BHARTIYA SHIKSHA BOARD

knowledge

experience

skill

bhartiya gyan parampara

bhartiya mulya avam sanskar

THE SECONDARY SCHOOL CURRICULUM 2023 - 24

INDEX

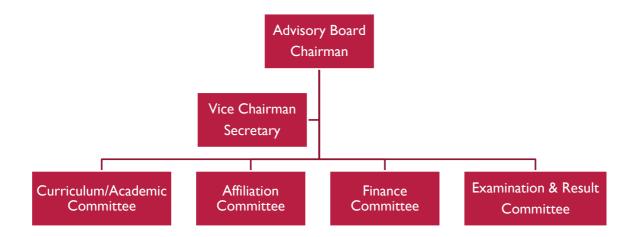| S.No.	TITLE	Page no.
	LANGUAGES	
28	**Assamese**	177
29	**Bengali**	183
30	**Bodo**	185
31	**Gujarati**	187
32	**Kannada**	189
33	**Kashmiri**	193
34	**Malayalam**	195
35	**Manipuri**	199
36	**Marathi**	200
37	**Nepali**	203
38	**Odia**	207
39	**Punjabi**	209
40	**Tamil**	213
41	**Sindhi**	216
42	**Telugu**	220
43	**Urdu**	222

PREFACE

Bhartiya Shiksha Board would endeavour to provide impetus to school education so that the students grow into being self-learners, a global citizen with empathy for all living beings and environment; critical and analytical thinkers with a continuous sense of wonder and curiosity, having respect for our ancient culture and legacy, with ability to apply knowledge & skills in problem solving in real life context. For achieving such goals, Bhartiya Shiksha Board, will evolve a partnership with all the stake holders namely schools, students, parents & society, teachers and academic fraternity. Drawing the best from the modern education philosophies and Indian practices like Guru - Shishya Parampara, the class rooms in the schools will be nurturing ground for enquiry-based learning with a child centric approach focussing on his/her all round development. Creating such a teaching learning environment will be achieved by supporting teachers and school community through teacher's professional development programmes, Innovative child centric curriculum steeped in experiential learning with scope for exploration & creative expression. Assessment as an integral part of Bhartiya Shiksha Board's activities will be planned and implemented in such a manner that will help the assesses to discover what they know and have learnt, provide the teacher information about what is yet to be learnt so that strategies could be planned to further improvement of learning for certification purpose. Bhartiya Shiksha Board will provide opportunities through terminal examinations which will focus on competencies in understanding and applications in newer and unknown context. Efforts will be made to create a terminal evaluation system which is no more intimidating to the learners and nurture school environment system which values Indian culture and provides freedom to learn at one's pace, without any stress.

Bhartiya Shiksha Board will imbibe the best from the world and existing boards and try to provide quality education to the children who may not have access in the present scenario of education.

PREAMBLE

Patanjali Yog Trust has been entrusted with the responsibility of establishing Bhartiya Shiksha Board (BSB) on March 2019 approved by MSRVVP (Maharishi Sandeepani Rashtriya Ved Vidya Pratishthan, under MHRD, Govt of India).

Organogram of BSB

Objectives of Bhartiya Shiksha Board

BSB has framed all its policies and curriculum keeping in view the National curriculum Framework 2005 and National Education Policy-2020 with the aim to provide value-based quality education to all learners and to: -

(i)   Nurture the feeling of world fraternity, self- independence, oneness, coordination, world peace, neighborliness, world health, the welfare of all mankind, world unity, inner joy, happiness etc.

(ii) Enable them to lead a prosperous and successful life of balance between material development and spirituality so that they may continuously march ahead with an all-round unchanged and non-violent development hinged on sophisticated modern thoughts.

(iii) Infuse them with all the fundamental universally accepted scientific and moral values of human life enshrined in all sects and religions so that the students are not afflicted with jealousy and envy, malice and hatred for any sect or community and have tolerance and respect for all.

(iv) Induce pragmatic capabilities and competence so that they may translate their knowledge of art and science, research and techniques into prosperity while conducting themselves before others in a way banked upon human moral and spiritual values. Priorities will be skill development and entrepreneurship by awarding the best modern education tinged with Vedic and spiritual education because our aim is to make them responsible, productive, self- dependent citizens and noble human beings.

(v) enhance in the students more and more love for the country, self- pride and nationalism by making them aware of the cultural heritage i.e., bright aspects of Indian culture and the ancient golden period of history underlined by generosity and world promotion. Prepare them as well- cultured citizens of self-control and good conduct by providing the holistic education to keep their body-mind-intellect-spirit wholesome so that they are empowered to root out malignancy rampant in the country and contribute to an all - round development of the same.

(vi) prepare them to be dynamic citizens of the world, full of challenges and conflict, who can come up with creative solutions to the existing global problems.

Functions of BSB will be to

(i) promote competency-based assessment instead of rote memory-based assessment.

(ii) prepare the affiliation by-laws for schools and Gurukuls desiring to get their affiliation.

(iii) prepare the examination by-laws, policies and scheme of examination to grant certificate of qualification to the candidates as per the demonstration of their levels of learning through schools and Gurukuls.

(iv) devise and implement special programs to nurture the child prodigies in general and gifted children in particular to take care of their needs through GEP (Gifted Education Program).

(v) design and implement individualized support programs to take care of academic needs of children requiring handholding through REP (Remedial Education Program).

(vi) design and implement programs to enhance the physical and emotional strengths of the children through Self-development program.

(vii) design and implement programs make children understand social fabric, issues of concerns, sense of responsibility and enhance their ability to address concerned problems through SEP (Social education program).

(viii) design and implement programs to enhance the understanding of cultures and traditions of India to inculcate the feeling of National pride, self-reliance, brotherhood and national unity through cultural education program (CEP).They will be exposed to Indian knowledge systems and contribution of Indian scholars like Panini, Sushruta, Charaka, Patanjali, Kanada, Aryabhatta, Bhaskaracharya, Varahmihira, Madhavacharya, Baudhayana, Brahamgupta, Nagarjun, Kautilya etc in the fields of Astronomy, Mathematics, Medicine, Surgery, Metallurgy, Civil engineering, Architecture, Ship building, Navigation, Yoga, Fine Arts Economics etc. Contribution of contemporary writers, scientists, astronomers, medical experts, mathematicians etc. shall also be the part of curriculum.

(ix) develop soft skills of cultural awareness, empathy, perseverance and grit, teamwork, leadership, communication, higher order thinking skill like critical thinking and problem solving along with basic cognitive skills.

(x) re establish and cultivate the Indian legacy of opening new priorities of knowledge through the processes of learning i.e. shravana (hearing), manana (thinking) and nidhidhyanasana (meditating and reflecting) in order to produce creative and innovative thinkers.

(xi)   develop pedagogical frames of learning to make learning experience exploring, experimenting and enjoying. Project based learning with interdisciplinary and multidisciplinary integrated approach will be used for curriculum transaction.

(xii) develop culture of practicing yoga, Hawana-Yajna, agricultural activities and gaining knowledge of Ayurveda as part of daily routine of school and home.

(xiii) develop culture of learning Sanskrit (being the mother of all languages and treasure of Indian knowledge) at an early age and Veda through Gurukulas/schools and Guru shishaya Parampara.

Teacher Support Program

BSB believes that teacher is the soul of any educational system. Keeping teacher uplifted in moral and spirit is essential responsibility of the Board. BSB has exhaustive plans to support all its teachers. All teachers will undergo the training program before they start interaction with the students. Teacher support programs will be catering to the teachers through

(i)   Professional development programs focusing on subject enrichment, innovative pedagogies as well as the basic knowledge of all subjects so that teachers can use integrated approach and project-based learning in the classrooms.

(ii) Handholding of teachers through regular mentoring programs, open discussion forums, webinars and interactive portals

(iii) Developing online and offline resource material

(iv) Encouraging teachers to translate the existing content knowledge resources into local or regional languages so that the accessibility and affordability of knowledge can be scaled up.

Publications

BSB will have its publications to attain educational excellence and to give opportunity of expression to all faculty members and students. They will be able to get their research papers, case studies, articles, views etc. published in BSB's journals.

Detailed analytic reports of assessments will also be published thrice a year.

Bhartiya Shiksha Board aspires to prepare morally, culturally, intellectually and socially aware human beings with open heart and mind to accept and grasp other's noble thoughts. They will be able to appreciate their existence on this earth for a purpose and respect other's existence at equal footing with mind-set to serve for the well-being of all animate and inanimate realities. Conclusively BSB intends to develop systems based on two philosophical foundations: -

आ नो भद्रा: क्रतवो यन्तु विश्वत: ।

"Let noble thoughts come to us from all directions"

सर्वे भवन्तु सुखिन: सर्वे सन्तु निरामया: ।

सर्वे भद्राणि पश्यन्तु मा कश्चिद् दु:खभाग् भवेत् ।।

"May all be happy

May all be free from illness

May all see what is auspicious

May no one suffer"

Om Shanti, Shanti, Shanti.

Education: Worldview, Approach and Action

Introduction

Indian seers (Rishis) and educationists accepted happiness as the final goal of life. There are two layers of happiness – happiness based on sense-object relationship, worldly achievement or limited experience and happiness based on Self-realization. The latter has been accepted as the state of ultimate happiness.

(Yadalpam tanmartyam | Yo vai bhuma tatsukham | Chandogya Upanishad 7.23.1)

For former, Indian Acharyas such as Bodhayana, Bharadwaja, Lagadha, Dhanvantari, Sushruta, Charaka, Kanada, Kautilya, Aryabhatta, Varahamihira etc. made conscious effort for long that led discoveries in the area of Mathematics, Health, Astronomy, Earth Science and Aeronautics. Upanishadic seers and subsequent Acharyas enquired and searched the source of happiness that led to the discovery of discoverer (atmasakshatkara or self-realization). Attaining happiness - worldly (abhyudaya-janya or dharma-artha-kama-janya) and transcendental (nihshreyasa) has been the integral part of education in Indian knowledge tradition. Upanishads say:

Dve vidye veditavye iti ha sma yad brahmavido vadanti para chaivapara cha | (Mundakopanishad 1.1.4)

Vidyam chavidyam cha yastadvedobhayam saha |

Avidyaya mritum tirtva vidyayamritamashnute || Ishavasyopanishad 11

(There are two layers of knowledge – para or vidya (intuitive or transcendental) and apara or avidya (worldly or rational)

Both of the discoveries are connected to the welfare of humanity world around. The statement of Sri Aurobindo is worth-mentioning:

The Indian mind used time and space to map out the celestial phenomena. It analysed the constitution of matter and understood the nature of spirit. It made advances and developed insights about human life and its purpose through divergent fields of study.

(The Foundations of Indian Culture, Complete Works Vol.14)

Conclusively, the holistic understanding of reality and its application to daily life is the core of Indian education that prompts one to establish sustainable society.

The Present Situation

21st Century India is witnessing different scenario. The fragmented worldview and pursuit of material things has become the central goal of life and causing ill-health, insecurity, unhappiness, frustration, socio-emotional deficiency, suicidal tendencies, gender abuse etc. among youth. These negative feelings have threatened the cherished human goal of happiness, fullness and liberation.

It is a right time to look into and revive our time tested holistic knowledge tradition for eradicating negativity and realizing happiness once again. Upanishad says:

Anandam brahmano vidvan na bibheti kadachana.

(Taittiriya Upanishad 2.4.1)

The Need

The need of the hour is to revive and implement holistic knowledge systems for integral development and true happiness. Svadharma, the crux of Indian ethics and morality, should be given due importance. We have to admit and own up the model of self-development and ethical quotient in our present outlook to life and personality. This shift from existing fragmented mindset would lead us and

particularly youth to establish Atmanirbhara and Shaktishali Bharata that accept whole universe as her family and devotes herself to the welfare for everyone:

Yatra vishvam bhavatyekanidam | Yajurveda 32.8

Sarve bhavantu sukhinah sarve santu niramaya |

Sarve bhadrani pashyantu ma kashchidduhkhabhag bhavet. ||

Possible Solution

The possible solution is to develop a model to amalgamate rationality and intuition, expansion and conservation, competition and cooperation, quality and quantity, reductionism and holistic, linear and nonlinear for balanced human personality, sustainable development and happier world. We have to develop a culture where togetherness prevails, self-less duty matters, group decision works and consciousness breaks material boundaries:

Sangachchhadhvam samvadadhvam samvomanasi jantam | Rigveda 10..91.2

Rationale

Taking stock of the present imbalances world over and assessing our resources and their utilization by the industrious government we have to train our youth to fulfil their need by taking minimum from nature and serving maximum to others. Indian knowledge strengthens one for sacrifice not for acquiring power to dominate over others. The key of this philosophy lies in realizing the unifying essence of everything. In the words of Sri Aurobindo:

India is eternal, she has not yet spoken her last creative word, she lives and has still something to do for herself and the human race. (Vol.14)

Vision

Our vision is to make our youth realize their universal nature. They are not mere material coverings (annamaya, pranamaya, manomaya, vijnanamaya and anandamaya koshas) but essence and sustainers of those coverings. They have to take care of former, but realise latter as unifying principle. That will prompt them to know the fabric of Indian society 'Unity in diversity'. Moreover, this universal vision is to be spread every corner of this globe so that people be aware of reality and get ready to lead their life on the basis of need, not greed:

Ishavasyamidam sarvam yatkincha jagatyam jagat |

Tena tyaktena bhunjithah ma gridhah kasyasviddhanam ||

(Ishavasyopanishad 1)

Mission

Our mission is to

(i) Prepare intellectually responsive, culturally sensible, socially inclusive and spiritually elevated human beings.
(ii) Nurture uniqueness through curiosity, imagination, creativity and originality as spark of the divine source.
(iii) Evolve sustained ownership and entrepreneurial skills for achieving well being of oneself and significant for others as a society, nation and beings.
(iv) Develop insights in learners, both teacher and taught, for deeper understanding of truth of their self and area of study to evolve as global residents.

Iha chedavedidatha satyamasti na chedihavedinmahati vinashti |
Bhuteshu bhuteshu vichintya dhirah pretyasmallokadamrita bhavanti ||
Kenopanishad 2.5

In Retrospect, Presenting the Past for Future

A systematic study of the foundation of Indian world view, indigenous practices, priorities, nature of human personality, the world and its abiding relationship to the consciousness would be profitable to situate the concerns of our present engagement. In other words universal knowledge of past, planning and action in present and shaping the goal of future will lead India to the state of vishvagurutva.

Instrumentality of Education

In the words of Vidya Niwas Mishra, "Education has been concerned as instrumental to connect man to his integral future, to his integral possibilities and to the knowledge pool of an integral nation." (Adhyapana : Bharatiya Drishti, 1998). Education is a noble means to awaken the true character of human nature to pursue learning with humility and to liberate one from limitations of thought, feeling and action. Education leads one to achieve worldly and transcendental happiness. The traditional saying maps this thought:

Vidya dadati vinayam vinayat yati patratam |
Patratvat dhanamapnoti dhanat dharmah tatah sukham ||
And
Sa vidya ya vimuktaye | Vishnu Purana 1.19.41

The Vedic method of education lies in shravana (listening with focused mind), manana (analysing constantly on the received information through shravana) and nididhyasana (execution of intellect on decided goal). The internationally accepted LSRW (Listening, Speaking, Reading and writing skill) is nothing but paraphrasing of same.

The culmination of education manifests itself into leading one from the state of changing (material achievement) to non-changing (transcendental fulfilment), ignorance to knowledge and mortality to immortality:

Asato ma sadgamaya tamaso ma jyotirgamaya mrityormaamritam gamaya |
(Brihadaranyaka Upanishad 1.3.28)

Disposition of the Mind and Rationality

Indian tradition always welcomes rational mind and noble thought:

Tanstarken yojayet (Upanishad)

By applying reasoning one can understand the truth.

 Vedic Rishi proclaims:

A no bhadrah kratavo yantu vishvatah | (Rigveda 1.89.1)

Let the noble thought come from all corners of existence.

A sharp mind equipped with the experience of predecessor can achieve the goal very soon. This is the scientific method developed by tradition and applied by scientific world:
Acharyavan purusho veda | (Chandogyopanishad 6.14,2)
(A sharp and rational mind with the help of experienced Acharya can know the truth)

Environment

a. Natural and Educational

Vedic Rishis acknowledged the role of basic natural elements as Prithivi, Jala, Agni, Vayu and Akasha for the survival of one's life. They go to even that extent where above elements are declared as the manifestations of Atma itself:

Tasmadva etasmat atmanah akashah sambhutah akashadvayuh vayoragnih agnerapah adbhyah prithivi prithivyah oshadhayah oshadhibhyonnam annatpurushah| Taittiriya Upanishad 2.1

Atharvaveda says:

Mata bhumih putroham prithivyah | Atharvaveda 12.12

Earth is our mother and we are her offspring. This identical bond with environment and nature prompts Indians to take care of nature. According to Arne Naess, a deep ecologist, the above-mentioned understanding that nature is our extension can save environment and us. Environment is also seen as an effective source of all learning. Education, therefore, should be environment friendly.

b. Learning Environment

An educational institute should have such a learning environment where students can spend time with his/her Acharya to learn from his experience and ask any question without the fear of being ridiculed. Bharatiya Gurukula, since time immemorial, has been educating students and will be educating in future too with above philosophical foundation:

Saha navavatu |saha hau bhunaktu | saha viryam karavavahai | tejasvi navadhitamastu | ma visvishavahai | Om Shantih Shantih Shantih | Kathopanishad Shantipatha

PRINCIPLES OF CURRICULUM: PHILOSOPHICAL PERSPECTIVE

Vision: Paradigm Shift: From Construction of Knowledge to Building a Culture of सर्वेभवन्तु सुखिन:

The Ultimate aim of education of man, is to aspire and work for the well–being of all Existence, a thought which is well enunciated in The Vedic prayer (for peace sited here)

सर्वेभवन्तु सुखिन: सर्वे सन्तु निरामया: |

सर्वेभद्राणि पश्यन्तु मा कश्चिद् दु:खभाग भवेत् ||

"May all be happy

May all be free from illness

May all see what is auspicious

May no one suffer".

The inclusive invocation seeks to see all beings free from suffering and illness; blessed with joy and happiness, envisioning what is auspicious & dwelling in peace. To envision what is auspicious, is also the clarion call of the activists who perceive the threat of climate change to the very existence of civilization. It's the call to mankind to take a serious note of the drastic imbalance man has created in the otherwise well regulated / disciplined world of Nature. Overlooking himself as a part of Nature, man choose to exercise his intellect and power to control nature; this instinct got the better of him & he got obsessed with controlling and possessing existence relentlessly. His intellectual pursuits subordinated the unjustified and unequal distribution of resources and power; it has caused suffering, exploitation, pain, conflict and violence; the instinct got better of the

humane in man; man lost his connect with his own inner voice; the voice of humanity got subdued. The intellect in its pursuit of the world outside, took cognisance of the person, as the individual in whom rested the power. The human context was the context of individual who was aggressively conscious of his rights. History witnessed the conflict between human rights and might is right. In this pursuit man's intellect took cognizance of the world and his own self, largely on the basis of the knowledge acquired by his senses and rationality. Knowledge as a product and knowing as a process followed the Positivist Paradigm. The sciences emerged as the body of verifiable quantifiable and objective knowledge about man, nature_ living and non- living, society – relations between man & man; man's–past, present & his future. This transition of sciences from the classical life sciences and physical science to the contemporary social sciences and environmental sciences is a reflection of the shift in the focus in pursuit of the science;

Science today is not about what is being studied / known but about how it is being studied / known the later constituting the scientific way.

The scientific way is undoubtedly, one of the fundamental premises for designing a framework of knowledge that a society intends to share through a system with all its members, belonging to both the present & future generation. This systematically, planned; purposive framework of knowledge to be transferred is the curriculum of the system, called education. Broadly speaking the intent of this transfer of knowledge is to conserve, the past, enrich the present and to shape the future of society. This necessarily requires a meaningful engagement of those who have knowledge as well as those who have to acquire this knowledge. The meaningfulness emanates from the way the teacher and the learner relate to the context, situated in which they co-discover the relevance of this knowledge. This is engaging in pedagogy of re-creating and re-constructing knowledge, bearing coherence with the emerging scenarios in the life of the individual and society.

This engagement is the pedagogy of sharing, and collaboration between the teacher & the learner, where in the teacher introduces and initiates the learner into perceiving certain* experiences of a situation or a phenomenon from a perspective; analyzing and identifying certain distinctive elements of the total context.

Visualizing & mapping the co-relatedness of the identified elements & developing concepts as the mental constructs of the understanding of those experiences from the specific perspective- thus constitutes the two fold aspect of a discipline. It is engaging the learner's mind in distinctively systematic perspective building as well as co-relating it with the conceptual wealth of the discipline. It's engaging, exploring, enquiring to further the frontiers of knowledge acquired thus for. It's initiating the learner into discipline specific process of inquiry leading to the process of theorization distinctive of the discipline. The positivist paradigm with its empirico -rational premises lends bases to the verifiability of the truth of knowledge so evolved as well as its validity.

Education is not just acquisition of knowledge, it is experiential knowledge that transforms, empowers, enlightens and liberates the person. Thus, the context of knowledge must bear a paradigm shift from the object to the subject of knowledge. The meaning making is not just about the experience, from a singular perspective, it is must engage learner in the synthesis of knowledge from different perspectives; collate to integrate & perceive the totality of the experience and arrive at the critical understanding of the experience for himself, his world. However, the learner must transcend his limited subjectivity with which he arrived at this critical understanding of his/her experience; he must widen the expanse of the subjective element of the experience and validate this knowledge with reference to a more inclusive subjectivity. This requires the empathetic engagement with the experiences of others in similar situation. Education thus becomes critical conscieilisation, engaging the learner in active humanization. The learner needs to necessarily validate this knowledge with reference to different people, places and time and yet similar context. An integration of subjectivities is emancipatory. Herein lies the focal point of the paradigm shift envisaged in the BSB curriculum. What constitutes the critical conscientisation is the process of mutual liberation and cultural action. Its prerequisite is the humane context. The spectrum of education in contemporary India therefore would need to have the roots in Indian ethos and a canopy spread globally. Every person, in present times is by necessity on account of sustainability of the life on earth; technological penetration and liberal , privatized global economic imperatives ; connected immediately or distantly / remotely; and is thus a global citizen. Compulsions aside, Indian ethos has always been inspired by

'संगच्छध्वं संवदध्वं सं वो मनांसि जानताम् |' .

"May we march forward with a common goal, may we be open – minded & work together in harmony."

It is important for the discerning mind to identify the cultural action that can be both liberating and harmonious. The deliberation around the themes of the Purusharthas Dharma, Arth, and Kama are the points of reference to situate the cultural action that an educated mind should engage in. Dharma, Is the moral compass of righteousness incumbent on a person by virtue of his / her existence; it is inevitable duty that a person is obliged to uphold, to justify one's identity. Arth is any kind "of urge for a physical necessity which can only be attained in a world of physical relationships ".   (Swami Krishnananda pg.5)

Kama is "a general psychological urge emanating from our whole personality. It is not the desire for this or that; it is general restlessness of consciousness, a general incapacity of the mind to rest in itself ". (Swami Krishnanda. Pg.6)

Thus, while Kama, creates an urge in the mind to seek a desire, artha drives this search outside our physical self, to collaborate with physical things & minds but it is dharma that is behind artha & Karma, determining to what extent and in what manner we seek the fulfillment of these urges.

The Principle of artha and Kama become the cause of bondage if not governed by the principle of Dharma, which in itself is not a prescriptive formulation but an angoing reflective engagement of the consciousness with the self in defining one's identity. The moot point is: who am I? What defines my existence?

"If we know what dharma is, we can know what life is, what we are, what our relationship with others ought to be and how we can be happy" The answers to these questions provide insights into the what? Why? & how of the Cultural action that would be the basis for mutual liberation and resurrecting human dignity. Dharma is the principle of harmony of values, enabling overcoming of contradictions & conflicts.

"Dharma is the principle governing objectivity, and the principle that equally applies to the subject" ". (Swami Krishnananda pg.8-10)

"To apply dharma is to apply the principle of impersonality in every judgement" (ibid) Training and practice of Dharma, evokes in the learner the capacity to make conscious choices of situating himself in his world defining his relationships.

But what connection does moksha have with dharma, artha and Kama. It seems to be immanent, already present in all these things. In every bit of the lower objectives, we will find the principle of moksha immanent. The higher is implied in the lower. "(Swami Krishnanda pg. 7-10)

In the educational context, the dialogue on the real life situations and experiences of the learners can have twofold objectives, one to facilitate the comprehensive conceptual understanding from integration of different perspectives of different disciplines and two to stimulate rich insights into cultural action, when reflective deliberations are held with reference to the four purusharthas in the context of those experiences, and this endeavor would simultaneously be liberating and creating harmony.

The dialogue would be a milestone in the journey of knowing oneself and one's relationship with the world; with an immense scope of education as integration and an authentic evolution of the human personality taking upon himself the responsibility of making conscious choices and shaping his future as well as contributing to the welfare and well – being of the world at large.

Curricular Framework

With the Vedic insights as its basis, Bhartiya Shiksha Board (BSB) curriculum framework utilizes the National and International policy documents on Education such as Education for All (2004), NCF (2005), right of children to free and Compulsory Education Act (2009), NEP 2019/2020 and International Education Commission. In its selection of the content of courses, the curriculum framework transcends the division of East and West.

Salient Features and Objectives of Curriculum

According to International Education Commission (IEC), the four fundamental pillars of a curriculum are:

(i)   Learning to know
(ii)   Learning to do
(iii) Learning to live together and
(iv)   Learning to be.

The objectives of BSB curriculum are as under:

(i)   Systematic and comprehensive development of concepts
(ii)   Focus on inquiry, innovation and research based perspective
(iii) Emphasis on the overall growth of the learner instead of emphasizing only specific parts of the human experience
(iv)   Restore the self-development as the core focus of education
(v)   Reduce curriculum content to enhance essential learning and critical thinking
(vi)   Relevant to life-advancement and employment of students
(vii) Encourage its learners to find identity, meaning, and purpose in life through connections to the community, to the natural world, and to the spiritual values such as compassion and peace
(viii) To conserve the past, enrich the present and to shape the future of society
(ix)   Promote national integration and sense of pride towards diverse Indian heritage with this ecosystem, we wish to be a catalyst in the transformation of our students into a knowledge powerhouse, possessing necessary moral and social values and love for their country and its diverse culture.
(x)   To imbibe 21st century learning, literacy and lifeskills.
(xi)   To develop the ability to appreciate Art.
(xii) To promote Physical Fitness, Health and Well – Being through Yog and Meditation.
(xiii) "Education is the manifestation of the perfection already in man" - Swami Vivekananda.

ICT

ICT will be integral part of teaching and learning process. Main features of ICT program are:

(i)   Training of subject appropriate open source softwares for teachers and students
(ii)   Age appropriate curriculum
(iii)   Teaching using technology aids
(iv)   Training of Basic etiquettes to be followed in digital world
(v)   Preparedness for digital citizenship

Students will be exposed to various online learning platforms and will be encouraged to pursue some courses of their choices. Credits shall be given to the students on completion of these courses. Objective of giving credits for self learnt courses is to put the students in self- learning mode and to develop self- awareness and ability to recognize his inner voice, while selecting the course. The sources of knowledge are all around us, but to identify the right source as per need and to make use of these sources is essential part of 21st century skills,

DESIGN OF CURRICULUM
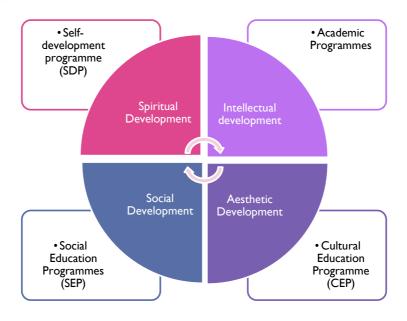
The Bharatiya Shiksha Board aims to produce

(i)   True Bharatiya with high sense of pride for our belief, traditions, culture and languages
(ii)   Responsible and productive citizens
(iii)   Self -confident, self -reliant, strongly committed person who can uphold high moral values
(iv)   Integrated personalities
(v)   Conscious and compassionate human beings
(vi)   Ardent learner and rational thinker
(vii)   Physically, mentally, intellectually, emotionally and spiritually fit person
(viii) Innovative and enterprising

Curriculum is designed keeping the learner at the centre. Four kind of programmes are evolved for the holistic development of humane as conscious being:

(i) Academic programs for Intellectual development

(ii) Culture Education Programs for Aesthetic Development

(iii) Social Education programs for social development

(iv) Self Development programs for physical fulfilment and spiritual development

Schools will be day boarding schools of duration minimum 8 hours daily. All 365 days will be considered as learning opportunity days with learning in formal set up for 240 days and in informal set up for 165 days. All festival holidays, excursions, outside classroom exposures will be part of non formal setup. Yog, Pranayam, Hawan-Yagna, sports, working in agriculture fields or garden and meditation will be part of daily routine of school.

Curriculum Areas

(i) BSB envisions the all-around development of students in consonance with the holistic approach to education and therefore, has done away with artificial boundary between the co-curricular domain and the curricular domain.

(ii) The Curriculum provides students a broad and balanced understanding of subjects including languages, Mathematics, Science, and Social Science to enable students to communicate effectively, analyze information, make informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. The recent focus of BSB is on the development of 21st-century skills in settings where each student feels independent, safe, and comfortable with their learning. The Board hopes that schools will try to align curriculum in a way so that children feel more connected to it and employ their learning in real-life contexts. To achieve this aim, it is important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Work Education.

(iii) In an operational sense, the curriculum is learner-centered with school being a place where students would be acquiring various skills; building self-concept, sense of enterprise, aesthetic sensibilities, and sportsmanship.

The curricular areas are as follows:

(i) **Language I (Hindi or English):** Learners use language to comprehend, acquire and communicate ideas in an effective manner. Universal and Indianised value-based content of established poets and writers is combined with multidisciplinary activities and exercises that align with the Sustainable Development Goals (SDGs) of 2030. This enables the learner to think critically and to innovate and adapt to the needs of the changing times. Interesting and fun activities are given to hone the Listening, Reading, Writing, and Speaking skills of the learners. The exercises and activities cater to exploring, developing and creating a comprehensive improvement in the learner's language skill and equip the learner for global job perspectives in the future.

This enables the learner to think critically and to innovate and adapt to the needs of the changing times.

(ii) **Language II (Sanskrit):** The entire knowledge science of the country of India exists mainly in the Sanskrit language, which is available in the form of literature for thousands of years. To know and understand it, citizens of India should be aware of the knowledge of Sanskrit language from childhood. 'Bhartiya Shiksha Board' is giving a new direction to the education system of this country, in which every student of the country will understand the glory of Indian knowledge and ensure his all-round development by expanding his capacity.

(iii) **Mathematics:** The concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics will be taught through traditional indian knowledge system in an enchanting form. Students will be made aware of the high standards of research established by many scholars of ancient Indian scholars like Baudhayana, Aryabhata, Varahamihira, Brahmagupta, Bhaskaracharya etc. and the original contribution made. The skill to calculate and organize, the ability to apply this knowledge and acquired skills in their daily life and the skills to think mathematically will be developed through logical and creative thinking which will also help the students to improve critical thinking and problem solving. The pedagogies will be learner centered, interesting, based on curiosity, discovery, experience and dialogue.

(iv) **Science (Biology, Chemistry and Physics):** This includes gaining knowledge about Food, Materials, The World of the Living, How things work, Moving things, People and Ideas, Natural Phenomenon and Natural Resources. The

Focus is to prepare students for the modern world and to develop the skills to think originally and independently and honouring the Indian contribution to Science and Technology from ancient times to the present era. Each chapter begins with a verse from the Vedas, Upanishads and other Indian scriptures. References to Indian heritage, culture and traditions are being used judiciously.

The Curriculum promotes the ability of students to engage with science-related ideas as a reflective citizen by being able to explain phenomena scientifically, evaluate and design scientific enquiry, interpret data and evidence scientifically along with understanding the importance of Indian values with focus on humanitarian and constitutional values as per NEP 2020.

(v) **Social Science:** Bhartiya Shiksha Board has given a detailed description of the glory of actual Indian history, economy, political system and geographical knowledge through the four parts of Social Science - History, Political Science, Economics and Geography with its tireless efforts.

The main purpose of the curriculum is that our present young generation should be aware of how much sacrifice and hard work Indians had done to preserve and organize their culture, civilization and geographical knowledge. The importance of Indian culture, duty, valor and valor etc. will properly guide the young students of India and ensure the multi-dimensional all-round development of the students.

Learners appreciate and value everyone's right to feel respected and safe, and, also understand their Fundamental Rights and Duties to be able to behave responsibly in the society.

(vi) **Skill/ Vocational Education:** Keeping the 'Basic Education' of Mahatma Gandhi's ideas in the center, the format/framework of Vocational education and Skill development has been prepared by BSB. Science and Technology of the present digital oriented world will be used to prepare young India for business and industry by integrating the traditions of 64 arts and 16 disciplines.

Efforts have not only been made to establish human values in business, but the management of life value-based business established in Vedas, Geeta and Upanishads will be used due to which India was called 'Sone ki chiriya' where there will be 'respect for labour'. For this, BSB has presented Rishi Purush 'Satyakaam Jabali and Rekva Rath' in vocational education according to the present time. Practical learning has been introduced in textbooks with priority and in a digital form as Hybrid Model. Choosing any one Skill subject at secondary level can helps the child to pursue what truly interests or pleases

him or her. This liberty promotes a sense of self-esteem in accepting one's own talents and strengths.

(vii) Optional (Language III) – Learners can opt any one of the 22 languages given in schedule VIII of "Constitution of India" excluding Language I and Language II as provided in the Scheme of Studies.

(viii) Life Skill Education: Life skills education takes into account the psychosocial competencies and interpersonal skills such as Thinking, Social, Emotional skills that help students to take right decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Different activities such as Classroom Discussions, Brainstorming, Roleplays, Group Work, Education Games and Simulations, Analysis of Case Studies and Story – Telling will be used to enhance Life Skills in students.

(ix) Art Education: Art Education in our curriculum will involve Students in a particular set of processes, products, influences, and meanings. 'Art' is expressed in various styles, reflect different historical circumstances, and grows on a multitude of social and cultural resources, hence the terms 'art discipline' and 'art form' in BSB curriculum refer to Dance, Music, Theatre, Visual Arts and the Literary Arts. The curriculum will significantly contribute in the following six areas of educational responsibility:
  a. Developing the full variety of human intelligence
  b. Developing the capacity of creative thought and action
  c. Awakening the feeling and sense responsibility
  d. Developing physical and perceptual skills
  e. The exploration of values
  f. Understanding the changing social culture

(x) Health and Physical Education: focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living. It also develops students' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking, aesthetic appreciation and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, Yoga, NCC, self-defense, fitness and life style choices.

(xi) **Work Experience:** Work Education is a distinct curricular area for providing children with opportunities for participation in social and economic activities inside and outside the classroom in the area of Health, Food and Nutrition, Culture and Entertainment, Community work and Social Services etc. which would enable them to understand scientific principles and procedures involved in different types of work.

(xii) **Gifted Education Programme (GEP):** Identification and nurturing of gifted students

(xiii) **Remedial Education Programme (REP):** Identification of students requiring hand holding and individualised support.

Integrating all areas of learning:

All these thirteen areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Children should get opportunities to think laterally, critically, identify opportunities, challenge their potential and be open to new ideas. Children should be engaged in practices that promote physical, cognitive, emotional and social development and wellbeing, connect different areas of knowledge, application and values with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth while transacting the curriculum to make them good citizens who can contribute in making the world a happy place.

IMPLEMENTATION OF CURRICULUM

School Curriculum Committee

The Board mandates that all schools must setup a School Curriculum Committee comprising teachers from each area. The School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/ reference materials are age appropriate, incorporate inclusive principles, gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community.

The committee would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NEP-2020. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

Pedagogical Leadership:

All Principals have a crucial role to play in the evolution of the teaching-learning ecosystem as the Head and pedagogical leader of their schools. In the role of school pedagogical leader, the Principal is expected to undertake the following:

(i) Lead, Guide and Support the teaching and learning processes in the school by focusing on classroom specific requirements for transacting the curriculum, so that both teachers and students perform at their optimal best.

(ii) Direct the entire focus of all school activities towards the students' learning and acquiring of necessary competencies. Every activity taken up by the school, therefore, should be mapped for the educational competencies, and for life skills, values, etc., being acquired by the students.

(iii) Prepare Annual Pedagogical Plan of the school by designing and developing annual plan for the school by giving equal importance to all areas.

(iv) Promote innovative pedagogy, with special focus on integrating art, sports and ICT (Information and Communication Technology) with education, and use of active and experiential learning methods in the classrooms.

(v) Ensure joyful learning at all levels through use of such innovative pedagogy.

(vi) Develop school specific resources for teaching and learning, in the form of lesson plans, e-content, use of mathematics and science kits developed by NCERT, etc.

(vii) Ensure proper in-house training of teachers in the school to enable them to unleash their own unique capabilities and creativity in their classrooms.

(viii) To be up to date with all new ideas and tools, etc. being used in education at the global level and constantly innovate the pedagogy of the school.

(ix) To make efforts to learn from the best practices of other schools, by arranging for discussions with Principals of such schools, or through observation visits of teachers to other schools.

(x) The Board has not laid down the structure or format of the annual pedagogical plan as the Board respects educational autonomy of every school and expects each school to prepare its own unique and innovative annual plan. This plan must be an implementable one with realistic timelines that should include administrative inputs and detailed pedagogical aspects.

Pedagogical Practices by Teachers

The pedagogical practices should be learner centric. Teachers are expected to ensure such an atmosphere for students where they feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

Teachers should follow inclusive principles and not label children as 'slow learners' or 'bright students', or 'problem children'. They should instead attend to

the individual difference of students by diagnosing and modifying their pedagogic planning. As far as possible, Arts should be integrated in teaching, especially while teaching the concept which students find difficult to understand.

Competency based Learning:

To face the challenges of 21st Century, education should be competency based and Principals as Pedagogical Leaders must create conducive environment for the development of competencies among the students. Competency based Learning focuses on the student's demonstration of desired learning outcomes as central to the learning process. Learning outcomes are statements of expected outcomes that the student will be able to do to know, understand and/or be able to demonstrate after completion of a process of learning as a result of learning the activity. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes. Experiential and active learning are the preferred pedagogies for Competency Based Learning as they promote critical thinking, creativity and effective study skills among students. Learning Outcomes approach developed by NCERT for classes I-X that is enclosed with each subject should be adopted by all the schools and teaching-learning process may be changed in the light of these outcomes. The schools are expected to have well-defined Learning objectives for every grade that are observable and measurable, and empower learners to focus on mastery of valuable skills and knowledge. It is expected that teachers will provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks. Schools are expected to track the attainment of Learning Outcomes by each learner and ensure that no child is left behind. BSB has also come out with suggestive mapping of learning outcomes with NCERT curriculum which can be adopted/ adapted by schools. BSB has also mapped each learning outcome with assessment to enable tracking of learning progress and these resources are available at the website of BSB in the form of Teachers Energized Resource Material. Schools should also attempt this on their own.

The Board has developed Learning standard frameworks for all major subjects i.e. Hindi, English, Science, Social Science and Mathematics. The learning standard framework (LSF) offers a structured conceptual map for integrating the discrete elemens such as learning outcomes, content, pedagogies and assessments, into a coherent continum. Its goal is to demystify the 'evidence of learning' and engender a common understanding of it in teachers and examiners by cataloguing competencies in clear, measurable, and contextualized achievement standards.

Combining theory and practice, different LSFs detail how the learning and assessment need to be conducted in classrooms, These frameworks contain detailed guidelines for preparing reliable and valid items along with sample questions and marking scheme for assessment. Model question paper designs have also been laid out our helping teachers prepare the question paper.

Lesson/ Unit Plan

Specific Lesson Plans for the topics are to be prepared by the teachers. These plans may have the following parts:

(i)   Specific Learning Outcomes;
(ii)   Pedagogical Strategies;
(iii)   Group activities/experiments/hands-on-learning;
(iv)   Interdisciplinary Linkages and infusion of Life-skills, Values, Gender sensitivity etc.;
(v)   Resources (including ICT);
(vi)   Assessment items for measuring the attainment of the Learning Outcome
(vii)   Feedback and Remedial Teaching Plan.
(viii) Inclusive Practices

Classroom and School Environment

School environment should be conducive for holistic development of the students. The school should focus on health and hygiene by adopting inclusive practices. As part of the policy the school should adopt practices which will promote mental health. In this direction, the schools may follow the guidelines issued by the Board on making the school a No-Anger Zone or Anger Free Zone. The board has developed school health manuals which are available on www.BSBacademic.nic.in. The time table in the school should take care of proper rest and the children learn subjects with relaxation. School must also ensure that Children avoid the intake of junk food and should ban it around school premises. Intake of the healthy foods should be encouraged with activities described in circular issued by BSB.

The surroundings and daily life activities and situations are the best experiential teachers for the students. Teachers must make efforts to draw examples and group activities from daily life observations within the classroom/within the school and surroundings, and encourage presentations and reflection by the students once the activity is completed, to develop the skills of critical thinking and communication.

Children learn a lot through peer learning. To promote peer learning, flexible seating arrangements may be made available during the classroom transactions. The seating should also take care of the needs of the students with disabilities as well. Learning should focus on individual differences and promote collaborative learning. The classroom activities must be connected to the immediate environment of children.The school should maintain connection with the parents and the progress of children should be communicated to the parents, and, if needed remedial measures be taken up for improving the learning outcomes.

Creating Cross-Curricular Linkages

Creating cross-curricular linkages are vital to learning as they help to connect prior knowledge with new information. For example, Mathematical data handling and interpretation can be effectively applied in geography and science. Children can write better-framed answers in history, geography and science when they have learnt how to write explanations/ short descriptions in a language. Similarly, Life Skills like empathy, problem solving and interpersonal communications can be easily integrated with the study of literature and other areas. Universal Values, Life Skills and Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.

Special emphasis on Integrating Arts in education:

All disciplines being pursued by students at all stages require creative thinking and problem-solving abilities. Therefore, when Art is integrated with education, it helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics. Secondly, Art Integrated learning is a strong contender for experiential learning, as it enables the student to derive meaning and understanding, directly from the learning experience. Thirdly, this kind of integration not only makes the teaching and learning process joyful, it also has a positive impact on the development of certain life skills, such as, communication skills, reflection and enquiry skills, un-conditioning of the mind leading to higher confidence levels and self-esteem, appreciation for aesthetics and creativity, etc. Fourthly, this kind of integration broadens the mind of the student, and enables him/her to see the multi-disciplinary links between subjects, topics, and real life. Schools are, thus, required to take up the integration of Art with the teaching learning process. It must be understood that Art Education and Art Integrated Education may be mutually exclusive, but they build upon each other and strengthen each other. Art Education is not only relevant for developing creativity and appreciation of art among students, but is

also necessary for inculcating art-based enquiry skills in the students. Art Education is a necessary precursor for the adoption of Art Integrated learning.

Art Education and Art Integration:

The following two-pronged approach is followed:

(i)   Art education continues to be an integral part of the curriculum. The schools may also promote and offer Visual and Performing Arts based subjects at the Secondary and Senior Secondary level.

(ii) Art is also integrated with the teaching and learning process of all subjects from classes 1 to 12, to promote active and experiential learning for "connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods and for enriching the curriculum, so that it goes beyond textbooks."

Art Integrated Pedagogy

While preparing its annual pedagogical plan under the leadership of the Principal of the school, the school must plan out in detail the Art Education to be imparted at various levels, and how that Art can be integrated with classroom learning of various subjects. The focus must be on mutually reinforcing Art as a subject and Art as a tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration.

For implementing this in classrooms, the subject teacher picks the topic/concept/idea that she wants to teach by integrating Art. The teacher can do this jointly with the Art teacher too. Then, the subject teacher collaborates with the Art teacher to align the pedagogy. Next, the teacher teaches the topic/concept/idea ensuring active learning and ensuring that both the subject and Art are integrated well and there is learning in both areas. Finally, the teacher prepares a rubric to assess the student in both the areas – that is, the topic taught and the Art used.

21st Century Skills:

There is an increased awareness among the educators of the need to integrate what are called as 21st Century skills in educational systems. There are three key 21stcentury skills; There are three key 21st century skills i.e. Learning Skills, Literacy Skills and Life Skills.

Learning skills include:

(i) Critical Thinking
(ii) Creativity
(iii) Communication
(iv) Collaboration

Literacy skills include:

(i) Information literacy
(ii) Media literacy
(iii) Technology literacy

Life skills include:

(i) Flexibility
(ii) Leadership
(iii) Initiative
(iv) Productivity
(v) Self-awareness

The need of the hour is that schools must focus on enhancing the skills required for a successful adult life in 21st Century. It is important that the students are able to think scientifically, mathematically or artistically to face the real-life challenges in an information and technology driven world and enhance their inherent potential. BSB has publised a handbook on 21st century skills available at its website. Schools may further refer to it.

Inclusive Education:

Inclusive approach in education is a prerequisite for ensuring full participation of all students with equal opportunity in all areas without any discrimination. Inclusive attitude in all staff and faculty members is crucial for successful inclusive education. Therefore, all the members of teaching and non-teaching staff should be sensitized on the issues of inclusive education. Students without disabilities should also be sensitized.

Schools must organize these sensitization programmes with the support of experts from respective field of disabilities. Capacity Building Programmes on Inclusive Education may be organized in collaboration with the BSB- Centres of Excellence. Board has made the appointment of special educator mandatory to all the schools affiliated to the BSB. Special Educators must possess the qualification as prescribed by the Rehabilitation Council of India. BSB has published a handbook on Inclusive Education available at its website.

SCHEME OF STUDIES

Class IX and X is a composite Course. Students therefore should offer only those subjects in Class IX which they intend to continue in Class X. Subjects can be offered as under:

			Subjects			
Compulsory	**Subject 1**		Language I (Hindi or English)			
	Subject 2		Language II (Sanskrit)			
	Subject 3		Mathematics			
	Subject 4		Science			
	Subject 5		Social Science			
	Subject 6 (Any one of the 15 Skill Courses)	1	Artificial Intelligence	9	Agri – business	
		2	Coding	10	Banking & Insurance	
		3	Machine learning	11	Retail Management	
		4	Mobile Application development	12	Tourism and Hospitality Management	
		5	Web Design	13	Journalism	
		6	Entrepreneurship Development	14	Electrical and Electronic	
		7	Cyber Hygiene	15	Waste Management	
		8	Agriculture technology			
Optional	**Subject 7**		**Language III** **Any one out of the languages given below (excluding language 1 and language 2) :**			
		1	Assamese	12	Manipuri	23	Gujarati
		2	Bengali	13	Marathi	24	German
		3	Bodo	14	Nepali	25	Russian
		4	Dogri	15	Odia	26	Japanese
		5	English	16	Punjabi	27	Spanish
		6	Hindi	17	Sanskrit	28	Arabic
		7	Kannada	18	Santhali	29	French
		8	Kashmiri	19	Sindhi		
		9	Konkani	20	Tamil		
		10	Maithili	21	Telugu		
		11	Malayalam	22	Urdu		
			OR any one of the following Subjects:			
		1	Hindustani Music (Vocal)	3	Painting	
		2	Hindustani Music (Melodic Instruments)	4	Home Science	
Subjects of Internal Assessment (Assessment at school level)	**Subject 8**		Art Education			
	Subject 9		Health & Physical Education			
	Subject 10		Work Experience			

i.   It is expected that all the students would have studied three languages up to class VIII. Those students who could not clear the third language in class VIII and have been promoted to class IX, shall be examined by the concerned schools at the end of Class IX in the same syllabus and textbooks as prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he has passed in the third language. However, CWSN are exempted from the study of third language.

ii.   **Either Hindi or English must be one of the two languages to be studied in class IX and X.**

iii.   **Students may offer Language III as seventh Subject (Optional Subject)**

iv.   Board is extending several exemptions/concessions to candidates with disabilities as defined in the "THE PERSONS WITH DISABILITIES (EQUAL OPPORTUNITIES, PROTECTION OF RIGHT AND FULL PARTICIPATION) ACT, 1995 and "THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016". Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X Examinations conducted by the Board and the Standard Operating Procedure for availing these concessions are available in the BSB Examination Bye-Laws.

v.   For Regional Languages, the Board prescribes the textbooks being followed in classes IX and X in the respective State Boards where the language is taught. Schools are also advised to bring to the notice of BSB the changes, if any, brought out at the commencement of the session by the respective State Boards, in the textbooks of the language of their State. Schools are directed to strictly follow the textbooks prescribed by BSB in its curriculum. Changes, if any, can be adopted only after BSB notifies it.

List of Subjects Offered at Secondary Level with their respective Codes:

S.no.	Code	Name	Time (hrs.)	Theory marks	Internal marks	Total marks
Language						
1	001	Hindi	03	80	020	100
2	002	Sanskrit	03	80	020	100
3	003	English	03	80	020	100
4	004	Assamese	03	80	020	100
5	005	Bengali	03	80	020	100
6	006	Bodo	03	80	020	100
7	007	Dogri	03	80	020	100
8	008	Gujarati	03	80	020	100
9	009	Kannada	03	80	020	100
10	010	Kashmiri	03	80	020	100
11	011	Konkani	03	80	020	100
12	012	Maithili	03	80	020	100
13	013	Malayalam	03	80	020	100
14	014	Manipuri	03	80	020	100
15	015	Marathi	03	80	020	100
16	016	Nepali	03	80	020	100
17	017	Odia	03	80	020	100
18	018	Punjabi	03	80	020	100
19	019	Santhali	03	80	020	100
20	020	Sindhi	03	80	020	100
21	021	Tamil	03	80	020	100
22	022	Telugu	03	80	020	100
23	023	Urdu	03	80	020	100
24	024	French	03	80	020	100
25	025	German	03	80	020	100
26	026	Russian	03	80	020	100
27	027	Japanese	03	80	020	100
28	028	Spanish	03	80	020	100
29	029	Arabic	03	80	020	100

<table>
<tr><th colspan="8">Other Subjects</th></tr>
<tr><th>S.no.</th><th>Code</th><th>Name</th><th>Time (hrs.)</th><th>Theory marks</th><th>Internal marks</th><th>Practical</th><th>Total marks</th></tr>
<tr><td>1</td><td>030</td><td>Hindustani Music (Vocal)</td><td>02</td><td>30</td><td>20</td><td>50</td><td>100</td></tr>
<tr><td>2</td><td>031</td><td>Hindustani Music (Melodic Instruments)</td><td>02</td><td>30</td><td>20</td><td>50</td><td>100</td></tr>
<tr><td>3</td><td>032</td><td>Painting</td><td>02</td><td>30</td><td>20</td><td>50</td><td>100</td></tr>
<tr><td>4</td><td>033</td><td>Home Science</td><td>03</td><td>70</td><td>-</td><td>30</td><td>100</td></tr>
</table>

S.no.	Code	Name	Time (hrs.)	Theory marks	Internal marks	Total marks
		Compulsory Subjects				
1	036	Mathematics	03	80	20	100
2	037	Science	03	80	20	100
3	038	Social science	03	80	20	100

S.no.	Code	Name	Time (hours)		Marks distribution	
		Compulsory Skill Courses	Theory	Practical	Theory	Practical
1	039	Artificial Intelligence	01	02	40	60
2	040	Coding	01	02	40	60
3	041	Machine Learning	01	02	40	60
4	042	Mobile Application Development	01	02	40	60
5	043	Web Design	01	02	40	60
6	044	Cyber Hygiene	01	02	40	60
7	045	Entrepreneurship	01	02	40	60
8	046	Agriculture Technology	01	02	40	60
9	047	Agri - Business	01	02	40	60
10	048	Banking and Insurance	01	02	40	60
11	049	Retail Management	01	02	40	60
12	050	Tourism and Hospitality Management	01	02	40	60
13	051	Journalism	01	02	40	60
14	052	Electrical and Electronics	01	02	40	60
15	053	Waste Management	01	02	40	60

Instructional Time

Instructional time shall be as per the subjects selected. Schools must ensure that minimum number of hours are spent for each subject as specified in the curriculum. The time duration for the subjects has been clearly indicated in the syllabus of each subject. However, it is expected that schools will create innovative Timetables (such as, teaching-learning only 2 or 3 subjects per day etc.) to ensure that the burden of the bag and homework are substantially reduced and the classroom transaction are based on experiential processes. Schools may also think of introducing bag-less dayand same may be incorporated in the time tables. The time table must also include the mandatory periods for compulsory areas including Health, Physical and Arts Education.

Medium of Instruction:

The medium of Instruction in general in all the schools affiliated with the Board shall either be Hindi or English.

Scheme of Assessment

According to Bhartiya Shiksha Board, the purpose of assessment is :

- to provide learning opportunities to learner in different contexts
- to empower the learner to take the responsibility of his learning
- to prepare the learner to appreciate and learn from failures
- to take up the challenging tasks and the confidence to handle them
- to demonstrate the competencies required to solve the real-life problems
- to apply the knowledge gained through analysis of situations to any untoward circumstances
- to equip learner with Indian way of holistic understanding of life

Assessment by BSB will be to promote learning based on understanding instead of just promoting to next class. It will not encourage rote memory and attempts will be made to prevent the learners from the nexus of Tuitions centres/private coaching centres.

Assessment will be fourfold in its nature i. e. to assess the learner in all the four developmental domains of personality

(i) Intellectual
(ii) Aesthetic
(iii) Social
(iv) Spiritual

The Assessment Scheme will have 80% weightage for Board examinations in class X and for Annual examinations in class IX in all compulsory/ optional subjects (excluding skill subjects and subjects having practical) and 20% weightage would be given to internal assessment in compulsory/ optional subjects (excluding skill subjects).

The Assessment of Skill Subjects will have 40 % weightage for Board Examinations and 60% weightage for Internal Assessment/ Practical Examinations.

Art Education, Health & Physical education and Work Experience would be assessed internally at the school level on a 5-point grading scale (A, B, C, D, E).

Students have to pass at least in five Compulsory Subjects mentioned in the Scheme of Studies:

If a student fails in any language taken as subject I and subject II, the same will be replaced by the language taken as seventh optional subject.provided that he or she has passed this language and after replacement either Hindi or English remains as a passed language in the first five subjects.

If a student fails in any one of the three subjects (Math, Science, and Social Science) it will be replaced by the skill subject (offered as 6th additional Subject) and the result of class X Board Examination will be computed accordingly.

Students have to secure 33% marks in total in each of the Subject. The assessment of students would be competency based. The question papers of the board examinations will have more questions requiring students to apply, analyse, evaluate and synthesize the acquired knowledge. The question papers of the board will discourage rote learning and primarily testing higher order abilities of the students. The board has a segregated syllabi for class IX and X.

The Board examinations of Class X will cover the prescribed syllabus of class X. In the subjects covered under the scholastic area, the result of the students would be shown in the marksheet, both in terms of marks and grading. Grades would be derived from marks.

All the students appearing in Class X examinations will be graded on an eight-point scale as given below:

MARKS RANGE	GRADE
91 – 100	A1
81 -90	A2
71 – 80	B1
61-70	B2
51 – 60	C1
41 - 50	C2
33 - 40	D
32 and below	Essential Repeat

Assessment Scheme and grading in Class IX will be similar to Class X Board Examination.

Internal Assessment (20 Marks):

One-time year-end examination will be complimented and supplemented with Internal Assessment (IA) that assesses students in diverse manners, at different times and also examines a broad range of curriculum objectives. Internal Assessment (IA), in effect plays the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing teachers of students' progress and thereby supporting classroom learning. It also informs the individual learner about his/ her progress over a period of time enabling them to develop strategies to improve learning. Internal assessment of each student will consist of the following:

S.no.	Name of Assessment	Marks
1	Periodic Assessment	05
2	Portfolio	05
3	Assignment/ Notebook	05
4	Subject related Activities/ Practical/ Mapwork/ Project/ and in languages Listening and Speaking	05

How to prepare a portfolio?

It is suggested that the portfolios would include classwork and homework assignments that would help evaluate learner's progress. Besides this, portfolio should be a space for student to display his/her exemplary work in the related area. The attention should be to promote techniques such as annotation, identification of key words / topics/ themes, summarization and organization of ideas and content, photos, presentations, assignments, art integrated learning, etc.

The sample of creative work and evidences that demonstrate process skills or development of critical thinking or problem-solving merit inclusion as well. A periodic review of the evidences includes in the portfolio would facilitate self-assessment by learners who would be more aware of their own learning and be able to identify their strengths and weaknesses.

The portfolio also provides an opportunity to learners to share and comment on each other's work. Such peer assessment facilitates understanding of criteria of good work to students. It is advised that such criteria be developed and made clear to students. Initially this self and peer assessment would be a guided endeavor.

Assessing Portfolios

Students' portfolio can be effectively evaluated using a simple scoring rubric. The criteria – to be used in determining the quality of a particular student's portfolio needs to be carefully developed and shared with students. They key elements of the particular criteria need to be specified as well.

Suggested are some elements to judge student's portfolio:

(i) Organization – Neatness, Creativity and Visual Appeal
(ii) Completion of guided work focused on specific curricular objectives
(iii) Evidences of student's growth

(iv) Inclusion of all relevant work (Completeness)

Teachers can include other subject relevant criteria and elements to assess portfolios.

A Word of Caution: Portfolios need to be developed in an easy to manage form. They need to be meaningful but simple and accessible. Developing them should not be a burden on students- both in terms of cost and time.

Languages provide ample space and the autonomy to subject teachers to develop relevant listening and speaking skills. Teachers need to use this opportunity to full advantage and use excerpts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity.

The specified activities in practical work in **Science** and **Mathematics** need to be conducted in the investigatory spirit in congruence to the aims and objectives of the subject. The focus must shift from confirmatory nature of lab experiments to explorations that focus on development of science processes. Students need to be encouraged to raise questions, generate hypotheses, experiment, innovate and find solutions to questions/ problems encountered.

The discipline of Social Science puts the responsibility on concerned teachers to facilitate students to design and execute relevant projects. It is suggested that social science being the subject relevant to social context, projects be related to Art and culture and include development of Life Skills too. Art is not only about self - expression but is more about perceptions and a special way of understanding and responding to work. Exploring into ideas and meanings through the works of artists/experts/ writers/poets, the students would develop imagination and critical awareness.

Assessments of Subjects of Internal Assessments:

Assessment of Art Education, Work Experience and Health and Physical Education may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report Card of the children in the form of grades.

In the existing scheme of assessment, these activities will be graded on a 5- point grading scale (A to E) for classes IX-X and will have no descriptive indicators. No up scaling of grades will be done.

The concerned teacher would make an objective assessment of the level of performance/ participation demonstrated by a student throughout a year and finally assign grades.

Parameter of Assessment

While the students are engaged in the core areas like Health and Physical Education and Art Education, the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

Area	Product	Process
Health and Physical Education	Overall fitness	Participation, team- spirit, commitment and honest effort.
Art Education	Expression, creativity and Aesthetic appeal	Participation, Creative process, material use, appreciation, reflection, effort, craftsmanship and completion
Work Experience	Self-confidence, Self-Reliance, Social and Community Service etc	Participation, team- spirit, commitment and honest effort.

Details of Five-point Grading (Class IX and X)

Grade	Connotation
A	Outstanding
B	Excellent
C	Very Good
D	Good
E	Satisfactory

Suggestions for Teachers

Teachers should encourage participation of each child in some activity or the others. They must ensure that no child is left out from participation in activities organized by the Board or at the class/school or at interschool level.

By carefully examining the behavior / skills / competencies of children in the class on all possible occasions, teachers will maintain records of the performance of learners. Schools should encourage teachers to work collaboratively with other teachers for facilitating and assessing learner's performance and then finally assigning grades.

Values Education

Constitutional and universal values should also be encouraged amongst students. Hygiene, sanitation, dedication, honesty, truthfulness, kindness, empathy respect for the environment, elders and all living things etc. are the values that our students must actively practice. Parents may also support schools in cultivating disciplined behavior in their wards. Class teacher will grade the students on a Five- point scale (A to E) keeping in view the overall attendance, sincerity, values and behavior of the students. Values Education Resource Book and Kit developed by BSB may be used for inculcating values in students.

Rules regarding Admission and Examination

Regarding eligibility for Admission, Eligibility for Examination, Scheme of Examination and related information, please see the Examination Bye-Laws of BSB.

भाषाः अर्थ एवं स्वरूप

सामान्य दृष्टि

सामान्यतः भाषा को भावों और विचारों की अभिव्यक्ति एवं आदान - प्रदान का माध्यम माना जाता है किन्तु भाषा का महत्व इससे अधिक है। मुख्यतः भाषा भावों की उदभाविक शक्ति है, विचारों की जननी है, अनुभूतियों का मूल उत्स है। भाषा तर्क और कल्पना को जन्म देती है। भाषा के अभाव में मूर्त पदार्थों एवं कार्यों की संकेतों के माध्यम से अभिव्यक्ति की जा सकती है, जैसे मूक एवं बधिर व्यक्ति करते हैं परन्तु भावों और विचारों की अभिव्यक्ति संभव नहीं हैं। भावों तथा विचारों का संवर्धन भाषा के माध्यम से होता है।

भाषा की संरचना की चेतना भारत में प्राचीन काल से रही है। पाणिनि कृत अष्टाध्यायी व्याकरण की आज भी सर्वश्रेष्ठ कृति है। 'भाषा' शब्द संस्कृत की भाष धातु से बना है जिसका अर्थ है – 'बोलना' या 'कहना'। अर्थात भाषा वह है जिसे बोला जाए। भाषा अनादिकाल से चली आ रही है। भाषा के इतिहास के अध्ययन से यह पता चलता है कि ध्वनियों एवं ध्वनि-संयोगों में धीरे-धीरे जैसे-जैसे भाषा आगे बढती है, सरलता आती जाती है।

भाषा वैज्ञानिक डॉ० भोलानाथ तिवारी के अनुसार – "भाषा के दो आधार हैं। एक मानसिक और दूसरा भौतिक। मानसिक आधार भाषा की आत्मा है तो भौतिक आधार उसका शरीर। मानसिक आधार या आत्मा से आशय है वे विचार या भाव जिनकी अभिव्यक्ति के लिए वक्ता भाषा का प्रयोग करता है और भाषा के भौतिक आधार के सहारे श्रोता जिनको ग्रहण करता है। भौतिक आधार या शरीर से आशय है – भाषा में प्रयुक्त ध्वनियाँ (वर्ण, सुर और स्वराघात आदि) जो भावों और विचारों की वाहिका है, जिनका आधार लेकर वक्ता अपने विचारों या भावों को व्यक्त करता है और जिनका आधार लेकर श्रोता विचारों या भावों को ग्रहण करता है।"

इस प्रकार भाषा हमारी विचारशीलता और बुद्धि की कुशाग्रता का मूल आधार तो है ही, साथ ही सम्पूर्ण रचनातंत्र का सार भी है। हमारे ज्ञान, विचार और चिंतन, दर्शन आदि के उत्कर्ष के मूल में भाषा ही है।

भाषा, बोली और लिपि

हमारे देश में अनेकों भाषाएँ बोली और समझी जाती हैं। कुछ भाषाएँ वृहद् क्षेत्र में बोली जाती हैं तथा कुछ सीमित क्षेत्रो में बोली जाती हैं। भारतीय संविधान के अनुसार 14 सितम्बर 1949 को हिंदी को भारत संघ की राजभाषा के रूप में मान्यता प्रदान की गई।

किसी छोटे क्षेत्र में प्रयुक्त की जाने वाली वह भाषा प्रायः बोली कहलाती है जिसका प्रयोग बोलचाल के लिए किया जाता है। भाषा व्याकरण सम्मत होती है तथा बोलियों के नियम व्याकरण शास्त्र में नहीं होते है।

भाषा वैज्ञानिक दृष्टि से भाषा और बोली में कोई अंतर नहीं है। उदाहरण के लिए इन वाक्यों को देखिए –

हिंदी भाषा	- राम का भाई आया है।
	- राम की बहन आई है।
बारेलीभाषा	- राम न भाइस आइंर् रिया।
	- राम न बोहनिष आई रोई।
निमाड़ी भाषा	- राम गा उई टे हेंन वे।

- राम गा बई टे हेंन वे।

केवल हिंदी भाषा की संरचना में कर्म के लिंग के अनुसार अलग-अलग विभक्ति-चिह्नों का प्रयोग हुआ है (राम का भाई, राम की बहन) जबकि बारेली और निमाड़ी भाषा में एक ही तरह की विभक्ति-चिह्नों का प्रयोग हुआ है (/राम न भाइस, राम न बोहनिष/राम गा उई टे, राम गा बई टे)। इतना ही नहीं, अलग-अलग अवधारणाओं के लिए अलग-अलग शब्दों अथवा ध्वनि-समूहों का प्रयोग हुआ है। इस तरह स्पष्ट है कि भाषा की यह व्यवस्था भाषा के प्रत्येक स्तर पर दृष्टिगत होती है, चाहे वह अपेक्षाकृत एक छोटे भाषा समुदाय में बोली जाती हो। इस दृष्टि से भाषा और बोली के बीच कोई भेद नहीं है। कोई भी भाषा जो बोली जाती है उसमें भी एक सुनियोजित व्यवस्था होती है।

भाषा और बोली के संदर्भ में एक और आधार पर अंतर किया जाता है और वह यह कि भाषा की लिपि होती है, वह लिखी जा सकती है जबकि बोली की कोई लिपि नहीं होती। वस्तुतः भाषा का मौखिक रूप प्राथमिक है और लिखित रूप गौण। किसी भी भाषा को थोड़े से फेरबदल के साथ किसी भी लिपि में लिखा जा सकता है। उदाहरण के लिए बांग्लाभाषा को बांग्ला लिपि में लिखा जाता है। लेकिन बांग्ला में कही गई बात को देवनागरी लिपि में भी लिखा जा सकता है। वह बोलने-सुनने में बांग्ला भाषा ही लगेगी, केवल लिपि में अंतर आएगा जैसे –

राम बाड़ी जाबे ना।

अन्य उदाहरण –

अंग्रेज़ी भाषा (रोमन लिपि) – Pen
हिंदी भाषा (देवनागरी लिपि) – पेन

हिंदी भाषा में हम 'pen' को 'पेन' की तरह लिखते हैं जो मान्य है जबकि इस 'पेन' शब्द की ध्वनि ठीक वैसी नहीं है जैसे अंग्रेज़ी में है। इतना ही नहीं, हम किसी अन्य भाषा के शब्दों के साथ अपनी भाषा के व्याकरण का प्रयोग करते हैं जैसे –

English- Colleges/schools
हिंदी - कॉलेजों/स्कूलों

हिंदी भाषा में बहुवचन रूप बनाने के नियमों को अंग्रेज़ी भाषा के शब्दों पर लागू किया जाता है जो मान्य हैं। इस तरह से यह कहा जा सकता है कि भाषा और बोली में कोई अंतर नहीं है और भाषाएँ अपनी लिपि का विकास कर सकती हैं या फिर पहले से प्रचलित लिपि का प्रयोग कर सकती हैं। एक ही भाषा अलग-अलग लिपियों में लिखी जा सकती है। भाषा के सन्दर्भ में यह समझ बच्चो में भाषा शिक्षण को सहेज बनाएगी क्यूंकि अक्सर बच्चे की मातृभाषा को बोली कहकर नकार दिया जाता है।

भारतीय भाषा शास्त्रीय चिंतन और भाषा स्वरूप एवं शिक्षण

भारतीय दृष्टिकोण के अनुसार भाषा का संबंध चेतना के साथ है, यह सीखने के लिए एक उपकरण (tool) से बढ़कर है। समस्त सांसरिक रूपों तथा मानव अनुभवों को भाषा के द्वारा ही व्यक्त किया जाता है। भारतीय दर्शन के अनुसार भाषा के जागतिक तथा तत्त्व मीमांसक दोनों ही पक्ष हैं। शब्द ब्रह्म है और शब्द संपदा से भाषा बनती है। भाषा का अर्थ है व्यक्त वाणी अर्थात बोलना या कहना इसका जागतिक पक्ष है, वहीं वाक् या तो सृष्टि की प्रक्रिया या सृष्टि की समानान्तर सृष्टि के दार्शनिक पक्ष को भी बताती है। वाक् की यही परिकल्पना भारतीय भाषा दर्शन का आधार है। व्यक्ति की भाषा उसकी सम्पूर्ण चेतना या उसके सम्पूर्ण स्व की अभिव्यक्ति है। इसे ही शास्त्रीय शब्दावली में शब्द कहा गया है। भारतीय भाषा दर्शन में भर्तृहरि रचित वाक्यपदीय 'ब्रह्मकांड' का महत्त्वपूर्ण स्थान है। भाषा को लेकर वाक्यपदीयम में उन्होने शब्द को ही ब्रह्म माना। भर्तृहरि के अनुसार सूक्ष्म वाक् या आंतर – शब्द वैखरी वाक् या सामान्य भाषा के रूप में परिवर्तित होता है ; सूक्ष्म वाक् अर्थात शब्द आत्म रूप ही है तथा वही अपने स्वरूप की अभिव्यक्ति के लिए शब्द रूप मे विवर्तित होता है। भर्तृहरि व अन्य भाषा चिंतकों के काम में स्फोटवाद की अवधारणा एक महत्त्वपूर्ण बिन्दु है। स्फोटवाद के अनुसार प्रयत्न ने शब्द को

केवल प्रकाशित एवं प्रकट किया है ; उत्पन्न नही। यही धारा नित्यवाद कह लाती है जिसके अनुसार शब्द न उत्पन्न होता है और न नष्ट अपितु सदा उपस्थित है, जब वह प्रकट रूप मे न हो, तब भी। अर्थात् जो बोल नही सकते उनमें भी भाषायी चेतना विद्यमान है। भाषा को लेकर यह एक सूक्ष्म और अत्यंत व्यापक दृष्टिकोण है। भारतीय भाषा चिंतन में ही अनित्यवाद की धारा भी है जिसके अनुसार उच्चारण प्रयत्न के द्वारा ही शब्द की उत्पत्ति होती है, वह सदैव विद्यमान नहीं है। वर्णवाद के प्रणेता कुमारिल्ल भट्ट और प्रभाकर के अनुसार – अक्षर ध्वनियों से शब्द का निर्माण होता है और यही अक्षर शक्ति शब्द – अर्थ संज्ञान का मूल आधार है। दरअसल शब्द से ही सर्व जगत है और अक्षर अर्थात वर्ण से शब्द का जन्म होता है दोनों धाराएँ भारतीय दृष्टि से भाषा विचार करने के लिए दो विकल्प उपलब्ध कराती हैं। जब शब्द केंद्रीय है तो अर्थ भी अलग नही है अपितु शब्द का "स्फोट" (सदा उपस्थित नाद – ये ध्वनि नहीं है / प्रतीक भी नहीं है) ही अर्थ है। ध्वनि प्रकट रूप है, अक्षर प्रतीक है वहीं स्फोट (निरवयव, निष्क्रम, अनक्षर सदैव रहने वाला किन्तु अप्रकट) एक आंतरिक नाद है। भाषिक अभिव्यक्ति और बोध की सामर्थ्य किसी वाक्य में है पद या वर्ण में नहीं; और वही शब्द है। अर्थात पूर्णता का अंत निहित भाव ही अर्थ है / भाषिक अभिव्यक्ति है। यहीं पर हम वर्णों में तोड़ तोड़ कर पढ़ाने से अलग तरीके से भाषा सीखने का संकेत भी मान सकते हैं जबकि अधिकतर हम वर्ण /अक्षर प्रतीक को रटने से भाषा सिखाने की पद्धति का बहुतायात में उपयोग होता हुआ देख सकते हैं। "टॉप टू बॉटम अप्रोच", जिसे हम नवोन्मेषी उपागम के अंतर्गत रखते हैं, का संकेत हम प्राचीन भाषा चिंतन में देख सकते हैं।

जहाँ वर्ण से अर्थ बोध हो वहाँ "वर्ण", जहाँ वाक्य से अर्थ बोध से हो वहाँ वाक्य या आधुनिक भाषा विज्ञान जिसे 'टेक्स्ट' और 'डिस्कोर्स' कहता है वह भी- ये सभी अवधारणाएँ भारतीय "शब्द" की अवधारणा में समा जाएँगी। तो एक तरह से भारतीय भाषायी समझ से परिचित होने के लिए शब्द की अवधारणा केंद्रीय बिन्दु माना जा सकता है साथ ही यह भी समझना होगा कि भारतीय भाषा चिंतन मे शब्दावली के स्तर पर गहनता, सूक्ष्मता, मानसिक प्रत्यय का निर्वचन (इंटेरप्रेट) करना एक जटिल व बहुआयामी कार्य है।

शब्द और अर्थ के संबंध को लेकर भारतीय भाषा चिंतन प्रतीति को अर्थ मानता है। भर्तृहरि के अनुसार शब्द अर्थ एक ही आत्मा के दो रूप हैं, शब्द के प्रतीक रूप से विभिन्न वस्तुओं या पदार्थों की प्रतीति होती है। अर्थ शब्द से अलग कुछ नहीं है। एक अन्य मत उत्पत्तिवाद के अनुसार – मानव मन में कई अर्थ होते हैं जिससे शब्द की उत्पत्ति होती है अर्थात् पहले से ही अर्थ निहित है, वे बाहर से नहीं बनते। अर्थ को लेकर क्रमश: 'रेफ़ेरेन्शियल' (जिसको इंगित किया जा जाए ,जो इंगित करे का संबंध), 'विचारवादी' (जिस विचार की बात हो उसी को), 'व्यवहारवादी' (जिस स्थिति में बोला जाए और उससे जो प्रतिक्रिया जन्मे) सिद्धांतों से अलग भारतीय भाषा चिंतन अर्थ को शब्द मे निहित रूप मे देखता है। "प्रतीति" ही अर्थ है बाहरी जगत शब्द का विवर्तन मात्र है अत शब्द का अंतनिहित अर्थ 'प्रतीति द्वारा (आंतरिक चेतना में होने वाली प्रगति से) ही जाना जा सकता है। चेतना जिस स्तर पर होगी वैसा ही अर्थ हमें मिलेगा इसलिए बहुत सारे अर्थ निकलते रहते हैं। वास्तव में सारा प्रयास गहरे व वास्तविक अर्थ तक जाने के लिए करना है। सामाजिक रूप से एक अर्थ न ले पाने, अर्थों की विविधता हो जाने की घटना को एक समस्या एक रूप में देखा जाता है। इस स्तर पर देखें तो किसी एक बात के विभिन्न अर्थ चेतना के भिन्न स्तरों के कारण है। इसके लिए सीखने वाले को सही या गलत ठहराना भाषा शिक्षक का कार्य नहीं है अपितु अंतर्निहित, गूढ़तम अर्थों तक पहुँचने के लिए सीखने वालों को अवसर देना होगा और सबसे पहले शिक्षक को प्रचलित बौद्धिक व मानसिक स्तरों से आगे बढ़ते हुए अनंत अर्थों तक पहुचने की यात्रा स्वयं करनी होगी। भौतिक व ठोस प्रत्ययों के साथ ही भाषा और भाषिक अभिव्यक्ति को अमूर्त, अनंत व लोचशील विशेषणों के साथ समझना होगा। भाषा की समझ अभिधात्मक (स्पष्ट अर्थ) से लेकर संकेतित अर्थ और अप्रत्यक्ष अर्थ की प्रतीति तक जाकर ही पूरी होती है। जैमिनी रचित पूर्व – मीमांसा अर्थ की दृष्टि से एक अन्य महत्वपूर्ण ग्रंथ है। यह रचना अर्थ की दृष्टि से मुख्यत: भाषा के संरचनात्मक पक्ष को महत्त्व देती है। इसमें भाषा में अर्थ निर्माण को स्वयं उद्घाटित न मानकर उसके लिए निश्चित नियम होने को महत्त्वपूर्ण माना गया है। शिक्षण में वर्ण ज्ञान, वर्णों द्वारा पदो का निर्माण तथा पदों के द्वारा वाक्य के निर्माण की प्रक्रिया का बोध कराना आवश्यक समझा गया है। यदि भाषा का व्याकरण स्पष्ट है तो किसी भी शब्द का चाहे किसी भी स्थिति में प्रयोग हो, अर्थ निर्धारण हो सकता है।

इस दृष्टि से व्याकरण की आंतरिक संरचना अति महत्त्वपूर्ण है। इसी को सटीक प्रकार से जानना और समझना भाषिक अभिव्यक्ति तथा अर्थ निर्माण के लिए आवश्यक है। भारतीय काव्यशास्त्र की दृष्टि से देखें तो अर्थ के स्थूल एवं सूक्ष्म दो धरातल हैं। ज्ञान जहाँ मानसिक धरातल पर स्थूल अर्थ तक पहुँचाता है वहीं शुद्ध मानसिक धरातल पर रमणीय काव्यार्थ सूक्ष्म अर्थ का भान होता है।

दरअसल भारतीय चिंतन मे कई धाराएँ और मत हैं। इसकी समृद्ध सैद्धान्तिक भूमि भाषा के दर्शन से लेकर व्यावहारिक भाषिक उपयोग तक फैली हुई है। कहीं भाषा को ब्रह्म माना गया है तो अक्षर प्रतीक व व्याकरण का महत्त्व माना गया है। तत्त्वमीमांसीय विवेचन शब्द ब्रह्म और इसके विवर्त की प्रक्रिया पर चर्चा करता है। वास्तविकता भाषा में और भाषा के द्वारा है। 'चेतना पहले और वाक् बाद में' की स्थिति को इसमें नकारा गया है। वाक् और शब्द की केंद्रीय अवधारणाओं को समझने के क्रम में नित्यवाद, अनित्यवाद, स्फोटवाद, वर्णवाद सामने आते हैं। भाषा की संरचना और अर्थ निर्माण के मूलभूत प्रश्नो के साथ ही भाषा और काव्य का संबंध भी महत्त्व का विषय है। "भाषा स्वयं इतनी सबल है कि भाषिक संरचना का अपना क्रम ही आगे चलकर कविता हो जाता है "भाषा का व्यापक रूप ही काव्य है और सम्पूर्ण जगत को ही काव्य माना गया है कुछ भी एक दूसरे से अलग नही है काव्य को ही साहित्य कहा गया है। काव्य / साहित्य में रचनाकार की "प्रतिभा" (पश्यंती) को एक अवधारणा के रूप में विस्तृत उल्लेख दिया गया है वहीं रसानुभूति में श्रोता का आंतरिक सामर्थ्य विशेष स्थान रखता है। पश्यंती की अवस्था मे शब्द अर्थ इतना घुले मिले होते है कि पृथक नही हो सकते और यही से सृजन फूटता है। हालांकि भारतीय भाषा चिंतन विविध मतो, सिद्धांतो से भरा पड़ा है साथ ही काव्यशास्त्रीय दृष्टि मे भी भाषा मे अर्थ ग्रहण की प्रक्रिया को लेकर बहुत से संकेत छिपे हुये है किन्तु इनपर भाषा शिक्षण की दृष्टि से अत्यंत कम काम हुआ है ऐसे मे बहुत ठोस निष्कर्षों की प्राप्ति नही हुई है। पाठयचर्या की दृष्टि से हमे यह भी देखना होगा कि सीखने वालों को केंद्र मे रखते हुए तथा आधुनिक सिद्धांतो के साथ सामंजस्य बनाते हुए हमे भाषा शिक्षण कोई भी आधारभूत दस्तावेज़ बनाना चाहिए। अत: ऊपर की गई चर्चा के आधार पर हम समग्र रूप से कुछ संकेतों को अवश्य आगे की कार्यनीति बनाने मे उपयोग कर सकते है।

पूर्वोक्त चिंतन में से कुछ महत्त्वपूर्ण बातें उभरकर आती हैं –
- भाषा बाहरी भौतिक घटक या उपकरण न होकर चेतना से संबंधित है।
- भाषा रचनावादी तंत्र है, निरवयव व अविभाज्य व विस्तृत फ़लक वाली अवधारणा है।
- वाक् ही भाषा है और भाषा से ही सम्पूर्ण संसार है।
- शब्द भाषा की मूलभूत इकाई है और यही ब्रह्म अर्थात अनक्षर और सबका मूल है।
- सभी अर्थ शब्द में ही अंतर्निहित है कुछ भी बाहर नहीं है अलग नहीं है।
- सब कुछ (सभी अर्थ, ज्ञान) व्यक्ति के अंतस में पहले से मौजूद है।
- सीखने वाला स्वयं में सक्षम व समर्थ है।
- ध्वनि केवल बाहरी आवरण है, अर्थ का स्फोट सदा मानव के भीतर विद्यमान है।
- अर्थ केवल वर्ण या अक्षर /प्रतीकों व ध्वनियों मे निहित नहीं है अपितु इनसे परे है।
- भाषा मूल स्वरूप मे अविभाज्य है अतः अंशों, प्रतीकों को रटना समग्र अर्थ तक नहीं पहुँचा सकता है।
- वाचन ,श्रवण, शुद्ध उच्चारण, अभ्यास,अनुभूति व गहन व्याकरण संरचनात्मक ज्ञान आवश्यक है।
- आंतरिक रूप से सीखने की प्रक्रिया घटित होती है संवाद व मनन व अभिव्यक्ति इसके महत्वपूर्ण घटक माने जा सकते हैं।
- सीखने वाले को उनकी चेतना की अनुभूतियों तक पहुचने में सहायता देना शिक्षक का कार्य है।
- बाहर प्रचलित अनुभवों व अर्थों को ना थोपें अपितु अनुभवों का ऐसा उपयोग करें जिससे सीखने वाला अपनी अनुभूतियों तक पहुँचकर अनंत अर्थ स्वयं उद्घाटित करें।
- शिक्षक की ज़िम्मेदारी है कि सीखने वाला साहित्य से गहन अनूभूतिपरक संबंध स्थापित करे और अपनी प्रतिभा को पहचाने।

इस चर्चा से भाषा-शिक्षण के व्यावहारिक धरातल की दिशा और तस्वीर स्पष्ट होती है।

हिंदी भाषा और आकलन

भाषा एक व्यावहारिक विषय है जिसका आकलन करने का उद्देश्य यह जानना है कि बच्चे भाषा कैसे सीखते हैं, उनकी भाषा-प्रयोग की क्षमता का स्तर क्या है और उनके भाषा विकास में किस प्रकार की सहायता चाहिए। आकलन एक बृहद संकल्पना है जो परीक्षा और मूल्यांकन से अलग है। आकलन सतत चलाने वाली एक प्रक्रिया है और उसका आकलन करते समय यह अवलोकन आवश्यक है कि बच्चे अलग-अलग संदर्भों में भाषा का किस तरह प्रयोग करते हैं। भाषा का यह प्रयोग मौखिक भी होता है और लिखित भी। भाषा संरचना, संदर्भ के अनुसार शब्दों और वाक्यों का चयन, पढ़कर समझने की कुशलता, लिखने में विचारों की अभिव्यक्ति का स्तर आदि भाषा आकलन के मुख्य बिंदु हैं। यह भी आवश्यक नहीं है कि भाषा का आकलन सदा औपचारिक ही हो, अनौपचारिक तरीके भी भाषा आकलन में सहायता करते हैं। अपने आस-पास के परिवेश में मौजूद भाषा (मौखिक और लिखित रूप) को ठीक-ठीक समझ लेने की कुशलता का आकलन के लिए ज़रूरी है कि उसी तरह की सामग्री का प्रयोग किया जाए। आकलन के अनेक तरीके हैं, जैसे –अवलोकन, परियोजना कार्य, लिखित परीक्षा, मौखिक परीक्षा, पोर्टफोलियो, संवाद अदायगी, मंचन, वीडियोग्राफी आदि।

हिंदी भाषा और सीखने के प्रतिफल

प्राय: यह जिज्ञासा रहती है कि किसी कक्षा में बच्चों से क्या अपेक्षित है और उन अपेक्षाओं के बारे में, उन अपेक्षाओं को पूरा करने के बारे में शिक्षकों की क्या भूमिका है। राष्ट्रीय स्तर पर ऐसे कौन-से मानदंड हैं जो यह समझने में सहायता करेंगे कि बच्चों, शिक्षकों को 'क्या' प्राप्त करना है और 'कहाँ' तक पहुँचना है। साथ ही हमारी सीखने-सिखाने की प्रक्रिया क्या होगी जिससे अपेक्षित मानदंडों को पूरा किया जा सके। साथ ही कक्षा और विद्यालय में घटने वाले सीखने-सिखाने की प्रक्रिया से अंतत: बच्चे क्या सीख रहे हैं। इस बात को ध्यान में रखते हुए राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद ने प्रारम्भिक और उच्चतर माध्यमिक स्तर पर सीखने के प्रतिफल' का विकास किया है। इस दस्तावेज़ में यह स्पष्टतः लिखा गया है कि "स्पष्ट रूप से परिभाषित सीखने के प्रतिफल विभिन्न साझेदारों की ज़िम्मेदारी तथा उत्तरदायित्वों को सुनिश्चित करते हुए और दिशा-निर्देश दे सकता है ताकि विभिन्न पाठ्यचर्या क्षेत्रों से अपेक्षाओं की पूर्ति हो सके। कक्षावार सीखने के प्रतिफल प्रक्रिया-आधारित हैं। ये प्रतिफल एक प्रकार से जाँच बिंदु (check points) हैं जो गुणात्मक या मात्रात्मक रूप से मापे जा सकते हैं। ये प्रतिफल बच्चे के संपूर्ण विकास के लिए अपेक्षित 'संपूर्ण सीखने' के अनुसार बच्चों की प्रगति का आकलन करने में मदद करते हैं। संदर्भगत संसाधनों और सीखने की उपयुक्त प्रक्रियाओं के द्वारा शिक्षक एक समावेशी कक्षा में विभिन्न क्षमताओं वाले बच्चों की आवश्यकताओं के द्वारा वैविध्यपूर्ण अवसरों/स्थितियों का निर्माण कर सकते हैं और उन्हें बच्चों को उपलब्ध करा सकते हैं।" (*सीखने के प्रतिफल*, एनसीईआरटी, 2017) '*सीखने के प्रतिफल* दस्तावेज़ में विषय की स्पष्ट और गहरी समझ, पाठ्यचर्या संबंधी अपेक्षाएँ, सीखने-सिखाने की प्रस्तावित प्रक्रियाएँ और सीखने के प्रतिफल दिए गए हैं। इन सभी का उद्देश्य यह स्पष्ट करना है कि विषय की प्रकृति के अनुरूप ही उसके आकलन की प्रक्रिया निर्धारित की जानी चाहिए। अपेक्षाओं को प्राप्त करने के लिए समुचित प्रक्रियाएँ अपनाने की आवश्यकता है। भाषा के संदर्भ में सीखने के प्रतिफलों में भाषाई कौशलों को किसी एक क्रम में रखने, देखने की अपेक्षा साथ-साथ चलने वाली प्रक्रिया और समग्रता में देखा गया है। बाल साहित्य का प्रयोग, अपनी बात को अपनी भाषा में कहने और लिखने की स्वतंत्रता, प्रश्न पूछने, राय देने, प्रतिक्रिया देने, टिप्पणी करने की स्वतंत्रता और अवसर जुटाने को महत्व दिया गया है। भाषा का आकलन करते समय इस समस्त बिंदुओं का ध्यान रखा जाना चाहिए। हिंदी भाषा की पाठ्यचर्या में अनेक ऐसे चिंतन बिंदु हैं जिन्हें समझना आवश्यक है। भाषा शिक्षण के संदर्भ में यह समझन भी आवश्यक है कि बच्चे भाषा कैसे सीखते हैं और भाषा सीखने में परिवेश की क्या भूमिका होती है।

भाषा अर्जन एवं भाषा अधिगम

भाषा मीमांसकों का मत है कि भाषा हमें परंपरा से प्राप्त होने वाला सांस्कृतिक वरदान है। अतः हमें अपनी संस्कृति से जितना अनुराग होता है, उतना ही अनुराग हमें अपनी पहली भाषा से होता है। अपनी भाषा में अपनी संस्कृति निहित रहती है और अपनी पहली भाषा के द्वारा हम अपने आस-पास के जन से जुड़ी सभी भौतिक जानकारी और बौद्धिक प्रक्रियाओं से विकसित हुई समझ आसानी से ग्रहण कर सकते है (outline of linguistic analysis – a book by Blog and traiger)। प्रत्येक बालक भाषा अर्जन की क्षमता और भाषा निरपेक्ष चिंतन की क्षमता के साथ पैदा होता है। प्रत्येक सामान्य बालक प्रारंभ में अपने परिवेश से प्राप्त अनुभवों के आधार पर भाषिक क्षमताओं का विकास करता है और स्वतंत्र तथा स्वायत्त रूप में उनका प्रयोग करता है परंतु तीन वर्ष का होते होते प्रत्येक बालक की भाषा अर्जन की क्षमता इस गति से विकसित होती है कि वह अपनी प्रथम भाषा की सभी आधारभूत संरचनाओं को सीख लेता है, वह भाषा की सभी ध्वनियों (कुछ ध्वनियों और अभिव्यक्तियों को छोड़कर) का उच्चारण करने लगता है और आस-पास की सभी वस्तुओं के नामों और प्रकार्यों की शब्दावली का व्यवहार करने लगता है। तीन से पाँच वर्षों के बीच में सामान्यतः सभी बच्चे अपनी-अपनी प्रथम भाषा का सामान्य सामाजिक व्यवहार ही नहीं सीख लेते अपितु वे अपना सारा चिंतन भाषा के माध्यम से करने लगते हैं। एक महत्वपूर्ण तथ्य है कि सामान्यतः सभी बच्चे विद्यालय में प्रवेश करने से पूर्व ही भाषा व्यवहार के दोनों रूपों का (श्रवण - बोधन और वाचिक - अभिव्यक्ति) का पर्याप्त अनुभव प्राप्त कर चुके होते हैं। इसी संदर्भ में यह समझना आवश्यक है कि भाषा अर्जन और अधिगम दो भिन्न संकल्पनाएँ हैं। भाषा का अर्जन स्वतः स्फूर्त होता है, उसमें बच्चा वातावरण से ही भाषा को सहज रूप से अर्जित कर लेता है जबकि भाषा अधिगम साभिप्राय और सायास होता है। इसीलिए सामान्यतः यह माना जाता है कि प्रथम भाषा का अर्जन होता है और द्वितीय भाषा का अधिगम। हालांकि कुछ विद्वानों का यह मानना है कि अगर कक्षा में भाषा सीखने का ऐसा भाषिक वातावरण निर्मित किया जाए कि बच्चे उस वातावरण से भाषा सहज ही अर्जित कर लें तो ऐसी स्थिति मे द्वितीय भाषा का अर्जन भी संभव है। निष्कर्ष रूप में यह कहा जा सकता है कि पहली भाषा अर्जन व अधिगम का भविष्य में सीखी जाने वाली अन्य भाषाओं व विषयों को सीखने से गहरा संबंध है। साथ ही हिंदी सभी के लिए पहली भाषा नहीं है, क्योंकि क्षेत्रीय भाषाओं की विविधता भी है। अत: हिंदी शिक्षण को अर्जन और अधिगम दोनों दृष्टियों की बारीकी से देखना होगा।

प्राय: विद्यार्थी की प्रथम भाषा को माध्यम भाषा के रूप में स्थान दिया जाता है। यहाँ यह समझना आवश्यक होगा कि बच्चे की प्रथम भाषा या मातृभाषा में उसकी समस्त अवधारणानाएँ बनती हैं और बच्चे उसी भाषा में सहज अनुभूत करते हैं। यह भाषा विद्यालयों में शिक्षण और शिक्षणेतर समस्त व्यवहार का माध्यम होती है साथ ही उच्च प्राथमिक और माध्यमिक स्तर की कक्षाओं में विद्यार्थियों को माध्यम भाषा से भिन्न एक या एकाधिक भाषाएँ सिखाई जाती हैं। ये भाषाएँ माध्यम भाषाओं के रूप में सामान्यतः प्रतुक्त नहीं होतीं। अतः उन्हें सामाजिक और वैज्ञानिक विषयों के समान एक विषय के रूप में पढ़ाया जाता है। इसलिए इन्हें विषय-भाषा भी कहा जाता है। हिंदी (मातृभाषा) पाठ्यचर्या को समझने के लिए भाषा के प्रकार्यों से परिचित होते हुए यह जानना ज़रूरी है यह कला, विषय व माध्यम तीनों है।

मातृभाषा के महत्त्व पर चर्चा करते हुए यूनेस्को (UNESCO) द्वारा आयोजित संगोष्ठी में भाग लेने वाले विद्वान इस तथ्य पर एकमत थे कि मातृभाषा आज भी व्यक्ति के लिए अपने समाज और संस्कृति के भीतर अपने स्थान ढूँढ़ने और पाने का मुख्य साधन है और साथ ही वह उसके बौद्धिक व्यापार का आधार भी है। इस दृष्टिकोण के आधार पर यह कहा सकता है कि मातृभाषा कोई अमूर्त संकल्पना नहीं अपितु वह एक सामाजिक यथार्थ है। जिसका निहित अर्थ है कि शिक्षण के दृष्टिकोण से पहली भाषा मात्र शिक्षण हेतु एक विषय नहीं है अपितु यह तो स्वयं में सीखने का आधार भी है और अपने मूल रूप में एक कला (कौशल) है।

भारत की बहुभाषिक स्थिति और हिंदी

भारतीय समाज एक बहुभाषिक समाज है जहाँ प्राचीन काल से ही बहुत सारी भाषाओं का प्रयोग होता रहा है। भारत के भाषा परिवार इसी को इंगित करते हैं। बहुभाषिकता भारतीय परिवेश का एक सर्वव्यापक तत्त्व है जो देश के जीवन को प्रभावित करता है। भारत जैसे सांस्कृतिक और भाषाई विविधता वाले देश में भाषा शिक्षण-अधिगम की स्थिति जटिल हो जाती है जहां एक या एक से अधिक भाषा परिवारों से सम्बद्ध स्वतंत्र भाषाएँ संबंधों का संश्लिष्ट , जटिल जाल तैयार करती हैं। यहाँ लघु समाजों की अस्मिता का अनुरक्षण बृहद राष्ट्रीय छवि से हमेशा द्वंद्व बना रहता है। भारतीय संविधान की आठवीं अनुसूची में सूचीबद्ध प्रमुख भाषाओं को कुछ विशेषाधिकार प्राप्त हैं जो अन्य भाषाओं को नहीं है। ऐसी स्थिति में कब, कहाँ, कौन सी भाषा पढ़ाई जाए और कैसे पढ़ाई जाए, यह प्रश्न अत्यंत महत्त्वपूर्ण हो जाता है।

हिंदी (खड़ी बोली हिंदी) की विशिष्टता और पहली भाषा के रूप में उसकी महत्ता इस बात से भी प्रमाणित होती हुई देख सकते हैं कि एक बड़े भूखंड - हिंदी क्षेत्र (दिल्ली, उत्तरप्रदेश, बिहार, उत्तराँचल, हरियाणा इत्यादि) में प्रयोग में होने के बावजूद यह किसी क्षेत्र विशेष की मातृभाषा नहीं है लेकिन इन क्षेत्रों में बोली जाने वाली बोलियों से यह इतनी निकट है कि यहाँ के निवासी बिना किसी विशेष तैयारी या अधिगम के अनायास ही हिंदी को बोल, सुन तथा समझ पाते हैं, साथ ही भाव अभिव्यक्ति कर पाते हैं और मातृभाषा के रूप में स्वीकार कर पाते है। अर्थात सार्वदेशिकता हिंदी की सहजात प्रकृति है। यह उसकी असाधारण विशेषता है कि वह अपने वर्तमान रूप में किसी क्षेत्र विशेष की बोली नहीं है। उसका उद्भव और विकास इसी रूप में हुआ है। हिंदी का, विराट क्षेत्र इस बात से भी उभर कर आता है। भाषा वैज्ञानिकों ने हिंदी भाषा क्षेत्र के अंतर्गत पाँच उप-भाषाओं और प्रत्येक उपभाषा के अंतर्गत अनेक भाषाओं (बोलियों) का उल्लेख किया है। अपनी सार्वदेशिकता के कारण हिंदी अपने उद्भव और विकास की प्रक्रिया में हिंदी भाषी क्षेत्रों की सीमाएँ पार करके अखिल भारतीय स्तर पर संपर्क भाषा के रूप में व्यवहृत होने लगी।

भाषा के प्रकार्य

भाषा समाज और व्यक्ति के लिए शक्ति का एक अक्षय स्रोत है। वह एक ओर सामाजिक संस्था (institution) के निर्वाह का सर्वाधिक महत्वपूर्ण उपकरण है तो दूसरी तरफ व्यक्तित्व-निर्माण का सर्वाधिक सार्थक साधन। वह एक ओर व्यक्ति की अपनी अस्मिता तलाशने ओर पहचानने में सहायक है तो दूसरी ओर उसके समाजिकीकरण का माध्यम। एक स्तर पर वह संप्रेषण संभावना की प्रतीकबद्ध व्यवस्था है तो दूसरे स्तर पर कल्पनात्मक जीवन की सर्जनात्मक सम्भावना। इसी प्रकार हम यह भी कह सकते हैं कि भाषा एक ओर संवेदनात्मक बोध (अनुभव जन्य बोध) का उपकरण है अर्थात ज्ञान को अनुभव सिद्ध करने में सहायक है तो दूसरी ओर वह बोधात्मक संवेदना (बोधजन्य अनुभूति) का साधन अर्थात अनुभूतियों एवं संवेदनाओ को बोध के स्तर पर ग्रहण करने का माध्यम भी है। मातृभाषा के रूप में भाषा शिक्षा का क्षेत्र इन सभी के प्रकार्यों के सन्दर्भ में भाषा को साधने का क्षेत्र है।

शिक्षण परिवेश व दृष्टिकोण

मातृभाषा शिक्षण को समझने के लिए उसके अधिगम के दो परिवेश औपचारिक व अनौपचारिक पर दृष्टि डालना आवश्यक है। अनौपचारिक शिक्षा स्वम संवेद्य होती है। बालक अपने दैनिक जीवन में जो कुछ सीखता है वह उसके अनुभव व् अनुभूति के सीधे सम्पर्क में होता है और ज़रूरत पर आधारित यह शिक्षा स्वतन्त्र एवं प्राकृतिक रूप से हो जाती है। किन्तु हम वर्तमान में औपचारिक ढाँचे के संदर्भ में शिक्षा की चर्चा कर रहे हैं। शिक्षण में औपचारिक सन्दर्भों पर बल देने के कारण बालक के अपने अनुभव तथा संवेदना के आधार पर निर्मित भाषिक संसार की न केवल उपेक्षा की जाने लगती है वरन उसे मानक च्युत व अप्रासंगिक कहकर उसका अवमूल्यन भी किया जाता है। इस सन्दर्भ में शिक्षा की दृष्टि निर्देशात्मक (prescriptive) हो जाती है। एक अन्य दृष्टि से

मातृभाषा शिक्षण का "विवरणात्मक दृष्टिकोण" भाषा को भाषा एवं उसके प्रयोगों के सन्दर्भ में पढ़ाने का समर्थक है। इस दृष्टिकोण के अनुसार मातृभाषियों के भाषा व्यवहार के पीछे एक आचरणगत व्यवस्था काम करती है इस व्यवस्था की पुष्टि ही भाषा - शिक्षण है।

उपर्युक्त दोनों ही तरीकों (निर्देशात्मक, विवरणात्मक) की प्रमुख सीमा यह है कि यह शिक्षार्थी के अनुभव संसार के सर्जनात्मक पक्ष पर ध्यान केंद्रित न कर भाषा को उसके व्यावहारिक पक्ष के साथ जोड़कर पढ़ाने का अनुमोदन करती है। दरअसल ये दोनों ही तरीके भाषा को अनुभव एवं अनुभूति के धरातल पर ग्रहण न करने के कारण शिक्षण को संवेदनात्मक बनाने में असमर्थ हैं। यही नहीं, ये बालक की वैयक्तिक आवश्यकताओं, जिज्ञासात्मक और कल्पनात्मक वृत्तियों की उपेक्षा करते हैं। इस प्रकार औपचारिक वातावरण में शिक्षा जिस भाषिक उपकरण की अपेक्षा रखती है उसके प्रति भी यह मातृभाषा शिक्षण को न तो प्रवृत्त करता है और न उत्साहित। राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार "कक्षा में शिक्षक व विद्यार्थी की अंत:क्रिया विवेचनात्मक होती है क्योंकि उसमें यह परिभाषित करने की ताकत होती है कि किसका ज्ञान स्कूल सम्बन्धी ज्ञान का हिस्सा बनेगा और किसकी आवाज़ उसे आकार देगी। शिक्षार्थी केवल ऐसे छोटे बच्चे नहीं होते जिनके लिए वयस्कों को कुछ हल ढूँढने होते हैं। वे अपनी परिस्थिति व जरूरतों के सूक्ष्म पर्यवेक्षक होते है तथा उन्हें अपनी शिक्षा व भावी अवसरों से संबधित समस्यायों के हल की प्रक्रिया तथा विमर्श में भाग लेना चाहिए।"

बच्चे का अनुभव जगत और भाषा शिक्षण

भाषा के अवबोधन का प्राथमिक अनुभवों के साथ गहरा संबंध है। सामान्यतः भाषा शिक्षण के जो तरीके कक्षा में प्रयोग किए जाते हैं उनमें सीखने की शुरुआत बच्चे के प्रारम्भिक अनुभवों को नकार कर होती है जबकि अपेक्षित यह है कि बच्चे जिन प्राथमिक अनुभवों को साथ लेकर आते हैं उन अनुभवों को स्कूली दुनिया में विस्तार मिले। ब्रिटन (2008) मानते हैं कि " प्राथमिक अनुभवों को शिक्षा की अड़चन की तरह न देखकर शिक्षणशास्त्रीय स्रोत के रूप में देखना चाहिए। वैयक्तिक अनुभव से व्यापक समझ तक की यात्रा मानसिक है। भाषा में वह शक्ति होती है कि वह अनुभव को सैद्धान्तिक रूप से भिन्न किए जा सकने वाले तत्त्वों में विश्लेषित कर सके। यही कारण है कि व्यक्ति अपने अनुभवों को अन्यों के अनुभवों के साथ साझा तथा संगठित कर पाता है। इसीलिए बच्चों के भाषाई विकास में सहायता देने का सार्थक अर्थ उसके हाथ में उपयुक्त औज़ार थमाना है और वह औज़ार है अनुभव को भाषा में कोड करना। भाषा की जड़ें प्राथमिक अनुभवों से ही पनपनी चाहिएँ।

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 यह सुझाती है कि " हमें यह मानना होगा कि यदि जगह, समय और आज़ादी दी जाए तो बच्चे बड़ों द्वारा सौंपी गई सूचना सामग्री से जुड़कर और जूझकर नए ज्ञान का सृजन करते हैं। सर्जना और पहल को विकसित करने के लिए ज़रूरी है कि हम बच्चों को सीखने की प्रक्रिया में पूरा भागीदार मानें और बनाएँ, उन्हें ज्ञान की निर्धारित खूराक का ग्राहक मानना छोड़ दें।" इससे स्पष्ट है कि सीखने वाले में यह भाव और समझ होनी चाहिए कि उनके अनुभव व उनकी अनुभूतियाँ भी महत्त्वपूर्ण हैं। इसी कारण बच्चों में मानसिक योग्यता विकसित करने हेतु अवसरों का होना ही पाठ्यचर्या का ध्येय है।

इसी से **मातृभाषा शिक्षण का सर्जनात्मक दृष्टिकोण** जुड़ा हुआ है। इसके (सर्जनात्मक दृष्टिकोण) अनुसार भाषा को शिक्षार्थी केंद्रित कर पढ़ाने का समर्थक है। इसके अनुसार मातृभाषा शिक्षण का उद्देश्य ना तो विषय केंद्रित होता है और ना ही उसका लक्ष्य होता है भाषा कौशल का विकास। मातृभाषा शिक्षण शिक्षार्थी के वास्तविक अनुभव को भाषा के माध्यम से प्रभावित करते हुए उसका समाजीकरण करता है। अतः आवश्यकता केवल भाषा के माध्यम से बालक के बौद्धिक विकास करने की नहीं होती अपितु सामाजिक एवं भावनात्मक स्तर पर उसके व्यक्तिव को विकसित करने की भी होती है। (भाषा शिक्षण - डॉ . रवीन्द्रनाथ श्रीवास्तव)

विद्यालय में भाषा-शिक्षण की स्थिति : सिद्धान्त और व्यवहार

किसी भी समाज के लिए उसकी भाषा एवं संस्कृति के मुद्दे अत्यंत महत्त्वपूर्ण और संवेदनशील होते हैं जो उसकी अस्मिता से जुड़े होते है। यह भी सर्वमान्य है कि व्यक्ति के व्यक्तित्व का विकास भी उसकी अपनी भाषा के माध्यम से ही संभव है किन्तु स्वतंत्रता के बाद से ही राष्ट्रभाषा के मुद्दे को लेकर जिस तरह से क्षेत्रीय हितों और क्षुद्र स्वार्थों को लेकर द्वंद्व की स्थिति बनी रही है जिसके कारण हमेशा अँग्रेजी को उसका लाभ प्राप्त होता रहा है। इसका परिणाम यह हुआ कि एक विदेशी भाषा का वर्चस्व सतत बढ़ता चला गया और वह हमारी अपनी भाषाओं से अधिक हावी होती चली गई।

त्रिभाषा सूत्र भारत की भाषा स्थिति की चुनौतियों और अवसरों को संबोधित करने का एक प्रयास था। इस सूत्र के क्रियान्वयन संबंधी अनेकानेक सुझाव समय-समय पर आए किन्तु इस नीति का सही ढंग से क्रियान्वयन आज तक नहीं हो पाया है। इसके अनेक कारण रहे हैं। वर्तमान समय मे विद्यालयों मे हिंदी दोहरे रूप मे पढ़ी और पढ़ाई जाती है कुछ विद्यालय हिंदी को एक भाषा के रूप मे पढ़ाते हैं और कुछ एक विषय के रूप मे पढ़ा रहे हैं। हिंदी किस रूप मे पढ़ाई जाएगी इसका निर्णय विद्यालय ही लेते है शिक्षार्थी विद्यालयों मे इस निर्णय को मानने के लिए बाध्य ही है। उदाहरणस्वरूप यदि किसी विद्यालय मे हिंदी विषय के रूप मे पढ़ाई जाती है तो हिंदी अध्ययन करने वाले विद्यार्थी को इसे इसी रूप में स्वीकार करना पड़ता है दूसरी तरफ यदि हिंदी को भाषा के रूप में पढ़ाया जाता है तो हिंदी भाषी विद्यार्थी को उसे इसी रूप मे स्वीकार करना पड़ता है। आदर्श रूप में तो विद्यार्थी के पास यह विकल्प उपलब्ध होना चाहिए कि वह इच्छानुसार हिंदी को विषय या भाषा के रूप मे पढ़ सके किन्तु विद्यालय संसाधनो की कमी या सामाजिक मांग के अनुसार एक निश्चित विकल्प रूप ही उपलब्ध कराता है और शिक्षार्थी को उसी का अध्ययन करना पड़ता है। दरअसल भाषा शिक्षण का स्वरूप क्या हो उसका स्पष्ट और बहुविकल्पी रूप तय नही हो पाया क्योकि उत्तर व दक्षिण भारतीय भाषाओं के मध्य राजनीतिक विवाद रहा है। भाषा की स्वीकार्यता को लेकर त्रिभाषा सूत्र ने सैद्धांतिक प्रगति तो की किन्तु वह कभी भी व्यावहारिक धरातल पर नहीं आ सका। जबतक भाषा को राजनीतिक लाभ, सत्ता प्राप्ति और शक्ति – संघर्ष के साधन के रूप मे प्रयोग किया जाएगा तब तक स्कूल स्तर पर भाषा शिक्षण मे कई स्वार्थ और सीमित दृष्टिकोण रहेंगे। इसी का एक प्रकटीकरण भाषा और बोली विवाद के रूप मे भी दिखता है। भाषा वैज्ञानिकों की दृष्टि मे भाषा और बोली मे वस्तुत कोई अंतर नही है कोई भी भाषा कभी भी बोली का रूप ले सकती है और कोई बोली भाषा के रूप मे कभी भी परिणित हो जाती है शक्ति-संबंधो के कारण ही कोई भाषा औपचारिक रूप से महत्वपूर्ण या गौण हो जाती है। संविधान जहाँ विभिन्न भाषाओं की स्वीकार्य वृत्ति के माध्यम से विविधता में समरसता और सौहार्द के मूल्यों को लाने पर ज़ोर देता है वहीं राजभाषा और राष्ट्रभाषा पर उत्तर व दक्षिण भारतीय धड़ों मे विवाद होता आया है जिसका राजनीतिकरण भाषा को लेकर शिक्षण मे संतुलित उपागम तक नही पहुँचने देता। जैसा कि त्रिभाषा सूत्र में कहा गया:

- स्कूल में पहली भाषा जो पढ़ाई जाए वह मातृभाषा हो या क्षेत्रीय भाषा
- द्वितीय भाषा
    - हिंदी भाषी राज्यों में द्वितीय भाषा कोई भी अन्य आधुनिक भाषा हो या अंग्रेज़ी, और
    - गैर हिंदी भाषी राज्यों में द्वितीय भाषा हिंदी या अंग्रेज़ी होगी।
- तृतीय भाषा
    - हिंदी भाषी राज्यों में तृतीय भाषा अंग्रेज़ी होगी या एक आधुनिक भारतीय भाषा, जो द्वितीय भाषा के रूप में न पढ़ी जा रही हो।
    - गैर हिंदी भाषी राज्यों में तीसरी भाषा अंग्रेज़ी होगी या आधुनिक भारतीय भाषा जो द्वितीय भाषा के रूप में न पढ़ी जा रही हो (*भारतीय भाषाओं का शिक्षण – आधार- पत्र*, पृष्ठ 13)

त्रिभाषा सूत्र से स्पष्ट है कि इसमें 1) शास्त्रीय भाषाएँ जैसे संस्कृत, तमिल, तेलुगु, 2) राष्ट्रीय भाषाएँ; 3) आधुनिक यूरोपीय भाषाएँ हैं। इन तीनों श्रेणियों में किन्हीं तीन भाषाओं को पढ़ाने का प्रस्ताव है। संस्तुति यह भी है कि हिंदी

भाषी राज्यों में दक्षिण की कोई भाषा पढ़ाई जानी चाहिए। त्रिभाषा सूत्र संविधान में नहीं है। सन् 1956 में अखिल भारतीय शिक्षा परिषद् ने इसे मूल रूप में अपनी संस्तुति के रूप में मुख्यमंत्रियों के सम्मेलन में रखा था और मुख्यमंत्रियों ने इसका अनुमोदन भी कर दिया था। 1968 की राष्ट्रीय शिक्षा नीति में इसका समर्थन किया गया था और सन् 1968 में ही पुनः अनुमोदित कर दिया गया था। सन् 1992 में संसद ने इसके कार्यान्वयन की संस्तुति कर दी थी।

इससे पूर्व 1963 में राजभाषा अधिनियम में यह निर्णय लिया गया था कि जब तक सभी राज्य लिखित रूप में अँग्रेजी हटाने के लिए स्वीकृति न दें, तब तक हिंदी तथा अँग्रेजी में काम- काज होता रहेगा। इस दिशा में 1976 का राजभाषा अधिनियम मील का पत्थर साबित हुआ जिससे हिंदी की स्थिति कुछ बेहतर हुई। त्रिभाषा सूत्र की संस्तुति राज्यों के लिए बाध्यतामूलक नहीं थी क्योंकि शिक्षा राज्यों का विषय है। सन् 2000 में यह देखा गया कि कुछ राज्यों में हिंदी और अंग्रेजी के अतिरिक्त इच्छानुसार संस्कृत, अरबी, फ्रेंच, तथा पुर्तगाली भी पढ़ाई जाती है।

उपर्युक्त चर्चा के आधार पर हमारे सन्दर्भ में मातृभाषा (हिंदी) शिक्षण से जुड़ी निम्न मान्यताएँ उभरकर आती हैं -

- मातृभाषा शिक्षण का केन्द्रक (locus) शिक्षार्थी और उसका अनुभव जगत है।
- अनुभव जगत के विस्तार और विकास के साथ ही मातृभाषा की क्षमता का विस्तार और विभिन्न कौशलों का विकास स्वाभाविक प्रक्रिया के रूप में संभव है।
- मातृभाषा के स्कूली औपचारिक शिक्षण के साथ-साथ अनौपचारिक स्तर पर वैयक्तिक और सामाजिक सन्दर्भों में भी उसका शिक्षण चलता रहता है अतः औपचारिक शिक्षण से प्राप्त अनुभव को शिक्षार्थी के वैयक्तिक और सामाजिक संदर्भों में प्राप्त अनुभव को विकसित करने में सहायक होना चाहिए ना कि उसका विरोधी।
- मातृभाषा शिक्षण के औपचारिक सन्दर्भ को भाषा के मात्र ज्ञान रूप तक सीमित नही कर देना चाहिए अपितु भाषा के शक्ति रूप तक उसका प्रसार करना अपेक्षित है।
- मातृभाषा एक जीवित भाषा है न कि मृत भाषा। उसका शिक्षण भी ऐसे ही होना चाहिए जीवंतता के साथ।
- विभिन्न परिस्थितियों में उपयुक्त भाषा शैली के रूप में स्वीकार करते हुए भाषाभेद की यथार्थता को मातृभाषा शिक्षण में स्वीकार करना चाहिए और उसे प्रयुक्ति (register) या सीमित कोड (restricted कोड) के व्यावहारिक प्रयोग के रूप में पढ़ाना चाहिए।
- मातृभाषा शिक्षण के साहित्य को समझने और अनुभव करने की दक्षता पैदा करनी चाहिए। इस दक्षता का आधार भाषिक होना चाहिए अतः उसे साहित्य में भाषा "साहित्यक भाषा" और "साहित्यपरक भाषा" का अंतर भी सामने रखना चाहिए।

मातृभाषा शिक्षण हेतु दिशा निर्देश

- अगर हम भाषा शिक्षण का कोई कार्यक्रम शुरू करते हैं तो यह महत्वपूर्ण है कि बच्चे की सहज भाषाई क्षमता को पहचाने और याद रखें कि भाषाएँ सामाजिक सांस्कृतिक रूप से बनती हैं और हमारे दैनंदिन व्यवहार से बदलती रहती है। (राष्ट्रीय पाठ्यचर्या की रूपरेखा, 2005)
- घरेलू भाषाओं अर्थात बच्चे के निकटतम परिवेश से सीखी गई भाषाओं से जोड़कर ही भाषा शिक्षण करना चाहिए।
- हिंदी भाषी क्षेत्रों में अध्यापन करने वाले हिंदी शिक्षकों से ये अपेक्षित है कि वे शिक्षार्थियों से हिंदी में ही बात करें जिससे कक्षा मे हिंदी के वातावरण का सृजन करें।
- भाषा निजी / व्यक्तिगत भावनाओं से जोड़ने वाला माध्यम है। इस प्रकार हर अधिगम कर्ता की बातों / जवाबों में / व्याख्याओं में भिन्नता स्वाभाविक है। अतः भाषा शिक्षण में विविधताओं को समेटने की लोचशीलता अवश्य होनी चाहिए। एक से अधिक वास्तविकताओं को समझने के लिए लचीलापन होना चाहिए।
- भाषा का बच्चे के वातावरण में बिखराव – प्रिंट के रूप में, बोलचाल / बातचीत के रूप में अवश्य ही होना चाहिए।

- भाषा मात्र कौशलों और उनके द्वारा भाषा – उत्पादन का विषय नहीं है अपितु यह अर्जन और उससे नवीन सृजन की कला है। अतः भाषा शिक्षण को यांत्रिकता (औपचारिकता से याद करना, लिखकर दिखाना) से बचाना चाहिए।
- भाव, विचार, अनुभूति, तर्क, कल्पना के साथ भाषा का अटूट संबंध है। भाषा से ही इनका उद्रेक होता है। (ऑस्कर वाइल्ड) भाषा - अर्जन प्राकृतिक रूप से विभिन्न इन्द्रियों के उपयोग द्वारा होना चाहिए।
- भाषा की कक्षा जीवंत (बातचीत, अभिनय इत्यादि क्रियायों से पूर्ण) होनी चाहिए।
- भाषा-क्षण एक सतत रचनात्मक, निर्माणात्मक प्रक्रिया की तरह होना चाहिए।
- सटीक भाषा उपयोग एक अवस्था है यह भाषा सीखने का पर्याय नहीं हो सकता है।
- भाषा शिक्षण की पूर्णता के लिए सीखने वाले छात्र / बच्चे को शिक्षण प्रक्रिया में उसका सहभागी बनाना चाहिए। उसकी भाषा सीखने की जिम्मेदारी उसकी होनी चाहिए। परिवार व अध्यापक इस प्रक्रिया में आवश्यक किन्तु अन्य भागीदार के रूप में होने चाहिए। (ब्रायन कैम्बोर्न)
- सीखने वाला अनुमानात्मक कौशल के आधार पर भाषा सीखने की प्रक्रिया में जुड़े, ये सुनिश्चित करना आवश्यक है।

भाषा-शिक्षण का उद्देश्य प्रत्येक बालक को भाषा समझने, उसकी (भाषा की) प्रशंसा करने में सक्षम बनाना है तथा विविध परिस्थितियों में सम्प्रेषण; व्यक्तिगत संतुष्टि और अधिगम हेतु पूर्ण विश्वास और समग्रता के साथ उपयोग करना है।

भाषा-शिक्षण के उद्देश्य

जैसा कि विदित है कि बच्चों के पास भाषा अर्जन की जन्मजात क्षमता होती है जिसके माध्यम से वे अपने परिवेश की भाषा को अर्जित कर लेते हैं। विद्यालय आने से पूर्व भी बच्चों के पास अपनी भाषाओं की पूंजी होती है। मोटे तौर पर विद्यालय में भाषा-शिक्षण के निम्नलिखित उद्देश्य देखे जा सकते हैं-
- बच्चे में अपनी भाषा के प्रति सम्मान व आत्मसम्मान की भावना जागृत करना।
- भाषा की आंतरिक व सामाजिक शक्ति को स्थापित करना।
- बच्चे की अपनी भाषा में उसे सुनने, बोलने, पढ़ने एवं लिखने (भाषाई कौशलों) का अवसर प्रदान करना।
- विद्यार्थियों की सक्रिय शब्दावली का विकास करना।
- भाषा में सर्जनात्मक रचना करने का अवसर देना तथा बाह्य रूप से भी ऐसा "माहौल" सप्रयास तैयार करना।
- क्षेत्र / राज्य / देश की सांस्कृतिक विरासत, मान्यताओं व अवधारणाओं से परिचित कराना एवं समझ विकसित करना।
- साहित्यिक कृतियों (कविता, कहानी, पुस्तक, लेख आदि) में निहित सौंदर्य की सराहना करना, उनका रसास्वादन करने की क्षमता विकसित करना।
- भाषा और साहित्य के प्रति बच्चों का प्रेम तथा लगाव जागृत करना और सामाजिक ढाँचे में उसका प्रयोग करना।
- भाषा के मूलभूत ढाँचे और संरचना की समझ विकसित करना और प्रयोग करना।
- भाषा एवं उसके साहित्य के इतिहास की समझ विकसित करना।
- साहित्य की विभिन्न विधाओं में भिन्नता की पहचान कर पाने और उनमें रचना करने की क्षमता उत्पन्न करना।
- शिक्षार्थियों को भाषिक एवं साहित्यिक गतिविधियों में भाग लेने के पर्याप्त अवसर प्रदान करना।
- भाषा एवं साहित्य शिक्षण के माध्यम से शिक्षार्थियों को विचारशील, तार्किक एवं मननशील बनाना।

हिंदी भाषा

कक्षा 9 और 10

भाषा: अर्थ और महत्त्व

मानव जीवन में भाषा का बहुत महत्त्वपूर्ण स्थान है । भाषा ही मानव को संसार के अन्य जीवों से अलग करती है और श्रेष्ठ बनाती है । भाषा ऐसा माध्यम है जिसके द्वारा मानव अपने मन के भावों और विचारों को दूसरों तक पहुँचाता है। मानव भाषा के तीन रूपों में अपने विचार व्यक्त करता है| मौखिक भाषा, लिखित भाषा और सांकेतिक भाषा । भाषा का सर्वप्रथम रूप सांकेतिक ही रहा होगा और मानव ने विभिन्न संकेतों के द्वारा ही अपनी मूलभूत आवश्यकताओं को व्यक्त करना सीखा होगा। किंतु वर्तमान समय में मात्र सांकेतिक भाषा के द्वारा मन के भावों-विचारों को पूरी तरह अभिव्यक्ति नहीं मिल पाती जबकि मौखिक रूप से हम अपने भावों और विचारों को स्पष्टतः संप्रेषित कर सकते हैं और दूसरों से संवाद स्थापित कर सकते हैं। इसलिए मूलभूत आवश्यकताओं को व्यक्त करने के अतिरिक्त अपने भावों-विचारों को व्यक्त करने के लिए प्रारंभ में भाषा का मौखिक रूप ही विकसित हुआ और समय बीतने के साथ-साथ मौखिक ध्वनियों को स्थायी रूप देने के लिए इनका लिखित रूप भी विकसित हुआ । आज अपने विचारों को एक पीढ़ी से दूसरी पीढ़ी तक पहुँचाने के लिए और उन्हें अपेक्षाकृत स्थायी रूप प्रदान करने के लिए भाषा का लिखित रूप ही प्रचलित है। मानव-जाति की उत्पत्ति के समय संपूर्ण मानव-जाति की प्रकृति एक जैसी ही थी और वह केवल अपनी मूलभूत आवश्यकताओं को पूरा करना चाहता था, लेकिन फिर भी आज अलग-अलग क्षेत्र में रहने वाले लोगों के द्वारा अलग-अलग भाषा का प्रयोग किया जाता है। जो कि इस बात का प्रत्यक्ष प्रमाण है कि प्रत्येक भाषा पर उसके भौगोलिक प्रदेश का प्रभाव पड़ता है। यह प्रभाव भाषा के मौखिक और लिखित दोनों रूपों पर स्पष्टतः देखा जा सकता है। ज्ञान के आधुनिक युग में व्यापक स्तर पर भाषा के लिखित रूप का प्रचार-प्रसार हुआ। लेकिन इस लिखित भाषा में एकरूपता लाने के लिए भाषा के मानकीकरण की आवश्यकता भी महसूस हुई और इसके लिए कार्य भी प्रारंभ हुआ। हालाँकि मानक भाषा के रूप में विकसित हुई भाषाओं को बोलने-समझने वाले लोग सीमित ही थे। भाषा के जिस रूप का एक बड़े भौगोलिक परिवेश में लिपिबद्ध रूप से प्रचार-प्रसार नहीं हुआ, भाषा का वह रूप बोलियाँ कहलाया । शिक्षा के क्षेत्र में हम जिस भाषा को पढ़ने-पढ़ाने की बात करते हैं वह भाषा का मानक रूप ही है । भाषा के इसी रूप के माध्यम से हम अन्य विषयों जैसे - गणित, विज्ञान, सामाजिक विज्ञान की शिक्षा भी ग्रहण करते हैं।

हिंदी भाषा तथा हिंदी भाषा शिक्षण

हिंदी भाषा भारतवर्ष में सबसे अधिक व्यक्तियों द्वारा बोली जाने वाली भाषाओं में से एक है । हमारे देश में इसका प्रयोग संपर्क भाषा के रूप में किया जाता है तथा कई हिंदी-भाषी प्रदेशों में यह राजकाज या कार्यालयी भाषा के रूप में भी प्रयुक्त होती है । भारतीय संविधान की आठवीं अनुसूची में वर्णित भाषाओं में हिंदी भाषा का महत्त्वपूर्ण स्थान है । संविधान के अनुच्छेद 343 के अनुसार हिंदी केंद्र सरकार की राजकाज की भाषा है और यह देवनागरी लिपि में लिखी जाती है । अनुच्छेद 351 केंद्र सरकार को हिंदी भाषा के प्रचार-प्रसार की जिम्मेदारी सौंपता है । यही कारण है कि हिंदी भाषा के शिक्षण को स्कूली स्तर से ही मान्यता दी गई है । भाषा-सूत्र में इसे भाषा के अनिवार्य और वैकल्पिक दोनों ही रूपों में लिया गया है।

शिक्षा में भाषा को दो रूपों में प्रयुक्त किया जाता है| पहला, शिक्षण के माध्यम के रूप में तथा दूसरा, एक शैक्षिक विषय के रूप में । सभी शिक्षाविदों और मनोवैज्ञानिकों ने प्राथमिक स्तर पर मातृभाषा को माध्यम के रूप में रखने की सलाह दी है । भारतीय संविधान के अनुच्छेद 350 में भी बच्चे की मातृभाषा को माध्यम के रूप में अपनाने की अनुशंसा की गई है। परंतु यहाँ जिस मातृभाषा की बात की गई है वह शिक्षार्थी के क्षेत्र-प्रांत या राज्य की क्षेत्रीय या राजकीय मानक भाषा होगी । यही बात शैक्षिक विषय के रूप में पढ़ाई जाने वाली भाषा पर भी लागू की गई । अतः हिंदी भाषा शिक्षण के मानक रूप को कक्षा एक से ही विषय के रूप में पढ़ाए जाने की

परंपरा रही है । जिन शिक्षार्थियों की मातृभाषा हिंदी से मिलती-जुलती थी उन्हें इसे प्रथम या मातृभाषा के रूप में पढ़ना होता है । परंतु जिनकी मातृभाषा हिंदी या उससे मिलती-जुलती नहीं है इसे द्वितीय भाषा या वैकल्पिक विषय रूप में पढ़ सकते हैं । इन सिद्धांतों को ध्यान में रखते हुए हिंदी भाषा शिक्षण के उद्देश्य भी निर्धारित किए गए हैं।

कक्षा 9 तक आते-आते शिक्षार्थियों की भाषा, विचार और भाषा शैली का इतना विकास हो चुका होगा कि अब वे भाषा का प्रयोग विभिन्न संदर्भों में करने के सक्षम हो जायेंगे| इस स्तर तक आते-आते शिक्षार्थी जीवन के उस पड़ाव पर आ जाते हैं जिसे किशोरावस्था कहा जाता है और आयु के इस पड़ाव पर उसकी भाषा-क्षमताओं के साथ-साथ आलोचनात्मक दृष्टि का भी विकास होने लगता है! भाषा के हर पक्ष पर उसकी पकड़ बनने लगती है और यह पकड़ और भी अधिक मज़बूत होती जाती है – जितना उसे भाषा का समृद्ध परिवेश मिलता है। फिर चाहे यह भाषा का वैचारिक पक्ष हो या सौंदर्यात्मक पक्ष, शब्दों की तुकबंदी हो या शब्दों की अर्थ-शक्ति हो- भाषा के हर गहन पक्ष से उनका परिचय बढ़ने लगता है। संचार माध्यमों में जिस तरह की भाषा का प्रयोग होता है- वे उससे भी परिचय प्राप्त करते हैं और उस भाषा में छिपे 'मंतव्य' को भाँपने लगते हैं! उनकी भाषा में वह विचार-तत्व प्रत्यक्ष रूप से दृष्टिगत होता है जो उनके व्यक्तित्व की पहचान है या उनकी विचार –शैली की! भाषा के मौखिक और लिखित एवं सांकेतिक पक्षों की समझ और गहरी होने लगती है। समाज-देश और दुनिया में हो रहे व्यवहारों में भाषा-प्रयोग की बारीकियों की समझ भी बढ़ने लगती है! भाषा-प्रयोग का दायरा भी विस्तृत होने लगता है और ज्ञान-निर्माण का भी, क्योंकि भाषा और विचार में एक विशिष्ट अंत: संबंध है! हिंदी शिक्षण के माध्यम से इसी संबंध को शक्ति देनी है और भाषा प्रयोग के दायरे को विस्तार देना है! शिक्षार्थी के जीवन के हर पक्ष को भाषा की कक्षा का अहम हिस्सा बनाने पर अधिक बल देना होगा तभी वे भाषा का सुनियोजित प्रयोग कर सकेंगे!

हिंदी भाषा शिक्षण के उद्देश्य: कक्षा नौवीं और दसवीं के लिए

- अगले स्तर पर भाषिक कौशलों के रूप में सुनना, बोलना, पढ़ना, लिखना और चिंतन का विकास
- मातृभाषा के विविध कौशलों एवं ज्ञान का उपयोग करने की क्षमता का विकास करना।
- हिंदी भाषा द्वारा अपने विचारों की भावपूर्ण व रचनात्मक अभिव्यक्ति करने के कौशल का विकास
- हिंदी भाषा के प्रति सम्मान व अपनत्व का भाव पैदा करना
- सघन विश्लेषण और स्वतंत्र अभिव्यक्ति की क्षमता का विकास
- साहित्य की विभिन्न विधाओं के शिक्षण द्वारा शिक्षार्थियों में आलोचनात्मक दृष्टिकोण की क्षमता का विकास
- असहज परिस्थितियों से निपटने के लिए भाषा के सामंत पूर्ण इस्तेमाल की कला का विकास
- निर्धारित रचनाओं के कथ्य और भाषा की विशेषताओं को रेखांकित कर सकने की क्षमता का विकास ।
- माध्यमिक स्तर के अन्य विषयों की प्रकृति को भाषा के माध्यम से समझना, जैसे- विज्ञान की भाषा, सामाजिक विज्ञान की भाषा, राजनीति विज्ञान की भाषा और गणित की भाषा!
- दैनिक जीवन में भाषा-प्रयोग के अवसरों , जैसे आवेदन लिखना, पत्र लिखना, संक्षेपण करना, सूचना लिखना, विज्ञापन बनाना, संवाद लिखना आदि के संदर्भ में हिंदी भाषा का प्रभावी प्रयोग करने की कुशलता का विकास करना!
- स्वतंत्र और मौखिक रूप से अपनी बात को अभिव्यक्त करने की क्षमता का विकास करना!
- ज्ञान के विभिन्न अनुशासनों में हिंदी भाषा की प्रकृति को पहचानना और समय के अंतराल में उसका प्रयोग करना!
- साहित्य की विभिन्न विधाओं से परिचित होना, उनमें अंतर्संबंध खोजना और उनका सृजन करना!

- संचार माध्यमों (प्रिंट-इलेक्ट्रोनिक दोनों) में प्रयुक्त भाषा को उसके समस्त अर्थों में समझने की योग्यता का विकास करना।
- हिंदी भाषा शिक्षण के माध्यम से किशोरावस्था से गुजर रहे शिक्षार्थियों के उत्साह व उनकी ऊर्जा को सकारात्मक दिशा देना
- जीवन की समस्त चुनौतियों का सामना करने में सक्षम मानसिकता वाले व्यक्तित्व के रूप में शिक्षार्थियों का विकास करना
- भारतीय शिक्षा व संस्कृति से पूर्ण परिचित कराना
- वेदों में वर्णित मनुष्य के छिपे हुए सामर्थ का बोध कराना
- सभी पंथों या मजहबों के सार्वभौमिक एवं वैज्ञानिक मूल तत्त्वों का बोध कराना
- योग-अध्यात्म से संबंधित सामग्री के माध्यम से भाषा की उपयोगिता से परिचित कराना
- किसी भी स्वतंत्र विषय पर सारगर्भित शुद्ध धाराप्रवाह लेखन की योग्यता का विकास करना
- भाषा के विविध रूपों के माध्यम से आत्मविश्वास के साथ निर्भयतापूर्वक अपने भावों को अभिव्यक्त करने की योग्यता पैदा करना
- व्याकरण सम्मत भाषा के प्रयोग करने की समझ पैदा करना
- हिंदी साहित्य के इतिहास की जानकारी हासिल करना
- हिंदी भाषा में नवाचार को सराहना व उसे बढ़ावा देना
- हिंदी भाषा के प्रचार-प्रसार में सहयोग करना और हिंदी भाषा में सूचना प्रौद्योगिकी का प्रयोग करना ।

पाठ्यचर्या संबंधी अपेक्षाएँ

- शिक्षार्थी अगले स्तरों पर अपनी रुचि और आवश्यकता के अनुरूप हिंदी का अध्ययन कर सकेंगे।
- शिक्षार्थी हिंदी को प्रभावी रूप में बोलने, लिखने व समझने में सक्षम होंगे ।
- शिक्षार्थी हिंदी भाषा के साथ अन्य विषयों के पाठ्यक्रम से सहज संबद्धता स्थापित कर सकेंगे।
- दैनिक व्यवहार में हिंदी भाषा का प्रभावी प्रयोग कर सकने में सक्षम होंगे।
- कक्षा में बहुभाषिक, बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- हिंदी के साथ-साथ अन्य भाषाओं का साहित्य भी पढ़ें और उस पर अपनी प्रतिक्रिया भी व्यक्त करें।
- भाषा के अर्थपूर्ण विश्लेषण, स्वतंत्र अभिव्यक्ति और तर्क क्षमता का विकास करना!

भाषा सीखने-सिखाने की युक्तियाँ या पद्धतियाँ

- गलत से सही दिशा की और पहुँचने का प्रयास करना और विद्यार्थियों को स्वतंत्र रूप से लिखित व मौखिक अभिव्यक्ति के लिए प्रोत्साहित करना।
- कक्षा में विद्यार्थियों की निरंतर सक्रिय भागीदारी सुनिश्चित करना।
- हिंदी भाषा के नियम या व्याकरण की प्रकृति को पहचानकर उनका परिवेश, पाठ्य संदर्भों के अनुसार प्रयोग करना।
- अन्य भाषाओं के साहित्य के उदाहरण समाहित करना।
- शारीरिक रूप से अक्षम विद्यार्थियों के लिए उपयुक्त शिक्षण सामग्री का प्रयोग करना।
- कक्षा में उपस्थित विभिन्न नेताओं, जेंडर, लिंग, जाति, वर्ग, धर्म के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना।
- विभिन्न प्रकार की शिक्षण सामग्री के लिए, विशेषकर काव्यांशों के लिए ऑडियो-वीडियो कैसेट तैयार करना।
- हिंदी साहित्य को दर्शाने वाले उच्च कोटि के वृत्तचित्र ओवर फीचर फिल्मों को शिक्षण सामग्री के तौर पर प्रयुक्त करना।

- शिक्षक द्वारा अन्य सहायक सामग्री के रूप में सहायक पुस्तकें शब्दकोश साहित्य कोश व संदर्भ ग्रंथों का प्रयोग करना।

आकलन के तरीके

- अवलोकन
- मौखिक – काव्य पाठ, प्रश्न उत्तर
- लिखित कक्षा परीक्षा
- जाँच-सूची
- पोर्टफोलियो आदि

हिंदी पाठ्यक्रम 2023-24
कक्षा 9वीं

		खंड – अ			
		विषय वस्तु	**उपभार**	**कुल भार**	**कालांश**
1		अपठित गद्यांश व काव्यांश पर चिंतन क्षमता एवं अभिव्यक्ति कौशल		10	20
	अ	एक अपठित गद्यांश लगभग 250 शब्दों का (1x5=5)	05		
	ब	एक अपठित काव्यांश लगभग 120 शब्दों का (1x5=5)	05		
2		व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिन्दु/संरचना आदि		16	40
		व्याकरण			
	1	शब्द निर्माण उपसर्ग – 2 अंक, प्रत्यय – 2 अंक, समास – 4 अंक उपसर्ग-प्रत्यय समास	08		
	2	अर्थ की दृष्टि से वाक्य-भेद – 4 अंक	04		
	3	अलंकार – 4 अंक (शब्दालंकार : अनुप्रास, यमक) (अर्थालंकार : उपमा, रूपक)	04		
3		**पाठ्यपुस्तक क्षितिज भाग – 1**			
	अ	**गद्य खंड**			18
		1	'क्षितिज' से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि (1x5=5)	05	14	
		2	'क्षितिज' से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन (1x2=2)	02		
	ब	**काव्य खंड**			25
		1	'क्षितिज' से निर्धारित कविताओं में से काव्यांश (1x5=5)	05		
		2	'क्षितिज' से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्य-बोध (1x2=2)	02		
		खंड – ब (वर्णनात्मक प्रश्न)			

		पाठ्यपुस्तक क्षितिज भाग – 1 व पूरक पाठ्यपुस्तक कृतिका भाग – 1			05
1	अ	**गद्य खंड**			
		'क्षितिज' से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि (2x3=6)	06		**20**
	ब	**काव्य खंड**			
		'क्षितिज' से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध (2x3=6)	06	**20**	**30**
	स	**पूरक पाठ्यपुस्तक कृतिका भाग – 1**			**05**
		'कृतिका' से निर्धारित पाठ (4 x 2=8)	08		
2	**लेखन**				
	क	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए, संकेत बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषय पर अनुच्छेद लेखन (6x1=6)	06		**05**
	ख	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों पर पत्र। (5x1=5)	05		**05**
	ग	दिए गए विषय/शीर्षक आदि के आधार पर लघुकथा लेखन। **अथवा** विविध विषयों पर आधारित औपचारिक ई-मेल लेखन। (5x1=5)	05	**20**	**05**
	घ	दी गई परिस्थितियों के आधार पर लगभग 80 शब्दों में संवाद लेखन। **अथवा** व्यवहारिक जीवन से संबंधित विषयों पर आधारित लगभग 80 शब्दों में सूचना लेखन। (4x1=4)	04		**02**
		कुल		**80**	**180**
		आंतरिक मूल्यांकन		**20**	
	अ	**सामयिक आकलन**	05		
	ब	**बहुविध आकलन**	05		
	स	**पोर्टफोलियो**	05		
	द	**श्रवण एवं वाचन**	05		
		कुल	**20**	**100**	

निर्धारित पुस्तकें :

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

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

नोट – निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे –

क्षितिज, भाग – 1	काव्य खंड	• केदारनाथ अग्रवाल – चंद्र गहना से लौटती बेर (पूरा पाठ)
		• चंद्रकांत देवताले – यमराज की दिशा (पूरा पाठ)
	गद्य खंड	• चपला देवी – नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया (पूरा पाठ)
		• हजारीप्रसाद द्विवेदी – एक कुत्ता और एक मैना (पूरा पाठ)
कृतिका, भाग – 1	• विद्यासागर नौटियाल – माटी वाली (पूरा पाठ)	
	• शमशेर बहादुर सिंह – किसी तरह आखिरकार मैं हिंदी में आया (पूरा पाठ)	

कक्षा 10वीं

		खंड – अ			
		विषयवस्तु	उपभार	कुल भार	कालांश
1		अपठित गद्यांश व काव्यांश पर चिंतन क्षमता एवं अभिव्यक्ति कौशल		**10**	**20**
	अ	अपठित गद्यांश (1x5=5)	05		
	ब	अपठित काव्यांश (1x5=5)	05		
2		व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिन्दु/संरचना आदि (1x16=16)		**16**	**40**
		व्याकरण			
	1	रचना के आधार पर वाक्य भेद (4 अंक)	04		
	2	वाच्य (4 अंक)	04		
	3	पद परिचय (4 अंक)	04		
	4	अलंकार- (शब्दालंकार : श्लेष) अर्थालंकार : उत्प्रेक्षा, अतिशयोक्ति, मानवीकरण (4 अंक)	04		
3		**पाठ्यपुस्तक क्षितिज भाग – 2**		**14**	**18**
	अ	**गद्य खंड**			
		1 'क्षितिज' से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि (1x5=5)	05		
		2 'क्षितिज' से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन (1x2=2)	02		
	ब	**काव्य खंड**			**25**
		1 'क्षितिज' से निर्धारित कविताओं में से काव्यांश (1x5=5)	05		
		2 'क्षितिज' से निर्धारित कविता (1x2=2)	02		
		खंड – ब (वर्णनात्मक प्रश्न)			
		पाठ्यपुस्तक क्षितिज भाग – 2 व पूरक पाठ्यपुस्तक कृतिका भाग– 2			**05**
1	अ	**गद्य खंड**			
		'क्षितिज' से निर्धारित पाठों में से विषयवस्तु का ज्ञान बोध, अभिव्यक्ति आदि (2x3=6)	06		**20**
	ब	**काव्य खंड**			
		क्षितिज से निर्धारित कविता (2x3=6)	06	**20**	**30**
	स	**पूरक पाठ्यपुस्तक कृतिका भाग – 2**			**05**
		कृतिका से निर्धारित पाठ (4 x 2)	08		

2	लेखन				
i	विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन	06		05
ii	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषय पर लगभग 100 शब्दों में पत्र	05	16	05
iii	उपलब्ध रिक्ति के लिए लगभग 80 शब्दों में स्ववृत्त लेखन **अथवा** विविध विषयों पर आधारित लगभग 80 शब्दों में औपचारिक ई-मेल लेखन	05		05
iv	विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन **अथवा** संदेश लेखन लगभग 40 शब्दों में (शुभकामना, पर्व-त्योहारों एवं विशेष अवसरों पर दिए जाने वाले संदेश)	04	04	02
		कुल अंक	80	180	
	आंतरिक मूल्यांकन		20		
अ	सामयिक आकलन	05		
ब	बहुविध आकलन	05		
स	पोर्टफोलियो	05		
द	श्रवण एवं वाचन	05		
	कुल		100		

निर्धारित पुस्तकें :

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

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

नोट – निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे –

क्षितिज, भाग – 2	काव्य खंड	• देव-सवैया, कवित्त (पूरा पाठ) • गिरिजाकुमार माथुर – छाया मत छूना (पूरा पाठ)
	गद्य खंड	• महावीरप्रसाद द्विवेदी – स्त्री-शिक्षा के विरोधी कुतर्कों का खंडन (पूरा पाठ) • सर्वेश्वर दयाल सक्सेना- मानवीय करुणा की दिव्य चमक • (पूरा पाठ)
कृतिका, भाग – 2		• एही ठैयाँ झुलनी हेरानी हो रामा ! (पूरा पाठ) • जार्ज पंचम की नाक (पूरा पाठ)

संस्कृत पाठ्यक्रम
कक्षा 9 एवं 10

संस्कृत महत्व

मानव को मानव के रूप में स्थापित करने में तथा उसके अस्तित्व की पहचान कराने की प्रक्रिया में देश, संस्कृति, भाषा, मूल्यों, तथा ज्ञान-विज्ञान की परम्परा बहुत महत्वपूर्ण होती है। इनसे अंतः क्रिया करते हुए तथा आत्मसात करते हुए वह इस

परम्परा को अपने सान्निध्य से गौरवान्वित करता है और अपनी पहचान को परिभाषित करता है। मानव के अस्तित्व के परिचायक के रूप में भाषा अत्यंत महत्वपूर्ण भूमिका का निर्वाह करती है। भारतीय परिप्रेक्ष्य में संस्कृत ही वह भाषा है जो आदि काल से मानव का संस्कार करती आ रही है और वर्तमान समय में भी उसकी उपादेयता तथा प्रासंगिकता निर्विवाद रूप से अतुलनीय है, सार्वभौमिक है तथा कालसापेक्ष है।

संस्कृत विश्व की वह प्राचीनतम भाषा है जिसका समृद्ध साहित्य एवं ज्ञान-विज्ञान मानव तथा समाज का सदैव मार्गदर्शन करता आ रहा है। वैदिक काल से लेकर आज तक समस्त ज्ञान-विज्ञान, चिंतन-मनन एवं सभ्यता-संस्कृति का आधार संस्कृत भाषा ही रही है। वेद वेदांग, दर्शन, धर्मशास्त्र आदि के साथ-साथ इस भाषा में वैज्ञानिक विषयों का भी ज्ञान प्राप्त होता है तथा जीव विज्ञान, भौतिकी, रसायन शास्त्र, आयुर्वेद, धनुर्वेद, भू-विज्ञान, खगोल विज्ञान, ज्योतिष्विज्ञान, नक्षत्र-विज्ञान, रत्न-विज्ञान, विमान-विज्ञान, वास्तु-विज्ञान, शिल्प-विज्ञान, सैन्य-विज्ञान आदि अनेक विषयों पर चिंतन हेतु विवेचन उपलब्ध है। जो वर्तमान परिप्रेक्ष्य में मानव का मार्गदर्शन करने में सक्षम है।

ज्ञान की सार्थकता तभी सिद्ध होती है जब मानव जीवन संस्कार युक्त हो अतः शिक्षा की जीवन में अहम भूमिका होती है। शिक्षासाधिका के रूप में ज्ञान का व्यक्तित्व के साथ समन्वय स्थापित करती है। प्राचीन वैदिक शिक्षा इसी आदर्श पर आधरित थी, इसलिये ज्ञान-विज्ञान एवं संस्कृति सम्पोषित होती रही है। काल के प्रवाह के साथ होने वाले परिवर्तनों के कारण बदलती परिस्थितियों में भी भारतीय शिक्षा पद्धति का प्रभाव कम नही हो पाया। अतः वैदिक साहित्य में निहित मूल्यों एवं आदर्शों को पुनः सम्पोषित करने के लिये तथा प्रत्येक भारतीय को उसकी संस्कृति से जोड़ने के लिये संस्कृत का अध्ययन अनिवार्य है। बदलते परिवेश में अपनी वैज्ञानिकता तथा तार्किक संरचना के कारण संस्कृत धरती पर बोली जाने वाली सबसे शुद्ध भाषा है, इसकी तार्किक व्यवस्था के कारण इसे कम्प्यूटर की भाषा के रूप में भी स्वीकार किया गया है। अतः आवश्यक है कि इस भाषा में उपलब्ध अमूल्य ज्ञान को अन्य विषयों के साथ इस प्रकार अनुस्यूत किया जाय कि पढने वाला संस्कृत के महत्व को समझ पाए तथा उसमें उपलब्ध ज्ञान प्राप्ति के प्रति उन्मुख हो।

संस्कृत भाषा पाठ्यक्रम का आधार एवं अन्य बोर्ड से वैभिन्य

संस्कृत भाषा का पाठ्यक्रम का आधार एवं विषयवस्तु हमारी भारतीय संस्कृति मे उपलब्ध विशाल ज्ञान सामग्री है, इस प्रक्रिया में हमने प्रयास किया है कि भारतीय ज्ञान के साथ उसमे निहित मूल्यों तथा परम्पराओं से छात्रों को अवगत कराया जाय।

कक्षा प्रथम से ही विद्यार्थी के स्मरणशक्तिवर्धन हेतु अष्टाध्यायी स्मरण का समावेष किया गया है।

विद्यार्थी के चारित्रिक, एवं व्यवहारिक उन्नति के लिए, रामायण, महाभारत इत्यादि महाकाव्यों से कुछ अंश भी समावेष किया गया है ।

विश्व को देखने की विशिष्ट दृष्टि हमको योगदर्शन आदि षड्दर्शनों से प्राप्त होती है उसका भी कुछ अंश इसमें उद्धृत किया गया है।

शारीरिक एवं मानसिक रूप से विद्यार्थी पूर्णतः स्वस्थ रहे इस दृष्टिकोण से आयुर्वेद के विशिष्ट अध्यायों का भी समावेष है।

श्रीमद्भगवद्गीता स्मृतिग्रन्थनितीष्लोकाः पन्चतन्त्र इत्यादि से शिक्षा प्रद कथा एवं श्लोकों का भी उद्धहरण विद्यार्थी के आयुनुसार उस-उस कक्षा में स्थापित किया है जिसकी स्मृति से विद्यार्थी जीवन में सदा सुमार्ग पर चले।

साहित्य को समझना एक साधना है (टैगोर) जो व्यक्तित्व को परिष्कृत करती है उसमें रचनात्मकता को जागृत करती है तथा उसे आनंद से जोड़ती है, संस्कृत का वृहत साहित्य वह अवसर उपलब्ध करा सके, यह प्रयास किया गया है।

भाषा प्रयोग की स्पष्टता हेतु उसकी संरचनात्मक विशिष्टता को समझने के लिये व्याकरण की पाठ्यचर्म में इस प्रकार व्यवस्था की गई है कि छात्र वैचारिक स्तर पर भाषा के संकोच का अनुभव न करे तथा सहज रूप से रचनात्मक अभिव्यक्ति की ओर संलग्न हो सके।

सभी भाषाओं की जननी होने के कारण अन्य क्षेत्रीय भाषाओं के शब्दों के स्पष्टीकरण की प्रक्रिया में उनकी विस्तारित व्याख्या के द्वारा संस्कृत के महत्व एवं सार्वभौमिकता को स्थापित करने का प्रयास किया गया है जो राष्ट्रीय एकत्व की भावना को सम्पोषित करती है।

इसके साथ ही प्रयास किया गया है कि संस्कृत भाषा मे उपलब्ध विज्ञान अथवा दूसरे विषय सम्बंधी ज्ञान के लिए संस्कृत भाषा को आधार बनाया जाए न कि अंग्रेजी या अन्य किसी भाषा मे किये गये अनुवाद को। छात्रों में ज्ञान तथा मूल्यों के प्रति स्वीकार्यता, उपादेयता तथा प्रासंगिकता को सुनिश्चित करने के प्रयास में उपलब्ध नवीन तकनीकों के साथ सामंजस्य स्थापित करने का प्रयास किया गया है, यही उद्देश्यों के निर्धारण का आधार है, हमने प्रयास किया है कि छात्र –

- प्रत्येक कक्षा मे एक नया वैदिक मंत्र सीखें तथा पूरे सत्र में अध्यापक उससे सम्बंधी क्रियायें कक्षा में इस प्रकार करवाएं कि छात्र उसमे अंतर्निहित भाव को आत्मसात् कर पाए, इस प्रकार प्रत्येक कक्षा में नया मंत्र सीख कर, उसका भाव समझ कर, तथा उसकी प्रासंगिकता आज के परिप्रेक्ष्य में समझ कर छात्रों से एक सभ्य समाज की स्थापना की आशा की जा सकती है,

- संस्कृत की कक्षाओं की संख्या किसी भी स्थिति मे अन्य भाषाओं से कम नही हो, इस दृष्टि से पाठ्यक्रम निर्माण किया गया है,

- कक्षा एक से संस्कृत की पाठ्यक्रम में उपस्थिति भाषा के महत्व को स्वतः सिद्ध करती है,

- प्राथमिक स्तर पर कक्षा तृतीय तक केवल मौखिक परीक्षा का प्रावधान तथा अन्य कक्षाओं में भी कुछ प्रतिशत मौखिक परीक्षा की व्यवस्था की गई है,

- नीति श्लोको की पाठ्यक्रम में स्थिति आज के समाज में व्याप्त मूल्य सम्बंधी अनेकों दुविधाओं के स्पष्टीकरण के लिए आवश्यक है,

- इसी प्रकार प्रत्येक अध्याय भारतीय संस्कृति, ज्ञान तथा मूल्यों से प्रेरित है, इस प्रक्रिया में जिन ग्रंथों का आश्रय लिया गया है वे इस प्रकार हैं—

वेद–ऋग्वेद, अथर्ववेद, यजुर्वेद, पंचतंत्र, हितोपदेशः, चाणक्यनीति, भर्तृहरेः नीतिश्लोकाः शीशुपालवध महाकाव्यम्, महाभारत, रघुवंशः नैषधमहाकाव्यम्, गीता, मनुस्मृतिः, ईशावास्योपनिषद्, अथर्ववेद, नीतिशतक, छांदोग्य उपनिषद्, अभिज्ञानशाकुंतलम्, केनोपनिषद्, कठोपनिषद्, कादम्बरी, दशकुमारचरितम्, ऋषि भारद्वाज प्रणीतम विमानशास्त्रम्, आयुर्वेदविज्ञानम्, मुण्डकोपनिषद, श्वेताश्वतर उपनिषद, गीत-गोविंदम् (जयदेव) दशावतारस्तुतिः, सन्मतिर्दीयताम्

श्री ओमप्रकाश ठाकुर, शिवराज विजयः, हर्षचरितम्—बाणभट्टः योगदर्शनम् साधनपाद, तर्कसंग्रहः, आर्यभटः, भास्करचार्यः दृवराहमिहिर इत्येतेषाम् वैज्ञानिकानाम् योगदानम्, चरकसंहिता, कौटिल्य–अर्थशास्त्रम्, उत्तररामचरितम्, स्वप्नवासवदत्तम्, पुरंध्री पञ्चकम आदि।

विजन / दृष्टिः

असतो मा सद्गमय तमसो मा ज्योतिर्गमय

अंधकारात प्रकाशम प्रति एवम् अज्ञानात् ज्ञानम प्रति गतिः भवेत्, इदमेव जीवनस्योद्देश्यम्, संस्कृतमेव सा भाषा यत्रोपलब्धम् विशालज्ञानम् न केवलम् मानवजीवनस्य दिशानिर्देशम् करोति अपितु आत्मोन्नत्यर्थम् प्रेरितम् करोति, अतः भारतीयज्ञानस्य, साहित्य-कला संस्कृतेंच संरक्षणार्थम् संस्कृतभाषायाः विविधतत्त्वानां बोधस्य प्रचारणं प्रसारणं च आवश्यकं, अपि च संस्कृतं प्रति स्वीकार्यतां निश्चयार्थम् संस्कृते उपलब्ध-ज्ञानस्य वर्तमानसंदर्भे प्रासंगिकता स्थापितव्या।

- संस्कृतं प्रति अस्माकं संकल्पः भवेत् यत्—

- संस्कृत भाषां अधिगंतुम जिज्ञासा अनुरागः च उत्पन्नोभवते,

- संस्कृत भाषा शिक्षणेन उपलब्ध भारतीयज्ञानस्य एवं सांस्कृतिक–परम्परायाः संरक्षणम् संवर्धनं च भवेत्।

- संस्कृतभाषा शिक्षणेन आधुनिक–परिप्रेक्ष्ये भारतीयसांस्कृतिक–मूल्यानाम् प्रासंगिकता प्रतिस्थापिता भवेत्।

- उपलब्ध तकनीकसाहाय्येन संस्कृत–भाषाधिगमं सरलं, सुलभं, रुचिकरं च, भवेत्।

- संस्कृत भाषा शिक्षणेन छात्राणाम वैचारिक क्षमतायाः विकासो भवेत्।

- बृहत्तर–उद्देश्यानि
- संस्कृत भाषाज्ञानं भाषाप्रयोगाधारितं भवेत्।
- भाषाप्रयोगाय उपलब्ध पारम्परिक प्रयोगस्य आधुनिक परिस्तिथिभिः सह समन्वयो स्थापित व्यः।
- संस्कृत–शिक्षणेन संस्कृते निहितम् उपलब्धज्ञान–विज्ञानस्य मूल्यानां च समन्वयः भवेत्।
- संस्कृत–भाषायाः संरचनात्मक–विशिष्टतायाः संरक्षणं, अपि च आधुनिक–परिप्रेक्ष्ये स्पष्टीकरणं भवेत्।
- संस्कृत–भाषाव्याकरणं शिक्षणं भाषा प्रयोगे आधारितं भवेत्।
- संस्कृतभाषा–शिक्षणे शब्दकोषज्ञानं नवीनशब्दनिर्माण–विषयकः अभ्यासः च वांछनीयः।
- सम्प्रति उपलब्ध तकनीकमाधृत्य भाषा धिगम सम्बंधी सामग्री–निर्माणः प्रयोगः च वांछनीयः।

कक्षा नवमी

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति –

'क' खण्डः अपठितावबोधनम्	10 अङ्काः	20 कालांशाः
'ख' खण्डः रचनात्मककार्यम्	15 अङ्काः	35 कालांशाः
'ग' खण्डः अनुप्रयुक्तव्याकरणम्	25 अङ्काः	50 कालांशाः
'घ' खण्डः पठितावबोधनम्	30 अङ्काः	75 कालांशाः

खण्डानुसारं विषयाः मूल्यभारः च

क्र. सं.	विषयाः	प्रश्नप्रकाराः	मूल्यभारः
	'क' खण्डः		
	अपठितावबोधनम् 10 अङ्काः		
1.	एकः गद्यांशः (80-100 शब्दपरिमितः)	अति-लघूत्तरात्मकौ	1×2=2
		पूर्णवाक्यात्मकौ	2×2=4
		शीर्षकम् (लघूत्तरात्मकः)	1×1=1
		भाषिककार्यम् (बहुविकल्पात्मकाः)	1×3=3
		पूर्णभारः	**10 अङ्काः**
	'ख' खण्डः		
	रचनात्मककार्यम् 15 अङ्काः		
2.	औपचारिकम् अथवा अनौपचारिकं पत्रम् (पूर्णं पत्रं लेखनीयम्)	निबन्धात्मकः	5
3.	चित्रवर्णनम् अथवा अनुच्छेदलेखनम्	पूर्णवाक्यात्मकाः / निबन्धात्मकः	1×5=5
4.	हिन्दी/आङ्ग्लभाषातः संस्कृतेन अनुवादः	पूर्णवाक्यात्मकः	1×5=5
		पूर्णभारः	**15 अङ्काः**
	'ग' खण्डः		
	अनुप्रयुक्तव्याकरणम् 25 अङ्काः		
5.	सन्धिः	लघूत्तरात्मकाः	1×4=4
6.	शब्दरूपाणि	बहुविकल्पात्मकाः	1×4=4
7.	धातुरूपाणि	बहुविकल्पात्मकाः	1×4=4
8.	कारक-उपपदविभक्तयः	बहुविकल्पात्मकाः	1×4=4

9.	प्रत्ययाः	बहुविकल्पात्मकाः	1×3=3
10.	सङ्ख्याः	लघूत्तरात्मकाः	½×4=2
11.	उपसर्गाः	लघूत्तरात्मकाः	½×4=2
12.	अव्ययानि	बहुविकल्पात्मकौ	1×2=2
		पूर्णभारः	25 अङ्काः

'घ' खण्डः

पठितावबोधनम्   30 अङ्काः

13.	गद्यांशः	अति-लघूत्तरात्मकौ	½×2=1
		पूर्णवाक्यात्मकौ	1×2=2
		लघूत्तरात्मकौ (भाषिककार्यम्)	1×2=2
14.	पद्यांशः	अति-लघूत्तरात्मकौ	½×2=1
		पूर्णवाक्यात्मकौ	1×2=2
		लघूत्तरात्मकौ (भाषिककार्यम्)	1×2=2
15.	नाट्यांशः	अति-लघूत्तरात्मकौ	½×2=1
		पूर्णवाक्यात्मकौ	1×2=2
		लघूत्तरात्मकौ (भाषिककार्यम्)	1×2=2
16.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	1×4=4
17.	अन्वयः अथवा भावार्थः	निबन्धात्मकः	3
18.	घटनाक्रमानुसारं वाक्यलेखनम्	निबन्धात्मकः	½×8=4
19.	(क) प्रसङ्गानुसारम् अर्थस्य लेखनम्	लघूत्तरात्मकाः	½×4=2
	(ख) शब्दानाम् अर्थैः सह मेलनम्	लघूत्तरात्मकाः	½×4=2
		पूर्णभारः	30 अङ्काः

सम्पूर्णभारः 80 अङ्काः

परीक्षायै निर्धारिताः पाठाः

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

निर्धारित – पाठ्यपुस्तकानि –

1. 'शेमुषी' प्रथमो भागः, पाठ्यपुस्तकम् , संशोधितसंस्करणम्
   (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)

2. 'अभ्यासवान् भव'-प्रथमो भागः – व्याकरणपुस्तकम्
   (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)

3. 'व्याकरणवीथिः'- व्याकरणपुस्तकम्
   (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)

अवधेयम् -

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

आंतरिक मूल्याङ्कनम

आंतरिक मूलयांकन		
I	सामायिक मूलयांकन	05
II	पोर्टफोलियो	05
III	असाइनमेंट / कार्य पुस्तिका	05
IV	श्रवण एवं वाचन	05
	कुल योग	**20**

कक्षा – दशमी (2023-24)

आहत्य-अङ्काः – 80+20
आहत्य-कालांशाः 180

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे चत्वारः खण्डाः भविष्यन्ति –

'क' खण्डः	अपठित-अवबोधनम्	10 अङ्काः	20 कालांशाः
'ख' खण्डः	रचनात्मक-कार्यम्	15 अङ्काः	35 कालांशाः
'ग' खण्डः	अनुप्रयुक्त-व्याकरणम्	25 अङ्काः	50 कालांशाः
'घ' खण्डः	पठित-अवबोधनम्	30 अङ्काः	75 कालांशाः

खण्डानुसारं विषयाः मूल्यभारः च

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

पठितावबोधनम्   30 अङ्काः

12.	गद्यांशः	अति-लघूत्तरात्मकौ	½×2=1
		पूर्णवाक्यात्मकौ	1×2=2
		लघूत्तरात्मकौ (भाषिककार्यम्)	1×2=2
13.	पद्यांशः	अति-लघूत्तरात्मकौ	½×2=1
		पूर्णवाक्यात्मकौ	1×2=2
		लघूत्तरात्मकौ (भाषिककार्यम्)	1×2=2
14.	नाट्यांशः	अति-लघूत्तरात्मकौ	½×2=1
		पूर्णवाक्यात्मकौ	1×2=2
		लघूत्तरात्मकौ (भाषिककार्यम्)	1×2=2
15.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	1×4=4
16.	अन्वयः अथवा भावार्थः	पूर्णवाक्यात्मकाः	1×4=4
17.	घटनाक्रमानुसारं वाक्यलेखनम्	पूर्णवाक्यात्मकाः	½×8=4
18.	प्रसङ्गानुकूलम् अर्थलेखनम्	लघूत्तरात्मकाः	1×3=3
		पूर्णभारः	30 अङ्काः

सम्पूर्णभारः - 80 अङ्काः

परीक्षायै निर्धारिताः पाठाः

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

निर्धारित – पाठ्यपुस्तकानि –

1. "शेमुषी' पाठ्यपुस्तकम् भाग-2" , संशोधितसंस्करणम्
   (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)

2. "अभ्यासवान् भव-द्वितीयो भागः" – व्याकरणपुस्तकम्
   (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)

3. "व्याकरणवीथिः"- व्याकरणपुस्तकम्
   (प्रकाशनम् – रा.शै.अनु.प्र.परि. द्वारा)

अवधेयम् -

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

आंतरिक मूल्याङ्कनम्

आतंरिक मूलयांकन		
I	सामायिक मूलयांकन	05
II	पोर्टफोलियो	05
III	असाइनमेंट / कार्य पुस्तिका	05
IV	श्रवण एवं वाचन	05
कुल योग		**20**

ENGLISH
CLASS IX - X

Aspects of Curriculum Framework

Background
The Bhartiya Shiksha Board visualizes in providing exciting and holistic learning opportunities to learner, through high quality educational environment, empowering them to contribute towards a humane and pluralistic society. The thought process is deepening and strengthens our Indian values along with laying emphasis on providing an International standard to our learners. Like Hindi, Sanskrit and other languages English is also currently being the reservoir of resource material across disciplines plays an integral role in holistic development of the learner. A Learning Outcome based curriculum framework has been adopted.

Statement of General Goals
The curriculum focuses on developing receptive, productive proficiency and finer literary sensibilities in English along with providing an environment for the learner to develop sensibilities of elements of Panchkosh Shiksha which ascends from gross elements to finer elements to be on a journey from being to becoming. The learning outcomes should be tangible and measurable keeping in mind the new age skills.

Need Analysis
The National Education Policy is the overarching document that has been kept in consideration for need analysis.

Assumptions for Language Learning (NEP 2020)
(i) Global acceptance of standardized Indian English.
(ii) Language learning is natural when exposed to a particular language in a given environment and efficiency with regular usage.
(iii) Language learning becomes meaningful when it is connected with the immediate environment.
(iv) The teachers to factor in the learning need and pace of the learner and provide adequate and appropriate opportunities of exposure to English.
(v) Multi-linguistic, multi-cultural approach and pluralistic faith to be appreciated.

(vi) Language learning opportunities to be provided to differently abled and disadvantaged ensuring inclusive environment.

(vii) Errors to be considered as attempts and stages of learning a language while aiming at proficiency.

(viii) Education to add value to Human Life and the Environment

Formulation of Objectives

The rationale behind the objectives is to align national and global goals with due emphasis on character building, man making and nation building.

Selection of Content and Learning Experience

The content across grades comprises varied genres, themes and corresponding skills. It is

(i) Flexible, progressive and deliverable
(ii) Relevant, valid and balanced
(iii) 10% percent of translated Ancient Indian text, 40 % of Indian Literature and 50% of international literature but up to class 8 most of the syllabus will be from India Literature.
(iv) Gender equality and inclusiveness runs throughout school years.

For holistic learning, a joyful learning experience is essential which is also pivotal for the development of various faculties and unified sensibilities of the learner. The learning experiences (Teaching, learning methodologies) has a gamut of activities which develop intellectual, emotional, spiritual, inter-personal and intra-personal abilities, skills of the learner, ultimately aiming at truth, consciousness and bliss.

Broad Objectives of Curriculum

Along with the stated need of developing proficiencies of listening, speaking, and interacting, reading, writing in English, the curriculum aims to provide a learning environment (through focused content and pedagogies and robust transactional strategies) to develop the 21st century skills (which will prepare them for both job and life skilling and employability). These are as follows:

Transversal skills

Learners to successfully adapt to changes and to lead meaningful and productive lives.

(i) Critical and innovative thinking
(ii) Inter-personal skills (e.g., presentation and communication skills, organizational skills, teamwork, etc.)

(iii) Intra-personal skills (e.g., self-discipline, enthusiasm, perseverance, self-motivation, etc.)

(iv) Global citizenship (e.g., tolerance, openness, respect for diversity, intercultural understanding, etc.)

(v) Media and information literacy such as the ability to locate and access information, as well as to analyse and evaluate media content

Mediation and Interaction skills

(i) Understanding of Concepts
(ii) Effective communication and articulation with clarity of thought
(iii) Information Processing and ability to execute with self-direction

Digital citizenship

(i) ICT operations and concepts
(ii) Adaptiveness– to adapt to new age skills and competencies, the learner must gradually be oriented to learn, unlearn and relearn in time space continuum.

Humane Values
(i) Understanding of life
(ii) Improved social and psychological Life
(iii) Better EQ with IQ and SQ
(iv) Developing sense and sensibility for responsible and proper behaviour.
(v) Respect for Diversity and Interfaith issues
(vi)Faith in human values like love, honesty, integrity, peace, etc.
(vii)Giving Space to others
(viii) Nurturing Self Respect, Self-Reliance
(ix) Creative and Constructive approach to life and the World
(x) Empathy for humans, animals and Nature
(xi) Global Outlook with National Pride
(xii) Mindful outlook and Sensitivity

Receptive
Reading
Listening

Productive
Writing
Speaking

Skills and Competencies
(i) Attentive & Receptive
(ii) Thinking & Productive
(iii) Language Proficiency
(iv) Ability to appreciate literature, arts and emotions
(v) Soft Skills and familiarity with the Virtual World
(vi) Creativity and Critical thinking

Holistic Evaluation

The teachers' observations and assessment should be done through a variety of assignments and tasks. It is important to strategically and systematically record the observations. Evaluation is summative in nature and can be online or as done traditionally at the end of the semester or year. Record keeping is imperative to Assessment of speaking and listening.

Key features of the Curriculum
Character Shaping, Man making and Nation building

The curriculum is Deeply rooted in Indian culture

(i)   Progressive with a Global perspective
(ii) Universal, inclusive and respecting diversity.
(iii) Aims at building transversal skills and reaching out to Sustainable Development Goals (SDGs).
(iv) Inculcating love for nation and developing the feeling of self -pride.
(v)   Ensuring that the number of learners increase considerably who have relevant skills, including technical, vocational skills, for employment, decent job and entrepreneurship.

Alignment of Innate Potential with 21st Century Skills

The curriculum provides a firm foundation to

(i) appreciate diversity in life
(ii) have a world vision
(iii) enhance creativity, imagination
(iv) understand and apply concepts to life with self esteem
(v) building scientific temper and a humane approach
(vi) to be able to lead globally and become a global citizen
(vii) choose the path of self – realization (know thyself)
(viii) build relationship with mother earth
(ix) appreciate universality, inclusivity
(x) build transversal skills and also reach out to SDG
(xi) inculcate love for nation and develop self-reliance
(xii) be progressive, empowered and develop empathetic attitude

Unique Selection of Content (Themes)

The gradual progression, the complexity of the theme will be age appropriate and grade appropriate.

(i) Health (Physical & Mental)
(ii) Values & Ethics
(iii) Tradition & Modernity
(iv) East & West
(v) Plant and Animal World
(vi) Environment
(vii) Innovation &Entrepreneurship
(viii) Adventure, Arts and Aesthetics
(ix) Money, Power & Desire
(x) Natural Phenomenon and Mythological Characters
(xi) Culture& Multi-culturalism
(xii) National Integration
(xiii) Conflict Resolution and Building Peace
(xiv) Man, Nature and Energy
(xv) Science and Spirituality

Genres

(i)   Poetry/Epic(excerpts)
(ii)   Fiction/Non-Fiction/Science fiction/Short Story
(iii)   Folktale
(iv)   Drama/Comedy
(v)   Biography/Autobiography
(vi)   Allegory
(vii)   Essays/ Articles/Research Papers
(viii) Diary (log of life events of great people)
(ix)   Media
(x)   And more

Curricular Goals

Reading

Learner is able to
(i)   Understand and recognise different styles of text and the functions of various literary devices used in it.
(ii)   Apply reading comprehension and critical thinking strategies to analyse text types like processes, events, issues, newspaper articles etc.

(iii) Analyse and draw inferences from complex infographics (graphic organisers, mind maps), visual cues to establish comparisons, opinions, etc.

(iv) Analyse short stories, texts, poems, essays etc. and draw parallels with real life situations.

(v) Critically appreciate the poems and understand various rhyme scheme

Writing

Learner is able to

(i) Use appropriate vocabulary, figures of speech (metaphor, simile, etc.), tone, style of expression and conventions while writing interpersonal texts like formal letters, letters to the editors, applications, emails etc. on contexts related to their macro environment.

(ii) Use critical thinking skills to plan and draft their written work for unity (cohesive and coherent devices), and effectiveness.

(iii) Identify and use various linguistic exponents to express their opinions and ideas effectively.

Speaking and Listening

Learner is able to

(i) Communicate and interact using appropriate linguistic components for various functions for expressing a range of feelings, and suggestions related to their micro and macro environment.

(ii) Present their thoughts and opinions through a range of formal talks like, group discussions, declamation, debates etc. using appropriate convention, vocabulary and figures of speech (metaphor, simile, etc.).

(iii) Uses language fluently, accurately and effectively while conversing on familiar/unfamiliar topics.

(iv) Initiate, maintain and conclude discourse appropriately in one-to-one conversations.

(v) Use appropriate punctuation and intonation to express a range of emotions.

(vi) Understand varied instructions, announcements etc. in public places.

(vii) Use Idiomatic expressions and vocabulary appropriate to the field of work – legal awareness.

Humane and Transversal Abilities

(i)   Understand and practice the human values such as empathy, respectful, togetherness, tolerance etc. relevant for peaceful coexistence.

(ii) Understand and portray through actions, a sense of self – respect, esteem/worth and also valuing diversity and equity among people.

(iii) Appreciate and respect other cultures, heritage, gender, CWSN (Children with Special Needs) and EWS (Economically Weaker Section).

(iv) Endeavours to attain SDGs (Sustainable Development Goals)

(v)   Appreciate and respect other cultures, heritage, gender, CWSN

(vi) Understand constitution, its preamble and exercise fundamental rights and duties.

(vii) Orientation to the understanding of Human Consciousness and its relation with the world.

Learning Outcomes

The learner can

(i)   Respond to instructions/announcements in public places and act accordingly.

(ii)   Engage in conversations with people from different professions, languages and places using appropriate vocabulary.

(iii) Use formal and polite expressions to communicate

(iv)   Interpret and draw inference from excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.

(v)   Ask relevant questions in different contexts and situations inside and outside the classroom

(vi)   Enjoy reading a variety of text, stories, articles and reports from newspaper and magazines and can share them with others in spoken or written communication.

(vii) Describe events, feelings and wishes in formal and informal letters

(viii) Enter unprepared into oral and written conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., Family, hobbies, work, travel and current events).

(ix)   Prepare a write up after seeking information in print / online, notice board, newspaper, etc.

(x)   Communicate accurately using appropriate grammatical forms

(xi)   Write a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.

(xii)   Write answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing.

(xiii) Write email, messages, notice, descriptions / narratives, personal diary, report, short personal/ biographical experiences etc.

(xiv)   Develop a skit (dialogues from a story) and story from dialogues with appropriate vocabulary and grammar.

(xv)   Becomes sensitive and learns to respond to some extent to the emotions of other people improving intra personal and interpersonal understanding and communication

Suggested Tasks

These tasks can be conducted in a group/ pair/ individual work

(i)   Multi-skill, activity-based
(ii)   Learner-centred approach
(iii)   Project method
(iv)   Use of newspapers, media and internet
(v)   Question answer method
(vi)   Role play
(vii)   Simulating real-to-life situations
(viii) Dramatizing and miming
(ix)   Narrating and discussing stories, anecdotes, etc.

Language Item

The Grammar syllabus will include the following areas

(i)   Tenses
(ii)   Modals (e.g., must, need to, might, don't have to)
(iii)   Use of passive voice
(iv)   Subject – verb concord
(v)   Reporting (e.g., Commands and requests, Statements, Questions
(vi)   Clauses (Noun clauses, Adverb clauses of condition and time, and Relative clauses)
(vii)   Determiners
(viii) Prepositions

Suggested Resources

- (i)　Inspiring stories written by Indian and foreign writers
- (ii)　Stories and poems written by young writers and poets
- (iii)　Dramas based on wit and humour and human values
- (iv)　Adventurous stories of young explorers
- (v)　Saga of Great people from Indian and world history (great visionaries and inspirational leaders especially local and Indian be given reference)
- (vi)　Sports and Yoga
- (vii)　Excerpts from Bhavya and Karamyog texts

ENGLISH LANGUAGE AND LITERATURE SYLLABUS CLASS IX (2023-24)

	Sections	Periods	Weightage
A	Reading Skills	(50 Periods)	20 Marks
B	Writing Skills and Grammar	(50 Periods)	20 Marks
C	Language through Literature	(80 Periods)	40 Marks

Section A
Reading Skills

I Reading Comprehension through Unseen Passage　　**(20 Marks)**

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

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

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

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

Section B
Writing Skills and Grammar

II Grammar

(10 Marks)

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

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

III Writing Skills   (10 Marks)

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

5 Writing a Story (on a given cue/title)/Diary Entry, in 100-120 words. One out of two questions is to be answered**.   (5 Marks)**

Section C
Language through Literature

IV Reference to the Context   **(40 Marks)**

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

7 One extract out of two, from poetry.   **(5+5 = 10 Marks)**

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

V Short & Long Answer Questions

8 Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE to assess interpretation, analysis, inference and evaluation.   **(4x3=12 Marks)**

9 Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book MOMENTS to assess interpretation, analysis, inference and evaluation.

                                     (3x2=6 marks)

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

                                     (**6 marks**)

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

                                     (**6 marks**)

Prescribed books: Published by NCERT, Delhi

BEEHIVE

Prose
a. The Fun They Had
b. The Sound of Music
c. The Little Girl
d. A Truly Beautiful Mind
e. The Snake and the Mirror

f. My Childhood
g. Reach For the Top
h. Kathmandu
i. If I were You

<u>Poems</u>

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

<u>Moments</u>

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

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

Internal Assessment		
i	Periodic Assessment	05
ii	Portfolio	05
iii	Notebook/ Assignment	05
iv	Assessment of Speaking and Listening	05
Total		**20**

CLASS X
SYLLABUS 2023-2024

Sections		Periods	Weightage
A	Reading Skills	(50 periods)	20 Marks
B	Writing Skills with Grammar	(50 periods)	20 Marks
C	Language through Literature	(80 periods)	40 Marks

Section A

Reading Skills

I Reading Comprehension through Unseen Passage   **(20 Marks)**
1. Discursive passage of 400-450 words.   **(10 marks)**
2. Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words.   **(10 marks)**

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

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

Section B
Writing Skills

II Grammar   **(10 Marks)**

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

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

III Writing Skills   (10 marks)

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

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

Section C   (40 Marks)
Language through Literature

IV Reference to the Context   (5+5 = 10 Marks)

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

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

V Short & Very Long Answer Questions   (30 Marks)

8 Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT to assess interpretation, analysis, inference and evaluation. **4x3=12 marks**

9 Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation. **2x3=6 marks**

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

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

(**6 marks)**

Prescribed Books: Published by NCERT, New Delhi

1. FIRST FLIGHT

  A. Prose

- (i)   A letter to God
- (ii)   Nelson Mandela - Long Walk to Freedom
- *(iii)*   Two Stories About Flying
- (iv)   From the Diary of Anne Frank
- (v)   Glimpses of India
- (vi)   Mijbil the Otter
- (vii)   Madam Rides the Bus
- (viii)   The Sermon at Benares
- (ix)   The Proposal (Play)

  B. Poems

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

2. FOOTPRINTS WITHOUT FEET

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

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

	Internal Assessment	
i	Periodic Assessment	05
ii	Portfolio	05
iii	Notebook/ Assignment	05
iv	Assessment of Speaking and Listening	05
	Total	**20**

MATHEMATICS
CLASS IX-X

Mathematics is always considered as the highest knowledge of all knowledge and science of the highest order. Noble Laureate, Richard Feynman has said, "**Nature talks to us in the language of Mathematics**".

The profound aphorism implies that Mathematics as currently understood shall not be taught because it is useful, it shall be introduced to the child so that he can develop a sense of appreciation for Mathematical reasoning and its role in the evolution and development of human society. Moreover, mathematics is developed by humans in order to understand and describe the nature and the world around us that comprise of visuals, sounds, quantification and measurement.

Most of the areas of Mathematics- Algebra, Number Theory, Statistics, Geometry etc. have arisen from the experiences of the world around us. Also, Mathematics is that branch of knowledge which allows us to systematize the experience and to make use of knowledge systems built within these areas of Mathematics which appear to be more abstract in nature.

Vision of teaching Mathematics

Learning of any discipline becomes meaningful if it drives the person to find the objective of his existence. Purusharth can be attained by achieving the following four goals:

(i)   Kama refers to urge in mind to seek a desire
(ii)   Arth refers to fulfilling the desire by collaborating with physical world
(iii)   Dharma drives to the path on which one can make use of Kama and arth for the wellbeing of the society
(iv)   Moksha liberates from the limitations of the physical world and puts one on the path of ultimate truth and happiness. Teaching of Mathematics also aims to help the learner to attain purusharth.

Above mentioned goals of life can be translated into the goals of teaching Mathematics as follows

Curricular goals based on KARMA, ARTHA AND DHARMA determines the distinctive goals of teaching Mathematics while the goal leading to MOKSHA defines the state of self-actualization and hence determines the broader goal of learning Mathematics.

Mission of teaching Mathematics is to

(i) transform a child as a rational thinker and competent to visualise and solve daily life problems in a Mathematical way.
(ii) recognise and nurture mathematical prodigies and to bring back the glorious position held by India at the World Mathematics Platform.
(iii) develop appreciation for ancient culture and traditions of India in Mathematics.

Broader Goal of teaching Mathematics

As per NCF 2005 the broader goal of teaching mathematics is Mathematisation of thought processes and to develop citizens who are critical and creative thinkers and problem solvers.

Aims of Teaching Mathematics

(i) Develop understanding of Mathematical language.
(ii) Mathematise daily life situations
    a. Develop capabilities of handling numbers and number operations in different contexts and situations appropriately
    b. Develop logical thinking and apply it in day to day context.
    c. Develop communication of mathematical understanding and problem-solving strategies in various forms like oral, written or visual
(iii) Develop an ability to organise the available or collected information in a meaningful sequential (linear, circular, spiral or increasing order of complexity)
(iv) Develop an ability to estimate and measure physical attributes.
(v) Develop spatial understanding
(vi) Develop skills to observe and understand structures and interrelationship within numbers, number operations and shapes
(vii) Develop skills of using mathematical tools in daily life context.

(viii)   Appreciate Indian contribution to the world of Mathematics.

(ix) Remove Mathematics fear and develop joy of learning for Mathematics

Skills developed in Maths classroom under different domains

Thinking Skills	Attitude	Hands on Skills
1 Perceptual/Concrete thinking- Interpretation of senses according to self experience and stimuli.	1. Soft Skills- Communication skills, Working in collaboration	1. Using Mathematical tools
2. Conceptual/ Abstract thinking- Making use of concepts, generalisation and communication in understanding and problem solving	2. Aesthetic Sense	2. Using ICT
3. Convergent thinking- Using the given information and interpreting it	3. Sensitization towards local and global issues of concern	3. Using Geoboard, manipulatives.
4. Analytical thinking- Breaking a complex problem into small components and looking at interrelationship	4. Compassionate thinking	4. Using games.
5. Divergent thinking- Thinking alternative ways		
6. Reflective thinking- Reorganisation of relevant knowledge in logical order to arrive at the solution of problem (Maths modeling etc.)		
7. Creative thinking- Solving in their own way. finding a solution creatively.		
8. Critical thinking - A higher order thinking process involving the use of cognitive skills like conceptualisation, interpretation, analysis, synthesis and evaluation for arriving at mathematical judgement.		
9. Linear thinking - Tackling a problem step by step		
10. Holistic thinking (Non linear thinking)- Ability to see the big picture. Connecting the dots. Expanding the thoughts in multiple directions to form a larger system.		

COURSE STRUCTURE
CLASS – IX (2023-24)

Units	Unit Name	Periods	Marks
I	NUMBER SYSTEMS	20	10
II	ALGEBRA	31	20
III	COORDINATE GEOMETRY	7	4
IV	GEOMETRY	78	27
V	MENSURATION	24	13
VI	STATISTICS	20	6
	Total	180	80

UNIT I: NUMBER SYSTEMS **(20 Periods)**

1. REAL NUMBERS

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

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

3. Definition of nth root of a real number.

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

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

UNIT II: ALGEBRA **(31 Periods)**

1. POLYNOMIALS

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.

LINEAR EQUATIONS IN TWO VARIABLES

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

UNIT III: COORDINATE GEOMETRY   (7) Periods
COORDINATE GEOMETRY

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

UNIT IV: GEOMETRY   (78 Periods)
1.   INTRODUCTION TO EUCLID'S GEOMETRY

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

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

2.   LINES AND ANGLES

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

3.   TRIANGLES

1. (Motivate) Two triangles are congruent if any two sides and the included angle of one triangleis 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 isequal 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 threesides of the other triangle (SSS Congruence).

4. (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle areequal (respectively) to the hypotenuse and a side of the other triangle. (RHS Congruence)

5. (Prove) The angles opposite to equal sides of a triangle are equal.

6. (Motivate) The sides opposite to equal angles of a triangle are equal

4.   QUADRILATERALS

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 tothe third side and in half of it and (motivate) its converse.

5. CIRCLES

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

UNIT V: MENSURATION   (24 Periods)

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

2. SURFACE AREAS AND VOLUMES
Surface areas and volumes of spheres (including hemispheres) and right circular cones.

UNIT VI: STATISTICS   (20 Periods)

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

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

COURSE STRUCTURE
CLASS –X

Units	Unit Name	Periods	Marks
I	NUMBER SYSTEMS	15	06
II	ALGEBRA	38	20
III	COORDINATE GEOMETRY	15	06
IV	GEOMETRY	25	15
V	TRIGONOMETRY	35	12
VI	MENSURATION	24	10
VII	STATISTICS & PROBABILTY	28	11
	Total	**180**	**80**

UNIT I: NUMBER SYSTEMS   (15 Periods)

1. REAL NUMBER

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

UNIT II: ALGEBRA   (38 Periods)

1. **POLYNOMIALS**
   Zeros of a polynomial. Relationship between zeros and coefficients of quadraticpolynomials.

2. **PAIR OF LINEAR EQUATIONS IN TWO VARIABLES**
   Pair of linear equations in two variables and graphical method of their

solution, consistency/inconsistency.

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

3. **QUADRATIC EQUATIONS**

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**

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

UNIT III: COORDINATE GEOMETRY   (15 Periods)

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

UNIT IV: GEOMETRY   (25 Periods)

1. TRIANGLES

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 parallelto the third side.

3. (Motivate) If in two triangles, the corresponding angles are equal, their

correspondingsides are proportional and the triangles are similar.

4. (Motivate) If the corresponding sides of two triangles are proportional, theircorresponding 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 thesides including these angles are proportional, the two triangles are similar.

2. CIRCLES

1. Tangent to a circle at, point of contact

2. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.

3. (Prove) The lengths of tangents drawn from an external point to a circle are equal.

UNIT V: TRIGONOMETRY   (35 Periods)

1. INTRODUCTION TO TRIGONOMETRY

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

2. TRIGONOMETRIC IDENTITIES

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

3. HEIGHTS AND DISTANCES: Angle of elevation, Angle of Depression.

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

UNIT VI: MENSURATION   (24 Periods)

1.   AREAS RELATED TO CIRCLES

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

2.   SURFACE AREAS AND VOLUMES

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

UNIT VII: STATISTICS AND PROBABILITY   (28 Periods)

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

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

INTERNAL ASSESSMENT	20 MARKS
Pen Paper Test	05 Marks
Multiple Assessment	05 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. Laboratory Manual - Mathematics, secondary stage - NCERT Publication

SCIENCE

COURSE STRUCTURE
CLASS IX (2023-24)

S.n	Units	Marks	No. of Periods
I	**Theme: Materials** Unit I: Matter-Nature and Behaviour; Nature of Matter (Matter in Our Surroundings) (Is Matter Arounds Us Pure); Particle Nature and their Basic Units (Atoms and Molecules); Structure of Atoms	25	50
II	**Theme: The World of the Living** Unit II: Organization in the Living World; Cell – Basic Unit of Life (The Fundamental Unit of Life); Tissues, Organs, Organ System, Organism	22	20
III	**Theme: Moving Things, People and Ideas** Unit III: Motion, Force and Work; Motion; Force and Newton's laws; Gravitation; Floatation; Work, Energy and Power; Sound	27	75
IV	**Theme: Food Production** Unit IV: Food Production (Improvement in Food Resources)	6	15
	Total Theory	**80**	**160**
	Internal assessment	**20**	**20**
	Grand Total	**100**	**180**

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

Theme: Materials

Unit I: Matter-Nature and Behaviour

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

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

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

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

Theme: The World of the Living

Unit II: Organization in the Living World

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

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

Theme: Moving Things, People and Ideas

Unit III: Motion, Force and Work

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

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

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

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

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

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

Theme: Food

Unit IV: Food Production

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

PRACTICALS

Practicals should be conducted alongside the concepts taught in theory classes. (LIST OF EXPERIMENTS)

1.   Preparation of   **Unit-I**
   a) a true solution of common salt, sugar and alum
   b) a suspension of soil, chalk powder and fine sand in water
   c) a colloidal solution of starch in water and egg albumin/milk in water and distinguish between these on the basis of
   • transparency
   • filtration criterion
   • stability

2.   Preparation of   **Unit-I**

   a) A mixture

   b) A compound

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

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

   (ii) behaviour towards a magnet

   (iii) behaviour towards carbon disulphide as a solvent

   (iv) effect of heat

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

   a) Iron with copper sulphate solution in water

   b) Burning of magnesium ribbon in air

   c) Zinc with dilute sulphuric acid

   d) Heating of copper sulphate crystals

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

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

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

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

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

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

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

   a) Tap water

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

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

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

COURSE STRUCTURE
CLASS X (2023-24)

No.	Unit	Marks	No. of Periods
I	**Theme: Materials** Unit I: Chemical Substances-Nature and Behaviour; Chemical reactions and equations; Acids, Bases and Salts; Metals and Non-metals; Carbon and its Compounds	25	65
II	**Theme: The World of the Living** Unit II: World of Living; Life Processes; Control and Co-ordination; Reproduction- How do Organisms Reproduce; Heredity	25	45
III	**Theme: Natural Phenomena** Unit III: Natural Phenomena Light—Reflection and Refraction; The Human Eye and the Colorful World	12	30
IV	**Theme: How Things Work** Unit IV: Effects of Current Electricity; Magnetic effects of electric current	13	30
V	**Theme: Natural Resources** Unit V: Natural Resources; Our Environment	5	10
	Total Theory	**80**	**160**
	Internal assessment	**20**	**20**
	Grand Total	**100**	**180**

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

Theme: Materials

Unit I: Chemical Substances - Nature and Behaviour

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

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

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

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

Theme: The World of the Living

Unit II: World of Living

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

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

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

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

Theme: Natural Phenomena

Unit III: Natural Phenomena

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

Refraction; Laws of refraction, refractive index.

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

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

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

Theme: How Things Work

Unit IV: Effects of Current

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

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

Theme: Natural Resources

Unit V: Natural Resources

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

Practicals

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

LIST OF EXPERIMENTS

1. A. Finding the pH of the following samples by using pH paper/universal indicator **Unit-I**

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

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

2. Performing and observing the following reactions and classifying them into: **Unit-I**

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

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

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

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

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

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

8. Study of the following properties of acetic acid (ethanoic acid): **Unit- I**
   i) Odour
   ii) solubility in water
   iii) effect on litmus
   iv) reaction with Sodium Hydrogen Carbonate

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

10. Determination of the focal length of: **Unit-III**
    i) Concave mirror

    ii) Convex lens

    by obtaining the image of a distant object.

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

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

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

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

PRESCRIBED BOOKS:

- Science-Textbook for class IX-NCERT Publication
- Science-Text book for class X- NCERT Publication
- 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

Internal Assessment	(20 Marks)
Pen Paper Test	05 marks
Multiple Assessment	05 marks
Portfolio	05 marks
Lab Practical (Lab Activities to be done from the prescribed books)	05 marks

SOCIAL SCIENCE
CLASS IX - X

Course Structure
Class IX (2023 – 24)

History (India and the Contemporary World – I)			Suggestive no. of Periods = 43	20 Inclusive of Map Pointing
Section	**Chapter No.**	**Chapter Name**	**No. of Periods**	**Marks Allocated**
I **Events and Process**	**I**	The French Revolution	**10**	**18+2 map pointing**
	II	Socialism in Europe and the Russian Revolution	**10**	
	III	Nazism and the Rise of Hitler	**10**	
II **Livelihoods, Economies and Societies**	**IV**	Forest, Society and Colonialism **Interdisciplinary project as part of multiple assessments** (Internally assessed for 5 marks)	**5**	
	V	Pastoralists in the Modern World **(To be assessed as part of Periodic Assessment only)**	**8**	
Geography (Contemporary India – I)			Suggestive no. of Periods = 50	20 Inclusive of Map Pointing
Chapter No		**Chapter Name**	**No. of Periods**	**Marks Allocated**
1		India – Size and Location	**08**	
2		Physical Features of India	**08**	
3		Drainage	**08**	

4	Climate	10	
5	Natural Vegetation and Wildlife **(Only map pointing to be evaluated in the annual examination.)**	3	
	Interdisciplinary Project as part of multiple assessments (Internally assessed for 5 marks)	5	
6	Population	8	

Political Science (Democratic Politics – I)

Chapter No.	Chapter Name	Suggestive no. of periods = 50	20 Marks
1	What is Democracy?	05	
	Why Democracy?	05	
2	Constitutional Design	10	20
3	Electoral Politics	8	
4	Working of Institutions	12	
5	Democratic Rights	10	

	Economics	Suggestive no. of periods = 37	20 Marks
Chapter No.	Name of the chapter	No. of Periods	Marks Allocated
1	The Story of Village Palampur **(To be assessed as part of periodic Assessment only)**	10	
2	People as Resource	07	20
3	Poverty as a Challenge	10	
4	Food Security in India	10	

Internal Assessment	(20 Marks)
Pen Paper Test	05 marks
Assignment, Notebook Work	05 marks
Portfolio	05 marks
Map Work/ Subject Related Activites	05 marks

CLASS X (2023-24)
COURSE STRUCTURE

History (India and the Contemporary World – II)			Suggestive no. of Periods = 51	20 Inclusive of Map Pointing
Section	Chapter No.	Chapter Name	No. of Periods	Marks Allocated
I **Events and Process**	**I**	The Rise of Nationalism in Europe	**15**	**18+2 map pointing**
	II	Nationalism In India	**15**	
II **Livelihoods, Economies and Societies**	**III**	The Making of a Global world **(To be evaluated in the Board Examination-** Subtopics; 1 to 1.3 Pre Modern World to Conquest, Disease and Trade)	**04**	
		Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks Sub topics 2 to 4.4 The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalisataion".	**04**	
	IV	The Age of Industrialization **(To be assessed as part of Periodic Assessments only)**	**05**	
III **Everyday Life, Culture and Politics**	**V**	Print Culture and the Modern World	**08**	

Geography (Contemporary India – II)		Suggestive no. of Periods = 43	20 Inclusive of Map Pointing
Chapter No	Chapter Name	No. of Periods	Marks Allocated
1	Resources and Development	05	17 + 3 map pointing
2	Forest and Wildlife Resources	05	
3	Water Resources	05	
4	Agriculture	08	
5	Minerals and Energy Resources	08	
6	Manufacturing Industries	08	
7	Lifelines of National Economy **Only map pointing to be evaluated in the Board Examination**	02	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	02	

Political Science (Democratic Politics – II)			Suggestive no. of periods = 47	20 Marks
Unit No.	Chapter No.	Chapter Name	No. of Periods	Marks allocated
I	1	Power - Sharing	15	20
	2	Federalism		
II	3	Gender, Religion and Caste	12	
III	4	Political Parties	12	
IV	5	Outcomes of Democracy	08	

Economics		Suggestive no. of periods = 39	20 Marks
Chapter No.	**Name of the chapter**	**No. of Periods**	**Marks Allocated**
1	Development	**09**	
2	Sectors of the Indian Economy	**09**	
3	Money and Credit	**09**	**20**
4	Globalisation and the Indian Economy To be evaluated in the Board Examination: • What is Globalization? • Factors that have enabled Globalisation	**04**	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) • Production across the countries • Chinese toys in India • World Trade Organisation • The Struggle for a Fair Globalisation	**04**	
5	Consumer Rights (Project Work)	**04**	

Internal Assessment	(20 Marks)
Pen Paper Test	05 marks
Assignment, Notebook Work	05 marks
Portfolio	05 marks
Map Work/ Subject Related Activites	05 marks

CURRICULUM FOR SKILL COURSES

Course Structure

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Marks Distribution: Classroom Evaluation (20) + Practical/ Project & Viva (20) + Learning of Industrial Behavior (20) (2 Months Summer Break may be utilised) + Term End Examination

Theory Paper – 1 Hrs

Practical and Viva – 2 Hrs

S.no.	Course Name	Course Code	Total Marks	Weightage to Theory	Weightage to Internal Assessment	Time period for Theory Exam + Practical Exam
1	Web Designing	039	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
2	Mobile Application	040	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
3	Machine Learning	041	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
4	Artificial Intelligence	042	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
5	Coding	043	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
6	Agriculture Technology	044	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
7	Entrepreneurship Development	045	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
8	Tourism & Hospitality Management	046	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
9	Journalism & Mass Communication	047	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
10	Banking & Insurance	048	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
11	Retail Management	049	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
12	Agri - Business	050	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
13	Cyber Hygiene	051	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
14	Electricals and Electronics	052	100	40	60	3 hrs. (1 hrs. + 2 hrs.)
15	Waste Management	053	100	40	60	3 hrs. (1 hrs. + 2 hrs.)

Web - Designing

Class IXth

Course Structure

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Basics of Computer System

Fundamentals of Computers

Computer Systems: characteristics of a computer, components of a computer system – CPU, memory, storage devices and I/O devices

Memory: primary (RAM and ROM) and secondary memory

Storage devices: hard disk, CD ROM, DVD, pen/flash drive, memory stick

I/O devices: keyboard, mouse, monitor, printer, scanner, web camera

Software System

Types of software: system software (operating system, device drivers), application software including mobile applications

Multimedia: images, audio, video, animation

World wide web

History of World Wide Web, difference between Internet and www, search engines, Web Servers, Web pages, Web Browser, URL: Definition, elements, absolute and relative URL, Protocols: Definition, TCP/IP, HTTP, HTTPS, FTP.

Introduction of HTML

Introduction to web page designing

Definition of editor, create and save an HTML document, access a web page using a web browser.

Basic HTML tags

HTML tags: html, head, title, body, (attributes: text, background, bgcolor, link, vlink, alink), br (break), hr(horizontal rule), inserting comments, h1..h6 (heading), p (paragraph), b (bold), i (italics), u (underline), Listing tags ul (unordered list), ol (ordered list), and li (list item). Attributes of ol (start, type), ul (type).

Description lists: dl, dt and dd.

Font, image formatting and Embed audio & video

Font tags (attributes: face, size, color).

Insert images: img (attributes: src, width, height, alt), sup (super script), sub (subscript).

Embed audio and video in a HTML page.

Advanced HTML
Form & Tables

HTML Forms: Textbox, radio buttons, checkbox, password, list, combobox.

Create a table using the tags: table, tr, th, td, rowspan, colspan

Hyperlinking and frames

Hyperlinks: significance of linking, anchor element (attributes: href, mailto), targets.

Frames: Horizontal and vertical frames, linking pages to the frames

Practical

Q.1 Create an html page with all the different text styles (bold, italic and underlined) and its combinations on separate lines. State style of each line in its text.

Q.2 Create an html page with 7 separate lines in different colors. State color of each line in its text.

Q.3 Write html code to generate following output.

(i) Coffee

(ii) Tea

(iii) Black Tea

(iv) Green Tea

(v) Milk

Q.4 Create an html page with following specifications Title should be about myCity Place your City name at the top of the page in large text and in blue color Add names of landmarks in your city each in a different color, style and typeface One of the landmark, your college name should be blinking. Add scrolling text with a message of your choice

Q.5 Write a HTML code to generate following output.

Country	Population	
India	2019	130
	2020	133
	2021	135
USA	2019	40
	2020	42
	2021	44
UK	2019	50
	2020	53
	2021	55

Q.6 Create an html page with all the different text styles (bold, italic and underlined) and its combinations on separate lines. State style of each line in its text.

Q.7 Write a HTML code to generate following output. Design an html form to take the information of a customer visiting a departmental store such as name, contact phone no , preferred days of purchasing , favourite item (to be selected from a list of items), suggestions etc. One should provide button to Submit as well as Reset the form contents.

Q.8 Write a HTML code to generate following output. Create an html page with following specifications Title should be about myCity Place your City name at the top of the page in large text and in blue color Add names of landmarks in your city each in a different color, style and typeface One of the landmark, your college name should be blinking Add scrolling text with a message of your choice.

Q.9 Create an html page containing the polynomial expression as follows
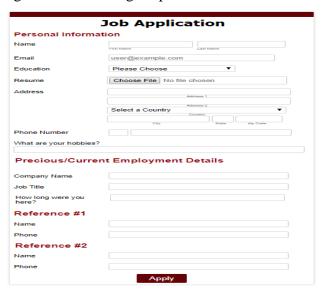
$$a_0 + a_1x + a_2x^2 + a_3 x^3$$

Q.10 Write a HTML code to generate following output. Create an html page with following specifications a. Title should be about My Village b. Put the image in the background c. Place your Village name at the top of the page in large text followed by address in smaller size d. Add names of yours friends in a different color, style and typeface e. Add scrolling text with a message of your choice

Q.11 Design an html form to take the information of a article to be uploaded such as file path, author name , type (technical, literary, general), subject topic (to be selected from a list) etc. One should provide button to Submit as well as Reset the form contents.

Q.12 Create following output.

(i) Milk

       a. Paneer

       b. Ghee

       c. Ice Cream

(ii) Coffee

       a. Hot Coffee

       b. Cold Coffee

Q.13 Write a HTML code to generate following output.

Q.14 Write a HTML code to generate following output.

Q.15 Write a HTML code to generate following output.
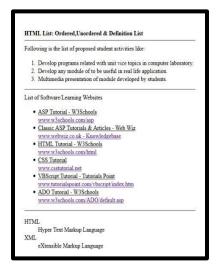
Q.16 HTML Programming a) Write a HTML program to design a form which should allow to enter your personal data (Hint: make use of text field, password field, e-mail, lists, radio buttons, checkboxes, submit button)

Q.17 Write a HTML code to create a hyperlink to link another page.

Q.18 Write a HTML code to create a hyperlink to link with in the same page.

Q.19 Create a static webpage using table tags of HTML.

Q.20 Create a form using HTML which has the following types of controls:

(i) Text Box

(ii) Option/radio buttons

(iii) Check boxes

(iv) Reset and Submit buttons

Q.21 Create a static web page using HTML to show the following table on the screen with 4 different entries.

Specification table with hours and marks

No	Title	Teaching hours	Distribution of Marks		
			A level	B Level	Total
I					
II					
III					
IV					

Q.22 Print 10 names with a line break between each name. The list should be alphabetized, and to do this place a subscripted number next to each name based on where it will go in the alphabetized list. (Example: Alan1). Print first, the un-alphabetized list with a subscript number next to each name, then the alphabetized list. Both lists should have an <h1> level heading.

Q.23 Create Form with Input Type, Select and Text Area in HTML.

Q.24 Write HTML code to create two frames on a webpage and open the hyperlinks given on one frame to a open on second frame.

Q.25 Create a web page using list tags of HTML to show the following information on web page.

Class X

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Computer Organization
Basic computer organization

Basic computer organization: description of a computer system and mobile system, CPU, memory, hard disk, I/O, battery.

Memory : Types of memories , Units: bit, byte, MB, GB, TB, and PB.

Number System & Encoding

Encoding Schemes: ASCII, UTF8, UTF32, ISCII and Unicode.

Fundamentals of Networking and webpages.

Networking: introduction, types of networks, topologies.

Web pages: static and dynamic pages.

Introduction to Creating Style Sheet (CSS)

Hosting

Hosting – web hosting, options and domain name and its registration process.

CSS

Customized Features: Creating Style Sheet, CSS Properties, CSS Styling(Background, colors, borders, margins, poisoning of html elements, Text Format),

Layouts - Working with block elements and objects, Lists and Tables.

Introduction to JavaScript

Introduction to JavaScript

JavaScript as a scripting language and benefits of the language. Working of JavaScript with HTML and CSS.

Basic Constructs – Literals, values, variables, constants, keywords, Comments, operators, expressions.

Data type and input output Statements

Data types- number, string, arrays, objects (math, date) etc.

Input & output statements{console.log(), document.write(), innerHTML(), window.alert()}

Control Statement and Array

Conditional and loop statements(if, if…else, nested if, switch.. case, break, for, while,continue)

Events – on-click event

Practical

Q.1 Create a Navigation bar (with dropdown) with CSS

Q.2 Create a CSS Grid for table tag.

Q.3 Create a CSS grid for title and body.

Q.4 Create a CSS grid for Heading tags.

Q.5 Create a CSS grid for font, background and list.

Q.6 Write a JavaScript program that reverse a number.

Q.7Write a JavaScript program that checks whether a given string is palindrome or not?

Q.8 Write a JavaScript program to find the sum and product of digits of a number.

Q.9 Write a JavaScript program that accepts a string as a parameter and counts the number of vowels within the string.

Q.10 Write a JavaScript program that accepts a number as a parameter and check the number is prime or not.

Q.11 Write a JavaScript program which accepts an argument from the input box and returns the output on the massage box.

Q.12 Write a JavaScript function which returns the n rows by n columns identity matrix.

Q.13 Write a JavaScript function which will take an array of numbers stored and find the smallest and largest numbers.

Q.14 Write a JavaScript function which says whether a number is perfect square or not.

Q.15 Write a JavaScript function to compute the factors of a positive integer.

Q.16 Write a JavaScript function to convert an amount to coins and call it with the click of the button.

Q.17 Write a JavaScript program to compute the value of b^n where n is the exponent and b is the bases. Accept b and n from the user and display the result.

Q.18 Write a JavaScript program for searching JavaScript arrays with a Linear search.

Q.19 Write a JavaScript program to construct the following pattern, using a nested for loop.

```
        *
        * *
        * * *
        * * * *
        * * * * *
```

Q.20 Write a JavaScript program to compute the greatest common divisor (GCD) of two positive integers.

Q.21 Write a JavaScript program to sum the multiples of 3 and 5 under 1000.

Q.22 Write a JavaScript program to sort the items of an array.

Q.23 Write a JavaScript for loop that will iterate from 0 to 15. For each iteration, it will check if the current number is odd or even, and display a message to the screen.

Q.24 Write a JavaScript conditional statement to find the largest of five numbers. Display an alert box to show the result.

Q.25 Write a JavaScript program to find the Armstrong numbers of 3 digits.

Mobile Application

Class IX

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Overview of mobile devices & applications

History of mobile system

Discussing about the invention of mobile devices and the growth till date

Mobile Operating systems

Introduction to various operating systems

Mobile applications

Mobile applications and it's life cycle

Integrated Development Environment

Introduction to various IDEs, languages, and various platform available for design and development of mobile applications.

Emulators and their importance.

Graphical User Interface

Environment Setup

Overview of Environment setup

UI components/ Layout Component

User interface components like label, Buttons, Radio buttons, textbox, screen

Horizontal, vertical layout

Basic coding components

Discussion on Variables, constants, functions (JavaScript)

Event handling with the GUI components

Discussion on code blocks and Java script

Use of Onclick event handling method

Integration of Multimedia in Mobile Application

Introduction to 2D-3D multimedia

Discussion of basic concepts of both 2D and 3D multimedia (like dpi, hdpi concept, resolution)

Implementation of Image, Audio and Video in Mobile Applications

Discussion of built-in methods available in open-source software like MIT and code.org to implement the multimedia in mobile apps.

Mobile Applications
Gaming application

Introduction and importance of gaming application

Utility application

Introduction and importance of utility applications and necessary components required to implement them.

Class X

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Basics of Mobile Applications-II
Life cycle of Mobile Apps

Discussing the life cycle and its important components.

Integrated Development Environment

Elaborate discussion on IDE available for design and development of mobile applications

Publishing Mobile applications

Various platforms for publishing applications and prerequisites for the process.

Graphical User Interface and Sensors
User interface components

Introducing the UI components like check boxes, Spinner, Date Picker.

Layout Components

Linear layout, Relative layout, Horizontal scroll layout, Vertical scroll layout

Event Handlers

Concept of even handling and methods available

Sensors

Introduction to sensors, Exploring Sensors in mobile devices both internal sensors and external sensors

API Integrations

Introduction to API's

Importance of API's, Securities, and their use in mobile applications

Integrating third party API's

Integrating location related functionality in mobile applications

Utility Applications

Applications of APIs in the field of health care, education etc.

Database Management

Introduction to database

Need of database in present scenario

Database Operations

Like create, edit, update, delete show etc.

Creation and Integration of database

Discussion on local database present in MIT and code.org open-source platforms and methods related to them for database activities.

Machine Learning

Class IX

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Basics of Machine Learning

Introduction to Machine Learning

Study as extended branch of Artificial Intelligence.
Need & Importance of Machine Learning

For future predictions & learnings, Learning from Data-sets provided by users
History of Machine Learning since ancient times

History of knowledge representation.
Applications of Machine Learning

Basic & skilled applications of AI includes.
Current trends in Machine Learning

Human level data-sets provided by the machine
Activity session in Lab (exercises)

Different simple exercises based on this chapter
M L Programming Language (PYTHON)

Introduction to Virtual Environment

How to interact with Virtual Environment.
Concept of Flow Charts

Introduction & working
Introduction to PYTHON (Why Python)

Fundamentals of python & need in ML
Applications of PYTHON

Features of Python Programming

Data types

(integer, float, strings, boolean, list)
Operations in Python

-Arithmetic operations (+, -, *, /, **, %)
-Logical operators (and, or, not)
-Comparison operators (>, <, >=, <=, ==, !=)

Control Statements

(if, then, else, elif)
Lab work

Exercises based on this chapter
Concepts of Machine Learning

How does Machine Learning works (integrate with idea of flow chart)

Interaction ML with flow charts
Main components of Machine Learning

Representation, evaluation, optimization
Ethics of Machine Learning & Privacy

Moralities shown in ML
Relationship of Machine Learning with Other fields

Interdisciplinary usage of ML
Activity Session

Simple Lab exercises on ML concepts
Lab exercises

Basic functions usage
Machine Learning Tools & Techniques

How does Machine Learning Tools Work

Performance of ML tools
Available Machine Learning Tools (Open source & proprietary)

Tools will be specified according to updates.
Supervised Learning

Introduction Only
Unsupervised Learning

Introduction Only
Reinforcement

Introduction Only
Activities on Machine Learning Tools

Different lab exercises will be provided

Class X

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Introduction to Machine Learning Domains

Artificial Intelligence
Introduction
Data Science
Introduction

Big Data
Introduction
IOT
Introduction
Robotics
Introduction
Activity Session
Simple Lab work based on this chapter

Advanced Programming in Python

Data types (Recap)
Integer, float, strings, boolean, list
Data Structure
- List
- Looping techniques and operators
Understanding NumPy & Pandas
Arrays v/s Lists
Programs to practice above operations
Programs in Lab

Concepts of Machine Learning Algorithms

Basic understanding of Algorithms
Set of rules to be followed.
Theory of Algorithms in different cultures including Vedas
Use of Ancient & Vedic mathematics
Solving of Algorithmic problems in history since Ancient times
Use of Ancient & Vedic mathematics
Mathematics behind Machine Learning algorithms
Use of Ancient & Vedic mathematics
Activity Session
Algorithm based Lab work

Key Elements of Machine Learning

Data Collection
Introduction
Data Exploration
Introduction
Data Validation
Introduction
Data Prediction
Introduction
Activity Session
Lab work based on this chapter

Machine Learning in Practice

Interpreting Results
Introduction
Learning models
Introduction
Data integration, selection, cleaning and pre-processing
Introduction
Activity Session
Lab work Based on this chapter.

Working on Machine Learning Projects

Defining Problem
Definitions
Data preparation for ML projects
Presentations
Evaluate Models
Evaluation
Finalize Models
Results
Working with ML project Activity
Work to be done in Lab

Artificial Intelligence

Class IX

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Introduction to Artificial Intelligence

Identify Natural Intelligence & Defining Artificial Intelligence

Identify natural intelligence & explaining artificial intelligence

Need of Artificial Intelligence (from Hindu Epic)

Discussing importance of AI and its need in real world. Also make familiar with usage of AI.

History of Artificial Intelligence (cosmogenesis from ancient vedas)

Identify the origin of AI, what is its historical presence, why it was historically important.

Applications of Artificial Intelligence

(i) Machine translations

(ii) Object Detection

(iii) Recommender Systems

(iv) Detection of diseases using Artificial Intelligence

Challenges of Artificial Intelligence

(i) Data bias

(ii) Discrimination in data

(iii) Ethics

Activity Session

(i) Students give 5 points of what they think that characterizes an intelligent person.

(ii) Students identify 2-3 jobs they would like to be automated with the help of AI.

(iii) List 2-3 recent developments in the field of AI.

Components of Artificial Intelligence

Reasoning

(i) Deductive Reasoning

(ii) Logical Reasoning

Learning

(i)   Rote Learning

(ii) Learning from Experience

Solving Problem by searching

Learn about different searching techniques from real life

Perception

(i)   Visual

(ii)   Haptic

(iii)   Psychological

(iv)   Hearing

Linguistic Intelligence Tools of Artificial Intelligence

Artificial intelligence with different language tools

Activity Session

(i)   Using logical reasoning, develop a decision making for a chosen task (example: choosing what to study, where to go for a picnic, time management for daily activities).

(ii)   Observe animals/insects near your house and identify the strategies they use for searching food.

(iii)   List down the reasons why you are a part of a particular group of friends

Areas / Techniques of Artificial Intelligence (Only Introduction)

Machine Learning

Introduction & application

NLP (Natural Language Processing)

Introduction & application

Automation & Robotics

Introduction & application

IoT and Edge computing (Only Introduction)

Introduction & application

Computer Vision

Introduction & application

Voice user interface systems

Use chatbot available on different websites to compare the response. List down 3-4 sensible replies and 3-4 irrelevant replies

Activity Session

(i) Use existing machine translation apps to translate from one language to another. Report 2 correct translations and two incorrect.

(ii)Use existing voice interface devices (example Cortona, Siri, Alexa etc.). Try to find at least 2-3 shortcomings.

Interaction with Programming Language for AI

Introduction to Virtual Environment

Explaining about programming environment

Introduction to PYTHON

About the language

Applications of PYTHON

Importance of language

Basics of PYTHON

About the basic structure of language

Beginning with simple inbuilt functions

Inbuilt function know-ledge of language

Lab exercises

Basic functions usage

Artificial Intelligence Pipeline

Data collection

Introduction

Data exploration

Introduction

Data visualization

Introduction

Model design & evaluation

Introdution

Deploying the model

Introduction

Break-up of marks for the Practical:

Lab Test (25 marks)

(i)   Proficiency with OS

(ii)   Apply python inbuilt functions based on unit 4.

(iii)   Activity Based Exercise

Report File + viva (45 marks)

(i)   Prepare a report based on the Activity sessions given in syllabus

(ii)   Give presentation on activities + viva voce (based on the report file)

Total Marks (70 Marks)

AGRIBUSINESS

Class IX

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Fundamentals of Agriculture

Introduction to Agriculture:
(i) Agriculture- Definition, History and its relation with other sciences
(ii) Activities under agriculture and allied sciences
(iii) Current global status of Indian Agriculture
(iv) Importance of agriculture and allied sciences in Indian context
(v) Institutions catering to agribusiness and agricultural research in India

Agricultural crop Management

(i) Concept of Crop and Weed Management

(ii) Classification of Crops and their growing seasons

(iii) Agro-ecological zones and agri-export zones (names and salient features)

(iv) Concept of Crop and Weed Management

(v) Classification of Crops and their growing seasons

(vi) Agro-ecological zones and agri-export zones (names and salient features)

(vii) Understanding of farm, farming systems, typologies of farmers (small, medium, large,

agricultural labourers, migrant labourers),

(viii) Nature and Classification of Soils

Agriculture and allied sector

(i) Concept of :

a. Seed production

b. Hi-tech nursery

c. Dairy, Poultry and Aquaculture

d. Apiculture

e. Feed business

f.   Mushroom cultivation,

g.   Protected cultivation

h.   Sericulture

(ii) Fruits & Vegetables production- Introduction, Post-harvest handling

(iii) Available technologies for farm produce storage

Introduction to Business Management
Business management
(i)   Introduction of Business and Management
(ii)   Nature and Scope of Business
(iii)   Economic Activities: Business, Profession and Employment
(iv)   Forms of business organization
(v)   Introduction to ICT in Agribusiness

Agripreneurship Development
Agripreneurship
(i)   Meaning of Entrepreneur and Agripreneur
(ii)   Difference between Entrepreneur vs Agripreneur
(iii)   Characteristics and Functions of Agripreneur
(iv)   Qualities of a successful Agripreneur
(v)   Importance of Agripreneurship
(vi)   Concept of farmer producer organizations

Class X

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Agribusiness management
Basics of Agribusiness
(i)   Introduction

(ii)   Agribusiness environment- concept

(iii) Agribusiness finance management- concept

(iv)   Agricultural Marketing- Concept

Agro-based Industries

(i)   Type and Classification of Agro-based industries

(ii)   Agro-processing-Cereal and Pulses, fruits and vegetables, meat and poultry, dairy, rice milling

and value addition

(iii)   Agro-service – distribution of seed, fertilizer, pesticides, bio-fertilizers and Bio-pesticides

(iv)   Agencies involved in certification of seed

(v)   Concepts of GAPs, Quality standards

Modern Farming System

(i)   Organic Farming in India :- Meaning & Scope

(ii)   Contract farming - Meaning & Scope

(iii)   Tissu culture- Meaning & Scope

(iv)   Technique of Drip & Sprinkler Irrigation-Concept

(v)   Sustainable agriculture- Concept

Agribusiness cooperatives management

Agribusiness Cooperatives in India

(i)   Cooperatives-introduction

(ii)   Concept and role of Agribusiness Cooperatives in India

(iii)   Collective action: Cooperatives, farmer producer organizations- cases & success stories

Supply Chain Management

(i)   Concept of Supply chain

(ii)   Distribution channels in agribusiness commodities

(iii)   logistics in agribusiness

(iv)   Warehousing and storage for agricultural commodities

Government schemes and support system for budding entrepreneurs

Government initiatives in agribusiness

(i)   Skill development in Agriculture: Initiatives by Government.
(ii)   Govt Schemes for entrepreneurship development- Make in India, start-up India, Stand-up India, Digital India, Atal Innovation Mission (AIM) etc.

Agripreneur-ship and Agriculture start-ups in India

(i)   Scope and relevance of Agriculture start-ups and Government support
(ii)   Agribusiness Industries in India
(iii)   Agriculture Skill Council of India (ASCI).
(iv)   Success story of Agriculture start-ups in India

CODING

Class IX

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Basics of Computer System
Fundamentals of Computers

Computer Systems: characteristics of a computer, components of a computer system – CPU, memory, storage devices and I/O devices

Memory: primary (RAM and ROM) and secondary memory

Storage devices: hard disk, CD ROM, DVD, pen/flash drive, memory stick

I/O devices: keyboard, mouse, monitor, printer, scanner, web camera.

Lab Exercise – Show Hardware Devices to the students and demonstrate the working.

Software System

Types of software: system software (operating system, device drivers), application software including mobile applications

Multimedia: images, audio, video, animation

Lab Exercise – Working on installation and installation of softwares

Number System & Logic Gates

Number System: numbers in base 2, 8, 16 and binary addition and subtraction

Logic Gates: NOT, AND, OR, NAND, NOR, XOR, Truth Tables and De Morgan's laws, Logic circuits.

Encoding Schemes: ASCII, UTF8, UTF32, ISCII and Unicode.

Programming Using C++
Fundamentals of Coding

What is coding, programming language, types of languages, System Development Life Cycle, program design, program quality, pseudo code, algorithm and flowchart, testing, compilers.

Introduction to C++

Getting Started: C++ character set, C++ Tokens (Identifiers, Keywords, Constants, Operators,), Structure of a C++ Program (include files, main function), Header files – iostream.h, iomanip.h, cout, cin; use of I/O operators (<>), Use of endl and setw( ), Cascading of I/O operators, compilation, Error Messages; Use of editor, basic commands of editor, compilation, linking and execution.

Lab Exercise – Questions based on the above topics.

Data types and Operators

Data Types, Variables and Constants: Concept of Data types; Built-in Data types: char, int , float and double; Constants: Integer Constants, Character constants (- \n, \t, \b), Floating Point Constants, String Constants; Access modifier: const; Variables of built-in-data types, Declaration/Initialization of variables, Assignment statement, Type modifier: signed, unsigned, long.

Operator and Expressions: Operators: Arithmetic operators (-,+,*,/,%), Assignment operator (=), c++shorthands (+=, -=,*=,/=,%=) Unary operators (-), Increment (++) and Decrement (--) Operators, Relational operator (>,>=,<=,=,!=), Logical operators (!,&&,||), Conditional operator: ?:; Precedence of Operators; Automatic type conversion in expressions, Type casting.

Lab Exercise – Questions based on the above topics.

Conditional Statement

Conditional statements: if else, Nested if, switch..case..default, use of conditional operator, Nested switch..case, break statement (to be used in switch..case only); Loops: while, do – while, for and Nested loops.

Lab Exercise – Questions based on the above topics.

Array

Arrays: defining array, 1 – Dimensional and 2 – Dimensional

Lab Exercise – Questions based on the above topics.

Practical
List of Programs:

Q.1 Write a C++ program to print the name and age of the student.

Q.2 Write a program to check whether the input number is even or odd.

Q.3 Write a C++ program to add, subtract, multiply and divide numbers.

Q.4 Write a C++ program to print Fibonacci series.

Q.5 Write a C++ program to calculate the power of a number.

Q.6 Write a C++ program to check prime number.

Q.7Write a C++ program to takes a string input and checks if it's a palindrome or not.

Q.8 Write a program to compare three numbers and print the largest one.

Q.9 Write a program to print factors of a given number.

Q.10 Write a C++ program to print factorial of a number.

Q.11 Write a C++ program to check Armstrong number.

Q.12Write a C++ program to print sum of n digits.

Q.13 Write a C++ program to print sum of series.

S = 1/(11) - 1 / (22) + 1 / (33) - ... 1 / (nn)

Q.14 Write a C++ program to print sum of series.

1 + 1/1! + 1/2! + 1/3! + … + 1/n!

Q.15 Write a C++ program to calculate GCD of two numbers.

Q.16 Write a C++ program to reverse given number.

Q.17 Write a C++ program to swap two numbers without using third variable.

Q.18 Write a C++ program to generate triangle.

*

**

***

****

****

Q.19 Write a C++ program to generate triangle.

*

* *

* * *

* * * *

 * * * * *

Q.20 Write a C++ program to generate triangle.

*

***

*****

****

****

Q.21 Write a program to find sum as well as maximum of all elements of an array.

Q.22 Write a program to copy the elements of a two dimensional array into another two dimensional array with rows and columns interchanged.

Q.23 Write a program to search an element form the array.

Class X

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Basics of Computer System
Understanding of Computers system

Understanding of Computer system configuration-Processor, Motherboard, Storage/ Memory (bit, byte, MB, GB and TB) RAM, HDD, SSD, Monitor, Graphic Card, Speaker, SMPS, Keyboard, Mouse, Network Adapter, Operating System, Device Drivers.

Proprietary and Open Source Softwares, antivirus softwares, perpetual and subscription software license

Lab Exercise – Show them different hardware devices.

Basics of Computer Networks & Cyber Safety

Computer networking: Type of networks: PAN, LAN, MAN, WAN, wired/wireless Network examples, cloud computers (private/public)

Society, Law and Ethics, Cyber safety: safe browsing, identity protection, confidentiality, social networks, cyber trolls and bullying

Lab Exercise – Show them possible different network devices and practically show them the concepts of cyber safety.

Implementation of Object Oriented Programming concepts in C++
Overview of C++ fundamentals

Lab Exercise – Questions based on the topics C++ covered in class 9.

Object Oriented Programming Concept

Object Oriented Programming: Concept of Object Oriented Programming – Data hiding, Data encapsulation, Class and Object, Abstract class and Concrete class, Polymorphism (Implementation of polymorphism using Function overloading as an example in C++); Inheritance, Advantages of Object Oriented Programming over procedural Programming.

Lab Exercise – Questions based on the above topics.

Functions

Introduction to functions and its requirements: function prototype, Invoking/calling a function, passing arguments to function, specifying argument data types, default argument, constant argument, call by value, call by reference, returning values from a function, calling functions with arrays, scope rules of variables: local and global variables.

Relating to Parameters and return type concepts in built-in functions.

Inbuilt Functions

Lab Exercise – Questions based on the above topics.

Classes and Objects

Classes and Objects (Need, declaration, referencing class members, array within a class).

Functions in a class, Memory allocation of objects, array of objects, objects as function arguments, function returning objects, Concept of constructers and deconstructions.

Lab Exercise – Questions based on the above topics.

Inheritance

Types of inheritance, derived and base classes concepts through simple programs.

Lab Exercise – Questions based on the above topics.

Practical

Q.1 Write a C++ program to print alphabet triangle.

```
  A
 ABA
 ABCBA
 ABCDCBA
 ABCDEDCBA
```

Q.2 Write a C++ program to print triangle of numbers.

```
   1
  121
  12321
 1234321
 123454321
 12345654321
```

Q.3 Write a C++ program to enter the data of an employee and display the data of an employee using class and object.

Q.4 Write a C++ program to calculate factorial of a number using recursive function.

Q.5 Write a C++ program to print Fibonacci series using recursive function.

Q.6 Write a menu driven program in C++ to calculate volume of a cube, cuboid and cylinder using functions.

Q.7 Write a program in C++ to compare two strings, reverse the string.

Q.8 Write a program in C++ to demonstrate constructor with default argument.

Q.9 Write a program in C++ to demonstrate destructor in inheritance.

Q.10 Write a program in C++ to demonstrate multiple inheritance.

Q.11 Write a program in C++ to demonstrate multilevel inheritance.

Q.12 Write a program in C++ to demonstrate public inheritance.

Q.13 Write a program in C++ to demonstrate private inheritance.

Q.14 Write a program in C++ to demonstrate protected inheritance.

Q.15 Write a program in C++ to demonstrate constructor call in the derived class.

Q.16 Write a program in C++ to demonstrate destructor call in the derived class.

Q.17 Write a program in C++ to create a class student with 3 private data members name, rollno and marks and 2 public member functions getdata() and printdata(). Take the data of minimum 5 students.

Q.18 Create a class Triangle. Include overloaded functions for calculating area. Overload assignment operator and equality operator.

Q.19 Write a C++ program to convert decimal number to binary.

Q.20 Write a program to find the cos and sin value using math.

AGRICULTURE TECHNOLOGY

Class IX

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

General Agriculture

Agriculture

(i)   Agriculture- Definition, History and its relation with other sciences

(ii)   Activities under agriculture and allied sciences

(iii)   Current global status of Indian Agriculture

(iv)   Importance of agriculture and allied sciences in Indian context

Information and status of agriculture in India

Agriculture land, cropping intensity, cropped area, irrigated area, unirrigated area, food grain production, vegetable production, horticulture production, animal husbandry, poultry production, dairy, and fisheries, average rainfall, water resources

Basic terminology related in in agriculture: Mixed agriculture, cropping system, Mono cropping, crop rotation, mixed cropping, inter cropping, relay cropping; multi story cropping, sole cropping, farming system, cropping pattern, weed, dry land agriculture.

Unit operation for crop production

Tillage, Seedbed preparation, Irrigation, Spraying, Interculture Operation, Harvesting and Threshing (definition and type and purpose)

Climate

kharif, rabi, and jayad, Monsson, effect of climate on crops, rain fall and rainfall distribution and rainfall effect on crops, drought

Crop classification

Type of crop: field crop, fruit crop, vegetable crop, mediational crop, spices, ornamental, flower, cash crop, sugar crop, pulse crop, fodder crop, grain, root vegetable, tuber, etc.

Practical: Identification of different crop seed

Soil

Soil, profile, types, constituents

Soil weathering (definition only) Soil profile (topsoil, subsoil and underlying materials), Soil types (sandy soils, loam soils and clay soils) and their properties, composition (sand, silt and clay), texture, structure, soil pH, EC, organic matter, soil profile (definition and zone only) Practical

Collection of representative soil sample

Determination soil EC and pH.

Fertilizer and fertility

Soil fertility and soil productivity, C:N ratio, classification of fertilizer and composition Organic manure: bio compost, vermicompost, green manure, and application method

Practical: Identification of different type of organic manure

Operation and Resources for crop production

Tillage

Definition of tillage, type of tillage, Morden concept of tillage (minimum tillage, conservation tillage, zero tillage, rotary tillage etc), objective of tillage, different type tillage equipment, ploughing methods, terminology related to tillage

Practical: Identification agriculture equipment

Calculation of field capacity of implements

Sowing and planting

Definition, objectives of sowing, Method of sowing (Broad casting, dibbling, drilling, planting, check row planting, hill drop planting and transplanting), Sowing methodology based on crop and soil, machine used for seeding and planting

Practical: Calibration seed drill, Calculation of plant population and seed rate

Seed science

Type of seed: foundation, breeder, certified etc. gemination rate, seed quality, characters of good quality seed, different classes of seed, GM and Non-GM seed, Seed treater

Practical: Germination test of different seed

Interculture operation

Introduction, need of interculture operation, weed, character of weed, weeding and interculture tool, sprayer, and type of sprayer

Practical: Weed identification

Harvesting and threshing

Crop duration, harvesting parameter for different crops, operation performed for crop harvesting, harvesting equipment, threshing, threshing equipment.

Irrigation and drainage

Definition, purpose of irrigation, crop water requirement Method of irrigation water lifting, measurement of irrigation water device, water use efficiency, field capacity, moisture conservation, Basic method of drainage, concept of water harvesting

Practical: Field layout various irrigation method

Crop production and value addition
Crop production

Wheat, Rice, Sugarcane, Maize, Cotton, Green-gram Black gram, Pea, pigeon pea etc (Soil preparation, Sowing or planting time and method, Choice of suitable cultivars, Seed rate and spacing, Rates of application of fertilizer and manure, Prevention and control of common pests, weeds and diseases, Recognition of crop maturity, Harvesting, yield)

Practical: To work out the labour for various works of crops production operation

Post-harvest operation and value addition of food grain

Post-harvest operation of different food grain, Pre cleaning, Drying, drying method, Cleaning, Shorting, Storage method, Packaging, Different type value added product

Practical: Visit to rice mill/ flower mill, Visit to seed processing plant

Class X

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Agronomy
Farming system

Farming System-scope, importance, Characteristics and objective of farming system, Farming system components, Integrated farming system-historical background, objectives and characteristics, factor affects crop production, conservation agriculture, contour farming

Practical: Make the crop rotation different session/ area, Study of mixed farming model

Soil and fertilizer

Plant nutrition, nutrient use efficiency Soil plant nutrients, Soil micro-organism, Chemical fertilizer and classification and composition, Fertilizer application method, Requirement of fertilizer in different crop, Reclamation of problematic soil, Soil health card

Practical: Calculation of fertilizer dose

Irrigating and water management

Rainfed Agriculture: introduction and type; watershed management(definition), Different irrigation sources (ground water, canal, river, pound), irrigation efficiency, water use efficiency, conjunctive use of eater, micro irrigation method, quality of water and water logging.

Practical: Layout different soil and water conservation method

Farm Power and equipment
Farm power

Statues of farm power in India, Different type of farm power source: Human, Animal, mechanical, electrical; Renewable energy source: Solar energy, Biomass energy and wind energy, liquid, biofuel (ethanol); Tractor and its type, Power tiller, Power outlet in tractor and its utilization

Practical: Calculation of power requirement of different implement

Processing and Horticultural equipment

Horticulture tool: Digger, grafting tool, budding tool, pruning tool, fruits and vegetable harvesting tool.

Processing equipment: chaff cutter, feed grander, rice huller, grain, dryer, fruits and vegetable shorting machine.

Practical: Identification grading tool

Horticulture

Pomology

Site Selection for horticulture crop, planting method of fruit tree, High density planting, Training and pruning, plant propagation, Production technologies for the cultivation of major fruits -mango, banana, guava, papaya, apple, strawberry, and Ber;

Practical: Layout planting of orchard plant, Training and pruning of fruit tree, Identification of different fruits stage

Vegetable crop

Production technology of vegetable crop- brinjal, tomato, cabbage, potato, onion; Kitchen gardening

Practical: Layout of kitchen gardening

Green house technology

Introduction of greenhouse, advantages of greenhouses, Types of greenhouses, Concept of vertical farming

Practical: Visit of horticulture orchard and polyhouse cultivation site

Post-harvest management and value addition

Post-harvest management

Status and scope of post-harvest management, Pre harvest factors affecting quality on post-harvest shelf life of fruits and vegetables, small pack house concept, Principle, and method of preservation.

Value addition of fruits and vegetable

Canning of fruits and vegetables, juice, squash, jam and jelly, Preparation of pickles, its preparation concept and standard

Practical: Preparation of jam/jelly, Preparation of squash/nectar/RTS, Preparation pickles

Mushroom Production Technology

Introduction to mushroom

Mushroom morphology, history of mushroom cultivation, Preparation of different substrates for growing mushroom

Mushroom Production

Cultivation technology of button mushroom, Cultivation technology of oyster mushroom, Cultivation of milky mushroom, medicinal mushroom

Bee keeping

Importance of honeybee

Introduction, castes of bee, stage of stage of development in honeybee.

Apiary management and Migration of honeybee

(i)   location of apiary,bee species stage of major management of colony
(ii)   Bee breeding, queen rearing, procedure bee colony migration

Vermicompost

Induction

Introduction, background and context, details of earthworm,

Management practices for maintaining micro climate i.e. temperature, humidity and protection from predators

Production of vermicompost

(i)   Background and context, details of earthworm
(ii)   Management practices for maintaining microclimate-Temperature, Humidity Protection from predators
(iii)   Steps in Production of Vermicompost
(iv)   Visit of commercial vermicompost units

Entrepreneurship Development

Class IX

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Entrepreneurship

Introduction

(i)   Human Activities: Economic and Non-Economic

(ii) Business, Profession and Employment

(iii) Meaning and features of Entrepreneurship

Need and Importance of Entrepreneurship

(i)   Need of Entrepreneurship.

(ii) Importance of Entrepreneurship in business

Entrepreneur

Introduction

(i)   Meaning and features

(ii) Types of Entrepreneurs

(iii) Entrepreneur as an Innovator and Problem Solver

(iv) Difference between Businessperson and Entrepreneur

Role and Responsibilities of Entrepreneur

(i)   Role of Entrepreneur in Economic Development

(ii) Challenges faced by women entrepreneurs.

(iii) Responsibilities of Entrepreneur towards the Society

Entrepreneurial Skill Development

Entrepreneur Skill

(i)   Entrepreneur Skill-Meaning & Concept.

(ii) Importance and Techniques of skill development.

Values and Motivation

Entrepreneurship Values and motivation

(i)   Entrepreneurship values and motivation-Meaning & Concept.

(ii)   Values, Attitude and Motivation

(iii) Ethics

(iv) Qualities of Successful Entrepreneurs

Entrepreneurial Opportunities

(i)   Generation of Idea: Need Assessment

(ii)   Stages of Generation of Idea

(iii) Feasibility Study

(iv) Creativity: A Necessity for Entrepreneurial Success

(v)   Need for Innovation and Value Addition

Setting up an Enterprise

Resource Mobilization

Concept of Resource

(i)   Types of Resources

(ii) Sources of funds

      a. Traditional Sources

      b. Modern Sources

Help & Support from Government

(i)   Help & support to entrepreneur by Government

(ii)   Mudra, Start-up India, Women related SHG

Entrepreneurial Ecosystem

Support System

  (i)   Introduction of Eco-system
  (ii)   Selection of a project
  (iii)   Registration
  (iv)   Finance
  (v)   Technical
  (vi)   Training
  (vii)   Infrastructure
  (viii) Raw material

(ix)   Plant and machinery

(x)   Marketing information

(xi)   Requisite Utilities

Class X

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Entrepreneurial Ecosystem

Introduction to Business Incubators

(i)   Concept

(ii)   Functioning of incubation centres

(iii) Incubation centres in India

Entrepreneurship Journey

(i)   Questionnaire based Self- Assessment of Qualities, Skills, Resources and Dreams

(ii)   Generation of Idea

(iii) Feasibility Study and opportunity assessment

Entrepreneurship as Innovation

Innovation

(i)   Risk Bearing-Concept and types

(ii)   Innovations and Entrepreneurial Ventures – Global and Indian

Role of Emerging Technologies

(i)   E-commerce and Social Media

(ii)   Digital Platforms, ICT Tools

(iii) Social Entrepreneurship

Marketing

Introduction

(i)   Market : Concept

(ii)   Micro and Macro Market Environment

(iii) Market Research – Concept and Importance

Marketing Mix

(i)   Marketing Mix- concept

(ii)   Elements of Marketing Mix

Price

(i)   Unit of Sale, Unit Price and Unit Cost - for single product or service

(ii) Types of Costs –Establishing Cost, Variable cost and Fixed cost

(iii) Pricing: Concept, Importance and types

Business Resources

Types of Resources

(i)   Tangible and Intangible: Physical, Human, Financial

(ii) Selection and utilization of human resources and professionals

Sources of Finance

(i)   Financial Resources requirement: Concept

(ii) Sources of Funds

TOURISM & HOSPITALITY MANAGEMENT

Class IX

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Tourism

Introduction to Tourism

(i) Concepts of Tourism and Travel

(ii) Evaluation and growth of Tourism

(iii) Concept and Types of Tourist

(iv) Forms of Tourism

Tourism Business

(i) Importance of Tourism

(ii) Intermediaries in Tourism Business

(iii) Basic components (4 A's) of Tourism: attractions, access, accommodation and amenities

Tourism Resources

(i) Meaning of Tourism Resources

(ii) Types of Tourism Resources: Natural, Historical and Cultural

(iii) Tourism Product: Concepts and elements

Success Stories of Tourism Achievers

(i) 4 top achievers (2 national and 2 international) on the basis of :

(ii) Protection of environment

(iii) Empowerment of women

a. Fulfilling social responsibilities

b. Community participation

Hospitality Management

Hospitality- An Introduction

(i) Concept of hospitality

(ii) History and importance of hospitality industry

(iii) Sectors of hospitality industry

(iv) Scope of Hospitality Industry

Accommodation on Sector

(i) Types of Accommodation (hotel, motel, resorts, home stays, bed and breakfast, supplementary accommodation)

(ii) Star classification of hotels in India

(iii) Types of a plan: EP, CP, MAP, AP, BP

Grooming and hygiene of hotel staff

(i) Meaning and importance of grooming and hygiene for hotel staff

(ii) Grooming specification for men & women

(iii) Attributes and etiquettes for hotel staff

Success Stories of Indian Hospitality Brands

(i) 4 top brands (2 national and 2 international) on the basis of :

a. Protection of environment

b. Empowerment of women

c. Fulfilling social responsibilities

d. Community participation

(ii) Creation of job opportunities

Class X

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Tourism

Domestic Tourism and its Impact

(i) Domestic Tourism-meaning, features, and pattern of growth

(ii) Impact of domestic Tourism:

a. Political

b. Economical,

c. Environmental

d. Socio-Cultural

Tourism Information and Tourism Organizations

(i) Sources of Tourism Information:

a. Brochures,

b.   Journals

c. Media

d. Publications and other sources

(i) Objectives and role of national tourism organizations-

a. ITDC

b. IRCTC

c. STDC

Travel Terminology

Terminologies Related to:

a. Tourist: Guest, Customer, PAX, FIT, GIT

b. Type of rooms to be booked

c. Type of meal plan along with room

d. Other terminologies used in Tourism

Travel Agency-An introduction

(i) Meaning and features of a travel agency

(ii) Activities in a travel agency:

(iii) Information provider

(iv) Ticketing and Tour Packages

(v) Documentation for Travel: Passport, VISA and other permits Arrangement of Foreign Exchange

(vi) Medical Requirements and Travel Insurance

Types of Tourism Products

(i) Tourism products:

(ii) Natural Tourism Products

(iii) Man-made Tourism Products-

(iv) Symbiotic Tourism Products

(v) Event based Tourism Products

(vi) Site based Tourism Products

(vii) UNESCO World Heritage Sites in India

Hospitality Management

Introduction to Hotel Departments

(i) Introduction and Organizational structure of budget and luxury hotel

(ii) Introduction to important functional departments of a hotel:

a. front office

b. housekeeping

c. food & beverage service

d. food production

Front Office Operations

(i)   Front office operations and its importance

(ii)   Front office: layout and sections

(iii)   Organizational structure of front office department

(iv)   Intra and inter departmental co-ordination of front office

Housekeeping Operations

(i)   Housekeeping operations and its importance
(ii)   Housekeeping: layout and sections
(iii)   Organizational structure of housekeeping department
(iv)   Intra and inter departmental co-ordination of housekeeping

Book keeping in Hospitality Industry

(i)   Meaning and importance of book keeping

(ii)   Preparation of hotel records with the help of:

a.   Guest Ledger

b.   Register of coupons issued

c.   Register of Reservation

d.   Guest Registration card bill

e.   Arrival Departure

(iii)   Modes of payment

(iv)   Preparation of Cash book (without using accounting terms)

(v)   Concept and preparation of Petty Cash Book

JOURNALISM AND MASS COMMUNICATION

Class IX

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Communication

Introduction to Communication-I

(i)   Communication: Concepts and Processes.

(ii) Nature of Communication.

(iii) Types of Communication:

a.   Verbal- Oral and Written

b.   Non-Verbal

(iv) Levels of Communication:

a.   Intrapersonal

b.   Interpersonal

c.   Group, Mass.

Suggested Practical:

(i)   Make a presentation on [non]-verbal communication types used in daily life.
(ii) Make a presentation on different mediums of mass communication.

Introduction to Communication-II

(i)   7'Cs of Communication.

(ii) Barriers to Communication.

(iii) How to overcome the barriers.

  Suggested Practical : Make a presentation on barriers to communication experienced by the students
                  in day to day life.

Mass Communication

(i)   Evolution of Mass Communication.

(ii) Mass Communication: Concepts and Types

(iii) Functions of Mass Communication.

Suggested Practical: Make a presentation on any one of the following:

a. The age of Signs and Signals
b. The age of Speech and Languages
c. The age of Writing
d. The age of printing
e. The age of Mass Communication
f. The age of Digital Communication

Folk Media

(i) Folk Media: Concepts and Processes.

(ii) Forms of Folk Media.

(iii) Opportunities and Relevance in the Present Era.

Suggested Practical: Present any form of folk media of your Community.

Journalism (Print)

Introduction to Journalism

(i) Journalism: Concepts and Importance.

(ii) Major Landmarks in the History of Indian Journalism.

(iii) Ethics in Journalism.

Suggested Practical : Presentation on the contribution of any prominent journalist of Indian freedom struggle.

Basics of News Writing

(i) News: Concepts, Elements and Values, Components, Types.

(ii) News: Styles and Structures.

(iii) Sources of News.

Suggested Practical: Write a news story from your locality using different sources of information.

Editorial Structure of a Newspaper

(i) Structure of News Room.

(ii) Functions and Responsibilities of Editorial Desk.

Suggested Practical: Make a chart on the structure of school organization.

Introduction to Photojournalism

(i) Photojournalism: Concepts and Scope.

(ii) Camera and its Parts.

(iii) Photo Feature: Concepts and Scope.

(iv) Photo Essay- Definition and Scope.

(v) Role and Responsibilities of a Photo Journalist.

Suggested Practical: Screening/Showcasing of photo essay and Find out two photo features from the newspaper.

Class X

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Basics of Camera, Light and Sound
Introduction to Video Camera

(i)   Introduction to Video Camera- Parts and Functions.

(ii) Visual Grammar and its Principles.

(iii) Camera: Types of Shots, Angles, Movements.

(iv) Camera Mounting Equipment.

Introduction to Lens

(i)   Lenses & Filters: Types and Functions.

(iii) Depth of Field, Depth of Focus, Focal Length, Aspect Ratio.

Introduction to Sound

(i)   Basics of Sound: Concepts and Properties.

(ii) Types of Programme Sound.

(iii) Kinds of microphones: Dynamic, Condenser, Ribbon, Directional microphones.

(iv) Microphones: Uses and its Accessories.

Suggested Practical: Make a presentation on properties of sound and Make a list of natural sound.
Introduction to Light

(i)   Properties of Light.

(ii) Light: Instruments & Accessories.

(iii) Basics of Lighting Techniques: 1, 2, 3 & 4 Point of Lighting Techniques.

Suggested Practical: Make a diagram of 3 & 4 point lighting setups.
Radio and Television Programme Production
Radio and Programme Production Process- I

(i)   Major Landmarks in the History of Radio in India.

(ii)   Radio Program Production Process: Pre-Production, Production and Post Production.

(iii) Various Formats of Radio Programmes.

Radio and Programme Production Process- II

(i)   Writing for Radio: Basic Elements, Different Writing Formats.

(ii)   Structure and Functioning of All India Radio- News Services Division and News Room.

(iii) FM Radio.

(iv)   Community Radio.

Suggested Practical: Present a Radio drama/Docudrama/ Public service announcement/ Radio talk show etc.

Television and Programme Production Process –I

(i)   Major Landmarks in the History of Television in India.

(ii) Introduction to Television Programme Production.

(iii) Television Programme Production Process: Pre-Production, Production and Post Production.

Suggested Practical: Screening/Showcasing of different types of TV Programmes- News story/Vox-pop/Public service announcements/ Stop motion animation etc.

Television and Programme Production Process –II

(i)   Writing for Television: Basic Elements, Different Writing Formats- Split Script and Audio Visual.

(ii)   Various Formats of TV Programmes.

(iii) Organizational structure of a News Channel.

(iv)   Community Video.

Introduction to Audio & Video Editing

(i)   Introduction to Audio and Video Editing.

(ii)   Video Editing: Types, Online, Offline, Cut-in, jump-cut, Transition, SFX, GFX.

(iii) Basics of Audio and Video formats.

BANKING AND INSURANCE

Class IX

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Banking
Introduction

(i)   Meaning of a Bank

(ii)   Meaning of Banking

(iii)   Meaning of a Customer

(iv)   Relationship between Bank and Customer

Bank: Types and Functions

(i)   Classification of Banks

(ii)   Functions of a Bank: Primary and Secondary

Bank Accounts

(i)   Types of Accounts:

a.   Demand Deposits

b.   Term Deposits

(ii)   Other Deposit Schemes: Multi Option Deposit Scheme, Public Provident Fund, Sukanya Samridhi Yojna

Opening a Bank Account

(i)   Procedure of Opening a Bank Account

(ii)   Documents required for opening a Bank Account

(iii)   Cheque Book, Pass Book, and Bank Statement

Insurance
Introduction to Risk and Insurance

(i)   Meaning and Types of Risk

(ii)   Financial Implications of Risk

(iii)   Meaning of Insurance

(iv)   Advantages of Insurance

(v)   Types of Insurance

(vi)   Insurance Policy – Meaning

Basic Principles and Claims

(i)   Principles of Insurance

(ii)   Claims of Insurance

(iii)   Compensation for the Losses

Regulation of Insurance

(i)   Brief history of Insurance in India

(ii)   Regulatory Authority for Insurance Sector

(iii)   Role of Public Sector and Private Sector in Insurance Business

Life Insurance

(i)   Life Insurance – Meaning

(ii)   Term Insurance- Meaning

(iii)   Features of Life Insurance

(iv)   Types of Life Insurance Policies:

a.   Unit Linked Insurance Plans

b.   Money back policy

c.   Group life insurance

d.   Retirement/pension Plans

e.   Joint life policy

(v)   Procedure of taking Life Insurance Policies

(vi)   Importance of Life Insurance Policies

Class X

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

Banking
Services provided by Banks- I

(i)   Core Banking

(ii)   Debit Card, ATM Card, and Credit Card

(iii)   Remittances through Bank Drafts

Services provided by Banks- II

(i)   "National Electronic Fund Transfer" and "Real Time Gross Settlement"

(ii)   E-Banking: Net Banking and Mobile Banking

(iii)   Immediate Payment Service

(iv)   Safe Deposit Lockers.

Banking Business

(i)   Types of Advances- Secured & Unsecured

(ii)   Methods of Granting Advances

(iii)   Loans: Short, Medium and Long Term

Negotiable Instruments

(i)   Introduction to Negotiable Instruments

(ii)   Characteristics of Negotiable Instruments

(iii)   Types of Negotiable Instruments: Promissory Notes, Bill of Exchange, Cheques, Hundis

(iv)   Crossing of Negotiable Instruments: Cheques and Bank Drafts

(v)   Endorsement of Negotiable Instruments

Insurance

General Insurance

(i)   Meaning and importance of General Insurance

(ii)   Different types of General Insurance- (Meaning only)

a.   Health Insurance.

b.   Motor Vehicle Insurance.

c.   Home Insurance.

d.   Fire Insurance.

e.   Marine Insurance.

f.   Travel Insurance.

Health Insurance

(i)   Types of Health insurance Policies - Main features and clauses.

(ii)   Important conditions of such Policies and Benefits available therein

(iii)   Procedure for claims

Motor Insurance

(i)   Types of Policies and Risks Covered therein.

(ii)   Procedure for obtaining a motor Insurance Policy.

(iii)   Settlement of claims.

Home Insurance

(i)   Types of Home insurance Policies -Main features and clauses.

(ii)   Important conditions of such Policies and Benefits available therein

(iii)   Procedure for claims

RETAIL MANAGEMENT

Class IX

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

RETAILING
Introduction to Retail

(i)   Evolution of Retail

(ii) Concept of Retail and Retailing

(iii) Concept and functions of a Retailer

(iv) Retailing: Advantages and Limitations

Retail Store Formats

(i)   Forms of Retailing:

a.   Organized Retailing

b.   Unorganized Retailing

(ii) Store Based and Non-Store Based Retailing: Concept, Advantages and limitations

(iii) Types of Retail Outlets:

a.   Store Based

b.   Independent Retailers

c.   Chain Retailers

d.   Departmental Stores

e.   Franchise

f.   Consumer Cooperatives

       Non-Store based

a.   Hawkers

b.   Direct selling

c.   Cheap Jacks

d.   Weekly Markets

e.   Peddlers

f.   E-commerce

g.   Vending machines

Goods and Services

(i)   Concept of Goods

(ii) Types of Goods:

a.   Consumer

b.   Industrial

(iii) Types of Consumer Goods:

a.   Durable Goods

b.   Non- durable goods

c.   Tangible goods

d.   Intangible goods

(iv) Types of Industrial Goods:

a.   Raw material

b.   Machinery and equipment

c.   Operating Supplies

(v) Concept of Services

RETAIL OPERATIONS-1
Storage of Goods

(i)   Procedure of Receiving the Goods

(ii) Various check points while receiving the Goods

(iii) Warehouse: Concept

(iv) Storage of Goods: Concept, importance and precautions

Handling of Goods

(i)   Meaning, Importance and Factors affecting handling of goods

(ii) Equipment for handling goods

(iii) Factors affecting selection of Equipment

CUSTOMER SERVICE MANAGEMENT
Customer Service

(i)   Concept of customer and consumer

(ii) Customer Service: Concept and importance

(iii) Elements: Respect, honesty, understanding, listening, responding and serving

(iv) Need identification of a customer

(v) Effective ways to build customer rapport

Class X

	No. of Periods	Marks
Theory	60	40
Practicals	120	60
Total	180	100

FUNDAMENTALS OF RETAILING
Introduction to Retailing

(i) Concept of Retailing

(ii) Modes of Retailing: B2C, B2B, C2C, B2G

(iii) Role of a Retailer in economic progress of a country: Domestic Retailers, Global Retailers

(iv) Success Stories:

a. Two Domestic Retailers

b. Two International Retailers

CAREER AND PERSONALITY ASPECTS IN RETAILING
Retail Sales Associate- Pre requisites

(i) Personality: Concept and traits

(ii) Self-Appraisal: Meaning and Importance

(iii) Concept of grooming

a. Appearance- men and women

b. Body posture

c. Facial expression

d. Communication

(iv) Introduction to ICT: meaning and tools

Retail Sales Assistance

(i) Retail Sales Associate: Meaning, Role and Qualities

(ii) Ways of approaching the customers

(iii) Common mistakes while dealing with customers

Career Prospects in Retailing

(i) Job Prospects and challenges in Retailing

(ii) Retailer as an Entrepreneur

(iii) Pre-requisites to start a Retail Store

RETAIL STORE MANAGEMENT
Delivery of Goods -1

(i)   Meaning and modes of transportation

(ii) Problems faced during transportation in retail

(iii) Remedies to overcome problems in retail transport

(iv) Modes of payment

Delivery of Goods -2

(i)   Procedure for delivery of goods

a.   Packing and bagging of goods

b.   Process for Home Delivery

c.   Rejection of products

d.   Formalities after rejection

(ii) Precautions during loading and unloading

HEALTH AND SAFETY PRACTICES
Health and Safety Practices in Retail

(i)   Meaning and Importance

(ii) Ways of maintaining Hygiene in retail store

(iii) Potential Hazards and Safe practices in retail stores

a.   Use of fire symbols and fire extinguishers

b.   Safety measures for violence, shop-lifting and robbery at workplace

Precautions to be taken at Workplace

LANGUAGES

CURRICULUM

Assamese

Class IX
Course Structure

UNITS	DETAILS OF TOPICS/ CHAPTERS	TOTAL	No. of Periods
UNIT-1 Reading	1.Bodh Parikshyan (Comprehension)	15	25
UNIT-2 Writing	2.Likhan Kala (writing skills)	25	55
UNIT-3 Grammar	3. Vyakaran	20	50
UNIT-4 Textbook	4. Prose (Gadya)	10	25
UNIT-5 Textbook	5. Poetry (Padya)	10	25
		80	180

SECTION	DETAILS OF TOPICS/ CHAPTETRS	TYPE OF QUESTIONS	NO. OF QUESTIONS	WEIGHTAGE	NO. OF PERIOD
SECTION- A Reading	1.Bodh Parikshyan (Comprehension)			15	25
	One unseen passage of minimum 500 words. There will be 12 gener al questions of 1and 2 marks each and 3 grammar based questions of 1 mark each will be set from the passage.	VSA SA VSA	6 3 3	1X6=6 2x3=6 1X3=3	
SECTION- B Writing	2.Likhan Kala (writing skills)			25	55
	a) Galpa Likhan (Story Writing)/ Rasana (Essay- Jibonimulak)	LA	1	5x1=5	
	b) Pratibedan Prastutkaran (Report Writing) on School functions eg. Annual day, sports, any competition held in school	LA	1	5x1=5	
	c) Phakara jojona(Proverb)- Sl no.-01-15	LA	1	5X1=5	
	d) Bhab Sampratasaran	LA	1	5x1=5	

	e) Jotuwa khanda bakyarre bakya rochana(Kopal, Kaan,Kaa<u>n</u>, Kakal / 1,2,3,4)	VSA	5	1x5=5	
SECTION C Grammar	3. Byakaran			20	50
	i. Swarasandhi	VSA	4	1X4=4	
	ii. Biseshya	VSA	2	1X2=2	
	iii. Biseshan	VSA	2	1X2=2	
	iv. Sarbanam	VSA	2	1X2=2	
	v. Kriya	VSA	2	1X2=2	
	vi. Abyaya	VSA	2	1X2=2	
	vii. Linga (excluding Sanskrit Stree pratyaya)	VSA	4	1X4=4	
	viii. Krit pratyaya	VSA	2	1X2=2	

Class X

Course Structure

UNITS	DETAILS OF TOPICS/ CHAPTERS	TOTAL MARKS	No. of Periods
UNIT-1 Reading	1.Bodh Parikshyan (Comprehension)	15	25
UNIT-2 Writing	2.Likhan Kala (writing skills)	25	55
UNIT-3 Grammar	3. Byakaran	20	50
UNIT-4 Textbook	4. Prose (Gadya)	10	25
UNIT-5 Textbook	5. Poetry (Padya)	10	25
		80	180

SECTION	DETAILS OF TOPICS/ CHAPTETRS	TYPE OF QUESTIONS	NO. OF QUESTIONS	WEIGHTAGE	NO. OF PERIOD
SECTION- A Reading	.Bodh Parikshyan (Comprehension)			15	25
	One unseen passage of minimum 500 words. There will be 2 general questions of 1, and 2 marks each and 3 grammar based questions of 1 mark each will be set from the passage.	VSA SA VSA	6 3 3	1X6=6 2x3=6 1X3=3	
SECTION- B Writing	2.Likhan Kala (writing skills)			25	55
	a) Galpa Likhan (Story Writing)/ Rasana (Essay- adarshamulak)	LA	1	5x1=5	
	b) Pratibedan Prastutkaran (Report Writing) on School function eg. Annual day, sports, any competition held in school	LA	1	5x1=5	
	c) Phakara jojona (Proverb)-	LA	1	5X1=5	
	Sl. No.- 16 -30.				
	d) Byaktigata Chithi (Personal Letter)	LA	1	5x1=5	
	e) Jotuwa khanda bakyarre bakya rochana (Athu, Gaa, Ghar/5,6,7)	VSA	5	1x5=5	
SECTION C Grammar	3. Byakaran			20	50

	i. Upasarga (only Sanskrit Upasarga)	VSA	2	1X2=2	
	ii. Anusarga	VSA	2	1X2=2	
	iii. Byanjan aru bisarga sandhi	VSA	4	1X4=4	
	iv. Bakya Paribartan (Saral, Yougik, Jatil)	VSA	2	1X2=2	
	v. Samarthak Sabda	VSA	4	1X4=4	
	vi. Taddhit Pratyaya	VSA	2	1X2=2	
	vii. Biparitarthak Sabda	VSA	2	1X2=2	
	viii. Linga (excluding Sanskrit Stree Pratyaya)	VSA	2	1X2=2	

Bengali

Class IX

Course Structure

TOPICS	MARKS	WEIGHTAGE %
• Reading Comprehension (Unseen Passage)	15	
• Writing Skills (Composition)	10	
• Grammar	20	80%
- Literature (Textbook & Supplementary Reader)	35	
• Internal Assessment	20	20%
TOTAL	100	100%

SECTION	DETAILS OF TOPICS / CHAPTERS	WEIGHTAGE %
SECTION-A READING	1. Unseen Passage 1 (100 - 150 Words) 2. Unseen Passage 2 (100 - 150 Words) 3. Unseen Passage 3 (100 – 150 Words)	5 Marks 5 Marks 5 Marks
		Total: 15 Marks
SECTION-B WRITING	Composition : • Report Writing (80- 100 Words) • Notice Writing	5 Marks 5 Marks
		Total: 10 marks
SECTION-C GRAMMAR	• Sandhi (Swara) – Jukto • Sandhi (Swara) - Bijukto • Transformation of Sentences (Astarthak, Nastarthak) • Correction of Words and Sentences	5 Marks 5 Marks 5 Marks 5 Marks
		Total: 20 Marks
SECTION-D LITERATURE	Prose : 1. Chhuti - Rabindranath Tagore 2. Chithhi - Swami Vivekananda 3. Daam - Narayan Gangopadhyay	15 Marks
	Poetry : 1. Kheya - Rabindranath Tagore 2. Aei Jibon – Sunil Gangopadhyay 3. Janmabhumi Aaj - Birendra Chottopadhyay	10 Marks
	Supplementary Reader :	10 Marks
	Aam Aantir Bhenpu by Bibhutibhushan Bandyopadhyay 1st Chapter to 10th Chapter	Total: 35 marks
TOTAL MARKS		80

Class X

Course Structure

TOPICS	MARKS	WEIGHTAGE %
• Reading Comprehension (Unseen Passage)	15	
• Writing Skills (Composition)	10	
• Grammar	20	80%
• Literature (Textbook & Supplementary Reader)	35	
• Internal Assessment	20	20%
TOTAL	100	100%

SECTION	DETAILS OF TOPICS / CHAPTERS	WEIGHTAGE %
SECTION-A READING	Unseen Passage (100 - 150 Words) Unseen Passage (100- 150 Words) Unseen Passage (100 - 150 Words)	5 Marks 5 Marks 5 Marks Total: 15 marks
SECTION-B WRITING	Composition : Letter Writing (Personal) Paragraph Writing	5 Marks 5 Marks Total: 10 marks
SECTION-C GRAMMAR	Sandhi (Byanjan) – Jukto Sandhi (Byanjan) - Bijukto Transformation of Sentences (Simple, Complex & Compound) Sadhu O Chalit Reeti	5 Marks 5 Marks 5 Marks 5 Marks Total: 20 marks
SECTION-D LITERATURE	Prose: Gyanchakshu - Aashapurna Devi Aalo Babu - Banaphul Bahurupi - Subodh Ghosh	15 Marks
	Poetry: Tin Paharer Kole - Shakti Chattopadhyay Ekakare - Subhas Mukhopadhyay Aay Aaro Bendhe Bendhe Thaki – Shankha Ghosh	10 Marks
	Supplementary Reader: Raj Kahini : Abanindranath Tagore Shiladitya Goho	10 Marks Total: 35 marks
TOTAL MARKS		80
Internal Assessment		20
Grand TOTAL		100

BODO

Class IX

Course Structure

Unit Name	Reduction in Syllabus	Number of Periods reduced	Rationale/Justification
Section-C Grammar	1. बाथ्रा सोलायनाय (नङि, सोनाय, खावलायनाय/थिननाय, सानबोलावरि) 2. समान सोदोब सायख'नाय (Synonym) 3. बाथ्राखौ गेबेङै दाफिननाय	12	सोलिबाय थानाय थासारिखौ नोजोर होनानै थि समनि गेजेराव फराफारिखौ फोजोबनो थाखाय माखासे फराय आयदाखौ दानखनाय जादों ।
Section-D Literature	क) खन्थाइ: 1. दैमा- मन'रन्जन लाहारी 2. मिजिंक- बिनेश्वर ब्रह्म	4	
	ख) रायथाइ: 1. जावलिया देवान- मदाराम ब्रह्म 2. बर'नि हारिमु- कामेश्वर ब्रह्म 3. गोजोननाय- लक्षेस्वर ब्रह्म 4. खोमसि फोथायथि, गाज्रि आसारखान्थि- जयन्त माधब	12	
	Supplementary Reader: बायिद मैयानि आसाम (गोरबै फरा बिजाब:गु आरो जिथाखोनि थाखाय) 1. काछारनि सुबुं हान्जाफोर- ड0 अमलेन्दु भट्टाचार्य 2. कारबिफोर- कारबि साहित्य सभा	8	
	Total Number of Periods reduced	36	

Class X

Course Structure

Unit Name	Reduction in Syllabus	Number of Periods reduced	Rationale/Justification
Section-C Grammar	1. थाइलालि 2. होनजाब आरो दाजाब सोदोब 3. गेबें सोदोब दानाय (सोदोब साजायनाय)	12	सोलिबाय थानाय थासारिखौ नोजोर होनानै फराफारिखौ थि समनि गेजेराव फोजोबनो थाखाय मुंख'जानाय फराय आयदाफोरखौ दानख'नाय जादों।
Section-D Literature	क) **खन्थाइ**: 1. गेवस्नांनाय महर- धरनीधर औवारी 2. रादाय- ध्वजेन्द्र कुमार ब्रह्म 3. हाग्रामायाव अर- अनिल बर'	6	
	ख) **रायथाइ**: 1. गोसो जानाय- हेरेम्ब नार्जारी 2. हारिमानि खौसेथि- रणेन्द्र नारायण बसुमतारी 3. हाग्रामा दावबायनाय- अनुराधा शर्मा पुजारी 4. अरुनिमा सिन्हा-गाव फोथायथि आरो साहसनि गुबुन मोनसे मुं- ड॰ जयश्री गस्वामी महन्त	12	
	Supplementary Reader: बायिद मैयानि आसाम (गोरबै फरा बिजाब:गु आरो जिथाखोनि थाखाय) 1. तिवाफोर- तिवा साहित्य सभा 2. देउरीफोर- देउरी साहित्य सभा	6	
	Total Number of Periods reduced	36	

GUJARATI

Class IX
Course Structure

ક્રમ.	કાવ્યનું નામ	પ્રકાર	કવિનું નામ
1.	છપ્પા	છપ્પા	અખો
3.	જ્યાં જ્યાં વસે એક ગુજરાતી	ઊર્મિગીત	ખબરદાર
5.	તું તારા દિલનો દીવો	ઊર્મિગીત	ભોગીલાલ ગાંધી
10	એ લોકો	અછાંદસ કાવ્ય	પ્રિયકાંત મણિયાર
12.	તો જાણું	ઊર્મિગીત	સુરેશ દલાલ
22.	લઘુકાવ્યો	દુહો,મુક્તક,હાઇકુ	હસમુખ પાઠક,રાવજી પટેલ

ક્રમ	પાઠનું નામ	પ્રકાર	લેખકનું નામ
6.	ભાષા જાય તો સંસ્કૃતિ જાય	નિબંધ	ફાધર વાલેસ
11.	વારસાગત	લઘુકથા	દુર્ગેશ ઓઝા
13.	ઘડવૈયા	રેખાચિત્ર	નાનાભાઇ જેબલિયા
15.	સો ટચનું સોનું	ટૂંકી વાર્તા	સુધા મૂર્તિ
17.	છબી ભીતરની	સંસ્મરણ	અશ્વિન મહેતા
પૂરક વાંચન			
3.	ઉપમન્યુ	કથાવાર્તા	નાનાભાઇ ભટ્ટ
4.	જન્મી રહેલા બાળક અને ભગવાન વચ્ચેનો સંવાદ	સંવાદ લેખન	આઈ.કે.વીજળીવાળા

Class X
Course Structure

ક્રમ.	કાવ્યનું નામ	પ્રકાર	કવિનું નામ
1.	મોરલી	પદ	મીરાંબાઈ
4.	જીવન અંજલી થાજો	પ્રાર્થના	કરસનદાસ માણેક
9.	હાથ મેળવીએ	ઊર્મિકાવ્ય	નિરંજન ભગત
11.	દીવાનખાનામાં	અછાંદસ કાવ્ય	પન્ના નાયક
15.	તે બેસે અહીં	ગઝલ	સ્નેહી પરમાર
18.	લઘુકાવ્યો	દુહા,મુક્તક,હાઇકુ	
ક્રમ	પાઠનું નામ	પ્રકાર	લેખકનું નામ
3.	પ્રયાણ	નવલકથા અંશ	રમણભાઈ નીલકંઠ
6.	સામગ્રી તો સમાજની જ છે ને?	પ્રસંગકથા	વિકાસ શર્મા
8.	સૂરજ તો બધે જ સરખો	હાસ્ય નિબંધ	વિનોદ ભટ્ટ
12.	ઝબક જ્યોત	એકાંકી	કૃષ્ણલાલ શ્રીધરાણી
14.	જેઠીબાઈ	લોકકથા	દુલેરાય કારાણી
17.	ટિફિન	લઘુકથા	પ્રેમજિ પટેલ
પૂરક વાંચન			
1.	ભારતીય સંસ્કૃતિના જ્યોતિર્ધર	રેખાચિત્ર	કુમારપાળ દેસાઈ
2.	અનોખુ મૈત્રીપર્વ	પ્રાણીકથા	હિમાંશી શેલત
3.	સત્યવ્રત	વાર્તા	ઉમાશંકર જોશી

KANNADA

Class IX
Course Structure

Section	Description	Type of Questions	Total Marks	Perce ntage
A - Unseen Compreh ension	Four unseen paragraphs of around 200 words out of which only two needs to be attempted. Five MCQs based on understanding, reasoning analysis and Higher order thinking skills on each paragraphs will be asked. Any two paragraphs will be attempted	2(1X5) =10	10	25
B - Grammar	19 MCQs of equal difficulty will be asked and sixteen needs to be attempted. Questions based on application and evaluation of grammatical elements will be asked.	1X16=16	16	40
C - Main Course Book	Seen Comprehension Prose and Poem 5 MCQs on seen paragraph 100-150 words and a poem of 100-150 words. Five MCQs on each to test, Evaluation, understanding of style, central idea, tone, theme etc. Students may be asked to identify various literary and poetic elements.	1X10	10	25
	Four MCQ based on above skills from various chapters. prescribed textbook.(Patya puraka adhyana)	1X4	04	10
Total			40	100

TYPE	Marks for each question	No of Questions			Total Marks	Percentage
		Prose	Poem	Patya puraka pata		
Short answer -1	2	1	1	2	08	20
Short answer -2	3	2	2	0	12	30
Long answer	4	1	1	0	08	20
Creative Writing	(4+4+4)	3			12	30
Total					40	100

Part B   Section D (Descriptive type)   Class : IX

Class X
Course Structure

Section	Description	Type of Questions	Total Marks	Perce ntage
A - Unseen Compreh ension	Four unseen paragraphs of around 200 words out of which only two needs to be attempted. Five MCQs based on understanding, reasoning analysis and Higher order thinking skills on each paragraphs will be asked. Any two paragraphs will be attempted	2(1X5) =10	10	25
B - Grammar	19 MCQs of equal difficulty will be asked and sixteen needs to be attempted. Questions based on application and evaluation of grammatical elements will be asked.	1X16=16	16	40
C - Main Course Book	Seen Comprehension Prose and Poem 5 MCQs on seen paragraph 100-150 words and a poem of 100-150 words. Five MCQs on each to test, Evaluation, understanding of style, central idea, tone, theme etc. Students may be asked to identify various literary and poetic elements.	1X10	10	25
	Four MCQ based on above skills from various chapters. prescribed textbook.(Patya puraka adhyana)	1X4	04	10
Total			40	100

Part B Section D (Descriptive type) Class : X						
TYPE	Marks for each question	No of Questions			Total Marks	Percentage
		Prose	Poem	Patya puraka pata		
Short answer -1	2	1	1	2	08	20
Short answer -2	3	2	2	0	12	30
Long answer	4	1	1	0	08	20
Creative Writing	(4+4+4)	3			12	30
Total					40	100

KASHMIRI

Class IX
Course Structure

Part A			
Section	**Description**	**Type of Questions**	**Total Marks**
A- Unseen Comprehension	Four unseen paragraphs of around 200 words out of which only two needs to be attempted. Five MCQs based on understanding,reasoning analysis and Higher order thinking skills on each paragraphs will be asked. Any two paragraphs will be attempted	2(1X5)=10	10
B-Grammar	19 MCQs of equal difficulty will be asked and sixteen needs to be attempted. Questions based on application and evaluation of following grammatical elements will be asked: 1. Transitive and Intransitive Sentences 2. Genders 3. Numbers 4. Prefix and suffix words 3. Kashmiri Proverbs	1X16=16	16
c- Main Course Book	Seen Comprehension Prose and Poem 5 MCQs on seen paragraph 100-150 words and a poem of 100-150 words.Five MCQs on each to test,Evaluation,understanding of style, central idea, tone, theme etc. Students may be asked to identify various literary and poetic elements.	1X10	10
	Four MCQ based on above skills from various chapters.	1X4	04
Total			40

Part B(Descriptive type)			
Section	**Description**	**Type of Questions**	**Total Marks**
Main Course Book	Note on poets and writers , Genres Textual questions	May be Short Answer,long answer	5x2 = 10 3x5= 15 Total : 25
Creative Writing	Paragraph writing, story writing , Informal letters	Long Answer	3x5 =15
Total			40

Class 10
Course Structure

Part A				
Section	Description		Type of Questions	Total Marks
B- Unseen Comprehension	Four unseen paragraphs of around 200 words out of which only two needs to be attempted. Five MCQs based on understanding, reasoning analysis and Higher order thinking skills on each paragraph will be asked. Any two paragraphs will be attempted		2(1X5)=10	10
B-Grammar	19 MCQs of equal difficulty will be asked and sixteen needs to be attempted. Questions based on application and evaluation of following grammatical elements : 1. Suffix prefix words 2. Tenses 3.Genders 4.Numbers		1X16=16	16
c- Main Course Book	Seen Comprehension Prose and Poem 5 MCQs on seen paragraph 100-150 words and a poem of 100-150 words. Five MCQs on each to test,Evaluation,understanding of style, central idea, tone, theme etc. Students may be asked to identify various literary and poetic elements.		1X10	10
	Four MCQ based on above skills from various chapters.		1X4	04
Total				40

Part B(Descriptive type)			
Section	Description	Type of Questions	Total Marks
Main Course Book	Poets & writers , Poem summary , Textual Questions ,	Short Answer, long answer	5x1= 05 3x5=15 Total =15
Creative Writing	Essay, Story writing ,letter writing	Long Answer	10x1 =10 10x1= 10 05x1=05 Total = 25
Total			40

MALAYALAM

Class IX
Course Structure

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

Reading Comprehension of an unseen **poetry**

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

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

1. Essay Writing (topics related to social issues, family and school life)

   (Out of Two topics, one should be attempted)

2. Letter writing (applications, letter to the editor of a Newspaper, Commercial Correspondence)

3. Reporting of simple events / incidents for Newspaper

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

1. Transformation of sentences (based on the text book)

   Active and Passive Voice, Simple and Compound (Angavakyam and Angivakyam) sentences, Affirmative and Negative sentences, Sentence making and Sentence correction.(Out of 11 questions, 10 should be attempted)

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

   2.Vocabulary Building.   8 Marks   10 pds

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

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

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

   1.Section A

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

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

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

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

   2. Section B

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

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

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

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

Poetry : 04 Lessons

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

Prose : 03 Lessons

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

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

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

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

Class X
Course Structure

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

    Reading Comprehension of an unseen **passage.**

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

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

    1. Essay Writing (topics related to social issues, family and school life)

      (Out of two topics, one should be attempted)

    2. Letter writing (applications, letter to the editor of a Newspaper,

      Commercial Correspondence)

    3. Reporting of simple events / incidents for Newspaper

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

    1. Transformation of sentences (based on the text book)

    Active and Passive Voice, Simple and Compound (Angavakyam and Angivakyam) sentences, Affirmative and Negative sentences, Sentence making and Sentence correction. (Out of 11 questions, 10 should be attempted)

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

    2. Vocabulary Building.   8 Marks   10 pds

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

3. Literature Section - Prose and Poetry :   40 pds

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

1. Section A

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

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

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

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

    2. Section B

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

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

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

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

Poetry : -

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

Prose : –

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

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

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

MANIPURI

Class 10
Course Structure

Section	Details of Topics/Chapters	Total marks
Section - A Reading	Three unseen passages based on supplementary reader and any Manipuri Text Book	15
Section- B Writing	1. Essay Writing	6
	2. Letter Writing	5
	3.Amplification	6
	4. Phrase and idioms (based on Anouba Manipuri Lonmitamasung Lonjan Class IX and X)	5
	5. Sub-skill: Application writing; Notice writing	3
Section- C Grammar	1. Manipuri Diphthongs	20
	2. Syllable	
	3. Mopheme and Allomorph	
	4. Root and Affixes	
Section- D	Prose 1. Meena Kari Haikhigadage by Kh. Chaoba Singh 2. Bir Tikendrajit Phaba by Meitram Bira Singh	4 6
	Poetry 1. Eigi Khunja by Laishram Samarendra Singh 2. Dabi by Nongthombam Sribiren Singh	4 6

MARATHI
Class IX
Course Structure

अनुक्रम	पाठाचे नाव	लेखक / कवीचे नाव
१.	सर्वात्मका शिवसुंदरा (प्रार्थना) [केवळ वाचनासाठी]	कुसुमाग्रज
२.	संतवाणी - अ- भेटीलागी जीवा आ- संत कृपा झाली	संत तुकाराम संत बहिणाबाई
३.	बेटा मी ऐकतो आहे	व. पु. काळे
४.	जी. आय. पी. रेल्वे	प्रबोधनकार ठाकरे
५.	व्यायामाचे महत्व (कविता)	राष्ट्रसंत तुकडोजी महाराज
६.	ऑलम्पिक वर्तुळांचा गोफ	बाळ ज. पंडित
७.	दिव्याच्या शोधामागचे दिव्य	डॉ. अनिल गोडबोले.
८.	सखू आजी	राजन गवस (Omitted)
९.	उजाड उघडे माळरानही	ललिता गादगे (Omitted)
११.	आभाळातल्या पाऊलवाटा	--
१३.	तिफन (कविता)	विठ्ठल वाघ
१५.	माझे शिक्षक आणि संस्कार	शंकरराव खरात
१६.	शब्दांचा खेळ	हेलन केलर
	स्थूल वाचन	
१.	व्हेनिस	रमेश मंत्री
२.	विश्वकोश	

Class X
Course Structure

घटक Unit	उपघटक आणि विवरण Sub-Unit & Description	प्रश्न प्रकार Types of Questions	प्रतिप्रश्न गुण व एकूण गुण Total Marks
आकलन अपठित गद्य	एक अपठित गद्यांश अंदाजे (150-200 शब्द)	बहुपर्यायी (mcq) (सात पैकी पाच उत्तरे)	1 x 5 =5
अपठित गद्य	एक अपठित गद्यांश अंदाजे (150-200 शब्द)	बहुपर्यायी (mcq) (सात पैकी पाच उत्तरे)	1 x 5 =5
व्याकरण	सर्व व्याकरणावर आधारित- शब्दांच्या जाती काळ ओळखा व बदला- वाक्याचे प्रकार- (आज्ञार्थी, विधानार्थी- २ प्रकार, उद्गारवाचक, प्रश्नार्थक) समानार्थी शब्द - विरुद्धार्थी शब्द - लिंग - बदला - वचन - बदला- समास ओळखा - (द्विगू द्वंद्व - ३ प्रकार, अव्ययीभाव)	बहुपर्यायी (mcq) 5 पैकी 4, 4 x1 = 4 4 पैकी 3, 3 x 1 = 3 4 पैकी 3, 3 x 1 = 3 3 पैकी 2, 2 x 1 = 2 3 पैकी 2, 2 x 1 = 2 3 पैकी 2, 2 x 1 = 2 3 पैकी 2, 2 x 1 = 2 3 पैकी 2, 2 x 1 = 2	1 x 20 = 20 (28 पैकी 20)
पाठ्यपुस्तक गद्य	पठित गद्यांश (अंदाजे 100-120 शब्द) त्यावर आधारित प्रश्न	बहुपर्यायी (mcq)6 पैकी 5	5 x 1 = 5
पद्य (कविता)	पठित पद्य - (अंदाजे 8-10 ओळी) त्यावर आधारित प्रश्न	बहुपर्यायी (mcq)6 पैकी 5	5 x 1 = 5

घटक Unit	उपघटक आणि विवरण Sub-Unit & Description	प्रश्न प्रकार Types of Questions	प्रतिप्रश्न गुण व एकूण गुण Total Marks
साहित्य- गद्य (धडे)	अ) एका वाक्यात उत्तरे लिहा.	लघुत्तरी(VSA) 5 पैकी 3	3 x 1 = 3
	ब) रिकाम्या जागी योग्य शब्द लिहा.	लघुत्तरी(VSA) 5 पैकी 3	3 x 1 = 3
	क) खालील प्रश्नांची थोडक्यात उत्तरे लिहा. (अंदाजे 40- 50 शब्दांत)	दिर्घोत्तरी 3 पैकी 1	1 x 3 = 3
पद्य (कविता)	अ) एका वाक्यात उत्तरे लिहा.	लघुत्तरी(VSA) 5 पैकी 3	3 x 1 = 3
	ब) रिकाम्या जागी योग्य शब्द लिहा.	लघुत्तरी(VSA) 5 पैकी 3	3 x 1 = 3
	क) संदर्भासहित स्पष्टीकरण लिहा	दिर्घोत्तरी 2 पैकी 1	1 x 3 = 3
स्थूलवाचन Supplimentary Reader	एका वाक्यात उत्तरे लिहा.	लघुत्तरी 3 पैकी 2	2 x 1 = 2
लेखन	निबंध लेखन - आत्मवृत्त/ कल्पनात्मक/ वर्णनात्मक	विस्तारात्मक लेखन 3 पैकी 1	1 x 8 = 8
	मुद्द्यांवर आधारित गोष्ट लिहा. (शीर्षक आणि तात्पर्य आवश्यक)	विस्तारात्मक लेखन 2 पैकी 1	1 x 7 = 7
	औपचारिक पत्र लेखन - मागणी/तक्रार (लिफाफा आवश्यक)	विस्तारात्मक लेखन 2 पैकी 1	1 x 5 = 5

NEPALI

Class IX
Course Structure

Section	Details of Topics / Section	Type of questions	No. of question	Weight age
Section –A Reading Comprehension 15 marks	Adrista wa apathit gadhya ya padhyansha padera sodhiyeka unseen passage and stanza (1 prose passage of 250 words and 1 stanza of 100-150 words)	S A(2) VSA(1)	5 5	2X5=10 1X5=5
Section – B Applied Grammar 15marks	a) Varna vichar: varna ka bhed, uchharan ra maatraa b) linga, vachan, karak ra vibhakti.	S A(2) VSA(1)	5 5	2X5=10 1X5=5
Section –C Writing composition 25marks	Nibandha lekhan(Essay writing)vishaya vastuharu Jastai: paryawaran, samajik ghatnaharu, khel-kud, naitikta, vigyan. Patra Lekhan(Letter writing) Gharelu visayaharu mathi, sathi lai wa sathiharubata patra vyawahar, chuttika nimti niveden patra, sulkmaafika nimti nivedan tathha aarthik sahayogka nimti nivedan sathai anya sahayog sambandhi nibedan patra TRANSLATION(English to Nepali)	L A(12) L A(8) L A(5)	1 1 1	12X1=12 8X1=8 1X5=5

Section-D Textbooks 25 marks	PROSE a)Lahuri Bhainsi-Ramesh Vikal b) Chhitthi- Badri Nath Bhattrai	SA(2) VSA(1)	1 6	2X1=2 6X1=6
	POETRY a) Haat- Bal Krisha Sam b) Garib- Laxmi Prasad Deokota RAPID READER: Katha(stories) a) Disa bodh- Dhan 'Nirdosh'	SA (2) VSA(1)	1 6	2X1=2 6X1=6
	b) Shatru- Bisweswar Prasad Koirala PRATIVA PARICHAYA(Introduction of writers and poets) a) Tulshi 'Apatan'	VSA(1) VSA(1)	5 4	5X1=5 4X1=4
Internal Assessment	Periodic Test, dictation			10
	Notebook Submission			5
	Subject Enrichment			5

Class X
Course Structure

Part A			
Section	Description	Type Of Questions	Total Marks
A-Unseen Comprension	Four Unseen paragraphs of around 200 words out of which only two needs to be attempted. Five MCQs based on understanding, reasoning analysis and Higher order thinking skills on each paragraphs will be asked. Any two paragraphs will be attempted.	2(1x5)=10	10
B-Grammar	(1)Shabda Suddhi vimarsha (2)Vivid Shabda : Bhinnarthak Shabda,Paryayvachi Shabda, Saar Shabda, Viparitarthak Shabda ra Anekarthak Shabda	1x16=16	16
C- Main Course Book	Seen Comprehension Prose-PARAL KO AAGO,By-Guru Prasad Mainali. 5 MCQs on seen paragraph 100-150 words. Poem- AAKASHKO TARA KE TARA, By- Hari Bhakta Katuwal. 5 MCQs on seen paragraph 100-150 words. MCQs on it to test, Evaluation, understanding of style central Idea, tone, theme etc. Students may be asked to identify various literary and poetic elements.	1x10=10	10
	Four MCQs based on above skills from various chapters.	1x4=4	4
Total			40

Part B (Descriptive Type)			
Section	Description	Type of Questions	Total Marks
Main Course Book	Raatbhari Huri chalyo, By- Indra Bahadur Rai Dr. Nano, By- G.B. Niroula & Deoraj Sharma Paral Ko Aago, By- Guru Prasad Mainali	VSA, SA	03
Poem	Ish Padchhu Tero Kavita by Dr.Rajendra Bhandari Sahid Ko Samjhanama by Bhupi sherchan	VSA, SA	03
Rapid Reader/ Prativa Parichaya	Prayaschit By- Khiroda Khadka, Totala ko Phul By- Matilda Rai. Dr. Ghanashyam Nepal(Introduction of Writers and Poetics)	VSA	09
Creative writing	Essay Writing, Letter Writing,Translation	Long Answer Type	25
Total			40

ODIA

Class IX
Course Structure

1.	Comprehension	Unseen Prose Passage (120 to 150 words)	10 Marks
2.	Essay Writing Application Writing	Contemporary issues Official	15 Marks
3.	Grammar	**(i)Sandhi** (Swara, Byanjana, Bisarga) **(ii) Samasa** (Tatpurusa, Dwandwa, Dwigu, Karmadharaya ,Bahubrihi , Abyaibhaba) **(iii) Krudanta,Tadhita** **(iv) Upasarga**	20 Marks
4.	Literature **Prose** **1.** Jatiya Jibana **2.** Bhasa o Jatiyata **3.** Bamanara Hata O Akashara Chandra **4.** Prakruta Bandhu **5.** Samuha Drusti	**Poetry** **1.** Bande Utkala Janani **2.** Kaha Mukha Anai Banchibi **3.** Padma **4.** Manisa Bhai **5.** Gopa Prayana **6.** Matira Manisa	35 Marks **Short Story:** **1.**Budha Sankhari **2.**Pataka Uttolana **3.**Laxmira Abhisara **One-Act-Play:** **1.** Dala Behera

Class X
Course Structure

1.	Comprehension	Unseen Prose Passage (120 to 150 words)	
2.	Essay Writing Letter	**Contemporary Issues** **Letter to the Editor of Newspaper**	
3.	Grammar	**(i) Transformation of sentences.** (simple, complex, compound) **(ii) Correction of Common Errors in words** **(iii) Idioms** **(iv) Chhanda:** Bhagabata bani, Bangalashree, Natabani, Ramakeri	
4.	Literature **Prose** **1.** Janmabhumi **2.** Sabhyata O' Bigyana **3.** Matrubhasha O Lokashikshya **4.** Narenru Vivekananda	**Poetry** **1.** Bande Utkala Janani **2.** Bhimanka Singhanada Radi **3.** Chilikare Sayantana Drushya **4.** Mangale Aila Usha **5.** Jaga Bandhanahara **6.** Sarbansaha Mati	**Short Story:** **1.** Katha **2.** Bela, Aswattha O Batabrukshya **One-Act-Play:** **1.** Falgu **2.** Konarka

PUNJABI
Class IX
Course Structure

	ਵਿਸ਼ਾ	ਮੁਲਾਂਕਣ ਵਿਧੀ
1.	ਭਾਸ਼ਾ ਨੂੰ ਪ੍ਰਫੁੱਲਤ ਕਰਨ ਲਈ ਨਿਰਧਾਰਿਤ ਰੂਪ-ਰੇਖਾ	1. ਸ਼ਬਦ ਭੰਡਾਰ 2. ਰਚਨਾਤਮਿਕ 3. ਪੇਸ਼ਕਾਰੀ
2.	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਬੋਲਣ ਤੇ ਲਿਖਣ ਦੀ ਕਲਾ ਨੂੰ ਨਿਖਾਰਨਾ	1. ਭਾਸ਼ਾ ਦੀ ਸੂਝ-ਬੂਝ 2. ਸਵੈ-ਭਰੋਸਾ 3. ਹੁਨਰ ਦੀ ਪਰਖ 4. ਪੇਸ਼ਕਾਰੀ
3.	ਵਿਦਿਆਰਥੀ ਦਾ ਆਪਣੇ ਸਹਿਪਾਠੀਆਂ ਨਾਲ ਵਰਤਾਓ। ਸੱਭਤੀ ਤੇ ਨੈਤਿਕਤਾ	1. ਪੇਸ਼ਕਾਰੀ ਦਾ ਹੁਨਰ 2. ਰਚਨਾਤਮਿਕਤਾ 3. ਵਿਸ਼ੇ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਨ ਦੀ ਸੂਝ 4. ਸ਼ਬਦਾਵਲੀ 5. ਵਿਅਕਤੀਗਤ ਉੱਤਮਤਾ
4.	ਸਕੂਲ ਦੇ ਰਸਾਲੇ ਜਾਂ ਕਿਸੇ ਹੋਰ ਮਾਧਿਅਮ ਲਈ ਰਚਨਾਤਮਿਕ ਕਾਰਜ	1. ਭਾਸ਼ਾ-ਗਿਆਨ 2. ਸ਼ਬਦ ਭੰਡਾਰ 3. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਤ 4. ਰਚਨਾਤਮਿਕਤਾ
5.	ਵਿਦਿਆਰਥੀ ਦੇ ਗਿਆਨ ਗ੍ਰਹਿਣ ਕਰਨ ਦੇ ਸ੍ਰੋਤ। ਜਿਵੇਂ—ਪਾਠ-ਪੁਸਤਕਾਂ, ਇੰਟਰਨੈੱਟ ਅਤੇ ਹੋਰ ਸ੍ਰੋਤ	1. ਮੌਲਿਕਤਾ 2. ਰਚਨਾਤਮਿਕ 3. ਤਰਕ ਭਰਪੂਰ ਯੋਗਤਾ

6.	ਕਿਸੇ ਵੀ ਲਿਖਤੀ ਅੰਸ਼ ਨੂੰ ਕਾਰਟੂਨ/ਚਲ-ਚਿੱਤਰ (ਫ਼ਿਲਮ) ਤਸਵੀਰ ਰਾਹੀਂ	1. ਮੌਲਿਕਤਾ 2. ਨਿਰੰਤਰਤਾ 3. ਕਲਪਨਾ 4. ਪੇਸ਼ਕਾਰੀ (ਹਾਵ-ਭਾਵ ਰਾਹੀਂ)
7.	ਭਾਸ਼ਾ ਉਚਾਰਨ : ਅਰਥ ਭਰਪੂਰ, ਉਚਾਰਨ ਢੰਗਾ, ਵਾਕ ਬਣਤਰ 1. ਵਿਅਕਤੀ 2. ਸਮੂਹ ਵਿੱਚ	1. ਠੀਕ ਸ਼ਬਦਾਵਲੀ ਦਾ ਪ੍ਰਯੋਗ ਕਰਨਾ 2. ਠੀਕ ਵਾਕ ਬਣਾਉਣਾ 3. ਸਹੀ ਸ਼ਬਦ ਚੋਣ 4. ਸਹੀ ਬੋਲਚਾਲ
8.	ਤੁਰੰਤ ਦਿੱਤੇ ਵਿਸ਼ੇ 'ਤੇ ਬੋਲਣਾ (ਪਾਠ-ਕ੍ਰਮ ਜਾਂ ਆਮ ਜੀਵਨ 'ਚੋਂ)	1. ਗ੍ਰਹਿਣ ਕਰਨਾ 2. ਕਲਪਨਾ 3. ਪੇਸ਼ਕਾਰੀ 4. ਵਿਚਾਰ ਪ੍ਰਗਟਾਅ 5. ਸਵੈ-ਭਰੋਸਾ 6. ਸਮੁੱਚਾ ਪ੍ਰਭਾਵ

	ਵਿਸ਼ਾ	ਮੁਲਾਂਕਣ ਵਿਧੀ
1.	ਭਾਸ਼ਾ ਨੂੰ ਪ੍ਰਫੁੱਲਤ ਕਰਨ ਲਈ ਨਿਰਧਾਰਿਤ ਰੂਪ-ਰੇਖਾ	1. ਸ਼ਬਦ-ਭੰਡਾਰ 2. ਰਚਨਾਤਮਕ 3. ਪੇਸ਼ਕਾਰੀ
2.	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਬੋਲਣ ਤੇ ਲਿਖਣ ਦੀ ਕਲਾ ਨੂੰ ਨਿਖਾਰਨਾ	1. ਭਾਸ਼ਾ ਦੀ ਸੂਝ-ਬੂਝ 2. ਸਵੈ-ਭਰੋਸਾ 3. ਹੁਨਰ ਦੀ ਪਰਖ 4. ਪੇਸ਼ਕਾਰੀ
3.	ਵਿਦਿਆਰਥੀ ਦਾ ਆਪਣੇ ਸਹਿਪਾਠੀਆਂ ਨਾਲ ਵਰਤਾਓ। ਸਥਿਤੀ ਤੇ ਨੈਤਿਕਤਾ	1. ਪੇਸ਼ਕਾਰੀ ਦਾ ਹੁਨਰ 2. ਰਚਨਾਤਮਿਕਤਾ 3. ਵਿਸ਼ੇ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਨ ਦੀ ਸੂਝ 4. ਸ਼ਬਦਾਵਲੀ 5. ਵਿਅਕਤੀਗਤ ਉੱਤਮਤਾ
4.	ਸਕੂਲ ਦੇ ਰਸਾਲੇ ਜਾਂ ਕਿਸੇ ਹੋਰ ਮਾਧਿਅਮ ਲਈ ਰਚਨਾਤਮਿਕ ਕਾਰਜ	1. ਭਾਸ਼ਾ-ਗਿਆਨ 2. ਸ਼ਬਦ-ਭੰਡਾਰ 3. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਤ 4. ਰਚਨਾਤਮਿਕਤਾ
5.	ਵਿਦਿਆਰਥੀ ਦੇ ਗਿਆਨ ਗ੍ਰਹਿਣ ਕਰਨ ਦੇ ਸ੍ਰੋਤ। ਜਿਵੇਂ— ਪਾਠ-ਪੁਸਤਕਾਂ, ਇੰਟਰਨੈੱਟ ਅਤੇ ਹੋਰ ਸ੍ਰੋਤ	1. ਮੌਲਿਕਤਾ 2. ਰਚਨਾਤਮਿਕ 3. ਤਰਕ ਭਰਪੂਰ ਯੋਗਤਾ

6.	ਕਿਸੇ ਵੀ ਲਿਖਤੀ ਅੰਸ਼ ਨੂੰ ਕਾਰਟੂਨ/ਚਲ-ਚਿੱਤਰ (ਫ਼ਿਲਮ) ਤਸਵੀਰ ਰਾਹੀਂ	1. ਮੌਲਿਕਤਾ 2. ਨਿਰੰਤਰਤਾ 3. ਕਲਪਨਾ 4. ਪੇਸ਼ਕਾਰੀ (ਹਾਵ-ਭਾਵ ਰਾਹੀਂ)
7.	ਭਾਸ਼ਾ ਉਚਾਰਨ : ਅਰਥ ਭਰਪੂਰ, ਉਚਾਰਨ ਢੰਗ, ਵਾਕ-ਬਣਤਰ 1. ਵਿਅਕਤੀ 2. ਸਮੂਹ ਵਿੱਚ	1. ਠੀਕ ਸ਼ਬਦਾਵਲੀ ਦਾ ਪ੍ਰਯੋਗ ਕਰਨਾ 2. ਠੀਕ ਵਾਕ ਬਣਾਉਣਾ 3. ਸਹੀ ਸ਼ਬਦ ਚੋਣ 4. ਸਹੀ ਬੋਲਚਾਲ
8.	ਤੁਰੰਤ ਦਿੱਤੇ ਵਿਸ਼ੇ 'ਤੇ ਬੋਲਣਾ (ਪਾਠਕ੍ਰਮ ਜਾਂ ਆਮ ਜੀਵਨ 'ਚੋਂ)	1. ਗ੍ਰਹਿਣ ਕਰਨਾ 2. ਕਲਪਨਾ 3. ਪੇਸ਼ਕਾਰੀ 4. ਵਿਚਾਰ ਪ੍ਰਗਟਾਅ 5. ਸਵੈ-ਭਰੋਸਾ 6. ਸਮੁੱਚਾ ਪ੍ਰਭਾਵ

TAMIL
Class IX
Course Structure

(A) Reading Section - 20 Marks

1. Four unseen passage (10 marks)

(Mozhi, Ilakkiyam, Varalaru)

2. Poetry comprehension from the Textbook (5 marks)

3. Prose comprehensions from the Textbook (5 marks)

(B) Writing Section - 22 Marks

1. Official / Informal /email letter (6 marks)

2. Essay writing (6 marks)

3.Picture Description (3 marks)

4. Non detail (7 marks)

1. Valarum selvam

2. Thanneer

3. Agzhaayvugal

4. Vinaaiyum Chaaduvom

5. Veetirkor Puththagasaalai

6. Seithi

(C) Grammar Section - 16 Marks (MCQ)

1. Thodar Ilakkanam

2. Thunai vinaikal

3. Vallinam migum Idangal

4. Vallinam migaa Idangal

5. Idaichol –Urichol

6. Punarchchi

(D) Literature Section - 22Marks
Part-1: Prose

1. Dravida mozhi kudumbam

2. Neerintri Amaiyaathu Ulagu

3. Eru Thazhuvuthal

4. Iyanthirangkalum Inaiyavazhi Payanpaadum

5. Kalviyil Sirantha Penkal

6. Chirpakalai

Part-II: Poetry

1. Tamil Oviyam

2. Tamil vidu Thoothu

3. Pattamaram

4. Periya Puraanam

5. Puranaanuru

6. Manimekalai
7. Thirukkural
8. O En Samakaala Thoozharkale
9. Uyirvakai
10. Kudumba Vilakku
11. Sirupanchamoolam
12. Raavana kaaviyam
13. Naachiyaar Thirumozhi
14. Thirukkural

Class X
Course Structure

(A) Reading Section - 20 Marks
1. Four unseen passage (10 marks)
(Mozhi, Ilakkiyam, Varalaru)
2. Poetry comprehension from the Textbook (5 marks)
3. Prose comprehensions from the Textbook (5 marks)

(B) Writing Section - 22 Marks
1. Official / Informal /email letter (6 marks)
2. Essay writing (6 marks)
3. Picture Description (3 marks)
4. Non-detail (7 marks)
1. Urainadaiyin Aninalangal
2. Puyaliley Oru Thoni
3. Gopallapurathu Makkal
4. Vinnai Thandiya Thannampikkai
5. Puthiya Nampikkai
6. Paaichal

(C) Grammar Section - 16 marks (MCQ)
1. Eluthu, Chol
2. Thogainilai Thodarkal
3. Thogaanilai Thodarkal
4. Ilakkanam - Podhu
5. Vinaa, Vidai Vagai, Porulkol
6. Agaporul Ilakkanam

(D) Literature Section - 22 marks

Part -1: Prose
 1. Tamil Chol Valam
2. Ketgirathaa En Kural

3.Virunthu Potruthum
4. Seyarkai Nunnarivu
5. Mozhipeyarpu Kalvi
6. Nikaz Kalai

Part - II : Poetry
1. Annai Mozhiye
2. Iratura Mozhithal
3. Kaatrae Vaa
4. Mullai Paattu
5. Kaasi kaantam
6. Malaipadu Kadaam
7. Thirukkural
8. Perumal Thirumozhi
9. Paripaadal
10.Neethi Venpa
11. Thiruvilaiyadal Puraanam
12.Poo Thoduthal
13. Muthukumaarasami Pillaithamizh
14.Kambaramayanam
15.Thirukkural

SINDHI

Class IX
Course Structure

Section	Description	Type of Questions	Total Marks
A- Unseen Comprehension	Four Unseen paragraphs of around 200 words out of which only two needs to be attempted. Five MCQs based on understanding, reasoning analysis and Higher order thinking skills on each paragraphs will be asked. Any two paragraphs will be attempted	2(1x5) = 10	10
B- Grammar	19 MCQs of equal difficulty will be asked and sixteen needs to be attempted. 1. Eight parts of speech with their kinds, main tense and their kinds, transformation of words (Abstract, Adjective, Opposite words etc.) 2. Idioms and Proverbs (Meaning and Usage)	1x16 = 16	16
C- Main Course Book	Seen Comprehension Prose and Poem 5 MCQs on seen paragraph 100-150 words and a poem of 100-150 words. Five MCQs on each to test, Evaluation , understanding of style, central idea, tone, theme etc. **Prose Lessons:** 1. Charitra ain Naamus 2. Vigyan ja Chamatkar **Poetry Lessons:** 1. Koshish Kanda Raho 2. Mata	1x10 = 10	10
	Four MCQs based on above skills form: Biography: Sant Kanwar Ram	1x4 = 4	04
Total			40

Part B (Descriptive Type)			
Section	**Description**	**Type of Question**	**Total Marks**
Main Course Book	**Prose Lessons:** 1. Asan jo Bharat 2. Khila jo Mahatam 3. Nirverta jo Phalu 4. Mahinat 5. Pahinjo Daan 6. Pachhutaau	May be Short Answer, Long Answer	10
	Poetry Lessons: 1. Sipahia ji Suhagin 2. Prabhat 3. Bahaar		05
Creative Writing	An essay of at least 500 words on contemporary issues. Choice will be there.	Long Answer	12
	Letter writing Or Report writing, Choice will be there.		08
	Dialogue writing Or Advertisement writing. Choice will be there.		05
Total			**40**

Part A			
Section	**Description**	**Type of Questions**	**Total Marks**
A- Unseen Comprehension	Four Unseen paragraphs of around 200 words out of which only two needs to be attempted. Five MCQs based on understanding, reasoning analysis and Higher order thinking skills on each paragraphs will be asked. Any two paragraphs will be attempted	2(1x5) = 10	10
B- Grammar	19 MCQs of equal difficulty will be asked and sixteen needs to be attempted. Eight parts of speech with their kinds, main tense and their kinds, transformation of words (Abstract, Noun, Opposite words, Synonyms etc., Active, Passive and Impersonal Voice)	1x16 = 16	16
C- Main Course Book	Seen Comprehension Prose and Poem 5 MCQs on seen paragraph 100-150 words and a poem of 100-150 words. Five MCQs on each to test, Evaluation , understanding of style, central idea, tone, theme etc. **Prose Lessons:** 1. Har Hall mein Zinda Rahu 2. Acharya Vinoba Bhave **Poetry Lessons:** 1. Sur Sorath 2. Porhiyatu	1x10 = 10	10
	Four MCQs based on above skills form: **Short Stories:** 1. Siyani Sasu 2. Brahma ji Bhula	1x4 = 4	04
Total			40

Part B (Descriptive Type)			
Section	Description	Type of Question	Total Marks
Main Course Book	**Prose Lessons:** 1. Shanti Niketan 2. Lakhino Lal 3. Ajanta jun Ghufaun 4. Raja Ranjit Singh jun ba VArtaun 5. Lila – Chanesar	May be Short Answer, Long Answer	08
	Poetry Lessons: 1. Harijan ja Guna 2. Pavitrata 3. Shah Savari 4. Laila khe Hidayat 5. Mushkil khe Maat kari 6. Hiku Kutumb		07
Creative Writing	An essay of at least 500 words on contemporary issues. Choice will be there.	Long Answer	12
	Letter writing Or Report writing, Choice will be there.		08
	Dialogue writing Or Advertisement writing. Choice will be there.		05
Total			**40**

TELUGU
Class IX
Course Structure

A) **Reading Section:**   10
   Marks

   Aparichita Gadyamsham (unseen prose passage)

B) **Writing Section:**   13
   Marks

   1. Lekha Rachana (Report writing)   –   5 Marks
   2. Vyasa Rachana (Essay writing)   –   8 Marks

C) **Grammar Section:**   20
   Marks

   1. Telugu & Sanskrita Sandhulu   –
      4×1=4M *Akaara, Ikaara, Ukaara, Savarna*
      Deergha, Guna, Vriddhi, Yanaadesha
      Sandhulu

   2. Paryaaya Padaalu   –   4×1=4M
   3. Prakriti – Vikritulu   –   4×½=2M
   4. Vyatirekha Padaalu   –   4×½=2M
   5. Jateeyaalu   –   2×2=4M
   6. Saametalu   –   4×1=4M

Prescribed Text Book: Telugu Divvelu – 1, Published by Government of Andhra Pradesh (2016 – New Edition).

D) **Literature Section: Text**   37 Marks

   Prose –
               1. Prerana
               2. Prabodham
               3. Chudadamane Kala
               4. Brathuku Pusthakam
               5. Dharma Deeksha

   Poetry –
               1. Santhi Kanksha
               2. Siva Taandavam
               3. Aaadina Maata
               4. Bhoomi Putrudu

Non-Detail Text: Telugu Upavachakamu (class IX) Sphurthi Daatalu Published by Government of Andhra Pradesh (2016 – New Edition).
               1. Swami Vivekananda
               2. Neenu Savitribaayini
               3. Gidugu Rama Murthy Panthulu

A) **Reading Section:**   10 Marks

Unseen prose passage (Aparichita Gadyamsam)

B) **Writing Section:**   13 Marks

1. Report Writing (Lekha Rachana)   -   5 Marks
2. Essay Writing (Vyasarachana)   -   8 Marks

C) **Grammar Section:**   20 Marks

1. Telugu Sandhulu   - 4 × 1 = 4 M
   Rugaagama, Pumpvadesa, Trika, Padvadi,
   Gasadadavaadesa, Dvirukta takaaradesa,
   Tugagaama

2. Chandassu   - 4 × 1 = 4 M
   Utpalamala, Champakamala, Mattebham, Shardulam

3. Samaasaalu   - 2 × 1 = 2 M
   Dwandva, Dvigu, Bahuvreehi & Rupaka Samaasaalu

4. Alankaralu   - 2 × 1 = 2 M
   Upama, Atisayokti, Arthantaranyasa, Kramalankaralu

5. Jaatiyalu   - 4 × 1 = 4 M
6. Saametalu   - 2 × 1 = 2 M
7. Paryaya Padaalu   - 2 × 1 = 2 M

Prescribed Text Book: Telugu Divvelu – 2, Published by Government of Andhra Pradesh (2014 – New Edition) New Impressions – 2015 – 16.

D) **Literature Section: Text**   37 Marks

Prose –

     1. Jaanapaduni Jaabu
     2. Dhanyudu
     3. Maa Prayatnam
     4. Gorantha Deepalu

Poetry –   1. Matrubhavan
          2. Sataka Madhurima
          3. Samudralanghanam
          4. Manikya Veena
          5. Bhiksha

Non-Detail Text: Ramayanam . . Bala Kaandam, Ayoodhya Kaandam, Aranya Kaandam, Kishkindha kaandam, Sundara Kaandam, Yuddha kandam.

URDU

Class IX
Course Structure

<div dir="rtl">

حصہ (الف): عبارت فہمی اور شعر فہمی (Reading and Comprehension) 20

☆ **دو غیر درسی اقتباسات (Unseen Passages)** (ایک نثری اور ایک شعری) دیے جائیں گے۔ دونوں اقتباسات پانچ پانچ نمبر کے ہوں گے۔ نثری اقتباس 100 سے 150 الفاظ پر مشتمل ہوگا اور شعری اقتباس میں دو بند/ پانچ اشعار دیے جائیں گے۔ ہر اقتباس میں عبارت فہمی اور شعر فہمی سے متعلق ایک جواب والا ایک سوال، ایک جملہ پر مشتمل جواب والے دو سوال اور متبادل جواب والے دو سوال دیے جائیں گے۔ (1X5+1X5=10)

☆ **دو درسی اقتباسات (Seen Passages)** (ایک نثری اور ایک شعری) دیے جائیں گے۔ دونوں اقتباسات پانچ پانچ نمبر کے ہوں گے۔ نثری اقتباس 100 سے 150 الفاظ پر مشتمل ہوگا اور شعری اقتباس میں دو بند/ پانچ اشعار دیے جائیں گے۔ ہر اقتباس میں عبارت فہمی اور شعر فہمی سے متعلق ایک جواب والا ایک سوال، ایک جملہ پر مشتمل جواب والے دو سوال اور متبادل جواب والے دو سوال دیے جائیں گے۔ (1X5+1X5=10)

حصہ (ب): تحریری مہارت (Writing Skill) 25

مضمون نگاری: 10

☆ 250 سے 300 الفاظ پر مشتمل مضمون لکھوایا جائے گا جو مندرجہ ذیل عنوانات کے تحت دیا جا سکتا ہے۔

بے روزگاری، آلودگی، کمپیوٹر، ٹی۔ وی، انٹرنٹ، انفارمیشن ٹکنالوجی، عورتوں کی تعلیم، جہیز ایک لعنت، بڑھتی ہوئی آبادی، قومی یکجہتی وغیرہ۔

(اساتذہ اسی طرح کا کوئی اور عنوان بھی تجویز کر سکتے ہیں)

درخواست/خطوط نگاری: 04

☆ درخواست: شکایت نامہ، دعوت نامہ، اجازت نامہ

☆ خط: ذاتی، کاروباری، دفتری

(اساتذہ اسی طرح کا کوئی اور عنوان بھی تجویز کر سکتے ہیں)

درسی کتاب کے اسباق سے متعلق نوٹ: 11

☆ درسی کتاب میں دیے گئے نثری اسباق کا خلاصہ، مرکزی خیال، مقاصد، پیغام، مصنفین (سرسید احمد خان، منشی پریم چند) کے حالات زندگی، طرز تحریر، کہانی کے کردار وغیرہ میں سے کوئی ایک دو عنوان دے کر کسی ایک پر 100 الفاظ میں نوٹ لکھوایا جائے گا۔

(4X1=4)

☆ درسی کتاب میں دیے گئے شعری اسباق کا خلاصہ، مرکزی خیال، مقاصد، پیغام، شعرا (مرزا غالب، فراق گورکھپوری) کے حالات زندگی

</div>

وغیرہ میں سے دو عنوان دے کر کسی ایک پر 100 الفاظ میں نوٹ لکھوایا جائے گا۔ (4X1=4)

معاون درسی کتاب کے اسباق سے متعلق نوٹ:

☆ معاون درسی کتاب میں دیے گئے شعری اسباق کا خلاصہ، مرکزی خیال، مقاصد، پیغام، شاعر کے حالاتِ زندگی وغیرہ میں سے دو عنوان دے کر کسی ایک پر 100 الفاظ میں نوٹ لکھوایا جائے گا۔ (3X1=3)

حصہ (ج): جملی قواعد (Grammar) 20

اسم اور اس کی اقسام: 03

☆ اسمِ خاص: لقب، خطاب، تخلص، کنیت

☆ اسمِ عام: اسمِ نکرہ، اسمِ مصغر، اسمِ آلہ، اسمِ صوت، اسمِ ظرف

صفت اور اس کی اقسام: 03

☆ صفتِ ذاتی، صفتِ نسبتی، صفتِ عددی، صفتِ مقداری

ضمیر اور اس کی اقسام: 03

☆ متکلم، حاضر، غائب

فعل اور اس کی اقسام (بااعتبارِ زمانہ): 03

☆ فعلِ حال، فعلِ ماضی، فعلِ مستقبل

محاورے اور ضرب الامثال: 04

☆ تعریف / جملے میں استعمال

علمِ بیان اور بدیع: 04

☆ تشبیہ، استعارہ، کنایہ، تجنیس، تلمیح، تضاد، مبالغہ، تکرار

حصہ (د): ادب (Literature) 15

نثری حصہ: 04

☆ درسی کتاب میں دیے گئے سوالات کے مختصر جواب لکھوائے جائیں گے۔ یہ سوال اقدار پر بھی مبنی ہو سکتے ہیں۔ نمبرات کی تقسیم درج ذیل ہوگی۔

دو دو نمبر کے دو سوال (2X2=4)

شعری حصہ: 04

☆ درسی کتاب میں دیے گئے سوالات کے مختصر جواب لکھوائے جائیں گے۔ یہ سوال اقدار پر بھی مبنی ہو سکتے ہیں۔ نمبرات کی تقسیم درج ذیل ہوگی۔

دو دو نمبر کے دو سوال (2X2=4)

☆ معاون درسی کتاب میں دیے گئے سوالات کے مختصر جواب لکھوائے جائیں گے۔ یہ سوال اقدار پر بھی مبنی ہو سکتے ہیں۔ نمبرات کی تقسیم درج ذیل ہوگی۔

دو دو نمبر کے دو سوال (2X2=4)

اصناف:

☆ انشائیہ، افسانہ، غزل، نظم، قطعہ، گیت، ڈراما، مثنوی

(دو اصناف دے کر کسی ایک پر چھ جملوں میں نوٹ یا تعریف لکھوائی جائے گی۔)

نصاب:

درسی کتاب:

"نوائے اردو" (نویں جماعت کے لیے اردو کی درسی کتاب)

نوٹ: مندرجہ ذیل اسباق نصاب سے خارج ہیں:

(۱) چنے کا سلیقہ: (مضمون)   (۲) انفارمیشن ٹکنالوجی: (مضمون) (۳) غزل: حسرت موہانی (۴) نظم "بول"

(۵) قطعہ   آرزو۔

معاون درسی کتاب:

"گلزارِ اردو" (نویں جماعت کے لیے معاون درسی کتاب)

نوٹ: مندرجہ ذیل اسباق نصاب سے خارج ہیں:

(۱) غزل – داغ دہلوی (۲) غزل – اقبال (۳) غزل – ناصر کاظمی (۴) نظم: بہارو (۵) نظم: پھول کی فریاد (۶) نظم: اعتماد

"اردو قواعد اور انشاء" (ثانوی اور اعلیٰ ثانوی درجات کے لیے)

حصہ (الف) :عبارت فہمی اور شعر فہمی (Reading and Comprehension) ‎20

★ دو غیر درسی اقتباسات (Unseen Passages) (ایک نثری اور ایک شعری) دیے جائیں گے۔ دونوں اقتباسات پانچ پانچ نمبر کے ہوں گے۔ نثری اقتباس ‎100 سے ‎150 الفاظ پر مشتمل ہوگا اور شعری اقتباس میں دو بند/ پانچ اشعار دیے جائیں گے۔ ہر اقتباس میں عبارت فہمی اور شعر فہمی سے متعلق ایک جواب والا ایک سوال، ایک جملہ پر مشتمل جواب والے دو سوال اور متبادل جواب والے دو سوال دیے جائیں گے۔ (‎1X5+1X5=10)

★ دو درسی اقتباسات (Seen Passages) (ایک نثری اور ایک شعری) دیے جائیں گے۔ دونوں اقتباسات پانچ پانچ نمبر کے ہوں گے۔ نثری اقتباس ‎100 سے ‎150 الفاظ پر مشتمل ہوگا اور شعری اقتباس میں دو بند/ پانچ اشعار دیے جائیں گے۔ ہر اقتباس میں عبارت فہمی اور شعر فہمی سے متعلق ایک جواب والا ایک سوال، ایک جملہ پر مشتمل جواب اور متبادل جواب والے دو سوال دیے جائیں گے۔ (‎1X5+1X5=10)

حصہ (ب): تحریری مہارت (Writing Skill) ‎25

مضمون نگاری: ‎10

★ ‎250 سے ‎300 الفاظ پر مشتمل مضمون لکھوایا جائے گا جو مندرجہ ذیل عنوانات کے تحت دیا جاسکتا ہے۔
بے روزگاری، آلودگی:ایک سنگین مسئلہ، ذرائع ابلاغ، بڑھتی ہوئی آبادی کے مسائل اور ان کا حل، قومی اتحاد ملک کی ضرورت، گلوبل وارمنگ:ایک خطرہ، دہشت گردی ملک کی سالمیت کے لیے خطرہ وغیرہ

(اساتذہ اسی طرح کا کوئی اور عنوان بھی تجویز کر سکتے ہیں)

درخواست/خطوط نگاری: ‎04

★ درخواست: شکایت نامہ، دعوت نامہ، اجازت نامہ
★ خط: ذاتی، کاروباری

(اساتذہ اسی طرح کا کوئی اور عنوان بھی تجویز کر سکتے ہیں)

درسی کتاب کے اسباق سے متعلق نوٹ: ‎11

★ درسی کتاب میں دیے گئے نثری اسباق کا خلاصہ، مرکزی خیال، مقاصد، پیغام، مصنفین (راجندر سنگھ بیدی، سید عابد حسین، مولوی عبدالحق) کے حالات زندگی، طرز تحریر، کہانی کے کردار وغیرہ میں سے دو عنوان دے کر کسی ایک پر ‎100 الفاظ میں نوٹ لکھوایا جائے گا۔ (‎4X1=4)

★ درسی کتاب میں دیے گئے شعری اسباق کا خلاصہ، مرکزی خیال، مقاصد، پیغام، شعرا (شیخ محمد ابراہیم ذوق، فاتی بدایونی، محمد اقبال) کے حالات زندگی وغیرہ میں سے دو عنوان دے کر کسی ایک پر ‎100 الفاظ میں نوٹ لکھوایا جائے گا۔ (‎3X1=3)

معاون درسی کتاب کے اسباق سے متعلق نوٹ:۔

☆ معاون درسی کتاب میں دیے گئے شعری اسباق کا خلاصہ،مرکزی خیال، مقاصد، پیغام، شاعر کے حالاتِ زندگی وغیرہ میں سے دو عنوان دے کر کسی ایک پر 100 الفاظ میں نوٹ لکھوایا جائے گا۔ (4X1=4)

حصہ (ج): جملی قواعد (Grammar)   20

فعل اور فعل کی اقسام: 05

☆ فعل لازم، فعل متعدی، فعل مرکب، فعل ناقص، فعل معروف، فعل مجہول، فعل ماضی، فعل حال، فعل مستقبل

علمِ بیان اور علمِ بدیع: 05

☆ تشبیہ (تشبیہ مفرد، تشبیہ مرکب)، استعارہ، کنایہ، صنعتِ تضاد، حسنِ تعلیل، تلمیح

محاورے، ضرب الامثال اور کہات: 05

☆ تعریف، معانی، جملے میں استعمال

رموزِ اوقاف: 02

☆ ختمہ، سکتہ، رابطہ، سوالیہ، فجائیہ

شعری اصطلاحات: 03

☆ مصرع، شعر، بند، قافیہ، ردیف، مقطع، مطلع، حسنِ مطلع

حصہ (د): ادب (Literature)   15

نثری حصہ:۔   04

☆ درسی کتاب میں دیے گئے سوالات کے مختصر جواب لکھوائے جائیں گے۔ یہ سوال اقدار پر بھی مبنی ہو سکتے ہیں۔ نمبرات کی تقسیم درج ذیل ہوگی۔

دو دو نمبر کے دو سوال   (2X2=4)

شعری حصہ:۔   04

☆ درسی کتاب میں دیے گئے سوالات کے مختصر جواب لکھوائے جائیں گے۔ یہ سوال اقدار پر بھی مبنی ہو سکتے ہیں۔ نمبرات کی تقسیم درج ذیل ہوگی۔

دو دو نمبر کے دو سوال   (2X2=4)

☆ معاون درسی کتاب میں دیے گئے سوالات کے مختصر جواب لکھوائے جائیں گے۔ یہ سوال اقدار پر بھی مبنی ہو سکتے ہیں۔ نمبرات کی تقسیم درج ذیل ہوگی۔

دو دو نمبر کے دو سوال   (2X2=4)

اصناف: 03

☆ افسانہ، سوانح، غزل، نظم، ڈراما، آپ بیتی
(تین اصناف دے کر کسی ایک پر نوٹ لکھوایا جائے گا۔)

نصاب:

درسی کتاب:

"نوائے اردو" (دسویں جماعت کے لیے اردو کی درسی کتاب)

نوٹ: مندرجہ ذیل اسباق نصاب سے خارج ہیں:

(۱) بھیک (افسانہ)

(۲) چوری اور اس کا کفارہ (آپ بیتی)

(۳) چکبست لکھنوی (مضمون) آل احمد سرور

(۴) اشتہار ضرورت نہیں ہے کے ابن انشا

(۵) حقیقت حسن (نظم) اقبال

(۶) آندھی (نظم) کیفی اعظمی

(۷) رباعی فراق

محاون درسی کتاب:

"گلزارِ اردو" (دسویں جماعت کے لیے معاون درسی کتاب)

نوٹ: مندرجہ ذیل اسباق نصاب سے خارج ہیں:

(۱) ننھی (افسانہ)

(۲) من کا طوطا (افسانہ)

(۳) دوشالہ (افسانہ)

(۴) مرزا چپاتی (خاکہ)

"اردو قواعد اور انشاء" (ثانوی اور اعلیٰ ثانوی درجات کے لیے)