ACADEMIC HEIGHTS PUBLIC SCHOOL

Class IX & X

AHPS CURRICULUM PLANNER

2025-26

Holiday Planner 2025-26

ACADEMIC HEIGHTS PUBLIC SCHOOL

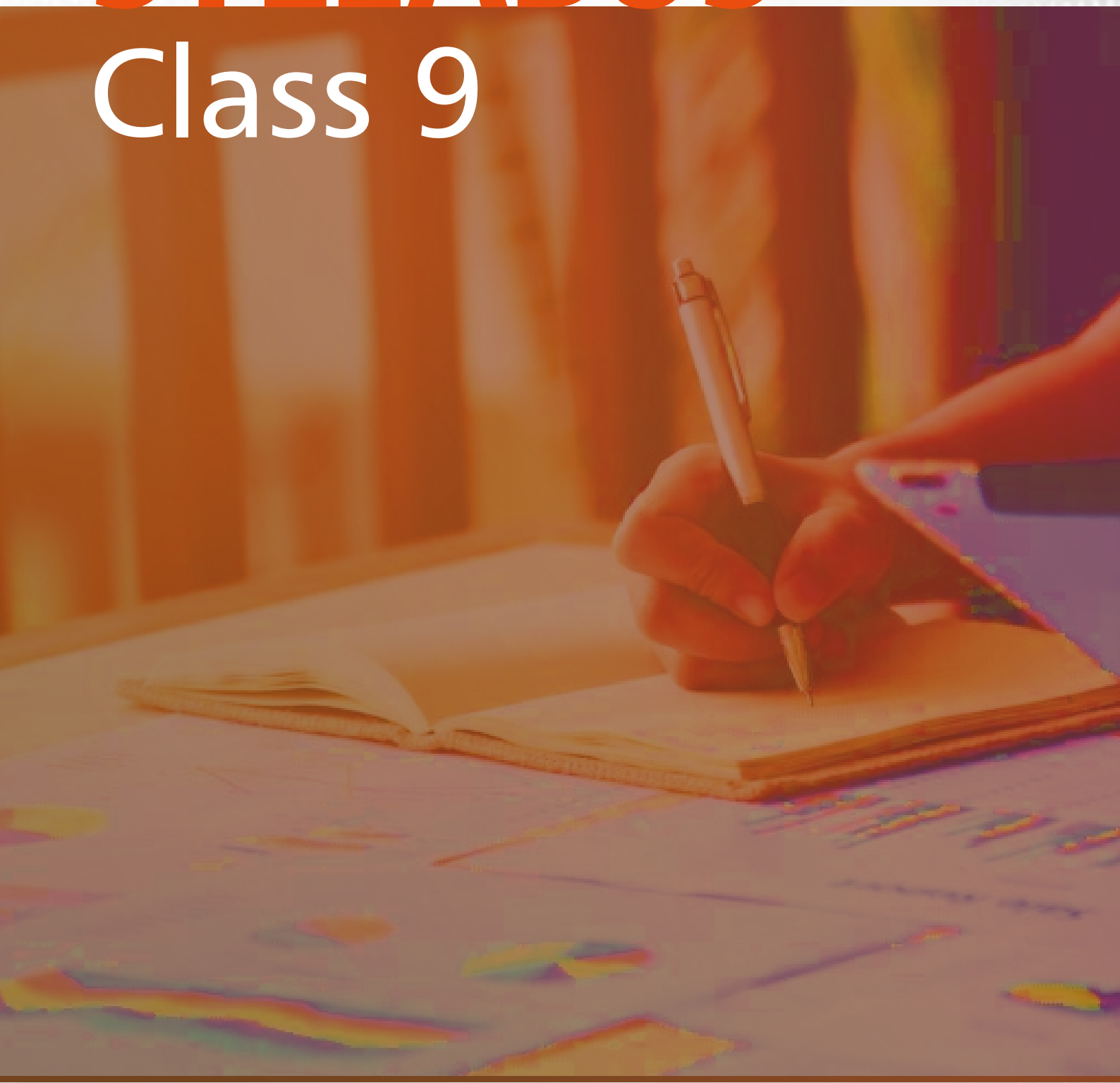
DATE	DAY	FESTIVAL
APRIL 2025		
06.04.2025	Sunday	Ram Navami
10.04.2025	Thursday	Mahavir Jayanti
13.04.2025	Sunday	Vaisakhi/Vishu (Local)
14.04.2025	Monday	Ambedkar Jayanti (Local)
18.04.2025	Friday	Good Friday
May - June 2025		
12.05.2025	Monday	Buddha Purnima/Vesak
06.06.2025	Friday	Eid-ul-Adha
July 2025		
06.07.2025	Sunday	Muharram*
August 2025		
09.08.2025	Saturday	Raksha Bandhan
15.08.2025	Friday	Independence Day
16.08.2025	Saturday	Janamashtami
27.08.2025	Wednesday	Ganesh Chaturthi/Vinayak Chaturthi
September 2025		
05.09.2025	Friday	Milad-un-Nabi/Eid-e-Milad*
29.09.2025	Monday	Maha Saptami
30.09.2025	Tuesday	Maha Ashtami
October 2025		
01.10.2025	Wednesday	Maha Navami
02.10.2025	Thursday	Dussehra/Gandhi Jayanti
10.10.2025	Friday	Karaka Chaturthi (Karwa Chauth)
18.10.2025	Saturday	Dhanteras/Dhantrayodashi
20.10.2025	Monday	Narak Chaturdashi/Diwali
22.10.2025	Wednesday	Goverdhan Puja
23.10.2025	Thursday	Bhai Dooj
November 2025		
05.11.2025	Wednesday	Guru Nanak Jayanti/Kartik Purnima
December 2025		
25.12.2025	Wednesday	Christmas
January 2026		
01.01.2026	Thursday	New Year's Day
14.01.2026	Wednesday	Makar Sankranti/Pongal (Local)
23.01.2026	Friday	Vasant Panchami
26.01.2026	Monday	Republic Day
February 2026		
15.02.2026	Sunday	Maha Shivaratri
March 2026		
04.03.2026	Wednesday	Holi/Dhulandi
19.03.2026	Thursday	Ugadi/Gudi Padwa
26.03.2026	Thursday	Ram Navami

**** Summer Vacation:** 25th April 2025 — 8th June, 2025 (South India)
19th May, 2025 — 30th June, 2025 (North India)
**** Autumn Vacation:** 29th September 2025 — 2nd October 2025
**** Diwali Holidays:** 18th October 2025 — 23rd October 2025
**** Winter Vacation:** 1st January 2026 — 10th January 2026 (North India)
12th January 2026 — 16th January 2025 (South India)

NOTE: Always consider all other factors such as climate, local tradition & need while declaring holidays. Variations in days/dates may occur as per lunar calendar. You are free to make any necessary change as per requirements.
*Dates of these holidays may vary as per the sighting of the moon.
**Marked holidays can be increased or decreased as per your local requirements.

SYLLABUS

Class 9



BOOK LIST FOR CLASS - IX

S. No.	Names of the Books	Publication
1	Beehive (English)	NCERT
2	Moments (English)	NCERT
3	Words & Expressions I (English Workbook)	NCERT
4	Sanchayan Part I (Hindi B)	NCERT
5	Sparsh Part 1 (Hindi B)	NCERT
6	Vyakaran Parichay (Hindi B)	Full Marks
7	Mathematics	NCERT
8	Comprehensive Mathematics Activities (Lab Manual)	Laxmi Publications
9	Contempory India Part 1	NCERT
10	India & The Contempory World 1	NCERT
11	Democratic Politics - I	NCERT
12	Economics	NCERT
13	Science	NCERT
14	Comprehensive Practical Science (Lab Manual)	Laxmi Publications
15	Computer Applications (165) / Information Technology (402)	Orange
16	Active Map Practice Book	Full Marks
17	My Ninth Safety Workbook (Life Skills)	CACA
18	Graph Book	SK Educations

Note:

Use **Active Map Practice Book** in Social Sciences and **Graph Notebook** in Maths, Science, etc., as per the requirement of the subjects.

SECONDARY SCHOOL CURRICULUM
2025-26

CENTRAL BOARD OF SECONDARY EDUCATION

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

Secondary School Curriculum 2025-26

Class IX-X

PRICE: Unpriced e-Publication

March 2025, CBSE, Delhi

Published by : Central Board of Secondary Education,
Academic Unit, Shiksha Sadan, 17, Rouse Avenue,
New Delhi-110002

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 [2]
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 in broad term reflects nation's shared vision of education encompassing local, national and global needs and expectations. Empirically, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school to attain stipulated competencies using specified content, pedagogical practices and assessment guidelines etc. CBSE's curriculum strives to provide opportunities for students to achieve excellence in learning as envisioned in the National Education Policy-2020 and National Curriculum Framework for Foundational Stage and School Education.

1.2 Salient Features of the CBSE Secondary School Curriculum

The Curriculum prescribed by CBSE strives to:

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

1.3 Curriculum Areas at Secondary Level

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

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

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

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

i. **Languages**

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

ii. **Social Science**

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

iii. **Science**

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

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

iv. **Mathematics**

Mathematics is the abstract science of number, quantity, and space, either as abstract concepts, or as applied to other disciplines such as sciences, technology and engineering. Mathematics includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, the ability to apply this Knowledge and acquired skills in their daily life and the skills

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

v. Skill Electives

The National Education Policy 2020 aims to overcome the social status hierarchy associated with vocational education and integration of vocational education into mainstream education in all educational institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, CBSE has started quality vocational education through 12-hour modules for classes VI-VIII. In secondary classes, Board offers a 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.

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

vi. Art Education

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

vii. Health and Physical Education

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

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 should be given as much as focus as Health and Physical Education.

1.4 Integrating All Areas of Learning:

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

2. IMPLEMENTATION OF CURRICULUM

2.1 School Curriculum Committee

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

2.2 Pedagogical Leadership

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

i. Lead, guide and support the teaching and learning processes in the school by focusing on classroom specific requirements for transacting the curriculum, so that both teachers and students perform at their optimal best.

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

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

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

v. Ensure joyful learning at all levels through use of such innovative pedagogy.

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

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

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

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

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

2.3 Pedagogical Practices of Teachers

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

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

2.4 Competency Based Learning

Challenges of 21st Century necessitate education to be competency focussed to enable continuous watch on achievement of learning objectives and plan interventions. Competency focussed learning

underscores the student's demonstration of desired learning outcomes as central to the learning process. Learning outcomes are statements of expected outcomes that the student will be able to do to know, understand and/or be able to demonstrate after completion of a process of learning as a result of learning the activity. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes.

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

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

The Board has developed Learning standard frameworks for all major subjects i.e., Hindi, English, Science, Social Science and Mathematics. The learning standard framework (LSF) offers a structured conceptual map for integrating the discrete elements such as learning outcomes, content, pedagogies and assessments, into a coherent continuum. Its goal is to demystify the 'evidence of learning' and engender a common understanding of it in teachers and examiners by cataloguing competencies in clear, measurable, and contextualized achievement standards. Combining theory and practice, different LSFs detail how the learning and assessment need to be conducted in classrooms, these frameworks contain detailed guidelines for preparing reliable and valid items along with sample questions and marking scheme for assessment. Model question paper designs have also been laid out our helping teachers prepare the question paper.

2.5 Lesson/Unit Plan

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

2.6 Classroom and School Environment

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

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

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

2.7 Creating Cross-Curricular Linkages

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

2.8 Special Emphasis on Integrating Arts in Education

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

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

2.8.1 Art Education and Art Integration

The following two-pronged approach is followed:

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

ii. Art is also integrated with the teaching and learning process of all subjects from classes 1 to 12, to promote active and experiential learning for "connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods and for enriching the curriculum, so that it goes beyond textbooks."

2.8.2 Art Integrated Pedagogy

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

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

2.9 21st Century Skills

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

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

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

2.10 Inclusive Education

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

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

3. SCHEME OF STUDIES

3.1 Subjects to be offered:

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

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

i. The Board Examination in Mathematics is held at two levels in Class X. However, it is not be applicable to the internal assessment done in Mathematics at the school level in class X. For details, please refer Circular No. Acad. 03/2019. It may be noted that the students who are

opting Mathematics - Basic will have the option of taking Applied Mathematics (241) as an Elective at Class XI/Sr. Secondary though they may not be permitted to take Mathematics (041) at Sr. Secondary level. However, a student who has opted Mathematics - standard can offer any one of the two available Mathematics at Sr. Secondary level.

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

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

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

v. Either Hindi or English must be one of the two languages to be studied in class IX and X. Hindi and English can also be offered simultaneously. In Hindi, two courses have been provided for class IX and X keeping in view the varying backgrounds of the students and a student may either opt for Hindi A (Code 002) or Hindi B (Code 085). Similarly English can also be offered at two levels English Language & Literature (184) and Communication English (101). However, a language cannot be offered simultaneously at the two levels such as Hindi Course A and Hindi Course B or English Language and Literature and English Communicative etc.

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

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

viii. Board is extending several exemptions/concessions to candidates with disabilities as defined in the “THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016”. Exemptions/Concessions

extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted\ by the Board and the Standard Operating Procedure for availing these concessions are available on: https://www.cbse.gov.in/cbsenew/Examination_Circular/2019/5_CIRCULAR.pdf

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

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

x. Scheme of Studies for Children with Special Needs

Candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of studying one compulsory language instead two/three and a maximum of two Skill based subjects Group-S.

Subjects		Names of the subjects	Group
Compulsory	1	Language I (Hindi – Course A or Course B or English Language and Literature or English Communicative)	Group-L
	2	A language from Group L or any one subject from Group-A1, A2 and Group-S (Except Automotive)	Group-L/A1/A2 and S (Except Automotive)
	3	Any one subject from Group-A1, A2 and Group-S (Except Automotive)	Group-A1, A2 and S (Except Automotive)
	4	Any one subject from Group-A1, A2	Group-A1/A2
	5	Any one subject from Group-A1, A2	
Optional	6	Any one subject from Group-A1, A2	Group-A1/A2
	7	Language III (Other than L1 and L2)	Group-L
Internal Assessment (Compulsory)	8	Art Education	
	9	Health & Physical Education and Work Experience	

3.2 List of subjects offered at Secondary Level:

LANGUAGE (GROUP-1)							
S. No.	**CODE**	**Name**		**Theory Marks**	**Time (h)**	**Internal Marks**	**Total Marks**
1	002	Hindi Course-A	(ANY ONE)	80	03	020	100
	085	Hindi Course-B		80	03	020	100
2	184	English Lang & Lit.	(ANY ONE)	80	03	020	100
	101	English Communicative		80	03	020	100
3	003	Urdu Course-A	(ANY ONE)	80	03	020	100
	004	Urdu Course-B		80	03	020	100
4	004	Punjabi		80	03	020	100
5	005	Bengali		80	03	020	100
6	006	Tamil		80	03	020	100
7	007	Telugu	(ANY ONE)	80	03	020	100
	089	Telugu Telangana		80	03	020	100
8	008	Sindhi		80	03	020	100
9	009	Marathi		80	03	020	100
10	010	Gujarati		80	03	020	100
11	011	Manipuri		80	03	020	100
12	012	Malayalam		80	03	020	100
13	013	Odia		80	03	020	100
14	014	Assamese		80	03	020	100
15	015	Kannada		80	03	020	100
16	016	Arabic		80	03	020	100
17	017	Tibetan		80	03	020	100
18	018	French		80	03	020	100
19	020	German		80	03	020	100
20	021	Russian		80	03	020	100
21	023	Persian		80	03	020	100
22	024	Nepali		80	03	020	100
23	025	Limboo		80	03	020	100
24	026	Lepcha		80	03	020	100
25	088	Bhoti		80	03	020	100

26	092	Bodo		80	03	020	100
27	091	Kok Borok		80	03	020	100
28	093	Tangkhul		80	03	020	100
29	094	Japanese		80	03	020	100
30	095	Bhutia		80	03	020	100
31	096	Spanish		80	03	020	100
32	097	Kashmiri		80	03	020	100
33	098	Mizo		80	03	020	100
34	099	Bahasa Melayu		80	03	020	100
35	122	Sanskrit	(ANY ONE)	80	03	020	100
	119	Sanskrit Communicative		80	03	020	100
36	131	Rai		80	03	020	100
37	132	Gurung		80	03	020	100
38	133	Tamang		80	03	020	100
39	134	Sherpa		80	03	020	100
40	136	Thai		80	03	020	100

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

Other SUBJECTS (GROUP- A2)									
S. No.	**CODE**	**Name**		**Theory Marks**	**Time (h)**	**Internal Marks**	**Practical**	**Project**	**Total Marks**
1	031	Carnatic Music (Vocal)		30	02	020	50	--	100
	032	Carnatic Music (Melodic Instruments)		30	02	020	50	--	100

	033	Carnatic Music (Percussion Instruments)	**(Any One)**	30	02	020	50	--	100
	034	Hindustani Music (Vocal)		30	02	020	50	--	100
	035	Hindustani Music (Melodic Instruments)		30	02	020	50	--	100
	036	Hindustani Music (Percussion Instruments)		30	02	020	50	--	100
2	049	Painting		30	03	020	50	--	100
3	064	Home Science		70	03	020	50	--	100
4	076	National Cadet Corps (NCC)		70	03	30	--	--	100
5	165*	Computer Applications		50	02	--	50	--	100
6	154	Elements of Business	**(Any One)**	70	03	--	30	--	100
	254	Elements of Book Keeping & Accountancy		70	03	--	--	30	10

SKILL SUBJECTS (GROUP-S)

S. No.	Code	Name	Job Roles	Marks Distribution	
				Theory	Practical
1	401	Retail	Store Operations Assistant	50	50
2	402*	Information Technology	Domestic IT Executive/Operator	50	50
3	403	Security	Unarmed Security Guard	50	50
4	404	Automotive	Automotive Service Technician	50	50
5	405	Introduction to Financial Markets	Business Correspondent	50	50
6	406	Introduction to Tourism	Assistant Tour Guide	50	50
7	407	Beauty & Wellness	Assistant Beauty Therapist	50	50
8	408	Agriculture	Solanaceous Crop Cultivator	50	50
9	409	Food Production	Assistant Chef (reg.)	50	50
10	410	Front Office Operations	Front Office Executive	50	50
11	411	Banking & Insurance	Field Executive	50	50
12	412	Marketing & Sales	Marketing Assistant	50	50

13	413	Health Care	General Duty Assistant	50	50
14	414	Apparel	Hand Embroider	50	50
15	415	Multi Media	Texture Artist	50	50
16	416	Multi Skill Foundation Course	Multi Skill Assistant	50	50
17	417*	Artificial Intelligence		50	50
18	418	Physical Activity Trainer (New)	Early Years Physical Activity Trainer	50	50
19	419	Data Science		50	50
20	420	Electronics and Hardware (New)	Field Technician-Other Home Appliances	50	50
21	421	Foundation Skills for Sciences (Pharmaceutical and Biotechnology) (New)		50	50
22	422	Design Thinking and Innovation (New)		50	50

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

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

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

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

3.3 Instructional Time

Instructional time shall be as per the subjects selected. Schools must ensure that minimum number of hours are spent for each subject as specified in the curriculum. The time duration for the subjects has been clearly indicated in the syllabus of each subject. However, it is expected that schools will create innovative Timetables (such as, teaching-learning only 2 or 3 subjects per day etc.) to ensure that the burden of the bag and homework are substantially reduced and the classroom transaction are based on experiential processes. Schools may also think of introducing bag-less day and same may be incorporated in the time tables. The time table must also include the mandatory periods for compulsory areas including Health and Physical Education.

3.4 Medium of Instruction

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

4. STRUCTURE OF ASSESSMENT SCHEME

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

This condition has been relaxed vide Notification No. CBSE/Coord/DS/EC dated11/10/2018 available at: https://www.cbse.gov.in/cbsenew/Examination_Circular/2018/15_CIRCULAR.pdf

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

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

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

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

Notes: -

i. Minor variations in proportion of candidates to adjust ties will be made.

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

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

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

For Class IX:

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

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

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

4.2 Internal Assessment (20 Marks):

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

4.2.1 Periodic Assessment (05 Marks)

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

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

4.2.2 Multiple Assessment (05 marks):

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

Caution must be exercised to ensure that recording such assessment is not cumbersome and can be easily translated into individual student scores. When choosing a particular technique, developing simple scoring criteria and rubrics becomes equally important. The purpose of periodic assessment is to provide feedback to improve teaching and learning, so it is equally important to use follow-up measures when students are found to be lacking proficiency.

4.2.3 Portfolio (05 marks):

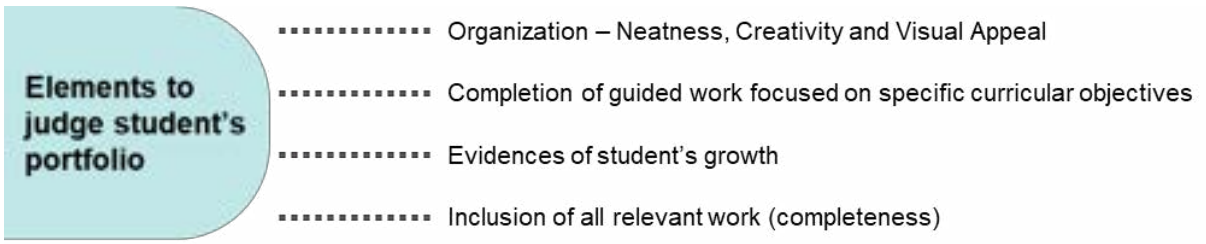
A portfolio is a collection of chosen work by a student representing a selection of performances. It is a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and pencil tests. Portfolio helps students gain an awareness of their own learning. Peer Assessment is a great support that facilitates a clear understanding and evaluation of personal goals.

The active role that students plays in self-assessment not only motivates them but also help to develop metacognitive skills which enable them to make adjustments. The creation of portfolios is suggested to broaden the scope of learning and achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed.

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

Assessing Portfolios

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



4.2.4 Subject Enrichment Activities (05 marks):

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

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

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

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

4.3 Art Education

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

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

Focus of this area of curriculum is on health, hygiene and sanitation, work experience, indigenous sports, yoga, NCC, self-defence, fitness and lifestyle choices. Health and Physical Activities, preferably sports must be given one regular period per day. Students should be provided opportunities to get professionally trained in the area of their interest. Indigenous sports, yoga and NCC must be encouraged in the schools. Similarly, Self-defence may be actively taught to students, especially girl students, as it instils confidence and empowers them.

The teachers should ensure that the students get opportunities to participate in activities of their choice and help them in identifying and nurturing their talents and gain confidence. The Physical Education teacher will maintain the record of all the Health and Physical Education activities/competitions that each of the children participate in. The Comprehensive School Health

Manuals (four volumes) brought out by CBSE could be referred to for detailed information and the graded activities could be taken up as part of the curriculum in school.

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

4.5 Assessment of Art Education and Health and Physical Education

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

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

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

4.5.1 Parameters of Assessment

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

The basis of assessment has been suggested below:

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

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

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

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

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

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

4.6 Development of Competencies Through Student Enrichment Activities:

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

S. No.	Student Enrichment Activity	Skills/Values to be Enhanced
1.	Story Telling Competition	Thinking Skills: Creative, Analytical, Evaluative Communication Skills, Linguistic Skills
2.	Reading Week, Budding Authors	
3.	Aryabhata Ganit Challenge	Reasoning Abilities, Problem Solving Skills, Critical thinking, Analytical thinking, Ability to manipulate

		precise and intricate ideas, Ability to construct logical arguments
4.	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
5.	Science Exhibition	Critical and Creative Thinking Skills, Problem Solving Skills, Scientific Temperament, Connecting Science to day-to-day life
6.	Science Challenge	
7.	Expression Series	Creative Thinking Skills Communication Skills
8.	Eco-Club Activities	Awareness about Environmental Conservation and Protection
9.	Swacchata Abhiyan	
10.	Ek Bharat Shrestha Bharat	Spirit of Patriotism and Unity Creative Skills
11.	Rashtriya Ekta Diwas	
12.	Fit India School Week	Healthy lifestyle
13.	CBSE Inter-School Sports & Games Competitions	
14.	International Day of Yoga	
15.	Matri Bhasha Diwas	Awareness of Linguistic and Cultural traditions, Values of Tolerance and Dialogue, Communication Skills
17.	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.
18.	Art Integrated Project	Application of art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/ topics, promotes experiential learning as it enables to derive meaning and understanding directly from the learning, enables students to see the multi-disciplinary linkages between subjects, topics, and real life.

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

4.7 Suggestions for Teachers

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

i. set high expectations to motivate and challenge students and help students to reflect on their progress;
ii. carefully go through the curricular aims, and learning outcomes as stipulated in the National Curriculum Framework for Foundational Stage 2022 and National Curriculum Framework for Secondary classes 2023;
iii. analyse the need of students and innovate or improvise to address this need in the best possible manner and facilitate the inculcation of 21st-century skills in students;
iv. ensure a safe and conducive environment for students as per the statutory provisions mentioned in the affiliation bye-laws of CBSE;
v. follow inclusive practices for students of varying backgrounds;
vi. lead by example by demonstrating constitutional values, positive attitudes, and behaviour;
vii. help the principal in formulating an annual pedagogic plan and prepare and teach by using well-structured lesson plans. Also, follow the statuary provision of instructional time and directions of CBSE regarding Experiential and joyful Pedagogy and Art-integrated education;
viii. set homework as per the directions of CBSE and plan other activities to consolidate and extend the knowledge and understanding students have acquired;
ix. study Assessment Frameworks and other resources to make accurate and productive use of competency focussed formative and summative assessments. Regularly conduct formative assessment to assess the effectiveness of teaching and use relevant data to monitor progress, set targets, and plan subsequent lessons;
x. provide students regular feedback and encourage them and their parents to respond to the feedback;
xi. use effective classroom management skills to ensure a conducive learning environment;

xii. treat students with dignity, and use proper discretion in line with statutory provisions like RTE-Act, POCSO, CBSE affiliation bye-laws guidelines of NCPCR, etc.;

xiii. maintain high standards in their own attendance and punctuality; and

xiv. perform duties assigned by CBSE from time to time.

4.8 Values Education and Life Skills

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

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

4.9 Rules Regarding Admission and Examination

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

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

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

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

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

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

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

4.11 Academic Guidelines

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

i. Curricular Goals and Learning

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

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

ii. Organisation of Content

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

Textbooks might be inappropriate for children of ages 3 to 6, activity books can guide Teachers to sequence activities and learning experiences. Textbooks can be introduced in class 1 and they must

allow for the children's active participation. Workbooks and textbooks ought to be complementary to one another. Audio-visual materials including flashcards, cardboard-and-sandpaper, shapes of alphabets, games, and puzzles should adequately supplement textbooks.

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

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

Reading and writing should be initially developed through R1 (language in which a child first learns the concept of reading and writing) which is preferably L1 (mother tongue/ home language / familiar language) whenever possible, via early exposure to oral language development, meaning-making activities, and print materials. Understanding of phonemes and graphemes and the correspondence between them (decoding) will be developed through games and interactive exercises. The aim should be to achieve literacy skills in R1 by Grade 3.

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

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

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

iii. Pedagogical Practices

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

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

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

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

iv. Assessment

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

The stipulated learning outcomes may not be achieved in a linear fashion for all students. Children take their time and have their own ups and downs during their journey towards achieving these learning objectives. Teachers, thus, need to be very patient provide adequate space and time to each child as per her/ his need and not be overbearing. Some of the strategies that can be employed to assess progress of children may be guided observation, storytelling etc. Tools of assessment may

include anecdotal records, checklists, event sampling and analysis of artefacts and workbooks. Teachers should analyse evidence from multiple sources taken over a period of time to assess the extent to which children have demonstrated understanding and acquisition of skills.

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

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

v. Identification of Developmental Delays

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

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

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

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

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

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

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

vi. Use of Technology

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

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

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

vii. The Learning Environment

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

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

viii. Organisation of Time in the School

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

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

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

ix. Culture of the Institution

Fundamentally, if children are loved and cared for, they will learn. Teachers should be kind and compassionate. The school should be a safe space for all children. Children learn from their parents (the mother being the first teacher), the teacher in the classroom and the environment around. Therefore, it is vital that the school works seamlessly with the parents and the community to provide maximum learning opportunities for all children.

x. Teacher Orientation and Continuous Capacity Building

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

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Guidelines on National Curriculum Framework for School Education -2023

The National Curriculum Framework for School Education (NCF-SE) serves as the guiding framework for the 5+3+3+4 schooling model proposed in the National Education Policy 2020 (NEP 2020). The framework is organized into five parts, covering broad aims, cross-cutting themes, subject-specific guidelines, school culture, and requirements for an effective schooling ecosystem. It was developed with a comprehensive approach covering all four stages of schooling, namely the Foundational Stage, Preparatory Stage, Middle Stage, and Secondary Stage. Schools are advised to follow the following guidelines for implementing NCF-SE-2023:

1. **Ensure Comprehensive Coverage:** Implement the framework to address learning standards, content selection, pedagogy, and assessments for each stage of schooling.
2. **Facilitate Practical Implementation:** Provide guidance that is understandable and applicable to teachers and parents to facilitate practical changes in educational practices.
3. **Ensure Clear Learning Standards:** Follow the specific learning standards for each subject to provide a clear direction for educators and stakeholders, emphasizing competency development as provided for different stages in the NCF-SE-2023.
4. **Focus on Holistic Development:** Foster not only knowledge but also fundamental capacities such as critical thinking, creativity, and values essential for holistic growth.
5. **Empower Teachers and Schools:** Design the curriculum to empower teachers and institutions, fostering creativity and engagement in the teaching-learning process.
6. **Encourage Diverse Pedagogical Approaches:** Encourage a variety of pedagogical methods tailored to different age groups and contexts, including experiential, play-based, and inquiry based approaches.
7. **Integrate Cultural Values:** Root the curriculum in Indian knowledge and values, integrating contributions from ancient to contemporary times across various subjects.
8. **Promote Multidisciplinary Education:** Foster multidisciplinary learning to cultivate an integrated perspective and holistic understanding among students.
9. **Ensure Equity and Inclusion:** Guided by principles of equity and inclusion, ensure access to quality education for all learners.
10. **Emphasize Art, Physical Education, and Well-being:** Renew emphasis on Art Education and Physical Education, incorporating specific learning standards and recommended time allocations.
11. **Prioritize Environmental Education:** Recognize environmental challenges by emphasizing environmental education across all stages of schooling.

12. **Integrate Vocational Education:** Integrate vocational education with specific standards, content, pedagogy, and assessments.
13. **Foster Multilingualism:** Emphasize multilingualism, expecting proficiency in at least three languages, including Indian languages. Refer to CBSE advisory No: Acad-84/2023 dated July 21, 2023, for detailed guidelines.
14. **Enhance Mathematical and Scientific Literacy:** Emphasize conceptual understanding and procedural fluency in Mathematics, alongside the development of scientific inquiry skills.
15. **Adopt Interdisciplinary Learning:** Encourage an interdisciplinary approach in Social Science education, exploring themes across human societies and natural environments.
16. **Provide Flexibility in Secondary Stage:** Offer flexibility and choice in the Secondary Stage, allowing students to select subjects aligned with their interests and aspirations.
17. **Introduce Interdisciplinary Areas of Study:** Introduce separate interdisciplinary areas of study in the Secondary Stage to address contemporary challenges using knowledge from multiple disciplines.

Further, in line with the NCF-SE 2023, it is imperative for schools to reassess and transform their approach to assessments. Here are some guidelines to facilitate this transformation across different stages of schooling:

Foundational Stage:

- Ensure assessment methods are aligned with children's natural learning experiences, avoiding undue pressure.
- Assessment tools should seamlessly integrate with learning experiences, avoiding the use of traditional tests and exams.
- Recognize and accommodate the diversity in children's learning styles and expressions, allowing teachers the flexibility to design various assessment methods effectively.
- Facilitate systematic recording and documentation of children's progress through evidence collection.
- While teachers should have autonomy in selecting assessment tools, systematic recordkeeping is crucial for professional responsibilities.
- Prioritize observation of children and analysis of their created artifacts as primary assessment methods.

Preparatory Stage:

- Establish a robust system of formative assessment to track individual student progress as formal learning commences across various subjects.

- Help students understand the competencies they are expected to achieve, facilitating their understanding.
- Introduce formative oral and written assessments, alongside observation and artifact analysis, to assess conceptual understanding and creativity.
- Conduct comprehensive summative assessments at the end of each year to ensure readiness for the next grade, providing support options during breaks between grades.

Middle Stage:

- Maintain a competency-based assessment approach, covering all dimensions of learning, particularly with the introduction of complex concepts.
- Shift emphasis towards conceptual understanding and higher-order capacities, utilizing various assessment techniques like projects, debates, and presentations.
- Focus regular assessments on testing conceptual understanding and higher-order capacities, encouraging creativity through appropriate questions.
- Conduct yearly comprehensive summative assessments, offering support options to ensure readiness for the next grade.

Secondary Stage:

- Emphasize regular formative assessments to facilitate meaningful learning and constructive feedback, especially considering the greater subject depth.
- Continue utilizing classroom assessments, with self-assessment playing a significant role in student learning.
- Design assessments to evaluate competencies using diverse methods such as case-based questions, simulations, and essay-type questions, fostering creativity.
- Utilize a variety of assessment methods, including written tests, practical tests, projects, and open-book tests, with comprehensive summative assessments conducted at the end of each year or term, often in the form of board examinations.

Additionally, schools are required to implement Holistic Progress Cards (HPCs) as formal communication tools between schools and families, providing comprehensive reporting of students' progress based on competencies and learning outcomes achieved. HPCs should focus on individual progress and interests, providing disaggregated reporting to avoid comparisons with peers. Detailed guidelines and prototypes of HPC have been provided by CBSE for Foundational and Preparatory Stage.

ENGLISH LANGUAGE AND LITERATURE
Subject Code-184
Classes-IX (2025-26)

1. Background

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

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

2. Objectives:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- make appropriate usage of English language both written and oral
- communicate in various social settings and express agreement and disagreement with logic.
- equip learners with essential language skills to question and to articulate their point of view and arrive at conclusion through discussion and debate.
- build competence in the different aspects of the Language
- develop sensitivity to, and appreciation of world literature representing varieties of English and cultures embedded in It.
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading of literature from different time periods.

- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- give a brief oral description of events / incidents of topical interest and for real life situations.
- 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) and understands literary devices.
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report
- develop appreciation for Indian languages (multilingualism), and Indian Literature.

3. Language Items

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

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

4. Methods and Techniques

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

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

ENGLISH LANGUAGE AND LITERATURE
SYLLABUS CLASS – IX (2025-26)

Sections		Weightage
A	Reading Skills	20 Marks
B	Writing Skills and Grammar	20 Marks
C	Language through Literature	40 Marks

Section A
Reading Skills

I. Reading Comprehension through Unseen Passage **20 Marks**

1. Discursive passage of 400-450 words. **10 marks**

2. Case-based factual passage (with visual input- statistical data/chart etc.) of 200-250 words. **10 marks**

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

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

Section B
Writing Skills and Grammar

II. Grammar **10 Marks**

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

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

III. Writing Skills **10 marks**

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

5. Writing a Story (on a given cue/title)/Diary Entry, in 100-120 words. One out of two questions is to be answered. **5 marks**

Section C

Language through Literature — 40 Marks

IV. Reference to the Context — 5+5 = 10 Marks

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

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

V. Short & Long Answer Questions

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

b. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book MOMENTS to assess interpretation, analysis, inference and evaluation. **3x2=6 marks**

c. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the text. This can also be a passage-based question taken from a situation/plot from the text. **6 marks**

d. One out of two Long Answer Type Questions from MOMENTS, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

1.BEEHIVE

Prose

1. The Fun They Had
2. The Sound of Music
3. The Little Girl
4. A Truly Beautiful Mind
5. The Snake and the Mirror
6. My Childhood
7. Reach for The Top
8. Kathmandu
9. If I were You

Poems

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

2. **MOMENTS**

1. The Lost Child
2. The adventures of Toto
3. Iswaran the Storyteller
4. In the kingdom of fools
5. The Happy Prince
6. The Last Leaf
7. A House is not a Home
8. The Beggar

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

NOTE: Teachers are suggested to:

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

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

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

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

INTERNAL ASSESSMENT

Listening and Speaking

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

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

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

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

ENGLISH LANGUAGE AND LITERATURE
CLASS – IX (2025-26)

Marks-80

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

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

ENGLISH

Learning Objectives:

- Achieving a comprehensive language development with focus on enhancement of advanced language skills: listening, speaking, reading and writing English.
- Developing essential grammatical skills and vocabulary.
- Extensive application of language-based activities and writing tasks in synchronisation with real-life experiences to make language learning more meaningful.
- Focus on development of good reading habits in the students.

Term	Months	Beehive		Moments		Workbook
		No.	Lesson Names	No.	Lesson Names	
I	April to September	2	**Fiction**— The Sound of Music **Poetry**— Wind	1	The Lost Child	Unit 2
		3	**Fiction**— The Little Girl **Poetry**— Rain on the Roof	3	Iswaran the Storyteller	Unit 3
		4	**Fiction**— A Truly Beautiful Mind **Poetry**— The Lake Isle of Innisfree	5	The Happy Prince	Unit 4
		6	**Fiction**— My Childhood **Poetry**— No Men Are Foreign	6	The Last Leaf	Unit 6
		7	**Fiction**— Reach for the Top **Poetry**— On Killing A Tree			Unit 7

Term	Months	Beehive		Moments		Workbook
		No.	Lesson Names	No.	Lesson Names	
II	October to March	1	**Fiction**— The Fun They Had **Poetry**— The Road Not Taken	2	The Adventure of Toto	Unit 1
		5	**Fiction**— The Snake and The Mirror **Poetry**— A Legend of The Northland	4	In the Kingdom of Fools	Unit 5
		8	**Fiction**— Kathmandu **Poetry**— A Slumber Did My Spirit Seal	7	A House Is Not A Home	Unit 8
		9	**Play**— If I Were You	8	The Beggar	Unit 9

Note for Teachers:

- Prepare students for the Term-end Exams by revising the Term Syllabus after each term.
- **Although the syllabus has been divided into two terms, assess student's performance on the basis of entire syllabus in the IInd Term.**
- Record the speaking and listening activities as an evidential document.
- Complete the syllabus of 2nd Term by 31st January so that the students get adequate time for revision. For this reason, the syllabus of the 1st Term is comparatively more than the 2nd Term. Kindly manage your lesson plans accordingly.
- Diksha is an e-learning platform that offers teachers, students and parents engaging learning content relevant to the prescribed school curriculum.
- You can easily access Diksha portal with the help of the given link— *http://bit.ly/cbse-diksha*

द्वितीय भाषा के रूप में हिंदी
विषय कोड – 085
कक्षा 9वीं (2025-26)

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

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

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

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

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

शिक्षण उद्देश्य

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

शिक्षण युक्तियाँ

- द्वितीय भाषा के रूप में पढ़ाई जा रही हिंदी भाषा का स्तर ऐसा होना चाहिए कि उसकी गति धीरे-धीरे बढ़ सके, इसके लिए हिंदी अध्यापकों को बड़े धीरज से अपने अध्यापन कार्यक्रमों को नियोजित करना होगा। किसी भी द्वितीय भाषा में निपुणता प्राप्त करने-कराने का एक ही उपाय है-उस भाषा का लगातार रोचक अभ्यास करना-कराना। ये अभ्यास जितने अधिक रोचक, सक्रिय एवं प्रासंगिक होंगे विद्यार्थियों की भाषिक उपलब्धि भी उतनी ही तेज़ी से हो सकेगी। मुखर भाषिक अभ्यास के लिए वार्तालाप, रोचक कहानी सुनना-सुनाना, घटना-वर्णन, चित्र-वर्णन, संवाद, वाद-विवाद, अभिनय, भाषण प्रतियोगिताएँ, कविता पाठ और अंत्याक्षरी जैसी गतिविधियों का सहारा लिया जा सकता है।
- **काव्य भाषा के मर्म** से विद्यार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई **गायक/गायिका** मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।
- एनसीईआरटी द्वारा तैयार किए गए **अधिगम प्रतिफल** /सीखने-सिखाने की प्रक्रिया जो इस पाठ्यचर्या के साथ संलग्नक के रूप में उपलब्ध है, को शिक्षक द्वारा क्षमता आधारित शिक्षा का लक्ष्य प्राप्त करने के लिये अनिवार्य रूप से इस्तेमाल करने की आवश्यकता है।
- मानव संसाधन विकास मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए अन्य कार्यक्रम/ई-सामग्री/ वृत्तचित्रों और सिनेमा को शिक्षण-सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए **सिनेमा के माध्यम से भाषा के प्रयोग** की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।
- कक्षा में सिर्फ़ एक पाठ्यपुस्तक की उपस्थिति से बेहतर होगा कि शिक्षक के हाथ में विभिन्न प्रकार की पाठ्यसामग्री को विद्यार्थी देखें और कक्षा में अलग-अलग मौकों पर शिक्षक उनका इस्तेमाल कर सकें।

- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी **शब्दकोश**, **साहित्यकोश**, **संदर्भग्रंथ** की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सटीक अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा, वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएँगे।
- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापन को हर प्रकार की विविधताओं (लिंग, धर्म, जाति, वर्ग, भाषा आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।

श्रवण (सुनने) और वाचन (बोलने) की योग्यताएँ

- प्रवाह के साथ बोली जाती हुई हिंदी को अर्थबोध के साथ समझना।
- हिंदी शब्दों का उचित उच्चारण करना तथा हिंदी के स्वाभाविक 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।
- अभिनय में भाग लेना।

श्रवण तथा वाचन परीक्षा हेतु दिशा-निर्देश

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

श्रवण (सुनना) एवं वाचन (बोलना) कौशल:

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

या

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

कौशलों के अंतरण का मूल्यांकन

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

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

पठन कौशल

पढ़ने की योग्यताएँ

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

लिखने की योग्यताएँ

- लिखते हुए व्याकरण-सम्मत भाषा का प्रयोग करना।
- हिंदी के परिचित और अपरिचित शब्दों की सही वर्तनी लिखना।
- विराम चिह्नों का समुचित प्रयोग करना।
- लेखन के लिए सक्रिय (व्यवहारोपयोगी) शब्द भंडार की वृद्धि करना।
- प्रभावपूर्ण भाषा तथा लेखन-शैली का स्वाभाविक रूप से प्रयोग करना।
- उपयुक्त अनुच्छेदों में बाँटकर लिखना।

- प्रार्थना पत्र, निमंत्रण पत्र, बधाई पत्र, संवेदना पत्र, आदेश पत्र, ईमेल, एस.एम.एस आदि लिखना और विविध प्रपत्रों को भरना।
- विविध स्रोतों से आवश्यक सामग्री एकत्र कर एक अभीष्ट विषय पर अनुच्छेद लिखना।
- देखी हुई घटनाओं का वर्णन करना और उन पर अपनी प्रतिक्रिया प्रकट करना।
- पढ़ी हुई कहानी को संवाद में तथा संवाद को कहानी में परिवर्तित करना।
- समारोह और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।
- लिखने में सृजनात्मकता लाना।
- अनावश्यक काट-छाँट से बचते हुए सुपाठ्य लेखन कार्य करना
- दो भिन्न पाठों की पाठ्यवस्तु पर चिंतन करके उनके मध्य की संबद्धता (अंतर्संबंधों) पर अपने विचार अभिव्यक्त करने में सक्षम होना।
- रटे-रटाए वाक्यों के स्थान पर अभिव्यक्तिपरक/ स्थिति आधारित/ उच्च चिंतन क्षमता वाले प्रश्नों पर सहजता से अपने मौलिक विचार प्रकट करना।

रचनात्मक अभिव्यक्ति

अनुच्छेद लेखन

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

पत्र लेखन

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

विज्ञापन लेखन

(विज्ञापित वस्तु / विषय को केंद्र में रखते हुए)

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

चित्र-वर्णन

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

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

संवाद लेखन

(दी गई परिस्थितियों के आधार पर संवाद लेखन)

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

सूचना लेखन

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

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

ई-मेल लेखन

(विविध विषयों पर आधारित औपचारिक ई-मेल लेखन)

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

लघुकथा लेखन

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

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

हिंदी पाठ्यक्रम –ब

विषय कोड – 085

कक्षा 9वीं (2025-26)

परीक्षा हेतु पाठ्यक्रम विनिर्देशन

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

- भारांक–{80 (वार्षिक परीक्षा) + 20 (आंतरिक परीक्षा)

निर्धारित समय– 3 घंटे भारांक–80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन				
खंड – क (अपठित बोध)				
	विषयवस्तु		उपभार	कुल भार
1	अपठित गद्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न			14
	i	दो अपठित गद्यांश लगभग 200 शब्दों के । एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3) पूछे जाएँगे अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7+7	
	खंड – ख (व्यावहारिक व्याकरण)			
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक प्रश्न | (1x16) कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे |			16
	i	शब्द और पद (2 अंक) (1×2=2) (3 में से 2 प्रश्न)	2	
	ii	अनुस्वार (1 अंक), अनुनासिक (1 अंक) (3 में से 2 प्रश्न)	2	
	iii	उपसर्ग (2 अंक), प्रत्यय (2 अंक) (5 में से 4 प्रश्न)	4	
	iv	स्वर संधि (3 अंक) (4 में से 3 प्रश्न)	3	

	v		विराम चिह्न (2 अंक) (3 में से 2 प्रश्न)	2	
	vi		अर्थ की दृष्टि से वाक्य भेद (3 अंक) (4 में से 3 प्रश्न)	3	
3	**खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)**				
	अ		**गद्य खंड (पाठ्यपुस्तक)**	11	
		1	स्पर्श (भाग-1) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच **बहुविकल्पीय** प्रश्न पूछे जाएँगे। (1x5)	5	
		2	स्पर्श (भाग-1) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे (25-30 शब्द-सीमा) (विकल्प सहित 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब		**काव्य खंड (पाठ्यपुस्तक)**	11	30
		1	स्पर्श (भाग-1) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच **बहुविकल्पीय** प्रश्न पूछे जाएँगे (1x5)	5	
		2	स्पर्श (भाग-1) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे (25-30 शब्द-सीमा)। (विकल्प सहित 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	स		**पूरक पाठ्यपुस्तक कृतिका भाग – 1**	8	
			संचयन (भाग-1) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे (50-60 शब्द-सीमा)। (विकल्प सहित 3 में से 2 प्रश्न करने होंगे) (4x2)	8	
	खंड – घ (रचनात्मक लेखन)				
2	**लेखन**				
	क		विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (5×1)	5	20
	ख		अभिव्यक्ति की क्षमता पर केंद्रित अनौपचारिक विषयों में लगभग 100 शब्दों में किसी एक विषय पर पत्र। (5x1)	5	
	ग		किसी दृश्य/घटना के चित्र पर आधारित लेखन (5x1) (लगभग 100 शब्दों में) (बिना किसी विकल्प के)	5	

	घ	भाव एवं दृश्य संकेतो के आधार पर संवाद लेखन (लगभग 100 शब्दों में) (5x1) (विकल्प सहित)	5	
		कुल		**80**
		आंतरिक मूल्यांकन		20
	अ	**सामयिक आकलन**	5	
	ब	**बहुविध आकलन**	5	
	स	**पोर्टफ़ोलियो**	5	
	द	**श्रवण एवं वाचन**	5	
		कुल		**100**

निर्धारित पुस्तकें:

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

❖ नोट : निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे-

स्पर्श (भाग -1)	• धर्म की आड़ (पूरा पाठ) • आदमीनामा (पूरा पाठ) • एक फूल की चाह (पूरा पाठ)
संचयन (भाग-1)	• हामिद खाँ (पूरा पाठ) • दिये जल उठे (पूरा पाठ)

हिंदी

शिक्षण उद्देश्य:

- विद्यार्थियों की स्वाभाविक अभिव्यक्ति, कल्पनाशीलता, कौशल और सोच को विकसित करने हेतु प्रयास।
- विद्यार्थियों की जानकारी और जिज्ञासा को बढ़ाने वाली सामग्रियों का विशेष चयन।
- साहित्य और व्याकरण की समग्रता के प्रति विद्यार्थियों की रुचि वर्धन पर विशेष बल।
- हिंदी भाषा के प्रचलित शब्दों का विभिन्न रूप में इस्तेमाल।
- हिंदी भाषा के प्रति रूचि और रूझान की ओर प्रयत्नशीलता।

सत्र	मास	स्पर्श	संचयन	व्याकरण
I	अप्रैल से सितम्बर	गद्य खंड 1. यशपाल– दु:ख का अधिकार 2. बचेंद्री पाल– एवरेस्ट: मेरी शिखर यात्रा 3. शरद जोशी– तुम कब जाओगे, अतिथि काव्य खंड 6. रैदास– पद 7. रहीम– दोहे 9. हरिवंशराय बच्चन– अग्नि पथ	1. गिल्लू 2. स्मृति	खंड-1 'अपठित-बोध' – अपठित गद्यांश खंड-2 'व्यावहारिक व्याकरण' 1. शब्द और पद 2. अनुनासिक तथा अनुस्वार 3. उपसर्ग तथा प्रत्यय 4. स्वर संधि 5. विराम-चिह्न 6. अर्थ की दृष्टि से वाक्य भेद खंड-3 'लेखन' 1. अनुच्छेद लेखन 2. पत्र-लेखन – अनौपचारिक पत्र 3. चित्र-वर्णन 4. संवाद-लेखन खंड-4 'मौखिक अभिव्यक्ति' • श्रवण और वाचन कौशल से संबंधित गतिविधियाँ शिक्षकगण पाठ्यानुसार करवा सकते हैं।
II	अक्टूबर से मार्च	गद्य खंड 4. धीरंजन मालवे– वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकटरामन् 5. स्वामी आनंद– शुक्रतारे के समान काव्य खंड 8. रामधारी सिंह दिनकर– गीत-अगीत 10. अरूण कमल– • नए इलाके में... • खुशबू रचते हैं हाथ...	3. कल्लू कुम्हार की उनाकोटी 4. मेरा छोटा-सा निजी पुस्तकालय	

शिक्षकों के लिए (For Teachers):

- सत्रीय पाठ्यक्रम के पूर्ण होने पर विद्यार्थियों को उस सत्र में पढ़ाए गए सभी पाठों की पुनरावृति कराएँ ताकि विद्यार्थीगण परीक्षा देने के लिए पूर्ण रूप से तैयार हो सकें।
- अध्यापकगण यह ध्यान रखें कि द्वितीय सत्र (2^{nd} Term) में पूर्ण पाठ्यक्रम के द्वारा ही विद्यार्थियों के कौशल को मूल्यांकित किया जाएगा।
- प्रत्येक सत्र में दिए गए पाठों को शिक्षकगण अपनी सुविधा के क्रम में पढ़ा सकते हैं।
- छात्रों को '**व्याकरण परिचय**' पुस्तक से '**पुनरावृत्ति कार्य पत्र**' और '**अभ्यास प्रश्न पत्र**' का अभ्यास कराएँ।
- श्रवण और वाचन कौशल से संबंधित गतिविधियाँ करवाते सकय शिक्षकगण उन्हें रिकार्ड कर लें ताकि वह सत्त मूल्यांकन के साक्ष्य के तौर पर रखा जा सके।
- शिक्षकगण अपना संपूर्ण पाठ्यक्रम 31 जनवरी तक समाप्त कर दें ताकि बच्चों को द्वितीय सत्र की परीक्षा की तैयारी करने का समय मिल सकें। इस कारण पहले सत्र का पाठ्यक्रम दूसरे सत्र से ज्यादा है। कृपया अपनी पाठ योजना इसी आधार पर बनाएँ।
- दीक्षा एक ऐसा ई–लर्निंग प्लेटफार्म है जो शिक्षकों, छात्रों और अभिभावकों को निर्धारित स्कूल पाठ्यक्रम से संबंधित शिक्षण सामग्री प्रदान करता है।
- दिए गए लिंक द्वारा आप आसानी से दीक्षा पोर्टल तक पहुँच सकते हैं— *http://bit.ly/cbse-diksha*

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

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

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

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

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

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

COURSE STRUCTURE CLASS – IX

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

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

	5. Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)		
UNIT II: ALGEBRA			
1.	**POLYNOMIALS** 1. Definition of a polynomial in one variable, with examples and counter examples. Coefficients of a polynomial, terms of a polynomial and zero polynomial. 2. Degree of a polynomial. 3. Constant, linear, quadratic and cubic polynomials. Monomials, binomials, trinomials. Factors and multiples. 4. Zeroes of a polynomial. 5. Motivate and State the Remainder Theorem with examples. 6. Statement and proof of the Factor Theorem. Factorization of $ax^2 + bx + c$, $a \neq 0$ where a, b and c are real numbers, and of cubic polynomials using the Factor theorem. 7. Recall of algebraic expressions and identities. Verification of identities: $(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$ $(x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y)$ $x^3 + y^3 = (x + y)(x^2 - xy + y^2)$ $x^3 - y^3 = (x - y)(x^2 + xy + y^2$ $x^3 + y^3 + z^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$ and their use in factorization of polynomials.	• Learns the art of factoring polynomials.	• Defines polynomials in one variable. • Identifies different terms and different types of polynomials. • Finds zeros of a polynomial • Proves factor theorem and applies the theorem to factorize polynomials. • Proves and applies algebraic identities up to degree three.
2.	**LINEAR EQUATIONS IN TWO VARIABLES** 1. Recall of linear equations in one variable. 2. Introduction to the equation in two variables. Focus on linear equations of the type ax + by + c = 0.	• Visualizes solutions of a linear equation in two variables as ordered pair of real numbers on its graph	• Describes and plot a linear equation in two variables.

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

			• Solves problems based on parallel lines and intersecting transversal.
3.	**TRIANGLES** 1. (State without proof) Two triangles are congruent if any two sides and the included angle of one triangle is equal (respectively) to any two sides and the included angle of the other triangle (SAS Congruence). 2. (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal (respectively) to any two angles and the included side of the other triangle (ASA Congruence). 3. (State without proof) Two triangles are congruent if the three sides of one triangle are equal (respectively) to three sides of the other triangle (SSS Congruence). 4. (State without proof) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle. (RHS Congruence). 5. (Prove) The angles opposite to equal sides of a triangle are equal. 6. (State without proof) The sides opposite to equal angles of a triangle are equal.	• Describe relationships including congruency of two-dimensional geometrical shapes (lines, angle, triangles) to make and test conjectures and solve problems. • derives proofs of mathematical statements particularly related to geometrical concepts triangles by applying axiomatic approach and solves problems using them.	• Visualizes and explains congruence properties of two triangles. • Applies congruency criteria to solve problems
4.	**QUADRILATERALS** 1. (Prove) The diagonal divides a parallelogram into two congruent triangles. 2. (State without proof) In a parallelogram opposite sides are equal, and conversely. 3. (State without proof) In a parallelogram opposite angles are equal, and conversely.	• derives proofs of mathematical statements particularly related to geometrical concepts of quadrilaterals by applying axiomatic approach and solves problems using them.	• Visualizes and explains properties of quadrilaterals • Solves problems based on properties of quadrilaterals.

	4. (State without proof) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal. 5. (State without proof) In a parallelogram, the diagonals bisect each other and conversely. 6. (State without proof) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and is half of it and (State without proof) its converse.		
5.	**CIRCLES** 1. (Prove) Equal chords of a circle subtend equal angles at the center and (State without proof) its converse. 2. (State without proof) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord. 3. (State without proof) Equal chords of a circle (or of congruent circles) are equidistant from the center (or their respective centers) and conversely. 4. (Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle. 5. (State without proof) Angles in the same segment of a circle are equal. 6. (State without proof) If a line segment joining two points subtends equal angle at two other points lying on the same side of the line containing the segment, the four points lie on a circle. 7. (State without proof) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is 180° and its converse.	• Proves theorems about the geometry of a circle, including its chords and subtended angles	• Visualizes and explains properties of circles. • Solves problems based on properties of circle.

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

MATHEMATICS QUESTION PAPER DESIGN

CLASS – IX (2025-26)

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

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

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

CLASS – IX (2025-26)

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

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

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

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

PRESCRIBED BOOKS:

- Mathematics - Textbook for class IX - NCERT Publication
- Guidelines for Mathematics Laboratory in Schools, class IX - CBSE Publication
- Mathematics exemplar problems for class IX, NCERT publication

MATHEMATICS

Learning Objectives:

- Introduction of new concepts in simplest and effective way.
- Use of illustrative examples to create better understanding of concepts by relating them to day-to-day situations.
- Higher priority and space to opportunities for contemplation and discussion.
- Encouraging activities requiring hands-on experience.

Term	Months	No.	Lesson Names
I	April to September	1	Number Systems
		2	Polynomials
		4	Linear Equations in Two Variables
		8	Quadrilaterals
		9	Circles
		5	Introduction to Euclid's Geometry
		3	Coordinate Geometry
II	October to March	6	Lines and Angles
		7	Triangles
		10	Heron's Formula
		11	Surface Areas and Volumes
		12	Statistics

Note for Teachers:

- Prepare students for the Term-end Exams by revising the Term Syllabus after each term.
- Conduct the **Lab Activities** accordingly.
- Use the Mathematics Lab Manual provided with the book.
- **Although the syllabus has been divided into two terms, the teachers must assess student's performance on the basis of entire syllabus in the IInd Term.**
- Complete the syllabus by 31st January so that the students get adequate time for revision. For this reason, the syllabus of the 1st Term is comparatively more than the 2nd Term. Kindly manage your lesson plans accordingly.
- Diksha is an e-learning platform that offers teachers, students and parents engaging learning content relevant to the prescribed school curriculum.
- You can easily access Diksha portal with the help of the given link— *http://bit.ly/cbse-diksha*

SCIENCE

Subject Code – 086

Classes IX (2025-26)

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

The present syllabus has been designed around seven broad themes viz. Food; Materials; The World of the Living; How Things Work; Moving Things, People and Ideas; Natural Phenomenon and Natural Resources.

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

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

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

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

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

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

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

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

General Instructions for Assessment:

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

scientific investigations etc. and use of rubrics for assessing them objectively. This will also have a weightage of 05 marks towards the final result.

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

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

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

Time: 03 Hours **Marks: 80**

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

Theme: Materials

Unit I: Matter-Nature and Behaviour

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

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

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

Structure of atom: Sub-atomic particles: Electrons, protons and neutrons, Models of atom; Valency, Atomic Number and Mass Number, Isotopes and Isobars.

Theme: The World of the Living

Unit II: Organization in the Living World

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

Tissues, Organs, Organ System, Organism:

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

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

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

Theme: Moving Things, People and Ideas

Unit III: Motion, Force and Work

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

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

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

Elementary idea of conservation of Momentum

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

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

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

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

Theme: Food

Unit IV: Food Production

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

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

PRACTICALS

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

(LIST OF EXPERIMENTS)

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

2. Preparation of **Unit-I**
   a) A mixture
   b) A compound

   using iron filings and sulphur powder and distinguishing between these on the basis of:
      - appearance, i.e., homogeneity and heterogeneity

- behaviour towards a magnet
- behaviour towards carbon disulphide as a solvent
- effect of heat

3. Perform the following reactions and classify them as physical or chemical changes: **Unit-I**

   a) Iron with copper sulphate solution in water
   b) Burning of magnesium ribbon in air
   c) Zinc with dilute sulphuric acid
   d) Heating of copper sulphate crystals
   e) Sodium sulphate with barium chloride in the form of their solutions in water

4. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams **Unit - II**

5. Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams. **Unit-II**

6. Determination of the melting point of ice and the boiling point of water. **Unit-I**

7. Verification of the laws of reflection of sound. **Unit-III**

8. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder. **Unit-III**

9. Establishing the relation between the loss in weight of a solid when fully immersed in **Unit-III**

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

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

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

PRESCRIBED BOOKS:

- Science-Textbook for class IX-NCERT Publication
- Assessment of Practical Skills in Science-Class IX - CBSE Publication
- Laboratory Manual-Science-Class IX, NCERT Publication
- Exemplar Problems Class IX – NCERT Publication
- Reading Material – Science – Class IX – CBSE Official Website

SCIENCE

Learning Objectives:

- Inculcate the Scientific temper in the minds of students and enable them to apply the same in day-to-day life.
- Inculcate objectivity, respect for the environment and a positive approach towards failure.
- Encourage participation of students in group experiments and stumble onto discoveries that make planned experiments even more interesting.
- Have a 'Discovery learning' approach which is more impressionable and meaningful to the young minds. Link your topics to show schedules on Discovery or Nat Geo Channels.
- Accord higher priority and space for contemplation, group discussions and activities that require hands-on experience.

Term	Months	No.	Lesson Names
I	April to September	1	Matter in Our Surroundings
		2	Is Matter Around Us Pure?
		5	The Fundamental Unit of Life
		6	Tissues
		7	Motion
		8	Force and Laws of Motion
II	October to March	9	Gravitation
		3	Atoms and Molecules
		4	Structure of the Atom
		10	Work and Energy
		11	Sound
		12	Improvement in Food Resources

Note for Teachers:

- Prepare students for the Term-end Exams by revising the Term Syllabus after each term.
- Use the Science Lab Manual provided along with the bookset.
- **Although the syllabus has been divided into two terms, the teachers must assess student's performance on the basis of entire syllabus in the IInd Term.**
- Complete the syllabus by 31st January so that the students get adequate time for revision. For this reason, the syllabus of the 1st Term is comparatively more than the 2nd Term. Kindly manage your lesson plans accordingly.
- Diksha is an e-learning platform that offers teachers, students and parents engaging learning content relevant to the prescribed school curriculum.
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SOCIAL SCIENCE
Subject Code-087
Classes - IX (2025-26)

RATIONALE

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

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

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

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

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

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

These skills prepare the students to contribute to the nation as responsible citizens of society.

AIMS & OBJECTIVE

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

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

This can be enabled through:

i. an understanding of continuity and change in human civilisation, its causation and effect, and its impact on modern life,

ii. an understanding of the interaction between nature and human beings, the spatial patterns arising out of this interaction, and its effect on human life,

iii. an awareness and understanding of the diversity of people and their practices in different societies, regions, and cultures within societies,

iv. an awareness of various social, political, and economic institutions, their origin, functioning and transformations over time.

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

These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem- solving attitude,

iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c. Foster ethical, human, and Constitutional values:

As the NEP 2020 emphasises, to foster a "democratic outlook and commitment to liberty and freedom; equality, justice, and fairness; embracing diversity, plurality, and inclusion; humaneness and fraternal spirit; social responsibility and the spirit of service; ethics of integrity and honesty; scientific temper and commitment to rational and public dialogue; peace; social action through Constitutional means; unity and integrity of the nation, and a true rootedness and pride in India with a forward-looking spirit to continuously improve as a nation.

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

CURRICULAR GOALS-CG

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

- CG -2 Analyse the important phases in world history and draw insight to understand the present-day world
- CG-3 Understand the idea of a nation and the emergence of the modern Indian Nation
- CG -4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region
- CG -5 Understand the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.
- CG -6 Understand and analyse social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them
- CG -7 Develop an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region
- CG -8 Evaluate the economic development of a country in terms of its impact on the lives of its people and nature
- CG-9 Understand and appreciate the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it

COMPETENCIES

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

- C-2.1 Explain historical events and processes with different types of sources with specific examples from India and world history.
- C-2.3 Trace aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)
- C-2.4 Explain the growth of new ideas and practices across the world and how they affected the course of world history.
- C-2.5 Recognise the various practices that arose, such as those in C- 2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.
- C3.2 Identify and analyse important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and

understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self- sacrifice, ahimsa) that played a part in achieving Independence.

- C-4.1 Locate physiographic regions of India and the climatic zones of the world on a globe/map.
- C-4.2 Explain important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region
- C-4.3 Draw inter- linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife.
- C-4.4 Analyse and evaluate the inter- relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation
- C-4.5 Critically evaluate the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them
- C-4.6 Develop sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation
- C-5.1 Understand that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in *Mahajanapadas*, kingdoms and empires at several levels of the society, guilds *sanghas* and *ganas*, village councils and committees, *Uthiramerur* inscriptions)
- C-5.2 Appreciate fundamental Constitutional values and identify their significance for the prosperity of the Indian nation.
- C-5.3 Explain that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
- C-5.4 Analyse the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government.
- C-5.5- Analyse the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions
- C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence
- C-6.2 Understand that despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.
- C-7.1 Defines key features of the economy, such as, production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology)

- C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India
- C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society
- C-7.4 Trace the beginning and importance of large- scale trade and commerce (including e- commerce) between one country and another - the key items of trade in the beginning, and the changes from time to time.
- C-8.1 Gather, comprehend, and analyse data related to income, capital, poverty, and employment in one's locality, region and at the national level. Markets.
- C-8.3 Understand these features in the context of ancient India, with its thriving trade, both internal and external, and its well- established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period
- C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.
- C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.

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

CLASS IX (2025-26)
COURSE STRUCTURE

<table>
<tr><th colspan="3">History-India and the Contemporary World - I</th><th>Marks-20 inclusive of Map pointing</th></tr>
<tr><th>Section</th><th>Chapter No</th><th>Chapter Name</th><th>Marks</th></tr>
<tr><td rowspan="3">I
Events and Process</td><td>I</td><td>The French Revolution</td><td rowspan="3">18+2 map pointing</td></tr>
<tr><td>II</td><td>Socialism in Europe and the Russian Revolution</td></tr>
<tr><td>III</td><td>Nazism and the Rise of Hitler</td></tr>
<tr><td rowspan="2">II
Livelihood, Economies and Societies</td><td>IV</td><td>Forest, Society and Colonialism
Interdisciplinary project as part of multiple assessments
(Internally assessed for 5 marks)</td><td rowspan="2"></td></tr>
<tr><td>V</td><td>Pastoralists in the Modern World
(assessed as part of Periodic Assessment only)</td></tr>
</table>

Geography-Contemporary India - I		Marks-20 inclusive of Map pointing
Chapter No.	**Chapter Name**	**Marks**
1	India – Size and Location	**17+3 map pointing***
2	Physical Features of India	
3	Drainage	
4	Climate	
	Natural Vegetation and Wildlife **(Only map pointing to be evaluated in the annual examination.**	
5	Population	* Marks as mentioned
6	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	
Political Science- Democratic Politics - I		**20 Marks**
Chapter No.	**Chapter name**	**Marks**
1	What is Democracy?	20
	Why Democracy?	
2	Constitutional Design	
3	Electoral Politics	
4	Working of Institutions	
5	Democratic Rights	
Economics		**20 Marks**
Chapter No.	**Chapter name**	**Marks**
1	The Story of Village Palampur **(To be assessed as part of Periodic Assessment only)**	20
2	People as Resource	
3	Poverty as a Challenge	
4	Food Security in India	

CLASS IX

History-India and the Contemporary World - I

Section I: Events and Processes

Chapter-1 The French Revolution

Learning Outcomes-The students will be able to

- Infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and elsewhere.

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

Chapter 2- Socialism in Europe and the Russian Revolution

Learning Outcomes- The students will be able to

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

Chapter 3-Nazism and the Rise of Hitler.

Learning Outcomes- The students will be able to

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

Section II: Livelihoods, Economies and Societies

Chapter 4- Forest Society and Colonialism

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

Learning Outcomes- Refer Annexure II

Chapter 5- Pastoralists in the Modern World

Learning Outcomes- The students will be able to

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

Geography- Contemporary India - I

Chapter 1- India – Size and Location

Learning Outcomes- The students will be able to

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

Chapter 2- Physical Features of India

Learning Outcomes- The students will be able to

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

Chapter 3- Drainage

Learning Outcomes- The students will be able to

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

Chapter 4- Climate

Learning Outcomes- The students will be able to

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

Chapter 5- Natural Vegetation and Wildlife

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

Learning Outcomes- -Refer annexure II

Chapter-6. Population

Learning Outcomes- The students will be able to

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

Political Science-Democratic Politics - I

Chapter 1- What is Democracy? Why Democracy?

Learning Outcomes- The students will be able to

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

- Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country.
- Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy

Chapter 2- Constitutional Design

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

Chapter 3- Electoral Politics

Learning Outcomes- The students will be able to

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

Chapter 4- Working of Institutions

Learning Outcomes- The students will be able to

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

Chapter 5- Democratic Rights

Learning Outcomes- The students will be able to

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

ECONOMICS

Chapter 1- The Story of Village Palampur

Learning Outcomes- The students will be able to

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

Chapter 2- People as Resource

Learning Outcomes- The students will be able to

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

Chapter 3- Poverty as a Challenge

Learning Outcomes- The students will be able to

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

Chapter 4- Food Security in India

Learning Outcomes- The students will be able to

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

CLASS IX (2025-26)
MAP WORK

Subject	Chapter	List of Areas to be located /labeled/identified on the map
History	French Revolution	Outline political map of France. Locate/label/ identify. • Bordeaux, Nantes, Paris and Marseille
	Socialism in Europe and the Russian Revolution	Outline political map of the World. Locate/label/identify Major countries of First World War: Central Powers: Germany, Austria-Hungary, Turkey (Ottoman Empire). Allied Powers - France, England, Russia and USA
	Nazism and the Rise of Hitler	Outline Political Map of World. Locate/label/ identify Major countries of Second World War Axis: Powers – Germany, Italy, Japan Allied Powers – UK, France, Former USSR, USA
Geography	India : size and location	• India - States and Capitals • Tropic of Cancer, Standard Meridian (Location and Labeling) • Neighbouring Countries
	India physical features	• Mountain Ranges: The Karakoram, The Zanskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western and Eastern Ghats • Mountain Peaks-K2, Kanchan Junga, Anai Mudi

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

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

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

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

CLASS IX
PRESCRIBED TEXT BOOKS

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

ANNEXURE I

Project Work: Class IX

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

Guidelines:

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

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

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

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

- All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- A Summary Report should be prepared highlighting:
  - objectives realized through individual work and group interactions.
  - calendar of activities.
  - innovative ideas generated in the process.
  - list of questions asked in viva voce.

- It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
- The Project Report can be handwritten or digital.
- The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- The Project work can culminate in the form of PowerPoint Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.)
- The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

ANNEXURE II

Class-IX

Interdisciplinary Project

Subject and Chapter No	Name of the Chapter	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
History Chapter IV	Forest Society and Colonialism	Interdisciplinary project Teachers can make use of the pedagogies in facilitating the students in completion of Interdisciplinary Project Constructivism Inquiry based learning Cooperative Learning Research based learning. Experiential learning. Art integration **Multiple Assessment:** Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/ integration of technology etc.	Compare the forest situations prevailed in the pre- colonial, colonial and post-colonial era. Evaluate the growth &role of commercial forestry in different types of Vegetation. Analyse the reasons for rebellions in forest areas of south East-Asia with specification to JAVA. To defend the role of government and the local communities in protecting the forest cover.	The schools to do IDP between the months of April and September at the School under the guidance of a teacher. (Carryover of project to home must be strictly avoided)
Geography Chapter 5	Natural Vegetation and Wildlife		To devise ways to protect the forest vegetation and wildlife in India.	

Guidelines for Interdisciplinary Project:

It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science. A sample plan has been enclosed. Kindly access the link given below- https://docs.google.com/document/d/1668TKkRt80r4-kbjJ_Y7zg4mF3Vq1Y9k/edit

Plan of the project:

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

Process:

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

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

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

Class IX Interdisciplinary project

10 days suggestive plan **10 periods**

Day 1-2: Colonialism and Forest Society

Discuss the impact of colonialism on forest societies and explore the concept of forest as a resource in colonialism. Group project: Research and present a PPT on the colonial forest policy and its impact on forest societies.

Day 3-4: "Rebellion in the Forest"

Analyse the causes and effects of forest-based rebellions in history. Watch the following film Group discuss about forest tribes of your state and the exploitations they face. Refer Annexure V for Rubrics. https://www.youtube.com/watch?v=N6SR0REa_YA

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

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

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

- Analyse and present the impact of forest transformations on society, economy and environment in Java. Compare and contrast it with India.
- Present a PPT of your learnings. Refer Annexure V for rubrics

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

Group activity: Divide the group into smaller teams and assign them tasks related to identifying the impact of colonialism on different types of forests. For example, one team can research the impact of colonialism on forest fires, while another team can research the impact of colonialism on the survival of indigenous plants and animals. Make the students use cartoon strips to present their findings. Day 9-10: Make the students compile all the findings of 8 days' work and present them in PPT and through the template given in Annexure IV.

ANNEXURE IV

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

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

ANNEXURE V

Rubrics for Interdisciplinary Project

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

SOCIAL SCIENCES

Learning Objectives:

- Discouragement of rote-learning and making the learning process a pleasure rather than a source of boredom and stress.
- Restructuring and reorienting the syllabi keeping in mind students' psychology and the number of teaching hours available.
- Promotion of Group Discussions and related activities that involve deeper understanding of topics, long-term retention and encourage hands-on learning.
- Plan trips and excursions to places of historical and geographical interest relevant to the lessons and give students a practical view.
- Initiate creative and critical thinking in students by their active participation in various activities like debate, speech, extempore, etc.

Term	Months	No.	Lesson Names	Active Map Practice	Remarks
I	April to September		**History**	Teachers are advised to undertake the related map work from Active Map Practice book for a better understanding of historical & geographical concepts of the students.	* Teachers are advised to help students in making a project based on information regarding variation in food habits, songs, dances, festivals of people of different regions of India in different seasons. **Teachers will plan a debate based on various topics. Example: The Impact of Unemployment, Population Growth or Family Size, etc.
			Section I: Events and Processes		
		I	The French Revolution		
		II	Socialism in Europe and the Russian Revolution		
			Geography		
		1	India— Size and Location		
		2	Physical Features of India		
		4	Climate*		
		6	Population		
			Political Science		
		1	What is Democracy? Why Democracy?		
		2	Constitutional Design		
		5	Democratic Rights		
			Economics		
		1	The Story of Village— Palampur**		
		3	Poverty as a Challenge		

Term	Months	No.	Lesson Names	Active Map Practice	Remarks
II	October to March		**History**	Teachers are advised to undertake the related map work from Active Map Practice book for a better understanding of historical & geographical concepts of the students.	* Teachers can choose any one theme from Section-II and help students in doing map work according to the theme taught. **Teachers are advised to help students in making poster on various topics. Example: River Pollution, etc. *** • Teachers are advised to help students in making projects based on the information of flora, fauna, endangered species of any region and the efforts made by Government and general public to save them. • Teachers are advised to help students in making posters on various topics. Example: Depletion of Forest, Ecological Imbalance, etc. **** Teachers are advised to help students in making projects based on the transactions of goods and services while purchasing the items, cultivating food grains, etc.
			Section I: Events and Processes		
		III	Nazism and the Rise of Hitler		
			Section II: Livelihoods, Economies and Societies*		
		IV	Forest Society and Colonialism		
		V	Pastoralists in the Modern World		
			Geography		
		3.	Drainage**		
		5.	Natural Vegetation and Wildlife***		
			Political Science		
		3	Electoral Politics		
		2	Working of Institutions		
			Economics		
		2	People as Resource****		
		4	Food Security in India		

Note for Teachers:

- In the last month of every term, revise the Term Syllabus in order to prepare students for the Term-end Exams.
- In addition to the Active Map Practice Book, you can ask students to bring their own physical/political maps as per the requirement of the content.
- Although the syllabus has been divided into two terms, the teachers must assess students' performance on the basis of entire syllabus in the 2nd Term.
- Complete the syllabus of 2nd Term by 31st January so that the students get adequate time for revision. For this reason, the syllabus of the 1st Term is comparatively more than the 2nd Term. Kindly manage your lesson plans accordingly.
- Diksha is an e-learning platform that offers teachers, students and parents engaging learning content relevant to the prescribed school curriculum.
- You can easily access Diksha portal with the help of the given link— *http://bit.ly/cbse-diksha*

Computer Applications
Subject Code - 165
CLASS IX (2025-26)

Learning Outcomes

After the completion of the course, the student will be able to:

1. Familiarise themselves with the fundamental components and functions of computer systems, memory, storage devices, and I/O devices.
2. Develop an understanding of various types of software, computer networks, and multimedia.
3. Understand the importance of Safe Internet Practices
4. Create and edit documents, spread sheets, and presentations.
5. Perform basic data manipulation using spread sheets.
6. Animate text and pictures using presentation tool

Distribution of Marks and Periods

Unit No.	Unit Name	Marks
1.	Basics of Information Technology	20
2.	Cyber safety	15
3.	Office Tools	15
4.	Lab Exercises	50
	Total	100

Unit 1: Basics of Information Technology

- Computer Systems: characteristics of a computer, components of a computer system – CPU, memory, storage devices and I/O devices
- Memory: primary (RAM and ROM) and secondary memory
- Storage devices: hard disk, CD ROM, DVD, pen/flash drive, memory stick
- I/O devices: keyboard, mouse, monitor, printer, scanner, web camera
- Types of software: system software (operating system, device drivers), application software including mobile applications
- Computer networking: Type of networks: PAN, LAN, MAN, WAN, wired/wireless communication, Wi-Fi, Bluetooth, cloud computers (Private/public)
- Multimedia: images, audio, video, animation

Unit 2 : Cyber-safety

Safely browsing the web and using social networks: identity protection, proper usage of passwords, privacy, confidentiality of information, cyber stalking, reporting cybercrimes

- Malware: Viruses, adware

Unit 3: Office tools

- Introduction to a word processor: create and save a document.
- Edit and format text: text style (B, I, U), font type, font size, text colour, alignment of text. Format paragraphs with line and/or paragraph spacing. Add headers and footers, numbering pages, grammar and spell check utilities, subscript and superscript, insert symbols, use print preview, and print a document.
- Insert pictures, change the page setting, add bullets and numbering, borders and shading, and insert tables – insert/delete rows and columns, merge and split cells.
- Use auto-format, track changes, review comments, use of drawing tools, shapes and mathematical symbols.
- Presentation tool: understand the concept of slide shows, basic elements of a slide, different types of slide layouts, create and save a presentation, and learn about the different views of a slide set – normal view, slide sorter view and handouts.
- Edit and format a slide: add titles, subtitles, text, background, and watermark, headers and footers, and slide numbers.
- Insert pictures from files, create animations, add sound effects, and rehearse timings.
- Spreadsheets: concept of a worksheet and a workbook, create and save a worksheet.
- Working with a spreadsheet: enter numbers, text, date/time, series using auto fill; edit and format a worksheet including changing the colour, size, font, alignment of text; insert and delete cells, rows and columns. Enter a formula using the operators (+,-,*, /), refer to cells, and print a worksheet.
- Use simple statistical functions: SUM (), AVERAGE (), MAX (), MIN (), IF () (without compound statements); embed charts of various types: line, pie, scatter, bar and area in a worksheet.

4. Lab Exercises

- Browser settings for a secure connection
- Working with the operating system: Navigation of the file system using a mouse and keyboard.
- Word processing: create a text document; create a letter, report, and greeting card.
- Create a text document with figures in it. It should describe a concept taught in another course.
- Discuss the following in a text document about the basic organisation of a computer: CPU, memory, input/output devices, hard disk.
- Create a text document in an Indian language other than English.
- Create a presentation.
- Create a presentation with animation.
- Include existing images/ pictures in a presentation.
- Animate pictures and text with sound effects in a presentation
- Create a simple spreadsheet and perform the following operations: min, max, sum, and average.
- Create different types of charts using a spreadsheet: line, bar, area and pie.

Breakup of marks for the Practicals:

S.No.	Unit Name	Marks
1.	Lab Test (30 marks)	
	Word processing	10
	Handling spreadsheets	10
	Creating presentations	10
2.	Report File + viva (10 marks)	
	Report file:-- 4 documents each with a word processor, spreadsheet, and presentation tool	8
	Viva voce (based on the report file)	2
3.	Project (that uses most of the concepts that have been learnt) (10 marks)	
	Total Marks	50

****

COMPUTER APPLICATIONS (165)

Learning Objectives:

- Focus on concept-based learning with extensive practical exposure.
- Creation of student-centric environment and make e-learning effortless and impactful.
- Emphasis on experimental learning followed by reflection, discussion, analysis and evaluation.
- Provision of technical tips in the most lucid and coherent style which is both empowering and informative.

Term	Months	No.	Lesson Names
I	April to September	1	Basics of Information Technology
		2	Cyber Safety
		3	Working with Word Processor
		4	Working with Presentation
II	October to March	5	Effects in a Presentation
		6	Working with Spreadsheet
		7	Data Analysis

Note for Teachers:

- Teachers must make the students revise the Term-Syllabus in order to prepare them for the Term-end exams.
- Although the syllabus has been divided into two terms, the teachers must assess student's performance on the basis of entire syllabus in the IInd Term.
- Record the speaking and listening activities as an evidential document.
- Complete the syllabus of 31st January so that the students get adequate time for revision. For this reason, the syllabus of the 1st Term is comparatively more than the 2nd Term. Kindly manage your lesson plans accordingly.
- Conduct the **Lab Activities** accordingly.
- Diksha is an e-learning platform that offers teachers, students and parents engaging learning content relevant to the prescribed school curriculum.
- You can easily access Diksha portal with the help of the given link— *http://bit.ly/cbse-diksha*

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2024-2025

INFORMATION TECHNOLOGY (SUB. 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, S/he is responsible for organizing files, collecting and managing data to be entered into the computer. S/he is also responsible for security of data and safeguard of 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, organization 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.

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 (SUBJECT CODE - 402)

CLASS – IX (Session 2024-2025)

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

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
Part A	**Employability Skills**			
	Unit 1 : Communication Skills-I	10		2
	Unit 2 : Self-Management Skills-I	10		3
	Unit 3 : ICT Skills-I	10		1
	Unit 4 : Entrepreneurial Skills-I	15		3
	Unit 5 : Green Skills-I	05		1
	Total	**50**		**10**
Part B	**Subject Specific Skills**	**Theory**	**Practical**	**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: **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
- Unit 2: Data Entry & Keyboarding Skills
- Unit 3: Digital Documentation
- Unit 4: Electronic Spreadsheet
- Unit 5: Digital Presentation

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,	• 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.
2.	Apply Editing features	• Text editing – Undo and Redo, • Moving and copying text, • Copy and Paste, • Selecting text, • Selection criteria,	• Editing of text in a document • Demonstrate to use undo and redo option, • Use the keyboard and mouse options to select, cut, copy, paste, and move text.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
		• 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.	• Demonstrate to select nonconsecutive text items, vertical block of text, • Search and replace text in a document. • Jump to the given page number in a document, • Insert non-printing characters in a document, • Apply Spelling and grammar option of document. • Demonstrate to use Synonyms and Thesaurus.
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.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
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.
6.	Understand and apply mail merge	• Introduction to mail merge • Concept of data source for mail merge.	• 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 cells – 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	• Create different types of charts 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, • Opening a presentation software • Parts of presentation window, • Closing a presentation • 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.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
3.	Work with slides	• Inserting a duplicate slide, • Inserting new slides, • Slide layout, • Copying and moving slides, • Deleting and renaming slides • 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.
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 ungroup 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.

LIST OF EQUIPMENT/ MATERIALS:

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

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

TEACHER'S/ TRAINER'S QUALIFICATIONS:

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

Qualification	Minimum Competencies	Age Limit
Diploma in Computer Science/ Information Technology **OR** Bachelor Degree in Computer Application/ Science/ Information Technology (BCA, B.Sc. Computer Science/ Information Technology) **OR** Graduate with PGDCA OR DOEACC A Level Certificate. The suggested qualification is the minimum criteria. However higher qualifications will also be acceptable.	• The candidate should have a minimum of 1 year of work experience in the same job role. • S/he should be able to communicate in English and local language. • S/he should have knowledge of equipment, tools, material, Safety, Health & Hygiene.	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules

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

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

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

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

OR

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

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

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

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

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

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

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

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

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

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

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

Following parameters may be considered during the appraisal process:

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

INFORMATION TECHNOLOGY (402)

Learning Objectives:

- Focus on concept-based learning with extensive practical exposure.
- Creation of student-centric environment and make e-learning effortless and impactful.
- Emphasis on experimental learning followed by reflection, discussion, analysis and evaluation.
- Provision of technical tips in the most lucid and coherent style which is both empowering and informative.

Term	Months	No.	Lesson Names
I	April to September		Part A: Employability Skills
		1	Communication Skills - I
		2	Self-Management Skills - I
		3	ICT Skills - I
			Part B: Subject Specific Skills
		1	Introduction to IT & ITes Industry
		2	Data Entry and Keyboarding Skills
		3	Digital Documentation
II	October to March		Part A: Employability Skills
		4	Entrepreneurial Skills - I
		5	Green Skills - I
			Part B: Subject Specific Skills
		4	Electronic Spreadsheet
		5	Digital Presentation

Note for Teachers:

- Teachers must make the students revise the Term-Syllabus in order to prepare them for the Term-end exams.
- Although the syllabus has been divided into two terms, the teachers must assess student's performance on the basis of entire syllabus in the IInd Term.
- Record the speaking and listening activities as an evidential document.
- Complete the syllabus of 31st January so that the students get adequate time for revision. For this reason, the syllabus of the 1st Term is comparatively more than the 2nd Term. Kindly manage your lesson plans accordingly.

- Conduct the **Lab Activities** accordingly.
- Diksha is an e-learning platform that offers teachers, students and parents engaging learning content relevant to the prescribed school curriculum.
- You can easily access Diksha portal with the help of the given link— *http://bit.ly/cbse-diksha*