ENGLISH

Class IX (2026-27)

Introduction

At the secondary stage, language learning strengthens the learners' abilities to use language meaningfully for comprehension, expression, interpretation, and critical engagement with texts. Pedagogical processes emphasise dialogic reading, reflective writing, listening, and speaking activities, and contextual use of language through discussion, interpretation, and creative expression. Assessment focuses on understanding, interpretation, communicative clarity, articulation of ideas, and the ability to analyse and respond to texts in multiple modes, rather than only on recall-based written responses.

As per NCF-SE 2023, language education at the Secondary Stage must specifically aim to achieve:

(a) **Oracy and literacy**: Oracy and literacy are fundamental to school education.

- Attaining oracy means students develop fluency in expression and understanding of spoken language.
- Literacy means that all students demonstrate fluent and critical reading, writing, and comprehension capacities in the language.

(b) **Effective communication skills**: Students may develop their language capacities to think critically, identify real-world problems, analyse them, make rational arguments, work out solutions and communicate well in a variety of situations for effective democratic, social, and cultural participation.

(c) **Literary and creative capacities**: Language teaching in schools must aim at building capacities in students towards an appreciation of the literary aspects of language. It may also allow for an exploration of — how to be creative and imaginative in their spoken and written expressions across cultures.

(d) **Appreciation and engagement in culture**: Learning a language is learning a culture. Thus, language plays an important role in the immersion and participation in culture. Students must be allowed to understand and appreciate the rich linguistic cultures of India.

(f) **Linkages with the Indian Knowledge System**: Along with the development of skills and competence, other aspects such as emotional intelligence, social feeling, national pride, connections of art, social concerns, and natural science are addressed through content, context and pedagogy with the focus on fundamentals of literature and life (critical thinking), such as emotion, perception, feeling, sound, language, thought, memory, metaphor, aesthetics, environment, self, society, culture, civilisation, etc.

Language Learning Approach

Experiential, activity and discussion-based approaches are recommended to promote the culture of self-learning and reduce dependence on the teacher. The teaching of language will be enhanced through innovative and experiential methods. Thus, the teaching of language will also be based on the experiential-learning pedagogy. The shift requires that students' contexts and experiences become part of the pedagogical processes.

Experiential learning includes any type of activity that comprises learning by doing, i.e., experimenting, exploring, sharing personal narratives, observing, cooperative learning, and above all, self-learning and self-assessment. Students need to have mastery in the 21st century skills, such as effective communication, critical thinking, creativity, collaboration, etc.

There are diverse learning situations and contexts in India. Language education plays a crucial role in keeping students rooted to their country, as it allows individuals to connect with their culture, heritage and society.

Learning Standards

Learning standards enable teachers to plan their content, pedagogy, and assessment towards achieving specific competencies. These must be seen as enabling guidelines for teachers and school leaders, not as constraining demands on them. By the end of the secondary stage, we would expect every student must have gained the whole range of skills and competencies. It is at this stage that using the language of students turns out to be more productive. Students use language to interpret, understand, address issues, and gain knowledge that will help them to become autonomous learners.

As per NCF-SE 2023, students will develop linguistic proficiency for academic use in R1 and R2 by the end of the secondary stage ensuring that a higher level of familiarity, understanding, and interpretation of literature is achieved.

Curricular Goals and Competencies-Secondary Stage

Curricular Goals (CGs) are specific statements derived from the broader Aims of Education that give clear direction to curriculum development and implementation. Competencies are the specific, observable, and systematically assessable learning achievements that students must attain by the end of the stage.

Language R1

Curricular Goal (CG)	Competency (C)
CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, persuasive) from their own experiences and experiences of others. C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-1.4: Scripts to inform and communicate ideas effectively with the use of technology.
CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, persuasive) and employs these elements in their writing.	C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary). C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-2.3: Composes literary texts by using appropriate literary devices.
CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-3.1: Analyses and evaluates the different audio and written material. C-3.2: Argues with proper rationale by carefully evaluating premises.
CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.	C-4.1: Recognises the multilingual nature of Indian society and richness of its literary work through reading texts and watching content of different genres. C-4.2: Appreciates the richness of culture and heritage in the different works of regional language literature and their connections. C-4.3: Shows an understanding of the role of language in the formation of our identities and culture. C-4.4: Demonstrates a basic knowledge of the commonalities among some of the major Indian languages, such as their common phonetic and scientifically arranged alphabets and scripts, common grammatical structures, origins and

Curricular Goal (CG)	Competency (C)
	sources of vocabularies from Sanskrit and other classical languages. C-4.5: Demonstrates a basic knowledge of which languages are spoken in which geographical areas, a sense of the nature and structure of tribal languages, and becomes familiar with a few useful words and phrases and works of literature from a few Indian languages from across the country.

Language R2

Curricular Goal (CG)	Competency (C)
CG-1: Uses language for effective communication through various oral activities (discussions, interviews, public speeches) and writing activities (essays, letters, articles), including new media (email, audio, and visual material).	C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate. C-1.2: Writes in different styles (narrative, descriptive, expository, persuasive) from their own experiences and experiences of others. C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal. C-1.4: Scripts to inform and communicate ideas effectively with the use of technology.
CG-2: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.	C-2.1: Analyses and evaluates different audio and written material. C-2.2: Argues with proper rationale by carefully evaluating premises.
CG-3: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through an analysis of style (narrative, descriptive, expository, persuasive) and employs these elements in their writing.	C-3.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary). C-3.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings. C-3.3: Composes literary texts using appropriate literary devices.

FOCUS AREAS OF THE SYLLABUS

The syllabus aims to develop students' ability to use language effectively for communication, reasoning and creative expression. The curriculum focuses on strengthening Listening, Speaking, Reading and Writing skills while fostering literary appreciation and critical thinking. Students engage with a variety of texts and activities that promote analytical thinking, creativity, collaboration and real-life application of language skills.

Reading

By the end of the secondary stage, students should be able to:

- Read and comprehend a variety of literary and non-literary texts with understanding.
- Identify main ideas, supporting details and key information in written texts.
- Analyse, interpret and evaluate ideas presented in different texts.
- Distinguish between facts and opinions and identify cause–effect relationships.
- Infer meanings and draw conclusions from textual evidence.
- Understand the author's perspective, tone and style of writing.
- Interpret information presented in different forms such as diagrams, charts and tables.
- Connect ideas from the text with personal experiences and social contexts.
- Develop critical reading skills through close reading and discussion.
- Read independently and engage with texts from diverse cultures and contexts.

Writing

By the end of the secondary stage, students should be able to

- Write clearly and coherently using appropriate grammar, vocabulary and organisation.
- Write in different styles such as narrative, descriptive, expository and persuasive.
- Present ideas with a clear beginning, middle and conclusion.
- Describe experiences, events and observations in a logical manner.
- Express opinions and viewpoints with appropriate reasoning and examples.
- Write for real-life purposes such as notices, invitations, advertisements, speeches and messages.
- Gather ideas from different sources and organise them effectively in writing.
- Write reports, articles and pieces for school magazines, newsletters and journals.
- Use technology and digital tools to present ideas through written and visual formats.
- Review, edit and improve written work through feedback and self-assessment.

Listening & Speaking

Listening

By the end of the secondary stage, students should be able to

- Listen attentively to conversations, discussions and audio material.
- Identify the main ideas and important details in spoken texts.
- Analyse and interpret information presented through speeches, discussions and media sources.
- Distinguish between key points and supporting information.
- Understand instructions, explanations and viewpoints expressed by others.
- Note important details and organise information appropriately.

Speaking

By the end of the secondary stage, students should be able to

- Express ideas clearly and confidently in different situations.
- Present opinions, viewpoints and arguments with logical reasoning.
- Participate actively in discussions, debates and conversations.
- Communicate effectively in formal and informal contexts.
- Present ideas through speeches, presentations and oral reports.
- Respond appropriately to questions and viewpoints of others.
- Interact respectfully with others during discussions and collaborative activities.

Structures (Grammar) & Vocabulary

By the end of the secondary stage, students should be able to

- use the **sequence of tenses** correctly in different contexts of communication.
- identify and apply **modal auxiliaries** to express ability, obligation, permission, possibility, and advice.
- transform and use **reported speech** in extended texts including statements, questions, commands, and requests.
- construct sentences using **Conditional Clauses (Type 1)** to express real and possible situations.
- apply the rules of **subject–verb concord** to ensure grammatical accuracy in sentences.
- use appropriate **determiners** to provide clarity and precision in communication.
- identify and construct **clauses**, including **noun clauses** and **relative clauses**, to create complex and meaningful sentences.
- expand vocabulary through contextual reading and writing;
- understand meanings of unfamiliar words through context and reference tools such as dictionaries;
- use appropriate words and expressions to communicate ideas clearly;
- apply vocabulary effectively in speaking and writing tasks.

Grammar and vocabulary learning will be reinforced through editing tasks, sentence transformation, contextual exercises and communicative activities to promote accuracy and fluency in language use.

Literature — Prose & Poetry

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

- Read and appreciate a variety of literary texts from different genres.
- Analyse characters, themes and ideas presented in literary works.
- Interpret events, conflicts and relationships in stories and poems.
- Recognise the influence of context, culture and background on literary texts.
- Identify literary devices such as simile, metaphor, imagery, repetition and symbolism.
- Interpret meanings beyond the literal level through critical reading.
- Evaluate characters' actions and motivations.
- Express personal responses and interpretations through discussion and creative activities.
- Develop an appreciation of the aesthetic and cultural aspects of literature.

Pedagogy of Language

Pedagogy, at the secondary stage, should take into consideration the knowledge and capacities that students will bring from the previous stages of schooling. The pedagogy may encourage more self-study and exploration with a focus on becoming fluent in the methods of inquiry specific to the Curricular Area. At this stage, students can be reasonably expected to become independent learners and the pedagogy in the classroom may reflect this expectation.

Classroom interactions may be a judicious mix of more direct instruction from the teacher with discussion, seminars for discussion, exploration and discovery, and opportunities for students to prepare individual and group projects and present key concepts of the discipline.

Depending on the matter of study, context, and stage of the student, these effective pedagogical approaches would be of a wide range, including pedagogy that is more experiential, integrated, inquiry-driven, discovery-oriented, discussion-based, project-based, arts-based, sports-based, and activity-based. Effective pedagogy, therefore, encourages conceptual understanding, active discovery, questioning and debating, and independent learning. It gives serious consideration to student experiences and student voices, acknowledges and accommodates student diversity, builds on students' previous knowledge, uses a range of teaching techniques, and gives timely feedback on the work done. Classroom processes must encourage active learning with an emphasis on dialogue and building relationships based on mutual respect.

At this stage, the following may become part of the pedagogical process.

a) **Oral presentations**:
   I. Students must be given opportunities for sharing their ideas freely and listening to others' points of view. They must also ask questions, argue for their own views, and accept others' views with proper justification.
   II. Students must be taught focused dialogue and conversation which require organising their thoughts for better clarity, the art of raising relevant questions, brainstorming, and thinking aloud, active participation, and skills of literary appreciation.
   III. Teachers must use methods, such as role play, group discussion, debate, open house dialogue, and interviews to allow students to ask questions and learn to respond impromptu. Club-based activities, assembly gatherings, and celebrations in schools can be used as platforms to practise these methods and may not be seen as a separate exercise.
   IV. Teachers must also find ways to teach students how to work on their listening skills (by paying attention to details and summarising) and use the same in day to-day life.

b) **Developing reading skills**:
   I. **Literary language skills**: Students can be encouraged to participate in group activities in critically analysing a literary text in the class and participate in the activities of the school literature club, poetry house, and fiction-reading groups.
   II. **Critical reading skills**: The teacher may focus on enabling students to make meaning of a variety of texts, move from initial impressions to a closer reading of the text by asking questions related to the effect of words and ideas expressed, and how the effect of the language used in a text is working for specific purposes.
   III. **Exposure to reading multicultural texts**: Activities such as the comparison of literary works of two different writers can be done effectively by inquiring into the author's voice, cultural background, and context of the work, and talking about other similar works in the genre. Projects, plays, folk music performances, and posters are important ways in which students in this stage can be introduced to texts from a different era. Multicultural texts may be available in libraries for students to read in their free time.

c) **Developing writing skills**:
   I. **Functional language writing skills**: Students may be given enough opportunity to practise writing reports, essays, notes, applications, letters to editors, advertisements, and notices. They can also be encouraged to write in magazines, newsletters, newspapers, and blogs.

II. **Literary language writing skills**:
   i. Students must be guided towards independent and creative writing in this stage. They must be taught capacities for analysing literature and connecting it to its historical and socio-economical aspects rather than reading it in isolation, enabling the writing of a critical review.
   ii. Teachers must ensure students practise writing poems, stories, or plays with literary devices (e.g., similes, metaphors, hyperbole, irony, puns, and oxymorons).
   iii. Teaching them to identify voice and style of a writer taking cues from the material they read will help them find their own voice.

Assessment

In alignment with NCF-SE 2023, assessment moves beyond measuring recall to evaluating students' ability to interpret ideas, communicate effectively, think critically, and engage meaningfully with texts and contexts. Assessments should be based on observations, portfolios, and projects and should not just focus on capacities and skills, but also values and dispositions.

Assessments need to be visualised as an ongoing process which teachers integrate within the teaching-learning process using formal and informal ways to elicit reliable evidence about student learning. Assessment may not become an intimidating process that involves the labelling and segregation of students.

The 'assessment culture' must change, so that assessment is conducted increasingly as learning and for learning. There must also be periodic assessment of learning to ensure readiness for the next phase of learning and to arrange suitable support for students when this readiness is not achieved.

Assessment should emphasizes a balanced approach integrating three dimensions:

Assessment of Learning; Assessment for Learning; Assessment as Learning

Assessments could be formative or summative, and both are important for improving teaching and learning.

a) **Formative Assessment**
   I. Formative assessments at secondary stage will continue to be competency-based, covering all dimensions of learning. Therefore, various formative assessment techniques, such as projects, debates, presentations, discussions, experiments, investigations, role plays, journals, and portfolios, should be used to assess learning.
   II. Regular assessments comprising MCQs and constructed responses (e.g., short answer and long answer), with the aim to test conceptual understanding and higher-order capacities rather than merely rote learning.
   III. Classroom and Self-assessment will play a key role in student learning at this stage.

IV. Assessments can be designed using case-based questions, simulations, and essay-type questions to enable the assessment of competencies in order to continually replan and revise the teaching-learning process.

b) **Summative Assessment**

Summative examinations, including certification examinations, continue to be relevant as they serve as a necessary test to understand students' achievement of competencies and learning standards.

I. At the end of each year (or term), there will be a comprehensive summative assessment, which in relevant cases, would be the Board examinations.

II. Assessment may measure the achievement of competencies and learning standards leading to the attainment of Curricular Goals. The connection between the competencies or Learning Outcomes and the assessment should be clear and precise.

III. Appropriate forms of assessments may be chosen in alignment with the competencies and learning standards to be assessed.

IV. Assessments should be constructive, developmental, and learning focused.

Forms of Assessment

There are several forms of assessment that can be used across both formative and summative assessments.

(a) **Written Tests:** Forms of written tests include:

I. **Objective Type Questions**: These include Multiple Choice Questions (MCQs), filling in blanks, matching, sorting lists based on select criteria, picking the odd one out, labelling a diagram, solving a crossword, unscrambling a word, solving riddles and word grids that require a very short or one-word answer.

II. **Constructed Response Questions**: These are questions that require students to frame and write answers. They can be close ended (requiring one correct and short answer) or open-ended (requiring a short or long essay with multiple correct/alternate answers).

It is important to have clear and detailed scoring guides/marking schemes for such questions to avoid subjectivity in assessment.

III. **Graphic Organisers**: These visual representations of ideas and concepts help students organise their learning and assimilate new knowledge.

(b) **Oral Tests**: The most common forms are reading aloud, responding to questions, recitation, and debates and discussions. Other forms, include group discussions, presentations, and extempore talks.

I. **Reading Aloud**: Reading assessments could include reading aloud a passage, a poem, or any other form of writing. Word recognition, fluency,

and voice modulation skills could be assessed along with comprehension by asking students to summarise or talk about what they have read.

II. **Listening and Responding**: Students listen to a text and respond either orally or on a worksheet.

III. **Recitation:** This helps the teacher assess the spoken language with a specific focus on pronunciation, intonation and comprehension by observing students' expressions and actions.

IV. **Debates and Discussions**: Students' fluency of language as well as proficiency in making strong arguments using knowledge and reasoning to persuade and convince the audience can be assessed while also developing an ability to understand and respect others' viewpoints and opinions. Teachers can also include other parameters, such as diction deportment, ability to take criticism positively, and manage their emotions and body language during public speaking. Sharing parameters before setting the task helps students focus on developing these skills which serves as good learning opportunities as well.

Practical Tests

These require students to demonstrate specific skills and applications of their new learning. These include :

I. **Projects**: Projects are longer, structured activities completed by individual students or groups of students that result in a product. For example, a model, a substantial report, or a collection of artefacts. While doing projects, students investigate, explore, and respond to complex questions, real-world challenges, and problems. Projects help assess collaboration, communication, perseverance, creativity, and problem solving along with assessing subject-specific knowledge and skills.

II. **Portfolios**: A student portfolio is a purposeful collection of student work that tells a story about a student's efforts, progress, and achievement in one or more subjects over a period of time. It could be a collection of the student's day-to-day work or a selection of the student's best pieces of work. Portfolios may include writing samples, laboratory reports, journals, artwork, short surveys and research papers, projects, photos, worksheets, tests and map work, Teacher's qualitative comments on the students' work, peer feedback, and the students' own reflections on their learnings.

It becomes a cumulative record of performance from which emerges a clear picture of what students know, can do and how they have progressed over the period.

III. **Multiple Assessment**
These include a range of activities like quizzes, worksheets, oral presentations, class discussions, etc.

IV. **Periodic Pen and Paper Assessment**

Prescribed Textbook- Kaveri: Textbook of English for Grade 9

The textbook has been developed based on common curricular goals rather than rigid differentiation between R1 & R2. The textbook content, learning outcomes, and assessment remain aligned with the common competency framework envisaged for R1 and R2 at the secondary stage, and therefore, the same textbooks can be transacted flexibly in accordance with the learner profile and institutional context.

Question Paper Design- R1 & R2

ENGLISH LANGUAGE – SYLLABUS CLASS – IX (2026-27) R1

SUBJECT CODE –

Section		Weightage
A	Reading Skills	20 Marks
B	Writing Skills and Grammar	30 Marks
C	Language through Literature	30 Marks
D	Internal Assessment	20 Marks

Section A – Reading Skills

I. Reading Comprehension through Unseen Passage – 20 Marks (10+10)

- Descriptive/ Discursive Passage – 400-450 words – 10 Marks
- Case Based Passage (With verbal/visual inputs – statistical data/chart etc.) – 200-250 words – 10 Marks

Total Length of the two passages to be 600-700 words.

Question types to be included: Selected and constructed responses (MCQ's, Objective type, VSAQs, SAQs)

Section B – Writing Skills and Grammar – 30 Marks (10+20)

II. Grammar – 10 Marks (04+03+03)

- Sequence of Tenses in different contexts of communication
- Modal Auxiliaries and their functions in expressing ability, obligation, permission, possibility and advice
- Reported Speech in extended texts including
  - statements
  - questions
  - commands and requests
- Conditional Clause – Type 1
- Subject–Verb Concord
- Determiners
- Clauses – Noun Clause, Relative Clause

3. Editing/Omitting (Selected responses – MCQs) – 04 Marks
4. Sentence Rearrangement – 03 Marks
5. Sentence Transformation – 03 Marks

III. Writing Skills – 20 Marks (03+05+05+07)

6. Writing a Notice, Informal Invitation (Word Limit – Up to 50 words) – 3 Marks

7. Writing a Letter to Editor, Formal E-mail on a given issue for presenting views and suggestions –(Word Limit – 120-150 words) – 5 Marks

8. Writing a Factual Description, Magazine Article (Word Limit – 120-150 words) – 5 Marks

9. Writing Descriptive, Narrative Essay (Word Limit – 200-250 words) – 7 Marks

For questions 6 to 9 attempt any one as per the internal choice provided. The internal choice could comprise both same or different topics.

Section C – Language through Literature – 30 Marks (10 + 10 + 05 + 05)

IV. Extract Based Questions – 5x2 = 10 Marks

10. One extract out of two, from Drama / Prose.

11. One extract out of two, from poetry.

Types of questions to be included – Selected and constructed responses (MCQs, Objective Type Questions, VSAQs)

V. Constructed Responses (Short & Long Answer Questions)

12. Five out of Six Questions to be answered in 40-50 words. 5x2 = 10 Marks

13. One out of two Questions assessing extrapolation beyond the text and across the texts to be answered in about 120-150 words. 5 Marks

14. One out of two Questions assessing theme / plot/ character to be answered in about 120-150 words. 5 Marks

INTERNAL ASSESSMENT 20 MARKS	
Periodic Pen and Paper Tests	**05 Marks**
Multiple Assessment (Quizzes/ Oral Discussions/Presentations etc.)	**05 marks**
Portfolio	**05 Marks**
Subject Enrichment projects (ALS/ Art / IKS / Tech Integrated)	**05 Marks**

ENGLISH LANGUAGE – SYLLABUS CLASS – IX (2026-27) R2

SUBJECT CODE –

Section		Weightage
A	**Reading Skills**	**20 Marks**
B	**Writing Skills and Grammar**	**30 Marks**
C	**Language through Literature**	**30 Marks**
D	**Internal Assessment**	**20 Marks**

Section A – Reading Skills

I. Reading Comprehension through Unseen Passage – 20 Marks (12 + 8)

- Factual/ Literary Passage – 400-450 Words – 12 Marks
- Case Based Passage (With verbal inputs) – 200-250 Words – 8 Marks

Total Length of the two passages to be 600-700 words.

(Question types to be included: Selected and constructed responses (MCQ's, Objective type, VSAQs, SAQs)

Section B – Writing Skills and Grammar – 30 Marks (10+20)

II. Grammar – 10 Marks (04+03+03)

- Sequence of Tenses in different contexts of communication
- Modal Auxiliaries and their functions in expressing ability, obligation, permission, possibility and advice
- Reported Speech in extended texts including
  - statements
  - questions
  - commands and requests
- Conditional Clause – Type 1
- Subject–Verb Concord
- Determiners
- Clauses – Noun Clause, Relative Clause

3. Paragraph Completion (Selected responses: Fill ups with options) – 04 Marks
4. Sentence Rearrangement – 03 Marks
5. Sentence Transformation – 03 Marks

III. Writing Skills – 20 Marks (04+05+05+06)

6. Writing a Notice, Creating a Poster (Word Limit – Up to 50 words) – 4 Marks

7. Writing a Letter to the Editor, Formal E-mail on a given issue for presenting views and suggestions (Word Limit – 120-150 words) – 5 Marks

8. Writing a Speech, Magazine Article based on visual or verbal cues (Word Limit – 120-150 words) -5 Marks

9. Writing a Narrative Essay (Word Limit – 150-180 words) – 6 Marks

For questions 6 to 9 attempt any one as per the internal choice provided. The internal choice could comprise both same or different topics.

Section C – Language through Literature – 30 Marks (15 + 10 + 05)

IV. Extract-Based Questions – 5x3 = 15 Marks

10. One extract out of two, from Prose.

11. One extract out of two, from Drama.

12. One extract out of two, from Poetry.

Types of questions to be included – Selected and constructed responses (MCQs, Objective type questions, VSAQs)

V. Constructed Responses (Short & Long Answer Questions)

13. Five out of Seven Questions to be answered in 40-50 words 5x2 = 10 Marks

14. One out of two Questions to be answered in 120-150 words to assess extrapolation beyond the text and across the texts; theme / plot/ character. 5 Marks

INTERNAL ASSESSMENT 20 MARKS	
Periodic 'Pen and Paper Tests	**05 Marks**
Multiple Assessment (Quizzes/ Oral Discussions/Presentations etc.)	**05 marks**
Portfolio	**05 Marks**
Subject Enrichment projects (ALS/ Art / IKS / Tech Integrated)	**05 Marks**

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ENGLISH LANGUAGE AND LITERATURE
Subject Code-184

Classes-X (2026-27)

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, usingappropriate 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 LANGUAGE AND LITERATURE
CLASS-X (2025-26)

SECTION - WISE WEIGHTAGE

Sections		Weightage
A	Reading Skills	**20 Marks**
B	Writing Skills with 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, and Short Answer Questions (to be answered in 30-40 words) will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

Section B

Writing Skills and Grammar

II Grammar **10 Marks**

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

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

III. **Writing Skills** **10 marks**

4. Writing a Formal Letter based on a given situation, in 100-120 words. One out of two questions is to be answered**.** **5 marks**

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

Section C **40 Marks**

Language through Literature

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

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

7. One extract out of two from poetry.

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

V. Short & Very Long Answer Questions **30 Marks**

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

9. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation. **2x3=6 marks**

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

11. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

1. FIRST FLIGHT

A. Prose

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

B. Poems

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

2. FOOTPRINTS WITHOUT FEET

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

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

Note: Teachers are suggested to:

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

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

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

(iv) follow the Speaking and Listening activities given in the NCERT books.

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

INTERNAL ASSESSMENT

Listening and Speaking Competencies

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 http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf

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

ENGLISH LANGUAGE AND LITERATURE

CLASS – X (2026-27)

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 justifyingetc. 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.

Annexure I

Guidelines for Assessment of Listening and Speaking Skills (ALS)

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

Assessment of Listening and Speaking Skills: (5 Marks)

i. **Activities:**

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

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

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

SUGGESTIVE RUBRIC

	1.	2.	3.	4.	5.
Interaction	• Contributions are mainlyunrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction	• Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation	• Develops interaction adequately, makes however minimal effortto initiate conversation • Needs constant prompting to take turns	• Interaction is adequately initiated and developed • Takes turn but needs some prompting	• Initiates & logically develops simple conversation onfamiliar topics • Takes turns appropriately

Fluency & Coherence	• Noticeably/ long pauses; rate of speech is slow • Frequent repetition and/or self- correction this is all right in informal conversation • Links only basic sentences; breakdown of coherence evident.	• Usually fluent; produces simple speech fluently, but loses coherence in complex communication • Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically	• Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects; occasionally loses coherence • Topics developed, but usually not logically concluded	• Speaks without noticeable effort, with a little repetition • Demonstrates hesitation to find words or use correct grammatical structures and/or self- correction • Topics not fully developed to merit.	• Speaks fluently almost with no repetition & minimal hesitation Develops topic fully & coherently
Pronunciation	• Frequent inaccurate pronunciation • Communication is severely affected	• Frequently unintelligible articulation • Frequent phonological errors • Major communication problems	• Largely correct pronunciation & clear articulation except occasional errors	• Mostly correct pronunciation& clear articulation • Is clearly understood most of the time; very few phonological errors	• Pronounces correctly & articulates clearly • Is always comprehensible • uses appropriate intonation
Vocabulary & Grammar	• Demonstrates almost no flexibility, and mostly struggles for appropriate words • Many Grammatical errors impacting communication	• Is able to communicate on some of the topics, with limited vocabulary. • Frequent errors, but self-corrects	• Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors	• Is able to communicate on most of the topics with appropriate vocabulary • Minor errors that do not hamper communication	• Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions • No grammatical errors

iii. **Schedule:**

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

हिंदी पाठ्यक्रम (2026-27)

कक्षा-नवीं (आर -1)

भाषा किसी भी ज्ञान-क्षेत्र की आधारशिला है। हम प्रकृति और समाज को बहुत हद तक अपनी भाषा के ढाँचे के माध्यम से ही समझते और विश्लेषित करते हैं। इस कार्य को करने में भाषा का साहित्य हमारी विशेष सहायता करता है। माध्यमिक स्तर पर प्रवेश करने वाले विद्यार्थी सामान्य भाषा-ज्ञान से विशिष्ट अनुशासनात्मक अध्ययन की ओर बढ़ते हैं।

राष्ट्रीय शिक्षा नीति 2020 और विद्यालयी शिक्षा हेतु राष्ट्रीय पाठ्यचर्या की रूपरेखा 2023 की दृष्टि के अनुरूप यह पाठ्यक्रम हिंदी को केवल एक विषय नहीं बल्कि अनुभवों, मूल्यों, बहुसांस्कृतिकता, सृजनात्मकता और संवाद की एक समृद्ध प्रक्रिया के रूप में प्रस्तुत करता है। यह ज्ञान के संग्रह तक सीमित नहीं रहता बल्कि विद्यार्थियों को सोचने, कल्पना करने, विश्लेषण करने और अभिव्यक्ति के लिए प्रेरित करता है। पाठ्यक्रम का लक्ष्य विद्यार्थियों की चेतना को इस दिशा की ओर ले जाना है कि हिंदी भाषा के माध्यम से यथार्थ को अर्थात जो भी घटित हो रहा है, उसे समझा जाए और उसमें अपनी आकांक्षाओं का चित्र रचा जाए।इस पाठ्यक्रम का केंद्रीय उद्देश्य पाठों का पठन-पाठन मात्र नहीं बल्कि उनके माध्यम से विद्यार्थियों में गहन पाठानुभूति, संवेदनशील अभिव्यक्ति, तार्किक विश्लेषण, संदर्भ-आधारित लेखन तथा भाषिक एवं सांस्कृतिक विविधता की समझ को विकसित करना है।हिंदी भाषा के सीखने-सिखाने के माध्यम से विद्यार्थियों में भाषा, संस्कृति का समावेशी दृष्टिकोण पैदा करना, जीवन के विविध संदर्भों को समझना, विविधता के प्रति सकारात्मकता का बोध पैदा करना- यह सब आवश्यक रूप से अपेक्षित है।

नवीं कक्षा में प्रवेश करने वाले विद्यार्थी की भाषा-शैली और विचार-बोध का एक ऐसा आधार बन चुका होता है कि अब उसे उसके भाषिक दायरे के विस्तार और वैचारिक समृद्धि के लिए आवश्यक संसाधन मुहैया कराए जाने की आवश्यकता होती है। माध्यमिक स्तर तक आते-आते विद्यार्थी किशोरावस्था में प्रवेश कर चुके होते हैं और उनमें सुनने, बोलने, पढ़ने, लिखने एवं समझने के साथ-साथ आलोचनात्मक दृष्टि विकसित होने लगती है। उनमें भाषा के सौंदर्यात्मक पक्ष, कथात्मकता, गीतात्मकता, समाचार-पत्रों की समझ, शब्द-शक्तियों के बीच अंतर की समझ, राजनैतिक चेतना एवं सामाजिक चेतना का विकास हो जाता है। वे आस-पड़ोस की भाषा और आवश्यकता के अनुसार उपयुक्त भाषा-प्रयोग, शब्दों के सुविचारित प्रयोग, भाषा की नियमबद्ध प्रकृति आदि से परिचित हो जाते हैं। इतना ही नहीं, वे विभिन्न विधाओं और अभिव्यक्ति की अनेक शैलियों से भी परिचित हो चुके होते हैं। अब विद्यार्थियों का अध्ययन आस-पड़ोस, राज्य-देश की सीमा को लाँघते हुए वैश्विक क्षितिज तक फैल जाता है। इन विद्यार्थियों की दुनिया में समाचार, खेल, फ़िल्म तथा अन्य कलाओं के साथ-साथ पत्र-पत्रिकाएँ और अलग-अलग तरह की पुस्तकें भी प्रवेश पा चुकी होती हैं।

एनसीईआरटी के पाठ्यक्रम और पाठ्यपुस्तकों में आर1 और आर2 के संदर्भ एनसीसीएफ-एसई 2023 के परिप्रेक्ष्य पर आधारित सांकेतिक और प्रासंगिक हैं। इन संदर्भों का उद्देश्य माध्यमिक स्तर पर आर1 और आर2 के बीच किसी भी प्रकार का संरचनात्मक या योग्यता-आधारित अंतर दर्शाना नहीं है।

पाठ्यपुस्तक की विषयवस्तु, अधिगम परिणाम और मूल्यांकन माध्यमिक स्तर पर आर 1 और आर 2 के लिए परिकल्पित सामान्य योग्यता ढाँचे के अनुरूप हैं, इसलिए संदर्भ के अनुसार इन पाठ्यपुस्तकों का लचीले ढंग से उपयोग किया जा सकता है।

इस स्तर पर हिंदी का अध्ययन-अध्यापन साहित्यिक, सांस्कृतिक और व्यावहारिक भाषा के रूप में कुछ इस तरह से हो कि माध्यमिक स्तर तक पहुँचते-पहुँचते यह विद्यार्थियों की पहचान, आत्मविश्वास और विमर्श की भाषा बन सके। आवश्यकता इस बात की है कि विद्यार्थी भाषा के लिखित प्रयोग के साथ-साथ सहज और स्वाभाविक मौखिक अभिव्यक्ति में भी सक्षम हो सकें। वे हिंदी की प्रकृति के अनुसार वर्तनी और उच्चारण के आपसी संबंधों को समझ सकें ताकि उनकी लिखित और मौखिक भाषा में समानता एवं स्पष्टता हो।

CG-1: लेखन के विभिन्न रूपों (निबंध, पत्र, लेख, चर्चा, साक्षात्कार, सार्वजनिक भाषण) और नव मीडिया (ईमेल, श्रव्य और दृश्य सामग्री) के माध्यम से प्रभावी संप्रेषण के लिए भाषा का उपयोग करना।

दक्षताएँ	सीखने के संकेत बिंदु/गतिविधियाँ
C-3.1-विभिन्न श्रव्य और लिखित सामग्री का विश्लेषण और मूल्यांकन करना।	• विभिन्न प्रकार की श्रव्य और लिखित सामग्री में विवरणों का अवलोकन और विश्लेषण करके उन्हें व्यवस्थित रूप से लिखते हैं। • किसी एक विषय पर विभिन्न स्रोतों से प्राप्त सामग्री का विश्लेषण करके उसकी विश्वसनीयता की जाँच करते हैं।
C-3.2-रचना में परिवेश का सावधानीपूर्वक मूल्यांकन करके उचित तकों के साथ चर्चा-परिचर्चा करना।	• पाठ्यवस्तु को पढ़ते और सुनते समय स्वयं के पूर्वग्रहों को पहचानते हैं और साक्ष्यों का मूल्यांकन करके पाठ्यवस्तु/श्रव्य-सामग्री की विश्वसनीयता का निर्धारण करते हैं।

पाठ्यचर्या CG-4: भारतीय भाषाई विविधता से जुड़ी साहित्यिक और सांस्कृतिक विरासत की सराहना करना।

दक्षताएँ	सीखने के संकेत बिंदु/गतिविधियाँ
C-4.1-पाठ को पढ़ते हुए विभिन्न शैलियों की सामग्री के अवलोकन के माध्यम से भारतीय समाज और साहित्यिक विविधता की बहुभाषी प्रकृति की पहचान करना।	• भारतीय समाज की बहुभाषी प्रकृति को पहचानने के लिए विभिन्न क्षेत्रीय भाषाओं के चलचित्र और वृतचित्र देखते हैं और उनके बारे में अपने विचार साझा करते हैं।
C-4.2-भारतीय भाषाओं की विभिन्न साहित्यिक रचनाओं में निहित संस्कृति एवं विरासत की विविधता और उनके आपसी संबंधों की सराहना करना।	• पढ़ी गई साहित्यिक रचनाओं को विषयों, पात्रों और परिस्थितियों के आधार पर अपने व्यक्तिगत अनुभवों/जीवन से जोड़ते हैं। • विभिन्न भारतीय भाषाओं के साहित्य की विशिष्टता और साहित्य जगत में उनके योगदान की सराहना करते हैं।
C-4.3-हमारी संस्कृति और पहचान के निर्माण में भाषा की भूमिका को समझते हुए अभिव्यक्त करना।	• भाषा में निहित सांस्कृतिक परंपराओं से प्रभावित कहावतों/पहेलियों/मुहावरों के उदाहरण साझा करते हैं। • लिखने और बोलने में सांस्कृतिक परंपराओं से प्रभावित अपनी भाषा की शब्दावली का संदर्भों के अनुसार उपयुक्त उपयोग करते हैं।

हिंदी पाठ्यक्रम - आर -1 (2026 - 27)			
कक्षा - नवीं			
खंड			भारांक
क	अपठित बोध		14
ख	व्यावहारिक व्याकरण		16

ग	पाठ्यपुस्तक			30
घ	रचनात्मक लेखन			20
	• भारांक - 80 (वार्षिक परीक्षा) +20 (आंतरिक परीक्षा)			
	खंड -क (अपठित बोध)		उपभार	कुल भार
	विषयवस्तु			
1	अपठित गद्यांश व काव्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न			14
अ	एक अपठित गद्यांश लगभग 200 शब्दों का | इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3) पूछे जाएँगे, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे |		7	
ब	एक अपठित काव्यांश लगभग 80-100 शब्दों का | इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3) पूछे जाएँगे, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे		7	
	खंड -ख (व्यावहारिक व्याकरण)			
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु /संरचना आदि पर अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न | (1X16 = 16) कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे |			16
	(i)	शब्द -निर्माण उपसर्ग - 2 अंक ,प्रत्यय - 2 अंक (5 प्रश्नों में से 4 प्रश्न करने होंगे)	4	
	(ii)	संज्ञा, सर्वनाम,विशेषण,क्रिया (5 प्रश्नों में से 4 प्रश्न करने होंगे)	4	
	(iii)	अर्थ की दृष्टि से वाक्य-भेद - 4 अंक (5 प्रश्नों में से 4 प्रश्न करने होंगे)	4	

	(iv)	अलंकार - 4 अंक शब्दालंकार : अनुप्रास, यमक,श्लेष (5 प्रश्नों में से 4 प्रश्न करने होंगे)	4	
3	खंड -ग (पाठ्यपुस्तक)			30
4	खंड -घ (रचनात्मक लेखन)			20
	लेखन			
	(i)	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामायिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन ।	5	
	(ii)	अभिव्यक्ति की क्षमता पर केंद्रित अनौपचारिक दो विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र लेखन । (विकल्प सहित)	5	
	(iii)	दिए गए विषय / परिस्थिति के आधार पर लगभग 80 शब्दों में संवाद लेखन । (विकल्प सहित)	5	
	(iv)	दिए गए विषय / शीर्षक के आधार पर लगभग 80 शब्दों में सूचना लेखन । (विकल्प सहित)	5	

राष्ट्रीय शैक्षिक अनुसंधान केंद्र द्वारा राष्ट्रीय पाठ्यचर्या की रूपरेखा 2023 के आधार पर जारी की गई पाठ्यपुस्तक के आधार पर साहित्य से संबंधित अध्ययन किया जाए।

हिंदी पाठ्यक्रम (2026-27)

कक्षा-नवीं (आर -2)

राष्ट्रीय पाठ्यचर्या की रूपरेखा 2023 के अनुरूप द्वितीय भाषा के रूप में हिंदी आर 2 के रूप में पढ़ाई जाएगी। रोचक ढंग से इस भाषा का अध्ययन-अध्यापन पूर्णतः स्तरानुकूल रहेगा जिससे सभी

शिक्षार्थी लाभान्वित हो सकें तथा भारतीय भाषाओं के साथ सुरुचिपूर्ण ढंग से सामंजस्य स्थापित कर सकें ।

एनसीईआरटी द्वारा जारी पाठ्यचर्या के लक्ष्यों एवं दक्षताओं को प्रमुख रूप से ध्यान में रखते हुए शिक्षण बिंदुओं का कार्यान्वयन किया जाएगा।

भाषा किसी भी ज्ञान-क्षेत्र की आधारशिला है। हम प्रकृति और समाज को बहुत हद तक अपनी भाषा के ढाँचे के माध्यम से ही समझते और विश्लेषित करते हैं। इस कार्य को करने में भाषा का साहित्य हमारी विशेष सहायता करता है। माध्यमिक स्तर पर प्रवेश करने वाले विद्यार्थी सामान्य भाषा-ज्ञान से विशिष्ट अनुशासनात्मक अध्ययन की ओर बढ़ते हैं।

राष्ट्रीय शिक्षा नीति 2020 और विद्यालयी शिक्षा हेतु राष्ट्रीय पाठ्यचर्या की रूपरेखा 2023 की दृष्टि के अनुरूप यह पाठ्यक्रम हिंदी को केवल एक विषय नहीं बल्कि अनुभवों, मूल्यों, बहुसांस्कृतिकता, सृजनात्मकता और संवाद की एक समृद्ध प्रक्रिया के रूप में प्रस्तुत करता है। यह ज्ञान के संग्रह तक सीमित नहीं रहता बल्कि विद्यार्थियों को सोचने, कल्पना करने, विश्लेषण करने और अभिव्यक्ति के लिए प्रेरित करता है। पाठ्यक्रम का लक्ष्य विद्यार्थियों की चेतना को इस दिशा की ओर ले जाना है कि हिंदी भाषा के माध्यम से यथार्थ को अर्थात जो भी घटित हो रहा है, उसे समझा जाए और उसमें अपनी आकांक्षाओं का चित्र रचा जाए।इस पाठ्यक्रम का केंद्रीय उद्देश्य पाठों का पठन-पाठन मात्र नहीं बल्कि उनके माध्यम से विद्यार्थियों में गहन पाठानुभूति, संवेदनशील अभिव्यक्ति, तार्किक विश्लेषण, संदर्भ-आधारित लेखन तथा भाषिक एवं सांस्कृतिक विविधता की समझ को विकसित करना है।हिंदी भाषा के सीखने-सिखाने के माध्यम से विद्यार्थियों में भाषा, संस्कृति का समावेशी दृष्टिकोण पैदा करना, जीवन के विविध संदर्भों को समझना, विविधता के प्रति सकारात्मकता का बोध पैदा करना- यह सब आवश्यक रूप से अपेक्षित है।

नवीं कक्षा में प्रवेश करने वाले विद्यार्थी की भाषा-शैली और विचार-बोध का एक ऐसा आधार बन चुका होता है कि अब उसे उसके भाषिक दायरे के विस्तार और वैचारिक समृद्धि के लिए आवश्यक संसाधन मुहैया कराए जाने की आवश्यकता होती है। माध्यमिक स्तर तक आते-आते विद्यार्थी किशोरावस्था में प्रवेश कर चुके होते हैं और उनमें सुनने, बोलने, पढ़ने, लिखने एवं समझने के साथ-साथ आलोचनात्मक दृष्टि विकसित होने लगती है। उनमें भाषा के सौंदर्यात्मक पक्ष, कथात्मकता, गीतात्मकता, समाचार-पत्रों की समझ, शब्द-शक्तियों के बीच अंतर की समझ, राजनैतिक चेतना एवं सामाजिक चेतना का विकास हो जाता है। वे आस-पड़ोस की भाषा और आवश्यकता के अनुसार उपयुक्त भाषा-प्रयोग, शब्दों के सुविचारित प्रयोग, भाषा की नियमबद्ध प्रकृति आदि से परिचित हो जाते हैं। इतना ही नहीं, वे विभिन्न विधाओं और अभिव्यक्ति की अनेक शैलियों से भी परिचित हो चुके होते हैं। अब विद्यार्थियों का अध्ययन आस-पड़ोस, राज्य-देश की सीमा को लाँघते हुए वैश्विक क्षितिज तक फैल जाता है। इन विद्यार्थियों की दुनिया में समाचार, खेल, फ़िल्म तथा अन्य कलाओं के साथ-साथ पत्र-पत्रिकाएँ और अलग-अलग तरह की पुस्तकें भी प्रवेश पा चुकी होती हैं।

एनसीईआरटी के पाठ्यक्रम और पाठ्यपुस्तकों में आर 1 और आर 2 के संदर्भ एनसीसीएफ-एसई 2023 के परिप्रेक्ष्य पर आधारित सांकेतिक और प्रासंगिक हैं। इन संदर्भों का उद्देश्य माध्यमिक

स्तर पर आर1 और आर2 के बीच किसी भी प्रकार का संरचनात्मक या योग्यता-आधारित अंतर दर्शाना नहीं है।

पाठ्यपुस्तक की विषयवस्तु, अधिगम परिणाम और मूल्यांकन माध्यमिक स्तर पर आर1 और आर2 के लिए परिकल्पित सामान्य योग्यता ढाँचे के अनुरूप हैं, इसलिए संदर्भ के अनुसार इन पाठ्यपुस्तकों का लचीले ढंग से उपयोग किया जा सकता है।

इस स्तर पर हिंदी का अध्ययन-अध्यापन साहित्यिक, सांस्कृतिक और व्यावहारिक भाषा के रूप में कुछ इस तरह से हो कि माध्यमिक स्तर तक पहुँचते-पहुँचते यह विद्यार्थियों की पहचान, आत्मविश्वास और विमर्श की भाषा बन सके। आवश्यकता इस बात की है कि विद्यार्थी भाषा के लिखित प्रयोग के साथ-साथ सहज और स्वाभाविक मौखिक अभिव्यक्ति में भी सक्षम हो सकें। वे हिंदी की प्रकृति के अनुसार वर्तनी और उच्चारण के आपसी संबंधों को समझ सकें ताकि उनकी लिखित और मौखिक भाषा में समानता एवं स्पष्टता हो।

CG-1: लेखन के विभिन्न रूपों (निबंध, पत्र, लेख, चर्चा, साक्षात्कार, सार्वजनिक भाषण) और नव मीडिया (ईमेल, श्रव्य और दृश्य सामग्री) के माध्यम से प्रभावी संप्रेषण के लिए भाषा का उपयोग करना।

दक्षताएँ	सीखने के संकेत बिंदु/गतिविधियाँ
C-3.1-विभिन्न श्रव्य और लिखित सामग्री का विश्लेषण और मूल्यांकन करना।	• विभिन्न प्रकार की श्रव्य और लिखित सामग्री में विवरणों का अवलोकन और विश्लेषण करके उन्हें व्यवस्थित रूप से लिखते हैं। • किसी एक विषय पर विभिन्न स्रोतों से प्राप्त सामग्री का विश्लेषण करके उसकी विश्वसनीयता की जाँच करते हैं।
C-3.2-रचना में परिवेश का सावधानीपूर्वक मूल्यांकन करके उचित तर्कों के साथ चर्चा-परिचर्चा करना।	• पाठ्यवस्तु को पढ़ते और सुनते समय स्वयं के पूर्वग्रहों को पहचानते हैं और साक्ष्यों का मूल्यांकन करके पाठ्यवस्तु/श्रव्य-सामग्री की विश्वसनीयता का निर्धारण करते हैं।

पाठ्यचर्या CG-4: भारतीय भाषाई विविधता से जुड़ी साहित्यिक और सांस्कृतिक विरासत की सराहना करना।

दक्षताएँ	सीखने के संकेत बिंदु/गतिविधियाँ
C-4.1-पाठ को पढ़ते हुए विभिन्न शैलियों की सामग्री के अवलोकन के माध्यम से भारतीय समाज और साहित्यिक विविधता की बहुभाषी प्रकृति की पहचान करना।	• भारतीय समाज की बहुभाषी प्रकृति को पहचानने के लिए विभिन्न क्षेत्रीय भाषाओं के चलचित्र और वृत्तचित्र देखते हैं और उनके बारे में अपने विचार साझा करते हैं।
C-4.2-भारतीय भाषाओं की विभिन्न साहित्यिक रचनाओं में निहित संस्कृति एवं विरासत की विविधता और उनके आपसी संबंधों की सराहना करना।	• पढ़ी गई साहित्यिक रचनाओं को विषयों, पात्रों और परिस्थितियों के आधार पर अपने व्यक्तिगत अनुभवों/जीवन से जोड़ते हैं। • विभिन्न भारतीय भाषाओं के साहित्य की विशिष्टता और साहित्य जगत में उनके योगदान की सराहना करते हैं।
C-4.3-हमारी संस्कृति और पहचान के निर्माण में भाषा की भूमिका को समझते हुए अभिव्यक्त करना।	• भाषा में निहित सांस्कृतिक परंपराओं से प्रभावित कहावतों/पहेलियों/मुहावरों के उदाहरण साझा करते हैं। • लिखने और बोलने में सांस्कृतिक परंपराओं से प्रभावित अपनी भाषा की शब्दावली का संदर्भों के अनुसार उपयुक्त उपयोग करते हैं।

हिंदी पाठ्यक्रम - आर - 2 (2026 - 27)			
कक्षा - नवीं			
खंड			भारांक
क	अपठित बोध		14
ख	व्यावहारिक व्याकरण		16
ग	पाठ्यपुस्तक		30
घ	रचनात्मक लेखन		20
• भारांक - 80 (वार्षिक परीक्षा) +20 (आंतरिक परीक्षा)			

खंड -क (अपठित बोध)			उपभार	कुल भार
विषयवस्तु				
1	अपठित गद्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न			14
	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=14	
	खंड -ख (व्यावहारिक व्याकरण)			
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु /संरचना आदि पर अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न | (1X16 = 16) कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे |			16
	(i)	(क) शब्द भंडार समानार्थी शब्द - 2 अंक (पाठ्यपुस्तक के आधार पर) (3 प्रश्नों में से 2 प्रश्न करने होंगे) (ख) मुहावरे -2 अंक (पाठ्यपुस्तक के आधार पर) (3 प्रश्नों में से 2 प्रश्न करने होंगे)	4	
	(ii)	शब्द -निर्माण उपसर्ग - 2 अंक ,प्रत्यय -2 अंक (5 प्रश्नों में से 4 प्रश्न करने होंगे)	4	
	(iii)	विराम चिह्न - 2 अंक (3 प्रश्नों में से 2 प्रश्न करने होंगे)	2	
	(iv)	संज्ञा -2 अंक सर्वनाम -2 अंक निपात -2 अंक (7 प्रश्नों में से 6 प्रश्न करने होंगे)	6	
3	खंड -ग (पाठ्यपुस्तक)			30

4	खंड -घ (रचनात्मक लेखन)			20
	लेखन			
	(i)	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामायिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 100 शब्दों में अनुच्छेद लेखन		5	
	(ii)	अभिव्यक्ति की क्षमता पर केंद्रित अनौपचारिक दो विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र लेखन	(विकल्प सहित)	5	
	(iii)	दिए गए विषय / परिस्थिति के आधार पर लगभग 80 शब्दों में संवाद लेखन	(विकल्प सहित)	5	
	(iv)	किसी दृश्य /घटना के चित्र पर आधारित लगभग 80 शब्दों में लेखन	(बिना किसी विकल्प के)	5	

राष्ट्रीय शैक्षिक अनुसंधान केंद्र द्वारा राष्ट्रीय पाठ्यचर्या की रूपरेखा 2023 के आधार पर जारी की गई पाठ्यपुस्तक के आधार पर साहित्य से संबंधित अध्ययन किया जाए।

द्वितीय भाषा के रूप में हिंदी

विषय कोड - 085

कक्षा - 10वीं (2026-27)

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 है। 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 रढ़ 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 बात 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 किशोरक्य के इन बच्चों के मानसिक धरातल का विकास विश्व सतर तक पहुँच चुका होता है।

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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।

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- 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।

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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।

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- 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 अनुछेद लिखना।
- देखी हुई घटनाओं का वर्णन करना और उन पर अपनी प्रतिक्रिया प्रकट करना।
- पढ़ी हुई कहानी को संवाद में तथा संवाद को कहानी में परिवर्तित करना।
- समारोह और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।
- लिखने में 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।

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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

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हिंदी पाठ्यक्रम –ब

विषय कोड – 085

कक्षा 10वीं (2026-27)

परीक्षा हेतु पाठ्यक्रम विनिर्देशन

खंड		भारांक
क	अपठित बोध	14
ख	व्यावहारिक व्याकरण	16
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	28
घ	रचनात्मक लेखन	22

- **भारांक- 80 (वार्षिक बोर्ड परीक्षा)+20 (आंतरिक परीक्षा)**

निर्धारित समय- 3 घंटे **भारांक-80**

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन				
खंड – क (बहुविकल्पी प्रश्न)				
	विषयवस्तु		उप भार	कुल भार
1	अपठित गद्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न			14
	अ	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/लघूत्तरात्मक प्रश्न। (1x16) (कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे)			16
	1	पदबंध (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	2	रचना के आधार पर वाक्य रूपांतरण (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	3	समास (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	4	मुहावरे (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
3	**खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)**			

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	अ	**गद्य खंड (पाठ्यपुस्तक)**		11	28
		1	स्पर्श (भाग-2) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच **बहुविकल्पी** प्रश्न पूछे जाएँगे। (1x5)	5	
		2	स्पर्श (भाग-2) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे।(विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब		**काव्य खंड (पाठ्यपुस्तक)**	11	
		1	स्पर्श (भाग-2) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच **बहुविकल्पी** प्रश्न पूछे जाएँगे (1x5)	5	
		2	स्पर्श (भाग-2) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	स		**पूरक पाठ्यपुस्तक संचयन भाग – 2**	6	
			संचयन (भाग-2) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (3x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	6	
	खंड – घ (रचनात्मक लेखन)				
	i	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (5×1)		5	22
	ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र (विकल्प सहित) (5×1)		5	
	iii	व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 60 शब्दों में सूचना लेखन। (विकल्प सहित) (4×1)		4	
	iv	विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन (विकल्प सहित) (3×1)		3	
	v	विविध विषयों पर आधारित लगभग 80 शब्दों में ई-मेल लेखन (5×1) अथवा		5	

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		दिए गए विषय/शीर्षक आदि के आधार पर लगभग 100 शब्दों में लघुकथा लेखन (5×1)		
		कुल		**80**
		आंतरिक मूल्यांकन	**अंक**	20
	अ	**सामयिक आकलन**	5	
	ब	**बहुविध आकलन**	5	
	स	**पोर्टफ़ोलियो**	5	
	द	**श्रवण एवं वाचन**	5	
		कुल		**100**

निर्धारित पुस्तकें:

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

❖ नोट : निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे।

पाठ्य पुस्तक स्पर्श, भाग-2

बिहारी-दोहे (पूरा पाठ)

महादेवी वर्मा- मधुर-मधुर मेरे दीपक जल (पूरा पाठ)

अंतोन चेखव- गिरगिट (पूरा पाठ)

पूरक पुस्तक संचयन, भाग-2

पुस्तक में कोई परिवर्तन नहीं। कोई भी पाठ नहीं हटाया गया है।

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

>>

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SYLLABUS FOR MALAYALAM (CODE : 012)

ACADEMIC YEAR : 2026-2027

CLASS IX

Time : 3 Hrs **Total Marks :80** **No. of Periods 150**

A) Reading Section: **15 Marks** **20 pds**

Reading Comprehension of unseen **passages**. Two passages will be given along with 8 very Short answer questions in first passage and 7 very short answer questions in second

B) Creative Writing Section: **14 Marks** **25 pds**

1. Essay Writing (topics related to social issues,family and school life)
   (Out of the two topics,one should be attempted in 200 words)
2. Letter writing (applications, letter to the editor of a Newspaper,Commercial Correspondence.)
3. Reporting of simple events / incidents for Newspaper.

C) Grammar Section : (V.S.A.Q) **8 Marks** **20 pds**

1. Transformation of sentences (based on the text book)
   Active and Passive Voice, Simple and Compound sentence (Angavakyam andAngivakyam.)
   Sentence making and Sentence correction.
   While giving the knowledge of formal grammar, emphasis should be laid on its functional / applied aspect so as to promote good understanding of the language and to promote appropriate linguistics skills
2. Vocabulary Building (M.C.Q) **7 Marks** **25 pds**
   (7 questions, All questions should be attempted. 1 mark each)

D) Literature Section – Prose and Poetry **36 Marks** **60 pds**

PRESCRIBED BOOK : KERALA PADAVALI MALAYALAM PART 1 & PART 2 AND ADISTHANA PADAVALI ,MALAYALAM STD-IX EDITION 2024

Published by Department of Education, Govt. of Kerala (SCERT *)*

1. MCQ section : 05 Questions from Poem and 04 Questions from Prose. (18 Marks)
   (Annotations & Short questions,50 % should be competency based Questions)
   09 Questions should be attempted compulsory.

2 .S.A.Q Section (3x3 = 9)
(Annotations & Short questions,50 % should be competency based Questions)
04 Questions from Prose,out of 4 questions any 03 questions should be attempted in 100 words).

3 .S.A.Q Section : (3x3 = 9)

(Annotations & Short questions,50 % should be competency based Questions)
04 Questions from Poem, out of 4 questions any 03 questions should be attempted in 100 words).

PROSE : 05 LESSONS

1.	AMMA –	MADHAVIKUTTY
2.	MANALKUNNUKALKKIDAYILOODE–	BENNYAMAN
3.	ARUVIPURATHUNINNU ORU SANDESAM –	PK GOPALAKRISHNAN
4.	CHIRIYUDE ARANGETTAM -	CHARLIE CHAPLIN
5.	NINGALUM NINGALUDE JOLIYUM -	K P KESAVA MENON

POEM : 05 LESSONS

1.	SUKRUTHAHAARANGAL -	N. KUMARANASAN
2.	PULIMAVU VETTI	EDASSERY GOVINDAN NAIR
3.	VAMSAM -	VIJAYALEKSHMI
4.	KANUNNUNDU ANEKAMAKSHARANGAL	M R RENUKUMAR
5.	SMARAKAM -	VEERANKUTTY

Internal Assessment :

Pen paper tests, Art integration Projects, Portfolio, Subject enrichment activities

20 Marks

SYLLABUS FOR MALAYALAM (CODE : 012)

ACADEMIC YEAR 2026-2027

CLASS IX

Time: 3 Hrs **Total Marks : 80 No of Periods : 150**

The question paper is divided into Four sections

Section A	**Reading , Comprehension**	**Marks 15**	**20 Periods**
Section B	**Creative writing**	**Marks 14**	**25 Periods**
Section C	**Grammar**	**Marks 15**	**45 Periods**
Section D	**Literature**	**Marks 36**	**60 Periods**

PATTERN OF QUESTION PAPER

	Section	Topics	Type of Question	No. of Questions	Marks	Total	G.TOTAL
1	A	**Comprehension of unseen Passage**					
		Passage 1	V.S.A.Q	8	8X1	8	15
		Passage 2	V.S.A.Q	7	7X1	7	
2	B	**Creative writing**					
		Essay writing	L.A.Q.	2	1X5=5	5	14
		Letter Writing	L.A.Q.	1	1X5=5	5	
		Report writing for News Paper	L.A.Q.	1	1X4=4	4	
3	C	**Grammar**					
		Transformation of Sentences	V.S.A.Q	4	4X2=8	8	15
		Vocabulary building	M.C.Q.	7	7X1=7	7	
4	D	**Literature**					
		Prose & Poetry	M.C.Q.	9	9X2=18	18	36
		Prose	S.A.Q	4	3X3=9	9	
		Poetry	S.A.Q	4	3X3=9	9	
50% competency based questions.33 % choice questions in both the sections separately							

Internal Assessment : 20 **Total : 80+20=100**

Please note that the assessment scheme of the Academic Session 2025-26 will continue in the current session i.e. 2026-27

SYLLABUS FOR MALAYALAM (CODE : 012)

ACADEMIC YEAR : 2026-2027

CLASS X

Time : 3 Hrs **Total Marks :80** **No. of Periods 150**

A) Reading Section: **15 Marks** **20 pds**

Reading Comprehension of unseen **Passage**.Two Passages will be given along with 8 very Short answer questions in first **Passage** and 7 very short answer questions in second

B) Creative Writing Section: **14 Marks** **25 pds**

1. Essay Writing (topics related to social issues,family and school life)
   (Out of the two topics,one should be attempted on 200 words)
2. Letter writing (applications, letter to the editor of a Newspaper,Commercial Correspondence.)
3. Reporting of simple events / incidents for Newspaper.

C) Grammar Section : (V.S.A.Q) **8 Marks** **20 pds**

1. Transformation of sentences (based on the text book)
   Active and Passive Voice, Simple and Compound sentence (Angavakyam and Angivakyam.) Sentence making and Sentence correction
   While giving the knowledge of formal grammar, emphasis should be laid on its functional / applied aspect so as to promote good understanding of the language and to promote appropriate linguistics skills
2. Vocabulary Building (M.C.Q) **7 Marks** **25 pds**
   (MCQ 7 questions, All questions should be attempted. 1 mark each)

D) Literature Section – Prose and Poetry **36 Marks** **60 pds**

PRESCRIBED BOOK : KERALA PADAVALI MALAYALAM AND ADISTHANA PADAVALI ,MALAYALAM STD-X EDITION 2025

Published by Department of Education,Govt. of Kerala (SCERT *)*

1. MCQ section : 05 Questions from Poem and 04 Questions from Prose. (18 Marks)
   (Annotations & Short questions,50 % should be competency based Questions)
   09 Questions. All questions should be attempted.

2 .S.A.Q Section (3x3 = 9)
(Annotations & Short questions,50 % should be competency based Questions)
04 questions from Prose,out of 4 questions any 03 questions should be attempted in 100 words).

3 .S.A.Q Section : (3x3 = 9)

(Annotations & Short questions,50 % should be competency based Questions) 04 questions from Poem , out of 4 questions any 03 questions should be attempted in 100 words).

PROSE : 05 LESSONS

1. MATHRUBHASHA NAMMUDE ULLULOZHUKUNNA JEEVA NADHI - PRAKASH RAJ
2. MANNUM MANUSHYANUM - T PADMANABHAN
3. MURINGAMARATHOPPU - UNNIKRISHNAN PUTHOOR
4. CHARITHRAM RACHICHA NADAKAM - K KELAPPAN
5. VINJANA BHASHAYUM VAINJANIKA SAMOOHAVUM - C M MURALEEDHARAN

POEM : 05 LESSONS

1. KATHAKALATHI MOHANAM - EZHUTHACHAN
2. BATHERIKKADUTHU MALANKARAYIL - P P RAMACHANDRAN
3. PRAYANAM - VAYALAR RAMA VARMA
4. VISHUKANI - VAILOPILLI SREEDHARA MENON
5. ENTE BHASHA - VALLATHOL NARAYANA MENON

Internal Assessment :

Pen paper tests,Art integration Projects,Portfolio,Subject enrichment activities

20 Marks

SYLLABUS FOR MALAYALAM (CODE : 012)

ACADEMIC YEAR 2026-2027

CLASS X

Time: 3 Hrs **Total Marks : 80 No of Periods : 150**

The question paper is divided into Four sections

Section A	**Reading , Comprehension**	**Marks 15**	**20 Periods**
Section B	**Creative writing**	**Marks 14**	**25 Periods**
Section C	**Grammar**	**Marks 15**	**45 Periods**
Section D	**Literature**	**Marks 36**	**60 Periods**

PATTERN OF QUESTION PAPER

	Section	Topics	Type of Question	No. of Questions	Marks	Total	G.TOTAL
1	A	**Comprehension of unseen passage**					15
		Passage 1 & Passage 2	V.S.A.Q	8	8X1	8	
			V.S.A.Q	7	7X1	7	
2	B	**Creative writing**					14
		Essay writing	L.A.Q.	2	1X5=5	5	
		Letter Writing	L.A.Q.	1	1X5=5	5	
		Report writing for News Paper	L.A.Q.	1	1X4=4	4	
		Grammar					
3	C	Transformation of Sentences	V.S.A.Q	4	4X2=8	8	15
		Vocabulary building	M.C.Q.	7	7X1=7	7	
4	D	**Literature**					36
		Prose & Poetry	M.C.Q.	9	9X2=18	18	
		Prose	S.A.Q	4	3X3=9	9	
		Poetry	S.A.Q	4	3X3=9	9	
50% competency based questions.33 % choice questions in both the sections separately							

Internal Assessment : 20 **Total : 80+20=100**

Please note that the assessment scheme of the Academic Session 2025-26 will continue in the current session i.e. 2026-27

SCIENCE

Subject Code – 086

Classes IX (2026-27)

Introduction

Science is the study of the natural and physical world around us through a systematic process of observing, questioning, forming hypotheses, testing hypotheses through experiment, analysing evidence, and continuously revising our knowledge. It develops essential skills like curiosity, creativity, evidence-based thinking, and sound decision-making that help us lead rational and fulfilling lives. Learning Science provides valid knowledge about the world, and builds scientific values and capacities. It draws knowledge from Biology, Chemistry, Physics, Earth Science, Mathematics, Computational Sciences, and sometimes Social Science and Vocational Education to offer an interdisciplinary understanding of the role of science.

Science Education helps students to develop an understanding of the natural and physical world through systematic inquiry. Learning Science also develops important capacities, such as observation, questioning, analysis, inference, etc. This helps individuals to meaningfully participate in society and the world of work with a scientific temper, critical and evidence-based thinking, asking relevant questions, analysing practices and norms, and acting for necessary change.

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.

Together, the NEP 2020 and NCF-SE 2023 envision science classrooms that encourage curiosity, creativity, collaboration and connection with the real world, ultimately nurturing not just future scientists, but responsible, informed and critically thinking citizens.

Learning standards (Curricular Goals and Competencies) describe what students should know, understand, and be able to do in Science. In Grades 9 – 10, Science is taught using an integrated approach that combines Biology, Chemistry, Physics, and Earth Science. This helps students understand the connections between disciplines and relate Science to their observations and experiences. At this stage, scientific inquiry skills are developed alongside conceptual understanding, with content selected both for disciplinary relevance and real-life usefulness. Students must deepen their understanding of the world, explore scientific questions through discussion and experimentation, and communicate their learning in various ways. It is important to note that the Curricular Goals are interdependent and not separate.

Learning standards are organised into four levels: broad curricular aims define the overall objectives for Science Learning by the end of each schooling stage; more specific Curricular Goals guide the design of the science curriculum for each stage and topic; Competencies

represent measurable scientific skills and knowledge-based on these goals, assessed at the end of each stage; and detailed Learning Outcomes (LOs) are granular milestones of learning and usually progress in a sequence leading to the attainment of a competency. These LOs enable teachers to plan their content, pedagogy, and assessments towards achieving specific competencies.

Curricular Goals (CGs) and Competencies (Cs)

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 the 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 the 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

C 2.8 – *Explores interconnected systems and phenomena that support and affect life on Earth (hydrosphere, biosphere, atmosphere, geosphere, cryosphere and their interrelationships, earth processes, hazards, etc.)

*Additional Competency for Earth Science

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 the 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 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 (for example, Marie Curie, Jenner, treatment of patients with mental illnesses, 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 time to the overall field of Science, including the disciplines that constitute it**

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

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

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, and communicates findings using scientific terminology)

COURSE OUTLINE

CLASS IX (2026-27)

Cell **No. of Periods: 12**

Key Concepts		Learning Outcomes
• Discovery of cell • Plant and animal cells • Prokaryotic and eukaryotic cells • Cell as a structural and functional unit of life; structure and function of key organelles (nucleus, mitochondria, chloroplast, endoplasmic reticulum, vacuoles, plasma membrane, cell wall) • Permeability of cell membranes • Cellular division and cancer • Recent advancement in cell biology	C-3.1	• Differentiate between plant and animal cell, prokaryote and eukaryote • Describe the structural and functional features of cells • Explain the role of cells in the structure and functions of organisms • Explain activities inside the cell and its interactions with the environment • Demonstrate osmosis in cells • Prepare slides to observe cell structure
	C-3.2	• Differentiate between diffusion and osmosis
	C-3.3	• Explain the role of cell division mitosis and meiosis in creating similarities and variations
	C-4.2	• Identify and describe the role of biomolecules in the structure and function of cell
	C-5.2	• Cite case study related to the use of science in human life, for example, Leigh Syndrome and mitochondrial dysfunction
	C-5.3	• Apply learning of a structure and function of muscles cells or joints in dance form and/or sports
	C-6.1	• Discuss significant contributions of India, for example, Professor Arun Kumar Sharma for his work on chromosomes and methods for its studies
	C-7.1	• Recognise that the cell is a structural unit of life and functional unit of life processes
	C-7.2	• Pose questions, such as — Can we create artificial cell which behaves exactly like a natural living cell?

	C-8.1	• Exhibit creativity and design models using low cost or no-cost eco-friendly material to study structure and functions of cell and cell organelles
	C-8.2	• Carry out an experiment to understand the osmosis • Analyze result and present finding using scientific terms

Tissues **No. of Periods: 13**

Key Concepts		Learning Outcomes
Tissues: Introduction and importance • Level of organisation in the living organisms • Plant and animal tissues • Types of plant tissues • Meristematic tissues (types and function of each) • Permanent tissues (types, structure and function of each) • Animal tissues • Overview (epithelial, connective, muscular and nervous tissues — types, structure and function of each) • Elementary idea of musculoskeletal system • Care of musculoskeletal system: injuries, postural care, nutrition and exercise	C-4.2	• Differentiate between plant and animal tissues; meristematic and permanent tissues; simple and complex tissues; parenchyma, collenchyma and sclerenchyma; xylem and phloem; striated smooth and cardiac muscles; • Different types of joints • Relate the structure of the different types of tissues with their functions • Explain the role of various types of tissues in plants and animals • Describe the level of organisation in a multicellular organism
	C-5.3	• Establish the correlation between different tissues for fitness, for example, role of muscles, cartilage and bones in facilitating movement
	C-6.1	• Explain the importance of yoga exercises for physical agility and in maintaining the correct posture
	C-6.1	• Discuss significant contributions of India, for example, Professor Sipra Guha Mukherjee and Professor S.C. Maheshwari for their significant contribution in the plant cell and tissue culture research in India
	C-7.1	• Discuss the techniques and medical recommendations in recovery from muscular injuries

	C-8.2	• Carry out an experiment to understand the growth in plant due to apical meristem • Represent data in multiple modes, including appropriate figures, tables, graphs, or digital formats, interpret and draw inferences from the data • Analyse results and present findings using scientific terms • Communicate findings and conclusions effectively, such as those from experiments, activities, or projects, both orally and in written form

Reproduction **No. of Periods: 13**

Key Concepts		Learning Outcomes
• Introduction to different forms of reproduction — sexual and asexual • Types of asexual reproduction with examples • Sexual reproduction in flowering plants (flower and its parts, pollination, fertilisation, seed dispersal) • Sexual reproduction in humans: male and female reproductive systems (structure and function, formation of gametes, sperm and egg, fertilisation, pregnancy and development of embryo, menstrual cycle) • Reproductive health and hygiene • Introduction to birth control methods and importance	C-2.8	• Analyse the interactions between members of different groups of organisms, such as plants and pollinators
	C-3.2	• Compare asexual and sexual reproduction • Describe male and female reproductive organs in plants and animals • Differentiate between ovule and seed; ovary and fruit • Explain pollination and fertilisation
	C-3.3	• Explain how variations are introduced by sexual reproduction
	C-4.3	• Identify and explain the role of biotic and abiotic agents in seed dispersal and pollination
	C-5.1	• Illustrate the structure of male and female reproductive units or systems in plants and animals
	C-5.2	• Recognise the significance of contraceptive devices for population control and health including reproductive health
	C-6.1	• Describe the contribution of India to the understanding of human anatomy
	C-6.1	• Discuss significant contributions of India, for example, Professor Panchanan Maheshwari for

		laying the foundation of plant cell and tissue culture research in India
	C-7.1	• Recognise the importance of improvements in medical field for assisted reproductive technologies
	C-7.2	• Pose questions, such as — How do heavy metals harm reproductive organs? Can extreme heat affect fertility?

Diversity **No. of Periods: 12**

Key Concepts		Learning Outcomes
• Importance of classification • Five kingdoms and their key features with examples • Major division of animals and plants • Binomial nomenclature • Acellular entities: viruses	C-4.1	• Distinguish organisms based on certain characteristics, such as number of cells present, cellular organisation and mode of nutrition • Classify various organisms in groups, such as five kingdoms, on the basis of their cellular organisation and ecological role • Describe the significance and rules of binomial nomenclature • Apply binomial nomenclature on some common organisms in their surroundings
	C-2.8	• Analyse the interactions between members of different groups of organisms, such as lichens • Discuss ecological role of diverse organisms
	C--7.1	• Recognise three domains of classification of organisms on molecular basis

Exploring Mixtures and their Separation **No. of Periods: 12**

Key Concepts		Learning Outcomes
• Homogeneous and heterogeneous mixtures; • Solutions, suspensions, colloids and their properties • Various ways to express concentration of solutions (mass by mass percentage of a solution,	C-1.2	• Differentiate between homogeneous and heterogeneous mixtures on the basis of their properties • Demonstrate separation techniques, such as crystallisation, distillation, paper chromatography, sublimation, centrifugation and coagulation • Classify mixtures as solutions, suspensions, or colloids based on their properties • Explain the scientific principles behind different

mass by volume percentage of a solution, volume by volume percentage of a solution) • Separation techniques based on the physical properties of components, including crystallisation, distillation, paper chromatography, sublimation, centrifugation and coagulation		separation techniques • Apply the knowledge of homogeneous and heterogeneous mixtures in daily life • Define and calculate the concentration of solutions using mass by mass percentage, mass by volume percentage, volume by volume percentage • Analyse graphs of solubility and explain how the solubility of substances changes with temperature • Use scientific conventions and standard units to express concentrations • Handle common laboratory chemicals and apparatus safely • Relate separation techniques with practices observed in the local environment
	C-5.1	• Draw labelled diagrams or flow charts of separation techniques
	C-5.2	• Display awareness about the societal impact of chemistry in making life healthier, cleaner and sustainable
	C-5.3	• Correlate the phenomenon used in centrifugation to the spinning dance
	C-6.1	• Describe the cultural practices, like traditional methods of distillation • Display awareness about the contributions of Indian scientists, such as Dilip Mahalanabis
	C-7.1	• Demonstrate the use of small-scale or micro-scale experiments, such as crystallisation of copper sulfate, as an alternative to traditional methods
	C-7.2	• Poses question, such as — Can we create artificial blood that works just as real blood for all patients?
	C-8.1	• Exhibit creativity and work collaboratively in groups to create models of apparatus used for separating mixtures, such as a paperfuge and a distillation unit, using eco-friendly materials
	C-8.2	• Formulate hypotheses about scientific phenomena based on prior knowledge and understanding of scientific concepts, and predict the results of an experiment or investigation based on their hypotheses

		• Accurately use scientific instruments, apparatus and chemicals to collect data • Analyse results and findings using scientific terms • Represent findings in multiple modes, including appropriate figures, tables, graphs, or digital formats, and interpret and draw inferences from the findings • Communicate findings and conclusions effectively, such as those from experiments, activities or projects, both orally and in written form

Structure of an Atom **No. of Periods: 14**

Key Concepts		Learning Outcomes
• Atoms are the basic units of elements • Atoms consist of subatomic particles • Atomic Models (Thomson's Model, Rutherford's Model, and Bohr's Model) • Distributions of electrons in elements (up to 18 elements) • Symbols • Valency as the combining capacity • Atomic number • Mass number • Isotopes • Isobars	C-1.1	• Differentiate between subatomic particles (electrons, protons, and neutrons) based on their charge, and position in the atom • Illustrate how electrons are distributed in different energy levels, such as K, L, M, N ... or by numbers n = 1, 2, 3, 4 ... • Explain valence electrons, valency, atomic number, atomic mass, isotopes, and isobars • Calculate the number of electrons, protons, and neutrons of an element using its atomic and mass numbers • Interpret data, such as atomic mass, maximum number of electrons in a shell, and valency to classify elements accurately • Use scientific conventions as per international standards, such as notations for electron, proton, neutron, unified atomic mass unit (u), and distribution of electrons in various shells, such as K, L, M, N …
	C-1.3	• Recognise and accurately apply the chemical symbols for the first eighteen elements according to IUPAC
	C-5.1	• Draw labelled diagrams of various atomic models, such as Thomson's model, Rutherford's model and Bohr's model • Create and present a role play, stage play, or story of 'Journey Inside the Atom' to display awareness about the contributions of key scientists in the

		discovery and development of atomic structure
	C-5.2	• Display awareness about the role of Indian scientists and their contributions to atomic science for peaceful purposes and explore how their works influenced India's scientific development
	C-5.3	• Display awareness about the societal impact of science in making life healthier, like the use of various isotopes in medicines to treat different diseases, and atomic energy in power generation • Design and develop games that utilise atomic number, mass number, and subatomic particle clues to accurately predict and identify elements
	C-6.1	• Display awareness about the contributions of the ancient Indian philosopher, Acharya Kanad's idea of indivisible particles (Parmanu)
	C-7.1	• Describe the use of the atomic mass unit (u) to measure the mass of atoms as per IUPAC recommendations • Describe scientific discoveries that explain how the structure of the atom has evolved over time through various atomic models proposed by different scientists
	C-7.2	• Pose question, such as — is it possible to completely understand everything that happens inside an atom?
	C-8.1	• Exhibit creativity and work collaboratively in groups to design different models of atoms
	C-8.2	• Formulate hypotheses about scientific phenomena by applying prior knowledge and understanding of scientific concepts, and predict the results of data based on the hypotheses • Analyse results and present findings using scientific terms • Correlate the results and conclusions of different models of atomic structure • Represent data in multiple modes, including appropriate figures, tables, graphs or digital formats, and interpret and draw inferences from the data

		• Communicate findings and conclusions effectively, such as those from experiments, activities or projects, both orally and in written form

Atoms and Molecules **No. of Periods: 14**

Key Concepts		Learning Outcomes
• Law of conservation of mass • Law of constant proportion • Dalton's Atomic theory • Molecules of elements, Molecules of covalent compounds and their properties • Ions, Ionic compounds and their properties • Writing chemical formulae • Molecular mass • Formula unit mass	C-1.1	• Differentiate between chemical species based on their properties or characteristics, such as atoms and molecules, elements and compounds, ionic and covalent compounds, cations and anions, formula unit mass and molecular mass• Plan and demonstrate activities to observe and verify the law of conservation of mass • Explain the Dalton's atomic theory, the law of conservation of mass, the law of constant proportions, and formation of ionic and covalent compounds • Calculate the charge on an ion, valency from the atomic number, the molecular and formula unit mass • Use scientific conventions, symbols, and valency to write the chemical formulae of simple compounds • Display awareness about the scientific discoveries, such as the contributions of Antoine Lavoisier, Joseph Proust, and John Dalton • Handle common laboratory chemicals and apparatus safely
	C-5.1	• Draw diagrams of electron dot structures of atoms and molecules
	C-5.2	• Describe how atoms and molecules can lead to beneficial applications, such as medicine, energy and peaceful use of atomic science • Relate atomic bonding to social bonding
	C-5.3	• Design educational games to write chemical formulae using symbols
	C-6.1	• Display awareness about the contributions of Indian scientists in promoting the peaceful use of atomic energy and the traditional use of the red pigment 'cinnabar' obtained from rocks

	C-7.1	• Describe the basic concepts that matter are made of particles; elements combine in fixed ratios to form compounds; the law of conservation of mass; and different types of bonding (ionic and covalent)
	C-7.2	• Pose question, such as — Are there any chemical changes that do not obey the law of conservation of mass?
	C-8.1	• Exhibit creativity and work collaboratively in groups to construct simple models of compounds
	C-8.2	• Formulate hypotheses about scientific phenomena by applying prior knowledge and understanding of scientific concepts and laws, and predict the results of data based on the hypotheses • Accurately use scientific instruments, apparatus and chemicals to collect data • Analyse results and findings using scientific terms • Represent data in multiple modes, including appropriate figures, tables, graphs or digital formats • Communicate findings and conclusions effectively, such as those from experiments, activities or projects, both orally and in written form

Earth as a System: Energy, Matter & Life **No. of Periods: 12**

Key Concepts		Learning Outcomes
• Earth as interconnected system • Nature of solar energy: solar radiation, electromagnetic • spectrum, and speed of light • Solar energy interaction with the Earth's Surface and differential heating of the Earth (the role of the atmosphere and the Earth's surface) • Differential warming of the Earth causes winds	C-2.8	• Explain the interconnectedness between different spheres of the Earth (biosphere, geosphere, hydrosphere, cryosphere and atmosphere) • Explain the nature of solar radiation • Explain that solar radiation is an electromagnetic waves having different Frequencies • Explain how heat from the Sun warms the Earth's surface differently based on the shape, latitude and tilt of the Earth • Explain the interaction of solar radiation with the Earth's surface and relate the differential heating of the Earth's surface with the atmospheric phenomena, such as air movement, evaporation, etc., and describe phenomena like mountain, valley, sea and land breezes

• Biogeochemical cycles (water cycle, carbon cycle, nitrogen cycle, oxygen cycle) • Human impact on Earth's system		• Describe how the latitude and tilt of the Earth, and absorption and reflection of solar radiation by different surfaces cause differential heating of the Earth's surface • Identify various components of the Earth that interact with solar energy • Explain the role of the atmosphere in influencing weather and climate on the Earth • Identify the reflectivity of different materials through reliable scientific sources, such as the internet and books • Describe how elements like carbon, nitrogen, oxygen and water are recycled between biotic and abiotic environments • Explain biogeochemical cycles, and the roles of biogeochemical cycles in circulating matter and energy continuously between the non-living environment (abiotic) and living (biotic) organisms, making nutrients available, and maintaining environmental balance
	C-6.1	• Reflect the changing nature of Earth's environment through our traditional knowledge
	C-7.2	• Pose questions, such as — What will happen if there is no differential heating of the Earth?
	C-8.1	• Draw flow charts, concept maps for biogeochemical cycles, differential heating of the Earth's surface and Electromagnetic spectrum
	C-8.2	• Formulate hypotheses about scientific phenomena based on prior knowledge and understanding of differential heating of the Earth and biogeochemical cycle • Predict the results of an experiment or investigation based on their hypotheses • Communicate findings and conclusions effectively, such as those from experiments, activities or projects, both orally and in written form

Motion **No. of Periods: 13**

Key Concepts		Learning Outcomes
• Motion — displacement, velocity, acceleration • Graphical representation of motion for an object moving in a straight line in one direction (with constant velocity, and constant acceleration) • Kinematic equations for motion in a straight line with constant acceleration (by graphical method) • Elementary idea of uniform circular motion	C-2.1	• Differentiate between distance travelled and displacement, and speed and velocity for objects moving in a straight line • Define displacement, velocity, acceleration, and uniform circular motion • Express displacement, velocity, acceleration in appropriate SI units • Plot and interpret position-time graphs and velocity-time graphs to describe the motion of an object moving in a straight line in one direction (with constant velocity and constant acceleration) • Calculate average velocity from position-time graph, displacement and average acceleration from velocity-time graph • Derive kinematic equations for motion in a straight line with constant acceleration by graphical method • Calculate values of unknown physical quantities from the given physical quantities, using kinematic equations • Derive the expression of speed for uniform circular motion
	C-8.1	• Analyse real-life events and phenomena, and identify the key factors that influence their Behaviour.
	C-8.2	• Formulate hypotheses about scientific phenomena based on prior knowledge and understanding of scientific concepts, theories, laws, and principles • Predict about the outcome of an experiment or investigation based on their hypotheses • Identify the variables that are relevant to a scientific investigation and determine how to control or manipulate them • Accurately use scientific instruments and equipment to collect data • Represent data in multiple modes, including tables, graphs and visual representations, and interpret and draw inferences from the data • Communicate their findings using scientific terminology and effectively communicate their conclusions to others

Force and Laws of Motion **No. of Periods: 13**

Key Concepts		Learning Outcomes
• Force; balanced and unbalanced forces • Force of friction • Newton's first law of motion • Newton's second law of motion • Newton's third law of motion	C-2.1	• Explain that force has magnitude as well as direction • Identify situations in which balanced and unbalanced forces are acting on an object • Explain the role of friction on the motion of objects • Recognise that for an object moving with constant velocity, the net force is zero, whereas a change in velocity (acceleration) is caused by a force • State and explain Newton's first law of motion • State and explain Newton's second law in terms of mass and acceleration • Calculate force using mathematical expression of Newton's second law of motion • Define SI unit of force • State and explain Newton's third law of motion • Apply Newton's laws of motion to explain everyday life events
	C-8.1	• Analyse real-life events and phenomena, and identify the key factors that influence their behaviour • Develop a model to represent real-life event • Use models to manipulate variables and predict results
	C-8.2	• Formulate hypotheses about scientific phenomena based on prior knowledge and understanding of scientific concepts, theories, laws, and principles • Predict about the outcome of an experiment or investigation based on their hypotheses • Identify the variables that are relevant to a scientific investigation and determine how to control or manipulate them • Accurately use scientific instruments and equipment to collect data • Represent data in multiple modes, including tables, graphs and visual representations, and interpret and draw inferences from the data • Communicate their findings using scientific terminology and effectively communicate their conclusions to others

Work, Energy and Simple Machines **No. of Periods: 13**

Key Concepts		Learning Outcomes
• Concept of work; work done by a constant force • Work-Energy theorem • Mechanical energy, kinetic and potential energy, and conversion between potential energy and kinetic energy • Conservation of energy • Power • Simple machines and their mechanical advantage (pulley, inclined plane, lever)	C-2.5	• Define work done by a constant force and its SI unit • Calculate work done by a force using mathematical expression • State work-energy theorem • Explain the concept of energy and state its SI unit • Name forms of energy and identify their interconversion in surroundings (elementary idea) • Define kinetic energy of a moving object and derive its mathematical expression • Define potential energy for an object raised to a height and derive its mathematical expression • Calculate kinetic and potential energy using mathematical expressions • Explain conversion between potential energy and kinetic energy (for the case of an object under free fall) • State the law of conservation of energy • Define power and its unit • Calculate power using its mathematical expression
	C-2.6	• Identify different simple machines (pulley, inclined plane and lever) • Define mechanical advantage and calculate its value for simple machine • Demonstrate and explain mechanical advantage of simple machines their conclusions to others
	C-8.1	• Analyse real-life events and phenomena, and identify the key factors that influence their behaviour • Develop model to represent real-life event • Use models to manipulate variables and predict results
	C-8.2	• Formulate hypotheses about scientific phenomena based on prior knowledge and understanding of scientific concepts, theories, laws, and principles • Predict about the outcome of an experiment or investigation based on their hypotheses • Identify the variables that are relevant to a scientific

		investigation and determine how to control or manipulate them • Accurately use scientific instruments and equipment to collect data • Represent data in multiple modes, including tables, graphs and visual representations, and interpret and draw inferences from the data • Communicate their findings using scientific terminology and effectively communicate their conclusions to others

Sound **No. of Periods: 11**

Key Concepts		Learning Outcomes
• Production of sound • Propagation of sound (as a longitudinal wave through a medium) • Graphical representation of sound wave • Characteristics of sound wave (wavelength, frequency, time period, amplitude, intensity, speed) • Human perception of sound (pitch, loudness) • Propagation of sound in different media (solid, liquid) • Reflection of sound (echo, reverberation), echolocation	C-2.7	• Demonstrate the production of sound in multiple ways (through vibration of strings, membranes, air columns) using materials in surroundings • Explain that sound is produced by vibrations • Demonstrate that sound can travel through different mediums (air, solid and liquid) • Describe that sound needs a medium for propagation • Explain that sound travels as a longitudinal wave • Describe the characteristics of sound waves the (wavelength, frequency, time period, amplitude, intensity and speed) • Analyse graphs representing sound • Write relationship between time period and frequency of sound wave • Derive mathematical expression for speed of sound • Calculate speed of sound using its mathematical expression • Explain human perception of sound in terms of audible range, loudness and pitch of sound • Describe reflection of sound, and apply it to echo and reverberations in surroundings • Explain the use of sound waves for echolocation
	C-5.3	• Describe music in terms of characteristics of sound waves, such as loudness and pitch
	C-6.1	• Name historical buildings designed for echoes, such as whispering gallery of Gol Gumbaz

		• Display awareness about Sir C.V. Raman
	C-8.1	• Analyse real-life events and phenomena, and identify the key factors that influence their behaviour • Develop model to represent real-life event • Use models to manipulate variables and predict results
	C-8.2	• Formulate hypotheses about scientific phenomena based on prior knowledge and understanding of scientific concepts, theories, laws, and principles • Predict about the outcome of an experiment or investigation based on their hypotheses • Identify the variables that are relevant to a scientific investigation and determine how to control or manipulate them • Accurately use scientific instruments and equipment to collect data • Represent data in multiple modes, including tables, graphs and visual representations, and interpret and draw inferences from the data • Communicate their findings using scientific terminology and effectively communicate their conclusions to others

Practical will be announced shortly.

Assessment Structure	Marks
Annual Examination (03 hrs.)	80 Marks
Internal Assessment • Periodic Assessment - 05 marks + 05 marks • Subject Enrichment (Practical Work) - 05 marks • Portfolio - 05 marks	20 Marks
Total	100 Marks

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

SCIENCE

Subject Code – 086

Class X (2026-27)

Introduction

Science is the study of the natural and physical world around us through a systematic process of observing, questioning, forming hypotheses, testing hypotheses through experiment, analysing evidence, and continuously revising our knowledge. It develops essential skills like curiosity, creativity, evidence-based thinking, and sound decision-making that help us lead rational and fulfilling lives. Learning Science provides valid knowledge about the world, and builds scientific values and capacities. It draws knowledge from Biology, Chemistry, Physics, Earth Science, Mathematics, Computational Sciences, and sometimes Social Science and Vocational Education to offer an interdisciplinary understanding of the role of science.

Science Education helps students to develop an understanding of the natural and physical world through systematic inquiry. Learning Science also develops important capacities, such as observation, questioning, analysis, inference, etc. This helps individuals to meaningfully participate in society and the world of work with a scientific temper, critical and evidence-based thinking, asking relevant questions, analysing practices and norms, and acting for necessary change.

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.

Together, the NEP 2020 and NCF-SE 2023 envision science classrooms that encourage curiosity, creativity, collaboration and connection with the real world, ultimately nurturing not just future scientists, but responsible, informed and critically thinking citizens.

Learning standards (Curricular Goals and Competencies) describe what students should know, understand, and be able to do in Science. In Grades 9 – 10, Science is taught using an integrated approach that combines Biology, Chemistry, Physics, and Earth Science. This helps students understand the connections between disciplines and relate Science to their observations and experiences. At this stage, scientific inquiry skills are developed alongside conceptual understanding, with content selected both for disciplinary relevance and real-life usefulness. Students must deepen their understanding of the world, explore scientific questions through discussion and experimentation, and communicate their learning in various ways. It is important to note that the Curricular Goals are interdependent and not separate.

Learning standards are organised into four levels: broad curricular aims define the overall objectives for Science Learning by the end of each schooling stage; more specific Curricular Goals guide the design of the science curriculum for each stage and topic; Competencies

represent measurable scientific skills and knowledge-based on these goals, assessed at the end of each stage; and detailed Learning Outcomes (LOs) are granular milestones of learning and usually progress in a sequence leading to the attainment of a competency. These LOs enable teachers to plan their content, pedagogy, and assessments towards achieving specific competencies.

Curricular Goals (CGs) and Competencies (Cs)

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 the 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 the 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

C 2.8 – *Explores interconnected systems and phenomena that support and affect life on Earth (hydrosphere, biosphere, atmosphere, geosphere, cryosphere and their interrelationships, earth processes, hazards, etc.)

*Additional Competency for Earth Science

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 the 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 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 (for example, Marie Curie, Jenner, treatment of patients with mental illnesses, 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 time to the overall field of Science, including the disciplines that constitute it**

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

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

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, and communicates findings using scientific terminology)

COURSE STRUCTURE
CLASS X (2026-27)
(Annual Examination)

Time: 03 Hours Marks: 80

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

Theme: Materials

Unit I: Chemical Substances - Nature and Behaviour

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

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.

Periodic Classification of Elements: Döbereiner's Triads, Newlands' Law of Octaves, Mendeléev's Periodic Table, Modern Periodic Table and the Modern, Metallic and Non-metallic Properties.

Acids, Bases and Salts: Acids and Bases – definitions in terms of furnishing of H^+ and OH^- ions, identification using indicators, chemical properties, examples and uses, neutralization, concept of pH scale (Definition relating to logarithm not required), importance

of pH in everyday life; preparation and uses of Sodium Hydroxide, Bleaching Powder, Baking soda, Washing soda and Plaster of Paris.

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

Carbon and its Compounds: Covalent bonds – formation and properties of covalent compounds, Versatile nature of carbon, Hydrocarbons – saturated and unsaturated Homologous series. Nomenclature of alkanes, alkenes, alkyne and carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes). Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

Theme: The World of the Living

Unit II: World of Living

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

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

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

Heredity: Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination; brief introduction.

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.

Evolution: Acquired and Inherited Traits, Speciation, Evolution and Classification, Tracing Evolutionary Relationships, Fossils, Evolution by Stages, Human Evolution

Theme: Natural Phenomena

Unit III: Natural Phenomena

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

Refraction; Laws of refraction, refractive index.

Refraction of light by spherical lens; Image formed by spherical lenses; Lens formula (Derivationnot required); Magnification. Power of a lens.

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

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

Theme: How Things Work

Unit IV: Effects of Current

Electric current, potential difference and electric current. Ohm's law; Resistance, Resistivity, Factors on which the resistance of a conductor depends. Series combination of resistors, parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications in daily life. Electric power, Interrelation between P, V, I and R.

Magnetic effects of current: Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left Hand Rule, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

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

Motor, Electromagnetic Induction, Electric Generator

Theme: Natural Resources

Unit V: Natural Resources

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

Note for Teachers:

1. The topics Periodic Classification of Elements; Heredity and Evolution; and Electric Effects of Electric Current will not be assessed in the year-end examination.
2. Learners may be assigned to read these topics/chapter and encouraged to prepare a brief write up in their Portfolio. Teachers should provide joyful and experiential opportunities. This may be for Internal Assessment and credit may be given for Periodic Assessment/Portfolio.
3. The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

PRACTICALS

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

LIST OF EXPERIMENTS

1. A. Finding the pH of the following samples by using pH paper/universal indicator: **Unit-I**

a) Dilute Hydrochloric Acid

b) Dilute NaOH solution

c) Dilute Ethanoic Acid solution

d) Lemon juice

e) Water

f) Dilute Hydrogen Carbonate solution

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

a) Litmus solution (Blue/Red)

b) Zinc metal

c) Solid sodium carbonate

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

a) Combination reaction

b) Decomposition reaction

c) Displacement reaction

d) Double displacement reaction

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

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

a) $ZnSO_4$ (aq)

b) $FeSO_4$ (aq)

c) $CuSO_4$ (aq)

d) $Al_2 (SO_4)_3$ (aq)

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

4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I.

Unit-IV

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

6. Preparing a temporary mount of a leaf peel to show stomata. **Unit- II**

7. Experimentally show that carbon dioxide is given out during respiration. **Unit-II**

8. Study of the following properties of acetic acid (ethanoic acid): **Unit- I**

a) Odour

b) solubility in water

c) effect on litmus

d) reaction with Sodium Hydrogen Carbonate

9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water.

Unit- I

10. Determination of the focal length of: **Unit-III**

a) Concave mirror

b) Convex lens by obtaining the image of a distant object.

11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence andinterpret the result. **Unit - III**

12. Studying (a) binary fission in *Amoeba,* and (b) budding in yeast and Hydra with the help of prepared slides. **Unit-II**

13. Tracing the path of the rays of light through a glass prism. **Unit-III**

14. Identification of the different parts of an embryo of a dicot seed (pea, gram or red kidney bean).

Unit-II

PRESCRIBED BOOKS:

- Science-Text book for class X- NCERT Publication
- Assessment of Practical Skills in Science- Class X- CBSE Publication
- Laboratory Manual-Science-Class X, NCERT Publication
- Exemplar Problems Class X – NCERT Publication
- Reading Material – Science – Class X (2026-27) – CBSE

Question Paper Design (Theory)

Class X (2026-27)

Science (086)

Theory (80 marks)

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

Note:

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

Internal Assessment (20 Marks)

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

Suggestive verbs for various competencies

- **Demonstrate Knowledge and Understanding**

  State, name, list, identify, define, suggest, describe, outline, summarize, etc.
- Application of Knowledge/Concepts

  Calculate, illustrate, show, adapt, explain, distinguish, etc.
- Formulate, Analyze, Evaluate and Create

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

Social Science
Subject Code-087
Class - IX (2026-27)

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 at Secondary Stage Phase-I of school 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 2020.

The teaching and learning of Social Science at the secondary stage is aligned with the transformational vision of the National Curriculum Framework for School Education (NCF-SE) 2023 and the National Education Policy (NEP) 2020. The NCF-SE 2023 emphasises learning, i.e., competency-based, inquiry-oriented, and rooted in Indian Knowledge Systems (IKS) and lived realities. The deliberate reduction of content load with a focus on core concepts rather than memorisation, creates space for discussion, exploration, and deep understanding. The framework's call for interdisciplinarity encourages students to draw meaningful connections across disciplines and relate classroom learning to real-life contexts and experiences.

Furthermore, the NCF-SE 2023 envisions rootedness in India, in which learning is grounded in India's diverse heritage and intellectual traditions, while also being combined with a global outlook. Within this perspective, Social Science education engages students with India's historical experiences, democratic values, and patterns of economic and social development, geographical understanding alongside global processes and contemporary challenges. By integrating the aims of the NEP 2020, Social Science education seeks to transform learning into a process that builds knowledge, capacities, and values essential for personal growth, social harmony and national progress.

Social Science at the secondary stage is an integrated study of human society like its evolution, structures, and dynamics through the disciplines of History, Geography, Political Science, and Economics. It explores how societies function and transform over time through the interplay of historical, geographical, cultural, political, economic, and environmental forces. The subject goes beyond the factual understanding to include inquiry, interpretation, and analysis.

Students learn to source and validate information, interpret data and evidence, and construct logical explanations, thus fostering critical and reflective thinking. It also cultivates empathy, respect for diversity, and a sense of justice and responsibility — values that reflect India's intellectual traditions of reasoning, dialogue, and debate as pathways to truth and understanding.

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, checking through multiple sources and evidences 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*

In alignment with the NEP 2020, Social Science education seeks to develop responsible human beings capable of rational thought and action, possessing compassion, empathy, courage, resilience, scientific temper, and creative imagination — qualities that prepare them to contribute meaningfully to the nation and humanity.

Studying Social Science is essential for developing informed, empathetic, and active citizens. It enables learners to situate themselves within broader social, cultural and environmental contexts, and to recognise their role in shaping them. Through this subject, students understand the origins of democratic values, Constitutional principles, and India's civilisational ethos of unity in diversity. They also develop awareness of pressing issues such as inequality, conflict, environmental degradation and economic challenges, and learn to respond to them with evidence-based reasoning and ethical reflection. Social Science thus, bridges knowledge and action, encouraging learners to think critically about society and participate responsibly and effectively in it.

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. NCF 2023 Page no -154

- CG-1 Understands and analyses the important phases in Indian history and draws insights to understand present-day India
- CG -2 Analyses the important phases in world history and draw insight to understand the present-day world
- CG-3 Understands 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.

- CG-1.1 Explains the historical events and processes using different types of sources with specific examples from Indian history
- CG-1.2 Explains and analyses the chronology of human life on the Indian subcontinent, from prehistory to its civilisational beginnings and beyond, and its relations with other civilisations over time, such as those in Mesopotamia, Greece, Central Asia, China, Southeast Asia, Arabia, and Eastern Africa
- CG-1.3 Traces aspects of continuity and change in different phases of history across the Indian subcontinent (including cultural trends, social and religious trends and reforms, and economic and political transformations)
- CG-1.4 Explains the growth of new indigenous ideas across India in Mathematics, Philosophy, Science and Technology, Medicine, Architecture, Agriculture, Literature and Art, and Social Science (such as zero and the Indian number system, *ahimsa*, the six systems of Indian philosophy, Ayurveda, yoga, the 22 *shrutis* of Indian music, horticulture, use of herbs and spices, etymology, meters, and grammar) and how they affected the course of the Indian history
- C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history.
- C-2.3 Traces 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 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of the new nation states across the world, and various technologies including the most current) and how they affected the course of world history.
- C-2.5 Recognises the various practices that arose, such as those in C- 2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.
- C 3.1 Analyses the meaning of nation and how the concept evolved over time across the world and in the specific context of India, including its roots in the rich civilisational history of the Indian subcontinent
- C3.2 Identifies and analyses important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and

  understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self- sacrifice, ahimsa) that played a part in achieving Independence.
- C-4.1 Locates physiographic regions of India and the climatic zones of the world on a globe/map.
- C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region
- C-4.3 Draws inter- linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife.
- C-4.4 Analyses and evaluates the inter- relationship between 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 evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them.
- C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation
- C-5.1 Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in *Mahajanapadas*, kingdoms and empires at several levels of the society, guilds *sanghas* and *ganas*, village councils and committees, *Uthiramerur* inscriptions)
- C-5.2 Appreciates fundamental Constitutional values and identify their significance for the prosperity of the Indian nation.
- C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
- C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government.
- C-5.5- Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions
- 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 Understands that despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.
- C 6.3 Analyses aspects of differential treatment or discrimination that may exist in the Indian society, based on, socio-cultural background, region, language spoken, and what individuals and societies can do to eradicate such differential treatment
- C 6.4 Understands that a progressive society and nation, such as India is one that recognises not only its civilisational strengths but also its socio-economic, cultural and political challenges, and continuously makes efforts to address those challenges to become ever more prosperous, inclusive, just, and harmonious
- 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 Traces the beginning and importance of large- scale trade and commerce (including e- commerce) between one country and another - the key items of trade in the beginning, and the changes from time to time.
- C-8.1 Gathers, comprehends and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level. Markets.
- C- 8.2 Understands and analyses the concepts and practices of the range of economic systems — from free market to entirely state-controlled markets.
- C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well- established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period
- 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.
- C – 9.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner

Pedagogy for teaching geography should integrate experiential, visual, and analytical approaches to make learning more meaningful and connected to the real world. Effective geography teaching goes beyond textbooks- it involves helping students observe, analyse, and interpret the Earth's surface and human-environment relationships. The use of three-dimensional models enables students to visualise complex geographical processes, such as mountain formation, river systems, and soil profiles, thus making abstract concepts tangible. Field observation is an essential pedagogical tool that promotes experiential learning; by directly engaging with local landscapes, students develop geographical inquiry skills, observation techniques, and data collection abilities. Incorporating Bhuvan images, India's indigenous satellite imagery and mapping platform allow learners to explore their own regions using real-time geospatial data and satellite views, linking classroom knowledge to local realities. Map reading is another fundamental component, as it cultivates spatial awareness, orientation, and the ability to interpret symbols, scales, and coordinates. Likewise, photo interpretation — analysing aerial and satellite photographs — helps students understand the land-use patterns, vegetation cover, urbanisation, and environmental changes. When combined, these methods foster critical thinking, spatial reasoning, and a deeper appreciation of the dynamic Earth systems that geography seeks to explain.

For understanding the past and India's rich heritage, teachers are expected to engage students in the following ways. Firstly, they are expected to analyse inscriptions or edicts (for example, Ashoka's edicts, and Gupta records) to understand how rulers communicated policies, messages, and ethical guidelines to their subjects. Secondly, they are to encourage students to read excerpts or chapters from Indian literary sources that throw light on the social, cultural, and political life of people. Thirdly, they are expected to conduct research and present examples of forts, temples, mosques, and palaces to illustrate cultural, architectural, and political developments in the Indian history. Finally, the teachers should explore and discuss the works of artists and philosophers of the Renaissance period, highlighting their contributions and influence.

Students should be made to locate the extent of various important empires on a world map. They are also expected to investigate and explain the key Indian ideas that shaped the thinking of Western philosophers, scientists, and artists. Finally, students should be encouraged to use a world map to trace India's trade and cultural exchanges with other civilisations, and analyse their patterns and impact.

Transaction of political concepts requires connecting students with evidence, inquiry, and real-world reasoning. Document-based inquiry helps learners explore authentic sources, such as Vedic texts, constitutional excerpts, and letters from national leaders to interpret historical contexts and moral reasoning. Case-based pedagogy, using landmark judgments, maps, and data analysis, builds decision-making and analytical skills, encouraging students to apply theory to practice. Evidence-based learning engages learners with real datasets from Census, NITI Aayog, or UNDP reports to develop data literacy and link concepts like equality and representation with measurable realities. Further, multimedia and experiential approaches use podcasts, documentaries, and archival materials to connect abstract political ideas with real experiences, sharpening students' interpretive and critical listening skills. Visual and graphic organiser-based pedagogy-through charts, tables, and concept maps — supports comprehension, memory, and summarisation by converting complex ideas into structured visuals. Together, these pedagogies transform classrooms into laboratories of civic thinking, empathy, and inquiry. They nurture students as reflective citizens who can interpret evidence, question assumptions, and engage meaningfully with India's democratic processes.

The pedagogy for teaching Economics needs to be interactive, experiential, and inquiry-driven, enabling students to relate economic concepts to real-life situations. Teachers can use role-play activities — such as running a lemonade stall or simulating the circular flow of income with students acting as households, firms, banks, and the government to make ideas like production, income, and expenditure tangible. Class discussions on familiar issues, such as rising vegetable prices during monsoons, help students link classroom learning with everyday experiences and develop critical thinking. Engaging classroom activities and games, like preparing a classroom budget, allow students to understand scarcity, choice, and opportunity cost in a fun and participatory way. The use of visual tools — including maps, pie charts, and graphs — can help students analyse data on GDP, trade, and sectoral trends. The case studies on topics like pollution as an externality, public goods like street lights, or successful entrepreneurs encourage application and deeper reflection. Surveys and field visits to local shopkeepers or MSMEs further bridge theory and practice by exposing students to real market dynamics. Incorporating current resources, such as newspaper articles or the Union Budget fosters analytical skills and awareness of contemporary economic issues. Through this diverse, hands-on approach, learners will move beyond memorisation to active understanding, making Economics relevant, engaging, and empowering

COURSE OUTLINE

Class IX-2026-27			
Part 1			
S. No.	**Theme (time allocation in instructional hours)**	**Outline/Concepts**	**Learning Outcomes and Competencies Students will be able to:**
1.	Understanding Social Science (4 Hours)	• Meaning, scope and relevance of Social Science • Understanding Social Science from an Indian perspective	• Explain the relevance of studying Social Science to understand society, environment, economy, and governance in our lives. • Explain the meaning and scope of Geography, History, Political Science, and Economics as disciplines and recognise their interconnections. • Appreciate diversity, inclusivity, sustainability, and equity as guiding values when studying society and making decisions.
2.	Shaping of the Earth's Surface (8 Hours)	• Theory of plate tectonics • Interior of the Earth • Role of weathering and erosion; agents of gradation — river, waves and currents, wind, glaciers, and underground water • Landforms and disasters: earthquakes, landslides, avalanches, Glacial Lake Outburst Flood (GLOF) and duststroms	C4.2 • Describe the concept of plate tectonics and analyse its relevance in understanding Earth's dynamics. • Locate major tectonic plates on a world map. • Explain processes of weathering and erosion with suitable examples. • Identify the prominent agents of gradation operating in a given region. • Describe major landforms and explain the processes involved in their formation. • Explain the causes of natural disasters and propose strategies for their mitigation.
3.	Atmosphere and Climate (7 Hours)	• Structure and composition; elements of weather and climate • Seasons of India and monsoons • Climate change • Floods Carbon footprint	C4.3, C4.4, C4.5 • Explain the different atmospheric layers and represent them using sketches and diagrams. • Observe and analyse local winds and their impact. • Understand the impact of the Indian monsoon on life, agriculture, and livelihoods across different regions.

			• Explain the causes and effects of climate change. • Represent climatic data (temperature, rainfall, etc.) through appropriate graphs, charts, or diagrams. • Analyse how climate change influences the frequency and intensity of natural disasters.
4.	Early Humans and Beginning of Civilisation (9 Hours)	• Cultural development from 2 million years ago • Early human history, periodisation: Archaeological ages • Who are human ancestors? • Palaeolithic hunter-gatherers and use of stone tools	C1.2, C2.1, C2.2, C2.3 • Describe how prehistoric time divisions are organised. • Explain how humans lived before the invention of writing • Understand the beginning of the settled life with development of agriculture, and domestication of plants and animals. • Explore the factors of urban development and transformation through time.
		• Mesolithic transition to food production: Mesolithic sites and tools • Neolithic and the beginning of farming: Neolithic revolution domestication of plants and animals • Harappan and contemporary cultures • Mesopotamian, egyptian, and chinese civilisation	• Appreciate the diversity of crafts and trade, and their role the establishment of prosperous economy. • Understand the diversity of food habits. • Describe the social, political, and religious structures of the civilisations of Egypt and Mesopotamia.
5.	State and Society (upto 1000 CE) (9 Hours)	• Vedic Age — geography; texts; rituals; political institutions, and social order • Administrative structure of early empires • Quest for knowledge — educational heritage, institutions, knowledge traditions, and cultural practices	C1.3, C2.3, C3.1, C1.4 • Explain various facets of Vedic society and polity. • Appreciate the achievements of Indian empires and their cultural legacy. • Understand the knowledge traditions and practices of India. • Understand the foundations of the Indian social and political institutions and their continuity.

		• Traders and trade routes, guilds and merchants, crafts and industries	
6.	Democracy (9 Hours)	• Meaning features and types of democracy • Roots of democracy in India • Challenges to democracy in India • Democratic systems in the world	C5.1, C5.2 • Understand the features of democracy. • Appreciate early democratic traditions in India and how they influenced modern democracy. • Differentiate between parliamentary and presidential systems. • Identify examples of both systems across countries, such as India, USA, France, Russia, and Canada.
7.	Elections (9 Hours)	• Factors of importance of elections • Electoral systems • Delimitation Commission • Election Commission of India and its role • Constituency, electoral rolls, enumerators • Party system in India	C5.2, C5.3, C5.4, C5.5, C6.2, C6.3, C6.4, C9.1 • Identify factors highlighting importance of elections in a democracy. • Categorise three types of electoral systems and list examples. • Identify the major laws that govern the conduct of elections in India. • Describe the main provisions of the Representation of the People Acts. • Define the concept of delimitation and its purpose in the Indian electoral system. • Identify the role and functions Election Commission of India (ECI) in the electoral process. • Explain constituency, electoral roll, enumerator. • Understand the party system in India. • Explain the meaning and features of a coalition government in the Indian political system. Explain key provisions of the Anti-Defection Law with reference to political instability and the need for anti-defection measures.
8.	Building Blocks in Economics (7 Hours)	• Scarcity of resources, opportunity cost and the need for making choice. What do economists do?	C8.2 • Explain the meaning of scarcity, choice, and opportunity cost in everyday life, and economic decision-making. • Describe what economists do and how they study production, distribution, and consumption of goods and services.

		• What to produce, how to produce, and for whom to produce? • Difference between market, centrally planned, and mixed economic systems • Welfare economy	• Recognise how economic analysis helps in policy-making and solving real-world issues. • Describe the three central problems of an economy — what to produce, how to produce, and for whom to produce. • Identify and differentiate the characteristics of planned, free market, and mixed economic systems. • Explain the concept of a welfare economy and the importance of social safety nets.
9.	The Price Puzzle: What Drives the Market (8 Hours)	• Laws of demand and supply • Real-world deviations from textbook theory, such as in case of necessities, luxury goods, perishable items, and expectations • Some related concepts — price ceilings and market failures (externalities, information asymmetry, public goods)	C7.1 • Explain the Law of Demand and Law of Supply with the help of real life examples. • Interpret how changes in price affect the quantity demanded and quantity supplied of goods and services. • Identify the equilibrium price and quantity where demand and supply intersect. • Analyse how changes in market conditions (e.g., increase in demand or supply) lead to surplus or shortage and affect equilibrium. • Explain the concept of price ceilings and how they can lead to shortages or black markets. • Understand market failures and identify their main types. • Understand public goods (non- excludable and non-rival goods like parks or street lighting).

Part 2

S. No.	Theme (time allocation instructional hours)	Outline/Concepts	Learning Outcomes (pertinent) CGs, Cs Students will be able to:
1.	Oceans and Life (7 Hours)	• Introduction to ocean relief, movement of ocean water- waves, tides and currents • Marine resources and their significance; open seas, navigation fishing, and livelihood concerns and challenges • Cyclones and	C4.1, C4.2 • Explain the movement of ocean waters, including waves, tides, and currents. • Analyse the connections between ocean currents, and global and regional climate patterns. • Understand the importance of marine resources for human livelihoods and ecosystems. • Examine the relationship between oceans, climate, livelihoods, and natural disasters. • Highlight key rules, conventions, and

		Tsunamis — early warning systems • International maritime rules and regulations	international agreements governing ocean navigation. and the use of marine resources. • Explain the need for international cooperation and agreements in the sustainable use of ocean resources. • Construct models or sketches representing ocean relief.
2.	Life on Earth (7 Hours)	• Biomes: Distribution and characteristics; biosphere reserves in India • Forest and ecotourism; forest dwellers, their livelihoods, and challenges • Forest and wildlife conservation • Government efforts to support forest dwellers	C4.3, C4.4, C4.5, C4.6 • Identify the major biomes of the world and describe their key climatic conditions, characteristic flora, and fauna. • Locate biosphere reserves on the map of India. • Appreciate local traditional practices related to biodiversity conservation and analyse their effects. • Explain the concept and importance of biosphere reserves in conserving ecosystems and biodiversity. • Analyse the concept of ecotourism and discuss its role in promoting sustainable forest ecosystem and conservation. • Investigate the causes of forest fires in the local area, and prepare a plan for mitigation and prevention.
3.	Resistance and Resilience (1000 CE – 1700 CE) (9 Hours)	• Safeguarding sovereignty: resistance, alliances and confederacies • Development of art and architecture, languages and literature • The Bhakti tradition • Forts and fortifications • Expansion of Indian economy and state	C1.3, C1.4, C3.1 • Explain the cultural, political, and military contributions of regional kingdoms in India. • Appreciate how diverse communities and regions shaped India's history from 1000 CE to 1700 CE. • Explore how regional kingdoms adapted to changing political, economic, and cultural contexts over time. • Analyse the continuity of the civilisational history of India as a nation upto 18th century CE.
4.	India and the World-I (1900 BCE-1200 CE) (8 Hours)	• Trade and commerce — trade with Mesopotamia, Greece, Roman Empire, China and Southeast Asia • Cultural Connections — Interactions with Greece and Rome, Central Asia, China, and Influence on South East Asia	C1.2, C1.4, C6.1, C2.3, C9.1 • Explore India's relations with early civilisations of the world. • Identify the major articles of trade and the major trading ports. • Appreciate the significant contributions of India in diverse spheres in an integrated manner. • Appreciate the influence of Indian religion and culture, particularly in Southeast Asia.

		• Indian Knowledge Systems — Medicine, Mathematics and Astronomy, Medicine, Religion	
5.	Authority (10 Hours)	• The Roots of Authority: in Kautilya and *shukraniti- danda* and relationship with *nyaya* and *bala*; the types of *nyaya* and *bala* • Constitutional status of justice and security since ancient times • Links the role of citizens with the elections and the democratic institutions • Types of authority — functional, sensitive, and welfare-oriented	C5.1, C5.2, C 5.3 • Explain the roots of authority in Indian political thought. • Interpret the relationship between *Danda* (discipline/ force) and *Nyaya* (justice) as the twin foundations of authority, development, and security. • Trace the evolution of authority structures in India. • Understand the post- independence concept of justice and security. • Illustrate types of authority. • Develop an understanding of citizen discipline, justice, and strength. • Illustrate the role of citizens in authority.
6.	From Ideas to Startups (8 Hours)	• What is entrepreneurship and explain the resources required to start a business • Case studies of successful entrepreneurs • Creative destruction with examples • Start-up ecosystem in India. • Make in India initiative, role of MSMEs and the unorganised sector in India's economic growth. • Stages of starting and executing a business idea through a business plan • Some basic accounting concepts	C7.3 • Define entrepreneurship and explain its importance in innovation, job creation, and economic growth. • Understand the key resources for business. • Explain how resources are managed to produce goods and services. • Analyse real-world examples of successful entrepreneurs. • Describe the features of India's start-up ecosystem and initiatives like Make in India, Startup India, and Digital India. • Recognise the role of Micro, Small, and Medium Enterprises (MSMEs) and the unorganised sector in promoting employment, innovation, and inclusive growth. • Identify and explain the stages of starting a business from developing an idea to creating and executing a business plan. • Understand simple profit and loss. Identify the key components of a balance.

7.	Smart Ways to Manage Your Finances (6 Hours)	• Relevance of personal financial management in daily life • Inflation and its impact on purchasing power • Simple vs. compound interest rate • Budgeting • Various savings and investment options like fixed deposit, stocks, bonds, mutual funds, etc. • Risk and insurance • Personal income tax	CG8 • Explain what personal financial management means and why it is essential in everyday life. • Recognise how managing income, spending, saving, and investment helps achieve financial stability and long-term goals. • Explain the difference between simple interest and compound interest. • Prepare a simple personal or family budget showing income, expenditure, and savings. • Identify various savings and investment instruments. • Understand the relationship between risk and return in different investment types. • Understand the concept of income tax and why citizens are required to pay it.

Note-Course Structure will be provided shortly

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 , Report Writing on field visits, Commentaries/visual interpretations, site-map making	5
Subject Enrichment Activity	Project work (Interdisciplinary)	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.	Name of the Book	Publisher
1	Social Science-Part 1	NCERT
2	Social Science-Part 2	NCERT

Social Science
Subject Code-087
Class - X (2026-27)

COURSE STRUCTURE

<table>
<tr><th colspan="3">History (India and the Contemporary World-II)</th><th>20 Marks 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="2">I
Events and processes</td><td>I</td><td>The Rise of Nationalism in Europe</td><td rowspan="3">18+2 map pointing</td></tr>
<tr><td>II</td><td>Nationalism in India</td></tr>
<tr><td rowspan="3">II
Livelihoods, Economies and Societies</td><td rowspan="2">III</td><td>The Making of a Global World
(To be evaluated in the Board Examination Subtopics: 1 to 1.3 Pre Modern World to Conquest, disease and trade)</td></tr>
<tr><td>Interdisciplinary project as part of multiple assessments
(Internally assessed for 5 marks) Subtopics 2 to 4.4 –The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of “Globalisation”</td><td rowspan="2"></td></tr>
<tr><td>IV</td><td>The Age of Industrialisation
(Tobe assessed as part of Periodic Assessment only)</td></tr>
<tr><td>III.
Everyday Life, Culture and politics</td><td>V</td><td>Print Culture and the Modern world</td><td></td></tr>
<tr><th colspan="3">Geography (Contemporary India-II)</th><th>Marks-20 inclusive map pointing</th></tr>
<tr><th>Chapter No.</th><th colspan="2">Chapter Name</th><th>Marks</th></tr>
<tr><td>1</td><td colspan="2">Resources and Development</td><td rowspan="8">17+3 map pointing</td></tr>
<tr><td>2</td><td colspan="2">Forest and Wildlife Resources</td></tr>
<tr><td>3</td><td colspan="2">Water resources</td></tr>
<tr><td>4</td><td colspan="2">Agriculture</td></tr>
<tr><td>5</td><td colspan="2">Minerals and energy Resources</td></tr>
<tr><td>6</td><td colspan="2">Manufacturing Industries</td></tr>
<tr><td>7</td><td colspan="2">Lifelines of National Economy
(Only map pointing to be evaluated in the Board Examination)</td></tr>
</table>

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

CLASS X (2026-27)
COURSE CONTENT

HISTORY: India and the Contemporary World - II

Chapter I -The Rise of Nationalism in Europe

Learning outcome- The students will be able to

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

Chapter 2 Nationalism in India

Learning outcome- The students will be able to

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

Chapter 3-. The Making of a Global World

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

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

Refer Annexure III B

Learning outcome- The students will be able to

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

Chapter 4-The Age of Industrialisation

Learning outcome- The students will be able to

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

Chapter 5. Print culture and the Modern World

Learning Outcome- The students will be able to

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

Geography: Contemporary India – II

Chapter 1- Resources and Development

Learning Outcome- The students will be able to

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

Chapter 2- Forest and Wildlife Resources

Learning Outcome- The students will be able to

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

Chapter 3-Water Resources

Learning Outcome- The students will be able to

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

Chapter 4- Agriculture

Learning Outcome

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

Chapter 5- Minerals and Energy Resources

Learning Outcome- The students will be able to

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

Chapter 6- Manufacturing Industries

Learning Outcome- The students will be able to

- Enumerates the impact of manufacturing industries on the environment and develop strategies for sustainable development of the sector.
- Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.

- Analyses the relation between the availability of raw material and location of the industry

Chapter 7- Life Lines of National Economy

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

Learning Outcome-Refer Annexure III-B

Political Science: Democratic Politics - II

Chapter 1- Power – sharing

Learning Outcome- The students will be able to

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

Chapter 2-Federalism

Learning Outcome- The students will be able to

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

Chapter 3- Gender, Religion and Caste

Learning Outcome- The students will be able to

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

Chapter 4- Political Parties

Learning Outcome- The students will be able to

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

Chapter 5- Outcomes of Democracy

Learning Outcome- The students will be able to

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

Economics: Understanding Economic Development

Chapter- 1. Development

Learning Outcome- The students will be able to

- Enumerate and examine the different processes involved in setting developmental Goals.
- Analyse and infer how the per capita income depicts the economic condition of the nation.
- Evaluate the development goals with reference to their efficacy, implemental strategies, relevance to current requirements of the nation.
- Compare the per capita income of some countries and infer reasons for the variance.
- Analyse the multiple perspectives on the need of development.

Chapter 2- Sectors of the Indian Economy

Learning Outcome- The students will be able to

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

Chapter 3- Money and Credit

Learning Outcome- The students will be able to

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

Chapter- 4. Globalisation and the Indian Economy

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

Interdisciplinary Project with chapter 3 of History: “The Making of a Global World” and chapter 7 of Geography: “Lifelines of National Economy”

Subtopics:

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

Refer Annexure III-B

Learning Outcome- The students will be able to

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

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

Learning Outcome- Refer Annexure III

CLASS X (2025-26)
MAP WORK

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

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

Note

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

CLASS X
QUESTION PAPER DESIGN

Subject Wise Weightage

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

Weightage to Type of Questions

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

Weightage to Competency Levels

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

CLASS X (2026-27)

GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS

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

CLASS X
PRESCRIBED TEXTBOOKS

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

Interdisciplinary Project: Class X

Subject and Chapter No.	Name of the Chapter	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
History Chapter III Geography Chapter 7	Making of a Global World Lifelines of National Economy	The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project. 1) Constructivism 2) Inquiry based learning 3) Cooperative learning 4) Learning station 5) Collaborative learning 6) Videos/ Visuals/ documentaries/ movie clippings 7) Carousel technique 8) Art integrated learning Group Discussions Multiple Assessment: Ex. Surveys/ Interviews/ Research work/ Observation/ Story based	➢ Analyse the implication of globalisation for local economies. ➢ Discuss how globalisation is experienced differently by different social groups. Enumerates how transportation works as a lifeline of the economy. ➢ Analyse and infer the impact of roadways and railways on the national economy. ➢ Analyses and infers the challenges faced by the roadways and railway sector in India	The schools do IDP between the months of April and September at the School under the guidance of a teacher. (Carryover of project to home must be strictly avoided)
Economics Chapter 4	Globalisation on and the Indian Economy	Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self - assessment/integration of technology etc.	➢ Integrate various dimensions of globalisation in terms of cultural / political/ social /economic aspects) ➢ Appraise the evolution of Globalisation and the global trends ➢ Investigate the factors that facilitated the growth on MNC ‘s	

Guidelines:

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

- Methodology (A sample interdisciplinary project plan Link has been provided to get an insight about IDP.
- Topic: The Making of a Global World, Globalisation and Lifelines of Economy

  https://docs.google.com/document/d/1dIwwFeaSrExJHMtkzcEuoq3ehh-7FtHM/edit

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

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

Class X: 10-day Suggestive plan for Interdisciplinary Project
Day 1: Introduction to the Interdisciplinary Project and Setting the Context:
Brief overview of the project and its objectives to be given by the teachers. History teacher to Introduce the historical context of World War II and its aftermath through inquiry methods. Make the students to Group discuss the impact of World War II on the global economy. Teacher to refer annexure III for rubrics) **Day 2: The Great Depression:** Students to watch a video from the link, https://www.youtube.com/watch?v=62DxELjuRec and https://www.youtube.com/watch?v=gqx2E5qIV9s and discuss the causes and consequences of the Great Depression and the role of mass production and consumption in the Great Depression. Present a group PPT /report on consequences of the Great Depression on the global economy. **Day 3: India and the Great Depression:** Students to collect material related to India's economic condition during the Great Depression and relate it to the present economic condition of India and US. Students may collect information through a visit to the library. As a group activity they need to present a collage of their findings. (Refer Annexure V for Rubrics) **Day 4: Rebuilding the World Economy and Interlinking Production across countries** • Teachers to use Jigsaw method to make the students to sit in groups and to give each group a part of the handout with information about process taken to rebuild economy and how the production across countries got interlinked. Make the groups to compile the information by moving from group to group. • Make them discuss the post-war recovery efforts and their impact on the global economy • Study the role of the Bretton Woods Institutions in rebuilding the world economy and present their learnings through Art Integrated Project. Refer Annexure V for rubrics.

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

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

Day 6: Post war settlement and Bretton Woods institutions

- Make the students read the material available online/in library and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure V for Rubrics.

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

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

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

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

Day 9: Impact of Globalization in India and role of waterways and airways https://www.jagranjosh.com/general-knowledge/new-economic-policy-of-1991-objectives-features-and-impacts-1448348633-1

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

Day 10. Final presentation

Conclude the interdisciplinary project and summarize the key takeaways.

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

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

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

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

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

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

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

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

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

Conclusion:

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

Questions:

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

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

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

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

What is the WTO?

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

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

How has the WTO helped new nations post-colonialization?

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

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

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

Conclusion:

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

ANNEXURE IV

Suggested Template for Presentation by the Students

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**

Mathematics

Class IX (2026 – 27)

Introduction:

The Mathematics curriculum for the Secondary stage has been redesigned in alignment with the National Education Policy 2020 and the National Curriculum Framework for School Education (NCF – SE) 2023, prioritizing deep conceptual understanding and logical reasoning. The revised syllabus places strong emphasis on developing core mathematical competencies, including problem-solving, visualisation, mathematical modelling, mathematical communication, computational thinking, and data analytics. The syllabus integrate Indian Knowledge System with contemporary mathematical knowledge, highlighting the rich contributions of Indian mathematicians to foster a sense of pride and historical context. A deliberate shift from rote learning to competency-based education ensures that students build deep conceptual understanding and logical reasoning rather than mere procedural fluency. Greater emphasis has been laid on the integration of real-life applications and experiential learning, encouraging students to connect mathematical concepts with everyday situations and cross-disciplinary contexts. Greater emphasis has been laid on competency based learning outcomes encouraging students to connect mathematical concepts with everyday situations and inter-disciplinary contexts. Continuous and holistic assessment through projects, activities, and investigations forms an integral part of the learning process, moving beyond summative examinations.

At the secondary stage, the curriculum focuses on developing essential global mathematical competencies, including mathematical representation through quantities and relations, mathematical modelling and algorithm building, and effective mathematical communication. The study of the number system, algebra, geometry, mensuration, statistics and probability is designed to build a strong foundation for higher education while enhancing functional life skills. The curriculum thus aims to build rich mathematical learning frameworks not only for higher academic pursuits but also for the practical demands of life in a rapidly changing, data-driven world.

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

- develop logical thinking, critical reasoning, and a structured approach to problem-solving;
- build the ability to recognise, analyse, and solve diverse problems with confidence and adaptability;
- communicate mathematical ideas effectively using appropriate language, symbols, and representations;
- appreciate the beauty, history, and real-life relevance of Mathematics as a discipline;
- connect mathematical concepts to fields such as Science, Technology, Engineering, and Economics;
- engage in both collaborative and independent mathematical exploration and learning;
- develop habits of precision, accuracy, and logical consistency in mathematical work;
- build confidence to explore, experiment, and grow in mathematical understanding without fear of failure.

Curricular Goals (CGs) and Competencies (Cs) from the NCF-SE 2023

CG-1: Understands numbers (natural, whole, integer, rational, irrational, and real), ways of representing numbers, relationships amongst numbers, and number sets.

C-1.1 Develops understanding of numbers, including the set of real numbers and its properties.

CG-2: Builds deductive and inductive logic to prove theorems related to numbers and their relationships (such as '2 is an irrational number', a recursion relation for *Virahanka* numbers, a formula for the sum of the first *n* square numbers).

C-2.1 Understanding of powers (radical powers) and exponents.

CG-3: Discovers and proves algebraic identities and models real-life situations in the form of equations to solve them.

C-3.1 States and proves remainder theorem, factor theorem, and division algorithm.

C-3.2 Models and solves contextualised problems using equations (for example, simultaneous linear equations in two variables or single polynomial equations), and draws conclusions about a situation being modelled.

C-3.3 Learns Brahmagupta's quadratic formula (in both symbolic and poetic form) and its derivation, and uses it to solve some of the poetic puzzles of Bhaskara as well as modern-day problems.

CG-4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.

C-4.1 Describes relationships including congruence of two-dimensional geometric shapes (such as lines, angles, triangles) to make and test conjectures and solve problems.

C-4.2 Proves theorems using Euclid's axioms and postulates for triangles and quadrilaterals, and applies them to solve geometric problems.

C-4.3 Proves theorems about the geometry of a circle, including its chords, subtended angles, inscribed polygons, and area in terms of pi.

C-4.4 Understands the irrationality of pi, the best approximations to be discovered over human history, and the first exact formula (infinite series) for pi given by Madhava.

C-4.5 Specifies locations and describes spatial relationships using coordinate geometry, for example, plotting a pair of linear equations and graphically finding the solution, or finding the area of triangle with given coordinates as vertices.

C-4.6 Understands the definitions of the basic trigonometric functions, their history and motivation (including the introduction of the sin and cos functions by Aryabhata using chords), and their utility across the sciences.

CG-5: Derives and uses formulae to calculate areas of plane figures, surface area, and volumes of solid objects.

C-5.1 Visualises, represents, and calculates the area of a triangle using Heron's formula and its generalisation to cyclic quadrilaterals given by Brahmagupta's formula.

C-5.2 Visualises and uses mathematical thinking to discover formulae to calculate surface areas and volumes of solid objects (cubes, cuboids, spheres, hemispheres, right circular cylinders or cones, and their combinations).

CG-6: Analyses and interprets data using statistical concepts (such as measures of central tendency, standard deviations) and probability.

C-6.1 Applies measures of central tendencies, such as mean, median, and mode.

C-6.2 Applies concepts from probability to solve problems on the likelihood of everyday events.

CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics.

C-7.1 Proves mathematical statements and carries out geometric constructions using stated assumptions, axioms, postulates, definitions, and mathematics vocabulary.

C-7.2 Visualises and appreciates geometric proofs for algebraic identities and other 'proofs without words'.

C-7.3 Proves theorems using Euclid's axioms and postulates for angles, triangles, quadrilaterals, circles, area-related theorems for triangles, and parallelograms.

C-7.4 Constructs different geometrical shapes like bisectors of line segments, angles and their bisectors, triangles, and other polygons, satisfying given constraints.

CG-8: Builds skills, such as visualisation, optimisation, representation, and mathematical modelling along with their application in daily life.

C-8.1 Models daily-life phenomena and uses representations, such as graphs, tables, and equations to draw conclusions.

C-8.2 Uses two-dimensional representations of three-dimensional objects to visualise and solve problems, such as those involving surface area and volume.

C-8.3 Employs optimisation strategies to maximise desired quantities (such as area, volume, or other output) under given constraints.

CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.

C-9.1 Decomposes a problem into sub-problems.

C-9.2 Describes and analyses a sequence of instructions being followed.

C-9.3 Analyses similarities and differences among problems to make one solution or procedure work for multiple problems.

C-9.4 Engages in algorithmic problem-solving to design such solutions.

CG-10: Knows and appreciates important contributions of mathematicians from India and around the world.

C-10.1 Recognises the important contributions made by mathematicians (Indian and others) in the field of Mathematics (such as the evolution of numbers, geometry, and algebra).

C-10.2 Recognises modern contributions to Mathematics made in both India and abroad, and understands the next frontiers and next major open questions in the field of Mathematics.

CG-11: Explores connections of Mathematics with other subjects.

C-11.1 Applies mathematical knowledge and tools to analyse problems or situations in multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports.

COURSE STRUCTURE CLASS – IX

Units	Unit Name	Chapter Name	Marks
I	Number System	• Number System	07
II	Algebra	• Introduction to Polynomials • Sequences and Progressions • Exploring Algebraic Identities • Linear Equations in Two Variables	20
III	Coordinate Geometry	• Coordinate Geometry	04
IV	Geometry	• Introduction to Euclid's Geometry: Axioms and Postulates • Lines and Angles • Triangles – Congruence Theorems • 4-gons (Quadrilaterals) • Circles	25
V	Mensuration	• Area and Perimeter • Surface Area and Volume	14
VI	Statistics and Probability	• Statistics • Introduction to Probability	10
	Total		**80**

Chapter Name	Key Concepts	Relevant CGs	Competencies
	Unit 1: Number System		**No. of periods : 12**
Number System	• Introduction to rational numbers • Representation of rational numbers on the number line • Density of rational numbers and its proof • Finding rational numbers between any two rational numbers • Decimal representation of rational numbers • Introduction to irrational numbers • Proof of irrationality of $\sqrt{2}$ and $\sqrt{3}$ • The square root spiral	CG-1, C-1.1, CG-9	The student will be able to: • Understand the concept of a rational number. • Represent rational numbers on the number line. • Understand the properties of rational numbers. • Explain the concept of density of rational numbers. • Compute decimal representation of rational numbers. • Understand the concept of irrational numbers. • Prove the irrationality. • Construct the square root spiral. • Apply computational thinking to represent rational and irrational

			numbers through algorithms and visual models, generate decimal expansions systematically, and reason about numbers using step-by-step logical procedures.
	UNIT II: ALGEBRA		**No. of periods : 66**
Introduction to Polynomials	• Algebraic expressions • Definition of a polynomial. • Degree of a polynomial • Introduction to linear polynomials and applications • Exploring linear patterns • Modelling linear growth and linear decay • Linear relationships • Visualising linear relationships • Slope and y-intercept of a line y = ax + b	CG-3, C-3.2, CG-9	The student will be able to: • Understand the meaning of an algebraic expression. • Define a polynomial. • Identify the degree, terms and coefficients of terms in a polynomial. • Model linear growth and decay using linear polynomials. • Explain and identify patterns in linear relationships. • Identify the slope and y-intercept of a linear equation in two variables. • Graph a linear equation in two variables. • Use computational thinking to identify patterns, construct linear expressions, and systematically represent and analyse linear relationships using equations and graphs.
Sequences and Progressions	• Introduction to sequences • Explicit or general rule of a sequence • Recursive rule of a sequence • Arithmetic Progressions • (AP): nth term, visualising an AP, and practical contexts leading to Aps • Sum of the first n natural numbers • Geometric Progressions (GP): nth term, visualising a GP, and practical contexts leading to GPs • Applications of GP in fractals • Tower of Hanoi puzzle	CG-11, C-8.1, CG-9	The student will be able to: • Understand the concept of a sequence of numbers. • Identify the pattern in a sequence and predict the next few terms. • Determine the recursive and explicit rules for different sequences. • Obtain the terms of sequence given its recursive and explicit rule. • Identify Arithmetic Progressions (AP). • Determine the nth term of an AP. • Visualise an AP graphically. • Identify Geometric Progressions (GP). • Determine the nth term of a GP. • Visualise a GP graphically. • Analyse attributes of fractals using GP. • Solve the Tower of Hanoi puzzle. • Use computational thinking to identify patterns, write step-by-step rules, and model patterns in sequences and progressions.

Exploring Algebraic Identities	• Revisiting algebraic identities • Visualising identities using geometrical models • Factorisation of algebraic expressions using identities • More identities and their applications • Visualising factorisation of quadratic expressions through algebra tiles and without using algebra tiles • Finding new identities • Simplifying rational expressions	CG-7, C-7.2, CG-9	The student will be able to: • Visualise algebraic identities using geometric models. • Determine the factors of algebraic expressions using identities. • Interpret factors of quadratic expressions through geometric models. • Find simplified versions of rational expressions. • Use computational thinking strategies, such as decomposition and step-by-step procedures to visualise algebraic identities, factor expressions, and simplify rational expressions.
Linear Equations in Two Variables	• Introduction to linear equations in two variables through practical examples • Solution of linear equation in two variables: graphical representation • Slope-intercept form of linear equation in two variables • Drawing graphs of linear equations when x and y assume only certain values • Pair of linear equations in two variables • Graphical method for solving a pair of linear equations in two variables • Nature of solutions: consistency and inconsistency • Algebraic methods of solving a pair of linear equations: substitution and elimination method	CG-3, C-3.2, C-8.1, CG-9	The student will be able to: • Understand the concept of a linear equation in two variables. • Graph a pair of linear equations. • Solve a pair of linear equations graphically. • Solve a pair of linear equations through the methods of substitution and elimination. • Determine the nature of solutions of a pair of linear equations. • Model and solve contextualised problems using a pair of linear equations and draw conclusions. • Model daily-life phenomena using representations, such as graphs, tables, and equations. • Use computational thinking to systematically represent, solve, and interpret pairs of linear equations through graphs, tables, and step-by-step procedures.

	UNIT III: COORDINATE GEOMETRY No. of periods : 6		
Coordinate Geometry	• Brief history of coordinate geometry • The 2-D Cartesian coordinate system • Distance between two points in the 2-D plane • Midpoint of the line-segment between two points in the 2-D plane	CG-4, C-4.5, CG-9	The student will be able to: • Specify locations and the position of one point relative to another point using coordinates. • Represent a floor plan on a grid using coordinates. • Compute the distance between two points using coordinates. • Determine whether three points lie in a straight line using coordinates. • Compute the position of the midpoint of a line segment using coordinates. • Check whether a triangle is right-angled using coordinates. • Apply computational thinking to model situations on the coordinate plane and verify geometric properties through systematic reasoning.
	UNIT IV: GEOMETRY No. of periods : 69		
Introduction to Euclid's Geometry: Axioms and Postulates	• History of geometry • Constructing a square with a given side as described in the Baudhayana's Sulbasutras • Discovering Euclid's definitions • Axioms: Axioms of measurement and rules for geometric objects	CG-7, C-7.1, C-7.3	The student will be able to: • Describe how geometry grew from the practical needs ancient civilisations. • Describe contributions of India, Egypt and Greece to the development of geometric ideas. • Understand the role of definitions, axioms, and postulates. • Explain that there are elements of plane geometry (point, line, surface) for which we have an intuitive sense. • State the 5 postulates of Euclidean geometry. • Define parallelism of straight lines. • Explain the construction of a square as given in the Sulbasutras. • Justify simple constructions using the axioms.
Lines and Angles	• Rays and angles • Measures of angles • Intersecting lines and angles • Pairs of angles • Theorems and examples on intersecting lines • Theorems and examples on parallel lines	CG-7, C-7.1, C-7.3, CG-9	The student will be able to: • Explain the notion of an angle. • Explain the notion of a ray. • Explain that angles are formed between two rays with a common starting point. • State that a straight angle equals two right angles and measures 180° while a right angle measures 90°.

			• Classify angles as acute, right, obtuse, or reflex. • Define parallelism. • State and apply the linear pair theorem and its converse. • Follow proof by contradiction in geometry. • Prove that vertically opposite angles are equal. • Identify corresponding, alternate, and interior angles. • Explain transitivity of parallelism. • Explain why a triangle must have at least two acute angles; why it cannot have two obtuse angles, or all three angles less than 60° • Apply computational thinking to analyse geometric ideas by breaking constructions into ordered steps, using axioms and postulates as rules, and justifying geometric results through logical step-by-step reasoning.
Triangles: Congruence Theorems	• Practical applications of triangles • Proofs of conditions of congruence of triangles • Theorems on triangles • Propositions and their converse • Problems based on applications of theorems on triangles	CG-4, C 4.1, C-7.3	The student will be able to: • Explain that a triangle is rigid, unlike a quadrilateral. • Identify uses of triangle rigidity. • Explain why triangles give strength and stability to structures. • Describe what it means for two triangles to be congruent. • Identify correspondence between the vertices, sides, and angles of two congruent triangles. • Use the SAS congruence axiom. • Use the SSS congruence condition. • Use the ASA congruence condition. • Use the RHS congruence condition. • Use the AAS congruence condition. • Prove the basic properties of isosceles triangles. • Explain the notion of a proposition. • Explain the notion of converse of a proposition. • Identify the converse of a given proposition. • Explain that not all converses are true; use counter examples to show that some converses are false. • Explain why SSA is not, in general, a valid congruence condition.

			• Identify the situations where SSA is a valid congruence condition. • Justify the role of diagram accuracy.
4-gons (Quadrilaterals)	• Properties of parallelograms • Important theorems related to parallelograms and their proof • Midpoint theorem and its applications • Understanding the notion of central symmetry in the context of parallelograms	CG-4, C-4.2, C-7.3	The student will be able to: • Frame a precise definition of a 4-gon. • Prove various characterisations of a parallelogram. • Prove the midpoint theorem. • Prove a converse of the midpoint theorem. • Prove that the medians of a triangle are concurrent and each median is divided in the ratio 2:1 at the point of concurrence. • Prove that the 4-gon formed by joining the midpoints of a given 4-gon is a parallelogram. • Find the coordinates of the midpoint of a line segment given its end points and find the coordinates of the fourth vertex of a parallelogram given the other three. • Understand reflection and rotation symmetries of 4-gons. • Understand how any 4-gon can tile a plane. • Practice forming logical converses of statements and asking questions guided by converses of theorems. • Engage in drawing, measurement and paper manipulation activities to discover geometric patterns involving triangles and 4-gons.
Circles	• Practical applications and uses of circles • Definitions related to a circle — centre, diameter, and radius • Chords and the angles they subtend • Midpoints and perpendicular bisectors of chords • Distance of chords from the centre • Subtended angles by an arc • Cyclicity of points	CG-4, C-7.3, CG-9	The student will be able to: • State the definition of a circle. • Explain the meanings of the terms ‘chord’, ‘diameter’, ‘radius’, ‘arc’, ‘segment’, and ‘sector’. • Explain why there exists a unique circle through three non-collinear points. • Construct the circumcircle and circumcentre of a triangle. • Describe the location of the circumcentre for acute, obtuse, and right-angled triangles. • Explain what ‘angle subtended by an arc at the centre’ means. • Explain why ‘equal chords subtend equal angles at the centre’.

			• Explain why ‘chords that subtend equal angles at the centre are equal’. • Explain why ‘the line from the centre of a circle to the midpoint of a chord is perpendicular to the chord’. • Explain why ‘a perpendicular from the centre to a chord bisects the chord’. • State the relationship between length of a chord and its distance from the centre of the circle. • Explain why ‘equal chords are equidistant from the centre (and conversely)’. • Explain why ‘among unequal chords, the longer chord is closer to the centre’. • Explain why ‘the diameter is the longest chord’. • Explain why ‘the angle subtended by an arc at the centre is double the angle subtended by the arc at any point on the remaining part of the circle’. • Explain why ‘angles in the same segment of a circle are equal’. • Explain why ‘the angle in a semicircle is a right angle’. • Determine when four given points are concyclic. • Explain why ‘a quadrilateral with supplementary opposite angles is cyclic, and conversely’. • Explain how circular wheels have influenced transport, farming, building, and technology. • Identify cultural motifs involving circles, for example, the Dharmachakra, Ashoka Chakra, Sudarshan Chakra. • Use computational thinking to break down circle-related problems, apply geometric rules step-by-step, and verify properties of figures, such as chords, angles, and cyclic quadrilaterals through systematic reasoning.
	UNIT V: MENSURATION		**No. of periods : 27**
Mensuration : Area and Perimeter	• Perimeter of shapes • Perimeter of a circle: Introduction to Pi and its irrationality • Length of an arc	CG-5, C-5.1, CG-9	The student will be able to: • Define perimeter as the length around the boundary of any shape. • Explain that the circumference-to-diameter ratio is constant for all circles.

	• Area of shapes: rectangles, parallelograms, and triangles • Heron's formula • Squaring a rectangle: Proof from Baudhayana's Sulbasutras • Area of a circle: derivation • Area of the sector of a circle • Brahmagupta's formula for area of a cyclic 4-gon • Heron's formula as a special case of Brahmagupta's formula		• List historical approximations to π (from Archimedes, Aryabhata, and Zu Chongzhi). • Compute the circumference of a circle and the length of an arc. • Apply ideas of circle perimeter and arc-length to real-world contexts. • Explain why a median of a triangle divides it into two triangles of equal area. • Use Heron's formula to compute the area of a triangle from its sides. • Explain the classical problem of 'squaring' a given shape. • Explain how ancient civilisations approximated the area of a circle. • Compute the area of a circle using the formula. • Explain and use the formula for area of a sector of a circle. • Solve problems on areas of sectors and segments of circles. • State Brahmagupta's formula for the area of a cyclic quadrilateral in terms of its sides. • Explain why Heron's formula is a 'special case' of Brahmagupta's formula. • Explain the notion of 'special case' and 'generalisation' in mathematics. • Use computational thinking to break down shapes, apply step-by-step methods to calculate perimeter and area, recognise patterns across formulae, and understand generalisation and special cases in geometry.
Mensuration : Surface Area and Volume	• Surface areas and volumes of spheres (including hemispheres) and right circular cones	CG-5, C-5.1, CG-9	The student will be able to: • Recognise cuboids and cubes in real-life situations. • Compute the surface area and volume of a cuboid. • Explain how a cube is a 'special case' of a cuboid. • Describe a right circular cylinder using its radius and height. • Compute the surface area and volume of a cylinder. • Recognise cones in daily life, and describe them using radius and height.

			• Compute the surface area and volume of a cone. • Recognise a pyramid, and identify its base and apex. • Compute the surface area and volume of a pyramid. • Recognise spheres in real-life situations. • Compute the surface area and volume of a sphere. • Use computational thinking to systematically calculate, and compare surface areas and volumes of 3-D shapes by varying dimensions and analysing patterns.
	UNIT VI: STATISTICS AND PROBABILITY No. of periods : 24		
Statistics	• Graphical representation of data • Measures of central tendency	CG-6, C-6.1, CG–9	The student will be able to: • Collect, organise, visualise and interpret data to answer a statistical investigative question. • Compute and apply weighted average in different settings. • Read and interpret stacked bar graphs and 100% stacked bar graphs. • Apply computational thinking strategies to analyse real-life data, create appropriate graphical representations, and interpret mean, median and mode for decision-making.
Introduction to Probability	• Concept of probability and randomness • The probability scale • Empirical probability: analysing statistical data and performing experiments • Theoretical probability: sample space and events • Representing probability through tree diagrams and tables	CG-6, C-6.2, CG-9	The student will be able to: • Understand the concept of randomness. • Describe the likelihood of an event using the probability scale. • Estimate the empirical probability of the occurrence of an event by analysing statistical data. • Define theoretical probability of an event. • Apply the definition of theoretical probability to compute the probability of an event. • Compute probability of events with the help of tree diagrams and tables. • Use computational thinking strategies, such as pattern recognition and simulation, to model random experiments and estimate probabilities.

MATHEMATICS QUESTION PAPER DESIGN
CLASS – IX (2026-27)

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

Prescribed Books:

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

Mathematics
Subject Code – 041 & 241
Class – X (2026-27)

The Mathematics curriculum for the Secondary stage has been redesigned in alignment with the National Education Policy 2020 and the National Curriculum Framework for School Education (NCF – SE) 2023, prioritizing deep conceptual understanding and logical reasoning. The revised syllabus places strong emphasis on developing core mathematical competencies, including problem-solving, visualisation, mathematical modelling, mathematical communication, computational thinking, and data analytics. The syllabus integrate Indian Knowledge System with contemporary mathematical knowledge, highlighting the rich contributions of Indian mathematicians to foster a sense of pride and historical context. A deliberate shift from rote learning to competency-based education ensures that students build deep conceptual understanding and logical reasoning rather than mere procedural fluency. Greater emphasis has been laid on the integration of real-life applications and experiential learning, encouraging students to connect mathematical concepts with everyday situations and cross-disciplinary contexts. Greater emphasis has been laid on competency based learning outcomes encouraging students to connect mathematical concepts with everyday situations and inter-disciplinary contexts. Continuous and holistic assessment through projects, activities, and investigations forms an integral part of the learning process, moving beyond summative examinations.

At the secondary stage, the curriculum focuses on developing essential global mathematical competencies, including mathematical representation through quantities and relations, mathematical modelling and algorithm building, and effective mathematical communication. The study of the number system, algebra, geometry, mensuration, statistics and probability is designed to build a strong foundation for higher education while enhancing functional life skills. The curriculum thus aims to build rich mathematical learning frameworks not only for higher academic pursuits but also for the practical demands of life in a rapidly changing, data-driven world.

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

- develop logical thinking, critical reasoning, and a structured approach to problem-solving;
- build the ability to recognise, analyse, and solve diverse problems with confidence and adaptability;
- communicate mathematical ideas effectively using appropriate language, symbols, and representations;
- appreciate the beauty, history, and real-life relevance of Mathematics as a discipline;

- connect mathematical concepts to fields such as Science, Technology, Engineering, and Economics;
- engage in both collaborative and independent mathematical exploration and learning;
- develop habits of precision, accuracy, and logical consistency in mathematical work;
- build confidence to explore, experiment, and grow in mathematical understanding without fear of failure.

COURSE STRUCTURE CLASS –X

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

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

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

UNIT III: COORDINATE GEOMETRY			
1.	**Coordinate Geometry** **1. Review:** Concepts of coordinate geometry. Distance formula. Section formula (internal division).	• Derives formulae to establish relations for geometrical shapes in the context of a coordinate plane, such as, finding the distance between two given points, to determine the coordinates of a point between any two given points.	• Solves problems using distance formula and section formula
UNIT IV: GEOMETRY			
1.	**TRIANGLES** Definitions, examples, counter examples of similar triangles. 1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio. 2. State (without proof) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side. 3. State (without proof) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar. 4. State (without proof) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar. 5. State (without proof) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.	• works out ways to differentiate between congruent and similar figures. • establishes properties for similarity of two triangles logically using different geometric criteria established earlier such as, Basic Proportionality Theorem, etc.	• Prove Basic Proportionality theorem and applying the theorem and its converse in solving questions • Prove similarity of triangles using different similarity criteria

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

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

MATHEMATICS- STANDARD (Code – 041)

QUESTION PAPER DESIGN

CLASS – X (2026-27)

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

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

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

MATHEMATICS-BASIC (Code – 241)

QUESTION PAPER DESIGN

CLASS – X (2026-27)

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

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

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

PRESCRIBED BOOKS:

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

CBSE | DEPARTMENT OF SKILL EDUCATION
CURRICULUM FOR SESSION 2026-2027

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 2026-2027)

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.

** 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.

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CURRICULUM FOR SESSION 2026-2027

INFORMATION TECHNOLOGY (SUB. CODE – 402)

JOB ROLE: DOMESTIC DATA ENTRY OPERATOR

CLASS X

COURSE TITLE: DOMESTIC DATA ENTRY OPERATOR

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

COURSE OBJECTIVES:

In this course, students will be introduced to advanced concepts of digital documentation, spreadsheets, database management, and workplace safety, enhancing both technical and soft skills. The course aims to develop effective communication skills, including active listening, speaking, and presentation abilities, while fostering self-management through time management, goal setting, and stress management techniques. Students will gain proficiency in Information and Communication Technology (ICT), ensuring safe and ethical use of digital tools. The course also focuses on nurturing an entrepreneurial mindset, critical thinking, and innovation skills, along with a strong understanding of sustainable practices and environmental conservation. Learners will master advanced document creation, data analysis, and automation techniques using LibreOffice tools and develop competency in designing and managing databases. Emphasis is placed on maintaining a safe and secure work environment by understanding health, safety, and emergency protocols, thus preparing students for professional and personal growth in diverse environments.

LEARNING OUTCOMES:

In this course, the students will be introduced to the advanced concepts of digital documentation, digital spreadsheet, database management and internet security. The objectives of this course are to :

- Develop effective verbal and non-verbal communication skills, active listening, speaking, and presentation skills. Understand the importance of feedback and improve interpersonal communication.
- Enhance self-awareness, self-regulation, and self-motivation. Learn time management, goal setting, and stress management techniques. Cultivate personal and professional growth mindsets.
- Understand the basics of Information and Communication Technology (ICT). Gain

proficiency in using digital tools and platforms for communication and productivity. Learn safe, responsible, and ethical use of ICT resources.

- Develop an entrepreneurial mindset and understanding of business fundamentals. Learn problem-solving, critical thinking, and innovation techniques. Understand financial literacy and risk management in business.
- Understand the importance of sustainable practices and environmental conservation. Learn about the green economy and green jobs. Promote sustainable development and eco-friendly initiatives.
- Master advanced document creation, formatting, and management skills. Learn to use templates, styles, tables, and images effectively. Understand document collaboration and review features.
- Learn advanced data analysis using Scenarios and Goal Seek, automate tasks with macros, and manage linked data across spreadsheets. Gain skills in securely sharing and reviewing spreadsheets for effective collaboration and feedback.
- Learn to design, create, and manage databases. Understand data querying, reporting, and relational database concepts. Develop skills in creating forms, reports, and managing data integrity.
- Understand workplace safety, health, and security protocols. Learn hazard identification, risk assessment, and emergency response planning. Promote a culture of health, safety, and well-being at the workplace.

These objectives are designed to provide comprehensive skills that enhance employability, personal development, and workplace readiness.

SALIENT FEATURES:

This course equips students with essential skills for a Data Entry Operator role by focusing on advanced digital documentation, spreadsheet management, and database handling using LibreOffice tools. It enhances accuracy, speed, and data management capabilities while improving communication and ICT skills for efficient workplace interaction. The course promotes responsible digital practices, problem-solving, and critical thinking, ensuring readiness for data-centric tasks. Additionally, it emphasizes workplace safety, teaching health, safety, and emergency management protocols, essential for maintaining a secure and productive work environment.

SCHEME OF UNITS

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

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

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

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CURRICULUM FOR SESSION 2026-2027

INFORMATION TECHNOLOGY (SUB. CODE – 402)

CLASS – X (SESSION 2026-2027)

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

DETAILED CURRICULUM/ TOPICS:

Part-A: EMPLOYABILITY SKILLS

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

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

Part-B – SUBJECT SPECIFIC SKILLS

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

Unit 1: Digital Documentation (Advanced) using LibreOffice Writer

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 1: Introduction To Styles	Learn to create, update, and apply various styles in Libre Office Writer for effective and consistent document formatting.	• Styles/ categories in Writer ➢ Page ➢ Paragraph ➢ Character ➢ Frame ➢ List ➢ Table • Styles and Formatting • Fill Format • Creating a new style ➢ From Selection method ➢ Drag and Drop method • Updating a new style • Load style from template or document. • Applying styles.	• **List Style Categories**: Open the Styles and Formatting window, list available style categories, and select one style from each. • **Use Fill Format**: Apply a style to multiple areas of your document quickly using the Fill Format tool. • **Create and Update a New Style**: Create a new style from selected text and update it by modifying its attributes. • **Load a Style from a Template or Document**: Import and apply a style from a template or another document to your current work. • **Create a New Style Using Drag-and-Drop**:

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
			Create a new style by dragging and dropping formatted text into the Styles and Formatting panel.
Chapter 2: Working with Images	Able to insert, modify, and position images and drawing objects in a document, using various methods and options for effective document layout and formatting.	• Inserting an Image in a Document ➢ Insert Image Option ➢ Drag and Drop option ➢ Copy and Paste method ➢ Inserting an image by linking • Options to modify image using image toolbar, resize, crop and delete an image. • Drawing Objects • Creating drawing objects • Setting or changing its properties. • Resizing and grouping drawing objects. • Positioning image in the text. • Arrangement • Anchoring • Alignment • Text Wrapping	• **Insert an Image**: Insert an image into a document using options such as Insert Image, Drag and Drop, Copy and Paste, and linking. • **Modify an Image:** Use the image toolbar to modify an image by resizing, cropping, and deleting it. • **Create Drawing Objects:** Create various drawing objects within your document. • **Set or Change Drawing Object Properties:** Adjust the properties of drawing objects, including color, line style, and fill. • **Resize and Group Drawing Objects:** Resize individual drawing objects and group multiple objects together for better document organization. • **Position the Image in the Text:** Adjust the image's position in the text using arrangement, anchoring, alignment, and text wrapping options.
Chapter 3: Advanced Features of Writer	Acquire skills in creating, customizing, and managing a Table of Contents, using and editing templates, and tracking and reviewing changes in	• Table of contents • Hierarchy of headings • Creating a Table of Content (ToC) • Customization of Table of Contents(ToC) • Maintaining a Table of Contents(ToC)	• **Create a Table of Contents (ToC)**: Generate and customize a Table of Contents in a document. • **Maintain a Table of Contents**: Update or delete the Table of Contents • **Use Templates**: Create,

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
	documents effectively.	• Updating ToC • Deleting ToC • Using templates • Creating a Template • Using In-built/Saved Templates • Using Online Templates • Importing a Template • Editing a Template • Moving a Template • Exporting a Template • Applying Templates to a Blank Document • Track Changes Feature • Preparing a Document for Review • Recording Changes • Accepting and Rejecting Changes • Adding Comments • Deleting Comments • Comparing Documents	import, and apply templates to a blank document, using in-built, saved, or online templates. • **Edit a Template**: Modify, move, and export an existing template. • **Track Changes**: Prepare a document for review by recording, accepting, or rejecting changes, and manage comments by adding or deleting them. • **Compare Documents**: Compare two versions of a document to identify and review differences.

Unit 2: Electronic Spreadsheet (Advanced) using LibreOffice Calc

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 4: Analyse data using scenarios and goal seek	Learn skills in consolidating data, using groups and subtotals, performing what-if analysis and scenarios, and utilizing the Goal Seek tool for decision-making.	• Consolidating Data • Groups and Subtotals • What-if Scenarios • What-if Analysis Tool • Goal Seek	• **Use Consolidating Data**: Aggregate data from multiple sources into a single summary. • **Create Subtotals**: Apply subtotals to data groups to summarize and analyze information. • **Use "What-If" Scenarios**: Create and analyze different scenarios to forecast outcomes based on varying inputs. • **Use "What-If" Tools**: Use tools like Scenario Manager for detailed what-if analyses. • **Use Goal Seek and Solver**: Use Goal Seek to find specific input values needed to achieve a

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
			desired result, and apply Solver for more complex problems.
Chapter 5: Using Macros in Spreadsheet	Develop skills in recording, running, creating, and organizing macros, and using them as functions for document automation.	• Recording a Macro • Running a Macro • Creating and Organising a Simple Macro • Macro as a Function	• **Demonstrate the Use of a Macro Recorder**: Record a macro to automate repetitive tasks. • **Create a Simple Macro**: Develop a basic macro to perform a specific function. • **Use a Macro**: Execute an existing macro to automate tasks in a document. • **Pass Arguments to a Macro**: Provide arguments to a macro to customize its behavior. • **Pass the Arguments as Values**: Supply values as arguments to a macro for dynamic operation. • **Write Macros as Built-in Functions**: Create macros that function similarly to built-in functions for enhanced functionality. • **Access Cells Directly**: Write macros to directly manipulate cell data in spreadsheets. • **Sort Columns Using a Macro**: Develop and use a macro to sort columns in a spreadsheet.
Chapter 6: Linking Spreadsheet Data	Learn to set up multiple sheets, create references and hyperlinks within and across documents, and link to external and registered data sources.	• Setting up multiple sheets. • Creating reference to other sheets by using keyboard and mouse. • Creating reference to another document by using keyboard and mouse. • Hyperlinks to the Sheet • Relative and Absolute Hyperlinks • Creating Hyperlinks	• **Setup Multiple Sheets**: Insert and organize new sheets within a workbook. • **Create References to Other Sheets**: Use keyboard and mouse to create references between different sheets in a workbook. • **Create References to Other Documents**: Use keyboard and mouse to link data from one document to another. • **Create, Edit, and Remove Hyperlinks**: Add, modify, and delete hyperlinks to sheets within a workbook. • **Link to External Data**: Connect and import data from external sources into your document. • **Link to Registered Data Sources**: Establish links to registered data sources for data integration.

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		• Editing a Hyperlink • Linking to External Data • Linking to Registered Data Sources	
Chapter 7: Share and Review a Spreadsheet	Develop the ability to share, open, and save shared spreadsheets, track and review changes, and handle comments and merging for effective collaboration.	• Sharing Spreadsheet • Opening and saving a shared spreadsheet. • Recording changes. • Add, Edit and Format the comments. • Reviewing Changes – View, Accept or Reject Changes • Merging and comparing.	• **Set Up a Spreadsheet for Sharing**: Configure a spreadsheet to enable sharing with others. • **Open and Save a Shared Spreadsheet**: Access and save changes to a spreadsheet that has been shared with you. • **Record Changes**: Track modifications made to the spreadsheet. • **Add, Edit, and Format Comments**: Insert, modify, and format comments within the spreadsheet. • **Review Changes**: View, accept, or reject changes made by others in the shared spreadsheet. • **Merge and Compare Sheets**: Combine and compare different sheets to integrate data effectively.

Unit 3: Database Management System using LibreOffice Base

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 8: Introduction to Database Management System	Understand data and information concepts, the advantages of databases, various data models and key terminology and objects of relational database systems.	• Data and Information • Databases and DBMS • Advantages of database, • Data Models ➢ Hierarchical Data Model ➢ Network Data Model ➢ Relational Data Model • Relational database Model ➢ RDBS Terminology ➢ Objects of an RDBMS	• **Identify Data and Information**: Distinguish between data and information within a database context. • **Identify Fields, Records, and Tables**: Recognize and describe fields, records, and tables in a database. • **Prepare a Sample Table**: Create a sample table with standard fields to illustrate database structure. • **Identify Different Types of Data Models**: Identify and describe various data models such as hierarchical, network, and relational. • **Different Types of Keys**: Recognize and explain different types of keys used in databases, such as primary and foreign keys. • **Identify Different Objects of RDBMS**: Identify and describe different objects in a relational database management system (RDBMS), including tables, queries, and forms.
Chapter 9: Starting with LibreOffice Base	Learn to navigate LibreOffice Base, manage data types, create and save tables using various methods, set primary keys, and perform data entry, editing, sorting, and record deletion.	• Introduction to LibreOffice Base • Data types • Starting with LibreOffice • User Interface Of LibreOffice Base • Opening a Database • Creating a Table ➢ Using a Wizard ➢ Using design view, • Setting primary key • Saving a Table	• **Start LibreOffice Base and Observe the Main Window**: Launch LibreOffice Base and familiarize yourself with the main window's components. • **Create a Sample Table Using Wizard**: Use the wizard to create a sample table in any category. • **Create Different Tables from Available List**: Practice creating various tables by selecting fields from the available options. • **Assign Data Types and Set Primary Key**: Define data types for fields and set a primary key for the table. • **Edit the Table in Design View**: Modify the table structure using the design view. • **Enter Data in the Fields**: Input

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		• Entering data into table • Navigating through the table • Editing Data • Deleting Records from Table • Sorting Data in the Table	data into the fields of your table. • **Delete Records from Table**: Remove records from the table as needed. • **Arrange Data in Ascending or Descending Order**: Sort the table data in ascending or descending order
Chapter 10: Working with Multiple Tables	Develop skills in editing and deleting tables, creating and managing table relationships, and ensuring referential integrity.	• Editing and Deleting tables, • Relationships between tables • Types of Relationships– one to one, one to many, many to many • Advantages of Relating Tables in a Database • Creating Relationships between Tables • Referential Integrity	• **Insert Data in the Table**: Add new data entries to a table. • **Edit Records in the Table**: Modify existing records within the table. • **Delete Records from Table**: Remove specific records from the table. • **Sort Data in the Table**: Arrange data in ascending or descending order within the table. • **Create and Edit Relationships**: Establish and modify relationships between tables, including one-to-one, one-to-many, and many-to-many. • **Enter Various Field Properties**: Set and adjust different properties for fields in the table.
Chapter 11: Queries in Base	Acquire skills in creating and editing queries using both wizards and design view, and working with numerical data in queries.	• Queries • Query creation using wizard • Creation of query using design view • Editing a query, • Working with Numerical Data	• **Prepare a Query for Given Criteria**: Create a query based on specified criteria. • **Create a Query Using Wizard and Design View**: Demonstrate how to generate a query using both the wizard and design view. • **Edit a Query**: Modify an existing query to update its criteria or structure. • **Apply Various Criteria in a Query**: Demonstrate applying different criteria in a query, including single field, multiple fields, and wildcard searches. • **Perform Calculations Using Query in Base**: Execute

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
			calculations within a query in LibreOffice Base.
Chapter 12: Forms and Reports	Able to create and modify forms and reports in LibreOffice Base, use the Form Controls Toolbar, and insert additional controls, titles, headings, and date/time elements in reports.	• Forms in BASE. • Creating form using wizard, • Modifying a Form • Form Controls Toolbar • Report in Base • Inserting other controls in report • Inserting Titles & Headings • Inserting Date & Time •	• **Create a Form Using Form Wizard**: Generate a form by following the steps in the Form Wizard. • **Enter or Remove Data from Forms**: Input new data or delete existing data using forms. • **Modify Forms**: Demonstrate how to adjust and customize forms. • **Change Label and Background**: Modify the label text and background color or design of a form. • **Search Records Using a Form**: Use the form to find specific records based on search criteria. • **Insert and Delete Records Using Form View**: Add new records or remove existing ones through the Form View. • **Create a Report Using Report Wizard**: Illustrate the steps to generate a report using the Report Wizard. • **Demonstrate Various Report Examples**: Provide examples of different types of reports created using the Report Wizard.

Unit 4: Maintain Healthy, Safe and Secure Working Environment

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 13. Health, Safety and Security at Workplace	Understand workplace health, safety, and security policies, identify various hazards, and learn how to manage risks and maintain a safe working environment.	• Introduction to Health, Safety, and Security At Workplace • Policies and Procedures for Healthy, Safety and Security • Reasons for Health, Safety, and Security Programs or Policies in the Workplace • Workplace Safety Hazards • Physical Hazards • Falling Off Heights, Slipping and Tripping • Electrical Hazards • Fire Hazards • Health Hazards	• **Practice Basic Safety Rules**: Implement fire safety measures, prevent falls and slips, ensure electrical safety, and apply first aid procedures to protect workers and prevent accidents.

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		• Potential Sources of Hazards in an Organisation • Hazards using Computers • Handling Office Equipment • Handling Objects • Stress at Work • Working Environment • Hazard Control • Safety Guidelines Checklist	
Chapter 14. Workplace Quality Measures	Learn about air and water quality monitoring, office ergonomics, health and safety guidelines for computer use, and methods to reduce risks associated with musculoskeletal problems and other work-related issues.	• Introduction • Air and Water Quality Monitoring Process • Guidelines for Clean Air and Clean Water • Importance of Cleanliness at Workplace • Office Ergonomics • Computer Health and Safety Tips • Musculoskeletal Problems: Occupational Overuse Syndrome, Strain in Legs and Feet, Eye Strain, • To reduce the risks of visual problems: Headaches, Obesity, Stress Disorders, Injuries from Laptop Use, Sleeping Problems • Health and Safety Requirements for Computer Workplace • Cautions while Working on the Computer	• **Illustrate Handling Accidents at Workplace**: Demonstrate the steps to manage and respond to accidents in the workplace. • **Demonstrate Following Evacuation Plan**: Show how to effectively follow the evacuation plan and procedures during an emergency.
Chapter 15. Prevent Accidents and Emergencies	Able to identify and handle accidents and emergencies, follow company policies, manage different types of accidents and emergencies, and apply fire safety and first aid procedures effectively.	• Accident and Emergencies: ➢ Notice and Correctly Identify Accidents and Emergencies ➢ Get help Promptly and in the Most Suitable Way ➢ Follow Company Policies and Procedures for Preventing Further Injury While Waiting for Help to Arrive ➢ Act within the Limits of your Responsibility and Authority when Accidents and Emergencies Arise, ➢ Promptly Follow Instructions given by Senior Staff and the Emergency Services	• **Identify Hazards and Sources of Hazards**: Recognize potential hazards and their sources in the workplace. • **Identify Problems at Workplace**: Assess workplace issues that could lead to accidents. • **Practice General Evacuation Procedures**: Execute evacuation

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		• Types of Accidents ➢ Trip and Fall ➢ Slip and Fall ➢ Injuries caused due to Escalators or Elevators (or lifts) ➢ Accidents due to Falling of Goods ➢ Accidents due to Moving Objects • Handling Accidents: ➢ Attend to the Injured Person Immediately, ➢ Inform your Supervisor ➢ Assist your Supervisor • Types of Emergencies ➢ First Aid, ➢ Electrical Safety ➢ Evacuation • General Evacuation Procedures • Fire Hazards in the Workplace • Fire Prevention • Identification of Material and Ignition Sources • First Aid for Electrical Emergencies • Electrical Rescue Techniques	procedures in simulated emergency situations.

ORGANISATION OF FIELD VISITS:

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

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

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

LIST OF EQUIPMENT/ MATERIALS:

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

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 and Black & White)	01
4.	Scanner	01
5.	Online UPS 5 KVA	01
6.	16 Port Switches	01
7.	Air Conditioner 1.5 tonne	02
8.	Telephone line (For Internet)	01
9.	Fire extinguisher	01
B	**SOFTWARE**	
1.	Operating System Linux and Windows	
2.	Anti-Virus Latest version	
3.	Productivity Suite, Example – Open Office, etc.	
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.

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

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

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

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

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

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

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

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

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

Assessment and evaluation of (Vocational) Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the (Vocational) Teachers/Trainers is appraised annually. Performance

based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the (Vocational) Teachers/Trainers.

Following parameters may be considered during the appraisal process:

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

CAREER OPPORTUNITIES:

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

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

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

VERTICAL MOBILITY

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

ART EDUCATION
CLASS IX (2026-27)

The NCF-SE 2023 broadly classifies the Arts into Visual and Performing Arts (Music, Theatre, and Dance & Movement). It involves innovative and imaginative ways of expression in different forms using a variety of materials and media.

NEP 2020 helps students to utilize various aspects and forms of art and culture as the basis for learning concepts across subjects. A part of the thrust on experiential learning, art-integrated education, embedded in classroom transactions, not only creates joyful learning but also helps in imbibing the Indian ethos through the knowledge of Indian art and culture.

Art in School Education addresses the Goals and Competencies for every student to find diverse ways of persisting and solving problems. We not only create an artwork, but also enjoy the experience of viewing and responding to many forms of cultural expression. When they create artwork together and work collaboratively, they recognize one another's strengths and develop deeper connections with the world around them. Such a process nurtures empathy, appreciation, cooperation, and trust, all of which are fundamental for developing social and human values, such as ahimsa, love, compassion, friendship, and peaceful co-existence. As a common language, the Arts bring people together and lead them to develop acceptance, understanding, and mutual respect

Art classes involve three important processes—making artwork, thinking creatively in the Arts, and appreciating all forms of artistic expression down the ages. This immersive experience of producing art improves cognition, leaving a positive and long-lasting impact on the development of aesthetic sensibilities, expression, imagination, observation, crafting skills, creativity, and students' overall confidence in their own abilities.

Aims

Through Art students should be able to connect with their culture and appreciate the diversity of artistic expressions. For an effective Art Education programme, schools must aim to achieve:

a. **Joy in exploring and creating artwork:** This would mean gaining a variety of aesthetic experiences and deriving joy from all forms of art.
b. **Imagination and creativity:** Acquiring and applying creative thinking and artistic capacities through experimentation and sustained practice in the Arts is at the heart of Art Education.
c. **Empathy and sensitivity:** Meaningful experience in the Arts has great potential to nurture empathy and sensitivity towards the expressions of others.
d. **Understanding of connections with other disciplines:** The Arts teaches

appreciation of beauty in nature and the observation of details and patterns. This approach to the understanding of disciplines makes for aesthetic experiences in themselves.

e. **Sense of belonging:** Through artistic engagement, students will find connections to their own culture and traditions, as well as learn an appreciation for India's multicultural diversity and knowledge of contemporary artists and art practices.

f. **Development of Aesthetic Sensibilities:** Students should be able to describe the characteristics of things they find beautiful, do subjective interpretations, assess the aesthetic qualities of artwork based on the commonly accepted criteria in the Arts and expand their 'tastes' by participating in art processes.

Approach to learning different Arts Forms for Practice and Theory

Arts Education emphasizes the process over the product. The NCF-SE 2023 mentions three processes that are integral to the Arts:

- **Thinking Processes** refer to a wide range of cognitive activities in the Arts. It includes generating ideas, understanding the elements of art, inquiring into artistic processes, interpreting artwork, and connecting the Arts with other knowledge and experiences.

- **Making Processes** relate to the execution and production of work, utilizing the active engagement of mind and body to express ideas and emotions. This involves using a variety of creative tools, instruments, materials and techniques.

- **Appreciation Processes** include exposure to and awareness of diverse art forms and cultural practices. This process involves responding to artworks, discussing, describing and assessing aesthetic experiences; considering their social and historical contexts, and developing multiple perspectives along with respect for diverse opinions.

Visual Arts
• Visual Arts learning builds upon the student's knowledge of the elements of art and the principles of design. Through regular practice in creating compositions and other artworks, fundamental concepts, such as perspective, proportion, balance, focus, rhythm and harmony guide students in effectively expressing their ideas and expressions. • An introduction to art history and basic theories, such as Ṣaḍāṅga described in ancient treatises like the Citrasūtra, helps students to appreciate the aesthetically rich and continuous heritage of the Indian art traditions. • Exploration and experimentation with materials, tools and techniques also create opportunities for interdisciplinary linkages.

Music
• Music education includes singing diverse compositions across classical, folk, tribal and contemporary genres, enabling students to experience the richness of India's musical traditions. Students will explore ragas, rhythm patterns and instruments, study the historical evolution of music and its theoretical treatises, and understand how Indian music has gained global recognition through renowned musicians.
Theatre
• Theatre builds on the basic aspects of voice, body language and expression, along with costume, make-up and other backstage elements learned in earlier stages. • In practice, students explore the basics of direction, lighting and sound, and how these elements shape a scene's emotion and meaning. They experiment with abstract representation, where a single object or gesture can symbolise a broader idea. Through theoretical study, students will learn how theatre developed from the pre-Nāṭyaśāstra period to modern theatre, which uses design, technology, and realistic storytelling techniques. This integration of practice and theory enables learners to think both as artists and storytellers - understanding how every elements, such as light, sound and movement, can express an idea and create an experience that connects people across time.
Dance and Movement
• Dance and movement will be learnt through the application of concepts rooted in texts. Teachers are encouraged to ground instruction in regional dance practices, while also introducing students to dance forms from other regions. Various dance practices, major and other traditions will be learnt with emphasis on stylised body movements, emotional expression and the creative use of hand gestures. They are also introduced to analyse and journal the historical development of dance, taking cultural and geographical contexts into account. The interrelation between dance and other art forms is emphasised, and students are encouraged to integrate interdisciplinary concepts in their creative explorations.

Themes/ Concepts and Learning Outcomes
(Suggestive Instructional Hours)

History of Arts (Common Chapter for all four Arts forms) (30 hours)

Chapter Outlines/Key Concepts	Learning Outcomes
Common History chapter bringing together all art forms • Time period covers the prehistoric period to the late 11th century CE. • Tangible and intangible cultural heritage • Storytelling traditions from across India • Chronology of important milestones across all art forms • Ancient texts and literary sources that have guided Indian Arts Traditions • Geographical, socio-cultural and political influences on art practices • Art from around the world that shows parallel development and cross- cultural influences • Continuity of historical art traditions and connections with present times	• Students will be able to: Interact with peers, teachers, family members, and artists in their community to know more about Arts practices **CG-1, C-1.2.** • Create artwork, i.e., inspired by the ideas and processes from art history **CG-1, C-1.2.** • Identify and discuss the evolution of materials, processes & techniques used in various art forms **CG- 3, C- 3.2.** • Trace the historical development of visual arts, theatre, music and dance with examples **CG-4, C- 4.1.** • Identify the continuing ideas, practices, and art traditions mentioned in ancient Indian texts and treatises. **CG-4, C- 4.1.** • Discuss and correlate the geographic, social and cultural linkages across art forms that share a common time period. **CG-4, C- 4.1.** • Explain why they find an artwork or performance relevant to their interests, experience, and present social context. **CG-4, C- 4.2.**

Visual Arts

Chapter Outlines/Key Concepts	Learning Outcomes
Visual Arts Fundamentals (4 hours / 5 periods)	
1.1 Introductory discussion Prior knowledge, and learning and experiences in visual arts	Students will be able to: • Journal their interests, observations and experiences through visuals

experiences. 1.2 Visual Journal • Journaling through drawing and collage • Journalling related to other art forms. 1.3 Elements of Visual Arts 1.4 Principles of Visual Design 1.5 Sketching basics	and notes **CG-1, C-1.1.** • Practice basic Visual Arts processes regularly (e.g., Student spends 10 – 15 minutes every day to create drawing from observation) **CG-2, C-2.1.**
Exploration of Materials and Methods (7.5 hours/ 9 periods)	
2.1 Introduction to common materials, mediums and tools in Visual Arts 2.2 Proper use, maintenance, and storage of materials and tools 2.3 Explore sculptural and hand-crafting traditions in India. • Gather information & write about one Indian handcrafting tradition • Create a three-dimensional artwork using its technique, e.g., relief in clay, bamboo crafts, fabric toys, papier-mâché, jute or fibre crafts, etc. 2.4 Colour Theory Exercises • Colour wheel in different mediums • Colour tints, shades and tones • Complementary and Analogous colours 2.5 Perspective • Linear perspective • Aerial perspective • Create an artwork using linear and aeria perspective	Students will be able to: • Demonstrate familiarity with the use and maintenance of materials and tools used in Visual Arts **CG-3, C-3.1.** • Practice colour exercises using a variety of materials and mediums **CG-3, C-3.1.** • Apply perspective techniques to show spatial depth in their artwork **CG-3, C-3.1.** • Create a three-dimensional artwork using a hand-crafting technique from any part of India e.g., relief in clay, bamboo crafts, fabric toys, papier-mâché, jute or fibre crafts, etc. **CG-3, C-3.2.**
Creative Composition (5 hours/ 6 periods)	
3.1 Introduction to Composition • Realistic and Abstract representations • Compositional Layout • Importance of iterations 3.2 Create a 2D Composition (two	Students will be able to: • Create multiple iterations in process of developing their ideas and making artworks **CG-3, C-3.1.** • Compare multiple iterations of one's

options) • Create a four-part graphic story or comic strip (in colour) • Thematic painting or collage (choice of genres and themes can vary, such as still life, portrait, landscape, people in indoor or outdoor settings, imaginary composition)	artwork to explain how the arrangement of visual elements conveys different meanings and emotions **CG-2, C-2.2.**
Visual Arts Branches (1.6 hours/ 2 periods)	
4.1 Brief introduction to the different branches of Visual Arts: • Painting • Sculpture • Printmaking • Applied Art and Design disciplines Heritage crafts	Students will be able to: • Expresses their interests in various Visual Arts branches and makes inquiries about visual artists **CG-1, C-1.1.**

Music

Chapter Outlines/Key Concepts	Learning Outcomes
Music, Me and Us (5.8 hours/7 periods)	
1.1 Active Listening (10 minutes in every class across both grades) • Listen to a selection of music across various vidhaas or genres • Discuss the key identifying features of the vidhaa or genre. 1.2 Music and personal expression Activity: Create a personal playlist of songs that are in your memory and connect them to the mood and concept of navarasa. 1.3 Exploration of themes in folk music • Examine the lyrics of folk songs to learn more about a region. • Examine the various themes described in folk music. Activity: Create a piece of music or lyric that expresses a family history, tradition, or practice. • Journal the process of writing the	Students will be able to: • Describe a musical composition using general vocabulary of Music **CG-3, C-3.2.** • Describe how music is an integral part of personal and collective expression. **CG-1, C-1.1; CG-2, C-2.1.** • Describe the emotions expressed or evoked through music. **CG-2, C-2.1.** • Describe the thematic content and emotions expressed in folk music. Create and sing a piece of music that expresses a family history, tradition, or practice. **CG-2, C-2.1.**

lyrics and setting them to music. Activity: Maintain a journal or log that records ideas, observations from listening and creation activities.	
The Science of Music (5 hours/6 periods)	
2.1 Connections between Physics and Music Revisit how concepts of physics are fundamental to music. Reference to ancient treatises Activity: Experiment with varying the length of a string to manipulate frequency. 2.2 Connections between Biology and Music • Introduce the anatomy and physiology of the human vocal system. • Activity: Breathing exercises and vocal warm-ups. 2.3 Connections between Music and Mathematics • Introduce how concepts of pattern-making and Lowest Common Multiple (LCM) are applied in Music. Activity: Recite konnakol patterns demonstrating LCM.	Students will be able to: • Describe and demonstrate how sound is produced and manipulated. **CG-1, C-1.1; CG-2, C-2.1.** • Describe the role of the three main subsystems involved in voice production. **CG-1, C-1.1; CG-2, C-2.1.** • Recognize ways to care for one's voice and demonstrate vocal warm-ups. **CG-1, C-1.1; CG-2, C-2.1.** • Study how rhythmic patterns are created from various syllables. **CG-1, C-1.1; CG-2, C-2.1.** • Demonstrate the concept of LCM in tala. **CG-2, C-2.1; CG-3, C-3.1.**
Ragas and Talas (9 hours/ 10.8 periods)	
3.1 Revisiting Basic Elements and Swarasthanas of Indian Classical Music 3.2 Raga classification system • Raga jaatis (audava, shadava, and sampoorna) • Basic definition of thaat and melakarta systems Activity: Identify the number of notes in a raga. 3.3 Hindustani raag — alhaiya bilaval, carnatic raga, and	Students will be able to: • Identify and demonstrate the 12 note positions. **CG-1, C-1.1; CG-3, C-3.1.** • Describe the concepts of raga classification system with examples. **CG-3, C-3.1.** • Sings the notes of one raga each from Hindustani and Carnatic Music. Sings at least two compositions in a raga of Carnatic and/or Hindustani Music. **CG-3, C-3.1** • Explain and demonstrate two talas

shankarabharanam. 3.4 Two compositions each in Hindustani and Carnatic Music 3.5 Hindustani taal — teentaal, jhaptaal Carnatic taals — aadi, rupaka Activity: Write a piece of music as per the taal cycle. Reflect on the process of writing a lyric and setting it to a taal.	each of Hindustani and Carnatic Music. **CG-3, C-3.1**. • Compare a composition before and after setting it to taal. **CG-2, C-2.1, C-2.2; CG-3, C-3.1, C-3.2**
Collaborations and Impact of Indian Music on other types of Music around the World (5 hours/ 6 periods)	
4.1 Music and migration • Introduction to how migration influences music • Examples of music styles that have resulted from migration (e.g., Chutney, UK Bhangra, etc.) Activity: Building a memory box of songs as an archive of family or community memory. 4.2 Families of musical instrument with similar features across the world • Lute family and Flute family Activity: Examine the similarities and differences between related instruments in terms of their structure and sound.	Students will be able to: • Discuss how migration has influenced world and Indian music. **CG-4, C-4.1.** • Describe the various ways in which musical instruments can be categorized **CG-2, C-2.1.** • Identify and group musical instruments into similar families. **CG-2, C-2.1.**

Theatre

Chapter Outlines/Key Concepts	Learning Outcomes
Create your theatre company, Vision logo team, Research in theatre (5 hours/ 6 periods)	
1.1 Creating a theatre company: • Team building and collaboration • Vision of the Theatre Team: Creative thinking behind the name and logo, and defining purpose and goals 1.2 Research in Theatre • Individual or Group Research Activity: Students choose a topic	Students will be able to: • Discuss the ideas and processes that interest them in Dramatic Arts. **CG-1, C-1.1.** • Explore the potential of theatre for a social purpose. Demonstrates empathy and sensitivity in interacting with people. **CG-1, C-1.2** • Interact with peers, teachers, family

that interests them in the Dramatic Arts. They engage with concepts and tools related to researching Dramatic Arts in society. • Conduct interviews with theatre personnel. • Conduct surveys and field Visits • Visits art galleries and watch different performances (such as melas, activity or cultural centres, auditoriums, museums, etc. • Studies selected literature and apply it to the research topic.	members and artists in their community to know more about the scope of the Dramatic Arts, e.g., enquire about access and locations of auditoriums, performers, types of plays, theatre groups, festivals, etc. **CG- 1, C-1.2**
Lighting and sound, Basic concepts of design, Lights and sound equipment, Background music and sound effects (3.20 hours/ 4 periods)	
2.1 Introduction to importance of light and sound in theatre • Lighting equipment, such as Par-can, profile, fresnal lens, patch panel, dimmer, etc. Sound equipment like microphones, amplifiers and speakers • Their functional roles in performance environments. Basic concepts of design: Explore how lighting and sound (stage lighting, background music and sound effects) influence mood, meaning, and emotional tone within a scene.	Students will be able to: • Identify differences in approaches and techniques of scene work at each step of the process, e.g., explain how the arrangement of various elements convey different meanings and emotions. **CG-2, C-2.1.** • Experiment with themes and ways of presentation during large collaborative projects targeted towards creating drama. **CG-2, C-2.2** • Understand and applies concepts of light, lenses, electricity and sound in theatre. Able to blend the science concepts to enhance the creative output on stage. **CG-3, C-3.1**
Direction and Acting, Basic techniques and responsibilities of a director, Schools of acting, Facilitating workshops (6 hours/ 7 periods)	
3.1 Introduction to styles, techniques, and values related to direction: • Visualising a scene and its techniques • Styles and approaches to direction • Schools of acting in Indian and Western traditions • Facilitating workshops	Students will be able to: • Experiment with themes and projects targeted towards large collaborative projects targeted towards creating drama. **CG-2, C-2.1** • Experiment with rehearsal techniques and run-throughs. **CG-2, C-2.1** • Explore one's own abilities in

• Leadership, collaboration, and taking responsibility in the production process	performance as an individual and in groups. **CG-2, C-2.2** • Demonstrate familiarity with the proper use and maintenance of costumes, props, stage equipment used for drama **CG-3, C-3.1** • Experiment with theatre games, skill building activities and rehearsal techniques **CG-3, C-3.1**
Stage aesthetics Colours and Symbolism in theatre (2.30 hours/ 3 periods)	
4.1 Symbolism: Exploring various icons, indices and symbols through scene-building activities. 4.2 Colours and meaning building: Activities include colour theories in Natyashastra, the impact of colours on stage (sets, props, and costumes and their effects) 4.3 Art appreciation: Read different literatures beyond drama, poetry and short stories. Observe various types of drama from classical, folk, modern to build opinions and share thoughts. 4.4 Connect with other art forms: Visit art galleries, museums, auditoriums to watch different performances, interview artists from different disciplines, group discussion, etc., to enhance perspective and approach towards art.	Students will be able to: • Understand abstract representation on stage. Builds simple metaphors and symbol for story concepts. **CG-4, C-4.1** • Consider multiple viewpoints and interpretations while responding to diverse forms of Indian dramatic arts and cultures presents non-judgemental and contextual views with an awareness of geography and cultural diversity. **CG-3, C-3.2** • Identify differences in approaches and techniques of scene work at each step of process e.g., explains how the arrangement of various elements convey different meanings and emotions. **CG-2, C-2.1**

Dance and Movement

Chapter Outlines/Key Concepts	Learning Outcomes
Components of Dance (4 hours/ 5 periods)	
1.1 Body Geometry: Concepts of saushthava, rekha and roopa 1.2 Revisiting rhythms and tempos 1.3 Introduction to the four abhinayas 1.4 Dance in Cinema Activity: Watch	Students will be able to: • Describe and demonstrate body alignment (saushtava) while performing dance movements. **CG-3, C-3.1**

a dance sequence from a film and write an entry it 1.5 Dance Project Activity: Watch a dance performance, and write an entry analyzing your observations of the performance	• Apply basic elements, such as footwork, hand gestures, rhythm, tempo and mood in dance sequences. **CG-2, C-2.1** • Describe the classifications of dance (nṛtta and nṛtya), as well as four abhinayas and their application. **CG-3, C-3.1** • Identify the dance form and correlates (nṛtta and nṛtya), abhinayas, rasa, and rhythm in the performances. **CG-4, C-4.2** • Examines the four abhinayas through the work of important personalities across diverse art forms. **CG-4, C-4.1**
Dance as Visual Storytelling (4 hours/ 5 periods)	
2.1 Abhinaya in various dance traditions 2.2 Performing abhinaya Activity: Create performative situations or phrases applying the different abhinayas.	Students will be able to: • Discuss and compare the different types of abhinaya, and incorporate these into the creative practice. **CG-3, C-3.2** • Perform movement sequences with different kinds of music and narration, and compare the experiences. **CG-2, C-2.2**
Cultural Connections through Dance (7.30 hours/ 9 periods)	
3.1 Indian dance cultures Activity: Learn and perform the local and regional dance forms. 3.2 Career journeys of artists Activity: Carry out a podcast and interview a performer, or visit a related institution. 3.3 Comparative analysis project on dance stories in India and Southeast Asia Create and perform a short dance performance combining element of the Southeast Asian dance forms, and discuss its similarities and differences	Students will be able to: • Interact with art professionals and find what interests them in Dance. **CG-1, C-1.2** • Create a dance sequence inspired by the elements of diverse Indian and global dance forms. **CG-3, C-3.1, C-3.2**

Dance: A Journey from Concept to Creation (5 hours/ 6 periods)	
4.1 Choreography — rhythm and tempo, distance and space • Create and perform a short choreography incorporating concepts of space, direction, rhythm, and abhinaya. 4.2 Discuss the physical, mental and emotional well- being through movement	Students will be able to: • Contribute ideas and reflect the collaborative process of dance choreographies. **CG-2, C-2.2** • Creatively use space and directions in solo and group choreographies. **CG-3, C-3.1**

Pedagogy or Instructional Methods

Arts Education not only develops skills and craft of making and performance, but develops broader arts appreciation and creative thinking capacities. Thus, art classes foster peer learning, encourage students to express themselves freely, exchange ideas, explore techniques in their work, and develop an appreciation of the diversity of art and aesthetics in India and the world.

Experiential Learning

The NCF-SE 2023 emphasises that art must be learnt through performing or making of artwork or performances. Rather than relying merely on explanation, theoretical concepts are learnt through activities, and students must be encouraged to apply them in their artistic expression. Students may be asked to demonstrate their creations and discuss their learning and reflections in groups. Encouraged to reflect on their experiences through regular journaling.

Collaboration

Learning is encouraged through group activities and discussions with peers. Classroom discussions of concepts, artworks and performances, and student work allow them to gain exposure to a variety of perspectives and aesthetics, and to learn to appreciate and accommodate diverse perspectives.

Interdisciplinarity

Activities have been designed by keeping in mind the meaningful connections of techniques, skills, materials across art forms and other disciplines. These activities promote learners' understanding of the linkages between the visual and performing arts, as well as other disciplines, such as Languages, Social Sciences, Sciences and Physical Education.

Emphasis on Local Culture and Resources

Teachers are encouraged to make use of local resources and local cultures in their teaching. Activities may be modified based on available resources, space

and infrastructure. While it is expected that students gain exposure to art and culture from across India and the world, it is essential that they are first made familiar with the art and traditions of their region. Workshops with local artists may provide exposure to new experiences and professions within the arts.

Effective Use of Teaching Learning Materials

Teachers are encouraged to show students relevant artworks and digital material, such as videos, photographs and audio recordings, and conduct classroom discussions and allow time for reflection. Visits to museums, heritage sites, performances, melas, etc., help students learn through exposure to art accessible in their regions.

Inclusivity

Teachers must encourage the participation of and collaboration among all students, regardless of gender, ability, or social background. Students with disabilities must be given equal opportunities and access to participate in all art activities and discussions. Teachers could modify activities to make them inclusive for all students in a class and should focus on what students with disabilities can do independently or with some guidance to empower them.

Visual Arts
Discussions • Large group discussions while introducing new concepts • Small group discussions for brainstorming and project work • Individual conversations while making an artwork • Practical activities • Exercises for core skills • Regular sketching and journaling • Theme-based projects that focus on making, completing and presenting artwork • Beyond the textbook: Alternatives and adaptations of textbook activities that can achieve competencies • Exposure visits or workshops • Visits to museums, art institutions, local art centres, melas, etc. • Interactive workshops with invited artists
Music
The five aspects in Music training incorporates: • Listening: Introduces the learner to the different forms of music, styles of rendition, and skills of musicians. Provides exposure to live Music programmes or concerts through multiple media platforms. • Responding: Imbibing different styles of singing, understanding the emotional content, copying, and also creating simultaneously is an essential tenet. • Creating: Tunes, lyrics and rendering in varied styles by combining vocal and

instrumental Music is an important aspect. This collaboration has created many styles of compositions.

- Presentation Skills: The setting of a stage, rapport with the audience, technical settings and adjustments are essential.
- Understanding the linkages of music to dance, drama, language, and also the tangible objects like heritage monuments, drawings and paintings.

Theatre

Group Activities

- Teamwork and leadership skills in planning
- Creative outputs and goals to be presented

Individual work

- Exercises for core skills
- Self-analysis and focus on individual interests
- Presentations of project works and opinions
- Exploratory activities of individual possibilities

Class Activities

- Visits to performances, meeting the cast and crew backstage
- Workshops with experienced technicians and artists
- In-class work and spontaneous project presentations
- Out of class work — meeting people, interviews, surveys

Dance and Movement

Threefold Aspect of Dance Education:

1. **Seekhya (Learning or Training Methods)**

- Textbook instructions are to be followed by the teacher, and theory will be taught from the textbook. Thus, the written material could be taught by any art teacher.
- Lessons modules to be provided with videos on DTLM.
- The basic pedagogy will focus on imparting the basics movements aided by concepts from dance treatises.
- Students may be encouraged to apply concepts with their imagination and creativity. For example, hand gestures can be explored with the learner building their vocabulary and language using the concept of hand gestures as a tool of communication.
- Attending workshops and lecture demonstrations will also be a component of the pedagogy.

2. **Dekhya (Watching, Observing)**

- The students will be encouraged to attend performances by maestros, and established exponents of Indian and global dance forms.
- Observe ritual and community dances that are part of the local culture of the region.

3. **Parkhya (Contemplation, Discussion, Writing)**

- Students are encouraged to research, journal and foster writing on dance.

Self-review of their dance and movement, and speaking on their personal experiences through dance will be a part of the pedagogy.

Art Education
Class IX (2026-27)
Theory

Time allowed: 2:00 hours **Maximum Marks: 40**

S. No.	Themes/ Concepts	Marks
A.	History of Arts	20 Marks
B.	1. Visual Arts 2. Music 3. Theatre 4. Dance	4 Marks 4 Marks 4 Marks 4 Marks
C.	Analytical note on an unseen image from the viewpoint of all art forms.(Integrated)	4 Marks

Practical
Visual Arts

Time allowed: 3 hours **Maximum Marks: 60**

A.	**External Assessment**	**40 Marks**
1.	Composition layout	10 Marks
2.	Handling of colour	10 Marks
3.	Colour value/ hatching- cross hatching	5 Marks
4.	Overall	5 Marks
5.	Viva	10 Marks
B.	**Internal Assessment**	**20 Marks**
	• School event (Participation of student throughout the academic session) • Project report • Formative assessment (Average of Two best throughout the academic session)	5 Marks 5 Marks 10 Marks

Music

Time allowed: 10 minutes per student **Maximum Marks: 60**

A.	**External Assessment**	**40 Marks**
1.	Presentation of the choice Raga of the candidate.	10 Marks
2.	Presentation of a composition in a classical/ tribal/ folk/ contemporary gene etc.	5 Marks
3.	Tala on presentation on hand demonstrating beats and matras and their relation with mathematical calculations.	5 Marks

4.	Overall performance	10 Marks
5.	Viva choice (Related to the knowledge of Rags, Talas, Forms or genre/ instruments in terms of sound and their structure.	10 Marks
B.	**Internal Assessment**	**20 Marks**
	• School event (Participation of student throughout the academic session) • Project report • Formative assessment (Average of Two best throughout the academic session)	5 Marks 5 Marks 10 Marks

Theatre

Time allowed: 10 minutes per student **Maximum Marks: 60**

A.	**External Assessment**	**40 Marks**
1.	Technique (voice, body language, expression)	10 Marks
2.	Concept/ idea/ story	5 Marks
3.	Confidence and creativity	5 Marks
4.	Application of concept learnt from the book	10 Marks
5.	Viva	10 Marks
B.	**Internal Assessment**	**20 Marks**
	• School event (Participation of student throughout the academic session) • Project report • Formative assessment (Average of Two best throughout the academic session)	5 Marks 5 Marks 10 Marks

Dance

Time allowed: 10 minutes per student **Maximum Marks: 60**

A.	**External Assessment**	**40 Marks**
1.	Presentation of Abhinaya	10 Marks
2.	Application of basic dance elements (Hand Movements, Body Movement, Foot Movement.) Based on the classical beats	5 Marks
3.	Performance of different rhythm and tempos.	5 Marks

4.	Presentation of any classical/ tribal/ folk/ contemporary gene etc.	10 Marks
5.	Viva (Related to the knowledge of hand movement, Pad Sanchalan, Abhinaya in different types of dance)	10 Marks
B.	**Internal Assessment**	**20 Marks**
	• School event (Participation of student throughout the academic session) • Project report • Formative assessment (Average of Two best throughout the academic session)	5 Marks 5 Marks 10 Marks

Note: The Theory paper will carry 40 marks and the Practical paper will carry 60 marks. The Practical marks will be calculated as the average of all four sections, i.e., Visual Arts, Music, Theatre, and Dance.

BHARTIYA SIKSHA BOARD

SUBJECT – SOCIAL ETHICS- A Textbook of Individuals in Society

SYLLABUS (2026–27)

CLASS IX

SUBJECT CODE: 035

1. RATIONALE

The National Education Policy (NEP) 2020 emphasises the holistic development of learners by nurturing ethical, social, and emotional capacities alongside academic knowledge. The National Curriculum Framework (NCF 2023) further underscores the importance of value-based education, rooted in Bharatiya thought, to help learners understand their roles and responsibilities in society. In alignment with these principles, the curriculum for *Social Ethics – Individuals in Society* integrates philosophical insights with contemporary social realities, enabling learners to connect values with everyday life. The course draws upon Bharatiya concepts such as Dharma, Ahimsa, Nyaya, Vasudhaiva Kutumbakam, dignity of labour, and respect for diversity, while also addressing present-day challenges like inequality, environmental concerns, and ethical dilemmas in media and governance.

Adopting an interdisciplinary approach, the course meaningfully blends Social Science, Environmental Studies, Philosophy and Ethics, History and Culture, elements of Science such as astronomy and ecology, and Civic Education. This integration helps learners develop a holistic understanding of society by connecting knowledge across domains and relating it to real-life contexts. It encourages learners to develop empathy, critical thinking, and a sense of social responsibility, thereby shaping them into informed, sensitive, and responsible individuals with balanced intellectual, emotional, moral, and civic competence.

The assessment framework is designed in accordance with the vision of NEP 2020 and NCF 2023, focusing on competency-based learning and meaningful engagement. It includes a balanced combination of written work, project-based activities, case studies, group discussions, and reflective exercises, ensuring that learners are evaluated not only on conceptual understanding but also on their ability to apply ethical principles in real-life contexts. Activities such as community engagement, collaborative tasks, and situational analysis help learners build competencies like decision-making, communication, inclusivity, and responsible citizenship. The inclusion of reflective journals and presentations further strengthens self-awareness, ethical reasoning, and articulation of ideas. This comprehensive

approach to assessment supports the development of well-rounded individuals who are equipped to contribute positively to society and uphold values in personal and public life.

2. AIMS AND OBJECTIVES

The course aims to:

- Develop strong personal and social values rooted in Bhartiyata
- Foster empathy, pluralism, justice, and responsibility
- Build ecological consciousness and sustainable habits
- Encourage ethical decision-making in modern life
- Promote respect for labour, gender equality, and social harmony
- Enable learners to connect ancient wisdom with present challenges

Students will:

- Understand self, society, governance, environment, and global interdependence
- Practice values in real-life situations
- Think critically across disciplines
- Develop leadership, cooperation, and civic sense
- Appreciate cultural diversity and unity

***NCF has allocated 150 periods in Social Ethics**

Total Periods: 150

Marks: 100

Theory:80

Internal Assessment:20

Marks and Periods allocation

Sr.No	Units	No. of Periods	Marks Allocated
1	Exploring Bharatiyata in Daily Experience	30	16
2	Tackling Social Challenges Through Bharatiyata	48	24

3	Influence, Governance, and Bharatiyata	28	16
4	Environment and Bharatiyata – The Earth Is a Family	18	9
5	Bharat and the Worldwide Community	7	5
6	Bharatiyata and the Celestial Bodies	19	10
Total		**150**	**80**

INTERNAL ASSESSMENT: 20 MARKS

	Description	**Marks**
Periodic Assessment	Pen Paper Test	5
Multiple Assessment	Quizzes, debates, role plays, viva voce, group discussions, visual presentations, storytelling, interactive bulletin boards, gallery walks, peer and self-assessment, presentations, case studies, poster-making, think–pair–share activities, and other subject-related interactive and experiential tasks.	5
Subject Enrichment Activity	Interdisciplinary Project work	5
Portfolio	Record of classroom work (activities and assignments), along with reflections, narratives, and journal entries, documenting the student's progress and achievements in the subject throughout the year.	5

3. DETAILED COURSE CONTENT

UNIT 1: Exploring Bharatiyata in Daily Experience

Chapter 1: Me and My Inner Light

Core Themes

- **Bharatiyata and Values**
  - Truth (Satya)
  - Non-violence (Ahimsa)
  - Righteousness (Dharma)
  - Cleanliness (Swachhata)
  - Vasudhaiva Kutumbakam

Chapter 2: Together We Thrive

Core Themes

- Social Values
  - Compassion
  - Respect
  - Empathy
  - Harmony
  - Justice
  - Responsibility

Chapter 3: Pluralism

Core Themes

- Understanding the Diversity in Bharat
- Pluralism in Ancient Bharatiya Teachings
- Global Relevance of Bharat's Ancient Wisdom

UNIT 2: Tackling Social Challenges Through Bharatiyata

Chapter 4: Foundation Stones of Society

Core Themes

- Four Purusharthas : The Targets of a Meaningful Life(Dharma, Artha, Kama, Moksha)
- The Four Ashramas: The Stages of Life
- The Village and the Family
- Sanskaras
- Relevance in Today's World

Chapter 5: Sports Go Beyond Games

Core Themes

- Equality: The True Spirit of Bharat
- Women in Ancient Sports(Women empowerment, Discipline & resilience)
- Challenges Faced by Modern Sportswomen and Ancient Solutions
- Ancient ideals in modern sports
- Ancient Bharatiya Philosophy of Body and Mind
- The Global Significance of Bharatiya Sports Philosophy

Chapter 6: Craft and Caste

Core Themes

- Shrama-Pratishtha (Dignity of labour)

- The Varna System
- Dignity of Labour in Modern Bharat
- Crafting Solutions Through Bharat (Skill-based social harmony, Ethical economy)

Chapter 7: Voices That Matter

Core Themes

- Ancient Bharatiya Roots (Satyam and Hitam)
- Edicts , Bards and Oral Traditions
- Modern Media of Instant Voices(Responsibility of media, Influence on society)

Chapter 8: Charting Your Path

Core Themes

- Ancient Bharatiya Philosophy
  - Swabhava & Swadharma
- Gurukul, Mentorship and Skill-Building
- Career Building in Modern World

UNIT 3: Influence, Governance, and Bharatiyata

Chapter 9: The Essence of Democracy

Core Themes

- Vedic Traditions: The Birth of Collective Governance
- Democracy in the Epics
- Ancient republics
- Accountability and Ethics
- Village Assemblies and Panchayats
- Comparison between Bharatiya and Western Democracy

Chapter 10: Justice for All

Core Themes

- The Guiding Principle of Justice : From Dharma to Nyaya
- Justice in Ancient Kingdoms and Legal Texts
- The Golden Age of Justice
- Connecting Ancient Wisdom to Modern Law

Chapter 11: Bharatiya Approach for Economic Disparity

Core Themes

- Understanding the Arthashastra
- Economic Disparity
- Balancing State and Individual Prosperity
- Ethical Governance and Anti-Corruption Measures
- Ancient Wisdom, Contemporary Application
- Modern Economic Relevance of the Arthashastra
- Global Relevance of Arthashastra Today

UNIT 4: Environment and Bharatiyata – The Earth Is a Family

Chapter 12: Sustainable Living

Core Themes

- Foundations for Balanced Living
- Ancient and Modern Consumption Practices
- Livelihood and Luxury
- Modern Obsession with Luxury
- Teachings from Ancient Wisdom
- Our Role in Building a Balanced Future
- Application at Different Places
- Role of Contentment in Happiness and Sustainability

Chapter 13: Cooling the Earth

Core Themes

- Climate Change (Causes and Effects)
- Ancient Bharatiya Wisdom and the Environment
- Ahimsa and Dharma as Environmental Ethics
- Integrating Ancient Wisdom with Modern Science
- Modern environmental solutions

UNIT 5: Bharat and the Worldwide Community

Chapter 14: A Unified Family

Core Themes

- Ancient Bharatiya Traditions of Global Exchange
- Nalanda University: The Global School, Lessons from Maritime and Cultural Routes(The Golden Road)
- Education as a Bridge for Humanity
- Modern Reflections of Ancient Wisdom
- Environmental Unity- The Earth as a Family
- Everyday Lessons from Young Learners

UNIT 6: Bharatiyata and the Celestial Bodies

Chapter 15: Nothing to Eternity

Core Themes

- A World without Zero
- Ancient Number Systems
- Bharat's Brilliant Solution
- The Journey of Zero
- Zero as a Symbol of Balance and Creation

Chapter 16: Bharat's Sacred Link to the Universe

Core Themes

- Bharat's Ancient Cosmic Vision
- Ancient Bharatiya Astronomers' Tools
- Time and Astronomy
- The Navagraha: Cosmic Influences and Scientific Mysteries
- Legends and Cosmic Narratives

- Cosmology and Philosophy

4. PEDAGOGICAL APPROACH

The course uses **experiential, reflective, and interdisciplinary learning**:

Core strategies:

- Story-based moral dilemmas
- Class debates & discussions
- Journal writing & self-reflection
- Art integration (collages, murals, posters)
- Role plays & simulations
- Research projects
- Community-based examples
- Logical & ethical problem-solving

Teaching philosophy:

- Learn by doing
- Learn by reflecting
- Learn by connecting past with present
- Learn across subjects, not in silos

This promotes deep understanding rather than rote learning.

5. ASSESSMENT PHILOSOPHY

Assessment is **holistic and competency-based**, focusing on:

Cognitive understanding

- MCQs
- short answers
- analytical essays

Affective growth

- journals
- reflections
- ethical reasoning

Skills & application

- projects
- debates
- art work
- role plays

Social responsibility

- teamwork
- leadership
- problem solving

Emphasis is on:

- Value internalisation
- Critical thinking

- Real-life application
- Continuous assessment

Not mere memorisation.

6. EXPECTED LEARNING OUTCOMES

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

Personal Level

- Practice honesty, empathy, responsibility, and self-discipline
- Make ethical choices in daily life

Social Level

- Respect diversity
- Promote harmony and equality
- Value all forms of labour

Civic Level

- Understand justice, democracy, and citizenship
- Act responsibly in society

Environmental Level

- Adopt sustainable lifestyles
- Protect natural resources

Intellectual Level

- Think interdisciplinarity
- Connect ancient wisdom with modern challenges

Physical Education and Well-being
Grade 9
Session 2026-27

Max. Marks: 100 **Time: 3:00 Hours**

Theory: 20 Marks, Practical: 80 Marks

Introduction

Physical Education and Well-being is an essential component of holistic education that promotes balanced development of physical, mental, emotional, and social dimensions of learners. In the present era of rapid technological advancement, academic pressure and sedentary lifestyles, the subject plays a critical role in nurturing healthy habits, physical literacy, emotional resilience, and positive social behaviour among students. It prepares learners not only for physical fitness but also for meaningful participation in society as confident, responsible, and ethical individuals.

The scope of Physical Education and Well-being extends beyond sports and physical exercise. It encompasses fitness management, movement skills, emotional regulation, teamwork, leadership, value-based living and holistic well-being. Structured physical activities, games, and reflective practices develop essential life skills, such as self-discipline, perseverance, cooperation, empathy, decision-making, and critical thinking. These skills contribute to the overall well-being, and support lifelong engagement in healthy and active lifestyles.

With increasing societal emphasis on excellence in holistic health, fitness and sports, Physical Education and Well-being addresses contemporary challenges, such as lifestyle-related diseases, mental stress, social inequality, and exclusion. The subject promotes values of fairness, inclusivity, gender equality, respect for diversity, ethical conduct, and social responsibility. It encourages students to develop self-awareness, regulate emotions, and build healthy relationships, thereby contributing to personal and social well-being.

Nature of the Subject

Physical Education and Well-being is a dynamic, experiential, and value-oriented subject that plays a vital role in the holistic development of learners. It recognises movement as a powerful medium for learning and self-expression.

The subject is interdisciplinary, drawing on knowledge from the biological sciences, psychology, sociology, health sciences, technology, and environmental studies. Learners explore how physical activity influences body systems, mental processes, behaviour and social interactions, connecting theory with practice through active participation, observation and reflection.

Physical Education and Well-being is an inclusive and learner-centric subject, catering to diverse abilities, interests, genders, and cultural backgrounds. It promotes equity, accessibility, and participation for all, including children with disabilities and special needs. Through games and sports, students learn ethical behaviour, fair play, discipline, perseverance, humility in success, and grace in defeat, while also developing confidence, self-esteem, and emotional intelligence essential for personal and academic success.

Physical Education serves as a vehicle for character building, providing opportunities for self-regulation, goal setting, critical thinking, and problem-solving in real-life situations. The pedagogy is learner-centric and inclusive, with learning taking place through direct participation, inquiry, discussion, and reflection. Activity based learning, project work, discovery-oriented approaches, and collaborative practices enable students to connect theoretical knowledge with real-life experiences.

Nature of Knowledge in this Subject

Knowledge in Physical Education and Well-being is experiential, applied, interdisciplinary, and transformative. Unlike purely theoretical subjects, collaboration in Physical Education is based on learning through movement, practice, thinking about one's actions, and learning with others. Knowledge is constructed through doing, observing, analysing, and reflecting on physical activity experiences, thereby enabling learners to internalise concepts meaningfully and apply them in real-life contexts.

The knowledge acquired is dynamic and evolving, and is continuously influenced by advancements in sports science, health research, digital technologies, and changing societal needs. The nature of knowledge encompasses four interconnected dimensions:

• **Conceptual Knowledge:** This includes understanding the principles of health, physical fitness, movement, wellness, nutrition, behaviour, and human body systems. Learners gain insights into growth and development, physiological responses to exercise, injury prevention, mental well-being, and the relationship between physical activity and overall health. Conceptual knowledge provides the scientific and theoretical foundation necessary for
informed decision-making regarding lifestyle and fitness.

• **Practical Knowledge:** Practical knowledge is developed through hands-on participation and skill acquisition. It involves learning and refining motor skills, sport-specific techniques, movement patterns, game rules and strategies, and safe practices during physical activity. Students also acquire essential life skills, such as First Aid, Basic Life Support (BLS), Cardiopulmonary Resuscitation (CPR), and safety protocols, enabling them to respond responsibly in emergencies and promote a safe supporting environment.

Reflective Knowledge: Reflective knowledge enables learners to evaluate their physical, emotional, and behavioural responses during and after physical activities. Through self-assessment, fitness tracking and reflective journals, students analyse their strengths, limitations, habits, and attitudes. This dimension also fosters awareness of ethical conduct, fair play, inclusivity, respect, discipline and value formation, supporting character development and emotional intelligence.

• **Social Knowledge:** Social knowledge focuses on understanding the role of physical activity like sports in society. Learners explore how sports contribute to nation-building, cultural identity, community engagement, and global harmony. This includes the responsible and meaningful use of leisure time, the promotion of gender equity and equality, the inclusion of persons with disabilities, accountability, affordability, and the appreciation of diversity. Students also learn about teamwork, leadership, cooperation, and citizenship through shared physical experiences.

Knowledge of Physical Education and Well-being empowers learners to develop lifelong healthy behaviours, ethical values, social responsibility, and self-confidence. It supports holistic growth by integrating physical competence with mental awareness, emotional balance, and social sensitivity, preparing students to lead active, healthy, and purposeful lives in a rapidly changing world.

Physical Education and Well-being
Grade 9 (Session 2026-27)

Max. Marks: 100 **Time: 3:00 Hours**

Theory: 20 Marks, Practical: 80 Marks

Curricular Goals	Competencies	
Learning Standard 1		
CG-1 Demonstrates a high level of competence in the understanding of movement concepts, strategies, and principles, while engaging and performing in physical activities, including sports and dance.	C1.1	Exhibits proficiency in all movement and motor skills required to participate and excel in at least one sport, yoga or any other physical activity (team, dual, individual).
	C1.2	Explains the role of rhythmic drills to improve their game.
	C1.3	Exhibits the ability to use complex movement concepts and principles to develop and refine their games or sports skills.
	C1.4	Exhibits and explains the manipulation of space and equipment in the context of a game.
	C1.5	Applies knowledge and understanding of movements, and skills to develop a physical activity plan for themselves, follow a routine and assess independently.
CG-2 Exhibits sensitivity and learns to manipulate their personal and social behaviour towards themselves and others.	C2.1	Reflects upon their and others' behaviour before, during and after the physical activity in the long term. This may include different but related behaviours, including emotional state of mind, physical fitness, fatigue, fair play, biases, and personal interests.
	C2.2	Articulates the importance of emotional and mental support to others, as well as, improving performance and encouraging others to perform by analysing the behaviour of student when someone is emotionally or physically hurt, and how their support may improve others' performance.
	C2.3	Modifies and creates new games and rules that are more inclusive in nature.
	C2.4	Creates and applies safety rules, protocols for physical activity, and visualises how they can be applied outside the field as well.
	C2.5	Demonstrates fairness and responsible behaviour in tough contexts and situations.
	C2.6	Exhibits modesty after an exceptional performance, accepts defeat gracefully and enjoys the game.
CG-3 Demonstrates social sensitivity and mental engagement in physical activity and game situations.	C3.1	Designs and uses multiple strategies in a game and can make new strategic moves in challenging game situations (for example, a student's plan A and B, both failed and strategise a plan C during the game).
	C3.2	Understands and deals with their and others' emotions, and the thinking process during the game.
	C3.3	Demonstrates calmness and courage in difficult situations, and is able to calm their teammates.
	C3.4	Regulates the intensity in different situations.

CG-4 Plans personal physical fitness goals independently and monitors them.	C4.1	Sets multiple physical activity and fitness goals, such as improving multiple shots or their overall match performance.
	C4.2	Assesses their progress in terms of efforts, processes, and outcomes.
	C4.3	Prepares, plans, and schedules their exercises and warm-ups in consultation with their teacher to get maximum benefits.
CG-5 Learns about the value of physical activity for health, enjoyment, challenge, expression, and social interaction.	C5.1	Illustrates the role of physical education for positive social interaction, while discussing physical activity throughout history and culture.
	C5.2	Examines the role of physical activity in improving self-confidence and self-esteem.
	C5.3	Appreciates the aesthetic appeal of a performance, such as someone's classy straight drive, a beautiful free kick, an effortless smashing of the ball, a well-placed drop shot, or a speedy smash.
	C5.4	Expresses self through dance, gymnastics, or any physical activity.
CG-6 Assesses their growth and development.	C6.1	Examines the role of different factors which affect growth and development, such as heredity, immediate environment, diet, diseases, state of mind and physical activity.
	C6.2	Analyses the relationship of nutrition, physical activity, and mental health with skeletal health, muscles, strength, endurance, flexibility and agility.
	C6.3	Classifies the common injuries of bones and muscles, and describes the protocol for seeking medical help for themselves and others when needed like providing first-aid in such situations.
	C6.4	Outlines and challenges the societal beliefs and taboos associated with different aspects of growth, and development in the adolescent age.
CG-7 Learns about tournaments at the international, national, state, district, and block levels.	C7.1	Charts the various tournaments at international, national, state, district and block levels.
	C7.2	Describes the participation criteria and rules of tournaments.
	C7.3	Summarises the support or organisational structures to participate in tournaments.
	C7.4	Explains the different forms and procedures for participating in tournaments.

Learning Standard 2		
CG-1 Demonstrates competence in the understanding	C1.1	Exhibits all movements and motor skills required to participate and play in at least one sport, yoga or any other physical activity (team, dual, individual).

of movement concepts, strategies and principles, while engaging in and performing physical activities, including sports.	C1.2	Exhibits the ability to use complex movement concepts and principles to develop and refine one's game and sports skills.
	C1.3	Applies knowledge and understanding of movements, and skills to develop their own physical activity plan, follows a routine and assesses independently.
CG-2 Exhibits sensitivity and learns to regulate their personal and social behaviour towards themselves and others.	C2.1	Reflects upon their and others' behaviour before, during, and after the physical activity. This may include different but related behaviours, including emotional state of mind, physical fitness, fatigue, fair play, biases, and personal interests.
	C2.2	Articulates the importance of a team member's support to improve performance in the game, by analysing the behaviour of students when someone is emotionally or physically hurt, and how their support may enhance the performance of others.
	C2.3	Modifies and creates new games and rules that are more inclusive in nature.
	C2.4	Creates and applies safety rules and protocols for physical activity and visualises how they can be applied outside the field as well.
	C2.5	Demonstrates fairness and responsible behaviour in tough contexts and situations.
	C2.6	Exhibits modesty after an exceptional performance, accepts defeat gracefully, and enjoys the game.
CG-3 Demonstrates social sensitivity and mental engagement in physical activity and game situations.	C3.1	Designs and executes multiple strategies for the game.
	C3.2	Understands and deals with their and others' emotions, and the thinking process during the game.
	C3.3	Demonstrates calmness and courage in difficult situations, and can calm their teammates.
CG-4 Learns to connect physical activity with health, enjoyment, challenge, expression, and social interaction.	C4.1	Discusses activities that bring personal satisfaction
	C4.2	Identifies diverse cultures with special reference to dance, physical activity, local games and spaces to interact.
CG-5 Learns about tournaments at the international, national, state, district and block levels.	C5.1	Charts the various tournaments at international, national, state, district and block levels.
	C5.2	Describes the participation criteria and rules of the tournament.
	C5.3	Summarises the support structure or organisational structure to participate in tournaments.
	C5.4	Explains the different forms and procedures for participating in tournaments.

Development of Competencies and Learning Outcomes

Content organisation and learning outcomes for developing competencies in Grade 9.

Units T: Theory P: Practical	Unit Outline/Key Concepts	Learning Outcomes
Unit 1 Development of Physical Culture in India 4 Hours (T: 4 hrs)	• Definition, Meaning, Aims and Objectives of Physical Education • History and Culture of Physical Education and Sports in India • Introduction to Physical Literacy • Career Prospects	Competencies developed in this unit: **C5.1, C5.3, C6.1, C6.2, C4.1, C4.3** Students will be able to: • Explain the meaning and evolution of Physical Education. • Appreciate traditional games and their cultural value. • Identify diverse careers in physical education and sports.
Unit 2 Health, Fitness and Wellness 6 Hours (T: 2 hrs, P: 4 hrs)	• Meaning and Difference Between Health, Physical Fitness and Wellness • Components of Health-related Fitness • Components of Skills-related Fitness • Dimensions of Wellness. • First-Aid, Basic Life Skills (BLS) and CPR	Competencies developed in this unit: **C6.1, C6.2, C1.1, C2.1, C2.4** Students will be able to: • Differentiate between health, fitness, and wellness. • Identify health-related and skills-related fitness components. • Adopt daily routines promoting hygiene and wellness. • Demonstrate First-Aid and CPR.
Unit 3 Sciences and Sports **10 Hours** **(T: 6 hrs, P: 4 hrs)**	• Introduction to Body Systems • Skeletal System: Types of Bones, Major Joints, and Functions in Movement • Muscular System: Voluntary and Involuntary Muscles • Introduction to Circulatory and Respiratory Systems during Exercise • Growth and Development	Competencies developed in this unit: C6.1, C6.2, C1.3, C6.3 Students will be able to: • Describe body systems involved in movement. • Relate exercise to physiological changes. • Demonstrate understanding of growth and development stages.
Unit 4 Technology Integration **4 Hours** **(T: 1 hrs, P: 3 hrs)**	• Digital Literacy: Do's and Don'ts, Data Handling and Interpreting Results • Application of Technology in Sports • Wearables in Sports Competitions, Trainings and Projects	Competencies developed in this unit: C1.5, C1.3, C3.1 Students will be able to: • Use technology to assess fitness and performance. • Interpret data for performance enhancement.

Unit 5 **Sports for All** **6 Hours** **(T: 3 hrs, P: 3 hrs)**	• Meaning of Inclusiveness in Physical Education and Sports. • Introduction to Disability and Types (intellectual, physical, sensory) • Disability Etiquette and STEP Model • Women's Participation in Sports • Master Athlete • Community Sports and Khelo India Movement and Fit India	Competencies developed in this unit: C2.3, C2.1, C2.2, C5.1 Students will be able to: • Describe the concept of inclusivity in sports. • Show sensitivity to disabilities and gender equality. • Participate in community sports programmes.
Unit 6 Olympic Movement **6 Hours** **(T: 2 hrs, P: 4 hrs)**	• Olympism: Concept and Olympic Values (Excellence, Friendship and Respect) • Olympic Value Education: Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will and Mind • Ancient and Modern Olympics. • Olympics: Symbols, Motto, Flag, Oath, and Anthem	Competencies developed in this unit: C5.1, C2.5, C2.6 Students will be able to: • Explain the evolution of the Olympic Movement. • Apply Olympic values in daily life and sports.
Unit 7 **Yoga** **14 Hours** **(T: 3 hrs, P: 11 hrs)**	• Yoga for Holistic Health and Well-being • Yoga for Health • Adolescent Age and Hormonal Balance • Yoga for Personal Excellence • Memory and Concentration	Competencies developed in this unit: C1.1, C6.2, C2.2, C3.3, C5.2 Students will be able to: • Demonstrate selected yoga asanas and pranayama. • Understand yoga's role in holistic health and well-being.
	• Willpower and Self-Confidence/ Self-Esteem • Leadership and Responsibility • Creativity and Critical Thinking	• Explain yogic practices related to emotional well-being. • Practice yoga and meditation for self-development. • Exhibit improved focus and confidence.

Unit 8 Sports 40 Hours (P: 40 hrs)	• Hockey • Basketball • Judo • Wrestling • Kalaripayattu • Thang Ta • Gatka • Malkambh • Swimming • Archery • Taekwondo • Cricket • Gymnastic • Yogasana	Competencies developed in this unit: **C1.1, C1.3** Students will be able to: Demonstrate fundamental skills of the given sports.

Assessment

Assessment in Physical Education and Well-being is continuous, comprehensive, competency-based, and learner-centric. It focuses on assessing not only physical performance but also conceptual understanding, effort, participation, reflection, values, and social behaviour. Assessment practices align with the principles of assessment for learning, assessment as learning, and assessment of learning, as recommended by the NEP 2020.

Formative Assessment

Formative assessment is integrated into daily teaching-learning processes to provide regular feedback and support students' growth.

• **Classroom oral responses and concept checks:** Short question answer sessions, quizzes, and discussions are conducted after lessons to assess the understanding of concepts related to health, fitness, body systems, wellness, and sports ethics.

• **Reflection journal or wellness diary:** Students can maintain a wellness diary to document daily physical activity, sleep patterns, posture, hydration, nutritional habits, and emotional states. This will help them assess their self-awareness, consistency, and reflective abilities.

• **Peer and self-assessment:** After games and physical activity sessions, students can assess themselves and their peers based on their participation, cooperation, effort, fair play, and teamwork. This will encourage the values of responsibility, empathy, and honest reflection among them.

• **Case study and discussion-based assessment:** Students can participate in discussions and case studies, such as — How traditional games promote mental health and social well-being?, allowing assessment of critical thinking, communication skills, and application of concepts among them.

Summative Assessment

Summative assessment evaluates the overall learning outcomes at the end of a unit or term. It can be done in three ways:

• **Pen and paper test:** to assess the conceptual clarity related to definitions, principles, terminology, and factual knowledge, comparison of various practices, its benefits and impact on their holistic health and well-being. Application of practices in real-life situations related to wellness, lifestyle choices, injury prevention or ethical behaviour.

• **Project work:** to assess inquiry, research, creativity, collaboration, application of concepts, interdisciplinary learning, and community-based learning. Projects may include field visits, interviews, surveys, reports, presentations, or digital submissions.

• **Demonstration:** Physical education is about health, fitness, well-being and developing basic and advanced skills in sports and games. Measurement of fitness parameters and demonstration of various skills is an important part of physical education and well-being competencies. Summative assessment of practical demonstration can be done through the rubrics defined in the textbook at the end of each unit.

Textbook

The NCF-SE 2023 aligned new textbook of Physical Education and Well-being for Grade 9 developed by the NCERT.

Physical Education and Well-being
Grade 9
Session 2026-27

Max. Marks: 100

Time: 3:00 Hours
Theory: 20 Marks, Practical: 80 Marks

Assessment Criteria

Theory (20 Marks)	Project & Sports File (40 marks)	Practical-Skill Based (40 Marks)
Every unit contains 2 marks (MCQs/Objective/Short Answer) 2 Marks × 8 Units= 16 Marks **Viva= 4 Marks**	**1. Prepare a report of visit to any one of the following:** • Open tournament/ competition (of any game/sports mentioned in CBSE Games) • Gymnasium/ Fitness Centre • Stadium • Sports Institution **(5 marks)** **2. The student will prepare a file on the sports/ game chosen by him/ her covering following aspects**: • History of the game/sports (200 words) • Terminology of the game/sports (any 5) • Fundamental skills of the game/ sports (any 5) • Rules of the game/ sport (any 5) • Ground/ Court/ Field specification • Common injuries of the game/ sports (any 3) • Indian sports personalities/ awardees of the game/ sports (any 5) • Name of national/ international tournaments/ competitions of the game/ sports (any 3) **(30 marks)** **3. Sports Participation** • Intramural/Extramural **(5 Marks)**	**1. Fundamental Skills** • 5 skills @ 6 marks each = 30 Marks (Any 5 fundamental skills to be demonstrated at the time of practical) **2. Advanced Skill** • 1 skill @10 marks = 10 Marks (Any skill to be demonstrated at the time of practical) ***Note:****(of any game/ sports mentioned in CBSE Games)*

Vocational Education

Vocational Education at the secondary stage introduces learners to work-centered knowledge, skills, and values linked to local contexts, livelihoods, and emerging economic opportunities.

The content includes awareness of vocational domains, foundational technical skills, safe work practices, and appreciation of the dignity of labour.

Pedagogy is experiential and activity-oriented, involving hands-on tasks, community linkages, observation of work processes, and reflective engagement with real-world situations.

Assessment is based on performance in tasks, application of skills, problem-solving, collaboration, and responsible work behaviour, with emphasis on authenticity and relevance.

Framework for Learning in Vocational Education

The Three Forms of Work

Vocations that share fundamentally common elements — requiring similar or overlapping capacities and knowledge — are grouped into the same Form of Work. This grouping enables the development of a broad base of transferable capacities while allowing schools to select locally relevant vocations.

Work with Life Forms	Work with Machines & Materials	Work in Human Services
Developing capacities to do productive work that involves plants and animals. **Examples:** ◦ Crop cultivation ◦ Rooftop gardening ◦ Mushroom cultivation ◦ Aquaponics / Aquaculture ◦ Precision farming ◦ Backyard poultry	Designing, making, or modifying products using materials (including waste) and machines. **Examples:** ◦ Apparel and fashion ◦ Construction ◦ Food processing ◦ Furniture making ◦ Plumbing ◦ Handicrafts	Interaction with people to understand their needs and requirements; developing capacities to communicate well. **Examples:** ◦ Community health services ◦ Hospitality / Tourism ◦ Event management ◦ Interior design ◦ Data-based services ◦ Public information services

Progression of Vocational Education through the School Stages

The design in the middle stage is such that students gain exposure to a wide range of vocations through a set of nine projects, across the forms of work in Grades 6, 7 and 8, respectively. Time allocation for Vocational Education in the middle stage, as per the NCF-SE 2023, is **110 hours per year, totaling to 330 hours across the three years.**

In the Secondary Stage, **Phase 1, students engage more deeply with six vocational areas, one from each form of work in Grades 9 and 10, respectively**.

The focus in all stages is authentic work, which means that:

i) *students must be able to get a hands-on practice of work in real-life situations (e.g., actual serving of guests in a canteen or event as opposed to a role-play);*
ii) *their work must lead to productive outcomes, and*
iii) *they must do work from end-to-end (for the life cycle of life form or product or end-to-end service).*

Nature of Knowledge in Vocational Education

In the context of Vocational Education, the NCF-SE 2023 places capacities at the core of vocational knowledge. These capacities are procedural — 'know-how' — in nature and intended to accomplish specific tasks. This procedural knowledge enables further work-focused tasks, both in the world of work and in daily life.

Type of Knowledge	Description	Examples
Procedural Knowledge ('Know-How')	Capacities and skills to perform specific tasks. Forms the core of vocational knowledge.	Pipe installation, seed sowing, client interviewing, prototype making, data entry
Conceptual Knowledge ('Know-That')	Knowledge from other curricular areas that supports and deepens vocational understanding.	Soil chemistry (Science), cost estimation (Mathematics), record-keeping (Language)
Knowledge of the World of Work	Understanding norms, guidelines, markets, safety protocols, and the ecosystem of work.	Rules and regulations, transportation logistics, safety norms, market linkages
Values and Dispositions	Attitudes and behaviours essential to productive work, common across all vocations.	Attention to detail, persistence, curiosity, empathy, teamwork, dignity of labour
Cross-cutting Competencies	Competencies that are common across all kinds of work and demonstrated in practice.	Environmental literacy, use of technology, financial literacy, rootedness in India

Aims of Vocational Education

In alignment with the aims of school education, the aims of Vocational Education are:

- **Developing and understanding the basic capacities for different forms of work:** Students will develop a broad-based understanding of different forms of work, which will equip them to successfully manage their personal affairs. This will also equip them to identify, create, and initiate business, work and community opportunities.
- **Preparation for specific vocations:** Students will develop capacities to be gainfully employed in one or more specific vocations after leaving school.
- **Respect for the dignity of labour and all vocations:** Students will develop respect for the dignity of labour through the acquisition of positive attitudes towards work and the workplace.
- **Developing values and dispositions related to work:** Students will develop persistence and focus, curiosity and creativity, empathy and sensitivity, and collaboration and teamwork. They will be willing to do physical work and will pay keen attention to details.

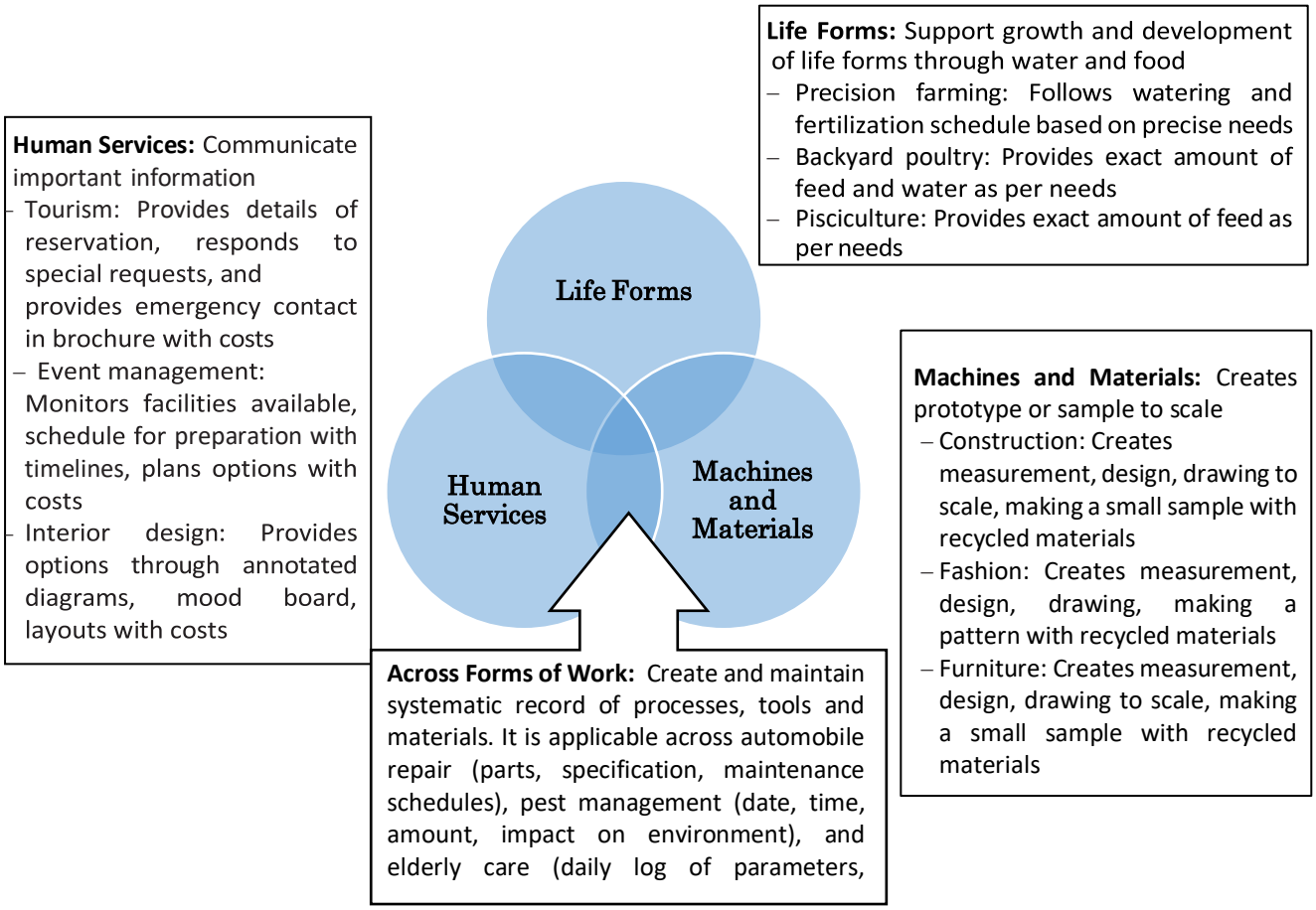
Through these aims, schools will develop vocational knowledge, capacities, and dispositions in students, giving them livelihood opportunities, as well as enabling them to contribute and participate in the economy of the country. NCF-SE 2023 emphasizes the importance of cross-curricular linkages between Vocational Education and conceptual knowledge developed in other curricular areas. Students will progress from the broad-based exposure to a range of vocations in the middle stage to a more in-depth exposure to six vocations over two years.

Artificial Intelligence:

Artificial intelligence (AI) will be integrated into the syllabus in two ways:

i) First, reference will be provided for the use of AI while developing content related to vocations. For example, if discussing agricultural practices, the use of apps for identification and management of pests and diseases will be included. Similarly, when discussing apparel making, the use of AI for creating 3D models will be included.

ii) Second, vocations related to AI or those heavily dependent on AI will be introduced. For example, precision farming, AI and data science, and mechatronics.



Transferability within and across forms of work

Learning Standards

In the Secondary Stage, Grades 9–10, there are three curricular goals for each form of work. Each curricular goal deals with an overarching component:

- **CG-1 involves the use of knowledge and skills in the work.**
- **CG-2 involves the values inculcated while working (since they are not always measurable, they need to be observed in students' practices).**
- **CG-3 involves the application of knowledge and skills in home-based tasks.**

The following are the curricular goals and competencies to be developed for any form of work:

❖ **CG-1 Develops in-depth basic skills and allied knowledge of work and their associated materials/ procedures.**
  ➢ C-1.1 Perform procedures competently through required tools/equipment.
  ➢ C-1.2 Differentiates between effective and non-effective practices in completing the task.

❖ **CG-2 Develops essential values while working in a specific vocation.**
  ➢ C-2.1 Develops the following values while engaging in work:
    - Attention to detail
    - Persistence and focus
    - Curiosity and creativity
    - Empathy and sensitivity
    - Collaboration and teamwork
    - Willingness to do physical work

❖ **CG-3 Develops basic skills and allied knowledge to run and contribute to the home.**
  ➢ C-3.1 Applies the acquired vocational skills and knowledge in a home setting.

Details of Syllabus

The curricular goal, competency and learning outcomes related to values and dispositions will be foundational, and will apply across the entire content and tasks related to the work assigned for students. Therefore, the learning outcomes for CG-2, which relates to values and dispositions, are indicated at the beginning of the tables mapping competencies and learning outcomes for Grades 9 and 10 below.

Grade 9

The curricular goal, competency and learning outcomes related to the development of values and dispositions will be common across all forms of work. Since these Learning Outcomes are foundational, no specific content is mapped to them.

For All Forms of Work

CG-2 Develops essential values or disposition while working across areas	
Competency	**Learning Outcomes**
C-2.1 Develops the following values while engaging in work · Attention to detail · Persistence and focus · Curiosity and creativity · Empathy and sensitivity · Collaboration and teamwork · Willingness to do physical work · Respect for the value of money	Students will be able to: · Keenly observe the usage of tools and materials during demonstration and asks relevant questions · Show care and respect towards people doing physical labour, irrespective of gender · Plan tasks with peers and helps others during difficulty at work · Rework or redo task for improved efficiency · Ask questions about functioning of tools and machines, and give suggestions for alternative use · Show willingness to do physical work, while enjoying working with tools and materials · Use resources judiciously · Describe life cycle cost
While the curricular goals and competencies will remain the same, the learning outcomes will be different for each form of work, to cater for the nature of each form.	

Work with Life Forms

The table below maps learning outcomes and content against the competencies for work with life forms in Grade 9. These are articulated in generic terms, so that they can be fulfilled through vocations that the state, board or schools may choose.

Themes	**Theme Outlines/ Key Concepts**	**Learning Outcomes**
Introduction to Vocational Area (Suggestive Instructional hours: 10 hours)	· Understanding the vocational area — contribution, livelihood ecosystems, value chains, employment opportunities · Conditions for plant growth	Students will be able to: **CG-1, C-1.1** • Describe the relevance of the vocation — with reference to society, nation and the world • Explore different sources of information and

Themes	Theme Outlines/ Key Concepts	Learning Outcomes
	under different geographical conditions · Using meteorological data from a DIY observatory · Testing input materials and making amendments · Quality criteria · Selection of work on the basis of guidelines	map resources to identify work assigned • Test suitability of growing medium, using appropriate tools and materials for physical observation and chemical testing (including technology or AI, if possible), and makes amendments where relevant · Use meteorological data to take decisions related to work **C-1.2** · Describe quality criteria related to inputs, process and output
Vocation-specific themes (Suggestive Instructional hours: 26 hours)	· Site visit · Developing process chart · Tools and materials: use, storage, safety protocols · Preparation of soil or growing medium, or shelter (as relevant) · Layout of space or shelter · Initiating and nurturing growth · Using nutrient supplement · Protection: pest control, managing disease, physical protection · Meeting water requirements · Harvesting: tools and processes · Layout of space for growing plants · Monitoring and supporting growth · Maintaining records related to costs, and growth and development · Safety protocols related to handling tools and performing tasks · Segregation and disposal of waste · Applying learning · outside school setting	Students will be able to: **CG-1, C-1.1** · Develop a process chart based on observation and interaction with experts, and plan to monitor work against milestones · Create and maintain conditions essential for growth and development of plants or animals, based on geographical conditions and local criteria, using appropriate tools and materials (including technology, if possible) · Prepare growing medium as per needs of the plant or animal, using appropriate tools and materials · Initiate growth of plant or animal (e.g., plants seeds, saplings, tubers; introduces spawn to water) as per requirements, using appropriate tools and materials · Set up a simple system for irrigation or providing water (using technology, if possible) as per schedule · Take steps to support development of plants — monitor growth by physical observation and using technology, if possible; provide nutrients and protection from physical harm, pests and diseases using appropriate tools and materials · Harvest, store and package produce using appropriate tools and materials · Maintain records of costing (inputs and cost of 'soft' services including time, human resource, etc.) and expenditure **C-1.2.** · Explore traditional and indigenous materials and methods

Themes	Theme Outlines/ Key Concepts	Learning Outcomes
		• Use technology or AI where relevant to optimize work • Apply safety protocols (including cyber safety) as prescribed for tools and materials • Reflect on improvements to optimise processes and use tools and materials • Dispose waste (e.g., crop stubble, leftover growing media) in an environment friendly manner **CG-3, C-3.1** • Explain how learnings can be applied outside the school

Work with Machines and Materials

The table below maps learning outcomes and content against the competencies for work with machines and materials in Grade 9. These are articulated in generic terms, so that they can be fulfilled through vocations the state/board/schools may choose

Theme	Theme Outlines/ Key Concepts	Learning Outcomes
Introduction to Vocational Area (Suggestive Instructional Hours: 10)	• Understanding the vocational area contribution, livelihood ecosystems, value chains, and employment opportunities • Properties of materials (wood, plastic, metal, clay, leather, etc.) • Introduction to technical or engineering drawing • Measurement based on technical or engineering drawing • Selection of materials and products to be developed based on the guidelines (including properties of materials) • Selection of work on the basis of guidelines • Quality criteria	**CG-1, C-1.1** Students will be able to: • Describe the relevance of the vocation with reference to society, nation, and the world • Explore different sources of information and map resources to identify work to be done • Determine products to be created based on the properties and availability of materials • Demonstrate the basics of technical or engineering drawing • Demonstrate measurement based on technical or engineering drawing **C-1.2** • Describe the quality criteria related to inputs, process, and output

Theme	Theme Outlines/ Key Concepts	Learning Outcomes
Vocation-specific themes (Suggestive Instructional Hours: 26)	· Site visit · Developing process chart · Tools and materials: use, storage, and safety protocols · Developing and refining prototypes or practising on a small sample · Estimation of requirements of materials · Testing product and making improvements · Finishing and packing (where relevant) the product · Maintaining records related to costs, and growth and development · Safety protocols related to handling tools and performing tasks · Segregation and disposal of waste · Applying learning outside the school setting	**CG-1, C-1.1** Students will be able to: · Develop a process chart based on observation and interaction with experts, and plan to monitor work against milestones · Create a detailed 2D sketch of the selected product indicating its design and dimensions, using technology where relevant · Estimate quantities of materials required, using appropriate tools, based on the 2D sketch · Develop, review and refine a prototype using alternative or waste materials or carry out a small part of the work · Follow guidelines and protocols to create the final product · Incorporate changes, as required, in the product based on testing and feedback · Finish and package the product to ensure it is usable and presentable · Maintain records of costing (inputs and cost of 'soft' services including time, manpower, etc.) and expenditure **C-1.2** · Demonstrate optimal usage of tools and material (e.g., reusing waste wood, using waste for packaging) · Demonstrate effective and efficient use of tools (e.g., holding, using, etc.) · Use technology or AI where relevant to optimise work · Apply safety protocols (including cyber safety) to each task, while ensuring the safety of self and others · Dispose waste as per protocols and environmental considerations **CG-3, C-3.1** · Explain how learnings can be applied outside school

Work in Human Services

The table below maps learning outcomes and content against the competencies for work in human services in Grade 9. These are articulated in generic terms, so that they can be fulfilled through vocations the state/board/schools may choose.

Theme	Theme Outlines/ Key Concepts	Learning Outcomes
Introduction to Vocational Area (Suggestive Instructional Hours: 10)	· Understanding the vocational area contribution, livelihood ecosystems, value chains, and employment opportunities · Understanding the vocational area contribution, livelihood ecosystems, value chains, employment opportunities · Suitable environment · Sensitive and empathetic communication with the person(s) to whom service is to be provided · Selecting work on the basis of guidelines · Quality criteria	**CG-1, C-1.1** Students will be able to: · Describe the relevance of the vocation with reference to society, nation, and the world · Explore different sources of information and map resources to identify the work to be done · Demonstrate an understanding of the setting up of a service environment · Demonstrate an understanding of a service mindset **C-1.2** · Describe the quality criteria related to inputs, process and output based on observation and expert interaction
Vocation-specific themes (Suggestive Instructional Hours: 26)	· Site visit · Developing process chart · Tools and materials: use, storage, and safety protocols · Processes of needs identification, including tools used for understanding needs of person(s) to whom service is to be provided (e.g., questionnaire, checklist, etc.) · Designing solutions to meet the needs of the person(s) to whom service is to be provided · Tools used for providing service (e.g., thermometer, blood pressure machine, reading health records and prescriptions, tools for personal hygiene, and tools for maintaining hygienic surroundings) · Costs and billing for services	**CG-1, C-1.1** Students will be able to: · Prepare a process chart outlining the key elements of the service to be provided to monitor the work against milestone · Identify the needs of the person(s) for whom service is to be provided through different ways (e.g., questionnaire, interview, etc.) · Reflect on the possible challenges while providing service and possible actions to counter them · Arrange the physical environment as per the comfort of the person(s) to whom service is to be provided · Prepare and finalise a contract for providing service · Establish the norms for communication during service, including active and empathetic listening · Create polite, respectful and responsive environment in the context of the service

Theme	Theme Outlines/ Key Concepts	Learning Outcomes
	· Process of review of the service provided · Method of documentation for feedback and reflection · Safety protocols related to sensitivity and confidentiality · Segregation and disposal of waste · Service provided by family and community · Providing service outside the school	to be provided ·Maintain the records of costing (inputs and cost of 'soft' services including time, manpower, etc.) and expenditure ·Track progress against process chart **C-1.2** ·Use technology or AI where relevant to optimise work ·Follow safety protocols as indicated by the expert or teacher (including cyber safety and confidentiality) ·Follow protocol for waste disposal where relevant **CG-3, C-3.1** ·Identify elements of the service received at home, based on learning ·Explain how learnings are applied to provide service at home

Pedagogy or Instructional Methods

The NCF-SE 2023 emphasises the role of 'doing' in Vocational Education. Knowledge, capacities, and values are developed through consistent practice and on-site exposure. The pedagogical approach for Grades 9 and 10 must align with real life — students must be provided opportunities to learn through real-life work contexts.

- Emphasise "learning by doing" through hands-on, real-life work experiences with a clear focus on productive outcomes and on-site exposure.
- Ensure a balanced integration of theory and practice, with a greater proportion of time devoted to practical work, supported through projects, workshops, internships, and exposure visits.
- Promote experiential learning in real-world contexts, including structured visits to workplaces and interaction with practitioners to deepen understanding of vocations.
- Integrate technology and AI meaningfully within pedagogy to enhance learning and demonstrate their role in improving efficiency and productivity in work settings.
- Uphold equity and inclusion, ensuring equal access to tools, resources, and opportunities for all students, including those from diverse socio-economic backgrounds and differently abled learners.
- Strengthen school–industry linkages by partnering with local enterprises, institutions, and organisations to facilitate internships, exposure, and authentic work-based learning experiences.

Assessment

The focus of Vocational Education assessment in Grades 9 and 10 is to assess skills that are transferable across different kinds of work. Given the nature of vocational knowledge, the primary focus of assessment should be demonstrated performance — not written examination alone.

Mode of Assessment: Students must be assessed on the basis of the competencies, curricular goals & learning outcomes, as defined in the syllabus.

Suggestive tools of assessment:

i. Teacher's Observations (based on demonstrated performance via rubrics, checklists)
ii. Student Portfolio
iii. Oral Presentations
iv. Self and Peer Assessments
v. Paper and Pencil tests (Situation Based Questions)

Detailed assessment guidelines shall be shared with schools once the textbooks are published by NCERT.

What is to be assessed?	What are the criteria for assessment?	Examples of tools and sources of evidence
Values and dispositions related to work	· Observation and questioning during practice · Dignity of labour for all kinds of work · Collaboration with peers · Efficiency in work · Pursuit of quality · Creativity and problem-solving · Willingness and motivation · Optimal use of all resources	· Teachers' observations · Oral presentation or viva-voce · Self-assessment
Selection, use, and maintenance of tools and equipment	· Selection of appropriate tools for task · Correct usage of tools · Keeping materials and equipment ready for use · Following safety protocols · Proper storage of tools and materials post usage	· Teachers' observations · Oral presentation or viva-voce · Paper and pencil test · Portfolio
Knowledge to perform tasks	· Conceptual knowledge necessary to do work · Context and relevance of work · Sustainable and/or indigenous practices · Knowledge of procedures and protocols (including safety and documentation) · Planning templates or creating process charts · Mapping and budgeting of resources	· Oral presentation or viva-voce · Paper and pencil test · Portfolio
Performance of tasks	· Sequencing of tasks · Creating appropriate conditions or gathering tools and materials · Estimation of material or need identification · Carrying out tasks using tools and materials · Improvements based on testing or feedback · Monitoring progress against plan · Workplace organization · Waste management	· Teachers' observations · Portfolio · Oral presentation of the task performance (rationale of performing the task)
Place of vocation in the world of work	· Importance of vocation · Livelihood ecosystem	· Oral presentation or viva-voce · Paper and pencil test · Site visit reports or observation notes
Applying quality criteria	· Identifying criteria for evaluating quality of products · Reflection on processes	· Oral presentation or viva-voce · Paper and pencil test · Portfolio · Self-assessment
Application of vocational competencies at home	· Use of vocational skills and knowledge at home	· Oral presentation or viva-voce · Paper and pencil test · Portfolio