



# ANNUAL CURRICULUM PLAN 2024-25

CLASS - IX





# CURRICULUM

**ODM EDUCATIONAL GROUP**

# ANNUAL CURRICULUM PLAN | SESSION 2024 - 25

The Annual Curriculum Plan refers to a comprehensive document or outline that provides a structured overview of the educational content and activities to be covered throughout an academic year. It serves as a roadmap for teachers, administrators, and educational institutions to ensure a coherent and balanced delivery of the curriculum.

## Objectives of the ACP

- Learning Objectives:** This plan includes specific learning goals and objectives for each subject or topic. These objectives define what students are expected to know, understand, and be able to do by the end of the year.
- Content Outline:** It provides a breakdown of the content to be covered in each subject area. This may include subtopics, chapters, or units to be addressed during different periods of the academic year.
- Assessment and Evaluation:** It specifies assessment methods, such as tests, projects, or presentations, that will be used to evaluate student progress and understanding. It may also include information about grading criteria and the frequency of assessments.
- Integration and Interdisciplinary Connections:** In some cases, it will highlight opportunities for integrating subjects or making interdisciplinary connections. This promotes a holistic and interconnected approach to learning.
- It serves as a guiding document for teachers, helping them stay organised and focused throughout the academic year. It provides a framework for instructional planning, content delivery, and assessment, ensuring a consistent and well-rounded educational experience for students.
- Resources and Materials:** It also includes the list of the textbooks, supplementary materials, and resources needed for effective teaching and learning. It ensures that teachers have access to appropriate resources to support the curriculum.

## Objectives | CBSE Curriculum

1. It aims to provide a comprehensive and holistic educational experience to students.
2. **Child-Centric Approach:** The CBSE curriculum places the student at the centre of the learning process. It recognizes the individuality, abilities, and interests of each student and aims to cater to their unique needs. The curriculum promotes student engagement, critical thinking, and overall development.
3. **Learning Outcomes:** The CBSE curriculum focuses on clearly defined learning outcomes. It specifies the knowledge, understanding, skills, and attitudes that students should acquire at each grade level. Learning outcomes help in setting clear expectations and provide a framework for teaching, learning, and assessment.
4. **Interdisciplinary Approach:** The CBSE curriculum encourages an interdisciplinary approach, integrating knowledge and skills from multiple subjects. It emphasizes connections between different subjects, promoting a holistic understanding of concepts and their real-world applications.
5. **Life Skills and Values:** CBSE places significant importance on the development of life skills and values among students. The curriculum includes components that aim to cultivate values such as honesty, empathy, respect, and responsible citizenship. It also focuses on developing essential life skills such as communication, critical thinking, problem-solving, and collaboration.
6. **Inclusion and Diversity:** CBSE curriculum promotes inclusivity and caters to the diverse needs of students. It recognizes the importance of providing equal opportunities and adapting teaching and assessment strategies to accommodate learners with different abilities, backgrounds, and learning styles.

## Examination Details | Session 2024– 25

### \*Examination Schedule

Examination	Tentative Timeline (Exam Starts)	Tentative Timeline (Exam Ends)
Periodic Assessment 1	1st July, 2024	8th July, 2024
Mid term/Half Yearly	24th Sept, 2024	8th Oct, 2024
Periodic Assessment 2	2nd Dec, 2024	7th Dec, 2024
Annual	17th Feb, 2025	27th Feb, 2025

\*The Examination Schedule is tentative & subjected to change depending upon the external factors. If there will be any changes in the schedule/portion, it will be notified well before the examination by the School.

### \*Marks & Weightage

Subject	Term 1 Full Marks: 100		Term 2 Full Marks: 100	
	P. Assessment 1 - Full Marks - 20 Time - 45 Minutes (Pen & Paper Test)	Mid term/Half Yearly - Full Marks - 80 Time - 3 Hours	P. Assessment 2 - Full Marks - 20 Time - 45 Minutes (Pen & Paper Test)	Annual - Full Marks - 80 Time - 3 Hours
English				
Hindi				
Odia				
Sanskrit	- Pen & Paper Test: 10 Marks (Weighted Score)		- Pen & Paper Test: 10 Marks (Weighted Score)	
French				
Bengali	- SEA: 5 Marks	- Pen & Paper: 80 Marks.	- Transdisciplinary Project: 5 Marks	- Pen & Paper: 80 Marks.
Maths				
Social Science	- Notebook Submission: 5 Marks		- Notebook Submission: 5 Marks	
Science				
IT				

\*The Mid Term & Annual Examination will comprise of all major & minor subjects. Evaluation for Minor Subjects will be conducted in their respective periods (starting two weeks to Main Examination).

## Examination Portion

### ➤ English -

Periodic Assessment - 1	Mid Term/Half Yearly	Periodic Assessment - 2	Annual
<p><u>Literature Reader</u> (Beehive) 1. The Fun they Had 2. The Road Not Taken</p> <p><u>Supplementary Reader</u> (Moments) 1. The Lost Child</p> <p><u>Writing Skills</u> Descriptive Paragraph (on a person/ event/ situation based on visual or verbal cues, 100-120 words) 2. Diary Entry (on a given topic in 100-120 words)</p> <p><u>Workbook</u> Unit 1-3</p> <p><u>Grammar</u> Tenses Modals Subject-Verb concord Reported Speech Commands &amp; Requests Statements Questions Determiners</p>	<p><u>Literature Reader</u> (Beehive) 1. The Fun they Had 2. The Road Not Taken 3. The Sound of Music 4. The Little Girl 5. A Truly Beautiful Mind 6. The Snake and the Mirror 7. Wind 8. Rain on the Roof 9. The Lake Isle of Innisfree 10. A legend of the Northland</p> <p><u>Supplementary Reader</u> (Moments) 1. The Lost Child 2. The Adventures of Toto 3. Iswaran- The Story Teller 4. In the Kingdom of Fools</p> <p><u>Writing Skills</u> Descriptive Paragraph (on a person/ event/ situation based on visual or verbal cues, 100-120 words) 2. Diary Entry/ Story Writing (on a given topic in 100-120 words)</p> <p><u>Workbook</u> Unit 4-6 (Including all the portions covered in P.A-1)</p>	<p><u>Literature Reader</u> (Beehive) 1. My Childhood 2. No Men are Foreign</p> <p><u>Supplementary Reader</u> (Moments) 1. The Happy Prince</p> <p><u>Writing Skills</u> Descriptive Paragraph (on a person/ event/ situation based on visual or verbal cues, 100-120 words) 2. Diary Entry/ Story Writing (on a given topic in 100-120 words)</p> <p><u>Workbook</u> Unit 7-9</p> <p><u>Grammar</u> Tenses Modals Subject-Verb concord Reported Speech Commands &amp; Requests Statements Questions Determiners (Only P.A.-2 portion)</p>	<p><u>Literature Reader</u> (Beehive) 1. The Fun they Had 2. The Road Not Taken 3. The Sound of Music 4. The Little Girl 5. A Truly Beautiful Mind 6. The Snake and the Mirror 7. Wind 8. Rain on the Roof 9. The Lake Isle of Innisfree 10. A legend of the Northland 11. My Childhood 12. No Men are Foreign 13. Reach for the top 14. Kathmandu 15. If I were You 16. On Killing a Tree 17. A Slumber did my Spirit Seal</p> <p><u>Supplementary Reader</u> (Moments) 1. The Lost Child 2. The Adventures of Toto 3. Iswaran- The Story Teller 4. In the Kingdom of Fools 5. The Happy Prince 6. The last Leaf 7. A house is not a Home 8. The Beggar</p>

Periodic Assessment - 1	Mid Term/Half Yearly	Periodic Assessment - 2	Annual
			<u>Writing Skills</u> Descriptive Paragraph (on a person/ event/ situation based on visual or verbal cues, 100-120 words) 2. Diary Entry/ Story Writing (on a given topic in 100-120 words) <u>Workbook</u> Unit 10-11 <u>Grammar</u> Tenses Modals Subject-Verb concord Reported Speech Commands & Requests Statements Questions Determiners (The whole year syllabus)

➤ **Hindi -**

Periodic Assessment - 1	Mid Term/Half Yearly	Periodic Assessment - 2	Annual
पाठ-२- 'रैदासकेपद' (स्पर्श) पाठ -३-'दुख का अधिकार' (स्पर्श) <b>व्याकरण</b> -शब्दवपद, अनुस्वार अनुनासिक।  <b>सृजनात्मकलेखन</b> - अनुच्छेदलेखन	पाठ-२- 'रैदासकेपद' (स्पर्श) पाठ -३-'दुखका अधिकार' (स्पर्श) पाठ-४- ' गिल्लू' (संचयन) पाठ -५-'एवरेस्ट :मेरी शिखर यात्रा' (स्पर्श) पाठ-६-' तुमक बजा ओगे अतिथि' (स्पर्श) पाठ -७-' वैज्ञानिक चेतना के वाहक- चंद्रशेखर वेंकटर मन ' पाठ-८- ' रहीमके दोहे'	पाठ - ९ - 'स्मृति' पाठ- १२- ' शुक्रतारे के समान'(स्पर्श)  <b>व्याकरण</b> -शब्द - पद, अनुस्वार - अनुनासिक, उपसर्ग - प्रत्यय, संधि (स्वरसंधि), विरामचिह्न, वाक्यभेद (अर्थके आधारपर) <b>सृजनात्मकलेखन</b> - अनुच्छेदलेखन, पत्रलेखन-(अनौपचारिक पत्र),	पाठ-२- 'रैदास के पद' (स्पर्श) पाठ -३-'दुख का अधिकार' ( स्पर्श) पाठ-४- ' गिल्लू' (संचयन) पाठ -५-'एवरेस्ट :मेरी शिखर यात्रा' (स्पर्श) पाठ-६-' तुमक बजाओगे अतिथि' (स्पर्श) पाठ -७-' वैज्ञानिक चेतना के वाहक- चंद्र शेखर वें कटरमन '

Periodic Assessment - 1	Mid Term/Half Yearly	Periodic Assessment - 2	Annual
	(स्पर्श) <b>व्याकरण</b> -शब्द - पद, अनुस्वार - अनुनासिक, उपसर्ग - प्रत्यय, संधि (स्वरसंधि), विरामचिह्न, वाक्यभेद (अर्थकेआधार पर) <b>सृजनात्मकलेखन</b> अनुच्छेद लेखन, पत्रलेखन (अनौपचारिकपत्र ), संवादलेखन, चित्रवर्णन।	संवादलेखन, चित्रवर्णन	पाठ-८- ' रहीम के दोहे' (स्पर्श) पाठ - ९ - 'स्मृति' पाठ- १२- ' शुक्रतारे के समान'(स्पर्श) <b>व्याकरण</b> -शब्द - पद, अनुस्वार - अनुनासिक, उपसर्ग - प्रत्यय, संधि (स्वरसंधि), विराम चिह्न, वाक्यभेद (अर्थकेआधारपर) <b>सृजनात्मकलेखन</b> - अनुच्छेदलेखन, पत्रलेखन- (अनौपचारिक पत्र), संवादलेखन, चित्रवर्णन। पाठ - १५-' गीत-अगीत' (स्पर्श) पाठ - १६- ' कल्लू कुम्हार की उनाकोटी' पाठ - १७-' मेरा छोटा सानिजी पुस्तकालय' पाठ - १८- ' अग्निपथ' पाठ -१९-' नए इलाके में' '/खुशबूरचतेहाथ' ( स्पर्श )

➤ **Odia -**

Periodic Assessment - 1	Mid Term/Half Yearly	Periodic Assessment - 2	Annual
ବିଭାଗ-କ : ସଂପାଦକଙ୍କୁ ପତ୍ର ବିଭାଗ-ଖ : ବ୍ୟାକରଣ – ସନ୍ଧି, ଭ୍ରମ ସଂଶୋଧନ ବିଭାଗ-ଗ : ସାହିତ୍ୟ ପାଠ-୧ : ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ ପାଠ-୨ : କାହାମୁଖ ଅନାଇ ବଞ୍ଚିବି ପାଠ-୮ : ଜାତୀୟ ଜୀବନ	ବିଭାଗ-କ : ଅଜଣା ଅନୁଚ୍ଛେଦ ( ୧୩୦ରୁ ୧୫୦ ଶବ୍ଦ ମଧ୍ୟରେ) ବିଭାଗ-ଖ : ରଚନା (୩ଟିରୁ ୧ଟି) ସମ୍ପାଦକଙ୍କ ପତ୍ର (୨ଟି ୧ଟି) ବ୍ୟାକରଣ – ସନ୍ଧି, ଭ୍ରମ ସଂଶୋଧନ, ସମାସ, ଉପସର୍ଗ (ପ୍ର, ପରା, ଅପ, ସମ, ନି) ବିଭାଗ-ଗ : ସାହିତ୍ୟ ପାଠ-୧ : ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ ପାଠ-୨ : କାହାମୁଖ ଅନାଇ ବଞ୍ଚିବି	ବିଭାଗ-କ : ସଂପାଦକଙ୍କୁ ପତ୍ର ବିଭାଗ-ଖ : ବ୍ୟାକରଣ –ଭ୍ରମ ସଂଶୋଧନ, ସମାସ-ଦ୍ୱନ୍ଦ୍ୱ, ଦ୍ୱିଗୁ ବିଭାଗ-ଗ : ସାହିତ୍ୟ ପାଠ-୫ : ମଣିଷ ଭାଇ ପାଠ-୧୧ : ବାମନର ହାତ ଓ ଆକାଶର ଚାନ୍ଦ ପାଠ-୧୧ : ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ ପାଠ-୯ : ଜାତୀୟ ଜୀବନ	ବିଭାଗ-କ : ଅଜଣା ଅନୁଚ୍ଛେଦ ( ୧୩୦ରୁ ୧୫୦ ଶବ୍ଦ ମଧ୍ୟରେ) ବିଭାଗ-ଖ : ରଚନା (୩ଟିରୁ ୧ଟି) ସମ୍ପାଦକଙ୍କ ପତ୍ର (୨ଟି ୧ଟି) ବ୍ୟାକରଣ – ସନ୍ଧି, ଭ୍ରମ ସଂଶୋଧନ, ସମାସ, ଉପସର୍ଗ (ପ୍ରଥମ ୧୦ଟି) ବିଭାଗ-ଗ : ସାହିତ୍ୟ

CHANGING YOUR TOMORROW



Periodic Assessment - 1	Mid Term/Half Yearly	Periodic Assessment - 2	Annual
	<p>ପାଠ-୩: ପଦ୍ମ ପାଠ-୧୦: ଭାଷା ଓ ଜାତୀୟତା ପାଠ-୯ : ଜାତୀୟ ଜୀବନ ଅତିରିକ୍ତ ସାହିତ୍ୟ- ପାଠ-୧୬: ବୁଢ଼ା ଶଙ୍ଖାରି ପାଠ-୧୭: ପତାକା ଉତ୍ତୋଳନ</p>		<p>ପାଠ-୧ : ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ ପାଠ-୩: ପଦ୍ମ ପାଠ-୬: ଗୋପପ୍ରୟାଗ ପାଠ-୮ : ମାଟିର ମଣିଷ ପାଠ-୧୩: ସମୂହ ଦୃଷ୍ଟି ପାଠ-୧୧ : ବାମନର ହାତ ଓ ଆକାଶର ଚାନ୍ଦ ପାଠ-୧୨ : ପ୍ରକୃତ ବନ୍ଧୁ ଅତିରିକ୍ତ ସାହିତ୍ୟ- ପାଠ-୧୮ : ଲକ୍ଷ୍ମୀର ଅଭିସାର ପାଠ-୧୯ : ଦଳବେହେରା</p>

➤ **Sanskrit -**

Periodic Assessment - 1	Mid Term/Half Yearly	Periodic Assessment - 2	Annual
<p><b>Pen &amp; Paper Test (20 Marks) 20 Marks</b> Chapter-1: अविवेक: परमापदां पदम् सन्धिः, गद्यांश</p>	<p><b>Pen &amp; Paper Test (80 Marks) 80 Marks</b> Chapter-1: अविवेक: परमापदां पदम् Chapter-2: पाथेयम् Chapter-3: विजयतां स्वदेश: Chapter- 4: विद्यया भान्ति सदगुणा: Chapter-5: कर्मणा याति संसिद्धिम् अपठित गद्यांश, चित्रलिखन, वार्त्तालाप, पत्रलिखत <b>व्याकरण :</b> सन्धि: शब्दरूप, धातुरूप, प्रत्यय, उच्चारणस्थान</p>	<p><b>Pen &amp; Paper Test (20 Marks) 20 Marks</b> Chapter-6: तत् त्वम् असि Chapter-7: तरवे नमः अस्तु चित्रलिखन, संख्या, पठित अबोवोधनम्</p>	<p><b>Pen &amp; Paper Test (80 Marks) 80 Marks</b> Chapter-1: अविवेक: परमापदां पदम् Chapter-2: पाथेयम् सन्धिः, गद्यांश Chapter-3: विजयतां स्वदेश: Chapter- 4: विद्यया भान्ति सदगुणा: Chapter-5: कर्मणा याति संसिद्धिम् Chapter-6: तत् त्वम् असि Chapter-7: तरवे नमः अस्तु Chapter-8: न धर्मवृद्धेषु वयः समीक्ष्यते Chapter-9: कवयामि वयामि यामि अपठित गद्यांश, चित्रलिखन, वार्त्तालाप, पत्रलिखत, शब्दरूप, धातुरूप, प्रत्यय, उच्चारणस्थान, चित्रलिखन, संख्या, कारक, उपपद विभक्ति</p>

➤ French -

Periodic Assessment - 1	Mid Term/Half Yearly	Periodic Assessment - 2	Annual
Ch- 1 La Famille Ch- 2 Au Lycée	Ch- 1 La Famille Ch- 2 Au Lycée Ch- 3 Une journée de Pauline Ch- 4 Les Saisons Ch- 5 Les Voyageurs Ch- 6 Les Loisirs et Les Sports	Ch- 7 L'argent de poche Ch-8 Faire des achats	Ch- 1 La Famille Ch- 2 Au Lycée Ch- 3 Une journée de Pauline Ch- 4 Les Saisons Ch- 5 Les Voyageurs Ch- 6 Les Loisirs et Les Sports Ch- 7 L'argent de poche Ch-8 Faire des achats

➤ Bengali

Periodic Assessment - 1	Mid Term	Periodic Assessment - 2	Annual
১। স্বরসন্ধি ২। থায়ে ৩। ছুটি	১। ব্যাক্য পরবির্তন ২। কুঠরি মাঠ ৩। আমরাে খুশি ৪। গ্বীষ্ম দুপুর ৫। দুগ্ গা দদি ৬। ইলিয়াস ৭। এই জীবন ৮। প্রতবিদেন ৯। চর্চি ১০। নবুর পাতায় করমচা ১১। গুরু মশায় ১২। সমাস	১। ব্যাথার বাঁশি ২। আতুরি গাইনি ৩। রনেরে রাস্তা ৪। শকুনরি ডমি ৫। বজ্জ্জপ্তি ৬। অশুদ্ধি সংশোধন	সম্পূর্ণ অংশ

➤ Maths

Periodic Assessment - 1	Mid Term/Half Yearly	Periodic Assessment - 2	Annual
1. Number System 2. Polynomials	1. Number System 2. Polynomials 3. Coordinate Geometry 4. Linear Equations in Two Variables 5. Introduction to Euclid's Geometry 6. Lines & Angles 7. Triangles	1. Circles 2. Heron's Formula	1. Number System 2. Polynomials 3. Coordinate Geometry 4. Linear Equations in Two Variables 5. Introduction to Euclid's Geometry 6. Lines & Angles

Periodic Assessment - 1	Mid Term/Half Yearly	Periodic Assessment - 2	Annual
	8. Quadrilaterals		7. Triangles 8. Quadrilaterals 9. Circles 10. Heron's Formula 11. Surface Areas and Volumes of a Right Circular Cone and a Sphere 12. Statistics (Graphical Representation of Data) (Exercise 12.1- Revised Edition 2022 NCERT)

➤ **Social Science**

Periodic Assessment - 1	Mid Term/Half-Yearly	Periodic Assessment - 2	Annual
<p><b>History :</b> The French Revolution</p> <p><b>Civics:</b> What is Democracy? Why Democracy?</p> <p><b>Geography:</b> India – Size and Location</p> <p><b>Economics:</b> The Story of Village Palampur</p> <p>1. Introduction, Concept Of Developing And Developed Village/Economy</p> <p>2. Organization Of Production, Land, Labour, Physical Capital And Human Capital</p> <p>3. Land Is Fixed, Is There A Way One Can Grow More From The Same Land?</p> <p>4. "Modern Farming Method, How is land distributed between the farmers of</p>	<p><b>History :</b> The French Revolution</p> <p>Socialism in Europe and the Russian Revolution</p> <p><b>Civics:</b> What is democracy? Why Democracy?</p> <p>Constitutional Design</p> <p><b>Geography:</b> India – Size and Location Physical Features of India</p> <p>Drainage</p> <p><b>Economics:</b> People as Resource</p> <p>Poverty as a Challenge</p> <p><b>Map pointing :</b> French Revolution</p> <p>Outline political map of France</p> <p>Locate/label/identify; · Bordeaux, Nantes, Paris, Marseille</p> <p>Socialism in Europe</p> <p>Outline political map of world locate/label/identify major countries of World</p>	<p><b>History :</b> Nazism and the Rise of Hitler</p> <p>Pastoralists in the Modern World (To be assessed in the Periodic Assessment only)</p> <p><b>Civics:</b> Electoral Politics</p> <p><b>Geography:</b> Climate</p> <p><b>Economics:</b> The Story of Village Palampur (To be assessed in periodic assessment only) (Page No.5 to 10)</p> <p><b>Map pointing :</b> No topics</p>	<p><b>History :</b> The French Revolution</p> <p>Socialism in Europe and the Russian Revolution</p> <p>Nazism and the Rise of Hitler</p> <p><b>Civics:</b> What is democracy? Why Democracy?</p> <p>Constitutional Design</p> <p>Electoral Politics</p> <p>Working of Institutions</p> <p>Democratic Rights</p> <p><b>Geography:</b> India – Size and Location Physical Features of India</p> <p>Drainage</p> <p>Climate</p> <p>Population</p> <p><b>Economics:</b> People as Resource</p> <p>Poverty as a Challenge</p> <p>Food Security in India</p> <p><b>Map Points:</b></p>

Periodic Assessment - 1	Mid Term/Half-Yearly	Periodic Assessment - 2	Annual
<p>Palampur" 5. Will The Land Sustain? Who Will Provide Labour? <b>Map pointing</b> : No topics</p>	<p>War (central powers- Germany, Austria-Hungary, Turkey (Ottoman Empire) Allied Powers-France, England, Russia, USA) India: size &amp; location India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling) Neighbouring countries" India physical features Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western &amp; Eastern Ghats Mountain Peaks – K2, Kanchan Junga, Anai Mudi Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau</p>		<p><b>French Revolution</b> <b>"Outline political map of France</b> Locate/label/identify; · Bordeaux, Nantes, Paris, Marseille" Socialism in Europe Outline political map of world locate/label/identify major countries of World War (central powers- Germany, Austria-Hungary, Turkey (Ottoman Empire) Allied Powers- France, England, Russia, USA) "India: size &amp; location India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling) Neighbouring countries" "India physical features Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western &amp; Eastern Ghats Mountain Peaks – K2, Kanchan Junga, Anai Mudi Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau Coastal Plains -</p>

Periodic Assessment - 1	Mid Term/Half-Yearly	Periodic Assessment - 2	Annual
			Konkarn, Malabar, Coromandel & Northern Circar (Location and Labelling)" "Drainage system Rivers: (Identification only) The Himalayan River Systems-The Indus, The Ganges, and The Sutlej The Peninsular Rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi Lakes: Wular, Pulicat, Sambhar, Chilika" <b>Climate</b> Percentage of rainfall in India, Monsoon wind directions Natural Vegetation and Wildlife India : Natural Vegetation (Fig.5.4) and Wildlife Reserves (Fig.5.7) "Population Population density of all states The state having highest and lowest density of population"

➤ **Science**

Periodic Assessment - 1	Mid Term/Half Yearly	Periodic Assessment - 2	Annual
<b>CHEMISTRY</b> Ch-1 Matter in Our Surroundings	<b>CHEMISTRY</b> Ch-1 Matter in Our Surroundings Ch-2 Is Matter Around Us Pure	<b>CHEMISTRY</b> Ch-4 Structure of Atom	<b>CHEMISTRY</b> Ch-1 Matter in Our Surroundings Ch-2 Is Matter Around Us Pure

Periodic Assessment - 1	Mid Term/Half Yearly	Periodic Assessment - 2	Annual
	Ch-3 Atoms and Molecules		Ch-3 Atoms and Molecules Ch-4 Structure of The Atom
<b>BIOLOGY-</b> Ch-5 The Fundamental Unit of Life	<b>BIOLOGY-</b> Ch-5 The Fundamental Unit of Life Ch-6 Tissues	<b>BIOLOGY-</b> Ch-12 Improvement in food resources	<b>BIOLOGY-</b> Ch-5 The Fundamental Unit of Life Ch-6 Tissues Ch-12 Improvement in food resources
<b>PHYSICS-</b> Ch-7 Motion(Upto acceleration)	<b>PHYSICS-</b> Ch-7 Motion Ch-8 Force and Laws of Motion Ch-9 Gravitation (till mass and weight)	<b>PHYSICS-</b> Ch-9 Gravitation (Floatation) Ch-10 Work Power Energy	<b>PHYSICS-</b> Ch-7 Motion Ch-8 Force and Laws of Motion Ch-9 Gravitation Ch-10 Work Power and Energy Ch-11 Sound

### Internal Assessment

#### ➤ English -

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
1. Assessment of Speaking and Listening (ASL) 2. Art Integration Project – A Truly Beautiful Mind	1. Child Labour: A Case Study 2. Problems of Beggars: A Case Study	<b>Port Folio</b> <b>CW/HW</b> Regularity (1 mark) Maintenance of NB with index and neatness (1 mark) Writing relevant answers (1 mark) Follow up action (1 mark) Task completion (1 mark)

#### ➤ Hindi -

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
1. सामयिक आकलन (Current Assessment -5) सस्वरपाठ -1 स्पष्टता - 1 प्रस्तुति - 2 समयप्रबंधन -1	2. बहुविध आकलन (Multiple Assessment -5) सजगता ( चौकस ) -1 यादरखना -1 सहीउत्तर -2 समयप्रबंधन -1	3. पोर्टफोलियो / कक्षाकार्य - गृहकार्य (Portfolio -5) लिखावट - 1 इंडेक्स के साथ कॉपी कार खरखाव -1 प्रासंगिक उत्तर लिखना -2 समय पर सबमिशन -1

**CHANGING YOUR TOMORROW**

➤ **Odia**

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<b>Multiple Assessment (Art Integrated Activity)</b> ପଞ୍ଜାବ ବନାନ ଓଡ଼ିଶା (ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ) <b>Rubrics:-</b> ଅଭିବ୍ୟକ୍ତି ଭାଷାଦକ୍ଷତା ସ୍ପଷ୍ଟ ଉଚ୍ଚାରଣ ଏବଂ ବ୍ୟାକରଣ ଜ୍ଞାନ ବିଷୟବସ୍ତୁ ନିର୍ଦ୍ଧାରିତ ସମୟଜ୍ଞାନ	<b>Multiple Assessment Linguistics Analysis-(5 Marks)</b> ସ୍ୱତନ୍ତ୍ର ଉତ୍କଳ ପ୍ରଦେଶ ଏବଂ ଉତ୍କଳଗୌରବ ନଧୁସୂଦନ ଦାସ(ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ) <b>Rubrics:-</b> ଅଭିବ୍ୟକ୍ତି ଭାଷାଦକ୍ଷତା ସ୍ପଷ୍ଟ ଉଚ୍ଚାରଣ ଏବଂ ବ୍ୟାକରଣ ଜ୍ଞାନ ବିଷୟବସ୍ତୁ ନିର୍ଦ୍ଧାରିତ ସମୟଜ୍ଞାନ	<b>Portfolio :(Home Work)-(5 Marks)</b> <b>Rubrics:-</b> ଗୃହକର୍ମ ଏବଂ ଶ୍ରେଣୀକର୍ମ ଖାତା ମୂଲ୍ୟାୟନ ୧. ସୁନ୍ଦର ହସ୍ତାକ୍ଷର ୨. ନିର୍ଭୁଲ ବନାନ ୩. ଶବ୍ଦଜ୍ଞାନ ୪. ସ୍ପଷ୍ଟଲିଖନ ୫. ସୁତୀକ୍ଷଣ

➤ **Sanskrit -**

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<b>Writing Skill- (5 Marks)</b> <b>ममविद्यालय:- इति विषये दश वाक्येषु वर्णनम्</b> <b>Rubrics:-</b> 1. Content-1 2. Language -1 3. Originality -2 4. Systematic Presentation-1	<b>(Art Integrated Activity) (5Marks)</b> भारतीय विज्ञानम् – अस्माकं जीवने विज्ञानस्य किम् आवश्यकता तस्या उपरिभित्तिपत्रिकानिर्माणम् <b>Rubrics:-</b> 1. Content-1 2. Creativity -1 3. Originality -2 4. Systematic Presentation-1	<b>Portfolio :(Home Work)-(5 Marks)</b> <b>Rubrics:-</b> Handwriting-1 Maintenance of copy with Index-1 Writing relevant answers-2 4. Timely Submission-1

➤ **French -**

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<b>Writing skill - 5 Marks</b> <b>Current Assessment</b> <b>Rubrics</b> 1. Content-1 2. Language-1 3. Originality - 2 4. Systematic Presentation-1	<b>(Art Integrated Activity) (Multiple Assessment)</b> <b>Rubrics</b> 1. Content-1 2. Creativity - 1 3. Originality - 2 4. Systematic Presentation-1	<b>Portfolio (Home work)- 5 marks</b> <b>Rubrics -</b> 1. Handwriting-1 2. Maintenance of Copy with Index-1 3. Timely Submission-1 4. Writing Relevant answers-2

➤ **Bengali-**

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<p>১। ‘খয়ো; কবিতায় কবি খয়োকো জীবন ও মৃত্যুর প্রতীক হিসেবে দেখিয়েছেন এ বিষয়ে তোমার মত ব্যক্ত করো। এর ফলে পড়ুয়াদরে</p>	<p>১। ছবি আঁকো শহর ও গ্রামারে জীবনরে তুলনামূলক তফাৎ আলোচনা করো। এর ফলে পড়ুয়াদরে শহর ও গ্রামারে</p>	<p>১। বিষয়বস্তু সম্পর্কে শিক্ষার্থীর উপলব্ধি এবং প্রাসঙ্গিক প্রয়োগ করার ক্ଷমতা মূল্যায়ন করতে হবে।</p>

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<p>ଚନ୍ଦନ କ୍ଷମତା ବୃଦ୍ଧି ପାବେ।                  ୨। କବିତା ଲେଖି ରବୀନ୍ଦ୍ରନାଥ ଠାକୁର ଫଟକିରେ ଜୀବନ ଥକେ।                  ଚୀରତର ଛୁଟି ନିଠେୟାକେ ଯତୋବେ                  ରୂପକ ହସିବେ ଦେଖିଛନ୍ତି ତା                  ତୋମାର                  ନଜିରେ ଭାଷା ଲେଖି କରନ୍ତୁ। ଏର                  ଫଳେ ପଢୁୟାଦରେ ନଜି ଥକେ ଭବେ                  ଲେଖାର କ୍ଷମତା ବୃଦ୍ଧି ପାବେ।                  ଅଥବା                  ଆମ ଆଁଟିରି ଭଞ୍ଜେ ଗଲ୍ପେ ଦୁର୍ଗାର                  ଜୀବନରେ ଯେ ମର୍ମାନ୍ତକି ପରାଗିତା                  ଦେଖି ତା ତୋମାକେ କତଟା ବ୍ୟାଧିତି                  ନଜିରେ ଭାଷା ଲେଖି କରନ୍ତୁ। ଏର                  ଫଳେ ପଢୁୟାଦରେ ଭାଷା ଦକ୍ଷତା ବୃଦ୍ଧି                  ପାବେ।</p>	<p>ଜୀବନରେ ଇତିହାସ ସମ୍ବନ୍ଧେ                  ଧାରଣା ଜନ୍ମାବେ।                  ୨। ରବୀନ୍ଦ୍ରନାଥ ଠାକୁରରେ ଚିତ୍ରି                  ଏକେ ତାଁର ସାହିତ୍ୟ ଜୀବନ                  ସମ୍ବନ୍ଧେ ଲେଖନ୍ତୁ। ଏର ଫଳେ                  ପଢୁୟାଦରେ ରବୀନ୍ଦ୍ରନାଥ                  ଠାକୁରରେ ସାହିତ୍ୟ ଜୀବନରେ                  ଇତିହାସ ସମ୍ବନ୍ଧେ ଜ୍ଞାନ ଲାଭ                  ହବେ।</p>	<p>୧। ତାଦରେ ପ୍ରତିକ୍ରିୟାଗୁଣ୍ଡା ସୃଷ୍ଟିକା                  ଏବଂ ଗଭୀରତା ବିଚିନା କରତେ ହବେ।                  ୨। ଛୁଟିରି ବାଡ଼ିରି କାଜେ ପ୍ରଦର୍ଶିତି                  ସୃଜନଶୀଳତାର ସ୍ତର ମୂଲ୍ୟାୟନ କରତେ                  ହବେ। ଆସଲ ଧାରଣାଗୁଣ୍ଡା ସନ୍ଧାନ                  କରତେ ହବେ, ଅନନ୍ୟ ଦୃଷ୍ଟିଭିଞ୍ଜା,                  ଏବଂ ଉଦ୍ଭାବନୀ ପନ୍ଥା ମୂଲ୍ୟାୟନ                  କରତେ ହବେ।                  ୩। ଶକ୍ଷିକାର୍ଥୀ                  ସମାଲୋଚନାମୂଳକଭାବେ ଚିନ୍ତା କରାର,                  ତଥ୍ୟ ବିଶ୍ଳେଷଣ କରାର ଏବଂ                  ଯୋଗ୍ୟତା ଯୁକ୍ତି ଉପସ୍ଥାପନ କରାର                  କ୍ଷମତା ମୂଲ୍ୟାୟନ କରୁନ                  ୪। ପ୍ରମାଣ-ଭିତ୍ତିକ ଯୁକ୍ତି ଏବଂ                  ସୃଷ୍ଟି ରାୟରେ ଜନ୍ୟ ଦେଖୁନ।                  ୫। ଉପସ୍ଥାପନା ଏବଂ ଭିଜ୍ଞାୟାଳ                  ଆପଣି ପ୍ରୟୋଗ: ବାଡ଼ିରି କାଜରେ                  ସାମଗ୍ରିକ ଉପସ୍ଥାପନା ବିଚିନା କର                  ଲେଖାର ମାନ, ପରିଚ୍ଛନ୍ନତା ଏବଂ                  ମୂଲ୍ୟାୟନ କରତେ ହବେ ଏବଂ                  ଭିଜ୍ଞାୟାଳରେ ଯଥାଯଥ ବ୍ୟବହାର,                  ଯମେନ ଡାୟାଗ୍ରାମ, ଚାର୍ଟ ବା ଚିତ୍ରି।                  ୬। ନିର୍ଦ୍ଦେଶିକା ମନେ ଚଳା:                  ଶକ୍ଷିକାର୍ଥୀ କତଟା ପ୍ରଦତ୍ତ                  ନିର୍ଦ୍ଦେଶିକା ବା ନିର୍ଦ୍ଦେଶୋବଣୀ                  ଅନୁସରଣ କରୁଛେ ତା ମୂଲ୍ୟାୟନ କରତେ                  ହବେ, ଛୁଟିରି ଦିନିରେ ବାଡ଼ିରି କାଜ।                   ବିନିୟାସ, ଶବ୍ଦ ସୀମା, ଏବଂ କୋନୋ                  ନିର୍ଦ୍ଦେଶିକା ପ୍ରୟୋଗଜନୀୟତା ଆନୁଗତ୍ୟ                  ବିଚିନା କରତେ ହବେ।</p>

➤ **Maths**

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<p>1. To Verify experimentally the identity <math>a^3 - b^3 = (a-b)(a^2 + ab + b^2)</math>                  2. To Verify experimentally the identity <math>(a-b)^3 = a^3 - b^3 - 3ab(a-b)</math>                  3. To verify experimentally that the sum of the lengths of any two sides of a triangle is greater than the third side and</p>	<p>Mathematics and Tessellation</p>	<p><b>CW/HW: (5 Marks)</b>  <b>RUBRICS</b>                  Regularity (1 mark)                  Maintenance of copy with index and neatness (1 mark)                  Writing relevant answers (1 mark)</p>



Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<p>if three sides are given, find the possibility of forming a triangle</p> <p>4. To obtain a parallelogram by paper folding</p>		<p>Follow up action (1 mark)</p> <p>Task completion (1 mark)</p>
<p>5. To explore the properties of diagonals of the following quadrilaterals (a) a parallelogram (b) a square (c) a rectangle (d) a rhombus</p> <p>6. To verify mid-point theorem experimentally</p> <p>7. To verify experimentally that the angle subtended by an arc at the centre is double the angle subtended by it at any point on the remaining part of the circle</p> <p>8. To verify experimentally that angles formed in the same segment of a circle are equal</p> <p><b>LAB ACTIVITY:</b> <b>(5 Marks)</b> <b>RUBRICS</b></p> <ul style="list-style-type: none"> <li>● Timely submission (1 mark)</li> <li>● Originality (1 mark)</li> <li>● Neatness (1 mark)</li> <li>● Presentation skill (1 mark)</li> <li>● Creativity (1 mark)</li> </ul>		<p><b>CW/HW: (5 Marks)</b> <b>RUBRICS</b></p> <p>Regularity (1 mark)</p> <p>Maintenance of copy with index and neatness (1 mark)</p> <p>Writing relevant answers (1 mark)</p> <p>Follow up action (1 mark)</p> <p>Task completion (1 mark)</p>

➤ **Social Science**

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<p>1. Every student has to compulsorily undertake one project on Disaster Management</p> <p><b>Objectives:</b> The main objectives of giving project work on Disaster Management to the students are to:</p>	<p><b>History: Chapter IV</b> Forest Society and Colonialism</p> <p><b>Geography: Chapter 5</b> Natural Vegetation and Wildlife</p> <p><b>Procedure:</b> Day 1-2: "Colonialism and Forest Society"</p>	<p><b>CW/HW: (5 Marks)</b> <b>RUBRICS</b></p> <p>Regularity (1 mark)</p> <p>Maintenance of copy with index and neatness (1 mark)</p> <p>Writing relevant answers (1 mark)</p> <p>Follow up action (1 mark)</p> <p>Task completion (1 mark)</p>

Subject Enrichment Activity	Transdisciplinary Project	Homework Submission
<ul style="list-style-type: none"> <li>● create awareness in them about different disasters, their consequences and management</li> <li>● prepare them in advance to face such situations</li> <li>● ensure their participation in disaster mitigation plans</li> <li>● enable them to create awareness and preparedness among the community.</li> </ul> <p>3. The project work should also help in enhancing the Life Skills of the students.</p> <p>4. If possible, various forms of art may be integrated in the project work.</p> <p><b>Rubrics:</b> Content accuracy, originality and collaborative skills (2 mark) Competencies exhibited and Presentation (2 mark) Viva (1 mark) <b>Total (5 mark)</b></p>	<p>Day 3-4: "Rebellion in the Forest" Day 5-6: Forest Transformations in Java, Tropical Evergreen Forests Day 7-8: Discuss how colonialism has affected the forest's biodiversity and the survival of indigenous communities living in and around the forest. Day 9-10: Make the students to compile all the findings of 8 days' work and present in PPT and through the template given in Annexure</p> <p><b>Rubrics:</b> Research Work (1 mark) Collaboration &amp; Communication (1 mark) Presentation &amp; Content relevance (1 mark) Competencies (2 mark)</p> <ul style="list-style-type: none"> <li>● Creativity</li> <li>● Analytical skills</li> <li>● Evaluation</li> <li>● Synthesizing</li> </ul> <p>Total (5 mark)</p>	

➤ **Science**

Subject Enrichment Activity [05]	Transdisciplinary Project [05]	PORTFOLIO [05]	PERIODIC ASSESSMENT [05]
<p><b>Practical Record Work- 03</b> [Index,Description, Diagram, Neatness, Timely Submission]</p> <p><b>Scientific Process- 02</b> [Scientific Approach and Problem Solving]</p>	<p>Chapter- Compare Crop Production and Management in your state and your paired state (according to listing of states by CBSE for art integrated learning)</p> <p><b>Evidences of student's growth- 02</b></p> <p><b>[Project, Posters, Presentation] 02</b></p> <p><b>[Enquiry Based Scientific Investigations]- 01</b></p>	<p><b>Organization-02</b> [Neatness and Completion of guided work focused on specific curricular objectives]</p> <p><b>Notebook Submission-02</b> [Content, Neatness and Timely Submission]</p> <p><b>Academic</b></p>	<p>Average of the best two tests to be taken. [05]</p>

Subject Enrichment Activity [05]	Transdisciplinary Project [05]	PORTFOLIO [05]	PERIODIC ASSESSMENT [05]
		<b>Achievement-01</b> [High scores in science, Achievement in Seminars, Debates, Exhibition]	

## Blueprint & Learning Outcomes | Session 2023 - 24

### Subject - English

Prescribed Text Books (NCERT):

1. BEEHIVE – LITERATURE TEXT
2. MOMENTS– SUPPLEMENTARY READER
3. WORDS AND EXPRESSIONS I (WORKBOOK)
4. ME & MINE (REFERENCE)

#### A. Blueprint

i. Periodic Assessment 1 -

Chapters	Mark Distribution				
	1 Mark	3 Marks	5 Marks	6 Marks	Total
Reading passage	5	0	0	0	5
Writing	0	0	1	0	5
Grammar	4	0	0	0	4
Extract Based	3	0	0	0	3
Short Type	0	1	0	0	3
<b>Q(M)</b>	<b>12(1)</b>	<b>1(3)</b>	<b>1(5)</b>	<b>0</b>	<b>20</b>

ii. Mid Term / Half-yearly Examination -

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	5 Marks	6 Marks	Total
Discursive passage	6	2	0	0	0	10
Case based passage	6	2	0	0	0	10
Grammar	10	0	0	0	0	10

**CHANGING YOUR TOMORROW**

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	5 Marks	6 Marks	Total
Description writing	0	0	0	1	0	5
Diary Entry / Story Writing	0	0	0	1	0	5
Extract from prose / play	5	0	0	0	0	5
Extract from poetry	5	0	0	0	0	5
SATQ from BEEHIVE	0	0	4	0	0	12
SATQ from MOMENTS	0	0	2	0	0	6
LATQ from BEEHIVE	0	0	0	0	1	6
LATQ from MOMENTS	0	0	0	0	1	6
<b>Q(M)</b>	<b>32(1)</b>	<b>4(2)</b>	<b>6(3)</b>	<b>2(5)</b>	<b>2(6)</b>	<b>80</b>

iii. Periodic Assessment 2 -

Chapters	Mark Distribution				
	1 Mark	3 Marks	5 Marks	6 Marks	Total
Reading passage	5	0	0	0	5
Writing	0	0	1	0	5
Grammar	4	0	0	0	4
Extract Based	3	0	0	0	3
Short Type	0	1	0	0	3
<b>Q(M)</b>	<b>12(1)</b>	<b>1(3)</b>	<b>1(5)</b>	<b>0</b>	<b>20</b>

iv. Annual Examination -

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	5 Marks	6 Marks	Total
Discursive passage	6	2	0	0	0	10
Case based passage	6	2	0	0	0	10
Grammar	10	0	0	0	0	10

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	5 Marks	6 Marks	Total
Description writing	0	0	0	1	0	5
Diary Entry / Story Writing	0	0	0	1	0	5
Extract from prose / play	5	0	0	0	0	5
Extract from poetry	5	0	0	0	0	5
SATQ from BEEHIVE	0	0	4	0	0	12
SATQ from MOMENTS	0	0	2	0	0	6
LATQ from BEEHIVE	0	0	0	0	1	6
LATQ from MOMENTS	0	0	0	0	1	6
<b>Q(M)</b>	<b>32(1)</b>	<b>4(2)</b>	<b>6(3)</b>	<b>2(5)</b>	<b>2(6)</b>	<b>80</b>

## B. Learning Outcomes

Name of the Chapter	Learning Outcomes
CH-1 The Fun They Had	<p><b>The learners will be able to:</b></p> <ul style="list-style-type: none"> <li>understand and compare the human teacher and virtual teacher.</li> <li>enhance their analytical skills</li> <li>develop an interest in science fiction</li> <li>study various literary terms specially used in writing science fiction.</li> </ul>
CH-2 The Sound of Music	<ul style="list-style-type: none"> <li>develop the feeling of inclusiveness</li> <li>appreciate the different forms of instrumental music popular in India and the world</li> <li>get self-motivated to get acquainted with the world of music , musicians and the musical instruments</li> <li>develop love and respect for their own country</li> <li>understand how a biography is written</li> <li>promote communal harmony</li> </ul>
CH-3 The Little Girl	<ul style="list-style-type: none"> <li>read, comprehend and respond to complex texts independently</li> <li>appreciate the use of literary / nonliterary inputs in varied contexts</li> <li>understand the elements of short story writing.</li> </ul>

Name of the Chapter	Learning Outcomes
	<ul style="list-style-type: none"> <li>● relate oneself with the main character of the story to understand the child psychology</li> <li>● develop the understanding of one's relationship with one's parents.</li> </ul>
CH-4 A Truly Beautiful Mind	<ul style="list-style-type: none"> <li>● identify the great qualities of a great scientist like Albert Einstein</li> <li>● understand and appreciate the life skills like empathy and decision making</li> <li>● develop critical thinking skills as they explore the areas of science like Physics.</li> <li>● know more about Albert Einstein and his life.</li> </ul>
CH-5 The Snake and the Mirror	<ul style="list-style-type: none"> <li>● infer, interpret and appreciate various literary and non-literary inputs in different contexts.</li> <li>● enhance their communication skills to express their thoughts, ideas, views and opinions.</li> <li>● use grammatical items like noun, pronoun, verb, determiners, tense, voice change, adjective, adverb etc. in writing and speech in order to demonstrate knowledge and understanding.</li> </ul>
CH-6 My Childhood	<ul style="list-style-type: none"> <li>● read prose pieces with proper stress, pause, tone and intonation.</li> <li>● read with understanding and comprehension and can interpret layers of meaning</li> <li>● write short dialogues and participate in role plays, skits, street plays etc., for the promotion of social causes.</li> <li>● enhance writing skills and make correct use of punctuation mark and spelling.</li> <li>● use grammar items like subject-verb agreement, tense, determiners, etc.</li> <li>● develop love and respect for all communities.</li> </ul>
CH-7 Reach for the Top	<ul style="list-style-type: none"> <li>● develop LSRW skills.</li> <li>● appreciate similarities and differences between Santosh Yadav and Maria Sharapova w. r. to their social stigmas and parental support.</li> <li>● use grammatical items both to comprehend text and develop own style of writing.</li> <li>● learn ethics and values that would make them love and appreciate nature around them.</li> </ul>
CH-8 Kathmandu	<ul style="list-style-type: none"> <li>● interpret, infer and analyse the underlying ideas of a text.</li> <li>● use the rules of grammar in speech and writing</li> </ul>

Name of the Chapter	Learning Outcomes
	<ul style="list-style-type: none"> <li>● demonstrate language communication and comprehension skill while speaking fluently with proper pronunciation, intonation and pause.</li> <li>● produce fully developed formal and informal writings like slogans, blogs, brochures etc. in order to demonstrate research skills and promotional skills.</li> </ul>
CH-9 If I were You	<ul style="list-style-type: none"> <li>● demonstrate language and communication skill by enriching their ideas, views and opinions verbally and non-verbally.</li> <li>● make use of grammatical items like subject-verb agreement, tense, reported speech, etc. in writing and speech.</li> <li>● speak with intonation and style which is conversational and expressive.</li> <li>● develop own writing style with plot, theme, characterization and other play and story development attributes.</li> </ul>
POEM-1 The Road Not Taken	<ul style="list-style-type: none"> <li>● attempt a meaningful interpretation of the poem.</li> <li>● to appreciate the beauty, style and tone of the poem</li> <li>● examine the use of literary devices in the poem.</li> <li>● identify the central idea of the poem.</li> <li>● express thoughts, ideas and opinions to demonstrate communication skills.</li> <li>● to write a poem reflecting various aspects of human nature</li> <li>● to pen a persuasive write up using evidence to support opinion</li> </ul>
POEM-2 Wind	<ul style="list-style-type: none"> <li>● attempt a meaningful interpretation of the poem wind.</li> <li>● examine the use of imagery, personification, simile and metaphors in the poem.</li> <li>● identify the central idea of the poem.</li> <li>● enrich their vocabulary with the words related to the poem</li> <li>● express thoughts, ideas and opinions to demonstrate communication skills.</li> </ul>
POEM-3 The Rain on the Roof	<ul style="list-style-type: none"> <li>● attempt a meaningful interpretation of the poem.</li> <li>● examine the use of literary devices in the poem.</li> <li>● identify the central idea of the poem.</li> <li>● enrich their vocabulary with the words related to the poem</li> </ul>

Name of the Chapter	Learning Outcomes
	<ul style="list-style-type: none"> <li>● express thoughts, ideas and opinions to demonstrate communication skills.</li> </ul>
POEM-4 The lake Isle of Innisfree	<ul style="list-style-type: none"> <li>● to comprehend and appreciate the theme of the poem</li> <li>● identify the central idea of the poem</li> <li>● identify the various poetic devices used in the poem</li> <li>● develop love for Nature</li> </ul>
POEM-5 A Legend of the Northland	<ul style="list-style-type: none"> <li>● attempt a meaningful interpretation of the poem.</li> <li>● to appreciate the beauty, style and tone of the poem</li> <li>● examine the use of literary devices in the poem.</li> <li>● identify the central idea of the poem.</li> </ul>
POEM-6 No Men are Foreign	<ul style="list-style-type: none"> <li>● grasp and appreciate the central idea of the poem.</li> <li>● recite the poem with proper voice modulation, intonation, articulation and stress.</li> <li>● demonstrate the usage of poetic devices.</li> <li>● Understand the plight of earthlings on the face of manmade differences.</li> <li>● explain the unfavorable aspects of wars and conflicts.</li> </ul>
POEM-7 On Killing a Tree	<ul style="list-style-type: none"> <li>● listen to and discuss literary/ non literary inputs in varied contexts to infer, interpret, and appreciate.</li> <li>● to identify the figure of speech used in the poem.</li> <li>● to justify the title of the poem .</li> <li>● to analyse the important phrases in the poem by attempting a reference to context exercise.</li> </ul>
POEM-8 A Slumber did my Spirit Seal	<ul style="list-style-type: none"> <li>● recognise and appreciate cultural experiences and diversity in the text.</li> <li>● communicate thoughts, ideas, views and opinions verbally and non-verbally.</li> <li>● read aloud and recite poems/prose with proper stress, pause, tone, and intonation.</li> <li>● summarize the poem in a paragraph.</li> </ul>
The Lost Child	<p><b>The learners will be able to:</b></p> <ul style="list-style-type: none"> <li>● develop a love for literature.</li> <li>● introduce themselves with literary genius: Mulk Raj Anand (Life and works of the Author Mulk Raj Anand)</li> <li>● introduce themselves to the idea of effective writings in simple language that conveys deeper</li> </ul>



Name of the Chapter	Learning Outcomes
	<p>meanings.</p> <ul style="list-style-type: none"> <li>● introduce new vocabulary.</li> <li>● develop critical thinking by analysing the text.</li> </ul>
The Adventures of Toto	<ul style="list-style-type: none"> <li>● read and understand the story, plot and characters.</li> <li>● appreciate, analyse and evaluate different characters like Grand Father, Grand Mother, Toto, Tonga driver.</li> <li>● acquire life skills like empathy, decision making, problem solving and to control anger.</li> <li>● develop stories with fun and enjoy doing it independently.</li> <li>● apply their understanding in real life situations.</li> </ul>
Iswaran The Story Teller	<ul style="list-style-type: none"> <li>● listen to and discuss literary inputs in varied contexts to infer, interpret, and appreciate.</li> <li>● communicate thoughts, ideas, views and opinions verbally and non-verbally.</li> <li>● use words, phrases, idioms and word chunks for meaning-making in contexts</li> <li>● develop the art of story telling</li> </ul>
In The Kingdom of Fools	<ul style="list-style-type: none"> <li>● identify the elements of a short story.</li> <li>● express their fascination for the theme and humour of the story</li> <li>● sketch the characters of the story with different prospects.</li> <li>● summarize the story</li> <li>● evaluate the moral and apply it in their real life situations.</li> </ul>
The Happy Prince	<ul style="list-style-type: none"> <li>● Introduce themselves to life and works of Oscar Wilde.</li> <li>● Understand the theme, plot and characters.</li> <li>● inculcate values like love, compassion, sacrifice and empathy.</li> <li>● infer that good deeds are rewarded.</li> </ul>
The Last Leaf	<ul style="list-style-type: none"> <li>● understand the theme, plot and characters.</li> <li>● develop reading habits through story reading.</li> <li>● appreciate and comprehend the text.</li> <li>● learn/ enrich vocabulary and its usage through appropriate context.</li> <li>● understand deep exploration of friendship and commitments</li> </ul>
A House is not a Home	<ul style="list-style-type: none"> <li>● understand the theme, plot and characters.</li> </ul>

Name of the Chapter	Learning Outcomes
	<ul style="list-style-type: none"> <li>● explain the importance of emotional security and family support for children</li> <li>● analyse the need of love , encouragement and empathy at the time of need</li> <li>● understand the values of sympathy, love, kindness, belongingness, friendship etc.</li> <li>● inculcate the qualities of extending a helping hand to the needy</li> </ul>
The Beggar	<ul style="list-style-type: none"> <li>● understand the theme, plot and character</li> <li>● develop Empathy/ character building</li> <li>● develop confidence and sense of concern</li> <li>● identify the socioeconomic problems of beggars</li> <li>● assess the government's services received by the beggars</li> <li>● give remedial measures for improving their social status.</li> </ul>

## Subject - Hindi

**Prescribed Books :SPARSH PART-1, SANCHAYAN PART-1**

**Publisher : NCERT**

### A. Blueprint

i. Periodic Assessment 1 -

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTION	FULL MARKS
'क' विभाग	अपठित गद्यांश	5	1 x 5	5
'ख' विभाग	व्याकरण	4	1 x 4	4
'ग' विभाग	पाठ्यपुस्तक से	2 2	2 x 2 2 x 2	8
'घ' विभाग	सृजनात्मक लेखन	3	1 x 3	3
<b>कुलसंख्या</b>				<b>20</b>

ii. Mid Term / Half-Yearly Examination –

**कक्षा 09वीं हिंदी – ब परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2024-25**

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

- भारांक – (80 (वार्षिक 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 पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		
i	दो अपठित गद्यांश लगभग 200 शब्दों के। एक अंकीय तीन बहुविकल्पी प्रश्न (1×3=3) पूछे जाएँगे अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7+7	14
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 जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे।		
i	शब्द और पद (2 अंक) (1×2=2) (3 में से 2 प्रश्न)	2	16
ii	अनुस्वार (1 अंक), अनुनासिक (1 अंक) (3 में से 2 प्रश्न)	2	
iii	उपसर्ग (2 अंक), प्रत्यय (2 अंक) (5 में से 4 प्रश्न)	4	
iv	स्वर संधि (3 अंक) (4 में से 3 प्रश्न)	3	

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v	विराम चिह्न (2 अंक) (3 में से 2 प्रश्न)	2	
vi	अर्थ की दृष्टि से वाक्य भेद (3 अंक) (4 में से 3 प्रश्न)	3	
3	<b>खंड - ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)</b>		
अ	<b>गद्य खंड (पाठ्यपुस्तक)</b>	11	
1	स्पर्श (भाग-1) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पीय प्रश्न पूछे जाएँगे। (1x5)	5	
2	स्पर्श (भाग-1) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे (25-30 शब्द-सीमा) (विकल्प सहित 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
ब	<b>काव्य खंड (पाठ्यपुस्तक)</b>	11	30
1	स्पर्श (भाग-1) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पीय प्रश्न पूछे जाएँगे (1x5)	5	
2	स्पर्श (भाग-1) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे (25-30 शब्द-सीमा)। (विकल्प सहित 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
स	<b>पूरक पाठ्यपुस्तक कृतिका भाग - 1</b>	8	
	संचयन (भाग-1) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे (50-60 शब्द-सीमा)। (विकल्प सहित 3 में से 2 प्रश्न करने होंगे) (4x2)	8	
	<b>खंड - घ (रचनात्मक लेखन)</b>		
2	<b>लेखन</b>		
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 (5x1)	5	
ख	अभिव्यक्ति की क्षमता पर केंद्रित अनौपचारिक विषयों में लगभग 100 शब्दों में किसी एक विषय पर पत्र। (5x1)	5	20
ग	किसी दृश्य/घटना के चित्र पर आधारित लेखन (5x1) (लगभग 100 शब्दों में) (बिना किसी विकल्प के)	5	

घ	भाव एवं दृश्य संकेतो के आधार पर संवाद लेखन (लगभग 100 शब्दों में) (5x1) (विकल्प सहित)	5	
	<b>कुल</b>		<b>80</b>
	आंतरिक मूल्यांकन		20
अ	सामयिक आकलन	5	
ब	बहुविध आकलन	5	
स	पोर्टफोलियो	5	
द	श्रवण एवं वाचन	5	
	<b>कुल</b>		<b>100</b>

iii. Periodic Assessment 2 -

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTION	FULL MARKS
'क' विभाग	अपठित गद्यांश	5	1 x 5	5
'ख' विभाग	व्याकरण	4	1 x 4	4
'ग' विभाग	पाठ्यपुस्तक से	2 2	2 x 2 2 x 2	8
'घ' विभाग	सृजनात्मक लेखन	3	1 x 3	3
<b>कुलसंख्या</b>				<b>20</b>

iv. Annual Examination –

**कक्षा 09वीं हिंदी – ब परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2024-25**

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

- भारंक-(80 (वार्षिक 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 पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		
i	दो अपठित गद्यांश लगभग 200 शब्दों के । एक अंकीय तीन बहुविकल्पी प्रश्न (1x3=3) पूछे जाएँगे अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2x2=4) पूछे जाएँगे	7+7	14
खंड - ख (व्यावहारिक व्याकरण)			
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक प्रश्न   (1x16) कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे ।		
i	शब्द और पद (2 अंक) (1x2=2) (3 में से 2 प्रश्न)	2	16
ii	अनुस्वार (1 अंक), अनुनासिक (1 अंक) (3 में से 2 प्रश्न)	2	
iii	उपसर्ग (2 अंक), प्रत्यय (2 अंक) (5 में से 4 प्रश्न)	4	
iv	स्वर संधि (3 अंक) (4 में से 3 प्रश्न)	3	

v	विराम चिह्न (2 अंक) (3 में से 2 प्रश्न)	2	
vi	अर्थ की दृष्टि से वाक्य भेद (3 अंक) (4 में से 3 प्रश्न)	3	
3	<b>खंड - ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)</b>		
अ	<b>गद्य खंड (पाठ्यपुस्तक)</b>	11	
1	स्पर्श (भाग-1) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पीय प्रश्न पूछे जाएँगे। (1x5)	5	
2	स्पर्श (भाग-1) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे (25-30 शब्द-सीमा) (विकल्प सहित 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
ब	<b>काव्य खंड (पाठ्यपुस्तक)</b>	11	30
1	स्पर्श (भाग-1) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पीय प्रश्न पूछे जाएँगे (1x5)	5	
2	स्पर्श (भाग-1) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे (25-30 शब्द-सीमा)। (विकल्प सहित 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
स	<b>पूरक पाठ्यपुस्तक कृतिका भाग - 1</b>	8	
	संचयन (भाग-1) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे (50-60 शब्द-सीमा)। (विकल्प सहित 3 में से 2 प्रश्न करने होंगे) (4x2)	8	
	<b>खंड - घ (रचनात्मक लेखन)</b>		
2	<b>लेखन</b>		
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 (5x1)	5	
ख	अभिव्यक्ति की क्षमता पर केंद्रित अनौपचारिक विषयों में लगभग 100 शब्दों में किसी एक विषय पर पत्र। (5x1)	5	20
ग	किसी दृश्य/घटना के चित्र पर आधारित लेखन (5x1) (लगभग 100 शब्दों में) (बिना किसी विकल्प के)	5	

घ	भाव एवं दृश्य संकेतो के आधार पर संवाद लेखन (लगभग 100 शब्दों में) (5x1)	(विकल्प सहित)	5	
		<b>कुल</b>		<b>80</b>
	<b>आंतरिक मूल्यांकन</b>			20
अ	सामयिक आकलन		5	
ब	बहुविध आकलन		5	
स	पोर्टफोलियो		5	
द	श्रवण एवं वाचन		5	
	<b>कुल</b>			<b>100</b>

## B. Learning Outcomes

Name of the Chapter	Learning Outcomes
पाठ-२- 'रैदास के पद' (स्पर्श)	<ul style="list-style-type: none"> <li>ईश्वर एक है और सभी मनुष्य उन के लिए एक समान होते हैं। ठीक उसी प्रकार इस संसार के सभी मनुष्यों की दृष्टि भी एक - सीहोनी चाहिए।</li> <li>हमें किसी भी धर्म याजाति के आधार पर मनुष्यों के बीच भेद भाव नहीं करना चाहिए।</li> </ul>
पाठ -३-'दुखकाअधिकार'	<ul style="list-style-type: none"> <li>शोकऔरदुःख मनाने के लिए भी सुविधा और अधिकार दोनों चाहिए क्योंकि व्यक्ति समाज में रहते हुए समाज के नियमों , का नूनों व परम्पराओं का पालन करना है और समाज में दैनिक आवश्यकताओं से अधिक महत्व जीवन मूल्योंको दिया जाता है।</li> <li>दुःख का अधिकार पाठका उद्देश्य मानवीय संवेदना जगाना है।</li> </ul>
पाठ-४- ' गिल्लू' (संचयन)	<ul style="list-style-type: none"> <li>पशु -पक्षी प्रकृति तथा हमारे समाज का अभिन्न अंग होते हैं। वे हमारे सहयोगी भी होते हैं। इसीलिए उनके प्रति हमसभी के कुछ कर्तव्य है , जिसका पालन प्रत्येक मनुष्य को करना चाहिए । पशु - पक्षियों को किसी भी तरह की हानि नहीं पहुँचानी चाहिए ।</li> <li>विद्यार्थी पशु – पक्षियों के प्रति प्रेम और उनके संरक्षण की भावना उत्पन्न कर सकेंगे ।</li> </ul>
पाठ -५ 'एवरेस्ट : मेरी शिखरयात्रा' (स्पर्श)	<ul style="list-style-type: none"> <li>साहस , हमदर्द, आस्थावान तथा विनम्रता ही सफलता का राज है।</li> <li>सहयोग देनेवाले व मार्गदर्शक करने वाले लोग ही चुनौतियों का सामना करते हुए ऊँचाई को छूने की</li> </ul>



Name of the Chapter	Learning Outcomes
	कोशिश करते हैं और सफलता को प्राप्त करते हैं।
पाठ-६-' तुम कबजा ओगे अतिथि'	<ul style="list-style-type: none"> <li>अत्यधिक समय के लिए आये अतिथि के आतिथ्य का सुख-भोग करने का जिनका इरादा होता है वैसे अतिथि का मेजबान द्वारा आदर सम्मान नहीं होता है।</li> <li>सम्मानित व्यक्ति के साथ जैसा आचरण किया जाता है तब उस व्यक्ति के व्यवहार से मुग्ध होकर अन्य लोग स्वयं ही उस व्यक्ति को सम्मान देते हैं।</li> </ul>
पाठ -७-' वैज्ञानिक चेतना के वाहक- चंद्र शेखर वेंकटर मन '	<ul style="list-style-type: none"> <li>सर चंद्र शेखर वें कटरा मनने हमेशाये संदेश दिया कि हम विभिन्न प्राकृतिक घटनाओं की छान बीन वैज्ञानिक दृष्टि कोणसे करें।</li> </ul>
पाठ-८- ' रहीम के दोहे'	<ul style="list-style-type: none"> <li>रहीम के दोहों से हमें सीख मिलती है कि हमें अपने मित्र का सुख-दुख में बराबर साथ देना चाहिए।</li> <li>हमारे मन में परोपकार की भावना होनी चाहिए। जिस प्रकार प्रकृति हमारे लिए सदैव परोपकार करती है, उसी प्रकार हमें दूसरों की मदद करनी चाहिए। रहीम वृक्ष और सरो वर की हीत रह संचित धन को जनकल्याण में खर्चकरने की सीख देते हैं।</li> </ul>
पाठ - ९ - 'स्मृति'	<ul style="list-style-type: none"> <li>स्मृति कहानी के माध्यम से बचपन की यादों का रोमांचकारी विवरण है।</li> <li>छात्रों को बाल्यावस्था की एक सजीव घटना से परिचित कराना कि कभी - कभी उनकी सहज जिज्ञासा एवं क्रीड़ा कैसे कभी - कभी उन्हें कठिन जोखिम पूर्ण निर्णायक मोड़ पर ला खड़ा करती है।</li> </ul>
पाठ- १२- ' शुक्रतारे के समान' (स्पर्श)	<ul style="list-style-type: none"> <li>कोई भी महान व्यक्ति, महान तम कार्य तभी करपाता है, जब उसके साथ ऐसे सहयोगी हों जो उसकी तमा मर्चिंताओं और उलझनों को अपने सिरले लें।</li> </ul>
पाठ - १५-' गीत-अगीत' (स्पर्श)	<ul style="list-style-type: none"> <li>प्रकृति के सौंदर्य के अति रिक्तजीव-जंतुओंकेममत्व, मानवीय राग और प्रेम भाव का भी सजीव चित्रण है।</li> </ul>
पाठ - १६-' कल्लू कुम्हार की उनाकोटी' ( संचयन)	<ul style="list-style-type: none"> <li>कल्लूकुम्हारकीउनाकोटी</li> <li>किं वदंतियों के अनुसार, भगवान शिव ने काशीजाते समय इसी स्थान पर एक रात बिताईथी । उनकेसाथ 9999999 देवी-देवताथे, जोएककरोड़सेएककमहै, इस लिए नाम उनाकोटि पड़ा, जिसका अर्थ है एक करोड़ से एक कम</li> </ul>

Name of the Chapter	Learning Outcomes
पाठ - १७-' मेराछोटासानिजीपुस्तकालय'	<ul style="list-style-type: none"> <li>पुस्तकों के प्रति प्रेम एवंलगाव बनाए रखना चाहिए।</li> <li>पुस्तकों को नष्ट होने सेबचाना चाहिए।</li> <li>पुस्तकों को फाड़नाया जलाना नहीं चाहिए।</li> <li>पुस्तकों केपृष्ठों पर अश्लीलबातें नहीं लिखनी चाहिए।</li> </ul>
पाठ - १८-' अग्निपथ'	<ul style="list-style-type: none"> <li>बालकों की रुचियों का विकास करना।</li> <li>अच्छी आदतों को विकसित करना।</li> <li>विचार शक्ति का विकास करना।</li> <li>सामाजिक दृष्टिकोण को विकसित करना।</li> <li>जीवन एक संघर्ष के समान है, जिसे कवि अग्निपथ मानता है। इस मार्ग पर आत्मविश्वास के साथ मनुष्य को आगे बढ़ना है। किसी के सहारे की इच्छा नहीं करनी चाहिए। इस मार्ग पर कदम-कदम पर चुनौतियों और कष्टों से सामना होता है।</li> </ul>
पाठ -१९-' नएइलाकेमें/ 'खुशबूरचतेहाथ'	<ul style="list-style-type: none"> <li>जीवन में कुछ भी स्थायी नहीं होता अर्थात कोई भी वस्तु या जीव हमेशा के लिए नहीं रहते।</li> <li>दुनिया की सारी खुशबू उन गलियों में बनती है जहाँ दुनिया भर की गंदगी समाई होती है</li> <li>इस पल-पल बनती और बिगड़ती दुनिया में किसी की भी यादों के भरोसे नहीं जिया जा सकता।</li> <li>दूसरों के लिए खुशबू बनाने वाले खुद न जाने कितनी और कैसी तकलीफों का सामना करते हैं।</li> </ul>

## Subject - Odia

**Prescribed Books:**वाहिन्य धारा, माधनक ब्याकरण (नकन ६गुण)

**Publication** : माधनक शिखा पब्लिशर, उडुगुणा

### A. Blueprint

i. Periodic Assessment 1 -

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTION
ब्याकरण- भ्रुवणगुणधन	अतिशुशुभु प्रगु	1 x 5 = 5	5
वाहिन्य घरलार्थ	दार्दुभुभु मूलक प्रगु (घरलार्थ)	1 x 5 = 5	5
घा०- २ : बरुभु उकुल कनन	शुशुभु उभुभु मूलक प्रगु	2 x 2 = 4	4
घा०- १ : कलुधुगु अनल बशुभु	(कविता शुवु प्रबुष बिभुगु)	1 x 6 = 6	6
घा०- ५ : कलुधु कलुधु	बशुभुभु प्रगु		
घुशुशुभु			१०

CHANGING YOUR TOMORROW

ii. Mid Term/Half-yearly Examination –

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTION	FULL MARKS
ବିଭାଗ-କ : ଅଜଣା ଅନୁଚ୍ଛେଦ (୧୩୦ରୁ ୧୫୦ ଶବ୍ଦ ମଧ୍ୟରେ)	ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ	5	5 x 2	10
ବିଭାଗ-ଖ : ରଚନା (୩ଟିରୁ ୧ଟି) ସମ୍ପାଦକଙ୍କ ପତ୍ର (୨ଟି ୧ଟି)	ଦୀର୍ଘଉତ୍ତର ମୂଳକ	4	1 x 6 1 x 6	12
ବିଭାଗ-ଗ : ବ୍ୟାକରଣ	ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ	ସନ୍ଧି – ୪ ସମାସ (ଦ୍ୱନ୍ଦ୍ୱ, ଦ୍ୱିଗୁ) – ୪ ଭ୍ରମସଂଶୋଧନ – ୩ ଉପସର୍ଗ (ପ୍ରଥମ ୫ଟି) – ୩	1 x 3 1 x 3 1 x 2 1 x 2	10
ବିଭାଗ-ଘ : ସାହିତ୍ୟ	ସଂକ୍ଷିପ୍ତ ଏବଂ ଦୀର୍ଘ ଉତ୍ତରମୂଳକ	ସରଳାର୍ଥ – ପ୍ରବନ୍ଧ ସଂକ୍ଷିପ୍ତ ଉତ୍ତର (ଗଦ୍ୟ) ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ (୧୦ଟିରୁ ୧୦ଟି) ପଦ୍ୟ (ସରଳାର୍ଥ) ସଂକ୍ଷିପ୍ତ ଉତ୍ତର (ପଦ୍ୟ) ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ (୧୦ଟିରୁ ୧୦ଟି) ଗଳ୍ପ ଏକାଙ୍କିକା (୫ଟିରୁ ୩ଟି)	(1 x 5 = 5) (3 x 2 = 6) (1 x 10 = 10) (1 x 5 = 5) (3 x 2 = 6) (1 x 10 = 10) (3 x 2 = 6)	48
<b>ପୂର୍ଣ୍ଣସଂଖ୍ୟା</b>				<b>୮୦</b>

iii. Periodic Assessment 2 -

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTION
ବ୍ୟାକରଣ- ଭ୍ରମସଂଶୋଧନ	ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ	1 x 5 = 5	5
ସାହିତ୍ୟ ସରଳାର୍ଥ	ଦୀର୍ଘଉତ୍ତର ମୂଳକ ପ୍ରଶ୍ନ (ସରଳାର୍ଥ)	1 x 5 = 5	5
ପାଠ-୫ : ମଣିଷ ଭାଇ	ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ମୂଳକ ପ୍ରଶ୍ନ	2 x 2 = 4	4
ପାଠ-୧୧ : ବାମନର ହାତ	(କବିତା ଏବଂ ପ୍ରବନ୍ଧ ବିଭାଗରୁ)	1 x 6 = 6	6
ପାଠ-୯ : ଜାତୀୟ ଜୀବନ	ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ		
<b>ପୂର୍ଣ୍ଣସଂଖ୍ୟା</b>			<b>୨୦</b>

iv. Annual Examination -

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTION	FULL MARKS
ବିଭାଗ-କ : ଅଜଣା ଅନୁଚ୍ଛେଦ (୧୩୦ରୁ ୧୫୦ ଶବ୍ଦ ମଧ୍ୟରେ)	ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ	5	5 x 2	10

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	MARKS OF EACH QUESTION	FULL MARKS
ବିଭାଗ-ଖ : ରଚନା (୩ଟିରୁ ୧ଟି) ସମ୍ପାଦକଙ୍କ ପତ୍ର (୨ଟି ୧ଟି)	ଦୀର୍ଘଉତ୍ତର ମୂଳକ	4	1 x 6 1 x 6	12
ବିଭାଗ-ଗ : ବ୍ୟାକରଣ	ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ	ସନ୍ଧି – ୪ ସମାସ (ଦ୍ୱନ୍ଦ୍ୱ, ଦ୍ୱିଗୁ) – ୪ ଭ୍ରମସଂଶୋଧନ – ୩ ଉପସର୍ଗ (ପ୍ରଥମ ୫ଟି) – ୩	1 x 3 1 x 3 1 x 2 1 x 2	10
ବିଭାଗ-ଘ : ସାହିତ୍ୟ	ସଂକ୍ଷିପ୍ତ ଏବଂ ଦୀର୍ଘ ଉତ୍ତରମୂଳକ	ସରଳାର୍ଥ – ପ୍ରବନ୍ଧ ସଂକ୍ଷିପ୍ତ ଉତ୍ତର (ଗଦ୍ୟ) ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ (୧୦ଟିରୁ ୧୦ଟି) ପଦ୍ୟ (ସରଳାର୍ଥ) ସଂକ୍ଷିପ୍ତ ଉତ୍ତର (ପଦ୍ୟ) ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ (୧୦ଟିରୁ ୧୦ଟି) ଗଳ୍ପ ଏକାଙ୍କିକା (୫ଟିରୁ ୩ଟି)	(1 x 5 = 5) (3 x 2 = 6) (1 x 10 = 10) (1 x 5 = 5) (3 x 2 = 6) (1 x 10 = 10) (3 x 2 = 6)	48
<b>ପୂର୍ଣ୍ଣସଂଖ୍ୟା</b>				<b>୮୦</b>

## B. Learning Outcomes

Name of the Chapter	Learning Outcomes
ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ	<ul style="list-style-type: none"> <li>ଜାତୀୟତାବାଦୀ ଚେତନା ଓ ଦେଶାତ୍ମବୋଧ ଭାବନା ଛାତ୍ରଛାତ୍ରୀ ମାନଙ୍କ ମଧ୍ୟରେ ଜାଗ୍ରତ ହେବ ।</li> </ul>
କାହାମୁଖ ଅନାଇ ବଞ୍ଚିବି	<ul style="list-style-type: none"> <li>ମା'ର ସ୍ନେହ ସମ୍ପର୍କରେ ଜାଣିବେ ।</li> <li>ସଙ୍ଗୀତର ରାଗ ରାଗିଣୀ ସମ୍ପର୍କରେ ଜାଣିବେ। ସଙ୍ଗୀତର ବିଚ୍ଛେଦ ମା' ପାଇଁ ଆଶଙ୍କା ଆଣି ଦେଇଥାଏ ।</li> <li>ପ୍ରାଚୀନ ସାହିତ୍ୟ ବିଷୟରେ ଅବଗତ ହେବେ ।</li> </ul>
ପଦ୍ମ	<ul style="list-style-type: none"> <li>ଏକାଗ୍ରତା ହିଁ ସଫଳତାର ଚାବି କାଠି ।</li> <li>ପ୍ରତିକୂଳ ପରିସ୍ଥିତିକୁ ଅନୁକୂଳ ପରିସ୍ଥିତିକୁ ବଦଳାଇବାର କଳା ଶିକ୍ଷା କରିବେ ।</li> <li>ଜାତୀୟ ପୁଷ୍ପ ପଦ୍ମ ମାଧ୍ୟମରେ ସୌନ୍ଦର୍ଯ୍ୟ ବୋଧ ସହିତ ଇଶ୍ୱରାନୁଭୂତିକୁ ଅନୁଭବ କରିବା ଶିଖିବେ ।</li> </ul>
ମଣିଷ ଭାଇ	<ul style="list-style-type: none"> <li>ମନୁଷ୍ୟ ହେଉଛି ଅମୃତର ସଙ୍ଗୀତ, ସୃଷ୍ଟିର ଏକ ଅନବଦ୍ୟ ସୃଷ୍ଟି ଜାଣି ଛାତ୍ର ଅବସ୍ଥାରୁ ତାକୁ ଅନୁସରଣ କରିବା ଶିଖିବେ ।</li> <li>ପ୍ରତିକୂଳ ପରିସ୍ଥିତିରେ ମାଟିର ମଣିଷ 'ମଣିଷ' ପରି ବଞ୍ଚିବା ଶିଖିବେ । ଅସମ୍ଭବକୁ</li> </ul>

Name of the Chapter	Learning Outcomes
	<p>ସମ୍ଭବ କରିବା ପାଇଁ ପ୍ରୟାସ କରିବେ ।</p> <ul style="list-style-type: none"> <li>ମୃତ୍ୟୁ ସତ୍ୟ ଜାଣି ମଧ୍ୟ ତାକୁ ଭୟ କରିବେ ନାହିଁ ବରଂ କର୍ମ କରି ମୃତ୍ୟୁକୁ ହରାଇବାକୁ ଚେଷ୍ଟା କରିବେ ।</li> </ul>
ଗୋପ ପ୍ରୟାଣ	<ul style="list-style-type: none"> <li>‘ମାନବ ଜୀବନ ନୁହେଁ କେବଳ ବର୍ଷ ମାସ ଦିନ ଦଣ୍ଡ, କର୍ମେ ଯିଏ ନର କର୍ମ ଏକା ତା’ର ଜୀବନର ମାନଦଣ୍ଡ’ ଏକଥା ଶିଖି ଆଗକୁ ବଢ଼ିବା ଶିଖିବେ ।</li> <li>ବୀର ଜୀବନରେ ଥରେ ମରେ ।</li> <li>ପୂଜ୍ୟପୂଜା ପରମ୍ପରା ଓ ଜାତୀୟତା ବୋଧରେ ଅନୁପ୍ରାଣିତ ହେବା ।</li> <li>‘ମାନବ ସେବା ହିଁ ମାଧବ ସେବା’ ଏହାକୁ ଉପଲକ୍ଷି କରି ସେବା ମନୋବୃତ୍ତି ପରାୟଣ ହେବେ ।</li> </ul>
ମାଟିର ମଣିଷ	<ul style="list-style-type: none"> <li>ଶିଳ୍ପ ସଭ୍ୟତାଭିମୁଖୀ ମଣିଷ ମାଟି ମନସ୍କ ହେବା ଶିଖିବେ । ମାଟିକୁ ଭଲ ପାଇବେ ।</li> </ul>
ଜାତୀୟ ଜୀବନ	<ul style="list-style-type: none"> <li>ଜାତୀୟ ଜୀବନ ଓ ମାନବର ବ୍ୟକ୍ତିଗତ ଜୀବନ ମଧ୍ୟରେ ଥିବା ସମ୍ପର୍କ ବିଷୟରେ ଜାଣି ନିଜକୁ ଜାତୀୟତା ସ୍ରୋତରେ ସାମିଲ କରିବେ ।</li> </ul>
ଭାଷା ଓ ଜାତୀୟତା	<ul style="list-style-type: none"> <li>ଜାତୀୟତାବ ଉଦ୍ଦେଶ୍ୟରେ ଭାଷାର ଭୂମିକା ଗୁରୁତ୍ୱ ସମ୍ପର୍କରେ ଜାଣି ଭାଷାର ଏକତା କିପରି ଭାବର ଏକତା କରିବାରେ ସହାୟକ ତାହା ଜାଣି ଜୀବନ କ୍ଷେତ୍ରରେ ଆଗେଇବେ ।</li> </ul>
ବାମନର ହାତ ଓ ଆକାଶର ଚନ୍ଦ୍ର	<ul style="list-style-type: none"> <li>ପୂର୍ବର ଶିକ୍ଷା ପଦ୍ଧତି ବିଷୟରେ ଜାଣିବେ ।</li> <li>ଚେଷ୍ଟା ଏକାଗ୍ରତା ବଳରେ ଅସାଧ୍ୟକୁ ମଧ୍ୟ ସାଧନ କରିହେବ । ଶିକ୍ଷା କରିବେ ।</li> </ul>
ପ୍ରକୃତ ବନ୍ଧୁ	<ul style="list-style-type: none"> <li>ପ୍ରକୃତ ବନ୍ଧୁର ସଂଜ୍ଞା ବିଷୟରେ ଜାଣିବେ ।</li> <li>‘ଭଗବାନ ହିଁ ପ୍ରକୃତ ବନ୍ଧୁ’ ଏ ବିଷୟରେ ଜାଣିବେ ।</li> <li>ଅପ୍ରକୃତ ବନ୍ଧୁ ଠାରୁ ସର୍ବଦା ଦୂରରେ ରହିବେ ।</li> </ul>
ସମୂହ ଦୃଷ୍ଟି	<ul style="list-style-type: none"> <li>ଯେକୌଣସି ବିଚାରଧାରୀ ବା ଯୋଜନାକୁ ସମୂହ ଦୃଷ୍ଟିରେ ରଖି କାର୍ଯ୍ୟ କରାଗଲେ ତାର ସୁଫଳ ସମଗ୍ର ସମାଜ ଲାଭ କରିଥାଏ ବୋଲି ଜାଣିବେ ।</li> <li>କର୍ମଯୋଗ ବିଷୟରେ ଜାଣିବେ ।</li> </ul>
ବୁଢ଼ା ଶଙ୍ଖାରି	<ul style="list-style-type: none"> <li>ରକ୍ତ ସମ୍ପର୍କ ନଥାଇ ମଧ୍ୟ କିପରି ଅନାବିଳ ବାସଲ୍ୟ ପ୍ରେମର ମହାନତା ପ୍ରଦର୍ଶନ କରିହେବ ତାହା ଶିକ୍ଷା କରି ଜୀବନରେ ଆଗକୁ ବଢ଼ିବେ ।</li> <li>ଗନ୍ଧ ଲିଖନର ଶୈଳୀ ଅବଲମ୍ବନରେ ଗନ୍ଧ ଲେଖିବା ଶିକ୍ଷା କରିବେ । ବିଭିନ୍ନ ରସ ସମ୍ପର୍କରେ ଜାଣିବେ ।</li> </ul>
ପତାକା ଉତ୍ତୋଳନ	<ul style="list-style-type: none"> <li>ସ୍ୱାଧୀନତା ମଣିଷର ଜନ୍ମଗତ ଅଧିକାର -ଏହି ଉକ୍ତିକୁ ଉପଲକ୍ଷି କରିବେ । ସ୍ୱାଧୀନଚେତା ହେବେ ।</li> </ul>

Name of the Chapter	Learning Outcomes
	<ul style="list-style-type: none"> <li>ଦେଶକୁ ଭଲ ପାଇବେ ।</li> <li>ଦେଶପାଇଁ ପ୍ରାଣୋତ୍ସର୍ଗ କରିବାକୁ ପଛାଇବେ ନାହିଁ ।</li> <li>ମା' ଓ ମାତୃଭୂମିର ସେବା କରିବାକୁ ଆଗଭର ହେବେ ।</li> </ul>
ଲକ୍ଷ୍ମୀର ଅଭିସାର	<ul style="list-style-type: none"> <li>ଛୋଟ ପିଲାର ସରଳ ବିଶ୍ୱାସର ପରିଚୟ ପାଇବେ ।</li> <li>ବାସଲ୍ୟ ମମତା ଦ୍ୱାରା ପିଲାମାନଙ୍କର ହୃଦୟକୁ ଜିଣି ହୁଏ ।</li> <li>ବୃଥା ଭୟ ପିଲାମାନଙ୍କ ମନରେ ଆଣିବା ଉଚିତ ନୁହେଁ ।</li> <li>ସମାଜରେ ବାସ କରିଥିବା ଲାଜୁଆ ମିଛୁଆଙ୍କ ବିଷୟରେ ଜାଣିବେ ।</li> <li>ଲେଖକଙ୍କ ବିଷୟରେ ଜାଣିବା ସହିତ ବିଭିନ୍ନ ପୁରସ୍କାର/ସମ୍ମାନ ବିଷୟରେ ଅବଗତ ହେବେ ।</li> </ul>
ଦଳବେହେରା	<ul style="list-style-type: none"> <li>ସଂଗ୍ରାମୀ ମଣିଷଙ୍କ ବିଷୟରେ ଜାଣି ସେମାନଙ୍କର ବଳିଦାନ ବିଷୟରେ ଜାଣିବେ ।</li> <li>ସ୍ୱାର୍ଥ ତ୍ୟାଗ ହିଁ ମଣିଷକୁ ଜୀବନ୍ତ କରି ରଖେ ।</li> </ul>

## Subject - Sanskrit

### Prescribed Books:

1. ମନିକା (भाग- १ )संशोधितसंस्करणम्(NCERT Publication)
2. व्याकरणवीथि: (अतिरिक्तपठनार्थम्)(NCERT Publication)

### Reference Book:

सरस्वतीमणिकासंस्कृतव्याकरण (कक्षा-नवमी)(Saraswati Publishing House)

### A. Blueprint

#### i. Periodic Assessment 1 -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
अपठित अनुच्छेद	5	0	0	0	5
व्याकरण - सन्धि:	5	0	0	0	5
पठित अबोधनम्	10	0	0	0	10
<b>Q(M)</b>	<b>20(1)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>

ii. Mid Term/Half-Yearly Examination -

**प्रश्नपत्र-प्रारूपम् /संरचना**  
**कक्षा – नवमी (2022-23)**  
**संस्कृतम् (सम्प्रेषणात्मकम्) कोड सङ्ख्या - 119**

प्रश्नप्रकारः	प्रश्नानां सङ्ख्या	विभाग-सङ्ख्या	प्रतिप्रश्नम् अङ्कभारः	आहत्याङ्काः
बहुविकल्पात्मकाः 1 अङ्कः	3+4+4+4+3+4=22	6	1	22
अति-लघूत्तरात्मकाः ½ अङ्कः	2+2+2=6	3	½	3
अति-लघूत्तरात्मकाः 1 अङ्कः	2=2	1	1	2
निबन्धात्मकः ½ अङ्कः (रिक्तस्थानपूर्तिमाध्यमेन)	10+10+4+8 =32	4	½	16
दीर्घोत्तरात्मकाः 1 अङ्कः	5+2+2+2+5=16	5	1	16
दीर्घोत्तरात्मकाः 2 अङ्कौ	2=2	1	2	4
लघूत्तरात्मकाः ½ अङ्कः	4+4+4=12	3	½	6
लघूत्तरात्मकाः 1 अङ्कः	2+2+2+1+4=11	5	1	11
			<b>आहत्याङ्काः</b>	<b>80</b>

iii. Periodic Assessment 2 -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
चित्रलिखनम्	5	0	0	0	5
व्याकरण - संख्या, शब्दरूप	5	0	0	0	5
पठित अबोधनम्	10	0	0	0	10
<b>Q(M)</b>	<b>20(1)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>

iv. Annual Examination -

**प्रश्नपत्र-प्रारूपम् /संरचना**  
**कक्षा – नवमी (2022-23)**  
**संस्कृतम् (सम्प्रेषणात्मकम्) कोड सङ्ख्या - 119**

प्रश्नप्रकारः	प्रश्नानां सङ्ख्या	विभाग-सङ्ख्या	प्रतिप्रश्नम् अङ्कभारः	आहत्याङ्काः
बहुविकल्पात्मकाः 1 अङ्कः	3+4+4+4+3+4=22	6	1	22
अति-लघूत्तरात्मकाः ½ अङ्कः	2+2+2=6	3	½	3
अति-लघूत्तरात्मकाः 1 अङ्कः	2=2	1	1	2
निबन्धात्मकः ½ अङ्कः (रिक्तस्थानपूर्तिमाध्यमेन)	10+10+4+8 =32	4	½	16
दीर्घोत्तरात्मकाः 1 अङ्कः	5+2+2+2+5=16	5	1	16
दीर्घोत्तरात्मकाः 2 अङ्कौ	2=2	1	2	4
लघूत्तरात्मकाः ½ अङ्कः	4+4+4=12	3	½	6
लघूत्तरात्मकाः 1 अङ्कः	2+2+2+1+4=11	5	1	11
			<b>आहत्याङ्काः</b>	<b>80</b>

**B.Learning Outcomes**

Name of the Chapter	Learning Outcomes
Chapter-1: अविवेकः परमापदां पदम्	<ul style="list-style-type: none"> <li>कार्याणि विचिन्त्य करणीयम् न तु सहसा इति छात्राः जानन्ति। क्षिप्रमक्रियमाणस्य रसं कालः पिवति इति छात्राः जानन्ति।</li> <li>विद्यार्थिनः सरलसंस्कृतभाषया कक्षोपयोगिनि वाक्यानि वक्तुं समर्थाः सन्ति।</li> <li>जन्तवः (नकुलादयः) कदापि स्वार्थपराः न भवन्ति।</li> <li>सम्पदः तं पुरुषमेव वृण्वन्ति यः विचिन्त्य कार्यं करोति।</li> </ul>
Chapter-2: पाथेयम्	<ul style="list-style-type: none"> <li>छात्राः संस्कृतश्लोकान् उचितबलघातपूर्वकं छन्दानुगुणं च उच्चारयन्ति।</li> <li>छात्राः नीतिशास्त्राणि ज्ञातुं पारयन्ति।</li> <li>छात्राः श्लोकान्वयं कर्तुं समर्थाः सन्ति।</li> <li>सत्पुरुषाः समृद्धिः अनुद्धताः भवन्ति।</li> </ul>

**CHANGING YOUR TOMORROW**



Name of the Chapter	Learning Outcomes
Chapter-3: विजयतां स्वदेशः	<ul style="list-style-type: none"> <li>सदैव देशप्रेमी भवितव्यम् इति छात्राः जानन्ति ।</li> <li>देशस्य कृते त्यागं करणीयम् इति छात्राणां ज्ञानं भवति ।</li> <li>छात्राः महाराणाप्रतापस्य आदर्शतां अनुकुर्वन्ति ।</li> <li>संस्कृतनाट्याशांनां सम्बादानां च उचितोच्चारणं कुर्वन्ति ।</li> </ul>
Chapter- 4: विद्यया भान्ति सद्गुणाः	<ul style="list-style-type: none"> <li>छात्राः विद्यायाः महत्त्वं ज्ञातुं शक्नुवन्ति ।</li> <li>सुकुमार-बुद्धि-चपल-बालाः तदुक्तसंस्कारान् उत्पादयितुं समर्थाः सन्ति ।</li> <li>छात्राः नीतिशास्त्राणि ज्ञातुं पारयन्ति ।</li> <li>छात्राः श्लोकान्वयं कर्तुं समर्थाः सन्ति ।</li> <li>बालाः पशुपक्षीणां मनोरञ्जकाभिः प्रेरणाप्रदाभिः च कथाभिः स्वजीवनशैलीं परिवर्तयन्ति ।</li> </ul>
Chapter-5: कर्मणा याति संसिद्धिम्	<ul style="list-style-type: none"> <li>छात्राः कर्मणि एव विश्वसिन्ति ।</li> <li>स्ववृत्तिः स्वधर्मः इति मन्यन्ते ।</li> <li>नारीणां कृते भर्तुः सेवा उत्तमा इति छात्राः जानन्ति ।</li> <li>ज्ञानविघ्नः अहङ्कारः इति सर्वे अनुभवन्ति ।</li> </ul>
Chapter-6: तत् त्वम् असि	<ul style="list-style-type: none"> <li>छात्राः उपनिषदां महत्त्वं जानन्ति ।</li> <li>कथं लौकिकोदाहरणेन सरलतया आत्मतत्त्वस्य रहस्यं उद्घाटितं भवति, तद्विषये छात्राः ज्ञातुं पारयन्ति ।</li> <li>छात्राणां वटवृक्षविषये सम्यक् ज्ञानं भवति ।</li> </ul>
Chapter-7: तरवे नमः अस्तु	<ul style="list-style-type: none"> <li>छात्राणां अनेकवृक्षाणां विषये सम्यक् ज्ञानं भवति ।</li> <li>वृक्षाणां सेवा कदापि व्यर्था न भवति ।</li> <li>छात्राः वृक्षारोपणं कर्तुं प्रभवन्ति ।</li> <li>परोपकाराय पुण्याय पापायपरपीडनाय इति विद्यार्थिनः अनुभवन्ति ।</li> <li>छात्राः नीतिशास्त्राणि ज्ञातुं पारयन्ति ।</li> <li>छात्राः श्लोकान्वयं कर्तुं समर्थाः सन्ति ।</li> </ul>
Chapter-8: न धर्मवृद्धेषु वयः समीक्ष्यते	<ul style="list-style-type: none"> <li>छात्राः पुराणविषये ज्ञातुं समर्थाः सन्ति ।</li> <li>धर्मवृद्धेषु वयः न समीक्ष्यते इति छात्राणां ज्ञानं भवति ।</li> <li>शरीरापेक्षया आत्मनः उपरि अवधानं दातव्यम् ।</li> <li>मिथ्याज्ञानगर्वितान् पण्डितापेक्षया विशेषज्ञानयुक्तपण्डितानां महत्त्वं दरीदृश्यते ।</li> </ul>

Name of the Chapter	Learning Outcomes
Chapter-9: कवयामि वयामि यामि	<ul style="list-style-type: none"> <li>संस्कृतनाट्याशांनां सम्बादानां च उचितोच्चारणं कुर्वन्ति तथैव नाटकस्य भावानुगुणं शारीरिकक्रियाकलापान् प्रदर्शयन्ति।</li> <li>राज्ञः चरित्रं कीदृशं भवेत्, तद्विषये छात्राः जानन्ति।</li> <li>तन्तुवायः यथा सर्वेषु कार्येषु निपुणः आसीत्, तथैव छात्राः भविष्यन्ति। क्रीडामाध्यमेन पाठनीयम्।</li> <li>छात्राः यथा यामिताः न भवन्ति, तथा पाठनीयम्।</li> <li>नाटकादिनां पाठनं यथासम्भवं प्रत्यक्षविधिना एव पाठनीयम्।</li> </ul>

## Subject - FRENCH

**Prescribed Book:** Entre Jeunes 1

**Publisher:** CBSE

### A. Blueprint

i. Periodic Assessment 1 -

Chapters	Mark Distribution				
	1 Mark	2 Marks	5 Marks	10 Marks	Total
Ch- 1 La Famille	5	0	1	0	10
Ch- 2 Au Lycée	0	0	0	1	10
<b>Q(M)</b>	<b>5(1)</b>	<b>0</b>	<b>1(5)</b>	<b>1(10)</b>	<b>20</b>

ii. Mid Term/Half-Yearly Examination -

Chapters	Mark Distribution				
	1 Mark	2 Marks	5 Marks	10 Marks	Total
Ch- 1 La Famille	6	0	0	0	6
Ch- 2 Au Lycée	6	1	0	0	8
Ch- 3 Une journée de Pauline	7	1	1	0	14
Ch- 4 Les Saisons	7	1	0	1	19
Ch- 5 Les Voyageurs	7	1	1	0	14
Ch- 6 Les Loisirs et Les Sports	7	1	0	1	19
<b>TOTAL</b>	<b>40(1)</b>	<b>5(2)</b>	<b>2(5)</b>	<b>2(10)</b>	<b>80</b>

### iii. Periodic Assessment 2 -

Chapters	Mark Distribution				
	1 Mark	2 Marks	5 Marks	10 Marks	Total
Ch- 7 L'argent de poche	2	2	1	0	11
Ch-8 Faire des achats	3	3	0	0	9
<b>TOTAL</b>	<b>5(1)</b>	<b>5(2)</b>	<b>1(5)</b>	<b>0</b>	<b>20</b>

### iv. Annual Examination -

Chapters	Mark Distribution				
	1 Mark	2 Marks	5 Marks	10 Marks	Total
Ch- 1 La Famille	4	1	0	0	6
Ch- 2 Au Lycée	4	1	0	0	6
Ch- 3 Une journée de Pauline	4	1	0	0	6
Ch- 4 Les Saisons	6	0	0	0	6
Ch- 5 Les Voyageurs	6	1	0	0	8
Ch- 6 Les Loisirs et Les Sports	6	1	0	0	8
Ch- 7 L'argent de poche	6	0	1	1	20
Ch-8 Faire des achats	4	0	1	1	20
<b>TOTAL</b>	<b>40(1)</b>	<b>5(2)</b>	<b>2(5)</b>	<b>2(10)</b>	<b>80</b>

## B. Learning Outcomes

Name of the Chapter	Learning Outcomes
Ch- 1 La Famille	<ul style="list-style-type: none"> <li>Les étudiants pourront parler de famille et dire à membres de famille</li> </ul>
Ch- 2 Au Lycée	<ul style="list-style-type: none"> <li>Les étudiants pourront parler à l'école leurs activités aussi les sujets ils apprennent dans l'école</li> </ul>
Ch- 3 Une journée de Pauline	<ul style="list-style-type: none"> <li>Les étudiants pourront parler des activités quotidiennes et des repas français, dire l'heure et exprimer l'ordre.</li> </ul>
Ch- 4 Les Saisons	<ul style="list-style-type: none"> <li>Les étudiants pourront utiliser futur simple, futur proche et impératif.</li> </ul>

Name of the Chapter	Learning Outcomes
Ch- 5 Les Voyageurs	<ul style="list-style-type: none"> <li>Les étudiants pourront poser des questions, décrire des habitudes au passé et écrire une carte postale.</li> </ul>
Ch- 6 Les Loisirs et Les Sports	<ul style="list-style-type: none"> <li>Les étudiants pourront dire leurs loisirs et quels sports ils préfèrent.</li> </ul>
Ch- 7 L'argent de poche	<ul style="list-style-type: none"> <li>Les étudiants pourront dire son intention et parler de l'argent de poche. Comment ils gagnent/dépenser leur argent de poche.</li> </ul>
Ch-8 Faire des achats	<ul style="list-style-type: none"> <li>Les étudiants pourront exprimer son point de vue.</li> </ul>

## Subject – H. Bengali

### A. Blueprint

#### i. Periodic Assessment 1 -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
বোধ পরীক্ষন (Comprehension)	৫	-	-	-	৫
খয়ো, ছুটি	৪	-	১	১	১১
সন্ধা	-	২	-	-	৪
	৯	৪	৩	৪	২০

#### ii. Mid Term Examination -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
বোধ পরীক্ষন (Comprehension)	১০	-	-	-	১০
সাহিত্য সঞ্চয়ন (ইলিয়াস, এই জীবন, চর্চা) সঠিক উত্তরটি বেছে লখো	১০	-	-	-	১০
ব্যাকরণ (বাক্য পরিবর্তন, সমাস)	১৪	৩	-	-	২০

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
আম আঁটির ভূঁপে	৬	-	২	-	১২
সাহিত্য সঞ্চয়ন (ইলিয়াস, এইজীবন, চর্চি) বর্ণনা মূলক প্রশ্ন	-	-	৪	৩	২৪
প্রতবিদেন	-	-	-	১	৪
	৪০	৬	১৮	১৬	৮০

iii. Periodic Assessment 2 -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
বোধ পরীক্ষন (Comprehension)	৫	-	-	-	৫
ব্যথার বাঁশি	৪	-	-	১	৮
আম আঁটির ভূঁপে	-	-	১	-	৩
অশুদ্ধি সংশোধন	৪	-	-	-	৪
	১৩		৩	৪	২০

iv. Annual Examination -

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks	Total
বোধ পরীক্ষন (Comprehension)	১৫	-	-	-	-	১৫
প্রতবিদেন	-	-	-	-	১	৫
বজ্রপ্তি	-	-	-	-	১	৫
ব্যাকরণ (সম্পূর্ণ অংশ)	২০	-	-	-	-	২০
সাহিত্য সঞ্চয়ন (সম্পূর্ণ অংশ)	৫	-	-	-	৪	২৫
আম আঁটির ভূঁপে (প্রথম থেকে ষোড়শ অধ্যায়)	৫	-	-	-	১	১০
	৪৫				৩৫	৮০

## B. Learning Outcomes

Name of the Chapter	Learning Outcomes
୧। ସ୍ୱରସନ୍ଧି	ଶବ୍ଦ ସଠିକି ଭାବେ ଉଚ୍ଚାରଣ କରତେ ଏବଂ ସନ୍ଧିର ଫଳେ ଶବ୍ଦରେ ଶ୍ରୁତିମାଧୁର୍ୟ ବୃଦ୍ଧି ପାଏ।
୨। ଥୟୋ	ଜୀବନ ଓ ମୃତ୍ୟୁର ପ୍ରତୀକ ସମ୍ବନ୍ଧେ ଅବଗତ ହବେ।
୩। ଛୁଟି	ଜୀବନ ଥକେ ଚୀରତର ଛୁଟିର ମର୍ମାନ୍ତକି ଅଭିଜ୍ଞତା ସମ୍ବନ୍ଧେ ଅବଗତ ହବେ।
୪। ବାକ୍ୟ ପରିବର୍ତ୍ତନ	କିଛି ନିୟମ ବା ଶର୍ତ୍ତରେ ମାଧ୍ୟମେ ଏକ ଧରଣର ବାକ୍ୟକୁ ଅନ୍ୟ ଧରଣର ବାକ୍ୟେ ପରିବର୍ତ୍ତନ କରାର କୌଶଳ ସମ୍ବନ୍ଧେ ଅବଗତ ହବେ।
୫। ଇଲିୟାସ	ମାନୁଷରେ ଜୀବନରେ ନାନା ପରିବର୍ତ୍ତନ ସମ୍ବନ୍ଧେ ଅବଗତ ହବେ।
୬। ଏହି ଜୀବନ	ମାନୁଷ ସଜେ ବଢ଼େ ଥାକାର ଥକେ ପ୍ରକୃତ ମାନୁଷରେ ମତେ ବାଞ୍ଚାର ମାହାତ୍ତ୍ୱ ସମ୍ବନ୍ଧେ ଅବଗତ ହବେ।
୭। ପ୍ରତିବିଦେନ	କେନୋ ଏକଟା ଘଟଣା ଘଟେ ଗଢ଼େ ସେଟାକେ ସଂବାଦ ପତ୍ରରେ ଆକାରେ ପ୍ରକାଶ କରାର ଧରଣ ସମ୍ବନ୍ଧେ ଅବଗତ ହବେ।
୮। ଚର୍ଚ୍ଚି	ଭାରତରେ ସାମାଜିକ ଉନ୍ନୟନରେ କ୍ଷେତ୍ରରେ ସ୍ୱାମୀଜରି ପଦକ୍ଷେପ ସମ୍ବନ୍ଧେ ଅବଗତ ହବେ।
୯। ସମାସ	ବାକ୍ୟକୁ ସଂକ୍ଷିପ୍ତକରଣ ଏବଂ ଏକାଧିକ ପଦକୁ ଏକଟା ପଦେ ରୂପାନ୍ତରଣ କରେ ବ୍ୟାକରଣରେ ସୌନ୍ଦର୍ଯ୍ୟ ବୃଦ୍ଧି କରା ।
୧୦। ବ୍ୟାଥାର ବାଞ୍ଚି	କିଛି ବ୍ୟାଥା ମୁଖେ ପ୍ରକାଶ କରା ଯାଏ ନା ତା ବାଞ୍ଚିର ସୁରରେ ମାଧ୍ୟମେ ପ୍ରକାଶ କରାର ଅଭିଜ୍ଞତା ସମ୍ବନ୍ଧେ ଅବଗତ ହବେ।
୧୧। ବିଜ୍ଞପ୍ତି	କେନୋ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ବିଷୟ ବିଜ୍ଞପ୍ତି ଆକାରେ ପ୍ରକାଶ କରତେ ଶିଖିବେ।
୧୨। ଅଶୁଦ୍ଧି ସଂଶୋଧନ	ବାକ୍ୟରେ ଅଶୁଦ୍ଧି ସଂଶୋଧନ କରେ ବାକ୍ୟକୁ ସଠିକି ଭାବେ ଲିଖିତେ ପାରବେ।
୧୩। ଦାମ	ମାନୁଷରେ ମୂଲ୍ୟ ସମ୍ପର୍କେ ଅବଗତ ହବେ।
୧୪। ଜନ୍ମଭୂମି ଆଜ	ଜନ୍ମଭୂମିର ମାହାତାବ ସମ୍ବନ୍ଧେ ଜ୍ଞାନ ଲାଭ କରବେ।

Name of the Chapter	Learning Outcomes
১৫। আম আঁটরি ভপ্পে (প্রথম থেকে ষোড়শ অধ্যায় )	হরহির, সর্বজয়া , অপু ও দুর্গার জীবনরে যা মর্মান্তকি সত্য় সবে বসিয়ে অবগত হবো।

## Subject - Mathematics

### Prescribed Books:

- 1- Text Book for Class IX: NCERT
- 2- Exemplar Problems for Class IX: NCERT
- 3- Lab Manual: Mathematics, Secondary Stage: NCERT

### A. Blueprint

#### i. Periodic Assessment 1 -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
1. Number System	2	1	1	1	11
2. Polynomials	2	2	1	0	9
<b>Q(M)</b>	<b>4(1)</b>	<b>3(2)</b>	<b>2(3)</b>	<b>1(4)</b>	<b>20</b>

#### ii. Mid Term/Half-Yearly Examination -

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks	Total
1. Number System	3	0	1	0	1	11
2. Polynomials	2+1 (AR)	1	1	0	1	13
3. Coordinate Geometry	2	1	0	0	0	4
4. Linear Equations in Two Variables	1	0	1	1(CS)	0	8
5. Introduction to Euclid's Geometry	2+1(AR)	1	0	0	0	5
6. Lines & Angles	3	1	1	1(CS)	0	12
7. Triangles	2	1	1	0	1	12
8. Quadrilaterals	3	0	1	1(CS)	1	15
<b>Q(M)</b>	<b>20(1)</b>	<b>5(2)</b>	<b>6(3)</b>	<b>3(4)</b>	<b>4(5)</b>	<b>80</b>

iii. Periodic Assessment 2 -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
1. Circles	2	1	1	1	11
2. Heron's Formula	2	2	1	0	9
<b>Q(M)</b>	<b>4(1)</b>	<b>3(2)</b>	<b>2(3)</b>	<b>1(4)</b>	<b>20</b>

iv. Annual Examination -

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks	Total
1. Number System	1	0	1	1(CS)	0	8
2. Polynomials	2	1	0	0	1	9
3. Coordinate Geometry	2	0	0	0	0	2
4. Linear Equations in Two Variables	0	0	1	0	0	3
5. Introduction to Euclid's Geometry	1	1	0	0	0	3
6. Lines & Angles	2	0	1	0	0	5
7. Triangles	3	0	0	0	1	8
8. Quadrilaterals	1+1(AR)	1	0	1(CS)	1	13
9. Circles	2+1(AR)	1	1	0	1	13
10. Heron's Formula	1	1	0	0	0	3
11. Surface Areas and Volumes	2	0	1	0	0	5
12. Statistics	1	0	1	1(CS)	0	8
<b>Q(M)</b>	<b>20(1)</b>	<b>5(2)</b>	<b>6(3)</b>	<b>3(4)</b>	<b>4(5)</b>	<b>80</b>

**B. Learning Outcomes**

Name of the Chapter	Learning Outcomes
1. Number System	<ul style="list-style-type: none"> <li><b>applies</b> logical reasoning in classifying real numbers, proving their properties and using them in different situations.</li> </ul>
2. Polynomials	<ul style="list-style-type: none"> <li><b>identifies/classifies</b> polynomials among algebraic</li> </ul>



Name of the Chapter	Learning Outcomes
	expressions and factorises them by applying appropriate algebraic identities.
3. Coordinate Geometry	<ul style="list-style-type: none"> <li>• Understands the Cartesian coordinate plane, x-axis, y-axis, horizontal line, vertical line, origin, abscissa, ordinate and different quadrants.</li> <li>• Plots different points in the Cartesian coordinate plane.</li> <li>• Describes points on the plane.</li> <li>• Understands coordinates as distances.</li> <li>• Recognises the presence of coordinate system in everyday life.</li> </ul>
4. Linear Equations in Two Variables	<ul style="list-style-type: none"> <li>• Understands the concept of linear equation in one variable and linear equation in two variables.</li> <li>• Learns the method of finding the points on the line and able to draw its graph.</li> <li>• Knows the representation of the number line in one variable and in two variables.</li> <li>• Frames the linear equation for given word problem of daily life.</li> <li>• Finds the solution of linear equation in two variables.</li> </ul>
5. Introduction to Euclid's Geometry	<ul style="list-style-type: none"> <li>• <b>derives</b> the proofs of mathematical statements using axioms and postulates.</li> </ul>
6. Lines & Angles	<ul style="list-style-type: none"> <li>• Recognizes and defines line, line segments and rays.</li> <li>• Identifies obtuse, acute and right angles.</li> <li>• Understands parallel and perpendicular lines.</li> <li>• Justifies Angle sum property of triangle and exterior angle property of triangle.</li> <li>• Co-relates lines and angles with the natural world.</li> </ul>
7. Triangles	<ul style="list-style-type: none"> <li>• <b>derives</b> proofs of mathematical statements particularly related to geometrical concepts, like parallel lines, triangles, quadrilaterals, circles, etc., by applying axiomatic approach and solves problems using them.</li> </ul>
8. Quadrilaterals	<ul style="list-style-type: none"> <li>• Determine the similarities and differences between quadrilaterals by looking at their sides, angles and diagonals.</li> <li>• Discover the properties of special quadrilaterals.</li> </ul>
9. Circles	<ul style="list-style-type: none"> <li>• Defines circle and its parts.</li> <li>• Draws chords, sectors and segments of a circle</li> <li>• Determines centre, radius of a circle by construction.</li> <li>• Understands important theorems and apply them in</li> </ul>

Name of the Chapter	Learning Outcomes
	<p>problems.</p> <ul style="list-style-type: none"> <li>Recognizes cyclic quadrilateral and memorizes its properties.</li> </ul>
10. Heron's Formula	<ul style="list-style-type: none"> <li>Understands Heron's formula for finding Area of a triangle</li> <li>Determines area of a triangle whose sides are given</li> <li>Applies Heron's formula in daily life</li> </ul>
11. Statistics	<ul style="list-style-type: none"> <li><b>identifies and classifies</b> the daily lifesituations in which mean, median and mode can be used.</li> <li><b>analyses</b> data by representing it in different forms like, tabular form (grouped or ungrouped), bar graph, histogram (with equal and varying width and length), and frequency polygon.</li> </ul>
12. Surface Areas and Volumes	<ul style="list-style-type: none"> <li><b>derives</b> formulae for surface areas and volumes of different solid objects like, cubes, cuboids, right circular cylinders/cones, spheres and hemispheres and applies them to objects found in the surroundings.</li> <li><b>solves</b> problems that are not in the familiar context of the child using above learning. These problems should include the situations to which the child is not exposed earlier.</li> </ul>

## Subject - Social Science

<b>Prescribed Books</b>	<b>:SOCIAL SCIENCE-NCERT</b>
<b>Publication</b>	<b>: NCERT</b>
<b>Reference Book</b>	<b>: HISTORY-INDIA AND CONTEMPORARY WORLD -I</b>
	<b>: CIVICS- DEMOCRATIC POLITICS-I</b>
	<b>: GEOGRAPHY-CONTEMPORARY INDIA-I</b>
	<b>: ECONOMICS- ECONOMICS</b>

### A. Blueprint

#### i. Periodic Assessment 1 -

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks	Total
The French Revolution	2	0	1	0	0	5
What is Democracy?	2	0	1	0	0	5
India – Size and Location	2	0	1	0	0	5

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks	Total
The Story of Village Palampur (To be assessed in periodic assessment only)	2	0	1	0	0	5
<b>Q(M)</b>	<b>4(1)</b>	<b>0</b>	<b>2(3)</b>	<b>0</b>	<b>0</b>	<b>20</b>

ii. Mid Term / Half-Yearly Examination -

Chapters	Mark Distribution						
	1 Mark (MCQ)	2 Marks	3 Marks	4 Marks (CBQ)	5 Marks	Map	Total
<b>History:</b> The French Revolution	2	0	1	1	0	2M	11
Socialism in Europe and the Russian Revolution	1	0	1	0	1	0	9
<b>Civics:</b> What is Democracy?Why Democracy?	1	2	1	0	0	0	8
Constitutional Design	2	1	1	0	1	0	12
<b>Geography:</b> India – Size and Location	1	0	1	0	0	1M	5
Physical Features of India	1	0	0	0	1	1M	7
Drainage	1	1	0	1	0	1M	8
<b>Economics:</b> People as Resource	2	1	2	0	0	0	10
Poverty as a Challenge	2	0	1	0	1	0	10
<b>TOTAL</b>							<b>80</b>

iii. Periodic Assessment 2 -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
<b>History:</b> Nazism and the Rise of Hitler	0	0	1	0	3
Pastoralists in the modern world	2	0	0	0	2

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
<b>Civics:</b> Electoral Politics	2	0	1	0	5
<b>Geography:</b> Climate	2	0	1	0	5
<b>Economics:</b> The Story of Village Palampur (To be assessed in periodic assessment only)	2	0	1	0	5
<b>TOTAL</b>					<b>20</b>

iv. Annual Examination -

Chapters	Mark Distribution						
	1 Mark (MCQ)	2 Marks	3 Marks	4 Marks (CBQ)	5 Marks	Map	Total
<b>History:</b> The French Revolution	2	0	1	0	0	0	5
Socialism in Europe and the Russian Revolution	1	0	0	1	0	2M	7
Nazism and the Rise of Hitler	1	1	0	0	1	0	8
<b>Civics:</b> What is Democracy?Why Democracy?	1	1	0	0	0	0	3
Constitutional Design	1	1	0	0	0	0	3
Electoral Politics	2	0	1	0	0	0	5
Working of Institutions	1	0	1	0	0	0	4
Democratic Rights	0	0	0	0	1	0	5
<b>Geography:</b> India – Size and Location	0	0	1	0	0	0	3
Physical Features of India	1	1	0	0	0	0	3
Drainage	1	0	0	0	0	1M	2
Climate	1	0	0	1	0	0	5
Natural Vegetation and Wildlife	0	0	0	0	0	1M	1
Population	0	0	0	0	1	1M	6

Chapters	Mark Distribution						
	1 Mark (MCQ)	2 Marks	3 Marks	4 Marks (CBQ)	5 Marks	Map	Total
<b>Economics:</b> People as Resource	1	1	1	0	0	0	6
Poverty as a Challenge	1	0	1	1	0	0	8
Food Security in India	1	0	0	0	1	0	6
<b>TOTAL</b>							<b>80</b>

## B. Learning Outcomes

Name of the Chapter	Learning Outcomes
I. The French Revolution:	<ul style="list-style-type: none"> <li>• Compare and contrast the conditions prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857).</li> <li>• Critically Examine the situations that made the raise in demand of Voting Rights by passive citizens as well as women</li> <li>• Propose solutions to address such imbalances and discriminations that lead to revolutions</li> <li>• Appraise the impact of the French revolution on the world.</li> </ul>
II. Socialism in Europe and the Russian Revolution	<ul style="list-style-type: none"> <li>• To compare and contrast the situations that led to the rise of Russian &amp; French Revolutions.</li> <li>• Cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people</li> <li>• Evaluate the situations that enabled Lenin's Communism.</li> <li>• Interpret the different ideas of philosophers and leaders that shaped the revolution.</li> </ul>
III. Nazism and the Rise of Hitler	<ul style="list-style-type: none"> <li>• Citing the events that helped Hitler's rise to power</li> <li>• Evaluate various character traits of Hitler</li> <li>• Compare and contrast the characteristics of Bismarck and Hitler</li> <li>• Analyse the role of "Treaty of Versailles in the rise of Nazism and Hitler</li> </ul>
	<ul style="list-style-type: none"> <li>• Critique the genocidal war waged against Jews by</li> </ul>

Name of the Chapter	Learning Outcomes
	<p>the Nazis.</p> <ul style="list-style-type: none"> <li>• Discuss the critical significance of Nazism in shaping the politics of modern world.</li> </ul>
IV. Forest Society and Colonialism	<ul style="list-style-type: none"> <li>• understand the importance of forest products in our life.</li> <li>• identifying forest products out of various other products</li> <li>• comprehend the changes in forest society under colonialism</li> <li>• critically examine that over- exploitation can cause environmental degradation and also to suggest measures for its judicious use.</li> <li>• classifies different types of forest found in India and Indonesia under colonial rule.</li> </ul>
V. Pastoralists in the Modern World	<ul style="list-style-type: none"> <li>• Compare and contrast the lives of Pastoralists pre &amp; post colonialism</li> <li>• Analyse the situations that have created Nomadic society</li> <li>• Compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes.</li> </ul> <ul style="list-style-type: none"> <li>• Analyse and infer varying patterns of developments within pastoral societies in different places in India.</li> <li>• Analyse the impact of colonialism on forest societies leading to scientific forestry.</li> <li>• Enumerate the different processes through which transformation of livelihood occur in the modern world.</li> </ul>
<b>Political Science (Democratic Politics-I)</b>	
1. What is Democracy? Why Democracy?	<ul style="list-style-type: none"> <li>• Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country.</li> <li>• Define Democracy and enumerate its features. Evaluate the authenticity of the voting rights of the Indian population versus the population of Iran.</li> <li>• Interpret the statement “Democracy provides a</li> </ul> <ul style="list-style-type: none"> <li>• method to deal with differences and conflicts” with reference to India.</li> <li>• Summarize the features and benefits of democracy</li> </ul>

Name of the Chapter	Learning Outcomes
2. Constitutional Design	<ul style="list-style-type: none"> <li>Analyse the difference between written or unwritten constitutions with reference to India and USA.</li> <li>Describe the situation that led to creation of Indian Constitution.</li> <li>Compare and contrast between Preamble of South African constitution with the preamble of Indian constitution.</li> <li>Enumerate the roles and responsibilities as citizens of India</li> </ul>
3. Electoral Politics	<ul style="list-style-type: none"> <li>Evaluate the role of political parties to adhere to electoral promises.</li> <li>Create a solution for eradication of malpractices in elections</li> <li>Differentiate between representative democracy and competitive party politics.</li> <li>Summarize the essential features of the Indian Electoral system.</li> <li>Examine the rationale for adopting the present Indian Electoral System.</li> </ul>
4. Working of Institutions	<ul style="list-style-type: none"> <li>Analyse and infer how the three organs are interdependent and independent to execute their roles</li> <li><b>Summarize and evaluate the rule of law in India.</b></li> <li><b>Represent the role of Parliament and its procedures.</b></li> <li>Distinguish between political and permanent executive authorities and functions.</li> <li>Understand the parliamentary system of executive's accountability to the legislature. Understand the working of Indian Judiciary.</li> </ul>
5. Democratic Rights	<ul style="list-style-type: none"> <li>Analyse the need of having rights and categorize the rights.</li> <li>Evaluate the statement "Democracy is meaningless without rights" Analyse their role as responsible citizens.</li> <li>Summarize the flipped coexistence of rights versus duties</li> <li>Apply the process available to citizens for safeguarding rights.</li> </ul>

Name of the Chapter	Learning Outcomes
<b>Geography (Contemporary India - I)</b>	
1. India - Size and Location	<ul style="list-style-type: none"> <li>Justify the reasons for the differences in climatic conditions, local and standard time.</li> <li>To Infer how the conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture.</li> <li>Justify the selection of 82.5E* longitude as Time meridian of India. (IST)</li> <li>Critically analyse the role of opening of Suez Canal in improvement of foreign trade.</li> <li>Propose alternative solution for the problems that arise due to the size &amp; location.</li> </ul>
2. Physical Features of India	<ul style="list-style-type: none"> <li>Conclude why India is a subcontinent based on study of different physical features.</li> <li>Analyse the conditions and relationships of the people living in different physiographic areas.</li> <li>Enumerate the different environmental issues in India and propose solutions for these issues.</li> </ul>
3. Drainage	<ul style="list-style-type: none"> <li>Enlist the different rivers, the areas they serve and their impact on the economy of That area.</li> <li>Enumerate the different lakes and describe their contribution to the Indian ecology.</li> <li>Present creative solutions to overcome the water pollution also to increase the</li> </ul> <ul style="list-style-type: none"> <li>contribution of water bodies to Indian economy Identify the river systems of the country and explain the role of rivers in human society.</li> </ul>
4. Climate	<ul style="list-style-type: none"> <li>Infer how the factors determine the climate of India.</li> <li>Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.</li> <li>Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.</li> <li>Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of India</li> <li>Propose protocols as preventive action for various disasters</li> </ul>
5. Natural Vegetation and Wild life	<ul style="list-style-type: none"> <li>learn the importance of both natural vegetation</li> </ul>



Name of the Chapter	Learning Outcomes
(Only map pointing to be evaluated in the Annual Examination)	<p>and wildlife.</p> <ul style="list-style-type: none"> <li>• know about the importance of various medicinal plants available in our country.</li> <li>• differentiate between various types of natural vegetation available in our country.</li> <li>• identify various factors responsible for huge diversity of natural vegetation and wildlife.</li> <li>• examine the problems faced by different wild animals in our country.</li> <li>• evaluate the role of Government of India in the conservation of natural vegetation and wildlife.</li> </ul>
6. Population	<ul style="list-style-type: none"> <li>• Analyse and infer the reasons behind the uneven distribution of population in India with specification to UP &amp; Rajasthan and Mizoram and Karnataka.</li> <li>• Enlist the factors that affect the population density.</li> </ul>
<b>Economics</b>	
1. The Story of Village Palampur	<ul style="list-style-type: none"> <li>• Analyse and infer how the prevailing farming conditions impact economic development of different states</li> <li>• Enlist the requirements of production and summarize the interdependence of these requirements.</li> <li>• Enlist non-farm activities and depict the link with economic growth.</li> </ul>
2. People as Resource	<ul style="list-style-type: none"> <li>• Analyse and infer the reasons that contribute to the quality of population</li> <li>• Enumerate the different schemes of Government in some states and infer on the quality of people there by.</li> <li>• Propose solutions to resolve unemployment problem</li> </ul>
3. Poverty as a Challenge	<ul style="list-style-type: none"> <li>• Analyse and infer the reasons of poverty in the rural and urban areas.</li> <li>• Evaluate the efficacy of government to eradicate poverty.</li> <li>• Compare how poverty estimates have transformed from 1993-94 to 2011-12</li> <li>• Examine the link between education and poverty.</li> </ul>
4. Food Security in India	<ul style="list-style-type: none"> <li>• Enumerate various aspects of food security that will ensure continuity of supply to the masses.</li> </ul>

Name of the Chapter	Learning Outcomes
	<ul style="list-style-type: none"> <li>• Examine, analyse and infer various sources of data that point to the rationale of FSI.</li> <li>• Enumerate different features of PDS that directly address FSI.</li> <li>• Analyse and infer the impact of Green revolution in strengthening the PDS.</li> </ul>

**CLASS IX**  
**LIST OF MAP ITEMS**

Subject	Name of the Chapter	List of Areas to be pointed on the Map	
S. No.	Subject	Name of the Chapter	List of Areas to Be Map Pointed
<b>I</b>	<b>History</b>	French Revolution	Outline political map of France Locate/label/identify; · Bordeaux, Nantes, Paris, Marseille
		Socialism in Europe	Outline political map of world locate/label/identify major countries of World War (central powers-Germany, Austria-Hungary, Turkey (Ottoman Empire) Allied Powers-France, England, Russia, USA)
<b>II</b>	<b>Geography</b>	India: size & location	India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling) Neighbouring countries
		India physical features	Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats Mountain Peaks – K2, Kanchan Junga, Anai Mudi Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau Coastal Plains - Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling)
		Drainage system	Rivers: (Identification only) The Himalayan River Systems-The Indus, The Ganges, and The Sutlej The Peninsular Rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi Lakes: Wular, Pulicat, Sambhar, Chilika
		Climate	Percentage of rainfall in India, Monsoon wind directions
		Population	Population density of all states The state having highest and lowest density of population

## Subject - Science

**Prescribed Books : SCIENCE**  
**Publication : NCERT**  
**Reference Book : NCERT Exemplar**

### A. Blueprint

i. Periodic Assessment 1 -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
<b>BIOLOGY</b> -Ch-5-The Fundamental Unit of Life	1	1	0	1	7
<b>CHEMISTRY</b> -Ch-1 Matter in Our Surroundings	2	1	1	0	7
<b>PHYSICS</b> - Ch-7-Motion(Upto acceleration)	1	1	1	0	6
<b>Q(M)</b>	<b>4(1)</b>	<b>3(2)</b>	<b>2(3)</b>	<b>1(4)</b>	<b>20</b>

ii. Mid Term/Half-Yearly Examination -

Chapters	Mark Distribution					Total
	1 Mark	2 Marks	3 Marks	4 Marks	5Marks	
<b>BIOLOGY</b> - Ch-5 The Fundamental Unit of Life	3	1	1	0	1	13
Ch-6 Tissues	3	1	2	1 (CBQ)	0	15
<b>CHEMISTRY</b> - Ch-1 Matter in Our Surrounding	2	2	1	0	0	9
Ch-2 Is Matter Around Us Pure.	2	0	1	0	1	10
Ch-3-Atoms and Molecules.	3	0	0	1 (CBQ)	0	7
<b>PHYSICS</b> - Ch-7-Motion.	2	2	1	0	0	9
Ch-8-Force and laws of motion	2	0	1	0	1	10
Ch-9-Gravitation (till mass and weight)	3	0	0	1 (CBQ)	0	7
<b>Q(M)</b>	<b>20(1)</b>	<b>6(2)</b>	<b>7(3)</b>	<b>3(4)</b>	<b>3(5)</b>	<b>80</b>

iii. Periodic Assessment 2 -

Chapters	Mark Distribution				
	1 Mark	2 Marks	3 Marks	4 Marks	Total
<b>(CHEM)</b> Ch-4 Structure of Atom	1	1	0	1 (CBQ)	7
<b>(PHY)</b> Ch-9 Gravitation (Floatation)	0	0	1	0	3
Ch-10 Work Power Energy	1	0	0	1 (CBQ)	5
<b>(BIO)</b> Ch-12 Improvement in Food Resources	1	2	0	0	5
<b>Q(M)</b>	<b>3(1)</b>	<b>3(2)</b>	<b>1(3)</b>	<b>2(4)</b>	<b>20</b>

iv. Annual Examination -

Chapters	Mark Distribution					
	1 Mark	2 Marks	3 Marks	4 Marks	5 Marks	Total
1. Matter in Our Surrounding	1	1	0	0	0	3
2. Is Matter Around Us Pure	1	1	0	1(CBQ)	0	7
3. Atoms and Molecules	0	1	0	0	1	7
4. Structure of Atom	1	2	1	0	0	8
5. Fundamental Unit of Life	1	1	1	0	0	6
6. Tissues	2	1	1	0	5	12
7. Motion	1	0	0	1	0	5
8. Force and Laws of Motion	1	0	0	0	1	6
9. Gravitation	0	1	1	0	0	5
10. Work Power and Energy	1	1	1	0	0	6
11. Sound	1	0	0	1(CBQ)	0	5
12. Improvement in Food Resources	2	2	0	1(CBQ)	0	10
<b>TOTAL</b>	<b>12(1)</b>	<b>12(2)</b>	<b>5(3)</b>	<b>4(4)</b>	<b>7(5)</b>	<b>80</b>

## B. Learning Outcomes

Name of the Chapter	Learning Outcomes
CH-1: Is Matter Around Us Pure	<p><b>The learners will be able to:</b> interpret the characteristic properties of the particles of matter.</p> <ul style="list-style-type: none"> <li>• classify matter into solids, liquids and gases based on their physical properties infer that space between particles of gases makes diffusion possible.</li> <li>• explain the effect of change in temperature and pressure on states of matter.</li> <li>• identify the various processes during change of substances from one physical state to another.</li> <li>• postulate the reason for constancy of temperature during the change of state of matter.</li> <li>• explain situations that demonstrate the factors affecting evaporation.</li> </ul>
CH-2 : Is Matter Around Us Pure	<ul style="list-style-type: none"> <li>• classify substances into elements and compounds.</li> <li>• identify mixtures from the surroundings based on their properties.</li> <li>• differentiate between homogeneous and heterogeneous mixtures.</li> <li>• determine the effect of concentration of a solution on its physical properties.</li> <li>• analyses the properties of suspension and colloidal solution.</li> <li>• classify Physical and Chemical changes.</li> </ul>
CH-3: Atoms and Molecules	<ul style="list-style-type: none"> <li>• state the laws of chemical combination.</li> <li>• apply the law of conservation of mass to determine the mass of an element.</li> <li>• list symbols of commonly known elements.</li> <li>• recognize the atomic mass different elements.</li> <li>• calculate the relative molecular mass of commonly known chemical compounds.</li> <li>• apply their knowledge of valency and symbols of ions in writing chemical formulae.</li> <li>• differentiate between molecular mass and formula unit mass.</li> </ul>
CH-4: Structure of Atoms	<ul style="list-style-type: none"> <li>• know about the sub-atomic particles such as electrons, protons and neutrons and their discovery.</li> <li>• compare Rutherford's model with Thomson's atomic model and state their relative advantages and limitations.</li> <li>• state the postulates of Bohr's atomic model and their significance</li> <li>• apply the relationship between atomic no.</li> </ul>

Name of the Chapter	Learning Outcomes
	<p>and mass no. to calculate the no. of electrons, protons and neutrons.</p> <ul style="list-style-type: none"> <li>analyse the isotopes and isobars.</li> <li>evaluate the average atomic mass of different isotopes.</li> </ul>
CH-5: The Fundamental Unit of Life	<ul style="list-style-type: none"> <li>differentiate materials based upon diffusion and osmosis, organisms based upon prokaryote and eukaryote, types of cell-plant and animal.</li> <li>explain the function of different cell organelles.</li> <li>draw labeled diagrams / flowcharts / concept map of cell, cell organelles and stages of cell division.</li> <li>compare and contrast between the types of cell division.</li> <li>construct model on cell using various materials available nearby.</li> </ul>
CH-6: Tissues	<ul style="list-style-type: none"> <li>classify the meristematic tissue based on their location in the plant body.</li> <li>identify the types of simple and complex permanent tissues and their functions in a plant.</li> <li>correlate the structure of epithelial tissues to their functions in an organism.</li> <li>describe different types of connective tissues and relate their structure to specific functions.</li> <li>compare and contrast the structure of different types of muscular tissues and relate it to their functions.</li> <li>describe the structure of a neuron and explain the function of nervous tissue.</li> <li>draw different types of animal tissues.</li> </ul>
CH-7: Motion	<ul style="list-style-type: none"> <li>differentiate between distance and displacement, speed and velocity.</li> <li>plan and conduct experiments to arrive at and verify the facts / principles / answers to queries on their own, such as how does speed of an object change?</li> <li>calculate the physical quantity such as distance, velocity and speed etc by using the given data.</li> <li>draw concept map &amp; graphs, such as distance-time and speed-time graphs.</li> <li>analyze and interpret graphs / figures etc., such as distance-time and velocity-time, graphs, computing distance / speed / acceleration of objects in motion.</li> <li>apply scientific concepts in daily life and solving problems based on equations of motion</li> </ul>

Name of the Chapter	Learning Outcomes
CH-8: Force and Laws of Motion	<ul style="list-style-type: none"> <li>differentiate between balanced and unbalanced forces.</li> <li>plan and conduct experiments to verify the Newton's Laws of Motion.</li> <li>explain effect of force on the state of motion of objects, action and reaction.</li> <li>calculate using the data given, such as amount of force and momentum.</li> <li>analyze and interpret velocity- time graphs and computing force applied on an object.</li> <li>apply scientific concepts in daily life and solving problems based on Newton's second law and Newton's third law of motion.</li> <li>draw conclusion, action and reaction act on two different bodies</li> </ul>
CH-9: Gravitation	<ul style="list-style-type: none"> <li>differentiate between <math>g</math> and <math>G</math>, mass and weight, thrust and pressure.</li> <li>plan and conduct investigations / experiments to arrive at and verify the facts / principles / or to seek answers to queries on their own.</li> <li>explain, how objects float / sink when placed on surface of liquid?</li> <li>explain processes the process of revolution of planets and satellites, variation of different values of <math>g</math>.</li> <li>calculate using the data given the values of small <math>g</math>.</li> <li>apply learning to hypothetical situations such as the weight of an object at moon, weight of an object at equator at poles etc.</li> <li>derive the expression for the force of gravity when objects in motion.</li> <li>apply scientific concepts in daily life and solving problems based on Archimedes' Principle.</li> <li>describe scientific discovery of Archimedes' principle.</li> </ul>
CH-10: Work and Energy	<ul style="list-style-type: none"> <li>differentiate between positive work and negative work.</li> <li>explain processes of conservation of energy in case of a freely falling body and simple pendulum etc</li> </ul>
CH-11: Sound	<ul style="list-style-type: none"> <li>differentiate longitudinal wave and transverse wave, compression and rarefaction, pitch and loudness etc</li> <li>plan and conduct experiments to verify the facts that sound needs a material medium to propagate and laws of reflection of sound.</li> <li>explain processes and phenomena, such as Echo and reverberations</li> </ul>

Name of the Chapter	Learning Outcomes
	<ul style="list-style-type: none"> <li>calculate using the data given, such as minimum distance required to create echo , frequency, wavelength, wave speed , time period etc .</li> <li>draw labeled diagrams on reflection of sound &amp; human ear.</li> <li>analyze and interpret different situations based on reflection of sound.</li> <li>apply scientific concepts in daily life and solving problems, cover walls of large rooms with sound absorbent materials, to reduce reverberations.</li> <li>describe scientific discoveries / inventions such as stethoscope , uses of ultrasonic waves in medical industry , cleaning of devices , detection of cracks or flaws in metal blocks.</li> </ul>
CH-12: Improvement in Food Resources	<ul style="list-style-type: none"> <li>recognize the factors affecting the growth of crops.</li> <li>discover the methods of breeding techniques for a better variety of seeds.</li> <li>enlist various ways of enriching the soil to increase crop yield.</li> <li>find out the different techniques for improvement of animal breeding.</li> <li>aware about different management practices adopted to increase in production of milk, meat, fish and honey</li> </ul>

## Subject - IT

Prescribed Book: IT(#402)

Publisher: NCERT

Blueprint for PST/PA1

**PART A & B- EMPLOYABILITY SKILLS (20 MARKS)**

UNIT NO.	UNIT NO. NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS (1 marks each)	SHORT ANSWER TYPE QUESTIONS (2 mark each)	LONG ANSWER TYPE QUESTIONS (4 mark each)	Total Questions
1.	Part A- Communication Skill II	4	2	0	6
2.	Part B- Unit 1: Introduction to IT- ITeS industry	4	2	1	7
		<b>1x 8= 8</b>	<b>2x4=8</b>	<b>1 X 4= 4</b>	<b>20 marks</b>

**CHANGING YOUR TOMORROW**



**B. Blueprint for PA2**

**PART-A: EMPLOYABILITY SKILLS (16 MARKS)**

UNIT NO.	UNIT NO. NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS (1 marks each)	SHORT ANSWER TYPE QUESTIONS (2 mark each)	LONG ANSWER TYPE QUESTIONS (4 mark each)	Total Questions
1.	Part A- SELF MANAGEMENT	4	2	0	8
2.	INFORMATION AND COMMUNICATION TECHNOLOGY	4	2	0	8
		<b>1x8= 8</b>	<b>2x4=8</b>	<b>0</b>	<b>16 marks</b>

**PART B - SUBJECT SPECIFIC SKILLS (34 MARKS):**

UNIT NO.	NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS	SHORT ANSWER TYPE QUESTIONS	DESCRIPTIVE/ LONG ANS. TYPE QUESTIONS	TOTAL QUESTIONS
		1 MARK EACH	2 MARKS EACH	4 MARKS EACH	
1	Data Entry and Keyboarding Skill	6	2	1	
2	Digital Documentation (Advanced)	6	3	2	8
<b>TOTAL QUESTIONS</b>		12	5	3	20
<b>TOTAL MARKS</b>		1x12 = 12	2x5 = 10	4x3 = 12	34 MARKS

**Blueprint for Preboard Annual Exam**

**PART A- EMPLOYABILITY SKILLS (10 MARKS)**

UNIT NO.	UNIT NO. NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS (1 marks each)	SHORT ANSWER TYPE QUESTIONS (2 mark each)	Total Questions
1.	Entrepreneurial Skills	4	1	5
2.	Green Skills	2	1	3
		<b>1 X 6= 6</b>	<b>2x2=4</b>	<b>10 marks</b>

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**PART B - SUBJECT SPECIFIC SKILLS (40 MARKS)**

UNIT NO.	UNIT NO. NAME OF THE UNIT	OBJECTIVE TYPE QUESTIONS (1 marks each)	SHORT ANSWER TYPE QUESTIONS (2 mark each)	LONG ANSWER TYPE(4 Marks)	Total Questions
1.	Digital Documentation	4	2	1	7
2.	Electronic Spreadsheet	6	2	1	9
3	Digital Presentation	6	2	1	9
		<b>1 x 16 = 16</b>	<b>2 x 6 = 12</b>	<b>4 x 3 = 12</b>	40 marks

Name of the Chapter	Learning Outcomes
PART : A CH-1: COMMUNICATION SKILL	<b>The learners will be able to:</b>
CH-2 : SELF MANAGEMENT	
CH-3: INFORMATION AND COMMUNICATION TECHNOLOGY	
CH-4: ENTREPRENEURIAL SKILL	
CH-5: GREEN SKILL	
<b>PART B</b>	
CH-1: IT AND ITES INDUSTRY	<b>The learners will be able to learn:</b> <ul style="list-style-type: none"> <li>• How industries grow by the application of IT.</li> <li>• Application of IT in various sectors such as education, library, bank, hospitals etc.</li> </ul>
CH-2: DATA ENTRY AND KEY-BOARDING SKILL	<b>The learners will be able to learn:</b> Typing techniques and typing ergonomics.
CH-3: DIGITAL DOCUMENTATION	<b>The learners will be able to learn:</b> <ul style="list-style-type: none"> <li>• Typing softwares.</li> <li>• Creation and modification of documents using Text documents.</li> <li>• Formatting the documents, setting margins.</li> <li>• Use of tables and formatting table contents.</li> <li>• Printing documents.</li> <li>• Use of Mail merge.</li> </ul>

Name of the Chapter	Learning Outcomes
CH-4: ELECTRONIC SPREADSHEET	<p><b>The learners will be able to learn:</b></p> <ul style="list-style-type: none"> <li>• Create a spreadsheet.</li> <li>• Applying Formula and function in a spreadsheet.</li> <li>• Editing and formatting data in a spreadsheet.</li> <li>• Applying reference in a spreadsheet.</li> <li>• Learn to use different types of charts for pictorial representation of data.</li> </ul>
CH-5 DIGITAL PRESENTATION	<p>The learners will be able to learn:</p> <ul style="list-style-type: none"> <li>• Understand features of an effective presentation.</li> <li>• Create a presentation.</li> <li>• Work with slides.</li> <li>• Format text and apply Animation.</li> <li>• Inserting tables in a presentation.</li> <li>• Insert and format images in a presentation.</li> <li>• Working with slide master.</li> </ul>

