਲ ਸੁਣ ਸਕਦਾ ਹੈ ਪਰ ਬੋਲ ਨਹੀਂ ਸਕਦਾ** ਜਾਂ **ਕੇਵਲ ਬੋਲ ਸਕਦਾ ਹੈ ਪਰ ਸੁਣ ਨਹੀਂ ਸਕਦਾ**	ਵਿਦਿਆਰਥੀ ਦੇ ਬੋਲਣ ਤੇ ਸੁਣਨ ਕੌਸ਼ਲ ਲਈ ਉਹ ਆਪਣੀ ਮਨਪਸੰਦ ਵਿਸ਼ੇ 'ਤੇ ਕੋਈ ਵੀ ਕਹਾਣੀ ਲਿਖ ਸਕਦਾ ਹੈ। ਜਿਸ ਵਿੱਚ ਉਸ ਦੀ ਸਿਰਜਣਾਤਮਿਕ ਤੇ ਕਲਪਨਾ ਸ਼ਕਤੀ ਦਾ ਨਿਰੀਖਣ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ। **ਸ਼ਬਦਾਂ ਦੀ ਸੀਮਾ** ਨੌਵੀਂ ਜਮਾਤ ਲਈ 150-200 **ਸ਼ਬਦ** ਦਸਵੀਂ ਜਮਾਤ ਲਈ 250-300 **ਸ਼ਬਦ**

ਸੁਝਾਅ

	ਵਿਸ਼ਾ	ਮੁਲਾਂਕਣ ਵਿਧੀ
1.	ਭਾਸ਼ਾ ਨੂੰ ਪ੍ਰਫੁੱਲਤ ਕਰਨ ਲਈ ਨਿਰਧਾਰਿਤ ਰੂਪ-ਰੇਖਾ	1. ਸ਼ਬਦ ਭੰਡਾਰ 2. ਰਚਨਾਤਮਿਕ 3. ਪੇਸ਼ਕਾਰੀ
2.	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਬੋਲਣ ਤੇ ਲਿਖਣ ਦੀ ਕਲਾ ਨੂੰ ਨਿਖਾਰਨਾ	1. ਭਾਸ਼ਾ ਦੀ ਸੂਝ-ਬੂਝ 2. ਸਵੈ-ਭਰੋਸਾ 3. ਹੁਨਰ ਦੀ ਪਰਖ 4. ਪੇਸ਼ਕਾਰੀ
3.	ਵਿਦਿਆਰਥੀ ਦਾ ਆਪਣੇ ਸਹਿਪਾਠੀਆਂ ਨਾਲ਼ ਵਰਤਾਓ। ਸਥਿਤੀ ਤੇ ਨੈਤਿਕਤਾ	1. ਪੇਸ਼ਕਾਰੀ ਦਾ ਹੁਨਰ 2. ਰਚਨਾਤਮਿਕਤਾ 3. ਵਿਸ਼ੇ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਨ ਦੀ ਸੂਝ 4. ਸ਼ਬਦਾਵਲੀ 5. ਵਿਅਕਤੀਗਤ ਉੱਤਮਤਾ
4.	ਸਕੂਲ ਦੇ ਰਸਾਲੇ ਲਈ ਰਚਨਾਤਮਿਕ ਕਾਰਜ	1. ਭਾਸ਼ਾ-ਗਿਆਨ 2. ਸ਼ਬਦ ਭੰਡਾਰ 3. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਤ 4. ਰਚਨਾਤਮਿਕਤਾ
5.	ਵਿਦਿਆਰਥੀ ਦੇ ਗਿਆਨ ਗ੍ਰਹਿਣ ਕਰਨ ਦੇ ਸ੍ਰੋਤ। ਜਿਵੇਂ— ਪਾਠ-ਪੁਸਤਕਾਂ, ਇੰਟਰਨੈਟ ਅਤੇ ਹੋਰ ਸ੍ਰੋਤ	1. ਮੌਲਿਕਤਾ 2. ਰਚਨਾਤਮਿਕ 3. ਤਰਕ ਭਰਪੂਰ ਯੋਗਤਾ

6.	ਕਿਸੇ ਵੀ ਲਿਖਤੀ ਅੰਸ਼ ਨੂੰ ਕਾਰਟੂਨ/ਚਲ-ਚਿੱਤਰ (ਫਿਲਮ) ਤਸਵੀਰ ਰਾਹੀਂ	1. ਮੌਲਿਕਤਾ 2. ਨਿਰੰਤਰਤਾ 3. ਕਲਪਨਾ 4. ਪੇਸ਼ਕਾਰੀ (ਹਾਵ-ਭਾਵ ਰਾਹੀਂ)
7.	ਭਾਸ਼ਾ ਉਚਾਰਨ : ਅਰਥ ਭਰਪੂਰ, ਉਚਾਰਨ ਢੰਗ, ਵਾਕ ਬਣਤਰ 1. ਵਿਅਕਤੀ 2. ਸਮੂਹ ਵਿੱਚ	1. ਠੀਕ ਸ਼ਬਦਾਵਲੀ ਦਾ ਪ੍ਰਯੋਗ ਕਰਨਾ 2. ਠੀਕ ਵਾਕ ਬਣਾਉਣਾ 3. ਸਹੀ ਸ਼ਬਦ ਚੋਣ 4. ਸਹੀ ਬੋਲਚਾਲ
8.	ਤੁਰੰਤ ਦਿੱਤੇ ਵਿਸ਼ੇ 'ਤੇ ਬੋਲਣਾ (ਪਾਠ-ਕ੍ਰਮ ਜਾਂ ਆਮ ਜੀਵਨ 'ਚੋਂ)	1. ਗ੍ਰਹਿਣ ਕਰਨਾ 2. ਕਲਪਨਾ 3. ਪੇਸ਼ਕਾਰੀ 4. ਵਿਚਾਰ ਪ੍ਰਗਟਾਅ 5. ਸਵੈ-ਭਰੋਸਾ 6. ਸਮੁੱਚਾ ਪ੍ਰਭਾਵ

ਸੁਝਾਈਆਂ ਗਤੀਵਿਧੀਆਂ (Suggested Activities)

1. ਸੁਲੇਖ
2. ਕਵਿਤਾ ਉਚਾਰਨ (ਜ਼ਬਾਨੀ)
3. ਭਾਸ਼ਣ ਮੁਕਾਬਲਾ
4. ਵਾਦ-ਵਿਵਾਦ
5. ਕੁਇਜ਼ (ਪ੍ਰਸ਼ਨੋਤਰੀ)
6. ਨਾਟਕ ਮੰਚਣ
7. ਦਿਨ-ਤਿਉਹਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ
8. ਲੋਕ-ਗੀਤ
9. ਪੁਰਾਤਨ ਸੱਭਿਆਚਾਰ
10. ਚਲੰਤ ਘਟਨਾਵਾਂ ਦਾ ਵਰਨਣ

ਨੋਟ— 1. ਵਿਦਿਆਰਥੀ ਦਾ ਮੁਲਾਂਕਣ ਉਪਰੋਕਤ ਦਿੱਤੇ ਗਏ ਦਿਸ਼ਾ-ਨਿਰਦੇਸ਼ਾਂ ਅਨੁਸਾਰ ਕੀਤਾ ਜਾਵੇ।
2. ਮੁਲਾਂਕਣ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਅਧਿਆਪਕ ਤੇ ਸਕੂਲ ਮੁਖੀ ਵੱਲੋਂ ਨਿਰਧਾਰਤ ਅਧਿਆਪਕ ਦੀ ਨਿਗਰਾਨੀ ਹੇਠ ਹੋਵੇਗਾ।

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2020-2021

INFORMATION TECHNOLOGY (CODE – 402)

JOB ROLE: DOMESTIC DATA ENTRY OPERATOR

CLASS – IX

COURSE OVERVIEW:

A Data entry Operator/Analyst is a person who is responsible for entering data into different applications and computer databases manage and maintain effective record keeping. In addition, they are responsible for organizing files, collecting and managing data to be entered into the computer. They are also responsible for security of data and safeguard the computer network.

With every office and organization seeking to become computerized, the demand for data entry operators/analysts is on a rise. Data entry operators/analysts usually work in an indoor, office setting using a computer and other electronic machines. To be in the profession of data entry/analysis, one has to have computer literacy, high typing speed, organisation skills, concentration skills, communication skills and an ability to sit for long periods of time entering and computing data.

OBJECTIVES OF THE COURSE:

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

The following are the main objectives of this course:

- To familiarize the students with the world of IT and IT enabled services.
- To provide an in-depth training in use of data entry, internet and internet tools.
- To develop practical knowledge of digital documentation, spreadsheets and presentation.
- To enable the students to understand database management system and have updated knowledge about digital record keeping.

- To make the students capable of getting employment in Private Sector, Public Sector, Ministries, Courts, House of Parliament and State Legislative Assemblies.
- To develop the following skills:
    - Data Entry and Keyboarding skills
    - The concept of Digital Documentation
    - The concept of Digital Presentation
    - The concept of Electronic Spreadsheet
    - The concept of Databases
    - Internet Technologies

SALIENT FEATURES

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

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

CLASS – IX (SESSION 2020-2021)

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

SCHEME OF UNITS

This course is a planned sequence of instructions consisting of units meant for developing employability and vocational competencies of students of Class IX opting for skill subject along with other education subjects. The unit-wise distribution of hours and marks for class IX is as follows:

INFORMATION TECHNOLOGY (402)
Class IX (Session 2020-21)

	UNITS	NO. OF HOURS for Theory and Practical 200		MAX. MARKS for Theory and Practical 100
Part A	**Employability Skills**			
	Unit 1 : Communication Skills-I	10		10
	Unit 2 : Self-Management Skills-I	10		
	Unit 3 : ICT Skills-I	10		
	Unit 4 : Entrepreneurial Skills-I	15		
	Unit 5 : Green Skills-I	05		
	Total	**50**		**10**
Part B	**Subject Specific Skills**	**Theory (In Hours)**	**Practical (In Hours)**	**Marks**
	Unit 1: Introduction to IT-ITeS industry	2	**4**	4
	Unit 2: Data Entry & Keyboarding Skills	4	10	6
	Unit 3: Digital Documentation	10	26	10
	Unit 4:Electronic Spreadsheet	18	35	10
	Unit 5: Digital Presentation	10	31	10
	Total	**44**	**106**	**40**
Part C	**Practical Work**			
	Practical Examination			15
	Written Test			10
	Viva Voce			10
	Total			**35**
Part D	**Project Work/Field Visit**			
	Practical File/ Student Portfolio			10
	Viva Voce			05
	Total			**15**
	GRAND TOTAL	**200**		**100**

DETAILED CURRICULUM/TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-I	10
2.	Unit 2: Self-management Skills-I	10
3.	Unit 3: Basic Information and Communication Technology Skills-I	10
4.	Unit 4: Entrepreneurial Skills-I	15
5.	Unit 5: Green Skills-I	05
	TOTAL	**50**

NOTE: **For Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website**.

Part-B – SUBJECT SPECIFIC SKILLS

UNIT 1: INTRODUCTION TO IT–ITeS INDUSTRY			
S. No.	**LEARNING OUTCOMES**	**THEORY**	**PRACTICAL**
1	Appreciate the applications of IT	• Introduction to IT and ITeS, BPO services, • BPM industry in India, • Structure of the IT-BPM industry, • Applications of IT in home computing, everyday life, library, workplace, education, entertainment, communication, business, science and engineering, banking, insurance, marketing, health care, IT in the government and public service,	• Identify and list the various IT enabled services, Observe the application of IT in various areas.

UNIT 2: DATA ENTRY AND KEYBOARDING SKILLS			
S. No.	**LEARNING OUTCOMES**	**THEORY**	**PRACTICAL**
1.	Use keyboard and mouse for data entry	• Keyboarding Skills, • Types of keys on keyboard, Numeric keypad, • Home keys, Guide keys, • Typing and deleting text, • Typing ergonomics, • Positioning of fingers on the keyboard, Allocation of keys to fingers on four different rows, • Pointing device – Mouse, Mouse operations.	• Identify the keys and its use on the keyboard, • Demonstrate to use various keys on the keyboard, • Demonstrate to type the text, numbers, special character using appropriate keys on the keyboard, • Practice the correct typing ergonomics, • Practice to place fingers on correct key in four different row of keyboard, • Practice various mouse operations.
2.	Use typing software	• Introduction to Rapid Typing Tutor, • Touch typing technique, • User interface of Typing Tutor, • Typing text and interpret results, • Working with lesson editor, • Calculating typing speed, • Typing rhythm.	• Identify the user interface of • typing tutor, • Practice to type text in typing tutor software and interpret the results, • Practice to work in lesson editor, • Calculate the typing speed, • Practice to improve typing • Using typing tutor software.

UNIT 3: DIGITAL DOCUMENTATION			
S. No.	**LEARNING OUTCOMES**	**THEORY**	**PRACTICAL**
1.	Create a document using a word processor	• Introduction to word processing, • Word processing applications, • Introduction to Word Processing tool • Creating a document, Parts of a Word Processor Window, Cursor and mouse pointer.	• List the available word processing applications. • Introduce with the parts of the main window. • Change document views. • Start a new document. • Open an existing document. • Save a document. • Close a document. • Use the Navigator.
2.	Apply Editing features	• Text editing – Undo and Redo, • Moving and copying text, • Copy and Paste, • Selecting text, • Selection criteria, • Selecting non-consecutive text items, • Selecting a vertical block of • text, • Find and replace option, • Jumping to the page number, • Non-printing characters, • Checking spelling and grammar, • Using Synonyms and Thesaurus.	• Type some text in the document and edit it, • Demonstrate to use undo and redo option, • Use the keyboard and mouse options to select, cut, copy, paste, and move text. • Demonstrate to select non-consecutive text items, vertical block of text, • Search the word from the text and replace it with another word. • Jump to the given page number in a document, • Insert non-printing characters in a document, • Check spelling and grammar and apply the changes to the document. • Demonstrate to use Synonyms and Thesaurus.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
3.	Apply formatting features	• Page style dialog, • Formatting text – Removing manual formatting, • Common text formatting, • Changing text case, • Superscript and Subscript, • Formatting paragraph – Indenting paragraphs, • Aligning paragraphs, Font colour, highlighting, and background colour, • Using bullets and numbering, • Assigning colour, border and background to paragraph • Page formatting – setting up basic page layout using styles, Inserting page break, • Creating header/footer and page numbers, • Defining borders and backgrounds, • Inserting images shapes, special characters in a document, • Dividing page into columns, • Formatting the shape or image.	• Apply various text formatting options for the text, • Demonstrate to format paragraphs – indent/align paragraphs, assign font colour, highlighting, and background colour, • Assign number or bullets to the lists items, • Demonstrate to assign colour, border and background to paragraph, • Demonstrate the page formatting – set up basic page layout using styles, • Insert page break, Create header/footer and page numbers, • Define borders and backgrounds • Insert images, shapes, special characters in a document, • Divide page into columns, • Format the shape or image.
4.	Create and work with tables	• Creating table in Word Processor, • Inserting row and column in a table, • Deleting rows and columns, • Splitting and merging tables, • Deleting a table, • Copying a table, • Moving a table.	• Demonstrate and do the following in Word Processor: • Create table, • Insert and delete rows and column in a table, • Split and merge tables, • Delete a table, • Copy or move from one location to another location of document.
5.	Use Print Options	• Printing options in Word Processor. • Print preview, • Controlling printing, • Printing all pages, single and multiple pages.	• Demonstrate to print the document, selected pages in the document • Print the document with various options, • Preview pages before printing.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
6.	Understand and apply mail merge	• Concept of mail merge in word processing, • Creating a main document, • Creating the data source, • Entering data in the fields, • Merging the data source with main document, • Editing individual document, • Printing the merged letter, • Saving the merged letter.	• Demonstrate to print the letters using mail merge, Do the following to achieve • Create a main document, • Create the data source, • Enter data in the fields, • Merge the data source with main document, • Edit individual document, • Print the merged letter, • Save the merged letter.

UNIT 4: ELECTRONIC SPREADSHEET			
S. No.	**LEARNING OUTCOMES**	**THEORY**	**PRACTICAL**
1.	Create a Spreadsheet	• Introduction to spreadsheet application, • Starting a spreadsheet, • Parts of a spreadsheet • Worksheet – Rows and columns, Cell and cell address, • Range of cell – column range, row range, row and column range.	• Start the spreadsheet , • Identify the parts of Calc, • Identify the rows number, column number, cell address, • Define the range of cell, • Identify row range, column range, row & column range
2.	Apply formula and functions in spreadsheet	• Different types of data, • Entering data – Label, Values, Formula • Formula, how to enter formula, • Mathematical operators used in formulae, • Simple calculations using values and operators, • Formulae with cell addresses and operators, • Commonly used basic functions in a spreadsheet – SUM, AVERAGE, MAX, MIN, Count • Use of functions to do calculations.	• Demonstrate to enter the text, numeric data in a cell, • Identify the label, values and formula in the cell, • Demonstrate to enter formula in a cell, • Construct the formula using mathematical operators, • Identify formulae with cell addresses and operators, • Identify the correct syntax of formula, • Use the basic functions to perform calculations on data.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
3.	Format data in the spreadsheet	• Formatting tool, • Use of dialog boxes to format values, • Formatting a range of cells with decimal places, • Formatting a range of cells to be seen as labels, • Formatting of a cell range as scientific, • Formatting a range of cells to display times, • Formatting alignment of a cell range, • Speeding up data entry using the fill handle, • Uses of fill handle to copy formulae.	• Identify the formatting tool, • Demonstrate to use of dialog boxes to format values, • Demonstrate to format range of cells with decimal places, • Demonstrate to format a range of cells to labels, • Demonstrate to format of a cell range as scientific, • Demonstrate to format a range of cells to display time, • Demonstrate to align cell data range, • Demonstrate to create • number series using fill handle, • Copy formula by dragging the formula using fill handle.
4.	Understand and apply Referencing	• Concept of referencing, • Relative referencing, • Mixed referencing, • Absolute referencing.	• Demonstrate to use Relative referencing in spreadsheet, • Demonstrate to use Mixed referencing in spreadsheet, • Demonstrate to use Absolute referencing in spreadsheet.
5.	Create and insert different types of charts in a spreadsheet	• Importance of chart in spreadsheet, • Types of chart, Example of chart.	• Create different types of chart supported by a spreadsheet, • Illustrate the example of chart in a spreadsheet.

UNIT 5: DIGITAL PRESENTATION			
S. No.	**LEARNING OUTCOMES**	**THEORY**	**PRACTICAL**
1.	Understand features of an effective presentation	• Concept of presentation, • Elements of presentation, • Characteristics of an effective presentation	• Identify and list the elements of presentation, • List the characteristics of an effective presentation.
2.	Create a presentation	• Introduction to presentation software, • Starting a presentation tool, • Parts of a presentation tool window, • Closing the presentation tool, • Creating a presentation using template, • Selecting slide layout, • Saving a presentation, • Running a slide show, • Save a presentation in PDF, • Closing a presentation, • Using Help.	• Start the presentation application • various components of main Impress window • Observe the different workspace views. • Create a new presentation using wizard. • Run the presentation, • Save the presentation, • Close the presentation, • Demonstrate to use Help in presentation.
3.	Work with slides	• Inserting a duplicate slide, • Inserting new slides, • Slide layout, Copying and moving slides, • Deleting and renaming slides in presentation, • Copying, moving and deleting contents of slide, • View a presentation, • Controlling the size of the view, • Workspace views – Normal, Outline, Notes, Slide sorter view.	• Demonstrate to insert a new slide and duplicate slide in a presentation, • Change the slide layout, • Demonstrate to copy and move slides in the presentation, • Demonstrate to copy, move and delete contents of the slide, • Demonstrate to view a presentation in different views.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
4.	Format text and apply animations	• Formatting toolbar, • Various formatting features, • Text alignment, • Bullets and numbering. • Custom Animation	• Identify and list the various options in formatting toolbar, • Apply the appropriate formatting option • Align the text in presentation, • Apply bullets and numbering to the list items in presentation. • Apply Animation
5.	Create and use tables	• Inserting tables in presentation, • Entering and editing data in a table, • Selecting a cell, row, column, table, • Adjusting column width and row height, • Table borders and background	Demonstrate the following: • Insert table in presentation, • Enter and edit data in a table, • Select a cell, row, column, table, • Adjust column width and row height, • Assign table borders and background.
6.	Insert and format image in presentation	• Inserting an image from a file, • Inserting an image from the gallery, • Formatting images, • Moving images, • Resizing images, • Rotating images, • Formatting using the Image toolbar, • Drawing graphic objects – line, shapes, • Grouping and un-grouping objects	• Demonstrate to insert an image from file, gallery in presentation, • Apply formatting options to image in presentation, • Demonstrate to move, resize and rotate images, • Apply formatting options of Image toolbar, • Drawing line, shapes using graphic objects, • Demonstrate to group and un-group objects.
7.	Work with slide master	• Slide masters, • Creating the slide masters, • Applying the slide masters to all slide, • Adding transitions.	• Create the slide masters, • Apply the slide masters to the • presentation, • Add transitions to presentation.