

COURSE STRUCTURE CLASS -IX

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

UNIT I: NUMBER SYSTEMS

1. REAL NUMBERS

(18) Periods

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

UNIT II: ALGEBRA

1. POLYNOMIALS

(26) Periods

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

Recall of algebraic expressions and identities. Verification of identities:

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

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

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

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

and their use in factorization of polynomials.

2. LINEAR EQUATIONS IN TWO VARIABLES (16) Periods

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

UNIT III: COORDINATE GEOMETRY

COORDINATE GEOMETRY (7) Periods

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

UNIT IV: GEOMETRY

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

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

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

2. LINES AND ANGLES (15) Periods

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

3. TRIANGLES (22) Periods

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

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

4. QUADRILATERALS

(13) Periods

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

5. CIRCLES

(17) Periods

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

UNIT V: MENSURATION

1. AREAS

(5) Periods

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

2. SURFACE AREAS AND VOLUMES

(17) Periods

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

UNIT VI: STATISTICS

STATISTICS

(15) Periods

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

MATHEMATICS QUESTION PAPER DESIGN CLASS – IX (2023-24)

Time: 3 Hrs.

Max. Marks: 80

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

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

COURSE STRUCTURE
CLASS IX
(Annual Examination)

Marks: 80

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

Theme: Materials

Unit I: Matter-Nature and Behaviour

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

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

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

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

Theme: The World of the Living

Unit II: Organization in the Living World

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

Tissues, Organs, Organ System, Organism:

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

Theme: Moving Things, People and Ideas

Unit III: Motion, Force and Work

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

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

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

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

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

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

Theme: Food

Unit IV: Food Production

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

COMMUNICATIVE ENGLISH (Code NO. 101)**CLASS – IX****2023-24****SECTION-WISE WEIGHTAGE**

Section	Title	Total Weightage
A	Reading Skills	20
B	Writing Skills	24
C	Grammar	10
D	Literature Textbook	26
	TOTAL	80

SECTION A: READING SKILLS**(10+10=20 Marks)****40 Periods**

- The section will have two unseen passages with the maximum word limit of 600 words. The passages can be of any two types out of the following: literary / factual / discursive. Please refer to the Main Course Book.
- Objective Type Questions (including Multiple Choice Questions), and Very Short Answer type Questions will be asked to test inference, evaluation, analysis and vocabulary in context.

SECTION B: WRITING SKILLS**24 Marks****50 Periods**

This section will have a variety of short and long writing tasks.

- Notice Writing for school assembly/ Resident Welfare Association/ School Events/ Classroom information etc. (maximum 50 words) **4 Marks**
- Dialogue Writing, (maximum 100 words) **5 Marks**
- Informal Letter (maximum 120 words) **7 Marks**
- Paragraph on one out of two themes from the Main Course Book, based on verbal or visual cues (maximum 150 words) **8 Marks**

SECTION C: GRAMMAR**10 Marks****20 Periods**

Grammar items will be taught and assessed over a period of time.

1. Tenses

2. Modals

1. Subject – verb concord

2. Reported Speech

(i) Commands and Requests

- (ii) Statements
- (iii) Questions
- 3. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses
 - (iii) Relative clauses
- 4. Determiners

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

- Gap filling **3 marks**
- Editing or Omission **4 marks**
- Sentences Reordering or Sentence Transformation in context. **3 marks**

SECTION D: LITERATURE TEXTBOOK

26 Marks

50 Periods

- Two out of three extracts from prose/poetry for reference to the context. Very Short Answer Questions and Short Answer Questions will be asked to assess local and global comprehension, interpretation and analysis. **8 marks (4+4)**
- Six Short Answer Questions out of seven, from the Literature Reader, to test local and global comprehension of theme and ideas, analysis and evaluation (30-40 words each) **2x6 = 12 Marks**
- One out of two Long Answer type Questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. This can also be a passage-based question taken from a situation/plot from the texts. (120 words). **6 marks**

Prescribed Books: Interact in English Series by CBSE (Available on www.cbseacademic.nic.in)

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

NOTE: Teachers are advised to:

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

Assessment of Listening and Speaking Skills: 50 Periods

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

**Question Paper Design
Communicative English
(CODE NO. 101)
2023-24**

CLASS IX

TIME: 3 Hours

Max. Marks: 80

S.No	Competencies	% Weightage
1	Demonstrative Knowledge + Understanding (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information, comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	Up to 30%
2	Conceptual Application (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example or solve a problem)	Up to 35%
3	Analysis, Evaluation and Creativity Analysis & Synthesis- classify, compare, contrast, or differentiate between different pieces of information; organize and/or integrate unique pieces of information from a variety of sources.	Up to 35%
Total		100%

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

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



हिंदी पाठ्यक्रम-अ (कोड सं. 002)

कक्षा 9वीं हिंदी - अ परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2023-24

- प्रश्नपत्र दो खंडों, खंड 'अ' और 'ब' में विभक्त होगा।
- खंड 'अ' में 44 वस्तुपरक प्रश्न पूछे जाएँगे, जिनमें से केवल 40 प्रश्नों के ही उत्तर देने होंगे।
- खंड 'ब' में वर्णनात्मक प्रश्न पूछे जाएँगे। प्रश्नों में उचित आंतरिक विकल्प दिए जाएँगे।
- भारांक-(80(वार्षिक बोर्ड परीक्षा)+20 (आंतरिक परीक्षा))

निर्धारित समय- 3 घंटे

भारांक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन			
खंड - अ (बहुविकल्पी प्रश्न)			
	विषयवस्तु	उपभार	कुल भार
1	अपठित गद्यांश व काव्यांश पर चिंतन क्षमता एवं अभिव्यक्ति कौशल पर आधारित बहुविकल्पी प्रश्न		
	अ एक अपठित गद्यांश लगभग 250 शब्दों का , इसके आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5=5)	5	10
	ब एक अपठित काव्यांश लगभग 120 शब्दों का , इसके आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5) (1x5=5)	5	
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर बहुविकल्पी प्रश्न (1x16) कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे		
	व्याकरण		
	1 शब्द निर्माण उपसर्ग - 2 अंक, प्रत्यय - 2 अंक, समास - 4 अंक उपसर्ग-प्रत्यय- (5 में से 4 प्रश्न करने होंगे), समास (5 में से 4 प्रश्न करने होंगे)	8	16
	2 अर्थ की दृष्टि से वाक्य भेद - 4 अंक (5 में से 4 प्रश्न करने होंगे)	4	
	3 अलंकार - 4 अंक (शब्दालंकार : अनुप्रास, यमक) (अर्थालंकार : उपमा, रूपक) (5 में से 4 प्रश्न करने होंगे)	4	
3	पाठ्यपुस्तक क्षितिज भाग - 1		14
	अ गद्य खंड	7	
	1 क्षितिज से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	

	2	क्षितिज से निर्धारित गद्य पाठों के आधार पर विद्यार्थियों की उच्च चिंतन क्षमताओं एवं अभिव्यक्ति का आकलन करने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	2	
	ब	काव्य खंड	7	
	1	क्षितिज से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	
	2	क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्य-बोध परखने हेतु एक अंकीय दो बहुविकल्पी प्रश्न पूछे जाएँगे। (1x2)	2	
खंड - ब (वर्णनात्मक प्रश्न)				
पाठ्यपुस्तक क्षितिज भाग - 1 व पूरक पाठ्यपुस्तक कृतिका भाग - 1				
1	अ	गद्य खंड		
		क्षितिज से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे। (विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
	ब	काव्य खंड		
		क्षितिज से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	20
	स	पूरक पाठ्यपुस्तक कृतिका भाग - 1		
		कृतिका से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (4x2) (विकल्प सहित- 50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	8	
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 विषयों में से किन्हीं तीन विषयों पर लगभग 100 शब्दों में किसी एक विषय पर अनुच्छेद (6x1)	6	
	ख	अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक अथवा अनौपचारिक विषयों में लगभग 100 शब्दों में किसी एक विषय पर पत्र। (5x1)	5	20
	ग	दिए गए विषय/शीर्षक आदि के आधार पर लगभग 100 शब्दों में लघुकथा लेखन। (5x1)	5	
		अथवा		

	विविध विषयों पर आधारित लगभग 100 शब्दों में औपचारिक ई-मेल लेखन।		
घ	दी गई परिस्थितियों के आधार पर लगभग 80 शब्दों में संवाद लेखन। (4x1) अथवा व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 80 शब्दों में सूचना लेखन।	4	
		कुल	80
	आंतरिक मूल्यांकन		20
अ	सामयिक आकलन	5	
ब	बहुविध आकलन	5	
स	पोर्टफोलियो	5	
द	श्रवण एवं वाचन	5	
	कुल		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	<ul style="list-style-type: none"> • केदारनाथ अग्रवाल - चंद्र गहना से लौटती बेर (पूरा पाठ) • चंद्रकांत देवताले - यमराज की दिशा (पूरा पाठ)
	गद्य खंड	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • विद्यासागर नोटियाल - माटी वाली (पूरा पाठ) • शमशेर बहादुर सिंह - किस तरह आखिरकार मैं हिंदी में आया (पूरा पाठ)

Class IX syllabus of Information Technology (402)

Session-2023-24

INTRODUCTION TO IT-ITeS INDUSTRY

- Introduction to IT and ITeS, BPO services
- BPM industry in India
- Structure of the IT-BPM industry
- Applications of IT in home computing, everyday life, library, workplace, education, entertainment, communication, business, science and engineering, banking, insurance, marketing, health care, IT in the government and public service

DIGITAL DOCUMENTATION

Create a document using a word processor

- Introduction to word processing
- Word processing applications
- Introduction to Word Processing tool
- Creating a document, Parts of a Word Processor Window

Apply Editing features

- Text editing – Undo and Redo
- Moving and copying text
- Copy and Paste
- Selecting text
- Selection criteria
- Selecting non-consecutive text items
- Selecting a vertical block of text
- Find and replace option,
- Jumping to the page number
- Non-printing characters
- Checking spelling and grammar
- Using Synonyms and Thesaurus

Apply formatting features

- Page style dialog
- Formatting text – Removing manual formatting, Common text formatting, Changing text case, Superscript and Subscript
- Formatting paragraph – Indenting paragraphs, Aligning paragraphs, Font colour, highlighting, and background colour, Using bullets and numbering, Assigning colour, border and background to paragraph.
- Page formatting – setting up basic page layout using styles, Inserting page break, Creating header/footer and page numbers,
- Defining borders and backgrounds, Inserting images shapes, special characters in a document, Dividing page into columns, Formatting the shape or image.

Create and work with tables

- Creating table in Word Processor
- Inserting row and column in a table
- Deleting rows and columns
- Splitting and merging tables
- Deleting a table
- Copying a table
- Moving a table

Use Print Options

- Printing options in Word Processor.
- Print preview,
- Controlling printing,
- Printing all pages, single and multiple page

Understand and apply mail merge

- Introduction to mail merge
- Concept of data source for mail merge

ELECTRONIC SPREADSHEET:

1. Create a Worksheet

- Introduction to spreadsheet application
- Starting a spreadsheet
- Parts of a spreadsheet
- Worksheet – Rows and Columns, Cell and Cell Address,
- Range of cells – column range, row range, row and column range.

2. Apply formula and functions in spreadsheet

- Different types of data,
- Entering data – Label, Values, Formula
- Formula, how to enter formula,
- Mathematical operators used in formulae,
- Simple calculations using values and operators,
- Formulae with cell addresses and operators,
- Commonly used basic functions in a spreadsheet – SUM, AVERAGE, MAX, MIN, Count
- Use of functions to do calculations.

3. Format data in the spreadsheet

- Formatting tool
- Use of dialog boxes to format values
- Formatting a range of cells with decimal places
- Formatting a range of cells to be seen as labels
- Formatting of a cell range as scientific,
- Formatting a range of cells to display times
- Formatting alignment of a cell range
- Speeding up data entry using the fill handle
- Uses of fill handle to copy formulae

4. Understand and apply Referencing

- Concept of referencing
- Relative referencing
- Mixed referencing
- Absolute referencing.

5. Create and insert different types of charts in a spreadsheet

- Importance of chart in spreadsheet
- Types of charts

Employability Skills

1. Communication Skills 1
2. ICT Skills 1
3. Self Management Skills 1
4. Entrepreneurial Skills-I
5. Green Skills-I

CLASS IX
COURSE STRUCTURE

History (India and the Contemporary World - I)			Suggestive no. of periods = 60	20 inclusive of Map pointing
Section	Chapter No	Chapter Name	No. of Periods	Marks allocated
I Events and Process	I	The French Revolution	15	18+2 map pointing
	II	Socialism in Europe and the Russian Revolution	15	
	III	Nazism and the Rise of Hitler	15	
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)	10	
Geography (Contemporary India - I)			Suggestive no. of periods = 55	20 inclusive of Map pointing
Chapter No	Chapter Name		No. of periods	Marks allocated
1	India – Size and Location		17	

2	Physical Features of India		17+3 map pointing*
3	Drainage	10	
4	Climate	12	
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	* Marks as mentioned above
Political Science (Democratic Politics - I)		Suggestive no. of periods = 50	20 Marks
Chapter No.	Chapter name	No. of Periods	Marks allocated
1	What is Democracy?	10	20
	Why Democracy?		
2	Constitutional Design	10	
3	Electoral Politics	8	
4	Working of Institutions	12	
5	Democratic Rights	10	

Economics		Suggestive no. of periods = 50	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	20
2	People as Resource	10	
3	Poverty as a Challenge	15	
4	Food Security in India	15	

CLASS IX
COURSE CONTENT

History: India and the Contemporary World - I			
Chapter No. and Name	Specific Learning Objectives	Suggestive Teaching Learning Process	Learning Outcome With Specific Competencies
I The French Revolution	<ul style="list-style-type: none"> • Compare & contrast the conditions that prevailed in France with the situations prevailed in India pre 1857 war. • Critically examine the need of voting rights of Common people in France which laid the foundation of future Democracies. • Examine various solutions to address imbalances that may lead to revolutions. 	<ul style="list-style-type: none"> • Class room discussions to compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857). • Graphic Organisers to critically examine the situations that made the raise in demand of voting rights by passive citizens as well as women • Debates to propose solutions to address such imbalances and discriminations that lead to revolutions • Inquiry based learning to appraise the impact of the French revolution on the world. Conclude with group Presentations 	<ul style="list-style-type: none"> • Compare and contrast the conditions that prevailed in France that led to revolution with the conditions that led to the first war of Indian Independence. (1857). • Critically Examine the situations that made the raise in demand of voting rights by passive citizens as well as women • Propose solutions to address such imbalances and discriminations that lead to revolutions • Appraise the impact of the French revolution on the world.
II Socialism in Europe and	<ul style="list-style-type: none"> • Analyse the situations that led to the rise of Russian and French revolutions. 	<ul style="list-style-type: none"> • Interactive Textual interpretations to compare and contrast the situations that led to the rise of Russia & French Revolutions 	<ul style="list-style-type: none"> • To compare and contrast the situations that led to the rise of Russian& French Revolutions.

<p>the Russian Revolution</p>	<ul style="list-style-type: none"> Evaluate the reasons that led to the rise of Lenin's communism and Marxist Socialism 	<ul style="list-style-type: none"> Student led seminar to cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people World café' strategy to evaluate the situations that enabled Lenin's Communism. Socratic Discussions to Interpret the different ideas of philosophers and leaders that shaped the revolution 	<ul style="list-style-type: none"> Cite the impact of Collaboration and communication rendered by the philosophers and leaders in creating awareness amongst the common people Evaluate the situations that enabled Lenin's Communism. Interpret the different ideas of philosophers and leaders that shaped the revolution.
<p>III Nazism and the Rise of Hitler</p>	<ul style="list-style-type: none"> Analyse the manipulated control of situations led by an individual. Analyse the role of the "Treaty of Versailles in that led to the rise of Hitler. Examine the circumstances that led to the rise and fall of Hitler Discuss the critical significance of Nazism in shaping the politics of the modern world. Appraise the war compensation compelled on Germany in the name of the "treaty of Versailles led to the rise of Hitler 	<ul style="list-style-type: none"> Watch Video clipping from the last days of Adolf Hitler and discuss the reasons for rise and fall of Hitler Dramatize the Nazi Propaganda/ racial discrimination against Jews Cartoon interpretation/ Image interpretation Read passages from "Dairy of Anne frank "and other related literature and discuss the impact of Nazism Jig saw strategy to critique the genocidal war waged against Jews by the Nazis 	<ul style="list-style-type: none"> Cite the events that helped Hitler's rise to power Evaluate various character traits of Hitler Compare and contrast the characteristics of Bismarck and Hitler Analyse the role of "Treaty of Versailles in the rise of Nazism and Hitler Critique the genocidal war waged against Jews by the Nazis.

	<ul style="list-style-type: none"> Compare and contrast the Nazi ideology with fascism of Mussolini 		<ul style="list-style-type: none"> Discuss the critical significance of Nazism in shaping the politics of modern world.
IV Forest, Society and Colonialism	Inter Disciplinary Project with Chapter 5 of Geography “Natural Vegetation and Wild Life	<ul style="list-style-type: none"> Refer Annexure II 	<ul style="list-style-type: none"> Refer Annexure II
V Pastoralists in the Modern World	<ul style="list-style-type: none"> Analyse the situations that have created Nomadic society Draw comparisons of African pastoralists and Indian Pastoralists during colonial rule. Examine the how the colonial laws impacted livelihood in pastoral communities Appraise the contribution of Pastoralists in the modern economy. 	<ul style="list-style-type: none"> T charts and similar graphic organizers to compare and contrast the lives of Pastoralists pre & post colonialism. Art integration to depict the evolution of nomadic society. Research based presentations using resources provided to compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes. Think- Pair- Share and summarize the reading of resources to analyse and infer varying patterns of developments within pastoral societies in different places in India. 	<ul style="list-style-type: none"> Compare and contrast the lives of Pastoralists pre & post colonialism Analyse the situations that have created Nomadic society Compare and contrast the lives and the reasons for poverty of pastoral nomads of India with African Pastoral Nomadic tribes. Analyse and infer varying patterns of developments within pastoral societies in different places in India. Analyse the impact of colonialism on forest societies leading to scientific forestry. Enumerate the different processes through which transformation of livelihood occur in the modern world.

Political Science: Democratic Politics - I

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
<p align="center">1</p> <p>What is Democracy? Why Democracy?</p>	<ul style="list-style-type: none"> Examine the concept /structural components of Democracy and its forms/features in different countries Examine and analyse the working structure of the governments of India and North Korea Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy. 	<ul style="list-style-type: none"> World café and Café conversations strategies for introduction of concepts of Democracy & features of Democracy 4 corners strategy to discuss “What & why of democracy?” students create democratic governance model in the class. Cartoon interpretation to summarize the benefits of democracy. 	<ul style="list-style-type: none"> Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country. Define Democracy and enumerate its features. Evaluate the authenticity of the voting rights of the Indian population versus the population of Iran. Interpret the statement “Democracy provides a method to deal with differences and conflicts” with reference to India. Summarize the features and benefits of democracy
<p align="center">2</p> <p>Constitutional Design</p>	<ul style="list-style-type: none"> Comprehend the purpose of constitution. Enumerate the essential features that need to be kept in mind while drafting any constitution. Examine the guiding values that created the Indian constitution. Comprehend the roles and responsibilities as citizens of India. 	<ul style="list-style-type: none"> Group Discussion to comprehend the purpose of constitution Poster making/ wall magazine for Comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution Role play strategy for creation of Indian constitution Declamation strategy for roles and responsibilities of citizens 	<ul style="list-style-type: none"> Analyse the difference between written or unwritten constitutions with reference to India and USA. Describe the situation that led to creation of Indian Constitution. Compare and contrast between Preamble of South African constitution with the preamble of Indian constitution. Enumerate the roles and responsibilities as citizens of India

<p>3</p> <p>Electoral Politics</p>	<ul style="list-style-type: none"> • Comprehend the concept and system of elections. • Evaluate the conditions that make Elections in India democratic. • Analyse the implications of power of vote and power of recall. • Appraise the role of election commission for the conduct of free and fair elections. 	<ul style="list-style-type: none"> • Role play/ have school council elections. • Design and present election manifesto • Create multiple parties and create symbols for elections • Use street play to create awareness about the right to vote. 	<ul style="list-style-type: none"> • Evaluate the role of political parties to adhere to electoral promises. • Create a solution for eradication of malpractices in elections • Differentiate between representative democracy and competitive party politics. • Summarize the essential features of the Indian Electoral system. • Examine the rationale for adopting the present Indian Electoral System.
<p>4</p> <p>Working of Institutions</p>	<ul style="list-style-type: none"> • Examine the roles, responsibilities and interdependency of all the 3 organs of the Government. • Examine the rule of law in India and its relevance • Understand the power and working of Indian Judiciary system and comprehend the hierarchy system of the judiciary in India. 	<ul style="list-style-type: none"> • Watch videos of Parliament and discuss the importance of question hour • Present Moot court to evaluate the rule of Law • Examine the relevant case studies to evaluate the rule of law • Present Mock Parliament session to convert a bill into law • Conduct a mock interview with a parliamentarian • Role play on features of the political and permanent executive 	<ul style="list-style-type: none"> • Analyse and infer how the three organs are interdependent and independent to execute their roles • Summarize and evaluate the rule of law in India. • Represent the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature. • Understand the working of Indian Judiciary.
<p>5</p>	<ul style="list-style-type: none"> • Comprehend what it is to be a responsible citizen while 	<ul style="list-style-type: none"> • Declamation on need to have rights and the importance of performing duties. 	<ul style="list-style-type: none"> • Analyse the need of having rights and categorize the rights.

Democratic Rights	performing their prescribed duties versus claiming rights <ul style="list-style-type: none"> Evaluate the role of rights in Democracy. 	<ul style="list-style-type: none"> Debate the need to have rights in the light of study of Saudi Arabia. Case study to analyse the role of citizens when the rights are exercised or otherwise. 6 thinking hats to discuss the current issues. Organize a moot court to discuss the violation of individual rights. Graphic organizer to summarize the coexistence of <i>rights vs duties</i> 	<ul style="list-style-type: none"> Evaluate the statement “Democracy is meaningless without rights” Analyse their role as responsible citizens. Summarize the flipped coexistence of rights versus duties Apply the process available to citizens for safeguarding rights.
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Geography: Contemporary India - I

Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome With Specific Competencies
1 India - Size and Location	<ul style="list-style-type: none"> Examine how the location of an area impacts its climate and time with reference to longitude and latitude. Explore and analyze the trading and cultural relationships of India with its neighboring countries. Evaluate the situation & reasons that made 82.5E* longitude as Time meridian of India. Examine how location of India enables its position as a 	<ul style="list-style-type: none"> Use GeoGebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time. Carousel brainstorming strategy for inferring conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. (Link for Carousel Brain storming Strategy https://www.youtube.com/watch?v=zZxaS7v1-jo) On map of India hypothetically design two to four alternate 	<ul style="list-style-type: none"> Justify the reasons for the differences in climatic conditions, local and standard time. To Infer how the conditions and relationships of the people living in states that are sharing border with the neighbouring countries impact trade and culture. Justify the selection of 82.5E* longitude as Time meridian of India. (IST) Critically analyse the role of opening of Suez Canal in improvement of foreign trade.

	<p>strategic partner in the subcontinent.</p>	<p>longitudes on either side of 82.5°E and conclude on the selection</p> <ul style="list-style-type: none"> • Draw out the rationale/ reasons behind fixing (82.5°E) as a time meridian for India • PPT presentation to present alternate solutions. 	<ul style="list-style-type: none"> • Propose alternative solution for the problems that arise due to the size & location.
<p>2</p> <p>Physical Features of India</p>	<ul style="list-style-type: none"> • Justify why India is a sub-continent • Examine the geological process that played a crucial role in the formation of diverse physical features in India • Analyse the conditions and relationships of the people living in different physiographic areas. • Examine various environmental issues. 	<ul style="list-style-type: none"> • Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India a sub-continent. • Role play to depict the lives and relationships amongst physiographic areas. • Collaborative brainstorming and presentation using different modes such as flipped books, Journals, Collage and other suitable presentations. 	<ul style="list-style-type: none"> • Conclude why India is a subcontinent based on study of different physical features. • Analyse the conditions and relationships of the people living in different physiographic areas. • Enumerate the different environmental issues in India and propose solutions for these issues.
<p>3</p> <p>Drainage</p>	<ul style="list-style-type: none"> • Justify the statement that the rivers are lifeline of economy with reference to India. • Examine the information about different lakes and infer on their contribution to Indian ecology 	<ul style="list-style-type: none"> • Choice Board strategy where each group to take up one river and focus on the areas they serve and the impact on Economy of that area. • Students will prepare a PPT on lakes. • Street play strategy/ poster making/ save River songs/ to present 	<ul style="list-style-type: none"> • Enlist the different rivers, the areas they serve and their impact on the economy of That area. • Enumerate the different lakes and describe their contribution to the Indian ecology. • Present creative solutions to overcome the water pollution also

	<ul style="list-style-type: none"> Distinguish between the rivers of north and south India Analyse the flow of different rivers of India to infer on their impact on livelihood. 	awareness on water pollution and suggest solutions.	<p>to increase the contribution of water bodies to Indian economy</p> <ul style="list-style-type: none"> Identify the river systems of the country and explain the role of rivers in human society.
4 Climate	<ul style="list-style-type: none"> Examine and analyse the factors that determine the climate of India Discuss the mechanisms of monsoons in Indian subcontinent. Analyse and infer the reasons behind the wide difference between day and night temperatures at different geographical locations of India. To interpret how monsoon acts as a Unifying bond 	<ul style="list-style-type: none"> Collect and Read the Weather reports and have a class room discussion to conclude about the factors controlling climate Watch videos and summarize the findings Use Mind map/ graphic organizers to Enumerate and summarize the reasons for the wide difference between the day and night temperatures at different geographical locations of India Read Newspapers, prepare and present mock drills on protocols as preventive action for various disasters 	<ul style="list-style-type: none"> Infer how the factors determine the climate of India. Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent. Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region. Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of India Propose protocols as preventive action for various disasters
5 Natural Vegetation and Wild life	Inter disciplinary project with chapter no IV of History “Forest, Society and Colonialism”	Refer annexure II	Refer annexure II
6 Population	<ul style="list-style-type: none"> Examine the reasons behind the uneven distribution of population in India with specification to UP & 	<ul style="list-style-type: none"> Research based learning/ art integration strategy (4 grid analysis) to analyse and infer the reasons behind the uneven distribution of 	<ul style="list-style-type: none"> Analyse and infer the reasons behind the uneven distribution of population in India with specification

	Rajasthan and Mizoram and Karnataka.	population in India with specification to UP & Rajasthan and Mizoram and Karnataka	to UP & Rajasthan and Mizoram and Karnataka. <ul style="list-style-type: none"> Enlist the factors that affect the population density.
Economics			
Chapter No. and Name	Specific Learning Objectives	Suggested Teaching Learning Process	Learning Outcome with Specific Competencies
1 The Story of Village Palampur	<ul style="list-style-type: none"> Evaluate the prevailing farming conditions in different states with reasons Examine the factors of production and interdependence of the requirements. Examine the contribution of non-farm activities to the economic growth of the village. 	<ul style="list-style-type: none"> Visit a nearest village, interview a farmer/ visit local markets and interview farmers and present it in the class. (Experiential learning strategy) Poster making/ Concept map and gallery walk to enlist the requirements of production and summarize the interdependence of these requirements. Present a business plan for non-farm activities by using the four factors of production. 	<ul style="list-style-type: none"> Analyse and infer how the prevailing farming conditions impact economic development of different states Enlist the requirements of production and summarize the interdependence of these requirements. Enlist non-farm activities and depict the link with economic growth.
2 People as Resource	<ul style="list-style-type: none"> Examine the various factors that constitute the quality of population Analyse the role of government in improving the quality of population. Examine the factors that contribute to unemployment. 	<ul style="list-style-type: none"> Case study on quality of population. (Class room discussion) Collect sources from Newspaper/ Media and present the findings in the form of a collage or an album Neighbourhood survey on employment /employability in neighbourhood, analyse the quality of neighbourhood and present in PPT format. 	<ul style="list-style-type: none"> Analyse and infer the reasons that contribute to the quality of population Enumerate the different schemes of Government in some states and infer on the quality of people there by. Propose solutions to resolve unemployment problem

<p>3</p> <p>Poverty as a Challenge</p>	<ul style="list-style-type: none"> • Comprehend that poverty is a multifaceted concept inherent in the rural and urban conditions. • Examine the measures taken by the government to eradicate poverty. 	<ul style="list-style-type: none"> • PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty. • Declamation with data to Evaluate the efficacy of government to eradicate poverty • Debate whether education can remove poverty 	<ul style="list-style-type: none"> • Analyse and infer the reasons of poverty in the rural and urban areas. • Evaluate the efficacy of government to eradicate poverty. • Compare how poverty estimates have transformed from 1993-94 to 2011-12 Examine the link between education and poverty.
<p>4</p> <p>Food Security in India</p>	<ul style="list-style-type: none"> • Examine the critical role of food security for its masses. • Justify the rationale for the system of food security in India. • Appraise the contributory role of Public Distribution system to address FSI • Substantiate the role of green revolution in strengthening the PDS. 	<ul style="list-style-type: none"> • Case study and group discussion to substantiate the link between a well-structured food security system and continuity of supply to masses. • Invite relevant Govt. officials to speak on FSI & PDS. <p>Panel discussion/ seminar on the impact of the green revolution and PDS.</p>	<ul style="list-style-type: none"> • Enumerate various aspects of food security that will ensure continuity of supply to the masses. • Examine, analyse and infer various sources of data that point to the rationale of FSI • Enumerate different features of PDS that directly address FSI. • Analyse and infer the impact of Green revolution in strengthening the PDS.

CLASS IX
LIST OF MAPS

S. No.	Subject	Name of the Chapter	List of Areas to Be Map Pointed
I	History	French Revolution	Outline political map of France Locate/label/identify; <ul style="list-style-type: none"> • Bordeaux, Nantes, Paris and Marseille
		Socialism in Europe	Outline political map of world locate/label/identify major countries of World War: central powers - Germany, Austria-Hungary, Turkey (Ottoman Empire) Allied Powers-France, England, Russia and USA
II	Geography	India: size & location	<ul style="list-style-type: none"> • India - States with Capitals • Tropic of Cancer, Standard Meridian (Location and Labelling) • Neighbouring countries
		India physical features	<ul style="list-style-type: none"> • Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats • Mountain Peaks – K2, Kanchan Junga, Anai Mudi • Plateau - Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau • Coastal Plains - Konkan, Malabar, Coromandel & Northern Circar (Location and Labelling)
		Drainage system	Rivers: (Identification only) <ul style="list-style-type: none"> • The Himalayan River Systems-The Indus, The Ganges, and The Sutlej • The Peninsular Rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi • Lakes: Wular, Pulicat, Sambhar, Chilika
		Climate	<ul style="list-style-type: none"> • Annual rainfall in India, Monsoon wind directions
		Population	<ul style="list-style-type: none"> • Population density of all states • The state having highest and lowest density of population

CLASS IX
INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks Allocated
Periodic Assessment	Pen Paper Test.	5
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Inter disciplinary project	5
Subject Enrichment Activity	Project work on Disaster Management	5
Portfolio	Classwork, work done (activities / assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like Heritage India quiz	5

CLASS IX
PRSECRIBED TEXT BOOKS

S.No	Subject	Name of the Book	Publisher
1	History	India and the Contemporary World - I	NCERT
2	Political Science	Democratic Politics - I	NCERT
3	Geography	Contemporary India - I	NCERT
4	Economics	Economics	NCERT
5	Disaster Management	Together, towards a safer India - part II	CBSE

Links for NCERT rationalised 2023-24 textbooks:

- <https://ncert.nic.in/textbook.php?iess1=ps-6>
- <https://ncert.nic.in/textbook.php?iess2=0-4>
- <https://ncert.nic.in/textbook.php?iess3=0-5>
- <https://ncert.nic.in/textbook.php?iess4=ps-5>

कक्षा – नवमी

संस्कृतम् (सम्प्रेषणात्मकम्) कोड सङ्ख्या - 119

पाठ्यक्रमः परीक्षानिर्देशाश्च (2023-24)

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

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

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

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

सत्यमहिंसादिगुणैः श्रेष्ठा विश्वबन्धुत्वशिक्षिका ।

विश्वशान्तिः सुखधात्री भारतीया हि संस्कृतिः ॥

संस्कृतस्य व्यापकत्वं ज्ञायते अनेन पद्येन -

संस्कृते संस्कृतिर्ज्ञेया संस्कृते सकलाः कलाः ।

संस्कृते सकलं ज्ञानं संस्कृते किन्न विद्यते ॥

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

शिक्षणोद्देश्यानि –

* वसुधैव-कुटुम्बकम् इति भावनाविकासः ।

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

शिक्षणप्रविधयः -

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

कौशलानि-

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

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आहत्य-अङ्काः - 80+20

आहत्य-कालांशाः - 200

वार्षिकमूल्याङ्कनाय निर्मिते प्रश्नपत्रे भागचतुष्टयं भविष्यति –

‘क’ भागः अपठितावबोधनम्	10 अङ्काः	25 कालांशाः
‘ख’ भागः रचनात्मकार्यम्	15 अङ्काः	40 कालांशाः
‘ग’ भागः अनुप्रयुक्तव्याकरणम्	25 अङ्काः	55 कालांशाः
‘घ’ भागः पठितावबोधनम्	30 अङ्काः	80 कालांशाः

भागानुसारं विषयाः अङ्कविभाजनञ्च

80 अङ्काः

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

‘ग’ भागः			
अनुप्रयुक्तव्याकरणम्		15 अङ्काः	
5.	उच्चारणस्थानम्	लघूत्तरात्मकाः	$\frac{1}{2} \times 4 = 2$
6.	सन्धिः	लघूत्तरात्मकाः	$1 \times 4 = 4$
7.	कारक-उपपदविभक्तयः	बहुविकल्पात्मकाः	$1 \times 4 = 4$
8.	शब्दरूपाणि	बहुविकल्पात्मकाः	$1 \times 4 = 4$
9.	धातुरूपाणि	बहुविकल्पात्मकाः	$1 \times 4 = 4$
10.	प्रत्ययाः	बहुविकल्पात्मकाः	$1 \times 3 = 3$
11.	अव्ययानि	लघूत्तरात्मकाः	$\frac{1}{2} \times 4 = 2$
12.	सङ्ख्या – 1-100 (1-4 केवलं प्रथमा-विभक्तौ)	लघूत्तरात्मकाः	$\frac{1}{2} \times 4 = 2$
		पूर्णभारः	25 अङ्काः
‘घ’ भागः			
पठितावबोधनम्		15 अङ्काः	
13.	गद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
14.	पद्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
15.	नाट्यांशः	अति-लघूत्तरात्मकौ पूर्णवाक्यात्मकः लघूत्तरात्मकौ (भाषिककार्यम्)	$\frac{1}{2} \times 2 = 1$ $1 \times 2 = 2$ $1 \times 2 = 2$
16.	प्रश्ननिर्माणम्	पूर्णवाक्यात्मकाः	$1 \times 5 = 5$
17.	अन्वयः अथवा भावार्थः (रिक्तस्थानपूर्तिमाध्यमेन)	निबन्धात्मकः	$\frac{1}{2} \times 4 = 2$
18.	प्रसङ्गानुसारम् अर्थचयनं कृत्वा लेखनम्	बहुविकल्पात्मकाः	$1 \times 4 = 4$
19.	पाठाधारित-कथापूर्तिः (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः)	निबन्धात्मकः	$\frac{1}{2} \times 8 = 4$
		पूर्णभारः	30 अङ्काः
सम्पूर्णभारः			80 अङ्काः

प्रश्नपत्र-प्रारूपम् /संरचना
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संस्कृतम् (सम्प्रेषणात्मकम्) कोड् सङ्ख्या - 119

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

संस्कृतपाठ्यक्रमः (सम्प्रेषणात्मकम्) कोड् सङ्ख्या - 119

कक्षा-नवमी (2023-24)

वार्षिकं मूल्याङ्कनम्

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

<p>7. कारक-उपपद-विभक्तयः</p> <ul style="list-style-type: none"> ➤ द्वितीया – समया/निकषा, प्रति, विना, परितः, उभयतः ➤ तृतीया – सह/ समम्/ सार्धम्, विना, अलम्, हीन ➤ चतुर्थी – रुच्, दा (यच्छ), नमः, कुप्, अलम् (सामर्थ्ये) ➤ पञ्चमी – विना, बहिः, भी, रक्ष् ➤ षष्ठी – उपरि, अधः, पुरतः, पृष्ठतः, वामतः, दक्षिणतः ➤ सप्तमी- स्त्रिह्, विश्वस्, निपुण, कुशल 	4
<p>8. शब्दरूपाणि</p> <p>अजन्ताः (3 अङ्काः)</p> <p>पुँल्लिङ्गशब्दाः</p> <ul style="list-style-type: none"> ➤ अजन्ताः - अकारान्तः - बालकवत्, इकारान्तः - कविवत्, उकारान्तः - साधुवत् ➤ हलन्तः - भवत् <p>स्त्रीलिङ्गशब्दाः</p> <ul style="list-style-type: none"> ➤ अजन्ताः - आकारान्तः - लतावत्, ईकारान्तः - नदीवत्, <p>नपुंसकलिङ्गशब्दाः</p> <ul style="list-style-type: none"> ➤ अजन्ताः - अकारान्तः - फलवत् <p>सर्वनामशब्दाः (1 अङ्कः)</p> <ul style="list-style-type: none"> ➤ अस्मद्, युष्मद्, तत्, किम् (त्रिषु लिङ्गेषु) 	4
<p>9. धातुरूपाणि</p> <p>परस्मैपदिनः (3 अङ्काः)</p> <ul style="list-style-type: none"> ➤ भू, नम्, गम्, अस्, प्रच्छ्, कृ, ज्ञा, क्षाल्, नी (पञ्चलकारेषु) <p>आत्मनेपदिनः (1 अङ्कः)</p> <ul style="list-style-type: none"> ➤ सेव्, लभ्, रुच् - (लट्-लृट्लकारयोः) 	4
<p>10. प्रत्ययाः</p> <ul style="list-style-type: none"> ➤ क्त्वा, तुमुन्, ल्यप्, शतृ 	3
<p>11. अव्ययानि</p> <ul style="list-style-type: none"> ➤ स्थानबोधकानि – अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र ➤ कालबोधकानि – यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः ➤ प्रश्नबोधकानि – किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम् ➤ अन्यानि – च, अपि, यदि, तर्हि, यथा, तथा, सम्यक्, एव 	2
<p>12. सङ्ख्या – 1-100 (1-4 केवलं प्रथमा-विभक्तौ)</p>	2

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

आहत्य – अङ्काः - 80

परीक्षायै निर्धारिताः पाठाः

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

अवधेयम् -

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

निर्धारित - पाठ्यपुस्तके-

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

आन्तरिक-मूल्याङ्कनम् (20 अङ्काः)

उद्देश्यानि

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

क्र. सं.	गतिविधयः	उदाहरणानि	अङ्काः	निर्देशाः	मूल्याङ्कनविन्दवः
1.	आवधिक-परीक्षा: (पीरियोडिक - असैस्मैट)	लिखितपरीक्षा	05	विद्यालयेन समये समये लिखितपरीक्षाणाम् आयोजनं करणीयं भवति ।	परीक्षासु यत्र विद्यार्थिनः श्रेष्ठाः अङ्काः स्युः तयोः द्वयोः परीक्षयोः एव अधिभारः ग्रहीतव्यः । अपि च आवधिकपरीक्षासु अपि प्रश्नेषु आन्तरिकविकल्पाः देयाः । मूल्याङ्कनसमये यदि छात्रः सर्वान् प्रश्नान् उत्तरति तर्हि छात्रहिताय यत्र अधिकाः अङ्काः सन्ति तेषाम् एव मूल्याङ्कनं करणीयम् ।
2	बहुविधमूल्याङ्कनम्	<ul style="list-style-type: none"> ❖ कक्षायां पाठितस्य पाठस्य लघुमूल्याङ्कनम् ❖ निर्गतपत्राणि ❖ प्रश्नोत्तरी ❖ मौखिकी परीक्षा ❖ प्रतियोगिताः ❖ प्रश्नमञ्चस्यायोजनम् 	05	कक्षायां पाठित-पाठस्य विषयस्य वा बहुविधं मूल्याङ्कनम् अपेक्षितम् अस्ति । अनेन विद्यार्थिनां विविधकौशलानां मूल्याङ्कनं भवेत् ।	<ul style="list-style-type: none"> ❖ मौलिकता ❖ विषयसम्बद्धता ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम्
3.	निवेशसूचिका (पोर्टफोलियो)	<ul style="list-style-type: none"> ❖ कक्षाकार्यम् ❖ सामूहिक-मूल्याङ्कनम् ❖ स्वमूल्याङ्कनम् ❖ विद्यार्थिनः विषयगताः उपलब्धयः 	05	विद्यार्थिभिः कक्षायां कृतानां कार्याणाम् उपलब्धीनां च संरक्षणं संयोजनं च सञ्चिकायां पत्रावल्यां वा करणीयम् । एतेन समग्रं मूल्याङ्कनं प्रमाणिकत्वेन भवितुं शक्नोति ।	<ul style="list-style-type: none"> ❖ सुलेखः ❖ तथ्यात्मकता ❖ प्रामाणिकता ❖ समयबद्धता

4.	भाषा-संवर्धनाय गतिविधयः (क) श्रवण- भाषण-कौशलम्	<ul style="list-style-type: none"> ❖ कथा ❖ संवादः/ वार्तालापः ❖ भाषणम् ❖ नाटकम् ❖ वार्ताः ❖ आशुभाषणम् ❖ संस्कृतगीतानि ❖ श्लोकोच्चारणम् ❖ प्रहेलिकाः 	05	<ul style="list-style-type: none"> ❖ छात्राः कामपि कथां श्रावयितुं शक्नुवन्ति । ❖ शिक्षकः कमपि विषयं सूचयित्वा परस्परं संवादं कारयितुं शक्नोति । ❖ दूरदर्शने वार्तावली इत्याख्यः संस्कृत-कार्यक्रमः प्रसारितः भवति तं द्रष्टुं छात्राः प्रेरणीयाः । ❖ श्रवण-कौशल-मूल्याङ्कनाय शिक्षकः स्वयम् अपि कथां श्रावयित्वा ततः सम्बद्ध-प्रश्नान् प्रष्टुं शक्नोति । 	<ul style="list-style-type: none"> ❖ उच्चारणम् ❖ शुद्धता ❖ समयबद्धता ❖ प्रस्तुतीकरणम् (आरोहावरोह-गतियति-प्रयोगः)
	(ख) लेखनकौशलम्	<ul style="list-style-type: none"> ❖ विविधविषयान् आधृत्य मौलिकलेखनम् यथा- देशः, माता, पिता, गुरुः, विद्या पर्यावरणम्, योगः, समयस्य सदुपयोगः, शिक्षा, अनुशासनम् इत्यादयः । ❖ शैक्षिकभ्रमणस्य संस्कृतेन प्रतिवेदनलेखनम् । ❖ दैनन्दिनीलेखनम् । ❖ सङ्केताधारितं कथालेखनम् । ❖ भित्तिपत्रिकायाः निर्माणम् । ❖ श्रुतलेखः । ❖ सूक्तिलेखनम् । 		<ul style="list-style-type: none"> ❖ छात्राः यथाशक्यं कक्षायामेव लेखनकार्यं कुर्युः । ❖ टिप्पणी- पुस्तिकायाः निर्माणम् । ❖ वैयक्तिकपरीक्षणम् । 	<ul style="list-style-type: none"> ❖ विषय-सम्बद्धता ❖ शुद्धता (विशेषतः पञ्चमवर्णस्यप्रयोगः) ❖ समयबद्धता ❖ सुलेखः ❖ प्रस्तुतीकरणम्
<p>अवधातव्यम् –उपर्युक्त-गतिविधयः उदाहरणरूपेण प्रदत्ताः सन्ति । एतदतिरिच्य एतादृशाः अन्यगतिविधयः अपि भवितुमर्हन्ति ।</p>					
