

## ART EDUCATION (CODE No. 502)

### Rationale

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

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

### Objectives

**The objectives of art education are to :**

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

### Approach to Art Activities

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

which a few artistic activities may be conducted but the approach and product would be different.

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

### **Visual Arts**

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

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

### **Performing and Language Arts**

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

### **Sources for Art Teaching**

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

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

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

## **A. VISUAL ARTS**

### **SYLLABUS**

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

#### **Two-dimensional or Pictorial Activities**

- Study of visual resources and means of creative expression.
  - Study of lines, strokes, colours, shades, tones, textures, etc. while organizing two dimensional space with two dimensional and three dimensional shapes and forms.
  - Sketching from nature and surrounding.
  - Creative use of colours to show space, atmosphere, subjective moods.
  - Creative use of perspective in spatial relationship.
  - Study of calligraphic strokes of Devnagari and Roman alphabet (Scripts).
  - Use of contrast as an expressive element of art.
  - Study and use of various media and techniques to the extent of their availability.
  - Pencil, charcoal, water colour, crayon, oil colours, poster colour and gouache, acrylic colour and other unconventional sources of colours such as vermillion, yellow and red earth, rice flour, and tools like painting brushes for water colours and oil colours, Painting surfaces such as papers of various kinds and quality, like smooth, rough, thick, thin, etc., canvas, hardboard, simple marking cloth pasted on paper, etc.
  - Collage and mosaic work with a variety of coloured papers and coloured printed pictures/photographs from magazines and newspapers.
  - Printing : Mono printing, Printing with wood-cut blocks, lino-cut and metal foil : serigraphy (silk screen), self-made stencil, etc.
  - Basic knowledge of computer graphics.

#### **Three-dimensional or sculptural activities**

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

- Objects of day-to-day use in groups and in different settings and arrangements.

### **Assignments**

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

### **Correlating Art Activities with Other School Activities**

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

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

### **Group Activities**

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

### **Theoretical Understanding of Art and Culture**

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

## **B. Performing Arts**

### **Music (Vocal)**

- Theory
  - Knowledge of the terms: Sangeet, Nad, Swar, Shudh, Komal, Teevra, Saptak, Mandra, Madhya Tar, Aroha Avaroha, Raga, Laya, Matra, Tal, Avartan, Sam Tal.
  - Basics knowledge of notation systems.
  - A brief introduction of Indian music
- Practical Activities
  - National Anthem
  - Songs for community singing
- a) Five folk or tribal songs of different regions, indicating time of the year, occasion and the function with which they related. Writing down the same with its meaning and knowledge of its rhythm.
- b) Five devotional songs (Bhajans, Shlokas, Hymns, Sufiana Kalam and Shabad Kirtan)
- c) Three songs in regional languages other than mother tongue.
- d) Three patriotic songs on the theme of universal love and amity.

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

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

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

### **Project Work**

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

### **Music (Melodic Instrument)**

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

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

### **Creative Drama**

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

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

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

### **Dance & Movement**

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

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

### **Practical**

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

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

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

### **Assignments:**

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



Correlating Dance Activities with other school subjects

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

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

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

### Hints for the Teachers

- Students should be encouraged to work individually as well as in small groups, girls and boys working together.
- Learners should be encouraged to enquire about the technique, procedures and the work of master artists/artistes.<sup>333</sup>
- Students should be encouraged and helped in handling new media and tools and meeting the new challenges in various problem-solving situations encountered by them
- Students should be encouraged to take the initiative and to critically evaluate their work.
- Since the adolescents are prone to adult influence, adult activities and methods working, she starts imitating and idealizing the adult approach and attitude to her work. The teacher, at this stage should try to make the adolescent child aware of the originality and uniqueness of her own work and encourage her to develop her own methods and style of working as there exists a large variety and divergence in adults' work.
- The teacher should develop friendly and empathetic relations with the students and should encourage them to know about the artistic activities of the local community.
- The teacher should organize studio/art room/theatre/stage with the help of students.
- The teacher should organize visits of museums, historical places, exhibitions, botanical and zoological gardens, theatre and local drama activities, music and dance concerts, film shows, etc.
- The teacher should help children in the planning and organization of display and exhibitions, musical and other performances of master artists/artistes.
- The teacher should develop projects correlating art activities with other subjects with the cooperation of other subject teachers.
- The teacher should encourage the use of improvised instruments and tools by the students locally available.
- The teaching approach should be inductive and students should be encouraged to mobilize their own resources to solve their problems. Direct instructions in the techniques should be avoided. They should be encouraged to develop techniques and styles of their own through exploration of discovery of materials, media, tools and techniques.



## **ENGLISH LANGUAGE AND LITERATURE**

### **(Code No. 184) (2019-20)**

#### **Background**

Traditionally, language-learning materials beyond the initial stages have been sourced from literature: prose, fiction and poetry. While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

#### **Objectives**

The general objectives at this stage are to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- use appropriate English to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different registers of English
- develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- build listening and speaking into the curriculum.

#### **At the end of this stage, learners will be able to do the following:**

- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate the story depicted pictorially or in any other non-verbal mode

- respond in writing to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the position taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of view expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report

### **Language Items**

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

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

### **Methods and Techniques**

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

- Role play
- Simulating real-to-life situations
- Dramatising and miming
- Problem solving and decision making

- Interpreting information given in tabular form and schedule
- Using newspaper clippings
- Borrowing situations from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)**  
**SYLLABUS CLASS – IX (2019-20)**  
**SECTION - WISE WEIGHTAGE**

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbook and Supplementary Reading Text	30

**Note-**The annual board examination will be of 80 marks, with a duration of three hours. There will be internal assessment for 20 Marks.

**SECTION A: READING**

50 Periods

This section will have two reading passages.

20 Marks

1: A Factual passage 300-350 words with eight Objective Type Questions( including Multiple Choice Questions). 8 marks

2 A Discursive passages of 350-400 words with four Short Answer Type Questions to test inference, evaluation and analysis four Objective Type Questions ( including Multiple Choice Questions) to test vocabulary.

12 marks

## SECTION B: WRITING AND GRAMMAR

60 Periods

For writing tasks there will be internal choice.30 Marks

3: Writing an Article/Descriptive Paragraph (person/place/event/diary entry) in about 100-150 words based on visual or verbal cue/s. The questions will be thematically based on the prescribed books. 8 marks

4: Writing a short story based on a given outline or cue/s in about 150-200 words. 10 marks

The Grammar syllabus will include the following areas

- i. Tenses
- ii. Modals
- iii. Use of passive voice
- iv. Subject – verb concord
- v. Reporting
- vi. Commands and requests
- vii. Statements
- viii. Questions
- ix. Clauses:
  - a. Noun clauses
  - b. Adverb clauses of condition and time
  - c. Relative clauses
- x. Determiners
- xi. Prepositions

The above items may be tested through test types(grammar in context) as given below:

5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. 4 marks

6: Editing or omission 4 marks

7: Sentences reordering or sentence transformation in context. 4 marks

## SECTION C: LITERATURE TEXTBOOKS

60 Periods

There will be Internal Choice for every question.

30 Marks

8. One out of two extracts from prose/poetry/play for reference to the context. Four Objective Type Questions: two questions of one mark each on global comprehension and two questions of one mark each on interpretation. (1x4=4 marks)

9 Five Short Answer Type Questions from BEEHIVE AND MOMENTS (3 questions out of four from BEEHIVE and 2 questions out of three from MOMENTS) to test local and global comprehension of theme and ideas (to be answered in 30-40 words each) (2x5=10 marks)

10. One out two long answer type questions from the book BEEHIVE to assess creativity, imagination and extrapolation beyond the text and across the texts. ((to be answered in 100-150 words each )

8 marks

11 One out of two Long Answer Questions from the book MOMENTS on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch in about (100-150 words).

8 marks

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

- BEEHIVE – Textbook for class IX
- MOMENTS – Supplementary Reader for Class IX
- Words and Expressions-I, Workbook

### **NOTE: Teachers are advised to:**

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

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

1. Reading Section: Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.
2. Writing Section: All types of short and extended writing tasks will be dealt with.
3. Grammar: Grammar items mentioned in the syllabus will be taught and assessed.

## **INTERNAL ASSESSMENT**

Assessment of Listening and Speaking Skills 50 Periods

Assessment of Listening and Speaking Skills will be for 20 marks. It is recommended that listening and speaking skills should be regularly practiced in the class. Art-integrated activities like Role Play, Skit, Dramatization etc. can also be used.

## **ENGLISH LANGUAGE AND LITERATURE (Code No. 184)**

### **Textbooks**

**Literature Reader- Course (2019-20) CLASS – IX**

<b>PROSE (Beehive)</b>	
1. The Fun They Had	7. Packing
2. The Sound of Music	8. Reach for the Top
3. The Little Girl	9. The Bond of Love
4. A Truly Beautiful Mind	10. Kathmandu
5. The Snake and the Mirror	11. If I were you
6. My Childhood	
<b>POETRY</b>	
1. The Road Not Taken	6. No Men Are Foreign
2. Wind	7. The Duck and the Kangaroo
3. Rain on the Roof	8. On Killing a Tree
4. The Lake Isle of Innisfree	9. The Snake Trying
5. A Legend of the Northland	10. A Slumber did My Spirit Seal
<b>SUPPLEMENTARY READER (Moments)</b>	
1. The Lost Child	6. Weathering the Storm in Ersama
2. The Adventures of Toto	7. The Last leaf

3. Iswaran the Storyteller	8. A House is Not a Home
4. In the Kingdom of Fools	9. The Accidental Tourist
5. The Happy Prince	10. The Beggar

## ENGLISH LANGUAGE AND LITERATURE

**(Code No. 184) CLASS – IX (2019 – 20)**

**Marks=80**

Typology	Testing Competencies	Objective Type Question including MCQs(1 mark each	Short Answer Question 30-40 words (2 marks each)	Long Answer Question 1 100-150 words (HOTS)(8 marks each)	Very Long Answer Question 150-200 words (HOTS) (10 marks each)	Total marks
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	4 MCQ & 8 Objective Type Questions	4	-	-	20
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	12	-	1	1	30
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	4	5	2	-	30
<b>Total</b>		<b>1x28=28</b>	<b>2x9=18</b>	<b>8x3=24</b>	<b>10x1=10</b>	<b>80</b>



**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)**

**CLASS – X 2019-20**

**SECTION - WISE WEIGHTAGE IN ENGLISH LANGUAGE AND LITERATURE**

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbooks and Supplementary Reading Text	30
	TOTAL	80

**Note: The annual board examination will be of 80 marks, with a duration of three hours. There will be internal assessment for 20 Marks.**

**SECTION A: READING**

**50 Periods**

**20 Marks**

**This section will have two unseen passages of a total length of 700-750. The arrangement within the reading section is as follows:**

I. A factual passage of 300-350 words with eight Objective Type Question( including Multiple Choice Questions).8 marks

II.A Discursive passages of 350-400 words with four Short Answer Type Questions to test inference, evaluation and analysis four Objective Type Question( including Multiple Choice Questions) to test vocabulary. 12 marks

**SECTION B: WRITING AND GRAMMAR 60 Periods**

**For writing tasks there will be internal choice**

**30 Marks**

III. Formal letter complaint / inquiry / placing order / letter to editor / article in about 100-150 words. The questions will be thematically based on the prescribed books.8 marks

IV. Writing a short story based on a given outline or cue/s in about 150-200 words. 10 marks

**The Grammar syllabus will include the following areas in class X.**

1. Tenses
2. Modals
3. Use of passive voice

4. Subject – verb concord

5. Reporting

- (i) Commands and requests
- (ii) Statements
- (iii) Questions

6. Clauses:

- (i) Noun clauses
- (ii) Adverb clauses
- (iii) Relative clauses

7. Determiners

8. Prepositions

**The above items may be tested through test types given below:**

V Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. 4 marks

VI Editing or omission. 4 marks

VII Sentences Reordering or Sentence Transformation in context. 4 marks

## **SECTION C**

### **LITERATURE TEXTBOOKS AND SUPPLEMENTARY READING TEXT 60 Periods**

**Internal choice will be there.**

**30 Marks**

VIII. One out of two extracts from prose/poetry/drama for reference to context. Four Objective Type Question( including MCQs): Two questions of one mark each on global comprehension and two questions of 1 mark each on interpretation. 4 marks

IX. Five Short Answer type Questions to be answered in 30-40 words each from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET to test local and global comprehension of theme and ideas( three from FIRST FLIGHT and two from FOOTPRINTS WITHOUT FEET) . 2x5=10 marks

X. One out of two Long Answer type Questions from FIRST FLIGHT to be answered in about 100-150 words to assess creativity, imagination and extrapolation beyond the text and across the texts.

8 marks

XI. One out of two long answer question from the book 'FOOTPRINTS without FEET' on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-150 words. 8 marks

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

- FIRST FLIGHT – Text for Class X
- FOOTPRINTS WITHOUT FEET – Supplementary Reader for Class X

**Note: Teachers are advised to:**

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

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

1. Reading Section: Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.
2. Writing Section: All types of short and extended writing tasks will be dealt with.
3. Grammar: Grammar items mentioned in the syllabus will be taught and assessed over a period of time. There will be no division of syllabus for Grammar.

**INTERNAL ASSESSMENT**

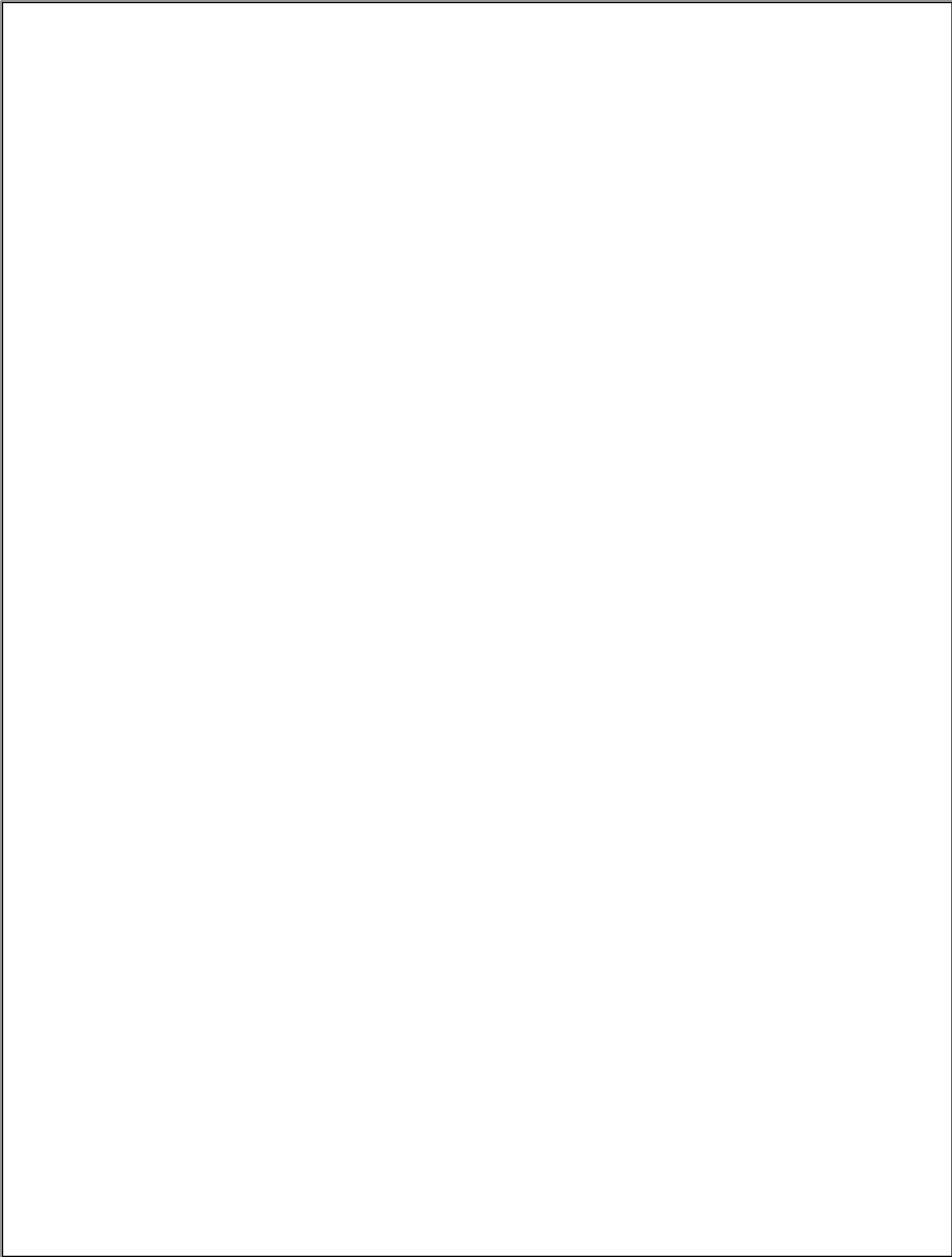
Assessment of Listening and Speaking Skills 50 Periods

Assessment of Listening and Speaking Skills will be for 20 marks. It is recommended that listening and speaking skills should be regularly practiced in the class. Art-integrated activities like role-play, skit, dramatization etc. can also be used.

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)**  
**Course (2018-19) CLASS - X**

Textbooks	
Literature Reader (First Flight)	
PROSE (First Flight)	
1.A Letter to God 2.Nelson Mandela 3.Two Stories about Flying 4.From the Diary of Anne Frank 5.The Hundred Dresses –I 6.The Hundred Dresses –II	7.Glimpses of India 8.Mijbil the Otter 9.Madam Rides the Bus 10. The Sermon at Benares 11. The Proposal
POETRY	
1.Dust of Snow 2.Fire and Ice 3.A Tiger in the Zoo 4.How to Tell Wild Animals 5.The Ball Poem 6. Amanda	7. Animals 8.The Trees 9.Fog 10. The Tale of Custard the Dragon 11. For Anne Gregory
SUPPLEMENTARY READER (Footprints without Feet)	

1.A Triumph of Surgery	6.The Making of a Scientist
2.The Thief's Story	7.The Necklace
3.The Midnight Visitor	8.The Hack Driver
4.A Question of Trust	9.Bholi
5.Footprints without Feet	10. The Book that Saved the Earth



**ENGLISH LANGUAGE AND LITERATURE**  
**CLASS - X (2019-20)(Code no.184)**

**Marks 80**

<b>Typology</b>	<b>Testing competencies</b>	<b>Objective Type Question including MCQs (1 mark each)</b>	<b>Short Answer Question 30-40 words (2 marks each)</b>	<b>Long Answer Question 100-150 words (8 marks each)</b>	<b>Very Long Answer Question 150-200 words (10 marks each)</b>	<b>Total marks</b>
Reading Comprehension	Conceptual Understanding, decoding Analyzing, inferring, interpreting and vocabulary	4 MCQ+ 8 Objective Type Questions	4	-	-	20
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justify, illustrating, appropriacy of style and tone, using appropriate format and fluency, applying conventions, using integrated structures with accuracy and fluency.	12	-	1	1	30
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and subthemes, understanding the writer's message and writing fluently.	4	5	2	-	30
<b>Total</b>		<b>1x28=28</b>	<b>2x9=18</b>	<b>8x3=24</b>	<b>10x1=10</b>	<b>80</b>



# **SECONDARY SCHOOL CURRICULUM 2019-20**

## **Classes IX-X**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**Shiksha Sadan, 17, Institutional Area, Rouse Avenue, Delhi - 110002**

## **1. PRINCIPLES OF THE CBSE CURRICULUM**

### **1.1 CBSE Curriculum**

The curriculum refers to the lessons and academic content to be taught to a learner in the school. In empirical terms, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, courses of study, subject-wise instructional objectives and content, pedagogical practices and assessment guidelines. The curriculum provided by CBSE is based on National Curriculum Framework-2005 and seeks to provide opportunities for students to achieve excellence in learning.

### **1.2 Salient Features of the CBSE Secondary School Curriculum**

The Curriculum prescribed by CBSE strives to:

1. provide ample scope for physical, intellectual and social development of students;
2. enlist general and specific teaching and assessment objectives;
3. uphold Constitutional values such as Socialism, Secularism, Democracy, Republican Character, Justice, Liberty, Equality, Fraternity, Human Dignity of Individual and the Unity and integrity of the Nation by encouraging values-based learning activities;
4. nurture Life-Skills by prescribing curricular and co-curricular activities to help improve self-esteem, empathy towards others and different cultures etc.;
5. integrate innovations in pedagogy, knowledge and application, such as human sciences with technological innovations to keep pace with the global trends in various disciplines;
6. promote inclusive education by providing equal opportunities to all students;
7. integrate environmental education in various disciplines from classes I-XII;
8. equally emphasize Co-scholastic areas of Art Education and Health and Physical Education.

### **1.3 Objectives of the Curriculum**

The Curriculum aims to:

1. achieve cognitive, affective and psychomotor excellence;
2. enhance self-awareness and explore innate potential;
3. promote Life Skills, goal setting, and lifelong learning;
4. inculcate values and foster cultural learning and international understanding in an inter dependent society;
5. acquire the ability to utilize technology and information for the betterment of humankind;

6. strengthen knowledge and attitude related to livelihood skills;
7. develop the ability to appreciate art and show case talents;
8. Promote physical fitness, health and well-being.
9. Promote arts integrated learning.

#### 1.4 Curriculum Areas at Secondary Level

The Secondary School Curriculum acknowledges the fact that subjects like language, Mathematics, Science and social science help the cognitive development of the child and, therefore, require a greater academic emphasis. Further, CBSE also envisions the all-round development of students in consonance with the holistic approach to education and therefore, emphasizes integration of co-curricular domains with curricular activities in an equitable manner.

In operational sense, the secondary curriculum is learner-centered with school being a place where students would be acquiring various skills; building self-concept, sense of enterprise, aesthetic sensibilities and sportsmanship. Therefore, for the purpose of fostering core competencies in learners, this curriculum encompasses even major learning areas, from scholastic and co scholastic point of view. The Areas of learning at the Secondary level are as under:

Languages	Scholastic Areas
Social Science	
Mathematics	
Science	
Other Academic Elective Subjects	
Skill Subjects	
Health and Physical Education	Co-scholastic Areas
Work Experience*	
Art Education	

\* subsumed in Health and Physical Education

##### 1.4.1 Scholastic Areas:-

The curriculum envisages individualized learning acumen and seeks to explore the potential of students in acquiring substantial knowledge and skills through academic rigors. With greater academic orientation and research skills in core academic areas, students would evolve as judicious young adults with a sense of real self-estimate having true values and principles. The scholastic areas are as follows:

- (i) **Languages** include Hindi, English and other 36 languages (detailed in Curriculum Volume II). The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective communicative proficiencies. Learners use language to comprehend, acquire and communicate ideas in an effective manner.
- (ii) **Social Science** (Geography, History, Economics and Political Science) intends to make learners understand their cultural, geographical and historical milieus and gain in-depth knowledge, attitude, skills and values necessary to bring about transformation for a better world. Social Science includes the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities and the incorporation of the above-mentioned learning. Learners appreciate and value everyone's right to feel respected and safe, and, also understand their Fundamental Rights and Duties and behave responsibly in the society.
- (iii) **Science** (Biology, Chemistry and Physics) includes gaining knowledge about Food, Materials, The World of The Living, How Things Work, Moving Things, People and Ideas, Natural Phenomenon and Natural Resources. The focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life. This learning can be used to analyze, evaluate, synthesize and create. Learners understand and appreciate the physical, biological and technological world and acquire the knowledge and develop attitude, skills and values to make rational decisions in relation to it.
- (iv) **Mathematics** includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, and the ability to apply this knowledge and acquired skills in their daily life. It also includes understanding of the principles of reasoning and problem solving. Children learn to rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns.

#### 1.4.2 Co- Scholastic Areas:-

Only a healthy child can learn effectively and good health leads to better learning. Many activities are necessary for development of the affective and psychomotor domain. The activities like games and sport, art and music, craft work etc. are termed as co-scholastic activities. The term co-scholastic activities is used for both cognitive and non-cognitive development that can take place by exposing the child to the scholastic and non-scholastic subjects.

Art Education including local art, craft, literature and skills ,Health and Physical Education, Yoga, traditional games, indigenous sports, NCC, Scouts and Guides, Martial Arts etc. are integral parts of the curriculum and to be included in the routine of the schools for the holistic development of children. These are detailed below:

- (i) **Art Education** entails instruction in various art forms (visual as well as performing) with an aim to help children develop an interest for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, valuing arts and cultural heritage. In addition, Arts should be integrated with other subjects to promote creative thinking and expression
- (ii) **Health and Physical Education** focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, well being and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, yoga, NCC, self-defense, fitness and life style choices.
- (iii) **Work Experience** : The Work Experience has been subsumed in the Health and Physical Education, however, it is an integral part of the curriculum and is given as much as focus as Health and Physical Education.

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

## 2. IMPLEMENTATION OF CURRICULUM

### 2.1 School Curriculum Committee

The Board mandates that all schools must setup a School Curriculum Committee with teachers representing each area. The School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/ reference materials are age appropriate, incorporate inclusive principles, are gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community. The committee will then send the list of books to the Principal to take action as per para 2.4.7 (b) of the Affiliation Byelaws, 2018. The committee would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NCF2005. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

### 2.2 Pedagogical Practices by Teachers

The pedagogical practices should be learner centric. It is expected of a teacher to ensure an atmosphere for students to feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum. Teachers should follow inclusive principles and not label children as 'slow learners' or 'bright students', or 'problem children'. They should instead attend to the individual difference of students by diagnosing and modifying their pedagogic planning. As far as possible, Arts should be integrated in teaching, especially while teaching the concept which students find difficult to understand.

#### *Reflection:*

- *Teaching should be in the conversational modes rather than in the modes of authoritarian monologue*
- *The teacher needs to draw the children and gain their confidence,*
- *Teachers should make deliberate attempts to explain the learning from the utility of the textual material taught in school to real life.*

## 2.3 Lesson/ Unit Plan

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

- ❖ Specific Learning Outcomes;
- ❖ Pedagogical Strategies;
- ❖ activities/experiments/hands-on-learning;
- ❖ Interdisciplinary Linkages and infusion Life-skills, Values, Gender sensitivity etc.;
- ❖ Resources (including ICT);
- ❖ Feedback and Remedial Teaching Plan.
- ❖ Inclusive Practices

## 2.4 Creating Cross-Curricular Linkages

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

## 2.5 Special emphasis on Integrating Arts in education :

The NCF 2005 has recommended “Art as a subject at all stages covering all four major spheres, i.e. music, dance, visual arts and theatre....We must bring the arts squarely into the domain of the curricular, infusing them in all areas of learning while giving them an identity of their own at relevant stages.” It also states that “the importance of India's heritage crafts, both in terms of their economic and aesthetic values, should be recognized as being relevant to school education.”

All disciplines being pursued by students at all stages require creative thinking and problem-solving abilities. Therefore, when Art is integrated with education, it helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics. Secondly, Art Integrated learning is a strong contender for experiential learning, as it enables the student to derive meaning and understanding, directly from the learning experience. Thirdly, this kind of integration not



only makes the teaching and learning process joyful, it also has a positive impact on the development of certain life skills, such as, communication skills, reflection and enquiry skills, un-conditioning of the mind leading to higher confidence levels and self-esteem, appreciation for aesthetics and creativity, etc. Fourthly, this kind of integration broadens the mind of the student, and enables her to see the multi-disciplinary links between subjects, topics, and real life.

In view of the recommendations in the NCF-2005 document, NCERT's recommendation, need for awareness of India's vast and diverse art heritage, and the need for developing creative and critical thinking skills among students, the Board has decided to take up the integration of Art with the teaching learning process.

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

#### **2.5.1 Art Education and Art Integration:**

The following two-pronged approach will be followed from the session 2019-20 :

- (i) Art education will continue to be an integral part of the curriculum, as a co-scholastic area. The schools may also promote and offer Visual and Performing Arts based subjects at the Secondary and Senior Secondary level.
- (ii) Art shall be integrated with the teaching and learning process of all academic subjects from classes 1 to 12, to promote active and experiential learning for "connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods and for enriching the curriculum, so that it goes beyond textbooks."

#### **2.5.2 Art Integrated Pedagogy:**

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

The forms to be taught, methodology, processes, etc. can be different at different levels, as maybe decided by different schools. However, the interventions should be planned well by the schools. While preparing its annual pedagogical plan under the leadership of the Principal of the school, the school must plan out in detail the Art Education to be imparted at various levels, and how that Art can be integrated with classroom learning of various subjects. The focus must be on mutually reinforcing Art as a subject and Art as a

tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration. Arts-Integrated Learning will strengthen teachers for assessing application-skills of the students in their subjects.

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

### 3. SCHEME OF STUDIES

#### 3.1 Subjects to be offered:

Class IX and X is an integrated course. Students need to take only those subjects in class IX which they intend to continue in Class-X. The subjects can be selected as per scheme studies in class IX. They need to continue same subjects in class X also. Subjects can be offered as under:

Subjects		Names of the subjects	Group
Compulsory	Subject 1	Language I (Hindi Course A or Hindi Course B or English Language & Literature)	Group-L
	Subject 2	Language II (Any one from the Group of Languages (Group-L) other than Language chosen at Subject 1	Group-L
	Subject 3	Mathematics (Student has the option of selecting Standard or Basic Mathematics at AISSE (X Board examination) Syllabus shall remains the same. Refer Mathematics syllabus for details.	Group- A1
	Subject 4	Science	
	Subject 5	Social Science	
Optional	Subject 6	Skill subject* from the group of Skill subjects	Group-S
	Subject 7	Language III /Any Academic subject other than opted above	Group-L/Group-A2
Co-Scholastic Areas	Subject 8 and 9 Assessment and certification at school level	Art Education Health & Physical Education Work Experience*	

\*Work experience is subsumed in Health and Physical Education

- a) The two levels of Examination will be held in the subject of Mathematics in the Board examination for Class X in the year 2020 and the same shall not be applicable to the internal assessment in class X. For details please refer Circular No. Acad 03/2019
- b) If a student fails in any one of the three compulsory academic subjects (i.e. Science, Mathematics and Social Science) and passes in the Skill subject (offered as sixth optional subject), then that academic subject will be replaced by the Skill subject and the result of Class X Board examination will be computed accordingly.
- c) If a student fails in any language subject, out of first five subjects, the same will be replaced by the language taken as sixth subject ( in case of no skills subjects offered ) or as seventh subject (optional), provided he or she has passed this language subject and after replacement either Hindi or English remains as a passed language in the first five subjects.
- d) It is expected that all the students would have studied three languages up to class VIII. Those students who could not clear the third language in class VIII and have been promoted to class IX, shall be examined by the concerned schools at the end of Class IX in the same syllabus and textbooks as prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he has passed in the third language.
- e) Either Hindi or English must be one of the two languages to be studied in class IX and X. Hindi and English can also be offered simultaneously. In Hindi, two courses have been provided for class IX and X keeping in view the varying backgrounds of the students and a student may either opt for Hindi A (Code 002) or Hindi B (Code 085).
- f) Students offering additional sixth skill subject may also offer an additional language III/subject as seventh subject.
- g) Computer Application (Code 165), Information Technology (Code 402) and Artificial Intelligence (code 417) cannot be taken together.
- h) For Skill subjects, only those subjects can be offered for which permission has been given by the Department of Skill Education, CBSE.
- i) Board is extending several exemptions/concessions to candidates with disabilities as defined in the “THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016”. In this context, Please refer to time to time guidelines issued by CBSE.
- j) For Regional Languages, the Board prescribes the textbooks being followed in classes IX and X in the respective State Boards where the language is taught. Schools are also advised to bring to the notice of CBSE the changes, if any, brought out at the commencement of the academic session by the respective State Boards, in the textbooks of the language of their State. Schools are directed to strictly follow the textbooks prescribed by CBSE in its curriculum. **Changes, if any, can be adopted only after CBSE notifies it.**

### 3.2 List of subjects offered at Secondary Level:

LANGUAGE ( GROUP-L)	
CODE	NAME
002 085	HINDI COURSE-A HINDI COURSE-B (ANY ONE )
184	ENGLISH LANG & LIT.
003 303	URDU COURSE-A URDU COURSE-B (ANY ONE)
004	PUNJABI
005	BENGALI
006	TAMIL
007	TELUGU
008	SINDHI
009	MARATHI
010	GUJARATI
011	MANIPURI
012	MALAYALAM
013	ODIA
014	ASSAMESE
015	KANNADA
016	ARABIC
017	TIBETAN
018	FRENCH
020	GERMAN
021	RUSSIAN
023	PERSIAN
024	NEPALI
025	LIMBOO
026	LEPCHA
089	TELUGU TELANGANA
092	BODO
093	TANGKHUL
094	JAPANESE
095	BHUTIA
096	SPANISH
097	KASHMIRI
098	MIZO
099	BAHASA MELAYU
122	SANSKRIT
131	RAI
132	GURUNG
133	TAMANG
134	SHERPA
136	THAI

COMPULSORY ACADEMIC SUBJECTS (GROUP-A1)	
CODE	NAME
041	MATHEMATICS -STANDARD  OR  MATHEMATICS –BASIC ( Only for X)
241	
086	SCIENCE
087	SOCIAL SCIENCE

OTHER ACADEMIC SUBJECTS (GROUP- A2)	
CODE	NAME
031	<b>(Any one from the following)</b> CARNATIC MUSIC (VOCAL) CARNATIC MUSIC (MELODIC INSTRUMENTS) CARNATIC MUSIC (PERCUSSION INSTRUMENTS) HINDUSTANI MUSIC (VOCAL) HINDUSTANI MUSIC (MELODIC INSTRUMENTS) HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS)
032	
033	
034	
035	
036	
049	PAINTING
064	HOME SCIENCE
076	NATIONAL CADET CORPS (NCC)
165	COMPUTER APPLICATIONS
154	ELEMENTS OF BUSINESS
254	ELEMENTS OF BOOK KEEPING & ACCOUNTANCY

SKILL SUBJECTS (GROUP-S)	
CODE	NAME
401	RETAILING
402	INFORMATION TECHNOLOGY
403	SECURITY
404	AUTOMOTIVE
405	INTRODUCTION TO FINANCIAL MARKETS
406	INTRODUCTION TO TOURISM
407	BEAUTY & WELLNESS
408	AGRICULTURE
409	FOOD PRODUCTION
410	FRONT OFFICE OPERATIONS
411	BANKING & INSURANCE
412	MARKETING & SALES
413	HEALTH CARE
414	APPAREL
415	MEDIA
416	MULTI SKILL FOUNDATION COURSE
417	ARTIFICIAL INTELLIGENCE

### 3.3 Instructional Time

Instructional time shall be as per the subjects selected. The time duration for the subjects has been clearly indicated in the syllabus of each subject.

### 3.4 Medium of Instruction

The medium of instruction in general in all the schools affiliated with the Board shall either be Hindi or English.

## 4. STRUCTURE OF ASSESSMENT SCHEME

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

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

#### For Class X:

The Board Examination of three hour duration for 80 marks in each subject will cover entire syllabus of Class-X. Marks and grades on the basis of 9-point grading system. Grades will be awarded in each scholastic subject. Forwarding the grades ,the Board will put all the passed students in a rank order and will award the grades as follows:

A-1	Top 1/8th of the passed candidates
A-2	Next 1/8th of the passed candidates
B-1	Next 1/8th of the passed candidates
B-2	Next 1/8th of the passed candidates
C-1	Next 1/8th of the passed candidates
C-2	Next 1/8th of the passed candidates
D-1	Next 1/8th of the passed candidates
D-2	Next 1/8th of the passed candidates
E	Failed candidates

#### Notes:-

- Minor variations in proportion of candidates to adjust ties will be made.
- In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.
- Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- In respect of subjects where total number of candidates passing a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.



**For Class IX:**

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

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

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

**4.2 Internal Assessment (20 Marks)**

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

**4.2.1 Periodic Assessment**

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

1. **Periodic Tests (05 marks):** As earlier, these would be restricted to 3 in each subject in an academic year and the average of best 2 would to be taken for final submission of marks. These tests tend to follow a pattern, which is quite similar to the final end of course examination, and have a

gradually increasing portion of content. Hence, they also tend to prepare students for final summative exams in a more confident manner.

*The weightage of this component, however, would be of 05 marks only.*

**2. Multiple Assessment (05 marks):** Multiple assessment strategies relevant to particular learning outcomes are advised over the period of curriculum transaction. The subject teachers would determine the type and frequency of these. This would make assessment more comprehensive and provide schools/teachers flexibility to use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organizers, visual representation etc. Hence, the schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment *for* and *as* learning.

Caution must be observed that recording of such assessment is not cumbersome and can be easily translated into individual student scores. Thus, developing simple scoring criteria and rubrics becomes of equal importance when deciding to use a particular technique. In tune with purpose of periodic assessment i.e. to provide feedback to improve teaching and learning, it becomes of equal importance to use follow-up measures in case students are found deficient in proficiency of relevant learning outcomes.

*The weightage of this component would be of 05 marks.*

#### **4.2.2 . Portfolio**

The creation of portfolios is suggested to broaden the scope of learning and achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed.

##### **What is a portfolio?**

- a) A portfolio is a purposeful collection of intentionally chosen student's work representing a selection of performances that is assembled over time and describes the learner's efforts, progress, growth and achievement in key areas learning outcomes. It is a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and pencil tests. Assessment would include self and peer assessment among others. Its use is recommended as a support to the new instructional approaches that emphasize student's role in constructing knowledge and understanding.
- b) For a more simple approach in the first year, it is suggested that the portfolio take the form of a journal or notebook that would include besides classwork, students artifacts selected within a coherent framework along with their reflections. Learner here is an active participant involved in constructing his or her journey through the portfolio building process of selecting, organizing and reflecting. In the second year, Schools are expected to develop the portfolios as per para 4.2.2 (a)
- c) **This portfolio can be seen both as a process and as a product:**

*As a product, it holds the performance records and documents, a student has produced during the learning course and represents a collection of their learning achievements.*

*As a process, it enables learners to monitor their own learning systematically, reflect on their performance, redirect their efforts and set future goals.*

d) **What purposes does a portfolio serve?**

In a general sense, a portfolio

- offers the possibility of assessing more complex and important aspects of a learning areas or subject matter that can't be assessed through traditional forms of testing;
- provides a profile of learner's abilities – in-depth growth and progress
- serves as a concrete vehicle for an ongoing communication or exchange of information and feedback among various stakeholders - students, peers teachers, administrators. It may even be used to compare achievement across classrooms or schools;
- serves as a lens and helps to develop among students an awareness of their own learning. The focus on self assessment and reflection helps students to identify their strengths and weaknesses thereby facilitating setting up of realistic improvement goals. The active role that students plays in examining what they have done and what they want to accomplish, not only motivates them but also help to develop metacognitive skills which enable them to make adjustments not only in their learning in school but beyond as well;
- provide an opportunity to share own learning with peers and review and give feedback on each other's work. Peer Assessment thus becomes a great support that further facilitates a clear understanding and evaluation of personal goals;

Thus, a portfolio, on one hand helps to establish a common vision of goals and holistic picture of students learning, on the other, increases accountability and contributes to improved teaching and learning. Enabling review of curriculum and instruction, it may also be seen as a tool for curriculum enhancement.

**How to prepare a portfolio?**

At the outset, it is important to know *why-a portfolio is being created and be clear of the purposes without purpose*. Without purpose, it simply becomes a catalogue of student's work. It is suggested that the portfolios be an extension of note books developed subject-wise. They would include classwork and homework assignments that would help evaluate learner's progress. Besides this, portfolio should be a space for student to display his/her exemplary work in the related area. The attention should be to promote techniques such as annotation, identification of key words / topics / themes, summarization and organization of ideas and content.

The sample of creative work and evidences that demonstrate process skills or development of critical thinking or problem solving merit inclusion as well. A periodic review of the evidences includes in the portfolio would facilitate self assessment by learners who would be more aware of their own learning and be able to identify their strengths and weaknesses. The portfolio also provide an opportunity to learners to share and comment on each other's work. Such peer assessment

facilitate understanding of criteria of good work to students. It is advised that such criteria be developed and made clear to students. Initially this self and peer assessment would be a guided endeavor.

### **Assessing Portfolios**

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

Suggested are some elements to judge student's portfolio:

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

Teachers can include other subject relevant criteria and elements to assess portfolios.

**A Word of Caution:** Portfolios need to be developed in an easy to manage form. They need to be meaningful but simple and accessible. Developing them should not be a burden on students- both in terms of cost and time.

*The weightage of this component would be of 05 marks.*

### **4.2.3 Subject Enrichment Activities**

Subject enrichment activities aligned with the secondary school curriculum aim at enrichment of the understanding and skill development. They provide in-depth learning that motivates students to dig deeper into the discipline. These enrichment activities need to challenge students and permit them to apply knowledge to the next level. These activities become an important instrument to learn the processes by which knowledge is generated in a particular discipline. They ought to provide opportunity to students to explore their own interests as well along with an understanding of the nature of particular discipline.

It is important that the Subject Enrichment Activities be conducted with rigour and focus. Some suggestions for this are as follows:

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

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

solutions to questions/problems encountered.

The discipline of **Social Science** puts the responsibility on concerned teachers to facilitate students to design and execute relevant projects. It is suggested that social science being the subject relevant to social context, projects be related to Art and culture and include development of Life Skills too. Art is not only about self - expression but is more about perceptions a special way of understanding and responding to work. Exploring into ideas and meanings through the works of artists/experts/writers/poets, the students would develop imagination and critical awareness.

*The weightage of this component would be of 05 marks.*

### **4.3 Co-Scholastic Areas**

Education envisages the comprehensive and holistic development of children and, hence, Co-scholastic activities are essential. CBSE recommends two major Co- scholastic activities viz., Art Education and Health and Physical Education in which the area of Work experience is subsumed. .

#### **(a) Art Education**

Art Education constitutes curricular activities for the development of the wholesome personality of the children, aesthetic sensibilities and respect for social values and cultural heritage. It encourages learners to develop creative expression, sharpens keen observation and develops a sense of organization and order. Students may select one form each from Visual Arts(drawing, painting, murals, collages, crafts, sculpture, etc.) and Performing Arts (dance, music, drama, puppetry and Folk Art forms etc.). Children's participation in activities / competitions organized and conducted throughout the year form the basis of assessing the student by the Visual Art/Performing Art teacher.

#### **(b) Health and Physical Education (Sports/ Self-Defence /Yoga/ NCC etc.)**

Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area of curriculum is on helping children develop a positive attitude and commitment to life long, healthy and active living and the capacity to live satisfying, productive lives with the help of health, hygiene and sanitation, work experience, indigenous sports, yoga, NCC, self-defense, fitness and lifestyle choices.

Health and Physical Activities, preferably sports must be given one regular period per day. Students should be provided opportunities to get professionally trained in the area of their interest. Indigenous sports, yoga and NCC must be encouraged in the schools as they develop physical fitness, discipline, sportsmanship combined with patriotism, self-sacrifice and health care. Similarly Self-defense may be actively taught to students, especially girl students, as it

instills confidence and empowers them. The teachers should ensure that the students get opportunities to participate in activities of their choice and help them in identifying and nurturing their talents and gain confidence. The Physical Education teacher will maintain the record of all the Health and Physical Education activities/competitions that each of the children participate in. The Comprehensive School Health Manuals (four volumes) brought out by CBSE could be referred to for detailed information and the graded activities could be taken up as part of the curriculum in school.

To address the Health aspect of HPE, qualified doctors should examine children once in the academic year along with a follow-up session during the year. School should also bring any noticeable disability in a student to the notice of the school counsellor and parents. Cases of special needs of students with medical history must be carefully noted and handled accordingly. Detailed information on the Comprehensive Physical and Health Education Curriculum is enclosed with this document.

#### **4.4 Assessment of Co-Scholastic Areas**

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

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

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

#### **Parameters of Assessment**

While the students are engaged in the co-scholastic areas, the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

<b>Co-scholastic Areas</b>	<b>Product</b>	<b>Process</b>
Health and Physical Education which includes Work Experience	Overall fitness	Participation, team-spirit, commitment and honest effort.

Art Education	Expression, creativity and Aesthetic appeal	Participation, cooperativeness, patience, systematic approach, neatness and cleanliness in work and workplace and devotion and honest effort in work
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#### Details of Five-point Grading for Art Education (Class IX and X)

Grade	Connotation
A	Outstanding
B	Very Good
C	Good
D	Fair
E	Average

#### Distribution of Periods/ Grades For Internal Assessment In Health and Physical Education (with Work Experience subsumed in it)

Strand	Periods(App)	Grades*
<b>1. GAMES</b> <b>A)</b> Athletics/ Swimming <b>B)</b> Team Games <b>C)</b> Individual Games/ Activity <b>D)</b> Adventure Sports	90 periods	While filling online data, following grades may be filled against <b>HPE</b> : <b>Class IX-X:</b> Grade (A-E) on 5-point scale (A, B, C, D, E)
<b>2. Health and Fitness</b>	50 periods	
<b>3. SEWA</b>	50 periods	Grades of SEWA is considered against Work Experience <b>Class IX-X:</b> Grade (A-E) on 5-point scale (A, B, C, D, E)
<b>4. Health and Activity Card</b>	10 periods	
<b>Total</b>	<b>200 Periods (Approx)</b>	-

\* Refer the detailed HPE guidelines available on [www.cbseacademic.nic.in](http://www.cbseacademic.nic.in)

#### Suggestions for Teachers

Teachers should encourage participation of each child in some activity or the others that no child is left out from participation in activities organized at the class/school or at interschool level. By carefully examining the behavior / skills / competencies of children in the class on all

possible occasions, teachers will maintain records of the performance of learners. Schools should encourage teachers to work collaboratively with other teachers to facilitate and assess learner's performance and then finally assign grades.

#### **4.5 Discipline (Attendance, Sincerity, Behavior, Values)**

Discipline significantly impacts career shaping and helps build character, sincerity, self-control, perseverance, good behavior and values. The concept of discipline should not be confused with strict authoritarian environment and the students should be given freedom to share their doubts and ideas with teachers regarding class work. Constitutional and universal values should also be encouraged amongst students. Hygiene, sanitation, dedication, honesty, truthfulness, kindness, empathy respect for the environment, elders and all living things etc. are the values that our students must actively practice. Parents may also support schools in cultivating disciplined behavior in their wards. Class teacher will grade the students on a Five-point scale (A to E) keeping in view the over all attendance, sincerity, values and behavior of the students. Values Education Resource Book and Kit developed by CBSE may be used for inculcating values in students.

#### **4.6 Rules regarding Admission and Examination**

Regarding eligibility for Admission and Examination and Scheme of Examination and related information, kindly see the Examination Bye-Laws of CBSE available on [www.cbse.nic.in](http://www.cbse.nic.in)

#### **5. Pedagogical Leadership :**

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

- a. Lead, Guide and Support the teaching and learning processes in the school by focusing on classroom specific requirements for transacting the curriculum, so that both teachers and students perform at their optimal best.
- b. Direct the entire focus of all school activities towards the students' learning and acquiring of necessary competencies. Every activity taken up by the school therefore should be mapped for the academic competencies, and for life skills, values, etc., being acquired by the student.
- c. Prepare annual pedagogical plan of the school by designing and developing annual plan for the school by giving equal importance to scholastic and co-scholastic areas.
- d. Promote innovative pedagogy, with special focus on integrating art, sport and ICT (Information and Communication Technology) with education, and use active and experiential learning methods in the classrooms.
- e. Ensure joyful learning at all levels through use of such innovative pedagogy.



- f. Develop school specific resources for teaching and learning, in the form of lesson plans, e-content, use of mathematics and science kits developed by NCERT, etc.
- g. Ensure proper in-house training of teachers in the school to enable them to unleash their own unique capabilities and creativity in their classrooms.
- h. To be up to date with all new ideas and tools, etc. being used in education at the global level and constantly innovate the pedagogy of the school.
- i. To make efforts to learn from the best practices of other schools, by arranging for discussions with Principals of such schools, or through observation visits of teachers to other schools.

#### **6. Annual Pedagogical Plans:**

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

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ಪರೀಕ್ಷಾ ಮೌಲ್ಯಮಾಪನದಲ್ಲಿ ಬದಲಾವಣೆ ತರಲು ಪ್ರಸ್ತಾವನೆ

2019-2020

9 ಮತ್ತು 10ನೇ ತರಗತಿ				
	ಅಸ್ತಿತ್ವದಲ್ಲಿರುವ		ಪ್ರಸ್ತಾಪಿಸಲಾಗಿರುವ	
ಗರಿಷ್ಠ ಅಂಕಗಳು	100 ಅಂಕಗಳು		ಯಾವುದೇ ಬದಲಾವಣೆ ಇಲ್ಲ	
ಮೌಲ್ಯಮಾಪನದ ವಿಧಗಳು	<ul style="list-style-type: none"> <li>ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ</li> <li>ವಾರ್ಷಿಕ ಪರೀಕ್ಷೆ</li> </ul>		ಯಾವುದೇ ಬದಲಾವಣೆ ಇಲ್ಲ	
ಅಂಕಗಳ ಹಂಚಿಕೆ	ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ : ವಾರ್ಷಿಕ ಪರೀಕ್ಷೆ ಅಥವಾ ಪರೀಕ್ಷಾ ಇಲಾಖೆ ನಡೆಸುವ ಪರೀಕ್ಷೆ <b>20:80</b>		ಯಾವುದೇ ಬದಲಾವಣೆ ಇಲ್ಲ	
ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ				
ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನದ ಅಂಶಗಳು	ಅಸ್ತಿತ್ವದಲ್ಲಿರುವ		ಪ್ರಸ್ತಾಪಿಸಲಾಗಿರುವ	
	ಆವರ್ತಕ ಪರೀಕ್ಷೆ		ಆವರ್ತಕ ಮೌಲ್ಯಮಾಪನ	
	ಆವರ್ತಕ ಪರೀಕ್ಷೆ (ಲೇಖನಿ ಬರಹದ ಆವರ್ತಕ ಪರೀಕ್ಷೆ )	10 ಅಂಕಗಳು	ಲೇಖನಿ ಬರಹದ ಪರೀಕ್ಷೆ	5 ಅಂಕಗಳು
			ಬಹು ಮೌಲ್ಯಮಾಪನ - ಉಪಯೋಗಿಸಿಕೊಳ್ಳಬೇಕಾದ ತಂತ್ರಗಳು (ರಸಪ್ರಶ್ನೆ, ಮೌಖಿಕ ಪರೀಕ್ಷೆ, ಪರಿಕಲ್ಪನೆಯ ನಕ್ಷೆ, ನಿರ್ಗಮನ ಕಾರ್ಡ್‌ಗಳು, ದೃಶ್ಯ ಅಭಿವ್ಯಕ್ತಿ ಇತ್ಯಾದಿ.)	
	ಅಭ್ಯಾಸ ಪುಸ್ತಕ (ನೋಟ್ ಬುಕ್) (ತರಗತಿಯ)	5 ಅಂಕಗಳು	ವಿಷಯಗಳು - (ತರಗತಿಯ ಅಭ್ಯಾಸ ಪುಸ್ತಕ, ಸಮಾನ ಮನಸ್ಕರೊಡನೆಯ ನಡುವಳಿಕೆ, ಸ್ವ ಮೌಲ್ಯಮಾಪನ, ಕನ್ನಡ ಭಾಷಾ ವಿಷಯದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಯ ಸಾಧನೆಗಳು, ಪ್ರತಿಫಲನ, ನಿಯತಕಾಲಿಕೆಗಳು, ನಿರೂಪಣೆ ಇತ್ಯಾದಿ.	5 ಅಂಕಗಳು

	ವಿಷಯ ಪುಷ್ಪೀಕರಣ - ಚಟುವಟಿಕೆಗಳು (ಮಾತನಾಡುವ ಮತ್ತು ಗ್ರಹಿಸುವ ಕೌಶಲ್ಯ)	5 ಅಂಕಗಳು	ವಿಷಯ ಪುಷ್ಪೀಕರಣ - ಕನ್ನಡ ವಿಷಯದಲ್ಲಿ ಯಾವುದೇ ಬದಲಾವಣೆ ಇಲ್ಲ.	5 ಅಂಕಗಳು
ವಾರ್ಷಿಕ/ ಪರೀಕ್ಷಾ ಮಂಡಳಿ ನಡೆಸುವ ಪರೀಕ್ಷೆ				
ಪರೀಕ್ಷಾ ಮಂಡಳಿಯ ಪರೀಕ್ಷೆ	ಅಸ್ತಿತ್ವದಲ್ಲಿರುವ		ಪ್ರಸ್ತಾಪಿಸಲಾಗಿರುವ	
ಅಂಕಗಳು	80		ಯಾವುದೇ ಬದಲಾವಣೆ ಇಲ್ಲ	
ಅವಧಿ	3 ಘಂಟೆಗಳು		ಯಾವುದೇ ಬದಲಾವಣೆ ಇಲ್ಲ	
ಆಂತರಿಕ ಆಯ್ಕೆ	33%		ಯಾವುದೇ ಬದಲಾವಣೆ ಇಲ್ಲ	
ಪರೀಕ್ಷಾ ಮಂಡಳಿ ನಡೆಸುವ ಪರೀಕ್ಷೆಯ ರಚನೆ	ಲಘು ಹಾಗೂ ದೀರ್ಘ ಉತ್ತರಗಳು (ವಸ್ತುನಿಷ್ಠ ಹಾಗೂ ವ್ಯಕ್ತಿನಿಷ್ಠ)		ವಸ್ತುನಿಷ್ಠ - ಬಹು ಆಯ್ಕೆಯ ಪ್ರಶ್ನೆಗಳು	20 ಅಂಕಗಳು (2019 ರಲ್ಲಿ ಬಹುತೇಕ ವಿಷಯಗಳಿಗೆ ಸಂಘಟಿಸಲಾಗಿದೆ.)
			ವ್ಯಕ್ತಿನಿಷ್ಠ(ಮನೋಗ್ರಹಿಕ) - ವಿದ್ಯಾರ್ಥಿಯು ವಿಶ್ಲೇಷಣಾತ್ಮಕ ಹಾಗೂ ಸೃಜನಾತ್ಮಕ ಪ್ರತಿಕ್ರಿಯೆ ನೀಡಲು ಸಮಯ ನೀಡುವುದಕ್ಕಾಗಿ ಪ್ರಶ್ನೆಗಳ ಸಂಖ್ಯೆಗಳನ್ನು ಕಡಿಮೆ ಮಾಡಲಾಗಿದೆ.	60 ಅಂಕಗಳು

# **KANNADA LANGUAGE (CODE : 015)**

## **Class – IX and X (2019-20)**

**Time : 3 Hrs.**

**Total : 80 Marks**

**No. of periods**

The Question Paper will be divided into four sections:

Section A	Reading Comprehension	12 Marks	30 Pds
Section B	Writing	15 Marks	40 Pds
Section C	Grammar	18 Marks	42 Pds
Section D	Literature	35 Marks	80 Pds

### **Design of Question Paper**

Sl. No.	Type of Questions	No. of Questions	No. of Marks Per Question	Total No. of Marks
1	VSA	14	1/2	07
2	MCQ	10	01	10
3	SAQ	18	01	18
4	SAQ	05	02	10
5	SAQ	04	03	12
6	LAQ	03	04	12
7	LAQ	01	05	05
8	LAQ	01	06	06
		<b>56</b>		<b>80</b>

## **Kannada Language (CODE:015) (2019-20) Class. X**

### **SECTIONWISE DESIGN OF QUESTION PAPER**

Section	Type of Question	No. of Questions	No. of Marks per Question	Total Marks	Grand Total Marks
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<b>A (Reading Comprehension)</b> (Unseen Passage, Prose)	SAQ	2	1	2	12
	SAQ	2	2	4	
	SAQ	2	1	2	
	SAQ	2	2	4	
<b>B (Writing Comprehension)</b> Essay Official Letter/Job application Report Writing	LAQ	1	6	6	15
	LAQ	1	5	5	
	LAQ	1	4	4	
<b>C (Grammar)</b>	VSA	14	1½	7	18
	SA	9	1	9	
	SA	1	2	2	
<b>D (Literature)</b>  Prose Poetry Prose : (Question) (Reference to Context) Poetry : (Question) (Reference to Context) Prose Poetry <b>Nondetail</b> (Pathya Poshaka adhyayana)	MCQ	5	1	5	35
	MCQ	5	1	5	
	SAQ	1	3	3	
	SAQ	1	3	3	
	SAQ	1	3	3	
	SAQ	1	3	3	
	LAQ	1	4	4	
	LAQ	1	4	4	
	SA	5	1	5	
<b>Total</b>		<b>56</b>			<b>80</b>

**Kannada Language (CODE:015) (2019-  
20) Class. X OVERALL DETAILED  
DESIGN OF THE QUESTION PAPER**

Type of Question	No. of Questions	No. of Marks Per Question	Total Marks
VSAQ	14 (Grammar)	$\frac{1}{2}$	7
SAQ	18 - 9(grammar) 4(comprehension) 5 (non-detail)	1	18
MCQ	10- 5(prose) 5(poetry)	1	10
SAQ	5 - 4(comprehension) 1(proverb)	2	10
SAQ	4 - 2 questions - ( 1 prose, 1poetry) - 2 ref. to context - (1 prose, 1poetry)	3	12
LAQ	3 - 1 (report writing) - 1 (prose) - 1 (poetry)	4	12
LAQ	1 (Off. Letter/ Job. App) 1 (Essay)	5 6	5 6
	<b>56</b>		<b>80</b>

## MATHEMATICS (IX-X)

### Session 2019-20

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

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

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

### Objectives

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

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

## COURSE STRUCTURE CLASS -IX

Units	Unit Name	Marks
I	NUMBER SYSTEMS	08
II	ALGEBRA	17
III	COORDINATE GEOMETRY	04
IV	GEOMETRY	28
V	MENSURATION	13
VI	STATISTICS & PROBABILITY	10
	Total	<b>80</b>

### UNIT I: NUMBER SYSTEMS

#### 1. REAL NUMBERS

(16 Periods)

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

### UNIT II: ALGEBRA

#### 1. POLYNOMIALS

(23) Periods

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

Recall of algebraic expressions and identities. Verification of identities:

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

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

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

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

and their use in factorization of polynomials.



## **2. LINEAR EQUATIONS IN TWO VARIABLES**

**(14) Periods**

Recall of linear equations in one variable. Introduction to the equation in two variables.

Focus on linear equations of the type  $ax+by+c=0$ . Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line. Graph of linear equations in two variables. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.

## **UNIT III: COORDINATE GEOMETRY**

### **COORDINATE GEOMETRY**

**(6) Periods**

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

## **UNIT IV: GEOMETRY**

### **1. INTRODUCTION TO EUCLID'S GEOMETRY (Not for assessment)**

**(6) Periods**

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

(Axiom) 1. Given two distinct points, there exists one and only one line through them.

(Theorem) 2. (Prove) Two distinct lines cannot have more than one point in common.

### **2. LINES AND ANGLES**

**(13) Periods**

1. (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is  $180^\circ$  and the converse.
2. (Prove) If two lines intersect, vertically opposite angles are equal.
3. (Motivate) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines.
4. (Motivate) Lines which are parallel to a given line are parallel.
5. (Prove) The sum of the angles of a triangle is  $180^\circ$ .
6. (Motivate) If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interior opposite angles.

### **3. TRIANGLES**

**(20) Periods**

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

3. (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence).
4. (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle. (RHS Congruence)
5. (Prove) The angles opposite to equal sides of a triangle are equal.
6. (Motivate) The sides opposite to equal angles of a triangle are equal.
7. (Motivate) Triangle inequalities and relation between 'angle and facing side' inequalities in triangles.

#### **4. QUADRILATERALS**

**(10) Periods**

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

#### **5. AREA**

**(7) Periods**

**Review concept of area, recall area of a rectangle.**

1. (Prove) Parallelograms on the same base and between the same parallels have equal area.
2. (Motivate) Triangles on the same base (or equal bases) and between the same parallels are equal in area.

#### **6. CIRCLES**

**(15) Periods**

Through examples, arrive at definition of circle and related concepts-radius, circumference, diameter, chord, arc, secant, sector, segment, subtended angle.

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

## **7. CONSTRUCTIONS**

**(10) Periods**

1. Construction of bisectors of line segments and angles of measure  $60^\circ$ ,  $90^\circ$ ,  $45^\circ$  etc., equilateral triangles.
2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.
3. Construction of a triangle of given perimeter and base angles.

## **UNIT V: MENSURATION**

### **1. AREAS**

**(4) Periods**

Area of a triangle using Heron's formula (without proof) and its application in finding the area of a quadrilateral.

### **2. SURFACE AREAS AND VOLUMES**

**(12) Periods**

Surface areas and volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/cones.

## **UNIT VI: STATISTICS & PROBABILITY**

### **1. STATISTICS**

**(13) Periods**

Introduction to Statistics: Collection of data, presentation of data — tabular form, ungrouped / grouped, bar graphs, histograms (with varying base lengths), frequency polygons. Mean, median and mode of ungrouped data.

### **2. PROBABILITY**

**(9) Periods**

History, Repeated experiments and observed frequency approach to probability. Focus is on empirical probability. (A large amount of time to be devoted to group and to individual activities to motivate the concept; the experiments to be drawn from real - life situations, and from examples used in the chapter on statistics).

**MATHEMATICS**  
**Code (041)**  
**QUESTION PAPER DESIGN**  
**CLASS – IX (2019-20)**

**Time: 3 Hrs.**

**Max. Marks: 80**

S. No.	Typology of Questions	Very Short Answer-Objective type (VSA) (1 Mark)	Short Answer-I (SA) (2 Marks)	Short Answer-II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage (approx.)
1	<b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	6	2	2	1	20	25
2	<b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	6	1	1	3	23	29
3	<b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	5	2	2	1	19	24
4	<b>Analysing :</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations <b>Evaluating:</b> Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. <b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	3	1	3	1	18	22
	<b>Total</b>	20x1 =20	6x2 =12	8x3=24	6x4=24	80	100

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

### COURSE STRUCTURE CLASS -X

Units	Unit Name	Marks
I	NUMBER SYSTEMS	06
II	ALGEBRA	20
III	COORDINATE GEOMETRY	06
IV	GEOMETRY	15
V	TRIGONOMETRY	12
VI	MENSURATION	10
VII	STATISTICS & PROBABILITY	11
	Total	<b>80</b>

#### UNIT I: NUMBER SYSTEMS

##### 1. REAL NUMBER

(15) Periods

Euclid's division lemma, Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of irrationality of  $\sqrt{2}, \sqrt{3}, \sqrt{5}$  Decimal representation of rational numbers in terms of terminating/non-terminating recurring decimals.

#### UNIT II: ALGEBRA

##### 1. POLYNOMIALS

(7) Periods

Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials. Statement and simple problems on division algorithm for polynomials with real coefficients.

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

(15) Periods

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

Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination and by cross multiplication method. Simple situational problems. Simple problems on equations reducible to linear equations.

##### 3. QUADRATIC EQUATIONS

(15) Periods

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

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

#### 4. ARITHMETIC PROGRESSIONS

(8) Periods

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

### UNIT III: COORDINATE GEOMETRY

#### 1. LINES (In two-dimensions)

(14) Periods

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

### UNIT IV: GEOMETRY

#### 1. TRIANGLES

(15) Periods

Definitions, examples, counter examples of similar triangles.

1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.
5. (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.
6. (Motivate) If a perpendicular is drawn from the vertex of the right angle of a right triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.
7. (Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares of their corresponding sides.
8. (Prove) In a right triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides.
9. (Prove) In a triangle, if the square on one side is equal to sum of the squares on the other two sides, the angles opposite to the first side is a right angle.

#### 2. CIRCLES

(8) Periods

Tangent to a circle at, point of contact

1. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.
2. (Prove) The lengths of tangents drawn from an external point to a circle are equal.

### **3. CONSTRUCTIONS**

**(8) Periods**

1. Division of a line segment in a given ratio (internally).
2. Tangents to a circle from a point outside it.
3. Construction of a triangle similar to a given triangle.

### **UNIT V: TRIGONOMETRY**

#### **1. INTRODUCTION TO TRIGONOMETRY**

**(10) Periods**

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

#### **2. TRIGONOMETRIC IDENTITIES**

**(15) Periods**

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

#### **3. HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression. (8) Periods**

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

### **UNIT VI: MENSURATION**

#### **1. AREAS RELATED TO CIRCLES**

**(12) Periods**

Motivate the area of a circle; area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of  $60^\circ$ ,  $90^\circ$  and  $120^\circ$  only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

#### **2. SURFACE AREAS AND VOLUMES**

**(12) Periods**

1. Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones. Frustum of a cone.
2. Problems involving converting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids be taken).

### **UNIT VII: STATISTICS AND PROBABILITY**

#### **1. STATISTICS**

**(18) Periods**

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

#### **2. PROBABILITY**

**(10) Periods**

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

**MATHEMATICS-Standard**  
Code (041)  
**QUESTION PAPER DESIGN**  
**CLASS – X (2019-20)**

**Time : 3 Hours**

**Max. Marks: 80**

S. No.	Typology of Questions	Very Short Answer-Objective type (VSA) (1 Mark)	Short Answer-I (SA) (2 Marks)	Short Answer-II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage (approx.)
1	<b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	6	2	2	1	20	25
2	<b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	6	1	1	3	23	29
3	<b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	5	2	2	1	19	24
4	<b>Analyzing :</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations <b>Evaluating:</b> Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. <b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	3	1	3	1	18	22
	<b>Total</b>	20x1 =20	6x2 =12	8x3=24	6x4=24	80	100

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



**MATHEMATICS-Basic**  
Code (241)  
**QUESTION PAPER DESIGN**  
**CLASS – X (2019-20)**

**Time : 3Hours**

**Max. Marks: 80**

S. No.	Typology of Questions	Very Short Answer-Objective type (VSA) (1 Mark)	Short Answer-I (SA) (2 Marks)	Short Answer-II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage (approx.)
1	<b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	5	2	5	2	32	40
2	<b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	7	1	1	4	28	35
3	<b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	5	2	1	-	12	15
4	<b>Analyzing :</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations <b>Evaluating:</b> Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. <b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	3	1	1	-	8	10
	<b>Total</b>	20x1 =20	6x2 =12	8x3=24	6x4=24	80	100

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

**PRESCRIBED BOOKS:**

1. Mathematics - Textbook for class IX - NCERT Publication
2. Mathematics - Textbook for class X - NCERT Publication
3. Guidelines for Mathematics Laboratory in Schools, class IX - CBSE Publication
4. Guidelines for Mathematics Laboratory in Schools, class X - CBSE Publication
5. Laboratory Manual - Mathematics, secondary stage - NCERT Publication  
<http://www.ncert.nic.in/exemplar/labmanuals.html>
6. Mathematics exemplar problems for class IX, NCERT publication.
7. Mathematics exemplar problems for class X, NCERT publication.

**SCIENCE**  
**(Code No. 086)**  
**Class: IX and X (2019-20)**

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

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

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

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

**General Instructions:**

1. There will be an Annual examination based on entire syllabus.
2. The annual examination will be of 80 marks and 20 marks shall be for Internal Assessment.
3. The components of Internal Assessment would be:
  - a. Periodic Assessment of 10 marks that would include:
    - For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken. This will have a weightage of 05 marks towards the final result.
    - For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include- short tests, oral test, quiz, concept map, etc. This will also have a weightage of 05 marks towards the final result.

- b. Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weightage of 5 marks towards the final result. All practicals listed in the syllabus must be completed.
- c. Portfolio to be prepared by the student- This would include classwork, other sample of student work, self-assessment and peer-assessment. This will carry a weightage of 5 marks towards the final results.

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

**Marks: 80**

Unit No.	Unit	Marks	Periods
I	Matter - Its Nature and Behaviour	23	50
II	Organization in the Living World	20	45
III	Motion, Force and Work	27	60
IV	Our Environment	06	15
V	Food; Food Production	04	10
	<b>Total</b>	<b>80</b>	
	<b>Internal assessment</b>	<b>20</b>	
	<b>Grand Total</b>	<b>100</b>	

**Theme: Materials**

**(50 Periods)**

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

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

**Nature of matter:** Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions.

**Particle nature, basic units:** Atoms and molecules, Law of constant proportions, Atomic and molecular masses. Mole concept: Relationship of mole to mass of the particles and numbers.

**Structure of atoms:** Electrons, protons and neutrons, valency, chemical formula of common compounds. Isotopes and Isobars.

**Theme: The World of the Living**

**(45 Periods)**

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

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

chromosomes - basic structure, number.

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

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

**Biological Diversity:** Diversity of plants and animals-basic issues in scientific naming, basis of classification. Hierarchy of categories / groups, Major groups of plants (salient features) (Bacteria, Thallophyta, Bryophyta, Pteridophyta, Gymnosperms and Angiosperms). Major groups of animals (salient features) (Non-chordates upto phyla and chordates upto classes).

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

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

**(60 Periods)**

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

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

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

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

**Floatation:** Thrust and Pressure. Archimedes' Principle; Buoyancy; Elementary idea of Relative Density.

**Work, energy and power:** Work done by a Force, Energy, power; Kinetic and Potential energy; Law of conservation of energy.

**Sound:** Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo and SONAR. Structure of the Human Ear (Auditory aspect only).

**Theme: Natural Resources: Balance in nature**

**(15 Periods)**

**Unit IV: Our Environment**

**Physical resources:** Air, Water, Soil. Air for respiration, for combustion, for moderating temperatures; movements of air and its role in bringing rains across India.

Air, water and soil pollution (brief introduction). Holes in ozone layer and the probable damages.

**Bio-geo chemical cycles in nature:** Water, Oxygen, Carbon and Nitrogen.

**Theme: Food**

**(10 Periods)**

**Unit V: Food Production**

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

**PRACTICALS**

**(30 Periods)**

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

**(LIST OF EXPERIMENTS)**

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
2. Preparation of
  - a) A mixture
  - b) A compoundusing iron filings and sulphur powder and distinguishing between these on the basis of:
  - (i) appearance, i.e., homogeneity and heterogeneity
  - (ii) behaviour towards a magnet
  - (iii) behaviour towards carbon disulphide as a solvent
  - (iv) effect of heat
3. Separation of the components of a mixture of sand, common salt and ammonium

chloride (or camphor).

4. Perform the following reactions and classify them as physical or chemical changes:
  - a) Iron with copper sulphate solution in water
  - b) Burning of magnesium ribbon in air
  - c) Zinc with dilute sulphuric acid
  - d) Heating of copper sulphate crystals
  - e) Sodium sulphate with barium chloride in the form of their solutions in water
5. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams.
6. Identification of Parenchyma, collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams.
7. Determination of the melting point of ice and the boiling point of water.
8. Verification of the Laws of reflection of sound.
9. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder.
10. Establishing the relation between the loss in weight of a solid when fully immersed in
  - a) Tap water
  - b) Strongly salty water with the weight of water displaced by it by taking at least two different solids.
11. Determination of the speed of a pulse propagated through a stretched string/slinky(helical spring).
12. Study of the characteristics of *Spirogyra*, *Agaricus*, Moss, Fern, Pinus (either with male or female cone) and an Angiospermic plant. Draw and give two identifying features of the groups they belong to.
13. Observe the given pictures/charts/models of earthworm, cockroach, bony fish and bird. For each organism, draw their picture and record:
  - a) one specific feature of its phylum.
  - b) one adaptive feature with reference to its habitat.
14. Verification of the law of conservation of mass in a chemical reaction.
15. Study of the external features of root, stem, leaf and flower of monocot and dicot plants.



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

**Marks: 80**

Unit No.	Unit	Marks	Periods
I	Chemical Substances-Nature and Behaviour	25	55
II	World of Living	23	50
III	Natural Phenomena	12	23
IV	Effects of Current	13	32
V	Natural Resources	07	20
	<b>Total</b>	80	
	<b>Internal assessment</b>	20	
	<b>Grand Total</b>	100	

**Theme : Materials**

**(55 Periods)**

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

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

**Acids, bases and salts:** Their definitions in terms of furnishing of  $H^+$  and  $OH^-$  ions, General properties, examples and uses, concept of pH scale (Definition relating to logarithm not required), importance of pH in everyday life; preparation and uses of Sodium Hydroxide, Bleaching powder, Baking soda, Washing soda and Plaster of Paris.

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

**Carbon compounds:** Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes and alkynes), difference

between saturated hydrocarbons and unsaturated hydrocarbons. Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

**Periodic classification of elements:** Need for classification, early attempts at classification of elements (Dobereiner's Triads, Newland's Law of Octaves, Mendeleev's Periodic Table), Modern periodic table, gradation in properties, valency, atomic number, metallic and non-metallic properties.

## **Theme: The World of the Living**

**(50 Periods)**

### **Unit II: World of Living**

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

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

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

**Heredity and Evolution:** Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination: brief introduction; Basic concepts of evolution.

## **Theme : Natural Phenomena**

**(23 Periods)**

### **Unit III: Natural Phenomena**

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

Refraction; Laws of refraction, refractive index.

Refraction of light by spherical lens; Image formed by spherical lenses; Lens formula (Derivation not required); Magnification. Power of a lens.

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

Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life.

**Theme: How Things Work****(32 Periods)****Unit IV: Effects of Current**

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

**Magnetic effects of current :** Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left Hand Rule, Electric Motor, Electromagnetic induction. Induced potential difference, Induced current. Fleming's Right Hand Rule, Electric Generator, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

**Theme: Natural Resources****(20 Periods)****Unit V: Natural Resources**

**Sources of energy:** Different forms of energy, conventional and non-conventional sources of energy: Fossil fuels, solar energy; biogas; wind, water and tidal energy; Nuclear energy. Renewable versus non-renewable sources of Energy.

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

**Management of natural resources:** Conservation and judicious use of natural resources. Forest and wild life; Coal and Petroleum conservation. Examples of people's participation for conservation of natural resources. Big dams: advantages and limitations; alternatives, if any. Water harvesting. Sustainability of natural resources.

## PRACTICALS

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

### LIST OF EXPERIMENTS

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

- (i) Dilute Hydrochloric Acid
- (ii) Dilute NaOH solution
- (iii) Dilute Ethanoic Acid solution
- (iv) Lemon juice
- (v) Water
- (vi) Dilute Hydrogen Carbonate solution

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

- a) Litmus solution (Blue/Red)
- b) Zinc metal
- c) Solid sodium carbonate

2. Performing and observing the following reactions and classifying them into:

- A. Combination reaction
- B. Decomposition reaction
- C. Displacement reaction
- D. Double displacement reaction
  - (i) Action of water on quicklime
  - (ii) Action of heat on ferrous sulphate crystals
  - (iii) Iron nails kept in copper sulphate solution
  - (iv) Reaction between sodium sulphate and barium chloride solutions

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

- i)  $\text{ZnSO}_4(\text{aq})$
- ii)  $\text{FeSO}_4(\text{aq})$
- iii)  $\text{CuSO}_4(\text{aq})$
- iv)  $\text{Al}_2(\text{SO}_4)_3(\text{aq})$

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

4. Studying the dependence of potential difference (V) across a resistor on the current (I)

- passing through it and determine its resistance. Also plotting a graph between  $V$  and  $I$ .
5. Determination of the equivalent resistance of two resistors when connected in series and parallel.
  6. Preparing a temporary mount of a leaf peel to show stomata.
  7. Experimentally show that carbon dioxide is given out during respiration.
  8. Study of the following properties of acetic acid (ethanoic acid):
    - i) odour
    - ii) solubility in water
    - iii) effect on litmus
    - iv) reaction with Sodium Hydrogen Carbonate
  9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water.
  10. Determination of the focal length of:
    - i) Concave mirror
    - ii) Convex lensby obtaining the image of a distant object.
  11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.
  12. Studying (a) binary fission in *Amoeba*, and (b) budding in yeast and Hydra with the help of prepared slides.
  13. Tracing the path of the rays of light through a glass prism.
  14. Finding the image distance for varying object distances in case of a convex lens and drawing corresponding ray diagrams to show the nature of image formed.
  15. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).

**PRESCRIBED BOOKS:**

- Science-Textbook for class IX-NCERT Publication
- Science-Text book for class X- NCERT Publication
- Laboratory Manual-Science-Class IX, NCERT Publication
- Laboratory Manual-Science-Class X, NCERT Publication
- Exemplar Problems Class IX – NCERT Publication
- Exemplar Problems Class X – NCERT Publication

**QUESTION PAPER DESIGN**  
**Class: IX AND X (2019-20)**  
**Subject: Science (086)**

1) Board Examination –Theory

Maximum Marks: 80

Duration : 3 Hours

Sr. No.	Typology of Questions	Objective Type * (01 mark)	SA (03 marks)	LA (05 marks)	Total
1	<b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	07	02	01	22.5%
2	<b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	04	02	02	25%
3	<b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	04	01	02	21.25%
4	<b>Analyzing and Evaluating:</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	05	02	01	20%
5	<b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	-	03	-	11.25%
	Total	20 (20)	10 (30)	06 (30)	100%

All questions would be compulsory. However, an internal choice of approximately 33% would be provided.

2) Internal Assessment: 20 Marks

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

**Note:** Objective Section would have 10 MCQ. Besides this, the section would include VSA, Assertion-Reasoning type questions etc.

**SOCIAL SCIENCE**  
**CLASS IX-X (2019-20)**  
**(CODE NO. 087)**

**Rationale**

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

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view.

**Objectives**

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved
- make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society
- deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives

- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation
- promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process
- help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms - cooperating with others, taking initiatives and providing leadership in solving others' problems
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

## COURSE STRUCTURE CLASS IX (2019-20)

### Theory Paper

Time: 3 Hrs.			Max. Marks: 80
No.	Units	No. of Periods	Marks
I	India and the Contemporary World – I	60	20
II	Contemporary India – I	55	20
III	Democratic Politics - I	50	20
IV	Economics	50	20
<b>Total</b>		<b>215</b>	<b>80</b>

## COURSE CONTENT

Unit 1: India and the Contemporary World – I		60 Periods
Themes	Learning Objectives	
<b>Section 1: Events and Processes: (All the three themes are compulsory)</b>	In each of the themes in this unit students would get familiarized with distinct ideologies, extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these	



<p><b>I. The French Revolution:</b></p> <ul style="list-style-type: none"> <li>• French Society During the Late Eighteenth Century</li> <li>• The Outbreak of the Revolution</li> <li>• France Abolishes Monarchy and Becomes a Republic</li> <li>• Did Women have a Revolution?</li> <li>• The Abolition of Slavery</li> <li>• The Revolution and Everyday Life</li> </ul> <p><b>II. Socialism in Europe and the Russian Revolution:</b></p> <ul style="list-style-type: none"> <li>• The Age of Social Change</li> <li>• The Russian Revolution</li> <li>• The February Revolution in Petrograd</li> <li>• What Changed after October?</li> <li>• The Global Influence of the Russian Revolution and the USSR</li> </ul> <p><b>III. Nazism and the Rise of Hitler:</b></p> <ul style="list-style-type: none"> <li>• Birth of the Weimar Republic</li> <li>• Hitler's Rise to Power</li> <li>• The Nazi Worldview</li> <li>• Youth in Nazi Germany</li> <li>• Ordinary People and the Crimes Against Humanity</li> </ul> <p><b>Section 2: Livelihoods, Economies and Societies:</b>  <b>Any one theme of the following:</b></p> <p><b>IV. Forest Society and Colonialism:</b></p> <ul style="list-style-type: none"> <li>• Why Deforestation?</li> <li>• The Rise of Commercial Forestry</li> <li>• Rebellion in the Forest</li> <li>• Forest Transformations in Java</li> </ul>	<p>kinds of historical evidences.</p> <ul style="list-style-type: none"> <li>• Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>• Know the use of written, oral and visual material to recover the history of revolutions.</li> </ul> <ul style="list-style-type: none"> <li>• Explore the history of socialism through the study of Russian Revolution.</li> <li>• Familiarize with the different types of ideas that inspired the revolution.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss the critical significance of Nazism in shaping the politics of modern world.</li> <li>• Get familiarized with the speeches and writings of Nazi Leaders.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss the social and cultural world of forest communities through the study of specific revolts.</li> <li>• Understand how oral traditions can be used to explore tribal</li> </ul>
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<p><b>V. Pastoralists in the Modern World:</b></p> <ul style="list-style-type: none"> <li>• Pastoral Nomads and their Movements</li> <li>• Colonial Rule and Pastoral Life</li> <li>• Pastoralism in Africa</li> </ul>	<p>revolts.</p> <ul style="list-style-type: none"> <li>• Highlight varying patterns of developments within pastoral societies in different places.</li> <li>• Analyse the impact of colonialism on forest societies, and the implication of scientific forestry.</li> <li>• Show the different processes through which agrarian transformation may occur in the modern world.</li> <li>• Analyse the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.</li> </ul>
<b>Unit 2: Contemporary India – I</b>	
	<b>55 Periods</b>
Themes	Learning Objectives
<p><b>1. India</b></p> <ul style="list-style-type: none"> <li>• Size and Location</li> <li>• India and the World</li> <li>• India's Neighbours</li> </ul> <p><b>2. Physical Features of India:</b></p> <ul style="list-style-type: none"> <li>• Major Physiographic Divisions</li> </ul> <p><b>3. Drainage:</b></p> <ul style="list-style-type: none"> <li>• Major rivers and tributaries</li> <li>• Lakes</li> <li>• Role of rivers in the economy</li> <li>• Pollution of rivers</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of India in the Indian subcontinent.</li> <li>• Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.</li> <li>• Identify the river systems of the country and explain the role of rivers in the human society.</li> </ul>

<p><b>4. Climate:</b></p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Climatic Controls</li> <li>• Factors influencing India's climate</li> <li>• The Indian Monsoon</li> <li>• Distribution of Rainfall</li> <li>• Monsoon as a unifying bond</li> </ul> <p><b>5. Natural Vegetation and Wild Life:</b></p> <ul style="list-style-type: none"> <li>• Factors affecting Vegetation</li> <li>• Vegetation types</li> <li>• Wild Life</li> <li>• Conservation</li> </ul> <p><b>6. Population:</b></p> <ul style="list-style-type: none"> <li>• Size</li> <li>• Distribution</li> <li>• Population Growth and Process of Population Change</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people.</li> <li>• Explain the importance and unifying role of monsoons.</li> <li>• Explain the nature of diverse flora and fauna as well as their distribution.</li> <li>• Develop concern about the need to protect the biodiversity of our country.</li> <li>• Analyse the uneven nature of population distribution and show concern about the large size of our population.</li> <li>• Identify the different occupations of people and explain various factors of population change.</li> <li>• Explain various dimensions of National Population Policy and understand the needs of adolescents as underserved group.</li> </ul>
<b>Unit 3: Democratic Politics – I</b>	
<b>50 Periods</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<p><b>1. What is Democracy? Why Democracy?:</b></p> <ul style="list-style-type: none"> <li>• What is Democracy?</li> <li>• Features of Democracy</li> <li>• Why Democracy?</li> <li>• Broader Meaning of Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Develop conceptual skills of defining democracy.</li> <li>• Understand how different historical processes and forces have promoted democracy.</li> <li>• Develop a sophisticated defense of democracy against common prejudices.</li> <li>• Develop a historical sense of the</li> </ul>

<p><b>2. Constitutional Design:</b></p> <ul style="list-style-type: none"> <li>• Democratic Constitution in South Africa</li> <li>• Why do we need a Constitution?</li> <li>• Making of the Indian Constitution</li> <li>• Guiding Values of the Indian Constitution</li> </ul> <p><b>3. Electoral Politics:</b></p> <ul style="list-style-type: none"> <li>• Why Elections?</li> <li>• What is our System of Elections?</li> <li>• What makes elections in India democratic?</li> </ul> <p><b>4. Working of Institutions:</b></p> <ul style="list-style-type: none"> <li>• How is the major policy decision taken?</li> <li>• Parliament</li> <li>• Political Executive</li> <li>• Judiciary</li> </ul>	<p>choice and nature of democracy in India.</p> <ul style="list-style-type: none"> <li>• Understand the process of Constitution making.</li> <li>• Develop respect for the Constitution and appreciation for Constitutional values.</li> <li>• Recognize Constitution as a dynamic and living document.</li> </ul> <ul style="list-style-type: none"> <li>• Understand representative democracy via competitive party politics.</li> <li>• Familiarize with Indian electoral system.</li> <li>• Reason out for the adoption of present Indian Electoral System.</li> <li>• Develop an appreciation of citizen's increased participation in electoral politics.</li> <li>• Recognize the significance of the Election Commission.</li> </ul> <ul style="list-style-type: none"> <li>• Get an overview of central governmental structures.</li> <li>• Identify the role of Parliament and its procedures.</li> <li>• Distinguish between political and permanent executive authorities and functions.</li> <li>• Understand the parliamentary system of executive's accountability to the legislature.</li> <li>• Understand the working of Indian Judiciary.</li> </ul>
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<b>5. Democratic Rights:</b> <ul style="list-style-type: none"> <li>• Life without rights</li> <li>• Rights in a Democracy</li> <li>• Rights in the Indian Constitution</li> <li>• Expanding the scope of rights</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the need for rights in one's life.</li> <li>• Understand the availability /access of rights in a democratic system/government.</li> <li>• Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens.</li> <li>• Create awareness regarding the process of safeguarding rights.</li> </ul>
<b>Unit 4: Economics</b>	
<b>50 Periods</b>	
Themes	Objectives
<b>1. The Story of Village Palampur:</b> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Organization of production</li> <li>• Farming in Palampur</li> <li>• Non-farm activities of Palampur</li> </ul> <b>2. People as Resource:</b> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Economic activities by men and women</li> <li>• Quality of Population</li> <li>• Unemployment</li> </ul> <b>3. Poverty as a Challenge:</b> <ul style="list-style-type: none"> <li>• Two typical cases of poverty</li> <li>• Poverty as seen by Social Scientists</li> <li>• Poverty Estimates</li> <li>• Vulnerable Groups</li> <li>• Interstate disparities</li> <li>• Global Poverty Scenario</li> <li>• Causes of Poverty</li> <li>• Anti-poverty measures</li> <li>• The Challenges Ahead</li> </ul> <b>4. Food Security in India:</b> <ul style="list-style-type: none"> <li>• Overview</li> <li>• What is Food Security?</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with basic economic concepts through an imaginary story of a village.</li> <li>• Understand the demographic concepts</li> <li>• Understand how population can be as asset or a liability for the nation.</li> <li>• Understand poverty as a challenge.</li> <li>• Identify vulnerable group and interstate disparities</li> <li>• Appreciate the initiatives of the government to alleviate poverty.</li> <li>• Understand the concept of food security</li> </ul>

<ul style="list-style-type: none"> <li>• Why Food Security?</li> <li>• Who are food insecure?</li> <li>• Food Security in India</li> <li>• What is Buffer Stock?</li> <li>• What is the Public Distribution System?</li> <li>• Current Status of Public Distribution System</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate and analyse the role of government in ensuring food supply.</li> </ul>
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**PROJECT WORK**  
**CLASS IX (2019-20)**

05 Periods	05 Marks												
<p>1. Every student has to compulsorily undertake <b><i>one project on Disaster Management</i></b></p> <p>2. <b>Objectives:</b> The main objectives of giving project work on Disaster Management to the students are to:</p> <ul style="list-style-type: none"><li>a. create awareness in them about different disasters, their consequences and management</li><li>b. prepare them in advance to face such situations</li><li>c. ensure their participation in disaster mitigation plans</li><li>d. enable them to create awareness and preparedness among the community.</li></ul> <p>3. The project work should also help in enhancing the Life Skills of the students.</p> <p>4. If possible, various forms of art may be integrated in the project work.</p> <p>5. In order to realize the expected objectives completely, it would be required of the Principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defense etc. in the area where the schools are located.</p> <p>6. The <b><i>distribution of marks</i></b> over different aspects relating to Project Work is as follows:</p>													
<table><tr><th>S. No.</th><th>Aspects</th><th>Marks</th></tr><tr><td>a</td><td>Content accuracy, originality and analysis</td><td>2</td></tr><tr><td>b</td><td>Presentation and creativity</td><td>2</td></tr><tr><td>c</td><td>Viva Voce</td><td>1</td></tr></table>		S. No.	Aspects	Marks	a	Content accuracy, originality and analysis	2	b	Presentation and creativity	2	c	Viva Voce	1
S. No.	Aspects	Marks											
a	Content accuracy, originality and analysis	2											
b	Presentation and creativity	2											
c	Viva Voce	1											

7. The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
8. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
9. A Summary Report should be prepared highlighting:
  - a. objectives realized through individual work and group interactions;
  - b. calendar of activities;
  - c. innovative ideas generated in the process ;
  - d. list of questions asked in viva voce.
10. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
11. The Project Report should be handwritten by the students themselves.
12. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

#### **PRESCRIBED BOOKS:**

1. India and the Contemporary World - I (History) - Published by NCERT
2. Contemporary India - I (Geography) - Published by NCERT
3. Democratic Politics - I Published by NCERT
4. Economics - Published by NCERT
5. Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE

***Note: Please procure latest reprinted edition (2019) of prescribed NCERT textbooks.***

## SOCIAL SCIENCE (CODE NO. 087)

### QUESTION PAPER DESIGN CLASS IX (2019-20)

**Time: 3 Hours**

**Max. Marks: 80**

Sr. No.	Typology of Questions	Objective Type (1 mark)	SA (3 marks)	LA (5 marks)	Map Skill	Total Marks	Weight age %
1	<b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	9	3	1	-	23	29%
2	<b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	4	2	2	-	20	25%
3	<b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	3	1	2	-	16	20%
4	<b>Analysing and Evaluating:</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations  Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	2	1	1	-	10	12%
5	<b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	2	1	-	-	5	6.5%
6	<b>Map Skill</b>				3+3	6	7.6%
	<b>Total</b>	1x20=20	3x8 =24	5x6=30	6	80	100%

- Internal Assessment: 20 Marks



### INTERNAL ASSESSMENT

	Marks	Description				
Periodic Assessment	10 Marks	<table><tr><td>Pen Paper Test</td><td>5 marks</td></tr><tr><td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td><td>5 marks</td></tr></table>	Pen Paper Test	5 marks	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks
Pen Paper Test	5 marks					
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks					
Portfolio	5 Marks	<ul style="list-style-type: none"><li>• Classwork</li><li>• Work done (Activities / Assignments)</li><li>• Reflections, Narrations, Journals, etc.</li><li>• Achievements of the student in the subject throughout the year</li><li>• Participation of the student in different activities like Heritage India Quiz</li></ul>				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"><li>• Project Work</li></ul>				

### LIST OF MAP ITEMS CLASS IX (2019-20)

#### SUBJECT - HISTORY

##### Chapter-1: The French Revolution

Outline Political Map of France (For locating and labeling / Identification)

- Bordeaux
- Nantes
- Paris
- Marseilles

##### Chapter-2: Socialism in Europe and the Russian Revolution

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of First World War  
(Central Powers and Allied Powers)  
**Central Powers** - Germany, Austria-Hungary, Turkey (Ottoman Empire)  
**Allied Powers** - France, England, Russia, U.S.A.

### Chapter-3: Nazism and Rise of Hitler

Outline Political Map of World (For locating and labeling / Identification)

- Major countries of Second World War  
**Axis Powers** – Germany, Italy, Japan  
**Allied Powers** – UK, France, Former USSR, USA
- Territories under German expansion (Nazi Power)  
Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium

## SUBJECT – GEOGRAPHY (Outline Political Map of India)

### Chapter -1: India-Size and Location

- India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling)

### Chapter -2: Physical Features of India

- Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats
- Mountain Peaks – K2, Kanchan Junga, Anai Mudi
- Plateau - Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateau
- Coastal Plains - Konkan, Malabar, Coromandal & Northern Circar (Location and Labelling)

### Chapter -3: Drainage

- Rivers: (Identification only)
  - *The Himalayan River Systems*-The Indus, The Ganges, and The Satluj
  - *The Peninsular rivers*-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi
- Lakes: Wular, Pulicat, Sambhar, Chilika

### Chapter - 4: Climate

- Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

## **Chapter - 5: Natural Vegetation and Wild Life**

- Vegetation Type: Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove- For identification only
- National Parks: Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas
- Bird Sanctuaries: Bharatpur and Ranganthitto
- Wild Life Sanctuaries: Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

## **Chapter - 6: Population** (location and labelling)

- The state having highest and lowest density of population
- The state having highest and lowest sex ratio
- Largest and smallest state according to area

## COURSE STRUCTURE CLASS X (2019-20)

### Theory Paper

Time: 3 Hrs.		Max. Marks: 80	
No.	Units	No. of Periods	Marks
I	India and the Contemporary World – II	60	20
II	Contemporary India – II	55	20
III	Democratic Politics - II	50	20
IV	Understanding Economic Development	50	20
<b>Total</b>		<b>215</b>	<b>80</b>

## COURSE CONTENT

Unit 1: India and the Contemporary World – II		60 Periods
Themes		Learning Objectives
<b>Section 1: Events and Processes:</b>		
<b>1. The Rise of Nationalism in Europe:</b>		
<ul style="list-style-type: none"><li>• The French Revolution and the Idea of the Nation</li><li>• The Making of Nationalism in Europe</li><li>• The Age of Revolutions: 1830-1848</li><li>• The Making of Germany and Italy</li><li>• Visualizing the Nation</li><li>• Nationalism and Imperialism</li></ul>		<ul style="list-style-type: none"><li>• Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</li><li>• Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms.</li><li>• Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.</li></ul>
<b>2. Nationalism in India:</b>		
<ul style="list-style-type: none"><li>• The First World War, Khilafat and Non - Cooperation</li><li>• Differing Strands within the Movement</li><li>• Towards Civil Disobedience</li><li>• The Sense of Collective Belonging</li></ul>		<ul style="list-style-type: none"><li>• Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement.</li><li>• Analyze the nature of the diverse social movements of the time.</li><li>• Familiarize with the writings and ideals of different political groups and individuals.</li><li>• Appreciate the ideas promoting</li></ul>

<p><b>Section 2: Livelihoods, Economies and Societies:</b> Any <b>one theme</b> of the following:</p> <p><b>3. The Making of a Global World:</b></p> <ul style="list-style-type: none"> <li>• The Pre-modern world</li> <li>• The Nineteenth Century (1815-1914)</li> <li>• The Inter war Economy</li> <li>• Rebuilding a World Economy: The Post-War Era</li> </ul> <p><b>4. The Age of Industrialization:</b></p> <ul style="list-style-type: none"> <li>• Before the Industrial Revolution</li> <li>• Hand Labour and Steam Power</li> <li>• Industrialization in the colonies</li> <li>• Factories Come Up</li> <li>• The Peculiarities of Industrial Growth</li> <li>• Market for Goods</li> </ul> <p><b>Section 3: Everyday Life, Culture and Politics:</b></p> <p><b>5. Print Culture and the Modern World:</b></p> <ul style="list-style-type: none"> <li>• The First Printed Books</li> <li>• Print Comes to Europe</li> <li>• The Print Revolution and its Impact</li> <li>• The Reading Mania</li> <li>• The Nineteenth Century</li> <li>• India and the World of Print</li> <li>• Religious Reform and Public Debates</li> <li>• New Forms of Publication</li> <li>• Print and Censorship</li> </ul>	<p>Pan Indian belongingness.</p> <ul style="list-style-type: none"> <li>• Show that globalization has a long history and point to the shifts within the process.</li> <li>• Analyze the implication of globalization for local economies.</li> <li>• Discuss how globalization is experienced differently by different social groups.</li> <li>• Familiarize with the Pro- to-Industrial phase and Early – factory system.</li> <li>• Familiarize with the process of industrialization and its impact on labour class.</li> <li>• Enable them to understand industrialization in the colonies with reference to Textile industries.</li> <li>• Identify the link between print culture and the circulation of ideas.</li> <li>• Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.</li> <li>• Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.</li> </ul>
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Unit 2: Contemporary India – II		55 Periods
Themes		Learning Objectives
<b>1. Resources and Development:</b> <ul style="list-style-type: none"> <li>• Types of Resources</li> <li>• Development of Resources</li> <li>• Resource Planning in India</li> <li>• Land Resources</li> <li>• Land Utilization</li> <li>• Land Use Pattern in India</li> <li>• Land Degradation and Conservation Measures</li> <li>• Soil as a Resource</li> <li>• Classification of Soils</li> <li>• Soil Erosion and Soil Conservation</li> </ul>		<ul style="list-style-type: none"> <li>• Understand the value of resources and the need for their judicious utilization and conservation.</li> </ul>
<b>2. Forest and Wildlife</b> <ul style="list-style-type: none"> <li>• Biodiversity or Biological Diversity</li> <li>• Flora and Fauna in India</li> <li>• Vanishing Forests</li> <li>• Asiatic Cheetah: Where did they go?</li> <li>• The Himalayan Yew in trouble</li> <li>• Conservation of forest and wildlife in India</li> <li>• Project Tiger</li> <li>• Types and distribution of forests and wildlife resources</li> <li>• Community and Conservation</li> </ul> <p><b>Note: The chapter 'Forest and Wildlife' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</b></p>		<ul style="list-style-type: none"> <li>• Understand the importance of forests and wild life in one environment as well as develop concept towards depletion of resources.</li> </ul>
<b>3. Water Resources:</b> <ul style="list-style-type: none"> <li>• Water Scarcity and The Need for Water Conservation and Management</li> <li>• Multi-Purpose River Projects and Integrated Water Resources Management</li> <li>• Rainwater Harvesting</li> </ul>		<ul style="list-style-type: none"> <li>• Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.</li> </ul>

***Note: The chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.***

#### **4. Agriculture:**

- Types of farming
- Cropping Pattern
- Major Crops
- Technological and Institutional Reforms
- Impact of Globalization on Agriculture

#### **5. Minerals and Energy Resources**

- What is a mineral?
- Mode of occurrence of Minerals
- Ferrous and Non-Ferrous Minerals
- Non-Metallic Minerals
- Rock Minerals
- Conservation of Minerals
- Energy Resources
  - Conventional and Non-Conventional
  - Conservation of Energy Resources

#### **6. Manufacturing Industries:**

- Importance of manufacturing
- Contribution of Industry to National Economy
- Industrial Location
- Classification of Industries
- Spatial distribution
- Industrial pollution and environmental

- Explain the importance of agriculture in national economy.
- Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.
- Explain various government policies for institutional as well as technological reforms since independence.
- Identify different types of minerals and energy resources and places of their availability
- Feel the need for their judicious utilization
- Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas.
- Discuss the need for a planned industrial development and debate over the role of

degradation <ul style="list-style-type: none"> <li>Control of Environmental Degradation</li> </ul>	government towards sustainable development.
<b>7. Life Lines of National Economy:</b> <ul style="list-style-type: none"> <li>Transport – Roadways, Railways, Pipelines, Waterways, Airways</li> <li>Communication</li> <li>International Trade</li> <li>Tourism as a Trade</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of transport and communication in the ever-shrinking world.</li> <li>Understand the role of trade and tourism in the economic development of a country.</li> </ul>
<b>Unit 3: Democratic Politics – II</b>	
<b>50 Periods</b>	
<b>Themes</b>	<b>Learning Objectives</b>
<b>1. Power Sharing:</b> <ul style="list-style-type: none"> <li>Case Studies of Belgium and Sri Lanka</li> <li>Why power sharing is desirable?</li> <li>Forms of Power Sharing</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize with the centrality of power sharing in a democracy.</li> <li>Understand the working of spatial and social power sharing mechanisms.</li> </ul>
<b>2. Federalism:</b> <ul style="list-style-type: none"> <li>What is Federalism?</li> <li>What make India a Federal Country?</li> <li>How is Federalism practiced?</li> <li>Decentralization in India</li> </ul>	<ul style="list-style-type: none"> <li>Analyse federal provisions and institutions.</li> <li>Explain decentralization in rural and urban areas.</li> </ul>
<b>3. Democracy and Diversity:</b> <ul style="list-style-type: none"> <li>Case Studies of Mexico</li> <li>Differences, similarities and divisions</li> <li>Politics of social divisions</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the relationship between social cleavages and political competition with reference to Indian situation.</li> </ul>
<b>Note: The chapter ‘Democracy and Diversity’ to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</b>	
<b>4. Gender, Religion and Caste:</b> <ul style="list-style-type: none"> <li>Gender and Politics</li> <li>Religion, Communalism and Politics</li> <li>Caste and Politics</li> </ul>	<ul style="list-style-type: none"> <li>Identify and analyse the challenges posed by communalism to Indian democracy.</li> <li>Recognise the enabling and</li> </ul>



<p>5. <b>Popular Struggles and Movements:</b></p> <ul style="list-style-type: none"> <li>• Popular Struggles in Nepal and Bolivia</li> <li>• Mobilization and Organization</li> <li>• Pressure Groups and Movements</li> </ul> <p><b>Note: The chapter ‘Popular Struggles and Movements’ to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</b></p> <p>6. <b>Political Parties:</b></p> <ul style="list-style-type: none"> <li>• Why do we need Political Parties?</li> <li>• How many Parties should we have?</li> <li>• National Political Parties</li> <li>• State Parties</li> <li>• Challenges to Political Parties</li> <li>• How can Parties be reformed?</li> </ul> <p>7. <b>Outcomes of Democracy:</b></p> <ul style="list-style-type: none"> <li>• How do we assess democracy’s outcomes?</li> <li>• Accountable, responsive and legitimate government</li> <li>• Economic growth and development</li> <li>• Reduction of inequality and poverty</li> <li>• Accommodation of social diversity</li> <li>• Dignity and freedom of the citizens</li> </ul> <p>8. <b>Challenges to Democracy:</b></p> <ul style="list-style-type: none"> <li>• Thinking about challenges</li> <li>• Thinking about Political Reforms</li> <li>• Redefining democracy</li> </ul> <p><b>Note: The chapter ‘Challenges to Democracy’ to be assessed in the Periodic</b></p>	<p>disabling effects of caste and ethnicity in politics.</p> <ul style="list-style-type: none"> <li>• Develop a gender perspective on politics.</li> <li>• Understand the vital role of people’s struggle in the expansion of democracy.</li> <li>• Analyse party systems in democracies.</li> <li>• Introduction to major political parties, challenges faced by them and reforms in the country.</li> <li>• Evaluate the functioning of democracies in comparison to alternative forms of governments.</li> <li>• Understand the causes for continuation of democracy in India.</li> <li>• Distinguish between sources of strengths and weaknesses of Indian democracy.</li> <li>• Reflect on the different kinds of measures possible to deepen democracy.</li> <li>• Promote an active and participatory citizenship.</li> </ul>
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<b>Tests only and will not be evaluated in Board Examination.</b>	
<b>Unit 4: Understanding Economic Development</b>	
<b>50 Periods</b>	
<b>Themes</b>	<b>Objectives</b>
<b>1. Development:</b> <ul style="list-style-type: none"> <li>• What Development Promises - Different people different goals</li> <li>• Income and other goals</li> <li>• National Development</li> <li>• How to compare different countries or states?</li> <li>• Income and other criteria</li> <li>• Public Facilities</li> <li>• Sustainability of development</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarize with concepts of macroeconomics.</li> <li>• Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income.</li> <li>• Understand the importance of quality of life and sustainable development.</li> </ul>
<b>2. Sectors of the Indian Economy:</b> <ul style="list-style-type: none"> <li>• Sectors of Economic Activities</li> <li>• Comparing the three sectors</li> <li>• Primary, Secondary and Tertiary Sectors in India</li> <li>• Division of sectors as organized and unorganized</li> <li>• Sectors in terms of ownership: Public and Private Sectors</li> </ul>	<ul style="list-style-type: none"> <li>• Identify major employment generating sectors.</li> <li>• Reason out the government investment in different sectors of economy.</li> </ul>
<b>3. Money and Credit:</b> <ul style="list-style-type: none"> <li>• Money as a medium of exchange</li> <li>• Modern forms of money</li> <li>• Loan activities of Banks</li> <li>• Two different credit situations</li> <li>• Terms of credit</li> <li>• Formal sector credit in India</li> <li>• Self Help Groups for the Poor</li> </ul>	<ul style="list-style-type: none"> <li>• Understand money as an economic concept.</li> <li>• Understand the role of financial institutions from the point of view of day-to- day life.</li> </ul>
<b>4. Globalization and the Indian Economy:</b> <ul style="list-style-type: none"> <li>• Production across countries</li> <li>• Interlinking production across countries</li> <li>• Foreign Trade and integration of</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the working of the Global Economic phenomenon.</li> </ul>

<p>markets</p> <ul style="list-style-type: none"> <li>• What is globalization?</li> <li>• Factors that have enabled Globalisation</li> <li>• World Trade Organisation</li> <li>• Impact of Globalization on India</li> <li>• The Struggle for a fair Globalisation</li> </ul> <p><b>5. Consumer Rights:</b>  <b><i>Note: Chapter 5 'Consumer Rights' to be done as Project Work.</i></b></p>	<ul style="list-style-type: none"> <li>• Gets familiarized with the rights and duties as a consumer; and legal measures available to protect from being exploited in markets.</li> </ul>
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**PROJECT WORK**  
**CLASS X (2019-20)**

05 Periods	05 Marks												
1. <b>Every student</b> has to compulsorily undertake <b>any one project</b> on the following topics:													
Consumer Awareness													
OR													
Social Issues													
OR													
Sustainable Development													
2. <b>Objective:</b> The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from interdisciplinary perspective. It should also help in enhancing the Life Skills of the students.													
Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.													
If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, various forms of art may be integrated in the project work.													
3. The distribution of marks over different aspects relating to Project Work is as follows:													
<table><tr><th>S. No.</th><th>Aspects</th><th>Marks</th></tr><tr><td>a.</td><td>Content accuracy, originality and analysis</td><td>2</td></tr><tr><td>b.</td><td>Presentation and creativity</td><td>2</td></tr><tr><td>c.</td><td>Viva Voce</td><td>1</td></tr></table>		S. No.	Aspects	Marks	a.	Content accuracy, originality and analysis	2	b.	Presentation and creativity	2	c.	Viva Voce	1
S. No.	Aspects	Marks											
a.	Content accuracy, originality and analysis	2											
b.	Presentation and creativity	2											
c.	Viva Voce	1											
4. The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.													
5. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.													
6. A Summary Report should be prepared highlighting:													
<ul style="list-style-type: none"><li>objectives realized through individual work and group interactions;</li></ul>													

- calendar of activities;
- innovative ideas generated in the process ;
- list of questions asked in viva voce.

7. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.

8. The Project Report should be handwritten by the students themselves.

9. Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Subjudiced cases, if any or those involving RTI / Grievances may however be retained beyond three months.

#### **PRESCRIBED BOOKS:**

1. India and the Contemporary World-II (History) - Published by NCERT
2. Contemporary India II (Geography) - Published by NCERT
3. Democratic Politics II (Political Science) - Published by NCERT
4. Understanding Economic Development - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE

***Note: Please procure latest reprinted edition (2019) of prescribed NCERT textbooks.***

**SOCIAL SCIENCE (CODE NO. 087)**  
**QUESTION PAPER DESIGN**  
**CLASS X**

**Time: 3 Hours**

**Max. Marks: 80**

Sr. No.	Typology of Questions	Objective Type (1 mark)	SA (3 marks)	LA (5 marks)	Map Skill	Total Marks	Weight age %
1	<b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	9	3	1	-	23	29%
2	<b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	4	2	2	-	20	25%
3	<b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	3	1	2	-	16	20%
4	<b>Analysing and Evaluating:</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations  Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	2	1	1	-	10	12%
5	<b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	2	1		-	5	6.5%
6	<b>Map Skill</b>				3+3	6	7.6%
	<b>Total</b>	1x20=20	3x8 =24	5x6=30	6	80	100%

- Internal Assessment: 20 Marks

## INTERNAL ASSESSMENT

	Marks	Description				
Periodic Assessment	10 Marks	<table><tr><td>Pen Paper Test</td><td>5 marks</td></tr><tr><td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td><td>5 marks</td></tr></table>	Pen Paper Test	5 marks	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks
Pen Paper Test	5 marks					
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks					
Portfolio	5 Marks	<ul style="list-style-type: none"><li>• Classwork</li><li>• Work done (Activities / Assignments)</li><li>• Reflections, Narrations, Journals, etc.</li><li>• Achievements of the student in the subject throughout the year</li><li>• Participation of the student in different activities like Heritage India Quiz</li></ul>				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none"><li>• Project Work</li></ul>				

## LIST OF MAP ITEMS CLASS X (2019-20)

### A. HISTORY (Outline Political Map of India)

**Chapter - 3 Nationalism in India** – (1918 – 1930) for locating and labelling / Identification

#### 1. Indian National Congress Sessions:

- a. Calcutta (Sep. 1920)
- b. Nagpur (Dec. 1920)
- c. Madras (1927)

#### 2. Important Centres of Indian National Movement

- a. Champaran (Bihar) - Movement of Indigo Planters
- b. Kheda (Gujrat) - Peasant Satyagrah

- c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
- d. Amritsar (Punjab) - Jallianwala Bagh Incident
- e. Chauri Chaura (U.P.) - Calling off the Non-Cooperation Movement
- f. Dandi (Gujarat) - Civil Disobedience Movement

## **B. GEOGRAPHY (Outline Political Map of India)**

### **Chapter 1: Resources and Development (Identification only)**

- a. Major soil Types

### **Chapter 3: Water Resources (Locating and Labelling)**

#### **Dams:**

- |                      |                    |
|----------------------|--------------------|
| a. Salal             | e. Sardar Sarovar  |
| b. Bhakra Nangal     | f. Hirakud         |
| c. Tehri             | g. Nagarjuna Sagar |
| d. Rana Pratap Sagar | h. Tungabhadra     |

***Note: The chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.***

### **Chapter 4: Agriculture (Identification only)**

- a. Major areas of Rice and Wheat
- b. Largest / Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute

### **Chapter 5: Minerals and Energy Resources**

#### **Minerals (Identification only)**

##### **a. Iron Ore mines**

- |              |             |
|--------------|-------------|
| • Mayurbhanj | • Bellary   |
| • Durg       | • Kudremukh |
| • Bailadila  |             |

##### **b. Coal Mines**

- |            |           |
|------------|-----------|
| • Raniganj | • Talcher |
| • Bokaro   | • Neyveli |

##### **c. Oil Fields**

- |               |               |
|---------------|---------------|
| • Digboi      | • Bassien     |
| • Naharkatia  | • Kalol       |
| • Mumbai High | • Ankaleshwar |

#### **Power Plants**

**(Locating and Labelling only)**



**a. Thermal**

- Namrup
- Singrauli

- Ramagundam

**b. Nuclear**

- Narora
- Kakrapara

- Tarapur
- Kalpakkam

**Chapter 6: Manufacturing Industries (Locating and Labelling Only)**

**Cotton Textile Industries:**

- a. Mumbai
- b. Indore
- c. Surat

- d. Kanpur
- e. Coimbatore

**Iron and Steel Plants:**

- a. Durgapur
- b. Bokaro
- c. Jamshedpur

- d. Bhilai
- e. Vijaynagar
- f. Salem

**Software Technology Parks:**

- a. Noida
- b. Gandhinagar
- c. Mumbai
- d. Pune

- e. Hyderabad
- f. Bengaluru
- g. Chennai
- h. Thiruvananthapuram

**Chapter 7: Lifelines of National Economy**

**Major Ports: (Locating and Labelling)**

- a. Kandla
- b. Mumbai
- c. Marmagao
- d. New Mangalore
- e. Kochi

- f. Tuticorin
- g. Chennai
- h. Vishakhapatnam
- i. Paradip
- j. Haldia

**International Airports:**

- a. Amritsar (Raja Sansi)
- b. Delhi (Indira Gandhi International)
- c. Mumbai (Chhatrapati Shivaji)

- d. Chennai (Meenam Bakkam)
- e. Kolkata (Netaji Subhash Chandra Bose)
- f. Hyderabad (Rajiv Gandhi)

**Note: Items of Locating and Labelling may also be given for Identification.**