

ENGLISH LANGUAGE AND LITERATURE

(Code No. 184) (2019-20)

Background

Traditionally, language-learning materials beyond the initial stages have been sourced from literature: prose, fiction and poetry. While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

Objectives

The general objectives at this stage are to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- use appropriate English to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different registers of English
- develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- build listening and speaking into the curriculum.

At the end of this stage, learners will be able to do the following:

- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate the story depicted pictorially or in any other non-verbal mode

- respond in writing to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the position taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of view expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report

Language Items

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

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

Methods and Techniques

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

- Role play
- Simulating real-to-life situations
- Dramatising and miming
- Problem solving and decision making

- Interpreting information given in tabular form and schedule
- Using newspaper clippings
- Borrowing situations from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
SYLLABUS CLASS – IX (2019-20)
SECTION - WISE WEIGHTAGE

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbook and Supplementary Reading Text	30

Note-The annual board examination will be of 80 marks, with a duration of three hours. There will be internal assessment for 20 Marks.

SECTION A: READING

50 Periods

This section will have two reading passages.

20 Marks

1: A Factual passage 300-350 words with eight Objective Type Questions(including Multiple Choice Questions). 8 marks

2 A Discursive passages of 350-400 words with four Short Answer Type Questions to test inference, evaluation and analysis four Objective Type Questions (including Multiple Choice Questions) to test vocabulary.

12 marks

SECTION B: WRITING AND GRAMMAR

60 Periods

For writing tasks there will be internal choice.30 Marks

3: Writing an Article/Descriptive Paragraph (person/place/event/diary entry) in about 100-150 words based on visual or verbal cue/s. The questions will be thematically based on the prescribed books. 8 marks

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

- i. Tenses
- ii. Modals
- iii. Use of passive voice
- iv. Subject – verb concord
- v. Reporting
- vi. Commands and requests
- vii. Statements
- viii. Questions
- ix. Clauses:
 - a. Noun clauses
 - b. Adverb clauses of condition and time
 - c. Relative clauses
- x. Determiners
- xi. Prepositions

The above items may be tested through test types(grammar in context) as given below:

5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. 4 marks

6: Editing or omission 4 marks

7: Sentences reordering or sentence transformation in context. 4 marks

SECTION C: LITERATURE TEXTBOOKS

60 Periods

There will be Internal Choice for every question.

30 Marks

8. One out of two extracts from prose/poetry/play for reference to the context. Four Objective Type Questions: two questions of one mark each on global comprehension and two questions of one mark each on interpretation. (1x4=4 marks)

9 Five Short Answer Type Questions from BEEHIVE AND MOMENTS (3 questions out of four from BEEHIVE and 2 questions out of three from MOMENTS) to test local and global comprehension of theme and ideas (to be answered in 30-40 words each) (2x5=10 marks)

10. One out two long answer type questions from the book BEEHIVE to assess creativity, imagination and extrapolation beyond the text and across the texts. ((to be answered in 100-150 words each)

8 marks

11 One out of two Long Answer Questions from the book MOMENTS on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch in about (100-150 words).

8 marks

Prescribed Books: Published by NCERT, New Delhi

- BEEHIVE – Textbook for class IX
- MOMENTS – Supplementary Reader for Class IX
- Words and Expressions-I, Workbook

NOTE: Teachers are advised to:

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

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.

1. Reading Section: Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.
2. Writing Section: All types of short and extended writing tasks will be dealt with.
3. Grammar: Grammar items mentioned in the syllabus will be taught and assessed.

INTERNAL ASSESSMENT

Assessment of Listening and Speaking Skills 50 Periods

Assessment of Listening and Speaking Skills will be for 05 marks. It is recommended that listening and speaking skills should be regularly practiced in the class. Art-integrated activities like Role Play, Skit, Dramatization etc. can also be used.

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

Textbooks

Literature Reader- Course (2019-20) CLASS – IX

PROSE (Beehive)	
1. The Fun They Had	7. Packing
2. The Sound of Music	8. Reach for the Top
3. The Little Girl	9. The Bond of Love
4. A Truly Beautiful Mind	10. Kathmandu
5. The Snake and the Mirror	11. If I were you
6. My Childhood	
POETRY	
1. The Road Not Taken	6. No Men Are Foreign
2. Wind	7. The Duck and the Kangaroo
3. Rain on the Roof	8. On Killing a Tree
4. The Lake Isle of Innisfree	9. The Snake Trying
5. A Legend of the Northland	10. A Slumber did My Spirit Seal
SUPPLEMENTARY READER (Moments)	
1. The Lost Child	6. Weathering the Storm in Ersama
2. The Adventures of Toto	7. The Last leaf

3. Iswaran the Storyteller	8. A House is Not a Home
4. In the Kingdom of Fools	9. The Accidental Tourist
5. The Happy Prince	10. The Beggar

ENGLISH LANGUAGE AND LITERATURE

(Code No. 184) CLASS – IX (2019 – 20)

Marks=80

Typology	Testing Competencies	Objective Type Question including MCQs(1 mark each	Short Answer Question 30-40 words (2 marks each)	Long Answer Question 1 100-150 words (HOTS)(8 marks each)	Very Long Answer Question 150-200 words (HOTS) (10 marks each)	Total marks
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	4 MCQ & 8 Objective Type Questions	4	-	-	20
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	12	-	1	1	30
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	4	5	2	-	30
Total		1x28=28	2x9=18	8x3=24	10x1=10	80

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

CLASS – X 2019-20

SECTION - WISE WEIGHTAGE IN ENGLISH LANGUAGE AND LITERATURE

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbooks and Supplementary Reading Text	30
	TOTAL	80

Note: The annual board examination will be of 80 marks, with a duration of three hours. There will be internal assessment for 20 Marks.

SECTION A: READING

50 Periods

20 Marks

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

I. A factual passage of 300-350 words with eight Objective Type Question(including Multiple Choice Questions).8 marks

II.A Discursive passages of 350-400 words with four Short Answer Type Questions to test inference, evaluation and analysis four Objective Type Question(including Multiple Choice Questions) to test vocabulary. 12 marks

SECTION B: WRITING AND GRAMMAR 60 Periods

For writing tasks there will be internal choice

30 Marks

III. Formal letter complaint / inquiry / placing order / letter to editor / article in about 100-150 words. The questions will be thematically based on the prescribed books.8 marks

IV. 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 class X.

1. Tenses
2. Modals
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
- (iii) Relative clauses

7. Determiners

8. Prepositions

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

V Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. 4 marks

VI Editing or omission. 4 marks

VII Sentences Reordering or Sentence Transformation in context. 4 marks

SECTION C

LITERATURE TEXTBOOKS AND SUPPLEMENTARY READING TEXT 60 Periods

Internal choice will be there.

30 Marks

VIII. One out of two extracts from prose/poetry/drama for reference to context. Four Objective Type Question(including MCQs): Two questions of one mark each on global comprehension and two questions of 1 mark each on interpretation. 4 marks

IX. Five Short Answer type Questions to be answered in 30-40 words each from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET to test local and global comprehension of theme and ideas(three from FIRST FLIGHT and two from FOOTPRINTS WITHOUT FEET) . 2x5=10 marks

X. One out of two Long Answer type Questions from FIRST FLIGHT to be answered in about 100-150 words to assess creativity, imagination and extrapolation beyond the text and across the texts.

8 marks

XI. One out of two long answer question from the book 'FOOTPRINTS without FEET' on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-150 words. 8 marks

Prescribed Books: Published by NCERT, New Delhi

- FIRST FLIGHT – Text for Class X
- FOOTPRINTS WITHOUT FEET – Supplementary Reader for Class X

Note: Teachers are advised to:

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

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.

1. Reading Section: Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.
2. Writing Section: All types of short and extended writing tasks will be dealt with.
3. Grammar: Grammar items mentioned in the syllabus will be taught and assessed over a period of time. There will be no division of syllabus for Grammar.

INTERNAL ASSESSMENT

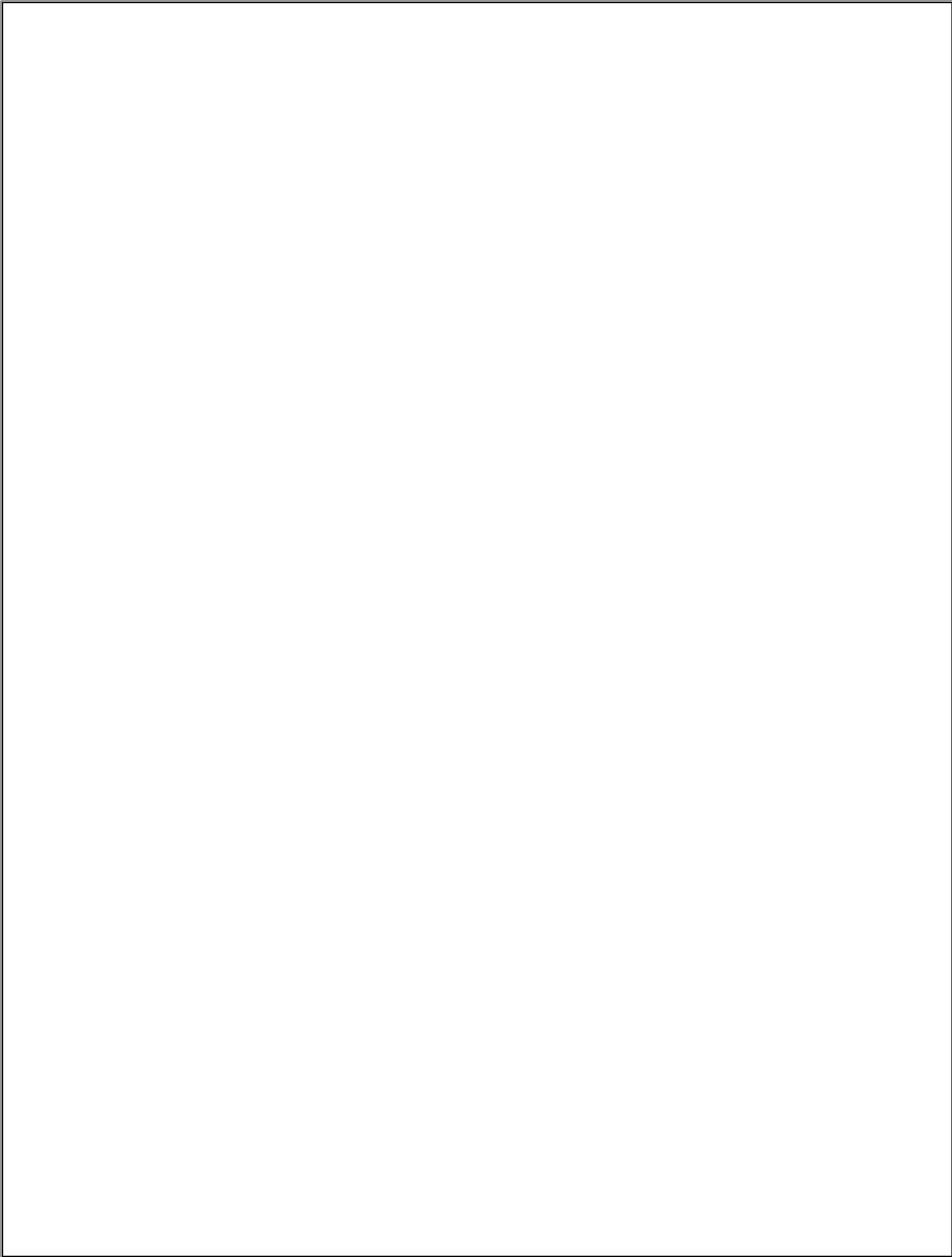
Assessment of Listening and Speaking Skills 50 Periods

Assessment of Listening and Speaking Skills will be for 05 marks. It is recommended that listening and speaking skills should be regularly practiced in the class. Art-integrated activities like role-play, skit, dramatization etc. can also be used.

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
Course (2019-20) CLASS - X

Textbooks	
Literature Reader (First Flight)	
PROSE (First Flight)	
1.A Letter to God 2.Nelson Mandela: Long Walk to Freedom 3.Two Stories about Flying 4.From the Diary of Anne Frank 5.The Hundred Dresses –I 6.The Hundred Dresses –II	7.Glimpses of India 8.Mijbil the Otter 9.Madam Rides the Bus 10. The Sermon at Benares 11. The Proposal
POETRY	
1.Dust of Snow 2.Fire and Ice 3.A Tiger in the Zoo 4.How to Tell Wild Animals 5.The Ball Poem 6. Amanda	7. Animals 8.The Trees 9.Fog 10. The Tale of Custard the Dragon 11. For Anne Gregory
SUPPLEMENTARY READER (Footprints without Feet)	

1.A Triumph of Surgery	6.The Making of a Scientist
2.The Thief's Story	7.The Necklace
3.The Midnight Visitor	8.The Hack Driver
4.A Question of Trust	9.Bholi
5.Footprints without Feet	10. The Book that Saved the Earth



ENGLISH LANGUAGE AND LITERATURE
CLASS - X (2019-20)(Code no.184)

Marks 80

Typology	Testing competencies	Objective Type Question including MCQs (1 mark each)	Short Answer Question 30-40 words (2 marks each)	Long Answer Question 100-150 words (8 marks each)	Very Long Answer Question 150-200 words (10 marks each)	Total marks
Reading Comprehension	Conceptual Understanding, decoding Analyzing, inferring, interpreting and vocabulary	4 MCQ+ 8 Objective Type Questions	4	-	-	20
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justify, illustrating, appropriacy of style and tone, using appropriate format and fluency, applying conventions, using integrated structures with accuracy and fluency.	12	-	1	1	30
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and subthemes, understanding the writer's message and writing fluently.	4	5	2	-	30
Total		1x28=28	2x9=18	8x3=24	10x1=10	80

हिंदी मातृभाषा (कोड 002)

कक्षा 9वीं-10वीं (2019-20)

माध्यमिक स्तर तक आते-आते विद्यार्थी किशोर हो चुका होता है और उसमें सुनने, बोलने, पढ़ने, लिखने के साथ-साथ आलोचनात्मक दृष्टि विकसित होने लगती है। भाषा के सौंदर्यात्मक पक्ष, कथात्मकता/गीतात्मकता, अखबारी समझ, शब्द शक्तियों की समझ, राजनैतिक एवं सामाजिक चेतना का विकास, स्वयं की अस्मिता का संदर्भ और आवश्यकता के अनुसार उपयुक्त भाषा- प्रयोग, शब्दों का सुचिंतित प्रयोग, भाषा की नियमबद्ध प्रकृति आदि से विद्यार्थी परिचित हो जाता है। इतना ही नहीं वह विविध विधाओं और अभिव्यक्ति की अनेक शैलियों से भी परिचित हो चुका होता है। अब विद्यार्थी की दृष्टि आस-पड़ोस, राज्य-देश की सीमा को लांघते हुए वैश्विक क्षितिज तक फैल जाती है। इन बच्चों की दुनिया में समाचार, खेल, फिल्म तथा अन्य कलाओं के साथ-साथ पत्र-पत्रिकाएँ और अलग-अलग तरह की किताबें भी प्रवेश पा चुकी होती हैं।

इस स्तर पर मातृभाषा हिंदी का अध्ययन साहित्यिक, सांस्कृतिक और व्यावहारिक भाषा के रूप में कुछ इस तरह से हो कि उच्चतर माध्यमिक स्तर पर पहुँचते-पहुँचते यह विद्यार्थियों की पहचान, आत्मविश्वास और विमर्श की भाषा बन सके। प्रयास यह भी 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 जीवन व्यवहार के विविध क्षेत्रों में हिन्दी के औपचारिक/अनौपचारिक उपयोग की दक्षता हासिल कर सकेंगे।
- (घ) भाषा प्रयोग के परंपरागत तौर-तरीकों एवं विधाओं की जानकारी एवं उनके समसामयिक संदर्भों की समझ विकसित कर सकेंगे।
- (ङ.) हिंदी भाषा में दक्षता का इस्तेमाल वे अन्य भाषा-संरचनाओं की समझ विकसित करने के लिए कर सकेंगे।

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

- कक्षा आठवीं तक अर्जित भाषिक कौशलों (सुनना, बोलना, पढ़ना और लिखना) का उत्तरोत्तर विकास।
- सृजनात्मक साहित्य के आलोचनात्मक आस्वाद की क्षमता का विकास।
- स्वतंत्र और मौखिक रूप से अपने विचारों की अभिव्यक्ति का विकास।
- ज्ञान के विभिन्न अनुशासनों के विमर्श की भाषा के रूप में हिंदी की विशिष्ट प्रकृति एवं क्षमता का बोध कराना।
- साहित्य की प्रभावकारी क्षमता का उपयोग करते हुए सभी प्रकार की विविधताओं (राष्ट्रीयता, धर्म, लिंग एवं भाषा) के प्रति सकारात्मक और संवेदनशील रवैये का विकास।

- जाति, धर्म, लिंग, राष्ट्रीयता, क्षेत्र आदि से संबंधित पूर्वाग्रहों के चलते बनी रूढ़ियों की भाषिक अभिव्यक्तियों के प्रति सजगता।
- भारतीय भाषाओं एवं विदेशी भाषाओं की संस्कृतिक विविधता से परिचय।
- व्यावहारिक और दैनिक जीवन में विविध अभिव्यक्तियों की मौखिक व लिखित क्षमता का विकास।
- संचार माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी की प्रकृति से अवगत कराना और नवीन भाषा प्रयोग करने की क्षमता से परिचय।
- विश्लेषण और तर्क क्षमता का विकास।
- भावभिव्यक्ति क्षमताओं का उत्तरोत्तर विकास।
- मतभेद, विरोध और टकराव की परिस्थितियों में भी भाषा को संवेदनशील और तर्कपूर्ण इस्तेमाल से शांतिपूर्ण संवाद की क्षमता का विकास।
- भाषा की समावेशी और बहुभाषिक प्रकृति की समझ का विकास करना।

शिक्षण युक्तियाँ

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

- विद्यार्थी द्वारा की जा रही गलतियों को भाषा के विकास के अनिवार्य चरण के रूप में स्वीकार किया जाना चाहिए जिससे विद्यार्थी अबाध रूप से बिना झिझक के लिखित और मौखिक अभिव्यक्ति करने में उत्साह का अनुभव करें। विद्यार्थियों पर शुद्धि का ऐसा दबाव नहीं होना चाहिए कि वे 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।
- विद्यार्थी स्वतंत्र और अबाध रूप से लिखित और मौखिक अभिव्यक्ति करें। अधिगम बाधित होने पर अध्यापक, अध्यापन शैली में परिवर्तन करें।
- ऐसे शिक्षण-बिंदुओं की पहचान की जाए जिससे कक्षा में विद्यार्थी निरंतर सक्रिय भागीदारी करें और अध्यापक भी इस प्रक्रिया में उनका साथी बने।
- हर भाषा का अपना 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।
- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण-सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापक को हर प्रकार की विविधताओं (लिंग, जाति, वर्ग, धर्म आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।
- काव्य भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए जरूरी होगा कि किताबों में आए काव्यांशों की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।

- रा.शै.अ. और प्र. प., (एन.सी.ई.आर.टी.) मानव संसाधन विकास मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए कार्यक्रम/ ई-सामग्री वृत्तचित्रों और फीचर फिल्मों को शिक्षण-सामग्री के तौर पर इस्तेमाल करने की जरूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के जरिए 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 पाठ्यपुस्तक की उपस्थिति से बेहतर होगा कि शिक्षक के हाथ में तरह-तरह की पाठ्यसामग्री को विद्यार्थी देखें और कक्षा में अलग-अलग मौकों पर शिक्षक उनका इस्तेमाल करें।
- भाषा लगातार ग्रहण करने की क्रिया में बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सटीक अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग-अलग रंगत का पता चलेगा, वे शब्दों के सूक्ष्म अंतर के प्रति और सजग हो पाएँगे।

व्याकरण बिंदु

कक्षा 9वीं

- उपसर्ग, प्रत्यय
- समास
- अर्थ की दृष्टि से वाक्य भेद
- अलंकार : शब्दालंकार - अनुप्रास, यमक एवं श्लेष; अर्थालंकार-उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति एवं मानवीकरण।

कक्षा 10वीं

- रचना के आधार पर वाक्य भेद
- वाच्य
- पद-परिचय
- रस : शृंगार, वीर, करुण, हास्य, वात्सल्य, रौद्र

श्रवण व वाचन (मौखिक बोलना) संबंधी 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, व्यंग्य 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 करना एवं सुनकर उसका सार ग्रहण करना।

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

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

या

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

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

कौशलों के मूल्यांकन का आधार

	श्रवण (सुनना)		वाचन(बोलना)
1	विद्यार्थी में परिचित संदर्भों में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है।	1	विद्यार्थी केवल अलग-अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है।
2	छोटे सुसंबद्ध कथनों को परिचित संदर्भों में समझने की योग्यता है।	2	परिचित संदर्भों में 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।	3	अपेक्षित दीर्घ भाषण में जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता 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।
5	जटिल कथनों के विचार-बिंदुओं को समझने की योग्यता प्रदर्शित करता है।	5	उद्देश्य और श्रोता के लिए उपयुक्त शैली को अपना सकता है।

टिप्पणी

- परीक्षण से पूर्व परीक्षार्थी को तैयारी के लिए कुछ समय दिया जाए।
- विवरणात्मक भाषा में 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 करें तो परीक्षक कम से कम हस्तक्षेप करें।

पठन कौशल

- सरसरी दृष्टि से पढ़कर पाठ का केंद्रीय विचार ग्रहण करना।
- एकाग्रचित हो एक अभीष्ट गति के साथ मौन पठन करना।
- पठित सामग्री पर अपनी प्रतिक्रिया व्यक्त करना।
- भाषा, विचार एवं शैली की सराहना करना।
- साहित्य के प्रति अभिरूचि का विकास करना।
- साहित्य की विभिन्न विधाओं की प्रकृति के अनुसार पठन कौशल का विकास।
- संदर्भ के अनुसार शब्दों के अर्थ-भेदों की पहचान करना।
- सक्रिय (व्यवहारोपयोगी) शब्द भंडार की वृद्धि करना।
- पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
- पठित अनुच्छेदों के शीर्षक एवं उपशीर्षक देना।
- कविता के प्रमुख उपादान यथा - तुक, लय, यति, गति, बलाघात आदि से परिचित कराना।

लेखन कौशल

- लिपि के मान्य रूप का ही व्यवहार करना।
- विराम-चिह्नों का उपयुक्त प्रयोग करना।
- प्रभावपूर्ण भाषा तथा लेखन-शैली का स्वाभाविक रूप से प्रयोग करना।
- उपयुक्त अनुच्छेदों में बाँटकर लिखना।
- प्रार्थना पत्र, निमंत्रण पत्र, बधाई पत्र, संवेदना पत्र, ई-मेल, आदेश पत्र, एस.एम.एस आदि लिखना और विविध प्रपत्रों को भरना।
- विविध स्रोतों से आवश्यक सामग्री एकत्र कर अभीष्ट विषय पर निबंध लिखना।
- देखी हुई घटनाओं का वर्णन करना और उन पर अपनी प्रतिक्रिया देना।
- हिन्दी की एक विधा से दूसरी विधा में रूपांतरण का कौशल।
- समारोह और गोष्ठियों की सूचना और प्रतिवेदन तैयार करना।
- सार, संक्षेपीकरण एवं भावार्थ लिखना।
- गद्य एवं पद्य अवतरणों की व्याख्या लिखना।
- स्वानुभूत विचारों और भावनाओं को स्पष्ट सहज और प्रभावशाली ढंग से अभिव्यक्त करना।
- क्रमबद्धता और प्रकरण की एकता बनाए रखना।
- लिखने में मौलिकता और सर्जनात्मकता लाना।

हिंदी पाठ्यक्रम - अ (कोड सं. - 002)
कक्षा 9वीं हिंदी अ - परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2019-20

परीक्षा भार विभाजन				
	विषयवस्तु		उप भार	कुल भार
1	अपठित गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, अभिव्यक्ति आदि पर अति लघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न			15
	अ	एक अपठित गद्यांश (100 से 150 शब्दों के) (1x2=2) (2x3=6)	8	
	ब	एक अपठित काव्यांश (1x3=3) (2x2=4)	7	
2	व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु /संरचना आदि पर प्रश्न (1x15)			15
	व्याकरण			
	1	शब्द निर्माण उपसर्ग - 2 अंक, प्रत्यय - 2 अंक, समास - 3 अंक	7	
	2	अर्थ की दृष्टि से वाक्य भेद - 4 अंक	4	
	3	अलंकार - 4 अंक (शब्दालंकार: अनुप्रास, यमक, श्लेष) (अर्थालंकार : उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण)	4	
3	पाठ्यपुस्तक क्षितिज भाग - 1 व पूरक पाठ्यपुस्तक कृतिका भाग -1			30
	अ	गद्य खंड	13	
	1	क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का ज्ञान बोध, अभिव्यक्ति आदि पर प्रश्न । (2+2+1)	5	
	2	क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु प्रश्न ।(2x4) (विकल्प सहित)	8	
	ब	काव्य खंड	13	
	1	क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर प्रश्न (2+2+1)	5	
	2	क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु प्रश्न। (2x4) (विकल्प सहित)	8	30
	स	पूरक पाठ्यपुस्तक कृतिका भाग - 1	4	
		कृतिका के निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे (विकल्प सहित)। (2x2)	4	
4	लेखन			20
	अ	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिंदुओं पर	10	

		आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों में से किन्हीं तीन विषयों पर 200 से 250 शब्दों में किसी एक विषय पर निबंध। (10x1)		
	ब	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में से किसी एक विषय पर पत्र। (5x1)	5	
	स	किसी एक विषय पर संवाद लेखन। (5x1) (विकल्प सहित)	5	
		कुल		80

नोट : पाठ्यक्रम के निम्नलिखित पाठ केवल पढ़ने के लिए होंगे

क्षितिज(भाग - 1)	<ul style="list-style-type: none"> उपभोक्तावाद की संस्कृति एक कुत्ता और एक मैना साखियाँ व सबद पाठ से सबद - 2 संतो भाई आई.. ग्राम श्री
कृतिका (भाग - 1)	<ul style="list-style-type: none"> इस जल प्रलय में किस तरह आखिरकार मैं हिंदी में आया

हिंदी पाठ्यक्रम -अ (कोड सं. 002)
कक्षा 10वीं हिंदी - अ परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2019-20

परीक्षा भार विभाजन				
	विषयवस्तु		उप भार	कुलभार
1	अपठित गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, अभिव्यक्ति आदि पर अति लघूतरात्मक एवं लघूतरात्मक प्रश्न			15
	अ	एक अपठित गद्यांश (100 से 150 शब्दों के) (1x2=2) (2x3=6)	8	
	ब	एक अपठित काव्यांश (1x3=3) (2x2=4)	7	
2	व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु /संरचना आदि पर प्रश्न (1x15)			15
	व्याकरण			
	1	रचना के आधार पर वाक्य भेद (3 अंक)	3	
	2	वाच्य (4 अंक)	4	
	3	पद परिचय (4 अंक)	4	
	4	रस (4 अंक)	4	
3	पाठ्यपुस्तक क्षितिज भाग - 2 व पूरक पाठ्यपुस्तक कृतिका भाग - 2			30
	अ	गद्य खंड	13	
	1	क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषय-वस्तु का ज्ञान बोध, अभिव्यक्ति आदि पर प्रश्न । (2+2+1)	5	
	2	क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु प्रश्न। (2x4) (विकल्प सहित)	8	
	ब	काव्य खंड	13	
	1	क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर प्रश्न (2+2+1) (विकल्प सहित)	5	
	2	क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु प्रश्न । (2x4) (विकल्प सहित)	8	
	स	पूरक पाठ्यपुस्तक कृतिका भाग - 2		
		कृतिका के निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे (विकल्प सहित)। (2x2)	4	
4	लेखन			
	अ	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों पर 200 से 250 शब्दों में से किसी एक विषय पर निबंध। (10x1)	10	20
	ब	अभिव्यक्ति की क्षमता पर केन्द्रित औपचारिक अथवा अनौपचारिक	5	

		विषयों में से किसी एक विषय पर पत्र। (5x1)		
	स	विषय से संबंधित 25-50 शब्दों के अंतर्गत विज्ञापन लेखन। (5x1) (विकल्प सहित)	5	
		कुल		80

नोट : पाठ्यक्रम के निम्नलिखित पाठ केवल पढ़ने के लिए होंगे

क्षितिज(भाग - 2)	<ul style="list-style-type: none"> • देव • जयशंकर प्रसाद - आत्मकथ्य • स्त्री शिक्षा के विरोधी कुतर्कों का खंडन • संस्कृति
कृतिका (भाग -2)	<ul style="list-style-type: none"> • एही ठैयाँ झुलनी हेरानी हो रामा! • मैं क्यों लिखता हूँ?

प्रश्नपत्र का प्रश्नानुसार विश्लेषण एवं प्रारूप
हिंदी पाठ्यक्रम - अ
कक्षा - 9वीं एवं 10वीं

निर्धारित समयावधि : 3 घंटे

अधिकतम अंक : 80

क्र. सं.	प्रश्नों का प्रारूप	दक्षता परीक्षण/ अधिगम परिणाम	अति-लघूत्तरात्मक 1 अंक	लघूत्तरात्मक 2 अंक	निबंधात्मक -I 5 अंक	निबंधात्मक -II 10 अंक	कुल योग
क	अपठित बोध	अवधारणात्मक बोध, अर्थग्रहण, अनुमान लगाना, विश्लेषण करना, शब्दज्ञान व भाषिक कौशल	05	05			15
ख	व्यावहारिक व्याकरण	व्याकरणिक संरचनाओं का बोध और प्रयोग, विश्लेषण एवं भाषिक कौशल	15				15
ग	पाठ्य पुस्तक	प्रत्यास्मरण, अर्थग्रहण (भावग्रहण) लेखक के मनोभावों को समझना, शब्दों का प्रसंगानुकूल अर्थ समझना, आलोचनात्मक चिंतन, तार्किकता, सराहना, साहित्यिक परंपराओं के परिप्रेक्ष्य में मूल्यांकन, विश्लेषण, सृजनात्मकता, कल्पनाशीलता, कार्य-कारण संबंध स्थापित करना, साम्यता एवं अंतरों की पहचान, अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान।	02	14			30
घ	रचनात्मक लेखन (लेखन कौशल)	संकेत बिंदुओं का विस्तार, अपने मत की अभिव्यक्ति, सोदाहरण समझाना, औचित्य निर्धारण, भाषा में प्रवाहमयता, सटीक शैली, उचित प्रारूप का प्रयोग, अभिव्यक्ति की मौलिकता, सृजनात्मकता एवं तार्किकता			02	01	20
		कुल	1x22 =22	2x19 =38	5x2 =10	10x1 =10	80

MATHEMATICS (IX-X)

Session 2019-20

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

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

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

Objectives

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

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

COURSE STRUCTURE CLASS -IX

Units	Unit Name	Marks
I	NUMBER SYSTEMS	08
II	ALGEBRA	17
III	COORDINATE GEOMETRY	04
IV	GEOMETRY	28
V	MENSURATION	13
VI	STATISTICS & PROBABILITY	10
	Total	80

UNIT I: NUMBER SYSTEMS

1. REAL NUMBERS

(16 Periods)

- Review of representation of natural numbers, integers, rational numbers on the number line. Representation of terminating / non-terminating recurring decimals on the number line through successive magnification. Rational numbers as recurring/ terminating decimals. Operations on real numbers.
- Examples of non-recurring/non-terminating decimals. Existence of non-rational numbers (irrational numbers) such as $\sqrt{2}$, $\sqrt{3}$ and their representation on the number line. Explaining that every real number is represented by a unique point on the number line and conversely, viz. every point on the number line represents a unique real number.
- Definition of nth root of a real number.
- Rationalization (with precise meaning) of real numbers of the type $\frac{1}{a+b\sqrt{x}}$ and $\frac{1}{\sqrt{x}+\sqrt{y}}$ (and their combinations) where x and y are natural number and a and b are integers.
- Recall of laws of exponents with integral powers. Rational exponents with positive real bases (to be done by particular cases, allowing learner to arrive at the general laws.)

UNIT II: ALGEBRA

1. POLYNOMIALS

(23) Periods

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

Recall of algebraic expressions and identities. Verification of identities:

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

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

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

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

and their use in factorization of polynomials.

2. LINEAR EQUATIONS IN TWO VARIABLES

(14) Periods

Recall of linear equations in one variable. Introduction to the equation in two variables.

Focus on linear equations of the type $ax+by+c=0$. Explain that a linear equation in two variables has infinitely many solutions and justify their being written as ordered pairs of real numbers, plotting them and showing that they lie on a line. Graph of linear equations in two variables. Examples, problems from real life, including problems on Ratio and Proportion and with algebraic and graphical solutions being done simultaneously.

UNIT III: COORDINATE GEOMETRY

COORDINATE GEOMETRY

(6) Periods

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

UNIT IV: GEOMETRY

1. INTRODUCTION TO EUCLID'S GEOMETRY (Not for assessment)

(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

(13) Periods

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

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

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

5. AREA

(7) Periods

Review concept of area, recall area of a rectangle.

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

6. CIRCLES

(15) Periods

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

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

7. CONSTRUCTIONS

(10) Periods

1. Construction of bisectors of line segments and angles of measure 60° , 90° , 45° etc., equilateral triangles.
2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.
3. Construction of a triangle of given perimeter and base angles.

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.

2. SURFACE AREAS AND VOLUMES

(12) Periods

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

UNIT VI: STATISTICS & PROBABILITY

1. 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. Mean, median and mode of ungrouped data.

2. PROBABILITY

(9) 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).

MATHEMATICS
Code (041)
QUESTION PAPER DESIGN
CLASS – IX (2019-20)

Time: 3 Hrs.

Max. Marks: 80

S. No.	Typology of Questions	Very Short Answer-Objective type (VSA) (1 Mark)	Short Answer-I (SA) (2 Marks)	Short Answer-II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage (approx.)
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	6	2	2	1	20	25
2	Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	6	1	1	3	23	29
3	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	5	2	2	1	19	24
4	Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	3	1	3	1	18	22
	Total	20x1 =20	6x2 =12	8x3=24	6x4=24	80	100

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

COURSE STRUCTURE CLASS -X

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

UNIT I: NUMBER SYSTEMS

1. REAL NUMBER

(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 irrationality of $\sqrt{2}, \sqrt{3}, \sqrt{5}$ Decimal representation 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 graphical method of their solution, consistency/inconsistency.

Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination and by cross multiplication method. Simple situational problems. Simple problems on equations reducible to linear equations.

3. QUADRATIC EQUATIONS

(15) Periods

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

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

4. ARITHMETIC PROGRESSIONS

(8) Periods

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

UNIT III: COORDINATE GEOMETRY

1. LINES (In two-dimensions)

(14) Periods

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

UNIT IV: GEOMETRY

1. TRIANGLES

(15) Periods

Definitions, examples, counter examples of similar triangles.

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

2. CIRCLES

(8) Periods

Tangent to a circle at, point of contact

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

3. CONSTRUCTIONS

(8) Periods

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

UNIT V: TRIGONOMETRY

1. INTRODUCTION TO TRIGONOMETRY

(10) Periods

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

3. HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression. (8) Periods

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

UNIT VI: 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° , 90° and 120° only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

2. SURFACE AREAS AND VOLUMES

(12) Periods

1. 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.
2. 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).

UNIT VII: STATISTICS AND PROBABILITY

1. STATISTICS

(18) Periods

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

2. PROBABILITY

(10) Periods

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

MATHEMATICS-Standard
Code (041)
QUESTION PAPER DESIGN
CLASS – X (2019-20)

Time : 3 Hours

Max. Marks: 80

S. No.	Typology of Questions	Very Short Answer-Objective type (VSA) (1 Mark)	Short Answer-I (SA) (2 Marks)	Short Answer-II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage (approx.)
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	6	2	2	1	20	25
2	Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	6	1	1	3	23	29
3	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	5	2	2	1	19	24
4	Analyzing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	3	1	3	1	18	22
	Total	20x1 =20	6x2 =12	8x3=24	6x4=24	80	100

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

MATHEMATICS-Basic
Code (241)
QUESTION PAPER DESIGN
CLASS – X (2019-20)

Time : 3Hours

Max. Marks: 80

S. No.	Typology of Questions	Very Short Answer-Objective type (VSA) (1 Mark)	Short Answer-I (SA) (2 Marks)	Short Answer-II (SA) (3 Marks)	Long Answer (LA) (4 Marks)	Total Marks	% Weightage (approx.)
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	5	2	5	2	32	40
2	Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	7	1	1	4	28	35
3	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	5	2	1	-	12	15
4	Analyzing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions	3	1	1	-	8	10
	Total	20x1 =20	6x2 =12	8x3=24	6x4=24	80	100

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

PRESCRIBED BOOKS:

1. Mathematics - Textbook for class IX - NCERT Publication
2. Mathematics - Textbook for class X - NCERT Publication
3. Guidelines for Mathematics Laboratory in Schools, class IX - CBSE Publication
4. Guidelines for Mathematics Laboratory in Schools, class X - CBSE Publication
5. Laboratory Manual - Mathematics, secondary stage - NCERT Publication
<http://www.ncert.nic.in/exemplar/labmanuals.html>
6. Mathematics exemplar problems for class IX, NCERT publication.
7. Mathematics exemplar problems for class X, NCERT publication.

Sanskrit
Class-IX (2019-20)
(Code - 122)

Time : 3 Hrs

No. of Periods : 195

Total Marks : 80

COURSE STRUCTURE

The Question paper will be divided into Four Sections

Section – A	- Reading Comprehension	10 Marks	25 Periods
Section – B	- Writing Skills	15 Marks	35 Periods
Section – C	- Applied Grammar	25 Marks	55 Periods
Section – D	- Literature	30 Marks	80 Periods

Design of Question Paper

No. of Questions	No. of Marks Per Question	Total No. of Marks
Section - A		
Q. No. I Apathita Gadyanshah		
VSA 2Q	$1 \times 2 = 2$	
LA 2Q	$2 \times 2 = 4$	
Title 1Q	$1 \times 1 = 1$	
SA 3Q	$1 \times 3 = 3$	
		10 Marks

Section - B Q. No. II Patra -Lekhanam LA (10 Blanks)	$\frac{1}{2} \times 10 = 5$	15 Marks
Q. No. III Chitravarnam / Anuchched-Lekhanam LA (5 Sentences to write)	$1 \times 5 = 5$	
Q. No. IV Hindi/English to Sanskrit Translation LA (5 easy sentences to be translated from Hindi/English to Sanskrit)	$1 \times 5 = 5$	
Section - C Q. No. V - Sandhi SA 1 of 4	$1 \times 4 = 4$	25 Marks
Q. No. VI - Sabdroopani MCQ 1 of 4	$1 \times 4 = 4$	
Q. No. VII - Dhaturoopani MCQ 1 of 4	$1 \times 4 = 4$	
Q. No. VIII - Karak-upapad-vibhaktayah MCQ 1 of 4	$1 \times 4 = 4$	
Q. No. IX - Pratyayah MCQ 1 of 4	$1 \times 4 = 4$	
Q. No. X - Sankhyaah SA 1 of 3	$1 \times 3 = 3$	

Q. No. XI - Upasargaah SA 1 of 4	$\frac{1}{2} \times 4 = 2$	
Section - D		
Q. No. XII Gadyamshah		
VSAQ (Ekapadena)	$\frac{1}{2} \times 2 = 1$	
LAQ (PoornaVakyena)	$1 \times 1 = 1$	
SA (BhashikaKaryam)	$1 \times 3 = 3$	
Q. No. XIII Padyamshah		
VSAQ (Ekapadena)	$\frac{1}{2} \times 2 = 1$	
LAQ (PoornaVakyena)	$1 \times 1 = 1$	
SA (BhashikaKaryam)	$1 \times 3 = 3$	
Q. No. XIV Natyamshah		
VSAQ (Ekapadena)	$\frac{1}{2} \times 2 = 1$	
LAQ (PoornaVakyena)	$1 \times 1 = 1$	
SA (BhashikaKaryam)	$1 \times 3 = 3$	
Q. No. XV -Prashna Nirmanam		
LAQ 1 of 4	$1 \times 4 = 4$	
Q. No. XVI -Shloka Anvayah		
क (4 Blanks) LAQ	$\frac{1}{2} \times 4 = 2$	
ख (4 Blanks) LAQ	$\frac{1}{2} \times 4 = 2$	
Or		
Bhavartha-Lekhanam		
LA Q 1 of 1	$4 \times 1 = 4$	
		30 Marks

Q.No. XVII – Ghatanakramanusar Vakyalekhanam LA Q 1 of 8	$\frac{1}{2} \times 8 = 4$	
Q. No. XVIII Melanam (Paryaya/Vilom) SAQ 1 of 3	$1 \times 3 = 3$	

Examination Structure 2019-20

SANSKRIT 122

CLASS IX

Type of Question	No. of Question	No. of Division	Mark per Question	Total Marks
MCQ 1 Mark	4+4+4+4=16	4	1	16
VSA $\frac{1}{2}$ Mark	2 + 2 + 2 = 6	3	$\frac{1}{2}$	3
VSA 1 Mark	2 = 2	1	1	2
LA $\frac{1}{2}$ Mark (Fill in the Blanks)	10+4+4 = 18	3	$\frac{1}{2}$	9
LA $\frac{1}{2}$ Mark	8=8	1	$\frac{1}{2}$	4
LA 1 Mark	5 + 5+1+1+1+4=17	6	1	17
LA 2 Marks	2 = 2	1	2	4
Title Q 2 Marks	1 = 1	1	1	1
SAQ 1Marks	3+3+3+3+3+3+3=22	7	1	22
SAQ $\frac{1}{2}$ Mark	4=4	1	$\frac{1}{2}$	2
			Total	80

संस्कृतम् (कोड नं. 122)

कक्षा – नवमी (2019-20)

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति -

‘क’ खण्डः अपठित – अवबोधनम्	10 अङ्काः
‘ख’ खण्डः रचनात्मक – कार्यम्	15 अङ्काः
‘ग’ खण्डः अनुप्रयुक्त – व्याकरणम्	25 अङ्काः
‘घ’ खण्डः पठित – अवबोधनम्	30 अङ्काः

खण्डानुसारं विषयाः मूल्यभारः च

खण्डः	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
‘क’	अपठित – अवबोधनम्		
1.	एकः गद्यांशः (80-100 शब्दपरिमितः)	अति-लघूत्तरात्मकाः पूर्णवाक्यात्मकाः लघु-उत्तरात्मकाः (भाषिककार्यम्)	10
		पूर्णभारः	10
‘ख’	रचनात्मक – कार्यम्		
2.	औपचारिकम् अथवा अनौपचारिकं पत्रम् (मञ्जूषायाः सहायतया पूर्णं पत्रं लेखनीयम्)	निबन्धात्मकः	5
3.	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	पूर्णवाक्यात्मकाः / निबन्धात्मकः	5
4.	हिन्दी/आङ्ग्लभाषातः संस्कृतेन अनुवादः	पूर्णवाक्यात्मकः	5
		पूर्णभारः	15
‘ग’	अनुप्रयुक्त – व्याकरणम्		
5.	सन्धिः	लघूत्तरात्मकाः	4
6.	शब्दरूपाणि	बहुविकल्पात्मकाः	4

7.	धातुरूपाणि	बहुविकल्पात्मकाः	4
8.	कारक-उपपदविभक्तयः	बहुविकल्पात्मकाः	4
9.	प्रत्ययाः	बहुविकल्पात्मकाः	4
10.	सङ्ख्याः	लघूत्तरात्मकाः	3
11.	उपसर्गाः	लघूत्तरात्मकाः	2
		पूर्णभारः	25
‘घ’ पठित – अवबोधनम्			
12.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकाः (भाषिककार्यम्)	5
13.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकाः (भाषिककार्यम्)	5
14.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकाः (भाषिककार्यम्)	5
15.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	4
16.	अन्वयः अथवा एकस्य श्लोकस्य भावार्थः	पूर्णवाक्यात्मकाः	4
17.	घटनाक्रमानुसारं वाक्यलेखनम्	पूर्णवाक्यात्मकाः	4
18.	पर्यायमेलनम् / विलोममेलनम्	लघूत्तरात्मकाः	3
		पूर्णभारः	30

संस्कृतपाठ्यक्रमः (कोड नं. 122)

कक्षा – नवमी (2019-20)

वार्षिक मूल्याङ्कनम्

80 अङ्काः

‘क’ खण्डः अपठित – अवबोधनम्

10 अङ्काः

एकः गद्यात्मकः खण्डः

80-100 शब्दपरिमितः गद्यांशः, सरलकथा, वर्णनं वा

2+4+1

- एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम्
- अनुच्छेद – आधारितं भाषिकं कार्यम्
- शीर्षकलेखनम्

भाषिककार्याय तत्त्वानि -

3

- वाक्ये कर्तु – क्रिया पदचयनम्
- कर्तु - क्रिया – अन्वितिः
- विशेषण – विशेष्य चयनम्
- पर्याय – विलोमपद – चयनम्

‘ख’ खण्डः

रचनात्मकं कार्यम्

15 अङ्काः

1. सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकं पत्रलेखनम्
(मञ्जूषायाः सहायतया पूर्णं पत्रं लेखनीयम्) 5
2. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् 5
3. हिन्दीभाषायाम् आङ्ग्लभाषायां वा लिखितानां पञ्चसरलवाक्यानां संस्कृतभाषायाम् अनुवादः 5

शेमुषी – पुस्तक – आधारितम्

- | | | |
|---|---|---|
| 1 | सन्धिकार्यम् | 4 |
| | स्वरसन्धिः - दीर्घः, गुण, वृद्धिः, यण, अयादि | |
| 2 | शब्दरूपाणि - | 4 |
| | <ul style="list-style-type: none"> ➤ अकारान्तपुल्लिङ्गशब्दाः - बालकवत् ➤ उकारान्तपुल्लिङ्गशब्दाः - साधुवत् ➤ आकारान्तस्त्रीलिङ्गशब्दाः - लतावत् ➤ ईकारान्तस्त्रीलिङ्गशब्दाः - नदीवत् ➤ सर्वनामशब्दाः - अस्मद्, युष्मद्, किम् (त्रिषु लिङ्गेषु) | |
| 3 | धातुरूपाणि | 4 |
| | <ul style="list-style-type: none"> ➤ पठ्, अस्, कृ, पा(पिब), सेव् (पञ्चसु लकारेषु) | |
| 4 | कारक-उपपद-विभक्तयः | 4 |
| | <ul style="list-style-type: none"> ➤ द्वितीया – परितः, समया, निकषा, प्रति, विना ➤ तृतीया – सह/साकम् / समम्/ सार्धम्, विना, अलम् ➤ चतुर्थी – रुच, दा (यच्छ), नमः, कुप् ➤ पञ्चमी – विना, बहिः, भी, रक्ष ➤ षष्ठी – उपरि, अधः, पुरतः, पृष्ठतः ➤ सप्तमी- स्निह्, निपुणः, विश्वस् | |
| 5 | प्रत्ययाः | 4 |
| | <ul style="list-style-type: none"> ➤ क्त्वा, तुमुन्, ल्यप्, क्तवत्, शतृ, शानच् | |
| 6 | सङ्ख्या – (1-100) | 3 |
| 7 | उपसर्गाः | 2 |
| | <ul style="list-style-type: none"> ➤ आ, वि, प्रति, उप, अनु, निर, प्र, अधि, अप, नि, अव | |

“घ” खण्डः

पठित - अवबोधनम्

30 अङ्काः

(शेमुषी-पाठ्यपुस्तकम् अधिकृत्य)

1. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् 5
प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि , भाषिककार्यं च ।
2. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् 5
प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि , भाषिककार्यं च ।
3. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् 5
प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि , भाषिककार्यं च ।
4. वाक्येषु रेखाङ्कितपदानि अधिकृत्य चतुर्णां प्रश्नानां निर्माणम् 4
5. श्लोकान्वयः(द्वयोः श्लोकयोः) / एकस्य श्लोकस्य संस्कृतेन भावार्थः 4
6. घटनाक्रमानुसारं कथालेखनम् 4
7. पर्यायपदानां विलोमपदानां वा मेलनम् 3
(पाठान् आधृत्य लघूत्तरात्मकाः प्रश्नाः)

पुस्तकम् – ‘शेमुषी’ संस्कृतपुस्तकम् (नवमश्रेण्यै)

पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	भारतीवसन्तगीतिः (न परीक्षाकृते)
द्वितीयः पाठः	स्वर्णकाकः
तृतीयः पाठः	सोमप्रभम् (न परीक्षाकृते)
चतुर्थः पाठः	कल्पतरुः
पञ्चमः पाठः	सूक्तिमौक्तिकम्
षष्ठः पाठः	भ्रान्तो बालः

सप्तमः पाठः	प्रत्यभिज्ञानम्
अष्टमः पाठः	लौहतुला
नवमः पाठः	सिकतासेतुः
दशमः पाठः	जटायोः शौर्यम्
एकादशः पाठः	पर्यावरणम्
द्वादशः पाठः	वाङ्मनः प्राणस्वरूपम् (न परीक्षाकृते)

टिप्पणिः – प्रथमः पाठः – भारतीयवसन्तगीतिः, तृतीयः पाठः – सोमप्रभम् द्वादशः च पाठः –

वाङ्मनः प्राणस्वरूपम् केवलं पठनार्थं वर्तते ।

निर्धारित – पाठ्यपुस्तकानि –

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

Sanskrit
Class-X (2019-20)
(Code - 122)

Time 3 Hrs

No. of Periods: 195

Total Marks : 80

COURSE STRUCTURE

The Question paper will be divided into Four Sections

Section – A	- Reading Comprehension	10 Marks	25 Periods
Section – B	- Writing Skills	15 Marks	35 Periods
Section – C	- Applied Grammar	25 Marks	55 Periods
Section – D	- Literature	30 Marks	80 Periods

Design of Question Paper

No. of Questions	No. of Marks Per Question	Total No. of Marks
Section - A		
Q. No. I Apathita Gadyanshah		
VSA 2Q	$1 \times 2 = 2$	10 Marks
LA 2Q	$2 \times 2 = 4$	
SA 3Q	$1 \times 3 = 3$	
Title 1Q	$1 \times 1 = 1$	

<p>Section - B</p> <p>Q. No. II Patra-Lekhanam</p> <p>LA (10 Blanks)</p> <p>Q. No. III Chitravarnam / Anuchched-Lekhanam</p> <p>LA (5 Sentences to write)</p> <p>Q. No. IV Hindi/English to Sanskrit Translation</p> <p>LA (5 easy sentences to be translated from Hindi/English to Sanskrit)</p>	<p>$\frac{1}{2} \times 10 = 5$</p> <p>$1 \times 5 = 5$</p> <p>$1 \times 5 = 5$</p>	<p>15 Marks</p>
<p>Section C</p> <p>Q. No. VII - Sandhi</p> <p>SA 1 of 4</p> <p>Q. No. VIII - Samasah</p> <p>MCQ 1 of 4</p> <p>Q. No. IX - Pratyayah</p> <p>MCQ 1 of 4</p> <p>Q. No. X -Vachya Parivarthanam</p> <p>MCQ 1 of 3</p> <p>Q. No. XI - Samayahah</p> <p>SA 1 of 4</p> <p>Q. No. XII - Avyayayani</p> <p>VSA 1 of 6</p> <p>Q. No. XIII - Ashuddhi Samshodhanam</p> <p>MCQ 1 of 3</p>	<p>$1 \times 4 = 4$</p> <p>$1 \times 4 = 4$</p> <p>$1 \times 4 = 4$</p> <p>$1 \times 3 = 3$</p> <p>$1 \times 4 = 4$</p> <p>$\frac{1}{2} \times 6 = 3$</p> <p>$1 \times 3 = 3$</p>	<p>25 Marks</p>

Section - D			
Q. No. XII Gadyamshah			
VSAQ (Ekapadena)	$\frac{1}{2} \times 2 = 1$	30 Marks	
LAQ (PoornaVakyena)	$1 \times 1 = 1$		
SA (BhashikaKaryam)	$1 \times 3 = 3$		
Q. No. XIII Padyamshah			
VSAQ (Ekapadena)	$\frac{1}{2} \times 2 = 1$		
LAQ (PoornaVakyena)	$1 \times 1 = 1$		
SA (BhashikaKaryam)	$1 \times 3 = 3$		
Q. No. XIV Natyamshah			
VSAQ (Ekapadena)	$\frac{1}{2} \times 2 = 1$		
LAQ (PoornaVakyena)	$1 \times 1 = 1$		
SA (BhashikaKaryam)	$1 \times 3 = 3$		
Q. No. XV -Prashna Nirmanam			
LAQ 1 of 4	$1 \times 4 = 4$		
Q. No. XVI -Shloka Anvayah			
क (4 Blanks) LAQ	$\frac{1}{2} \times 4 = 2$		
ख (4 Blanks) LAQ	$\frac{1}{2} \times 4 = 2$		
Or			
Bhavartha-Lekhanam			
LAQ Q 1 of 1	$4 \times 1 = 4$		
Q.No. XVII – Ghatanakramanusar Vakyalekhanam			
LA Q 1 of 8	$\frac{1}{2} \times 8 = 4$		
Q. No. XVIII Melanam (Paryaya/Vilom)			
SAQ 1 of 3	$1 \times 3 = 3$		

संस्कृतम् (कोड नं. 122)

कक्षा – दशमी (2019-20)

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति -

'क' खण्डः अपठित – अवबोधनम्	10 अङ्काः
'ख' खण्डः रचनात्मक – कार्यम्	15 अङ्काः
'ग' खण्डः अनुप्रयुक्त – व्याकरणम्	25 अङ्काः
'घ' खण्डः पठित – अवबोधनम्	30 अङ्काः

खण्डानुसारं विषयाः मूल्यभारः च

खण्डः	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
'क'	अपठित – अवबोधनम्		
1	एकः गद्यांशः 80-100 शब्दपरिमितः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकौ लघूत्तरात्मकाः (भाषिककार्यम्)	10
		सम्पूर्णभारः	10
'ख'	रचनात्मक – कार्यम्		
2.	औपचारिकम् अथवा अनौपचारिकं पत्रम् (मञ्जूषायाः सहायतया पूर्णं पत्रं लेखनीयम्)	निबन्धात्मकः	5
3.	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	निबन्धात्मकः	5
4.	हिन्दी/आङ्ग्लभाषातः संस्कृतेन अनुवादः	पूर्णवाक्यात्मकः	5
		सम्पूर्णभारः	15
'ग'	अनुप्रयुक्त – व्याकरणम्		
5.	सन्धिः	लघूत्तरात्मकाः	4
6.	समासः	बहुविकल्पात्मकाः	4

7.	प्रत्ययाः	बहुविकल्पात्मकाः	4
8.	वाच्यप्रकरणम्	बहुविकल्पात्मकाः	3
9.	समयः	लघूत्तरात्मकाः	4
10.	अव्ययपदानि	लघूत्तरात्मकाः	3
11.	संशोधनकार्यम्	बहुविकल्पात्मकाः	3
		सम्पूर्णभारः	25
'घ'	पठित - अवबोधनम्		
12.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकाः (भाषिककार्यम्)	5
13.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकाः (भाषिककार्यम्)	5
14.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकाः (भाषिककार्यम्)	5
15.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	4
16.	अन्वयः अथवा एकस्य श्लोकस्य संस्कृतेन भावार्थः	पूर्णवाक्यात्मकाः	4
17.	घटनाक्रमानुसारं वाक्यलेखनम्	पूर्णवाक्यात्मकाः	4
18.	पर्यायमेलनम् / विलोममेलनम्	लघूत्तरात्मकाः	3
		पूर्णभारः	30

सम्पूर्णभारः 80.

Examination Structure 2019-20

SANSKRIT (Code No.122)

CLASS X

Type of Question	No. of Question	No. of Division	Mark per Question	Total Marks
MCQ 1 Mark	$4+4+3+4 = 14$	4	1	14
VSA ½ Mark	$6+2+2+2 = 12$	4	½	6
VSA 1 Mark	$2 = 2$	1	1	2
LA ½ Mark (Fill in the Blanks)	$10+4+4 = 18$	3	½	9
LA ½ Mark	$8=8$	1	½	4
LA 1 Mark	$5+5+1+1+1+4 = 17$	6	1	17
LA 2 Marks	$2=2$	1	2	4
Title Q 1 Marks	$1 = 1$	1	1	1
SAQ 1Marks	$3+4+4+3+3+3+3 = 23$	7	1	23
			Total	80

संस्कृतपाठ्यक्रमः (कोड नं. 122)

कक्षा – दशमी (2019-20)

वार्षिक मूल्याङ्कनम्

80 अंकाः

‘क’ खण्डः

अपठित – अवबोधनम्

10 अङ्काः

एकः गद्यात्मकः खण्डः

80-100 शब्दपरिमितः गद्यांशः, सरलकथा, वर्णनं वा

2+4+1

- एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम्
- अनुच्छेद – आधारितं भाषिकं कार्यम्
- शीर्षकलेखनम्

भाषिककार्याय तत्त्वानि -

3

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

‘ख’ खण्डः

रचनात्मकं कार्यम्

15 अङ्काः

1. सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकं पत्रलेखनम् 5
2. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् 5
3. हिन्दीभाषायाम् आङ्ग्लभाषायां वा लिखितानां पञ्चसरलवाक्यानां संस्कृतभाषायाम् अनुवादः 5

'ग' खण्डः
अनुप्रयुक्तव्याकरणम्

25 अंकाः

शेमुषी – पुस्तक – आधारितम्

1	सन्धिकार्यम्	4
	➤ व्यञ्जनसन्धिः - तुकागमः, मोऽनुस्वारः, वर्गीयप्रथमक्षराणां तृतीयवर्णे परिवर्तनम्, प्रथमवर्णस्य पञ्चमवर्णे परिवर्तनम्	2
	➤ विसर्गसन्धिः - विसर्गस्य उत्वं, रत्वम्, विसर्गलोपः, विसर्गस्य स्थाने स, श, ष	2
2	समासः - वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः (1+1+1=1)	4
	➤ तत्पुरुषः - विभक्तिः	
	➤ बहुव्रीहिः	
	➤ अव्ययीभावः (अनु, उप, सह, निर्, प्रति, यथा)	
	➤ द्वन्द्वः	
3	प्रत्ययाः	4
	➤ तद्धिताः - मतुप्, ठक्, त्व, तल्	3
	➤ स्त्रीप्रत्ययौ - टाप्, डीप्	1
4	वाच्यपरिवर्तनम् - केवलं लट्लकारे (कर्तृ-कर्म-क्रिया)	3
5	समयः - अङ्कानां स्थाने शब्देषु समयलेखनम् (सामान्य - सपाद - सार्ध - पादोन)	4
6	अव्ययपदानि उच्चैः, च, श्वः, ह्यः, अद्य, अत्र-तत्र, यत्र-कुत्र, इदानीम्, अधुना, सम्प्रति, साम्प्रतम्, यदा, तदा, कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः, यदि-तर्हि ।	3
7	अशुद्धि-संशोधनम् (वचन - लिङ्ग - पुरुष - लकार - विभक्तिदृष्ट्या संशोधनम्)	3

‘घ’ खण्डः

पठित – अवबोधनम्

30 अंकाः

(शेमुषी-पाठ्यपुस्तकम् अधिकृत्य)

1. गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् 5
प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि , भाषिककार्यं च ।
2. पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् 5
प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि , भाषिककार्यं च ।
3. नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम् 5
प्रश्नप्रकाराः – एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि , भाषिककार्यं च ।
4. वाक्येषु रेखाङ्कितपदानि अधिकृत्य चतुर्णां प्रश्नानां निर्माणम् 4
5. श्लोकान्वयः(द्वयोः श्लोकयोः) / एकस्य श्लोकस्य भावार्थः 4
6. घटनाक्रमानुसारं कथालेखनम् 4
7. पर्यायपदानां विलोमपदानां वा मेलनम् अथवा वाक्येषु प्रयोगः 3
(पाठान् आधृत्य लघूत्तरात्मकाः प्रश्नाः)

पुस्तकम् – ‘शेमुषी -संस्कृत-पाठ्यपुस्तकम् द्वितीयः भागः (दशमश्रेण्यै)

पाठानां नामानि

पाठसङ्ख्या	पाठनाम
प्रथमः पाठः	शुचिपर्यावरणम्
द्वितीयः पाठः	बुद्धिर्बलवती सदा
तृतीयः पाठः	व्यायामः सदा पथ्यः
चतुर्थः पाठः	शिशुलालनम्
पञ्चमः पाठः	जननी तुल्यवत्सला
षष्ठः पाठः	सुभाषितानि
सप्तमः पाठः	सौहार्दं प्रकृतेः शोभा

अष्टमः पाठः	विचित्रः साक्षी
नवमः पाठः	सूक्तयः
दशमः पाठः	भूकम्पविभीषिका (न परीक्षाकृते)
एकादशः पाठः	प्राणेभ्योऽपि प्रियः सुहृत्
द्वादशः पाठः	अन्योक्तयः (न परीक्षाकृते)

टिप्पणिः – दशमः पाठः – भूकम्पविभीषिका द्वादशः च पाठः- अन्योक्तयः केवलं पठनार्थं वर्तते ।

पाठ्यपुस्तकानि -

1. 'शेमुषी' पाठ्यपुस्तकम् भाग-2 , संशोधितसंस्करणम् प्रकाशनम् : रा.शै.प्र.अनु.परि. द्वारा
2. 'अभ्यासवान् भव' भाग-2 प्रकाशनम् : रा.शै.प्र.अनु.परि. द्वारा
3. व्याकरणवीथिः (अतिरिक्तपठनार्थम्) प्रकाशनम् : रा.शै.प्र.अनु.परि. द्वारा

SCIENCE
(Code No. 086)
Class: IX and X (2019-20)

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

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

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

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

General Instructions:

1. There will be an Annual examination based on entire syllabus.
2. The annual examination will be of 80 marks and 20 marks shall be for Internal Assessment.
3. The components of Internal Assessment would be:
 - a. Periodic Assessment of 10 marks that would include:
 - For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken. This will have a weightage of 05 marks towards the final result.
 - For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include- short tests, oral test, quiz, concept map, etc. This will also have a weightage of 05 marks towards the final result.

- b. Practical / Laboratory work should be done throughout the year and the student should maintain record of the same. Practical Assessment should be continuous. There will be weightage of 5 marks towards the final result. All practicals listed in the syllabus must be completed.
- c. Portfolio to be prepared by the student- This would include classwork, other sample of student work, self-assessment and peer-assessment. This will carry a weightage of 5 marks towards the final results.

COURSE STRUCTURE
CLASS IX
(Annual Examination)

Marks: 80

Unit No.	Unit	Marks	Periods
I	Matter - Its Nature and Behaviour	23	50
II	Organization in the Living World	20	45
III	Motion, Force and Work	27	60
IV	Our Environment	06	15
V	Food; Food Production	04	10
	Total	80	
	Internal assessment	20	
	Grand Total	100	

Theme: Materials

(50 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. Heterogeneous and homogenous mixtures, colloids and suspensions.

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.

Structure of atoms: Electrons, protons and neutrons, valency, chemical formula of common compounds. Isotopes and Isobars.

Theme: The World of the Living

(45 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).

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

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

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

Floatation: Thrust and Pressure. Archimedes' Principle; Buoyancy; 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: Balance in nature

(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.

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

(30 Periods)

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

(LIST OF EXPERIMENTS)

1. Preparation of:
 - a) a true solution of common salt, sugar and alum
 - b) a suspension of soil, chalk powder and fine sand in water
 - c) a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of
 - transparency
 - filtration criterion
 - stability
2. Preparation of
 - a) A mixture
 - b) A compoundusing iron filings and sulphur powder and distinguishing between these on the basis of:
 - (i) appearance, i.e., homogeneity and heterogeneity
 - (ii) behaviour towards a magnet
 - (iii) behaviour towards carbon disulphide as a solvent
 - (iv) effect of heat
3. Separation of the components of a mixture of sand, common salt and ammonium

chloride (or camphor).

4. Perform the following reactions and classify them as physical or chemical changes:
 - a) Iron with copper sulphate solution in water
 - b) Burning of magnesium ribbon in air
 - c) Zinc with dilute sulphuric acid
 - d) Heating of copper sulphate crystals
 - e) Sodium sulphate with barium chloride in the form of their solutions in water
5. Preparation of stained temporary mounts of (a) onion peel, (b) human cheek cells & to record observations and draw their labeled diagrams.
6. Identification of Parenchyma, collenchyma and Sclerenchyma tissues in plants, striped, smooth and cardiac muscle fibers and nerve cells in animals, from prepared slides. Draw their labeled diagrams.
7. Determination of the melting point of ice and the boiling point of water.
8. Verification of the Laws of reflection of sound.
9. Determination of the density of solid (denser than water) by using a spring balance and a measuring cylinder.
10. Establishing 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.
11. Determination of the speed of a pulse propagated through a stretched string/slinky(helical spring).
12. Study of the characteristics 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.
13. 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.
14. Verification of the law of conservation of mass in a chemical reaction.
15. Study of the external features of root, stem, leaf and flower of monocot and dicot plants.

COURSE STRUCTURE: CLASS X
(Annual Examination)

Marks: 80

Unit No.	Unit	Marks	Periods
I	Chemical Substances-Nature and Behaviour	25	55
II	World of Living	23	50
III	Natural Phenomena	12	23
IV	Effects of Current	13	32
V	Natural Resources	07	20
	Total	80	
	Internal assessment	20	
	Grand Total	100	

Theme : Materials

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

Carbon compounds: Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes and alkynes), difference

between saturated 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, early attempts at classification of elements (Dobereiner's Triads, Newland's Law of Octaves, Mendeleev's Periodic Table), Modern periodic table, gradation in properties, valency, atomic number, metallic and non-metallic properties.

Theme: The World of the Living

(50 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.

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: 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, Electric Motor, Electromagnetic induction. Induced potential difference, Induced current. Fleming's Right Hand Rule, Electric Generator, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme: Natural Resources**(20 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.

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

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

PRACTICALS

Practical should be conducted alongside the concepts taught in theory classes

LIST OF EXPERIMENTS

1. A. Finding the pH of the following samples by using pH paper/universal indicator:

- (i) Dilute Hydrochloric Acid
- (ii) Dilute NaOH solution
- (iii) Dilute Ethanoic Acid solution
- (iv) Lemon juice
- (v) Water
- (vi) Dilute Hydrogen Carbonate solution

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

- a) Litmus solution (Blue/Red)
- b) Zinc metal
- c) Solid sodium carbonate

2. Performing and observing the following reactions and classifying them into:

- A. Combination reaction
- B. Decomposition reaction
- C. Displacement reaction
- D. Double displacement reaction
 - (i) Action of water on quicklime
 - (ii) Action of heat on ferrous sulphate crystals
 - (iii) Iron nails kept in copper sulphate solution
 - (iv) Reaction between sodium sulphate and barium chloride solutions

3. Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions:

- i) $\text{ZnSO}_4(\text{aq})$
- ii) $\text{FeSO}_4(\text{aq})$
- iii) $\text{CuSO}_4(\text{aq})$
- iv) $\text{Al}_2(\text{SO}_4)_3(\text{aq})$

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

4. Studying the dependence of potential difference (V) across a resistor on the current (I)

- passing through it and determine its resistance. Also plotting a graph between V and I .
5. Determination of the equivalent resistance of two resistors when connected in series and parallel.
 6. Preparing a temporary mount of a leaf peel to show stomata.
 7. Experimentally show that carbon dioxide is given out during respiration.
 8. Study of the following properties of acetic acid (ethanoic acid):
 - i) odour
 - ii) solubility in water
 - iii) effect on litmus
 - iv) reaction with Sodium Hydrogen Carbonate
 9. Study of the comparative cleaning capacity of a sample of soap in soft and hard water.
 10. Determination of the focal length of:
 - i) Concave mirror
 - ii) Convex lensby obtaining the image of a distant object.
 11. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.
 12. Studying (a) binary fission in *Amoeba*, and (b) budding in yeast and Hydra with the help of prepared slides.
 13. Tracing the path of the rays of light through a glass prism.
 14. Finding the image distance for varying object distances in case of a convex lens and drawing corresponding ray diagrams to show the nature of image formed.
 15. Identification of 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-Text book for class X- NCERT Publication
- Laboratory Manual-Science-Class IX, NCERT Publication
- Laboratory Manual-Science-Class X, NCERT Publication
- Exemplar Problems Class IX – NCERT Publication
- Exemplar Problems Class X – NCERT Publication

QUESTION PAPER DESIGN
Class: IX AND X (2019-20)
Subject: Science (086)

1) Board Examination –Theory

Maximum Marks: 80

Duration : 3 Hours

Sr. No.	Typology of Questions	Objective Type * (01 mark)	SA (03 marks)	LA (05 marks)	Total
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	07	02	01	22.5%
2	Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	04	02	02	25%
3	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	04	01	02	21.25%
4	Analyzing and Evaluating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	05	02	01	20%
5	Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	-	03	-	11.25%
	Total	20 (20)	10 (30)	06 (30)	100%

All questions would be compulsory. However, an internal choice of approximately 33% would be provided.

2) Internal Assessment: 20 Marks

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

Note: Objective Section would have 10 MCQ. Besides this, the section would include VSA, Assertion-Reasoning type questions etc.

SOCIAL SCIENCE
CLASS IX-X (2019-20)
(CODE NO. 087)

Rationale

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

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

Objectives

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved
- make learners 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
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society
- deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives

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

COURSE STRUCTURE CLASS IX (2019-20)

Theory Paper

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

COURSE CONTENT

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

<p>I. The French Revolution:</p> <ul style="list-style-type: none"> • French Society During the Late Eighteenth Century • The Outbreak of the Revolution • France Abolishes Monarchy and Becomes a Republic • Did Women have a Revolution? • The Abolition of Slavery • The Revolution and Everyday Life <p>II. Socialism in Europe and the Russian Revolution:</p> <ul style="list-style-type: none"> • The Age of Social Change • The Russian Revolution • The February Revolution in Petrograd • What Changed after October? • The Global Influence of the Russian Revolution and the USSR <p>III. Nazism and the Rise of Hitler:</p> <ul style="list-style-type: none"> • Birth of the Weimar Republic • Hitler's Rise to Power • The Nazi Worldview • Youth in Nazi Germany • Ordinary People and the Crimes Against Humanity <p>Section 2: Livelihoods, Economies and Societies: Any one theme of the following:</p> <p>IV. Forest Society and Colonialism:</p> <ul style="list-style-type: none"> • Why Deforestation? • The Rise of Commercial Forestry • Rebellion in the Forest • Forest Transformations in Java 	<p>kinds of historical evidences.</p> <ul style="list-style-type: none"> • Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. • Know the use of written, oral and visual material to recover the history of revolutions. <ul style="list-style-type: none"> • Explore the history of socialism through the study of Russian Revolution. • Familiarize with the different types of ideas that inspired the revolution. <ul style="list-style-type: none"> • Discuss the critical significance of Nazism in shaping the politics of modern world. • Get familiarized with the speeches and writings of Nazi Leaders. <ul style="list-style-type: none"> • Discuss the social and cultural world of forest communities through the study of specific revolts. • Understand how oral traditions can be used to explore tribal
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<p>V. Pastoralists in the Modern World:</p> <ul style="list-style-type: none"> • Pastoral Nomads and their Movements • Colonial Rule and Pastoral Life • Pastoralism in Africa 	<p>revolts.</p> <ul style="list-style-type: none"> • Highlight varying patterns of developments within pastoral societies in different places. • Analyse the impact of colonialism on forest societies, and the implication of scientific forestry. • Show the different processes through which agrarian transformation may occur in the modern world. • Analyse the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.
<p>Unit 2: Contemporary India – I</p>	
	<p>55 Periods</p>
Themes	Learning Objectives
<p>1. India</p> <ul style="list-style-type: none"> • Size and Location • India and the World • India's Neighbours <p>2. Physical Features of India:</p> <ul style="list-style-type: none"> • Major Physiographic Divisions <p>3. Drainage:</p> <ul style="list-style-type: none"> • Major rivers and tributaries • Lakes • Role of rivers in the economy • Pollution of rivers 	<ul style="list-style-type: none"> • Identify the location of India in the Indian subcontinent. • Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types. • Identify the river systems of the country and explain the role of rivers in the human society.

<p>4. Climate:</p> <ul style="list-style-type: none"> • Concept • Climatic Controls • Factors influencing India's climate • The Indian Monsoon • Distribution of Rainfall • Monsoon as a unifying bond <p>5. Natural Vegetation and Wild Life:</p> <ul style="list-style-type: none"> • Factors affecting Vegetation • Vegetation types • Wild Life • Conservation <p>6. Population:</p> <ul style="list-style-type: none"> • Size • Distribution • Population Growth and Process of Population Change 	<ul style="list-style-type: none"> • Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. • Explain the importance and unifying role of monsoons. • Explain the nature of diverse flora and fauna as well as their distribution. • Develop concern about the need to protect the biodiversity of our country. • Analyse the uneven nature of population distribution and show concern about the large size of our population. • Identify the different occupations of people and explain various factors of population change. • Explain various dimensions of National Population Policy and understand the needs of adolescents as underserved group.
Unit 3: Democratic Politics – I	
50 Periods	
Themes	Learning Objectives
<p>1. What is Democracy? Why Democracy?:</p> <ul style="list-style-type: none"> • What is Democracy? • Features of Democracy • Why Democracy? • Broader Meaning of Democracy 	<ul style="list-style-type: none"> • Develop conceptual skills of defining democracy. • Understand how different historical processes and forces have promoted democracy. • Develop a sophisticated defense of democracy against common prejudices. • Develop a historical sense of the

<p>2. Constitutional Design:</p> <ul style="list-style-type: none"> • Democratic Constitution in South Africa • Why do we need a Constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution <p>3. Electoral Politics:</p> <ul style="list-style-type: none"> • Why Elections? • What is our System of Elections? • What makes elections in India democratic? <p>4. Working of Institutions:</p> <ul style="list-style-type: none"> • How is the major policy decision taken? • Parliament • Political Executive • Judiciary 	<p>choice and nature of democracy in India.</p> <ul style="list-style-type: none"> • Understand the process of Constitution making. • Develop respect for the Constitution and appreciation for Constitutional values. • Recognize Constitution as a dynamic and living document. <ul style="list-style-type: none"> • Understand representative democracy via competitive party politics. • Familiarize with Indian electoral system. • Reason out for the adoption of present Indian Electoral System. • Develop an appreciation of citizen's increased participation in electoral politics. • Recognize the significance of the Election Commission. <ul style="list-style-type: none"> • Get an overview of central governmental structures. • Identify the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature. • Understand the working of Indian Judiciary.
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5. Democratic Rights: <ul style="list-style-type: none"> • Life without rights • Rights in a Democracy • Rights in the Indian Constitution • Expanding the scope of rights 	<ul style="list-style-type: none"> • Recognize the need for rights in one's life. • Understand the availability /access of rights in a democratic system/government. • Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens. • Create awareness regarding the process of safeguarding rights.
Unit 4: Economics	
50 Periods	
Themes	Objectives
1. The Story of Village Palampur: <ul style="list-style-type: none"> • Overview • Organization of production • Farming in Palampur • Non-farm activities of Palampur 2. People as Resource: <ul style="list-style-type: none"> • Overview • Economic activities by men and women • Quality of Population • Unemployment 3. Poverty as a Challenge: <ul style="list-style-type: none"> • Two typical cases of poverty • Poverty as seen by Social Scientists • Poverty Estimates • Vulnerable Groups • Interstate disparities • Global Poverty Scenario • Causes of Poverty • Anti-poverty measures • The Challenges Ahead 4. Food Security in India: <ul style="list-style-type: none"> • Overview • What is Food Security? 	<ul style="list-style-type: none"> • Familiarize with basic economic concepts through an imaginary story of a village. • Understand the demographic concepts • Understand how population can be as asset or a liability for the nation. • Understand poverty as a challenge. • Identify vulnerable group and interstate disparities • Appreciate the initiatives of the government to alleviate poverty. • Understand the concept of food security

<ul style="list-style-type: none"> • Why Food Security? • Who are food insecure? • Food Security in India • What is Buffer Stock? • What is the Public Distribution System? • Current Status of Public Distribution System 	<ul style="list-style-type: none"> • Appreciate and analyse the role of government in ensuring food supply.
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PROJECT WORK
CLASS IX (2019-20)

05 Periods	05 Marks												
<p>1. Every student has to compulsorily undertake <i>one project on Disaster Management</i></p> <p>2. Objectives: The main objectives of giving project work on Disaster Management to the students are to:</p> <ul style="list-style-type: none">a. create awareness in them about different disasters, their consequences and managementb. prepare them in advance to face such situationsc. ensure their participation in disaster mitigation plansd. enable them to create awareness and preparedness among the community. <p>3. The project work should also help in enhancing the Life Skills of the students.</p> <p>4. If possible, various forms of art may be integrated in the project work.</p> <p>5. In order to realize the expected objectives completely, it would be required of the Principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defense etc. in the area where the schools are located.</p> <p>6. The <i>distribution of marks</i> over different aspects relating to Project Work is as follows:</p>													
<table><tr><th>S. No.</th><th>Aspects</th><th>Marks</th></tr><tr><td>a</td><td>Content accuracy, originality and analysis</td><td>2</td></tr><tr><td>b</td><td>Presentation and creativity</td><td>2</td></tr><tr><td>c</td><td>Viva Voce</td><td>1</td></tr></table>		S. No.	Aspects	Marks	a	Content accuracy, originality and analysis	2	b	Presentation and creativity	2	c	Viva Voce	1
S. No.	Aspects	Marks											
a	Content accuracy, originality and analysis	2											
b	Presentation and creativity	2											
c	Viva Voce	1											

7. The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
8. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
9. A Summary Report should be prepared highlighting:
 - a. objectives realized through individual work and group interactions;
 - b. calendar of activities;
 - c. innovative ideas generated in the process ;
 - d. list of questions asked in viva voce.
10. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
11. The Project Report should be handwritten by the students themselves.
12. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

PRESCRIBED BOOKS:

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

Note: Please procure latest reprinted edition (2019) of prescribed NCERT textbooks.

SOCIAL SCIENCE (CODE NO. 087)

QUESTION PAPER DESIGN CLASS IX (2019-20)

Time: 3 Hours

Max. Marks: 80

Sr. No.	Typology of Questions	Objective Type (1 mark)	SA (3 marks)	LA (5 marks)	Map Skill	Total Marks	Weight age %
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	9	3	1	-	23	29%
2	Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	4	2	2	-	20	25%
3	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	3	1	2	-	16	20%
4	Analysing and Evaluating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	2	1	1	-	10	12%
5	Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	2	1	-	-	5	6.5%
6	Map Skill				3+3	6	7.6%
	Total	1x20=20	3x8 =24	5x6=30	6	80	100%

- Internal Assessment: 20 Marks

INTERNAL ASSESSMENT

	Marks	Description				
Periodic Assessment	10 Marks	<table><tr><td>Pen Paper Test</td><td>5 marks</td></tr><tr><td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td><td>5 marks</td></tr></table>	Pen Paper Test	5 marks	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks
Pen Paper Test	5 marks					
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks					
Portfolio	5 Marks	<ul style="list-style-type: none">• Classwork• Work done (Activities / Assignments)• Reflections, Narrations, Journals, etc.• Achievements of the student in the subject throughout the year• Participation of the student in different activities like Heritage India Quiz				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none">• Project Work				

LIST OF MAP ITEMS CLASS IX (2019-20)

SUBJECT - HISTORY

Chapter-1: The French Revolution

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

- Bordeaux
- Nantes
- Paris
- Marseilles

Chapter-2: Socialism in Europe and the Russian Revolution

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

- Major countries of First World War
(Central Powers and Allied Powers)
Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire)
Allied Powers - France, England, Russia, U.S.A.

Chapter-3: Nazism and Rise of Hitler

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

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

SUBJECT – GEOGRAPHY (Outline Political Map of India)

Chapter -1: India-Size and Location

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

Chapter -2: Physical Features of India

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

Chapter -3: Drainage

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

Chapter - 4: Climate

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

Chapter - 5: Natural Vegetation and Wild Life

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

Chapter - 6: Population (location and labelling)

- The state having highest and lowest density of population
- The state having highest and lowest sex ratio
- Largest and smallest state according to area

COURSE STRUCTURE
CLASS X (2019-20)

Theory Paper

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

COURSE CONTENT

Unit 1: India and the Contemporary World – II		60 Periods
Themes	Learning Objectives	
Section 1: Events and Processes:		
1. The Rise of Nationalism in Europe:		
<ul style="list-style-type: none">• The French Revolution and the Idea of the Nation• The Making of Nationalism in Europe• The Age of Revolutions: 1830-1848• The Making of Germany and Italy• Visualizing the Nation• Nationalism and Imperialism	<ul style="list-style-type: none">• Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.• Establish the relationship and bring out the difference between European nationalism and anti-colonial nationalisms.• Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.	
2. Nationalism in India:		
<ul style="list-style-type: none">• The First World War, Khilafat and Non - Cooperation• Differing Strands within the Movement• Towards Civil Disobedience• The Sense of Collective Belonging	<ul style="list-style-type: none">• Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement.• Analyze the nature of the diverse social movements of the time.• Familiarize with the writings and ideals of different political groups and individuals.• Appreciate the ideas promoting	

<p>Section 2: Livelihoods, Economies and Societies: Any one theme of the following:</p> <p>3. The Making of a Global World:</p> <ul style="list-style-type: none"> • The Pre-modern world • The Nineteenth Century (1815-1914) • The Inter war Economy • Rebuilding a World Economy: The Post-War Era <p>4. The Age of Industrialization:</p> <ul style="list-style-type: none"> • Before the Industrial Revolution • Hand Labour and Steam Power • Industrialization in the colonies • Factories Come Up • The Peculiarities of Industrial Growth • Market for Goods <p>Section 3: Everyday Life, Culture and Politics:</p> <p>5. Print Culture and the Modern World:</p> <ul style="list-style-type: none"> • The First Printed Books • Print Comes to Europe • The Print Revolution and its Impact • The Reading Mania • The Nineteenth Century • India and the World of Print • Religious Reform and Public Debates • New Forms of Publication • Print and Censorship 	<p>Pan Indian belongingness.</p> <ul style="list-style-type: none"> • Show that globalization has a long history and point to the shifts within the process. • Analyze the implication of globalization for local economies. • Discuss how globalization is experienced differently by different social groups. • Familiarize with the Pro- to-Industrial phase and Early – factory system. • Familiarize with the process of industrialization and its impact on labour class. • Enable them to understand industrialization in the colonies with reference to Textile industries. • Identify the link between print culture and the circulation of ideas. • Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. • Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.
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Unit 2: Contemporary India – II		55 Periods
Themes		Learning Objectives
1. Resources and Development: <ul style="list-style-type: none"> • Types of Resources • Development of Resources • Resource Planning in India • Land Resources • Land Utilization • Land Use Pattern in India • Land Degradation and Conservation Measures • Soil as a Resource • Classification of Soils • Soil Erosion and Soil Conservation 		<ul style="list-style-type: none"> • Understand the value of resources and the need for their judicious utilization and conservation.
2. Forest and Wildlife <ul style="list-style-type: none"> • Biodiversity or Biological Diversity • Flora and Fauna in India • Vanishing Forests • Asiatic Cheetah: Where did they go? • The Himalayan Yew in trouble • Conservation of forest and wildlife in India • Project Tiger • Types and distribution of forests and wildlife resources • Community and Conservation <p><i>Note: The chapter 'Forest and Wildlife' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</i></p>		<ul style="list-style-type: none"> • Understand the importance of forests and wild life in one environment as well as develop concept towards depletion of resources.
3. Water Resources: <ul style="list-style-type: none"> • Water Scarcity and The Need for Water Conservation and Management • Multi-Purpose River Projects and Integrated Water Resources Management • Rainwater Harvesting 		<ul style="list-style-type: none"> • Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.

Note: The chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.

4. Agriculture:

- Types of farming
- Cropping Pattern
- Major Crops
- Technological and Institutional Reforms
- Impact of Globalization on Agriculture

- Explain the importance of agriculture in national economy.
- Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.
- Explain various government policies for institutional as well as technological reforms since independence.

5. Minerals and Energy Resources

- What is a mineral?
- Mode of occurrence of Minerals
- Ferrous and Non-Ferrous Minerals
- Non-Metallic Minerals
- Rock Minerals
- Conservation of Minerals
- Energy Resources
 - Conventional and Non-Conventional
 - Conservation of Energy Resources

- Identify different types of minerals and energy resources and places of their availability
- Feel the need for their judicious utilization

6. Manufacturing Industries:

- Importance of manufacturing
- Contribution of Industry to National Economy
- Industrial Location
- Classification of Industries
- Spatial distribution
- Industrial pollution and environmental

- Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas.
- Discuss the need for a planned industrial development and debate over the role of

degradation <ul style="list-style-type: none"> Control of Environmental Degradation 	government towards sustainable development.
7. Life Lines of National Economy: <ul style="list-style-type: none"> Transport – Roadways, Railways, Pipelines, Waterways, Airways Communication International Trade Tourism as a Trade 	<ul style="list-style-type: none"> Explain the importance of transport and communication in the ever-shrinking world. Understand the role of trade and tourism in the economic development of a country.
Unit 3: Democratic Politics – II	
50 Periods	
Themes	Learning Objectives
1. Power Sharing: <ul style="list-style-type: none"> Case Studies of Belgium and Sri Lanka Why power sharing is desirable? Forms of Power Sharing 	<ul style="list-style-type: none"> Familiarize with the centrality of power sharing in a democracy. Understand the working of spatial and social power sharing mechanisms.
2. Federalism: <ul style="list-style-type: none"> What is Federalism? What make India a Federal Country? How is Federalism practiced? Decentralization in India 	<ul style="list-style-type: none"> Analyse federal provisions and institutions. Explain decentralization in rural and urban areas.
3. Democracy and Diversity: <ul style="list-style-type: none"> Case Studies of Mexico Differences, similarities and divisions Politics of social divisions 	<ul style="list-style-type: none"> Analyse the relationship between social cleavages and political competition with reference to Indian situation.
Note: The chapter ‘Democracy and Diversity’ to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.	
4. Gender, Religion and Caste: <ul style="list-style-type: none"> Gender and Politics Religion, Communalism and Politics Caste and Politics 	<ul style="list-style-type: none"> Identify and analyse the challenges posed by communalism to Indian democracy. Recognise the enabling and

<p>5. Popular Struggles and Movements:</p> <ul style="list-style-type: none"> • Popular Struggles in Nepal and Bolivia • Mobilization and Organization • Pressure Groups and Movements <p>Note: The chapter ‘Popular Struggles and Movements’ to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.</p> <p>6. Political Parties:</p> <ul style="list-style-type: none"> • Why do we need Political Parties? • How many Parties should we have? • National Political Parties • State Parties • Challenges to Political Parties • How can Parties be reformed? <p>7. Outcomes of Democracy:</p> <ul style="list-style-type: none"> • How do we assess democracy’s outcomes? • Accountable, responsive and legitimate government • Economic growth and development • Reduction of inequality and poverty • Accommodation of social diversity • Dignity and freedom of the citizens <p>8. Challenges to Democracy:</p> <ul style="list-style-type: none"> • Thinking about challenges • Thinking about Political Reforms • Redefining democracy <p>Note: The chapter ‘Challenges to Democracy’ to be assessed in the Periodic</p>	<p>disabling effects of caste and ethnicity in politics.</p> <ul style="list-style-type: none"> • Develop a gender perspective on politics. • Understand the vital role of people’s struggle in the expansion of democracy. • Analyse party systems in democracies. • Introduction to major political parties, challenges faced by them and reforms in the country. • Evaluate the functioning of democracies in comparison to alternative forms of governments. • Understand the causes for continuation of democracy in India. • Distinguish between sources of strengths and weaknesses of Indian democracy. • Reflect on the different kinds of measures possible to deepen democracy. • Promote an active and participatory citizenship.
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Tests only and will not be evaluated in Board Examination.	
Unit 4: Understanding Economic Development	
50 Periods	
Themes	Objectives
1. Development: <ul style="list-style-type: none"> • What Development Promises - Different people different goals • Income and other goals • National Development • How to compare different countries or states? • Income and other criteria • Public Facilities • Sustainability of development 	<ul style="list-style-type: none"> • Familiarize with concepts of macroeconomics. • Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income. • Understand the importance of quality of life and sustainable development.
2. Sectors of the Indian Economy: <ul style="list-style-type: none"> • Sectors of Economic Activities • Comparing the three sectors • Primary, Secondary and Tertiary Sectors in India • Division of sectors as organized and unorganized • Sectors in terms of ownership: Public and Private Sectors 	<ul style="list-style-type: none"> • Identify major employment generating sectors. • Reason out the government investment in different sectors of economy.
3. Money and Credit: <ul style="list-style-type: none"> • Money as a medium of exchange • Modern forms of money • Loan activities of Banks • Two different credit situations • Terms of credit • Formal sector credit in India • Self Help Groups for the Poor 	<ul style="list-style-type: none"> • Understand money as an economic concept. • Understand the role of financial institutions from the point of view of day-to- day life.
4. Globalization and the Indian Economy: <ul style="list-style-type: none"> • Production across countries • Interlinking production across countries • Foreign Trade and integration of 	<ul style="list-style-type: none"> • Explain the working of the Global Economic phenomenon.

<p>markets</p> <ul style="list-style-type: none"> • What is globalization? • Factors that have enabled Globalisation • World Trade Organisation • Impact of Globalization on India • The Struggle for a fair Globalisation <p>5. Consumer Rights: <i>Note: Chapter 5 'Consumer Rights' to be done as Project Work.</i></p>	<ul style="list-style-type: none"> • Gets familiarized with the rights and duties as a consumer; and legal measures available to protect from being exploited in markets.
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PROJECT WORK
CLASS X (2019-20)

05 Periods	05 Marks												
1. Every student has to compulsorily undertake any one project on the following topics:													
Consumer Awareness													
OR													
Social Issues													
OR													
Sustainable Development													
2. Objective: The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from interdisciplinary perspective. It should also help in enhancing the Life Skills of the students.													
Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report.													
If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, various forms of art may be integrated in the project work.													
3. The distribution of marks over different aspects relating to Project Work is as follows:													
<table><tr><th>S. No.</th><th>Aspects</th><th>Marks</th></tr><tr><td>a.</td><td>Content accuracy, originality and analysis</td><td>2</td></tr><tr><td>b.</td><td>Presentation and creativity</td><td>2</td></tr><tr><td>c.</td><td>Viva Voce</td><td>1</td></tr></table>		S. No.	Aspects	Marks	a.	Content accuracy, originality and analysis	2	b.	Presentation and creativity	2	c.	Viva Voce	1
S. No.	Aspects	Marks											
a.	Content accuracy, originality and analysis	2											
b.	Presentation and creativity	2											
c.	Viva Voce	1											
4. The projects carried out by the students in different topics should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.													
5. All documents pertaining to assessment under this activity should be meticulously maintained by concerned schools.													
6. A Summary Report should be prepared highlighting:													
<ul style="list-style-type: none">objectives realized through individual work and group interactions;													

- calendar of activities;
- innovative ideas generated in the process ;
- list of questions asked in viva voce.

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

8. The Project Report should be handwritten by the students themselves.

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

PRESCRIBED BOOKS:

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

Note: Please procure latest reprinted edition (2019) of prescribed NCERT textbooks.

SOCIAL SCIENCE (CODE NO. 087)
QUESTION PAPER DESIGN
CLASS X

Time: 3 Hours

Max. Marks: 80

Sr. No.	Typology of Questions	Objective Type (1 mark)	SA (3 marks)	LA (5 marks)	Map Skill	Total Marks	Weight age %
1	Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	9	3	1	-	23	29%
2	Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	4	2	2	-	20	25%
3	Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	3	1	2	-	16	20%
4	Analysing and Evaluating: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	2	1	1	-	10	12%
5	Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	2	1		-	5	6.5%
6	Map Skill				3+3	6	7.6%
	Total	1x20=20	3x8 =24	5x6=30	6	80	100%

- Internal Assessment: 20 Marks

INTERNAL ASSESSMENT

	Marks	Description				
Periodic Assessment	10 Marks	<table><tr><td>Pen Paper Test</td><td>5 marks</td></tr><tr><td>Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.</td><td>5 marks</td></tr></table>	Pen Paper Test	5 marks	Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks
		Pen Paper Test	5 marks			
Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, Self-Assessment, etc.	5 marks					
Portfolio	5 Marks	<ul style="list-style-type: none">• Classwork• Work done (Activities / Assignments)• Reflections, Narrations, Journals, etc.• Achievements of the student in the subject throughout the year• Participation of the student in different activities like Heritage India Quiz				
Subject Enrichment Activity	5 Marks	<ul style="list-style-type: none">• Project Work				

LIST OF MAP ITEMS CLASS X (2019-20)

A. HISTORY (Outline Political Map of India)

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

1. Indian National Congress Sessions:

- a. Calcutta (Sep. 1920)
- b. Nagpur (Dec. 1920)
- c. Madras (1927)

2. Important Centres of Indian National Movement

- a. Champaran (Bihar) - Movement of Indigo Planters
- b. Kheda (Gujrat) - Peasant Satyagrah

- c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
- d. Amritsar (Punjab) - Jallianwala Bagh Incident
- e. Chauri Chaura (U.P.) - Calling off the Non-Cooperation Movement
- f. Dandi (Gujarat) - Civil Disobedience Movement

B. GEOGRAPHY (Outline Political Map of India)

Chapter 1: Resources and Development (Identification only)

- a. Major soil Types

Chapter 3: Water Resources (Locating and Labelling)

Dams:

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

Note: The chapter 'Water Resources' to be assessed in the Periodic Tests only and will not be evaluated in Board Examination.

Chapter 4: Agriculture (Identification only)

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

Chapter 5: Minerals and Energy Resources

Minerals (Identification only)

a. Iron Ore mines

- | | |
|--------------|-------------|
| • Mayurbhanj | • Bellary |
| • Durg | • Kudremukh |
| • Bailadila | |

b. Coal Mines

- | | |
|------------|-----------|
| • Raniganj | • Talcher |
| • Bokaro | • Neyveli |

c. Oil Fields

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

Power Plants

(Locating and Labelling only)

a. Thermal

- Namrup
- Singrauli

- Ramagundam

b. Nuclear

- Narora
- Kakrapara

- Tarapur
- Kalpakkam

Chapter 6: Manufacturing Industries (Locating and Labelling Only)

Cotton Textile Industries:

- a. Mumbai
- b. Indore
- c. Surat

- d. Kanpur
- e. Coimbatore

Iron and Steel Plants:

- a. Durgapur
- b. Bokaro
- c. Jamshedpur

- d. Bhilai
- e. Vijaynagar
- f. Salem

Software Technology Parks:

- a. Noida
- b. Gandhinagar
- c. Mumbai
- d. Pune

- e. Hyderabad
- f. Bengaluru
- g. Chennai
- h. Thiruvananthapuram

Chapter 7: Lifelines of National Economy

Major Ports: (Locating and Labelling)

- a. Kandla
- b. Mumbai
- c. Marmagao
- d. New Mangalore
- e. Kochi

- f. Tuticorin
- g. Chennai
- h. Vishakhapatnam
- i. Paradip
- j. Haldia

International Airports:

- a. Amritsar (Raja Sansi)
- b. Delhi (Indira Gandhi International)
- c. Mumbai (Chhatrapati Shivaji)

- d. Chennai (Meenam Bakkam)
- e. Kolkata (Netaji Subhash Chandra Bose)
- f. Hyderabad (Rajiv Gandhi)

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