Govt. of NCT of Delhi: Directorate of Education
Examination Cell, Room No. 222-A
Old Secretariat, Delhi-110054

No.DE.5 (31)/Exam/Pt-II/2005/1163-1167  Date: 18/9/12

// CIRCULAR //</p>

Sub: Modified Syllabus-2013, Design of Assessment and Sample Questions including Questions Based on Values in the Subjects Hindi (Course A and B), English (Communicative), English (Language and literature), Mathematics, Science, Social Science and Sanskrit to be used for Summative Assessment-II, March 2013 Class IX.


All the HOSs are directed to bring it to the notice of all concerned teachers and students that

1. 'Value' based questions have been added to the extent of only 3 to 5 marks in major subjects given above w.e.f. session 2012-2013.

2. Modified syllabus of above mentioned subjects downloaded from CBSE website i.e. www.cbseacademic.in is available at Home Page of website of Directorate of Education under the Head "Modified Syllabus 2012-2013.

Encl: As above

(DR. SUNITA S. KAUSHIK)
Addl. DE (Exam)

All Heads of Govt. Schools through MIS.

Copy to:

1. All RDsE/DDsE/EOs/DEOs through MIS.
2. ADE (IT) to get it placed on website of Directorate of Education.
3. PS to Secretary (Education).

(SAVITA YADAV)
ADE (Exam)
All the Heads of Institutions affiliated to CBSE,

Subject: Modified syllabus -2013, Design of Assessment and sample questions including questions based on values in the subjects Hindi (Course A and B), English (Communicative), English (Language and Literature), Mathematics, Science, Social Sciences and Sanskrit to be used for Summative Assessment- II, March 2013 Class IX.

Dear Principal,

Further to circular number Acad-21 dated June 19, 2012 and circular number Acad-27 dated June 27 regarding introduction of ‘Value’ based questions in the design of question papers in all major subjects in classes IX-X in SA-II w.e.f. academic session 2012-13 and regarding “discontinuation of the publication of Blue Prints, Sample Question Papers and Marking Schemes in all major subjects in class IX w.e.f. academic session 2012-13 Summative Assessment-II” respectively, the following information needs to be shared with all teachers, students and parents:

1. ‘Value’ based questions have been added to the extent of only 3 to 5 marks in major subjects given above.
2. Modified syllabus enclosed must be referred to and not Curriculum Document 2014 for above mentioned subjects.

As conveyed in the above mentioned circulars, please find enclosed with this circular the following four documents in the subjects mentioned above:

Modified syllabus for Class IX Summative Assessment-II, 2013 for above subjects
Design of assessment
Collection of exemplar items and
Sample questions based on values

<table>
<thead>
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<th>S No</th>
<th>Subject</th>
<th>Code No</th>
<th>Annexure</th>
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<tr>
<td>2</td>
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<td>041</td>
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<td>Science</td>
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<td>087</td>
<td>‘G’</td>
</tr>
<tr>
<td>8</td>
<td>Sanskrit</td>
<td>122</td>
<td>‘H’</td>
</tr>
</tbody>
</table>
The Problem Solving Assessment will be conducted for all students of class IX in Jan – Feb 2013 and the details are available in a separate circular.

The 'Problem Solving Assessment' (CBSE-PSA) will be counted towards FA-4 which is 10% of total assessments of Class IX. This assessment will also be carried forward towards the FA-4 in Class X. This score will be reflected in one Language (English or Hindi), Mathematics, Science and Social Science w.e.f the session 2012-2013 for Class IX and 2013 – 14 for Class X.

The same score will be reflected in FA-4 for class IX and Class X.
The students will have the option to improve their PSA Score in Class X, as they can sit for the test with Class IX students of the Session 2013-2014 in January – February 2014. The best scores will be reflected in the final certificate in case of those applying for improvement.

The schools which have already planned their time table and other details regarding FA-4 will take the best scores of FA-3 and FA-4 to count towards the total 10%, now available for FA-3 and FA-4 taken together.

You are requested to arrange for wide dissemination in all the subjects among all students, teachers and parents.

You may also take a special staff meeting to ensure that all the teachers have properly understood the changes made and plan their teaching accordingly. It is also advised that the content of the circular be displayed at a prominent place in the school for the benefit of all students

Yours Sincerely,

(Ram Shankar)
Joint Director, CBSE

Distribution:
Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi- 110054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh- 160017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim- 737101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791111
7. The Director of Education, Govt. of A&N Islands, Port Blair- 744101.
8. The Director of Education, S.E., CBSE Cell, VIP Road, Jangli Ghat, P.O. 744103, A&N Islands.
9. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi- 110085
10. All the Education Officers/ AEOs/Dy. Director (Sports)/Consultants’ of the Academic Branch, CBSE.
11. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board
12. The HoD (IT) with the request to put this circular on the CBSE website.
13. The RO (Tech) with request to put this circular on the CBSE Acad. website and ensure that all copies are received from sl. no. 1-22.
14. The Joint Director (Academics & Vocational), CBSE
15. The Library and Information Officer, CBSE.
16. The Public Relations Officer, CBSE
17. E/OPS to Chairman, CBSE
18. PA to Director (Academics & Training), CBSE
19. PA to Director (Vocational Education & Edusat), CBSE
20. DO/ PA to Secretary, CBSE
21. PA to Controller of Examinations, CBSE
22. PA to Director( Special Examinations), CBSE
पादप्रक्रम
हिंदी – ‘अ’ (002)
कक्षा – नवीं
संकलित परीक्षा II (2012-13)

<table>
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<td>लेखन</td>
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<td>रचनात्मक मूल्यांकन (एफ ए -3 व एफ ए -4)</td>
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<td>कुल भार</td>
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<td>50%</td>
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प्रश्न पत्र में 3-5 अंक का मूल्यांकित प्रश्न होगा।

- कक्षा IX के समस्त विवरण विषयों हेतु माह जनवरी-फरवरी, 2013 में समस्त समाधान मूल्यांकन आयोजित किया जायेगा। इससे संबंधित विवरण एक पृथक परिपत्र में उपलब्ध है।

- समस्त समाधान मूल्यांकन की गणना कक्षा नवीं में रचनात्मक मूल्यांकन-4 के स्थान पर की जायेगी। जो कक्षा IX के कुल मूल्यांकन का 10% होता है। इस मूल्यांकन की गणना कक्षा- X के रचनात्मक मूल्यांकन-4 के स्थान पर भी की जायेगी। इस मूल्यांकन में प्राप्तांक/श्रेणी एक भाषा (अंग्रेजी अथवा हिंदी), गणित, विज्ञान तथा सामाजिक विज्ञान में कक्षा नवीं के लिए सत्र 2012-13 एसम् कक्षा दसवीं के लिए सत्र 2013-14 में प्रदर्शित होगे।

- विवरणविही के समस्त समाधान मूल्यांकन में प्राप्त प्राप्तांक/श्रेणी में सुभार हेतु कक्षा दसवीं में विकल्प उपलब्ध रहेगा। ऐसे विवरणविही सत्र 2013-14 में माह जनवरी-फरवरी 2014 में कक्षा नवीं के साथ इस मूल्यांकन में पुनः सम्मिलित हो सकते हैं। ऐसे विवरणविही जो कि प्राप्तांक/श्रेणी सुभार हेतु सम्मिलित होंगे उनके अतिम प्रमाण पत्र में उपर्युक्त दोनों प्राप्तांक/श्रेणी में से सर्वाधिक प्राप्तांक/श्रेणी प्रदर्शित की जाएँगी।

- वे विद्यार्थी जिन्होंने रचनात्मक मूल्यांकन-4 से संबंधी समय सारणी तथा अन्य कार्यक्रमों का पूर्व निर्धारण कर लिया हैं, वह रचनात्मक मूल्यांकन-3 तथा रचनात्मक मूल्यांकन-4, दोनों में से प्राप्त उलम्ब श्रेणी को रचनात्मक मूल्यांकन-3 तथा 4 (दोनों मिलाकर जिसका भार 10% होगा) के स्थान पर आयोजित करेंगे।

टिप्पणी:
1 संकलित परीक्षाओं का कुल भार 60 प्रतिशत तथा रचनात्मक परीक्षाओं का कुल भार 40 प्रतिशत होगा। रचनात्मक परीक्षाओं के 40 प्रतिशत में से प्रत्येक सत्र में 5 प्रतिशत भार (संपूर्ण वर्ष में 10 प्रतिशत) श्रेणि व व्यक्ति कौशलों के परीक्षण हेतु आरंभित होगा। रेखा 30 प्रतिशत रचनात्मक मूल्यांकन, पादपुस्तकों के अन्य अंगों जैसे पठन, लेखन, व्याकरण,
पादर्थमलवण व पूरक पादर्थमलवण, पर आधारित होगा। इसमें बोलने, सुनने, लिखने व चित्र पर आधारित मौखिक, लिखित अथवा कार्यकलापों पर आधारित किया जा सकता है।

2 संकल्पित परीक्षा I (एसए - I) 90 अंक की होगी। 90 अंक को मूल्यांकन के पर्यावरण 30 अंक में परिवर्तित कर लिया जाएगा, तदनुसार ग्रेड का निर्धारण किया जाएगा तथा संकल्पित परीक्षा II (एसए - II) 90 अंक की होगी व 90 अंक का मूल्यांकन के पर्यावरण 30 अंक में परिवर्तित करने के उपरांत ग्रेड का निर्धारण किया जाएगा।

संकल्पित परीक्षाओं हेतु विभाजन

<table>
<thead>
<tr>
<th>खण्ड</th>
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<th>अंक</th>
<th>कुल अंक</th>
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<td>2. अपरिचित काव्यांश बोध</td>
<td>1 × 5 = 5</td>
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<td>20</td>
</tr>
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<tr>
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<td>10</td>
<td>10</td>
</tr>
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</table>

कक्षा नवी हिंदी ‘अ’ संकल्पित परीक्षाओं हेतु परीक्षा विनिर्देशन 2012-13

खण्ड-क : अपरिचित बोध
प्रश्न संख्या 1-4
20 अंक
1. दो अपरिचित गद्यांश (100 से 150 शब्दों के)
2. दो अपरिचित काव्यांश (100 से 150 शब्दों के)
उपपुस्तक गद्यांश व काव्यांश का शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक विद्यु-संरचना आदि पर पौंच बहुविकल्पित प्रश्न पूछे जाएंगे। प्रत्येक प्रश्न के पौंच भाग होगे तथा प्रत्येक भाग का एक-एक अंक होगा।

खण्ड-ख: व्यावहारिक व्याकरण
प्रश्न संख्या 5-9
20 अंक
व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक विद्यु-संरचना आदि पर पौंच प्रश्न पूछे जाएंगे, जिनका कुल भार 20 अंक का होगा।

खण्ड-घ: पादर्थमलवण व पूरक पादर्थमलवण विषयत्व व कृतिका
प्रश्न संख्या 10-15
40 अंक
प्रश्न संख्या 10
क्षितिज से निर्धारित पाठों में से कोई एक गद्यांश दिया जाएगा (विकल्प सहित) तथा इस पर शीर्षक का पुन:वाच, विषय-वस्तु का बोध, भाषाक भाषी/संस्करण आदि पर एक प्रश्न पूछा जाएगा तथा इस प्रश्न के पौंच बहुवक्तिपक भाग होगे तथा प्रत्येक भाग का एक-एक अंक होगा। (5×1)= 5 अंक

प्रश्न संख्या 11
इस प्रश्न के पौंच भाग होंगे। प्रत्येक भाग लघुउतसीय प्रकार का होगा तथा प्रत्येक भाग दो अंक का होगा। सभी प्रश्न शिल्पज से निर्धारित गद्य पाठों के आधार पर होंगे। तथा यह छः चौ दो उच्च चित्रित व मनन कठिनाओं के आकलन करने हेतु पूछे जाएंगे। इन प्रश्नों का कुल भाग दस अंक होगा। (2×5)=10

प्रश्न संख्या 12
शिल्पज से निर्धारित कविताओं में से कोई एक काव्यांश दिया जाएगा (विकल्प सहित) तथा इस पर तीन अक्षत्रुतसीय /लघुउतसीय प्रश्न पूछे जाएंगे। इन प्रश्नों का कुल भार पौंच अंक होगा। यह छः चौ के काव्य के बोध व उनकी काव्य पर ध्यान की सोच को परखने हेतु पूछे जाएंगे। (5 अंक)

प्रश्न संख्या 13
इस प्रश्न के पौंच भाग होंगे। शिल्पज से निर्धारित कविताओं के आधार पर लघुउतसीय प्रश्न पूछे जाएंगे। प्रत्येक भाग दो अंक का होगा। प्रश्नों का आधार छः चौ के काव्य बोध परखना होगा। इस प्रश्न के कुल अंक दस होंगे। (2×5)=10

प्रश्न संख्या 14
पूरक पुस्तक के निर्धारित पाठों पर आधारित एक मूलप्रस्थ, निर्धारित प्रश्न पूछा जाएगा। इस प्रश्न का कुल भार चार अंक होगा। ये छः चौ के पाठ पर आधारित अनुभव व उनकी संवेदनशीलता को परखने के लिए होंगे। (4 अंक)

प्रश्न संख्या 15
पूरक पादपुस्तक ‘कृतिका’ के निर्धारित पाठों पर आधारित चार में से तीन लघुउतसीय प्रश्न पूछे जाएंगे। इन प्रश्नों का कुल भार छ: अंक होगा। ये प्रश्न पाठ की समझ व उसकी सहज अभिव्यक्ति की कठिनता पर आधारित होंगे। (2×3)=6

खण्ड -प : लेख

प्रश्न संख्या 16-17
10 अंक

प्रश्न संख्या 16
इस प्रश्न में संकेत विन्यासों पर आधारित समस्याप्रकार एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 80 से 100 शब्दों में तीन में से किसी एक विषय पर अनुच्छेद लिखने के लिए कहा जाएगा। यह अनुच्छेद विभिन्न विषयों और संदर्भों पर छः चौ के तर्कसंगत विचार पर प्रकट करने की कठिनता को परखने के लिए होंगे।
5 अंक

प्रश्न संख्या 17
इस प्रश्न में आधारित/अनीधारित विषयों में से किसी एक विषय पर निर्देश लिखने के लिए कहा जाएगा। यह प्रश्न अभिव्यक्ति की कठिनता पर कोन्फ्रेंट होगा।
5 अंक

कक्षा नवीं हिन्दी ‘अ’ - रचनात्मक मूल्यांकन 3 व 4 एवं संकेतित मूल्यांकन II हेतु पादप्रक्रम का विवाद
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<td>FA3 10</td>
</tr>
</tbody>
</table>

### खण्ड क
<table>
<thead>
<tr>
<th>नं.</th>
<th>अपठित गाथायांश</th>
<th>FA3 10</th>
<th>FA4 10</th>
<th>SA II 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>2</td>
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<table>
<thead>
<tr>
<th>व्याकरण</th>
<th>FA3 10</th>
<th>FA4 10</th>
<th>SA II 30</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<td>2</td>
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<td></td>
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<td></td>
<td>√</td>
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<td></td>
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</tr>
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<td>5</td>
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</table>

### खण्ड ग
<table>
<thead>
<tr>
<th>स्मितिज गद्य (भाग - 1)</th>
<th>FA3 10</th>
<th>FA4 10</th>
<th>SA II 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>√</td>
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<td></td>
<td>√</td>
<td>√</td>
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<tr>
<td>4</td>
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<td>√</td>
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</tbody>
</table>

### खण्ड घ
<table>
<thead>
<tr>
<th>क्वटिका (भाग - 1)</th>
<th>FA3 10</th>
<th>FA4 10</th>
<th>SA II 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td></td>
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### खण्ड घ
<table>
<thead>
<tr>
<th>नं.</th>
<th>लेखन</th>
<th>FA3 10</th>
<th>FA4 10</th>
<th>SA II 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>पत्र</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>अनुच्छेद</td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
पुस्तकें
1. पाद्य पुस्तक शिलिंज भाग -1
2. पृथक पुस्तक कृतिका भाग -1

टिप्पणी:
1. रचनात्मक मूल्यांकन का अभिप्राय अभिवादन के मूल्यांकन से है। इसलिए विद्यालय उपयुक्त विभागों का अपनी सुविधानुसार उपयोग कर सकते हैं।
2. रचनात्मक मूल्यांकन से संबंधित सभी कार्यकलाप जैसे विभिन्न प्रकार के शैक्षिक खेल, पहली, प्रतियोगिता, परियोजना (Project), भूमिका निर्माण (Roleplay), कहानी लेखन, नाट्य रचनालय (Dramatisation), आदि कक्षा में अथवा विद्यालय में करवाये जाने वाले कार्यकलाप हैं। यदि कोई ऐसा कार्यकलाप है जिसमें विद्यालय से बाहर जाकर कार्य करने की आवश्यकता पड़ती है तो ऐसी स्थिति में यह कार्य शिक्षक के परीक्षण व मार्गदर्शन में होने चाहिए।
<table>
<thead>
<tr>
<th>खण्ड</th>
<th>विभाग</th>
<th>प्रश्न का प्रकार</th>
<th>प्रश्नों की संख्या</th>
<th>अंक</th>
<th>कुल अंक</th>
</tr>
</thead>
<tbody>
<tr>
<td>क.</td>
<td>अपठित बोध</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. दो अपठित गद्यांश (100 से 150 शब्द)</td>
<td>बहुविकल्पक</td>
<td>5</td>
<td>$1 \times 5 = 5$</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>$1 \times 5 = 5$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. दो अपठित काव्यांश (100 से 150 शब्द)</td>
<td>बहुविकल्पक</td>
<td>5</td>
<td>$1 \times 5 = 5$</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>$1 \times 5 = 5$</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

| ख. | व्यावहारिक व्याकरण | | | | |
| शब्द निर्माण | उपसर्ग (2 अंक) | अतिलघुलघुरि | 6 | $1 \times 6 = 6$ | 6 |
| प्रत्यय (2 अंक) | समास (2 अंक) | | | | |
| संज्ञा (2 अंक) | अतिलघुलघुरि | 2 | $1 \times 2 = 2$ | 2 |
| स्वर्ण (2 अंक) | अतिलघुलघुरि | 2 | $1 \times 2 = 2$ | 2 |
| लिंग और वचन... (2 अंक) | अतिलघुलघुरि | 4 | $1 \times 4 = 4$ | 4 |
| परसर्ग मे.... (2 अंक) | | | | |
| विलोम शब्द (2 अंक) | अतिलघुलघुरि | 6 | $1 \times 6 = 6$ | 6 |
| श्रुतिसमर्पितार्थक (2 अंक) | पर्यावरणीय शब्द (2 अंक) | | | | |
| | | | | 20 |

<p>| ग. | पाद्यपुस्तक व पूरकपाद्यपुस्तक | | | | |
| पाद्यपुस्तक—क्षितिज दो पठित गद्यांश में से एक | बहुविकल्पक | 5 | $1 \times 5 = 5$ | 5 |
| पाद्यपुस्तक—क्षितिज गद्य पाठों पर आधारित प्रश्न (पांच भाग) | लघुलघुरि | 5 | $2 \times 5 = 10$ | 10 |
| पाद्यपुस्तक—क्षितिज से काव्यांश (विकल्प सहित) | अतिलघुलघुरि | 1 | $1 \times 1 = 1$ | 5 |
| | पर्यावरणीय | 2 | $2 \times 2 = 4$ | |
| पाद्यपुस्तक—क्षितिज से पठित कविताओं पर आधारित प्रश्न (पांच भाग) | लघुलघुरि | 5 | $2 \times 5 = 10$ | 10 |</p>
<table>
<thead>
<tr>
<th>पूरकपाठस्पर्धक कृतिका</th>
<th>मार्क्स</th>
<th>प्रश्नों की संख्या</th>
<th>कुल मार्क्स</th>
<th>कुल मार्क्स</th>
</tr>
</thead>
<tbody>
<tr>
<td>पाठ के आधार पर प्रश्न</td>
<td>निर्व्हात्तमक I</td>
<td>1</td>
<td>1×4=4</td>
<td>4</td>
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<tr>
<td>मूल्यपरक प्रश्न *</td>
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</tr>
<tr>
<td>पाठ के आधार पर प्रश्न</td>
<td>लघुउत्तरीय</td>
<td>3</td>
<td>2×3=6</td>
<td>6</td>
</tr>
<tr>
<td>(4 में से 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>पह.</td>
<td>लेखन</td>
<td>निर्व्हात्तमक II</td>
<td>1</td>
<td>1×5=5</td>
</tr>
<tr>
<td></td>
<td>80 से 100 शब्दों में अनुच्छेद</td>
<td>(3 में से 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>अनौपचारिक औपचारिक विषयों</td>
<td>निर्व्हात्तमक II</td>
<td>1</td>
<td>1×5=5</td>
</tr>
<tr>
<td></td>
<td>में से किसी दो में से एक विषय पर पत्र</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>कुल अंक</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

प्रश्न पत्र में 3-5 अंक का मूल्याधारित प्रश्न होगा।

<table>
<thead>
<tr>
<th>Expected Answer</th>
<th>Marks per Question</th>
<th>Total No. of Questions</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>बहुक्तितप प्रश्न</td>
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<td>25</td>
<td>25</td>
</tr>
<tr>
<td>अतिलघुपत्रतमक प्रश्न</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>लघुपत्रतमक प्रश्न</td>
<td>2</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>निर्व्हात्तमक प्रश्न I*</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>निर्व्हात्तमक प्रश्न</td>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

| | | | 64 |

| Total Marks | 90 |
नमुना प्रश्न
हिंदी - 'अ' (002)
कश्य - नवीं
संकलित परीक्षा II (2012 -13)

बहुविकल्पीय प्रश्न

खण्ड क

1 अंक वाले प्रश्न

प्रश्न-1 निम्नलिखित काव्यांश को पढ़कर नीचे दिए गए प्रश्नों के सही विकल्प छूटकर लिखिए- 1×5=5 अंक

जिस-जिससे पथ पर सेह मिला
उस-उस राही को धन्यवाद।
जीवन अस्थिर, अनजाने ही
हो जाता पथ पर मेल कहाँ
सीमित पर-डगा, लंबी मोजिल
तव कर लेना कुछ खेल नहीं।
हाँ-हाँ सुख-दुख चलते
समस्त चलता पथ का प्रमाद
जिस-जिससे पथ पर सेह मिला
उस-उस राही को धन्यवाद।
मौसम पर अत्यल्पत काया,
जब चलते-चलते चूर हुई।
दो सेह शब्द मिल गए, मिली-
नव स्फुरत, धकावट दूर हुई।
पथ को अनजाने छूट गए,
पर साथ-साथ चल रही गया।
जिस-जिससे पथ पर सेह मिला
उस-उस राही को धन्यवाद।

(i) कवि किसे धन्यवाद देता है?
(क) राही को। (ख) मिली को।
(ग) परिवार जन को। (घ) जीवन-मार्ग पर जिस-जिससे सेह मिला।

(ii) जीवन मोजिल को तब कर लेना खेल क्यों नहीं है?
(क) समय का अभाव। (ख) लघु जीवन।
(ग) सीमित पर-डगा। (घ) निरबंधता।

(iii) कवि की 'धकावट' कब दूर हुई?
(क) जब सेह के दो शब्द मिले। (ख) जब आसाम मिला।
(ग) जब साथ मिला। (घ) जब यह प्रश्न हुआ।

(iv) हमेशा हमारे साथ क्या रहता है?

10
प्रश्न-1 (i)  (घ)  जीवन-मार्ग पर जिस-जिससे संवेद मिला।  (ii)  (ग)  सीमित पर-होग।
(iii)  (क)  जब संवेद के दो शायद मिला।  (iv)  (ख)  साधनों को यादें।
(v)  (ग)  आशिषता।

प्रश्न-2 (i)  (ख)  आनंद भवन में।  (ii)  (क)  देश के लिए।
(iii)  (ग)  बापू को।  (iv)  (ख)  कटोरा।
(v)  (क)  बापू को कटोरा दे दिया।
खण्ड ख

व्यावहारिक व्याकरण

अतिलघुतरीय प्रश्न

1 अंक वाले प्रश्न

प्रश्न-1  (क) निम्नलिखित समस्त पदों का विवरण कर समास का भेद लिखिए -  1×2=2 अंक

(i) चौहाठ (ii) दहीबाज़ा

प्रश्न-2  (ख) निर्देशानुसार उत्तर दीजिए -  1×4=4 अंक

(i) ‘स्वाभिमान’ शब्द में प्रयुक्त उपसर्ग और मूल शब्द लिखिए।
(ii) ‘अ’ उपसर्ग से दो शब्द बनाइए।
(iii) ‘पौष्पाक्ष’ शब्द में प्रयुक्त प्रत्यय व मूल शब्द लिखिए।
(iv) ‘उक’ प्रत्यय से दो शब्द बनाइए।

(उत्तर संकेत)

प्रश्न-1  (क)  (i) चौहाठ - चार राहों का समाहार - हिंदी समास 1×2=2 अंक
(ii) दहीबाज़ा - दही में डूबा हुआ बाज़ा - कर्मधार व समास

प्रश्न-2  (ख)  (i) स्व + अभिमान।  (½ + ½ = 1)
(ii) आपरिचित, अस्वच्छ।  (½ + ½ = 1)
(iii) पुराण + इका।  (½ + ½ = 1)
(iv) भावुक, उत्सुक।  (½ + ½ = 1)

खण्ड ग

लघुउत्तरीय प्रश्न

2 अंक वाले प्रश्न

प्रश्न-1. निम्नलिखित प्रश्नों के उत्तर संकेत में दीजिए -

(क) बालिका मैं ने सेनापति ‘हेम’ को कौन-कौन से तक्क देकर महल की रक्षा के लिए प्रेतित किया?
(ख) महादेवों वर्षा उर्दू-फारसी क्यों नहीं सीख पाई?
(उत्तर संकेत)

(क) बालिका मैना ने सेनापति 'हे' को निम्नलिखित तरक दिए -

- यह स्थान मुझे बहुत प्रिय है।
- आपकी घरी खुश बन गए मेरे में और मुझे में बहुत प्रेम-संबंध था।
- इस तरह पता लगा ने आपका क्या अपराध किया है?

(ख) महाराजी वर्मा उर्दू-फारसी स्थिति नहीं रोक पाई क्योंकि उनकी रचना नहीं थी। जब मौलवी साहब पढ़ने आते तो वे चारपाई के नीचे छिप जाते।

खण्ड घ

निबन्धातमक प्रश्न

पत्र-लेखन 5 अंक

जीवन में हर कदम पर आत्मविश्वास की महत्ता बताते हुए अपने छोटे भाई को पत्र लिखिए।

अनुच्छेद लेखन 5 अंक

दिए गए संकेत बिंदुओं के आधार पर लगभग 100 शब्दों में अनुच्छेद लिखिए -

मार गई महानगरीय

- वर्तमान में स्थिति
- आम लोगों पर प्रभाव
- बंदोजगारी व क्रम चेतन में जीवन मुफ्तकल
- सरकार का रेखाय
- समाधान हेतु सुझाव
मूल्यपरक प्रश्न
‘रीढ़ की हड्डी’ पाठ के आधार पर यह विरोधाभास कि लड़कियों को उच्च शिक्षा दिलाई जाती है परन्तु विवाह के लिए यह तथ्य छिपाया जाए, समाज में प्रचलित किस कुरीति को उजागर करता है। आपके विचार में रामस्वरूप की इस विवशता का क्या उपाय हो सकता है?

उत्तर संकेत-

1. समाज में प्रचलित दोहरे मापदण्ड - मान्यता होती है कि लड़कियों की शैक्षिक अनुमति अन्यतर योग्यताएं पुरुषों को अपेक्षा कम ही होनी चाहिए।

2. निर्णय प्रक्रिया और निर्णय में पुरुष वर्चस्व पर आधारित सामाजिक विचारधारा यह बात शिक्षा के जरिए आने वाले संभावित बदलावों के स्वरूप व सीमाओं को संकुचित कर देती है।

3. यह पूर्वांग बहुत स्वस्थ में एक खास बात होती है जो शिक्षा के ज्यादा संपर्क में आने से नष्ट हो जाएगी शिक्षित लड़कियों के विवाह को हतोत्साहित करता है। अगर और बाहर जा कर काम करना चाहिए तो पारिवारिक क्षेत्रों को पूरा करने में अड़चन आ सकती है। आदि

4. उच्च शैक्षिक योग्यता वाली लड़कियों भी परिवार को भली प्रकार से चलाने में उतनी ही सक्षम होती है जितनी अन्य लड़कियों होती हैं। परिवार के सम्पूर्ण कल्याण हेतु स्त्रियों का शिक्षित होना उतना ही आवश्यक है जितना पुरुषों का। इन तथ्यों को ध्यान में रखते हुए रामस्वरूप की अपनी बेटी को शैक्षिक योग्यता न छिपाते हुए उसके लिए उचित वर खोजना चाहिए।
### उपक्रम

हिंदी – ‘ब’ (कोड सं-085)
कश्या – नवीं
संकलित परीक्षा II (2012 -13)

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प्रश्न पत्र में 3-5 अंक का मूल्यांकित प्रश्न होगा।

- कश्या IX के समस्त विद्यार्थियों हेतु माह जनवरी-फरवरी, 2013 में समस्ता समाधान मूल्यांकन आयोजित किया जायेगा। इससे संबंधित विवरण एक पृथक परिपत्र में उपलब्ध है।

- समस्ता समाधान मूल्यांकन की गणना कश्या नवीं में रचनात्मक मूल्यांकन-4 के स्थान पर की जायेगी। जोकि कश्या IX के कुल मूल्यांकन का 10% होता है। इस मूल्यांकन की गणना कश्या-X के रचनात्मक मूल्यांकन-4 के स्थान पर भी की जाएगी। इस मूल्यांकन में प्राप्तांक/श्रेणी एक मापा (अंग्रेजी अथवा हिंदी), गणित, विज्ञान तथा सामाजिक विज्ञान में कश्या नवीं के लिए सत्र 2012-13 एवं कश्या दसवीं के लिए सत्र 2013-14 में प्रदर्शित होगी।

- विद्यार्थियों को समस्ता समाधान मूल्यांकन में प्राप्त प्राप्तांक/श्रेणी में सुधार हेतु कश्या दसवीं में विकल्प उपलब्ध रहेगा। ऐसे विद्यार्थी सत्र 2013-14 में माह जनवरी/फरवरी 2014 में कश्या नवीं के साथ इस मूल्यांकन में पुनः सम्मिलित हो सकते हैं। ऐसे विद्यार्थी जो कि प्राप्तांक/श्रेणी सुधार हेतु सम्मिलित होंगे उनके अंतिम प्रमाण पत्र में उपपुस्त दोनों प्राप्तांक/श्रेणी में से सर्वोच्च प्राप्तांक/श्रेणी प्रदर्शित की जाएगी।

- वे विद्यार्थी जिन्होंने रचनात्मक मूल्यांकन-4 से संबंधित समय व्याख्या व अन्य कार्यक्रमों का पूर्व निर्धारण कर लिया है, वह रचनात्मक मूल्यांकन-3 तथा रचनात्मक मूल्यांकन-4, दोनों में से प्राप्त उत्तम श्रेणी को रचनात्मक मूल्यांकन-3 तथा 4 (दोनों मिलाकर जिसका भार 10% होगा) के स्थान पर आयोजित करेंगे।
संकलित परीक्षा 1 (एस ए - I) 90 अंक की होगी। 90 अंक को मूल्यांकन के पर्याप्त 30 अंक में परिवर्तित कर लिया जाएगा। तदनुसार ग्रेड का निर्धारण किया जाएगा।

संकलित परीक्षा 2 (एस ए - II) 90 अंक की होगी व 90 अंक का मूल्यांकन के पर्याप्त 30 अंक में परिवर्तित करने के उपरांत ग्रेड का निर्धारण किया जाएगा।

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कक्षा नबी हिंदी ‘ब’ संकलित परीक्षाओं हेतु परीक्षा विनिर्देशन 2012-13

खण्ड-क : अपवृत बोध

प्रश्न संख्या 1-4

• 1. दो अपवृत गद्यांश (100 से 150 शब्दों के) 20 अंक
• 2. दो अपवृत काव्यांश (100 से 150 शब्दों के) उपयुक्त गद्यांश व काव्यांश का चुनाव, विश्व-वस्तु का बोध, भाषिक बिंदु-संरचना आदि पर चार प्रश्न पूछे जाएंगे। प्रत्येक प्रश्न के पूर्व बहुविकल्पिक भाग होगा तथा प्रत्येक भाग का एक-एक अंक होगा।

खण्ड-ख: व्यवहारिक व्याकरण

प्रश्न संख्या 5-9

निर्धारित विषयों पर विश्व-वस्तु का बोध, भाषिक बिंदु-संरचना आदि पर पूर्ण प्रश्न पूछे जाएंगे, प्रत्येक प्रश्न 4 अंक का होगा।
खण्ड-ग: पाद्यपुस्तक स्पर्श भाग-1 व पूर्व पाद्यपुस्तक संचयन भाग-1

प्रश्न संख्या 10-16

प्रश्न संख्या 10  
(5×1) = 5 अंक  
pाद्यपुस्तक ‘स्पर्श’ के निर्धारित कविताओं में से कोई दो कविताएं लिखें तथा इनके विश्लेषण-वब्दु का बोध, भाषाकी विवेक-संरचना आदि पर भव्यकृतिक पृष्ठ पूरे जाएं। तथा प्रत्येक भाग का एक-एक अंक होगा। छात्रों को कोई एक कविता करना होगा।

प्रश्न संख्या 11  
6 अंक  
pाद्यपुस्तक ‘स्पर्श’ के गद्य पाठों के आधार पर तीन लघुउत्कृष्ट प्रश्न पूछे जाएं। छात्रों को कोई दो प्रश्न करने होंगे। इन प्रश्नों का कुल भार छ: अंक (3 + 3) होगा। ये प्रश्न छात्रों की साहित्य को पहुँच कर समझ पाने की क्षमता के आकर्षण पर आधारित होंगे।

प्रश्न संख्या 12  
5 अंक  
pाद्यपुस्तक ‘स्पर्श’ के निर्धारित पाठां (गद्य) पर पौछ अंक का एक नियमात्मक प्रश्न पूछा जाएगा (विकल्प सहित)। यह प्रश्न छात्रों को हिंदी के माध्यम से अपने अनुभव को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता के आकर्षण पर आधारित होगा।

प्रश्न संख्या 13  
2+2+1= (5 अंक)  
pाद्यपुस्तक ‘स्पर्श’ के निर्धारित पाठों (गद्य) में से दो पाठ लिखें जाएँ तथा इसमें से छात्रों को कोई एक प्रश्न करना होगा। इस पर तीन या चार लघुउत्कृष्ट अल्पसंख्यक प्रश्न पूछे जाएं। इन प्रश्नों का कुल भार पौछ अंक होगा। यह प्रश्न छात्रों के रूप हिंदी गद्य के संदर्भ में विषय तथा अर्थव्यक्ति की क्षमता के आकर्षण करने पर करित होगे।

प्रश्न संख्या 14  
9 अंक  
pाद्यपुस्तक ‘स्पर्श’ के काव्य खंड पाठों के आधार पर चार लघुउत्कृष्ट प्रश्न पूछे जाएं। इन प्रश्नों का कुल भार चौ अंक होगा (3 + 3 + 3) छात्रों को कोई तीन प्रश्न करने होंगे। ये प्रश्न कविताओं के विषय, काव्य बोध, अर्थ बोध व साहित्य का सवल शब्दों में अभिव्यक्ति करने की क्षमता पर आधारित होंगे।

प्रश्न संख्या 15  
6 अंक  
पूर्व पाद्यपुस्तक ‘संचयन’ के निर्धारित पाठों में से तीन प्रश्न देकर किसी दो के उत्तर पूछे जाएं। इन प्रश्नों का कुल भार छ: (3 + 3) अंक होगा। ये प्रश्न पाठ को समझ व उसकी सहज अभिव्यक्ति की क्षमता पर आधारित होंगे।

प्रश्न संख्या 16  
4 अंक  
पूर्व पाद्यपुस्तक ‘संचयन’ के निर्धारित पाठों में से चार अंक का मूल्यपरक प्रश्न पूछा जाएगा। ये छात्रों के चित्रन, मनन, अनुभवों व उनकी संवेदनशीलता को परखने के लिए होगा।

प्रश्न संख्या 17-18  
10 अंक  

प्रश्न संख्या 17  
5 अंक  
इस प्रश्न में संकेत बिन्दुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 80 से 100 शब्दों में तीन में से किसी एक विषय पर अनुच्छेद लिखने के लिए कहा जाएगा। यह अनुच्छेद विभिन्न विषयों और संदर्भों पर छात्रों के कर्ममात्र विचार पर प्रकट करने की क्षमता को परखने के लिए होगा।

प्रश्न संख्या-18  
5 अंक  
इस प्रश्न में किसी दो अनुपालिक विषयों में से किसी एक विषय पर पत्र लिखने के लिए कहा जाएगा। यह प्रश्न अभिव्यक्ति की क्षमता पर केन्द्रित होगा।
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पुस्तकें

1. पादय पुस्तक स्पर्श भाग -1
2. पूरक पुस्तक संचयन भाग -1

टिप्पणी:

1. रचनात्मक मूल्यांकन का अभिव्यक्ति अधिगम के मूल्यांकन से है। इसलिए विद्यालय उपयुक्त विभाग का अपनी सुविधानुसार उपयोग कर सकते हैं।

2. रचनात्मक मूल्यांकन से संबंधित सभी कार्यकलाप जैसे विभिन्न प्रकार के शैक्षिक खेल, पहली, प्रतियोगिता, परियोजना (Project), भूमिका निभान (Roleplay), कहानी लेखन, नाटक रचनात्मक (Dramatisation), आदि कार्य के अथवा विद्यालय में करवाये जाने वाले कार्यकलाप हैं। यदि कोई ऐसा कार्यकलाप है जिसमें विद्यालय से बाहर जाकर कार्य करने की आवश्यकता पड़ती है तो ऐसी स्थिति में यह कार्य शिक्षक के पश्चिमवंश व मार्गदर्शन में होने चाहिए।
भार विभाजन

हिंदी - 'व' (कोड सं-085)
कक्षा - नवीं
संकलित परीक्षा II (2012-13)

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<th>प्रश्नों का प्रकार</th>
<th>प्रश्नों की संख्या</th>
<th>अंक</th>
<th>कुल अंक</th>
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<td>क.</td>
<td>अपठित बोध</td>
<td>बहुव्यक्तिक</td>
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<td></td>
<td>1. दो अपठित गद्यांश (100 से 150 शब्द)</td>
<td>बहुव्यक्तिक</td>
<td>5</td>
<td>1\times5=5</td>
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<td>बहुव्यक्तिक</td>
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<td>पाद्यपुस्तक स्पर्श भाग - I</td>
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20
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<td>घ.</td>
<td>लेखन</td>
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<td>80 से 100 शब्दों में तीन में से किसी एक विषय पर अनुच्छेद</td>
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<td>कुल अंक</td>
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प्रश्न पत्र में 3-5 अंक का मूल्याधारित प्रश्न होगा।

रूपरेखा

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<th>प्रश्नों के प्रकार</th>
<th>प्रस्तुत प्रश्न के लिए अंक</th>
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बहुविकल्पिक प्रश्न

उत्तर संकेत
(1) (ग) युद्ध की समस्या
(2) (ग) मनुष्य जाति का समूल नाश
(3) (ग) सुखी
(4) (क) मानवता को याद रखने की
(5) (घ) मानव मात्र का महाविनाश
बहुवैकल्पिक प्रश्न

1 x 5 = 5 अंक

अपठित काय्यांश

प्रश्न-1. निम्नलिखित काय्यांश को ध्यानपूर्वक पढ़कर दिए गए प्रश्नों के सही उत्तर विकल्पों में से चुनिए--

अनगिनत आए गए-इस--

राह से उनका पता क्या,
पर गए कुछ लोग इस पर
छोड़ पैरों की निशानी।

यह निशानी मूक होकर
भी बहुत कुछ बोलती है,
खोल इसका अर्थ मथी
पंख का अनुभव कर लें।

पूर्व चलने के बटोही
बाट की पहचान कर लें।

यह बुरा है या कि अच्छा
व्यर्थ दिन इस पर बिताना,
जब असंभव, छोड़ यह पथ
दूसरे पर प्या बढ़ाना।

तु इसे अच्छा समझ
यात्रा सरल इससे बनेगी,
सोच मज झंझट तुझे ही
यह पढ़ा मन में बिताना।

हर सफल पंखी यही विश्वास लें इस पर बढ़ा है,
तुम उसी पर आज अपने
चित का अवधान कर ले।

पूर्व चलने के बटोही
बाट की पहचान कर लें।

है अनिश्चित किस जगह पर
सारत, भिगर, गहर फिलोगें,
है अनिश्चित किस जगह पर
बाग, वन सुदर फिलोगें।

पूर्व चलने के बटोही
बाट की पहचान कर लें।

(1) काय्यांश के अनुसार मार्ग की पहचान करने के लिए क्या आवश्यक है?

(क) औरंगों की जवाबी हाल सुनना
(ख) पुस्तकों / किताबों में पढ़ना
(ग) स्वयं उस पर कदम बढ़ाना

(2) उपयुक्त पद्धति में 'सारत, भिगर, गहर' किसके प्रतीक है?

(क) सुख-सुखिभाषा के
(ख) विभिन्न वाक्यांशों के
(ग) प्रकृति के

(3) यदि लख्य प्राप्ति असंभव लगे, तो मनुष्य को क्या करना चाहिए?

1
1
1
(क) दूसरे की सहायता लेना
(ख) कुछ देर विश्राम
(ग) अपमानित मिलने पर भी निरंतर नए लक्ष्य की ओर प्रवर्तन रहना चाहिए।
(घ) निराश हो वैहं जाना चाहिए।

(4) कबिनुसार लोग (कुछ लोग) पथ पर क्या छोड़कर गए हैं?

(क) धन-संपत्ति
(ख) पैंतों की निशानी
(ग) यात्रा
(घ) दुःख

(5) व्यंग्यदिन इस पर विलोम का आयाम है-

(क) समय केवल अच्छे के लिए बर्बाद करना चाहिए।
(ख) अच्छे बुरे के चक्कर में समय बर्बाद नहीं करना चाहिए।
(ग) बुराई का ध्यान रखना चाहिए।
(घ) केवल अच्छे बुरे के बारे में सोचने रहना चाहिए।

उत्तरमाला

(1) (ग) रथ यं उस पर कटक बढ़ाना
(2) (ख) विश्व बाह्यता के
(3) (ग) अपमानित मिलने पर भी निरंतर नए लक्ष्य की ओर प्रवर्तन रहना चाहिए।
(4) (ख) पैंतों की निशानी
(5) (ख) अच्छे बुरे के चक्कर में समय बर्बाद नहीं करना चाहिए।

बहुविकल्पिक प्रश्न

1 x 5 = 5 अंक

पठित काव्यांश

निम्नलिखित काव्यांश को ध्यानपूर्वक पढ़कर पूछे गए प्रश्नों के लिए सही विकल्प चुनकर लिखिए-

गाकर गीत विरह के तटनी
बंगलती बहती जाती है,
दिल हलका कर लेने को
उपलों से कुछ बहती जाती है।
तट पर एक गुलाब सोचता,
“देंते स्वर यदि मुझे विभावत,
अपने पतझार के सपनों का
में भी जग को गीत सुनाता।”

गा-गाकर वह रही निरंजनी
पाषाण मूक खड़ा तट पर है।
गीत, अगीत, कौन सुंदर है?

(1) उपर्युक्त पद्यांश में 'तटनी' कहा गया गया है-

(क) तट को
(ख) नदी को
(ग) किनारे को
(घ) समुद्र को

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उत्तर माला

(1) (ख) नदी को
(2) (भ) गुलाब
(3) (क) अपने पत्थर के सपनों का गीत
(4) (ग) दिल हल्का हो जाता है
(5) (घ) रामभारी सिंह दिनकर

बहुविकल्पिक प्रश्न
1 x 5 = 5 अंक

अपठित काव्यांश

प्रश्न निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के लिए सही विकल्प चुनकर लिखिए।

रात यों कहने लगा मुझसे गगन का चाँद आदमी भी क्या अनोखा जीव होता है उलझने अपने बनाकर अप ही फूंसता है और फिर वंचन हो जाता न झारता है। जानता है तु कि मैं कितना पुराना हूं में चुका हैं देख मुत को जनमत नरते और लाखों बार तुझ-से पागलों को भी चोदनों में बैठ स्थानों पर सही करते आदमी का स्वभाव है वह बुलबुला जाल का आज बनता और कल फिर टूट जाता है। किंतु, तो भी धन, उड़ा आदमी ही तो। बुलबुलों से खेलता, कविता बनता है।

(1) चाँद स्वयं के बारे में क्या कहता है?
   (क) यह सभी खिलाता है  
   (ख) वह बुलबुले के समान है
   (ग) यह बहुत पुराना है  
   (घ) यह चोदणों खिलाता है
(2) मनुष्य का स्वास्थ्य कैसा है?
   (क) पानी के बुलबुले जैसा
   (ख) चांदी के जैसा
   (ग) चौंद के समान
   (घ) मनुष्य की कल्पना

(3) चौंद ने मनुष्य का लिस्टरक क्यों किया?
   (क) सपने टूटने के कारण
   (ख) कर्म न करने के कारण
   (ग) सपनों में खोए रहने के कारण
   (घ) अभिमन्यु के कारण

(4) कलिम ने आदमी को किस्म को हथार कहा है?
   (क) कल्पनाओं में खोए रहता है
   (ख) वेतन रहता है
   (ग) स्वातन्त्र टूटने पर निरंतर होता है
   (घ) स्वातन्त्र टूटने पर हिम्मत नहीं हारता

(5) कायमांश का उपयुक्त शीर्षक दीजिए -
   (क) मनुष्य और स्वास्थ्य
   (ख) स्वास्थ्य और कर्म
   (ग) चौंद और मानव
   (घ) स्वास्थ्य और यथार्थ

उत्तरमाला

(1) (ग) वह बहुत पुराना है।
(2) (क) पानी के बुलबुले जैसा
(3) (ख) कर्म न करने के कारण
(4) (घ) स्वातन्त्र टूटने पर हिम्मत नहीं हारता
(5) (ग) चौंद और मानव

अतिलघुतात्मक प्रश्न

1. निम्नलिखित नाटकों में से मूल नाटक और प्रयुक्त उपसंहार को अलग-अलग करके लिखें।
   दुर्भाग्य, प्रसिद्ध
   1+1

2. निम्नलिखित नाटकों में से मूल नाटक और प्रसिद्ध अलग कीजिए।
   वारिष्ठ, दीक्षित
   1+1

3. निम्नलिखित नाटकों का वर्ण-विवेचन कीजिए।
   मनुष्य, कृष्ण
   1+1

उत्तर संकेत

1. दुर्भाग्य 2 पारिष्ठ 3 म+अ+न+उ+प+य+अ
   प्रसिद्ध दीक्षित क+ः+प+अ+ण+अ

लघुतमात्रक प्रश्न - ।

2 अंक वाले प्रश्न

प्रश्न-1 ‘कौशल का कार्य’ नामक पाठ में किस विषय का प्रतिपादन किया गया है?
प्रश्न-2 लेखक अतिथि को कैसे विदाई देना चाहता था?

उत्तर संकेत

1. काका कालेलकर ने कौशल की उपयोगिता का इस पाठ में कायमात्मक शैली में बखान किया है। काका कहते हैं कि हमें कौशल के गंदेशन पर नहीं आपत्ति उसकी उपयोगिता पर ध्यान देना चाहिए।
2. लेखक अतिथि को भावभी मिटाने देना चाहता था, जिसमें वह उसे छोड़ने स्टेजन तक जाता।

26
लघुतर्क्षक प्रश्न - 2

3 अंक वाले प्रश्न

प्रश्न-1 'अभिप्रध' कविता में निहित मूलभाव को स्पष्ट करें।

प्रश्न-2 मनुष्य को प्रकृति किस रूप में आदर्शित करती है? अपने शब्दों में लिखिए।

उत्तर संकेत

1. कवि ने संस्करणय जीवन को 'अभिप्रध' कहते हुए मनुष्य को वह संदर्भ दिया है कि राह में सुख रूपी छोह को चाह न कर अपनी मोज़ल की ओर कर्मशास्त्रपूर्वक विना थकान महसूस किए बढ़ते ही जाना चाहिए।

2. प्राकृतिक दृष्टि हमारी कोमल भावनाओं को जागृत करते हैं। प्रकृति अपने सौंदर्य से हमारी अनुभूतियाँ को स्पष्ट दिखाती है।

निबन्धात्मक प्रश्न - 2

5 अंक

प्रश्न-1 निम्नलिखित विषयों में से किसी से एक विषय पर लिखिए 80 शब्दों में अनुच्छेद लिखिए।

(क) प्रकृति की रक्षा, मानव की सुरक्षा
- मनुष्य प्रकृति का अंग
- प्रकृति से खिलवाड़, बढ़ता प्रदुषण
- प्रकृति की रक्षा मानव जाति का कर्तव्य

(ख) मधुर वाणि : वशीकरण मंत्र
- ईश्वर का दिया वरदान
- कदुबचनों का प्रभाव
- मधुर वचनों का लाभ-उदाहरण सहित

(ग) स्वस्थ जीवन के लिए व्यायाम
- शरीर और मन की स्वस्थता
- व्यायाम, आसन, प्राणायाम
- खान-पान और रहन-सहन

प्रश्न-2 रक्षाबंधन के अवसर पर बड़ी बहन द्वारा मेजी गई राखी के लिए उनके ध्यानावध देते हुए, तथा मन की भावनाओं को व्यक्त करते हुए पत्र लिखिए।

अभावा
भिन्न के यहाँ गृह-ग्रहण के मुहृद में न पहुँच पाने के लिए क्षमाप्रार्पण करते हुए पत्र लिखिए।

उत्तर संकेत
विद्यार्थी अपने अनुभव एवं अभ्यास के आधार पर उत्तर देंगे।

27
मूल्यपरक प्रश्न

प्रश्न– हामिद खाँ पाठ के प्रकाश में हिन्दू व मुसलमानों के परस्पर मधुर संबंधों की आवश्यकता के विषय में अपने विचार प्रकट कीजिए।

उत्तर संकेत–

1. जिस प्रकार एस. कृ. पोटेंटिक की निरपेक्ष मानवीय भावना तक्षशिला निवासी हामिद खाँ के हरदय को स्पर्श करती है और उन दोनों में परस्पर सौहार्दपूर्ण आत्मीय संबंध स्थापित हो जाता है यदि उसी प्रकार भारत व उसके पहाड़ी स्वतंत्र देश में हो जाए तो यह दोनों देशों को उन्नति के पथ पर अग्रसर करने हेतु अत्यन्त महत्वपूर्ण होगा।

2. दोनों देशों के रक्षा बजट पर व्यय किए जाने वाले अपार धन का उपयोग शिक्षा, स्वास्थ्य, आवास तथा भोजन आदि अन्य बुनियादी ज़रूरतें पूरी करने हेतु उपयोग किया जा सकता है।

3. यदि भारतवर्ष के सभी राज्यों में मालाबार जैसी स्थिति हो जाती है तथा देश के किसी भी भाग में सामाजिक दंगे आदि न भड़के तो यह हमारे देश की अर्थव्यवस्था में अभूतपूर्व वृद्धि ला सकता है।

4. किसी पर धीरे जमाकर या मज़बूर करने हम प्यार मोल नहीं ले सकते पाठ में बर्षित यह तथ्य यदि सभी लोग स्वीकार कर सकें तो हिन्दू और मुसलमान दोनों के हरदय में भड़कती सहजता एवं एकता की भावना को और अधिक दृढ़ता मिल सकती है तथा वे मिल-जुल कर समाज के उत्थान के लिए कार्य कर सकते हैं।
SYLLABUS
ENGLISH (LANGUAGE & LITERATURE) (184)
CLASS – IX
S. A. - II (2012-13)

<table>
<thead>
<tr>
<th>Division of Syllabus for Term II (October-March)</th>
<th>Total Weightage Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Assessment II</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>15</td>
</tr>
<tr>
<td>Writing</td>
<td>15</td>
</tr>
<tr>
<td>Grammar</td>
<td>15</td>
</tr>
<tr>
<td>Literature</td>
<td>25</td>
</tr>
<tr>
<td>Long Reading Text</td>
<td>10</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>10</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>90</td>
</tr>
</tbody>
</table>

The Question Paper will include value based question(s) to the extent of 3-5 marks.

- The Problem Solving Assessment will be conducted for all students of class IX in Jan – Feb 2013 and the details are available in a separate circular.
- The 'Problem Solving Assessment' (CBSE-PSA) will be counted towards FA-4 which is 10% of total assessments of Class IX. This assessment will also be carried forward towards the FA-4 in Class X. This score will be reflected in one Language (English or Hindi), Mathematics, Science and Social Science w.e.f the session 2012-2013 for Class IX and 2013 – 14 for Class X.
- The same score will be reflected in FA-4 for class IX and Class X. The students will have the option to improve their PSA Score in Class X, as they can sit for the test with Class IX students of the Session 2013-2014 in January – February 2014. The best scores will be reflected in the final certificate in case of those applying for improvement.
- The schools which have already planned their time table and other details regarding FA-4 will take the best scores of FA-3 and FA-4 to count towards the total 10%, now available for FA-3 and FA-4 taken together.
Note:

1. The total weightage assigned to Summative Assessment (SA I & II) is 60%. The total weightage assigned to Formative Assessment (FA1, 2, 3, & 4) is 40%. Out of the 40% assigned to Formative Assessment, 10% weightage is assigned to conversation skills (5% each in Term I & II) and 10% weightage to the Reading Project (at least 1 Book is to be read in each term and the Project will carry a weightage of 5% in each term).

2. The Summative Assessment I and Summative Assessment II is for ninety marks. Ten marks of listening and speaking test will be added in the 80 marks Summative Assessment paper i.e. 80+10 = 90 marks in each semester. The weightage assigned to Summative Assessment I is 30% and the weightage assigned to Summative Assessment II is 30%.

3 Hours

Total Marks 80

SECTION A: READING

15 Marks

30 periods

Qs 1-3. This section will have three unseen passages of a total length of 600 words. The arrangement within the reading section is as follows:

Q. 1 A Factual passage of 200 words with Five MCQs out of which one will test vocabulary. 5 marks

Q. 2. A Discursive passage of 200 words with Five MCQs out of which one will test vocabulary. 5 marks

Q 3: This passage may be an extract from a poem or a literary passage. There will be Five Supply Type Questions to test inference, evaluation and analysis out of which one will test vocabulary. The passage, if prose, will be of 200 words or 14 lines of a poem. 5 marks

SECTION B: WRITING

15 Marks

Periods 40

Q. 4. Letter Writing: Any One out of (a) informal letter/e mail (b) formal letter/e mail

in not more than 80 - 100 words based on verbal stimulus and context provided. 5 marks

Q. 5. Writing an article or speech based on visual or verbal stimulus in 120 –150 words. 5 marks

Q. 6. Writing a short composition in the form of story or report for a school magazine in 120- 150 words 5 marks
SECTION C: GRAMMAR

This section will assess Grammar items in context for 15 marks.

- This section will carry five questions of three marks each
- Out of five questions two questions (question 7 and 8) carrying 6 marks will have MCQs of three marks each. The text types for MCQs will include:
  Q. 7. Gap filling
  Q. 8. Sentence completion/ Dialogue Completion

Questions 9, 10 and 11 (carrying 3 marks each i.e. total 9 marks) will be based on response supplied by students. (Supply Type Questions)

These test types which will not be tested as MCQs include:
  Q. 9. Sentence reordering
  Q. 10. Editing/ Omission
  Q. 11. Sentence transformation (including combining sentences)

The Grammar syllabus will include the following areas in class IX:

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

Note: No separate marks are allotted for any of the grammar items listed above.

SECTION D: TEXT BOOKS

Beehive and Moments (NCERT)

Q. 12. One extract from prose for reference to context. Three very short answer questions. (From Beehive) 3 marks
Q. 13. One extract/passage from play for reference to context. Three very short answer questions. (From Beehive) 3 marks

These passages would require effort on the part of the students to supply the responses.

Up to one mark in each extract will be for vocabulary. At least one question will be used for testing local and global comprehension and one question will be on interpretation. The extracts will carry 3 marks each.
Q. 14. One out of two reference to context stanzas (based on poetry) followed by 3 questions to test local and global comprehension of the set text. These passages would require effort on the part of the students to supply the responses. (Beehive) 3 Marks

Q.15. Six short answer type questions from Beehive and Moments (three from each) to test local and global comprehension of theme and ideas (30-40 words each)— 2 marks each.

Q.16. One out of two long answer type questions to assess how the values inherent in the texts have been brought out (Beehive and Moments). Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80- 100 words) 4 marks

2x6 = 12 Marks

Q.17. Type of Questions:
Global question on theme, plot involving interpretation and inference  5 Marks

Q. 18. One out of two character sketches in about 100 words  5 Marks

Prescribed Books

NCERT

1. Beehive – Textbook for Class IX
2. Moments – Supplementary Reader for Class IX

Published by

Sri Aurobindo Marg, New Delhi.

Novel/ Long Reading Text

OR

NOTE: Teachers are advised to:

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

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners’ attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners’ communicative competence. Formative assessment should be done through ‘in class’ activities throughout the year.
**Reading Section:**
Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested formatively as well as summatively.

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

**Grammar:**
Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the summative assessments for the two terms.
## English Language and Literature
### Syllabus for Second Term
#### Class - IX

<table>
<thead>
<tr>
<th>Textbooks (Beehive)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROSE</strong></td>
</tr>
<tr>
<td>1. Packing</td>
</tr>
<tr>
<td>2. Reach for the Top</td>
</tr>
<tr>
<td>3. The Bond of Love</td>
</tr>
<tr>
<td>4. Kathmandu</td>
</tr>
<tr>
<td>5. If I were You</td>
</tr>
<tr>
<td><strong>POETRY</strong></td>
</tr>
<tr>
<td>1. No Men are Foreign</td>
</tr>
<tr>
<td>2. The Duck and the Kangaroo</td>
</tr>
<tr>
<td>3. On Killing a Tree</td>
</tr>
<tr>
<td>4. The Snake Trying</td>
</tr>
<tr>
<td>5. A Slumber did My Spirit Seal</td>
</tr>
<tr>
<td><strong>Supplementary Reader (Moments)</strong></td>
</tr>
<tr>
<td>1. Weathering the Storm in Erasma</td>
</tr>
<tr>
<td>2. The Last Leaf</td>
</tr>
<tr>
<td>3. A House is Not a Home</td>
</tr>
<tr>
<td>4. The Accidental Tourist</td>
</tr>
<tr>
<td>5. The Beggar</td>
</tr>
<tr>
<td><strong>Long Reading Text/ Novel</strong></td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>Three Men in a Boat</strong></td>
</tr>
</tbody>
</table>

**Note:**
1. Formative Assessment is assessment ‘for’ learning. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment such as language games, quizzes, projects, role plays, dramatisation, script writing etc must be done as ‘in school’ activities. In case, a field survey or visit is taken up, it must be under the direct supervision of the teacher.
DESIGN OF QUESTION PAPER
ENGLISH (LANGUAGE & LITERATURE) (184)
CLASS – IX
S.A. – II (2012-13)

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</thead>
<tbody>
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<td>Reading</td>
<td>15</td>
</tr>
<tr>
<td>Writing</td>
<td>15</td>
</tr>
<tr>
<td>Grammar</td>
<td>15</td>
</tr>
<tr>
<td>Literature + Value Based Question</td>
<td>21+4 = 25</td>
</tr>
<tr>
<td>Long Reading Text</td>
<td>10</td>
</tr>
<tr>
<td>Listening &amp; Speaking</td>
<td>10</td>
</tr>
</tbody>
</table>

| Formative Assessment                                  | 20%   |

| TOTAL                                                | 90    |

The Question Paper will include Value Based Question(s) from Literature Section to the extent of 3-5 marks

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Skills to be tested</th>
<th>Strategies</th>
<th>No. of Questions 18</th>
<th>Total Marks 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>READING COMPREHENSION</td>
<td>Five multiple choice questions on one factual passage. (200 words)</td>
<td>05 MCQs x 1=</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One mark for vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>READING COMPREHENSION</td>
<td>Five multiple choice questions on one discursive passage. (200 words)</td>
<td>05 MCQs x 1=</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One mark for vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>READING COMPREHENSION</td>
<td>Five supply type questions. The questions will test inference, evaluation</td>
<td>05 VSAQs x 1 =</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and analysis. The passage may be an extract from a poem or a literary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>passage. (200 words or 14 or more lines of a poem)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>One mark for vocabulary</td>
<td></td>
<td></td>
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</tbody>
</table>

<p>| Total                                           | 15    |</p>
<table>
<thead>
<tr>
<th></th>
<th>WRITING</th>
<th></th>
<th>01 LAQ II x5=</th>
<th></th>
</tr>
</thead>
</table>
|4  | Letter Writing: One out of two letters (formal/informal) in 120-150 words based on verbal stimulus and context provided.  
a) Informal/email  
b) Formal/email |                                                                 |               | 05|
|5  | Writing an article or a speech on visual or verbal stimulus in 120-150 words. |                                                                 |               | 05|
|6  | Writing a composition in the form of a story or a report for the school magazine in 120-150 words. |                                                                 |               | 05|

<table>
<thead>
<tr>
<th></th>
<th>GRAMMAR</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>Gap Filling</td>
<td>3 MCQs x 1=</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sentence completion/Dialogue completion</td>
<td>3 MCQs x 1=</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Supply Type Questions include: Sentence reordering in context/ jumbled words and phrases to be put in sequence to form a sentence</td>
<td>03 VSAQs x 1=</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Editing/ Omission</td>
<td>03 VSAQs x 1=</td>
<td></td>
<td>03</td>
</tr>
<tr>
<td>11</td>
<td>Sentence transformation (including combining of sentences)</td>
<td>03 VSAQs x 1=</td>
<td></td>
<td>03</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TEXT BOOKS (Beehive)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>One extract/ passage reference to context based on prose.</td>
<td>03 VSAQs x 1=</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>One extract/ passage reference to context based on play.</td>
<td>03 VSAQs x 1=</td>
<td>03</td>
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<tr>
<td>14</td>
<td>One out of two reference to context stanzas based on poetry.</td>
<td>03 VSAQs x 1=</td>
<td>03</td>
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</tr>
<tr>
<td>15</td>
<td>Six short answer type questions from Beehive and Moments in 30-40 words.</td>
<td>06 SAQs I x 2=</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
### Text Books

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>Beehive + Moments</td>
<td>One out of two long answers type questions to assess how the values inherent in the texts have been brought out (Beehive and Moments) in 80-100 words</td>
<td>04</td>
</tr>
<tr>
<td>Gulliver’s Travels / Three Men in a Boat</td>
<td>Global question on theme or plot involving interpretation and inference</td>
<td>05</td>
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<tr>
<td>Gulliver’s Travels / Three Men in a Boat</td>
<td>One Character-sketch out of two</td>
<td>05</td>
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### Summary

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<th>VSA</th>
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**Total: 80**
Q1 Read the passage given below and write the option that you consider the most appropriate in your answer sheet: (5 marks)

The beginning of this fun-filled season with the sun hidden behind the grey clouds brings cheer to many of us waiting eagerly to splash in the rains. Of course not everything about rains is glamorous. Especially when you think about endless traffic jams, the bad roads dotted with potholes, un-cleared garbage and the spate of water borne diseases. Also viral infections like cold and cough make their presence felt. Most infectious diseases prevalent in rainy season can be prevented by simply washing our hands regularly. Scrubbing hands regularly with water and soap can prevent us from contacting respiratory and diarrheal diseases.

Kids have a lower level of immunity and hence hand washing becomes a crucial part of their life style. When playing especially during monsoon season kids come into contact with germs and can unknowingly become infected simply by touching their nose, eyes or mouth. The Food and Drug Administration states that the human influenza virus can survive on surfaces for up to eight hours, making people susceptible to catching it each time they touch the infected surface. Hence repeated hand washing is required.

To make the best of the rainy season we should follow some simple guidelines. First of all if we decide to get wet in rains we should change into a dry set of clothes as early as possible. Also we should keep raw food items at bay and wash vegetables and fruits thoroughly before use. Moreover strict kitchen hygiene should be maintained in order to enjoy one of the most beautiful seasons of the year. Also, in order to have a trouble free rainy season home made fresh food should be given preference over the fast food sold in the market.

Q (i) People wait for the rains since they can__________in it.
(a) splash (b) have potholed roads (c) spate of water borne diseases (d) endless traffic jams

Q (ii) After getting wet in rains we should put on dry clothes____________
(a) as late as possible (b) whenever we like to (c) as early as possible (d) when we fall sick

Q (iii) Besides maintaining kitchen hygiene we should______________ so as to keep us disease free in rainy season.
(a) avoid raw fruits (b) enjoy raw fruits (c) avoid vegetables (d) consume more fruits and vegetables

Q (iv). The passage suggests that small children should wash their hands______________ in rainy season since they have lower immunity.
(a) Frequently (b) rarely (c) after every meal (d) before every meal

Q (v) The word in the passage which means the same as ‘prone and vulnerable’ is __________
Q2 Read the passage given below and write the option that you consider the most appropriate in your answer sheet: (5 marks)

Time is running out and the parents are worried. With just 10 days left for the schools to reopen after homework. Since the children have enjoyed through their vacations it is their parents who are surfing the internet, painting the charts, writing essays and preparing science models. Some busy parents who are well off but cannot spare time are compelled to send their wards to the “holiday homework special” classes.

Sumedha, who holds classes for completing the children’s homework, says that she charges anything between Rs.1000 and 5000 per child depending on the class and volume of homework. Many schools give away prizes for the best homework or add the marks in internal assessment. This make it almost imperative for parents to get the best quality. Majority of the parents’ complain that the level of the homework is so high that their children are clueless about how to do it. Also many of them fret that the quantum of holiday homework is so much that children fail to complete it within the stipulated holidays.

In spite of all the troubles all parents agree that holiday homework is essential for the children. Some of them opined that homework helps establish and strengthen bonds between them and their children as it brings them close to each other. Some others think that holiday homework keeps the children in touch with their studies when they are not going to school.

Q (i) The two objections raised by parents regarding holiday homework are ____________
   (a) children playing through the holidays and amount of homework
   (b) high level of homework and amount of homework
   (c) too much time and high level of homework
   (d) lack of ideas among children and level of homework

Q (ii) Holiday homework special ‘classes are conducted for ________________
   (a) busy parents (b) children of busy parents (c) for all well off children (d) teachers

Q (iii) That ________________ makes it necessary that quality homework is done.
   (a) Schools assign difficult homework (b) parents are doing the homework (c) schools add marks of the homework to internal assessment (d) parents are paying a heavy price for the homework.

Q (iv) Besides keeping the children in touch with their studies homework ____________ between parents and children.
   (a) sets up bonds (b) builds bonds (c) weakens bonds (d) sets up and builds bonds

Q (v) The word/phrase ________________ in the passage means the same as “expressed opinion”.
   (a) running out (b) spare (c) imperative (d) opined

Q 3. Read the passage given below and answer the questions that follow. (5 marks)

What exercise is to body, reading is to mind. There are different purpose of reading. One of them is deriving pleasure. Children reading for their pleasure rarely stop to ask about the words. They want to get on with the story. If the word is important, they can usually
make a good guess about what it is. “He drew an arrow from his quiver”. Easy to see that quiver is some sort of gadget to put arrows in. More complicated words they figure out by meeting them in different contexts. People learn to read well and get good vocabulary, from books, not work books or dictionaries. As a kid I read years ahead of my age, but I never looked up words in dictionaries, and didn’t even have a dictionary. In my lifetime I don’t believe I have looked even as many as fifty words - neither have most good readers. Most people don’t know how dictionaries are made. Each new dictionary starts from scratch. The company making the dictionary employs thousands of ‘editors’, to each of whom they give a list of words. The job of the editor is to collect as many examples as possible of the ways in which these words are actually used. They look for the words in books, newspapers, and so forth and every time they find one, they cut out or copy that particular example. Then after reading these examples they decide ‘from the context’ what the writer in each case had meant by the words. From these they make definitions. A dictionary in other words, is a collection of people’s opinions about what words mean as other people use them.

(i) How do children find out meanings when they are reading for pleasure?
(ii) Does the passage suggest that dictionary is essential for a good vocabulary? Why or why not?
(iii) Write any one step in the process of making a dictionary.
(iv) Define a dictionary in your own words.
(v) Find the phrase in the passage which means ‘calculate/think about until one understands.’

SECTION B (15 Marks)

Question 4 (5 Marks)

LETTERS INFORMAL

Q 4. Your cousin has fallen into the bad habit of smoking. He does not realize that smoking is highly injurious to active as well as passive smokers. Write a letter in 120-150 words telling your cousin the harmful effects of smoking. You are Pankaj living at J-54 Spring Enclave New Delhi.

OR

FORMAL

The usage of various gadgets – washing machine, mobile phone, i-pod etc. in our life is growing day by day. The latest researches reveal that these gadgets produce radiation which is immensely harmful to us. Write a letter in 120-150 words to the editor of a local daily highlighting the dangers of over - exposure to gadgets. You are Vineeta of B- 124 ABC Enclave Janakpuri Jaipur.

OR

EMAIL

Your team has won the first place in the Inter-school debate competition. Your partner could not be present for the prize distribution function. Write an email to your partner giving details of the function and what prize you had received.
Q 5
ARTICLE
Riding without helmets, speeding, rash driving and jumping red lights are some aspects of underage driving. The underage drivers fail to realize that they are putting not only their own but also the life of other road users at risk. Write an article in 120-150 words highlighting the solutions to the menace of underage driving.

SPEECH
There have been a number of terrorist attacks in Delhi. As such Delhi is seen as a soft target by the terrorists. Amit/Amita read an advertisement by Delhi Police. She/he decided to deliver a speech in the school assembly to spread awareness among students how they can help in avoiding terrorist activity. Write a speech for her/him in 120-150 words.

Q 6
STORY WRITING

Adjudged the best speaker, participated, slightly nervous, sure to win, tough competition, excited

Using all the phrases and words given in the box above, weave an interesting story in 120-150 words.

Or

In the month of July your school had organized an admission fair for children who are out of school. All children of nearby colonies were offered admission in the school. Write a brief report in about 120-150 words describing the admission fair to be submitted for the school magazine.

SECTION C: Grammar

GAP FILLING
The underlined words in the following passage have not been used appropriately. Replace them by choosing the most appropriate option from the ones given below the passage. Write the answers in your answer sheet against the correct blank number. Do not copy the whole passage.

Now it (i) _____________ that once the earth had two moons. According to the astronomers the smaller of the two moons smashed into the other in what (ii) _____________ the “big splat”. As a result of big splat our planet (iii) _____________ with a single moon.

(i) (a) has discovered (b) has been discovered (c) has been discovering (d) has discovered
(ii) (a) was being called (b) was been called (c) is being called (d) is calling
(iii) (a) was left (b) had been left (c) is leaving (d) was leaving

(i) _____________ (ii) _____________ (iii) _____________
DIALOGUE COMPLETION
Q. 8. Read the following dialogue and then complete the report given below. Write your answers in your answer sheet with correct blank number. Do not copy the dialogue and the report. (1x3 = 3 marks)
Santa: How did your hen die?
Banta: I poured hot water into its mouth.
Santa: But why did you do it?
Banta: Actually I thought it would give me boiled eggs.
Santa asked Banta (i) __________________________. Banta replied that (ii) __________________________. Now Santa wanted to know why he had done it. To which Banta replied that (iii) __________________________.

(i)

a) how his hen died.
b) how did his hen die
c) how did his hen died
d) how his hen have died

(ii)

a) he poured hot water into its mouth
b) he had poured water into its mouth
c) he was pouring water into its mouth
d) I was pouring water into pouring

(iii)

a) actually he had thought it would give him boiled eggs
b) actually he was thinking it.
c) actually he thought it would give me.
d) actually he thought it will give me boiled eggs.

SENTENCE REORDERING
Q. 9. Look at the words and phrases below. Rearrange them into meaningful sentences. Write the correct sentences in your answer sheet. The first one has been done as an example. (3 marks)
EXAMPLE: four divided the question has been section paper into the
The question paper has been divided into four sections.
i. the reading/three passages/section/have/unseen,
ii. five/multiple choice/passages/questions /each/followed/will be /by
iii. vocabulary/out of /marks /twenty /for/marks/will be/four

EDITING
Q. 10. The following passage has not been edited. There is one error in each line against which a blank is given. Write the incorrect word and the correction in your answer sheet against the correct blank number as given in the example. Remember to underline the word that you have supplied. (3x1=3 marks)
The forestry sector had been a worst affected, because of e.g. had has (a)__________________
financial reasons. In fact, hard
any funds were provided for
raise new plantations and the
afforestation programme was being
sustained largely through external aided project.

11. Read the following dialogue and then complete the report by transforming the sentences into reported speech. Write your answers in your answer sheet against the correct blank numbers. Do not copy the whole passage. (1x3 = 3 marks)

Wife: Our servant has run away.
Husband: Is anything missing?
Wife: Yes, my gold watch.
Husband: Where did you keep it?
Wife: On the dressing table as usual.

A wife told her husband that their servant had run away. The husband asked the wife (a) ______________. The wife replied in positive and said that (b) ______________. The husband then asked her (c) ______________. The wife replied that she had kept it on the dressing table as usual.

SECTION – D

Literature (Textbooks)

Read the following passage and answer the questions that follow:

Q. 12.
Friends had conjectured that the bear would not recognize her. I had thought so too. But while she was yet some yards from his cage Baba saw her and recognized her. He howled with happiness. She ran up to him, petted him through the bars, and he stood on his head in delight. (3 marks)

Q1. One thing was common to the opinion of the author and his friends regarding the bear. What was it?
Q2. Which trait of the author’s wife is highlighted in the passage?
Q3. Give noun form of the word ‘recognize’.

Q 13. Read the following extract from the play “If I were you”

Intruder: I’ve got freedom to gain. As for myself, I’m a poor hunted rat. As Vincent Charles Gerrard I’m free to go places and do nothing. I can eat well and sleep and without having to be ready to beat it at the sight of a cop. (3 marks)

1. Why does the Intruder say that he has got freedom to gain?
2. How and why is he a ‘poor hunted rat’?
3. What is the inner desire of the Intruder?

Q 14. Read the extracts given below and answers the questions that follow: (3 marks)

Said the Kangaroo to the Duck,
“This requires some little reflection; Perhaps on the whole it might bring me luck, And there seems but one objection, Which is, if you’ll let me speak so bold, Your feet are unpleasantly wet and cold,
And would probably give me the roo-
Matiz!” said the Kangaroo.

(i) ‘This requires some little reflection’ ‘This’ here refers to______
(ii) The kangaroo’s objection to duck’s plan is that __________
(iii) The name of the poem from which this stanza has been taken is ________.

Answer the following questions in about 30-40 words.

Q 15
a) Do you think the intruder was a boastful-fellow? Why/why not?
b) How did Santosh Yadav pressurize her affluent parents to pay for her education in Delhi?
c) “Excellence would only come at a price.” How did Maria Sharapova learn this important lesson?
d) Describe the ‘island ‘made for Baba.
e) How does Bill Bryson end up in a crash position in the aircraft?
f) What is the role of Olga in the story the Beggar’?

Attempt any one Part – A or Part – B.

Part – A

Gulliver’s Travels

Q.17 Do you think Gulliver changes as the story progresses? Does he learn from his adventures? Elaborate your answer with support from the text.

Value Points
• Gulliver more tranquil and less restless at end -- in desiring first to stay with the Houyhnhnms, then to find an island on which he can live in exile, Gulliver shows that his adventures have taught him that a simple life, one without the complexities and weaknesses of human society, may be best
• Yet his tranquility is superficial—lying not far below the surface is a deep distaste for humanity aroused as he comes in contact with crew of Don Pedro de Mendez
• Transformed from the naïve Englishman to the experienced but still open-minded world traveller of the first two voyages; then to the jaded island-hopper of the third voyage; and finally to the cynical, disillusioned, and somewhat insane misanthrope of the fourth voyage.

Q.18 Do you think that Swift meant the country of the Houyhnhnms to represent an ideal society?
• Houyhnhnms live simple lives wholly devoted to reason-- a society in which there is no crime, no poverty, no disagreement, and no unhappiness; speak clearly, act justly, and have simple laws
• untroubled by greed, politics, or lust; live life of cleanliness and exist in peace and serenity-- live by grand maxim: Cultivate Reason and be totally governed by it.
• perfect society; no concept of a lie, and therefore no word to express it.
• On the other hand, neither is there any joy, passion, or love-- Gulliver, acts like a Houyhnhnms but is closer in physique to a Yahoo-- difficult to continue to sympathize with Gulliver and to look through his eyes at the society he visits as he is increasingly hostile to, and isolated from, his fellow humans
• Gulliver’s rejection of Don Pedro – who is kind and courteous to him, and, later, of his family, makes him appear mean-minded and unbalanced. His preference for talking to his horses over his family appears to be a kind of madness.


Or

Part – B

Three Men In a Boat

Q.17 Compare and contrast George with Harris.

Value Points
• **Harris** practical young man-- no romance
• fond of drinking
• not too fond of working hard
• not much imagination
• more aggressive
• very fond of eating
• no aesthetic
• terrible singer
• frank and outspoken
• George:-- employed at a bank, where the only work his friends thought he did was sleep-- hates work of any kind
• some knowledge of the ways of the world -- gives sensible advice and suggestions
• calmer and less aggressive than Harris
• like Harris does not o have much sense of style.
• does not exert himself too much, and was the last one to offer to do anything that required physical labour
• not very quick-witted and depended on the others to lead him
• laughed at others but did not enjoy it much when the joke turned on him.
• keen to learn to play the Banjo, but he played quite badly

Q.18 What was ironical about the boat journey? What light does it throw on the characters of the three friends?
• three friends planned boat trip thinking it would be a idyllic journey, offering them a respite from their day-to-day routine and expected to enjoy two weeks on the river
• What they wanted was rest
• Unfortunately, trip turns out to be full of catastrophes with all of them having to actually work!
• in deep depression because of the continuous rain
• determined to enjoy themselves and did not want to give up until the full two weeks were up
• despite being terrible boatmen and totally ill-equipped to deal with the simplest of jobs, they were determined to look at the brighter side of life and refused to give in to circumstances, however gloomy and difficult they may be.
VALUE BASED QUESTION

LONG Answer Question 4 MARKS

My childhood
Q16: Answer the following question form the lesson My Childhood

Abdul Kalam used to collect the tamarind seeds and used to sell them to provision shop on the Mosque street in Rameshwaram. A days collection would fetch him the princely one anna. Besides he would collect the bundle of newspaper and worked as a help for Samsuddin. He was proud of earning his own money. Do you think that Abdul Kalam worked to earn only money or it was merely a joy to be a self earner and self dependent? What traits in the personality are developed if one is self reliant and dependent? What values of life one learns when one starts working and earning.

Marking Scheme & Value Points

- Description of the Context
- Traits in the personality, confidence increased self esteem and self respect
- Value of money and value of hard work so that one does not become spend thrift.
SYLLABUS
MATHEMATICS(041)
SA-II (2012-13)

Second Term Marks: 90

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<td>16</td>
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<tr>
<td>III GEOMETRY (Contd.)</td>
<td>38</td>
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<tr>
<td>V   MENSURATION (Contd.)</td>
<td>18</td>
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<td>VI  STATISTICS AND PROBABILITY</td>
<td>18</td>
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The Question Paper will include value based question(s)
To the extent of 3-5 marks.

- The Problem Solving Assessment will be conducted for all students of class IX in Jan – Feb 2013 and the details are available in a separate circular.
- The `Problem Solving Assessment` (CBSE-PSA) will be counted towards FA-4 which is 10% of total assessments of Class IX. This assessment will also be carried forward towards the FA-4 in Class X. This score will be reflected in one Language (English or Hindi), Mathematics, Science and Social Science w.e.f the session 2012-2013 for Class IX and 2013 – 14 for Class X.
- The same score will be reflected in FA-4 for class IX and Class X.
- The students will have the option to improve their PSA Score in Class X, as they can sit for the test with Class IX students of the Session 2013-2014 in January – February 2014. The best scores will be reflected in the final certificate in case of those applying for improvement.
- The schools which have already planned their time table and other details regarding FA-4 will take the best scores of FA-3 and FA-4 to count towards the total 10%, now available for FA-3 and FA-4 taken together.

UNIT II : ALGEBRA (Contd.)

2. LINEAR EQUATIONS IN TWO VARIABLES (14) Periods

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

4. QUADRILATERALS (10 Periods)
   1. (Prove) The diagonal divides a parallelogram into two congruent triangles.
   2. (Motivate) In a parallelogram opposite sides are equal, and conversely.
   3. (Motivate) In a parallelogram opposite angles are equal, and conversely.
   4. (Motivate) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal.
   5. (Motivate) In a parallelogram, the diagonals bisect each other and conversely.
   6. (Motivate) In a triangle, the line segment joining the mid points of any two sides is parallel to the third side and (motivate) its converse.

5. AREA (4 Periods)
   Review concept of area, recall area of a rectangle.
   1. (Prove) Parallelograms on the same base and between the same parallels have the same area.
   2. (Motivate) Triangles on the same base and between the same parallels are equal in area and its converse.

6. CIRCLES (15 Periods)
   Through examples, arrive at definitions of circle related concepts, radius, circumference, diameter, chord, arc, subtended angle.
   1. (Prove) Equal chords of a circle subtend equal angles at the center and (motivate) its converse.
   2. (Motivate) The perpendicular from the center of a circle to a chord bisects the chord and conversely, the line drawn through the center of a circle to bisect a chord is perpendicular to the chord.
   3. (Motivate) There is one and only one circle passing through three given non-collinear points.
   4. (Motivate) Equal chords of a circle (or of congruent circles) are equidistant from the center(s) and conversely.
   5. (Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle.
   6. (Motivate) Angles in the same segment of a circle are equal.
   7. (Motivate) If a line segment joining two points subtends equal angle at two other points lying on the same side of the line containing the segment, the four points lie on a circle.
   8. (Motivate) The sum of the either pair of the opposite angles of a cyclic quadrilateral is 180° and its converse.
7. CONSTRUCTIONS (10 Periods)
   1. Construction of bisectors of line segments & angles, 60°, 90°, 45° angles etc., equilateral triangles.
   2. Construction of a triangle given its base, sum/difference of the other two sides and one base angle.
   3. Construction of a triangle of given perimeter and base angles.

UNIT V: MENSURATION (Contd.)

2. SURFACE AREAS AND VOLUMES (12 Periods)
   Surface areas and volumes of cubes, cuboids, spheres (including hemispheres) and right circular cylinders/ cones.

UNIT VI: STATISTICS AND PROBABILITY

1. STATISTICS (13 Periods)
   Introduction to Statistics: Collection of data, presentation of data — tabular form, ungrouped / grouped, bar graphs, histograms (with varying base lengths), frequency polygons, qualitative analysis of data to choose the correct form of presentation for the collected data. Mean, median, mode of ungrouped data.

2. PROBABILITY (12 Periods)
   History. Repeated experiments and observed frequency approach to probability. Focus is on empirical probability. (A large amount of time to be devoted to group and to individual activities to motivate the concept; the experiments to be drawn from real-life situations, and from examples used in the chapter on statistics).
Design of Question Paper  
Mathematics (047)  
Class IX  
S. A. –II (2012-13)

<table>
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<th>Marks per question</th>
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<td>2</td>
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The Question Paper will include value based question(s) to the extent of 3-5 marks

The Question Paper will not have any choice(s) in any of the questions.

Weightage

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<td>III</td>
<td>Geometry (contd.) 1+2+4 [Quadrilaterals,Area,Circles,Constructions]</td>
<td>38</td>
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<td>3</td>
<td>V</td>
<td>Mensuration 1+3+4</td>
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<td>4</td>
<td>VI</td>
<td>Statistics &amp; Probability 2+3</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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M.C.Q. 1 Mark

1. If in a quadrilateral, diagonals are equal, then it cannot be a :
   (A) Square (B) Parallelogram (C) Rhombus (D) Rectangle

2. If in a sphere, volume and surface area are numerically equal, then radius will be :
   (A) 1 (B) 3 (C) 2 (D) 4

SA-I 2 Marks

3. In a Δ ABC, E is the mid-point of median AD. Show that ar (BED) = \frac{1}{4} ar (ABC)

4. Find the mode of 14, 25, 14, 26, 27, 16, 14, 18, 22, 25, 26, 30, 14, 25, 22.

SA-II 3 Marks

5. The slant height and base diameter of a conical tomb are 25 m and 14 m respectively. Find the cost of white – washing its curved surface at the rate of.

6. In a survey, 1000 families with two children were selected randomly and the following data were recorded:

<table>
<thead>
<tr>
<th>No. of girls in the family</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td>No. of families</td>
<td>320</td>
<td>460</td>
<td>220</td>
</tr>
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</table>

Find the probability of a family, chosen at random, having (i) 2 girls (ii) 1 girl (iii) less than 1 girl.

7. Draw graphs of 3x+2y=0 and 2x-3y=0. What is the point of intersection of the two lines representing the above equation.

LA 4 Marks

8. A 44m x 11m sheet is roled along length to form a cylinder. Find the volume of the cylinder.

9. Two parallel lines l and m are intersected by a transversal p as shown in the figure. Show that the quadrilateral formed by the bisectors of interior angles is a rectangle.
10. Cost of 7 pens and 8 pencils is Rs. 87 and cost of 6 pens and 4 pencils is Rs. 66. Write linear equations representing the above data and draw its graph. Also find the cost of 1 pen and 1 pencil from the graph.

**ANSWER KEY**

1. (C)  
2. (B)  
3. Median of a triangle divides it into two triangles of equal area

\[ \text{In } \triangle ABC, \text{ AD} \text{ is median} \]

\[ \therefore \text{ ar (ABD)} = \frac{1}{2} \text{ ar (ABC)} \ (i) \]

\[ \therefore \text{ In } \triangle ABD, \text{ BE is median} \]

\[ \therefore \text{ ar (BED)} = \frac{1}{2} \text{ ar (ABD)} \]

\[ = \frac{1}{4} \text{ ar (ABC) using (i)} \]

4. Number 14 occurs most frequently i.e. 4 times

so mode = 14

5. \( l = \text{slant height} = 25 \text{ m} , r =\text{radius} = 7 \text{ m} \)

Area of curved surface of conical tomb = \( \pi rl \)

\[ = \frac{22}{7} \times 7 \times 25 \]

\[ = 550 \text{ m}^2 \]

Cost of white mash @ Rs. 410 per 100 m\(^2\) = \( \frac{550 \times 410}{100} \)

\[ = \text{Rs. 2255/-} \]
6. (i) Prob of 2 girls in the family = \( p(2) = \frac{320}{1000} = \frac{8}{25} \) 1 M

   Prob of 1 girl in the family = \( p(1) = \frac{460}{1000} = \frac{23}{50} \) 1 M

   Prob of less than 1 girls in the family = \( p(0) = \frac{220}{1000} = \frac{11}{50} \) 1 M

7. \( 3x + 2y = 0 \)

   \( Y = -\frac{3x}{2} \)

   \[
   \begin{array}{c|c|c}
   x & 0 & 2 \\
   \hline
   Y & 0 & -3 \\
   \end{array}
   \]

   Graph

   \( 2x - 3y = 0 \) 1 M

   \[
   \begin{array}{c|c|c}
   x & 0 & 3 \\
   \hline
   Y & 0 & 2 \\
   \end{array}
   \]

   Graph

   Point of intersection \((0, 0)\)

8. Area of sheet = \( 44 \times 11 \text{ m}^2 \)

   Height of cylinder = length of sheet = 44 m

   Area of cylinder = \( 2\pi rh = 2\cdot\frac{22}{7}\cdot44 = 44\times11 \) 1 M

   \( r = \frac{7}{4} \text{ m} \) ½ M

   Vol. of cylinder = \( \pi r^2 h \)

   \( = \frac{22}{7}\cdot\left(\frac{7}{4}\right)^2\cdot44 \\
   = \frac{1547}{16} \text{ m}^3 \\
   = 773.5 \text{ m}^3 \) 1 M

9. \( \angle PAC = \angle ACR \) (alternate angle)

   \[
   \frac{1}{2} \angle PAC = \frac{1}{2} \angle ACR \\
   \Rightarrow \angle BAC = \angle ACD \] ½ M
But they are alternate angles for lines AB and DC with AC as transversal

So \( AB \parallel DC \) \( 1 \text{ M} \)

Similarly \( BC \parallel AD \) \( \frac{1}{2} \text{ M} \)

\( \therefore \) ABCD is a parallelogram

Also \( \angle PAC + \angle CAS = 180^\circ \) (linear pair)

\[
\frac{1}{2} \angle PAC + \frac{1}{2} \angle CAS = 90^\circ \quad 1 \text{ M}
\]

\( \angle BAC + \angle CAD = 90^\circ \)

\( \angle BAD = 90^\circ \) \( \frac{1}{2} \text{ M} \)

ABCD is a parallelogram with \( \angle A = 90^\circ \)

\( \therefore \) ABCD is a rectangle \( \frac{1}{2} \text{ M} \)

10. Let cost of 1 pen = Rs. \( x \)
    cost of 1 pencil = Rs. \( y \)

\[
7x + 8y = 87 
\]

\( 4y = 66 \) or \( 2x + 3y = 33 \) \( \frac{1}{2} \text{ M} \)

\[
7x + 8y = 87 
\]

\[
Y = 87 - 7x \
8 
\]

| \( x \) | 3 | 9 |
| \( y \) | 7 | 3 |

Graph \( 1 \frac{1}{2} \text{ M} \)

\[
3x + 2y = 33 \
Y = \frac{33 - 3x}{2} 
\]

| \( x \) | 9 | 5 |
| \( y \) | 3 | 9 |

Point of intersection is \( (9, 3) \) i.e. \( 1\frac{1}{2} \text{ M} \)

Cost of 1 Pen = Rs. 9
Cost of 1 Pencil = Rs. 3 \( \frac{1}{2} \text{ M} \)
VALUE BASED QUESTION

Shimpi, a class IX student received cash award of Rs. 10,000/- (Ten thousand) in the singing competition. Her father advised her to make a budget plan for spending this amount. She made following plan:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Head</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Donation in temple</td>
<td>200</td>
</tr>
<tr>
<td>2</td>
<td>Tuition fee to needy child</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Welfare of senior citizens</td>
<td>500</td>
</tr>
<tr>
<td>4</td>
<td>Welfare of street children</td>
<td>800</td>
</tr>
<tr>
<td>5</td>
<td>Saving in bank</td>
<td>4000</td>
</tr>
<tr>
<td>6</td>
<td>Books for family library</td>
<td>2000</td>
</tr>
<tr>
<td>7</td>
<td>Picnic for family</td>
<td>1000</td>
</tr>
<tr>
<td>8</td>
<td>Gift to grand parents</td>
<td>1100</td>
</tr>
<tr>
<td>9</td>
<td>Tea party to friends</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>10000</td>
</tr>
</tbody>
</table>

Make a pie chart for the above data.
From above answer the following question:

1. Which mathematical concepts have been covered in this?
2. How will you rate her budget plan? In your opinion which head has been given (i) more than it deserved and (ii) less than it deserved?
3. Which values are depicted in her plan?
## Marking scheme Value Based Question

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Head</th>
<th>Amount</th>
<th>Central angle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Donation in temple</td>
<td>200</td>
<td>7.2</td>
</tr>
<tr>
<td>2</td>
<td>Tuition fee to needy child</td>
<td>100</td>
<td>3.6</td>
</tr>
<tr>
<td>3</td>
<td>Welfare of Senior Citizen</td>
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<tr>
<td>4</td>
<td>Welfare of street children</td>
<td>800</td>
<td>28.8</td>
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<td>5</td>
<td>Saving in bank</td>
<td>4000</td>
<td>144.0</td>
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<tr>
<td>6</td>
<td>Books for family library</td>
<td>2000</td>
<td>72.0</td>
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<tr>
<td>7</td>
<td>Picnic for family</td>
<td>1000</td>
<td>36.0</td>
</tr>
<tr>
<td>8</td>
<td>Gift to grand parents</td>
<td>1100</td>
<td>39.6</td>
</tr>
<tr>
<td>9</td>
<td>Tea party to friends</td>
<td>300</td>
<td>10.8</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>10000</strong></td>
<td><strong>360.0</strong></td>
</tr>
</tbody>
</table>

![Pie chart showing the distribution of amounts for each head of expenditure.](image)
SYLLABUS
SCIENCE (086)
S.A.-II (2012-13)
CLASS-IX

<table>
<thead>
<tr>
<th>Second Term</th>
<th>TotalMarks : 90</th>
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<tbody>
<tr>
<td>Units</td>
<td>Marks</td>
</tr>
<tr>
<td>I</td>
<td>Matter - Its Nature and Behaviour</td>
</tr>
<tr>
<td>II</td>
<td>Organisation in the Living World</td>
</tr>
<tr>
<td>III</td>
<td>Motion, Force and Work</td>
</tr>
<tr>
<td>IV</td>
<td>Our Environment</td>
</tr>
<tr>
<td>TOTAL</td>
<td>90</td>
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</tbody>
</table>

The Question Paper will include value based question(s) To the extent of 3-5 marks.

- The Problem Solving Assessment will be conducted for all students of class IX in Jan – Feb 2013 and the details are available in a separate circular.
- The ‘Problem Solving Assessment’ (CBSE-PSA) will be counted towards FA-4 which is 10% of total assessments of Class IX. This assessment will also be carried forward towards the FA-4 in Class X. This score will be reflected in one Language (English or Hindi), Mathematics, Science and Social Science w.e.f the session 2012-2013 for Class IX and 2013 – 14 for Class X.
- The same score will be reflected in FA-4 for class IX and Class X.

Theme : Materials
(28 Periods)

Unit : Matter - Nature and Behaviour
Particle nature, basic units: atoms and molecules. Law of constant proportions. Atomic and molecular masses.
Mole Concept: Relationship of mole to mass of the particles and numbers. Valency. Chemical formula of common compounds.
Structure of atom: Electrons, protons and neutrons; Isotopes and isobars.
Theme : The World of The Living (23 Periods)

Unit : Organization in the living World.
Biological Diversity: Diversity of plants and animals - basic issues in scientific naming, basis of classification. Hierarchy of categories / groups, Major groups of plants (salient features) (Bacteria, Thalophyta, Bryophyta, Pteridophyta, gymnosperms and Angiosperms). Major groups of animals (salient features) (Non-chordates up to Phyla and chordates up to classes).

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

Theme : Moving Things, People and Ideas (24 Periods)

Unit : Motion, Force and Work
Floatation: Thrust and pressure. Archimedes' principle, buoyancy, elementary idea of relative density.
Work, energy and power: Work done by a force, energy, power; kinetic and potential energy; law of conservation of energy.

Sound: Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo and SONAR.
Structure of the human ear (auditory aspect only).

Theme : Natural Resources (15 Periods)

Unit : Our environment
Physical resources: Air, Water, Soil.
Air for respiration, for combustion, for moderating temperatures; movements of air and its role in bringing rains across India.
Air, water and soil pollution (brief introduction). Holes in ozone layer and the probable damages.
Bio-geo chemical cycles in nature: Water, oxygen, carbon and nitrogen

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

SECOND TERM
1. To verify laws of reflection of sound.
2. To determine the density of solid (denser than water) by using a spring balance and a measuring cylinder.
3. To establish the relation between the loss in weight of a solid when fully immersed in
   a. tap water
   b. strongly saline water, with the weight of water displaced by it by taking at least two different solids.
4. To observe and compare the pressure exerted by a solid iron cuboid on fine sand/ wheat flour while resting on its three different faces and to calculate the pressure exerted in the three different cases.
5. To determine the velocity of a pulse propagated through a stretched string/slinky.
6. To study the characteristic of spirogyra/Agaricus, Moss/Fern, Pinus (either with male or female cone) and an Angiospermic plant. Draw and give two identifying features of groups they belong to.
7. To observe and draw the given specimens-earthworm, cockroach, bony fish and bird. For each specimen record:
   a. one specific feature of its phylum.
   b. one adaptive feature with reference to its habitat.

8. To verify the law of conservation of mass in a chemical reaction.
9. To study the external features of root, stem, leaf and flower of monocot and dicot plants.
10. To study the life cycle of mosquito.
The question paper will include value based question(s) to the extent of 3-5 marks.

The Question Paper will not have any choice(s) in any of the questions.

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<table>
<thead>
<tr>
<th>UNIT No.</th>
<th>NAME OF THE UNIT</th>
<th>WEIGHTAGE</th>
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<tbody>
<tr>
<td>I</td>
<td>Matter: It’s Nature and Behaviour: Atoms and Molecules Structure of the atom</td>
<td>17</td>
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<tr>
<td>II</td>
<td>Organisation in the living world: Diversity in living organisms Why do we fall ill?</td>
<td>25</td>
</tr>
<tr>
<td>III</td>
<td>Motion, Force and work: Floatation Work energy and power Sound</td>
<td>36</td>
</tr>
<tr>
<td>IV</td>
<td>Our environment: Natural Resources</td>
<td>12</td>
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<th>Marks for each question</th>
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<td>LA</td>
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<td>25</td>
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<td></td>
<td><strong>42</strong></td>
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<td><strong>90</strong></td>
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</table>

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SAMPLE QUESTIONS

SCIENCE (086)
CLASS – IX
S.A. – II (2012-13)

VSA

Que. 1 Find the ratio by mass of the elements present in molecule of ammonia (NH₃). Given that, atomic mass N=14, H=1

Que. 2 Write the electronic configuration of an element whose atomic number is 12.

Que. 3 A student picks up four books from the floor, walks across the room through some distance with the books at the same height and then keeps these books at the new place. In which of these sequence of actions work is said to be performed?

Que. 4 A body is fully immersed in water to a depth of 2m, 4m and then 5 m, in turn. Will the loss in its weight be equal or different in three cases? If different, in which case will it be least?

ANSWER KEY

Ans. 1 N : N (Ratio by mass) 1
14 : 3 x 1 14 : 3

Ans. 2 K, L, M 1
2, 8, 2

Ans. 3 When the student is picking up books from the floor in the beginning.

Ans. 4 Equal

SA I

Que. 5 Calculate the number of moles for 60g of He (finding mole from mass). Given, atomic mass of He = 4u

Que. 6 Write chemical formulae of
(i) Hydrogen sulphide
(ii) Iron s(II) chloride

Que. 7 List any two practices you would like to follow in order to maintain good health.

Que. 8 The volume of a body of mass 50 g is 20 cm³. If the density of water is taken as 1 gcm⁻³, will the substance float or sink in water? Why?

Que. 9 Which wave characteristics determine the
(a) Loudness (b) pitch of sound?

Draw two different waveforms and mark these characteristics on it.

ANSWER KEY

Ans. 5 Atomic mass of He = 4 u (2)
Molar mass of He = 4g

Given mass

Thus, number of moles = m = 60

Molar mass

M 4

Ans. 6 (i) \( \text{H}_2\text{S} \) (ii) \( \text{FeCl}_2 \) \( (1+1) \)

Ans. 7 Balanced diet, personal and community hygiene, congenial environment (any two) \( (1+1) \)

Ans. 8 It will sink. The weight of the body is greater than the weight of water displaced by it.

Ans. 9 (a) amplitude
(b) Frequency
Que. 10 List any three distinguishing features between the models of an atom proposed by J.J Thomson and Ernest Rutherford.

Ans. 10 J. J. Thomson Model of atom Rutherford’s Model (1+1+1)

- Plum pudding model
- + charge place ‘Kernels’
- - charge embedded on it

- Nucleus (+ charge) in centre
- Electron revolve in orbits
- Most of the space is empty

Que. 11 Calculate the mass percentage of oxygen present in the following compounds and state the law of chemical combination associated. Given, H=1, O=16.

(i) Water (H₂O) and (ii) Hydrogen peroxide (H₂O₂)

Ans. 11 Law of multiple proportions

H₂O % of O = \( \frac{16}{18} \times 100 \)
H₂O₂ % of O = \( \frac{32}{34} \times 100 \)

Que. 12 List in tabular form, three distinguishing features of dicot plants with monocot plants.

Ans. 12 MONOCOTS DICOTS (any three) (1+1+1)

- Posses 1 cotyledon Possesses two cotyledons
- Fibrous roots Taproots
- Parallel venation Reticulate venation
- Trimerous Flowers Pentamerous flowers

Que. 13 State the meaning of immunisation. Mention the principle on which it is based. List two diseases for which vaccines are provided under public health program.

Ans. 13 Process of developing artificial immunity in a person by giving biological preparations is known as immunisation. When immune system first sees the microbe it responds against it and remembers it specifically, so next time it responds with even greater vigour. Tetanus / Whooping cough / Diphtheria / Measles are some of the common diseases, against which, the vaccines are provided under public health program. (1+1+½+½)(3)

Que. 14 (a) Give one example of each of the following:

(i) Small mass but high kinetic energy
(ii) Large mass but low kinetic energy

(b) Prove mathematically that the total mechanical energy of a freely falling body in air is conserved.

Ans. 14 (a) (i) A cricket/hockey ball which has been hit hard and is travelling fast.
(ii) A shot put thrown by an athlete.

(b) Let the body of mass m at height h above the ground starting from rest, be falling freely. Total energy of the body at height h is
After the body has fallen freely through a distance \( x \) (say),
\[
K.E. = mgh, P.E. = mg (h - x)
\]
Total energy = K.E. + P.E.,
\[
mgh + mg (h - x) = mgh
\]
When it reaches the ground K.E. = \( \frac{1}{2} \)m 2gh = mgh
P.E. = 0, Total Energy = K.E. + P.E. = mgh
Thus the total mechanical energy, which is the sum of K.E. and P.E. is always equal to mgh.

**Sound Navigation And Ranging:** A Transmitter producing ultrasonic waves is fitted at the bottom of a ship or a boat. The ultrasound waves emitted by the transmitter go to the bottom of the sea and get reflected from the bottom. These are received back by a detector also fitted at the bottom. Knowing the time elapsing between sending and receiving back of the ultrasonic waves and the speed of these waves in water, the depth of sea can be calculated.

**Que. 16**
(i) State the method of determining the valency of an element if its atomic number is given.
(ii) Determine the valency of the following elements, the atomic numbers of which are given in parenthesis:- Chlorine (17)- Sulphur (16)- Aluminium(13)

**Que. 17**
(i) List three characteristics which help us to distinguish amphibian to pisces.
(ii) Classify the following living organisms as cold blooded and warm blooded animals: Shark, Lizard, Sparrow, Rohu.

**Que. 18**
(a) Explain, with the help of an example the difference between the terms. Thrust and pressure. Which one of the two has same SI unit as that of Force?
(b) Consider a wooden block of mass 5 Kg and dimensions 40 cm X 20cm X 10 cm with its faces 20cmX10cm and 40cmX20cm kept on the table, in turn. In which case will the pressure exerted by the box on the table be more? Justify your answer by doing mathematical calculations.

**ANSWER KEY**

**Ans. 15**

Sound Navigation And Ranging: A Transmitter producing ultrasonic waves is fitted at the bottom of a ship or a boat. The ultrasound waves emitted by the transmitter go to the bottom of the sea and get reflected from the bottom. These are received back by a detector also fitted at the bottom. Knowing the time elapsing between sending and receiving back of the ultrasonic waves and the speed of these waves in water, the depth of sea can be calculated.

**L.A.**

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**ANSWER KEY**

**Ans. 16**
(i) The number of electrons gained, lost or shared to make the octet of electrons (in the outermost shell), gives us directly the combining capacity of the element, that is, the valency.

(ii) Determine the valency of the following elements, the atomic numbers of which are given in parenthesis:- Chlorine (17)- Sulphur (16)- Aluminium(13)

**Ans. 17**
(i) Amphibians lack scales, have mucous glands, have a three chambered heart

(ii) Cold blooded – Shark Rohu, Lizard

**Ans. 18**
(a) Pressing the flat end of a ball point pen against the hand with some force and pressing the pointed tip of the same pen against the hand with the same force. Pressing on pointed tip produces greater pain because the area on which same force acts decreases and the effect of this force increases.

The total force acting on an area is called Thrust whereas the force acting per unit area is called pressure.-Thrust has the same SI Unit of Newton as Force.

(b) The pressure exerted will be more when the block with its face, 20cmX 10 cm is kept on the table. This is equal to 2450 Nm⁻². When the block is kept on the table with its face 40 cmX20cm, the pressure is equal to 612.5 Nm⁻².
MCQ
(Practical skill Based questions)

Que. 19 Select from the following figure(s) that correctly represent(s) the experimental set up for the verification of law of conservation of mass in a chemical reaction.

\[ \text{BaCl}_2(\text{aq}) + \text{Na}_2\text{SO}_4(\text{aq}) \rightarrow \text{BaSO}_4(\text{s}) + 2\text{NaCl}(\text{aq}) \]

(a)  
(b)  
(c)  
(d)  

(i) a and c  
(ii) a and b  
(iii) a and d  
(iv) b and c

Que. 20. Law of conservation of mass holds true and can be verified in a school laboratory
a. only for precipitation reactions carried in open systems (containers)
b. only for precipitation reactions carried in closed systems (containers)
c. for all type of chemical reactions carried in closed systems (containers)
d. For all type of chemical reactions carried in open systems (containers).

Que. 21 Following is the experimental set up for the verification of the laws of reflection of sound. Which amongst the following set of materials will be best suited for the surface A and B respectively, in the set up shown?

(i) a metal board and a piece of sponge  
(ii) a metal board and a cardboard  
(iii) a piece of sponge and a metal board  
(iv) a wooden board with holes and a metal board
Que. 22. The least count of the given graduated cylinder is–

a) 0.05 mL  
b) 0.1 mL  
c) 0.2 mL  
d) 0.25 mL

Que. 23. The correct sequence of life cycle of a mosquito is

a) larva – pupa – egg – adult  
b) egg – larva – pupa – adult  
c) egg – pupa – larva – adult  
d) egg – adult – pupa – larva

**ANSWER KEY**

| Que. 19  | (iii) | 1 |
| Que. 20  | (c)   | 1 |
| Que. 21  | (iii) | 1 |
| Que. 22  | (b)   | 1 |
| Que. 23  | (b)   | 1 |
VALUE BASED QUESTIONS

Que.24  
Raman lives in a coastal village. He is the son of a fisherman. Whenever any unwanted animal comes in the net, instead of killing it, he puts it back in the sea. 
Answer the following questions based on above information:  
(i) What would have happened, had he killed those animals?  
(ii) Give one reason to justify that Raman’s action is environment friendly.  
(iii) How can you contribute in the preservation of flora and fauna around you?  
Mention any two steps.

Que.25  
The number of dengue cases had increased in Pooja’s village in last one year. She read in her textbook that diseases like dengue spread through mosquitoes which breed in stagnant water. She immediately suggested her friends and decided to kill the mosquitoes in water bodies in the locality. They also took help of nearest municipal office.  
Answer the following questions based on above information:  
(i) Which preventive measures do you suggest for the prevention of such diseases caused by mosquitoes? Mention any two measures.  
(ii) Which values are displayed by Pooja in taking initiative?  
(iii) Suggest one school activity to promote such values in school students.

ANSWER KEY

Que.24  
i) It would have contributed in disturbing the ecological balance. (1)  
ii) Because he is conserving biodiversity. (1)  
iii) Creating sensitivity, by not using products derived from animals, by spreading awareness in other community members about the importance of biodiversity, by developing empathy and love for all living organisms. (1)  

Que.25  
i) avoid water logging, proper and regular disinfection, use of mosquito net and repellents. (1/2+1/2=1)  
ii) Any two (1/2+1/2=1)  
- Community Service  
- Social Responsibility  
- Environmental protection.  
- Awareness about healthy living conditions.  
iii) Any one (1)  
- Organising campaigns for creating awareness amongst masses.  
- Organising debates.  
- Arranging similar community service.  
- Group discussion.
Syllabus
Social Science (087)
Class IX
SA-II (2012-13)

Time : 3 Hours
Marks : 90

UNIT
1. India and the Contemporary World – I 23
2. India – Land and the People 23
3. Democratic Politics I 22
4. Understanding Economic Development – I 22
5. Disaster Management – (Through Project & Assignments). -

TOTAL 90

The Question Paper will include value based question(s)
To the extent of 3-5 marks.

- The Problem Solving Assessment will be conducted for all students of class IX in Jan – Feb 2013 and the details are available in a separate circular.
- The ‘Problem Solving Assessment’ (CBSE-PSA) will be counted towards FA-4 which is 10% of total assessments of Class IX. This assessment will also be carried forward towards the FA-4 in Class X. This score will be reflected in one Language (English or Hindi), Mathematics, Science and Social Science w.e.f the session 2012-2013 for Class IX and 2013 – 14 for Class X.
- The same score will be reflected in FA-4 for class IX and Class X. The students will have the option to improve their PSA Score in Class X, as they can sit for the test with Class IX students of the Session 2013-2014 in January – February 2014. The best scores will be reflected in the final certificate in case of those applying for improvement.
- The schools which have already planned their time table and other details regarding FA-4 will take the best scores of FA-3 and FA-4 to count towards the total 10%, now available for FA-3 and FA-4 taken together.
The prescribed syllabus will be assessed using formative and summative assessments in the following manner:

<table>
<thead>
<tr>
<th></th>
<th>Term –I</th>
<th>Term –II</th>
<th>PSA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Assessment 1 and 2, 3 and 4</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
<td>40%</td>
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<tr>
<td>Summative Assessment</td>
<td>30%</td>
<td>30%</td>
<td>10%</td>
<td>60%</td>
</tr>
<tr>
<td>Total</td>
<td>50%</td>
<td>40%</td>
<td>10%</td>
<td>100%</td>
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</tbody>
</table>

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

Class IX

Unit 1 : India and the Contemporary World – I

40 Periods

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term II</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sub-unit 1.2 : Economies and Livelihoods</strong></td>
<td></td>
</tr>
<tr>
<td>The themes in this section will focus on how different social groups grapple with the changes in the contemporary world and how these changes affect their lives.</td>
<td></td>
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<tr>
<td>Any one theme of the following:</td>
<td></td>
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<tr>
<td>1. Pastoralists in the modern world.</td>
<td></td>
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<tr>
<td>(a) Pastoralism as a way of life. (b) Different forms of pastoralism. (c) What happens to pastoralism under colonialism and modern states?</td>
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<tr>
<td><strong>Case studies:</strong> focus on two pastoral groups, one from Africa and one from India. (Chapter 5)</td>
<td></td>
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<tr>
<td>2. Forest society and colonialism:</td>
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<tr>
<td>(a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism.</td>
<td></td>
</tr>
<tr>
<td><strong>Case studies:</strong> focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)</td>
<td></td>
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<tr>
<td>3. Farmers and peasants:</td>
<td></td>
</tr>
<tr>
<td>(a) Histories of the emergence of different forms of farming and peasant societies. (b) Changes within rural economies in the modern world.</td>
<td></td>
</tr>
<tr>
<td><strong>Case studies:</strong> focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India)</td>
<td></td>
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<tr>
<td>(Chapter 6)</td>
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<tr>
<td>• Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets.</td>
<td></td>
</tr>
<tr>
<td>• Points to the varying patterns of developments within pastoral societies in different places.</td>
<td></td>
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<tr>
<td>• Look at the impact of colonialism on forest societies, and the implication of scientific forestry.</td>
<td></td>
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<tr>
<td>• Discuss the social and cultural world of forest communities through the study of specific revolts.</td>
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<tr>
<td>• Understand how oral traditions can be used to explore tribal revolts.</td>
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<tr>
<td>• Show the different processes through which agrarian transformation may occur in the modern world.</td>
<td></td>
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<tr>
<td>• Understand how agricultural systems in India are different from that in other countries.</td>
<td></td>
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<tr>
<td>• Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have different histories.</td>
<td></td>
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</tbody>
</table>
Term II
Sub-unit 1.3 : Culture, Identity and Society
The themes in this unit will consider how issues of culture are linked up to the making of contemporary world.

Any one of the following :
   4. Sports and politics :
      The story of cricket (a) The emergence of cricket as an English sport. (b) Cricket and colonialism. (c) Cricket nationalism and de-colonialization. (Chapter 7)
   5. Clothes and cultures. (a) A short history of changes in clothing. (b) Debates over clothing in colonial India. (c) Swadeshi and the movement for Khadi. (Chapter 8)

   • Suggest how sports also have a history and that it is linked up with the politics of power and domination.
   • Introduce students to some of the stories in cricket that have historical significance.
   • Show how clothing has a history, and how it is linked to questions of cultural identity.
   • Discuss how clothing has been the focus of intense social battles.

Unit 2 : India – Land and the People

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term II</td>
<td></td>
</tr>
<tr>
<td>1. Climate: factors influencing the climate; monsoon – its characteristics, rainfall and temperature distribution; seasons; climate and human life. (Chapter 4)</td>
<td>• To understand the river systems of the country and explain the role of rivers in the evolution of human society.</td>
</tr>
<tr>
<td>2. Natural Vegetation: vegetation types, distribution as well as altitudinal variation, need for conservation and various measures. (Chapter 5)</td>
<td>• To find out the nature of diverse flora and fauna as well as their distribution;</td>
</tr>
<tr>
<td>3. Wildlife : major species, their distribution, need for conservation and various measures. (Chapter 5)</td>
<td>• To develop concern about the need to protect the bio-diversity of our country;</td>
</tr>
<tr>
<td>4. Population : size, distribution, age-sex, composition, population change- migration as a determinant of population change, literacy, health, occupational structure and national population policy: adolescents as under-served population group with special needs. (Chapter 6)</td>
<td>• To analyze the uneven nature of population distribution and show concern about the large size of our population;</td>
</tr>
<tr>
<td>5. Map Work (3 marks)</td>
<td>• To understand the various occupations of people and explain various factors of population change;</td>
</tr>
<tr>
<td></td>
<td>• To explain various dimension of national policy and understand the needs of adolescents as underserved group.</td>
</tr>
</tbody>
</table>

Project / Activity

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

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

Posters

River pollution
Depletion of forests and ecological imbalance.
Unit – 3 : Democratic Politics I

40 Periods

<table>
<thead>
<tr>
<th>Themes</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term II</td>
<td></td>
</tr>
</tbody>
</table>
| 1. **Electoral politics in democracy** : Why and how do we elect representatives? Why do we have a system of competition among political parties? How has the citizens’ participation in electoral politics changed? What are the ways to ensure free and fair elections? (Chapter 4) | • Develop an appreciation of citizen’s increased participation in electoral politics  
• Recognize the significance of the Election Commission  
• Provide an overview of central governmental structures  
• Sensitize to the key role of the Parliament and its procedures  
• Distinguish between nominal and real executive authorities and functions  
• Understand the parliamentary system of executive’s accountability to the legislature  
• Develop a citizens’ awareness of their rights  
• Introduction to and appreciation of the Fundamental Rights.  
• Recognition of the ways in which these rights are exercised and denied in real life situations.  
• Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission. |
| 2. **Institutions of parliamentary democracy** : How is the country governed? What does Parliament do in our democracy? What is the role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another? (Chapter 5) | |
| 3. **Citizens’ rights in democracy** : Why do we need rights in a constitution? What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? How does the judiciary protect the Fundamental Rights of the citizen? How is the independence of the judiciary ensured (Chapter 6). | |

Unit – 4: Understanding Economic Development – I

<table>
<thead>
<tr>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term II</td>
<td></td>
</tr>
</tbody>
</table>
| 1. **Poverty as a challenge facing India** : Who is poor (through two case studies : one rural one urban); indicators; absolute poverty (not as a concept but through a few simple examples) – why people are poor; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation. (Chapter 3) | • Understanding of poverty as a challenge and sensitization of the learner;  
• Appreciation of the government initiative to alleviate poverty. |
| 2. **Food Security : Source of food grains** : variety across the nation – famines in the past – the need for self sufficiency – role of government in food security – procurement of foodgrains – overflowing of granaries and people without food – public distribution system role of cooperatives in food security (foodgrains, milk and vegetables ration shops, cooperative shops, two – three examples as case studies) (Chapter 4) | • Exposing the child to an economic issue which is basic necessities of life;  
• Appreciate and critically look at the role of government in ensuring food supply. |
Suggested Activities / Instructions:

**Theme 1:** Give more examples of activities done by different workers and farmers. Numerical problems can also be induced. Some of the ways through which description of villages are available in the writings of Prem Chand, MN Srinivas and RK Narayan. They may have to be referred.

**Theme II:** Discuss the impact of unemployment. Debate on whether all the activities done by women should be induced or not. Is begging an economic activity? Discuss. Is it necessary to reduce population growth or family size? Discuss.

**Theme IV:** Visit a few farms in a village and collect the details of food grains cultivated; visit a nearby ration shop and collect the details of goods available; Visit a regulated market yard and observe how goods are transacted and get the details of the places where the goods come and go.

**Unit – 5: Disaster Management**

<table>
<thead>
<tr>
<th>Term I</th>
<th>Term II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to Disaster Management</td>
<td>3. Man made disasters – Nuclear, Biological and Chemical.</td>
</tr>
<tr>
<td>(Chapter 1)</td>
<td>(Chapter 3)</td>
</tr>
<tr>
<td>(Chapter 2)</td>
<td>(Chapter 4)</td>
</tr>
</tbody>
</table>

**Note:** projects, activities and other exercises in Unit 5 should encourage students to place ‘disasters’ and ‘disaster management’ in:

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

**PRESCRIBED TEXTBOOKS:**

1. India and the Contemporary World History – Published by NCERT
2. Contemporary India – Geography – Published by NCERT
3. Democratic Politics – Published by NCERT
4. Economics – Published by NCERT

Together, Towards a Safer India – Part II, a textbook on Disaster Management for Class IX Published by CBSE.
## Design of Sample Question Paper

Social Science, SA-II

Class IX – (2013)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Form of questions</th>
<th>Marks of each question</th>
<th>Number of questions</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MCQ</td>
<td>1</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Short Answer (SA)</td>
<td>3</td>
<td>11*</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>Long Answer (LA)</td>
<td>5</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>Map Question</td>
<td>3</td>
<td>1</td>
<td>03</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>90</td>
</tr>
</tbody>
</table>

* The question paper will include value based question(s) to the extent of 3-5 marks.

The question paper will not have any choice(s) except for compensating/coversing the syllabus contained in Unit-1 i.e. India and Contemporary World.

## Class IX

SA – II-2013

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Unit No.</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>History</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>Geography</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Political Science</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>Economics</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
</tr>
</tbody>
</table>
Sample Questions
Social Science (087)
Class IX
SA-II (2012-13)

HISTORY

Multiple Choice Questions 1 Mark each

Q1. Which of the following was the first Indian cricket Club?
   a) The Bombay Cricket club
   b) The Calcutta cricket club
   c) The Madras Cricket Club
   d) The Kanpur Cricket Club

Ans. (B)

Q2. Which of the following was not a team of the Quadrangular Tournament?
   a) The Europeans
   b) The Hindus
   c) The Parsis
   d) The Rest

Ans. (D)

Q3. Where is the headquarters of ICC located?
   a) London
   b) Bombay
   c) Dubai
   d) Sharjah

Ans. (C)

Three Marks Questions

Q1. Who were amateurs and professionals?

Ans: 2

Amateurs: The rich who could afford to play for pleasure were called amateurs. They considered sport a kind of leisure.

Professionals: The poor who played cricket in England for a living were called professionals. The wages of professionals were paid by patronage or subscription or gate money.

Q.2 ‘Mahatma Gandhi’s dream of clothing the Nation in Khadi appeal only to some sections of Indians’

Explain the statement with three facts.

Ans: 3 i) Nationalists such as Motilal Nehru gave up Western-Style suits and adopted Indian dhoti and Kurta but these were not made of coarse cloth.
ii) Those who had been deprived by caste norms for centuries were attracted to western dress styles such as B.R. Ambedkar who never gave up the western style suit.

iii) Women like Sarojini Naidu and Kamla Nehru wore coloured saris with designs, instead of coarse white homespun saris.

Q 3. What were the sumptuary laws in France?
Ans:4. From about 1294 to the time of the French revolution people were expected to strictly follow what were known as ‘sumptuary law’. This law tried to control the behaviors of those considered social inferiors, preventing them from wearing certain clothes, consuming certain foods and beverages and hunting game in certain areas. The French revolution ended these distinctions.

Q.4 The search for a national dress was the symbol of the cultural identity of the nation’. Explain the statement with context to India’s national movement.
Ans:5. i) As nationalist feelings swept across India by the late 19th century. Indians began devising cultural symbolism that would express the variety of the nation and the national dress was part of this move.

ii) The Tagore family of Bengal experimented with designs for a National dress for both men and women in India; the chapkan was considered the most suitable dress for men.

iii) These were also attempts to develop a dress style that would draw on the tradition of different regions. Nandiani Devi wife of Satyendranath Tagore adopted the Parsi Sari. This was quickly adopted by Brahmos Samaj Womem. The same style was adopted among Maharastrian and Uttar Pradesh Brahms as well as Non-Brahmos.

Five Marks Questions

Q1. Why were Indian farmers reluctant to grow opium?
Ans:1. i) Opium had to grow on the best land, but on this land peasants usually produced pulses.

ii) Many cultivators owned no land. To cultivate they had to pay rent and lease land from landlords. The rent charged by the landlords was very high.

ii) The cultivation of opium was a difficult process

iii) The opium plant was delicate and cultivators had to spend long hours nurturing it. This meant they did not have enough time to care for other crops.

iv) The price the government paid to the cultivators for the opium was very low.

Q. 2. Explain any five features of the Dutch Scientific forestry?
Ans.2

I) In the 19th Century, the Dutch enacted forest laws in Java, restricting villagers access to forests.

ii) Now wood could only be cut for specified purposes like making boats or constructing houses under close supervision.

iii) Villagers were punished for grazing cattle in the forest and transporting wood without a permit.

iv) The Dutch first imposed rents on land being cultivated in the forest and then exempted to get free labour.

v) This was known as the ‘Blandong-diensten’ system.
Q 3. How was the life of Pastoralists changed dramatically under colonial rule? 5M

Ans.

i) The colonial state wanted to transform all grazing lands into cultivated farms.

ii) Waste Land Rules were enacted in various parts of the country. By these rules uncultivated lands were taken over and given to selected individuals.

iii) By the mid-nineteenth century, various Forest Acts were also being enacted in the different provinces.

iv) In 1871, the colonial government in India passed the criminal Tribal Act. By this Act the Pastoralists were not allowed to move out without a permit.

v) Pastoralists had to pay tax on every animal they grazed on the pastures.
One Marks Questions

Q. 1. Every person who wishes to contest an election has to make a legal declaration giving full details of about three of the following points. Identify the fourth one, the details for which are not required.

1M

a. Serious criminal cases, pending against the candidate
b. Details of assets and liabilities of the candidate and his/her family.
c. Public welfare projects undertaken by the candidate.
d. Education qualification of the candidate.

Ans. (c) Public Welfare Projects undertaken by the candidate.

P-66

Q. 2. Which one of the following is a power of the President of India and not that of the Prime Minister?

1M

a. He/she coordinates the work of different ministries.
b. He/she supervises the overall functioning of all the political institutions in the country.
c. He/she distribute and redistributes work to the ministers.
d. He/she chases the meetings of the Union Council of Ministers or the cabinet.  

SA Chapter 5 Pg- 88-89

Ans. 2. (b) He/she supervises the overall functioning of all the political institutions in the country.

Three Marks Questions

Q 1. Mention any three rights which the citizen of India enjoy but the citizens of Saudi Arabia are deprived of it? (Any three points)

3x1=3

Ans. 1  (i) The people of Saudi Arabia have no role in electing their ruler whereas we in India can do so through elections.
(ii) We in India, enjoy the freedom of religion whereas the Saudi Arabians have to follow the state religion.
(iii) The Saudi Arabians cannot form the political parties whereas Indians can.
(iv) Legislatures in Saudi Arabia are selected by the King whereas they are elected by people in India.

Q.2 One final test of the free and fairness of election lies in the outcome itself.’ Justify the statements with any three suitable examples.

3x1=3M

Ans.2. (i) If elections are not free and fair, the outcome always favours the powerful.
(ii) The ruling parties lose elections in India.
(iii) Most of the candidates who use money and muscle power often lose the elections.
(iv) The electoral outcomes are usually accepted as ‘people’s verdict’ by the defeated party.

Five Marks Questions
Q.1. Differentiate between political and permanent executive. Why does the political executive have more power than the permanent one? 5M

Ans. 1. Political Executive

The executive that is elected by the people for a specific period is called the political executive. All the political leaders who take the big decision fall in this category.

Permanent Executive

People who are appointed on a long term basis on merit or on the basis of written test. They remain in office even when the ruling party changes. These officers work under Political executives.

The political executives have more power than the permanent ones. Since the will of the people is supreme in a democracy, the ministers elected by the people are empowered to exercise the will of the people on their behalf. It is the political executive which is ultimately answerable to the people for all consequences. The minister takes the advice of the experts on all technical matters and then finally decides the issue.

Q 2. Why are rights necessary for the very sustenance of a Democracy? Explain with the help of examples from the Indian Constitution. 5M

Ans. 2. In every democratic set up, every citizen enjoys certain rights without which Democracy cannot have a smooth sailing. For example.

- Every citizen has the Right to vote and Right to contest which enables him to participate in the governance process actively.
- Right to express gives you an opportunity to give your opinion.
- Rights help the minorities and the oppressed from exploitation and oppression.
- Things many go wrong when somebody’s rights are taken away by the majority. Therefore, the Right to protect oneself is also essential.
- People may not be deprived of their rights forcibly by any authority, it is necessary that some rights should be placed higher than the government. For example all the Fundamental Rights and Right to Constitutional Remedies play a vital role in this direction.
Class IX
Economics
Sample Questions

Multiple Choice Questions. 1 Mark each

Q1. Poverty is visible in
   (i) Villages
   (ii) Jhuggis in cities
   (iii) At construction sites
   (iv) Beggars in tatters
   (v) All of the above
Ans: (v)

Q 2. The Social indicators of poverty are
   (i) Quantities of milk consumed
   (ii) Illiteracy level
   (iii) Amount of pocket money received
   (iv) Number of shoes people have
Ans: (ii)

Q 3. There has been a significant decline in poverty in the state of
   (i) Assam
   (ii) Bihar
   (iii) Jammu and Kashmir
   (iv) Uttar Pradesh
Ans: (iii)

Q 4. ‘The failure at both the fronts: Promotion of economic growth and population control perpetuated the cycle of poverty.’ Comment on this statement
Ans: Any five (1 mark each)
1. Unequal growth of states
2. Industrialisation rate slower than population growth
3. Migration towards cities
4. Unequal distribution of land
5. High-level of indebtedness.
6. Social obligations
7. All leading to a cycle of poverty

Three Marks Questions.

Q1. What do you understand by the different dimensions of food security? 3M
Ans.
   I. Availability of food
   II. Accessibility
   III. Affordability
Q2. A natural calamity like drought may affect the infrastructure but definitely will leave its toll on ‘food security’. Justify by given suitable example. 3M
Ans. (i) Production of food grain decreases, - 2M
  Shortage of food results in price increase – if it affects large areas—starvation – famine 1M
(ii) Example of Bengal

Q3 How do ‘Fair Price Shops’ help food distributions in India.
Ans.: (1 X 3 = 3 marks)
1. More than 4.6 lakhs ration shops
2. Provide food grains, sugar and kerosene oil for cooking.
3. Sold at a lower rate than the market rate to ration card holders on monthly basis.

5 marks Question
Q1. Write a note on any five programmes that have been developed for eradication of poverty in India?
Ans. Two sentences on each of the following,( half mark for the programme and half mark for the explanation)
1. Prime Minister Rozgar Yojana.
2. Rural Employment Generation Programme.
5. Antyodaya Anna Yojana
Multiple Choice Questions: 1 Mark each

Q1. Which force among the following is responsible for the deflection of wind from its normal path?
1M

(A) Gravitational Force
(B) Centripetal Force
(C) Centrifugal Force
(D) Coriolis Force

Ans. D

Three marks questions

Q1. Explain any three measures taken by the government to protect the flora and fauna of the country.
(3x1=3)

Ans.1. Measures taken by the government to protect flora & fauna

1. Fourteen biosphere reserves have been set up in various parts of the country
2. Financial and technical assistance is given to many Botanical gardens
3. Many eco development projects have been introduced.
4. 89 National parks, 49 wild life sanctuaries and zoological gardens are set up all over India.

Q2. Explain the three processes of change of population. (3 X 1 = 3)

Ans.2. There are three processes of change of population

(i) Birth rates  (ii) Death Rates  (iii) Migration

Birth rate is a major component of growth because birth rates have always been higher than death rates.
Rapid decline in the death rates is the main cause of the growth rate of population. Internal Migration does not change the size of the population but influences the distribution of population within the nation.

Q3. How do human beings influence the ecology of a region? Explain. (3 X 1 = 3)

Ans. Due to the excessive exploitation of the plants and animal resources by human beings, the ecosystem has been disturbed. The greed of human beings leads to over utilisation of natural resources. They cut the trees and kill animals, creating ecological imbalance. As a result some of the plants and animals have reached the verge of extinction.
5 Marks Questions

Q1. Explain any one of the factors affecting climate of India, with suitable examples.

Factors affecting climate
(1) Latitude    (2) Altitude (3) Pressure and wind system (4) Distance from the sea
(5) Ocean currents (6) Relief feature.

Any one of the above factors to be explained with suitable examples  (5 X 1 = 5)

Q2. Why is the distribution of population in India uneven? Explain with five examples.  

(5X 1 = 5)

Ans. The following factors make uneven distribution of population in India
(1) Fertility of the soil
(2) Nature of terrains
(3) Comparative climate and amount of rain fall
(4) Availability of water
(5) Availability of resources
(6) Development of transport
(7) Industrialisation
(8) Urbanisation

Map Based Question:  

Two features A and B are shown in the given political outline map of India. Identify these features with the help of following information and write their correct names on the lines marked on the map:

(A) Type of forests    (B) A wild life sanctuary  

AND

On the same political outline map of India, locate and label the following items with appropriate symbols:

(B) Leh Meteorological Station

Note: The following questions are for the visually impaired candidates only in lieu of Map Question.  (3X1=3)

(31.1) Which type of forests are found in deltaic regions?
(31.2) Name the wild life sanctuary located in Rajasthan?
(31.4) Which state of India has the highest sex ratio?
Answers to Social Science Geography Class IX

Summative Assessment - II

Ans.
1  D
2  Measures taken by the government to protect flora & fauna
   (1)  Fourteen biosphere reserves have been set up in various parts of the country
   (2)  Financial and technical assistance is given to many Botanical gardens
   (3)  Many eco developmental projects have been introduced.
   (4)  89 National parks, 49 wildlife sanctuaries and sanctuaries and zoological gardens are set up all over India.
   Any Three

   Any Three  3 X 1 =3

   page 50-57

3  (i) Creating awareness among the people
   (ii) Avoiding indiscriminate cutting of trees.
   (iii) Minimising pollution of the environment
   (iv) Dumping waste material in a proper place.
   (v) Circling the smoke from the chimneys and vehicles
   (vi) Controlling rapid growth of populations
   Any Three

   Any Three  5 X 1 = 5

   page 50

4  There are three processes of change of population
   (i) Birth rates     (ii) Death Rates     (iii) Migration
   Birth is a major component of growth because birth rates have always been higher than death rates
   Rapid decline in the death rates is the main cause of the growth rate of population Internal Migration does not
   change the size of the population but influence the distribution of population within the nation.
   3 X 1 = 3

8  The following factors make uneven distribution of population in India
   (1) Fertility of the soil
   (2) Nature of terrains
   (3) Comparative climate and amount of rain fall
   (4) Availability of water
   (5) Availability of resources
   (6) Development of transport
   (7) Industrialisation
   (8) Urbanisation
   Any one of the five factors to be explained with suitable examples. 5 X 1 = 5

Value Based Questions
Q1 While analysing the given table, which values you think are disturbing the balance of the country (1 ½ x 2 = 3)
(a) Gender ratio (Female – Male) 46%:54%
(b) Occupation (Secondary – Primary) 55%:35%

Ans. The birth of a girl child is denied in the society which is highly negative. More secondary occupation reflects environmental imbalances.

Q2 Eco system is very important for the living beings. How can you contribute to conserve it? Express your views (3 X 1 = 3)

Or

How we can conserve ecosystem? Explain with three examples

Ans. Any three
(i) Creating awareness among the people
(ii) Avoiding indiscriminate cutting of trees.
(iii) Minimizing pollution of the environment
(iv) Dumping waste material in a proper place.
(v) Controlling the smoke from the chimneys and vehicles
(vi) Controlling rapid growth of population

Q 3. The Pentangular tournament was played by five teams in India during colonial rule. They were i) The European, ii) The Parsis, iii) The Hindus, iv) The Muslims, v) The rest which comprised all the communities left such as the Indian Christians. Mahatma Gandhi condemned the Pentangular as a communally dividing competition that was out of place in a time when nationalists were trying to unite India’s diverse population. Give any 3 values which can be reflected from this tournament?

Ans. Values:
(i) Secularism
(ii) Nationalism
(iii) Patriotism
(iv) National-Integration

Q. 4 Which values should contestants keep in mind during the election campaign of a country (Any three) (3M)

Ans. contestants should keep the following values in mind:
- Honesty
- Non Violence
- Patriotism
- Team Work
- Use less paper for publicity to save paper
Q5. Suppose you have attained the age of 18 years and you have been registered as a voter in the voters list. There are four candidates who are contesting elections from your constituency. They approach you personally one by one.

I) One of them is a professor in the University who is contesting as an independent candidate.
II) One is a muscleman of the area and people are scared of him.
III) There is an educated lady who is already helping the residents in various ways.

After meeting all the three candidates, whom will you vote for and why?

Ans. Candidate I – I shall not vote for him since he is contesting as an independent candidate who does not get support of the ruling party. No welfare project can be taken up without any party support.
Candidate II: No question of voting for the muscle man. Our right to vote is our pious duty. We should use it in the interest of the people and not out of fear.
Candidate III: I shall vote for the educated lady for two reasons
- Women must be encouraged to take active part in the governance process
- Since she is already serving the able, is educated and cultured. Sympathetically listens to the complains of the people and is poor. So I will vote for her.

Q6. Which values do the national parks of any country promote? (3x1=3)

Ans. Any Three
- Re building forests
- Safety of animals
- Promotion of herbs and plants as a occupation to the backward community
- Reviving the ecology system
## Annexure – ‘H’

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पठित-अवबोधन (खण्ड घ) 3-5 अंकपानाम् मूल्यसंबंधिता: लघुत्तरामका: प्रश्ना: प्रविष्ठित।

- कक्षा IX के समस्त विषयार्थियों हेतु माह जनवरी-फरवरी, 2013 में समस्त अभ्यासों मूल्यांकन आयोजित किया जायेगा। इससे संबंधित विवरण एक यथार्थ परिपत्र में उपलब्ध है।

- समस्त अभ्यासों मूल्यांकन की गणना कक्षा नवीं में रचनात्मक मूल्यांकन-4 के स्थान पर की जायेगी। जोकि कक्षा IX के कुल मूल्यांकन का 10% होता है। इस मूल्यांकन की गणना कक्षा- X के रचनात्मक मूल्यांकन-4 के स्थान पर भी की जायेगी। इस मूल्यांकन में प्राप्तांक/श्रेणी एक भाषा (अंग्रेजी अथवा हिंदी), गणित, विज्ञान तथा सामाजिक विज्ञान में कक्षा नवीं के लिए सत्र 2012-13 एवम् कक्षा दसवीं के लिए सत्र 2013-14 में प्रदर्शित होगी।

- विषयार्थियों को समस्त अभ्यासों मूल्यांकन में प्राप्त प्राप्तांक/श्रेणी में सुधार हेतु कक्षा दसवीं में विकल्प उपलब्ध रहेगा। ऐसे विद्यार्थी सत्र 2013-14 के माह जनवरी/फरवरी 2014 में कक्षा नवीं के साथ इस मूल्यांकन में पुनः सम्मिलित हो सकते हैं। ऐसे विद्यार्थी जो कि प्राप्तांक/श्रेणी सुधार हेतु सम्मिलित हों, उनके अंतिम प्रमाण पत्र में उपयुक्त दोनों प्राप्तांक/श्रेणी में से सर्वोच्च प्राप्तांक/श्रेणी प्रदर्शित की जाएंगी।

- वे विद्यार्थी जिन्होंने रचनात्मक मूल्यांकन-4 से संबंधी समय सावधानी तथा अन्य कार्यक्रमों का पूर्व निर्धारण कर लिया है, वह रचनात्मक मूल्यांकन-3 तथा रचनात्मक मूल्यांकन-4, दोनों में से प्राप्त उत्तम श्रेणी को रचनात्मक मूल्यांकन-3 तथा 4 (दोनों मिलाकर जिसका भार 10% होगा) के स्थान पर आगाणित करेंगे।
संस्कृतम् द्वितीयस्तरस्य पाठ्यक्रमः
कक्षा - नवमी
अवधि:- अक्टूबर - मार्च (2012-2013) द्वितीय सत्रम्
संस्कृतम् (सम्प्रेषणात्मकम्) कोड – 122

1. (i) रचनात्मक-मूल्यांकनम् 20%
   (Formative Assessment)

   (ii) रचनात्मक-मूल्यांकन 3 - 10%
   रचनात्मक-मूल्यांकन 4 - 10%
   (Formative 3 10%)
   (Formative 4 10%)

आधारपूर्ति-अभिव्यक्ति-गतिविधि:
❖ कक्षामु संस्कृतेन वार्तालापः
❖ परियोजनाकार्यम्
❖ कक्षाकार्यम्
❖ गृहकार्यम्
❖ पादसहायगमिक्रिया:
   (आधारभूतकौशलालिनि अभिकृत्य)
❖ श्लोकोकोरणम्, कवितापाठः, गीतगायनम्, काव्यापाठः
❖ गद्यवाचनम्, कथाकथनम्, रचयितयियम्, परिभाषाशब्दः (संस्क्रेपण)
❖ लेखनकार्यम् - संक्तिताध्यातिन्थालेखनम्, वचनम्, चित्रकथा, अनुच्छेदलेखनम्, संवादलेखनम्,
   निबंधलेखनम्, कविताः जीवनपरिचयः, प्राचीनकविनां वैशार्द्यस्य
❖ भाषणप्रतिषोधिता
❖ अत्यय्याती
❖ शब्दसंग्रह
❖ शब्दकोषानिर्माणम् - (फल-पुष्प-पशु-पक्षी-शाक-गृह-वस्तूस्य नानाः)
❖ अभिव्यक्ति: / भूमिकानिवाहः
❖ समाचार-श्रवणम्-वाचनम् (दूसरोंके आकाशवाण्य च)
❖ भाषाक्रिया:
❖ साहित्यमुद्रा-श्रवणम् / निर्माणम् (C.D.)
❖ सूत्रिकथासंग्रहः, कथासंग्रहः, प्राचीनविज्ञान-सम्बन्ध-लेखसंग्रहः
❖ पत्रलेखनम्, पत्रिकासम्पादनम्, प्रतिपक्ष
❖ वाक्यपूर्ति:
❖ दैनिक-व्यवहार-वाक्य- संग्रह
❖ प्रातः कालीनस्था

अवलोकनीयानि सत्त्वानि
• उच्चवर्गम्
• गति-यति-लय-भावभिगमा
• आरोह-अवरोह (सम्भाणे)
• अवबोधनम्
• समुचितबोधनम्:
• विरामचिह्नप्रयोग:
• वर्तनीविश्वास:
• आत्मविश्वास:
• संस्कृत-प्रयोग: (दैनिक व्यवहार)

(2) संकलनात्मक मूल्यांकनम् 30% 90 अंका
(Summative Assessment)
‘क’ खण्ड: (अपवित्र-अवबोधनम्)

(10)
(एक: गद्यांक, खण्ड:)
70-80 शार्डरिमिति: गद्यांश (सरलकथा, वर्णनम् वा)
• एकपदी पूर्णवाक्येन च अवबोधनात्मक कार्यम् (4)
• अनुच्छेद-आधारितम् भाषिक कार्यम् (4)
• समुचित शौर्यक्रियानम् (2)
भाषिककार्याय तत्चानि
• वाक्ये कर्तृ-क्रिया पदचयनम्
• कर्तृ-क्रिया-अन्वति:
• विशेषण-विशेष्य-चयनम्
• सर्वानन्दप्रयोग:
• पद्यां-विलोमपद-चयनम्
‘ख’ खण्ड: रचनात्मक कार्यम् 15 अंका
(मणिका-अध्यायसुपस्तक-आधारितम्)
i) सदुपूर्व-प्रारम्भिक प्रवर्तितम्
ii) चित्राधारितम् वर्णनम् अथवा अनुच्छेदलेखनम्

(10)
‘ग’ खण्ड: अनुप्रयुक्तव्यक्तिकरणम् 30 अंका
(मणिका-अध्यायसुपस्तक-आधारितम्)
1. शब्दरूपाणि
i) हल-तक्षाकाण्ड - राजनू भवतु आत्मनू विद्वास गच्छन्

(6)
2. संख्यावाचकशब्दाना - एक, द्व, त्रि, चतुर, पञ्चनू

(6)
3. धातुरुपाणि—लोपद्विधि:लकायोः
   i) परस्पराणि:—भू (भष्ट्र) पद्म हस्त नमम् गम्म (गच्छ) अस्य हनम् क्रुष्म
      नशं गुलु आपम् हस्म प्रृच्छ्म, क्रु, ज्ञान, भक्ति, चित्तः
   ii) आत्मानेपदिनि:—सेवा लय सुखु मुद्याच्
   iii) तमस्वपदिनि:—नी, ह (हर), भजः पच्र

4. उपपदविभक्तित्वा प्रयोगः
   (वाक्यवेषु, वातावरणेः, अनुच्छेरे वा)
   द्वितीया—समायथ, निमत्या, प्रति, धीकृ, विना।
   तृतीया—विना, अत्तम, हनम्: प्रयोजनम्।
   चतुर्थी—अत्तम् (सामस्याः)।
   पंचमी—आपम् प्रंजत, पर्य: अत्तमम्।
   षष्ठी—निर्धारणम्, वामत:; दक्षिणम्; अनादरे।
   षष्ठी—सिन्धु, विश्वस, अनु-रज्जु, भायेः।

5. प्रश्नाः—वाक्यवेषु प्रयोगः
   क्रं, क्रंत्रजु, सारू, सानच्
   धम्’खण्डः (पञ्चतिव-अवबोधनम्) 35 अढ़का
   (मणिका (प्रथमः प्रमुत्र: पादपुन्यस्तवम् अधिकृत्र्)
   1. पादपुन्यस्तवम् सामप्रीम् अधिकृत्र् अवबोधनात्मकं कार्याम्
      i) ग्रामाः:
      ii) पद्याः:
      iii) नाट्याः:
   प्रश्नप्रकाशः—एकपददेन पूर्णवाक्ये च प्रश्नोत्तराः।
   भाषिककायम्। (बहुविकल्पात्मकः प्रश्नाः)

2. द्वायः—शब्दकल्पः: अवबः:
   (रितस्थापर्नृपृत्विद्वायः)

3. वाक्ये प्रेक्षणात्तत्त्वो अधिकृत्र् पञ्चप्रश्नानां निर्माणम्

4. कथाब्रमस्योपदेशम्
   (क्रमनिर्दत-दशावक्यानां क्रमपूर्वकं संयोजनम्)

5. साध्वाः: (पञ्चः)
   (सन्धभेक्ष्यप्रयोगं शव्याधमेलनाद्वारा च)
   (बहुविकल्पात्मकः प्रश्नाः)

105
### पाठनाम नामांक - पुस्तकम्-मणिका (संस्कृत-पाद्यपुस्तकम्) (नवमश्रेणी)

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<td>कवयामि वयामि यामि</td>
</tr>
<tr>
<td>13</td>
<td>भारतीय विज्ञानम्</td>
</tr>
<tr>
<td>14</td>
<td>भारतनासिति मे कीवन्त जीवनम्</td>
</tr>
</tbody>
</table>

### टिपणी - उत्तराणि कंवलं संस्कृतेन लेखितव्यानि

#### पाद्यपुस्तकः

**i) मणिका (पाद्यपुस्तकम्) भाग-1 संस्कृतितसंस्करणम्**

(प्रकाशनम् : के. मा. शिला बो. द्वारा)

**ii) मणिका (अध्यापस्तुकम्) भाग-1 संस्कृतितसंस्करणम्**

(प्रकाशनम् : के. मा. शिला बो. द्वारा)
<table>
<thead>
<tr>
<th>खण्ड:</th>
<th>विषय:</th>
<th>प्रश्नप्रकार:</th>
<th>प्रश्नसंख्या</th>
<th>मूल्यधारा:</th>
<th>अंक:</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘क’</td>
<td>अपतित-अवबोधनम् एक: अनुच्छेद: (70-80 शतां)</td>
<td>(i) एक पदेन, पूर्णवाक्येन च अवबोधनात्मक-कार्यम्</td>
<td>4</td>
<td>1×2=2, 1×2=2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii) अनुच्छेद-आधारितम् भाषिक कार्यम्</td>
<td>4</td>
<td>1×4=4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(iii) समुचितं शीर्षकप्रदानम्</td>
<td>1</td>
<td>2×1=2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>कुल भार</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘ख’</td>
<td>रचनात्मक-कार्यम्</td>
<td>(i) अनुपचारिक-पत्रम् (10 रिक्तस्थानपूर्ति द्वारा)</td>
<td>निबन्धात्मक: (1/2 ×10=5)</td>
<td>1</td>
<td>5×1=5</td>
</tr>
<tr>
<td></td>
<td>(ii) चित्रवर्णनम् अनुच्छेदलेखनम् वा (पञ्च बाक्यानि)</td>
<td>निबन्धात्मक:</td>
<td>1</td>
<td>10×1=10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>कुल भार</td>
<td>15</td>
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</tr>
<tr>
<td>‘ग’</td>
<td>अनुप्रयुक्तव्याकरणम्</td>
<td>(i) शब्दरूपाणि हलन-शब्दाः</td>
<td>वहुविकल्पतात्मक:</td>
<td>6</td>
<td>1×6=6</td>
</tr>
<tr>
<td></td>
<td>(ii) संख्यावाक्यकशब्दाः रूपाणि</td>
<td>लघूतत्तात्मक:</td>
<td>6</td>
<td>1×6=6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(iii) धातुरूपाणि/ लोट्-विभिन्निलकारयो: (i) उभयपदी (1) (ii) आत्मनेपदी (2) (iii) परस्परपदी: (3)</td>
<td>वहुविकल्पतात्मक:</td>
<td>6</td>
<td>1×6=6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(iv) उपपदविभिन्ताः प्रयोगः (वाक्ये, वाक्यवृत्त, अनुच्छेदे वा)</td>
<td>वहुविकल्पतात्मक:</td>
<td>6</td>
<td>1×6=6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(v) प्रत्ययः (वाक्ये प्रयोगः)</td>
<td>वहुविकल्पतात्मक:</td>
<td>6</td>
<td>1×6=6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>कुल भार</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'घ'</td>
<td>पतित-अवबोधनम्</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(i) गद्यांश</td>
<td>बहुविकल्पपात्मका: 2</td>
<td>$1 \times 2 = 2$</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>लघूतरत्नका:* 3</td>
<td>$1 \times 3 = 3$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) पद्यांश</td>
<td>बहुविकल्पपात्मका: 2</td>
<td>$1 \times 2 = 2$</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>लघूतरत्नका:* 3</td>
<td>$1 \times 3 = 3$</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(iii) पार्श्वांशः</td>
<td>बहुविकल्पपात्मका: 2</td>
<td>$1 \times 2 = 2$</td>
<td>5</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>लघूतरत्नका:* 3</td>
<td>$1 \times 3 = 3$</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(iv) श्लोकान्वयः (रिक्तस्थानपूर्तिद्वारा)</td>
<td>लघूतरत्नका: 5</td>
<td>$1 \times 5 = 5$</td>
<td>5</td>
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<td></td>
</tr>
<tr>
<td>(v) प्रश्न-निर्माणम्</td>
<td>लघूतरत्नका: 5</td>
<td>$1 \times 5 = 5$</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>(vi) कथाक्रमं</td>
<td>निववि: 1</td>
<td>$5 \times 1 = 5$</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>(vii) शाब्दार्थमेलनम्</td>
<td>बहुविकल्पपात्मका: 5</td>
<td>$1 \times 5 = 5$</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| संपूर्ण: भार : | 35 | 90 |

*पतित-अवबोधन (खण्ड घ) 3-5 अंकानां मूल्यसंबंधिता: लघूतरत्मका: प्रश्न: भविष्यत्।

<table>
<thead>
<tr>
<th>क्र. सं.</th>
<th>प्रश्न-प्रकार:</th>
<th>प्रश्न संख्या</th>
<th>कुल अंक</th>
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<tbody>
<tr>
<td>1.</td>
<td>बहुविकल्पपात्मका:</td>
<td>39</td>
<td>39</td>
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<tr>
<td>2.</td>
<td>लघूतरत्मका:</td>
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<td>31</td>
</tr>
<tr>
<td>3.</td>
<td>निववि:</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>

योग: 72 90

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आदर्शप्रश्नः
संस्कृतम् (सम्प्रेषणान्तमकम्) 122
नवमी कक्षा (2012-13)
सततं व्यापकम् पूर्ववाकनम् (द्वितीय सत्रम्)

खण्ड (क) अपूर्ण अवबोधनम् - 10

प्रश्न 1. अर्थोलिखितम् अनुक्रेणं पदित्वा प्रश्नानं उत्तरतः

(10)
कृतिपरिचयं प्राप्ते उत्तरं: आसीत्। निर्णयं: अभवत् यदृ श्लोकसृष्टि नासृष्टिः प्रत्येकं जन: स्वाग्हात् एकं लघु दुर्ध्वसमो आनीय विशाले पात्रे दुर्ध्व श्लोकपुरुष। अनेन पर्यायं दुर्ध्वं संगृहीतं भविष्यति। सवें: निर्णयं: स्वीकृतः।

I. एक पदेन उत्तरतः

(i) प्राप्ते किम् आसीत्?

(ii) सम्पूर्ण विशालपात्र केवल पूर्वतम् आसीत्?

II. पूर्णवाकनेन उत्तरतः

(i) रामेन् एकाक्ष्य जनस्व मनसि:क: विचार: उत्तरन: अभवत्?

(ii) प्रातःकाले किम् अभवत्?

III. प्रदत्त चिन्ताप्रमेयं: उत्तरं चिन्त्य लिखतः

(i) इति अत्र किं किंयापदम् असितः?

(क) पर्यायम्
(ख) संगृहीतम्
(ग) दुर्ध्वम्
(घ) भविष्यति

(ii) ‘चिन्तनम’ इति अर्थं गद्यांशों किम् पदं प्रयुक्तम्?

(क) चिन्तनम्
(ख) आनीय
(ग) विचारम्
(घ) भविष्यतः

(iii) गद्यांशों तेन इति पदम् कस्पण प्रयुक्तम्?

(क) दुर्ध्वम्
(ख) जलाय
(ग) पाराय
(घ) जनाय

(iv) गद्यांशों अनावतम् इति किम् विश्वास्य कुर्तिपदम् असितः

(क) समस्या
(ख) सर्वप्रेमम्
(ग) विशालपात्रम्
(घ) पारम्

IV. अस्य अनुक्रेण स्वतं समुचितं शॊर्षकं लिखतः 2
प्रश्न 1. भवनी गौरी। भवनी: सखी मुदिता असि। तां प्रति लिखिते पत्रे मण्डूत्याय: पदानि चित्त्र रिक्तस्थानानि पूर्यत।

\[(\frac{1}{2} \times 10 = 5)\]

\[.......................... \quad (1)\]

तिथि: ..........................

प्रिय सखी मुदिते।

सस्नेहं .......................... (2)।

अद्य एव तव पत्रं .......................... (3)। पत्रे लिखितम् आसीत् यत् तव परिशा: समाप्ता:।

अवकाशं: च .......................... (4)। हें ज्ञातव यथा मन: अति .......................... (5) अभवत् यत्

अभिमे मासे त्वम् मम गृहम् आयमणिः। अहम् उखुकत्या तव .......................... (6) करोमि।

यदा त्वम् अत्र आयमणिः .......................... (7) बहु आनन्द: भविष्यति। .......................... (8) मिलितवा

बहु-वार्ता: करिष्याव:। विषण्ण गमिष्याव:। .......................... (9) परिशानानि च क्रिष्याव:। भ्रमणाय

अधि गमिष्याव:। मातापितुभ्याम् नमो नमः।

तव .......................... (10)

गौरी

मण्डूत्या -

| सखी, प्रसनाम्, प्रापतम्, आरूभा: |
| प्रतीश्च नमो नमः, तदा, बहुनि, |
| दिल्लोन्नागात्, आवाम् |

प्रश्न 2. मण्डूत्यां प्रदत्तपदाना सहायतया चित्रं दृष्टवा संस्कृतेन पञ्चवाक्यानि लिखत \(-2 \times 5=10\)
प्रश्न 1. प्रदत्तविकल्पण्य: उचितम उत्तरम चित्ता रिक्तस्थानानि पूरयता। (1x6=6)

I ........................ आदेशाम् सर्वं पालयति।
(क) राजा (ख) राजानम् (ग) राजः (घ) राजे

II मणुष्यः स्वप्रयतेः ................................ कल्याणं कुर्यात्।
(क) आत्मा (ख) आत्मा (ग) आत्मः (घ) आत्मनः

III विद्यालयं .............. बालकः परस्पर वर्त्तालापं कुर्वितो।
(क) गच्छन् (ख) गच्छति (ग) गच्छत: (घ) गच्छन्

IV ........................ शोभनानि कार्याणि कुर्विति।
(क) भवती (ख) भवत्या (ग) भवत्यः (घ) भवती:

V वयम् ........................ स्वागतं कृमः।
(क) भवतम् (ख) भवते (ग) भवता (घ) भवताम्

VI ........................ सर्व्वत्र आदरं: भवति।
(क) विद्वानं (ख) विद्वानम् (ग) विद्वाने (घ) विद्वायः

प्रश्न 2. मन्जूषाः: उचितपदानि चित्ता रिक्तस्थानानि पूरयत। (1x6=6)

(I) ........................ वृष्णः द्वौ खंगोः अतिष्टातमः।
(II) ........................ खंगोः एकः पिकः आसीलः।
(III) ........................ बालिका: उद्याने क्रीडत्ति।
(IV) ........................ युगानि भवति।
(V) इह खलु .............. इन्द्रियाणि।
(VI) त्वम् ........................ शोभना बाला असि।
प्रश्न 3. प्रदत्त विकल्पमें: उचितम् उत्तरम् चित्ता रिक्तस्थानानि पूरयत। (1×6=6)
I सबवें जना: सुखिनः ..................।
(क) भवतु (ख) भवताम् (ग) भवत: (घ) भवतु
II प्रत्येकं जन: कर्तव्यपालनम् ..................।
(क) करशतु (ख) कुरु (ग) कुरु (घ) कुर्वन्तु
III युवम् सबवें गुरुन् ..................।
(क) नमेयु: (ख) नमेत (ग) नमेम (घ) नमेतम्
IV योग्या: जना: सफलता ..................।
(क) लभाताम् (ख) लभेत (ग) लभेताम् (घ) लभाताम्
V शोभन: पुत्र: भक्त्या पितरम् ..................।
(क) संवेत (ख) संवेयाताम् (ग) संवेयन् (घ) संवेया:
IV वचम् पैदिकं भोजन ..................।
(क) पचेति (ख) पचे: (ग) पचेतम् (घ) पचेम

प्रश्न 4. प्रदत्त विकल्पमें: उचितपदं चित्ता रिक्तस्थानानि पूरयत। (1×6=6)
I तवं ............ प्रति गन्तुम् इच्छिस।
(क) गृहस्य (ख) गृहम् (ग) गृहे (घ) गृहाणाम्
II .................. हीना: नर: पशुपि: समाना: भवतिः।
(क) धर्मत् (ख) धर्मस्य (ग) धर्मेण (घ) धर्मान्
III कवि:कालिदास: .................. श्रेष्ठः।
(क) कविभ: (ख) कवे: (ग) कव्यो: (घ) कविनाम्
IV सेगी ............... विशवसित।
(क) चिकित्सकम् (ख) चिकित्सक: (ग) चिकित्सके (घ) चिकित्सकाय
V श्रीराम: ............ अलम्।
(क) रावण: (ख) रावणम् (ग) रावणेन (घ) रावणाय
VI अस्माय परीशा ............... आरभ्या आसि।
(क) सोभवासरं (ख) सोभवासस्य (ग) सोभवासात (घ) सोभवासेरे

प्रश्न 5. प्रदत्त विकल्पमें: उचितम् उत्तरं चित्ता लिखत। (1×6=6)
I सुरेशेन ................. लेखन अध्यापकः अतुष्टु। (लिखि+कता)

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खण्ड: ‘घ’

प्रश्न 1. अध्योपलिखित गद्यांश परिच्या प्रदत्तप्रश्नानामुळे उत्तराणि लिखत।

तत्तच सं मुनि: तप:प्रभावाद अह्वकारमुळे उपजात।। एकवा अयो मुनि: क्षास्य नगरे एकं ब्राह्मणगृहमुळे एत्य तदगृहिणी भिक्षामुळे अयाचत। सा पतिव्रता गृहिणी तमुः अवदूः — “प्रतीक्षय श्रणे यावद भूतुः परिचयायमुळे समापये” इति। एततः श्रुत्वा मुनि: तास कोष्टपुष्ट्वा दृष्ट्वानु। सा विहर्ष्य अभाष्यत — “मुखे! न अहं बलाका इति”। तत् आकृण्य विशिष्ट: मुनि: “एततुः कथामिव जातमनया” इति चिन्तयनुः तत्र उपासिष्ठः।

I
एकपदेन उत्तरः।

(i) कः तपःप्रभावाद अह्वकारमुळे उपजातः?
(ii) का विहर्ष्य अभाष्यत — “मुः! न अहं बलाका इति”?  

II
पूर्णवाक्येन उत्तरः।

मुनि: किम परिच्यानुः तत्र उपासिष्ठः?

III
प्रदत्तविक्षेप्यः: उचितमुः उत्तरं चित्ता लिखत।

(i) गद्यांशे ‘श्रुत्वा’ इति पदस्य किम् पर्यायपदम् प्रयुक्तम्?
(क) दृष्ट्वा (ख) अनया (ग) एत्य (घ) आकृण्य

(ii) ‘सा पतिव्रता गृहिणी तमुः अवदूः’ अस्मिन् वाक्ये ’तमुः’ इति सर्वनामपदम् कस्मे प्रयुक्तम्?
(क) भूतुः कृते (ख) मुनये (ग) अहव्वकाराय(घ) ब्राह्मणाय

उदाहरणांर्थम्

113
मूल्यपरक: प्रश्न:
भूत: परिचया: किम् फलम्?
प्रश्न 2. अथोतिसिंहं नाट्यां घटिता पदत्रप्रशनानांम् उत्तराणि लिखित। (5)
धते भरं कुसुमपत्रमलवलीना घरमवयां वहति शोतभवां रुजं च।
यो समयपर्यति चान्यसुक्ष्मय हेतो: तत्स्मे वदान्यगुरे तरवे नमोःस्तु॥
I एकपदेन उत्तर।
(i) तरु: अन्युसुखस्य हेतो: किम् अर्पाति?
(ii) कस्मेन नमोःस्तु?
II पूर्णावक्षेयेन उत्तर।
तरु: केषां भरं धते?
III प्रदत्तविकलप्येय: उचितम् उत्तरं चित्रां लिखित। (1×2=2)
(i) 'यो' ईति पदं कस्मेन प्रयुक्तम्?
(क) तस्मे (ख) गुरवे (ग) तरवे (घ) चतान्याय
(ii) 'यथाति' ईति पदस्य किं पर्यायपदं पदं प्रयुक्तम्?
(क) धते (ख) अर्पाति (ग) वहति (घ) अस्तु
उदाहरणार्थम्
मूल्यपरक: प्रश्न:
तरु: किमचं विशेषत: नमसकरणीयः?
प्रश्न 3. अथोतिसिंहं नाट्यां घटिता पदत्रप्रशनानांम् उत्तराणि लिखित। (5)
भामशाहं - यवोत्तर्हि गृह्यताम्। जोग्यांना पारत्ना शृंखलाः: स्वकीयाः: लोहबाहुमि:।
स्वतन्त्र: क्रियान्ता देशः। (धनराशिः प्रतापबर्च्छयो: अर्पाति)
प्रताप: - (सार्वपरमाय) किमिदं भवानू करोति।
नाहं द्वां सम्पत्ति पुनः आददामः।
भामशाह: - (सचिवालय) गृह्यतां भवानू।
देशं धर्मं च रक्षितम्।
प्रताप: - धन्योंसः मन्त्रीवर्ग। त्वद्या जनसी धन्या। सुकूले जातोःसि।
I एकपदेन उत्तर। (1/2×2=1)
(i) क: प्रतापचरणोः धनराशिम् अर्पाति?
(ii) लोहबाहुमि: का: जोटातीया?:
II पूर्णावक्षेयेन उत्तर।
(i) भामशाह: सचिवालय किं वदति?
III प्रदत्तविकलप्येय: उचितम् उत्तरं चित्रा लिखित। (1×2=2)
उदाहरणधर्मः
मूल्यपर्यः प्रशः
सुकूलेः जातः कः कथयते?
प्रशः 4.निम्नलिखितोऽऽ श्लोकोऽऽ अन्यं मन्न्याशयः समुचितं पदं चित्ता पूर्यत। (½×10=5)
(क) वेशभूषायानोपासनापद्धति:
क्रीडनामोदसंस्कारवृत्तयादिपु।
यद्धः भिन्नं सद्यस्त्वभिन्नं सदा
भूतले भाति तन्मामकं भारतम्।।
अन्यंः - यतू प्रतिः। १ वेशभूषा-अशन-उपासनापद्धति-क्रीडन-आमोद-
संस्कारवृत्ति-आदिपु। २ सत्कापि प्रतिः। ३ अभिनम् अति। प्रतिः। ४
मामकम् प्रतिः। ५ भूतले भाति।
(ख) जाहनवीचन्द्रभागाजलः पावित्रम्
भानुजानमयदाबीचित्तलितम्।
तुड्गमद्राविपाशादिचितम्।
भूतले भाति मेवनारं भारतम्।।
अन्यंः - जाहनवीचन्द्रभागाजलः प्रतिः। ६ भानुजा नर्मदाबीचिनि:- प्रतिः। ७
तुड्गमद्राविपाशादिचिनि:- प्रतिः। ८ मेव भारतः प्रतिः। ९ अनारं प्रतिः। १०।
मन्न्याशः -
भिन्नम्, लालितम्, भूतले, पावित्रम्, हि, सदा, भावितम्, ततू, भारतम्, भाति

प्रशः 5. रेखाङ्कितपदानि आधृत्य प्रश्ननिमित्तं कुरूत। (1×5=5)
I मात्रा अनुमत: अष्टवकः राजसभां गतवान्।
II शिलकः राजूरङ्ग निर्माता भवति।
III सर्पः बिलासः बहिः आगात:।
IV सर्पडूर्जनोऽऽ मध्ये सर्पः एव वर्मः।
V अहं गृहं गच्छामि।
मन्न्याशः -
कः, कस्य, कस्यः, कयः, कस्मात्
प्रश्न 6. अभ्योलिखितानि वाक्यानि घटनाक्रमानुसार लिखिता। (½x10=5)

I राजसभाया पण्डिता: अष्टावक्रस्य वक्रदेहं दृष्ट्वा तारस्वरेण अहसन।

II अष्टावक्र: राजानमु अवदत् - यदि भवानु इच्छति ततह यदृ वस्तु भवदीयम् अस्ति तदृ वस्तु महयम् पच्छित।

III अष्टावक्र: उत्तरम् अपच्छित् - ऐते पण्डिता: मम वक्रदेहं दृष्ट्वा हस्नि, अहम् ऐतेया मूर्खता दृष्ट्वा हस्मिः।

IV राजा जनकः प्रभाविता: भूत्वा अष्टावक्राय किमपि दातुम् इच्छित।

V अष्टावक्र: पण्डितेत्: यह शास्त्रार्थमु कृत्वा तानू अजयत।

VI मात्रा अनुमत: अष्टावक्र: राजसभां गतः।

VII राजा जनक: अष्टावक्रमु अपच्छित् - तव किमथक्षम् हस्सि।

VIII अष्टावक्रस्य शास्त्रपांडितयं बुध्रेव: चातुर्वच च दृष्ट्वा सर्वसामास्थिता: पण्डिता: प्रभाविता: भवनि।

IX हे राजन! किम् वक्रे देहे आत्मा अपि वक्र: भवति?

X हसत: पण्डितानु दृष्ट्वा अष्टावक्र: ऊचचे: हस्मिः आरंभत।

प्रश्न 7. रेखाज्ञिकितपदान्य प्रसंगः गुणसंसारम् अर्थम् प्रदस्तविकल्पे: चित्त्वा लिखिता। (1x5=5)

I भोः कविवर! गृहाण पुकालं स्वर्णमयं गंगतोष्किम्।

(क) प्रभृतम् (ख) अत्यम् (ग) पुष्पम् (घ) सून्दरम्

II मध्यतां सिभवः: साख्यानि च।

(क) विशिश्टाः (ख) भव (ग) विभु (घ) बनानि

III यः महयम् स्तनह ददाति तस्मै अहं ज्योति: ददामि।

(क) धनम् (ख) तैलम् (ग) प्रेम (घ) न इह

IV यान्या Eva हरे:शास्त्रं वर्त्यलक्षयं चतवत म जानाति सः पण्डितः।

(क) गोलकारम् (ख) वर्तते (ग) तुलकारम् (घ) वर्त्यलं करोपि इति

V राजन! यत्र जलपूर्णम् सुरः भवति तत्र पक्ष्यां: स्वयम् आयान।

(क) पुरंसरम् (ख) सरोवरः (ग) सर्वः (घ) शिरः:
उत्तरसङ्केता: अढ़कयोजना च कक्षा - नवमी
द्वितीय संकलनात्मकं मूल्यांकनम्

उत्तर 1.

I. एक पदेन्
   (i) उत्सव:
   (ii) जलने

II. पूर्णवाक्येन
   (i) सबैः निर्णयः स्वीकृतः। रागी एकस्य जनस्य मनसि विचारः उत्सनः अभवतु- सबै जनाः तु पात्रे दुख्मेव पातिः, यदि अहं विषाले दुःखापात्रे एकम् लघुप्रभावम् जलम् शिपामि तर्कं कै ज्ञानिः।
   (ii) प्राप्तकाले सबैपासः समस्तं यदा विशालपात्रम् अनातुतम् तर्कं सबै विभिन्ता मस्तयतः परस्परम् अवलोकनः।

III. प्राप्त विकल्पः उचितम् उत्तरं चित्ता लिखतः

(i) (घ)भविष्यति
   (ii) (घ)विचायम्
   (iii) (घ)जनय
   (iv) (घ)विशालपात्रः

IV.

उत्तर 1(1) दिल्लीनगरात्

(2) नामः नामः
(3) प्राप्तम्
(4) आर्थि
(5) प्रसनम्
(6) प्रतिक्षाम्
(7) तदा
(8) आवाम्
(9) बहुनि
(10) सखी

उत्तर 2 मन्नूङ्गाया: सहायतया छात्रा: पञ्चवाक्यानि लेखिष्यति।

एक: अढ़क: तथ्याय, एक: अढ़क: शुद्भाषाप्रयोगाय।

अधवा
‘प्राप्तकालः’ इति विशयम् आधारीकृत्य मन्नूङ्गाया:
सहायतया छात्रा: पञ्चवाक्यानि लेखिष्यति।

एक: अढ़क: कर्तृ-क्रिया-मेलनाय।
एक: अढ़क: शुद्भवतन्यै।।
खण्ड 'ग'

उत्तर 1.  1x6=6

<table>
<thead>
<tr>
<th>I</th>
<th>ग</th>
<th>राजः:</th>
<th>II</th>
<th>घ</th>
<th>आत्मन:</th>
<th>III</th>
<th>ख</th>
<th>गंधर्नत:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>ग</td>
<td>भविष्य:</td>
<td>V</td>
<td>घ</td>
<td>भवताम्</td>
<td>VI</td>
<td>ख</td>
<td>विदुषाम्</td>
</tr>
</tbody>
</table>

उत्तर 2.  1x6=6

<table>
<thead>
<tr>
<th>I</th>
<th>एकस्मिन्</th>
<th>II</th>
<th>दृष्टो:</th>
<th>III</th>
<th>तिल्स:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>चत्वारि:</td>
<td>V</td>
<td>पञ्चः</td>
<td>VI</td>
<td>एका</td>
</tr>
</tbody>
</table>

उत्तर 3.  1x6=6

<table>
<thead>
<tr>
<th>I</th>
<th>घ</th>
<th>भवतु</th>
<th>II</th>
<th>क</th>
<th>करोतु</th>
<th>III</th>
<th>ख</th>
<th>समेद</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>घ</td>
<td>लभन्ताम्</td>
<td>V</td>
<td>क</td>
<td>सेवेत</td>
<td>VI</td>
<td>घ</td>
<td>पचेम</td>
</tr>
</tbody>
</table>

उत्तर 4.  1x6=6

<table>
<thead>
<tr>
<th>I</th>
<th>ख</th>
<th>गृहम्</th>
<th>II</th>
<th>घ</th>
<th>धर्मेण</th>
<th>III</th>
<th>घ</th>
<th>कवीनाम्</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>घ</td>
<td>चिकित्सकके</td>
<td>V</td>
<td>घ</td>
<td>रावणाय</td>
<td>VI</td>
<td>घ</td>
<td>सोमवासरात्</td>
</tr>
</tbody>
</table>

उत्तर 5.  1x6=6

<table>
<thead>
<tr>
<th>I</th>
<th>क</th>
<th>लिखितेन</th>
<th>II</th>
<th>ख</th>
<th>दृष्टवत्यः</th>
<th>III</th>
<th>क</th>
<th>सेवमानः</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>घ</td>
<td>तिष्ठद्धि:</td>
<td>V</td>
<td>घ</td>
<td>आगतवान्</td>
<td>VI</td>
<td>घ</td>
<td>दृष्टः</td>
</tr>
</tbody>
</table>

पठित - अवबोधनम् - 35 अड्डाकाः:

उत्तर 1.  ½x2=1

<table>
<thead>
<tr>
<th>I</th>
<th>(I)</th>
<th>मुनि:</th>
<th>(II)</th>
<th>पतिनिरो / गृहिणि</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>मुनि: 'एतत् कथमिव ज्ञातमया' इति चिन्तयन् तत्र उपाविष्टात्</td>
<td>(2x1=2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>(I)</td>
<td>आकर्षि</td>
<td>(II)</td>
<td>(घ) मुनये</td>
</tr>
<tr>
<td></td>
<td>मू.प्र.प. पतिनिरो मया सर्व पूर्वशृङ्खलां ज्ञातम्</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

उत्तर 2.  (½x2=1)

<table>
<thead>
<tr>
<th>I</th>
<th>(I)</th>
<th>सर्वस्</th>
</tr>
</thead>
<tbody>
<tr>
<td>(II)</td>
<td>तरवे</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>तथः कुमुमपत्रस्य लालवलीनां भरं धनेः</td>
<td>(2x1=2)</td>
</tr>
</tbody>
</table>
उत्तर 3.  
(½×2=1)
I भामाशाह:  
II पारतन्यश्चंकला:  
II भामाशाह: सबिनयं वदति - गृहयतः भगवनं।  
देशं धर्मम् च रक्षितम्।  
(2×1=2)
III त (क) जननी  
II त (घ) सुकुले  
भूप्रप्र. य: राष्ट्रहिताय सर्वसत्वम् अर्पयति स एव सुकुले जातः इति कथ्यते।  
उत्तर 4. (½×10=5)
(क) (1) हि (2) मिनम् (3) सदा  
(4) तत् (5) भारतम्  
(ख) (6) पावित्रम् (7) लालितम् (8) भावितम्  
(9) भूतले (10) भावि  
उत्तर 5. (I) कया (II) कस्य (III) कस्मात् (IV) कयो: (V) क: (गच्छिति)  
उत्तर 6. (I) मात्रा अनुमत: अष्टावक्र: राजसमां गतः।  
(½×10=5)
II (I) राजसभायं पण्डताः: अष्टावक्रस्य वक्रःदेहं दृष्टवा तारस्वरेण अहसनं।  
III (X) हसत: पण्डतानु दृष्टवा अष्टावक्र: उच्चे: हसितम् आरभत।  
IV (VII) राजा जनक: अष्टावक्रम् अभुच्छत्-तः किमथथम् हससि?  
V (III) अष्टावक्रः उत्तरम् अवच्छत् - एते पण्डताः: मम वक्रःदेहं दृष्टवा हसनिति,  
अह एतेषा मूर्खता दृष्टवा हसामी।  
VI (IX) हे राजन! किम् वक्रे देहे आत्मा अष्पे वक्र: भवित?  
VII (V) अष्टावक्रः: पण्डताः: सह शास्त्रार्थम् कृत्वा तान् अजयत।  
VIII (VIII) अष्टावक्रस्य शास्त्रपाणितयं बुद्धे: चापुर्यं च दृष्टवा सवं समभोजयता:  
पण्डताः: प्रभाविताः: भविन्ति।  
IX (IV) राजा जनकः: प्रभावितं: भूतवा अष्टावक्राय किमथथम् दातम् इच्छिति।  
X (II) अष्टावक्रः: राजनाम् अवदत् - यदि भवानु इच्छिति तत्क यदु वस्तु  
भवदीयम् असित ततु वस्तुः महद्यम् गच्छेदु।  
उत्तर 7. (1×5=5)
(1) (क) प्रभृतम् (II) (घ) धनानि (III) (ख) तैलम्  
(IV) (क) गोलाकारम् (V) (ख) सरोवरः
मूल्यपर्क प्रश्न

प्रश्न : वाक्यानि पठित्वा वाक्याधारितानि प्रश्नानि उत्तरत -

1. 'सहसा विद्धीत न क्रियाम्, अविचेक: परमापदं पदम्।' मनुष्याओऽविचेकं कारणं किम्?
2. 'फलानि अपि परार्थाय वृक्षा सतुरूपा: हि।' वृक्षा हि सतुरूपाणां कार्याणि केवल: भवन्ति?
3. हे मुने! 'ज्ञानविच्छोद्हंकारः।' अहंकार कस्य नाशं करोति?
4. 'सोत्सहानाः न अस्ति असाध्यम्।' ये उत्साहिन: भवन्ति तेष्य: किम् असाध्यम् भवति ।
5. न वैरम् रोचयेत्। अन्ये: सह किं न करणीयम्?

उत्तर : मूल्यपर्क प्रश्न

(1) अविचेक:
(2) परार्थाय
(3) ज्ञानस्य
(4) न
(5) वैरम्