



SPS INTERNATIONAL

HUDA Sec-2, Palwal (Haryana) - 121102

Affiliated to CBSE New Delhi
Affiliation No. 531092

Ph.7206045720,21,22,23,24

Website: www.spsipalwal.com
E-mail: spsinternationalpalwal@gmail.com

SESSION: 2025-26

SYLLABUS

CLASS-NURSERY



OUR TEXT BOOKS

<u>S.No</u>	<u>Subjects</u>	<u>Text Book</u>	<u>Publishers</u>
1	English Reader	My First Alphabet Book	Vijeta Publishing House
2	English Writing	Alphabet (Capital Writing)	Key Links Education
3	Hindi Reader	मेरी पहली अ आ इ	Acknowledge books
4	Hindi Writing	मेरी पहली अक्षर लेखन	Acknowledge books
5	Maths	Maths Reading and writing	Key Links Education
6	Drawing	Art with Fun	Unique books International
7	G.K	Picture Book	Merigold Education World
8	Rhymes Books	Rhymes & बालगीत	Brainroot Publishing House





AIMS AND OBJECTIVES

The curriculum Developed for class **NURSERY** aims at helping the child unfold his / her talents, to facilitate and guide the child to sharpen his mental and physical abilities.

A typical day in class **Nursery** starts with the Morning Prayer followed by a 15 minutes free/general conversation session during which the children will get an opportunity to share their experiences at home and outside the school. During this time, major news items at National Levels as well as the school and family related issues will be discussed.

At the end of each day, 15 minutes will be devoted to rhyme and story telling session. A general conversation based on the topic of the month is also done. The general conversation also includes moral education, vocabulary building and other relevant topics.




All the festivals will be discussed with the children as and when they occur. How and why they are celebrated will be discussed along with their significance.

The nursery syllabus thus aims at an all round personality development to guide the child to develop himself as a better citizen in life.







A	SAYS	ए	A	for	apple, ant
B	SAYS	ब	B	for	ball, balloon
C	SAYS	क	C	for	cow , candle
D	SAYS	ड	D	for	duck , desk
E	SAYS	eh	E	for	egg, eraser
F	SAYS	फ	F	for	flag, fruit
G	SAYS	ग	G	for	glass, gift
H	SAYS	ह	H	for	house, horse
I	SAYS	इ	I	for	injection, ice
J	SAYS	ज	J	for	juice, jet
K	SAYS	क	K	for	king, key
L	SAYS	ल	L	for	lemon, lamp
M	SAYS	म	M	for	mug, mouse
N	SAYS	न	N	for	net, needle
O	SAYS	ow	O	for	orange, owl
P	SAYS	प	P	for	pen, pig
Q	SAYS	qua	Q	for	queen, quilt
R	SAYS	र	R	for	rabbit, rocket
S	SAYS	स	S	for	sun, spoon
T	SAYS	ट	T	for	table, tiger
U	SAYS	अ	U	for	umbrella, uniform
V	SAYS	व	V	for	van, vegetable
W	SAYS	waw	W	for	wall, watch
X	SAYS	x	X	for	x-mas, x-ray
Y	SAYS	य	Y	for	yes, yellow
Z	SAYS	ज	Z	for	zip, zoom

APRIL- MAY

THEME	My Self, Parts of body
ENGLISH	WRITTEN – standing line / sleeping line/slanting line L,I,H,E,F ORAL – A TO L (Oral) - Action words (Jump, Run, Sit)
ENGLISH WRITING BOOK	Pg. No. (2-13)
MATHS	WRITTEN – standing line / sleeping line/slanting line 1, 7, 4 ORAL – 1 TO 5 counting shapes recognition of shape.   
MATHS WRITING BOOK	Pg. No. (3-9)
G.K	<ul style="list-style-type: none"> • My Self • My Body • Fruits and Vegetables • Our Food • Page No. (2 -10) from picture book.
DRAWING	Colouring in book (Page No. 1 - 5) Worksheets according to class work and theme
GOLDEN WORDS	Good Morning, Good Afternoon, Sorry Thank you
RHYMES	<ul style="list-style-type: none"> • RING- A RING O ROSES • JHONNY JHONNY YES PAPA • Rain - Rain Go Away

	<ul style="list-style-type: none"> • मछली • रेल • चिड़िया
STORY	<ul style="list-style-type: none"> • The Thirsty Crow

JULY- AUGUST

THEME	Animals. (Domestic Animal-Wild Animal)
ENGLISH	WRITTEN – A To L (On Multiple dots) ORAL – A TO L (Oral) Alphabets from book. - Action words (Jump, Run Walk , Laugh, Clap, Smile, Play)
WRITING BOOKS	Pg. No. (14– 22)
ACTIVITIES	See the pictures and write correct first letter. See the picture circle the correct alphabet. Matching.
MATHS	WRITTEN – Number 1 to 10 (On Multiple Dots) ORAL – 1 TO 10 counting shapes recognition of shape.    
ACTIVITIES	<ul style="list-style-type: none"> • Count the given objects • Count and circle • Count and Match.
WRITING BOOK	Pg. No 10 to 22
G.K	<ul style="list-style-type: none"> • Flowers • Insects • Pet animal • Wild Animal • Birds • Pg. No. (10 – 15)
DRAWING	Colouring in book (Page No. 6 - 10) Worksheets according to class work and theme
GOLDEN WORDS	Good Morning, Good Afternoon, Sorry Thank you , Good Night, Please, Excuse Me.

RHYMES	<ul style="list-style-type: none"> • Cobbler cobbler • Teddy bear • Twinkle twinkle • बंदर • आसमान में सूरज एक • हाथी दादा
HAND WRITING	<ul style="list-style-type: none"> • Page No. (16 – 33)

Term -1 Syllabus

English (oral)

- 1.Dictation Alphabet (A to L).
- 2.Action words.
- 3.Rhymes.

English (written)

- 1.Write Alphabets (A- L).
- 2.See the picture and write the letter.
- 3.Circle the correct alphabet.
- 4.Match with the same alphabet.
- 5.Match the picture with the correct alphabet.
- 6.Match the same picture.

Maths (Oral) 🗣️

1. Counting (1- 20).
2. Dictation (1- 10).
3. Shapes recognition from (picture Book).

Maths (Written)

- 1.Counting (1-10).
- 2.Count and circle the correct number.
- 3.Count and write the correct number.
- 4.Match with the same number.
- 5.Count and match.

G.K Exam 🗣️

1. My Body
2. Fruits

6. Insects
7. Pet Animal

3. Vegetables

4. Food

5. Flower






8. Wild Animal

9. Our Helpers

10. Action words


Hindi Oral Exam:- स्वर पहचान अ से अः

SEPTEMBER- OCTOBER

THEME	Transport (Land transport , Water transport , Air transport)
ENGLISH	WRITTEN – A To P (On Multiple dots) ORAL – A TO P(Oral) Alphabets from book. - Action words (Jump, Run Walk , Laugh, Smile, Swim, Crying, Play)
WRITING BOOKS	Pg. No. (23 – 40)
Activities	See the pictures and write correct first letter. See the picture circle the correct alphabet. Match the correct letter What comes after
MATHS	WRITTEN – Number 1 to 20 (On Multiple Dots) ORAL – 1 TO 20 counting shapes recognition of shape.  ,  ,  ,  , 
Activities	<ul style="list-style-type: none">• Count and write• Count and circle• Count and Match.• Recognition of shapes from real objects.
WRITING BOOK	Pg. No. (31 to 65)
G.K	<ul style="list-style-type: none">• Indoor games• Outdoor game• Water animal• Amphibians animals• Pg. No. (16 – 19)
DRAWING	Colouring in book (Page No. 11 - 15) Worksheets according to class work and theme
GOLDEN WORDS	Good Morning, Good Afternoon, Sorry Thank you , Good Night, Please, Excuse Me.


RHYMES	<ul style="list-style-type: none"> • Jack and Jill • Hickory- Dickory • Humpty – Dumpty • लाल छाता • बंदर मामा • शेर राजा
हिन्दी	लिखित – उ, ऊ, अ, आ मौखिक – अ से अ:
HINDI WRITING BOOK	Pg. No. (2 – 10)

NOVEMBER - DECEMBER

THEME	Neighbourhood.
ENGLISH	WRITTEN – A To Z (On Multiple dots) ORAL – A TO Z (Oral) Alphabets from book. <ul style="list-style-type: none"> • Action words (Jump, Run Walk , Laugh, Smile, Swim, Crying) • Opposite Words – (Open – Close, Big-Small, Long-Short, Happy - Sad, In – Out)
WRITING BOOKS	Pg. No. (41 – 55)
ACTIVITIES	<ul style="list-style-type: none"> • See the pictures and write correct first letter. • See the picture circle the correct alphabet. • Match the correct letter • Write the missing Alphabets • What comes after
MATHS	WRITTEN – Number 1 to 40 Missing Number 1 to 40 ORAL – 1 TO 50 Counting Shapes Recognition of Shape. 
ACTIVITIES	<ul style="list-style-type: none"> • Count and write • Count and circle • Count and Match. • Recognition of shapes from real objects.
WRITING BOOK	Pg. No 34 to 54
G.K	<ul style="list-style-type: none"> • Tools • Musical Articles • Baby of Animals • Sound of Animals • Our Clothes • Pg. No. (20-25)
DRAWING	Colouring in book (Page No. 16 - 20)

	worksheets according to class work and theme
GOLDEN WORDS	Good Morning, Good Afternoon, Sorry Thank you , Good Night, Please, Excuse Me.
RHYMES	<ul style="list-style-type: none"> • Little Miss Muffet • The Moon • Jingle Bells • सुन्दर फूल • सब्जियां • बिल्ली मौसी • भोलू हलवाई
हिन्दी	<ul style="list-style-type: none"> • लिखित – अं, अः, ओ, औ, ए, ऐ • मौखिक – अ से अः (स्वर पहचान) • गतिविधि – चित्र देखकर सही स्वर पर गोला लगाओ। • चित्र देखकर सही स्वर से मिलान करो।
HINDI WRITING BOOK	Pg. No. (11 – 21)

JANUARY - FEBRUARY

THEME	Together with smile.
ENGLISH	WRITTEN – A To Z (On single dots) ORAL – A TO Z (Oral) Alphabets from book. <ul style="list-style-type: none"> • Opposite Words – (Come – go , Slow-Fast, Hot – cold, beautiful-ugly, fat - thin)
WRITING BOOKS	Pg. No. (56 - 64)
ACTIVITIES	<ul style="list-style-type: none"> • See the pictures and write correct first letter. • See the picture circle the correct alphabet. • Match the correct letter • Missing Alphabets • What comes After
MATHS	WRITTEN – Number 1 to 50 (On single Dot) Missing Number 1 to 50 ORAL – 1 TO 50 counting shapes recognition of shape. 
ACTIVITIES	<ul style="list-style-type: none"> • Count and write • Count and circle • Count and Match. • Shapes • What come after
MATHS WRITING BOOK	Pg. No. (55 - 64)
G.K	<ul style="list-style-type: none"> • Homes • Action Words • Our Helpers • Kitchen Appliances • Seasons • Stationery Pg. No. (26 - 32)

DRAWING	Colouring in Book (Page No. 21 - 24) Worksheets according to Class work and theme
RHYMES	<ul style="list-style-type: none"> • Two Little Dicky Birds • Baba Baba Black Sheep • मोर • गुडिया रानी • दुनिया गोल
हिन्दी	लिखित – इ, ई, ऊ स्वर (अ से अः), रिक्त स्थान भरो। मौखिक – अ से अः (स्वर पहचान) गतिविधि – चित्र देखकर सही स्वर लिखों। - चित्र देखकर सही स्वर से मिलान करो। - चित्र देखकर सही स्वर पर गोला लगाओ। - बाद का अक्षर लिखो।
HINDI WRITING BOOK	Pg. No. (22 – 32)

Term -2 Syllabus

English:-

1. Write Alphabet (A to Z).
2. Look at the picture and write the correct letter.
3. Write the missing letter.
4. Look at the picture and match the correct letter.
5. Look at the picture and circle the right letter.
6. What comes after.

Maths:-

1. Write Counting (1 to 50)
2. Missing number (1 to 10)
3. Count and write
4. What comes after
5. Circle the correct number
6. Count and match

हिंदी पाठ्यक्रम :

- प्रश्न 1 : अ से अः तक ।
प्रश्न 2 : बाद का अक्षर लिखो ।
प्रश्न 3 : चित्र देख कर सही अक्षर पर गोला लगाओ ।
प्रश्न 4 : चित्र देख कर वर्ण लिखो ।
प्रश्न 5 : रिक्त स्थान भरो ।
प्रश्न 6 : चित्र देख कर सही अक्षर से मिलान करो ।

G.K Exam

- | | |
|-----------------|---------------------|
| 1. Indoor game | 6. Musical Articles |
| 2. Outdoor game | 7. Baby of Animals |
| 3. Water Animal | 8. Sound of Animals |
| 4. Stationery | 9. Our clothes |
| 5. Tools | 10. Seasons |



SPS INTERNATIONAL

HUDA, SECTOR-2, PALWAL

Month wise Activity Planner (2025-26)

CLASS –NURSERY

Months	Activity
APRIL	<ul style="list-style-type: none">• Welcome to SPS with Selfie• My first hand print• Celebration of Baisakhi (Yellow Day)• Paper cutting and pasting• Earth Day celebration (Green day)
MAY	<ul style="list-style-type: none">• Bindi Pasting in butterfly• Ear bud Activity• Mother's Day celebration (Photo frame – Take away)• Lemonade Activity• Pool party
JULY	<ul style="list-style-type: none">• Lady finger print• Blue Day celebration.• Health and hygiene• Teej Celebration (Kite Making)
AUGUST	<ul style="list-style-type: none">• Paper boat activity (Rainy day celebration)• Dance performance• Independence Day Celebration• Raksha Bandhan Celebration• Janmashtmi Celebration
SEPTEMBER	<ul style="list-style-type: none">• Card making on Teacher's Day• Clay moulding activity.

OCTOBER	<ul style="list-style-type: none"> • Best out of waste • Show and tell activity. (Fruits and Vegetables) • Dussehera Celebration • Diwali Celebration
NOVEMBER	<ul style="list-style-type: none"> • Children's Day celebration • Nature walk • Sports meet • Thumb impression in grapes.
DECEMBER	<ul style="list-style-type: none"> • Show and tell activity (Utensils) • Christmas Celebration (Making Bell/Santa Cap) • Fancy dress show. • New Year celebration • Cooking without fire
JANUARY	<ul style="list-style-type: none"> • Flag making/ Kite making on Lohri • Fruit Chaat and Salad making on Republic Day • Lohri Celebration
February	<ul style="list-style-type: none"> • Revision time



SPS INTERNATIONAL

HUDA, SECTOR-2, PALWAL

MONTH WISE COMPETITION PLANNER (2025-26)

CLASS –NURSERY

Months	Activity
APRIL	<ul style="list-style-type: none">• Hindi Rhyme Recitation Competition
MAY	<ul style="list-style-type: none">• English Rhyme Recitation Competition
JULY	<ul style="list-style-type: none">• Drawing Competition
AUGUST	<ul style="list-style-type: none">• English Writing Competition
SEPTEMBER	<ul style="list-style-type: none">• Story telling Competition (Hindi)
OCTOBER	<ul style="list-style-type: none">• G.K. Quiz Competition
NOVEMBER	<ul style="list-style-type: none">• Sports meet
DECEMBER	<ul style="list-style-type: none">• Hindi Writing Competition
JANUARY	<ul style="list-style-type: none">• Story Telling (English)
FEBRUARY, MARCH	<ul style="list-style-type: none">• Revision



SPS INTERNATIONAL

HUDA Sec-2, Palwal (Haryana) - 121102

Affiliated to CBSE New Delhi
Affiliation No. 531092

Ph.7206045720,21,22,23,24

Website: www.spsipalwal.com

E-mail: spsinternationalpalwal@gmail.com

SESSION: 2025-26

SYLLABUS

CLASS-PRE-PREP



OUR TEXT BOOKS

S.No	Subjects	Text Book	Publishers
1	Hindi Writing	अक्षर सुलेख	Skill Learning
2	Hindi Reader	अक्षर ज्ञान	Skill Learning
3	Hindi Worksheet (A)	Hindi Worksheet (A)	Skill Learning
4	English Writing	Skill Workbook (C)	Skill Learning
5	English Reader	Literacy Skill (A)	Skill Learning
6	Drawing	Art & Craft (A)	Skill Learning
7	Rhymes Book	Rhymes Book बालगीत (A)	Skill Learning
8	Maths	Numeracy (1 to 100)	Skill Learning
9	Maths Worksheet	Numeracy Worksheet (A)	Skill Learning
10	EVS	Awareness and Wellness (A)	Skill Learning
11	EVS Worksheet	Awareness and Wellness Worksheet (A)	Skill Learning





AIMS AND OBJECTIVES

The curriculum Developed for class PRE-PREP aims at helping the child unfold his / her talents, to facilitate and guide the child to sharpen his mental and physical abilities.

A typical day in class Nursery starts with the Morning Prayer followed by a 15 minutes free/general conversation session during which the children will get an opportunity to share their experiences at home and outside the school. During this time, major news items at National Levels as well as the school and family related issues will be discussed.

At the end of each day, 15 minutes will be devoted to rhyme and story telling session. A general conversation based on the topic of the month is also done. The general conversation also includes moral education, vocabulary building and other relevant topics.

All the festivals will be discussed with the children as and when they occur. How and why they are celebrated will be discussed along with their significance.

The nursery syllabus thus aims at an all round personality development to guide the child to develop himself as a better citizen in life.

Phonetic drill

My name is Ann

My name is Nan

His name is Ben

Say it again

A	SAYS	ए	A	for	apple, ant
B	SAYS	ब	B	for	ball, balloon
C	SAYS	क	C	for	cow , candle
D	SAYS	ड	D	for	duck , desk
E	SAYS	eh	E	for	egg, eraser
F	SAYS	फ	F	for	flag, fruit
G	SAYS	ग	G	for	glass, gift
H	SAYS	ह	H	for	house, horse
I	SAYS	इ	I	for	injection,ice
J	SAYS	ज	J	for	juice, jet
K	SAYS	क	K	for	king, key
L	SAYS	ल	L	for	lemon,lamp
M	SAYS	म	M	for	mug, mouse
N	SAYS	न	N	for	net, needle
O	SAYS	ow	O	for	orange,owl
P	SAYS	प	P	for	pen,pig
Q	SAYS	qua	Q	for	queen, quilt
R	SAYS	र	R	for	rabbit,rocket
S	SAYS	स	S	for	sun, spoon
T	SAYS	ट	T	for	table, tiger
U	SAYS	अ	U	for	umbrella, uniform
V	SAYS	व	V	for	van, vegetable
W	SAYS	waw	W	for	wall,watch
X	SAYS	x	X	for	x-mas, x-ray
Y	SAYS	य	Y	for	yes, yellow
Z	SAYS	ज	Z	for	zip,zoom

Subject - English

Months	Syllabus	Activities
APRIL	Revision of previous class syllabus, Worksheet and Assignments Capital A to Z – Recognition and Reading Oral – Two actions words:- Give, Take (with sentence) Capital A to Z Fruits name My self Parts of Body Name Rhymes – Pg. No – 3	Writing a letter of playway method See the picture and write the words Matching Circle the correct letter
MAY	Revision of Capital A to Z Small cursive a to h Book Work – Pg. No. (3,5,7,9) Oral – 5 G.K. Questions/Answer Two actions words:- eat, drink (with sentence) Capital A to Z, Small a to h Name of Vegetables Lines on Good Habits Rhymes – Pg.No- 3, 4	Capital with small matching See the picture and write the words Matching Circle the correct letter
JULY	Revision of Capital A to Z Small cursive a to l Dictation Book work – Pg.No.- 11, 13, 15, 17, 19, 21 Oral – 5 G.K. Questions/Answer Two actions words:- Read, Write (with sentence) Capital A to Z, Small a to l Colours Name Means of Transport Rhymes – Pg. No- 3, 4, 5	Capital with small matching See the picture and write the words. Matching Circle the correct letter
AUGUST	Revision of Capital A to Z Small cursive a to p Dictation	Capital with small matching See the picture and write the words

	Book work – Pg. No.- 23, 25, 27, 29, 31, 33 Oral – 10 G.K. Questions/Answer capital A to Z, Small cursive a to p Two actions words:- Cry, Laugh , Clap Smile (with sentence) Name of Animals (Pet and Wild) Neighbourhood Places Roll Play on freedom Fighters Rhymes – Pg. No – 3, 4, 5, 6	Matching Circle the correct letter
SEPTEMBER	Revision of All syllabus of Term – 1	Concept
OCTOBER	Revision of previous work Small cursive a to x Dictation Book work – Pg.No.- 35, 37, 39, 41, 43, 45, 47, 49 Oral – 15 G.K. Questions/Answer Small cursive a to t, Capital A to Z, Four actions words:- Walk, Run, Jump, Dance Line on “School Bag” Rhymes on Gandhi Ji Rhymes – Pg. No – 7, 8	Capital with small matching See the picture and write the words Matching Circle the correct letter What comes after
NOVEMBER	Small cursive a to z Capital cursive A to P Dictation Book work – Pg. No.- 51, 53, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20,22, 24, 26, 28, 30, 32 Oral – 15 G.K. Questions/Answer Small cursive a to z Capital cursive A to L Opposite words Line on “Pencil” Lines on 3 fruits (Apple, Mango, Orange) Rhymes – Pg.No- 9, 10	Capital with small matching See the picture and write the words Matching Circle the correct letter What comes after
DECEMBER	Revision of Small cursive a to z	Capital with small matching

	Capital Cursive A to Z Joining Alphabets (Aa to Zz) Dictation Book work – Pg.No.- 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64 Oral – 10 G.K. Questions/Answer Small cursive a to z Capital Cursive A to Z Lines on fruits (papaya ,Banana, Grapes) Rhymes – Pg.No – 10, 11	See the picture and write the words Matching Circle the correct letter What comes after
JANUARY to MARCH	Revision of full syllabus with different activities	

SYLLABUS OF SUMMATIVE ASSESSMENT

Subject - English

Term -1	<u>Written syllabus</u> <ul style="list-style-type: none"> • Capital A to Z • Small cursive a to p • See the picture and write the letter • Matching • Circle the correct letter • What comes after • Missing letters <u>Oral syllabus</u> <ul style="list-style-type: none"> • Line on good habits • Parts of Body • Means of Transport • Name of Vegetables • Name of Fruits • Name of Animals • My self • Actions words • Dictations • Rhymes Pg.No1, 2, 3, 4, 5, 6, 7, 8
----------------	--

Term – 2

Written syllabus






- Small cursive a to z
- Capital cursive A to Z
- Capital with small matching
- See the picture and write the letter
- Matching
- Circle the correct letter
- What comes after
- Missing letters

Oral syllabus

- Dictation
- Opposite words
- Lines on fruits , Lines on School Bag and Pencil

Rhymes –Pg. No -9, 10, 11, 12, 13, 14, 15 ,16

SUBJECT - MATHEMATICS

Months	Syllabus	Activities
APRIL	Worksheet and assignment work Counting 1 to 20 (Oral Written) Book Work- Page No. (3 - 20) Worksheet- Page No. (3 - 18) Oral- Counting (1 to 20) Shapes -     	Count and Write Count and Match Count and Circle Dictation
MAY	Written Counting 1 to 30 Book work – Page No. (21- 35) Worksheet- Page No. (19 - 26) Missing counting (1- 30) Oral- counting (1- 30) Revision of shapes	Count and Write Count and match Count and circle Dictation What comes after
JULY	Written Counting 1 to 40 Missing counting (1- 40) Reverse Counting (10 -1) Book work – Page No. (36 – 45) Worksheet- Page No. (27 - 31) Oral- Counting (1-40) Reverse Counting (10-1)	Count and Write Count and match Count and circle Dictation What comes after
AUGUST	Written Counting 1 to 50 Missing counting (1-50) Reverse Counting (20 -1) Book work – Page No. (46 – 53) Worksheet- Page No. (32 - 38) Oral- Counting (1-50) Reverse Counting (20-1) Table of 2	Count and Write Count and match Count and circle Dictation What comes after
SEPTEMBER	Revision of all syllabus (April to August) for Term – 1	

OCTOBER	<p>Written</p> <p>Counting 1 to 70</p> <p>Missing counting (1-70)</p> <p>Reverse Counting (30-1)</p> <p>Book work – Page No. (54 - 56)</p> <p>Worksheet- Page No. (39 - 49)</p> <p>Oral- Counting (1-70)</p> <p>Reverse Counting (30-1)</p> <p>Table of 3</p>	<p>Count and Write</p> <p>Count and match</p> <p>Count and circle</p> <p>Dictation</p> <p>What comes after</p> <p>What comes between</p>
NOVEMBER	<p>Written</p> <p>Counting 1 to 90</p> <p>Reverse Counting (40-1)</p> <p>Table of 2</p> <p>Book work – Page No. (57 – 59)</p> <p>Worksheet- Page No. (50 - 57)</p> <p>Oral- Counting (1-90)</p> <p>Reverse Counting (40-1)</p> <p>Table of 3</p>	<p>Count and Write</p> <p>Count and match</p> <p>Count and circle</p> <p>Dictation</p> <p>What comes after</p> <p>What comes between</p>
DECEMBER	<p>Written</p> <p>Counting 1 to 100</p> <p>Missing Counting</p> <p>Reverse Counting (50-1)</p> <p>Revise Table of 2</p> <p>Book Work (62 – 64)</p> <p>Worksheet- Page No. (58 - 64)</p> <p>Oral- Counting (1-100)</p> <p>Reverse Counting (50-1)</p> <p>Table of 3</p>	<p>Count and Write</p> <p>Count and match</p> <p>Count and circle</p> <p>Dictation</p> <p>What comes after</p> <p>What comes between</p>
JANUARY to MARCH	Revision of full syllabus with different activities	

SYLLABUS OF SUMMATIVE ASSESSMENT

Subject - MATHEMATICS

Term – 1	<p><u>Written syllabus</u></p> <ul style="list-style-type: none"> • Counting 1 to 50 • Missing counting (1-50) • Reverse Counting (20-1) • Count and Write • Count and match • Count and circle • What comes after
-----------------	--

	<p><u>Oral syllabus</u></p> <ul style="list-style-type: none"> • Counting 1 to 50 • Reverse Counting (20-1) • Shapes • Dictation • Table of 2
Term – 2	<p><u>Written syllabus</u></p> <ul style="list-style-type: none"> • Counting 1 to 100 • Missing counting (1-100) • Reverse Counting (50-1) • Table of 2,3 • Count and Write • Count and match • Count and circle • What comes after • What comes between <p><u>Oral syllabus</u></p> <ul style="list-style-type: none"> • Dictation • Counting 1 to 100 • Reverse Counting (50-1) • Table of 2,3
<p>SPSI SYLLABUS FOR CLASS PRE-PREP SESSION (2025-26)</p>	

विषय- हिंदी

महिना	पाठ्यक्रम	गतिविधियाँ
अप्रैल	कार्यपत्रिका, स्वर के पहचान (अ से अ:), मौखिक - स्वर (अ से अ:), फलों के नाम, कविता – पेज न0 - 14	चित्र देखकर पहला अक्षर लिखो, मिलान करो, सही अक्षर पर गोला लगाओ ।
मई	स्वर (अ से अ:) का अभ्यास करो, व्यंजन क से ज पुस्तक कार्य - पेज न0 - 7 – 19 अभ्यास पुस्तिका – पेज न0 - 5 – 9 मौखिक – - स्वर (अ से अ:), व्यंजन क से ज, सब्जियों के नाम, कविता – पेज न0 – 15	चित्र देखकर पहला अक्षर लिखो, श्रुतलेख, मिलान करो, सही अक्षर पर गोला लगाओ ।
जुलाई	स्वर (अ से अ:) का अभ्यास करो, व्यंजन क से ण खाली स्थान भरो पुस्तक कार्य - पेज न0 - 20 – 29 अभ्यास पुस्तिका – पेज न0 – 10 – 13 मौखिक – - स्वर (अ से अ:), व्यंजन क से ण, मेरा परिचय कविता – पेज न0 - 16 , 17	चित्र देखकर पहला अक्षर लिखो, श्रुतलेख, मिलान करो, सही अक्षर पर गोला लगाओ ।
अगस्त	स्वर (अ से अ:) का अभ्यास करो, व्यंजन क से न खाली स्थान भरो । पुस्तक कार्य - पेज न0 – 30 - 39 अभ्यास पुस्तिका – पेज न0 - 14 – 16 मौखिक –स्वर (अ से अ:), व्यंजन क से न, रंगों के नाम, अच्छी आदतें कविता – पेज न0 – 18 , 19	चित्र देखकर पहला अक्षर लिखो, श्रुतलेख, मिलान करो, सही अक्षर पर गोला लगाओ ।
सितम्बर	1- पाठ्यक्रम का अभ्यास कार्य पत्रिका	
अक्टूबर	स्वर (अ से अ:) का अभ्यास करो, व्यंजन क से म खाली स्थान भरो, अगला अक्षर लिखो पुस्तक कार्य - पेज न0- 40 – 44	चित्र देखकर पहला अक्षर लिखो, श्रुतलेख, मिलान करो, सही अक्षर पर गोला लगाओ ।

	अभ्यास पुस्तिका - पेज न0 - 17 , 18, 19, 20 मौखिक - स्वर (अ से अ:), व्यंजन क से म, अंगों के नाम, मेरा विद्यालय कविता - पेज न-20 , 21	
नवम्बर	व्यंजन क से ढ, खाली स्थान भरो अगला अक्षर लिखो पुस्तक कार्य - पेज न0 - 45 - 50 अभ्यास पुस्तिका - पेज न0 - 21 - 30 मौखिक - स्वर (अ से अ:), व्यंजन क से ढ, मेरी कक्षा कविता - पेज न0 - 22 , 23	चित्र देखकर पहला अक्षर लिखो, श्रुतलेख, मिलान करो, सही अक्षर पर गोला लगाओ ।
दिसम्बर	व्यंजन क से ढ, खाली स्थान भरो, अगला अक्षर लिखो, दो अक्षर के शब्द , तीन अक्षर के शब्द पुस्तक कार्य - पेज न0 - 51 - 56 अभ्यास पुस्तिका - पेज न0 - 31 - 40 मौखिक - स्वर (अ से अ:), व्यंजन क से ढ, दिनों के नाम, कविता - पेज न0 - 24	चित्र देखकर पहला अक्षर लिखो, श्रुतलेख, मिलान करो, सही अक्षर पर गोला लगाओ । दो अक्षर के शब्द
जनवरी से मार्च	अप्रैल से दिसंबर तक के कार्य का पुनः अभ्यास नई गतिविधियों द्वारा करवाया जाएगा ।	चित्र देखकर पहला अक्षर लिखो, श्रुतलेख, मिलान करो, सही अक्षर पर गोला लगाओ ।

SYLLABUS OF SUMMATIVE ASSESSMENT

विषय- हिंदी

SA-1	<p><u>लिखित कार्य</u></p> <ul style="list-style-type: none">• स्वर (अ से अ:),• व्यंजन क से न• खाली स्थान भरो• चित्र देखकर पहला अक्षर लिखो• मिलान करो• सही अक्षर पर गोला लगाओ । <p><u>मौखिक कार्य</u></p> <ul style="list-style-type: none">• स्वर (अ से अ:) का अभ्यास करो,• व्यंजन क से न• श्रुतलेख• फलों के नाम,• सब्जियों के नाम,• रंगों के नाम,• कविताएँ पेज न- 14, 15, 16, 17,18, 19, 20,• मेरा परिचय
SA-2	<p><u>लिखित कार्य</u></p> <ul style="list-style-type: none">• स्वर (अ से अ:),• व्यंजन क से ढ• खाली स्थान भरो• चित्र देखकर पहला अक्षर लिखो• मिलान करो• सही अक्षर पर गोला लगाओ ।• अगला अक्षर लिखो ।• दो अक्षर के शब्द , तीन अक्षर के शब्द <p><u>मौखिक कार्य</u></p> <ul style="list-style-type: none">• स्वर (अ से अ:) का अभ्यास करो,• व्यंजन क से ढ• श्रुतलेख• अंगों के नाम,• दिनों के नाम,• मेरा विद्यालय• मेरी कक्षा• कविताएँ पेज न- (20 , 21, 22, 23, 24)

Subject - Drawing

Months	Syllabus	Activities
APRIL		
MAY	Pg. No – 2, 3, 4, 5	
JULY	Pg. No -6, 7, 8	
AUGUST	Pg. No-9, 10, 11	
SEPTEMBER	Revision of all topics of Term – 1	
OCTOBER	Pg. No – 12, 13, 14, 15	
NOVEMBER	Pg. No-16, 17, 18, 19, 20	
DECEMBER	Pg. No – 21, 22, 23, 24	
JANUARY	Revision of all topics of Term – 2	

Subject - EVS

Months	Syllabus	Activities
APRIL		
MAY	Pg. No – (3 – 9)	
JULY	Pg. No – (10 – 17)	
AUGUST	Pg. No – (18 – 26)	
SEPTEMBER	Revision of all topics of Term – 1	
OCTOBER	Pg. No – (27 – 33)	
NOVEMBER	Pg. No – (34 – 40)	
DECEMBER	Pg. No – (41 – 48)	
JANUARY to MARCH	Revision of full syllabus with different activities	

SYLLABUS OF SUMMATIVE ASSESSMENT

Subject - EVS

Term – 1	<u>Oral syllabus</u> <ul style="list-style-type: none">• Pg. No – (3 – 9)• Pg. No – (10 – 17)• Pg. No – (18 – 26)
Term – 2	<u>Oral syllabus</u> <ul style="list-style-type: none">• Pg. No – (27 – 33)• Pg. No – (34 – 40)• Pg. No – (41 –48)



SPS INTERNATIONAL

HUDA, SECTOR-2, PALWAL

Month wise Activity Planner (2024-25)

Class – Pre-Prep

Months	Activity
APRIL	<ul style="list-style-type: none">• Welcome to SPS with Selfie• My first hand print in Pre-Prep• Bindi Pasting• Celebration of Baisakhi (Yellow Day)• Seed and pouring activity• Earth day celebration (Green day)
MAY	<ul style="list-style-type: none">• Ear bud Impression activity• Mother's day celebration (Red day)(Red dress code for mothers and kids)• Lemonade Activity• Pool party• Thumb Impression Activity
JULY	<ul style="list-style-type: none">• Impression Of Onion• Health and hygiene• Blue day celebration• Cotton dubbing• Colouring in Umbrella• Teej Celebration
AUGUST	<ul style="list-style-type: none">• Paper boat activity• Raksha Bandhan Celebration• Independence day Celebration (Dance performance)• Rainy Day Celebration• Janmashtami Celebration• Tearing and Pasting Activity
SEPTEMBER	<ul style="list-style-type: none">• Card making on Teacher's day
OCTOBER	<ul style="list-style-type: none">• Rhymes on Mahatma Gandhiji• Dussehera Celebration• Diwali Celebration Activity (Diya making activity)
NOVEMBER	<ul style="list-style-type: none">• Bottle cap impression• Children's Day celebration

	<ul style="list-style-type: none"> • Spray painting (Butterfly) • Sports meet
DECEMBER	<ul style="list-style-type: none"> • Show and tell activity (fruits) • Cooking without fire • Christmas Celebration (Making Bell/Santa Cap, Santa Face) • New Year celebration
JANUARY	<ul style="list-style-type: none"> • Kite making on Makarsankranti • Show and tell activity (Utensils) • Fruit Chaat and Salad making on Republic day • Lohri Celebration
February	Revision time



SPS INTERNATIONAL
HUDA, SECTOR-2, PALWAL
MONTH WISE COMPETITION PLANNER (2024-25)
Class – Pre-Prep

Months	Competition
JULY	<ul style="list-style-type: none">• Drawing Competition• Hindi Rhyme Recitation• English Rhyme Recitation
AUGUST	<ul style="list-style-type: none">• Story telling (Hindi)
SEPTEMBER	<ul style="list-style-type: none">• Term – 1 Exam
OCTOBER	<ul style="list-style-type: none">• G.K. Quiz
NOVEMBER	<ul style="list-style-type: none">• Sports meet• Hindi Writing Competition
DECEMBER	<ul style="list-style-type: none">• Fancy Dress (Christmas Theme)• Show and Tell activity (Utensils)• English Writing Competition
JANUARY	<ul style="list-style-type: none">• Show and Tell Activity (Fruits)• G.K. Quiz
FEBRUARY, MARCH	<ul style="list-style-type: none">• Revision / Exam





SPS INTERNATIONAL

HUDA Sec-2, Palwal (Haryana) - 121102

Affiliated to CBSE New Delhi
Affiliation No. 531092

Ph.7206045720,21,22,23,24

Website: www.spsipalwal.com

E-mail: spsinternationalpalwal@gmail.com

SESSION: 2025-26

SYLLABUS

CLASS-PREP



OUR TEXT BOOKS

<u>S.No</u>	<u>Subjects</u>	<u>Text Book</u>	<u>Publishers</u>
1	Hindi Writing	स्वर सुलेख	Little Play House (Raphael)
2	Hindi Reader	स्वर आनंद	Little Play House (Raphael)
3	Phonics	Phonic Skill Book	Little Play House (Raphael)
4	English Literacy	Literacy Skill Book Primer	Little Play House (Raphael)
5	Drawing Book	Art and Craft	Little Play House (Raphael)
6	Rhymes Books (English)	Rhymes	Little Play House (Raphael)
7	Maths	Numeracy Skill Book Primer	Little Play House (Raphael)
8	General Awareness (EVS)	Awareness Wellness Skill Book	Little Play House (Raphael)
9	English (Cursive) Zero	Johnny Johnny Activity Book	Brain Root Publishing House



- Variety of experiences, skills, attitudes, concepts and knowledge to fully develop each child's potential



AIMS AND OBJECTIVES

The curriculum Developed for class PREP aims at helping the child unfold his / her talents, to facilitate and guide the child to sharpen his mental and physical abilities.

A typical day in class PREP starts with the Morning Prayer followed by a 15 minutes free/general conversation session during which the children will get an opportunity to share their experiences at home and outside the school. During this time, major news items at National Levels as well as the school and family related issues will be discussed.

At the end of each day, 15 minutes will be devoted to rhyme and story telling session. A general conversation based on the topic of the month is also done. The general conversation also includes moral education, vocabulary building and other relevant topics.

All the festivals will be discussed with the children as and when they occur. How and why they are celebrated will be discussed along with their significance.

The nursery syllabus thus aims at an all round personality development to guide the child to develop himself as a better citizen in life.



A	SAYS	ए	A	for	apple, ant
B	SAYS	ब	B	for	ball, balloon
C	SAYS	क	C	for	cow , candle
D	SAYS	ड	D	for	duck , desk
E	SAYS	eh	E	for	egg, eraser
F	SAYS	फ	F	for	flag, fruit
G	SAYS	ग	G	for	glass, gift
H	SAYS	ह	H	for	house, horse
I	SAYS	इ	I	for	injection, ice
J	SAYS	ज	J	for	juice, jet
K	SAYS	क	K	for	king, key
L	SAYS	ल	L	for	lemon, lamp
M	SAYS	म	M	for	mug, mouse
N	SAYS	न	N	for	net, needle
O	SAYS	ow	O	for	orange, owl
P	SAYS	प	P	for	pen, pig
Q	SAYS	qua	Q	for	queen, quilt
R	SAYS	र	R	for	rabbit, rocket
S	SAYS	स	S	for	sun, spoon
T	SAYS	ट	T	for	table, tiger
U	SAYS	अ	U	for	umbrella, uniform
V	SAYS	व	V	for	van, vegetable
W	SAYS	Waw	W	for	wall, watch
X	SAYS	X	X	for	x-mas, x-ray
Y	SAYS	य	Y	for	yes, yellow
Z	SAYS	ज	Z	for	zip, zoom

SUBJECT - ENGLISH

Months	Syllabus	Activities
APRIL	Revision of previous class syllabus, Introduction of Vowel ‘a’ Rhymes - Ring – A Ring O Roses - Bites of Paper Phonics Book Book work and Reading	Make words of Vowel ‘a’ (2 and 3 letters) See the picture and write the words
MAY	Vowel a, e Rhymes – Pussy Cat – 2 - London Bridge Phonics Book Book work and Reading	2 and 3 letter words of Vowel ‘a’ and e’ Match the words with pictures
JULY	Vowel a, e, i Rhymes – Baa, Baa Black Sheep Phonics Book Book work and Reading	Make words of Vowels ‘a’, ‘e’ and ‘i’ , fill ups, make sentence, look and write, rhyming words
AUGUST	Vowel a, e, i, o, u, Use of a/an Rhymes- Mary Had A Little Lamb Phonics Book Book work and Reading	Make words with Vowels , Clear the concepts of Vowel and consonants
SEPTEMBER	Use of This/That, One/Many Rhymes – Hickety , Pickety Book work and Reading Revision of All syllabus for SA-1	Concept of This/That One - Many
OCTOBER	Words of sound Ch, Sh, Tr, Th, oo, ee Use of ‘He/She’ Change the Gender Rhymes – Little Bo Peep - Little Miss Muffet Phonics Book Book work /Reading	Make word by using other sound Concept of He / She

NOVEMBER	Opposite words Use of These/Those Use of ‘and’ Use of ‘in and under’ Rhymes- Crooked Man - Hey Diddle- Diddle Phonics Book Book work and Reading	Concepts of These/Those, those, and, in/on/under
DECEMBER	Action words, Use of ‘What’ Make sentence Rhymes – Hush – A Bye – Baby - Ding - Dong Bell Story- Here And Tortoise Phonics Book Book work and Reading	Concepts of do action with body parts to understand action and told about capital letter, full-stop(.) and question mark (?)
JANUARY	Use of ‘What, This / That , These / Those Story – The Thirsty Crow Writing book Book work and Reading	Clear the use of This/That by making sentences.
FEBRUARY TO MARCH	Revision of full syllabus with different activities	

SYLLABUS OF SUMMATIVE ASSESSMENT

Subject - English

SA-1	<ul style="list-style-type: none">• Look and Write• Rhyming words• Circle the odd One• Fill up and vowels• Use of a/an• Make Words• Use of This / That• One-Many• Matching <u>Oral syllabus</u> <ul style="list-style-type: none">• Dictation of Vowel words• Rhymes – Pg. No – 2 to 8• Book Reading
SA-2	<u>Written syllabus</u> <ul style="list-style-type: none">• Look and Write• Rhyming words• Make words with Vowels• Use of these/those• Use of in/on/under• Make sentences• Use of He/She• Action words• Use of What• One-many• Opposite words• Change the Gender <u>Oral syllabus</u> <ul style="list-style-type: none">• Dictation of Vowel words• Rhymes – Pg. No – 9 to 21• Book Reading

विषय- हिंदी

महीना	पाठ्यक्रम	गतिविधियाँ
अप्रैल	स्वर, व्यंजन, दो वर्णों के जोड़ से बनने वाले शब्द कविता - चंदा मामा , सड़क पुस्तकपठन सुलेख कार्य	चित्र देखकर शब्द लिखों मिलते जुलते शब्द
मई	तीन और चार वर्णों के जोड़ से बनने वाले शब्द कविता - डाकिया , दुनिया गोल पुस्तकपठन सुलेख कार्य	चित्र देखकर शब्द बनाओ , चित्र का शब्दगदफ से मिलान करें
जुलाई	चार वर्णों के शब्द, सब्जियों के नाम, आ की मात्रा के शब्द कविता - तितली , गुब्बारे पुस्तकपठन सुलेख कार्य	आ की मात्रा लगाकर शब्द बनाओ , मिलते जुलते शब्द
अगस्त	इ और ई की मात्रा के शब्द, शरीर के अंगों के नाम कविता - गाओ गीत पुस्तकपठन सुलेख कार्य	इ व ई की मात्रा में अंतर स्पष्ट कराया जाएगा।
सितम्बर	रंगों के नाम, लिंग बदलों पुस्तकपठन सुलेख कार्य SA-1 पाठ्यक्रम का अभ्यास	
अक्टूबर	उ और ऊ की मात्रा, पालतु पशुओं के नाम, यातायात के साधनों के नाम कविता - लाल छाता , सूरज निकला चिड़िया बोली पुस्तकपठन सुलेख कार्य	उ व ऊ की मात्रा में अंतर स्पष्ट करो और मात्रा लगाकर शब्दों को पूरा करें।

नवम्बर	ए और ऐ की मात्रा, फलों के नाम, जंगली जानवरों के नाम, एक-अनेक कविता – प्यारे पेड़ , तारे पुस्तकपठन सुलेख कार्य	ए और ऐ की मात्रा में अंतर स्पष्ट कराया जाएगा।
दिसम्बर	ओ और औ तथा अं की मात्रा, विपरीत शब्द, सप्ताह के दिनों के नाम कविता – चुन्नू – मुन्नू, चिड़िया कहानी – अंगूर खट्टे हैं (लोमड़ी) पुस्तकपठन सुलेख कार्य	ओ और औ की मात्रा में अंतर स्पष्ट कराया जाएगा। अं की मात्रा का उच्चारण व शब्द सिखाए जाएंगे।
जनवरी	गिनती एक से दस तक, प्रश्न-उत्तर (एक शब्द), नाम बताओ, खाली स्थान भरों कविता – चटोरी बिल्ली कहानी – लोभी गीदड़	सभी मात्राओं का पुनः अभ्यास भिन्न-भिन्न गतिविधियों से कराया जाएगा।
फरवरी – मार्च	अप्रैल से दिसंबर तक के कार्य का पुनः अभ्यास नई गतिविधियों के द्वारा करवाया जाएगा।	

SYLLABUS OF SUMMATIVE ASSESSMENT

विषय- हिंदी

SA-1	<p><u>लिखित कार्य</u></p> <ul style="list-style-type: none">• 2,3,4 वर्णों के शब्द• आ, इ, ई की मात्रा• चित्र देखकर नाम लिखिए• मिलते-जुलते शब्द• रंगों के नाम• मात्राओं से शब्द बनाओ• लिंग बदलो• चित्र का शब्द से मिलान करो <p><u>मौखिक कार्य</u></p> <ul style="list-style-type: none">• श्रुतलेख• कविताएँ पेज न. 57 - 63• पुस्तक पठन
SA-2	<p><u>लिखित कार्य</u></p> <ul style="list-style-type: none">• आ से अं की मात्राएँ• पालतू पशुओं के नाम• यातायात के साधन• फलों के नाम• वाक्य बनाओ• खाली स्थान भरो• लिंग बदलो• विपरीत शब्द• वचन बदलो• सप्ताह के दिनों के नाम• गिनती एक से दस• प्रश्न / उत्तर• नाम बताओं <p><u>मौखिक कार्य</u></p> <ul style="list-style-type: none">• श्रुतलेख• कविताएँ पेज न. 64 से 70• पुस्तक पठन

SUBJECT - MATHEMATICS

Months	Syllabus	Activities
APRIL	Counting 1 to 50 (Oral written), Reverse counting (20-1) What comes after, table of 2 Oral- counting (1-100), table of 2 Reverse counting (20-1) Book work	Count and Write Count and match Drill work
MAY	Counting 51 to 100, Reverse counting (30-1) What comes after/between, table of 3 Oral- table of 2, 3 Number names (1-10) Reverse counting (30-1) Tell about shapes Book work	Dodging table, real things will be shown for the comparison, big/small, heavy/light etc.
JULY	Counting (1 – 100) Reverse counting (50-1) Number names (1-10) (tables of 2,3,4) What comes before Addition (+) 1 digit Oral- counting (1-100) Reverse Counting(50-1), table of 2,3,4, Number names (1-10) Shapes Book work	What comes after, before/between, count the class room objects
AUGUST	Counting (101 to 150) Put the sign (>,<=) Subtraction, Addition (+,-) 1 digit Tables of 2,3,4 Counting (101-150) Shapes Book work	Circle the smallest and biggest
SEPTEMBER	Revision of all syllabus (April to August) for S.A-1, Book work	
OCTOBER	Counting (101 to 200) Number names (11-20) Put the sign (>, <, =) Sums of (+, -) (2 digits)	What comes after/before/between smallest/biggest

	Oral –counting (101 to 200) Tables (2 to 5) Tell about shapes Book work -	
NOVEMBER	Ordinal numbers (1-10) Table of 6 Sums of (×) 1 digit Reverse counting (100-1) Number names (1-20) Oral-Ordinal number, Table 2 to 6 Book work -	Count the objects and write numbers names.
DECEMBER	Ascending and descending order Sums of (+, -, ×) 2 digits Shapes oral – Table (2 to 6) Book work -	Concepts of sums and ascending and descending order and shapes.
JANUARY	Days of the week Time Sums (+, - ,×) 2 digits	Concepts of sums and ascending and descending order and shapes.
FEBRUARY AND MARCH	Revision of full syllabus with different activities	

SYLLABUS OF SUMMATIVE ASSESSMENT

Subject - MATHEMATICS

SA-1	<p><u>Written syllabus</u></p> <ul style="list-style-type: none">• Counting 1-100• Reverse Counting 50-1• Number names- 1-10• Sums +, - (1 digit)• Table 2 to 4• Circle the smallest and biggest number• Put the sign. < , > , =• Count and write• What comes after, before and between• Draw the objects• Shapes <p><u>Oral syllabus</u></p> <ul style="list-style-type: none">• Dictation• Tables 2 to 4• Number names with spellings
SA-2	<p><u>Written syllabus</u></p> <ul style="list-style-type: none">• Counting 1-200• Reverse Counting 100-1• Number names - 1-20• Sums +, - , × (2 digits)• Table 2 to 6• Shapes• Put the sign. < , > , =• Count and write• What comes after, before and between• Days of the week• Ordinal numbers 1-10• Multiplication sums <p><u>Oral syllabus</u></p> <ul style="list-style-type: none">• Dictation• Tables 2 to 6• Dodging tables• Number names 1 to 20

SUBJECT – GENERAL AWARENESS (EVS)

Months	Syllabus	Activities
APRIL	<ul style="list-style-type: none">• About me \my Self• My Body parts• Sense Organs• My Family• My School	<ul style="list-style-type: none">• My Self• Body Parts Name• Sense Organs• Make a Family tree• Tell about School
MAY	<ul style="list-style-type: none">• I like to do• My Buddies• Fruits and Vegetables• Health and Hygiene	<ul style="list-style-type: none">• Tell about friends• Different types of fruits & vegetables• Safety rules
JULY	<ul style="list-style-type: none">• Health and Hygiene / Fitness• Safety / Good Habits• Wild Animals• Domestic Animals	<ul style="list-style-type: none">• Tell about Benefits Health and Hygiene• Tell about different type of Animals
AUGUST	<ul style="list-style-type: none">• Aquatic Animals• Reptiles Animals• Birds / Insect	<ul style="list-style-type: none">• Learn the spelling of animals• Difference between Insect / birds
SEPTEMBER	<ul style="list-style-type: none">• What we get from Animals	<ul style="list-style-type: none">• Tell about use of Animals
OCTOBER	<ul style="list-style-type: none">• Flowers• Means of Transport• Community Helpers• My Neighbourhood	<ul style="list-style-type: none">• Learn flowers name• Tell about means of transport• Tell about our Helpers
NOVEMBER	<ul style="list-style-type: none">• Plants world /Animals worlds• Non living & Living things• Natural/Man made things• Seasons• Day & Night	<ul style="list-style-type: none">• Tell about Plants world / Animals• Tell about Living & Non living• Tell about the different seasons• Clear the concept the Day and Night by draw the picture
DECEMBER	<ul style="list-style-type: none">• My Country• Food & Clothes• Festivals• National Symbols	<ul style="list-style-type: none">• Know about your Country• Tell about Festivals and National Symbols

JANUARY	<ul style="list-style-type: none"> • Reduce , Recycle and Reused 	<ul style="list-style-type: none"> • Say no to plastic
FEBRUARY AND MARCH		



SYLLABUS OF SUMMATIVE ASSESSMENT

Subject - EVS

SA-1	<u>Written syllabus</u> <ul style="list-style-type: none">• Myself (Fill-ups)• My School (Fill-ups)• Parts of the body name• Sense organs• Fruits and Vegetables• Healthy and Unhealthy food• Wild Animals and domestic animals• Aquatic Animals• Reptiles Animals• Birds and Insect• Use of Animals• Flowers <u>Oral syllabus</u> <ul style="list-style-type: none">• Learn the given Q/A from the assignments
SA-2	<u>Written syllabus</u> <ul style="list-style-type: none">• Myself (5 lines)• Means of Transports• Community helpers• My Neighbourhood• Living and non living things• Different seasons• Concept of Day and Night• My Country <u>Oral syllabus</u> <ul style="list-style-type: none">• Learn the given Q/A from the assignments

SUBJECT - DRAWING

Months	Syllabus	Activities
APRIL	Pg. No - 3, 4, 5	
MAY	Pg. No – 6, 7, 8	
JULY	Pg. No – 9, 10, 11	
AUGUST	Pg. No – 12, 13, 14	
SEPTEMBER	Pg. No. 15, 16, 17 Revision of all syllabus of SA-1	
OCTOBER	Pg. No – 18, 19, 20	<ul style="list-style-type: none">• Draw a Circle, Sun,
NOVEMBER	Pg. No – 21, 22, 23	<ul style="list-style-type: none">• Draw a Triangle, Cap, Watermelon, Tree, Mountains
DECEMBER	Pg. No – 24, 25, 26, 27	<ul style="list-style-type: none">• Draw a Joker by using shapes• Draw Ice-cream
JANUARY	Pg. No. – 28, 29, 30, 31, 32	<ul style="list-style-type: none">• Draw a Nature Scenery
February to MARCH	Revision of full syllabus with different Activities	




SPS INTERNATIONAL

HUDA, SECTOR-2, PALWAL

Month wise Activity Planner (2025-26)

Class –Prep

Months	Activity
APRIL	<ul style="list-style-type: none">• Welcome to SPS with Photo• My first hand print in Prep• Celebration of Baisakhi (Yellow Day)• Seed and pouring activity• Earth day celebration (Green day)
MAY	<ul style="list-style-type: none">• Ear bud Impression activity• Mother's day celebration (Red day) for mother and Children• Lemonade Activity• Pool party• Cotton Dubbing
JULY	<ul style="list-style-type: none">• Thumb impression• Health and Hygiene• Lady finger Impression• Blue day• Sink and float activity• Teej Celebration
AUGUST	<ul style="list-style-type: none">• Dance performance• Raksha Bandhan Celebration• Independence day Celebration• Rainy day celebration (Paper Boat)• Janmashtami Celebration
SEPTEMBER	<ul style="list-style-type: none">• Card making on Teacher's day
OCTOBER	<ul style="list-style-type: none">• Best out of waste• Bottle cap impression• Dussehra Celebration• Lines on vegetables• Diwali Celebration (Diya Making and Decoration)
NOVEMBER	<ul style="list-style-type: none">• Rhymes on Chacha Nehru• Children's Day celebration• Sports meet (Children's Day)
DECEMBER	<ul style="list-style-type: none">• Show and tell activity (Utensils)



	<ul style="list-style-type: none"> • Cooking without fire • Christmas Celebration (Tree) • Lines on Winter • New Year celebration
JANUARY	<ul style="list-style-type: none"> • Kite making on Makarsankranti • Fruit Chaat and Salad making on Republic Day • Lohri Celebration
FEBRUARY	<ul style="list-style-type: none"> • Revision time



HUDA, SECTOR-2, PALWAL
MONTH WISE COMPETITION PLANNER (2023-24)

Class – Prep

APRIL	<ul style="list-style-type: none">• Hindi Rhyme Recitation Competition
MAY	<ul style="list-style-type: none">• English Rhyme Recitation Competition
JULY	<ul style="list-style-type: none">• Drawing Competition
AUGUST	<ul style="list-style-type: none">• English Writing Competition
SEPTEMBER	<ul style="list-style-type: none">• Hindi Writing Competition
OCTOBER	<ul style="list-style-type: none">• G.K. Quiz Competition
November	<ul style="list-style-type: none">• Sports meet
December	<ul style="list-style-type: none">• Story telling Competition
January	<ul style="list-style-type: none">• Spell Be Competition
February, March	<ul style="list-style-type: none">• Revision



SPS INTERNATIONAL

HUDA Sec-2, Palwal (Haryana) - 121102

Affiliated to CBSE New Delhi
Affiliation No. 531092

Ph.7206045420,21,22,23,24

Website: www.spsipalwal.com

E-mail: spsinternationalpalwal@gmail.com

SESSION: 2025-26

SYLLABUS

CLASS-I



OUR TEXT BOOKS

Sr.No	Subject	Publishers	Text Book
1	हिन्दी व्याकरण	Skill Learning Kapoor Sons	ज्ञान स्पर्श
2	English Grammar	Ratna Sagar	Raindrops English Grammar
3	Drawing	Unique Learning	Paint Your Imagination
4	Maths	Intellica	Exploring Mathematics
5	EVS	Millennium	My Earth Home
6	G.K	Intellica	Let's Explore
7	Computer	Orange Education	Touchpad
8	Moral Skills	Infinity	Moral Skills





AIMS AND OBJECTIVES

Philosophy

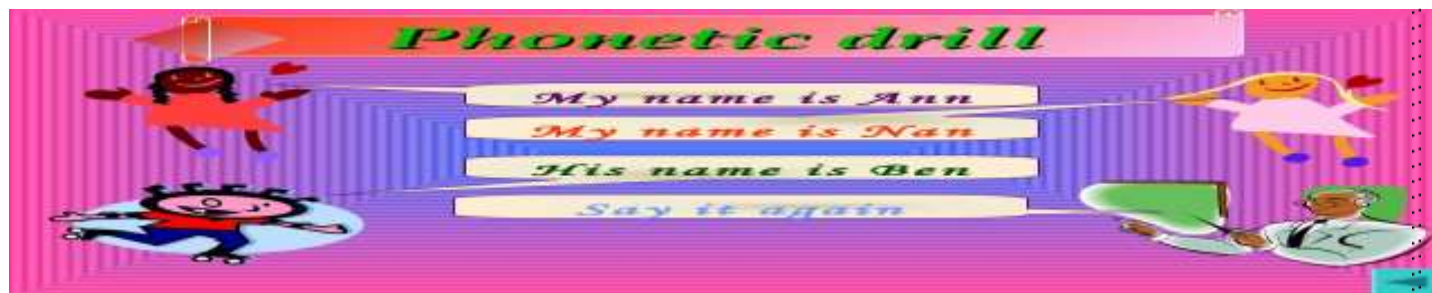
Our school philosophy provides an overall framework for general and more specific whole school aims, and is the foundation from which all aspects of our school community develop.

- To create high standards of learning experiences for all children by providing access to all areas of the N.I Curriculum.
- To create a lively and stimulating learning environment that is exciting today, as well as a preparation for the future.
- To create a caring, secure environment so that all in school feel a sense of worth.
- To develop a caring attitude for the environment.
- To create a partnership with parents.
- To develop a positives place for the school within the community.
- To create a 'feel good' factor, so that each individual feels good about themselves, about what they do and about the school.

AIMS AND OBJECTIVES

Our whole school aims stress:

- Continuity and progression
- Balance
- Recognition of the individual
- Variety of experiences, skills, attitudes, concepts and knowledge to fully develop each child's potential



A	SAYS	ए	A	for	apple, ant
B	SAYS	ब	B	for	ball, balloon
C	SAYS	क	C	for	cow , candle
D	SAYS	ड	D	for	duck , desk
E	SAYS	eh	E	for	egg, eraser
F	SAYS	फ	F	for	flag, fruit
G	SAYS	ग	G	for	glass, gift
H	SAYS	ह	H	for	house, horse
I	SAYS	इ	I	for	injection, ice
J	SAYS	ज	J	for	juice, jet
K	SAYS	क	K	for	king, key
L	SAYS	ल	L	for	lemon, lamp
M	SAYS	म	M	for	mug, mouse
N	SAYS	न	N	for	net, needle
O	SAYS	ow	O	for	orange, owl
P	SAYS	प	P	for	pen, pig
Q	SAYS	qua	Q	for	queen, quilt
R	SAYS	र	R	for	rabbit, rocket
S	SAYS	स	S	for	sun, spoon
T	SAYS	ट	T	for	table, tiger
U	SAYS	अ	U	for	umbrella, uniform
V	SAYS	व	V	for	van, vegetable
W	SAYS	waw	W	for	wall, watch
X	SAYS	x	X	for	x-mas, x-ray
Y	SAYS	य	Y	for	yes, yellow
Z	SAYS	ज	Z	for	zip, zoom

ENGLISH

	LITERATURE	GRAMMAR
PT-1	Ch-1 A New Baby	<ul style="list-style-type: none"> • Use of a or an (Article) • Rhyming words • Use of this / that • See the picture and write their names
PT-2	Ch-2 The Little Bird Ch – 3 What Are They Doing	<ul style="list-style-type: none"> • Naming words • Use of this/that • Use of a or an • Identify the pictures • Complete the words • Change the number • Creative writing
SA-1	Ch-4 A Happy Family Ch – 5 Off to School	<ul style="list-style-type: none"> • Pronoun, Naming words • Action words (Verb) • Use of is, am, are • Change the number • Change the gender • Opposite words • Jumbled words • Use of this/that
PT-3	Ch- 6 Gopa's Chair	<ul style="list-style-type: none"> • Opposite words • Describing words (Adjective) • Use of a or an • Change the number • Use of is, am, are • Creative writing
PT – 4	Ch-7 Jungle School Ch-8 Little Spider's First Web	<ul style="list-style-type: none"> • Circle the action word • Use of was/were • Opposite words • Change the gender • Join the words and make a new words. • Creative writing.
SA-2	Ch-9 The Magic Seed Ch-10 The Happy Train	<ul style="list-style-type: none"> • Change the gender • Change the number • Opposite words • Use of was/were • Use of has/have • Action words, Describing words • Uses of a / an • Pronoun, Creative writing

हिन्दी

	साहित्य	व्याकरण
प्रथम इकाई	हिंदी वर्णमाला शब्द रचना मात्राएं अ से ऐ तक	भाषा मिलते जुलते शब्द शब्द और वाक्य
द्वितीय इकाई	मात्राएं अ से अः पाठ-19- मेरी चाह कविता	वचन बदलो संज्ञा लिंग बदलो विलोम शब्द रचनात्मक कार्य
अर्द्धवार्षिक परीक्षा	पाठ- 20. लोमड़ी की चालाकी कहानी पाठ -21.यातायात संकेत सामान्य(ज्ञानवर्धक कथा)	लिंग बदलो वचन बदलो विलोम शब्द क्रिया अनेक शब्दों के लिए एक शब्द क से न तक व्यंजनों के दो दो शब्द लिखो। रचनात्मक कार्य
तृतीय इकाई	पाठ- 22.शरारती बालक(कहानी)	क्रिया, सर्वनाम विशेषण पर्यायवाची शब्द चित्र देखकर वाक्य बनाओ गिनती 1 से 10 तक रचनात्मक कार्य
चतुर्थ इकाई	पाठ-23 बिल्ली मौसी कविता	वचन बदलो विलोम शब्द पर्यायवाची शब्द अनेक शब्दों के लिए एक शब्द चित्र देखकर वाक्य पूरे करो
वार्षिक परीक्षा	पाठ-24 ईमानदारी कहानी पाठ – 25 अनोखा खिलौना प्रेरक प्रसंग	लिंग बदलो वचन बदलो विलोम शब्द संज्ञा सर्वनाम अनेक शब्दों के लिए एक शब्द, पर्यायवाची शब्द क्रिया विशेषण दिनों और महीनों के नाम चित्र वर्णन गिनती 11 से 20 तक रचनात्मक कार्य

MATHS

FA-1	<ul style="list-style-type: none">• Counting 1 to 100• Number names 1-20• Put the sign $>$, $<$ or $=$• Circle the smallest number• What comes after• Table of 2 and 3
FA-2	<ul style="list-style-type: none">• Number names 1-50• Table of 4 and 5• Put the sign $<$, $>$ or $=$• Circle the biggest number• Addition 2 digit• Expanded form 1 to 100• What comes after, before and between
SA-1	<ul style="list-style-type: none">• Number names 1 to 100• Dodging table 2 to 6• Add with carry• Subtraction• Put the sign $>$, $<$ or $=$• Add on number line• Subtract on number line• What comes after, before and between?
FA-3	<ul style="list-style-type: none">• Number names 101-150• Ascending order• One more than• Subtract with borrowing• Dodging table 2 to 8• Add with carry• One less than• What comes after , before• Write in short form• Ordinal number 1 to 10
FA-4	<ul style="list-style-type: none">• Number names 151 – 200• Add with carry• Subtract with borrowing• Days of the week• Dodging table• Shapes• Descending order
SA-2	<ul style="list-style-type: none">• Multiply on single digit• Time• Money

- Days of the week
- Months name
- Table 2 to 10
- Expanded form
- Short form
- Shapes
- Ascending order
- Descending order
- Ordinal number 1- 10
- What comes after, before?
- Put the sign > , < or =

EVS

PT-1	<ul style="list-style-type: none"> • Ch- 1 Myself • Ch- 2 My Body
PT-2	<ul style="list-style-type: none"> • Ch- 3 My Sense Organs • Ch- 4 My Family
SA-1	<ul style="list-style-type: none"> • Ch- 5 My House and School • Ch- 6 My Food Habits • Ch- 7 Keeping Healthy and Safe • Ch- 8 Good Manners
PT-3	<ul style="list-style-type: none"> • Ch- 9 Places of Worship and our Festivals • Ch- 10 People Who Help Us
PT-4	<ul style="list-style-type: none"> • Ch- 11 Our Nation • Ch- 12 Plants and Animals Around Us • Ch- 13 Air and Water
SA-2	<ul style="list-style-type: none"> • Ch- 14 Seasons In India • Ch- 15 The Earth and the sky • Ch- 16 How Do We Travel? • Ch- 17 Games

G.K

SA-1	<ul style="list-style-type: none">• Ch- 1 Facts about Bharat To Ch- 20 Shapes
SA-2	<ul style="list-style-type: none">• Ch – 21 Manners Matters To Ch – 42 Health and Yoga

COMPUTER

SA-1	Ch- 1 A Smart Machine To Ch-4 Tux Paint
SA-2	Ch-5 Let us Draw in Paint To Ch- 8 Introduction to Artificial Intelligence

DRAWING

SA-1	<ul style="list-style-type: none">• Page No - 3 to Page No - 21
SA-2	<ul style="list-style-type: none">• Page No – 22 to Page No - 40

MORAL SKILLS

S.A-1	Ch-1 Family Bond Ch-2 Value of Time Ch-3 Tolu – A Helping Friend Ch-4 Spelling Master Shalu Ch-5 Words of Politeness
S.A-2	Ch-6 The Speaking Apple Ch-7 Standing in a Queue Ch-8 Neighbours Ch-9 How Seed Becomes a Tree? Ch-10 Shubhangi – The Animal Lover



SESSION 2023 - 24
MONTH WISE ACTIVITY PLANNER
CLASS- I-II

April	<ul style="list-style-type: none">• Self Introduction (Video)• Hindi Recitation(Poem)• Baisakhi Celebration• Earth Day (Plantation)Indoor game (Like-Musical Chair, Carrom)
MAY	<ul style="list-style-type: none">• Group song/ Poem on Mother's Day (With mother)• Card Making , Collage Making• Throw and Catch ball
JULY	<ul style="list-style-type: none">• Conversation (Video)• English Recitation(Poem)• Nature walk• Cleanliness week Action• Indoor Games (Like Carrom)• Class wise Assembly
AUGUST	<ul style="list-style-type: none">• Calligraphy competition(Hindi and English)• Rakhi Making• Flag Making• Solo Dance / Folk Dance• Fancy Dress Show• Friendship Day Activity• Visit to Bank
SEPTEMBER	<ul style="list-style-type: none">• Conversation (Video)• Quiz Competition• Card making on Teacher's Day• Hindi week• Health & Hygiene
OCTOBER	<ul style="list-style-type: none">• Drawing Competition• Mask making activity on Dussehra/ Fancy Dress Competition• Visit to Post Office• Frog Race• Vegetables activity
NOVEMBER	<ul style="list-style-type: none">• Spell Bee competition(Hindi and English)• Quiz competition• Vegetables Activity• Sports meet• Diya/ Candle Decoration Activity
DECEMBER	<ul style="list-style-type: none">• Show and tell activity• Spell Bee Competition• Church Visit• Fancy Dress Show on Christmas Day• Fruits activity
JANUARY	<ul style="list-style-type: none">• Dance Competition• Kite making• Paper folding Activity• Dialogue on freedom fighters
FEBRUARY	<ul style="list-style-type: none">• Revision Time



SPS INTERNATIONAL

HUDA Sec-2, Palwal (Haryana) - 121102

Affiliated to CBSE New Delhi
Affiliation No. 531092

Ph.7206045420,21,22,23,24

Website: www.spsipalwal.com

E-mail: spsinternationalpalwal@gmail.com

SESSION: 2025-26

SYLLABUS

CLASS-II



OUR TEXT BOOKS

Sr.No	Subject	Publishers	Text Book
1	हिन्दी व्याकरण	Skill Learning Kapoor Sons	ज्ञान स्पर्श
2	English Grammar	Ratna Sagar	Raindrops English Grammar
3	Drawing	Unique Learning	Paint Your Imagination
4	Maths	Intellica	Exploring Mathematics
5	EVS	Millennium	My Earth Home
6	G.K	Intellica	Let's Explore
7	Computer	Orange Education	Touchpad
8	Moral Skills	Infinity	Moral Skills





AIMS AND OBJECTIVES

Philosophy

Our school philosophy provides an overall framework for general and more specific whole school aims, and is the foundation from which all aspects of our school community develop.

- To create high standards of learning experiences for all children by providing access to all areas of the N.I Curriculum.
- To create a lively and stimulating learning environment that is exciting today, as well as a preparation for the future.
- To create a caring, secure environment so that all in school feel a sense of worth.
- To develop a caring attitude for the environment.
- To create a partnership with parents.
- To develop a positives place for the school within the community.
- To create a 'feel good' factor, so that each individual feels good about themselves, about what they do and about the school.

AIMS AND OBJECTIVES

Our whole school aims stress:

- Continuity and progression
- Balance
- Recognition of the individual
- Variety of experiences, skills, attitudes, concepts and knowledge to fully develop each child's potential



A	SAYS	ए	A	for	apple, ant
B	SAYS	ब	B	for	ball, balloon
C	SAYS	क	C	for	cow , candle
D	SAYS	ड	D	for	duck , desk
E	SAYS	eh	E	for	egg, eraser
F	SAYS	फ	F	for	flag, fruit
G	SAYS	ग	G	for	glass, gift
H	SAYS	ह	H	for	house, horse
I	SAYS	इ	I	for	injection, ice
J	SAYS	ज	J	for	juice, jet
K	SAYS	क	K	for	king, key
L	SAYS	ल	L	for	lemon, lamp
M	SAYS	म	M	for	mug, mouse
N	SAYS	न	N	for	net, needle
O	SAYS	ow	O	for	orange, owl
P	SAYS	प	P	for	pen, pig
Q	SAYS	qua	Q	for	queen, quilt
R	SAYS	र	R	for	rabbit, rocket
S	SAYS	स	S	for	sun, spoon
T	SAYS	ट	T	for	table, tiger
U	SAYS	अ	U	for	umbrella, uniform
V	SAYS	व	V	for	van, vegetable
W	SAYS	waw	W	for	wall, watch
X	SAYS	x	X	for	x-mas, x-ray
Y	SAYS	य	Y	for	yes, yellow
Z	SAYS	ज	Z	for	zip, zoom

ENGLISH

	LITERATURE :	GRAMMAR
PT-1	Ch-1 A Mouse in the House Ch-2 For My Babies	<ul style="list-style-type: none"> • Change the number • Change the gender • Articles(A/An) • Alphabetical Order
PT-2	Ch – 3 Dressing – up Day Ch – 4 A Tree for All	<ul style="list-style-type: none"> • Sentences • Use of is /am/ are, • Noun (Common+ Proper) • Opposite words • Pronoun
SA-1	Ch – 3 Dressing – up Day Ch – 4 A Tree for All Ch – 5 Tubby, the Fat Cat	<ul style="list-style-type: none"> • Use of has/have • Creative writing (My School and My Best friend) • (PT-1 + PT 2 Grammar Topics)
PT-3	Ch-6 In the Park Ch-7 The Sky is Falling	<ul style="list-style-type: none"> • Verb • Adjective • Adverbs
PT-4	Ch-8 Shopping Fun! Ch-9 A Christmas Song	<ul style="list-style-type: none"> • Prepositions • Conjunction and • Was/ Were • Comprehension
SA-2	Ch-8 Shopping Fun! Ch-9 A Christmas Song Ch-10 Sports Day	<ul style="list-style-type: none"> • Change the number, • Change the gender • Opposite word, • Use of was/were • Comprehension • Use of has/ have • Use of is/am/are • Creative writing (My Mother / Morning walk) • Adverb, Adjective • Picture Composition • Prepositions. Conjunctions • Verb, Articles (a/an/the) , Noun, Pronoun

हिन्दी

	साहित्य	व्याकरण
PT-1	पाठ - 1 सीखो (कविता) पाठ - 2 बढिया दावत (कहानी)	<ul style="list-style-type: none"> भाषा और व्याकरण वचन बदलो लिंग बदलो
PT-2	पाठ - 3 चोर पकड़ा गया (कहानी) पाठ - 4 स्वच्छ शरीर: स्वस्थ शरीर (कहानी)	<ul style="list-style-type: none"> संज्ञा विलोम शब्द गिनती (1-20) अनेक शब्दों के लिए एक शब्द
SA-1	पाठ - 5 नानी को पत्र (पत्र) पाठ - 6 अपनापन (कहानी) पाठ-7 उदारता (कहानी)	<ul style="list-style-type: none"> संज्ञा, सर्वनाम वचन बदलो, लिंग बदलो, विलोम शब्द, गिनती (1-20) अनेक शब्दों के लिए एक शब्द पर्यायवाची शब्द, रचनात्मक कार्य, (मेरा स्कूल, मेरा मित्र)
PT-3	पाठ- 8 क्रिसमस (त्योहार वर्णन) पाठ 9 गिलहरी का घर (कविता)	<ul style="list-style-type: none"> क्रिया, विशेषण पर्यायवाची शब्द व चित्र देखकर वाक्य बनाओ।
PT-4	पाठ-10 पैदल चलना (निबंध) पाठ-11 सूरज (कविता) पाठ-12 आइजक न्यूटन (जीवन परिचय)	<ul style="list-style-type: none"> दिनों व महीनों के नाम चित्र वर्णन अपठित गद्यांश
SA-2	पाठ-13 स्वच्छता (कहानी) पाठ-14 तितली रानी (कविता) पाठ - 15 संगति का प्रभाव (कहानी)	<ul style="list-style-type: none"> लिंग बदलो, वचन बदलो, विलोम शब्द संज्ञा, सर्वनाम, क्रिया, विशेषण पर्यायवाची शब्द, अनेक शब्दों के लिए एक शब्द, दिनों व महीनों के नाम अपठित गद्यांश, रचनात्मक कार्य (मेरी माँ, और सुबह की सैर)

MATHS

PT-1	<ul style="list-style-type: none"> • Counting 1 to 200, Number names 1-100 • Table of 2 to 10 • Put the sign $>$, $<$ or $=$ (comparison of numbers) • Circle the smallest number • Circle the greatest number • What comes after, before, and between • Ascending and descending order • Expanded and short form • Sums (Addition + Subtraction) 2 digit
PT-2	<ul style="list-style-type: none"> • 3 Digits Numbers on the Abacus, Face value + Place value, • Even + Odd Numbers • Dodging Table of 2 To 10 • Number names • Addition, Subtraction 3 digits • Ordinal Numbers
SA-1	<ul style="list-style-type: none"> • Addition, Subtraction 3 digit+ Multiply • Word Problem on Addition + Subtraction • PT- 1 + PT- 2
PT-3	<ul style="list-style-type: none"> • Division • Tally marks • Fraction • Money
PT-4	<ul style="list-style-type: none"> • Skip Counting • Measurement(Length, weight, Capacity) • Shapes
SA-2	<ul style="list-style-type: none"> • Time • Data Handling • PT- 3 + PT- 4

EVS

PT-1	<ul style="list-style-type: none">• Ch-1 Body and Health• Ch-2 Inside My Body• Ch-3 Family and Friends
PT-2	<ul style="list-style-type: none">• Ch-4 Houses We Live In• Ch-5 Food We Eat• Ch-6 Clothes We Wear
SA-1	<ul style="list-style-type: none">• Ch-4 Houses We Live In• Ch-5 Food We Eat• Ch-6 Clothes We Wear• Ch-7 Places of Worship
PT-3	<ul style="list-style-type: none">• Ch- 8 Days to Celebrate• Ch-9 People Who Help Us• Ch-10 Neighbourhood Services
PT-4	<ul style="list-style-type: none">• Ch-11 Map of India• Ch-12 Plants and Animals Around Us• Ch-13 Weather and Seasons
SA-2	<ul style="list-style-type: none">• Ch-14 Earth and Its Neighbours• Ch-15 Save the Earth• Ch- 16 Means of Communication• Ch- 17 Transport and Safety• Ch- 18 Games We Play

G.K

SA-1

- **Ch- 1 Indian Dresses to**
- **Ch- 22 Money Matters**

SA-2

- **Ch - 23 Number Grid to**
- **Ch – 43 Famous Actors and Actresses**

COMPUTER

SA-1

- **Ch- 1 More about a Computer**
- **Ch- 2 Working of a Computer**
- **Ch-3 Parts of a Computer**
- **Ch-4 The Keyboard and the Mouse**

SA-2

- **Ch – 5 More on Tux Paint**
- **Ch – 6 More on Paint**
- **Ch-7 Reasoning and Analysis**
- **Ch-8 More about Scratchjr**
- **Ch-9 Artificial Intelligence Around Us**

DRAWING

SA-1

- **Page No - 2 to Page No - 21**

SA-2

- **Page No – 22 to Page No - 40**

MORAL SKILLS

S.A-1

Ch-1 Tenzing and his Pencil
Ch-2 A king Boy
Ch-3 The Rude Kid
Ch-4 Stay Active, Stay Healthy
Ch-5 Thanking God

S.A-2

Ch-6 Our National Flag
Ch-7 Things to Remember
Ch-8 Mahatma Gandhi and the Small Kid
Ch-9 Simon and Indian Traditions
Ch-10 Yash's Storybook
Ch-11 Dhyan Chand and the Gold Medal



SESSION 2025 - 26
MONTH WISE ACTIVITY PLANNER

CLASS- I-II

April	<ul style="list-style-type: none">• Self Introduction (Video)• Hindi Recitation(Poem)• Baisakhi Celebration• Earth Day (Plantation)Indoor game (Like-Musical Chair, Carrom)
MAY	<ul style="list-style-type: none">• Group song/ Poem on Mother's Day (With mother)• Card Making , Collage Making• Throw and Catch ball
JULY	<ul style="list-style-type: none">• Conversation (Video)• English Recitation(Poem)• Nature walk• Cleanliness week Action• Indoor Games (Like Carrom)• Class wise Assembly
AUGUST	<ul style="list-style-type: none">• Calligraphy competition(Hindi and English)• Rakhi Making• Flag Making• Solo Dance / Folk Dance• Fancy Dress Show• Friendship Day Activity• Visit to Bank
SEPTEMBER	<ul style="list-style-type: none">• Conversation (Video)• Quiz Competition• Card making on Teacher's Day• Hindi week• Health & Hygiene
OCTOBER	<ul style="list-style-type: none">• Drawing Competition• Mask making activity on Dussehra/ Fancy Dress Competition• Visit to Post Office• Frog Race• Vegetables activity• Diya/ Candle Decoration Activity
NOVEMBER	<ul style="list-style-type: none">• Spell Bee competition(Hindi and English)• Quiz competition• Vegetables Activity• Sports meet
DECEMBER	<ul style="list-style-type: none">• Show and tell activity• Spell Bee Competition• Church Visit• Fancy Dress Show on Christmas Day• Fruits activity
JANUARY	<ul style="list-style-type: none">• Dance Competition• Kite making• Paper folding Activity• Dialogue on freedom fighters
FEBRUARY	<ul style="list-style-type: none">• Revision Time



SPS INTERNATIONAL
HUDA SECTOR-2, PALWAL
SYLLABUS FOR THE SESSION 2025-26
CLASS – III

SUBJECT - ENGLISH

Month	Syllabus
April	Literature - Ch-1 The Tiffin Gang Ch-2 The Dot (Poem) Food So Precious Grammar - 1. Sentence, 2. Nouns Writing Section - Picture Composition
May	Literature - Ch-3 Red Fur's Lesson Grammar - 3. Singular and plural noun 4. Countable and uncountable nouns Writing Section - Paragraph Writing
July	Literature - Ch-4 A Battle of Dew (Poem) Kitty in the Cherry Tree Grammar - 5. Gender, 6. Pronouns
August	Literature - Ch-5 The Cake Thief Ch-6 Sports Day at Sparkle School (Poem) Violin Grammar - 7. Articles, 8. Adjectives Writing Section - Letter Writing
October	Literature - Ch-7 Nani's Walk to the park , Ch-8 Postcards of Unity (Poem) Stars Grammar - 9. Comparison, 10. Verbs 11. Forms of Verbs Writing Section - Informal Letter
November	Literature - Ch-9 A Carpet of Crackers Ch-10 Turtle Hatchlings (Poem) Super Samson Simpson Grammar - 12. Tenses, 13. Adverbs Writing Section - Notice Writing
December	Literature Ch-11 A Visit to the Taj Ch-12 Beans for a cow (Poem) Come, Little Leaves Grammar - 14. Apostrophe (') with s 15. Short Forms 16. Prepositions Writing Section - Story Writing
January	Grammar - 17. Conjunctions 18. Punctuation

PT – 1	Literature - Ch-1 , Ch-2 + Poem Grammar - Ch-1,Ch-2, Ch-3+ Vocabulary Section B Picture Composition SEA - What is a sentence ? Write 5 sentences of each type on A-2 size sheet.
PT – 2	Literature - Ch-3 , Ch-4 + Poem Grammar - Ch-4 , Ch-5 and Ch-6 + Vocabulary Section -B Paragraph Writing SEA - Prepare for dictation. Rearrange the letters to make a meaningful words.
Half Yearly Examination	Literature - Ch-4 ,Ch-5 & Ch-6 + 2 (Poems) Grammar - Ch-1 to Ch-9 Writing Section - Formal Letter Picture Composition Paragraph Writing SEA - Make a chart on A- 2 size sheet on the topic nouns and its kinds.
PT – 3	Literature -Ch-7 and Ch-8 + 1 (Poem) Grammar -Ch-10 , Ch-11 & Ch-12 + Vocabulary Writing Section , Informal Letter SEA Read the passage and underline the parts of speech.
PT – 4	Literature Ch-9 & Ch-10 +1 (Poem) Grammar Ch-13 , Ch-14 &Ch-15 + Vocabulary Section -B Notice Writing (found) Write 10 Synonyms and 10 Antonyms on A-4 size sheet.
Annual Examination	Literature Ch-10 , Ch-11 , Ch-12 + 2(Poems) Grammar Ch-10 -18 + Vocabulary Section -B Informal Letter Notice Writing (Lost) Story Writing SEA Extempore Speaking skills Speech on any topic

SUBJECT – HINDI

Month	Syllabus
April	साहित्य - पाठ 1 - वीर तुम बढ़े चलो पाठ 2 - सूझबूझ व्याकरण - पाठ -1 भाषा
May	साहित्य - पाठ 3 - बिरसा मुंडा व्याकरण - पाठ 2 - वर्ण और वर्णमाला रचनात्मक लेखन: अपठित गद्यांश चित्र वर्णन
July	साहित्य - पाठ 4 - भलाई का कार्य व्याकरण - पाठ 3 - मात्राएँ पाठ 4 - संज्ञा
August	साहित्य - पाठ 5 - चटोरी बिल्ली पाठ 6 - जल का महत्व व्याकरण - पाठ 5 - लिंग रचनात्मक लेखन: अनुच्छेद लेखन चित्र वर्णन
September	साहित्य (पाठ 1 से 8 तक पूर्ण अभ्यास सहित) पाठ 1 - वीर तुम बढ़े चलो पाठ 2 - सूझबूझ पाठ 3 - बिरसा मुंडा पाठ 4 - भलाई का कार्य पाठ 5 - चटोरी बिल्ली पाठ 6 - जल का महत्व पाठ 7 - भगवान की देन पाठ 8 - कबीर वाणी व्याकरण (पाठ 1 से 7 तक पूर्ण अभ्यास सहित): पाठ 1 - भाषा पाठ 2 - वर्ण और वर्णमाला पाठ 3 - मात्राएँ पाठ 4 - संज्ञा पाठ 5 - लिंग पाठ 6 - वचन पाठ 7 - सर्वनाम रचनात्मक लेखन: पत्र लेखन / अनुच्छेद लेखन
October	साहित्य - पाठ 9 - मेरे भी पंख उग आते तो व्याकरण - पाठ 8 - विशेषण
November	साहित्य - पाठ 10 - नीले आकाश का रहस्य व्याकरण - पाठ 11 - विराम चिह्न
December	साहित्य - पाठ 11 - अकबर-बीरबल व्याकरण - पाठ 9 - क्रिया पाठ 10 - शब्द भंडार रचनात्मक लेखन: अनुच्छेद लेखन
January	साहित्य - पाठ 12 - गणतंत्र दिवस की परेड

	पाठ 13 - चाँद का कुर्ता पाठ 14 - शरारती बंदर पाठ 15 - धनुर्धारी अर्जुन पाठ 16 - प्रकृति की सीख व्याकरण - पाठ 12 – मुहावरे पाठ 13 - अशुद्धि शोधन पाठ 14 - महीने और त्योहार
--	--

Term Wise	Syllabus
PT – 1	साहित्य - पाठ 1 - वीर तुम बढ़े चलो पाठ 2 – सूझबूझ व्याकरण - पाठ –1 भाषा पाठ 2 - वर्ण और वर्णमाला गतिविधि – चित्र वर्णन , अपठित गद्यांश रचनात्मक लेखन – चित्र वर्णन
PT – 2	साहित्य - पाठ 3 - बिरसा मुंडा पाठ 4 - भलाई का कार्य व्याकरण – पाठ 3 - मात्राएँ पाठ – संज्ञा रचनात्मक लेखन: अनुच्छेद लेखन
Half Yearly Examination	साहित्य - पाठ 1 - वीर तुम बढ़े चलो पाठ 2 – सूझबूझ पाठ 3 - बिरसा मुंडा पाठ 4 - भलाई का पाठ 5 - चटोरी बिल्ली पाठ 6 - जल का महत्व पाठ 7 - भगवान की देन पाठ 8 - कबीर वाणी व्याकरण - पाठ –1 भाषा पाठ 2 - वर्ण और वर्णमाला पाठ 3 - मात्राएँ पाठ 4 - संज्ञा पाठ 5 - लिंग पाठ 6 - वचन पाठ 7 - सर्वनाम रचनात्मक लेखन: पत्र लेखन / अनुच्छेद लेखन गतिविधि- श्रुतलेख
PT – 3	साहित्य - पाठ 9 - मेरे भी पंख उग आते तो पाठ 10 - नीले आकाश का रहस्य व्याकरण - पाठ 8 – विशेषण पाठ 9 - क्रिया रचनात्मक लेखन: अनुच्छेद लेखन
PT – 4	साहित्य - पाठ 11 - अकबर-बीरबल पाठ 12 - गणतंत्र दिवस की परेड व्याकरण - पाठ 10 शब्द भंडार पाठ 11 - विराम चिह्न पाठ 12 – मुहावरे (गतिविधि – दिनों के नाम लिखो।) रचनात्मक लेखन: कहानी लेखन पत्र लेखन

Annual Examination	साहित्य - पाठ 13 - चाँद का कुर्ता पाठ 14 - शरारती बंदर व्याकरण - पाठ 13 - अशुद्धि शोधन पाठ 14 - महीने और त्योहार रचनात्मक लेखन: कहानी लेखन, पत्र लेखन SA-2 (वार्षिक परीक्षा) साहित्य में (पाठ 9 से 16 तक पूर्ण अभ्यास सहित): पाठ 9 - मेरे भी पंख उग आते तो पाठ 10 - नीले आकाश का रहस्य पाठ 11 - अकबर-बीरबल पाठ 12 - गणतंत्र दिवस की परेड पाठ 13 - चाँद का कुर्ता पाठ 14 - शरारती बंदर पाठ 15 - धनुर्धारी अर्जुन पाठ 16 - प्रकृति की सीख व्याकरण में (पाठ 8 से 14 तक पूर्ण अभ्यास सहित): पाठ 8 - विशेषण पाठ 9 - क्रिया पाठ 10 - शब्द भंडार पाठ 11 - विराम चिह्न पाठ 12 - मुहावरे पाठ 13 - अशुद्धि शोधन पाठ 14 - महीने और त्योहार रचनात्मक लेखन: कहानी लेखन, पत्र लेखन
---------------------------	---

	MATHEMATICS
April	Chapter- 1 Number up to 10000 Chapter -2 Addition
May	Chapter- 3 Subtraction Chapter- 4 Multiplication
July	Chapter- 4 Multiplication Chapter 5- Patterns
August	Chapter 7-Clock and Calendar
October	Chapter 5- Division
November	Chapter 6 Fraction Chapter 7-Money
December	Chapter 8 Measurement of Length Measurement of Weight and Capacity
January	Geometrical Shape
Term Wise	Syllabus
PT – 1	Chapter- 1 Numbers up to Ten Thousand Chapter -2 Addition
PT – 2	Chapter- 3 Subtraction Chapter- 4 Multiplication
Half Yearly Examination	0,1,2,3,4 ,10 12.
PT – 3	Chapter 5- Division Chapter 6 -Fraction

PT – 4	Chapter 7-Money Chapter 8 Measurement of Length
Annual Examination	5 ,6 ,7,8, 9, 11
SUBJECT – EVS	
Term Wise	Syllabus
PT – 1	Chapter 1 Parts of Our Body Chapter 2 Keeping Safe and Healthy Chapter 3 The Food we Eat
PT – 2	Chapter 4 An Ideal Home Chapter 5 Clothes we Wear Chapter 6 Family
Half Yearly Examination	Chapter 1 Parts of Our Body Chapter 7 People and their Work Places Chapter 8 Our Festivals Chapter 9 Reaching Places Chapter 10 Land and Reverse Chapter 11 Early Humans
PT – 3	Chapter 12 Cities and Villages Chapter 13 Our Identity Chapter 14 Unity in Diversity
PT – 4	Chapter 15 The Story of Fire Chapter 16 Transport and Communication Chapter 17 Living and Non- Living Things
Annual Examination	Chapter 14 Unity in Diversity Chapter 18 Plants - Our Friends Chapter 19 Animals and Birds Chapter 20 Clean Water and Air Chapter 21 Weather and Seasons Chapter 22 The Earth and the Sky
April	Chapter 1 Parts of Our Body Chapter 2 Keeping Safe and Healthy Chapter 3 – The Food we Eat
May	Chapter 4 An Ideal Home Chapter 5 Clothes we Wear
July	Chapter 6 Family Chapter 7 People and their Workplaces Chapter 8 Our Festivals Chapter 9 Reaching Places
August	Chapter 10 Land and Rivers Chapter 11 Early Humans Chapter 12 Cities and Villages
October	Chapter 13 Our Identity Chapter 14 Unity and Diversity Chapter - 15 The Story of Fire
November	Chapter 16-Transport and Communication Chapter 17 Living and Nonliving Things Chapter 18 Plants - Our Friends

	Chapter 19 Animals and Birds
December	Chapter 20 - Clean Water and Air Chapter 21 - Weather and Seasons Chapter 22 - The Earth and the Sky

SUBJECT - COMPUTER

Month	Syllabus
April	Ch-1 Computer System
May	Ch-2 Window 10
July	Ch-3 Pivot Animator
August	Ch-4 Using word 2016 + Revision
September	Half Yearly Exam's
October	Ch-5 Editing and formatting in word 2016
November	Ch-6 Internet
December	Ch-7 Stepwise Thinking
	Ch-8 Let's Learn Scratch At – Enabled Devices
January	Revision + Practical
February	Revision + Practical
Half Yearly Examination	Ch-1 Computer System Ch-2 Window 10 Ch-3 Pivot Animator Ch-4 Using word 2016 Short cut keys + Full forms
Annual Examination	Ch-5 Editing and formatting in word 2016 Ch-6 Internet Ch-7 Stepwise Thinking Ch-8 Let's Learn Scratch Ch-9 At – Enabled Devices Short cut keys + Full forms

SUBJECT – DRAWING

Half Yearly Examination	Ch-1 to Ch-17
Annual Examination	Ch -18 to Ch- 35

SUBJECT – GENERAL KNOWLEDGE

Term Wise	Syllabus
Half Yearly Examination	Ch 1 Rashtrapati Bhavan Ch -2 India's historical Monuments Ch 3 Union Territories of Bharat Ch 4 Uur National Fag Ch 5 Indian Festivals! Ch 6 Identify the Animals Ch 7 I am Hungry

	Ch 8 The World of Green Plants Ch 9 The Record Holders Ch 10 Amazing Nests Ch 11 Spice it Up Ch 12 Plant Products Ch 13 G20 Member Countries Ch 14 Indian Neighbours Ch 15 Seven Wonders of the World Ch 16 let's Check in Ch 17 World Amusement Park Ch 18 World Dances Ch 19 Number Pyramid Ch 20 Sorting Challenge Ch 21 Coding Decoding Ch 22 Social Skills Ch 23 Emotional Skills Ch 24 Stranger Danger Ch 25 I Care For Them
Annual Examination	Ch 26 Table Manners Ch 27 Problem Solving Ch 28 Morality Ch 29 Self Reliance Ch 30 Follow These Virtues Ch 31 Decision Making Thinking Skills Ch 32 You Are Special Ch 33 Wonderful Inventions Ch 34 Phobias Ch 35 Meeting The Sun's Family Ch 36 Famous Inventors And Inventions Ch 37 Body Machines Ch 38 Pollution Ch 39 Hello Ch 40 Book We Need Ch 41 Word Sounds Ch 42 Anagram Ch 43 Abbreviations Ch 44 Western Dance Forms Ch 45 Surface Water Sports Ch 46 Sporty Words Search Ch 47 World Of Music Ch 48 Sports Facts Ch 49 Titan Nutrition Ch 50 Yoga The Fun Way



SPS INTERNATIONAL
HUDA SECTOR-2,PALWAL
SYLLABUS FOR THE SESSION 2025-26
CLASS-IV

SUBJECT - ENGLISH

ENGLISH

Month	Syllabus
April	Literature Ch-1 The very expensive coconut Ch-2 The Chocolate Touch Grammar 1.Sentence 2.Nouns Writing Section Formal Letter
May	Literature (Poem) The Crocodile and the Gator Ch-3 Let's Go Seed Collecting Grammar 3.Possessive Nouns 4.Singular and Plural Nouns 5. Gender Writing Section Notice Writing
July	Literature Ch-4 A Royal Procession (Poem) On the bridge Grammar 6. Pronoun
August	Literature Ch-5 Salted Crabs Ch-6 Hector Hummingbird (Poem) Five Little Brothers
October	Literature Ch-7 Porcupines and Potatoes Ch-8 Speedy Spots Grammar 9.Comparison 10.Verbs 11. Subject Verb Agreement Writing Section Informal Letter
November	Literature (Poem) The School kids' Rap Ch-9 A Girl Called March

	Ch-10 The old Green Door Grammar 12. Simple Tense 13. Continuous Tense
December	Literature Ch-11 Tine and the Faraway Mountain Ch-12 The Hornbill Festival (poem) Grandpa Pete and Me Grammar 14. Adverbs 15. Prefix and Suffix 16. Prepositions Writing Section – Story Writing
January	Literature (poem) The ABC Grammar 17. Conjunctions 18. Punctuation
Term Wise	Syllabus
PT – 1	Literature Ch-1 , Ch-2 + poem Grammar Ch-1,Ch-2, Ch-3+ vocabulary Section B Formal Letter S.E.A Make a chart on A-2 size sheet on the topic Noun and its kinds.
PT – 2	Literature Ch-3 , Ch-4 + poem Grammar Ch-4 , Ch-5 and Ch-6 + Vocabulary Section -B Notice Writing S.E.A Dictation + Rearrange the letters to make a meaningful words.
SA-1	Literature Ch-4 ,Ch-5 & Ch-6 + 2 (poems) Grammar Ch-1 to Ch-9 Writing Section Formal letter Notice Writing (Lost / Found) Paragraph Writing S.E.A Write 20 forms verbs on A-3 size sheet.

PT – 3	Literature Ch-7 and Ch-8 + 1 (poem) Grammar Ch-10 , Ch-11 & Ch-12 + Vocabulary Writing Section Informal Letter S.E.A Read the passage and under line the Adverbs.
PT – 4	Literature Ch-9 & Ch-10 +1 (poem) Grammar Ch-13 , Ch-14 & Ch-15 + Vocabulary Section -B Notice Writing (Event) S.E.A Extempore :- Speaking skills on general topic
Annual Examination	Literature Ch-10 , Ch-11 , Ch-12 + 2(Poems) Grammar Ch-10 -18 + Vocabulary Section -B Informal Letter Notice Writing (Event) Story Writing S.E.A Describe the given picture

SUBJECT – HINDI

Month	Syllabus
अप्रैल	साहित्य - पाठ – 1 पुष्प की अमिलाषा पाठ- 2 आत्म विश्वास व्याकरण - पाठ- 1 भाषा और व्याकरण रचनात्मक लेखन – अपठित गद्यांश – पत्र लेखन
मई	साहित्य - पाठ- 3 नहले पे दहला पाठ – 4 पवित्र नदी गंगा पाठ- 5 नन्हा बादल व्याकरण - पाठ- 2 वर्ण पाठ- 3 शब्द रचनात्मक लेखन – अपठित गद्यांश , अनुच्छेद लेखन
जुलाई	साहित्य - पाठ – 6 अजंता – एलोरा की गुफाएँ पाठ – 7 सूर्य ग्रहण व्याकरण - पाठ – 4 वाक्य पाठ – 5 संज्ञा रचनात्मक लेखन – अपठित गद्यांश – हिन्दी की गिनती
अगस्त	साहित्य - पाठ – 8 कमाल का जादू पाठ – 9 कोयल रानी

	पाठ – 10 शापित तुलसी पाठ – 11 अश्वमेघ का घोड़ा व्याकरण - पाठ – 6 लिंग पाठ – 7 वचन रचनात्मक लेखक – अपठित गद्यांश , कहानी लेखन
नवम्बर	साहित्य – पाठ – 12 कबरी बिल्ली पाठ – 13 वह मातृ भूमि मेरी पाठ – 14 कबीर वाणी व्याकरण - पाठ – 8 सर्वनाम पाठ – 9 विशेषण पाठ – 10 क्रिया पाठ – 11 शब्द भंडार पाठ – 12 विराम चिह्न रचनात्मक लेखन – अपठित गद्यांश – अनुच्छेद लेखन
दिसम्बर	साहित्य - पाठ – 15 ग्राम्य जीवन पाठ – 16 चंद्रशेखर वेंकटरामन पाठ - 17 जीवन की सीख व्याकरण - पाठ – 13 अशुद्धि शोधन पाठ – 14 मुहावरे रचनात्मक लेखन – अपठित गद्यांश , कहानी लेखन
Term Wise	Syllabus
PT – 1	साहित्य - पाठ – 1 पुष्प की अमिलाषा पाठ- 2 आत्म विश्वास व्याकरण - पाठ- 1 भाषा और व्याकरण रचनात्मक लेखन – अपठित गद्यांश – पत्र लेखन
PT – 2	साहित्य - पाठ- 3 नहले पे दहला पाठ – 4 पवित्र नदी गंगा पाठ- 5 नन्हा बादल व्याकरण - पाठ- 2 वर्ण पाठ- 3 शब्द पाठ – 4 वाक्य रचनात्मक लेखन – अपठित गद्यांश , कहानी लेखन
Half Yearly Exams	साहित्य - पाठ – 1 पुष्प की अमिलाषा पाठ- 2 आत्म विश्वास पाठ- 3 नहले पे दहला पाठ – 4 पवित्र नदी गंगा पाठ- 5 नन्हा बादल पाठ – 6 अजंता – एलोरा की गुफाएँ पाठ – 7 सूर्य ग्रहण पाठ – 8 कमाल का जादू

	<p>व्याकरण - पाठ- 1 भाषा और व्याकरण पाठ- 2 वर्ण पाठ- 3 शब्द पाठ – 4 वाक्य पाठ – 5 संज्ञा पाठ – 6 लिंग पाठ – 7 वचन रचनात्मक लेखन – अपठित गद्यांश, कहानी लेखन, पत्र लेखन</p>
PT – 3	<p>साहित्य - पाठ – 9 कोयल रानी पाठ – 10 शापित तुलसी पाठ – 11 अश्वमेघ का घोड़ा व्याकरण - पाठ – 8 सर्वनाम पाठ – 9 विशेषण पाठ – 10 क्रिया रचनात्मक लेखन – अपठित गद्यांश , अनुच्छेद लेखन</p>
PT – 4	<p>साहित्य – पाठ – 12 कबरी बिल्ली पाठ – 13 वह मातृ भूमि मेरी पाठ – 14 कबीर वाणी पाठ – 15 ग्राम्य जीवन व्याकरण - पाठ – 11 शब्द भंडार पाठ – 12 विराम चिह्न पाठ – 13 अशुद्धि शोधन रचनात्मक लेखन – अपठित गद्यांश , संवाद लेखन</p>
SA-2	<p>साहित्य - पाठ – 9 कोयल रानी पाठ – 10 शापित तुलसी पाठ – 11 अश्वमेघ का घोड़ा पाठ – 12 कबरी बिल्ली पाठ – 13 वह मातृ भूमि मेरी पाठ – 14 कबीर वाणी पाठ – 15 ग्राम्य जीवन पाठ – 16 चंद्रशेखर वेंकटरामन पाठ - 17 जीवन की सीख व्याकरण - पाठ – 8 सर्वनाम पाठ – 9 विशेषण पाठ – 10 क्रिया पाठ – 11 शब्द भंडार पाठ – 12 विराम चिह्न पाठ – 14 मुहावरे रचनात्मक लेखन – अपठित गद्यांश , संवाद लेखन , हिंदी की गिनती</p>

SUBJECT – MATHEMATICS

Month	Syllabus
April	Ch-1 Large number Ch-2 Addition and Subtraction
May	Ch-3 Multiplication Ch-4 Division
July	Ch-14 Line Segments Ch-15 Perimeter of Rectilinear Figures
August	Ch-12 Money Ch-17 Pictorial Representation of Data
October	Ch-5 Multiples and Factors Ch-6 Common Factors and Common Multiples
November	Ch-8 Fractional numbers Ch-9 Decimals
December	Ch-7 Estimation Ch-10 Measures of Length, Weight and Capacity Ch-16 Geometrical Shapes and Symmetry
January	Ch-11 Time and Calendar Ch-13 Unitary Method

Term Wise	Syllabus
PT – 1	Ch-1 Large number Ch-2 Addition and Subtraction
PT – 2	Ch-3 Multiplication Ch-4 Division
Half Yearly Exams	Ch-1 Large number Ch-2 Addition and Subtraction Ch-3 Multiplication Ch-4 Division Ch-12 Money Ch-14 Line Segments Ch-15 Perimeter of Rectilinear Figures Ch-17 Pictorial Representation of Data
PT – 3	Ch-5 Multiples and Factors Ch-6 Common Factors and Common Multiples
PT – 4	Ch-7 Estimation Ch-8 Fractional numbers Ch-9 Decimals
Annual Exam	Ch-5 Multiples and Factors Ch-6 Common Factors and Common Multiples Ch-7 Estimation Ch-8 Fractional numbers Ch-9 Decimals Ch-10 Measures of Length, Weight and Capacity

	Ch-11 Time and Calendar Ch-13 Unitary Method Ch-16 Geometrical Shapes and Symmetry
--	--

SUBJECT – SCIENCE

Month	Syllabus
April	Chapter 1 Food and Digestion Chapter 2 Teeth and Microbes
May	Chapter 3 Safety and First Aid
July	Chapter 4 Clothing for us Chapter 5 Matter and It States Chapter 6 Soil
August	Chapter 7 Green Plants : The Food Producers Chapter 8 Plant : Growth and Survival
September	Revision is going on
October	Chapter 9 Animals : Growth, and Multiplication Chapter 10 Animal Adaptation
November	Chapter 11 Force Work and Energy Chapter 12 Air Water and Weather
December	Chapter 13 The Solar System Chapter 14 Keeping Our Planet Green

Term Wise	Syllabus
PT – 1	Chapter 1 Food and Digestion Chapter 2 Teeth and Microbes S.E. Activity – Make a structure of tooth in A3 size sheet.
PT – 2	Chapter 3 Safety and First Aid Chapter 4 Clothing for us S.E. Activity – Prepare a first aid box
Half Yearly Examination	Chapter 1 Food and Digestion Chapter 4 Clothing for us Chapter 5 Matter and Its States Chapter 6 Soil Chapter 7 Green Plants : The Food Producers S.E. Activity – Prepare a chart on the life cycle of an animal that reproduce by laying eggs
PT – 3	Chapter 8 Plant : Growth and Survival Chapter 9 Animals : Growth, and Multiplication Chapter 10 Animal Adaptation S.E. Activity – Paste a picture of different types in terrestrial and aquatic plants.
PT – 4	Chapter 11 Force Work and Energy Chapter 12 Air Water and Weather S.E. Activity - Find out the name of 10 artificial satellites launched by India and the year in which they launch and their purpose also
Annual Examination	Chapter 6 Soil Chapter 10 Animal adaptation Chapter 12 Air Water and Weather Chapter 13 The Solar System Chapter 14 Keeping Our Planet Green S.E. Activity - Make a PowerPoint presentation on greenhouse effect

SUBJECT – SOCIAL SCIENCE

Month	Syllabus
April	Ch 1 I love my India Ch 2 The Northern Mountains Ch 3 The Northern and Coastal Plains
May	Ch 4 The Western Desert
July	Ch 5 The Southern Plateaus and Islands Ch -6 Our Climate
August	Ch 7 Our Soils Ch 8 Our Agriculture
October	Ch 9 Our Industries Ch 10 Our Transport and Communication Ch 11 Our Natural Resources Ch 12 Our Forests
November	Ch 13 Our Water Resources Ch 14 Our Mineral Resources Ch 15 They Ruled India
December	Ch 16 The Age of Exploration Ch 17 Our Rich Culture
January	Ch 18 Our Rights and Duties Ch 19 Local Self Government in Cities
PT – 1	Ch 1 I Love my India. Ch 2 The Northern Mountains Ch 3 The Northern and Coastal Plains.
PT – 2	Ch 4 The Western Desert Ch 5 The Southern Plateaus and Islands Ch 6 our climate
Half Yearly Exams	Ch 7 Our Soils Ch 8 Our Agriculture Ch 9 Our Industries Ch 1 I Love my India Ch 6 Our Climate Ch 3 The Northern and Coastal Plains Ch 6 Soil
PT – 3	Ch 10 Our Transport And Communication Ch 11 Our Natural Resources. Ch 12 Our Forests.
PT – 4	Ch 13 Our Water Resources Ch 14 Our Mineral Resources Ch 15 They Ruled India
Annual Exams	Ch 16 The Age Of Exploration Ch 17 Our Rich Culture Ch 18 Our Rights And Duties Ch 19 Local Self-Government In Cities Ch 10 Our Transport And Communication Ch 15 They Ruled India

SUBJECT – COMPUTER

Month	Syllabus
April	Ch-1 Data Storage and Memory
May	Ch-2 Managing files and folder in Window 10
June	Summer Break
July	Ch-3 More on MS - Word 2016
August	Ch-4 Power Point 2016
September	Half Yearly Exams
October	Ch-5 More about the Internet
November	Ch-6 Visual Processing Ch-7 More Blocks in Scratch
December	Ch-8 Creating Shapes in Scratch Ch-9 Evolution of Artificial Intelligence
January	Revision + Practical Revision + Practical
Half Yearly Exam	Ch-1 Data Storage and Memory Ch-2 Managing files and folder in Window 10 Ch-3 More on MS - Word 2016 Ch-4 Power Point 2016
Annual Exam	Ch-5 More about the Internet Ch-6 Visual Processing Ch-7 More Blocks in Scratch Ch-8 Creating Shapes in Scratch Ch-9 Evolution of Artificial Intelligence

SUBJECT – DRAWING

Term wise	Syllabus
Half yearly exams	Ch- 1 to ch-19
Annual exams	Ch-20 to ch-38

SUBJECT – GENERAL KNOWLEDGE

Term wise	Syllabus
Half Yearly Examination	Ch 1 hero of the zero Ch 2 must visit places in India Ch 3 logos : The Identity marks Ch 4 beaches of Bharat Ch 5 exploring Bharat Ch 7 National institutes Ch 8 food from plants Ch 9 Earth shapes Ch 10 oldest trees on the earth Ch 11 distinctive plants Ch 12 do you know ? Ch 13 food for health Ch 14 birds awards

	Ch 15 G20 countries Ch 16 sobriquets Ch 17 official residences Ch 18 amazing world of nature Ch 19 world's superlatives Ch 20 languages of the world Ch 21 famous trains Ch 22 Natural wonders Ch 23 arithmagons Ch 24 graphical edition Ch 25 coding challenges- 1 Ch 26 word pattern
Annual Examination	Ch 27 number combinations Ch 28 rearrange your brain Ch 29 first aid Ch 30 signals for safety Ch 31 pollution! pollution! Ch 32 banking matters Ch 33 how social are you ? Ch 34 family 's love is priceless Ch 35 father and son Ch 36 can this go back to the earth Ch 37 the world of robots Ch 38 renewable energy Ch 39 space agencies of the world Ch 40 this means that ? Ch 41 acronyms Ch 42 knowing about palindromes Ch 43 thank you Ch 44 writing a letter Ch 45 fun with words Ch 46 numbers in English language Ch 47 Olympic (SAGA 2024) Ch 48 hockey Ch 49 athletics Ch 50 water sports Ch 51 gotta catch em 'all



SPS INTERNATIONAL
HUDA SECTOR- 2, PALWAL
SYLLABUS FOR THE SESSION 2025-26
CLASS – V

SUBJECT - ENGLISH

Month	Syllabus
April	Literature - Ch-1 Doctor Dolittle's Dilemma Ch-2 Mrs Dewpond's Daughters Grammar - Ch-1 Sentence Ch-2 Nouns Writing Section - Formal letter
May	Literature - Ch-3 King for a day Ch-4 A bridge that grows (poem) I opened a book Grammar - 3. More about Nouns (Number) 4. Articles
July	Literature - (poem) One day I'll be Ch-5 Yummy Microbes Grammar - 5. Pronouns , 6. Adjectives , 12. Simple Tense Writing Section Notice Writing
August	Literature - Ch-6 The quilt maker (Poem) The music of your voice Ch-7 Adventure with Dilly Grammar - 7. Comparison of Adjectives 8.Verbs, 9. Subject – verb Agreement Writing Section - Paragraph Writing
October	Literature - Ch-8 Who is to blame ? Ch-9 Never Give Up ! (Poem) City Trees Grammar - 10 .Modals , 11. Participles , 13. Continuous Tense Writing Section - Informal Letter
November	Literature - Ch-10 Tiger at the door Ch -11 Can' t stop laughing Grammar - 14.Perfect tense 15.Adverbs , 16.Active and Passive voice Writing Section - Message Writing
December	Literature - Ch-12 The M.C.C. (Poem) Deep Sea Squeeze (Poem) Travel for fun Grammar - 17 .Direct and Indirect speech 18. Prepositions Writing Section - Story Writing
January	Grammar - 17. Conjunctions 18. Punctuation

Term Wise	Syllabus
PT – 1	Literature Ch-1, Ch-2+Poem Grammar – Ch-1, Ch-2, Ch-3+ Vocabulary Section -B Formal letter S.E.A What is a sentence?

	Write five sentences of each type.
PT – 2	Literature Ch-3 , Ch-4 + Poem Grammar Ch-4, Ch-5 and Ch-12+ Vocabulary Section -B Notice writing S.E.A Read the passage and underline the parts of speech and write them in given appropriate column.
Half Yearly Examination	Literature Ch-4 , 5 & Ch-6+ 2 (poems) Grammar Ch-1 to Ch - 9 +12 Writing Section Formal letter Notice Writing Paragraph writing S.E.A Make a chart on A-2 size sheet on the topic Adjective and its kinds.
PT – 3	Literature Ch-7 and Ch-8 +1(poem) Grammar Ch-10 , 11 &13+ Vocabulary Writing Section Informal letter S.E.A Extempore :- Speaking skills on given general topic.
PT – 4	Literature Ch-9 & Ch-10+1(poem) Grammar Ch-16, 14&15 +Vocabulary Section -B Message Writing S.E.A Dictation + Rearrange the letters to make a meaningful words
Annual Examination	Literature Ch-10 , 11 ,12 + 2(poems) Grammar – Ch-10,11,13,14,15,16,17,18,19 & 20 + Vocabulary Section – B Informal Letter Message Writing Story Writing S.E.A Confusing words Homophones Homonyms

SUBJECT - HINDI

Month	Syllabus
अप्रैल	साहित्य - पाठ 1 दिए का अभिमान पाठ 2 महाकवि कालिदास पाठ 3 राजा हरिश्चंद्र
मई	व्याकरण पाठ -1भाषा और व्याकरण पाठ 2 वर्ण रचनात्मक लेखन - अपठित गद्यांश , अनुच्छेद लेखन
जुलाई	साहित्य में – पाठ -4 लालच बुरी बला है पाठ 5- सफलता के सूत्र पाठ 6 वृक्ष लगाएँ
अगस्त	व्याकरण में पाठ- 3 शब्द रचना पाठ 4 संज्ञा पाठ 5 संज्ञा के विकार(लिंग वचन और कारक) रचनात्मक लेखन - पत्र लेखन
सितंबर	पाठ – 7 गुलीवर की यात्रा पाठ – 8 परोपकारी महिलाएँ
अक्टूबर	साहित्य में- पाठ 9 क्रिकेट का भगवान पाठ -10 परिश्रम और स्वास्थ्य पाठ -11 कांटों में राह बनाते हैं
नवंबर	व्याकरण में पाठ- 9 काल पाठ 10 अविकारी शब्द पाठ 11 वाक्य रचनात्मक लेखन - अनुच्छेद लेखन
दिसंबर	साहित्य में - पाठ 12 वरदान पाठ 13 दिल्ली दर्शन पाठ 14 आदर्श नागरिक व्याकरण- पाठ 11 वाक्य पाठ 12 शब्द भंडार पाठ – मुहावरे और लोकोक्तियाँ
जनवरी	साहित्य में - पाठ – 15 मन की आँखें व्याकरण – पाठ – 14 विराम चिह्न
फरवरी	साहित्य में - पाठ – 16 नर हो न निराश करो मन को पाठ – 17 हमारा मित्र कंप्यूटर व्याकरण – पाठ – 14 विराम चिह्न पाठ – 15 अपठित गद्यांश पाठ – 16 पत्र लेखन रचनात्मक लेखन – कहानी लेखन

Term wise	Syllabus
PT – 1	साहित्य में - पाठ 1 दिए का अभिमान पाठ 2 महाकवि कालिदास व्याकरण - पाठ -1भाषा और व्याकरण

	पाठ 3 राजा हरिश्चंद्र पाठ 2 वर्ण रचनात्मक लेखन अपठित गद्यांश चित्र वर्णन
PT – 2	साहित्य में – पाठ -4 लालच बुरी बला है पाठ 5- सफलता के सूत्र व्याकरण में पाठ- 3 शब्द रचना पाठ 4 संज्ञा पाठ 6 वृक्ष लगाएं पाठ 5 संज्ञा के विकार(लिंग वचन और कारक) रचनात्मक लेखन- पत्र लेखन अनुच्छेद लेखन
Half Yearly Examination	साहित्य में – पाठ 1 से पाठ 8 तक पूर्ण अभ्यास सहित व्याकरण में -पाठ 1 से पाठ -8 तक पूर्ण अभ्यास सहित रचनात्मक लेखन पत्र लेखन, अनुच्छेद लेखन
PT – 3	साहित्य में- पाठ 9 क्रिकेट का भगवान पाठ -10 परिश्रम और स्वास्थ्य व्याकरण में पाठ- 9 काल पाठ 10 अविकारी शब्द रचनात्मक लेखन अनुच्छेद लेखन
PT – 4	साहित्य में पाठ 12 वरदान पाठ 13 दिल्ली दर्शन व्याकरण पाठ 11 वाक्य पाठ 12 शब्द भंडार साहित्य पाठ 14 आदर्श नागरिक रचनात्मक लेखन पत्र लेखन, संवाद लेखन
Annual Examination	साहित्य में पाठ -9 से पाठ -17 तक पूर्ण अभ्यास सहित। व्याकरण में पाठ -9 से पाठ -14 तक पूर्ण अभ्यास सहित । रचनात्मक लेखन कहानी लेखन, पत्र लेखन।

SUBJECT – MATHEMATICS

PT – 1	Chapter 1 Large Number Chapter 2 Operations Involving Large Numbers
PT – 2	Chapter 3 HCF and LCM Chapter 9 Rounding Numbers Chapter 10 Roman Numerals
Half Yearly Examination	Chapter 1 Large Number Chapter 2 Operation Involving Large Numbers Chapter 3 HCF and LCM Chapter 5 Additions and Subtraction of Fractional Numbers Chapter 6 Multiplication and Division of Fractional Numbers Chapter 9 Rounding Numbers Chapter 10 Roman Numerals Chapter 16 Temperature Chapter 20 Patterns Chapter 21 Data Handling
PT – 3	Chapter 7 Decimals Chapter 8 Simplification of Numerical Expressions Chapter 11 Profit and Loss
PT – 4	Chapter 12 Lines and Angles Chapter 13 Triangles and Quadrilaterals Chapter 17 Time

Annual Examination	Chapter 4 Measurement of Length, Weight ,Capacity (Volume) Chapter 7 Decimals Chapter 8 Simplification of Numerical Expressions Chapter 11 profit and loss Chapter 12 lines and Angles Chapter 13 Triangles and Quadrilaterals Chapter 14 Circle Chapter 15 Area and Volume Chapter 17 Time Chapter18 Symmetry Chapter 19 Perspective of Viewing Solid Objects
April	Chapter 1 Large Number Chapter 2 Operations Involving Large Number
May	Chapter 3 HCF and LCM Chapter 9 Rounding Numbers Chapter 10 Roman Numerals
July	Chapter 5 Additions and Subtraction of Fractional Numbers. Chapter 6 Multiplication and Division of Fractional Numbers
August	Chapter 16 Temperature Chapter 20 Patterns Chapter 21 Data Handling
October	Chapter 7 Decimals Chapter 8 Simplification of Numerical Expressions Chapter 11 Profit and Loss
November	Chapter 12 Lines and Angles Chapter 13 Triangles and Quadrilaterals Chapter 17 Time
December	Chapter 14 Circle Chapter 15 Area and Volume Chapter18 Symmetry
January	Chapter 4 Measurement of Length, Weight ,Capacity (Volume) Chapter -19 Perspective of Viewing Solid Objects

SUBJECT – SCIENCE

Month	Syllabus
April	Chapter- 1 Growing plants Chapter -2 Food, Health, and Hygiene
May	Chapter -3 Safety and First Aid
July	Chapter -4 Matter and its States Chapter -5 Rocks and Minerals
August	Chapter -6 Animals, Habitat and Adaptation Chapter -7 Skeleton System and Nervous System
September	Revision on going on
October	Chapter -8 Measurement Chapter -9 Force, Energy, and Simple Machines Chapter -10 Air and Water
November	Chapter -11 Earth, Sun and Moon

	Chapter -12 Light and Shadows
December	Chapter -13 Volcanoes, Earthquake and Tsunamis Chapter -14 Our Environment
Term Wise	Syllabus
PT – 1	Chapter 1 Growing Plants Chapter 2 Food, Health, and Hygiene S.E. Activity – Make a diet chart of different age group in A3 size sheet
PT – 2	Chapter 3 Safety and First Aid Chapter 4 Matter and Its States S.E. Activity – Prepare a first aid box.
Half Yearly Examination	Chapter 1 Growing Plants Chapter 4 Matter and its State Chapter 5 Rocks and Minerals Chapter 6 Animals, Habitat and Adaptation Chapter 7 Skeleton System and Nervous System S.E. Activity – Visit to Biology lab
PT – 3	Chapter 8 Measurement Chapter 9 Force, Energy, and Simple Machines Chapter 10 Air and Water S.E. Activity – Make a modal of first – class lever
PT – 4	Chapter 11 Earth, Sun and Moon Chapter 12 Light and Shadows S.E. Activity – Make a modal of volcano
SA-2	Chapter 7 Skeleton System and Nervous System Chapter 9 Force, Energy, and Simple Machine Chapter 12 Light and Shadow Chapter 13 Volcanoes, Earthquake and Tsunamis Chapter 14 Our Environment S.E. Activity – Draw the layers of atmosphere in A3 size sheet

SUBJECT – SOCIAL SCIENCE

Month	Syllabus
April	(1) Mapping the Earth (2) Latitude and Longitude (3) Movements of the Earth
May	(4) Major Landforms Natural Disasters
July	(5) Climate (6) The Land of Dense Forests
August	(7) The Land of Sand (8) The Treeless Grasslands (9) The Land of Snow
October	(10) The Revolt of 1857 (11) Our Freedom Movement-1
November	(12) Our Freedom Movement-2 (13) The World from 1914 to 1945
December	(14) Governing Ourselves (15) The United Nations (16) Save the Environment

Term Wise	Syllabus
------------------	-----------------

PT – 1	(1) Mapping the Earth (2) Latitude and Longitude (3) Movements of the Earth
PT – 2	(4) Major Landforms Natural Disasters (5) Climate (6) The Land of Dense Forests
Half Yearly Examination	(2) Latitude and longitude (3) Movements of the Earth (4) Major Landforms Natural Disasters (5) Climate (7) The Land of Sand (8) The Treeless Grasslands
PT – 3	(9) The Land of Snow (10) The Revolt of 1857 (11) Our Freedom Movement-1
PT – 4	(12) Our Freedom Movement-2 (13) The World from 1914 to 1945 (14) Governing Ourselves
Annual Examination	(10) The Revolt of 1857 (11) Our Freedom (12) Our Freedom Movement-2 (14) Governing Ourselves (15) The United Nations (16) Save the Environment

SUBJECT – DRAWING

Half Yearly Examination	Ch- 1 to Ch-19
Annual Examination	Ch- 20 to Ch-38

SUBJECT – COMPUTER

Month	Syllabus
PT- 1	Ch-1 Evolution of Computers, Ch-2 Advanced features of word 2016 nd Full forms
PT-2	Ch-3 Formatting a Presentation Ch-4 Introduction to Excel 2016, Ch-5 Editing cell contents in Excel 2016 and Shortcut keys
Half Yearly Examination	Ch-1 to Ch-5 + Full forms and Shortcut keys
PT-3	Ch-6 Internet and E-mail, Ch-7 Data processing Full forms and shortcut keys
PT-4	Ch-8 Conditional locks in scratch Ch-9 Concept of smart living and full forms
Annual Examination	Ch-6 to Ch-9 + Full forms and Shortcut keys

SUBJECT – GENRAL KNOWLEDGE

Term Wise	Syllabus
Half Yearly Examination	Ch-1. Crafts of Bharat Ch-2. Exploring India Ch-3. Indian Railways Ch-4. Well Known Environmentalist Ch-5. The Wildlife of Bharat Ch-6. Intelligent Birds and Animals Ch-7. Protective Food Ch-8. World of Dinosaurs Ch-9. Fruity Riddles Ch-10. Seed Structure

Ch-11. Beneficial Insects
 Ch-12. Comprehending the G20
 Ch-13. National Birds and Animals
 Ch-14. Wonderful Architecture
 Ch-15. Dangerous Ride
 Ch-16. Geographical Extreme
 Ch-17. Arithmagons
 Ch-18. Number Puzzle
 Ch-19. Coding Challenge
 Ch-20. What's the World?
 Ch-21. Amazing Number Tricks
 Ch-22. Telephone Manners
 Ch-23. Basic Life Skills
 Ch-24. Automatic Teller Machine (ATM)
 Ch-25. Important Documents That We Need
 Ch-26. Disaster Management
 Ch-27. Organize Yourself
 Ch-28. Shopping Etiquettes

Annual Examination

Ch-29. Be Truthful
 Ch-30. Managing Time
 Ch-31. Let's Work Together
 Ch-32. Famous Scientists
 Ch-33. Using Technology in Schools
 Ch-34. Deficiency Diseases
 Ch-35. Science Around Us
 Ch-36. Branches of Science
 Ch-37. Solar Energy in Need
 Ch-38. Machines Used in Agriculture
 Ch-39. Saving Earth
 Ch-40. Periods and Groups
 Ch-41. Modern Indian Authors
 Ch-42. Nomenclature
 Ch-43. Good Morning
 Ch-44. Increase Your Vocabulary
 Ch-45. Tag Lines
 Ch-46. All About Books
 Ch-47. Champions
 Ch-48. Cricket World
 Ch-49. International Film Festival
 Ch-50. Classical Dances of Bharat
 Ch-51. National Cricket Teams and their Logos
 Ch-52. Life Skills Activity
 Ch-53. Importance of Sports
 Ch-54. Diet and Nutrition
 Ch-55. Yoga: The Fun Way

SUBJECT – SANSKRIT

Month	Syllabus
अप्रैल	वंदना पाठ -1वर्ण परिचय पाठ -2मात्रा परिचय
मई	व्याकरण शरीर के अंगों के नाम धातुरूप – पठ, लिख, हस, धाव (लट् लकार)
जुलाई	पाठ 3 शब्द लिंग परिचय पाठ 4 वचन परिचय पाठ 5 धातु परिचय व्याकरण - वस्त्रों के नाम, अनाजों के नाम
अगस्त	पाठ- 6 पाठ-7 पाठ – 8 पूर्ण अभ्यास सहित व्याकरण धातुरूप पशु के नाम रंगों के नाम
सितंबर	पाठ – 1 से 8 तक पूर्ण अभ्यास सहित याद करो व्याकरण - धातुरूप पशु के नाम रंगों के नाम
अक्टूबर	पाठ – 9 एस: शिक्षक: पाठ - 10 मृगशाला पाठ 11 अह कदलीफलम,
नवंबर	व्याकरण संबंधियों के नाम पाठ 12 वय कीडका:
दिसंबर	पाठ 13 यानं गच्छाति पाठ 14 वन आपणम,
जनवरी	व्याकरण समयवाचक शब्द

Term Wise	Syllabus
PT – 1	पाठ -1वर्ण परिचय पाठ -2मात्रा परिचय व्याकरण शरीर के अंगों के नाम
PT – 2	पाठ 3 शब्द लिंग परिचय पाठ 4 वचन परिचय पाठ 5 धातु परिचय व्याकरण वस्त्रों के नाम, अनाजों के नाम
Half Yearly Examination	पाठ- 6 से पाठ-8 पूर्ण अभ्यास सहित व्याकरण धातुरूप पशु के नाम रंगों के नाम
PT – 3	पाठ – 9 एस: शिक्षक: पाठ - 10 मृगशाला पाठ 11 अह कदलीफलम, व्याकरण संबंधियों के नाम
PT – 4	पाठ 12 वय कीडका: पाठ 13 यानं गच्छाति पाठ 14 वन आपणम,

	व्याकरण समयवाचक शब्द
Annual Examination	पाठ 9 से 16 तक पूर्ण अभ्यास सहित व्याकरण शब्दरूप ,पक्षियों के नाम, वस्त्रों के नाम।

SUBJECT – GERMAN

PT-1	CLASS-5 (German) Syllabus for session-(2025-2026) Ch-1 Herzlich Willkommen in Deutschland CH-2 Lumpi learnt Deutsch
PT-2	Ch-3 Lumpi kann Zahlen Ch-4 Lumpi in der Schule
Half Yearly Examination	Half Yearly Syllabus Ch-1 Herzlich Willkommen in Deutschland CH-2 Lumpi learnt Deutsch Ch-3 Lumpi kann Zahlen Ch-4 Lumpi in der Schule Ch-5 Seid ihr Deutsche?
PT-3	Ch-6 Was ist das? Ch-7 Die Familie von Erich
PT-4	Ch-8 Das Leben ist Farbenfroh Ch-9 Heute ist Sonntag!
Annual Examination	Ch-6 Was ist das? Ch-7 Die Familie von Erich Ch-8 Das Leben ist Farbenfroh Ch-9 Heute ist Sonntag! Ch-10 Der Geburtstag von Erich

CLASS - VI
SUBJECT: ENGLISH

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	LITERATURE Ch-1 (Ashraf and the Flying Saucer) Ch-2 (Nick) Poem- (I Have Some Friends) GRAMMAR Ch-1 (Sentences) Ch-2 (Nouns) Ch-20 (Punctuation) Writing Notice Writing (Lost/Found/Event)
2	MAY	LITERATURE Ch-3 (Dinner by Moonlight) Ch-4 (Goose Chase) Poem- (One Schew Guy) GRAMMAR Ch-3 (Nouns; Number and Gender) Ch-4 (Articles) Ch-5 (Pronouns) Ch-21 (Vocabulary; Literacy Skills) WRITING SKILLS Diary Writing
3	JULY	LITERATURE Ch-5 (Treasures of Telangana) Ch-6 (The Magic Finger) Poem- (The Champa Flower) GRAMMAR . Ch-(9,10,and 11)(Tense; Present, Past and Future) Ch-6 (Adjectives) Ch-7 (Verbs) WRITING SKILLS Biographical Sketch
4	AUGUST	LITERATURE Ch-7 (Star Spinter) Ch-8 (Art with a Purpose) Poem- (A Quiet Walk) GRAMMAR Ch-15 (Active and Passive Voice) Ch-8 (Modals) Ch-9 (Participles) WRITING SKILLS Letter Writing
5	SEPTEMBER	Revision + Half Yearly Exams
6	OCTOBER	LITERATURE Ch-9 (Splendours of Srinagar) Ch-10 (With a Bushman in the Kalahari) Poem- The Fox GRAMMAR Ch-13 (Adverbs) Ch-14 (Adverbs: Degrees of Comparison)

		WRITING SKILLS Story Writing
7	NOVEMBER	LITERATURE Ch-11 (The Piano) Ch-13 (Swadeshi) GRAMMAR Ch-16 (Direct and Indirect Speech) Ch-17 (Phrasal Verbs) WRITING SKILLS Essay Writing
8	DECEMBER	LITERATURE Ch-12 (The Enchanted Shirt) Poem- Uncle's Invention GRAMMAR Ch-18 (Conjunctions) Ch-19 (Prepositions) WRITING SKILLS Article Writing
9	JANUARY	P.T.-4
10	FEBRUARY	Revision
11	MARCH	ANNUAL EXAMS
	PT-1	LITERATURE Ch-1, Ch-2+Poem GRAMMAR Ch-1, Ch-2, Ch-20 WRITING SKILLS Notice Writing SUBJECT ENRICHMENT ACTIVITY Write the types of sentences with two examples of each on A4 size sheet
	PT-2	LITERATURE Ch-3 , Ch-4 + Poem GRAMMAR Ch-4, Ch-5 and Ch-21 Vocabulary WRITING SKILLS Diary Entry SUBJECT ENRICHMENT ACTIVITY Make a flow chart of types of pronouns on A4 size sheet
	Half Yearly Exams	Literature Ch- 5 , Ch-6+ poem Ch-7, Ch-8 + poem Grammar Ch-15,Ch-6 to Ch - 11 Writing Section Diary Entry Letter Writing Biography SUBJECT ENRICHMENT ACTIVITY Write a biographical sketch of your favourite personality on A4 size sheet

	PT-3	Literature Ch-9 and Ch-10 + poem Grammar Ch-13 to Ch-15 Writing Section Story Writing SUBJECT ENRICHMENT ACTIVITY Make a flow chart of tenses on A4 size sheet
	PT-4	Literature Ch-11 & Ch-12+poem Grammar Ch-16, Ch-17 & Ch-19 Section -B Essay Writing SUBJECT ENRICHMENT ACTIVITY Write the rules of voices on A4 size sheet
	Final Exams	Literature Ch-9, Ch-10+ poem Ch- 11 ,Ch-12+poem Ch-13+ poem Grammar – Ch-13 to Ch-19 Section – B Essay Writing Formal Letter Writing Story Writing SUBJECT ENRICHMENT ACTIVITY Write a story on A4 size sheet

विषय – हिन्दी

S.No	माह	पाठ्यक्रम परियोजना
1	अप्रैल	साहित्य पाठ -1 आ रही रवि की सवारी पाठ -2 मूर्खों की संगति व्याकरण पाठ -1 भाषा और व्याकरण पाठ -2 वर्ण –विचार पाठ - शब्द विचार 3 रचनात्मक लेखन - अपठित गद्यांश, अनुच्छेद लेखन , पठित पद्यांश गतिविधियाँ- नैतिक प्रश्नों के उत्तर देना
2	मई	साहित्य पाठ - 3 गढ़ आया पर सिंह गया पाठ - 4 चमत्कारी अँगूठी पाठ – 5 हीरा व्याकरण पाठ - 4 वाक्य- विचार पाठ - 5 संधि पाठ - 6 संज्ञा रचनात्मक लेखन- अपठित गद्यांश, पठित पद्यांश, निबंध लेखन गतिविधियाँ - परियोजना निर्माण की जानकारी एकत्र होना

3	जुलाई	साहित्य पाठ - 6 समय पाठ - 7 सिंगापुर व्याकरण पाठ - 7 लिंग पाठ - 8 वचन
4	अगस्त	साहित्य पाठ - 8 सायना नेहवाल पाठ - 9 मंत्र व्याकरण पाठ - 9 सर्वनाम पाठ - 10 विशेषण
5	सितंबर	दोहराई कार्य व अर्धवार्षिक परीक्षा
6	अक्टूबर	साहित्य पाठ - 10 रक्त पाठ - 11 शहीदों की कलम पाठ - 12 मत बाँटो इंसान को व्याकरण पाठ - 11 क्रिया पाठ - 12 कारक पाठ - 13 अपठित गद्यांश, पत्र लेखन, कहानी लेखन। गतिविधियाँ-अनुच्छेद लिखिए
7.	नवंबर	साहित्य पाठ - 13 अनुठी पुस्तक पाठ - 14 एक भेंट पाठ - 15 द्वीप की खोज व्याकरण पाठ - 14 काल पाठ - 15 शब्द भंडार पाठ - 16 उपसर्ग और प्रत्यय रचनात्मक लेखन- अपठित गद्यांश, पठित पद्यांश, संवाद लेखन, डायरी लेखन गतिविधियाँ- श्रुतलेख
	दिसंबर	साहित्य पाठ - 16 दोहे पाठ - 17 वन पाठ - 18 स्वच्छ भारत अभियान व्याकरण पाठ - 17 समास पाठ - 18 वाक्य रचना पाठ - 19 विराम चिह्न रचनात्मक लेखन- अपठित गद्यांश, पाठित पद्यांश, विज्ञापन, संवाद- लेखन गतिविधियाँ- दोहे याद करो और कक्षा में सुनाइए।

	प्रथम कालांश परीक्षा	<p>साहित्य</p> <p>पाठ -1 आ रही है रवि की सवारी (कविता)</p> <p>पाठ -2 मूर्खों की संगति (कहानी)</p> <p>पाठ -3 गढ़ आया पर सिंह गया (कहानी)</p> <p>व्याकरण</p> <p>पाठ -1 भाषा और व्याकरण</p> <p>पाठ -2 वर्ण -विचार</p> <p>पाठ -3 शब्द -विचार</p> <p>रचनात्मक लेखन-अनुच्छेद लेखन</p>
	द्वितीय कालांश परीक्षा	<p>साहित्य</p> <p>पाठ -4 चमत्कारी अँगूठी(कहानी)</p> <p>पाठ -5 हीरा (आत्मकथा)</p> <p>पाठ -6 नीलू (रेखाचित्र)</p> <p>व्याकरण</p> <p>पाठ -4 वाक्य -विचार</p> <p>पाठ- 5 संधि</p> <p>पाठ -6 संज्ञा</p> <p>रचनात्मक लेखन- पत्र लेखन</p>
	अर्धवार्षिक परीक्षा पाठ्यक्रम	<p>साहित्य</p> <p>पाठ -1 आ रही है रवि की सवारी</p> <p>पाठ -2 मूर्खों की संगति</p> <p>पाठ -3 गढ़ आया पर सिंह गया</p> <p>पाठ -4 चमत्कारी अँगूठी</p> <p>पाठ -5 हीरा</p> <p>पाठ -6 नीलू</p> <p>पाठ -7 समय</p> <p>पाठ- 8 सिंगापुर</p> <p>पाठ -9 साइना नेहवाल</p> <p>पाठ -10 मंत्र</p> <p>व्याकरण</p> <p>पाठ -1 भाषा और व्याकरण</p> <p>पाठ -2 वर्ण विचार</p> <p>पाठ -3 शब्द विचार</p> <p>पाठ -4 वाक्य विचार</p> <p>पाठ -5 संधि</p> <p>पाठ -6 संज्ञा</p> <p>पाठ -7 लिंग</p> <p>पाठ -8 वचन</p> <p>पाठ -9 सर्वनाम</p> <p>पाठ -10 विशेषण</p> <p>रचनात्मक लेखन-अनुच्छेद, पत्र लेखन, डायरी लेखन</p>
	तृतीय कालांश	<p>साहित्य</p> <p>पाठ -11 रक्त (लेख)</p> <p>पाठ -12 शहीदों की कलम से (पत्र)</p> <p>पाठ- 13 मत बांटो इंसान को (कविता)</p> <p>व्याकरण</p> <p>पाठ -11 क्रिया</p> <p>पाठ -12 कारक</p> <p>पाठ -13 अविकारी शब्द</p>

		रचनात्मक लेखन-कहानी लेखन
	चतुर्थ कालांश परीक्षा	साहित्य पाठ -14 अनूठी पुस्तक (डायरी लेखन) पाठ -15 एक मुलाकात (साक्षात्कार) पाठ -16 द्वीप की खोज (लोक कथा) व्याकरण पाठ -14 काल पाठ -15 शब्द भंडार पाठ -16 उपसर्ग और प्रत्यय रचनात्मक लेखन-निबंध लेखन
	वार्षिक परीक्षा पाठ्यक्रम	साहित्य पाठ -11 रक्त (लेख) पाठ -12 शहीदों की कलम से (पत्र) पाठ- 13 मत बांटो इंसान को (कविता) पाठ -14 अनूठी पुस्तक (डायरी लेखन) पाठ -15 एक मुलाकात (साक्षात्कार) पाठ -16 द्वीप की खोज (लोक कथा) पाठ -17 दोहे (काव्य) पाठ -18 वन (निबंध) पाठ -19 स्वच्छ भारत अभियान व्याकरण पाठ -11 क्रिया पाठ -12 कारक पाठ -13 अविकारी शब्द पाठ -14 काल पाठ -15 शब्द भंडार पाठ -16 उपसर्ग और प्रत्यय पाठ -17 समास पाठ -18 वाक्य रचना पाठ -19 विराम चिन्ह पाठ -20 मुहावरे और लोकोक्तियां रचनात्मक लेखन- कहानी लेखन, निबंध लेखन, संवाद लेखन

SUBJECT: SOCIAL SCIENCE

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	Chap 1 – Locating Places on the Earth Chap 4 -Timeline and Source Of History Chap 7 – India's Cultural Roots
2	MAY	Chap 5 – India, That Is Bharat Chap 9 – Family and Community
3	JULY	Chap 13– The Value of Work
4	AUGUST	Chap 10 – Grassroots Democracy- Governance

5	SEPTEMBER	Revision + Half Yearly Exams
6	OCTOBER	Ch-2 -Oceans and Continents Ch-11- Grassroots and Democracy- Local Government in Rural Areas
7	NOVEMBER	Ch-6 - The Beginnings of Indian Civilisation Ch-8 Unity in Diversity, OR 'Many In The One' Ch-14- Economic Activities Around Us
8	DECEMBER	Ch-3 Landforms and Life Ch-12 Grassroots Democracy- Local Government in Urban Areas
	JANUARY	PT 4
	FEBRUARY	Revision
	MARCH	Annual Exam
	PT-1	1.- Locating Places On The Earth 4.- Timeline and Sources of History 7. India's Cultural Roots (objective) Enrichment activity- Draw a map of India showing its Latitudinal and Longitudinal extent
	PT-2	5. India, That is Bharat 9.- Family and Community 13. The Value Of Work Enrichment activity- Write 5 advantages and disadvantages of nuclear and joint family.
	Half Yearly Exams	Ch-1- Locating Places on Earth Ch-5- India, 'That is Bharat' Ch-7- India's Cultural Roots Ch-10- Grassroots Democracy- Governance Ch-13- The Value of Work Enrichment activity- Draw a list of your family members engaged in economic and non economic activities.
	PT-3	Ch-2-Ocean and Continents Ch-6 -The Beginnings of Indian Civilisation Ch-11-Grassroots Democracy- Local Government in Rural Areas Enrichment activity- Draw a image of world map showing continents and oceans.
	PT-4	Ch-3- Landforms and Life Ch-8 - Unity in Diversity Or Many in One Ch-14-Economic Activities Around Us Enrichment Activity- Paste pictures of seals of Harappa and highlight their importance.
	Annual Exam	Ch-3- Landforms and Life Ch-6- The Beginnings of Indian Civilisation Ch-8 - Unity in Diversity Or Many in One Ch-12- Grassroots Democracy - Local Government in Urban Areas Ch-14-Economic Activities Around Us Enrichment Activity- Create a chart with three columns labeled Primary, Secondary and Tertiary. List the identified activities under the appropriate sector

SUBJECT: MATHEMATICS

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	Ch - 1 Pattern in numbers and shapes Ch - 3 Knowing our numbers
2	MAY	Ch - 3 Knowing our numbers
3	JULY	Ch - 4 Organisation of data Ch - 5 Factors and multiples
4	AUGUST	Ch - 9 Symmetry
5	SEPTEMBER	Revision + Half Yearly Exams
6	OCTOBER	Ch - 6 Mensuration Ch - 7 Fractions
7	NOVEMBER	Ch - 2 Geometrical ideas
8	DECEMBER	Ch - 10 Integers Ch - 8 Practical geometry
9	JANUARY	PT 4
10	FEBRUARY	Revision
11	MARCH	Annual Exams
12	PT - 1	Ch - 1 Pattern in numbers. and shapes Ch - 3 Knowing our numbers Activity Reasoning
13	PT - 2	Ch - 4 Organisation of data Ch - 5 Factors and multiples Activity Reasoning
14	Half Yearly Exams	Ch - 1 Pattern in numbers and shapes Ch - 3 Knowing our numbers Ch - 4 Organisation of data Ch - 5 Factors and multiples Ch - 9 Symmetry Activity Reasoning
15	PT - 3	Ch - 6 Mensuration Ch - 7 Fractions Activity Reasoning
16	PT - 4	Ch - 2 Geometrical ideas Ch - 10 Integers Activity Reasoning
17	Annual Exams	Ch - 6 Mensuration Ch - 7 Fractions Ch - 8 Practical geometry Ch - 10 Integers Ch - 2 Geometrical ideas Activity Reasoning

SUBJECT: SCIENCE

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	(1) The wonderful world of science (2) Diversity in the living world
2	MAY	(3) Mindful eating
3	JULY	(4) Exploring magnets
4	AUGUST	(5) Measurement of length and motion (6) Material Around us

5	SEPTEMBER	Revision + Half Yearly Exams
6	OCTOBER	(8) Temperature and its measurements (9) A journey through states of water
7	NOVEMBER	(10) Methods of separation in everyday life
	DECEMBER	(11) Nature Treasures (12) Beyond Earth
8	JANUARY	Revision of chapters and assignments
	MARCH	Annual Exams
	PT-1	Chapter -1 The wonderful world of science Chapter -2 Diversity in the living world Chapter -3 Mindful eating Subject Enrichment Activity: To show that leaves makes starch as food by the process of photosynthesis and that sunlight is necessary for photosynthesis.
	PT-2	Chapter -4 Exploring Magnets Chapter-5 Measurement of length and motion Extra- components of food and fibre to fabric Subject Enrichment Activity: To show the importance of different nutrients in the body
	PT-3	Chapter- 6 (Material around us) Chapter-7 (Temperature and its measurements) The body and it's movement Subject Enrichment Activity:To study the measurements of body temperature
	PT-4	Chapter-8 (A journey through states of water) Chapter-9 (Methods of separation in everyday life) Ch-10 (living creatures) Subject Enrichment Activity: To study the the response of plant to sunlight
	Half Yearly Exams	Chapter -1 (The wonderful world of science) Chapter -2 (Diversity in the living world) Chapter -3 (Mindful eating) Chapter -4 (Exploring magnets) Chapter-5 (Measurementof length and motion) Chapter-6 (Matrial around us) Extra- Fibre to fabric Chapter-7 (Temperature and its measurements) Subject Enrichment Activity:To study the effect of magnets of different materials
	Annual Exams	Chapter- 7 (Temperatureand its measurements) Chapter-8 (A journey through states of water) Chapter-9 (Methods of separation in everyday life) Chapter-10 (living creatures) Chapter-11(Nature's Treasures) Chapter-12 (Beyond Earth) Extra- Soil/fibre to fabric Subject Enrichment Activity: To study of gravity on different mass objects

SUBJECT: COMPUTER

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	Ch- 1 Advanced Features Of Power Point 2016
2	MAY	Ch- 2more On Excel 2016
3	JULY	Ch-3 Formulas And Functions In Excel 2016 Ch- 4 Introduction To Animate 2024
4	AUGUST	Ch- 5 Computer Malware
5	SEPTEMBER	Half Yearly Exams
6	OCTOBER	Ch- 6 Introduction To Html5 And Css3
7	NOVEMBER	Ch- 7 Algorithm And Flowchart
8	DECEMBER	Ch- 8 Introduction To Programming Ch- 9intelligence And Ai Approaches
9	JANUARY + FEB	REVISION AND PRACTICAL
10	MARCH	Final Exams
11	Half Yearly Exams	Ch- 1 Advanced Features Of Power Point 2016 Ch- 2more On Excel 2016 Ch-3 Formulas And Functions In Excel 2016 Ch- 4 Introduction To Animate 2024 Ch- 5 Computer Malware Short Cut Keys , Full Forms
12	Final Exams	Ch- 6 Introduction To Html5 And Css3 Ch- 7 Algorithm And Flowchart Ch- 8 Introduction To Programming Ch- 9intelligence And Ai Approaches Short Cut Keys , Full Forms

SUBJECT: GENERAL KNOWLEDGE

Half Yearly Exams	Ch 1 Constitution of India Ch 2 Civil Awards of India Ch 3 Bhartiya Cuisines Ch 4 Bhartiya Heritage Ch 5 Famous Fashion Designer of Bharat Ch 6 NavIC Ch 7 Migratory Birds Ch 8 Rare Species Ch 9 Animals and their Adaptations Ch 10 Unique Plants Ch 11 Endangered Animals Ch 12 Glorious Fishes Ch 13 Desert of the World Ch 14 Around the World Ch 15 Knowing Japan Ch 16 Highest Mountains in the World Ch 17 The vital Role of the G20 Ch 18 Prominent landmarks in the World Ch 19 United Nations Ch 20 Foreign Currencies Ch 21 Parliaments of the World Ch 22 Brain Teasers Ch 23 Mathematical Glossary
--------------------------	--

	Ch 24 Sequencing Ch 25 Coding-Decoding Ch 26 Safety from Abuse Ch 27 Safety Rules Ch 28 Travel Étiquettes Ch 29 At the Metro Station
Final Exams	Ch 30 How to Manage Waste? Ch 31 Being Respectful Ch 32 Plastic Money Ch 33 Giving Compliments Ch 34 Money Matters Ch 35 Pottery Ch 36 Qualities of the True Friend Ch 37 Laughter: A Therapy Ch 38 Artificial Intelligence (AI) Ch 39 Logist Glossary Ch 40 Race to Space Ch 41 Trending Gadgets Ch 42 Chandrayaan-3 Ch 43 Modern Machines Ch 44 Identify Them Ch 45 Acronyms Ch 46 Government and its Types Ch 47 Legendary Hindi Authors Ch 48 Understanding Writing System Ch 49 Fitness Ch 50 Indian Martial Arts Ch 51 Adventure Sports Ch 52 Ping Pong Ch 53 Winter Sports Ch 54 Musical Instruments Ch 55 Sports Trivia Ch 56 Stadium in Bharat Ch 57 Guess Who? Ch 58 Diet and Nutrition Ch 59 Yoga and Health

CLASS - VII
SUBJECT: ENGLISH

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	LITERATURE Ch-1 (How it All Began) Ch-2 (Tippitty, The Flying Squirrel) Poem-Colonel Fazackerley Butterworth-Toast GRAMMAR Ch-1 (Sentences) Ch-20 (Punctuation) WRITING SKILLS Notice Writing (Lost/Found/Event)
2	MAY	LITERATURE Ch-3 (Khwab's Dream) Ch-4 (Thank You Ma'am) Poem- (Trees) GRAMMAR Ch-2 (Nouns; Kinds and Numbers) Ch-4 (Pronouns) Ch-21 (Vocabulary: Literacy Skills) WRITING SKILLS Message Writing Diary Writing
3	JULY	LITERATURE Ch-5 (Rain, Rain, Go Away) Ch-6 (When Hitler Stole Pink Rabbit) Poem- (For The Love of Peace) GRAMMAR Ch-(11,12 and 13)(Tense; Present, Past and Future) Ch-3 (Determiners) Ch-10 (Clause) WRITING SKILLS Biographical Sketch
4	AUGUST	LITERATURE Ch-7 (What is a Democracy) Ch-8 (A Report on Cleanliness) Poem- People Equal GRAMMAR Ch-15 (Active and Passive Voice) Ch-8 (Modal and Auxiliary Verbs) Ch-9 (Phrases) WRITING SKILLS Letter Writing Email Writing
5	SEPTEMBER	Revision + Half Yearly Exams
6	OCTOBER	LITERATURE Ch-9 (The Chocolate-Cream Soldier) Ch-10 (The Lama-DEEPA) Poem-House with the Grey Gate GRAMMAR Ch-5 (Adjectives: Kinds and Degree) Ch-14 (Adverbs: Kinds and Degree) Ch- 7 (Non- Finite Verbs) WRITING SKILLS Story Writing

7	NOVEMBER	LITERATURE Ch-11 (Ranikhet's Gift) Ch-13 (A Ship on Fire at Sea) GRAMMAR Ch-16 (Direct and Indirect Speech) Ch-17 (Types of Sentences) WRITING SKILLS Essay Writing
8	DECEMBER	LITERATURE Ch-12 (The Stolen Bacillus) Poem -There is no Frigate Like a book GRAMMAR Ch-19 (Conjunctions) Ch-18 (Prepositions) WRITING SKILLS Article Writing
9	JANUARY	P.T.- 4
10	FEBRUARY	REVISION
11	MARCH	Annual Exams
	P.T-1	LITERATURE Ch-1 (How it All Began) Ch-2 (Tippitty, The Flying Squirrel) Poem -Colonel Fazackerley Butterworth-Toast GRAMMAR Ch-1 (Sentences) Ch-20 (Punctuation) WRITING SKILLS Notice Writing (Lost/Found/Event) Activity- 1.TAKE A POLITICAL MAP OF INDIA AND COLOUR THE STATES AND THE UNION TERRITORIES WHERE THE FOLLOWING BIRD SANCTUARIES ARE FOUND. YOU MAY TAKE HELP FROM THE INTERNET
	P.T-2	LITERATURE Ch-3 (Khwab's Dream) Ch-4 (Thank You Ma'am) Poem- (Trees) GRAMMAR Ch-2 (Nouns; Kinds and Numbers) Ch-4 (Pronouns) Ch-21 (Vocabulary: Literacy Skills) WRITING SKILLS Message Writing Diary Writing Activity- While Playing Any Of The Sports, It Is Very Important To Control Our Breathing. Follow The Given Activities To Gain Control Over Your Breathing
	HALF YEARLY EXAM	LITERATURE Ch-5 (Rain, Rain, Go Away) Ch-6 (When Hitler Stole Pink Rabbit) Ch-7 (What is a Democracy) Ch-8 (A Report on Cleanliness) Poem- People Equal Poem- (For The Love of Peace) GRAMMAR

		<p>Ch-15 (Active and Passive Voice) Ch-8 (Modal and Auxiliary Verbs) Ch-9 (Phrases) Ch-(11,12 and 13)(Tense; Present, Past and Future) Ch-3 (Determiners) Ch-10 (Clause) WRITING SKILLS Biographical Sketch Letter Writing Email Writing Activity- Look up the internet to find out any four peace organizations and their objectives.</p>
	P.T-3	<p>LITERATURE Ch-9 (The Chocolate-Cream Soldier Ch-10 (The Lama-DEEPA) Poem-House with the Grey Gate GRAMMAR Ch-5 (Adjectives: Kinds and Degree) Ch-14 (Adverbs: Kinds and Degree) Ch- 7 (Non- Finite Verbs) WRITING SKILLS Story Writing Activity- Go to your nearest park and observe its surroundings. how clean is it? In the evening, when you play with your friends. Discuss the issue of hygiene and cleanliness. Make a poster on how everybody can contribute in keeping the park clean and green.</p>
	P.T-4	<p>LITERATURE Ch-11 (Ranikhet's Gift) Ch-13 (A Ship on Fire at Sea) GRAMMAR Ch-16 (Direct and Indirect Speech) Ch-17 (Types of Sentences) WRITING SKILLS Essay Writing Activity- All the occupations have different types and levels of risk involved. We use the phrase “occupational hazard” to describe any risk or danger that is natural consequence of a particular occupation. Refer to the internet and find out the occupational hazards that these individuals might have to face because of their work.</p>
	FINAL EXAMS	<p>LITERATURE Ch-11 (Ranikhet's Gift) Ch-12 (The Stolen Bacillus) Ch-13 (A Ship on Fire at Sea) GRAMMAR Ch-16 (Direct and Indirect Speech) Ch-17 (Types of Sentences) Ch-19 (Conjunctions) Ch-18 (Prepositions) Ch- 7 (Non- Finite Verbs) WRITING SKILLS Story Writing Essay Writing Article Writing</p>

Activity- On the spot story writing.

विषय - हिन्दी

S.No	माह	पाठ्यक्रम परियोजना
1	अप्रैल	साहित्य पाठ -1 धरती का आँगन इठलाता पाठ -2 बहादुर दीपा पाठ - 3 शह और मात व्याकरण पाठ -1 भाषा और व्याकरण पाठ -2 वर्ण -विचार पाठ - शब्द विचार 3 रचनात्मक लेखन - अपठित गद्यांश, अनुच्छेद लेखन , पठित पद्यांश
2	मई	साहित्य पाठ - 4 एक तिनका पाठ - 5 ऊँचाइयों सक आगे पाठ - 6 अकबरी लोटा व्याकरण पाठ - 4 वाक्य- विचार पाठ - 5 संधि पाठ - 6 संज्ञा रचनात्मक लेखन-अपठित गद्यांश, पठित पद्यांश, निबंध लेखन
3	जुलाई	साहित्य पाठ - 7 पिता का पत्र पाठ - 8 जिनेवा पाठ -9 वस्त्रों के रेशे व्याकरण पाठ -7 लिंग पाठ - 8 वचन रचनात्मक लेखन- अनुच्छेद लेखन, पत्र लेखन
4	अगस्त	साहित्य पाठ - 10 स्वामी विवेकानन्द पाठ - 11 शक्ति और क्षमा पाठ - 12 सोना व्याकरण पाठ - 9 सर्वनाम पाठ - 10 विशेषण रचनात्मक लेखन- अपठित गद्यांश, कहानी लेखन
5	सितंबर	दोहराई कार्य व अर्धवार्षिक परीक्षा
6	अक्टूबर	साहित्य पाठ -13 कुंडलियाँ पाठ -14 रानी चेन्नम्मा पाठ -15 कभी हार नहीं होती व्याकरण

		पाठ -11 क्रिया पाठ -12 कारक पाठ -13 अविकारी शब्द रचनात्मक लेखन- अपठित गद्यांश, संवाद लेखन।
7	नवंबर	साहित्य पाठ -16 बूढ़ी काकी पाठ -17 हिमालय की बेटियाँ पाठ -18 प्राकृतिक आपदाएँ पाठ -19 सच्ची तीर्थ यात्रा व्याकरण पाठ -14 काल पाठ -15 शब्द भंडार पाठ -16 उपसर्ग और प्रत्यय
8	दिसंबर	साहित्य पाठ -20 यक्ष के प्रश्न पाठ -21 कर्मवीर पाठ -22 सौर ऊर्जा कल की ऊर्जा पाठ -23 कुछ बहादुर बच्चे व्याकरण पाठ -17 समास पाठ -18 विराम चिह्न पाठ -19 मुहावरे और लोकोक्तियाँ रचनात्मक लेखन-अपठित गद्यांश, पाठित पद्यांश, विज्ञापन, संवाद- लेखन
	P.T-1	साहित्य पाठ -1 धरती का आँगन इठलाता पाठ -2 बहादुर दीपा पाठ - 3 शह और मात व्याकरण पाठ -1 भाषा और व्याकरण पाठ -2 वर्ण –विचार पाठ - शब्द विचार 3 रचनात्मक लेखन - अपठित गद्यांश, अनुच्छेद लेखन , पठित पद्यांश गतिविधि- श्रवण कौशल
	P.T-2	साहित्य पाठ – 4 एक तिनका पाठ – 5 ऊँचाइयों सक आगे पाठ – 6 अकबरी लोटा व्याकरण पाठ - 4 वाक्य- विचार पाठ - 5 संधि पाठ - 6 संज्ञा रचनात्मक लेखन-अपठित गद्यांश, पठित पद्यांश, निबंध लेखन गतिविधि- निबंध लेखन

	अर्धवार्षिक परीक्षा	<p>साहित्य</p> <p>पाठ – 7 पिता का पत्र</p> <p>पाठ – 8 जिनेवा</p> <p>पाठ -9 वस्त्रों के रेशे</p> <p>पाठ – 10 स्वामी विवेकानन्द</p> <p>पाठ – 11 शक्ति और क्षमा</p> <p>पाठ – 12 सोना</p> <p>व्याकरण</p> <p>पाठ -7 लिंग</p> <p>पाठ – 8 वचन</p> <p>पाठ – 9 सर्वनाम</p> <p>पाठ – 10 विशेषण</p> <p>रचनात्मक लेखन- अनुच्छेद लेखन, पत्र लेखन, अपठित गद्यांश, कहानी लेखन</p> <p>गतिविधि- कहानी गद्य लेखन</p>
	P.T-3	<p>साहित्य</p> <p>पाठ -13 कुंडलियाँ</p> <p>पाठ -14 रानी चेन्नम्मा</p> <p>पाठ -15 कभी हार नहीं होती</p> <p>व्याकरण</p> <p>पाठ -11 क्रिया</p> <p>पाठ -12 कारक</p> <p>पाठ -13 अविकारी शब्द</p> <p>रचनात्मक लेखन- अपठित गद्यांश, संवाद लेखन।</p> <p>गतिविधि- श्रवण कौशल</p>
	P.T-4	<p>साहित्य</p> <p>पाठ -16 बूढ़ी काकी</p> <p>पाठ -17 हिमालय की बेटियाँ</p> <p>पाठ -18 प्राकृतिक आपदाएँ</p> <p>व्याकरण</p> <p>पाठ -14 काल</p> <p>पाठ -15 शब्द भंडार</p> <p>पाठ -16 उपसर्ग और प्रत्यय</p> <p>रचनात्मक लेखन-अपठित गद्यांश, विज्ञापन</p> <p>गतिविधि- काल की परिभाषा और भेद A3 शीट पर दर्शाइए</p>
	वार्षिक परीक्षा	<p>साहित्य</p> <p>पाठ -19 सच्ची तीर्थ यात्रा</p> <p>पाठ -20 यक्ष के प्रश्न</p> <p>पाठ -21 कर्मवीर</p> <p>पाठ -22 सौर ऊर्जा कल की ऊर्जा</p> <p>पाठ -23 कुछ बहादुर बच्चे</p> <p>व्याकरण</p> <p>पाठ -14 काल</p> <p>पाठ -15 शब्द भंडार</p>

पाठ -16 उपसर्ग और प्रत्यय
 पाठ -17 समास
 पाठ -18 विराम चिह्न
 पाठ -19 मुहावरे और लोकोक्तियाँ
 रचनात्मक लेखन-अपठित गद्यांश, पाठित पद्यांश, विज्ञापन, संवाद- लेखन
 गतिविधि- संवाद- लेखन

SUBJECT: SCIENCE

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	Chapter -1 Nutrition in Plants Chapter -2 Nutrition in Animals
2	MAY	Chapter -3 Heat Chapter -4 Acid, Base, Salts
3	JULY	Chapter-5 Physical & Chemical change
4	AUGUST	Chapter-6 Respiration in organism Chapter-7 Transportation in Animals Plants
5	SEPTEMBER	REVISION + Half Yearly Exams
	OCTOBER	Chapter- 8 Reproduction in Plants Chapter-9 Motion & Time
6	NOVEMBER	Chapter-10 Electric current and its effects
7	DECEMBER	Chapter-11 Light Chapter-12 Forests-our lifeline Chapter-13 Waste Water Story
9	JANUARY	P.T.- 4
10	FEBRUARY	REVISION
11	MARCH	Final Exams
	PT-1	Chapter -1 Nutrition in Plants Chapter -2 Nutrition in Animals Chapter -3 Heat
	PT-2	Chapter -4 Acid, Base, Salts Chapter-5 Physical & Chemical change Extra- Weather, Climate Assignment Subject Enrichment Activity: To test the effect of acidic and basic solutions on litmus paper.
	HALF YEARLY EXAMS	Chapter -1 Nutrition in Plants Chapter -2 Nutrition in Animals Chapter -3 Heat Chapter -4 Acid, Base, Salts Chapter-5 Physical & Chemical change Chapter-6 Respiration in organism Extra- Wind, Storm, Weather, Climate Chapter-7 Transportation in Animals Plants Subject Enrichment Activity: To study the effect of acids, bases and salts on litmus papers.
	PT-3	Chapter- 8 Reproduction in Plants Chapter-9 Motion & Time Chapter-10 Electric current and its effects Subject Enrichment Activity:To study the different parts of flowers.

	PT-4	Chapter-11 Light Chapter-12 Forests-our lifeline Extra- Soil Subject Enrichment Activity: To study the features of the images by a plane mirror.
	FINAL EXAMS	Chapter- 8 Reproduction in Plants Chapter-9 Motion & Time Chapter-10 Electric current and its effects Chapter-11 Light Chapter-12 Forests-our lifeline Chapter-13 Waste Water Story Extra- Soil/fiber to fabric Subject Enrichment Activity: i)To observe that the light is consists of different colors. ii) To study about closed and open circuits.

SUBJECT: MATHEMATICS

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	Ch - 1 Knowing our numbers Ch - 2 Fractions and rational numbers
2	MAY	Ch - 4 Algebraic expressions Ch - 11 Data handling
3	JULY	Ch - 9 Representation of 3D and 2D
4	AUGUST	Ch - 6 Lines and angles
5	SEPTEMBER	REVISION + HALF YEARLY EXAMS
6	OCTOBER	Ch - 7 Triangle and its properties Ch - 3 Exponents and power Ch - 10 Mensuration (10.1)
7	NOVEMBER	Ch - 10 Mensuration (10.2) Ch- 5 Comparing quantities
8	DECEMBER	Ch - 8 Symmetry
9	JANUARY	PT-4
	FEBRUARY	REVISION
	MARCH	FINAL EXAMS
	PT-1	Ch - 1 Knowing our numbers Ch - 2 Fractions and rational numbers Activity- Reasoning Assignment
	PT-2	Ch - 4 Algebraic expressions Ch - 11 Data handling Ch - 9 Representation of 3D and 2D Activity- Reasoning Assignment
	HALF YEARLY EXAMS	Ch - 1 Knowing our numbers Ch - 2 Fractions and rational numbers Ch - 4 Algebraic expressions Ch - 9 Representation of 3D and 2D Ch - 11 Data handling Ch - 6 Lines and angles Activity- Reasoning Assignment
	PT-3	Ch - 7 Triangle and its properties Ch - 3 Exponents and power Ch - 10 Mensuration (10.1) Activity- Reasoning Assignment

	PT-4	Ch - 10 Mensuration (10.2) Ch- 5 Comparing quantities Ch - 8 Symmetry Activity- Reasoning Assignment
	FINAL EXAMS	Ch - 3 Exponents and power Ch - 5 Comparing quantities Ch - 7 Triangle and its properties Ch - 8 Symmetry Ch - 10 Mensuration Activity- Reasoning Assignment

SUBJECT: SOCIAL SCIENCE

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	Chapter 1- Introduction: Tracing Changes Through A Thousand Years(History) Chapter 1-On Equality(Civics) Chapter1- Environment(Geography)
2	MAY	Chapter 2- Kings And Kingdoms (History) Chapter 2- Role Of The Government In Health (Civics) Chapter 2- Inside Our Earth(Geography)
3	JULY	Chapter 3-Delhi (12th To 15th Century) (History) Chapter 3- How The State Government Works(Civics)
4	AUGUST	Chapter 3- Our Changing Earth (Geography) Chapter 4- The Mughals 16th To 17th Century(History) Chapter 4-Growing Up As Boys And Girls(Civics)
5	SEPTEMBER	Revision + Half Yearly Exams
6	OCTOBER	Chapter 5- Tribes, Nomads and Settled Communities (History) Chapter 5-Women Change the World (Civics) Chapter 6- Understanding Media (Civics) Chapter4-Air (Geography)
7	NOVEMBER	Chapter 6-Devotional Paths to the Divine (History) Chapter 7-The Making of Regional Cultures (History) Chapter 7-Markets Around Us (Civics) Chapter 5-Water (Geography)
8	DECEMBER	Chapter 8-Eighteenth Century: Political Formations (History) Chapter 8- Shirt In the Market (Civics) Chapter 6- Human Environment Interactions-The Tropical and the Sub-Tropical Region (Geography) Chapter 7-Life In the Deserts (Geography)
9	JANUARY	PT 4
10	FEBRUARY	REVISION
11	MARCH	Final Exams
	PT-1	Chapter 1- Introduction: Tracing Changes Through a Thousand Years (History) Chapter 1- On Equality (Civics) Chapter1- Environment (Geography) Activity - list out the components of environment in your classroom and your

		home. Write an essay on 'Role of Environmental features in your success' in 150-200 words.
	PT-2	Chapter 2- Kings And Kingdoms (History) Chapter 2- Role Of the Government in Health (Civics) Chapter 2- Inside Our Earth (Geography) Activity - Make a chart on chronology of dynasties ruled over Delhi during 12 the to 15th century.
	Half Yearly Exams	Chapter 3-Delhi (12th To 15th Century) (History) Chapter 3- How The State Government Works (Civics) Chapter 3- Our Changing Earth (Geography) Chapter 4- The Mughals 16th To 17th Century (History) Chapter 4-Growing Up as Boys and Girls (Civics) Activity- Make a list of common stereotypes prevailing in society on gender basis and suggest methods how would you overcome them.
	PT-3	Chapter 5- Tribes, Nomads and Settled Communities (History) Chapter 5-Women Change the World (Civics) Chapter4-Air (Geography) Activity - List 10 famous women personalities who worked really very hard and able to bring positive changes in society.
	PT-4	Chapter 6-Devotional Paths to The Divine (History) Chapter 6- Understanding Media (Civics) Chapter 5-Water (Geography) Activity- What is relevance of markets in your nearby area. Do you think online marketing can replace the local markets? Explain your opinions.
	Annual Exam	Chapter 7-The Making of Regional Cultures (History) Chapter 7-Markets Around Us (Civics) Chapter 8-Eighteenth Century: Political Formations (History) Chapter 8- Shirt In the Market (Civics) Chapter 6- Human Environment Interactions-The Tropical and the Sub-Tropical Region (Geography) Chapter 7-Life In the Deserts (Geography) Activity- Mention the sectors involved in making raw material to final goods. List out 5-5 activities of these different sectors.

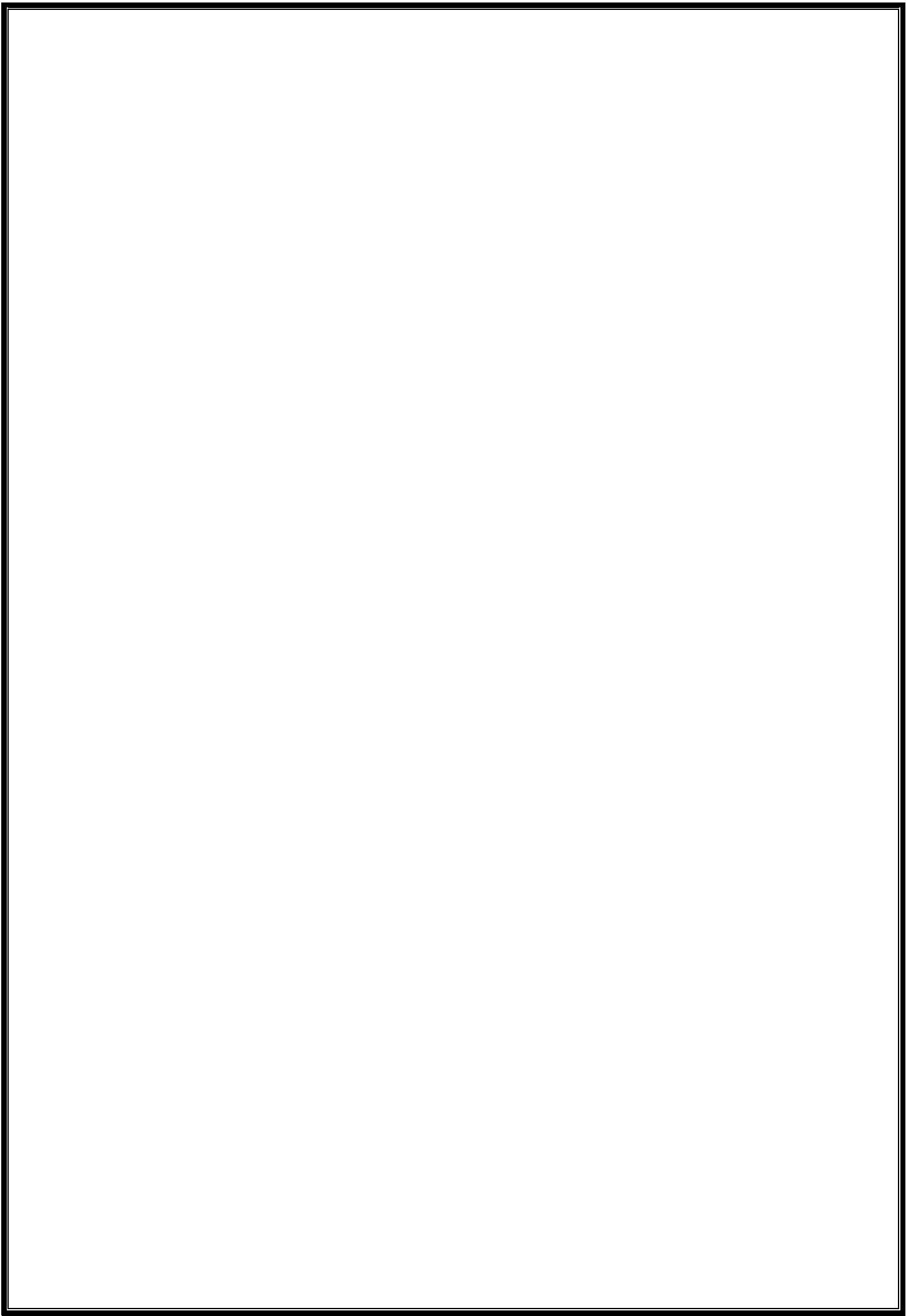
SUBJECT: COMPUTER

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	Ch- 1 Advanced Features of Power Point 2016
2	MAY	Ch- 2more On Excel 2016
3	JULY	Ch-3 Formulas and Functions in Excel 2016 Ch- 4 Introduction to Animate 2024
4	AUGUST	Ch- 5 Computer Malware
5	SEPTEMBER	Revision + Half Yearly Exams
6	OCTOBER	Ch- 6 Introduction to Html5 and Css3
7	NOVEMBER	Ch- 7 Algorithm and Flowchart
8	DECEMBER	Ch- 8 Introduction to Programming Ch- 9intelligence And Ai Approaches
9	JANUARY	Revision + Practical
10	FEBRUARY	Revision And Practical
11	MARCH	Revision + Final Exams
	Half Yearly Exams	Ch- 1 Advanced Features of Power Point 2016 Ch- 2more On Excel 2016 Ch-3 Formulas and Functions in Excel 2016 Ch- 4 Introduction to Animate 2024 Ch- 5 Computer Malware Activity- Short Cut Keys, Full Forms

	Annual Exams	Ch- 6 Introduction to Html5 and Css3 Ch- 7 Algorithm and Flowchart Ch- 8 Introduction to Programming Ch- 9intelligence And Ai Approaches Activity -Short Cut Keys, Full Forms

SUBJECT: G.K.

HALF YEARLY EXAMS	1. Armed Forces of India 2. Bhartiya NGO' 3. True Indian 4. Greatest Bhartiya Women 5. Knowing About Bharat 6. The Seven Sister States 7. Atithi Devo Bhava 8. Plants Extracts 9. Members of the Polar Belts 10. Juicy Treat 11. The Cat Family 12. Happiest Countries 13. Lines and Boundaries 14. World Attires 15. U.N. Specialized 16. The Currencies of the World 17. Entrepreneurs of the World 18. I.Q Test 19. Logical Reasoning 20. Coding Decoding 21. Blood Relations 22. Planning the Future 23. Friendship 24. Telephone Etiquettes
FINAL EXAMS	1. Social Etiquettes 2. How Social Are You? 3. What Parents Brings to Our Life 4. Perseverance 5. Robots 6. Branches of Science 7. Important Scientific Instruments 8. Astro Glore 9. Doctor's Manual 10. Bhartiya Solar Mission (Aditya L1) 11. Rain Water Harvesting 12. Movies on Famous Books 13. Newspapers and Magazines 14. Some Greatest Book of the Last Millennium 15. Literary Awards 16. Creators of Masterpieces 17. Acronyms 18. Idioms 19. Famous Hindi Poets 20. Traditional Games 21. Facts on Olympics 22. Indian World Cup 2024 23. Sports Events 24. Theatre



CLASS – VIII
SUBJECT: ENGLISH

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	LITERATURE Ch-1 (Music Maestros) Ch-2 (The Case of the Missing Teeth) Poem-The Lotus GRAMMAR Ch-1 (Sentences) Ch-2 (Phrases) Ch-3 (Clauses) WRITING SKILLS Notice Writing (Lost/Found/Event)
2	MAY	LITERATURE Ch-3 (Get Set Go) Ch-4 (Danger in Darjeeling) Poem- Nightfall in the City of Hyderabad) GRAMMAR Ch-4 (Nouns) Ch-5 (Pronouns) Ch-23 (Vocabulary: Literacy Skills) WRITING SKILLS Message Writing
3	JULY	LITERATURE Ch-5 (Boating with Friends) Ch-6 (A Special Request) Poem- The Ballad of Rummy) GRAMMAR Ch-7 (Adjectives) Ch-9 (Sub-Verb Agreement) Ch-10 (Modals and Auxiliary Verbs) WRITING SKILLS Diary Entry Biography
4	AUGUST	LITERATURE Ch-7 (A Retrieved Reformation) Ch-8 (Small Steps for Big Changes) Poem- Shaper Shaped GRAMMAR Ch-11,12&13 (Tense) Ch-8 (Verbs) Ch-14 (Adverbs) WRITING SKILLS Dialogue Writing Essay
5	SEPTEMBER	Revision + Half yearly exam
6	OCTOBER	LITERATURE Ch-9 (Banks,Bonds,and the Betwa) Ch-10 (My Kalinga Moment) Poem-Be the Best of Whatever You Are GRAMMAR Ch-6 (Determiners) Ch-15 (Active and Passive Voice) Ch-22 (Punctuation)
		WRITING SKILLS

		Letter Writing (Informal)
7	NOVEMBER	LITERATURE Ch-11 (Iconic in Hong Kong) Ch-12 (The Merchant of Venice) Poem-If You Can't Go Over or Under,Go Around GRAMMAR Ch-17 (Conditionals) Ch-18 (Types of Sentences) Ch-19 (Synthesis of Sentences) WRITING SKILLS Story Writing
8	DECEMBER	LITERATURE Ch-13 (From Fields to Olympic Gold) GRAMMAR Ch-16 (Direct and Indirect Speech) Ch-20 (Conjunctions) Ch-21 (Prepositions) WRITING SKILLS Article Writing
9	JANUARY	P.T.-4
10	FEBRUARY	Revision
11	MARCH	Annual Exams
	PT-1	LITERATURE Ch-1 (Music Maestros) Ch-2 (The Case of the Missing Teeth) Poem-The Lotus GRAMMAR Ch-1 (Sentences) Ch-2 (Phrases) Ch-3 (Clauses) WRITING SKILLS Notice Writing (Lost/Found/Event)
	PT-2	LITERATURE Ch-3 (Get Set Go) Ch-4 (Danger in Darjeeling) Poem- Nightfall in the City of Hyderabad) GRAMMAR Ch-4 (Nouns) Ch-5 (Pronouns) Ch-23 (Vocabulary: Literacy Skills) WRITING SKILLS Message Writing
	Half Yearly Exams	LITERATURE Ch-5 (Boating with Friends) Ch-6 (A Special Request) Ch-7 (A Retrieved Reformation) Ch-8 (Small Steps for Big Changes) Poem- Shaper Shaped Poem- The Ballad of Rummy) GRAMMAR Ch-7 (Adjectives) Ch-9 (Sub-Verb Agreement) Ch-10 (Modals and Auxiliary Verbs) Ch-11,12&13

		(Tense) Ch-8 (Verbs) Ch-14 (Adverbs) WRITING SKILLS Essay Diary Entry Biography
	PT-3	LITERATURE Ch-9 (Banks,Bonds,and the Betwa) Ch-10 (My Kalinga Moment) Poem-Be the Best of Whatever You Are GRAMMAR Ch-6 (Determiners) Ch-15 (Active and Passive Voice) Ch-22 (Punctuation) WRITING SKILLS Letter Writing (Informal)
	PT-4	LITERATURE Ch-11 (Iconic in Hong Kong) Ch-12 (The Merchant of Venice) Poem-If You Can't Go Over or Under,Go Around GRAMMAR Ch-17 (Conditionals) Ch-18 (Types of Sentences) Ch-19 (Synthesis of Sentences) WRITING SKILLS Story Writing
	Annual Exams	LITERATURE Ch-9 (Banks,Bonds,and the Betwa) Ch-10 (My Kalinga Moment) Ch-11 (Iconic in Hong Kong) Ch-12 (The Merchant of Venice) Ch-13 (From Fields to Olympic Gold) Poem-Be the Best of Whatever You Are GRAMMAR Ch-6 (Determiners) Ch-15 (Active and Passive Voice) Ch-22 (Punctuation) Ch-16 (Direct and Indirect Speech) Ch-20 (Conjunctions) Ch-21 (Prepositions) WRITING SKILLS Article Writing Story Writing Letter Writing Informal

विषय - हिन्दी

S.No	माह	पाठ्यक्रम परियोजना
1	अप्रैल	साहित्य पाठ-1 उठो धरा के अमर सपूतो! पाठ - 2 नवाब का बचपन व्याकरण पाठ -1 भाषा और व्याकरण पाठ 2 वर्ण –विचार

		रचनात्मक लेखन-अनुच्छेद लेखन
2	मई	साहित्य पाठ - 3 बदला व्याकरण पाठ 3 शब्द -विचार रचनात्मक लेखन-अनुच्छेद लेखन
3	जुलाई	साहित्य पाठ-4 क्या निराश हुआ जाए? पाठ 5 तोड़ती पत्थर पाठ 6 सदाचार का ताबीज व्याकरण पाठ 4 वाक्य - विचार पाठ 5 संधि पाठ 6 संज्ञा रचनात्मक लेखन-पत्र लेखन
4	अगस्त	साहित्य पाठ 7 कर्मठ व्यक्तित्व: किरण बेदी (साक्षात्कार) पाठ 8 सियाचिन का हीरो बुल कुमार पाठ 9 ठेले पर हिमालय (यात्रा वृत्तांत) पाठ 10 सौभागी (एकांकी) व्याकरण पाठ 7 संज्ञा विकार: लिंग पाठ 8 संज्ञा विकार: वचन पाठ 9 संज्ञा विकार:कारक पाठ 10 क्रिया रचनात्मक लेखन-अनुच्छेद लेखन'पत्र लेखन'डायरी लेखन, विज्ञापन
5	सितंबर	दोहराई कार्य व अर्धवार्षिक परीक्षा
6	अक्टूबर	साहित्य पाठ-11 लोकगीत पाठ-12 झाँसी की रानी (कविता) पाठ-13 सुनेती का कुआँ (लोक कथा) व्याकरण पाठ-11 सर्वनाम पाठ-12 विशेषण पाठ-13 अविकारी शब्द अपठित गद्यांश, पठित गद्यांश, पत्र लेखन, कहानी लेखन। रचनात्मक लेखन- अंग्रेजों ने झाँसी को अपने अधिकार में क्यों ले लिया था? कारण ज्ञात कीजिए।
	नवंबर	साहित्य पाठ-14 भगत सिंह के पत्र (पत्र) पाठ-15 हवा में फैलता जहर (निबंध) पाठ-16 जम्मू कश्मीर के कुछ पर्यटन स्थल

		व्याकरण पाठ-14 काल तथा वाच्य पाठ-15 शब्द भंडार पाठ 16 उपसर्ग और प्रत्यय
	दिसंबर	साहित्य पाठ-17 ऐनी फ्रैंक की डायरी (डायरी) व्याकरण पाठ-17 समास पाठ-18 विराम चिह्न पाठ-19 मुहावरे और लोकोक्तियाँ अपठित गद्यांश, पाठित पद्यांश, विज्ञापन, प्रतिवेदन- लेखन पर्यावरण संरक्षण संबंधी एक आकर्षक पोस्टर बनाइए।
	प्रथम कालांश परीक्षा पाठ्यक्रम	साहित्य पाठ-1 उठो धरा के अमर सपूतो! पाठ 2 नवाब का बचपन पाठ 3 बदला व्याकरण पाठ -1 भाषा और व्याकरण पाठ 2 वर्ण -विचार पाठ 3 शब्द -विचार रचनात्मक लेखन-अनुच्छेद लेखन
	द्वितीय कालांश परीक्षा पाठ्यक्रम	पाठ-4 क्या निराश हुआ जाए? पाठ 5 तोड़ती पत्थर पाठ 6 सदाचार का ताबीज व्याकरण पाठ 4 वाक्य - विचार पाठ 5 संधि पाठ 6 संज्ञा रचनात्मक लेखन-पत्र लेखन
	अर्धवार्षिक परीक्षा पाठ्यक्रम	साहित्य 1-9 पाठ 7 कर्मठ व्यक्तित्व: किरण बेदी (साक्षात्कार) पाठ 8 सियाचिन का हीरो बुल कुमार पाठ 9 ठेले पर हिमालय (यात्रा वृत्तांत) व्याकरण पाठ 7 संज्ञा विकार: लिंग पाठ 8 संज्ञा विकार: वचन पाठ 9 संज्ञा विकार:कारक पाठ 10 क्रिया रचनात्मक लेखन-अनुच्छेद लेखन'पत्र लेखन'डायरी लेखन, विज्ञापन
	तृतीय कालांश	साहित्य पाठ 10 सौभागी (एकांकी) पाठ-11 लोकगीत पाठ-12 झाँसी की रानी (कविता) व्याकरण पाठ-11 सर्वनाम पाठ-12 विशेषण पाठ-13 अविकारी शब्द

		रचनात्मक लेखन- अपठित गद्यांश, पाठित पद्यांश , कहानी लेखन
	चतुर्थ कालांश परीक्षा	साहित्य पाठ-13 सुनेती का कुआँ (लोक कथा) पाठ-14 भगत सिंह के पत्र (पत्र) पाठ-15 हवा में फैलता जहर (निबंध) व्याकरण पाठ-14 काल तथा वाच्य पाठ-15 शब्द भंडार पाठ 16 उपसर्ग और प्रत्यय रचनात्मक लेखन- निबंध लेखन
	वार्षिक परीक्षा पाठ्यक्रम	साहित्य – 10 – 17 व्याकरण – 11-20 रचनात्मक लेखन- निबंध लेखन , कहानी लेखन , संवाद लेखन, प्रतिवेदन लेखन

SUBJECT: MATHEMATICS

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	Ch - 1 Rational numbers
2	MAY	Ch - 2 Exponents and power
3	JULY	Ch - 3 Square, square root and cube, cube root Ch - 4 Algebraic expressions
4	AUGUST	Ch - 4 Algebraic expressions Ch - 8 Data handling
5	SEPTEMBER	Revision + Half Yearly Exams
6	OCTOBER	Ch - 5 Ratio and proportion Ch - 9 Introduction to graphs
7	NOVEMBER	Ch - 7 Mensuration
8	DECEMBER	Ch - 6 Understanding shapes
9	JANUARY+FEBRUARY	REVISION
10	MARCH	Annual Exams
11	PT-1	Ch-1 Rational numbers Ch-2 Exponents and power ACTIVITY Write down the five contact number of yours family members and express them in stranded form.
12	PT-2	Ch-3 Square and square root Ch- 4 Algebraic expressions ACTIVITY Write down the squares and cubes of 1 to 20 numbers on A4 size sheet.
13	Half Yearly Exams	Ch-1 Rational numbers Ch-2 Exponents and power Ch-3 Square and square root Ch-4 Algebraic expressions Ch-8 Data handling ACTIVITY Write down the height of five members of your family and find there mean, median and mode.
14	PT- 3	Ch- 5 Ratio and proportion Ch- 9 Introduction to graphs ACTIVITY Make a graph for population from 2010 -15 of India.

15	PT- 4	Ch- 7 Mensuration Ch- 6 Understanding shapes ACTIVITY Measure the length and breath of any two object in your class and find their area and perimeter.
16	Annual Exams	Ch- 5 Ratio and proportion Ch - 6 Understanding shapes Ch- 7 Mensuration Ch- 9 Introduction to graphs ACTIVITY Write the temperature of last five day and make the graph.

SUBJECT: SCIENCE

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	Ch.-1- Crop production and management Ch.-2-Micro organisms:-friend and foe
2	MAY	Ch.-3-Coal and petroleum Ch.-9- Friction
3	JULY	Ch.-4-Combustion and flame Ch.-8-Force and pressure
4	AUGUST	Ch -13-Light
5	SEPTEMBER	Revision + Half Yearly Exams
6	OCTOBER	Ch.-7-Reaching the age of adolescence Ch.-10- Sound
7	NOVEMBER	Ch.5-Conservation of plants and animals Ch.-11-Chemical effect of electric current.
8	DECEMBER	6-Reproduction in animal 12-Some natural phenomena
	JANUARY + FEB.	REVISION + PT-3
	MARCH	Annual Exams
	PT-1	Chapter -1 Crop Production and Management Chapter -2 Microorganisms: Friends and Foe ACTIVITY To separate healthy seeds from the damaged ones.
	PT-2	Chapter -3 Coal and Petroleum Chapter - 9 Friction Activity To show that rolling friction is less than the sliding friction.
	Half Yearly Exams	Chapter -1 Crop Production and Management Chapter -2 Microorganisms: Friends and Foe Chapter -3 Coal and Petroleum Chapter -4 Combustion and Flame Chapter-8 Force and Pressure Chapter - 9 Friction Chapter -13 (Light)
	PT-3	Chapter -7 Reaching the Age of Adolescence Chapter -10 Sound ACTIVITY (To show that sound can travel through solids)Chapter -11 Chemical Effects of Electric Current.

	PT-4	Chapter -5 Conservation of Plants and Animals Chapter -11 Chemical Effects of Electric Current. ACTIVITY (Find out the endemic plants and the animals of live collect their pictures and paste in your scrap book)
	Annual Exams	Chapter -5 Conservation of Plants and Animals Chapter-6 Reproduction in Animals Chapter -7 Reaching the Age of Adolescence Chapter -10 Sound Chapter -11 Chemical Effects of Electric Current. Chapter - 12 Some Natural Phenomena ACTIVITY To show that water contain hydrogen and oxygen gas and their deposition on different electrode.

S

SUBJECT: SOCIAL SCIENCE

S.No	MONTH	SYLLABUS PROJECTION
1	APRIL	Chapter 1 – Introduction: How, When and Where Chapter 1 -The Indian Constitution Chapter 1 – Resources
2	MAY	Chap 2 – From Trade to territory: The Company Establishes Power Chap 2 – Understanding Secularism Chap 2– Land, Soil, Water, Natural Vegetation and Wildlife Resources
3	JULY	Chap 3 – Ruling the Countryside Chapter 4 – Triballs, Dikus and the Vision of a Golden Age Chapter 3 – Parliament and the making of Laws
4	AUGUST	Chapter 4 – Judiciary Chapter 3 – Agriculture
5	SEPTEMBER	Revision + Half Yearly Exams
6	OCTOBER	Chapter 5 – When People Rebel 1857 and After Chapter 5 – Understanding Marginalization Chapter 4 - Industries
7	NOVEMBER	Chapter 6 – Civilising the Native, Educating the Nation Chapter 6 – Confronting Marginalization Chapter 5 – Human Resources
8	DECEMBER	Chapter – 7 Women, Caste and Reforms Chapter – 8 The Making of the National Movement, 1870's to 1947 Chapter – 7 Public Facilites Chapter – 8 Law and Social Justice

9	PT-1	<p>Chapter 1 – Introduction: How, When and Where</p> <p>Chapter 1 -The Indian Constitution</p> <p>Chapter 1 – Resources</p> <p>Enrichment activity- Learn and Write any 5 features of the Indian Constitution on an A3 sheet.</p>
10	PT-2	<p>Chapter 2 – From Trade to territory: The Company Establishes Power</p> <p>Chapter 2 – Understanding Secularism</p> <p>Chapter 2– Land, Soil, Water, Natural Vegetation and Wildlife Resources</p> <p>Enrichment activity- Make a timeline chart of the East India Company establishing themselves from trade to territory in India on an A3 sheet.</p>
	Half Yearly Exams	<p>Chapter 2 – From Trade to territory: The Company Establishes Power</p> <p>Chapter 2 – Understanding Secularism</p> <p>Chapter 2– Land, Soil, Water, Natural Vegetation and Wildlife Resources</p> <p>Chapter 3 – Ruling the Countryside</p> <p>Chapter 4 – Triballs, Dikus and the Vision of a Golden Age</p> <p>Chapter 3 – Parliament and the making of Laws</p> <p>Chapter 4 – Judiciary</p> <p>Chapter 3 – Agriculture</p> <p>Enrichment activity- On an A3 sheet, create a poster comparing agricultural practices in different regions (like India and the USA) or different types of farming (subsistence Vs. commercial) including the crops grown, climate required and challenges faced.</p>
	PT -3	<p>Chapter 5 – When People Rebel 1857 and After</p> <p>Chapter 5 – Understanding Marginalization</p> <p>Chapter 4 - Industries</p> <p>Enrichment activity- Create a timeline of key events, analyze primary source documents or role play different perspectives involved in the 1857 revolt.</p>
	PT-4	<p>Chapter 6 – Civilising the Native, Educating the Nation</p> <p>Chapter 6 – Confronting Marginalization</p> <p>Chapter 5 – Human Resources</p> <p>Enrichment Activity- Design a hypothetical industry, focusing on a specific product and its production process including plan, location, raw materials, transport, etc.</p>
	Annual Exams	<p>Chapter 6 – Civilising the Native, Educating the Nation</p> <p>Chapter 6 – Confronting Marginalization</p> <p>Chapter 4 - Industries</p> <p>Chapter 5 – Human Resources</p> <p>Chapter – 7 Women, Caste and Reforms</p> <p>Chapter – 8 The Making of the National Movement, 1870's to 1947</p> <p>Chapter – 7 Public Facilites</p> <p>Chapter – 8 Law and Social Justice</p> <p>Enrichment Activity- Role play a scenario of a worker facing injustice due to a law, then debate the fairness of the law and potential solutions, promoting critical thinking and the understanding of legal processes and social justice issue.</p>

SUBJECT- COMPUTER

MONTH	
APRIL	Ch- 1 Computer Networking
MAY	Ch- 2 Introduction To Adobe Photoshop 2024
JUNE	Summer Vacation
JULY	Ch-3 More On Adobe Photoshop 2024 Ch- 4 Computer Safety And Security
AUGUST	Ch- 5 Google Apps
SEPTEMBER	Revision + Half Yearly Exams
HALF YEARLY EXAM'S SYLLABUS	Ch- 1 Computer Networking Ch- 2 Introduction To Adobe Photoshop 2024 Ch-3 More On Adobe Photoshop 2024 Ch- 4 Computer Safety And Security Ch- 5 Google Apps Short Cut Keys , Full Forms
OCTOBER	Ch- 6 Latest Technological Developments Ch-7images, Links And Frames In Html5
NOVEMBER	Ch- 8 Algorithmic Intelligence Ch- 9loops In Python
DECEMBER	Ch- 10 Functions And String In Python Ch- 11 Domains Of Ai
JAN+FEB	Revision And Practical
MARCH	Annual Exams
ANNUAL EXAMS	Ch- 6 Latest Technological Developments Ch-7 Images, Links And Frames In Html5 Ch- 8 Algorithmic Intelligence Ch- 9loops In Python Ch- 10 Functions And String In Python Ch- 11 Domains Of Ai Short Cut Keys , Full Forms

SUBJECT: GENERAL KNOWLEDGE

Half Yearly Exams	<ol style="list-style-type: none"> 1. Iconic India 2. Important Research Institutes 3. Special Security Forces 4. Famous Forts of Bharat 5. Famous Places of Worship 6. G20 The Bhartiya Way 7. Parliament House (Renewed) 8. Multinational Companies of India 9. Brands of Leading Companies 10. Knowing About Famous Indian Women 11. Heal & Cure 12. Protein Veggies 13. Habitats of Plants 14. Exotic Flowers
--------------------------	---

	15. Unique Animals of the World 16. Protection Modes 17. Our Useful Animals 18. Dogs: Our Best Friends 19. Personalities of the World 20. World Famous Attraction 21. Police Forces of the World 22. Universities of the World 23. Antarctica 24. Famous River in the World 25. Festivals of the World 26. Pachyderm Problem 27. Puzzles 28. Brain Teasers 29. Coding-Decoding 30. Exams Guide 31. Public Speaking 32. Improving Memory
Final Exams	33. Writing a Cheque 34. Man-Made Environmental Disasters 35. Cyber Crime and Cyber Security 36. Explore Your Potential 37. Lab Safety 38. Medical Discoveries 39. Robots and Artificial Intelligence 40. Moon Mission by ISRO 41. Space Quiz 42. Chronology of Energy 43. Biological Systems 44. Knowing About Contronyms 45. Commonly Used Tech Terms 46. Different Hand Movements 47. Famous Bhartiya Authors 48. Legal Terms 49. Seasons 50. Literary Architects 51. Books by Sportspersons 52. Sports Festivals 53. Famous Stadiums 54. Against All Odds 55. T20 World Cup 2024 56. Fantasy Films 57. Let's Go Theatre 58. Art of Self Defence 59. Sports Festivals 60. Film Genres 61. Let's Make Money 62. Handicraft 63. Diet and Nutrition 64. Yoga & Health

SOCIAL SCIENCE
Subject Code-087
Classes - IX & X (2025-26)

RATIONALE

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. [NEP 2020, pages 4-5]

Social Science is a compulsory subject in secondary stage of school education. It is an integral component of general education. Social Science can play a unique role within the school curriculum to enable Knowledge, Capacities, and Values and Dispositions that underpin the purpose of education as committed to in NEP.

Social Science plays an important role in developing an integrated understanding of the human world and its functioning, including its deep interrelationships with nature and environment in the quest to continuously improve a society. In the study of this subject, students learn methods of observing and interpreting the human world, which help them lead their own lives and also contribute as members of society.

It also helps in developing some of the Values and Dispositions that are essential for democratic participation- building and sustaining cooperation among communities that strive for peace, harmony, equity, and justice for all. It encourages them to understand and appreciate the feeling of Indianness 'Bhartiyata' by valuing the rich cultural heritage and tradition of the country.

The role of the subject in developing a comprehensive sense of the human world and its functioning in an individual student is significant. This understanding is critical to help students see how things around them are changing and are interdependent in the world today what are the causes of the change, and how the change impacts human societies.

It also helps them realise the need for interdependence, collaboration, and an appreciation for the diversity of human culture and societies. The subject also teaches students the method of observing and interpreting the world wearing the hat of a social scientist. It does so by building core skills such as observing what is going on around them, analysing causes of various phenomena (historical, geographical, socio-political, or economic) using evidence, asking questions, making connections, forming viewpoints based on conceptual understanding and evidence, recognizing patterns and generalizations, and arriving at logical conclusions.

These skills prepare the students to contribute to the nation as responsible citizens of society.

AIMS & OBJECTIVE

As per NCF- 2023, the aims of teaching Social Science in school education can be summarised as follows:

- a. Develop disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

This can be enabled through:

- i. an understanding of continuity and change in human civilisation, its causation and effect, and its impact on modern life,
 - ii. an understanding of the interaction between nature and human beings, the spatial patterns arising out of this interaction, and its effect on human life,
 - iii. an awareness and understanding of the diversity of people and their practices in different societies, regions, and cultures within societies,
 - iv. an awareness of various social, political, and economic institutions, their origin, functioning and transformations over time.
- b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society.

These could be specifically seen as:

- i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,
 - ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,
 - iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem- solving attitude,
 - iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,
 - v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.
- c. Foster ethical, human, and Constitutional values:

As the NEP 2020 emphasises, to foster a “democratic outlook and commitment to liberty and freedom; equality, justice, and fairness; embracing diversity, plurality, and inclusion; humaneness and fraternal spirit; social responsibility and the spirit of service; ethics of integrity and honesty; scientific temper and commitment to rational and public dialogue; peace; social action through Constitutional means; unity and integrity of the nation, and a true rootedness and pride in India with a forward-looking spirit to continuously improve as a nation.

NOTE-Refer to NCF-2023-Page no-320-323

CURRICULAR GOALS-CG

As per NCF 2023 - At the Secondary Stage, students will go into details to understand India's past and appreciate its complexity, diversity, and unity brought about by cultural integration and the sharing of knowledge traditions across geographical and linguistic boundaries. P-154

- CG -2 Analyse the important phases in world history and draw insight to understand the present-day world
- CG-3 Understand the idea of a nation and the emergence of the modern Indian Nation
- CG -4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region
- CG -5 Understand the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.
- CG -6 Understand and analyse social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them
- CG -7 Develop an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region
- CG -8 Evaluate the economic development of a country in terms of its impact on the lives of its people and nature
- CG-9 Understand and appreciate the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it

COMPETENCIES

Competencies are specific learning achievements that are observable and can be assessed systematically. In NCF, Competencies are directly derived from a Curricular Goal and are expected to be attained by the end of a Stage. The following competencies need to be developed in students to achieve the curricular goals at secondary stage.

- C-2.1 Explain historical events and processes with different types of sources with specific examples from India and world history.
- C-2.3 Trace aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)
- C-2.4 Explain the growth of new ideas and practices across the world and how they affected the course of world history.
- C-2.5 Recognise the various practices that arose, such as those in C- 2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.
- C3.2 Identify and analyse important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and

understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self- sacrifice, ahimsa) that played a part in achieving Independence.

- C-4.1 Locate physiographic regions of India and the climatic zones of the world on a globe/map.
- C-4.2 Explain important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region
- C-4.3 Draw inter- linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife.
- C-4.4 Analyse and evaluate the inter- relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation
- C-4.5 Critically evaluate the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them
- C-4.6 Develop sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation
- C-5.1 Understand that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in *Mahajanapadas*, kingdoms and empires at several levels of the society, guilds *sanghas* and *ganas*, village councils and committees, *Uthiramerur* inscriptions)
- C-5.2 Appreciate fundamental Constitutional values and identify their significance for the prosperity of the Indian nation.
- C-5.3 Explain that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
- C-5.4 Analyse the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government.
- C-5.5- Analyse the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions
- C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence
- C-6.2 Understand that despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.
- C-7.1 Defines key features of the economy, such as, production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology)

- C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India
- C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society
- C-7.4 Trace the beginning and importance of large- scale trade and commerce (including e- commerce) between one country and another - the key items of trade in the beginning, and the changes from time to time.
- C-8.1 Gather, comprehend, and analyse data related to income, capital, poverty, and employment in one's locality, region and at the national level. Markets.
- C-8.3 Understand these features in the context of ancient India, with its thriving trade, both internal and external, and its well- established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period
- C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.
- C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.

In Grades 9 and 10 of the Secondary Stage, the study of Social Science is organised within the disciplines of History, Geography, Political Science, and Economics. The concepts and content are chosen to develop an in-depth understanding in each discipline.

CLASS IX (2025-26) COURSE STRUCTURE

History-India and the Contemporary World - I			Marks-20 inclusive of Map pointing
Section	Chapter No	Chapter Name	Marks
I Events and Process	I	The French Revolution	18+2 map pointing
	II	Socialism in Europe and the Russian Revolution	
	III	Nazism and the Rise of Hitler	
II Livelihood, Economies and Societies	IV	Forest, Society and Colonialism Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	
	V	Pastoralists in the Modern World (assessed as part of Periodic Assessment only)	

Geography-Contemporary India - I		Marks-20 inclusive of Map pointing
Chapter No.	Chapter Name	Marks
1	India – Size and Location	17+3 map pointing*
2	Physical Features of India	
3	Drainage	
4	Climate	
	Natural Vegetation and Wildlife (Only map pointing to be evaluated in the annual examination.)	
5	Population	* Marks as mentioned
6	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	
Political Science- Democratic Politics - I		20 Marks
Chapter No.	Chapter name	Marks
1	What is Democracy?	20
	Why Democracy?	
2	Constitutional Design	
3	Electoral Politics	
4	Working of Institutions	
5	Democratic Rights	
Economics		20 Marks
Chapter No.	Chapter name	Marks
1	The Story of Village Palampur (To be assessed as part of Periodic Assessment only)	20
2	People as Resource	
3	Poverty as a Challenge	
4	Food Security in India	

CLASS IX
History-India and the Contemporary World - I

Section I: Events and Processes

Chapter-1 The French Revolution

Learning Outcomes-The students will be able to

- Infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and elsewhere.

- Illustrate that, the quest for imperialism triggered the First World War.
- Examine various sources to address imbalances that may lead to revolutions

Chapter 2- Socialism in Europe and the Russian Revolution

Learning Outcomes- The students will be able to

- Compare the situations that led to the rise of Russian and French Revolutions.
- Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization.
- Analyse the role played by the varied philosophers and leaders that shaped the revolution.

Chapter 3-Nazism and the Rise of Hitler.

Learning Outcomes- The students will be able to

- Analyse the role of "Treaty of Versailles" in the rise of Hitler to power.
- Analyse the genocidal war waged against the "undesirables" by Hitler.
- Compare and contrast the characteristics of Hitler and Gandhi

Section II: Livelihoods, Economies and Societies

Chapter 4- Forest Society and Colonialism

Interdisciplinary Project with Chapter 5 of Geography "Natural Vegetation and Wildlife"

Learning Outcomes- Refer Annexure II

Chapter 5- Pastoralists in the Modern World

Learning Outcomes- The students will be able to

- Examine the situations that have created nomadic societies highlighting the key factors played by the climatic conditions and topography.
- Analyse varying patterns of developments within pastoral societies in different places in India.
- Comprehend the impact of colonialism on Pastoralists in India and Africa.

Geography- Contemporary India - I

Chapter 1- India – Size and Location

Learning Outcomes- The students will be able to

- Examine how the location of an area impacts its climate and time with reference to longitude and latitude.
- Explore and analyses the trading and cultural relationships of India with its neighbouring countries.
- Evaluate the situation & reasons that made 82.5E* longitude as Time meridian of India.
- Examine how location of India enables its position as a strategic partner in the subcontinent.
- Justify the reasons for the differences in climatic conditions, local and standard time.

Chapter 2- Physical Features of India

Learning Outcomes- The students will be able to

- Justify how the Physical Features of India influences the livelihoods, culture, and the biodiversity of the region.
- Examine the geological process that played a crucial role in the formation of diverse physical features in India.
- Analyse the conditions and relationships of the people living in different physiographic areas.

Chapter 3- Drainage

Learning Outcomes- The students will be able to

- Examine the information about different lakes and infer on their contribution to Indian ecology.
- Present creative solutions to overcome the water pollution and also to increase the contribution of water bodies to the Indian economy.
- Identify the river systems of the country and explain the role of rivers in human society

Chapter 4- Climate

Learning Outcomes- The students will be able to

- Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.
- Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.
- Enumerate and summarise the reasons for the wide difference between temperatures at different geographical locations of India

Chapter 5- Natural Vegetation and Wildlife

Interdisciplinary project with chapter no IV of History “Forest, Society and Colonialism

Learning Outcomes- -Refer annexure II

Chapter-6. Population

Learning Outcomes- The students will be able to

- Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP & Rajasthan and Mizoram and Karnataka
- Enlist the factors that affect the population density

Political Science-Democratic Politics - I

Chapter 1- What is Democracy? Why Democracy?

Learning Outcomes- The students will be able to

- Examine the concept of structural components of Democracy and its forms/ features.

- Compare and Contrast working of democracies of India and some other countries and discuss differences and similarities in each country.
- Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy

Chapter 2- Constitutional Design

Learning Outcomes- The students will be able to

- Discuss and describe the situation that led to creation of Indian Constitution
- Enumerate the essential features that need to be kept in mind while drafting a constitution.
- Examine the guiding values that created the Indian constitution
- Comprehend the roles and responsibilities as citizens of India.

Chapter 3- Electoral Politics

Learning Outcomes- The students will be able to

- Analyse the implications of power of vote and power of recall.
- Summarise the essential features of the Indian Electoral system.
- Examine the rationale for adopting the present Indian Electoral System.

Chapter 4- Working of Institutions

Learning Outcomes- The students will be able to

- Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government.
- Appreciate the parliamentary system of executive's accountability to the legislature.
- Summarise and evaluate the rule of law in India.

Chapter 5- Democratic Rights

Learning Outcomes- The students will be able to

- Summarise the importance of fundamental rights and duties in the light of the nation's glory.
- Analyse and recognise the role of a responsible citizen while performing their prescribed duties versus claiming rights.

ECONOMICS

Chapter 1- The Story of Village Palampur

Learning Outcomes- The students will be able to

- Enlist the requirements of production and comprehend the interdependence of these requirements.
- Correlate farming and non-farming activities to economic growth.
- Comprehend how the significance of conditions of farming and the factors of production impact economic development.
- Find solutions to foster an equitable society.

Chapter 2- People as Resource

Learning Outcomes- The students will be able to

- Evaluate the reasons that contribute to the quality of population.
- Observe different government schemes and see their effect on the people there.

Chapter 3- Poverty as a Challenge

Learning Outcomes- The students will be able to

- Comprehend the reasons for poverty in the rural and urban areas.
- Evaluate the efficacy of the government to eradicate poverty.
- Correlate the link between education and poverty.

Chapter 4- Food Security in India

Learning Outcomes- The students will be able to

- Comprehend various aspects of food security that will ensure continuity of supply
- Enumerate the different features of PDS that directly address FSI.
- Analyse and infer the impact of the Green Revolution.
- Analyse causes and effect of famines in food security during pre and post independent India.

CLASS IX (2025-26) MAP WORK

Subject	Chapter	List of Areas to be located /labeled/identified on the map
History	French Revolution	Outline political map of France. Locate/label/ identify. <ul style="list-style-type: none">● Bordeaux, Nantes, Paris and Marseille
	Socialism in Europe and the Russian Revolution	Outline political map of the World. Locate/label/identify Major countries of First World War: Central Powers: Germany, Austria-Hungary, Turkey (Ottoman Empire). Allied Powers – France, England, Russia and USA
	Nazism and the Rise of Hitler	Outline Political Map of World. Locate/label/ identify Major countries of Second World War Axis: Powers – Germany, Italy, Japan Allied Powers – UK, France, Former USSR, USA
Geography	India : size and location	<ul style="list-style-type: none">● India - States and Capitals● Tropic of Cancer, Standard Meridian (Location and Labeling)● Neighbouring Countries
	India physical features	<ul style="list-style-type: none">● Mountain Ranges: The Karakoram, The Zaskar, The Shivalik, The Aravali, The Vindhya, The Satpura, Western and Eastern Ghats● Mountain Peaks-K2, Kanchan Junga, Anai Mudi

		<ul style="list-style-type: none"> • Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau • Coastal Plains – Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling)
	Drainage system	Rivers (Identification only) <ul style="list-style-type: none"> • The Himalayan River Systems - Indus, Ganges & Sutlej • The Peninsular Rivers – The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi • Lakes - Wular, Pulicat, Sambhar, Chilika
	Climate	<ul style="list-style-type: none"> • Annual rainfall in India, Monsoon wind direction
	Population	<ul style="list-style-type: none"> • Population density of all states • The state having highest and lowest density of population

Note- The Maps available in the website of Govt. of India may be used.

CLASS IX (2025-26)
INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks
Periodic Assessment	Pen Paper Test	5
Multiple Assessment	Quiz, debate, role play, viva-voce, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, self- assessment etc. through interdisciplinary project	5
Subject Enrichment Activity	Project work (Interdisciplinary)-Disaster Management	5
Portfolio	Classroom, work done (activities/assignments) reflections, narrations, journals etc. Achievements of the student in the subject throughout the year. Participation of the student in different activities like Heritage India quiz etc.	5

CLASS IX
PRESCRIBED TEXT BOOKS

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

**CLASS X -2025-26
COURSE STRUCTURE**

History (India and the Contemporary World-II)			20 Marks inclusive of map pointing Marks
Section	Chapter No.	Chapter name	
I Events and processes	I	The Rise of Nationalism in Europe	18+2 map pointing
	II	Nationalism in India	
II Livelihoods, Economies and Societies	III	The Making of a Global World (To be evaluated in the Board Examination Subtopics: 1 to 1.3 Pre Modern World to Conquest, disease and trade)	
		Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) Subtopics 2 to 4.4 –The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of “Globalisation”	
	IV	The Age of Industrialisation (To be assessed as part of Periodic Assessment only)	
III. Everyday Life, Culture and politics	V	Print Culture and the Modern world	
Geography (Contemporary India-II)			Marks-20 inclusive map pointing
Chapter No.	Chapter Name		Marks
1	Resources and Development		17+3 map pointing
2	Forest and Wildlife Resources		
3	Water resources		
4	Agriculture		
5	Minerals and energy Resources		
6	Manufacturing Industries		
7	Lifelines of National Economy (Only map pointing to be evaluated in the Board Examination)		

	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)		
Political Science (Democratic Politics-II)			20
Unit No.	Chapter No.	Chapter name	Marks
I	1	Power-sharing	20
	2	Federalism	
II	3	Gender, Religion and Caste	
III	4	Political Parties	
IV	5	Outcomes of Democracy	
Economics (Understanding Economic Development)			20
Chapter No.	Chapter name		Marks
1	Development		20
2	Sectors of the Indian Economy		
3	Money and Credit		
4	<ul style="list-style-type: none">Globalisation and the Indian Economy to be evaluated in the Board ExaminationWhat is Globalisation?Factors that have enabled Globalisation		
	<ul style="list-style-type: none">Interdisciplinary project as part of multiple assessment (Internally assessed for 5 marks)Production across the countriesChinese toys in IndiaWorld Trade OrganisationThe Struggle for a Fair Globalisation		
5	Consumer Rights (Project Work)		

CLASS X (2025-26)
COURSE CONTENT

HISTORY: India and the Contemporary World - II

Chapter I -The Rise of Nationalism in Europe

Learning outcome- The students will be able to

- Infer how French Revolution had an impact on the European countries in the making of a nation state.
- Comprehend the nature of the diverse social movements of the time.
- Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere.
- Evaluate the reasons which led to the First World War.

Chapter 2 Nationalism in India

Learning outcome- The students will be able to

- Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging.
- Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him.
- Summarise the effects of the First World War that triggered the two defining movements (Khilafat & Non-Cooperation Movement) in India

Chapter 3-. The Making of a Global World

Subtopic 1. The pre-modern world

Subtopic 2. 19th century 1815-1914

Subtopic 3. The inter-war economy

Subtopic 4. Rebuilding of world economy: the post war era.

Inter disciplinary Project with chapter 7 of Geography: Lifelines of National Economy and chapter 4 of Economics: Globalisation and the Indian Economy

Refer Annexure III B

Learning outcome- The students will be able to

- Summarise the changes that transformed the world in different areas.
- Depict the global interconnectedness from the Pre-modern to the present day.
- Enumerate the destructive impact of colonialism on the livelihoods of colonised people.

Chapter 4-The Age of Industrialisation

Learning outcome- The students will be able to

- Enumerate economic, political, social features of Pre and Post Industrialization.
- Analyse and infer how the industrialization impacted colonies with specific focus on India

Chapter 5. Print culture and the Modern World

Learning Outcome- The students will be able to

- Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India.
- Compare and contrast the old tradition of handwritten manuscripts versus print technology.
- Summarise the role of Print revolution and its impact

Geography: Contemporary India – II

Chapter 1- Resources and Development

Learning Outcome- The students will be able to

- Enumerates how the resources are interdependent, justify how planning is essential in judicious utilisation of resources and the need to develop them in India.
- Infer the rationale for development of resources.
- Analyse and evaluate data and information related to non-optimal land, utilization in India
- Suggest remedial measures for optimal utilization of underutilized resources

Chapter 2- Forest and Wildlife Resources

Learning Outcome- The students will be able to

- Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India.
- Analyse the role of grazing and wood cutting in the development and degradation
- Summarise the reasons for conservation of biodiversity under sustainable development.
- Discuss how developmental works, grazing wood cutting have impacted the forests
- Use art integration to summarise and present the reasons for conservation of biodiversity in India under sustainable development.

Chapter 3-Water Resources

Learning Outcome- The students will be able to

- Examine the reasons for conservation of water resource in India.
- Analyse and infer how the multipurpose projects are supporting the requirement of water.

Chapter 4- Agriculture

Learning Outcome

- Examine the crucial role played by agriculture in our economy and society.
- Analyse the challenges faced by the farming community in India.
- Identifies various aspects of agriculture, including crop production, types of farming etc.

Chapter 5- Minerals and Energy Resources

Learning Outcome- The students will be able to

- Enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector.
- Differentiate between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.
- Analyse the relation between the availability of raw material and location of the industry

Chapter 7- Life Lines of National Economy

Interdisciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalisation and the Indian Economy

Political Science: Democratic Politics - II

Chapter 1- Power – sharing

Learning Outcome- The students will be able to

- Enumerate the need for power sharing in democracy.
- Analyse the challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing.
- Compare and contrast the power sharing of India with Sri Lanka and Belgium.
- Summarise the purpose of power sharing in preserving the unity and stability of a country

Chapter 2-Federalism

Learning Outcome- The students will be able to

- Infer how federalism is being practised in India.
- Analyse the policies and politics that has strengthened federalism in practice.

Chapter 3- Gender, Religion and Caste

Learning Outcome- The students will be able to

- Examine the role and differences of Gender, religion and Caste in practicing Democracy.
- Analyse that different expressions based on the differences, are healthy or otherwise in a democracy

Chapter 4- Political Parties

Learning Outcome- The students will be able to

- Understand the process of parties getting elected.
- Know the significance of the right to vote and exercise the duties as citizens of a nation.
- Examine the role, purpose and no. of Political Parties in Democracy.

Chapter 5- Outcomes of Democracy

Learning Outcome- The students will be able to

- Enumerates how the success of democracy depends on quality of government, economic well- being, inequality, social differences, conflict, freedom and dignity.

Economics: Understanding Economic Development

Chapter- 1. Development

Learning Outcome- The students will be able to

- Enumerate and examine the different processes involved in setting developmental Goals.
- Analyse and infer how the per capita income depicts the economic condition of the nation.

- Evaluate the development goals with reference to their efficacy, implemental strategies, relevance to current requirements of the nation.
- Compare the per capita income of some countries and infer reasons for the variance.
- Analyse the multiple perspectives on the need of development.

Chapter 2- Sectors of the Indian Economy

Learning Outcome- The students will be able to

- Analyse and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy.
- Propose solutions to identified problems in different sectors based on their understanding.
- Summarise how the organised and unorganised sectors are providing employment
- Enumerate the role of the unorganised sector in impacting Per Capita Income currently and propose suggestive steps to reduce the unorganised sector for more productive contributions to GDP.
- Enumerate and infer the essential role of the Public and Private sectors

Chapter 3- Money and Credit

Learning Outcome- The students will be able to

- Enumerate how money plays as a medium exchange in all transactions of goods and services from ancient times to the present times.
- Analyse and infer various sources of Credit.
- Summarise the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.

Chapter- 4. Globalisation and the Indian Economy

Subtopics: What is Globalisation?

Factors that have enabled Globalisation.

Interdisciplinary Project with chapter 3 of History: “The making of a Global World”. And chapter 7 of Geography: “Lifelines of National Economy”

Subtopics:

- Production across the countries
- World Trade Organisation
- The Struggle for a Fair Globalisation

Refer Annexure III-B

Learning Outcome- The students will be able to

- Enumerate the concept of globalisation and its definition, evolution, and impact on the global economy.
- Evaluate the key role of the key major drivers of globalisation and their role in shaping the global economic landscape in various countries.
- Comprehend the significance of role of G20 and its significance in the light of India's role.

5. Project work - Consumer Rights OR Social Issues OR Sustainable Development

Learning Outcome- Refer Annexure III

CLASS X (2025-26)
MAP WORK

Subject	Name of the Chapter	List of areas to be located/ labeled/ identified on the map		
History	Nationalism in India	I. Congress sessions: <ul style="list-style-type: none">• 1920 Calcutta• 1920 Nagpur• 1927 Madras session II. 3 Satyagraha movements: <ul style="list-style-type: none">• Kheda• Champaran• Ahmedabad mill workers III. Jallianwala Bagh IV. Dandi March		
Geography	Resources and Development	Identify Major Soil Types		
	Water Resources	Locating and Labeling: <table><tr><td><ul style="list-style-type: none">• Salal• Bhakra Nangal• Tehri• Rana Pratap Sagar</td><td><ul style="list-style-type: none">• Sardar Sarovar• Hirakund• Nagarjun Sagar• Tungabhadra</td></tr></table>	<ul style="list-style-type: none">• Salal• Bhakra Nangal• Tehri• Rana Pratap Sagar	<ul style="list-style-type: none">• Sardar Sarovar• Hirakund• Nagarjun Sagar• Tungabhadra
	<ul style="list-style-type: none">• Salal• Bhakra Nangal• Tehri• Rana Pratap Sagar	<ul style="list-style-type: none">• Sardar Sarovar• Hirakund• Nagarjun Sagar• Tungabhadra		
	Agriculture	Identify: <ul style="list-style-type: none">• Major areas of Rice and Wheat• Largest/Major producer states of Sugarcane, Tea, Coffee,• Rubber, Cotton and Jute		
Minerals and Energy Resources	Identify: <table><tr><td>Iron Ore Mines Mayurbhanj Durg Bailadila Bellary Kudremukh</td><td>Coal Mines Raniganj Bokaro Talcher Neyveli</td><td>Oil Fields Digboi Naharkatia Mumbai High Bassien Kalol Ankaleshwar</td></tr></table>	Iron Ore Mines Mayurbhanj Durg Bailadila Bellary Kudremukh	Coal Mines Raniganj Bokaro Talcher Neyveli	Oil Fields Digboi Naharkatia Mumbai High Bassien Kalol Ankaleshwar
Iron Ore Mines Mayurbhanj Durg Bailadila Bellary Kudremukh	Coal Mines Raniganj Bokaro Talcher Neyveli	Oil Fields Digboi Naharkatia Mumbai High Bassien Kalol Ankaleshwar		
		Locate and label: Power Plants <table><tr><td>Thermal<ul style="list-style-type: none">• Namrup• Singrauli• Ramagundam</td><td>Nuclear<ul style="list-style-type: none">• Narora• Kakrapara• Tarapur• Kalpakkam</td></tr></table>	Thermal <ul style="list-style-type: none">• Namrup• Singrauli• Ramagundam	Nuclear <ul style="list-style-type: none">• Narora• Kakrapara• Tarapur• Kalpakkam
Thermal <ul style="list-style-type: none">• Namrup• Singrauli• Ramagundam	Nuclear <ul style="list-style-type: none">• Narora• Kakrapara• Tarapur• Kalpakkam			

	Manufacturing Industries	<ul style="list-style-type: none">• Manufacturing Industries (Locating and labeling only)• Cotton textile Industries: a. Mumbai, b. Indore, c. Surat, d. Kanpur, e. Coimbatore• Iron and Steel Plants: a. Durgapur, b. Bokaro, c. Jamshedpur, d. Bhilai, e. Vijayanagar, f. Salem• Software technology Parks: a. Noida, b. Gandhinagar, c. Mumbai, d. Pune, e. Hyderabad, f. Bengaluru, g. Chennai, h. Thiruvananthapuram		
	Lifelines of National Economy	<p>Locating and Labeling</p> <p>a. Major Sea Ports</p> <table><tr><td><ul style="list-style-type: none">• Kandla• Mumbai• Marmagao• New Mangalore• Kochi</td><td><ul style="list-style-type: none">• Tuticorin• Chennai• Visakhapatnam• Paradip• Haldia</td></tr></table> <p>b. International Airports</p> <ul style="list-style-type: none">• Amritsar (Raja Sansi-Sri Guru Ram Das ji)• Delhi (Indira Gandhi)• Mumbai (Chhatrapati Shivaji)• Chennai (Meenambakkam)• Kolkata (Netaji Subhash Chandra Bose)• Hyderabad (Rajiv Gandhi)	<ul style="list-style-type: none">• Kandla• Mumbai• Marmagao• New Mangalore• Kochi	<ul style="list-style-type: none">• Tuticorin• Chennai• Visakhapatnam• Paradip• Haldia
<ul style="list-style-type: none">• Kandla• Mumbai• Marmagao• New Mangalore• Kochi	<ul style="list-style-type: none">• Tuticorin• Chennai• Visakhapatnam• Paradip• Haldia			

Note

1. Items of Locating and Labelling may also be given for Identification.
2. The Maps available in the website of Govt. of India may be used.

CLASS X
QUESTION PAPER DESIGN
Subject Wise Weightage

Subject	Syllabus	Marks (80)	Percentage
History	<ul style="list-style-type: none"> • The Rise of Nationalism in Europe. • Nationalism in India: • The Making of a Global World Sub topics 1 to 1.3 • Print Culture and the Modern World • Map pointing 	18+2	25%
Political Science	<ul style="list-style-type: none"> • Power – sharing • Federalism • Gender, Religion and Caste • Political Parties • Outcomes of Democracy 	20	25%
Geography	<ul style="list-style-type: none"> • Resources and Development • Forest and Wildlife Resources • Water Resources • Agriculture • Mineral & Energy resources • Manufacturing industries. • Lifelines of National Economy (map pointing) • Map pointing 	17+3	25%
Economics	<ul style="list-style-type: none"> • Development • Sectors of the Indian Economy • Money and Credit • Globalisation and The Indian Economy <p>Sub topics:</p> <ul style="list-style-type: none"> ➤ What is Globalisation? ➤ Factors that have enabled Globalisation 	20	25%

Weightage to Type of Questions

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

Weightage to Competency Levels

Sr. No.	Competencies	Marks (80)	Percent-age
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	24	30%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	11	13.25%
3	Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	40	50%
4	Map Skill	5	6.25%
	Total	80	100%

CLASS X (2025-26)
GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks
Periodic Assessment	Pen Paper Test.	5
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Interdisciplinary project	5
Subject Enrichment Activity	Project Work on Consumer Rights OR Social Issues OR Sustainable Development (Interdisciplinary)	5
Portfolio	Classwork, Work done (activities/ assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like heritage India quiz	5

CLASS X
PRESCRIBED TEXTBOOKS

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

Project Work: Class IX

Project work	Competencies
<p>Every student must undertake one project on Disaster Management</p> <p>Objectives: The main objectives of giving project work on Disaster Management to the students are to:</p> <ul style="list-style-type: none"> • To create awareness in them about different disasters, their consequences and management • To prepare them in advance to face such situations • To ensure their participation in disaster risk reduction plans • To enable them to create awareness and preparedness among the community. • The project work helps in enhancing the Life Skills of the students. • Various forms of art must be integrated in the project work. 	<p>The students will develop the following competencies:</p> <ul style="list-style-type: none"> • Collaboration • Use analytical skills. • Evaluate the situations during disasters. • Synthesize the information. • Find creative solutions. • Strategies the order of solutions. • Use the right communication skills.

Guidelines:

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

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

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

S.no	Aspects	Marks
a	Content accuracy and originality	2
b	Competencies exhibited and Presentation	2
c	Viva-Voce	1

- All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- A Summary Report should be prepared highlighting:
 - objectives realized through individual work and group interactions.
 - calendar of activities.
 - innovative ideas generated in the process.
 - list of questions asked in viva voce.

- It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
- The Project Report can be handwritten or digital.
- The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- The Project work can culminate in the form of PowerPoint Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.)
- The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

Class-IX

Interdisciplinary Project

Subject and Chapter No	Name of the Chapter	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
History Chapter IV	Forest Society and Colonialism	<p>Interdisciplinary project Teachers can make use of the pedagogies in facilitating the students in completion of Interdisciplinary Project Constructivism Inquiry based learning Cooperative Learning Research based learning. Experiential learning. Art integration</p> <p>Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/ integration of technology etc.</p>	<p>Compare the forest situations prevailed in the pre- colonial, colonial and post-colonial era.</p> <p>Evaluate the growth & role of commercial forestry in different types of Vegetation.</p> <p>Analyse the reasons for rebellions in forest areas of south East-Asia with specification to JAVA.</p> <p>To defend the role of government and the local communities in protecting the forest cover.</p>	The schools to do IDP between the months of April and September at the School under the guidance of a teacher. (Carryover of project to home must be strictly avoided)
Geography Chapter 5	Natural Vegetation and Wildlife		To devise ways to protect the forest vegetation and wildlife in India.	

Guidelines for Interdisciplinary Project:

It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science. A sample plan has been enclosed. Kindly access the link given below-
https://docs.google.com/document/d/1668TKkRt80r4-kbjJ_Y7zg4mF3Vq1Y9k/edit

Plan of the project:

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

Process:

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

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

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

Class IX Interdisciplinary project	
10 days suggestive plan	10 periods
<p>Day 1-2: Colonialism and Forest Society</p> <p>Discuss the impact of colonialism on forest societies and explore the concept of forest as a resource in colonialism. Group project: Research and present a PPT on the colonial forest policy and its impact on forest societies.</p> <p>Day 3-4: "Rebellion in the Forest"</p> <p>Analyse the causes and effects of forest-based rebellions in history. Watch the following film Group discuss about forest tribes of your state and the exploitations they face. Refer Annexure V for Rubrics. https://www.youtube.com/watch?v=N6SR0REa_YA</p> <p>Day 5-6: Forest Transformations in Java, Tropical Evergreen Forests</p> <ul style="list-style-type: none"> • Examine the impact of human activity on forests in Java. • Explore how changes in land use, agriculture, and industry have impacted the forests. Students can research the history of forest transformations in Java and their impact on the environment. • Study the transformation of forests in Java, from pre-colonial to post-colonial times. Compare and contrast the conversion of forest into agricultural land and the need. Through group discussions find solutions. Present an art integrated project. • Discuss the characteristics of tropical evergreen forests, including their climate, soil, and flora/fauna. • Students can research specific examples of tropical evergreen forests and the challenges they face, such as deforestation and climate change. <p><i>Group project: watch the video through the link https://www.youtube.com/watch?v=Ml0xvHsBigI</i></p> <ul style="list-style-type: none"> • Analyse and present the impact of forest transformations on society, economy and environment in Java. Compare and contrast it with India. • Present a PPT of your learnings. Refer Annexure V for rubrics <p>Day 7-8: Discuss how colonialism has affected the forest's biodiversity and the survival of indigenous communities living in and around the forest</p> <p>Group activity: Divide the group into smaller teams and assign them tasks related to identifying the impact of colonialism on different types of forests. For example, one team can research the impact of colonialism on forest fires, while another team can research the impact of colonialism on the survival of indigenous plants and animals. Make the students use cartoon strips to present their findings. Day 9-10: Make the students compile all the findings of 8 days' work and present them in PPT and through the template given in Annexure IV.</p>	

Class X - Project	
10 periods	5 marks
<p>Every student must undertake one project on ...</p> <p>Consumer Awareness OR Social Issues OR Sustainable Development</p> <p>Objectives:</p> <ul style="list-style-type: none"> The objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from an interdisciplinary perspective. It should also help in enhancing the Life Skills of the students. Students are expected to apply the Social Science concepts that they have learnt over the years to prepare the project report If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, various forms of art may be integrated in the project work. 	<p>The students will develop the following competencies:</p> <ul style="list-style-type: none"> Collaboration Use analytical skills. Evaluate the situations during disasters. Synthesize the information. Find creative solutions. Strategize the order of solutions Use right communication skills

Guidelines:

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

S.no	Rubrics	Marks
a	Content accuracy and originality	2
b	Competencies exhibited and Presentation	2
c	Viva-Voce	1

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

- All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- A Summary Report should be prepared highlighting:
 - objectives realized through individual work and group interactions.
 - calendar of activities.
 - innovative ideas generated in the process
 - list of questions asked in viva voce.
- It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
- The Project Report can be handwritten or digital.
- The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP- 2020)

6. Must be done at school only as specific periods are allocated for project work.
7. The Project work can culminate in the form of Power Point Presentation/ Exhibition/ Skit/ albums/files/song and dance or culture show/story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.
8. Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of the Board. Subjudice cases, if any or those involving RTI / Grievances may however be retained beyond three months.

B

Interdisciplinary Project: Class X

Subject and Chapter No.	Name of the Chapter	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
History Chapter III Geography Chapter 7	Making of a Global World Lifelines of National Economy	The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project. 1) Constructivism 2) Inquiry based learning 3) Cooperative learning 4) Learning station 5) Collaborative learning 6) Videos/ Visuals/ documentaries/ movie clippings 7) Carousel technique 8) Art integrated learning Group Discussions Multiple Assessment: Ex. Surveys/ Interviews/ Research work/ Observation/ Story based	<ul style="list-style-type: none"> ➤ Analyse the implication of globalisation for local economies. ➤ Discuss how globalisation is experienced differently by different social groups. Enumerates how transportation works as a lifeline of the economy. ➤ Analyse and infer the impact of roadways and railways on the national economy. ➤ Analyses and infers the challenges faced by the roadways and railway sector in India 	The schools do IDP between the months of April and September at the School under the guidance of a teacher. (Carryover of project to home must be strictly avoided)
Economics Chapter 4	Globalisation on and the Indian Economy	Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin	<ul style="list-style-type: none"> ➤ Integrate various dimensions of globalisation in terms of cultural / political/ social /economical aspects) 	

		boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self - assessment/integration of technology etc.	<ul style="list-style-type: none"> ➤ Appraise the evolution of Globalisation and the global trends ➤ Investigate the factors that facilitated the growth on MNC 's 	
--	--	---	--	--

Guidelines:

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, a sample plan has been enclosed) Kindly access the link given below
- Methodology (A sample interdisciplinary project plan Link has been provided to get an insight about IDP.
- Topic: The Making of a Global World, Globalisation and Lifelines of Economy

<https://docs.google.com/document/d/1dlwwFeaSrExJHMTkzcEuq3ehh-7FtHM/edit>

Plan of the project:

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

Process:

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

Class X: 10-day Suggestive plan for Interdisciplinary Project

Day 1: Introduction to the Interdisciplinary Project and Setting the Context:

Brief overview of the project and its objectives to be given by the teachers.

History teacher to Introduce the historical context of World War II and its aftermath through inquiry methods.

Make the students to Group discuss the impact of World War II on the global economy. Teacher to refer annexure III for rubrics)

Day 2: The Great Depression:

Students to watch a video from the link, <https://www.youtube.com/watch?v=62DxELjuRec> and <https://www.youtube.com/watch?v=gqx2E5qIV9s> and discuss the causes and consequences of the Great Depression and the role of mass production and consumption in the Great Depression. Present a group PPT /report on consequences of the Great Depression on the global economy.

Day 3: India and the Great Depression:

Students to collect material related to India's economic condition during the Great Depression and relate it to the present economic condition of India and US. Students may collect information through a visit to the library.

As a group activity they need to present a collage of their findings. (Refer Annexure V for

Day 4: Rebuilding the World Economy and Interlinking Production across countries

- Teachers to use Jigsaw method to make the students to sit in groups and to give each group a part of the handout with information about process taken to rebuild economy and how the production across countries got interlinked. Make the groups to compile the information by moving from group to group.
- Make them discuss the post-war recovery efforts and their impact on the global economy
- Study the role of the Bretton Woods Institutions in rebuilding the world economy and present their learnings through Art Integrated Project. Refer Annexure V for rubrics.

Day 5: The Early Post-War Years: The role of roadways, railways, waterways and airways in building the national economy

- The teacher distributes the Handout 1 given below to the groups and asks them to find answers to the questions posed at the end of Hand out and present it in groups using Café conversations mode. Refer Annexure III for rubrics.
- Study the challenges faced by the world in the early post-war years

Day 6: Post war settlement and Bretton Woods institutions

- Make the students read the material available online/in library and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure V for Rubrics.

Day 7: Decolonization and Independence - The Role of World Trade Organization:

- The students will read the handout 2 given below and present a role play of the support rendered by the World Trade Organisation in building new nations. Refer Annexure V for rubrics
- Introduction to the World Trade Organization
- Study the role of the WTO in promoting fair trade practices
- Discuss the efforts made towards decolonization and independence of nations

Day 8: End of Bretton Woods and the Beginning of Globalisation:

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

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

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

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

Day 10. Final presentation

Conclude the interdisciplinary project and summarize the key takeaways.

Handout 1 for Day 4 of Inter Disciplinary Project of Class X

Title: The Role of Waterways and Airways in Post-World War II- World and India

Introduction: After the end of World War II, the world faced significant economic, social, and political changes. The role of waterways and airways in shaping the post-war world and India is crucial to understand. In this handout, we will discuss the impact of waterways and airways on the global economy and how it helped India in its development.

Waterways: In the post-World War II era, waterways played a crucial role in the movement of goods and people. The improvement of ports and waterways allowed for more efficient transportation of goods and helped to spur economic growth.

The increased demand for goods and services, combined with the development of shipping technologies, allowed for the expansion of international trade. This helped to boost the world economy and allowed for the growth of industries in many countries, including India.

In India, the development of waterways and ports helped to improve the country's economy. The country's long coastline and several rivers made it an ideal location for the transportation of goods. The growth of ports and waterways in India allowed for the movement of goods from one part of the country to another, helping to spur economic growth and development.

Airways: After World War II, the development of air transportation revolutionized the world's economy. The expansion of air travel allowed for faster and more efficient transportation of goods and people, which helped to boost the world economy.

In India, the growth of airways helped to connect different parts of the country and made it easier for people and goods to move from one place to another. This helped to spur economic growth and development in India.

The growth of air transportation in India also allowed for the expansion of international trade. Indian businesses could now easily access foreign markets, which helped to boost the country's economy.

Conclusion:

The role of waterways and airways in the post-World War II world and India was crucial in shaping the economic and social landscape of these countries. The development of these transportation modes helped to spur economic growth and allowed for the expansion of international trade. Understanding the impact of waterways and airways on the world and India is crucial in understanding the economic and social changes that took place after World War II.

Questions:

1. Mention the role of major ports in imports and exports.
2. Emergence of Deccan airways changed the entire functionalities of domestic airways. Substantiate the statement
3. The waterways and airways contribute to the economic growth of India. Substantiate your answer.

Handout 2 for day 7 of Inter Disciplinary Project of Class X

Title The Role of the World Trade Organization (WTO) in Building New Nations Post-Colonialization

Introduction: After the end of colonialism, many countries faced significant economic and political challenges as they worked to establish themselves as independent nations. The World Trade Organization (WTO) played a crucial role in helping these countries to rebuild their economies and participate in the global economy. In this handout, we will discuss the role of the WTO in building new nations post- colonialization.

What is the WTO?

The WTO is an international organization that was established in 1995 to promote international trade and help countries participate in the global economy.

The WTO provides a forum for countries to negotiate and enforce international trade agreements and helps to ensure that trade is conducted in a fair and predictable manner. The organization also provides technical assistance and advice to help countries improve their trade policies and participate in the global economy.

How has the WTO helped new nations post-colonialization?

After colonial rule ended, many countries faced significant economic challenges as they worked to establish themselves as independent nations. The WTO helped these countries to participate in the global economy by providing a forum for trade negotiations and by helping to enforce international trade agreements.

The WTO also provided technical assistance and advice to help these countries improve their trade policies and participate in the global economy. This helped to spur economic growth and development in these countries and allowed them to become more integrated into the global economy.

By participating in the global economy, new nations post-colonialisation was able to expand their markets, attract foreign investment, and improve their economic performance. The WTO played a crucial role in helping these countries to build their economies and establish themselves as stable, independent nations.

Conclusion:

The WTO played a crucial role in building new nations post-colonialization by helping these countries to participate in the global economy. The organization's trade negotiations, enforcement of international trade agreements, and technical assistance helped to spur economic growth and development in these countries. Understanding the role of the WTO in building new nations post-colonialization is important in understanding the economic and political changes that took place after the end of colonial rule.

Suggested Template for Presentation by the Students - Class IX & X

Name of the Students (Team):	
Class :	Section:
Topics of Interdisciplinary Project:	
Title of the Project:	
Objectives:	
Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /Group discussion /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/ integration of technology etc.	
Evidences: Photos, Excerpts from Interviews, observations, Videos, Research References, etc.	
Overall presentation: Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.	
Acknowledgement:	
References (websites, books, newspaper etc.)	
Reflections:	

Rubrics for Interdisciplinary Project

Rubrics	Marks allocated
Research Work	1
Collaboration & Communication	1
Presentation & Content relevance	1
Competencies- Creativity, Analytical skills, Evaluation, Synthesizing,	2
Total	5

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2025-2026

INFORMATION TECHNOLOGY (SUB. CODE – 402)

JOB ROLE: DOMESTIC DATA ENTRY OPERATOR

CLASS – IX

COURSE OVERVIEW:

A Data Entry Operator/Analyst is a person who is responsible for entering data into different applications and computer databases, manage and maintain effective record keeping. In addition, S/he is responsible for organizing files, collecting and managing data to be entered into the computer. S/he is also responsible for security of data and safeguard of the computer network.

With every office and organization seeking to become computerized, the demand for data entry operators/analysts is on a rise. Data entry operators/analysts usually work in an indoor, office setting using a computer and other electronic machines. To be in the profession of data entry/analysis, one has to have computer literacy, high typing speed, organization skills, concentration skills, communication skills and an ability to sit for long periods of time entering and computing data.

OBJECTIVES OF THE COURSE:

In this course, the students will be introduced to the fundamental concepts of digital documentation, digital spreadsheet, digital presentation, database management and internet security.

The following are the main objectives of this course:

- To familiarize the students with the world of IT and IT enabled services.
- To provide an in-depth training in use of data entry, internet and internet tools.
- To develop practical knowledge of digital documentation, spreadsheets and presentation.
- To enable the students to understand database management system and have updated knowledge about digital record keeping.

- To make the students capable of getting employment in Private Sector, Public Sector, Ministries, Courts, House of Parliament and State Legislative Assemblies.
- To develop the following skills:
 - Data Entry and Keyboarding skills
 - The concept of Digital Documentation
 - The concept of Digital Presentation
 - The concept of Electronic Spreadsheet
 - The concept of Databases
 - Internet Technologies

SALIENT FEATURES

To be a data entry operator/analyst, one requires a lot of hard work and practical hands-on experience. One should have an intensive knowledge of Office applications, computer operations, and knowledge of clerical, administrative techniques and data analysis. Along with this, as a data entry operator/analyst, you will be expected to have fast typing speed, accuracy, and efficiency to perform tasks.

As a data entry operator/analyst, one should improve their computer skills, numerical and literacy skills. These skills can help one expand into a new career path in the future.

SCHEME OF UNITS

This course is a planned sequence of instructions consisting of units meant for developing employability and vocational competencies of students of Class IX opting for skill subject along with other education subjects. The unit-wise distribution of hours and marks for class IX is as follows:

INFORMATION TECHNOLOGY (SUBJECT CODE - 402)**CLASS – IX (Session 2025-2026)****Total Marks: 100 (Theory-50 + Practical-50)**

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
Part A	Employability Skills			
	Unit 1 : Communication Skills-I	10		2
	Unit 2 : Self-Management Skills-I	10		3
	Unit 3 : ICT Skills-I	10		1
	Unit 4 : Entrepreneurial Skills-I	15		3
	Unit 5 : Green Skills-I	05		1
	Total	50		10
Part B	Subject Specific Skills	Theory	Practical	Marks
	Unit 1: Introduction to IT- ITeS industry	2	4	4
	Unit 2: Data Entry & Keyboarding Skills	4	10	6
	Unit 3: Digital Documentation	10	26	10
	Unit 4:Electronic Spreadsheet	18	35	10
	Unit 5: Digital Presentation	10	31	10
	Total	44	106	40
Part C	Practical Work			
	Practical Examination			15
	Written Test			10
	Viva Voce			10
	Total			35
Part D	Project Work/ Field Visit			
	Practical File/ Student Portfolio			10
	Viva Voce			05
	Total			15
	GRAND TOTAL	200		100

DETAILED CURRICULUM/TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-I	10
2.	Unit 2: Self-Management Skills-I	10
3.	Unit 3: Basic Information and Communication Technology Skills-I	10
4.	Unit 4: Entrepreneurial Skills-I	15
5.	Unit 5: Green Skills-I	05
	TOTAL	50

NOTE: Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

Part-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Introduction to IT- ITeS industry
- Unit 2: Data Entry & Keyboarding Skills
- Unit 3: Digital Documentation
- Unit 4: Electronic Spreadsheet
- Unit 5: Digital Presentation

UNIT 1: INTRODUCTION TO IT–ITeS INDUSTRY

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1	Appreciate the applications of IT	<ul style="list-style-type: none">• Introduction to IT and ITeS, BPO services,• BPM industry in India,• Structure of the IT-BPM industry,• Applications of IT in home computing, everyday life, library, workplace, education, entertainment, communication, business, science and engineering, banking, insurance, marketing, health care, IT in the government and public service	<ul style="list-style-type: none">- Identify and list the various IT enabled services, Observe the application of IT in various areas.

UNIT 2: DATA ENTRY AND KEYBOARDING SKILLS

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Use keyboard and mouse for data entry	<ul style="list-style-type: none"> Keyboarding Skills, Types of keys on keyboard, Numeric keypad, Home keys, Guide keys, Typing and deleting text, Typing ergonomics, Positioning of fingers on the keyboard, Allocation of keys to fingers on four different rows, Pointing device – Mouse, Mouse operations. 	<ul style="list-style-type: none"> Identify the keys and its use on the keyboard, Demonstrate to use various keys on the keyboard, Demonstrate to type the text, numbers, special character using appropriate keys on the keyboard, Practice the correct typing ergonomics, Practice to place fingers on correct key in four different row of keyboard, Practice various mouse operations.
2.	Use typing software	<ul style="list-style-type: none"> Introduction to Rapid Typing Tutor, Touch typing technique, User interface of Typing Tutor, Typing text and interpret results, Working with lesson editor, Calculating typing speed, Typing rhythm. 	<ul style="list-style-type: none"> Identify the user interface of typing tutor, Practice to type text in typing tutor software and interpret the results, Practice to work in lesson editor, Calculate the typing speed Practice to improve typing Using typing tutor software.

UNIT 3: DIGITAL DOCUMENTATION

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Create a document using a word processor	<ul style="list-style-type: none"> Introduction to word processing, Word processing applications, Introduction to Word Processing tool Creating a document, Parts of a Word Processor Window, 	<ul style="list-style-type: none"> List the available word processing applications. Introduce with the parts of the main window. Change document views. Start a new document. Open an existing document. Save a document. Close a document.
2.	Apply Editing features	<ul style="list-style-type: none"> Text editing – Undo and Redo, Moving and copying text, Copy and Paste, Selecting text, Selection criteria, 	<ul style="list-style-type: none"> Editing of text in a document Demonstrate to use undo and redo option, Use the keyboard and mouse options to select, cut, copy, paste, and move text.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
		<ul style="list-style-type: none"> Selecting non-consecutive text items, Selecting a vertical block of text, Find and replace option, Jumping to the page number, Non-printing characters, Checking spelling and grammar, Using Synonyms and Thesaurus. 	<ul style="list-style-type: none"> Demonstrate to select nonconsecutive text items, vertical block of text, Search and replace text in a document. Jump to the given page number in a document, Insert non-printing characters in a document, Apply Spelling and grammar option of document. Demonstrate to use Synonyms and Thesaurus.
3.	Apply formatting features	<ul style="list-style-type: none"> Page style dialog Formatting text – Removing manual formatting, Common text formatting, Changing text case, Superscript and Subscript Formatting paragraph – Indenting paragraphs, Aligning paragraphs, Font colour, highlighting, and background colour, Using bullets and numbering, Assigning colour, border and background to paragraph. Page formatting – setting up basic page layout using styles, Inserting page break, Creating header/footer and page numbers, Defining borders and backgrounds, Inserting images shapes, special characters in a document, Dividing page into columns, Formatting the shape or image. 	<ul style="list-style-type: none"> Apply various text formatting options for the text, Demonstrate to format paragraphs – indent/align paragraphs, assign font colour, highlighting, and background colour, Assign number or bullets to the lists items Demonstrate to assign colour, border and background to paragraph Demonstrate the page formatting – set up basic page layout using styles, Insert page break, Create header/footer and page numbers Define borders and backgrounds Insert images, shapes, special characters in a document Divide page into columns, Format the shape or image.
4.	Create and work with tables	<ul style="list-style-type: none"> Creating table in Word Processor Inserting row and column in a table Deleting rows and columns Splitting and merging tables Deleting a table Copying a table Moving a table. 	<ul style="list-style-type: none"> Demonstrate and do the following in Word Processor: Create table, Insert and delete rows and column in a table, Split and merge tables, Delete a table, Copy or move from one location to another location of document.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
5.	Use Print Options	<ul style="list-style-type: none"> • Printing options in Word Processor. • Print preview, • Controlling printing, • Printing all pages, single and multiple pages. 	<ul style="list-style-type: none"> • Demonstrate to print the document, selected pages in the document • Print the document with various options, • Preview pages before printing.
6.	Understand and apply mail merge	<ul style="list-style-type: none"> • Introduction to mail merge • Concept of data source for mail merge. 	<ul style="list-style-type: none"> • Demonstrate to print the letters using mail merge, • Do the following to achieve • Create a main document, • Create the data source, • Enter data in the fields, • Merge the data source with main document, • Edit individual document, • Print the merged letter, • Save the merged letter.

UNIT 4: ELECTRONIC SPREADSHEET

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Create a Spreadsheet	<ul style="list-style-type: none"> • Introduction to spreadsheet application • Starting a spreadsheet • Parts of a spreadsheet • Worksheet – Rows and Columns, Cell and Cell Address, • Range of cells – column range, row range, row and column range. 	<ul style="list-style-type: none"> • Start the spreadsheet, • Identify the parts of Calc, • Identify the rows number, column number, cell address, • Define the range of cell, • Identify row range, column range, row & column range
2.	Apply formula and functions in spreadsheet	<ul style="list-style-type: none"> • Different types of data, • Entering data – Label, Values, Formula • Formula, how to enter formula, • Mathematical operators used in formulae, • Simple calculations using values and operators, • Formulae with cell addresses and operators, • Commonly used basic functions in a spreadsheet – SUM, AVERAGE, MAX, MIN, Count • Use of functions to do calculations. 	<ul style="list-style-type: none"> • Demonstrate to enter the text, numeric data in a cell, • Identify the label, values and formula in the cell, • Demonstrate to enter formula in a cell, • Construct the formula using mathematical operators, • Identify formulae with cell addresses and operators, • Identify the correct syntax of formula, • Use the basic functions to perform calculations on data.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
3.	Format data in the spreadsheet	<ul style="list-style-type: none"> • Formatting tool, • Use of dialog boxes to format values, • Formatting a range of cells with decimal places, • Formatting a range of cells to be seen as labels, • Formatting of a cell range as scientific, • Formatting a range of cells to display times, • Formatting alignment of a cell range, • Speeding up data entry using the fill handle, • Uses of fill handle to copy formulae. 	<ul style="list-style-type: none"> • Identify the formatting tool, • Demonstrate to use of dialog boxes to format values, • Demonstrate to format range of cells with decimal places, • Demonstrate to format a range of cells to labels, • Demonstrate to format of a cell range as scientific, • Demonstrate to format a range of cells to display time, • Demonstrate to align cell data range, • Demonstrate to create number series using fill handle, • Copy formula by dragging the formula using fill handle.
4.	Understand and apply Referencing	<ul style="list-style-type: none"> • Concept of referencing, • Relative referencing, • Mixed referencing, • Absolute referencing. 	<ul style="list-style-type: none"> • Demonstrate to use Relative referencing in spreadsheet, • Demonstrate to use Mixed referencing in spreadsheet, • Demonstrate to use Absolute referencing in spreadsheet.
5.	Create and insert different types of charts in a spreadsheet	<ul style="list-style-type: none"> • Importance of chart in spreadsheet • Types of chart 	<ul style="list-style-type: none"> • Create different types of charts supported by a spreadsheet, • Illustrate the example of chart in a spreadsheet.

UNIT 5: DIGITAL PRESENTATION

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Understand features of an effective presentation	<ul style="list-style-type: none"> • Concept of presentation, • Elements of presentation, • Characteristics of an effective presentation 	<ul style="list-style-type: none"> • Identify and list the elements of presentation, • List the characteristics of an effective presentation.
2.	Create a presentation	<ul style="list-style-type: none"> • Introduction to presentation software, • Opening a presentation software • Parts of presentation window, • Closing a presentation • Creating a presentation using template, • Selecting slide layout, • Saving a presentation, • Running a slide show, • Save a presentation in PDF, • Closing a presentation, • Using Help. 	<ul style="list-style-type: none"> • Start the presentation application • various components of main Impress window • Observe the different workspace views. • Create a new presentation using wizard. • Run the presentation, • Save the presentation, • Close the presentation, • Demonstrate to use Help in presentation.

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
3.	Work with slides	<ul style="list-style-type: none"> Inserting a duplicate slide, Inserting new slides, Slide layout, Copying and moving slides, Deleting and renaming slides Copying, moving and deleting contents of slide, View a presentation, Controlling the size of the view, Workspace views – Normal, Outline, Notes, Slide sorter view. 	<ul style="list-style-type: none"> Demonstrate to insert a new slide and duplicate slide in a presentation, Change the slide layout, Demonstrate to copy and move slides in the presentation, Demonstrate to copy, move and delete contents of the slide, Demonstrate to view a presentation in different views.
4.	Format text and apply animations	<ul style="list-style-type: none"> Formatting toolbar, Various formatting features, Text alignment, Bullets and numbering. Custom Animation 	<ul style="list-style-type: none"> Identify and list the various options in formatting toolbar, Apply the appropriate formatting option Align the text in presentation, Apply bullets and numbering to the list items in presentation. □ Apply Animation
5.	Create and use tables	<ul style="list-style-type: none"> Inserting tables in presentation, Entering and editing data in a table, Selecting a cell, row, column, table, Adjusting column width and row height, Table borders and background 	<p>Demonstrate the following:</p> <ul style="list-style-type: none"> Insert table in presentation, Enter and edit data in a table, Select a cell, row, column, table, Adjust column width and row height, Assign table borders and background.
6.	Insert and format image in presentation	<ul style="list-style-type: none"> Inserting an image from a file, Inserting an image from the gallery, Formatting images, Moving images, Resizing images, Rotating images, Formatting using the Image toolbar, Drawing graphic objects – line, shapes, Grouping and un-grouping objects 	<ul style="list-style-type: none"> Demonstrate to insert an image from file, gallery in presentation, Apply formatting options to image in presentation, Demonstrate to move, resize and rotate images, Apply formatting options of Image toolbar, Drawing line, shapes using graphic objects, <p>Demonstrate to group and ungroup objects.</p>
7.	Work with slide master	<ul style="list-style-type: none"> Slide masters, Creating the slide masters, Applying the slide masters to all slide, Adding transitions. 	<ul style="list-style-type: none"> Create the slide masters, Apply the slide masters to the presentation, Add transitions to presentation.

LIST OF EQUIPMENT/ MATERIALS:

The list given below is suggestive and an exhaustive list should be compiled by the teacher(s) teaching the subject. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

S. No.	ITEM NAME, DESCRIPTION & SPECIFICATION	QUANTITY
A	HARDWARE	
1.	Computer with latest configuration or minimum Pentium Processor with minimum 2GB RAM, 512 GB HDD, 17" LED Monitor, NIC Card, 3 button Mouse, 105 keys key board and built-in speakers and mic.	15
2.	Laser Printer - Black	01
3.	Inkjet Printers (Colour & Black)	01
4.	Scanner	01
5.	Online UPS 5 KVA	01
6.	16 Port Switches	01
7.	Air Conditioner 1.5 tonne	02
8.	Telephone line (For Internet)	01
9.	Fire extinguisher	01
B	SOFTWARE	
1.	Operating System Linux and Windows	
2.	Anti-Virus Latest version	
3.	Productivity Suite, Example –Libre Office	
C	FURNITURE	
1.	Class room chairs and desks	25
2.	Computer Tables	15
3.	Straight back revolving & adjustable chairs (Computer Chairs)	15
4.	Printer Tables	02
5.	Trainers Table	01
6.	Trainers Chair	01
7.	Steel cupboards drawer type	02
8.	Cabinet with drawer	01
9.	Steel Almira - big size	01
10.	Steel Almira- small size	01

TEACHER'S/ TRAINER'S QUALIFICATIONS:

Qualification and other requirements for appointment of teachers/trainers for teaching this subject, on contractual basis should be decided by the State/ UT. The suggestive qualifications and minimum competencies for the teacher should be as follows:

Qualification	Minimum Competencies	Age Limit
Diploma in Computer Science/ Information Technology OR Bachelor Degree in Computer Application/ Science/ Information Technology (BCA, B.Sc. Computer Science/ Information Technology) OR Graduate with PGDCA OR DOEACC A Level Certificate. The suggested qualification is the minimum criteria. However higher qualifications will also be acceptable.	<ul style="list-style-type: none"> The candidate should have a minimum of 1 year of work experience in the same job role. S/he should be able to communicate in English and local language. S/he should have knowledge of equipment, tools, material, Safety, Health & Hygiene. 	<ul style="list-style-type: none"> 18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules

Teachers/Trainers form the backbone of Skill (Vocational) Education being imparted as an integral part of Rashtriya Madhyamik Shiksha *Abhiyan* (RMSA). They are directly involved in teaching of Skill (vocational) subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Teachers/ Trainers, Educational Qualifications, Industry Experience, and Certification/ Accreditation.

The State may engage Teachers/Trainers in schools approved under the component of scheme of Vocationalisation of Secondary and Higher Secondary Education under RMSA in following ways:

- Directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC).
- OR**
- Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

** The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organizations involved in education and training must meet in order to be accredited by competent bodies to provide government- funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers/trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Teachers/Trainers, the State should ensure that a standardized procedure for selection of (Vocational) Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Teachers/ Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the (Vocational) Teachers/Trainers:

- Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- Make effective use of learning aids and ICT tools during the classroom sessions;
- Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
- Work with the institution's management to organise skill demonstrations, site visits, on job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- Identify the weaknesses of students and assist them in up-gradation of competency;
- Cater to different learning styles and level of ability of students;
- Assess the learning needs and abilities, when working with students with different abilities
- Identify any additional support the student may need and help to make special arrangements for that support;
- Provide placement assistance

Assessment and evaluation of (Vocational) Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the (Vocational) Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the (Vocational) Teachers/Trainers.

Following parameters may be considered during the appraisal process:

- Participation in guidance and counseling activities conducted at Institutional, District and State level;
- Adoption of innovative teaching and training methods;
- Improvement in result of vocational students of Class X or Class XII;
- Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
- Membership of professional society at District, State, Regional, National and International level;
- Development of teaching-learning materials in the subject area;
- Efforts made in developing linkages with the Industry/Establishments;
- Efforts made towards involving the local community in Vocational Education
- Publication of papers in National and International Journals;
- Organization of activities for promotion of vocational subjects;
- Involvement in placement of students/student support services.

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2024-2025

INFORMATION TECHNOLOGY (SUB. CODE – 402)

JOB ROLE: DOMESTIC DATA ENTRY OPERATOR

CLASS X

COURSE TITLE: DOMESTIC DATA ENTRY OPERATOR

Domestic Data Entry Operator in the IT-ITeS Industry is also known as Data Entry Operator. Individuals are responsible to provide daily work reports and work on a daily hour basis. The individual is responsible for electronic entry of data from the client side to the office site or vice-versa. Individual tasks vary depending on the size and structure of the organization. This job requires the individual to have a thorough knowledge of various technology trends and processes as well as have updated knowledge about database management systems and IT initiatives. The individual should have fast and accurate typing/data encoding. This job involves working in a personal computer, and appropriate software to enter accurate data regarding different issues like retrieving data from a computer or to a computer

COURSE OBJECTIVES:

In this course, students will be introduced to advanced concepts of digital documentation, spreadsheets, database management, and workplace safety, enhancing both technical and soft skills. The course aims to develop effective communication skills, including active listening, speaking, and presentation abilities, while fostering self-management through time management, goal setting, and stress management techniques. Students will gain proficiency in Information and Communication Technology (ICT), ensuring safe and ethical use of digital tools. The course also focuses on nurturing an entrepreneurial mindset, critical thinking, and innovation skills, along with a strong understanding of sustainable practices and environmental conservation. Learners will master advanced document creation, data analysis, and automation techniques using LibreOffice tools and develop competency in designing and managing databases. Emphasis is placed on maintaining a safe and secure work environment by understanding health, safety, and emergency protocols, thus preparing students for professional and personal growth in diverse environments.

LEARNING OUTCOMES:

In this course, the students will be introduced to the advanced concepts of digital documentation, digital spreadsheet, database management and internet security. The objectives of this course are to :

- Develop effective verbal and non-verbal communication skills, active listening, speaking, and presentation skills. Understand the importance of feedback and improve interpersonal communication.
- Enhance self-awareness, self-regulation, and self-motivation. Learn time management, goal setting, and stress management techniques. Cultivate personal and professional growth mindsets.
- Understand the basics of Information and Communication Technology (ICT). Gain

proficiency in using digital tools and platforms for communication and productivity. Learn safe, responsible, and ethical use of ICT resources.

- Develop an entrepreneurial mindset and understanding of business fundamentals. Learn problem-solving, critical thinking, and innovation techniques. Understand financial literacy and risk management in business.
- Understand the importance of sustainable practices and environmental conservation. Learn about the green economy and green jobs. Promote sustainable development and eco-friendly initiatives.
- Master advanced document creation, formatting, and management skills. Learn to use templates, styles, tables, and images effectively. Understand document collaboration and review features.
- Learn advanced data analysis using Scenarios and Goal Seek, automate tasks with macros, and manage linked data across spreadsheets. Gain skills in securely sharing and reviewing spreadsheets for effective collaboration and feedback.
- Learn to design, create, and manage databases. Understand data querying, reporting, and relational database concepts. Develop skills in creating forms, reports, and managing data integrity.
- Understand workplace safety, health, and security protocols. Learn hazard identification, risk assessment, and emergency response planning. Promote a culture of health, safety, and well-being at the workplace.

These objectives are designed to provide comprehensive skills that enhance employability, personal development, and workplace readiness.

SALIENT FEATURES:

This course equips students with essential skills for a Data Entry Operator role by focusing on advanced digital documentation, spreadsheet management, and database handling using LibreOffice tools. It enhances accuracy, speed, and data management capabilities while improving communication and ICT skills for efficient workplace interaction. The course promotes responsible digital practices, problem-solving, and critical thinking, ensuring readiness for data-centric tasks. Additionally, it emphasizes workplace safety, teaching health, safety, and emergency management protocols, essential for maintaining a secure and productive work environment.

SCHEME OF UNITS

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

This course is a planned sequence of instructions consisting of units meant for developing employability and vocational competencies of students of Class X opting for skill subject along with other subjects.

The unit-wise distribution of hours and marks for class X is as follows:

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2024-2025

INFORMATION TECHNOLOGY (SUB. CODE – 402)

CLASS – X (SESSION 2024-2025)

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
PART A	Employability Skills			
	Unit 1: Communication Skills-II	10		2
	Unit 2: Self-Management Skills-II	10		3
	Unit 3: ICT Skills-II	10		1
	Unit 4: Entrepreneurial Skills-II	15		3
	Unit 5: Green Skills-II	05		1
	Total	50		10
PART B	SUBJECT SPECIFIC SKILLS	Theory	Practical	Marks
	Unit 1: Digital Documentation (Advanced) using LibreOffice Writer	12	18	8
	Unit 2: Electronic Spreadsheet (Advanced) using LibreOffice Calc	15	23	10
	Unit 3: Database Management System using LibreOffice Base	18	27	12
	Unit 4: Maintain Healthy, Safe and Secure Working Environment	15	22	10
	Total	60	90	40
PART C	PRACTICAL WORK			
	Practical Examination			
	• Digital Documentation (Advanced) using LibreOffice Writer	5 Marks		20
	• Electronic Spreadsheet (Advanced) using LibreOffice Calc	5 Marks		
	• Database Management System using LibreOffice Base	10 Marks		
	• Viva Voce	10 Marks		10
	Total			30
PART D	PROJECT WORK/FIELD VISIT: Any Interdisciplinary Real World Case Study to be taken. Summarized data reports of same can be presented in base. Input should be taken using forms and output should be done using reports using base. Documentation of the case study should be presented using writer.			10
	PORTFOLIO/ PRACTICAL FILE: (Portfolio should contain printouts of the practical done using Writer, Calc and Base with minimum 5 problems of each)			10
	Total			20
	GRAND TOTAL	200		100

DETAILED CURRICULUM/ TOPICS:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-II	10
2.	Unit 2: Self-management Skills-II	10
3.	Unit 3: Information and Communication Technology Skills-II	10
4.	Unit 4: Entrepreneurial Skills-II	15
5.	Unit 5: Green Skills-II	05
	TOTAL	50

Note: The detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

Part-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Digital Documentation (Advanced)
- Unit 2: Electronic Spreadsheet (Advanced)
- Unit 3: Database Management System
- Unit 4: Web Applications and Security

Unit 1: Digital Documentation (Advanced) using LibreOffice Writer

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 1: Introduction To Styles	Learn to create, update, and apply various styles in Libre Office Writer for effective and consistent document formatting.	<ul style="list-style-type: none">• Styles/ categories in Writer<ul style="list-style-type: none">➤ Page➤ Paragraph➤ Character➤ Frame➤ List➤ Table• Styles and Formatting• Fill Format• Creating a new style<ul style="list-style-type: none">➤ From Selection method➤ Drag and Drop method• Updating a new style• Load style from template or document.• Applying styles.	<ul style="list-style-type: none">• List Style Categories: Open the Styles and Formatting window, list available style categories, and select one style from each.• Use Fill Format: Apply a style to multiple areas of your document quickly using the Fill Format tool.• Create and Update a New Style: Create a new style from selected text and update it by modifying its attributes.• Load a Style from a Template or Document: Import and apply a style from a template or another document to your current work.• Create a New Style Using Drag-and-Drop:

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
			Create a new style by dragging and dropping formatted text into the Styles and Formatting panel.
Chapter 2: Working with Images	Able to insert, modify, and position images and drawing objects in a document, using various methods and options for effective document layout and formatting.	<ul style="list-style-type: none"> Inserting an Image in a Document <ul style="list-style-type: none"> ➤ Insert Image Option ➤ Drag and Drop option ➤ Copy and Paste method ➤ Inserting an image by linking Options to modify image using image toolbar, resize, crop and delete an image. Drawing Objects Creating drawing objects Setting or changing its properties. Resizing and grouping drawing objects. Positioning image in the text. Arrangement Anchoring Alignment Text Wrapping 	<ul style="list-style-type: none"> Insert an Image: Insert an image into a document using options such as Insert Image, Drag and Drop, Copy and Paste, and linking. Modify an Image: Use the image toolbar to modify an image by resizing, cropping, and deleting it. Create Drawing Objects: Create various drawing objects within your document. Set or Change Drawing Object Properties: Adjust the properties of drawing objects, including color, line style, and fill. Resize and Group Drawing Objects: Resize individual drawing objects and group multiple objects together for better document organization. Position the Image in the Text: Adjust the image's position in the text using arrangement, anchoring, alignment, and text wrapping options.
Chapter 3: Advanced Features of Writer	Acquire skills in creating, customizing, and managing a Table of Contents, using and editing templates, and tracking and reviewing changes in	<ul style="list-style-type: none"> Table of contents Hierarchy of headings Creating a Table of Content (ToC) Customization of Table Contents(ToC) Maintaining a Table of Contents(ToC) 	<ul style="list-style-type: none"> Create a Table of Contents (ToC): Generate and customize a Table of Contents in a document. Maintain a Table of Contents: Update or delete the Table of Contents Use Templates: Create,

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
	documents effectively.	<ul style="list-style-type: none"> Updating ToC Deleting ToC Using templates Creating a Template Using In-built/Saved Templates Using Online Templates Importing a Template Editing a Template Moving a Template Exporting a Template Applying Templates to a Blank Document Track Changes Feature Preparing a Document for Review Recording Changes Accepting and Rejecting Changes Adding Comments Deleting Comments Comparing Documents 	import, and apply templates to a blank document, using in-built, saved, or online templates. <ul style="list-style-type: none"> Edit a Template: Modify, move, and export an existing template. Track Changes: Prepare a document for review by recording, accepting, or rejecting changes, and manage comments by adding or deleting them. Compare Documents: Compare two versions of a document to identify and review differences.

Unit 2: Electronic Spreadsheet (Advanced) using LibreOffice Calc

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 4: Analyse data using scenarios and goal seek	Learn skills in consolidating data, using groups and subtotals, performing what-if analysis and scenarios, and utilizing the Goal Seek tool for decision-making.	<ul style="list-style-type: none"> Consolidating Data Groups and Subtotals What-if Scenarios What-if Analysis Tool Goal Seek 	<ul style="list-style-type: none"> Use Consolidating Data: Aggregate data from multiple sources into a single summary. Create Subtotals: Apply subtotals to data groups to summarize and analyze information. Use “What-If” Scenarios: Create and analyze different scenarios to forecast outcomes based on varying inputs. Use “What-If” Tools: Use tools like Scenario Manager for detailed what-if analyses. Use Goal Seek and Solver: Use Goal Seek to find specific input values needed to achieve a

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
			desired result, and apply Solver for more complex problems.
Chapter 5: Using Macros in Spreadsheet	Develop skills in recording, running, creating, and organizing macros, and using them as functions for document automation.	<ul style="list-style-type: none"> Recording a Macro Running a Macro Creating and Organising a Simple Macro Macro as a Function 	<ul style="list-style-type: none"> Demonstrate the Use of a Macro Recorder: Record a macro to automate repetitive tasks. Create a Simple Macro: Develop a basic macro to perform a specific function. Use a Macro: Execute an existing macro to automate tasks in a document. Pass Arguments to a Macro: Provide arguments to a macro to customize its behavior. Pass the Arguments as Values: Supply values as arguments to a macro for dynamic operation. Write Macros as Built-in Functions: Create macros that function similarly to built-in functions for enhanced functionality. Access Cells Directly: Write macros to directly manipulate cell data in spreadsheets. Sort Columns Using a Macro: Develop and use a macro to sort columns in a spreadsheet.
Chapter 6: Linking Spreadsheet Data	Learn to set up multiple sheets, create references and hyperlinks within and across documents, and link to external and registered data sources.	<ul style="list-style-type: none"> Setting up multiple sheets. Creating reference to other sheets by using keyboard and mouse. Creating reference to another document by using keyboard and mouse. Hyperlinks to the Sheet Relative and Absolute Hyperlinks Creating Hyperlinks 	<ul style="list-style-type: none"> Setup Multiple Sheets: Insert and organize new sheets within a workbook. Create References to Other Sheets: Use keyboard and mouse to create references between different sheets in a workbook. Create References to Other Documents: Use keyboard and mouse to link data from one document to another. Create, Edit, and Remove Hyperlinks: Add, modify, and delete hyperlinks to sheets within a workbook. Link to External Data: Connect and import data from external sources into your document. Link to Registered Data Sources: Establish links to registered data sources for data integration.

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		<ul style="list-style-type: none"> • Editing a Hyperlink • Linking to External Data • Linking to Registered Data Sources 	
Chapter 7: Share and Review a Spreadsheet	Develop the ability to share, open, and save shared spreadsheets, track and review changes, and handle comments and merging for effective collaboration.	<ul style="list-style-type: none"> • Sharing Spreadsheet • Opening and saving a shared spreadsheet. • Recording changes. • Add, Edit and Format the comments. • Reviewing Changes – View, Accept or Reject Changes • Merging and comparing. 	<ul style="list-style-type: none"> • Set Up a Spreadsheet for Sharing: Configure a spreadsheet to enable sharing with others. • Open and Save a Shared Spreadsheet: Access and save changes to a spreadsheet that has been shared with you. • Record Changes: Track modifications made to the spreadsheet. • Add, Edit, and Format Comments: Insert, modify, and format comments within the spreadsheet. • Review Changes: View, accept, or reject changes made by others in the shared spreadsheet. • Merge and Compare Sheets: Combine and compare different sheets to integrate data effectively.

Unit 3: Database Management System using LibreOffice Base

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 8: Introduction to Database Management System	Understand data and information concepts, the advantages of databases, various data models and key terminology and objects of relational database systems.	<ul style="list-style-type: none"> • Data and Information • Databases and DBMS • Advantages of database, • Data Models <ul style="list-style-type: none"> ➤ Hierarchical Data Model ➤ Network Data Model ➤ Relational Data Model • Relational database Model <ul style="list-style-type: none"> ➤ RDBS Terminology ➤ Objects of an RDBMS 	<ul style="list-style-type: none"> • Identify Data and Information: Distinguish between data and information within a database context. • Identify Fields, Records, and Tables: Recognize and describe fields, records, and tables in a database. • Prepare a Sample Table: Create a sample table with standard fields to illustrate database structure. • Identify Different Types of Data Models: Identify and describe various data models such as hierarchical, network, and relational. • Different Types of Keys: Recognize and explain different types of keys used in databases, such as primary and foreign keys. • Identify Different Objects of RDBMS: Identify and describe different objects in a relational database management system (RDBMS), including tables, queries, and forms.
Chapter 9: Starting with LibreOffice Base	Learn to navigate LibreOffice Base, manage data types, create and save tables using various methods, set primary keys, and perform data entry, editing, sorting, and record deletion.	<ul style="list-style-type: none"> • Introduction to LibreOffice Base • Data types • Starting with LibreOffice • User Interface Of LibreOffice Base • Opening a Database • Creating a Table <ul style="list-style-type: none"> ➤ Using a Wizard ➤ Using design view, • Setting primary key • Saving a Table 	<ul style="list-style-type: none"> • Start LibreOffice Base and Observe the Main Window: Launch LibreOffice Base and familiarize yourself with the main window's components. • Create a Sample Table Using Wizard: Use the wizard to create a sample table in any category. • Create Different Tables from Available List: Practice creating various tables by selecting fields from the available options. • Assign Data Types and Set Primary Key: Define data types for fields and set a primary key for the table. • Edit the Table in Design View: Modify the table structure using the design view. • Enter Data in the Fields: Input

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		<ul style="list-style-type: none"> • Entering data into table • Navigating through the table • Editing Data • Deleting Records from Table • Sorting Data in the Table 	<p>data into the fields of your table.</p> <ul style="list-style-type: none"> • Delete Records from Table: Remove records from the table as needed. • Arrange Data in Ascending or Descending Order: Sort the table data in ascending or descending order
Chapter 10: Working with Multiple Tables	Develop skills in editing and deleting tables, creating and managing table relationships, and ensuring referential integrity.	<ul style="list-style-type: none"> • Editing and Deleting tables, • Relationships between tables • Types of Relationships—one to one, one to many, many to many • Advantages of Relating Tables in a Database • Creating Relationships between Tables • Referential Integrity 	<ul style="list-style-type: none"> • Insert Data in the Table: Add new data entries to a table. • Edit Records in the Table: Modify existing records within the table. • Delete Records from Table: Remove specific records from the table. • Sort Data in the Table: Arrange data in ascending or descending order within the table. • Create and Edit Relationships: Establish and modify relationships between tables, including one-to-one, one-to-many, and many-to-many. • Enter Various Field Properties: Set and adjust different properties for fields in the table.
Chapter 11: Queries in Base	Acquire skills in creating and editing queries using both wizards and design view, and working with numerical data in queries.	<ul style="list-style-type: none"> • Queries • Query creation using wizard • Creation of query using design view • Editing a query, • Working with Numerical Data 	<ul style="list-style-type: none"> • Prepare a Query for Given Criteria: Create a query based on specified criteria. • Create a Query Using Wizard and Design View: Demonstrate how to generate a query using both the wizard and design view. • Edit a Query: Modify an existing query to update its criteria or structure. • Apply Various Criteria in a Query: Demonstrate applying different criteria in a query, including single field, multiple fields, and wildcard searches. • Perform Calculations Using Query in Base: Execute

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
			calculations within a query in LibreOffice Base.
Chapter 12: Forms and Reports	Able to create and modify forms and reports in LibreOffice Base, use the Form Controls Toolbar, and insert additional controls, titles, headings, and date/time elements in reports.	<ul style="list-style-type: none"> Forms in BASE. Creating form using wizard, Modifying a Form Form Controls Toolbar Report in Base Inserting other controls in report Inserting Titles & Headings Inserting Date & Time 	<ul style="list-style-type: none"> Create a Form Using Form Wizard: Generate a form by following the steps in the Form Wizard. Enter or Remove Data from Forms: Input new data or delete existing data using forms. Modify Forms: Demonstrate how to adjust and customize forms. Change Label and Background: Modify the label text and background color or design of a form. Search Records Using a Form: Use the form to find specific records based on search criteria. Insert and Delete Records Using Form View: Add new records or remove existing ones through the Form View. Create a Report Using Report Wizard: Illustrate the steps to generate a report using the Report Wizard. Demonstrate Various Report Examples: Provide examples of different types of reports created using the Report Wizard.

Unit 4: Maintain Healthy, Safe and Secure Working Environment

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
Chapter 13. Health, Safety and Security at Workplace	Understand workplace health, safety, and security policies, identify various hazards, and learn how to manage risks and maintain a safe working environment.	<ul style="list-style-type: none"> Introduction to Health, Safety, and Security At Workplace Policies and Procedures for Healthy, Safety and Security Reasons for Health, Safety, and Security Programs or Policies in the Workplace Workplace Safety Hazards Physical Hazards Falling Off Heights, Slipping and Tripping Electrical Hazards Fire Hazards Health Hazards 	<ul style="list-style-type: none"> Practice Basic Safety Rules: Implement fire safety measures, prevent falls and slips, ensure electrical safety, and apply first aid procedures to protect workers and prevent accidents.

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		<ul style="list-style-type: none"> Potential Sources of Hazards in an Organisation Hazards using Computers Handling Office Equipment Handling Objects Stress at Work Working Environment Hazard Control Safety Guidelines Checklist 	
Chapter 14. Workplace Quality Measures	Learn about air and water quality monitoring, office ergonomics, health and safety guidelines for computer use, and methods to reduce risks associated with musculoskeletal problems and other work-related issues.	<ul style="list-style-type: none"> Introduction Air and Water Quality Monitoring Process Guidelines for Clean Air and Clean Water Importance of Cleanliness at Workplace Office Ergonomics Computer Health and Safety Tips Musculoskeletal Problems: Occupational Overuse Syndrome, Strain in Legs and Feet, Eye Strain, To reduce the risks of visual problems: Headaches, Obesity, Stress Disorders, Injuries from Laptop Use, Sleeping Problems Health and Safety Requirements for Computer Workplace Cautions while Working on the Computer 	<ul style="list-style-type: none"> Illustrate Handling Accidents at Workplace: Demonstrate the steps to manage and respond to accidents in the workplace. Demonstrate Following Evacuation Plan: Show how to effectively follow the evacuation plan and procedures during an emergency.
Chapter 15. Prevent Accidents and Emergencies	Able to identify and handle accidents and emergencies, follow company policies, manage different types of accidents and emergencies, and apply fire safety and first aid procedures effectively.	<ul style="list-style-type: none"> Accident and Emergencies: <ul style="list-style-type: none"> ➤ Notice and Correctly Identify Accidents and Emergencies ➤ Get help Promptly and in the Most Suitable Way ➤ Follow Company Policies and Procedures for Preventing Further Injury While Waiting for Help to Arrive ➤ Act within the Limits of your Responsibility and Authority when Accidents and Emergencies Arise, ➤ Promptly Follow Instructions given by Senior Staff and the Emergency Services 	<ul style="list-style-type: none"> Identify Hazards and Sources of Hazards: Recognize potential hazards and their sources in the workplace. Identify Problems at Workplace: Assess workplace issues that could lead to accidents. Practice General Evacuation Procedures: Execute evacuation

SUB UNIT	LEARNING OUTCOMES	THEORY	PRACTICAL
		<ul style="list-style-type: none"> • Types of Accidents <ul style="list-style-type: none"> ➤ Trip and Fall ➤ Slip and Fall ➤ Injuries caused due to Escalators or Elevators (or lifts) ➤ Accidents due to Falling of Goods ➤ Accidents due to Moving Objects • Handling Accidents: <ul style="list-style-type: none"> ➤ Attend to the Injured Person Immediately, ➤ Inform your Supervisor ➤ Assist your Supervisor • Types of Emergencies <ul style="list-style-type: none"> ➤ First Aid, ➤ Electrical Safety ➤ Evacuation • General Evacuation Procedures • Fire Hazards in the Workplace • Fire Prevention • Identification of Material and Ignition Sources • First Aid for Electrical Emergencies • Electrical Rescue Techniques 	procedures in simulated emergency situations.

ORGANISATION OF FIELD VISITS:

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit a data entry centre and observe the following: Location, Site, Office building, Computer Systems, Tools and Equipment, Printer, Scanner. During the visit, students should obtain the following information from the owner or the supervisor of the Data Centre:

1. Data Entry Centre.
2. Computer Infrastructure.
3. Sitting Posture of data entry operators.
4. Assistive technology.
5. Man power engaged.
6. Total expenditure of Data Entry Centre.
7. Total annual income.
8. Profit/Loss (Annual).
9. Any other information.

LIST OF EQUIPMENT/ MATERIALS:

The list given below is suggestive and an exhaustive list should be compiled from the feedback given by various by the teachers teaching the subject. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

S. No.	ITEM NAME, DESCRIPTION & SPECIFICATION	QUANTITY
A	HARDWARE	
1.	Computer with latest configuration or minimum Pentium Processor with minimum 2GB RAM, 512 GB HDD, 17" LED Monitor, NIC Card 3 button Mouse, 105 keys key board and built-in speakers and mic.	15
2.	Laser Printer - Black	01
3.	Inkjet Printers (Colour and Black & White)	01
4.	Scanner	01
5.	Online UPS 5 KVA	01
6.	16 Port Switches	01
7.	Air Conditioner 1.5 tonne	02
8.	Telephone line (For Internet)	01
9.	Fire extinguisher	01
B	SOFTWARE	
1.	Operating System Linux and Windows	
2.	Anti-Virus Latest version	
3.	Productivity Suite, Example – Open Office, etc.	
C	FURNITURE	
1.	Class room chairs and desks	25
2.	Computer Tables	15
3.	Straight back revolving & adjustable chairs (Computer Chairs)	15
4.	Printer Tables	02
5.	Trainers Table	01
6.	Trainers Chair	01
7.	Steel cupboards drawer type	02
8.	Cabinet with drawer	01
9.	Steel Almira - big size	01
10.	Steel Almira- small size	01

TEACHER'S/ TRAINER'S QUALIFICATIONS:

Qualification and other requirements for appointment of teachers/trainers for teaching this subject, on contractual basis should be decided by the State/ UT. The suggestive qualifications and minimum competencies for the teacher should be as follows:

Qualification	Minimum Competencies	Age Limit
Diploma in Computer Science/ Information Technology OR Bachelor Degree in Computer Application/ Science/ Information Technology (BCA, B. Sc. Computer Science/ Information Technology) OR Graduate with PGDCA OR DOEACC A Level Certificate. The suggested qualification is the minimum criteria. However higher qualifications will also be acceptable.	<ul style="list-style-type: none">• The candidate should have a minimum of 1 year of work experience in the same job role.• S/He should be able to communicate in English and local language.• S/He should have knowledge of equipment, tools, material, Safety, Health & Hygiene.	<ul style="list-style-type: none">• 18-37 years (as on Jan. 01 (year))• Age relaxation to be provided as per Govt. rules

Teachers/Trainers form the backbone of Skill (Vocational) Education being imparted as an integral part of Rashtriya Madhyamik Shiksha *Abhiyan* (RMSA). They are directly involved in teaching of Skill (vocational) subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Teachers/Trainers, Educational Qualifications, Industry Experience and Certification/ Accreditation.

The State may engage Teachers/Trainers in schools approved under the component of scheme of Vocationalisation of Secondary and Higher Secondary Education under RMSA in following ways:

- (i) Directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC).

OR

- (ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

** The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organizations involved in education and training must meet in order to be accredited by competent bodies to provide government- funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers/ trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which S/he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Teachers/Trainers, the State should ensure that a standardized procedure for selection of (Vocational) Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Teachers/ Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the (Vocational) Teachers/Trainers:

- Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- Make effective use of learning aids and ICT tools during the classroom sessions;
- Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
- Work with the institution's management to organise skill demonstrations, site visits, on job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- Identify the weaknesses of students and assist them in up-gradation of competency;
- Cater to different learning styles and level of ability of students;
- Assess the learning needs and abilities, when working with students with different abilities
- Identify any additional support the student may need and help to make special arrangements for that support;
- Provide placement assistance

Assessment and evaluation of (Vocational) Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the (Vocational) Teachers/Trainers is appraised annually. Performance

based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the (Vocational) Teachers/Trainers.

Following parameters may be considered during the appraisal process:

- Participation in guidance and counseling activities conducted at Institutional, District and State level;
- Adoption of innovative teaching and training methods;
- Improvement in result of vocational students of Class X or Class XII;
- Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
- Membership of professional society at District, State, Regional, National and International level;
- Development of teaching-learning materials in the subject area;
- Efforts made in developing linkages with the Industry/Establishments;
- Efforts made towards involving the local community in Vocational Education
- Publication of papers in National and International Journals;
- Organisation of activities for promotion of vocational subjects;
- Involvement in placement of students/student support services.

CAREER OPPORTUNITIES:

The job of a data entry operator/ analyst is to work for a wide variety of public and private organisations. A data entry operator/analyst is responsible to input data in a quick and efficient manner, create data storage and should possess knowledge about the methods for recovering useful data when needed, organizing and analyzing data in a clear and effective way, navigating computer and database systems proficiently, editing and preparing reports based on the information they have put into the system. They also help the organisations to keep up with recording and analyzing the abundance of information received on a daily basis.

Some of the top sectors that require a data entry operator/analyst are listed below:

- Banks and Public Sector
- Marketing Companies
- Accounting Companies
- Human Resources
- Corporate Businesses
- MNCs
- Study Centers
- Schools and Universities
- Hospitals or Healthcare Service Providers
- Insurance Firms
- Small-scale Businesses

VERTICAL MOBILITY

- Students can pursue Polytechnic/Diploma/Certificate courses in IT fields.
- Can work as DEO
- Data Entry/Analysis work from home for different companies

ENGLISH LANGUAGE AND LITERATURE
Subject Code-184
Classes-IX-X (2025-26)

1. Background

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

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

2. Objectives:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- make appropriate usage of English language both written and oral
- communicate in various social settings and express agreement and disagreement with logic.
- equip learners with essential language skills to question and to articulate their point of view and arrive at conclusion through discussion and debate.
- build competence in the different aspects of the Language
- develop sensitivity to, and appreciation of world literature representing varieties of English and cultures embedded in it.
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading of literature from different time periods.

- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- give a brief oral description of events / incidents of topical interest and for real life situations.
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate a story which has been depicted pictorially or in any other non-verbal mode
- respond, in writing, to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the stand taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of views expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation) and understands literary devices.
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report
- develop appreciation for Indian languages (multilingualism), and Indian Literature.

3. Language Items

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

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

4. Methods and Techniques

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

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

ENGLISH LANGUAGE AND LITERATURE SYLLABUS CLASS – IX (2025-26)

Sections		Weightage
A	Reading Skills	20 Marks
B	Writing Skills and Grammar	20 Marks
C	Language through Literature	40 Marks

Section A

Reading Skills

I. Reading Comprehension through Unseen Passage **20 Marks**

1. Discursive passage of 400-450 words. **10 marks**
2. Case-based factual passage (with visual input- statistical data/chart etc.) of 200-250 words. **10 marks**

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

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

Section B

Writing Skills and Grammar

II. Grammar **10 Marks**

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

III. Writing Skills **10 marks**

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

Section C
Language through Literature

40 Marks

IV. Reference to the Context

5+5 = 10 Marks

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

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

V. Short & Long Answer Questions

- a. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE to assess interpretation, analysis, inference and evaluation. **4x3=12 marks**
- b. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book MOMENTS to assess interpretation, analysis, inference and evaluation. **3x2=6 marks**
- c. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the text. This can also be a passage-based question taken from a situation/plot from the text. **6 marks**
- d. One out of two Long Answer Type Questions from MOMENTS, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

1.BEEHIVE

Prose

- | | |
|-----------------------------|----------------------|
| 1. The Fun They Had | 6. My Childhood |
| 2. The Sound of Music | 7. Reach for The Top |
| 3. The Little Girl | 8. Kathmandu |
| 4. A Truly Beautiful Mind | 9. If I were You |
| 5. The Snake and the Mirror | |

Poems

- | | |
|-------------------------------|---------------------------------|
| 1. The Road Not taken | 5. A Legend of the Northland |
| 2. Wind | 6. No Men are Foreign |
| 3. Rain on The Roof | 7. On Killing a Tree |
| 4. The Lake Isle of Innisfree | 8. A Slumber Did My Spirit Seal |

2. MOMENTS

- | | |
|----------------------------|--------------------------|
| 1. The Lost Child | 5. The Happy Prince |
| 2. The adventures of Toto | 6. The Last Leaf |
| 3. Iswaran the Storyteller | 7. A House is not a Home |
| 4. In the kingdom of fools | 8. The Beggar |

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

NOTE: Teachers are suggested to:

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

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

INTERNAL ASSESSMENT

Listening and Speaking

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

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

Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used. Please refer to the Circular no. Acad-33/2020 dated 14th May 2020 at the http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf for details.

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

ENGLISH LANGUAGE AND LITERATURE
CLASS – IX (2025-26)

Marks-80

Sections	Competencies	Total marks
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
Writing Skills and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriate style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
Language through Literature	Recalling, reasoning, appreciating, applying literary conventions, illustrating and justifying. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
Total		80
<p>For the details of Internal Assessment of 20 marks, please refer to the circular no. Acad-11/2019, dated March 06, 2019.</p>		

**ENGLISH LANGUAGE AND LITERATURE
CLASS-X (2025-26)**

SECTION - WISE WEIGHTAGE

Sections		Weightage
A	Reading Skills	20 Marks
B	Writing Skills with Grammar	20 Marks
C	Language through Literature	40 Marks

**Section A
Reading Skills**

I. Reading Comprehension through Unseen Passage **20 Marks**

1. Discursive passage of 400-450 words. **10 marks**
2. Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words. **10 marks**

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

Multiple Choice Questions / Objective Type Questions, and Short Answer Questions (to be answered in 30-40 words) will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

**Section B
Writing Skills and Grammar**

II Grammar **10 Marks**

- Determiners
- Tenses
- Modals
- Subject – verb concord
- Reported speech
 - Commands and requests
 - Statements
 - Questions

3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar in context will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.

III. Writing Skills

10 marks

4. Writing a Formal Letter based on a given situation, in 100-120 words. One out of two questions is to be answered. **5 marks**
5. Writing an Analytical Paragraph in 100-120 words on a given Map/ Chart/ Graph/Cue/s. One out of two questions is to be answered. **5 marks**

Section C

40 Marks

Language through Literature

IV. Reference to the Context

5+5=10 Marks

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

Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/ One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

V. Short & Very Long Answer Questions

30 Marks

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT to assess interpretation, analysis, inference and evaluation. **4x3=12 marks**
9. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation. **2x3=6 marks**
10. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the text. This can be a passage-based question taken from a situation/plot from the text. **6 marks**
11. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

1. FIRST FLIGHT

A. Prose

1. A Letter to God
2. Nelson Mandela - Long Walk to Freedom
3. Stories About Flying
4. From the Diary of Anne Frank
5. Glimpses of India
6. Mijbil the Otter
7. Madam Rides the Bus
8. The Sermon at Benares
9. The Proposal (Play)

B. Poems

1. Dust of Snow
2. Fire and Ice
3. A Tiger in the Zoo
4. How to Tell Wild Animals
5. The Ball Poem
6. Amanda!
7. The Trees
8. Fog
9. The Tale of Custard the Dragon
10. For Anne Gregory

2. FOOTPRINTS WITHOUT FEET

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

3. WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS X) – Units 1 to 4 and Units 7 to 11

Note: Teachers are suggested to:

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

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

INTERNAL ASSESSMENT

Listening and Speaking Competencies

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

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

Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used. Please refer to the Circular no. Acad-33/2020 dated 14th May 2020 at the http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf for details

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

ENGLISH LANGUAGE AND LITERATURE
CLASS – X (2025-26)

Marks 80

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

For the details of Internal Assessment of 20 marks, please refer to the circular no. Acad-11/2019, dated March 06, 2019.

Guidelines for Assessment of Listening and Speaking Skills (ALS)

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

Assessment of Listening and Speaking Skills: (5 Marks)

i. Activities:

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

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

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

SUGGESTIVE RUBRIC

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

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

iii. **Schedule:**

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

हिंदी मातृभाषा

विषय कोड - 002

कक्षा 9वीं-10वीं (2025-26)

राष्ट्रीय शिक्षा नीति 2020 तथा केंद्रीय माध्यमिक शिक्षा बोर्ड द्वारा समय-समय पर दक्षता आधारित शिक्षा, कला समेकित अधिगम, अनुभवात्मक अधिगम को अपनाने की बात की गई है, जो शिक्षार्थियों की प्रतिभा को उजागर करने, खेल-खेल में सीखने पर बल देने, आनंदपूर्ण ज्ञानार्जन और विद्यार्जन के विविध तरीकों को अपनाने तथा अनुभव के द्वारा सीखने पर बल देती है।

दक्षता आधारित शिक्षा से तात्पर्य है- सीखने और मूल्यांकन करने का एक ऐसा दृष्टिकोण, जो शिक्षार्थी के सीखने के प्रतिफल और विषय में विशेष दक्षता को प्राप्त करने पर बल देता है। दक्षता वह क्षमता, कौशल, ज्ञान और दृष्टिकोण है, जो व्यक्ति को वास्तविक जीवन में कार्य करने में सहायता करती है। इससे शिक्षार्थी यह सीख सकते हैं कि ज्ञान और कौशल को किस प्रकार प्राप्त किया जाए तथा उन्हें वास्तविक जीवन की समस्याओं पर कैसे लागू किया जाए। जीवनोपयोगी बनाना तथा वास्तविक जीवन के अनुभवों से पाठ को समृद्ध करना, ही दक्षता आधारित शिक्षा है। इसके लिए उच्च स्तरीय चिंतन कौशल पर विशेष बल देने की आवश्यकता है।

कला समेकित अधिगम को शिक्षण-अधिगम प्रक्रिया में सुनिश्चित करना अत्यधिक आवश्यक है। कला के संसार में कल्पना की एक अलग ही उड़ान होती है। कला एक व्यक्ति की रचनात्मक अभिव्यक्ति है। कला समेकित अधिगम से तात्पर्य है- कला के विविध रूपों संगीत, नृत्य, नाटक, कविता, रंगशाला, यात्रा, मूर्तिकला, आभूषण बनाना, गीत लिखना, नुक्कड़ नाटक, कोलाज, पोस्टर, कला प्रदर्शनी को शिक्षण अधिगम की प्रक्रिया का अभिन्न हिस्सा बनाना। किसी विषय को आरंभ करने के लिए आइस ब्रेकिंग गतिविधि के रूप में तथा सामंजस्यपूर्ण समझ पैदा करने के लिए अंतरविषयक या बहुविषयक परियोजनाओं के रूप में कला समेकित अधिगम का प्रयोग किया जाना चाहिए। इससे पाठ अधिक रोचक एवं ग्राह्य हो जाएगा।

अनुभवात्मक अधिगम या आनुभविक ज्ञानार्जन का उद्देश्य शैक्षिक वातावरण को शिक्षार्थी केंद्रित बनाने के साथ-साथ स्वयं मूल्यांकन करने, आलोचनात्मक रूप से सोचने, निर्णय लेने तथा ज्ञान का निर्माण कर उसमें पारंगत होने से है। यहाँ शिक्षक की भूमिका सुविधा प्रदाता व प्रेक्षक की रहती है। ज्ञानार्जन-अनुभाविक ज्ञानार्जन, सहयोगात्मक तथा स्वतंत्र रूप से होता है और यह शिक्षार्थियों को एक साथ कार्य करने तथा स्वयं के अनुभव द्वारा सीखने पर बल देता है। यह सिद्धांत और व्यवहार के बीच की दूरी को कम करता है।

माध्यमिक स्तर तक आते-आते विद्यार्थी किशोर हो चुका होता है और उसमें सुनने, बोलने, पढ़ने, लिखने के साथ-साथ आलोचनात्मक दृष्टि विकसित होने लगती है। भाषा के सौंदर्यात्मक पक्ष, कथात्मकता/गीतात्मकता, दृश्य-श्रव्य और प्रिंट की भाषा की समझ, शब्द शक्तियों की समझ, राजनैतिक एवं सामाजिक चेतना का विकास, स्वयं की अस्मिता का संदर्भ और आवश्यकता के अनुसार उपयुक्त भाषा-प्रयोग, शब्दों का सुचितित प्रयोग, भाषा की नियमबद्ध प्रकृति आदि से विद्यार्थी परिचित हो जाता है। इतना ही नहीं, वह विविध विधाओं और अभिव्यक्ति की अनेक शैलियों से भी परिचित हो चुका होता है। अब विद्यार्थी की दृष्टि आस-पड़ोस, राज्य-देश की सीमा को लाँघते हुए वैश्विक क्षितिज तक फैल जाती है।

इन बच्चों की दुनिया में समाचार, खेल, फ़िल्म तथा अन्य कलाओं के साथ-साथ पत्र-पत्रिकाएँ और अलग-अलग तरह की किताबें भी प्रवेश पा चुकी होती हैं।

इस स्तर पर मातृभाषा हिंदी का अध्ययन साहित्यिक, सांस्कृतिक और व्यावहारिक भाषा के रूप में कुछ इस तरह से हो कि उच्चतर माध्यमिक स्तर पर पहुँचते-पहुँचते यह विद्यार्थियों की पहचान, आत्मविश्वास और विमर्श की भाषा बन सके। प्रयास यह भी हो कि विद्यार्थी भाषा के लिखित प्रयोग के साथ-साथ सहज और स्वाभाविक मौखिक अभिव्यक्ति में भी सक्षम हो सके।

इस पाठ्यक्रम के अध्ययन से –

- (क) विद्यार्थी अगले स्तरों पर अपनी रुचि और आवश्यकता के अनुरूप हिंदी की पढ़ाई कर सकेंगे तथा हिंदी में बोलने और लिखने में सक्षम हो सकेंगे।
- (ख) अपनी भाषा दक्षता के चलते उच्चतर माध्यमिक स्तर पर विज्ञान, समाज विज्ञान और अन्य के साथ सहज संबद्धता (अंतर्संबंध) स्थापित कर सकेंगे।
- (ग) दैनिक जीवन व्यवहार के विविध क्षेत्रों में हिंदी के औपचारिक/अनौपचारिक उपयोग की दक्षता हासिल कर सकेंगे।
- (घ) भाषा प्रयोग के परंपरागत तौर-तरीकों एवं विधाओं की जानकारी एवं उनके समसामयिक संदर्भों की समझ विकसित कर सकेंगे।
- (ङ) हिंदी भाषा में दक्षता का इस्तेमाल वे अन्य भाषा-संरचनाओं की समझ विकसित करने के लिए कर सकेंगे।

दृश्य-श्रव्य, मल्टी मीडिया तथा विविध प्रिंट माध्यमों से प्रसारित सूचनाओं को समझना विश्लेषित करना और संप्रेषित कर सकेंगे।

- कक्षा आठवीं तक अर्जित भाषिक कौशलों (सुनना, बोलना, पढ़ना और लिखना) का उत्तरोत्तर विकास।
- सृजनात्मक साहित्य के आलोचनात्मक आस्वाद की क्षमता का विकास।
- स्वतंत्र और मौखिक रूप से अपने विचारों की अभिव्यक्ति का विकास।
- ज्ञान के विभिन्न अनुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति एवं क्षमता का बोध कराना।
- साहित्य की प्रभावकारी क्षमता का उपयोग करते हुए सभी प्रकार की विविधताओं (राष्ट्रीयता, धर्म, जाति, लिंग एवं भाषा) के प्रति सकारात्मक और संवेदनशील आचार-विचार का विकास।
- भारतीय भाषाओं एवं विदेशी भाषाओं की सांस्कृतिक विविधता से परिचय।
- व्यावहारिक और दैनिक जीवन में विविध अभिव्यक्तियों की मौखिक व लिखित क्षमता का विकास।
- संचार माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से अवगत कराना और नवीन भाषा प्रयोग करने की क्षमता से परिचय। (मल्टीमीडिया, सोशल मीडिया, पौडकास्ट, ब्लॉग)
- विश्लेषण और तर्क क्षमता का विकास।
- भावाभिव्यक्ति क्षमताओं का उत्तरोत्तर विकास।

- मतभेद, विरोध और टकराव की परिस्थितियों में भी भाषा को संवेदनशील और तर्कपूर्ण इस्तेमाल से शांतिपूर्ण संवाद की क्षमता का विकास।
- भाषा की समावेशी और बहुभाषिक प्रकृति की समझ और व्यवहार का विकास करना।

शिक्षण युक्तियाँ

माध्यमिक कक्षाओं में अध्यापक की भूमिका उचित वातावरण के निर्माण में सहायक होनी चाहिए। भाषा और साहित्य की पढ़ाई में इस बात पर ध्यान देने की ज़रूरत होगी कि -

- विद्यार्थी द्वारा की जा रही गलतियों को भाषा के विकास के अनिवार्य चरण के रूप में स्वीकार किया जाना चाहिए, जिससे विद्यार्थी अबाध रूप से बिना झिझक के लिखित और मौखिक अभिव्यक्ति करने में उत्साह का अनुभव करें। विद्यार्थियों पर शुद्धि का ऐसा दबाव नहीं होना चाहिए कि वे तनाव महसूस करने लगें। उन्हें भाषा के सहज, कारगर और रचनात्मक रूपों से इस तरह परिचित कराना उचित है कि वे स्वयं, सहज रूप से भाषिक योग्यताओं का विकास कर सकें।
- विद्यार्थी स्वतंत्र और अबाध रूप से लिखित और मौखिक अभिव्यक्ति करें। अधिगम बाधित होने पर अध्यापक, अध्यापन शैली में परिवर्तन करें।
- ऐसे शिक्षण-बिंदुओं की पहचान की जाए, जिनसे कक्षा में विद्यार्थी निरंतर सक्रिय भागीदारी करें और अध्यापक भी इस प्रक्रिया में उनके साथी बनें।
- हर भाषा का अपना व्याकरण होता है। भाषा की इस प्रकृति की पहचान कराने में परिवेशगत और पाठगत संदर्भों का प्रयोग करना चाहिए। यह पूरी प्रक्रिया ऐसी होनी चाहिए कि विद्यार्थी स्वयं को शोधकर्ता समझें तथा अध्यापक इसमें केवल निर्देशन करें।
- हिंदी में क्षेत्रीय प्रयोगों, अन्य भाषाओं के प्रयोगों के उदाहरण से यह बात स्पष्ट की जानी चाहिए कि ये प्रयोग विभेदीकरण नहीं उत्पन्न करते हैं, बल्कि लिपि भाषा के समावेशी स्वरूप को पुष्ट करते हैं और उसका परिवेश अनिवार्य रूप से बहुभाषिक होता है।
- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापक को हर प्रकार की विविधताओं (लिंग, जाति, वर्ग, धर्म आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।
- काव्य भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।

- रा.शै.अ. और प्र.प.,(एन.सी.ई.आर.टी.) द्वारा उपलब्ध कराए गए अधिगम प्रतिफल/सीखने-सिखाने की प्रक्रिया जो इस पाठ्यचर्या के साथ संलग्नक के रूप में उपलब्ध है, को शिक्षक द्वारा दक्षता आधारित शिक्षा का लक्ष्य प्राप्त करने के लिये अनिवार्य रूप से इस्तेमाल करने की आवश्यकता है।
- शिक्षा मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए अन्य कार्यक्रम/ई-सामग्री वृत्तचित्रों और फ़ीचर फ़िल्मों को शिक्षण-सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।
- कक्षा में सिर्फ़ पाठ्यपुस्तक की उपस्थिति से बेहतर होगा कि शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को विद्यार्थी देखें और कक्षा में अलग-अलग मौकों पर शिक्षक उनका इस्तेमाल करें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सटीक अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा, वे शब्दों के सूक्ष्म अंतर के प्रति और सजग हो पाएँगे।

श्रवण व वाचन (मौखिक बोलना) संबंधी योग्यताएँ

श्रवण (सुनना) कौशल

- वर्णित या पठित सामग्री, वार्ता, भाषण, परिचर्चा, वार्तालाप, वाद-विवाद, कविता-पाठ आदि को सुनकर अर्थ ग्रहण करना, विश्लेषित मूल्यांकन करना और अभिव्यक्ति के ढंग को जानना।
- वक्तव्य के भाव, विनोद व उसमें निहित संदेश, व्यंग्य आदि को समझना।
- वैचारिक मतभेद होने पर भी वक्ता की बात को ध्यानपूर्वक, धैर्यपूर्वक व शिष्टाचार के साथ सुनना व वक्ता के दृष्टिकोण को समझना।
- ज्ञानार्जन मनोरंजन व प्रेरणा ग्रहण करने हेतु सुनना।
- वक्तव्य का आलोचनात्मक विश्लेषण करना एवं सुनकर उसका सार ग्रहण करना।

श्रवण (सुनना) वाचन (बोलना) का परीक्षण : कुल 5 अंक (2.5+2.5)

- परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 100-150 शब्दों का होना चाहिए।

या

परीक्षक 1-2 मिनट का श्रव्य अंश (ऑडियो क्लिप) सुनवाएगा। अंश रोचक होना चाहिए। कथ्य /घटनापूर्ण एवं स्पष्ट होना चाहिए। वाचक का उच्चारण शुद्ध, स्पष्ट एवं विराम चिह्नों के उचित प्रयोग सहित होना चाहिए।

- परीक्षार्थी ध्यानपूर्वक परीक्षा/ ऑडियो क्लिप को सुनने के पश्चात परीक्षक द्वारा पूछे गए प्रश्नों का अपनी समझ से मौखिक उत्तर देंगे।

कौशलों के मूल्यांकन का आधार

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

टिप्पणी

- परीक्षण से पूर्व परीक्षार्थी को तैयारी के लिए कुछ समय दिया जाए।
- विवरणात्मक भाषा में विषय के अनुकूल तीनों कालों का प्रयोग अपेक्षित है।
- निर्धारित विषय परीक्षार्थी के अनुभव संसार के हों, जैसे - कोई चुटकुला या हास्य-प्रसंग सुनाना, हाल में पढ़ी पुस्तक या देखे गए सिनेमा की कहानी सुनाना।
- शिक्षार्थी को विषय केंद्रित स्वतंत्र अभिव्यक्ति करने का अवसर प्रदान करें।

पठन कौशल

- सरसरी दृष्टि से पढ़कर पाठ का केंद्रीय विचार ग्रहण करना।
- एकाग्रचित हो एक अभीष्ट गति के साथ मौन पठन करना।
- पठित सामग्री पर अपनी प्रतिक्रिया व्यक्त करना।
- भाषा, विचार एवं शैली की सराहना करना।
- साहित्य के प्रति अभिरुचि का विकास करना।
- साहित्य की विभिन्न विधाओं की प्रकृति के अनुसार पठन कौशल का विकास।
- संदर्भ के अनुसार शब्दों के अर्थ-भेदों की पहचान करना।

- सक्रिय (व्यवहारोपयोगी) शब्द भंडार की वृद्धि करना।
- पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
- पठित अनुच्छेदों के शीर्षक एवं उपशीर्षक देना।
- कविता के प्रमुख उपादान यथा - तुक, लय, यति, गति, बलाघात आदि से परिचित कराना।

लेखन कौशल

- लिपि के मान्य रूप का ही व्यवहार करना।
- विराम-चिह्नों का उपयुक्त प्रयोग करना।
- प्रभावपूर्ण भाषा तथा लेखन-शैली का स्वाभाविक रूप से प्रयोग करना।
- उपयुक्त अनुच्छेदों में बाँटकर लिखना।
- प्रार्थना पत्र, निमंत्रण पत्र, बधाई पत्र, संवेदना पत्र, ई-मेल, आदेश पत्र, एस.एम.एस आदि लिखना और विविध प्रपत्रों को भरना।
- विविध स्रोतों से आवश्यक सामग्री एकत्र कर अभीष्ट विषय पर निबंध लिखना।
- देखी हुई घटनाओं का वर्णन करना और उन पर अपनी प्रतिक्रिया देना।
- हिंदी की एक विधा से दूसरी विधा में रूपांतरण का कौशल।
- समारोह और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।
- सार, संक्षेपीकरण एवं भावार्थ लिखना।
- गद्य एवं पद्य अवतरणों की व्याख्या लिखना।
- स्वानुभूत विचारों और भावनाओं को स्पष्ट सहज और प्रभावशाली ढंग से अभिव्यक्त करना।
- क्रमबद्धता और प्रकरण की एकता बनाए रखना।
- लिखने में सृजनात्मकता लाना।
- अनावश्यक काट-छाँट से बचते हुए सुपाठ्य लेखन कार्य करना
- दो भिन्न पाठों की पाठ्यवस्तु पर चिंतन करके उनके मध्य की संबद्धता (अंतर्संबंधों) पर अपने विचार अभिव्यक्त करने में सक्षम होना।
- रटे-रटाए वाक्यों के स्थान पर अभिव्यक्तिपरक/ स्थिति आधारित/ उच्च चिंतन क्षमता वाले प्रश्नों पर सहजता से अपने मौलिक विचार प्रकट करना।

रचनात्मक अभिव्यक्ति

अनुच्छेद लेखन

- **पूर्णता** – संबंधित विषय के सभी पक्षों को अनुच्छेद के सीमित आकार में संयोजित करना
- **क्रमबद्धता**– विचारों को क्रमबद्ध एवं तर्कसंगत विधि से प्रकट करना
- **विषय-केंद्रित** – प्रारंभ से अंत तक अनुच्छेद का एक सूत्र में बँधा होना

- **सामासिकता** – अनावश्यक विस्तार न देकर सीमित शब्दों में यथासंभव विषय से संबद्ध पूरी बात कहने का प्रयास करना

पत्र लेखन

- अनौपचारिक पत्र विचार-विमर्श का ज़रिया, जिनमें मैत्रीपूर्ण भावना निहित, सरलता, संक्षिप्त और सादगी से भरी लेखन शैली
- औपचारिक पत्रों द्वारा दैनिक जीवन की विभिन्न स्थितियों में कार्य, व्यापार, संवाद, परामर्श, अनुरोध तथा सुझाव के लिए प्रभावी एवं स्पष्ट संप्रेषण क्षमता का विकास
- सरल और बोलचाल की भाषा शैली, उपयुक्त, सटीक शब्दों के प्रयोग, सीधे-सादे ढंग से विषय की स्पष्ट और प्रत्यक्ष प्रस्तुति
- प्रारूप की आवश्यक औपचारिकताओं के साथ सुस्पष्ट, सुलझे और क्रमबद्ध विचार आवश्यक; तथ्य, संक्षिप्तता और संपूर्णता के साथ प्रभावी प्रस्तुति

विज्ञापन लेखन

(विज्ञापित वस्तु / विषय को केंद्र में रखते हुए)

- विज्ञापित वस्तु के विशिष्ट गुणों का उल्लेख
- आकर्षक लेखन शैली
- प्रस्तुति में नयापन, वर्तमान से जुड़ाव तथा दूसरों से भिन्नता
- विज्ञापन में आवश्यकतानुसार नारे (स्लोगन) का उपयोग
- विज्ञापन लेखन में बॉक्स, चित्र अथवा रंग का उपयोग अनिवार्य नहीं है, किंतु समय होने पर प्रस्तुति को प्रभावी बनाने के लिए इनका उपयोग किया जा सकता है।

संवाद लेखन

(दी गई परिस्थितियों के आधार पर संवाद लेखन)

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

लघुकथा लेखन

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

- कथात्मकता
- निरंतरता, जिज्ञासा/रोचकता/कल्पनाशीलता
- प्रभावी संवाद/ पात्रानुकूल संवाद

- रचनात्मकता/
- उद्देश्यपरकता

संदेश लेखन

(शुभकामना, पर्व-त्योहारों एवं विशेष अवसरों पर दिए जाने वाले संदेश)

- विषय से संबद्धता
- संक्षिप्त और सारगर्भित
- भाषाई दक्षता एवं प्रस्तुति
- रचनात्मकता/सृजनात्मकता
- विषय के अनुकूल काव्य-पंक्तियों का आंशिक उपयोग, किंतु इसकी अनिवार्यता नहीं

ई-मेल लेखन

(विविध विषयों पर आधारित औपचारिक ई-मेल लेखन)

- बोधगम्य भाषा
- विषय से संबद्धता
- संक्षिप्त, स्पष्ट व सारगर्भित
- शिष्टाचार व औपचारिकताओं का निर्वाह

स्ववृत्त लेखन

(उपलब्ध रिक्ति के लिए स्ववृत्त लेखन)

- स्पष्ट, संपूर्ण व व्यवस्थित
- नाम, जन्मतिथि, वर्तमान पता, शैक्षणिक योग्यता, अनुभव, अभिरुचियों, आत्मकथ्य, दूरभाष आदि का उल्लेख (परीक्षा में गोपनीयता का निर्वाह अपेक्षित)
- अन्य विशेष जानकारी/ योग्यता आदि

सूचना लेखन

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

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

हिंदी पाठ्यक्रम-अ
विषय कोड - 002
कक्षा 9वीं (2025-26)
परीक्षा हेतु पाठ्यक्रम विनिर्देशन

खंड		भारांक
क	अपठित बोध	14
ख	व्यावहारिक व्याकरण	16
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	30
घ	रचनात्मक लेखन	20

- भारांक-{80(वार्षिक बोर्ड परीक्षा)+20 (आंतरिक परीक्षा)}

निर्धारित समय- 3 घंटे

भारांक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन				
खंड - क (अपठित बोध)				
	विषयवस्तु		उपभार	कुल भार
1	अपठित गद्यांश व काव्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न			
	अ	एक अपठित गद्यांश लगभग 250 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1×3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएंगे	7	14
	ब	एक अपठित काव्यांश अधिकतम 120 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1×3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएंगे	7	
	खंड - ख (व्यावहारिक व्याकरण)			
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक प्रश्न (1×16) कुल 20 प्रश्न पूछे जाएंगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे।			16
	अ	शब्द निर्माण	8	

		उपसर्ग – 2 अंक, प्रत्यय – 2 अंक, समास – 4 अंक उपसर्ग-प्रत्यय- (5 में से 4 प्रश्न करने होंगे), समास (5 में से 4 प्रश्न करने होंगे)		
	ब	अर्थ की दृष्टि से वाक्य भेद – 4 अंक (5 में से 4 प्रश्न करने होंगे)	4	
	स	अलंकार – 4 अंक (शब्दालंकार : अनुप्रास, यमक, श्लेष) (5 में से 4 प्रश्न करने होंगे)	4	
3	खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)			
	अ	गद्य खंड पाठ्यपुस्तक (क्षितिज भाग 1)	11	
	1	क्षितिज (भाग 1) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	
	2	क्षितिज (भाग 1) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे।(विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब	काव्य खंड पाठ्यपुस्तक (क्षितिज भाग 1)	11	
	1	क्षितिज (भाग 1) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5)	5	30
	2	क्षितिज (भाग 1) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	स	पूरक पाठ्यपुस्तक (कृतिका भाग – 1)	8	
		कृतिका (भाग 1) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (4x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	8	
	खंड – घ (रचनात्मक लेखन)			
4	लेखन			
	क	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (6 x1 = 6)	6	20
	ख	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में लगभग 100 शब्दों में किसी एक विषय पर पत्र। (5x1 = 5)	5	
	ग	विविध विषयों पर आधारित लगभग 100 शब्दों में ई-मेल लेखन। (5x1 = 5)	5	

		अथवा दिए गए विषय/शीर्षक आदि के आधार पर लगभग 100 शब्दों में लघुकथा लेखन। (5x1= 5)		
	घ	दिए गए विषय/परिस्थिति के आधार पर लगभग 80 शब्दों में संवाद लेखन। (4x1=4) अथवा व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 80 शब्दों में सूचना लेखन। (4x1=4)	4	
		कुल		80
		आंतरिक मूल्यांकन		20
	अ	सामयिक आकलन	5	
	ब	बहुविध आकलन	5	
	स	पोर्टफोलियो	5	
	द	श्रवण एवं वाचन	5	
		कुल		100

निर्धारित पुस्तकें :

1. **क्षितिज, भाग-1**, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
2. **कृतिका, भाग-1**, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

नोट – निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे-

क्षितिज, भाग – 1	काव्य खंड	<ul style="list-style-type: none"> • केदारनाथ अग्रवाल - चंद्र गहना से लौटती बेर (पूरा पाठ) • चंद्रकांत देवताले – यमराज की दिशा (पूरा पाठ)
	गद्य खंड	<ul style="list-style-type: none"> • चपला देवी – नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया (पूरा पाठ) • हजारीप्रसाद द्विवेदी – एक कुत्ता और एक मैना (पूरा पाठ)
कृतिका, भाग – 1		<ul style="list-style-type: none"> • विद्यासागर नौटियाल – माटी वाली (पूरा पाठ) • शमशेर बहादुर सिंह – किस तरह आखिरकार मैं हिंदी में आया (पूरा पाठ)

हिंदी पाठ्यक्रम -अ
विषय कोड - 002
कक्षा 10वीं (2025-26)
परीक्षा हेतु पाठ्यक्रम विनिर्देशन

खंड		भारांक
क	अपठित बोध	14
ख	व्यावहारिक व्याकरण	16
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	30
घ	रचनात्मक लेखन	20

. भारांक-{80(वार्षिक बोर्ड परीक्षा)+20 (आंतरिक परीक्षा)}

निर्धारित समय- 3 घंटे

भारांक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन				
खंड - क (अपठित बोध)				
	विषयवस्तु		उप भार	कुल भार
1	अपठित गद्यांश व काव्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न			
	अ	एक अपठित गद्यांश लगभग 250 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1×3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7	14
	ब	एक अपठित काव्यांश लगभग 120 शब्दों का इसके आधार पर एक अंकीय तीन बहुविकल्पी प्रश्न (1×3=3), अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7	
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक/लघूत्तरात्मक प्रश्न। (1×16) (कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे)			
	खंड - ख (व्यावहारिक व्याकरण)			16
	1	रचना के आधार पर वाक्य भेद (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	2	वाच्य (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	3	पद परिचय (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	

	4	अलंकार- (अर्थालंकार : उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण) (1x4=4) (5 में से 4 प्रश्न करने होंगे)	4	
3	खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)			
	अ	गद्य खंड पाठ्यपुस्तक (क्षितिज भाग 2)	11	
	1	क्षितिज (भाग 2) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	
	2	क्षितिज (भाग 2) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे।(विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब	काव्य खंड (पाठ्यपुस्तक) (क्षितिज भाग 2)	11	30
	1	क्षितिज(भाग 2) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5)	5	
	2	क्षितिज (भाग 2) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	स	पूरक पाठ्यपुस्तक (कृतिका भाग – 2)	8	
		कृतिका (भाग 2) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (4x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	8	
4	खंड – घ (रचनात्मक लेखन)			
	i	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (6 x1 = 6)	6	
	ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र (5 x 1= 5)	5	20
	iii	रोजगार से संबंधित रिक्तियों के लिए लगभग 80 शब्दों में स्ववृत्त लेखन (5 x 1= 5) अथवा विविध विषयों पर आधारित लगभग 80 शब्दों में ई-मेल लेखन (5 x 1= 5)	5	
	iv	विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन (4 x 1 = 4)	4	

Mathematics
Subject Code – 041 & 241
Classes IX-X (2025 – 26)

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

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

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

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

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

COURSE STRUCTURE CLASS – IX

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

S. No.	Content	Competencies	Explanation
Unit 1: Number Systems			
1.	REAL NUMBERS <ol style="list-style-type: none"> Review of representation of natural numbers, integers, rational numbers on the number line. Representation of terminating/non-terminating recurring decimals on the number line through successive magnification, Rational numbers as recurring/ terminating decimals. Operations on real numbers. Examples of non-recurring/non-terminating decimals. Existence of non-rational numbers (irrational numbers) such as $\sqrt{2}, \sqrt{3}$ and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, viz. every point on the number line represents a unique real number. Definition of nth root of a real number. Rationalization (with precise meaning) of real numbers of the type $\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{\sqrt{x}+\sqrt{y}}$ (and their combinations), where x and y are natural numbers and a and b are integers. 	<ul style="list-style-type: none"> Develops a deeper understanding of numbers, including the set of real numbers and its properties. Recognizes and appropriately uses powers and exponents. Computes powers and roots and applies them to solve problems. 	<ul style="list-style-type: none"> Differentiates rational and irrational numbers based on decimal representation. Represents rational and irrational numbers on the number line. Rationalizes real number expressions such as $\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{\sqrt{x}+\sqrt{y}}$, where x, y are natural numbers and a, b are integers. Applies laws of exponents

	5. Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)		
UNIT II: ALGEBRA			
1.	POLYNOMIALS <ol style="list-style-type: none"> 1. Definition of a polynomial in one variable, with examples and counter examples. Coefficients of a polynomial, terms of a polynomial and zero polynomial. 2. Degree of a polynomial. 3. Constant, linear, quadratic and cubic polynomials. Monomials, binomials, trinomials. Factors and multiples. 4. Zeroes of a polynomial. 5. Motivate and State the Remainder Theorem with examples. 6. 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. 7. Recall of algebraic expressions and identities. Verification of identities: $(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$ $(x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y)$ $x^3 + y^3 = (x + y)(x^2 - xy + y^2)$ $x^3 - y^3 = (x - y)(x^2 + xy + y^2)$ $x^3 + y^3 + z^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$ and their use in factorization of polynomials. 	<ul style="list-style-type: none"> • Learns the art of factoring polynomials. 	<ul style="list-style-type: none"> • Defines polynomials in one variable. • Identifies different terms and different types of polynomials. • Finds zeros of a polynomial • Proves factor theorem and applies the theorem to factorize polynomials. • Proves and applies algebraic identities up to degree three.
2.	LINEAR EQUATIONS IN TWO VARIABLES <ol style="list-style-type: none"> 1. Recall of linear equations in one variable. 2. Introduction to the equation in two variables. Focus on linear equations of the type $ax + by + c = 0$. 	<ul style="list-style-type: none"> • Visualizes solutions of a linear equation in two variables as ordered pair of real numbers on its graph 	<ul style="list-style-type: none"> • Describes and plot a linear equation in two variables.

	Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line.		
UNIT III: COORDINATE GEOMETRY			
1.	Coordinate Geometry: <ol style="list-style-type: none"> The Cartesian plane, coordinates of a point Names and terms associated with the coordinate plane, notations. 	<ul style="list-style-type: none"> Specifies locations and describes spatial relationships using coordinate geometry. 	<ul style="list-style-type: none"> Describes cartesian plane and its associated terms and notations
UNIT IV: GEOMETRY			
1.	INTRODUCTION TO EUCLID'S GEOMETRY <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> Given two distinct points, there exists one and only one line through them. (Axiom) (Prove) Two distinct lines cannot have more than one point in common. (Theorem) 	<ul style="list-style-type: none"> Proves theorems using Euclid's axioms and postulates— for triangles, quadrilaterals, and circles and applies them to solve geometric problems. 	<ul style="list-style-type: none"> Understands historical relevance of Indian and Euclidean Geometry. Defines axioms, postulates, theorems with reference to Euclidean Geometry.
2.	LINES AND ANGLES <ol style="list-style-type: none"> (State without proof) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180° and the converse. (Prove) If two lines intersect, vertically opposite angles are equal. (State without proof) Lines which are parallel to a given line are parallel. 	<ul style="list-style-type: none"> derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines by applying axiomatic approach and solves problems using them. 	<ul style="list-style-type: none"> Visualizes, explains and applies relations between different pairs of angles on a set of parallel lines and intersecting transversal.

			<ul style="list-style-type: none"> Solves problems based on parallel lines and intersecting transversal.
3.	TRIANGLES <ol style="list-style-type: none"> (State without proof) Two triangles are congruent if any two sides and the included angle of one triangle is equal (respectively) to any two sides and the included angle of the other triangle (SAS Congruence). (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal (respectively) to any two angles and the included side of the other triangle (ASA Congruence). (State without proof) Two triangles are congruent if the three sides of one triangle are equal (respectively) to three sides of the other triangle (SSS Congruence). (State without proof) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle. (RHS Congruence). (Prove) The angles opposite to equal sides of a triangle are equal. (State without proof) The sides opposite to equal angles of a triangle are equal. 	<ul style="list-style-type: none"> Describe relationships including congruency of two-dimensional geometrical shapes (lines, angle, triangles) to make and test conjectures and solve problems. derives proofs of mathematical statements particularly related to geometrical concepts triangles by applying axiomatic approach and solves problems using them. 	<ul style="list-style-type: none"> Visualizes and explains congruence properties of two triangles. Applies congruency criteria to solve problems
4.	QUADRILATERALS <ol style="list-style-type: none"> (Prove) The diagonal divides a parallelogram into two congruent triangles. (State without proof) In a parallelogram opposite sides are equal, and conversely. (State without proof) In a parallelogram opposite angles are equal, and conversely. 	<ul style="list-style-type: none"> derives proofs of mathematical statements particularly related to geometrical concepts of quadrilaterals by applying axiomatic approach and solves problems using them. 	<ul style="list-style-type: none"> Visualizes and explains properties of quadrilaterals Solves problems based on properties of quadrilaterals.

	<p>4. (State without proof) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal.</p> <p>5. (State without proof) In a parallelogram, the diagonals bisect each other and conversely.</p> <p>6. (State without proof) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and is half of it and (State without proof) its converse.</p>		
5.	<p>CIRCLES</p> <p>1. (Prove) Equal chords of a circle subtend equal angles at the center and (State without proof) its converse.</p> <p>2. (State without proof) 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.</p> <p>3. (State without proof) Equal chords of a circle (or of congruent circles) are equidistant from the center (or their respective centers) and conversely.</p> <p>4. (Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle.</p> <p>5. (State without proof) Angles in the same segment of a circle are equal.</p> <p>6. (State without proof) 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.</p> <p>7. (State without proof) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is 180° and its converse.</p>	<ul style="list-style-type: none"> Proves theorems about the geometry of a circle, including its chords and subtended angles 	<ul style="list-style-type: none"> Visualizes and explains properties of circles. Solves problems based on properties of circle.

UNIT V: MENSURATION

1.	AREAS 1. Area of a triangle using Heron's formula (without proof)	<ul style="list-style-type: none">Visualizes, represents, and calculates the area of a triangle using Heron's formula.	<ul style="list-style-type: none">States and applies Heron's Formula to find area of a triangle.
2.	SURFACE AREAS AND VOLUMES 1. Surface areas and volumes of spheres (including hemispheres) and right circular cones.	<ul style="list-style-type: none">Visualizes and uses mathematical thinking to discover formulas to calculate surface areas and volumes of solid objects (spheres, hemispheres and right circular cones)	<ul style="list-style-type: none">Solves problems based on surface areas and volumes of three-dimensional shapes (spheres/hemisphere, right circular cones).

UNIT VI: STATISTICS

1.	STATISTICS 1. Bar graphs 2. Histograms (with varying base lengths) 3. Frequency polygons.	<ul style="list-style-type: none">Draws and interprets bar graph, histogram and frequency polygon	<ul style="list-style-type: none">Represents data using Bar Graph, Histogram and frequency polygon.
-----------	---	---	---

MATHEMATICS QUESTION PAPER DESIGN

CLASS – IX (2025-26)

Time: 3 Hrs.

Max. Marks: 80

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

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

CLASS – IX (2025-26)

The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

S. No.	Content	Competencies	Explanation
UNIT II: ALGEBRA			
1.	LINEAR EQUATIONS IN TWO VARIABLES 1. Graph of linear equations in two variables. 2. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.	<ul style="list-style-type: none">Visualizes solutions of a linear equation in two variables as ordered pair of real numbers on its graph.	<ul style="list-style-type: none">Describes and plot a linear equation in two variables.Exemplifies a linear equation in two variables and its possible solutions using real life examples.
UNIT III: COORDINATE GEOMETRY			
1.	Coordinate Geometry: 1. Plotting points in the plane.	<ul style="list-style-type: none">Specifies locations and describes spatial relationships using coordinate geometry, e.g., plotting points in a plane	<ul style="list-style-type: none">Plots/locates points in the plane.
UNIT IV: GEOMETRY			
1.	LINES AND ANGLES 1. (State without proof) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines. 2. (Prove) The sum of the angles of a triangle is 180° . 3. (State without proof) If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interior opposite angles.	<ul style="list-style-type: none">derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines by applying axiomatic approach and solves problems using them.	<ul style="list-style-type: none">Visualizes, explains and applies relations between different pairs of angles on a set of parallel lines and intersecting transversal.Solves problems based on parallel lines and intersecting transversal.Visualizes the relation between exterior and interior angles of a triangle.

2.	<p>TRIANGLES</p> <p>1. (State without proof) Triangle inequalities and relation between 'angle and facing side' inequalities in triangles.</p>	<ul style="list-style-type: none"> Derives proofs of mathematical statements particularly related to geometrical concepts in triangles by applying axiomatic approach and solves problems using them. 	<ul style="list-style-type: none"> Defines and applies triangle inequalities with reference to angles and sides
3.	<p>AREAS OF PARALLELOGRAMS AND TRIANGLES</p> <p>Review concept of area, recall area of a rectangle.</p> <p>1. (Prove) Parallelograms on the same base and between the same parallels have equal area.</p> <p>2. (State without proof) Triangles on the same base (or equal bases) and between the same parallels are equal in area.</p>	<ul style="list-style-type: none"> Find areas of all types of triangles by using appropriate formulae and apply them in real life situations 	<ul style="list-style-type: none"> Finds area of rectangle, parallelogram and triangle.
4.	<p>CIRCLES</p> <p>1. Through examples, arrive at definition of circle and related concepts-radius, circumference, diameter, chord, arc, secant, sector, segment, subtended angle.</p> <p>2. (State without proof) There is one and only one circle passing through three given non-collinear points.</p>	<ul style="list-style-type: none"> Proves theorems about the geometry of a circle, including its chords and subtended angles 	<ul style="list-style-type: none"> Solves problems based on properties of circle.
5.	<p>CONSTRUCTIONS</p> <p>1. Construction of bisectors of line segments and angles of measure 60°, 90°, 45° etc., equilateral triangles.</p> <p>2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.</p>	<ul style="list-style-type: none"> Constructs different geometrical shapes like bisectors of line segments, angles and their bisectors and triangles satisfying given constraints. 	<ul style="list-style-type: none"> Constructs line-segments, bisectors of line-segments, angles and triangle with given conditions.

UNIT V: MENSURATION

1.	AREAS 1. Application of heron's formula in finding the area of a quadrilateral.	<ul style="list-style-type: none">Visualizes, represents, and calculates the area of a triangle using Heron's formula.	<ul style="list-style-type: none">States and applies Heron's Formula to find area of a quadrilateral.
2.	SURFACE AREAS AND VOLUMES 1. Surface areas and volumes of cubes, cuboids and right circular cylinders.	<ul style="list-style-type: none">Visualizes and uses mathematical thinking to discover formulas to calculate surface areas and volumes of solid objects (cubes, cuboids and right circular cylinders)	<ul style="list-style-type: none">Solves problems based on surface areas and volumes of three-dimensional shapes (cube, cuboid and right circular cylinders).

UNIT VI: STATISTICS

1.	STATISTICS 1. Introduction to Statistics: Collection of data, presentation of data — tabular form, ungrouped / grouped data. 2. Mean, median and mode of ungrouped data.	<ul style="list-style-type: none">Applies measures of central tendencies such as mean, median and mode of ungrouped data.	<ul style="list-style-type: none">Organizes raw data in tabular form.Calculates mean, median, mode of ungrouped data
2.	PROBABILITY 1. 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); 2. The experiments to be drawn from real - life situations, and from examples used in the chapter on statistics).	<ul style="list-style-type: none">Applies concepts from probability to solve problems on the likelihood of everyday events.	<ul style="list-style-type: none">Conceptualizes probability using repeated experiments and observed frequencies.

COURSE STRUCTURE CLASS –X

Units	Unit Name	Marks
I	NUMBER SYSTEMS	06
II	ALGEBRA	20
III	COORDINATE GEOMETRY	06
IV	GEOMETRY	15
V	TRIGONOMETRY	12
VI	MENSURATION	10
VII	STATISTICS AND PROBABILITY	11
	TOTAL	80

S. No.	Content	Competencies	Explanation
UNIT I: NUMBER SYSTEMS			
1.	REAL NUMBERS 1. Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples 2. Proofs of irrationality of $\sqrt{2}, \sqrt{3}, \sqrt{5}$	<ul style="list-style-type: none"> Develops understanding of numbers, including the set of real numbers and its properties. Extends the understanding of powers (radical powers) and exponents. Applies Fundamental Theorem of Arithmetic to solve problems related to real life contexts. 	<ul style="list-style-type: none"> Describes Fundamental Theorem of Arithmetic with examples Prove algebraically the Irrationality of numbers like $\sqrt{2}, \sqrt{3}, \sqrt{5}, 3 + 2\sqrt{5}$ etc.
UNIT II: ALGEBRA			
1.	POLYNOMIALS 1. Zeros of a polynomial 2. Relationship between zeros and coefficients of quadratic polynomials.	<ul style="list-style-type: none"> develops a relationship between algebraic and graphical methods of finding the zeroes of a polynomial. 	<ul style="list-style-type: none"> Find the zeros of polynomial graphically and algebraically and verifying the relation between zeros and coefficients of quadratic polynomials.

<p>2.</p>	<p>PAIR OF LINEAR EQUATIONS IN TWO VARIABLES</p> <ol style="list-style-type: none"> 1. Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency. 2. Algebraic conditions for number of solutions. 3. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination. Simple situational problems. 	<ul style="list-style-type: none"> • Describes plotting a pair of linear equations and graphically finding the solution. • Models and solves contextualised problems using equations (e.g., simultaneous linear equations in two variables). 	<ul style="list-style-type: none"> • Find the solution of pair of linear equations in two variables graphically and algebraically (substitution and elimination method)
<p>3.</p>	<p>QUADRATIC EQUATIONS</p> <ol style="list-style-type: none"> 1. Standard form of a quadratic equation $ax^2 + bx + c = 0, (a \neq 0)$. 2. Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula. Relationship between discriminant and nature of roots. 3. Situational problems based on quadratic equations related to day-to-day activities to be incorporated 	<ul style="list-style-type: none"> • demonstrates strategies of finding roots and determining the nature of roots of a quadratic equation. 	<ul style="list-style-type: none"> • Solves quadratic equations using factorization and quadratic formula • Determines the nature of roots using discriminant • Formulates and solves problems based on real life context
<p>4.</p>	<p>ARITHMETIC PROGRESSIONS</p> <ol style="list-style-type: none"> 1. Motivation for studying Arithmetic Progression 2. Derivation of the nth term and sum of the first n terms of AP and their application in solving daily life problems. 	<ul style="list-style-type: none"> • Develops strategies to apply the concept of A.P. to daily life situations. 	<ul style="list-style-type: none"> • Applies concepts of AP to find the nth term and sum of n terms. • Application of AP in real life problems

UNIT III: COORDINATE GEOMETRY

1.	<p>Coordinate Geometry</p> <p>1. Review: Concepts of coordinate geometry. Distance formula. Section formula (internal division).</p>	<ul style="list-style-type: none"> Derives formulae to establish relations for geometrical shapes in the context of a coordinate plane, such as, finding the distance between two given points, to determine the coordinates of a point between any two given points. 	<ul style="list-style-type: none"> Solves problems using distance formula and section formula
-----------	--	--	--

UNIT IV: GEOMETRY

1.	<p>TRIANGLES</p> <p>Definitions, examples, counter examples of similar triangles.</p> <ol style="list-style-type: none"> (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio. State (without proof) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side. State (without proof) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar. State (without proof) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar. State (without proof) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar. 	<ul style="list-style-type: none"> works out ways to differentiate between congruent and similar figures. establishes properties for similarity of two triangles logically using different geometric criteria established earlier such as, Basic Proportionality Theorem, etc. 	<ul style="list-style-type: none"> Prove Basic Proportionality theorem and applying the theorem and its converse in solving questions Prove similarity of triangles using different similarity criteria
-----------	---	--	---

2.	CIRCLES Tangent to a circle at point of contact. 1. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact. 2. (Prove) The lengths of tangents drawn from an external point to a circle are equal.	<ul style="list-style-type: none"> derives proofs of theorems related to the tangents of circles. 	<ul style="list-style-type: none"> Prove the theorems based on the tangent to a circle. Applies the concept of tangents of circle to solve various problems.
UNIT V: TRIGONOMETRY			
1.	INTRODUCTION TO TRIGONOMETRY 1. Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined) 2. Motivate the ratios whichever are defined at 0° and 90° . Values of the trigonometric ratios of 30° , 45° and 60° . 3. Relationships between the ratios.	<ul style="list-style-type: none"> Understands the definitions of the basic trigonometric functions (including the introduction of the sine and cosine functions). 	<ul style="list-style-type: none"> Evaluates trigonometric ratios Describes trigonometric ratios of standard angles and solving related expressions
2.	TRIGONOMETRIC IDENTITIES 1. Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. 2. Only simple identities to be given.	<ul style="list-style-type: none"> Uses Trigonometric identities to solve problems. 	<ul style="list-style-type: none"> Proves trigonometric identities using $\sin^2 A + \cos^2 A = 1$ and other identities
3.	HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression. 1. Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only 30° , 45° , and 60° .	<ul style="list-style-type: none"> Applies Trigonometric ratios in solving problems in daily life contexts like finding heights of different structures or distance from them. 	<ul style="list-style-type: none"> Find heights and distances in real life word problems using trigonometric ratios

UNIT VI: MENSURATION

1.	AREAS RELATED TO CIRCLES 1. Area of sectors and segments of a circle. 2. Problems based on areas and perimeter /circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60° , 90° and 120° only.	<ul style="list-style-type: none">Derives and uses formulae to calculate areas of plane figures.	<ul style="list-style-type: none">Visualises and evaluates areas of sector and segment of a circle
2.	SURFACE AREAS AND VOLUMES 1. Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.	<ul style="list-style-type: none">Visualises and uses mathematical thinking to discover formulae to calculate surface areas and volumes of solid objects (cubes, cuboids, spheres, hemispheres, right circular cylinders/cones, and their combinations).	<ul style="list-style-type: none">Evaluates the surface areas and volumes of combinations of solids by visualisation

UNIT VII: STATISTICS AND PROBABILITY

1.	STATISTICS 1. Mean, median and mode of grouped data (bimodal situation to be avoided).	<ul style="list-style-type: none">calculates mean, median and mode for different sets of data related with real life contexts.	<ul style="list-style-type: none">Computes the mean, of a grouped frequency distribution using direct, assumed mean and step deviation method.Computes the median and mode of grouped frequency distribution by algebraic method
2.	PROBABILITY 1. Classical definition of probability. 2. Simple problems on finding the probability of an event.	<ul style="list-style-type: none">Applies concepts from probability to solve problems on the likelihood of everyday events.	<ul style="list-style-type: none">Determines the probabilities in simple real-life problems

MATHEMATICS- STANDARD (Code – 041)**QUESTION PAPER DESIGN****CLASS – X (2025-26)****Time: 3 Hours****Max. Marks: 80**

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

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

MATHEMATICS-BASIC (Code – 241)**QUESTION PAPER DESIGN****CLASS – X (2025-26)****Time: 3Hours****Max. Marks: 80**

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

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

PRESCRIBED BOOKS:

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

SCIENCE

Subject Code – 086

Classes IX and X (2025-26)

Science Education aims to achieve Scientific understanding of the natural and physical world; Capacities for scientific inquiry; Understanding the evolution of scientific knowledge; Interdisciplinary understanding between science and other curricular areas; Understanding of the relationship between Science, Technology and, Society; Scientific temper and Creativity.

The present syllabus has been designed around seven broad themes viz. Food; Materials; The World of the Living; How Things Work; Moving Things, People and Ideas; Natural Phenomenon and Natural Resources.

The Curricular Goals of Science at the Secondary Stage move from the concrete nature of the Middle Stage towards abstraction - from perceptual and practical concepts to theoretical concepts.

The Learning Standards (Curricular Goals and Competencies) for Science as an integrated curricular area, in alignment with the National Curriculum Framework 2023 are as follows:

<p>CG-1 Explores the world of matter, its interactions, and properties at the atomic level</p>	<p>C-1.1 Describes classification of elements in the Periodic Table, and explains how compounds (including carbon compounds) are formed based on atomic structure (Bohr's model) and properties (valency)</p> <p>C-1.2 Investigates the nature and properties of chemical substances (distillation, crystallisation, chromatography, centrifugation, types and properties of mixtures, solutions, colloids, and suspensions)</p> <p>C-1.3 Describes and represents chemical interactions and changes using symbols and chemical equations (acid and base, metal, and non-metal, reversible, and irreversible)</p>
<p>CG-2 Explores the physical world around them, and understands scientific principles and laws based on observations and analysis</p>	<p>C-2.1 Applies Newton's laws to explain the effect of forces (change in state of motion – displacement and direction, velocity and acceleration, uniform circular motion, acceleration due to gravity) and analyses graphical and mathematical representations of motion in one dimension</p> <p>C-2.2 Explains the relationship between mass and weight using universal law of gravitation and connect it to laws of motion</p> <p>C-2.3 Manipulates the position of object and properties of lenses (focus, centre of curvature) to observe image characteristics and correspondence with a ray diagram, and extends this understanding to a combination of lenses (telescope, microscope)</p> <p>C-2.4 Manipulates and analyses different characteristics of the circuit (current, voltage, resistance) and mathematises their relationship (Ohm's law), and applies it to everyday usage (electricity bill, short circuit, safety measures)</p> <p>C-2.5 Defines work in scientific terms, and represents the relationship</p>

	<p>between potential and kinetic energy (conservation of energy) in mathematical expressions</p> <p>C-2.6 Demonstrates the principle of mechanical advantage by constructing simple machines (system of levers and pulleys)</p> <p>C-2.7 Describes the origin and properties of sound (wavelength, frequency, amplitude) and differences in what we hear as it propagates through different instruments</p>
<p>CG-3</p> <p>Explores the structure and function of the living world at the cellular level</p>	<p>C-3.1 Explains the role of cellular components (nucleus, mitochondria, endoplasmic reticulum, vacuoles, chloroplast, cell wall), including the semi-permeability of cell membrane in making cell the structural basis of living organisms and functional basis of life processes</p> <p>C-3.2 Analyses similarities and differences in the life processes involved in nutrition (photosynthesis in plants; absorption of nutrients in fungi; digestion in animals), transport (transport of water in plants; circulation in animals), exchange of materials (respiration and excretion), and reproduction</p> <p>C-3.3 Describes mechanisms of heredity (in terms of DNA, genes, chromosomes) and variation (as changes in the sequence of DNA)</p>
<p>CG-4</p> <p>Explores interconnectedness between organisms and their environment</p>	<p>C-4.1 Applies the knowledge of cellular diversity in organisms along with the ecological role organisms play (autotrophic or heterotrophic nutrition) to classify them into five-kingdoms</p> <p>C-4.2 Illustrates different levels of organisations of living organisms (from molecules to organisms)</p> <p>C-4.3 Analyses different levels of biological organisation from organisms to ecosystems and biomes along with interactions that take place at each level</p> <p>C-4.4 Analyses patterns of inheritance of traits in terms of Mendel's laws and its consequences at a population level (using models and/or simulations)</p> <p>C-4.5 Analyses evidences of biological evolution demonstrating the consequences of the process of natural selection in terms of changes: in allele frequency in population, structure, and function of organisms</p>
<p>CG-5</p> <p>Draws linkages between scientific knowledge and knowledge across other curricular areas</p>	<p>C-5.1 Explores how literature and the arts have influenced Science</p> <p>C-5.2 Examines a case study related to the use of Science in human life from the perspective of Social Sciences and ethics (e.g., Marie Curie, Jenner, treatment of patients with mental illness, the story of the atomic bomb, green revolution and GMOs, conservation of biodiversity)</p> <p>C-5.3 Applies scientific principles to explain phenomena in other subjects (sound pitch, octave, and amplitude in music; use of muscles in dance form and sports)</p>
<p>CG-6</p> <p>Understands and appreciates the contribution of India through history and the present times to the overall</p>	<p>C-6.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner</p>

field of Science, including the disciplines that constitute it	
CG-7 Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving, and that there are still many unanswered questions	<p>C-7.1 States concepts that represent the most current understanding of the matter being studied, ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students</p> <p>C-7.2 States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate</p>
CG-8 Explores the nature of Science by doing Science	<p>C-8.1 Develops accurate and appropriate models (including geometric, mathematical, graphical) to represent real-life events and phenomena using scientific principles and use these models to manipulate variables and predict results</p> <p>C-8.2 Designs and implements a plan for scientific inquiry (formulates hypotheses, makes predictions, identifies variables, accurately uses scientific instruments, represents data, primary and secondary, in multiple modes, draws inferences based on data and understanding of scientific concepts, theories, laws, and principles, communicates findings using scientific terminology)</p>

It is important to note that the Curricular Goals are interdependent, and not separate curricular pieces of study.

(Reference: National Curriculum Framework for School Education – 2023.)

The competencies, as defined by the NCFSE 2023, are designed to encompass the entire secondary stage (classes IX-XII). Attainment of the competencies shall be done through transaction of the curriculum using appropriate pedagogy; these shall be assessed through an integrated evaluation scheme.

General Instructions for Assessment:

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

scientific investigations etc. and use of rubrics for assessing them objectively.

This will also have a weightage of 05 marks towards the final result.

- ii) For 5 marks - Practical / Laboratory work that is done throughout the year. The students should maintain record of the same. Practical Assessment should be continuous. All practical work listed in the syllabus must be completed.
- iii) For 5 marks - Portfolio that includes classwork and other sample of student's work.

COURSE STRUCTURE
CLASS IX (2025-26)
(Annual Examination)

Time: 03 Hours

Marks: 80

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

Theme: Materials

Unit I: Matter-Nature and Behaviour

Matter in Our Surroundings: Definition of matter; Particulate Nature of Matter; States of Matter: solid, liquid and gas and their characteristics; change of state- melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.

Is Matter Around Us Pure: Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions. Physical and chemical changes (excluding separating the components of a mixture); Pure and Impure substances.

Atoms and Molecules: Atoms and molecules, Law of Chemical Combination, Chemical formula of common compounds, Atomic and molecular masses.

Structure of atom: Sub-atomic particles: Electrons, protons and neutrons, Models of atom; Valency, Atomic Number and Mass Number, Isotopes and Isobars.

Theme: The World of the Living

Unit II: Organization in the Living World

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

Tissues, Organs, Organ System, Organism:

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

The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

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

Unit III: Motion, Force and Work

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

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

The following topic is included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate this with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

Elementary idea of conservation of Momentum

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

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

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

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

Theme: Food

Unit IV: Food Production

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

Note for Teachers: The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

PRACTICALS

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

(LIST OF EXPERIMENTS)

- | | |
|--|---------------|
| 1. Preparation of: | Unit-I |
| a) a true solution of common salt, sugar and alum | |
| b) a suspension of soil, chalk powder and fine sand in water | |
| c) a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of | |
| <ul style="list-style-type: none">• transparency• filtration criterion• stability | |
| | |
| 2. Preparation of | Unit-I |
| a) A mixture | |
| b) A compound | |
| using iron filings and sulphur powder and distinguishing between these on the basis of: | |
| <ul style="list-style-type: none">• appearance, i.e., homogeneity and heterogeneity | |

- behaviour towards a magnet
- behaviour towards carbon disulphide as a solvent
- effect of heat

3. Perform the following reactions and classify them as physical or chemical changes:

Unit-I

- Iron with copper sulphate solution in water
- Burning of magnesium ribbon in air
- Zinc with dilute sulphuric acid
- Heating of copper sulphate crystals
- Sodium sulphate with barium chloride in the form of their solutions in water

4. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams

Unit - II

5. Identification of Parenchyma, Collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams.

Unit-II

6. Determination of the melting point of ice and the boiling point of water.

Unit-I

7. Verification of the laws of reflection of sound.

Unit-III

8. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder.

Unit-III

9. Establishing the relation between the loss in weight of a solid when fully immersed in

Unit-III

- Tap water
- Strongly salty water with the weight of water displaced by it by taking at least two different solids.

10. Determination of the speed of a pulse propagated through a stretched string/ slinky (helical spring).

Unit-III

11. Verification of the law of conservation of mass in a chemical reaction.

Unit-III

COURSE STRUCTURE
CLASS X (2025-26)
(Annual Examination)

Time: 03 Hours

Marks: 80

Unit No.	Unit	Marks
I	Chemical Substances-Nature and Behaviour	25
II	World of Living	25
III	Natural Phenomena	12
IV	Effects of Current	13
V	Natural Resources	05
	Total	80
	Internal assessment	20
	Grand Total	100

Theme: Materials

Unit I: Chemical Substances - Nature and Behaviour

Chemical Reactions and Equations: Chemical reactions, Chemical equation, Balanced chemical equation, types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, endothermic exothermic reactions, oxidation and reduction.

Acids, Bases and Salts: Acids and Bases – definitions in terms of furnishing of H^+ and OH^- ions, identification using indicators, chemical properties, examples and uses, neutralization, concept of pH scale (Definition relating to logarithm not required), importance of pH in everyday life; preparation and uses of Sodium Hydroxide, Bleaching powder, Baking soda, Washing soda and Plaster of Paris.

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

Carbon and its Compounds: Covalent bonds – formation and properties of covalent compounds, Versatile nature of carbon, Hydrocarbons – saturated and unsaturated Homologous series. Nomenclature of alkanes, alkenes, alkyne and carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes). Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

Theme: The World of the Living

Unit II: World of Living

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

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

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

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

Theme: Natural Phenomena

Unit III: Natural Phenomena

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

Refraction; Laws of refraction, refractive index.

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

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

Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life (excluding colour of the sun at sunrise and sunset).

Theme: How Things Work

Unit IV: Effects of Current

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

Magnetic effects of current: Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying

conductor, Fleming's Left Hand Rule, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme: Natural Resources

Unit V: Natural Resources

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

Note for the Teachers:

The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

PRACTICALS

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

LIST OF EXPERIMENTS

1. A. Finding the pH of the following samples by using pH paper/universal indicator: **Unit-I**
 - a) Dilute Hydrochloric Acid
 - b) Dilute NaOH solution
 - c) Dilute Ethanoic Acid solution
 - d) Lemon juice
 - e) Water
 - f) Dilute Hydrogen Carbonate solution

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

 - a) Litmus solution (Blue/Red)
 - b) Zinc metal
 - c) Solid sodium carbonate
2. Performing and observing the following reactions and classifying them into: **Unit-I**
 - a) Combination reaction
 - b) Decomposition reaction
 - c) Displacement reaction
 - d) Double displacement reaction
 - Action of water on quicklime
 - Action of heat on ferrous sulphate crystals
 - Iron nails kept in copper sulphate solution
 - Reaction between sodium sulphate and barium chloride solutions

3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: **Unit-I**
 - a) ZnSO_4 (aq)
 - b) FeSO_4 (aq)
 - c) CuSO_4 (aq)
 - d) $\text{Al}_2(\text{SO}_4)_3$ (aq)

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.
4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I. **Unit-IV**
5. Determination of the equivalent resistance of two resistors when connected in series and parallel. **Unit-IV**
6. Preparing a temporary mount of a leaf peel to show stomata. **Unit- II**
7. Experimentally show that carbon dioxide is given out during respiration. **Unit-II**
8. Study of the following properties of acetic acid (ethanoic acid): **Unit- I**
 - a) Odour
 - b) solubility in water
 - c) effect on litmus
 - d) reaction with Sodium Hydrogen Carbonate
9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water. **Unit- I**
10. Determination of the focal length of: **Unit-III**
 - a) Concave mirror
 - b) Convex lens by obtaining the image of a distant object.
11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. **Unit - III**
12. Studying (a) binary fission in *Amoeba*, and (b) budding in yeast and Hydra with the help of prepared slides. **Unit-II**
13. Tracing the path of the rays of light through a glass prism. **Unit-III**
14. Identification of the different parts of an embryo of a dicot seed (pea, gram or red kidney bean). **Unit-II**

PRESCRIBED BOOKS:

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

Question Paper Design (Theory)

Class X (2025-26)

Science (086)

Theory (80 marks)

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

Note:

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

Internal Assessment (20 Marks)

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

Suggestive verbs for various competencies

- **Demonstrate Knowledge and Understanding**
State, name, list, identify, define, suggest, describe, outline, summarize, etc.
- **Application of Knowledge/Concepts**
Calculate, illustrate, show, adapt, explain, distinguish, etc.
- **Formulate, Analyze, Evaluate and Create**
Interpret, analyze, compare, contrast, examine, evaluate, discuss, construct, etc.

PSYCHOLOGY
Subject Code – 037
Classes XI-XII (2025-26)

Psychology is introduced as an elective subject at the higher secondary level in school education. As a field, Psychology focuses on understanding human experiences, behaviors, and mental processes within a specific social, cultural, and historical context. This course aims to create interest and familiarize students with fundamental concepts, theories, and methods in Psychology.

The course encourages students to analyze behavior and mental processes. Students will learn to evaluate evidence and challenge assumptions, thereby developing critical thinking skills that are valuable in any field of study or career.

The course emphasizes the role of socio-cultural factors in behavior, helping students appreciate diversity and sensitivity that prepares them to be inclusive and empathetic global citizens.

It is recommended that teaching methods actively engage students, helping them develop their own understanding. To achieve this, the teaching learning processes should incorporate case studies, personal narratives, experiential exercises, and reflections on everyday experiences.

Objectives:

- To help students understand the nature of psychological knowledge and its relevance to different aspects of life.
- To encourage students to be observant, socially aware, and reflective.
- To reduce stigma and increase awareness of psychological well-being by educating students about mental health.
- To help students understand their own thoughts, emotions and behaviors fostering personal growth and resilience, preparing them to become responsible global members of society.

COURSE STRUCTURE
CLASS XI (2025-2026)
Theory Paper

Time : 3 Hours

Marks: 70

Units	Topics	Marks
I	Understanding Psychology	11
II	Methods of Enquiry in Psychology	13
III	Human Development	11
IV	Sensory, Attentional and Perceptual Processes	8
V	Learning	9
VI	Human Memory	8
VII	Thinking	5
VIII	Motivation and Emotion	5
	Total	70

COURSE STRUCTURE

	Name of the Units
Unit I	Understanding Psychology <i>The topics in this unit are:</i> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Psychology: <ul style="list-style-type: none"> ● Psychology as a Discipline ● Psychology as a Natural Science ● Psychology as a Social Science 3. Understanding Mind and Behaviour 4. Popular Notions about the Discipline of Psychology 5. Evolution of Psychology 6. Development of Psychology in India 7. Branches of Psychology 8. Psychology and Other Disciplines 9. Psychology in Everyday Life
Unit II	Methods of Enquiry in Psychology <i>The topics in this unit are:</i> <ol style="list-style-type: none"> 1. Introduction 2. Goals of Psychological Enquiry <ul style="list-style-type: none"> ● Steps in Conducting Scientific Research ● Alternative Paradigms of Research 3. Nature of Psychological Data

	<ol style="list-style-type: none"> 4. Some Important Methods in Psychology <ul style="list-style-type: none"> ● Observational Method ● Experimental Method ● Correlational Research ● Survey Research ● Psychological Testing ● Case Study 5. Analysis of Data <ul style="list-style-type: none"> ● Quantitative Method ● Qualitative Method 6. Limitations of Psychological Enquiry 7. Ethical Issues
Unit III	<p>Human Development</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Meaning of Development <ul style="list-style-type: none"> ● Life-Span Perspective on Development 3. Factors Influencing Development 4. Context of Development 5. Overview of Developmental Stages <ul style="list-style-type: none"> ● Prenatal Stage ● Infancy ● Childhood ● Challenges of Adolescence ● Adulthood and Old Age
Unit IV	<p>Sensory, Attentional and Perceptual Processes</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Knowing the world 3. Nature and varieties of Stimulus 4. Sense Modalities <ul style="list-style-type: none"> ● Functional limitation of sense organs 5. Attentional Processes <ul style="list-style-type: none"> ● Selective Attention ● Sustained Attention 6. Perceptual Processes <ul style="list-style-type: none"> ● Processing Approaches in Perception 7. The Perceiver 8. Principles of Perceptual Organisation

	9. Perception of Space, Depth and Distance <ul style="list-style-type: none"> • Monocular Cues and Binocular Cues 10. Perceptual Constancies 11. Illusions 12. Socio-Cultural Influences on Perception
Unit V	Learning <i>The topics in this unit are:</i> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Learning 3. Paradigms of Learning 4. Classical Conditioning <ul style="list-style-type: none"> • Determinants of Classical Conditioning 5. Operant/Instrumental Conditioning <ul style="list-style-type: none"> • Determinants of Operant Conditioning • Key Learning Processes 6. Observational Learning 7. Cognitive Learning 8. Verbal Learning 9. Skill Learning 10. Factors Facilitating Learning 11. Learning Disabilities
Unit VI	Human Memory <i>The topics in this unit are:</i> <ol style="list-style-type: none"> 1. Introduction 2. Nature of memory 3. Information Processing Approach : The Stage Model 4. Memory Systems : Sensory, Short-term and Long-term Memories 5. Levels of Processing 6. Types of Long-term Memory <ul style="list-style-type: none"> • Declarative and Procedural; Episodic and Semantic 7. Nature and Causes of Forgetting <ul style="list-style-type: none"> • Forgetting due to Trace Decay, Interference and Retrieval Failure 8. Enhancing Memory <ul style="list-style-type: none"> • Mnemonics using Images and Organisation
Unit VII	Thinking <i>The topics in this unit are:</i> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Thinking

	<ul style="list-style-type: none"> ● Building Blocks of Thought <ol style="list-style-type: none"> 3. The Processes of Thinking 4. Problem Solving 5. Reasoning 6. Decision-making 7. Nature and Process of Creative Thinking <ul style="list-style-type: none"> ● Nature of Creative Thinking ● Process and strategies of Creative Thinking 8. Thought and Language 9. Development of Language and Language Use
Unit VIII	Motivation and Emotion <i>The topics in this unit are:</i> <ol style="list-style-type: none"> 1. Introduction 2. Nature of Motivation 3. Types of Motives <ul style="list-style-type: none"> ● Biological Motives ● Psychosocial Motives 4. Maslow's Hierarchy of Needs 5. Nature of Emotions 6. Expression of Emotions <ul style="list-style-type: none"> ● Culture and Emotional Expression ● Culture and Emotional Labeling 7. Managing Negative Emotions 8. Enhancing Positive Emotions
Practical (Projects/small study, experiments, etc.) 30 marks The students shall be required to undertake one project /small study and conduct two experiments . The project/small study would involve the use of different methods of enquiry like observation, survey, interview, questionnaire related to the following topics: <ul style="list-style-type: none"> ● Bullying/Cyberbullying ● Mental health and wellbeing ● Impact of social media on the youth today ● Altruism and its impact on wellbeing ● Peer Pressure ● Anger management ● Sleep Hygiene ● Changing Gender roles and stereotypes ● Cooperation and Competition ● Compliance and Obedience 	

You may also choose to do a project on any topic covered in the course (e.g., Human development, Learning, Memory, Motivation, Perception, Attention and Thinking). Experiments could focus on cause-and-effect relationships.

Practical Examination

● Practical (Experiments) file	05 Marks
● Project File	05 Marks
● Viva Voce (Project and experiment)	05 Marks
● One experiment (05 marks for conduction of experiment and 10 marks for reporting)	15 Marks
Total	30 Marks

QUESTION PAPER DESIGN
CLASS –XI (2025-26)

I. Theory : 70 Marks

Time: 3 Hours		Maximum Marks: 70	
S. No.	Competencies	Total Marks	% Weightage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	35	50%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	25	35%
3	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions	10	15%
	Total	70	100%

II. Practical: 30 Marks

COURSE STRUCTURE
CLASS XII (2025-2026)
Theory Paper

Time : 3 Hours

Marks: 70

Units	Topics	Marks
I	Variations in Psychological Attributes	13
II	Self and Personality	13
III	Meeting Life Challenges	9
IV	Psychological Disorders	12
V	Therapeutic Approaches	9
VI	Attitude and Social Cognition	8
VII	Social Influence and Group Processes	6
	Total	70

COURSE CONTENT

Unit I	<p>Variations in Psychological Attributes</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Individual Differences in Human Functioning 3. Assessment of Psychological Attributes 4. Intelligence 5. Psychometric Theories of Intelligence, Information Processing Theory: Planning, Attention-arousal and Simultaneous successive Model of Intelligence, Triarchic Theory of Intelligence; Theory of Multiple Intelligences. 6. Individual Differences in Intelligence 7. Culture and Intelligence 8. Emotional Intelligence 9. Special Abilities: Aptitude: Nature and Measurement 10. Creativity
Unit II	<p>Self and Personality</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Self and Personality 3. Concept of Self 4. Cognitive and Behavioural aspects of Self 5. Culture and Self 6. Concept of Personality 7. Major Approaches to the Study of Personality

	<ul style="list-style-type: none"> • Type Approaches • Trait Approaches • Psychodynamic Approach and Post Freudian Approaches • Behavioural Approach • Cultural Approach • Humanistic Approach <p>8. Assessment of Personality</p> <ul style="list-style-type: none"> • Self-report Measures • Projective Techniques • Behavioural Analysis
Unit III	<p>Meeting Life Challenges</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Nature, Types and Sources of Stress 3. Effects of Stress on Psychological Functioning and Health <ul style="list-style-type: none"> • Stress and Health • General Adaptation Syndrome • Stress and Immune System • Lifestyle 4. Coping with Stress <ul style="list-style-type: none"> • Stress Management Techniques 5. Promoting Positive Health and Well-being <ul style="list-style-type: none"> • Life Skills • Positive Health
Unit IV	<p>Psychological Disorders</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Concepts of Abnormality and Psychological Disorders <ul style="list-style-type: none"> • Historical Background 3. Classification of Psychological Disorders 4. Factors Underlying Abnormal Behaviour 5. Major Psychological Disorders <ul style="list-style-type: none"> • Anxiety Disorders • Obsessive-Compulsive and Related Disorders • Trauma-and Stressor-Related Disorders • Somatic Symptom and Related Disorders • Dissociative Disorders • Depressive Disorder • Bipolar and Related Disorders

	<ul style="list-style-type: none"> ● Schizophrenia Spectrum and Other Psychotic Disorders ● Neurodevelopmental Disorders ● Disruptive, Impulse-Control and Conduct Disorders ● Feeding and Eating Disorders ● Substance Related and Addictive Disorders
Unit V	<p>Therapeutic Approaches</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Nature and Process of psychotherapy <ul style="list-style-type: none"> ● Therapeutic relationship 2. Types of Therapies <ul style="list-style-type: none"> ● Behaviour Therapy ● Cognitive Therapy ● Humanistic-Existential Therapy ● Alternative Therapies ● Factors contributing to healing in Psychotherapy ● Ethics in Psychotherapy 3. Rehabilitation of the Mentally Ill
Unit VI	<p>Attitude and Social Cognition</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Explaining Social Behaviour 3. Nature and Components of Attitudes 4. Attitude Formation and Change <ul style="list-style-type: none"> ● Attitude Formation ● Attitude Change ● Attitude-Behaviour Relationship 5. Prejudice and Discrimination 6. Strategies for Handling Prejudice
Unit VII	<p>Social Influence and Group Processes</p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> 1. Introduction 2. Nature and Formation of Groups 3. Type of Groups 4. Influence of Group on Individual Behaviour <ul style="list-style-type: none"> ● Social Loafing ● Group Polarisation

Practical**30 Marks**

- A. Development of case profile:
Using appropriate methods like interview, observation & psychological tests.
- B. Test administration:
Students are required to administer and interpret five psychological tests related to various psychological attributes like intelligence, aptitude, attitude, personality, etc.
- C. In the Practical examination, the student will be required to administer and interpret two psychological tests.

Distribution of Marks:

• Practical File and Case Profile	10 Marks
• Viva Voce (Case Profile & Two psychological tests)	05 Marks
• Two tests (5 marks for conducting the tests and 10 marks for reporting)	15 Marks
Total	30 Marks

QUESTION PAPER DESIGN
CLASS – XII (2025-26)

I. Theory : 70 Marks

Time: 3 Hours		Maximum Marks: 70	
S. No.	Competencies	Total Marks	% Weightage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	35	50%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	25	35%
3	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of	10	15%

	ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions		
	Total	70	100%

II. Practical: 30 Marks

Prescribed Books:

1. Psychology, Class XI, Published by NCERT
2. Psychology, Class XII, Published by NCERT

Note: The above textbooks are also available in Hindi medium.

POLITICAL SCIENCE
Subject Code-028
Classes-XI & XII (2025-2026)

RATIONALE

A discipline of Social Science, Political Science deals with understanding the social structures and methods used to manage a government or State. It also encompasses the historical, philosophical, constitutional, and legal foundation of the political system. It further provides scope to identify the political values and ideas, governing institutions and their policy making process. The subject enhances the ability to address the functions and processes of government and politics in international, national, and state levels. It ensures that students acquire citizenship skills and engage as active citizens by appreciating human diversity. This subject is interdisciplinary by nature and draws upon other social disciplines or branches of knowledge and there by influenced by them in many ways. At Senior Secondary level, curriculum of Political Science is organised in a systematic manner to facilitate students to have an understanding of political ideas, ideologies, institutions, policies, processes, and behaviour, as well as groups, classes, government, law, peace and war which are the bedrock of human society and polity. The contents develop knowledge about current and past political events across the world and also enrich student's writing, communication, data analysis skills. An earnest effort is directed towards laying the foundation for a serious engagement with the discipline and developing competencies that prepare students for higher education, learning, and acquiring knowledge.

AIMS AND OBJECTIVES

1. Indian Constitution at Work:

- Understand the historical circumstances and the processes in which the Constitution was drafted.
- Be familiar with the diverse perspectives that guided the makers of the Indian Constitution.
- Analyse the working of the three pillars of democracy: Legislature, Executive, and Judiciary and their role with changing times.
- Identify the key features of the Indian Constitution and compare these to other constitutions in the world.

2. Political Theory:

- Recognise the ideas, concepts, and values inherent in the political life of a citizen.
- Systematic reflection and critical analysis of the political phenomenon.
- Provide clarity on what is 'political' in relation to 'social', 'economic', 'moral', and the like.
- Augment the ability of students to build a good state in a good society, and create processes, procedures, institutions, and structures which could be rationally achievable.

3. Contemporary World Politics

- Enable an understanding of the nature of political interactions amongst the sovereign states in the World.
- Trace the key political events and processes in the post-cold war era.
- Analyse the all-encompassing impact of various global institutions, processes, and events.
- Promote international understanding and respect for humanity.

4. Politics in India since Independence

- Understand and analyse constitutional institutions and their working in the post-independence era.
- Appreciate the contribution of political leaders in Nation Building.
- Develop the capacity to link Government structure, processes, and their policies with contemporary political realities.
- Acquaint the students to the changing trends and developments in India.

**CLASS XI
COURSE STRUCTURE**

Chapter No.	Chapter Name	Marks
PART A INDIAN CONSTITUTION AT WORK		
1	Constitution: Why and How?	8
2	Rights in the Indian Constitution	
3	Election and Representation	6
4	Executive	12
5	Legislature	
6	Judiciary	
7	Federalism	6
8	Local Governments	4
9	Constitution as a Living Document	4
10	The Philosophy of the Constitution	
	Marks allotted to Indian Constitution at Work	40
PART B POLITICAL THEORY		
1	Political Theory: An Introduction	4
2	Freedom	12
3	Equality	
4	Social Justice	6
5	Rights	4
6	Citizenship	8
7	Nationalism	
8	Secularism	6
	Marks allotted for Political Theory	40
	Total	80

CLASS XI

COURSE CONTENT

Chapter No. and Name	Learning Outcomes with Specific Competencies
1- Constitution: Why and How? a) Why do we need a Constitution? <ul style="list-style-type: none">• Constitution allows coordination and assurance• Specification of decision-making powers• Limitations on the powers of government• Aspirations and goals of a society• Fundamental identity of a people b) The authority of a Constitution <ul style="list-style-type: none">• Mode of promulgation• The substantive provisions of constitution• Balanced institutional design c) How was the Indian Constitution made? <ul style="list-style-type: none">• Composition of the Constituent Assembly• Procedures• Inheritance of the nationalist movement• Institutional arrangements d) Provisions adapted from Constitutions of different countries	Students will be able to: <ul style="list-style-type: none">• Appreciate the need for a Constitution.• Understand the historical processes and the circumstances in which the Indian Constitution was drafted.• Critically evaluate how constitutions, govern the distribution of power in society.• Analyse the ways in which the provisions of the Constitution have worked in real political life.
2- Rights in the Indian Constitution a) The importance of rights <ul style="list-style-type: none">• Bill of Rights b) Fundamental rights in the Indian Constitution <ul style="list-style-type: none">• Right to Equality• Right to Freedom• Right against Exploitation• Right to Freedom of Religion• Cultural and Educational Rights• Right to Constitutional Remedies c) Directive principles of state policy <ul style="list-style-type: none">• What do the directive principles contain? d) Relationship between fundamental rights and directive principles	Students will be able to: <ul style="list-style-type: none">• Analyse the working of the Constitution in real life• Learn to respect others, think critically, and make informed decisions• Identify violations of the rights to equality and freedom in the society around them• Justify the need for reasonable restrictions on the rights guaranteed.• Use freedom of expression to advocate for ensuring rights is given to people around them.

3. Election and Representation <ol style="list-style-type: none"> Elections and democracy Election system in India <ul style="list-style-type: none"> First Past the Post System Proportional Representation Why did India adopt the FPTP system? Reservation of constituencies Free and fair elections <ul style="list-style-type: none"> Universal franchise and right to contest Independent Election Commission Electoral Reforms 	Students will be able to: <ul style="list-style-type: none"> Identify different types and methods of election Develop critical thinking about the role of various stakeholders in ensuring free and fair elections. Demonstrate the innate role played by Election Commission Compare election systems of different countries of the world.
4. Executive <ol style="list-style-type: none"> What is an executive? What are the different types of executives? Parliamentary executive in India <ul style="list-style-type: none"> Power and position of President Discretionary Powers of the President Prime Minister and Council of ministers Permanent Executive: Bureaucracy 	Student will be able to: <ul style="list-style-type: none"> Recognise the meaning of Executive. Compare and contrast the Parliamentary and Presidential Executive. Analyse the composition and functioning of the executive. Know the significance of the administrative machinery.
5. Legislature <ol style="list-style-type: none"> Why do we need a parliament? Why do we need two houses of parliament? <ul style="list-style-type: none"> Rajya Sabha Lok Sabha What does the parliament do? <ul style="list-style-type: none"> Powers of Rajya Sabha Special Powers of Rajya Sabha How does the parliament make laws? How does the parliament control the executive? What do the committees of parliament do? How does the parliament regulate itself? 	Students will be able to: <ul style="list-style-type: none"> Describe the law- making process in India. Differentiate between the powers and functions of Lok Sabha and Rajya Sabha. Examine the parliamentary control over the Executive. Analyse the role of Parliamentary committees for the success of Indian democracy.
6. Judiciary <ol style="list-style-type: none"> Why do we need an independent judiciary? <ul style="list-style-type: none"> Independence of Judiciary Appointment of Judges Removal of Judges Structure of the Judiciary 	Students will be able to: <ul style="list-style-type: none"> Identify the different aspects which makes the Judiciary independent Compare and contrast the different jurisdictions

<ul style="list-style-type: none"> c) Jurisdiction of supreme Court <ul style="list-style-type: none"> • Original Jurisdiction • Writ Jurisdiction • Appellate Jurisdiction • Advisory Jurisdiction • Judicial Activism d) Judiciary and Rights <ul style="list-style-type: none"> • Judiciary and Parliament 	<ul style="list-style-type: none"> • Analyse the reasons why Judiciary has become proactive. • Examine the reasons for the conflicts between the judiciary and parliament with respect to Constitutional Amendments.
7. Federalism <ul style="list-style-type: none"> a) What is Federalism? b) Federalism in the Indian Constitution <ul style="list-style-type: none"> • Division of Powers c) Federalism with a strong central government d) Conflicts in India's federal system <ul style="list-style-type: none"> • Centre-State Relations • Demands for Autonomy • Role of Governors and President's Rule • Demands for New States • Interstate Conflicts e) Special provisions <ul style="list-style-type: none"> • Jammu and Kashmir 	Students will be able to: <ul style="list-style-type: none"> • Explain the basic features of a federation. • Identify the different levels of the government & subjects on which the union and state governments can make laws. • Discuss the various constitutional provisions that led to a strong Centre in India.
8. Local Governments <ul style="list-style-type: none"> a) Why local governments? b) Growth of Local Government in India <ul style="list-style-type: none"> • Local Governments in Independent India c) 73rd and 74th amendments d) 73rd Amendment <ul style="list-style-type: none"> • Three Tier Structure • Elections • Reservations • Transfer of Subjects • State Election Commissioners • State Finance Commission e) 74th Amendment <ul style="list-style-type: none"> • Implementation of 73rd and 74th Amendments 	Students will be able to: <ul style="list-style-type: none"> • Understand the Panchayati Raj system of local government in India, its emergence and significance • Identify the objectives, functions and sources of income of rural and urban local government bodies • Justify the significance of 73rd and 74th constitutional amendments • Acknowledge and examine the significance of decentralization • Introspect and realise the need to empower local government bodies
Constitution as a Living Document <ul style="list-style-type: none"> a) Are constitutions static? b) How to amend the constitution? c) Why have there been so many amendments? 	Students will be able to: <ul style="list-style-type: none"> • Analyse the working of the Constitution. • Know the various amendments that have

<p>9. Contents of amendments made so far</p> <ul style="list-style-type: none"> • Differing Interpretations • Amendments through Political Consensus • Controversial Amendments <p>e) Basic structure and evolution of the constitution</p> <p>f) Constitution as a Living Document</p> <ul style="list-style-type: none"> • Contribution of the Judiciary • Maturity of the Political Leadership 	<ul style="list-style-type: none"> • taken place and the controversies raised. • Appreciate why the Constitution is called a Living Document.
<p>10. The Philosophy of the Constitution</p> <p>a) What is meant by philosophy of the constitution?</p> <ul style="list-style-type: none"> • Constitution as Means of Democratic Transformation <p>b) Why do we need to go back to the Constituent Assembly?</p> <p>c) What is the political philosophy of our constitution?</p> <ul style="list-style-type: none"> • Individual freedom • Social Justice • Respect for diversity and minority rights • Secularism • Universal franchise • Federalism • National identity <p>d) Procedural Achievements</p> <p>e) Criticisms</p> <ul style="list-style-type: none"> • Limitations 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the philosophical vision of our Constitution. • Recognise the core features of the Indian Constitution. • Evaluate the strengths and limitations of the Constitution.
<p>PART B POLITICAL THEORY</p>	
<p>1. Political Theory: An Introduction</p> <p>a) What is politics?</p> <p>b) What do we study in political theory?</p> <p>c) Putting Political theory into practice</p> <p>d) Why should we study political theory?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define the term politics and identify various political principles. • Explain the innate ideas of various Political theories. • Appreciate the contribution of Political Thinkers

2. Freedom a) The Ideal of freedom b) The sources of Constraints-Why do we need constraints? c) The Harm Principle d) Negative and Positive liberty	Students will be able to: <ul style="list-style-type: none"> • Appreciate the ideal of freedom. • Critically evaluate the dimensions of negative and positive liberty. • Demonstrate spirit of enquiry • Explain the ideas introduced by J.S. Millin Harm Principle. • Assess the possible limitations on freedom resulting from the social and economic structures of society.
3. Equality a) Why does equality matter? <ul style="list-style-type: none"> • Equality of opportunities • Natural and Social Inequalities b) Three dimensions of equality c) Feminism, Socialism d) How can we promote equality?	Students will be able to: <ul style="list-style-type: none"> • Understand the moral and political ideals of equality. • Assess how equality is perceived through different ideologies • Recognise the means and methods to promote equality. • Evaluate the possible solutions to minimise inequality.
4. Social Justice a) What is Justice? <ul style="list-style-type: none"> • Equal Treatment for Equals • Proportionate Justice • Recognition of Special Needs b) Just distribution c) John Rawls Theory of Justice d) Pursuing Social Justice e) Free Markets versus State Intervention	Students will be able to: <ul style="list-style-type: none"> • Classify the different dimensions of justice. • Appreciate the measures taken by the government of India to secure social justice. • Enlist the basic minimum requirements of people for living a healthy and productive life. • State John Rawls' theory of veil of ignorance.
5. Rights a) What are Rights? b) Where do rights come from? c) Legal rights and the state d) Kinds of rights e) Rights and responsibilities	Students will be able to: <ul style="list-style-type: none"> • Define rights • Identify the need for rights and its importance to mankind. • why rights needto be sanctioned by law. • Describe the features of different kinds of rights.
6. Citizenship a) Introduction b) Full and equal membership c) Equal Rights d) Citizen and Nation e) Universal Citizenship f) Global Citizenship	Students will be able to: <ul style="list-style-type: none"> • Explain the meaning of citizenship. • Contribute to meaningful discussion on ways of granting citizenship. • Discuss the probable solutions or alternatives to solve citizenship issue • Analyse the problems to be surmounted to strengthen links between the people and governments

7.Nationalism a) Introducing Nationalism b) Nations and Nationalism <ul style="list-style-type: none"> • Shared Beliefs and History • Shared National Identity c) National self-determination d) Nationalism and Pluralism	Students will be able to: <ul style="list-style-type: none"> • Understand the concepts of nation and nationalism • Assess the strengths and limitations of nationalism. • Identify and build an understanding on the factors related to creation of collective identities • Examine the concept of national self-determination • Acknowledge the need to make nations more democratic and inclusive
8.Secularism a) What is Secularism? b) Inter-religious Domination c) Intra-religious Domination d) Secular State <ul style="list-style-type: none"> • The western model of secularism • The Indian model of secularism e) Criticisms of Indian secularism <ul style="list-style-type: none"> • Western Import and Minoritism • Interventionist • Vote Bank Politics 	Student will be able to: <ul style="list-style-type: none"> • Define Secularism. • Differentiate between Inter-religious and Intra-Religious Domination. • Recognise the concept of a Secular State. • Compare Western and Indian Model of Secularism. • Make an appraisal of Indian Secularism.

Prescribed Textbooks:

1. Indian Constitution at Work, Class XI, Published by NCERT
2. Political Theory, Class XI, Published by NCERT
3. Added Reference Material available with the document in the Annexure

Note: The above textbooks are also available in Hindi and Urdu versions.

CLASS XII
COURSE STRUCTURE

Chapter No.	Chapter Name	Marks Allotted
PART A-CONTEMPORARY WORLD POLITICS		
1	The End of Bipolarity	6
2	Contemporary Centres of Power	6
3	Contemporary South Asia	6
4	International Organizations	6
5	Security in the Contemporary World	6
6	Environment and Natural Resources	6
7	Globalisation	4
	PART A - Total	40
PART B-POLITICS IN INDIA SINCE INDEPENDENCE		
1	Challenges of Nation-Building	6
2	Era of One-Party Dominance	4
3	Politics of Planned Development	2
4	India's External Relations	6
5	Challenges to and Restoration of the Congress System	4
6	The Crisis of Democratic Order	4
7	Regional Aspirations	6
8	Recent Developments in Indian Politics	8
	PART B - Total	40
	TOTAL	80

CLASS XII
COURSE CONTENT

Chapter No. and Name	Learning Outcomes with Specific Competencies
1. The End of Bipolarity Topics to be focused: a) The Soviet System b) Gorbachev and the disintegration c) Causes and Consequences of disintegration of Soviet Union d) Shock Therapy and its Consequences e) New entities in world politics <ul style="list-style-type: none"> • Russia • Balkan States • Central Asian States f) India's relations with Russia and other post-communist countries	Students will be able to: <ul style="list-style-type: none"> • Identify the basic features of the Soviet System. • Discuss the background and outcome of disintegration of the Soviet Union. • Examine the consequences of unipolar world • Assess the features of Shock Therapy • Probe into the recent happenings in the Post-Communist Countries. • Trace the developments between India & Russia
2. Contemporary Centres of Power Topics to be focused: a) European Union b) Association of Southeast Asian Nations c) Rise of China as an economic power d) Japan and South Korea as emerging powers	Students will be able to: <ul style="list-style-type: none"> • Compare and contrast the importance of European Union and ASEAN. • Evaluate the extent of rise of Chinese economy and its impact on world politics. • Summarise India's relations with China.
3. Contemporary South Asia Topics to be focused: a) Military and Democracy in Pakistan and Bangladesh b) Monarchy and Democracy in Nepal c) Ethnic Conflict and Democracy in Sri Lanka d) India-Pakistan Conflicts e) India and its Neighbours f) Peace and Cooperation	Students will be able to: <ul style="list-style-type: none"> • Identify & locate the seven countries of the South Asian region. • Appreciate the mixed record of democracy in the South Asian region. • Examine the role of Political leaders • Reflect upon the causes of various conflicts and movements in this region. • Justify the creation of SAARC • Understand the involvement of US and China in South Asia.
4. International Organizations Topics to be focused: a) Meaning and importance of International Organisations b) Evolution of the UN c) Structure and function of International Organisations d) Principal Organs of UN	Students will be able to: <ul style="list-style-type: none"> • Define International Organisation • Appreciate the role of United Nations and its agencies • Reflect on the events taking place in the post-cold war era • Understand the need for reforms in the United Nations

<p>e) Reform of the UN after ColdWar f) Reform of Structures, Processes and Jurisdiction of the UN h) India and the UN Reforms i) Key Agencies: IMF, World Bank, WTO, ILO, IAEA. j) NGO: Amnesty International, Human Rights Watch. g) Implications and Future of International Organisations</p>	
<p>5.Security in the Contemporary World Topics to be focused: a) Meaning and Type of Security. b) Traditional concept of Security c) Non-tradition notions of Security. d) New Sources of Threats e) Cooperative Security f) India's Security strategy</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognise the causes of security threats • Enhance analytical skills to provide solutions to security concerns. • Develop critical thinking about the role of various stakeholders in ensuring security today.
<p>6.Environment and Natural Resources Topics to be focused: a) Environmental Concerns b) Global Commons c) Common but differentiated responsibilities d) India's Stand on Environment Issues f) Environmental Movements g) Resource Geopolitics e) Rights of Indigenous peoples</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Enlist and explain the facts related to global environmental issues • Recognise and understand the need to conserve critical resources Demonstrate knowledge and appreciation towards India's responsibility in protecting environment • Realise the need to conserve resources and exhibit responsibility towards prudent use to facilitate sustainable development • Know about the nature of concerns of indigenous communities and understand how the governments of different countries respond to their plea
<p>7.Globalisation Topics to be focused: a) Concept of globalisation b) Causes and Consequences of globalisation c) India and globalization d) Resistance to globalisation e) India and resistance to globalisation</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the significance of Globalisation • Elucidate the political, economic, and cultural dimensions of Globalisation. • Critically evaluate the impact of globalisation on India. • Draw attention to resistance movements to Globalisation and envisage its future trends.

PART B-POLITICS IN INDIA SINCE INDEPENDENCE

<p>1. Challenges of Nation Building</p> <p>Topics to be focused:</p> <p>a) Challenges for the new Nation.</p> <ul style="list-style-type: none"> • Three Challenges. <p>b) Partition: Displacement and Rehabilitation.</p> <ul style="list-style-type: none"> • Consequences of Partition. <p>c) Integration of Princely States.</p> <ul style="list-style-type: none"> • The problem • Government's approach • Hyderabad • Manipur <p>d) Reorganisation of States.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyse the challenges which Independent India faced. • Describe the factors that led to the partition of India. • Explain the circumstances under which different princely states signed the Instrument of Accession. • Assess how language became the basis of reorganisation of the states. • Evaluate the role played by leaders in Nation Building.
<p>2. Era of One-Party Dominance</p> <p>Topics to be focussed:</p> <p>a) Challenge of building democracy.</p> <p>b) Congress dominance in the first three general elections.</p> <ul style="list-style-type: none"> • Nature of Congress dominance • Congress as social and ideological coalition. • Tolerance and management of Factions <p>c) Emergence of opposition parties.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the sustenance of democratic politics in the country. • Evaluate the electoral politics post-Independence • Assess the dominance of the Indian National Congress from 1952 to 1967. • Evaluate the role of Opposition parties
<p>3. Politics of Planned Development</p> <p>Topics to be focussed:</p> <p>a) Political contestation.</p> <ul style="list-style-type: none"> • Ideas of Development. • Planning • Planning Commission <p>b) The Early Initiatives</p> <ul style="list-style-type: none"> • The First Five Year Plan. • Rapid Industrialisation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the varied option considered by the government to balance growth and socio-economic justice. • Know the difference between Left and Right Ideology • Understand the need for the formation of the Planning Commission. • Appreciate the need for strategic long-term development programme and policies
<p>4. India's External Relations</p> <p>Topics to be focussed:</p> <p>a) International Context</p> <p>b) The Policy of Non-Alignment.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognise the significance of NAM • Interpret, compare and contrast multi-lateral aspects of Indo-China relationship • Demonstrate knowledge on Indo-Pak wars

<ul style="list-style-type: none"> • Nehru's role • Distance from two camps. • Afro Asian Unity <p>c) Peace and conflict with China</p> <ul style="list-style-type: none"> • The Chinese Invasion 1962 • War and Peace with Pakistan • Bangladesh War 1971 <p>d) India's Nuclear Policy.</p>	<ul style="list-style-type: none"> • Appreciate the steps taken by Indian government to develop military capacity • Reflect and introspect on the choices that the country must consider for the cause of development and peace building
<p>5. Challenges to and Restoration of the Congress System</p> <p>Topics to be focused:</p> <p>a) Challenge of Political Succession</p> <ul style="list-style-type: none"> • From Nehru to Shastri • From Shastri to Indira Gandhi <p>b) Fourth General Election 1967</p> <ul style="list-style-type: none"> • Context of the Election. • Non Congressism • Electoral Verdict • Coalitions • Defections <p>c) Split in the Congress</p> <ul style="list-style-type: none"> • Indira vs the Syndicate • Presidential Election 1969 <p>d) The 1971 Election and Restoration of Congress</p> <ul style="list-style-type: none"> • The outcome and after Restoration 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the challenges of political succession after Nehru. Evaluate the opposition unity and the Congress split as a challenge to Congress dominance. • Compare and contrast the new Congress and the old Congress. • Summarise the initiatives taken by Indira Gandhi to overcome the challenges faced by her • Analyse the process of restoration of the Congress system
<p>6. The Crisis of Democratic Order</p> <p>Topics to be focused:</p> <p>a) Background to Emergency.</p> <ul style="list-style-type: none"> • Economic Context. • Gujarat and Bihar Movements • Conflict with Judiciary <p>c) Declaration of Emergency</p> <ul style="list-style-type: none"> • Crisis and response • Consequences <p>c) Lessons of the Emergency.</p> <p>d) Politics after Emergency.</p> <ul style="list-style-type: none"> • Lok Sabha Elections 1977 • Janata Government <p>d) Legacy</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the causes and consequences of Emergency • Examine the lessons of Emergency • Evaluate the rule of Janata Government

<p>7.Regional Aspirations</p> <p>Topics to be focused:</p> <p>a) Region and the Nation</p> <ul style="list-style-type: none"> • Indian Approach • Areas of Tension • Jammu and Kashmir • Roots of the Problem • External and Internal disputes • Politics since 1948 • Insurgency and After • 2022 and Beyond <p>b) Punjab</p> <ul style="list-style-type: none"> • Political Context • Cycle of Violence • Road to Peace <p>c) The Northeast</p> <ul style="list-style-type: none"> • Demand for autonomy • Secessionist Movements • Movements against outsiders • Assam and National Integration 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the implications of regional demands. • Analyse the importance of integrity in India. • Appreciate the initiatives taken by the government in dealing with regional aspirations
<p>8.Recent Developments in Indian Politics</p> <p>Topics to be focused</p> <p>a) Context of 1990s</p> <p>b) Era of Coalition</p> <ul style="list-style-type: none"> • Alliance Politics <p>c) Political rise if the Backward Classes</p> <ul style="list-style-type: none"> • Mandal Implemented • Political Fallouts <p>d) Communalism, Secularism and Democracy.</p> <ul style="list-style-type: none"> • Ayodhya Dispute • Demolition and after <p>e) Emergence of New Consensus</p> <p>f) Lok Sabha Elections 2004</p> <p>g) Growing Consensus</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand momentous changes taking place in the nation since 1989 • Trace the rise and growth of BJP. • Identify the areas of growing consensus

Prescribed Books:

1. Contemporary World Politics, Class XII, Published by NCERT
2. Politics in India since Independence, Class XII, Published by NCERT
3. Added Reference Material available with the document in the Annexure

Note: The above textbooks are also available in Hindi and Urdu Languages.

CLASS XI-XII
QUESTION PAPER DESIGN

S. No.	Competencies	Marks	Percentage
1	Knowledge and Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts.	22	27.5%
2	Understanding: Understanding of facts and ideas by organizing, comparing, explaining, describing, and stating main ideas.	24	30%
3	Applying: Solve problems by applying acquired knowledge, facts to interpret a situation/ cartoon/ clippings/ sources/ Map	22	27.5%
4	Analysis and Evaluation: Classify, compare, contrast, or differentiate between pieces of information; organise and/ or integrate from a variety of sources; Examine, synthesize information into parts and identify motives or causes. Make inferences and find evidence to support generalizations.	12	15%
		80	100%

Note: Competency based questions for the examinations to be conducted in the academic year 2025-26 will be 50% in class XII.

QUESTION PAPER DESIGN

Book	Objective Type 1(M)	SA Type I 2(M)	SA Type II (4M)	Passage/Map/ Cartoon based Questions(4M)	LA Type (6M)	Total Weightage
Contemporary World Politics	6	3	3	1	2	40
Politics in India since Independence	6	3	2	2	2	40
Project/Practical						20
Total No. of Marks and Questions	12	6	5	3	4	80+20

NOTE-

1. Question paper will be in five parts (A, B, C, D & E). There will be an internal choice in Part C and Part-E.
2. In order to assess different mental abilities of learners, question paper is likely to include questions based on passages, visuals such as maps, cartoons.
3. Map question can be given from any lesson of Book 2 (Politics in India since Independence); but weightage of lessons should remain unaltered. The Maps available in the official websites of Govt of India may be used.
4. Cartoon and passage-based questions can be asked from either textbook, but weightage of lessons should be maintained

CLASS XI & XII

GUIDELINES FOR PROJECT WORK

Project Work: 20 Marks

Rationale

Political Science as a field of study in senior secondary classes enable students to get an exposure to political activities and processes that they are exposed to in everyday life. The study of political science has emerged as a multifaceted discipline, involving a contemporary interdisciplinary approaches and empirical framework, emphasizing more on field work rather than theoretical perceptions. The connect between government and citizen ensures the emergence of an active and reflective citizens and vibrant democracy. CBSE has therefore incorporated project work in Political Science to enable students to extend their interest beyond textbooks and provide them with a platform to gather information, value the decisions made to shape the community and visualise future course of action to be taken to ensure healthy democracy.

Objectives of project work

To enable learners to:

- probe deeper, initiate action and reflect on knowledge and skills acquired during the course of class XI and XII
- analyse and evaluate real world scenarios using social constructivism, a theory based on observation and scientific study
- become independent and empowered to choose their topic and gather data from a variety of source, investigate varied viewpoints acquired and arrive at logical deductions.
- enquire into, and reflect on, issues independently /in collaboration with others and identify the limitations
- develop 21st century skills of communication, cooperation, coordination, critical thinking, creativity and collaboration to produce an extended and independent work.

Role of the teacher

A teacher should:

- help each learner select the topic based on recently published extracts from the news media, government policies, RBI bulletin, NITI Aayog reports, IMF/World Bank reports etc., after detailed discussions and deliberations of the topic.
- play the role of a facilitator to support and monitor the project work of the learner through periodic discussions.
- guide the research work in terms of sources for the relevant data.
- ensure that students understand the relevance and usage of primary evidence and other sources in their projects

- ensure that students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work

Project overview:

The Project work will be implemented for 20 Marks.

- Out of 20 marks, 10 marks are to be allotted to viva voce and 10 marks for project work.
- For class XII, the evaluation for 20 marks project work should be done jointly by the internal and external examiners and for class XI the evaluation can be done by the internal examiner.
- The project can be individual/pair/group of 4-5 each. The Project can be made on any of the topics given in the syllabus of a particular class or any contemporary issues.
- The project work can be culminated in the form of films, albums, songs, storytelling, debate, Role Play, Skit, Presentation, Model, Field Survey, Mock Drills/Mock Event etc.
- The teacher should give enough time for preparation of the Project Work. The topics for Project Work taken up by the student must be discussed by the teacher in classroom.
- Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
- Viva-Voce
- At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her original work.
- In case of any doubt, authenticity should be checked and verified

The marks will be allocated under the following heads:

S.No.	Components	Marks Allotted
1.	Introduction/Overview	2
2.	Variety Of Contents	3
3.	Presentation	3
4.	Conclusion	1
5.	Bibliography	1
6.	Viva-Voce	10
	TOTAL	20

Class XII: Assessment will be done by external examiner in coordination with internal examiner and the date of Project Assessment will be fixed by CBSE. The project reports are to be preserved by the school till the final results are declared, for scrutiny by the Board.

Class XI: Assessment will be done by internal examiner.

SUGGESTED TOPICS

CLASS XI

1. Making of the Constitution.
2. Elections in India.
3. Working of the Indian Judiciary System.
4. Social Justice: Are ethics followed in Indian Politics
5. Human Rights Act and its gratification in India.
6. Political impact on Indian Legislation.

CLASSXII

1. NAM- 1961 to present times.
2. Division of Germany with special focus on the construction and dismantling of the Berlin Wall.
3. CIS-Central Asian Republics
4. Disintegration of USSR with special focus on Gorbachev.
5. Arab Spring
6. Cover the negative as well as positive aspects of relationship between India and the following countries.

Focus on any one of the following (current updates should be highlighted):

- a) Relationship between India and Russia
 - b) Relationship between India and China
 - c) Relationship between India and Pakistan
 - d) Relationship between India and Bangladesh
7. ASEAN
 8. European Union and BREXIT
 9. BRICS
 10. SAARC
 11. India's Nuclear Policy
 12. United Nations with focus on India's candidature in Security Council.
 13. UN Agencies – UNICEF, UNESCO, WHO
 14. Pandemics: Covid 19- Its global impact (focus on worldwide cooperation and preparedness along with controversies (please collect newspaper clippings for the same)
 15. Partition of India-Theory behind it and its legacy
 16. Comparison between NITI AAYOG and Planning Commission and their contribution in India's Development.
 17. Election 2019- Rise of BJP and Downfall of Congress (1989-2019).
 18. Imposition of Emergency in India
 19. NDA III and NDA IV – Social and Economic welfare programmes.

NOTE: The additional reference material is for classroom transaction and will not be assessed in the Board examination.

ADDITIONAL REFERENCE MATERIAL- CLASS XI

Part A - Indian Constitution at Work

Chapter -3: Election and Representation

Sub-Topic: 'Electoral Reforms in Indian Politics'

Electoral Reforms in the 21st Century include use of EVM [Electronic Voting Machine], VVPAT [Voter Verifiable Paper Audit Trail] and NOTA [None of the Above]. Restriction on exit polls, ceiling on election expenditure has been raised from 70 lakhs to 95 lakh rupees in bigger states like Maharashtra, Madhya Pradesh, Uttar Pradesh, West Bengal and Karnataka. And 54 lakhs to 75 lakhs in Smaller States which include Goa, Sikkim, Arunachal Pradesh and UTs for the Lok Sabha elections. For Assembly elections, expenditure limits have been enhanced from 28 lakh rupees to 40 lakhs in bigger states and from 20 lakhs to 28 lakhs in smaller states and the use electoral bonds in election funding are some of the major reforms initiated by the Election Commission of India that have sought to bring about revolutionary changes in the electoral process and the voter behaviour in contemporary India.

Chapter 6: Judiciary

Sub-Topics: 'Judiciary Overreach'

When judiciary assumes the roles and functions of the legislature and executive, thus diluting the concept of separation of powers, it becomes judicial overreach. Unrestrained activism on the part of judiciary often leads to its overreach.

We all know that Article 142 and judicial review have been put to many constructive uses but some actions like declaring the NJAC (National Judicial Appointment Commission) unconstitutional as it tried to apply checks on judicial power highlight the need for judicial restraints in the exercise of judicial review.

Chapter 7: Federalism

Sub-Topics: 'Quasi Federalism'. 'Competitive Federalism'

Quasi Federalism: In the context of special features and provisions of Indian federalism we use the phrase, 'Quasi Federalism', a concept given by K. C. Wheare. Quasi federalism represents a strong

centre with comparatively less strong units. Wheare describes the Indian case in its formative phase as a 'quasi federation – A unitary state with subsidiary federal features rather than a federal state with subsidiary unitary features'.

Cooperative Federalism: Cooperative federalism is the concept which reflects the relationship between the Union and the States where both come together and resolve the common problems with each other's cooperation in amicable manner thus contributing towards the growth of a strong federation. It shows the horizontal relationship between the Union and the States where none is placed over and above on the other. To ensure this strong relationship between the two, the Indian constitution has evolved and incorporated certain instruments and agencies like the Inter-State Councils, Zonal Councils, the 7th Schedule, etc.

Competitive Federalism: Competitive federalism places all states vis a vis the Union on equal and competing footing where the best performing states can take the maximum benefits of the resources, services and taxes. It ensures a healthy competition among states leading towards better performance and delivery which constitute important part of governance. The post- liberalization era reflects the trend of competitive federalism where states are more autonomous, accountable, and efficient in their functioning.

Chapter 9: Constitution as a Living Document Sub-Topics: Constitution Amendments

As of 2024, there have been total 106 amendments of the Constitution of India. Source: <https://legislative.gov.in/constitution-of-india/>

Part B- Political Theory

Chapter 2: Freedom

Sub-Topics: 'Liberty vs Freedom'

We hear a lot around us that people appear to use the word liberty and freedom as synonyms of each other. But there are some fundamental differences between these two concepts that must be understood. Liberty comes from the Latin word "libertatem" which means "condition of a freeman". While freedom come from the English word "freedom" which means "state of free will". Liberty is power to act and express oneself according to one's will while freedom is the power to decide one's action. Freedom is more concrete concept than liberty which is more associated with an individual's connection with the state rather than with other individuals and circumstances. State guarantees freedom through the liberty it grants to its citizens.

The difference between these two concepts can briefly be outlined as follows:

Liberty	Freedom
<ul style="list-style-type: none">• Condition of a freeman• Power to act• Free to do something	<ul style="list-style-type: none">State of freewillPower to decideFree from something

The common feature between these two concepts is that both remain unconstrained, which means that their realization is free from any constrain. Further, both follow rightful or ethical conformity in terms of their realization.

Chapter 4: Social Justice

Sub-Topics: 'Different Dimensions of justice'

Till now we have tried to understand what the term justice means. After considering this, we need to know different dimensions of justice which may help us in establishing a just society. Legal, social, political and economic justice are the key dimensions of justice. Here, we will try to understand these dimensions in some details.

Legal Justice: It is a narrow concept of justice which is associated with the legal system and legal procedure existing in a society. The court of law interprets the law and applies it after hearing the partners involved in a dispute. Here, justice is what administered by the court of law and the interpretation of the judge is considered to be an embodiment of justice.

Political Justice: In any democratic society political justice means providing equal political rights. Political justice stands for a free and fair participation of people in the political sphere. Universal adult franchise is the expression of political justice. Equality of opportunity in getting elected and in holding public offices, freedom of expression and association are important pillars of political justice.

Social Justice: It means to end all types of social inequalities and to provide proper opportunity to every citizen in every sphere of life, to develop her/his personality to ensure equality of law, prohibition of discrimination, social security, provision of equal political rights, etc. The concept of social justice is based on the belief that all human beings are equal and no discrimination should be made on the ground of race, religion, caste, gender and place of birth.

Economic Justice: It means to provide equal opportunities to everyone to earn her/his livelihood. It also means to help such people who are not able to work and earn their livelihood. The basic need of every person such as food, cloth, shelter and education should be fulfilled. It stands for by assuring adequate means of livelihood to all, by making provisions for equal pay for equal work, fair

distribution of resources, equal economic opportunity to all, etc.

While the concept of political justice is closely linked with the ideal of “liberty”, economic and legal justice with “equality” and social justice with “fraternity”, a just combination of all these four dimensions will help in achieving justice in life.

Chapter 5: Rights

Sub-Topics: ‘Human Rights’

Human rights are those rights which all human beings are entitled by virtue of being human. It is based on the principle of respect for the individual. The fundamental assumption behind the concept of human rights is that every person is amoral and rational being who deserves to be treated with dignity. Human rights are both universal and fundamental; these are universal in the sense that they belong to all human beings irrespective of race, nationality, community, religion, gender, etc.; these are also fundamental because once given, these cannot be taken back.

Although the presence of human rights can be traced to the ancient Indian philosophy and culture, the concept formally originated at the international level in 1948 with the UN Declaration of Human Rights listing 30 rights for all people across the globe.

Chapter 7: Nationalism Sub-Topics: ‘Multiculturalism’

Multiculturalism in the general sense is the coexistence of people of different religions, cultural groups and communities in all countries of the globe. Originated in the 1970s with a counter-culturalism and human rights movement in opposition to the homogenization of other cultures in favor of the white culture of America and Europe, multiculturalism broadly comprises the principles of both ‘acceptance’ and ‘reverence’. It expects all countries of the globe to give equal acceptance and reverence to the cultural groups. In the India context, the concept of multiculturalism is identified with the notion of "Salad Bowl", advocated by social scientist, Ashish Nandy. It shows that different cultural groups within a nation maintain their identity with their respective distinct forms.

CLASS XII

Part A: Contemporary World Politics

Chapter-1: The End of Bipolarity

Sub-Topic: ‘Arab Spring’

The 21st century witnessed emergence of new developments for democracies and democratization in West Asian countries, one such event is characterised as Arab Spring that began in 2009. Located in Tunisia, the Arab Spring took its roots where the struggle against corruption,

unemployment and poverty was started by the public which turned into a political movement because the people considered the existing problems as outcome of autocratic dictatorship. The demand for democracy that started in Tunisia spread throughout the Muslim-dominated Arab countries in West Asia. Hosni Mubarak, who had been in power in Egypt since 1979, also collapsed as a result of the massive democratic protests. In addition, the influence of Arab Spring could also be seen in Yemen, Bahrain, Libya and Syria where similar protests by the people led to democratic awakening throughout the region.

Chapter-2: Contemporary Centre's of Power

Sub-Topic: 'BRICS'

The term BRICS refers to Brazil, Russia, India, China, and South Africa respectively. BRIC was founded in 2006 in Russia. BRIC turned into BRICS after the inclusion of South Africa in its first meeting in the year 2009. The key objectives of BRICS are primarily to cooperate and distribute mutual economic benefits among its members besides non-interference in the internal policies of each nation and mutual equality. The 11th conference of the BRICS concluded in Brazil in 2019, chaired by Brazilian President Jair Bolsonaro.

Sub-Topic: 'Russia'

Russia has been the largest part of the former Soviet Union even before its disintegration. After the dissolution of the Soviet Union in late 1980s and early 1990s, Russia emerged as the strong successor of USSR [Union of Soviet Socialist Republics].

Russia's GDP is currently 11th in the world. Russia has reserves of minerals, natural resources and gases that make it a powerful country in the global world. In addition, Russia is a nuclear state with a huge stock of sophisticated weapons. Russia is also a permanent member of the UN Security Council, called P-5.

Sub-Topic: 'India'

The 21st century India is being seen as an important emerging global power. The world is experiencing the power and rise of India in a multidimensional way. The economic, cultural, strategic position of the country with a population of more than 135 crores is very strong. From an economic perspective, targeting the goal of a \$5 trillion economy, a competitive huge market, an ancient inclusive culture with 200 million people of Indian Diaspora spreading across the globe impart distinct meaning and salience to India as a new Centre of power in the 21st century.

From a strategic perspective, the military of India is self-sufficient with indigenous nuclear

technology making it another nuclear power. 'Make in India' scheme in technology and science is another milestone of Indian economy. All these changes are making India an important Centre of power in the present world.

Sub-Topic: 'Israel'

Shown on the world map with a pointer, Israel has emerged as one of the most powerful nations in the 21st century world in terms of science and technology, defence, intelligence besides economy. Situated in the middle of the burning politics of West Asian countries, Israel has reached to the new heights of global political standing by virtue of its indomitable defence prowess, technological innovations, industrialization and agricultural development. Sustaining against adversity is the principle with which a small Jewish-Zionist nation, i.e., Israel is placed in the contemporary global politics in general and the Arab-dominated West Asian politics in particular.

Chapter-4: International Organisation

Sub-Topic: 'UNESCO'

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was established on 4 November 1946. With its headquarter in Paris, France, UNESCO is a special body of the United Nations whose main objective is to promote education, natural science, society and anthropology, culture and communication. During past several years, the special work done by UNESCO has been to promote literacy, technical and educational training and independent media etc. all across its member nations.

Sub-Topic: 'UNICEF'

The United Nations International Children's Emergency Fund (UNICEF) was established in 1946 by the United Nations General Assembly as a body whose main task was to collect emergency funds for children and to help in their development work all across the world. Apart from this, UNICEF helps and encourages the works that promote children's health and better life in all parts of the world. With its' headquarter in New York, United States, UNICEF has been working successfully in almost all 193 countries of the world.

Sub-Topic: 'ILO'

The International Labour Organization (ILO), founded in October 1919 with its headquarter in Geneva, Switzerland, is a body of the United Nations which aims to promote efficient conditions of social justice and work for workers through international labour standards at the global level. In addition, there is an incentive for women and male workers to engage in productive work and to create safety, parity and self-respectful conditions for them at the workplace.

Chapter-5: Security in the Contemporary World

Sub-Topic: 'Terrorism'

Terrorism refers to systematic use of brutal violence that creates an atmosphere of fear in society. It is used for many purposes, very prominently the politico-religious purposes.

There could be three broad meanings of terrorism:

- A systematic use of terror, often violent, especially as a means of coercion.
- Violent acts which are intended to create fear (terror); are perpetrated for a religious, political or, ideological goal; and deliberately target or disregard the safety of non-combatants (civilians).
- Acts of unlawful violence and war.

There is not a single nation in the world that does not suffer from terrorism. Although some countries have tried to divide terrorism into good and bad terrorism, India has always denied this distinction. India's current Prime Minister Narendra Modi has also clarified that terrorism cannot be divided into good or bad; it is a global problem and should be combated collectively.

Part B

Politics in India since Independence

Chapter-1: Challenges of Nation Building

Sub-Topic: 'Patel and National Integration'

The first deputy Prime Minister and Home Minister of India, Sardar Vallabhbhai Patel, emerged as a major leader of the freedom movement after the Kheda Satyagraha (1918) and the Bardoli Satyagraha (1928).

At the time of independence, the problem of integration of princely states was a big challenge for the national unity and integrity of India. Under such difficult times, Sardar Patel undertook the daunting tasks of uniting all 565 princely states of India. Known as an 'Iron Man' of India, Patel's approach to the question of the merger of princely states into independent India was very clear. He was not in favour of any compromise with the territorial integrity of India. By his political experience, diplomatic prowess and foresightedness, out of India's 565 princely states many had already given their consent to merge with India even before achieving the independence.

Sardar Patel faced key challenges of integration from three states, viz., Hyderabad, Junagarh and Kashmir. It was under his leadership that Indian forces compelled Hyderabad and Junagarh to

merge with India. Keeping well-versed with Pakistan's intentions from Jinnah's divisive 'Two Nation Theory', Sardar Patel's opinion on Kashmir was different from other leaders. Like Hyderabad, he also wanted Kashmir's integration with India through military operations. But due to various reasons, Sardar Patel could not succeed in integrating Kashmir fully with India. However, Patel will always remain as an astounding leader who combined in himself the features of a true 'Nationalist', 'Catalyst' and 'Realist' – popularly characterised as NCR in Indian political history.

Chapter-3: Politics of Planned Development

Sub-Topic: 'NITI Aayog'

After independence, a Planning Commission based on socialist model was formed for the planned development of India. But in the era of globalization, especially in the 21st century, it was becoming ineffective and irrelevant, particularly in terms of coping with the pressing challenges of development. Hence, during his Independence Day speech on 15 August 2014, Prime Minister Narendra Modi talked about the abolition of the Planning Commission. NITI Aayog was constituted in place of Planning Commission on 1 January 2015 with the objective of providing the necessary and technical advice to the Union Government regarding policy making at the Central and State levels.

The Prime Minister of India is the ex-officio Chairman of NITI Aayog and he appoints the Vice Chairperson of NITI Aayog. The first Vice Chairperson of NITI Aayog was Arvind Panagariya. Shri Suman Bery is the current Vice Chairperson of NITI Aayog.

To harmonise the interests of national security and economic policy and to prepare strategic and long-term framework of policy and program, NITI Aayog acts as a think tank of the Union Government. By adopting a 'Bottom-Up Approach', the NITI Aayog acts in the spirit of cooperative federalism as it ensures equal participation of all states in the country.

Sub-Topic: National Development Council (NDC)

The National Development Council (NDC) or Rashtriya Vikas Parishad is the apex body for decision creating and deliberations on development matters in India, presided over by the Prime Minister. It was set up on 6 August 1952 under the chairmanship of India's first Prime Minister Pandit Jawaharlal Nehru to strengthen and mobilise the effort and resources of the nation in support of the Five Year Plans made by Planning Commission. The Council comprises the Prime Minister, the Union Cabinet Ministers and Chief Ministers of all States or their substitutes, representatives of the Union Territories and the members of the NITI Aayog (erstwhile Planning Commission).

Objectives of the Council:

- To secure cooperation of the states in the execution of the plan
- To strengthen and mobilise the effort and resources of the nation in support of the Plan
- To promote common economic policies in all vital spheres and
- To ensure the balanced and rapid development of all parts of the country.

Functions of the Council:

- To prescribe guidelines for the formulation of the National Plan, including the assessment of resources for the Plan;
- To consider the National Plan as formulated by the NITI Aayog.
- To make an assessment of the resources required for implementing the Plan and to suggest measures for augmenting them.
- To consider important questions of social and economic policy affecting national development; and
- To review the working of the Plan from time to time and to recommend such measures as are necessary for achieving the aims and targets set out in the National Plan.
- To recommend measures for achievement of the aims and targets set out in the national Plan.

Chapter-4: India's External Relations**Sub-Topic: 'India-Israel Relation'**

Nearly 45 years after independence, due to various reasons, India's foreign policy with Israel remained largely unexplored notwithstanding the two nations gaining independence from the British colonial rule in 1947 and 1948 respectively.

Though historical and cultural ties between India and Israel have gone back from times immemorial, diplomatic relations formally developed between the two after the opening of Israeli embassy in India in 1992.

Relations between the two democratic nations further intensified with the visits of the Two Heads of Government in 2017 and 2018. The two nations have started cooperation in various fields like cultural exchange, security and defense, counterterrorism, space research, water and energy and agricultural development.

Sub-Topic: 'India's Nuclear Program' (Updates)

India's nuclear policy has always been peace-oriented, whose clear impression is reflected in the policy of No First Use. But in view of contemporary regional security challenges, the present government has made it clear that the policy of no first use can be reviewed and changed in

consonance with India's regional and national security. In addition, India is committed to ensuring its membership in the Nuclear Suppliers Group (NSG) and opposing partisan and unjust nuclear treaties like CTBT and NPT.

Chapter-6 The Crisis of Democratic Order

Sub-Topic: Jaya Prakash Narayan

Jaya Prakash Narayan is known for three key contributions: Fight against Corruption, Principle of Communitarian Socialism and Championing of 'Total Revolution'.

Jaya Prakash Narayan was the first leader in post-independence India who undertook a tirade against corruption through the participation of youth, particularly in Gujarat and Bihar. He the office of Lokpal against corruption. His principle of Communitarian Socialism views India as a society of communities encompassing three key layers, viz., community, region and rashtra – all combining together as an example of true federation.

Based on the above principles, Jaya Prakash Narayan advocated transformation of individual, society and state through his call for 'Total Revolution'. His call for total revolution sought to encompass moral, cultural, economic, political, educational and ecological transformations. His political transformation included the right to recall, the importance of village/ mohalla samities in democratic politics, and his call for Upper Ke Log to join political struggle for a clean politics in the country.

The essence for transformation according to Jaya Prakash Narayan revolves around 'Man' who could be the real catalyst of change in India.

Sub-Topic: 'Ram Manohar Lohia and Socialism'

Ram Manohar Lohia has been one of the main proponents of socialism in India. He championed the idea of 'Democratic Socialism' while associating his socialism with democracy. Lohia considered both capitalism and communism equally irrelevant for Indian society. His principle of Democratic Socialism has two objectives - the economic objective in form of food and housing. And the non-economic objective in form of democracy and freedom.

Lohia advocated Chouburja Rajneeti in which he opines four pillars of politics as well as socialism: Centre, Region, District and Village – all are linked with each other. Giving consideration to affirmative action, Lohia argued that the policy of affirmative action should not only be for the downtrodden but also for the women and the non-religious minorities.

Based on the premise of Democratic Socialism and Chouburja Rajneeti, Lohia supported a 'Party of

Socialism' as an attempt of merging all political parties. The Party of Socialism according to Lohia should have three symbols, viz., Spade [prepared to make efforts], Vote [power of voting], and Prison [Willingness to make sacrifices].

Sub-Topic: 'Deendayal Upadhyaya and integral Humanism'

Pandit Deendayal Upadhyaya was a philosopher, sociologist, economist and politician. The philosophy presented by him is called 'Integral Humanism' which was intended to present an 'indigenous socio-economic model' in which human being remains at the centre of development. The aim of Integral Humanism is to ensure dignified life for every human being while balancing the needs of the individual and society. It supports sustainable consumption of natural resources so that those resources can be replenished. Integral Humanism enhances not only political but also economic and social democracy and freedom. As it seeks to promote diversity, it is best suited for a country as diverse as India.

The philosophy of Integral Humanism is based on the following three principles:

- Primacy of whole, not part
- Supremacy of Dharma
- Autonomy of Society

Pandit Deendayal Upadhyaya opposed both Western 'capitalist individualism' and 'Marxist socialism'. According to Deendayal Upadhyaya, capitalist and socialist ideologies only consider the needs of the human body and mind, so they are based on materialistic purpose whereas spiritual development is equally considered important for the complete development of human being which is missing in both capitalism and socialism. Basing his philosophy on the internal conscience, pure human soul to be called Chhitti, Deendayal Upadhyaya envisaged a classless, casteless and conflict-free social system.

DeenDayal Upadhyaya advocated Indianization of Democracy, particularly with a focus on Economic Democracy. For him, decentralization & Swadeshi are the foundation of Economic Democracy. His philosophy broadly revolved around the principle of Arthayaam which states that both the absence and prominence of artha lead to the destruction and denigration of Dharma which is so central to Integral Humanism.

Sub-Topic: 'Democratic Upsurges'

Increasing participation of the people in the democratic politics of the country is broadly characterised as democratic upsurge. Based on this principle, social scientists have characterised three democratic upsurges in post- independence history of India.

The 'First Democratic Upsurge' could be attributed from the 1950s till 1970s which was based on the participation of Indian adult voters to the democratic politics both at the Centre and in states. Falsifying the western myth that the success of democracy requires modernization, urbanization, education and access to media, the successful holding of elections to both Lok Sabha and legislative assemblies all across states on the principle of parliamentary democracy were the testimony of India's first democratic upsurge.

During the 1980's, the increasing political participation of the lower classes of the society such as SCs, STs and OBCs has been interpreted as 'Second Democratic Upsurge'. This participation has made Indian politics more accommodative and accessible for these classes. Although this upsurge has not made any major change in the standard of living of these classes, especially Dalits, the participation of these classes into the organizational and political platforms gave them the opportunity to strengthen their self-respect and ensure empowerment in the democratic politics of the country. The era of Liberalization, Privatization and Globalization from the early 1990s is attributed to the emergence of a competitive market society encompassing all important sectors of economy, society and polity thus paving way for the 'Third Democratic Upsurge'. The Third Democratic Upsurge represents a competitive electoral market which is based not on the principle of survival of the fittest but rather the survival of the ablest. It underlines three shifts in India's electoral market: from State to Market, from Government to Governance, from State as Controller to State as Facilitator. Moreover, the Third Democratic Upsurge seeks to promote the participation of the youth who constitute a significant chunk of Indian society and have emerged as the real game changers in view of their increasing electoral preference for both development and governance in India's contemporary democratic politics.

Chapter-7: Regional Aspiration

Sub-Topic: 'The Kashmir Issue'

Since its integration with the Union of India, Kashmir has remained one of the burning issues in post-independence India. The problem became more complicated when it was accorded a special status in the Constitution through Article 370 and Article 35A – the former giving it special powers like having its separate Constitution/Constituent Assembly/Flag, new nomenclature for Chief Minister as Prime Minister and Governor as Sadr-e-Riyasat, and the non-enforcement of most of the Union laws in the state while the later imparting it special citizenship rights prohibiting the non-Kashmiris from buying property in the state.

It was against the special status of the state of Jammu and Kashmir that there was a clarion call for abrogation of Articles 370 and 35A. Others equated Article 370 and 35A as 'constitutionally recognised separatism'.

It was against this backdrop that NDA Government presented the Jammu and Kashmir Reorganization Bill in Rajya Sabha on 5 August 2019 for the abolition of Section 370 and 35-A from Kashmir, which was passed by a majority. The bill was passed by the Lok Sabha on 6 August 2019. After the President's assent on 9 August 2019, Sections 370 and 35A were repealed and Jammu and Kashmir got divided into two Union Territories of Ladakh and Jammu and Kashmir.

Chapter-8: Recent Development in Indian Politics

Sub-Topic: 'NDA III, IV & V'

The Bharatiya Janata Party led by Prime Minister Narendra Modi got an absolute majority in the Lok Sabha elections held in May 2014 and after nearly 30 years in Indian politics, a government with an absolute majority was established at the Centre. Though called NDA III, the BJP-led coalition of 2014 was largely different from its predecessor coalition governments. Where the previous coalitions were led by one of the national parties, the NDA III coalition was not only steered by a national party, i.e., BJP it was also dominated by BJP with an absolute majority of its own in Lok Sabha. It was also called a 'surplus majority coalition'. In that sense a major transformation could be seen in the nature of coalition politics which could be seen from one party led coalition to one party dominated coalition.

The 2019 Lok Sabha elections, the 17th since independence, once again brought back BJP led NDA [NDA IV] to the centre of power by winning more than 350 seats out of 543. The BJP on its own won 303 seats in Lok Sabha, the biggest number any single party has won in the lower house since 1984 when Congress swept the elections in the aftermath of Mrs Indira Gandhi's assassination. Based on the tumultuous success of the BJP in 2019, Social Scientists have started equating the contemporary party system with the 'BJP System' where an era of one-party dominance, like the 'Congress System' has once again started appearing on the democratic politics of India.

In the 2024 elections for 18th Lok Sabha with 240 of the 543 seats, the BJP again emerged as the strongest party. NDA (V) Govt. was formed after the election with the BJP taking support from its partners to achieve 294 seats and form the government. The oppositional Indian National Developmental Inclusive Alliance was able to achieve 232 seats.

Sub-Topic: 'Issues of Development and Governance'

In addition to schemes already existing, several socio-economic welfare schemes have been initiated to make development and governance accessible to the masses such as –

Pradhan Mantri Ujjwala Yojana, Swachh Bharat Abhiyan, Jan-Dhan Yojana, Deendayal Upadhyaya Gram Jyoti Yojana, Kisan Fasal Bima Yojna, Beti Bachao Beti Padhao, Ayushman Bharat Yojana, etc. All these schemes are intended to take administration to the doorstep of the common man by making the rural households, particularly the women, real beneficiaries of the Central Government schemes.

PHYSICS

Subject Code – 042

Class XI-XII (2025-26)

Senior Secondary stage of school education is a stage of transition from general education to discipline-based focus on curriculum. The present updated syllabus keeps in view the rigor and depth of disciplinary approach as well as the comprehension level of learners. Due care has also been taken that the syllabus is comparable to the international standards. Salient features of the syllabus include:

- ▣ • Emphasis on basic conceptual understanding of the content.
- ▣ • Emphasis on use of SI units, symbols, nomenclature of physical quantities and formulations as per international standards.
- ▣ • Providing logical sequencing of units of the subject matter and proper placement of concepts with their linkage for better learning.
- ▣ • Reducing the curriculum load by eliminating overlapping of concepts/content within the discipline and other disciplines.
- Promotion of process-skills, problem-solving abilities and applications of Physics concepts.

Besides, the syllabus also attempts to

- ▣ Strengthen the concepts developed at the secondary stage to provide firm foundation for further learning in the subject.
- ▣ Expose the learners to different processes used in Physics-related industrial and technological applications.
- ▣ Develop process-skills and experimental, observational, manipulative, decision making and investigatory skills in the learners.
- ▣ Promote problem solving abilities and creative thinking in learners.
- ▣ Develop conceptual competence in the learners and make them realize and appreciate the interface of Physics with other disciplines.

PHYSICS (Code No. 042)
COURSE STRUCTURE
Class XI - 2025-26 (Theory)

Time: 3 hrs.

Max Marks: 70

UNIT	CHAPTERS	MARKS
Unit-I	Physical World and Measurement	23
	Chapter-1: Units and Measurements	
Unit-II	Kinematics	
	Chapter-2: Motion in a Straight Line	
	Chapter-3: Motion in a Plane	
Unit-III	Laws of Motion	
	Chapter-4: Laws of Motion	17
Unit-IV	Work, Energy and Power	
	Chapter-5: Work, Energy and Power	
Unit-V	Motion of System of Particles and Rigid Body	
	Chapter-6: System of Particles and Rotational Motion	
Unit-VI	Gravitation	
	Chapter-7: Gravitation	20
Unit-VII	Properties of Bulk Matter	
	Chapter-8: Mechanical Properties of Solids	
	Chapter-9: Mechanical Properties of Fluids	
	Chapter-10: Thermal Properties of Matter	
Unit-VIII	Thermodynamics	
	Chapter-11: Thermodynamics	10
Unit-IX	Behaviour of Perfect Gases and Kinetic Theory of Gases	
	Chapter-12: Kinetic Theory	
Unit-X	Oscillations and Waves	
	Chapter-13: Oscillations	
	Chapter-14: Waves	
Total		70

Unit I: Physical World and Measurements

Chapter–1: Units and Measurements

Need for measurement: Units of measurement; systems of units; SI units, fundamental and derived units. significant figures, Determining the uncertainty in result. Dimensions of physical quantities, dimensional analysis and its applications.

Unit II: Kinematics

Chapter–2: Motion in a Straight Line

Frame of reference, Motion in a straight line, Elementary concepts of differentiation and integration for describing motion, uniform and non- uniform motion, average speed and average velocity and instantaneous velocity, uniformly accelerated motion, velocity - time and position-time graphs. Relations for uniformly accelerated motion (graphical and calculus treatment).

Chapter–3: Motion in a Plane

Scalar and vector quantities; position and displacement vectors, general vectors and their notations; equality of vectors, multiplication of vectors by a real number; addition and subtraction of vectors, Unit vector; resolution of a vector in a plane, rectangular components, Scalar and Vector product of vectors.

Motion in a plane, cases of uniform velocity and uniform acceleration- projectile motion, uniform circular motion.

Unit III: Laws of Motion

Chapter–4: Laws of Motion

Intuitive concept of force, Inertia, Newton's first law of motion; momentum and Newton's second law of motion; impulse; Newton's third law of motion.

Law of conservation of linear momentum and its applications.

Equilibrium of concurrent forces, Static and kinetic friction, laws of friction, rolling friction, lubrication.

Dynamics of uniform circular motion: Centripetal force, examples of circular motion (vehicle on a level circular road, vehicle on a banked road).

Unit IV: Work, Energy and Power

Chapter– 5: Work, Energy and Power

Work done by a constant force and a variable force; kinetic energy, work- energy theorem, power.

Notion of potential energy, potential energy of a spring, conservative forces: non-conservative forces, motion in a vertical circle; elastic and inelastic collisions in one and two dimensions.

Unit V: Motion of System of Particles and Rigid Body

Chapter–6: System of Particles and Rotational Motion

Centre of mass of a two-particle system, momentum conservation and Centre of mass motion. Centre of mass of a rigid body; centre of mass of a uniform rod. Moment of a force, torque, angular momentum, law of conservation of angular momentum and its applications.

Equilibrium of rigid bodies, rigid body rotation and equations of rotational motion, comparison of linear and rotational motions.

Moment of inertia, radius of gyration, values of moments of inertia for simple geometrical objects (no derivation).

Unit VI: Gravitation

Chapter – 7: Gravitation

Kepler's laws of planetary motion, universal law of gravitation. Acceleration due to gravity and its variation with altitude and depth.

Gravitational potential energy and gravitational potential, escape speed, orbital velocity of a satellite, energy of an orbiting satellite.

Unit VII: Properties of Bulk Matter

Chapter–8: Mechanical Properties of Solids

Elasticity, Stress-strain relationship, Hooke's law, Young's modulus, bulk modulus, shear modulus of rigidity (qualitative idea only), Poisson's ratio; elastic energy. Application of elastic behavior of materials (qualitative idea only).

Chapter–9: Mechanical Properties of Fluids

Pressure due to a fluid column; Pascal's law and its applications (hydraulic lift and hydraulic brakes), effect of gravity on fluid pressure.

Viscosity, Stokes' law, terminal velocity, streamline and turbulent flow, critical velocity, Bernoulli's theorem and its simple applications (Torricelli's law and Dynamic lift).

Surface energy and surface tension, angle of contact, excess of pressure across a curved surface, application of surface tension ideas to drops, bubbles and capillary rise.

Chapter–10: Thermal Properties of Matter

Heat, temperature, thermal expansion; thermal expansion of solids, liquids and gases, anomalous expansion of water; specific heat capacity; C_p , C_v - calorimetry; change of state - latent heat capacity.

Heat transfer-conduction, convection and radiation, thermal conductivity, qualitative ideas of Blackbody radiation, Wein's displacement Law, Stefan's law.

Unit VIII: Thermodynamics

Chapter–11: Thermodynamics

Thermal equilibrium and definition of temperature, zeroth law of thermodynamics, heat, work and internal energy. First law of thermodynamics, Second law of thermodynamics: Thermodynamic state variable and equation of state. Change of condition of gaseous state - isothermal, adiabatic, reversible, irreversible, and cyclic processes.

Unit IX: Behavior of Perfect Gases and Kinetic Theory of Gases

Chapter–12: Kinetic Theory

Equation of state of a perfect gas, work done in compressing a gas.

Kinetic theory of gases - assumptions, concept of pressure. Kinetic interpretation of temperature; rms speed of gas molecules; degrees of freedom, law of equi-partition of energy (statement only) and application to specific heat capacities of gases; concept of mean free path, Avogadro's number.

Unit X: Oscillations and Waves

Chapter–13: Oscillations

Periodic motion - time period, frequency, displacement as a function of time, periodic functions and their applications.

Simple harmonic motion (S.H.M), uniform circular motion and its equations of motion; phase; oscillations of a loaded spring- restoring force and force constant; energy in S.H.M.

Kinetic and potential energies; simple pendulum derivation of expression for its time period.

Chapter–14: Waves

Wave motion: Transverse and longitudinal waves, speed of travelling wave, displacement relation for a progressive wave, principle of superposition of waves, reflection of waves, standing waves in strings and organ pipes, fundamental mode and harmonics, Beats.

PRACTICALS

The record, to be submitted by the students, at the time of their annual examination, has to include:

- Record of at least 8 Experiments [with 4 from each section], to be performed by the students.
- Record of at least 6 Activities [with 3 each from section A and section B], to be performed by the students.
- Report of the project carried out by the students.

EVALUATION SCHEME

Time 3 hours

Max. Marks: 30

Topic	Marks
Two experiments one from each section	7+7
Practical record (experiment and activities)	5
One activity from any section	3
Investigatory Project	3
Viva on experiments, activities and project	5
Total	30

SECTION–A

Experiments

1. To measure diameter of a small spherical/cylindrical body and to measure internal diameter and depth of a given beaker/calorimeter using Vernier Callipers and hence find its volume.
2. To measure diameter of a given wire and thickness of a given sheet using screw gauge.
3. To determine volume of an irregular lamina using screw gauge.
4. To determine radius of curvature of a given spherical surface by a spherometer.
5. To determine the mass of two different objects using a beam balance.
6. To find the weight of a given body using parallelogram law of vectors.

7. Using a simple pendulum, plot its graph and use it to find the effective length of second's pendulum.
8. To study variation of time period of a simple pendulum of a given length by taking bobs of same size but different masses and interpret the result.
9. To study the relationship between force of limiting friction and normal reaction and to find the co-efficient of friction between a block and a horizontal surface.
10. To find the downward force, along an inclined plane, acting on a roller due to gravitational pull of the earth and study its relationship with the angle of inclination θ by plotting graph between force and $\sin\theta$.

Activities

1. To make a paper scale of given least count, e.g., 0.2cm, 0.5 cm.
2. To determine mass of a given body using a metre scale by principle of moments.
3. To plot a graph for a given set of data, with proper choice of scales and error bars.
4. To measure the force of limiting friction for rolling of a roller on a horizontal plane.
5. To study the variation in range of a projectile with angle of projection.
6. To study the conservation of energy of a ball rolling down on an inclined plane (using a double inclined plane).
7. To study dissipation of energy of a simple pendulum by plotting a graph between square of amplitude and time.

SECTION-B

Experiments

1. To determine Young's modulus of elasticity of the material of a given wire.
2. To find the force constant of a helical spring by plotting a graph between load and extension.
3. To study the variation in volume with pressure for a sample of air at constant temperature by plotting graphs between P and V , and between P and $1/V$.
4. To determine the surface tension of water by capillary rise method.
5. To determine the coefficient of viscosity of a given viscous liquid by measuring terminal velocity of a given spherical body.
6. To study the relationship between the temperature of a hot body and time by plotting a cooling curve.
7. To determine specific heat capacity of a given solid by method of mixtures.
8. To study the relation between frequency and length of a given wire under constant tension using sonometer.
9. To study the relation between the length of a given wire and tension for constant frequency using sonometer.
10. To find the speed of sound in air at room temperature using a resonance tube by two resonance positions.

Activities

1. To observe change of state and plot a cooling curve for molten wax.
2. To observe and explain the effect of heating on a bi-metallic strip.
3. To note the change in level of liquid in a container on heating and interpret the observations.
4. To study the effect of detergent on surface tension of water by observing capillary rise.
5. To study the factors affecting the rate of loss of heat of a liquid.
6. To study the effect of load on depression of a suitably clamped metre scale loaded at (i) its end (ii) in the middle.
7. To observe the decrease in pressure with increase in velocity of a fluid.

Practical Examination for Visually Impaired

Students Class XI

Note: Same Evaluation scheme and general guidelines for visually impaired students as given for Class XII may be followed.

A. Items for Identification/Familiarity of the apparatus for assessment in practical's (All experiments)

Spherical ball, Cylindrical objects, vernier calipers, beaker, calorimeter, Screw gauge, wire, Beam balance, spring balance, weight box, gram and milligram weights, forceps, Parallelogram law of vectors apparatus, pulleys and pans used in the same 'weights' used, Bob and string used in a simple pendulum, meter scale, split cork, suspension arrangement, stop clock/stop watch, Helical spring, suspension arrangement used, weights, arrangement used for measuring extension, Sonometer, Wedges, pan and pulley used in it, 'weights' Tuning Fork, Meter scale, Beam balance, Weight box, gram and milligram weights, forceps, Resonance Tube, Tuning Fork, Meter scale, Flask/Beaker used for adding water.

B. List of Practicals

1. To measure diameter of a small spherical/cylindrical body using vernier calipers.
2. To measure the internal diameter and depth of a given beaker/calorimeter using vernier calipers and hence find its volume.
3. To measure diameter of given wire using screw gauge.
4. To measure thickness of a given sheet using screw gauge.
5. To determine the mass of a given object using a beam balance.
6. To find the weight of given body using the parallelogram law of vectors.
7. Using a simple pendulum plot L-T and graphs. Hence find the effective length of second's pendulum using appropriate length values.
8. To find the force constant of given helical spring by plotting a graph between load and extension.
9. (i) To study the relation between frequency and length of a given wire under constant tension using a sonometer.
(ii) To study the relation between the length of a given wire and tension, for constant frequency, using a sonometer.
10. To find the speed of sound in air, at room temperature, using a resonance tube, by observing the two resonance positions.

Note: The above practicals may be carried out in an experiential manner rather than recording observations.

Prescribed Books:

1. Physics Part-I, Textbook for Class XI, Published by NCERT
2. Physics Part-II, Textbook for Class XI, Published by NCERT
3. Laboratory Manual of Physics, Class XI Published by NCERT
4. The list of other related books and manuals brought out by NCERT (consider multimedia also).

Note:

The content indicated in NCERT textbooks as excluded for the year 2025-26 is not to be tested by schools.

CLASS XII (2025-26)**PHYSICS (THEORY)****Time: 3 hrs.****Max Marks: 70**

UNIT	CHAPTERS	MARKS
Unit-I	Electrostatics	16
	Chapter-1: Electric Charges and Fields	
	Chapter-2: Electrostatic Potential and Capacitance	
Unit-II	Current Electricity	
	Chapter-3: Current Electricity	
Unit-III	Magnetic Effects of Current and Magnetism	17
	Chapter-4: Moving Charges and Magnetism	
	Chapter-5: Magnetism and Matter	
Unit-IV	Electromagnetic Induction and Alternating Currents	
	Chapter-6: Electromagnetic Induction	
	Chapter-7: Alternating Current	18
Unit-V	Electromagnetic Waves	
	Chapter-8: Electromagnetic Waves	
Unit-VI	Optics	
	Chapter-9: Ray Optics and Optical Instruments	
	Chapter-10: Wave Optics	12
Unit-VII	Dual Nature of Radiation and Matter	
	Chapter-11: Dual Nature of Radiation and Matter	
Unit-VIII	Atoms and Nuclei	
	Chapter-12: Atoms	
	Chapter-13: Nuclei	7
Unit-IX	Electronic Devices	
	Chapter-14: Semiconductor Electronics: Materials, Devices and Simple Circuits	70
Total		

Unit I: Electrostatics

Chapter–1: Electric Charges and Fields

Electric charges, Conservation of charge, Coulomb's law-force between two- point charges, forces between multiple charges; superposition principle and continuous charge distribution.

Electric field, electric field due to a point charge, electric field lines, electric dipole, electric field due to a dipole, torque on a dipole in uniform electric field.

Electric flux, statement of Gauss's theorem and its applications to find field due to infinitely long straight wire, uniformly charged infinite plane sheet and uniformly charged thin spherical shell (field inside and outside).

Chapter–2: Electrostatic Potential and Capacitance

Electric potential, potential difference, electric potential due to a point charge, a dipole and system of charges; equipotential surfaces, electrical potential energy of a system of two-point charges and of electric dipole in an electrostatic field.

Conductors and insulators, free charges and bound charges inside a conductor. Dielectrics and electric polarization, capacitors and capacitance, combination of capacitors in series and in parallel, capacitance of a parallel plate capacitor with and without dielectric medium between the plates, energy stored in a capacitor (no derivation, formulae only).

Unit II: Current Electricity

Chapter–3: Current Electricity

Electric current, flow of electric charges in a metallic conductor, drift velocity, mobility and their relation with electric current; Ohm's law, V-I characteristics (linear and non-linear), electrical energy and power, electrical resistivity and conductivity, temperature dependence of resistance, Internal resistance of a cell, potential difference and emf of a cell, combination of cells in series and in parallel, Kirchhoff's rules, Wheatstone bridge.

Unit III: Magnetic Effects of Current and Magnetism

Chapter–4: Moving Charges and Magnetism

Concept of magnetic field, Oersted's experiment.

Biot - Savart law and its application to current carrying circular loop.

Ampere's law and its applications to infinitely long straight wire. Straight solenoid (only qualitative treatment), force on a moving charge in uniform magnetic and electric fields.

Force on a current-carrying conductor in a uniform magnetic field, force between two parallel current-carrying conductors-definition of ampere, torque experienced by a current loop in uniform magnetic field; Current loop as a magnetic dipole and its magnetic dipole moment, moving coil galvanometer- its current sensitivity and conversion to ammeter and voltmeter.

Chapter–5: Magnetism and Matter

Bar magnet, bar magnet as an equivalent solenoid (qualitative treatment only), magnetic field intensity due to a magnetic dipole (bar magnet) along its axis and perpendicular to its axis (qualitative treatment only), torque on a magnetic dipole (bar magnet) in a uniform magnetic field (qualitative treatment only), magnetic field lines.

Magnetic properties of materials- Para-, dia- and ferro – magnetic substances with examples, Magnetization of materials, effect of temperature on magnetic properties.

Unit IV: Electromagnetic Induction and Alternating Currents

Chapter–6: Electromagnetic Induction

Electromagnetic induction; Faraday's laws, induced EMF and current; Lenz's Law, Self and mutual induction.

Chapter–7: Alternating Current

Alternating currents, peak and RMS value of alternating current/voltage; reactance and impedance; LCR series circuit (phasors only), resonance, power in AC circuits, power factor, wattless current. AC generator, Transformer.

Unit V: Electromagnetic waves

Chapter–8: Electromagnetic Waves

Basic idea of displacement current, Electromagnetic waves, their characteristics, their transverse nature (qualitative idea only).

Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, X-rays, gamma rays) including elementary facts about their uses.

Unit VI: Optics

Chapter–9: Ray Optics and Optical Instruments

Ray Optics: Reflection of light, spherical mirrors, mirror formula, refraction of light, total internal reflection and optical fibers, refraction at spherical surfaces, lenses, thin lens formula, lens maker's formula, magnification, power of a lens, combination of thin lenses in contact, refraction of light through a prism.

Optical instruments: Microscopes and astronomical telescopes (reflecting and refracting) and their magnifying powers.

Chapter–10: Wave Optics

Wave optics: Wave front and Huygen's principle, reflection and refraction of plane wave at a plane surface using wave fronts. Proof of laws of reflection and refraction using Huygen's principle. Interference, Young's double slit experiment and expression for fringe width (No derivation final expression only), coherent sources and sustained interference of light, diffraction due to a single slit, width of central maxima (qualitative treatment only).

Unit VII: Dual Nature of Radiation and Matter

Chapter–11: Dual Nature of Radiation and Matter

Dual nature of radiation, Photoelectric effect, Hertz and Lenard's observations; Einstein's photoelectric equation-particle nature of light.

Experimental study of photoelectric effect

Matter waves-wave nature of particles, de-Broglie relation.

Unit VIII: Atoms and Nuclei

Chapter–12: Atoms

Alpha-particle scattering experiment; Rutherford's model of atom; Bohr model of hydrogen atom, Expression for radius of nth possible orbit, velocity and energy of electron in nth orbit, hydrogen line spectra (qualitative treatment only).

Chapter–13: Nuclei

Composition and size of nucleus, nuclear force

Mass-energy relation, mass defect; binding energy per nucleon and its variation with mass number; nuclear fission, nuclear fusion.

Unit IX: Electronic Devices

Chapter–14: Semiconductor Electronics: Materials, Devices and Simple Circuits

Energy bands in conductors, semiconductors and insulators (qualitative ideas only) Intrinsic and extrinsic semiconductors- p and n type, p-n junction

Semiconductor diode - I-V characteristics in forward and reverse bias, application of junction diode -diode as a rectifier.

PRACTICALS

The record to be submitted by the students at the time of their annual examination has to include:

- Record of at least 8 Experiments [with 4 from each section], to be performed by the students.
- Record of at least 6 Activities [with 3 each from section A and section B], to be performed by the students.
- The Report of the project carried out by the students.

Evaluation Scheme

Max. Marks: 30

Time 3 hours

Two experiments one from each section	7+7 Marks
Practical record [experiments and activities]	5 Marks
One activity from any section	3 Marks
Investigatory Project	3 Marks
Viva on experiments, activities and project	5 Marks
Total	30 marks

Experiments

SECTION–A

1. To determine resistivity of two / three wires by plotting a graph for potential difference versus current.
2. To find resistance of a given wire / standard resistor using metre bridge.
3. To verify the laws of combination (series) of resistances using a metre bridge.

OR

To verify the laws of combination (parallel) of resistances using a metre bridge.

4. To determine resistance of a galvanometer by half-deflection method and to find its figure of merit.
5. To convert the given galvanometer (of known resistance and figure of merit) into a voltmeter of desired range and to verify the same.

OR

To convert the given galvanometer (of known resistance and figure of merit) into an ammeter of desired range and to verify the same.

6. To find the frequency of AC mains with a sonometer.

Activities

1. To measure the resistance and impedance of an inductor with or without iron core.
2. To measure resistance, voltage (AC/DC), current (AC) and check continuity of a given circuit using multimeter.
3. To assemble a household circuit comprising three bulbs, three (on/off) switches, a fuse and a power source.
4. To assemble the components of a given electrical circuit.
5. To study the variation in potential drop with length of a wire for a steady current.
6. To draw the diagram of a given open circuit comprising at least a battery, resistor/rheostat, key, ammeter and voltmeter. Mark the components that are not connected in proper order and correct the circuit and also the circuit diagram.

SECTION-B

Experiments

1. To find the value of v for different values of u in case of a concave mirror and to find the focal length.
2. To find the focal length of a convex mirror, using a convex lens.
3. To find the focal length of a convex lens by plotting graphs between u and v or between $1/u$ and $1/v$.
4. To find the focal length of a concave lens, using a convex lens.
5. To determine angle of minimum deviation for a given prism by plotting a graph between angle of incidence and angle of deviation.
6. To determine refractive index of a glass slab using a travelling microscope.
7. To find the refractive index of a liquid using convex lens and plane mirror.
8. To find the refractive index of a liquid using a concave mirror and a plane mirror.
9. To draw the I-V characteristic curve for a p-n junction diode in forward and reverse bias.

Activities

1. To identify a diode, an LED, a resistor and a capacitor from a mixed collection of such items.
2. Use of multimeter to see the unidirectional flow of current in case of a diode and an LED and check whether a given electronic component (e.g., diode) is in working order.

3. To study effect of intensity of light (by varying distance of the source) on an LDR.
4. To observe refraction and lateral deviation of a beam of light incident obliquely on a glass slab.
5. To observe diffraction of light due to a thin slit.
6. To study the nature and size of the image formed by a (i) convex lens, or (ii) concave mirror, on a screen by using a candle and a screen (for different distances of the candle from the lens/mirror).
7. To obtain a lens combination with the specified focal length by using two lenses from the given set of lenses.

Suggested Investigatory Projects

1. To study various factors on which the internal resistance/EMF of a cell depends.
2. To study the variations in current flowing in a circuit containing an LDR because of a variation in
 - (a) the power of the incandescent lamp, used to 'illuminate' the LDR (keeping all the lamps at a fixed distance).
 - (b) the distance of an incandescent lamp (of fixed power) used to 'illuminate' the LDR.
3. To find the refractive indices of (a) water (b) oil (transparent) using a plane mirror, an equiconvex lens (made from a glass of known refractive index) and an adjustable object needle.
4. To investigate the relation between the ratio of (i) output and input voltage and (ii) number of turns in the secondary coil and primary coil of a self-designed transformer.
5. To investigate the dependence of the angle of deviation on the angle of incidence using a hollow prism filled one by one, with different transparent fluids.
6. To estimate the charge induced on each one of the two identical Styrofoam (or pith) balls suspended in a vertical plane by making use of Coulomb's law.
7. To study the factor on which the self-inductance of a coil depends by observing the effect of this coil, when put in series with a resistor/(bulb) in a circuit fed up by an A.C. source of adjustable frequency.
8. To study the earth's magnetic field using a compass needle -bar magnet by plotting magnetic field lines and tangent galvanometer.

**Practical Examination for Visually Impaired Students of
Classes XI and XII Evaluation Scheme**

Time 2 hours

Max. Marks: 30

Identification/Familiarity with the apparatus	5 marks
Written test (based on given/prescribed practicals)	10 marks
Practical Record	5 marks
Viva	10 marks
Total	30 marks

General Guidelines

- The practical examination will be of two-hour duration.
- A separate list of ten experiments is included here.
- The written examination in practicals for these students will be conducted at the time of practical examination of all other students.
- The written test will be of 30 minutes duration.
- The question paper given to the students should be legibly typed. It should contain a total of 15 practical skill based very short answer type questions. A student would be required to answer any 10 questions.
- A writer may be allowed to such students as per CBSE examination rules.
- All questions included in the question papers should be related to the listed practicals.
- Every question should require about two minutes to be answered.
- These students are also required to maintain a practical file. A student is expected to record at least five of the listed experiments as per the specific instructions for each subject. These practicals should be duly checked and signed by the internal examiner.
- The format of writing any experiment in the practical file should include aim, apparatus required, simple theory, procedure, related practical skills, precautions etc.
- Questions may be generated jointly by the external/internal examiners and used for assessment.
- The viva questions may include questions based on basic theory/principle/concept, apparatus/ materials/chemicals required, procedure, precautions, sources of error etc.

Class XII

A. Items for Identification/ familiarity with the apparatus for assessment in practicals (All experiments)

Meter scale, general shape of the voltmeter/ammeter, battery/power supply, connecting wires, standard resistances, connecting wires, voltmeter/ammeter, meter bridge, screw gauge, jockey Galvanometer, Resistance Box, standard Resistance, connecting wires, Potentiometer, jockey, Galvanometer, Leclanche cell, Daniell cell [simple distinction between the two vis-à-vis their outer (glass and copper) containers], rheostat connecting wires, Galvanometer, resistance box, Plug-in and tapping keys, connecting wires battery/power supply, Diode, Resistor (Wire-wound or carbon ones with two wires connected to two ends), capacitors (one or two types), Inductors, Simple electric/electronic bell, battery/power supply, Plug- in and tapping keys, Convex lens, concave lens, convex mirror, concave mirror, Core/hollow wooden cylinder, insulated wire, ferromagnetic rod, Transformer core, insulated wire.

B. List of Practicals

1. To determine the resistance per cm of a given wire by plotting a graph between voltage and current.
2. To verify the laws of combination (series/parallel combination) of resistances by Ohm's law.
3. To find the resistance of a given wire / standard resistor using a meter bridge.
4. To determine the resistance of a galvanometer by half deflection method.
5. To identify a resistor, capacitor, inductor and diode from a mixed collection of such items.
6. To observe the difference between
 - (i) a convex lens and a concave lens
 - (ii) a convex mirror and a concave mirror and to estimate the likely difference between the power of two given convex /concave lenses.
7. To design an inductor coil and to know the effect of
 - (i) change in the number of turns
 - (ii) Introduction of ferromagnetic material as its core material on the inductance of the coil.
8. To design a (i) step up (ii) step down transformer on a given core and know the relation between its input and output voltages.

Note: The above practicals may be carried out in an experiential manner rather than recording observations.

Prescribed Books:

1. Physics, Class XI, Part -I and II, Published by NCERT.
2. Physics, Class XII, Part -I and II, Published by NCERT.
3. Laboratory Manual of Physics for class XII Published by NCERT.
4. The list of other related books and manuals brought out by NCERT (consider multimedia also).

Note:

The content indicated in NCERT textbooks as excluded for the year 2025-26 is not to be tested by schools and will not be assessed in the Board examinations 2025-26.

QUESTION PAPER DESIGN

Theory (Class: XI/XII)

Maximum Marks: 70

Duration: 3 hrs.

S No.	Typology of Questions	Total Marks	Approximate Percentage
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	27	38 %
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	22	32%
3	Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	21	30%
	Total Marks	70	100
	Practical	30	
	Gross Total	100	

Note:

The above template is only a sample. Suitable internal variations may be made for generating similar templates keeping the overall weightage to different form of questions and typology of questions same.

For more details kindly refer to Sample Question Paper of class XII for the year 2025-26 to be published by CBSE at its website.

Physical Education (Subject Code 048)

Class XI-XII (2025-26)

RATIONALE

Sri Aurobindo believed, “For the body to be effective physical education must be rigorous and detailed, far-sighted and methodological. This will be translated into habits. These habits should be controlled and disciplined while remaining flexible enough to adapt themselves to circumstances and to the needs of growth and development of the being”.

Physical education programs at all levels help students develop the knowledge, skills, attitudes, values, and behaviours to initiate and maintain a physically active lifestyle that will continue into and through adulthood. Students are encouraged to use physical activity to develop personal initiative, responsibility, and caring about others and the community.

A positive, supportive environment is essential to the success of the physical education program. This inclusive learning environment allows students to experience positive, challenging, and enjoyable physical activity while learning the benefits and importance of such action. Such an environment accommodates a variety of individual differences such as cultural identity, previous movement experiences, fitness and skill levels, and intellectual, physical, and socio-emotional maturity.

Appropriate instruction in physical education incorporates best practices derived from research and experiences in teaching students. This physical education curriculum sets forth developmental and instructional proper rules in designing, implementing, and evaluating physical education programs.

Therefore, the Physical education committee created a tool, ‘The Physical Education Curriculum’ – which has been researched and designed to provide consistency, coherence, and rigor in the content and process of teaching physical education throughout the schools of the CBSE all over the world.

The Physical education curriculum provides all students with enjoyable and worthwhile learning opportunities where they develop the movement skills and competencies to participate and perform in various physical activities competently, confidently, and safely. It builds students’ motivation and commitment to physical activity and sports within and beyond school. It can encourage students to participate in leadership roles, irrespective of their previous experiences or ability in physical activity. The physical education program also prepares students to develop their careers in physical education and sports. It is one of the dynamic fields, providing numerous opportunities for diverse career options like being a teacher, coach, sports manager, and many more.

Looking into today’s context, physical education is the only subject that not only develops mental, physical, and social attributes among us but also contributes to our overall sense of well-being in our life.

LEARNING OBJECTIVES

1. Optimum Development of Child's Physical Growth, Including Intellectual Development, Emotional Development, Social Development, Personal Development, and Character Building.
2. Imparting and Development of Positive Approach among Children to opt for Physical Education as a Profession.
3. Developing Management Skills to Understand and Organize Sports Tournaments.
4. Learn and Understand the Motor Abilities like Strength, Speed, Endurance, Coordination, And Flexibility.
5. Acquire knowledge about the Human Body and Its Functioning and Effects on Physical Activities.
6. Understand the Process of Growth and Development and its Positive Relationship with Physical Activities.
7. Develop Socio-Psychological Aspects like Control of Emotions, Balanced Behavior, Development of Leadership and Followership Qualities, and Team Spirit.
8. Learn and Understand the Effect of Physical and Physiological Training on Women Athletes.
9. Develop the Habit of Practicing Yoga Asanas and Pranayama Daily to Minimize Hypokinetic Diseases.
10. Learning about Nutrition and the Importance of a Balanced Diet.
11. Understand the application of Laws and Principles of Physics in Sports and Games.
12. Understanding the Characteristics of Children with Special Needs (CWSN) and Learning the Importance of Physical Activities for them.
13. Learning the procedure and application of different Physical and Physiological tests for different Age Categories.
14. Learning and understanding different Games and Sports.

Physical Education (Subject Code 048)

CLASS XI (2025-26)

UNIT NO.	UNIT NAME	THE WEIGHTAGE (MARKS) ALLOTTED
UNIT 1	Changing Trends & Career in Physical Education	04 + 04 b*
UNIT 2	Olympic Value Education	05
UNIT 3	Yoga	06+01 b*
UNIT 4	Physical Education & Sports for CWSN	04+03 b*
UNIT 5	Physical Fitness, Wellness	05
UNIT 6	Test, Measurements & Evaluation	08
UNIT 7	Fundamentals of Anatomy and Physiology in Sports	08
UNIT 8	Fundamentals of Kinesiology and Biomechanics in Sports	04+04 b*
UNIT 9	Psychology and Sports	07
UNIT 10	Training & Doping in Sports	07
PRACTICAL (LAB)[#]	Including 3 Practical	30
TOTAL	Theory 10 + Practical 3	Theory 70 + Practical 30 = 100

Note: b*are the Concept based questions like Tactile diagram/data interpretation/ case base study for visually Impaired Child.

CLASS XI
COURSE CONTENT

Unit No.	Unit Name & Topics	Specific learning objectives	Suggested Teaching Learning process	Learning Outcomes with specific Competencies
Unit 1	Changing Trends and Careers in Physical Education 1. Concept, Aims & Objectives of Physical Education 2. Development of Physical Education in India – Post Independence 3. Changing Trends in Sports-playing surface, wearable gear and sports equipment, technological advancements 4. Career options in Physical Education 5. Khelo-India Program and Fit – India Program	<ul style="list-style-type: none"> To make the students understand the meaning, aims, and objectives of Physical Education. To Teach students about the development of physical education in India after Independence. To educate students about the development of sports surfaces, wearable gear, sports equipment, and technology. To make students know the different career options available in the field. To make them know about the Khelo India Program 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> Recognize the concept, aim, and objectives of Physical Education. Identify the Post-independence development in Physical Education. Categorize Changing Trends in Sports-playing surface, wearable gear, sports equipment, technological Explore different career options in the field of Physical Education. Make out the development of Khelo India and Fit India Program.

Unit 2	Olympism Value Education			After completing the unit, the students will be able to:
	<ol style="list-style-type: none"> 1. Olympism – Concept and Olympics Values (Excellence, Friendship & Respect) 2. Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind 3. Ancient and Modern Olympics 4. Olympics - Symbols, Motto, Flag, Oath, and Anthem 5. Olympic Movement Structure - IOC, NOC, IFS, Other members 	<ul style="list-style-type: none"> • To make the students aware of Concepts and Olympics Values (Excellence, Friendship & Respect) • To make students learn about Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind • To make students understand ancient and modern Olympic games. • To make the students aware of Olympics - Symbols, Motto, Flag, Oath, and Anthem • To make students learn about the working and functioning of IOC, NOC and IFS, and other members. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	<ul style="list-style-type: none"> • Incorporate values of Olympism in your life. • Differentiate between Modern and Ancient Olympic Games, Paralympics, and Special Olympic games • Identity the Olympic Symbol and Ideals • Describe the structure of the Olympic movement structure

Unit 3	Yoga 1. Meaning and importance of Yoga 2. Introduction to Astanga Yoga 3. Yogic Kriyas (Shat Karma) 4. Pranayama and its types. 5. Active Lifestyle and stress management through Yoga	<ul style="list-style-type: none"> • To make the students aware of the meaning and importance of yoga • To make them learn about Astanga yoga. • To teach students about yogic kriya, specially shat karmas. • To make the learn and practice types of Pran • To make them learn the importance of yoga in stress management. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Recognize the concept of yoga and be aware of the importance ; of it • Identify the elements of yoga • Identify the Asanas, Pranayama' s, meditation, and yogic kriyas • Classify various yogic activities for the enhancement of concentration • Know about relaxation techniques for improving concentration
Unit 4	Physical Education and Sports for Children with Special Needs 1. Concept of Disability and Disorder 2. Types of Disability, its causes & nature (Intellectual disability, Physical disability).	<ul style="list-style-type: none"> • To make the students aware concept of Disability and Disorder. • To make students aware of different types of disabilities. • To make students learn about Disability Etiquette 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Identify the concept of Disability and Disorder. • Outline types of disability and describe their causes and nature. • Adhere to

	<p>3. Disability Etiquette</p> <p>4. Aim and objectives of Adaptive physical Education</p> <p>5. Role of various professionals for children with special needs (Counselor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist, and Special Educator)</p>	<ul style="list-style-type: none"> To make the students Understand the aims and objectives Adaptive Physical Education To make students aware of role of various professionals for children with special needs. 		<p>and respect children with special needs by following etiquettes.</p> <ul style="list-style-type: none"> Identify possibilities and scope in adaptive physical education Relate various types of professional support for children with special needs along with their roles and responsibilities.
Unit 5	<p>Physical Fitness, Wellness, and Lifestyle</p> <p>1. Meaning & importance of Wellness, Health, and Physical Fitness.</p> <p>2. Components/ Dimensions of Wellness, Health, and Physical Fitness</p> <p>3. Traditional Sports & Regional Games for</p>	<ul style="list-style-type: none"> To make the students understand the Meaning & importance of Wellness, Health, and Physical Fitness To make students aware of the Components/ Dimensions of Wellness, Health, and Physical Fitness To make students learn Traditional Sports & Regional Games to 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Explain wellness and its importance and define the components of wellness. Classify physical fitness and recognize its importance in life. Distinguish between skill-related and health-related

	<p>promoting wellness</p> <p>4. Leadership through Physical Activity and Sports</p> <p>5. Introduction to First Aid – PRICE</p>	<p>promote wellness</p> <ul style="list-style-type: none"> To develop Leadership qualities through Physical Activity and Sports in students To make students learn First Aid and its management skills 		<p>components of physical fitness.</p> <ul style="list-style-type: none"> Illustrate traditional sports and regional games to promote wellness. Relate leadership through physical activity and sports Illustrate the different steps used in first aid - PRICE.
Unit 6	<p>Test, Measurement & Evaluation</p> <p>1. Define Test, Measurements and Evaluation.</p> <p>2. Importance of Test, Measurements and Evaluation in Sports.</p> <p>3. Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site)</p> <p>4. Somato Types (Endomorphy Mesomorphy & Ectomorphy)</p>	<ul style="list-style-type: none"> To Introduce the students with the terms like test, measurement and evaluation along with its importance To Introducing them the methods of calculating BMI, Waist- hip ratio and Skin fold measurement. To make the students aware of the different somatotypes. <p>To make the students learn the method to measure health-related fitness.</p>	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the student s will be able to:</p> <ul style="list-style-type: none"> Define the terms test, measurement, and evaluation, Differentiate norm and criterion referenced standards, Differentiate formative and summative evaluation, Discuss the importance of measurement and evaluation processes, Understand

	5. Measurements of health-related fitness			<p>BMI: A popular clinical standard and its computation</p> <ul style="list-style-type: none"> Differentiate between Endomorphy, Mesomorphy & Ectomorphy and describe the procedure of Anthropometric Measurement
Unit 7	<p>Fundamentals of Anatomy, Physiology in Sports</p> <ol style="list-style-type: none"> Definition and importance of Anatomy and Physiology in Exercise and Sports. Functions of Skeletal System, Classification of Bones, and Types of Joints. Properties and Functions of Muscles. Structure and Functions of Circulatory System and Heart. Structure and Functions of Respiratory System. 	<ul style="list-style-type: none"> The students will learn the meaning and definition & identify the importance of anatomy, physiology, and kinesiology. Students will understand the main functions and Classification of Bone and the Types of Joints. The students will learn the Properties and Functions of Muscles. The students will learn the Structure and Functions of the Circulatory System and Heart. The students will learn the Structure and Functions of Respiratory System. 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Identify the importance of anatomy and physiology. Recognize the functions of the skeleton. Understand the functions of bones and identify various types of joints. Figure out the properties and functions of muscles and understand how they work. Understand the anatomy of the respiratory system and describe it's working. Identify and analyses the layout and functions of Circulatory System.

Unit 8	Fundamentals Of Kinesiology And Biomechanics in Sports 1. Definition and Importance of Kinesiology and Biomechanics in Sports. 2. Principles of Biomechanics 3. Kinetics and Kinematics in Sports 4. Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation 5. Axis and Planes – Concept and its application in body movements	<ul style="list-style-type: none"> • The students will learn the meaning and definition & identify the importance of Kinesiology and Biomechanics in sports. • To make the students learn the principles of biomechanics • To make the students understand the concept of Kinetics and Kinematics in Sports • To make the students learn about different types of body movements. • To make the students understand the concept of Axis and Planes and its application in body movements. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, Group learning • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Understand Kinesiology and Biomechanics with their application in sports • Explain biomechanical principles and their utilization in sports and physical education. • Illustrate fundamental body movements and their basic patterns. • Learn about the Axis and Planes and their application with body movements
Unit 9	Psychology and Sports 1. Definition & Importance of Psychology in Physical Education & Sports; 2. Develop-	<ul style="list-style-type: none"> • The students will identify the definition and importance of Psychology in Physical Education and sports. • The students will 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Identify the role of Psychology in Physical Education and Sports

	<p>mental Characteristics at Different Stages of Development.</p> <p>3. Adolescent Problems & their Management;</p> <p>4. Team Cohesion and Sports;</p> <p>5. Introduction to Psychological Attributes: Attention, Resilience, Mental Toughness</p>	<p>be able to differentiate characteristics of growth and development at different stages.</p> <ul style="list-style-type: none"> - Students will be able to identify the issues and management related to adolescents The students will be able to understand the importance of team cohesion in sports Students will distinguish different Psychological Attributes like Attention, Resilience, and Mental Toughness. 	<ul style="list-style-type: none"> Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning 	<ul style="list-style-type: none"> Differentiate characteristics of growth and development at different stages. Explain the issues related to adolescent behavior and Team Cohesion in Sports Correlate the psychological concepts with the sports and athlete specific situations
Unit 10	<p>Training & Doping in Sports</p> <p>1. Concept and Principles of Sports Training</p> <p>2. Training Load: Over Load, Adaptation, and Recovery</p> <p>3. Warming-up & Limbering Down – Types, Method & Importance.</p> <p>4. Concept of Skill, Technique, Tactics &</p>	<ul style="list-style-type: none"> To make the students aware about of concepts and principles of sports training. To make students learn and understand the Training Load, Over Load, Adaptation, and Recovery concepts. To make students Understand the importance of warning up and limbering down exercises. To introduce the terms like Skills, Techniques, Tactics, and Strategies to the 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> Understand the concept and principles of sports training. Summarise training load and its concept. Understand the concept of warming up & limbering down in sports training and their types, method & importance.

	Strategies	students.		<ul style="list-style-type: none"> Acquire the ability to differentiate between the skill, technique, tactics & strategies in sports training Interpret concept of doping.
	5. Concept of Doping and its disadvantages	<ul style="list-style-type: none"> To make students aware of the doping substances and their disadvantages in sports. 		

GUIDELINES FOR INTERNAL ASSESSMENT
(PRACTICAL/ PROJECTS ETC.)

PRACTICAL (Max. Marks 30)	
Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*	6 Marks
Proficiency in Games and Sports (Skill of any one IOA recognized Sport/Game of Choice)**	7 Marks
Yogic Practices	7 Marks
Record File ***	5 Marks
Viva Voce (Health/ Games & Sports/ Yoga)	5 Marks

- ❖ *Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, Body Composition, Muscular strength & Endurance, Range of Motion or Flexibility)
 - ❖ **CWSN (Children with Special Needs – Divyang): Bocce/ Boccia, Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.
 - ❖ **Children with Special Needs can also opt any one Sport/Game from the list as alternative to Yogic Practices. However, the Sport/ Game must be different from Test - 'Proficiency in Games and Sports'
- ***Record File shall include:**

- **Practical-1:** Fitness tests administration. (SAI Khelo India Test)
- **Practical-2:** Procedure for Asanas, Benefits & Contraindication for any two Asanas for each lifestyle disease.
- **Practical-3:** Any one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also mention its Rules, Terminologies & Skills.

Physical Education (Subject Code 048)

Class XII (2025-26)

UNIT NO.	UNIT NAME	THE WEIGHTAGE (MARKS) ALLOTTED
UNIT 1	Management of Sporting Events	05 + 04 b*
UNIT 2	Children and Women in Sports	07
UNIT 3	Yoga as Preventive measure for Lifestyle Disease	06+01 b*
UNIT 4	Physical Education & Sports for (CWSN)	04+04 b*
UNIT 5	Sports & Nutrition	07
UNIT 6	Test and Measurement in Sports	08
UNIT 7	Physiology & Injuries in Sport	04+04 b*
UNIT 8	Biomechanics and Sports	10
UNIT 9	Psychology and Sports	07
UNIT 10	Training in Sports	09
PRACTICAL (LAB)[#]	Including 3 Practical	30
TOTAL	Theory 10 + Practical 3	Theory 70 + Practical 30 = 100
Note: b*are the Concept based questions like Tactile diagram/data interpretation/case base study for visually Impaired Child		

CLASS XII
COURSE CONTENT

Unit No.	Unit Name & Topics	Specific Learning Objectives	Suggested Teaching Learning process	Learning Outcomes with specific competencies
Unit 1	Management of Sporting Events <ol style="list-style-type: none"> Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling) Various Committees & their Responsibilities (pre; during & post) Fixtures and their Procedures – Knock- Out (Bye & Seeding) & League (Staircase, Cyclic, Tabular method) and Combination tournaments Intramural & Extramural tournaments – Meaning, Objectives & Its Significance Community sports program (Sports Day, Health Run, Run for Fun, Run for Specific Cause & Run for Unity) 	<ul style="list-style-type: none"> To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament. To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out, League Tournaments, and Combination tournaments. To make the students understand the need for the meaning and significance of intramural and extramural tournaments To teach them about the different types of community sports and their importance in our society. 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Describe the functions of Sports Event management * Classify the committees and their responsibilities in the sports event * Differentiate the different types of tournaments. * Prepare fixtures of knockout, league & combination. * Distinguish between intramural and extramural sports events * Design and prepare different types of community

Unit 2	Children & Women in Sports 1. Exercise guidelines of WHO for different age groups. 2. Common postural deformities- knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures. 3. Women's participation in Sports- Physical, Psychological, and social benefits. 4. Special consideration (menarche and menstrual dysfunction) 5. Female athlete triad (osteoporosis, amenorrhea, eating disorders)	<ul style="list-style-type: none"> • To make students understand the exercise guidelines of WHO for different age groups • To make students aware of the common postural deformities • To make students aware of women's sports participation in India and about the special conditions of women • To make students understand menarche and menstrual dysfunction among women athletes. • To make them understand about female athlete triad. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • Differentiate exercise guidelines for different stages of growth and development. • Classify common postural deformities and identify corrective measures. • Recognize the role and importance of sports participation of women in India. • Identify special considerations relate to menarche and menstrual dysfunction. • Express female athlete triad according to eating disorders
-------------------	--	--	--	--

<p>Unit 3</p>	<p>Yoga as Preventive measure for Lifestyle Disease</p> <p>1. Obesity: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottasana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama</p> <p>2. Diabetes: Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta-vajarasana, Paschimottasana, Ardha-Mastendrasana, Mandukasana,</p>	<ul style="list-style-type: none"> • To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma. • To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Identify the asanas beneficial for different ailments and health problems. * Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis * Describe the procedure for performing a variety of asanas for maximal benefits. * Distinguish the contraindications associated with performing different asanas. * Outline the role of yogic management for various health benefits and preventive measures.
--------------------------	---	---	---	---

	<p>Gomukasana, Yogmudra, Ushtrasana, Kapalabhati</p> <p>3. Asthma: Procedure, Benefits & Contraindicat ions for Tadasana, Urdhwahasto ttansan a, UttanManduk asan- a, Bhujangasana , Dhanurasana, Ushtrasana, Vakrasana, Kapalbhati, Gomukhasana Matsyaasana, Anuloma- Viloma</p> <p>4. Hypertension : Procedure, Benefits & Contraindicati ons for Tadasana, Katichakransa n, Uttanpadasan a, Ardha Halasana, Sarala Matyasana, Gomukhasana , UttanManduka san-a, Vakrasana, Bhujangasana , Makarasana, Shavasana,</p>			
--	---	--	--	--

	<p>Nadi-shodhanapranayam, Sitalpranayam</p> <p>5. Back Pain and Arthritis: Procedure, Benefits & Contraindications of Tadasana, Urdhawahastootansana, Ardha-Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrasana, Bhujangasana, Gomukhasana, Bhadrasana, Makarasana, Nadi-Shodhana pranayama.</p>			
--	--	--	--	--

Unit 4	Physical Education and Sports for CWSN (Children with Special Needs - Divyang) 1. Organization s promoting Disability Sports (Special Olympics; Paralympis; Deaflympics) 2. Concept of Classificatio n and Divisioning in Sports. 3. Concept of Inclusion in sports, its need, and Implementat ion; 4. Advantages of Physical Activities for children with special needs. 5. Strategies to make Physical Activities assessable for children with special needs.	<ul style="list-style-type: none"> • To make students understand the concept of Disability and Disorder. • To teach students about the types of disabilities & disorders, their causes, and their nature. • To make them aware of Disability Etiquette. • To make the students Understand the advantage of physical activity for CWSN. • To make the students aware of different strategies for making physical activity accessible for Children with Special Needs 	<ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and • Expeditionary learning 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> * Value the advantages of physical activities for children with special needs * Differentiate between methods of categorization in sports for CWSN * Understand concepts and the importance of inclusion in sports * Create advantages for Children with Special Needs through Physical Activities * Strategies physical activities accessible for children with specialneeds
-------------------	---	--	--	---

Unit 5	Sports & Nutrition 1. Concept of balanced diet and nutrition 2. Macro and Micro Nutrients: Food sources & functions 3. Nutritive & Non-Nutritive Components of Diet 4. Eating for Weight control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance, and Food Myths 5. Importance of Diet in Sports-Pre, During and Post competition Requirements	<ul style="list-style-type: none"> • To make the students understand the importance of a balanced diet • To clear the concept of Nutrition – Micro & Macro nutrients, Nutritive & non-Nutritive Components of diet • To make them aware of eating for weight loss and the results of the pitfalls of dieting. • To understand food intolerance & food myths 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning. 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> * Understand the concept of a balanced diet and nutrition. Classify Nutritive and Non- Nutritive components of the Diet * Identify the ways to maintain a healthy weight * Know about foods commonly causing food intolerance * Recognize the pitfalls of dieting and food myths
Unit 6	Test & Measurement in Sports 1. Fitness Test – SAI Khelo India Fitness Test in school:	<ul style="list-style-type: none"> • To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General MotorFitness Test 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> * Perform SAI Khelo India Fitness Test in school [Age group 5-8

	<p>Age group 5-8 years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test</p> <p>Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls).</p> <p>2. Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds $\times 100/5.5 \times$ Pulse count of 1-1.5 Min after Exercise</p> <p>3. Computing Basal Metabolic Rate (BMR)</p> <p>4. Rikli & Jones - Senior Citizen Fitness Test</p> <ul style="list-style-type: none"> ○ Chair Stand Test for lower body strength ○ Arm Curl Test for upper body strength 	<ul style="list-style-type: none"> • To make students to determine physical fitness Index through Harvard Step Test/Rockport Test • To make students to calculate Basal Metabolic Rate (BMR) • To measure the fitness level of Senior Citizens through Rikli and Jones Senior Citizen Fitness Test. 	<p>learning,</p> <ul style="list-style-type: none"> • Game-based learning and Expeditionary learning 	<p>years/ (class 1-3) and Age group 9-18yrs/ (class 4-12)</p> <ul style="list-style-type: none"> * Determine physical fitness Index through Harvard Step Test/Rock- port Test * Compute Basal Metabolic Rate (BMR) * Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test
--	---	--	---	---

	<ul style="list-style-type: none"> ○ Chair Sit & Reach Test for lower body flexibility ○ Back Scratch Test for upper body flexibility ○ Eight Foot Up & Go Test for agility ○ Six-Minute Walk Test for Aerobic Endurance <p>5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping Half-Turn, Jumping full-turn)</p>			
Unit 7	<p>Physiology & Injuries in Sport</p> <ol style="list-style-type: none"> 1. Physiological factors determining components of physical fitness 2. Effect of exercise on the Muscular System 3. Effect of exercise on the Cardio-Respiratory System 4. Physiological changes due to aging 	<ul style="list-style-type: none"> • Understanding the physiological factors determining the components of physical fitness. • Learning the effects of exercises on the Muscular system. • Learning the effects of exercises on Cardiovascular system. • Learning the effects of exercises on the Respiratory system. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Recognize the physiological factors determining the components of physical fitness. * Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems. * Figure out the physiological changes due to ageing

	<p>5. Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain & Strain Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted)</p>	<ul style="list-style-type: none"> • Learning the changes caused due to aging. • Understanding the Sports Injuries (Classification, Causes, and Prevention) • Understanding the Aims & Objectives of First Aid • Understanding the Management of Injuries 		<ul style="list-style-type: none"> • Classify sports injuries with its Management.
Unit 8	<p>Biomechanics and Sports</p> <p>1. Newton's Law of Motion & its application in sports</p> <p>2. Types of Levers and their application in Sports.</p> <p>3. Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports</p> <p>4. Friction & Sports</p> <p>5. Projectile in Sports</p>	<ul style="list-style-type: none"> • Understanding Newton's Laws of Motion and their Application in Sports. • Make students understand the lever and its application in sports. • Make students understand the concept of Equilibrium and its application in sports. • Understanding Friction in Sports. • Understanding the concept of Projectile in sports. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Understand Newton's Law of Motion and its application in sports * Recognize the concept of Equilibrium and its application in sports. * Know about the Centre of Gravity and will be able to apply it in sports * Define Friction and application in sports. * Understand the concept of Projectile in sports.

Unit 9	Psychology and Sports 1. Personality; its definition & types (Jung Classification & Big Five Theory) 2. Motivation, its type & techniques. 3. Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it 4. Meaning, Concept & Types of Aggression s in Sports 5. Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self-Talk, Goal Setting	<ul style="list-style-type: none"> • To make students understand Personality & its classifications. • To make students understand motivation and its techniques. • To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise. • To make them aware of Aggression in sports and types. • To make students understand Psychological Attributes in Sports. 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning, • Inquiry-based learning, • Kinesthetic learning, • Game-based learning and • Expeditionary learning 	After completing the unit, the students will be able to: * Classify different types of personality and their relationship with sports performance. * Recognise the concept of motivation and identify various types of motivation. * Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence. * Differentiate between different types of aggression in sports. * Explain various psychological attributes in sports.
Unit 10	Training in Sports 1. Concept of Talent Identification and Talent Development in Sports	<ul style="list-style-type: none"> • Making the students understand the concept of talent identification and methods in sports • Making the students Understand sports 	<ul style="list-style-type: none"> • Lecture-based instruction, • Technology-based learning, Group learning, • Individual learning, • Inquiry-based learning, 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> • understand the concept of talent identification and methods used

	<p>2. Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle.</p> <p>3. Types & Methods to Develop – Strength, Endurance, and Speed.</p> <p>4. Types & Methods to Develop – Flexibility and Coordinative Ability.</p> <p>5. Circuit Training - Introduction & its importance</p>	<p>training and the different cycle in sports training.</p> <ul style="list-style-type: none"> • Making the students Understand different types & methods of strengths, • endurance, and speed. • Making the students Understand different types & methods of flexibility and • coordinative ability. • Making the students understand Circuit training and its importance 	<ul style="list-style-type: none"> • kinesthetic learning, • Game-based learning and • Expeditionary learning 	<p>for talent development in sports.</p> <ul style="list-style-type: none"> • Understand sports training and the different cycle used in the training process. • Understand different types & methods to develop - strength, endurance, and speed in sports training • Understand different types & methods to develop – flexibility and coordinative ability. • Understand Circuit training and its importance
--	--	---	--	---

**GUIDELINES FOR INTERNAL ASSESSMENT
(PRACTICAL/ PROJECTS ETC.)**

PRACTICAL	(Max. Marks 30)
Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*	6 Marks
Proficiency in Games and Sports (Skill of any one IOA recognized Sport/Game of Choice)**	7 Marks
Yogic Practices	7 Marks
Record File ***	5 Marks
Viva Voce (Health/ Games & Sports/ Yoga)	5 Marks

- *Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, Body Composition, Muscular strength & Endurance, Range of Motion or Flexibility)
- **CWSN (Children With Special Needs – Divyang): Bocce/Boccia , Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.
- **Children with Special Needs can also opt any one Sport/Game from the list as alternative to Yogic Practices. However, the Sport/Game must be different from Test - 'Proficiency in Games and Sports'

*****Record File shall include:**

- **Practical-1:** Fitness tests administration. (SAI Khelo India Test)
- **Practical-2:** Procedure for Asanas, Benefits & Contraindication for any two Asanas for each lifestyle disease.
- **Practical-3:** Any one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also, mention its Rules, Terminologies & Skills.

PRESCRIBED TEXTBOOKS (CLASS XI & XII)



CBSE Physical Education Class XI Text Book

https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation11_2022.pdf



CBSE Physical Education Class XII Text Book

https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation12_2022.pdf

HINDUSTANI MUSIC - VOCAL

Subject Code - 034

Class XI-XII (2025-26)

Introduction

The course in Hindustani Music Vocal at Secondary and Senior Secondary level is being offered to the students for the holistic development of their personality. Inheriting the indigenous concept of Rasa theory proposed by Acharya Bharat Muni in his text "Natyashastra", Hindustani Classical Vocal music is based on Ragas and Talas as the key features and it distinguishes itself from any other music in the world, representing India's unique and rich cultural heritage. Hindustani Vocal Music, developed in North India, with its roots tracking back to the Vedic period, evolved significantly during the medieval era. Often known as a Raga music, various musical forms and singing styles have evolved in course of time in Hindustani Vocal music such as Dhrupad, Dhamar, Khayal, Tarana, Chaturang, Trivat as Classical Vocal forms and Thumri, Dadra, Tappa, Kajri, Chaiti etc. as Semi-classical forms. In due course of time many Gharanas (Music Schools) also evolved in Hindustani Vocal Music such as Gwalior, Agra, Jaipur, Kirana, Rampur, Sahasawan etc., which consisted of their individual characteristic style of singing, voice culture, singing texture, layakari and the use of various embellishments such as Gamak, Meend, Kan, Khatka, Murki etc., in different magnitude to unfold the nuances and aesthetics of the Ragas in these Classical and Semi-classical Vocal forms. Hindustani Vocal music is considered as one of the finest and foremost music around the globe today.

Objectives

- It is important to carry forward the rich heritage and tradition of Hindustani Classical Music to the next generation and to familiarize students with its rich history and diversity.
- To ensure the correct rendering of nuances of Hindustani Ragas, pedagogical interventions involving the indigenous, traditional face-to-face Guru-Shishya (teacher – student) style are incorporated.
- To ensure that students not only learn a vital aspect of Indian culture, but also, develop skills and qualities that benefit their overall growth and personality development.
- To utilize Music as a tool to help students deal with aggression and other age specific challenges.
- Music is very closely associated with many Science and Arts disciplines. The aim will also focus on making students aware of the interdisciplinary approaches in various musical concepts.

Learning Outcomes

- Understanding the concepts of Indian Classical Music.
- Ability to handle the accompanying instruments such as Tanpura and Harmonium.
- Efficiency to perform raga delineation in Dhrupad, Dhamar, Khayal and Tarana style of singing.
- Ability to understand different Talas (time cycles), rhythmic patterns and layakaris.
- Developing a scientific approach in all aspects through systematic training during the teaching – learning process.
- Understanding other disciplines and their relation to various aspects of Indian Classical Music.

HINDUSTANI MUSIC - VOCAL
Subject Code - 034
Class XI (2025-26)

Assessment Design

S.No	Component	Marks
A	Theory	30
B	Practical	70

Curriculum & Examination Structure

(A) Theory

Max. Marks 30

Time: 02 hours

1. Questions to be set with internal choice covering the entire syllabus

Sr. No.	Units	Marks
Unit 1		
1.1	Brief study of the following: Nada, Shruti, Swar, Saptak, Thaata, Jati, Laya, Tala	06
1.2	Brief study of the following: Margi- Desi Sangeet, Raga,	
Unit 2		
2.1	Brief History of the following Dhrupad, Khayal and Tarana	06
Unit 3		
3.1	Brief study of Musical Elements in Natya Shastra	06
3.2	Life sketch and contribution of Tansen, V.N. Bhatkhande and V.D. Paluskar	
Unit 4		
4.1	Description of prescribed Talas along with Tala Notation with Thah, Dugun and Chaugun Teentala Ektala Chautala	06
4.2	Knowledge of the Structure of Tanpura	
Unit 5		
5.1	Critical study of Prescribed Ragas. Recognizing Ragas from phrases of Swaras and elaborating them.	06
5.2	Writing in notation the compositions of prescribed Ragas • Bihag • Bhimpalasi • Bhairavi	

(B) Practical**Max. Marks 70****(i) Topics**

1.	One Vilambit Khayal with simple elaborations and few tanas in any one of the prescribed Ragas.
2.	One Drut Khayal with simple elaboration and few tanas in the following Ragas: Bihag, Bhairavi and Bhimpalasi.
3.	One Dhrupad with Dugun in any one of the prescribed Ragas.
4.	One Devotional Song.
5.	Ability to recognize the prescribed Ragas from the phrases of Swaras rendered by the Examiner.
6.	Recitation of the Thekas of Teentala, Chautala and Ektala with Dugun and Chaugun, keeping Tala with hand beats.

(ii) Distribution of Marks**Time: 20-25 Minutes for each candidate**

- Examiners are requested to ask the questions directly related to the syllabus.
- Marks should be awarded in accordance with the marking scheme.

S. No.	Value Points	Marks
1.	Choice Raga (Vilambit & Drut Khyal) any one of the following: <ul style="list-style-type: none"> • Bihag • Bhimpalasi • Bhairavi 	15
2.	Examiner's Choice of Ragas	12
3.	1 Dhrupad with Dugun in any one of the prescribed Ragas	14
4.	Devotional Song.	06
5.	Ability to recognize the prescribed ragas from the phrases of swaras rendered by the examiner	08
6.	Recitation of Thekas of prescribed Talas with Thah, Dugun, Chaugun: <ul style="list-style-type: none"> • Teentala • Ektala • Chautala 	05+05=10
7.	Practical File: <ul style="list-style-type: none"> • Analyse the style of any present day artis of classical vocal music. • Description and notation of all compositions in prescribed Ragas. • Description and Tala Notation with layakaris of all prescribed. 	05

* Teachers will refer to the distribution of marks while examining the candidate for practical examination

HINDUSTANI MUSIC - VOCAL
(Subject Code - 034)
Class XII (2025-26)

Assessment Design

S.No	Component	Marks
A	Theory	30
B	Practical	70

Curriculum & Examination Structure

(A) Theory

Max. Marks 30

Time: 02 hours

1. Questions to be set with internal choice covering the entire syllabus

S.No.	Units	Marks
Unit 1		
1.1	Brief study of the following: - Alankar, Kan, Meend, Khatka, Murki, Gamak.	06
1.2	Brief study of the following Gram, Murchhana, Alap, Tana.	
Unit 2		
		06
2.1	Historical development of Time Theory of Ragas	
Unit 3		
3.1	Detail study of Sangeet Ratnakar the following: Sangeet Parijat	06
3.2	Life sketch and Contribution of Faiyaz Khan, Bade Ghulam Ali Khan, Krishna Krishna Rao, Shankar Pandit	
Unit 4		
4.1	Description of Prescribed Talas along with Tala Notation with Thah, Dugun, Tigun and Chaugun Jhaptala, Rupak, Dhamar	06
4.2	Tuning of Tanpura	
Unit 5		
5.1	Critical study of Prescribed Ragas along with recognizing the Ragas from phrases of Swaras and elaborating them.	06
5.2	Writing in Notation the Compositions of Prescribed Ragas: Bhairav, Bageshri, Malkauns	

(i) Topics

1.	One Vilambit Khayal with simple elaborations and few Tanas in any two of the prescribed Ragas.
2.	One Drut Khayal with simple elaborations and few tanas in the following Ragas-Bhairav, Bageshri and Malkauns.
3.	One Tarana and one Dhamar with dugun and chaugun in any one of the prescribed Ragas.
4.	Ability to recognize the Ragas from the Phrases of Swaras rendered by the examiner.
5.	Recitation of the Thekas of Jhaptala, Rupak, and Dhamar with Dugun and Chaugun, keeping tala with handbeats.
6.	Tuning of Tanpura.

(ii) Distribution of Marks**Time: 25-30 Minutes for each candidate**

1. Examiners are requested to ask the questions directly related to the syllabus.

S.No.	Value Points	Marks
1.	Choice Raga (Vilambit and Drut Khayal) with simple elaborations in prescribed Ragas (anyone): <ul style="list-style-type: none"> • Bhairav • Bageshri • Malkauns 	10+8=18
2.	Examiner's Choice of Ragas	10
3.	One Tarana and one Dhamar with Dugun and Chaugun	8+8=16
6.	Identification of Ragas	06
7.	Reciting the Thekas of Prescribed Talas with handbeats with Thah and Dugun and Chaugun: <ul style="list-style-type: none"> • Jhaptala • Rupak • Dhamar 	5+5=10
8.	Tuning of Tanpura and questions regarding it	5
9.	Practical file	5

* External Examiner will refer to the distribution of marks while examining the candidate for practical examination

हिंदी (आधार)
विषय कोड – 302
कक्षा 11वीं-12वीं (2025 -26)

दसवीं कक्षा तक हिंदी का अध्ययन करने वाला शिक्षार्थी समझते हुए पढ़ने व सुनने के साथ-साथ हिंदी में सोचने और उसे मौखिक एवं लिखित रूप में व्यक्त कर पाने की सामान्य दक्षता अर्जित कर चुका होता है। उच्चतर माध्यमिक स्तर पर आने के बाद इन सभी दक्षताओं को उस स्तर तक ले जाने की आवश्यकता होती है, जहाँ भाषा का प्रयोग भिन्न-भिन्न व्यवहार-क्षेत्रों की माँगों के अनुरूप किया जा सके। आधार पाठ्यक्रम, साहित्यिक बोध के साथ-साथ भाषायी दक्षता के विकास को ज्यादा महत्त्व देता है। यह पाठ्यक्रम उन शिक्षार्थियों के लिए उपयोगी साबित होगा, जो आगे विश्वविद्यालय में अध्ययन करते हुए हिंदी को एक विषय के रूप में पढ़ेंगे या विज्ञान/सामाजिक विज्ञान के किसी विषय को हिंदी माध्यम से पढ़ना चाहेंगे। यह उनके लिए भी उपयोगी साबित होगा, जो उच्चतर माध्यमिक स्तर की शिक्षा के बाद किसी तरह के रोजगार में लग जाएंगे। वहाँ कामकाजी हिंदी का आधारभूत अध्ययन काम आएगा। जिन शिक्षार्थियों की रुचि जनसंचार माध्यमों में होगी, उनके लिए यह पाठ्यक्रम एक आरंभिक पृष्ठभूमि निर्मित करेगा। इसके साथ ही यह पाठ्यक्रम सामान्य रूप से तरह-तरह के साहित्य के साथ शिक्षार्थियों के संबंध को सहज बनाएगा। शिक्षार्थी भाषिक अभिव्यक्ति के सूक्ष्म एवं जटिल रूपों से परिचित हो सकेंगे। वे यथार्थ को अपने विचारों में व्यवस्थित करने के साधन के तौर पर भाषा का अधिक सार्थक उपयोग कर पाएँगे और उनमें जीवन के प्रति मानवीय संवेदना एवं सम्यक दृष्टि का विकास हो सकेगा।

राष्ट्रीय शिक्षा नीति 2020 तथा केंद्रीय माध्यमिक शिक्षा बोर्ड द्वारा समय-समय पर दक्षता आधारित शिक्षा, कला समेकित अधिगम, अनुभवात्मक अधिगम को अपनाने की बात की गई है जो शिक्षार्थियों की प्रतिभा को उजागर करने, खेल-खेल में सीखने पर बल देने, आनंदपूर्ण ज्ञानार्जन और विद्यार्जन के विविध तरीकों को अपनाने तथा अनुभव के द्वारा सीखने पर बल देती है।

दक्षता आधारित शिक्षा से तात्पर्य है सीखने और मूल्यांकन करने का एक ऐसा दृष्टिकोण जो शिक्षार्थी के सीखने के प्रतिफल और विषय में विशेष दक्षता को प्राप्त करने पर बल देता है। दक्षता वह क्षमता, कौशल, ज्ञान और दृष्टिकोण है जो व्यक्ति को वास्तविक जीवन में कार्य करने में सहायता करती है। इससे शिक्षार्थी यह सीख सकते हैं कि ज्ञान और कौशल को किस प्रकार प्राप्त किया जाए तथा उन्हें वास्तविक जीवन की समस्याओं पर कैसे लागू किया जाए। प्रत्येक विषय, प्रत्येक पाठ को जीवनोपयोगी बनाकर प्रयोग में लाना ही दक्षता आधारित शिक्षा है। इसके लिए उच्च स्तरीय चिंतन कौशल पर विशेष बल देने की आवश्यकता है।

कला समेकित अधिगम को शिक्षण-अधिगम प्रक्रिया में सुनिश्चित करना अत्यधिक आवश्यक है। कला के संसार में कल्पना की एक अलग ही उड़ान होती है। कला एक व्यक्ति की रचनात्मक अभिव्यक्ति है। कला समेकित अधिगम से तात्पर्य है कला के विविध रूपों यथा संगीत, नृत्य, नाटक, कविता, रंगशाला, यात्रा, मूर्तिकला, आभूषण बनाना, गीत लिखना, नुक्कड़ नाटक, कोलाज, पोस्टर, कला प्रदर्शनी को शिक्षण अधिगम की प्रक्रिया का अभिन्न हिस्सा बनाना। किसी विषय को आरंभ करने के लिए आइस ब्रेकिंग गतिविधि के रूप में तथा सामंजस्यपूर्ण समझ पैदा करने के लिए अंतरविषयक या बहुविषयक परियोजनाओं के रूप में कला समेकित अधिगम का प्रयोग किया जाना चाहिए। इससे पाठ अधिक रोचक एवं ग्राह्य हो जाएगा।

अनुभवात्मक अधिगम या आनुभविक ज्ञानार्जन का उद्देश्य शैक्षिक वातावरण को शिक्षार्थी केंद्रित बनाने के साथ-साथ स्वयं मूल्यांकन करने, आलोचनात्मक रूप से सोचने, निर्णय लेने तथा ज्ञान का निर्माण कर उसमें पारंगत होने से है। यहाँ शिक्षक की भूमिका मार्गदर्शक की रहती है। ज्ञानार्जन अनुभव सहयोगात्मक अथवा

स्वतंत्र होता है और यह शिक्षार्थी को एक साथ कार्य करने तथा स्वयं के अनुभव द्वारा सीखने पर बल देता है। यह सिद्धांत और व्यवहार के बीच की दूरी को कम करता है।

इस पाठ्यक्रम के अध्ययन से:

1. शिक्षार्थी अपनी रुचि और आवश्यकता के अनुरूप साहित्य का गहन और विशेष अध्ययन जारी रख सकेंगे।
2. विश्वविद्यालय स्तर पर निर्धारित हिंदी-साहित्य से संबंधित पाठ्यक्रम के साथ सहज संबंध स्थापित कर सकेंगे।
3. लेखन-कौशल के व्यावहारिक और सृजनात्मक रूपों की अभिव्यक्ति में सक्षम हो सकेंगे।
4. रोज़गार के किसी भी क्षेत्र में जाने पर भाषा का प्रयोग प्रभावी ढंग से कर सकेंगे।
5. यह पाठ्यक्रम शिक्षार्थी को जनसंचार तथा प्रकाशन जैसे विभिन्न-क्षेत्रों में अपनी क्षमता व्यक्त करने का अवसर प्रदान कर सकता है।
6. शिक्षार्थी दो भिन्न पाठों की पाठ्यवस्तु पर चिंतन करके उनके मध्य की संबद्धता पर अपने विचार अभिव्यक्त करने में सक्षम हो सकेंगे।
7. शिक्षार्थी रटे-रटाए वाक्यों के स्थान पर अभिव्यक्तिपरक/ स्थिति आधारित/ उच्च चिंतन क्षमता के प्रश्नों पर सहजता से अपने विचार प्रकट कर सकेंगे।

उद्देश्य :

- संप्रेषण के माध्यम और विधाओं के लिए उपयुक्त भाषा प्रयोग की इतनी क्षमता उनमें आ चुकी होगी कि वे स्वयं इससे जुड़े उच्चतर पाठ्यक्रमों को समझ सकेंगे।
- भाषा के अंदर सक्रिय सत्ता संबंध की समझ।
- सृजनात्मक साहित्य की समझ और आलोचनात्मक दृष्टि का विकास।
- शिक्षार्थियों के भीतर सभी प्रकार की विविधताओं (धर्म, जाति, लिंग, क्षेत्र एवं भाषा संबंधी) के प्रति सकारात्मक एवं विवेकपूर्ण रवैये का विकास।
- पठन-सामग्री को भिन्न-भिन्न कोणों से अलग-अलग सामाजिक, सांस्कृतिक चिंताओं के परिप्रेक्ष्य में देखने का अभ्यास करवाना तथा आलोचनात्मक दृष्टि का विकास करना।
- शिक्षार्थी में स्तरीय साहित्य की समझ और उसका आनंद उठाने की क्षमता तथा साहित्य को श्रेष्ठ बनाने वाले तत्वों की संवेदना का विकास।
- विभिन्न ज्ञानानुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति और उसकी क्षमताओं का बोध।
- कामकाजी हिंदी के उपयोग के कौशल का विकास।
- जनसंचार माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से परिचय और इन माध्यमों की आवश्यकता के अनुरूप मौखिक एवं लिखित अभिव्यक्ति का विकास।
- शिक्षार्थी में किसी भी अपरिचित विषय से संबंधित प्रासंगिक जानकारी के स्रोतों का अनुसंधान और व्यवस्थित ढंग से उनकी मौखिक और लिखित प्रस्तुति की क्षमता का विकास।

शिक्षण-युक्तियाँ

- कुछ बातें इस स्तर पर हिंदी शिक्षण के लक्ष्यों के संदर्भ में सामान्य रूप से कही जा सकती हैं। एक तो यह है कि कक्षा में दबाव एवं तनाव मुक्त माहौल होने की स्थिति में ये लक्ष्य हासिल किए जा सकते हैं। चूँकि इस पाठ्यक्रम में तैयारशुदा उत्तरों को कंठस्थ कर लेने की कोई अपेक्षा नहीं है, इसलिए विषय को समझने और उस समझ के आधार पर उत्तर को शब्दबद्ध करने की योग्यता विकसित करना शिक्षक का काम है। इस योग्यता के विकास के लिए कक्षा में शिक्षार्थियों और शिक्षिका के

बीच निर्बाध संवाद ज़रूरी है। शिक्षार्थी अपनी शंकाओं और उलझनों को जितना अधिक व्यक्त करेंगे, उनमें उतनी स्पष्टता आ पाएगी।

- भाषा की कक्षा से समाज में मौजूद विभिन्न प्रकार के द्वंद्वों पर बातचीत का मंच बनाना चाहिए। उदाहरण के लिए संविधान में किसी शब्द विशेष के प्रयोग पर निषेध को चर्चा का विषय बनाया जा सकता है। यह समझ ज़रूरी है कि शिक्षार्थियों को सिर्फ सकारात्मक पाठ देने से काम नहीं चलेगा बल्कि उन्हें समझाकर भाषिक यथार्थ का सीधे सामना करवाने वाले पाठों से परिचय होना ज़रूरी है।
- शंकाओं और उलझनों को रखने के अलावा भी कक्षा में शिक्षार्थियों को अधिक-से-अधिक बोलने के लिए प्रेरित किया जाना ज़रूरी है। उन्हें यह अहसास कराया जाना चाहिए कि वे पठित सामग्री पर राय देने का अधिकार और ज्ञान रखते हैं। उनकी राय को प्राथमिकता देने और उसे बेहतर तरीके से पुनः प्रस्तुत करने की अध्यापकीय शैली यहाँ बहुत उपयोगी होगी।
- शिक्षार्थियों को संवाद में शामिल करने के लिए यह ज़रूरी होगा कि उन्हें एक नामहीन समूह न मानकर अलग-अलग व्यक्तियों के रूप में अहमियत दी जाए। शिक्षकों को अक्सर एक कुशल संयोजक की भूमिका में स्वयं देखना होगा, जो किसी भी इच्छुक व्यक्ति को संवाद का भागीदार बनने से वंचित नहीं रखते, उसके कच्चे-पक्के वक्तव्य को मानक भाषा-शैली में ढाल कर उसे एक आभा दे देते हैं और मौन को अभिव्यंजना मान बैठे लोगों को मुखर होने पर बाध्य कर देते हैं।
- अप्रत्याशित विषयों पर चिंतन तथा उसकी मौखिक व लिखित अभिव्यक्ति की योग्यता का विकास शिक्षकों के सचेत प्रयास से ही संभव है। इसके लिए शिक्षकों को एक निश्चित अंतराल पर नए-नए विषय प्रस्तावित कर उन पर लिखने तथा संभाषण करने के लिए पूरी कक्षा को प्रेरित करना होगा। यह अभ्यास ऐसा है, जिसमें विषयों की कोई सीमा तय नहीं की जा सकती। विषय की असीम संभावना के बीच शिक्षक यह सुनिश्चित कर सकते हैं कि उसके शिक्षार्थी किसी निबंध-संकलन या कुंजी से तैयारशुदा सामग्री उतार भर न ले। तैयार शुदा सामग्री के लोभ से, बाध्यतावश ही सही मुक्ति पाकर शिक्षार्थी नये तरीके से सोचने और उसे शब्दबद्ध करने के लिए तैयार होंगे। मौखिक अभिव्यक्ति पर भी विशेष ध्यान देने की ज़रूरत है, क्योंकि भविष्य में साक्षात्कार, संगोष्ठी जैसे मौकों पर यही योग्यता शिक्षार्थी के काम आती है। इसके अभ्यास के सिलसिले में शिक्षकों को उचित हावभाव, मानक उच्चारण, पॉज, बलाघात, हाजिरजवाबी इत्यादि पर खास बल देना होगा।
- काव्य की भाषा के मर्म से शिक्षार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के शिक्षण में उससे मदद ली जानी चाहिए।
- एन सी ई आर टी, शिक्षा मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए कार्यक्रम/ ई-सामग्री, वृत्तचित्रों और सिनेमा को शिक्षण सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है। शिक्षार्थियों को स्तरीय परीक्षा करने को भी कहा जा सकता है।
- कक्षा में सिर्फ एक पाठ्यपुस्तक की उपस्थिति से बेहतर यह है कि शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को शिक्षार्थी देख सकें और शिक्षक उनका कक्षा में अलग-अलग मौकों पर इस्तेमाल कर सकें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे शिक्षार्थियों में इसका इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सही अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा और उनमें संवेदनशीलता बढ़ेगी। वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएँगे।

- कक्षा-अध्यापन के पूरक कार्य के रूप में सेमिनार, ट्यूटोरियल कार्य, समस्या-समाधान कार्य, समूहचर्चा, परियोजनाकार्य, स्वाध्याय आदि पर बल दिया जाना चाहिए। पाठ्यक्रम में जनसंचार माध्यमों से संबंधित अंशों को देखते हुए यह ज़रूरी है कि समय-समय पर इन माध्यमों से जुड़े व्यक्तियों और विशेषज्ञों को भी विद्यालय में बुलाया जाए तथा उनकी देख-रेख में कार्यशालाएँ आयोजित की जाएं।
- भिन्न क्षमता वाले शिक्षार्थियों के लिए उपयुक्त शिक्षण सामग्री का इस्तेमाल किया जाए तथा उन्हें किसी भी प्रकार से अन्य शिक्षार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में शिक्षक को हर प्रकार की विविधताओं (लिंग जाति, धर्म, वर्ग आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।

श्रवण तथा वाचन परीक्षा हेतु दिशा-निर्देश

श्रवण (सुनना) (5 अंक) : वर्णित या पठित सामग्री को सुनकर अर्थग्रहण करना, वार्तालाप करना, वाद-विवाद, भाषण, कविता पाठ आदि को सुनकर समझना, मूल्यांकन करना और अभिव्यक्ति के ढंग को समझना।

वाचन (बोलना) (5 अंक): भाषण, सस्वर कविता-पाठ, वार्तालाप और उसकी औपचारिकता, कार्यक्रम-प्रस्तुति, कथा-कहानी अथवा घटना सुनाना, परिचय देना, भावानुकूल संवाद-वाचन।

टिप्पणी: वार्तालाप की दक्षताओं का मूल्यांकन निरंतरता के आधार पर परीक्षा के समय ही होगा। निर्धारित 10 अंकों में से 5 श्रवण (सुनना) कौशल के मूल्यांकन के लिए और 5 वाचन (बोलना) कौशल के मूल्यांकन के लिए होंगे।

वाचन (बोलना) एवं श्रवण (सुनना) कौशल का मूल्यांकन:

- परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 250 शब्दों का होना चाहिए।
या
परीक्षक 2-3 मिनट का श्रव्य अंश (ऑडियो क्लिप) सुनवाएगा। अंश रोचक होना चाहिए। कथ्य/घटना पूर्ण एवं स्पष्ट होनी चाहिए। वाचक का उच्चारण शुद्ध, स्पष्ट एवं विराम चिह्नों के उचित प्रयोग सहित होना चाहिए।
- परीक्षार्थी ध्यानपूर्वक परीक्षक/ऑडियो क्लिप को सुनने के पश्चात परीक्षक द्वारा पूछे गए प्रश्नों का अपनी समझ से मौखिक उत्तर देंगे। (1x5 =5)
- किसी निर्धारित विषय पर बोलना : जिससे शिक्षार्थी अपने व्यक्तिगत अनुभवों का प्रत्यास्मरण कर सकें।
- कोई कहानी सुनाना या किसी घटना का वर्णन करना।
- परिचय देना।
(स्व/परिवार/ वातावरण/ वस्तु/ व्यक्ति/ पर्यावरण/ कवि /लेखक आदि)

परीक्षकों के लिए अनुदेश :-

- परीक्षण से पूर्व परीक्षार्थी को तैयारी के लिए कुछ समय दिया जाए।
- विवरणात्मक भाषा में वर्तमान काल का प्रयोग अपेक्षित है।
- निर्धारित विषय परीक्षार्थी के अनुभव-जगत के हों।
- जब परीक्षार्थी बोलना आरंभ करें तो परीक्षक कम से कम हस्तक्षेप करें।

कौशलों के अंतरण का मूल्यांकन

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

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

परियोजना कार्य

विषय वस्तु

भाषा एवं प्रस्तुति

शोध एवं मौलिकता

-

-

-

-

कुल अंक 10

5 अंक

3 अंक

2 अंक

- हिन्दी भाषा और साहित्य से जुड़े विविध विषयों/ विधाओं / साहित्यकारों / समकालीन लेखन / साहित्यिक वादों / भाषा के तकनीकी पक्ष / प्रभाव / अनुप्रयोग / साहित्य के सामाजिक संदर्भों एवं जीवन मूल्य संबंधी प्रभावों आदि पर परियोजना कार्य दिए जाने चाहिए।
- सत्र के प्रारंभ में ही शिक्षार्थी को विषय चुनने का अवसर मिले ताकि उसे शोध, तैयारी और लेखन के लिए पर्याप्त समय मिल सके।

परियोजना-कार्य

‘परियोजना’ शब्द योजना में ‘परि’ उपसर्ग लगने से बना है। ‘परि’ का अर्थ है ‘पूर्णता’ अर्थात् ऐसी योजना जो अपने आप में पूर्ण हो परियोजना कहलाती है। किसी विशेष लक्ष्य की प्राप्ति हेतु जो योजना बनाई और कार्यान्वित की जाती है, उसे परियोजना कहते हैं। यह किसी समस्या के निदान या किसी विषय के तथ्यों को प्रकाशित करने के लिए तैयार की गई एक पूर्ण विचार योजना होती है।

राष्ट्रीय पाठ्यचर्चा की रूपरेखा, राष्ट्रीय शिक्षा नीति 2020 तथा केन्द्रीय माध्यमिक शिक्षा बोर्ड द्वारा समय-समय पर अनुभवात्मक अधिगम, आनंदपूर्ण अधिगम की बात कही गई है। उच्चतर माध्यमिक स्तर पर शिक्षार्थियों के लिए हिंदी का अध्ययन एक सृजनात्मक, साहित्यिक, सांस्कृतिक और विभिन्न प्रयुक्तियों की भाषा के रूप में प्रयोग करने और करवाने के लिए परियोजना कार्य अत्यंत महत्वपूर्ण व लाभदायक सिद्ध होता है।

परियोजना का महत्व

- व्यक्तिगत स्तर पर खोज, कार्यवाही और ग्यारहवीं - बारहवीं कक्षा के दौरान अर्जित ज्ञान और कौशल, विचारों आदि पर चिंतन का उपयोग।

- सैद्धांतिक निर्माणों और तर्कों का उपयोग करके वास्तविक दुनिया के परिदृश्यों का विश्लेषण और मूल्यांकन
- एक स्वतंत्र और विस्तारित कार्य का निर्माण करने के लिए महत्वपूर्ण और रचनात्मक चिंतन, कौशल और क्षमताओं के अनुप्रयोग का प्रदर्शन
- उन विषयों पर कार्य करने का अवसर जिनमें शिक्षार्थियों की रुचि है।
- नए ज्ञान की ओर अग्रसर
- खोजी प्रवृत्ति में वृद्धि
- भाषा ज्ञान समृद्ध एवं व्यावहारिक
- समस्या समाधान की क्षमता का विकास

परियोजना कार्य निर्धारित करते समय ध्यान देने योग्य बातें

- परियोजना कार्य शिक्षार्थियों में योग्यता आधारित क्षमता को ध्यान में रखकर दिए जाएँ जिससे वे विषय के साथ जुड़ते हुए उसके व्यावहारिक पक्ष को समझ सकें। वर्तमान समय में उसकी प्रासंगिकता पर भी ध्यान दिया जाए।
- सत्र के प्रारम्भ में ही शिक्षार्थियों को विषय चुनने का अवसर मिले ताकि उसे शोध, तैयारी और लेखन के लिए पर्याप्त समय मिल सके।
- अध्यापिका/अध्यापक द्वारा कक्षा में परियोजना-कार्य को लेकर विस्तारपूर्वक चर्चा की जाए जिससे शिक्षार्थी उसके अर्थ, महत्व व प्रक्रिया को भली-भाँति समझने में सक्षम हो सकें।
- हिंदी भाषा और साहित्य से जुड़े विविध विषयों/ विधाओं/ साहित्यकारों/ समकालीन लेखन/ भाषा के तकनीकी पक्ष/ प्रभाव/ अनुप्रयोग/ साहित्य के सामाजिक संदर्भों एवं जीवन-मूल्य संबंधी प्रभावों आदि पर परियोजना कार्य दिए जाने चाहिए।
- शिक्षार्थी को उसकी रुचि के अनुसार विषय का चयन करने के छूट दी जानी चाहिए तथा अध्यापक/ अध्यापिका को मार्गदर्शक के रूप में उसकी सहायता करनी चाहिए।
- परियोजना – कार्य करते समय निम्नलिखित आधार को अपनाया जा सकता है-
 1. प्रमाण – पत्र
 2. आभार ज्ञापन
 3. विषय-सूची
 4. उद्देश्य
 5. समस्या का बयान
 6. परिकल्पना
 7. प्रक्रिया (साक्ष्य संग्रह, साक्ष्य का विश्लेषण)
 8. प्रस्तुतीकरण (विषय का विस्तार)
 9. अध्ययन का परिणाम
 10. अध्ययन की सीमाएँ
 11. स्रोत
 12. अध्यापक टिप्पणी
- परियोजना – कार्य में शोध के दौरान सम्मिलित किए गए चित्रों और संदर्भों के विषय में उचित जानकारी दी जानी चाहिए। उनके स्रोत को अवश्य अंकित करना चाहिए।
- चित्र, रेखाचित्र, विज्ञापन, ग्राफ, विषय से संबंधित आँकड़े, विषय से संबंधित समाचार की कतरनें एकत्रित की जानी चाहिए।

- प्रमाणस्वरूप सम्मिलित किए गए आँकड़े, चित्र, विज्ञापन आदि के स्रोत अंकित करने के साथ-साथ समाचार-पत्र, पत्रिकाओं के नाम एवं दिनांक भी लिखना चाहिए।
- साहित्यकोश, संदर्भ-ग्रंथ, शब्दकोश की सहायता लेनी चाहिए।
- परियोजना-कार्य में शिक्षार्थियों के लिए अनेक संभावनाएँ हैं। उनके व्यक्तिगत विचार तथा उनकी कल्पना के विस्तृत संसार को अवश्य सम्मिलित किया जाए।

परियोजना – कार्य के कुछ विषय सुझावात्मक रूप में दिए जा रहे हैं।

भाषा और साहित्य से जुड़े विविध विषयों/ विधाओं/ साहित्यकारों/ समकालीन लेखन के आधार पर

- **हिंदी कविता में प्रकृति चित्रण (पाठ – उषा / बगुलों के पंख कविता)**
- विभिन्न कवियों की कविताओं का तुलनात्मक अध्ययन,
- भाषा शैली, विशेषताएँ
- वर्तमान के साथ प्रासंगिकता इत्यादि।
- **भारतीय ग्रामीण का जीवन (पाठ – पहलवान की ढोलक)**
 - आज़ादी से पहले, बाद में तथा वर्तमान में स्थिति
 - सुधार की आवश्यकताएँ
 - आपकी भूमिका/ योगदान/ सुझाव
- **समकालीन, सांस्कृतिक एवं साहित्यिक विषयों से संबंधित**
- भूमिका – क्या है, क्यों है आदि का विवरण
- विभिन्न देशों में प्रभाव
- भारत के साथ तुलनात्मक अध्ययन
- कारण और निवारण
- आपकी भूमिका/ योगदान/ सुझाव

उपर्युक्त विषय सुझाव के रूप में प्रस्तुत किए गए हैं। आप दिशानिर्देशों के आधार पर अन्य विषयों का चयन कर सकते हैं।

श्रवण कौशल एवं परियोजना कार्य का मूल्यांकन विद्यालय स्तर पर आंतरिक परीक्षक (विषय अध्यापक) द्वारा ही किया जाएगा।

हिंदी (आधार)
विषय कोड – 302
कक्षा 11वीं (2025 -26)
परीक्षा हेतु पाठ्यक्रम विनिर्देशन

- प्रश्न-पत्र तीन खण्डों – खंड- क, ख और ग में होगा।
- खंड- क में अपठित बोध पर आधारित प्रश्न पूछे जाएँगे। सभी प्रश्नों के उत्तर देने होंगे।
- खंड- ख में अभिव्यक्ति और माध्यम पाठ्यपुस्तक के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।
- खंड- ग में आरोह भाग – 1 एवं वितान भाग – 1 पाठ्यपुस्तकों के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।

भारांक-80

निर्धारित समय – 03 घंटे

वार्षिक परीक्षा हेतु भार विभाजन

	खंड-क (अपठित बोध)	18 अंक
1	01 अपठित गद्यांश (लगभग 250 शब्दों का) पर आधारित बोध, चिंतन, विश्लेषण पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न, लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक × 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक × 01 प्रश्न = 1 अंक, लघूत्तरात्मक प्रश्न 02 अंक × 3 प्रश्न = 6 अंक)	10 अंक
2	01 अपठित पद्यांश (लगभग 100 शब्दों का) पर आधारित बोध, सराहना, सौंदर्य, चिंतन, विश्लेषण आदि पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न, लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक × 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक × 01 प्रश्न = 01 अंक, लघूत्तरात्मक प्रश्न 02 अंक × 02 प्रश्न = 04 अंक)	08 अंक
	खंड- ख (अभिव्यक्ति और माध्यम पाठ्यपुस्तक के आधार पर) पाठ संख्या 1, 2, 9, 10, 14, 15 तथा 16 पर आधारित	22 अंक
3	दिए गए 03 अप्रत्याशित विषयों में से किसी 01 विषय पर आधारित लगभग 120 शब्दों में रचनात्मक लेखन (06 अंक × 01 प्रश्न)	06 अंक
4	औपचारिक पत्र लेखन। (विकल्प सहित) (05 अंक × 01 प्रश्न)	05 अंक
5	पाठ संख्या 1, 2, 9, 10, 14, 15 तथा 16 पर आधारित 04 प्रश्न (विकल्प सहित) (02 अंक × 04 प्रश्न= 8 अंक) (लगभग 40 शब्दों में), (03 अंक × 01 प्रश्न = 3 अंक) (लगभग 60 शब्दों में)	11 अंक

	खंड- ग (आरोह भाग – 1 एवं वितान भाग-1 पाठ्य पुस्तकों के आधार पर)	40 अंक
6	पठित काव्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05 अंक
7	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	06 अंक
8	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
9	पठित गद्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक x 05 प्रश्न)	05 अंक
10	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (03 अंक x 02 प्रश्न)	06 अंक
11	गद्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 40 शब्दों में) (02 अंक x 02 प्रश्न)	04 अंक
12	वितान के पाठों पर आधारित 03 में से 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में) (05 अंक x 02 प्रश्न)	10 अंक
13	(अ) श्रवण तथा वाचन (ब) परियोजना कार्य	10+10 = 20 अंक
कुल अंक		100 अंक

निर्धारित पाठ्यपुस्तकें :

1. आरोह, भाग-1, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
 2. वितान भाग-1, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
 3. अभिव्यक्ति और माध्यम, एन.सी.ई.आर.टी., नई दिल्ली द्वारा प्रकाशित
- नोट – पाठ्यक्रम के निम्नलिखित पाठ हटा दिए गए हैं :**

आरोह भाग - 1	काव्य खंड	<ul style="list-style-type: none"> • कबीर (पद 2) - संतो देखत जग बौराना • मीरा (पद 2) - पग घुंगरू बांधि मीरा नाची • रामनरेश त्रिपाठी - पथिक (पूरा पाठ) • सुमित्रानंदन पंत - वे आँखें (पूरा पाठ)
	गद्य खंड	<ul style="list-style-type: none"> • कृष्णनाथ - स्पीति में बारिश (पूरा पाठ) • सैयद हैदर रज़ा - आत्मा का ताप (पूरा पाठ)

हिंदी (आधार)
विषय कोड – 302
कक्षा 12वीं (2025 -26)
परीक्षा हेतु पाठ्यक्रम विनिर्देशन

- प्रश्न-पत्र तीन खण्डों – खंड- क, ख और ग में होगा।
- खंड- क में अपठित बोध पर आधारित प्रश्न पूछे जाएँगे। सभी प्रश्नों के उत्तर देने होंगे।
- खंड- ख में अभिव्यक्ति और माध्यम पाठ्यपुस्तक के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।
- खंड- ग में आरोह भाग – 2 एवं वितान भाग – 2 पाठ्यपुस्तकों के आधार पर प्रश्न पूछे जाएँगे। प्रश्नों में आंतरिक विकल्प दिए जाएँगे।

भारांक-80

निर्धारित समय - 03 घंटे

वार्षिक परीक्षा हेतु भार विभाजन

	खंड-क (अपठित बोध)	18 अंक
1	01 अपठित गद्यांश (लगभग 250 शब्दों का) पर आधारित बोध, चिंतन, विश्लेषण पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न, लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक × 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक × 01 प्रश्न = 01 अंक, लघूत्तरात्मक प्रश्न 02 अंक × 03 प्रश्न = 06 अंक)	10 अंक
2	01 अपठित पद्यांश (लगभग 100 शब्दों का) पर आधारित बोध, सराहना, सौंदर्य, चिंतन, विश्लेषण आदि पर बहुविकल्पीय प्रश्न, अतिलघूत्तरात्मक प्रश्न, लघूत्तरात्मक प्रश्न पूछे जाएँगे। (बहुविकल्पीय प्रश्न 01 अंक × 03 प्रश्न = 03 अंक, अतिलघूत्तरात्मक प्रश्न 01 अंक × 01 प्रश्न = 01 अंक, लघूत्तरात्मक प्रश्न 02 अंक × 02 प्रश्न = 04 अंक)	08 अंक
	खंड- ख (अभिव्यक्ति और माध्यम पाठ्यपुस्तक के आधार पर) पाठ संख्या 3, 4, 5, 11, 12 तथा 13 पर आधारित	22 अंक
3	दिए गए 03 अप्रत्याशित विषयों में से किसी 01 विषय पर आधारित लगभग 120 शब्दों में रचनात्मक लेखन (06 अंक × 01 प्रश्न)	06 अंक
4	पाठ संख्या 3, 4, 5, 11 तथा 13 पर आधारित (02 अंक × 04 प्रश्न = 08 अंक) (लगभग 40 शब्दों में), (04 अंक × 02 प्रश्न = 08 अंक) (लगभग 80 शब्दों में) (विकल्प सहित)	16 अंक
	खंड- ग (आरोह भाग – 2 एवं वितान भाग-2 पाठ्यपुस्तकों के आधार पर)	40 अंक
5	पठित काव्यांश पर आधारित 05 बहुविकल्पी प्रश्न (01 अंक × 05 प्रश्न)	05 अंक
6	काव्य खंड पर आधारित 03 प्रश्नों में से किन्हीं 02 प्रश्नों के उत्तर (लगभग 60 शब्दों में)	06 अंक

GEOGRAPHY
Subject Code: 029
Classes XI-XII (2025-26)

BACKGROUND/ RATIONALE

Geography is introduced as an elective subject at the second phase of secondary stage. After ten years of general education, students branch out at the beginning of this stage and are exposed to the rigors of the discipline for the first time. Being an entry point for the higher education, students choose Geography for pursuing their academic interest and, therefore, need a broader and deeper understanding of the subject. For others, geographical knowledge is useful in daily lives because it is a valuable medium for the education of young people. Its contribution lies in the content, cognitive processes, skills and values that Geography promotes and thus helps the students explore, understand and evaluate the environmental and social dimensions of the world in a better manner.

Since Geography explores the relationship between people and their environment, it includes studies of physical and human environments and their interactions at different scales-local, state/region, nation and the world. The fundamental principles responsible for the varieties in the distributional pattern of physical and human features and phenomena over the earth's surface need to be understood properly. Application of these principles would be taken up through selected case studies from the world and India. Thus, the physical and human environment of India and study of some issues from a geographical point of view will be covered in greater detail. Students will be exposed to different methods used in geographical investigations.

LEARNING OBJECTIVES

The course in Geography will help learners to:

- Familiarise with key concepts, terminology and core principles of Geography.
- Describe locations and correlate with Geographical Perspectives.
- List/describe what students might see, hear and smell at a place.
- List/describe ways a place is linked with other places.
- Compare conditions and connections in one place to another.
- Analyse/ describe how conditions in one place can affect nearby places.
- Identify regions as places that are similar or connected.
- Describe and interpret the spatial pattern features on a thematic map.
- Search for, recognize and understand the processes and patterns of the spatial arrangement of the natural features as well as human aspects and phenomena on the earth's surface.
- Understand and analyse the interrelationship between physical and

human environments and utilize such knowledge in reflecting on issues related to community.

- Apply geographical knowledge and methods of inquiry to emerging situations or problems at different levels-local, regional, national and global.
- Develop geographical skills, relating to collection, processing and analysis of spatial data/ information and preparation of report including maps and graphs and use of computers wherever possible; and to be sensitive to issues.
- The child will develop the competency to analyse, evaluate, interpret and apply the acquired knowledge to determine the environmental issues effectively.

**CLASS XI
COURSE STRUCTURE**

Book- Fundamentals of Physical Geography

Chapter No.	Chapter name	Weightage
Unit- I Geography as a Discipline		
1	Geography As a Discipline	3
Unit II The Earth		
2	The Origin and Evolution of the Earth	9
3	Interior of the Earth	
4	Distribution of oceans and continents	
Unit- III Landforms		
5	Geomorphic Processes	6
6	Landform and their Evolution	
Unit-IV Climate		
7	Composition and Structure of Atmosphere	8
8	Solar Radiation, Heat balance and Temperature	
9	Atmospheric Circulations and Weather Systems	
10	Water in the Atmosphere	
11	World Climate and Climate Change (To be tested through internal assessments in the form of project and presentation)	
Unit-V Water (Oceans)		
12	Water (Oceans)	4
13	Movements of Ocean Water	

Unit VI Life on the Earth		
14	Biodiversity and Conservation (To be tested through internal assessments in the form of project and presentation)	—
	Map Work	5
Total		35

Book-India Physical Environment

Chapter No.	Chapter Name	Weightage
Unit-I Introduction		
1	India- Location	5
Unit II Physiography		
2	Structure and Physiography	13
3	Drainage System	
Unit III Climate Vegetation and Soil		
4	Climate	12
5	Natural Vegetation	
Unit-IV Natural Hazards and Disasters: Causes Consequences and Management		
6	Natural Hazards and Disasters (To be tested through internal assessment in the form of Projects and presentation)	—
	Map	5
Total		35

Book-Geography Practical Part I

Chapter No.	Chapter Name	Weightage
1	Introduction to Maps	3
2	Map Scale	4
3	Latitude Longitude and Time	4
4	Map Projections	4
5	Topographical Maps	4
6	Introduction to Remote Sensing	6
	Practical file and Viva	5
	Total	30

COURSE CONTENT – XI

Book- Fundamentals of Physical Geography

Unit 1: Geography as a Discipline	Chapter 1 Geography as a Discipline <ul style="list-style-type: none">• Introduction to Geography as a discipline• Geography as an integrating discipline: Spatial and Temporal synthesis• Approaches to study Geography: Systematic and Regional• Branches of Geography: Physical Geography, Human Geography and Bio Geography• Physical Geography and its importance.
Unit 2: The Earth	Chapter 2 The Origin and Evolution of The Earth <ul style="list-style-type: none">• Origin and evolution of the earth• Early theories: Origin of the Earth• Modern Theories: Origin of the universe• Formation of Stars and Planets• Evolution of the Earth: Lithosphere, Atmosphere and Hydrosphere• Origin of Life Chapter 3 Interior of the Earth <ul style="list-style-type: none">• Sources of Information about the Interior of the Earth (Direct and Indirect)• Earthquakes: Earthquake Waves, Shadow zones, Types, Scales to measure earthquake intensity, effects, frequency of earthquake occurrences• Structure of the Earth• Volcanoes and Volcanic landforms

	<p>Chapter 4 Distribution of Oceans and Continents</p> <ul style="list-style-type: none"> Continental Drift Theory, and Evidence in support of Continental Drift and Force for Drift Post Drift Studies Ocean Floor Configuration Distribution of Earthquakes and Volcanoes Concept of Seafloor Spreading Plate Tectonics: Types of Plate boundaries, Rate and forces for the Plate Movement Movement of the Indian Plate
Unit 3: Landforms	<p>Chapter 5 Geomorphic processes</p> <ul style="list-style-type: none"> Geomorphic processes: Exogenic and Endogenic Endogenic Process: Diastrophism, Volcanism Exogenic Processes Weathering, landslides. Soil: Processes and factors of Soil Formation <p>Chapter 6 Landforms and their Evolution</p> <ul style="list-style-type: none"> Running water: Erosional and Depositional Landforms Wind: Erosional and Depositional Landforms
Unit 4: Climate	<p>Chapter 7 Composition and Structure of Atmosphere</p> <ul style="list-style-type: none"> Atmosphere- composition and structure; elements of weather and climate <p>Chapter 8 Solar Radiation, Heat Balance and Temperature</p> <ul style="list-style-type: none"> Solar radiation: Variability of Insolation. Processes of Heating and Cooling of Atmosphere Terrestrial Radiation Heat budget of the earth Temperature- Factors controlling temperature; Horizontal distribution of temperature; Inversion of temperature <p>Chapter 9 Atmospheric Circulation and Weather Systems</p> <ul style="list-style-type: none"> Atmospheric Pressure: Horizontal and Vertical Variation of Pressure Forces affecting velocity and direction of Wind General Circulation of the atmosphere: Pressure belts; Winds: Planetary, Seasonal and Local; Air masses and Fronts; Tropical and Extratropical cyclones; Thunderstorms and Tornadoes <p>Chapter 10 Water in the Atmosphere</p> <ul style="list-style-type: none"> Humidity-Absolute and Relative humidity Evaporation and condensation- Different Forms of Condensation: dew, frost, fog, mist and cloud;

	<ul style="list-style-type: none"> • Precipitation • Types of Rainfall and world distribution of rainfall Chapter 11 World Climate and Climate Change (To be tested through internal assessments in the form of project and presentation)
Unit 5: Water (Oceans)	Chapter 12 Water (Oceans) <ul style="list-style-type: none"> • Hydrological Cycle • Major and Minor Relief Features of the Ocean Floor • Temperature and Salinity of Ocean Waters: Factors, Horizontal and Vertical distribution of temperature and Salinity Chapter 13 Movements of Ocean Water <ul style="list-style-type: none"> • Movements of ocean water- Waves, Tides and Currents.
Unit 6: Life on the Earth	Chapter 14 Biodiversity and Conservation (To be tested through internal assessments in the form of project and presentation)
Book- India- Physical Environment	
Unit 1: Introduction	Chapter 1 India — Location, Size, Latitudinal and Longitudinal extent, Indian Standard time, India and its neighbours
Unit 2: Physiography	Chapter 2 Structure and Physiography <ul style="list-style-type: none"> • Physiographic Divisions: (1) The Northern and North-eastern Mountains (2) The Northern Plain (3) The Peninsular Plateau (4) The Indian Desert (5) The Coastal Plains (6) The Islands. Chapter 3 Drainage System <ul style="list-style-type: none"> • Drainage patterns • Concepts of River basin, Catchment Area, Watershed • Drainage and River systems of India: the Himalayan and the Peninsular • Extent of Usability of River Water- linking of rivers, problems in using river water and water pollution
Unit 3: Climate, Vegetation and Soil	Chapter 4 Climate <ul style="list-style-type: none"> • Weather and climate • Unity and diversity in the Monsoon Climate • Factors determining the climate of India • The Nature and characteristics on Indian Monsoon • The Rhythm of Seasons • Distribution of Rainfall

	<ul style="list-style-type: none"> • Monsoon and the Economic Life in India • Global Warming <p>Chapter 5 Natural Vegetation</p> <ul style="list-style-type: none"> • Natural vegetation - Introduction • Forest types and distribution • Conservation of forests • Wildlife; conservation; biosphere reserves
Unit 4: Hazards and Disasters: Causes, Consequences and Management	<p>Chapter 6 Natural Hazards and Disasters</p> <p>(To be tested through internal assessment in the form of Projects and presentation)</p>
Book- Geography Practical Part I	
<p>Chapter 1 Introduction to Maps</p> <ul style="list-style-type: none"> • Essentials of map making • History of map making • Maps -types • Uses of maps <p>Chapter 2 Map Scale</p> <ul style="list-style-type: none"> • Scales-methods and construction • Conversion of scale <p>Chapter 3 Latitude, Longitude and Time</p> <ul style="list-style-type: none"> • Drawing of Parallels of latitude and Meridians of longitude • Longitude and time • International date line <p>Chapter 4 Map Projections</p> <ul style="list-style-type: none"> • Map projection- typology, construction and properties of projection: Conical with one standard parallel and Mercator's projection. (only two projections) <p>Chapter 5 Topographical Maps</p> <ul style="list-style-type: none"> • Study of topographic maps (1 : 50,000 or 1 : 25,000 Survey of India maps); Conventional Symbols, contour cross section and identification of landforms- slopes, hills, valleys, waterfall, cliffs; distribution of settlements <p>Chapter 6 Introduction to Remote Sensing</p> <ul style="list-style-type: none"> • Satellite imageries, stages in remote sensing data-acquisition, platform and sensors and data products, (photographic and digital) 	

Map Work Book- Fundamentals of Physical Geography (Map items for locating and labelling only on the outline political world map)		
Chapter	Map item (Map present on official website of Govt. of India should be used)	
Chapter 4 Distribution of oceans and continents	<ul style="list-style-type: none"> Political Map of all Continents of the world. Major Oceans of the world: Indian Ocean, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean · Major lithospheric plates and Minor lithospheric plates, Ring of fire (Pacific Ocean), Mid-Atlantic Ridge. 	
Chapter 9 Atmospheric Circulations and Weather Systems	Major Hot Deserts of the world: <ul style="list-style-type: none"> Mojave Desert- Nevada, US Patagonian Desert- Argentina Sahara- Africa Gobi Desert- Mongolia, Asia Thar desert- India Great Victoria Desert- Australia 	
Chapter 12 Water (Oceans)	<ul style="list-style-type: none"> Major Seas Black sea Baltic sea Caspian Sea Mediterranean Sea North Sea Red sea <p>Bay of Fundy (Canada)-Famous for the highest tides in the world</p>	
Chapter 13 Movements of Ocean Water	Ocean Currents	
	Cold currents	Warm currents
	<ul style="list-style-type: none"> Humboldt c. California c. Falkland c. Canaries c. West Australian c. Oyashio c. Labrador c 	<ul style="list-style-type: none"> Alaska c. Brazilian c. Agulhas c. Kuroshio c. Gulf stream c.
Chapter 14 Biodiversity and Conservation	Ecological hotspots <ul style="list-style-type: none"> Eastern Himalaya, India Western ghats, India Indonesia, Asia Eastern Madagascar, Africa Upper Guinean forests, Africa Atlantic forest, Brazil Tropical Andes 	

Map Work Book- India Physical Environment (Map items for locating and labelling only on the outline political map of India)	
Chapter	Map item (Map present on official website of Govt. of India should be used)
Chapter 1 India- Location	<ul style="list-style-type: none"> • Latitudinal extent of India • Longitudinal extent of India • Standard Meridian of India • Important latitude passing through India (Tropic of Cancer) • Southern Most Point of mainland of India (Kanya Kumari)
Chapter 2 Structure and Physiography	<ul style="list-style-type: none"> • Mountains: Karakoram Range, Garo- Khasi- Jaintia hills, Aravalli Range, Vindhyan Range, Satpura Range, Western ghats & Eastern ghats • Peaks: K2, Kanchenjunga, Nandadevi, Nanga Parvat, Namcha Barwa and Anaimudi • Passes: Shipkila, Nathula, Palghat, Bhor ghat and Thal ghat • Plateaus: Malwa, Chhotnagpur, Meghalaya and Deccan Plateau. • Coastal Plains: Saurashtra, Konkan, North and South Kanara, Malabar, Coromandel and Northern Circars • Islands: Andaman & Nicobar Islands and Lakshadweep Islands
Chapter- 3 Drainage System	<ul style="list-style-type: none"> • Rivers: Brahmaputra, Indus, Satluj, Ganga, Yamuna, Chambal, Damodar, Mahanadi, Krishna, Kaveri, Godavari, Narmada, Tapi and Luni • Lakes: (Identification) Wular, Sambhar, Chilika, Kolleru, Pulicat & Vembanad • Straits, Bays , Gulfs: Palk Strait, Rann of Kachch, Gulf of Kachch, Gulf of Mannar & Gulf of Khambat
Chapter-4 Climate	<ul style="list-style-type: none"> • Area with highest temperature in India • Area with lowest temperature in India • Area with highest rainfall in India • Area with lowest rainfall in India
Chapter-5 Natural Vegetation	<p>(Identification on an outline map of India) Tropical evergreen, Tropical deciduous, Tropical thorn, Montane and Littoral/ Swamp forests.</p> <p>Wildlife reserves: (locating and labeling)</p> <ul style="list-style-type: none"> • National Parks: Corbett, Kaziranga, Ranthambore. Shivpuri, Simlipal • Bird Sanctuaries: Keoladev Ghana and Ranganathittho • Wild life Sanctuaries: Periyar, Rajaji, Mudumalai, Dachigam,

Guidelines for Internal Assessment/ Geography Practical

1. A practical file must be prepared by students covering all the topics prescribed in the practical syllabus.
2. The file should be completely handwritten with a cover page, index page and acknowledgment.
3. All practical works should be drawn neatly with appropriate headings, scale, index etc. Data can be taken from the NCERT textbook.
4. The practical file will be assessed at the time of term end practical examinations.
5. A written exam of 25 marks will be conducted based on prescribed practical syllabus.
6. Viva will be conducted based on practical syllabus only.
7. Written Exam -25 Marks
8. Practical file- 03 Marks
9. Viva- 02 Marks

CLASS: XI

Prescribed Books:

1. Fundamentals of Physical Geography, Class XI, Published by NCERT
2. India, Physical Environment, Class XI, Published by NCERT
3. Practical Work in Geography Part I, Class XI, Published by NCERT

Links for NCERT textbooks:

1. <https://ncert.nic.in/textbook.php?kegy2=0-14>
2. <https://ncert.nic.in/textbook.php?kegy1=0-6>
3. <https://ncert.nic.in/textbook.php?kegy3=0-6>

Note:

1. The above textbooks are also available in Hindi medium.
2. Kindly refer to the latest editions of all NCERT Textbooks.

CLASS XII
COURSE STRUCTURE

Book- Fundamental of Human Geography

Chapter No.	Chapter Name	Weightage
Unit I		
1	Human Geography	3
Unit II		
2	The World Population Density Distribution and Growth	8
3	Human Development	
Unit III		
4	Primary Activities	19
5	Secondary Activities	
6	Tertiary and Quaternary Activities	
7	Transport, Communication and Trade	
8	International Trade	
Map Work (Based on identification of features on World Political Map)		5
Total		35

Book-India People and Economy

Chapter No.	Chapter Name	Weightage
Unit I		
1	Population Distribution Density Growth and Composition	5
Unit II		
2	Human Settlements	3

Unit III		
3	Land Resources and Agriculture	10
4	Water Resources	
5	Mineral And Energy Resources	
6	Planning and Sustainable Development in Indian Context	
Unit IV		
7	Transport and Communication	7
8	International Trade	
Unit V		
9	Geographical Perspective on selected issues and problems	5
Map Work (Based on locating and labelling on a political map of India)		5
Total		35

Book- Geography Practical II

Chapter No.	Chapter Name	Weightage
1	Data-its source and Compilation	18
2	Data Processing	
3	Graphical representation of Data	
4	Spatial Information Technology	7
Practical Record Book and Viva Voce		5
Total		30

COURSE CONTENT- XII

Book: Fundamentals of Human Geography	
Unit 1:	Chapter-1 Human Geography: Nature and Scope <ul style="list-style-type: none"> • Introduction to Human Geography • Approaches to study Human Geography Regional and Systematic Geography, Dualism • Nature of Human Geography • Naturalisation of Humans and Humanisation of Nature • Schools of thought in Human Geography • Fields and subfields of Human Geography
Unit 2:	Chapter- 2 The World Population Distribution, Density and Growth <ul style="list-style-type: none"> • Population-distribution and density • Factors influencing the distribution of population • Population Growth • Components of Population change • Demographic Transition • Population Control Measures Chapter- 3 Human Development <ul style="list-style-type: none"> • Human development - concept; selected indicators • Growth and Development • The four pillars of Human Development • Approaches to Human Development • Measuring Human Development- HDI, HPI and GNH • International comparisons
Unit 3:	Chapter- 4 Primary Activities Concept and types: <ul style="list-style-type: none"> • Hunting and Gathering, Pastoralism; Nomadic Herding, Commercial Livestock Rearing • Types of agriculture: <ul style="list-style-type: none"> ❖ Primitive Subsistence ❖ Intensive Subsistence • Commercial Agriculture <ul style="list-style-type: none"> ❖ Plantation Agriculture ❖ Extensive Commercial Grain Cultivation ❖ Mixed Farming ❖ Dairy farming ❖ Mediterranean Agriculture ❖ Market Gardening and Horticulture ❖ Cooperative Farming ❖ Collective Farming • Mining, factors affecting mining • Methods of Mining

Chapter- 5 Secondary Activities

- Manufacturing: Characteristics of Modern large-Scale Manufacturing
- Factors influencing industrial Location
- Classification of manufacturing Industries: On the basis of Size, Inputs /raw material, Output /Products and Ownership
- Concept of High tech Industry

Chapter- 6 Tertiary Activities

- Tertiary activities-concept and types
- Trade and commerce: Retail and Wholesale trading Transport, Factors Affecting Transport;
- Communication
- Services
- People engaged in tertiary activities
- Tourism, Major tourist regions
- Tourist attractions - some examples from selected countries
- Medical Services for Overseas Patients in India
- Quaternary and Quinary activities-concept
- The Digital Divide

Chapter- 7 Transport and Communication

- Transport
- Modes of Transportation:
- Land transport: Roadways, Highways, Road Density, Border Roads.
- Railways: Trans-continental Railways: Trans-Siberian, Trans Canadian, Australian Trans Continental,
- Water Transport: Important Sea Routes, Shipping Canals, Inland waterways
- Air transport: Inter-Continental air routes
- Pipelines
- Communications: Satellite Communications and Cyber Space- Internet

Chapter- 8 International Trade

- History of International trade
- Why Does International Trade Exist?
- Basis of International Trade
- Balance of Trade
- Types of International Trade: Bilateral and Multi-lateral trade
- Case for Free Trade
- Concept of Dumping
- World Trade Organisation
- Regional Trade Blocs
- Concerns Related to International Trade
- Gateways of International trade: Ports
- Types of Port

Book: India: People and Economy	
Unit 1:	Chapter- 1 Population Distribution, Density, Growth and Composition <ul style="list-style-type: none"> • Distribution of Population • Density of Population • Growth of population • Four distinct phases of population growth • Regional Variation in Population Growth • Population Composition: Rural – Urban Composition, Linguistic Composition, Religious Composition • Composition of Working Population • Promoting Gender Sensitivity through 'Beti Bachao–Beti Padhao' Social Campaign.
Unit 2:	Chapter- 2 Human Settlements <ul style="list-style-type: none"> • Rural settlements - types and distribution • Urban settlements - types, distribution • Evolution of Towns in India • Urbanisation in India • Functional Classification of Towns • Smart Cities Mission
Unit 3:	Chapter- 3 Land Resources and Agriculture <ul style="list-style-type: none"> • Land resources- general land use • Land use categories • Land-use Changes in India • Common Property Resources • Agricultural Land Use in India • Cropping Seasons in India • Types of Farming • Geographical conditions and distribution of major crops (Wheat, Rice, Tea, Coffee, Cotton, Jute, Sugarcane and Rubber); • Agricultural development in India • Growth of Agricultural Output and Technology • Problems of Indian Agriculture Chapter- 4 Water Resources <ul style="list-style-type: none"> • Water resources- Surface water and Groundwater Resources • Lagoons and Backwaters • Water Demand and Utilisation - irrigation, domestic, industrial and other uses; • Emerging Water Problems: Deterioration of Water Quality • Water Conservation and Management; Prevention of Water Pollution; Rain water harvesting and Watershed management Chapter- 5 Mineral and Energy Resources <ul style="list-style-type: none"> • Mineral Resources: Introduction and Types

	<ul style="list-style-type: none"> • Major mineral belts of India • Distribution of Ferrous Minerals (Iron ore and Manganese), Non-Ferrous Minerals (Bauxite and Copper); Non-metallic minerals (Mica) • Energy Resources: Conventional sources (Coal, Petroleum and Natural gas) and non-conventional sources (Nuclear, Solar, Wind, Tidal and Wave and Geothermal and Bio energy) • Conservation of Mineral Resources <p>Chapter - 6 Planning and Sustainable Development in Indian Context</p> <ul style="list-style-type: none"> • Planning- Introduction • Target Area Planning: Hill Area Development Programme, Drought Prone Area Programme. • Concept of Sustainable Development • Case Studies – <ol style="list-style-type: none"> 1. Integrated Tribal Development Project in Bharmaur* Region, 2. Indira Gandhi Canal (Nahar) Command Area
Unit 4:	<p>Chapter- 7 Transport and Communication</p> <ul style="list-style-type: none"> • Means of transport: Land (Road transport, Rail transport and Oil and Gas pipelines), Water transport (Inland waterways and Oceanic routes) and Air transport • Communication Networks- Personal and Mass Communication Systems <p>Chapter- 8 International Trade</p> <ul style="list-style-type: none"> • Changing Pattern of the Composition of India's Exports and Import • Direction of Trade • Sea Ports as Gateways of International Trade • Major Seaports of India along with their hinterlands. • Airports
Unit 5:	<p>Chapter- 9 Geographical Perspective on Selected Issues and Problems</p> <ul style="list-style-type: none"> • Environmental pollution- Introduction and types • Urban-waste disposal • Rural-Urban Migration: Case Study • Problems of Slums • Land degradation: Case study
Book- Geography Practical Part II	
<p>Chapter- 1 Data – Its Source and Compilation</p> <ul style="list-style-type: none"> • What is Data, Sources of data: Primary, Secondary and Unpublished sources. • Tabulation and Classification of Data • Grouping of Data • Frequency Polygon 	

Chapter- 2 Data Processing

- Tabulating and processing of data
- Measures of Central Tendency: Mean, Median and Mode
- Comparison of Mean, Median and Mode

Chapter- 3 Graphical Representation of Data

- Representation of data- General rules for drawing diagrams, graphs and maps, construction of line graphs, polygraphs, simple bar diagrams, line and bar diagram, Multiple bar, Compound bar, Pie diagram, Flowchart
- Thematic maps; Construction of Dot Map; Choropleth Map and Isopleth map

Chapter- 4 Spatial Information Technology

Introduction to GIS; Advantages of GIS, Components of GIS, Spatial data formats, Sequence of GIS activities; Spatial data input, Entering attribute data, Data Linkages and matching, Spatial analysis: Overlay Analysis Operation and Buffer Operation

Map Work

Book: Fundamentals of Human Geography

(Map work on identification of features based on units I to III on the outline physical/political map of the World)

Chapter	Map item (Map present on official website of Govt. of India should be used)
Chapter 1 -Human Geography	Nil
Chapter 2 The World Population Density Distribution and Growth	Nil
Chapter 3 Human Development	Nil
Chapter 4 Primary Activities	Areas of subsistence gathering (Fig 4.2) Major areas of nomadic herding of the world (Fig 4.4) Major areas of commercial livestock rearing (Fig 4.6) Major areas of extensive commercial grain farming (Fig 4.12) Major areas of mixed farming of the World (Fig 4.14)
Chapter 5 -Secondary Activities	Nil

Chapter 6 Tertiary and Quaternary Activities	Nil
Chapter 7 Transport Communication and Trade	<p>Terminal Stations of Transcontinental Railways Trans-Siberian, Trans Canadian, Trans-Australian Railways</p> <p><u>Major Sea Ports</u> Europe: North Cape, London, Hamburg North America: Vancouver, San Francisco, New Orleans · South America: Rio De Janeiro, Colon, Valparaiso Africa: Suez and Cape Town Asia: Yokohama, Shanghai, Hong Kong, Aden, Karachi, Kolkata Australia: Perth, Sydney, Melbourne</p> <p><u>Major Airports:</u> Asia: Tokyo, Beijing, Mumbai, Jeddah, Aden Africa: Johannesburg & Nairobi Europe: Moscow, London, Paris, Berlin and Rome North America: Chicago, New Orleans, Mexico City South America: Buenos Aires, Santiago Australia: Darwin and Wellington</p> <p><u>Inland Waterways</u> Suez Canal, Panama Canal, Rhine waterways and St. Lawrence Seaways</p>
Chapter 8 International Trade	Nil

Map Work

Book: India People and Economy

(Map work on locating and labelling of features based on outline political/physical map of India.)

Chapter	Map item (Map present on official website of Govt. of India should be used)
Chapter 1 -Population Distribution Density Growth and Composition	State with highest population density & state with lowest population density (2011)

Chapter 2 -Human Settlement	Nil
Chapter 3 -Land Resources and Agriculture	Leading producing states of the following crops: (a) Rice (b) Wheat (c) Cotton (d) Jute (e) Sugarcane (f) Tea and (g) Coffee
Chapter 4 -Water Resources	Nil
Chapter 5 -Mineral And Energy Resources	Mines: <ul style="list-style-type: none"> • Iron-ore mines: Mayurbhanj, Bailadila, Ratnagiri, Bellary • Manganese mines: Balaghat, Shimoga • Copper mines: Hazaribagh, Singhbhum, Khetari • Bauxite mines: Katni, Bilaspur and Koraput • Coal mines: Jharia, Bokaro, Raniganj, Neyveli • Oil Refineries: Mathura, Jamnager, Barauni
Chapter 6 -Planning and Sustainable Development in Indian Context	Nil
Chapter 7 -Transport and Communication	Nil
Chapter 8 -International Trade	<ul style="list-style-type: none"> • Major Sea Ports: Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia • International Airports: Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram & Hyderabad.
Chapter 9 -Geographical Perspective on selected issues and problems	Nil

Guidelines for External Assessment/ Geography Practical

- A practical file must be prepared by students covering all the topics prescribed in the practical syllabus.
- The file should be completely handwritten with a cover page, index page and acknowledgment.
- All statistical diagrams and maps should be drawn neatly with appropriate headings, scale, index etc. Data to draw statistical diagrams can be taken from the NCERT textbook or Census.
- The practical file will be assessed both by the internal and external examiners at the time of CBSE practical examinations.
- A written exam of 25 marks will be conducted based on the above given practical syllabus on the day of the practical examination.

- Viva will be conducted based on **practical syllabus** only.
 - Written Exam - 25 Marks
 - Practical file- 02 Marks
 - Viva- 03 Marks

CLASS XII

NCERT Prescribed Textbook

- 1. Fundamentals of Human Geography**
- 2. India- People and Economy**
- 3. Practical work in Geography- Part II**

Links for 2025-26 NCERT textbooks:

- 1. <https://ncert.nic.in/textbook.php?legy1=0-8>**
- 2. <https://ncert.nic.in/textbook.php?legy2=0-9>**
- 3. <https://ncert.nic.in/textbook.php?legy3=0->**

Note:

1. The above textbooks are also available in Hindi medium.
2. Kindly refer to the latest editions of all NCERT Textbook

QUESTION PAPER DESIGN GEOGRAPHY CLASSES XI-XII

S No.	Domains	%
1	Remembering and Understanding Recalling facts, terms, basic concepts, data, and information. Demonstrate understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.	41
2	Application Use a concept in a new situation or unprompted use of abstraction by applying acquired knowledge, facts, techniques and rules.	37
3	Analysing, Evaluating and Creating Examine and break information into parts and determine how the parts relate to one another and/or to an overall structure or purpose by identifying motives or causes so that its organizational structure may be understood. Distinguish between facts and inferences. Make inferences and find evidence to support generalizations. Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. Create: Put elements together to form a new coherent or functional whole; reorganize elements into a new pattern or structure	22

ENGLISH CORE
Subject Code-301
Classes-XI- XII (2025-26)

Background

Students are expected to have acquired a reasonable degree of language proficiency in English Language by the time they come to class XI, and the course aims, essentially, at promoting the higher-order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. Additionally, for another large group, the higher secondary stage may be a preparation for entry into the professional domain. The Core Course caters to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

Competencies to be focused on:

The general objectives at this stage are to:

- listen and comprehend live as well as recorded oral presentations on a variety of topics
- develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions and interviews, by making short oral presentation on given topics
- perceive the overall meaning and organisation of the text (i.e., correlation of the vital portions of the text)
- identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- translate texts from mother tongue(s) into English and vice versa
- develop ability and acquire knowledge required in order to engage in independent reflection and enquiry
- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts), understand and respond to lectures, speeches, etc.
- write expository / argumentative essays, explaining or developing a topic, arguing a case, etc, write formal/informal letters and applications for different purposes

- make use of contextual clues to infer meanings of unfamiliar vocabulary
- select, compile and collate information for an oral presentation
- produce unified paragraphs with adequate details and support
- use grammatical structures accurately and appropriately
- write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.
- filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.

The core course should draw upon the language items suggested for class IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:

- The use of passive forms in scientific and innovative writings.
- Convert one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries- uses based on semantic considerations.

A. Specific Objectives of Reading

Students are expected to develop the following study skills:

- skim for main ideas and scan for details
- refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's purpose and tone
- comprehend the difference between the literal and the figurative
- differentiate between claims and realities, facts and opinions, form business opinions on the basis of latest trends available
- comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text.
- Specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text.
- recognize multilingual nature of Indian society by reading different genres.

Develop literary skills as enumerated below:

- respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc.
- understand and appreciate the oral, mobile and visual elements of drama. Identify the elements of style such as humour, pathos, satire and irony, etc.
- make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

B. Listening and Speaking

Speaking needs a very strong emphasis and is an important objective leading to professional competence. Hence, testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills.

Specific Objectives of Listening & Speaking

Students are expected to develop the ability to:

- take organized notes on lectures, talks and listening passages
- listen to news bulletins and to develop the ability to discuss informally a wide ranging issues like current national and international affairs, sports, business, etc.
- respond in interviews and to participate in formal group discussions.
- make enquiries meaningfully and adequately and to respond to enquiries for the purpose of travelling within the country and abroad.
- listen to business news and to be able to extract relevant important information.
- to develop public speaking skills.

C. Specific Objectives of Writing

The students will be able to:

- write letters to friends, relatives, etc. to write business and official letters.
- open accounts in post offices and banks. To fill in railway/airline reservation forms both online and offline.
- draft notices, advertisements and design posters effectively and appropriately
- write on various issues to institutions seeking relevant information, lodge complaints, express gratitude or render apology.
- write applications, fill in application forms, prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.
- write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.
- express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures
- draft papers to be presented in symposia.
- take down notes from talks and lectures.
- write examination answers according to the requirement of various subjects.
- summarise a text.

Note: The creative writing section shall assess the prescribed competencies for writing skills, irrespective of any word limit.

D. More About Reading

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purpose is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can learn, unlearn and relearn. If our children are in the habit of reading, they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them.

Consequently, they become independent thinkers capable of taking their own decisions in life rationally. Hence, a few activities are suggested below which teachers may use as a part of the reading project.

- Short review / dramatization of the story
- Commentary on the characters
- Critical evaluation of the plot, storyline and characters
- Comparing and contrasting the characters within the story, with other characters in stories by the same author or by different authors
- Extrapolating about the story read or life of characters after the story ends defending characters' actions in the story
- Making an audio story out of the novel/text to be read aloud.
- Interacting with the author
- Holding a literature fest where students role-play as various characters to interact with each other
- Role playing as authors/poets/dramatists, to defend their works and characters
- Symposiums and seminars for introducing a book, an author, or a theme
- Creating graphic novels out of novel or short stories they read
- Dramatizing incidents from a novel or a story
- Creating their own stories
- Books of one genre to be read by the whole class.

Teachers may select books and e-books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child.

Teachers may later suggest books from other languages by dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a student's progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the book, giving a short quiz or a work sheet about the book/short story. A befitting mode of assessment may be chosen by the teacher.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations.

- The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role-play, dramatization, group discussion, writing, etc., although many such activities could be carried out without the preliminary use of textual material.
- It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionary, thesaurus, etc.) where necessary.
- Some pre-reading activity will generally be required, and the course books should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities.
- It is important to remember that students should be encouraged to interpret texts in different ways.
- Group and pair activities can be resorted to, when desired, although many useful language activities can be carried out individually. In general, teachers should encourage students to interact actively with texts and with each other.
- Oral activity (group discussion, etc.) should be encouraged.

ENGLISH CORE
CLASS –XI (2025-26)

Section A
Reading Skills-- 26 Marks

I. Reading Comprehension through Unseen Passages **10+8=18 Marks**

1. One unseen passage to assess comprehension, interpretation, analysis, inference and vocabulary. The passage may be factual, descriptive or literary.
2. One unseen case-based factual passage with verbal/visual inputs like statistical data, charts etc.to assess comprehension, interpretation, analysis, inference and evaluation.

Note: *The combined word limit for both the passages will be 600-750.* Multiple Choice Questions / Objective Type Questions will be asked.

3. Note Making and Summarization based on a passage of approximately 200-250 words.

- | | | |
|-----|----------------------------|---------|
| i. | Note Making: | 5 Marks |
| | • Title: | 1 |
| | • Numbering and indenting: | 1 |
| | • Key/glossary: | 1 |
| | • Notes: | 2 |
| ii. | Summary (up to 50 words): | 3 Marks |
| | • Content: | 2 |
| | • Expression: | 1 |

Section B
Grammar and Creative Writing Skills– 23 Marks

II. Grammar **7 Marks**

4. Questions on Gap filling (Tenses, Clauses)
5. Questions on re-ordering/transformation of sentences

(Total seven questions to be done out of the eight given).

III. Creative Writing Skills **16 Marks**

6. Short writing task – Classified Advertisements, up to 50 words. One out of the two given questions to be answered (3 Marks: Format: 1 / Content: 1 / Expression: 1)

7. Short writing task –Poster up to 50 words. One out of the two given questions to be answered. (3 marks: Format: 1 / Content: 1 / Expression: 1)
8. Long Writing task: Speech in 120-150 words based on verbal / visual cues related to contemporary / age-appropriate topic. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)
9. Long Writing Task: Debate based on visual/verbal inputs in 120-150 words, thematically related to contemporary, topical issues. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)

Section C

Literature Text Book and Supplementary Reading Text-31 Marks

This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, interpretation, analysis, evaluation and extrapolation beyond the text.

10. One Poetry extract out of two, from the book Hornbill, to assess comprehension, interpretation, analysis, inference and appreciation. **3x1=3 Marks**
11. One Prose extract out of two, from the book Hornbill, to assess comprehension, interpretation, analysis, evaluation and appreciation. **3x1=3 Marks**
12. One prose extract out of two, from the book Snapshots, to assess comprehension, interpretation, analysis, inference and appreciation. **4x1=4 Marks**
13. Two Short answer type questions (one from Prose and one from Poetry, from the book Hornbill), out of four, to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. **3x2=6 Marks**
14. One Short answer type question, from the book Snapshots, to be answered in 40- 50 words. Questions should elicit inferential responses through critical thinking. One out of two questions to be done. **3x1=3 Marks**
15. One Long answer type question, from Prose/Poetry of Hornbill, to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event, as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from the student. Any one out of two questions to be done. **1x6=6 Marks**
16. One Long answer type question, based on the chapters from the book Snapshots, to be answered in 120-150 words, to assess global comprehension and extrapolation beyond the text. Questions to provide analytical and evaluative responses, using incidents, events, themes, as reference points. Any one out of two questions to be done. **1x6=6 Marks**

Prescribed Books

1. **Hornbill:** English Reader published by National Council of Education Research and Training, New Delhi

- The Portrait of a Lady (Prose)
- A Photograph (Poem)
- “We’re Not Afraid to Die... if We Can Be Together
- Discovering Tut: The Saga Continues
- The Laburnum Top (Poem)
- The Voice of the Rain (Poem)
- Childhood (Poem)
- The Adventure
- Silk Road (Prose)
- Father to Son

2. **Snapshots:** Supplementary Reader published by National Council of Education Research and Training, New Delhi

- The Summer of the Beautiful White Horse (Prose)
- The Address (Prose)
- Mother’s Day (Play)
- Birth (Prose)
- The Tale of Melon City

INTERNAL ASSESSMENT

Assessment of Listening Skills	- 05 marks.
Assessment of Speaking Skills	- 05 Marks
Project Work	- 10 Marks

ENGLISH CORE
QUESTION PAPER DESIGN
CLASS-XI (2025-26)

Section	Competencies	Total marks
Reading Skills	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.	26
Grammar and Creative Writing Skills	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriate style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	23
Literature Text Book and Supplementary Reading Text	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency, Critical Thinking.	31
	TOTAL	80
Internal Assessment	Assessment of Listening and Speaking Skills	10
	<ul style="list-style-type: none"> • Listening • Speaking 	5+5
	<ul style="list-style-type: none"> • Project Work 	10
	GRAND TOTAL	100

ENGLISH CORE
CLASS – XII (2025-26)

Section A
Reading Skills-22 Marks

I. Reading Comprehension through Unseen Passage

12+10 = 22 Marks

1. One unseen passage to assess comprehension, interpretation, analysis and inference. Vocabulary assessment will also be assessed via inference. The passage may be factual, descriptive or literary.
2. One unseen **case-based factual** passage with verbal/visual inputs like statistical data, charts etc. to assess comprehension, interpretation, analysis, inference and evaluation.

Note: The combined word limit for both the passages will be 700-750 words.

Multiple Choice Questions / Objective Type Questions and Short Answer Type Questions (to be answered in 40-50 words) will be asked.

Section B
Creative Writing Skills-18 Marks

3. Notice, up to 50 words. One out of the two given questions to be answered.
(4 Marks: Format :1 / Content: 2 / Accuracy of Spelling and Grammar: 1).
4. Formal/Informal Invitation and Reply, up to 50 words. One out of the two given questions to be answered. **(4 Marks:** Format: 1 / Content: 2 / Accuracy of Spelling and Grammar :1).
5. Letters based on verbal/visual input, to be answered in approximately 120-150 words. Letter types include application for a job with bio data or resume. Letters to the editor (giving suggestions or opinion on issues of public interest). One out of the two given questions to be answered. **(5 Marks:** Format: 1/Organisation of Ideas:1/Content:2/ Accuracy of Spelling and Grammar :1).
6. Article/ Report Writing, descriptive and analytical in nature, based on verbal inputs, to be answered in 120-150 words. One out of the two given questions to be answered.
(5 Marks:Format:1/Organisation of Ideas:1/Content:2/Accuracy of Spelling and Grammar:1).

Section C

Literature Text Book and Supplementary Reading Text- 40 Marks

This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, interpretation, analysis, evaluation and extrapolation beyond the text.

7. One Poetry extract out of two, from the book **Flamingo**, to assess comprehension, interpretation, analysis, inference and appreciation. **(6x1=6 Marks)**
8. One Prose extract out of two, from the book **Vistas**, to assess comprehension, interpretation, analysis, evaluation and appreciation. **(4x1=4 Marks)**
9. One prose extract out of two from the book **Flamingo**, to assess comprehension, interpretation, analysis, inference and evaluation. **(6x1=6Marks)**
10. Short answer type questions (**from Prose and Poetry from the book Flamingo**), to be answered in 40-50 words each. Questions should elicit inferential responses through critical thinking. Five questions out of the six given, are to be answered. **(5x2=10 Marks)**
11. Short answer type questions, from **Prose (Vistas)**, to be answered in 40- 50 words each. Questions should elicit inferential responses through critical thinking. Any two out of three questions to be done. **(2x2=4 Marks)**
12. One Long answer type question, from **Prose/Poetry (Flamingo)**, to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from the student. Any one out of two questions to be done. **(1x5=5 Marks)**
13. One Long answer type question, based on the chapters from the book **Vistas**, to be answered in 120-150 words, to assess global comprehension and extrapolation beyond the text. Questions to provide analytical and evaluative responses using incidents, events, themes, as reference points. Any one out of two questions to be done. **(1x5=5 Marks)**

Prescribed Books

1. **Flamingo:** English Reader published by National Council of Education Research and Training, New Delhi

Prose

- The Last Lesson
- Lost Spring
- Deep Water
- The Rattrap
- Indigo
- Poets and Pancakes
- The Interview
- Going Places

Poetry

- My Mother at Sixty-Six
- Keeping Quiet
- A Thing of Beauty
- A Roadside Stand
- Aunt Jennifer's Tigers

2. **Vistas:** Supplementary Reader published by National Council of Education Research and Training, New Delhi

- The Third Level
- The Tiger King
- Journey to the End of the Earth
- The Enemy
- On the Face of It
- Memories of Childhood
 - The Cutting of My Long Hair
 - We Too are Human Beings

INTERNAL ASSESSMENT

Assessment of Listening Skills	- 05 marks.
Assessment of Speaking Skills	- 05 Marks
Project Work	- 10 Marks

ENGLISH CORE
QUESTION PAPER DESIGN
CLASS- XII (2025-26)

Section	Competencies	Total marks
Reading Skills	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.	22
Creative Writing Skills	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriate style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	18
Literature Text Book and Supplementary Reading Text	Recalling, reasoning, critical thinking, appreciating literary convention, inference, analysis, creativity with fluency.	40
	TOTAL	80
Internal Assessment	Assessment of Listening and Speaking Skills	10
	<ul style="list-style-type: none"> • Listening • Speaking 	5+5
	<ul style="list-style-type: none"> • Project Work 	10
	GRAND TOTAL	100

GUIDELINES FOR INTERNAL ASSESSMENT

Classes XI-XII

Total Marks: 20

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

Assessment of Listening and Speaking Skills: (5+5=10 Marks)

i. Activities:

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

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

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

SUGGESTIVE RUBRICS

	1	2	3	4	5
Interaction	<ul style="list-style-type: none"> • Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction 	<ul style="list-style-type: none"> • Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation 	<ul style="list-style-type: none"> • Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns 	<ul style="list-style-type: none"> • Interaction is adequately initiated and developed • Takes turn but needs some prompting 	<ul style="list-style-type: none"> • Initiates & logically develops simple conversation on familiar topics • Takes turns appropriately
Fluency & Coherence	<ul style="list-style-type: none"> • Noticeably/ long pauses; rate of speech is slow 	<ul style="list-style-type: none"> • Usually fluent; produces simple speech 	<ul style="list-style-type: none"> • Is willing to speak at length, however repetition is 	<ul style="list-style-type: none"> • Speaks without noticeable effort, with a little repetition 	<ul style="list-style-type: none"> • Speaks fluently almost with no repetition & minimal

	<ul style="list-style-type: none"> • Frequent repetition and/or self-correction this is all right in informal conversation • Links only basic sentences; breakdown of coherence evident 	fluently, but loses coherence in complex communication <ul style="list-style-type: none"> • Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically 	noticeable <ul style="list-style-type: none"> • Hesitates and/or self corrects; occasionally loses coherence • Topics developed, but usually not logically concluded 	<ul style="list-style-type: none"> • Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction • Topics not fully developed to merit. 	hesitation Develops topic fully & coherently
Pronunciation	<ul style="list-style-type: none"> • Frequent inaccurate pronunciation • Communication is severely affected 	<ul style="list-style-type: none"> • Frequently unintelligible articulation • Frequent phonological errors • Major communication problems 	<ul style="list-style-type: none"> • Largely correct pronunciation & clear articulation except occasional errors 	<ul style="list-style-type: none"> • Mostly correct pronunciation & clear articulation • Is clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> • Pronounces correctly & articulates clearly • Is always comprehensible • uses appropriate intonation
Vocabulary & Grammar	<ul style="list-style-type: none"> • Demonstrates almost no flexibility, and mostly struggles for appropriate words • Many Grammatical errors impacting communication 	<ul style="list-style-type: none"> • Is able to communicate on some of the topics, with limited vocabulary. • Frequent errors, but self- corrects 	<ul style="list-style-type: none"> • Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors 	<ul style="list-style-type: none"> • Is able to communicate on most of the topics with appropriate vocabulary • Minor errors that do not hamper communication 	<ul style="list-style-type: none"> • Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expression • No grammatical errors

iii. Schedule:

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

Project Work + Viva: 10 Marks

Out of ten marks, 5 marks will be allotted for the project report/script /essay etc. and 5 marks for the viva

I. Schedule:

- Schools may refer to the suggestive timeline given in these guidelines for the planning, preparation and viva-voce of ALS based projects.
- The final assessment of the skills may be done on the basis of parameters suggested by the Board. Language teachers, however, have the option to adopt/ modify these parameters according to their school specific requirements.

II. Suggestions for Project Work:

- The Project can be inter-disciplinary in theme. The ideas/issues highlighted in the chapters/ poems/ drama given the prescribed books can also be developed in the form of a project. Students can also take up any relevant and age-appropriate theme.
- Such topics may be taken up that provide students with opportunities for listening and speaking. Some suggestions are as follows:

a) Interview-Based research:

Example:

- Students can choose a topic on which to do their research/ interview, e.g. a student can choose the topic: “Evolving food tastes in my neighbourhood” or “Corona pandemic and the fallout on families.” Read the available literature.
 - The student then conducts interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/background.
 - The student will then write an essay/ write up / report etc. up to 1000 words on his/her research and submit it. He/ She will then take a viva on the research project. The project can be done individually or in pairs/ groups
- b)** Students listen to podcasts/ interviews/radio or TV documentary on a topic and prepare a report countering or agreeing with the speakers. Write an 800 - 1000 words report and submit. Take a viva on the report.
- c)** Students create their own video/ Audio, after writing a script. Before they decide a format, the following elements can be taken into consideration:
- Theme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?
 - What are the elements that need to be part of the script?
 - Will the video/audio have an interview with one or more guests?

- Would they prefer to improvise while chatting with guests, or work from a script?
- What would be the duration?
- How would they present the script/report to the teacher? Can it be in the form of a narrative?

d) Students write, direct and present a theatrical production, /One act play

This will be a project which will be done as a team. It will involve planning, preparation and presentation. In short, various language skills will be utilised. There will be researching, discussion, writing the script, auditioning and ultimately producing the play. The project will end with a presentation and subsequently a viva. Teachers will be able to assess the core language skills of the students and help them grow as 21st century critical thinkers.

II. Instructions for the Teachers: -

1. Properly orient students about the Project work, as per the present Guidelines.
2. Facilitate the students in the selection of theme and topic.
3. Create a rubric for assessment and share with the students before they start so that they know the parameters of assessment:
 - Teachers need to familiarize themselves with the method of assessing students with the rubric-- a table with different criteria and a grading scale.
 - Choose the criteria on which you will grade students and list them along the left side of the page.
 - Create an even number of columns along the top of the page. These columns will represent potential skill levels of the students.
 - Assessing students on four/five criteria is an easy way to begin. For each criterion, define the ability that student would exhibit at each of the levels.
 - The more detailed you make your criteria, the easier it will be to evaluate each student and define the level at which the student is presenting.

{Sample Rubric is attached at the end for reference}

III. Parameters for Overall Assessment: -

1. Pronunciation:

- When evaluating the pronunciation of the students, teachers must listen for clearly articulated words, pronunciation of unusual spellings and intonation.
- Assess the students for the pronunciation skills and determine at which level the student needs improvement.

2. Vocabulary:

After noting their pronunciation levels, evaluate the students on the use of extensive and appropriate **vocabulary** during the viva. Check if students are using vocabulary appropriate to the context about which they are speaking.

3. Accuracy:

Grammar has always been an important component of language skills. As students speak/answer the questions during the viva, listen to their **grammatical structures**. *Are they competent enough to use multiple tenses? Is their word order correct in a given sentence?* An effective speaker will automatically use the correct grammatical structures of his language.

4. Communication:

Assessing the **communication skills** of the students means looking at more than language. Look at how creatively students use the language to make their points understood. Students with a low level of vocabulary and grammar may still have good communication skills if they are able to make the teacher understand their point of view.

5. Interaction:

- During the viva teachers need to ask the students some questions. Questions need to be based on the projects that have been suggested or chosen by the students.
- It is imperative for a teacher to read the essays/project reports before they can be ready to ask questions.
- Teachers need to observe how students answer the questions that are posed to them: *Are they able to understand and answer questions independently or can they answer only when the questions are translated into simpler words or repeated? Are they able to give appropriate responses in a conversation?*
- These elements of **interaction** are necessary for clear and effective communication. A student with effective interaction skills will be able to answer questions with relative ease and follow the flow of conversation.

6. Fluency:

- Fluency may be the easiest quality to judge in the students' speech: *How comfortable are they as they speak and express themselves? How easily do the words come out? Are there inappropriate pauses and gaps in the way a student speaks?*
- **Fluency** is a judgement of this communication and is an important criterion when evaluating speaking skills. These criteria: pronunciation, vocabulary, accuracy, interaction and fluency are all the hallmarks of a student's overall speaking abilities.
- Teachers must also remember that some **students may excel in one area and struggle in another**. Helping the students understand these issues will enable them to become effective speakers in future. Let your students know that you will be assessing them in these various areas when you evaluate their progress and encourage them to work and improve in these areas.
- **Finally**, teachers must remember that a proper evaluation of the students will take into consideration **more than just one oral interview on the final ASL project**. Teachers must take note of a student's progress throughout the academic year.

IV. Project-Portfolio/ Project Report

The **Project-Portfolio/Project Report** is a compilation of the work that the students produce during the process of working on their ALS Project.

The Project-Portfolio may include the following:

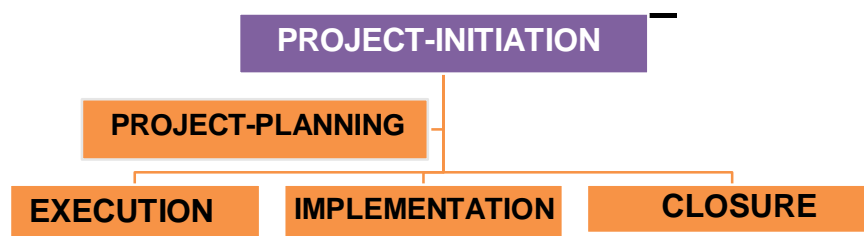
- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Students Action Plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires for interview, written assignments, essays, survey-reports and other material evidence of learning progress and academic accomplishment.
- The 800-1000 words essay/Script/Report.
- Student/group reflections.
- If possible, Photographs that capture the positive learning experiences of the student(s).
- List of resources/bibliography

The following points must be kept for consideration while assessing the project portfolios:

- Quality of content of the project
- Accuracy of information
- Adherence to the specified timeline
- Content in respect of (spellings, grammar, punctuation)
- Clarity of thoughts and ideas
- Creativity
- Contributions by group members
- Knowledge and experience gained

V. Suggestive Timeline:

The FIVE Steps in Project Plan



Month	Objectives
Planning and Research for the Project Work Preferably till November-December	<ul style="list-style-type: none"> Teachers plan a day to orient students about the ALS projects, details are shared with all stakeholders. Students choose a project, select team members and develop project- plan. Group meets (preferably online) and reports to the team leader about the progress: shortfalls and successes are detailed. Team leader apprises teacher-mentor. Students working individually or in pairs also update the teachers. A logical, deliverable and practical plan is drafted by the team/ pair/individual. Goals/objectives are clearly defined for all. Work is delegated to team members by the team leader. Students wishing to work alone develop their own plan of Action. Detailed project schedules are shared with the teacher.
December- January	<ul style="list-style-type: none"> Suggestions and improvements are shared by the teacher, wherever necessary. Group members coordinate and keep communication channels open for interaction. Gaps (if any) are filled with the right skill sets by the Team Leader/ individual student. The final draft of the project portfolio/ report is prepared and submitted for evaluation.
January-February	<ul style="list-style-type: none"> Students are assessed on their group/pair/individual presentations on allotted days. Final Viva is conducted by the External/Internal examiner.
February-March or as per the timelines given by the Board	<ul style="list-style-type: none"> Marks are uploaded on the CBSE website.

**SAMPLE RUBRIC FOR ALS Project Work (For Theatre/Role Play/Oral presentation/
Interview/ Podcast)**

CATEGORY	1	2	3	4	5
TIME LIMIT	Presentation is less than or more than 5 minutes long	Presentation exceeded or less than specified time limit by 4 to 5 minutes	Presentation exceeded or less than specified time limit by 3 to 4 minutes	Presentation exceeded or less than specified time limit by 2 to 3 mins	Student/ group adhered to the given time limit
CONTENT/ SCRIPT/ QUESTIONNAIRE	Script is not related to topic or issue	Well written script/content shows little understanding of parts of topic	Well written script/content shows good understanding of parts of topic	Well written script/content shows a good understanding of subject topic	Well written script/content shows full understanding of subject topic
CREATIVITY	No props/ costumes/ stage presentation lack-lustre	Some work done, average stage set-up and costumes	Well organized presentation, could have improved	Logical use of props, reasonable work done, creative	Suitable props /effort seen/ considerable work done/ Creative and relevant costumes
PREPAREDNESS	Student/ group seems to be unprepared	Some visible preparedness but Rehearsal is lacking	Somewhat prepared, rehearsal is lacking	Good preparedness but need better rehearsal	Complete Preparedness /rehearsed presentation
CLARITY OF SPEECH	Lack of clarity in presentation many words mis-pronounced	Speaks clearly some words are mis-pronounced	Speaks clearly 90% of the time/ a few mis-pronounced words	Speaks clearly and distinctly 95% of time/ Few mis-pronounced words	Speaks clearly distinctly 95% of time/ fluency in pronunciation
USE OF PROPS (Theatre/Role Play)	Only 1/no relevant props used Very little use of facial expressions /body language, Does not generate much interest	1 to 2 relevant props used Little Use of facial expressions and body language	2 to 3 relevant props used Facial expressions and body language is used to try to generate some enthusiasm	3 to 4 relevant props used Facial expression and body language sometimes generate enthusiasm with the topic	4 to 5 relevant props used Facial expression and body language generate enthusiasm with the topic
PORTFOLIO- PRESENTATION	Inadequate & unimpressive	Somewhat suitable & convincing	Adequate & relevant	Interesting, enjoyable & relevant	Brilliant, creative& exceptional

ECONOMICS (Subject Code 030)

Class XI-XII (2025-26)

Rationale

Economics is one of the social sciences, which has great influence on every human being. As economic life and the economy go through changes, the need to ground education in children's own experience becomes essential. While doing so, it is imperative to provide them opportunities to acquire analytical skills to observe and understand the economic realities.

At senior secondary stage, the learners are in a position to understand abstract ideas, exercise the power of thinking and to develop their own perception. It is at this stage, the learners are exposed to the rigour of the discipline of economics in a systematic way.

The economics courses are introduced in such a way that in the initial stage, the learners are introduced to the economic realities that the nation is facing today along with some basic statistical tools to understand these broader economic realities. In the later stage, the learners are introduced to economics as a theory of abstraction.

The economics courses also contain many projects and activities. These will provide opportunities for the learners to explore various economic issues both from their day-to-day life and also from issues, which are broader and invisible in nature. The academic skills that they learn in these courses would help to develop the projects and activities. The syllabus is also expected to provide opportunities to use information and communication technologies to facilitate their learning process.

Objectives:

- Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.
- Realisation of learners' role in nation building and sensitivity to the economic issues that the nation is facing today.
- Equipment with basic tools of economics and statistics to analyse economic issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage.
- Development of understanding that there can be more than one view on any economic issue and necessary skills to argue logically with reasoning.

ECONOMICS (Subject Code 030)

CLASS – XI (2025-26)

Theory: 80 Marks

3 Hours

Project: 20 Marks

Units		Marks
Part A	Statistics for Economics	
	Introduction	15
	Collection, Organisation and Presentation of Data	
	Statistical Tools and Interpretation	25
		40
Part B	Introductory Microeconomics	
	Introduction	04
	Consumer's Equilibrium and Demand	14
	Producer Behaviour and Supply	14
	Forms of Market and Price Determination under perfect competition with simple applications	08
		40
Part C	Project Work	20

Part A: Statistics for Economics

In this course, the learners are expected to acquire skills in collection, organisation and presentation of quantitative and qualitative information pertaining to various simple economic aspects systematically. It also intends to provide some basic statistical tools to analyse, and interpret any economic information and draw appropriate inferences. In this process, the learners are also expected to understand the behaviour of various economic data.

Unit 1: Introduction

What is Economics?

Meaning, scope, functions and importance of statistics in Economics

Unit 2: Collection, Organisation and Presentation of data

Collection of data - sources of data - primary and secondary; how basic data is collected with concepts of Sampling; methods of collecting data; some important sources of secondary data: Census of India and National Sample Survey Organisation.

Organisation of Data: Meaning and types of variables; Frequency Distribution.

Presentation of Data: Tabular Presentation and Diagrammatic Presentation of Data:
(i) Geometric forms (bar diagrams and pie diagrams), (ii) Frequency diagrams (histogram, polygon and Ogive) and (iii) Arithmetic line graphs (time series graph).

Unit 3: Statistical Tools and Interpretation

For all the numerical problems and solutions, the appropriate economic interpretation may be attempted. This means, the students need to solve the problems and provide interpretation for the results derived.

Measures of Central Tendency- Arithmetic mean, Median and Mode

Correlation – meaning and properties, scatter diagram; measures of correlation - Karl Pearson's method (two variables ungrouped data) Spearman's rank correlation (Non-Repeated Ranks and Repeated Ranks).

Introduction to Index Numbers - meaning, types - Wholesale Price Index, Consumer Price Index and index of industrial production, uses of index numbers; Inflation and Index Numbers, Simple Aggregative Method.

Part B: Introductory Microeconomics

Unit 4: Introduction

Meaning of microeconomics and macroeconomics; positive and normative economics

What is an economy? Central problems of an economy: what, how and for whom to produce; concepts of Production Possibility Frontier and Opportunity Cost.

Unit 5: Consumer's Equilibrium and Demand

Consumer's equilibrium - meaning of Utility, Marginal Utility, Law of Diminishing Marginal Utility, conditions of consumer's equilibrium using marginal utility analysis.

Indifference curve analysis of consumer's equilibrium-the consumer's budget (budget set and budget line), preferences of the consumer (indifference curve, indifference map) and conditions of consumer's equilibrium.

Demand, market demand, determinants of demand, demand schedule, demand curve and its slope, movement along and shifts in the demand curve; price elasticity of demand - factors affecting price elasticity of demand; measurement of price elasticity of demand – percentage-change method and total expenditure method.

Unit 6: Producer Behaviour and Supply

Meaning of Production Function – Short-Run and Long-Run

Total Product, Average Product and Marginal Product.

Returns to a Factor

Cost – Short run costs - Total Cost, Total Fixed Cost, Total Variable Cost; Average Cost; Average Fixed Cost, Average Variable Cost and Marginal Cost - meaning and their relationships.

Revenue – Total Revenue, Average Revenue and Marginal Revenue - meaning and their relationship.

Producer's Equilibrium - meaning and its conditions in terms of Marginal Revenue-Marginal Cost.

Supply, market supply, determinants of supply, supply schedule, supply curve and its slope, movements along and shifts in supply curve, price elasticity of supply; measurement of price elasticity of supply - percentage-change method.

Unit 7: Perfect Competition - Price Determination and simple applications.

Perfect competition - Features; Determination of market equilibrium and effects of shifts in demand and supply. (Short Run Only)

Simple Applications of Demand and Supply: Price ceiling, Price floor.

Part C: Project in Economics

Guidelines as given in Class XII curriculum

Suggested Question Paper Design
Economics (Subject Code 030)
Class XI (2025-26)
March 2026 Examination

Marks: 80

Duration: 3 hrs.

SN	Typology of Questions	Marks	Percentage
1	Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	32	40%
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	24	30%
3	Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	24	30%
	Total	80	100%

ECONOMICS (Subject Code 030)
CLASS - XII (2025-26)

Theory: 80 Marks
Project: 20 Marks

3 Hours

Units		Marks
Part A	Introductory Macroeconomics	
	National Income and Related Aggregates	10
	Money and Banking	06
	Determination of Income and Employment	12
	Government Budget and the Economy	06
	Balance of Payments	06
		40
Part B	Indian Economic Development	
	Development Experience (1947-90) and Economic Reforms since 1991	12
	Current Challenges facing Indian Economy	20
	Development Experience of India – A Comparison with Neighbours	08
	Theory Paper (40+40 = 80 Marks)	40
Part C	Project Work	20

Part A: Introductory Macroeconomics

Unit 1: National Income and Related Aggregates

What is Macroeconomics?

Basic concepts in macroeconomics: consumption goods, capital goods, final goods, intermediate goods; stocks and flows; gross investment and depreciation.

Circular flow of income (two sector model); Methods of calculating National Income - Value Added or Product method, Expenditure method, Income method.

Aggregates related to National Income:

Gross National Product (GNP), Net National Product (NNP), Gross Domestic Product (GDP) and Net Domestic Product (NDP) - at market price, at factor cost; Real and Nominal GDP

GDP Deflator, GDP and Welfare

Unit 2: Money and Banking

Money – meaning and functions, supply of money - Currency held by the public and net demand deposits held by commercial banks.

Money creation by the commercial banking system.

Central bank and its functions (example of the Reserve Bank of India): Bank of issue, Govt. Bank, Banker's Bank, Control of Credit through Bank Rate, Cash Reserve Ratio (CRR), Statutory Liquidity Ratio (SLR), Repo Rate and Reverse Repo Rate, Open Market Operations, Margin requirement.

Unit 3: Determination of Income and Employment

Aggregate demand and its components.

Propensity to consume and propensity to save (average and marginal).

Short-run equilibrium output; investment multiplier and its mechanism.

Meaning of full employment and involuntary unemployment.

Problems of excess demand and deficient demand; measures to correct them - changes in government spending, taxes and money supply.

Unit 4: Government Budget and the Economy

Government budget - meaning, objectives and components.

Classification of receipts - revenue receipts and capital receipts;

Classification of expenditure – revenue expenditure and capital expenditure.

Balanced, Surplus and Deficit Budget – measures of government deficit.

Unit 5: Balance of Payments

Balance of payments account - meaning and components;

Balance of payments – Surplus and Deficit

Foreign exchange rate - meaning of fixed and flexible rates and managed floating.

Determination of exchange rate in a free market, Merits and demerits of flexible and fixed exchange rate.

Managed Floating exchange rate system

Part B: Indian Economic Development

Unit 6: Development Experience (1947-90) and Economic Reforms since 1991:

A brief introduction of the state of Indian economy on the eve of independence.

Indian economic system and common goals of Five Year Plans.

Main features, problems and policies of agriculture (institutional aspects and new agricultural strategy), industry (IPR 1956; SSI – role & importance) and foreign trade.

Economic Reforms since 1991:

Features and appraisals of liberalisation, globalisation and privatisation (LPG policy);

Concepts of demonetization and GST

Unit 7: Current challenges facing Indian Economy

Human Capital Formation: How people become resource; Role of human capital in economic development; Growth of Education Sector in India

Rural development: Key issues - credit and marketing - role of cooperatives; agricultural diversification; alternative farming - organic farming

Employment: Growth and changes in work force participation rate in formal and informal sectors; problems and policies

Sustainable Economic Development: Meaning, Effects of Economic Development on Resources and Environment, including global warming

Unit 8: Development Experience of India:

A comparison with neighbours

India and Pakistan

India and China

Issues: economic growth, population, sectoral development and other Human Development Indicators

Part C: Project in Economics

Prescribed Books:

1. Statistics for Economics, NCERT
2. Indian Economic Development, NCERT
3. Introductory Microeconomics, NCERT
4. Macroeconomics, NCERT
5. Supplementary Reading Material in Economics, CBSE

Note: The above publications are also available in Hindi Medium.

Suggested Question Paper Design
Economics (Subject Code 030)
Class XII (2025-26)
March 2026 Examination

Marks: 80

Duration: 3 hrs.

SN	Typology of Questions	Marks	Percentage
1	Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	32	40%
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	24	30%
3	Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	24	30%
	Total	80	100%

Guidelines for Project Work in Economics (Class XI and XII)

The **objectives** of the project work are to enable learners to:

- probe deeper into theoretical concepts learnt in classes XI and XII
- analyse and evaluate real world economic scenarios using theoretical constructs and arguments
- demonstrate the learning of economic theory
- follow up aspects of economics in which learners have interest
- develop the communication skills to argue logically

The **expectations** of the project work are that:

- learners will complete only **ONE** project in each academic session
- project should be of 3,500-4,000 words (excluding diagrams & graphs), preferably hand-written
- it will be an independent, self-directed piece of study

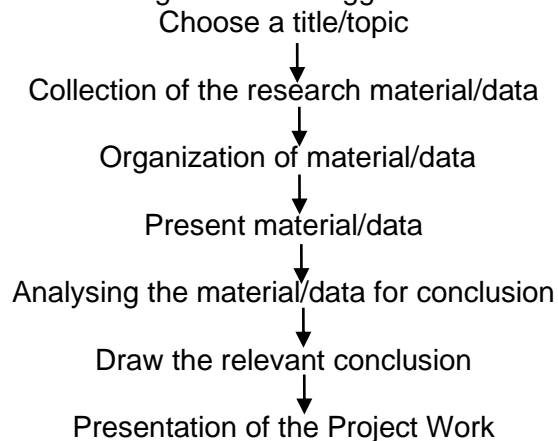
Role of the teacher:

The teacher plays a critical role in developing thinking skills of the learners. A teacher should:

- help each learner select the topic based on recently published extracts from the news media, government policies, RBI bulletin, NITI Aayog reports, IMF/World Bank reports etc., after detailed discussions and deliberations of the topic
- play the role of a facilitator and supervisor to monitor the project work of the learner through periodic discussions
- guide the research work in terms of sources for the relevant data
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work
- prepare the learner for the presentation of the project work
- arrange a presentation of the project file

Scope of the project:

Learners may work upon the following lines as a suggested flow chart:



Expected Checklist:

- Introduction of topic/title
- Identifying the causes, consequences and/or remedies
- Various stakeholders and effect on each of them
- Advantages and disadvantages of situations or issues identified
- Short-term and long-term implications of economic strategies suggested in the course of research
- Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- *Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.*

Mode of presentation/submission of the Project:

At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner. **The questions should be asked from the Research Work/ Project File of the learner. The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.** In case of any doubt, authenticity should be checked and verified.

Marking Scheme:

Marks are suggested to be given as –

S. No.	Heading	Marks Allotted
1.	Relevance of the topic	3
2.	Knowledge Content/Research Work	6
3.	Presentation Technique	3
4.	Viva-voce	8
	Total	20 Marks

Suggestive List of Projects:

Class XI	
• Effect on PPC due to various government policies	• Invisible Hand (Adam Smith)
• Opportunity Cost as an Economic Tool (taking real life situations)	• Effect of Price Change on a Substitute Good (taking prices from real life visiting local market)
• Effect on Equilibrium Prices in Local Market (taking real life situation or recent news)	• Effect of Price Change on a Complementary Good (taking prices from real life visiting local market)
• Solar Energy, a Cost-Effective Comparison with Conventional Energy Sources	• Bumper Production- Boon or Bane for the Farmer
• Any other newspaper article and its evaluation on basis of economic principles	• Any other topic

Class XII	
• Micro and Small Scale Industries	• Food Supply Channel in India
• Contemporary Employment situation in India	• Disinvestment policy of the government
• Goods and Services Tax Act and its Impact on GDP	• Health Expenditure (of any state)
• Human Development Index	• Inclusive Growth Strategy
• Self-help group	• Trends in Credit availability in India
• Monetary Policy Committee and its functions	• Role of RBI in Control of Credit
• Government Budget & its Components	• Trends in budgetary condition of India
• Exchange Rate determination – Methods and Techniques	• Currency War – reasons and repercussions
• Livestock – Backbone of Rural India	• Alternate fuel – types and importance
• Sarva Shiksha Abhiyan – Cost Ratio Benefits	• Golden Quadrilateral- Cost ratio benefit
• Minimum Support Prices	• Relation between Stock Price Index and Economic Health of a Nation
• Waste Management in India – Need of the hour	• Minimum Wage Rate – Approach and Application
• Digital India- Step towards the future	• Rain Water Harvesting – A solution to water crisis
• Vertical Farming – An alternate way	• Silk Route- Revival of the past
• Make in India – The way ahead	• Bumper Production- Boon or Bane for the farmer
• Rise of Concrete Jungle- Trend Analysis	• Organic Farming – Back to the Nature
• <i>Aatmanirbhar</i> Bharat	• e-Rupee (e- ₹)
• Sri Lanka's Economic Crisis	• Sustainable Development Goals (SDG's)
• Environmental Crisis	• Comparative Study of Economies (Maximum three economies)
• New Education Policy (NEP) 2020: A Promise for a New Education System	• G-20: Inclusive and Action Oriented
• Amrit Kaal: Empowered and Inclusive Economy	• Cashless Economy
• Any other newspaper article and its evaluation on basis of economic principles	• Any other topic

COMPUTER SCIENCE

Subject Code - 083

Class XI (2025-26)

1. Learning Outcomes

Students should be able to:

- a) develop basic computational thinking
- b) explain and use data types
- c) appreciate the notion of algorithms
- d) develop a basic understanding of computer systems- architecture and operating system
- e) explain cyber ethics, cyber safety, and cybercrime
- f) understand the value of technology in societies along with consideration of gender and disability issues.

2. Distribution of Marks

Unit No.	Unit Name	Marks
1	Computer Systems and Organisation	10
2	Computational Thinking and Programming -1	45
3	Society, Law, and Ethics	15
	Total	70

3. Unit wise Syllabus

Unit 1: Computer Systems and Organisation

- Basic computer organisation: Introduction to Computer System, hardware, software, input device, output device, CPU, memory (primary, cache and secondary), units of memory (bit, byte, KB, MB, GB, TB, PB)
- Types of software: System software (Operating systems, system utilities, device drivers), programming tools and language translators (assembler, compiler, and interpreter), application software
- Operating System(OS): functions of the operating system, OS user interface
- Boolean logic: NOT, AND, OR, NAND, NOR, XOR, truth tables and De Morgan's laws, Logic circuits
- Number System: Binary, Octal, Decimal and Hexadecimal number system;

- conversion between number systems
- Encoding Schemes: ASCII, ISCII, and Unicode (UTF8, UTF32)

Unit 2: Computational Thinking and Programming - I

- Introduction to Problem-solving: Steps for Problem-solving (Analyzing the problem, developing an algorithm, coding, testing, and debugging), representation of algorithms using flowchart and pseudocode, decomposition
- Familiarization with the basics of Python programming: Introduction to Python, Features of Python, executing a simple "hello world" program, execution modes: interactive mode and script mode, Python character set, Python tokens(keyword, identifier, literal, operator, punctuator), variables, concept of l-value and r-value, use of comments
- Knowledge of data types: Number(integer, floating point,complex), boolean, sequence(string, list, tuple), None, Mapping(dictionary), mutable and immutable data types.
- Operators: arithmetic operators, relational operators, logical operators, assignment operators, augmented assignment operators, identity operators (is, is not), membership operators (in not in)
- Expressions, statement, type conversion, and input/output: precedence of operators, expression, evaluation of an expression, type-conversion (explicit and implicit conversion), accepting data as input from the console and displaying output.
- Errors- syntax errors, logical errors, and run-time errors
- Flow of Control: introduction, use of indentation, sequential flow, conditional and iterative flow
- Conditional statements: if, if-else, if-elif-else, flowcharts, simple programs: e.g.: absolute value, sort 3 numbers and divisibility of a number.
- Iterative Statement: for loop, range(), while loop, flowcharts, break and continue statements, nested loops, suggested programs: generating pattern, summation of series, finding the factorial of a positive number, etc.
- Strings: introduction, string operations (concatenation, repetition, membership and slicing), traversing a string using loops, built-in functions/methods—len(), capitalize(), title(), lower(), upper(), count(), find(), index(), endswith(), startswith(), isalnum(), isalpha(), isdigit(), islower(), isupper(), isspace(),lstrip(), rstrip(), strip(), replace(), join(), partition(), split()
- Lists: introduction, indexing, list operations (concatenation, repetition, membership and slicing), traversing a list using loops, built-in functions/methods—len(), list(), append(), extend(), insert(), count(), index(), remove(), pop(), reverse(), sort(), sorted(), min(), max(), sum(); nested lists, suggested programs: finding the maximum, minimum, mean of numeric values stored in a list; linear search on list of numbers and counting the frequency of elements in a list.
- Tuples: introduction, indexing, tuple operations (concatenation, repetition, membership and slicing); built-in functions/methods — len(), tuple(), count(), index(), sorted(), min(), max(), sum(); tuple assignment, nested tuple; suggested programs: finding the minimum, maximum, mean of values stored in a tuple; linear

search on a tuple of numbers, counting the frequency of elements in a tuple.

- Dictionary: introduction, accessing items in a dictionary using keys, mutability of a dictionary (adding a new term, modifying an existing item), traversing a dictionary, built-in functions/methods — len(), dict(), keys(), values(), items(), get(), update(), del, clear(), fromkeys(), copy(), pop(), popitem(), setdefault(), max(), min(), sorted(); Suggested programs: count the number of times a character appears in a given string using a dictionary, create a dictionary with names of employees, their salary and access them.
- Introduction to Python modules: Importing module using 'import <module>' and using from statement, importing math module (pi, e, sqrt(), ceil(), floor(), pow(), fabs(), sin(), cos(), tan()); random module (random(), randint(), randrange()), statistics module (mean(), median(), mode()).

Unit 3: Society, Law and Ethics

- Digital Footprints
- Digital Society and Netizen: net etiquettes, communication etiquettes, social media etiquettes
- Data Protection: Intellectual property rights (copyright, patent, trademark), violation of IPR (plagiarism, copyright infringement, trademark infringement), open source software and licensing (Creative Commons, GPL and Apache)
- Cyber Crime: definition, hacking, eavesdropping, phishing and fraud emails, ransomware, cyber trolls, cyber bullying
- Cyber safety: safely browsing the web, identity protection, confidentiality
- Malware: viruses, trojans, adware
- E-waste management: proper disposal of used electronic gadgets.
- Information Technology Act (IT Act)
- Technology and society: Gender and disability issues while teaching and using computers

4. Practical

S.No.	Unit Name	Marks (Total=30)
1.	Lab Test (12 marks)	
	Python program (60% logic + 20% documentation + 20% code quality)	12
2.	Report File + Viva (10 marks)	
	Report file: Minimum 20 Python programs	7
	Viva voce	3
3.	Project (that uses most of the concepts that have been learnt)	8

5. Suggested Practical List

Python Programming

- Input a welcome message and display it.
- Input two numbers and display the larger / smaller number.
- Input three numbers and display the largest / smallest number.
- Generate the following patterns using nested loops:

Pattern-1	Pattern-2	Pattern-3
* ** *** **** *****	12345 1234 123 12 1	A AB ABC ABCD ABCDE

- Write a program to input the value of x and n and print the sum of the following series:
 - $1 + x + x^2 + x^3 + x^4 + \dots x^n$
 - $1 - x + x^2 - x^3 + x^4 - \dots x^n$
 - $x + \frac{x^2}{2} + \frac{x^3}{3} + \frac{x^4}{4} + \dots \frac{x^n}{n}$
 - $x + \frac{x^2}{2!} + \frac{x^3}{3!} + \frac{x^4}{4!} + \dots \frac{x^n}{n!}$
- Determine whether a number is a perfect number, an Armstrong number or a palindrome.
- Input a number and check if the number is a prime or composite number.
- Display the terms of a Fibonacci series.
- Compute the greatest common divisor and least common multiple of two integers.
- Count and display the number of vowels, consonants, uppercase, lowercase characters in string.
- Input a string and determine whether it is a palindrome or not; convert the case of characters in a string.
- Find the largest/smallest number in a list/tuple
- Input a list of numbers and swap elements at the even location with the elements at the odd location.
- Input a list/tuple of elements, search for a given element in the list/tuple.
- Create a dictionary with the roll number, name and marks of n students in a class and display the names of students who have marks above 75.

6. Suggested Reading Material

- NCERT Textbook for Computer Science (Class XI)
- Support Material on CBSE website

COMPUTER SCIENCE

Subject Code – 083

Class XII (2025-26)

1. Prerequisites

Computer Science- Class XI

2. Learning Outcomes

Student should be able to

- a) apply the concept of function.
- b) explain and use the concept of file handling.
- c) use basic data structure: Stacks
- d) explain basics of computer networks.
- e) use Database concepts, SQL along with connectivity between Python and SQL.

3. Distribution of Marks:

Unit No.	Unit Name	Marks
1	Computational Thinking and Programming – 2	40
2	Computer Networks	10
3	Database Management	20
	Total	70

4. Unit wise Syllabus

Unit 1: Computational Thinking and Programming – 2

- Revision of Python topics covered in Class XI.
- Functions: types of function (built-in functions, functions defined in module, user defined functions), creating user defined function, arguments and parameters, default parameters, positional parameters, function returning value(s), flow of execution, scope of a variable (global scope, local scope)
- Exception Handling: Introduction, handling exceptions using try-except-finally blocks
- Introduction to files, types of files (Text file, Binary file, CSV file), relative and absolute paths

- Text file: opening a text file, text file open modes (r, r+, w, w+, a, a+), closing a text file, opening a file using with clause, writing/appending data to a text file using write() and writelines(), reading from a text file using read(), readline() and readlines(), seek and tell methods, manipulation of data in a text file
- Binary file: basic operations on a binary file: open using file open modes (rb, rb+, wb, wb+, ab, ab+), close a binary file, import pickle module, dump() and load() method, read, write/create, search, append and update operations in a binary file
- CSV file: import csv module, open / close csv file, write into a csv file using writer(), writerow(), writerows() and read from a csv file using reader()
- Data Structure: Stack, operations on stack (push & pop), implementation of stack using list.

Unit 2: Computer Networks

- Evolution of networking: introduction to computer networks, evolution of networking (ARPANET, NSFNET, INTERNET)
- Data communication terminologies: concept of communication, components of data communication (sender, receiver, message, communication media, protocols), measuring capacity of communication media (bandwidth, data transfer rate), IP address, switching techniques (Circuit switching, Packet switching)
- Transmission media: Wired communication media (Twisted pair cable, Co-axial cable, Fiber-optic cable), Wireless media (Radio waves, Micro waves, Infrared waves)
- Network devices (Modem, Ethernet card, RJ45, Repeater, Hub, Switch, Router, Gateway, WIFI card)
- Network topologies and Network types: types of networks (PAN, LAN, MAN, WAN), networking topologies (Bus, Star, Tree)
- Network protocol: HTTP, FTP, PPP, SMTP, TCP/IP, POP3, HTTPS, TELNET, VoIP
- Introduction to web services: WWW, Hyper Text Markup Language (HTML), Extensible Markup Language (XML), domain names, URL, website, web browser, web servers, web hosting

Unit 3: Database Management

- Database concepts: introduction to database concepts and its need
- Relational data model: relation, attribute, tuple, domain, degree, cardinality, keys (candidate key, primary key, alternate key, foreign key)
- Structured Query Language: introduction, Data Definition Language and Data Manipulation Language, data type (char(n), varchar(n), int, float, date), constraints (not null, unique, primary key), create database, use database, show databases, drop database, show tables, create table, describe table, alter table (add and remove an attribute, add and remove primary key), drop table, insert, delete, select, operators (mathematical, relational and logical), aliasing, distinct clause, where clause, in, between, order by, meaning of null, is null, is not null, like, update command, delete command, aggregate functions (max, min, avg, sum, count), group by, having clause, joins: cartesian product on two tables, equi-join and natural join
- Interface of python with an SQL database: connecting SQL with Python, performing

insert, update, delete queries using cursor, display data by using connect(), cursor(), execute(), commit(), fetchone(), fetchall(), rowcount, creating database connectivity applications, use of %s format specifier or format() to perform queries

5. Practical

S.No	Unit Name	Marks (Total=30)
1	Lab Test: 1. Python program (60% logic + 20% documentation + 20% code quality)	8
	2. SQL queries (4 queries based on one or two tables)	4
2	Report file: <ul style="list-style-type: none"> • Minimum 15 Python programs. • SQL Queries – Minimum 5 sets using one table / two tables. • Minimum 4 programs based on Python – SQL connectivity 	7
3	Project (using concepts learnt in Classes 11 and 12)	8
4	Viva voce	3

6. Suggested Practical List:

Python Programming

- Read a text file line by line and display each word separated by a #.
- Read a text file and display the number of vowels/consonants/uppercase/lowercase characters in the file.
- Remove all the lines that contain the character 'a' in a file and write it to another file.
- Create a binary file with name and roll number. Search for a given roll number and display the name, if not found display appropriate message.
- Create a binary file with roll number, name and marks. Input a roll number and update the marks.
- Write a random number generator that generates random numbers between 1 and 6 (simulates a dice).
- Write a Python program to implement a stack using list.
- Create a CSV file by entering user-id and password, read and search the password for given userid.

Database Management

- Create a student table and insert data. Implement the following SQL commands on the student table:
 - ALTER table to add new attributes / modify data type / drop attribute
 - UPDATE table to modify data
 - ORDER By to display data in ascending / descending order
 - DELETE to remove tuple(s)
 - GROUP BY and find the min, max, sum, count and average
- Similar exercise may be framed for other cases.
- Integrate SQL with Python by importing suitable module.

7. Suggested Reading Material

- NCERT Textbook for COMPUTER SCIENCE (Class XII)
- Support Materials on the CBSE website.

8. Project

The aim of the class project is to create something that is tangible and useful using Python file handling/ Python-SQL connectivity. This should be done in groups of two to three students and should be started by students at least 6 months before the submission deadline. The aim here is to find a real world problem that is worthwhile to solve.

Students are encouraged to visit local businesses and ask them about the problems that they are facing. For example, if a business is finding it hard to create invoices for filing GST claims, then students can do a project that takes the raw data (list of transactions), groups the transactions by category, accounts for the GST tax rates, and creates invoices in the appropriate format. Students can be extremely creative here. They can use a wide variety of Python libraries to create user friendly applications such as games, software for their school, software for their disabled fellow students, and mobile applications, of course to do some of these projects, some additional learning is required; this should be encouraged. Students should know how to teach themselves.

The students should be sensitized to avoid plagiarism and violations of copyright issues while working on projects. Teachers should take necessary measures for this.

CHEMISTRY
Subject Code: 043
Classes XI-XII (2025-26)

Rationale

The second phase of Secondary stage is the most crucial stage of school education because at this juncture specialized discipline based, content - oriented courses are introduced. Students reach this stage after 10 years of general education and opt for Chemistry with a purpose of pursuing their career in basic sciences or professional courses like medicine, engineering, technology and study courses in applied areas of science and technology at tertiary level. Therefore, there is a need to provide the learners with a sufficient conceptual background of Chemistry, which will make them competent to meet the challenges of academic and professional courses after this stage.

The new and updated curriculum is based on a disciplinary approach with rigor and depth taking care that the syllabus is not heavy and at the same time it is comparable to that at the international level. The pedagogy of Chemistry has undergone tremendous changes in recent times. Many new areas like green chemistry, material science, biomolecules, and industrial chemistry deserve to be an integral part of the chemistry syllabus at this stage. Globally, nomenclature of elements and compounds, symbols and units of physical quantities recommended by scientific bodies like IUPAC and CGPM are of immense importance and also need to be incorporated in the updated syllabus. The proposed syllabus adequately addresses these issues.

Objectives

The curriculum of Chemistry at the second phase of Secondary stage has been designed to:

- equip the learners with tools to understand the working of Chemistry rather than mere facts of it;
- develop the necessary conceptual foundations of chemistry and ability to apply them to real life situations;
- enable the learners to represent chemical phenomena at macroscopic, molecular, and symbolic levels;
- make the learners identify patterns and form connections that underlie various chemical phenomena;
- prepare the learners to contribute to frontier research areas related to climate change, environmental issues, materials science, biology and medicine etc.;
- inculcate problem solving skills in the learners and integrate life skills and values in the context of chemistry; and
- apprise learners of the interface of chemistry with other disciplines of science such as physics, biology, geology, engineering etc.

COURSE STRUCTURE
CLASS XI
THEORY

Time: 3 Hours

Total Marks: 70

S. No	UNIT	Marks
1	Some Basic Concepts of Chemistry	7
2	Structure of Atom	9
3	Classification of Elements and Periodicity in Properties	6
4	Chemical Bonding and Molecular Structure	7
5	Chemical Thermodynamics	9
6	Equilibrium	7
7	Redox Reactions	4
8	Organic Chemistry: Some basic Principles and Techniques	11
9	Hydrocarbons	10
	TOTAL	70

Unit 1: Some Basic Concepts of Chemistry

General Introduction: Importance and scope of Chemistry, Nature of matter, laws of chemical combination, Dalton's atomic theory: concept of elements, atoms and molecules, atomic and molecular masses, mole concept and molar mass, percentage composition, empirical and molecular formula, chemical reactions, stoichiometry and calculations based on stoichiometry.

Unit 2: Structure of Atom

Discovery of Electron, Proton and Neutron, atomic number, isotopes and isobars. Thomson's model and its limitations. Rutherford's model and its limitations, Bohr's model and its limitations, concept of shells and subshells, dual nature of matter and light, de Broglie's relationship, Heisenberg uncertainty principle, concept of orbitals, quantum numbers, shapes of s, p and d orbitals, rules for filling electrons in orbitals - Aufbau principle, Pauli's exclusion principle and Hund's rule, electronic configuration of atoms, stability of half-filled and completely filled orbitals.

Unit 3: Classification of Elements and Periodicity in Properties

Significance of classification, brief history of the development of periodic table, modern periodic law and the present form of periodic table, periodic trends in properties of elements -atomic radii, ionic radii, inert gas radii, Ionization enthalpy, electron gain enthalpy, electronegativity, valiancy, Nomenclature of elements with atomic number greater than 100.

Unit 4: Chemical Bonding and Molecular Structure

Valence electrons, ionic bond, covalent bond, bond parameters, Lewis structure, polar character of covalent bond, covalent character of ionic bond, valence bond theory, resonance, geometry of covalent molecules, VSEPR theory, concept of hybridization, involving s, p and d orbitals and shapes of some simple molecules, molecular orbital theory of homonuclear diatomic molecules (qualitative idea only), Hydrogen bond.

Unit 5: Chemical Thermodynamics

Concepts of System and types of systems, surroundings, work, heat, energy, extensive and intensive properties, state functions.

First law of thermodynamics -internal energy and enthalpy, heat capacity and specific heat, measurement of ΔU and ΔH , Hess's law of constant heat summation, enthalpy of bond dissociation, combustion, formation, atomization, sublimation, phase transition, ionization, solution and dilution. Second law of Thermodynamics (brief introduction), Introduction of entropy as a state function, Gibb's energy change for spontaneous and non- spontaneous processes, criteria for equilibrium, Third law of thermodynamics (brief introduction).

Unit 6: Equilibrium

Equilibrium in physical and chemical processes, dynamic nature of equilibrium, law of mass action, equilibrium constant, factors affecting equilibrium – Le Chatelier's principle, ionic equilibrium- ionization of acids and bases, strong and weak electrolytes, degree of ionization, ionization of poly basic acids, acid strength, concept of pH, hydrolysis of salts (elementary idea), buffer solution, Henderson Equation, solubility product, common ion effect (with illustrative examples).

Unit 7: Redox Reactions

Concept of oxidation and reduction, redox reactions, oxidation number, balancing redox reactions, in terms of loss and gain of electrons and change in oxidation number, applications of redox reactions.

Unit 8: Organic Chemistry – Some Basic Principles and Techniques

General introduction, methods of purification, qualitative and quantitative analysis, classification and IUPAC nomenclature of organic compounds. Electronic displacements in a covalent bond: inductive effect, electrometric effect, resonance and hyper conjugation. Homolytic and heterolytic fission of a covalent bond: free radicals, carbocations, carbanions, electrophiles and nucleophiles, types of organic reactions.

Unit 9: Hydrocarbons

Aliphatic Hydrocarbons

Alkanes - Nomenclature, isomerism, conformation (ethane only), physical properties, chemical reactions including free radical mechanism of halogenation, combustion and pyrolysis.

Alkenes - Nomenclature, structure of double bond (ethene), geometrical isomerism, physical properties, methods of preparation, chemical reactions: addition of hydrogen, halogen, water, hydrogen halides (Markovnikov's addition and peroxide effect), ozonolysis, oxidation, mechanism of electrophilic addition.

Alkynes - Nomenclature, structure of triple bond (ethyne), physical properties, methods of preparation, chemical reactions: acidic character of alkynes, addition reaction of - hydrogen, halogens, hydrogen halides and water.

Aromatic Hydrocarbons

Introduction, IUPAC nomenclature, benzene: resonance, aromaticity, chemical properties: mechanism of electrophilic substitution. Nitration, sulphonation, halogenation, Friedel Craft's alkylation and acylation, directive influence of functional group in mono substituted benzene, carcinogenicity and toxicity

Note: The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

1. s & p Block Elements

Electronic configuration, atomic & ionic radii, Ionization Enthalpy, Hydration Enthalpy and general trends in physical and chemical properties of s and p block elements across the periods and down the groups; unique behavior of the first element in each group.

2. The Gaseous State

Qualitative treatment of Gas laws, Ideal gas equation and deviations from it.

PRACTICAL

Evaluation Scheme for Examination	Marks
Volumetric Analysis	08
Salt Analysis	08
Content Based Experiment	06
Project Work	04
Class record and viva	04
Total	30

PRACTICAL SYLLABUS

Micro-chemical methods are available for several of the practical experiments, wherever possible such techniques should be used.

A.Basic Laboratory Techniques

1. Cutting glass tube and glass rod
2. Bending a glass tube
3. Drawing out a glass jet
4. Boring a cork

B.Characterization and Purification of Chemical Substances

1. Determination of melting point of an organic compound.
2. Determination of boiling point of an organic compound.
3. Crystallization of impure sample of any one of the following: Alum, Copper Sulphate, Benzoic Acid.

C.Experiments based on pH

1. Any one of the following experiments:
 - Determination of pH of some solutions obtained from fruit juices, solution of known and varied concentrations of acids, bases and salts using pH paper or universal indicator.
 - Comparing the pH of solutions of strong and weak acids of same concentration.
 - Study the pH change in the titration of a strong base using a universal indicator.
2. Study the pH change by common-ion in case of weak acids and weak bases.

D. Chemical Equilibrium

Any one of the following experiments:

- Study the shift in equilibrium between ferric ions and thiocyanate ions by increasing/decreasing the concentration of either of the ions.
- Study the shift in equilibrium between $[\text{Co}(\text{H}_2\text{O})_6]^{2+}$ and chloride ions by changing the concentration of either of the ions.

E. Quantitative Estimation

1. Using a mechanical balance/electronic balance.
2. Preparation of standard solution of Oxalic acid.
3. Determination of strength of a given solution of Sodium hydroxide by titrating it against standard solution of Oxalic acid.
4. Preparation of standard solution of Sodium carbonate.
5. Determination of strength of a given solution of hydrochloric acid by titrating it against standard Sodium Carbonate solution.

F. Qualitative Analysis

1. Determination of one anion and one cation in a given salt

Cations: Pb^{2+} , Cu^{2+} , Al^{3+} , Fe^{3+} , Mn^{2+} , Ni^{2+} , Zn^{2+} , Co^{2+} , Ca^{2+} , Sr^{2+} , Ba^{2+} , Mg^{2+} , NH_4^+

Anions: CO_3^{2-} , S^{2-} , SO_3^{2-} , NO_3^- , NO_2^- , Cl^- , Br^- , I^- , SO_4^{2-} , PO_4^{3-} , CH_3COO^-

(Note: Insoluble salts excluded)

2. Detection of -Nitrogen, Sulphur, Chlorine in organic compounds.

PROJECTS

Scientific investigations involving laboratory testing and collecting information from other sources.

A few suggested Projects

- a) Checking the bacterial contamination in drinking water by testing sulphide ion
- b) Study of the methods of purification of water
- c) Testing the hardness, presence of Iron, Fluoride, Chloride, etc., depending upon the regional variation in drinking water and study of causes of presence of these ions above permissible limit (if any).

- d) Investigation of the foaming capacity of different washing soaps and the effect of addition of Sodium carbonate on it
- e) Study the acidity of different samples of tea leaves.
- f) Determination of the rate of evaporation of different liquids
- g) Study the effect of acids and bases on the tensile strength of fibers.
- h) Study of acidity of fruit and vegetable juices.

Note: Any other investigatory project, which involves about 10 periods of work, can be chosen with the approval of the teacher.

Practical Examination for Visually Challenged Students Class XI

Note: Same Evaluation scheme and general guidelines for visually challenged students as given for Class XII may be followed.

List of apparatus for identification for assessment in practicals (All experiments)

Beaker, tripod stand, wire gauze, glass rod, funnel, filter paper, Bunsen burner, test tube, test tube stands, dropper, test tube holder, ignition tube, china dish, tongs, standard flask, pipette, burette, conical flask, clamp stand, dropper, wash bottle

- Odor detection in qualitative analysis.
- Procedure/Setup of the apparatus.

List of Experiments

A. Characterization and Purification of Chemical Substances

Crystallization of an impure sample of any one of the following:
copper sulphate, benzoic acid.

B. Experiments based on pH

1. Determination of pH of some solutions obtained from fruit juices, solutions of known and varied concentrations of acids, bases and salts using pH paper.
2. Comparing the pH of solutions of strong and weak acids of same concentration.

C. Chemical Equilibrium

1. Study the shift in equilibrium between ferric ions and thiocyanate ions by increasing/decreasing the concentration of either ions.
2. Study the shift in equilibrium between $[\text{Co}(\text{H}_2\text{O})_6]^{2+}$ and chloride ions by changing the concentration of either of the ions.

D. Quantitative estimation

1. Preparation of standard solution of oxalic acid.

2. Determination of molarity of a given solution of sodium hydroxide by titrating it against standard solution of oxalic acid.

E. Qualitative Analysis

1. Determination of one anion and one cation in a given salt

Cations - NH_4^+

Anions: CO_3^{2-} , S^{2-} , SO_3^{2-} , Cl^- , CH_3COO^-

(Note: insoluble salts excluded)

2. Detection of Nitrogen in the given organic compound.
3. Detection of Halogen in the given organic compound.

Note: *The above practical may be carried out in an experiential manner rather than recording observations.*

Prescribed Books:

1. Chemistry Part – I, Class-XI, Published by NCERT.
2. Chemistry Part – II, Class-XI, Published by NCERT.
3. Manual of Microscale Chemistry laboratory kit.

Links for NCERT textbooks:

1. <https://ncert.nic.in/textbook.php?kech1=0-6>
2. <https://ncert.nic.in/textbook.php?kech2=0-3>
3. https://ncert.nic.in/division/dek/pdf/Manual_01.pdf

COURSE STRUCTURE
CLASS XII
THEORY

Time: 3 Hours

Total Marks: 70

S. No.	Title	Marks
1	Solutions	7
2	Electrochemistry	9
3	Chemical Kinetics	7
4	d -and f -Block Elements	7
5	Coordination Compounds	7
6	Haloalkanes and Haloarenes	6
7	Alcohols, Phenols and Ethers	6
8	Aldehydes, Ketones and Carboxylic Acids	8
9	Amines	6
10	Biomolecules	7
	Total	70

Unit 1: Solutions

Types of solutions, expression of concentration of solutions of solids in liquids, solubility of gases in liquids, solid solutions, Raoult's law, colligative properties - relative lowering of vapor pressure, elevation of boiling point, depression of freezing point, osmotic pressure, determination of molecular masses using colligative properties, abnormal molecular mass, Van't Hoff factor

Unit 2: Electrochemistry

Redox reactions, EMF of a cell, standard electrode potential, Nernst equation and its application to chemical cells, Relation between Gibbs energy change and EMF of a cell, conductance in electrolytic solutions, specific and molar conductivity, variations of conductivity with concentration, Kohlrausch's Law, electrolysis and law of electrolysis (elementary idea), dry cell-electrolytic cells and Galvanic cells, lead accumulator, fuel cells, corrosion.

Unit 3: Chemical Kinetics

Rate of a reaction (Average and instantaneous), factors affecting rate of reaction: concentration, temperature, catalyst; order and molecularity of a reaction, rate law and specific rate constant, integrated rate equations and half-life (only for zero and first order

reactions), concept of collision theory (elementary idea, no mathematical treatment), activation energy, Arrhenius equation.

Unit 4: d and f Block Elements

General introduction, electronic configuration, occurrence and characteristics of transition metals, general trends in properties of the first row transition metals – metallic character, ionization enthalpy, oxidation states, ionic radii, colour, catalytic property, magnetic properties, interstitial compounds, alloy formation, preparation and properties of $K_2Cr_2O_7$ and $KMnO_4$.

Lanthanides - Electronic configuration, oxidation states, chemical reactivity and lanthanide contraction and its consequences.

Actinides - Electronic configuration, oxidation states and comparison with lanthanides

Unit 5: Coordination Compounds

Coordination compounds - Introduction, ligands, coordination number, colour, magnetic properties and shapes, IUPAC nomenclature of mononuclear coordination compounds. Bonding, Werner's theory, VBT, and CFT; structure and stereoisomerism, importance of coordination compounds (in qualitative analysis, extraction of metals and biological system).

Unit 6: Haloalkanes and Haloarenes

Haloalkanes: Nomenclature, nature of C–X bond, physical and chemical properties, optical rotation mechanism of substitution reactions.

Haloarenes: Nature of C–X bond, substitution reactions (Directive influence of halogen in monosubstituted compounds only).

Uses and environmental effects of - dichloromethane, trichloromethane, tetrachloromethane, iodoform, freons, DDT.

Unit 7: Alcohols, Phenols and Ethers

Alcohols: Nomenclature, methods of preparation, physical and chemical properties (of primary alcohols only), identification of primary, secondary and tertiary alcohols, mechanism of dehydration, uses with special reference to methanol and ethanol.

Phenols: Nomenclature, methods of preparation, physical and chemical properties, acidic nature of phenol, electrophilic substitution reactions, uses of phenols.

Ethers: Nomenclature, methods of preparation, physical and chemical properties, uses

Unit 8: Aldehydes, Ketones and Carboxylic Acids

Aldehydes and Ketones: Nomenclature, nature of carbonyl group, methods of preparation, physical and chemical properties, mechanism of nucleophilic addition, reactivity of alpha hydrogen in aldehydes, uses.

Carboxylic Acids: Nomenclature, acidic nature, methods of preparation, physical and chemical properties; uses.

Unit 9: Amines

Amines: Nomenclature, classification, structure, methods of preparation, physical and chemical properties, uses, identification of primary, secondary and tertiary amines.

Diazonium salts: Preparation, chemical reactions and importance in synthetic organic chemistry.

Unit 10: Biomolecules

Carbohydrates - Classification (aldoses and ketoses), monosaccharides (glucose and fructose), D-L configuration oligosaccharides (sucrose, lactose, maltose), polysaccharides (starch, cellulose, glycogen); Importance of carbohydrates.

Proteins -Elementary idea of - amino acids, peptide bond, polypeptides, proteins, structure of proteins - primary, secondary, tertiary structure and quaternary structures (qualitative idea only), denaturation of proteins; enzymes. Hormones - Elementary idea excluding structure.

Vitamins - Classification and functions.

Nucleic Acids: DNA and RNA.

PRACTICAL

Evaluation Scheme for Examination	Marks
Volumetric Analysis	08
Salt Analysis	08
Content Based Experiment	06
Project Work	04
Class record and viva	04
Total	30

PRACTICAL SYLLABUS

Micro-chemical methods are available for several of the practical experiments, wherever possible such techniques should be used.

A. Surface Chemistry

1. Preparation of one lyophilic and one lyophobic sol

Lyophilic sol - starch, egg albumin and gum

Lyophobic sol – aluminum hydroxide, ferric hydroxide, arsenous sulphide.

2. Dialysis of sol-prepared in (a) above.
3. Study of the role of emulsifying agents in stabilizing the emulsion of different oils.

B. Chemical Kinetics

1. Effect of concentration and temperature on the rate of reaction between Sodium Thiosulphate and Hydrochloric acid.
2. Study of reaction rates of any one of the following:
 - Reaction of Iodide ion with Hydrogen Peroxide at room temperature using different concentration of Iodide ions.
 - Reaction between Potassium Iodate, (KIO_3) and Sodium Sulphate: (Na_2SO_3) using starch solution as indicator (clock reaction).

C. Thermochemistry

Any one of the following experiments

- Enthalpy of dissolution of Copper Sulphate or Potassium Nitrate.
- Enthalpy of neutralization of strong acid (HCl) and strong base (NaOH).
- Determination of enthalpy change during interaction (Hydrogen bond formation) between Acetone and Chloroform.

D. Electrochemistry

Variation of cell potential in $\text{Zn}/\text{Zn}^{2+}||\text{Cu}^{2+}/\text{Cu}$ with change in concentration of electrolytes (CuSO_4 or ZnSO_4) at room temperature.

E. Chromatography

1. Separation of pigments from extracts of leaves and flowers by paper chromatography and determination of R_f values.
2. Separation of constituents present in an inorganic mixture containing two cations only (constituents having large difference in R_f values to be provided).

F. Preparation of Inorganic Compounds

1. Preparation of double salt of Ferrous Ammonium Sulphate or Potash Alum.
2. Preparation of Potassium Ferric Oxalate.

G. Preparation of Organic Compounds

Preparation of any one of the following compounds

1. Acetanilide

2. Di-benzalAcetone
3. p-Nitroacetanilide
4. Aniline yellow or 2 - Naphthol Aniline dye.

H. Tests for the functional groups present in organic compounds

Unsaturation, alcoholic, phenolic, aldehydic, ketonic, carboxylic and amino (Primary) groups.

I. Characteristic tests of carbohydrates, fats and proteins in pure samples and their detection in given foodstuffs.

J. Determination of concentration/ molarity of KMnO_4 solution by titrating it against a standard solution of:

1. Oxalic acid,
 2. Ferrous Ammonium Sulphate
- (Students will be required to prepare standard solutions by weighing themselves).

K. Qualitative analysis

Determination of one anion and one cation in a given salt

Cations: Pb^{2+} , Cu^{2+} , Al^{3+} , Fe^{3+} , Mn^{2+} , Ni^{2+} , Zn^{2+} , Co^{2+} , Ca^{2+} , Sr^{2+} , Ba^{2+} , Mg^{2+} , NH_4^+

Anions: CO_3^{2-} , S^{2-} , SO_3^{2-} , NO_3^- , NO_2^- , Cl^- , Br^- , I^- , SO_4^{2-} , PO_4^{3-} , CH_3COO^- , $\text{C}_2\text{O}_4^{2-}$

(Note: Insoluble salts excluded)

PROJECTS

Scientific investigations involving laboratory testing and collecting information from other sources.

A few suggested Projects

- a) Study of the presence of oxalate ions in guava fruit at different stages of ripening.
- b) Study of quantity of casein present in different samples of milk.
- c) Preparation of soybean milk and its comparison with the natural milk with respect to curd formation, effect of temperature, etc.
- d) Study of the effect of Potassium Bisulphate as food preservative under various conditions (temperature, concentration, time, etc.)
- e) Study of digestion of starch by salivary amylase and effect of pH and temperature on it.

- f) Comparative study of the rate of fermentation of following materials: wheat flour, gram flour, potato juice, carrot juice, etc.
- g) Extraction of essential oils present in Saunf (aniseed), Ajwain (carom), Illaichi (cardamom).
- h) Study of common food adulterants in fat, oil, butter, sugar, turmeric power, chili powder and pepper.

Note: Any other investigatory project, which involves about 10 periods of work, can be chosen with the approval of the teacher.

Practical Examination for Visually Challenged Learners Classes XI and XII

Evaluation Scheme	Marks
Identification/Familiarity with the apparatus	5
Written test (based on given/prescribed practical's)	10
Practical Record	5
Viva	10
Total	30

General Guidelines

- The practical examination will be of two-hour duration.
- A separate list of ten experiments is included here.
- The written examination in practicals for these students will be conducted at the time of practical examination of all other students.
- The written test will be of 30 minutes' duration.
- The question paper given to the students should be legibly typed. It should contain a total of 15 practical skill based very short answer type questions. A student would be required to answer any 10 questions.
- A writer may be allowed to such students as per CBSE examination rules.
- All questions included in the question papers should be related to the listed practicals
- Every question should require about two minutes to be answered.
- These students are also required to maintain a practical file. A student is expected to record at least five of the listed experiments as per the specific instructions for each subject. These practicals should be duly checked and signed by the internal examiner.
- The format of writing any experiment in the practical file should include aim, apparatus required, simple theory, procedure, related practical skills, precautions etc.
- Questions may be generated jointly by the external/internal examiners and used

for assessment.

- The viva questions may include questions based on basic theory/principle/concept, apparatus/materials/ chemicals required, procedure, precautions, sources of error etc.

List of apparatus for identification/familiarity for assessment in practical (All experiments)

Beaker, glass rod, tripod stand, wire gauze, Bunsen burner, Whatman filter paper, gas jar, capillary tube, pestle and mortar, test tubes, tongs, test tube holder, test tube stand, burette, pipette, conical flask, standard flask, clamp stand, funnel, filter paper

Hands-on Assessment

- Identification/familiarity with the apparatus
- Odour detection in qualitative analysis

List of Experiments

The experiments have been divided into two sections: Section A and Section B. The experiments mentioned in Section B are mandatory.

SECTION A

A. Surface Chemistry

1. Preparation of one lyophilic and one lyophobic sol
 - i. Lyophilic sol - starch, egg albumin and gum
 - ii. Lyophobic sol – Ferric hydroxide

B. Chromatography

Separation of pigments from extracts of leaves and flowers by paper chromatography and determination of R_f values (distance values may be provided).

C. Tests for the functional groups present in organic compounds

1. Alcoholic and Carboxylic groups
2. Aldehyde and Ketonic groups

D. Characteristic tests of carbohydrates and proteins in the given foodstuffs.

E. Preparation of Inorganic Compounds- Potash Alum

SECTION B (Mandatory)

F. Quantitative analysis

1. (a) Preparation of a given volume of the standard solution of Oxalic acid.
(b) Determination of molarity of KMnO_4 solution by titrating it against a standard solution of Oxalic acid.
2. The above exercise [F 1 (a) and (b)] to be conducted using Ferrous ammonium sulphate (Mohr's salt)

G. Qualitative Analysis

Determination of one anion and one cation in a given salt

Cation - NH_4^+

Anions: CO_3^{2-} , S^{2-} , SO_3^{2-} , , Cl^- , CH_3COO^-

(Note: insoluble salts excluded)

Note: *The above practical may be carried out in an experiential manner rather than recording observations.*

Prescribed Books:

1. Chemistry Part – I, Class-XII, Published by NCERT.
2. Chemistry Part – II, Class-XII, Published by NCERT.
3. Manual of Microscale Chemistry laboratory kit.

Links for NCERT textbooks:

1. <https://ncert.nic.in/textbook.php?lech1=0-5>
2. <https://ncert.nic.in/textbook.php?lech2=0-5>
3. https://ncert.nic.in/division/dek/pdf/Manual_01.pdf

QUESTION PAPER DESIGN CLASSES XI & XII

S.No	Domains	Total Marks	%
1	Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.	28	40
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	21	30
3	Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	21	30

1. No chapter wise weightage is provided, however, care to be taken to cover all the chapters.
2. Suitable internal variations may be made for generating various templates.
3. There will be no overall choice in the question paper.
4. However, 33% internal choices will be given in all the sections.

BUSINESS STUDIES (Subject Code 054)

Class XI-XII (2025-26)

Rationale

The courses in Business Studies and Accountancy are introduced at + 2 stage of Senior Secondary Education as formal commerce education is provided after first ten years of schooling. Therefore, it becomes necessary that instructions in these subjects are given in such a manner that students have a good understanding of the principles and practices bearing in business (trade and industry) as well as their relationship with the society.

Business is a dynamic process that brings together technology, natural resources and human initiative in a constantly changing global environment. To understand the framework in which a business operates, a detailed study of the organisation and management of business processes and its interaction with the environment is required. Globalisation has changed the way organizations transact their business.

Information Technology is becoming a part of business operations in more and more organisations. Computerised systems are fast replacing other systems. E-business and other related concepts are picking up fast which need to be emphasized in the curriculum.

The course in Business Studies prepares students to analyse, manage, evaluate and respond to changes which affect business. It provides a way of looking at and interacting with the business environment. It recognizes the fact that business influences and is influenced by social, political, legal and economic forces.

It allows students to appreciate that business is an integral component of society and develops an understanding of many social and ethical issues.

Therefore, to acquire basic knowledge of the business world, a course in Business Studies would be useful. It also informs students of a range of study and work options and bridges the gap between school and work.

Objectives:

- To inculcate business attitude and develop skills among students to pursue higher education, world of work including self employment.
- To develop students with an understanding of the processes of business and its environment;
- To acquaint students with the dynamic nature and inter-dependent aspects of business;
- To develop an interest in the theory and practice of business, trade and industry;
- To familiarize students with theoretical foundations of the process of organizing and managing the operations of a business firm;
- To help students appreciate the economic and social significance of business activity and the social cost and benefits arising there from;
- To acquaint students with the practice of managing the operations and resources of business;
- To enable students to act more effectively and responsibly as consumers, employers, employees and citizens;

BUSINESS STUDIES (Subject Code 054)
CLASS–XI (2025-26)

Theory: 80 Marks

Project: 20 Marks

3 Hours

Units		Marks
Part A	Foundations of Business	
1	Nature and Purpose of Business	16
2	Forms of Business Organisations	
3	Public, Private and Global Enterprises	14
4	Business Services	
5	Emerging Modes of Business	10
6	Social Responsibility of Business and Business Ethics	
	Total	40
Part B	Finance and Trade	
7	Sources of Business Finance	20
8	Small Business	
9	Internal Trade	20
10	International Business	
	Total	40
	Project Work (One)	20

Part A: Foundation of Business

Concept includes meaning and features

Unit 1: Evolution and Fundamentals of Business

Content	After going through this unit, the student/ learner would be able to:
History of Trade and Commerce in India: Indigenous Banking System, Rise of Intermediaries, Transport, Trading Communities: Merchant Corporations, Major Trade Centres, Major Imports and Exports, Position of Indian Sub-Continent in the World Economy	<ul style="list-style-type: none"> To acquaint the History of Trade and Commerce in India
Business – meaning and characteristics	<ul style="list-style-type: none"> Understand the meaning of business with special reference to economic and non-economic activities. Discuss the characteristics of business.
Business, profession and employment – Concept	<ul style="list-style-type: none"> Understand the concept of business, profession and employment. Differentiate between business, profession and employment.

Objectives of business	<ul style="list-style-type: none"> • Appreciate the economic and social objectives of business. • Examine the role of profit in business.
Classification of business activities - Industry and Commerce	<ul style="list-style-type: none"> • Understand the broad categories of business activities- industry and commerce.
Industry-types: primary, secondary, tertiary Meaning and subgroups	<ul style="list-style-type: none"> • Describe the various types of industries.
Commerce-trade: (types-internal, external; wholesale and retail) and auxiliaries to trade; (banking, insurance, transportation, warehousing, communication, and advertising) – meaning	<ul style="list-style-type: none"> • Discuss the meaning of commerce, trade and auxiliaries to trade. • Discuss the meaning of different types of trade and auxiliaries to trade. • Examine the role of commerce-trade and auxiliaries to trade.
Business risk-Concept	<ul style="list-style-type: none"> • Understand the concept of risk as a special characteristic of business. • Examine the nature and causes of business risks.

Unit 2: Forms of Business organizations

Sole Proprietorship-Concept, merits and limitations	<ul style="list-style-type: none"> • List the different forms of business organizations and understand their meaning. • Identify and explain the concept, merits and limitations of Sole Proprietorship.
Partnership-Concept, types, merits and limitation of partnership, registration of a partnership firm, partnership deed. Types of partners	<ul style="list-style-type: none"> • Identify and explain the concept, merits and limitations of a Partnership firm. • Understand the types of partnership on the basis of duration and on the basis of liability. • State the need for registration of a partnership firm. • Discuss types of partners –active, sleeping, secret, nominal and partner by estoppel.
Hindu Undivided Family Business: Concept	<ul style="list-style-type: none"> • Understand the concept of Hindu Undivided Family Business.
Cooperative Societies-Concept, merits, and limitations.	<ul style="list-style-type: none"> • Identify and explain the concept, merits and limitations of Cooperative Societies. • Understand the concept of consumers, producers, marketing, farmers, credit and housing co-operatives.

Company - Concept, merits and limitations; Types: Private, Public and One Person Company – Concept	<ul style="list-style-type: none"> • Identify and explain the concept, merits and limitations of private and public companies. • Understand the meaning of one person company. • Distinguish between a private company and a public company.
Formation of company - stages, important documents to be used in formation of a company	<ul style="list-style-type: none"> • Highlight the stages in the formation of a company. • Discuss the important documents used in the various stages in the formation of a company.
Choice of form of business organization	<ul style="list-style-type: none"> • Distinguish between the various forms of business organizations. • Explain the factors that influence the choice of a suitable form of business organization.

Unit 3: Public, Private and Global Enterprises

Public sector and private sector enterprises – Concept	<ul style="list-style-type: none"> • Develop an understanding of Public sector and private sector enterprises
Forms of public sector enterprises: Departmental Undertakings, Statutory Corporations and Government Company	<ul style="list-style-type: none"> • Identify and explain the features, merits and limitations of different forms of public sector enterprises
Global Enterprises – Feature Joint venture Public private partnership – concept	<ul style="list-style-type: none"> • Develop an understanding of global enterprises, public private partnership by studying their meaning and features.

Unit 4: Business Services

Business services – meaning and types. Banking: Types of bank accounts - savings, current, recurring, fixed deposit and multiple option deposit account	<ul style="list-style-type: none"> • Understand the meaning and types of business services. • Discuss the meaning and types of Business service Banking • Develop an understanding of difference types of bank account.
Banking services with particular reference to Bank Draft, Bank Overdraft, Cash credit. E-Banking: meaning, types of digital payments	<ul style="list-style-type: none"> • Develop an understanding of the different services provided by banks
Insurance – Principles. Types – life, health, fire and marine insurance – concept	<ul style="list-style-type: none"> • Recall the concept of insurance • Understand Utmost Good Faith, Insurable Interest, Indemnity, Contribution, Doctrine of Subrogation and Causa Proxima as principles of insurance • Discuss the meaning of different

	types of insurance-life, health, fire, marine insurance.
Postal Service - Mail, Registered Post, Parcel, Speed Post, Courier - meaning	<ul style="list-style-type: none"> Understand the utility of different telecom services

Unit 5: Emerging Modes of Business

E - business: concept, scope and benefits	<ul style="list-style-type: none"> Give the meaning of e-business. Discuss the scope of e-business. Appreciate the benefits of e-business Distinguish e-business from traditional business.
---	---

Unit 6: Social Responsibility of Business and Business Ethics

Concept of social responsibility	<ul style="list-style-type: none"> State the concept of social responsibility.
Case of social responsibility	<ul style="list-style-type: none"> Examine the case for social responsibility.
Responsibility towards owners, investors, consumers, employees, government and community	<ul style="list-style-type: none"> Identify the social responsibility towards different interest groups.
Role of business in environment protection	<ul style="list-style-type: none"> Appreciate the role of business in environment protection.
Business Ethics - Concept and Elements	<ul style="list-style-type: none"> State the concept of business ethics. Describe the elements of business ethics.

Part B: Finance and Trade

Unit 7: Sources of Business Finance

Concept of business finance	<ul style="list-style-type: none"> State the meaning, nature and importance of business finance.
Owners' funds- equity shares, preferences share, retained earnings	<ul style="list-style-type: none"> Classify the various sources of funds into owners' funds. State the meaning of owners' funds.
Borrowed funds: debentures and bonds, loan from financial institution and commercial banks, public deposits, trade credit, Inter Corporate Deposits (ICD)	<ul style="list-style-type: none"> State the meaning of borrowed funds. Discuss the concept of debentures, bonds, loans from financial institutions and commercial banks, Trade credit and inter corporate deposits. Distinguish between owners' funds and borrowed funds.

Unit 8: Small Business and Enterprises

Entrepreneurship Development (ED): Concept, Characteristics and Need. Process of Entrepreneurship Development: Start-up India Scheme, ways to fund start-up. Intellectual Property Rights and Entrepreneurship	<ul style="list-style-type: none">• Understand the concept of Entrepreneurship Development (ED), Intellectual Property Rights
Small scale enterprise as defined by MSMED Act 2006 (Micro, Small and Medium Enterprise Development Act)	<ul style="list-style-type: none">• Understand the meaning of small business
Role of small business in India with special reference to rural areas	<ul style="list-style-type: none">• Discuss the role of small business in India
Government schemes and agencies for small scale industries: National Small Industries Corporation (NSIC) and District Industrial Centre (DIC) with special reference to rural, backward areas	<ul style="list-style-type: none">• Appreciate the various Government schemes and agencies for development of small scale industries. NSIC and DIC with special reference to rural, backward area.

Unit 9: Internal Trade

Internal trade - meaning and types services rendered by a wholesaler and a retailer	<ul style="list-style-type: none">• State the meaning and types of internal trade.• Appreciate the services of wholesalers and retailers.
Types of retail-trade-Itinerant and small scale fixed shops retailers	<ul style="list-style-type: none">• Explain the different types of retail trade.
Large scale retailers-Departmental stores, chain stores – concept	<ul style="list-style-type: none">• Highlight the distinctive features of departmental stores, chain stores and mail order business.
GST (Goods and Services Tax): Concept and key-features	<ul style="list-style-type: none">• Understand the concept of GST

Unit 10: International Trade

International trade: concept and benefits	<ul style="list-style-type: none">• Understand the concept of international trade.• Describe the scope of international trade to the nation and business firms.
Export trade – Meaning and procedure	<ul style="list-style-type: none">• State the meaning and objectives of export trade.• Explain the important steps involved in executing export trade.
Import Trade - Meaning and procedure	<ul style="list-style-type: none">• State the meaning and objectives

	<p>of import trade.</p> <ul style="list-style-type: none"> • Discuss the important steps involved in executing import trade.
Documents involved in International Trade; indent, letter of credit, shipping order, shipping bills, mate's receipt (DA/DP)	<ul style="list-style-type: none"> • Develop an understanding of the various documents used in international trade. • Identify the specimen of the various documents used in international trade. • Highlight the importance of the documents needed in connection with international trade transactions
World Trade Organization (WTO) meaning and objectives	<ul style="list-style-type: none"> • State the meaning of World Trade Organization. • Discuss the objectives of World Trade Organization in promoting international trade.

Unit 11: Project Work

As per CBSE guidelines.

Suggested Question Paper Design
Business Studies (Subject Code 054)
Class XI (2025-26)
March 2026 Examination

Marks: 80

Duration: 3 hrs.

SN	Typology of Questions	Marks	Percentage
1	Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	32	40%
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	24	30%
3	Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	24	30%
	Total	80	100%

Business Studies (Subject Code 054)
CLASS–XII (2025-26)

Theory: 80 Marks

3 Hours

Project: 20 Marks

Units		Marks
Part A	Principles and Functions of Management	
1.	Nature and Significance of Management	16
2	Principles of Management	
3	Business Environment	
4	Planning	14
5	Organising	
6	Staffing	20
7	Directing	
8	Controlling	
	Total	50
Part B	Business Finance and Marketing	
9	Financial Management	15
10	Financial Markets	
11	Marketing Management	15
12	Consumer Protection	
	Total	30
Part C	Project Work (One)	20

Part A: Principles and Functions of Management

Unit 1: Nature and Significance of Management

Concept	After going through this unit, the student/ learner would be able to:
Management - concept, objectives, and importance	<ul style="list-style-type: none"> Understand the concept of management. Explain the meaning of 'Effectiveness and Efficiency. Discuss the objectives of management. Describe the importance of management.
Management as Science, Art and Profession	<ul style="list-style-type: none"> Examine the nature of management as a science, art and profession.
Levels of Management	<ul style="list-style-type: none"> Understand the role of top, middle and lower levels of management
Management functions-planning, organizing, staffing, directing and controlling	<ul style="list-style-type: none"> Explain the functions of management
Coordination- concept and importance	<ul style="list-style-type: none"> Discuss the concept and

	characteristics of coordination. <ul style="list-style-type: none"> • Explain the importance of coordination.
--	--

Unit 2: Principles of Management

Principles of Management - concept and significance	<ul style="list-style-type: none"> • Understand the concept of principles of management. • Explain the significance of management principles.
Fayol's principles of management	<ul style="list-style-type: none"> • Discuss the principles of management developed by Fayol.
Taylor's Scientific management - principles and techniques	<ul style="list-style-type: none"> • Explain the principles and techniques of 'Scientific Management'. • Compare the contributions of Fayol and Taylor.

Unit 3: Business Environment

Business Environment- concept and importance	<ul style="list-style-type: none"> • Understand the concept of 'Business Environment'. • Describe the importance of business environment
Dimensions of Business Environment - Economic, Social, Technological, Political and Legal	<ul style="list-style-type: none"> • Describe the various dimensions of 'Business Environment'. • Understand the concept of demonetization
Demonetization - concept and features	

Unit 4: Planning

Planning: Concept, importance and limitation	<ul style="list-style-type: none"> • Understand the concept of planning. • Describe the importance of planning. • Understand the limitations of planning.
Planning process	<ul style="list-style-type: none"> • Describe the steps in the process of planning.
Single use and Standing Plans. Objectives, Strategy, Policy, Procedure, Method, Rule, Budget and Programme	<ul style="list-style-type: none"> • Develop an understanding of single use and standing plans • Describe objectives, policies, strategy, procedure, method, rule, budget and programme as types of plans.

Unit 5: Organising

Organising: Concept and importance	<ul style="list-style-type: none"> • Understand the concept of organizing as a structure and as a
------------------------------------	--

	process. <ul style="list-style-type: none"> • Explain the importance of organising.
Organising Process	<ul style="list-style-type: none"> • Describe the steps in the process of organizing
Structure of organisation- functional and divisional concept. Formal and informal organization - concept	<ul style="list-style-type: none"> • Describe functional and divisional structures of organisation. • Explain the advantages, disadvantages and suitability of functional and divisional structure. • Understand the concept of formal and informal organisation. • Discuss the advantages, disadvantages of formal and informal organisation.
Delegation: concept, elements and importance	<ul style="list-style-type: none"> • Understand the concept of delegation. • Describe the elements of delegation. • Appreciate the importance of Delegation.
Decentralization: concept and importance	<ul style="list-style-type: none"> • Understand the concept of decentralisation. • Explain the importance of decentralisation. • Differentiate between delegation and decentralisation.

Unit 6: Staffing

Staffing: Concept and importance of staffing	<ul style="list-style-type: none"> • Understand the concept of staffing. • Explain the importance of staffing
Staffing as a part of Human Resource Management concept	<ul style="list-style-type: none"> • Understand the specialized duties and activities performed by Human Resource Management
Staffing process	<ul style="list-style-type: none"> • Describe the steps in the process of staffing
Recruitment process	<ul style="list-style-type: none"> • Understand the meaning of recruitment. • Discuss the sources of recruitment. • Explain the merits and demerits of internal and external sources of recruitment.
Selection – process	<ul style="list-style-type: none"> • Understand the meaning of selection. • Describe the steps involved in the process of selection.
Training and Development - Concept and importance, Methods of training - on the	<ul style="list-style-type: none"> • Understand the concept of training and development.

job and off the job - vestibule training, apprenticeship training and internship training	<ul style="list-style-type: none"> • Appreciate the importance of training to the organisation and to the employees. • Discuss the meaning of induction training, vestibule training, apprenticeship training and internship training. • Differentiate between training and development. • Discuss on the job and off the job methods of training.
---	--

Unit 7: Directing

Directing: Concept and importance	<ul style="list-style-type: none"> • Describe the concept of directing. • Discuss the importance of directing
Elements of Directing	<ul style="list-style-type: none"> • Describe the various elements of directing
Motivation - concept, Maslow's hierarchy of needs, Financial and non-financial incentives	<ul style="list-style-type: none"> • Understand the concept of motivation. • Develop an understanding of Maslow's Hierarchy of needs. • Discuss the various financial and non-financial incentives.
Leadership - concept, styles - authoritative, democratic and laissez faire	<ul style="list-style-type: none"> • Understand the concept of leadership. • Understand the various styles of leadership.
Communication - concept, formal and informal communication; barriers to effective communication, how to overcome the barriers?	<ul style="list-style-type: none"> • Understand the concept of communication • Understand the elements of the communication process. • Discuss the concept of formal and informal communication. • Discuss the various barriers to effective communication. • Suggest measures to overcome barriers to communication.

Unit 8: Controlling

Controlling - Concept and importance	<ul style="list-style-type: none"> • Understand the concept of controlling. • Explain the importance of controlling.
Relationship between planning and controlling	<ul style="list-style-type: none"> • Describe the relationship between planning and controlling
Steps in process of control	<ul style="list-style-type: none"> • Discuss the steps in the process of controlling.

Part B: Business Finance and Marketing

Unit 9: Financial Management

Financial Management: Concept, role and objectives	<ul style="list-style-type: none">• Understand the concept of financial management.• Explain the role of financial management in an organisation.• Discuss the objectives of financial management
Financial decisions: investment, financing and dividend - Meaning and factors affecting	<ul style="list-style-type: none">• Discuss the three financial decisions and the factors affecting them.
Financial Planning - concept and importance	<ul style="list-style-type: none">• Describe the concept of financial planning and its objectives.• Explain the importance of financial planning.
Capital Structure – concept and factors affecting capital structure	<ul style="list-style-type: none">• Understand the concept of capital structure.• Describe the factors determining the choice of an appropriate capital structure of a company.
Fixed and Working Capital - Concept and factors affecting their requirements	<ul style="list-style-type: none">• Understand the concept of fixed and working capital.• Describe the factors determining the requirements of fixed and working capital.

Unit 10: Financial Markets

Financial Markets: Concept	<ul style="list-style-type: none">• Understand the concept of financial market.
Money Market: Concept	<ul style="list-style-type: none">• Understand the concept of money market.
Capital market and its types (primary and secondary)	<ul style="list-style-type: none">• Discuss the concept of capital market.• Explain primary and secondary markets as types of capital market.• Differentiate between capital market and money market.• Distinguish between primary and secondary markets.
Stock Exchange - Functions and trading procedure	<ul style="list-style-type: none">• Give the meaning of a stock exchange.• Explain the functions of a stock exchange.• Discuss the trading procedure in a stock exchange.

	<ul style="list-style-type: none"> • Give the meaning of depository services and demat account as used in the trading procedure of securities.
Securities and Exchange Board of India (SEBI) - objectives and functions	<ul style="list-style-type: none"> • State the objectives of SEBI. • Explain the functions of SEBI.

Unit 11: Marketing

Marketing – Concept, functions and philosophies	<ul style="list-style-type: none"> • Understand the concept of marketing. • Explain the features of marketing. • Discuss the functions of marketing. • Explain the marketing philosophies.
Marketing Mix – Concept and elements	<ul style="list-style-type: none"> • Understand the concept of marketing mix. • Describe the elements of marketing mix.
Product – branding, labelling and packaging – Concept	<ul style="list-style-type: none"> • Understand the concept of product as an element of marketing mix. • Understand the concept of branding, labelling and packaging.
Price - Concept, Factors determining price	<ul style="list-style-type: none"> • Understand the concept of price as an element of marketing mix. • Describe the factors determining price of a product.
Physical Distribution – concept, components and channels of distribution	<ul style="list-style-type: none"> • Understand the concept of physical distribution. • Explain the components of physical distribution. • Describe the various channels of distribution.
Promotion – Concept and elements; Advertising, Personal Selling, Sales Promotion and Public Relations	<ul style="list-style-type: none"> • Understand the concept of promotion as an element of marketing mix. • Describe the elements of promotion mix. • Understand the concept of advertising. • Understand the concept of sales promotion. • Discuss the concept of public relations.

Unit 12: Consumer Protection

Consumer Protection: Concept and importance	<ul style="list-style-type: none"> • Understand the concept of consumer protection. • Describe the importance of
---	--

	<p>consumer protection.</p> <ul style="list-style-type: none"> • Discuss the scope of Consumer Protection Act, 2019
<p>The Consumer Protection Act, 2019: Source: http://egazette.nic.in/WriteReadData/2019/210422.pdf</p> <p>Meaning of consumer Rights and responsibilities of consumers Who can file a complaint? Redressal machinery Remedies available</p>	<ul style="list-style-type: none"> • Understand the concept of a consumer according to the Consumer Protection Act, 2019. • Explain the consumer rights • Understand the responsibilities of consumers • Understand who can file a complaint and against whom? • Discuss the legal redressal machinery under Consumer Protection Act, 2019. • Examine the remedies available to the consumer under Consumer Protection Act, 2019.
<p>Consumer awareness - Role of consumer organizations and Non-Governmental Organizations (NGOs)</p>	<ul style="list-style-type: none"> • Describe the role of consumer organizations and NGOs in protecting consumers' interests.

Unit 13: Project Work

PROJECT WORK IN BUSINESS STUDIES FOR CLASS XI AND XII

Introduction

The course in Business Studies is introduced at Senior School level to provide students with a sound understanding of the principles and practices bearing in business (trade and industry) as well as their relationship with the society. Business is a dynamic process that brings together technology, natural resources and human initiative in a constantly changing global environment. With the purpose to help them understand the framework within which a business operates, and its interaction with the social, economic, technological and legal environment, the CBSE has introduced Project Work in the Business Studies Syllabus for Classes XI and XII. The projects have been designed to allow students to appreciate that business is an integral component of society and help them develop an understanding of the social and ethical issues concerning them.

The project work also aims to empower the teacher to relate all the concepts with what is happening around the world and the student's surroundings, making them appear more clear and contextual. This will enable the student to enjoy studies and use his free time effectively in observing what's happening around.

By means of Project Work the students are exposed to life beyond textbooks giving them opportunities to refer materials, gather information, analyze it further to obtain relevant information and decide what matter to keep.

Objectives

After doing the Project Work in Business Studies, the students will be able to do the following:

- develop a practical approach by using modern technologies in the field of business and management;
- get an opportunity for exposure to the operational environment in the field of business management and related services;
- inculcate important skills of team work, problem solving, time management, information collection, processing, analysing and synthesizing relevant information to derive meaningful conclusions
- get involved in the process of research work; demonstrate his or her capabilities while working independently and
- make studies an enjoyable experience to cherish.

CLASS XI: GUIDELINES FOR TEACHERS

This section provides some basic guidelines for the teachers to launch the projects in Business Studies. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

The teachers must ensure that the project work assigned to the students whether individually or in group are discussed at different stages right from assignment to drafts review and finalization. Students should be facilitated in terms of providing relevant

materials or suggesting websites, or obtaining required permissions from business houses, malls etc for their project. The periods assigned to the Project Work should be suitably spaced throughout the academic session. The teachers MUST ensure that the students actually go through the rigors and enjoy the process of doing the project rather than depending on any readymade material available commercially.

The following steps might be followed:

1. Students must take any one topic during the academic session of Class XI.
2. The project may be done in a group or individually.
3. The topic should be assigned after discussion with the students in the class and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion.
5. The teachers must ensure that the student's self esteem should go up, and he /she should be able to enjoy this process.
6. The project work for each term should culminate in the form of Power Point Presentation/Exhibition/ Skit before the entire class. This will help in developing ICT and communication skills among them.

The teacher should help students to identify any one project from the given topics.

I. Project One: Field Visit

The objective of introducing this project among the students is to give a first hand experience to them regarding the different types of business units operating in their surroundings, to observe their features and activities and relate them to the theoretical knowledge given in their text books. The students should select a place of field visit from the following: – (Add more as per local area availability.)

1. Visit to a Handicraft unit.
2. Visit to an Industry.
3. Visit to a Whole sale market (vegetables, fruits, flowers, grains, garments, etc.)
4. Visit to a Departmental store.
5. Visit to a Mall.

The following points should be kept in mind while preparing this visit.

1. Select a suitable day free from rush/crowd with lean business hours.
2. The teacher must visit the place first and check out on logistics. It's better to seek permission from the concerned business- incharge.
3. Visit to be discussed with the students in advance. They should be encouraged to prepare a worksheet containing points of observation and reporting.
4. Students may carry their cameras (at their own risk) with prior permission for collecting evidence of their observations.

1. Visit to a Handicraft Unit

The purpose of visiting a Handicraft unit is to understand nature and scope of its business, stake holders involved and other aspects as outlined below

- a) The raw material and the processes used in the business: People /parties/firms from which they obtain their raw material.
- b) The market, the buyers, the middlemen, and the areas covered. c) The countries to which exports are made.
- d) Mode of payment to workers, suppliers etc.
- e) Working conditions.
- f) Modernization of the process over a period of time.
- g) Facilities, security and training for the staff and workers.
- h) Subsidies available/ availed.
- i) Any other aspect that the teachers deem fit.

2. Visit to an Industry.

The students are required to observe the following:

- a) Nature of the business organisation.
- b) Determinants for location of business unit.
- c) Form of business enterprise: Sole Proprietorship, Partnership, Undivided Hindu Family, Joint Stock Company (a Multinational Company).
- d) Different stages of production/process
- e) Auxiliaries involved in the process.
- f) Workers employed, method of wage payment, training programmes and facilities available.
- g) Social responsibilities discharged towards workers, investors, society, environment and government.
- h) Levels of management.
- i) Code of conduct for employers and employees.
- j) Capital structure employed- borrowed v/s owned.
- k) Quality control, recycling of defective goods.
- l) Subsidies available/availed.
- m) Safety Measures employed.
- n) Working conditions for labour in observation of Labour Laws.
- o) Storage of raw material and finished goods.
- p) Transport management for employees, raw material and finished goods.
- q) Functioning of various departments and coordination among them (Production, Human Resource, Finance and Marketing)
- r) Waste Management.
- s) Any other observation.

3. Visit to a whole sale market: vegetables/fruits/flowers/grains/garments etc.

The students are required to observe the following:

- a) Sources of merchandise.
- b) Local market practices.
- c) Any linked up businesses like transporters, packagers, money lenders, agents, etc.
- d) Nature of the goods dealt in.
- e) Types of buyers and sellers.
- f) Mode of the goods dispersed, minimum quantity sold, types of packaging employed.
- g) Factors determining the price fluctuations.

- h) Seasonal factors (if any) affecting the business.
- i) Weekly/ monthly non-working days.
- j) Strikes, if any- causes thereof.
- k) Mode of payments.
- l) Wastage and disposal of dead stock.
- m) Nature of price fluctuations, reason thereof.
- n) Warehousing facilities available\availed.
- o) Any other aspect.

4. Visit to a Departmental store

The students are required to observe the following:

- a) Different departments and their lay out.
- b) Nature of products offered for sale.
- c) Display of fresh arrivals.
- d) Promotional campaigns.
- e) Spaces and advertisements.
- f) Assistance by Sales Personnel.
- g) Billing counter at store – Cash, Credit Card/ Debit Card, swipe facility. Added attractions and facilities at the counter.
- h) Additional facilities offered to customers
- i) Any other relevant aspect.

5. Visit to a Mall.

The students are required to observe the following:

- a) Number of floors, shops occupied and unoccupied.
- b) Nature of shops, their ownership status
- c) Nature of goods dealt in: local brands, international brands,
- d) Service business shops- Spas, gym, saloons etc.
- e) Rented spaces, owned spaces,
- f) Different types of promotional schemes.
- g) Most visited shops.
- h) Special attractions of the Mall- Food court, Gaming zone or Cinema etc.
- i) Innovative facilities.
- j) Parking facilities. Teachers may add more to the list.

II. Project Two: Case Study on a Product

- a) Take a product having seasonal growth and regular demand with which students can relate. For example,
 - Apples from Himachal Pradesh, Kashmir.
 - Oranges from Nagpur,
 - Mangoes from Maharashtra/U.P./Bihar/Andhra Pradesh etc.
 - Strawberries from Panchgani,
 - Aloe vera from Rajasthan,
 - Walnuts/almonds from Kashmir,
 - Jackfruit from South,
 - Guavas from Allahabad,

- Pineapples from North East India,
- Tea from Assam,
- Orchids from Sikkim and Meghalaya,
- Pottery of Manipur,
- Fishes from coastal areas.

Students may develop a Case Study on the following lines:

- (i) Research for change in price of the product. For example, apples in Himachal Pradesh during plucking and non plucking season.
- (ii) Effect on prices in the absence of effective transport system.
- (iii) Effect on prices in the absence of suitable warehouse facilities.
- (iv) Duties performed by the warehouses.
- (v) Demand and supply situation of the product during harvesting season, prices near the place of origin and away.

Students may be motivated to find out the importance of producing and selling these products and their processed items along with the roles of Transport, Warehousing, Advertising, Banking, Insurance, Packaging, Wholesale selling, Retailing, Co-operative farming, Co-operative marketing etc.

The teacher may develop the points for other projects on similar lines for students to work on.

The teacher may assign this project as 'group' project and may give different products to different groups. It could conclude in the form of an exhibition.

III. Project Three: Aids to Trade

Taking any one AID TO TRADE, for example Insurance and gathering information on following aspects

1. History of Insurance Lloyd's contribution.
2. Development of regulatory Mechanism.
3. Insurance Companies in India
4. Principles of Insurance.
5. Types of Insurance. Importance of insurance to the businessmen.
6. Benefits of crop, orchards, animal and poultry insurance to the farmers.
7. Terminologies used (premium, face value, market value, maturity value, surrender value) and their meanings.
8. Anecdotes and interesting cases of insurance. Reference of films depicting people committing fraudulent acts with insurance companies.
9. Careers in Insurance.

Teachers to develop such aspects for other aids to trade.

IV. Project Four: Import /Export Procedure

Any one from the following

1. Import /Export procedure

The students should identify a product of their city/country which is imported /exported. They are required to find the details of the actual import/export procedure. They may take help from the Chambers of Commerce, Banker, existing Importers/Exporters, etc.

They should find details of the procedure and link it with their Text knowledge.

The specimens of documents collected should be pasted in the Project file with brief description of each. They may also visit railway godowns/dockyards/ transport agencies and may collect pictures of the same.

Presentation and submission of project report.

At the end of the stipulated term, each student will prepare and submit his/her project report.

Following essentials are required to be fulfilled for its preparation and submission.

1. The total project will be in a file format, consisting of the recordings of the value of shares and the graphs.
2. The project will be handwritten.
3. The project will be presented in a neat folder.
4. The project report will be developed in the following sequence-
 - ☐ Cover page should project the title, student information, school and year.
 - ☐ List of contents.
 - ☐ Acknowledgements and preface (acknowledging the institution, the news papers read, T.V. channels viewed, places visited and persons who have helped).
 - ☐ Introduction.
 - ☐ Topic with suitable heading.
 - ☐ Planning and activities done during the project, if any.
 - ☐ Observations and findings while conducting the project.
 - ☐ News paper clippings to reflect the changes of share prices.
 - ☐ Conclusions (summarised suggestions or findings, future scope of study).
 - ☐ Appendix (if needed).
 - ☐ Teachers report.
 - ☐ Teachers will initial preface page.
 - ☐ At the completion of the evaluation of the project, it will be punched in the centre so that the report cannot be reused but is available for reference only.
 - ☐ The projects will be returned after evaluation. The school may keep the best projects.

V. Project Five: A visit to any State Emporium (other than your school state).

The purpose of this project is that it leads to -

- ☐ Development of deeper understanding of the diversity of products in the states like Assam, Tripura, Nagaland, Mizoram, Manipur, Meghalaya, Sikkim, Arunachal Pradesh, Jammu and Kashmir, Kerala, Chhatisgarh, Telangana, Andhra Pradesh and other states of the country.
- ☐ Sensitization and orientation of students about other states, their trade, business and commerce,
- ☐ Understanding the cultural and socio-economic aspects of the state by the students,

- ☐ Developing the understanding of role of folk art, artisanship and craftsmanship of the state in its growth and economic development
- ☐ Understanding the role of gifts of nature and natural produce in the development of trade, business and commerce
- ☐ Understanding the role of vocational skills and abilities on the livelihood of artisans/craftsman
- ☐ Understanding of entrepreneurial skills and abilities of the artisans/craftsman
- ☐ Understanding of the unemployment problem of the state and role of art and craft of the state in generating employment opportunities
- ☐ Value aspect -
 - ☐ Sense of gratitude - by appreciating the contributions made by others in the betterment of our lives
 - ☐ Appreciating the dignity of work
 - ☐ Sensitivity towards social, cultural, ethnical and religious differences Benefits of social harmony and peace
 - ☐ Understanding and appreciating the unity in diversity in India
 - ☐ Appreciating differences in race, skin colour, languages, religion, habits, festivals, clothing coexistence

Presentation and Submission of Project Report

At the end of the stipulated term, each student will prepare and submit his/her project report.

Following essentials are required to be fulfilled for its preparation and submission.

1. Nature of the business organisation (emporium)
2. Determinants for location of the concerned emporium
3. Is the space rented or owned
4. Nature of the goods dealt in
5. Sources of merchandise of the emporium
6. Role of co-operative societies in the manufacturing and/or marketing of the merchandise
7. Role of gifts of nature or natural produce in the development of goods/merchandise
8. Types of buyers and sellers
9. Modes of goods dispersed, minimum quantity sold and type of carrying bag or package used for delivery of the products sold
10. Factors determining the pricing at the emporium
11. Comparison between the prices of goods available at the emporium with the prices in the open market. Also highlight probable causes of variations if any.
12. Kind of raw material available naturally, used in making the products
13. The technique used in making the products i.e., hand made or machine made
14. Has the child labour being used in making the products sold at the emporium
15. Are the products eco-friendly, in terms of manufacturing, disposal and packing
16. Seasonal factors if any affecting the business of the emporium
17. Weekly/ Monthly non-working days
18. Mode of billing and payments - Cash, Credit Card/ Debit Card, Swipe facility.
19. Does the emporium sell its merchandise in installment / deferred payment basis
20. Do they provide home delivery and after sales services.
21. Different types of promotional campaigns / schemes
22. Assistance by Sales Personnel
23. Export orientation of this emporium and procedure used

24. Policies related to damaged/ returned goods
25. Any government facility available to the emporium
26. Warehousing facilities available / availed
27. Impact of tourism on the business of emporium
28. Additional facility offered to customers
29. Any Corporate Social Responsibility (CSR) assumed by the emporium
30. Contribution made by the emporium to its locality

ASSESSMENT

The marks will be allocated on the following heads.

1	Initiative, cooperativeness and participation	2 Mark
2	Creativity in presentation	2 Mark
3	Content, observation and research work	4 Marks
4	Analysis of situations	4 Marks
5	Viva	8 Marks
	Total	20 Marks

CLASS XII: GUIDELINES FOR TEACHERS

Students are supposed to select one unit out of four and are required to make only **ONE project** from the selected unit. (Consist of one project of 20 marks)

1. Help students to select any ONE Topic for the entire year.
2. The topic should be assigned after discussion with the students in the class and should then be discussed at every stage of the submission of the project.

The teacher should play the role of a facilitator and should closely supervise the process of project completion. The teachers must ensure that the project work assigned to the students whether individually or in group are discussed at different stages right from assignment to drafts review and finalization. Students should be facilitated in terms of providing relevant materials or suggesting websites, or obtaining required permissions from business houses, malls etc for their project. The periods assigned to the Project Work should be suitably spaced throughout the academic session. The teachers **MUST** ensure that the student actually go through the rigors and enjoy the process of doing the project rather than depending on any readymade material available outside.

3. The students must make a presentation of the project before the class.
4. The teachers must ensure that the student's self-esteem and creativity is enhanced and both the teacher and the student enjoy this process.
5. The teachers should feel pride in the fact that they have explored the different dimensions of the project in an innovative way and their students have put in genuine work.

I. Project One: Elements of Business Environment

The teachers should help the students in selecting any one element of the following:

1. Changes witnessed over the last few years on mode of packaging and its economic impact. The teacher may guide the students to identify the following changes:

- a) The changes in transportation of fruits and vegetables such as cardboard crates being used in place of wooden crates, etc. Reasons for above changes.
- b) Milk being supplied in glass bottles, later in plastic bags and now in tetra-pack and through vending machines.
- c) Plastic furniture [doors and stools] gaining preference over wooden furniture.
- d) The origin of cardboard and the various stages of changes and growth.
- e) Brown paper bags packing to recycled paper bags to plastic bags and cloth bags.
- f) Re use of packaging [bottles, jars and tins] to attract customers for their products.
- g) The concept of pyramid packaging for milk.
- h) Cost being borne by the consumer/manufacturer.
- i) Packaging used as means of advertisements.

2. The reasons behind changes in the following:

Coca – Cola and Fanta in the seventies to Thums up and Campa Cola in the eighties to Pepsi and Coke in nineties.

The teacher may guide the students to the times when India sold Coca Cola and Fanta which were being manufactured in India by the foreign companies.

The students may be asked to enquire about

- a) Reasons of stopping the manufacturing of the above mentioned drinks in India THEN.
- b) The introduction of Thums up and Campa cola range.
- c) Re entry of Coke and introduction of Pepsi in the Indian market.
- d) Factors responsible for the change.
- e) Other linkages with the above.
- f) Leading brands and the company having the highest market share.
- g) Different local brands venturing in the Indian market.
- h) The rating of the above brands in the market.
- i) The survival and reasons of failure in competition with the international brands.
- j) Other observations made by the students

The teacher may develop the following on the above lines

3. Changing role of the women in the past 25 years relating to joint families, nuclear families, women as a bread earner of the family, changes in the requirement trend of mixers, washing machines, micro wave and standard of living.

4. The changes in the pattern of import and export of different Products.

5. The trend in the changing interest rates and their effect on savings.

6. A study on child labour laws, its implementation and consequences.

7. The state of 'anti plastic campaign,' the law, its effects and implementation.

8. The laws of mining /setting up of industries, rules and regulations, licences required for running that business.

9. Social factors affecting acceptance and rejection of an identified product. (Dish washer, Atta maker, etc)

10. What has the effect of change in environment on the types of goods and services?

The students can take examples like:

- a) Washing machines, micro waves, mixers and grinder.
- b) Need for crèche, day care centre for young and old.
- c) Ready to eat food, eating food outside, and tiffin centres.

11. Change in the man-machine ratio with technological advances resulting in change of cost structure.
12. Effect of changes in technological environment on the behaviour of employee.

II. Project Two: Principles of Management

The students are required to visit any one of the following:

1. A departmental store.
2. An Industrial unit.
3. A fast food outlet.
4. Any other organisation approved by the teacher.

They are required to observe the application of the general Principles of management advocated by Fayol.

Fayol's principles

1. Division of work.
2. Unity of command.
3. Unity of direction.
4. Scalar chain
5. Espirit de corps
6. Fair remuneration to all.
7. Order.
8. Equity.
9. Discipline
10. Subordination of individual interest to general interest.
11. Initiative.
12. Centralisation and decentralisation.
13. Stability of tenure.
14. Authority and Responsibility

OR

They may enquire into the application of scientific management techniques by F.W. Taylor in the unit visited.

Scientific techniques of management.

1. Functional foremanship.
2. Standardisation and simplification of work.
3. Method study.
4. Motion Study.
5. Time Study.
6. Fatigue Study
7. Differential piece rate plan.

Tips to teacher

- (i) The teacher may organize this visit.
- (ii) The teacher should facilitate the students to identify any unit of their choice and guide them to identify the principles that are being followed.
- (iii) Similarly they should guide the students to identify the techniques of scientific management implemented in the organisation.
- (iv) It may be done as a group activity.

(v) The observations could be on the basis of

- ☐ The different stages of division of work resulting to specialisation.
- ☐ Following instructions and accountability of subordinates to higher authorities.
- ☐ Visibility of order and equity in the unit.
- ☐ Balance of authority and responsibility.
- ☐ Communication levels and pattern in the organisation.
- ☐ Methods and techniques followed by the organisation for unity of direction and coordination amongst all.
- ☐ Methods of wage payments followed. The arrangements of fatigue study.
- ☐ Derivation of time study.
- ☐ Derivation and advantages of method study.
- ☐ Organisational chart of functional foremanship.
- ☐ Any other identified in the organisation

vi. It is advised that students should be motivated to pick up different areas of visit. As presentations of different areas in the class would help in better understanding to the other students.

vii. The students may be encouraged to develop worksheets. Teachers should help students to prepare observation tools to be used for undertaking the project.

Examples; worksheets, questionnaire, interviews and organisational chart etc.

III. Project Three: Stock Exchange

The purpose of this project is to teach school students the values of investing and utilising the stock market. This project also teaches important lessons about the economy, mathematics and financial responsibility.

The basis of this project is to learn about the stock market while investing a specified amount of fake money in certain stocks. Students then study the results and buy and sell as they see fit.

This project will also guide the students and provide them with the supplies necessary to successfully monitor stock market trends and will teach students how to calculate profit and loss on stock.

The project work will enable the students to:

- ☐ understand the topics like sources of business finance and capital market
- ☐ understand the concepts used in stock exchange
- ☐ inculcate the habit of watching business channels, reading business journals/newspapers and seeking information from their elders.

The students are expected to:

- a) Develop a brief report on History of Stock Exchanges in India. (your country)
- b) Prepare a list of at least 25 companies listed on a Stock Exchange.
- c) To make an imaginary portfolio totalling a sum of Rs. 50,000 equally in any of the 5 companies of their choice listed above over a period of twenty working days.

The students may be required to report the prices of the stocks on daily basis and present it diagrammatically on the graph paper.

- ☐ They will understand the weekly holidays and the holidays under the Negotiable Instruments Act.

They will also come across with terms like closing prices, opening prices, etc.

- During this period of recording students are supposed to distinctively record the daily and starting and closing prices of the week other days under the negotiable instrument act so that they acquire knowledge about closing and opening prices.
- The students may conclude by identifying the causes in the fluctuations of prices. Normally it would be related to the front page news of the a business journal, for example,
 - Change of seasons.
 - Festivals.
 - Spread of epidemic.
 - Strikes and accidents
 - Natural and human disasters.
 - Political environment.
 - Lack of faith in the government policies.
 - Impact of changes in government policies for specific industry.
 - International events.
 - Contract and treaties at the international scene.
 - Relations with the neighbouring countries.
 - Crisis in developed countries, etc.

The students are expected to find the value of their investments and accordingly rearrange their portfolio. The project work should cover the following aspects;

1. Graphical presentation of the share prices of different companies on different dates.
2. Change in market value of shares due to change of seasons, festivals, natural and human disasters.
3. Change in market value of shares due to change in political environment/ policies of various countries/crisis in developed countries or any other reasons
4. Identify the top ten companies out of the 25 selected on the basis of their market value of shares.

It does not matter if they have made profits or losses.

IV. Project Four: Marketing

- | | |
|-------------------------|---------------------|
| 1. Adhesives | 20. Cutlery |
| 2. Air conditioners | 21. Cycle |
| 3. Baby diapers | 22. DTH |
| 4. Bathing Soap | 23. Eraser |
| 5. Bathroom cleaner | 24. e-wash |
| 6. Bike | 25. Fairness cream |
| 7. Blanket | 26. Fans |
| 8. Body Spray | 27. Fruit candy |
| 9. Bread | 28. Furniture |
| 10. Breakfast cereal | 29. Hair Dye |
| 11. Butter | 30. Hair Oil |
| 12. Camera | 31. Infant dress |
| 13. Car | 32. Inverter |
| 14. Cheese spreads | 33. Jams |
| 15. Chocolate | 34. Jeans |
| 16. Coffee | 35. Jewellery |
| 17. Cosmetology product | 36. Kurti |
| 18. Crayons | 37. Ladies bag |
| 19. Crockery | 38. Ladies footwear |

39. Learning Toys
40. Lipstick
41. Microwave oven
42. Mixers
43. Mobile
44. Moisturizer
45. Music player
46. Nail polish
47. Newspaper
48. Noodles
49. Pen
50. Pen drive
51. Pencil
52. Pickles
53. Razor
54. Ready Soups
55. Refrigerator
56. RO system
57. Roasted snacks
58. Salt

59. Sarees
60. Sauces/ Ketchup
61. Shampoo
62. Shaving cream
63. Shoe polish
64. Shoes
65. Squashes
66. Suitcase/ airbag
67. Sunglasses
68. Tea
69. Tiffin Wallah
70. Toothpaste
71. Wallet
72. Washing detergent
73. Washing machine
74. Washing powder
75. Water bottle
76. Water storage tank
77. Wipes

Any more as suggested by the teacher.

The teacher must ensure that the identified product should not be items whose consumption/use is discouraged by the society and government like alcohol products/pan masala and tobacco products, etc.

Identify one product/service from the above which the students may like to manufacture/provide [pre-assumption].

Now the students are required to make a project on the identified product/service keeping in mind the following:

1. Why have they selected this product/service?
2. Find out '5' competitive brands that exist in the market.
3. What permission and licences would be required to make the product?
4. What are your competitors Unique Selling Proposition.[U.S.P.]?
5. Does your product have any range give details?
6. What is the name of your product?
7. Enlist its features.
8. Draw the 'Label' of your product.
9. Draw a logo for your product.
10. Draft a tag line.
11. What is the selling price of your competitor's product?
 - (i) Selling price to consumer
 - (ii) Selling price to retailer
 - (iii) Selling price to wholesaler

What is the profit margin in percentage to the

- ☐ Manufacturer.
- ☐ Wholesaler.
- ☐ Retailer.

12. How will your product be packaged?
 13. Which channel of distribution are you going to use? Give reasons for selection?
 14. Decisions related to warehousing, state reasons.
 15. What is going to be your selling price?
 - (i) To consumer
 - (ii) To retailer
 - (iii) To wholesaler
 16. List 5 ways of promoting your product.
 17. Any schemes for
 - (i) The wholesaler
 - (ii) The retailer
 - (iii) The consumer
 18. What is going to be your 'U.S.P'?
 19. What means of transport you will use and why?
 20. Draft a social message for your label.
 21. What cost effective techniques will you follow for your product.
 22. What cost effective techniques will you follow for your promotion plan.
- At this stage the students will realise the importance of the concept of marketing mix and the necessary decision regarding the four P's of marketing.
- ☐ Product
 - ☐ Place
 - ☐ Price
 - ☐ Promotion

On the basis of the work done by the students the project report should include the following:

1. Type of product /service identified and the (consumer/industries) process involve there in.
2. Brand name and the product.
3. Range of the product.
4. Identification mark or logo.
5. Tagline.
6. Labeling and packaging.
7. Price of the product and basis of price fixation.
8. Selected channels of distribution and reasons thereof.
9. Decisions related to transportation and warehousing. State reasons.
10. Promotional techniques used and starting reasons for deciding the particular technique.
11. Grading and standardization.

Presentation and Submission of Project Report

At the end of the stipulated term, each student will prepare and submit his/her project report.

Following essentials are required to be fulfilled for its preparation and submission.

1. The total length of the project will be of 25 to 30 pages.
2. The project should be handwritten.
3. The project should be presented in a neat folder.
4. The project report should be developed in the following sequence-
 - ☐ Cover page should include the title of the Project, student information, school and year.

- ☐ List of contents.
- ☐ Acknowledgements and preface (acknowledging the institution, the places visited and the persons who have helped).
- ☐ Introduction.
- ☐ Topic with suitable heading.
- ☐ Planning and activities done during the project, if any.
- ☐ Observations and findings of the visit.
- ☐ Conclusions (summarized suggestions or findings, future scope of study).
- ☐ Photographs (if any).
- ☐ Appendix
- ☐ Teacher's observation.
- ☐ Signatures of the teachers.
- ☐ At the completion of the evaluation of the project, it should be punched in the centre so that the report may not be reused but is available for reference only.
- ☐ The project will be returned after evaluation. The school may keep the best projects.

ASSESSMENT

Allocation of Marks = 20 Marks

The marks will be allocated under the following heads:

1	Initiative, cooperativeness and participation	2 Mark
2	Creativity in presentation	2 Mark
3	Content, observation and research work	4 Marks
4	Analysis of situations	4 Marks
5	Viva	8 Marks
	Total	20 Marks

Suggested Question Paper Design
Business Studies (Subject Code 054)
Class XII (2025-26)
March 2026 Examination

Marks: 80

Duration: 3 hrs.

SN	Typology of Questions	Marks	Percentage
1	Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	32	40%
2	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	24	30%
3	Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	24	30%
	Total	80	100%

BIOLOGY

Subject Code – 044

Classes XI - XII (2025-26)

The present curriculum provides the students with updated concepts along with an extended exposure to contemporary areas of the subject. The curriculum also aims at emphasizing the underlying principles that are common to animals, plants and microorganisms as well as highlighting the relationship of Biology with other areas of knowledge. The format allows a simple, clear, sequential flow of concepts. It links the discoveries and innovations in biology to everyday life such as environment, industry, health and agriculture. The Biology curriculum is expected to enable the students to:

- develop capacities for observation, experimentation, documentation, and familiarity with quantitative reasoning and multi-disciplinary approaches.
- engender sensitivity towards biological issues (environment, health) in their surroundings and be aware of how citizens can contribute to their local communities and to science.
- be aware of bioethical concerns that arise in biology today.
- understand the integration of different fields of biology and highlight the interconnections between these fields.
- be exposed to diverse careers in the life sciences.

This curriculum of Biology will help in achieving the following curricular goals and competencies delineated in the National Curriculum Framework for School Education 2023:

<p>CG-3</p> <p>Explores the structure and function of the living world at the cellular level</p>	<p>C-3.1 Explains the role of cellular components (nucleus, mitochondria, endoplasmic reticulum, vacuoles, chloroplast, cell wall), including the semi permeability of cell membrane in making cell the structural basis of living organisms and functional basis of life processes</p> <p>C-3.2 Analyses similarities and differences in the life processes involved in nutrition (photosynthesis in plants; absorption of nutrients in fungi; digestion in animals), transport (transport of water in plants; circulation in animals), exchange of materials (respiration and excretion), and reproduction</p> <p>C-3.3 Describes mechanisms of heredity (in terms of DNA, genes, chromosomes) and variation (as changes in the sequence of DNA)</p>
<p>CG-4</p> <p>Explores interconnectedness between organisms and their</p>	<p>C-4.1 Applies the knowledge of cellular diversity in organisms along with the ecological role organisms play (autotrophic/ heterotrophic nutrition) to classify them into five-kingdoms</p>

environment	<p>C-4.2 Illustrates different levels of organisations of living organisms (from molecules to organisms)</p> <p>C-4.3 Analyses different levels of biological organisation from organisms to ecosystems and biomes along with interactions that take place at each level</p> <p>C-4.4 Analyses patterns of inheritance of traits in terms of Mendel's laws and its consequences at a population level (using models and/or simulations)</p> <p>C-4.5 Analyses evidences of biological evolution demonstrating the consequences of the process of natural selection in terms of changes — in allele frequency in population, structure, and function of organisms</p>
CG-5 Draws linkages between scientific knowledge and knowledge across other curricular areas	C-5.3 Applies scientific principles to explain phenomena in other subjects (sound pitch, octave, and amplitude in music; use of muscles in dance form and sports)
CG-6 Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it	C-6.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner
CG-7 Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving, and that there are still many unanswered questions	<p>C-7.1 States concepts that represent the most current understanding of the matter being studied — ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students</p> <p>C-7.2 States questions related to matters in the curriculum for which current scientific understanding is well-recognised to be inadequate</p>
CG-8 Explores the nature of Science by doing Science	<p>C-8.1 Develops accurate and appropriate models (including geometric, mathematical, graphical) to represent real-life events and phenomena using scientific principles and use these models to manipulate variables and predict results</p> <p>C-8.2 Designs and implements a plan for scientific inquiry (formulates hypotheses, makes predictions, identifies variables, accurately uses scientific instruments, represents data — primary and secondary — in multiple modes, draws inferences based on data and understanding of scientific concepts, theories, laws, and principles, communicates findings using scientific terminology)</p>

It is expected that the students would get an exposure to various branches of Biology in the curriculum in a more contextual and systematic manner as they study its various units.
(NCFSE-2023)

Attainment of the competencies shall be done through transaction of the curriculum using appropriate pedagogy; these shall be assessed through an integrated evaluation scheme.

COURSE STRUCTURE
CLASS XI (2025-26)
(THEORY)

Time: 03 Hours

Max. Marks: 70

Unit	Title	Marks
I	Diversity of Living Organisms	15
II	Structural Organization in Plants and Animals	10
III	Cell: Structure and Function	15
IV	Plant Physiology	12
V	Human Physiology	18
	Total	70

Unit-I Diversity of Living Organisms

Chapter-1: The Living World

Biodiversity; Need for classification; three domains of life; taxonomy and systematics; concept of species and taxonomical hierarchy; binomial nomenclature

Chapter-2: Biological Classification

Five kingdom classification; Salient features and classification of Monera, Protista and Fungi into major groups; Lichens, Viruses and Viroids.

Chapter-3: Plant Kingdom

Classification of plants into major groups; Salient and distinguishing features and a few examples of Algae, Bryophyta, Pteridophyta, Gymnospermae and Angiosperms.

Chapter-4: Animal Kingdom

Salient features and classification of animals, non-chordates up to phyla level and chordates upto class level (salient features and at a few examples of each category).

(No live animals or specimen should be displayed.)

Unit-II Structural Organization in Plants and Animals

Chapter-5: Morphology of Flowering Plants

Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed. Description of family Solanaceae

Chapter-6: Anatomy of Flowering Plants

Anatomy and functions of tissue systems in dicots and monocots.

Chapter-7: Structural Organisation in Animals

Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of frog.

Unit-III Cell: Structure and Function

Chapter-8: Cell-The Unit of Life

Cell theory and cell as the basic unit of life, structure of prokaryotic and eukaryotic cells; Plant cell and animal cell; cell envelope; cell membrane, cell wall; cell organelles - structure and function; endomembrane system, endoplasmic reticulum, golgi bodies, lysosomes, vacuoles, mitochondria, ribosomes, plastids, microbodies; cytoskeleton, cilia, flagella, centrioles (ultrastructure and function); nucleus.

Chapter-9: Biomolecules

Chemical constituents of living cells: biomolecules, structure and function of proteins, carbohydrates, lipids, and nucleic acids; Enzyme - types, properties, enzyme action. (Topics excluded: Nature of Bond Linking Monomers in a Polymer, Dynamic State of Body Constituents Concept of Metabolism, Metabolic Basis of Living, The Living State)

Chapter-10: Cell Cycle and Cell Division

Cell cycle, mitosis, meiosis and their significance

Unit-IV Plant Physiology

Chapter-11: Photosynthesis in Higher Plants

Photosynthesis as a means of autotrophic nutrition; site of photosynthesis, pigments involved in photosynthesis (elementary idea); photochemical and biosynthetic phases of photosynthesis; cyclic and non-cyclic photophosphorylation; chemiosmotic hypothesis; photorespiration; C₃ and C₄ pathways; factors affecting photosynthesis.

Chapter-12: Respiration in Plants

Exchange of gases; cellular respiration - glycolysis, fermentation (anaerobic), TCA cycle and electron transport system (aerobic); energy relations - number of ATP molecules generated; amphibolic pathways; respiratory quotient.

Chapter-13: Plant - Growth and Development

Seed germination; phases of plant growth and plant growth rate; conditions of growth; differentiation, dedifferentiation and redifferentiation; sequence of developmental processes

in a plant cell; plant growth regulators - auxin, gibberellin, cytokinin, ethylene, ABA.

Unit-V Human Physiology

Chapter-14: Breathing and Exchange of Gases

Respiratory organs in animals (recall only); Respiratory system in humans; mechanism of breathing and its regulation in humans - exchange of gases, transport of gases and regulation of respiration, respiratory volume; disorders related to respiration - asthma, emphysema, occupational respiratory disorders.

Chapter-15: Body Fluids and Circulation

Composition of blood, blood groups, coagulation of blood; composition of lymph and its function; human circulatory system - Structure of human heart and blood vessels; cardiac cycle, cardiac output, ECG; double circulation; regulation of cardiac activity; disorders of circulatory system - hypertension, coronary artery disease, angina pectoris, heart failure.

Chapter-16: Excretory Products and their Elimination

Modes of excretion - ammonotelism, ureotelism, uricotelism; human excretory system – structure and function; urine formation, osmoregulation; regulation of kidney function - renin - angiotensin, atrial natriuretic factor, ADH and diabetes insipidus; role of other organs in excretion; disorders - uremia, renal failure, renal calculi, nephritis; dialysis and artificial kidney, kidney transplant.

Chapter-17: Locomotion and Movement

Types of movement - ciliary, flagellar, muscular; skeletal muscle, contractile proteins and muscle contraction; skeletal system and its functions; joints; disorders of muscular and skeletal systems - myasthenia gravis, tetany, muscular dystrophy, arthritis, osteoporosis, gout.

Chapter-18: Neural Control and Coordination

Neuron and nerves; Nervous system in humans - central nervous system; peripheral nervous system and visceral nervous system; generation and conduction of nerve impulse

Chapter- 19: Chemical Coordination and Integration

Endocrine glands and hormones; human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads; mechanism of hormone action (elementary idea); role of hormones as messengers and regulators, hypo - and hyperactivity and related disorders; dwarfism, acromegaly, cretinism, goiter, exophthalmic goitre, diabetes, Addison's disease.

The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

Digestion and Absorption (Please Refer to CBSE Reading Material)

Alimentary canal and digestive glands, role of digestive enzymes and gastrointestinal hormones; Peristalsis, digestion, absorption and assimilation of proteins, carbohydrates and fats; calorific values of proteins, carbohydrates and fats; egestion; nutritional and digestive disorders - PEM, indigestion, constipation, vomiting, jaundice, diarrhoea.

PRACTICALS

Time: 03 Hours

Max. Marks: 30

Evaluation Scheme		Marks
One Major Experiment Part A (Experiment No- 1,3,7,8)		5 Marks
One Minor Experiment Part A (Experiment No- 6,9,10,11,12,13)		4 Marks
Slide Preparation Part A (Experiment No- 2,4,5)		5 Marks
Spotting Part B		7 Marks
Practical Record + Viva Voce	(Credit to the student's work over the academic session may be given)	4 Marks
Project Record + Viva Voce		5 Marks
Total		30 Marks

A: List of Experiments

1. Study and describe locally available common flowering plants, from family Solanaceae (Poaceae, Asteraceae or Brassicaceae can be substituted in case of particular geographical location) including dissection and display of floral whorls, anther and ovary to show number of chambers (floral formulae and floral diagrams), type of root (tap and adventitious); type of stem (herbaceous and woody); leaf (arrangement, shape, venation, simple and compound).
2. Preparation and study of T.S. of dicot and monocot roots and stems (primary).
3. Study of osmosis by potato osmometer.
4. Study of plasmolysis in epidermal peels (e.g. Rhoeo/lily leaves or flashy scale leaves of onion bulb).
5. Study of distribution of stomata on the upper and lower surfaces of leaves.

6. Comparative study of the rates of transpiration in the upper and lower surfaces of leaves.
7. Test for the presence of sugar, starch, proteins and fats in suitable plant and animal materials.
8. Separation of plant pigments through paper chromatography.
9. Study of the rate of respiration in flower buds/leaf tissue and germinating seeds.
10. Test for presence of urea in urine.
11. Test for presence of sugar in urine.
12. Test for presence of albumin in urine.
13. Test for presence of bile salts in urine.

B. Study and Observe the following (spotting):

1. Parts of a compound microscope.
2. Specimens/slides/models and identification with reasons - *Bacteria*, *Oscillatoria*, *Spirogyra*, *Rhizopus*, mushroom, yeast, liverwort, moss, fern, pine, one monocotyledonous plant, one dicotyledonous plant and one lichen.
3. Virtual specimens/slides/models and identifying features of - *Amoeba*, *Hydra*, liver fluke, *Ascaris*, leech, earthworm, prawn, silkworm, honey bee, snail, starfish, shark, rohu, frog, lizard, pigeon and rabbit.
4. Mitosis in onion root tip cells and animal's cells (grasshopper) from permanent slides.
5. Types of inflorescence (cymose and racemose).
6. Human skeleton and different types of joints with the help of virtual images/models only.

Practical Examination for Visually Impaired Students Class XI

Note: The 'Evaluation schemes' and 'General Guidelines' for visually impaired students as given for Class XII may be followed.

A. Items for Identification/Familiarity with the apparatus /equipment /animal and plant material / chemicals for assessment in practicals (All experiments)

B. Equipment - compound microscope, test tube, petri dish, chromatography paper, chromatography chamber, beaker, scalpel

Chemical – alcohol

Models – Model of Human skeleton to show – Ball and socket joints of girdles and limbs, Rib cage, Honeycomb, Mollusc shell, Pigeon and Star fish, cockroach

Specimen/Fresh Material – mushroom, succulents such as *Aloe vera*/ kalenchoe, raisins, potatoes, seeds of monocot and dicot- maize and gram or any other plant, plants of Solanaceae - Brinjal, Petunia, any other

C. List of Practicals

1. Study locally available common flowering plants of the family – Solanaceae and identify type of stem (Herbaceous or Woody), type of leaves (Compound or Simple).
2. Study the parts of a compound microscope- eye piece and objective lens, mirror, stage, coarse and fine adjustment knobs.
3. Differentiate between monocot and dicot plants on the basis of venation patterns.
4. Study the following parts of human skeleton (Model): Ball and socket joints of thigh and shoulder
5. Rib cage
6. Study honeybee/butterfly, snail/sheik snail through shell, Starfish, Pigeon (through models).
7. Identify the given specimen of a fungus – mushroom, gymnosperm-pine cone.
8. Identify and relate the experimental set up with the aim of experiment: For Potato Osmometer/endosmosis in raisins.

Note: The above practicals may be carried out in an experiential manner rather than only recording observations.

Prescribed Books:

1. Biology Class-XI, Published by NCERT
2. Other related books and manuals brought out by NCERT (including multimedia).
3. Biology supplementary Material (Revised). Available on CBSE Website.
4. Reading Material Biology Class XI.

COURSE STRUCTURE
CLASS XII (2025 - 26)
(THEORY)

Time: 03 Hours

Max. Marks: 70

Unit	Title	Marks
VI	Reproduction	16
VII	Genetics and Evolution	20
VIII	Biology and Human Welfare	12
IX	Biotechnology and its Applications	12
X	Ecology and Environment	10
	Total	70

Unit-VI Reproduction

Chapter-1: Sexual Reproduction in Flowering Plants

Flower structure; development of male and female gametophytes; pollination - types, agencies and examples; out breeding devices; pollen-pistil interaction; double fertilization; post fertilization events - development of endosperm and embryo, development of seed and formation of fruit; special modes- apomixis, parthenocarpy, polyembryony; Significance of seed dispersal and fruit formation.

Chapter-2: Human Reproduction

Male and female reproductive systems; microscopic anatomy of testis and ovary; gametogenesis -spermatogenesis and oogenesis; menstrual cycle; fertilisation, embryo development upto blastocyst formation, implantation; pregnancy and placenta formation (elementary idea); parturition (elementary idea); lactation (elementary idea).

Chapter-3: Reproductive Health

Need for reproductive health and prevention of Sexually Transmitted Diseases (STDs); birth control - need and methods, contraception and medical termination of pregnancy (MTP); amniocentesis; infertility and assisted reproductive technologies - IVF, ZIFT, GIFT (elementary idea for general awareness).

Unit-VII Genetics and Evolution

Chapter-4: Principles of Inheritance and Variation

Heredity and variation: Mendelian inheritance; deviations from Mendelism – incomplete dominance, co-dominance, multiple alleles and inheritance of blood groups, pleiotropy; elementary idea of polygenic inheritance; chromosome theory of inheritance; chromosomes and genes; Sex determination - in humans, birds and honey bee; linkage and crossing over; sex linked inheritance - haemophilia, colour blindness; Mendelian disorders in humans - thalassemia; chromosomal disorders in humans; Down's syndrome, Turner's and Klinefelter's syndromes.

Chapter-5: Molecular Basis of Inheritance

Search for genetic material and DNA as genetic material; Structure of DNA and RNA; DNA packaging; DNA replication; Central Dogma; transcription, genetic code, translation; gene expression and regulation - lac operon; Genome, Human and rice genome projects; DNA fingerprinting.

Chapter-6: Evolution

Origin of life; biological evolution and evidences for biological evolution (paleontology, comparative anatomy, embryology and molecular evidences); Darwin's contribution, modern synthetic theory of evolution; mechanism of evolution - variation (mutation and recombination) and natural selection with examples, types of natural selection; Gene flow and genetic drift; Hardy- Weinberg's principle; adaptive radiation; human evolution.

Unit-VIII: Biology and Human Welfare

Chapter-7: Human Health and Diseases

Pathogens; parasites causing human diseases (malaria, dengue, chikungunya, filariasis, ascariasis, typhoid, pneumonia, common cold, amoebiasis, ring worm) and their control; Basic concepts of immunology - vaccines; cancer, HIV and AIDS; Adolescence - drug and alcohol abuse.

Chapter-8: Microbes in Human Welfare

Microbes in food processing, industrial production, sewage treatment, energy generation and microbes as bio-control agents and bio-fertilizers. Antibiotics; production and judicious use.

Unit-IX Biotechnology and its Applications

Chapter-9: Biotechnology - Principles and Processes

Genetic Engineering (Recombinant DNA Technology).

Chapter-10: Biotechnology and its Applications

Application of biotechnology in health and agriculture: Human insulin and vaccine production, stem cell technology, gene therapy; genetically modified organisms - Bt crops; transgenic animals; biosafety issues, biopiracy and patents.

Unit-X Ecology and Environment

Chapter-11: Organisms and Populations

Population interactions - mutualism, competition, predation, parasitism; population attributes - growth, birth rate and death rate, age distribution.

Chapter-12: Ecosystem

Ecosystems: Patterns, components; productivity and decomposition; energy flow; pyramids of number, biomass, energy.

Chapter-13: Biodiversity and its Conservation

Biodiversity-Concept, patterns, importance; loss of biodiversity; biodiversity conservation; hotspots, endangered organisms, extinction, Red Data Book, Sacred Groves, biosphere reserves, national parks, wildlife, sanctuaries and Ramsar sites.

PRACTICALS

Time allowed: 3 Hours

Max. Marks: 30

Evaluation Scheme		Marks
One Major Experiment	5	5
One Minor Experiment	2 & 3	4
Slide Preparation	1 & 4	5
Spotting		7
Practical Record + Viva Voce	(Credit to the student's work over the academic session may be given)	4
Investigatory Project and its Project Record + Viva Voce		5
Total		30

A. List of Experiments

1. Prepare a temporary mount to observe pollen germination.
2. Study the plant population density by quadrat method.
3. Study the plant population frequency by quadrat method.
4. Prepare a temporary mount of onion root tip to study mitosis.
5. Isolate DNA from available plant material such as spinach, green pea seeds, papaya, banana etc.

B. Study and observe the following (Spotting):

1. Flowers adapted to pollination by different agencies (wind, insects, birds).
2. Pollen germination on stigma through a permanent slide or scanning electron micrograph.
3. Identification of stages of gamete development, i.e., T.S. of testis and T.S. of ovary through permanent slides (from grasshopper/mice).
4. Meiosis in onion bud cell or grasshopper testis through permanent slides.
5. T.S. of blastula through permanent slides (Mammalian).
6. Mendelian inheritance using seeds of different colour/sizes of any plant.
7. Prepared pedigree charts of any one of the genetic traits such as rolling of tongue, blood groups, ear lobes, widow's peak and colour blindness.
8. Controlled pollination - emasculation, tagging and bagging.
9. Common disease causing organisms like *Ascaris*, *Entamoeba*, *Plasmodium*, any fungus causing ringworm through permanent slides, models or virtual images or specimens. Comment on symptoms of diseases that they cause.
10. Models specimens showing symbiotic association in lichens, root nodules of leguminous plants, and parasitic mode of nutrition shown by *Cuscuta* on host.
11. Flash cards / models showing examples of homologous and analogous organs.

Practical Examination for Visually Impaired Students of Classes XI and XII**Evaluation Scheme****Time: 02 Hours****Max. Marks: 30**

Topic	Marks
Identification/Familiarity with the apparatus	5
Written test (Based on given / prescribed practicals)	10
Practical Records	5
Viva	10
Total	30

General Guidelines

- The practical examination will be of two-hour duration. A separate list of ten experiments is included here.
- The written examination in practicals for these students will be conducted at the time of practical examination of all other students.

- The written test will be of 30 minutes duration.
- The question paper given to the students should be legibly typed. It should contain a total of 15 practical skill based very short answer type questions. A student would be required to answer any 10 questions.
- A writer may be allowed to such students as per CBSE examination rules.
- All questions included in the question paper should be related to the listed practicals. Every question should require about two minutes to be answered.
- These students are also required to maintain a practical file. A student is expected to record at least five of the listed experiments as per the specific instructions for each subject. These practicals should be duly checked and signed by the internal examiner.
- The format of writing any experiment in the practical file should include aim, apparatus required, simple theory, procedure, related practical skills, precautions etc.
- Questions may be generated jointly by the external/internal examiners and used for assessment.
- The viva questions may include questions based on basic theory / principle / concept, apparatus / materials / chemicals required, procedure, precautions, sources of error etc.

Class XII

A. Items for Identification/ familiarity with the apparatus for assessment in practicals (All experiments) Beaker, flask, petriplates, soil from different sites - sandy, clayey, loamy, small potted plants, aluminium foil, paint brush, test tubes, starch solution, iodine, ice cubes, Bunsen burner/spirit lamp/water bath, large flowers, Maize inflorescence, model of developmental stages highlighting morula and blastula of frog, beads/seeds of different shapes/size/texture *Ascaris*, Cactus/*Opuntia* (model).

B. List of Practical

1. Study of flowers adapted to pollination by different agencies (wind, insects).
2. Identification of T.S of morula or blastula of frog (Model).
3. Study of Mendelian inheritance pattern using beads/seeds of different sizes/texture.
4. Preparation of pedigree charts of genetic traits such as rolling of tongue, colour blindness.
5. Study of emasculation, tagging and bagging by trying out an exercise on controlled pollination.

6. Identify common disease causing organisms like *Ascaris* (model) and learn some common symptoms of the disease that they cause.
7. Comment upon the morphological adaptations of plants found in xerophytic conditions.

Note: The above practicals may be carried out in an experiential manner rather than recording observations.

Prescribed Books:

1. Biology, Class-XII, Published by NCERT.
2. Other related books and manuals brought out by NCERT (consider multimedia also).
3. Biology Supplementary Material (Revised). Available on CBSE website.

Question Paper Design (Theory)
Class XII (2025 -26)
Biology (044)

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

Note:

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

Suggestive verbs for various competencies

- **Demonstrate, Knowledge and Understanding**
State, name, list, identify, define, suggest, describe, outline, summarize, etc.
- **Application of Knowledge/Concepts**
Calculate, illustrate, show, adapt, explain, distinguish, etc.
- **Analyze, Evaluate and Create**
Interpret, analyse, compare, contrast, examine, evaluate, discuss, construct, etc.

ACCOUNTANCY (Subject Code 055)

Class XI-XII (2025-26)

Rationale

The course in accountancy is introduced at plus two stage of senior second of school education, as the formal commerce education is provided after ten years of schooling. With the fast changing economic scenario, accounting as a source of financial information has carved out a place for itself at the senior secondary stage. Its syllabus content provide students a firm foundation in basic accounting concepts and methodology and also acquaint them with the changes taking place in the preparation and presentation of financial statements in accordance to the applicable accounting standards and the Companies Act 2013.

The course in accounting put emphasis on developing basic understanding about accounting as an information system. The emphasis in Class XI is placed on basic concepts and process of accounting leading to the preparation of accounts for a sole proprietorship firm. The students are also familiarized with basic calculations of Goods and Services Tax (GST) in recording the business transactions. The accounting treatment of GST is confined to the syllabus of class XI.

The increased role of ICT in all walks of life cannot be overemphasized and is becoming an integral part of business operations. The learners of accounting are introduced to Computerized Accounting System at class XI and XII. Computerized Accounting System is a compulsory component which is to be studied by all students of commerce in class XI; whereas in class XII it is offered as an optional subject to Company Accounts and Analysis of Financial Statements. This course is developed to impart skills for designing need based accounting database for maintaining book of accounts.

The complete course of Accountancy at the senior secondary stage introduces the learners to the world of business and emphasize on strengthening the fundamentals of the subject.

Objectives:

1. To familiarize students with new and emerging areas in the preparation and presentation of financial statements.
2. To acquaint students with basic accounting concepts and accounting standards.
3. To develop the skills of designing need based accounting database.
4. To appreciate the role of ICT in business operations.
5. To develop an understanding about recording of business transactions and preparation of financial statements.
6. To enable students with accounting for Not-for-Profit organizations, accounting for Partnership Firms and company accounts.

Accountancy (Subject Code 055)

Class-XI (2025-26)

Theory: 80 Marks

3 Hours

Project: 20 Marks

Units	Marks
Part A: Financial Accounting-1	
Unit-1: Theoretical Framework	12
Unit-2: Accounting Process	44
Part B: Financial Accounting-II	
Unit-3: Financial Statements of Sole Proprietorship	24
Part C: Project Work	20

PART A: FINANCIAL ACCOUNTING - I

Unit-1: Theoretical Frame Work

Units/Topics	Learning Outcomes
Introduction to Accounting <ul style="list-style-type: none">Accounting- concept, meaning, as a source of information, objectives, advantages and limitations, types of accounting information; users of accounting information and their needs. Qualitative Characteristics of Accounting Information. Role of Accounting in Business.Basic Accounting Terms- Entity, Business Transaction, Capital, Drawings. Liabilities (Non Current and Current). Assets (Non Current, Current); Expenditure (Capital and Revenue), Expense, Revenue, Income, Profit, Gain, Loss, Purchase, Sales, Goods, Stock, Debtor, Creditor, Voucher, Discount (Trade discount and Cash Discount) Theory Base of Accounting <ul style="list-style-type: none">Fundamental accounting assumptions: GAAP: ConceptBasic Accounting Concept : Business Entity, Money Measurement, Going Concern,	After going through this Unit, the students will be able to: <ul style="list-style-type: none">describe the meaning, significance, objectives, advantages and limitations of accounting in the modern economic environment with varied types of business and non-business economic entities.identify / recognise the individual(s) and entities that use accounting information for serving their needs of decision making.explain the various terms used in accounting and differentiate between different related terms like current and non-current, capital and revenue.give examples of terms like business transaction, liabilities, assets, expenditure and purchases.explain that sales/purchases include both cash and credit sales/purchases relating to the accounting year.differentiate among income, profits and gains.

<p>Accounting Period, Cost Concept, Dual Aspect, Revenue Recognition, Matching, Full Disclosure, Consistency, Conservatism,</p> <ul style="list-style-type: none"> • Materiality and Objectivity • System of Accounting. Basis of Accounting: cash basis and accrual basis • Accounting Standards: Applicability of Accounting Standards (AS) and Indian Accounting Standards (IndAS) • Goods and Services Tax (GST): Characteristics and Advantages. 	<ul style="list-style-type: none"> • state the meaning of fundamental accounting assumptions and their relevance in accounting. • describe the meaning of accounting assumptions and the situation in which an assumption is applied during the accounting process. • explain the meaning, applicability, objectives, advantages and limitations of accounting standards. • appreciate that various accounting standards developed nationally and globally are in practice for bringing parity in the accounting treatment of different items. • acknowledge the fact that recording of accounting transactions follows double entry system. • explain the bases of recording accounting transaction and to appreciate that accrual basis is a better basis for depicting the correct financial position of an enterprise. • Explain the meaning, advantages and characteristic of GST.
---	--

Unit-2: Accounting Process

Units/Topics	Learning Outcomes
<p>Recording of Business Transactions</p> <ul style="list-style-type: none"> • Voucher and Transactions: Source documents and Vouchers, Preparation of Vouchers, Accounting Equation Approach: Meaning and Analysis, Rules of Debit and Credit. • Recording of Transactions: Books of Original Entry- Journal • Special Purpose books: • Cash Book: Simple, cash book with bank column and petty cashbook • Purchases book 	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • explain the concept of accounting equation and appreciate that every transaction affects either both the sides of the equation or a positive effect on one item and a negative effect on another item on the same side of accounting equation. • explain the effect of a transaction (increase or decrease) on the assets, liabilities, capital, revenue and expenses. • appreciate that on the basis of source

<ul style="list-style-type: none"> • Sales book • Purchases return book • Sales return book • Journal proper <p>Note: Including trade discount, freight and cartage expenses for simple GST calculation.</p> <ul style="list-style-type: none"> • Ledger: Format, Posting from journal and subsidiary books, Balancing of accounts <p>Bank Reconciliation Statement:</p> <ul style="list-style-type: none"> • Need and preparation, Bank Reconciliation Statement <p>Depreciation, Provisions and Reserves</p> <ul style="list-style-type: none"> • Depreciation: Meaning, Features, Need, Causes, factors • Other similar terms: Depletion and Amortisation • Methods of Depreciation: <ul style="list-style-type: none"> i. Straight Line Method (SLM) ii. Written Down Value Method (WDV) <p>Note: Excluding change of method</p> <ul style="list-style-type: none"> • Difference between SLM and WDV; Advantages of SLM and WDV • Method of recoding depreciation <ul style="list-style-type: none"> i. Charging to asset account ii. Creating provision for depreciation/accumulated depreciation account • Treatment of disposal of asset • Provisions, Reserves, Difference Between Provisions and Reserves. • Types of Reserves: <ul style="list-style-type: none"> i. Revenue reserve ii. Capital reserve iii. General reserve iv. Specific reserve v. Secret Reserve • Difference between capital and revenue reserve <p>Trial balance and Rectification of Errors</p>	<p>documents, accounting vouchers are prepared for recording transaction in the books of accounts.</p> <ul style="list-style-type: none"> • develop the understanding of recording of transactions in journal and the skill of calculating GST. • explain the purpose of maintaining a Cash Book and develop the skill of preparing the format of different types of cash books and the method of recording cash transactions in Cash book. • describe the method of recording transactions other than cash transactions as per their nature in different subsidiary books . • appreciate that at times bank balance as indicated by cash book is different from the bank balance as shown by the pass book / bank statement and to reconcile both the balances, bank reconciliation statement is prepared. • develop understanding of preparing bank reconciliation statement. • appreciate that for ascertaining the position of individual accounts, transactions are posted from subsidiary books and journal proper into the concerned accounts in the ledger and develop the skill of ledger posting. • explain the necessity of providing depreciation and develop the skill of using different methods for computing depreciation. • understand the accounting treatment of providing depreciation directly to the concerned asset account or by creating provision for depreciation account. • appreciate the method of asset disposal through the concerned asset account or by preparing asset disposal account. • appreciate the need for creating reserves and also making provisions for events which may
--	---

<ul style="list-style-type: none"> • Trial balance: objectives, meaning and preparation <p>(Scope: Trial balance with balance method only)</p> <ul style="list-style-type: none"> • Errors: classification-errors of omission, commission, principles, and compensating; their effect on Trial Balance. • Detection and rectification of errors; <ul style="list-style-type: none"> (i) Errors which do not affect trial balance (ii) Errors which affect trial balance • preparation of suspense account. 	<p>belong to the current year but may happen in next year.</p> <ul style="list-style-type: none"> • appreciate the difference between reserve and reserve fund. • state the need and objectives of preparing trial balance and develop the skill of preparing trial balance. • appreciate that errors may be committed during the process of accounting. • understand the meaning of different types of errors and their effect on trial balance. • develop the skill of identification and location of errors and their rectification and preparation of suspense account.
--	--

Part B: Financial Accounting - II

Unit 3: Financial Statements of Sole Proprietorship

Units/Topics	Learning Outcomes
<p>Financial Statements</p> <p>Meaning, objectives and importance; Revenue and Capital Receipts; Revenue and Capital Expenditure; Deferred Revenue expenditure. Opening journal entry. Trading and Profit and Loss Account: Gross Profit, Operating profit and Net profit. Preparation. Balance Sheet: need, grouping and marshalling of assets and liabilities. Preparation. Adjustments in preparation of financial statements with respect to closing stock, outstanding expenses, prepaid expenses, accrued income, income received in advance, depreciation, bad debts, provision for doubtful debts, provision for discount on debtors, Abnormal loss, Goods taken for personal use/staff welfare, interest on capital and managers commission. Preparation of Trading and Profit and Loss account and Balance Sheet of a sole proprietorship with adjustments.</p> <p>Incomplete Records</p>	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning of financial statements the purpose of preparing financial statements. • state the meaning of gross profit, operating profit and net profit and develop the skill of preparing trading and profit and loss account. • explain the need for preparing balance sheet. • understand the technique of grouping and marshalling of assets and liabilities. • appreciate that there may be certain items other than those shown in trial balance which may need adjustments while preparing financial statements. • develop the understanding and skill to do adjustments for items and their presentation in financial statements like depreciation, closing stock, provisions, abnormal loss etc. • develop the skill of preparation of trading and profit and loss account and balance sheet.

Features, reasons and limitations. Ascertainment of Profit/Loss by Statement of Affairs method. (excluding conversion method)	
--	--

Part C: Project Work (Any One)

1. Collection of source documents, preparation of vouchers, recording of transactions with the help of vouchers.
2. Preparation of Bank Reconciliation Statement with the given cash book and the pass book with twenty to twenty-five transactions.
3. Comprehensive project of any sole proprietorship business. This may state with journal entries and their ledgering, preparation of Trial balance. Trading and Profit and Loss Account and Balance Sheet. Expenses, incomes and profit (loss), assets and liabilities are to be depicted using pie chart / bar diagram. This may include simple GST related transactions.

PROJECT WORK

It is suggested to undertake this project after completing the unit on preparation of financial statements. The student(s) will be allowed to select any business of their choice or develop the transaction of imaginary business. The project is to run through the chapters and make the project an interesting process. The amounts should emerge as more realistic and closer to reality.

Specific Guidelines for Teachers

Give a list of options to the students to select a business form. You can add to the given list:

- | | | |
|-------------------------|-------------------------------|--------------------------|
| 1. A beauty parlour | 10. Men's wear | 19. A coffee shop |
| 2. Men's saloon | 11. Ladies wear | 20. A music shop |
| 3. A tailoring shop | 12. Kiddies wear | 21. A juice shop |
| 4. A canteen | 13. A Saree shop | 22. A school canteen |
| 5. A cake shop | 14. Artificial jewellery shop | 23. An ice cream parlour |
| 6. A confectionery shop | 15. A small restaurant | 24. A sandwich shop |
| 7. A chocolate shop | 16. A sweet shop | 25. A flower shop |
| 8. A dry cleaner | 17. A grocery shop | |
| 9. A stationery shop | 18. A shoe shop | |

After selection, advise the student(s) to visit a shop in the locality (this will help them to settle on a realistic amounts different items. The student(s) would be able to see the things as they need to invest in furniture, decor, lights, machines, computers etc.

A suggested list of different item is given below.

- | | |
|--|---|
| 1. Rent | 19. Wages and Salary |
| 2. Advance rent [approximately three months] | 20. Newspaper and magazines |
| 3. Electricity deposit | 21. Petty expenses |
| 4. Electricity bill | 22. Tea expenses |
| 5. Electricity fitting | 23. Packaging expenses |
| 6. Water bill | 24. Transport |
| 7. Water connection security deposit | 25. Delivery cycle or a vehicle purchased |
| 8. Water fittings | 26. Registration |
| 9. Telephone bill | 27. Insurance |
| 10. Telephone security deposit | 28. Auditors fee |
| 11. Telephone instrument | 29. Repairs & Maintenance |
| 12. Furniture | 30. Depreciations |
| 13. Computers | 31. Air conditioners |
| 14. Internet connection | 32. Fans and lights |
| 15. Stationery | 33. Interior decorations |
| 16. Advertisements | 34. Refrigerators |
| 17. Glow sign | 35. Purchase and sales |
| 18. Rates and Taxes | |

At this stage, performas of bulk of originality and ledger may be provided to the students and they may be asked to complete the same.

In the next step the students are expected to prepare the trial balance and the financial statements.

Suggested Question Paper Design
Accountancy (Subject Code 055)
Class XI (2025-26)

Theory: 80 Marks
Project: 20 Marks

3 hrs.

S N	Typology of Questions	Marks	Percentage
1	Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	32	40%
3	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	24	30%
4	Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	24	30%
	TOTAL	80	100%

Accountancy (Subject Code 055)
Class-XII (2025-26)

Theory: 80 Marks

3 Hours

Project: 20 Marks

Units			Marks
Part A	Accounting for Partnership Firms and Companies		
	Unit 1. Accounting for Partnership Firms		36
	Unit 2. Accounting for Companies		24
			60
Part B	Financial Statement Analysis		
	Unit 3. Analysis of Financial Statements		12
	Unit 4. Cash Flow Statement		8
			20
Part C	Project Work		20
	Project work will include:		
	Project File	12 Marks	
	Viva Voce	8 Marks	
Or			
Part B	Computerized Accounting		
	Unit 4. Computerized Accounting		20
Part C	Practical Work		20
	Practical work will include:		
	Practical File 12 Marks		
	Viva Voce 8 Marks		

Part A: Accounting for Partnership Firms and Companies

Unit 1: Accounting for Partnership Firms

Units/Topics	Learning Outcomes
<ul style="list-style-type: none">Partnership: features, Partnership Deed.Provisions of the Indian Partnership Act 1932 in the absence of partnership deed.Fixed v/s fluctuating capital accounts. Preparation of Profit and Loss Appropriation account- division of profit among partners, guarantee of profits.Past adjustments (relating to interest on capital, interest on drawing, salary and profit sharing ratio).Goodwill: meaning, nature, factors affecting and methods of valuation - average profit, super profit and capitalization. <p>Note: Interest on partner's loan is to be treated as a charge against profits.</p> <p>Goodwill: meaning, factors affecting, need for valuation, methods for calculation (average profits, super profits and capitalization), adjusted through partners capital/ current account.</p> <p>Accounting for Partnership firms - Reconstitution and Dissolution.</p> <ul style="list-style-type: none">Change in the Profit Sharing Ratio among the existing partners - sacrificing ratio, gaining ratio, accounting for revaluation of assets and reassessment of liabilities and treatment of reserves, accumulated profits and losses. Preparation of revaluation account and balance sheet.Admission of a partner - effect of admission of a partner on change in the profit sharing ratio, treatment of goodwill (as per AS 26), treatment for revaluation of assets and re-assessment of liabilities, treatment of reserves, accumulated profits and losses,	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none">state the meaning of partnership, partnership firm and partnership deed.describe the characteristic features of partnership and the contents of partnership deed.discuss the significance of provision of Partnership Act in the absence of partnership deed.differentiate between fixed and fluctuating capital, outline the process and develop the understanding and skill of preparation of Profit and Loss Appropriation Account.develop the understanding and skill of preparation profit and loss appropriation account involving guarantee of profits.develop the understanding and skill of making past adjustments.state the meaning, nature and factors affecting goodwilldevelop the understanding and skill of valuation of goodwill using different methods.state the meaning of sacrificing ratio, gaining ratio and the change in profit sharing ratio among existing partners.develop the understanding of accounting treatment of revaluation assets and reassessment of liabilities and treatment of reserves and accumulated profits by preparing revaluation account and balance sheet.explain the effect of change in profit sharing ratio on admission of a new partner.develop the understanding and skill of

<p>adjustment of capital accounts and preparation of capital, current account and balance sheet.</p> <ul style="list-style-type: none"> • Retirement and death of a partner: effect of retirement / death of a partner on change in profit sharing ratio, treatment of goodwill (as per AS 26), treatment for revaluation of assets and reassessment of liabilities, adjustment of accumulated profits, losses and reserves, adjustment of capital accounts and preparation of capital, current account and balance sheet. Preparation of loan account of the retiring partner. • Calculation of deceased partner's share of profit till the date of death. Preparation of deceased partner's capital account and his executor's account. • Dissolution of a partnership firm: meaning of dissolution of partnership and partnership firm, types of dissolution of a firm. Settlement of accounts - preparation of realization account, and other related accounts: capital accounts of partners and cash/bank a/c (excluding piecemeal distribution, sale to a company and insolvency of partner(s)). <p>Note:</p> <p>(i) If the realized value of tangible assets is not given it should be considered as realized at book value itself.</p> <p>(ii) If the realized value of intangible assets is not given it should be considered as nil (zero value).</p> <p>(ii) In case, the realization expenses are borne by a partner, clear indication should be given regarding the payment thereof.</p>	<p>treatment of goodwill as per AS-26, treatment of revaluation of assets and re-assessment of liabilities, treatment of reserves and accumulated profits, adjustment of capital accounts and preparation of capital, current account and balance sheet of the new firm.</p> <ul style="list-style-type: none"> • explain the effect of retirement / death of a partner on change in profit sharing ratio. • develop the understanding of accounting treatment of goodwill, revaluation of assets and re-assessment of liabilities and adjustment of accumulated profits, losses and reserves on retirement / death of a partner and capital adjustment. • develop the skill of calculation of deceased partner's share till the time of his death and prepare deceased partner's and executor's account. • discuss the preparation of the capital accounts of the remaining partners and the balance sheet of the firm after retirement / death of a partner. • understand the situations under which a partnership firm can be dissolved. • develop the understanding of preparation of realisation account and other related accounts.
---	---

Unit-3 Accounting for Companies

Units/Topics	Learning Outcomes
<p>Accounting for Share Capital</p> <ul style="list-style-type: none"> • Features and types of companies. • Share and share capital: nature and types. 	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning of share and share capital

<ul style="list-style-type: none"> Accounting for share capital: issue and allotment of equity and preference shares. Public subscription of shares - over subscription and under subscription of shares; issue at par and at premium, calls in advance and arrears (excluding interest), issue of shares for consideration other than cash. Concept of Private Placement and Employee Stock Option Plan (ESOP), Sweat Equity. Accounting treatment of forfeiture and re-issue of shares. Disclosure of share capital in the Balance Sheet of a company. <p>Accounting for Debentures</p> <ul style="list-style-type: none"> Debentures: Meaning, types, Issue of debentures at par, at a premium and at a discount. Issue of debentures for consideration other than cash; Issue of debentures with terms of redemption; debentures as collateral security-concept, interest on debentures (concept of TDS is excluded). Writing off discount / loss on issue of debentures. <p>Note: Discount or loss on issue of debentures to be written off in the year debentures are allotted from Security Premium Reserve (if it exists) and then from Statement of Profit and Loss as Financial Cost (AS 16)</p>	<p>and differentiate between equity shares and preference shares and different types of share capital.</p> <ul style="list-style-type: none"> understand the meaning of private placement of shares and Employee Stock Option Plan. explain the accounting treatment of share capital transactions regarding issue of shares. develop the understanding of accounting treatment of forfeiture and re-issue of forfeited shares. describe the presentation of share capital in the balance sheet of the company as per schedule III part I of the Companies Act 2013. explain the accounting treatment of different categories of transactions related to issue of debentures. develop the understanding and skill of writing off discount / loss on issue of debentures. understand the concept of collateral security and its presentation in balance sheet. develop the skill of calculating interest on debentures and its accounting treatment. state the meaning of redemption of debentures.
--	---

Part B: Financial Statement Analysis

Unit 4: Analysis of Financial Statements

Units/Topics	Learning Outcomes
<p>Financial statements of a Company:</p> <p>Meaning, Nature, Uses and importance of financial Statement.</p> <p>Statement of Profit and Loss and Balance Sheet in</p>	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> develop the understanding of major headings and sub-headings (as per Schedule III to the

<p>prescribed form with major headings and sub headings (as per Schedule III to the Companies Act, 2013)</p> <p>Note: <i>Exceptional items, extraordinary items and profit (loss) from discontinued operations are excluded.</i></p> <ul style="list-style-type: none"> • Financial Statement Analysis: Meaning, Significance Objectives, importance and limitations. • Tools for Financial Statement Analysis: Comparative statements, common size statements, Ratio analysis, Cash flow analysis. • Accounting Ratios: Meaning, Objectives, Advantages, classification and computation. • Liquidity Ratios: Current ratio and Quick ratio. • Solvency Ratios: Debt to Equity Ratio, Total Asset to Debt Ratio, Proprietary Ratio and Interest Coverage Ratio. Debt to Capital Employed Ratio. • Activity Ratios: Inventory Turnover Ratio, Trade Receivables Turnover Ratio, Trade Payables Turnover Ratio, Fixed Asset Turnover Ratio, Net Asset Turnover Ratio and Working Capital Turnover Ratio. • Profitability Ratios: Gross Profit Ratio, Operating Ratio, Operating Profit Ratio, Net Profit Ratio and Return on Investment. 	<p>Companies Act, 2013) of balance sheet as per the prescribed norms / formats.</p> <ul style="list-style-type: none"> • state the meaning, objectives and limitations of financial statement analysis. • discuss the meaning of different tools of 'financial statements analysis'. • develop the skill of preparation of preparation of comparative and common size statement, understand their uses and difference between the two. • state the meaning, objectives and significance of different types of ratios. • develop the understanding of computation of current ratio and quick ratio. • develop the skill of computation of debt equity ratio, total asset to debt ratio, proprietary ratio and interest coverage ratio. • develop the skill of computation of inventory turnover ratio, trade receivables and trade payables ratio and working capital turnover ratio and others. • develop the skill of computation of gross profit ratio, operating ratio, operating profit ratio, net profit ratio and return on investment.
---	---

Note: Net Profit Ratio is to be calculated on the basis of profit before and after tax.

Unit 5: Cash Flow Statement

Units/Topics	Learning Outcomes
<ul style="list-style-type: none"> • Meaning, objectives Benefits, Cash and Cash Equivalents, Classification of Activities and preparation (as per AS 3 (Revised) (Indirect Method only) 	<p>After going through this Unit, the students will be able to:</p> <ul style="list-style-type: none"> • state the meaning and objectives of cash flow statement.

<p>Note:</p> <p><i>(i) Adjustments relating to depreciation and amortization, profit or loss on sale of assets including investments, dividend (both final and interim) and tax.</i></p> <p><i>(ii) Bank overdraft and cash credit to be treated as short term borrowings.</i></p> <p><i>(iii) Current Investments to be taken as Marketable securities unless otherwise specified.</i></p>	<ul style="list-style-type: none"> • develop the understanding of preparation of Cash Flow Statement using indirect method as per AS 3 with given adjustments.
--	---

Note: Previous years' Proposed Dividend to be given effect, as prescribed in AS-4, Events occurring after the Balance Sheet date. Current years' Proposed Dividend will be accounted for in the next year after it is declared by the shareholders.

Project Work

One specific project based on financial statement analysis of a company covering any two aspects from the following:

1. Comparative and common size financial statements
2. Accounting Ratios
3. Segment Reports
4. Cash Flow Statements

OR

Part B: Computerised Accounting

Unit 4: Computerised Accounting

Overview of Computerised Accounting System

- Introduction: Application in Accounting.
- Features of Computerised Accounting System.
- Structure of CAS.
- Software Packages: Generic; Specific; Tailored.

Accounting Application of Electronic Spreadsheet.

- Concept of electronic spreadsheet.
- Features offered by electronic spreadsheet.
- Application in generating accounting information - bank reconciliation statement; asset accounting; loan repayment of loan schedule, ratio analysis
- Data representation- graphs, charts and diagrams.

Using Computerized Accounting System.

- Steps in installation of CAS, codification and Hierarchy of account heads, creation of accounts.
- Data: Entry, validation and verification.
- Adjusting entries, preparation of balance sheet, profit and loss account with closing entries and opening entries.
- Need and security features of the system.

Part C: Practical Work

Prescribed Books:

Financial Accounting -I	Class XI	NCERT Publication
Accountancy -II	Class XI	NCERT Publication
Accountancy -I	Class XII	NCERT Publication
Accountancy -II	Class XII	NCERT Publication
Accountancy – Computerised Accounting System	Class XII	NCERT Publication

Suggested Question Paper Design
Accountancy (Subject Code 055)
Class XII (2025-26)

Theory: 80 Marks
Project: 20 Marks

3 hrs.

S N	Typology of Questions	Marks	Percentage
1	Remembering and Understanding: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	32	40%
3	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	24	30%
4	Analysing, Evaluating and Creating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	24	30%
	TOTAL	80	100%

CBSE | DEPARTMENT OF SKILL EDUCATION

CURRICULUM FOR SESSION 2024-2025

INFORMATION TECHNOLOGY (SUB. CODE - 802)

JOB ROLE: DOMESTIC IT HELPDESK ASSISTANT

CLASS – XI & XII

The present course curriculum offers an opportunity for students to understand the basics of computer software and hardware for working efficiently on computer. This course will enable students to hone skills to develop desktop based applications etc. With extensive demand of designers, the course aims at inculcating not only programming skills but also the understanding of graphics. Graphics in itself is a wide and very interesting area which helps in shaping the creativity of a student.

PREAMBLE:

Computer is now affecting every sphere of human activity. It is instrumental in bringing revolutionary changes in industry, scientific research and education. This is not only the demand of time but also the demand of almost every subject to have an associated computer learning to equip a student with start-of-art technology to prove himself/herself a better candidate than those without computer knowledge.

COURSE OVERVIEW

Domestic IT Helpdesk Assistant requires the individual to have thorough knowledge of various technology trends. This job involves working on a computer, entering, retrieving and sharing data. S/he can assist a programmer or a database engineer. S/he can independently interact with customers. The individual should be result oriented and should be able to demonstrate logical thinking and interpersonal skills and should be willing to work at a desk based job. The person is responsible to maintain hardware and software systems according to company policies. Inspect, and Troubleshoot basic network, hardware and software components.

COURSE OUTCOMES

On completion of the course, students should be able to:

- ❖ Apply effective oral and written communication skills to interact with people and customers;
- ❖ Identify the principal components of a computer system; Demonstrate the basic skills of using computer;
- ❖ Identify the solution for small applications in the form of computer programmes
- ❖ Use the computer for the data entry process with speed and accuracy.

- ❖ Manage the database and handle queries.
- ❖ Understand basic cyber safety and security norms
- ❖ Will be able to troubleshoot the computer system

SALIENT FEATURES OF THE COURSE

The course will equip students with skills to analyze various problems and their trouble shooting. Content of the course has been designed as such to make students capable of independently working on a desktop and be able to develop applications to handle computations of small scale and record keeping.

Students will develop following skills:

- ❖ It will empower students with various skills required to work efficiently on computer.
- ❖ Understand basic functional and computational units.
- ❖ Understand networking and internet concepts
- ❖ Recognize various internet devices and threats to cyber security.
- ❖ Skills to work efficiently with basic office tools like word, spreadsheets, presentation
- ❖ Understand basics of databases and SQL to handle databases
- ❖ Develop programming skills in Java

Through this course students will not only gain knowledge about the basics of computer but will also develop confidence in developing small applications through programming.

SCHEME OF UNITS

This course is a planned sequence of instructions consisting of units meant for developing employability and vocational competencies of students of Class XI opting for skill subject along with other education subjects.

The unit-wise distribution of hours and marks is given overleaf:

INFORMATION TECHNOLOGY (SUBJECT CODE - 802)
Class XI (Session 2024-2025)
Total Marks: 100 (Theory-60 + Practical-40)

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory andPractical
Part A	Employability Skills			
	Unit 1 : Communication Skills-III	10		2
	Unit 2 : Self-Management Skills-III	10		3
	Unit 3 : ICT Skills-III	10		1
	Unit 4 : Entrepreneurial Skills-III	15		3
	Unit 5 : Green Skills-III	05		1
	Total	50		10
Part B	Subject Specific Skills	Theory (In Hours)	Practical (In Hours)	Marks
	Unit -1 : Computer Organization	15	15	5
	Unit -2 : Networking And Internet	15	25	10
	Unit-3 : Office Automation Tools	15	30	10
	Unit-4: RDBMS	15	20	10
	Unit-5: Fundamentals of Java	25	35	15
	Total	85	125	50
Part C	Practical Work			
	Office Automation Tools			15
	JAVA Programme			10
	MYSQL Commands			5
	Total			30
Part D	Project Work			
	Practical File			05
	Viva Voce			05
	Total			10
	GRAND TOTAL	260		100

DETAILED CURRICULUM/TOPICS FOR CLASS XI:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-III	10
2.	Unit 2: Self-management Skills-III	10
3.	Unit 3: Information and Communication Technology Skills-III	10
4.	Unit 4: Entrepreneurial Skills-III	15
5.	Unit 5: Green Skills-III	05
TOTAL DURATION		50

NOTE: Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

Part-B – SUBJECT SPECIFIC SKILLS

- Unit -1: Computer Organization
- Unit -2: Networking and Internet
- Unit-3: Office Automation Tools
- Unit-4: RDBMS
- Unit-5: Fundamentals of Java

UNIT-1 COMPUTER ORGANIZATION

S. NO.	LEARNING OUTCOMES	THEORY	PRACTICAL
1	Understand and appreciate fundamentals of Computer and its characteristics	<ul style="list-style-type: none">• Introduction to Fundamentals of Computer and its use• Characteristics of computer• Components of computer• Block diagram of computer• Processes of task execution• steps of process execution• function of various components of computer and CPU	<ul style="list-style-type: none">• identify and enlist various applications of computer• illustrate various components of computer under different blocks• illustrate functions of various components of computer
2	Understand the components of computer	<ul style="list-style-type: none">• identify various components of computer• appreciate function and use of I/O devices• learn about various storage devices used in computer• various memory units of storage	<ul style="list-style-type: none">• illustrate various types of I/O devices• identify and find out the application of each of the I/O Devices

S. NO.	LEARNING OUTCOMES	THEORY	PRACTICAL
3	Understand Operating System	<ul style="list-style-type: none"> • introduction to Operating System and its need • functions of operating system • types of operating system • difference between various operating systems 	<ul style="list-style-type: none"> • identify different types of OS in computers/mobile phones • identify the different in features of various operating systems
4	Troubleshooting in computer system	<ul style="list-style-type: none"> • introduction to common troubleshooting/ problems • common troubleshooting steps • troubleshooting hardware problems like display, keyboard, mouse etc. • troubleshooting printer problems • understanding printer IP address • understanding various printer settings like fast/ slow printing • sound troubleshooting • understanding speaker settings like volume etc. • troubleshooting software problems • troubleshooting networking problems • learn about problems in network fly lead, network card 	<ul style="list-style-type: none"> • identifying different kinds of problems in the system and its peripheral devices • setting up a printer • selecting a printer • setting default printer • changing printer settings • how to forcefully restart a computer or stop a task • demonstration of problems in fly lead, network card and possible solutions
5.	Understand the importance of Utilities	<ul style="list-style-type: none"> • Disk Space management • Disk Cleanup • Managing Recycle Bin • learning about disk defragmentation • learn to remove unused programs • learn to disable unused program services • restart the system • learn to use command prompt to search for a file. 	<ul style="list-style-type: none"> • illustration to view the disk storage • to apply Disk Cleanup utilities to enhance performance of the system • to identify, view and manage Recycle Bin • illustration and hands onto remove unused programs • illustration and hands on to disable/enable program services • restart the computer • to search different files using various options and wildcard characters

UNIT 2: NETWORKING AND INTERNET

S. NO.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Understand Computer Networking	<ul style="list-style-type: none"> • Introduction • Need and benefits of networking • Components of a network: sender, receive, message, channel, • Transmission Medium (wired and wireless) • Telephone Network standard (technology used in each generation) • Working Devices (RJ45 connector, Modem, Repeater, Hub, Switch, Bridge, Gateway, Routers) • Network Topology (Bus, Star, Ring, Tree, Mesh) • Types of Networking (LAN, MAN, WAN, PAN, VAN) 	<ul style="list-style-type: none"> • Illustrate various networks and its benefits • Identify the transmission medium, devices, network topology, type of networking in computer lab • Setting up hotspot
2.	To understand Internet and its terminology	<ul style="list-style-type: none"> • Introduction and use of Internet • Digital Literacy • Terminology (Channels, Bandwidth (HERTZ, KHZ), ISP) • Internet Devices: Repeater, Hub, Switch, Gateway, Bridge, Router • Data Transfer Rate (bps, Kbps, KBps, Mbps, MBPS, Gbps, GBPS) • Protocols (TCP/IP, FTP, HTTP, SMTP, POP3, PPP, UDP) 	<ul style="list-style-type: none"> • Analyze the Bandwidth, • identify Internet devices and their significance • to check/view Data transfer rate in computer lab/devices
3.	Understand cybercrime and the need of Cyber Security	<ul style="list-style-type: none"> • Network safety concerns: (Digital Footprints, Threats, Virus, Worm, Trojan Horse, Spam, Malware, DoS Attacks, Eavesdropping, Adware, Spyware, Snooping) • Networking Security Measures (Antivirus, Firewall, Login ids and Password) • Cyber Crime (Phishing, Pharming, Spoofing, Cyber Bullying, Hacking, Cracking, Identity Theft, Cyber Stalking, Cyber Trolling, • Cyber Safety (Netiquettes, IT Act, Cyber Laws) 	<ul style="list-style-type: none"> • Find out the threats encountered and the security measures used in computer lab and mobile phones • go through the link https://www.cyberlawsonindia.net

UNIT 3: OFFICE AUTOMATION TOOLS

S. NO.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Word processor	<ul style="list-style-type: none"> • Introduction work with Word processing applications like OpenOffice, • Introduction to Word Processing window components like work area, ruler, tab etc. • Understanding various tabs like File, Edit, Insert, View and their submenu options to format a document using OpenOffice Writer. • Learn to create tables in word processors 	<ul style="list-style-type: none"> • List the available wordprocessing applications. • Introduce the parts of the main window. • Change document views. • Start a new document. • Open an existing document. • Save a document. • Close a document. • Use the Navigator.
2.	Spreadsheets	<ul style="list-style-type: none"> • appreciate need and use of spreadsheets • learn to install an open source spreadsheet software like Calc • learn components of the Spreadsheet title window. • appreciate different formatting features available in spreadsheets • learn to work, save and close spreadsheets • work with data, move data, use edit menu • Use AutoFill, formatting data, • alignment, changing cell color, gridlines and borders, • flow of text, merging, splitting text, wrap text, shrink to fit • Numeric data formatting • Find and Replace Data • delete data and formatting • delete cells • insert delete rows and columns • using formula and functions • various type of operators • predefined functions in spreadsheets (sum(), sqrt(), product(), power(), log(), round(), abs(), average() etc. • addressing/ referencing: absolute, relative, mixed • sort and filter data • create chart and graph, setting legend, grids in charts, resizing and moving charts, modifying and deleting charts • create/record a macro, run/use macros • print spreadsheets 	<ul style="list-style-type: none"> • demonstration of components of the Spreadsheet window. • demonstration and hands on to insert formulae and use inbuilt functions efficiently • make charts using chart tools in spreadsheet • sort data according to various criteria • change colour, alignment, set borders • insert, delete, hide, show rows and columns • creating macros and use them efficiently • merging two or more cells, splitting a cell • search data using Find options, search and replace a selected piece of text

S. NO.	LEARNING OUTCOMES	THEORY	PRACTICAL
S. NO.	LEARNING OUTCOMES	THEORY	PRACTICAL
3.	PowerPoint	<ul style="list-style-type: none"> • introduction to presentation software • start OpenOffice Impress • overview of OpenOffice • study of various tabs of OpenOffice • understand various views of presentation, animations, transitions, header, footer etc. 	<ul style="list-style-type: none"> • Students will be able to work with presentation software

UNIT 4: RDBMS

S. NO.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Understand Relational Database Management System	<ul style="list-style-type: none"> • Database and its purpose • Components of a table • Relational Database Model Terminology (Relation, Tuple, Attribute, Cardinality) • Keys (Primary, Candidate, Alternate, Foreign) 	<ul style="list-style-type: none"> • Installation of MYSQL • Simple calculations in MYSQL
2.	Introduction to MYSQL	<ul style="list-style-type: none"> • Introduction To MYSQL • Classification of MYSQL commands (DDL, DML) • Data Types in MYSQL (char, varchar, decimal, int, date, time) • Create database • Create table • View structure of a table • Add constraints in table • Modify structure • Show all tables created in a database • Delete structure 	<ul style="list-style-type: none"> • CREATE DATABASE • USE • CREATE TABLE • DESCRIBE • SHOW TABLES • ALTER TABLE • DROP TABLE
3.	DML Commands	<ul style="list-style-type: none"> • Add rows to a table • Viewing content of a table • Display selected data depending on specific condition • Display data in a order • modify the data stored in a table • delete contents of a table 	<ul style="list-style-type: none"> • INSERT INTO • UPDATE • DELETE • Using WHERE, ORDER BY, DISTINCT, LIKE, BETWEEN, IN

UNIT 5: FUNDAMENTALS TO JAVA PROGRAMMING

S. NO.	LEARNING OUTCOMES	THEORY	PRACTICAL
1	Understand Integrated Development Environment (NETBEANS)	<ul style="list-style-type: none"> • Components of IDE • Understand and change Properties and methods of Components like JButton, JLabel, JTextField, JTextarea, JRadiobutton, JCheckbox, JPasswordField, JListbox, JComboBox 	<ul style="list-style-type: none"> • Create a project • Create a JFrameForm container • Add a button component on JFrameForm and change properties like text, font, foreground etc using properties window • Add other container controls like JTextField, JTextarea, JRadiobutton, JCheckbox, JPasswordField, JListbox, JComboBox and change their properties
2	JAVA Programming	<ul style="list-style-type: none"> • Introduction to Object Oriented Programming • To understand various data types (primitive) and purpose of each data type • To understand the need and usage of variables • To understand usage of operators (assignment, arithmetic, relational, logical, bitwise) • To understand how to attach a code with components like JButton, JLabel, JTextField and create a simple application on JFrame • To understand the use of various components like JTextarea, JRadiobutton, JCheckbox, JPasswordField, JListbox, JComboBox, JTable, JOptionPane, JPanel • To understand when to use selection statements (if, if else and switch case) 	<ul style="list-style-type: none"> • Display message Using JLabel and JTextField • Join two text entries and display them • Write code to close the application • Using Joption Pane display a message "welcome to INFORMATION TECHNOLOGY" • Perform simple arithmetic calculation using operators and display the result • Write the code to find simple interest • Write code to perform an operation based on the criteria input by the user in a checkbox or radio button • change the background colour of JButton based on the colour selected from the JListbox /JComboBox • accept marks in 5 subjects and find out the total, percentage. Also display grade depending on the total marks obtained. • Enter a character and find out it is vowel or consonant

INFORMATION TECHNOLOGY (Code No. 802)**Class XII (Session 2024-2025)****Total Marks: 100 (Theory-60 + Practical-40)**

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
Part A	Employability Skills			
	Unit 1 : Communication Skills- IV	10		2
	Unit 2 : Self-Management Skills- IV	10		3
	Unit 3 : ICT Skills- IV	10		1
	Unit 4 : Entrepreneurial Skills- IV	15		3
	Unit 5 : Green Skills- IV	05		1
	Total	50		10
Part B	Subject Specific Skills	Theory	Practical	Marks
	Unit -1 : Database Concepts – RDBMS Tool	30	45	15
	Unit -2 : Operating Web Based Applications	15	20	10
	Unit-3: JAVA - Fundamentals of Java programming, Introduction to Java, Object Oriented Programming, Java Language Elements, Operators, Control Flow, Array, Class Design, Exception Handling, Assertions, Threads, Wrapper Classes, String Manipulation.	30	50	20
	Unit-4: Work Integrated Learning IT – DMA	10	10	5
	Total	85	125	50
Part C	Practical Work:			
	Java Program			10
	SQL Queries(Table Creation + 5 Queries)			10
	Practical File Must contain minimum 15 Java Programs and minimum 15 queries in MySQL.			10
	Viva			5
	Total			35
Part D	Project Work (Any Application made using Java Netbeans IDE)			5
	Total			5
	GRAND TOTAL	260		100

DETAILED CURRICULUM/TOPICS FOR CLASS XII:

Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration(in Hours)
1.	Unit 1: Communication Skills- IV	10
2.	Unit 2: Self-management Skills- IV	10
3.	Unit 3: Information and Communication Technology Skills- IV	10
4.	Unit 4: Entrepreneurial Skills- IV	15
5.	Unit 5: Green Skills- IV	05
TOTAL DURATION		50

Note: **The detailed curriculum/ topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.**

Part-B – SUBJECT SPECIFIC SKILLS

- Unit -1: Database Concepts – RDBMS tool
- Unit -2: Operating Web Based Applications
- Unit-3: JAVA - Fundamentals of Java programming, Introduction to Java, Object Oriented Programming, Java Language Elements, Operators, Control Flow, Array, Class Design, Exception Handling, Assertions, Threads, Wrapper Classes, String Manipulation.
- Unit-4: Work Integrated Learning IT – DMA

DETAILED CURRICULUM:

UNIT	TOPICS/ SUB-TOPICS	MARKS
UNIT 1	DATABASE CONCEPTS – RDBMS TOOL <ul style="list-style-type: none">• Basics of RDBMS.• SQL – Creating and Opening Database.• Creating and populating tables.• Modifying the content and structure of table.• Ordering and Grouping.• Operating with multiple tables.	15

UNIT	TOPICS/ SUB-TOPICS	MARKS
UNIT 2	Operating Web Based Applications <ul style="list-style-type: none"> Online Reservation Systems. E-Governance. Online Shopping and Bill payments. Online Tutorials and Tests. Project Management – Web Based Application development. Project essentials and tips. Case Study - Online Game. Case Study - Online Quiz. Case Study – Online Bill Calculator. 	10
UNIT 3	Fundamentals of Java programming, Introduction to Java, Object <ul style="list-style-type: none"> Oriented Programming, Java Language Elements, Operators, Control Flow, Array, Class Design, Exception Handling, Assertions, Threads, Wrapper Classes, String Manipulation 	20
UNIT 4	Work Integrated Learning IT – DMA <ul style="list-style-type: none"> Identification of Work Areas. Work Experience. 	5
	TOTAL	50

Practical:

40 Marks

DETAILS	MARKS
Practical Work: <ul style="list-style-type: none"> Java Program SQL Queries (Table Creation + 5 Queries) 	10 10
Practical File Must contain minimum 15 Java Programs and minimum 15 queries in MySQL.	10
Viva Voce	5
Project (Any Application made using Java Netbeans IDE)	5
Total	40

LIST OF EQUIPMENT AND SUPPORT MATERIAL:

The list given below is suggestive and an exhaustive list should be compiled by the teacher(s) teaching the subject. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

- computer/ laptop / tablet
- scanner
- projector
- printer
- software: OpenOffice, Java Netbeans, MySQL
- hub/switch
- Internet

Students should be exposed to various functional units, Office applications, Network security systems/ devices / field visits to gain knowledge and expertise.

CAREER OPPORTUNITIES:

- Customer Service Associate
- Customer Service Representative
- Customer Care Executive
- Customer Service Advisor
- Helpdesk Coordinator
- Customer Support Representative
- IT Support Specialist
- Documentation Assistant
- Programming Assistant

VERTICAL MOBILITY:

This course will assist the participating students to further update their career by vertically moving either to BA (programming) and other programming oriented applied undergraduate courses of different universities

They may also move to their corporate career by starting as a desktop data entry operator or small developer for desktop applications and move up to a corporate ladder in the role of software developer in different sectors.