Road Map for Class IX (2025-26) COMMUNICATIVE ENGLISH

1. **Objectives** – To enable the learners to :

- develop the practical language communication skills needed for academic study and subsequent adult life.
- revise and reinforce structures already learnt.
- develop and integrate the use of the four language skills, i.e., listening, speaking, reading and writing .
- deduce the meaning of unfamiliar lexical items in a given context.
- comprehend, interpret, analyse, infer and evaluate the features in a literary text.
- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- use appropriate English to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- develop sensitivity towards, and appreciation for, other varieties of English like Indian English and the culture they reflect
- enable the learners to access knowledge and information through reference skills(consulting a dictionary/thesaurus, library, internet etc)
- develop curiosity and creativity through extensive reading
- facilitate self learning to enable them to become independent learners
- review, organize and edit their own work and work done by peers
- take active part in group discussions, showing ability to express agreement or disagreement.
- summarise ideas, to elicit the views of others, and to present own ideas.
- use an appropriate style and format to frame creative writings.

2. **Month wise division of syllabus**

Lesson No./Topic	**Name of the lesson**	**Learning Outcomes**	**Month**

1/Literature/Prose 2/Literature /Poetry 3/MCB 4/Grammar 5/Writing	How I Taught My Grandmother To Read (Experiential learning method: creative writing: journaling/ diary entry/ story writing) The Road Not Taken (experiential learning method: poetry composition/ tracing the progression of the text) People (flipped classroom method: understanding descriptive vocabulary and application in writing) Verb forms Diary Entry	The learner : *appreciates similarities and differences across languages in a multilingual classroom and society. *reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising *uses appropriate punctuation marks and correct spelling of words while taking down dictation *uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc. *Writes the diary in a coherent manner and incorporates grammatical structures	April
1/Literature/Prose 2/Literature/Poetry	A Dog Named Duke (Experiential learning method: Character and theme analysis, plot development) The Brook (Experiential learning method: poetry composition)	The learner: *explains specific features of different literary genres for interpretation and literary appreciation *uses words, phrases, idioms and word chunks for meaning-making in contexts	May

3/Grammar 4/Writing	Verb forms (contd.) Informal letter	*writes letters both formal and informal in a coherent manner *listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly. *is able to develop grammatical competencies moving from procedural knowledge (from use or meaning) to declarative knowledge (form).	
1/Literature/Prose 2/Literature/Poetry 3/Literature/Drama 4/MCB 5/Grammar	The Man Who Knew Too Much (Experiential learning method: Comic Strip) The Solitary Reaper (literary text analysis: theme, literary devices) Villa for Sale (Experiential learning method: role play) Radio Show (flipped classroom method) Adventure (Experiential learning method: vocabulary enrichment activities) Determiners	The learner: *reads aloud and recites poems/prose with proper stress, pause, tone, and intonation. *reads silently with comprehension and interprets layers of meaning. *writes short dialogues and participates in role plays, skits, street plays, etc., for the promotion of social causes *develops an ability to speak fluently and accurately in a variety of situations meaningfully	July
	The Seven Ages (Experiential learning method: Mind mapping/ poetry composition)	The learner: *uses appropriate punctuation marks	August

1/Literature/Poetry 2/MCB 3/Grammar 4/Grammar 4/Writing	Environment (Flipped classroom method: interview with the experts) Modals Future Time NOTICE	and correct spelling of words while taking down dictation *listens to and speaks on a variety of verbal inputs, viz. debate, speech, group discussion, power point presentation, radio programme, interview, mock parliament, etc. *reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising. *uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc.	
1/Literature 2/MCB 3/ Grammar 4/Writing	REVISION	The learner is able to apply the concepts learned, into the preparation for the upcoming exams REVISION	September

1/Literature/Prose 2/Literature/Poetry 3/Grammar 4/Grammar 5/MCB 6/Writing	Keeping it from Harold (Experiential learning method: Character analysis and plot development) Oh! I wish I Had Looked After Me Teeth (Experiential learning method: Prepare a Comic Strip) Reported speech (experiential learning method: dialogue writing) Connectors Mystery (Experiential learning method: Film / Book review) Paragraph Writing	The learner: *identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia intention or point of view, rhyme scheme, themes, titles, etc *uses grammar items in context, such as, reporting verbs , passive and tense, time and tense, subject-verb agreement, etc. *uses words, phrases, idioms and word chunks for meaning-making in contexts. *reads with understanding information in his environment outside the schools as in hoardings, advertisements, product labels, visiting market place, etc. *writes a coherent piece undergoing various stages and processes of writing.	October
	Best Seller (Flipped classroom method: Mind mapping of the story)	The learner:	November

1/Literature/Prose 2/Literature/Poetry 3/Grammar 4/MCB	Song of the Rain(Experiential learning method: literary text analysis, Progression of the poem) Prepositions Children (Flipped classroom method: Debate)	*speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar *edits passages with appropriate punctuation marks, grammar and correct spelling. *exhibits in action and practice the values of honesty, cooperation, patriotism, and while speaking and writing on variety of topics. *recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations. *writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme.	
1/Literature/Drama 2/MCB 3/Grammar 4/ Writing	The Bishop's Candlesticks (Experiential learning method: Role Play) Sports and Games (Flipped classroom method: Panel discussion/ Interview with the experts) The Passive Voice (Experiential learning method: procedure writing) Dialogue Writing	The learner: *organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes. *reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.	December

		*listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly. *writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme.	
Literature MCB Writing Grammar	REVISION	The learner: Is able to use language as a skill to understand, interpret, analyse and write in a coherent and precise manner.	January

Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	40
2	PT2	July/August	Pen paper Test	40
3	Half Yearly	September	Pen paper Test	80
4	PT3	October/November	Pen paper Test	40
5	PT4 (PAT)	January	Pen paper Test	80
6	Final	February/March	Pen paper Test	80

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

SYLLABUS PERIODIC 1 (May)

Reading	Comprehension Passage
Writing	Diary Entry
Grammar	Verbs, Integrated Grammar
Literature	How I Taught My Grandmother to Read, The Road Not Taken ,The Brook

SYLLABUS PERIODIC 2 (July)

Reading	Comprehension Passage
Writing	Informal Letter
Grammar	Integrated Grammar
Literature	A Dog Named Duke ,The Solitary Reaper

SYLLABUS Half Yearly (September)

Reading	Comprehension Passage
Writing	Informal letter, Diary Entry, Notice Writing
Grammar	Integrated Grammar
Literature	How I Taught My Grandmother to Read , A Dog Named Duke , The Man Who Knew Too Much,The Road Not Taken ,The Brook, The Solitary Reaper, Villa for Sale

SYLLABUS PERIODIC 3 (October)

Reading	Comprehension Passage
Writing	Paragraph Writing
Grammar	Integrated Grammar
Literature	The Seven Ages, Keeping it from Harold

SYLLABUS PAT (January)

Complete Syllabus

SYLLABUS FINALS (February)

Complete Syllabus

Internal Assessment Break up

S.no	Type of assessment	Mode of assessment	Weightage
1.	Periodic Test	Pen Paper Test	5
2.	Multiple Assessment	Assessment through different modes to assess various competencies	5
3.	Enrichment Activity	Assessment through different activities	5
4.	Portfolio	Journals/Notebook/Assignments/Worksheets/Trans Disciplinary Project	5

Worksheets based on Reading, Writing ,Grammar and Literature will be assigned from the reference book to facilitate learning.

Prescribed books:

- Main Course Book
- Literature Reader
- Workbook

Suggested Reading

Literary Companion by BBC

The suggested stories, poems and articles mentioned at the end of each chapter

ROADMAP TEMPLATE FOR CLASS IX(2025 – 26)

1. SUBJECT: MATHEMATICS

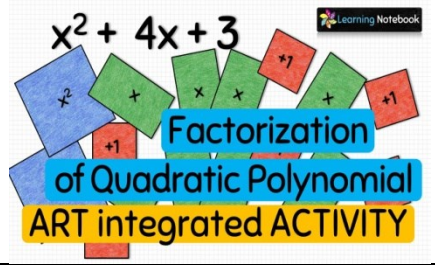
2.OBJECTIVES: TEACHING MATHEMATICS AT SECONDARY LEVEL ARE TO HELP THE LEARNER TO:

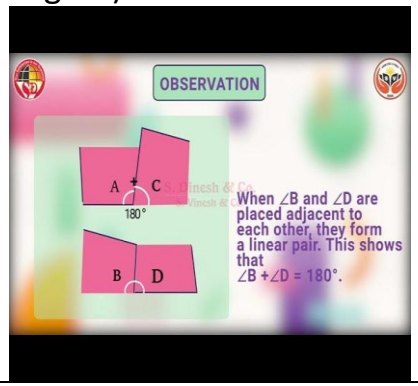
- Consolidate the Mathematical knowledge and skills acquired at the middle stage.
- To develop positive ability to think, analyze and articulate logically.
- To acquaint students with different aspects of mathematics in daily life.
- To develop necessary skills to work with modern technological devices and mathematical software.
- Appreciate the role, value and use of Mathematics in society and develop willingness to workcollaboratively.
- Apply mathematical knowledge and skills to familiar and unfamiliar situations
- Acquire knowledge and skills for further education and training
- Communicate mathematical ideas related to SDGs.

3.MONTH WISE DIVISION OF SYLLABUS:

Lesson Number	**Name of the lesson**	**Month**	**LEARNING OUTCOMES AND ACTIVITIES**
1 3	NUMBER SYSTEM COORDINATE GEOMETRY	April Activity: Square Root Spiral Students explore the relationships between numbers and their square root and also	Applies logical reasoning in classifying real numbers, proving their properties and using them in different situations. Students will be able to distinguish between rational and irrational numbers Students apply operation of real numbers and develop

		the properties of number system such as the concept of perfect squares and the role of square roots in solving problems. <u>Experiential Learning:</u> Through this activity students will experience the following which will enhance their understanding. • Hands-on learning • Creativity • Critical thinking	problem solving skills Students develop construction skills and innovation in location of irrational numbers on number line. Develops strategies to locate points in a Activity: Square Root Spiral Activity: Square Root Spiral Cartesian plane.
12	HERON'S FORMULA	May <u>Activity</u>…... Students will be provided with a set of measurements. They will be asked to design a garden bed using heron's formula which will enhance their problem solving, mathematical modelling and critical thinking. <u>Experiential learning</u>: • Hands-on learning • Real world application • Developing mathematical thinking.	Students will be able to • Find the area of triangles by using herons' formula. • Area of equilateral triangle.
6	LINES AND ANGLES	July Flipped Learning: • Video covering the basics of lines and angles and its properties.	Students will learn…. Different types of angles with their diagram. Linear pairs of angles, complementary angles, supplementary angles etc. Concept of parallel lines and transversal.

2	POLYNOMIALS	• By creating interactive simulation or interactive diagram to explore different angles and their properties. Activity: Factorization of quadratic polynomial.  	Classifies polynomials among algebraic expressions and factorizes them by applying appropriate algebraic identities. Students will be able to distinguish between algebraic expression and polynomial, types of polynomials on the basis of their terms, degree of the polynomial, zeroes of the polynomial and remainder theorem.
7 4 13	TRIANGLES LINEAR EQUATIONS IN TWO VARIABLES SURFACE AREA AND VOLUMES	August Triangle puzzle (In the form of different questions). Students will use their knowledge to find missing angles by using the properties of triangles. Students will be given word problems based on daily life to create linear equations and find their solutions. Students will justify all the formulas and their derivation.	Students will be able to learn…. Angle sum properties of triangle. Mid -point theorem and its converse part. Students will understand the concept of linear equation in one variable and two variables. They will also learn to form a linear equation in two variables with the given word problems. Students will learn to find the surface area and volumes of cone, sphere and hemi-sphere with the help of formulae. Application of formula in daily life concept.

8 10	QUADRILATERAL CIRCLE	October Flipped Learning: Video lecture covering definition of quadrilateral, types of quadrilateral and their properties. Activity……CYCLIC QUADRILATERAL (sum of the opposite angles are always 180 degree)  	Students will be able to learn …. Different types of quadrilaterals and their properties. Relation between different types of quadrilaterals. Able to apply different theorems in the problems. Students will be able to understand the definition of center, chords, diameter, sector, segment of the circle. Understand the theorems and their application in different problems. Application of the concept of cyclic quadrilateral. Apply to solve day to day problems by using this mathematical concept.
5 14	INTRODUCTION TO EUCLID'S GEOMETRY STATISTICS	November	Students will be able to identifies and classifies the daily life situations in which mean, median and mode can be used. analyses data by representing it in different forms like, tabular form (grouped or ungrouped), bar graph, histogram (with equal and varying width and length), and frequency polygon. Flipped class room activities

4.Scheme of assessment & weightage:

Sr. No.	Assessment cycle	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	40
2	PT2	July/August	Pen paper Test	40
3	Half YEARLY	September	Pen paper Test	80
4	PT3	October/November	Pen paper Test	40
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SYLLABUS FOR PERIDIC TEST 1(40 Marks)

Chapter 1	NUMBER SYSTEM
Chapter 3	COORDINATE GEOMETRY
Chapter 12	HERON'S FORMULA

SYLLABUS FOR PERIDIC TEST 2 (40 Marks)

Chapter 6	LINES AND ANGLES
Chapter 2	POLYNOMIAL
Chapter 7	TRIANGLES

SYLLABUS HALF YEARLY EXAM (80 Marks)

Chapter 1	NUMBER SYSTEM
Chapter 3	COORDINATE GEOMETRY
Chapter 12	HERON'S FORMULA
Chapter 6	LINES AND ANGLES
Chapter 2	POLYNOMIAL
Chapter 7	TRIANGLES
Chapter4	LINEAR EQUATIONS IN TWO VARIABLES
Chapter 13	SURFACE AREA AND VOLUMES

SYLLABUS FOR PERIDIC TEST 3 (40 Marks)

Chapter 8	QUADRILATERAL
Chapter 10	CIRCLE

SYLLABUS FOR PERIDIC TEST 4 (PAT)(80 Marks)

COMPLETE SYLLABUS

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4& 5 marks weightage

5. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Mode of Assessment	Weightage
1	Periodic Test	Pen paper Test	5
2	Multiple Assessment	Assessment through different modes to assess various competencies	5
3	Enrichment Activity	Assessment through different activities	5
4	Portfolio	Journals/Notebook/Assignments/Worksheets/Trans-Disciplinary Project	5

6. CRAB Worksheets per chapter will be assigned.

7. Prescribed books: MATHEMATICS TEXTBOOK FOR CLASS 9 (N.C.E.R.T)

EXEMPLAR AND R. D. SHARMA

Subject- Sanskrit
Class –IX
Session-2025-2026

1. **विषय: -संस्कृतम्**
2. **उद्देश्यानि**

1. वसुधैव कुटुम्बकम् इति भावनाविकासः ।
2. भारतीयभाषाणां संरक्षणम् ।
3. श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक कौशलानां विकासः ।
4. संस्कृतभाषया सम्प्रेषणकौशलविकासः ।
5. परस्परं संस्कृतसम्भाषणेन भावविनिमयः ।
6. संस्कृत-भाषया एव संस्कृत-शिक्षणम्।
7. बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम् ।
8. मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च ।
9. भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च ।

3. मासिक-पाठ्यक्रम:

अध्याय संख्या	**अध्यायस्य नाम**	**अधिगमस्य प्रतिफलम्**	**मासा:**
पाठ 1	अविवेकः परमापदां पदम्	बुद्धे महत्त्वं ज्ञास्यन्ति	अप्रैल
पाठ 2	पाथेयम् गतिविधिः-श्लोकोच्चारणम्	नैतिकमूल्यानां ज्ञानप्रदानम्।	अप्रैल
पाठ 3	विजयतां स्वदेशः	देशभक्तेः भावनायाः विकासः।	मई
पाठ 4	विद्यया भान्ति सद्गुणाः गतिविधिः- सूक्तिलेखनम्	विद्यायाः महत्वम् प्रदानम्।	मई
पाठ 5	कर्मणा याति संसिद्धिम्	संस्कृतभाषया छात्राणां सर्वांगिणविकासः।	जुलाई
पाठ 6	तत् त्वम् असि गतिविधिः- कथालेखनम्	आत्मानुशासनसंस्थापनम्।	जुलाई
पाठ 7	तरवे नमो·तु	पर्यावरणसंरक्षणस्य ज्ञानप्रदानम्।	अगस्त
पाठ 8	न धर्मवृद्धेषु वयः समीक्ष्यते	भारतीयसंस्कृतेः संरक्षणं ज्ञानवर्धनञ्च।	अगस्त

पाठ 9	कवयामि वयामि यामि गतिविधिः- नाट्यमञ्चनम्	मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च ।	अक्तूबर
पाठ 10	भारतीयं विज्ञानम् (केवलम् आन्तरिकमूल्याङ्कनाय)	विज्ञानस्य विषये ज्ञानवर्धनम्।	अक्तूबर
पाठ 11	भारतेनास्ति मे जीवनं जीवनम् (केवलम् आन्तरिक मूल्याङ्कनाय)	देशभक्तेः भावनायाः विकासः।	नवम्बर

अनुप्रयुक्तव्याकरणम्

अध्याय संख्या	अध्यायस्य नाम	अधिगमस्य प्रतिफलम्	मासः
अपठितावबोधनम्	अपठितः गद्यांशः	लेखनशक्तेः विकासः।	अप्रैल
रचनात्मककार्यम्	पत्रलेखनम् , चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् , संवादपूर्तिः / कथापूर्तिः	श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिककौशलानां विकासः ।	मई
पाठ 1	**उच्चारणस्थानानि**	वर्णानां ज्ञानप्रदानम्	अप्रैल
पाठ 2	संधिः- स्वरसंधि- दीर्घ,गुण, वृद्धि, **यण्**, **अयादि** व्यञ्जन संधि- **जशत्व**, **अनुस्वार** विसर्ग संधि – **उत्वम्** , **शत्वम्**, **सत्वम्**, **षत्वम्**	सन्धेः ज्ञान प्रदानम्।	मई
पाठ 3	**कारक व उपपदविभक्ति** द्वितीया- समया/निकषा, प्रति, विना, परितः, उभयतः तृतीया- सह / समम् / सार्धम्, विना, अलम्, हीन चतुर्थी- रुच्, दा (यच्छ), नमः, कुप्, अलम् पञ्चमी- विना, बहिः, भी, रक्ष षष्ठी- उपरि, अधः, पुरतः, पृष्ठतः, वामतः, दक्षिणतः सप्तमी- स्निह्, विश्वस्, निपुण, कुशल	वाक्यरचनायाः विकासः।	जुलाई
पाठ 4	**शब्दरूपाणि** पुँल्लिङ्गशब्दाः- अकारान्तः बालकवत्, इकारान्तः कविवत्, उकारान्तः साधुवत् हलन्तः भवत्	कारकविभक्तेः ज्ञानप्रदानम्।	जुलाई

	स्त्रीलिङ्गशब्दाः- आकारान्तः लतावत्, ईकारान्तः नदीवत्, नपुंसकलिङ्गशब्दाः- अजन्ताः अकारान्तः फलवत् सर्वनामशब्दाः - अस्मद्, युष्मद्, तत्, किम् (त्रिषु लिङ्गेषु)		
पाठ 5	**धातुरूपाणि** – परस्मैपदिनः - भू, नम्, गम्, अस्, प्रच्छ, कृ, ज्ञा, क्षाल्, नी (पञ्चलकारेषु) आत्मनेपदिनः - सेव्, लभ्, रुच् (लट्-लृट्लकारयोः	कालस्य क्रियायाः च ज्ञानप्रदानम्।	अगस्त
पाठ 6	**प्रत्ययाः-** क्त्वा, तुमुन्, ल्यप्, शतृ	प्रत्ययानां ज्ञानप्रदानम्।	अक्तूबर
पाठ 7	**अव्ययानि-** स्थानबोधकानि- अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र कालबोधकानि- यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः प्रश्नबोधकानि- किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम् अन्यानि च, अपि, यदि, तर्हि, यथा, तथा, सम्यक्, एव	अव्ययेषु दक्षता प्रदानम्।	अक्तूबर
पाठ 8	**सङ्ख्या** 1-100 (1-4 केवलं प्रथमा-विभक्तौ)	सङ्ख्यायाः ज्ञानप्रदानम्।	नवम्बर

4. Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	सामायिक-परीक्षा 1	मई	लिखित परीक्षा	40
2	सामायिक-परीक्षा 2	जुलाई/ अगस्त	लिखित परीक्षा	40
3	अर्धवार्षिक-परीक्षा	सितम्बर	लिखित परीक्षा	80
4	सामायिक-परीक्षा 3	अक्तूबर/ नवम्बर	लिखित परीक्षा	40
5	सामायिक-परीक्षा 4 (PAT)	दिसम्बर	लिखित परीक्षा	80
6	वार्षिक-परीक्षा	फरवरी/मार्च	लिखित परीक्षा	80

5. आवधिक- परीक्षायाः पाठ्यक्रमः

- आवधिक-परीक्षा 1

अपठितः गद्यांशः

रचनात्मकार्यम्- पत्रलेखनम् , चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् , संवादपूर्तिः / कथापूर्तिः

व्याकरणम्-

स्वरसंधि- दीर्घ, गुण, वृद्धि, यण **अयादि**

शब्द रूपाणि

- **पुल्लिंग शब्दाः- अकारान्तः बालकवत्, इकारान्तः कविवत्, उकारान्तः साधुवत्**
- **हलन्तः भवत्**
- **स्त्रीलिङ्गशब्दाः- आकारान्तः लतावत्, ईकारान्तः नदीवत्,**
- **नपुंसकलिङ्गशब्दाः- अजन्ताः अकारान्तः फलवत्**

धातु रूपाणि –

भू, नम्, गम्, अस्, प्रच्छ, कृ, ज्ञा, क्षाल्, नी (पञ्चलकारेषु)

कारक व उपपदविभक्ति

- **द्वितीया- समया/निकषा, प्रति, विना, परितः, उभयतः**
- **तृतीया- सह / समम् / सार्धम्, विना, अलम्, हीन**
- **चतुर्थी- रुच्, दा (यच्छ), नमः, कुप्, अलम् (सामथ्र्ये)**
- **पञ्चमी- विना, बहिः, भी, रक्ष**

प्रत्ययः-तुमुन् , क्त्वा ,ल्यप्

संख्या-1- 50

अव्ययानि

स्थानबोधकानि- अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र

कालबोधकानि- यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः

साहित्यः- पाठ 1, 2, 3

- आवधिक-परीक्षा 2

अपठितः गद्यांशः

रचनात्मकार्यम्- पत्रलेखनम् , चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् , संवादपूर्तिः / कथापूर्तिः

व्याकरणम्-

व्यञ्जन संधि व्यञ्जन संधि- **जशत्व**, **अनुस्वार**

शब्दरूपाणि

- **पुल्लिंग शब्दाः- अकारान्तः बालकवत्, इकारान्तः कविवत्, उकारान्तः साधुवत्**
- **हलन्तः भवत्**
- **स्त्रीलिङ्गशब्दाः- आकारान्तः लतावत्, ईकारान्तः नदीवत्,**
- **नपुंसकलिङ्गशब्दाः- अजन्ताः अकारान्तः फलवत्**
- **सर्वनामशब्दाः – अस्मद्, युष्मद्, तत्, किम् (त्रिषु लिङ्गेषु)**

धातु रूपाणि –

भू, नम्, गम्, अस्, प्रच्छ, कृ, ज्ञा, क्षाल्, नी (पञ्चलकारेषु)

कारक व उपपदविभक्ति

- **द्वितीया- समया/निकषा, प्रति, विना, परितः, उभयतः**
- **तृतीया- सह / समम् / सार्धम्, विना, अलम्, हीन**
- **चतुर्थी- रुच्, दा (यच्छ), नमः, कुप्, अलम् (सामथ्र्ये)**
- **पञ्चमी- विना, बहिः, भी, रक्ष**

प्रत्ययः-तुमुन् , क्त्वा ,ल्यप्,

संख्या-1- 100

अव्ययानि- किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम, अपि, यदि, तर्हि, यथा, तथा, सम्यक्, एव
साहित्यः- पाठ 4, 5, 6

- आवधिक-परीक्षा 3

अपठितः गद्यांशः

रचनात्मकार्यम्- पत्रलेखनम् , चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम् , संवादपूर्तिः / कथापूर्तिः
व्याकरणम्
व्यञ्जन संधि- **जशत्व**, **अनुस्वार**
विसर्ग संधि – **उत्वम्** , **शत्वम्**, **सत्वम्**, **षत्वम्**
शब्द रूपाणि

- अकारान्त-पुलिग- बालकवत्
- उकारान्त-पुलिङ्ग-साधुवत्
- आकारान्त-स्त्रीलिङ्ग-लतावत्
- ईकारान्त- स्त्रीलिङ्ग -नदीवत्
- सर्वनाम-अस्मद्, युष्मद, किं (त्रिषुलिङ्गेषु)

धातु रूपाणि –

- अस्, पठ, गम्, वद्, भू , क्रीड, नी, दृश्, कृ , पिब (पञ्चलकारेषु)
- सेव्, लभ् (लट् लृत् लकारयो:)

कारक व उपपदविभक्ति
द्वितीया- समया/निकषा, प्रति, विना, परितः, उभयतः
तृतीया- सह / समम् / सार्धम्, विना, अलम्, हीन
चतुर्थी- रुच्, दा (यच्छ), नमः, कुप्, अलम् (सामथ्र्ये)
पञ्चमी- विना, बहिः, भी, रक्ष
षष्ठी- उपरि, अधः, पुरतः, पृष्ठतः, वामतः, दक्षिणतः
सप्तमी- स्निह्, विश्वस्, निपुण, कुशल

प्रत्ययः-तुमुन् , क्त्वा ,ल्यप्, शतृ

संख्या-1- 100

अव्ययानि- अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र, यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः, किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम्, अपि, यदि, तर्हि, यथा, तथा, सम्यक्, एव
साहित्यः- पाठ 7, 8, 9

- आवधिक- परीक्षा 4
  सम्पूर्ण- पाठ्यक्रमः (सी. बी. एस. ई. पाठ्यक्रमानुसारम्)

- वार्षिक- परीक्षा
  सम्पूर्ण- पाठ्यक्रमः (सी. बी. एस. ई. पाठ्यक्रमानुसारम्)

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4& 5 marks weightage

5. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Mode of Assessment	Weightage
1	आवधिक-परीक्षा	लिखित-परीक्षा	5
2	बहुविधमूल्याङ्कनम्	विविधप्रकारेण मूल्याङ्कनम्	5
3	भाषा संवर्धनाय गतिविधयः	श्रवण-पठन-लेखन-वाचनगतिविधयः	5
4	निवेशसूचिका	पत्रिका/ अभ्यासपुस्तिका/ कार्यभारः/ कार्यपत्रकः/ परियोजना	5

6. CRAB Worksheets per chapter will be assigned.

8 . Prescribed Books – 1. मणिका प्रथमो भाग**:**

2**.** मणिका**-**अभ्यासपुस्तकम् प्रथमो भागः

ROADMAP FOR CLASS 9

SESSION 2025-26

1. Subject: Science

2. Objectives:

The objectives of study of sciences are to encourage and enable students to acquire, develop and inculcate the following Skills:

- To Develop Process scientific skills of Observing, Classifying, Measuring, making inferences, Predicting, Using and handling science apparatus correctly and safely.
- Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- Understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- Demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.
- Develop well-defined abilities in cognitive, affective and psychomotor domains in children which augments the spirit of enquiry, creativity, objectivity and aesthetic sensibility.
- Be effective in quantitative reasoning so as to occupy a more central place in the teaching and learning of science.
- Develop the skill of aesthetic presentation of art integration.
- The present syllabus has been around **seven** broad themes viz.

  Materials, The World of The Living, How Things Work, Moving Things, Causes of motion, People and Ideas, Natural Phenomenon and Natural Resources.

3. Month wise division of syllabus:

Chapter Number	Name of the Chapter	Month	Learning Outcomes
PHYSICS			
7	Motion	April-May	**Methodology:** The content will be inculcated using experiential learning. Students: 1. Defines motion and rest 2. Lists different types of motion 3. Differentiates between distance and displacement, speed and velocity 4. Explains scalar and vector quantities. 5. Define acceleration 6. Represent various types of motion in distance time and velocity time graphs 7. Presentation of equations of uniformly accelerated motion. 8. Explain uniform circular motion. 9. Explains Motion is movement of an object w.r.t. reference point. SKILLS AND COMPETENCIES- Student: 1. Critically analyses the different types of motion. 2. Cites examples (communication)
8	Force and laws of Motion	May-July	Student: 1. Defines force and its effects with examples. 2. Explains balanced and unbalanced force. 3. States Newton's first law of motion and explain it with examples. 4. Establishes the relation between mass and inertia. 5. State Newton's second law of motion and explain it with examples. 6. Derives Newton's second law of motion mathematically. 7. State Newton's Third law of motion and explain it with examples. 8. Applications of of conservation of momentum. SKILLS AND COMPETENCIES- Students: 1. Critically analyses the effects of force. 2. Communicate the three laws of motion with examples' 3. Derive expressions mathematically
9	Gravitation	July-August	**Methodology:** The content will be inculcated using demonstration/s.

			Student: 1. Explains universal law of gravitation. 2. Understands gravitational force. 3. Knows the meaning of gravity or gravitational force of earth. 4. Defines centripetal force. 5. Derives the unit and value of G. 6. Explains various applications of universal law of gravitation. 7. Understands free fall. 8. Knows the meaning the acceleration due to gravity 9. Derives the unit and value of g 10. Distinguishes between mass and weight. 11. Derives the relation $W_m = 1/6\ W_e$ 12. Distinguishes between different terms. 13. Knows the meaning of thrust and pressure. 14. Defines one Pascal. 15. Understands buoyancy. 16. Understand why cork floats while the nail sinks. 17. Knows Archimedes' principle and its various applications. SKILLS AND COMPETENCIES- Student: 1. Critically analyses gravitation and its importance around us. 2. Appreciates the importance of universal law of gravitation. 3. Performs activities creatively to understand various parameters. 4. Answers knowledge, understanding, application and diagrammatic skill-based questions, based on the topic.
10	Work and energy	October	Students: 1. Understands the scientific conception of work and its formula. 2. Explains positive, zero, negative work. 3. Understands the concept of mechanical energy, power. 4. Discuss positive, negative and zero work with the help of examples. 5. Appreciates the need of electric power. 6. Explains the important sources of energy SKILLS AND COMPETENCIES- Student: 1. Critically analyses how work is done 2. Appreciates the importance of energy collaboratively. 3. Classifies energy as kinetic, potential.
11	Sound	December	Student:

			1. Explains how sound is produced and propagated, characteristic of sound waves, mechanical waves, ultrasound and its application, infrasound. 2. Understands echo and reverberation 3. Understand the working of SONAR and its applications. 4. Discusses the importance of sound energy. 5. Appreciates the need of ultrasonic waves in our daily life. SKILLS AND COMPETENCIES- Student: 1. Critically analyses how sound is produced and propagated around us. 2. Appreciates the importance of ultrasonic waves in our daily life. 3. Performs group activities to learn about the characteristics of sound wave 4. Answers knowledge, understanding, application and diagrammatic skill based questions based on the topic.
CHEMISTRY			
1	Matter in our surroundings	April	Students knows and understands: 1. The different states of matter. 2. The characteristics of different states of matter. 3. The characteristics of particles of matter. 4. Diffusion 5. Change of state 6. Evaporation 7. Explains the characteristics of particles of matter 8. Differentiates between characteristics of solids, liquids and gases. 9. Describes change in state of matter by changing temperature/pressure. 10. Knows the significance of latent heat of fusion and vaporization. 11. Cites examples of evaporation occurring in daily life. 12. Suggests the various factors affecting evaporation. SKILLS AND COMPETENCIES- Students: 1. Critically analyses and compares characteristics of different states of matter 2. Applies concept of diffusion to answer observations from day-to-day life 3. Solves complex questions based on the topics 4. Uses analytical skills to describe change of state and use the concepts learnt in everyday life

			5. Interacts with peers and compare boiling and evaporation and develop critical thinking and collaboration in the process 6. Performs practical in groups, develop critical thinking, character and collaboration in the process.
2	Is matter around us pure	May to July	Student: 1. Gives various examples of pure substances and explains their related characteristics and identifies pure substances and impure substances from different materials. 2. Differentiates between a homogeneous & heterogeneous mixture 3. Distinguishes between a solution, suspension & colloid. 4. Appreciates the uses of colloids in daily life. 5. Comprehends the principles behind various techniques of separation. 6. Differentiates between compounds & mixtures SKILLS AND COMPETENCIES- Student: 1. Critically analyses composition of substance on bases of particles. 2. Collaboratively works with others to understand physical properties like solubility and their application in separation of components. 3. Appreciates the creativity associated with the principles and designing of separation techniques. 4. Communicates with each other to cite and understand daily life phenomena on basis of their knowledge. 5. Answer knowledge, understanding, application and diagrammatic skill-based questions, based on the topic.
3	Atoms and Molecules	August, October	Student: 1. Understands and explains the laws of chemical combination. 2. Solves numerical problems based on the laws. 3. Compares atoms, molecule and ions 4. Differentiates between molecules of elements and compounds. 5. Writes a chemical formula. 6. Calculates the molecular mass and formula unit mass. 7. Explains the terms atomicity, 1u, relative atomic mass. SKILLS AND COMPETENCIES- Student:

			1. Critically analyses composition of natter at particle level and study the composition. 2. Collaboratively works to study the properties of particles which form matter and summarizes the learnings to develop conceptual knowledge of atom, molecule and compound. 3. Develops the ability to predict chemical formula of substance using valency. 4. Solves conceptual and numerical problems related to various particles that can form matter.
4	Structure of Atom	November	Student: 1. Describes and compares Thomson's model, Rutherford's model and Bohr's model of an atom. 2. Differentiates between the characteristics of electrons, protons and neutrons. 3. Writes the arrangement of electrons in various shells for different elements. 4. Finds the valency of the given element. 5. Explains the terms atomic number, mass number, isotopes and isobars. 6. Differentiates between isotopes & isobars. 7. Solves numerical problems. SKILLS AND COMPETENCIES- Student: 1. Works Collaboratively to study properties of sub atomic particles from observations from cathode ray tube experiment. 2. Critically analyses observations to predict the occurrence of sub atomic particles. 3. Studies development of atomic models from indirect experimental evidences. 4. Studies features of Bohr's model to distribution of electrons in it. 5. Explores the understanding of topic by drawing relevant diagrams showing electronic configuration. 6. Develops citizen ship and character by discussing concepts like valency that are based on electronic configuration. 7. Understands and explain the existence of isotopes and isobars.
BIOLOGY			
5	Fundamental unit of life	April-May	Student: 1. Distinguishes between prokaryotic & eukaryotic cell

			2. Draws a labeled diagram of a prokaryotic cell 3. Understands the structure of cell 4. Identifies three essential parts of a cell 5. Understands the structure & functions of cell membrane and wall 6. Distinguishes between Hypertonic, Hypotonic & Isotonic solution 7. Lists various cell organelles. 8. Understands functions & structure of various cell organelles. 9. Writes names of various cell organelles. 10. Explains structure of various cell organelles. 11. Draws diagrams of various cell organelles. 12. Differentiates between plant cell & animal cell. SKILLS- Student: 1. Appreciates the importance of cell and different cell organelles collaboratively. 2. Uses analytical skills to critically visualize the given scenario and use the concepts learnt in everyday problems. 3. Builds character amongst themselves by discussing /communicating the equal contribution of plants and animal in maintaining life. 4. Creates flow chart on the basis of cell organelles structure and functions. 5. Answers knowledge, understanding, application and diagrammatic skill-based questions, based on the topic. 6. Develops citizenship by visualizing and observing the given scenario in day to day lives of plants and animal cells contribution.
6	Tissues	May-July	**Methodology:** The content will be inculcated using flipped classroom. Student: 1. Explains the difference between plant and animal tissue. 2. Classifies different type of plant tissue. 3. Explains the structure of plant and animal tissue. SKILLS- Student: 1. Appreciates the importance of tissue and different types of tissues collaboratively. 2. Uses analytical skills to critically visualize the different tissues and the concepts learnt in everyday problems.

			3. Builds character amongst themselves by discussing /communicating the importance of blood tissue in maintaining life. 4. Creates flow chart on the basis of different tissue structure and functions. 5. Answers knowledge, understanding, application and diagrammatic skill-based questions, based on the topic.
12	Improvement in food resources	October	Student: 1. Understands the objective of sustainable agriculture management. 2. Describes the factors for which crop variety improvement is done. 3. Explains hybridization. 4. Understands crop production management. 5. Explains the need for nutrients by plants. 6. Distinguishes between macronutrients & micronutrients. 7. Understands the importance of manure & fertilizers. 8. Lists different kinds of irrigation systems & water resources. 9. Understands the benefits of different cropping patterns. 10. Describes methods of crop protection. 11. Lists the factors responsible for losses in agriculture produce. SKILLS- Student: 1. Appreciates the importance of animal husbandry collaboratively. 2. Answers knowledge, understanding, application and diagrammatic skill-based questions based on the topic. 3. Uses analytical skills to critically visualize the given scenario and use the concepts learnt in everyday problems. 4. Builds character amongst themselves by discussing /communicating the equal contribution of plants and animal in maintaining life.

4. Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	40
2	PT2	July/August	Pen paper Test	40
3	Half Yearly	September	Pen paper Test	80

4	PT3	October/November	Pen paper Test	40
5	PT4 (PAT)	January	Pen paper Test	80
6	Final	February/March	Pen paper Test	80

5. Curriculum Content for various assignments:

PERIODIC 1(May) M.M 40

Physics: Motion Lesson No. 7 (half of the chapter)

Chemistry: Matter in our surroundings Lesson No. 1 (half of the chapter)

Biology: Fundamental unit of life- till cell division

Lesson No. 5

PERIODIC 2 (July/August) M.M 40

Physics: Motion Lesson No. 7

Chemistry: Matter in our surroundings Lesson No. 1

Biology: Fundamental unit of life- full Lesson No. 5

Half yearly (September) M.M 80

Physics: Force and laws of Motion Lesson No. 8

1st Half of gravitation Lesson No. 9

Chemistry: Is matter around us pure Lesson No. 2

Biology: Cell and Tissues

Lesson No. 5 and 6

PERIODIC 3 (November) M.M 40

Physics: 2nd Half of Gravitation (Floatation) Lesson No. 9

Work and energy Lesson No. 10

Chemistry: Atoms and Molecules Lesson No. 3

Biology: Animal tissues and Improvement in food resources Lesson No.6 and 12

PAT (January)

Physics: Full syllabus

Chemistry: Full syllabus

Biology: Full syllabus

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4& 5 marks weightage

6. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Mode of Assessment	Weightage
1	Periodic Test	Pen paper Test	5
2	Multiple Assessment	Assessment through different modes to assess various competencies	5
3	Enrichment Activity	Assessment through different activities	5
4	Portfolio	Journals/Notebook/Assignments/Worksheets/Trans-Disciplinary Project	5

7. CRAB Worksheets per chapter will be assigned.

8. Prescribed books:

Science - Textbook for class IX -NCERT Publication

Laboratory Manual - Science - Class IX

Suggested Books:

Exemplar Problems Class IX - NCERT Publication

ROADMAP FOR CLASS IX
SESSION 2025-2026

1.**Subject**: **SOCIAL SCIENCE**

2.Aims and Objectives:
Develop disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors functioning and transformations over time. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society. It also helps students strengthen their knowledge of the world around them, enhance their critical thinking skills, deepen their cultural understanding, in still analytical and evaluation and synthesizing skills. Foster ethical, human and constitutional values.

HISTORY
*Identify spatial variability of events, processes, and phenomena in the contemporary world.
*Understand how the Forest Acts in the past and in the present influence various tribal communities including women.
*Elucidating the idea of some revolutions like the French and Russian were results of bloodshed.

POLITICAL SCIENCE
*Understand the concept of our political system, including democracy, equality, individuality and our present political reality.
*Knowledge on various Government institutions and their workings.
*Different Dimensions of Indian Politics, Emerging issues in Indian Politics and changing role of the state.

GEOGRAPHY
*Understand the physical world, such as land, air, water, and ecology.
*Develop an understanding of how environment and climatic factors have influenced our life.
*Develop concern about the need to protect the biodiversity of our country.
*Analyze the uneven nature of population distribution and show concern about the large size of our population.

ECONOMICS
*To make learners aware about the economic problems of the country and educate them how to tackle those problems.
*To make learners aware about their nation’s physical and human resources towards economic development and what is its potential.
*To provide them opportunities to acquire analytical skills to observe and understand the economic realities.
*Understanding of some basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, workers and consumers.
*Realization of learners’ role in nation building and sensitivity to the economic issues that the nation is facing today.

3.Month wise division of syllabus along with Learning Outcomes:

LESSON NO.	LESSON NAME	MONTH	LEARNING OUTCOMES
History			
1	**THE FRENCH REVOLUTION**	**April**	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 revolutions.
2	**SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION**	**May/July**	Analyze the situations that led to the rise of Russian and French revolutions. Evaluate the reasons that led to the rise of Lenin's communism and Marxist Socialism.
3	**NAZISM AND RISE OF HITLER**	**July /August**	Analyze the manipulated control of situations led by an individual. Analyze the role of the "Treaty of Versailles 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.
4	**FOREST SOCIETY AND COLONIALISM**	**April to September**	**FOR INTERDISCIPLINARY PROJECT ONLY** **The Rise of Commercial Forestry** **Rebellion in the Forest** **Forest Transformations in Java**
5	**PASTORALISTS IN THE MODERN WORLD (To be assessed in the Periodic Assessment only)**	**October/ November**	Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region.

Political Science			
1	**WHAT IS DEMOCRACY? WHY DEMOCRACY?**	**April**	Examine the concept structural components of Democracy and its forms/ features.
2	**CONSTITUTIONAL DESIGN**	**May/July**	Enumerate the essential features that need to be kept in mind while drafting any constitution. Examine the guiding values that created the Indian constitution
3	**ELECTORAL POLITICS**	**July/August**	Examine the rationale for adopting the present Indian Electoral System.
4	**WORKING CONSTITUTION**	**October**	Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government.
5	**DEMOCRATIC RIGHTS**	**November**	Summarize the importance of fundamental rights and duties in the light of the nation's glory
Economics			
1	**THE STORY OF VILLAGE OF PALAMPUR (To be assessed as part of Periodic Assessment only)**	**April/May**	Enlist the requirements of production and comprehend the interdependence of these requirements. Correlate farming and non – farming activities to economic growth. Comprehend how the significance of conditions of farming and the factors of production impact economic development.
2	**PEOPLE AS RESOURCE**	**July**	Evaluate the reasons that contribute to the quality of population. Observe the different government schemes in some states and see its effect on the quality of people there by.
3	**POVERTY AS A CHALLENGE**	**August**	Comprehend the reasons for poverty in the rural and urban areas. Evaluate the efficacy of the government to eradicate poverty. Correlate the link between education and poverty.

4	**FOOD SECURITY IN INDIA**	**October/November**	Comprehend various aspects of food security that will ensure continuity of supply to the masses. Enumerate the different features of PDS that ensure food security. Analyze causes and effect of famines in food security during pre and post independent India.
Geography			
1	**INDIA: SIZE AND LOCATION**	**April**	Examine how the location of an area impacts its climate and time with reference to longitude and latitude.
2	**PHYSICAL FEATURES OF INDIA**	**May/July**	Justify how the Physical Features of India influences the livelihoods, culture, and the biodiversity of the region.
3	**DRAINAGE**	**July/August**	Identify the river systems of the country and explain the role of rivers in human society
4	**CLIMATE**	**October**	Analyze and infer the effect of monsoon winds on rainfall of the Indian subcontinent.
	Natural Vegetation and Wildlife • Interdisciplinary project with chapter no IV of History "Forest, Society and Colonialism • (Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) • (Only map pointing to be evaluated in the annual examination)	**APRIL TO SEPTEMBER**	Develop concern about the need to protect the biodiversity of our country.
6	**POPULATION**	**November**	Enlist the factors that affect the population density

ENRICHMENT ACTIVITIES

HISTORY

Lesson 3

Nazism and the rise of Hitler

Experiential learning Activity Title: “Voices from the Past – A Nazi Germany Role based story telling.”

Class will be divided into Groups.Each group will represent a different section of society in Nazi Germany.

•Visual aids (drawings, posters, symbolic objects)

•A display with photos, slogans, or diary entries (can be handwritten or printed)

Students will Learn history through empathy and perspective-taking.Connect textbook content to human stories and real-world emotions.

POLITICAL SCIENCE

Experiential Learning Activity

Chapter 3: Electoral Politics
Activity Name: *Classroom Election – Practicing Democracy*

> **Methodology:** The teacher will begin by discussing the importance of elections in a democracy, emphasizing free choice, equal voting rights, and fairness. Students will be allowed to nominate themselves or their peers (with consent) for the role of Class Monitor. One student will be appointed as the Election Officer, and two others as Vote Counters, chosen from those who are not participating as candidates. Each candidate will deliver a 1-minute speech explaining why they should be elected. The Election Officer will explain the voting rules before conducting a secret ballot. Students will cast one vote each into a ballot box. Vote Counters will tally the votes, and the winner will be announced. The activity will conclude with a reflection on democratic values.
> **Skills Enhanced:**
> - Critical Thinking & Decision Making
> - Collaboration & Responsibility

GEOGRAPHY

Flipped Classroom Activity: "Explore & Present – India's Physical Features"

In this engaging flipped classroom activity, students will explore India's diverse physical features through self-paced digital learning. Before the class, the teacher will share a video and a PowerPoint presentation via Google Classroom. Students will study key topics such as the Himalayan Mountains, Northern Plains, Peninsular Plateau, Coastal Plains, and Islands. They will also complete a short quiz to assess their understanding. During the class, the teacher will conduct a quick recap and address any questions to clear up doubts. Students will be divided into groups, and each group will be given a specific physical feature of India to study and explore. They will be asked to create a concept map highlighting its location, key characteristics, and importance. Each group will then present their concept map to the class in a concise 2-minute presentation.

Skills Developed: Critical Thinking, Collaboration and Teamwork& Digital Literacy:

ECONOMICS
Flipped classroom activity

L-1: The story of village Palampur
Topic: Agriculture and allied activities.

- Before the class (At home learning)
- Students will gather information on various agriculture and allied activities in India.
- Research on any one allied activity to discuss in the class.
- During the class, the students will discuss about the workforce engaged in various activities.
- Create visual representations (a flowchart) of concepts to organize and understand the material.

Skills developed: Self-directed learning & Critical Thinking

4.Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	40
2	PT2	July/August	Pen paper Test	40
3	Half Yearly	September	Pen paper Test	80
4	PT3	October/November	Pen paper Test	40
5	PT4 (PAT)	January	Pen paper Test	80
6	Final	February/March	Pen paper Test	80

- **Periodic -I**

  - History – Lesson 1
  - Political Science - Lesson1
  - Geography - Lesson1
  - Economics - Lesson1

- **Periodic -II**

  - History – Lesson 2
  - Political Science – Lesson 2
  - Geography – Lesson 2
  - Economics -Lesson 2

- **Half-Yearly**

  - History - Lesson1 & Lesson2
  - Political Science -Lesson 1, Lesson 2 & Lesson 3
  - Geography – Lesson 1, Lesson 2 & Lesson 3
  - Economics - Lesson1 and Lesson 2

- **Periodic -III**

  - History – Lesson 3 and Lesson 5
  - Political Science – Lesson 4
  - Geography – Lesson 4
  - Economics – Lesson 3

***Full syllabus to be assessed in PAT (Periodic Test-4) & AND FINAL EXAMINATION.**

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4& 5 marks weightage

5. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Mode of Assessment	Weightage
1	Periodic Test	Pen paper Test	5
2	Multiple Assessment	Assessment through different modes to assess various competencies	5
3	Enrichment Activity	Assessment through different activities	5
4	Portfolio	Journals/Notebook/Assignments/Worksheets/Trans-Disciplinary Project	5

6. CRAB Worksheets per chapter will be assigned.

7. PRESCRIBED TEXT BOOKS:

1	History	India and contemporary world-I	NCERT
2	Political Science	Democratic Politics	NCERT
3	Geography	Contemporary India-I	NCERT
4	Economics	Economics	NCERT
5	Disaster management	Together, towards a safer India - part II	CBSE

Road Map for Classes IX हिंदी कक्षा नौवीं

1. **Objectives** – Approximately 8-10

दैनिक जीवन में हिंदी में बोलने समझने के साथ-साथ लिखने की क्षमता का विकास करना ।
किशोर साहित्य अखबार व पत्रिकाओं को पढ़कर समझ पाना और उसका आनंद उठाने की क्षमता का विकास करना ।
रिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास करना हिंदी के जरिए अपने अनुभव संसार को लेकर सहज अभिव्यक्ति कर पाने मे सक्षम बनाना।
के विभिन्न माध्यमों में प्रयुक्त हिंदी के विभिन्न रूपों को समझने की योग्यता का विकास करना ।
बहुभाषिक बहु सांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
मातृभाषा और परिवेश गत भाषा को साथ रखकर हिंदी की रचनाओं की समझ बनाना ।
और वाचन की योग्यताएं ।
क साथ बोली जाती हुई हिंदी को अर्थबोध के साथ समझना ।
हिंदी शब्दों का ठीक उच्चारण करना तथा हिंदी के स्वाभाविक अनुतान का प्रयोग करना ।
विषयों पर बातचीत करना और परिचर्चा में भाग लेना ।
ी कविताओं को उचित लय,आरोह और भाव के साथ पढ़ना। हिंदी के प्रति रुचि जागृत करना।
रण का समुचित ज्ञान व्याकरण भाषा का प्रयोग करने की क्षमता का विकास करना।
ंडार में वृद्धिकरना ।
य की प्रवृति का विकास करना। मौलिक लेखन हेतु प्रेरित करना ।
स्तु से संबंधित विचारों की सहज अभिव्यक्ति एवं उसके व्यवहारिक प्रयोग की क्षमता का विकास करना।

2. **Month wise division of syllabus**

Lesson No./Topic	Name of the lesson	Month
पप स्पर्श (गद्य खंड) पाठ 1 पाठ 2 स्पर्श (काव्य खंड) पाठ 6 संचयन . पाठ 1 व्याकरण/रचनात्मक लेखन	त्र पाठ1 दुख का अधिकार पाठ2 एवरेस्ट मेरी शिखर यात्रा पाठ 6 रैदास संचयन पाठ 1 गिल्लू व्याकरण/रचनात्मक लेखन	अप्रैल

		अपठित गद्यांश, पत्र,अनुच्छेद, संवाद लेखन शब्द और पद में अंतर, अनुस्वार, अनुनासिक, उपसर्ग व प्रत्यय।	
	स्पर्श(गद्य खंड) पाठ 3 स्पर्श (काव्य खंड) पाठ 7 व्याकरण/रचनात्मक लेखन	पाठ 3 तुम कब जाओगे, अतिथि स्पर्श (काव्य खंड) पाठ 7 दोहे व्याकरण/ रचनात्मक लेखन अनुस्वार अनुनासिक, उपसर्ग प्रत्यय , विराम चिह्न रचनात्मक लेखन:- संवाद लेखन, पत्र लेखन,	मई
स्	स्पर्श (गद्य खंड) पाठ 4 संचयन पाठ 2 व्याकरण स्पर्श (गद्य खंड) पाठ 5 संचयन पाठ 3	पाठ 4 वैज्ञानिक चेतना के वाहक:चन्द्रशेखर वेंकटरमन संचयन . पाठ 2 स्मृति व्याकरण/रचनात्मक लेखन विराम चिह्न, स्वर सन्धि । अनुच्छेद ,पत्र ,संवाद लेखन, चित्रवर्णन,अपठित गद्यांश। स्पर्श(गद्य खंड) पाठ 5 शुक्रतारे के समान संचयन कल्लू कुम्हार की उनाकोटि	जुलाई ..... अगस्त

	व्याकरण:- अर्थ के आधार पर वाक्य भेद , विराम चिह्न रचनात्मक लेखन:- अपठित गद्यांश, पत्र,संवाद लेखन , अनुच्छेद लेखन।	
स्पर्श (काव्य खंड) पाठ 8 पाठ 9 व्याकरण/रचनात्मक लेखन	स्पर्श काव्य खंड पाठ 8 गीत- अगीत पाठ 9 अग्निपथ व्याकरण /रचनात्मक लेखन स्वर सन्धि , अर्थ के आधार पर वाक्य भेद अपठित गद्यांश ,पत्र ,अनुच्छेद ,पत्र लेखन, संवाद लेखन, चित्र वर्णन ।	अक्तूबर सर नवंबर
स्पर्श काव्य खंड पाठ 10 संचयन पाठ 4 व्याकरण/रचनात्मक लेखन	स्पर्श काव्य खंड पाठ 10 नए इलाके में खुशबू रचते है हाथ संचयन मेरा निजी पुस्तकालय व्याकरण/रचनात्मक लेखन उपसर्ग प्रत्यय, अनुस्वार अनुनासिक,शब्द और पद, सन्धि,अर्थ के आधार पर वाक्य भेद। अनुच्छेद, पत्र, संवाद, चित्रवर्णन।	

3. (a) Chapter wise Activities(miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process): Give Details in jl*brief* as per the headings below:

Name of the activity	Learning Objectives	Learning outcomes	Mode	Methodology /Procedure	Skills developed
1 दुख का अधिकार (कहानी लेखन)	कल्पना शक्ति का विकास श्रवण वाचन कौशल का विकास नए शब्द भंडार से परिचय	छात्रों की कल्पना शक्ति का विकास शब्दों का ज्ञान भाषा का विकास लेखन कौशल का विकास	Experiential learning	दुख का अधिकार पाठ कहानी के आधार पर कहानी लेखन करवाया जाएगा सर्वप्रथम अध्यापक कहानी पढ़ कर समझाएँगे। (Experiential learning)	1. लेखन कौशल का विकास 2.कल्पना शक्ति का विकास
2 एवरेस्ट मेरी शिखर यात्रा (अनुच्छेद लेखन)	1.'मन के हारे हार है मन के जीते जीत 'अनुच्छेद लेखन के माध्यम से लेखन कौशल का विकास 2. शब्द भंडार में वृद्धि 3.सकारात्मक दृष्टिकोण का विकास 4.भाषा का विकास	लेखन कौशल का विकास नए शब्दों का ज्ञान भाषा का विकास सकारात्मक दृष्टिकोण का विकास	Experiential learning	सर्वप्रथम छात्रों को ऐसे उदाहरण दिए जाएंगे जहां मनुष्य दृढ़ संकल्प के माध्यम से जीवन में लगातार आगे बढ़ते रहे हैं ऐसे महान व्यक्तियों को उदाहरण प्रस्तुत किए जाएंगे जिन्होंने समाज में आत्मनिर्भर होकर सामान्य स्थान प्राप्त किया तत्पश्चात छात्र दिए गए विषय पर अपने विचार व्यक्त करेंगे (Experiential learning)	1.श्रवण वाचन कौशल का विकास 2.भाषा का विकास
3 रैदास के पदों का सस्वर वाचन	रैदास के पदों के माध्यम से आध्यात्मिक मूल्यों का विकास नैतिक मूल्यों का विकास। भक्ति भाव से जुड़ाव भावाभिव्यक्ति का विकास। कविता के प्रति रुचि उत्पन्न होना	नैतिक मूल्यों का विकास संगीतात्मक शैली का विकास। भक्ति भाव से जुड़ाव सही व शुद्ध उच्चारण का विकास।	Flip Classroom	अध्यापक द्वारा आदर्श वाचन छात्रों को 4 से 5के दल मे विभक्त कर कक्षा मे सस्वर वाचन करवाया जाएगा। (Flip Classroom)	1.लेखन कौशल का विकास 2.शब्द भंडार में वृद्धि

4 अतिथि तुम कब जाओगे संवाद लेखन	1.संवाद शैली का ज्ञान व प्रयोग कल्पनाशीलता का विकास 2.लेखन कौशल का विकास 3.शब्द चयन सटीक वाक्य रचना उपयुक्त विराम चिन्ह का प्रयोग सीखना	1.संवाद लेखन के माध्यम से सटीक शब्द चयन वाक्य संरचना सशक्त होना 2.कल्पनाशीलता का विकास लेखन कौशल का विकास	Experiential learning	विद्यार्थियों को विषय विस्तार से समझाते हुए संवाद लेखन संबंधी निर्देश देना प्रत्येक दल में 5 से 6 विद्यार्थी होंगे ।इस कार्य के लिए 10से 15 मिनट का समय दिया जाएगा। संवाद लेखन के उपरांत प्रत्येक समूह संवाद प्रस्तुति के लिए 2 से 3 मिनट का समय दिया जाएगा। (Experiential learning)	3.भाषा का विकास 4.नये शब्दों का ज्ञान शुद्ध उच्चारण वाचन व गायन कौशल का विकास नैतिक मूल्यों का विकास
5 सी.बी.ए स.ई परियोजना कार्य	कला समेकित परियोजना कार्य के माध्यम से अन्य राज्यों की संस्कृति के ज्ञान मे वृद्धि के साथ साथ रचनात्मक लेखन का विकास ।कल्पनाशीलता का विकास। शब्द भंडार में वृद्धि । बौद्धिक विकास। भाषा शब्दकोश ज्ञान वृद्धि। विभिन्न उद्यानों की जानकारी।	कला समेकित गतिविधि के माध्यम से छात्रों के ज्ञानमे वृद्धि रचनात्मकता का विकास भारत की विविधता से परिचित। बौद्धिक क्षमता का विकास। शब्द	Art integrated	विद्यार्थियों को कला सामेकित परियोजना का कार्य सौंपा जाएगा। यह सी.बी.एस.ई. परियोजना कार्य है ।जो भी विषय सी.बी.एस.ई. द्वारा दिया जाएगा ,उस विषय पर आधारित विद्यार्थियों को कला सामेकित परियोजना तैयार करने के लिए कहा जाएगा।	कविता के प्रति रुचि उत्पन्न होना लेखन कौशल का विकास भावपूर्ण अभिव्यक्ति का विकास । आत्मविश्वास में वृद्धि ।
6	समाज में व्याप्त बाल श्रम के प्रति जागरूकता नाटक विधा के विशेषताओं का ज्ञान संवाद लेखन क्षमता का विकास	अभिनय कला का विकास प्रस्तुतीकरण	Flip Classroom	विद्यार्थियों से नाटक के विषय पर चर्चा विभिन्न समूहों में बांटकर प्रत्येक समूह में 6 से 7 छात्र शामिल किए जाएंगे	संवादों की प्रस्तुति और शुद्ध उच्चारण।

बाल श्रम पर लघु नाटिका	अभिनय क्षमता का विकास प्रस्तुतीकरण शैली का विकास वाचन एवं श्रवण क्षमता का विकास	शैली का विकास संवाद लेखन क्षमता का विकास वाचन श्रवण कौशल का विकास		नाटक प्रस्तुति के लिए 1 सप्ताह का समय दिया जाएगा	शब्द वाचन कौशल का विकास लेखन कौशल का विकास अभिनय कला का विकास प्रस्तुतीकरण शैली का विकास

3 (b) Assessment parameters & Rubrics for respective Activity:लेखन तथा वाचन कौशल संबंधित गतिविधियों हेतु

प्रकार	**अति उत्तम** 5	**उत्तम** 4	**सराहनीय** 3	**अच्छा प्रयास** 2	**सुधार वंचित** 1
विषय सामग्री का चयन(लेखन तथा वाचन)	विषय सामग्री रोचक तथा प्रभावशाली	विशेष सामग्री रोचक व प्रभावशाली	विषय सामग्री प्रभावशाली	विषय सामग्री रोचक	विषय सामग्री अनुकूल नहीं
विचार विश्लेषण तत्वों का संकलन,प्रभावशाली भाषा	तथ्य विषय के अनुसार,शब्दावली तथा भाषा प्रभावशाली	तथ्य विषय के अनुसार,शब्दावली तथा भाषा प्रभावशाली	तथ्य और जोड़े जा सकते हैं,भाषा प्रभावशाली	मुख्य तत्वों का अभाव,भाषा शैली मे सुधार वांछित	विषय संबंधी तथ्यों का नितांत अभाव,भाषा मे सुधार वांछित
आत्मविश्वास	आत्मविश्वास सहित	आत्मविश्वास मे कुछ कमी	आत्मा विश्वास मे कमी प्रस्तुति प्रभावशाली नही	आत्मविश्वास की कमी प्रस्तुति प्रभावशाली नहीं	आत्मविश्वास मे कमी भाषा मे सुधार वांछित
रचनात्मकता व कलात्मकता मौलिकता,प्रस्तुतिकरण	सामग्री हस्तलिखित अति आकर्षक/प्रभावशाली प्रस्तुति	रोचक हस्तलिखित सामग्री/प्रभावशाली प्रस्तुति	हस्तलिखित परंतु कलात्मकता और मौलिकता का अभाव	रचनात्मकता का अभाव/मौलिकता का अभाव	प्रस्तुतीकरण पर ध्यान आवश्यक/मौलिकता का अभाव
समय सीमा	निर्धारित समय सीमा पर पूर्ण	समय सीमा का ध्यान नहीं	निर्धारित समय सीमा से अधिक समय लिया गया	समय सीमा का ध्यान नहीं रखा गया	निर्धारित समय सीमा का ध्यान नहीं रखा गया विषय संबंधी तथ्यों का नितांत अभाव

4.Number of Worksheets planned per chapter: एक कार्यतालिका प्रति पाठ

5.Syllabus for periodic tests

- Periodic -I (May)

सामयिक परीक्षा 1 हेतु पाठ्यक्रम। कुल अंक 40

स्पर्श

1. दुख का अधिकार
2. रैदास के पद

संचयन

1 गिल्लू

अपठित गद्यांश (7अंक)

व्याकरण

शब्द पद मे अंतर(2 अंक)

अनुस्वार अनुनासिक (2अंक)

उपसर्ग प्रत्यय (4अंक)

ुस्तक पर आधारित प्रश्न 15 अंक के होंगे।

रचनात्मक लेखन 10अंक

चित्र वर्णन, संवाद लेखन।

सामयिक परीक्षा 2 हेतु पाठ्यक्रम। कुल अंक 40

स्पर्श

1. तुम कब जाओगे: अतिथि
2. रहीम

संचयन

2 स्मृति

अपठित गद्यांश (7अंक)

व्याकरण

शब्द पद मे अंतर(2 अंक)

अनुस्वार अनुनासिक (2अंक)

उपसर्ग प्रत्यय (4अंक)

अर्थ के आधार पर वाक्य भेद (2अंक)

पुस्तक पर आधारित प्रश्न 13अंक के होंगे।

रचनात्मक लेखन- 10 अंक

पत्र लेखन, संवाद लेखन।

- Periodic -II (September first week)

सामायिक परीक्षा दो हेतु पाठ्यक्रम कुल अंक 80

1.अपठित गद्यांश। (14अंक)

2. व्यवहारिक व्याकरण। (16 अंक)

- शब्द पद मे अंतर (2अंक)
- अनुस्वार ,अनुनासिक (2अंक)
- उपसर्ग प्रत्यय (4 अंक)
- सन्धि (3 अंक)
- विराम चिह्न (2 अंक)
- अर्थ के आधार पर वाक्य भेद (3अंक)

3. पाठ्यपुस्तक स्पर्श भाग 1 पूरक पाठ्य पुस्तक संचयन भाग 1 (30अंक)

स्पर्श (गद्य खंड) (अंक- 11)

- दुख का अधिकार
- एवरेस्ट मेरी शिखर यात्रा
- तुम कब जाओगे अतिथि

स्पर्श (काव्य खंड) (अंक-11)

- रैदास के पद
- दोहे

संचयन। (अंक- 8)

- गिल्लू
- स्मृति

4.लेखन। कुल अंक 20

- अनुच्छेद लेखन। (5अंक)
- पत्र लेखन। (5अंक)
- संवाद लेखन (5अंक)

- चित्र वर्णन। (5अंक)

- Periodic -III (november(7th to 12th) (December for rest of the classes)

सामयिक परीक्षा 3 हेतु पाठ्यक्रम। **कुल अंक 40**

1.अपठित गद्यांश। (7अंक)

2. व्याकरण (10अंक)

- **शब्द पद मे अंतर**
- **उपसर्ग प्रत्यय**
- **अनुस्वार ,अनुनासिक,**
- **विराम चिह्न**
- **अर्थ के आधार पर वाक्य भेद**

3. पाठ्यपुस्तक स्पर्श भाग 1 तथा पूरक पाठ्य पुस्तक संचयन भाग 1 (13अंक)

स्पर्श गद्य खंड

- **वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकट रमन**

काव्य खंड

- **अग्निपथ**

संचयन

- **मेरा निजी पुस्तकालय**

4. **लेखन (10)**

- **पत्र लेखन**
- **संवाद लेखन**

Note: Mention the percentage of syllabus to be tested in final examination. (Specific for each class)

विशेष:- नौवीं कक्षा मे संपूर्ण पाठ्यक्रम सम्मिलित किया जाएगा वार्षिक परीक्षा में

6.(a) Enrichment Activity

Minimum One activity per periodic to be given with details as under:

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
1.भाषण	उच्चारण या वाचन कौशल में सक्षम होना श्रवण कौशल का विकास	आत्मविश्वास में वृद्धि उच्चारण स्पष्ट होना विषय अनुसार	व्यक्तिगत	भाषण से पूर्व विषय निर्धारित कर दिया जाएगा भाषण को सहज	वाचन कौशल का विकास आत्मविश्वास में वृद्धि भाषा का विकास

	तार्किकता का विकास भाषा की औपचारिक अनौपचारिक शैलियों का ज्ञान	भावों को अभिव्यक्त करना बोलने की सामान्य गति ले उतार-चढ़ाव अनुदान मौखिक भाषा की युक्तियों का ज्ञान	समूह	गति और प्रवाह के साथ बोलने का अभ्यास कराया जाएगा तैयारी के उपरांत छात्र कक्षा में एक-एक कर अपना भाषण प्रस्तुत करेंगे जिसके लिए प्रत्येक प्रतिभागी को 1 से 2 मिनट का समय दिया जाएगा	
2.संवाद लेखन	**संवाद लेखन के अत्यंत व्यापक क्षेत्र के महत्व को समझना** **लेखन श्रवण वाचन कौशल का विकास** **कलात्मकता का विकास** **सृजनात्मकता का विकास** **नए शब्दोंका ज्ञान व भाषा का विकास।**	सृजनात्मकता तथा कलात्मकता का विकास भाषा में रोचकता शब्दों का ज्ञान भाषा में रुचि उत्पन्न होना।		कक्षा में संवाद के अनेक उदाहरण प्रस्तुत किए जाएंगे स्मार्ट बोर्डपर भी संवाद सुनाए जाएँगे ।तत्पश्चात विषय अनुसार छात्र संवाद वाचन व लेखन करेंगे।	सृजनात्मकता कलात्मकता का विकास नए शब्दों का ज्ञान भाषा का विकास
3. वार्तालाप उच्चारण	**नवीन शब्दावली वाक्यसंरचनाओं से परिचित कल्पनाशीलता का**	पात्रा अनुकूल भावों को अभिव्यक्ति प्रदान करना सृजनात्मकता का विकास नए शब्दों का ज्ञान	सामूहिक	सामूहिक गतिविधि के लिए छात्रों को चार या पांच के दल में विभाजित किया जाएगा अलग-अलग विषय दिए जाएंगे 10 से 15 मिनट	लेखन कौशल के साथ-साथ वाचन कौशल का विकास अभिनय कला का विकास

	विकास भाषा सशक्त लेखन कौशल का विकास वाचन व श्रवण कौशल का विकास	भाषा काव्य का लेखन श्रवण वाचन कौशल का विकास		का समय विषय को तैयार करने के लिए दिया जाएगा तत्पश्चात कक्षा में संवाद लेखन करने के उपरांत पर लिख संवाद का अभिनय कर दिखाएंगे	

7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

प्रकार	**अतिउत्तम** 5	**उत्तम** 4	**सराहनीय** 3	**अच्छा प्रयास** 2	**सुधार वांछित** 1
विशेष सामग्री का चयन	विषय सामग्री रोचक प्रभावशाली	विषय सामग्री रोचक तथा प्रभावशाली	विषय सामग्री प्रभावशाली	विषय सामग्री प्रभावशाली कुछ और रोचक हो सकती थी	विषय सामग्री अनुकूल नहीं
विचार विश्लेषण तथ्यों का संकलन	तथ्य विषय के अनुसार	तथ्य विषय के अनुसार	तथ्य और जोड़े जा सकते हैं	मुख्य तत्वों का अभाव	विषय संबंधित तथ्यों का नितांत अभाव
शब्द चयन प्रभावशाली भाषा	विषयअनुसार शब्दावली वाक्य संरचना	विषय के अनुसार शब्दावली	विषय के अनुसार शब्दावली का प्रयोग	भाषा शैली में सुधार वांछित	शब्द चयन व भाषा में सुधार वांछित
रचनात्मकता व कलात्मकता मौलिक प्रस्तुति	आकर्षक प्रस्तुति प्रभावशाली भाषा	विषय सामग्री हस्तलिखित आकर्षक	कलात्मकता में मौलिकता का अभाव	रचनात्मकता का अभाव	विषय की प्रस्तुति पर ध्यान की आवश्यकता
समय सीमा	निर्धारित समय सीमा में पूर्ण	समय सीमा का ध्यान नहीं रखा गया	समय अवधि का ध्यान नहीं रखा गया	निर्धारित समय सीमा का ध्यान रखें	समय अवधि का ध्यान रखा जाए

8.Chapter/ unit wise allocation of marks

Chapter/ Unit	**Allocation of Marks**
खंड-क (अपठित बोध) विषयवस्तु 1. अपठित गद्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अति लघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न अपठित गद्यांश (अ) दो अपठित गद्यांश (लगभग 200 शब्दों के)। एक अंकीय तीन बहुविकल्पीय प्रश्न (1×3=3)पूछे जाएँगे। अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे।	त्र। 7+7= 14 अंक
2. व्याकरण के लिए निर्धारित विषयों पर विषय वस्तु का बोध ,भाषिक बिंदु /संरचना आदि पर अतिलघूत्तरात्मक प्रश्न (1×16) कुल 20 प्रश्न पूछे जाएँगे , जिनमें से केवल 16 प्रश्नों के प्रश्नों के उत्तर देने होंगे। ● शब्द पद (2अंक) ● अनुस्वार ,अनुनासिक (2अंक) ● उपसर्ग प्रत्यय (4अंक) ● संन्धि (3अंक) ● विराम चिह्न (2 अंक) ● अर्थ के आधार पर वाक्य भेद (3अंक)	16 अंक
खण्ड- ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक) 3. पाठ्यपुस्तक स्पर्श भाग 1 तथा पूरक पाठ्य पुस्तक संचयन भाग 1 स्पर्श काव्य खंड ● पठित पद्यांश पर एक अंकीय पांच बहुविकल्पीय प्रश्न (1×5=5) गद्य खंड ● पठित गद्यांश पर एक अंकीय पांच बहुविकल्पीय प्रश्न (1×5=5) वर्णनात्मक प्रश्न ● स्पर्श (गद्य खंड) से निर्धारित पाठों के आधार पर 3 में से 2 प्रश्न पूछे जाएँगे। 2अंक×3 प्रश्न (लगभग 60 शब्द) ● स्पर्श काव्य खंड से निर्धारित पाठों के आधार पर 3 में से 2 प्रश्न पूछे जाएँगे । 2 अंक × 3 प्रश्न (लगभग 60शब्द)	30अंक

पूरक पाठ्यपुस्तक संचयन भाग 1

- पूरक पाठ्य पुस्तक संचयन भाग 1 के पाठों से 3 में से 2 प्रश्न पूछे जाएँगे जिसकी शब्द संख्या लगभग 60 शब्द होगी।

  4अंक ×दो प्रश्न

4. रचनात्मक लेखन 20अंक

   क) संकेत बिंदुओं पर आधारित समसामयिक एवं व्यवहारिक जीवन से जुड़े हुए किन्ही तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लिखें । (5अंक)

   ख) अभिव्यक्ति की क्षमता पर केंद्रित व्यावहारिक और औपचारिक विषयों में से किसी एक विषय पर औपचारिक और अनौपचारिक पत्र लेखन। (5अंक)

   ग) दी गई परिस्थिति के आधार पर संवाद लेखन संवाद लेखन । (5अंक)

   घ) चित्र वर्णन चित्र में दिखाई दे रहे दृश्य और घटना का कल्पना शक्ति से लगभग 100 शब्दों में वर्णन (5अंक)

9. Question paper design: (Typology of questions with respective weightage

क्रम सं०	**प्रश्नों का प्रारूप**	**दक्षता परीक्षण अधिगम परिणाम**	**अति लघु प्रश्न 3+3+5+5=16 अंक**	**लघु प्रश्न- 2×4=8 अंक**	**अति लघु प्रश्न- 16अंक**	**प्रश्न-6 2×6=12 2×4=8 अंक**	**प्रश्न-2 4×5=20**	**कुल योग 80**
क)	अपठित अंश पठित गद्यांश, काव्यांश	अवधारणा आत्मक अंश अर्थ ग्रहण अनुमान लगाना विश्लेषण करना। बहुविकल्पीय प्रश्न शब्द ज्ञान व भाषाई कौशल	7+7=14 5+5=10					
ख)	व्यवहारिक व्याकरण	व्यवहारिक संग रचनाओं का बोध और प्रयोग विश्लेषण एवं भाषिक कौशल	16					

ग)	पाठ्यपुस्तक	अर्थ ग्रहण लेखक के मनोभावों को समझना शब्दों का प्रसंग अनुकूल अर्थ समझना आलोचनात्मक चिंतन तार्किकता सराहना साहित्यिक परंपराओं के परिपेक्ष में मूल्यांकन विश्लेषण सृजनात्मकता कल्पनाशीलता कार्य कारण संबंध स्थापित करना समिति एवं अंतरों की पहचान अभिव्यक्ति में मौलिकता एवं जीवन मूल्यों की पहचान				20		
घ)	रचनात्मक लेखन कौशल	संकेत बिंदुओं का विस्तार अपने मत की अभिव्यक्ति उदाहरण सहित समझाना और चित्र निर्धारण भाषा में प्रवाह मेहता सटीक शैली उचित प्रारूप का प्रयोग अभिव्यक्ति की मौलिकता सृजनात्मकता एवं जीवन मूल्यों की पहचान					4×5=	20

10. Prescribed Books

1 पाठ्यपुस्तक स्पर्श भाग 1

पाठ्य पूरक पुस्तक संचयन भाग 1

व्याकरण पुस्तक

11. Suggested Books (If Applicable)

व्याकरण अयन

12. Links for extended learning: (Related to curriculum)

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