SMART INDIAN SCHOOL

(UNDER THE AEGIS OF BHAVANS MIDDLE EAST)

(SENIOR SECTION)

ANNUAL SYLLABUS

2022-23

(AS PER THE CBSE CURRICULUM)
RELEASED ON 21 APRIL 2022

CLASSES : IX & X

ENGLISH LANGUAGE AND LITERATURE

Code No. 184

(2022-23)

1. Background

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

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

2. Objectives:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- make appropriate usage of English language
- to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different aspects of the Language
- develop sensitivity to, and appreciation of world literature representing varieties of English and cultures embedded in lt.
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- integrate listening and speaking skills in the curriculum.
- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom

situations

- narrate a story which has been depicted pictorially or in any other non-verbal mode
- respond, in writing, to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the stand taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of views expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report
- Develop appreciation for Indian languages(multilingualism), translations and Indian Literature.

3. Language Items

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

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

4. Methods and Techniques

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

- Role play
- Simulating real life situations
- Dramatising and miming

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

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

SYLLABUS CLASS – IX (2022-23)

Sections	
A	Reading Skills (40periods)
B	Writing Skills with Grammar (40 periods)
C	Literature Textbooks and SupplementaryReading Text (50 periods)

Section A

Reading Skills

Reading Comprehension through Unseen Passage **20 Marks**

I. Discursive passage of 400-450 words. **(10 marks)**

II. Case-based passage (with visual input- statistical data, chart etc.) of 200-250 words.

(**10 marks)**

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

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

Section B

III Grammar **10 Marks**

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

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

IV Creative Writing Skills **10 marks**

This section will have short as well as long writing tasks including compositions.

I. Writing a Descriptive Paragraph (word limit 100-120 words) on a person/event/situation based on visual or verbal cue/s. One out of two questions is to be answered**.** **5 marks**

II. Writing a Diary Entry/ Story on a given title in 100-120 words. One out of two questions is to be answered**.** **5 marks**

Section C

V. Reference to the Context **40 Marks**

I. One extract out of two from Drama / Prose.
II. One extract out of two from poetry. **(5+5 = 10 Marks)**

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

VI. Short & Long Answer Questions

I. Three out of Four Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE. **3x3=9 marks**

II. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book MOMENTS. **3x3=9 marks**

III. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the texts. This can also be a passage-based question taken from a situation/plot from the texts. **6 marks**

IV. One out of two Long Answer Type Questions from MOMENTS on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

Beehive

Prose

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

Poems-

1. The Road Not taken
2. Wind
3. Rain on The Roof
4. The Lake Isle of Innisfree
5. A Legend of The Northland
6. No Men Are Foreign
7. On killing a tree
8. A Slumber Did My Spirit Seal

Moments

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

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

- **NOTE: Teachers are advised to:**

(i) encourage classroom interaction among peers, students and teachers through activitiessuch as role play, group work etc.

(ii) reduce teacher-talk time and keep it to the minimum,

(iii) take up questions for discussion to encourage pupils to participate and to marshal theirideas and express and defend their views.

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

INTERNAL ASSESSMENT

30 Periods

Listening and Speaking Competencies

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

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

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

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

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

CLASS – IX (2022 – 23) **Marks-80**

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

For the details of Internal Assessment of 20 marks, please refer to the circular no.

Acad-11/2019, dated March 06, 2019.

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

CLASS – X (2022-23)

SECTION - WISE WEIGHTAGE

Sections		
A	Reading Skills	(40 periods)
B	Writing Skills with Grammar	(40 periods)
C	Literature Textbooks and Supplementary Reading Text	(50 periods)

Section A

Reading Skills

Reading Comprehension through Unseen Passage **20 Marks**

I. Discursive passage of 400-450 words. **(10 marks)**

II. Case-based passage (with visual input- statistical data, chart etc.) of 200-250 words.

(**10 marks)**

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

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

Section B

III Grammar **10 Marks**

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

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

IV Creative Writing Skills **10 marks**

This section will have short as well as long writing tasks including compositions.

I. Formal Letter based on a given situation in 100-120 words. One out of two questions is to be answered**.** **5 marks**

II. Writing an Analytical Paragraph (100-120 words) on a given Map / Chart / Graph / Cue/s. One out of two questions is to be answered**.** **5 marks**

Section C **40 Marks**

V. Reference to the Context

I. One extract out of two from Drama / Prose.
II. One extract out of two from poetry. **(5+5 = 10 Marks)**

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

VI. Short & Very Long Answer Questions **30 Marks**

I. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT **4x3=12 marks**

II. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET. **2x3=6 marks**

III. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question taken from a situation/plot from the texts. **6 marks**

IV. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

First Flight

Prose

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

Poems

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

FOOTPRINTS WITHOUT FEET

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

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

Note: Teachers are advised to:

(i) encourage interaction among peers, students and teachers through activities such as roleplay, discussions, group work etc.

(ii) reduce teacher-talking time and keep it to the minimum,

(iii) take up questions for discussion to encourage pupils to participate and to marshal theirideas and express and defend their views, and

(iv) follow the Speaking and Listening activities given in the NCERT books.

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

INTERNAL ASSESSMENT

Listening and Speaking Competencies **30 Periods**

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

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

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

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

ENGLISH LANGUAGE AND LITERATURE

Code no. (184)

CLASS - X (2022-23) **Marks 80**

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

For the details of Internal Assessment of 20 marks, please refer to the circular no.

Acad-11/2019, dated March 06, 2019.

Annexure I

Guidelines for Assessment of Listening and Speaking Skills (ALS)

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

Assessment of Listening and Speaking Skills: (5 Marks)

i. Activities:

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

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

a. Interactive competence (Initiation & turn taking, relevance to the topic)

b. Fluency (cohesion, coherence and speed of delivery)

c. Pronunciation

d. Language (grammar and vocabulary)

A suggestive rubric is given below:

	1.	**2.**	**3.**	**4.**	**5.**
Interaction	• Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction	• Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation	• Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns	• Interaction is adequately initiated and develop • Can take turn but needs little prompting	• Can initiate & logically develop simple conversation on familiar topics • Can take turns appropriately
Pronunciation	• Insufficient accuracy in pronunciation; many grammatical errors • Communication is severely affected	• Frequently unintelligible articulation • Frequent phonological errors • Major communication problems	• Largely correct pronunciation & clear articulation except occasional errors • Some expressions cause stress without compromising with understanding of spoken discourse.	• Mostly correct pronunciation & clear articulation • Can be clearly understood most of the time; very few phonological errors	• Can pronounce correctly & articulate clearly • Is always comprehensible ; uses appropriate intonation

	1.	2.	3.	4.	5.
Fluency & Coherence	• Noticeably/ long pauses; rate of Speech is slow • Frequent repetition and/or self- correction • Links only basic sentences; breakdown of coherence evident	• Usually fluent; produces simple speech fluently, but loses coherence in complex communication • Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically	• Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects; occasionally loses coherence • Topics mainly developed, but usually not logically concluded	• Speaks without noticeable effort, with a little repetition • Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction • Topics not fully developed to merit	• Speaks fluently almost with no repetition & minimal hesitation • Develops topic fully & coherently
Vocabulary & Grammar	• Demonstrates almost no flexibility, and mostly struggles for appropriate words • Uses very basic vocabulary to express view-points.	• Communicates with limited flexibility and appropriacy on some of the topics • Complex forms and sentence structures are rare; exhibits limited vocabulary to express new ideas	• Communicates with limited flexibility and appropriacy on most of the topics • Sometimes uses complex forms and sentence structures; has limited vocabulary to describe/ express new points	• Can express with some flexibility and appropriacy on most of the topics • Demonstrates ability to use complex forms and sentence structures most of the time; expresses with adequate vocabulary	• Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel and current events • Frequently uses complex forms and sentence structures; has enough vocabulary to express himself/ herself

iii. Schedule:

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

द्वितीय भाषा के रूप में हिंदी
(कोड सं.-085)
कक्षा 9वीं - 10वीं (2022-23)

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

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

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

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

भारत एक बहुभाषी देश है जिसमें बहुत सी क्षेत्रीय भाषाएँ रची बसी हैं। भाषिक और सांस्कृतिक दृष्टि से भिन्न होने के बावजूद भारतीय परंपरा में बहुत कुछ ऐसा है जो एक दूसरे को जोड़ता है। यही कारण है कि मातृभाषा के रूप में अलग भाषा को पढ़ने वाला विद्यार्थी जब दूसरी भाषा के रूप में हिंदी का चुनाव करता है तो उसके पास अभिव्यक्ति का एक दृढ़ आधार पहली भाषा के रूप

में पहले से ही मौजूद होता है। इसलिए छठी से आठवीं कक्षा में सीखी हुई हिंदी का विकास भी वह तेजी से करने लगता है। आठवीं कक्षा तक वह हिंदी भाषा में सुनने, पढ़ने, लिखने और कुछ-कुछ बोलने का अभ्यास कर चुका होता है। हिंदी की बाल पत्रिकाएँ और छिटपुट रचनाएँ पढ़ना भी अब उसे आ गया है। इसलिए जब वह नवीं एवं दसवीं कक्षा में हिंदी पढ़ेगा तो जहाँ एक ओर हिंदी भाषा के माध्यम से सारे देश से जुड़ेगा वहीं दूसरी ओर अपने क्षेत्र और परिवेश को हिंदी भाषा के माध्यम से जानने की कोशिश भी करेगा, क्योंकि किशोरवय के इन बच्चों के मानसिक धरातल का विकास विश्व स्तर तक पहुँच चुका होता है।

शिक्षण उद्देश्य

- दैनिक जीवन में हिंदी में समझने-बोलने के साथ-साथ लिखने की क्षमता का विकास करना।
- हिंदी के किशोर-साहित्य, अखबार व पत्रिकाओं को पढ़कर समझ पाना और उसका आनंद उठाने की क्षमता का विकास करना।
- औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास करना।
- हिंदी के ज़रिए अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।
- संचार के विभिन्न माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी के विभिन्न रूपों को समझने की योग्यता का विकास करना।
- कक्षा में बहुभाषिक, बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- अपनी मातृभाषा और परिवेशगत भाषा को साथ रखकर हिंदी की संरचनाओं की समझ बनाना।
- सामाजिक मुद्दों पर समझ बनाना| (जाति, लिंग तथा आर्थिक विषमता)
- कविता, कहानी तथा घटनाओं को रोचक ढंग से लिखना ।
- भाषा एवं साहित्य को समझने एवं आत्मसात करने की दक्षता का विकास।

शिक्षण युक्तियाँ

- द्वितीय भाषा के रूप में पढ़ाई जा रही हिंदी भाषा का स्तर पढ़ने और पढ़ाने दोनों ही दृष्टियों से मातृभाषा सीखने की तुलना में कुछ मंथर गति से चलेगा। वह गति धीरे-धीरे बढ़ सके, इसके लिए हिंदी अध्यापकों को बड़े धीरज से अपने अध्यापन कार्यक्रमों को नियोजित करना होगा। किसी भी द्वितीय भाषा में निपुणता प्राप्त करने-कराने का एक ही उपाय है-उस भाषा का लगातार रोचक अभ्यास करना-कराना। ये अभ्यास जितने अधिक रोचक, सक्रिय एवं प्रासंगिक होंगे विद्यार्थियों की भाषिक उपलब्धि भी उतनी ही तेज़ी से हो सकेगी। मुखर भाषिक अभ्यास के लिए वार्तालाप, रोचक कहानी सुनना-सुनाना, घटना-वर्णन, चित्र-वर्णन, संवाद, वाद-विवाद, अभिनय, भाषण प्रतियोगिताएँ, कविता पाठ और अंत्याक्षरी जैसी गतिविधियों का सहारा लिया जा सकता है।

- काव्य भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।
- रा.प .और प्र .अ.शै.,(एनद्वारा उपलब्ध (.टी.आर.ई.सी. कराए गए अधिगम प्रतिफल -सीखने/ सिखाने की प्रक्रिया जो इस पाठ्यचर्या के साथ संलग्नक के रूप में उपलब्ध है, को शिक्षक द्वारा क्षमता आधारित शिक्षा का लक्ष्य प्राप्त करने के लिये अनिवार्य रूप से इस्तेमाल करने की आवश्यकता है।
- मानव संसाधन विकास मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए अन्य कार्यक्रम/ई-सामग्री/ वृत्तचित्रों और सिनेमा को शिक्षण-सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।
- कक्षा में सिर्फ़ एक पाठ्यपुस्तक की उपस्थिति से बेहतर होगा कि शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को विद्यार्थी देखें और कक्षा में अलग-अलग मौकों पर शिक्षक उनका इस्तेमाल कर सकें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सटीक अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा, वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएँगे।
- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापन को हर प्रकार की विविधताओं (लिंग, धर्म, जाति, वर्ग आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।

श्रवण (सुनने) और वाचन (बोलने) की योग्यताएँ

- प्रवाह के साथ बोली जाती हुई हिंदी को अर्थबोध के साथ समझना।
- हिंदी शब्दों का ठीक उच्चारण करना तथा हिंदी के स्वाभाविक अनुतान का प्रयोग करना।
- सामान्य विषयों पर बातचीत करना और परिचर्चा में भाग लेना।
- हिंदी कविताओं को उचित लय, आरोह-अवरोह और भाव के साथ पढ़ना।
- सरल विषयों पर कुछ तैयारी के साथ दो-चार मिनट का भाषण देना।

- हिंदी में स्वागत करना, परिचय और धन्यवाद देना।
- हिंदी अभिनय में भाग लेना।

श्रवण तथा वाचन परीक्षा हेतु दिशा-निर्देश

- **श्रवण (सुनना) (2.5 अंक)**: वर्णित या पठित सामग्री को सुनकर अर्थग्रहण करना, वार्तालाप करना, वाद-विवाद, भाषण, कवितापाठ आदि को सुनकर समझना, मूल्यांकन करना और अभिव्यक्ति के ढंग को समझना।

- **वाचन (बोलना) (2.5 अंक)**: भाषण, सस्वर कविता-पाठ, वार्तालाप और उसकी औपचारिकता, कार्यक्रम-प्रस्तुति, कथा-कहानी अथवा घटना सुनाना, परिचय देना, भावानुकूल संवाद-वाचन।

श्रवण (सुनना) एवं वाचन (बोलना) कौशल का मूल्यांकन:

- परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 120 शब्दों का होना चाहिए।

या

- परीक्षक 1-1.5 मिनट का श्रव्य अंश (ऑडियो क्लिप) सुनवाएगा। अंश रोचक होना चाहिए। कथ्य/ घटना पूर्ण एवं स्पष्ट होनी चाहिए। वाचक का उच्चारण शुद्ध, स्पष्ट एवं विराम चिह्नों के उचित प्रयोग सहित होना चाहिए।
- परीक्षार्थी ध्यानपूर्वक परीक्षक/ऑडियो क्लिप को सुनने के पश्चात परीक्षक द्वारा पूछे गए प्रश्नों का अपनी समझ से मौखिक उत्तर देंगे।

कौशलों के अंतरण का मूल्यांकन

(इस बात का निश्चय करना कि क्या विद्यार्थी में श्रवण और वाचन की निम्नलिखित योग्यताएँ हैं)

	श्रवण (सुनना)		**वाचन (बोलना)**
1	परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है।	1	केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है।
2	छोटे सुसंबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	2	परिचित संदर्भों में शुद्धता से केवल छोटे संबद्ध कथनों का सीमित प्रयोग करता है।
3	परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है।	3	अपेक्षाकृत दीर्घ भाषण में जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है।

4	दीर्घ कथनों को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।	4	अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा-प्रवाह रूप में प्रस्तुत करता है।
5	जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करने की क्षमता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है।

श्रवण-वाचन कौशल एवं परियोजना कार्य का मूल्यांकन विद्यालय स्तर पर आंतरिक परीक्षक द्वारा ही किया जाएगा।

पठन कौशल

<u>पढ़ने की योग्यताएँ</u>

- हिंदी में कहानी, निबंध, यात्रा-वर्णन, जीवनी, पत्र, डायरी आदि को अर्थबोध के साथ पढ़ना।
- पाठ्यवस्तु के संबंध में विचार करना और अपना मत व्यक्त करना।
- संदर्भ साहित्य को पढ़कर अपने काम के लायक सूचना एकत्र करना।
- पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
- पठित वस्तु का सारांश तैयार करना।
- भाषा, विचार एवं शैली की सराहना करना।
- साहित्य के प्रति अभिरुचि का विकास करना।

<u>लिखने की योग्यताएँ</u>

- लिखते हुए व्याकरण-सम्मत भाषा का प्रयोग करना।
- हिंदी के परिचित और अपरिचित शब्दों की सही वर्तनी लिखना।
- विराम चिह्नों का समुचित प्रयोग करना।
- लेखन के लिए सक्रिय (व्यवहारोपयोगी) शब्द भंडार की वृद्धि करना।
- प्रभावपूर्ण भाषा तथा लेखन-शैली का स्वाभाविक रूप से प्रयोग करना।
- उपयुक्त अनुच्छेदों में बाँटकर लिखना।
- प्रार्थना पत्र, निमंत्रण पत्र, बधाई पत्र, संवेदना पत्र, आदेश पत्र, ईमेल, एस.एम.एस आदि लिखना और विविध प्रपत्रों को भरना।
- विविध स्रोतों से आवश्यक सामग्री एकत्र कर एक अभीष्ट विषय पर अनुछेद लिखना।
- देखी हुई घटनाओं का वर्णन करना और उन पर अपनी प्रतिक्रिया प्रकट करना।

- पढ़ी हुई कहानी को संवाद में तथा संवाद को कहानी में परिवर्तित करना।
- समारोह और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।
- लिखने में सृजनात्मकता लाना।
- अनावश्यक काट-छाँट से बचते हुए सुपाठ्य लेखन कार्य करना
- दो भिन्न पाठों की पाठ्यवस्तु पर चिंतन करके उनके मध्य की संबद्धता (अंतर्संबंधों) पर अपने विचार अभिव्यक्त करने में सक्षम होना।
- रटे-रटाए वाक्यों के स्थान पर अभिव्यक्तिपरक/ स्थिति आधारित/ उच्च चिंतन क्षमता वाले प्रश्नों पर सहजता से अपने मौलिक विचार प्रकट करना।

रचनात्मक अभिव्यक्ति

अनुच्छेद लेखन

- **पूर्णता -** संबंधित विषय के सभी पक्षों को अनुच्छेद के सीमित आकार में संयोजित करना।
- **क्रमबद्धता**- विचारों को क्रमबद्ध एवं तर्कसंगत विधि से प्रकट करना।
- **विषय-केंद्रित** - प्रारंभ से अंत तक अनुच्छेद का एक सूत्र में बँधा होना।
- **सामासिकता** - अनावश्यक विस्तार न देकर सीमित शब्दों में यथासंभव विषय संबद्ध पूरी बात कहने का प्रयास करना।

पत्र लेखन

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

विज्ञापन लेखन

/ विज्ञापित वस्तु)विषय को केंद्र में रखते हुए(

- विज्ञापित वस्तु के विशिष्ट गुणों का उल्लेख
- आकर्षक लेखन शैली
- प्रस्तुति में नयापन, वर्तमान से जुड़ाव तथा दूसरों से भिन्नता

- विज्ञापन में आवश्यकतानुसार नारे का उपयोग (स्लोगन)
- विज्ञापन लेखन में बॉक्स, चित्र अथवा रंग का उपयोग अनिवार्य नहीं है, किंतु समय होने पर प्रस्तुति को प्रभावी बनाने के लिए इनका उपयोग किया जा सकता है।

चित्र-वर्णन

(चित्र में दिखाई दे रहे दृश्य /घटना को कल्पनाशक्ति से अपने शब्दों में लिखना)

- परिवेश की समझ
- सूक्ष्म विवरणों पर ध्यान
- दृश्यानुकूल भाषा
- क्रमबद्धता और तारतम्यता
- प्रभावशाली अभिव्यक्ति

संवाद लेखन

(दी गई परिस्थितियों के आधार पर संवाद लेखन)

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

सूचना लेखन

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

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

ई-मेल लेखन

(विविध विषयों पर आधारित औपचारिक ई-मेल लेखन)

- सरल, शिष्ट व बोधगम्य भाषा
- विषय से संबद्धता
- संक्षिप्त कलेवर, किंतु विषयगत संपूर्ण जानकारी
- व्यावहारिक/कार्यालयी शिष्टाचार व औपचारिकताओं का निर्वाह

लघुकथा लेखन

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

- निरंतरता
- कथात्मकता
- प्रभावी संवाद/पात्रानुकूल संवाद
- रचनात्मकताकल्पनाशक्ति का उपयोग/
- जिज्ञासा रोचकता/

कक्षा 9वीं हिंदी 'ब' (कोड सं. 085) -परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2022-23

- **प्रश्नपत्र दो खंडों, खंड 'अ' और 'ब' में विभक्त होगा।**
- **खंड 'अ' में 45 वस्तुपरक प्रश्न पूछे जाएँगे, जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।**
- **खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे।**
- **भारांक-{80(वार्षिक परीक्षा)+ 20 (आंतरिक परीक्षा)**

निर्धारित समय- 3 घंटे **भारांक-80**

परीक्षा भार विभाजन			
	विषयवस्तु		**भार**
	खंड अ (वस्तुपरक प्रश्न)		**40**
1	**अपठित गद्यांश**		**10**
	अ	दो अपठित गद्यांश (लगभग 200 शब्दों के) बिना किसी विकल्प के (1x5=5)+(1x5=5) (दोनों गद्यांशों में एक अंकीय पाँच-पाँच प्रश्न पूछे जाएँगे)	10
2	**व्यावहारिक व्याकरण के आधार पर बहुविकल्पात्मक प्रश्न (1 अंक x16 प्रश्न)** कुल प्रश्नों के उत्तर देने होंगे 16 जिनमें से केवल ,प्रश्न पूछे जाएँगे 21।		**16**
	i	शब्द और पद (2 अंक) (बिना किसी विकल्प के) (2 में से 2 प्रश्न)	02
	ii	अनुस्वार (1 अंक), अनुनासिक (1 अंक) (3 में से 2 प्रश्न)	02
	iii	उपसर्ग (2 अंक), प्रत्यय (2 अंक) (5 में से 4 प्रश्न)	04
	iv	स्वर संधि (3 अंक) (4 में से 3 प्रश्न)	03
	v	विराम-चिह्न (3 अंक) (4 में से 3 प्रश्न)	03
	vi	अर्थ की दृष्टि से वाक्य भेद (2 अंक) (3 में से 2 प्रश्न)	02
3	**पाठ्यपुस्तक स्पर्श, भाग-1**		**14**
	काव्य खंड		07
	पठित पद्यांश पर एक अंकीय पाँच बहुविकल्पी प्रश्न। (1x5) स्पर्श (भाग-1) से निर्धारित कविताओं के आधार पर एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)		05 02
	गद्य खंड		07
	पठित गद्यांश पर एक अंकीय पाँच बहुविकल्पी प्रश्न। (1x5) स्पर्श (भाग-1) से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)		05 02

	खंड - ब (वर्णनात्मक प्रश्न)		**40**
4	**पाठ्यपुस्तक स्पर्श, भाग-1**		**12**
	1	स्पर्श (गद्य खंड) से निर्धारित पाठों के आधार पर तीन में से दो प्रश्न पूछे जाएँगे। (3 अंक x 2 प्रश्न) (लगभग 60 शब्द)	06
	2	स्पर्श (काव्य खंड) से निर्धारित पाठों के आधार पर तीन में से दो प्रश्न पूछे जाएँगे। (3 अंक x 2 प्रश्न) (लगभग 60 शब्द)	06
	पूरक पाठ्यपुस्तक संचयन भाग - 1		**06**
	पूरक पाठ्यपुस्तक संचयन के निर्धारित पाठों से तीन में से दो प्रश्न पूछे जाएँगे, जिनका उत्तर लगभग 60 शब्दों में देना होगा। (3 अंक x 2 प्रश्न)		06
5	**लेखन**		**22**
	i	संकेत बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए किन्हीं तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन। (6 अंक x1 प्रश्न) (विकल्प सहित)	06
	ii	अभिव्यक्ति की क्षमता पर केंद्रित व्यावहारिक विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनौपचारिक पत्र। (6 अंक x 1 प्रश्न)	06
	iii	चित्र वर्णन- चित्र में दिखाई दे रहे दृश्य /घटना का कल्पनाशक्ति से लगभग 100 शब्दों में वर्णन। (विचारों का वर्णन स्पष्ट रूप से चित्र से ही संबद्ध होना चाहिए) (बिना किसी विकल्प के)	05
	iv	दी गई परिस्थितियों के आधार पर संवाद लेखन। (लगभग 100 शब्दों में) (विकल्प सहित)	05
कुल			**80**

		आंतरिक मूल्यांकन	**अंक**	20
	अ	**सामयिक आकलन**	5	
	ब	**बहुविध आकलन**	5	
	स	**पोर्टफ़ोलियो**	5	
	द	**श्रवण एवं वाचन**	5	
		कुल		**100**

निर्धारित पुस्तकें:

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

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

❖ **नोट : निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे-**

स्पर्श(भाग -1)	• धर्म की आड़ (पूरा पाठ) • आदमीनामा (पूरा पाठ) • एक फूल की चाह (पूरा पाठ)
संचयन(भाग-1)	• हामिद खाँ (पूरा पाठ) • दिये जल उठे (पूरा पाठ)

कक्षा 10वीं हिंदी 'ब' परीक्षा हेतु पाठ्यक्रम विनिर्देशन-2022-2023

- **प्रश्न-पत्र दो खंडों - खंड 'अ' और 'ब' का होगा।**
- **खंड 'अ' में 45 वस्तुपरक प्रश्न पूछे जाएँगे, जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।**
- **खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे। भारांक-{80(वार्षिक परीक्षा)+ 20 (आंतरिक परीक्षा)**

निर्धारित समय **घंटे 3 -भारांक-80**

परीक्षा भार विभाजन			
	विषयवस्तु		**भार**
	खंड अ (वस्तुपरक प्रश्न)		**40**
1	**अपठित गद्यांश**		**10**
	अ	दो अपठित गद्यांश (लगभग 200 शब्दों के) बिना किसी विकल्प के (1x5=5)+(1x5=5) (दोनों गद्यांशों में एक अंकीय पाँच-पाँच प्रश्न पूछे जाएँगे)	10
2	**व्यावहारिक व्याकरण के आधार पर बहुविकल्पात्मक प्रश्न (1 अंक x16 प्रश्न)** कुल 21 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे।		**16**
	1	पदबंध (5 में से 4 प्रश्न)	04
	2	रचना के आधार पर वाक्य रूपांतरण (5 में से 4 प्रश्न)	04
	3	समास (5 में से 4 प्रश्न)	04
	4	मुहावरे (6 में से 4 प्रश्न)	04
3	**पाठ्यपुस्तक स्पर्श भाग - 2**		**14**
	काव्य खंड		07
	पठित पद्यांश पर एक अंकीय पाँच बहुविकल्पी प्रश्न। (1x5)		5
	स्पर्श (भाग-2) से निर्धारित कविताओं के आधार पर एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)		2
	गद्य खंड		7
	पठित गद्यांश पर एक अंकीय पाँच बहुविकल्पी प्रश्न। (1x5)		5
	स्पर्श (भाग - 2) से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)		2
	खंड - ब (वर्णनात्मक प्रश्न)		**40**
4	**पाठ्यपुस्तक स्पर्श भाग - 2**		**12**
	1	स्पर्श (गद्य खंड)से निर्धारित पाठों के आधार पर तीन में से दो प्रश्न पूछे जाएँगे। (3 अंक x 2 प्रश्न) (लगभग 60 शब्द)	06

	2	स्पर्श (काव्य खंड) से निर्धारित पाठों के आधार पर तीन में से दो प्रश्न पूछे जाएँगे। (3 अंक x 2 प्रश्न) (लगभग 60 शब्द)	06
	पूरक पाठ्यपुस्तक संचयन भाग - 2		**06**
	पूरक पाठ्यपुस्तक संचयन के निर्धारित पाठों से तीन में से दो प्रश्न पूछे जाएँगे, जिनका उत्तर लगभग 60 शब्दों में देना होगा। (3 अंक x 2 प्रश्न)		06
5	**लेखन**		**22**
	i	संकेत बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए किन्हीं तीन विषयों में से किसी एक विषय पर लगभग 100 शब्दों में अनुच्छेद लेखन। (5 अंक x1 प्रश्न) (विकल्प सहित)	05
	ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र। (5 अंक x 1 प्रश्न)	05
	iii	व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 80 शब्दों में सूचना लेखन। (4 अंक x1 प्रश्न) (विकल्प सहित)	04
	iv	विषय से संबंधित लगभग 60 शब्दों के अंतर्गत विज्ञापन लेखन। (3 अंक x1 प्रश्न) (विकल्प सहित)	03
	v	**दिए गए विषय/शीर्षक आदि के आधार पर रचनात्मक सोच के साथ** लगभग 100 शब्दों में लघुकथा लेखन। (5 अंकx1 प्रश्न) अथवा विविध विषयों पर आधारित लगभग 100 शब्दों में औपचारिक ई-मेल लेखन	05
कुल			**80**

		आंतरिक मूल्यांकन	**अंक**	20
	अ	**सामयिक आकलन**	5	
	ब	**बहुविध आकलन**	5	
	स	**पोर्टफ़ोलियो**	5	
	द	**श्रवण एवं वाचन**	5	
		कुल		**100**

निर्धारित पुस्तकें:

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

❖ **नोट : निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे।**

पाठ्य पुस्तक स्पर्श, भाग-2

बिहारी-दोहे (पूरा पाठ)

महादेवी वर्मा- मधुर-मधुर मेरे दीपक जल (पूरा पाठ)

अंतोन चेखव- गिरगिट (पूरा पाठ)

पूरक पुस्तक संचयन, भाग-2

पुस्तक में कोई परिवर्तन नहीं। कोई भी पाठ नहीं हटाया गया है।

REVISED SYLLABUS FOR MALAYALAM (CODE : 012)
ACADEMIC YEAR : 2022 – 2023

CLASS IX

Time : 3 Hrs **Total Marks 80** **No. of periods 140**

The question paper is divided into two sections.

Section A : Reading Comprehension,
: Vocabulary Building& M.C.Q 40 Marks 60 pds
Section B : Grammar, Composition &
: Literature (Prose, Poetry & Non-detailed) 40 Marks 80 pds

PATTERN OF QUESTION PAPER

Section	Topics	Type of Questions	No. of Questions	Marks (No of questions x Marks)	Total Marks	
Reading A	Comprehension of unseen poetry	M.C.Q.	8	8x1=8	16	40
	Vocabulary building.	M.C.Q	8	8X1=8		
	Prose & Poetry	M.C.Q	4	4X2=8	8	
		M.C.Q	4	4X4=16	16	
Grammar B Writing Literature	Transformation of Sentences.	V.S.A.Q	5	5X2=10	10	40
	a) Essay writing b) Letter writing c) Report writing for Newspaper. (Simple events / incidents)	L.A.Q. L.A.Q. S.A.Q.	1 1 1	1x5=5 1x5=5 1x5=5	15	
	Prose, Poetry Non-detailed	S.A.Q. S.A.Q. S.A.Q	1 2 2	1X3=3 2X3=6 2X3=6	15	
	33% choice in both the sections separately.				80	80

Internal Assessment: 20 **Total: 80+ 20 = 100**

REVISED SYLLABUS FOR MALAYALAM (CODE : 012)
ACADEMIC YEAR : 2022 - 2023
CLASS IX

Time : 3 Hrs Total Marks : 80 No. of Periods

A). **Reading Section :** 8 Marks 20 pds

Reading Comprehension of an unseen **poetry**

(Out of 11 MCQ Questions, 08 Questions should be attempted)

B). **Writing Section :** 15 Marks 30 pds

1. Essay Writing (topics related to social issues, family and school life)
   (Out of Two topics, one should be attempted)
2. Letter writing (applications, letter to the editor of a Newspaper, Commercial Correspondence)
3. Reporting of simple events / incidents for Newspaper

C). **Grammar Section :** 10 Marks 20 pds

1. Transformation of sentences (based on the text book)
   Active and Passive Voice, Simple and Compound (Angavakyam and Angivakyam) sentences, Affirmative and Negative sentences, Sentence making and Sentence correction.(Out of 11 questions, 10 should be attempted)

While giving the knowledge of formal grammar, emphasis should be laid on its functional / applied aspect so as to promote good understanding of the language and to promote appropriate linguistics skills.

2.Vocabulary Building. 8 Marks 10 pds

(Out of 10 MCQ Questions, 08 Questions should be attempted)

D) **Literature Section -- Prose and Poetry :** 48 pds

PRESCRIBED BOOK : KERALA PADAVALI MALAYALAM AND ADISTHANA PADAVALI MALAYALAM STD-IX EDITION 2019 Published by Department of Education, Govt. of Kerala (SCERT)

1.Section A

i) MCQ Section 1 : 03 Questions from Poem and 03 Questions from Prose (**4X2=8)**
(Annotations & Short questions, Out of 06 Questions, 04 Questions should be attempted)

ii) MCQ Section 2 : 03 Questions from Poem and 02 Questions from Prose (**4X4=16)**
(Annotations & Short questions, Out of 05 Questions, 04 Questions should be attempted)

2. Section B

i) S.A.Q Section 1: 02 Questions from Prose (**1X3=3)**
(Annotations & Short questions, Any 01 Question should be attempted)

ii) S.A.Q Section 2: 03 Questions from Poem (**2X3=6)**
(Annotations & Short questions, Any 02 Questions should be attempted)

Poetry : 04 Lessons

1. VISHWAM DEEPAMAYAM -- ULLOOR S PARAMESWARA IYER
2. KAALAKAL -- P. BHASKARAN
3. AMBADIYILEKKU -- CHERUSSERY
4. ATHE PRARTHANA -- EDASSERY GOVINDAN NAIR

Prose : 03 Lessons

1. VELLACHATTATHINTE IDIMUZHAKKAM -- ZACHARIA
2. RANDU TAXIKKAR -- NITHYA CHAITHANYA YATHI
3. AARBADATHIL NINNU LALITHYTHILEKKU -- M N VIJAYAN

Non-detailed : Out of 03 Questions from the Textbook, 02 Questions should be attempted in 100 words each. (**2x3=6)**

PRESCRIBED BOOK : **THEJASWI AYA VAGMI (Life history of Swami Vivekananda)**

Published by - H & C Publishing House, High Road Thrissur 660 001, Kerala **6 Marks 12 pds.**

REVISED SYLLABUS FOR MALAYALAM (CODE : 012)
ACADEMIC YEAR : 2022 – 2023

CLASS X

Time : 3 Hrs **Total Marks 80** **No. of periods 130**

The question paper is divided into two sections.

Section A	**:**	**Reading Comprehension,**		
	:	**Vocabulary Building& M.C.Q**	**40 Marks**	**52 pds**
Section B	**:**	**Grammar, Composition &**		
	:	**Literature (Prose, Poetry & Non-detailed)**	**40 Marks**	**78 pds**

PATTERN OF QUESTION PAPER

Section	Topics	Type of Questions	No. of Questions	Marks (No of questions x Marks)	Total Marks	
Reading A	Comprehension of unseen passage	M.C.Q.	8	8x1=8	16	40
	Vocabulary building.	M.C.Q	8	8X1=8		
	Prose & Poetry	M.C.Q	4	4X2=8	8	
		M.C.Q	4	4X4=16	16	
Grammar B Writing	Transformation of Sentences.	V.S.A.Q	5	5X2=10	10	40
	a) Essay writing	L.A.Q.	1	1x5=5	15	
	b) Letter writing	L.A.Q.	1	1x5=5		
	c) Report writing for Newspaper. (Simple events / incidents)	S.A.Q.	1	1x5=5		
Literature	Prose,	S.A.Q.	1	1X3=3	15	
	Poetry	S.A.Q.	2	2X3=6		
	Non-detailed	S.A.Q	2	2X3=6		
	33% choice in both the sections separately.				80	80

Internal Assessment: 20 **Total: 80+ 20 = 100**

REVISED SYLLABUS FOR MALAYALAM (CODE : 012)

ACADEMIC YEAR : 2022 - 2023

CLASS X

Time : 3 Hrs **Total Marks : 80** **No. of Periods**

A) **Reading Section :** 8 Marks 20 pds

Reading Comprehension of an unseen **passage.**

(Out of 11 MCQ Questions, 08 Questions should be attempted)

B) **Writing Section :** 15 Marks 28 pds

1. Essay Writing (topics related to social issues, family and school life)
   (Out of two topics, one should be attempted)
2. Letter writing (applications, letter to the editor of a Newspaper, Commercial Correspondence)
3. Reporting of simple events / incidents for Newspaper

C) **Grammar Section :** 10 Marks 20 pds

1. Transformation of sentences (based on the text book)
   Active and Passive Voice, Simple and Compound (Angavakyam and Angivakyam) sentences, Affirmative and Negative sentences, Sentence making and Sentence correction. (Out of 11 questions, 10 should be attempted)

While giving the knowledge of formal grammar, emphasis should be laid on its functional / applied aspect so as to promote good understanding of the language and to promote appropriate linguistics skills.

2. Vocabulary Building. 8 Marks 10 pds
   (Out of 10 MCQ Questions, 08 Questions should be attempted)

3. Literature Section - Prose and Poetry : 40 pds

PRESCRIBED BOOK: **KERALA PADAVALI & ADISTHANA PADAVALI MALAYALAM STD-X EDITION 2019** Published by Department of Education, Govt. of Kerala (SCERT)

1.Section A

i) MCQ Section 1 : 03 Questions from Poem and 3 Questions from prose. (**4X2=8)**

(Annotations & Short questions, Out of 06 Questions, 04 Questions should be attempted)

ii) MCQ Section 2 : 02 Questions from Poem and 03 Questions from Prose (**4X4=16)**

(Annotations & Short questions, Out of 05 Questions, 04 Questions should be attempted)

2. Section B

i) S.A.Q Section 1: 02 Questions from Prose (**1X3=3)**

(Annotations & Short questions, Any 01 Question should be attempted)

ii) S.A.Q Section 2: 03 Questions from Poem (**2X3=6)**

(Annotations & Short questions, Any 02 Questions should be attempted)

Poetry : -

1. LAKSHMANA SANTHWANAM -- EZHUTHACHAN
2. PRIYADARSHANAM -- N. KUMARANASHAN
3. AMMATHOTTIL -- RAFEEQ AHAMED
4. ONAMUTTATHU -- VYLOPPILLI SREEDHARA MENON

Prose : –

1. KADALTHEERATHU -- O.V. VIJAYAN
2. YUDHATHINTE PARINAMAM -- KUTTIKRISHNA MARAR
3. PANAYAM -- E. SANTHOSH KUMAR

Non-detailed: Any 02 Questions out of 03 should be attempted in 100 words each. 2x3=6)

PRESCRIBED BOOK : **CHATTAMPI SWAMIKAL (Jeevithavum – Sandeshavum)** by Mr. Rajan Thuvara - **First Nine Chapters** - Published by Current Books, Thrissur, Kerala) **6 Marks 12 Pds**

ARABIC (CODE: 016)

CLASS–IX (2022-23)

Time :3Hrs **Max.Marks:80**

A) Reading Section: **10Marks**

1. Unseen passage in simple Arabic(About80words)

B) Writing Section: **10Marks**

1. Short Paragraph/Application/Letter in Arabic
2. Use of word in sentences
3. Fill in the blanks
4. Correction of Sentences

C) Grammar and Translation Section: **20Marks**

a) Grammar:

(i) Mudaaf & Mudaaf Ilaihi

(ii) Conjugation(Sound Verbs only)

(iii) Sifat-Mausoof

(iv) Jaar-Majroor

(v) Ism Ishaarah

b) Translation

(i) Translation of simple sentences of Arabic into English, Hindi, or Urdu and vice-versa

D) Literature: **40Marks**

Prose and Poetry

Prescribed lessons from the textbook:

Prose:LessonNo:1-11,13-17&19-25=(Total23)

Poetry:LessonNo:12,18&26=(Total03)

E)	**Internal Assessment**	**20 Marks**
i)	Handwriting	5
ii)	Reading(One small passage without diacritical marks)	5
iii)	Arabic Speaking	5
iv)	Oral Applied Grammar	5

Prescribed Textbook:

Minhāj al-Ta'lim al-Thānawā(Class – IX), CBSE, Shiksha Kendra, 2, Community Centre,PreetVihar,Delhi-110092

ARABIC (Code: 016)

CLASS: X (2022-23)

Time :3Hrs **Max.Marks:80**

A) Reading Section: **10Marks**

1. Unseen passage of simple Arabic(About80words)

B) Writing Section: **10Marks**

1. Short Paragraph/Application/Letter in Arabic
2. Use of word in sentences
3. Fill in the blanks
4. Correction of Sentences

C) Grammar and Translation Section: **20Marks**

a) Grammar:

(i) F'il,Faa'iland Maf'ool Bihi

(ii) Marfoo'aat (Mubthada, Khabr, Faa'l, Naa'ibFaa'il, Ism Kaa'nawaakhawat, Khabr Inna waakhawat)

(iii) Mansoobaat(Mafoo'l, Khal, KabrKaa'nawaakhawat, Ism Inna waakhawat)

(iv) Pronouns (MuthasilwaMunfasil)

(v) Dual

(vi) HuroofAl-NawaasiborAl-Jawaazim

(vii) Jam'SaalimandJam'Mukassar.

(viii) Numberofwords1-10withtheirMa'dood

b) Translation

(i) Translation of simple sentences of Arabic into English, Hindi, or Urdu and vice-versa

D) Literature: **40Marks**

Prose and Poetry

Prescribed lessons from the textbook:

Prose:LessonNo:1-3,5-7&9-13,15-17,19-20(Total-16)

Poetry:4,8,14&18(Total–4)

F) Internal Assessment **20Marks**

(i) Handwriting	5
(ii) Reading(One small passage without diacritical marks)	5
(iii) Arabic Speaking	5
(iv) Oral Applied Grammar	5

Prescribed Textbook:

Minhāj al-Ta'lim al-Thānawā(Class – X), CBSE, Shiksha Kendra, 2, Community Centre,PreetVihar,Delhi-110092

EXAMINATION STRUCTURE FOR ARABIC (CODE:016)
CLASSES – IX – X (2022-23)

The Question Paper will be divided into four sections:
Scheme of Section and Weightage to content:

Section	Details of Topics / Chapters	Type of Questions	No. of Questions	Marks
Section – A Reading Skills	Unseen passage of simple Arabic (80 words)	MCQ Short Answer	6 Questions	2×1=2 4×2=8 Total =10
Section – B Writing Skills	a) Short paragraph of about 25 words on any given topic in Arabic / Letter in Arabic.	Long Answer	1 Question	4×1=4
	b) Use of words in Arabic sentences	Short Answer	4 (Attempt any 2)	1×2=2
	c) Fill in the blanks	Short Answer	4 (Attempt any 2)	1×2=2
	d) Correction of sentences	Short Answer	4 (Attempt any 2)	1×2=2 Total = 10
Section – C Grammar & Translation	a) Define and Illustration	Long Answer	3 (Attempt any 1)	1×5=5
	b) Choose the correct answer from bracket	MCQ	5 Questions	1×5=5
	c) Translation of Arabic into English/ Hindi/ Urdu	Long Answer	8 (Attempt any 5)	1×5=5
	d) Translation of English to Arabic	Long Answer	8 (Attempt any 5)	1×5=5 Total = 20
Section – D Literature (Prose & Poetry	**Prose:** a) Passages for translation of about 50 words	Long Answer	3 (Attempt any 2)	5×2=10
	b) Questions from any given passage	Long Answer	6 (Attempt any 4)	2×4=8
	c) MCQ	Short Answer	4 Questions	1×4=4
	Poetry: a) Explanation of any four given verses with reference to the context (12+3)	Long Answer	1Question	15×1=15
	b) Central Idea of any one poem	Long Answer	3 (Attempt any 1)	3×1 = 3 Total = 40

कक्षा – नवमी

संस्कृतम् (सम्प्रेषणात्मकम्) कोड् सङ्ख्या - 119

पाठ्यक्रमः परीक्षानिर्देशाश्च (2022-23)

या अन्तस्स्थले विद्यमानान् विविधविचारान् भावान् विविधाः अनुभूतीः च सार्थकैः ध्वनिभिः लिखितैः सङ्केतैः च प्रकटयति अभिव्यक्तयति सा भाषा। वस्तुतः भाषा अभिप्रायप्रकटनस्यैव विशिष्टं साधनं वर्तते। समाजे जनानां परस्परं भावग्रहणाय, भावविनिमयाय भावावबोधनाय च भाषा एव सरलतमं स्पष्टतमं च साधनं विद्यते। संसारे द्विसहस्राधिकभाषाः अधुना जनैः प्रयुज्यन्ते यासु गीर्वाणभाषा देववाणी संस्कृतभाषा प्राचीनतमा समृद्धा चास्ति। अस्यामेव भाषायां चतुर्भिः वेदैः षड्वेदाङ्गैः च सुसम्पन्नाः चतुर्दशविद्याः, विज्ञानम्, आयुर्वेदः, गणितं योगशास्त्रादयश्च ग्रन्थाः सुनिबद्धाः विद्यन्ते । एतेन अनुमातुं शक्यते यत् संस्कृतं केवलं भावप्रकटीकरणस्य विचारविनिमयस्य च माध्यमः एव न अपितु एकं विशिष्टं जीवनदर्शनम् अपि विद्यते। इतिहासः प्रमाणमत्र यत् सृष्टेः आदितः अद्यावधिः यत् शिक्षणं ज्ञानविज्ञानं च अस्ति तत् सर्वं अस्यां भाषायामेव अतीव वैज्ञानिकविधिना सन्निहितम् अस्ति। मनसः गहनातिगहनभावानां विविधविचाराणां च स्पष्टतया प्रकटीकरणार्थं संस्कृतं विना अन्यत्र नैव विद्यते वैशिष्ट्यम्। भारतीयं सर्वस्वं विश्वस्य समग्रं तत्त्वं च अस्यां भाषायाम् अस्ति।

संस्कृतस्य भाषावैज्ञानिकत्त्वम् – ऐतिहासिक-वर्णनात्मक-तुलनात्मकाध्ययन-द्वारा भाषायाः प्रकृतेः विकासोत्पत्तेः संरचनायाः अध्ययनपूर्वकं सर्वेषां विषयाणां सैद्धान्तिकः निर्णयः भाषाविज्ञानेन क्रियते। भाषाविज्ञान-नामकशास्त्रे शब्दानाम् उत्पत्तिः, वाक्यानां संरचना इत्यादीनां विषयाणां विचारः क्रियते। भाषाविज्ञानस्य सम्बन्धः सर्वेषां मानवानां भाषाभिः सह अस्ति। एवं भाषाविज्ञाने ध्वनेः, ध्वनि-उच्चारणोपयोगिनां स्वरयन्त्रमुखजिह्वादि-अङ्गानां प्रकृति-प्रत्ययादीनां, संज्ञासर्वनाम-क्रिया-विशेषणादीनां नामाख्यात-उपसर्जननिपातानां पदपदार्थविषयकाणां विकारादीनां विकारमूलककारकाणाम् अन्येषां विविधविषयाणाञ्च अध्ययनं क्रियते। भाषाविज्ञाने संस्कृतभाषा-विषयक-वर्णोत्पत्ति-सिद्धान्तस्य अतीव वैज्ञानिकं निरूपणं कृतं वर्तते।

विश्वस्य सर्वासु भाषासु संस्कृतभाषा प्राचीनतमा अस्ति। प्रायः सर्वासु भाषासु संस्कृतपरकशब्दाः उपलभ्यन्ते। संस्कृतभाषा भारतीयभाषाणां जननी इति कथ्यते। सर्वासु भारतीयभाषासु संस्कृतभाषा अन्तर्लीना अस्ति इति सर्वे अङ्गीकुर्वन्ति।

भारतदेशः बहुभाषी देशोऽस्ति। अस्मिन् देशे अनेकतायाम् एकतावर्धिनी भाषेयं सामाजिकसमरसतायै जीवनविकासाय च आवश्यकी वर्तते। संस्कृतस्य सांस्कृतिकं महत्त्वं वर्णयन्तः विद्वांसः कथयन्ति "भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा, संस्कृतिमूलं संस्कृतम्, साहित्यं संस्कृतिवाहकञ्च इति।" एषा संस्कृतिः न केवलं भारतस्य अपि तु विश्वस्य मुकुटायमाना अस्ति। उक्तं च-

सत्यमहिंसादिगुणैः श्रेष्ठा विश्वबन्धुत्वशिक्षिका।
विश्वशान्तिः सुखधात्री भारतीया हि संस्कृतिः॥

संस्कृतस्य व्यापकत्वं ज्ञायते अनेन पद्येन -

संस्कृते संस्कृतिर्ज्ञेया संस्कृते सकलाः कलाः।
संस्कृते सकलं ज्ञानं संस्कृते किन्न विद्यते॥

एवं संस्कृतभाषा परिनिष्ठिता, दोषरहिता, सरला, गभीरा, यथार्था वैज्ञानिकी च भाषा अस्ति। सम्प्रति युगेऽस्मिन् प्रमुखैः उद्देश्यैः संस्कृतभाषा शिक्षणीया अस्ति।

शिक्षणोद्देश्यानि –

* वसुधैव-कुटुम्बकम् इति भावनाविकासः।

* भारतीयभाषाणां संरक्षणम्।
* संस्कृतभाषया सम्प्रेषणकौशलविकासः।
* परस्परं संस्कृतसम्भाषणेन भावविनिमयः।
* संस्कृत-भाषया एव संस्कृत-शिक्षणम्।
* श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक-कौशलानां विकासः।
* बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम्।
* मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च।
* भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च।
* आत्मानुशासनसंस्थापनम्।
* भाषाशिक्षणकौशलानि वर्धनाय नैपुण्यप्राप्तिः।
* संस्कृतसाहित्यस्य अध्ययनेन ज्ञानानन्दस्य अनुभूतिः।
* मानवजीवनस्य विकासपूर्वकं कल्याणम्।
* संस्कृतभाषया छात्राणां सर्वविधविकासः।

शिक्षणप्रविधयः -

* संस्कृतमाध्यमेन सम्भाषणविधिना शनैः शनैः संस्कृत-शिक्षणं सम्भविष्यति। गतिवर्धनाय संस्कृताध्यापकैः धैर्येण स्वकीयाध्यापन-कार्यक्रमाणां नियोजनम्। रुचिकरभाषाभ्यासेन भाषिकोपलब्धिः। भाषिकाभ्यासाय वार्तालाप-कथाश्रवण-वादविवाद-संवाद-वर्णनपरकप्रतियोगिताभिः भाषाशिक्षणं कारयितुं शक्यते।
* विभिन्नप्रामाणिकसंस्थानां कार्यक्रमाः साहित्यसामग्र्यश्च प्रयुज्य उत्तमशिक्षणं कर्तुं शक्यते।
* संस्कृतभाषया उपलब्ध-दृश्य-श्रव्य-सामग्री-माध्यमेन भाषाभ्यासः।
* विभिन्नपाठ्यसामग्रीद्वारा शिक्षकः स्वकीयं शिक्षणकार्यं रुचिकरं कर्तुं शक्नोति।
* भाषाशिक्षकः छात्रान् स्नेहपूर्वकम् (आत्मीयभावेन) पाठयेत्।
* अद्यतनपूर्वकं साहित्यकोश-शब्दकोश-सन्दर्भग्रन्थानां सहायतया छात्राणां तत्परतावर्धनम्।
* प्राचीनार्वाचीनयोर्मध्ये समन्वयस्थापनद्वारा नूतनशिक्षणविधिभिश्च संस्कृतशिक्षणम्।
* सङ्गणकमाध्यमेन अन्तर्जाले विद्यमानसामग्रीभिश्च संस्कृतशिक्षणम्।

कौशलानि-

* ज्ञानात्मक-अवबोधनात्मक-अनुप्रयोगात्मक-विश्लेषणात्मक-संश्लेषणात्मक-मूल्याङ्कनात्मक-लक्षिताधिगमनविशेषाः।
* **श्रवणकौशलम्** – भावाधिग्रहणाय ध्वन्यात्मकं भाषायाः प्रथमं कौशलम् इदम्। अस्य साधनानि- गुरुमुखम्, आकाशवाणी, दूरवाणी, परिवारसदस्याः, समाजः, कक्ष्याः, ध्वनिमुद्रणयन्त्रम्, दूरदर्शनम् इत्यादीनि।
* **भाषणकौशलम्**- भावाभिव्यक्तये ध्वन्यात्मकं भाषायाः इदं द्वितीयं कौशलम्। वाग्-रूपं भावप्रकटनम् एव भाषणम्, परिसरप्रभावेण आधारेण वा भाषणशक्तिः जायते।
* **पठनकौशलम्** – भावाधिग्रहणाय लिप्यात्मकं भाषायाः तृतीयं कौशलम् इदम्। (अर्थग्रहणपूर्वकं स्पष्टरूप-वाचनम् इत्यर्थः)
* **लेखनकौशलम्**- भावाभिव्यक्तये लिप्यात्मकं भाषायाः चतुर्थं कौशलम् इदम्। (ध्वनिरूपे विद्यमानं भाषांशं लिपिरूपे अवतारणं लेखनम् इति उच्यते)

कक्षा – नवमी (2022-23)

संस्कृतम् (सम्प्रेषणात्मकम्) कोड् सङ्ख्या - 119

आहत्य-अङ्काः - 80+20

आहत्य-कालांशाः – 200

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे भागचतुष्टयं भविष्यति –

'क' भागः अपठित – अवबोधनम्	**10 अङ्काः**	**25 कालांशाः**
'ख' भागः रचनात्मक– कार्यम्	**15 अङ्काः**	**40 कालांशाः**
'ग' भागः अनुप्रयुक्त – व्याकरणम्	**25 अङ्काः**	**55 कालांशाः**
'घ' भागः पठितावबोधनम्	**30 अङ्काः**	**80 कालांशाः**

भागानुसारं विषयाः अङ्कविभाजनञ्च **80 अङ्काः**

क्र. सं.	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
	'क' भागः **अपठित – अवबोधनम्**		
1.	एकः गद्यांशः (80-100 शब्दपरिमितः)	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ शीर्षकम् (लघूत्तरात्मकः) भाषिककार्यम् (बहुविकल्पात्मकाः)	1×2=2 2×2=4 1×1=1 1×3=3
		पूर्णभारः	**10 अङ्काः**
	'ख' भागः **रचनात्मक – कार्यम्**		
2.	औपचारिकम् अथवा अनौपचारिकं पत्रम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णं पत्रं लेखनीयम्)	निबन्धात्मकः	½×10=5
3.	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	पूर्णवाक्यात्मकः	1×5=5
4.	संवादपूर्तिः / कथापूर्तिः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः / कथा लेखनीया)	निबन्धात्मकः	½×10=5
		पूर्णभारः	**15 अङ्काः**

'ग' भागः **अनुप्रयुक्त – व्याकरणम्**			
5.	उच्चारणस्थानम्	लघूत्तरात्मकाः	½×4=2
6.	सन्धिः	लघूत्तरात्मकाः	1×4=4
7.	कारक-उपपदविभक्तयः	बहुविकल्पात्मकाः	1×4=4
8.	शब्दरूपाणि	बहुविकल्पात्मकाः	1×4=4
9.	धातुरूपाणि	बहुविकल्पात्मकाः	1×4=4
10.	प्रत्ययाः	बहुविकल्पात्मकाः	1×3=3
11.	अव्ययानि	लघूत्तरात्मकाः	½×4=2
12	सङ्ख्या – 1-100 (1-4 केवलं प्रथमा-विभक्तौ)	लघूत्तरात्मकाः	½×4=2
		पूर्णभारः	**25 अङ्काः**
'घ' भागः **पठित – अवबोधनम्**			
13.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
14.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्))	½×2=1 1×2=2 1×2=2
15.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
16.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	1×5=5
17.	अन्वयः अथवा भावार्थः (रिक्तस्थानपूर्तिमाध्यमेन)	निबन्धात्मकः	½×4=2
18.	प्रसङ्गानुसारम् अर्थचयनं कृत्वा लेखनम्	बहुविकल्पात्मकाः	1×4=4
19.	पाठाधारित-कथापूर्तिः (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः)	निबन्धात्मकः	½×8=4
		पूर्णभारः	**30 अङ्काः**
		सम्पूर्णभारः	**80 अङ्काः**

प्रश्नपत्र-प्रारूपम् /संरचना

कक्षा – नवमी (2022-23)

संस्कृतम् (सम्प्रेषणात्मकम्) कोड् 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
			आहत्याङ्काः	**80**

संस्कृतपाठ्यक्रमः (सम्प्रेषणात्मकम्) कोड् सङ्ख्या - 119

कक्षा-नवमी (2022-23)

वार्षिकं मूल्याङ्कनम्

'क' भागः **अपठित – अवबोधनम्**	**(10 अङ्काः)**
1. एकः अपठितः गद्यांशः 80-100 शब्दपरिमितः गद्यांशः, सरलकथा ➢ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (2+4) ➢ शीर्षकलेखनम् (1) ➢ अनुच्छेद – आधारितं भाषिकं कार्यम् (3) भाषिककार्याय तत्त्वानि - ✓ वाक्ये कर्तृ – क्रिया पदचयनम् ✓ विशेषण – विशेष्य चयनम् ✓ पर्याय – विलोमपद – चयनम्	10
'ख' भागः **रचनात्मकं कार्यम्**	**(15 अङ्काः)**
2. सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकं पत्रलेखनम् (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णं पत्रं लेखनीयम्)	5
3. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्)	5
4. संवादपूर्तिः /कथापूर्तिः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः / कथा लेखनीया)	5
'ग' भागः **अनुप्रयुक्त-व्याकरणम्**	**(25 अङ्काः)**
5. उच्चारणस्थानानि	2
6. सन्धिकार्यम् स्वरसन्धिः (2 अङ्कौ) ➢ दीर्घः, गुणः, वृद्धिः, यण्, अयादि व्यञ्जनसन्धिः (1 अङ्कः) ➢ वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम् , 'म्' स्थाने अनुस्वारः, विसर्गसन्धिः (1 अङ्कः) ➢ उत्वम् , शत्वम्, षत्वम्, सत्वम्	4

7. कारक-उपपद-विभक्तयः ➢ द्वितीया – समया/निकषा, प्रति, विना, परितः, उभयतः ➢ तृतीया – सह/ सम्म्/ सार्धम्, विना, अलम्, हीन ➢ चतुर्थी – रुच्, दा (यच्छ्), नमः, कुप्, अलम् (सामर्थ्ये) ➢ पञ्चमी – विना, बहिः , भी, रक्ष् ➢ षष्ठी – उपरि, अधः, पुरतः, पृष्ठतः, वामतः, दक्षिणतः ➢ सप्तमी- स्निह्, विश्वस्, निपुण, कुशल	4
8. शब्दरूपाणि अजन्ताः (3 अङ्काः) पुँल्लिङ्गशब्दाः ➢ अजन्ताः - अकारान्तः - बालकवत्, इकारान्तः - कविवत्, उकारान्तः - साधुवत् ➢ हलन्तः - भवत् स्त्रीलिङ्गशब्दाः ➢ अजन्ताः - आकारान्तः - लतावत्, ईकारान्तः - नदीवत्, नपुंसकलिङ्गशब्दाः ➢ अजन्ताः - अकारान्तः - फलवत् सर्वनामशब्दाः (1 अङ्कः) ➢ अस्मद्, युष्मद्, तत्, किम् (त्रिषु लिङ्गेषु)	4
9. धातुरूपाणि परस्मैपदिनः (3 अङ्काः) ➢ भू, नम्, गम्, अस्, प्रच्छ्, कृ, ज्ञा, क्षाल्, नी (पञ्चलकारेषु) आत्मनेपदिनः (1 अङ्कः) ➢ सेव्, लभ्, रुच् - (लट्-लृट्लकारयोः)	4
10. प्रत्ययाः ➢ क्त्वा, तुमुन्, ल्यप्, शतृ	3
11. अव्ययानि ➢ स्थानबोधकानि – अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र ➢ कालबोधकानि – यदा,तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य,श्वः,ह्यः ➢ प्रश्नबोधकानि – किम्,कुत्र,कति,कदा,कुतः,कथम्, किमर्थम् ➢ अन्यानि – च, अपि, यदि, तर्हि, यथा, तथा, सम्यक्, एव	2
12. सङ्ख्या – 1-100 (1-4 केवलं प्रथमा-विभक्तौ)	2

'घ' भागः पठितावबोधनम्	(30 अङ्काः)
13. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➢ वाक्ये कर्तृ – क्रिया पदचयनम् ➢ विशेषण – विशेष्य चयनम् ➢ पर्याय – विलोमपद – चयनम्	5
14. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➢ वाक्ये कर्तृ – क्रिया पदचयनम् ➢ विशेषण – विशेष्य चयनम् ➢ पर्याय – विलोमपद – चयनम्	5
15. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➢ वाक्ये कर्तृ – क्रिया पदचयनम् ➢ विशेषण – विशेष्य चयनम् ➢ पर्याय – विलोमपद – चयनम्	5
16. वाक्येषु रेखाङ्कितपदानि अधिकृत्य उचितप्रश्ननिर्माणम्	5
17. एकस्य श्लोकस्य अन्वयः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः लेखनीयः)	2
18. पाठाधारित-कथापूर्तिः (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः)	4
19. प्रसङ्गानुसारम् अर्थचयनम् (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः)	4

आहत्य – अङ्काः - 80

परीक्षायै निर्धारिताः पाठाः

पाठसङ्ख्या	पाठनाम	पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	अविवेकः परमापदां पदम्	सप्तमः पाठः	तरवे नमोऽस्तु
द्वितीयः पाठः	पाथेयम्	अष्टमः पाठः	न धर्मवृद्धेषु वयः समीक्ष्यते
तृतीयः पाठः	विजयतां स्वदेशः	नवमः पाठः	कवयामि वयामि यामि
चतुर्थः पाठः	विद्यया भान्ति सद्गुणाः	दशमः पाठः	भारतीयं विज्ञानम् (केवलम् आन्तरिकमूल्याङ्कनाय)
पञ्चमः पाठः	कर्मणा याति संसिद्धिम्		
षष्ठः पाठः	तत् त्वम् असि	एकादशः पाठः	भारतेनास्ति मे जीवनं जीवनम् (केवलम् आन्तरिकमूल्याङ्कनाय)

अवधेयम् -

* अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथासम्भवं 'मणिका-प्रथमो भागः इति' पाठ्यपुस्तकात् करणीयम्। यदि ततः न सम्भवति तर्हि 'मणिका-अभ्यासपुस्तकम्' इत्यस्मात् कर्तुं शक्यम्।

निर्धारित – पाठ्यपुस्तके-

1. **'मणिका'- प्रथमो भागः,** पाठ्यपुस्तकम् (प्रकाशनम् - केन्द्रीय माध्यमिक शिक्षा बोर्ड)
2. **'मणिका-अभ्यासपुस्तकम्' - प्रथमो भागः** (प्रकाशनम् - केन्द्रीय माध्यमिक शिक्षा बोर्ड)

आन्तरिक-मूल्याङ्कनम्

(20 अङ्काः)

उद्देश्यानि

- ❖ छात्राणां सृजनात्मकक्षमतायाः विकासः।
- ❖ श्रवण-भाषण-पठन-लेखनकौशलानां विकासः।
- ❖ चिन्तनक्षमतायाः आत्मविश्वासस्य च संवर्धनम्।

क्र. सं.	गतिविधयः	उदाहरणानि	अङ्काः	निर्देशाः	मूल्याङ्कनबिन्दवः
1.	**आवधिक-परीक्षाः (पीरियोडिक् - असैस्मैंट)**	लिखितपरीक्षा	05	विद्यालयेन समये समये लिखितपरीक्षाणाम् आयोजनं करणीयं भवति।	परीक्षासु यत्र विद्यार्थिनः श्रेष्ठाः अङ्काः स्युः तयोः द्वयोः परीक्षयोः एव अधिभारः ग्रहीतव्यः। अपि च आवधिकपरीक्षासु अपि प्रश्नेषु आन्तरिकविकल्पाः देयाः। मूल्याङ्कनसमये यदि छात्रः सर्वान् प्रश्नान् उत्तरति तर्हि छात्रहिताय यत्र अधिकाः अङ्काः सन्ति तेषाम् एव मूल्याङ्कनं करणीयम्।
2	**बहुविधमूल्याङ्कनम्**	❖ कक्षायां पाठितस्य पाठस्य लघुमूल्याङ्कनम् ❖ निर्गतपत्राणि ❖ प्रश्नोत्तरी ❖ मौखिकी परीक्षा ❖ प्रतियोगिताः ❖ प्रश्नमञ्चस्यायोजनम्	05	कक्षायां पाठित-पाठस्य विषयस्य वा बहुविधं मूल्याङ्कनम् अपेक्षितम् अस्ति। अनेन विद्यार्थिनां विविधकौशलानां मूल्याङ्कनं भवेत्।	❖मौलिकता ❖विषयसम्बद्धता ❖शुद्धता ❖समयबद्धता ❖प्रस्तुतीकरणम्
3.	**निवेशसूचिका (पोर्टफोलियो)**	❖ कक्षाकार्यम् ❖ सामूहिक-मूल्याङ्कनम् ❖ स्वमूल्याङ्कनम् ❖ विद्यार्थिनः विषयगताः उपलब्धयः	05	विद्यार्थिभिः कक्षायां कृतानां कार्याणाम् उपलब्धीनां च संरक्षणं संयोजनं च सञ्चिकायां पत्रावल्यां वा करणीयम्। एतेन समग्रं मूल्याङ्कनं प्रमाणिकत्वेन भवितुं शक्नोति।	❖ सुलेखः ❖ तथ्यात्मकता ❖ प्रामाणिकता ❖ समयबद्धता

4.	**भाषा-संवर्धनाय गतिविधयः** **(क) श्रवण-भाषण-कौशलम्**	❖ कथा ❖ संवादः/ वार्तालापः ❖ भाषणम् ❖ नाटकम् ❖ वार्ताः ❖ आशुभाषणम् ❖ संस्कृतगीतानि ❖ श्लोकोच्चारणम् ❖ प्रहेलिकाः	05	❖ छात्राः कामपि कथां श्रावयितुं शक्नुवन्ति। ❖ शिक्षकः कमपि विषयं सूचयित्वा परस्परं संवादं कारयितुं शक्नोति। ❖ दूरदर्शने वार्तावली इत्याख्यः संस्कृत-कार्यक्रमः प्रसारितः भवति तं द्रष्टुं छात्राः प्रेरणीयाः। ❖ श्रवण-कौशल-मूल्याङ्कनाय शिक्षकः स्वयम् अपि कथां श्रावयित्वा ततः सम्बद्ध-प्रश्नान् प्रष्टुं शक्नोति।	❖ उच्चारणम् ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम् (आरोहावरोह-गतियति-प्रयोगः)
	(ख) लेखनकौशलम्	❖ विविधविषयान् आधृत्य मौलिकलेखनम् यथा– देशः, माता, पिता, गुरुः, विद्या पर्यावरणम्, योगः, समयस्य सदुपयोगः, शिक्षा, अनुशासनम् इत्यादयः। ❖ शैक्षिकभ्रमणस्य संस्कृतेन प्रतिवेदनलेखनम्। ❖ दैनन्दिनीलेखनम्। ❖ सङ्केताधारितं कथालेखनम्। ❖ भित्तिपत्रिकायाः निर्माणम्। ❖ श्रुतलेखः। ❖ सूक्तिलेखनम्।		❖ छात्राः यथाशक्यं कक्षायामेव लेखनकार्यं कुर्युः। ❖ टिप्पणी- पुस्तिकायाः निर्माणम्। ❖ वैयक्तिकपरीक्षणम्।	❖ विषय-सम्बद्धता ❖ शुद्धता (विशेषतः पञ्चमवर्णस्यप्रयोगः) ❖ समयबद्धता ❖ सुलेखः ❖ प्रस्तुतीकरणम्
	अवधातव्यम् –उपर्युक्त-गतिविधयः उदाहरणरूपेण प्रदत्ताः सन्ति। एतदतिरिच्य एतादृशाः अन्यगतिविधयः अपि भवितुमर्हन्ति।				

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कक्षा – नवमी

संस्कृतम् कोड-सङ्ख्या-122

पाठ्यक्रमः परीक्षानिर्देशाश्च (2022-23)

भाष्यते व्यवहारादिषु प्रयुज्यते इति भाषा, मानवः स्वमनसि विद्यमानान् विचारान् भावनाः अनुभूतिं च अर्थयुक्तैः ध्वनिभिः लिखितसङ्केतैः च अभिव्यक्तयति सा भाषा। भाषा अभिप्रायप्रकटनस्य साधनम्। वस्तुतः लोके द्वयोः मनुष्ययोः मध्ये परस्परम् अवबोधनाय, भावग्रहणाय, भावविनिमयाय च भाषया विना न अन्यत् स्पष्टतमं सरलतमं च साधनं विद्यते। लोके बहव्यः भाषाः सन्ति यासु संस्कृतभाषा अतिप्राचीनतमा समृद्धा च अस्ति। संस्कृतभाषायाम् एव सन्ति ऋग्यजुस्सामाथर्वाः चत्वारः वेदाः, शिक्षा, व्याकरणं, निरुक्तं, ज्योतिषं, छन्दः कल्पः चेति षडङ्गानि, चतुर्दशविद्याः, विज्ञानम्, आयुर्वेदः, योगशास्त्रादयः ग्रन्थाः। अतः संस्कृतं केवलं भाषा न अपितु किञ्चन जीवनदर्शनम् इति। इयं विद्या (भाषा) भारतीयानां प्रतिष्ठात्मिका कामधेनुः समस्तज्ञानप्रदात्री, ऐक्यप्रदात्री, धर्मार्थकाममोक्षप्रदात्री च अस्ति। सृष्टेः आदितः अद्यावधिः यत् शिक्षणं ज्ञानविज्ञानं च अस्ति तत् सर्वं अस्यां भाषायामेव सन्निहितम् अस्ति। अतिसूक्ष्मभावनां प्रकटयितुं स्पष्टीकर्तुं संस्कृतं विना नैव अन्यत्र विद्यते सामर्थ्यम्। भारतीयं सर्वस्वं विश्वस्य समग्रं तत्त्वं च अस्यां भाषायाम् अस्ति।

संस्कृतस्य भाषावैज्ञानिकत्त्वम् – ऐतिहासिक-वर्णनात्मक-तुलनात्मकाध्ययन-द्वारा भाषायाः प्रकृतेः विकासोत्पत्तेः संरचनायाः अध्ययनपूर्वकं सर्वेषां विषयाणां सैद्धान्तिकः निर्णयः भाषाविज्ञानेन क्रियते। भाषाविज्ञान-नामकशास्त्रे शब्दानाम् उत्पत्तिः, वाक्यानां संरचना इत्यादीनां विषयाणां विचारः क्रियते। भाषाविज्ञानस्य सम्बन्धः सर्वेषां मानवानां भाषाभिः सह अस्ति। एवं भाषाविज्ञाने ध्वनेः, ध्वनि-उच्चारणोपयोगिनां स्वरयन्त्रमुखजिह्वादि-अङ्गानां प्रकृति-प्रत्ययादीनां, संज्ञासर्वनाम-क्रिया-विशेषणादीनां नामाख्यात-उपसर्जननिपातानां पदपदार्थविषयकानां विकारादीनां विकारमूलककारकाणाम् अन्येषां विविधविषयाणाञ्च अध्ययनं क्रियते। भाषाविज्ञाने संस्कृतभाषा-विषयक-वर्णोत्पत्ति-सिद्धान्तस्य अतीव वैज्ञानिकं निरूपणं कृतं वर्तते।

विश्वस्य सर्वासु भाषासु संस्कृतभाषा प्राचीनतमा अस्ति। प्रायः सर्वासु भाषासु संस्कृतपरकशब्दाः उपलभ्यन्ते। संस्कृतभाषा भारतीयभाषाणां जननी इति कथ्यते। सर्वासु भारतीयभाषासु संस्कृतभाषा अन्तर्लीना अस्ति इति सर्वे अङ्गीकुर्वन्ति।

भारतदेशः बहुभाषी देशोऽस्ति। अस्मिन् देशे अनेकतायाम् एकतावर्धिनी भाषेयं सामाजिकसमरसतायै जीवनविकासाय च आवश्यकी वर्तते। संस्कृतस्य सांस्कृतिकं महत्त्वं वर्णयन्तः विद्वांसः कथयन्ति "भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा, संस्कृतिमूलं संस्कृतम्, साहित्यं संस्कृतिवाहकञ्च इति।" एषा संस्कृतिः न केवलं भारतस्य अपि तु विश्वस्य मुकुटायमाना अस्ति। उक्तं च -

सत्यमहिंसादिगुणैः श्रेष्ठा विश्वबन्धुत्वशिक्षिका।
विश्वशान्तिः सुखधात्री भारतीया हि संस्कृतिः॥
संस्कृते संस्कृतिर्ज्ञेया संस्कृते सकलाः कलाः।
संस्कृते सकलं ज्ञानं संस्कृते किन्न विद्यते॥

एवं संस्कृतभाषा परिनिष्ठिता, दोषरहिता, सरला, गभीरा, यथार्था वैज्ञानिकी च भाषा अस्ति। सम्प्रति युगेस्मिन् प्रमुखैः उद्देश्यैः संस्कृतभाषा शिक्षणीया अस्ति।

शिक्षणोद्देश्यानि –

* वसुधैव-कुटुम्बकम् इति भावनाविकासः।
* भारतीयभाषाणां संरक्षणम्।

* संस्कृतभाषया सम्प्रेषणकौशलविकासः।
* परस्परं संस्कृतसम्भाषणेन भावविनिमयः।
* संस्कृत-भाषया एव संस्कृत-शिक्षणम्।
* श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक-कौशलानां विकासः।
* बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम्।
* मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च।
* भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च।
* आत्मानुशासनसंस्थापनार्थम्
* भाषाशिक्षणकौशलानि वर्धनाय नैपुण्यप्राप्तिः।
* परस्परं वार्तालापमाध्यमेन भावविनिमयः।
* संस्कृतसाहित्यस्य अध्ययनेन ज्ञानानन्दस्य अनुभूतिः।
* मानवजीवनस्य विकासपूर्वकं कल्याणम्।
* संस्कृतभाषया छात्राणां सर्वविधविकासः।

शिक्षणप्रविधयः -

* संस्कृतमाध्यमेन सम्भाषणविधिना शनैः शनैः संस्कृतशिक्षणं सम्भविष्यति। गतिवर्धनाय संस्कृताध्यापकैः धैर्येण स्वकीयाध्यापन-कार्यक्रमाणां नियोजनम्। रुचिकरभाषाभ्यासेन भाषिकोपलब्धिः। भाषिकाभ्यासाय वार्तालाप-कथाश्रवण-वादविवाद-संवाद-वर्णनपरकप्रतियोगिताभिः भाषाशिक्षणं कारयितुं शक्यते।
* विभिन्नप्रामाणिकसंस्थानां कार्यक्रमाः साहित्यसामग्र्यश्च प्रयुज्य उत्तमशिक्षणं कर्तुं शक्यते।
* संस्कृतभाषया उपलब्ध-दृश्य-श्रव्य-सामग्री-माध्यमेन भाषाभ्यासः।
* विभिन्नपाठ्यसामग्रीद्वारा शिक्षकः स्वकीयं शिक्षणकार्यं रुचिकरं कर्तुं शक्नोति।
* भाषाशिक्षकः छात्रान् स्नेहपूर्वकम् (आत्मीयभावेन) पाठयेत्।
* अद्यतनपूर्वकं साहित्यकोश-शब्दकोश-सन्दर्भग्रन्थानां सहायतया छात्राणां तत्परतावर्धनम्।
* प्राचीनार्वाचीनयोर्मध्ये समन्वयस्थापनद्वारा नूतनशिक्षणविधिभिश्च संस्कृतशिक्षणम्।

कौशलानि-

* **श्रवणकौशलम्** – भावाधिग्रहणाय ध्वन्यात्मकं भाषायाः प्रथमं कौशलम् इदम्। अस्य साधनानि- गुरुमुखम्, आकाशवाणी, दूरवाणी, परिवारसदस्याः, समाजः, कक्ष्याः, ध्वनिमुद्रणयन्त्रम्, दूरदर्शनम् इत्यादीनि।
* **भाषणकौशलम्**- भावाभिव्यक्तये ध्वन्यात्मकं भाषायाः इदं द्वितीयं कौशलम्। वाग्-रूपं भावप्रकटनम् एव भाषणम्, परिसरप्रभावेण आधारेण वा भाषणशक्तिः जायते।
* **पठनकौशलम्** – भावाधिग्रहणाय लिप्यात्मकं भाषायाः तृतीयं कौशलम् इदम्। (अर्थग्रहणपूर्वकं स्पष्टरूप-वाचनम् इत्यर्थः)
* **लेखनकौशलम्**- भावाभिव्यक्तये लिप्यात्मकं भाषायाः चतुर्थं कौशलम् इदम्। (ध्वनिरूपे विद्यमानं भाषांशं लिपिरूपे अवतारणं लेखनम् इति उच्यते)
* ज्ञानात्मक-अवबोधनात्मक-अनुप्रयोगात्मक-विश्लेषणात्मक-संश्लेषणात्मक-मूल्याङ्कनात्मक-लक्षिताधिगमनविशेषाः।

कक्षा – नवमी (2022-23)

संस्कृतम् (कोड़ नं. 122)

आहत्य-अङ्काः – 80+20

आहत्य-कालांशाः - 200

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति –

'क' खण्डः अपठित – अवबोधनम्	**10 अङ्काः**	**25 कालांशाः**
'ख' खण्डः रचनात्मक – कार्यम्	**15 अङ्काः**	**40 कालांशाः**
'ग' खण्डः अनुप्रयुक्त – व्याकरणम्	**25 अङ्काः**	**55 कालांशाः**
'घ' खण्डः पठित – अवबोधनम्	**30 अङ्काः**	**80 कालांशाः**

खण्डानुसारं विषयाः मूल्यभारः च

क्र. सं.	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
		'क' खण्डः **अपठित – अवबोधनम्**	
1.	एकः गद्यांशः (80-100 शब्दपरिमितः)	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ शीर्षकम् (लघूत्तरात्मकः) भाषिककार्यम् (बहुविकल्पात्मकाः)	1×2=2 2×2=4 1×1=1 1×3=3
		पूर्णभारः	**10 अङ्काः**
		'ख' खण्डः **रचनात्मक – कार्यम्**	
2.	औपचारिकम् अथवा अनौपचारिकं पत्रम् (पूर्ण पत्रं लेखनीयम्)	निबन्धात्मकः	5
3.	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	पूर्णवाक्यात्मकाः/ निबन्धात्मकः	1×5=5
4.	हिन्दी/आङ्ग्लभाषातः संस्कृतेन अनुवादः	पूर्णवाक्यात्मकः	1×5=5
		पूर्णभारः	**15 अङ्काः**
		'ग' खण्डः **अनुप्रयुक्त – व्याकरणम्**	
5.	सन्धिः	लघूत्तरात्मकाः	1×4=4
6.	शब्दरूपाणि	बहुविकल्पात्मकाः	1×4=4
7.	धातुरूपाणि	बहुविकल्पात्मकाः	1×4=4
8.	कारक-उपपदविभक्तयः	बहुविकल्पात्मकाः	1×4=4

9.	प्रत्ययाः	बहुविकल्पात्मकाः	1×3=3
10.	सङ्ख्याः	लघूत्तरात्मकाः	½×4=2
11.	उपसर्गाः	लघूत्तरात्मकाः	½×4=2
12.	अव्ययानि	लघूत्तरात्मकाः	½×4=2
		पूर्णभारः	**25 अङ्काः**
'घ' खण्डः **पठित – अवबोधनम्**			
13.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
14.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
15.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
16.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	1×4=4
17.	अन्वयः अथवा भावार्थः	निबन्धात्मकः	3
18.	घटनाक्रमानुसारं वाक्यलेखनम्	निबन्धात्मकः	½×8=4
19.	(क) प्रसङ्गानुसारम् अर्थस्य चयनम् (ख) शब्दानाम् अर्थैः सहमेलनम्	लघूत्तरात्मकाः लघूत्तरात्मकाः	½×4=2 ½×4=2
		पूर्णभारः	**30 अङ्काः**

सम्पूर्णभारः 80 अङ्काः

प्रश्नपत्र-प्रारूपम् /संरचना

कक्षा – नवमी (2022-23)

संस्कृतम् कोड् सङ्ख्या - 122

प्रश्नप्रकारः	प्रश्नानां सङ्ख्या	विभाग-सङ्ख्या	प्रतिप्रश्नम् अङ्कभारः	आहत्याङ्काः
अति-लघूत्तरात्मकाः ½ अङ्कः	2+2+2=6	3	½	3
अति-लघूत्तरात्मकाः 1 अङ्कः	2=2	1	1	2
बहुविकल्पात्मकाः 1 अङ्कः	3+4+4+4+3=18	5	1	18
लघूत्तरात्मकाः ½ अङ्कः	4+4+4+4+4=20	5	½	10
लघूत्तरात्मकाः 1 अङ्कः	2+2+2+1+4=11	5	1	11
दीर्घोत्तरात्मकाः ½ अङ्कः	8=8	1	½	4
दीर्घोत्तरात्मकाः 1 अङ्कः	5+5+2+2+2+4=20	6	1	20
दीर्घोत्तरात्मकाः 2 अङ्कौ	2=2	1	2	4
निबन्धात्मकाः 3 अङ्काः	1=1	1	3	3
निबन्धात्मकाः 5 अङ्काः	1=1	1	5	5
			आहत्याङ्काः	80

संस्कृतपाठ्यक्रमः (कोड़ नं. 122)
कक्षा – नवमी (2022-23)
वार्षिकं मूल्याङ्कनम्

'क' भागः **अपठित – अवबोधनम्**	**(10 अङ्काः)**
1. एकः अपठितः गद्यांशः 80-100 शब्दपरिमितः गद्यांशः, सरलकथा वर्णनं वा ➢ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (2+4) ➢ शीर्षकलेखनम् (1) ➢ अनुच्छेद – आधारितं भाषिकं कार्यम् (3) भाषिककार्याय तत्त्वानि - ✓ वाक्ये कर्तृ – क्रिया पदचयनम् ✓ कर्तृ-क्रिया-अन्वितिः ✓ विशेषण – विशेष्य चयनम् ✓ पर्याय – विलोमपद – चयनम् ✓ सर्वनामस्थाने संज्ञाप्रयोगः	10
'ख' भागः **रचनात्मकं कार्यम्**	**(15 अङ्काः)**
2 औपचारिकम् अथवा अनौपचारिकं पूर्णपत्रलेखनम् सम्भावितविषयाः – ➢ औपचारिकम् अवकाशार्थम्, स्वच्छतायै स्वास्थ्यविभागाय, विद्युद्विभागाय, वित्तकोषाय, आरक्षकालयाय, प्रकाशकाय इत्यादयः। ➢ अनौपचारिकम्- पित्राभ्याम्, वर्धापनपत्रम्, निमन्त्रणपत्रम्, परिणामसूचनापत्रम् इत्यादय।	5
3. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्)	5
4. हिन्दीभाषायाम् आङ्ग्लभाषायां वा लिखितानां पञ्चवाक्यानां संस्कृतभाषायाम् अनुवादः	5
'ग' भागः **अनुप्रयुक्त-व्याकरणम्**	**(25 अङ्काः)**
5. सन्धिकार्यम् ➢ स्वरसन्धिः - दीर्घः, गुण, वृद्धिः, यण्, अयादि ➢ व्यञ्जनसन्धिः –जश्त्वसन्धिः, 'म्' स्थाने अनुस्वारः ➢ विसर्गसन्धिः – उत्वम्, रत्वम्	4

6. शब्दरूपाणि ➢ अकारान्तपुँल्लिङ्गशब्दाः – बालकवत् ➢ इकारान्तपुँल्लिङ्गशब्दाः – कविवत् ➢ उकारान्तपुँल्लिङ्गशब्दाः – साधुवत् ➢ ऋकारान्तपुँल्लिङ्गशब्दाः – पितृवत् ➢ आकारान्तस्त्रीलिङ्गशब्दाः - लतावत् ➢ ईकारान्तस्त्रीलिङ्गशब्दाः – नदीवत् ➢ ऋकारान्तस्त्रीलिङ्गशब्दाः – मातृवत् ➢ हलन्ताः - राजन्, भवत्, विद्वस्, गुणिन् ➢ सर्वनामशब्दाः – अस्मद्, युष्मद्, तत्, इदम्, किम् (त्रिषु लिङ्गेषु)	4
7. धातुरूपाणि ➢ पठ्, गम्, वद्, भू , क्रीड्, नी, दृश्, शक्, ज्ञा, अस्, कृ, दा, क्री, श्रु, पा(पिब्), सेव्, लभ् (पञ्चसु लकारेषु)	4
8. कारक-उपपद-विभक्तयः ➢ द्वितीया – उभयतः, धिक्, परितः, समया, निकषा, प्रति, विना ➢ तृतीया – सह,साकम्, समम्, सार्धम्, विना, अलम्, सदृश, हीन ➢ चतुर्थी – रुच्, दा (यच्छ्), नमः, कुप्, स्वस्ति ➢ पञ्चमी – विना, बहिः, भी, रक्ष्, ऋते ➢ षष्ठी – उपरि, अधः, पुरतः, पृष्ठतः, निर्धारणे ➢ सप्तमी- स्निह्, निपुणः, विश्वस्, पटु।	4
9. प्रत्ययाः ➢ क्त्वा क्त्वा, तुमुन्, ल्यप्, क्तवतु, शतृ, शानच्, क्त	3
10. सङ्ख्या – 1-100 (1-4 केवलं प्रथमा-विभक्तौ)	2
11. उपसर्गाः (द्वाविंशतिः)	2
12. अव्ययानि ➢ स्थानबोधकानि – अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र ➢ कालबोधकानि – यदा,तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य,श्वः,ह्यः ➢ प्रश्नबोधकानि – किम्,कुत्र,कति,कदा,कुतः,कथम्, किमर्थम् ➢ अन्यानि – च, अपि, यदि, तर्हि, यथा, तथा, सम्यक्, एव	2
'घ' भागः **पठितावबोधनम्**	**(30 अङ्काः)**
13. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➢ वाक्ये कर्तृ – क्रिया पदचयनम् ➢ विशेषण – विशेष्य चयनम्	5

➢ पर्याय – विलोमपद – चयनम् 14. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➢ वाक्ये कर्तृ – क्रिया पदचयनम् ➢ विशेषण – विशेष्य चयनम् ➢ पर्याय – विलोमपद – चयनम् 15. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➢ वाक्ये कर्तृ – क्रिया पदचयनम् ➢ विशेषण – विशेष्य चयनम् ➢ पर्याय – विलोमपद – चयनम् 16. वाक्येषु रेखाङ्कितपदानि अधिकृत्य उचितप्रश्ननिर्माणम् 17. श्लोकान्वयः/ एकस्य श्लोकस्य संस्कृतेन भावार्थलेखनम् 18. घटनाक्रमानुसारं कथालेखनम् 19. (क) प्रसङ्गानुसारम् अर्थचयनम् (ख) शब्दानाम् अर्थैः सहमेलनम् (पाठान् आधृत्य लघूत्तरात्मकाः प्रश्नाः)	5 5 5 2 4 2 2

आहत्याङ्काः - 80

परीक्षायै निर्धारिताः पाठाः

पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	भारतीवसन्तगीतिः
द्वितीयः पाठः	स्वर्णकाकः
तृतीयः पाठः	गोदोहनम्
पञ्चमः पाठः	सूक्तिमौक्तिकम्
षष्ठः पाठः	भ्रान्तो बालः
नवमः पाठः	सिकतासेतुः
दशमः पाठः	जटायोः शौर्यम्
एकादशः पाठः	पर्यावरणम्
द्वादशः पाठः	वाङ्मनः प्राणस्वरूपम्

निर्धारित – पाठ्यपुस्तकानि –

1. 'शेमुषी' प्रथमो भागः, पाठ्यपुस्तकम् , संशोधितसंस्करणम्
   (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)
2. 'अभ्यासवान् भव'-प्रथमो भागः – व्याकरणपुस्तकम्
   (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)
3. 'व्याकरणवीथिः'- व्याकरणपुस्तकम्
   (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)

अवधेयम् -

* अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथासम्भवं 'शेमुषी-प्रथमो भागः इति' पाठ्यपुस्तकात् करणीयम्। यदि ततः न सम्भवति तर्हि 'अभ्यासवान् भव-प्रथमो भागः' इत्यस्मात् कर्तुं शक्यम्।

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संस्कृतम् (कोड़ नं. 122)

कक्षा – दशमी (2022-23)

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति -

'क' खण्डः अपठित – अवबोधनम्	**10 अङ्काः**	**25 कालांशाः**
'ख' खण्डः रचनात्मक – कार्यम्	**15 अङ्काः**	**40 कालांशाः**
'ग' खण्डः अनुप्रयुक्त – व्याकरणम्	**25 अङ्काः**	**55 कालांशाः**
'घ' खण्डः पठित – अवबोधनम्	**30 अङ्काः**	**80 कालांशाः**

खण्डानुसारं विषयाः मूल्यभारः च

क्र. सं.	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
	'क' खण्डः **अपठित – अवबोधनम्**		
1	एकः गद्यांशः 80-100 शब्दपरिमितः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ शीर्षकम् (लघूत्तरात्मकः) भाषिककार्यम् (बहुविकल्पात्मकाः)	1×2=2 2×2=4 1×1=1 1×3=3
		सम्पूर्णभारः	**10 अङ्काः**
	'ख' खण्डः **रचनात्मक – कार्यम्**		
2.	औपचारिकम् अथवा अनौपचारिकं पत्रम् (मञ्जूषायाः सहायतया पूर्णं पत्रं लेखनीयम्)	निबन्धात्मकः	½×10=5
3.	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	निबन्धात्मकः	1×5=5
4.	हिन्दी/आङ्ग्लभाषातः संस्कृतेन अनुवादः	पूर्णवाक्यात्मकः	1×5=5
		सम्पूर्णभारः	**15 अङ्काः**
	'ग' खण्डः **अनुप्रयुक्त – व्याकरणम्**		
5.	सन्धिः	लघूत्तरात्मकाः	1×4=4
6.	समासः	बहुविकल्पात्मकाः	1×4=4
7.	प्रत्ययाः	बहुविकल्पात्मकाः	1×4=4
8.	वाच्यप्रकरणम्	बहुविकल्पात्मकाः	1×3=3
9.	समयः	लघूत्तरात्मकाः	1×4=4
10.	अव्ययपदानि	लघूत्तरात्मकाः	1×3=3
11.	संशोधनकार्यम्	बहुविकल्पात्मकाः	1×3=3
		सम्पूर्णभारः	**25 अङ्काः**

'घ' खण्डः पठित – अवबोधनम्			
12.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
13.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
14.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	½×2=1 1×2=2 1×2=2
15.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	1×4=4
16.	अन्वयः अथवा भावार्थः	पूर्णवाक्यात्मकाः	1×4=4
17.	घटनाक्रमानुसारं वाक्यलेखनम्	पूर्णवाक्यात्मकाः	½×8=4
18.	प्रसङ्गानुकूलम् अर्थचयनम्	लघूत्तरात्मकाः	1×3=3
		पूर्णभारः	**30 अङ्काः**

सम्पूर्णभारः - 80 अङ्काः

प्रश्नपत्र-प्रारूपम् /संरचना

कक्षा – दशमी (2022-23)

संस्कृतम् कोड् सङ्ख्या - 122

प्रश्नप्रकारः	प्रश्नानां सङ्ख्या	विभाग-सङ्ख्या	प्रतिप्रश्नम् अङ्कभारः	आहत्याङ्काः
अति-लघूत्तरात्मकाः ½ अङ्कः	2+2+2=6	3	½	3
अति-लघूत्तरात्मकाः 1 अङ्कः	2=2	1	1	2
बहुविकल्पात्मकाः 1 अङ्कः	3+4+4+3+3=17	5	1	17
लघूत्तरात्मकाः 1 अङ्कः	2+2+2+1+4+4+3+3=21	8	1	21
दीर्घोत्तरात्मकाः ½ अङ्कः	10+8=18	2	½	9
दीर्घोत्तरात्मकाः 1 अङ्कः	5+5+2+2+2+4+4=24	7	1	24
दीर्घोत्तरात्मकाः 2 अङ्कौ	2=2	1	2	4
			आहत्याङ्काः	80

संस्कृतपाठ्यक्रमः (कोड़ नं. 122)

कक्षा – दशमी (2022-23)

वार्षिकं मूल्याङ्कनम् 80 अंकाः

'क' भागः **अपठित – अवबोधनम्**	**(10 अङ्काः)**
1. एकः अपठितः गद्यांशः 80-100 शब्दपरिमितः गद्यांशः, सरलकथा, वर्णनं वा 2+4+1 ➢ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् ➢ शीर्षकलेखनम् ➢ अनुच्छेद – आधारितं भाषिकं कार्यम् भाषिककार्याय तत्त्वानि - 3 ✓ वाक्ये कर्तृ – क्रिया पदचयनम् ✓ कर्तृ - क्रिया – अन्वितिः ✓ विशेषण – विशेष्य चयनम् ✓ पर्याय – विलोमपद – चयनम्	10
'ख' भागः **रचनात्मकं कार्यम्**	**(15 अङ्काः)**
2. सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकं पत्रलेखनम् 3. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् 4. हिन्दीभाषायाम् आङ्ग्लभाषायां वा लिखितानां पञ्चसरलवाक्यानां संस्कृतभाषायाम् अनुवादः	5 5 5
'ग' भागः **अनुप्रयुक्त-व्याकरणम्**	**(25 अङ्काः)**
5. सन्धिकार्यम् (2+2) ➢ व्यञ्जनसन्धिः - वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्, प्रथमवर्णस्य पञ्चमवर्णे परिवर्तनम् ➢ विसर्गसन्धिः - विसर्गस्य उत्वम्, रत्वम्, विसर्गलोपः, विसर्गस्य स्थाने स्, श्, ष् 6. समासः - वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः (1+1+1=1) ➢ तत्पुरुषः – विभक्तिः ➢ बहुव्रीहिः ➢ अव्ययीभावः (अनु, उप, सह, निर्, प्रति, यथा) ➢ द्वन्द्वः (केवलम् इतरेतरः) 7. प्रत्ययाः (3+1) ➢ तद्धिताः – मतुप्, ठक्, त्व, तल् ➢ स्त्रीप्रत्ययौ – टाप् , ङीप्	4 4 4

8. वाच्यपरिवर्तनम् - केवलं लट्लकारे (कर्तृ-कर्म-क्रिया)	3
9. समयः - अङ्कानां स्थाने शब्देषु समयलेखनम् (सामान्य – सपाद – सार्ध – पादोन)	4
10. अव्ययपदानि उच्चैः, च, श्वः, ह्यः , अद्य, अत्र-तत्र, यत्र-कुत्र, इदानीम्, (अधुना, सम्प्रति, साम्प्रतम्) यदा, तदा, कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः, यदि-तर्हि, यावत्-तावत्	3
11. अशुद्धि-संशोधनम् (वचन-लिङ्ग-पुरुष-लकार-विभक्तिदृष्ट्या संशोधनम्)	3
'घ' भागः **पठितावबोधनम्**	**(30 अङ्काः)**
12. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➢ वाक्ये कर्तृ – क्रिया पदचयनम् ➢ विशेषण – विशेष्य चयनम् ➢ पर्याय – विलोमपद – चयनम्	5
13. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➢ वाक्ये कर्तृ – क्रिया पदचयनम् ➢ विशेषण – विशेष्य चयनम् ➢ पर्याय – विलोमपद – चयनम्	5
14. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि भाषिककार्यम् – ➢ वाक्ये कर्तृ – क्रिया पदचयनम् ➢ विशेषण – विशेष्य चयनम् ➢ पर्याय – विलोमपद – चयनम्	5
15. वाक्येषु रेखाङ्कितपदानि अधिकृत्य चतुर्णां प्रश्नानां निर्माणम्	4
16. श्लोकान्वयः/ एकस्य श्लोकस्य संस्कृतेन भावार्थलेखनम्	4
17. घटनाक्रमानुसारं कथालेखनम्	4
18. प्रसङ्गानुकूलम् अर्थचयनम् (पाठान् आधृत्य लघूत्तरात्मकाः प्रश्नाः)	3

आहत्याङ्काः - 80

परीक्षायै निर्धारिताः पाठाः

पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	शुचिपर्यावरणम्
द्वितीयः पाठः	बुद्धिर्बलवती सदा
चतुर्थः पाठः	शिशुलालनम्
पञ्चमः पाठः	जननी तुल्यवत्सला
षष्ठः पाठः	सुभाषितानि
सप्तमः पाठः	सौहार्दं प्रकृतेः शोभा
अष्टमः पाठः	विचित्रः साक्षी
नवमः पाठः	सूक्तयः
द्वादशः पाठः	अन्योक्तयः

निर्धारित – पाठ्यपुस्तकानि –

1. "शेमुषी' पाठ्यपुस्तकम् भाग-2" , संशोधितसंस्करणम्
   (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)
2. "अभ्यासवान् भव'-द्वितीयो भागः" – व्याकरणपुस्तकम्
   (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)
3. ''व्याकरणवीथिः''- व्याकरणपुस्तकम्
   (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)

अवधेयम् -

* **अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथासम्भवं 'शेमुषी-द्वितीयो भागः इति' पाठ्यपुस्तकात् करणीयम्। यदि ततः न सम्भवति तर्हि 'अभ्यासवान् भव- द्वितीयो भागः' इत्यस्मात् कर्तुं शक्यम्।**

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नवमी/दशमी

आन्तरिक-मूल्याङ्कनम् - 20 अङ्काः

उद्देश्यानि

- ❖ छात्राणां सृजनात्मकक्षमतायाः विकासः।
- ❖ श्रवण-भाषण-पठन-लेखनकौशलानां विकासः।
- ❖ चिन्तनक्षमतायाः आत्मविश्वासस्य च संवर्धनम्।

क्र. सं.	गतिविधयः	उदाहरणानि	अङ्काः	निर्देशाः	मूल्याङ्कनबिन्दवः
1.	**आवधिक-परीक्षाः (पीरियोडिक् - असैस्मैंट)**	लिखितपरीक्षा	05	विद्यालयेन समये समये लिखितपरीक्षाणाम् आयोजनं करणीयं भवति।	परीक्षासु यत्र विद्यार्थिनः श्रेष्ठाः अङ्काः स्युः तयोः द्वयोः परीक्षयोः एव अधिभारः ग्रहीतव्यः। अपि च आवधिकपरीक्षासु अपि प्रश्नेषु आन्तरिकविकल्पाः देयाः। मूल्याङ्कनसमये यदि छात्रः सर्वान् प्रश्नान् उत्तरति तर्हि छात्रहिताय यत्र अधिकाः अङ्काः सन्ति तेषाम् एव मूल्याङ्कनं करणीयम्।
2	**बहुविधमूल्याङ्कनम्**	❖ कक्षायां पाठितस्य पाठस्य लघुमूल्याङ्कनम् ❖ निर्गतपत्राणि ❖ प्रश्नोत्तरी ❖ मौखिकी परीक्षा ❖ प्रतियोगिताः ❖ प्रश्नमञ्चस्यायोजनम्	05	कक्षायां पाठित-पाठस्य विषयस्य वा बहुविधं मूल्याङ्कनम् अपेक्षितम् अस्ति। अनेन विद्यार्थिनां विविधकौशलानां मूल्याङ्कनं भवेत्।	❖मौलिकता ❖विषयसम्बद्धता ❖शुद्धता ❖समयबद्धता ❖प्रस्तुतीकरणम्
3.	**निवेशसूचिका (पोर्टफोलियो)**	❖ कक्षाकार्यम् ❖ सामूहिक-मूल्याङ्कनम् ❖ स्वमूल्याङ्कनम् ❖ विद्यार्थिनः विषयगताः उपलब्धयः	05	विद्यार्थिभिः कक्षायां कृतानां कार्याणाम् उपलब्धीनां च संरक्षणं संयोजनं च सञ्चिकायां पत्रावल्यां वा करणीयम्। एतेन समग्रं मूल्याङ्कनं प्रमाणिकत्वेन भवितुं शक्नोति।	❖ सुलेखः ❖ तथ्यात्मकता ❖ प्रामाणिकता ❖ समयबद्धता

4.	**भाषा-संवर्धनाय गतिविधयः** **(क) श्रवण-भाषण-कौशलम्**	❖ कथा ❖ संवादः/ वार्तालापः ❖ भाषणम् ❖ नाटकम् ❖ वार्ताः ❖ आशुभाषणम् ❖ संस्कृतगीतानि ❖ श्लोकोच्चारणम् ❖ प्रहेलिकाः	05	❖ छात्राः कामपि कथां श्रावयितुं शक्नुवन्ति। ❖ शिक्षकः कमपि विषयं सूचयित्वा परस्परं संवादं कारयितुं शक्नोति। ❖ दूरदर्शने वार्तावली इत्याख्यः संस्कृत-कार्यक्रमः प्रसारितः भवति तं द्रष्टुं छात्राः प्रेरणीयाः। ❖ श्रवण-कौशल-मूल्याङ्कनाय शिक्षकः स्वयम् अपि कथां श्रावयित्वा ततः सम्बद्ध-प्रश्नान् प्रष्टुं शक्नोति।	❖ उच्चारणम् ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम् (आरोहावरोह-गतियति-प्रयोगः)
	(ख) लेखनकौशलम्	❖ विविधविषयान् आधृत्य मौलिकलेखनम् यथा– देशः, माता, पिता, गुरुः, विद्या पर्यावरणम्, योगः, समयस्य सदुपयोगः, शिक्षा, अनुशासनम् इत्यादयः। ❖ शैक्षिकभ्रमणस्य संस्कृतेन प्रतिवेदनलेखनम्। ❖ दैनन्दिनीलेखनम्। ❖ सङ्केताधारितं कथालेखनम्। ❖ भित्तिपत्रिकायाः निर्माणम्। ❖ श्रुतलेखः। ❖ सूक्तिलेखनम्।		❖ छात्राः यथाशक्यं कक्षायामेव लेखनकार्यं कुर्युः। ❖ टिप्पणी- पुस्तिकायाः निर्माणम्। ❖ वैयक्तिकपरीक्षणम्।	❖ विषय-सम्बद्धता ❖ शुद्धता (विशेषतः पञ्चमवर्णस्यप्रयोगः) ❖ समयबद्धता ❖ सुलेखः ❖ प्रस्तुतीकरणम्
	अवधातव्यम् –उपर्युक्त-गतिविधयः उदाहरणरूपेण प्रदत्ताः सन्ति। एतदतिरिच्य एतादृशाः अन्यगतिविधयः अपि भवितुमर्हन्ति।				

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MATHEMATICS (IX-X)
(CODE NO. 041)
Session 2022-23

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

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

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

Objectives

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

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

COURSE STRUCTURE CLASS –IX

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

UNIT I: NUMBER SYSTEMS

1. REAL NUMBERS (18) Periods

1. Review of representation of natural numbers, integers, and rational numbers on the number line. Rational numbers as recurring/ terminating decimals. Operations on real numbers.

2. Examples of non-recurring/non-terminating decimals. Existence of non-rational numbers (irrational numbers) such as $\sqrt{2}$, $\sqrt{3}$ and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, viz. every point on the number line represents a unique real number.

3. Definition of nth root of a real number.

4. Rationalization (with precise meaning) of real numbers of the type $\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{\sqrt{x}+\sqrt{y}}$ (and their combinations) where x and y are natural number and a and b are integers.

5. Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)

UNIT II: ALGEBRA

1. POLYNOMIALS (26) Periods

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

Recall of algebraic expressions and identities. Verification of identities:

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

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

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

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

and their use in factorization of polynomials.

2. LINEAR EQUATIONS IN TWO VARIABLES (16) Periods

Recall of linear equations in one variable. Introduction to the equation in two variables. Focus on linear equations of the type $ax + by + c=0$.Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line.

UNIT III: COORDINATE GEOMETRY

COORDINATE GEOMETRY (7) Periods

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

UNIT IV: GEOMETRY

1. INTRODUCTION TO EUCLID'S GEOMETRY (7) Periods

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

(Axiom) 1. Given two distinct points, there exists one and only one line through them.
(Theorem) 2. (Prove) Two distinct lines cannot have more than one point in common.

2. LINES AND ANGLES (15) Periods

1. (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180° and the converse.
2. (Prove) If two lines intersect, vertically opposite angles are equal.
3. (Motivate) Lines which are parallel to a given line are parallel.

3. TRIANGLES (22) Periods

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

3. (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence).
4. (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle. (RHS Congruence)
5. (Prove) The angles opposite to equal sides of a triangle are equal.
6. (Motivate) The sides opposite to equal angles of a triangle are equal.

4. QUADRILATERALS (13) Periods

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

5. CIRCLES (17) Periods

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

UNIT V: MENSURATION

1. AREAS (5) Periods

Area of a triangle using Heron's formula (without proof)

2. SURFACE AREAS AND VOLUMES (17) Periods

Surface areas and volumes of spheres (including hemispheres) and right circular cones.

UNIT VI: STATISTICS & PROBABILITY

STATISTICS (15) Periods

Bar graphs, histograms (with varying base lengths), and frequency polygons.

MATHEMATICS
QUESTION PAPER DESIGN
CLASS – IX (2022-23)

Time: 3 Hrs. **Max. Marks: 80**

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

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

COURSE STRUCTURE CLASS –X

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

UNIT I: NUMBER SYSTEMS

1. REAL NUMBER (15) Periods

Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of irrationality of $\sqrt{2}, \sqrt{3}\ \sqrt{5}$

UNIT II: ALGEBRA

1. POLYNOMIALS (8) Periods

Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials.

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES (15) Periods

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

Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination. Simple situational problems.

3. QUADRATIC EQUATIONS (15) Periods

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

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

4. ARITHMETIC PROGRESSIONS (10) Periods

Motivation for studying Arithmetic Progression Derivation of the nth term and sum of the first n terms of A.P. and their application in solving daily life problems.

UNIT III: COORDINATE GEOMETRY

Coordinate Geometry (15) Periods

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

UNIT IV: GEOMETRY

1. TRIANGLES (15) Periods

Definitions, examples, counter examples of similar triangles.

1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.
5. (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.

2. CIRCLES (10) Periods

Tangent to a circle at, point of contact

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

UNIT V: TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY (10) Periods

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

2. TRIGONOMETRIC IDENTITIES (15) Periods

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

3. HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression. (10)Periods

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

UNIT VI: MENSURATION

1. AREAS RELATED TO CIRCLES (12) Periods

Area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60°, 90° and 120° only.

2. SURFACE AREAS AND VOLUMES (12) Periods

Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.

UNIT VII: STATISTICS AND PROBABILITY

1. STATISTICS (18) Periods

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

2. PROBABILITY (10) Periods

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

MATHEMATICS-Standard
QUESTION PAPER DESIGN
CLASS – X (2022-23)

Time: 3 Hours **Max. Marks: 80**

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

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

MATHEMATICS-Basic
QUESTION PAPER DESIGN
CLASS – X (2022-23)

Time: 3Hours **Max. Marks: 80**

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

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

PRESCRIBED BOOKS:

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

SCIENCE

(Code No. 086)

Classes: IX and X (2022-23)

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

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

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

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

General Instructions:

1. There will be an Annual Examination based on the entire syllabus.
2. The Annual Examination will be of 80 marks and 20 marks weightage shall be for Internal Assessment.
3. For Internal Assessment:
   a. There will be Periodic Assessment that would include:
      - For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 05 marks towards the final result.
      - For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include - short tests, oral test, quiz, concept maps, projects, posters, presentations and enquiry based scientific investigations etc. and use rubrics for arguing them objectively. This will also have a weightage of 05 marks towards the final result.
   b. Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weightage of 5 marks towards the final result. All practicals listed in the syllabus must be completed.
   c. Portfolio to be prepared by the student- This would include classwork and other sample of student work and will carry a weightage of 5 marks towards the final results.

COURSE STRUCTURE

CLASS IX

(Annual Examination) **Marks: 80**

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

Theme: Materials

Unit I: Matter-Nature and Behaviour

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

Nature of matter: Elements, compounds and mixtures. Heterogeneous and homogenous mixtures, colloids and suspensions. Physical and chemical changes (excluding separating the components of a mixture).

Particle nature and their basic units: Atoms and molecules, Law of Chemical Combination, Chemical formula of common compounds, Atomic and molecular masses.

Structure of atoms: Electrons, protons and neutrons, Valency, Atomic Number and Mass Number, Isotopes and Isobars.

Theme: The World of the Living

Unit II: Organization in the Living World

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

Tissues, Organs, Organ System, Organism:

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

Theme: Moving Things, People and Ideas

Unit III: Motion, Force and Work

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

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

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

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

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

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

Theme: Food

Unit IV: Food Production

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

Note for the Teachers:

1. The chapter Natural Resources (NCERT Chapter 14) will not be assessed in the year-end examination. However, learners may be assigned to read this chapter and encouraged to prepare a brief write up on any concept of this chapter in their Portfolio. This may be for Internal Assessment and credit may be given for Periodic Assessment/Portfolio.
2. The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

PRACTICALS

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

(LIST OF EXPERIMENTS)

1. Preparation of: **Unit-I**

   a) a true solution of common salt, sugar and alum

   b) a suspension of soil, chalk powder and fine sand in water

   c) a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of

- transparency
- filtration criterion
- stability

2. Preparation of **Unit-I**

a) A mixture

b) A compound

using iron filings and sulphur powder and distinguishing between these on the basis of:

(i) appearance, i.e., homogeneity and heterogeneity

(ii) behaviour towards a magnet

(iii) behaviour towards carbon disulphide as a solvent

(iv) effect of heat

3. Perform the following reactions and classify them as physical or chemical changes: **Unit-I**

a) Iron with copper sulphate solution in water

b) Burning of magnesium ribbon in air

c) Zinc with dilute sulphuric acid

d) Heating of copper sulphate crystals

e) Sodium sulphate with barium chloride in the form of their solutions in water

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

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

6. Determination of the melting point of ice and the boiling point of water. **Unit-I**

7. Verification of the Laws of reflection of sound. **Unit-III**

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

9. Establishing the relation between the loss in weight of a solid when fully immersed in **Unit-III**

a) Tap water

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

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

11. Verification of the law of conservation of mass in a chemical reaction. **Unit-III**

COURSE STRUCTUR

CLASS X

(**Annual Examination**)

Marks: 80

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

Theme: Materials

Unit I: Chemical Substances - Nature and Behaviour

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

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

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

Carbon compounds: Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes and alkynes), difference between saturated hydro carbons and unsaturated hydrocarbons. Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

Theme: The World of the Living

Unit II: World of Living

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

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

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

Heredity and Evolution: Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination: brief introduction: (topics excluded - evolution; evolution and classification and evolution should not be equated with progress).

Theme: Natural Phenomena

Unit III: Natural Phenomena

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

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

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

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

Theme: How Things Work

Unit IV: Effects of Current

Electric current, potential difference and electric current. Ohm's law; Resistance, Resistivity, Factors on which the resistance of a conductor depends. Series combination of resistors, parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications in daily life. Electric power, Interrelation between P, V, I and R. **Magnetic effects of current :** Magnetic field, field lines, field due to a current carryingconductor, field due to current carrying coil or solenoid; Force on current carrying conductor,Fleming's Left Hand Rule, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme: Natural Resources

Unit V: Natural Resources

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

Note for the Teachers:

1. The chapter Management of Natural Resources (NCERT Chapter 16) will not be assessed in the year-end examination. However, learners may be assigned to read this chapter and encouraged to prepare a brief write up to any concept of this chapter in their Portfolio. This

may be for Internal Assessment and credit may be given Periodic Assessment/Portfolio).

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

PRACTICALS

Practical should be conducted alongside the concepts taught in theory classes

LIST OF EXPERIMENTS

1. A. Finding the pH of the following samples by using pH paper/universal indicator: **Unit-I**
   (i) Dilute Hydrochloric Acid
   (ii) Dilute NaOH solution
   (iii) Dilute Ethanoic Acid solution
   (iv) Lemon juice
   (v) Water
   (vi) Dilute Hydrogen Carbonate solution

   B. Studying the properties of acids and bases (HCl & NaOH) on the basis of their reaction with: **Unit-I**
   a) Litmus solution (Blue/Red)
   b) Zinc metal
   c) Solid sodium carbonate

2. Performing and observing the following reactions and classifying them into: **Unit-I**
   A. Combination reaction
   B. Decomposition reaction
   C. Displacement reaction
   D. Double displacement reaction
      (i) Action of water on quicklime
      (ii) Action of heat on ferrous sulphate crystals
      (iii) Iron nails kept in copper sulphate solution
      (iv) Reaction between sodium sulphate and barium chloride solutions

3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: **Unit-I**
   i) $ZnSO_4(aq)$
   ii) $FeSO_4(aq)$
   iii) $CuSO_4(aq)$
   iv) $Al_2(SO_4)_3(aq)$

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

4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plotting a graph between V and I. **Unit-IV**

5. Determination of the equivalent resistance of two resistors when connected in series and parallel. **Unit-IV**

6. Preparing a temporary mount of a leaf peel to show stomata. **Unit- II**

7. Experimentally show that carbon dioxide is given out during respiration. **Unit-II**

8. Study of the following properties of acetic acid (ethanoic acid): **Unit- I**

   i) Odour
   ii) solubility in water
   iii) effect on litmus
   iv) reaction with Sodium Hydrogen Carbonate

9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water. **Unit- I**

10. Determination of the focal length of: **Unit-III**

    i) Concave mirror
    ii) Convex lens

    by obtaining the image of a distant object.

11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. **Unit - III**

12. Studying (a) binary fission in *Amoeba,* and (b) budding in yeast and Hydra with the help of prepared slides. **Unit-II**

13. Tracing the path of the rays of light through a glass prism. **Unit-III**

14. Identification of the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean). **Unit-II**

PRESCRIBED BOOKS:

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

Theory (80 marks)

Question Paper Design

(Class X)

Subject: Science

Competencies	Total
Demonstrate Knowledge and Understanding	46 %
Application of Knowledge/Concepts	22 %
Formulate, Analyze, Evaluate and Create	32 %
	100%

Note:

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

Internal Assessment (20 Marks)

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

Suggestive verbs for various competencies

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

SOCIAL SCIENCE
CLASS IX-X (2022-23)
(CODE NO. 087)

Rationale

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

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

Objectives

The main objectives of this syllabus are to:

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

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

COURSE STRUCTURE
CLASS IX (2022-23)

Theory Paper

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

COURSE CONTENT

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

	would learn how to interpret these kinds of historical evidences.
I. The French Revolution: • French Society During the Late Eighteenth Century • The Outbreak of the Revolution • France Abolishes Monarchy and Becomes a Republic • Did Women have a Revolution? • The Abolition of Slavery • The Revolution and Everyday Life	• Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. • Know the use of written, oral and visual material to recover the history of revolutions.
II. Socialism in Europe and the Russian Revolution: • The Age of Social Change • The Russian Revolution • The February Revolution in Petrograd • What Changed after October? • The Global Influence of the Russian Revolution and the USSR	• Explore the history of socialism through the study of Russian Revolution. • Familiarize with the different types of ideas that inspired the revolution.
III. Nazism and the Rise of Hitler: • Birth of the Weimar Republic • Hitler's Rise to Power • The Nazi Worldview • Youth in Nazi Germany • Ordinary People and the Crimes Against Humanity	• Discuss the critical significance of Nazism in shaping the politics of modern world. • Get familiarized with the speeches and writings of Nazi Leaders.
Section 2: Livelihoods, Economies and Societies: **IV. Forest Society and Colonialism:** • Why Deforestation? • The Rise of Commercial Forestry • Rebellion in the Forest • Forest Transformations in Java	• Discuss the social and cultural world of forest communities through the study of specific revolts. • Understand how oral traditions can be used to explore tribal revolts.

	• Highlight varying patterns of developments within pastoral societies in different places. • Analyze the impact of colonialism on forest societies, and the implication of scientific forestry. • Show the different processes through which agrarian transformation may occur in the modern world.
V. Pastoralists in the Modern World: • Pastoral Nomads and their Movements • Colonial Rule and Pastoral Life • Pastoralism in Africa	• Analyze the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.
Unit 2: Contemporary India – I	**55 Periods**
Themes	**Learning Objectives**
1. India • Location • Size • India and the World • India's Neighbours	• Identify the location of India in the Indian subcontinent.
2. Physical Features of India: • Major Physiographic Divisions – Himalayan Mountains, Northern Plains, Peninsular Plateau, Indian Desert, Coastal Plains, Islands	• Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.
3. Drainage: • Concept • Drainage Systems in India • The Himalayan Rivers - Ganga and Brahmaputra River System	• Identify the river systems of the country and explain the role of rivers in the human society.

• The Peninsular Rivers- Narmada Basin, Tapti Basin, Godavari Basin, Mahanadi Basin, Krishna Basin, Kaveri Basin • Lakes • Role of Rivers in the Economy • River Pollution	
4. Climate: • Concept • Climatic Controls • Factors influencing India's climate – Latitude, Altitude, Pressure and Winds (excluding Jet Streams and Western Cyclonic Disturbances and related figures) • The Seasons – Cold Weather Season, Hot Weather Season, Advancing Monsoon, Retreating/Post Monsoons • Distribution of Rainfall • Monsoon as a unifying bond	• Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. • Explain the importance and unifying role of monsoons.
5. Natural Vegetation and Wild Life: • Types of Vegetation – Tropical Evergreen Forests, Tropical Deciduous Forests, Thorn Forests and Shrubs, Montane Forests, Mangrove Forests • Wild Life	• Explain the nature of diverse flora and fauna as well as their distribution. • Develop concern about the need to protect the biodiversity of our country.
6. Population: • Population Size and Distribution – India's Population Size and Distribution by Numbers, India's Population Distribution by Density • Population Growth and Processes of Population Change – Population Growth, Processes of Population Change/Growth	• Analyse the uneven nature of population distribution and show concern about the large size of our population.

Unit 3: Democratic Politics – I	50 Periods
Themes	**Learning Objectives**
1. What is Democracy? Why Democracy? • What is Democracy? • Features of Democracy • Why Democracy? • Broader Meanings of Democracy	• Develop conceptual skills of defining democracy. • Understand how different historical processes and forces have promoted democracy. • Develop a sophisticated defense of democracy against common prejudices. • Develop a historical sense of the choice and nature of democracy in India.
2. Constitutional Design: • Democratic Constitution in South Africa • Why do we need a Constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution	• Understand the process of Constitution making. • Develop respect for the Constitution and appreciation for Constitutional values. • Recognize Constitution as a dynamic and living document.
3. Electoral Politics: • Why Elections? • What is our System of Elections? • What makes elections in India democratic?	• Understand representative democracy via competitive party politics. • Familiarize with Indian electoral system. • Reason out for the adoption of present Indian Electoral System. • Develop an appreciation of citizen's increased participation in electoral politics. • Recognize the significance of the Election Commission.
4. Working of Institutions: • How is the major policy decision taken?	• Get an overview of central governmental structures.

• Parliament • Political Executive • The Judiciary	• Identify the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature. • Understand the working of Indian Judiciary.
5. Democratic Rights: • Life without Rights • Rights in a Democracy • Rights in the Indian Constitution • Expanding scope of rights	• Recognize the need for rights in one's life. • Understand the availability /access of rights in a democratic system/government. • Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens. • Create awareness regarding the process of safeguarding rights.
Unit 4: Economics	**50 Periods**
Themes	**Objectives**
1. The Story of Village Palampur: • Overview • Organization of Production • Farming in Palampur • Non-farm activities in Palampur	• Familiarize with basic economic concepts through an imaginary story of a village.
2. People as Resource: • Overview • Economic Activities by Men and Women • Quality of Population • Unemployment	• Understand the demographic concepts. • Understand how population can be an asset or a liability for the nation.
3. Poverty as a Challenge: • Overview • Two typical cases of Poverty	

• Poverty as seen by Social Scientists • Poverty Estimates • Vulnerable Groups • Interstate Disparities • Global Poverty Scenario • Causes of Poverty • Anti-Poverty measures • The Challenges Ahead	• Understand poverty as a challenge. • Identify vulnerable group and interstate disparities. • Appreciate the initiatives of the government to alleviate poverty.
4. Food Security in India: • Overview • What is Food Security? • Why Food Security? • Who are food insecure? • Food Security in India • What is Buffer Stock? • What is the Public Distribution System? • Current Status of Public Distribution System • Role of Cooperatives in food security	• Understand the concept of food security. • Appreciate and analyse the role of government in ensuring food supply.

PROJECT WORK
CLASS IX (2022-23)

05 Periods	**05 Marks**

1. Every student has to compulsorily undertake ***one project on Disaster Management***

2. **Objectives:** The main objectives of giving project work on Disaster Management to the students are to:
    a. create awareness in them about different disasters, their consequences and management
    b. prepare them in advance to face such situations
    c. ensure their participation in disaster mitigation plans
    d. enable them to create awareness and preparedness among the community.

3. The project work should also help in enhancing the Life Skills of the students.

4. If possible, various forms of art may be integrated in the project work.

5. In order to realize the expected objectives completely, it would be required of the Principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defense etc. in the area where the schools are located.

6. The ***distribution of marks*** over different aspects relating to Project Work is as follows:

S. No.	Aspects	Marks
a	Content accuracy, originality and analysis	**2**
b	Presentation and creativity	**2**
c	Viva Voce	**1**

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

8. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.

9. A Summary Report should be prepared highlighting:

- objectives realized through individual work and group interactions;
- calendar of activities;
- innovative ideas generated in the process;
- list of questions asked in viva voce.

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

11. The Project Report can be handwritten or digital.

12. The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)

(The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story

telling/debate/panel discussion, paper presentation and whichever is suitable to **Visually Impaired Candidates**.)

13. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

QUESTION PAPER DESIGN
CLASS IX (2022-23)

Time: 3 Hours			**Maximum Marks: 80**
Sr. No.	**Competencies**	**Total Marks**	**% Weightage**
1	**Remembering and Understanding:** Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	28	35%
2	**Applying:** Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	15	18.75%
3	**Formulating, Analyzing, Evaluating and Creating:** Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	**Map Skill**	5*	6.25%
		80	**100%**

Note: Teachers may refer 'Learning Outcomes' published by NCERT for developing Lesson Plans, Assessment Framework and Questions.

***** 02 Items from History Map List and 03 from Geography Map List

INTERNAL ASSESSMENT: 20 MARKS

<table>
<tr><th></th><th>Marks</th><th>Description</th></tr>
<tr><td>Periodic Assessment</td><td>10 Marks</td><td>
<table>
<tr><td>Pen Paper Test</td><td>5 marks</td></tr>
<tr><td>Assessment using multiple strategies
For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td><td>5 marks</td></tr>
</table>
</td></tr>
<tr><td>Portfolio</td><td>5 Marks</td><td>• Classwork
• Work done (Activities / Assignments)
• Reflections, Narrations, Journals, etc.
• Achievements of the student in the subject throughout the year
• Participation of the student in different activities like Heritage India Quiz</td></tr>
<tr><td>Subject Enrichment Activity</td><td>5 Marks</td><td>• Project Work</td></tr>
</table>

LIST OF MAP ITEMS
CLASS IX (2022-23)

SUBJECT - HISTORY

Chapter-1: The French Revolution

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

- Bordeaux
- Nantes
- Paris
- Marseilles

Chapter-2: Socialism in Europe and the Russian Revolution

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

- Major countries of First World War

(Central Powers and Allied Powers)
Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire)
Allied Powers - France, England, Russia, U.S.A.

Chapter-3: Nazism and Rise of Hitler

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

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

SUBJECT – GEOGRAPHY (Outline Political Map of India)

Chapter -1: India-Size and Location

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

Chapter -2: Physical Features of India

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

Chapter -3: Drainage

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

Chapter - 4: Climate

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

Chapter - 5: Natural Vegetation and Wild Life

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

Chapter - 6: Population (location and labelling)

- The state having highest and lowest density of population

PRESCRIBED BOOKS:

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

Note: Please procure latest reprinted edition (2021) of prescribed NCERT textbooks.

COURSE STRUCTURE
CLASS X (2022-23)

Theory Paper

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

COURSE CONTENT

Unit 1: India and the Contemporary World – II	**60 Periods**
Themes	**Learning Objectives**
Section 1: Events and Processes: **1. The Rise of Nationalism in Europe:** • The French Revolution and the Idea of the Nation • The Making of Nationalism in Europe • The Age of Revolutions: 1830-1848 • The Making of Germany and Italy • Visualizing the Nation • Nationalism and Imperialism	• Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. • Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms. • Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.
2. Nationalism in India: • The First World War, Khilafat and Non - Cooperation • Differing Strands within the Movement • Towards Civil Disobedience • The Sense of Collective Belonging	• Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement. • Analyze the nature of the diverse social movements of the time. • Familiarize with the writings and ideals of different political groups and individuals.

Section 2: Livelihoods, Economies and Societies:	• Appreciate the ideas promoting Pan Indian belongingness.
3. The Making of a Global World: • The Pre-modern world • The Nineteenth Century (1815-1914) • The Inter war Economy • Rebuilding a World Economy: The Post-War Era	• Show that globalization has a long history and point to the shifts within the process. • Analyze the implication of globalization for local economies. • Discuss how globalization is experienced differently by different social groups.
4. The Age of Industrialization: • Before the Industrial Revolution • Hand Labour and Steam Power • Industrialization in the Colonies • Factories Come Up • The Peculiarities of Industrial Growth • Market for Goods	• Familiarize with the Pro- to-Industrial phase and Early – factory system. • Familiarize with the process of industrialization and its impact on labour class. • Enable them to understand industrialization in the colonies with reference to Textile industries.
Section 3: Everyday Life, Culture and Politics: **5. Print Culture and the Modern World:** • The First Printed Books • Print Comes to Europe • The Print Revolution and its Impact • The Reading Mania • The Nineteenth Century • India and the World of Print • Religious Reform and Public Debates • New Forms of Publication • Print and Censorship	• Identify the link between print culture and the circulation of ideas. • Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. • Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.

Unit 2: Contemporary India – II	**55 Periods**
Themes	**Learning Objectives**
1. **Resources and Development:** • Concept • Development of Resources • Resource Planning - Resource Planning in India, Conservation of Resources • Land Resources • Land Utilization • Land Use Pattern in India • Land Degradation and Conservation Measures • Soil as a Resource - Classification of Soils, Soil Erosion and Soil Conservation (excluding Box Information on State of India's Environment)	• Understand the value of resources and the need for their judicious utilization and conservation.
2. Forest and Wildlife • Conservation of forest and wildlife in India • Types and distribution of forests and wildlife resources • Community and Conservation	• Understand the importance of forests and wild life. • Understand the ability and knowledge of how forest and wildlife conservation and management relate to the economy and environment, both currently and in the future.
3. Water Resources: • Water Scarcity and The Need for Water Conservation and Management • Multi-Purpose River Projects and Integrated Water Resources Management • Rainwater Harvesting	• Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.
4. Agriculture: • Types of Farming – Primitive Subsistence, Intensive Subsistence, Commercial	• Explain the importance of agriculture in national economy.

• Cropping Pattern – Major Crops, Food Crops other than Grains, Non Food Crops, Technological and Institutional Reforms • Food Security (excluding impact of globalization on agriculture)	• Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. • Explain various government policies for institutional as well as technological reforms since independence.
5. Minerals and Energy Resources • What is a mineral? • Mode of occurrence of Minerals - Where are these minerals found?, Ferrous Minerals, Non-Ferrous Minerals, Non-Metallic Minerals, Rock Minerals • Conservation of Minerals • Energy Resources - Conventional Sources of Energy, Non-Conventional Sources of Energy • Conservation of Energy Resources	• Identify different types of minerals and energy resources and places of their availability. • Feel the need for their judicious utilization.
6. Manufacturing Industries: • Importance of Manufacturing - Industrial Location (excluding Industry Market Linkage), Agro based Industry (excluding Cotton Textiles, Jute Textiles, Sugar Industry), Mineral based Industries (excluding Iron Steel Industry, Cement Industry), Industrial Pollution and Environmental Degradation, Control of Environmental Degradation	• Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas. • Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.
7. Life Lines of National Economy: • Roadways • Railways	• Explain the importance of transport and communication in the ever-shrinking world.

• Pipelines • Waterways • Major Seaports • Airways • Communication • International Trade • Tourism as a Trade	• Understand the role of trade and tourism in the economic development of a country.
Unit 3: Democratic Politics – II	**50 Periods**
Themes	**Learning Objectives**
1. **Power Sharing:** • Belgium and Sri Lanka • Majoritarianism in Sri Lanka • Accommodation in Belgium • Why power sharing is desirable? • Forms of Power Sharing	• Familiarize with the centrality of power sharing in a democracy. • Understand the working of spatial and social power sharing mechanisms.
2. **Federalism:** • What is Federalism? • What make India a Federal Country? • How is Federalism practiced? • Decentralization in India	• Analyze federal provisions and institutions. • Explain decentralization in rural and urban areas.
4. Gender, Religion and Caste: • Gender and Politics - Public/Private division, Women's political representation • Religion, Communalism and Politics – Communalism, Secular State (excluding image on page 46, 48, 49 of NCERT Textbook – Democratic Politics –II - reprinted edition 2021) • Caste and Politics - Caste inequalities, Caste in politics, Politics in caste	• Identify and analyze the challenges posed by communalism to Indian democracy. • Recognize the enabling and disabling effects of caste and ethnicity in politics. • Develop a gender perspective on politics.
6. Political Parties: • Why do we need Political Parties? – Meaning, Functions, Necessity	• Analyze party systems in democracies.

• How many parties should we have? • National Parties • State Parties • Challenges to Political Parties • How can Parties be reformed? **7. Outcomes of Democracy:** • How do we assess democracy's outcomes? • Accountable, responsive and legitimate government • Economic growth and development • Reduction of inequality and poverty • Accommodation of social diversity • Dignity and freedom of the citizens	• Introduction to major political parties, challenges faced by them and reforms in the country. • Evaluate the functioning of democracies in comparison to alternative forms of governments. • Understand the causes for continuation of democracy in India. • Distinguish between sources of strengths and weaknesses of Indian democracy.
Unit 4: Understanding Economic Development	**50 Periods**
Themes	**Objectives**
1. **Development:** • What Development Promises - Different People, Different Goals • Income and Other Goals • National Development • How to compare different countries or states? • Income and other criteria • Public Facilities • Sustainability of Development 2. **Sectors of the Indian Economy**: • Sectors of Economic Activities • Comparing the three sectors • Primary, Secondary and Tertiary Sectors in India • Division of sectors as organized and unorganized	• Familiarize with concepts of macroeconomics. • Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income. • Understand the importance of quality of life and sustainable development. • Identify major employment generating sectors. • Reason out the government investment in different sectors of economy.

• Sectors in terms of ownership: Public and Private Sectors	
3. **Money and Credit:** • Money as a medium of exchange • Modern forms of Money • Loan activities of Banks • Two different Credit situations • Terms of Credit • Formal Sector Credit in India • Self Help Groups for the Poor	• Understand money as an economic concept. • Understand the role of financial institutions from the point of view of day-to- day life.
4. **Globalization and the Indian Economy:** • Production across countries • Interlinking production across countries • Foreign Trade and integration of markets • What is Globalization? • Factors that have enabled Globalization • World Trade Organization • Impact of Globalization in India • The Struggle for a fair Globalization	• Explain the working of the Global Economic phenomenon.
5. **Consumer Rights:** **To be used only for Project Work**	• Gets familiarized with the rights and duties as a consumer; and legal measures available to protect from being exploited in markets.

PROJECT WORK
CLASS X (2022-23)

05 Periods	**05 Marks**
1. ***Every student*** has to compulsorily undertake ***any one project*** on the following topics: Consumer Awareness **OR** Social Issues **OR** Sustainable Development	

2. **Objective:** The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from interdisciplinary perspective. It should also help in enhancing the Life Skills of the students.

Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.

If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, various forms of art may be integrated in the project work.

3. The distribution of marks over different aspects relating to Project Work is as follows:

S. No.	Aspects	Marks
a.	Content accuracy, originality and analysis	**2**
b.	Presentation and creativity	**2**
c.	Viva Voce	**1**

4. The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

5. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.

6. A Summary Report should be prepared highlighting:

- objectives realized through individual work and group interactions;
- calendar of activities;
- innovative ideas generated in the process ;
- list of questions asked in viva voce.

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

8. The Project Report can be handwritten/digital.

9. The Project Work needs to enhance cognitive, affective, and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher

assessment. (NEP-2020)

(The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to **Visually Impaired Candidates**.)

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

QUESTION PAPER DESIGN
CLASS X

Time: 3 Hours		**Maximum Marks : 80**	
Sr. No.	**Competencies**	**Total Marks**	**% Weightage**
1	**Remembering and Understanding:** Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	28	35%
2	**Applying:** Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	15	18.75%
3	**Formulating, Analyzing, Evaluating and Creating:** Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	**Map Skill**	5	6.25%
		80	**100%**

Note: 1. Teachers may refer 'Learning Outcomes' published by NCERT for developing lesson plans, assessment framework and questions.
2. 02 Items from History Map List and 03 Items from Geography Map List

INTERNAL ASSESSMENT: 20 MARKS

<table>
<tr><th></th><th>Marks</th><th>Description</th></tr>
<tr><td>Periodic Assessment</td><td>10 Marks</td><td>
<table>
<tr><td>Pen Paper Test</td><td>5 marks</td></tr>
<tr><td>Assessment using multiple strategies
For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td><td>5 marks</td></tr>
</table>
</td></tr>
<tr><td>Portfolio</td><td>5 Marks</td><td>• Classwork
• Work done (Activities / Assignments)
• Reflections, Narrations, Journals, etc.
• Achievements of the student in the subject throughout the year
• Participation of the student in different activities like Heritage India Quiz</td></tr>
<tr><td>Subject Enrichment Activity</td><td>5 Marks</td><td>• Project Work</td></tr>
</table>

LIST OF MAP ITEMS
CLASS X (2022-23)

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

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

1. **Indian National Congress Sessions:**
    a. Calcutta (Sep. 1920)
    b. Nagpur (Dec. 1920)
    c. Madras (1927)
2. **Important Centres of Indian National Movement**
    a. Champaran (Bihar) - Movement of Indigo Planters
    b. Kheda (Gujarat) - Peasant Satyagrah
    c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
    d. Amritsar (Punjab) - Jallianwala Bagh Incident
    e. Chauri Chaura (U.P.) - Calling off the Non-Cooperation Movement

f. Dandi (Gujarat) - Civil Disobedience Movement

B. GEOGRAPHY (Outline Political Map of India)

Chapter 1: Resources and Development (Identification only)

a. Major soil Types

Chapter 3: Water Resources (Locating and Labelling)

Dams:

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

Chapter 4: Agriculture (Identification only)

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

Chapter 5: Minerals and Energy Resources

Minerals (Identification only)

a. Iron Ore mines

- Mayurbhanj
- Durg
- Bailadila
- Bellary
- Kudremukh

b. Coal Mines

- Raniganj
- Bokaro
- Talcher
- Neyveli

c. Oil Fields

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

Power Plants

(Locating and Labelling only)

a. Thermal

- Namrup
- Singrauli
- Ramagundam

b. Nuclear

- Narora
- Kakrapara
- Tarapur
- Kalpakkam

Chapter 6: Manufacturing Industries (Locating and Labelling Only)

Software Technology Parks:

a. Noida
b. Gandhinagar
c. Mumbai
d. Pune
e. Hyderabad
f. Bengaluru
g. Chennai
h. Thiruvananthapuram

Chapter 7: Lifelines of National Economy

Major Ports: (Locating and Labelling)

a. Kandla
b. Mumbai
c. Marmagao
d. New Mangalore
e. Kochi
f. Tuticorin
g. Chennai
h. Vishakhapatnam
i. Paradip
j. Haldia

International Airports:

a. Amritsar (Raja Sansi - Sri Guru Ram Dass jee)
b. Delhi (Indira Gandhi)
c. Mumbai (Chhatrapati Shivaji)
d. Chennai (Meenam Bakkam)
e. Kolkata (Netaji Subhash Chandra Bose)
f. Hyderabad (Rajiv Gandhi)

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

PRESCRIBED BOOKS:

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

Note: Please procure latest reprinted edition (2021) of prescribed NCERT textbooks.