हिन्दी

एक प्रश्नपत्र : समय– 3 घंटे पूर्णांक (70+30)100

		अंक
(क)	अपठित गद्यांश	10
(ख)	रचना	15
(ग)	व्यावहारिक–व्याकरण	10
(घ)	पाठ्य–पुस्तक : क्षितिज भाग–1	24
	पूरक–पुस्तक : कृतिका भाग–1	06
(ङ)	मौखिक–अभिव्यक्ति	05
(च)	संस्कृत पाठ्य–पुस्तक	20
(छ)	वाक्य रचना / व्याकरण	06
(ज)	मौखिक–अभिव्यक्ति	04

खण्ड क– अपठित गद्यांश 10 अंक

1. एक गद्यांश : (i) साहित्यिक गद्यांश (300 से 350 शब्द) 10

उपर्युक्त गद्यांश में शीर्षक का चुनाव, विषय वस्तु का बोध, भाषिक बिंदु / संरचना आदि पर पाँच अति लघुत्तरात्मक प्रश्न पूछे जायेंगे।

खण्ड ख – रचना 15 अंक

2. (i) संकेत बिन्दुओं पर आधारित किसी एक आधुनिक विषय पर लगभग 200 शब्दों में

निबंध–लेखन 10

3. (ii) संवाद–लेखन / पत्र लेखन 5

खण्ड ग – व्यावहारिक – व्याकरण 10 अंक

4. (i) शब्द निर्माण (उपसर्ग–प्रत्यय) विशेषण, लिंग और वचन का विशेषण पर प्रभाव 2

5. (ii) कारक चिह्नों का प्रयोग 2

6. (iii) वाक्य–रचना–वाक्य के अंग, अर्थ के अनुसार वाक्य–भेद 2

7. (iv) पर्यायवाची, विलोम, श्रुतिसमभिन्नार्थक शब्द 2

8. (v) मुहावरे–वाक्य प्रयोग 2

खण्ड घ – पाठ्य पुस्तक 30 अंक

क्षितिज भाग–1 (12+12) 24 अंक

9. (i) दो में से किसी एक काव्यांश पर अर्थ–ग्रहण संबंधी तीन प्रश्नों में से दो प्रश्न 3+3 =6

10. (ii) निर्धारित कविताओं में से तीन बोधात्मक प्रश्नों में से दो प्रश्न 3+3 =6

11. (iii) दो में से किसी एक गद्यांश पर आधारित अर्थ ग्रहण संबंधी तीन प्रश्न 2+2+2 =6

12. (iv) गद्य पाठों पर आधारित तीन में से दो बोधात्मक प्रश्न 3+3 =6

खण्ड ङ – पूरक पुस्तक कृतिका भाग–1 06 अंक

13. पूरक पुस्तक चार में से तीन लघुत्तरात्मक प्रश्न 2+2+2 =6

मौखिक अभिव्यक्ति हिन्दी   05 अंक

खण्ड च – पाठ्य–पुस्तक संस्कृत विनोदिनी भाग –1   20 अंक

    (i) गद्य अनुच्छेद पर आधारित चार में से तीन प्रश्नों के उत्तर   2+2+2 =6

    (ii) पद्य अनुच्छेद पर आधारित तीन में से दो प्रश्नों के उत्तर   2+2 =6

    (iii) पाठ्य पुस्तक पर आधारित पाँच में से तीन प्रश्नों के उत्तर   2+2+2 =6

    (iv) दिए गये शब्दों की सहायता से वाक्य पूरा करना

        (छः प्रश्नों में से चार वाक्य बनाना)   1+1+1+1=4

खण्ड छ – संस्कृत व्याकरण   06 अंक

    (i) स्मृति आधारित प्रश्न ⁄ श्लोक ⁄ वाक्य रचना

    (ii) {संधि, स्वर संधि (दीर्घ, वृद्धि एवं गुण संधि) समास, कारक, उपसर्ग}

        चार प्रश्नों में से तीन प्रश्नों के उत्तर   2+2+2 =6

खण्ड ज– मौखिक अभिव्यक्ति हिन्दी तथा संस्कृत   04 अंक

    1.   सुनना

        वर्णित या पठित सामग्री को सुनकर अर्थग्रहण करना, वार्तालाप, वाद विवाद, भाषण, कविता पाठ आदि को सुनकर समझना, मूल्यांकन करना और अभिव्यक्ति के ढंग को जानना

    2.   बोलना

    (i)   भाषण, वाद–विवाद

    (ii) गति, लय, आरोह–अवरोह सहित सस्वर कविता–वाचन

    (iii) वार्तालाप और उसकी औपचारिकताएँ

    (iv) कार्यक्रम–प्रस्तुति

    (v) कथा–कहानी अथवा घटना सुनना

    (vi) परिचय देना, परिचय प्राप्त करना

    (vii) भावानुकूल संवाद–वाचन

वार्तालाप की दक्षताएँ

टिप्पणी :   वार्तालाप की दक्षताओं का मूल्यांकन निरंतरता के आधार पर परीक्षा के समय होगा।

श्रवण (सुनना) का मूल्यांकन

    परीक्षक किसी प्रासंगिक विषय पर एक अनुच्छेद का स्पष्ट वाचन करेगा। अनुच्छेद तथ्यात्मक या सुझावात्मक हो सकता है। अनुच्छेद लगभग 200 शब्दों का होगा। परीक्षक को सुनते–सुनते परीक्षार्थी अलग कागज पर दिये हुए श्रवण बोध के अभ्यासों को हल कर सकेंगे। अभ्यास रिक्त स्थान पूर्ति बहुविकल्पीय अथवा सत्य ⁄ असत्य का चुनाव आदि विधाओं में हो सकते हैं।

वचन (बोलना) का परीक्षण

    1.   चित्रों के क्रम पर आधारित वर्णन : इस भाग में अपेक्षा की जाएगी कि परीक्षार्थी विवरणात्मक भाषा का प्रयोग करें।

    2.   किसी चित्र का वर्णन : (चित्र लोगों के या स्थानों के हो सकते हैं।)

    3.   किसी निर्धारित विषय पर बोलना जिससे वह अपने व्यक्तिगत अनुभव का प्रत्यास्मरण कर सकें।

    4.   कोई कहानी सुनना या किसी घटना का वर्णन करना।

टिप्पणी :

1. परीक्षण से पूर्व परीक्षार्थी को तैयारी के लिए कुछ समय दिया जाय।
2. विवरणात्मक भाषा में वर्तमान काल का प्रयोग अपेक्षित है।
3. निर्धारित विषय परीक्षार्थी के अनुभव संसार के हों जैसे : कोई चुटकुला या हास्य–प्रसंग सुनाना, हाल में पढ़ी पुस्तक या देखे गये सिनेमा की कहानी सुनाना।
4. जब परीक्षार्थी प्रश्न पत्र प्रारम्भ कर दें तो परीक्षक कम से कम हस्तक्षेप करें।

कौशलों के अंतरण का मूल्यांकन

श्रवण (सुनना)	वचन (बोलना)
1. विद्यार्थी में परिचित संदर्भ में प्रयुक्त शब्दों और पदों को समझने की सामान्य योग्यता है किन्तु सुसंबद्ध आशय को नहीं समझ पाता।	1. शिक्षार्थी केवल अलग–अलग शब्दों और पदों के प्रयोग की योग्यता प्रदर्शित करता है किन्तु एक सुसंबद्ध स्तर पर नहीं बोल सकता।
2. छोटे सम्बद्ध कथनों को परिचित संदर्भ में समझने की योग्यता है।	2. परिचित संदर्भ को केवल छोटे संबद्ध कथनों का सीमित शुद्धता से प्रयोग करता है।
3. परिचित या अपरिचित दोनों संदर्भों में कथित सूचना को स्पष्ट समझने की योग्यता है, अशुद्धियाँ करता है जिससे प्रेषण में रूकावट आती है।	3. अपेक्षाकृत दीर्घ भाषण में अधिक जटिल कथनों के प्रयोग की योग्यता प्रदर्शित करता है, अभी भी कुछ अशुद्धियाँ करता है जिनमें प्रेषण में रूकावट नहीं आती।
4. दीर्घ कथनों की श्रृंखला को पर्याप्त शुद्धता से समझता है और निष्कर्ष निकाल सकता है।	4. अपरिचित स्थितियों में विचारों को तार्किक ढंग से संगठित कर धारा प्रवाह रूप में प्रस्तुत कर सकता है ऐसी गलतियाँ करता है जिनसे प्रेषण में रूकावट नहीं आती।
5. जटिल कथनों के विचार–बिन्दुओं को समझने की योग्यता प्रदर्शित करता है, उद्देश्य के अनुकूल सुनने की कुशलता प्रदर्शित करता है।	5. उद्देश्य और श्रोत के लिए उपयुक्त शैली को अपना सकता है, केवल मामूली गलतियाँ करता है।

निर्धारित पुस्तकें :

1. क्षितिज–भाग 1
2. कृतिका–भाग 1
3. संस्कृत पाठ्य–पुस्तक– **विनोदिनी भाग–1**

निम्नलिखित पाठों का मूल्यांकन नहीं किया जायेगा :–	
1– क्षितिज–भाग–1–	1. नाना साहब की पुत्री देवी मैना को भस्म कर दिया गया।
	2. 'वाख'
	3. प्रेमचन्द के फटे जूते
2– कृतिका–भाग–1–	1. मेरे संग की औरतें
	2. किसी तरह आखिरकार मैं हिन्दी में आया

कोविड 19 महामारी के कारण शैक्षिक सत्र 2020–21 हेतु विषय– हिन्दी (कक्षा–9) में उपरोक्त पाठ्यक्रम से 30 प्रतिशत की कटौती निम्नवत् की जाती है:–

Class – IX
DELETED SYLLABUS
(For the Session of 2020-21 Only)
HINDI
(THEORY)

क्षितिज भाग– 1	काव्य खण्ड	• कबीर–साखियाँ एवंसबद
		• सुमित्रानंदन पंत–ग्राम श्री
		• केदारनाथ अग्रवाल–चंद्र गहना से लौटती बेर
		• सर्वेश्वर दयाल सक्सेना–मेघ आए
		• चंद्रकांत देवताले– यमराज की दिशा
	गद्य खण्ड	• श्यामचरण दूबे–उपभोक्तावाद की संस्कृति
		• च्पला देवी–नानासाहब की पुत्री देवी मैनाको भस्म कर दिया गया
		• म्हादेवी वर्मा–मेरे बचपन के दिन
		• हजारीप्रसाद द्विवेदी–एक कुत्ता और एक मैना
कृतिका भाग– 1	• फणीश्वरनाथ रेणु–इस जल प्रलय में	
	• शमशेर बहादुर सिंह –किस तरह आखिरकार मैं हिन्दी में आया	
संस्कृत विनोदिनी	• प्रहेलिका	
	• सूक्ति सुधा	
	• साधूना स्वभावः	

2009-2010
Class - IX
ENGLISH - LANGUAGE AND LITERATURE

One Paper	**3 Hours**	**Marks : 100**

SECTION A : READING   **20 Marks**

1 & 2 Two unseen passages of total 500 words with a variety of questions including 4 marks for vocabulary.

Only prose passages will be used. One will be factual and the other will be literary.

Passage 1 - 200 words (8 marks) - Four or five comprehension questions.

Passage 2 - 300 words (12 marks) - Four or five comprehension questions and two questions on vocabulary. Marks for vocabulary will not exceed 4.

SECTION B : WRITING   **20 Marks**

3.   **Letter Writing:** One letter is not more than 80 words based on provided verbal stimulus and context. Types of letters: Informal; Personal such as to family and friends; Formal: Letters of complaint, enquiry, request & application.   **08 Marks**

4.   Writing a short paragraph on a given outline / topic in about 60 words.   **04 Marks**

5.   Writing a short writing task based on a verbal and / or visual stimulus (diagram, picture, graph, map, chart, flow chart etc.). Maximum words 80.   **08 Marks**

SECTION C : GRAMMAR   **15 Marks**
Question No. 6 -11

A variety of short questions involving the use of particular structures within a context. Text types used will include gap-filling, sentence-completion, sentence-reordering, dialogue-completion and sentence-transformation (including combining sentences). The Grammar syllabus will include the following areas in class IX :

1. Tenses (present with extension)
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 requists
    (ii) Statements
    (iii) Questions
6. Clauses:
    (i)   Noun Clauses
    (ii) Adverb Clauses of condition and time
    (iii) Relative Clauses
7. Detertminers and
8. Prepositions

Note : No separate marks allotted for any of grammatical items listed above.

SECTION D **: TEXT BOOKS**   **45 Marks**

Behive- NCERT Text Book for class IX
Prose-   **20 Marks**
12 & 13.   Two extracts from different prose lessons included in Text Book (Approximately
100 words each)   5 ×2= 10 Marks
These extracts chosen from different lessons will be literary and discursive in nature. Each
extract will be of 5 marks. One mark in each extract will be for vocabulary. 4 Marks in each
passage will be used for testing local and global comprehension besides a question on
interpretation.

  14. One out of two questions extrapolative in nature based on any one of the prose lessons
       from Textbook to be answered in about 80 words.   06 Marks

  15. One question on Drama Text (local and global comprehension question) (30-40 words)
                                                                                 04 Marks

  Poetry   **10 Marks**
  16. One extract from a poem from the prescribed reader followed by two or three questions to
       test the local and global comprehension of the set text. The extract will carry four marks.
                                                                                 04 Marks
 17. Two out of three short answer type questions on interpretation of themes and ideas.
                                                                                 06 Marks

  Moments- Supplementary Reader for Class IX   **15 Marks**

 18. One out of two questions from Supplementary Reader to interpret, evaluate and analyse
       character, plot or situations occurring in the lessons to be answered in about 100 words.
                                                                                 08 Marks

 19. One out of two very short answer type questions based on factual aspects of the lessons to be
       answered in 20-30 words.   03 Marks

 20. One out of two short answer type questions of interpretative and evaluative nature based on
       lessons to be answered in 30-40 words.   04 Marks

कोविड 19 महामारी के कारण शैक्षिक सत्र 2020–21 हेतु विषय– अंग्रेजी (कक्षा–9) में उपरोक्त पाठ्यक्रम से 30 प्रतिशत की कटौती निम्नवत् की जाती है:–

Class – IX
DELETED SYLLABUS
(For the Session of 2020-21 Only)
ENGLISH
(THEORY)

Grammer
- Use of Passive Voice
- Clauses: Noun, Adverb Clauses of condition and time, Relative
- Prepositions

Writing
- Letter on a situation

Literature
BEEHIVE
1. The Lake Isle of Innisfree
2. The Snake & The Mirror
3. The Duck & The Kangaroo
4. Kathmandu
5. A Slumber Did My Spirit Seal

MoMENTS
1. Ishwaran the Storyteller
2. The Accidental Tourist

संस्कृतपाठ्यक्रमः

एकं प्रश्नपत्रम्   पूर्णाङ्काः 100

अवधि :–घण्टात्रयम्

क.	खण्डः	अपठित–अवबोधनम	15 अंकाः
ख.	खण्डः	रचनात्मकं कार्यम	20 अंकाः
ग.	खण्डः	अनुप्रयुक्त–व्याकरणम्	30 अंकाः
घ.	खण्डः	पठित–अवबोधनम	35 अंकाः

'क'. (अपठित–अवबोधनम्)
(सरलगद्यांशम् आधारितं कार्यम्–गद्यांशद्वयम्)   15 अंकाः

1. 40–50 शब्दपरिमितः सरलगद्यांशः   5 अंकाः

   सरलगद्यांशम् आधारितम् कार्यम्

   • एकपदेन पूर्णवाक्येन च प्रश्नोत्तरकार्यम्   3 अंकाः

   • अनुच्छेद–आधारितं भाषिककार्यम्   2 अंकाः

2. 80–100 शब्दपरिमितः गद्यांशः– सरलकथा घटनावर्णनं वा   10 अंकाः

   • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि   6 अंकाः

   • समुचितशीर्षकप्रदानम   2 अंकाः

   • अनुच्छेद–आधारितम् भाषिककार्यम्   2 अंकाः

भाषिककार्यम् इत्यनेन अभिप्रेतम् अस्ति

(i) वाक्ये कर्तृ – क्रियापदचयनम्

(ii) कर्तृक्रिया–अन्वितिः

(iii) विशेषणविशेष्यः–अन्वितिः

(iv) संज्ञास्थाने सर्वनामप्रयोगः अथवा सर्वनामस्थाने संज्ञाप्रयोगः

(v) पर्यायं विलोमं वा पदं दत्त्वा अनुच्छेदे दत्तं पदचयनम्

'ख'. (रचनात्मकं कार्यम्)
(अभ्यासपुस्तक–आधारितम्)   20 अंकाः

3. संकेताधारितम् अभिनन्दनपत्रम्/वर्धापनपत्रम्/निमन्त्रणपत्रम्/प्राचार्य प्रति प्रार्थनापत्रम्   5 अंकाः

4. संकेताधारितः वार्तालापः   5 अंकाः

5. संकेताधारिता लघुकथा, चित्रवर्णनम अनुच्छेदलेखनम् वा   10 अंकाः

<p style="text-align: center;">'ग'. (अनुप्रयुक्त व्याकरणम्)   30 अंकाः</p>
<p style="text-align: center;">(अभ्यासपुस्तक–आधारितम्)</p>

6.	संस्कृतवर्णमाला	5 अंकाः
(अ)	वर्ण – उच्चारणस्थानानि	(3)
(ब)	वर्तनी–वर्णसंयोजनम्, वर्णवियोजनम्	(1+1)
7.	**वाक्येषु अनुच्छेदे वा सन्धिकार्यम्**	**5 अंकाः**
(अ)	स्वरसन्धिः	(2)

दीर्घः, गुणः, वृद्धिः, यण्

(ब)	व्यंजनसन्धिः	(2)

- म् स्थाने अनुस्वारः
- णत्वविधानम्
- वर्गीय–प्रथम – अक्षराणां तृतीयवर्णे परिवर्तनम्
- त् स्थाने च्
- र् पूर्वस्य रेफस्य लोपः दीर्घस्वरत्वं च
- त् स्थाने ल्

(स)	विसर्गसन्धिः	(1)

विसर्गस्य उत्वं, रत्वं, लोपः

विसर्गस्थाने स्, श्, ष्।

8.	**वाक्येषु शब्दरूपाणां प्रयोगाः**			**8 अंकाः**
अ.	शब्दाः	अजन्ताः :–	अकारान्ताः, बालकवत्, इकारान्ताः कविवत्	
	पुंल्लिङ्गाः	उकारान्ताः	साधुवत्, ऋकारान्ताः पितृवत् ⁄ दातृवत्।	
		हलन्ताः –	राजन्, भवत्, आत्मन्, विद्वस्, गच्छत्।	(3)
ब.	स्त्रीलिङ्गाः	अजन्ताः :–	अकारान्ताः रमावत्, इकारान्ताः मतिवत्	(2)
			ईकारान्ताः नदीवत्, ऋकारान्ताः मातृवत्	
स.	नपुसंकलिङ्गाः अजन्ताः :–		अकारान्ताः फलवत्, उकारान्ताः मधुवत्	(1)
द.	संख्यावाचकशब्दाः		एक द्वि त्रि चतुर् पञ्चम्	(1)
च.	सर्वनामशब्दाः		यत् तत् किम् इदम् त्रिषु लिंङ्गेषु, अस्मद् युष्मद्	(1)

9.	**वाक्येषु धातुरूपाणां प्रयोगाः**		**6 अंकाः**
	• धातुरूपाणि	लट् लोट् लृट् लङ विधिलिङ्लकारेषु	
	• धातवः	परस्मैपदिनः – भू (भव्) पठ् हस् नम् गम् (गच्छ्)	(3)
		अस् हन् क्रुध् नश् नृत् आप् शक् इष् प्रच्छ् कृ, ज्ञा, भक्ष् चिन्त्	
		आत्मनेपदिनः– सेव् लभ्, रुच्, मुद्, याच्	(2)
		उभयपदिनः– नी, ह्र, (हर), भज्, पच	(1)

10. उपपदविभक्तीनां प्रयोगाः   4 अंकाः

(अनुच्छेदे, वार्तालापे, लघुकथायाम् वा)

द्वितीया — अभितः, परितः, उभयतः, समया, निकषा, प्रति, धिक्, विना।

तृतीया — विना, अलम्, सह, हीनः, किम्, प्रयोजनम्।

चतुर्थी — नमः, स्वाहा, अलम् सामर्थ्ये,

पंचमी — बहिः, विना, भी, आरम्भ, प्र—मद्, परः, पूर्वम्, अनन्तरम्

षष्ठी — निधारणे, पुरतः, पृष्ठतः वामतः, दक्षिणतः, अनादरे तरप्—तमप्, अधः।

सप्तमी — कुशलः, निपुणः, प्रवीणः, स्निह्, विश्वस् अनु—रज्, भावे।

11. प्रत्ययाः— तुमुन्, क्त्वा, ल्यप्, क्त, क्तवतु, शतृ, शानच्   2 अंकाः

(वाक्येषु प्रयोगाः)

'घ' (पठित — अवबोधनम्)   35 अंकाः

12. पठित—सामग्रीम् आधारितम् अवबोधनकार्यम्

एकः गद्यांशः   5 अंकाः

एकः पद्यांशः   5 अंकाः

एकः नाट्यांशः   5 अंकाः

प्रतिखण्डम् अधिकृत्य अवबोधनकार्यम् एकपदेन, पूर्णवाक्येन च प्रश्नोत्तराणि, रिक्तस्थानपूर्तिः, कः कं कथयति, सर्वनामप्रयोगेः, शब्दार्थाःध्य

13. भावावबोधनम् (अंशद्वयम्)   3+3 अंकाः

रिक्तस्थानेन, विकल्पचयनेन, शुद्ध—अशुद्धमाध्यमेन, समभावसूक्तिमाध्यमेन वा

14. अन्वयेषु रिक्तस्थानपूर्तिः   3 अंकाः

15. प्रश्ननिर्माणम् (चत्वारः)   4 अंकाः

(वाक्येषु रेखांकितपदम् आधृत्य)

16. कथाक्रम—संयोजनम्   4 अंकाः

(क्रमरहित—अष्टवाक्यानां क्रमपूर्वकं संयोजनम्)

17. सन्दर्भे शब्दप्रयोगाः शब्दार्थमलेनं वा   3 अंकाः

कोविड 19 महामारी के कारण शैक्षिक सत्र 2020–21 हेतु विषय– संस्कृत (कक्षा–9) में उपरोक्त पाठ्यक्रम से 30 प्रतिशत की कटौती निम्नवत् की जाती हैः–

कक्षा–9   पाठ्यपुस्तक–शेमुषी   अध्याय–(1) प्रत्यभिज्ञानम्

(2) सिकतासेतुः

(3) जटायोः शौर्यम्

(4) वाङ्मनः प्राणस्वरूपम्

Class – IX
REVISED SYLLABUS
(For the Session of 2020-21 Only)
SOCIAL SCIENCE
(THEORY)

Unit 1 : India and the Contemporary World - I

Themes	Objectives
Any two themes from each of the first two sub-units and one from the third could be studied. **Sub-unit 1.1 : Events and processes.** In this unit the focus is on three events and processes that have in major ways shaped the identity of the modern world. Each represents a different form of politics, and a specific combination of forces. One event is linked to the growth of liberalism and democracy, one with socialism, and one with a negation of both democracy and socialism. **1. French revolution :** (a) The Ancient Regime and its crises. (b) The social forces that led to the revolution. (c) The different revolutionary groups and ideas of the time. (d) The legacy.	• In each of the themes in this unit students would be made familiar with extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences. • Familiarize students with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. • Show how written, oral and visual material can be used to recover the history of revolutions. • Explore the history of socialism through a study of the Russian revolution.

2. Russian Revolution. (a) The crises of Tzarism. (b) The nature of social movements between 1905 and 1917. (c) The First World War and foundation of Soviet state. (d) The legacy.	• Familiarize students with the names of people involved, the different types of ideas that inspired the revolution. • Discuss the critical significance of Nazism in shaping the politics of modern world. • Familiarize students with the speeches and writings of Nazi leaders.
3. Rise of Nazism. (a) The growth of social democracy (b) The crises in Germany. (c) The basis of Hitler's rise to power. (d) The ideology of Nazism. (e) The impact of Nazism. **Sub-unit 1.2 : Economies and Livelihoods** 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.	
5- Forest society and colonialism : (a) Relationship between forests and livelihoods. (b) Changes in forest societies under colonialism. Case studies : focus on two forest movements one in colonial India (Bastar) and one in Indonesia.	• Look at the impact of colonialism on forest societies, and the implication of scientific forestry. • Discuss the social and cultural world of forest communities through the study of specific revolts. • Understand how oral traditions can be used to explore tribal revolts. • Show the different processes through which agrarian transformation may occur in the modern world.
6- Farmers and peasants : (b) Histories of the emergence of different forms of farming and peasant societies. (b) Changes within rural economies in the modern world. Case studies: 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	• Understand how agricultural systems in India are different from that in other countries. • Familiarize students with the idea that large scale farming, small scale production, shifting agriculture operate on different principles and have

Agricultural Revolution in England. and small peasant production in colonial India)	different histories.
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.	• Suggest how sports also have a history and that it is linked up with the politics of power and domination.
7. 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.	• Introduce students to some of the stories in cricket that have historical significance.
8. 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. **Sub-unit 1.4 : Map Work. (2 Marks).**	• 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

Themes	Objectives
1. **India** : location, relief, structure, major physiographic units.	To understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types
2. **Climate** : factors influencing the climate; monsoon- its characteristics, rainfall and temperature distribution; seasons; climate and human life.	To identify the various factors influencing the climate and explain the climatic variaton of our country and its impact on the life of the people. Tor explain the importance and unifying role of monsoons;
4. **Natural Vegetation** : vegetation types, distribution as well as altitudinal variation, need for conservation and various measures.	To find out the nature of diverse flora and fauna as well as their distribution.
5. **Wildlife** : major species, their distribution, need for conservation and various measures.	To develop concern about the need to protect the bio-diversity of our country.

7. **Map Work** (4 marks).	

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

Themes	Learning Objectives
1. What is democracy? Why democracy? What are the different ways of defining democracy? Why has democracy become the most prevalent form of government in our times? What are the alternatives to democracy? Is democracy superior to its available alternatives? Must every democracy have the same institutions and values?	• Develop conceptual skills of defining democracy • Understand how different historical processes and forces have promoted democracy. • Developing a sophisticated defence of democracy against common prejudices • Develop a historical sense of the choice and nature of democracy in India.
2. Designing of Democracy in India How and why did India become a democracy? How was the Indian constitution framed? What are the salient features of the Constitution? How is democracy being constantly designed and redesigned in India?	• Introduction to the process of Constitution making • Develop respect for the Constitution and appreciation for Constitutional values • Recognise that constitution is a living document that undergoes changes. • Introduce the idea of representative democracy via competitive party politics.
3. Electoral politics in democracy	• Familiarise with our electoral system

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?	and reasons for choosing this.
	• Develop an appreciation of citizen's increased participation in electoral politics.
	• Recognise the significance of the Election Commission.
4. Institutions of parliamentary democracy	• Provide an overview of central governmental structures.
How is the country governed? What does Parliament do in our democracy? What is the	• Sensitise to the key role of the Parliament and its procedures.
role of the President of India, the Prime Minister and the Council of Ministers? How do these relate to one another?	• 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.
5. Citizens' rights in democracy	• Recognition of the ways in which these rights are exercised and denied in real life situations.
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?	• Introduction to judicial system and key institutions like the Supreme Court, High Courts and National Human Rights Commission.

Unit - 4 : Understanding Economics – I

Themes	Objectives
1. The economic story of Palampore: Economic transactions of Palampore and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced.	Familiarising the children with some basic economic concepts through an imaginary story of a village
2. People as Resource : Introduction of how people become resource/asset; economic activities done by men and women; unpaid work done by women; quality of human resource; role of health and education; unemployment as a form of nonutilisation of human resource; sociopolitical implication in simple form	Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building
3. Poverty as a challenge facing India : Who is poor (through two case studies one rural	Understanding of poverty as a challenge and

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	sensitization of the learner; Appreciation of the government initiative to alleviate poverty

Suggested Activities / Instructions :

Theme I : Give more examples of activities done by different workers and farmers.

Numerical problems can also be included.

Some of the ways through which description of villages are available in the writings of Prem Chand, M N Srinivas and R K 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 included or not. Why?

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 foodgrains 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

1. **Man made disasters** - Nuclear, Biological and Chemical.

2. **Common Hazards** - Prevention and Mitigation

3. **Community Based Disaster Management.**

REVISED SYLLABUS
(For the Session of 2020-21 Only)
SCIENCE
(THEORY)

Theme : Materials

Unit 2 : Matter - Nature and behaviour

Nature of matter : Elements, compounds and mixtures. Heterogenous and homogenous mixtures, colloids and suspensions.

Particle nature, basic units : atoms and molecules. Law of constant proportions. Atomic and molecular masses.

Mole Concept : Relationship of mole to mass of the particles and numbers. Valency. Chemical formula of common compounds.

Structure of atom : Electrons, protons and neutrons; Isotopes and isobars.

Theme : The World of the living

Unit 3 : Organization in the living world.

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

Tissues, organs, organ systems, organism.

Structure and functions of animal and plant tissues (four types in animals; merismatic and permanent tissues in plants).

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

Unit 4 : Motion, Force and Work

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

Force and Newton's laws : Force and motion, Newton's laws of motion, inertia of a body, inertia and mass, momentum, force and acceleration. Elementary idea of conservation of momentum, action and reaction forces.

Gravitation : Gravitation; universal law of gravitation, force of gravitation of the earth (gravity), acceleration due to gravity; mass and weight; free fall.

Work, Energy and Power : Work done by a force, energy, power; kinetic and potential energy; law of conservation of energy.

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Class – IX
REVISED SYLLABUS
(For the Session of 2020-21 Only)
MATHEMATICS
(THEORY)

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UNIT I :   NUMBER SYSTEMS

1.   REAL NUMBERS

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

Examples of nonrecurring / non terminating decimals such as $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$ etc. Existence of non-rational numbers (irrational numbers) such as $\sqrt{2}$, $\sqrt{3}$, and their representation on the number line.

Existence of $\sqrt{x}$ for a given positive real number x (visual proof to be emphasized). Definition of nth root of a real number.

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

Rationalization (with precise meaning) of real numbers of the type (& their combinations)

$$\frac{1}{a + b\sqrt{x}} \quad \& \quad \frac{1}{\sqrt{x}+\sqrt{y}} \qquad \text{where } x \text{ and } y \text{ are natural number and } a, b \text{ are integers.}$$

UNIT II :   ALGEBRA

1.   **POLYNOMIALS**

Definition of a polynomial in one variable, its coefficients, with examples and counter examples, its terms, zero polynomial. Degree of a polynomial. Constant, linear, quadratic, cubic polynomials; monomials, binomials, trinomials. Factors and multiples. Zeros/roots of a polynomial / equation.

Analogy to integers. Factorization of $ax^2 + bx + c$, $a \neq 0$ where a, b, c are real numbers, and of cubic polynomials using the Factor Theorem.

Recall of algebraic expressions and identities. Further identities of the type
$(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx$, $(x \pm y)^3 = x^3 \pm y^3 \pm 3xy\,(x \pm y)$.
and their use in factorization of polymonials. Simple expressions reducible to these polynomials.

2.   LINEAR EQUATIONS IN TWO VARIABLES

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, and with algebraic and graphical solutions being done simultaneously.

<div align="center">22</div>

UNIT III : COORDINATE GEOMETRY

1. COORDINATE GEOMETRY

The Cartesian plane, coordinates of a point, names and terms associated with the coordinate plane, notations, plotting points in the plane, graph of linear equations as examples; focus on linear equations of the type $ax + by + c = 0$ by writing it as $y = mx + c$ and linking with the chapter on linear equations in two variables.

UNIT IV : GEOMETRY

2- LINES AND ANGLES

1. (Motivate) If a ray stands on a line, then the sum of the two adjacent angles so formed is 180^0 and the converse.

2. (Prove) If two lines intersect, the vertically opposite angles are equal.

3. (Motivate) Results on corresponding angles, alternate angles, interior angles when a transversal intersects two parallel lines.

4. (Motivate) Lines, which are parallel to a given line, are parallel.
5. (Prove) The sum of the angles of a triangle is 180^0.

6. (Motivate) If a side of a triangle is produced, the exterior angle so formed is equal to the sum of the two interiors opposite angles.

3. TRIANGLES

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

2. (Motivate) Two triangles are congruent if the three sides of one triangle are equal to three sides of the other triangle (SSS Congruene).

3. (Motivate) Two right triangles are congruent if the hypotenuse and a side of one triangle are equal (respectively) to the hypotenuse and a side of the other triangle.

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

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

4. QUADRILATERALS

1. (Prove) The diagonal divides a parallelogram into two congruent triangles.

2. (Motivate) In a parallelogram opposite sides are equal, and conversely.

3. (Motivate) In a parallelogram opposite angles are equal, and conversely.

4. (Motivate) A quadrilateral is a parallelogram if a pair of its opposite sides is parallel and equal.

5. (Motivate) In a parallelogram, the diagonals bisect each other and conversely.

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

6-   CIRCLES

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) Equal chords of a circle (or of congruent circles) are equidistant from the center(s) and conversely.

4) (Prove) The angle subtended by an arc at the center is double the angle subtended by it at any point on the remaining part of the circle.

5) (Motivate) Angles in the same segment of a circle are equal.

6) (Motivate) The sum of the either pair of the opposite angles of a cyclic quadrilateral is $180_\circ$ and its converse

7.   CONSTRUCTIONS

1. Construction of a triangle of given perimeter and base angles.

UNIT V : MENSURATION

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2.   SURFACE AREAS AND VOLUMES

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

UNIT VI : STATISTICS AND PROBABILITY

1.   STATISTICS

Introduction to Statistics : Collection of data, presentation of data — tabular form, ungrouped / grouped, bar graphs, qualitative analysis of data to choose the correct form of presentation for the collected data.

2.   PROBABILITY

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).

Unit I: Concept and Scope of Home Science.

Unit III : **Food and its relation to health:** Definition of food, functions of food

      (i)   energy giving
      (ii)   growth and repair
      (iii)   protection against diseases
      (iv)   regulation of body function
      (v)   psychological satisfaction
      (vi)   sociological functions
      (vii)   interrelationship between good and health

Unit IV : **Methods of cooking :** Boiling, steaming, pressure cooking, frying, roasting& baking, brief description of each & suitability of foods.

Unit V : **Functions of a home :** Protective and social characteristics of functional house-security, light, ventilation,

Unit VI : **Safety in the house :** prevention of accidents in the kitchen and bathroom-cuts, falls, burns, electric shock, poisoning, safe use of fuels; first-aid given to cuts, bruises, burns, scalds, poisoning, shocks & bites.

UnitVII : **Fabrics available in the market :** Definition of fibre and yarn; classfication of fibre on the basis of origin and length; yarn making, blends,construction of fabric-weaving (Different types of weaves-plain, twill and stain), felting and knitting;

Unit VIII : **Selection of clothes :** factors affecting selection

    (i) fabric related factors (characteristics of fibre, fabric construction)

    (ii) person related factors-age, occupation occasion, fashion, figure, comfort

2009-10
URDU (Course A) Code No. 003
CLASS IX

One Paper   3 Hours   Marks: 100

Section – A

Marks : 40

1. **Reading Skills :**
   (i)   Comprehension of an unseen passage (factual) of about 150 words. Followed by five questions.   10

2. **Writing Skills :**
   (i)   Essay Writing on Subjects of general interest   10
   (ii)   Letter Writing : (Personal and Application Writing)   10

3. **Applied Grammar :**   10
   (i)   The following elements of grammar are to be studied :
   a. **Ism Ki Qismein**
      (i) Ism-e-Marafa
      (ii) Ism-e-Nakra
   b. **Ism-e-Marafa ki Qismein**
      Khitab, Laqab, Kunniyat, Urf, Takhallus
   c. **Ism-e-Nakra ki Qismein**
      Zaat, Istifham, Fael, Mafool, Masdar
   d. **Zameer ki Qismein**
      Mutakallim, Hazir, Ghaeb
   e. **Sifat ki Qismein**
      Zati, Nisbati, Adadi, Miqdari

Section – B

Marks : 60

1. **Prescribed Text-Books :**
   Nawa-e-Urdu (Nawin Jama at ke Liyae) Published by the NCERT, New Delhi
   Supplementary Reader (Gulzar-E-Urdu) Published by the NCERT, New Delhi

1. **Prose :**   **Marks : 20**
   All the lessons from the above book (Gulzar-E-Urdu) are to be studied.
   (i)   One out of two extracts from the prescribed lessons followed by short Answer type questions for comprehension   05
   (ii)   One essay type question about 100 words on content/theme.   05
   (iii)   Two short answer type questions on the prescribed lessons.   05
   (iv)   Knowledge about life and literary contribution of the prose writers

of the prescribed text.   05

2. Poetry :   **Marks : 20**
All the poets and their words comprising the above book (Gulzar-e-Urdu) are to be
studied.
(i)   One out of two reference to the context from the poetry section   05
(ii)   One essay type question about 100 words on content/theme   05
(iii) Two short answer type questions on the prescribed lessons   05
(iv)   Knowledge about life and literary contribution of the poets
       of the prescribed text.   05

3. Supplementary Reader : (Gulzar-E-Urdu)   **Marks : 10**
(i)   One out of two essay type questions   04
(ii)   Two out of four short answer type questions   06

4. Literary genres of the prescribed text   **Marks : 10**
Recommended books :
(i)   Urdu Adab Ki Tareekh, Published by the NCERT, New Delhi
(ii)   Urdu Qawaid, Published by the NCERT, New Delhi

कोविड 19 महामारी के कारण शैक्षिक सत्र 2020–21 हेतु विषय– उर्दू (कक्षा–9) में उपरोक्त पाठ्यक्रम से 30 प्रतिशत की कटौती निम्नवत् की जाती है:–

<div align="center">

Class – IX
DELETED SYLLABUS
(For the Session of 2020-21 Only)
Urdu (Sub. Code 004)
(THEORY)

Section – A
</div>

Applied Grammer
1- Zameen ki Qismein : Mutakallim, Hazir, Ghaeb.
2- Sifat ki Qismein : Zati, Nisbati, Adadi, Miqdari.

<div align="center">

Section – B
</div>

Prose
Book : Nawa-e-Urdu
    Afsana :   (i) Magar who toot gaee – Saleh Abid Husain.
    Mukhtasar Mazmoon :   (ii) Nazeer Ahmad ki kahani kuchh meri aur.
           kuch unki zabani – Mirza Farhatullah Beg.
          (iii) Jeenay ka saleeqa – Khwaja
Ghulamussayyaden.

Poetry
Book : Nawa-e-Urdu
    Ghazal : (i) Firaq Gorakhpuri – Sar mein sauda bhi nahi, dil mein tamanna bhi
          nahi.
       (ii) Majrooh Sultanpuri – Ham hein mata-e-koocha-w-bazar ki tarah.
    Nazm : (i) Mohammad Iqbal – Aik arzoo.
       (ii) Faiz Ahmad Faiz – Bol.
    Qita :   (i) Akhtar Ansari – Imkanat, Arzoo, Shab-e-purbahar.

Book : Gulzar-e-Urdu
    Ghazal : (i) Nasir Kazmi – Tere khayal se lau de uthi hai tanhaai.
       (ii) Khaleel-ur-Rehman Azmi – Teri sada ka hai sadyon se intazar
           mujhe.
       (iii) Parveen Shakir – Barish hui to phoolon ke tan chaak ho gaye.
    Name : (i) Akbar Ilah Abadi – Farzi Lateefa.
       (ii) Israr-ul-Haq Majaz – Raat aur rail.
       (iii) Ali Sardar Jafri – Mera Safar.
       (iv) Akhtar-ul-Iman – Aitmad.

Class – IX
REVISED SYLLABUS
(For the Session of 2020-21 Only)
Elements of Business
(THEORY)

1. **Introductory :** Meaning and scope of business
2. **Channels of distribution :** Types and functions of wholesaler and retailer
3. **Course of Business Transactions :** Buying and selling of goods, enquiries and quotations, general terms of sale, quality, price, packing, delivery, transfer of ownership and payments
4. **Mercantile Agents:** Kinds of agents and their functions, commission agents
5. **Warehousing and storekeeping:** Meaning, functions and kinds
6. **Transportation of goods:** rail, road, sea and air transport, comparative merits

Class – IX
REVISED SYLLABUS
(For the Session of 2020-21 Only)
Element of Book-Keeping & Accountancy
(THEORY)

Objective : The main objective of this paper is to enable the student to understand the fundamental principles and to develop skills of preparing and maintaining simple accounts books, and records from given details.

I. *Introduction :* Need for Book-Keeping, Ojectivies and advantages of Book-keeping.

II. *Basic concepts :* Dual aspect of transactions and

III. Nature of Accounts and Rules for debit and credit : Classification of accounts, Rules for debit and credit

IV. *Journal* : Need for journal; Journal entries.

V. Ledger : Definition and importance; relation between journal and ledger; Meaning of posting, guiding rule for posting transactions, balancing of accounts

VI. *Recording and posting of cash transactions :* Necessity of cash book-types of cash books-petty cash books

VII. *Trial balance :* Purpose, methods and limitations

भाग – 1

1. **व्याकरण –** (20 अंक)

   (1) संधि (व्यंजन और विसर्ग)

   (2) समास (कर्मधारय, द्वंद, अव्ययिभाव)

   (3) वाक्य रूपांतरण (साधारण, संयुक्त, मिश्रित)

   (4) साधु और चलित भाषा

   (5) विराम – चिन्ह (पाठ्य गद्यांश से लिया जाए)

   (6) अनेकार्थी शब्द

   (7) (अशुद्ध – शुद्ध) शब्द और वाक्य

2. **रचना –** (20 अंक)

   (1) अनुच्छेद लेखन (150 शब्दों में)

   (2) कहानी लेखन (दिए गये बिन्दुओं को ध्यान में रखते हुए)
      (शीर्षक, कथा)

   (3) निजी (व्यक्तिगत) पत्र और अवकाश हेतु प्रार्थना पत्र

3. **अपठित गद्यांश** (10 अंक)

भाग – 2

1. **गद्य (सन्दर्भ सामग्री) –** (20 अंक)

   (1) गद्यांश से जुड़े सरल प्रश्न

   (2) विचार – विस्तार और व्याख्या

पाठ

रचना का नाम	लेखक	विधा
1. धीवर	कालिदास	नाटक
2. दाम	नारायण गंगोपाध्याय	लघु कथा
3. हिमालय दर्शन	बेगम रुकैया	यात्रा वृत्तांत
4. विवेकानंद की चिट्टी	विवेकानंद	पत्र
5. राधा रानी	बंकिम चन्द्र चट्टोपाध्याय	उपन्यास – खंड
6. इलियास	लियो टॉलस्टॉय	कहानी

सन्दर्भ ग्रन्थ :

पश्चिम बंगाल बोर्ड की कक्षा 9 की किताब **"साहित्य संचयन"** से ली गयी है।

2. पद्य –   (20 अंक)
   (1) पद्यांश से जुड़े सरल प्रश्न
   (2) व्याख्या

   पाठ्य कविताएं –
   आसमान में सात तारे – जीवानन्द दास
   खेया – रबिन्द्रनाथ टैगोर
   भंगार गान – काजी नजरुल इस्लाम
   आमरा – सतेंद्रनाथ दत्त
   नगर – अजीत दत्ता
   ऐ जीवन – सुनील गंगोपाध्याय

   सन्दर्भ ग्रन्थ :
              पश्चिम बंगाल बोर्ड की कक्षा 9 की किताब **"साहित्य संचयन"** से ली गयी है।

3. सिनेमा –   (10 अंक)
   सत्यजीत रॉय के "अप्पू ट्रीलोजी" की वीडियो अनिवार्य रूप में दिखाया जाए

कोविड 19 महामारी के कारण शैक्षिक सत्र 2020–21 हेतु विषय– बंगाली (कक्षा–9) में उपरोक्त पाठ्यक्रम से 30 प्रतिशत की कटौती निम्नवत् की जाती है:–

Class – IX
DELETED SYLLABUS
(For the Session of 2020-21 Only)
Bengali
(THEORY)

4. **व्याकरण –**

    (1) संधि (व्यंजन और विसर्ग)

    (3) वाक्य रूपांतरण (साधारण, संयुक्त, मिश्रित)

    (5) विराम – चिन्ह (पाठ्य गद्यांश से लिया जाए)

    (6) अनेकार्थी शब्द

    (7) (अशुद्ध – शुद्ध) शब्द और वाक्य

5. **रचना –**

    (1) अनुच्छेद लेखन (150 शब्दों में)

    (3) निजी (व्यक्तिगत) पत्र और अवकाश हेतु प्रार्थना पत्र

6. **अपठित गद्यांश**

भाग – 2

4. **गद्य (सन्दर्भ सामग्री) –**

    (1) गद्यांश से जुड़े सरल प्रश्न

    (2) विचार – विस्तार और व्याख्या

पाठ

रचना का नाम	लेखक	विधा
7. धीवर	कालिदास	नाटक
8. हिमालय दर्शन	बेगम रुकैया	यात्रा वृत्तांत
9. राधा रानी	बंकिम चन्द्र चट्टोपाध्याय	उपन्यास – खंड
10. इलियास	लियो टॉलस्टॉय	कहानी

सन्दर्भ ग्रन्थ :

पश्चिम बंगाल बोर्ड की कक्षा 9 की किताब **"साहित्य संचयन"** से ली गयी है।

5. **पद्य –**

    (1) पद्यांश से जुड़े सरल प्रश्न

    (2) व्याख्या

पाठ्य कविताएं –

आसमान में सात तारे – जीवानन्द दास

खैया – रबिन्द्रनाथ टैगोर

भंगार गान – काजी नजरुल इस्लाम

ऐ जीवन – सुनील गंगोपाध्याय

सन्दर्भ ग्रन्थ :

        पश्चिम बंगाल बोर्ड की कक्षा 9 की किताब **"साहित्य संचयन"** से ली गयी है।

6. **सिनेमा –**
सत्यजीत रॉय के "अप्पू ट्रीलोजी" की वीडियो अनिवार्य रूप में दिखाया जाए