

ANNUAL
CURRICULUM
PLAN

CLASS IX
(SESSION: 2015-16)

WHERE THE MIND IS WITHOUT FEAR

Where the mind is without fear and the head is held high

Where knowledge is free

Where the world has not been broken up into fragments

By narrow domestic walls

Where words come out from the depth of truth

Where tireless striving stretches its arms towards perfection

Where the clear stream of reason has not lost its way

Into the dreary desert sand of dead habit

Where the mind is led forward by thee

Into ever-widening thought and action

Into that heaven of freedom, my Father, let my country awake.

- Rabindranath Tagore

LIST OF HOLIDAYS

1. Good Friday	03.04.15	Friday
2. Dr. Ambedkar Jayanti	14.04.15	Tuesday
3. Buddh Purnima	04.05.15	Monday
4. Id -Ul- Fitr	18.07.15	Saturday
5. Independence Day	15.08.15	Saturday
6. Teej	17.08.15	Monday
7. Raksha Bandhan	29.08.15	Saturday
8. Janamashtami	05.09.15	Saturday
9. Id-Ul-Zuha	24.09.15	Thursday
10. Gandhi Jayanti	02.10.15	Friday
11. Dussehra	22.10.15	Thursday
12. Muharram	24.10.15	Saturday
13. Karwa Chauth	30.10.15	Friday
14. Haryana Day	01.11.15	Sunday
15. Diwali	11.11.15	Wednesday
16. Goverdhan Puja	12.11.15	Thursday
17. Bhai Duj	13.11.15	Friday
18. Guru Nanak Dev ji's Birthday	25.11.15	Wednesday
19. Christmas Day	25.12.15	Friday
20. Makar Sankranti	14.01.16	Wednesday
21. Republic Day	26.01.16	Monday
22. Maha Shivratri	07.03.16	Monday
23. Holi	24.03.16	Thursday

Note:

1. Summer Break : 24th May 2015 to 30th June 2015
2. Autumn Break : 18th October 2015 to 23rd October 2015
3. Winter Break : 1st January 2016 to 10th January 2016

Total Number of Working Days: 236

April : 23	August : 21	December : 25
May : 23	September : 23	January : 14
June : 06	October : 18	February : 24
July : 24	November : 19	March : 16

School Curriculum Goals

The Curriculum will adopt the following goals:

- To create a connect between learners' spiritual, ethical, social, cognitive, mental and physical growth and development;
- To nurture individuality and thus enhance one's innate potentials;
- To foster constitutional literacy and tolerance for different cultures;
- To develop scientific outlook and transformative competences, in order to meet the demands of changing society.

The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective.

Schools will accomplish such standards through the promotion of values based learning activities which emphasize humanity, practicality, individuality, inclusiveness, and modernity. Such activities involve collaborations between oneself and others, individuals and the community, as well as humans and nature.

To achieve this, we must guide our learners to achieve the following curriculum goals:

- To enhance self-awareness and explore innate potential;
- To develop creativity and the ability to appreciate art and showcase one's own talents;
- To promote capabilities related to goal setting, decision making and lifelong learning;
- To nurture assertive communication and interpersonal skills;
- To learn to be empathetic towards others, display dignity and respect to the opposite gender, to contribute for the community, and focus on preserving environment;
- To foster cultural learning and international understanding in an interdependent society;
- To strengthen knowledge and attitude related to livelihood skills;
- To acquire the ability to utilize technology and information for the betterment of humankind;
- To inspire the attitude of functional and participatory learning; and
- To develop abilities related to thinking skills and problem solving.

EXAMINATION SCHEDULE

SUMMATIVE ASSESSMENT SCHEDULE

As per CBSE guidelines;

The Summative Assessment I is likely to be held in the month of September and the Summative Assessment II between 10th March and 20th March. The date sheet would be given to the students when it is received from CBSE.

Continuous and Comprehensive Evaluation (CCE)

Continuous and Comprehensive Evaluation (CCE) refers to a system of evaluation that covers all aspects of students' development. It is an assessment system which attempts to shift the emphasis from Assessment to holistic learning. The major focus of CCE is on the continuous growth of a student to ensure intellectual, emotional, physical, cultural and social development.

The CCE based system of assessment is divided into three parts:

Part 1 - Scholastic Area

For assessment in academic areas the academic year is divided into two terms. The First Term will be from April to September and the Second Term from October to March. Each Term will have two Formative Assessments (FAs) and one Summative Assessment (SA).

Formative Assessment – These are the Assessments conducted by the teacher to continuously monitor student's progress. The assessment would be in the form of pen-paper Assessments and also in the form of quizzes, projects, practicals, oral Assessment etc. In case more than two assessments are conducted per term per subject, the best two would be counted for assessment.

Summative Assessment – The Summative Assessment is the terminal assessment of performance at the end of instruction. It will be in the form of a pen-paper Assessment at the end of each term.

The weightage of Formative assessment (FA) and Summative Assessment (SA) shall be as follows:

Term I	FA1 10%	FA2 10%	SA1 30%	Total (FA1 + FA2 + SA1) 50%
Term II	FA3 10%	FA4 10%	SA2 30%	Total (FA3 + FA4 + SA2) 50%

Part 2 - Co-scholastic Areas

(Skills and suggestive activities)

2(A) Life Skills:

Thinking Skills:	Self Awareness, problem solving, decision making, critical and creative thinking
Social Skills:	Interpersonal relationships, effective communication and empathy
Emotional Skills:	Managing emotions and dealing with stress

2 (B) Work Education.

2(C) Visual and Performing Arts.

2(D) Attitude and Values towards: teachers, schoolmates, school programmes and Environment and value systems.

Part 3(A) Co-scholastic Activities

(Any two to be assessed)

1. Literary and Creative Skills:	Debate, declamation, creative writing, recitation, essay writing, poster making, slogan writing etc.
2. Scientific Skills:	Science Club, Projects, Maths Club, Science Quiz, Science exhibition, Olympiads etc.
3. Information and Commn. Tech. (ICT):	PowerPoint presentation, website and cover page designing communication, animation, programming, E-books etc.
4. Organizational and Leadership Skill(Clubs):	Eco Club, Integrity Club, Healthand Wellness Club, Leadership Skills Club etc.

Part 3(B) Health and Physical Activities
(Any two to be assessed)

- | | |
|-----------------------------|------------------------|
| 1. Sports/Indigenous Sports | 2. Yoga |
| 3. First Aid | 4. Gardening/Shramdaan |

Grading System: The result of the assessment in all areas would be given in the form of grades.

Scholastic Areas

(Grading on 9 point scale)

Grade	Marks Range	Grade Point
A1	91 – 100	10.0
A2	81 – 90	9.0
B1	71 – 80	8.0
B2	61 – 70	7.0
C1	51 – 60	6.0
C2	41 – 50	5.0
D	33 – 40	4.0
E1	21 – 32	3.0
E2	00 – 20	2.0

Co-scholastic Areas/Activities

(Grading on 5 point scale)

Marks Range	Grade Point
A	4.1 – 5.0
B	3.1 – 4.0
C	2.1 – 3.0
D	1.1 – 2.0
E	0 – 1.0

Promotion Policy:

1. Every student is required to get a qualifying grade 'D' or above in all the subjects for the purpose of promotion to next class.
2. A student getting 'E1' or 'E2' grade in scholastic areas in one or more subjects will be eligible for improvement of performance (EIOP) and he/she will have to improve his/her performance in one subsequent attempt to obtain qualifying grade 'D' in these subjects.

ENGLISH COMMUNICATIVE (CODE: 101)

The overall aims of the course are:

- to enable the learner to communicate effectively and appropriately in real-life situations.
- to use English effectively for study purposes across the curriculum.
- to develop and integrate the use of the four language skills, i.e., listening, speaking, reading and writing.
- to develop interest in and appreciation of literature.
- to revise and reinforce structures already learnt.

Teaching/Testing Objectives

READING

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

1. read silently at varying speeds depending on the purpose of reading;
2. adopt different strategies for different types of text, both literary and non-literary;
3. recognise the organization of a text;
4. identify the main points of a text;
5. understand relations between different parts of a text through lexical and grammatical cohesion devices.
6. anticipate and predict what will come next in a text;
7. deduce the meaning of unfamiliar lexical items in a given context;
8. consult a dictionary to obtain information on the meaning and use of lexical items;
9. analyse, interpret, infer (and evaluate) the ideas in the text;
10. select and extract from a text information required for a specific purpose (and record it in note form)
11. transcode information from verbal to diagrammatic form;
12. retrieve and synthesise information from a range of reference material using study skills such as skimming and scanning;
13. interpret texts by relating them to other material on the same theme (and to their own experience and knowledge); and
14. read extensively on their own.

WRITING

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

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices;
2. write in a style appropriate for communicative purposes;
3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g., of a place, a person, an object or a system);
5. write a clear account of events (e.g., a process, a narrative, a trend or a cause-effect relationship);
6. compare and contrast ideas and arrive at conclusions;
7. present an argument, supporting it with appropriate examples;
8. use an appropriate style and format to write letters (formal and informal), biographical sketches, dialogues, speeches, reports, articles, e-mails and diary entries;
9. monitor, check and revise written work;
10. expand notes into a piece of writing;
11. summarise or make notes from a given text; and
12. decode information from one text type to another (e.g., diary entry to letter, advertisement to report, diagram to verbal form).

LISTENING

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

1. adopt different strategies according to the purpose of listening (e.g., for pleasure, for general interest, for specific information);
2. use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g., cohesion devices, key words, intonation, gesture, background noises);
3. listen to a talk or conversation and understand the topic and main points;
4. listen for information required for a specific purpose, e.g., in radio broadcast, commentaries, airport and railway station announcements;
5. distinguish main points from supporting details, and relevant from irrelevant information;
6. understand and interpret messages conveyed in person or by telephone;
7. understand and respond appropriately to directive language, e.g., instruction, advice, requests and warning; and
8. understand and interpret spontaneous spoken discourse in familiar social situations.

SPEAKING

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

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns;
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions);
3. narrate incidents and events, real or imaginary in a logical sequence;
4. present oral reports or summaries; make announcements clearly and confidently;
5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas;
7. express and respond to personal feelings, opinions and attitudes;
8. convey messages effectively in person or by telephone;
9. frame questions so as to elicit the desired response, and respond appropriately to questions; and
10. participate in spontaneous spoken discourse in familiar social situations.

GRAMMAR

By the end of the course, students should be able to use the following accurately and appropriately in context:

1. Verbs

Tenses:

- present/past forms
- simple/continuous forms
- perfect forms
- future time reference
- modals
- active and passive voice
- subject-verb concord
- non-finite verb forms (infinitives and participles)

2. Sentence Structure

- connectors
- types of sentences
- affirmative/interrogative sentences negation
- exclamations
- types of phrases and clauses
 - finite and non-finite subordinate clauses
 - noun clauses and phrases
 - adjective clauses and phrases
 - adverb clauses and phrases
- indirect speech
- comparison
- nominalisation

3. Other Areas

- determiners
- pronouns
- prepositions

LITERATURE

By the end of the course, students should be able to understand, interpret, evaluate and respond to the following features in a literary text:

1 **Character**, as revealed through

- appearance and distinguishing features,
- socio-economic background,
- action/events,
- expression of feelings,
- speech and dialogues.

2 **Plot/Story/Theme**, emerging through main events,

- progression of events and links between them;
- sequence of events denoting theme.

3 **Setting**, as seen through time and place, socio-economic and cultural background, people, beliefs and attitudes.

4 **Form**

- rhyme
- rhythm
- simile
- metaphor
- alliteration
- pun
- repetition

Open Text-Based Assessment

The open Text-Based Assessment will be included in reading section for 10 marks, as a part of SA-II. The 'OTBA' text will be based on the themes found in the course books. The section will consist of a case study accompanied by 1-2 questions based on that text. The aim is to test a student's ability for analytical and critical thinking drawing inferences expressing their point of view and justify them with suitable examples based on the case studies and their own experiences based on their interaction with peers and society in general. They will be assessed on the ability to understand and interpret the case study and offer appropriate suggestions and opinions on the given issues. The role of teachers is to motivate their learners and provide ample opportunities to apply their understanding of the given cases to real life through group work and discussion. The students' responses would consist of the following:-

- (i) Objectives of the case studies
- (ii) Concepts involved
- (iii) Application of concepts to the given situation
- (iv) Description / explanation of the case and
- (v) Analysis with different perspectives.

Assessment of Speaking and Listening Skills (ASL)

As a part of teaching a language, it is necessary that all the skills of a language i.e. reading, writing, listening and speaking are given due weightage in all the four skills, both formatively and summatively. Therefore, the CBSE had introduced the Assessment of Speaking and Listening skills (ASL) in secondary Classes.

SPEAKING ASSESSMENT: PERFORMANCE DESCRIPTORS

INTERACTIVE COMPETENCE	5	4	3	2	1
Task Management	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or Contributions may not be related to the task.
Initiation & Turn-taking	Is prompt to initiate discussions on the themes/ functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turn appropriately.	Is easily able to initiate discussions on the themes/functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turn appropriately.	Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction going; takes turn.	Struggles to initiate discussions on the themes/ functions at the given level. Makes little effort to keep the interaction going;	Does not initiate discussions. Makes no effort to keep the interaction going.
Appropriacy & Relevance	Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/situation.	Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in formal situations.	Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/situation.	Has unclear sense of purpose. Contributions may not be connected to the context/situation.	Has hardly any sense of purpose and cannot adapt to register.
FLUENCY	5	4	3	2	1
Cohesion & Coherence Speed of Delivery Sequence	Presents information in a Logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Uses a range of cohesive devices. Speaks fluently with minimal hesitation. Has intelligible speed of delivery.	Presents information in a Logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some cohesive devices. Speaks fluently with some hesitation. Has intelligible speed of delivery.	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of Cohesive devices but some over/under use. Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery	Presents information but without clear progression. Uses limited cohesive devices repetitively. Severe hesitation may impede communication. Speed of delivery impedes understanding.	Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.

PRONUNCIATION	5	4	3	2	1
Pronunciation, Stress & intonation	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Has pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time. Flat intonation and/or Inappropriate stress for the task, content or meaning	Is not intelligible...
LANGUAGE	5	4	3	2	1
Accuracy	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.
Range	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message.	Uses an expressive and appropriate range of words and phrases on topics appropriate to the level. These may be repetitive.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker.	Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message.	Uses simple, isolated words for the level. There is little effort to find words.

ENGLISH COMMUNICATIVE (Code No. 101)
SYLLABUS
Summative Assessment (2015-16)
CLASS – IX
SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

Section		Total Weightage 90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbook and Long Reading Text	25
D	Assessment of Speaking and Listening (ASL)	20
	TOTAL	90

Note:

- It is a division of marks assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.
- Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative – II. Schools can conduct ASL for Summative - I themselves as per the guidelines provided by the CBSE. However assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

SECTION A: READING 20 Marks 50 Periods

Qs 1-2. This section will have two/three reading passages. The arrangement within the reading section is as follows:

SA – I:

- Q.1: A **Factual** passage 300-350 words with eight very short answer type questions. **8 marks**
- Q. 2: A **Discursive** passage of 350-400 words with four short answer type questions to test inference, evaluation and analysis with four very short answer questions to test vocabulary. **12 marks**

SA-II:

- Q.1a: A **Factual** passage 200-250 words with five very short answer type questions with one question to test vocabulary. **5 marks**
- Q. 1b: A **Literary** passage (Prose only – Fiction / Non-fiction) of 200-250 words with five short answer type questions to test inference, evaluation and analysis with one question to test vocabulary. **5 marks**
- Q. 2: Open text-based assessment (**OTBA**) with 1–2 long answer questions to test analytical and critical thinking skills. **10 marks**

SECTION B: WRITING & GRAMMAR 25 Marks 60 Periods

- Q. 3: Writing a diary/article in about 100–120 words will make use of visual or verbal cue/s, and the questions will be thematically based on MCB. **5 marks**
- Q. 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 in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
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 of condition and time
 - (iii) Relative clauses
7. Determiners, and
8. Prepositions

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

Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**

Q. 6: Editing or Omission **4 marks**

Q. 7: Sentences reordering or Sentence Transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOK & LONG READING TEXT 25 Marks 60 Periods

Q. 8. One out of two extracts from **prose/poetry/play** for reference to the context. Three very short answer questions. **3 marks**

One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.

Q.9. **Four short answer** type questions from the **Literature Reader** to test local and global comprehension of theme and ideas (30-40 words each) **4x2 = 08 Marks**

Q.10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words). **4 marks**

Q.11. One out of two very Long Answer Questions on theme, plot involving interpretation, inference and character sketch in about 150-200 words based on the prescribed novel. **10 Marks**

Prescribed Books: Published by CBSE, New Delhi

Interact in English Series

- Main Course Book (Revised Editions)
- Workbook (Revised Editions)
- Literature Reader (Revised Editions)

Novel (either one)

- Gulliver's Travels** (*unabridged*) by Jonathan Swift
- Three Men in a Boat** (*unabridged*) by Jerome. K. Jerome

Speaking and Listening Skills: 50 Periods

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carry out speaking and listening activities in regular classroom teaching.

ENGLISH COMMUNICATIVE COURSE

Summative Assessment (2015-16)

CLASS IX

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
PROSE	
1. How I Taught My Grandmother to Read	1. The Man Who Knew too Much
2. A Dog Named Duke	2. Keeping it from Harold
	3. Best Seller
POETRY	
1. The Brook	1. The Seven Ages
2. The Road Not Taken	2. Oh, I Wish I'd Looked After My Teeth
3. The Solitary Reaper	3. Song of the Rain
4. Lord Ullin's Daughter	
DRAMA	
1. Villa for Sale	2. The Bishop's Candlesticks
Main Course Book	
1. People	1. Mystery
2. Adventure	2. Children
3. Environment	3. Sports and Games
4. The Class IX Radio and Video Show	
Long Reading Text/ Novel (either one) Gulliver's Travels in four parts Unabridged Edition (2005) by Jonathan Swift Parts I & II Three Men in a Boat Unabridged Edition (1889) by Jerome K. Jerome - Chapters 1 - 10	Gulliver's Travels in four parts Unabridged Edition (2005) by Jonathan Swift - Parts III & IV Three Men in a Boat Unabridged Edition (1889) by Jerome K. Jerome - Chapters 11 - 19
WORK BOOK* - Suggested Break-up of Units for the Purpose of Classroom Teaching only-NOT FOR TESTING (see the note below)	
Term -I	Term - II
1. Verb Form	1. Connectors
2. Determiners	2. The Passive
3. Future Time Reference	3. Reported Speech
4. Modals	4. Prepositions

***Note on Workbook:** The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. **Since grammar and usage is not to be tested directly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units.** Grammar will be tested by recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

Class IX (SA-I)
English Communicative 2015-16 (Code No. 101)

Typology	Testing competencies/learning outcomes	VSAQ 1 Mark	Short answer Questions 30-40 words 2 marks	Long Answer Question-I 80-100 words 4 marks	Long answer Question- II 100-120 words 5 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	---	---	01	01	25
Literature Textbook and Long Reading Texts	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	---	01	25
Total		25 x 01 = 25 marks	08 x 02 = 16 marks	01 x 04 = 04 marks	01 x 05 = 05 marks	02 x 10= 20 marks	70 Marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 Marks
Total							90 marks

Class IX (SA-II)
English Communicative 2015-16 (Code No. 101)

Typology	Testing competencies/learning outcomes	VSAQ 1 Mark	Short answer Questions 30-40 words 2 marks	Long Answer Question-I 80-100 words 4 marks	Long answer Question- II 100-120 words 5 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Marks
Reading Skills+ OTBA	Conceptual understanding, decoding, analyzing, inferring, interpreting, critical thinking and vocabulary.	10	—	---	02	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	---	---	01	01	25
Literature Textbook and Long Reading Texts	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	---	01	25
Total		23 x 01 = 23 marks	04 x 02 = 08 marks	01 x 04 = 04 marks	03 x 05 = 15 marks	02 x 10= 20 marks	70 Marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 Marks
Total							90 marks

English Curriculum Plan Session (2015-2016)

Month	Literature Reader	Workbook/ Composition	Three Men in a Boat	A/V Experience	FA - Tasks
April	<u>Prose-1</u> How I Taught my Grandmother to Read	<u>Lesson-1</u> Verb Forms <u>Composition</u> Diary Entry	<u>Account From</u> Chapter 1-3	<u>Video Showing</u> 'People and Clothing'	FA-1 Task-1 Group Activity(Conversation on the basis of Lit. Lesson-1 Task-2 Individuals Activity (Reading Comprehension)
May	<u>Prose-2</u> A Dog Named Duke <u>Poetry-1</u> The Brook	<u>Lesson-2</u> Determiners <u>Composition</u> Article Writing	<u>Account From</u> Chapter 4-6	<u>Video Showing</u> Stories with Moral values	Task-3 Individuals Activity (integrated grammar exercise) Task-4 H/W and C/W (includes timely submission of notebook for correction and maintainence of note book)
July	<u>Drama 1</u> Villa for Sale	<u>Lesson-3</u> Future Time References <u>Composition</u> E-mail Writing			
July	<u>Poetry-2</u> The Road Not Taken <u>Poetry-3</u> The Solitary Reaper	<u>Lesson-4</u> Modals <u>Composition</u> Letter Writing	<u>Account From</u> Chapter 7-10	<u>Video Showing</u> Nature and its Beauty	FA-2 Task Interdisiplinary Project
August	<u>Poetry-4</u> Lord Ullin's Daughter	Revision <u>Composition</u> Notice, Message	Revision	<u>Video Showing</u> Stories with Moral Values	
September	Revision of Literature Lessons for SA-1	Revision	Revision		SA-1

Month	Literature Reader	Workbook/ Composition	Three Men in a Boat	A/V Experience	FA - Tasks
October	Poetry-5 The Seven Ages Poetry-3 The Man Who Knew Too Much	Work Book Unit-5 Connectors Unit-6 The Passive Composition Debate Writing	Account From Chapter 11-13	Video Showing The Growth of Man	FA-3 Task-1 Debate (Topics to be given Task-2 Individuals Activity (Creative Writing- Writing Stories)
November	Prose-4 Keeping it from Harold	Unit-7 Reported Speech Modals Composition Speech Writing	Account From Chapter 14-16	Video Showing Comedy Movie	Task-3 Group activity (Role Play on MCB unit-4,5) Task-4 HW and CW (includes timely submission of notebooks for correction and maintenance of note book)
December	Prose-5 Best Seller Poetry-6 Oh, I Wish I'd Looked After Me Teeth	Work Book-8 Preposition	Account From Chapter 17-19	Video Showing Market and Marketing	FA-4 PSA
January	Drama-2 The Bishop's Candlesticks Poetry-3 The Solitary Reaper	Workbook Revision	Account From Chapter 7-10	Video Showing Drama-The Bishop's Candlesticks	
Feburary	Revision of Literature lessons	Revision	Revision		
March	SUMMATIVE ASSESSEMENT II				

MATHEMATICS (CODE: 041)

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 positive 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 such as calculators, computers, etc.
- 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.

General Instructions:

- As per CCE guidelines, the syllabus of Mathematics for classes IX and X has been divided termwise.
- The units specified for each term shall be assessed through both Formative and Summative Assessments.
- In each term, there will be two Formative Assessments, each carrying 10% weightage out of these four FA one with amount to words problem solving assessment(PSA).
- The Summative Assessment in term I will carry 30% weightage and the Summative Assessment in the II term will carry 30% weightage.
- Listed laboratory activities and projects will necessarily be assessed through formative assessments.

QUESTIONS PAPER DESIGNS 2015-16
CLASS-IX

Mathematics (Code No. 041)		Time: 3 Hours				Marks: 90	
S.No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer-I (SA) (2Marks)	Short Answer-II (SA) (3Marks)	Long Answer (LA) (4Marks)	Total Marks	% Weightage
1.	Remembering - (Knowledge based) Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite information)	1	2	2	3	23	26%
2.	Understanding- (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	1	4	23	26%
3.	Application (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)	1	2	3	2	22	24%
4.	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	-	1	4	-	14	16%
5.	Creating, Evaluation and Multi-Disciplinary- (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	-	-	2*	8	8%
Total		4x1=4	6x2=12	10x3=30	11x4=44	90	100%

Note: The question paper will include a section on Open Text based assessment (questions of 10 marks). The case studies will be supplied to students in advance. These case studies are designed to test the analytical and higher order thinking skills of students.

*One of the LA (4 marks) will be to assess the values inherent in the texts.

Mathematics

COURSE STRUCTURE

(FIRST TERM)

CLASS -IX

First Term

Marks: 90

Units		Marks
I	NUMBER SYSTEMS	12
II	ALGEBRA	25
III	GEOMETRY	37
IV	COORDINATE GEOMETRY	11
V	MENSURATION	
	Total (Theory)	90

COURSE STRUCTURE

(SECOND TERM)

CLASS -IX

Second Term

Marks: 90

Units		Marks
II	ALGEBRA (contd.)	16
III	GEOMETRY (contd.)	38
V	MENSURATION (contd.)	18
VI	STATISTICS	10
VII	PROBABILITY	08
	Total (Theory)	90

Note: The text of OTBA for SA-II will be from Unit - 2 Linear Equations in two variables.

PRESCRIBED BOOKS:

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

Mathematics Curriculum Plan Session (2015-2016)

S.No.	Month	Units / Chapters	Detailed Split-up Syllabus	AUDIO VISUAL EXPERIENCES	FORMATIVIE ASSESSMENT TASK
1	APRIL	1. REAL NUMBERS 2. POLY-NOMIALS	<p>1. REAL NUMBERS</p> <p>1. Review of representation of natural numbers, integers, and 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.</p> <p>2. Examples of non-recurring / non-terminating decimals such as $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$, etc. 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, every point on the number line represents a unique real number.</p> <p>3. Rational numbers as recurring/terminating decimals.</p> <p>4. Existence of \sqrt{x} for a given positive real number x (visual proof to be emphasized).</p> <p>5. Definition of nth root of a real number.</p> <p>6. 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.)</p> <p>7. Rationalization (with precise meaning) of real numbers of the type (and their combinations)</p> $\frac{1}{a + b\sqrt{x}} \text{ and } \frac{1}{\sqrt{x} + \sqrt{y}}, \text{ where } x \text{ and } y \text{ are natural number and } a \text{ and } b \text{ are integers.}$ <p>Definition of a polynomial in one variable, its coefficients, with examples and counter examples, its terms, zeroes polynomial. Degree of a polynomial. Constant, linear, quadratic and cubic polynomials; monomials, binomials, trinomials. Factors and multiples. Zeroes/roots of a polynomial / equation</p> <p>State and motivate the Remainder Theorem with examples and analogy to integers.</p> <p>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</p>	VIDEOS ON REAL NUMBER	FA-1 TASK 1. LAB ACTIVITY - TO MAKE SPIRAL

S.No.	Month	Units / Chapters	Detailed Split-up Syllabus	AUDIO VISUAL EXPERIENCES	FORMATIVIE ASSESSMENT TASK
2	MAY	1.) POLY-NOMIALS (contd.) 2) CO-ORDINATE GEOMETRY	<p>Recall of algebraic expressions and identities. Further verification of identities of the type $(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$, $(x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y)$, $x^3 \pm y^3 = (x \pm y)(x^2 \pm xy + y^2)$, $x^3 + y^3 + z^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$ and their use in factorization of polynomials. Simple expressions reducible to these polynomials.</p> <p>The Cartesian plane, coordinates of a point, names and terms associated with the coordinate plane, notations, plotting points in the plane.</p>	Quiz on Ch.-2	Task- 2 Group Activity Quiz on Ch. 1 and Ch. 2 Task -3 Pen paper test of Ch.- 1 and Ch. -2 Task -4 C.W./ H.W. Assessment
3	JULY	1. INTRODUCTION TO EUCLID'S GEOMETRY	<p>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.</p>	Videos on Euclid's Geometry	
4.		1) LINES AND ANGLES	2. LINES AND ANGLES 1. (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180° and the converse. 2. (Prove) If two lines intersect, the 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° . 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	1. Videos on angles 2. LAB ACTIVITY a. sum of angles of a triangles b. Vertical opposite angle are equal 3. Videos on congruency	

S.No.	Month	Units / Chapters	Detailed Split-up Syllabus	AUDIO VISUAL EXPERIENCES	FORMATIVIE ASSESSMENT TASK
	JULY	2.TRIANGLES	<p>TRIANGLES</p> <p>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).</p> <p>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).</p> <p>3. (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence).</p> <p>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.</p> <p>5. (Prove) The angles opposite to equal sides of a triangle are equal.</p> <p>6. (Motivate) The sides opposite to equal angles of a triangle are equal.</p> <p>7. (Motivate) Triangle inequalities and relation between 'angle and facing side' inequalities in triangles.</p>		F.A. – 2 Interdisciplinary Project
5.	AUGUST	CH-12 AREAS	<p>1. AREA OF TRIANGLE – HERON' S FORMULA</p> <p>Area of a triangle using Heron's formula (without proof) and its application in finding the area of a quadrilateral</p>		
6.	SEPTEMBER	S.A-1	Summative Assessment- I		

S.NO	MONTH	UNITS / CHAPTERS	DETAILED SPLIT-UP SYLLABUS	AUDIO -VISUAL EXPERIECES	FORMATIVE ASSESSMENT TASK
1	October	<p>CH. 4. LINEAR EQUATIONS IN TWO VARIABLES</p> <p>CH.-15 PROBABILITY</p>	<p>CH. 4 LINEAR EQUATIONS IN TWO VARIABLES Recall of linear equations in one variable. Introduction to the equation in two variables. Focus on linear equations of the type $ax+by+c=0$. Prove 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 seem to 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.</p> <p>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).</p>	<p>1. VIDEOS ON GRAPH OF LINEAR EQUATION</p>	<p>FA 3 TASK- 1 PUZZLE ON CH 4</p> <p>TASK-2 To find experimental probability by tossing two coin.</p>

S.NO	MONTH	UNITS / CHAPTERS	DETAILED SPLIT-UP SYLLABUS	AUDIO -VISUAL EXPERIECES	FORMATIVE ASSESSMENT TASK
	November	<p>CH.11 Constructions</p> <p>CH-8 Quadrilaterals</p> <p>Ch. 9 AREA</p>	<p>CH. 11 CONSTRUCTIONS</p> <ol style="list-style-type: none"> 1. Construction of bisectors of line segments and angles of measure 60°, 90°, 45° etc., equilateraltriangles. 2. Construction of a triangle given its base, sum/difference of the other two sides and one baseangle. 3. Construction of a triangle of given perimeter and base angles. <p>CH. 8 QUADRILATERALS</p> <ol style="list-style-type: none"> 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 (motivate) its converse. <p>CH.9 AREA</p> <p>Review concept of area, recall area of a rectangle.</p> <ol style="list-style-type: none"> 1. (Prove) Parallelograms on the same base and between the same parallels have the same area. 2. (Motivate) Triangles on the same base and between the same parallels are equal in area and its converse 	<p>VIDEOS ON CONSTRUCTION</p> <p>1.VIDEOS ON PARALLELOGRAM</p> <p>2.LAB ACTIVITY ON PARALLELOGRAM</p> <p>3. Lab activity on Parallelograms on the same base and between thesame parallels havethe same area.</p>	<p>TASK- 3 PEN PAPER TEST ON CH. 4 AND CH 15</p> <p>TASK -4 CW/ HW ASSESSMENT</p>

S.NO	MONTH	UNITS / CHAPTERS	DETAILED SPLIT-UP SYLLABUS	AUDIO -VISUAL EXPERIECES	FORMATIVE ASSESSMENT TASK
	DECEMBER	<p>CH. 13 SURFACE AREAS AND VOLUMES</p> <p>CH. 10 CIRCLES</p>	<p>CH.13 SURFACE AREAS AND VOLUMES Surface areas and volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/cones</p> <p>CH 10 CIRCLES Through examples, arrive at definitions of circle related concepts, radius, circumference, diameter, chord, arc, subtended angle.</p> <ol style="list-style-type: none"> 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(s) 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 the either pair of the opposite angles of a cyclic quadrilateral is 180° and its converse. 	<p>DEMONSTRATION FOR VOLUME OF CYLINDER AND SPHERE</p> <p>1.Videos on circles</p> <p>2. Lab activity on circle</p>	

S.NO	MONTH	UNITS / CHAPTERS	DETAILED SPLIT-UP SYLLABUS	AUDIO -VISUAL EXPERIECES	FORMATIVE ASSESSMENT TASK
	JANUARY	CH 15 STATISTICS	Introduction to Statistics: Collection of data, presentation of data — tabular form, ungrouped /grouped, bar graphs, histograms (with varying base lengths), frequency polygons. Mean, median andmode of ungrouped data.	VIDEOS ON BAR GRAPHS ,HISTOGRAMS , FREQUENCY POLYGON	
	FEBRUARY	OTBA REVISION FOR SA2	OTBA REVISION FOR SA2		
	MARCH	SA -II	SA-II		

SCIENCE (CODE: 086)

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.

Whereas the 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., the secondary stage 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 six 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 as well as modes of reasoning that are typical of the subject.

General Instructions:

1. The units specified for each term shall be assessed through both Formative and Summative Assessments.
2. In each term, there will be two Formative Assessments each carrying 10% weightage.
3. The Summative Assessment in each term will carry 30% weightage.
4. Hands on Practical examination will be conducted through Formative Assessment in every term with 20% weightage of total term marks.
5. Assessment of Practical Skills through Practical Based Questions (PBQ) will carry 15 marks in every term and Summative Assessment.

QUESTION PAPER DESIGN FOR SCIENCE (CODE NO. 086/090)
Class-IX (2015-16)

Time: 3 Hours

Max. Marks: 90

S.No.	Typology of Questions	Very Short Answer (VSA) 1 Mark	Short Answer-I (SAI) 2 Marks	Short Answer-II (SAII) 3 Marks	Long Answer (LA) 5 Marks	Total Marks	% Weight Age
1.	Remembering (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define or recite, information)	3	-	1	1	11	15%
2.	Understanding (Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	-	1	4	1	19	25%
3.	Application (Use abstract information in concrete situation, to apply knowledge to new situations, use given content to interpret a situation, provide an example, or solve a problem)	-	-	4	1	17	23%
4.	High Order Thinking Skills (Analysis & Synthesis - Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)	-	2	-	1	9	12%
5.	Inferential and Evaluative (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	-	2+1*	2	19	25%
Total (Theory Based Questions)		3x1=3	3x2=6	12x3= 36	6x5=30	75(24)	100%
Practical Based Questions (PBQs)		9x1=9	3x2=6	-	-	15(12)	
Total		12x1=12	6x2=12	12x3=36	6x5=30	90(36)	

Note: The question paper of SA-II will include a section on Open Text Based Assessment (OTBA) of 10 marks. The case studies will be supplied in advance. This material is designed to test the analytical and higher order thinking skills of students.

* One question of 3 marks will be included to assess the values inherent in the texts.

SCIENCE (CLASS IX) COURSE STRUCTURE

First Term

Marks : 90

Unit No.	Unit	Marks
I	Matter - Its Nature and Behaviour	29
II	Organisation in the Living World	18
III	Motion, Force and Work	30
IV	Food; Food Production	13
	Total	90

Theme: Materials

(22 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. Heterogenous and homogenous mixtures, colloids and suspensions.

Theme: The World of the Living

(22 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).

Theme: Moving Things, People and Ideas

(36 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, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration. Elementary idea of conservation of Momentum, Action and Reaction forces.

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

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 - FIRST TERM
(LIST OF EXPERIMENTS)

1. To test
 - (a) The presence of starch in the given food sample,
 - (b) The presence of the adulterant metanil yellow in dal.
2. To prepare:
 - 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
3. To prepare
 - a) A mixture
 - b) A compoundUsing iron filings and sulphur powder and distinguish 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
4. To carry out the following reactions and classify them as physical or chemical changes:
 - a. Iron with copper sulphate solution in water
 - b. Burning of magnesium in air
 - c. Zinc with dilute sulphuric acid
 - d. Heating of copper sulphate
 - e. Sodium sulphate with barium chloride in the form of their solutions in water
5. To prepare stained temporary mounts of (a) onion peel and (b) human cheek cells and to record observations and draw their labeled diagrams.
6. To identify parenchyma and sclerenchyma tissues in plants, striped muscle fibers and nerve cells in animals, from prepared slides and to draw their labeled diagrams.
7. To separate the components of a mixture of sand, common salt and ammonium chloride (or camphor) by sublimation.
8. To determine the melting point of ice and the boiling point of water.
9. To establish relationship between weight of a rectangular wooden block lying on a horizontal table and the minimum force required to just move it using a spring balance.
10. To determine the mass percentage of water imbibed by raisins.

**SCIENCE (CLASS IX)
COURSE STRUCTURE**

Second Term

Marks : 90

Unit No.	Unit	Marks
I	Matter - Its Nature and Behaviour	18
II	Organisation in the Living World	26
III	Motion, Force and Work	36
IV	Our Environment	10
	Total	90

Note: The material for Open Text Based Assessment (**OTBA**) for SA-II will be from Unit - IV: Our Environment. This unit will be tested through **OTBA** only.

Theme: Materials

(28 Periods)

Unit I: Matter-Its Nature and Behaviour

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. Valency. Chemical formula of common compounds.

Structure of atom: Electrons, protons and neutrons; Isotopes and isobars.

Theme: The World of the Living

(23 Periods)

Unit II: Organization in the Living World

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

(24 Periods)

Unit III: Motion, Force and Work

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

(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.

PRACTICALS - SECOND TERM

LIST OF EXPERIMENTS

1. To verify the Laws of reflection of sound.
2. To determine the density of solid (denser than water) by using a spring balance and a measuring cylinder.
3. To establish 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.
4. To observe and compare the pressure exerted by a solid iron cuboid on fine sand/ wheat flour while resting on its three different faces and to calculate the pressure exerted in the three different cases.
5. To determine the velocity of a pulse propagated through a stretched string/slinky.
6. To study the characteristic 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.
7. To 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.
8. To verify the law of conservation of mass in a chemical reaction.
9. To study the external features of root, stem, leaf and flower of monocot and dicot plants.
10. To study the life cycle of mosquito.

Science (Physics, Chemistry, Biology) Curriculum Plan

Session (2015-2016)

Physics

MONTH	NAME OF THE BOOK NAME OF THE CHAPTER	AUDIO VISUAL EXPERIENCE	ACTIVITIES	FORMATIVE ASSESSMENT
April	NCERT Science Ch-8 Motion •Concept of Distance and Displacement •Concept of speed, velocity, Acceleration •Graphs distance-time, velocity-time •Equations of motion • Elementary idea of uniform circular motion		Numerical based worksheet on the topic motion Graph baesd worksheet on the topic motin	Formative Assessment I Task1A. Pen Paper Test on the topic motion. Task1B Worksheet based on graph
May	Ch Motion (Continued) Ch - Laws of Motion •Concept of Force and motion •Newton’s law of motion •Concept of inertia, mass, •Concept of momentum, conservation of momentum •Concept of action and reaction force	Videos on law of motion	Numerical based worksheet on the topic laws of motion. Worksheet based on the topic laws of motion	
July	Ch- Law of motion (Continued) Ch-Gravitation •Universal law of gravitation •Force of gravitation of earth •Concept of acceleration due gravity •Concept of mass, weight and free fall	Video on law of gravitation	Numerical based worksheet on the topic gravitation. Worksheet based on the topic gravitation	Formative Assessment II Interdisciplinary Project
August	Ch- Gravitation(Continued) Revision for SA-I			
September	SUMMATIVE ASSESSMENT I			

MONTH	NAME OF THE BOOK NAME OF THE CHAPTER	AUDIO VISUAL EXPERIENCE	ACTIVITIES	FORMATIVE ASSESSMENT
October	Ch- Flotation <ul style="list-style-type: none"> •Concept of thrust and pressure •Archimedes' Principle •Concept of buoyancy •Concept of Density •Concept of Relative Density 	Video on Archimedes' Principle	Numerical based worksheet on the topic flotation	
November	Ch- Work Energy Power <ul style="list-style-type: none"> •Concept of work done by a force, energy power •Kinetic and potential energy •Law of conservation of energy 		<ul style="list-style-type: none"> •Worksheet based on the topic conversion of energies 	Formative Assessment III Task1A. Pen Paper Test on the topic 'Work, Energy, Power' Task1B Worksheet based on Numerical (Flotation)
December	Ch-Work energy Power (Continued) Ch- Sound <ul style="list-style-type: none"> •Nature and propagation in various media •Speed of sound •Concept of range of hearing in humans •Concept and uses of ultra sound •Reflection of sound echo and SONAR 		<ul style="list-style-type: none"> •Worksheet based on characteristic of sound •Numerical based worksheet on the topic sound 	
January	Ch- Sound (Continued)			Formative Assessment IV PSA
February	Revision for SAI			
March	SUMMATIVE ASSESSMENT II			

Chemistry

MONTH	NAME OF THE CHAPTER	AUDIO VISUAL EXPERIENCE	ACTIVITIES	FORMATIVE ASSESSMENT
April	CH : 1 Matter in our surroundings	Definition of matter; solid, liquid and gas; characteristics - shape, volume, density; change of state-melting (absorption of heat),.	(1)Video based on different states of matter. (2) Images of STM(Scanning Tunneling microscope) (3)Experimental demonstrations: To show the nature (particulate) of matter. To show how small are the particles of matter. To show diffusion of gases.	
May	CH : 1 1. Matter in our surroundings(Contd)	freezing, evaporation (cooling by evaporation), condensation	(1)Video related to freezing, condensation and evaporation. (2) Experimental demonstrations To show the effect of temperature on solids and liquids.	FA I ACTIVITY 2A: Activity based individual worksheet (Matter in our surroundings) ACTIVITY 2B: Numerical based individual worksheet (Matter in our surroundings)
	CH : 1 1. Matter in our surrounding	Sublimation	(1)Videos on 4th and 5 th state of matter. (2) Experimental demonstration of sublimation.	

MONTH	NAME OF THE CHAPTER	AUDIO VISUAL EXPERIENCE	ACTIVITIES	FORMATIVE ASSESSMENT
July	CH: 2. Is matter around us pure	Nature of matter: Elements, compounds and mixtures. Types of mixtures, solution, colloids and suspension	(1) Videos depicting the properties of metals, nonmetals and metalloids). (2) Video related to Tyndall effect. (3) Experimental demonstration: To understand the differences between solution, suspension and colloid.	FA2 Interdisciplinary project
August	CH : 2 Is matter around us pure (continued)	Separating the components of mixture. Physical and chemical change.	(1) Videos related to Fractional distillation and Water purification system. (2) Experimental demonstration To separate two immiscible liquids.	
September	Revision			
October	CH : 3 Atoms & Molecules	Particle nature, basic units : Atoms and molecules. Law of constant proportions. Atomic and molecular masses	(1) Videos related to the laws of chemical combination. (2) Experimental demonstration to prove law of conservation of mass.	
December	CH : 4 Structure of Atom	Electrons , protons and neutron The structure of an atom (a) Thomson's model of atom (b) Rutherford's model of an atom (c) Bohr's model of an atom.	(1) Videos related to Dalton atomic theory, Thomson's Rutherford's model of an atom.	FA III ACTIVITY 2A : Numerical based individual worksheet (Atom and Molecules) ACTIVITY 2B : Crossword puzzle (Structure of the atom)
January	CH : 4 Structure of Atom	Electronic configuration, Valency, atomic number, atomic mass and isobars and isotopes.	(1) Videos related to applications of isotopes.	

Biology Curriculum Plan

CHAPTER NUMBER	MONTH	CHAPTER NAME NCERT SCIENCE	SUB TOPICS	A/V EXPERIENCE	FA ACTIVITY
15	APRIL	IMPROVEMENT IN FOOD RESOURCES	plant and animal breeding and selection for quality improvement and management, use of fertilizers, manures protection from pests and diseases :organic farming	1.Video to show Crop variety improvement - hybridization And genetic modification 2. Video to show cropping pattern- mixed, inter and crop rotation	TASK ACTIVITY 3A: Individual Worksheet (Flow-chart based) on improvement in food resource ACTIVITY 3B: Individual Worksheet (Game based on -'String the Beads') On animal husbandry
5	MAY	CELL-THE FUNDAMENTAL UNIT OF LIFE	Cell as a basic unit of life: prokaryotic and eukaryotic cells: multicellular organisms : cell membrane and cell wall , cell organelles ; chloroplast , mitochondria, vacuoles, endoplasmic reticulum, golgi apparatus, nucleus, chromosome basic structure, number	Video to show cell structure and function of various cell organelles	
6	JULY	TISSUE	Organ, organ system, Organisms, Structure and functions of animal and plant tissues (four types in animals; meristematic and permanent tissues in plants	Video to show plant tissue Video to show animal tissue	
	AUGUST	TISSUE CONTINUE			
	SEPTEMBER	SUMMATIVE I			
7	OCTOBER	Diversity in living being	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,Gymnosperm, Angiosperm. Major group of animals (salient features) (Non-chordates upto phyla and Chordates upto classes	Video to show Plant division Animal phylum	ACTIVITY 3A :Putting up a display on the Bulletin Board ON BIODIVERSITY ACTIVITY 3B: Individual Worksheet (Game based on - 'String the Beads') BIODIVERSITY

CHAPTER NUMBER	MONTH	CHAPTER NAME NCERT SCIENCE	SUB TOPICS	A/V EXPERIENCE	FA ACTIVITY
	NOVEMBER	Diversity in living being continued		•	
13	DECEMBER	Why do we fall ill?	Health and its failure. Infectious and non-infectious diseases, their causes and manifestation. Diseases caused by microbes (virus, bacteria, and protozoans) and their prevention. Principle of treatment and prevention pulse polio programs	<ul style="list-style-type: none"> • Video to show • Types of diseases • Mode of transmission of diseases 	
14	JANUARY	Natural resources	<p>PHYSICAL RESOURCES: Air, water, Soil. Air for respiration, for combustion, for moderating temperatures, movement of air and its role in bringing rains across India.</p> <p>Air, water and soil pollution. Holes in ozone layer and the probable damages.</p> <p>Biogeochemical cycle in nature: water , oxygen, carbon, nitrogen</p>	<p>Video to show</p> <ul style="list-style-type: none"> • Movement of winds • Ozone layer and depletion • Biogeochemical cycle water, oxygen carbon, nitrogen. 	
	FEBRUARY	Natural resource continue			
	MARCH	SUMMATIVE II			

EXAMINATION SCHEDULE OF SCIENCE (CLASS IX)

First Formative Assessment (May, 2015)

TASK	SUBJECT	
TASK 1	PHYSICS	ACTIVITY1A: Individual Worksheet based on Numerical (Motion). ACTIVITY 1B: Individual Worksheet based on graph (Motion).
TASK 2	CHEMISTRY	ACTIVITY 2A: Activity based individual worksheet (Matter in our surrounding). ACTIVITY2B: Numerical based individual worksheet (Matter in our surrounding).
TASK 3	BIOLOGY	ACTIVITY 3A: Individual Worksheet (Flow-chart based) Improvement in food resources. ACTIVITY 3B: Individual Worksheet (Game based on -‘String the Beads’) Animal husbandry
TASK 4		PEN PAPER TEST on the topic motion, cell, matters in our surrounding

Formative Assessment – II (July , 2015)

S.No.	Section	Content
	TASK	INTERDISCIPLINARY PROJECT

Formative Assessment – III (November, 2015)

	SUBJECT	
TASK 1	PHYSICS	ACTIVITY 1A : Worksheet based on Numerical ACTIVITY 1B : Worksheet based on conversion of energies
TASK 2	CHEMISTRY	ACTIVITY 2A : Numerical based individual worksheet(Atom and Molecules) ACTIVITY 2B : Crossword puzzle(Structure of the atom)
TASK 3	BIOLOGY	ACTIVITY 3A : Putting up a display on the Bulletin Board ON BIODIVERSITY ACTIVITY 3B: Individual Worksheet (Game based on -‘String the Beads’) BIODIVERSITY
TASK 4		PEN PAPER TEST on the topic energy,why do we fall ill ,atom andmolecule.

Formative Assessment - IV (January , 2016)

S.No.	Section	Content
	TASK	PSA

SOCIAL SCIENCE (CODE: 087)

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.
- to 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.
- to 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.
- to 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.
- to 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.
- to 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.
- to facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- to develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- to promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process.
- to 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.
- to develop scientific temper 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.
- to 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.
- to develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

COURSE STRUCTURE (CLASS IX)

Time: 3 Hrs.

Marks: 90

No.	Units	Term - I	Term - II
I	India and the Contemporary World - I	23	23
II	Contemporary India - I	23	23
III	Democratic Politics - I	22	22
IV	Economics	22	12+10(OTBA)
V	Disaster Management (Through Project & Assignments)	-	-
	Total	90	90

The Formative Assessment will comprise of projects, assignments, activities and class tests/periodic tests for which Board has already issued guidelines to the schools. The Summative Assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

Note: The text of **OTBA** for SA-II will be from Unit-IV; Economics (Chapter-4: Food Security in India) for 2015-2016.

Themes	Objectives
<p>Term I Two themes from the first sub-unit and one each from the second and third sub-units could be studied.</p> <p>Sub-unit 1.1 : Events and processes: In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism.</p> <p>Two themes of the following:</p> <p>I. The French Revolution: (a)The Ancient Regime and its crises. (b) The social forces that led to the revolution. (c) The different revolutionary groups and ideas of the time. (d) The legacy. (Compulsory Chapter-1)</p> <p>II. Socialism in Europe and the Russian Revolution: (a)The crises of Tzarism. (b) The nature of social movements between 1905 and 1917. (c) The First World War and foundation of Soviet state. (d) The legacy. (Chapter 2)</p> <p>III. Nazism and the Rise of Hitler: (a)The growth of social democracy (b) The crises in Germany. (b) The basis of Hitler's rise to power. (c) The ideology of Nazism. (d) The impact of Nazism. (Chapter 3) (3 marks)</p> <p>Map Work - Theme one only</p> <p>Term II Sub-unit 1.2: Livelihoods, Economies and Societies: The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.</p>	<ul style="list-style-type: none"> ➤ In each of the themes in this unit students would be made familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences. ➤ Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. ➤ Show how written, oral and visual material can be used to recover the history of revolutions. ➤ Explore the history of socialism through a study of the Russian revolution. ➤ Familiarize students with the names of people involved, the different types of ideas that inspired the revolution. ➤ Discuss the critical significance of Nazism in shaping the politics of modern world. ➤ Familiarize students with the speeches and writings of Nazi leaders.

Themes	Objectives
<p>Any one theme of the following: IV. Forest Society and Colonialism: (a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism. Case studies : Focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4) V. Pastoralists in the Modern World: (a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states? Case studies: Focus on two pastoral groups, one from Africa and one from India. (Chapter 5) VI. Peasants and Farmers: (a) Histories of the emergence of different forms of farming and peasant societies. (b) Changes within rural economies in the modern world. Case studies: focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India) (Chapter 6) Map Work Based on theme 4/5/6. (Internal choice will be provided) (3 marks)</p> <p>Term II Sub-unit 1.3: Everyday Life, Culture and Politics: The themes in this unit will consider how issues of culture are linked up to the making of contemporary world. Any one of the following: VII. History and Sport: The Story of Cricket: (a) The emergence of cricket as an English sport. (b) Cricket and colonialism. (c) Cricket nationalism and de-colonialization. (Chapter 7) VIII. Clothing: A Social History: (a) A short history of changes in clothing. (b) Debates over clothing in colonial India. (c) Swadeshi and the movement for Khadi. (Chapter 8)</p>	<ul style="list-style-type: none"> ➤ Discuss the social and cultural world of forest communities through the study of specific revolts. ➤ Understand how oral traditions can be used to explore tribal revolts. ➤ Point to the varying patterns of developments within pastoral societies in different places. ➤ Look at the impact of colonialism on forest societies, and the implication of scientific forestry. ➤ Show the different processes through which agrarian transformation may occur in the modern world. ➤ Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets. ➤ Understand how agricultural systems in India are different from that in other countries. ➤ Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories. ➤ Suggest how sports also have a history and that it is linked up with the politics of power and domination. ➤ Introduce students to some of the stories in cricket that have historical significance. ➤ Show how clothing has a history, and how it is linked to questions of cultural identity. ➤ Discuss how clothing has been the focus of intense social battles.

Unit 2: Contermporary India - I

Themes	Objectives
<p>Term I 1&2.India - Size and Location & Physical Features of India: relief, structure, major physiographic units. (Chapter 1&2) 3. Drainage: Major rivers and tributaries, lakes and seas, role of rivers in the economy, pollution of rivers, measures to control river pollution. (Chapter 3) Map Work (3 marks) Term II 4. Climate: Factors influencing the climate; monsoon- its characteristics, rainfall and temperature distribution; seasons; climate and human life. (Chapter 4) 5. Natural Vegetation and Wild Life: Vegetation types, distribution as well as altitudinal variation, need for conservation and various measures. Major species, their distribution, need for conservation and various measures. 6. Population: Size, distribution, a-ge-sex composition, population change-migration as a determinant of population change, literacy, health, occupational structure and national population policy : adolescents as under-served population group with special needs. (Chapter 6) Map Work (3 marks)</p>	<ul style="list-style-type: none"> ➤To understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types. ➤To identify the various factors influencing the climate and explain the climatic variaton of our country and its impact on the life of the people. ➤To understand the river systems of the country and explain the role of rivers in the evolution of human society. ➤To explain the importance and unifying role of monsoons. ➤To find out the nature of diverse flora and fauna as well as their distribution. ➤To develop concern about the need to protect the bio-diversity of our country. ➤To analyse the uneven nature of population distribution and show concern about the large size of our population; ➤To understand the various occupations of people and explain various factors of population change; ➤To explain various dimension of national policy and understand the needs of adolescents as under served group.

Project/Activity: Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India. Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

Posters:

River pollution

Depletion of forests and ecological imbalance.

Unit 3: Democratic Politics - I 40 Periods

Themes	Objectives
<p>Term I 1&2. Democracy in the Contemporary World & What is Democracy? Why Democracy?: What are the different ways of defining democracy? Why has democracy become the most prevalent form of government in our times? What are the alternatives to democracy? Is democracy superior to its available alternatives? Must every democracy have the same institutions and values? (Chapter 1&2) (Part 1.3 and 1.4 (pages 10-18 of prescribed NCERT Textbook) will be assessed through formative assessment only) 3. Constitutional Design: How and why did India become a democracy? How was the Indian constitution framed? What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India? (Chapter 3) Term II 4. Electoral Politics: Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens' participation in electoral politics changed? What are the ways to ensure free and fair elections? (Chapter 4) 5. Working of Institutions: How is the country governed? What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another? (Chapter 5) 6. Democratic Rights Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured? (Chapter 6)</p>	<ul style="list-style-type: none"> ➤ Develop conceptual skills of defining democracy ➤ Understand how different historical processes and forces have promoted democracy. ➤ Developing a sophisticated defence of democracy against common prejudices ➤ Develop a historical sense of the choice and nature of democracy in India. ➤ Introduction to the process of Constitution making ➤ Develop respect for the Constitution and appreciation for Constitutional values ➤ Recognise that constitution is a living document that undergoes changes. ➤ Introduce the idea of representative democracy via competitive party politics ➤ Familiarise with our electoral system and reasons for choosing this ➤ Develop an appreciation of citizen's increased participation in electoral politics ➤ Recognise the significance of the Election Commission ➤ Provide an overview of central governmental structures ➤ Sensitise to the key role of the Parliament and its procedures ➤ Distinguish between nominal and real executive authorities and functions ➤ Understand the parliamentary system of executive's accountability to the legislature ➤ Develop citizens awareness of their rights ➤ Introduction to and appreciation of the Fundamental Rights ➤ Recognition of the ways in which these rights are exercised and denied in real life situations. ➤ Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission.

Unit 4: Economics 40 Periods

Themes	Objectives
<p>Term I</p> <p>1. The Story of Village Palampur: Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced. (Chapter 1)</p> <p>2. People as Resource: Introduction of how people become resource / asset; economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as a form of nonutilisation of human resource; socio-political implication in simple form. (Chapter 2)</p> <p>Term II</p> <p>3. Poverty as a Challenge: Who is poor (through two case studies: one rural, one urban); indicators; absolute poverty (not as a concept but through a few simple examples) – why people are poor ; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation. (Chapter 3)</p> <p>4. Food Security in India: Source of Foodgrains, variety across the nation, famines in the past, the need for self sufficiency, role of government in food security, procurement of foodgrains, overflowing of granaries and people without food, public distribution system, role of cooperatives in food security (foodgrains, milk and vegetables ration shops, cooperative shops, two-three examples as case studies) (Chapter 4)</p>	<ul style="list-style-type: none"> ➤ Familiarising the children with some basic economic concepts through an imaginary story of a village. ➤ Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building. ➤ Understanding of poverty as a challenge and sensitization of the learner; ➤ Appreciation of the government initiative to alleviate poverty; ➤ Exposing the child to an economic issue which is basic necessities of life; ➤ Appreciate and critically look at the role of government in ensuring food supply.

Suggested Activities / Instructions:

Theme I: Give more examples of activities done by different workers and farmers. Numerical problems can also be included. Some of the ways through which description of villages are available in the writings of Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.

Theme II: Discuss the impact of unemployment. Debate on whether all the activities done by women should be included or not. Is begging an economic activity? Discuss. Is it necessary to reduce population growth or family size? Discuss.

Theme IV: Visit a few farms in a village and collect the details of foodgrains cultivated. Visit a nearby ration shop and collect the details of goods available. Visit a regulated market yard and observe how goods are transacted and get the details of the places where the goods come and go.

Unit 5: Disaster Management

25 Periods

Term I

1. Introduction to Disaster Management

(Chapter 1)

2. Common Hazards - Prevention and Mitigation

(Chapter 2)

Term II

3. Man made disasters - Nuclear, Biological and Chemical.

(Chapter 3)

4. Community Based Disaster Management

(Chapter 4)

Note: Projects, activities and other exercises in Unit 5 should encourage students to place 'disasters' and "disaster management" in:

(i) The wider context of Social Science knowledge as covered through History, Geography, Political Science and Economics textbooks of class IX/X.

(ii) Other problems faced by our country and the world from time to time.

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

Social Science Curriculum Plan 2015-16 (NCERT- History and Political Science and Economics)

History and Political Science

Month	Chapter Name	Chapter Title	Audio-Video	Activities	Formative Assessment
APRIL	-----	Ch-1 Democracy in the Contemporary World	Videos on development of democracy in the world	Debate -topics- "Does UN appear to be a democratic organ ?" "Democracy is the best form of government"	Formative Assessment-1 Task - 1 Activity - Making album/collage/bulletin board topics (any one) 1. What makes a government democratic? 2. What makes a government non-democratic? 3. What are the reasonable demands of people in India?
MAY	Ch-1 French Revolution	-----	Videos on French Revolution	Activity - Crossword Puzzle-Topic- Terms/concepts used in the lesson – French Revolution	Formative Assessment-1 Task -2 Activity - Debate-Topic -"The French Revolution Laid the foundation of Democracy" Task-3 Pan Paper test (French Revolution)
JULY	-----	Ch-2What is Democracy? Why Democracy? Ch-3 Constitutional Design	Videos on constitutional design (record of constitution assembly, drafting committee)	Worksheet based on chapter 2 of Political science Project work /making a scrap book on the comparison between Nelson Mandela and Mahatma Gandhi	Second Formative Assessment-2 - Interdisciplinary project

Month	Chapter Name	Chapter Title	Audio-Video	Activities	Formative Assessment
AUGUST	Ch-3 Nazism and the Rise of Hitler	-----	Videos on Hitler and Spread of Nazism	Worksheet on Nazism and the Rise of Hitler	-----
SEPTEMBER	REVISION OF S.A-1 AND S.A -1 EXAMS				
OCTOBER	-----	Ch-4 Electoral Politics in Democracy	Video clips on Various phases of Election in India	Poster making (topic- Election process in India)	Formative Assessment-III Task-1 Debate (Is it good to have political competition/ Minimum Educational Qualification Should be Mandatory for Contesting Election)
NOVEMBER	Ch-6 Peasants and Farmers	-----	Video clips on Farmers of India, Europe and America		Formative Assessment-III Task-II Pen paper test on Chapter 6 of history (Peasants and Farmers) Task III: Case study of Life of Indian farmer(Ch.6 Farmers and Peasants)

Month	Chapter Name	Chapter Title	Audio-Video	Activities	Formative Assessment
DECEMBER	Ch-7 The Story of Cricket	Ch-5 Working of the Institutions	Video clips on working of Parliament and on rules of cricket	Worksheet on ch-5 of political science (Working of the Institutions) Debate topic- Is excess of money in cricket spoiling the game ?	-----
JANUARY	-----	Ch-6 Democratic Rights	Video on Human Rights and Fundamental Rights	Debate-Job reservations are not a violation of the "Right to Equality"	Formative Assessment-IV -Project based
FEBRUARY	REVISION FOR S.A.-II				
MARCH	<ul style="list-style-type: none"> • REVISION FOR S.A.-II • S.A. II EXAMINATION 				

Geography

Month	Chapter No.	Chapter Title	Sub Topic	Audio Visual Resources	Formative Assessment
April	CH 01	India- Location and Size	Latitudes and longitudes. Size variations of India. Neighbouring countries of India	Video on Location and Size of India Video on Neighbouring countries	FA I Activity on Map Making and Filling Geography Ch 01
May and June	CH 02	PHYSICAL FEATURES OF INDIA	Formation of Land forms. Division and formation of physical features of India.	Video on Landforms and their formation Video on Physical features of India	Activity on Map Making and Marking Geography Ch 01 A presentation on Physical features of India. (Students will be given topics of various physical features in groups) Group Activity. Map activity:- Location of various physical features on outline map of India.(Individual)
July and August	Ch 03	DRAINAGE	Formation of drainage System and types. Formation of drainage system of Northern and Southern India's rivers.	Video on Drainage pattern of Indian Rivers Video on River Ganga and Brahmaputra Delta	FA II Activity on presentation of Physical Features
September	Revision of SA I Syllabus through Oral testing and Written Class tests				

TERM II					
Month	Chapter No.	Chapter Title	Sub Topic	Audio Visual Resources	Formative Assessment
October	Ch04	Climate	Difference Between Climate and weather. Monsoon and factors of effecting monsoon	Video of climate factors Video on monsoon and its theories	Activity on Picture Identification on climate and dwelling of people
November	Ch 05	Natural Vegetation and Wildlife	Types of Biomes Factors affecting natural vegetation of a region Regions of Natural vegetation in India Wild life in India	Video on Biomes of India Video on Wild life In India	Activity on Ch 05 Prepare a scrap book on migratory birds visiting our country
December	Ch 06	Population	Population terms • Census • Birth Rate • Death Rate • Density Population Policies NPP 2000	Video On threats of Increasing Population	Activity on Ch 6 Group Discussion on the following topics:- 1. Girl Child to be protected 2. More People More Income 3.Young India – A boon or bane
January	Pre Board/Mock Test / Revisi on Test				
February	Revision of SA II Syllabus				
March	Summative Assessment II				

Economics

Month	Name of the book & name of the chapter	Audio-visual Experience	Activities	Formative Assessment
April & May	Ch 01: The Story Of Village Palampur	Video on Green revolution	1. Disparities in Income & standard of Living.	Formative Assessment -I Economics Ch01: The Story Of Village Palampur
June & July	Ch 02: PEOPLE AS RESOURCE	Video on improvement of human resource through Health & Education	1-Non-farming activities in an Indian Village	Interdisciplinary project
August & September	Revision of SA I Syllabus through Oral testing and Written Class tests	-----	-----	Summative Assesment-I Syllabus Economics CH1- THE STORY OF VILLAGE PALAMPUR Ch02-PEOPLE AS RESOURCE
October & November	Ch03 : POVERTY AS A CHALLENGE	Video on Rural & Urban case of Poverty	Poverty & Interstate disparities	Formative Assessment-III Economics Ch03 : POVERTY AS A CHALLENGE
December & January	Ch04: Food Security	Video on PDS & RELATED MALPRACTICES	Picture reading and story telling	PSA
Feburary	Revision Of SA II Syllabus through Oral testing and Written Class tests	Summative Assesment-II Syllabus ECO CH3- Poverty As A challenge CH4- Food Security		

हिंदी

कक्षा 9 व 10 में मातृभाषा के रूप में हिंदी का उद्देश्य:

- ⊕ d{kk vkB rd vftR Hkkf"kd dkskyka (l quuk] cksyuk] i <ek] fy[kuk vks] fparu) dk mUkjkskj fodkl A
- ⊕ l'tukRed l kfgR; ds vkykpukRed vkLokn dh {kerk dk fodkl A
- ⊕ Lorak vks] eks[kd : i l s vi us fopkjka dh vfHkO; fDr dk fodkl A
- ⊕ Kku ds fofHkUu vuqkkl uka ds foe'kz dh Hkk"kk oq : i ea fgnh dh fof'k"V iNfr ,oa {kerk dk cks/ djukA
- ⊕ l kfgR; dh iHkkodkjh {kerk dk mi;ksx djrs gq l Hkh izdkj dh fofo/rkvka (jk"Vh; rkvk] /e] fyax]Hkk"kk) ds ifr l dkjkRed vks] l onu'khy jos s dk fodkl A
- ⊕ tkfr] /e] fyax] jk"Vh; rkvk] {ksk vkfn l s l cfi/r iokzoka ds pyrs cuh : f<+ka dh Hkkf"kd vfHkO; fDr; kads ifr l txrka
- ⊕ fons'kh Hkk"kkvka l er xj fgnh Hkk"kkvka dh l iNfr dh fofo/rk l s ifjp; A
- ⊕ O; kogkfjd vks] nsud thou ea fofo/ fdLe dh vfHkO; fDr; ka dh eks[kd o fyf[kr {kerk dk fodkl A
- ⊕ l pkj ekè; eka (fi'v vks] byDVmud) ea iz qR fgnh dh iNfr l s voxr djuk vks] u, &u, rjho l s z ksx djus dh {kerk l s ifjp; A
- ⊕ l ?ku fo'y'sk.k] Lorak vfHkO; fDr vks] rdz {kerk dk fodkl A
- ⊕ venZu dh i'vZ vftR {kerkvka dk mUkjkskj fodkl A
- ⊕ Hkk"kk ea ekStm fgd k dh l j'pukvka dh l e> dk fodkl A
- ⊕ erHkn] fojks/ vks] Vdjko dh ifjLFkr; ka ea Hkh Hkk"kk ds l onu'khy vks] roziwz bLreky l s 'kkfriwz okn dh {kerk dk fodkl A
- ⊕ Hkk"kk dh l eko'sh vks] cghHkkf"kd iNfr oq ifr , frgkfl d uTfj, dk fodkl A
- ⊕ 'kkjhfd vks] vU; l Hkh izdkj dh p'ksr; ka dk l keuk dj jgs cPpka ea Hkkf"kd {kerkvka oq fodkl dh mudh viuh fof'k"V xfr vks] ifrHk dh igpka

हिंदी - Formative Assessment

श्रवण व वाचन संबंधी योग्यताएं

श्रवण (सुनना) कौशल

- ⊕ of.kr ;k ifBr l kexh] okrk] Hkk"kk.k] ifjppk] okrk]yki] okn&fookn] dfork&ikB vkfn dk l qdj vfkzok.k djuk ew; kadu djuk vks] vfHkO; fDr oq <x dks tkuuka
- ⊕ oDrO; oq Hkko] foukn] o ml ea fufgr l ns k] O; x vkfn dks l e>uka
- ⊕ ofkfjd erHkn gkus ij Hkh oDrk dh ckr dks è; kui'vZ] /s'vZ o f'k"Vkpjkuqpy izdkj l s l quuk ooDrk oq nf"Vdks k dks l e>uka
- ⊕ KkukZtu] eukjatu o ij.kk xg.k djus gsrq l quka
- ⊕ oDrO; dk vkykpukRed fo'y'sk.k dj l qdj ml dk l kj xg.k djukA

श्रवण (सुनना) का मूल्यांकन

ijh{k d fdl h i kl fxd fo" k; ij , d vuPNn dk Li "V okpu djsxkA vuPNn rF; kRed ; k l plokRed
gls l drk gA vuPNn yxHkx 150 'kCnka dk gkuk pkfg, A ijh{k d dks l qur&l qur ijh{k kFkhz vyx dksTt
ij fn, gq Jo.k cks/u dsvH; kl ka dks gy dj l dksA vH; kl fjDr LFku i fr] cgdodYi h vFkok l R;
@v l R; dk puko vkfn foëkkvka ea gks l drgA

वाचन (बोलना) कौशल

- ⊕ Cksyrs l e; Hkyh i d kj mPpkj.k djuk xfr] y;] vkjkg&vojkg mfpr cyk?kr o vuqku l fgr
cksyuk] l Loj dfork&okpu] dFkk&dguh vFkok ?kVuk l ukuka
- ⊕ vkRefo'okl] l gtrk o /kji dkg cksyuk] dk; Øe&i LrfrA
- ⊕ Hkkoka dk l fEeJ.k ts s g"kj fo"kn] foLe;] vknj vkfn dks i Hkko'kkyh : i l s 0; Dr djuk]
Hkkokuqhy l dkn&okpuA
- ⊕ vks pkfjd o vks pkfjd Hkk"kk ea Hkn dj l dus ea oq'ky gksuk o i frfo; kvka dks fu; f=kr o f'k"V
Hkk"kea i dV djuka
- ⊕ eks[k d vfHkO; fDr dks olec¼] i dj.k dh , drk l fgr o ; Fkl hko l f{klr j [kuka
- ⊕ Lokr djuk] ifjp; djuk] /U; okn nsuk] Hkk"k.k] okn&fookn] NrKrk Kkiu] l onuk o c/kbz
bR; kfnek[k d dks kyka dk mi ; ksxA
- ⊕ ep Hk; l s eDr gsdj i Hkko'kkyh <x l s 5&10 feuV rd Hkk"k.k nsukA

वाचन (बोलना) का परीक्षण

- ⊕ चित्रों के क्रम पर आधारित वर्णन :bl Hkx ea vi s k dh tk, xh fd ijh{k kFkhz foqj. kkrRed Hkk"kk dk
i z ks djA
- ⊕ किसी चित्र का वर्णन : (fp=k ykxka ; k LFkkuka o gks l drs g)A
- ⊕ fdl h fu/kZjr fo" k; ij cksyuk] ftl l s og vi us 0; fDrxr vuHko dk i R; kLej.k dj l dA
- ⊕ dkbz dgkuh l ukuk ; k fdl h ?kVuk dk o. kZ djuka

कौशलों के अंतरण का मूल्यांकन के लिए मापक्रम

श्रवण (सुनना)		वाचन (बोलना)	
1	fon; kFkhZ ea ijfpr l nHkkZ ea iz; Dr 'kCnka vksj inka dks l e>us dh l keku; ; kx; rk g\$ fdUr q l d ¼ vk'k; dks ugha l e> i krkA	1	f' k{kFkhZ dby vvx&vyx 'kCnka vksj inka ds iz; kx dh ; kx; rk inf'kr djrk g\$ fdUr q , d l d ¼ Lrj ij ugha dksy l drkA
2	Nks/s l d ¼ dFkuka dks ijfpr l nHkkZ ea l e>us dh ; kx; rk g\$	2	ijfpr l nHkkZ ea dby Nks/s l d ¼ dFkuka dk l hfer 'kq4rk l s iz; kx djrk g\$
3	ijfpr ; k vijfpr nksuka l nHkkZ ea dFkr l puk dks Li "V l e>us dh ; kx; rk g\$ v' kq¼; k; djrk g\$ ftl l s i\$ k. k ea #dkoV vkrh g\$	3	vi\$ {kr nh?kz Hkk" k. k ea vf/d tFvy dFkuka ds iz; kx dh ; kx; rk inf'kr djrk g\$ vHkh Hkh dN v' kq¼; k; djrk g\$ ftl l s i\$ k. k ea #dkoV vkrh g\$
4	nh?kz dFkuka dh kq[kyk dks i ; k4r 'kq4rk l s l e>rk g\$ vksj fu"d"lz fudky l drk g\$	4	vijfpr fLFkr; ka ea fopjka dks rkfdz <x l s l x fBr dj /kjk izkg : i ea iLrq dj l drk g\$, d h xyfr; k; djrk g\$ ftul s i\$ k. k ea #dkoV ugha vkrhA
5	tFvy dFkuka ds fopkj&fcgk/ka dks l e>us dh ; kx; rk inf'kr djrk g\$ mnas ; ds vuqny l pus dh ddkyrk inf'kr djrk g\$	5	mís ; vksj Jkrk ds fy, mi ; Dr 'ksh dks viuk l drk g\$ dby ekeyh xyfr; k; djrk g\$

पठन कौशल

iBu {kerk dk eq; mís; , d s 0; fDr; ka dk fuekz k djus ea fufgr g\$ tks Lorak : i l s fplru dj l o\$ rFk ftuea uo\$oy vius Lo; a o\$ Kku dk fuekz k dh {kerk gks vfi rq os bl dk vkRekoykdu Hkh dj l o\$A

- ⊕ l j l jh nf"V l s i<+i k B dk o\$nh; fopkj xg. k dj yuka
- ⊕ , dxz fpOk gks , d vHkh"V xfr o\$ l kFk eksa iBu djuka
- ⊕ i fBr l kexh ij viuh i f r fo\$; k izdV dj l dukA
- ⊕ Hkk"kkj fopkj , oa 'ksh dh l jkguk dj l dukA
- ⊕ l kfgR; o\$ i fr vfHk#fp dk fodkl djuka
- ⊕ l nHkZ o\$ vuq kj 'kCnka o\$ vFk&Hknka dks igpku yuka
- ⊕ fd l h fof'k"V mnas ; dks è; ku ea j [krs gq rRI Ecl/h fo'k\$ Lfky dks igpku yuka
- ⊕ i fBr l kexh o\$ fofHkuu va kka dk ijLij l e/ l e>uka
- ⊕ i fBr vuqNnka o\$ 'kh"kd , oa mi 'kh"kd nuka
- ⊕ dfor k o\$ izq[k mi knku nq] y;] ; fr vkfn l s ijfpr gkuka

लिखने की योग्यताएं

- ⊕ fyfi oñ ekud : i dk gh 0; ogkj djuka
- ⊕ fojke&fpulgka dk l gh iz kx djuka
- ⊕ ys[ku oñ fy, l foñ; (0; ogkjsi ; kxh) 'kCn HkMkj dh of¼ djuka
- ⊕ i Hkkoi w kZ Hk"kk rFkk ys[ku&'kSyh dk LokHkkfod : i l s iz kx djuka
- ⊕ mi ; Dr vuqPNnk ea ckVdj fy[kuka
- ⊕ i kFkZuk i=k] fueak.k i=k] c/kbz i=k] l onuk i=k] vkns k i=k] , l - , e- , l - vkfn fy[kuk] rkj fy[kuk vkSj fofo/ iz=kka dks Hkjuk A
- ⊕ fofo/ l ksrka l s vko' ; d l kexh , d=k dj vHkh"V fo"k; ij fucl/ fy[kuka
- ⊕ ns[kh gbz ?kVukvka dk o.kZ djuk vkSj mu ij viuh ifrfoñ; k izdV djuka
- ⊕ i <h gbz dgkuh dks l onk ea ifjofrñ djuk vkSj l onk dks dgkuh ea
- ⊕ l ekjkgka vkSj xk" B; ka dh l puk vkSj ifronu rS kj djuka
- ⊕ l kj] l f{ki hdj. k] HkkokFkZ fy[kuka
- ⊕ xn; , oa in; vorj. kka dh 0; k[; k fy[kuka
- ⊕ Lokutkr fopkjka vkSj Hkkoukvka dk Li"V l gt vkSj i Hkko'kkyh <x l s vfHko; Dr djuka
- ⊕ oñec¼rk vkSj izdj.k dh , drk cuk, j[kuka
- ⊕ vfHko; fDr ea l kSBo , oa l f{kIrrk dk è; ku j[kuka
- ⊕ fy[kus ea ekSydrk vkSj l tZkRedrk ykuk

रचनात्मक अभिव्यक्ति

□ वाद - विवाद

fo"k; & f'k{k d fo"k; dk puk Lo;a dja
vk/kj fcng & rkfdZrk] Hk" k.k dyk] viuh dkr vf/dkj i onk dguka

□ कवि सम्मलेन

i kB; i t rd ea l dfyr dforkvka ds vk/kj ij dfork i kB
; k
ekSyd dforkvka dh jpuk dj dfo l Eesy ; k vR; k{kjh

आधार बिंदु

- vfHko; fDr
- xfr] y;] vkjkg&vojkg l fgr dfork okpu
- ep ij ckyus dk vH; kl @ ; k ep Hk; l s e fDr

□□ कहानी सुनाना / कहानी लिखना या घटना का वर्णन / लेखन

आधार बिंदु

- I dkn & Hkkokupdy] i k=kkupdy
?kVukvka dk Øfed fooj.k
- i Lrphdj.k
- mPpkj.k
- परिचय देना और परिचय लेना - i kB; i qrd ds i kBka l s i j. kk yrs gq vk/ qud rjhds l s fd l hu, fe=k l s l dkn LFkfir djrs gq viuk ifjp; l jy 'kCnka ea nsuk rFkk ml ds fo" k; ea tkudkjhi klr djuka
- अभिनय कला - i kBka ds vk/kj ij fo| kFkz viuh vfHku; i frHkk dk in' kZu dj Hkk"kk ea l dknka dhvnk; xh dk i Hkko' kkyh i; kx dj l drs gq ukVd , d l kefigd fØ; k gS A vr% ukVd ds लेखन] funð kul dkn] vfHku;] Hkk"kk o mnas ; bR; kfn dks ns[krs g, q f' k{k d Lo; a अंकों dk fu/kjZ k dj l drk gS A
- आशु भाषण - fo| kFkz ka dh vuqtko ifjf/ l s l d f/ r fo" k; A
- सामूहिक चर्चा - fo| kFkz ka dh vuqtko ifjf/ l s l d f/ r fo" k; A

मूल्यांकन के संकेत बिन्दुओं का विवरण

प्रस्तुतीकरण

- vkRefo' okl
- gko&Hkko ds l kFk
- i Hkko' kkyh i Lrfr
- rkfdZrk
- Li "Vrk

विषय वस्तु

- fo" k; dh l gh vo/kj. kk
- rdZ l Eer

भाषा

- 'kCn p; u o Li "Vrk] Lrj vkj vol j ds vuqdy gka A

उच्चारण

- Li "V mPpkj.k] l gh vuqku] vkjg&vojkg ij vf/d cy nsuk pkfg, A

इस अवस्था पर बल दिए जाने योग्य कुछ जीवन मूल्य

- l Ppkb] vkRe&vuq kkl u
- l gdlfjrk] l gkuqtkfir
- U; k;] l ekurk
- i gy] urRo
- bZekunkjh] fu" Bk
- turkf-kdrk] ns kHkfDr
- mÜkjnkf; Ro dh Hkkouk

हिंदी पाठ्यक्रम -अ 'कोड संख्या(002)

कक्षा नौवी हिंदी अ- 'संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2015-2016

संकलित परीक्षा- 1 (भार 30%)(अप्रैल - सितम्बर) हेतु भार विभाजन				
	विषय वस्तु	उप भार	कुल भार	
1	पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु / सरंचना आदि पर बहुविकल्पी प्रश्न			20
	(v) nks vi fBr x k k (100 l s 150 'kCnka d) (1x10)	10		
	(c) nks vi fBr dK; k k (100 l s 150 'kCnka d) (1x10)	10		
2	व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु / सरंचना आदि पर प्रश्न (1 x 15)	15		15
3	पाठ्य पुस्तक क्षितिज भाग - 1 व पूरक पाठ्य पुस्तक कृतिका भाग - 1			
	(v) गद्य खंड	15		
	1 f{kfrt l s fu/kfjr lkkBka ea l s x k k ds vk/kj lkj fo" k; & oLrq dk cks/ Hkkf"kd fcnq j puk vkfn ij iz uA (2\$2\$1)	05		
	2 f{kfrt l s fu/kfjr x i k Bka ds vk/kj ij fo k f k z ka dh m Pp f pr u o e u u {kerk vka dk vk dyu d jus grq iz u A (2x5)	10		
	(c) काव्य खंड	15		
	1 dK; cks/ o dK; ij Lo; a dh l kp dh ij [k d jus grq f{kfrt l s fu/kfjr d forkvka ea l s dK; k k ds vk/kj lkj lkz uA (2\$2\$1)	05		35
	2 f{kfrt l s fu/kfjr d forkvka ds vk/kj lkj fo k f k z ka dk dK; cks/ ij [kus grq lkz uA (2x5)	10		
	(स) पूरक पाठ्य पुस्तक कृतिका भाग - 1	05		
	ij d i q Lrdk ^dfrdk* ds fu/kfjr lkkBka ij vk/kfjr , d eW; ij d iz u i Nk tk, xkA bl iz u dk dgy Hkkj i k! p v d gksxA ; s iz u fo k f k z ka ds lkkB ij vk/kfjr eW; ka ds ifr mudh l onu'khyrk dks lkj [kus ds fy, gksxA (5x1)			
4	लेखन			
	(v) fo f HkUu fo" k; ka vks l n Hkka ij fo k f k z ka ds rdz xr fopkj idV d jus dh {kerk dks ij [kus ds fy, l dr f d n qvka lkj vk/kfjr l e l kef; d , oa 0; kogkfjd thou l s t M s gq fo" k; ka lkj 200 l s 250 'kCnka ea f d l h , d fo" k; lkj fucA (10x1)	10		20
	(c) v f HkO; fDr dh {kerk ij d s Unr vks pkfjd v Fkok vukS pkfjd fo" k; ka ea l s f d l h , d fo" k; ij i =A (5x1)	05		
	(l) f d l h , d fo" k; ij ^ l k f r o n u * A (5x1)	05		
	कुल			90

**कक्षा नौवीं हिंदी 'अ' - संकलित एवं फॉर्मेटिव परीक्षाओं हेतु पाठ्यक्रम का विभाजन
(2015-2016)**

क्र सं	पाठ्य पुस्तक	प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्टूबर से मार्च)		
		FA 1 10	FA 2 10	SA-I 30	FA 3 10	FA4/ PSA 10	SA-II 30
क्षितिज भाग - 1 गद्य खंड							
1	iæpin & nks cSyka dh dFkk	✓		✓			
2	jkggy l kaNR; k; u & Ygkl k dh vksj	✓		✓			
3	' ; kepj.k nqs & miHkkDrkokn dh l Ñfr		✓	✓			
4	tkfcj gq & l kpyS l iuka dh ; kn		✓	✓			
5	piyk noh & ukuk l kgc dh iækh noh eðk dks HkLe dj fn; k x; k				✓		✓
6	gfj'kadj ijl kbZ & iæpin oð iOVs tirs				✓		✓
7	egknoh oekZ & ejs cpi u oð fnu						✓
8	gtkjhil kn f}onh & , d oðRrk vksj , d eðk						✓
काव्य खंड		FA 1 10	FA 2 10	SA-I 30	FA 3 10	FA4/ PSA 10	SA-II 30
9	dchj & l kf[k; k; , oa l cn	✓		✓			
10	yy n & Okk[k	✓		✓			
11	jl [kku & l oS s		✓	✓			
12	ek[kuyky prpñh & oðnh vksj dksdyk		✓	✓			
13	l fe-kkunu ir & xte Jh		✓	✓			
14	oðnkjukFk vxoky & pinz xguk l s ykS/rh cj				✓		✓
15	l oðoj n; ky l DI suk & eðk vk,				✓		✓
16	pinðkar norkys & ; ejkt dh fn'kk						✓
17	jktS k tksh & cPps dke ij tk jgs gð						✓

क्र सं	पाठ्य पुस्तक	प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्टूबर से मार्च)		
		FA 1 10	FA 2 10	SA-I 30	FA 3 10	FA4/ PSA 10	SA-II 30
कृतिका पूरक पाठ्य पुस्तक							
1	i 0. kh' ojukFk js kq & bl ty iy; ea	✓		✓			
2	enyk xxl & ejs l x dh vksra		✓	✓			
3	txnh'k plnz ekFkj & jh<+dh gMMh				✓		✓
4	ekVh okyh & fo kl kxj ukSV; ky				✓		✓
5	'ke'kj cgknj fl g & fdl rjg vkf [kj d kj e f g l n h ea vk; k						✓
व्याकरण		FA 1 10	FA 2 10	SA-I 30	FA 3 10	FA4/ PSA 10	SA-II 30
1	'kCh fuekZ k mi l xZ & 2 v d i R; ; & 2 v d l ek l & 3 v d	✓		✓	✓		✓
2	vFkZ dh nf"V l s okD; Hkn & 4 v d		✓	✓			✓
3	vydkj & 4 v d ('kChkydkj vuq kl] ; ed] 'ySk) (vFkZkydkj mi ek] : id] mRi gkk) vfr'k; k fDr] ekuohdj. k)	✓	✓	✓	✓		✓
4	vi fBr x k k (5\$5¼10 v d)			✓			✓
5	vi fBr dk0; k k (5\$5¼10 v d)			✓			✓
6	lk-k ys[ku (5 v d)	✓		✓			✓
7	fuc/ ys[ku (10 v d)			✓	✓		✓
8	lkfronu (5 v d)		✓	✓			✓

निर्धारित पुस्तकें:

1. पाठ्य पुस्तक क्षितिज भाग - 1 (कक्षा नौवीं हेतु)
2. पूरक पुस्तिका कृतिका भाग - 1 (कक्षा नौवीं हेतु)

टिप्पणी:

1. फॉरमैटिव मूल्यांकन का अभिप्राय अधिगम के मूल्यांकन से है। इसलिए विद्यालय उपर्युक्त विभाजन का अपनी सुविधानुसार उपयोग कर सकते हैं।
2. फॉरमैटिव मूल्यांकन से सम्बंधित सभी कार्यकलाप जैसे विभिन्न प्रकार के शैक्षिक खेल, पहली, प्रतियोगिता, परियोजना (Project), भूमिका निर्वहन (Roleplay), कहानी लेखन, नाट्य रचनान्तरण (Dramatisation), आदि कक्षा में अथवा विद्यालय में करवाए जाने वाले कार्यकलाप हैं। यदि कोई ऐसा कार्यकलाप है जिसमें विद्यालय से बाहर जाकर कार्य करने की आवश्यकता पड़ती है तो ऐसी स्थिति में यह कार्य शिक्षिका के पर्यवेक्षण व मार्गदर्शन में होने चाहिए।

प्रश्नपत्र का प्रश्नानुसार विश्लेषण एवं प्रारूप
कक्षा नौवीं हिंदी पाठ्यक्रम - अ
संकलित परीक्षा (द्वितीय) समय : 3 घंटे अधिकतम अंक : 90

क्रं	प्रश्नों का प्रारूप	दक्षता परीक्षण / अधिगम परिणाम	बहु विकल्पीय 1 अंक	अति लघु उतरात्मक 1 अंक	लघु उतरात्मक 2 अंक	निबंधात्मक 5 अंक	निबंधात्मक - II 10 अंक	कुल योग
(d)	विभक्तियों का प्रारूप eDr ikB; iLrd	vo/kj.kkRed cks/ vFlkg.k] vupku yxkuk] fo'y'sk.k djuk] 'kCnKku o Hkkf"kd dks ky 5x2	10			2		20
([k)	0; kogkfjd 0; kdj.k	0; kdjf.kd l jpuvkla dk cks/ vks] iz,ksx] fo'y'sk.k , oa Hkkf"kd dks ky		15				15
(x)	ikB; iLrd	iR; kLej.k] vFlkg.k (Hkkoxg.k)] ys[kd ds eukHkkoks dks le>uk 'kCnka dk iz akuphy vFlz le>uk] vkykpuRed fpru] rkfdbrk] l jkguk] l kfgfR; d ijajkvla ds ifji[k ea eW; ka]du] fo'y'sk.k] l'tukRedrk] dYiuk'khyrk] dk; &dkj.k l ca/ LFkfr djuk] l kE; rk , oa vrjka dh igpku] vfHkO; fDr ea ekydrk , oa thou eW; ka dh igpkuA		2	14	1		35
(?k)	jpuRed ys[kd (ys[ku dks ky)	l cDr fcnyka dk foLrkj] vius er dh vfHkO; fDr] l knkgj.k le>uk] vkspr; fu/kj.k] Hkk"kk ea izkge; rk] l Vhd 'ksyh] mfpr ik; i dk iz,ksx] vfHkO; fDr dh ekydrk] l'tukRedrk , oa rkfdbrk				2	1	20
		कुल	1 x 10 = 10	1 x 17 = 17	2 x 14 = 28	5 x 5 = 25	10 x 1 = 10	90

टिपणी : कक्षा नौवीं के लिए 1 da fyr ijh{kk&2 ds izui=k ea eDq ikB; ~ds vkdyu हेतु 2 प्रश्न (2x5) l fEefyr fd;s tk; xA tks dgy 10 vad ds gkxkA fon; kFFkz ka dks ekeyka ds vè; ; u (ds LVMhTk) igys gh l s miyC/ djok, s tk, xA ds LVMhTk fon; kFFkz ka dh fo'ySk. kRRed o mPp Lrjh; fpru dksryka ds ijh{k.k grq cukbz tk, xhA eDq ikB; ~ dh dls LVMhTk+ ^efgyk l 'kfDrdj.k* ,o a ^i; koj.k l jk.k* fo"k; (Fkhe) ij केन्द्रित होगी ।

Hindi Curriculum Plan Session (2015-2016)

माह	पुस्तक नाम एवं पाठ नाम	द्रश्य , श्रव्य सामग्री	रचनात्मक कार्य	इकाई परीक्षा (पाठ्यक्रम)
अप्रैल	क्षितिज (1) दो बैलों की कथा (9) सखियाँ, सबद (10) वाख व्याकरण: अलंकार , रस	<ul style="list-style-type: none"> वन्यजीवों के संरक्षण पर आधारित चित्र या वीडियो कबीर के दोहों का वीडियो विभिन्न मुद्राओं के चेहरे चित्र या पीपीटी प्रदर्शन 	<ul style="list-style-type: none"> मानसरोवर कर्मभूमि निर्मला, सेवासदन आदि पुस्तक पठन दोहा वाचन। 	FA I <ul style="list-style-type: none"> टास्क-1- प्रेमचंद द्वारा रचित किसी कहानी पर नाट्य मंचन टास्क 2-दोहा वाचन
मई एवं जून	कृतिका (1) इस जल प्रलय मे व्याकरण : उपसर्ग, प्रत्यय, समास क्षितिज (2) ल्हासा की ओर (3) उपभोक्ता वाद की संस्कृति	<ul style="list-style-type: none"> जंक फूड की हानियाँ विषय पर वीडियो क्लिपिंग बाढ़ पर आधारित वीडियो क्लिपिंग 	<ul style="list-style-type: none"> कश्मीर परिचय कार्य प्रपत्र तिब्बती समाज की विशेषताएं से सम्बन्धित कार्य प्रपत्र पानी पर आधारित मुहावरे 	<ul style="list-style-type: none"> टास्क 3-पेन पेपर टेस्ट अलंकार, उपसर्ग, प्रत्यय, समास
माह	पुस्तक नाम एवं पाठ नाम	द्रश्य , श्रव्य सामग्री	रचनात्मक कार्य	इकाई परीक्षा (पाठ्यक्रम)

जुलाई	क्षितिज (11) सवैये (12) कैदी और कोकिला कृतिका (2) मेरे संग की ओरतें	<ul style="list-style-type: none"> श्री कृष्ण बाललीला पर आधारित वीडियो क्लिप्स किसी स्वतंत्रता सेनानी की फिल्म (आनंदमठ, शहीद भगत सिंह, सुभाषचंद्र बोस) 	<ul style="list-style-type: none"> हमारे देश में दुधारू पशुओं का महत्व व उन पर प्रपत्र लिखो कृष्ण के बाल रूप के अन्य पद या सवैये संचित करो जो पुस्तक में ना हो , कोयल पर कार्य प्रपत्र, पाठ में आये पर्यायवाची शब्द, प्रसिद्ध स्वतंत्रता सेनानियों की सूचि चित्र सहित अलबम बनाएँ 	----- ----- ----- ----- ----- -----										
अगस्त	व्याकरण (2) अर्थ की दृष्टि से वाक्य भेद, प्रतिवेदन क्षितिज, कृतिका पुनरावृत्ति	----- ----- -----	व्याकरण प्रपत्र दोहराई	FA II (सामूहिक विषय रचनात्मक कार्य)----- ----- -----										
प्रथम चक्रीय परीक्षा (पुनरावृत्ति)														
अक्टूबर	क्षितिज (4) सांवले सपनों की याद (5) नाना साहब की पुत्री मैना को भस्म कर दिया गया	पक्षियों की आवाज पर आधारित ऑडियो विभिन्न पक्षियों के चित्र पीपीटी पर दिखाए जायेंगे, अपने जीवन के सपने की अभिव्यक्ति, पर्यटक स्थलों के नाम , 1857 की क्रांति के क्रांतिकारियों से सम्बंधित वीडियो क्लिपिंग	वर्ग पहेली कार्य प्रपत्र <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>गो</td> <td>कु</td> <td>ल</td> <td></td> <td></td> </tr> <tr> <td>ब</td> <td>गो</td> <td>गा</td> <td></td> <td></td> </tr> </table>	गो	कु	ल			ब	गो	गा			FA III टास्क -1 वर्ग पहेली कार्य प्रपत्र टास्क -2 वीर रस पर आधारित कविता वाचन
गो	कु	ल												
ब	गो	गा												
माह	पुस्तक नाम एवं पाठ नाम	द्रश्य , श्रव्य सामग्री	रचनात्मक कार्य	इकाई परीक्षा (पाठ्यक्रम)										

नवम्बर	क्षितिज (13) ग्राम श्री (14) चंद्र गहना से लौटती बेर कृतिका (4) रीढ़ की हड्डी	गांव के प्राकृतिक सौंदर्य को दर्शाते हुए कुछ वीडियो क्लिपिंग या चित्र।	गांव की वेशभूषा, शिक्षा, प्रगति, पंचायत व परिश्रम आदि विषय पर चर्चा।	टास्क -3 प्रश्न मंच क्विज़ प्रतियोगिता टास्क -4 नुक्कड़ नाटिका (बालश्रम)
दिसम्बर	क्षितिज 6) प्रेमचंद के फटे जूते , 7) मेरे बचपन के दिन 8) एक कुत्ता और एक मैना 15) मेघ आये 16) यमराज की दिशा 17) बच्चे काम पर जा रहे हैं कृतिका (5) माटी वाली	बालश्रम पर आधारित वीडियो अथवा फिल्म , विस्थापना की समस्या पर आधारित वीडियो क्लिपिंग, पशु हमारे मित्र इस प्रसंग को दर्शाने हेतु वीडियो क्लिपिंग अथवा कोई फिल्म	“व्यक्ति की पोशाक महत्वपूर्ण है या उसकी उपलब्धि” इस विषय पर वाद विवाद ’	FA IV टास्क 1-पेन पेपर टेस्ट टास्क-2 प्रेमचंद के व्यक्तिगत जीवन के बारे में जानकारी एकत्रित करके सचित्र सहित अभियोजना टास्क-3 बाल श्रम (खुला मंच) टास्क-4 प्रदर्शनी कार्य
जनवरी	कृतिका (6) किस तरह आखिरकार मैं हिंदी में आया	हिंदी साहित्यकारों की तस्वीरें	----- ----- -----	----- ----- -----
फरवरी मार्च	कृतिका क्षितिज व्याकरण पुनरावृत्ति	द्वितीय सत्रीय परीक्षा		

Computer Curriculum Plan Session (2015-2016)

For the Month	Chapter	Topic	Audio / Video Reference	Lab Activities	Assessment Syllabus
April	Basics of Information Technology	<ul style="list-style-type: none"> ➤ Characteristics of computer ➤ components of a computer-CPU (CU & ALU), memory, storage devices & IO Devices ➤ Difference between Primary & Secondary Memory. ➤ Units of memory (Bytes, KB,MB,GB) ➤ I/O Devices-Keyboar, Mouse, Printer, joystick, Scanner, Microphone, OCR, MICR, Light pen, Digital Camera etc. ➤ Types of Softwares -System Software, Application Software and Utility software 	<i>ppt</i>	<ul style="list-style-type: none"> ➤ Let the students find out about the input and storage devices ➤ Let the students categorize the various softwares into system, application and utility 	<ul style="list-style-type: none"> • F.A I • S.A I
May	Information Processing Tools	<ul style="list-style-type: none"> ➤ Basic concepts of operating system. ➤ Need for Operating system ➤ Functions of Operating system- File Management, Processor Management, Memory Management and Device Management ➤ Types of Operating System- Interactive , Real Time & distributed ➤ Examples of Various operating systems available 		<ul style="list-style-type: none"> • Difference Between Various Operating Systems • Understanding Functions of Operating System 	<ul style="list-style-type: none"> F.A I S.A I
July	Information Processing Tools	<ul style="list-style-type: none"> ➤ The basic components of a GUI Window- Desktop, Frame, Title Bar, Menu bar,Status Bar,Scroll Bars. ➤ Basic Operations of Left & right buttons of mouse. ➤ Creating shortcut ➤ Basic tools like Text Editor, Painting Tool, Calculator. ➤ Different types of Menu & Menu Selection ➤ Running an application, Setting System date & time. ➤ Concept of Folders and Directories ➤ Creating/moving/renaming/ deleting files & folders ➤ Minimise, Restore and Maximise forms of windows. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Setting System Date and Time • Changing Screensaver • Creating, Deleting folders 	<ul style="list-style-type: none"> F.A II S.A I

For the Month	Concepts & Skills	Learning Outcomes	Audio / Video Reference	Lab Activities	Assessment Syllabus
August	Office Tools	<ul style="list-style-type: none"> ➤ What a Word Processor is? ➤ Creating & saving a document. ➤ Editing & Formatting a Document ➤ Formatting Paragraphs with line or paragraph Spacing. ➤ Adding headers and Footers ➤ Numbering Pages,using grammer & Spell Check utilities ➤ Using Subscript & superscript, inserting Symbols ➤ Print Preview & Printing a Document. ➤ Inserting Pictueres & Tables. ➤ Deleting Rows & Columns in a table. 		<ul style="list-style-type: none"> ➤ <i>Writing Letter and Formatting it.</i> ➤ <i>Printing Letter</i> 	<ul style="list-style-type: none"> ➤ <i>F.A II</i> ➤ <i>S.A I</i>
September	Communication Technology	<ul style="list-style-type: none"> ➤ What is Computer Networking? ➤ Types of Networking-LAN, MAN, WAN, Internet, Interspace. ➤ Wired Networking Technologies like Co-axial Cable, Ethernet Cable, Optical Fibre ➤ Wireless Networking Technology like Bluetooth, Infrared & Wifi. 		<i>Difference between Wired Networking Technology</i>	➤ <i>S.A I</i>
	Content Technology	<ul style="list-style-type: none"> ➤ What is Data? ➤ What is Information? ➤ What are different Multimedias(Picture/image, Audio, Video, Animation) 			➤ <i>S.A I</i>

For the Month	Concepts & Skills	Topics	Audio / Video Reference	Assessment Syllabus
October	Presentation Tools	<ul style="list-style-type: none"> ➤ What presentation Graphis is? ➤ The Concept of Slide Shows ➤ Basic Elements of Slide. ➤ Different Types of Slide Layouts. ➤ Creating & saving a Presentation. ➤ Different View of Slide. ➤ Editing & Formatting a Slide. ➤ Adding Titles & Subtitles, text, Background, Watermarks, Header, Footer. ➤ Inserting Pictures form files. ➤ Animating Pictures and Text with sound Effects ➤ Grouping & Ungrouping Objects. 		<ul style="list-style-type: none"> ➤ F.A 3 ➤ S.A II
November	Spreadsheet Tool	<ul style="list-style-type: none"> ➤ What are spreadsheets. ➤ Concepts of Worksheets & Workbook. ➤ Creating & Saving A Worksheets. ➤ Entering numbers, text, date/time, series using AutoFill. ➤ Editing & Formatting a Worksheet including Changing Color, Size, font, alignment of Text, Inserting or deleting cells, rows & columns, ➤ Entering Formula in a cell, using Operators (+,-,*,/) inn formulae. ➤ Using Simple statistical functions-SUM (), AVERAGE (), MAX (), MIN (), IF (). ➤ Inserting tables in worksheet. ➤ Embedding Charts of Various types: Line, Pie, Scatter, Bar and Area in a Worksheet. 		<ul style="list-style-type: none"> ➤ F.A 3 ➤ S.A II
December	Word Processing Tool	<ul style="list-style-type: none"> ➤ Use auto-format ➤ Mail Merge ➤ Track Changes ➤ Review Comments ➤ Insert Drawing Tools, shapes & Mathematical symbols. 		<ul style="list-style-type: none"> ➤ S.A II
	Societal Impacts of IT	Benefits of ICT in Education, Healthcare, Governance, Business, design & Manufacturing Plagiarism, Privacy etc.		<ul style="list-style-type: none"> ➤ S.A II