SECONDARY SCHOOL CURRICULUM
PART-I (CLASSES IX-X)
2026-27

CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC UNIT, INTEGRATED OFFICE COMPLEX,
SECTOR 23, PHASE-I, DWARKA, NEW DELHI

THE CONSTITUTION OF INDIA[1]

PREAMBLE

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

JUSTICE, social, economic and political;

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

EQUALITY of status and of opportunity; and[2] to promote among them all

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

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

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

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

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

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

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

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

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

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

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

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

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

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

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

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

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

भारत का संविधान

[1] उद्देशिका

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

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

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

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

भाग 4 क

मूल कर्तव्य

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

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

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

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

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

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

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

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

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

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

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

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

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

1.1 CBSE Curriculum

CBSE curriculum reflects the nation's shared vision of education rooted in the Constitution of India and aligned with the aspirations of the National Education Policy (NEP) 2020. The National Curriculum Framework for School Education (NCFSE) 2023 has been developed as a foundational document for realising the vision of NEP 2020 in school education. As articulated in the NCFSE 2023, curriculum encompasses the entirety of students' organised experiences in school including goals, content, pedagogy, assessment, school culture, and learning environment.

In alignment with this national framework, CBSE has adopted the principles, stage design, Learning Standards, and assessment approach articulated therein. It is being implemented in a phased and systematic manner across classes and domains. In this perspective, curriculum is a coherent and integrated design that aligns with the:

- Aims of Education
- Learning Outcomes
- Assessment Practices
- Curricular Goals & Competencies
- Pedagogical Approaches
- School Culture & Processes

CBSE Secondary School Curriculum, therefore, seeks to operationalise the vision of NEP 2020 through the structured guidance of NCFSE 2023, aiming to develop learners who are rational, ethical, creative, compassionate, aware of their Indian roots, and prepared for democratic, cultural, and economic participation in a rapidly changing world.

The curriculum is guided by clearly defined Learning Standards, ensuring a meaningful flow from broad educational aims to measurable competencies and learning outcomes, thereby strengthening coherence between teaching, learning, and assessment.

1.2 Salient Features of the CBSE Secondary School Curriculum

In consonance with the principles and stage-specific expectations of NCFSE 2023 and as part of its phased implementation roadmap, the CBSE Secondary School Curriculum indicates CBSE's roadmap for NCFSE implementation and strives to:

01 Promote Holistic Development

Foster intellectual, physical, socio-emotional, ethical, and aesthetic growth, ensuring mind-body well-being and balanced holistic development.

02 Align with Learning Standards and Competency-Based Education

Structure curriculum around clearly defined Curricular Aims, Goals, Competencies, and Learning Outcomes.

03 Encourage Conceptual Understanding

Reduce content load to core essentials and enable deeper disciplinary understanding through inquiry, discussion, and application.

04 Adopt Effective and Engaging Pedagogy

Promote experiential, inquiry-driven, discussion based, project-based, arts-integrated, sports-integrated, and activity-based learning appropriate to the Secondary Stage.

05 Transform Assessment Culture

Shift assessment from testing memorisation to evaluating competencies and higher-order thinking. Promote assessment 'as', 'of' and 'for' learning, in alignment with emerging Board examination reforms.

06 Foster Rational Thought and Autonomy

Develop critical thinking, logical reasoning, creativity, and informed decision-making and reflective capacities.

07 Strengthen Constitutional Values and Democratic Participation

Integrate ethical reasoning, Fundamental Duties, citizenship values, inclusion, empathy, and pluralism into curricular processes.

08 Promote Multidisciplinary and Flexible Learning Pathways

Enable flexibility and choice across subject groups in the Secondary Stage while ensuring both breadth and disciplinary depth.

09 Integrate Art, Physical Education, and Well-being as Core Areas

Recognise Art Education and Physical Education as integral curricular areas with defined learning standards and performance-based assessments.

10 Embed Vocational Education and respect

Integrate vocational capacities, work-based learning, and exposure to local crafts and industries, aligned progressively with future world of work.

11 Advance Environmental Literacy and Sustainable Practices

Develop environmental awareness, interdisciplinary understanding, and action - oriented capacities for sustainable living.

12 Promote Multilingualism and Cultural Rootedness

Encourage multilingual proficiency, including Indian languages, strengthening cultural literacy and pride in India while nurturing global citizenship.

13 Ensure Inclusive and Equitable Education

Promote inclusive practices responsive to diverse learners, socio-economic contexts, and varied abilities.

14 Leverage Educational Technology, Computational Thinking, and Artificial Intelligence

Integrate educational technology meaningfully while preserving strong teacher–student engagement. Establish Computational Thinking (CT) and Artificial Intelligence (AI) as core compulsory competencies up to the Secondary stage, fostering algorithmic thinking, data literacy, and ethical AI use etc.

1.3 Curricular Areas at Secondary Level

In accordance with the National Curriculum Framework for School Education (NCFSE) 2023, the CBSE Secondary Curriculum is structured across defined curricular areas to ensure both breadth and depth of learning. Students engage with Languages, Mathematics, Science, and Social Science, along with Art Education, Physical Education and Well-being, Vocational Education, and Interdisciplinary Areas.

Operationally, the Secondary School is envisioned as a learner-centred space where students build self-concept, resilience, enterprise, sportspersonship, and aesthetic sensibility. Schools are encouraged to design contextual and experiential learning environments that connect knowledge with real-life application, supporting students in becoming autonomous, responsible, and future-ready citizens.

Therefore, for the purpose of fostering core competencies in learners, this curriculum encompasses major learning areas as under:

(i) Languages

Languages include two official languages of India i.e. Hindi, English and 42 other languages. Thus, all scheduled languages listed in the 8th schedule of the Constitution of India are being offered, in addition to other Indian regional languages and foreign languages.

The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective proficiencies in all these areas. Language Education at the Secondary Stage is guided by the stage-wise design and Learning Standards of the NCFSE 2023. To operationalise the recommendations of NCFSE 2023, CBSE issued *Circular No. Acad-30/2025 dated 22 May 2025* laying down Implementation Guidelines for Language Instruction under NCFSE–2023 across Foundation, Preparatory and Middle-to-Secondary Stages.

In accordance with this circular and NCFSE's multilingual vision, languages are organised through a structured three-language framework across stages viz, **R1, R2 and R3**.

As per the recommendations of NCFSE-2023, two out of these three languages must be languages native to India.

In continuation of the Board's phased implementation of multilingual education, R3 (Third Language) shall be made compulsory from Class VI with effect from Academic Session 2026–27, ensuring that every learner studies at least two Indian languages. The same cohort shall continue R3 progressively up to Class X. The implementation schedule, as notified by the Board, shall be as follows:

Table 1

Academic Session	Class in which R3 is Compulsory
2026–27	Class VI
2027–28	Class VI, VII
2028–29	Class VI, VII, VIII
2029–30	Class VI, VII, VIII, IX
2030–31	Class VI, VII, VIII, IX, X

This phased introduction ensures smooth curricular transition and alignment with Secondary Stage assessment reforms.

Students in Classes IX–X will study three languages. The languages chosen at R1 and R2 must be different, i.e., the same language cannot be offered simultaneously at more than one level.

Only for classes IX-X

Choice of Language (from Table 7 ahead) from 2026-27 to 2028-29
R1: Any Language from the ones offered by CBSE
R2: Language other than the one offered as R1

Choice of Language (from Table 7 ahead) from 2029-30, including the R1 and R2
R3: Language other than the ones offered as R1 and R2

i. Until NCERT develops level-specific textbooks for different languages, the same NCERT textbooks will be used for both R1 and R2 levels. (Please refer to the list in table 7). However, the Board examinations for R1 and R2 in 2028 will differ for class X, even though they are based on the same textbooks; for example, students will study Textbook *Kaveri* (English class IX) at R1/R2 level. Based on the same textbook, Syllabus will be different for R1 and R2 levels and the assessment will also be different for the two levels, i.e. R1 and R2. SQP and MS for class IX will also be provided at the initial transition phase.

ii. Till the above scheme is fully operational, i.e. for students currently in class VII and higher, it is compulsory that all students must have studied three languages up to class VIII. Those students who could not clear the third language in class VIII and have been promoted to class IX, shall be examined by the concerned schools at the end of Class IX in the same syllabus and textbooks as prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he has passed in the third language. This arrangement to continue till R3 is introduced in class IX, i.e. 2029-30. However, CwSN are exempted from the study of the second and third languages.

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

Medium of Instruction (MoI) Option

In accordance with Section 1.6.1 of NCFSE 2023, and as reiterated in the CBSE Circular Acad 30/2025 dated 22.05.2025 schools must offer at least one language native to India as an option for Medium of Instruction from preparatory stage (Grade 3) up to Grade 12, where the primary MoI is not such language. For example, if the primary MoI is English, then one Indian language may be offered as an option for MoI up to Grade 12.

Pedagogical and Assessment Approach in Languages

The NCFSE-2023 emphasises the adoption of multilingual classroom strategies, including comparison across languages, contextual vocabulary development, and the use of rich literary resources. Schools are required to align curriculum materials, teacher training, and assessment practices to reflect multilingual pedagogy. Assessment in language prioritises comprehension, articulation, analytical ability, and application over rote memorisation.

Inclusion and Relaxations

Clause 17(i) of the RPwD Act, 2016, states *"The appropriate government shall make measures to make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities, such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses"*.

In compliance with this stipulation, suitable curricular and examination modifications including exemption from second and third language courses, where applicable, shall be provided to children with special needs.

(ii) Mathematics

Mathematics education at the Secondary Stage develops clarity of thought, precision, logical reasoning, and problem-solving abilities. It enables learners to recognise patterns, understand relationships, and model real-world situations using quantitative and abstract tools. In alignment with the vision of NCFSE 2023, Mathematics is viewed not merely as a body of procedures, but as a disciplined way of thinking that fosters rationality and autonomy.

The curriculum builds strong conceptual foundations in number systems, algebra, geometry, mensuration, statistics, and probability, while encouraging students to engage with mathematical reasoning, argumentation, and proof in age-appropriate ways. Learners develop the ability to formulate problems, choose suitable strategies, analyse results, and communicate mathematical ideas with clarity. Connections with science, technology, economics, and everyday life are emphasised to make learning meaningful and relevant

a Pedagogical Approach

Teaching-learning processes prioritise conceptual understanding over mechanical procedures. Classroom interactions include exploration of patterns, guided discovery, problem-solving discussions, use of manipulatives and visual representations, and integration of technology where appropriate. Students are encouraged to explain their reasoning, compare multiple solution strategies, and learn constructively from errors. Regular practice is balanced with opportunities for investigation and mathematical thinking.

b Assessment Approach

Assessment follows the competency-based principles of NCFSE 2023 and evaluates understanding, reasoning, and application rather than routine memorisation. Question design includes problem solving tasks, case-based items, data interpretation, and situations requiring logical justification.

(iii) Science

Science education at the Secondary Stage nurtures curiosity about the natural world and develops the capacity to understand it through systematic inquiry. Through the study of Physics, Chemistry, and Biology, learners explore fundamental principles governing physical, chemical, and biological processes, while building a scientific temper grounded in observation, evidence, and logical reasoning. In keeping with the vision of NCFSE 2023, the focus is on deep conceptual understanding rather than the accumulation of facts.

Students learn to ask meaningful questions, design and interpret investigations, analyse data, and evaluate scientific claims. They apply scientific knowledge to issues related to health, environment, sustainability, and technology, thereby connecting classroom learning with real-world contexts. Science education thus supports rational thought, informed decision-making, and responsible citizenship.

a Pedagogical Approach

Teaching-learning processes emphasise inquiry, experimentation, and experiential engagement. Laboratory work, hands-on activities, demonstrations, field observations, modelling, and problem solving tasks form the core of pedagogy. Students are encouraged to hypothesise, test ideas, interpret evidence, and reflect on errors as part of the learning process. Collaborative exploration and discussion strengthen conceptual clarity and analytical thinking.

b Assessment Approach

Assessment aligns with the competency-based design of NCFSE 2023 and evaluates understanding, application, and reasoning. Question formats include case-based items, data interpretation, experimental analysis, and problem-solving tasks. Practical assessment emphasises investigative skills, accuracy of observation, interpretation of results, and scientific communication. Formative assessment through experiments, projects, and reflective tasks supports continuous learning and conceptual growth.

(iv) Social Science

Social Science education at the Middle and Secondary Stages, aligned with the Learning Standards framework of NCFSE 2023 develops informed, reflective, and responsible citizens through the study of History, Geography, Political Science, and Economics.

The curriculum fosters rational inquiry, ethical reasoning, constitutional values, and democratic participation. Learners engage with disciplinary methods such as interpretation of historical sources, spatial and environmental analysis, understanding of political institutions, and economic reasoning. They examine social, political, economic, and environmental processes, connect local contexts with national and global developments, and understand Fundamental Rights, Duties, and civic responsibilities.

a Pedagogical Approach

Pedagogy emphasises inquiry-based, discussion-oriented, and experiential learning. Students analyse primary and secondary sources, maps, data, and case studies; participate in debates and collaborative tasks; and undertake projects linked to real-life and local contexts. The focus is on interpretation, evidence-based reasoning, and perspective-taking rather than passive content reception.

b Assessment Approach

Assessment aligns with the competency-based design of NCFSE 2023 and evaluates conceptual understanding, analytical ability, and application. Tools include source-based and case-based questions, data and map interpretation, structured responses requiring argumentation, and project-based tasks. Formative assessment through discussions, presentations, and reflective writing supports continuous learning.

(v) Art Education

Art Education at the Secondary Stage nurtures imagination, aesthetic sensibility, cultural literacy, empathy, and socio-emotional well-being. In keeping with the vision of NCFSE 2023, the Arts are recognised as a core curricular area, integral to holistic development, with no separation between curricular and co-curricular domains.

The curriculum emphasises three interrelated processes: making art (creation and performance), thinking creatively in the arts, and appreciating artistic expression. Through sustained engagement with Visual Arts, Music, Theatre, and Dance & Movement, learners experience joy, confidence, persistence, and collaborative problem-solving, while developing a sense of belonging to India's rich and diverse cultural heritage.

Curriculum design integrates three dimensions of knowledge:

- Perceptual Knowledge – sensory experiences, emotional engagement, and aesthetic awareness;
- Procedural Knowledge – skills of creating, performing, and working with tools and materials;
- Conceptual Knowledge – understanding elements and principles such as rhythm, space, balance, colour, movement, and narrative.

Local art traditions serve as a starting point, with gradual expansion to regional, national, and global forms. Arts integration across subjects is encouraged, with emphasis on creative process over product.

a Pedagogical Approach

Art pedagogy is process-oriented, experiential, collaborative, and developmentally appropriate. Learning experiences are rooted in local culture and resources, while encouraging exploration, improvisation, and interdisciplinary connections. Teachers function as facilitators who create enabling environments, provide materials and guidance, and foster reflection. Workshops, exhibitions, artist interactions, and exposure visits are encouraged to enrich learning.

Through a good, effective art education programme, schools must aim to achieve:

- *Joy in exploring and creating artwork*
- *Imagination and creativity*
- *Empathy and sensitivity*
- *Understanding of connections with other disciplines*
- *Sense of belonging*

From NCF 2023

b Assessment Approach

Assessment in Arts Education aims to nurture students' creative abilities, artistic expression, critical thinking, and values such as curiosity, collaboration, and sensitivity, rather than focusing only on technical skills. In line with NCF-SE 2023, it follows a continuous, holistic, and competency-based approach, integrating assessment for learning, as learning, and of learning. Formative assessment is embedded in daily classroom processes through activities, discussion circles, teacher observations, peer and self-assessment, and students' art journals that promote reflection and creative exploration. Summative assessment at the secondary stage includes theory and practical components, where theory evaluates conceptual understanding of art forms through written or open-book examinations, while practical assessment focuses on demonstration of artistic skills in Visual Arts, Music, Dance, and Theatre, supported by portfolios, artefacts, performances, project work, and participation in artistic events. **Exact details of the assessment scheme in Arts Education are provided in the syllabus document of Arts Education.**

(vi) Education in Interdisciplinary Area

In alignment with the National Curriculum Framework for School Education 2023, which emphasises multidisciplinary learning, constitutional values, environmental consciousness, and the development of rational and ethical reasoning, CBSE introduces Education in Interdisciplinary Areas as a compulsory component at the Secondary Stage. Accordingly, "Individual in Society" in Class IX (2026-27 onwards) and "Environmental Education" in Class X (2027-28 onwards) shall be implemented for the same cohort of students as and when NCERT textbooks become available. The Pedagogical and Assessment approach shall be informed shortly, subsequent to the release of NCERT Syllabus.

(vii) Physical Education and Well Being

Physical Education and Well-being at the Secondary Stage promotes holistic development by integrating physical fitness, mental well-being, resilience, cooperation, and sportsmanship. In alignment with the Aims of School Education and the Learning Standards framework of NCFSE 2023, this curricular area is recognised as a core component of school education, with the same rigour and expectations as other disciplines.

The curriculum seeks to cultivate a lifelong love for physical activity and sports, while developing capacities for skilful participation, teamwork, leadership, discipline, and self-regulation. It integrates structured sports, indigenous games, athletics, and fitness practices, along with Yoga and mind-body wellness traditions that form an important part of India's knowledge heritage. Health education, nutrition awareness, and lifestyle choices are embedded to support informed and responsible living.

At the Secondary Stage, students are provided opportunities to deepen engagement in chosen sports or physical activities, building competence, strategic thinking, and collaborative skills. Physical Education contributes directly to the development of perseverance, empathy, cooperation, and respect for diversity.

a Pedagogical Approach

Pedagogy is activity-based, experiential, and developmentally appropriate. It includes structured skill development sessions, team-based games, fitness training, Yoga practices, and reflective discussions on health and well-being. Learning experiences are inclusive and adaptable to diverse abilities, ensuring active participation of all students. Emphasis is placed on practice, feedback, self improvement, and safe engagement.

A good physical education programme is therefore considered important for everyone, regardless of the field of interest one wants to pursue in life. Physical Education in schools must aim to achieve:

- *Appreciation for physical activity and sports*
- *Capacities for skillful engagement in physical activity or sports*
- *Resilience*
- *Empathy and cooperation*

From NCF 2023

b Assessment Approach

Assessment in Physical Education and Well-being is designed to be continuous, comprehensive, competency-based, and learner-centric, focusing not only on physical performance but also on conceptual understanding, participation, effort, reflection, values, and social behaviour. Aligned with the principles of assessment for learning, as learning, and of learning recommended in NEP 2020, formative assessment is integrated into daily teaching–learning processes through oral responses, concept checks, wellness diaries, peer and self-assessment, and case-study discussions that promote reflection and critical thinking. Summative assessment at the end of a unit or term includes pen-and-paper tests to assess conceptual clarity, project work involving inquiry and community-based learning, and practical demonstrations to evaluate fitness parameters and sports skills using defined rubrics.

Exact details of the assessment scheme in Physical Education and Well-being are provided in the syllabus document of Physical Education and Well-being.

(viii) Vocational Education

The subject Vocational Education at the Secondary Stage deepens the vocational exposure provided during the Middle Stage and progressively develops productive capacities, work ethics, and respect for the dignity of labour. In alignment with NEP 2020 and NCFSE 2023, vocational education is conceived as education through work, integrating knowledge, skills, values, and attitudes. As structured in the Grade 8 framework Kaushal Bodh, learning continues across three broad Forms of Work e.g.

Work with Life Forms, Work with Machines and Materials and Work in Human Services.

In Classes IX and X, this structure is extended with greater depth and responsibility. Students undertake longer-duration, context-based projects requiring planning, execution, documentation, reflection, and presentation. Emphasis is placed on application of tools and processes, integration of learning from other subjects, ecological and gender sensitivity, and understanding the relevance of skills in the world of work.

a Pedagogical Approach

Pedagogy remains project-based, experiential, and community-linked. Students engage with real-life contexts, resource persons, and local enterprises. Learning emphasises collaboration, problem solving, creativity, and reflection, with teachers acting as facilitators to ensure safety, inclusion, and equitable participation.

b Assessment Approach

Assessment prioritises demonstration of competencies and work-related values over theoretical recall. Portfolios, teacher observations, presentations, and practical tasks form the core of evaluation, with greater weightage to practical components as compared to theoretical assessment. Continuous feedback and reflection support growth and confidence. By the end of Class X, learners are expected to demonstrate competence in selected domains of work, appreciation for dignity of labour, and readiness for further academic or vocational pathways. **Details are given separately in the syllabus for Vocational Education.**

The approach to Vocational Education in NCF 2023 aims to achieve the following objectives:

a. *Vocational capacities, knowledge, and relevant values will be developed for all students, and this will create the possibility of their joining the workforce after school if they choose to.*
b. *Provide the possibility of learning range of vocations–ones that are aspirational, as also those that are most relevant locally and contextually (if different), also new and emerging vocations.*
c. *Provide exposure to various types of work to all students establishing the dignity of work.*
d. *Should be implementable with the current reality and resourcing of our schools, while providing a pathway to the future.*
e. *Must value the work that many of the children of India already do in their homes and communities.*

From NCF 2023

02 - SCHEME OF STUDIES

2.1 Subjects to be offered:

Classes IX and X constitute a composite course. Students, therefore, should take only those subjects in Class IX that they intend to continue in Class X. Subjects can be offered from the list of subjects given in Table XII ahead. The Scheme of Studies as per the NCF recommendations from 2026-27 till 2030-31 will be as follows:

Table 2

	Existing 2025-26		New 2026-27			
S. No.	Subjects in Class X	Nature	Subject in Class IX	Assessment in Class IX	Subjects in Class X	Assessment in Class X
1	Language 1	Compulsory with Board Exam in Class (X)	Language 1 at R1/R2 levels	School-based Internal Assessment (IA) & Annual Examination	Language 1	School-based Internal Assessment (IA) and compulsory Board Examination
2	Language 2		Language 2 at R1/R2 levels		Language 2	
3	Mathematics		Mathematics & Mathematics Advanced (optional)		Mathematics (Basic/ Standard)	
4	Science		Science & Science Advanced (optional)		Science	
5	Social Science		Social Science		Social Science	
6	Skill-based or other Subject	Optional with School-based Assessment and compulsory Board Exam in Class (X)	Individuals in Society	School-based Internal Assessment	Skill-based or another Subject	Optional with School-based Assessment and compulsory Board Exam in Class (X)
7	Language 3		Language 3 (Optional up to 2028-29)		Language 3 (Optional up to 2029-30)	
8	Health and Physical Education (HPE)	Compulsory Subjects having only school-based assessment	Art Education	School-based Internal Assessment	Health and Physical Education	Compulsory Subjects having only school-based assessment
9	Work Experience(Subsumed in HPE)		Physical Education and Well-being		Work Experience (Subsumed in HPE)	
10	Art Education				Art Education	
11	---- ----		Vocational Education	School-based Internal Assessment (IA) & Annual Examination		
			Optional Subject	School-based IA & Annual Exam		
12			CT & AI (Class IX-X) as Modules* (compulsory)	School-based Assessment		
	Total Number of Subjects for Board Examination 2026: 07 [05 (compulsory) + 2 (optional)]		Maximum Possible Number of Subjects for Board Examination 2027: 07 [05 (compulsory)+ 2 (optional)]			

*CT & AI as a compulsory subject in session 2027-28

Legend					
Denotes	Modules	Compulsory subject with Annual/ Board Examination	Compulsory subject with school-based assessment	Optional subject	Maximum Possible number of subjects for Board Exam

Table 3

<table>
<tr><th colspan="4">Session 2027-28</th></tr>
<tr><th>Subjects in Class IX</th><th>Assessment</th><th>Subjects in Class X</th><th>Assessment</th></tr>
<tr><td>Language 1 at R1/R2 Level</td><td rowspan="6">School-based Internal Assessment (IA) & Annual Examination</td><td>Language 1 at R1/ R2 Level</td><td rowspan="6">School-based Internal Assessment (IA) and compulsory Board Examination</td></tr>
<tr><td>Language 2 at R1/ R2 level</td><td>Language 2 at R1/ R2 level</td></tr>
<tr><td>Mathematics & Mathematics Advanced(optional)</td><td>Mathematics & Mathematics Advanced (optional)</td></tr>
<tr><td>Science & Science Advanced(optional)</td><td>Science & Science Advanced(optional)</td></tr>
<tr><td>Social Science</td><td>Social Science</td></tr>
<tr><td>Language 3 (Optional up to 2028-29)</td><td>Language 3 (Optional up to 2029-30)</td></tr>
<tr><td>Individuals in Society</td><td>School-based IA</td><td>Environmental Education</td><td rowspan="3">School-based IA</td></tr>
<tr><td>CT & AI</td><td>School-based Internal Assessment (IA) & Annual Examination</td><td>Art Education</td></tr>
<tr><td>Art Education</td><td rowspan="2">Assessment scheme – same as 2026-27</td><td>Physical Education and Well-being</td></tr>
<tr><td>Physical Education and Well-being</td><td>Vocational Education</td><td rowspan="2">School-based Internal Assessment (IA) and compulsory Board Examination</td></tr>
<tr><td>Vocational Education</td><td>Assessment scheme – same as 2026-27</td><td>Optional Subject</td></tr>
<tr><td>Optional Subject</td><td>School-based Internal Assessment (IA) & Annual Examination</td><td colspan="2"></td></tr>
<tr><td colspan="4">Maximum Possible Number of Subjects for Board Examination 2028: 08 [06 (Compulsory, including maximum two advanced level papers) + 2 (optional)]</td></tr>
</table>

Legend				
Denotes	compulsory subject with Annual/ Board exam	Compulsory subject with school-based assessment	Optional subject	Maximum Possible Number of subjects for Board Examination

Table 4

Session 2028-29			
Subjects in Class IX	Assessment	Subjects in Class X	Assessment
Language 1 at R1/R2 Level	School-based Internal Assessment (IA) & Annual Examination	Language 1 at R1/ R2 Level	School-based Internal Assessment (IA) and compulsory Board Examination
Language 2 at R1/ R2 level		Language 2 at R1/ R2 level	
Mathematics & Mathematics Advanced (optional)		Mathematics & Mathematics Advanced (optional)	
Science & Science Advanced (optional)		Science & Science Advanced(optional)	
Social Science		Social Science	
Individuals in Society	School-based IA	Environmental Education	School-based IA
CT & AI	School-based Internal Assessment (IA) & Annual Examination	CT & AI	School-based Internal Assessment (IA) and compulsory Board Examination
Language 3 (Optional up to 2028-29)		Language 3 (Optional up to 2029-30)	
Art Education	Assessment scheme – same as in 2026-27	Art Education	School-based Internal Assessment
Physical Education and Well-being		Physical Education and Well-being	
Vocational Education	School-based Internal Assessment (IA) & Annual Examination	Vocational Education	School-based Internal Assessment (IA) and compulsory Board Examination
Optional Subject		Optional Subject	
Maximum Possible Number of Subjects for Board Examination 2029: 09 [(07 Compulsory, including maximum two advanced level papers with 3+1 hrs examinations) + 2 (optional)]			

Legend				
Denotes	Compulsory subject with Annual/ Board Examination	Compulsory subject with school-based assessment	Optional Subject	Maximum Possible Number of subjects for Board Examination

Table 5

<table>
<tr><th colspan="4">Session 2029-30</th></tr>
<tr><td>Subject in Class IX</td><td>Assessment</td><td>Subjects in Class X</td><td>Assessment</td></tr>
<tr><td>Language 1 at R1/ R2 Level</td><td rowspan="2">School-based Internal Assessment (IA) & Annual Examination</td><td>Language 1 at R1/R2 Level</td><td rowspan="5">School-based Internal Assessment (IA) and compulsory Board Examination</td></tr>
<tr><td>Language 2 at R1/R2 level</td><td>Language 2 at R1/R2 level</td></tr>
<tr><td>Language 3 at R3 Level</td><td>School-based Internal assessment</td><td>Mathematics & Mathematics Advanced(optional)</td></tr>
<tr><td>Mathematics & Mathematics Advanced(optional)</td><td rowspan="3">Assessment scheme as in 2027-28</td><td>Science & Science Advanced (optional)</td></tr>
<tr><td>Science & Science Advanced (optional)</td><td>Social Science</td></tr>
<tr><td>Social Science</td><td>Environmental Education</td><td>Assessment scheme as in 2027-28</td></tr>
<tr><td>Individuals in Society</td><td rowspan="5">Assessment scheme as in 2026-27</td><td>CT & AI</td><td rowspan="2">School-based Internal Assessment (IA) and compulsory Board Examination</td></tr>
<tr><td>CT&AI</td><td>Language 3 (Optional up to 2029-30)</td></tr>
<tr><td>Art Education</td><td>Art Education</td><td rowspan="2">School-based Internal Assessment (IA)</td></tr>
<tr><td>Physical Education and Well-being</td><td>Physical Education and Well-being</td></tr>
<tr><td rowspan="2">Vocational Education</td><td>Vocational Education</td><td>Assessment scheme as in 2027-28</td></tr>
<tr><td>Optional Subject</td><td>School-based Internal Assessment (IA) and compulsory Board Exam</td></tr>
<tr><td>Optional Subject</td><td>School-based Internal Assessment (IA) & Annual Examination</td><td colspan="2"></td></tr>
<tr><td colspan="4">Maximum Possible Number of Subjects for Board Examination 2030:
09 [(07 Compulsory, including maximum two advanced level papers with 3+1 hrs examinations) + 2 (optional)]</td></tr>
</table>

Legend				
Denotes	Compulsory subject with Annual/ Board Examination	Compulsory subject with school-based assessment	Optional Subject	Maximum Possible Number of subjects for Board Examination

Table 6

Session 2030-31			
Subject in Class IX	Assessment	Subjects in Class X	Assessment
Language 1 at R1/R2 Level	School-based Internal Assessment (IA) & Annual Examination	Language 1 at R1/ R2 Level	School-based Internal Assessment (IA) and compulsory Board Examination
Language 2 at R1/R2 level		Language 2 at R1/ R2 level	
Language 3 at R3 Level	School -based Internal assessment	Language 3 at R3 Level	School -based Internal assessment
Mathematics & Mathematics Advanced (optional)	School-based Internal Assessment (IA) & Annual Examination	Mathematics & Mathematics Advanced (optional)	School-based Internal Assessment (IA) and compulsory Board Examination
Science & Science Advanced (optional)		Science & Science Advanced (optional)	
Social Science		Social Science	
Individuals in Society	Assessment scheme as in 2026-27	Environmental Education	Assessment scheme as in 2027-28
CT&AI	Assessment scheme as in 2027-28	CT&AI	Assessment scheme as in 2028-29
Art Education	Assessment scheme as in 2026-27	Art Education	Assessment scheme as in 2026-27
Physical Education and Well-being		Physical Education and Well-being	
Vocational Education		Vocational Education	
Optional Subject	School-based Internal Assessment (IA) & Annual Examination	Optional Subject	School-based Internal Assessment (IA) and compulsory Board Examination
Maximum possible Number of Subjects for Board Examination 2031: 8 [(07 Compulsory, including maximum two advanced level papers with 3+1 hrs examinations) + 1 (optional)]			

Legend				
Denotes	Compulsory subject with Annual/ Board Examination	Compulsory subject with school-based assessment	Optional Subject	Maximum Possible Number of Subjects for Board Examination

Instructions

i. The external examination conducted by CBSE at the end of Class X shall be based on the prescribed syllabus and the competencies for Class X for the respective academic session.

ii. All candidates shall be required to appear in both components of assessment, namely, the Internal Assessment and the External/Annual Examination conducted by the School or the Board, as applicable. No candidate shall be declared successful unless he/she has appeared in and completed both components of assessment in accordance with the prescribed Scheme of Examination.

iii. Schools situated in foreign countries may offer one compulsory language native to India in lieu of the requirement of two Indian languages applicable to schools located in India.

iv. **Special Case:** While it is desirable that the same scheme of language is adopted, under exceptional circumstances, for students returning from foreign schools where the 3rd language studied by a student till class VIII or class IX is not available in the domestic school, such students may be exempted, on a case-by-case basis, as per approved norms, at the request of the school. However, such students will be required to study the total number of subjects as stipulated in the Scheme of Studies.

v. **Subjects at two levels:** From the academic session 2026–27, the Subjects Mathematics and Science and their assessments are being offered at two levels:

1 Mathematics and Science

The subjects Mathematics and Science as given in the tables 2 to 6 at the preceding pages, refer to the standard Mathematics and Standard Science Course. These will cover the common prescribed syllabus, will be compulsory and will be studied by all students.

2 Mathematics Advanced and Science Advanced:

will be optional, and meant for students who wish to study additional topics beyond the common syllabus. The details are as follows:

Subject	Nature	Syllabus	Assessment
Mathematics	Compulsory (to be studied by all students)	Common standard Content	80 marks (School-based Annual in Class IX of 2026-27 onwards /Board Examination in Class X of 2027-28 onwards); 3hrs duration
Science	Compulsory (to be studied by all students)	Common standard Content	80 marks (School-based Annual in Class IX of 2026-27 onwards /Board Examination in Class X of 2027-28 onwards);3hrs duration
Paper	**Nature**	**Syllabus**	**Assessment**
Mathematics Advanced	Optional	Additional Content	25 marks (Board Examination in Class X of 2027-28 and onwards);1 hr duration; all HOTS questions
Science Advanced	Optional	Additional Content	25(Board Examination in Class X of 2027-28 and onwards);1 hr duration; all HOTS questions

1. All students (whether opting for Advanced or not) will appear in a common final examination (Board in class X/ school-based annual examination in Class IX of 80 marks, 3 hours). In addition, students opting for the Advanced level will take an additional examination of 25 marks (1 hour) at a higher level, based on the prescribed content.

2. Thus, the examination in Mathematics and Science will be offered at two levels—Standard and Advanced at class IX (2026-27 onwards) and Mathematics Advanced and Science Advanced at class X (2027-28 onwards). Students can choose ***none/one/both*** subject/s at viz., Advanced Level, (none; Maths Advanced/Science Advanced; Maths Advanced and Science Advanced) .

3. A candidate securing 50 % and above marks for the optional Advanced Examination shall have the following recorded in the marksheet: **The Advanced Level has been successfully cleared.** (This text is tentative and may vary). **However, the marks obtained in the Advanced Examination shall not be added to the overall aggregate or total score. In case a candidate secures less than the prescribed criteria, no reference to the Advanced Level shall be reflected in the marksheet.**

4. This two-level structure will not apply to the internal assessments of 20 marks in Mathematics and Science conducted at the school level in Class X.

5. From the academic session 2026–27, the scheme of two-levels , i.e. Mathematics Basic and Mathematics Standard examination, will be discontinued. **However, students of Class-X in 2026–27 will only continue under the existing scheme and may opt for Mathematics Basic, as applicable for the academic year 2025-26.**

vi. If a student fails in any one of the three compulsory subjects (i.e., Science, Mathematics and Social Science) and passes in the optional subject (if offered as 11th optional subject), then that subject will be replaced by the optional subject and the result of Class X Board examination will be computed accordingly provided that students have cleared three languages as stipulated.

vii. Introduction of Computational Thinking and Artificial Intelligence (CT & AI):
From the academic session 2026–27, schools are directed to introduce **Computational Thinking and Artificial Intelligence** for students of Classes III to VIII in a developmental, age-appropriate, and competency-based manner, in alignment with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCFSE 2023). Computational Thinking will serve as the foundational skill, with CT integrated across subjects in Classes III–V, and advanced CT, along with foundational AI literacy, introduced in Classes VI–VIII through worksheets, projects, and classroom activities. The focus will be on strengthening core competencies such as logical reasoning, pattern recognition, data interpretation, algorithmic thinking, creativity, collaboration, and ethical awareness. The approach will remain low-tech and activity-driven, without reliance on specific platforms, devices, or additional instructional time, as competencies will be embedded within existing subject periods. Detailed class-wise competencies, learning outcomes, pedagogical guidelines, assessment suggestions, and teacher training modules will be provided by the Board, ensuring curriculum continuity and a smooth transition to advanced CT, programming, and AI learning in Classes IX–XII. Computational Thinking and Artificial Intelligence will be introduced in classes IX-XII as modules (to be provided by NCERT) in the Academic Session 2027-28. CT & AI will be introduced as a subject in the session 2027-28 (details will be informed in due course).

viii. Board is extending several exemptions/concessions to candidates with disabilities as stipulated in the Clause 17(i) of the RPwD Act, 2016. Exemptions/concessions extended to Persons with Bench -mark Disabilities for Class X & XII Examinations conducted by the Board and the Standard Operat -ing Procedure for availing these concessions are available on:

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

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

ix. **Scheme of Studies for Children with Special Needs for classes IX-X**

Candidates with disabilities as defined in the Rights of Persons with Disabilities Act, 2016 have the option of studying one compulsory language instead two/ three.

This NCFSE 2023 is in consonance with the provisions of the Rights of Persons with Disabilities (RPWD) Act 2016 and endorses all its recommendations regarding school education. NCFSE 2023 further clarifies that-

"The idea of accommodations is different from modifications. While modification is about altering or changing the difficulty levels of the content or the expectations of learning of the student, accommodation is about making changes to assist a student to work with the conditions of disability and be able to demonstrate their learning achievement on the same standards. With accommodations, neither what is being taught changes nor does the grading criteria for students with disabilities." NCF-SE 2023, Part B, Chapter 4, p. 184

Illustrative pedagogical accommodations: Teaching strategies will require a Universal Design in their planning and structure for equitable access. This is an important accommodation that will help meet learning challenges that students face. Allowing students to use word processors with or without spellcheck (through the use of assistive devices to practise spelling, grammar, and computing), creating a system of peer support, and organising special educator support in the classroom whenever necessary would make for an inclusive pedagogy.

Illustrative assessment accommodations: This typically involves changing or reorganising the order of tasks or questions for assessment, making assessment question papers or worksheets with large font print for ease of reading, allowing extended time for completion, organising for a scribe or writer or reading assistant, allowing the use of word processing software on a computer, organising a distraction-free room, allowing for the use of a calculator or a tablet, permitting more frequent breaks in the course of the assessment, and providing alternative furniture.

From NCF 2023

Scheme of Studies for Children with Special Needs (CwSN) for Classes IX–X (w.e.f. 2026-27 till 2030-31)

The scheme of studies for CwSN shall be similar to the scheme prescribed for all students in Tables 2 to 6 (depending upon the academic session). However, in accordance with Clause 17(i) of the RPwD Act, 2016 and the provisions of NCFSE 2023, CwSN shall be required to study only one compulsory language. All other subjects, whether compulsory (with Board examination or school-based assessment) or optional, may be replaced by any of the optional subjects listed in Table 7, as per the choice and comfort level of the CwSN student. However, CwSN students are free to retain as many subjects from the standard scheme of studies as they feel comfortable with; alternatively, they may replace any number of subjects, or even all subjects except the one compulsory language, with optional subjects.

2.2 List of subjects offered at Secondary Level:

Table 7

S. No.	Name		Theory Marks	Time (h)	Internal Marks	Total Marks
1	Hindi R1	(ANYONE)	80	03	020	100
	Hindi R2		80	03	020	100
2	English R1	(ANYONE)	80	03	020	100
	English R2		80	03	020	100
3	Urdu R1	(ANYONE)	80	03	020	100
	Urdu R2		80	03	020	100
4	Punjabi		80	03	020	100
5	Bengali		80	03	020	100
6	Tamil		80	03	020	100
7	Telugu	(ANYONE)	80	03	020	100
	Telugu Telangana		80	03	020	100
8	Sindhi		80	03	020	100
9	Marathi		80	03	020	100
10	Gujarati		80	03	020	100
11	Manipuri		80	03	020	100
12	Malayalam		80	03	020	100
13	Odia		80	03	020	100
14	Assamese		80	03	020	100
15	Kannada R1/Kannada R2(anyone)		80	03	020	100
16	Arabic		80	03	020	100
17	Tibetan		80	03	020	100
18	French		80	03	020	100
19	German		80	03	020	100
20	Russian		80	03	020	100
21	Persian		80	03	020	100
22	Nepali		80	03	020	100
23	Limboo		80	03	020	100
24	Lepcha		80	03	020	100
25	Bhoti		80	03	020	100
26	Bodo		80	03	020	100
27	Kok Borok		80	03	020	100
28	Tangkhul		80	03	020	100
29	Japanese		80	03	020	100
30	Bhutia		80	03	020	100
31	Spanish		80	03	020	100
32	Kashmiri		80	03	020	100

33	Mizo	80	03	020	100
34	Bahasa Melayu	80	03	020	100
35	Sanskrit	80	03	020	100
36	Rai	80	03	020	100
37	Gurung	80	03	020	100
38	Tamang	80	03	020	100
39	Sherpa	80	03	020	100
40	Thai	80	03	020	100
41	Dogri	80	03	020	100
42	Konkani	80	03	020	100
43	Maithili	80	03	020	100
44	Santhali	80	03	020	100
45	Mathematics	80	03	020	100
	Mathematics- Advanced*	25	01	-	*
46	Science	80	03	020	100
	Science Advanced*	25	01	-	*
47	Social Science	80	03	020	100
OPTIONAL SUBJECTS (as on March 2026)**					
48	Home Science	70	03	030	100
49	Painting	30	02	70	100
50	National Cadet Corps (NCC)	70	03	30	100
51	Computer Applications***	50	02	50	100
52	Elements of Business or Elements of Book Keeping & Accountancy — Any One	70	03	30	100
53	Retail	50	02	50	100
54	Information Technology***	50	02	50	100
55	Introduction to Financial Markets	50	02	50	100
56	Introduction to Tourism	50	02	50	100
57	Beauty & Wellness	50	02	50	100
58	Front Office Operations	50	02	50	100
59	Marketing and Sales	50	02	50	100

* Please refer to point v at page number 16 to 17 above.
** This is a tentative list and may be reviewed basis feedback and data.
***Out of the two subjects with codes 165 and 402, only one subject can be offered. The curriculum and the study material for the optional electives is available on the CBSE academic website "*https://cbseacademic.nic.in*" under the tab 'Optional Subjects'.

2.3 Instructional Time

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

03 - STRUCTURE OF ASSESSMENT SCHEME

The assessment structure for Classes IX and X comprises two mandatory components:

a) Board (External) Examination for class X conducted by CBSE (80 Marks for subjects or Marks mentioned in the syllabus of the subject) and; Annual Examination conducted by the school for class IX (80 Marks for major subjects or Marks mentioned in the syllabus of the subject)

b) Internal Assessment (20 Marks for major subjects or Marks mentioned in the syllabus of the subject) conducted by schools for classes IX and X both.

The final result of the student shall be determined by combining performance in both the External Examination and the Internal Assessment. Students are required to appear in and complete both components of assessment.

To be declared successful in a subject, a student must secure a minimum of 33% marks separately in external and internal assessments, calculated on the combined total of Internal Assessment and External Examination marks, as per the prescribed scheme.

Subjects assessed entirely through internal assessment shall follow the specific guidelines notified separately, along with their curriculum.

3.1 Nature of Question Papers

In alignment with the Board's shift toward competency-based and learning outcome-oriented assessment,

Board Examination question papers are designed to assess application, analysis, and evaluation. Presently, approximately 50% of the questions are competency-focused—such as case-based, source-based, integrated, data interpretation, situational, and application-oriented. Remaining items include select-response (MCQs) and constructed-response (short- and long-answer) questions. This structure may be reviewed periodically.

The papers incorporate real-life contexts, diagrams, passages, etc. to promote higher-order thinking skills and problem-solving abilities. They are structured into sections (e.g., Section A for objective/ MCQs; B and C for short answers; D for long answers; and E for case studies in certain subjects), with internal choices provided where appropriate to ensure fairness and flexibility.

Sample question papers and marking schemes are released in advance on cbseacademic.nic.in to support transparency and effective preparation. Overall, the examination design reflects a balanced, skill-oriented approach aligned with competencies.

3.2 Board Examination for (Class X) and Annual Examination (Class IX):

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

Table 8

Class X (External Board)

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

Notes: -

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

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

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

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

For Class IX:

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

Table 9

Class IX (School-Based)

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

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

3.3 Internal Assessment:

The year-end examination shall be supplemented by a robust system of Internal Assessment (IA) designed in alignment with the Learning Standards articulated in NCFSE 2023. Internal Assessment shall assess students in diverse ways, at different points of time, and across a broad range of curricular objectives, with explicit focus on the development of Competencies rather than rote memorisation. It shall provide multiple opportunities for learners to demonstrate attainment of identified Competencies, and the best performance of the student across the prescribed Internal Assessment components shall be considered while awarding the final Internal Assessment credit, in accordance with the specified weightage norms.

Internal Assessment serves a dual purpose:

a) To provide a comprehensive picture of learners' progress towards Curricular Aims, Goals, and Competencies; and

b) To inform classroom instruction, enabling timely remediation, enrichment, and differentiated support.

Assessment shall be conducted as, for, and of learning, and shall promote reflection, self-regulation, and continuous improvement. All Internal Assessment tools shall explicitly map to identified Competencies and Learning Outcomes.

3.3.1 Periodic Assessment (25 percent of overall weightage for Internal Assessment)

Periodic Assessment shall assess learning progress at regular intervals and provide structured feedback to both teachers and learners. Three periodic assessments shall be conducted in each subject during the academic year, of which the average of the best two shall be considered for final submission. However, unlike traditional examination patterns, at least one periodic assessment shall be competency-based and

application-oriented, including case analysis, data interpretation, problem-solving tasks, open-ended questions, or interdisciplinary contexts. Periodic assessments shall:

a) Evaluate conceptual understanding, application, reasoning, and analytical abilities.
b) Include higher-order thinking skills consistent with Stage-appropriate Competencies
c) Be followed by structured feedback and documented remedial measures where required.

3.3.2 Multiple Assessment (25 percent of overall weightage for Internal Assessment):

Multiple Assessment shall provide opportunities to evaluate diverse aspects of learning through varied modes such as observation, oral presentations, discussions, quizzes, experiments, projects, fieldwork, collaborative tasks, concept mapping, and reflective exercises. Teachers shall ensure that:

- Assessment tasks are mapped to clearly defined Competencies.
- Simple, transparent rubrics are developed and shared with students in advance.
- Students are provided opportunities for self and peer assessment to strengthen metacognitive capacities.
- Recording procedures remain manageable and meaningful.

Multiple Assessment shall promote inclusive practices by allowing varied modes of expression in accordance with Universal Design for Learning (UDL) principles

3.3.3 Portfolio (25 percent of overall weightage for Internal Assessment):

The Portfolio shall form an integral component of Internal Assessment and align with the philosophy of the **Holistic Progress Card (HPC)** envisioned in NCFSE 2023.

A portfolio shall be a curated collection of student work demonstrating progress towards identified Competencies over time. It may include written work, projects, reflections, art-integrated tasks, experimental records, presentations, and evidence of interdisciplinary learning. The portfolio shall:

i. Encourage student reflection on strengths, areas for improvement, and strategies for growth.
ii. Document both process and product of learning.
iii. Contain a limited number of thoughtfully selected artefacts to avoid undue burden.
iv. Be assessed using clearly defined rubrics shared in advance.

The emphasis shall be on quality of engagement and growth rather than volume of compilation.

Assessing Portfolios

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

Elements to judge student's portfolio

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

3.3.4 Subject Enrichment Activities (25 percent of overall weightage for Internal Assessment):

Subject Enrichment Activities shall aim to deepen conceptual understanding and strengthen discipline-specific skills through inquiry, exploration, and application.

In Languages, activities shall focus on listening, speaking, argumentation, analytical writing, and communicative competence.

In Science and Mathematics, activities shall promote investigation, hypothesis formulation, experimentation, modelling, and data analysis.

In Social Science, enrichment shall include civic inquiry, case studies, ethical reasoning, and project-based exploration of socio-economic and environmental issues.

Such activities shall move beyond confirmatory tasks and promote inquiry-driven and experiential learning consistent with NCFSE principles.

3.3.5 Inclusive and Ethical Assessment Practices

All Internal Assessments shall adhere to principles of fairness, inclusivity, and equity. Necessary accommodations shall be provided to students with special educational needs in accordance with applicable guidelines. Assessment shall respect student dignity and confidentiality and promote a supportive learning environment.

3.4 Development of Competencies Through Student Enrichment Activities:

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

S. No.	Student Enrichment Activity	Skills/ Values to be Enhanced
1.	Story Telling Competition	Thinking Skills: Creative,Analytical, Evaluative Communication Skills, Linguistic Skills
2.	Reading Week, Budding Authors	
3.	Aryabhata Ganit Challenge	Reasoning Abilities, Problem Solving Skills, Critical thinking, Analytical thinking, Ability to manipulate precise and intricate ideas, Ability to construct logical arguments
4.	CBSE Heritage India Quiz	Values of respect for diversity and tolerance, Awareness about preserving Indian heritage and monuments, Critical thinking skills, Appreciation for rich heritage and diversity ofthe country
5.	Science Exhibition	Critical and Creative Thinking Skills, Problem Solving Skills, Scientific Temperament, Connecting Science to day-to-day life
6.	Science Challenge	
7.	Expression Series	Creative Thinking Skills Communication Skills

8.	Eco-Club Activities	Awareness about Environmental Conservation and Protection
9.	Swacchata Abhiyan	
10.	Ek Bharat Shrestha Bharat	Spirit of Patriotism and Unity Creative Skills
11.	Rashtriya Ekta Diwas	
12.	Fit India School Week	Healthy lifestyle
13.	CBSE Games	
14.	International Day of Yoga	
15.	Matri Bhasha Diwas	Awareness of Linguistic and Cultural traditions, Values of Tolerance and Dialogue, Communication Skills
17.	The Constitution Day	Importance of Constitution, its history, structure and implications to citizens, orientation to composite culture and diversity of our nation awareness of Fundamental Rights and Duties as enshrined in the Indian Constitution.
18.	Art Integrated Project	Application of art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/ topics, promotes experiential learning as it enables to derive meaning and understanding directly from the learning, enables students to see the multi-disciplinary linkages between subjects, topics, and real life.

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

04 SCHOOL - LEVEL READLINESS AND PEDAGOGICAL PRACTICES

4.1 School Curriculum Committee

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

4.2 Pedagogical Leadership

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

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

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

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

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

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

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

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

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

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

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

4.3 Pedagogical Practices of Teachers

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

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

4.3.1 Competency Based Learning

In view of the evolving demands of the 21st century, education must move beyond content transmission towards the development of clearly articulated competencies. As envisaged in NCFSE 2023, curriculum design is anchored in a coherent progression from Aims of Education to Curricular Goals, Competencies, and Learning Outcomes, ensuring alignment between what is intended, taught, and assessed. Competency-based education places the learner's demonstrated understanding, application, reasoning, and performance at the centre of the learning process. Learning Outcomes describe what students are expected to know, understand, and be able to do at the end of a stage or course of study. The focus, therefore, shifts from mere coverage of syllabus content to meaningful attainment of stage-appropriate capacities.

Assessment, in this approach, is integrated with teaching-learning processes and is designed to evaluate conceptual understanding, analytical ability, problem-solving, and application in real-life contexts rather than rote memorisation. Continuous and formative assessment practices enable teachers to monitor learner progress and provide timely academic support.

Experiential, inquiry-based, discussion-oriented, and activity-based pedagogies are central to competency-based learning. Such approaches foster critical thinking, creativity, collaboration, ethical reasoning, and reflective learning. Teachers are expected to design engaging and contextually relevant learning experiences that extend beyond textbooks and encourage exploration and deeper understanding.

Schools are required to systematically track the attainment of competencies by each learner, using appropriate assessment tools and feedback mechanisms, and to implement targeted interventions where needed. The objective is to ensure equitable learning progression and uphold the commitment that no learner is left behind.

Lesson/ Unit Plan

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

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

4.3.2 Special Emphasis on Integrating Arts in Education

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

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

4.3.3 Art Integrated Pedagogy

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

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

4.4 School Culture and Processes

In accordance with the holistic understanding of curriculum articulated in NCFSE 2023, the overall learning experience of students is shaped not only by content and pedagogy, but equally by the school environment, practices, and culture. Schools must therefore function as vibrant, caring, inclusive, and safe communities where every learner feels respected, valued, and supported.

A nurturing school culture promotes cognitive, emotional, and physical i.e. holistic well-being. Schools are expected to create environments that are free from fear, discrimination, humiliation, and aggression. In this context, schools shall adopt measures consistent with the Board's guidelines on promoting emotionally safe spaces, including initiatives such as "No-Anger Zone" practices, and implement the School Health Manuals issued by the Board. Structured attention to mental health, counselling, and socio-emotional learning should form part of school processes.

Time-table design should reflect developmental needs, ensuring adequate rest, balanced academic engagement, and opportunities for physical activity, arts, and reflection. Health and nutrition awareness must be actively promoted. Schools should discourage the availability of unhealthy food within and around campus and encourage healthy dietary habits through structured awareness programmes and activities, in line with CBSE advisories. Consistent with NCF-2023, the classroom must be an interactive and inquiry-oriented space. Teachers are encouraged to draw upon learners lived experiences, local contexts, and everyday observations to design meaningful activities. Discussion, presentation, collaborative tasks,

and reflection should be integral to classroom practice to develop communication skills, critical thinking, and reasoning capacities.

Peer learning is recognised as a powerful pedagogical tool. Flexible seating arrangements and collaborative group structures may be adopted to encourage dialogue and teamwork. Classrooms must be inclusive and responsive to individual differences, including the needs of children with disabilities, consistent with the principles of equity and Universal Design for Learning.

Strong partnerships with families and communities are essential. Regular communication with parents, constructive feedback on student progress, and timely academic support or remedial interventions should be integral to school processes. Schools must uphold dignity and confidentiality, ensuring that no child is treated differently on the basis of socio-economic background, gender, caste, religion, or disability.

Through such inclusive, health-promoting, and value-oriented practices, the school environment becomes a lived embodiment of the aims of education — fostering rational thought, well-being, democratic participation, and responsible citizenship.

Creating Cross-Curricular Linkages

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

4.5 21st Century Skills

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

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

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

4.6 Inclusive Education

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

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

5.0 ROLE OF THE TEACHER IN TRANSACTING THE SECONDARY CURRICULUM

In alignment with the National Curriculum Framework-2023, teachers are not merely transmitters of content but facilitators of deep understanding, inquiry, ethical reasoning, creativity, collaboration, and holistic development. Teachers must feel accountable for the academic progress, well-being, and character formation of their students and act with utmost honesty, integrity, and professional commitment.

Teachers are required to engage in continuous self-assessment of their subject knowledge, pedagogical practices, and assessment strategies, and strive to keep themselves updated. They shall regularly refer to the CBSE Academic website for circulars, guidelines, sample papers, assessment frameworks, and other academic resources. Participation in a minimum of 50 hours of structured annual capacity-building programmes at national, regional, or school levels is mandatory. Teachers are expected to collaborate with colleagues, school leadership, and parents in the best interests of learners and contribute actively to school-level academic planning and reform implementation.

The successful implementation of the Secondary Curriculum depends fundamentally on the professionalism, reflective practice, and ethical commitment of teachers.

In transacting the curriculum at the Secondary Stage (Classes IX–XII), teachers are expected to:

i. **Set High Expectations and Promote Learner Agency** - Set challenging yet achievable expectations that motivate students to strive for excellence. Encourage learners to reflect on their own progress, identify strengths and areas of improvement, and take responsibility for their learning.
ii. **Align Teaching with Curricular Aims and Competencies** - Carefully study and internalise the Curricular Aims, Goals, Competencies, and Learning Outcomes articulated in NCF-FS 2022 and NCFSE. Lesson planning and classroom processes must be aligned to competency development rather than mere content coverage.
iii. **Adopt Competency-Based and Experiential Pedagogy** - Design learning experiences that emphasise conceptual clarity, application, critical thinking, creativity, communication, collaboration, and problem-solving.

Teachers shall incorporate:

a) Experiential and inquiry-based learning
b) Discussion, debate, and reflective dialogue
c) Art-integrated and interdisciplinary approaches
d) Real-life applications and local contextual examples
e) Learnings from SAFAL (Structured Assessment for Analysing Learning) reports to understand school-level strengths and weaknesses and plan targeted remediation based on competency-level performance data.
f) Indian Knowledge Systems where appropriate
g) Classroom strategies such as structured group work, case-based discussions, problem-solving tasks, simulations, and project-based learning should be used regularly, even in large classrooms.
h) Contribute to the preparation of the Holistic Progress Card (HPC).

iv. **Address Learner Diversity through Inclusive Practices**-Analyse the needs of students and innovate or adapt pedagogy accordingly. Ensure inclusive practices for students of diverse socio-economic, linguistic, and ability backgrounds, including Children with Special Needs. Provide multiple opportunities and varied modes of expression (oral, written, visual, digital) to ensure equitable participation.

v. **Promote Physical Education and Well-being** - Teachers must recognise Physical Education and Well-being as integral to holistic development.

They should:

a) Encourage active participation in physical activities, sports, yoga, and indigenous games.
b) Reinforce awareness about nutrition, hygiene, mental health, and lifestyle choices.
c) Coordinate with Physical Education teachers to monitor student participa tion and fitness progression.
d) Integrate health awareness themes within subject teaching where appro priate (e.g., stress management, digital wellness, environmental health).

vi. **Support Mental Health and Counselling Initiatives** - Teachers play a frontline role in safeguarding students' emotional well-being.

They must:

a) Create emotionally safe and non-threatening classroom environments.
b) Identify early signs of stress, anxiety, bullying, or distress and refer students to school counsellors when necessary.
c) Promote open communication and empathetic listening.
d) Support examination stress management and resilience-building activities.
e) Participate in orientation programmes on child protection and psychosocial well-being.
f) Adhere strictly to statutory provisions including the RTE Act, POCSO Act, CBSE Affiliation Bye-Laws, and relevant guidelines of NCPCR. Treat every student with dignity and fairness.

vii. **Demonstrate Constitutional Values and Ethical Conduct** - Lead by example by demonstrating constitutional values, empathy, integrity, environmental responsibility, gender sensitivity, and democratic attitudes. Teachers play a critical role in nurturing responsible and informed citizens.

viii. **Engage in Systematic Academic Planning** - Assist the Principal in formulating the Annual Pedagogic Plan. Prepare well-structured lesson plans aligned with instructional time norms and CBSE directions regarding experiential, joyful, art-integrated, and competency-based pedagogy. Plan homework and enrichment tasks meaningfully to consolidate and extend understanding rather than promote rote repetition.

ix. **Implement Competency-Focused Assessment Practices** - Study CBSE exemplar question papers, and competency guidelines to design balanced formative and summative assessments.

Teachers shall:

a) Incorporate case-based, source-based, and application-oriented questions

b) Conduct regular formative assessments to gauge conceptual understanding

c) Use assessment data to identify learning gaps and plan remediation

d) Maintain evidence of student progress through portfolios and project work

e) Contribute to the preparation of the Holistic Progress Card

f) Assessment shall be conducted as, for, and of learning, promoting reflection and continuous improvement.

x. **Provide Constructive and Timely Feedback** -Offer specific, actionable feedback that guides learners toward improvement. Encourage students and parents to engage meaningfully with feed back to strengthen the home–school partnership in learning.

xi. **Use Effective Classroom Management Strategies** - Adopt structured group roles, collaborative tasks, and clear classroom routines to ensure engagement and discipline. Encourage student responsibility and active participation.

xii. **Integrate Technology Judiciously** - Use digital resources such as DIKSHA modules, virtual simulations, educational videos, and online assessments where feasible. Technology shall be used to enhance learning outcomes and accessibility, not as an end in itself.

xiii. **Maintain Professional Discipline and Commitment** - Maintain high standards of attendance, punctuality, preparedness, and professional conduct. Participate actively in school-level initiatives and duties assigned by CBSE from time to time.

xiv. **Use resources available at DIKSHA**, NISHTHA modules, NCERT, CBSE Academic website, SWAYAM courses, IIT PAL etc.

5.1 Values Education and Life Skills

In accordance with the vision of NCFSE 2023, education must foster the development of ethical, constitutional, and human values alongside knowledge and capacities. Values are not to be treated as a separate subject, but as dispositions to be cultivated through curriculum content, pedagogy, school culture, and everyday practices.

Schools shall promote Constitutional values such as justice, liberty, equality, fraternity, respect for diversity, and democratic participation. Universal human values including honesty, responsibility, compassion, empathy, cooperation, respect for elders and all living beings, cleanliness, hygiene, and environmental sensitivity should be embedded across curricular areas and school activities.

NCFSE 2023 emphasises the development of Values and Dispositions, Capacities, and Knowledge in an integrated manner. Capacities often referred to as "21st century skills" — such as critical thinking, problem-solving, communication, collaboration, creativity, ethical reasoning, digital literacy, and environmental awareness — must be developed across subjects through meaningful and experiential learning.

Life skills are best cultivated through participatory pedagogies including discussion, debate, group projects, reflective writing, community engagement, sports, arts, and vocational experiences. The school environment itself should model inclusivity, respect, discipline, and care, so that students learn values through lived experience rather than instruction alone.

Assessment of values and life skills should be qualitative, formative, and observation-based, focusing on students' participation, responsibility, collaboration, and conduct within the school community. The Holistic Progress Card (HPC) framework envisaged in NCFSE 2023 may be used to document growth in these areas rather than relying solely on numerical grading.

Parents and communities are important partners in nurturing disciplined behaviour and positive dispositions. Regular communication between schools and families should support the holistic development of learners. Thus, Values Education and Life Skills are integral to the broader aims of school education — fostering rational thought, well-being, democratic participation, economic participation, and cultural rootedness — and must be reflected in both curriculum design and school culture.

5.2 Rules Regarding Admission and Examination

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

5.3 Introduction of National Curriculum Framework for Foundational Stage-2022

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

assessment and other areas described in detail in the NCFFS-2022. All schools must necessarily adopt 5+3+3+4 structure.

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

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

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

5.4 Academic Guidelines

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

a) Curricular Goals and Learning

NCF-FS-2022 identifies five key domains of development viz., Physical Development, Socio Emotional and Ethical Development, Cognitive Development, Language and

Literacy Development, and Cultural Development, and Positive Learning Habits. Illustrative Curricular Goals, Competencies, and Learning Outcomes for the foundational stage in all these domains are given in NCF-FS-2022. Teachers should adapt the same in their curriculum to be designed by schools. The curriculum followed by schools should make specific choices for content and materials based on the Learning Outcomes, the principles, and guidelines of NCF along with considerations for the local context. Schools will follow their curriculum based on NCF-FS-2022.

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

b) Organisation of Content

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

Textbooks might be inappropriate for children of ages 3 to 6, activity books can guide Teachers to sequence activities and learning experiences. Textbooks can be introduced in class 1 and they must allow for the children's active participation. Workbooks and textbooks ought to be complementary to one another. Audio-visual materials including flashcards, cardboard-and-sandpaper, shapes of alphabets, games, and puzzles should adequately supplement textbooks.

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

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

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

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

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

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

c) Pedagogical Practices

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

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

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

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

d) Assessment

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

The stipulated learning outcomes may not be achieved in a linear fashion for all students. Children take their time and have their own ups and downs during their journey towards achieving these learning objectives. Teachers, thus, need to be very patient provide adequate space and time to each child as per her/ his need and not be overbearing. Some of the strategies that can be employed to assess progress of children may be guided observation, storytelling etc. Tools of assessment may include anecdotal records, checklists, event sampling and analysis of artefacts and workbooks. Teachers should analyse evidence from multiple sources taken over a period of time to assess the extent to which children have demonstrated understanding and acquisition of skills.

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

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

e) Identification of Developmental Delays

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

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

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

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

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

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

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

f) Use of Technology

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

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

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

g) The Learning Environment

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

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

h) Organisation of Time in the School

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

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

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

i) Culture of the Institution

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

j) Teacher Orientation and Continuous Capacity Building

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

Guidelines on National Curriculum Framework for School Education -2023

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

Schools are advised to follow the following guidelines for implementing NCFSE-2023:

01 Ensure Comprehensive Coverage

Implement the framework to address learning standards, content selection, pedagogy, and assessments for each stage of schooling.

02 Facilitate Practical Implementation:

Provide guidance that is understandable and applicable to teachers and parents to facilitate practical changes in educational practices.

03 Ensure Clear Learning Standards:

Follow the specific learning standards for each subject to provide a clear direction for educators and stakeholders, emphasizing competency development as provided for different stages in the NCFSE-2023.

04 Focus on Holistic Development:

Foster not only knowledge but also fundamental capacities such as critical thinking, creativity, and values essential for holistic growth

05 Empower Teachers and Schools:

Design the curriculum to empower teachers and institutions, fostering creativity and engagement in the teaching-learning process.

06 Encourage Diverse Pedagogical Approaches:

Encourage a variety of pedagogical methods tailored to different age groups and contexts, including experiential, play-based, and inquiry-based approaches.

07 Integrate Cultural Values:

Root the curriculum in Indian knowledge and values, integrating contributions from ancient to contemporary times across various subjects.

08 Promote Multidisciplinary Education

Foster multidisciplinary learning to cultivate an integrated perspective and holistic understanding among students.

09 Ensure Equity and Inclusion

Guided by principles of equity and inclusion, ensure access to quality education for all learners.

10 Emphasize Art, Physical Education, and Well-being:

Renew emphasis on Art Education and Physical Education, incorporating specific learning standards and recommended time allocations.

11 Prioritize Environmental Education:

Recognize environmental challenges by emphasizing environmental education across all stages of schooling.

12 Integrate Skill (Vocational) Education:

Integrate Skill education with specific standards, content, pedagogy, and assessments.

13 Foster Multilingualism

Emphasize multilingualism, expecting proficiency in at least three languages, including Indian languages. Refer to CBSE advisory No: Acad-84/2023 dated July 21, 2023, for detailed guidelines.

14 Enhance Mathematical and Scientific Literacy:

Emphasize conceptual understanding and procedural fluency in Mathematics, alongside the development of scientific inquiry skills.

15 Adopt Interdisciplinary Learning:

Encourage an interdisciplinary approach in Social Science education, exploring themes across human societies and natural environments.

16 Provide Flexibility in Secondary Stage:

Offer flexibility and choice in the Secondary Stage, allowing students to select subjects aligned with their interests and aspirations.

17 Introduce Interdisciplinary Areas of Study:

Introduce separate interdisciplinary areas of study in the Secondary Stage to address contemporary challenges using knowledge from multiple disciplines.

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

FOUNDATIONAL STAGE:

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

Preparatory Stage:

- Establish a robust system of formative assessment to track individual student progress as formal learning commences across various subjects.
- Help students understand the competencies they are expected to achieve, facilitating their under standing.
- Introduce formative oral and written assessments, alongside observation and artifact analysis, to assess conceptual understanding and creativity.
- Conduct comprehensive summative assessments at the end of each year to ensure readiness for the next grade, providing support options during breaks between grades.

Middle Stage:

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

Secondary Stage:

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

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

CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC UNIT, INTEGRATED OFFICE COMPLEX,
SECTOR 23, PHASE-I, DWARKA, NEW DELHI

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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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।

Curriculum – Marathi 2026-27

Class - IX-X

Subjest Code - (009)

अभ्यासक्रम प्रारुप –इयत्ता नववी, दहावी

प्रस्तावना –

मानवी जीवनात भाषेला अनन्यसाधारण महत्व आहे. मानवाला मिळालेली ती अमूल्य अशी देणगी आहे. आत्मसंवाद व परसंवाद साधण्याचे ते एक प्रभावी साधन आहे की जे आपण लिखित किंवा मौखिक स्वरुपात व्यक्त करु शकतो. संवाद साधण्यासाठी लिहिणे, वाचणे, बोलणे, इशारे, हावभाव, मूक अभिनय, मुद्राभाव अशी अनेक माध्यमे आहेत. परंतु भाषा हे अतिशय प्रभावी साधन आहे. भाषा हे आपले विचार मते,भावना आणि जाणिवा प्रगट करण्याचे एक साधन आहे. ती भाषा कोणतेही असो मातृभाषा असो अथवा इतर भाषा असो. व्यक्तीच्या 'व्यक्त होणे' या स्थायीभावासाठी ती उपयुक्त आहे.भाषेच्या विकासाच्या अनेक पायऱ्यापैकी आकलन, शब्दसंग्रह वाढविणे, वाक्यरचना, शब्दोच्चारण हे चार प्रमुख टप्पे आहेत. व्यक्तीच्या विकासानुसार त्याचे स्तर उंचावत जातात.

'मराठी'महाराष्ट्र राज्याची अधिकृत भाषा आहे. यास्तव ती आपणास अवगत असणे गरजेचे आहे. देवगिरीच्या यादवांच्या काळात उदयास आलेल्या या भाषेत महानुभव व वारकरी संप्रदायापासून आजतागायत अनेक तत्ववेत्यांनी, साहित्यिकांनी ती वाढविण्याची तिचे संवर्धन करण्याचे मोलाचे कार्य केले आहे. मराठी भाषेतील वा.डमयाला प्रदीर्घ परंपरा आहे. लिखित वाड.मयाबरोबर लोक वाड.मयाची परंपरा आहे.

'माझा मराठीचि बोलु कौतुकें |परि अमृतातेहीं पैजासीं जिंके |

ऐसीं अक्षरें रसिकें मेळवीन| 'अशी प्रतिज्ञां संत ज्ञानेश्वरांनी केली आणि ती तडीस नेली. ' विवेकसिंधु' हा ग्रंथ लिहिणारे आद्य कवी मुकुंदराज,' ज्ञानेश्वरी','अमृतानुभव','चांगदेव पासष्टी' असे ग्रंथ लिहिणारे श्री संत ज्ञानेश्वर यांनी मराठी भाषा संपन्न केली.

' मराठी असे आमुची मायबोली' असे प्रत्येक माणसाने अभिमानाने म्हटले पाहिजे. मराठीतून बोलणे, मराठीतून पत्रव्यवहार करणे, मराठी वृत्तपत्रे व ग्रंथाचे वाचन करणे हे आपणा सर्वांचेच कर्तव्य आहे. महाराष्ट्राची राजभाषा मराठी असलेल्या या महाराष्ट्रात अनेक बोलीभाषा आहेत.

२७ फेब्रुवारी हा जेष्ठ साहित्यिक विष्णू वामन शिरवाडकर अर्थात कुसुमाग्रज यांचा जन्मदिवस ' जागतिक मराठी भाषा दिन' म्हणून साजरा केला जातो. श्रवण कौशल्य म्हणजे ऐकणे, भाषण संभाषण कौशल्य म्हणजे बोलणे, वाचन कौशल्य म्हणजे आपल्यासमोरील मजकूर वाचणे, लेखन कौशल्य म्हणजे सुंदर सुवाच्च अक्षरात लिहिणे अशा सर्व कौशल्यांवर प्रभुत्व मिळविण्यासाठी मराठी भाषा शिक्षण महत्वाचे आहे.

' लाभले आम्हास भाग्य बोलतो मराठी
जाहलो खरेच धन्य ऐकतो मराठी
धर्म,पंथ, जात एक जाणतो मराठी
एवढ्या जगात माय मानतो मराठी'

अशा सुंदर शब्दात कवी सुरेश भट यांनी माय मराठीचे वर्णन केले आहे. इ.स.१९६० मध्ये मराठी भाषिकांच्या एकसंघ महाराष्ट्र राज्यास मान्यता मिळाली आणि मराठीस राजभाषेचा मुकुट प्राप्त झाला. अशा या भाषेत आपले विचार,मते, कल्पना, भावभावना समोरील व्यक्तीसमोर योग्यप्रकारे आणि प्रभावीपणे मांडता याव्यात,भाषेवर प्रभुत्व हवे.भाषेचा विविध प्रकारे वापर करणे यास्तव विविध साहित्य प्रकाराचा समावेश प्रस्तुत प्रारुपात करण्यात आला आहे. या सर्व साहित्यप्रकारांतील आशय आणि भाषा यांमधील वैविध्य मराठी भाषेचे शब्दवैभव विविधांगी आहे हे लक्षात आणून देईल. जीवनमूल्ये, जीवन कौशल्य विकसित होण्यासाठी या साहित्यकृतीची मदत होईलच, परंतु त्याबरोबर विचारक्षमता, अभिव्यक्ती कौशल्ये आणि सृजनशिलता यांच्या विकासासाठी उपयुक्त होईल.

उद्दिष्टे

क्षमता क्षेत्रे	क्षमता विधान
श्रवण	१.विविध प्रसारमाध्यमांद्वारे प्रसारित होणाऱ्या चर्चा, संवाद ऐकून त्यांमधील सत्यता पडताळून पाहून त्याबाबत स्वतःचे मत निश्चित करता येणे. २.सार्वजनिक ठिकाणी ऐकलेल्या सूचनानुसार आपल्याशी संबंधित असलेल्या सूचना लक्षात घेणे. ३.औपचारिक व अनचौपचारिक संवाद व संभाषण ऐकूण आपले विचार मांडता येणे. ४. विविध साहित्यांतील भावार्थ समजून घेता येणे. ५. विविध साहित्यप्रकारांच्या ध्वनिफिती ऐकून त्यातील स्वराघात, आरोह – अवरोह या वैशिष्ट्यांची जाण होणे. ६.परिसरात बोलल्या जाणाऱ्या विविध बोलीभाषा ऐकून त्यांच्या वैशिष्ट्यांनुसार तुलना करता येणे.
भाषण – संभाषण	१.विविध पद्यप्रकारांना चाली लावून त्यांचे सादरीकरण करता येणे. २.विषयानुरुप स्वतःचे स्वतंत्र विचार परखडपणे मांडता येणे. ३. विविध उपक्रमांचे नियोजन, आयोजन करुन त्यांत सक्रिय सहभाग घेता येणे. ४. प्रभावी भाषण – संभाषण कौशल्याची वैशिष्ट्ये समजून घेऊन त्यांचा योग्य वापर करता येणे.
वाचन	१. योग्य गतीने विरामचिन्हांची दखल घेऊन अर्थपूर्ण प्रकट वाचन करता येणे. २. विविध साहित्यप्रकारांचे समजपूर्वक वाचन करुन त्याचा आस्वाद घेता येणे. ३. संकेतस्थळावर उपलब्ध असणाऱ्या इ-साहित्याचे वाचन करुन आस्वाद घेता येणे. ४. आंतरजालावर उपलब्ध असलेल्या संकेतस्थळावरील माहितीचे वाचन करुन, त्या माहितीचा स्वयंअध्ययनासाठी उपयोग करता येणे. ५. सार्वजनिक ठिकाणच्या सूचना व माहिती चिकित्सकपणे वाचून पडताळून पाहता येणे.
लेखन	१. लेखन करताना शुध्दलेखनाच्या नियमाचे पालन करता येणे. २. वाचलेल्या साहित्याच्या आशयातील मध्यवर्ती विचारांचा, कल्पनांचा विस्तार करता येणे. ३. दिलेल्या विषयामध्ये स्वतःच्या विचारांची, कल्पनांची भर घालून पुनर्लेखन करता येणे. ४. म्हणी, वाक्प्रचार, शब्दसमूह, सुभाषिते यांचा लेखनात प्रभावीपणे वापर करता येणे. ५. घटना, प्रसंग, स्वानुभव यांचे लेखन करता येणे. ६. पाठ्यपुस्तकात समाविष्ट असलेल्या उपयोजित लेखन घटकांवर लेखन करता येणे.

Marathi Curriculum (2026-27)

CLASS – IX

Subject Code - -009

अ.क्र	पाठाचे नाव	लेखक/ कवीचे नाव
१	सर्वात्मका शिव सुंदरा (प्रार्थना)(केवळ वाचनासाठी)	कुसुमाग्रज
२	संतवाणी – अ. संत कृपा झाली	संत बहिणाबाई
३	बेटा मी ऐकतो आहे.	व.पु.काळे
४	जी.आय.पी रेल्वे	प्रबोधनकार ठाकरे
५	व्यायामाचे महत्व	राष्ट्रसंत तुकडोजी महाराज
६	ऑलिंपिक वर्तुळाचा गोफ	बाळ ज. पंडित
७	दिव्याच्या शोधामागचे दिव्य	डॉ. अनिल गोडबोले
९	उजाड उघडे माळरानही	ललिता गादगे
१०	कुलूप	श्री. कृ. कोल्हटकर
११	आभाळातल्या पाऊलवाटा	
१२	पुन्हा एकदा	प्रतिमा इंगोले
१३	तिफन (कविता)	विठ्ठल वाघ
१५	माझे शिक्षक आणि संस्कार	शंकरराव खरात
१६	शब्दांचा खेळ	हेलन केलर
	स्थूलवाचन	
१	व्हेनिस	रमेश मंत्री
२	विश्वकोश	

व्याकरण :

- शब्दांच्या आठ जाती
- लिंग,वचन
- काळ,वाक्याचे प्रकार–आज्ञार्थी,विधानार्थी(होकारार्थी व नकारार्थी) उद्‌गारार्थी, प्रश्नार्थी.
- समानार्थी, विरुध्दार्थी शब्द
- समास – द्विगू, द्वंद्व–३ प्रकार,अव्ययीभाव.

वाचन व आकलन :

- एक अपठित गद्यांश (परिच्छेद)अंदाजे (**150 -200** शब्द) बहुपर्यायी, लघुत्तरी
- एक अपठित पद्यांश(कविता) अदांजे (**10 -12** ओळी) बहुपर्यायी, लघुत्तरी

लेखन :

- निबंध : आत्मवृत्त, कल्पनात्मक, वर्णनात्मक
  किंवा
- मुद्‌दयांवर आधारित गोष्ट (कथा)
- औपचारिक पत्र – मागणी, तक्रार (लिफाफा आवश्यक)
- जाहिरात लेखन

Textbook Prescribed - अक्षरभारती इयत्ता नववी

महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पुणे–४

Marathi Curriculum (2026-27)

CLASS – X

Subject Code -009

अ.क्र	पाठाचे नाव	लेखक/ कवीचे नाव
१	तू बुध्दी दे (केवळ वाचनासाठी)	गुरु ठाकूर
२	संतवाणी – अ – अंकिला मी दास तुझा	संत नामदेव
३	शाल	रा.ग. जाधव
४	उपास	पु. ल. देशपांडे
५	दोन दिवस (कविता)	नारायण सुर्वे
६	चुडीवाला	जयश्री रुईकर
७	फूटप्रिंट्स	डॉ. प्रदीप आवटे
८	ऊर्जाशक्तीचा जागर	डॉ रघुनाथ माशेलकर
९	औक्षण (कविता)	इंदिरा संत
१०	रंग साहित्याचे	
१५	खरा नागरिक	सुहास बारटक्के
१६	स्वप्न करु साकार (कविता)	किशोर पाठक
	स्थूलवाचन	
१	मोठे होत असलेल्या मुलांनो	डॉ. अनिल काकोडकर
२	व्युत्पत्ती कोश	
	व्याकरण : ➢ शब्दांच्या आठ जाती ➢ लिंग,वचन ➢ काळ ➢ वाक्याचे प्रकार–आज्ञार्थी,विधानार्थी(होकारार्थी व नकारार्थी) उद्‌गारार्थी, प्रश्नार्थी. ➢ समानार्थी, विरुध्दार्थी शब्द ➢ समास–द्विगू, द्वंद्व–३ प्रकार,अव्ययीभाव.	
	वाचन व आकलन : ➢ एक अपठित गद्यांश (परिच्छेद)अंदाजे (**150 -200** शब्द) बहुपर्यायी , लघुत्तरी ➢ एक अपठित पद्यांश(कविता) अदांजे (**10 -12** ओळी) बहुपर्यायी, लघुत्तरी	
	लेखन : ➢ निबंध : आत्मवृत्त, कल्पनात्मक, वर्णनात्मक किंवा ➢ मुद्‌दयांवर आधारित गोष्ट (कथा) ➢ औपचारिक पत्र – मागणी, तक्रार (लिफाफा आवश्यक) ➢ जाहिरात लेखन	

Textbook Prescribed - अक्षरभारती इयत्ता दहावी

महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पुणे-४

BLUE PRINT - 2026-27

विभाग -अ - गुण **15**				
घटक Unit	उपघटक आणि विवरण Sub-Unit & Description	**प्रश्न** प्रकार	प्रश्न संख्या	प्रतिप्रश्न गुण व एकूण गुण Total Marks
विभाग -अ वाचन व आकलन अपठित गद्य	एक अपठित गद्यांश (परिच्छेद) अंदाजे (150 - 200 शब्द)	बहुपर्यायी (MCQ) (6 पैकी 5)	**5**	**5x1=5**
		लघुत्तरी (VSA) (4 पैकी 3)	**3**	**3x1=3**
	एक अपठित पद्यांश (कविता) अंदाजे 10 -12 ओळी) साध्या सोप्या मराठी भाषेतील द्वितीय भाषेनुसार काठीण्यपातळी असलेली	बहुपर्यायी (MCQ) (5 पैकी 4)	**4**	**4x1=4**
		लघुत्तरी (VSA) (5 पैकी 3)	**3**	**3x1=3**
विभाग - ब - गुण **20**				
व्याकरण	शब्दांच्या जाती	बहुपर्यायी (MCQ) (5 पैकी 4)	**4**	**4x1=4**
	काळ ओळखा व बदला	लघुत्तरी (VSA) (4 पैकी 3)	**3**	**3x1=3**
	वाक्याचे प्रकार- (आज्ञार्थी,विधानार्थी [होकारार्थी व नकारार्थी] उद्गागारार्थी, प्रश्नार्थी)	लघुत्तरी (VSA) (4 पैकी 3)	**3**	**3x1=3**
	वचन- बदला (पाठयपुस्तक आधारित)	लघुत्तरी (VSA) (3 पैकी 2)	**2**	**2x1=2**
	लिंग-बदला - (पाठयपुस्तक आधारित)	बहुपर्यायी (MCQ) (3 पैकी 2)	**2**	**2x1=2**
	समानार्थी शब्द- (पाठयपुस्तक आधारित)	बहुपर्यायी (MCQ) (3 पैकी 2)	**2**	**2x1=2**
	विरुध्दार्थी शब्द- (पाठयपुस्तक आधारित)	बहुपर्यायी (MCQ) (3 पैकी 2)	**2**	**2x1=2**
	समास ओळखा - (द्विगू, द्वंद्व -३ प्रकार, अव्ययीभाव)	बहुपर्यायी (MCQ) (3 पैकी 2)	**2**	**2x1=2**
विभाग - क - गुण **30** पाठ्यपुस्तकावर आधारित				
पाठ्यपुस्तक गद्य	अ) एका वाक्यात उत्तरे लिहा.	लघुत्तरी (VSA) (5पैकी 3)	**3**	**3x1=3**
	ब) रिकाम्या जागी योग्य शब्द लिहा.	बहुपर्यायी (MCQ) (5 पैकी 3)	**3**	**3x1=3**
	क) खालील प्रश्नांची थोडक्यात उत्तरे लिहा. (30-40 शब्द)	दीर्घोत्तरी (SA) (3 पैकी 1)	**1**	**1x3=3**

	उत्तर लिहिण्यापूर्वी प्रस्तावना आवश्यक.			
	ड) वाक्प्रचारः (वाक्यातील वाक्यप्रचार व कंसातील वाक्प्रचार अर्थानुसार जोडया जुळवा) (पाठ्यपुस्तक आधारित)	लघुत्तरी (VSA) (5)	**5**	**5x1=5**
पद्य (कविता)	अ) एका वाक्यात उत्तरे लिहा.	लघुत्तरी (VSA) (6 पैकी 4)	**4**	**4x1=4**
	ब) रिकाम्या जागी योग्य शब्द लिहा.	बहुपर्यायी (MCQ) (5 पैकी 4)	**4**	**4x1=4**
	क) संदर्भासहित स्पष्टीकरण लिहा. (वैशिष्टये आवश्यक)	दीर्घोत्तरी (SA) (2 पैकी 1)	**1**	**1x3=3**
स्थूलवाचन **Supplimentary Reader**	अ) एका वाक्यात उत्तरे लिहा.	लघुत्तरी (VSA) (7 पैकी 5)	**5**	**5x1=5**

विभाग –ड – गुण **15** लेखन				
लेखन	निबंध लेखन– आत्मवृत्त /कल्पनात्मक/वर्णनात्मक (120-150 शब्द) किंवा मुद्दयांवर आधारित गोष्ट (कथालेखन)लिहा. (शीर्षक आणि तात्पर्य आवश्यक) (120-150 शब्द)	विस्तारात्मक लेखन (3 पैकी 1) किंवा (2 पैकी 1) (वरील 5 पैकी कोणतेही 1)	**1**	**1x5=5**
	औपचारिक पत्र लेखन (मागणी, तक्रार) (लिफाफा आवश्यक)	विस्तारात्मक लेखन (2 पैकी 1)	**1**	**1x5=5**
	जाहिरात लेखन	प्रेरणात्मक लेखन / कलात्मक लेखन (2 पैकी 1)	**1**	**1x5=5**

Internal exam : 20 Marks

Based on student's timely record submission and assessment.

Notebook records (Question / Answers, Creative writing, etc.)

Homework, Classwork , Periodic test, Subject Enrichment /Portfolio

Text book Prescribed - अक्षरभारती इयत्ता दहावी

महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पुणे-४

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

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

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

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.

Curriculum Framework for Kaushal Bodh

CLASS VI | MIDDLE STAGE (GRADES 6–8) | SESSION 2025–2026

Introduction

Kaushal Bodh is the Vocational Education subject introduced at the Middle Stage (Grades 6–8) in alignment with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. It is designed to provide students with their first structured exposure to the world of work through meaningful, project-based learning.

In the NCF-SE 2023, work has been categorised into three broad forms:

- Work with Life Forms — working with plants and animals (e.g., gardening, biodiversity documentation, care of domestic animals).
- Work with Machines and Materials — working with tools, materials and basic machines (e.g., making toys, repairs, digital creation).
- Work in Human Services — interacting with people to understand and serve their needs (e.g., cooking, museum curation, community projects).

Students are required to undertake nine projects across Grades 6 to 8 — **three per grade, one from each Form of Work**. Schools have full flexibility to select projects based on local context, resource availability and student interest. Six illustrative projects (two per Form of Work) are provided in the Kaushal Bodh Activity Book for Grade 6. This curriculum document follows the structure of CBSE Vocational Education curricula to aid planning, implementation and assessment.

Course Objectives

The broad objectives of Kaushal Bodh (Vocational Education) at the Middle Stage are:

- To introduce students to diverse forms of work and help them appreciate the dignity of all labour.
- To develop foundational vocational capacities through hands-on, project-based learning.
- To foster core competencies — communication, creativity, critical thinking, collaboration and green skills — within meaningful work contexts.
- To connect classroom learning with real-life situations and the world of work.
- To develop values related to work: persistence, attention to detail, empathy, responsibility, curiosity and willingness to do physical work.
- To help students acquire basic skills applicable to home and daily life.

Curricular Goals And Competencies

The following Curricular Goals (CGs) and Competencies, as defined in NCF-SE 2023, guide the design of all projects:

- CG-1: Develops in-depth basic skills and allied knowledge of work and their associated materials or procedures.
- CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work.
- CG-3: Develops essential values while working across areas.
- CG-4: Develops basic skills and allied knowledge to run and contribute to a home.

Curriculum Structure

Component / Unit	Total Suggestive Periods
List of Projects	
Project 1: School Kitchen Garden (Work with Life Forms)	53
Project 2: Biodiversity Register (Work with Life Forms)	54
Project 3: Maker Skills (Work with Machines & Materials)	55
Project 4: Animation and Games (Work with Machines & Materials)	45
Project 5: School Museum (Work in Human Services)	51
Project 6: Cooking without Fire (Work in Human Services)	48
Note: *Students undertake* ***ONE project per Form of Work*** *(3 projects per year = 30 hours per project)*	

Part A: Detailed Project-Based Curriculum

In Grade 6, students undertake three projects — one from each Form of Work. The Activity Book provides six illustrative projects (two per Form). Schools may also design their own projects using the Project Template provided in Annexure 1 of the Activity Book. Each project is designed for approximately 30 hours (53-55 periods of 40 minutes each).

Part 1: Work with Life Forms

Project 1: School Kitchen Garden

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work with Life Forms	30 hours / 53 periods	• Identify & use common gardening tools • Prepare soil in beds or pots • Sow seeds / plant seedlings • Taking care of plans using manure, fertilisers • Harvest the produce • Estimate market value of produce	Science (plant life cycle, nutrition) Art Education (garden design, decoration)
Key Activities: 1. Identifying and understanding basic gardening tools 2. Learning safe handling and storage of tools 3. Visit to an agricultural farm / nursery / garden - observe practices & interact with experts			

4. Plan kitchen garden layout (area measurement, sunlight, drainage, spacing)
5. Prepare vermicompost using kitchen / garden waste and earthworms
6. Prepare soil: clear, till, mix manure / compost
7. Sow seeds & plant seedlings; label rows with plant name and date
8. Build a protective fence using locally available materials
9. Track plant growth over multiple weeks (height, flowering, pests)
10. Harvest produce; sort by quality and size
11. Visit local vegetable market; record prices and estimate value of own produce
12. Organise a 'Kaushal Mela' / garden exhibition

Project 2: Biodiversity Register

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work with Life Forms	30 hours / 54 periods	• Systematically record biodiversity around school & locality • Collect information using different survey methods • Analyse & present biodiversity findings through charts, posters, presentations	Science (ecosystems, plant & animal diversity) Art Education (sketching, documentation)

Key Activities:

1. Understanding what biodiversity means through survey of surroundings — list living things, their locations and local names
2. Interaction & Learning from experts (forest officer, farmer, conservationist)
3. Identify locations for biodiversity survey: school premises, water bodies, farms, parks
4. Schedule and conduct multiple field visits across the academic year
5. Fill biodiversity registers tables: crop plants, fruit plants, fodder plants, weed plants, pests
6. Use Google Lens / AI tools to identify unknown species and fill missing information
7. Compile observations and prepare summary presentation
8. Present biodiversity findings to peers, community members and invited guests in Kaushal Mela

Part 2: Work with Machines and Materials

Project 3: Maker Skills

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work with Machines and Materials	30 hours / 55 periods	• Identify simple machines in everyday objects • Make functional toys from waste using simple machines • Identify parts of a bicycle and their functions	Science (simple machines, forces)

		• Perform basic bicycle maintenance and repair	

Key Activities:

1. Identify simple machines in surroundings (knife, peeler, door, bicycle, bus)
2. Make a catapult using ice cream sticks and rubber bands (lever)
3. Make a robotic arm using ice cream sticks, toothpicks and bottle caps (multiple levers)
4. Make an elastic band propeller boat (propeller / wheel and axle)
5. Make a rubber band car and air balloon car (wheel and axle)
6. Make a working model windmill (propeller + wheel and axle combined)
7. Study parts of a bicycle and their functions; fill maintenance checklist
8. Visit to bicycle repair shop / invite mechanic to school
9. Plan and organise a toy exhibition (Kaushal Mela)

Project 4: Animation and Games

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work with Machines and Materials	30 hours / 45 periods	• Understand basic concepts of coding and visual programming • Create a simple Scratch project with block programming • Design animations and games using Scratch	Computer Science

Key Activities:

1. Reflect on favourite games (online and offline); identify rules, characters and challenge elements
2. Make a model of favourite offline game using craft materials (storyboard exercise)
3. Explore and play sample Scratch games and animations online
4. Create a Scratch account; explore interface (sprites, backdrops, code blocks)
5. Build and program characters, objects and backdrop for a game
6. Create an animated birthday card for a peer
7. Design a game storyboard, code the game with rules, sound and interactions
8. Test the game ('debugging'); share with peers for feedback
9. Publish and demonstrate game to class

Part 3: Work in Human Services

Project 5: School Museum

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work in Human Services	30 hours / 51 periods	• Describe how museums preserve history and traditions • Identify artefacts of significance • Create and curate a school museum with peers • Present history of artefacts using diverse formats	Social Science (history, culture, heritage) Language Education (documentation, oral presentation)

Key Activities:

1. Learn about museums: types, purpose and curation; explore virtual museum tour
2. Research local history: origins of village / town, family traditions, local landmarks
3. Identify artefacts (old coins, tools, textiles, utensils, photographs etc.)
4. Select final set of artefacts for exhibition; record details (name, age, history, usage)
5. Conservation of artefacts (polishing brass, dusting wood, pressing photographs)
6. Prepare presentation for each artefact (poster, video, slide show, oral description)
7. Use AI tools (Google Lens, Bhashini Anuvaad) to read old documents and translate presentations
8. Organise school museum exhibition: layout, labelling, invitations to parents and community
9. Collect and record visitor feedback; reflect on learning

Project 6: Cooking without Fire

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work in Human Services	30 hours / 48 periods	• Use basic kitchen tools and equipment safely • Prepare dishes without fire using mixing, spreading and assembling techniques • Present dishes attractively • Dispose of kitchen waste in an environment-friendly manner	Science (nutrition, health & hygiene, food safety)

Key Activities:

1. Learn recipes (ingredients, quantities, steps)
2. Conduct a class survey to decide preferred dishes for the project

3. Measure food ingredients using standard (weighing scale, measuring cups) and non-standard units
4. Practise safe handling of tools: knife, grater, whisk, peeler, chopping board
5. Learn optimal storage conditions for different food items
6. Segregate and dispose of kitchen waste (wet / dry); explore composting options
7. Prepare beverages: Buttermilk, Jaljeera, Kokam Sherbet, Lemonade
8. Prepare dishes: Fruit Chaat, Salad, Bhel Puri, Koshimbir, Sprouts Chaat, Sandwich, Coconut Chocolate Balls
9. Plan and organise a Food Mela: pricing, display, hygiene, invitations and clean-up

Part B: Pedagogy And Teaching Activities

Classroom Activities

Each project involves preparatory activities conducted in the classroom before, during and after field visits and hands-on work. Teachers should use audio-visual materials, charts, models, and AI tools to orient students to project concepts. Interactive discussions, expert talks and reflective questioning are integral to the approach.

Practical Work / Hands-On Activity

Practical work is the heart of Kaushal Bodh. Students must work with actual tools, materials and equipment to complete each project activity. Group work is encouraged. Resource persons and master instructors from the community — farmers, mechanics, craftsperson's, cooks, museum curators, forest officers are an essential part of curriculum delivery.

Field Visits

At least one field visit is built into each project. These include visits to agricultural farms, nurseries, bicycle repair shops, museums, vegetable markets and local biodiversity sites. Students should prepare questions in advance, record observations systematically and present findings upon return.

Safety

Safety precautions must be demonstrated and practised for all tool use, field visits and digital activities. Students must be supervised while using sharp tools. During field visits, appropriate footwear, clothing and supervision protocols must be followed. Internet and AI tool use must be supervised; students must not share personal information online.

Role of AI Tools

The Activity Book integrates suggestions for AI tool use throughout, including Google Lens for plant/pest identification and OCR, ChatGPT for creative ideation, AI image generators for Scratch sprites, and Bhashini Anuvaad / Google Translate for multilingual presentations. These are optional enhancements; projects can be completed without them. Student use of AI must be supervised.

Part C: Assessment And Evaluation

Kaushal Bodh emphasises continuous, process-oriented assessment. The suggested weightage for theoretical aspects is 20% and for practical aspects 80%. The mode-wise weightage is as follows:

Mode of Assessment	Weightage
Written Test (paper-pencil, situational Qs)	10%
Oral Presentation / Viva Voce	30%
Activity Book (in-text responses & tables)	30%
Portfolio (photographs, sketches, records)	10%

Teacher's Observation (work values)	20%
TOTAL	**100%**

Each project focuses on developing specific skills, knowledge and capacities, along with essential values related to work. The Annexure 2 of the textbook details the Competencies (C) and Learning Outcomes (LOs) defined for Grade 6 for the attainment of each Curricular Goal (CG)

List Of Tools, Equipment And Materials

The list provided below is indicative. Schools are encouraged to procure tools and materials based on the projects they select (as detailed in the textbook) and may adapt this list according to local availability. Only basic tools and materials need to be procured; priority should be given to leveraging community resources and locally available items.

Work with Life Forms	Work with Machines & Materials	Work in Human Services
Garden Trowel	Digital Device (Computer/Tablet/Smartphone)	Magnifying Lens
Hand Cultivator	Scratch (visual programming software)	Field Notebook & Pen/Pencil
Watering Can / Hose Pipe	Internet Connectivity	Measuring Scale & Ruler
Gardening Gloves & Shears	Cardboard, Chart Paper, Markers	Storage Containers & Labels
Seeds, Seedlings, Soil	Ice Cream Sticks, Rubber Bands, Bottle Caps	Chopping Board & Knife
Organic Mulching Materials	Scissors, Cutter, Glue Gun	Measuring Cups & Spoons
Compost / Vermicompost Bin	Old Plastic Bottles, Straws, Balloons	Kitchen Weighing Scale
Spray Bottle & Spade	Spanner Set, Oil/Grease, Air Pump	Apron & Hair Cover
Plant Labels	Artefacts (old objects) / Photographs	Dustbins (wet & dry)
Fencing Materials (bamboo/poles)	Drawing & Craft Materials	Locally Available Ingredients

EXEMPLAR PROJECT LIST — GRADES 6 TO 8

Schools may select from the six illustrative project options across the three Forms of Work for each grade, as detailed in the textbook. Further, Annexure 3 presents an indicative list of exemplar projects to support schools in designing new projects.

Work with Life Forms	Work with Machines & Materials	Work in Human Services
School Kitchen Garden	Maker Skills (Simple Machines)	Cooking without Fire
Biodiversity Register	Animation and Games (Scratch)	School / Class Museum
Hydroponics / Keyhole Garden	Making a Tree Guard	Food Stall in School / Market
Grow What You Eat	Products from Bamboo / Wood	Taking Care of Own Health
Small Nursery (local fruits)	Working with Electronics	Family Budget Navigator
Making a Terrarium	Pottery	Making a Comic Book
Surveying Medicinal Plants	Stitch and Sew	Podcasts / Audio Broadcasts
Using AI to Identify Pests	School Band from Waste	Mehndi / Basic Grooming
Understanding Animal Behaviour	3D Printing	Visit to Heritage Sites
Image Recognition AI Model	Food Preservation (organic)	Healthy Mind & Healthy Body

Criteria For Project Selection

When designing or selecting a project beyond those illustrated in the Activity Book, the following criteria should be considered:

- Is the project age-appropriate and achievable for Grade 6 students?
- Does it draw on learning from other subjects?
- Is it connected to work students can observe in their surroundings?
- Will students be able to interact with community experts in the relevant field?
- Does it provide genuine hands-on experience with tools, materials or digital media?
- Will students find it challenging, interesting and relevant to their lives?
- Does it develop values related to work, especially the dignity of labour?
- Can it be completed in 30 hours (approximately 55 periods of 40 minutes each)?

Who Will Teach

Any existing teacher with relevant knowledge, understanding and expertise may lead Kaushal Bodh at the Middle Stage, supported by resource persons and master instructors from the community. The Head of School may nominate a Teacher Coordinator to schedule and oversee project activities. Schools may also invite parents, artisans, mechanics, farmers and other community members as resource persons.

Work Experience
or
SEWA (Social Empowerment through Work Education and Action)

1.1 Introduction

Several years ago, the noted educationist *Paulo Freire* pointed out that there is no such thing as neutral education. Any education, to be meaningful, has to fit into the context of the society in which it is given and which is relevant to the times. In the context of the multiplicity and the rapidity of the changes that are taking place, the students need to know and understand the contexts in which they are living today and the demands that will be made on them, in the immediate future, to fit into the changing patterns of society.

SEWA aims to develop a whole person in their intellectual, personal, social, emotional and social growth. Learners engaged in this program are expected to be life-long learners and through experiential learning develop as active citizens and caring and compassionate humans. The experiential and constructive modes of learning emphasize the immediate personal experience of the learner and view learning as a process.

SEWA takes learning beyond the walls of the classroom and sometimes even beyond the boundaries of the school, building bridges with the authentic and real world in meaningful and positive ways. The following maybe noted with regard to SEWA:

- SEWA is an integral component of HPE.
- This aspect aims to focus on the mental/emotional and social health of the child
- All students of classes IX to XII (for XII, only till end of the first semester/ term) will participate in SEWA program around the year.

1.2 Objective:

There is an urgent need to foster strong mental and social health amongst today's children so that they can connect with their peers, their elders, the community, the environment, etc. The main objective of the SEWA projects is to direct children's mind in constructive activities with positive outcomes through the facilitation of creative and critical thinking. This would help them to develop self-confidence and self-esteem.

Another objective of this programme is to underline the significance of the interdependence of all human beings and our dependence on the environment in this shrinking global village. Students must acknowledge that they have a responsibility towards the less privileged, the disadvantaged, the CWSN (Divyang), the society, and the environment. The principle of giving to society has to become second nature to them.

1.3 The SEWA Philosophy

SEWA is all about social or community service; it can include environmental, civic responsibilities or democracy or health and fitness related projects, international and other projects too, as long as the project is able to connect the child to his surroundings or to a cause, and is able to generate a sense of responsibility towards it (even if it is towards health and fitness of the class itself). The Social

Empowerment component to a large extent inspires SEWA philosophy, which in the Indian environment refers to the concept of service to the community.

1.4 Note to Class Teachers

SEWA has been designed to integrate social awareness into the regular curriculum of the students. The teacher must be careful in facilitating the child's activities so as to provide a suitable learning environment. This in turn would also give a boost to a positive school environment.

The teachers need to create opportunities for students to engage with learning activities to develop core competencies such as:

a) Social Awareness, Self Awareness and Empathy
b) Self Management and Leadership Skills
c) Creative and Critical Thinking
d) Interpersonal Skills and Effective Communication Skills
e) Responsible Decision-making through Problem Solving

The teachers need to be open-minded about errors committed by learners while implementing the SEWA programme. The learners may find themselves in ambiguous situations and sometimes suffer from moral conflicts. As adults, we need to facilitate the widening of the scope for the learner so that they find alternative ways of making informed decisions. Here, one cannot undermine the responsibility of the school as a community. Thus, one can develop and establish a caring community encouraging collaborative learning activities by weaving Self-empowerment into their daily school activities.

1.5 The learning outcomes expected to be developed and fostered through participation in SEWA are experiential:

The Learner:

- Develops Life Skills of **Self-Awareness and Empathy**. *
- Develops Creative and Critical Thinking Skills. *
- Becomes a **caring and compassionate** individual.*
- Responds as a socially empowered change maker. *
- Acquires the skills to be an active leader and initiator of change.
- Plans, implements and delivers projects connected to the real world.
- Visualizes and participates in a world going beyond the classroom and often/ sometimes beyond the boundaries of the school.
- Formulates strategies to deliver meaningful programs and projects
- Critiques premises as a **reflective enquirer**.
- Demonstrates fair play and **non-judgmental ethical behavior**. *
- Actively engages in SEWA activities as an individual and at a team level.
- Participates in various activities in **age appropriate ways across disciplines**.
- Selects and applies skills, facts and compositional ideas.
- **Competes with oneself** to improve **self-performance** and **evaluate strategies** for further enhancement. *
- Knows, understand and applies rules.

***** Integrated values across HPE

The integrated SEWA program helps to acquire the following learning skills:

- Plan, initiate and implement activities
- Learn to work in teams and collaborate through organizing activities/events in terms of skills, interest, motivation and professional growth
- Identify and nurture areas of strength and identify areas requiring further growth
- Engage with issues of social concern in the community, society, state and nation
- Develop new life skills and strategies and become lifelong learners.

1.6 Guidelines for Schools

- School can Design and announce school SEWA policy.
- School can also decide on yearly focus theme for SEWA and class-wise sub themes.
- Each class as a whole can decide to take up one SEWA activity for the entire year
- The choice of activity can be left to the students of the class, with guidance and facilitation by the class teacher and will depend upon the school policy too.
- Schools are encouraged to allow children to suggest SEWA themes for the year.
- Once a SEWA activity is decided for a particular school/class/year, the class students themselves will decide upon the role of each student of the class.
- Orient parents about SEWA and seek support from stakeholders.
- Appoint School SEWA Mentor and Class-wise SEWA Mentors, if required. Mentors could also be from amongst the parents or teachers.
- Arrange administrative support for the activities involving government and outside agencies.
- Dedicate day/s for SEWA exhibition or presentation day at the end of the year or as suitable.
- Ensure that each child in a class actively participates in his/her assigned role of SEWA.
- Arrange training and create support structure for all involved as required.
- Ensure 100% dedicated involvement.

1.7 Guidelines for Students

- Discuss how they can improve/impact the community/ environment/ health and fitness of the students and choose the focus area for the project.
- Brainstorm and create mind-maps on the chosen area
- Identify the causes they want to support and choose one/or more ways of carrying it forward.
- Outline the objectives of the projects they have chosen and present plans for the implementation as well as ways of measuring the success of the project.
- Assign roles to each member of the class community by consensus. Ensure each and every child is included.
- Learn to research on the chosen area of SEWA
- Seek guidance from the teacher when they need it.
- Learn how to plan, implement, review and take responsibility for their decisions.
- Examine the effect of their intervention and support for the causes they have chosen and present them to the rest of the class/school.
- Capture the hours spent as well as documents as evidence wherever required in the student Portfolio/dossier

- Share the impact of the SEWA work undertaken as Power Point with the school community and as part of a special exhibition at the end of the year, clearly highlighting the role of each student in the class.

1.8 What forms a Social Empowerment activity?

The activities conducted 'in school' as part of Eco-clubs, Sports Club, Literacy Clubs or 'out of school' as community outreach activities etc. can be considered as Social Empowerment activities. It may range from a small role as 'volunteer' and a 'contributor' to running an entire project over the year. Social Empowerment activities are bound to germinate some thought process in young minds.

The class may decide to take up any innovative social empowerment activity every year; students may decide the role of each child; at the end of each year the class as a whole may present its project report.

Even sports activities can be taken up as a SEWA project by the class. Some of the activities under sports that can be taken up are as follows (illustrative list):

- Organizing sports meet for CWSN (Children with Special Needs)
- Planning, organizing and delivering a League tournament (Basketball, Cricket, Football)
- Planning and holding a friendly cricket match between alumni and the current grade XI and XII
- Organizing sports competition for primary school
- Organized Inter-class/ Inter-school sporting activities (basketball, volleyball, swimming, hockey, netball, squash, cricket and boxing)
- Long distance runs (half and full marathons) for a cause
- Researching on Yoga, Running/Jogging, Dance, Trekking/ Hiking/Biking/Cycling, Camping, Military training as part of planned projects.

There are multiple other possibilities of projects that can be taken up under SEWA, such as (illustrative list):

- Organizing a fund raising Musical Extravaganza for school
- Holding an Art Exhibition for fund raising
- Inviting professionals from industry to develop career pathways (App on mobile)
- Running school café with focus on nutrition
- School gardening project
- Collaborating as part of Photography Club and create Exhibitions across the city with a social message.
- Projects on social awareness or cross curricular themes initiated, planned and implemented by students with teacher as initiator.
- As volunteer for **'in school activities'** such as organizing a school-based event based on Life Skills.
- Participating or volunteering in Youth Parliament or mock UN Sessions
- Activities from 'Revised School Health Manual **(see under Resources)**
- Life Skills Activities (Creative and Critical Thinking, Problem Solving and Decision Making, Effective Communication, Self Awareness and Empathy) **(see under Resources)**

- 'Buddies' or 'Peer Mentors' for **Adolescence Education**, **School Health Program**, **Life Skills Program** etc.
- Anti Bullying or Anti Ragging Committee and awareness raising
- As volunteer for charities **'outside of school'** such as orphanages, old-age homes
- Collecting and distributing used and unused books and clothes to the underprivileged
- **Volunteer work** with stray animals and organizations connected with the same cause
- Helping to raise funds for beneficiaries involving natural disasters (flood, earthquake victims)
- Adopting an old age home for interactive activities
- Adopting an orphanage for conducting joyful activities
- **Online volunteering** for counseling peers for raising awareness regarding career pathways.
- **Enrichment Activities** of different Ministries can be taken up in project mode, such as **Swachhta Abhiyan for neighbouring community**, **Ek Bharat Shrestha Bharat** (upto Oct 2018), **Paryatan Parv – creating awareness about historical sites and tourist spots in your city,** etc.
- Organising and volunteering for various 'in-school activities' and Language Club, Theatre and Dramatics Club, Social Science Club, Dance club, Science Club, Science Fairs, Heritage Club, Nature Clubs.

1.9 Activities complying with SEWA Criteria

SEWA activities require involvement and interaction. When students assume a passive role and no contributory service is performed, it cannot be defined as a SEWA activity/project.

Activities which do NOT fall under SEWA:

- An activity through which a student attains financial or some other type of benefit (unless this benefit is passed on in full to a worthy cause).
- Getting involved in effortless, monotonous, and repetitive work – like returning library books to the shelves.
- Work experience that only benefits an individual student.
- Activities that cause division among different groups in the community.
- Activities with a bias to any religion or cultural sector which may hurt the sentiment of any other person in any form.
- Regular recreational or community activities of a temporary nature - like a visit to a museum, the theatre, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged.
- Any unsupervised or recorded activity where there is no guide or responsible adult onsite to evaluate and confirm student performance and evaluate accordingly.

1.10 Guidelines for Class Teacher/Mentor for conduct of SEWA

- Support students in identification and selection of the causes they want to support and take up as projects, brainstorm and create mind-maps.
- Provide supervision, consultation, guidance to students and create support structures required whenever they need it including for research.
- Intervene positively to ensure participation of each and every child in the class, including CWSN
- Guide students on how to plan, implement, review and take responsibility for their decisions.

- Guide students on upkeep of Portfolio/dossier, making a report, analyzing data, creating presentations, video films, channels on social media, websites.
- Plan and prepare SEWA exhibition or presentation day at the end of the year.

1.11 Procedures

1. Fill out a My SEWA promise form. The description of the activity needs to be in complete simple sentences and describe the SEWA activity intended to be taken up by the class.
2. Each student in consultation with the teacher and parents decide and create an hourly schedule of activities in accordance with role assigned. This form must be signed by a parent and submitted before the activity begins to the school's SEWA Mentor.
3. Fill out 'Reflective Musings' at the end of every 4 hours given to the project and keep attaching it to the SEWA dossier. (The time is given in hours and not in periods with the intention that if the child does any additional work outside school hours, it can be reflected here).
4. SEWA hours will be accounted for both in school as well as out of school activities, provided they are agreed upon by the mentor.
5. It is expected from a SEWA volunteer that they would be honest in recording their activities.
6. Complete your SEWA classes/periods before the last date.
7. All the forms must be completed and signed and attached with relevant evidences, together with a Self-Appraisal Form for classes IX-XII and a summary list of the SEWA projects/hours as items of SEWA dossier/scrapbook.
8. The visual evidence (photographs, videos, etc.), testimonials and certifications must be there to support the project.

1.12

My SEWA Promise Form (illustrative)

Dear Student,

SEWA is a firm step to prepare you for life. It is a voluntary project experience. You have to complete **My SEWA Promise Form** and obtain prior approval for the activity/project. Selection of a SEWA activity, development, implementation of the proposal and evaluation of the activity is the responsibility of each student. Signature of the parent indicates review and approval of this proposal.

Student's Name: _____ Class: _____

(Print or type)

Brief Description of the Activity:

Duration (Days and Time):_____ Estimated Hours:_____

Name of Mentor Teacher:_____

Student Signature: _____Date:_____

Parent Signature: _____ Date: _____

1.13 SEWA Hourly Schedule (illustrative)

Hour Count	Date and Day	Proposed Activity Plan
Hour 1		
Hour 2		
Hour 3		
Hour 4		
Hour 5		
Hour 6		

1.14

SEWA Hour Log (illustrative)

STUDENT NAME: _____

PROJECT: _____

Date	Activity	Hours	Mentor's Signature

Mentor's Observation (Suggestive)

Attendance: _____

Involvement: _____

Regularity: _____

Commitment: _____

Additional Comments: _____

_____

_____

The activity/project was (circle appropriate response):

Satisfactorily completed Not Satisfactorily completed

_____ _____

Activity/Project Mentor's signature

Name

Seal of school

1.15 SEWA Self-Appraisal Form (illustrative)

The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions.

My Name_____

My Activity / Project_____

My Commitment Towards the Project/ Activity

_____

_____

This Activity/ Project has been a great learning experience because

_____

_____

I initially felt that the project could not have achieved its outcomes because

_____

_____

The project has definitely changed me as a person in terms of behaviour, attitude and life skills because

_____

_____

The details of beneficiary(ies). Any significant comment received from them; please quote

_____

_____

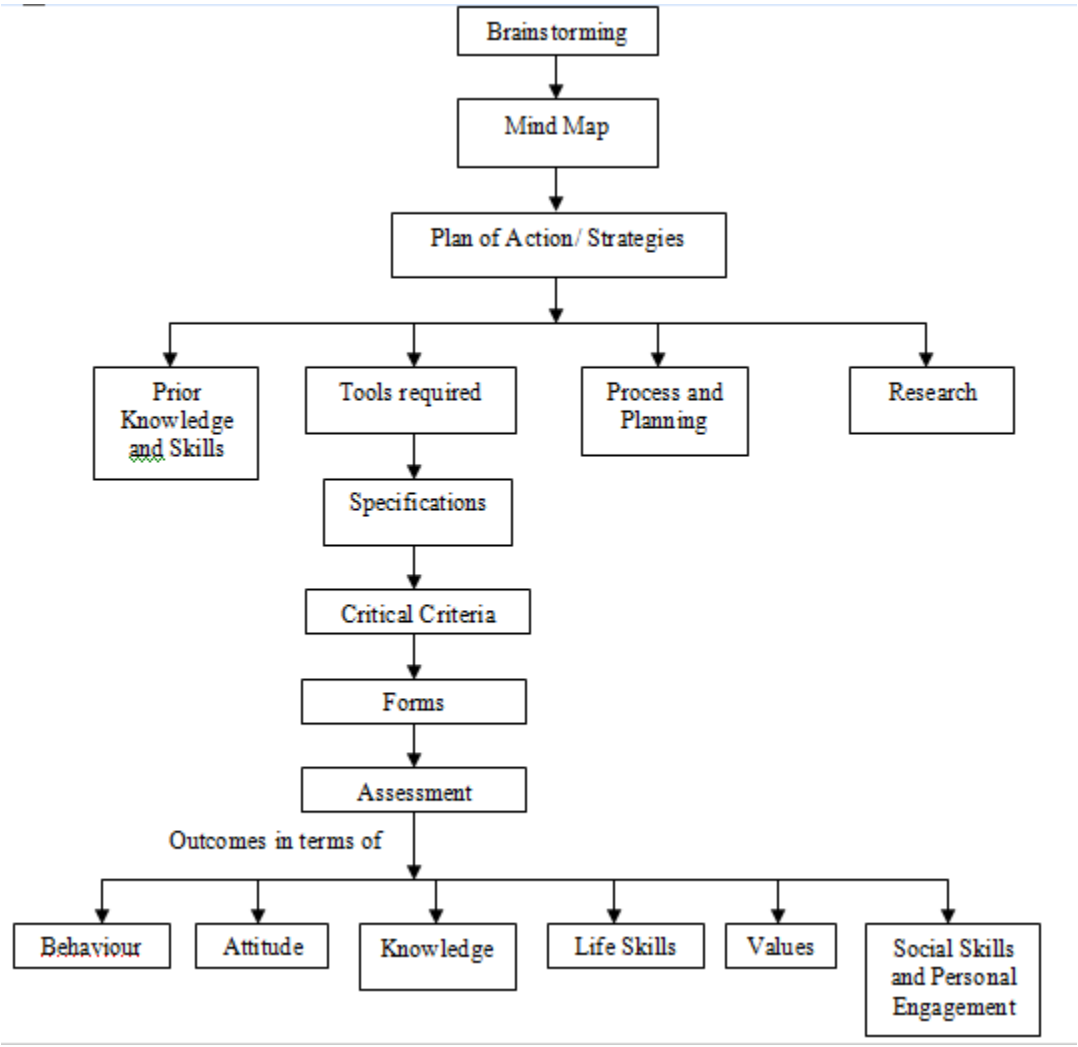
The challenges I faced and the things I might do differently next time so as to improve?

_____

_____

1.16 Illustrative Flow Chart for Conducting a Project/Report/ Event

(Can be Quarterly/ Bi-Annual / Annual)



1.17 Assessment and Evaluation

The following strategies may be taken up for assessing the individual/ group projects. In case of group, they all get marked the same way.

Tools, Techniques and Strategies:

1. For activities being done, a portfolio or dossier may be maintained individually by each student.
2. Report at the end of the project may be assessed through a rubric developed by teachers and students.
3. Rubric for assessing will depend on the project/ activity being taken up.

1.18 Exemplar Projects under Social Empowerment sub-strand of SEWA

(These may be taken up in age-appropriate ways across IX - XII)

The projects given here are only exemplar projects and are illustrative/ suggestive in nature. These are given so that the child/class may able to understand the topic/ activity. This will help the child/class to plan the activity / project accordingly. The child/class may take/ choose any other project/ activity which has a positive impact on the environment, community, society, the disadvantaged, etc.

Project-1: 'Swachcha Vidyalaya Swachcha Bharat'

Project Focus- Cleanliness and Sanitation

Duration- Term/Annual

Key Objectives:
Learner will:

- identify clean and dirty places.
- bring attitudinal change towards cleanliness and sanitation.
- be able to distinguish between benefits of cleanliness and the disadvantages of uncleanliness, including the health hazards.
- make the community aware of the result of not practising cleanliness.
- know the importance of cleanliness in neighbourhoods, parks, market places, roads and cities.
- know how to appeal for clean places.
- be aware of unclean and unhealthy surroundings as breeding ground of epidemics and diseases.
- be able to highlight cleanliness as an important value in day-to-day life.
- Develop a creative methodology to create awareness in community and test it

SE Component

- To be able to take care of personal hygiene and being organized with belongings.
- To learn to keep household items and personal belongings in proper place (before and after photos).
- To be able to live life of cleanliness through word and example.
- To learn the art of **proper waste disposal and be able to sensitize other people about it.**

"We must get obsessed about the cleanliness of our city."

Role of Mentor/ Teacher:

- Initiate a project in consultation with students
- Act as an initiator and motivate learners to be ever vigilant in maintaining cleanliness at all public places such as markets, parks, gardens, bus stands, railway stations, movie halls, and malls, etc., as well as while using public transport, public utilities.
- Focus on the tidiness of Class Room, Library, Assembly Hall and Computer Room.
- Respect National property.
- Generate awareness of health and hygiene amongst the slum dwellers.

Project Process:

Prepare:

• Brainstorming and discussion sessions to be organised for students.
• Identify the area to focus on and prepare **a road map** to achieve targets.

The following ideas can be further explored (illustrative only):

a) Disposal of human waste properly and safely
b) Creating sensitization amongst community members about personal hygiene
c) Spreading awareness about sanitized and clean toilets and contribution required to maintain public utilities
d) Proper garbage disposal
e) School Sanitation
f) Personal Hygiene
g) Drinking Water Testing
h) Green and Blue Bins
i) Recycling
j) Water Conservation
k) Water Table
l) Interacting with City Sanitary Workers
m) Spending a day with sanitary workers
n) Visiting a city water works
o) Adopt a Park/ Lake/ Pond

Collect the above data and read prepared report of the class, then segregate the areas where 'Mission Cleanliness' can be accomplished. Reflect and form groups and get the project rolling.

Suggestions: (May be done in groups under the supervision of a Mentor/ Adult/ Peer Mentor)
Organize Cleanliness Month:

- For cleanliness drive arrange advertisement competition for students' in schools.
- Identify surroundings or a locality which need assistance by doing a field survey of the surrounding community area.
- Create awareness and take up projects to ensure cleanliness of water sources like lakes, rivers, ponds and other such bodies that are getting polluted due to insensitivity of human beings.
- Segregate groups who can provide solutions to most aspects of cleanliness through researching articles, TV programmes, and video on YouTube or by speaking to the authorities and residents.
- Students can prepare Street Plays and present them to community members, using creative medium like-posters, placards for slogan march to generate awareness.
- Project on 'Cleanliness Drive' of a nearby public place may be taken up in groups.
- Don't miss to click the photographs of the area before the cleanliness drive and after that.

Reflective Musings:

- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.,
    - Describe what have you learned and felt about your project?

    - How far was the activity beneficial for you?
    - What have you learned about yourself and your surroundings from this project?
    - How do you think we can solve problem of cleanliness and sanitation? Where did you find maximum dirt and squalor?
    - How can we make the project more effective?
- The students will be given a Proforma to fill in (Self-Assessment) so that they can assess their own learning from the project.
- Share and Celebrate
- An assembly can be arranged to award all participants.
- The students will display the charts and models on school notice-board.
- Certificates can be awarded to students.
- The students can make future plans about continuing the activities/projects by taking them to the community.
- The class room can also be decorated with charts and models.
- The students can also keep imparting information regarding cleanliness through practical demonstration to other students.
- The report of the project may be published in the newspapers and the school's magazine.

Activity Report for Cleanliness/ Sanitation Drive (illustrative only):

S. No.	Identified Locality	Steps taken for cleaning up	Awareness generated	Solutions recommended

Student to write and update their activity report:

Date	Activity	Learning Experience	Outcome

Students to give details of their learning experience:

Learning Outcomes

Learner will:

- learn that they must keep their surrounding areas and themselves clean.
- raise awareness among other students and their community members about personal hygiene and keeping their surrounding environment clean.
- become aware citizens and will be able to spread awareness amongst the people around them.
- go through the process of initiating, planning and implementing a project based on cleanliness and sanitation.

Key Messages

- Share your knowledge, experience and skills with others.
- Take utmost care of both personal hygiene and environmental hygiene.
- Do not throw garbage or litter at public places.
- Keep your surrounding areas clean in order to make your environment pleasant.

Assessment

Rubric may be developed in consultation with teachers

Project - 2: "Dignity of Labour"

Project Focus – Empathy and Compassion

Target Point- As individuals we should encourage students to respect all jobs and understand the value and dignity of work. Sweepers, shoe makers, laborers and launderers contribute to comfortable living.

We should respect people for their perseverance, hard work and effort. If we have to accord dignity to labour, social services must be commended and community has to be sensitive to individuals and learn to understand and respect them.

Key Objectives:

Learner will:

- understand the value of toil.
- understand the importance of different occupations in our social system – such as, ice-cream lorry, balloon man, chai stall, kite seller, bangle seller, knife sharpener, food lorry, etc.
- learn to respect people from different vocations of life. *
- understand and value of Human Rights.
- be empathetic and compassionate. *
- respect people despite nature of work involved in their vocations. *
- instill love for labour. *

* values integrated across SEWA

Role of mentor teacher / Peer Mentor:

- Initiate and brainstorm a collaborative project.
- Deducing inferences from comparative study of life situations.
- Discussing consequences of disliking a type of work and attitudinal problems related to it.
- Suggest remedies.
- Instill respect for all types of work.
- Be able to support discussions with anecdotes and examples from the life of great people (M.K. Gandhi, Abraham Lincoln, Martin Luther King, Lal Bahabhur Shastri), who believed in dignity of labour and practised it as well.

Project Process:

- Divide students in groups of around ten.
- Organise brainstorming sessions with the students.
- Collect quotations and quips.
- Collect Newspaper cuttings indicating both - respect for Human Rights and violation of Human Rights.
- Share stories and anecdotes highlighting the theme.
- Prepare an action plan and roadmap to achieve it.
- Analyze the action plan.
- Collect views of elders/parents/other adults.
- Organise outing in specific area to identify and correlate the project.

Suggestive Activities:

- One group could contribute to community work by regularizing and facilitating the job of people from different walks of life in their respective areas/ apartment complexes by making them aware of hygiene, etc.
- Collect funds in cash / kind to recognize and reward the contribution of helpers on special occasions like New Year / Labour Day. Keep proper records of this collection.
- Organise a discussion in class where people were victimised due to their profession and how Human Rights were violated in such situations.
- Celebrate World Human Rights Day (10th December) and Labour Day (1st May).
- Address the issue through creative arts, perform street plays, interviews of the school helpers (getting to know them better).
- Understand the importance of knowing how to work with the hand.

Reflective Musings:

- Discussion sessions will be organized to have a better understanding of Human Rights.
- Students can discuss about the importance of different vocations in a social structure.
    - Why must a human being be seen and treated beyond his/her occupation.
    - Basic courtesies that should be extended to one and all.
    - How do they need to change their attitude and behaviour to be more humane compassionate and empathetic.

- What are the social or mental problems that arise from lack of respect for labour in different categories?
- How can we appreciate the contribution of helpers?
- Develop a code of personal behaviour consistent with the social and physical aspects.
- In a Journal explore the life skills you have developed in the process.

- Elucidate the ideas you have gathered from your preparation on the value of 'Dignity of Labour'.

"It is dignity for a man to labor in his vocation."

Interview Questionnaires

- Understand the problems of ten different community helpers.
- Share experiences in class discussion and dissect problems and threats.

S. No.	Name and address	Occupational problems and threats	Assistance required	Suggestions

Activity reports (to be updated by students):

Date	**Name and address**	**Activity**	**Outcome/s**	**Change in attitude**

Assessment

Rubric may be developed in consultation with teachers

Project - 3: "Empathy"

Project Focus- Facilitating inclusivity

Target Point- The concern about the fate of others, the ability to realize another person's insecurities and fears and ability to put oneself in their shoes and willingness to extend a supportive hand makes for empathy.

Individuals, communities, countries will not be able to get socially empowered without EMPATHY.

It is also ability to appreciate, understand and accept other person's emotions. It improves inter-personal relations especially with people of different abilities, backgrounds, regions and nationalities.

Key Outcomes:
Learner will:

- be sensitive to the needs of others
- support inclusivity and develop a positive attitude
- develop compassion and value human life
- support and help people in distress
- develop a humane outlook
- express love, care and compassion towards the disadvantaged and CWSN (Divyang)
- be able to communicate the value of empathy
- understand the importance of inclusivity and support it
- sensitize peers as well as community members about inclusivity and help prepare a conducive environment for the same
- develop skills of self awareness and critical thinking towards the under privileged

Role of Mentor/ Teacher:

The mentor/teacher should:

- help students understand implications of life situations -discrete difference between sympathy and empathy;
- guide students to communicate value of empathy through examples;
- organize rotation mentoring of CWSN (Divyang)
- support and create conducive environment for promoting inclusivity.
- Initiate, brainstorm, plan, organize and collaborate with students.

<u>Project Process</u>

Prepare: (Suggestive ideas)

- Organise brainstorming sessions with the students
- Discuss the scope of project and prepare a road map

- Draft an action plan
- Make 'who needs my help' worksheet
- Participate in prayer services. Express feelings in form of poem/ story.
- Write letters to sick or distressed or visit old age homes / orphanages (read to them or play with them)
- Role-play, creating situations which call for a manifestation of empathy.
- Identify or compose a poem on the subject and read it to the class.
- Ask them to work on 'who needs my help' worksheets prepared during the 'Prepare' phase. They can depict it through words or drawing thinking about the needs of others and provide assistance without being asked. (Show the writings and pictures)
- Discuss how we can help CWSN, fighting with terminal diseases like Cancer, belong to disadvantaged groups.
- Plan their interaction, on rotation, with CWSN.

Reflective Musings:

- Talk about empathy with students, ask them to discuss it within their peer group and family.
- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.

  "I believe empathy is the most essential quality of civilization."

  - Describe what have you learned and felt about your project?
  - How far was the activity beneficial for you?
  - What have you learned about inclusivity from this project?

- The students will be given a Proforma to fill in so that they can assess their own learning from the project.
- The teacher will also fill the Proforma to assess and rate the performance of the students.

Share and Celebrate

- Students share awards and certificates for practicing the value after relating situations and elaborating on them.
- An assembly can be arranged to award the outstanding students.
- The report of the project may be published in the newspapers and the school's magazine.

Assessment

Rubric may be developed in consultation with teachers

Project - 4: Care for Homeless Children

Project Focus- Child Rights

Target Point- Groups as community volunteers participate in a programme to give happiness to children living in shelters. This would also increase awareness about the issue of homelessness. This SE project will also focus on every child's right for special protection and care. Children have the right to an adequate standard of living, health care, education and services, and to play and recreation.

Learning Outcomes:

Learner

- understands and appreciates every child's right to an optional standard of living, health care, education and services, and to play and recreation. These also include a balanced diet, a warm bed to sleep in, and access to schooling.
- is aware about issues of homelessness.
- develops empathy for other children who may be less privileged than them but not less creative or talented.
- expands their horizon of society and develop an understanding of child rights.
- assesses impact of one's work.
- supports underprivileged children.
- helps create a social environment that supports and respects every child's rights.
- develops deep insight into the living conditions of underprivileged children.

Role of mentor/ teacher:

The teacher/ Mentor/Initiator

- help students develop an action plan.
- provide them with an understanding of Child Rights.
- help them with all support in terms of logistics.
- facilitate the process and provide them all scaffolding required.

Project Process:

- help students in identifying a shelter for children.
- guide students to understand the complexities involved by a few pre-project activities.
- brainstorm and ask what they think their objective is.
- coordinate with the authorities concerned and complete any official formalities required in the school and in the shelter.

Suggestive activities

- Plan to clean a shelter. The improved aesthetics will add cheer to the House.

- Identify needs of various Shelters in the community (Read the concept and complete the Survey Form). Look up which Shelter has the direst need to be painted. Steps for painting the Shelter:
    a) A group of students may go and take measurement of the area to be painted-the rooms, the compound wall and the outside wall.
    b) Discuss the budget that will be involved in purchasing the paints and discuss how to arrange for any donation from the community.
    c) Organise a donation drive.
    d) Meet the local authorities.
    e) Get budget allocated for cleaning

Reflective Musings:

- Discussions will be held in the class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.:
    i. Describe what you have learned and felt about your project.
    ii. How far was the activity beneficial for you?
    iii. What have you learned about child rights from this project?
- What can be your future plans about continuing to support such children in terms of their other basic requirements?

Share and Celebrate

- An assembly can be arranged to award the outstanding students.
- The students may display activity pictures (before and after) on school notice-board.
- Certificates can be awarded to all students.
- The report of the project be published in the newspapers and the school's magazine.

Survey Form - Suggestive

1. Please read the following concept and complete the survey:

A group of students from _____(School's name) are interested in giving a makeover to a House like yours. These children have decided to bring happiness to a group of their friends by adding colour to their life and be friends with them. However, as the resource is limited, they are interested to find out which of the Shelters have the urgent need for it.

Survey form to identify Shelter for Makeover

i) Select how you feel about the qualities of your Shelter:

Quality/Scale Low_____ High 1, 2, 3, 4, 5

Maintenance of rooms
Maintenance of bathrooms
Number of games played
Colour of your room-wall
Classes conducted

ii) After reading the above service description, how interested would you be in using the described service?

- Not at all interested
- Not very interested
- Neither interested nor uninterested
- Somewhat interested
- Extremely interested

iii) Which features are the most valuable in the above description?

_____

_____

_____

_____

_____

_____

_____

_____

iv) Do you find anything unappealing in the concept? Please Write.

_____

_____

_____

_____

_____

v) How often do you get such opportunities from other community groups?

- Once in a year
- Once in two years
- Less often
- Never seen

vi) Do you want us to do anything more for you in addition to what we offering? List any three in order of you preference.

_____

_____

_____

_____

Alternate Suggestive Activities:

- Celebration of festivals with children in Orphanages.
- Adopting an Orphanage/Slum/Village and help to skill children (Communicative Skills, Etiquette, Exploring viable job opportunities)

Assessment
Rubric may be developed in consultation with teachers

Project - 5: Being Safe and Responsible

Project Focus - First Aid/ Health Club; Disaster Prevention and Mitigation

Target Point - To bring awareness in the society about safety concern, reactions to different types of dangers and how to give first aid during emergencies.

Learning Outcomes:
Learner will

- understand importance of being safe and responsible.
- understand the importance of first aid, dealing with cuts and bruises, heat exhaustion and heat stroke, breathing difficulties, cuts nosebleeds, choking, basic sports injuries
- practice first aid skills in order to empower them to help people in emergencies.
- learn to prepare a first aid kit.

Cross-Curricular Linkages

- The students will learn basics of first aid.
- The students will be trained practically about first aid skills.

Project Process

- The students will be provided tips for facing danger.
- Informative lecture-demonstration sessions will be arranged with doctors from different hospitals including a dentist.
- The students will be provided first aid boxes.
- The students will be divided into four groups for conducting the project. A project manager from within the group will check the progress of the students for their field work. The project manager will bring a camera to make video of first aid provision to others.
- After collecting data about the topic, the students will discuss various dangers in the classroom and will come up with life saving and precautionary reactions. They will be asked the following questions:
    - What is your very first response to danger?
    - Why is first aid not a common practice?
    - How can it be made common practice among people of the community?
    - Can you explain different situations in which first aid is required?
    - What can be your first reaction towards an injured person?
    - What will you do, if you see an unconscious person lying in a pool of blood?
    - What can be done to make first aid a common practice?

- The students will go to the hospitals in order to attend lectures of the doctors about first aid. Each group of students will visit 3 doctors. The students will also make videos of the sessions held with the doctors. ‘First aid’ videos will be shown to students.
- Practice of first aid will be done in the classroom.
- The students will learn how to check temperature and blood pressure of a person.
- Charts and models will be prepared by students.

- The students will perform first aid in real life. They will treat the injured students and their community members. They will keep a record of those who will be treated.
- The students will teach students of lower class about different first aid techniques.

Reflective Musings:

- Students will share their experience of working on the project with their teachers and class fellows.
- Students will be asked the following questions about their project and present it in the form of a report:
  - What did you learn after conducting this project?
  - Did you feel that this project made a difference to your life and the lives of others?
  - What problems did you face during the project?
  - Do you think that the project was successful?

- The students will develop a proforma to fill in, so that they can assess and judge their performance.
- The teacher will also develop a proforma to assess and rate the performance of the students.
- Each student will present a Report.

Share and Celebrate:

- Health Mela: A Health Mela can be organised to sensitize people about the importance of first aid. Demonstrations and lectures on administering first-aid can be presented.
- Exhibition: An exhibition will be held during the Mela. Charts and models made by the students can be displayed in the exhibition.
- Speeches: Speeches/ Lecture-demonstrations can be done by the students to spread awareness about first aid.
- Publicity: The report of the project may be published in the school's magazine and newspapers.

Assessment

Rubric may be developed in consultation with teachers

Project - 6: Environment Conscious Citizens as Part of Eco Clubs

Project Rationale -

Our world is changing, and changing fast. Our environment is pressured due to over-exploitation of our finite natural resources, climate change, and rapidly changing economic and social situations. This is leading to us leaving behind a complicated and difficult mess for our future generations to deal with. Unless the young generation does not build an appreciation for nature and see value in its preservation, we will continue to deplete our natural resources, causing irreparable damage to our planet.

Our education systems must ensure our children develop an understanding of the environmental systems and learn new skills and new ways of living sustainably with respect for themselves, each other, their communities and their surrounding environment.

Education has been globally recognized as a key solution to achieving sustainability in development and current lifestyle approaches. To achieve this, it is important to target all the stakeholders by empowering them to take conservation action. Classes IX to XII are the most crucial years of laying foundation for professional life, thus an intervention at this stage is most impactful in shaping the society.

Project Focus-

This is a leadership building exercise and will help the students to become a thinking and environmentally conscious individual. It is a journey of self-evaluation and personal and professional growth.

Target Point-

The following activities that the senior secondary school (Classes IX to XII) students of all the CBSE schools, can undertake through its Social Empowerment through Work Education and Action (SEWA) programme. You can choose 1 activity from each section.

6.1. SELF HELP

6.1.1 Learning Outcomes:

Students will –

1. Connect with nature
2. Adopt practices that will benefit the environment
3. Prepare a plan and suggest steps your family can take to become a sustainable household.
4. Manage domestic waste produced in their homes

6.1.2 Activities –

Did you know that nature has a therapeutic effect on us? It has been scientifically proven that, being in the proximity of nature encourages physical activity, reduces negative emotions, enhances recovery from illness and eventually has positive effects on physical and mental health. Nature can be an individual's first step to achieving holistic well being.

6.1.2.1 Connecting with Nature

a) Go on a walk in a park/garden/forest nearby. Choose a time when there is a likelihood of minimum disturbance.
b) Take a deep breath and feel the air (warm/cool).
c) Visit regularly and observe different kinds of trees that grow there.
d) Compare their size, kinds of leaves, flowers, seeds, bark, canopy etc.
e) Observe different kinds of birds, insects any other animal that you see on the walk.
f) Look closely at the birds and insects having an affinity to a particular kind of tree. Find out if there is a symbiotic relationship.
g) Choose a plant and observe it closely to find some additional information about the tree such as flowers, fruits, seeds, bark, trunk, any special adaptation, size, kind of soil it grows on etc.
h) Find the name of the tree, its importance in nature and for humans.
i) Collect or draw pictures of its leaves, fruit, flower and other prominent parts.
j) Create herbariums with fallen leaves, flowers and twigs of the tree.
k) Look for a special feature that helps the plant adapt in the climate of your region.
l) Make a list of books and publications that you referred for additional information on the tree.
m) Prepare a portfolio for the tree capturing detailed information about the tree.
n) Read National/International publications and websites on environmental themes regularly.

- **Refer to field guides on the Indian Landscape on** Birds, Mammals, Reptiles, Trees and Marine life

6.1.2.2 Set up a small kitchen/herb garden at your school. This can be your first step to healthier living while conserving resources. If possible, take help from a gardener or a visit a nursery nearby.

a) Identify a space in your school, where you can start your kitchen garden. You can grow vegetables/herbs in pots as well.
b) Ensure that it gets enough sunlight.
c) Analyze the space available and decide upon the herbs/vegetables you can grow.
d) Choose the herbs/vegetables that are easy to grow and are seasonal.
e) Procure the seeds, soil, pots (optional), manure and basic gardening tools.
f) Water your garden regularly.
g) Consult a gardener on the steps to be taken to care for the plants.
h) Harvest the vegetables/herbs and cook your favourite dishes with them.
i) Involve others in looking after the garden.

6.1.2.3 Prepare a plan to make the households of all students and teachers of a class more efficient and sustainably functioning unit.

a) Prepare a chart to evaluate the monthly household expenditure on various items used by your family and the waste generated. Talk to your parents and other family members to collect the information.

Items	Monthly Expenditure	List of waste generated
Groceries	INR	Packaging material- Plastic bags, tetra packs, cartons, plastic bottles etc.
Fruits & Vegetables	INR	Food waste
Clothing (monthly average)	INR	Old clothes, buttons, bed sheets, old shoes etc.
Electricity	INR	
Transport	INR	
Cooking Gas	INR	
Water	Litres	Waste water from kitchen, laundry etc.

b) A sustainable household should have minimal impact on the environment. For this, it should use minimal resources and generate as less waste as possible. To ensure this, suggest ways in which use of resources and generation of household waste can be minimized.

c) Reuse grey water or waste water from the kitchen and laundry for gardening or floor cleaning.

d) Repair, Reuse and Recycle household waste as much as possible.

e) Reduce the use of electricity and cooking gas

f) Use eco friendly means of transport such as public transport or CNG vehicles.

g) Practice the above ways and review the chart to measure the extent to which your household has become low cost and sustainable.

6.1.2.4 Segregation and proper disposal of waste in every household will help combat the issue of waste management in out towns and cities by reducing the burden on its landfills. It is important to segregate waste at source itself. Sensitize family members of households and start segregating waste at each selected home.

a) Keep separate containers for dry and wet waste in the kitchen.

b) Keep two bags for dry waste collection- paper and plastic, for the rest of the household waste

c) Keep plastic from the kitchen clean and dry and drop into the dry waste bin. Keep glass/plastic containers rinsed of food matter. Give away the recyclable waste items to the kabadiwala/junk dealers or rag pickers.

d) Send kitchen waste to the community compost pits. You may sensitize and encourage your community to start composting wet waste from the kitchen.

6.2 COMMUNITY OUTREACH ACTIVITIES

6.2.1 Learning Outcomes:

Students will –

1. Conduct awareness campaigns in School and neighbourhood community.
2. Conduct survey on utilization of resources, quality of soil, water, air and sanitary conditions
3. Prepare a report based on the survey and inform the local authorities about the issues.
4. Adopt a neighbourhood community for greening and cleanliness.
5. Suggest innovative solutions for sensitization of the community and dealing with local environmental issues.

6.2.2 Activities –

6.2.2.1 Start a Birding club in your school

a) Find a group of nature enthusiasts (conservation leaders) in your school who volunteer to be the core working committee for the Birding club. Give an interesting name to your club.

b) Organize the Birding club core committee meeting to plan the activities of the club. Arrange for some binoculars, if possible.

- Conduct regular nature walks especially during winters.
- To start with looking at some common birds.
- Be attentive to the different kinds of bird calls you hear during the walk.
- Observe their size, colour of feathers, colour of the eyes and beak and claws if possible.
- Try to find out the different kinds of nests birds make.
- Follow some basic rules during birding walks such as, maintaining a distance from nests and nesting colonies to ensure that there is no stress caused to the birds.
- Learn some interesting facts and stories about birds and share them among your birding community members.
- Refer to books
- Conduct regular meetings for the core committee to share knowledge and gain from each other's experience.
- Conduct presentations for others in the school to sensitize them about issues concerning the birds.

6.2.2.2 In the 21st century, it has become utmost essential for the schools to become green entities and undertake activities that will empower their students and teachers to take conservation action and become leaders for nature conservation. Prepare an annual calendar of activities that will offer them opportunities to explore, learn and practice sustainable living. Student committees can be formulated to undertake following activities during the year.

- Publish quarterly e-newsletter on Sustainability and Conservation of environment, "The Green Gene". Students will design e-newsletter. The following are the suggested sections; however, students may use their own creativity to design it. –
    i. Editor's Column
    ii. News Alert

iii. New species discovered
iv. People for the Planet (Conservationists, scientists, authors for nature etc.)
v. Sustainable practices – Try at Home
vi. Activity section (Crossword, Quiz, picture quiz, puzzles etc.)
vii. Reader's Column (Nature art, posters, stories, poems, photographs etc. contributed by the readers)
viii. Circulate the newsletter to all the stakeholders.

- Suggest methods to reuse of greywater in school. Share the ideas with the school authorities and support them in the implementation.
- Track journey of waste in your school from source to destination
- Segregate waste in your classroom and prepare a plan to dispose each kind of waste sustainable. Attempt to become a zero waste classroom and showcase your classroom as a model classroom for others to follow.

6.2.2.3 Survey your local community to find out the environmental issues. Prepare a set of questions that you will need to ask to collect relevant information on sanitary conditions, quality of air, soil and practices that have a negative impact on the environmental health.

Prepare a report on the above with respect to your school/community highlighting the issues and its impact on them. Draft a letter to the school/local authorities informing them about the issue and send the letter to them along with the report.

6.2.2.4 Make a School Compost pit- Organic waste constitutes 35-40% of the municipal solid waste generated in India. This waste can be recycled by the method of composting. Composting ensures that this waste is not carelessly thrown or left to rot but nutrients are recycled and returned to the soil.

a) A group of students may conduct a survey on the kind of waste produced in the school.
b) Identify a cool, shady corner in your school compound or garden where a pit can be dug. Cover the pit with a net or mesh to keep away flies and birds.
c) Start a waste segregation project in the school. Install two dustbins in the school for biodegradable and non-biodegradable waste.
d) Put a layer of biodegradable waste (Bits of paper, leaves, twigs, fruit peels, leftover food etc.) into the pit and cover it with a thin layer of soil or dried leaves to prevent bad odour.
e) Turn the waste over and over once every three days. In about 45 days, the pure, rich and organic waste will be ready to be used in the school's garden.

6.2.2.5 Plan an awareness campaign for water conservation/plastic free school/neighbourhood in your school and execute it.

a) Create a poster to dissuade the local community members from using plastic bag or waste water and display the posters in public places.
b) Write slogans against use of plastic bags/water wastage/pollution.
d) Have these community members take pledge to avoid using plastic bags/ prevent water wastage.

6.2.2.6 Form groups of volunteers in your neighbourhood for making it greener and cleaner. Undertake any of the following activities in the locality-

a) Conduct cleanliness drives in the locality
b) Carry out plantation drive in the locality
c) Install dustbins in the area
d) Write a letter to the local authorities to ban plastics
e) Run anti fire cracker campaigns in the locality.
f) Encourage community households to segregate waste and educate them about proper disposal of waste.

6.3 PRE VOCATIONAL AND SKILL DEVELOPMENT ACTIVITIES

6.3.1 Learning Outcomes:

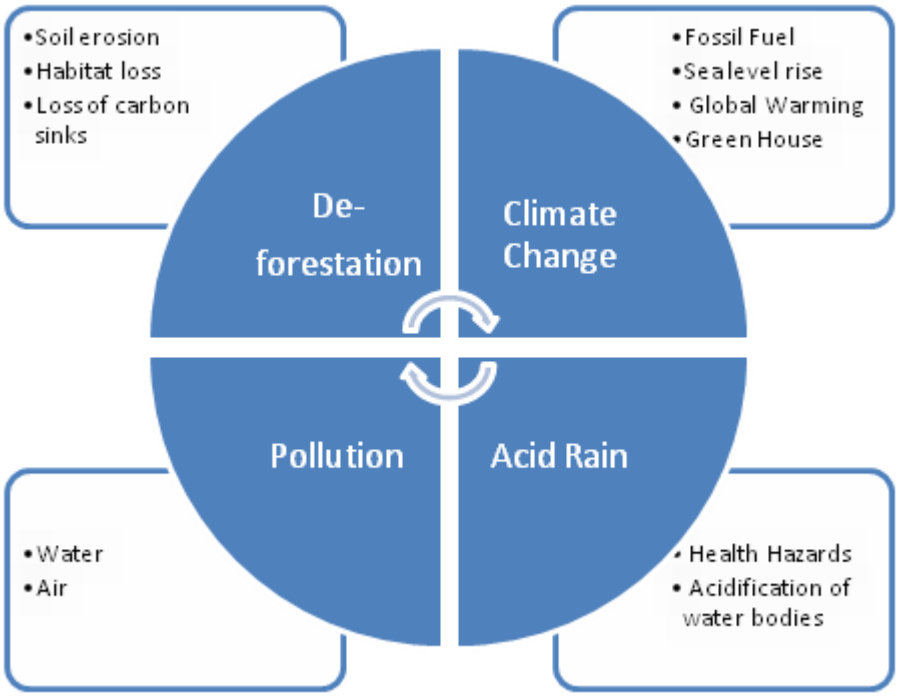
Students will –

1. Prepare a plan to start a small scale eco-friendly business (Entrepreneurship)
2. Set up Vermicompost pits/compost bins, Upcycle (Paper, Glass bottles, plastic), installing vertical gardens for earning profits.

6.3.2 Activities –

6.3.2.1 As more consumers demand that companies behave in a socially responsible way, it's becoming more common for businesses to implement environment friendly practices. You can take this initiative one step further by starting an eco friendly business and scale it.

- Prepare a mind- map of desirable and sustainable future in local community or neighbourhood. For example, following is the map for describing environmental issues-



- List the changes needed in the local community to ensure that the business does not harm or degrade the environment in any way. Each required change is a business opportunity.
- The business can be service/product based.
- Fix upon a business based on your knowledge and skills.
- Describe your business idea. (What to sell? How to sell? Where to sell? Who will buy? Why will he buy?)
- Find the investment on the basis of operational and human resource costs. Fix the pricing.
- Plan a fundraising activity (refer to next activity).
- Analyze the risks & threats. Prepare a strategy to overcome it.
- Analyze strengths and opportunities and plan to use them for running your business.
- Build your network. Promote your product/service (Make a poster advertisement for your product/service).
- Few eco friendly businesses are- Selling upcycled (paper bags, cloth bags etc.) or energy efficient products, garden products, nursery, environmental radio programme etc.

6.3.3. Fund- Raising for Eco Friendly businesses-

- Explain who you are, what you are all about and why someone should support you in 15 seconds.
- Remember fundraising is not just about raising money, it's also about building relationships with your community for the longer term.
- Tell the prospective supporters following things.

- Share a report of expenditure with your donors/supporters to ensure transparency and credibility in your efforts.

6.3.4. Environmental consciousness and sustainability should infuse in every aspect of our living. This will require every individual to develop certain skills that will enable them to manage their resources more efficiently.

a) Make a list of skills that are required to manage resources in a more sustainable way such as vermicomposting, paper recycling, gardening, rainwater harvesting etc.
b) Find an expert and invite him/her to conduct a workshop.
c) Organize the workshop in the school.
d) Have students form groups and undertake the project.
e) Organize an exhibition to display the projects.

Project - 7: Reduce, Recycle, Reuse (most important 3R's) and Now Respect

Project Focus – Conservation, Caring for the Planet, Segregation of garbage

Target Area - It enables children to learn about the original source of material and also which materials can be recycled.

Every living organism is important in this world, be it an elephant, a banyan tree, a rabbit, an insect, a mustard plant, or inanimate resources such as water, air or soil. They are members of one or the other food chain and are dependent on one another. Every food chain starts from a plant source and man is the last consumer in almost all the food chains. But with increasing population the resources are depleting. We need to establish a balance between human populations and available resources so that renewable sources find sufficient time to renew themselves and others can be recycled and reused.

Learning Outcomes:

Learners-

- learn about the original source of material goods such as glass, aluminium, iron, paper, plastic, petroleum, coal.
- learn the importance of segregating garbage.
- learn which materials can be recycled. .
- learn to coordinate between plan and action, within the volunteer group as well as with the target group.
- find new ways of cooperating with each other.
- learn social skills and ability to solve problems in a group.
- understand the importance of conserving resources.
- explore and internalize the importance of Reduce, Recycle, Reuse.
- learn to use resources judiciously.

Project Process: Prepare:

- Students will make a rough layout and plan the activities to practically implement the project.
- Conduct a class discussion. Discuss the meaning of recycling. (The teacher may tell a story with a message - "There is enough for everyone's need but not for their greed)".
- Students will make a list of things that can be recycled at home or at school.
- Discuss the reasons for recycling. Ask students if they know what the source of the original material is.
- Many students do not know the actual origin of materials and how material is recycled. Prepare and use the resource sheets to sequence the steps from original product to recycling for each material.
- Draw story boards about where materials come from. Display stories.
- Identify locality or target area for the execution of the project.

- Form groups of 10 to 12 students and elect a group leader for each group. The students in each group should preferably be from the same residential area to make it practically easy for them to target their project area.
- Divide larger areas into smaller target areas, and allot them to each group accordingly.
- Do a door to door survey to find out things that are needed to be recycled by the people living in the neighbourhood and collect data to fill in the provided survey sheet.
- Talk to the local area welfare society and arrange a presentation.
- Conduct a survey an environmental hygiene of your school (classroom, corridors, washroom, public spaces) and suggest solutions.
- Prepare a presentation to :-
    - spread awareness about Reuse and Recycling.
    - sensitize people about conservation of nature by recycling.
    - make residents aware about the benefits of segregating the trash.
    - tell them about the various benefits of understanding the origin of various goods so that recycling becomes easy for them..
- Ask students to prepare two lists by following the steps given below:
    - Make a list of all man-made things around them.
    - Try to find out where they come from.
    - The materials, about which they have a doubt (its origin), will be marked in the list.
    - The teacher will help them find the origins of these materials.
- Share the list prepared by you with the residents and prepare a consent list of those who would agree to segregate the trash in order to facilitate the garbage disposal.
- Prepare an evaluation sheet after monitoring and taking feedback from the residents to make a record of people to know how they have benefitted from the project.

Reflective Musings:

- After the collection of the data from survey, ask students to assemble all the collected data at one place.
  We have to start caring about our planet. That is why we should recycle. "Why should we recycle? To talk is good, to act is better."
- Guide students to research and prepare two lists- one with the materials that can be recycled and another one with the materials that cannot be recycled.
- Guide students to prepare a presentation highlighting the following:

    - Meaning of Recycling.
    - The need for reuse.
    - Does it help in easy disposal if the garbage is segregated?
    - Why do some materials need to be recycled while others cannot?
    - Why does man need to control greed and utilise Mother Earth's resources thoughtfully?
    - Why do we need to respect the resources provided by nature?
    - What should be reduced and why?

- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.,
    - Describe what you have learned and felt about your project:
    - How far was the activity beneficial for you?
    - What have you learned about yourself and your surroundings from this project?
    - How do you think we can sensitize people about conserving and respecting resources?
    - How can we make the project more effective?

- The students will be given a Performa to fill in so that they can assess their own learning from the project.

Share and Celebrate:

- An assembly can be arranged to award the outstanding students.
- The students will display the charts and models on school notice-board.
- Certificates can be awarded to all students.
- The classroom can also be decorated with charts and models.
- The students can also keep imparting information regarding cleanliness through a practical demonstration to other students.
- The report of the project may be published in the newspapers and the school's magazine.

Survey Sheet

SN	Name	Residential Address	People who started segregating garbage	People who did not start segregating garbage	People who were benefitted (Those who Changed)

Student Evaluation Sheet to be filled by the Mentor after the completion of each activity:-

Scheduled Activity	Proposed Date	Suggested number of hours	Hours invested	Date of completion of the activity	Learning Outcomes achieved	Skills developed

Self Assessment

1. The experience was a great learning experience because
   _____
   _____
2. The next time, i will ensure
   _____
   _____
3. The community needs that were fulfilled
   _____
   _____
4. The community needs that were not addressed include
   _____
   _____
5. The things that i would do differently next time include
   _____
   _____
6. I think we can be better equipped for future involvement in the community by
   _____
   _____

Overall Assessment: Rubric may be developed in consultation with teachers

Activities under SEWA?

Activities leading to 'Physical Fitness' as an outcome and contributing to a healthy lifestyle will fall under SEWA.

The assessment criteria will be evidence based taking the readings from Health Card (**Fitnometer, Actometer and Nutrometer)**. These will be used as scientific evidence towards fulfilling the weighting assigned to this component. These activities need to be taken up in larger groups and organized as a motivational and aspirational tool of outreach to the community.

The illustrative list of activities suggested under this theme are as under:

- Being part of **adventure camps** either at school or as part of collaboration with uniformed services, this is in addition to the 'adventure' activities under the strand
- Part of '*Swachh Bharat*' activities such as cleaning and clearing fields and other initiatives of Ministries.
- Creating leagues of Sporting activities (basketball, volleyball, swimming, hockey, netball, squash, cricket and boxing) as interclass, school, city, district or even at national levels
- Long distance runs (half and full marathons). 'Fun runs' for a cause
- Yoga, Running/ Jogging with fitness trackers with a goal in mind at the end of the year.
- Dance and choreography in groups
- Trekking/ Hiking/ Biking/ Cycling as meaningful fitness activities with a goal in mind at the end of the year.
- Camping, Military training with a goal in mind at the end of the year.
- Gardening and creating herb gardens/medicinal gardens/vegetable garden
- Disciplined and responsible dietary habits as outcome-based fitness projects

Managing Sport Events: An Exemplar Activity:
All participation in any of the above activities or those under scheme of games and sports must be consistent and on a daily basis. The **by-product and outcome** of these will be **health and wellness and overall fitness**. **Physical fitness** also leads to choosing **good dietary practices**, thus ensuring **good nutrition habits**.

Organizing and managing sport events are complex. It includes integration of modern management skills like budgeting, sponsorship management, venue management logistic management, facility management are required.

Learning outcomes:
The learner:

- Creates court/ground marking as per specifications
- Learns to use equipment for marking such as nails, ropes, pegs, hammer, measuring tape, chalk powder
- Prepares fixtures as per the specifications:
- Maintains props and equipment as per the requirement e.g. pressure for various balls, plans budgets, organizes venue, logistics

- Implements to make it a positive learning experience
- Marks restricted area around the field servings, area, pitch, scorers table
- Uses chalk powder to make a 5 cm line as per the dimension of the field depending on the game.
- Understands cross curricular linkages through concept of dimensions (Length, breadth, depth on height), radius, diameter
- Understands the methods of conducting a league and implements them

League Format

League is a way of conducting a tournament where each team plays against all the teams or within a group. In league format, teams play all the pre-fixed matches and get the advantage to recover even if the team losses the first or second match.

For example, in a tournament, if 4 groups are made and each group has 4 teams in each group, one team may play against 3 other teams.

Likewise, the champion of all 4 groups move to the next level. In the next level, the group champion teams may play against each other (all the teams) and the winner is decided based on the maximum number of wins. This method is known as league-cum-league.

The other method is league-cum-knockout where in the champion team of a group plays with the other group champion and the winners play the final.

The method of league or league-cum-knockout solely depends on the organizers. Organizers decide on the basis of time availability, no. grounds available, funds and no. of teams.

In a league format, the total no. of matches is calculated as **n (n-1)/2**

'n' is the total number of teams.

Each group has 4 teams. So the total no. of matches in each group will be

$$n(n-1)/2$$

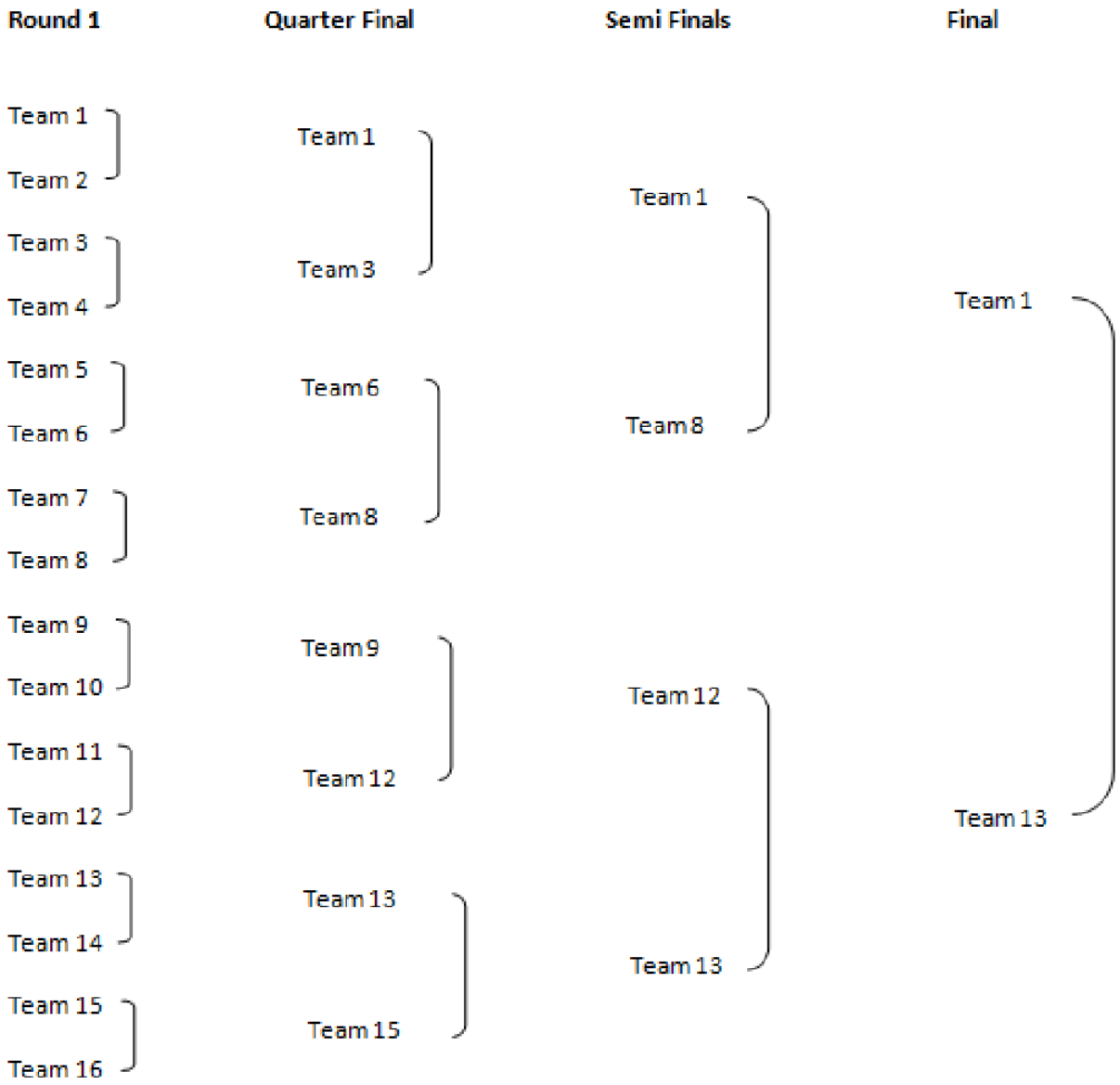
$$4(4-1)/ 2 = 6 \text{ matches}$$

Total no. of matches including all the groups will be 24 only (6 matches per group X 4 groups).

Post group league, it may continue as league format or knockout format.

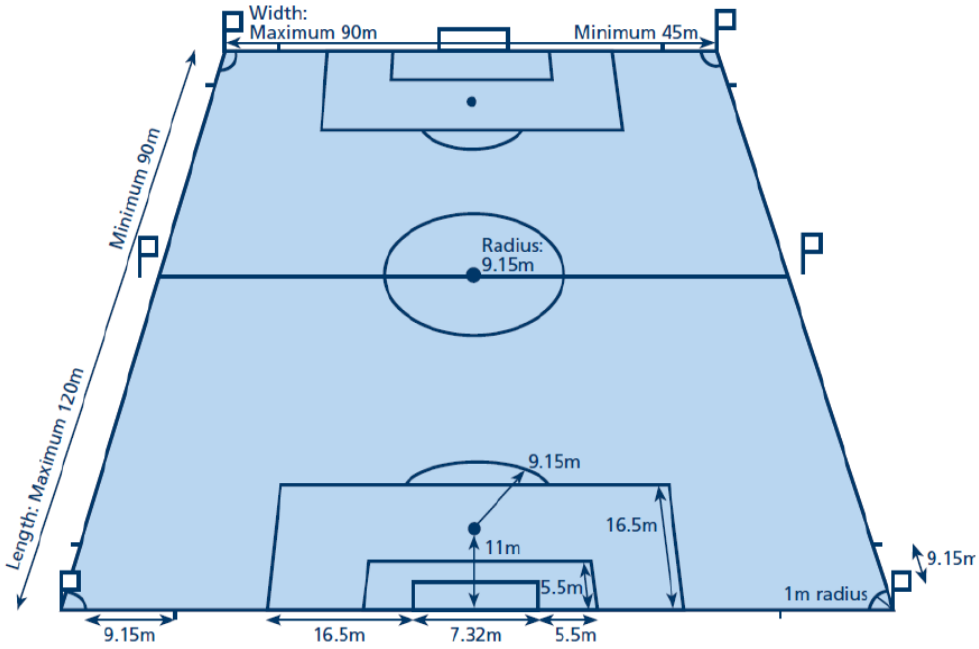
Knockout Format

Knockout is another way of conducting a tournament where in the teams get knocked out on losing. The winning teams keep moving to the next level and finally 2 teams compete for the championship.

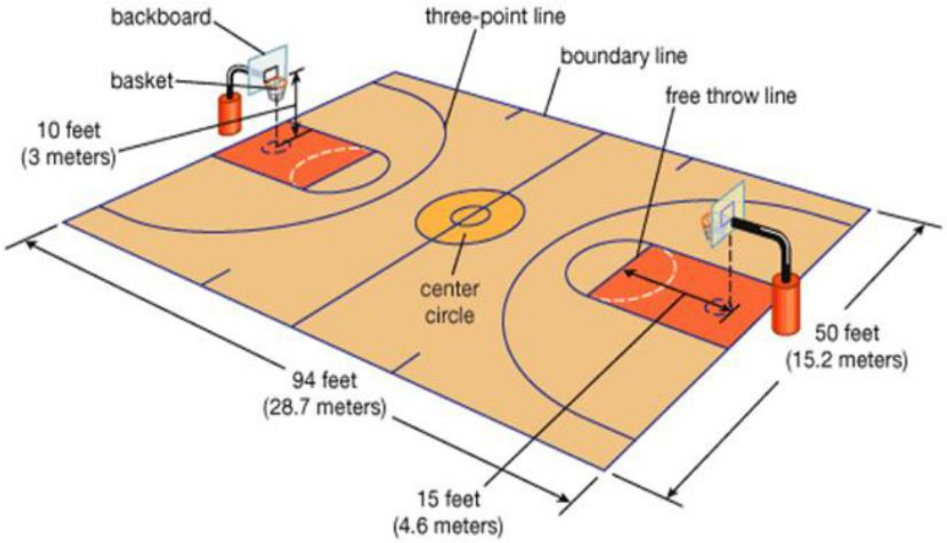


The above fixture is applicable only if the total no. of teams is exponential power of 2 that means 22 =2 x 2 = 4, 23 = 2 x 2 x 2 = 8 and so on (16, 32, 64 .....).

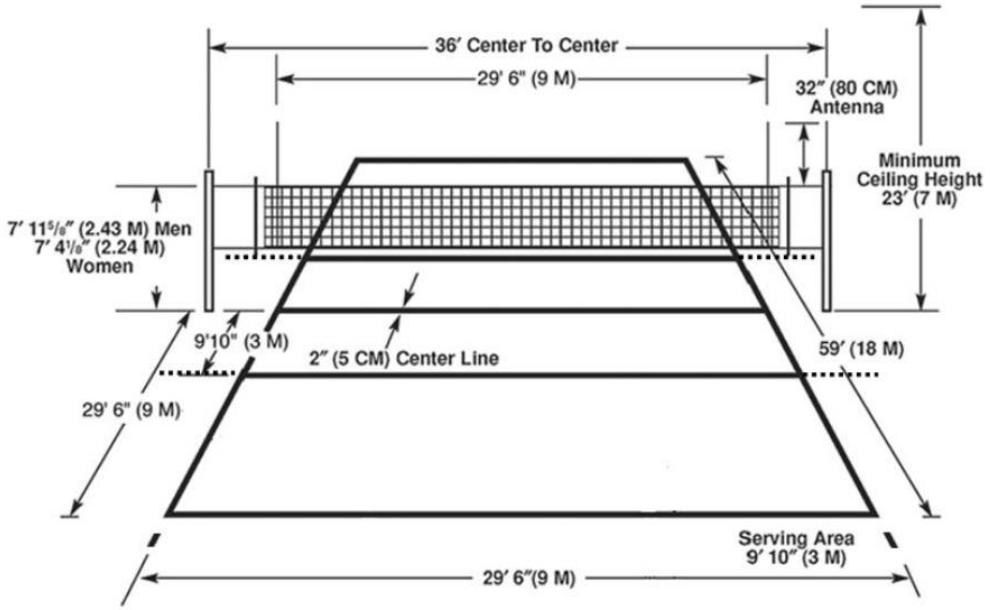
Football: Dimension of the Field



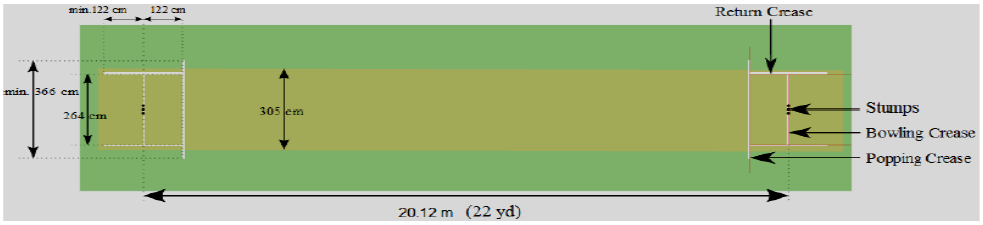
Basketball: Dimension of the Court



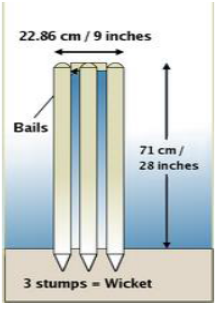
Volleyball: Dimension of the Court



Cricket: Dimension of the Pitch



Pitch Dimension



Wicket/ Stumps Measurement

Maintaining the Props and Equipment?

Check the pressure carefully. Pressures for various balls are:
Football - 0.6 – 1.1 atmosphere (600 – 1,100 g/cm2) at sea level
Basketball – 3.17 – 4.0 atmosphere (3170 – 4000 g/cm2) at sea level
Volleyball - 0.30 - 0.325 atmosphere (300 – 325 g/cm2) at sea level

Before using balls:

1. Inflate balls to correct pressures.
2. Before you inflate the balls, moisten the needle.
3. To inflate balls, squeeze balls while gradually adding a small amount of air at a time.
4. Inflating balls with too much air at once will damage the inner tube/ bladder.
5. Avoid inflating balls with machines as it may over inflate resulting in bursting.

After using balls:

1. Deflate little air after use. If the same air pressure remains in balls after use, balls may expand or deform.
2. Wipe the surface with a soft cloth.
3. If you are unable to remove dirt easily, wipe balls with a moistened cloth.
4. If you are unable to remove dirt with water, wipe balls with a cloth moistened with water-diluted mild detergent.
5. If you use mild detergent to clean balls, thoroughly wipe off any remaining detergent to ensure that it does not remain on the ball surface. (Detergent may cause stain).
6. If you use water to clean balls, wipe the ball afterwards with a dry cloth.
7. Dry balls out of direct sunlight in a well-ventilated place.
8. If the ball has been soaked by rain, wipe away moisture and dirt using a cloth. Dry the ball out of direct sunlight in a well-ventilated place.

To store balls:

1. Avoid leaving balls in a place that is exposed to direct sunlight.
2. Avoid storing balls in hot or damp places.
3. Store balls in a well-ventilated place.
4. Inflate balls regularly, in a well-ventilated place out of direct sunlight.

To maintain props and equipment:

1. After the activity, use a dry cloth to wipe the props/ equipment and store in a well-ventilated place out of direct sunlight.
2. Check the condition of the props/ equipment regularly to avoid any unobserved crack/ breakage.
3. Do not leave the props/ equipment in direct sunlight for the whole day. It would reduce the life of props/ equipment.
4. Do not store the props and equipment made of iron/ metal in a damp place. The moisture may lead to rusting.
5. The equipment which has not been in use for long duration (posts, flags, poles, hurdles etc.) needs special care.
6. Wrap it properly and store it in a well-ventilated place out of direct sunlight. Such equipment should be checked at least once in a year to ensure the good condition.
7. Do not apply water in any leather props and equipment. Always use dry cloth to clean.

Project/ Activity 8: Studying the nutrition and health status of people in a peer group/ village/city slum/ tribal area/ neighbourhood

The nutrition and health status of the people reflect and present status and future prospects of a country. Enhancement of the nutrition and health status of the people should, therefore, be the first priority of the national planning for development. Study of the factors responsible for the present status of nutrition and health will lead to acquisition of facts on the basis of which proper planning for the enhancement of their status can be made.

Specific Activities

- Adoption of a village/city slum/tribal area or even peer group/neighbourhood
- Preliminary identification of nutritional and health problems of the community.
- Preparation of questionnaire/interview schedule to elicit background and information from family such as:
    - General information: head of the family, type of family
    - Composition of the family
    - Meal pattern of the family
    - Monthly expenditure pattern on food, clothing, housing, education, medicine, fuel, transport, saving, remittance of debt, recreation, other items.
    - Details of monthly food expenditure.
    - Food produced at home.
    - Food given under special condition
    - Methods of cooking.
    - Food items stored in the home
    - Food items which are considered "good" and "not-good".
    - Commonly occurring health problems:
- deficiency / diseases of children
- other common ailments of children
- commonly occurring ailments in the family
    - Measures taken to get rid of the ailments
    - Environmental sanitation problem:
- procedure of disposal of wastes (soild or liquid)
- source of water supply and mode of water storage at home
    - Hygienic habits followed
    - Health services available
- Conduct of Survey (Students in groups may develop a questionnaire for the survey)
- Analysis of data and preparation of reports on main findings in respect of:
    - socio-economic conditions;
    - environmental sanitation problems;
    - commonly prevalent health problems;
    - malnutrition problems of children, mothers and the community;
    - undesirable nutrition, health and sanitation practices in the community;
    - practicable intervention measures to enhance the nutrition and health status;
- Helping in community health programmes and enhancing the nutrition, health and environmental status of the community through door-to-door contact programmes.
- Presentation through feedback videos/posters/pamphlets

Process

1. May be done individually, in pairs or in groups
2. Form may be developed for data collection
3. Online data analysis and graphical presentation of findings

Assessment

Rubric may be developed in consultation with teachers

Project/ Activity 9: Participating in the community health programme through door-to-door contact programmes.

Malnutrition and infection are the major causes of the precarious status of health in the developing world. Malnutrition is not only due to poverty or non-availability of food resulting from social and distributive injustice, but also due to ignorance of nutritional facts and undesirable practices. Malnutrition problems can be resolved to a great extent if judicious selection of food is made possible within economic means and the available foods are better utilized. Infectious diseases are caused mainly by the lingering existence of two fundamental problems of environmental sanitation, mainly unsafe water supply and unhygienic disposal of waste, specially human excreta. The application of modern scientific knowledge to environmental sanitation can lead to 80 percent of the diseases being effectively controlled.

Thus, by developing desirable nutrition, health and environmental sanitation practices in the communities, health problems can be considerably resolved. This can be achieved through environment-based education for all age groups of population. A door to door contact programme is the most effective way of environment-based education. Without any nutrition, health and sanitation intervention, the status of nutrition, health and sanitation in the community can be enhanced through functional education by door to door contact.

Process

- May be done in groups
- Developing a checklist to collect data
- Analyze data and prepare a graph
- Record the findings in the report

Specific Activities

- Correlating the nutrition, health and sanitation problems in the adopted community. With the community health programmes being implemented and preparing a check-list of specific practices desirable in the community such as:
    - Gives supplementary foods to the child from the age of four months.
    - Gives milk to the child in katori and not in a bottle.
    - Feeds the child several times a day.
    - Feeds the child even when sick.
    - Immunizes the child.
    - Washes vegetables before cutting.
    - Makes use of surplus cooking water.
    - Uses green leafy vegetables regularly.
    - Uses raw vegetables/fruits/sprouted grains regularly.

- Keeps the home surroundings clean.
- Uses waste water for growing plants.
- Throws garbage in a pit
- Keeps teeth clean.
- Keeps nails trimmed and clean
- Keeps hair clean and combed.
- Keeps clothes clean.
- Uses clean toilet facilities

- Distributing families among members of the project team for door-to-door contact and preparing a time schedule for door-to-door contact programmes, explaining the importance of desirable practices for better nutrition, health and sanitation and recording the practices present in the family in the checklist of desirable practices.
- Discussing the problems encountered by the team members after every 3 contacts, analyzing why a particular desirable practice is not achieved, finding out possible solutions to reinforce the programme.

Process:

- May be done in groups
- Developing a checklist to collect data
- Analyze data and prepare graphs
- Record the findings in the report

Reporting and Consolidation

- Consolidating the records of desirable practices on the first and last contact programme for the entire community and seeing the impact of the programme on the basis of improvement in practice percentage.

Assessment:

- Assessing individual performance of the project team members on the basis of their integrity and honesty and improvement in practice percentage in the families assigned to them.

Project / Activity 10: First Aid: Awareness raising and demonstration

First aid is the immediate and temporary care given to the victim of an accident or sudden illness. The main purpose of first aid is to preserve life, assist recovery and prevent aggravation of the condition until the availability of a doctor, or during transport to a casualty home or hospital.

Specific Activities

- Preparation and use of First Aid Kit.
- Dressing of wounds and bandaging.
- Management of simple injuries and emergencies:
  - bleeding
  - shock
  - drowning
  - burns
  - snakebites
  - fractures
  - poisoning

Activity 11: Plantation of Shade/ Fuel/ Ornamental/ Avenue trees

- Writing a play and enacting the procedures
- Showing a video film
- Making a video film
- Importance of trees for ecological balance of the environment.
- Local and exotic trees for various purposes.
- Factors affecting normal growth of the plants.
- Specific problems pertaining to certain tree species and their solution.
- Raising seedlings in the nursery, nursery management.
- Vegetative propagation of ornamental trees.
- Planning layout.
- Planting and after care.

Specific Activities

- Identification of shade/fuel/ornamental/avenue trees.
- Preparation of herbaria of various trees.
- Phenological observations on vegetative growth, emergence of new shoots/leaves, flowering, fruiting, etc.
- Identification of seeds, seed treatment before sowing in the nursery.
- Preparation of nursery beds for sowing the seeds.
- Raising seedlings in the nursery and nursery management.
- Vegetative propagation by cuttings, layerage.
- Layout for planting
- Digging pits for planting.
- Preparation of soil-manure mixture for filling the pits.
- Transfer of seedlings for plantation.
- Planting with the help of planting board or rope.
- Providing tree-guards/fencing for protection (made of iron bars/empty old drums/throny/ twigs/bricks/ barbed wire/live fence, etc.)
- After care of the plants: watering, weeding mulching, hoeing, protection against disease, pests, animals, adverse weather conditions, etc.

Project/ Activity 12: Acquaintance with common fertilizers and pesticides and their application with appropriate equipment.

- Elements of plant nutrition, Common fertilizers nitrogenous, phosphates.
- Concept of bio-fertilizers, micronutrients, Common insecticides, fungicides, weedicides.
- Calculation of doses.
- Plant protection equipments; various types of sprayers and dusters.
- Use and maintenance of plant protection equipments.
- Methods of fertilizers application soil and foliar application.

Specific Activities:

- Identification of various fertilizers, fungicides, insecticides, weedicides, bio-fertilizers.

- Identification of various parts of sprayers and dusters.
- Calibration of plant protection equipments.
- Calculation of doses of fertilizers, pesticides, etc. for specific purpose.
- Preparation of working solution of plant protection chemicals.
- Use of plant protection equipments.
- Fertilizer application through basal dressing, top dressing and foliar spraying.
- Use of bio-fertilizers for legume crops.
- Band placement of fertilizers in horticultural crops.
- General observation of crops/plants/after application of fertilizers/pesticides and their comparison with the untreated ones.

Assessment:
Data Collection, analysis and their reporting through graphs, presentations and written reports, rubric for assessment may be developed

Project/ Activity 13: Acquaintance with Common Pests and Diseases of Plants and Use of Simple Chemicals and Plant Protection Equipment

- Significance of pests and diseases in agriculture.
- General idea about biological and integrated control measures.
- Common insecticides, fungicides, weedicides.
- Common plant protection equipments, their construction details, simple repairs and maintenance.
- Precautions while using plant protection chemicals.
- Common pests of important field crops, vegetable and fruit crops.
- Common diseases of important field crops, vegetables and fruit crops.

Specific Activities

- Collection and preservation of insects, their larvae, pupae, eggs.
- Collection and preservation of diseases affected plant parts.
- Identification and description of pests and diseases of crops.
- Identification of plant protection chemicals.
- Estimation of crop's damage due to pests and diseases.
- Cleaning, maintenance and simple repairs of plant protection equipments.
- Operation of plant protection equipments.
- Preparation of working solutions of plant protection chemicals.
- Observation of plant after application of plant protection chemicals.
- Comparison between the treated and untreated plants.
- Seed treatment with fungicides.

Assessment:
Data Collection, analysis and their reporting through graphs, presentations and written reports, rubric for assessment may be developed

Project / Activity 14: Preparation of Family Budget and Maintenance of Daily Household Accounts.

Specific Activities

- Identifying importance of household accounts.
- Learning the procedure of recording transactions.
- Keeping records of expenses, vouchers, receipts, bill, etc.
- Preparing simple receipts & payment account in the register systematically & neatly.
- Comparing past receipts and payments with present receipts and payments.
- Discriminating between necessities, comforts and luxuries of different families.
- Preparing a list of consumable articles of the family.
- Collecting comparative prices for the required consumable articles.
- Allocating the family income on various heads.
- Preparing family budget.
- Making a comparative study of the budget of families from lower class, lower middle and middle class.

Assessment:

Data Collection, analysis and their reporting through graphs, presentations and written reports, rubric for assessment may be developed

Project / Activity 15: Helping school authorities in oragnizing (a) picnics, tours, excursions, functions (b) exhibitions.

Specific Activities

- Helping school authorities in organizing picnics, tours, excursions and school functions:
  - planning the programme;
  - forming groups for different functions such as conveyance, food, games and entertainment, collection of funds and maintenance of accounts;
  - making arrangements/preparation of each activity;
  - organizing/performing activities on the day of the picnic, tour/excursion, function;
  - evaluation of the success of the programme/effectiveness of the activity undertaken.
- Helping school authorities in organizing exhibitions:
  - planning the programme;
  - collecting/making exhibits and keeping them safely;
  - collecting suitable tables, boards, etc. for display;
  - cleaning and decorating the exhibition hall or ground;
  - displaying the exhibits on proper spots according to plan;
  - doing reception duty on the day of the exhibition;
  - explaining exhibits to the visitors;
  - collecting the exhibits after the exhibition and restoring them to their owners/the school authorities;
  - putting back the furniture, etc. in its proper place.

Assessment:

Writing a report and making an audio visual film on the entire process including the planning stage.

Project / Activity 16: Participation in Adult-Literacy Programmes

Specific Activities

- Survey of the neighbourhood and identification of adult illiterates.
- Making door-to-door visits and persuading them to join literacy classes.

- Grouping the illiterates according to their age, occupation and interests.
- Grouping students on the basis of their known capabilities and interests.
- Selecting literacy materials with the guidance and help of the teacher.
- Making spatial and physical arrangements for conducting the programme.
- Making adequate preparation for teaching, including the selection of teaching aids.
- Teaching adults in groups.
- Getting together in class and reviewing the progress of work and problems, if any
- Modifying the teaching methods and procedures in the light of experience.
- Evaluating the progress of adult literacy and maintaining records.
- Materials, Tools and Equipment Required : Charts, maps, register, almirah, etc.

Procedure:

- Develop a survey form and conduct the same
- Develop a pre test and post test and administrator
- Conducting an end of the project assessment for the adult learners
- Compare the results of pre and post test and analyze the data

Project/ Activity 17: Resources for Classroom Use and School Use

Specific Activities

- Identification of the concept/topic/lesson for which teaching aids are to be prepared.
- Identification of the teaching aids to be prepared-flashcards, chart, model, scrapbook, flannel board,
- improvised apparatus, etc.
- Making a plan/working drawing of the teaching aid as also a list of tools and materials required.
- Collecting materials needed for making it.
- Preparing the teaching aid under the guidance of the teacher.
- Using the teaching aid on a sample of students to find out its effectiveness and defects.
- Submitting it to the school authorities for use.

Procedure

- Brainstorm with the concerned subject teacher an develop a mind map
- Identify resources to be developed according to the subject
- Work in groups of 3-5 to develop resources, aids for a particular subject
- Pilot them in class in age-appropriate ways, modify if required

Assessment

- In groups, write a report based on the template developed
- As peer educator/ mentor / buddy, teach a lower class level using the resources developed
- Video film a lesson you are teaching using the resources developed and share it with other groups

Assessment for SEWA

- The SEWA will be assessed internally through a blended approach of self-assessment and teacher assessment.
- **There will be no separate theory part as was the trend earlier.**
- Students will be assessed in each of the strands on the basis of evidence such as - direct observation, checklists, and/or use of video. In case of SEWA Projects Students plan and conduct projects and communicate their findings. Evidence in this case can include journals, diaries, essays, laboratory reports, oral presentations and/or the use of video, etc.

Maximum marks allotted for each strand are given in table 1.1. SEWA can be assessed on the basis of the rubric developed by the class teacher for the project chosen by the class for that year. Each activity should broadly be assessed on the basis of following criteria and marks should be given accordingly:

- Participation in SEWA/ activity
- Basic Knowledge & understanding of the SEWA/ activity
- Skills learnt/ development or enhancement of skills of SEWA/ activity
- Motivation to excel
- Improvement in performance (competing with self)
- Team spirit
- Development/ enhancement of
    - Organizational skills for SEWA/ activity
    - Leadership skills/ qualities
- Sensitivity towards
    - CWSN (children with special needs) / inclusion in team
    - Sensitivity towards gender in team

Strand	Periods (Approx.)	Grades
SEWA	50 periods	Grades of SEWA are considered against Work Experience Class IX-X: Grade (A-E) on 5-point scale (A, B, C, D, E)

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)*

CBSE | DEPARTMENT OF SKILL EDUCATION

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:

CBSE | DEPARTMENT OF SKILL EDUCATION

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(CODE No. 502)

Rationale

Art education constitutes an important area of curricular activity for the developmentof the wholesome personality of the learners. Art is a process of fulfilment running through every aspect of life and it goes on in a creative, productive and joyful manner. Art education helps to explore various means of communication (verbal and non-verbal). It encourages to develop creative expression and sharpens senses through keen observationof the environment. It helps to discover preferences through exposition to variety of material and identify the personal form and style of expression. It develops awareness of various art forms in and around the environment and locality and develops skills in the useof various tools, instruments and other art materials in the process of experimentation and exploration. In the process of discovering space, organization, colours, forms, lines, texture, movement, sound, etc., learners develop a sense of organization and design which inculcates in them a sense of order with regard to their personal appearance, home,school and community. It also develops aesthetic sensibilities and respect for social valuesand cultural heritage.

The idea of creative art involves all the elements of commonly known art forms visual, performing and language arts, namely music, dance, drama, drawing and painting, modelling and sculpture, or construction work, pottery and ceramic work, poetry and creative writing and other connected craft forms.

Objectives

The objectives of art education are to:

- help learners to consolidate past experiences and knowledge;
- introduce learners to different media and techniques and their use for creative and productive expression for common use;
- provide opportunities for development of awareness about folk arts, local specific arts and other cultural components leading to an appreciation of national heritage;
- assist learners to use artistic and aesthetic sensibility in day-to-day life situation;
- enable learners to achieve a balanced growth as a social being in tune with ourculture through project work.
- get acquainted with the life and work of the local artists/artistes;
- use resourcefully locally available material to make different products (objects) with the help of the community;
- refine the sense of appreciation of the beauty of nature through the basic elements of art forms.

Approach to Art Activities

At the secondary stage, art education is closer to the local folk art and craft and folk theatre. Art is not only to always blindly copy the old masters or copying the teacher's work in a rigid manner but to help learners express themselves in creative and imaginative ways. Creative arts cannot be a substitute of Work Education under which a few artistic activities may be conducted but the approach and product would be different.

In the interest of the learner, as far as possible, all the media of creative arts may be placed before them to facilitate selection of one form or a combination of art forms. These are:

Visual Arts

- Two-dimensional or Pictorial
    - Drawing and Painting
    - Collage Making
    - Printing
    - Photography
    - Computer graphics
- Three-dimensional
    - Clay modelling and pottery
    - Carving and sculpture
    - Construction

Art is about creative expression of the learners, uniquely contributed by each one. Studyingthe works of famous artists of the past or present is undertaken to orient the learners to varied expressions. Replicating or copying either the Master or the teacher's work will check the imagination of the students and therefore must be avoided in all cases.

Performing and Language Arts

- Music (Vocal, Instrumental)
- Movement and Dance
- Creative Drama and Puppetry
- Creative Writing and Poetry

Sources for Art Teaching

The arts programme in schools must reflect the ethos of the region. Artistic expression inmusic, poetry, dance theatre and in the creation of forms have been part of human life from the very beginning. It is an integral part of human existence. Exposure to the local environment and arts must be treated as an essential activity of the school art programme.

Besides individual expression, the arts provide an opportunity to the learners to study and appreciate the contributions made in the past and present. By learning to appreciatemusic, painting, dance and theatre, students develop aesthetic sensibility and sensitivityto understand people from other cultures. To build a harmonious society, a productive nation or a world, requires to make learners familiar with the tradition of arts of the localregion. The strength and confidence gained from the familiar, will make it possible for herto respect and appreciate the culture and contribution made by others.

A creative expression essentially depends on the approach to create opportunities for learners to explore, imagine and communicate the same in an art form they feel confidentto use. Availability of material and experts closer to the school or community can be accented.

VISUAL ARTS SYLLABUS

When the school(s) can provide art teachers in different media the following syllabus may be adopted. Activities in terms of Materials/Media and Techniques.

Two-dimensional or Pictorial Activities

- Study of visual resources and means of creative expression.
- Study of lines, strokes, colours, shades, tones, textures, etc. while organizing two dimensional space with two dimensional and three dimensional shapes and forms.
- Sketching from nature and surrounding.
- Creative use of colours to show space, atmosphere, subjective moods.
- Creative use of perspective in spatial relationship.
- Study of calligraphic strokes of Devnagari and Roman alphabet (Scripts).
- Use of contrast as an expressive element of art.
- Study and use of various media and techniques to the extent of their availability.
- Pencil, charcoal, water colour, crayon, oil colours, poster colour and gouache,acrylic colour and other unconventional sources of colours such as vermillion,yellow and red earth, rice flour, and tools like painting brushes for water colours and oil colours, Painting surfaces such as papers of various kinds and quality, like smooth, rough, thick, thin, etc., canvas, hardboard, simple marking clothpasted on paper, etc.

- Collage and mosaic work with a variety of coloured papers and coloured printed pictures/photographs from magazines and newspapers.
- Printing: Mono printing, Printing with wood-cut blocks, lino-cut and metal foil : Serigraphy (silk screen), self-made stencil, etc.
- Basic knowledge of computer graphics.

Three-dimensional or sculptural activities

- Study of basic forms in clay
- Study of various materials such as clay, plaster of paris, soft-stone, wood (blocks, twigs and branches, roots, etc.), metal scraps, plastic sheets, wire thread, papers and cardboards, vegetables and other throw-away available materials.
- Study of natural and man-made forms, human figures, birds, animals, vegetation and other objects like household items, buildings or as desired by the students.
- Objects of day-to-day use in groups and in different settings and arrangements.

Assignments

Assignments in two and three-dimensional subjective forms and utility and functional art and craft forms in different media and techniques. Painting, murals, graphics, clay modelling, wood-carving, soft-stone, plaster of paris, block of brick constructions, collage mobils, applique, pottery and ceramics, masks, and puppets, textile designing (including tie-dye and batik, and block printing) poster designing, lay-out illustrations andphotography, etc.

Correlating Art Activities with Other School Activities

- Construction of puppets and their costumes and improvised puppet stage or theatre, correlation with Home Science and Arts (Drama) subjects.
- Aesthetic organization of the physical environment by enhancing the surrounding area, i.e., landscaping including plantation of trees and other flowering plantsand vegetables, etc., correlating with Agriculture, Home Science and Environment Studies activities.
- Constructing stage setting props such as curtain, backdrops, stage lighting, improvisedfurniture sets, etc., designing utility (crafts) items; correlating with Work Educationactivities.
- Designing the school magazine and bulletin boards, making posters for school functions, and greeting/invitation cards, stage scenes for music, dance, drama performances, etc., correlating with applied Art activities.

Note: These activities and other group activities may emerge in project form at individuallevels also.

Group Activities

- Organization, display and exhibitions of students' periodical and sessional work.
- Organizing inter school art exhibitions to widen their interaction and horizon.
- Planning and organizing festivals and celebrations of the community, cultural evenings, musical concerts, film shows and other performances including regional and folk (traditional art forms).
- Participating in study visits to museums, botanical gardens, zoological garden, art galleries and art institutions, etc., for greater awareness of the environment and cultural variations.

Theoretical Understanding of Art and Culture

- Short notes on important aspects of Indian art and culture based on Social Science.Such writing may be based on reproduction of art work printed in Textbooks.
- Contribution made by any one contemporary artist.
- Knowledge of terms: Contour, texture, graphic, form, volume, space, tone, printmaking, collage, amateur, modelling in relief, mobil construction, applique, calligraphy, layout, poster and composition.

Performing Arts

Music (Vocal)

Theory

- Knowledge of the terms: Sangeet, Nad, Swar, Shudh, Komal, Teevra, Saptak,Mandra, Madhya Tar, Aroha Avaroha, Raga, Laya, Matra, Tal, Avartan, Sam Tal.
- Basics knowledge of notation systems.
- A brief introduction of Indian music

Practical Activities

- National Anthem
- Songs for community singing
    - Five folk or tribal songs of different regions, indicating time of the year, occasion and the function with which they related. Writing down the same with its meaning and knowledge of its rhythm.
    - Five devotional songs (Bhajans, Shlokas, Hymns, Sufiana Kalam and Shabad Kirtan)

- Three songs in regional languages other than mother tongue.
- Three patriotic songs on the theme of universal love and amity.

To create proper sense of swara and laya through Talabadh and Alankaras.

Introduction to the structure of any four of the following Ragas with: Bilawal, Yaman, Kafi, Bhairav, Shankarabharan, Kalyani, Mayamalav gaud, Todi (accompaniment of Tanpura and Tabla or Mrudang). The Teacher should communicate the characteristic features of the raga and its swaras pattern. The teacher may use references of popular songs for Ragaassociation.

The following tals and their thekas-Kaharva, Dadra, Trital, Jhaptal & Aditala, Alankar Talas.

Project Work

- To collect photographs of great musicians, with a write-up on their introduction, and all types of musical instruments (photographs/illustrations) and the artists who playthem. (To be pasted in the scrap-book).
- To listen to music programme on Radio or T.V. and to write short description of the performances (To be written in the scrap-book).

Music (Melodic Instrument)

Theory

- Knowledge of the terms : Sangeet, Dhwani, Nad, Swar (Shudha, Komal, Teevra) Saptak (Mandra, Madhya, Tar) Aroha, Avaroha, Raga, Gat, Laya Matra, Tal, Avartan,Sam Tal, Khali, Laghu Dhrutham, Anu Dhrutham.
- Basic Knowledge of notation systems.
- Short notes on at least four musical instruments, their main components and the characteristics of the sound (music) they produce.

Practical Activities

- Tuning and playing of any one of the following instruments: Sitar, Sarod, Violin, Flute, Veena, Mandolin, Guitar (accompaniment of Tabla).
- The candidates playing musical instruments may be allowed to opt for community singing or for instrumental assemble based either on the ragas from the syllabus orlight and folk dhun (Melodies).
- To create proper sense of swaras and layas through Talabadh Alankaras.
- The following ragas with descriptive details: Bilawal, Yaman, Kafi, Bhairav, Sharkarbharanam, Kalyani, Mayamalav gaud, Todi, Saveri (accompaniment of Tanpuraand Tabla).

- The following five talas and their thekas : Kaharva, Dadra, Trital, Jhaptal, Adi Tala, Alankar Tala

Creative Drama

This is the stage at which young people are to be introduced to theatre and related craftsto broaden their understanding of drama through literature. Their previous experience ofcreative drama will help in exploring the area as under:

Theory

- Knowledge of the terms: Mime, play script, movement, characterization, stage,stage props, stage costumes, stage movements, stage lighting, one-act play, etc.

Practical Activities

- Warming-up freeing activity in rhythmic movement and pantomime.
- Exercises in characterization.
- Exercises in speech dialogue delivery.
- Exercises in creation of plot and conflict based on: (i) episodes and happenings in day-to-day life situations: (ii) episodes from stories from textbooks or story books;
- short scenes from classical dramas.
- Stage Craft : Planning a stage with props and lighting placement, movement of character of a given play in drawing form or model form.
- designing of costumes for the characters of the play.
- Play-writing: unscripted play to be written down in the form of a script to be acted.

Note: Formal performance before an audience can be an incentive to good work at this stage.

Dance & Movement

Movement and rhythm, as expressed through dance, have long been the heart and soul ofall cultures. Dance allows people to discover, explore and develop their natural instinctsfor movement, enabling students of dance to develop not only their motor skills but also their mental and emotional personalities. The purpose of this course is to enhance the appreciation and understanding of the different forms of dance and movement as practicedacross cultures today, with specific reference to Indian context.

Theory

- Dance as a form of nonverbal communication, exhibited through Gymnastics, figure skating, synchronized swimming and martial arts as well.
- Reasons for people to move and Dance: (include visual references)
    - for personal expression and social connection,
    - as a medium for sensing, understanding, and communicating ideas, feelings,and experiences,
    - a means to mourn, to celebrate, to heal, to give thanks,
    - to preserve cultural heritage and treasured legends,
    - demonstrate physical prowess, to assert individuality, to provoke and toentertain.
- Forms of movement and dance :
    - Formal, exhibitionistic dance with Trained dancers (Classical traditions)
    - Reflections of or challenge to the social, cultural, religious traditions andvalues (Folk or semi-classical or dance drama formats)
    - Various forms now seen in a theatrical context that have their roots in ancient temple dances (Ritualistic or festive dancing)
    - Entertainment (Cinematic/social)
- Definitions of dance through social, cultural, aesthetic, artistic and moral contexts. (participatory, social, performed for an audience, ceremonial, competitive or erotic,classical, folk or experimental)
- Dance as a means of communication: elements of dance (content, vocabulary, skillsand technique)
- Brief history of the evolution of dance (Indian/Western, Mythology/history, regionaldifferences, major exponents)

Practical

Introduction to the elements of costume, music form, instruments, distinguishing features,region and language of the following:

- Major styles of classical dance - Bharatnatyam, Kathakali, Kuchipudi, Kathak,Mohiniattam, Manipuri, Odissi, chhau and Sattriya.
- Tribal and folk dances of India: region-wise samples (need not to be exhaustive)
- Modern experimental dance (Indian and Western)

- Western styles: Ballet, Jazz, Salsa, Street, Funk

The teacher must use as much visual material in the form of videos, pictures, slide-shows etc as possible to impart the training.

Assignments:

- Creation of a scrap book that documents the different dance styles
- Chart tabulation of music, costume, region, language association
- Identification of dance styles/exponents in quiz format
- Writing creative pieces (prose/poetry/drama) on dance

Correlating Dance Activities with other school subjects

Understanding dance and its elements helps develop cultural sensitivity in students (ValuesEducation)

Appreciation of the traditional forms of dance and movement enhance the capacity of preserving heritage (Heritage and Culture)

Delving into Dance history helps understand the period and context of society related to the art form (Social Sciences)

Hints for the Teachers

- Students should be encouraged to work individually as well as in small groups, girlsand boys working together.
- Learners should be encouraged to enquire about the technique, procedures and the work of master artists/artistes.
- Students should be encouraged and helped in handling new media and tools and meeting the new challenges in various problem-solving situations encountered by them.
- Students should be encouraged to take the initiative and to critically evaluate their work.
- Since the adolescents are prone to adult influence, adult activities and methods working, she starts imitating and idealizing the adult approach and attitude to her work. The teacher, at this stage should try to make the adolescent child aware of the originality and uniqueness of her own work and encourage her to develop her own methods and style of working as there exists a large variety and divergence in adults' work.
- The teacher should develop friendly and empathetic relations with the students and should encourage them to know about the artistic activities of the local community.
- The teacher should organize studio/art room/theatre/stage with the help of students.

- The teacher should organize visits of museums, historical places, exhibitions, botanical and zoological gardens, theatre and local drama activities, music and dance concerts, film shows, etc.
- The teacher should help children in the planning and organization of display and exhibitions, musical and other performances of master artists/artistes.
- The teacher should develop projects correlating art activities with other subjects with the cooperation of other subject teachers.
- The teacher should encourage the use of improvised instruments and tools by the students locally available.
- The teaching approach should be inductive and students should be encouraged to mobilize their own resources to solve their problems. Direct instructions in the techniques should be avoided. They should be encouraged to develop techniques and styles of their own through exploration of discovery of materials, media, tools and techniques.

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CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2026-2027

EMPLOYABILITY SKILLS

(COMMON FOR ALL SKILL COURSES)

CLASS X

UNIT NO.	UNIT NAME
UNIT 1	Communication Skills – II
UNIT 2	Self- Management Skills – II
UNIT 3	Information and Communication Technology Skills – II
UNIT 4	Entrepreneurial Skills- II
UNIT 5	Green Skills - II

UNIT 1: COMMUNICATION SKILLS – II

LEARNING OUTCOMES	THEORY	PRACTICAL
1. Demonstrate knowledge of various methods of communication	1. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes
2. Provide descriptive and specific feedback	1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback - written comments or conversations 4. Specific and non-specific feedback	1. Constructing sentences for providing descriptive and specific feedback
3. Apply measures to overcome barriers in communication	1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective communication	1. Enlisting barriers to effective communication 2. Applying measures to overcome barriers in communication
4. Apply principles of communication	1. Principles of effective communication 2. 7 Cs of effective communication	1. Constructing sentences that convey all facts required by the receiver 2. Expressing in a manner that shows respect to the receiver of the message 3. Exercises and games on applying 7Cs of effective communication

LEARNING OUTCOMES	THEORY	PRACTICAL
5. Demonstrate basic writing skills	1. Writing skills to the following: - Sentence - Phrase - Kinds of Sentences - Parts of Sentence - Parts of Speech - Articles - Construction of a Paragraph	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject

UNIT 2: SELF - MANAGEMENT SKILLS – II

LEARNING OUTCOMES	THEORY	PRACTICAL
1. Apply stress management techniques	1. Meaning and importance of stress management 2. Stress management techniques – physical exercise, yoga, meditation 3. Enjoying, going to vacations and holidays with family and friends 4. Taking nature walks	1. Exercises on stress management techniques – yoga, meditation, physical exercises 2. Preparing a write-up on an essay on experiences during a holiday trip
2. Demonstrate the ability to work independently	1. Importance of the ability to work independently 2. Describe the types of self-awareness 3. Describe the meaning of self-motivation and self-regulation	1. Demonstration on working independently 2. goals 3. Planning of an activity 4. Executing tasks in a specific period, with no help or directives 5. Demonstration on the qualities required for working independently

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – II

LEARNING OUTCOMES	THEORY	PRACTICAL
1. Distinguish between different operating systems	1. Classes of operating systems 2. Menu, icons and task bar on the desktop 3. File concept, file operations, file organization, directory structures, and file-system structures 4. Creating and managing files and folders	1. Identification of task bar, icons, menu, etc. 2. Demonstration and practicing of creating, renaming and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin
2. Apply basic skills for care and maintenance of computer	1. Importance and need of care and maintenance of computer - Cleaning computer components - Preparing maintenance schedule	1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software

LEARNING OUTCOMES	THEORY	PRACTICAL
	- Protecting computer against viruses - Scanning and cleaning viruses and removing SPAM files, temporary files and folders	

UNIT 4: ENTREPRENEURIAL SKILLS- II

LEARNING OUTCOMES	THEORY	PRACTICAL
1. List the characteristics of successful entrepreneur	1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option	1. Writing a note on entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs 3. Listing the entrepreneurial qualities – analysis of strength and weaknesses 4. Group discussion of self-qualities that students feel are needed to become successful entrepreneur 5. Collect information and related data for a business 6. Make a plan in team for setting up a business

UNIT 5: GREEN SKILLS – II

LEARNING OUTCOMES	THEORY	PRACTICAL
1. Demonstrate the knowledge of importance, problems and solutions related to sustainable development	1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development	1. Identify the problem related to sustainable development in the community 2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage 3. Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values 4. Preparing models on rain water harvesting, drip / sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc.

Suggested Textbook:

- **Employability Skills for class X by NCERT**

The textbook can be downloaded using any of the following links:

http://psscive.ac.in/publications/textbooks

https://cbseacademic.nic.in/skill-education-books.html

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.

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।

शिक्षण उद्देश्य

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

शिक्षण युक्तियाँ

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

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

श्रवण (सुनने) और वाचन (बोलने) की योग्यताएँ

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

श्रवण तथा वाचन परीक्षा हेतु दिशा-निर्देश

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

श्रवण (सुनना) एवं वाचन (बोलना) कौशल:

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

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

कौशलों के अंतरण का मूल्यांकन

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

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

पठन कौशल

पढ़ने की योग्यताएँ

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

लिखने की योग्यताएँ

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

- प्रार्थना पत्र, निमंत्रण पत्र, बधाई पत्र, संवेदना पत्र, आदेश पत्र, ईमेल, एस.एम.एस आदि लिखना और विविध प्रपत्रों को भरना।
- विविध स्रोतों से आवश्यक सामग्री एकत्र कर एक अभीष्ट विषय पर 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।

चित्र-वर्णन

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

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

संवाद लेखन

(दी गई परिस्थितियों के आधार पर संवाद लेखन)

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

सूचना लेखन

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

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

ई-मेल लेखन

(विविध विषयों पर आधारित औपचारिक ई-मेल लेखन)

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

लघुकथा लेखन

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

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

हिंदी पाठ्यक्रम –ब

विषय कोड – 085

कक्षा 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)**			

	अ	**गद्य खंड (पाठ्यपुस्तक)**		11	
		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	28
		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	

		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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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.

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 (2025-26)

Science (086)

Theory (80 marks)

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

Note:

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

Internal Assessment (20 Marks)

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

Suggestive verbs for various competencies

- **Demonstrate Knowledge and Understanding**

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

- Application of Knowledge/Concepts

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

- Formulate, Analyze, Evaluate and Create

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

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

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**