

# Syllabus Class IX & X

## Session 2014-15

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## हिंदी मातृभाषा कक्षा IX-X

नवीं कक्षा में दाखिल होने वाले विद्यार्थी की भाषा शैली और विचार बोध का ऐसा आधार बन चुका होता है कि उसे उसके भाषिक दायरे के विस्तार और वैचारिक समृद्धि के लिए ज़रूरी संसाधन मुहैया कराए जाएँ। माध्यमिक स्तर तक आते-आते विद्यार्थी किशोर हो गया होता है और उसमें सुनने, बोलने, पढ़ने, लिखने के साथ-साथ आलोचनात्मक दृष्टि विकसित होने लगती है। भाषा के सौंदर्यात्मक पक्ष, कथात्मकता / गीतात्मकता, अखबारी समझ, शब्द की दूसरी शक्तियों के बीच अंतर, राजनैतिक एवं सामाजिक चेतना का विकास स्वयं की अस्मिता का संदर्भ और आवश्यकता के अनुसार उपयुक्त भाषा-प्रयोग, शब्दों के सुचिंतित इस्तेमाल, भाषा की नियमबद्ध प्रकृति आदि से विद्यार्थी परिचित हो जाता है। इतना ही नहीं वह विभिन्न विधियों और अभिव्यक्ति की अनेक शैलियों से भी वाकिफ़ होता है। अब विद्यार्थी की पढ़ाई आस-पड़ोस, राज्य-देश की सीमा को लाँघते हुए वैश्विक क्षितिज तक फैल जाती है। इन बच्चों की दुनिया में समाचार, खेल, फ़िल्म तथा अन्य कलाओं के साथ-साथ पत्र-पत्रिकाएँ और अलग-अलग तरह की किताबें भी प्रवेश पा चुकी होती हैं।

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

### इस पाठ्यक्रम के अध्ययन से

- (क) विद्यार्थी अगले स्तरों पर अपनी रुचि और आवश्यकता के अनुरूप हिंदी की पढ़ाई कर सकेंगे तथा हिंदी में बोलने और लिखने में सक्षम हो सकेंगे।
- (ख) अपनी भाषा दक्षता के चलते उच्चतर माध्यमिक स्तर पर विज्ञान, समाज विज्ञान और अन्य पाठ्यक्रमों के साथ सहज संबद्धता (अंतर्संबंध) स्थापित कर सकेंगे।
- (ग) दैनिक व्यवहार, आवेदन-पत्र लिखने, अलग-अलग किस्म के पत्र लिखने, तार (टेलिग्राम) लिखने, प्राथमिकी दर्ज कराने इत्यादि में सक्षम हो सकेंगे।
- (घ) उच्चतर माध्यमिक स्तर पर पहुँचकर विभिन्न प्रयुक्तियों की भाषा के द्वारा उनमें वर्तमान अंतः संबंध को समझ सकेंगे।
- (ङ) हिंदी में दक्षता को वे अन्य भाषा-संरचनाओं की समझ विकसित करने के लिए इस्तेमाल कर सकेंगे, स्थानांतरित कर सकेंगे।

### कक्षा 9 व 10 में मातृभाषा के रूप में हिंदी-शिक्षण के उद्देश्य :

- कक्षा आठ तक अर्जित भाषिक कौशलों (सुनना, बोलना, पढ़ना, लिखना और चिंतन) का उत्तरोत्तर विकास।
- सृजनात्मक साहित्य के आलोचनात्मक आस्वाद की क्षमता का विकास।
- स्वतंत्र और मौखिक रूप से अपने विचारों की अभिव्यक्ति का विकास।
- ज्ञान के विभिन्न अनुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति एवं क्षमता का बोध कराना।
- साहित्य की प्रभावकारी क्षमता का उपयोग करते हुए सभी प्रकार की विविधताओं (राष्ट्रीयताओं, धर्म, लिंग, भाषा) के प्रति सकारात्मक और संवेदनशील रवैये का विकास।
- जाति, धर्म, लिंग, राष्ट्रीयताओं, क्षेत्र आदि से संबंधित पूर्वाग्रहों के चलते बनी रूढ़ियों की भाषिक अभिव्यक्तियों के प्रति सजगता।

- विदेशी भाषाओं समेत गैर हिंदी भाषाओं की संस्कृति की विविधता से परिचय।
- व्यावहारिक और दैनिक जीवन में विविध किस्म की अभिव्यक्तियों की मौखिक व लिखित क्षमता का विकास।
- संचार माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से अवगत कराना और नए-नए तरीके से प्रयोग करने की क्षमता से परिचय।
- सघन विश्लेषण, स्वतंत्र अभिव्यक्ति और तर्क क्षमता का विकास।
- अमूर्तन की पूर्व अर्जित क्षमताओं का उत्तरोत्तर विकास।
- भाषा में मौजूद हिंसा की संरचनाओं की समझ का विकास।
- मतभेद, विरोध और टकराव की परिस्थितियों में भी भाषा के संवेदनशील और तर्कपूर्ण इस्तेमाल से शांतिपूर्ण संवाद की क्षमता का विकास।
- भाषा की समावेशी और बहुभाषिक प्रकृति के प्रति ऐतिहासिक नज़रिए का विकास।
- शारीरिक और अन्य सभी प्रकार की चुनौतियों का सामना कर रहे बच्चों में भाषिक क्षमताओं के विकास की उनकी अपनी विशिष्ट गति और प्रतिभा की पहचान।

## शिक्षण युक्तियाँ

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

- विद्यार्थी द्वारा की जा रही गलतियों को भाषा के विकास के अनिवार्य चरण के रूप में स्वीकार किया जाना चाहिए जिससे विद्यार्थी अबाध रूप से बिना झिझक लिखित और मौखिक अभिव्यक्ति करने में उत्साह का अनुभव करे। विद्यार्थियों पर शुद्धि का ऐसा दबाव नहीं होना चाहिए कि वे तनावग्रस्त माहौल में पड़ जाएँ। उन्हें भाषा के सहज, कारगर और रचनात्मक रूपों से इस तरह परिचित कराना उचित है कि वे स्वयं सहजरूप से भाषा का सृजन कर सकें।
- गलत से सही दिशा की ओर पहुँचने का प्रयास हो। विद्यार्थी स्वतंत्र और अबाध रूप से लिखित और मौखिक अभिव्यक्ति करे। अगर कहीं भूल होती है तो अध्यापक को अपनी अध्यापन-शैली में परिवर्तन की आवश्यकता होगी।
- ऐसे शिक्षण-बिंदुओं की पहचान की जाए जिससे कक्षा में विद्यार्थी निरंतर सक्रिय भागीदारी करे और अध्यापक भी इस प्रक्रिया में उनका साथी बने।
- हर भाषा का अपना एक नियम और व्याकरण होता है। भाषा की इस प्रकृति की पहचान कराने में परिवेशगत और पाठगत संदर्भों का ही प्रयोग करना चाहिए। यह पूरी प्रक्रिया ऐसी होनी चाहिए कि विद्यार्थी स्वयं को शोधकर्ता समझे तथा अध्यापक इसमें केवल निर्देशन करें।
- हिंदी में क्षेत्रीय प्रयोगों, अन्य भाषाओं के प्रयोगों के उदाहरण से यह बात स्पष्ट की जा सकती है कि भाषा अलगाव में नहीं बनती और उसका परिवेश अनिवार्य रूप से बहुभाषिक होता है।
- शारीरिक बाधाग्रस्त विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापक को हर प्रकार की विभिन्नताओं (लिंग, जाति, वर्ग, धर्म) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।
- परंपरा से चले आ रहे मुहावरों, कहावतों (जैसे, रानी रूठेंगी तो अपना सुहाग लेंगी) आदि के ज़रिए विभिन्न प्रकार

के पूर्वाग्रहों की समझ पैदा करनी चाहिए और उनके प्रयोग के प्रति आलोचनात्मक दृष्टि विकसित करनी चाहिए।

- मध्यकालीन काव्य की भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए ज़रूरी होगा कि किताबों में आए काव्यांशों की संगीतबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैंसेट तैयार किए जाएँ। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।
- वृत्तचित्रों और फ़ीचर फ़िल्मों को शिक्षण-सामग्री के तौर पर इस्तेमाल करने की ज़रूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के ज़रिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की पहचान कराई जा सकती है और हिंदी की अलग-अलग छटा दिखाई जा सकती है।
- कक्षा में सिर्फ एक पाठ्यपुस्तक की भौतिक उपस्थिति से बेहतर यह है शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को विद्यार्थी देख सकें और शिक्षक उनका कक्षा में अलग-अलग मौकों पर इस्तेमाल कर सकें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे अधिकतम अर्थ की खोज करने का अर्थ समझ जाएँगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा, वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएँगे।

## व्याकरण बिंदु

विद्यार्थियों को मातृभाषा के संदर्भ में व्याकरण के विभिन्न पक्षों का परिचय कक्षा 3 से ही मिलने लगता है। हिंदी भाषा में इन पक्षों और हिंदी की अपनी भाषागत विशिष्टताओं की चर्चा पाठ्यपुस्तक और अन्य शिक्षण-सामग्री के समृद्ध संदर्भ में की जानी चाहिए। नीचे कक्षा 6 व 10 के लिए कुछ व्याकरणिक बिंदु दिए गए हैं जिन्हें कक्षा या विभिन्न चरणों के क्रम में नहीं रखा गया है।

संरचना और अर्थ के स्तर पर भाषा की विशिष्टताओं की परिधि इन व्याकरणिक बिंदुओं से कहीं अधिक विस्तृत है। वे बिंदु इन विशिष्टताओं का संकेत भर हैं जिनकी चर्चा पाठ के सहज संदर्भ में और बच्चों के आसपास उपलब्ध भाषायी परिवेश को ध्यान में रखते हुए की जानी चाहिए।

## कक्षा 6 से 10 तक के लिए कुछ व्याकरण बिंदु

- संज्ञा, सर्वनाम, विशेषण, क्रिया
- लिंग, वचन, कारक
- संधि, समास
- वाक्य में कर्ता और कर्म के लिंग और वचन का, क्रिया पर प्रभाव
- अकर्मक, सकर्मक, द्विकर्मक, प्रेरणार्थक क्रिया
- सरल, संयुक्त, मिश्र वाक्य
- कर्तृवाच्य, कर्मवाच्य, भाववाच्य
- समुच्चयबोधक शब्द और अन्य अविकारी शब्द
- रस, अलंकार
- पर्यायवाची, विलोम, समास, अनेकार्थी, श्रुतिसमभिन्नार्थक शब्द, मुहावरे

## फॉर्मैटिव श्रवण व वाचन की योग्यताएँ

### श्रवण ( सुनना ) कौशल

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

### श्रवण ( सुनना ) का मूल्यांकन

परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 150 शब्दों का होना चाहिए। परीक्षक को सुनते-सुनते परीक्षार्थी अलग कागज़ पर दिए हुए श्रवण बोधन के अभ्यासों को हल कर सकेंगे। अभ्यास रिक्त स्थान पूर्ति, बहुविकल्पी अथवा सत्य /असत्य का चुनाव आदि विधाओं में हो सकते हैं।

### वाचन ( बोलना ) कौशल

- बोलते समय भली प्रकार उच्चारण करना गति, लय, आरोह-अवरोह उचित बलाघात व अनुतान सहित बोलना, सस्वर कविता-वाचन, कथा-कहानी अथवा घटना सुनाना।
- आत्मविश्वास, सहजता व धाराप्रवाह बोलना, कार्यक्रम-प्रस्तुति।
- भावों का सम्मिश्रण जैसे हर्ष, विषाद, विस्मय, आदर आदि को प्रभावशाली रूप से व्यक्त करना, भावानुकूल संवाद-वाचन।
- औपचारिक व अनौपचारिक भाषा में भेद कर सकने में कुशल होना व प्रतिक्रियाओं को नियंत्रित व शिष्ट भाषा में प्रकट करना।
- मौखिक अभिव्यक्ति को क्रमबद्ध, प्रकरण की एकता सहित व यथासंभव संक्षिप्त रखना।
- स्वागत करना, परिचय करना, धन्यवाद देना, भाषण, वाद-विवाद, कृतज्ञता ज्ञापन, संवेदना व बधाई इत्यादि मौखिक कौशलों का उपयोग।
- मंच भय से मुक्त होकर प्रभावशाली ढंग से 5-10 मिनट तक भाषण देना।

### वाचन ( बोलना ) का परीक्षण

- चित्रों के क्रम पर आधारित वर्णन: इस भाग में अपेक्षा की जाएगी कि परीक्षार्थी विवरणात्मक भाषा का प्रयोग करें।
- किसी चित्र का वर्णन: (चित्र लोगों या स्थानों के हो सकते हैं)।
- किसी निर्धारित विषय पर बोलना, जिससे वह अपने व्यक्तिगत अनुभव का प्रत्यास्मरण कर सके।
- कोई कहानी सुनाना या किसी घटना का वर्णन करना।

यहाँ इस तथ्य पर बल देना आवश्यक है कि संपूर्ण सत्र के दौरान वाचन कौशलों का मूल्यांकन एक नियमित व सतत प्रक्रिया होनी चाहिए। वार्तालाप कौशलों के मूल्यांकन के लिए एक मापक्रम नीचे दिया गया है। इसमें प्रत्येक कौशल के लिए छात्रों को शून्य से दस के मध्य अंक प्रदान किये जाते हैं परंतु 1, 3, 5, 7 तथा 9 पट्टिकाओं हेतु ही विनिर्दिष्टताएँ स्पष्ट की गई हैं इस मापक्रम का उपयोग करते हुए शिक्षक अपने छात्रों को किसी विशिष्ट पट्टिका में रख सकता है उदाहरणार्थ यदि किसी छात्र के कौशल पट्टिका संख्या 3 व 5 के मध्य स्थित हैं तो उसे 4 अंक प्रदान किये जा सकते हैं विशिष्ट योग्यता वाले छात्रों को 10 अंक भी प्रदान किये जा सकते हैं। छात्रों को वर्ष के प्रारम्भ में ही यह सूचित कर दिया जाना चाहिए कि उनका कक्षा में सहभागिता का मूल्यांकन इस प्रकार किया जाना है।

### कौशलों के अंतरण का मूल्यांकन के लिए मापक्रम

श्रवण ( सुनना )	वाचन ( बोलना )
1. विद्यार्थी में परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है, किन्तु सुसंबद्ध आशय को नहीं समझ पाता।	1. शिक्षार्थी केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है किन्तु एक सुसंबद्ध स्तर पर नहीं बोल सकता।
2. छोटे सुसंबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	2. परिचित संदर्भों में केवल छोटे सुसंबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है।
3. परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है। अशुद्धियाँ करता है जिससे प्रेषण में रुकावट आती है।	3. अपेक्षित दीर्घ भाषण में अधिक जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है अभी भी कुछ अशुद्धियाँ करता है। जिससे प्रेषण में रुकावट आती है।
4. दीर्घ कथनों की श्रृंखला 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 कर सकता है। ऐसी गलतियाँ करता है जिनसे प्रेषण में रुकावट नहीं आती।
5. जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करता है, उद्देश्य के अनुकूल सुनने की कुशलता प्रदर्शित करता है।	5. उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है, केवल मामूली गलतियाँ करता है।

#### टिप्पणी :

- परीक्षण से पूर्व परीक्षार्थी को तैयारी के लिए कुछ समय दिया जाए।
- विवरणात्मक भाषा में वर्तमान काल का प्रयोग अपेक्षित है।
- निर्धारित विषय परीक्षार्थी के अनुभव संसार के हों, जैसे : कोई चुटकुला या हास्य-प्रसंग सुनाना, हाल में पढ़ी पुस्तक या देखे गए सिनेमा की कहानी सुनाना।
- जब परीक्षार्थी बोलना प्रारंभ कर दे तो परीक्षक कम से कम हस्तक्षेप करें।

#### पठन कौशल

पठन क्षमता का मुख्य उद्देश्य ऐसे व्यक्तियों का निर्माण करने में निहित है जो स्वतंत्र रूप से चिन्तन कर सकें तथा जिनमें न केवल अपने स्वयं के ज्ञान का निर्माण की क्षमता हो अपितु वे इसका आत्मावलोकन भी कर सकें।

- सरसरी दृष्टि से पढ़ पाठ का केंद्रीय विचार ग्रहण कर लेना।
- एकाग्र चित्त हो एक अभीष्ट गति के साथ मौन पठन करना।
- पठित सामग्री पर अपनी प्रतिक्रिया प्रकट कर सकना।
- भाषा, विचार एवं शैली की सराहना कर सकना।
- साहित्य के प्रति अभिरुचि का विकास करना।
- संदर्भ के अनुसार शब्दों के अर्थ-भेदों को पहचान लेना।
- किसी विशिष्ट उद्देश्य को ध्यान में रखते हुए तत्सम्बन्धी विशेष स्थल को पहचान लेना।
- पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
- पठित अनुच्छेदों के शीर्षक एवं उपशीर्षक देना।
- कविता के प्रमुख उपादान तुक, लय, यति आदि से परिचित होना।

**टिप्पणी:-** पठन के लिए सामाजिक, सांस्कृतिक, प्राकृतिक, कलात्मक, मनोवैज्ञानिक, वैज्ञानिक तथा खेल-कूद और मनोरंजन संबंधी साहित्य के सरल अंश चुने जाएँ।

### लिखने की योग्यताएँ

- लिपि के मानक रूप का ही व्यवहार करना।
- विराम-चिन्हों का सही 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, एस. एम. एस. आदि लिखना, तार लिखना और विविध प्रपत्रों को भरना।
- विविध स्रोतों से आवश्यक सामग्री एकत्र कर अभीष्ट विषय पर निबन्ध लिखना।
- देखी हुई घटनाओं का वर्णन करना और उन पर अपनी प्रतिक्रिया प्रकट करना।
- पढ़ी हुई कहानी को संवाद में परिवर्तित करना और संवाद को कहानी में।
- समारोहों और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।
- सार, संक्षेपीकरण, भावार्थ लिखना।
- गद्य एवं पद्य अवतरणों की व्याख्या लिखना।
- स्वानुभूत विचारों और भावनाओं का स्पष्ट, सहज और प्रभावशाली ढंग से अभिव्यक्त करना।
- क्रमबद्धता और प्रकरण की एकता बनाए रखना।
- अभिव्यक्ति में सौष्ठव एवं संक्षिप्तता का ध्यान रखना।
- लिखने में मौलिकता और सर्जनात्मकता लाना।

## रचनात्मक अभिव्यक्ति

- **वाद-विवाद**  
विषय - शिक्षक विषय का चुनाव स्वयं करें।  
आधार बिंदु - तार्किकता, भाषण कला, अपनी बात अधिकारपूर्वक कहना।
- **कवि सम्मेलन** पाठ्यपुस्तक में संकलित कविताओं के आधार पर कविता पाठ या मौलिक कविताओं की रचना कर कवि सम्मेलन या अंत्याक्षरी

### आधार बिंदु

- ◆ अभिव्यक्ति
- ◆ गति, लय, आरोह-अवरोह सहित कविता वाचन
- ◆ मंच पर बोलने का अभ्यास / या मंच भय से मुक्ति
- **कहानी सुनाना/कहानी लिखना या घटना का वर्णन/लेखन**  
आधार बिंदु
  - ◆ संवाद - भावानुकूल, पात्रानुकूल
  - ◆ घटनाओं का क्रमिक विवरण
  - ◆ प्रस्तुतीकरण
  - ◆ उच्चारण
- **परिचय देना और परिचय लेना** - पाठ्य पुस्तक के पाठों से प्रेरणा लेते हुए आधुनिक तरीके से किसी नए मित्र से संवाद स्थापित करते हुए अपना परिचय सरल शब्दों में देना तथा उसके विषय में जानकारी प्राप्त करना।
- **अभिनय कला** - पाठों के आधार पर विद्यार्थी अपनी अभिनय प्रतिभा का प्रदर्शन कर भाषा में संवादों की अदायगी का प्रभावशाली प्रयोग कर सकते हैं, नाटक एक सामूहिक क्रिया है। अतः नाटक के लेखन, निर्देशन संवाद, अभिनय, भाषा व उद्देश्य इत्यादि को देखते हुए शिक्षक स्वयं अंकों का निर्धारण कर सकता है।
- **आशुभाषण-** छात्रों की अनुभव परिधि से संबंधित विषय।
- **सामूहिक चर्चा-** छात्रों की अनुभव परिधि से संबंधित विषय।

## मूल्यांकन के संकेत बिंदुओं का विवरण

### प्रस्तुतीकरण

- आत्मविश्वास
- हाव-भाव के साथ
- प्रभावशाली
- तार्किकता
- स्पष्टता



### विषय वस्तु

- विषय की सही अवधारणा
- तर्क सम्मत

### भाषा

- शब्द चयन व स्पष्टता, स्तर और अवसर के अनुकूल हों ।

### उच्चारण

- स्पष्ट उच्चारण, सही अनुतान, आरोह-अवरोह पर अधिक बल देना चाहिए ।

### इस अवस्था पर बल दिए जाने योग्य कुछ जीवन मूल्य

- सच्चाई, आत्म-अनुशासन
- सहकारिता, सहानुभूति
- न्याय, समानता
- पहल, नेतृत्व
- ईमानदारी, निष्ठा
- जनतांत्रिकता, देशभक्ति
- उत्तरदायित्व की भावना

**हिन्दी पाठ्यक्रम-अ कोड संख्या ( 002 )**  
**कक्षा नौवीं हिन्दी 'अ'- संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2014-2015**

संकलित परीक्षा 1 (भार 30%) (अप्रैल-सितम्बर) हेतु भार विभाजन			
विषयवस्तु		उप भार	कुल भार
<b>1</b>	पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर बहुविकल्पी प्रश्न		<b>20</b>
(अ)	दो अपठित गद्यांश (100 से 150 शब्दों के)	10	
(ब)	दो अपठित काव्यांश (100 से 150 शब्दों के)	10	
<b>2</b>	व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न	<b>15</b>	<b>15</b>
<b>3</b>	पाठ्यपुस्तक क्षितिज भाग-1 व पूरकपाठ्यपुस्तक कृतिका भाग-1		<b>35</b>
(अ)	<b>गद्य खण्ड</b>	<b>15</b>	
1	क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न।	05	
2	क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन व मनन क्षमताओं का आंकलन करने हेतु प्रश्न।	10	
(ब)	<b>काव्य खण्ड</b>	<b>15</b>	
1	काव्यबोध व काव्य पर स्वयं की सोच की परख करने हेतु क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर प्रश्न।	05	
2	क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु प्रश्न।	10	
(स)	<b>पूरक पाठ्यपुस्तक कृतिका भाग-1</b>	<b>05</b>	
	पूरक पुस्तिका 'कृतिका' के निर्धारित पाठों पर आधारित एक मूल्य परक प्रश्न पूछा जाएगा। इस प्रश्न का कुल भार पाँच अंक होगा। ये प्रश्न विद्यार्थियों के पाठ पर आधारित मूल्यों के प्रति उनकी संवेदनशीलता को परखने के लिए होगा।		
<b>4</b>	<b>लेखन</b>		<b>20</b>
(अ)	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिन्दुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 200 से 250 शब्दों में किसी एक विषय पर निबंध।	10	
(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र।	05	
(स)	किसी एक विषय पर 'प्रतिवेदन'।	05	
	<b>कुल</b>		<b>90</b>

## हिन्दी पाठ्यक्रम-अ कोड संख्या ( 002 )

### कक्षा नौवीं हिन्दी 'अ'- संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2014-2015

संकलित परीक्षा 2 (भार 30%) (अक्टूबर से मार्च) हेतु भार विभाजन

	विषयवस्तु	उप भार	कुल भार
<b>1</b>	<b>पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर बहुविकल्पी प्रश्न</b>		<b>20</b>
(अ)	एक अपठित गद्यांश (100 से 150 शब्दों के)	5	
(ब)	एक अपठित काव्यांश (100 से 150 शब्दों के)	5	
(स)	मुक्त पाठ्यवस्तु पर आधारित 2-5 दीर्घ / लघु प्रश्न	10	
<b>2</b>	<b>व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न</b>	<b>15</b>	<b>15</b>
<b>3</b>	<b>पाठ्यपुस्तक क्षितिज भाग-1 व पूरकपाठ्यपुस्तक कृतिका भाग-1</b>		<b>35</b>
(अ)	<b>गद्य खण्ड</b>	<b>15</b>	
1	क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न।	05	
2	क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन व मनन क्षमताओं का आंकलन करने हेतु प्रश्न।	10	
(ब)	<b>काव्य खण्ड</b>	<b>15</b>	
1	काव्यबोध व काव्य पर स्वयं की सोच की परख करने हेतु क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर प्रश्न।	05	
2	क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु प्रश्न।	10	
(स)	<b>पूरक पाठ्यपुस्तक कृतिका भाग-1</b>	<b>05</b>	
	पूरक पुस्तिका 'कृतिका' के निर्धारित पाठों पर आधारित एक <b>मूल्य परक</b> प्रश्न पूछा जाएगा। इस प्रश्न का कुल भार पाँच अंक होगा। ये प्रश्न विद्यार्थियों के पाठ पर आधारित मूल्यों के प्रति उनकी संवेदनशीलता को परखने के लिए होगा।		
<b>4</b>	<b>लेखन</b>		<b>20</b>
(अ)	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिन्दुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 200 से 250 शब्दों में किसी एक विषय पर निबंध।	10	

(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र।	05	
(स)	किसी एक विषय पर 'प्रतिवेदन'।	05	
<b>कुल</b>			<b>90</b>

संकलित परीक्षा 1	30%
संकलित परीक्षा 2	30%
फॉर्मैटिव परीक्षा एफ.ए.-1(भार 10%), समस्या समाधान आकलन (भार 10%) एफ.ए.-3(भार 10%), एफ.ए.-4(भार 10%)	40%
<b>कुल भार</b>	<b>100%</b>

(मूल्यपरक प्रश्न पूरकपाठ्यपुस्तक पर आधारित होगा। इसके लिए 5 अंक निर्धारित हैं।)

**टिप्पणी:**

1. संकलित परीक्षाओं का कुल भार 60 प्रतिशत तथा फॉर्मैटिव परीक्षाओं का कुल भार 40 प्रतिशत होगा। फॉर्मैटिव परीक्षाओं के 40 प्रतिशत में से प्रत्येक सत्र में 5 प्रतिशत भाग (संपूर्ण वर्ष में 10 प्रतिशत) श्रवण व वाचन कौशलों के परीक्षण हेतु आरक्षित होगा। शेष 30 प्रतिशत फॉर्मैटिव मूल्यांकन, पाठ्यचर्या के अन्य अंगों जैसे पठन, लेखन, व्याकरण, पाठ्यपुस्तक व पूरक पाठ्यपुस्तक, पर आधारित होगा। इसमें बोलने, सुनने, लिखने व बोध पर आधारित मौखिक, लिखित अथवा कार्यकलापों पर आधारित परीक्षण किया जा सकता है।
2. संकलित परीक्षा एक (एस-1) 90 अंकों की होगी। 90 अंकों को मूल्यांकन के पश्चात 30 अंकों में से परिवर्तित कर लिया जाएगा तदुपरांत ग्रेड का निर्धारण किया जाएगा तथा संकलित परीक्षा दो (एस-2) 90 अंकों की होगी व 90 अंकों को मूल्यांकन के पश्चात 30 अंकों में से परिवर्तित करने के उपरांत ग्रेड का निर्धारण किया जाएगा।

**हिन्दी पाठ्यक्रम-अ कोड संख्या ( 002 )**

**कक्षा दसवीं हिन्दी 'अ'- संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन 2014-2015**

संकलित परीक्षा 1 (भार 30%) (अप्रैल-सितम्बर) तथा संकलित परीक्षा 2 (भार 30%) (अक्टूबर से मार्च) हेतु भार विभाजन			
	विषयवस्तु	उप भार	कुल भार
1	पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर बहुविकल्पी प्रश्न		20
(अ)	दो अपठित गद्यांश (100 से 150 शब्दों के)	10	
(ब)	दो अपठित काव्यांश (100 से 150 शब्दों के)	10	
2	व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न	15	15
3	पाठ्यपुस्तक क्षितिज भाग-1 व पूरकपाठ्यपुस्तक कृतिका भाग-1		35
(अ)	गद्य खण्ड	15	
1	क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न ।	05	
2	क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन व मनन क्षमताओं का आंकलन करने हेतु प्रश्न।	10	
(ब)	काव्य खण्ड	15	
1	काव्यबोध व काव्य पर स्वयं की सोच की परख करने हेतु क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर प्रश्न।	05	
2	क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु प्रश्न।	10	
(स)	पूरक पाठ्यपुस्तक कृतिका भाग-1	05	
	पूरक पुस्तिका 'कृतिका' के निर्धारित पाठों पर आधारित एक मूल्य परक प्रश्न पूछा जाएगा। इस प्रश्न का कुल भार पाँच अंक होगा। ये प्रश्न विद्यार्थियों के पाठ पर आधारित मूल्यों के प्रति उनकी संवेदनशीलता को परखने के लिए होगा।		
4	लेखन		20
(अ)	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिन्दुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 200 से 250 शब्दों में किसी एक विषय पर निबंध।	10	

(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र।	05	
(स)	दिए गए गद्यांश का 'सार लेखन'।	05	
<b>कुल</b>			<b>90</b>

संकलित परीक्षा 1	30%
संकलित परीक्षा 2	30%
फॉर्मेटिव परीक्षा एफ.ए.-1(भार 10%), समस्या समाधान आकलन (भार 10%) एफ.ए.-3(भार 10%), एफ.ए.-4(भार 10%)	40%
<b>कुल भार</b>	<b>100%</b>

( मूल्यपरक प्रश्न पूरकपाठ्यपुस्तक पर आधारित होगा। इसके लिए 5 अंक निर्धारित हैं। )

**टिप्पणी:**

1. संकलित परीक्षाओं का कुल भार 60 प्रतिशत तथा फॉर्मेटिव परीक्षाओं का कुल भार 40 प्रतिशत होगा। फॉर्मेटिव परीक्षाओं के 40 प्रतिशत में से प्रत्येक सत्र में 5 प्रतिशत भाग ( संपूर्ण वर्ष में 10 प्रतिशत ) श्रवण व वाचन कौशलों के परीक्षण हेतु आरक्षित होगा। शेष 30 प्रतिशत फॉर्मेटिव मूल्यांकन, पाठ्यचर्या के अन्य अंगों जैसे पठन, लेखन, व्याकरण, पाठ्यपुस्तक व पूरक पाठ्यपुस्तक, पर आधारित होगा। इसमें बोलने, सुनने, लिखने व बोध पर आधारित मौखिक, लिखित अथवा कार्यकलापों पर आधारित परीक्षण किया जा सकता है।
2. संकलित परीक्षा एक ( एस-1 ) 90 अंकों की होगी। 90 अंकों को मूल्यांकन के पश्चात 30 अंकों में से परिवर्तित कर लिया जाएगा तदुपरांत ग्रेड का निर्धारण किया जाएगा तथा संकलित परीक्षा दो ( एस-2 ) 90 अंकों की होगी व 90 अंकों को मूल्यांकन के पश्चात 30 अंकों में से परिवर्तित करने के उपरांत ग्रेड का निर्धारण किया जाएगा।

**कक्षा नौवीं हिन्दी 'अ'- संकलित एवं फॉर्मेटिव परीक्षाओं हेतु पाठ्यक्रम का विभाजन  
( 2014-2015 )**

क्रम0 स0	पाठ्य पुस्तक	प्रथम सत्र ( अप्रैल से सितम्बर )			द्वितीय सत्र ( अक्टूबर से मार्च )		
		FA 1 10	FA 2 10	SA I 30	FA3 10	FA 4/PSA 10	SA II 30
<b>क्षितिज भाग-1</b>							
<b>गद्य खण्ड</b>							
1	प्रेमचंद-दो बैलों की कथा	✓		✓			
2	राहुल सांकृत्यायन -ल्हासा की ओर	✓		✓			
3	श्यामचरण दुबे-उपभोक्तावाद की संस्कृति		✓	✓			
4	जाबिर हुसैन-साँवले सपनों की याद		✓	✓			
5	चपला देवी-नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया				✓		✓
6	हरिशंकर परसाई-प्रेमचंद के फटे जूते				✓		✓
7	महादेवी वर्मा-मेरे बचपन के दिन						✓
8	हज़ारीप्रसाद द्विवेदी-एक कुत्ता और एक मैना						✓
	<b>काव्य खंड</b>	<b>FA 1 10</b>	<b>FA2 10</b>	<b>SA I 30</b>	<b>FA3 10</b>	<b>FA 4/PSA 10</b>	<b>SA II 30</b>
9	कबीर-साखियाँ एवं सबद	✓		✓			
10	ललद्यद-वाख	✓		✓			
11	रसखान-सवैये		✓	✓			

		FA 1 10	FA2 10	SA I 30	FA3 10	FA 4/PSA 10	SA II 30
12	माखनलाल चतुर्वेदी-कैदी और कोकिला		✓	✓			
13	सुमित्रानंदन पंत-ग्राम श्री		✓	✓			
14	केदारनाथ अग्रवाल-चंद्र गहना से लौटती बेर				✓		✓
15	सर्वेश्वर दयाल सक्सेना-मेघ आए				✓		✓
16	चंद्रकांत देवताले- यमराज की दिशा						✓
17	राजेश जोशी-बच्चे काम पर जा रहे हैं						✓
<b>कृतिका पूरक पाठ्य पुस्तक</b>		<b>FA 1 10</b>	<b>FA2 10</b>	<b>SA I 30</b>	<b>FA3 10</b>	<b>FA 4/PSA 10</b>	<b>SA II 30</b>
1	फणीश्वरनाथ रेणु- इस जल प्रलय में	✓		✓			
2	मृदुला गर्ग- मेरे संग की औरतें		✓	✓			
3	जगदीश चन्द्र माथुर- रीढ़ की हड्डी				✓		✓
4	माटी वाली-विद्यासागर नौटियाल				✓		✓
5	शमशेर बहादुर सिंह- किस तरह आखिरकार मैं हिन्दी में आया						✓



क्रम0 स0	पाठ्य पुस्तक व्याकरण	प्रथम सत्र ( अप्रैल से सितम्बर )			द्वितीय सत्र ( अक्टूबर से मार्च )		
		FA 1 10	FA2 10	SA I 30	FA3 10	FA4/PSA 10	SA II 30
1	शब्द निर्माण- उपसर्ग - 2 अंक प्रत्यय - 2 अंक समास - 3 अंक	✓		✓	✓		✓
2	अर्थ की दृष्टि से वाक्य भेद - 4 अंक		✓	✓			✓
3	अलंकार - 4अंक ( शब्दालंकार अनुप्रास, यमक, श्लेष) ( अर्थालंकार उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण)	✓	✓	✓	✓		✓
4	अपठित गद्यांश (5+5=10 अंक)			✓			✓
5	अपठित काव्यांश (5+5=10 अंक)			✓			✓
6	पत्र लेखन (5 अंक)			✓			✓
7	निबंध लेखन (10 अंक)			✓	✓		✓
8	प्रतिवेदन (5 अंक)		✓	✓			✓

**कक्षा दसवीं हिन्दी 'अ'- संकलित एवं फॉरमैटिव परीक्षाओं हेतु पाठ्यक्रम का विभाजन  
( 2014-15 )**

क्रम0 स0	पाठ्य पुस्तक	प्रथम सत्र ( अप्रैल से सितम्बर )			द्वितीय सत्र ( अक्तूबर से मार्च )		
		FA 1 10	FA2 10	SA I 30	FA3 10	FA 4/PSA 10	SA II 30
<b>क्षितिज भाग-2 गद्य खण्ड</b>							
10	स्वयं प्रकाश- नेताजी का चश्मा	✓		✓			
11	रामवृक्ष बेनीपुरी - बालगोबिन भगत	✓		✓			
12	यशपाल- लखनवी अंदाज़		✓	✓			
13	सर्वेश्वर दयाल सक्सेना- मानवीय करुणा की दिव्य चमक		✓	✓			
14	मन्नू भंडारी- एक कहानी यह भी				✓		✓
15	महावीरप्रसाद द्विवेदी- स्त्री-शिक्षा के विरोधी, कुतर्कों का खंडन				✓		✓
16	यतींद्र मिश्र- नौबतखाने में इबादत						✓
17	भदंत आनंद कौसल्यायन-संस्कृति						✓
	<b>काव्य खंड</b>	<b>FA 1 10</b>	<b>FA2 10</b>	<b>SA I 30</b>	<b>FA3 10</b>	<b>FA 4/PSA 10</b>	<b>SA II 30</b>
1	सूरदास- ऊधौ, तुम हौ अति बड़भागी....	✓		✓			
2	तुलसी दास- राम-लक्ष्मण- परशुराम संवाद				✓		✓

3	देव- पाँयनि नूपुर मंजु बजै...	✓		✓			
4	जयशंकर प्रसाद- आत्मकथ्य	✓		✓			
5	सूर्यकांत त्रिपाठी 'निराला' -उत्साह, अट नहीं रही है		✓	✓			
6	नागार्जुन-यह दंतुरित मुसकान, फसल		✓	✓			
7	गिरिजाकुमार माथुर- छाया मत छूना				✓		✓
8	ऋतुराज - कन्यादान						✓
9	मंगलेश डबराल- संगतकार						✓
	<b>कृतिका पूरक पाठ्य पुस्तक</b>	<b>FA 1 10</b>	<b>FA2 10</b>	<b>SA I 30</b>	<b>FA3 10</b>	<b>FA 4/PSA 10</b>	<b>SA II 30</b>
1	शिवपूजन सहाय- माता का अँचल	✓		✓			
2	कमलेश्वर-जॉर्ज पंचम की नाक		✓	✓			
3	मधु कांकरिया- साना-साना हाथ जोड़ि...				✓		✓
4	शिव प्रसाद मिश्र 'रुद्र'- एही ठैयाँ झुलनी हेरानी हो रामा						✓
5	अज्ञेय-मैं क्यों लिखता हूँ?						✓

क्रम0 स0	पाठ्य पुस्तक	प्रथम सत्र (अप्रैल से सितम्बर)			द्वितीय सत्र (अक्तूबर से मार्च)		
		FA 1 10	FA2 10	SA I 30	FA3 10	FA4/PSA 10	SA II 30
1	रचना के आधार पर वाक्य भेद (3 अंक)	✓	✓	✓			✓
2	वाच्य (4 अंक)	✓	✓	✓	✓		✓
3	पद-परिचय (4 अंक)	✓	✓	✓	✓		✓
4	रस (4 अंक)	✓	✓	✓	✓		✓
5	अपठित गद्यांश (5+5=10 अंक)			✓			✓
6	अपठित काव्यांश (5+5=10 अंक)			✓			✓
7	पत्र लेखन (5 अंक)	✓		✓			✓
8	निबंध लेखन (10 अंक)			✓			✓
9	सार लेखन (5 अंक)			✓			✓

#### निर्धारित पुस्तकें:

1. पाठ्य पुस्तक क्षितिज भाग-1 (कक्षा- नौवीं हेतु)
2. पाठ्य पुस्तक क्षितिज भाग-2 (कक्षा- दसवीं हेतु)
3. पूरक पुस्तक कृतिका-भाग-1 (कक्षा- नौवीं हेतु)
4. पूरक पुस्तक कृतिका-भाग-2 (कक्षा- दसवीं हेतु)

#### टिप्पणी:

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

**प्रश्न पत्र तैयार करने हेतु आधारभूत-प्रारूप ( अधिकतम अंक - 90 )**

क्रम संख्या	प्रश्नों का प्रकार	अधिगम के परिणाम तथा परीक्षण कौशल	लघुउत्तरात्मक/ बहुविकल्पात्मक ( 2/1 अंक )	लघुउत्तरात्मक ( 3 अंक )	दीर्घउत्तरात्मक ( 5 अंक )	कुल अंक	प्रतिशत/ लगभग
1	स्मृति (ज्ञानाधारित-स्मृति के प्रयोग पर सरल प्रश्न)	• श्रवण, भाषण, पठन तथा लेखन कौशल	7	1	-----	10	10
2	बोध (अर्थपूर्ण परिचित बोध पर आधारित प्रश्न)	• तर्क-वर्तिक • विश्लेषणात्मक कौशल	4	2*	2*	20	22.5
3	अनुप्रयोग (नवीन स्थितियों में ज्ञान के अनुप्रयोग पर आधारित आनुमानिक प्रकार के प्रश्न)	• रचनात्मक कौशल, सार लेखन, व्याख्या करना • मूल्यांकन स्पष्टीकरण,	1	3*	2*	20	22.5
4	उच्च स्तरीय चिन्तन कौशल (विश्लेषण एवं मूल्यांकन पर आधारित प्रश्न)	तुलना करना, भेद करना, उचित/अनुचित सिद्ध करना	2	1*	2*	15	17
5	रचनात्मक (निर्णय अथवा स्थिति के मूल्यांकन की क्षमता एवं बहुविषयात्मक	• मूल्यपरक विचारों को अभिव्यक्त करना	-----	-----	5	25	28
		कुल	14	7	11	90	100

\*अंकित प्रश्नों के उप भाग भी लिये जा सकते हैं।

**टिप्पणी:** कक्षा नौवीं के लिए संकलित परीक्षा-2 के प्रश्न पत्र में मुक्त पाठ्य के आकलन हेतु 2-5 दीर्घ / लघु प्रश्न सम्मिलित किये जायेंगे। जो कुल 10 अंक के होंगे। विद्यार्थियों को मामलों के अध्ययन (केस स्टडीज़) पहले ही से उपलब्ध करवाए जायेंगे। केस स्टडीज़ विद्यार्थियों की विश्लेषणात्मक व उच्च स्तरीय चिंतन कौशलों के परीक्षण हेतु बनाई जाएंगी। मुक्त पाठ्य की केस स्टडीज़ 'शिक्षा' एवं 'स्वास्थ्य' विषय (थीम) पर केन्द्रित होंगी।

## 2. ENGLISH-COMMUNICATIVE (Code No. 101)

This is a two-year syllabus for classes IX and X. The CBSE has prepared a package for this syllabus called **Interact in English**. It includes the following:

For Students

1. Main Course Book
2. Literature Reader
3. Work Book
4. Long Reading Texts

**Interact in English** has been designed to develop the student's communicative competence in English. Therefore, content selection is determined by the student's present and future academic, social and professional needs.

*The overall aims of the course are:*

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

Teachers may kindly keep the following in mind to develop these competencies:

**Creativity:** Students should be encouraged to think on their own and express their ideas using their experience, knowledge and imagination, rather than being text or teacher dependent.

**Self-monitoring:** Students should be encouraged to monitor their progress, space out their learning, so they should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values.

**Teaching/Testing Objectives**

### READING

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

1. read silently at varying speeds depending on the purpose of reading;<sup>\*1</sup>
2. adopt different strategies for different types of text, both literary and non-literary;
3. recognise the organization of a text;

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<sup>\*</sup> Objectives which will *not* be tested in a formal examination

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

## WRITING

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

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

## LISTENING

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

1. adopt different strategies according to the purpose of listening (e.g., for pleasure, for general interest, for specific information);
2. use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g., cohesion devices, key words, intonation, gesture, background noises);

3. listen to a talk or conversation and understand the topic and main points;
4. listen for information required for a specific purpose, e.g., in radio broadcast, commentaries, airport and railway station announcements;
5. distinguish main points from supporting details, and relevant from irrelevant information;
6. understand and interpret messages conveyed in person or by telephone;
7. understand and respond appropriately to directive language, e.g., instruction, advice, requests and warning; and
8. understand and interpret spontaneous spoken discourse in familiar social situations.

## SPEAKING

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

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

## GRAMMAR

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

### 1. Verbs

Tenses:

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



## 2. Sentence Structure

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

## 3. Other Areas

- determiners
- pronouns
- prepositions

## LITERATURE

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

### 1 Character, as revealed through

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

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

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

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

### 4 Form

- rhyme
- rhythm

- simile
- metaphor
- alliteration
- pun
- repetition

### Open Text-Based Assessment

The open Text-Based Assessment will be included in reading section for 10 marks, as a part of SA-II. The 'OTBA' text will be based on the themes found in the course books.

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

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

### Assessment of Speaking and Listening Skills (ASL)

As a part of teaching a language, it is necessary that all the skills of a language i.e. reading, writing, listening and speaking are given due weightage in all the four skills, both formatively and summatively. Therefore, the CBSE had introduced the Assessment of Speaking and Listening skills (ASL) in secondary classes in 2012-13 as a pilot, and in 2013-14 in all the schools affiliated to it. Since, then it is mandatory for schools to conduct ASL for SA-I and SA-II. The data of ASL, namely marks/grades and recording of SA-I and SA-II will be collected by the CBSE through its Regional Offices for analysis, monitoring and maintenance of the quality of assessment and assessment processes. In addition, this analysis is expected to create a wash back effect in the classroom teaching. The CBSE expects that the ASL is also reliable, fair and valid and the data thus obtained reflects these. A matrix of performance descriptors has been given in this document which will assist in ensuring a valid assessment.

Teachers are, therefore, advised to go through the **Performance Descriptors** of speaking assessment thoroughly before they begin the task of assessment.

## SPEAKING ASSESSMENT: PERFORMANCE DESCRIPTORS

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

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

# ENGLISH COMMUNICATIVE (Code No. 101)

## SYLLABUS

Summative Assessment (2014-15)

CLASS – IX

### SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

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

#### Note:

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

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

#### SECTION A: READING

20 Marks

50 Periods

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

##### SA – I:

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

##### SA-II:

- Q.1a: A **Factual** passage 200-250 words with five very short answer type questions with one question to test vocabulary. **5 marks**

Q. 1b: A Literary passage (Prose only – Fiction / Non-fiction) of 200-250 words with five short answer type questions to test inference, evaluation and analysis with one question to test vocabulary. **5 marks**

Q. 2: Open text-based assessment (OTBA) with 1–2 long answer questions to test analytical and critical thinking skills.

**10 marks**

### **SECTION B: WRITING & GRAMMAR**

**25 Marks**

**60 Periods**

Q. 3: Writing a diary/article in about 100–120 words based on visual or verbal cue/s.

**5 marks**

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

**10 marks**

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject – verb concord
5. Reporting
  - (i) Commands and requests
  - (ii) Statements
  - (iii) Questions
6. Clauses:
  - (i) Noun clauses
  - (ii) Adverb clauses of condition and time
  - (iii) Relative clauses
7. Determiners, and
8. Prepositions

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

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

**3 marks**

Q. 6: Editing or Omission

**4 marks**

Q. 7: Sentences reordering or Sentence Transformation in context.

**3 marks**

### **SECTION C: LITERATURE TEXTBOOK & LONG READING TEXT**

**25 Marks**

**60 Periods**

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

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

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

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

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

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

#### **Interact in English Series**

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

#### **Novel (either one)**

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

**NOTE: Teachers are advised to:**

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

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

**Reading Section:** Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative Assessment.

**Writing Section:** All types of short and extended writing tasks will be dealt with in both I and II Terms in Formative as well as in Summative Assessments.

**Grammar:** Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessments for the two terms.

#### **Speaking and Listening Skills**

**50 Periods**

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carryout speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

**ENGLISH COMMUNICATIVE COURSE**  
**Summative Assessment (2014-15)**  
**CLASSIX**

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
<b>PROSE</b>	
1. How I Taught My Grandmother to Read	1. The Man Who Knew too Much
2. A Dog Named Duke	2. Keeping it from Harold
	3. Best Seller
<b>POETRY</b>	
1. The Brook	1. The Seven Ages
2. The Road Not Taken	2. Oh, I Wish I'd Looked After My Teeth
3. The Solitary Reaper	3. Song of the Rain
4. Lord Ullin's Daughter	
<b>DRAMA</b>	
1. Villa for Sale	2. The Bishop's Candlesticks
<b>Main Course Book</b>	
1. People	1. Mystery
2. Adventure	2. Children
3. Environment	3. Sports and Games
4. The Class IX Radio and Video Show	
<b>Long Reading Text/ Novel (either one)</b> Gulliver's Travels in four parts Unabridged Edition (2005) by Jonathan Swift <b>Parts I &amp; II</b> Three Men in a Boat Unabridged Edition (1889) by Jerome K. Jerome - <b>Chapters 1 – 10</b>	Gulliver's Travels in four parts Unabridged Edition (2005) by Jonathan Swift - <b>Parts III &amp; IV</b> Three Men in a Boat Unabridged Edition (1889) by Jerome K. Jerome - <b>Chapters 11 - 19</b>



WORK BOOK\* – Suggested Break-up of Units for the Purpose of Classroom Teaching only-NOT FOR TESTING (see the note below)

**Term I**

1. Verb Form
2. Determiners
3. Future Time Reference
4. Modals

**Term II**

5. Connectors
6. The Passive
7. Reported Speech
8. Prepositions

**\*NOTE ON WORKBOOK**

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

**Note:**

1. Formative Assessment is **assessment 'for' learning**. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as 'in class' and 'in school' activities. In case, a field survey or visit is taken up it must be under the direct supervision of the teacher.

**Class IX (SA-I)**  
**English Communicative 2014-15 (Code No. 101)**

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

**Class IX (SA-II)**  
**English Communicative 2014-15 (Code No. 101)**

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

## ENGLISH COMMUNICATIVE (Code No. 101)

### SYLLABUS

Summative Assessment (2014-15)

CLASS – X

#### SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

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

#### Note

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

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

#### SECTION A: READING

20 Marks

50 Periods

Qs 1-2. This section will have two unseen passages of a total length of 700-750 words. The arrangement within the reading section is as follows:

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

#### SECTION B: WRITING & GRAMMAR

25 Marks

60 Periods

- Q. 3: Letter to the Editor / Article in about 100-120 words based on any visual / verbal stimulus. **5 marks**

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

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject – verb concord
5. Reporting
  - (i) Commands and requests
  - (ii) Statements
  - (iii) Questions
6. Clauses:
  - (i) Noun clauses
  - (ii) Adverb clauses of condition and time
  - (iii) Relative clauses
7. Determiners, and
8. Prepositions

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

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

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

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

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

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

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

Q. 9. **Four short answer** type questions from the **Literature Reader** to test local and global comprehension of theme and ideas (30-40 words each) **2x4 = 8 Marks**

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

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

Prescribed Books Published by CBSE, New Delhi

#### INTERACT IN ENGLISH SERIES

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

#### NOVEL (either one)

- *Diary of a Young Girl*– 1947 By Anne Frank (unabridged edition)
- *The Story of My Life*– 1903 By Helen Keller (unabridged edition)

NOTE: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- reduce teacher-talking time and keep it to the minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- use the performance descriptors scale for conversation skills to test the students for continuous assessment.

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

#### Reading Section:

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative Assessments.

#### Writing Section:

All types of short and extended writing tasks will be dealt with in both I and II Terms in both Formative as well as in Summative Assessments.

#### Grammar:

Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessment for the two terms.

#### Speaking and Listening Skills

50 Periods

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carryout speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

**ENGLISH COMMUNICATIVE COURSE**  
**Summative Assessment (2014-15)**  
**CLASS X**

Textbooks	
<b>Literature Reader</b>	
Summative Assessment – I	Summative Assessment - II
<b>PROSE</b>	
1. Two Gentlemen of Verona	1. A Shady Plot
2. Mrs. Packletide's Tiger	2. Patol Babu
3. The Letter	3. Virtually True
<b>POETRY</b>	
2. The Frog and the Nightingale	1. Ozymandias
2. Mirror	2. The Rime of Ancient Mariner
3. Not Marble, nor the Gilded Monuments	3. Snake
<b>DRAMA</b>	
1. The Dear Departed	1. Julius Caesar
<b>Main Course Book</b>	
2. Health and Medicine	1. Environment
2. Education	2. Travel and Tourism
3. Science	3. National Integration
<b>Long Reading Text – Novels (either one)</b>	
<i>Diary of a Young Girl</i> – 1947 June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition)	<i>Diary of a Young Girl</i> – 1947 March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition)
<i>The Story of My Life</i> – 1903 Chapters 1-14 By Helen Keller (unabridged edition)	<i>The Story of My Life</i> – 1903 Chapters 15-23 By Helen Keller (unabridged edition)

WORK BOOK* – Suggested Break-up of Units for the Purpose of Classroom Teaching only – NOT FOR TESTING (see the note below).	
<b>Term I</b> 8. Determiners 9. Tenses 10. Subject-Verb Agreement 11. Non-Finites 12. Relatives 13. Connectors 14. Conditionals	<b>Term II</b> 1. Comparison 2. Avoiding Repetition 3. Nominalization 4. Modals 5. Active and Passive 6. Reported Speech 7. Prepositions

**\* NOTE ON WORKBOOK**

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

**Note**

1. Formative Assessment is ~~assessment~~ 'for' learning. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as 'in class' and 'in school' activities. In case, a field survey or visit is taken up it must be under the direct supervision of the teacher.



**Class X**  
**English Communicative 2014-15 (Code No. 101)**

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	SAQ 30-40 words 2 marks	LAQ-I 80-100 words 4 marks	LAQ-II 100-120 words 5 marks	VLAQ 150-200 words (HOTS) 10 marks	Marks
<b>Reading Skills</b>	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
<b>Creative Writing Skills and Grammar</b>	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	---	---	01	01	25
<b>Literature and Textbooks</b>	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	---	01	25
<b>Total</b>		25x01 = 25 marks	08x02 = 16 marks	01x04 = 04 marks	01x05 = 05 marks	02x10= 20 marks	70 marks
<b>Assessment of Speaking and Listening Skills</b>	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
<b>Total</b>							90 marks

### 3. MATHEMATICS (CODE NO. 041)

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 Focus Group on Teaching of Mathematics which is to meet the emerging needs of all categories of students. Motivating the topics from 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 positive ability to think, analyze and articulate logically;
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases;
- to develop necessary skills to work with modern technological devices such as calculators, computers, etc.
- to develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics;
- to develop interest in the subject by participating in related competitions;
- to acquaint students with different aspects of mathematics used in daily life;
- to develop an interest in students to study mathematics as a discipline.

### General Instructions:

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

### Course Structure CLASS-IX

First Term	Marks : 90
<b>UNITS</b>	<b>MARKS</b>
I. NUMBER SYSTEMS	17
II. ALGEBRA	25
III. GEOMETRY	37
IV. COORDINATE GEOMETRY	} 11
V. MENSURATION	
<b>TOTAL (THEORY)</b>	<b>90</b>

### Course Structure (First Term)

#### UNIT I : NUMBER SYSTEMS

##### 1. REAL NUMBERS

(18 Periods)

1. Review of representation of natural numbers, integers, rational numbers on the number line. Representation of terminating / non-terminating recurring decimals, on the number line through successive magnification. Rational numbers as recurring/terminating decimals.
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, every point on the number line represents a unique real number.
3. Existence of  $\sqrt{x}$  for a given positive real number  $x$  (visual proof to be emphasized).
4. Definition of  $n$ th root of a real number.
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.)
6. Rationalization (with precise meaning) of real numbers of the type (and their combinations)

$$\frac{1}{a + b\sqrt{x}} \quad \& \quad \frac{1}{\sqrt{x} + \sqrt{y}}, \text{ where } x \text{ and } y \text{ are natural number and } a \text{ and } b \text{ are integers.}$$

## UNIT II : ALGEBRA

### 1. POLYNOMIALS

(23) Periods

Definition of a polynomial in one variable, its coefficients, with examples and counter examples, its terms, zero polynomial. Degree of a polynomial. Constant, linear, quadratic and cubic polynomials; monomials, binomials, trinomials. Factors and multiples. Zeros of a polynomial. State and motivate 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) of quadratic & cubic polynomial.

Recall of algebraic expressions and identities. Further verification of identities of the type  $(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$ ,  $(x \pm y)^3 = x^3 \pm y^3 \pm 3xy(x \pm y)$ ,  $x^3 \pm y^3 = (x \pm y)(x^2 \pm xy + y^2)$ ,

$x^3 + y^3 + z^3 - 3xyz = (x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx)$  and their use in factorization of polynomials. Simple expressions reducible to these polynomials.

## UNIT III : GEOMETRY

### 1. INTRODUCTION TO EUCLID'S GEOMETRY

(6) Periods

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

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

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

### 2. LINES AND ANGLES

(10) Periods

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

### 3. TRIANGLES

(20) Periods

1. (Motivate) Two triangles are congruent if any two sides and the included angle of one triangle is equal to any two sides and the included angle of the other triangle (SAS Congruence).
2. (Prove) Two triangles are congruent if any two angles and the included side of one triangle is equal to any two angles and the included side of the other triangle (ASA Congruence).
3. (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruence).
4. (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle.
5. (Prove) The angles opposite to equal sides of a triangle are equal.

6. (Motivate) The sides opposite to equal angles of a triangle are equal.
7. (Motivate) Triangle inequalities and relation between 'angle and facing side' inequalities in triangles.

## UNIT IV : COORDINATE GEOMETRY

### 1. COORDINATE GEOMETRY

(9) Periods

The Cartesian plane, coordinates of a point, names and terms associated with the coordinate plane, notations, plotting points in the plane, graph of linear equations as examples; focus on linear equations of the type  $Ax + By + C = 0$  by writing it as  $y = mx + c$ .

## UNIT V : MENSURATION

### 1. AREAS

(4) Periods

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

### Course Structure CLASS-IX

Second Term		Marks : 90
UNITS		MARKS
II.	ALGEBRA (Contd.)	16
III.	GEOMETRY (Contd.)	38
V.	MENSURATION (Contd.)	18
VI.	PROBABILITY	08
VII.	STATISTICS	10
<b>TOTAL (THEORY)</b>		<b>90</b>

**Note: The text of OTBA for SA-II will be from Unit - 7 statistics**

## UNIT II : ALGEBRA (Contd.)

### 2. LINEAR EQUATIONS IN TWO VARIABLES

(14) Periods

Recall of linear equations in one variable. Introduction to the equation in two variables. Prove that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they seem to lie on a line. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.

## UNIT III : GEOMETRY (Contd.)

### 4. QUADRILATERALS

(10) Periods

1. (Prove) The diagonal divides a parallelogram into two congruent triangles.
2. (Motivate) In a parallelogram opposite sides are equal, and conversely.
3. (Motivate) In a parallelogram opposite angles are equal, and conversely.
4. (Motivate) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal.
5. (Motivate) In a parallelogram, the diagonals bisect each other and conversely.

- (Motivate) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and (motivate) its converse.

## 5. AREA

(4) Periods

Review concept of area, recall area of a rectangle.

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

## 6. CIRCLES

(15) Periods

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

- (Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse.
- (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.
- (Motivate) There is one and only one circle passing through three given non-collinear points.
- (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the center (or their respective centers) and conversely.
- (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.
- (Motivate) Angles in the same segment of a circle are equal.
- (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.
- (Motivate) The sum of either of the pair of the opposite angles of a cyclic quadrilateral is  $180^\circ$  and its converse.

## 7. CONSTRUCTIONS

(10) Periods

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

## UNIT V : MENSURATION (Contd.)

### 2. SURFACE AREAS AND VOLUMES

(12) Periods

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

## UNIT VI: PROBABILITY

(12) Periods

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

## UNIT VII: STATISTICS

(13) Periods

Introduction to Statistics : Collection of data, presentation of data — tabular form, ungrouped / grouped, bar graphs, histograms (with varying base lengths), frequency polygons, qualitative analysis of data to choose the correct form of presentation for the collected data. Mean, median, mode of ungrouped data.

**QUESTIONS PAPER DESIGNS 2014-15  
CLASS-IX**

MATHEMATICS CODE NO. 041		Time-3 Hours						Marks-90	
		Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer - I (SA) (2 Marks)	Short Answer - II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage	
1	<b>Remembering - (Knowledge based)</b> Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	1	2	2	3	23	26%		
2	<b>Understanding- (Comprehension</b> -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	1	1	2	14	16%		
3	<b>Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)	1	2	3	2	22	24%		
4	<b>High Order Thinking Skills (Analysis &amp; Synthesis</b> - Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	1	1	4	1	19	21%		
5	<b>Creating, Evaluation and Multi- Disciplinary-</b> (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		-	-	3*	12	13%		
<b>TOTAL</b>		<b>4x1=4</b>	<b>6x2=12</b>	<b>10x3=30</b>	<b>11x4=44</b>	<b>90</b>	<b>100%</b>		

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

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

## COURSE STRUCTURE CLASS X

First Term	Marks : 90
UNITS	MARKS
I. NUMBER SYSTEMS	11
II. ALGEBRA	23
III. GEOMETRY	17
IV. TRIGONOMETRY	22
V. STATISTICS	17
<b>TOTAL</b>	<b>90</b>

### UNIT I : NUMBER SYSTEMS

- 1. REAL NUMBERS** **(15) Periods**
- Euclid's division lemma, Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of results - irrationality of  $\sqrt{2}$ ,  $\sqrt{3}$ ,  $\sqrt{5}$ , decimal expansions of rational numbers in terms of terminating/non-terminating recurring decimals.

### UNIT II : ALGEBRA

- 1. POLYNOMIALS** **(7) Periods**
- Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials. Statement and simple problems on division algorithm for polynomials with real coefficients.
- 2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES** **(15) Periods**
- Pair of linear equations in two variables and their graphical solution. Geometric representation of different possibilities of solutions/inconsistency.
- Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination and by cross multiplication method. Simple situational problems must be included. Simple problems on equations reducible to linear equations may be included.

### UNIT III : GEOMETRY

- 1. TRIANGLES** **(15) Periods**
- Definitions, examples, counter examples of similar triangles.
1. **(Prove)** If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
  2. **(Motivate)** If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
  3. **(Motivate)** If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
  4. **(Motivate)** If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.
  5. **(Motivate)** If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.



6. (Motivate) If a perpendicular is drawn from the vertex of the right angle of a right triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.
7. (Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares on their corresponding sides.
8. (Prove) In a right triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides.
9. (Prove) In a triangle, if the square on one side is equal to sum of the squares on the other two sides, the angles opposite to the first side is a right triangle.

#### UNIT IV : TRIGONOMETRY

##### 1. INTRODUCTION TO TRIGONOMETRY (10) Periods

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

##### 2. TRIGONOMETRIC IDENTITIES (15) Periods

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

#### UNIT V : STATISTICS AND PROBABILITY

##### 1. STATISTICS (18) Periods

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

### COURSE STRUCTURE CLASS X

Second Term	Marks : 90
UNITS	MARKS
II. ALGEBRA (Contd.)	23
III. GEOMETRY (Contd.)	17
IV. TRIGONOMETRY (Contd.)	08
V. PROBABILITY	08
VI. COORDINATE GEOMETRY	11
VII. MENSURATION	23
<b>TOTAL</b>	<b>90</b>

#### Course Structure (First Term)

##### UNIT II : ALGEBRA (Contd.)

##### 3. QUADRATIC EQUATIONS (15) Periods

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

Problems related to day to day activities to be incorporated.

#### 4. ARITHMETIC PROGRESSIONS

(8) Periods

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

### UNIT III : GEOMETRY (Contd.)

#### 2. CIRCLES

(8) Periods

Tangents to a circle motivated by chords drawn from points coming closer and closer to the point.

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 circle are equal.

#### 3. CONSTRUCTIONS

(8) Periods

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

### UNIT IV : TRIGONOMETRY

#### 3. HEIGHTS AND DISTANCES

(8) Periods

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

### UNIT V : STATISTICS AND PROBABILITY

#### 2. PROBABILITY

(10) Periods

Classical definition of probability. Connection with probability as given in Class IX. Simple problems on single events, not using set notation.

### UNIT VI : COORDINATE GEOMETRY

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

(14) Periods

Review the concepts of coordinate geometry done earlier including graphs of linear equations. Awareness of geometrical representation of quadratic polynomials. Distance between two points and section formula (internal). Area of a triangle.

### UNIT VII : MENSURATION

#### 1. AREAS RELATED TO CIRCLES

(12) Periods

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

#### 2. SURFACE AREAS AND VOLUMES

(12) Periods

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

**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. A Handbook for Designing Mathematics Laboratory in Schools - NCERT Publication
6. Laboratory Manual - Mathematics, secondary stage - NCERT Publication

**QUESTIONS PAPER DESIGNS 2014-15  
CLASS-X**

MATHEMATICS CODE NO. 041		Time-3 Hours					Marks-90	
S. No.	Typology of Questions	Very Short Answer (VSA) (1Mark)	Short Answer - I (SA) (2 Marks)	Short Answer - II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage	
1	<b>Remembering - (Knowledge based</b> Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	1	2	2	3	23	26%	
2	<b>Understanding- (Comprehension</b> -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	1	1	2	14	16%	
3	<b>Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations; Use given content to interpret a situation, provide an example, or solve a problem)	1	2	3	2	22	24%	
4	<b>High Order Thinking Skills (Analysis &amp; Synthesis</b> - Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	1	1	4	1	19	21%	
5	<b>Creating, Evaluation and Multi- Disciplinary-</b> (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	-	-	3*	12	13%	
<b>TOTAL</b>		<b>4x1=4</b>	<b>6x2=12</b>	<b>10x3=30</b>	<b>11x4=44</b>	<b>90</b>	<b>100%</b>	

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

## 4. SCIENCE

(Code No. 086 / 090)

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

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

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

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

### General Instructions:

1. The units specified for each term shall be assessed through both Formative and Summative Assessments.
2. In each term, there will be two Formative Assessments each carrying 10% weightage.
3. The Summative Assessment in each term will carry 30% weightage.
4. One Formative Assessment carrying 10% weightage in each term should include hands-on practicals.
5. Assessment of Practical Skills through Practical Based Questions (PBQ) will carry 15% weightage of total marks in each of the Summative Assessments.

### COURSE STRUCTURE CLASS IX

FIRST TERM		Marks : 90
S. No	Units	Marks
1.	I. Matter - Its Nature and Behaviour	29
2.	II. Organisation in the Living World	18
3.	III. Motion, Force and Work	30
4.	V. Food; Food Production	13
<b>Total</b>		<b>90</b>

**Theme : Materials**

**(22 Periods)**

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

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

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

**Theme: The World of The Living**

**(22 Periods)**

## Unit II: Organization in the Living World

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

### Tissues, Organs, Organ System, Organism

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

### Theme : Moving Things, People and Ideas

(36 Periods)

## Unit III: Motion, Force and Work

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

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

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

### Theme: Food

(10 Periods)

## Unit V: Food Production

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

## PRACTICALS – FIRST TERM

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

### (LIST OF EXPERIMENTS)

- To test (a) the presence of starch in the given food sample, (b) the presence of the adulterant metanil yellow in dal.
- To prepare:
  - a true solution of common salt, sugar and alum
  - a suspension of soil, chalk powder and fine sand in water
  - 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
- To prepare
  - a mixture
  - a compoundusing iron filings and sulphur powder and distinguish between these on the basis of:
  - appearance, i.e., homogeneity and heterogeneity
  - behaviour towards a magnet
  - behaviour towards carbon disulphide as a solvent
  - effect of heat

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

### COURSE STRUCTURE CLASS IX

SECOND TERM		Marks : 90
S. No.	Units	Marks
1.	I. Matter - Its Nature and Behaviour	18
2.	II. Organisation in the Living World	26
3.	III. Motion, Force and Work	36
4.	IV. Our Environment	10
<b>Total</b>		<b>90</b>

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

**Theme : Materials**

**(28 Periods)**

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

**Particle nature, basic units :** Atoms and molecules. Law of constant proportions. Atomic and molecular masses.

**Mole Concept :** Relationship of mole to mass of the particles and numbers. Valency. Chemical formula of common compounds.

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

**Theme : The World of The Living**

**(23 Periods)**

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

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

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

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

**(24 Periods)**

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

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

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

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

Structure of the Human Ear (Auditory aspect only).

**Theme : Natural Resources**

**(15 Periods)**

**Unit IV: Our Environment**

**Physical resources** : Air, Water, Soil.

Air for respiration, for combustion, for moderating temperatures; movements of air and its role in bringing rains across India.

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

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

**PRACTICALS – SECOND TERM**

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

**LIST OF EXPERIMENTS**

1. To verify the Laws of reflection of sound.
2. To determine the density of solid (denser than water) by using a spring balance and a measuring cylinder.
3. To establish the relation between the loss in weight of a solid when fully immersed in
  - a. tap water
  - b. strongly salty water, with the weight of water displaced by it by taking at least two different solids.
4. To observe and compare the pressure exerted by a solid iron cuboid on fine sand/ wheat flour while resting on its three different faces and to calculate the pressure exerted in the three different cases.
5. To determine the velocity of a pulse propagated through a stretched string/slinky.
6. To study the characteristic of *Spirogyra/Agaricus*, Moss/Fern, Pinus ( either with male or female cone) and an Angiospermic plant. Draw and give two identifying features of the groups they belong to.
7. To observe the given pictures/charts/models of earthworm, cockroach, bony fish and bird. For each organism, draw their picture and record:
  - a. one specific feature of its phylum.
  - b. one adaptive feature with reference to its habitat.
8. To verify the law of conservation of mass in a chemical reaction.
9. To study the external features of root, stem, leaf and flower of monocot and dicot plants.
10. To study the life cycle of mosquito.



**QUESTION PAPER DESIGN FOR SCIENCE (CODE NO. 086/090)**  
**CLASS IX (2014-2015)**

TIME: 3 Hours		Max. Marks: 90						
S. No.	TYPOLOGY OF QUESTIONS	LEARNING OUTCOMES AND TESTING COMPETENCIES	VERY SHORT ANSWER (VSA)	SHORT ANSWER-I (SA-I)	SHORT ANSWER-II (SA-II)	LONG ANSWER (LA)	TOTAL MARKS	% WEIGHTAGE
			1 MARK	2 MARKS	3 MARKS	5 MARKS		
01	<b>REMEMBERING</b> (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, identify, define, or recite, information)	<ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Analytical Skills</li> <li>• Critical Thinking Skills etc.</li> </ul>	3	--	1	1	11	15%
02	<b>UNDERSTANDING</b> (Comprehension –to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)		--	1	4	1	19	25%
03	<b>APPLICATION</b> (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)		--	--	4	1	17	23%
04	<b>HIGH ORDER THINKING SKILLS</b> (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)		--	2	--	1	9	12%
05	<b>EVALUATION AND MULTI-DISCIPLINARY</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		--	--	3	2	19	25%
	<b>Total (Theory Based Questions)</b>		3 × 1 = 3	3 × 2 = 6	12 × 3 = 36	6 × 5 = 30	75 (24)	100%
	<b>Practical Based Questions (PBQs)</b>		9 × 1 = 9	3 × 2 = 6*	--	--	15 (12)	
	<b>TOTAL</b>		12 × 1 = 12	6 × 2 = 12	12 × 3 = 36	6 × 5 = 30	90 (36)	

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

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

## COURSE STRUCTURE CLASS X

FIRST TERM		Marks : 90
S. No.	Units	Marks
1.	I. Chemical Substances-Nature and Behaviour	33
2.	II. World of Living	21
3.	IV. Effects of Current	29
4.	V. Natural Resources	07
<b>Total</b>		<b>90</b>

**Theme : Materials** **(30 Periods)**

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

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

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

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

**Theme : The World of The Living** **(20 Periods)**

### Unit II: World of Living

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

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

**Theme : How Things Work** **(32 Periods)**

### Unit IV: Effects of Current

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

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

**Theme : Natural Resources** **(08 Periods)**

### Unit V: Natural Resources

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

## PRACTICALS – FIRST TERM

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

### LIST OF EXPERIMENTS

1. To find the pH of the following samples by using pH paper/universal indicator:
  - a. Dilute Hydrochloric Acid
  - b. Dilute NaOH solution
  - c. Dilute Ethanoic Acid solution
  - d. Lemon juice
  - e. Water
  - f. Dilute Sodium Bicarbonate solution
2. To study the properties of acids and bases (HCl & NaOH) by their reaction with:
  - a. Litmus solution (Blue/Red)
  - b. Zinc metal
  - c. Solid sodium carbonate
3. To perform and observe the following reactions and classify them into:
  - i. Combination reaction
  - ii. Decomposition reaction
  - iii. Displacement reaction
  - iv. Double displacement reaction
    - 1) Action of water on quick lime
    - 2) Action of heat on ferrous sulphate crystals
    - 3) Iron nails kept in copper sulphate solution
    - 4) Reaction between sodium sulphate and barium chloride solutions
4. i) To observe the action of Zn, Fe, Cu and Al metals on the following salt solutions:
  - a.  $\text{ZnSO}_4$  (aq)
  - b.  $\text{FeSO}_4$  (aq)
  - c.  $\text{CuSO}_4$  (aq)
  - d.  $\text{Al}_2(\text{SO}_4)_3$  (aq)ii) Arrange Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.
5. To study the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plot a graph between V and I.
6. To determine the equivalent resistance of two resistors when connected in series.
7. To determine the equivalent resistance of two resistors when connected in parallel.
8. To prepare a temporary mount of a leaf peel to show stomata.
9. To show experimentally that light is necessary for photosynthesis.
10. To show experimentally that carbon dioxide is given out during respiration.

## COURSE STRUCTURE CLASS X

SECOND TERM		Marks : 90
S.No.	Units	Marks
1.	I. Chemical Substances -Nature and Behaviour	23
2.	II. World of Living	30
3.	III. Natural Phenomena	29
4.	V Natural Resources	08
<b>Total</b>		<b>90</b>

**Theme : Materials** **(25 Periods)**

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

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

**Periodic classification of elements** : Need for classification, Modern periodic table, gradation in properties, valency, atomic number, metallic and non-metallic properties.

**Theme : The World of The Living** **(30 Periods)**

### Unit II: World of Living

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

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

**Theme : Natural Phenomena** **(23 Periods)**

### Unit III: Natural Phenomena

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

Refraction; Laws of refraction, refractive index.

Refraction of light by spherical lens; Image formed by spherical lenses; Lens formula (Derivation not required); Magnification. Power of a lens; Functioning of a lens in human eye, defects of vision and their corrections, applications of spherical mirrors and lenses.

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

**Theme : Natural Resources** **(12 Periods)**

### Unit V: Natural Resources

Conservation of natural resources.

Management of natural resources. Conservation and judicious use of natural resources. Forest and wild life; Coal and Petroleum conservation. Examples of people's participation for conservation of natural resources.

**Regional environment** : Big dams : advantages and limitations; alternatives, if any. Water harvesting. Sustainability of natural resources.

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

## PRACTICALS – SECOND TERM

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

### LIST OF EXPERIMENTS

- To study the following properties of acetic acid (ethanoic acid) :
  - odour
  - solubility in water
  - effect on litmus
  - reaction with sodium bicarbonate
- To study saponification reaction for preparation of soap.
- To study the comparative cleaning capacity of a sample of soap in soft and hard water.
- To determine the focal length of:
  - Concave mirror,
  - Convex lens,by obtaining the image of a distant object.
- To trace 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.
- To study (a) binary fission in *Amoeba*, and (b) budding in yeast with the help of prepared slides.
- To trace the path of the rays of light through a glass prism.
- To find the image distance for varying object distances in case of a convex lens and draw corresponding ray diagrams to show the nature of image formed.
- To study homology and analogy with the help of models/charts of animals and models/charts/specimens of plants.
- To identify the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).

### PRESCRIBED BOOKS:

- Science - Textbook for class IX - NCERT Publication
- Science - Textbook 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

**QUESTION PAPER DESIGN FOR SCIENCE (CODE NO. 086/090)**  
**CLASS X (2014-2015)**

TIME: 3 Hours		Max. Marks: 90						
S. No.	TYPOLOGY OF QUESTIONS	LEARNING OUTCOMES AND TESTING COMPETENCIES	VERY SHORT ANSWER (VSA) 1 MARK	SHORT ANSWER-I (SA-I) 2 MARKS	SHORT ANSWER-II (SA-II) 3 MARKS	LONG ANSWER (LA) 5 MARKS	TOTAL MARKS	% WEIGHTAGE
01	<b>REMEMBERING</b> (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information)	<ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Analytical Skills</li> <li>• Critical Thinking Skills etc.</li> </ul>	3	--	1	1	11	15%
02	<b>UNDERSTANDING</b> (Comprehension -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)		--	1	4	1	19	26%
03	<b>APPLICATION</b> (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)		--	--	4	1	17	23%
04	<b>HIGH ORDER THINKING SKILLS</b> (Analysis & Synthesis- Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)		--	2	--	1	9	12%
05	<b>EVALUATION AND MULTI-DISCIPLINARY</b> (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		--	--	3	2	19	25%
	<b>Total (Theory Based Questions)</b>		3 × 1 = 3	3 × 2 = 6	12 × 3 = 36	6 × 5 = 30	75 (24)	100%
	<b>Practical Based Questions (PBQs)</b>		9 × 1 = 9	3 × 2 = 6*	--	--	15 (12)	
	<b>TOTAL</b>		12 × 1 = 12	6 × 2 = 12	12 × 3 = 36	6 × 5 = 30	90 (36)	

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

## 5. SOCIAL SCIENCE CODE NO. 087

### RATIONALE

Social Science is a compulsory subject upto 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 Geography, History, 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.
- to make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- to develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.
- to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.
- to help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- to deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives.
- to facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- to develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- to promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process.
- to help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- to develop scientific temper by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations.
- to develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms- cooperating with others, taking initiatives and providing leadership in solving others' problems.
- to develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

## Course Structure Class IX

Time : 3 Hrs.

Marks : 90

UNIT	TERM1	TERM2
1 India and the Contemporary World - I	23	23
2 India -Land and the People	23	23
3 Democratic Politics I	22	22
4 Understanding Economic Development-I	22	12+10 (OTBA)
5 Disaster Management (Through Project & Assignments)	-	-
<b>TOTAL</b>	<b>90</b>	<b>90</b>

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

**Note:** The text of **OTBA** for SA-II will be from Unit-IV; Understanding Economic Development - I (Chapter-3: Poverty as a challenge facing India) for 2014-2015.

### Unit 1 : India and the Contemporary World - I

40 Periods

Themes	Objectives
<p><b>Term I</b></p> <p>Two themes from the first sub-unit and one each from the second and third sub-units could be studied.</p> <p><b>Sub-unit 1.1 : Events and processes:</b></p> <p>In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism.</p>	<ul style="list-style-type: none"> <li>• In each of the themes in this unit students would be made familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences.</li> <li>• Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.</li> <li>• Show how written, oral and visual material can be used to recover the history of revolutions.</li> <li>• Explore the history of socialism through a study of the Russian revolution.</li> </ul>



Themes	Objectives
<p><b>Two themes of the following:</b></p> <p><b>I. The French Revolution:</b></p> <p>(a) The Ancient Regime and its crises. (b) The social forces that led to the revolution. (c) The different revolutionary groups and ideas of the time. (d) The legacy. <b>Compulsory</b> (Chapter 1)</p> <p><b>II. Socialism in Europe and the Russian Revolution:</b></p> <p>(a) The crises of Tzarism. (b) The nature of social movements between 1905 and 1917. (c) The First World War and foundation of Soviet state. (d) The legacy. (Chapter 2)</p> <p><b>III. Nazism and the Rise of Hitler:</b></p> <p>(a) The growth of social democracy (b) The crises in Germany. (b) The basis of Hitler's rise to power. (c) The ideology of Nazism. (d) The impact of Nazism. (Chapter 3)</p> <p><b>Map Work</b> - Theme one only (3 marks)</p> <p><b>Term II</b></p> <p><b>Sub-unit 1.2 : Livelihoods, Economies and Societies:</b></p> <p>The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.</p> <p><b>Any one theme of the following:</b></p> <p><b>IV. Forest Society and Colonialism:</b></p> <p>(a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism. Case studies : Focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)</p> <p><b>V. Pastoralists in the Modern World:</b></p> <p>(a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states? Case studies: Focus on two pastoral groups, one from Africa and one from India. (Chapter 5)</p> <p><b>VI. Peasants and Farmers:</b></p> <p>(a) Histories of the emergence of different forms of farming and peasant societies. (b) Changes within rural economies in the modern world.</p>	<ul style="list-style-type: none"> <li>• Familiarize students with the names of people involved, the different types of ideas that inspired the revolution.</li> <li>• Discuss the critical significance of Nazism in shaping the politics of modern world.</li> <li>• Familiarize students with the speeches and writings of Nazi leaders.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss the social and cultural world of forest communities through the study of specific revolts.</li> <li>• Understand how oral traditions can be used to explore tribal revolts.</li> <li>• Point to the varying patterns of developments within pastoral societies in different places.</li> <li>• Look at the impact of colonialism on forest societies, and the implication of scientific forestry.</li> <li>• Show the different processes through which agrarian transformation may occur in the modern world.</li> </ul> <ul style="list-style-type: none"> <li>• Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets.</li> <li>• Understand how agricultural systems in India are different from that in other countries.</li> <li>• Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.</li> </ul>

Themes	Objectives
<p>Case studies : focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India) (Chapter 6)</p> <p><b>Map Work Based on theme 4/5/6. (Internal choice will be provided)</b> (3 marks)</p> <p><b>Term II</b></p> <p><b>Sub-unit 1.3: Everyday Life, Culture and Politics:</b></p> <p>The themes in this unit will consider how issues of culture are linked up to the making of contemporary world. <b>Any one of the following:</b></p> <p><b>VII. History and Sport: The Story of Cricket:</b> (a) The emergence of cricket as an English sport. (b) Cricket and colonialism. (c) Cricket nationalism and de-colonialization. (Chapter 7)</p> <p><b>VIII. Clothing: A Social History:</b> (a) A short history of changes in clothing. (b) Debates over clothing in colonial India. (c) Swadeshi and the movement for Khadi. (Chapter 8)</p>	<ul style="list-style-type: none"> <li>• Suggest how sports also have a history and that it is linked up with the politics of power and domination.</li> <li>• Introduce students to some of the stories in cricket that have historical significance.</li> <li>• Show how clothing has a history, and how it is linked to questions of cultural identity.</li> <li>• Discuss how clothing has been the focus of intense social battles.</li> </ul>

## Unit 2 : India - Land and the People

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

Themes	Objectives
change, literacy, health, occupational structure and national population policy : adolescents as under-served population group with special needs. (Chapter 6) <b>Map Work</b> (3 marks)	<ul style="list-style-type: none"> <li>To explain various dimension of national policy and understand the needs of adolescents as under served group.</li> </ul>

### Project/Activity:

Learners may identify songs, dances, festivals and special food preparations associated with certain seasons in their particular region, and whether they have some commonality with other regions of India.

Collection of material by learners on the flora and fauna of the region in which their school is situated. It should include a list of endangered species of the region and also information regarding efforts being made to save them.

### Posters:

River pollution

Depletion of forests and ecological imbalance.

## Unit - 3: Democratic Politics I

40 Periods

Themes	Learning Objectives
<b>Term I</b> <b>1&amp;2. Democracy in the Contemporary World &amp; What is Democracy? Why Democracy?:</b> What are the different ways of defining democracy? Why has democracy become the most prevalent form of government in our times? What are the alternatives to democracy? Is democracy superior to its available alternatives? Must every democracy have the same institutions and values? (Chapter 1&2) <b>(Part 1.3 and 1.4 (pages 10-18 of prescribed NCERT Textbook) will be assessed through formative assessment only)</b> <b>3. Constitutional Design:</b> How and why did India become a democracy? How was the Indian constitution framed? What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India? (Chapter 3)	<ul style="list-style-type: none"> <li>Develop conceptual skills of defining democracy</li> <li>Understand how different historical processes and forces have promoted democracy.</li> <li>Developing a sophisticated defence of democracy against common prejudices</li> <li>Develop a historical sense of the choice and nature of democracy in India.</li> <li>Introduction to the process of Constitution making</li> <li>Develop respect for the Constitution and appreciation for Constitutional values</li> <li>Recognise that constitution is a living document that undergoes changes.</li> <li>Introduce the idea of representative democracy via competitive party politics</li> <li>Familiarise with our electoral system and reasons for choosing this</li> <li>Develop an appreciation of citizen's increased participation in electoral politics</li> <li>Recognise the significance of the Election Commission</li> </ul>
<b>Term II</b> <b>4. Electoral Politics:</b> Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens' participation in electoral politics changed? What	

Themes	Learning Objectives
<p>are the ways to ensure free and fair elections? (Chapter 4)</p> <p><b>5. Working of Institutions:</b> How is the country governed? What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another? (Chapter 5)</p> <p><b>6. Democratic Rights</b> Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured? (Chapter 6)</p>	<ul style="list-style-type: none"> <li>• Provide an overview of central governmental structures</li> <li>• Sensitise to the key role of the Parliament and its procedures</li> <li>• Distinguish between nominal and real executive authorities and functions</li> <li>• Understand the parliamentary system of executive's accountability to the legislature</li> <li>• Develop citizens awareness of their rights</li> <li>• Introduction to and appreciation of the Fundamental Rights</li> <li>• Recognition of the ways in which these rights are exercised and denied in real life situations.</li> <li>• Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission.</li> </ul>

#### Unit - 4 : Understanding Economic Development - I

40 Periods

Themes	Objectives
<p><b>Term I</b></p> <p><b>1. The Story of Village Palampur:</b> Economic transactions of Palampur and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced. (Chapter 1)</p> <p><b>2. People as Resource:</b> Introduction of how people become resource / asset; economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as a form of nonutilisation of human resource; socio-political implication in simple form. (Chapter 2)</p> <p><b>Term II</b></p> <p><b>3. Poverty as a Challenge:</b> Who is poor (through two case studies: one rural, one urban); indicators; absolute poverty (not as a concept but through a few simple examples) - why people are poor ; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation. Chapter 3)</p> <p><b>4. Food Security in India:</b> Source of Foodgrains, variety across the nation, famines in the past, the need for self sufficiency, role of government in food security,</p>	<ul style="list-style-type: none"> <li>• Familiarising the children with some basic economic concepts through an imaginary story of a village.</li> <li>• Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building.</li> <li>• Understanding of poverty as a challenge and sensitization of the learner;</li> <li>• Appreciation of the government initiative to alleviate poverty;</li> <li>• Exposing the child to an economic issue which is basic necessities of life;</li> </ul>

Themes	Objectives
procurement of foodgrains, overflowing of granaries and people without food, public distribution system, role of cooperatives in food security (foodgrains, milk and vegetables ration shops, cooperative shops, two-three examples as case studies) (Chapter 4)	<ul style="list-style-type: none"> <li>Appreciate and critically look at the role of government in ensuring food supply.</li> </ul>

### Suggested Activities / Instructions:

**Theme I:** Give more examples of activities done by different workers and farmers.

Numerical problems can also be included.

Some of the ways through which description of villages are available in the writings of Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.

**Theme II:** Discuss the impact of unemployment.

Debate on whether all the activities done by women should be included or not.

Is begging an economic activity? Discuss.

Is it necessary to reduce population growth or family size? Discuss.

**Theme IV:** Visit a few farms in a village and collect the details of foodgrains cultivated.

Visit a nearby ration shop and collect the details of goods available.

Visit a regulated market yard and observe how goods are transacted and get the details of the places where the goods come and go.

## Unit - 5: Disaster Management

25 Periods

### Term I

- Introduction to Disaster Management** (Chapter 1)
- Common Hazards - Prevention and Mitigation** (Chapter 2)

### Term II

- Man made disasters - Nuclear, Biological and Chemical.** (Chapter 3)
- Community Based Disaster Management** (Chapter 4)

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

- The wider context of Social Science knowledge as covered through History, Geography, Political Science and Economics textbooks of class IX/X.
- Other problems faced by our country and the world from time to time.

### PRESCRIBED BOOKS:

- India and the Contemporary World History - Published by NCERT
- Contemporary India - Geography - Published by NCERT
- Democratic Politics - Published by NCERT
- Economics - Published by NCERT
- Together, Towards a Safer India - Part II, a textbook on Disaster Management for Class IX - Published by CBSE

**QUESTIONS PAPER DESIGNS 2014-15**  
**CLASS-IX**

SOCIAL SCIENCE CODE NO. 087		Time-3 Hours				Marks-90	
S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer - II (SA) (3 Marks)	Long Answer (LA) (5 Marks)	Total Marks	% Weightage	
1	<b>Remembering - (Knowledge based)</b> Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	2	2	2	18	20%	
2	<b>Understanding- (Comprehension)</b> -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	2	15	17%	
3	<b>Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)	2	4	2	24	26%	
4	<b>High Order Thinking Skills (Analysis &amp; Synthesis-</b> Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	2	2	2	18	20%	
5	<b>Creating, Evaluation and Multi-Creating, Evaluation and Multi-Disciplinary-</b> (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	3*	-	9	10%	
6	<b>MAP</b>	-	2	-	6	7%	
	<b>TOTAL</b>	<b>8x1=8</b>	<b>14x3=42</b>	<b>8x5=40</b>	<b>90</b>	<b>100%</b>	

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

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

## Course Structure Class X

Time : 3 Hours

Marks : 90

UNIT	TERM 1	TERM 2
1 India and the Contemporary World - II	23	23
2 India - Resources and their Development	23	23
3 Democratic Politics II	22	22
4 Understanding Economic Development - II	22	22
5 Disaster Management-only through project work and assignments.	-	-
<b>TOTAL</b>	<b>90</b>	<b>90</b>

The formative assessment will comprise of Projects, assignments, activities and Class Tests/periodic tests for which Board has already issued guidelines to the schools. The Summative assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

### Unit 1: India and the Contemporary World - II

45 Periods

Themes	Objectives
<p><b>Term I</b></p> <p><b>Sub-unit 1.2 : Livelihoods, Economies and Societies:</b></p> <p><b>Any one of the following themes:</b></p> <p><b>4. The making of Global World:</b> (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies : Britain and India. (Chapter 4)</p> <p><b>5. The Age of Industrialisation:</b> (a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor. (Chapter 5)</p> <p><b>Case Studies:</b> London and Bombay in the nineteenth and twentieth century.</p> <p><b>6. Work, Life and Leisure:</b> (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c)</p>	<ul style="list-style-type: none"> <li>• Discuss two different patterns of industrialization, one in the imperial country and another within a colony.</li> <li>• Show the relationship between different sectors of production.</li> <li>• Show the difference between urbanization in two different contexts. A focus on Bombay and London will allow the discussions on urbanization and industrialization to complement each other.</li> <li>• Show that globalization has a long history and point to the shifts within the process.</li> <li>• Analyze the implication of globalization for local economies.</li> <li>• Discuss how globalization is experienced differently by different social groups.</li> </ul>

Themes	Objectives
<p>Shifts after the 1950s. (d) Implications of globalization for livelihood patterns.</p> <p>Case study : The post War International Economic order, 1945 to 1960s. (Chapter 6)</p> <p><b>Sub-unit 1.3 : Everyday Life, Culture and Politics</b></p> <p><b>Any one of the following themes:</b></p> <p><b>7. Print Culture and the Modern World:</b> (a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics. (Chapter 7)</p> <p><b>8. Novels, Society and History:</b> (a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers. (Chapter 8)</p> <p><b>Term II</b></p> <p>In Sub-unit 1.1 students are required to choose any two themes. In that sub-unit, theme 3 is compulsory and for second theme students are required to choose any one from the first two themes.</p> <p>In Sub-units 1.2 and 1.3 students are required to choose any one theme from each.</p> <p>Thus all students are required to study four themes in all.</p> <p><b>Sub-unit 1.1 : Events and processes:</b></p> <p><b>Any two of the following themes:</b></p> <p><b>1. The Rise of Nationalism in Europe:</b></p> <p>(a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini, etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece. (Chapter 1)</p> <p><b>2. The Nationalist Movement in Indo - China:</b></p> <p><b>Factors Leading to Growth of Nationalism in India</b></p> <p>(a) French colonialism in Indo-China. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc (d) The second world war and the liberation struggle. (e) America and the second Indo-China war. (Chapter 2)</p> <p><b>3. Nationalism in India:</b></p> <p>(a) First world war, Khilafat, Non-Cooperation and Civil Disobedience Movement. (b) Salt Satyagraha. (c)</p>	<ul style="list-style-type: none"> <li>• Discuss the link between print culture and the circulation of ideas.</li> <li>• Familiarize students with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.</li> <li>• Show that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.</li> <li>• Familiarize students with some of the ideas of writers who have had a powerful impact on society.</li> </ul> <ul style="list-style-type: none"> <li>• The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.</li> <li>• Discuss the relationship/difference between European nationalism and anti-colonial nationalisms.</li> <li>• Point to the way the idea of the nation states became generalized in Europe and elsewhere.</li> <li>• Discuss the difference between French colonialism in Indo-China and British colonialism in India.</li> <li>• Outline the different stages of the anti-imperialist struggle in Indo-China.</li> <li>• Familiarize the students with the differences between nationalist movements in Indo China and India.</li> </ul>



Themes	Learning Objectives
<p>Movements of peasants, workers, tribals. (d) Activities of different political groups. (Chapter 3)</p> <p><b>Map work based on theme 3 only.</b> (3 marks)</p>	<ul style="list-style-type: none"> <li>• Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement.</li> <li>• Analyze the nature of the diverse social movements of the time.</li> <li>• Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatama Gandhi.</li> </ul>

## Unit 2 : India - Resources and their Development

45 Periods

Themes	Objectives
<p><b>Term I</b></p> <p>1. <b>Resources and Development:</b> Types - natural and human; Need for resource planning, natural resources, land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures. (Chapter 1)</p> <p>2. <b>Forest and Wild Life Resources:</b> Types and distribution, depletion of flora and fauna; conservation and protection of forest and wild life. (Chapter 2)</p> <p>3. <b>Water Resources:</b> Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)</p> <p>4. <b>Agriculture:</b> Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output. (Chapter 4)</p> <p><b>Map work</b> (3 marks)</p> <p><b>Term II</b></p> <p>5. <b>Minerals and Energy Resources:</b> Types of minerals, distribution, use and economic importance of minerals, conservation, types of power resources: conventional and non-conventional, distribution and utilization, and conservation. (Chapter 5)</p> <p>6. <b>Manufacturing Industries:</b> Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced) (Chapter 7)</p>	<ul style="list-style-type: none"> <li>• Understand the value of resources and the need for their judicious utilisation and conservation.</li> <li>• 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.</li> <li>• Explain various government policies for institutional as well as technological reforms since independence.</li> <li>• Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources.</li> <li>• Understand the importance of agriculture in national economy.</li> <li>• Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation.</li> <li>• Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation.</li> <li>• Discuss various types of conventional and non-conventional resources and their utilization.</li> <li>• Discuss 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.</li> <li>• Discuss the need for a planned industrial development and</li> </ul>

Themes	Objectives
<b>7. Life Lines of National Economy</b> (Chapter 8) <b>Map work</b> (3 marks)	debate over the role of government towards sustainable development. <ul style="list-style-type: none"> <li>To explain the importance of transport and communication in the ever shrinking world.</li> <li>To understand the role of trade in the economic development of a country.</li> </ul>

### Project / Activity:

- Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with climatic conditions and relief of the area.
- Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade.

### Posters:

- Pollution of water in the locality.
- Depletion of forests and the greenhouse effect.

**Note:** Any similar activities may be taken up.

## Unit 3 : Democratic Politics II

45 Periods

Themes	Objectives
<b>Term I</b> <b>1&amp;2. Power Sharing &amp; Federalism:</b> Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups? (Chapter 1&2) <b>3&amp;4. Democracy and Diversity &amp; Gender Religion and Caste:</b> Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy? (Chapter 3&4)	<ul style="list-style-type: none"> <li>Analyse the relationship between social cleavages and political competition with reference to Indian situation.</li> <li>Understand and analyse the challenges posed by communalism to Indian democracy.</li> <li>Understand the enabling and disabling effects of caste and ethnicity in politics.</li> <li>Develop a gender perspective on politics.</li> <li>Introduce students to the centrality of power sharing in a democracy.</li> <li>Understand the working of spatial and social power sharing mechanisms.</li> </ul>
<b>Term II</b> <b>5&amp;6. Popular Struggles and Movements &amp; Political Parties:</b> How do struggles shape democracy in favour of ordinary people? What role do political parties play in competition and contestation? Which are the major national and regional parties in India? Why have social movements come to occupy large role in politics? (Chapter 5&6)	

Themes	Objectives
<p><b>7. Outcomes of Democracy:</b></p> <p>Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India? (Chapter 7)</p> <p><b>8. Challenges to Democracy:</b></p> <p>Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy? (Chapter 8)</p>	<ul style="list-style-type: none"> <li>• Introduction to major political parties in the country.</li> <li>• Analyse the role of social movements and non-party political formations.</li> <li>• Introduction to the difficult question of evaluating the functioning of democracies.</li> <li>• Develop the skills of evaluating Indian democracy on some key dimensions : development, security and dignity for the people.</li> <li>• Understand the causes for continuation of democracy in India.</li> <li>• Distinguish between sources of strength and weaknesses of Indian democracy.</li> <li>• Reflect on the different kinds of measures possible to deepen democracy.</li> <li>• Promote an active and participatory citizenship.</li> </ul>

#### Unit 4 : Understanding Economic Development-II

45 Periods

Themes	Learning Objectives
<p><b>Term I</b></p> <p><b>1. Development:</b> The traditional notion of development; National Income and Per-capita Income. Growth of NI - critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development.</p> <p>The approach to this theme: Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country) (Chapter 1)</p> <p><b>2. Sectors of the Indian Economy:</b> *Sectors of Economic Activities; Historical change in sectors; Rising importance of tertiary sector; Employment Generation; Division of Sectors- Organised and Unorganised; Protective measures for unorganised sector workers. (Chapter 2)</p> <p><b>Term II</b></p> <p><b>3. Money and Credit:</b> Role of money in an economy: Historical origin; Formal and Informal financial institutions for Savings and Credit - General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders,</p>	<ul style="list-style-type: none"> <li>• Familiarisation of some macroeconomic concepts.</li> <li>• Sensitizing the child about the rationale for overall human development in our country, which include the rise of income, improvements in health and education rather than income.</li> <li>• It is necessary to raise question in minds of the children whether the increase in income alone is sufficient for a nation.</li> <li>• How and why people should be healthy and provided with education.</li> <li>• Familiarize the concept of money as an economic concept.</li> <li>• Create awareness of the role of financial institutions from the point of view of day-to-day life.</li> </ul>

Themes	Learning Objectives
<p>landlords, self help groups, chit funds and private finance companies. (Chapter 3)</p> <p><b>4. Globalisation and the Indian Economy:</b> **What is Globalisation (through some simple examples); How India is being globalised and why ; Development Strategy prior to 1991. State Control of Industries : Textile goods as an example for elaboration; Economic Reforms 1991; Strategies adopted in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalisation and its impact on different sectors; Political Impact of globalisation. (Chapter 4)</p> <p><b>5. Consumer Rights:</b> ***How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection. (Chapter 5)</p>	<ul style="list-style-type: none"> <li>• To make aware of a major employment generating sector.</li> <li>• Sensitise the learner of how and why governments invest in such an important sector.</li> <li>• Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.</li> <li>• Making the child aware of her rights and duties as a consumer;</li> <li>• Familiarizing the legal measures available to protect from being exploited in markets.</li> </ul>

### Suggested Activities / Instructions:

#### Theme 2\*:

Visit to banks and money lenders / pawnbrokers and discuss various activities that you have observed in banks in the classroom.

Participate in the meetings of self help groups, which are engaged in micro credit schemes in the locality of learners and observe issues discussed.

#### Theme 4\*\*:

Provide many examples of service sector activities. Use numerical examples, charts and photographs.

#### Theme 5\*\*\*:

Collect logos of standards available for various goods and services. Visit a consumer court nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from newspapers and consumer courts.

### Unit 5: Disaster Management (Through Formative Assessment only)

10 Periods

- Tsunami
- Safer Construction Practices
- Survival Skills
- Alternate Communication systems during disasters
- Sharing Responsibility

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

- (i) The wider context of Social Science knowledge as covered through History, Geography, Political Science and Economics textbooks of class IX/X.
- (ii) Other problems faced by our country and the world from time to time.

**PRESCRIBED BOOKS :**

1. India and the Contemporary World-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 II - Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management - Published by CBSE

**QUESTIONS PAPER DESIGNS 2014-15**  
**CLASS-X: SA-I**

SOCIAL SCIENCE CODE NO. 087		Time-3 Hours				Marks-90	
S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer - II (SA) (3 Marks)	Long Answer (LA) (5 Marks)	Total Marks	% Weightage	
1	<b>Remembering - (Knowledge based)</b> Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	2	2	2	18	20%	
2	<b>Understanding- (Comprehension</b> -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	2	2	18	20%	
3	<b>Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)	2	4	2	24	26%	
4	<b>High Order Thinking Skills (Analysis &amp; Synthesis-</b> Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	2	2	2	18	20%	
5	<b>Creating, Evaluation and Multi-Creating, Evaluation and Multi-Disciplinary-</b> (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	3*	-	9	10%	
6	<b>MAP</b>	-	1	-	3	04%	
<b>TOTAL</b>		<b>8x1=8</b>	<b>14x3=42</b>	<b>8x5=40</b>	<b>90</b>	<b>100%</b>	

\* Map work in history in term-II only.

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

**QUESTIONS PAPER DESIGNS 2014-15**  
**CLASS-X: SA-II**

SOCIAL SCIENCE CODE NO. 087		Time-3 Hours					Marks-90
S. No.	Typology of Questions	Very Short Answer (VSA) (1Mark)	Short Answer - II (SA) (3 Marks)	Long Answer (L-A) (5 Marks)	Total Marks	% Weightage	
1	<b>Remembering - (Knowledge based)</b> Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)	2	2	2	18	20%	
2	<b>Understanding- (Comprehension)</b> -to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	1	2	15	17%	
3	<b>Application</b> (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)	2	4	2	24	26%	
4	<b>High Order Thinking Skills (Analysis &amp; Synthesis-</b> Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	2	2	2	18	20%	
5	<b>Creating, Evaluation and Multi-Creating, Evaluation and Multi-Disciplinary-</b> (Generating new ideas, product or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	-	3*	-	9	10%	
6	<b>MAP</b>	-	2	-	6	7%	
<b>TOTAL</b>		<b>8x1=8</b>	<b>14x3=42</b>	<b>8x5=40</b>	<b>90</b>	<b>100%</b>	

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

**संस्कृतम् ( सम्प्रेषणात्मकम् ) 122**  
**कक्षा- नवमी**  
**अप्रैल-सितम्बर ( 2014 ) प्रथमं सत्रम्**

1. (i) रचनात्मक-मूल्याङ्कनम् - 1 - 10% 20%
- (ii) रचनात्मक-मूल्याङ्कनम् - 2 - 10%
2. संकलनात्मक-मूल्याङ्कनम् - 1 - 30%  
(Summative Assessment-1)
1. रचनात्मक-मूल्याङ्कनाय संस्कृते रचनात्मकानि कार्याणि, व्यवहारे संस्कृत-प्रयोगः, गतिविधयः, गृहकार्यम् कक्षाकार्याणि।
2. संकलनात्मकमूल्याङ्कनाय परीक्षणपत्रम् (सितम्बरमासे)। परीक्षणपत्रे चत्वारः खण्डाः भविष्यन्ति-  
'क' खण्डः अपठित-अवबोधनम् ( 10 )  
'ख' खण्डः रचनात्मक-कार्यम् ( 15 )  
'ग' खण्डः अनुप्रयुक्त-व्याकरणम् ( 30 )  
'घ' खण्डः पठित-अवबोधनम् ( 35 )

**खण्डानुसारं विषयाः मूल्यभारः च**

खण्डः	विषयाः	प्रश्नप्रकाराः	प्रश्नसङ्ख्याः	मूल्यभारः
'क'	<b>अपठित-अवबोधनम्</b>			
(1)	एकः अनुच्छेदः	लघूत्तरात्मकाः पूर्णवाक्यात्मक बहुविकल्पात्मकाः	1	10
<b>कुल भार</b>				<b>10</b>
'ख'	<b>रचनात्मक-कार्यम्</b>			
(2)	औपचारिकं अथवा अनौपचारिकं पत्रम्	निबन्धात्मकः	1	5
(3)	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	निबन्धात्मकः	1	10
<b>सम्पूर्णभार</b>				<b>15</b>
'ग'	<b>अनुप्रयुक्त-व्याकरणम्</b>			
(4)	संस्कृतवर्णमाला वर्ण- 2 अंकौ वर्तनी- 2 अंकौ	बहुविकल्पात्मकः/ल.उ.	1	4
(5)	सन्धिकार्यम् विसर्ग- 1 अंकः स्वर- 2 अंकौ, व्यञ्जन-2 अंकौ	बहुविकल्पात्मकः/ल.उ.	1	5



(6)	शब्दरूपाणि पुल्लिङ्गाः 2 अंकौ स्त्रीलिङ्गा 1 अंकः नपुंसकलिङ्गाः 1 अंकः सर्वनामशब्दा- 1 अंकः	ब.वि./ल.उ.	1	5
(7)	धातुरूपाणि परस्मैपदिनः- 3 अंकौ	ब.वि./ल.उ.	1	5
	आत्मनेपदिनः- 2 अंकौ	ब.वि./ल.उ.		
(8)	उपपदविभक्तयः	ब.वि./ल.उ.	1	5
(9)	प्रत्ययाः	ब.वि./ल.उ.	1	6
<b>कुल भार</b>				<b>30</b>
<b>‘घ’</b>	<b>पठित-अवबोधनम्</b>			
(10)	गद्यांश	ब.वि./ल.उ. पूर्णवाक्य-उत्तर	1	5
(11)	पद्यांश	ब.वि./ल.उ. पूर्णवाक्य-उत्तर	1	5
(12)	नाट्यांशः	ब.वि./ल.उ. पूर्णवाक्य-उत्तर	1	5
(13)	भावाबोधनम्	ब.वि./ल.उ. लघूत्तरात्मकाः	1	4
(14)	श्लोकान्वयः	ल. उ. / ब.वि.	1	4
(15)	प्रश्न-निर्माणम्	ल. उ. / ब.वि.	1	4
(16)	कथाक्रमः	निबंधात्मकाः	1	4
(17)	शब्दार्थमेलनम्	ब. वि./लघूत्तरात्मकम्	1	4
<b>कुल भार</b>				<b>35</b>

**सम्पूर्णभारः 90**

(प्रश्नपत्रे पाठ्य पुस्तकेभ्यः 3-5 अंकानाम् प्रश्नः मूल्याधारितः भवेत्)

संस्कृतस्य प्रथमसत्रस्य पाठ्यक्रमः

कक्षा – नवमी

अवधि:–अप्रैल–सितम्बर 2014

संकलनात्मकं मूल्याङ्कनम्

90 अङ्काः

‘क’ खण्डः ( अपठित-अवबोधनम् )

( 10 )

( एकः गद्यात्मकः खण्डः )

70-80 शब्दपरिमितः गद्यांशः ( सरलकथा, वर्णनम् वा )

( 6 )

- एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम्
- अनुच्छेद-आधारितम् भाषिकं कार्यम् (MCQ)
- समुचित शीर्षकप्रदानम्

भाषिककार्याय तत्त्वानि

( 4 )

- वाक्ये कर्तृ-क्रिया पदचयनम्
- कर्तृ-क्रिया-अन्वितिः
- विशेषण-विशेष्य-चयनम्
- सर्वनामप्रयोगः
- पर्याय-विलोमपद-चयनम्

‘ख’ खण्डः रचनात्मकं कार्यम्

15 अङ्काः

( मणिका-अभ्यासपुस्तक-आधारितम् )

- (i) सङ्केताधारितम् औपचारिकं अथवा अनौपचारिकं पत्रम् ( 5 )
- (ii) चित्राधारितम् वर्णनम् अथवा अनुच्छेदलेखनम् ( 10 )

‘ग’ खण्डः अनुप्रयुक्तव्याकरणम्

30 अङ्काः

( मणिका-अभ्यासपुस्तक-आधारितम् )

1. संस्कृतवर्णमाला ( 4 )
- ( अ ) वर्ण – उच्चारणस्थानानि ( 2 )
- ( ब ) वर्तनी – वर्णसंयोजनम्, वर्णवियोजनम् ( 2 )
2. वाक्येषु अनुच्छेदे वा सन्धिकार्यम् ( 5 )
- ( अ ) स्वरसन्धिः ( 2 )
- दीर्घः, गुणः, वृद्धिः, यण्
- ( ब ) व्यञ्जनसन्धिः ( 2 )
- ❖ म् स्थाने अनुस्वारः

- ❖ णत्वविधानम्
- ❖ वर्गीय-प्रथम-अक्षराणां तृतीयवर्णे परिवर्तनम्
- ❖ त् स्थाने च्
- ❖ र् पूर्वस्य रेफस्य लोपः दीर्घस्वरत्वं च
- ❖ त् स्थाने ल्

( स ) विसर्गसन्धिः (1)  
 विसर्गस्य उत्वं, रत्वं, लोपः  
 विसर्गस्थाने स्, श्, ष् ।

3. शब्दरूपाणि (5)

अ. शब्दाः अजन्ताः – अकारान्ताः (बालकवत्) इकारान्ताः (कविवत्) (2)

पुंल्लिङ्गाः उकारान्ताः –(साधुवत्), ऋकारान्ताः पितृवत्

ब. स्त्रीलिङ्गाः अजन्ता – आकारान्ताः (रमावत्) इकारान्ताः (मतिवत्) (1)

ईकारान्ताः (नदीवत्) ऋकारान्ताः (मातृवत्)

स. नपुंसकलिङ्गाः अजन्ताः – अकारान्ताः (फलवत्) उकारान्ताः (मधुवत्) (1)

द. सर्वनामशब्दाः – यत्, तत् किम्, इदम् (त्रिषु लिङ्गेषु), अस्मद् युष्मद् (1)

4. धातुरूपाणि – लट् , लृट् , लङ् लकारेषु (5)

धातवः – परस्मैपदिनः भू ( भव् ), पठ्, हस्, नम् ( गच्छ् ) अस्, क्रुध्, नश्, शक् (3)

आत्मनेपदिनः – सेव्, लभ्, (2)

5. उपपदविभक्तीनां प्रयोगः (5)

( अनुच्छेदे, वार्तालापे, लघुकथायाम् वा )

द्वितीया – अभितः, परितः, उभयतः

तृतीया – सह, किम्

चतुर्थी – नमः, स्वाहा, सामर्थ्ये

पंचमी – बहिः, विना, भी, पूर्वम्

षष्ठी – पुरतः, पृष्ठतः, तरप्-तमप्, अधः

सप्तमी – कुशलः, निपुणः, प्रवीणः

6. प्रत्ययाः- तुमुन्, क्त्वा, ल्यप् (6)

‘घ’ खण्डः ( पठित-अवबोधनम् ) 35 अङ्का

( मणिका ( प्रथमः भागः ) पाठ्यपुस्तकम् अधिकृत्य )

1. पाठ्यपुस्तकस्य सामग्रीम् अधिकृत्य अवबोधनात्मकं कार्यम् (15)

(i) गद्यांशः (ii) पद्यांशः (iii) नाट्यांशः (5+5+5)

प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि।

भाषिककार्यम्। ( बहुविकल्पात्मकाः प्रश्नाः )

2. भावाबोधनम् (4)
3. श्लोकान्वयः (4)  
(रिक्तस्थानपूर्तिद्वारा)
4. वाक्येषु रेखांकितपदानि अधिकृत्य चतुर्णां प्रश्नानां निर्माणम्। (4)
5. कथाक्रमसंयोजनम् (4)  
(क्रमरहित-अष्टवाक्यानां क्रमपूर्वकं संयोजनम्)
6. शब्दार्थाः (चतुर्णाम्) (4)  
(सन्दर्भे शब्दप्रयोगद्वारा शब्दार्थमेलनद्वारा वा)  
(बहुविकल्पात्मकाः/ ल.ड. प्रश्नाः)

पाठानां नामानि (पुस्तकम्-मणिका (संस्कृत-पाठ्यपुस्तकम्) (नवमश्रेण्यै)

पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	तत् त्वम् असि
द्वितीयः पाठः	अविवेकः परमापदां पदम्
तृतीयः पाठः	पाथेयम्
चतुर्थः पाठः	स्वस्थवृत्तम्
पञ्चमः पाठः	भ्रातृस्नेहस्तु दुर्लभः
षष्ठः पाठः	विद्यया भान्ति सद्गुणाः

**केन्द्रीय माध्यमिक शिक्षा बोर्ड मूल्याङ्कन प्रक्रिया  
अक्टूबर-मार्च (2014-2015) द्वितीयं सत्रम्  
कक्षा- नवमी**

1. (i) रचनात्मक-मूल्याङ्कनम् - 3 - 10% (Formative Assessment-3) 20%
- (ii) रचनात्मक-मूल्याङ्कनम् - 4 - 10%
2. संकलनात्मक-मूल्याङ्कनम् - 2 - 30%
1. रचनात्मक-मूल्याङ्कनाय संस्कृते रचनात्मकानि कार्याणि, व्यवहारे संस्कृत-प्रयोगः, गतिविधयः, कक्षाकार्याणि।
2. संकलनात्मकमूल्याङ्कनाय परीक्षणपत्रम् (मार्चमासे)। परीक्षणपत्रे चत्वारः खण्डाः भविष्यन्ति-
 

‘क’ खण्डः अपठित-अवबोधनम्	10%
‘ख’ खण्डः रचनात्मक-कार्यम्	15%
‘ग’ खण्डः अनुप्रयुक्त-व्याकरणम्	30%
‘घ’ खण्डः पठित-अवबोधनम्	35%

खण्डानुसारं विषयाः मूल्यभारः च

प्र.सं.	विषयाः	प्रश्नप्रकाराः	प्रश्नसङ्ख्याः	मूल्यभारः
'क'	अपठित-अवबोधनम्			
(1)	एकः अनुच्छेदः	बहुविकल्पात्मकाः लघूत्तरात्मकाः		10
कुल भार				10
'ख'	रचनात्मक-कार्यम्			
(2)	औपचारिकं अथवा अनौपचारिकं पत्रम्	निबन्धात्मकः	1	5
(3)	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	निबन्धात्मकः	1	10
कुल भार				15
'ग'	अनुप्रयुक्तव्याकरणम्			
(4)	हलन्त-शब्द-रूपाणि	बहुविकल्पात्मकः / ल.उ.		6
(5)	संख्यावाचकशब्दाः	लघूत्तरात्मकाः / ब. वि.		6
(6)	धातुरूपाणि (लोट्-विधिः)	ब.वि. / ल.उ.		6
(7)	उपपदविभक्तयः	ब.वि. / ल.उ.		6
(8)	प्रत्ययाः	ब.वि. / ल.उ.		6
कुल भार				30
'घ'	पठित-अवबोधनम्			
(9)	गद्यांशः	बहुविकल्पात्मकाः/ल.उ.	1	5
(10)	पद्यांशः	ब.वि./ल.उ.	1	5
(11)	नाट्यांशः	लघूत्तरात्मकाः/बहुविकल्पात्मकाः	1	5
(12)	श्लोकान्वयः	लघूत्तरात्मकाः / ब. वि.	1	5
(13)	प्रश्न-निर्माणम्	ब. वि. / ल.उ.	1	5
(14)	कथाक्रमः	निबन्धात्मकाः	1	5
(15)	शब्दार्थमेलनम्	बहुविकल्पात्मकाः / ल.उ.	1	5
कुल भार				35

सम्पूर्णभारः 90

टिप्पणी-प्रश्नपत्रम् नवति-अङ्कानां भविष्यति

(प्रश्नपत्रे पाठ्य पुस्तकेभ्यः 3-5 अंकानाम् प्रश्नः मूल्याधारितः भवेत्)

## संस्कृतस्य द्वितीयसत्रस्य पाठ्यक्रमः

अक्तूबर-मार्च (2014 - 2015)

### कक्षा - नवम्

संकलनात्मकं मूल्याङ्कनम् 30% 90 अङ्काः

**‘क’ खण्डः (अपठित-अवबोधनम्) (10)**

**( एकः गद्यात्मकः खण्डः )**

70-80 शब्द परिमितः गद्यांशः (सरलकथा, वर्णनम् वा)

- एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (6)
- अनुच्छेद-आधारितम् भाषिकं कार्यम् (4)
- समुचितं शीर्षकप्रदानम्  
भाषिककार्याय तत्त्वानि
- वाक्ये कर्तृ-क्रिया पदचयनम्
- कर्तृ-क्रिया-अन्वितिः
- विशेषण-विशेष्य-चयनम्
- सर्वनामप्रयोगः
- पर्याय-विलोमपद-चयनम्

**‘ख’ खण्डः रचनात्मकं कार्यम् 15 अङ्काः**

( मणिका-अभ्यासपुस्तक-आधारितम् )

- (i) सङ्केताधारितम् अनौपचारिकं पत्रम् (5)
- (ii) चित्राधारितम् वर्णनम् अथवा अनुच्छेदलेखनम् (10)

**‘ग’ खण्डः अनुप्रयुक्तव्याकरणम् 30 अङ्काः**

( मणिका-अभ्यासपुस्तक-आधारितम् )

1. शब्दरूपाणि
  - (i) हलन्तशब्दानां - राजन् भवत् आत्मन् विद्वस् गच्छत् (6)
2. संख्यावाचकशब्दानां - एक द्वि त्रि चतुर् पञ्चन् (6)
3. धातुरूपाणि लोट्-विधिलिङ्लकारयोः (6)
  - (i) परस्मैपदिनः - अस् हन् क्रुध् आप् इष् पृच्छ्, कृ, ज्ञा, भक्ष्, चिन्त् (3)
  - (ii) आत्मनेपदिनः - रूच् मुद् याच् (2)
  - (iii) उभयपदिनः - नी, ह (हर), भज् पच् (1)
4. उपपदविभक्तीनां प्रयोगः (6)  
( वाक्येषु, वार्तालापे, अनुच्छेदे वा )

- द्वितीया – समया, निकषा, प्रति, धिक्, विना।  
 तृतीया – विना, अलम्, हीनः, प्रयोजनम्।  
 चतुर्थी – अलम् (सामर्थ्ये)।  
 पञ्चमी – आरम्भ, प्र-मद्, परः अनन्तरम्।  
 षष्ठी – निर्धारणे, वामतः, दक्षिणतः, अनादरे।  
 सप्तमी – स्निह, विश्वस्, भावे।

5. प्रत्ययाः – वाक्येषु प्रयोगः (6)  
 क्त, क्तवतु, शतृ, शानच्

**‘घ’ खण्डः ( पठित-अवबोधनम् ) 35 अङ्काः**

(मणिका (प्रथमः भागः) पाठ्यपुस्तकम् अधिकृत्य)

1. पाठ्यपुस्तकस्य सामग्रीम् अधिकृत्य अवबोधनात्मकं कार्यम् (15)  
 (i) गद्यांशः (ii) पद्यांशः (iii) नाट्यांशः (5+5+5)

प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि।

भाषिककार्यम्। बहुविकल्पात्मकाः प्रश्नाः

2. द्वयोः श्लोकयोः अन्वयः (5)  
 (रिक्तस्थानपूर्तिद्वारा)  
 3. वाक्येषु रेखांकितपदानि अधिकृत्य पञ्च प्रश्नानां निर्माणम्। (5)  
 4. कथाक्रमसंयोजनम् (5)  
 (क्रमरहित-दशवाक्यानां क्रमपूर्वकं संयोजनम्)  
 5. शब्दार्थाः (पञ्च) (5)  
 (सन्दर्भे शब्दप्रयोगद्वारा शब्दार्थमेलनद्वारा वा)  
 (बहुविकल्पात्मकाः/ ल.ड. प्रश्नाः)

पाठानां नामानि (पुस्तकम्-मणिका (संस्कृत-पाठ्यपुस्तकम्) (नवमश्रेण्यै)

पाठसङ्ख्या	पाठनाम	पाठसङ्ख्या	
7.	तरवे नमोऽस्तु	11.	न धर्मवृद्धेषु वयः समीक्ष्यते
8.	कर्मणा याति संसिद्धिम्	12.	कवयामि वयामि यामि
9.	विजयताम् स्वदेशः	13.	भारतीयं विज्ञानम्
10.	कोऽहं वदतु साम्प्रतम्	14.	भारतेनास्ति मे जीवनं जीवनम्

**निर्धारित पाठ्यपुस्तकं**

- 1 मणिका (पाठ्यपुस्तकम्) भाग-1 संशोधितसंस्करणम् (प्रकाशनम् : के. मा. शि. बो. द्वारा)  
 2 मणिका (अभ्यासपुस्तकम्) भाग-1 संशोधितसंस्करणम् (प्रकाशनम् : के. मा. शि. बो. द्वारा)

**संस्कृतम् ( सम्प्रेषणात्मकम् ) 122**  
**कक्षा- दशमी**  
**अप्रैल-सितम्बर ( 2014 ) प्रथमं सत्रम्**

1. (i) रचनात्मक-मूल्याङ्कनम् - 1 - 10% 20%  
(ii) रचनात्मक-मूल्याङ्कनम् - 2 - 10%
2. संकलनात्मक-मूल्याङ्कनम् - 2 - 30%
1. रचनात्मक-मूल्याङ्कनाय संस्कृते रचनात्मकानि कार्याणि, व्यवहारे संस्कृत-प्रयोगः, गतिविधयः, गृहकार्यम् कक्षाकार्याणि।
2. संकलनात्मकमूल्याङ्कनाय परीक्षणपत्रम् (सितम्बरमासे)। परीक्षणपत्रे चत्वारः खण्डाः भविष्यन्ति—
- ‘क’ खण्डः अपठित-अवबोधनम् ( 10 )  
‘ख’ खण्डः रचनात्मक-कार्यम् ( 15 )  
‘ग’ खण्डः अनुप्रयुक्त-व्याकरणम् ( 30 )  
‘घ’ खण्डः पठित-अवबोधनम् ( 35 )

**खण्डानुसारं विषयाः मूल्याभारः च**

खण्डः	विषयाः	प्रश्नप्रकाराः	प्रश्नसङ्ख्याः	मूल्याभारः
‘क’	अपठित-अवबोधनम्			
(1)	( एकः अनुच्छेदः )	बहुविकल्पात्मकाः लघूत्तरात्मकाः		10
पूर्णभारः				10
‘ख’	रचनात्मक-कार्यम्			
(2)	अनौपचारिकपत्रम्	निबन्धात्मकः	1	5
(3)	चित्रवर्णनम्/अनुच्छेदलेखनम्	निबन्धात्मकाः	1	10
पूर्णभारः				15
‘ग’	अनुप्रयुक्तव्याकरणम्			30
(4)	सन्धिकार्यम्	बहुविकल्पात्मकः/ ल.उ.	1	5
(5)	समासः	बहुविकल्पालकः	1	6
(6)	प्रत्ययाः	लघूत्तरात्मकाः/ ब.वि	1	5
(7)	अव्ययपदानि	लघूत्तरात्मकाः/ ब.वि	1	5
(8)	वाच्यपरिवर्तनम्	लघूत्तरात्मकाः/ ब.वि	1	5
(9)	समयलेखनम्	लघूत्तरात्मकाः/ ब.वि	1	4
पूर्णभारः				30



‘घ’	पठित-अवबोधनम्			
(10)	गद्यांशः	बहुविकल्पात्मकाः/ल.उ.	1	5
(11)	पद्यांशः	ब.वि./ल.उ.	1	5
(12)	नाट्यांशः	ब.वि./ल.उ.	1	5
(13)	भावावबोधनम्	ब.वि./ ल.घु.उ.	1	4
(12)	श्लोकान्वयः	लघूत्तरात्मकाः / ब.वि	1	4
(13)	प्रश्न-निर्माणम्	ब. वि./ ल.घु.उ.	1	4
(14)	कथाक्रमः	निबंधात्मकाः		4
(15)	शब्दार्थमेलनम्	बहुविकल्पात्मकाः / ल.उ.	1	4
कुल भार				35

(प्रश्नपत्रे पाठ्य पुस्तकेभ्यः 3-5 अंकानाम् प्रश्नः मूल्याधारितः भवेत्)

सम्पूर्णभारः 90

### संस्कृतस्य प्रथमसत्रस्य पाठ्यक्रमः

#### कक्षा – दशमी

अप्रैल-सितम्बर 2014 प्रथमं सत्रम्

संकलनात्मकं मूल्याङ्कनम्	30%	90 अङ्काः
‘क’ खण्डः (अपठित-अवबोधनम्)		(10)
(एकः गद्यात्मकः खण्डः)		
35-40 शब्दपरिमितः गद्यांशः		(6)
❖ एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम्		
❖ अनुच्छेद-आधारितम् भाषिकं कार्यम्		
भाषिककार्याय तत्त्वानि		(4)
❖ वाक्ये कर्तृ-क्रिया पदचयनम्		
❖ कर्तृ-क्रिया-अन्वितिः		
❖ विशेषण-विशेष्य-चयनम्		
❖ सर्वनामप्रयोगः		
❖ पर्याय-विलोमपद-चयनम्		
‘ख’ खण्डः रचनात्मकं कार्यम्		15 अङ्काः
(मणिका-अभ्यासपुस्तक-आधारितम्)		
(i) सङ्केताधारितम् अनौपचारिकं पत्रम्		(5)
(ii) चित्राधारितम् वर्णनम् अथवा अनुच्छेदलेखनम् वा		(10)
‘ग’ खण्डः (अनुप्रयुक्तव्याकरणम्)		30 अङ्काः

( मणिका-अभ्यासपुस्तक-आधारितम् )

सन्धिकार्यम् (5)

- स्वरसन्धिः – दीर्घः, गुणः, वृद्धिः (2)
- व्यञ्जनसन्धिः – परसवर्ण, छत्वं, तुकागमः (2)
- विसर्गसन्धिः – विसर्गस्य उत्वं, रत्वम् (1)

समासः (6)

- तत्पुरुषः ( विभक्तिः, नञ्, उपपदः ) (2)
- कर्मधारयः (2)
- द्विगुः (2)

प्रत्ययाः (5)

- कृदन्ताः – तव्यत्, अनीयर् (2)
- तद्धिताः – मतुप्, इन्, ठक् (3)

अव्ययपदानि (5)

अपि, इव, उच्चैः, एव, नूनम्, पुरा, इतस्ततः अत्र-तत्र, इदानीम्, यथा-तथा, विना, सहसा, अधुना, वृथा, शनैः

वाच्यपरिवर्तनम् ( केवलं लट्लकारे ) ( कर्तृ-कर्म-क्रिया ) (5)

4. अङ्कानां स्थाने शब्देषु समयलेखनम् ( सामान्य- सपाद- सार्ध- पादोन ) (4)

‘घ’ खण्डः ( पठित-अवबोधनम् ) 35 अङ्काः

( मणिका ( प्रथमः भागः ) पाठ्यपुस्तकम् अधिकृत्य )

1. पाठ्यपुस्तकस्य सामग्रीम् अधिकृत्य अवबोधनात्मकं कार्यम् (15)  
(i) पद्यांशः (ii) पद्यांशः (iii) नाट्यांशः (5+5+5)

प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि।

भाषिककार्यम्। ( बहुविकल्पात्मकाः प्रश्नाः )

2. भावावबोधनम् (4)

3. एकस्य श्लोकस्य अन्वयः (4)  
( रिक्तस्थानपूर्तिद्वारा )

4. वाक्येषु रेखांकितपदानि अधिकृत्य प्रश्नानां निर्माणम्। (4)

5. कथाक्रमसंयोजनम् (4)  
( क्रमरहित-वाक्यानां क्रमपूर्वकं संयोजनम् )

6. शब्दार्थाः (4)  
( सन्दर्भे शब्दप्रयोगद्वारा शब्दार्थमेलनद्वारा वा )

( बहुविकल्पात्मकाः / ल.ड. प्रश्नाः )

पाठानां नामानि ( पुस्तकम्-मणिका ( संस्कृत-पाठ्यपुस्तकम् ) ( दशमश्रेण्यै )

पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	वाङ्मयं तपः
द्वितीयः पाठः	आज्ञा गुरूणां ह्यविचारणीया
तृतीयः पाठः	किं किम् उपादेयम्
चतुर्थः पाठः	नास्ति त्यागसमं सुखम्
पञ्चमः पाठः	अभ्यासवशगं मनः

**संस्कृतम् ( सम्प्रेषणात्मकम् ) 122**  
**कक्षा- दशमी**  
**अक्टूबर-मार्च ( 2014-2015 ) द्वितीय सत्रम्**

1. (i) रचनात्मक-मूल्याङ्कनम् - 3 - 10% 20%
- (ii) रचनात्मक-मूल्याङ्कनम् - 4 - 10%
2. संकलनात्मक-मूल्याङ्कनम् - 2 30%
1. रचनात्मक-मूल्याङ्कनाय संस्कृते रचनात्मकानि कार्याणि, व्यवहारे संस्कृत-प्रयोगः, संस्कृत गतिविधयः, प्रायोजनात्मकं कार्यं, कक्षाकार्याणि, गृहकार्यं च ।
2. संकलनात्मकमूल्याङ्कनाय परीक्षणपत्रम् ( मार्चमासे )। परीक्षणपत्रे चत्वारः खण्डाः भविष्यन्ति-
  - 'क' खण्डः अपठित-अवबोधनम् ( 15 )
  - 'ख' खण्डः रचनात्मक-कार्यम् ( 15 )
  - 'ग' खण्डः अनुप्रयुक्त-व्याकरणम् ( 30 )
  - 'घ' खण्डः पठित-अवबोधनम् ( 30 )

**खण्डानुसारं विषयाः मूल्यभारः च**

खण्डः	विषयाः	प्रश्नप्रकाराः	प्रश्नसङ्ख्याः	मूल्यभारः
'क'	अपठित-अवबोधनम्		15	
(1)	एकः गद्यांशः ( 80-100 एकः अनुच्छेदः )	बहुविकल्पात्मकाः	1	10
(2)	एकं सरलं पद्यम्	लघूत्तरात्मकाः	1	5
<b>पूर्णभारः</b>				<b>15</b>
'ख'	रचनात्मक-कार्यम्		15	
(3)	अनौपचारिकपत्रम्/औपचारिकपत्रम्	निबन्धात्मकः	1	5
(4)	चित्रवर्णनम्/अनुच्छेदलेखनम्	निबन्धात्मकाः	1	10
<b>पूर्णभारः</b>				<b>15</b>
'ग'	अनुप्रयुक्तव्याकरणम्		30	

(5)	सन्धि	लघूत्तरात्मकः / ब.वि.	1	4
(6)	समासः	बहुविकल्पात्मकः / ल.उ.	1	5
(7)	प्रत्ययाः	बहुविकल्पात्मकः / ल.उ.	1	5
(8)	अव्ययपदानि	लघूत्तरात्मकः / ब.वि.	1	5
(9)	सङ्ख्या	लघूत्तरात्मकः / ब.वि.	1	5
(10)	संशोधनकार्यम्	ब.वि. / ल.उ.	1	6
<b>कुलभारः</b>			<b>30</b>	
<b>'घ'</b>	<b>पठित-अवबोधनम्</b>		<b>30</b>	
(11)	गद्यांश	ब.वि./लघूत्तरात्मकः	1	4
(12)	पद्यांश	ब.वि./लघूत्तरात्मकः	1	4
(13)	नाट्यांशाः	ब.वि./लघूत्तरात्मकः	1	4
(14)	भावावबोधनम्	बहुविकल्पात्मकः / ल.उ.	1	2
(15)	श्लोकान्वयः	लघूत्तरात्मकः / ब.वि.	1	4
(16)	प्रश्न-निर्माणम्	लघूत्तरात्मकः / ब.वि.	1	5
(17)	कथाक्रमः	निबंधात्मकः	1	4
(18)	शब्दार्थमेलनम्	बहुविकल्पात्मकः / ल.उ.	1	3
<b>पूर्णभारः</b>			<b>30</b>	

(प्रश्नपत्रे पाठ्य पुस्तकेभ्यः 3-5 अंकानाम् प्रश्नः मूल्याधारितः भवेत्)

**सम्पूर्णभारः 90**

### संस्कृतस्य द्वितीयसत्रस्य पाठ्यक्रमः

#### कक्षा – दशमी

अवधि:– अक्टूबर-मार्च ( 2014-2015 )

संकलनात्मकं मूल्याङ्कनम् 90 अङ्काः

क' खण्डः ( अपठित-अवबोधनम् ) ( 15 )

( एकः गद्यात्मकः खण्डः )/एकः सरलः श्लोकः ( 10+5 )

80-100 शब्दपरिमितः गद्यांशः ( सरलकथा वर्णनम् वा ) (4+4+2=10)

• एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् (4)

• अनुच्छेद-आधारितम् भाषिकं कार्यम् (4)

• समुचितं शीर्षकम् (2)

एकः सरलः श्लोकः (2+2+1=05)

भाषिककार्याय तत्त्वानि

- वाक्ये कर्तृ-क्रिया पदचयनम् , कर्तृ-क्रिया-अन्वितिः (2)
- विशेषण-विशेष्य-चयनम् , सर्वनामप्रयोगः (2)
- पर्याय-विलोमपद-चयनम् (1)

**‘ख’ खण्डः रचनात्मकं कार्यम् 15 अङ्काः**

( मणिका-अभ्यासपुस्तक-आधारितम् )

- (i) सङ्केताधारितम् अनौपचारिकं पत्रम् (5)
- (ii) चित्राधारितम् वर्णनम् अथवा अनुच्छेदलेखनम् वा (पञ्चवाक्यानि) (10)

**‘ग’ खण्डः अनुप्रयुक्तव्याकरणम् 30 अङ्काः**

( मणिका-अभ्यासपुस्तक-आधारितम् )

1. सन्धिकार्यम् (4)
  - (i) स्वरसन्धिः – यण्, अयादिः, पूर्वरूपम् (2)
  - (ii) व्यञ्जनसन्धिः – मोऽनुस्वारः, वर्गीयप्रथमाक्षराणां तृतीयवर्णे परिवर्तनम्, प्रथमवर्णस्य पञ्चमवर्णे परिवर्तनम् (1)
  - (iii) विसर्गसन्धिः – विसर्गस्य लोपः, विसर्गस्थाने स् श् ष् (1)
2. समासः ( वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः ) (5)
  - (i) द्वन्द्वः (1)
  - (ii) बहुव्रीहिः, समानाधिकरणम् (2)
  - (iii) अव्ययीभावः ( अनु, उप, सह, निर्, प्रति, यथा ) (2)
3. प्रत्ययाः (5)
  - कृदन्ताः – शतृ, शानच् (2)
  - तद्धिताः – त्व, तल् (2)
  - स्त्रीप्रत्ययौ – टाप् डीप् (1)
4. अव्ययपदानि (5)
 

इति, कदा, कुतः, मा, यत्, यत्र-कुत्र, सम्प्रति, यदा-कदा, यावत्, श्वः, ह्यः, बहिः, कदापि, किमर्थम् ।
5. सङ्ख्या एकतः पञ्चपर्यन्तं वाक्यप्रयोगः। एकतः शतपर्यन्तं संख्याज्ञानम् (5)
6. वचन – लिङ्ग – पुरुष – लकार- दृष्ट्या संशोधनम् (6)

**‘घ’ खण्डः ( पठित-अवबोधनम् ) 30 अङ्काः**

( मणिका (द्वितीयः भागः) पाठ्यपुस्तकम् अधिकृत्य )

1. पाठ्यपुस्तकस्य सामग्रीम् अधिकृत्य अवबोधनात्मकं कार्यम् (12)
  - (i) गद्यांशः (ii) पद्यांशः (iii) नाट्यांशः (4+4+4)

प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि।

भाषिककार्यम्। ( बहुविकल्पात्मकाः प्रश्नाः )

2. भावाबोधनम् (2)
3. श्लोकान्वयः (4)  
(रिक्तस्थानपूर्तिद्वारा)
4. वाक्येषु रेखांकितपदानि अधिकृत्य पञ्च प्रश्नानां निर्माणम् । (5)
5. कथाक्रमसंयोजनम् (4)  
(क्रमरहित-अष्टवाक्यानां क्रमपूर्वकं संयोजनम्)
5. शब्दार्थाः (त्रयाणाम्) (3)  
(सन्दर्भे शब्दप्रयोगद्वारा शब्दार्थमेलनद्वारा वा)  
(बहुविकल्पात्मकाः / ल.ड. प्रश्नाः)

पाठानां नामानि (पुस्तकम्-मणिका (संस्कृत-पाठ्यपुस्तकम्) (दशमश्रेण्यै)

पाठसङ्ख्या	पाठनाम	पाठसङ्ख्या	पाठनाम
षष्ठः पाठः	साधुवृत्तिं समाचरेत्	नवमः पाठः	राष्ट्रं संरक्ष्यमेव हि
सप्तमः पाठः	रमणीया हि सृष्टिरेषा	दशमः पाठः	सुस्वागतं भो! अरुणाचलेऽस्मिन्
अष्टमः पाठः	तिरुक्कुरल् - सूक्ति - सौरभम्	एकादशः पाठः	कालोऽहम्

टिप्पणी - उत्तराणि केवलं संस्कृतेन लेखितव्यानि

### निर्धारित पाठ्यपुस्तकं

- 1 मणिका (पाठ्यपुस्तकम्) भाग-2 संशोधितसंस्करणम् (प्रकाशनम् : के. मा. शि. बो. द्वारा)
- 2 मणिका (अभ्यासपुस्तकम्) भाग-2 संशोधितसंस्करणम् (प्रकाशनम् : के. मा. शि. बो. द्वारा)

रचनात्मक-मूल्याङ्कनम्

आधारभूत-अधिगम-गतिविधयः

कक्षासु संस्कृतेन वार्तालापः	परियोजनाकार्यम्	कक्षाकार्यम्	पाठ्यसहगामिक्रियाः
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आधारभूतकौशलानि अधिकृत्य

श्लोकोच्चारणम्, कवितापाठः, गीतगायनम्, काव्यपाठः	गद्यवाचनम्, कथाकथनम्, स्वपरिचयः, परिवेशपरिचयः (संक्षेपेण)	लेखनकार्यम् - सङ्केताधारितकथालेखनम्, वर्णनम्, चित्रकथा, अनुच्छेदलेखनम्, संवादलेखनम्, निबंधलेखनम्, कवीनां जीवनपरिचयः, प्राचीनकवीनां वैशिष्ट्यम्	भाषणप्रतियोगिता
अन्त्याक्षरी	शब्दसंग्रहः	शब्दकोशनिर्माणम् - (फल-पुष्प-पशु-पक्षी-शाक-गृह-वस्तुनां नामानि)	अभिनयः / भूमिकानिर्वाहः
समाचार-श्रवणम्-वाचनम् (दूरदर्शनेन आकाशवाण्या च)	भाषाक्रीडाः	सान्द्रमुद्रिका-श्रवणम्/निर्माणम् (C.D.)	सूक्तिसंग्रहः, कथासंग्रहः, प्राचीनविज्ञान-सम्बद्ध-लेख संग्रहः
पत्रलेखनम्, पत्रिकासम्पादनम्, भित्तिपत्रिका। वाक्यपूर्तिः	प्रातः कालीनसभा	दैनिक-व्यवहार-वाक्य-संग्रहः	

अवलोकनीयानि तत्त्वानि

उच्चारणम्	गति-यति-लय-भावभंगिमा	आरोह-अवरोहौ (सम्भाषणे)	अवबोधनम्
समुचितशब्दप्रयोगः	विरामचिह्नप्रयोगः	वर्तनीविन्यासः	आत्मविश्वासः
संस्कृत-प्रयोगः (दैनिक-व्यवहारे)			

आधारभूत-प्रारूपम् (अधिकतम-अङ्काः- 90)

क्रमस ङ्ख्या	प्रश्नप्रकारः	अधिगमोपलब्धिः परीक्षणकौशलानि च	लघूत्तराणि बहुविकल्पात्मकाः	लघूत्तराणि (अङ्काः)	दीर्घोत्तराणि	अङ्काः	प्रतिशत
1.	स्मरणम् (ज्ञान-आधारित-सामान्य स्मृत्यात्मकाः प्रश्नाः)	● श्रवण-भाषण-पठन- लेखन-कौशलानि	7	1	-----	10	10
2.	अवबोधनम् (परिचितम् अर्थयुक्तम्)	● अनुभवात्मकता ● तार्किकता	4	2*	2*	20	22.5
3.	अनुप्रयोगः (नवीनोदाहरणेषु ज्ञान-प्रयोगः)	● विश्लेषणात्मकानि कौशलानि	1	3*	2*	20	22.5
4.	उच्च-स्तरीय-चिन्तनात्मकं कौशलम्	● वर्णनात्मकता ● संवादात्मकता	2	1*	2*	15	17
5.	रचनात्मकता (निर्णयक्षमतायाः परिस्थित्यात्मकं च मूल्याङ्कनम्) (वैविध्यपूर्णम्)	● रचनात्मकता	-----	-----	5	25	28
			14	7	11	90	100

\* अंकित प्रश्नों के उप भाग भी लिये जा सकते हैं।