

# MATHEMATICS (IX-X)

## (CODE NO. 041)

### Session 2023-24

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

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

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

### Objectives

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

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

## COURSE STRUCTURE CLASS -IX

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

### UNIT I: NUMBER SYSTEMS

#### 1. REAL NUMBERS

**(18) Periods**

- Review of representation of natural numbers, integers, and rational numbers on the number line. Rational numbers as recurring/ terminating decimals. Operations on real numbers.
- Examples of non-recurring/non-terminating decimals. Existence of non-rational numbers (irrational numbers) such as  $\sqrt{2}$ ,  $\sqrt{3}$  and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, viz. every point on the number line represents a unique real number.
- Definition of nth root of a real number.
- Rationalization (with precise meaning) of real numbers of the type  $\frac{1}{a+b\sqrt{x}}$  and  $\frac{1}{\sqrt{x}+\sqrt{y}}$  (and their combinations) where x and y are natural number and a and b are integers.
- Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)

### UNIT II: ALGEBRA

#### 1. POLYNOMIALS

**(26) Periods**

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

Recall of algebraic expressions and identities. Verification of identities:

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

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

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

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

and their use in factorization of polynomials.

**2. LINEAR EQUATIONS IN TWO VARIABLES (16) Periods**

Recall of linear equations in one variable. Introduction to the equation in two variables. Focus on linear equations of the type  $ax + by + c = 0$ . Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line.

**UNIT III: COORDINATE GEOMETRY**

**COORDINATE GEOMETRY (7) Periods**

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

**UNIT IV: GEOMETRY**

**1. INTRODUCTION TO EUCLID'S GEOMETRY (7) Periods**

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

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

**2. LINES AND ANGLES (15) Periods**

- 1. (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is  $180^\circ$  and the converse.
- 2. (Prove) If two lines intersect, vertically opposite angles are equal.
- 3. (Motivate) Lines which are parallel to a given line are parallel.

**3. TRIANGLES (22) Periods**

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

3. (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence).
4. (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle. (RHS Congruence)
5. (Prove) The angles opposite to equal sides of a triangle are equal.
6. (Motivate) The sides opposite to equal angles of a triangle are equal.

#### 4. QUADRILATERALS

(13) Periods

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

#### 5. CIRCLES

(17) Periods

- 1.(Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse.
- 2.(Motivate) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord.
3. (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the center (or their respective centers) and conversely.
- 4.(Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle.
- 5.(Motivate) Angles in the same segment of a circle are equal.
- 6.(Motivate) If a line segment joining two points subtends equal angle at two other points lying on the same side of the line containing the segment, the four points lie on a circle.
- 7.(Motivate) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is  $180^\circ$  and its converse.

### UNIT V: MENSURATION

#### 1. AREAS

(5) Periods

Area of a triangle using Heron's formula (without proof)

#### 2. SURFACE AREAS AND VOLUMES

(17) Periods

Surface areas and volumes of spheres (including hemispheres) and right circular cones.

## UNIT VI: STATISTICS

### STATISTICS

(15) Periods

Bar graphs, histograms (with varying base lengths), and frequency polygons.

### MATHEMATICS QUESTION PAPER DESIGN CLASS – IX (2023-24)

Time: 3 Hrs.

Max. Marks: 80

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

<b>INTERNAL ASSESSMENT</b>	<b>20 MARKS</b>
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

## 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 & PROBABILITY	11
	Total	<b>80</b>

### UNIT I: NUMBER SYSTEMS

#### 1. REAL NUMBER

**(15) Periods**

Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of irrationality of  $\sqrt{2}, \sqrt{3}, \sqrt{5}$

### UNIT II: ALGEBRA

#### 1. POLYNOMIALS

**(8) Periods**

Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials.

#### 2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

**(15) Periods**

Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency.

Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination. Simple situational problems.

#### 3. QUADRATIC EQUATIONS

**(15) Periods**

Standard form of a quadratic equation  $ax^2 + bx + c = 0$ , ( $a \neq 0$ ). Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula. Relationship between discriminant and nature of roots.

Situational problems based on quadratic equations related to day to day activities to be incorporated.

#### 4. ARITHMETIC PROGRESSIONS

(10) Periods

Motivation for studying Arithmetic Progression Derivation of the  $n^{\text{th}}$  term and sum of the first  $n$  terms of A.P. and their application in solving daily life problems.

#### UNIT III: COORDINATE GEOMETRY

##### Coordinate Geometry

(15) Periods

**Review:** Concepts of coordinate geometry, graphs of linear equations. Distance formula. Section formula (internal division).

#### UNIT IV: GEOMETRY

##### 1. TRIANGLES

(15) Periods

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. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.
5. (Motivate) 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.

##### 2. CIRCLES

(10) Periods

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.

## UNIT V: TRIGONOMETRY

### 1. INTRODUCTION TO TRIGONOMETRY (10) Periods

Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined); motivate the ratios whichever are defined at  $0^\circ$  and  $90^\circ$ . Values of the trigonometric ratios of  $30^\circ$ ,  $45^\circ$  and  $60^\circ$ . Relationships between the ratios.

### 2. TRIGONOMETRIC IDENTITIES (15) Periods

Proof and applications of the identity  $\sin^2 A + \cos^2 A = 1$ . Only simple identities to be given.

### 3. HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression. (10)Periods

Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only  $30^\circ$ ,  $45^\circ$ , and  $60^\circ$ .

## UNIT VI: MENSURATION

### 1. AREAS RELATED TO CIRCLES (12) Periods

Area of sectors and segments of a circle. 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  $60^\circ$ ,  $90^\circ$  and  $120^\circ$  only.

### 2. SURFACE AREAS AND VOLUMES (12) Periods

Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.

## UNIT VII: STATISTICS AND PROBABILITY

### 1. STATISTICS (18) Periods

Mean, median and mode of grouped data (bimodal situation to be avoided).

### 2. PROBABILITY (10) Periods

Classical definition of probability. Simple problems on finding the probability of an event.



**MATHEMATICS-Standard  
QUESTION PAPER DESIGN  
CLASS – X (2023-24)**

**Time: 3 Hours**

**Max. Marks: 80**

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

<b>INTERNAL ASSESSMENT</b>	<b>20 MARKS</b>
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  
QUESTION PAPER DESIGN  
CLASS – X (2023-24)**

**Time: 3Hours**

**Max. Marks: 80**

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

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

**PRESCRIBED BOOKS:**

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

## **SCIENCE**

**(Code No. 086)**

**Classes: IX and X (2023-24)**

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

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

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

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

### **General Instructions:**

1. There will be an Annual Examination based on the entire syllabus.
2. The Annual Examination will be of 80 marks and 20 marks weightage shall be for Internal Assessment.
3. For Internal Assessment:
  - a. There will be Periodic Assessment that would include:
    - For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 05 marks towards the final result.
    - For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include - short tests, oral test, quiz, concept maps, projects, posters, presentations and enquiry based scientific investigations etc. and use rubrics for arguing them objectively. This will also have a weightage of 05 marks towards the final result.
  - b. Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weightage of 5 marks towards the final result. All practicals listed in the syllabus must be completed.
  - c. Portfolio to be prepared by the student- This would include classwork and other sample of student work and will carry a weightage of 5 marks towards the final results.

## COURSE STRUCTURE

### CLASS IX

(Annual Examination)

Marks: 80

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

#### Theme: Materials

##### Unit I: Matter-Nature and Behaviour

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

**Nature of matter:** Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions. Physical and chemical changes (excluding separating the components of a mixture).

**Particle nature and their basic units:** Atoms and molecules, Law of Chemical Combination, Chemical formula of common compounds, Atomic and molecular masses.

**Structure of atoms:** Electrons, protons and neutrons, Valency, Atomic Number and Mass Number, Isotopes and Isobars.

#### Theme: The World of the Living

##### Unit II: Organization in the Living World

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

##### **Tissues, Organs, Organ System, Organism:**

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

## **Theme: Moving Things, People and Ideas**

### **Unit III: Motion, Force and Work**

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

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

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

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

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

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

## **Theme: Food**

### **Unit IV: Food Production**

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

#### **Note for the Teachers:**

1. The chapter Natural Resources (NCERT Chapter 14) will not be assessed in the year-end examination. However, learners may be assigned to read this chapter and encouraged to prepare a brief write up on any concept of this chapter in their Portfolio. This may be for Internal Assessment and credit may be given for Periodic Assessment/Portfolio.
2. 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**

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

### **(LIST OF EXPERIMENTS)**

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

- transparency
- filtration criterion
- stability

2. Preparation of **Unit-I**
- a) A mixture
- b) A compound
- using iron filings and sulphur powder and distinguishing between these on the basis of:
- (i) appearance, i.e., homogeneity and heterogeneity
- (ii) behaviour towards a magnet
- (iii) behaviour towards carbon disulphide as a solvent
- (iv) effect of heat
3. Perform the following reactions and classify them as physical or chemical changes: **Unit-I**
- a) Iron with copper sulphate solution in water
- b) Burning of magnesium ribbon in air
- c) Zinc with dilute sulphuric acid
- d) Heating of copper sulphate crystals
- e) Sodium sulphate with barium chloride in the form of their solutions in water
4. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams. **Unit-II**
5. Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams. **Unit-II**
6. Determination of the melting point of ice and the boiling point of water. **Unit-I**
7. Verification of the Laws of reflection of sound. **Unit-III**
8. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder. **Unit-III**
9. Establishing the relation between the loss in weight of a solid when fully immersed in **Unit-III**
- a) Tap water
- b) Strongly salty water with the weight of water displaced by it by taking at least two different solids.
10. Determination of the speed of a pulse propagated through a stretched string/slinky (helical spring). **Unit-III**
11. Verification of the law of conservation of mass in a chemical reaction. **Unit-III**

**COURSE STRUCTURE**  
**CLASS X**  
**(Annual Examination)**

**Marks: 80**

<b>Unit No.</b>	<b>Unit</b>	<b>Marks</b>
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
	<b>Total</b>	<b>80</b>
	<b>Internal assessment</b>	<b>20</b>
	<b>Grand Total</b>	<b>100</b>

**Theme: Materials**

**Unit I: Chemical Substances - Nature and Behaviour**

**Chemical reactions:** Chemical equation, Balanced chemical equation, implications of a balanced chemical equation, types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, endothermic exothermic reactions, oxidation and reduction.

**Acids, bases and salts:** Their definitions in terms of furnishing of H<sup>+</sup> and OH<sup>-</sup> ions, General 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 nonmetals:** Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds; Basic metallurgical processes; Corrosion and its prevention.

**Carbon compounds:** Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes and alkynes), difference between saturated hydro carbons and unsaturated hydrocarbons. 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 plants and animals.

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

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

**Heredity and Evolution:** Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination: brief introduction: (topics excluded - evolution; evolution and classification and evolution should not be equated with progress).

### **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 (Derivation not 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.

### **Theme: Natural Resources**

#### **Unit V: Natural Resources**

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

#### **Note for the Teachers:**

1. The chapter Management of Natural Resources (NCERT Chapter 16) will not be assessed in the year-end examination. However, learners may be assigned to read this chapter and encouraged to prepare a brief write up to any concept of this chapter in their Portfolio. This



may be for Internal Assessment and credit may be given Periodic Assessment/Portfolio).

2. 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**
  - (i) Dilute Hydrochloric Acid
  - (ii) Dilute NaOH solution
  - (iii) Dilute Ethanoic Acid solution
  - (iv) Lemon juice
  - (v) Water
  - (vi) Dilute Hydrogen Carbonate solutionB. 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
    - (i) Action of water on quicklime
    - (ii) Action of heat on ferrous sulphate crystals
    - (iii) Iron nails kept in copper sulphate solution
    - (iv) 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**
  - i)  $\text{ZnSO}_4(\text{aq})$
  - ii)  $\text{FeSO}_4(\text{aq})$
  - iii)  $\text{CuSO}_4(\text{aq})$
  - iv)  $\text{Al}_2(\text{SO}_4)_3(\text{aq})$Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above 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**
- i) Odour
  - ii) solubility in water
  - iii) effect on litmus
  - iv) 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**
- i) Concave mirror
  - ii) 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 and interpret the result. **Unit - III**
12. Studying (a) binary fission in *Amoeba*, and (b) budding in yeast and Hydra with the help of prepared slides. **Unit-II**
13. Tracing the path of the rays of light through a glass prism. **Unit-III**
14. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean). **Unit-II**

**PRESCRIBED BOOKS:**

- Science-Textbook for class IX-NCERT Publication
- Science-Text book for class X- NCERT Publication
- Assessment of Practical Skills in Science-Class IX - CBSE Publication
- Assessment of Practical Skills in Science- Class X- CBSE Publication
- Laboratory Manual-Science-Class IX, NCERT Publication
- Laboratory Manual-Science-Class X, NCERT Publication
- Exemplar Problems Class IX – NCERT Publication
- Exemplar Problems Class X – NCERT Publication

**Theory** (80 marks)

**Question Paper Design**

(Class X)

**Subject: Science**

<b>Competencies</b>	<b>Total</b>
Demonstrate Knowledge and Understanding	46 %
Application of Knowledge/Concepts	22 %
Formulate, Analyze, Evaluate and Create	32 %
	100%

**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

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**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.



वसुधैव कुटुम्बकम्  
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# CBSE SOCIAL SCIENCE SYLLABUS 2023-24 (Code No. 087) CLASS - IX & X



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## **RATIONALE**

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

Social Science subject helps students strengthen their knowledge of the world around them, enhance their critical thinking skills, deepen their cultural understanding, in still analytical and evaluation and synthesizing skills, improve research based learning skills, and enhance their creative abilities.

It enables the students to understand the interdependence of individual and community.

Makes students examine human behaviour from many different perspectives and help students learn to analyse human interaction based on social and cultural influences.

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view. Developing knowledge in each of these subjects provides students with a broader and more comprehensive understanding of how individuals and societies function.

Through the study of History, students learn the significance of analysing historical events and using the past to evaluate modern trends and occurrences. Global History allows students to see the emergence of today's worldwide society, and enables the students to create projections on possible future outcomes of actions and events.

The discipline of Social Sciences broadens an individual's political awareness and deepens the understanding of political systems. Examining past and current political conflicts can let students understand human life on a different level.

## LEARNING OBJECTIVES

### The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development over a period of time, through which human societies have evolved.
- make learners infer that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change in connection to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and appreciate the contributions made by people of all sections and regions of the country.
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- deepen the knowledge and understanding of India's environment in its totality on people's life.
- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- promote an understanding of the issues and challenges of contemporary India- environmental, economic and social, as part of the development process.
- develop competencies, analytical skills/ critical thinking skills, creative skills help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- enable students to correlate the Social Science subjects through an interdisciplinary approach.
- explore their creativity and innovation through experiential and art integrated learning.
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluate data and information as well as views and interpretations.
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms - cooperating with others, taking initiatives and providing leadership in solving others' problem .
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

**CLASS IX**  
**COURSE STRUCTURE**

History (India and the Contemporary World - I)			Suggestive no. of periods = 60	20 inclusive of Map pointing
Section	Chapter No	Chapter Name	No. of Periods	Marks allocated
<b>I</b> Events and Process	<b>I</b>	The French Revolution	15	<b>18+2 map pointing</b>
	<b>II</b>	Socialism in Europe and the Russian Revolution	15	
	<b>III</b>	Nazism and the Rise of Hitler	15	
<b>II</b> Livelihoods, Economies and Societies	<b>IV</b>	Forest, Society and Colonialism <b>Interdisciplinary project as part of multiple assessments</b> (Internally assessed for 5 marks)	5	
	<b>V</b>	Pastoralists in the Modern World <b>(To be assessed as part of Periodic Assessment only)</b>	10	
Geography (Contemporary India - I)			Suggestive no. of periods = 55	20 inclusive of Map pointing
Chapter No	Chapter Name		No. of periods	Marks allocated
1	India – Size and Location		17	



2	Physical Features of India		17+3 map pointing*
3	Drainage	10	
4	Climate	12	
5	Natural Vegetation and Wildlife (Only map pointing to be evaluated in the annual examination.)	3	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	5	
6	Population	8	* Marks as mentioned above
<b>Political Science (Democratic Politics - I)</b>		<b>Suggestive no. of periods = 50</b>	<b>20 Marks</b>
<b>Chapter No.</b>	<b>Chapter name</b>	<b>No. of Periods</b>	<b>Marks allocated</b>
1	What is Democracy?	10	20
	Why Democracy?		
2	Constitutional Design	10	
3	Electoral Politics	8	
4	Working of Institutions	12	
5	Democratic Rights	10	

<b>Economics</b>		<b>Suggestive no. of periods = 50</b>	<b>20 Marks</b>
<b>Chapter No.</b>	<b>Name of the Chapter</b>	<b>No. of Periods</b>	<b>Marks allocated</b>
1	The Story of Village Palampur <b>(To be assessed as part of Periodic Assessment only)</b>	10	<b>20</b>
2	People as Resource	10	
3	Poverty as a Challenge	15	
4	Food Security in India	15	

**CLASS IX**  
**COURSE CONTENT**

<b>History: India and the Contemporary World - I</b>			
<b>Chapter No. and Name</b>	<b>Specific Learning Objectives</b>	<b>Suggestive Teaching Learning Process</b>	<b>Learning Outcome With Specific Competencies</b>
<b>I</b>  <b>The French Revolution</b>	<ul style="list-style-type: none"> <li>• Compare &amp; contrast the conditions that prevailed in France with the situations prevailed in India pre 1857 war.</li> <li>• Critically examine the need of voting rights of Common people in France which laid the foundation of future Democracies.</li> <li>• Examine various solutions to address imbalances that may lead to revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Class room discussions to compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857).</li> <li>• Graphic Organisers to critically examine the situations that made the raise in demand of voting rights by passive citizens as well as women</li> <li>• Debates to propose solutions to address such imbalances and discriminations that lead to revolutions</li> <li>• Inquiry based learning to appraise the impact of the French revolution on the world. Conclude with group Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857).</li> <li>• Critically Examine the situations that made the raise in demand of voting rights by passive citizens as well as women</li> <li>• Propose solutions to address such imbalances and discriminations that lead to revolutions</li> <li>• Appraise the impact of the French revolution on the world.</li> </ul>
<b>II</b>  <b>Socialism in Europe and</b>	<ul style="list-style-type: none"> <li>• Analyse the situations that led to the rise of Russian and French revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interactive Textual interpretations</b> to compare and contrast the situations that led to the rise of Russia &amp; French Revolutions</li> </ul>	<ul style="list-style-type: none"> <li>• To compare and contrast the situations that led to the rise of Russian&amp; French Revolutions.</li> </ul>

<p><b>the Russian Revolution</b></p>	<ul style="list-style-type: none"> <li>Evaluate the reasons that led to the rise of Lenin's communism and Marxist Socialism</li> </ul>	<ul style="list-style-type: none"> <li><b>Student led seminar</b> to cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people</li> <li><b>World café' strategy</b> to evaluate the situations that enabled Lenin's Communism.</li> <li><b>Socratic Discussions</b> to Interpret the different ideas of philosophers and leaders that shaped the revolution</li> </ul>	<ul style="list-style-type: none"> <li>Cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people</li> <li>Evaluate the situations that enabled Lenin's Communism.</li> <li>Interpret the different ideas of philosophers and leaders that shaped the revolution.</li> </ul>
<p><b>III Nazism and the Rise of Hitler</b></p>	<ul style="list-style-type: none"> <li>Analyse the manipulated control of situations led by an individual.</li> <li>Analyse the role of the "Treaty of Versailles in that led to the rise of Hitler.</li> <li>Examine the circumstances that led to the rise and fall of Hitler</li> <li>Discuss the critical significance of Nazism in shaping the politics of the modern world.</li> <li>Appraise the war compensation compelled on Germany in the name of the "treaty of Versailles led to the rise of Hitler</li> </ul>	<ul style="list-style-type: none"> <li><b>Watch Video</b> clipping from the last days of Adolf Hitler and discuss the reasons for rise and fall of Hitler</li> <li><b>Dramatize</b> the Nazi Propaganda/ racial discrimination against Jews</li> <li><b>Cartoon interpretation/</b> Image interpretation</li> <li><b>Read</b> passages from "Dairy of Anne frank "and other related literature and discuss the impact of Nazism</li> <li><b>Jig saw strategy</b> to critique the genocidal war waged against Jews by the Nazis</li> </ul>	<ul style="list-style-type: none"> <li>Cite the events that helped Hitler's rise to power</li> <li>Evaluate various character traits of Hitler</li> <li>Compare and contrast the characteristics of Bismarck and Hitler</li> <li>Analyse the role of "Treaty of Versailles in the rise of Nazism and Hitler</li> <li>Critique the genocidal war waged against Jews by the Nazis.</li> </ul>

	<ul style="list-style-type: none"> <li>Compare and contrast the Nazi ideology with fascism of Mussolini</li> </ul>		<ul style="list-style-type: none"> <li>Discuss the critical significance of Nazism in shaping the politics of modern world.</li> </ul>
<p><b>IV</b></p> <p><b>Forest, Society and Colonialism</b></p>	<p><b>Inter Disciplinary Project</b> with Chapter 5 of Geography “Natural Vegetation and Wild Life</p>	<ul style="list-style-type: none"> <li>Refer Annexure II</li> </ul>	<ul style="list-style-type: none"> <li>Refer Annexure II</li> </ul>
<p><b>V</b></p> <p><b>Pastoralists in the Modern World</b></p>	<ul style="list-style-type: none"> <li>Analyse the situations that have created Nomadic society</li> <li>Draw comparisons of African pastoralists and Indian Pastoralists during colonial rule.</li> <li>Examine the how the colonial laws impacted livelihood in pastoral communities</li> <li>Appraise the contribution of Pastoralists in the modern economy.</li> </ul>	<ul style="list-style-type: none"> <li>T charts and similar graphic organizers to compare and contrast the lives of Pastoralists pre &amp; post colonialism.</li> <li>Art integration to depict the evolution of nomadic society.</li> <li>Research based presentations using resources provided to compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes.</li> <li>Think- Pair- Share and summarize the reading of resources to analyse and infer varying patterns of developments within pastoral societies in different places in India.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the lives of Pastoralists pre &amp; post colonialism</li> <li>Analyse the situations that have created Nomadic society</li> <li>Compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes.</li> <li>Analyse and infer varying patterns of developments within pastoral societies in different places in India.</li> <li>Analyse the impact of colonialism on forest societies leading to scientific forestry.</li> <li>Enumerate the different processes through which transformation of livelihood occur in the modern world.</li> </ul>

**Political Science: Democratic Politics - I**

<b>Chapter No. and Name</b>	<b>Specific Learning Objectives</b>	<b>Suggested Teaching Learning Process</b>	<b>Learning Outcome With Specific Competencies</b>
<p align="center"><b>1</b></p> <p><b>What is Democracy? Why Democracy?</b></p>	<ul style="list-style-type: none"> <li>Examine the concept /structural components of Democracy and its forms/features in different countries</li> <li>Examine and analyse the working structure of the governments of India and North Korea</li> <li>Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy.</li> </ul>	<ul style="list-style-type: none"> <li>World café and Café conversations strategies for introduction of concepts of Democracy &amp; features of Democracy</li> <li>4 corners strategy to discuss “What &amp; why of democracy?”</li> <li>students create democratic governance model in the class.</li> <li>Cartoon interpretation to summarize the benefits of democracy.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country.</li> <li>Define Democracy and enumerate its features.</li> <li>Evaluate the authenticity of the voting rights of the Indian population versus the population of Iran.</li> <li>Interpret the statement “Democracy provides a method to deal with differences and conflicts” with reference to India.</li> <li>Summarize the features and benefits of democracy</li> </ul>
<p align="center"><b>2</b></p> <p><b>Constitutional Design</b></p>	<ul style="list-style-type: none"> <li>Comprehend the purpose of constitution.</li> <li>Enumerate the essential features that need to be kept in mind while drafting any constitution.</li> <li>Examine the guiding values that created the Indian constitution.</li> <li>Comprehend the roles and responsibilities as citizens of India.</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion to comprehend the purpose of constitution</li> <li>Poster making/ wall magazine for Comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution</li> <li>Role play strategy for creation of Indian constitution</li> <li>Declamation strategy for roles and responsibilities of citizens</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the difference between written or unwritten constitutions with reference to India and USA.</li> <li>Describe the situation that led to creation of Indian Constitution.</li> <li>Compare and contrast between Preamble of South African constitution with the preamble of Indian constitution.</li> <li>Enumerate the roles and responsibilities as citizens of India</li> </ul>

<p><b>3</b></p> <p><b>Electoral Politics</b></p>	<ul style="list-style-type: none"> <li>• Comprehend the concept and system of elections.</li> <li>• Evaluate the conditions that make Elections in India democratic.</li> <li>• Analyse the implications of power of vote and power of recall.</li> <li>• Appraise the role of election commission for the conduct of free and fair elections.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play/ have school council elections.</li> <li>• Design and present election manifesto</li> <li>• Create multiple parties and create symbols for elections</li> <li>• Use street play to create awareness about the right to vote.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the role of political parties to adhere to electoral promises.</li> <li>• Create a solution for eradication of malpractices in elections</li> <li>• Differentiate between representative democracy and competitive party politics.</li> <li>• Summarize the essential features of the Indian Electoral system.</li> <li>• Examine the rationale for adopting the present Indian Electoral System.</li> </ul>
<p><b>4</b></p> <p><b>Working of Institutions</b></p>	<ul style="list-style-type: none"> <li>• Examine the roles, responsibilities and interdependency of all the 3 organs of the Government.</li> <li>• Examine the rule of law in India and its relevance</li> <li>• Understand the power and working of Indian Judiciary system and comprehend the hierarchy system of the judiciary in India.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch videos of Parliament and discuss the importance of question hour</li> <li>• Present Moot court to evaluate the rule of Law</li> <li>• Examine the relevant case studies to evaluate the rule of law</li> <li>• Present Mock Parliament session to convert a bill into law</li> <li>• Conduct a mock interview with a parliamentarian</li> <li>• Role play on features of the political and permanent executive</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and infer how the three organs are interdependent and independent to execute their roles</li> <li>• Summarize and evaluate the rule of law in India.</li> <li>• Represent the role of Parliament and its procedures.</li> <li>• Distinguish between political and permanent executive authorities and functions.</li> <li>• Understand the parliamentary system of executive's accountability to the legislature.</li> <li>• Understand the working of Indian Judiciary.</li> </ul>
<p><b>5</b></p>	<ul style="list-style-type: none"> <li>• Comprehend what it is to be a responsible citizen while</li> </ul>	<ul style="list-style-type: none"> <li>• Declamation on need to have rights and the importance of performing duties.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the need of having rights and categorize the rights.</li> </ul>

<b>Democratic Rights</b>	performing their prescribed duties versus claiming rights <ul style="list-style-type: none"> <li>Evaluate the role of rights in Democracy.</li> </ul>	<ul style="list-style-type: none"> <li>Debate the need to have rights in the light of study of Saudi Arabia.</li> <li>Case study to analyse the role of citizens when the rights are exercised or otherwise.</li> <li>6 thinking hats to discuss the current issues.</li> <li>Organize a moot court to discuss the violation of individual rights.</li> <li>Graphic organizer to summarize the coexistence of <i>rights vs duties</i></li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the statement “Democracy is meaningless without rights”</li> <li>Analyse their role as responsible citizens.</li> <li>Summarize the flipped coexistence of rights versus duties</li> <li>Apply the process available to citizens for safeguarding rights.</li> </ul>
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**Geography: Contemporary India - I**

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
<b>1</b>  <b>India - Size and Location</b>	<ul style="list-style-type: none"> <li>Examine how the location of an area impacts its climate and time with reference to longitude and latitude.</li> <li>Explore and analyze the trading and cultural relationships of India with its neighboring countries.</li> <li>Evaluate the situation &amp; reasons that made 82.5E* longitude as Time meridian of India.</li> <li>Examine how location of India enables its position as a</li> </ul>	<ul style="list-style-type: none"> <li>Use GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time.</li> <li>Carousel brainstorming strategy for inferring conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. (Link for Carousel Brain storming Strategy <a href="https://www.youtube.com/watch?v=zZxaS7v1-jo">https://www.youtube.com/watch?v=zZxaS7v1-jo</a>)</li> <li>On map of India hypothetically design two to four alternate</li> </ul>	<ul style="list-style-type: none"> <li>Justify the reasons for the differences in climatic conditions, local and standard time.</li> <li>To Infer how the conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture.</li> <li>Justify the selection of 82.5E* longitude as Time meridian of India. (IST)</li> <li>Critically analyse the role of opening of Suez Canal in improvement of foreign trade.</li> </ul>



	<p>strategic partner in the subcontinent.</p>	<p>longitudes on either side of 82.5°E and conclude on the selection</p> <ul style="list-style-type: none"> <li>• Draw out the rationale/ reasons behind fixing (82.5°E) as a time meridian for India</li> <li>• PPT presentation to present alternate solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Propose alternative solution for the problems that arise due to the size &amp; location.</li> </ul>
<p><b>2</b></p> <p><b>Physical Features of India</b></p>	<ul style="list-style-type: none"> <li>• Justify why India is a sub-continent</li> <li>• Examine the geological process that played a crucial role in the formation of diverse physical features in India</li> <li>• Analyse the conditions and relationships of the people living in different physiographic areas.</li> <li>• Examine various environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India a sub-continent.</li> <li>• Role play to depict the lives and relationships amongst physiographic areas.</li> <li>• Collaborative brainstorming and presentation using different modes such as flipped books, Journals, Collage and other suitable presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclude why India is a subcontinent based on study of different physical features.</li> <li>• Analyse the conditions and relationships of the people living in different physiographic areas.</li> <li>• Enumerate the different environmental issues in India and propose solutions for these issues.</li> </ul>
<p><b>3</b></p> <p><b>Drainage</b></p>	<ul style="list-style-type: none"> <li>• Justify the statement that the rivers are lifeline of economy with reference to India.</li> <li>• Examine the information about different lakes and infer on their contribution to Indian ecology</li> </ul>	<ul style="list-style-type: none"> <li>• Choice Board strategy where each group to take up one river and focus on the areas they serve and the impact on Economy of that area.</li> <li>• Students will prepare a PPT on lakes.</li> <li>• Street play strategy/ poster making/ save River songs/ to present</li> </ul>	<ul style="list-style-type: none"> <li>• Enlist the different rivers, the areas they serve and their impact on the economy of That area.</li> <li>• Enumerate the different lakes and describe their contribution to the Indian ecology.</li> <li>• Present creative solutions to overcome the water pollution also</li> </ul>

	<ul style="list-style-type: none"> <li>Distinguish between the rivers of north and south India</li> <li>Analyse the flow of different rivers of India to infer on their impact on livelihood.</li> </ul>	awareness on water pollution and suggest solutions.	<p>to increase the contribution of water bodies to Indian economy</p> <ul style="list-style-type: none"> <li>Identify the river systems of the country and explain the role of rivers in human society.</li> </ul>
<b>4 Climate</b>	<ul style="list-style-type: none"> <li>Examine and analyse the factors that determine the climate of India</li> <li>Discuss the mechanisms of monsoons in Indian subcontinent.</li> <li>Analyse and infer the reasons behind the wide difference between day and night temperatures at different geographical locations of India.</li> <li>To interpret how monsoon acts as a Unifying bond</li> </ul>	<ul style="list-style-type: none"> <li>Collect and Read the Weather reports and have a class room discussion to conclude about the factors controlling climate</li> <li>Watch videos and summarize the findings</li> <li>Use Mind map/ graphic organizers to Enumerate and summarize the reasons for the wide difference between the day and night temperatures at different geographical locations of India</li> <li>Read Newspapers, prepare and present mock drills on protocols as preventive action for various disasters</li> </ul>	<ul style="list-style-type: none"> <li>Infer how the factors determine the climate of India.</li> <li>Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.</li> <li>Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.</li> <li>Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of India</li> <li>Propose protocols as preventive action for various disasters</li> </ul>
<b>5 Natural Vegetation and Wild life</b>	<b>Inter disciplinary project</b> with chapter no IV of History “Forest, Society and Colonialism”	Refer annexure II	Refer annexure II
<b>6 Population</b>	<ul style="list-style-type: none"> <li>Examine the reasons behind the uneven distribution of population in India with specification to UP &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Research based learning/ art integration strategy (4 grid analysis) to analyse and infer the reasons behind the uneven distribution of</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and infer the reasons behind the uneven distribution of population in India with specification</li> </ul>

	Rajasthan and Mizoram and Karnataka.	population in India with specification to UP & Rajasthan and Mizoram and Karnataka	to UP & Rajasthan and Mizoram and Karnataka. <ul style="list-style-type: none"> <li>Enlist the factors that affect the population density.</li> </ul>
<b>Economics</b>			
<b>Chapter No. and Name</b>	<b>Specific Learning Objectives</b>	<b>Suggested Teaching Learning Process</b>	<b>Learning Outcome with Specific Competencies</b>
<b>1</b> <b>The Story of Village Palampur</b>	<ul style="list-style-type: none"> <li>Evaluate the prevailing farming conditions in different states with reasons</li> <li>Examine the factors of production and interdependence of the requirements.</li> <li>Examine the contribution of non-farm activities to the economic growth of the village.</li> </ul>	<ul style="list-style-type: none"> <li>Visit a nearest village, interview a farmer/ visit local markets and interview farmers and present it in the class. (Experiential learning strategy)</li> <li>Poster making/ Concept map and gallery walk to enlist the requirements of production and summarize the interdependence of these requirements.</li> <li>Present a business plan for non-farm activities by using the four factors of production.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and infer how the prevailing farming conditions impact economic development of different states</li> <li>Enlist the requirements of production and summarize the interdependence of these requirements.</li> <li>Enlist non-farm activities and depict the link with economic growth.</li> </ul>
<b>2</b> <b>People as Resource</b>	<ul style="list-style-type: none"> <li>Examine the various factors that constitute the quality of population</li> <li>Analyse the role of government in improving the quality of population.</li> <li>Examine the factors that contribute to unemployment.</li> </ul>	<ul style="list-style-type: none"> <li>Case study on quality of population. (Class room discussion)</li> <li>Collect sources from Newspaper/ Media and present the findings in the form of a collage or an album</li> <li>Neighbourhood survey on employment /employability in neighbourhood, analyse the quality of neighbourhood and present in PPT format.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and infer the reasons that contribute to the quality of population</li> <li>Enumerate the different schemes of Government in some states and infer on the quality of people there by.</li> <li>Propose solutions to resolve unemployment problem</li> </ul>

<p style="text-align: center;"><b>3</b></p> <p><b>Poverty as a Challenge</b></p>	<ul style="list-style-type: none"> <li>• Comprehend that poverty is a multifaceted concept inherent in the rural and urban conditions.</li> <li>• Examine the measures taken by the government to eradicate poverty.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty.</li> <li>• Declamation with data to Evaluate the efficacy of government to eradicate poverty</li> <li>• Debate whether education can remove poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and infer the reasons of poverty in the rural and urban areas.</li> <li>• Evaluate the efficacy of government to eradicate poverty.</li> <li>• Compare how poverty estimates have transformed from 1993-94 to 2011-12 Examine the link between education and poverty.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p><b>Food Security in India</b></p>	<ul style="list-style-type: none"> <li>• Examine the critical role of food security for its masses.</li> <li>• Justify the rationale for the system of food security in India.</li> <li>• Appraise the contributory role of Public Distribution system to address FSI</li> <li>• Substantiate the role of green revolution in strengthening the PDS.</li> </ul>	<ul style="list-style-type: none"> <li>• Case study and group discussion to substantiate the link between a well-structured food security system and continuity of supply to masses.</li> <li>• Invite relevant Govt. officials to speak on FSI &amp; PDS.</li> </ul> <p>Panel discussion/ seminar on the impact of the green revolution and PDS.</p>	<ul style="list-style-type: none"> <li>• Enumerate various aspects of food security that will ensure continuity of supply to the masses.</li> <li>• Examine, analyse and infer various sources of data that point to the rationale of FSI</li> <li>• Enumerate different features of PDS that directly address FSI.</li> <li>• Analyse and infer the impact of Green revolution in strengthening the PDS.</li> </ul>

**CLASS IX**  
**LIST OF MAPS**

S. No.	Subject	Name of the Chapter	List of Areas to Be Map Pointed
<b>I</b>	<b>History</b>	French Revolution	Outline political map of France Locate/label/identify; <ul style="list-style-type: none"> <li>• Bordeaux, Nantes, Paris and Marseille</li> </ul>
		Socialism in Europe	Outline political map of world locate/label/identify major countries of World War: central powers - Germany, Austria-Hungary, Turkey (Ottoman Empire) Allied Powers-France, England, Russia and USA
<b>II</b>	<b>Geography</b>	India: size & location	<ul style="list-style-type: none"> <li>• India - States with Capitals</li> <li>• Tropic of Cancer, Standard Meridian (Location and Labelling)</li> <li>• Neighbouring countries</li> </ul>
		India physical features	<ul style="list-style-type: none"> <li>• Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western &amp; Eastern Ghats</li> <li>• Mountain Peaks – K2, Kanchan Junga, Anai Mudi</li> <li>• Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau</li> <li>• Coastal Plains - Konkan, Malabar, Coromandel &amp; Northern Circar (Location and Labelling)</li> </ul>
		Drainage system	<b>Rivers: (Identification only)</b> <ul style="list-style-type: none"> <li>• The Himalayan River Systems-The Indus, The Ganges, and The Sutlej</li> <li>• The Peninsular Rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi</li> <li>• Lakes: Wular, Pulicat, Sambhar, Chilika</li> </ul>
		Climate	<ul style="list-style-type: none"> <li>• Annual rainfall in India, Monsoon wind directions</li> </ul>
		Population	<ul style="list-style-type: none"> <li>• Population density of all states</li> <li>• The state having highest and lowest density of population</li> </ul>

**CLASS IX**  
**INTERNAL ASSESSMENT: 20 MARKS**

Type of Assessment	Description	Marks Allocated
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 Inter disciplinary project	5
Subject Enrichment Activity	Project work on Disaster Management	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 IX**  
**PRSECRIBED TEXT BOOKS**

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

**Links for NCERT rationalised 2023-24 textbooks:**

- <https://ncert.nic.in/textbook.php?iess1=ps-6>
- <https://ncert.nic.in/textbook.php?iess2=0-4>
- <https://ncert.nic.in/textbook.php?iess3=0-5>
- <https://ncert.nic.in/textbook.php?iess4=ps-5>

**CLASS X**  
**COURSE STRUCTURE**

History (India and the Contemporary World - II)			Suggestive no. of periods = 60	20 inclusive of map pointing
Section	Chapter No.	Chapter name	No. of periods	Marks allocated
I Events and processes	I	The Rise of Nationalism in Europe	17	18 + 2 map pointing *
	II	Nationalism In India	17	
II Livelihoods, Economies and Societies	III	The Making of a Global World <b>(To be evaluated in the Board Examination - Subtopics:1 to 1.3 Pre Modern World to Conquest, Disease and Trade)</b>	6	
		<b>Interdisciplinary project as part of multiple assessments</b> (Internally assessed for 5 marks Sub topics 2 to 4.4 The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalisation.")	4	
	IV	The Age of Industrialization <b>(To be assessed as part of Periodic Assessments only)</b>	6	
III Everyday Life, Culture and Politics	V	Print Culture and the Modern World	10	* Marks as mentioned above



<b>Geography (Contemporary India - II)</b>			<b>Suggestive no. of periods = 55</b>	<b>20 inclusive of map pointing</b>
<b>Chapter No.</b>	<b>Chapter Name</b>		<b>No. of Periods</b>	<b>Marks allocated</b>
1	Resources and Development		7	<b>17 + 3 map pointing</b>
2	Forest and Wildlife Resources		7	
3	Water Resources		7	
4	Agriculture		10	
5	Minerals and Energy Resources		10	
6	Manufacturing Industries		10	
7	Lifelines of National Economy <b>Only map pointing to be evaluated in the Board Examination</b>		2	
	<b>Interdisciplinary project as part of multiple assessments</b> (Internally assessed for 5 marks)		2	
<b>Political Science (Democratic Politics - II)</b>			<b>Suggestive no. of periods = 50</b>	<b>20</b>
<b>Unit no</b>	<b>Chapter No</b>	<b>Chapter Name</b>	<b>No. of Periods</b>	<b>Marks allocated</b>
I	1	Power - sharing	15	
	2	Federalism		

II	3	Gender, Religion and Caste	12	20
III	4	Political Parties	12	
IV	5	Outcomes of Democracy	11	
<b>Economics (Understanding Economic Development)</b>			<b>Suggestive no. of periods = 50</b>	<b>20</b>
<b>Chapter No.</b>	<b>Chapter name</b>		<b>No. of Periods</b>	<b>Marks allocated</b>
1	Development		12	20
2	Sectors of the Indian Economy		12	
3	Money and Credit		12	
4	Globalisation and The Indian Economy <b>To be evaluated in the Board Examination:</b> <ul style="list-style-type: none"> <li>• What is Globalization?</li> <li>• Factors that have enabled Globalisation</li> </ul>		8	
	<b>Interdisciplinary project as part of multiple assessments</b> (Internally assessed for 5 marks) <ul style="list-style-type: none"> <li>• Production across the countries</li> <li>• Chinese toys in India</li> <li>• World Trade Organisation</li> <li>• The Struggle for a Fair Globalisation</li> </ul>		6	
5	Consumer Rights <b>(Project Work)</b>			

**CLASS X**  
**COURSE CONTENT**

<b>History: India and the Contemporary World - II</b>			
<b>Chapter No. and Name</b>	<b>Specific Learning Objectives</b>	<b>Suggested Teaching Learning Process</b>	<b>Learning Outcome with Specific Competencies</b>
<b>I</b> <b>The Rise of Nationalism in Europe</b>	<ul style="list-style-type: none"> <li>• Examine the impact of the French Revolution on the European countries in the making of the Nation state.</li> <li>• Explore the nature of the diverse social movements of the time. (1830-1848)</li> <li>• Examine the ways by which the idea of nationalism emerged and led to the formation of nation states.</li> <li>• Comprehend how the World War I was triggered by the scramble for colonies in the Balkan states</li> </ul>	<ul style="list-style-type: none"> <li>• Watch Videos/ read Textual materials/ read related novels on the French revolution followed by a Class room discussion and presentation.</li> <li>• World café/ Panel discussion/ debate using Collaborative learning, to explore the diverse social groups and present it as a group.</li> <li>• Use of graphic organizers to explain the idea of unification of states to form one nation. (Italy/ Germany/ Greece)</li> <li>• Visual representation of the map of Pre-First World War Europe followed by the Class discussion and reflection activity based on the map of Post First World War Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Infer how the French Revolution had an impact on the European countries in the making of nation state.</li> <li>• Enumerate and evaluate the validity of the nature of the diverse social movements of the time</li> <li>• Analyse and infer how the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.</li> <li>• Illustrate that ,the quest for imperialism triggered the First World War.</li> </ul>
<b>II</b>	<ul style="list-style-type: none"> <li>• Explore various facets of Nationalistic movements that ushered in the sense of Collective Belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence chart/ story Board/ Story telling pedagogy to Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging</li> </ul>

<p><b>Nationalism in India</b></p>	<ul style="list-style-type: none"> <li>• Discuss the impact of the first world war on triggering two defining movements (Khilafat &amp; Non-cooperation Movement) in India.</li> <li>• Assess/ appraise the role of Mahatma Gandhi and other leaders in the two movements (NCM &amp; CDM)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will examine textual content and other references and Present through PPT.</li> <li>• Viewing the relevant Snippets from the movies/ video clippings depicting various events involving Gandhiji and other leaders and present findings through a panel discussion or seminars.</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize the aspects of the First World War that triggered two defining movements (Khilafat &amp; Non-cooperation Movement) in India</li> <li>• Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the Two movements.</li> </ul>
<p><b>III</b></p> <p><b>The Making of a Global World</b></p> <p><b>Sub topic 1</b> The pre modern world</p> <p><b>Sub topic 2</b> 19<sup>th</sup> century 1815 -1914</p> <p><b>Sub topic 3</b></p>	<ul style="list-style-type: none"> <li>• Explore various aspects of how the world changed profoundly in the 19th century in terms of Economic, Political, Social, Cultural and technological areas.</li> <li>• Analyse the destructive impact of colonialism on the economy and the livelihoods of colonised people.</li> </ul> <p><b>Inter disciplinary Project</b> with chapter 7 of Geography: Life lines of National Economy and chapter 4 of Economics:</p>	<ul style="list-style-type: none"> <li>• Initiate an Inquiry based learning using world café' strategy and present your findings through café conversation strategy of each area (transformed the world in terms of economy, political, cultural and technological aspects.)</li> <li>• Art integration and gallery walk to depict the interconnectedness.</li> <li>• Students examine the photographic display/ new paper cutting that depict the destructive impact of colonialism on the livelihoods of colonised people and present their understandings in the form of Newsletter/ cartoon strips/ Inter Disciplinary Project</li> </ul> <p>Refer Annexure IV</p>	<ul style="list-style-type: none"> <li>• Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas.</li> <li>• Depict the global interconnectedness from the Pre modern to the present day.</li> <li>• Enumerate the destructive impact of colonialism on the livelihoods of colonised people</li> </ul> <p>Refer Annexure IV</p>

<p>The inter- war economy <b>Sub topic 4</b> Rebuilding of world economy: the post war era.</p>	<p>Globalization and the Indian Economy</p>		
<p><b>IV</b> <b>The Age of Industrialisation</b></p>	<ul style="list-style-type: none"> <li>Examine economic, political, social features of Pre and Post Industrialization.</li> <li>Analyse the impact of Industrialisation in the colonies with specific focus on India.</li> </ul>	<ul style="list-style-type: none"> <li>Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre &amp; Post economic, political, social features of Pre and Post Industrialization</li> <li>Debate on the impact of Industrialisation in the colonies with specific focus on India.</li> </ul>	<ul style="list-style-type: none"> <li>Enumerate economic, political, social features of Pre and Post Industrialization.</li> <li>Analyse and infer how the industrialization impacted colonies with specific focus on India.</li> </ul>
<p><b>V</b> <b>Print culture and the Modern World.</b></p>	<ul style="list-style-type: none"> <li>Examine the development of Print from its beginnings in East Asia to its expansion in Europe and India</li> <li>Analyse the impact of the spread of technology and consider how social life and culture changed with coming of print</li> </ul>	<ul style="list-style-type: none"> <li>Flow chart to depict the development of Print</li> <li>Declamation on the profound transformation of people due to the print revolution.</li> <li>Use of Venn diagram to compare the advantages of hand written books and the printed books</li> <li>Interpret and infer from pictures, cartoons, extracts from propaganda literature on important events and issues with focus on print culture.</li> </ul>	<ul style="list-style-type: none"> <li>Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India.</li> <li>Comment on the statement that the print revolution was not just a way of producing book but profound transformation of people.</li> <li>Compare and contrast the old tradition of hand written manuscripts versus the print technology.</li> <li>Summarise the role of Print revolution and its impact on World &amp; India 's political, social and economic condition.</li> </ul>

**Political Science: Democratic Politics - II**

<b>Chapter No. and Name</b>	<b>Specific Learning Objectives</b>	<b>Suggested Teaching Learning Process</b>	<b>Learning Outcome With Specific Competencies</b>
<b>1 Power - sharing</b>	<ul style="list-style-type: none"> <li>Examines and comprehends how democracies handle demands and need for power sharing.</li> <li>Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing</li> </ul>	<ul style="list-style-type: none"> <li>Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart</li> <li>Discuss various forms of power-sharing</li> <li>Classroom discussion on challenges faced by Belgium &amp; Sri Lanka in ensuring effective power sharing</li> <li>Socratic discussion on Power Sharing Techniques used by India, Sri Lanka and Belgium</li> <li>Read Textual resource and other resources and present findings through graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>Enumerate the need for power sharing in democracy.</li> <li>Analyse and infer the challenges faced by Belgium and Sri Lanka in ensuring Power sharing.</li> <li>Compare and contrast the power sharing of India with Sri Lanka and Belgium</li> <li>Summarize the purpose of power sharing in preserving the unity and stability of a country.</li> </ul>
<b>2 Federalism</b>	<ul style="list-style-type: none"> <li>Comprehend the theory and Practice of Federalism in India.</li> <li>Analyse the policies and politics that has strengthened federalism in practice.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the distribution of powers between Union and state Government and present the outcomes through presentations.</li> <li>Debate on policies and politics that strengthens Federalism in practice and present through mind map</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and infer how federalism is being practised in India.</li> <li>Analyse and infer how the policies and politics that has strengthens federalism in practice.</li> </ul>
<b>3 Gender, Religion and Caste</b>	<ul style="list-style-type: none"> <li>Examines the role and differences of Gender, religion and Caste in practicing Democracy in India.</li> <li>Analyses the different expressions based on these</li> </ul>	<ul style="list-style-type: none"> <li>Skit/ street play to enumerate how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy.</li> <li>Graphic method to Analyse and infer how different expressions based on</li> </ul>	<ul style="list-style-type: none"> <li>Enumerates how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy</li> <li>Analyses and infers how different expressions based on</li> </ul>

	differences are healthy or otherwise in a democracy	differences in Gender, Religion and Caste are healthy or unhealthy in a democracy.	the differences in Gender, Religion and Caste are healthy or unhealthy in a democracy
<b>4</b> <b>Political Parties</b>	<ul style="list-style-type: none"> <li>Examine the role, purpose and no. of Political Parties in Democracy</li> <li>Evaluates the contributions made by national and regional political parties in making or otherwise of Indian democracy.</li> </ul>	<ul style="list-style-type: none"> <li>Role play the role, purpose and no. of Political Parties in Democracy</li> <li>Reads newspapers, watches video clippings to justify the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.</li> </ul>	<ul style="list-style-type: none"> <li>Enumerates the role, purpose, and no. of Political Parties in Democracy</li> <li>Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.</li> </ul>
<b>5</b> <b>Outcomes of Democracy</b>	<ul style="list-style-type: none"> <li>Comprehends the expected and actual outcomes of democracy in view of quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.</li> <li>Analyses the reasons behind gap that occurs in conversion of expected outcomes into actual outcomes of democracy in various respects: quality of government, economic well-being, inequality, social differences and conflict and finally freedom and dignity</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizer to enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity</li> <li>Case study to Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy.</li> </ul>	<ul style="list-style-type: none"> <li>Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.</li> <li>Analyses and infers why sometimes the gap occurs between expected outcome and actual outcome effects the success of Democracy.</li> </ul>

### Geography: Contemporary India - II

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
<b>1</b> <b>Resources and Development</b>	<ul style="list-style-type: none"> <li>• Examine the significance, interdependence, utilization development need of Planning of resources in India.</li> <li>• Summarise the rationale for development of resources</li> <li>• Comprehends the reasons for non-optimal utilization of land in India.</li> <li>• Analyse the need to conserve all the resources</li> <li>• Examine the significant role for resource planning in the light of the present requirements in India</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming on how the resources are interdependent in nature and the need to develop them in India and present in the form of Venn diagram</li> <li>• Use of maps, charts, and other tools to identify patterns and trends of land utilization</li> <li>• Case study and debate on the topic “Is the development acting as an adversary for conservation” and present a report in the form of PPT.</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerates how the resources are interdependent, justify how planning is essential judicious utilization of resources and the need to develop them in India</li> <li>• Infers the rationale for development of resources</li> <li>• Analyse and evaluate data and information related to non-optimal land, utilization in India</li> <li>• Appraise and infer the need to conserve all resources available in India suggest remedial measures for optimal utilization of underutilized resources</li> </ul>
<b>2</b> <b>Forest and Wildlife Resources</b>	<ul style="list-style-type: none"> <li>• Examine the importance of conserving forests and wild life and their interdependency in maintaining the ecology for the sustainable development of India.</li> <li>• Analyse the role of grazing and wood cutting in the development and degradation</li> </ul>	<ul style="list-style-type: none"> <li>• Read newspaper articles/ watch videos on deforestation and need for conservation and through world café strategy present your findings.</li> <li>• Debate how developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests.</li> <li>• Use art integration strategy to summarize and present the reasons for</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerate how conservation of forests and wildlife are interdependent in nature and in maintain the ecology of India.</li> <li>• Analyse and infer how some of the developmental works, grazing wood cutting have impacted on the survival or otherwise of the forests.</li> </ul>



	<ul style="list-style-type: none"> <li>Comprehends the reasons for conservation of biodiversity in India under sustainable development.</li> </ul>	<p>conservation of biodiversity in India under sustainable development.</p>	<ul style="list-style-type: none"> <li>Summarizes the reasons for conservation of biodiversity in India under sustainable development.</li> </ul>
<p><b>3</b></p> <p><b>Water Resources</b></p>	<ul style="list-style-type: none"> <li>Examine the reasons for conservation of water resource in India.</li> <li>Analyse and infer how the Multipurpose projects are supporting the requirement of water in India.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming session to discuss the scarcity of water and present through graphic organizers</li> <li>Prepare a PPT to Summarize the roles of Multipurpose projects in supporting the water requirement of India.</li> </ul>	<ul style="list-style-type: none"> <li>Enumerate why the water resource of India to be conserved.</li> <li>Summarize the roles of Multipurpose projects in supporting the water requirement of India.</li> </ul>
<p><b>4</b></p> <p><b>Agriculture</b></p>	<ul style="list-style-type: none"> <li>Examine the crucial role played by agriculture in our economy and society.</li> <li>Analyses the challenges faced by the farming community in India.</li> <li>Comprehends the various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Discusses the challenges faced by farmers, such as low productivity, lack of modern technology, inadequate irrigation facilities, and post-harvest losses and presents the findings through PPT</li> <li>Reads Newspapers and panel discusses the challenges faced by the farming community in India</li> <li>Use of graphic organizers to distinguish the traditional and modern farming methods</li> </ul>	<ul style="list-style-type: none"> <li>Enumerate how agriculture plays a contributory role in Indian economy</li> <li>Analyses and infers the challenges faced by the farming community in India</li> <li>Identifies and summarizes various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment.</li> </ul>
<p><b>5</b></p>	<ul style="list-style-type: none"> <li>Comprehends the formation of different types of minerals, location, their uses, importance for human life and the economy.</li> </ul>	<ul style="list-style-type: none"> <li>Usage of textual resource, mind maps, pie charts to Analyse and infer how different types of minerals are formed, where they are found, their uses, importance for human life and the economy</li> </ul>	<ul style="list-style-type: none"> <li>Analyses and infers how different types of minerals are formed, where they are found, their uses, importance for human life and the economy</li> </ul>

<b>Minerals and Energy Resources</b>	<ul style="list-style-type: none"> <li>Analyses the importance of minerals and natural resources for economic development of the country their distribution, and sustainable use.</li> <li>Distinguishes between the conventional and non-conventional sources of energy .</li> </ul>	<ul style="list-style-type: none"> <li>Use graphic organizers to Infer the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources</li> <li>Use of flow chart to Differentiate between the conventional and non-conventional sources of energy</li> </ul>	<ul style="list-style-type: none"> <li>Infers the resource distribution to real-world situations and proposes strategies for sustainable use of natural resources</li> <li>Differentiates between the conventional and nonconventional sources of energy.</li> </ul>
<b>6</b>  <b>Manufacturing Industries</b>	<ul style="list-style-type: none"> <li>Distinguishes between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.</li> <li>Examines the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector.</li> <li>Analyses the relation between the availability of raw material and location of the Industry</li> </ul>	<ul style="list-style-type: none"> <li>Use of flow chart to differentiate between various types of manufacturing industries based on their input materials, processes, and end products.</li> <li>Utilizes the textual information (data given through various maps/ graphs) to Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector.</li> <li>Uses Case Studies to Infers the relation between availability of raw material and location of the Industry</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.</li> <li>Enumerates the impact of manufacturing industries on the environment, and develop strategies for sustainable development of the manufacturing sector.</li> <li>Infers the relation between availability of raw material and location of the Industry</li> </ul>

<b>7</b>	<b>Inter disciplinary project</b> with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalization and the Indian Economy	Refer Annexure IV	Refer Annexure IV
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**Economics: Understanding Economic Development**

<b>Chapter No. and Name</b>	<b>Specific Learning Objectives</b>	<b>Suggested Teaching Learning Process</b>	<b>Learning Outcome with Specific Competencies</b>
<b>1 Development</b>	<ul style="list-style-type: none"> <li>• Examine the significance of designing suitable developmental goals in shaping the nation.</li> <li>• Examine the importance of per capita income and compare the per capita income of various countries to infer about reasons for the variance</li> <li>• Analyse the HDI in relation to PCI.</li> <li>• Examine the need for Sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>• Hot seat strategy to enumerate different developmental Goals that helps in nation building</li> <li>• Case study to analyse and infer how the per capita income depicts the economic condition of the nation.</li> <li>• Graphic organizer to compare and contrast the t relation between HDI and PCI</li> <li>• Declamation to Analyses the multiple perspectives on the need development</li> </ul>	<ul style="list-style-type: none"> <li>• Enumerate different and examine the different processes involved in setting developmental Goals that helps in nation building</li> <li>• Analyse and infer how the per capita income depicts the economic condition of the nation.</li> <li>• Evaluate the development goals that have been set for the nation by the Planning commission of India -with specific reference to their efficacy, implemental strategies, relevance to current requirements of the nation</li> <li>• Compare and contrast how the per capita income of some countries and infer reasons for the variance</li> <li>• Analyses the multiple perspectives on the need development.</li> </ul>

<p style="text-align: center;"><b>2</b></p> <p><b>Sectors of the Indian Economy</b></p>	<ul style="list-style-type: none"> <li>Analyse and evaluate the economic activities in different sectors and how they contribute to the overall growth and development of the Indian economy.</li> <li>Identify problems in different sectors and propose solutions based on their understanding of the sectors.</li> <li>Analyse the major employment generating sectors and observe the challenges faced in an effort to provide employment to all.</li> <li>Examines the role of Unorganised sector in impacting PCI currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP</li> <li>Examine and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative</li> </ul>	<ul style="list-style-type: none"> <li>Data analyse various sectors and their contribution in GDP and NDP.</li> <li>Research based strategy to propose solutions to identified problems in different sectors based on their understanding.</li> <li>Read Newspaper articles and group discuss to Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them</li> </ul>	<ul style="list-style-type: none"> <li>Analyses and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy.</li> <li>Propose solutions to identified problems in different sectors based on their understanding</li> <li>Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them</li> <li>Enumerates the role of unorganised sector in impacting PCI currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP</li> <li>Enumerates and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p><b>Money and Credit</b></p>	<ul style="list-style-type: none"> <li>Examine money as a medium of exchange in all transactions of goods and services since ancient times to the present times.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion to Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times</li> </ul>	<ul style="list-style-type: none"> <li>Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times</li> </ul>

	<ul style="list-style-type: none"> <li>Analyse the different sources of credit</li> <li>Identify the significance and role of self-help groups in the betterment of the economic condition of rural people/women.</li> </ul>	<ul style="list-style-type: none"> <li>Case based study to Analyse and infer various sources of Credit</li> <li>Guest Speaker Programme (bank manager/ a self-help group member) to Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and infer various sources of Credit</li> <li>Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.</li> </ul>
<p><b>4</b></p> <p><b>Globalization and the Indian Economy</b></p> <p><b>Sub topics:</b></p> <p>What is Globalization?</p> <p>Factors that have enabled Globalisation</p> <p><b>Sub topics:</b></p> <p>Production across the countries</p>	<ul style="list-style-type: none"> <li>Examine the concept of globalization and its definition, evolution, and impact on the global economy.</li> <li>Explore the details of the key drivers of globalization and their role in shaping the global economic landscape in various countries</li> <li>Examines the significance of role of G20 and its significance in the light of India's present role</li> </ul> <p><b>Inter disciplinary Project</b> with chapter 3 of History: "The making of a Global World" and chapter 7 of Geography: "Lifelines of National Economy"</p>	<ul style="list-style-type: none"> <li>Watch videos on globalisation followed by an interactive group discussion to enumerate the concept of globalization and its definition, evolution, and impact on the global economy</li> <li><b>Read Textual and other resources</b> to analyse and infer the key drivers of globalization and their role in shaping the global economic landscape.</li> </ul> <p>Refer Annexure IV</p>	<ul style="list-style-type: none"> <li>Enumerate the concept of globalization and its definition, evolution, and impact on the global economy.</li> <li>Evaluate the key role of the key major drivers of globalization and their role in shaping the global economic landscape in various countries</li> <li>Enumerates the significance of role of G20 and its significance in the light of India's present role</li> </ul> <p>Refer Annexure IV</p>

Chinese toys in India World Trade Organisation The Struggle For A Fair Globalisation			
<b>5</b> <b>Consumer Rights</b> <b>OR</b> <b>Social Issues</b> <b>OR</b> <b>Sustainable Development</b>	<b>Project work</b>	Refer Annexure III	Refer Annexure III

**CLASS X**  
**LIST OF MAP ITEMS**

Subject	Name of the Chapter	List of areas to be pointed on the Map
History	Nationalism in India	<p><b>I. Congress sessions:</b></p> <ul style="list-style-type: none"> <li>• 1920 Calcutta</li> <li>• 1920 Nagpur.</li> <li>• 1927 Madras session,</li> </ul> <p><b>II. 3 Satyagraha movements:</b></p> <ul style="list-style-type: none"> <li>• Kheda</li> <li>• Champaran.</li> <li>• Ahmedabad mill workers</li> </ul> <p><b>III. Jallianwala Bagh</b></p> <p><b>IV. Dandi March</b></p>
Geography	Resources and Development	Identify: Major Soil Types
	Water Resources	<p><b>Locating and Labelling:</b></p> <ul style="list-style-type: none"> <li>• Salal</li> <li>• Bhakra Nangal</li> <li>• Tehri</li> <li>• Rana Pratap Sagar</li> <li>• Sardar Sarovar</li> <li>• Hirakud</li> <li>• Nagarjuna Sagar</li> <li>• Tungabhadra</li> </ul>
	Agriculture	<p><b>Identify:</b></p> <ul style="list-style-type: none"> <li>• Major areas of Rice and Wheat</li> </ul>

		<ul style="list-style-type: none"> <li>• Largest/ Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute</li> </ul>
	Minerals and Energy Resources	<p><b>Identify:</b></p> <p><b>a. Iron Ore mines</b></p> <ul style="list-style-type: none"> <li>• Mayurbhanj</li> <li>• Durg</li> <li>• Bailadila</li> <li>• Bellary</li> <li>• Kudremukh</li> </ul> <p><b>b. Coal Mines</b></p> <ul style="list-style-type: none"> <li>• Raniganj</li> <li>• Bokaro</li> <li>• Talcher</li> <li>• Neyveli</li> </ul> <p><b>c. Oil Fields</b></p> <ul style="list-style-type: none"> <li>• Digboi</li> <li>• Naharkatia</li> <li>• Mumbai High</li> <li>• Bassien</li> <li>• Kalol</li> <li>• Ankaleshwar</li> </ul> <p><b>Locate &amp; label: Power Plants</b></p> <p><b>a. Thermal</b></p> <ul style="list-style-type: none"> <li>• Namrup</li> <li>• Singrauli</li> <li>• Ramagundam</li> </ul>



		<b>b. Nuclear</b> <ul style="list-style-type: none"> <li>• Narora</li> <li>• Kakrapara</li> <li>• Tarapur</li> <li>• Kalpakkam</li> </ul>
	Manufacturing Industries	<b>I. Manufacturing Industries (Locating and Labelling only)</b> <ul style="list-style-type: none"> <li>• Cotton Textile Industries: a. Mumbai b. Indore c. Surat d. Kanpur e. Coimbatore</li> <li>• Iron and Steel Plants: a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijayanagar f. Salem</li> <li>• Software Technology Parks: a. Noida b. Gandhinagar c. Mumbai d. Pune e. Hyderabad, f. Bengaluru g. Chennai. h. Thiruvananthapuram</li> </ul>
	Lifelines of National Economy	<b>Locating and Labelling:</b> <p><b>a. Major sea ports</b></p> <ul style="list-style-type: none"> <li>• Kandla</li> <li>• Mumbai</li> <li>• Marmagao</li> <li>• New Mangalore</li> <li>• Kochi</li> <li>• Tuticorin</li> <li>• Chennai</li> <li>• Vishakhapatnam</li> <li>• Paradip</li> <li>• Haldia</li> </ul>

		<p><b>b. International Airports:</b></p> <ul style="list-style-type: none"><li>• Amritsar (Raja Sansi - Sri Guru Ram Dass jee)</li><li>• Delhi (Indira Gandhi)</li><li>• Mumbai (Chhatrapati Shivaji)</li><li>• Chennai (Meenam Bakkam)</li><li>• Kolkata (Netaji Subhash Chandra Bose)</li><li>• Hyderabad (Rajiv Gandhi)</li></ul>
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**Note: Items of Locating and Labelling may also be given for Identification.**

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**CLASS X**  
**QUESTION PAPER DESIGN**

**Subject Wise Weightage**

Subject	Syllabus	Marks (80)	Percentage
History	<ul style="list-style-type: none"> <li>• The Rise of Nationalism in Europe.</li> <li>• Nationalism in India:</li> <li>• The Making of a Global World Sub topics1 to 1.3</li> <li>• Print Culture and the Modern World</li> <li>• Map pointing</li> </ul>	18+2	25%
Political Science	<ul style="list-style-type: none"> <li>• Power - sharing</li> <li>• Federalism</li> <li>• Gender, Religion and Caste</li> <li>• Political Parties</li> <li>• Outcomes of Democracy</li> </ul>	20	25%
Geography	<ul style="list-style-type: none"> <li>• Resources and Development</li> <li>• Forest and Wildlife Resources</li> <li>• Water Resources</li> <li>• Agriculture</li> <li>• Mineral &amp; Energy resources</li> <li>• Manufacturing industries.</li> <li>• Lifelines of National Economy(map pointing)</li> <li>• Map pointing</li> </ul>	17+3	25%
Economics	<ul style="list-style-type: none"> <li>• Development</li> <li>• Sectors of the Indian Economy</li> </ul>	20	25%

	<ul style="list-style-type: none"> <li>• Money and Credit</li> <li>• Globalization and The Indian Economy</li> </ul> Sub topics: <ul style="list-style-type: none"> <li>▪ What is Globalization?</li> <li>▪ Factors that have enabled Globalisation</li> </ul>		
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### Weightage to Type of Questions

Type of Questions	Marks (80)	Percentage
<b>1 Mark MCQs (20x1)</b> (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
<b>2 Marks Narrative Questions (4x2)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
<b>3 Marks Narrative Questions (5x3)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
<b>4 MARKS Case Study Questions (3x4)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
<b>5 Mark Narrative Questions (4x5)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
<b>Map Pointing</b>	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	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	40	50%
4	Map Skill	5	6.25%
<b>Total</b>		<b>80</b>	<b>100%</b>

## CLASS X

### GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks Allocated
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 Inter disciplinary project	5
Subject Enrichment Activity	Project Work on Consumer Rights OR Social Issues OR Sustainable Development	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**

Subject	Name of the Book	Publisher
History	India and the Contemporary World - II	NCERT
Political Science	Democratic Politics	NCERT
Geography	Contemporary India	NCERT
Economics	Understanding Economic Development	NCERT
Disaster Management	Together Towards a Safer India -Part III (A text book on Disaster Management)	CBSE
<a href="#">learning_outcomes.pdf (ncert.nic.in)</a>		

**Links for NCERT rationalised 2023-24 textbooks:**

- <https://ncert.nic.in/textbook.php?jess1=0-7>
- <https://ncert.nic.in/textbook.php?jess2=0-5>
- <https://ncert.nic.in/textbook.php?jess3=0-5>
- <https://ncert.nic.in/textbook.php?jess4=ps-5>

## ANNEXURE I

### Project Work: Class IX

Project work	10 periods
<p>Every student has to compulsorily undertake one project on <b>Disaster Management</b></p> <p><b>Objectives:</b> The main objectives of giving project work on Disaster Management to the students are to:</p> <ul style="list-style-type: none"><li>● create awareness in them about different disasters, their consequences and management</li><li>● prepare them in advance to face such situations</li><li>● ensure their participation in disaster mitigation plans</li><li>● enable them to create awareness and preparedness among the community.</li><li>● The project work should also help in enhancing the Life Skills of the students.</li><li>● If possible, various forms of art may be integrated in the project work.</li></ul>	<p>The students need to develop the following competencies:</p> <p>Collaboration</p> <p>Use analytical skills</p> <p>Evaluate the situations during disasters.</p> <p>Synthesize the information</p> <p>Find creative solutions</p> <p>Strategize the order of solutions</p> <p>Use right communication skills</p>

### Guidelines:

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

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



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

S. No.	Aspects	Marks
a	Content accuracy, originality and collaborative skills	2
b	Competencies exhibited and Presentation	2
c	Viva	1

- All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- A Summary Report should be prepared highlighting:
  - objectives realized through individual work and group interactions;
  - calendar of activities;
  - innovative ideas generated in the process
  - list of questions asked in viva voce.
- It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
- The Project Report can be handwritten or digital.
- The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.)
- The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

## ANNEXURE II

### Interdisciplinary Project: Class-IX

Subject and Chapter No	Name of the Chapter	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
<b>History</b>  <b>Chapter IV</b>	Forest Society and Colonialism	<ul style="list-style-type: none"> <li>• To categorize different types of forest during the colonial regime.</li> <li>• To bring out the plight of Forest dwellers under colonial rule.</li> <li>• To examine the reason behind commercial forestry.</li> <li>• To devise ways to protect the forest vegetation and wildlife in India.</li> <li>• To defend the role of government and the local communities in protecting the forest cover.</li> </ul>	<p>Interdisciplinary project</p> <ul style="list-style-type: none"> <li>• Teachers can make use of the pedagogies in facilitating the students in completion of Inter Disciplinary Project</li> </ul> <p>Constructivism</p> <ul style="list-style-type: none"> <li>• Inquiry based learning</li> <li>• Cooperative learning</li> <li>• Research based learning.</li> <li>• Experiential learning.</li> <li>• Art integration</li> </ul> <p><b>Multiple Assessment:</b> Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery</p>	<ul style="list-style-type: none"> <li>• Compare the forest situations prevailed at pre- colonial, colonial and post- colonial era.</li> <li>• Analyse and evaluate the growth &amp; role of commercial forestry in different types of Vegetation.</li> <li>• Critically analyse the reasons for rebellions at forest areas of south East-Asia with specification to JAVA.</li> </ul>	<ul style="list-style-type: none"> <li>• The Schools to do IDP between the months of April and September at the School under the guidance of teacher. (Carryover of project to home must be strictly avoided)</li> </ul>
<b>Geography</b>  <b>Chapter 5</b>	Natural Vegetation and Wildlife	<ul style="list-style-type: none"> <li>• To discuss the social and cultural world of forest communities through the study of specific revolts.</li> <li>• To analyse the different processes through which agrarian transformation may</li> </ul>			

		occur in the modern world. • To understand how oral traditions can be used to explore tribal revolts	walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.	
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**Guidelines for Inter Disciplinary Project:**

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

[https://docs.google.com/document/d/1668TKkRt80r4-kbjJ\\_Y7zg4mF3Vq1Y9k/edit](https://docs.google.com/document/d/1668TKkRt80r4-kbjJ_Y7zg4mF3Vq1Y9k/edit)

**Instructions:**

- Objectives and Outcomes need to be picked from Rationale and Specific Objectives considering the local context.

**Plan of the project:**

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

**Process:**

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

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

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

**Day 1-2: "Colonialism and Forest Society"**

Discuss the impact of colonialism on forest societies, and explore the concept of forest as a resource in colonialism.

Group project: Research and present a PPT on the colonial forest policy and its impact on forest societies.

**Day 3-4: "Rebellion in the Forest"**

Analyse the causes and effects of forest-based rebellions in history

Watch the following film Group discuss about forest tribes of your state and the exploitations they face. Refer Annexure VI for Rubrics.

[https://www.youtube.com/watch?v=N6SR0REa\\_YA](https://www.youtube.com/watch?v=N6SR0REa_YA)

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

Examine the impact of human activity on forests in Java.

Explore how changes in land use, agriculture, and industry have impacted the forests. Students can research the history of forest transformations in Java and their impact on the environment.

Study the transformation of forests in Java, from pre-colonial to post-colonial times

Compare and contrast the conversion of forest into agricultural land and the need.

Through group discussions find solutions. Present an art integrated project.

Discuss the characteristics of tropical evergreen forests, including their climate, soil, and flora/fauna. Students can research specific examples of tropical evergreen forests and the challenges they face, such as deforestation and climate change.

Group project: watch the video through the link <https://www.youtube.com/watch?v=MI0xvHsBigI>

Analyse and present the impact of forest transformations on society, economy and environment in Java. Compare and contrast it with India.

Present a PPT of your learnings. Refer Annexure VI for rubrics

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

Group activity: Divide the group into smaller teams and assign them tasks related to identifying the impact of colonialism on different types of forests. For example, one team can research the impact of colonialism on forest fires, while another team can research the impact of colonialism on the survival of indigenous plants and animals. Make the students use cartoon strips to present their findings.

**Day 9-10:** Make the students to compile all the findings of 8 days' work and present in PPT and through the template given in Annexure V.

CBSSE

### ANNEXURE III

Class X - Project Work	10 periods.	5 marks
<p>Every student has to compulsorily undertake one project on</p> <p><b>Consumer Awareness OR Social Issues OR Sustainable Development</b></p> <p><b>Objectives:</b> The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from an interdisciplinary perspective.</p> <p>It should also help in enhancing the Life Skills of the students.</p> <p>Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.</p> <p>If required, students may go out for collecting data and use different primary and secondary resources to prepare the project.</p> <p>If possible, various forms of art may be integrated in the project work.</p>		<p>The students need to develop the following competencies:</p> <p>Collaboration</p> <p>Use analytical skills</p> <p>Evaluate the situations during disasters.</p> <p>Synthesize the information</p> <p>Find creative solutions</p> <p>Strategize the order of solutions</p> <p>Use right communication skills</p>

#### Guidelines:

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

S. No.	Rubrics	Marks
a	Content accuracy, originality and collaborative skills	2
b	Competencies exhibited and Presentation	2
c	Viva	1

- 1) The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
- 2) All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- 3) A Summary Report should be prepared highlighting:
  - objectives realized through individual work and group interactions;
  - calendar of activities;
  - innovative ideas generated in the process
  - list of questions asked in viva voce.
- 4) It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
- 5) The Project Report can be handwritten or digital.
- 6) The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- 7) Must be done at school only as specific periods are allocated for project work.
- 8) The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.
- 9) Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Sub judice cases, if any or those involving RTI / Grievances may however be retained beyond three months.

## ANNEXURE IV

### Interdisciplinary Project: Class X

10 periods					Max. Marks 5
Subject Name and Chapter No.	Name of the chapter	Specific Learning objectives	Suggested Teaching Learning Process	Learning Outcome with specific competencies	Time schedule for Completion
<b>History</b>  <b>Chapter III</b>	Making of a Global World	<ul style="list-style-type: none"> <li>Trace the history of globalization and point out the shifts within the process.</li> <li>Analyse the implication of globalization on local economies.</li> <li>Examines the importance of transportation for the economic growth and development in India.</li> </ul>	The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project. <ol style="list-style-type: none"> <li>1) Constructivism</li> <li>2) Inquiry based learning</li> <li>3) Cooperative learning</li> <li>4) Learning station</li> <li>5) Collaborative learning</li> <li>6) Videos/Visuals/documentaries/movie clippings</li> <li>7) Carousel technique</li> <li>8) Art integrated learning</li> <li>9) Group Discussions</li> </ol>	<ul style="list-style-type: none"> <li>Analyse the implication of globalization for local economies.</li> <li>Discuss how globalization is experienced differently by different social groups.</li> <li>Enumerates how the transportation works as a life line of economy.</li> </ul>	The Schools to do IDP between the months of April and September at the School under the guidance of teacher.  (Carry over of project to home must be strictly avoided)
	<b>Geography</b>  <b>Chapter 7</b>	Lifelines of National Economy	<ul style="list-style-type: none"> <li>Analyse the impact of roadways and railways on the national economy</li> <li>Evaluates the challenges faced by the roadways and railway sector in the country</li> <li>Discuss how globalization is experienced</li> </ul>	Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based	



<b>Economics</b>  <b>Chapter 4</b>	Globalization and the Indian Economy	differently by different social groups. <ul style="list-style-type: none"> <li>• Connect the role of means of transport and communication in the process of globalization.</li> <li>• Investigate the factors that facilitated the growth on MNC 's</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Integrate various dimensions of globalisation in terms of cultural / political/ social /economical aspects)</li> <li>• Appraise the evolution of Globalisation and the global trends</li> </ul>	
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**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 Life lines of Economy

<https://docs.google.com/document/d/1dlwwFeaSrExJHMTkzcEuoq3ehh-7FtHM/edit>

**Instructions:**

- Objectives and Outcomes need to be picked from Rationale and Specific Objectives considering the local context.

**Plan of the project:**

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

**Process:**

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

Team leader: Main collaborator

Team members:

Note: Teacher to allocate the roles as per the abilities of the students.

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

### 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 the World War II and its aftermath through inquiry method.

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 VI 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 VI 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
- Discuss the efforts made towards decolonization and independence of nations

**Day 6: Post war settlement and Bretton Woods institutions**

- Make the students read the material given in [https://en.wikipedia.org/wiki/Bretton\\_Woods\\_system](https://en.wikipedia.org/wiki/Bretton_Woods_system) and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure VI 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 VI for rubrics
- Introduction to the World Trade Organization
- Study the role of the WTO in promoting fair trade practices

**Day 8: End of Bretton Woods and the Beginning of Globalization:**

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

**Day 9: Impact of Globalization in India and role of waterways and airways**

<https://www.jagranjosh.com/general-knowledge/new-economic-policy-of-1991-objectives-features-and-impacts-1448348633-1>

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

**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

Handout 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

Handout 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-colonialization were 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 V

### Presentation Template by the students - Class IX & X

<b>Name of the Student:</b>	
<b>Members of Team:</b>	
<b>Class :</b>	<b>Section:</b>
<b>Date of Submission:</b>	
<b>Topics of IDP:</b>	
<b>Title of the Project:</b>	
<b>Objectives:</b>	
<b>Multiple Assessment:</b> 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.	
<b>Evidences:</b> Photos, Excerpts from Interviews, observations, Videos, Research References, etc.	
<b>Overall presentation:</b> Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.	
<b>Acknowledgement:</b>	
<b>References (websites, books, newspaper etc)</b>	
<b>Reflections:</b>	

## ANNEXURE VI

### Rubrics for IDP

Rubrics	Marks allocated
Research Work	1
Collaboration & Communication	1
Presentation & Content relevance	1
Competencies <ul style="list-style-type: none"><li>• Creativity</li><li>• Analytical skills</li><li>• Evaluation</li><li>• Synthesizing</li></ul>	2
Total	5

**Note:** The Schools may give multiple sub rubrics and may bring it down to 5 marks for weightage.

**Ex: Collaboration:-** Teamwork/ Language fluency/ Contribution to the team/resilience etc

**Research Work:** - Investigation/ reading & comprehending/ compilation etc

**Synthesizing:** - Data collection/ Data collation etc.

# ENGLISH LANGUAGE AND LITERATURE

Code No. 184  
2023-24

## 1. Background

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

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

## 2. Objectives:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- make appropriate usage of English language
- to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different aspects of the Language
- develop sensitivity to, and appreciation of world literature representing varieties of English and cultures embedded in it.
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- integrate listening and speaking skills in the curriculum.
- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements,



simple advertisements, short interviews, etc.)

- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate a story which has been depicted pictorially or in any other non-verbal mode
- respond, in writing, to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the stand taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of views expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report
- Develop appreciation for Indian languages (multilingualism), translations and Indian Literature.

### **3. Language Items**

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

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

### **4. Methods and Techniques**

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

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

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)  
SYLLABUS CLASS – IX  
2023-24**

<b>Sections</b>		<b>Weightage</b>
A	Reading Skills (40 periods)*	20 Marks
B	Writing Skills and Grammar (40 periods)*	20 Marks
C	Language through Literature (50 periods)*	40 Marks

\*This is a suggestive number.

**Section A**

**Reading Skills**

**1. Reading Comprehension through Unseen Passage**

**20 Marks**

1. Discursive passage of 400-450 words.

**(10 marks)**

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

**(10 marks)**

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

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

**Section B**  
**Writing Skills and Grammar**

**II Grammar**

**10 Marks**

- Determiners
  - Tenses
  - Modals
  - Subject – verb concord
  - Reported speech
    - Commands and requests
    - Statements
    - Questions
3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of twelve questions will be attempted.

**III Writing Skills**

**10 marks**

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

**Section C**  
**Language through Literature**

**40 Marks**

**IV. Reference to the Context**

**(5+5 = 10 Marks)**

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

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

**V. Short & Long Answer Questions**

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

book MOMENTS to assess interpretation, analysis, inference and evaluation.

**3x2=6 marks**

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

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

### **Prescribed Books: Published by NCERT, New Delhi**

#### **Beehive**

##### **Prose**

- a. The Fun They Had
- b. The Sound of Music
- c. The Little Girl
- d. A Truly Beautiful Mind
- e. The Snake and the Mirror
- f. My Childhood
- g. Reach For The Top
- h. Kathmandu
- i. If I were You

##### **Poems-**

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

##### **Moments**

1. The Lost Child
2. The adventures of Toto
3. Iswaran the Storyteller
4. In the kingdom of fools

5. The Happy Prince
6. The Last Leaf
7. A House is not a Home
8. The Beggar

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

- **NOTE: Teachers are advised to:**

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talk time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

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

#### **INTERNAL ASSESSMENT**

##### **Listening and Speaking Competencies**

**30 Periods**

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

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

**Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used. Please refer to the Circular no. Acad-33/2020 dated 14<sup>th</sup> May 2020 at the [http://cbseacademic.nic.in/web\\_material/Circulars/2020/33\\_Circular\\_2020.pdf](http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf) for details.**

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

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)  
2023-24**

**CLASS – IX**

**Marks-80**

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

**For the details of Internal Assessment of 20 marks, please refer to the circular no.**

**Acad-11/2019, dated March 06, 2019.**

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)**  
**CLASS – X**  
**2023-24**  
**SECTION - WISE WEIGHTAGE**

<b>Sections</b>		<b>Weightage</b>
A	Reading Skills (40 periods)*	20 Marks
B	Writing Skills with Grammar (40 periods)*	20 Marks
C	Language through Literature (50 periods)*	40 Marks

\*This is a suggestive number.

**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**

**II Grammar**

**Writing Skills and 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 book FIRST 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**

- i. A Letter to God
- ii. Nelson Mandela - Long Walk to Freedom
- iii. Two Stories About Flying
- iv. From the Diary of Anne Frank
- v. Glimpses of India
- vi. Mijbil the Otter
- vii. Madam Rides the Bus
- viii. The Sermon at Benares
- ix. 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 advised 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 marshal their 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 skill is to be assessed through a judicious mixture of different types of questions.

#### **INTERNAL ASSESSMENT**

##### **Listening and Speaking Competencies**

**30 Periods**

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

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

**Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used. Please refer to the Circular no. Acad-33/2020 dated 14<sup>th</sup> May 2020 at the [http://cbseacademic.nic.in/web\\_material/Circulars/2020/33\\_Circular\\_2020.pdf](http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf) for details**

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

## ENGLISH LANGUAGE AND LITERATURE

Code no. (184)  
2023-24  
CLASS – X

Marks 80

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

For the details of Internal Assessment of 20 marks, please refer to the circular no.

Acad-11/2019, dated March 06, 2019.

### Guidelines for Assessment of Listening and Speaking Skills (ALS)

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

#### Assessment of Listening and Speaking Skills: (5 Marks)

**i. Activities:**

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

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

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

A suggestive rubric is given below:

Interaction	1.	2.	3.	4.	5.
	<ul style="list-style-type: none"> <li>• Contributions are mainly unrelated to those of other speakers</li> <li>• Shows hardly any initiative in the development of conversation</li> <li>• Very limited interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Contributions are often unrelated to those of the other speaker</li> <li>• Generally passive in the development of conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interaction adequately, makes however minimal effort to initiate conversation</li> <li>• Needs constant prompting to take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction is adequately initiated and developed</li> <li>• Takes turn but needs some prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates &amp; logically develops simple conversation on familiar topics</li> <li>• Takes turns appropriately</li> </ul>

<b>Fluency &amp; Coherence</b>	<ul style="list-style-type: none"> <li>Noticeably/ long pauses; rate of speech is slow</li> <li>Frequent repetition and/or self-correction this is all right in informal conversation</li> <li>Links only basic sentences; breakdown of coherence evident.</li> </ul>	<ul style="list-style-type: none"> <li>Usually fluent; produces simple speech fluently, but loses coherence in complex communication</li> <li>Often hesitates and/or resorts to slow speech</li> <li>Topics partly developed; not always concluded logically</li> </ul>	<ul style="list-style-type: none"> <li>Is willing to speak at length, however repetition is noticeable</li> <li>Hesitates and/or self corrects; occasionally loses coherence</li> <li>Topics developed, but usually not logically concluded</li> </ul>	<ul style="list-style-type: none"> <li>Speaks without noticeable effort, with a little repetition</li> <li>Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction</li> <li>Topics not fully developed to merit.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks fluently almost with no repetition &amp; minimal hesitation</li> <li>Develops topic fully &amp; coherently</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>Frequent inaccurate pronunciation</li> <li>Communication is severely affected</li> </ul>	<ul style="list-style-type: none"> <li>Frequently unintelligible articulation</li> <li>Frequent phonological errors</li> <li>Major communication problems</li> </ul>	<ul style="list-style-type: none"> <li>Largely correct pronunciation &amp; clear articulation except occasional errors</li> </ul>	<ul style="list-style-type: none"> <li>Mostly correct pronunciation &amp; clear articulation</li> <li>Is clearly understood most of the time; very few phonological errors</li> </ul>	<ul style="list-style-type: none"> <li>Pronounces correctly &amp; articulates clearly</li> <li>Is always comprehensible</li> <li>uses appropriate intonation</li> </ul>
<b>Vocabulary &amp; Grammar</b>	<ul style="list-style-type: none"> <li>Demonstrates almost no flexibility, and mostly struggles for appropriate words</li> <li>Many Grammatical errors impacting communication</li> </ul>	<ul style="list-style-type: none"> <li>Is able to communicate on some of the topics, with limited vocabulary.</li> <li>Frequent errors, but self-corrects</li> </ul>	<ul style="list-style-type: none"> <li>Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>Is able to communicate on most of the topics with appropriate vocabulary</li> <li>Minor errors that do not hamper communication</li> </ul>	<ul style="list-style-type: none"> <li>Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions</li> <li>No grammatical errors</li> </ul>

**iii. Schedule:**

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