

Dear Parents,

Greetings to you for the new academic session and congratulations for successfully elevating yourself to the next higher class! I am very optimistic that you will continue your good work with same enthusiasm and strive hard to achieve better on the dint of your hard work.

This syllabus is a comprehensive guideline comprising of scholastic and co-scholastic goals set by the school to be accomplished in the session 2026-27. This has been designed with an objective to assist you in getting an overall idea about the series of activities, observations, celebrations and assessments going to take place in the academic year.

So, prepare yourself taking guidance from the syllabus and your teachers for your holistic development. Perfecting yourself with proper planning to achieve short-term goals will surely help you in attaining your ultimate milestone.

Best Wishes



Sambit Sukumar Chinara

Principal

SYLLABUS 2026-27 : A LEAD-IN

"The syllabus is a small place that brings students and teachers together."

Sharon Rubin

A syllabus is a formal statement of what the course is about, where it is going, what students are being asked to do, how their performance is evaluated and what is required for them to be successful in the academic year. So, a great way to start the academic year is to begin by properly going through the syllabus in detail.

This syllabus sets forth what is expected to happen during the academic year 2026-27 in both scholastic and co-scholastic domains for the class and delineates the responsibilities of students and those of the teachers. It gives a clear and accurate course structure, course calendar, attendance and grading policies etc. It is a permanent record that serves accountability and documentation functions. It contains information useful for evaluation of teachers for academic session as it mentions required textbooks and other materials, the subjects and topics to be covered at the level for various examination schedules (Periodic Assessments, Pre-Board) and the rubrics for evaluation. This is a learning tool that helps students become more effective learners in the class. It places the course in context and informs students of the teachers' procedures to evaluate their learning, the coverage of the content area and what they need to be effective learners.

The syllabus also presents the co-curricular planner that guides the students through various seminars, activities to be held in the academic session. It also acquaints the students with the assistance to be provided to them to prepare for a range of competitive examinations e.g., NTSEJEE/ NEET etc.

The syllabus in your hands is prepared strictly under the guidelines of CBSE. It is necessary for all the stakeholders to go through the pages in detail as the institution expects the teachers and the students to abide by it throughout the session. It is needless to say by this time that this Syllabus is going to provide you a solid beginning to the session 2026-27 as a resource to be referred over the academic year setting the tone and providing a conceptual framework to be successful in the course completion under CBSE curriculum.

GUIDELINE TO THE PARENTS

1. Please take out time to read school circulars, notes and remarks sent by teachers carefully.
2. Encourage your ward to participate in curricular and co-curricular activities with enthusiasm.
3. Do intimate any change in residential address or telephone number to your ward's class teacher at the earliest.
4. Taking leave during working days is strongly discouraged. Parents are responsible to make up for the loss in studies in case of leaves taken. The school will expect these students to be at par with his/her classmates in every way & that has to be ensured by the parents.
5. Students returning to school after recovery from a disease should procure a doctor's certificate permitting the ward to do so.
Kindly adhere to the prescribed quarantine period to return to class
CHICKEN POX – Till complete falling of scabs
MEASLES – 2 weeks after the rashes disappear
MUMPS – Until the swelling has gone
JAUNDICE – Six weeks after the recovery
6. Missing out any written tests or activity based evaluation directly affects the promotion of the students to the next class. A ward has to take all the periodic tests and terminal examinations; failing which, we are constrained to repeat or reschedule the test.
7. Kindly inculcate punctuality in your ward. Please take note of the arrival timings.
8. Students completing 16 years of age can have two wheelers below 50 c.c without gear. Besides license from competent authority, helmet is also compulsory.
9. Distribution of chocolates to friends is allowed on birthdays only. Bringing fancy gifts, partying in class room and coming in civil dress are not allowed.
10. Encourage your ward to speak in English only.
11. Motivate your ward to maintain a proper code of conduct. Damaging school property, using unparliamentarily / foul language in the school premises, any act of violence, rude behaviour towards teachers, non-teaching staff and friends will be viewed seriously.
12. Please ensure that your ward does not wear gold jewellery to school. Wearing any kind of make-up, henna decorating is prohibited.
13. Bringing electronic gadgets like mobile; camera etc. is not permitted inside the school premises as per the CBSE rules. If found, the gadgets will be confiscated by the authority.
14. You are requested to visit the website of the school i.e. www.daviffco.com at regular intervals The site shall display all necessary information from time to time.

PTI MEETING

In the aim of reinforcing students' learning, progress and further development, the school organizes Parent- Teacher Interaction Meetings in regular intervals. The school acquaints the parents regarding the latest CBSE directives, changes in school rules and activities and offers individual feedback on students through class teachers. The class teachers also note constructive suggestions from the parents to improve the performance of the students

Parents are requested to attend the meetings as the information is sent to them through notices from time to time.

CURRICULUM

STD VIII: English, Hindi / Odia/ Sanskrit, Mathematics, Science, Social Studies, ICT, Health and Physical Education, Art Education.

N.B.: In addition to English only two languages will be offered.

SCHOLASTIC AREAS

In the aim of reinforcing students' learning, progress and further development, the school organizes Parent- Teacher Interaction Meetings in regular intervals. The school acquaints the parents regarding the latest CBSE directives, changes in school rules and activities and offers individual feedback on students through class teachers. The class teachers also note constructive suggestions from the parents to improve the performance of the students

Parents are requested to attend the meetings as the information is sent to them through notices from time to time.

Scholastic areas include academic performance in Language, Mathematics, Science & Social science.

- There will be no semester system, Final Exam will be based on Annual Examination of 80 marks & internal assessments of 20 marks.
- The internal assessment comprises Periodic test - 5 marks, Note book submission - 5 marks & subject enrichment activities - 5 marks and multiple assessment-5 marks
- There will be three periodic tests as one being the Mid Term test and other two being Pre -Mid Term & post -Mid Term with portion of the syllabus cumulatively covered. The average of best two periodic test marks will be taken for final mark submission. The gradually increasing portion of the contents would prepare students acquire confidence for appearing board examination with 100% syllabus.
- Assessment will be indicated in both marks & grades.
- The grading scale for the scholastic areas is an Eight Point Grading scale.
- The total of the grades which comprises Periodic Tests & Final Board examination will be reflected in the Report Book.

1. Subject Enrichment Activities:

These are subject- specific activities aimed at enhancing the understanding and skills of the students. These activities are to be carried out throughout the term; however, they should be evaluated in each periodic assessment.

Language: This is aimed at equipping the learners to develop effective listening and speaking skills. The language teachers may devise their own methods and parameters for assessment of the languages.

Mathematics: Different mathematics lab activities will be conducted in the class.

Science: Practical work and activities in science will be undertaken by the science teachers in the class

Social Science: Map or the **project work will** be undertaken by the social science teachers in the class.

2. Skill Education for Students of Std VIII

NATIONAL EDUCATION POLICY 2020 lays a lot of emphasis on promoting **Skill Education** in Schools. This policy aims to overcome the social status hierarchy associated with **vocational education** and requires integration of vocational education programmes into main stream education in all educational institutions in a phased manner. It will be ensured at least one vocation and exposure to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving Indian arts and Artisanship.

SKILL SUBJECT

The student has to select any one of the Skill Subjects for the session 2026-27

- Financial Literacy
 - Mass Media-Being Media Literate
 - Coding
 - Things you should Know About Keeping Medicine at home
 - What to do when Doctor is not around
 - Block Printing
 - Mask making
 - Mass Media
 - Handicrafts
3. **Co-Scholastic Activities:** These are conducted for the holistic development of the students. Co-curricular activities in the following areas be carried out in CBSE affiliated schools by the teachers and will be graded term wise on a 3 Point grading

scale (A=Outstanding, B=Very good and C=Fair) . The aspect of regularity, sincere participation, output and team work are the generic criteria for grading in the following co-scholastic activities.

- A) ICT -It refers to skill based activities resulting in the area of computer science & Technology
- B) Art Education: Visual & performing art
- C) Health &Physical Education: Sports/ Martial arts.

Discipline: The students will also be assessed for the discipline which will be based on the factors like Attendance, Sincerity, Behaviour, and Values, Tidiness, Respect for rules and regulations, Attitude towards Society, Nation and others. Grading on discipline will be done term wise on 3-point grading scale.

(A=Outstanding, B=Very good and C=Fair)

EXAMINATION RULES AND PROMOTION CRITERIA FOR CLASS-IX

- As per guidelines of CBSE there will be 3 periodic tests and one annual examination at the end of the session.
- It is mandatory for all the students to appear all the periodic tests & annual examination in both IX and X
- The annual examination of 80 marks will be conducted covering the whole syllabus at the end of the session.

4. INTERNAL ASSESSMENT will be of 20 marks as follows...

A. Periodic Pen Paper Test (5 marks) :3 Periodic written tests will be conducted . The total marks secured in each of the tests of a student will be reduced to 5 weight. Average of best two periodic tests will be taken for final mark submission.

B.. Portfolio- (5 marks)

In each periodic test, note book maintenance can be evaluated based on the following parameters

- Regularity
- Maintenance of copy with index
- Writing relevant answers
- Follow up action
- Task completion

C. Multiple Assessment: - (5 Marks): Multiple assessment includes Quizzes, Oral Test , concept map, varying from subject to subject.

D. Subject Enrichment Activities: (5 marks) : Subject Enrichment Activities comprises various techniques like ASL, Reading, Dictation, Debate, Public Speaking etc. for language Lab activities/ Projects/Map works/model Making/ Field Trips etc. for other subjects, which will be conducted in each periodic assessment and average marks will be converted out of 5.

5. A student has to secure at least “D” grade (33% - 40%) marks) in all the academic subjects individually to qualify for admission into the next higher class.

6. Minimum 75% attendance is required to be promoted to next higher class.

7. No periodic test & Annual Examination will be repeated or rescheduled.

8. A composite certificate will be issued at the end of class VIII by the school, which reflects the Marks as well as grades secured by a student in scholastic and co-scholastic areas such as ICT, Art Education, Physical and Health Education, & Discipline.

GRADING SCALE FOR SCHOLASTIC AREAS (CLASS VIII) TO BE FOLLOWED BY CBSE AND THE SCHOOL AT THE TIME OF ASSESSMENT OF STUDENT'S PERFORMANCE

Scholastic Areas (Part-1)		Co-Scholastic Areas		
Marks Range	Grade	Grade	Mark Range	
91-100	A1	A	21-30	OUT STANDING
81-90	A2			
71-80	B1	B	11-20	VERY GOOD
61-70	B2			
51-60	C1	C	1-10	FAIR
41-50	C2			
33-40	D			

EXAMINATION TIMELINE

EXAM	WINDOW TIME	SYLLABUS (DURATION) FOR THE TEST	MARKS	TIME ALLOWED
Periodic Test - I	27. 07.26 to 01.08.26	Syllabus covered from 1st week of April to 3rd week of July	40	1 ½ Hours
Half Yearly Examination	06.10.26 to 16.10.26	Syllabus covered till last week of September 2026	80	3 Hours
Sahodaya Pre Board	14.12.2026 to 24.12.2026	Full Course	80	3 Hours
PA – III	13.01.2027 to 21.01.2027	Full Course	80	3 Hours
Annual Examination	2 nd week of February 2027	Syllabus for Annual Examination	80	3 Hours

The Sustainable Development Goals (SDGs),

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. These SDGs have been specifically created to draw attention to some of the biggest environmental challenges in the world today.

- Educators can use these sub-targets to show their students the ways in which they can make an impact on improving the world that they live in.
- Students will get a greater knowledge of challenges faced not only in their own lives but also in the lives of others all around the world.
- They teach empathy to students-They give students an awareness of the wider world, and its values and identities.
- Empowers children to construct knowledge, explore values and develop respect towards Nature, which lays the foundations for an environmentally responsible adulthood in the next future.
- It helps in ensuring a better life for present and future generations.



CONTENT

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ENGLISH (101)

PRESCRIBED TEXT BOOK :

KAVERI-TEXTBOOK OF ENGLISH FOR GRADE 9

SECTION WISE WEIGHTAGE

SECTION	SPECIFICATIONS	PA-I	PA-II, III & ANNUAL
A	READING SKILLS	10	10+10= 20
B	GRAMMAR	3+3=6	4+3+3=10
	WRITING SKILLS	3+5=8	3+5+5+7= 20
C	LANGUAGE THROUGH LITERATURE	5+6+5=16	10+10+5+5=30
-	TOTAL	40	80

INTERNAL ASSESSMENT 20 MARKS

Periodic Pen and Paper Tests	05 Marks
Multiple Assessments: PA-I Oral Presentation based on PA-I chapters PA-II Concept Map / Visual Description based on the chapters of PA- II (ART Integrated Activity/ Group Activity) PA-III Vocabulary Quiz (MCQ) based on the chapters of PA-III	05 marks
Subject Enrichment projects: PA-I (ALS(Listening) PA-II ALS(ALS (Dramatisation/GD/ Debate), PA-III ART Integrated Project with reference to Textbook Chapters Title: Odisha and Punjab: A Comparative Analysis (From the fields of Sports and Games / Art and Literature / Culture and Festivals)	05 Marks
Portfolio	05 Marks

RUBRICS FOR ORAL PRESENTATION

Content/Relevance:2 marks, Creativity/Presentation:2 marks, Originality:1 mark

RUBRICS FOR CONCEPT MAP / VISUAL DESCRIPTION

Content/Key Ideas:2 marks, Presentation/ Artistic Expression:2 marks, Group Coordination:1 mark

RUBRICS FOR PORTFOLIO (Class work, Homework, Achievements and other assessments)

Organization & Presentation:2marks, Evidences of Curricular and Co-Curricular accomplishments: 2marks, Task Completion:1mark

RUBRICS FOR DRAMATISATION /GD/ DEBATE (ALS)

Interactive competency: 2 marks, Fluency and Pronunciation:2 marks, Group Coordination/ Turn Taking:1 mark

RUBRICS FOR AIP:

Content:2marks, Presentation/ Artistic Expression:2marks, Timely submission:1mark

SECTION-WISE MARK DISTRIBUTION FOR PA-I (40 MARKS)**I. Section A: Reading Skills (10 MARKS)****Reading Comprehension through Unseen Passage (10 Marks)**

✓ Descriptive/ Discursive passage of 400-450 words.

Multiple Choice Questions / Objective Type Questions /Very Short Answer Questions/ Short Answer Type Questions will be asked to assess analysis, interpretation, evaluation, cause-effect relationships, inference, and vocabulary in context.

SECTION – B – GRAMMAR & WRITING SKILLS (14 MARKS)**II. Section B - Grammar (6 MARKS)**

- Sequence of Tenses, Determiners, Subject Verb Concord

The above items will be taught and assessed through:

✓ *Editing (MCQs):4 marks, Sentence Rearrangement:2 marks*

III. Section B - Writing Skills (8 marks)

This section will have two short writing tasks:

- ✓ Notice Writing / Informal Invitation (maximum 50 words) 3 marks
- ✓ Writing a Letter to the Editor (120-150 words) 5 marks

IV. Section C – Language through Literature (14marks)

- ✓ Extract based questions: 5 Marks
- One out of two extracts from prose/poetry for reference to the context. Types of questions to be included – Selected and constructed responses (MCQs, Objective Type Questions, VSAQs)

✓ Short & Long Answer Type Questions

- (i) Three Short Answer Questions out of four, from Kaveri to test local and global comprehension of theme and ideas, analysis and evaluation (40-50 words each) 3x2= 6 marks

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

1x5= 5 marks

TYPOLOGY OF THE QUESTION PAPER FOR PA I (40 Marks)

Sl No.	Skills	Marks Allotted in Syllabus	VSA (1 mark each. (17 Nos)	SA-I (2 marks each) (5 Nos.)	SA-II (3 marks each. (1 No.)	LA (5 marks each) (2Nos.)	TOTAL (25 Nos)
1	Reading	10	MCQs – 2, OTQs -2, VSAQs-2	2X2=4			8
2	Grammar	6	MCQs-4. OTQs-2				6
3	Writing	8			1x3=3	1x5=5	2
4	Literature	16	MCQs-2. OTQ-1. VSAQs -2	2X3 = 6		1x5=5	9
	TOTAL	40	17	10	3	10	25

SECTION WISE MARK DISTRIBUTION FOR PA-II, PA-III AND ANNUAL EXAMINATION (80 marks)**Section A – Reading Skills**

- I. Reading Comprehension through Unseen Passage – 20 Marks (10+10)**
- Descriptive/ Discursive Passage – 400-450 words 10 Marks
 - Case Based Passage (With verbal/visual inputs – statistical data/chart etc.) – 200-250 words 10 Marks
- Total Length of the two passages to be 600-700 words.
Question types to be included: Selected and constructed responses (MCQs, Objective type, VSAQs, SAQs)

Section B – Writing Skills and Grammar – 30 Marks (10+20)**II. Grammar – 10 Marks (04+03+03)**

- Sequence of Tenses in different contexts of communication
- Modal Auxiliaries and their functions in expressing ability, obligation, permission, possibility and advice
- Reported Speech in extended texts including statements. Questions, commands and requests
- Conditional Clause – Type I, Subject–Verb Concord, Determiners, Clauses – Noun Clause, Relative Clause
- Editing/Omitting (Selected responses – MCQs) 04 Marks
- Sentence Rearrangement 03 Marks
- Sentence Transformation 03 Marks

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

- Writing a Notice, Informal Invitation (Word Limit – Up to 50 words) 03 Marks
- Writing a Letter to Editor, Formal E-mail on a given issue for presenting views and suggestions – (Word Limit – 120-150 words) 05 Marks
- Writing a Factual Description, Magazine Article (Word Limit – 120-150 words) 05 Marks
- Writing Descriptive, Narrative Essay (Word Limit – 200-250 words) 07 Marks

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

Section C – Language through Literature – 30 Marks (5+5 + 10 + 05 + 05)**IV. Extract Based Questions**

- One extract out of two, from Drama / Prose 05 Marks
- One extract out of two, from Poetry 05 Marks
- Types of questions to be included – Selected and constructed responses (MCQs, Objective Type Questions, VSAQs)

V. Constructed Responses (Short & Long Answer Questions)

- Five out of Six Questions to be answered in 40-50 words.

5x2 = 10**Marks**

- One out of two Questions assessing extrapolation beyond the text and across the texts to be answered in about 120-150 words. **05 Marks**
- One out of two Questions assessing theme / plot/ character to be answered in about 120-150 words. **05 Marks**

TYPOLOGY OF QUESTION PAPER FOR PA-II, III & ANNUAL (80 Marks)

Sl No.	Chapters / units	Marks Allotted in Syllabus	VSA (1 mark each) (32 Nos.)	SA-I (2 marks each) (9 Nos.)	SA-II (3 marks each) (1 No.)	LA-I (5 Marks each) (4 Nos.)	LA-II (7 marks each) (1 No.)	TOTAL (47 Nos.)
1	Descriptive/ Discursive passage	10	2 MCQs +2 OTQs +2 VSAQs	2 SAQs				8
2	Case Based passage (With visual/verbal inputs)	10	2 MCQs +2 OTQs +2 VSAQs	2 SAQs				8
3	Editing/Omitting, Sentence Rearrangement, Sentence Transformation	4+3+3	4	-	-	-	-	4
4	Notice Writing/Informal Invitation	3	-	-	1	-	-	1
5	Letter to Editor/ Formal E-mail	5	-	-	-	1	-	1
6	Factual Description/ Magazine Article	5	-	-	1	-	-	1
7	Descriptive/ Narrative Essay	7	-	-	-	-	1	1
8	Extract based Questions (Drama/Prose)	5	2 MCQs+ 1 OTQ+ 2 VSAQs	-	-	-		5
9	Extract based Questions (Poetry)	5	2 MCQs+ 1 OTQ+ 2 VSAQs	-	-	-	-	5
10	Literature SAQs	10	- -	5	-	-	-	5
11	Literature Extrapolatory LAQ	5	-	-	-	1	-	1
12	Literature Theme/ Plot/ Character based LAQs	5	-	-	-	1	-	1
Marks		80	32	18	3	20	7	47

DETAILED SYLLABUS

Periodic Assessment-I F.M:40 Time: 1 Hr. 30Min.	Periodic Assessment-II F.M:80 Time:3 hours	Periodic Assessment- III/ Pre- Annual Exam. F.M:80, Time: 3 hours	Annual Examination F.M:80 Time:3 hours
Kaveri	Kaveri	Kaveri	WHOLE SYLLABUS
PROSE 1. How I Taught My Grandmother to Read 2. The Pot Maker 3. Winds of Change POETRY 1. Bharat Our Land 2. Gifts of Grace: Honouring Our Vocations 3. Canvas of Soil	PROSE 1. Vitamin-M 2. The World of Limitless Possibilities (Interview) DRAMA 1. Twin Melodies POETRY 1. I Cannot Remember My Mother 2. Nine Gold Medals 3. A Friend Found in Music	PROSE 1. Carrier of Words 2. Follow That Dream POETRY 1. Words 2. Believe in Yourself	
WRITING SKILLS:	WRITING SKILL:	WRITING SKILL:	
1. Writing a Notice 2. Informal Invitation 3. A Letter to Editor	1. Formal E-mail 2. Factual Description 3. Descriptive Essay	1. Magazine Article 2. Narrative Essay	
GRAMMAR	GRAMMAR	GRAMMAR	
1. Determiners 2. Subject-Verb Concord 3. Sequence of Tenses in different contexts of communication	1. Modal Auxiliaries and their functions in expressing ability, obligation, permission, possibility and advice 2. Reported Speech in extended texts including - statements - questions - commands and requests	1. Clauses – Noun Clause, Relative Clause 2. Conditional Clause – Type 1	
N.B.: The grammar items will be assessed through integrated exercises.			
	N.B: The portion for the Periodic Assessment-II includes all the above-mentioned chapters and the portion of PA-I.	N.B. The portion for PA-III/ Pre-Annual includes the portion of whole syllabus.	

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

CG-1: Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material).

C-1.1: Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate.

C-1.2: Writes in different styles (narrative, descriptive, expository, persuasive) from their own experiences and experiences of others.

C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal.

C-1.4: Scripts to inform and communicate ideas effectively with the use of technology.

CG-2: Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, persuasive) and employs these elements in their writing.

C-2.1: Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary).

C-2.2: Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings.

C-2.3: Composes literary texts by using appropriate literary devices.

CG-3: Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material.

C-3.1: Analyses and evaluates the different audio and written material.

C-3.2: Argues with proper rationale by carefully evaluating premises.

CG-4: Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages.

C-4.1: Recognises the multilingual nature of Indian society and richness of its literary work through reading texts and watching content of different genres.

C-4.2: Appreciates the richness of culture and heritage in the different works of regional language literature and their connections.

C-4.3: Shows an understanding of the role of language in the formation of our identities and culture.

C-4.4: Demonstrates a basic knowledge of the commonalities among some of the major Indian languages, such as their common phonetic and scientifically arranged alphabets and scripts, common grammatical structures, origins and sources of vocabularies from Sanskrit and other classical languages.

C-4.5: Demonstrates a basic knowledge of which languages are spoken in which geographical areas, a sense of the nature and structure of tribal languages, and becomes familiar with a few useful words and phrases and works of literature from a few Indian languages from across the country.

DEVELOPMENT OF THE COMPETENCIES

CHAPTER NAME RELEVANT CGS/COMPETENCIES/ SDG	THEMES OUTLINES/ KEY CONCEPTS	LEARNING OUTCOMES
How I Taught my Grandmother to Read CG- 1, CG- 3, C – 3.2, CG – 4, C – 4.1, C- 4.2, C- 4.3, C- 4.5	Importance of Education, Determination and Willpower, Role Reversal, Women Empowerment , Life Long learning, Strong bonds, Value of Literacy	The student will be able to: Develop respect for education and teachers, Show empathy towards people who lack access to education, Understand that learning is a lifelong process, Create dialogues, by Interviewing Grandparents, Diary Entries, or posters based on the story, Imagine and express personal experiences related to learning or teaching by doing SKIT or Role Play
Bharat Our Land CG-2, C- 2.2, C – 2.3, CG-4, C – 4.2, C – 4.5	Introduction to Bharat (India) , Diversity in Culture and Traditions , Religious Diversity , Unity Among People, Importance of Being United, Patriotism and Love for the Nation, Heritage	The student will be able to: Explain the idea of <i>unity in diversity</i> through <i>Poster Making</i> , Participate in group activities representing different cultures through Group Discussion, Practice inclusive behaviour in daily interactions, Appreciate and celebrate cultural diversity around them, Express ideas about India through short paragraphs or speeches.
The Pot Maker CG-1, C-1.1, CG-2, C- 2.2, CG – 4, C- 4.2	Introduction of the Pot Maker , Process of Pot making , Transformation, Struggles Faced - Hard work, limited income, and challenges of livelihood, Dignity of Labour, Creativity and Art, Connection with Nature, Tradition and Culture, Patience and Skill	The student will be able to: Identify key themes like dignity of labour, creativity, and tradition through a graphic organiser, Explain the process of making a pot from clay, Analyze how the pot maker transforms clay into useful objects through story telling, Interpret the symbolic meaning of the pot maker as a creator, Understand the importance of patience, effort, and dedication, Write short paragraphs on the importance of respecting all professions, Create drawings, posters, or models of pottery.
Gifts of Grace- Honouring Our Vocations. CG-1, C- 1.2, C- 1.3, CG – 2, C- 2.1, C- 2.2, CG – 4, C- 4.2	Introduction to Vocations, Different Types of vocations, Role of Individual, Respect for All Professions, Service to Society, Gratitude and Appreciation	The student will be able to: Identify different types of vocations in society and Differentiate between job and Vocation, Use appropriate vocabulary related to work, service, and values. Design a thank-you card for community helpers. Understand the idea of interdependence among people.
Winds of Change CG – 1, CG- 2, C- 2.1, C- 2.2, CG – 3, C – 3.2, CG- 4, C4.1, C- 4.2, C- 4.3	Cultural Heritage and Tradition, Diversity of Indian Crafts, Regional Variations, Change Over Time (Tradition vs Modernity), Commercialisation of Traditional Crafts, Preservation of Heritage,	The student will be able to: Identify the historical and cultural significance of the pankha, Describe the variety of materials and designs used across India using appropriate language, Explain how the pankha reflects Indian traditions and craftsmanship by participating in discussions on heritage conservation, Relate the concept of changing traditions to real-life examples through Role Play, Apply knowledge to discuss local crafts or artisans, Compare regional variations in pankha designs by making a collage of different pankha images with their related state, Analyse the impact of technology on traditional crafts through a debate on

		Modernization is destroying traditions.
Nine Gold Medals CG- 1, CG- 2, C- 2.2, CG- 3, C- 3.2	True Sportsmanship, Teamwork, Humanity and Compassion, Unity in Diversity, Redefinition of Success,	The student will be able to: Express ideas through Role Play, Students will articulate their thoughts in a structured manner through a Quick writeup using appropriate language, Students will connect the poem's message to real-life situations through Buddy Support System, Students will develop empathy and understand the importance of inclusion and kindness through Poster making, Develop critical thinking and reasoning skills through Debate.
Twin Melodies CG- 1, CG- 2, C- 2.2, CG- 4, C- 4.1, C- 4.3	Harmony in Differences, Individual Identity, Unity and Cooperation, Art and Expression, Balance in Life, Emotional Connection, Contrast & Harmony.	The student will be able to: Understand the idea of harmony in differences and unity with Pair Harmony Task, Students will appreciate diversity and cooperation by participating in Circle of Strength, Students will articulate ideas clearly using appropriate language through Paragraph Writing, Students will connect the concept to real-life situations by preparing Two Worlds Collage.
A Friend Found in Music CG- 1, CG- 2, C- 2.2, C- 2.3, CG- 3	Music as a Companion, Healing Power of Music, Emotional Expression, Stress Relief, Self-Discovery and Growth.	The student will be able to: Understand how music acts as a friend and emotional support by participating in Music and Mood match, Students will appreciate the importance of emotional well-being and self-expression by preparing a My Comfort List, Students will express their connection with music by Drawing their Music Friend or Remake an old song.
Carrier of Words CG - 1, CG- 2, C – 2.2, CG – 3, C- 3.2, CG- 4, C – 4.2, C- 4.3, C – 4.5	Words as carriers of meaning and emotion, Power of Language, Communication & Expression, Cultural Identity & Heritage, Human Connection, Preservation of culture through language, Contrast with Modernity	The student will be able to: explain how words carry meaning, emotions, and ideas by creating Emotion Word Web, express thoughts clearly using appropriate words in speech and writing Paragraph, demonstrate awareness of how words can affect others through Skit Performance, relate the importance of words to real-life situations by involving in a Debate.
Words CG – 1 , CG – 2, C- 2.2, CG – 3, CG- 4, C- 4.3, C- 4.4,	Difference between spoken and unspoken communication, Musicality in language, and the Lasting impact of spoken words, Creative expression through language, Responsible use of language	The student will be able to: Appropriate words to express ideas clearly in speaking and writing by involving in 'Say it Better', Explain how words influence thoughts, emotions, and actions by writing Paragraph, Distinguish between kind and hurtful words by undergoing Sort and Reflect,
Follow That Dream CG- 1, C – 1.1, C – 1.2, C – 1.3, CG – 2, C – 2.2, CG – 3, C – 3.2,	Dreams give direction to life, Pursuing Dreams and Aspirations, Hard Work and Perseverance, Self-Belief and Confidence, Overcoming Obstacles, Individuality and Choice,	The student will be able to: explain why dreams and goals are important in life by making a Dream Tree, understand that success requires effort, patience, and persistence through Poster making, demonstrate confidence in expressing their goals and abilities by preparing in 'I Can' affirmation card, identify common challenges and suggest ways to overcome them through Diary entry.
Believe in Yourself CG – 1, CG – 2, C – 2.2, CG – 3, C- 3.2	Self-Belief and Confidence, Overcoming Fear and Doubt, Importance of Positive Thinking, Perseverance and Determination, Self-Discovery and Growth, Learning from failure	The student will be able to: explain how self-confidence influences success and decision-making through Group Discussion, identify common fears and suggest ways to overcome them by preparing a Fear to Strength Meter, Practice replacing negative thoughts with positive ones through Flip the Thought Activity, relate the concept of self-belief to real-life situations by preparing Motivational Poster.
Canvas of Soil CG- 1, C – 1.2, CG – 2, C- 2.2, C – 2.3, CG – 4, C – 4.1, C- 4.2, C- 4.5	Connection with Nature, Respect for traditional art forms and rural life, Simplicity and beauty of natural resources, Nature as an Artist's Canvas, Imagination and Innovation, Harmony with Nature.	The student will be able to: Identify the central idea, Connect the chapter with local/rural practices, Think innovatively with limited resources by participating in Best Out of West, Show sensitivity towards nature through Poster making, Express ideas clearly in speech and writing Diary Entry.

Vitamin – M CG – 1, C- 1.2, C – 1.3, CG- 2, C – 2.2, CG- CG- 3, C – 3.2, CG – 4, C- 4.3	Importance of Vitamin, Role of Memory in life, Care for elders, Family bonding, Counter Societal mindset,	The student will be able to: Realise that elderly people want respect and affection not constant supervision, Realising importance of Memory through IF I were a Scientists, Express their opinions clearly using appropriate language by Participating in Prescription Writing, Relate to real-life life incident through Diary Entry and Debate.
I Can't Remember my Mother CG- 1, C- 1.1, C- 1.2, C- 1.3, CG- 2,	Role of Subconscious Memory, Eternal presence of mother, Nostalgia, Fading Memory, Nature as a Reminder, Childhood and Loss.	The student will be able to: Identify the themes of love, memory, and loss in the poem with Emotional mapping, Connect the poem with their own feelings and experiences through Memory Box Writing, Develop empathy and understand the importance of parental love through Diary Entry/ self composed poem.
The Limitless Opportunities CG- 1, C- 1.1, C- 1.2, C- 1.3, CG- 2, C- 2.2, CG- 3, C- 3.2,	Idea regarding Opportunities, Endless Possibilities in Life, Power of Positive Thinking, Importance of Hard Work and Determination, Overcoming Challenges, Self-Discovery and Growth	The student will be able to: Explain the idea that life offers endless opportunities, understand the importance of a positive mindset through 'Change in Thought', develop confidence to explore new opportunities, express ideas about opportunities creatively through Poster making, set simple goals to use opportunities in their life by preparing a 'Goal Ladder'

HINDI (085)

निर्धारित पुस्तकें - Ganga - NCERT

नोट: व्याकरण के प्रश्न पाठ्य पुस्तक से ही संबंधित रहेंगे।

ASSESSMENT STRUCTURE

परीक्षा भार विभाजन (80 Marks)	INTERNAL ASSESSMENT (20 Marks)			
1. अपठित बोध – 14 अंक 2. व्याकरण - 16 अंक 3. गंगा - गद्य - 17 अंक पद्य - 13 अंक 4. लेखन विभाग-20 अंक	Pen Paper Test (5 marks)	Multiple Assessment: (5 marks)	PORTFOLIO (5 marks)	SUBJECT ENRICHMENT ACTIVITY (5 marks)
	PA-I	PA-I- listening	Class work, Home Work, peer- assessment, self-assessment, achievements of students in the subject etc	PA-I- Speaking Skills
	PA-II	PA-II- Concept Map		PA-II- Art Integration
	PA-III	PA-III- Quiz		PA-III- IDP
Whole Syllabus	Best one/ Average for Final	Best one/ Average for Final	Best one/ Average for Final	Best one/ Average for Final

आंतरिक मूल्यांकन :- Rubrics for Internal Assessment

	Pen Paper Test सामयिक आकलन	Multiple Assessment श्रवण कौशल	PORTFOLIO पोर्टफोलियो	Subject enrichment Activity श्रवण एवं वाचन
PA-I	PA-I EXAM. (40 marks)	विषय - दो बैलों की कथा - एकाग्रता एवं - विशिष्ट जानकारी के लिए सुनना -2 - समझ एवं सह प्रतिक्रिया - 2 - शुद्धता -1	कक्षा कार्य / गृह कार्य - पाठ्यक्रम की विषय वस्तु पर प्रश्नोत्तर लेखन-2अंक - कार्य के प्रति जुड़ाव और पुस्तिका का रख-रखाव-1 - समय प्रतिबद्धता एवं शुद्ध लेखन-2अंक	श्रवण कौशल (कहानी/घटना सुनकर तीन विद्यार्थियों के बीच संवाद वाचन (राम लक्ष्मण परशुराम संवाद पर आधारित) - एकाग्रता एवं सृजनात्मक -2 - स्पष्टता -1 - विशिष्ट जानकारी के साथ प्रस्तुतीकरण -2
PA-II	PA-II EXAM. (80 marks)	अवधारणा नक्शा - क्या लिखूँ - विषय की गहनता एवं सृजनात्मकता-2 - प्रवाह और यथार्थता-2 - प्रस्तुतीकरण-1		कला एकीकरण प्रकल्प (लता मंगेशकर के विभिन्न भाषाओं के गीतों का संकलन) - विषयवस्तु की गहनता एवं मौलिकता 2 - आत्मविश्वास एवं भाषायी शुद्धता - 2 - समयानुसार -1
PA-III	PA-III EXAM. (80 marks)	प्रश्नोत्तरी (विषय - मैं और मेरा देश) - विषयवस्तु एवं विषयानुसार योग्यता -2 - समझ प्रभावशीलता -2 - समयानुसार -1		परियोजना कार्य (ओड़िशा और महाराष्ट्र के लघु उद्योग का तुलनात्मक अध्ययन) - संकलित विषयवस्तु- 2अंक - विशेष जानकारी एवं मौलिकता- 2 - प्रस्तुतीकरण एवं भाषायी शुद्धता- 1अंक

Blue Print (PA-I)

UNIT	LA (5 marks)	SA-II (4 marks)	SA-I (2 marks)	(1 marks)	TOTAL
अपठित बोध (गद्यांश)			2x2	1x3 (MCQ)	7
व्याकरण भाग				1x10	10
		4x1 (prose / poetry)	2x2(Prose and Poetry)	1x10(MCQ) Prose and poetry	18
लेखन	5x1				5
	5	4	8	23	40

Blue Print (PA-II & PA-III)

UNIT	LA-II (5 marks)	LA-I (4 marks)	SA-II (2 marks)	MCQ / SAI (1 marks)	TOTAL
अपठित बोध (गद्यांश)-2			2x4	1x6 (MCQ)	14
व्याकरण भाग				1x16	16
		4x2(prose & poetry)	2x4 (prose) and 2x2 (poetry)	1x10 (MCQ)prose &poetry	30
लेखन	5x4				20
	20	08	20	32	80

DETAILED SYLLABUS (पाठ्यक्रम)

Periodic Assessment– I (40)	Periodic Assessment– II(80)	Periodic Assessment– III(80)	Annual Examination(80)
1. अपठित बोध (अपठित गद्यांश) -7	1. अपठित बोध (अपठित गद्यांश) -14	1. अपठित बोध (अपठित गद्यांश)	1. अपठित बोध (अपठित गद्यांश)
2.व्यावहारिक व्याकरण (10) 1. समानार्थी (2 अंक) 2. मुहावरे (2 अंक) 3. उपसर्ग (2 अंक) 4. प्रत्यय (2 अंक) 6. संज्ञा (2 अंक)	2.व्यावहारिक व्याकरण (16) (i) शब्द भंडार (क)समानार्थी शब्द ($\frac{2}{3}$) (ख) मुहावरे ($\frac{2}{3}$) (ii) शब्द निर्माण उपसर्ग,प्रत्यय ($\frac{1}{5}$) (iii)विराम चिह्न ($\frac{2}{3}$) (iv) संज्ञा- 2, सर्वनाम -2, निपात-2 (6/ 7)	2.व्यावहारिक व्याकरण (i) शब्द भंडार (क)समानार्थी शब्द ($\frac{2}{3}$) (ख) मुहावरे ($\frac{2}{3}$) (ii) शब्द निर्माण उपसर्ग,प्रत्यय ($\frac{1}{5}$) (iii)विराम चिह्न ($\frac{2}{3}$) (iv) संज्ञा- 2, सर्वनाम -2, निपात-2 (6/ 7)	2.व्यावहारिक व्याकरण शब्द भंडार (क)समानार्थी शब्द ($\frac{2}{3}$) (ख) मुहावरे ($\frac{2}{3}$) (ii) शब्द निर्माण उपसर्ग,प्रत्यय ($\frac{1}{5}$) (iii)विराम चिह्न ($\frac{2}{3}$) (iv) संज्ञा- 2, सर्वनाम -2, निपात-2 (6/ 7)
गद्य - (18) 1.दो बैलों की कथा 2. क्या लिखूँ पद्य 8. पद (रैदास) 9.राम -लक्ष्मण परशुराम संवाद	गंगा :1- गद्य (17 अंक) 1. दो बैलों की कथा 2 क्या लिखूँ (ताकिक प्रश्न नहीं पूछे जाएंगे) 3.संवादहीन 4.ऐसी भी बातें होती हैं पद्य (13 अंक) 8. पद (रैदास) 9. राम -लक्ष्मण परशुराम संवाद 10.भारति जय विजय करे 11.झाँसी की रानी	गंगा :1 गद्य 1. दो बैलों की कथा 2 क्या लिखूँ 3.संवादहीन 4.ऐसी भी बातें होती हैं 5.आखिरी चट्टान 6.रीढ़ की हड्डी 7.मैं और मेरा देश पद्य 8. रैदास 9..राम -लक्ष्मण - परशुराम संवाद 10.भारति जय विजय करे 11.झाँसी की रानी 12. घर की याद	गंगा :1 गद्य 1. दो बैलों की कथा 2 क्या लिखूँ 3.संवादहीन 4.ऐसी भी बातें होती हैं 5.आखिरी चट्टान 6.रीढ़ की हड्डी 7.मैं और मेरा देश पद्य 8. रैदास 9..राम -लक्ष्मण - परशुराम संवाद 10.भारति जय विजय करे 11.झाँसी की रानी 12. घर की याद
रचनात्मक लेखन- (5) 1.अनुच्छेद लेखन (लगभग 100 शब्दों में)	रचनात्मक लेखन- 1. अनुच्छेद लेखन (लगभग 100 शब्दों में - विकल्प सहित) 2. अनौपचारिक पत्र (लगभग 100 शब्दों में - विकल्प सहित) 3. चित्र वर्णन (लगभग 100 शब्दों में विकल्प रहित) 4. संवाद लेखन (लगभग 100 शब्दों में - विकल्प सहित).	रचनात्मक लेखन- 1.अनुच्छेद लेखन (लगभग 100 शब्दों में - विकल्प सहित) 2.अनौपचारिक पत्र (लगभग 100 शब्दों में - विकल्प सहित) 3. चित्र वर्णन (लगभग 100 शब्दों में विकल्प रहित) 4. संवाद लेखन (लगभग 100 शब्दों में - विकल्प सहित)	रचनात्मक लेखन- 1.अनुच्छेद लेखन (लगभग 100 शब्दों में - विकल्प सहित) 2.अनौपचारिक पत्र (लगभग 100 शब्दों में - विकल्प सहित) 3. चित्र वर्णन (लगभग 100 शब्दों में विकल्प रहित) 4. संवाद लेखन (लगभग 100 शब्दों में - विकल्प सहित)

क्र सं	पाठ का नाम	अपेक्षित सीखने के प्रतिफल	शैक्षणिक प्रक्रिया/विधि	गतिविधियाँ
1.	दो बैलों की कथा SDG - 16	विद्यार्थी • अंग्रेज़ी की दमन नीति को समझ पाते हैं । • मुसीबत के समय एकता ही सहायक होती है । • अपने अपने ही होते हैं –विद्यार्थी इस बात से परिचित हुए • extremist और moderate विचारधारा से परिचित हुए । • गरीबों की उपेक्षा होती है –इस बात से विद्यार्थी परिचित हुए ।	प्रश्नोत्तर विधि, व्याख्यान विधि,	पाठ्यक्रम में वर्णित गतिविधियों को करवाया जाएगा ।
2.	क्या लिखूँ SDG-8	• सांस्कृतिक और साहित्यिक संदर्भ से परिचित होंगे । • निबंध लेखन की प्रक्रिया को समझेंगे । • निबंध लेखन के आदर्श तरीके को परिभाषित करने की कोशिश करेंगे ।	प्रश्नोत्तर विधि, कहानी कथन विधि ,	पाठ्यक्रम में वर्णित गतिविधियों को करवाया जाएगा ।
3	संवादहीन SDG-16	• पशु -पक्षी भी संवाद का एक ज़रिया बन सकते हैं, यह विद्यार्थी जानेंगे । • मनुष्य और पशु -पक्षी में भी मधुर संबंध होते हैं, यह विद्यार्थी जानेंगे • पलायन अकेलेपन ,आदर्श और यथार्थ की अभिव्यक्ति को समझेंगे ।	प्रश्नोत्तर विधि, व्याख्यान विधि अभिनय विधि,	पाठ्यक्रम में वर्णित गतिविधियों को करवाया जाएगा ।
4.	ऐसी भी बातें होती हैं SDG-3	• मेरी आवाज़ ही पहचान है - लता मंगेशकर के संगीत के प्रति समर्पण को विद्यार्थी समझने की कोशिश करेंगे । • जीवन के उतार-चढ़ाव व संघर्षों और परिवार के प्रति उत्तरदायित्व को लता मंगेशकर ने कैसे निभाया, उसे समझेंगे ।	अर्थबोध, प्रश्नोत्तर विधि, आलोचनात्मक विधि, पीपीटी	पाठ्यक्रम में वर्णित गतिविधियों को करवाया जाएगा ।
5	आखिरी चट्टान SDG- 16	• एक रोचक यात्रा वृत्तान्त को लेखक के अनुभव से समझेंगे • प्रकृति की भव्यता और मानव मन की गहन अनुभूतियों को समझेंगे । • कन्याकुमारी की भौगोलिक संरचना को समझेंगे । • रोमांच और संघर्ष से भरे जीवन शैली को समझने की कोशिश करेंगे	आलोचनात्मक विधि, प्रश्नोत्तर विधि, व्याख्यान विधि	पाठ्यक्रम में वर्णित गतिविधियों को करवाया जाएगा ।
6	रीढ़ की हड्डी SDG-4	• भारतीय समाज में परंपरागत विवाह की व्यवस्था और स्त्रियों की शिक्षा को लेकर रुढ़िगत सोच पर चोट करती है । • एकांकी के माध्यम से विवाह के लिए कम पढ़ी लिखी लड़कियों की माँग ,विवाह में लेन देन , सामाजिक कुरीतियों	सस्वर वचन, आलोचनात्मक विधि,	पाठ्यक्रम में वर्णित गतिविधियों को करवाया जाएगा ।

क्र सं	पाठ का नाम	अपेक्षित सीखने के प्रतिफल	शैक्षणिक प्रक्रिया/विधि	गतिविधियाँ
		को उजागर करने को जानेंगे ।		
7	मैं और मेरा देश SDG-4, SDG-17	- व्यक्ति और राज्य के अविभाज्य संबंध को गहराई से समझेंगे । - नागरिक के अधिकार,कर्तव्य,देश की उन्नति और नेतृत्व को जानेंगे । - देश के शक्तिबोध और सौंदर्यबोध को हानि न पहुँचाकर सशक्त राष्ट्र निर्माण की कोशिश करेंगे ।	सस्वर वाचन,व्याख्यान विधि	पाठ्यक्रम में वर्णित गतिविधियों को करवाया जाएगा ।
8	रैदास SDG-3	- चंदन- पानी,दीपक-बातीऔर मोती-धागा के संबंध के माध्यम से भक्त और आराध्य के संबंध को समझेंगे । - निष्ठा ,विश्वास और अडिग भक्ति के विषय को समझेंगे ।	गीतप्रणाली, व्याख्यान विधि,	पाठ्यक्रम में वर्णित गतिविधियों को करवाया जाएगा ।
9..	लक्ष्मण - परशुराम संवाद SDG-4	- रामचरितमानस के पठित अंश के माध्यम से राम ,लक्ष्मण और परशुराम से विद्यार्थी परिचित होंगे । - परशुराम के रोषपूर्ण और तेजस्वी रूप और व्यंग्योक्ति संवाद के मर्म को समझेंगे । - राम के आदर्श रूप को समझेंगे ।	गीतप्रणाली, व्याख्यान विधि,	पाठ्यक्रम में वर्णित गतिविधियों को करवाया जाएगा ।
10	भारति जय विजय SDG-16	- भारत की कृषि परंपरा और श्रम के सौन्दर्य को समझेंगे । - भारत के भौगोलिक परिवेश,सांस्कृतिक एवं सामाजिक विविधता के क्षेत्र को समझेंगे ।	गीतप्रणाली, व्याख्यान विधि,	पाठ्यक्रम में वर्णित गतिविधियों को करवाया जाएगा ।
11	झाँसी की रानी SDG-17	- वीरता,उत्साह और देशप्रेम की भावना को समझेंगे । - कथात्मक शैली और देयता के जीवंत प्रभाव को समझेंगे । - रानी लक्ष्मीबाई के जीवन वृत्त, उनके संघर्ष और विद्रोह को जानेंगे ।	वर्णनात्मक विधि , व्याख्यान विधि	पाठ्यक्रम में वर्णित गतिविधियों को करवाया जाएगा ।
12.	घर की याद SDG-17	- भारत छोड़ो आंदोलन के बारे में जानेंगे । - परिवार की स्मृति की केंद्रीय संवेदना को समझेंगे । - कवि के संघर्षशील स्वभाव को समझेंगे । - एकल परिवार और संयुक्त परिवार के बारे में समझेंगे ।	प्रश्नोत्तर विधि व्याख्यान विधि	पाठ्यक्रम में वर्णित गतिविधियों को करवाया जाएगा ।

ODIA (013)**PRESCRIBED TEXT BOOKS:**

୧. ସାହିତ୍ୟ ଧାରା - ନବମ ଶ୍ରେଣୀ ପ୍ରକାଶକ -ମାଧ୍ୟମିକ ଶିକ୍ଷା ପରିଷଦ , ଓଡ଼ିଶା (୨୦୨୨)
 ୨. ମାଧ୍ୟମିକ ବ୍ୟାକରଣ- ନବମ ଶ୍ରେଣୀ ପ୍ରକାଶକ - ମାଧ୍ୟମିକ ଶିକ୍ଷା ପରିଷଦ , ଓଡ଼ିଶା (୨୦୨୨)

ASSESSMENT STRUCTURE

80 Marks	20 Marks Internal Assessment			
Whole Syllabus	Pen Paper Test (5 marks)	Multiple Assessment (5 marks)	Portfolio (5 marks)	Subject Enrichment Activities (5 Marks)
	Based on PA syllabus	Story Writing Group Discussion Written Quiz	Class work plus peer assessment, self -assessment, achievements of students in the subject etc.	Poetry Review Scenery Narration Art Integrated Project

MULTIPLE ASSESSMENTS

- ❖ Periodic Assessment-1 : Story Writing
- ❖ Periodic Assessment-2 : Group Discussion
- ❖ Periodic Assessment-3 : Written Quiz

SUBJECT ENRICHMENT ACTIVITIES

- ❖ Periodic Assessment-1 : Poetry Review
- ❖ Periodic Assessment-2- : Scenery Narration
- ❖ Periodic Assessment-3 : Art Integrated Project

CW/HW (5 Marks)

- ❖ *Regularity and Maintenance of copy (2 Marks)
- ❖ *Relevant Answers and Follow up Action (2 Marks)
- ❖ *Task completion (1 mark)
- ❖ Poetry Review (5Marks)
- ❖ *Understanding and Language -2 Marks
- ❖ *Presentation and Clarity (2Marks)
- ❖ *Timely completion (1 mark)
- ❖ Story Writing (5Mrks)
- ❖ *Plot Construction and characterization (2 Marks)
- ❖ *Language and Message (2 Marks)
- ❖ *Timely completion (1 mark)
- ❖
- ❖ Group Discussion (5 Marks)
- ❖ *Understanding and Language -2 Marks
- ❖ *Presentation and Originality (2Marks)
- ❖ *Time Management (1Mark)
- ❖ Scenery Narration (5 Marks)
- ❖ *Content and creativity (2Marks)
- ❖ *Language and understanding (2Marks)
- ❖ *Timely completion (1 mark)

DESIGN OF QUESTION PAPER(2026-27)

PERIODICAL ASSESSMENT-I (Time: 1 hr 30 mins)		
SL.NO.	CHAPTER	FM: 40
SECTION-A (10)		
1	ଅଜଣା ଅନୁଛେଦ (130-150 ଶବ୍ଦ ମଧ୍ୟରେ)	5x2=10
SECTION-B (06)		
2	ଦରଖାସ୍ତ (No Choice)	6x1=6
SECTION-C(06)		
3	ସନ୍ଧି (ସ୍ଵର, ବ୍ୟଞ୍ଜନ, ବିସର୍ଗ) (No Choice)	3x1=3
4	ସମାସ (ତତ୍ପରୁଷ୍ଟ) (No Choice)	3x1=3
SECTION-D(18)		
5	ସରଳାର୍ଥ (ଗଦ୍ୟ/ପଦ୍ୟ) (No Choice)	1x5=5
6	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ(ଗଦ୍ୟ ଓ ପଦ୍ୟ)(No Choice)	3x2=6
7	MCQ (ଗଦ୍ୟ ଓ ପଦ୍ୟ) (No Choice)	3x1=3
8	ଅତିରିକ୍ତ ସାହିତ୍ୟ(No Choice)	2x2=4
PERIODICAL ASSESSMENT-II / HALF YEARLY (Time: 3 Hrs)		
SL.NO.	CHAPTER	FM: 80
SECTION-A (10)		
1	ଅଜଣା ଅନୁଛେଦ (130-150 ଶବ୍ଦ ମଧ୍ୟରେ)	5x2=10
SECTION-B (12)		
2	ରଚନା(3ଟିରୁ ଗୋଟିଏ)	1x6=06
3	ଦରଖାସ୍ତ (ଦାସ୍ତରିକ) (2ଟିରୁ ଗୋଟିଏ)	1x6=06
SECTION-C (10)		
4	ସନ୍ଧି (4ଟିରୁ 3ଟି)	3x1=3
5	ସମାସ (4ଟିରୁ 3ଟି)	3x1=3
6	କୃଦନ୍ତ (3ଟିରୁ 2ଟି)	2x1=2
7	ତଦ୍ଭିତ (3ଟିରୁ 2ଟି)	2x1=2
SECTION- D (48)		
8	ସରଳାର୍ଥ(ଗଦ୍ୟ)) (2ଟିରୁ ଗୋଟିଏ)	1x5=5
9	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ(ଗଦ୍ୟ) (5ଟିରୁ 3ଟି)	3x2=6
10	MCQ PROSE (NO CHOICE)	10x1=10
11	ସରଳାର୍ଥ(ପଦ୍ୟ)) (2ଟିରୁ ଗୋଟିଏ)	1x5=5
12	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ(ପଦ୍ୟ))(5ଟିରୁ 3ଟି)	3x2=6
13	MCQ POETRY (NO CHOICE)	10x1=10
14	ଅତିରିକ୍ତ ସାହିତ୍ୟ(5ଟିରୁ 3ଟି)	3x2=6
PERIODIC ASSESSMENT III and ANNUAL 2026-27 (3 Hrs.)		
SL.NO.	CHAPTER	FM: 80
SECTION-A (10)		
1	ଅଜଣା ଅନୁଛେଦ (130-150 ଶବ୍ଦ ମଧ୍ୟରେ)	5x2=10

SECTION-B (12)		
2	ରଚନା(3ଟିରୁ ଗୋଟିଏ)	1x6=06
3	ଦରଖାସ୍ତ (ଦାସ୍ତରିକ) (2ଟିରୁ ଗୋଟିଏ)	1x6=06
SECTION-C (10)		
4	ସନ୍ଧି-ସ୍ମର, ବ୍ୟଞ୍ଜନ ଓ ବିସର୍ଗ (4ଟିରୁ 3ଟି)	3x1=3
5	ସମାସ- ତତ୍ପୁରୁଷ, ହ୍ରସ୍ୱ, ଦ୍ୱିଗୁ, କର୍ମଧାରୟ, ଅବ୍ୟୟୀଭାବ, ବହୁବ୍ରୀହି (4ଟିରୁ 3ଟି)	3x1=3
6	କୃଦନ୍ତ (3ଟିରୁ 2ଟି)	2x1=2
7	ତଦ୍ଭିତ (3ଟିରୁ 2ଟି)	2x1=2
SECTION-D (48)		
8	ସରଳାର୍ଥ(ଗଦ୍ୟ) (2ଟିରୁ ଗୋଟିଏ)	1x5=5
9	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ(ଗଦ୍ୟ) (5ଟିରୁ 3ଟି)	3x2=6
10	MCQ PROSE (NO CHOICE)	10x1=10
11	ସରଳାର୍ଥ(ପଦ୍ୟ) (2ଟିରୁ ଗୋଟିଏ)	1x5=5
12	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ(ପଦ୍ୟ) (5ଟିରୁ 3ଟି)	3x2=6
13	MCQ POETRY (NO CHOICE)	10x1=10
14	ଅତିରିକ୍ତ ସାହିତ୍ୟ(5ଟିରୁ 3ଟି)	3x2=6

DETAILED SYLLABUS

Periodic Assessment-I (40 marks) Time: 1 hr 30 Mins	Periodic Assessment- II/Half Yearly (80 marks) Time: 3 Hrs	Periodic Assessment-III (80 marks) Time -3 Hrs	ANNUAL EXAM (80 marks) Time: 3 Hrs.
ଅପରିଚିତ ଗଦ୍ୟାଂଶ ଦରଖାସ୍ତ ବ୍ୟାକରଣ - କ)ସନ୍ଧି- ସ୍ମର, ବ୍ୟଞ୍ଜନ ଓ ବିସର୍ଗ ଖ) ସମାସ- ତତ୍ପୁରୁଷ ପଦ୍ୟ - i) ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ ii) କାହା ମୁଖ ଅନାଲ ବଞ୍ଚିବି ଗଦ୍ୟ - ଜାତୀୟ ଜୀବନ ଅତିରିକ୍ତ ସାହିତ୍ୟ- ବୁଢ଼ା ଶଙ୍ଖାରି	ଅପରିଚିତ ଗଦ୍ୟାଂଶ ରଚନା ଦରଖାସ୍ତ ବ୍ୟାକରଣ - କ) ସନ୍ଧି- ସ୍ମର, ବ୍ୟଞ୍ଜନ ଓ ବିସର୍ଗ ଖ) ସମାସ- ତତ୍ପୁରୁଷ, ହ୍ରସ୍ୱ, ଦ୍ୱିଗୁ ଗ) କୃଦନ୍ତ ଘ) ତଦ୍ଭିତ ପଦ୍ୟ- i) ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ ii) କାହା ମୁଖ ଅନାଲ ବଞ୍ଚିବି iii) ପଢ଼ iv) ହେ ମୋର କଲମ ଗଦ୍ୟ- i) ଜାତୀୟ ଜୀବନ ii) ଭାଷା ଓ ଜାତୀୟତା iii)ବାମନର ହାତ ଓ ଆକାଶର ଚନ୍ଦ୍ର ଅତିରିକ୍ତ ସାହିତ୍ୟ- i) ବୁଢ଼ା ଶଙ୍ଖାରି ii) ପତାକା ଉତ୍ତୋଳନ	ଅପରିଚିତ ଗଦ୍ୟାଂଶ ରଚନା ଦରଖାସ୍ତ ବ୍ୟାକରଣ - କ)ସନ୍ଧି- ସ୍ମର, ବ୍ୟଞ୍ଜନ ଓ ବିସର୍ଗ ଖ)ସମାସ- ତତ୍ପୁରୁଷ, ହ୍ରସ୍ୱ, ଦ୍ୱିଗୁ କର୍ମଧାରୟ, ଅବ୍ୟୟୀଭାବ ,ବହୁବ୍ରୀହି ଗ) କୃଦନ୍ତ ଘ) ତଦ୍ଭିତ ପଦ୍ୟ - i) ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ ii)କାହା ମୁଖ ଅନାଲ ବଞ୍ଚିବି iii)ପଢ଼ iv) ହେ ମୋର କଲମ v) ମଣିଷ ଭାଇ vi)ଗୋପ ପ୍ରୟାଣ vii) ପାଇକବଧୂର ଉଦ୍‌ବୋଧନ ଗଦ୍ୟ - i) ଜାତୀୟ ଜୀବନ ii) ଭାଷା ଓ ଜାତୀୟତା iii) ବାମନର ହାତ ଓ ଆକାଶର ଚନ୍ଦ୍ର iv) ପ୍ରକୃତ ବନ୍ଧୁ	Whole Syllabus

Periodic Assessment-I (40 marks) Time: 1 hr 30 Mins	Periodic Assessment- II/Half Yearly (80 marks) Time: 3 Hrs	Periodic Assessment-III (80 marks) Time -3 Hrs	ANNUAL EXAM (80 marks) Time: 3 Hrs.
	iii) ଦଳବେହେରା	v) ସମୂହ ଦୃଷ୍ଟି ଅତିରିକ୍ତ ସାହିତ୍ୟ- i) ବୁଢ଼ା ଶଙ୍ଖାରି ii) ପତାକା ଉତ୍ତୋଳନ iii) ଲକ୍ଷ୍ମୀର ଅଭିସାର iv) ଦଳବେହେରା v) ଦୂର ପାହାଡ଼	

NO	ପ୍ରସଙ୍ଗ	ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ ଫଳ (LEARNING OUTCOME)
1	ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ	ଜାତୀୟତାବାଦୀ ଚେତନା ଓ ଦେଶାତ୍ମବୋଧ ଭାବନା ଛାତ୍ରଛାତ୍ରୀ ମାନଙ୍କ ମଧ୍ୟରେ ଜାଗ୍ରତ ହେବ ।
2	କାହା ମୁଖ ଅନାଇ ବଞ୍ଚିବି	ମା'ର ସ୍ନେହ ସମ୍ପର୍କରେ ଜାଣିବେ । ସଙ୍ଗୀତର ରାଗ ରାଗିଣୀ ସମ୍ପର୍କରେ ଜାଣିବେ । ସନ୍ତାନର ବିଚ୍ଛେଦ ମା' ପାଇଁ ଆଶଙ୍କା ଆଣି ଦେଇଥାଏ । ପ୍ରାଚୀନ ସାହିତ୍ୟ ବିଷୟରେ ଅବଗତ ହେବେ ।
3	ପଦ୍ମ	ଏକାଗ୍ରତା ହିଁ ସଫଳତାର ଚାବିକାଠି । ପ୍ରତିକୂଳ ପରିସ୍ଥିତି ଓ ଅନୁକୂଳ ପରିସ୍ଥିତିକୁ ବଦଳାଇବାର କଳା ଶିକ୍ଷା କରିବେ । ଜାତୀୟ ପୁଷ୍ପ ପଦ୍ମ ମାଧ୍ୟମରେ ସୌନ୍ଦର୍ଯ୍ୟବୋଧ ସହିତ ଇଶ୍ଵରାନୁଭୂତିକୁ ଅନୁଭବ କରିବା ଶିଖିବେ ।
4	ହେ ମୋର କଲମ	ଅସି ଅପେକ୍ଷା ମସି ଅତ୍ୟନ୍ତ ଶକ୍ତିଶାଳୀ । କଲମ ତିର ବିପ୍ଳବୀ ଓ ମୌନୀ ଅଟେ । କଲମ ବାକ୍ୟ ବୀର ନୁହେଁ, ସେ କର୍ମ ବୀର ଅଟେ ଏକଥା ଜାଣିବେ ।
5	ମଣିଷ ଭାଇ	ମନୁଷ୍ୟ ହେଉଛି ଅମୃତର ସନ୍ତାନ, ସୃଷ୍ଟିର ଏକ ଅନବଦ୍ୟ ସୃଷ୍ଟି ଜାଣି ଛାତ୍ର ଅବସ୍ଥାରୁ ଏହାକୁ ଅନୁସରଣ କରିବା ଶିଖିବେ । ପ୍ରତିକୂଳ ପରିସ୍ଥିତିରେ ମାଟିର ମଣିଷ 'ମଣିଷ' ପରି ବଞ୍ଚିବା ଶିଖିବେ । ଅସମ୍ଭବକୁ ସମ୍ଭବ କରିବା ପାଇଁ ପ୍ରୟାସ କରିବେ । ମୃତ୍ୟୁକୁ ତାକୁ ଭୟ କରିବେ ନାହିଁ ବରଂ କର୍ମ କରି ମୃତ୍ୟୁକୁ ହରାଇବାକୁ ଚେଷ୍ଟା କରିବେ ।
6	ଗୋପ ପ୍ରୟାଣ	'ମାନବ ଜୀବନ ନୁହଁଇ କେବଳ ବର୍ଷ ମାସ ଦିନ ଦଣ୍ଡ, କର୍ମେ ଜୀବି ନର କର୍ମ ଏକା ତା'ର ଜୀବନର ମାନବତା' ଏକଥା ଶିଖି ଆଗକୁ ବଢ଼ିବା ଶିଖିବେ । ବୀର ଜୀବନରେ ଥରେ ମରେ । ପୂଜ୍ୟପୂଜା ପରମ୍ପରା ଓ ଜାତୀୟତା ବୋଧରେ ଉତ୍କୃଷ୍ଟ ହେବା ଶିକ୍ଷା କରିବେ । 'ମାନବ ସେବା ହିଁ ମାଧ୍ୟମ ସେବା' ଏହାକୁ ଉପଲକ୍ଷି କରି ସେବା ମନୋବୃତ୍ତି ରଖିବା ଶିକ୍ଷା କରିବେ ।
7	ଜାତୀୟ ଜୀବନ	ଜାତୀୟ ଜୀବନ ଓ ମାନବର ବ୍ୟକ୍ତିଗତ ଜୀବନ ମଧ୍ୟରେ ଥିବା ସମ୍ପର୍କ ବିଷୟରେ ଜାଣି ନିଜକୁ ଜାତୀୟତା ପ୍ରୋତ୍ସାହନ ସାମିଲ କରିବେ ।
8	ଭାଷା ଓ ଜାତୀୟତା	ଜାତୀୟତା ଉଦ୍ରେକରେ ଭାଷାର ଭୂମିକା ଗୁରୁତ୍ଵ ସମ୍ପର୍କରେ ଜାଣି ଭାଷାର ଏକତା କିପରି ଭାବର ଏକତା କରିବାରେ ସହାୟକ ତାହା ଜାଣି ଜୀବନ କ୍ଷେତ୍ରରେ ଆଗେଇବେ ।
9	ବାମନର ହାତ ଓ ଆକାଶର ଚନ୍ଦ୍ର	ପୂର୍ବର ଶିକ୍ଷା ପଛତ ବିଷୟରେ ଜାଣିବେ । ଚେଷ୍ଟା ଏକାଗ୍ରତା ବଳରେ ଅସାଧ୍ୟକୁ ମଧ୍ୟ ସାଧନ କରିହେବ ଏହା ଶିକ୍ଷା କରିବେ ।
10	ପ୍ରକୃତ ବନ୍ଧୁ	ପ୍ରକୃତ ବନ୍ଧୁର ସଂଜ୍ଞା ବିଷୟରେ ଜାଣିବେ । 'ଭଗବାନ ହିଁ ପ୍ରକୃତ ବନ୍ଧୁ' ଏ ବିଷୟରେ ଜାଣିବେ । ଅପ୍ରକୃତ ବନ୍ଧୁ ଠାରୁ ସର୍ବଦା ଦୂରରେ ରହିବେ ।
11	ସମୂହ ଦୃଷ୍ଟି	ଯେ କୌଣସି ବିଚାରଧାରୀ ବା ଯୋଜନାକୁ ସମୂହ ଦୃଷ୍ଟିରେ ରଖି କାର୍ଯ୍ୟ କରାଗଲେ ତାର ସୁଫଳ ସମଗ୍ର ସମାଜ ଲାଭ କରିଥାଏ ବୋଲି ଜାଣିବେ । କର୍ମଯୋଗ ବିଷୟରେ ଜାଣିବେ ।
12	ବୁଢ଼ା ଶଙ୍ଖାରି	ରକ୍ତର ସମ୍ପର୍କ ନଥାଇ ମଧ୍ୟ କିପରି ଅନାବିଳ ବାହ୍ୟତା ପ୍ରେମର ମହାନତା ପ୍ରଦର୍ଶନ କରିହେବ ତାହା ଶିକ୍ଷା କରି ଜୀବନରେ ଆଗକୁ ବଢ଼ିବେ । ଗନ୍ଧ ଲିଖନର ଶୈଳୀ ଅବଲମ୍ବନରେ ଗନ୍ଧ ଲେଖିବା ଶିକ୍ଷା କରିବେ । ବିଭିନ୍ନ ରସ ସମ୍ପର୍କରେ ଜାଣିବେ ।
13	ପତାକା ଉତ୍ତୋଳନ	ସ୍ଵାଧୀନତା ମଣିଷର ଜନ୍ମଗତ ଅଧିକାର -ଏହି ଉକ୍ତି କୁ ଉପଲକ୍ଷି କରିବେ । ସ୍ଵାଧୀନତେତା ହେବେ । ଦେଶକୁ ଭଲ ପାଇବେ । ଦେଶପାଇଁ ପ୍ରାଣୋତ୍ସର୍ଗ କରିବାକୁ ପଛାଇବେ ନାହିଁ । ମା ଓ ମାତୃଭୂମି ର ସେବା କରିବାକୁ ଆଗଭର ହେବେ ।
14	ଲକ୍ଷ୍ମୀର ଅଭିସାର	ଛୋଟ ପିଲାଙ୍କ ସରଳ ବିଶ୍ଵାସର ପରିଚୟ ପାଇବେ । ଅକୃତ୍ରିମ ମମତା ଦ୍ଵାରା ପିଲା ମାନଙ୍କର ହୃଦୟକୁ ଜିଣି ହୁଏ । ବୃଥା ଭୟ ପିଲାମାନଙ୍କ ମନରେ ଆଣିବା ଉଚିତ ନୁହେଁ । ସମାଜରେ ବାସ କରୁଥିବା ଲାଜୁଆ ମିଛୁଆଙ୍କ ବିଷୟରେ ଜାଣିବେ । ଲେଖକଙ୍କ ବିଷୟରେ ଜାଣିବା ସହିତ ବିଭିନ୍ନ ପୁରସ୍କାର/ସମ୍ମାନ ବିଷୟରେ ଅବଗତ ହେବେ ।

SANSKRIT (119)

Prescribed Book: शारदा पाठ्यपुस्तकम् (NCERT Publication)

Reference Book : सरस्वती मणिका संस्कृत व्याकरण (कक्षा-नवमी) (Saraswati Publishing House)

80 Marks	Internal Assessment (20 Marks)			
	Written Test 5 Marks	Multiple Assessment 5 Marks	Portfolio 5 Marks	Subject Enrichment Activities 5 Marks
Whole Syllabus	Based on PA Syllabus	Quiz, Oral Test, Visual Expression, Art Integration Project Reading Skill	Class work, Peer Assessment, Self Assessment, Achievements of students in the subject etc.	Listening Skill, Speaking Skill, Writing Skill, Art Integrated Activity.

ASSESSMENT STRUCTURE

Periodic Assessment – I	Periodic Assessment – II	Periodic Assessment – III
Pen & Paper Test (40 Marks) 40 Marks to be reduced to 5 Marks	Pen & Paper Test (80 Marks) 80 Marks to be reduced to 5 Marks	Pen & Paper Test (80 Marks) 80 Marks to be reduced to 5 Marks
Multiple Assessment Listening Skill- (5 Marks) श्रवणकार्यम् Rubrics : 1. Correct Response & Understanding- 2 2. Grammatical Accuracy- 2 3. Time management- 1	Multiple Assessment Writing Skill- (5 Marks) सङ्केताधारितं कथालेखनम् Rubrics : 1. Correct Response & Logical Sequence - 2 2. Grammatical Accuracy- 2 3. Handwriting- 1	Multiple Assessment (Art Integrated Project): (5 Marks)- ओडिशामहाराष्ट्रयोः तुलनात्मकसमीक्षणम् (णमो अरिहन्ताणम्) Rubrics : 1. Content & Organization- 2 2. Neatness & Timely Submission - 3 3. Grammatical Correctness- 1
Portfolio : (Class Work)- (5 Marks) Rubrics:- 1. Handwriting - 2 2. Neatness & Timely Submission - 2 3. Maintaining Index- 1	Portfolio : (Class Work)- (5 Marks) Rubrics:- 1. Handwriting - 2 2. Neatness & Timely Submission - 2 3. Maintaining Index- 1	Portfolio : (Class Work)- (5 Marks) Rubrics:- 1. Handwriting - 2 2. Neatness & Timely Submission - 2 3. Maintaining Index- 1
Subject Enrichment Activity Reading Skill : (5 Marks) (प्रथमः पाठः-सत्यं शिवं सुन्दरं संस्कृतम्) Rubrics:- 1. Presentation & Pronunciation- 2 2. Clarity & Intonation - 2 3. Time Management- 1	Subject Enrichment Activity (Art Integrated Activity) (5 Marks) सचित्रं धातुरूपाणि-(Pictorial Presentation of 10 verbs) Rubrics:- 1. Content & Creativity- 2 2. Organization - 2 3. Time Management - 1	Subject Enrichment Activity Speaking Skill : (Oral Test) -5 Marks) (मम परिचयः- दशवाक्येषु) Rubrics:- 1. Presentation- 2 2. Pronunciation- 2 3. Time Management- 1

PERIODIC ASSESSMENT- I 40 Marks			PERIODIC ASSESSMENT- II, III & Annual 80 Marks		
Q.NO	QUESTION PATTRN	MARKS	Q.NO	QUESTION PATTRN	MARKS
क-भागः (अपठितावबोधनम्) 5 Marks			क-भागः (अपठितावबोधनम्) 10 Marks		
1.	एकपदेन (VSA) 2 Qns पूर्णवाक्येन (LA) 1 Qn शीर्षकः (SA) 1 Qn यथानिर्देशम् उत्तरत 2 Qns (MCQ)	2 x ½ = 1 1 x 1 = 1 1 x 1 = 1 2 x 1 = 2	1.	एकपदेन (VSA) 2 Qns पूर्णवाक्येन (LA) 2 Qns शीर्षकः (SA) 1 Qn यथानिर्देशम् उत्तरत 3 Qns (MCQ)	2 x 1 = 2 2 x 2 = 4 1 x 1 = 1 3 x 1 = 3
ख-भागः (रचनात्मककार्यम्) 5 Marks			ख-भागः (रचनात्मककार्यम्) 15 Marks		
2.	पत्रलेखनम् (10 Blanks) (LA) 10 Qns	10 x ½ = 5	2.	पत्रलेखनम् (LA) 10 Qns (10 Blanks)	10 x ½ = 5
			3.	चित्रवर्णनम् (LA) 5 Qns OR अनुच्छेदलेखनम् (LA) 5 Qns	5 x 1 = 5 5 x 1 = 5

			4.	(5 sentences to write) संवादपूर्ति: (LA) 5 Qns OR कथापूर्ति: (LA) 10 Qns	OR 10 x ½ = 5
ग-भाग: (अनुप्रयुक्तव्याकरणम्) 15 Marks			ग-भाग: (अनुप्रयुक्तव्याकरणम्) 25 Marks		
3.	सन्धि: (SA) 3 Qns	3 x 1 = 3	5.	सन्धि: (SA) 3 Qns	3 x 1 = 3
4.	शब्दरूपाणि (MCQ) 4 Qs	4 x 1 = 4	6.	उपपदविभक्तयः (MCQ) 3 Qns	3 x 1 = 3
5.	धातुरूपाणि (MCQ) 4 Qs	4 x 1 = 4	7.	शब्दरूपाणि (MCQ) 3 Qns	3 x 1 = 3
6.	उच्चारणस्थानानि (SA) 3 Qns	2 x ½ = 1	8.	धातुरूपाणि (MCQ) 3 Qns	3 x 1 = 3
7.	अव्ययानि (SA) 3 Qns	3 x 1 = 3	9.	प्रत्ययाः (SA) 3 Qns	3 x 1 = 3
			10.	समासः (MCQ) 3 Qns	3 x 1 = 3
			11.	सङ्ख्या (SA) 3 Qns	3 x 1 = 3
			12.	उच्चारणस्थानानि (SA) 4 Qns	4 x ½ = 2
			13.	अव्ययपदानि (SA) 4 Qns	4 x ½ = 2
घ-भाग: (पठितावबोधनम्) 15 Marks			घ-भाग: (पठितावबोधनम्) 30 Marks		
8.	पद्यांशः एकपदेन (VSA) 2 Qns	2 x ½ = 1	14.	गद्यांशः एकपदेन (VSA) 2 Qns	2 x ½ = 1
9.	पूर्णवाक्येन (LA) 2 Qns	2 x 1 = 2	15.	पूर्णवाक्येन (LA) 2 Qns	2 x 1 = 2
10.	यथानिर्देशम् (SA) 2 Qns	2 x 1 = 2	16.	यथानिर्देशम् (SA) 2 Qns	2 x 1 = 2
	श्लोक-अन्वयः (LA) 4 Qns	4 x 1 = 4		पद्यांशः एकपदेन (VSA) 2 Qns	2 x ½ = 1
	OR भावार्थः (4 Blanks)		17.	पूर्णवाक्येन (LA) 2 Qns	2 x 1 = 2
	प्रश्ननिर्माणम् (LA) 3 Qns	3 x 1 = 3	18.	यथानिर्देशम् (SA) 2 Qns	2 x 1 = 2
	अर्थचयनम् (MCQ) 3 Qns	3 x 1 = 3	19.	नाट्यांशः एकपदेन (VSA) 2 Qns	2 x ½ = 1
			20.	पूर्णवाक्येन (LA) 2 Qns	2 x 1 = 2
				यथानिर्देशम् (SA) 2 Qns	2 x 1 = 2
				नाट्यांशः एकपदेन (VSA) 2 Qns	2 x ½ = 1
				पूर्णवाक्येन (LA) 2 Qns	2 x 1 = 2
				यथानिर्देशम् (SA) 2 Qns	2 x 1 = 2
				प्रश्ननिर्माणम् (LA) 5 Qns	5 x 1 = 5
				श्लोक-अन्वयः/भावार्थः (LA) 4 Qs	4 x 1 = 4
				(4 Blanks)	
				पाठाधारितकथापूर्ति: (LA) 8 Qns	6 x ½ = 3
				अर्थचयनम् (MCQ) 3 Qns	3 x 1 = 3
Total Marks : 40			Total Marks : 80		

EXAMINATION STRUCTURE

TYPE OF QUESTION प्रश्नप्रकारः	NO. OF QUESTION प्रश्नानां सङ्ख्या	NO. OF DIVISION विभाग- सङ्ख्या	MARKS PER QUESTION प्रतिप्रश्नम् अङ्कभारः	TOTAL MARKS आहत्याङ्काः
अति-लघूत्तरात्मका: (VSA) 1 अङ्कः	2 = 2	1	1	2
अति-लघूत्तरात्मका: (VSA) ½ अङ्कः	2+2+2 = 6	3	½	3
बहुविकल्पात्मका: (MCQ) 1 अङ्कः	3+3+3+3+3+3 = 18	7	1	21
लघूत्तरात्मका: (SA) ½ अङ्कः	4+4 = 8	2	½	4
लघूत्तरात्मका: (SA) 1 अङ्कः	1+3+3+2+2+2=13	6	1	13
दीर्घोत्तरात्मका: (SA) 1 अङ्कः	2+2+2+5+4=15	5	1	15

दीर्घोत्तरात्मका: (LA) 2 अङ्कौ	2 = 2	1	2	4
निबन्धात्मका: (LA) 3 अङ्काः	1 = 1	1	3	3
निबन्धात्मका: (LA) 5 अङ्काः	1+1+1=3	3	5	15
			TOTAL	80

SYLLABUS

Periodic Assessment- I (40 Marks) Time: 1 ½ Hrs.	Periodic Assessment- II (80 Marks) Time: 3 Hrs.	Periodic Assessment- III (80 Marks) Time: 3 Hrs.	Annual Examination (80 Marks) Time : 3 Hrs.
क-भागः (अपठितावबोधनम्) 1. एकः अपठितः गद्यांशः सरलकथा वर्णनं वा (40 –50 शब्दपरिमितः) • एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् • शीर्षकलेखनम् • गद्यांशादाधारितं भाषिकं कार्यम् • भाषिककार्याय तत्त्वानि - (वाक्ये कर्तृ-क्रियापदचयनम्, कर्तृ-क्रिया अन्वितिः विशेषण-विशेष्यचयनम्, पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः) ख-भागः (रचनात्मककार्यम्) 2. पत्रलेखनम् (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकपत्रम्) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्ण पत्रं लेखनीयम्) ग- भागः (अनुप्रयुक्तव्याकरणम्) (शारदापुस्तकमाधारितम्) 3. सन्धिकार्यम् a) स्वरसन्धिः- दीर्घः, गुणः, वृद्धिः b) व्यञ्जनसन्धिः - जश्त्वसन्धिः c) विसर्गसन्धिः - उत्त्वम् 4. शब्दरूपाणि	क-भागः (अपठितावबोधनम्) 1. एकः अपठितः गद्यांशः सरलकथा वर्णनं वा (80 –100 शब्दपरिमितः) • एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् • शीर्षकलेखनम् • गद्यांशादाधारितं भाषिककार्यम् • भाषिककार्याय तत्त्वानि- (वाक्ये कर्तृ-क्रियापदचयनम्, कर्तृ-क्रिया अन्वितिः विशेषण-विशेष्यपदचयनम्, पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः) ख-भागः (रचनात्मककार्यम्) 2. पत्रलेखनम्- (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकपत्रम्) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णपत्रं लेखनीयम्) 3. चित्राधारितं वर्णनम् / अनुच्छेदलेखनम्- (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्) 4. संवादपूर्तिः / कथापूर्तिः कथा) छात्रस्तरानुगुणम् एव भवेत् । (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णसंवादः / कथा लेखनीया ।) ग-भागः	क-भागः (अपठितावबोधनम्) 1. एकः अपठितः गद्यांशः सरलकथा वर्णनं वा (40 –50 शब्दपरिमितः) • एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् • शीर्षकलेखनम् • गद्यांशादाधारितं भाषिकं कार्यम् • भाषिककार्याय तत्त्वानि - (वाक्ये कर्तृ-क्रियापदचयनम्, कर्तृ-क्रिया अन्वितिः विशेषण-विशेष्यचयनम्, पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः) ख-भागः (रचनात्मककार्यम्) 2. पत्रलेखनम्- (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकपत्रम्) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णपत्रं लेखनीयम्) 3. चित्राधारितं वर्णनम् / अनुच्छेदलेखनम्- (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्) 4. संवादपूर्तिः/ कथापूर्तिः कथा) छात्रस्तरानुगुणम् एव भवेत् । (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः / कथालेखनीया ।) ग-भागः (अनुप्रयुक्तव्याकरणम्) (शारदापुस्तकमाधारितम्)	क-भागः (अपठितावबोधनम्) 1. एकः अपठितः गद्यांशः सरलकथा वर्णनं वा (80 –100 शब्दपरिमितः) • एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् • शीर्षकलेखनम् • गद्यांशादाधारितं भाषिकं कार्यम् • भाषिककार्याय तत्त्वानि- (वाक्ये कर्तृ-क्रियापदचयनम्, कर्तृ-क्रिया अन्वितिः विशेषण-विशेष्यपदचयनम्, पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः) ख-भागः (रचनात्मककार्यम्) 2. पत्रलेखनम्- (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकपत्रम्) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णपत्रं लेखनीयम्) 3. चित्राधारितं वर्णनम् / अनुच्छेदलेखनम्- (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्) 4. संवादपूर्तिः/ कथापूर्तिः कथा) छात्रस्तरानुगुणम् एव भवेत् । (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः / कथालेखनीया ।) ग-भागः (अनुप्रयुक्तव्याकरणम्) (शारदापुस्तकमाधारितम्)

पुंलिङ्गशब्दाः - बालकवत्, कविवत् स्त्रीलिङ्गशब्दाः - लतावत्, मतिवत् नपुंसकलिङ्गशब्दाः - फलवत्, वारि सर्वनामशब्दाः - किम् (त्रिषु लिङ्गेषु), अस्मद्, युष्मद् 5. धातुरूपाणि परस्मैपदिनः - पठ्, गम्, भू, दृश्, अस्, कृ (पञ्चसु लकारेषु) 6. उच्चारणस्थानानि 7. अव्ययानि स्थानबोधकानि - अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र घ-भागः (पठितावबोधनम्) 8. पद्यांशः-पद्यम् /श्लोकम्) श्लोकौ अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि • भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम्, पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः) 9.श्लोकान्वयः अथवा भावार्थः - (एकस्य श्लोकस्य अन्वयः अथवा भावार्थः) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः भावार्थः वा लेखनीयः) 10.वाक्येषु रेखाङ्कितपदानि अधिकृत्य प्रश्ननिर्माणम् 11.प्रसङ्गानुकूलम् अर्थचयनम्-(पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः) पाठ्यविषयाः- 1. प्रथमः पाठः (सत्यं शिवं सुन्दरम् संस्कृतम्)	(अनुप्रयुक्तव्याकरणम्) (शारदापुस्तक-आधारितम्) 5.सन्धिकार्यम् a) स्वरसन्धिः - दीर्घः, गुणः, वृद्धिः, यण् b) व्यञ्जनसन्धिः - जश्त्वसन्धिः, 'म्' स्थाने अनुस्वारः c) विसर्गसन्धिः - उत्त्वम्, विसर्गस्य सत्वम्, शत्वम्, षत्वम् 6. कारकविभक्तयः-उपपद- द्वितीया उभयतः -, धिक्, परितः, समया, निकषा, प्रति, विना तृतीया सह -, साकम्, समम्, सार्धम्, विना, अलम्, सदृश, हीन चतुर्थी रुच् -, दा (यच्छ), नमः, कुप्, स्वस्ति 7.शब्दरूपाणि पुंलिङ्गशब्दाः - बालकवत्, कविवत्, साधुवत्, पितृवत्, राजन् स्त्रीलिङ्गशब्दाः - लतावत्, मतिवत्, नदीवत् नपुंसकलिङ्गशब्दाः - फलवत्, वारि, जगत् सर्वनामशब्दाः - तद्, किम् (त्रिषु लिङ्गेषु), अस्मद्, युष्मद् 8. धातुरूपाणि परस्मैपदिनः- पठ्, गम्, वद्, भू, क्रीड्, नी, दृश्, अस्, कृ, पा (पञ्चसु लकारेषु) (पिब) आत्मनेपदिनः सेव् -, लभ्, रुच् (लकारेषु-लोट्-लृट्-लट्) उभयपदिनः- कृ, पच्, नी केवलं लट्लकारे 9. प्रत्ययाः त्त्वा, तुमुन्, ल्यप् 10. समासः - तत्पुरुषः (विभक्ति-	सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्(4.संवादपूर्तिः / कथापूर्तिः कथा) छात्रस्तरानुगुणम् एव भवेत्।((मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णसंवादः / कथा लेखनीया।) ग-भागः अनुप्रयुक्तव्याकरणम् (शारदापुस्तक-आधारितम्) 5.सन्धिकार्यम् a) स्वरसन्धिः- अयादि, पूर्वरूपम् b) व्यञ्जनसन्धिः - तुगागमः c) विसर्गसन्धिः- रत्वम् 6. कारकविभक्तयः-उपपद- पञ्चमी विना -, बहिः, भी, रक्ष्, ऋते षष्ठी उपरि -, अधः, पुरतः, निर्धारणे सप्तमीस्त्रिह् -, निपुणः, विश्वस्, पटु 7.शब्दरूपाणि - भवत्, विद्वस्, गुणिन् स्त्रीलिङ्गशब्दाः - मातृवत्, धेनुवत् नपुंसकलिङ्गशब्दाः - मनस्, चक्षुष् सर्वनामशब्दाः - इदम् 8. धातुरूपाणि परस्मैपदिनः शक्, ज्ञा, दा, क्री, श्रु (पञ्चसु लकारेषु) आत्मनेपदिनः - मुद्, वृध् -लट्) (लकारेषु-लोट्-लृट्	5.सन्धिकार्यम् a) स्वरसन्धिः- दीर्घः, गुणः, वृद्धिः, यण्, अयादि, पूर्वरूपम् b) व्यञ्जनसन्धिः - जश्त्वसन्धिः, 'म्' स्थाने अनुस्वारः, तुगागमः c) विसर्गसन्धिः उत्त्वम्, विसर्गस्य सत्वम्, शत्वम्, षत्वम्, रत्वम् 6. कारकविभक्तयः-उपपद- द्वितीया उभयतः -, धिक्, परितः, समया, निकषा, प्रति, विना तृतीया सह -, साकम्, समम्, सार्धम्, विना, अलम्, सदृश, हीन चतुर्थी रुच् -, दा (यच्छ), नमः, कुप्, स्वस्ति पञ्चमी विना -, बहिः, भी, रक्ष्, ऋते षष्ठी उपरि -, अधः, पुरतः, पृष्ठतः, निर्धारणे सप्तमीस्त्रिह् -, निपुणः, विश्वस्, पटु 7.शब्दरूपाणि - बालकवत्, कविवत्, साधुवत्, पितृवत्, राजन्, भवत्, विद्वस्, गुणिन् स्त्रीलिङ्गशब्दाः - लतावत्, मतिवत्, नदीवत्, मातृवत्, धेनुवत् नपुंसकलिङ्गशब्दाः - फलवत्, वारि, जगत्, मनस्, चक्षुष् सर्वनामशब्दाः - तद्, इदम्, किम् (त्रिषु लिङ्गेषु), अस्मद्, युष्मद् 8. धातुरूपाणि परस्मैपदिनः- पठ्, गम्, वद्, भू, क्रीड्, नी, दृश्, शक्, ज्ञा, अस्, कृ, दा, क्री, श्रु, पा (पञ्चसु) (पिब) लकारेषु आत्मनेपदिनः सेव् -, लभ्, रुच्, मुद्, वृध् (लकारेषु-लोट्-लृट्-लट्) उभयपदिनः- कृ, पच्, नी, कृष्, ह, भज् (केवलं लट्लकारे) 9. प्रत्ययाः- त्त्वा, तुमुन्, ल्यप्, क्त, क्तवत्, शतृ, शानच् 10. समासः - तत्पुरुषः (विभक्ति-नञ्-उपपद-कर्मधारय) 11. सङ्ख्या - 1-100
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	नञ्-उपपद) 11. सङ्ख्या - 1-100 (1-4 केवलं प्रथमा-विभक्तौ) 12. उच्चारणस्थानानि 13. अव्ययानि स्थानबोधकानि – अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र कालबोधकानि – यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः प्रश्नबोधकानि – किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम् घ-भागः (पठितावबोधनम्) 14. गद्यांशः—(गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः) 15. पद्यांशः—पद्यम् /श्लोकम्) श्लोकौ अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम् , पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः) 16. नाट्यांशः—(नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः)	उभयपदिनः- कृष्, ह, भज् (केवलं लटलकारे) 9. प्रत्ययाः—क्त, क्तवतु, शतृ, शानच् 10. समासः - तत्पुरुषः (विभक्ति-नञ्-उपपद-कर्मधारय) 11. सङ्ख्या - 1-100 (1-4 केवलं प्रथमा-विभक्तौ) 12. उच्चारणस्थानानि 13. अव्ययानि स्थानबोधकानि – अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र कालबोधकानि – यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः प्रश्नबोधकानि – किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम् घ-भागः (पठितावबोधनम्) 14. गद्यांशः—(गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः) 15. पद्यांशः—पद्यम् /श्लोकम्) श्लोकौ अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम् , पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः)	(1-4 केवलं प्रथमा-विभक्तौ) 12. उच्चारणस्थानानि 13. अव्ययानि स्थानबोधकानि – अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र कालबोधकानि – यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः प्रश्नबोधकानि – किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम् अन्यानि - च, अपि, यदि, तर्हि, यथा, तथा, सम्यक्, एव, तु घ-भागः (पठितावबोधनम्) 14. गद्यांशः—(गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः) 15. पद्यांशः—पद्यम् /श्लोकम्) श्लोकौ अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम् , पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः) 16. नाट्यांशः—(नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः) 17. वाक्येषु रेखाङ्कितपदानि अधिकृत्य प्रश्ननिर्माणम् 18. श्लोकांशः अथवा भावार्थः— (एकस्य श्लोकस्य अन्वयः अथवा भावार्थः) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः भावार्थः वा लेखनीयः)
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	संज्ञाप्रयोगः) 17.वाक्येषु रेखाङ्कितपदानि अधिकृत्य प्रश्ननिर्माणम् 18.श्लोकान्वयः अथवा भावार्थः - (एकस्य श्लोकस्य अन्वयः अथवा भावार्थः) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः भावार्थः वा लेखनीयः) 19.पाठाधारित-कथापूर्तिः- (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः) 20.प्रसङ्गानुकूलम् अर्थचयनम्- (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः) पाठ्यविषयाः- 1.प्रथमः पाठः (सत्यं शिवं सुन्दरम् संस्कृतम् 2.द्वितीयः पाठः (सुखस्य मूलम् धर्मः धर्मस्य मूलम् अर्थः) 3.तृतीयः पाठः (आत्मवत् सर्वभूतेषु यः पश्यति सः पण्डितः) 4.चतुर्थः पाठः (न खलु वयस्तेजसो हेतुः) 5.पञ्चमः पाठः (एषा सा कृतकबुद्धिः मानवबुद्धेः सहकरी)	पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः) 16.नाट्यांशः-(नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (वाक्येकर्तु-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्, सर्वनाम स्थाने संज्ञाप्रयोगः) 17.वाक्येषु रेखाङ्कितपदानि अधिकृत्य प्रश्ननिर्माणम् 18.श्लोकान्वयः अथवा भावार्थः (एकस्य श्लोकस्य अन्वयः अथवा भावार्थः) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः भावार्थः वा लेखनीयः) 19.पाठाधारित-कथापूर्तिः- (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः) 20.प्रसङ्गानुकूलम् अर्थचयनम्- (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः) पाठ्यविषयाः- .6षष्ठः पाठः (मनः पूतं समाचरेत्) .7सप्तमः पाठः (उपायं चिन्तयेत् प्राज्ञस्तथापायं च चिन्तयेत्) .8अष्टमः पाठः (अन्नात् आनन्दं प्रति) .9नवमः पाठः (कृत्तं प्रतिकृत्तं भूयादेषः धर्मः सनातनः) 10.दशमः पाठः (णमो अरिहन्ताणम्)	19.पाठाधारित-कथापूर्तिः-(मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः) 20.प्रसङ्गानुकूलम् अर्थचयनम्-(पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः) पाठ्यविषयाः- 1. प्रथमः पाठः (सत्यं शिवं सुन्दरम् संस्कृतम्) 2. द्वितीयः पाठः (सुखस्य मूलम् धर्मः धर्मस्य मूलम् अर्थः) 3. तृतीयः पाठः (आत्मवत्सर्वभूतेषु यः पश्यति सः पण्डितः) 4.चतुर्थः पाठः (न खलु वयस्तेजसो हेतुः) 5.पञ्चमः पाठः (एषा सा कृतकबुद्धिः मानवबुद्धेः सहकर 6. षष्ठः पाठः (मनः पूतं समाचरेत्) 7. सप्तमः पाठः (उपायं चिन्तयेत् प्राज्ञस्तथापायं च चिन्तयेत् 8. अष्टमः पाठः (अन्नाद् आनन्दं प्रति) 9. नवमः पाठः (कृत्तं प्रतिकृत्तं भूयादेषः धर्मः सनातनः) 10.दशमः पाठः (णमो अरिहन्ताणम्) 11.एकादशः पाठः (वर्णोच्चारण-शिक्षा २)
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अवधेयम् : अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथासम्भवं शारदा पाठ्यपुस्तकात् करणीयम् ।

MATHEMATICS (041)**PRESCRIBED BOOKS:**

1. Ganita Manjari Text book of Mathematics Grade IX – NCERT Publication
2. Guidelines for Mathematics Laboratory in Schools, class IX – CBSE Publication
3. Laboratory Manual - Mathematics, secondary stage – NCERT Publication
4. Mathematics exemplar problems for class IX, NCERT publication

ASSESSMENT STRUCTURE

Internal Assessment (20 Marks)				
ANNUAL EXAM (80 MARKS)	05 marks	05 marks	05 marks	05 marks
1. MCQ 2. AR 3. SA-I 4. SA-II 5. LA 6. Case Based Type	Pen and Paper Test	Multiple Assessment	Portfolio	Subject Enrichment Activity
	PA-I PA-II PA-III	PA-I : Quiz(written) PA-II: Oral Test PA-III: Art Integrated Project	PA-I PA-II PA-III CW & HW Other Achievements in subject	(PA-I, II, III) Maths Lab Activity
RUBRICS FOR INTERNAL ASSESSMENT (20 Marks)				
LAB ACTIVITY: (5Marks)	CW/HW: (5 Marks)	ORAL/QUIZ (5 marks)	Art Integrated Project (5 marks)	
• Timely submission/Neatness (2) • Presentation skill (2) • Creativity (1)	• Regularity (2) • Maintenance of copy with index and neatness (2) • Task completion (1)	• Content knowledge (2) • Answers confidently (2) & Thinks logically • Correct approach & Time management(1)	• Content accuracy (2) • Creativity (2) • Presentation & Neatness (1)	

SUBJECT ENRICHMENT ACTIVITIES (MATH LAB ACTIVITY)**PA I**

- Distance between two points in the 2D-Plane.
- To represent square root spiral.

PA2

- Factorisation using Algebraic Tiles
- Sum of first 'n' natural numbers is equal to $\frac{n(n+1)}{2}$.
- To verify that in a circle, central angle is twice of the inscribed angle.

PA3

- To verify Mid-Point theorem by an activity method.
- Graphical method for solving a pair of linear equations in two variables.
- To verify the surface area of a sphere.

WEIGHTAGE TO FORM OF QUESTIONS:**PERIODIC ASSESSMENT-I**

Sl. No.	Form of Questions	MCQ + AR	SA-I	SA-II	LA	CASE BASED QUESTIONS
1	Marks for Each question	1	2	3	5	4
2	No. Of Questions	9+1	2	4	2	1 (One case study question to be included) A case study has two one mark questions and one two marks question with internal choice(1+1+2*)
3	Total Marks	10	4	12	10	4
	Internal choice	-	1	1	1	1
Total nos. of Internal choice questions:4, Total no of questions:19, Total Marks:40						

PERIODIC ASSESSMENT –II, III & ANNUAL

SL.No	Form of Questions	MCQ	SA-I	SA-II	LA	CASE BASED QUESTIONS
1	Marks for each question	1	2	3	5	4
2	No. of Questions	18+2	5	6	4	3 (Three case study question to be included) Each case study has two one mark questions and one two marks question with an internal choice question (1+1+2*)
3	Total Marks	20	10	18	20	12
	Internal Choices		2	2	2	
Total no. of Internal choice questions:9						
Total no of questions: 38						
Total Marks: 80						

DETAILED SYLLABUS

CHAPTER	Periodic Assessment-I (Full Marks 40Marks) Time:1hr 30 mins	Periodic Assessment-II (Full Marks 80Marks) Time:3hrs	Periodic Assessment- III (Full Marks 80Marks) Time:3hrs	Annual Examination (Full Marks 80Marks) Time:3hrs
Chapter-1	Orienting Yourself: The use of Coordinates (10 marks)	Orienting Yourself: The use of Coordinates (8 marks)	Orienting Yourself: The use of Coordinates (4 marks)	Orienting Yourself: The use of Coordinates (4 marks)
Chapter-2	Introduction to Linear Polynomial (8 marks)	Introduction to Linear Polynomials (8 marks)	Introduction to Linear Polynomials (5 marks)	Introduction to Linear Polynomials (5marks)
Chapter-3	The World of Numbers (10 marks)	The World of Numbers (10 marks)	The World of Numbers (7 marks)	The World of Numbers (7 marks)
Chapter-4	Exploring Algebraic Identities (12 marks)	Exploring Algebraic Identities (8 marks)	Exploring Algebraic Identities (5 marks)	Exploring Algebraic Identities (5 marks)
Chapter- 5		I'am Up and Down and Round and Round (12 marks)	I'am Up and Down and Round and Round (5 marks)	I'am Up and Down and Round and Round (5 marks)
Chapter-6	-----	Measuring space : Perimeter and Area (12 marks)	Measuring space :Perimeter and Area (7 marks)	Measuring space :Perimeter and Area (7 marks)
Chapter-7	-----	The Mathematics of May be: Introduction to probability (10 marks)	The Mathematics of May be: Introduction to probability (4 marks)	The Mathematics of May be: Introduction to probability (4 marks)
Chapter-8	-----	Predicting What Comes Next: Exploring Sequences and Progressions (12 marks)	Predicting What Comes Next: Exploring Sequences and Progressions (5 marks)	Predicting What Comes Next : Exploring Sequences and Progressions (5 marks)
Chapter-9	-----		Introduction to Euclid Geometry: Axioms and Postulates (3 marks)	Introduction to Euclid Geometry: Axioms and Postulates (3 marks)
Chapter-10	-----		Lines and Angles (6 marks)	Lines and Angles (6 marks)
Chapter-11	-----		Triangle: Congruence Theorems (6 marks)	Triangle : Congruence Theorems (6 marks)
Chapter-12	-----		4-gon's Quadrilaterals (5 marks)	4-gon's Quadrilaterals (5 marks)
Chapter-13	-----		Linear Equation in two variables (5 marks)	Linear Equation in two variables (5 marks)
	-----		Mensuration: Surface Area	Mensuration: Surface

CHAPTER	Periodic Assessment-I (Full Marks 40Marks) Time:1hr 30 mins	Periodic Assessment-II (Full Marks 80Marks) Time:3hrs	Periodic Assessment- III (Full Marks 80Marks) Time:3hrs	Annual Examination (Full Marks 80Marks) Time:3hrs
Chapter-14			and volume (7 marks)	Area and volume (7 marks)
Chapter-15	-----		Statistics (6 marks)	Statistics (6 marks)

Note:1. Unit wise marks distribution for Annual is as per CBSE Curriculum

2. Chapters of PA-III and Annual will be as per Part-II Ganita Manjari Text book

QUESTION PAPER DESIGN

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

CURRICULAR GOALS (CGS) AND COMPETENCIES (CS) FROM THE NCF-SE 2023

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

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

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

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

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

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

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

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

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

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

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

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

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

C-4.5 Specifies locations and describes spatial relationships using coordinate geometry, for example, plotting a pair of linear

equations and graphically finding the solution, or finding the area of triangle with given coordinates as vertices.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C-9.1 Decomposes a problem into sub-problems.

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

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

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

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

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

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

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

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

DEVELOPMENT OF THE COMPETENCIES

CHAPTER NAME RELEVANT CGS/COMPETENCIES/SDG	THEMES OUTLINES/ KEY CONCEPTS	LEARNING OUTCOMES
Orienting Yourself: The use of Coordinates CG-4, C-4.5, CG-9 SDG 3. : Good Health and Well Being	- Brief history of coordinate geometry - The 2-D Cartesian coordinate system - Distance between two points in the 2-D plane - Midpoint of the line- segment between two points in the 2-D plane	The student will be able to: - Specify locations and the position of one point relative to another point using coordinates. - Represent a floor plan on a grid using coordinates. - Compute the distance between two points using coordinates. - Determine whether three points lie in a straight line using coordinates. - Compute the position of the midpoint of a line segment using coordinates. - Check whether a triangle is right- angled using coordinates. - Apply computational thinking to model situations on the coordinate plane and verify geometric properties through systematic reasoning.
Introduction to Linear Polynomials CG-3, C-3.2, CG-9 SDG: 16. Peace and Justice, Strong Institutions	- Algebraic expressions - Definition of a polynomial. - Degree of a polynomial - Introduction to linear polynomials and applications - Exploring linear patterns - Modelling linear growth and linear decay - Linear relationships - Visualising linear relationships - Slope and y-intercept of a line $y = ax + b$	- Understand the meaning of an algebraic expression. - Define a polynomial. - Identify the degree, terms and coefficients of terms in a polynomial. - Model linear growth and decay using linear polynomials. - Explain and identify patterns in linear relationships. - Identify the slope and y-intercept of a linear equation in two variables. - Graph a linear equation in two variables. - Use computational thinking to identify patterns, construct linear expressions, and systematically represent and analyse linear relationships using equations and graphs.
The World of Numbers CG-1, C-1.1, CG-9 SDG:8. Decent Work and Economic Growth	- Introduction to rational numbers - Representation of rational numbers on the number line - Density of rational numbers and its proof - Finding rational numbers between any two rational numbers - Decimal representation of rational numbers - Introduction to irrational numbers - Proof of irrationality of $\sqrt{2}$ and $\sqrt{3}$ - The square root spiral	- Understand the concept of a rational number. - Represent rational numbers on the number line. - Understand the properties of rational numbers. - Explain the concept of density of rational numbers. - Compute decimal representation of rational numbers. - Understand the concept of irrational numbers. - Prove the irrationality. - Construct the square root spiral. - Apply computational thinking to represent rational and irrational
Exploring Algebraic Identities CG-7, C-7.2, CG-9 SDG4:Quality Education SDG11:Sustainable Cities and Communities	- Revisiting algebraic identities - Visualising identities using geometrical models - Factorisation of algebraic expressions using identities - More identities and their applications - Visualising factorisation of quadratic expressions through algebra tiles and without using	- Visualise algebraic identities using geometric models. - Determine the factors of algebraic expressions using identities. - Interpret factors of quadratic expressions through geometric models. - Find simplified versions of rational expressions. - Use computational thinking strategies, such as decomposition and step-by- step procedures to visualise algebraic identities, factor expressions, and simplify rational expressions.

CHAPTER NAME RELEVANT CGS/COMPETENC IES/SDG	THEMES OUTLINES/ KEY CONCEPTS	LEARNING OUTCOMES
	algebra tiles - Finding new identities - Simplifying rational expressions	
I'am Up and Down and Round and Round CG-4, C-7.3, CG-9 SDG4 : Quality Education SDG12 : Responsible Consumption and Production	- Practical applications and uses of circles - Definitions related to a circle — centre, diameter, and radius - Chords and the angles they subtend - Midpoints and perpendicular bisectors of chords - Distance of chords from the centre - Subtended angles by an arc - Cyclicity of points	- Explain why 'chords that subtend equal angles at the centre are equal'. - Explain why 'the line from the centre of a circle to the midpoint of a chord is perpendicular to the chord'. - Explain why 'a perpendicular from the centre to a chord bisects the chord'. - State the relationship between length of a chord and its distance from the centre of the circle. - Explain why 'equal chords are equidistant from the centre (and conversely)'. - Explain why 'among unequal chords, the longer chord is closer to the centre'. - Explain why 'the diameter is the longest chord'. - Explain why 'the angle subtended by an arc at the centre is double the angle subtended by the arc at any point on the remaining part of the circle'. - Explain why 'angles in the same segment of a circle are equal'. - Explain why 'the angle in a semicircle is a right angle'. - Determine when four given points are concyclic. - Explain why 'a quadrilateral with supplementary opposite angles is cyclic, and conversely'. - Explain how circular wheels have influenced transport, farming, building, and technology. - Identify cultural motifs involving circles, for example, the Dharmachakra, Ashoka Chakra, Sudarshan Chakra. - Use computational thinking to break down circle- related problems, apply geometric rules step-by- step, and verify properties of figures, such as chords, angles, and cyclic quadrilaterals through systematic reasoning.
Measuring Space : Perimeter and Area CG-5, C-5.1, CG-9 SDG: 9. Industry Innovation and Infrastructure	- Perimeter of shapes - Perimeter of a circle: Introduction to Pi and its irrationality - Length of an arc - Area of shapes: rectangles, parallelograms, and triangles - Heron's formula - Squaring a rectangle: Proof from Baudhayana's Sulbasutras - Area of a circle: derivation - Area of the sector of a circle - Brahmagupta's formula for area of a cyclic 4-gon - Heron's formula as a special case of Brahmagupta's formula	- List historical approximations to π (from Archimedes, Aryabhata, and Zu Chongzhi). - Compute the circumference of a circle and the length of an arc. - Apply ideas of circle perimeter and arc- length to real-world contexts. - Explain why a median of a triangle divides it into two triangles of equal area. - Use Heron's formula to compute the area of a triangle from its sides. - Explain the classical problem of 'squaring' a given shape. - Explain how ancient civilisations approximated the area of a circle. - Compute the area of a circle using the formula. - Explain and use the formula for area of a sector of a circle. - Solve problems on areas of sectors and segments of circles. - State Brahmagupta's formula for the area of a cyclic quadrilateral in terms of its sides. - Explain why Heron's formula is a 'special case' of Brahmagupta's formula. - Explain the notion of 'special case' and 'generalisation' in mathematics. - Use computational thinking to break down shapes, apply step-by- step methods to calculate perimeter and area, recognise patterns across formulae, and understand generalisation and special cases

CHAPTER NAME RELEVANT CGS/COMPETENC IES/SDG	THEMES OUTLINES/ KEY CONCEPTS	LEARNING OUTCOMES
		in geometry.
The Mathematics of May be: Introduction to probability CG-6, C-6.2, CG-9 SDG4 : Quality Education SDG13 : Climate Action	• Concept of probability and randomness • The probability scale • Empirical probability: analysing statistical data and performing experiments • Theoretical probability: sample space and events • Representing probability through tree diagrams and tables	• Understand the concept of randomness. • Describe the likelihood of an event using the probability scale. • Estimate the empirical probability of the occurrence of an event by analysing statistical data. • Define theoretical probability of an event. • Apply the definition of theoretical probability to compute the probability of an event. • Compute probability of events with the help of tree diagrams and tables. • Use computational thinking strategies, such as pattern recognition and simulation, to model random experiments and estimate probabilities.
Predicting What Comes Next: Exploring Sequences and Progressions CG-11, C-8.1, CG-9 SDG8: Decent Work and Economic Growth	• Introduction to sequences • Explicit or general rule of a sequence • Recursive rule of a sequence • Arithmetic Progressions • (AP): nth term, visualising an AP, and practical contexts leading to Aps • Sum of the first n natural numbers • Geometric Progressions (GP): nth term, visualising a GP, and practical contexts leading to GPs • Applications of GP in fractals • Tower of Hanoi puzzle	• Understand the concept of a sequence of numbers. • Identify the pattern in a sequence and predict the next few terms. • Determine the recursive and explicit rules for different sequences. • Obtain the terms of sequence given its recursive and explicit rule. • Identify Arithmetic Progressions (AP). • Determine the nth term of an AP. • Visualise an AP graphically. • Identify Geometric Progressions (GP). • Determine the nth term of a GP. • Visualise a GP graphically. • Analyse attributes of fractals using GP. • Solve the Tower of Hanoi puzzle. • Use computational thinking to identify patterns, write step-by-step rules, and model patterns in sequences and progressions.
Introduction to Euclid's Geometry: Axioms and Postulates CG-7, C-7.1, C-7.3 SDG: 11. Sustainable Cities and Communities	• History of geometry • Constructing a square with a given side as described in the Baudhayana's Sulbasutras • Discovering Euclid's definitions • Axioms of measurement and rules for geometric objects	• Describe how geometry grew from the practical needs ancient civilisations. • Describe contributions of India, Egypt and Greece to the development of geometric ideas. • Understand the role of definitions, axioms, and postulates. • Explain that there are elements of plane geometry (point, line, surface) for which we have an intuitive sense. • State the 5 postulates of Euclidean geometry. • Define parallelism of straight lines. • Explain the construction of a square as given in the Sulbasutras. • Justify simple constructions using the axioms.
Lines and Angles CG-7, C-7.1, C-7.3, CG-9 SDG: 9. Industry Innovation and Infrastructure	• Rays and angles • Measures of angles • Intersecting lines and angles • Pairs of angles • Theorems and examples on intersecting lines • Theorems and examples on parallel lines	• Classify angles as acute, right, obtuse, or reflex. • Define parallelism. • State and apply the linear pair theorem and its converse. • Follow proof by contradiction in geometry. • Prove that vertically opposite angles are equal. • Identify corresponding, alternate, and interior angles. • Explain transitivity of parallelism. • Explain why a triangle must have at least two acute angles; why it cannot have two obtuse angles, or all three angles less than 60° • Apply computational thinking to analyse geometric ideas by breaking constructions into ordered steps, using axioms and postulates as rules, and justifying geometric results through logical step-by-step reasoning.
Triangles:	• Practical applications of	• Explain that a triangle is rigid, unlike a quadrilateral.

CHAPTER NAME RELEVANT CGS/COMPETENC IES/SDG	THEMES OUTLINES/ KEY CONCEPTS	LEARNING OUTCOMES
Congruence Theorems CG-4, C 4.1, C-7.3 SDG: 10. Reduced Inequalities	triangles • Proofs of conditions of congruence of triangles • Theorems on triangles • Propositions and their converse • Problems based on applications of theorems on triangles	• Identify uses of triangle rigidity. • Explain why triangles give strength and stability to structures. • Describe what it means for two triangles to be congruent. • Identify correspondence between the vertices, sides, and angles of two congruent triangles. • Use the SAS congruence axiom. • Use the SSS congruence condition. • Use the ASA congruence condition. • Use the RHS congruence condition. • Use the AAS congruence condition. • Prove the basic properties of isosceles triangles. • Explain the notion of a proposition. • Explain the notion of converse of a proposition. • Identify the converse of a given proposition. • Explain that not all converses are true; use counter examples to show that some converses are false. • Explain why SSA is not, in general, a valid congruence condition. • Identify the situations where SSA is a valid congruence condition. • Justify the role of diagram accuracy
4-gons (Quadrilaterals) CG-4, C-4.2, C-7.3 SDG: 9. Industry Innovation and Infrastructure	• Properties of parallelograms • Important theorems related to parallelograms and their proof • Midpoint theorem and its applications • Understanding the notion of central symmetry in the context of parallelograms	• Frame a precise definition of a 4-gon. • Prove various characterisations of a parallelogram. • Prove the midpoint theorem. • Prove a converse of the midpoint theorem. • Prove that the medians of a triangle are concurrent and each median is divided in the ratio 2:1 at the point of concurrence. • Prove that the 4-gon formed by joining the midpoints of a given 4-gon is a parallelogram. • Find the coordinates of the midpoint of a line segment given its end points and find the coordinates of the fourth vertex of a parallelogram given the other three. • Understand reflection and rotation symmetries of 4-gons. • Understand how any 4-gon can tile a plane. • Practice forming logical converses of statements and asking questions guided by converses of theorems. • Engage in drawing, measurement and paper manipulation activities to discover geometric patterns involving triangles and 4-gons.
Linear Equations in Two Variables CG-3, C-3.2, C-8.1, CG-9 SDG: 5. Gender Equality Decent Work and Economic Growth	• Introduction to linear equations in two variables through practical examples • Solution of linear equation in two variables: graphical representation • Slope-intercept form of linear equation in two variables • Drawing graphs of linear equations when x and y assume only certain values • Pair of linear equations in two variables • Graphical method for solving a	• Understand the concept of a linear equation in two variables. • Graph a pair of linear equations. • Solve a pair of linear equations graphically. • Solve a pair of linear equations through the methods of substitution and elimination. • Determine the nature of solutions of a pair of linear equations. • Model and solve contextualised problems using a pair of linear equations and draw conclusions. • Model daily-life phenomena using representations, such as graphs, tables, and equations. • Use computational thinking to systematically represent, solve, and interpret pairs of linear equations through graphs, tables, and step-by-step procedures.

CHAPTER NAME RELEVANT CGS/COMPETENC IES/SDG	THEMES OUTLINES/ KEY CONCEPTS	LEARNING OUTCOMES
	pair of linear equations in two variables - Nature of solutions: consistency and inconsistency - Algebraic methods of solving a pair of linear equations: substitution and elimination method	
Mensuration: Surface Area and Volume CG-5, C-5.1, CG-9 SDG6 : Clean Water and Sanitation	Surface areas and volumes of spheres (including hemispheres) and right circular cones	- Recognise cuboids and cubes in real- life situations. - Compute the surface area and volume of a cuboid. - Explain how a cube is a ‘special case’ of a cuboid. - Describe a right circular cylinder using its radius and height. - Compute the surface area and volume of a cylinder. - Recognise cones in daily life, and describe them using radius and height - Compute the surface area and volume of a cone. - Recognise a pyramid, and identify its base and apex. - Compute the surface area and volume of a pyramid. - Recognise spheres in real-life situations. - Compute the surface area and volume of a sphere. - Use computational thinking to systematically calculate, and compare surface areas and volumes of 3-D shapes by varying dimensions and analysing patterns.
Statistics CG-6, C-6.1, CG-9 SDG3 : Good Health and Well-Being SDG13 : Climate Action	- Graphical representation of data - Measures of central tendency	- Collect, organise, visualise and interpret data to answer a statistical investigative question. - Compute and apply weighted average in different settings. - Read and interpret stacked bar graphs and 100% stacked bar graphs. - Apply computational thinking strategies to analyse real-life data, create appropriate graphical representations, and interpret mean, median and mode for decision- making.

SCIENCE (086)

PREScribed TEXT BOOKS:

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

COURSE STRUCTURE

Unit No.	Unit	Chapter No.	Marks
I	World of Living	2,3,11,12	27
II	Matter - Its Nature and Behaviour	5,8,9	25
III	Motion, Force, Work and Sound	4,6,7,10	23
IV	Earth as a system	13	5
	Total		80

	Internal assessment - Periodic Assessment - 05 marks + 05 marks - Subject Enrichment (Practical Work) - 05 marks - Portfolio - 05 marks		
	Grand Total		100

ASSESSMENT STRUCTURE

80 Marks	Pen Paper Test (5 Marks +5 Marks)	Portfolio (C.W.& H.W.) (5 Marks)	Subject Enrichment (Practical / Laboratory Work) (5 Marks)
Board Exam (Whole Syllabus)	Three written tests will be conducted (5 Marks + 5 Marks) Best two will be taken	- Regularity (2 Marks) - Writing relevant answers & neatness (2Marks) - Task completion (1mark)	- Experimental setup and proper technique (2 Marks) - Collection of Data and observation. (2 Marks) - Practical record (1 mark)

INTERNAL ASSESSMENT-SUBJECT ENRICHMENT ACTIVITY (5 MARKS)

PERIODIC ASSESSMENT – I	PERIODIC ASSESSMENT – II	PERIODIC ASSESSMENT – III	ANNUAL EXAM
<u>Physics</u> Exp-1. Plotting of distance-time and velocity time graphs using an inclined plane. <u>Chemistry</u> Exp-1. Preparation of: (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 - Tyndall's effect Exp-2- Separation of components of mixtures using different techniques: a) Oil and water -Separating Funnel b) Colours in black ink - Paper Chromatography c) Ammonium chloride and common salt - Sublimation d) Muddy water using alum- Coagulation <u>Biology</u> Exp-1 Preparation of stained temporary mounts of (a) onion peel/ Rhoeo leaf (b) human cheek cells to record observations and draw their labeled diagrams. Exp-2 To study and identify tissues in plants (Parenchyma, Collenchyma and Sclerenchyma) and animals (striped, smooth and cardiac muscle fibers) from prepared slides. Draw their labeled diagrams (Only plant tissue).	<u>Physics</u> Exp-2. Verification of Newton's Second Law of Motion using a trolley, pulley and hanging masses. Exp-3. Verification of law of conservation of energy using a simple pendulum. <u>Chemistry</u> ----- <u>Biology</u> Exp-2 To study and identify tissues in plants (Parenchyma, Collenchyma and Sclerenchyma) and animals (striped, smooth and cardiac muscle fibers) from prepared slides. Draw their labeled diagrams (only animal tissue). Exp-3- To study (a) budding in yeast and Hydra (b) spore formation in bread mold with the help of prepared slides Exp-4- To study and identify different parts of a typical bisexual flower. Draw labeled diagrams. Note: Practical portions covered during PA-1 are also included for PA-2.	<u>Physics</u> Exp-4. Calculation of Mechanical Advantage of a lever using the formula $M.A = \text{Load} / \text{Effort}$. Exp-5. Determination of the speed of a pulse propagated through a stretched string / slinky (helical spring). <u>Chemistry</u> Exp-3. Verification of the law of conservation of mass in a chemical reaction. <u>Biology</u> Exp-5- To study the Specimens/virtual specimens/slides/models for identification (a) Spirogyra, mushroom, moss, fern, pine cone (b) Amoeba, Hydra, tapeworm, Ascaris, earthworm, butterfly, snail, starfish Note: Practical portions covered during PA-1 & PA-2 are also included for PA-3.	<u>Physics</u> ----- <u>Chemistry</u> ----- <u>Biology</u> ----- Note: Practical portions covered during PA-1 PA-2 , & PA-3 are included for Annual

BLUE PRINT OF PERIODIC ASSESSMENT –I QUESTION PAPER

PERIODIC ASSESSMENT :40 MARKS					DURATION: 1Hr 30Mins		
SL No	Form of Question	MCQ	A/R	Source based /case based	Short Answer Type		Long Answer Type (LA)
					SA-I	SA-II	
1	Marks for each question	1	1	4	2	3	5
2	No of Questions	8	2	2	3	2	2
3	Total Marks	8	2	8	6	6	10

BLUE PRINT OF PERIODIC ASSESSMENT –II & III QUESTION PAPER

PERIODIC ASSESSMENT : 80 MARKS					DURATION: 3 Hrs.		
SL No	Form of Question	MCQ	A/R	Source based /case based	Short Answer Type		Long Answer Type (LA)
					SA-I	SA-II	
1	Marks for each question	1	1	4	2	3	5
2	No of Questions	16	4	3**	6	7	3
3	Total Marks	16	4	12	12	21	15

CHAPTER WISE DISTRIBUTION OF MARKS

SL No	CHAPTER NAME	Periodic Assessment– I (40 marks) Time-1hr 30min	Periodic Assessment – II (80marks) Time-3hrs.	Periodic Assessment – III (80 marks) Time-3hrs.	Annual Examination (80 marks) Time-3hrs. As per the guidelines of CBSE
1	CHAPTER 5 EXPLORING MIXTURES AND THEIR SEPARATION	13	10	06	25
2	CHAPTER 8 JOURNEY INSIDE THE ATOM THE ATOM.	-	15	09	
3	CHAPTER 9 ATOMIC FOUNDATIONS OF MATTER.	---	----	10	
4	CHAPTER 13 EARTH AS A SYSTEM: ENERGY, MATTER AND LIFE	---	---	05	05
5	CHAPTER 2 CELL: THE BUILDING BLOCK OF LIFE	08	8	04	27
6	CHAPTER 3 TISSUES IN ACTION	06 Up to Plant Tissue	12	06	
7	CHAPTER 11 REPRODUCTION: HOW LIFE CONTINUES	-----	10 Up to Sexual Reproduction in plants	10	
8	CHAPTER 12	-----	-----	07	

SL No	CHAPTER NAME	Periodic Assessment– I (40 marks) Time-1hr 30min	Periodic Assessment – II (80marks) Time-3hrs.	Periodic Assessment – III (80 marks) Time-3hrs.	Annual Examination (80 marks) Time-3hrs. As per the guidelines of CBSE
	PATTERN IN LIFE: DIVERSITY AND CLASSIFICATION				
9	CHAPTER 4 DESCRIBING MOTION AROUND US	08	06	03	23
10	CHAPTER 6 HOW FORCES AFFECT MOTION.	05 Up to Newtons Second Law of motion	11	04	
11	CHAPTER 7 WORK, ENERGY AND SIMPLE MACHINES	-----	8 Up to Power	08	
12	CHAPTER 10 SOUND WAVES: CHARACTERISTICS AND APPLICATIONS	-----		08	
	TOTAL	40	80	80	80

CURRICULAR GOALS (CGS) AND COMPETENCIES (CS) FROM NCF-SE 2023

CG 1 – Explores the world of matter, its interactions, and properties at the atomic level

C 1.1 – Describes classification of elements in the Periodic Table, and explains how compounds (including carbon compounds) are formed based on the atomic structure (Bohr’s model) and properties (valency).

C 1.2 – Investigates the nature and properties of chemical substances (distillation, crystallisation, chromatography, centrifugation, types and properties of mixtures, solutions, colloids, and suspensions)

C 1.3 – Describes and represents chemical interactions and changes using symbols and chemical equations (acid and base, metal and non-metal, reversible and irreversible)

CG 2 – Explores the physical world around them, and understands scientific principles and laws based on observations and analysis

C 2.1 – Applies Newton’s laws to explain the effect of forces (change in state of motion — displacement and direction, velocity and acceleration, uniform circular motion, acceleration due to gravity) and analyses graphical and mathematical representations of motion in one dimension

C 2.2 – Explains the relationship between mass and weight using universal law of gravitation, and connect it to the laws of motion

C 2.3 – Manipulates the position of object and properties of lenses (focus, centre of curvature) to observe image characteristics and correspondence with a ray diagram, and extends this understanding to a combination of lenses (telescope, microscope)

C 2.4 – Manipulates and analyses different characteristics of the circuit (current, voltage, resistance) and mathematises their relationship (Ohm’s law), and applies it to everyday usage (electricity bill, short circuit, safety measures)

C 2.5 – Defines work in scientific terms, and represents the relationship between potential and kinetic energy (conservation of energy) in mathematical expressions

C 2.6 – Demonstrates the principle of mechanical advantage by constructing simple machines (system of levers and pulleys)

C 2.7 – Describes the origin and properties of sound (wavelength, frequency, amplitude) and differences in what we hear as it propagates through different instruments

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

*Additional Competency for Earth Science

CG 3 – Explores the structure and function of the living world at the cellular level

C 3.1 – Explains the role of cellular components (nucleus, mitochondria, endoplasmic reticulum, vacuoles, chloroplast, cell wall), including the semi-permeability of cell membrane in making cell the structural basis of living organisms and functional basis of life processes

C 3.2 – Analyses similarities and differences in the life processes involved in nutrition (photosynthesis in plants; absorption of nutrients in fungi; digestion in animals), transport (transport of water in plants; circulation in animals), exchange of materials (respiration and excretion), and reproduction

C 3.3 – Describes the mechanisms of heredity (in terms of DNA, genes, chromosomes) and variation (as changes in the sequence of DNA)

CG 4 – Explores interconnectedness between organisms and their environment

C 4.1 – Applies the knowledge of cellular diversity in organisms along with the ecological role organisms play (autotrophic or heterotrophic nutrition) to classify them into five kingdoms

C 4.2 – Illustrates different levels of organisations of living organisms (from molecules to organisms)

C 4.3 – Analyses different levels of biological organisation from organisms to ecosystems and biomes along with interactions that take place at each level

C 4.4 – Analyses patterns of inheritance of traits in terms of Mendel's laws and its consequences at a population level (using models and/or simulations)

C 4.5 – Analyses evidences of biological evolution demonstrating the consequences of the process of natural selection in terms of changes — in allele frequency in population, structure, and function of organisms

CG 5 – Draws linkages between scientific knowledge and knowledge across other curricular areas

C 5.1 – Explores how literature and arts have influenced Science

C 5.2 – Examines a case study related to the use of Science in human life from the perspective of Social Sciences and Ethics (for example, Marie Curie, Jenner, treatment of patients with mental illnesses, the story of the atomic bomb, green revolution and GMOs, conservation of biodiversity)

C 5.3 – Applies scientific principles to explain phenomena in other subjects (sound pitch, octave, and amplitude in music; use of muscles in dance form and sports)

CG 6 – Understands and appreciates the contribution of India through history, and the present time to the overall field of Science, including the disciplines that constitute it

C 6.1 – Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner

CG 7 – Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving, and that there are still many unanswered questions

C 7.1 – States concepts that represent the most current understanding of the matter being studied, ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students

C 7.2 – States questions related to matters in the curriculum for which current scientific understanding is well-recognised

CG 8 – Explores the nature of Science by doing Science

C 8.1 – Develops accurate and appropriate models (including geometric, mathematical, graphical) to represent real-life events and phenomena using scientific principles, and use these models to manipulate variables and predict results

C 8.2 – Designs and implements a plan for scientific inquiry (formulates hypotheses, makes predictions, identifies variables, accurately uses scientific instruments, represents data — primary and secondary — in multiple modes, draws inferences based on data, and understanding of scientific concepts, theories, laws and principles, and communicates findings using scientific terminology)

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

Name of the Chapter and Relevant Curricular Goals	Themes Outlines /Key Concepts	Learning Outcomes
CHAPTER 5 EXPLORING MIXTURES AND THEIR SEPARATION C-1.2, C-5.1, C-5.2, C-5.3, C-6.1, C-7.1, C-7.2, C-8.1, C-8.2	- Homogeneous and heterogeneous mixtures - Solutions, suspensions, colloids and their properties - Various ways to express concentration of solutions (mass by mass percentage of a solution, mass by volume percentage of a solution, volume by volume percentage of a solution) - Separation techniques based on the physical properties of components, including crystallisation, distillation, paper chromatography, sublimation, centrifugation and coagulation	Learners will be able to - Differentiate between homogeneous and heterogeneous mixtures on the basis of their properties - Demonstrate separation techniques, such as crystallisation, distillation, paper chromatography, sublimation, centrifugation and coagulation - Classify mixtures as solutions, suspensions, or colloids based on their properties - Explain the scientific principles behind different separation techniques - Apply the knowledge of homogeneous and heterogeneous mixtures in daily life - Define and calculate the concentration of solutions using mass by mass percentage, mass by volume percentage, volume by volume percentage - Analyse graphs of solubility and explain how the solubility of substances changes with temperature - Use scientific conventions and standard units to express concentrations - Handle common laboratory chemicals and apparatus safely - Relate separation techniques with practices observed in the local environment - Draw labelled diagrams or flow charts of separation techniques - Display awareness about the societal impact of chemistry in making life healthier, cleaner and sustainable - Correlate the phenomenon used in centrifugation to the spinning dance - Describe the cultural practices, like traditional methods of distillation - Display awareness about the contributions of Indian scientists, such as Dilip Mahalanabis - Demonstrate the use of small-scale or micro-scale experiments, such as crystallisation of copper sulphate, as an alternative to traditional methods - Poses question, such as — Can we create artificial blood that works just as real blood for all patients? - Exhibit creativity and work collaboratively in groups to create models of apparatus used for separating mixtures, such as a paperfuge and a distillation unit, using eco-friendly materials - Formulate hypotheses about scientific phenomena based on prior knowledge and understanding of scientific concepts, and predict the results of an experiment or investigation based on their hypotheses - Accurately use scientific instruments, apparatus and chemicals to collect data - Analyse results and findings using scientific terms - Represent findings in multiple modes, including appropriate figures, tables, graphs, or digital formats, and interpret and draw inferences from the findings - Communicate findings and conclusions effectively, such as those from experiments, activities or projects, both orally and in written form
CHAPTER 8 Journey Inside the Atom C-1.1, C-1.3, C-5.1, C-5.2, C-5.3, C-6.1, C-7.1, C-7.2, C-8.1, C-8.2	- Atoms are the basic units of elements - Atoms consist of subatomic particles - Atomic Models (Thomson's Model, Rutherford's Model, and Bohr's Model) - Distributions of electrons in elements (up to 18 elements) - Symbols - Valency as the	- Differentiate between subatomic particles (electrons, protons, and neutrons) based on their charge, and position in the atom - Illustrate how electrons are distributed in different energy levels, such as K, L, M, N ... or by numbers $n = 1, 2, 3, 4 \dots$ - Explain valence electrons, valency, atomic number, atomic mass, isotopes, and isobars - Calculate the number of electrons, protons, and neutrons of an element using its atomic and mass numbers - Interpret data, such as atomic mass, maximum number of electrons in a shell, and valency to classify elements accurately - Use scientific conventions as per international standards, such as notations for electron, proton, neutron, unified atomic mass unit (u), and distribution of electrons in various shells, such as K, L, M, N ...

Name of the Chapter and Relevant Curricular Goals	Themes Outlines /Key Concepts	Learning Outcomes
	combining capacity • Atomic number • Mass number • Isotopes • Isobars	• Recognise and accurately apply the chemical symbols for the first eighteen elements according to IUPAC • Draw labelled diagrams of various atomic models, such as Thomson's model, Rutherford's model and Bohr's model • Create and present a role play, stage play, or story of 'Journey Inside the Atom' to display awareness about the contributions of key scientists in the discovery and development of atomic structure • Display awareness about the role of Indian scientists and their contributions to atomic science for peaceful purposes and explore how their works influenced India's scientific development • Design and develop games that utilise atomic number, mass number, and subatomic particle clues to accurately predict and identify elements • Display awareness about the contributions of the ancient Indian philosopher, Acharya Kanad's idea of indivisible particles (Parmanu) • Describe the use of the atomic mass unit (u) to measure the mass of atoms as per IUPAC recommendations • Describe scientific discoveries that explain how the structure of the atom has evolved over time through various atomic models proposed by different scientists • Pose question, such as — is it possible to completely understand everything that happens inside an atom? • Exhibit creativity and work collaboratively in groups to design different models of atoms • Formulate hypotheses about scientific phenomena by applying prior knowledge and understanding of scientific concepts, and predict the results of data based on the hypotheses • Analyse results and present findings using scientific terms • Correlate the results and conclusions of different models of atomic structure • Represent data in multiple modes, including appropriate figures, tables, graphs or digital formats, and interpret and draw inferences from the data • Communicate findings and conclusions effectively, such as those from experiments, activities or projects, both orally and in written form.
CHAPTER 9 Atomic foundations of matter. C-1.1, C-5.1, C-5.2, C-5.3, C-6.1, C-7.1, C-7.2, C-8.1, C-8.2	• Law of conservation of mass • Law of constant proportion • Dalton's Atomic theory • Molecules of elements, Molecules of covalent compounds and their properties • Ions, Ionic compounds and their properties • Writing chemical formulae • Molecular mass • Formula unit mass	• Differentiate between chemical species based on their properties or characteristics, such as atoms and molecules, elements and compounds, ionic and covalent compounds, cations and anions, formula unit mass and molecular mass. Plan and demonstrate activities to observe and verify the law of conservation of mass • Explain the Dalton's atomic theory, the law of conservation of mass, the law of constant proportions, and formation of ionic and covalent compounds • Calculate the charge on an ion, valency from the atomic number, the molecular and formula unit mass • Use scientific conventions, symbols, and valency to write the chemical formulae of simple compounds • Display awareness about the scientific discoveries, such as the contributions of Antoine Lavoisier, Joseph Proust, and John Dalton • Display awareness about the scientific discoveries, such as the contributions of Antoine Lavoisier, Joseph Proust, and John Dalton • Handle common laboratory chemicals and apparatus safely • Draw diagrams of electron dot structures of atoms and molecules • Describe how atoms and molecules can lead to beneficial applications, such as medicine, energy and peaceful use of atomic science • Relate atomic bonding to social bonding • Design educational games to write chemical formulae using symbols • Display awareness about the contributions of Indian scientists in promoting the peaceful use of atomic energy and the traditional use of the red pigment

Name of the Chapter and Relevant Curricular Goals	Themes Outlines /Key Concepts	Learning Outcomes
		‘cinnabar’ obtained from rocks - Describe the basic concepts that matter are made of particles; elements combine in fixed ratios to form compounds; the law of conservation of mass; and different types of bonding (ionic and covalent) - Pose question, such as — Are there any chemical changes that do not obey the law of conservation of mass? - Exhibit creativity and work collaboratively in groups to construct simple models of compounds - Formulate hypotheses about scientific phenomena by applying prior knowledge and understanding of scientific concepts and laws, and predict the results of data based on the hypotheses - Accurately use scientific instruments, apparatus and chemicals to collect data - Analyse results and findings using scientific terms - Represent data in multiple modes, including appropriate figures, tables, graphs or digital formats - Communicate findings and conclusions effectively, such as those from experiments, activities or projects, both orally and in written form
CHAPTER 13 Earth As a System: Energy, Matter And Life C-2.8, C-6.1, C-7.2, C-8.1, C-8.2	- Earth as interconnected system - Nature of solar energy: solar radiation, electromagnetic spectrum, and speed of light - Solar energy interaction with the Earth’s Surface and differential heating of the Earth (the role of the atmosphere and the Earth’s surface) - Differential warming of the Earth causes winds - Biogeochemical cycles (water cycle, carbon cycle, nitrogen cycle, oxygen cycle) - Human impact on Earth’s system	- Explain the interconnectedness between different spheres of the Earth (biosphere, geosphere, hydrosphere, cryosphere and atmosphere) - Explain the nature of solar radiation - Explain that solar radiation is an electromagnetic waves having different Frequencies - Explain how heat from the Sun warms the Earth’s surface differently based on the shape, latitude and tilt of the Earth - Explain the interaction of solar radiation with the Earth’s surface and relate the differential heating of the Earth’s surface with the atmospheric phenomena, such as air movement, evaporation, etc., and describe phenomena like mountain, valley, sea and land breezes - Describe how the latitude and tilt of the Earth, and absorption and reflection of solar radiation by different surfaces cause differential heating of the Earth’s surface - Identify various components of the Earth that interact with solar energy - Explain the role of the atmosphere in influencing weather and climate on the Earth - Identify the reflectivity of different materials through reliable scientific sources, such as the internet and books - Describe how elements like carbon, nitrogen, oxygen and water are recycled between biotic and abiotic environments - Explain biogeochemical cycles, and the roles of biogeochemical cycles in circulating matter and energy continuously between the non-living environment (abiotic) and living (biotic) organisms, making nutrients available, and maintaining environmental balance - Reflect the changing nature of Earth’s environment through our traditional knowledge - Pose questions, such as — What will happen if there is no differential heating of the Earth? - Draw flow charts, concept maps for biogeochemical cycles, differential heating of the Earth’s surface and Electromagnetic spectrum - Formulate hypotheses about scientific phenomena based on prior knowledge and understanding of differential heating of the Earth and biogeochemical cycle - Predict the results of an experiment or investigation based on their hypotheses - Communicate findings and conclusions effectively, such as those from experiments, activities or projects, both orally and in written form
CHAPTER 2 Cell: The	- Discovery of cell - Plant and animal cells	- Differentiate between plant and animal cell, prokaryote and eukaryote - Describe the structural and functional features of cells

Name of the Chapter and Relevant Curricular Goals	Themes Outlines /Key Concepts	Learning Outcomes
Building Block of Life C-3.1, C-3.2, C-3.3, C-4.2, C-5.2, C-5.3, C-6.1, C-7.1, C-7.2, C-8.1, C-8.2	- Prokaryotic and eukaryotic cells - Cell as a structural and functional unit of life; structure and function of key organelles (nucleus, mitochondria, chloroplast, endoplasmic reticulum, vacuoles, plasma membrane, cell wall) - Permeability of cell membranes - Cellular division and cancer - Recent advancement in cell biology	- Explain the role of cells in the structure and functions of organisms - Explain activities inside the cell and its interactions with the environment - Demonstrate osmosis in cells - Prepare slides to observe cell structure - Differentiate between diffusion and osmosis - Explain the role of cell division mitosis and meiosis in creating similarities and variations - Identify and describe the role of biomolecules in the structure and function of cell - Cite case study related to the use of science in human life, for example, Leigh Syndrome and mitochondrial dysfunction - Apply learning of a structure and function of muscles cells or joints in dance form and/or sports - Discuss significant contributions of India, for example, Professor Arun Kumar Sharma for his work on chromosomes and methods for its studies - Recognise that the cell is a structural unit of life and functional unit of life processes - Pose questions, such as — Can we create artificial cell which behaves exactly like a natural living cell? - Exhibit creativity and design models using low cost or no-cost eco-friendly material to study structure and functions of cell and cell organelles - Carry out an experiment to understand the osmosis - Analyze result and present finding using scientific terms
CHAPTER 3 Tissues in Action C-4.2, C-5.3, C-6.1, C-7.1, C-8.2	Tissues: Introduction and importance - Level of organisation in the living organisms - Plant and animal tissues - Types of plant tissues - Meristematic tissues (types and function of each) - Permanent tissues (types, structure and function of each) - Animal tissues - Overview (epithelial, connective, muscular and nervous tissues — types, structure and function of each) - Elementary idea of musculoskeletal system - Care of musculoskeletal system: injuries, postural care, nutrition and exercise	- Differentiate between plant and animal tissues; meristematic and permanent tissues; simple and complex tissues; parenchyma, collenchyma and sclerenchyma; xylem and phloem; striated smooth and cardiac muscles; - Different types of joints - Relate the structure of the different types of tissues with their functions - Explain the role of various types of tissues in plants and animals - Describe the level of organisation in a multicellular organism - Establish the correlation between different tissues for fitness, for example, role of muscles, cartilage and bones in facilitating movement - Explain the importance of yoga exercises for physical agility and in maintaining the correct posture - Discuss significant contributions of India, for example, Professor Sipra Guha Mukherjee and Professor S.C. Maheshwari for their significant contribution in the plant cell and tissue culture research in India - Discuss the techniques and medical recommendations in recovery from muscular injuries - Carry out an experiment to understand the growth in plant due to apical meristem - Represent data in multiple modes, including appropriate figures, tables, graphs, or digital formats, interpret and draw inferences from the data - Analyse results and present findings using scientific terms - Communicate findings and conclusions effectively, such as those from experiments, activities, or projects, both orally and in written form
CHAPTER 11 Reproduction: How Life Continues	- Introduction to different forms of reproduction — sexual and asexual - Types of asexual reproduction with examples - Sexual reproduction in flowering plants (flower	- Analyse the interactions between members of different groups of organisms, such as plants and pollinators - Compare asexual and sexual reproduction - Describe male and female reproductive organs in plants and animals - Differentiate between ovule and seed; ovary and fruit - Explain pollination and fertilisation - Explain how variations are introduced by sexual reproduction - Identify and explain the role of biotic and abiotic agents in seed dispersal and

Name of the Chapter and Relevant Curricular Goals	Themes Outlines /Key Concepts	Learning Outcomes
C-2.8, C-3.2, C-3.3, C-4.3, C-5.1, C-5.2, C-6.1, C-7.1, C-7.2	and its parts, pollination, fertilisation, seed dispersal) - Sexual reproduction in humans: male and female reproductive systems (structure and function, formation of gametes, sperm and egg, fertilisation, pregnancy and development of embryo, menstrual cycle) - Reproductive health and hygiene - Introduction to birth control methods and importance	pollination - Illustrate the structure of male and female reproductive units or systems in plants and animals - Recognise the significance of contraceptive devices for population control and health including reproductive health - Describe the contribution of India to the understanding of human anatomy - Discuss significant contributions of India, for example, Professor Panchanan Maheshwari for laying the foundation of plant cell and tissue culture research in India - Recognise the importance of improvements in medical field for assisted reproductive technologies - Pose questions, such as — How do heavy metals harm reproductive organs? Can extreme heat affect fertility?
CHAPTER 12 Pattern In Life: Diversity and Classification C-4.1, C-2.8, C-7.1	- Importance of classification - Five kingdoms and their key features with examples - Major division of animals and plants - Binomial nomenclature - Acellular entities: viruses	- Distinguish organisms based on certain characteristics, such as number of cells present, cellular organisation and mode of nutrition - Classify various organisms in groups, such as five kingdoms, on the basis of their cellular organisation and ecological role - Describe the significance and rules of binomial nomenclature - Apply binomial nomenclature on some common organisms in their surroundings - Analyse the interactions between members of different groups of organisms, such as lichens - Discuss ecological role of diverse organisms - Recognise three domains of classification of organisms on molecular basis
CHAPTER 4 Describing Motion Around Us C-2.2, C-8.1, C-8.2	- Motion — displacement, velocity, acceleration - Graphical representation of motion for an object moving in a straight line in one direction (with constant velocity, and constant acceleration) - Kinematic equations for motion in a straight line with constant acceleration (by graphical method) - Elementary idea of uniform circular motion	- Differentiate between distance travelled and displacement, and speed and velocity for objects moving in a straight line - Define displacement, velocity, acceleration, and uniform circular motion - Express displacement, velocity, acceleration in appropriate SI units - Plot and interpret position-time graphs and velocity-time graphs to describe the motion of an object moving in a straight line in one direction (with constant velocity and constant acceleration) - Calculate average velocity from position-time graph, displacement and average acceleration from velocity-time graph - Derive kinematic equations for motion in a straight line with constant acceleration by graphical method - Calculate values of unknown physical quantities from the given physical quantities, using kinematic equations - Derive the expression of speed for uniform circular motion - Analyse real-life events and phenomena, and identify the key factors that influence their Behaviour - Formulate hypotheses about scientific phenomena based on prior knowledge and understanding of scientific concepts, theories, laws, and principles - Predict about the outcome of an experiment or investigation based on their hypotheses - Identify the variables that are relevant to a scientific investigation and determine how to control or manipulate them - Accurately use scientific instruments and equipment to collect data - Represent data in multiple modes, including tables, graphs and visual representations, and interpret and draw inferences from the data - Communicate their findings using scientific terminology and effectively

Name of the Chapter and Relevant Curricular Goals	Themes Outlines /Key Concepts	Learning Outcomes
		communicate their conclusions to others
CHAPTER 6 How Forces Affect Motion C-2.1, C-8.1, C-8.2	- Force; balanced and unbalanced forces - Force of friction - Newton's first law of motion - Newton's second law of motion - Newton's third law of motion	- Explain that force has magnitude as well as direction - Identify situations in which balanced and unbalanced forces are acting on an object - Explain the role of friction on the motion of objects - Recognise that for an object moving with constant velocity, the net force is zero, whereas a change in velocity (acceleration) is caused by a force - State and explain Newton's first law of motion - State and explain Newton's second law in terms of mass and acceleration - Calculate force using mathematical expression of Newton's second law of motion - Define SI unit of force - State and explain Newton's third law of motion - Apply Newton's laws of motion to explain everyday life events - Analyse real-life events and phenomena, and identify the key factors that influence their behaviour - Develop a model to represent real-life event - Use models to manipulate variables and predict results - Formulate hypotheses about scientific phenomena based on prior knowledge and understanding of scientific concepts, theories, laws, and principles - Predict about the outcome of an experiment or investigation based on their hypotheses - Identify the variables that are relevant to a scientific investigation and determine how to control or manipulate them - Accurately use scientific instruments and equipment to collect data - Represent data in multiple modes, including tables, graphs and visual representations, and interpret and draw inferences from the data - Communicate their findings using scientific terminology and effectively communicate their conclusions to others
CHAPTER 7 Work, Energy and Simple Machines C-2.5, C-2.6, C-8.1, C-8.2	- Concept of work; work done by a constant force - Work-Energy theorem - Mechanical energy, kinetic and potential energy, and conversion between potential energy and kinetic energy - Conservation of energy - Power - Simple machines and their mechanical advantage (pulley, inclined plane, lever)	- Define work done by a constant force and its SI - Calculate work done by a force using mathematical expression - State work-energy theorem - Explain the concept of energy and state its SI unit - Name forms of energy and identify their interconversion in surroundings (elementary idea) - Define kinetic energy of a moving object and derive its mathematical expression - Define potential energy for an object raised to a height and derive its mathematical expression - Calculate kinetic and potential energy using mathematical expressions - Explain conversion between potential energy and kinetic energy (for the case of an object under free fall) - State the law of conservation of energy - Define power and its unit - Calculate power using its mathematical expression
CHAPTER 10 Sound Waves: Characteristics And Applications C-2.7, C-5.3 C-6.1, C-8.1,	- Production of sound - Propagation of sound (as a longitudinal wave through a medium) - Graphical representation of sound wave - Characteristics of sound wave (wavelength, frequency, time period,	- Demonstrate the production of sound in multiple ways (through vibration of strings, membranes, air columns) using materials in surroundings - Explain that sound is produced by vibrations - Demonstrate that sound can travel through different mediums (air, solid and liquid) - Describe that sound needs a medium for propagation - Explain that sound travels as a longitudinal wave - Describe the characteristics of sound waves the (wavelength, frequency, time period, amplitude, intensity and speed)

Name of the Chapter and Relevant Curricular Goals	Themes Outlines /Key Concepts	Learning Outcomes
C-8.2	amplitude, intensity, speed) • Human perception of sound (pitch, loudness) • Propagation of sound in different media (solid, liquid) • Reflection of sound (echo, reverberation), echolocation	- Analyse graphs representing sound - Write relationship between time period and frequency of sound wave - Derive mathematical expression for speed of sound - Calculate speed of sound using its mathematical expression - Explain human perception of sound in terms of audible range, loudness and pitch of sound - Describe reflection of sound, and apply it to echo and reverberations in surroundings - Explain the use of sound waves for echolocation - Describe music in terms of characteristics of sound waves, such as loudness and pitch - Name historical buildings designed for echoes, such as whispering gallery of Gol Gumbaz - Display awareness about Sir C.V. Raman - Analyse real-life events and phenomena, and identify the key factors that influence their behaviour - Develop model to represent real-life event - Use models to manipulate variables and predict results - Formulate hypotheses about scientific phenomena based on prior knowledge and understanding of scientific concepts, theories, laws, and principle - Predict about the outcome of an experiment or investigation based on their hypotheses - Identify the variables that are relevant to a scientific investigation and determine how to control or manipulate them - Accurately use scientific instruments and equipment to collect data - Represent data in multiple modes, including tables, graphs and visual representations, and interpret and draw inferences from the data - Communicate their findings using scientific terminology and effectively communicate their conclusions to others

SOCIAL SCIENCE (087)

PRESCRIBED TEXT BOOKS: NCERT Publication, Understanding Society : Indian and Beyond, Social Science Part I & II

COURSE STRUCTURE

History		Suggestive no. of periods=60	20 inclusive of Map pointing
Sl No.	Chapter Name	No. of Periods (in hours)	Marks allocated
1	Understanding Social Science (Inter Disciplinary Project)	4	
HISTORY			
1	Early Humans and Beginning of Civilisation	9	18+2 map pointing Map Work History- Chapter-4 Early Humans and Beginning of Civilisation.
2	State and Society (up to 1000 CE)	9	
3	Resistance and Resilience (1000 CE–1700 CE)	9	
4	India and the World-I (1900 BCE-1200 CE)	8	
Geography		Suggestive no. of periods=55	20 inclusive of Map pointing
Sl No	Chapter Name	No. of periods (in hours)	Marks allocated
1	Shaping of the Earth's Surface	8	17+3 map pointing*
2	Atmosphere and Climate	7	
3	Oceans and Life	7	
4	Life on Earth	7	

Political Science		Suggestive no. of periods=50	20 Marks
Sl No	Chapter name	No. of Periods (in hours)	Marks allocated
1	Democracy	10	20
2	Elections	10	
3	Authority	8	
Economics		Suggestive no. of periods=50	20 Marks
Chapter No.	Name of the Chapter	No. of Periods (in hours)	Marks allocated
1	Building Blocks in Economics	07	20
2	Price Puzzle: What Drives The Market	08	
3	From Ideas to Startups	08	
4	Smart Ways to Manage Your Finances	06	

ASSESSMENTS TRUCTURE
RUBRICS FOR INTERNAL ASSESSMENT

Annual Examination	Internal Assessment (20marks)			
80Marks	05 Marks	05 Marks	05 Marks	05 Marks
Whole Syllabus	Pen Paper Test: PA-I, II & III	Multiple Assessments: PA-I: Collage Making – Economics Ch-1 Building Blocks in Economics (Topic – Scarcity & Choice in daily life) PA-II: Interdisciplinary Project. Social Science as a study of Disciplines Chapter-1 Understanding Social Science. PA-III: Report writing on any one social issue.	Portfolio: For PA-I, II & III: (A collection of learning achievements) Classroom work done (activities/ assignments) reflections, narrations, journals etc. Achievements of the student in the subject through out the year. Participation of the student in different activities like Heritage India quiz etc	Subject Enrichment Activity: PA-I: Model Making– Geography (Shaping of the Earth’s Surface- volcano/ plate movement/ river erosion) group work. PA-II : Map Skill History : State and Society.ch-3 PA-III: Project My Startup Idea Economics:Ch3- From Ideas to Startups

- **Collage (05 Marks)**
 - Content and creativity–2mark
 - Timely Submission–1 mark
 - Collection of Relevant information –2mark
- **Portfolio: (05 marks)**
 - **Classwork and Homework-(3marks)**
 - Index and neatness-2mark
 - Timely Submission–1mark
 - **Curricular & co-curricular achievements - (2 marks)**
 - (Quiz, Debate, Acting, Singing, Leadership and Team spirit
- **Map Skill (05 marks)**
 - Accuracy in location-2marks
 - Labeling-2mark
 - Neatness–1mark
- **Interdisciplinary Project (5 marks)**
 - Creativity – 2 marks
 - Knowledge of linking concepts-2marks
 - Presentation-1
- **Model Making (05 marks)**
 - Content–2 marks
 - Creativity–1mark
 - Presentation–2 marks

- **Report Writing (05 Marks)**
 - Content -2 marks
 - Creativity – 1 mark
 - Presentation-2

**WEIGHTAGE TO FORM OF QUESTIONS
PERIODIC ASSESSMENT: I**

Sl.	Form of Questions	MCQ	VSA	SA	LA	SB/CB	Total
1.	Marks for each Question	1	2	3	5	4	
2.	Nos. of Questions	10	03	02	02	02	19
3.	Total marks	10	06	06	10	08	40
Total no. of Questions- 19		Total marks-40					
NB-Internal choice questions should be given in LA type (05) questions							

PERIODIC ASSESSMENT: II, III & ANNUAL EXAMINATION

Sl.	Form of Questions	MCQ	VSA	SA	LA	CB/SB	Map	Total
1	Marks for each Question	1	2	3	5	4	2 (Hist)+ 3 (Geo)	
2	No. of questions	20	4	5	4	3	2	38
3	Total marks	20	08	15	20	12	5	80
Total no. of Questions- 38		Total marks-80						

WEIGHTAGE TO TYPE OF QUESTIONS

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

DETAILED SYLLABUS

Chapters	Periodic Assessment I F.M:40 Time: 1 Hr 30 Min.	Periodic Assessment- II F.M:80 Time:3 hours	Periodic Assessment- III F.M:80 Time: 3 hours	Annul Examination F.M:80 Time : 3 hours
Part -1 : Ch-1- Understanding Social Science	Interdisciplinary Project			
HISTORY				
Part -1 : Ch-4 - Early Humans and Beginning of Civilisation.	√ Page from 61 to 73 Up to Neolithic Period in Indian Subcontinent	√	√	√
Part -1 : Ch-5 - State and Society (upto 1000 CE)		√	√	√
Part -2 : Ch -3 - Resistance and Resilience (1000 CE–1700 CE)			√	√
Part -2 : Ch 4 - India and the World-I (1900 BCE-1200 CE)			√	√

GEOGRAPHY				
Part – 1, Ch-2: Shaping of the Earth's Surface	√	√	√	√
Part – 1, Ch-3: Atmosphere and Climate		√	√	√
Part – 2, Ch : Oceans and Life			√	√
Part – 2, Ch : Life on Earth			√	√
POLITICAL SCIENCE				
Part – 1, Ch-6: Democracy	√	√	√	√
Part – 1, Ch-7 : Election		√	√	√
Part – 2, Ch : Authority			√	√
ECONOMICS				
Part – 1, Ch-8: Building Blocks in Economics	√	√	√	√
Part – 1, Ch-9: Price Puzzle: What Drives The Market		√	√	√
Part – 2, Ch :6 From Ideas to Startups			√	√
Part – 2, Ch : 7 Smart Ways to Manage Your Finances			√	√

MAP SKILL

A. History: Identify from the Outline Map of India.

Chapter 4- Early Humans and Beginning of Civilisation

Palaeolithic Sites: Renigunta, Poondi

Mesolithic Sites: Bhimbetka, Teri

Neolithic Sites: Lahuradewa, Sanganakallu

Major Urban /Mature Harappan Sites: Dholavira, Lothal

B. Geography: Locate and Label the Outline Map of the World/India.

Chapter 2- Shaping of the Earth's Surface

Pacific Plate, Indo-Australian Plate, Eurasian Plate, African Plate, North American Plate, South, American Plate, Antarctic Plate, Indian Plate (part of Indo-Australian Plate)

Chapter 3- Atmosphere and Climate

South-west monsoon, Kerala – First state to receive the South-West Monsoon, Andaman and Nicobar Islands – First region to receive monsoon, Arabian Sea Branch, Bay of Bengal branch.

CURRICULAR GOALS (CGS) AND COMPETENCIES (CS) FROM NCF-SE 2023

CG-1 Understands and analyses the important phases in Indian history and draws insights to understand present-day India

CG -2 Analyses the important phases in world history and draw insight to understand the present-day world

CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation

CG -4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region

CG -5 Understand the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.

CG -6 Understand and analyse social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them

CG -7 Develop an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region

CG -8 Evaluate the economic development of a country in terms of its impact on the lives of its people and nature

CG-9 Understand and appreciate the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it

COMPETENCIES

CG-1.1 Explains the historical events and processes using different types of sources with specific examples from Indian history

CG-1.2 Explains and analyses the chronology of human life on the Indian subcontinent, from prehistory to its civilisational beginnings and beyond, and its relations with other civilisations over time, such as those in Mesopotamia, Greece, Central Asia, China, Southeast Asia, Arabia, and Eastern Africa

CG-1.3 Traces aspects of continuity and change in different phases of history across the Indian subcontinent (including cultural trends, social and religious trends and reforms, and economic and political transformations)

CG-1.4 Explains the growth of new indigenous ideas across India in Mathematics, Philosophy, Science and Technology, Medicine, Architecture, Agriculture, Literature and Art, and Social Science (such as zero and the Indian number system, ahimsa, the six systems of Indian philosophy, Ayurveda, yoga, the 22 shrutis of Indian music, horticulture, use of herbs and spices, etymology, meters, and grammar) and how they affected the course of the Indian history

C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history.

C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)

C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of the new nation states across the world, and various technologies including the most current) and how they affected the course of world history.

C-2.5 Recognises the various practices that arose, such as those in C- 2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.

C 3.1 Analyses the meaning of nation and how the concept evolved over time across the world and in the specific context of India, including its roots in the rich civilisational history of the Indian subcontinent

C3.2 Identifies and analyses important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self-sacrifice, ahimsa) that played a part in achieving

Independence.

C-4.1 Locates physiographic regions of India and the climatic zones of the world on a globe/map.

C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region

C-4.3 Draws inter- linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife.

C-4.4 Analyses and evaluates the inter- relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation

C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them.

C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation

C-5.1 Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds sanghas and ganas, village councils and committees, Uthiramerur inscriptions)

C-5.2 Appreciates fundamental Constitutional values and identify their significance for the prosperity of the Indian nation.

C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties

C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government.

C-5.5- Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions

C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence

C-6.2 Understands that despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts,

struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.

C 6.3 Analyses aspects of differential treatment or discrimination that may exist in the Indian society, based on, socio-cultural background, region, language spoken, and what individuals and societies can do to eradicate such differential treatment

C 6.4 Understands that a progressive society and nation, such as India is one that recognises not only its civilisational strengths but also its socio-economic, cultural and political challenges, and continuously makes efforts to address those challenges to become ever more prosperous, inclusive, just, and harmonious

C-7.1 Defines key features of the economy, such as, production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology)

C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India

C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society

C-7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another - the key items of trade in the beginning, and the changes from time to time.

C-8.1 Gathers, comprehends and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level. Markets.

C- 8.2 Understands and analyses the concepts and practices of the range of economic systems — from free market to entirely state-controlled markets.

C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period

C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.

C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.

C – 9.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner.

Part 1			
Sl. No.	Chapter Name, Relevant, CGS/ CS	Outline/Concepts	Learning Outcomes
1.	Understanding Social Science (4 Hours) CG-9, CG-1,C2.1	• Meaning, scope and relevance of Social Science • Understanding Social Science from an Indian perspective	• Explain the relevance of studying Social Science to understand society, environment, economy, and governance in our lives. • Explain the meaning and scope of Geography, History, Political Science, and Economics as disciplines and recognise their interconnections. • Appreciate diversity, inclusivity, sustainability, and equity as guiding values when studying society and making decisions.
2.	Shaping of the Earth's Surface (8 Hours) C 4.2 CG -7	• Theory of plate tectonics • Interior of the Earth • Role of weathering and erosion; agents of gradation — river, waves and currents, wind, glaciers, and underground water • Landforms and disasters: earthquakes, landslides, avalanches, Glacial Lake Outburst Flood (GLOF) and duststorms	• Describe the concept of plate tectonics and analyse its relevance in understanding Earth's dynamics. • Locate major tectonic plates on a world map. • Explain processes of weathering and erosion with suitable examples. • Identify the prominent agents of gradation operating in a given region. • Describe major landforms and explain the processes involved in their formation. • Explain the causes of natural disasters and propose strategies for their mitigation.
3.	Atmosphere and	• Structure and composition;	• Explain the different atmospheric layers and

	Climate (7 Hours) C4.3, C 4.4, C 4.5 CG-7	elements of weather and climate • Seasons of India and monsoons • Climate change • Floods • Carbon footprint	represent them using sketches and diagrams. • Observe and analyse local winds and their impact. • Understand the impact of the Indian monsoon on life, agriculture, and livelihoods across different regions. • Explain the causes and effects of climate change. • Represent climatic data (temperature, rainfall, etc.) through appropriate graphs, charts, or diagrams. • Analyse how climate change influences the frequency and intensity of natural disasters
4.	Early Humans and Beginning of Civilization (9 Hours) C1.2, C 2.1, C 2.2, C 2.3 CG-2	• Cultural development from 2 million years ago • Early human history, periodization: Archaeological ages • Who are human ancestors? • Palaeolithic hunter-gatherers and use of stone tools • Mesolithic transition to food production: Mesolithic sites and tools • Neolithic and the beginning of farming: Neolithic revolution domestication of plants and animals • Harappan and contemporary cultures • Mesopotamian, Egyptian, and Chinese civilization	• Describe how prehistoric time divisions are organised. • Explain how humans lived before the invention of writing • Understand the beginning of the settled life with development of agriculture, and domestication of plants and animals. • Explore the factors of urban development and transformation through time. • Appreciate the diversity of crafts and trade, and their role the establishment of prosperous economy. • Understand the diversity of food habits. • Describe the social, political, and religious structures of the civilisations of Egypt and Mesopotamia.
5.	State and Society (up to 1000 CE) (9 Hours) C 1.3, C 2.3, C 3.1, C 1.4, CG-5	• Vedic Age— geography; texts; rituals; political institutions, and social order • Administrative structure of early empires • Quest for knowledge — educational heritage, institutions, knowledge traditions, and cultural practices • Traders and trade routes, guilds and merchants, crafts and industries	• Explain various facets of Vedic society and polity. • Appreciate the achievements of Indian empires and their cultural legacy. • Understand the knowledge traditions and practices of India. • Understand the foundations of the Indian social and political institutions and their continuity
6.	Democracy (9 Hours) C 5.1, C 5.2, CG-5	• Meaning features and types of democracy • Roots of democracy in India • Challenges to democracy in India • Democratic systems in the world	• Understand the features of democracy. • Appreciate early democratic traditions in India and how they influenced modern democracy. • Differentiate between parliamentary and presidential systems. • Identify examples of both systems across countries, such as India, USA, France, Russia, and Canada.
7.	Elections (9 Hours) C 5.2, C 5.3, C 5.4, C 5.5, C 6.2, C 6.3, C 6.4, C 9.1 CG-5	• Factors of importance of elections • Electoral systems • Delimitation Commission • Election Commission of India and its role • Constituency, electoral rolls, enumerators • Party system in India	• Identify factors highlighting importance of elections in a democracy. • Categories three types of electoral systems and list examples. • Identify the major laws that govern the conduct of elections in India. • Describe the main provisions of the Representation of the People Acts.

			• Define the concept of delimitation and its purpose in the Indian electoral system. • Identify the role and functions Election Commission of India (ECI) in the electoral process. • Explain constituency, electoral roll, enumerator. • Understand the party system in India. • Explain the meaning and features of a coalition government in the Indian political system. Explain key provisions of the Anti-Defection Law with reference to political instability and the need for anti-defection measures.
8.	Building Blocks in Economics (7 Hours) C 8.2, CG-8	• Scarcity of resources, opportunity cost and the need for making choice. What do economists do? • What to produce, how to produce, and for whom to produce? • Difference between market, centrally planned, and mixed economic systems • Welfare economy	• Explain the meaning of scarcity, choice, and opportunity cost in everyday life, and economic decision-making. • Describe what economists do and how they study production, distribution, and consumption of goods and services. • Recognise how economic analysis helps in policy-making and solving real-world issues. • Describe the three central problems of an economy — what to produce, how to produce, and for whom to produce. • Identify and differentiate the characteristics of planned, free market, and mixed economic systems. • Explain the concept of a welfare economy and the importance of social safety nets.
9.	The Price Puzzle: What Drives the Market (8 Hours) C7.1, CG-8	• Laws of demand and supply • Real-world deviations from textbook theory, such as in case of necessities, luxury goods, perishable items, and expectations • Some related concepts — price ceilings and market failures (externalities, information asymmetry, public goods)	• Explain the Law of Demand and Law of Supply with the help of real life examples. • Interpret how changes in price affect the quantity demanded and quantity supplied of goods and services. • Identify the equilibrium price and quantity where demand and supply intersect. • Analyse how changes in market conditions (e.g., increase in demand or supply) lead to surplus or shortage and affect equilibrium. • Explain the concept of price ceilings and how they can lead to shortages or black markets. • Understand market failures and identify their main types. • Understand public goods (non- excludable and non-rival goods like parks or street lighting).
Part 2			
1	Oceans and Life (7 Hours) C4.1, C4.2, CG-4	• Introduction to ocean relief, movement of ocean water-waves, tides and currents • Marine resources and their significance; open seas, navigation fishing, and livelihood concerns and challenges • Cyclones and Tsunamis — early warning systems • International maritime rules and regulations	• Explain the movement of ocean waters, including waves, tides, and currents. • Analyse the connections between ocean currents, and global and regional climate patterns. • Understand the importance of marine resources for human livelihoods and ecosystems. • Examine the relationship between oceans, climate, livelihoods, and natural disasters.

			• Highlight key rules, conventions, and international agreements governing ocean navigation. and the use of marine resources. • Explain the need for international cooperation and agreements in the sustainable use of ocean resources. • Construct models or sketches representing ocean relief.
2.	Life on Earth (7 Hours) C4.3, C4.4, C4.5, C4.6, CG-4	• Biomes: Distribution and characteristics; biosphere reserves in India • Forest and ecotourism; forest dwellers, their livelihoods, and challenges • Forest and wildlife conservation • Government efforts to support forest dwellers	• Identify the major biomes of the world and describe their key climatic conditions, characteristic flora, and fauna. • Locate biosphere reserves on the map of India. • Appreciate local traditional practices related to biodiversity conservation and analyse their effects. • Explain the concept and importance of biosphere reserves in conserving ecosystems and biodiversity. • Analyse the concept of ecotourism and discuss its role in promoting sustainable forest ecosystem and conservation. • Investigate the causes of forest fires in the local area, and prepare a plan for mitigation and prevention.
3	Resistance and Resilience (1000 CE–1700 CE) (9 Hours) C1.3, C1.4, C3.1, CG-3	• Safeguarding sovereignty: resistance, alliances and confederacies • Development of art and architecture, languages and literature • The Bhakti tradition • Forts and fortifications • Expansion of Indian economy and state	• Explain the cultural, political, and military contributions of regional kingdoms in India. • Appreciate how diverse communities and regions shaped India's history from 1000 CE to 1700 CE. • Explore how regional kingdoms adapted to changing political, economic, and cultural contexts over time. • Analyse the continuity of the civilisational history of India as a nation upto 18th century CE.
4	India and the World-I (1900BCE-1200 CE) (8 Hours) C1.2, C1.4, C6.1, C2.3, C9.1,CG-6	• Trade and commerce — trade with Mesopotamia, Greece, Roman Empire, China and Southeast Asia • Cultural Connections — Interactions with Greece and Rome, Central Asia, China, and Influence on South East Asia • Indian Knowledge Systems — Medicine, Mathematics and Astronomy, Medicine, Religion	• Explore India's relations with early civilisations of the world. • Identify the major articles of trade and the major trading ports. • Appreciate the significant contributions of India in diverse spheres in an integrated manner. • Appreciate the influence of Indian religion and culture, particularly in Southeast Asia.
5.	Authority (10 Hours) C5.1, C5.2, C 5.3 CG-5	• The Roots of Authority: in Kautilya and <i>shukraniti-danda</i> and relationship with <i>nyaya</i> and <i>bala</i>; the types of <i>nyaya</i> and <i>bala</i> • Constitutional status of justice and security since ancient times	• Explain the roots of authority in Indian political thought. • Interpret the relationship between <i>Danda</i> (discipline/ force) and <i>Nyaya</i> (justice) as the twin foundations of authority, development, and security. • Trace the evolution of authority structures in India.

		• Links the role of citizens with the elections and the democratic institutions • Types of authority — functional, sensitive, and welfare-oriented	• Understand the post- independence concept of justice and security. • Illustrate types of authority. • Develop an understanding of citizen discipline, justice, and strength. • Illustrate the role of citizens in authority.
6.	From Ideas to Startups (8 Hours) C7.3 CG-8	• What is entrepreneurship and explain the resources required to start a business • Case studies of successful entrepreneurs • Creative destruction with examples • Start-up ecosystem in India. • Make in India initiative, role of MSMEs and the unorganized sector in India's economic growth. • Stages of starting and executing a business idea through a business plan • Some basic accounting concepts	• Define entrepreneurship and explain its importance in innovation, job creation, and economic growth. • Understand the key resources for business. • Explain how resources are managed to produce goods and services. • Analyze real-world examples of successful entrepreneurs. • Describe the features of India's start-up ecosystem and initiatives like Make in India, Startup India, and Digital India. • Recognize the role of Micro, Small, and Medium Enterprises (MSMEs) and the unorganized sector in promoting employment, innovation, and inclusive growth. • Identify and explain the stages of starting a business from developing an idea to creating and executing a business plan. • Understand simple profit and loss. Identify the key components of a balance.
7.	Smart Ways to Manage Your Finances (6 Hours) CG-8	• Relevance of personal financial management in daily life • Inflation and its impact on purchasing power • Simple vs. compound interest rate • Budgeting • Various savings and investment options like fixed deposit, stocks, bonds, mutual funds, etc. • Risk and insurance • Personal income tax	• Explain what personal financial management means and why it is essential in everyday life. • Recognise how managing income, spending, saving, and investment helps achieve financial stability and long-term goals. • Explain the difference between simple interest and compound interest. • Prepare a simple personal or family budget showing income, expenditure, and savings. • Identify various savings and investment instruments. • Understand the relationship between risk and return in different investment types. • Understand the concept of income tax and why citizens are required to pay it.

INFORMATION TECHNOLOGY (402)**BOOKS PRESCRIBED BY NCERT / GOYAL BROTHERS :**

Computer Science (402)(As per the CBSE Curriculum)

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

Part	Units	Max Marks
Part A	Employability Skills	2
	Unit 1: Communication Skills-II	
	Unit 2: Self-Management Skills-II	3
	Unit 3: ICT Skills-II	1
	Unit 4: Entrepreneurial Skills-II	3
	Unit 5: Green Skills-II	1
	Total	10
Part B	SUBJECT SPECIFIC SKILLS	
	Unit 1: Introduction to IT- ITeS industry	4
	Unit 2: Data Entry & Keyboarding Skills	6
	Unit 3: Digital Documentation	10
	Unit 4: Electronic Spreadsheet	10
	Unit 5: Digital Presentation	10
	Total	40
Part C	PRACTICAL WORK	
	Practical Examination	15
	Written Test	10
	Viva Voce	10
	Total	35
Part D	PORTFOLIO/ PRACTICAL FILE:	10
	Viva Voce	5
	Total	15

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESS

Sl No	Learning Outcomes	Theory	Practical
UNIT 1: INTRODUCTION TO IT-ITeS INDUSTRY			
1	Appreciate the applications of IT	- Introduction to IT and ITeS, BPO services, - BPM industry in India - Structure of the IT-BPM industry, - Applications of IT in home computing, everyday life, library, workplace, education, entertainment, communication, business, science and engineering, banking, insurance, marketing, health care, IT in the government and public service	Identify and list the various IT enabled services, Observe the application of IT in various areas.
UNIT 2: DATA ENTRY AND KEYBOARDING SKILLS			
1	Use keyboard and mouse for data entry	- Keyboarding Skills, - Types of keys on keyboard, - Numeric keypad, - Home keys, Guide keys, - Typing and deleting text, - Typing ergonomics, - Positioning of fingers on the keyboard, Allocation of keys to fingers on four different rows, - Pointing device – Mouse, Mouse operations.	Identify the keys and its use on the keyboard, - Demonstrate to use various keys on the keyboard, - Demonstrate to type the text, numbers, special character using appropriate keys on the keyboard, - Practice the correct typing ergonomics, - Practice to place fingers on correct key in four different row of keyboard, Practice various mouse operations.
2	Use typing software	- Introduction to Rapid Typing Tutor, - Touch typing technique, - User interface of Typing Tutor, - Typing text and interpret results,	- Identify the user interface of typing tutor, - Practice to type text in typing tutor software and interpret the results,

Sl No	Learning Outcomes	Theory	Practical
		- Working with lesson editor, - Calculating typing speed, - Typing rhythm.	- Practice to work in lesson editor, - Calculate the typing speed - Practice to improve typing - Using typing tutor software.
UNIT 3: DIGITAL DOCUMENTATION			
1	Create a document using a word processor	- Introduction to word processing, - Word processing applications, - Introduction to Word - Processing tool - Creating a document, Parts of a Word Processor Window,	- List the available word processing applications. - Introduce with the parts of the main window. - Change document views. - Start a new document. - Open an existing document. - Save a document. - Close a document.
2	Apply Editing features	- Text editing – Undo and Redo, - Moving and copying text, - Copy and Paste, - Selecting text, - Selection criteria, - Selecting non-consecutive text items, - Selecting a vertical block of text, - Find and replace option, - Jumping to the page number, Non-printing characters, - Checking spelling and grammar, - Using Synonyms and Thesaurus.	- Editing of text in a document - Demonstrate to use undo and redo option, - Use the keyboard and mouse options to select, cut, copy, paste, and move text. - Demonstrate to select nonconsecutive text items, vertical block of text, - Search and replace text in a document. - Jump to the given page number in a document, - Insert non-printing characters in a document, - Apply Spelling and grammar option of document. - Demonstrate to use Synonyms and Thesaurus.
3	Apply formatting features	- Page style dialog - Formatting text – Removing manual formatting, Common text formatting, Changing text case, Superscript and Subscript - Formatting paragraph – Indenting paragraphs, Aligning paragraphs, Font colour, highlighting, and background colour, Using bullets and numbering, Assigning colour, border and background to paragraph. - Page formatting – setting up basic page layout using styles, Inserting page break, Creating header/footer and page numbers, - Defining borders and backgrounds, Inserting images shapes, special characters in a document, Dividing page into columns, Formatting the shape or image.	- Apply various text formatting options for the text, - Demonstrate to format paragraphs – indent/align paragraphs, assign font colour, highlighting, and background colour, - Assign number or bullets to the lists items - Demonstrate to assign colour, border and background to paragraph - Demonstrate the page formatting – set up basic page layout using styles, - Insert page break, Create header/footer and page numbers - Define borders and backgrounds - Insert images, shapes, special characters in a document - Divide page into columns, - Format the shape or image.
4	Create and work with tables	- Creating table in Word - Processor - Inserting row and column in a table - Deleting rows and columns - Splitting and merging tables - Deleting a table - Copying a table - Moving a table.	- Demonstrate and do the following in Word Processor: - Create table, - Insert and delete rows and column in a table, - Split and merge tables, - Delete a table, - Copy or move from one location to another location of document.
	Use Print Options	- Printing options in Word Processor. - Print preview, - Controlling printing, - Printing all pages, single and multiple pages.	- Demonstrate to print the document, selected pages in the document - Print the document with various options, - Preview pages before printing.
	Understand and apply mail merge	- Introduction to mail merge - Concept of data source for mail merge.	- Demonstrate to print the letters using mail merge, - Do the following to achieve - Create a main document, - Create the data source, - Enter data in the fields, - Merge the data source with main document,

Sl No	Learning Outcomes	Theory	Practical
			- Edit individual document, - Print the merged letter, - Save the merged letter.
UNIT 4: ELECTRONIC SPREADSHEET			
1	Create a Spreadsheet	- Introduction to spreadsheet application - Starting a spreadsheet - Parts of a spreadsheet - Worksheet – Rows and Columns, Cell and Cell Address, - Range of cells – column range, row range, row and column range.	- Start the spreadsheet, - Identify the parts of Calc, - Identify the rows number, column number, cell address, - Define the range of cell, - Identify row range, column range, row & column range
2	Apply formula and functions in spreadsheet	- Different types of data, - Entering data – Label, Values, Formula - Formula, how to enter formula, - Mathematical operators used in formulae, - Simple calculations using values and operators, - Formulae with cell addresses and operators, - Commonly used basic functions in a spreadsheet – SUM, AVERAGE, MAX, MIN, Count - Use of functions to do calculations.	- Demonstrate to enter the text, numeric data in a cell, - Identify the label, values and formula in the cell, - Demonstrate to enter formula in a cell, - Construct the formula using mathematical operators, - Identify formulae with cell addresses and operators, - Identify the correct syntax of formula, - Use the basic functions to perform calculations on data.
3	Format data in the spreadsheet	- Formatting tool, - Use of dialog boxes to format values, - Formatting a range of cells with decimal places, - Formatting a range of cells to be seen as labels, - Formatting of a cell range as scientific, - Formatting a range of cells to display times, - Formatting alignment of a cell range, - Speeding up data entry using the fill handle, - Uses of fill handle to copy formulae.	- Identify the formatting tool, - Demonstrate to use of dialog boxes to format values, - Demonstrate to format range of cells with decimal places, - Demonstrate to format a range of cells to labels, - Demonstrate to format of a cell range as scientific, - Demonstrate to format a range of cells to display time, - Demonstrate to align cell data range, - Demonstrate to create number series using fill handle, - Copy formula by dragging the formula using fill handle.
4	Understand and apply Referencing	- Concept of referencing, - Relative referencing, - Mixed referencing, - Absolute referencing.	- Demonstrate to use Relative referencing in spreadsheet, - Demonstrate to use Mixed referencing in spreadsheet, - Demonstrate to use Absolute referencing in spreadsheet.
5	Create and insert different types of charts in a spreadsheet	- Importance of chart in spreadsheet - Types of chart	- Create different types of charts supported by a spreadsheet, - Illustrate the example of chart in a spreadsheet.
• UNIT 5: DIGITAL PRESENTATION			
	Understand features of an effective presentation	Understand features of an effective presentation	- Identify and list the elements of presentation, - List the characteristics of an effective presentation.
	Create a presentation	- Introduction to presentation software, - Opening a presentation software - Parts of presentation window, - Closing a presentation - Creating a presentation using template,	- Start the presentation application various components of main - Impress window - Observe the different workspace views. - Create a new presentation using wizard.

Sl No	Learning Outcomes	Theory	Practical
		- Selecting slide layout, - Saving a presentation, - Running a slide show, - Save a presentation in PDF, - Closing a presentation, - Using Help.	- Run the presentation, - Save the presentation, - Close the presentation, - Demonstrate to use Help in presentation.
	Work with slides	- Inserting a duplicate slide, - Inserting new slides, - Slide layout, - Copying and moving slides, - Deleting and renaming slides - Copying, moving and deleting contents of slide, - View a presentation, - Controlling the size of the view, - Workspace views – Normal, Outline, Notes, Slide sorter view.	- Demonstrate to insert a new slide and duplicate slide in a presentation, - Change the slide layout, - Demonstrate to copy and move slides in the presentation, - Demonstrate to copy, move and delete contents of the slide, - Demonstrate to view a presentation in different views.
	Format text and apply animations	- Formatting toolbar, - Various formatting features, - Text alignment, - Bullets and numbering. - Custom Animation	- Identify and list the various options in formatting toolbar, - Apply the appropriate formatting option - Align the text in presentation, - Apply bullets and numbering to the list items in presentation. Apply Animation
	Create and use tables	- Inserting tables in presentation, - Entering and editing data in a table, - Selecting a cell, row, column, table, - Adjusting column width and row height, - Table borders and background	- Demonstrate the following: - Insert table in presentation, - Enter and edit data in a table, - Select a cell, row, column, table, - Adjust column width and row height, - Assign table borders and background.
	Insert and format image in presentation	- Inserting an image from a file, - Inserting an image from the gallery, - Formatting images, - Moving images, - Resizing images, - Rotating images, - Formatting using the Image toolbar, - Drawing graphic objects – line, shapes, - Grouping and un-grouping objects	- Demonstrate to insert an image from file, gallery in presentation, - Apply formatting options to image in presentation, - Demonstrate to move, resize and rotate images, - Apply formatting options of Image toolbar, - Drawing line, shapes using graphic objects, - Demonstrate to group and ungroup objects.
	Work with slide master	- Slide masters, - Creating the slide masters, - Applying the slide masters to all slide, - Adding transitions.	- Create the slide masters, - Apply the slide masters to the presentation, - Add transitions to presentation

ART EDUCATION

HALF YEARLY	ANNUAL
Two dimensional or pictorial 1. PAINTING : Tribal or folk art(Water colour and Poster colour or 3D liner on handmade paper, old invitation card etc) 2. TEXTTILE DESIGN : Phulkari design of Punjab 3. Three Dimensional i. SCULPTURE : using waste materials (plastic , twigs and branches etc) ii. MURAL ART: Relief work by Shilpakar (M-seal for Craft work)	Two dimensional or pictorial 1. GRAPHICS : Print making (Hand ,ade stencil or lino cut) 2. APPLIED ART: Poster design(Theme based) 3. CRAFT : Best out of waste(Utility items related to Punjab style) Theoretical Knowledge 4. Project Work: Based on different aspects of Indian art (N.B. : The students have other art activities on occasion wise beyond the class works)

MUSIC

Reference Book : Sangeet Sagyan

HALF YEARLY	ANNUAL
Theory: - 1. Brief Knowledge about Naada.	Theory: - 1. Brief Knowledge about Jaati(in Raag)
Practical: - 1. Raag-Kafi 2. Patriotic Song-Punjabi 3. Chhanda/Thumri	Practical: - 1. Taal- Aaditala/Trital 2. NCC-Song(Hum Saab Bharatiya hein) 3. Champu/Ghazal
Project Work: To collect photograph of Flute with a write up.	Project Work: To collect Photographs of Pandit hari Prasad Chourasia and Guru Mohini Mohana Pattanaik with a write up about them

DANCE

HALF YEARLY	ANNUAL
Theory: Knowledge about Nabarasa	Theory: Brief Knowledge based on Avinaya
Practical: 1. Folk dance 2. Mythological	Practical: 1. Different expression based on Nabarasa 2. Own choreography by students
Project Work: Photo collection of Kuchipudi and Bharat Natyam dance with a brief write up	Project Work: Photo collection of Indian classical dance jewelry and costumes with a brief write up
NB: Field trip to any place related to Dance Academy from Class VI to X	

PHYSICAL EDUCATION

Term I	Term II
Theory : 25 Marks Physical Fitness : 10 Marks Special Achievements : 10 Marks Discipline : 05 Marks Total : 50 Marks	Theory : 25 Marks Physical Fitness : 10 Marks Special Achievements : 10 Marks Discipline : 05 Marks Total : 50 Marks
1. Kho-Kho 2. Basketball 3. Football 4. Athletic	1. Volley Ball 2. Table Tennis 3. Cricket 4. Athletic
Latest rules & regulations, warming up, cooling down & condition. Fundamental skills, techniques and style, various sports venues	Sports ethics, General & specific warming up exercises, National Sports awards, Prevention of injuries and rehabilitation, skin, muscle, joints bone injuries.

N.B: All fitness Assessment will be done on the basis of Khelo India battery Test.**YOGA**

SYLLABUS	
Term I	Term II
HALF YEARLY	ANNUAL
Methods and benefits of Asanas, Pranayama and Concentration Asanas- Trikonasana, Natrajasana, Chaktemana, Beddhas Padmasana, utrasana, parchimottasana, bakasan Pranayam: Ujjayi, Kapalabhati	Importance of Yoga in daily life. Asanas: Ardhamatyasana, Maktasana, Dharmasana, Surya Namaskar Pranayama- Bhramari, Nadirhaidhi

IMPORTANT ACTIVITIES ROUND THE YEAR

S.N	DATE	DAY	DAYS TO BE OBSERVED	DEPARTMENT /CLUB/HOUSE	GROUP	INTRAMURAL ACTIVITIES
APRIL						
1.	01.04.26	WED	Utkal Diwas	Odia Dept &Function Dept, Music, Dance	STD VIII-X	Song, Speech, self-composed poem, short movie & guest speech
2.	14.04.26	TUE	Ambedkar Jayanti	Function Dept & Dept. of Social Science	_____	Relevant Activities
3.	15.04.2026	WED	International Art Day	Art Dept.		
4.	19.04.26	SUN	Mahatma Hansaraj's Birthday	Havan Dept, Music & Function dept	STD VIII	Havan, Speech on Importance of the day .
5.	22.04.26	WED	Earth Day	SST club & Dept of Social Science	LKG TO STD-XII	Relevant Activities & Competitions to promote the theme 'Restore our Earth'
6.	23.04.26	THU	English Language Day/World Book & Copyright Day	Dept of English & Library	LKG TO STD-XII	Webinar, Seminar poster & write ups
7.	28.04.26	TUE	Swabhiman Divas	Odia Dept.	STD-III - X	Song, Skit, Speech
MAY						
JUNE						
8.	05.06.26	FRI	World Environment Day	Eco Club	LKG TO STD-XII	Plantation
9.	19.06.26 to 18.07.2026		National Reading Day, Week, Month			
10	21.06.26 SUN		International Yoga Day	Dept of Yoga & Phy. Education	LKG TO STD-XII	Yoga by students & teachers
11			World Music Day	Dept of Music	STD-III - X	Relevant Activities
12	26.06.26 FRI		International Day against Drug abuse & illicit trafficking	Civil Defence Dept (NCC, SCOUT)	STD VI-XII	Awareness program & Relevant Activities
13	30.06.26	TUE	IFFCO DAV Foundation Day	Havan Dept , Func. Dept., Music, Dance	STD VI-XII	Havan, Competition, Blood Donation Camp
JULY						
21 to 26 JULY 2026				Periodic Assessment-1		
14	01.07.26 To 07.07.26	WED TO TUE	Van Mahotsav Week	Eco club & NCC Dept.	Club Members & STD VI TO X	LKG J & UKG (Fancy Dress) I&II(III TO V Kitchen garden) VI TO IX(Plantation Drive)
15	19.06.26 to 18.07.2026		National Reading Day, Week, Month			

S.N	DATE	DAY	DAYS TO BE OBSERVED	DEPARTMENT /CLUB/HOUSE	GROUP	INTRAMURAL ACTIVITIES
16	26.07.26	SUN	Vijay Divas/Kargil Victory Day	NCC Dept. , Music	STD VI TO IX	Observation in Assembly
17	29.07.26	WED	World Tiger Day	Teachers	LKG TO STD II	PPT on conservation on TIGER, Documentary, Slogan Writing, Poster Display, Speech
18	31.07.26	FRI	Prem Chand Jayanti	Hindi		
AUGUST						
19	09.08.26	SUN	Gangadhar Meher Jayanti	Odia Dept., Music	STD III TO IX	Speech & Observation
20	17.08.26	MON	Sanskrit Divas	Dept of Sanskrit & Music	STD I – VI TO X	Shloka presentation in the assembly, speech on the importance of the day.
21	15.08.26	SAT	Independence Day	Sport Dept, Dance, Music, NCC & Function Dept.	STD I-XII	Celebration with all activities
22	17.08.26	MON	Raksha Bandhan Eve	Function Dept., Activity Dep, Music, Dance	Std I to XI	Celebrated in the morning assembly by the Cabinet Members. Rakhi will be prepared by Activity dept. before one week Speech & Observation
23	29.08.26	SAT	National Sports Day	Sports Dept.	STD VI TO XII	Mini Marathon, Junior girls KHO-KHO, Senior balls FOOTBALL
SEPTEMBER						
15 SEPTEMBER TO 27 SEPTEMBER 2026				TERM-1/PERIODIC ASSESSMENT / HALF YEARLY		
24	01.09.26 TO 07.09.26	TUE-MON	National Nutrition week Literacy week	Health & Wellness Club All Language Depts.	STD III to XII STD III to XII	Relevant Activities Relevant Activities
25	08.09.26	TUE	International literacy day	All Language Depts & Library	STD III TO XII	Relevant Activities
26	05.09.26	SAT	Teacher's Day	School cabinet, Music & Dance	STD XI & XII	Relevant Activities
27	14.09.26 to 30.09.26	MON-WED	Hindi Pakhwada	Dept of Hindi	STD-III to X	Relevant Activities 30 Sept Valedictory Ceremony)
28	28.09.26 to 02.10.26	MON - FRI	Swachhata Bharat Abhiyan	Dept of Civil Defence (NCC)	STD IX & X LKG TO STD II	Relevant Activities
29	28.09.26	MON	Lata Mangeshkar Jayanti	Music Dept.		
OCTOBER						

S.N	DATE	DAY	DAYS TO BE OBSERVED	DEPARTMENT /CLUB/HOUSE	GROUP	INTRAMURAL ACTIVITIES
30	02.10.26	FRI	Gandhi & Shastri Jayanti	Function DEPT.& Music	Function Dept.	Observation & Cultural programme
31	Date will be notified latter		Joy of Giving Week	Joy of Giving Club	School Cabinet	To conduct activities of charity
32	09.10.26	FRI	Gopabandhu Jayanti	Odia & Music Dept.	Std III TO X	Song ,speech & floral tribute in the morning assembly
33	15.10.26	THU	Birth Anniversary of Dr. APJ Kalam’ – (‘World Students Day’) & Global Handwashing day	Science Dept & Health & Wellness Club	Std III TO XII LKG TO STD II	Quiz competition ,Painting Competition & floral tribute
34	24.10.26	SAT	Diwali Eve	Function Dept & Activity Dept	LKG TO Std XII	Eco-friendly celebration
35	31.10.26	SAT	National Unity Day(Sardar Patel’s Birthday)	Dept of Social Science	Std III TO XII	Observation with all decorum & speech
NOVEMBER						
36	31.10.26 To 05.11.26	SAT – THU	Vigilance Awareness Week	House Co-ordinators (House I/C & All Clubs)	Std III TO XII	. Relevant Activities
37		SAT	Boita bandana Utsav	KG WINGS , Music & Dance	Pre-LKG To Std -II	Celebration with all
38	14.11.26	SAT	Children’s Day	Function Dept , Music & Dance	Teachers	Celebration with all decorum & Cultural programme Innovative and working models
39	14.11.26 TO 20.11.26	SAT - FRI	National Book Week	Library I/C	Std VI - XII	Book Exhibition.
40	19.11.26	THU	International Gents DAY	By All lady Teachers		
41	30.11.2026	MON	National Computer Security Day	Computer Dept.		
42	Last week of November to first week of December	Date will be notified latter on	PICNIC	Picnic dept.	Picnic dept.	***** ***** ***** ***** *****
DECEMBER						
01 DECEMBER TO 06 DECEMBER 2026				Periodic Test-II/Periodic Test-III		

S.N	DATE	DAY	DAYS TO BE OBSERVED	DEPARTMENT /CLUB/HOUSE	GROUP	INTRAMURAL ACTIVITIES
43	Last week of November to first week of December	Date will be notified latter on	National Mathematics Day	Picnic dept.	Picnic dept.	***** ***** ***** *****
44	01.12.26	TUE	Worlds AIDS Day	Health & Wellness Club	STD III TO XII	SPEECH & BADGE
45	10.12.26	THU	Human Right's day	Social Science dept.	STD VI TO IX	Speech in the morning assembly
46	14.12.26	MON	National energy conservation day	Science Dept.	STD VI TO X	Awareness programme & Relevant Activities
47	22.12.26	TUE	National Mathematics Day	Dept. of Maths.	STD III TO XII	Celebration with all decorum & Cultural programme
48	24.12.26 THU		Christmas Eve	KG, Dance	Pre-LKG to STD - XII	Celebration with all decorum
49	Fourth week December		Annual Sports	Sports Dept. Function Dept, Music & Dance	LKG TO STD XII	Relevant Events as well as cultural programmes
JANUARY						
50	10.01.27 to 16.01.27	SUN – SAT	National Road Safety Week	Dept of Civil Defence (NCC)	Std VI to X	Awareness Programme & Relevant Activities
51	12.01.27	TUE	Swami Vivekanand's Birth Anniversary - (National Youth day)	Function DEPT.	Std VI to XII	Observation with all decorum & Awareness programme
52	23.01.27	SAT	* Netaji Jayanti / Veer Surendra Sai Jayanti *Potted Plant Exhibition *Mother's rangoli & petal Designing	SST Dept, MUSIC Eco Club Std Prelkg to STD -II Eco Club	STD III TO XII Pre-LKG TO STD-II	Obsevation with relevant activities& Inter house quiz Traditional design (Rangoli & petal designing) competition for mothers. Potted plant competition for students.
53	26.01.27	TUE	Republic Day	Dept of Function, Civil defence, Phy. Education, Music & House Co-ordinator	STD III TO XII	March Past and other proceedings
54	30.01.27	SAT	Martrys Day	Dept of NCC	NCC Cadets	Observation with Relevant Activities
FEBRUARY						
2nd WEEK OF FEBRUARY				ANNUAL EXAMINATION		
54	12.02.27	FRI	Swami Dayanand's Birthday	Dept of Havan , Function & Dance	STD III TO XII	Havan & Prayer
55	14.02.27	SUN	Black Day	Dept of NCC	NCC Cadets	Observation with Relevant Activities

S.N	DATE	DAY	DAYS TO BE OBSERVED	DEPARTMENT /CLUB/HOUSE	GROUP	INTRAMURAL ACTIVITIES
56	18.02.27	WED	Rishibodh Utsav	Dept of Havan &Function	Teachers	Hawan & Prayer
57	21.02.27	THU	International Mother Tongue Day	Dept of Odia & Music	Teachers	Observation with Relevant Activities
58	28.02.27	SUN	National Science Day	Dept of Science	TEACHERS	Observation with Relevant Activities
MARCH						
59	13.03.27	SAT	Holi Eve Celebration	Dept of Function Music	Teachers	Celebration with colours
60	08.03.27	MON	International Women's Day	By all Gen's Teachers	Teachers	Celebration with all decoum
61	22.03.27	MON	World Water Day	Dept of Civil Defence (NCC)	STD VI & X	Relevant Activities on Conservation of water

PRINCIPAL
CCA SCHEDULE

MONTH	DATES	LKG/UKG	I / II	III / IV / V	VI / VII / VIII	IX/ X / XI / XII
JUL	03.07.2026	-	-	Drawing & Colouring	Pencil Shading	-
	10.07.2026	-	-	-	-	Still Life Composition / Animal Shading
	17.07.2026	Colouring	Drawing & Colouring	-	Mime Act	-
AUG	07.08.2026	-	-	Pot Decoration	-	-
	14.08.2026	-	-	-	-	Innovative Idea Pitch (ATL)
	21.08.2026	-	-	One Act Play	-	Debate (English)
	28.08.2026	-	-	-	Speech (English / Odia)	-
SEPT	11.09.2026	Fance Dress (Excluding Mythological and Freedom Fighter)	-	-	-	-
	18.09.2026	-	Fance Dress (Scientist of India)	-	-	-
OCT	09.10.2026	Rhymes (Eng / Hindi	-	-	Quiz	Live Commentary (Football /

		/ Odia)				Cricket), Eng/Hindi
	16.10.2026	-	-	Quiz Current Affairs	Bluff Master	-
	30.10.2026	-	Story Telling (Eng / Hindi / Odia)	-	-	Quiz (Current Affairs)
NOV	06.11.2026	-	-	Autobiography (Eng/ Hindi / Odia)	-	-

Sl No	Special Events	III – XII	Date
1.	Inter House March Past & Drill Dance Competition	Annual Sports	3 rd Week of December
2.	Annual Exhibition	Day before Children's Day	13 November 2026

CCA I/C

Principal